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**SENATE BILL 5177**

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**State of Washington**

**69th Legislature**

**2025 Regular Session**

**By** Senators Nobles, C. Wilson, Hasegawa, Lovelett, Orwall, Trudeau, and Valdez

Prefiled 01/08/25. Read first time 01/13/25. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to considering the experiences of historically  
2 marginalized and underrepresented groups when identifying  
3 professional development resources on certain topics; amending RCW  
4 28A.300.479; and creating a new section.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** The legislature finds that:

7 (1) While steps have been made to make education more inclusive,  
8 more work must be done to address the unmet social and emotional  
9 needs of marginalized students;

10 (2) Sixty-three percent of LGBTQ students face verbal harassment  
11 based on sexual orientation and 53 percent face verbal harassment  
12 based on gender expression as stated by the gay, lesbian, and  
13 straight education network;

14 (3) The Trevor project finds that 42 percent of LGBTQ youth  
15 attempted suicide in 2021 compared to the centers for disease control  
16 and prevention's statistic of 22 percent of youth overall who  
17 attempted suicide;

18 (4) According to the Trevor project, LGBTQ-affirming schools play  
19 a role in reducing suicidal ideation for LGBTQ students;

20 (5) In 2021, 16 percent of high school students who identified as  
21 Native American or Alaskan Native and 14.5 percent who identified as

1 Black or African American attempted suicide. Overall, however, 10.2  
2 percent of youth reported attempting suicide;

3 (6) In addition to their racial and/or ethnic identity, youth who  
4 identify with racial and ethnic minorities can have intersectional  
5 identities pertaining to socioeconomic status, documentation status,  
6 disabilities, and LGBTQ identities, making them more susceptible to  
7 multiple forms of discrimination;

8 (7) Results from a study from the University of Cambridge  
9 suggests that adults with autism spectrum disorder are more likely to  
10 self-medicate with recreational drugs to mask their unwanted  
11 symptoms, leading to emotional exhaustion;

12 (8) The national institutes of health published that adolescents  
13 diagnosed with attention deficit hyperactivity disorder and autism  
14 spectrum disorder were up to 10 times more likely to experience  
15 anxiety and depression compared to their neurotypical peers; and

16 (9) By expanding professional development topics to include  
17 various identities, schools will be better equipped to create  
18 inclusive environments that reduce discrimination and support the  
19 mental health of students.

20 **Sec. 2.** RCW 28A.300.479 and 2019 c 386 s 6 are each amended to  
21 read as follows:

22 (1) Subject to the availability of amounts appropriated for this  
23 specific purpose, the office of the superintendent of public  
24 instruction must create and publish on its website a list of  
25 resources available for professional development of school district  
26 staff on the following topics:

27 (a) Social-emotional learning (~~((trauma-informed))~~);

28 (b) Trauma-informed practices (~~((recognition))~~);

29 (c) Recognition and response to emotional or behavioral  
30 distress (~~((consideration))~~);

31 (d) Consideration of adverse childhood experiences (~~((mental))~~);

32 (e) Mental health literacy (~~((antibullying))~~);

33 (f) Antibullying strategies (~~(( ))~~); and ((culturally))

34 (g) Culturally sustaining practices.

35 (2) The resources described in subsection (1) of this section  
36 must consider the experiences of historically marginalized and  
37 underrepresented groups including, but not limited to, students'  
38 experiences with:

39 (a) Sensory, mental, and physical disabilities;

1       (b) Neurodivergence;  
2       (c) Gender identity and gender expression;  
3       (d) Sexual orientation;  
4       (e) Homelessness;  
5       (f) Race and ethnicity;  
6       (g) Religion;  
7       (h) National origin; and  
8       (i) Immigration status.  
9       (3) The office of the superintendent of public instruction must  
10 include in the list the professional development opportunities and  
11 resources identified by the social-emotional learning committee  
12 created under RCW 28A.300.477.

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