

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

ospi.k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

June 12, 2025

() Action Required
(X) Informational

BULLETIN NO. 033-25 EXECUTIVE SERVICES

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Curriculum, Instruction, and Assessment Administrators
School Principals

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: 2025–26 School Year Updates: Learning Standards Implementation, Instruction and Leadership, High School and Beyond Plan, Professional Learning Day, Sunsetting of Continuous Learning 2.0, and Student Discipline

2025–26 Upcoming Grant Opportunities: Inclusionary Practices, Reducing Restraint and Eliminating Isolation, and School Improvement and Other Grant Opportunities

CONTACT: Michaela Miller, Deputy Superintendent
360-529-6089, michaela.miller@k12.wa.us

PURPOSE/BACKGROUND

This bulletin provides school districts with important updates regarding statewide initiative areas and the Office of Superintendent of Public Instruction's (OSPI) prioritized supports for the 2025–26 school year. The 2025 Washington State Legislative Session concluded on April 27th, resulting in the passage of several new bills, including the final biennial operating budget. As a result of the enacted budget, OSPI eliminated 57 of its 525 positions. Despite these reductions, OSPI remains committed to delivering core services and supports, including: budget allocations; technical assistance related to federal programs and funding; civil rights enforcement; data collection and reporting; educator certification; implementation of updated learning standards; special education services; and administration and oversight of child nutrition programs.

In general, state-funded grant programs, aside from a few exceptions, will be significantly

reduced, and some associated support functions will sunset at OSPI. This bulletin outlines the agency's statewide focus areas and aligned resources for the 2025–26 school year, reflecting OSPI's continued commitment to providing essential supports to school districts in the areas of teaching and learning.

LEARNING STANDARDS IMPLEMENTATION

OSPI will release the initially adopted revised English Language Arts (ELA) and mathematics standards by fall 2025. OSPI will take limited feedback on the revised standards focused solely on clarifying the language of the standards in early fall. Once OSPI has reviewed feedback, if there are any corrections needed, those will be made – and we will move to final adoption for the 2026–27 school year. We do not anticipate significant changes to the learning standards between the initial and the Superintendent's final adoption of the standards. Initial implementation efforts during the 2025–26 school year will focus on district planning, professional learning communities, and local professional learning of the revised standards to prioritize and align standards to existing or new instructional materials.

LEAs can anticipate a learning standards crosswalk that identifies the previously adopted common core and the newly adopted state learning standards to support understanding and inform initial implementation. The mathematics standards have been updated to include data science, and the ELA standards have been updated to include additional K–12 standards for media and digital literacy. The updated standards will include the identification of standards eligible for inclusion (or consistently assessed) on the summative state assessment, in alignment with RCW 28A.655.070, and completed in collaboration with our partners at Smarter Balanced.

To support the ELA standards, OSPI will be rolling out the Washington State Literacy Framework for early learners. This framework is a comprehensive resource designed to improve literacy education across Washington. Grounded in evidence-based practices, this framework provides a statewide systems approach that connects literacy instruction to state learning standards, policies, and guidelines to enhance student outcomes.

There will be no changes to the state assessment for the 2025–26 school year.

INSTRUCTION AND LEADERSHIP

OSPI, in collaboration with Educational Service Districts (ESDs), will prioritize targeted support for schools and districts with a focus on the following key areas:

- Creating a positive, inclusive, and safe school and classroom learning environment.
- Content focus areas on implementation of Mathematics and ELA Learning Standards,

including a deeper focus on:

- Intermediate/middle-level mathematics, grades 4, 5, and 6: Support aligned instruction to improve student learning and promote acceleration.
- Early Literacy (Grades K–3).

Instructional and Leadership Frameworks play a critical role in the professional learning and evaluation of certificated staff. The state’s role in evaluation is limited, but we can narrow our resources and supports to better meet the needs of the professional learning that comes alongside evaluation. Sixty-four percent (64%) of teachers and 45% of principals are on a focused evaluation from year to year. The focused evaluation is intended to be an opportunity to grow in one specific criterion area. Even for those on a comprehensive evaluation, the focus on learning standards and safe learning environments is critical to the other criterion.

To that end, OSPI will be focusing our support and intervention through school improvement efforts on the following criterion for educators:

	Learning Standards & Content	Safe & Supportive Learning Environment
Classroom Criterion; State 8 – Teacher Criteria & Descriptors	Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.	Criterion 5: Fostering and managing a safe, positive learning environment.
School Criterion; State 8 – Principal Criteria & Descriptors	Criterion 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.	Criterion 2: Providing for school safety.
District Criterion; Superintendent Framework	Standard 3: Curriculum, Instruction, and Assessment	Standard 4: Community of Care and Support for Students

Due to state budget reductions, TPEP training dollars to school districts will be half of the amount for 2025–26 as it was in 2024–25. As a reminder, schools/districts may use professional learning communities to evaluate teams of teachers on a focused evaluation.

HIGH SCHOOL AND BEYOND PLAN

OSPI continues to support the statewide transition to the [universal platform](#) for the High School and Beyond Plan through the purchase of statewide licenses and providing technical

and professional learning support. LEAs have identified whether they want to transition to the platform during the 2025–26 school year, or the 2026–27 school year through a previously administered survey. If your district wants to begin implementation earlier than originally identified, please contact OSPI staff by the end of June for guidance and support. LEAs can view the newly released video [here](#), that highlights the transformation possible through moving to a universal platform.

For questions related to the implementation of the high school beyond plan please contact hsbp@k12.wa.us.

PROFESSIONAL LEARNING DAY

In 2025–26 school year, the focus for the state directed professional learning day will be Cultural Competency Diversity Equity and Inclusion (CCDEI). Districts must provide school district staff a variety of opportunities for training, professional development, and professional learning aligned with the [CCDEI standards](#) and rubrics developed by the Professional Educator Standards Board in 2021 under [RCW 28A.410.260](#). School district staff includes classified staff, certificated instructional staff, certificated administrative staff, and superintendents. Districts must align professional learning with the CCDEI standards as there is no prescribed curriculum for the CCDEI focus.

Districts are encouraged to incorporate opportunities to earn equity clock hours towards the equity-based school practices certificate renewal for certificated employees as part of the state funded professional learning day. Equity based school practices must align with the CCDEI standards, and districts offering these hours will support certificated instructional and certificated administrative staff in meeting the new certificate renewal requirements described in [WAC 181-79A-244](#).

SUNSETTING OF CONTINUOUS LEARNING 2.0

Beginning in school year 2025–26, Continuous Learning 2.0+ (CL2.0+) will not be an allowable delivery of program for basic education. In addition, LEAs are not permitted to use Continuous Learning 2.0+ for sudden, short-term school closures resulting from weather or other related impacts to daily in-person instruction.

CL2.0+ provided flexibility for students with health and safety needs to access their instruction and services through synchronous online instruction, with asynchronous instruction limited to 30% of their daily instructional time. This framework was initially developed in response to the immediate health and safety needs that prevented access to the in-person instructional model and was last updated in school year 2021–22. The Continuous Learning 2.0+ program code in

CEDARS has been inactivated beginning with the 2025–26 school year.

For questions related to ALE, please contact Anissa Sharratt at anissa.sharratt@k12.wa.us.

STUDENT DISCIPLINE

The updated student discipline rules (Chapter 392-190, 392-400, 392-401 WAC) were adopted on June 10, 2025. These rules are permanent and take effect 31 days later, on July 11th. School districts must ensure their policies comply with these laws and promote fairness for everyone. Check the resources below to see what has changed following the adoption of the permanent rules. [OSPI Rulemaking Activity](#) also provides information on the full rulemaking process. For more information, see [OSPI Bulletin No. 030-25](#) or OSPI's [Student Discipline website](#).

INCLUSIONARY PRACTICES

The Inclusionary Practices Technical Assistance Network (IPTN) is a collaboration between OSPI and education partners across Washington state that provides coordinated technical assistance, resources, and professional development to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in Washington schools. As part of the ongoing efforts, IPTN will continue to provide tiered levels of support to districts that have data showing the highest rates of exclusion, including hosting demonstration site visits that elevate high quality systems and practices. Districts engaging with the IPTN will receive funds for targeted support aligned to their local improvement goals, ensuring that inclusion is not only a practice but a measurable outcome.

To learn more about the design of IPTN, network contributors, goals and activities, visit the [IPTN website](#) or contact Dr. Cassie Martin at cassie.martin@k12.wa.us.

REDUCING RESTRAINT AND ELIMINATING ISOLATION

There are 22 school districts (6 demonstration sites and 16 pilot sites) currently participating in the RREI project. OSPI plans to add three additional pilot site districts for a total of 25 districts participating in 2025–26.

A Technical Assistance Manual is in final revisions, and OSPI will release fall 2025. This manual will provide helpful guidance on behavior for all students in the K–12 system.

Here is a link to the [RREI website](#) for more information.

SCHOOL IMPROVEMENT AND OTHER GRANT OPPORTUNITIES

OSPI will rely solely on our federal Title I (Part A) funds for school improvement efforts. The loss of loss of state funds will impact the network of support that has been available to schools and districts in the past decade. OSPI is in the process of determining, within existing resources, the extent of our grant process that will support both regional and district focus on schools identified for improvement. The focus of school improvement will be Learning Standards Implementation and Instruction and Leadership.

OSPI will continue to focus funds on schools in improvement, including schools that were previously identified as Required Action District or Required Introductory Cohort schools. More information about ongoing support is forthcoming.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact the following staff based on subject matter:

Name	Title	Phone/Email	Subject
Anna Marie Dufault	Assistant Superintendent of Student Engagement and Support	564-669-1360, annamarie.dufault@k12.wa.us	Reducing Restraint and Eliminating Isolation; Student Discipline
Matthew Frizzell	Assistant Superintendent of System and School Improvement	564-669-1359, matthew.frizzell@k12.wa.us	School Improvement and Grant Opportunities
Susan Lathrop	Assistant Superintendent of Educator Growth and Development	564-999-3894, susan.lathrop@k12.wa.us	Professional Learning Day; Instruction and Leadership
Tania May	Assistant Superintendent of Special Education Services	360-725-6075, tania.may@k12.wa.us	Inclusionary Practices
Jon Mishra	Assistant Superintendent of Elementary, Early Learning, and Federal Programs	360-701-9321, jon.mishra@k12.wa.us	Learning Standards Implementation

Name	Title	Phone/Email	Subject
Rebecca Wallace	Assistant Superintendent of Secondary Education and Pathway Preparation	564-999-3259, rebecca.wallace@k12.wa.us	Sunsetting of Continuous Learning 2.0+; Learning Standards Implementation; HSBP

The OSPI [Telecommunication Relay Services](#) number is 711 or 1-800-833-6384.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

CR:jp

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162/Telecommunication Relay Services: 711 or 1-800-833-6384; or P.O. Box 47200, Olympia, WA 98504-7200; or equity@k12.wa.us.