
ENGROSSED SUBSTITUTE SENATE BILL 5908

State of Washington

66th Legislature

2020 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Das, Randall, Saldaña, Nguyen, Lias, Salomon, Conway, Darneille, Kuderer, and Wilson, C.)

READ FIRST TIME 02/07/20.

1 AN ACT Relating to equity and cultural competency in the public
2 school system; amending RCW 28A.345.100, 28A.415.420, and
3 28A.150.415; adding a new section to chapter 28A.415 RCW; creating a
4 new section; and repealing RCW 28A.657.140.

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

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that state
7 resources have been invested to: (a) Identify model standards for
8 cultural competency; (b) incorporate these cultural competency
9 standards into both the standards for effective teaching and the
10 standards of practice for paraeducators; (c) develop cultural
11 competency training programs for school district staff from
12 paraeducators to administrators; and (d) develop a plan for the
13 creation and delivery of cultural competency training for school
14 board directors and superintendents.

15 (2) The legislature plans to continue this important work and
16 recognizes the importance of increasing equity, diversity, inclusion,
17 and cultural competency training throughout the entire public schools
18 system by providing a continuum of training materials for classified
19 staff, certificated instructional staff, certificated administrative
20 staff, and superintendents that is job-embedded and provided in an
21 ongoing manner.

1 **Sec. 2.** RCW 28A.345.100 and 2016 c 72 s 201 are each amended to
2 read as follows:

3 (1) The Washington state school directors' association, in
4 consultation with the educational opportunity gap oversight and
5 accountability committee, the office of the superintendent of public
6 instruction, and the professional educator standards board, ((the
7 steering committee established in RCW 28A.405.100, and the
8 educational opportunity gap oversight and accountability committee,
9 must develop a plan for the creation and delivery of)) must develop a
10 recommended list of available equity, diversity, inclusion, and
11 cultural competency training for school board directors ((and
12 superintendents)). The training programs identified must ((also))
13 include the foundational elements of cultural competence, focusing on
14 multicultural education and principles of English language
15 acquisition, including information regarding best practices to
16 implement the tribal history and culture curriculum. The training
17 programs identified must instruct school board directors on examining
18 school district policies with an equity lens and how to use school
19 district data to identify disproportionate student outcomes. The
20 content of the cultural competency training programs identified must
21 be aligned with the standards for cultural competence developed by
22 the professional educator standards board under RCW 28A.410.270 and
23 training programs identified for equity, diversity, and inclusion
24 must consider various races, ethnicities, religions, disabilities,
25 sexualities, and genders.

26 (2) Beginning in the 2021-22 school year, the Washington state
27 school directors' association must provide ongoing training to school
28 board members using an equity, diversity, inclusion, and cultural
29 competency training program from the list of recommended trainings
30 created under this section. The training provided must be funded
31 through the use of the association's dues, from nominal fees charged
32 to participants by the association, or a combination of both.

33 **Sec. 3.** RCW 28A.415.420 and 2016 c 72 s 204 are each amended to
34 read as follows:

35 (1) Subject to ((~~funds appropriated specifically for this~~)) the
36 availability of amounts appropriated for this specific purpose, the
37 office of the superintendent of public instruction, in collaboration
38 with the educational opportunity gap oversight and accountability
39 committee, the professional educator standards board, colleges of

1 education, and representatives from diverse communities and
2 community-based organizations, must develop a content outline for
3 professional development and training in cultural competence for
4 school staff.

5 (2) The content of the cultural competence professional
6 development and training must be aligned with the standards developed
7 by the professional educator standards board under RCW 28A.410.270.
8 The training program must also include the foundational elements of
9 cultural competence, focusing on multicultural education and
10 principles of English language acquisition, including information
11 regarding best practices to implement the tribal history and culture
12 curriculum.

13 (3) The cultural competence professional development and training
14 must contain components that are appropriate for classified school
15 staff and district administrators as well as certificated
16 instructional staff and principals at the building level. The
17 professional development and training must also contain components
18 suitable for delivery by individuals from the local community or
19 community-based organizations with appropriate expertise.

20 (4) (~~The legislature encourages~~) Subject to the availability of
21 amounts appropriated for this specific purpose, educational service
22 districts and school districts (~~to~~) must use the cultural
23 competence professional development and training developed under this
24 section (~~and~~) to provide job-embedded, ongoing opportunities for
25 all school and school district staff, from classified staff to the
26 superintendent, to gain knowledge and skills in cultural competence,
27 including in partnership with their local communities.

28 NEW SECTION. Sec. 4. A new section is added to chapter 28A.415
29 RCW to read as follows:

30 Beginning in 2021-22 school year and subject to the availability
31 of amounts appropriated for this specific purpose, school districts
32 and educational service districts must use equity, diversity,
33 inclusion, and cultural competence training materials from the
34 recommended list developed under section 2 of this act to provide
35 job-embedded, ongoing training opportunities for classified staff,
36 certificated instructional staff, certificated administrative staff,
37 and the superintendent.

1 **Sec. 5.** RCW 28A.150.415 and 2019 c 387 s 3 are each amended to
2 read as follows:

3 (1) Beginning with the 2018-19 school year, the legislature shall
4 begin phasing in funding for professional learning days for
5 certificated instructional staff. At a minimum, the state must
6 allocate funding for:

7 (a) One professional learning day in the 2018-19 school year;

8 (b) Two professional learning days in the 2019-20 school year;
9 and

10 (c) Three professional learning days in the 2020-21 school year.

11 (2) Beginning with the 2021-22 school year, any new state funding
12 for professional learning days must be prioritized by school
13 districts to focus first on providing equity, diversity, inclusion,
14 and cultural competence training as established in section 4 of this
15 act.

16 (3) The office of the superintendent of public instruction shall
17 calculate each school district's professional learning allocation as
18 provided in subsection (1) of this section separate from the minimum
19 state allocation for salaries as specified in RCW 28A.150.410 and
20 associated fringe benefits on the apportionment reports provided to
21 each school district. The professional learning allocation shall be
22 equal to the proportional increase resulting from adding the
23 professional learning days provided in subsection (1) of this section
24 to the required minimum number of school days in RCW
25 28A.150.220(5)(a) applied to the school district's minimum state
26 allocation for salaries and associated fringe benefits for
27 certificated instructional staff as specified in the omnibus
28 operating appropriations act. Professional learning allocations shall
29 be included in per-pupil calculations, such as special education, for
30 programs funded on a per-pupil basis.

31 (~~(3)~~) (4) Nothing in this section entitles an individual
32 certificated instructional staff to any particular number of
33 professional learning days.

34 (~~(4)~~) (5) The professional learning days must meet the
35 definitions and standards provided in RCW 28A.415.430, 28A.415.432,
36 and 28A.415.434.

1 NEW SECTION. **Sec. 6.** RCW 28A.657.140 (Cultural competence
2 professional development and training) and 2016 c 72 s 205 are each
3 repealed.

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