

SENATE BILL REPORT

SB 5177

As of January 23, 2025

Title: An act relating to considering the experiences of historically marginalized and underrepresented groups when identifying professional development resources on certain topics.

Brief Description: Considering the experiences of historically marginalized and underrepresented groups when identifying professional development resources on certain topics.

Sponsors: Senators Nobles, Wilson, C., Hasegawa, Lovelett, Orwall, Trudeau and Valdez.

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/23/25.

Brief Summary of Bill

- Specifies that the professional development resources that the Office of the Superintendent of Public Instruction provides on certain topics must consider the experiences of historically marginalized and underrepresented groups.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Ailey Kato (786-7434)

Background: State law requires school districts to use one of their three professional learning days to train staff in one or more of the following topics every other school year:

- social-emotional learning;
- trauma-informed practices;
- recognition and response to emotional or behavioral distress;
- consideration of adverse childhood experiences;
- mental health literacy;

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- antibullying strategies; and
- culturally sustaining practices.

In 2019, subject to appropriations, OSPI was directed to create and publish on its website a list of resources available for professional development of school district staff on these topics.

OSPI must include the professional development opportunities and resources identified by the Social-Emotional Learning Committee.

By June 1, 2025, the Washington State School Directors' Association, with the assistance of the Office of the Superintendent of Public Instruction (OSPI), must review and update a model policy and procedure regarding course design, selection, and adoption of instructional materials.

The model policy and procedure must require that school district boards of directors, within available materials, adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people, and people with various socioeconomic and immigration backgrounds.

By October 1, 2025, school district boards of directors, charter school boards, and state-tribal education compact schools must amend their policies and procedures to conform with the model.

Summary of Bill: The professional development resources that OSPI must provide on certain topics must consider the experiences of historically marginalized and underrepresented groups including, but not limited to, students' experiences with:

- sensory, mental, and physical disabilities;
- neurodivergence;
- gender identity and gender expression;
- sexual orientation;
- homelessness;
- race and ethnicity;
- religion;
- national origin; and
- immigration status.

Appropriation: The bill contains a section or sections to limit implementation to the availability of amounts appropriated for that specific purpose.

Fiscal Note: Requested on January 18, 2025.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.