

Multiple Agency Fiscal Note Summary

Bill Number: 5462 E SB	Title: Inclusive learning standards
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Estimated Cash Receipts

NONE

Agency Name	2023-25		2025-27		2027-29	
	GF- State	Total	GF- State	Total	GF- State	Total
Local Gov. Courts						
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.					
Local Gov. Other						
Local Gov. Total						

Estimated Operating Expenditures

Agency Name	2023-25				2025-27				2027-29			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Office of the Governor	Non-zero but indeterminate cost and/or savings. Please see discussion.											
Superintendent of Public Instruction	.8	279,000	279,000	279,000	.6	176,000	176,000	176,000	.6	176,000	176,000	176,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	0.8	279,000	279,000	279,000	0.6	176,000	176,000	176,000	0.6	176,000	176,000	176,000

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Total									
Local Gov. Courts									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other									

Estimated Capital Budget Expenditures

Agency Name	2023-25			2025-27			2027-29		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Office of the Governor	.0	0	0	.0	0	0	.0	0	0
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Courts									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Breakout

Prepared by: Val Terre, OFM	Phone: (360) 280-3973	Date Published: Final 3/15/2023
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Individual State Agency Fiscal Note

Bill Number: 5462 E SB	Title: Inclusive learning standards	Agency: 075-Office of the Governor
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Ethan Moreno	Phone: 360-786-7386	Date: 03/08/2023
Agency Preparation: Tracy Sayre	Phone: 360-890-5279	Date: 03/14/2023
Agency Approval: Jamie Langford	Phone: (360) 870-7766	Date: 03/14/2023
OFM Review: Cheri Keller	Phone: (360) 584-2207	Date: 03/15/2023

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

Engrossed Substitute added a new section (Sec. 7) that requires the Office of the Superintendent of Public Instruction to consult with the Washington State Office of Equity to create an open educational resource database for developing inclusive curricula.

- The Office of Equity has several full-time consultants with the skill and expertise to support consultation to the Office of the Superintendent of Public Instruction in developing, implementing, and sustaining the open education resource database. At this time, we are not clear on the time constraints and demand that this effort will create for the Office of Equity's consultants.

Bill 5462 instructs the Office of the Superintendent of Public Instruction to work in consultation with the LGBTQ Commission to review and update relevant learning standards that include the histories, contributions, and perspectives of LGBTQ individuals. As per RCW 43.114, the LGBTQ Commission is responsible for providing assistance to state agencies, which includes this type of consultation.

- The Office estimates this work can be accomplished within current resources and therefore doesn't have a fiscal impact.

II. B - Cash receipts Impact

Cash receipts impact of the legislation on the responding agency with the cash receipts provisions identified by section number and when appropriate, the detail of the revenue sources. Description of the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explanation of how workload assumptions translate into estimates. Distinguished between one time and ongoing functions.

II. C - Expenditures

Agency expenditures necessary to implement this legislation (or savings resulting from this legislation), with the provisions of the legislation that result in the expenditures (or savings) identified by section number. Description of the factual basis of the assumptions and the method by which the expenditure impact is derived. Explanation of how workload assumptions translate into cost estimates. Distinguished between one time and ongoing functions.

The Office of Equity has several full-time consultants with the skill and expertise to support consultation to the Office of the Superintendent of Public Instruction in developing, implementing, and sustaining the open education resource database. At this time, we are not clear on the time constraints and demand that this effort will create for the Office of Equity's consultants which could range to little fiscal impact or require at least one FTE.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. C - Operating FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals agree with total FTEs in Part I and Part IIIA.*

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Acquisition and construction costs not reflected elsewhere on the fiscal note and description of potential financing methods.

NONE

IV. D - Capital FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals agree with total FTEs in Part IVB.*

NONE

Part V: New Rule Making Required

Provisions of the bill that require the agency to adopt new administrative rules or repeal/revise existing rules.

Individual State Agency Fiscal Note

Bill Number: 5462 E SB	Title: Inclusive learning standards	Agency: 350-Superintendent of Public Instruction
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	0.8	0.8	0.8	0.6	0.6
Account					
General Fund-State 001-1	148,000	131,000	279,000	176,000	176,000
Total \$	148,000	131,000	279,000	176,000	176,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Ethan Moreno	Phone: 360-786-7386	Date: 03/08/2023
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 03/10/2023
Agency Approval: Jami Marcott	Phone: (360) 725-6230	Date: 03/10/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 03/13/2023

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

Changes compared to SB 5462

Section 1: Modified intent and recognition section to include:

- Intends to require school districts to adopt policies and procedures that incorporate adopting inclusive curricula.
- Recognizes that inclusive curricula have been shown to often improve the mental health, academic performance, attendance rates, and graduation rates of marginalized communities.
- Intends to promote and support the development and adoption of inclusive curricula through regional inclusive curricula coordinators, youth advisory councils, and an open educational resource database.

Section 2(2): Language added requiring school board of directors to adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials.

Section 2(4): Adds “diversity” and “equity” as having the same meaning as in RCW 28A.415.443.

Section 4(1): Added subject to the availability of amounts appropriated for this specific purpose, requires each educational service district (ESD) to designate a regional inclusive curricula coordinator. Outlines the duties.

Section 4(2): Added subject to the availability of amounts appropriated for this specific purpose, each ESD must establish a regional youth advisory council for inclusive curricula and equity. Outlines the purpose of the council.

Section 4(3): Language added that nothing in this section prevents any school district from establishing its own youth advisory council for inclusive curricula and equity.

Section 4(4): Language added informing for purposes of this section, “diversity,” “equity,” and “inclusion” have the same meanings as in RCW 28A.415.443.

Section 5: Previously section 4.

Section 5(2)(a): Language added requiring the regional inclusive curricula coordinator established under section 4 of this act to be a member of the instructional materials committee, to the extent the person is available.

Section 6: Previously section 5.

Section 7(1): Added subject to the availability of amounts appropriated for this specific purpose, the Office of Superintendent of Public Instruction (OSPI), in collaboration with various agencies, must recreate an open educational resource database for developing inclusive curricula.

Section 7(2): Language added requiring the open educational resource database to include resources that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups.

Section 7(3): Language added requiring the open educational resource database to facilitate the free use, adaptation, and sharing of these resources among school districts and certificated staff.

Section 8: Previously section 6.

Section 9: Previously section 7.

Summary of ESB 5462

Section 1 (New):

Intent and recognition section.

- Recognizes that Washington state law prohibits discrimination in public schools for certain protected classes.
- Intends to expand these requirements by requiring school districts to adopt policies and procedures that incorporate adopting inclusive curricula and selecting inclusive instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups.
- Recognizes that inclusive curricula have been shown to often improve the mental health, academic performance, attendance rates, and graduation rates of marginalized communities.
- Recognizes that state law requires the state learning standards to be periodically updated to incorporate best practices in ethnic studies.
- Intends to direct the Office of Superintendent of Public Instruction (OSPI), in consultation with the Washington State LGBTQ Commission, to review and update relevant state learning standards to include histories, contributions, and perspectives of LGBTQ people.
- Intends to promote and support the development and adoption of inclusive curricula through regional inclusive curricula coordinators, youth advisory councils, and an open educational resource database.

Section 2 (New):

Section 2(1): Requires Washington State School Directors' Association (WSSDA), with the assistance of OSPI, to review and update a model policy and procedure regarding course design, selection, and adoption of instructional materials by June 1, 2025.

Section 2(2): Outlines the requirements of the model policy and procedure.

Section 2(3): Requires school districts to amend the policies and procedures that are required under RCW 28A.320.230 to incorporate all the elements described in this section by October 1, 2025.

Section 2(4): Informs that for purposes of this section, “diversity,” “equity,” and “inclusion” have the same meaning as in RCW 28A.415.443.

Section 3 (Amended):

Section 3(1) and 3(2): Strikes reference to Title 28A RCW.

Section 3(2)(f): Strikes language regarding establishing final curriculum standards. Language changed to indicate the adoption of curricula consistent with law, including section 2 of this act.

Section 4 (New):

Section 4(1): Subject to the availability of amounts appropriated for this specific purpose, requires each educational service district (ESD) to designate a regional inclusive curricula coordinator. Outlines the duties.

Section 4(2): Subject to the availability of amounts appropriated for this specific purpose, each ESD must establish a regional youth advisory council for inclusive curricula and equity. Outlines the purpose of the council.

Section 4(3): Informs that nothing in this section prevents any school district from establishing its own youth advisory council for inclusive curricula and equity.

Section 4(4): Informs that for purposes of this section, “diversity,” “equity,” and “inclusion” have the same meanings as in RCW 28A.415.443.

Section 5 (Amended):

Section 5(1)(b): Language added requiring that the policy should include all the elements of the model policy and procedure

described in section 2 of this act.

Section 5(1)(d): Strikes language regarding who shall represent the instructional materials committee and language regarding providing reasonable notice to parents the opportunity to serve on the committee.

Section 5(1)(f): Strikes language regarding providing free textbooks, supplies, and other instructional materials being loaned to the pupils of the school.

Section 5(2)(a): Language added indicating who the representatives of the instructional materials committee will be.

Section 5(2)(b): Language added requiring school districts to provide reasonable notice to parents of the opportunity to serve on the committee and for terms of office of members of the instructional materials committee.

Section 5(2)(c): Language added indicating that the recommendation of instructional materials must be in accordance with district policy described in subsection (1) of this section and that local school district's board of directors must determine that the instructional materials committee made recommendations in accordance with district policy adopted under subsection (1) of this section before approving the recommendations.

Section 5(4)(a): Language added requiring every board of directors, unless otherwise specifically provided by law, to provide free textbooks, supplies, and other instructional materials to be loaned to the students of the school, when, in its judgement, the best interests of the district will be subserved.

Section 6 (Amended):

Section 6(18)(a): Language added requiring OSPI, in consultation with the Washington state LGBTQ Commission, to review and update relevant state learning standards to include the histories, contributions, and perspectives of LGBTQ people by December 1, 2024.

Section 6(18)(b): Language added indicating that the purposes of this subsection, "LGBTQ" has the same meaning as in RCW 43.114.010.

Section 7 (New):

Section 7(1): Subject to the availability of amounts appropriated for this specific purpose, the Office of Superintendent of Public Instruction (OSPI), in collaboration with various agencies, must recreate an open educational resource database for developing inclusive curricula.

Section 7(2): Requires the open educational resource database to include resources that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups.

Section 7(3): Requires the open educational resource database to facilitate the free use, adaptation, and sharing of these resources amount school districts and certificated staff.

Section 8 (Amended):

Section 8(2)(a): Language added indicating charter schools must comply with section 2 of this act (inclusive model policy and procedure).

Section 9 (Amended):

Section 9(3)(d): Language added indicating that state-tribal education compact schools must comply with nondiscrimination laws and the provision of section 2 of this act.

Section 9(5): Strikes reference to Title 28A RCW.

II. B - Cash receipts Impact

Cash receipts impact of the legislation on the responding agency with the cash receipts provisions identified by section number and when appropriate, the detail of the revenue sources. Description of the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explanation of how workload assumptions translate into estimates. Distinguished between one time and ongoing functions.

No cash receipts impact anticipated.

II. C - Expenditures

Agency expenditures necessary to implement this legislation (or savings resulting from this legislation), with the provisions of the legislation that result in the expenditures (or savings) identified by section number. Description of the factual basis of the assumptions and the method by which the expenditure impact is derived. Explanation of how workload assumptions translate into cost estimates. Distinguished between one time and ongoing functions.

Section 2(1) requires OSPI to assist WSSDA with the review and updating of model policies and procedures regarding course design, selection, and adoption of instructional materials by June 1, 2025 and section 6(18)(a) requires OSPI, in consultation with the Washington state LGBTQ Commission, to review and update relevant state learning standards to include the histories, contributions, and perspectives of LGBTQ people. OSPI assumes it would require the following:

- A 0.14 FTE Program Supervisor's time to assist WSSDA with updating the policies and procedures and consult with Washington State LGBTQ Commission to review and update relevant state learning standards. OSPI estimates the cost associated with this work would be \$23,000 in FY24 and \$22,000 in FY25.
- A 0.10 FTE Administrative Assistant's time to provide support to the Program Supervisor and assist in the logistics of the workgroup sessions. OSPI estimates the cost associated with this work would be \$13,000 in FY24 and \$12,000 in FY25.

Section 6(18)(a) requires OSPI, in consultation with the Washington state LGBTQ Commission, to review and update relevant state learning standards to include the histories, contributions, and perspectives of LGBTQ people by December 1, 2024.

- It is assumed that 6 in-person workgroup sessions with 12 attendees per session will be needed (4 sessions in FY24 and 2 sessions in FY25) to fulfill this requirement. It is estimated that the meetings will take place in Olympia due to the proximity of OSPI and the Washington State LGBTQ Commission and that 1/3 of the representatives will travel from the eastside of the state. OSPI estimates the cost associated with this work to be \$17,000 in FY24 and \$9,000 in FY25.

Section 7 is subject to the availability of amounts appropriated for this specific purpose, the Office of Superintendent of Public Instruction (OSPI), in collaboration with various agencies, must recreate an open educational resource database for developing inclusive curricula. OSPI assumes it would require the following:

- A 0.5 FTE Program Supervisor's time to develop inclusive curricula and provide administration and oversight to third party grants and contracts. OSPI estimates the cost associated with this work would be \$82,000 in FY24 and \$76,000 thereafter.
- A 0.1 FTE to provide administrative support to the Program Supervisor on the development of the inclusive curricula. OSPI estimates the cost associated with this work would be \$13,000 in FY24 and \$12,000 thereafter.

OSPI assumes the online digital library, the Washington OER Hub, would be utilized to share developed curricula.

Contracts:

The cost for a contract related to resource development and vetting of the educational resources is indeterminate. OSPI assumes approximately \$282,000 in FY24.

WSSDA Expenditure Impact

Section 2(1) requires WSSDA, with the assistance of OSPI, to review and update a model policy and procedure regarding course design, selection, and adoption of instructional materials by June 1, 2025.

WSSDA assumes that the work outlined in Section 2 of the bill could be done within their existing resources.

ESD Expenditure Impact:

Section 4(1)-(2): Subject to the availability of amounts appropriated for this specific purpose, requires each educational service district (ESD) to designate a regional inclusive curricula coordinator and establish a regional youth advisory council for inclusive curricula and equity.

This section is indeterminate. OSPI estimates funding for ESD costs related to employing Regional Inclusive Curricula Coordinators, and the cost of convening the youth advisory council to be approximately \$240,000 per ESD.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2024	FY 2025	2023-25	2025-27	2027-29
001-1	General Fund	State	148,000	131,000	279,000	176,000	176,000
Total \$			148,000	131,000	279,000	176,000	176,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	0.8	0.8	0.8	0.6	0.6
A-Salaries and Wages	70,000	70,000	140,000	102,000	102,000
B-Employee Benefits	40,000	40,000	80,000	58,000	58,000
C-Professional Service Contracts					
E-Goods and Other Services	6,000	6,000	12,000	8,000	8,000
G-Travel	23,000	15,000	38,000	8,000	8,000
J-Capital Outlays	9,000		9,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	148,000	131,000	279,000	176,000	176,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

III. C - Operating FTE Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part I and Part IIIA*

Job Classification	Salary	FY 2024	FY 2025	2023-25	2025-27	2027-29
Administrative Assistant 4	60,156	0.2	0.2	0.2	0.1	0.1
Program Supervisor	90,544	0.6	0.6	0.6	0.5	0.5
Total FTEs		0.8	0.8	0.8	0.6	0.6

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Acquisition and construction costs not reflected elsewhere on the fiscal note and description of potential financing methods.

NONE

IV. D - Capital FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals agree with total FTEs in Part IVB.*

NONE

No capital budget impact is anticipated.

Part V: New Rule Making Required

Provisions of the bill that require the agency to adopt new administrative rules or repeal/revise existing rules.

Individual State Agency Fiscal Note

Bill Number: 5462 E SB	Title: Inclusive learning standards	Agency: SDF-School District Fiscal Note - SPI
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Operating Expenditures from:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Ethan Moreno	Phone: 360-786-7386	Date: 03/08/2023
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 03/10/2023
Agency Approval: Jami Marcott	Phone: (360) 725-6230	Date: 03/10/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 03/13/2023

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

Changes compared to SB 5462

Section 1: Modified intent and recognition section to include:

- Intends to require school districts to adopt policies and procedures that incorporate adopting inclusive curricula.
- Recognizes that inclusive curricula have been shown to often improve the mental health, academic performance, attendance rates, and graduation rates of marginalized communities.
- Intends to promote and support the development and adoption of inclusive curricula through regional inclusive curricula coordinators, youth advisory councils, and an open educational resource database.

Section 2(2): Language added requiring school board of directors to adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials.

Section 2(4): Adds “diversity” and “equity” as having the same meaning as in RCW 28A.415.443.

Section 4(1): Added subject to the availability of amounts appropriated for this specific purpose, requires each educational service district (ESD) to designate a regional inclusive curricula coordinator. Outlines the duties.

Section 4(2): Added subject to the availability of amounts appropriated for this specific purpose, each ESD must establish a regional youth advisory council for inclusive curricula and equity. Outlines the purpose of the council.

Section 4(3): Language added that nothing in this section prevents any school district from establishing its own youth advisory council for inclusive curricula and equity.

Section 4(4): Language added informing for purposes of this section, “diversity,” “equity,” and “inclusion” have the same meanings as in RCW 28A.415.443.

Section 5: Previously section 4.

Section 5(2)(a): Language added requiring the regional inclusive curricula coordinator established under section 4 of this act to be a member of the instructional materials committee, to the extent the person is available.

Section 6: Previously section 5.

Section 7(1): Added subject to the availability of amounts appropriated for this specific purpose, the Office of Superintendent of Public Instruction (OSPI), in collaboration with various agencies, must recreate an open educational resource database for developing inclusive curricula.

Section 7(2): Language added requiring the open educational resource database to include resources that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups.

Section 7(3): Language added requiring the open educational resource database to facilitate the free use, adaptation, and sharing of these resources among school districts and certificated staff.

Section 8: Previously section 6.

Section 9: Previously section 7.

Summary of ESB 5462

Section 1 (New):

Intent and recognition section.

- Recognizes that Washington state law prohibits discrimination in public schools for certain protected classes.
- Intends to expand these requirements by requiring school districts to adopt policies and procedures that incorporate adopting inclusive curricula and selecting inclusive instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups.
- Recognizes that inclusive curricula have been shown to often improve the mental health, academic performance, attendance rates, and graduation rates of marginalized communities.
- Recognizes that state law requires the state learning standards to be periodically updated to incorporate best practices in ethnic studies.
- Intends to direct the Office of Superintendent of Public Instruction (OSPI), in consultation with the Washington State LGBTQ Commission, to review and update relevant state learning standards to include histories, contributions, and perspectives of LGBTQ people.
- Intends to promote and support the development and adoption of inclusive curricula through regional inclusive curricula coordinators, youth advisory councils, and an open educational resource database.

Section 2 (New):

Section 2(1): Requires Washington State School Directors' Association (WSSDA), with the assistance of OSPI, to review and update a model policy and procedure regarding course design, selection, and adoption of instructional materials by June 1, 2025.

Section 2(2): Outlines the requirements of the model policy and procedure.

Section 2(3): Requires school districts to amend the policies and procedures that are required under RCW 28A.320.230 to incorporate all the elements described in this section by October 1, 2025.

Section 2(4): Informs that for purposes of this section, “diversity,” “equity,” and “inclusion” have the same meaning as in RCW 28A.415.443.

Section 3 (Amended):

Section 3(1) and 3(2): Strikes reference to Title 28A RCW.

Section 3(2)(f): Strikes language regarding establishing final curriculum standards. Language changed to indicate the adoption of curricula consistent with law, including section 2 of this act.

Section 4 (New):

Section 4(1): Subject to the availability of amounts appropriated for this specific purpose, requires each educational service district (ESD) to designate a regional inclusive curricula coordinator. Outlines the duties.

Section 4(2): Subject to the availability of amounts appropriated for this specific purpose, each ESD must establish a regional youth advisory council for inclusive curricula and equity. Outlines the purpose of the council.

Section 4(3): Informs that nothing in this section prevents any school district from establishing its own youth advisory council for inclusive curricula and equity.

Section 4(4): Informs that for purposes of this section, “diversity,” “equity,” and “inclusion” have the same meanings as in RCW 28A.415.443.

Section 5 (Amended):

Section 5(1)(b): Language added requiring that the policy should include all the elements of the model policy and procedure

described in section 2 of this act.

Section 5(1)(d): Strikes language regarding who shall represent the instructional materials committee and language regarding providing reasonable notice to parents the opportunity to serve on the committee.

Section 5(1)(f): Strikes language regarding providing free textbooks, supplies, and other instructional materials being loaned to the pupils of the school.

Section 5(2)(a): Language added indicating who the representatives of the instructional materials committee will be.

Section 5(2)(b): Language added requiring school districts to provide reasonable notice to parents of the opportunity to serve on the committee and for terms of office of members of the instructional materials committee.

Section 5(2)(c): Language added indicating that the recommendation of instructional materials must be in accordance with district policy described in subsection (1) of this section and that local school district's board of directors must determine that the instructional materials committee made recommendations in accordance with district policy adopted under subsection (1) of this section before approving the recommendations.

Section 5(4)(a): Language added requiring every board of directors, unless otherwise specifically provided by law, to provide free textbooks, supplies, and other instructional materials to be loaned to the students of the school, when, in its judgement, the best interests of the district will be subserved.

Section 6 (Amended):

Section 6(18)(a): Language added requiring OSPI, in consultation with the Washington state LGBTQ Commission, to review and update relevant state learning standards to include the histories, contributions, and perspectives of LGBTQ people by December 1, 2024.

Section 6(18)(b): Language added indicating that the purposes of this subsection, "LGBTQ" has the same meaning as in RCW 43.114.010.

Section 7 (New):

Section 7(1): Subject to the availability of amounts appropriated for this specific purpose, the Office of Superintendent of Public Instruction (OSPI), in collaboration with various agencies, must recreate an open educational resource database for developing inclusive curricula.

Section 7(2): Requires the open educational resource database to include resources that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups.

Section 7(3): Requires the open educational resource database to facilitate the free use, adaptation, and sharing of these resources amount school districts and certificated staff.

Section 8 (Amended):

Section 8(2)(a): Language added indicating charter schools must comply with section 2 of this act (inclusive model policy and procedure).

Section 9 (Amended):

Section 9(3)(d): Language added indicating that state-tribal education compact schools must comply with nondiscrimination laws and the provision of section 2 of this act.

Section 9(5): Strikes reference to Title 28A RCW.

II. B - Cash receipts Impact

Cash receipts impact of the legislation on the responding agency with the cash receipts provisions identified by section number and when appropriate, the detail of the revenue sources. Description of the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explanation of how workload assumptions translate into estimates. Distinguished between one time and ongoing functions.

School District Impact:

This bill would have an indeterminate impact on school district cash receipts.

School districts would be required to change district policy and procedures that incorporate selecting inclusive instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups. It is unknown the scope of the policies or provisions that school districts will need to adopt in order to implement all the elements described in Section 2 of the bill.

ESD Impact:

ESDs would need to hire one inclusive curricula coordinator per ESD (total of 9) to perform the duties in section 2 of the bill. The total cost incurred by ESDs includes salaries, benefits, supplies & travel, a 0.3 FTE assumption of admin support, and convening of the youth advisory council for the total cost per ESD of \$240,000.

II. C - Expenditures

Agency expenditures necessary to implement this legislation (or savings resulting from this legislation), with the provisions of the legislation that result in the expenditures (or savings) identified by section number. Description of the factual basis of the assumptions and the method by which the expenditure impact is derived. Explanation of how workload assumptions translate into cost estimates. Distinguished between one time and ongoing functions.

School District Expenditure Impact:

This bill would have an indeterminate expenditure impact on school districts.

School districts would be required to change district policy and procedures that incorporate selecting inclusive instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups. It is unknown the scope of the policies or provisions that school districts will need to adopt in order to implement all the elements described in Section 2 of the bill.

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Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. C - Operating FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals agree with total FTEs in Part I and Part IIIA.*

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Acquisition and construction costs not reflected elsewhere on the fiscal note and description of potential financing methods.

NONE

IV. D - Capital FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals agree with total FTEs in Part IVB.*

NONE

No capital budget impact is anticipated.

Part V: New Rule Making Required

Provisions of the bill that require the agency to adopt new administrative rules or repeal/revise existing rules.