Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Comprehensive Sexual Health Education
2026

Authorizing Legislation: RCW 28A.300.475

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EXECUTIVE SUMMARY

The Office of Superintendent of Public Instruction (OSPI) works with the Washington State Department of Health (DOH) and other education and public health partners on the implementation of medically accurate, inclusive comprehensive sexual health education (CSHE) in Washington schools. This includes annually reviewing CSHE instructional materials for consistency with state requirements, posting resources on our website (including guidance, model policies, and lists of instructional materials that are consistent with legislative requirements), and providing technical assistance and professional development on delivering CSHE in line with requirements and best practices.

The Revised Code of Washington (RCW) 28A.300.475, Comprehensive Sexual Health Education, requires schools to provide comprehensive sexual health education (CSHE) to all students and to report annually to OSPI on what instructional materials they are using and how classroom instruction aligns with the requirements of the law, and for OSPI to summarize and report the results biennially to the legislature.

To collect the required information for the 2024–25 and 2025–26 school years, OSPI created a survey that was made available to all school districts. Results of the survey are used for this report and inform OSPI's development and provision of resources, technical assistance, and professional development.

Key findings

- Of school districts in Washington, 94% submitted a completed survey for 2024–25 and 94% submitted a completed survey for 2025–26.
- On average, over 80% of reporting districts said they provided CSHE instruction in all grade bands. This represents a modest increase from 2023–24, the date of OSPI's last CSHE report.
- Districts reported providing more hours of CSHE instruction in 2025–26 than in 2023–24, the date of OSPI's last CSHE report.
- More districts reported using curricula consistent with state requirements in 2025–26 than in 2023–24, the date of OSPI's last CSHE report.
- Only 9% of districts reported using instructional materials found to be inconsistent with state requirements in 2025–26 compared to 14% in 2023–24, the date of OSPI's last CSHE report.
- In 2025–26, all required instructional topics were covered by 68% (grades 4–5), 78% (grades 6–8), and 73% (grades 9–12) of reporting districts. This compares to 13% (grades 4–5), 49% (grades 6–8), and 8% (grades 9–12) in 2023–24, the date of OSPI's last CSHE report.
- There was a 50% increase from 2023–24 to 2025–26 in the number of districts using multiple strategies in support of inclusive instruction for all students.

INTRODUCTION

RCW 28A.300.475, Comprehensive Sexual Health Education, requires schools to provide comprehensive sexual health education (CSHE) to all students and to report annually to OSPI on what instructional materials they are using and how classroom instruction aligns with the requirements of the law, and for OSPI to summarize and report the results biennially to the legislature.

Students in kindergarten through grade three receive instruction in social emotional learning (SEL), which OSPI defines as "the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life." In this report, SEL is reported as CSHE for students in kindergarten through grade three, though SEL and CSHE are distinct from one another in content, standards, and curricula. SEL includes no content related to sexual health or sexuality.

Students in grade four through grade twelve receive CSHE, which is defined in the RCW as "recurring instruction in human development and reproduction that is medically and scientifically accurate, age-appropriate, and appropriate for all students regardless of protected class."

Schools are required to report annually to OSPI on how they meet the requirements of RCW 28A.300.475. OSPI created a survey (see Appendix A) to collect information from school districts on compliance with the law. Information about required reporting and the survey link were sent to district administrators in late spring of 2025 and 2026 and follow-up reminders went to district superintendents in August of both years. The September 1 reporting deadline was extended both years to capture data from as many districts as possible, with additional follow-up reminders provided throughout the fall.

For the 2024–25 school year, 294 school districts completed surveys (94% of 311 eligible districts), which included charter and other public schools. For the 2025–26 school year, 292 school districts completed surveys (94% of 312 eligible districts), which included charter and other public schools. Several tribal compact schools also completed the survey, though they are not required to do so, and their responses were included. Results of both the 2024–25 and 2025–26 surveys (as of October 1, 2026) are included in this report.

BACKGROUND

CSHE Instruction Requirements

The law requires that CSHE instruction is:

- Provided at least once in grades K–3, consistent with Washington's SEL Standards and Benchmarks.
- Provided at least once in grades 4–5, at least twice in grades 6–8, and at least twice in grades 9–12, consistent with Health Education K–12 Student Learning Standards.
- Medically and scientifically accurate (as determined through collaborative OSPI/DOH instructional materials reviews or by experts such as those named in the law, such as DOH clinical staff or a panel of clinical experts that might include county health department staff or university-level faculty with sexual health expertise, or other medical experts able to make such determination in accordance with state law and recommendations by the Centers for Disease Control and Prevention).
- Inclusive of all students, including language and strategies that recognize all protected classes.
- Age-appropriate on several topics, including human growth and development, prevention of pregnancy and sexually transmitted diseases (including abstinence), health care and prevention resources, skills to reduce health risks and choose healthy behaviors, communication skills, healthy relationships and avoidance of exploitative relationships, affirmative consent, and bystander intervention.

> *"The provision of comprehensive, age appropriate, evidence-informed sexual health education is a vital component of K–12 education."*
>
> *–Superintendent Chris Reykdal*

UPDATE STATUS

Provision of Instruction

Schools are required to provide SEL at least once in grades K–3 and to provide CSHE at least once in grades 4–5, at least twice in grades 6–8, and at least twice in grades 9–12. Table 1 shows how many districts provided instruction at the required frequency in each grade band.

Table 1: Instruction provided at required frequency by grade band

Year	Grades K–3	Grades 4–5	Grades 6–8	Grades 9–12
2024–25	93%	91%	80%	63%
2025–26	93%	89%	82%	64%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Anecdotally, districts indicated that they are challenged to provide CSHE multiple times in secondary grades for two primary reasons, which may partially account for lower numbers in grades 6–12:

- Many districts do not provide health education in grades 6–8, resulting in fewer opportunities and trained staff in those grades.
- Students are required to have 0.5 Health Education credits for high school graduation, and most districts include CSHE in required health classes in 9th or 10th grade. There is not any additional required course in high school in which the provision of CSHE fits easily.

Social and Emotional Learning Instruction

Students in kindergarten through grade three receive instruction in social emotional learning (SEL), which OSPI defines as "the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life." SEL includes no content related to sexual health or sexuality.

Washington's SEL Standards and Benchmarks are designed to provide comprehensive instruction over time that supports students to learn both concepts and skills. Tables 2 and 3 show how many districts provided SEL instruction in grades K–3 and the total number of hours of instruction provided. Hours of instruction provided is one possible indicator of how comprehensive instruction is.

Table 2: Percent of districts that provided SEL by grade band

Year	Kindergarten	Grade 1	Grade 2	Grade 3
2024–25	93%	93%	93%	92%
2025–26	92%	93%	93%	93%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Table 3: Percent of districts that provided 10 or more hours of SEL instruction by grade band

Year	Kindergarten	Grade 1	Grade 2	Grade 3
2024–25	65%	66%	66%	64%
2025–26	67%	67%	66%	67%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Sexual Health Education Instruction

Students in grade four through grade twelve receive CSHE, which is defined in RCW as "recurring instruction in human development and reproduction that is medically and scientifically accurate, age-appropriate, and appropriate for all students regardless of protected class." Instruction must be consistent with Washington's Health Education Learning Standards and other requirements of RCW 28A.300.475.

Tables 4 and 5 show the percent of districts that provided CSHE at least once in each grade band, the number of hours of instruction provided, and the percent of students opted out of instruction. Given the number of instructional topics included in the law and the standards, and the fact that instruction must be taught multiple times, hours of instruction provided is one possible indicator of how consistent it is with requirements for comprehensiveness.

Table 4: Percent of districts that provided CSHE at least once in each grade band

Year	Grades 4–5	Grades 6–8	Grades 9–12
2024–25	91%	89%	82%
2025–26	89%	90%	82%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Table 5: Percent of districts that provided 10 or more hours of CSHE instruction by grade band

Year	Grades 4–5	Grades 6–8	Grades 9–12
2024–25	9%	19%	31%
2025–26	9%	20%	33%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Table 6 provides information about the number of students opted out of CSHE instruction. Parents or guardians may choose to opt their child out of CSHE education and school districts must accommodate such requests. Most parents do not opt their children out of instruction or only opt them out of certain portions of the curriculum. These data suggest that as of the 2025–26 school year, most students are receiving CSHE.

Table 6: Percent of students being opted out of CSHE by parents/guardians by grade band

Year	Grade Band	None	Less than 1%	1–5%	6–10%	More than 10%
2024–25	Grades 4–5	19%	34%	34%	7%	6%
2024–25	Grades 6–8	20%	35%	33%	6%	6%
2024–25	Grades 9–12	28%	39%	25%	4%	4%
2025–26	Grades 4–5	21%	35%	32%	10%	2%
2025–26	Grades 6–8	20%	39%	32%	5%	4%
2025–26	Grades 9–12	25%	44%	25%	3%	3%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Provision of Inclusive Instruction

The CSHE reporting survey provides a checklist of possible strategies school districts and educators might use to ensure that instruction is inclusive of all students (e.g., using instructional materials designed for a specific population of students, or modifying instructional materials to meet the needs of students). Listed strategies include those that might address the needs of students who identify as

LGBTQ+, those with disabilities, and those who represent the cultural diversity of our state. A text box was provided for additional responses.

Table 7 represents the percentage of school districts that reported using multiple strategies in support of inclusive instruction for all students. Significantly more schools reported using a greater number of instructional strategies compared to prior years' reports, indicating that instruction has become more inclusive over time.

Table 7: Inclusive Instruction by Number of Strategies Used

Year	0 Strategies	1–3 Strategies	4–6 Strategies
2024–25	3%	22%	75%
2025–26	2%	27%	71%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Research on sexual health education shows two groups typically underserved with CSHE are students who identify as LGBTQ+ and students with disabilities. Instruction often is not provided at all in the case of students with disabilities, or is not relevant, in the case of students who identify as LGBTQ+.

Table 8 represents the percentage of school districts that reported using multiple strategies intended to provide instruction inclusive of LGBTQ+ students. Significantly more schools reported using a greater number of instructional strategies compared to prior years' reports, indicating that instruction has become more inclusive over time.

Table 8: LGBTQ+ Inclusive Instruction by Number of Strategies Used

Year	0 Strategies	1 Strategy	2 Strategies
2024–25	10%	23%	68%
2025–26	15%	20%	65%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Table 9 represents the percentage of school districts that reported using multiple strategies intended to provide instruction inclusive of students with disabilities. More schools reported using a greater number of instructional strategies compared to prior years' reports, indicating that instruction has become more inclusive over time.

Table 9: Disability-Inclusive Instruction by Number of Strategies Used

Year	0 Strategies	1 Strategy	2 Strategies
2024–25	27%	45%	27%
2025–26	32%	49%	19%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Coverage of Required Content

Nine distinct content requirements are called out in RCW 28A.300.475 and the Guidelines for Sexual Health and Disease Prevention referenced in the law. A related requirement found in RCW 28A.300.145 (related to instruction on the consequences of sexual crimes in which the victim is a minor) was added to a list of required content topics in the CSHE reporting survey. Topics may be addressed in all or some grade bands depending on when they are age-appropriate to introduce; only five of nine topics included in the survey are recommended in grades 4–5. Table 10 shows the percentage of districts that reported teaching required topics in 2024–25 and 2025–26.

Table 10: Required Content by Grade Band

Year	Grade band	1–3 Topics	4–6 Topics	7–9 Topics
2024–25	Grades 4–5	22%	68%	N/A
2024–25	Grades 6–8	1%	10%	76%
2024–25	Grades 9–12	0%	6%	75%
2025–26	Grades 4–5	20%	68%	N/A
2025–26	Grades 6–8	3%	9%	78%
2025–26	Grades 9–12	1%	7%	73%

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

Comprehensive Sexual Health Education Curricula

For this report, "curricula" includes all instructional materials used by school districts to deliver required CSHE in the classroom. Districts were asked to identify all materials used in each grade band and how they determined that their materials met the requirements of the law.

School districts can use OSPI-reviewed materials, or they may determine if materials are consistent with requirements using OSPI-developed review tools. OSPI conducts CSHE instructional materials reviews annually in coordination with the Washington Department of Health (DOH). Medical and scientific accuracy reviews are done by medical experts per Centers for Disease Control and Prevention (CDC) standards. OSPI ensures consistency with Washington state laws (e.g. RCW 28A.300.475, AIDS Omnibus Act, Screening for Biased Content in Instruction Materials) and learning standards. Titles reviewed by OSPI and DOH are listed as "consistent," "consistent with modification," or "inconsistent" with state requirements for CSHE. The results of those reviews, along with the review tools, are posted on OSPI's website so that school districts have easy access to both.

Social Emotional Learning Curricula

The instructional requirement for kindergarten through grade three is social and emotional learning (SEL), which includes no sexual health content. OSPI provides many resources for districts to consider using. For a more detailed summary of curricula districts reported using for SEL, see Appendix B.

Comprehensive Sexual Health Curricula

The instructional requirement for grades 4–12 is comprehensive sexual health education (CSHE). School districts may adopt a wide variety of curricula or other instructional materials, provided they are found to be consistent with requirements of RCW 28A.300.475.

Summaries of CSHE instructional materials used by districts in the 2024–25 and 2025–26 school years are provided in Appendix C.

Of the 294 districts that reported to OSPI for the 2024–25 school year:

- The majority reported using commercially available comprehensive curricula found by OSPI and DOH to be **consistent** with requirements for comprehensive instruction.
- At least 12% reported using instructional materials found by OSPI and DOH to be **inconsistent** with requirements. This is about half the number reported in past surveys.
- 11% reported using instructional materials created by the district.

Of the 292 districts that reported to OSPI for the 2025–26 school year:

- The majority reported using commercially available comprehensive curricula found by OSPI and DOH to be **consistent** with requirements for comprehensive instruction.
- 9% reported using commercially available instructional materials found by OSPI and DOH to be **inconsistent** with requirements. This is less than half the number reported in past surveys.
- 11% reported using instructional materials created by the district.

Table 11 shows the most used curriculum for each grade band and, of districts teaching SEL and CSHE in that grade band, the percent using those curricula. For a more detailed summary of curricula districts report using, see Appendices B and C.

Table 11: Most Common Curricula Used for SEL and CSHE Instruction

Year	Grades K–3*	Grades 4–5	Grades 6–8	Grades 9–12
2024–25	Second Step (142, 52%)	FLASH (81, 30%)	FLASH (82, 31%)	FLASH (81, 34%)
2025–26	Second Step (110, 40%)	FLASH (82, 31%)	FLASH (82, 31%)	FLASH (82, 34%)

*****SEL curricula, not CSHE curricula.

Source: OSPI CSHE Reporting Survey, extracted 11/7/25 (2024–25) and 10/7/26 (2025–26)

CONCLUSION & NEXT STEPS

The 2022–23 school year was the first year all schools were required to teach CSHE in all grade bands. Since then, there has been an increase in the number of school districts providing CSHE in all grade bands and an increase in the number using instructional materials consistent with state requirements. There is still room for improvement in the number of districts providing instruction at the required frequency, particularly in grades 9-12.

OSPI has and will continue to provide robust guidance to districts via written documents, our website, and live and recorded webinars. Technical assistance initially focused on helping districts understand and get up to speed with meeting all legislative requirements and has shifted to targeted efforts to support districts not yet meeting requirements. Annual reviews of instructional materials will continue to ensure districts have a wide array of choices that meet the needs of our diverse student population and communities, including open education resources. OSPI provides virtual teacher training at no charge to increase accessibility throughout the state and will continue to tailor each year's offerings to address gaps in compliance with state requirements. Professional development for educators will continue to include a strong focus on providing inclusive instruction for both LGBTQ+ students and those in special education programs.

The results of each year's survey will be used by OSPI staff to further focus on our resources, technical assistance, and professional development in ways that will support all districts' ability to meet all legislative requirements related to the delivery of CSHE. We expect to see continued improvement in meeting all or most CSHE requirements after each school year.

REFERENCES

OSPI, 2024–2025 Comprehensive Sexual Health Education (CSHE) Reporting Survey, data extracted 11/7/25.

OSPI, 2025–2026 Comprehensive Sexual Health Education (CSHE) Reporting Survey, data extracted 10/7/26.

APPENDICES

Appendix A: CSHE Reporting Survey

All school districts are required to report to OSPI what instructional materials they use to teach comprehensive sexual health education and how their instruction meets the requirements of the RCW. Appendix A is a copy of the Alchemer Survey created by OSPI to gather responses from Washington school districts in 2025-26. The same survey questions were used for the 2024-25 survey.

Appendix A: 2025–26 Comprehensive Sexual Health Education Reporting

Greetings and Instructions

Welcome to the annual Comprehensive Sexual Health Education (CSHE) Reporting Survey for the 2025–26 school year! Before proceeding, please review the following information.

Purpose

The purpose of this survey is twofold:

- This survey fulfills a legislative mandate as stated in RCW 28A.300.475 Comprehensive Sexual Health Education (CSHE). This RCW requires every Washington public school to annually report information about their implementation of CSHE to the Office of Superintendent of Public Instruction (OSPI). In turn, OSPI is required to report this information to the Legislature.
- This survey will help OSPI to better understand CSHE implementation across the state, to tailor our resources, professional development, and technical assistance.

What to Expect

This year's survey asks a total of 21 questions, although many participants will see only a subset of questions. It should take no longer than 15 minutes to complete if you have already collected the required information. In it, you will encounter questions about your Local Education Agency's (LEA's) implementation of Social Emotional Learning (SEL) and Comprehensive Sexual Health Education (CSHE). Specifically, you will be asked about the instructional materials you used and how you delivered instruction. At the end of the survey, you will be asked for your contact information.

Instructions

Because this survey asks about implementation for your entire LEA, it is important that someone familiar with your entire LEA's implementation of SEL/CSHE complete the survey. In many cases, this will be your LEA's health education coordinator, curriculum director, or director. We have made a PDF version of the survey available to allow respondents to prepare their responses before submission.

Before completing the survey, we recommend that you gather all information you will need. You may also want to review relevant legislation and learning standards, which are available on the CSHE Implementation website. Please use the save feature if you are unable to complete the survey before submitting it. This survey will close on September 1, 2026, to allow districts ample time to submit their data. If questions or concerns arise during completion of the survey, feel free to contact laurie.dils@k12.wa.us.

LEA Selection

On behalf of which LEA are you completing this survey?

The Alchemer survey will have all LEA's listed in a dropdown menu.

As a reminder, we ask that you complete this survey in a way that represents your entire LEA. If you believe there is someone else in your LEA who is better positioned to answer in this way, please exit the survey and ask them to complete it instead.

IMPORTANT: After you validate and begin the survey, if you need to pause and return to the survey later, you will need to SAVE and CONTINUE. Otherwise, you will not be able to re-enter the survey.

Grade Band Selection

In your LEA, which grades received **Social Emotional Learning (SEL)** instruction? (*Select all that apply*) *

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- None of the above

In your LEA, which grades received **Comprehensive Sexual Health Education (CSHE)**

Instruction?

(Select all that apply) *

- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Other - Write In

SEL Curriculum Information

What materials were used to provide **SEL** instruction to K–3rd grade students?

(Select all that apply) *

- Caring School Community

- Kimochis
- Harmony
- Character Strong
- PurposeFull People
- None of the above

Please include the name(s) of any other curricula you may have used.

How many total hours of SEL instruction were provided? Please select an answer for each grade that instruction was provided to.

(The Alchemer survey will have grade bands and hours of instruction listed)

- 0 hours
- 1–5 hours
- 6–10 hours
- More than 10 hours

CSHE Curriculum Information

What materials were used to provide Comprehensive Sexual Health Education (CSHE) instruction to 4th–12th grade students? If materials differed based on a student's grade band, please indicate so below. (The Alchemer survey will have grade bands built into the materials selections)

- All4You!
- Comprehensive Health Skills (2021 or more recent)
- FLASH
- Get Real (ETR)
- Great Body Shop
- HealthSmart
- Live Well: Reproductive and Sexual Health
- My Future, My Choice
- Positive Prevention Plus
- Puberty: The Wonder Years
- Rights, Respect, Responsibility
- Sexuality Education for People with Developmental Disabilities
- Teen Talk
- Un|Hushed
- None of the above. Our LEA used a different, commercially available curriculum with this grade band.
- None of the above. Our LEA designed its own curriculum to use with this grade band.

Please include the name(s) of the different, commercially available curricula here.

How many total hours of CSHE instruction were provided? Please select an answer for each grade band that instruction was provided to.

(The Alchemer survey will have grade bands and hours of instruction listed)

- 0 hours
- 1–5 hours
- 6–10 hours
- More than 10 hours

About what percentage of students opted out of CSHE instruction this year by parents/guardians? If "opt out" rates differ by grade band, please indicate below. (The Alchemer Survey will have grade bands and hours of instruction listed)

- None
- Less than 1%
- 1% to 5%
- 6% to 10%

About what percentage of students opted out of CSHE instruction this year by parents/guardians? If "opt out" rates differ by grade band, please indicate below. (The Alchemer Survey will have grade bands and hours of instruction listed)

- None
- Less than 1%
- 1% to 5%
- 6% to 10%
- More than 10%

What methods did your LEA use to make CSHE instruction materials available for parent/guardian review?

(Select all that apply)

- Posted on LEA website
- Access codes provided for online access
- Other - Write In

CSHE Follow-up

How did your LEA determine that its CSHE instruction was consistent with Health Education K–12 Learning Standards?

- We aligned or mapped our instructional materials and/or plan to align to the Standards.
- Other - Write In

What topics were covered in the CSHE instruction provided to your LEA's 4th–12th grade students? If topics differ depending on the grade band(s) in question, you can indicate so below.

(Select all that apply)

- Human growth and development
- Abstinence
- Pregnancy prevention (in addition to abstinence); note: not required in grades 4–5
- STD/HIV prevention
- Information about credible health care and prevention information and services
- Interpersonal communication skills that help reduce health risks and support healthy, respectful behaviors and relationships
- Healthy relationships and avoidance of exploitative relationships
- Understand the influences of families, peers, community and the media on healthy sexual relationships
- Affirmative consent and bystander intervention
- Other – Write in

In what ways did you ensure your CSHE instruction was inclusive to all students?

(Select all that apply)

- Our curriculum featured examples and images of students from diverse backgrounds.
- Our curriculum included information about sexual orientation, gender identity, and/or gender expression.
- Our curriculum encouraged students to respect the sexual and gender identities of others.
- Our curriculum was free from faith-based values/ beliefs.
- Our curriculum was specifically designed for students with intellectual/developmental disabilities.
- Our curriculum was adapted to accommodate students with intellectual/developmental disabilities.
- Other - Write In

OSPI's sexual health education team provides support to districts to improve aspects of Comprehensive Sexual Health Education and support districts with compliance with RCW 28A.300.475

This question is optional. Responses will be used to plan programmatic supports.

What kinds of resources or professional development would your district find useful in supporting/providing CSHE?

- Professional Development - Write in Topic
- Written Guidance - Write in Topic

- Other - Write I

Contact Information

OSPI appreciates your completion of the 2025–26 CHSE Reporting Survey. On this final page of questions, we ask respondents to include their contact information. This will help us better understand who completed the survey and allow us to reach out for clarification on survey responses.

Name:

Job Title:

Telephone Number (Format: (123) 456-7890)

Email Address (Required):

If you would like to add any comments or clarifications before submitting your responses, please do so here.

Thank You!

Thank you for completing our survey! Your responses have been recorded. If you would like more information about comprehensive sexual health education requirements and resources, please visit our sexual health education webpage.

Appendix B: SEL Curricula

All districts are required to report to OSPI what instructional materials they use to teach comprehensive sexual health education, which is defined as social emotional learning for grades K–3. Appendix B includes summarized results of the reporting survey as of 11/7/25 for 2024–25 and 10/7/26 for 2025–26. These count the most used instructional materials across grade levels.

2024–25

Curricula	Number of districts reporting use
Second Step	142
Character Strong	59
Other	27
RULER	9
MindUP	8
Purposefull People	7
Caring School Community	6
Harmony	6

"Other" includes several commercially available materials, along with district- or teacher-developed materials.

2025–26

Curricula	Number of districts reporting use
Second Step	110
Character Strong	74
Purposefull People	31
Other	24
Caring School Community	7
Harmony	6
Leader in Me	6

"Other" includes several commercially available materials, along with district- or teacher-developed materials.

Appendix C: CSHE Curricula

2024–25

Curricula	Number of districts reporting use
FLASH	81
District-designed	31
Glencoe Health*	26
Other	18
Rights, Respect, Responsibility (3Rs)	17
HealthSmart	12
Always Changing	11
Comprehensive Health Skills	8
Great Body Shop	8
KNOW*	8

*Reviewed by OSPI and DOH-approved medical experts and found to be **inconsistent** with CSHE requirements. Should not be used for CSHE instruction.

"Other" includes a few commercially available materials, along with district- or teacher-developed materials

2025–26

Curricula	Number of districts reporting use
FLASH	82
District-designed	31
Rights, Respect, Responsibility (3Rs)	21
Glencoe Health*	21
Other	21
Goodheart-Willcox Comprehensive Health Skills	16
Always Changing	13
Great Body Shop	10
HealthSmart	10
KNOW*	6

*Reviewed by OSPI and DOH-approved medical experts and found to be **inconsistent** with CSHE requirements. Should not be used for CSHE instruction.

"Other" includes a few commercially available materials, along with district- or teacher-developed materials.

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