
SENATE BILL 5044

State of Washington

67th Legislature

2021 Regular Session

By Senators Das, Wellman, Darneille, Hasegawa, Hunt, Lovelett, Nguyen, Nobles, Robinson, Saldaña, Stanford, and Wilson, C.

Prefiled 12/30/20. Read first time 01/11/21. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to equity, cultural competency, and dismantling
2 institutional racism in the public school system; amending RCW
3 28A.345.100, 28A.415.420, and 28A.150.415; adding a new section to
4 chapter 28A.415 RCW; creating a new section; and repealing RCW
5 28A.657.140.

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

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

16 (2) The legislature plans to continue the important work of
17 dismantling institutional racism in public schools and recognizes the
18 importance of increasing equity, diversity, inclusion, antiracism,
19 and cultural competency training throughout the entire public school
20 system by providing a continuum of training materials for classified
21 staff, certificated instructional staff, certificated administrative

1 staff, and superintendents that is job-embedded and provided in an
2 ongoing manner.

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

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

30 (2) Beginning in the 2022-23 school year, the Washington state
31 school directors' association must provide ongoing training through
32 the use of its association dues to school board members using an
33 equity, diversity, inclusion, antiracism, and cultural competency
34 training program from the list of recommended trainings created under
35 this section.

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

1 (1) Subject to (~~the legislature encourages~~) the
2 availability of amounts appropriated for this specific purpose, the
3 office of the superintendent of public instruction, in collaboration
4 with the educational opportunity gap oversight and accountability
5 committee, the professional educator standards board, colleges of
6 education, and representatives from diverse communities and
7 community-based organizations, must develop a content outline for
8 professional development and training in cultural competence and
9 dismantling institutional racism for school staff.

10 (2) The content of the cultural competence and antiracism
11 professional development and training must be aligned with the
12 standards developed by the professional educator standards board
13 under RCW 28A.410.270. The training program must also include
14 (~~the~~):

15 (a) The foundational elements of cultural competence, focusing on
16 multicultural education and principles of English language
17 acquisition, including information regarding best practices to
18 implement the tribal history and culture curriculum;

19 (b) Review of district data to identify disproportionate student
20 outcomes; and

21 (c) Understanding of implicit bias and stereotype threat.

22 (3) The cultural (~~competence~~) and antiracism professional
23 development and training must contain components that are appropriate
24 for classified school staff and district administrators as well as
25 certificated instructional staff and principals at the building
26 level. The professional development and training must also contain
27 components suitable for delivery by individuals from the local
28 community or community-based organizations with appropriate
29 expertise.

30 (4) (~~The legislature encourages~~) Subject to the availability of
31 amounts appropriated for this specific purpose, educational service
32 districts and school districts (~~to~~) must use the cultural
33 competence and antiracism professional development and training
34 developed under this section (~~and~~) to provide job-embedded, ongoing
35 opportunities for all school and school district staff, from
36 classified staff to the superintendent, to gain knowledge and skills
37 in cultural competence, including in partnership with their local
38 communities.

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

3 Beginning with the 2022-23 school year and subject to the
4 availability of amounts appropriated for this specific purpose,
5 school districts and educational service districts must use equity,
6 diversity, inclusion, antiracism, and cultural competency training
7 materials from the recommended list developed under RCW 28A.345.100
8 to provide job-embedded, ongoing training opportunities for
9 classified staff, certificated instructional staff, certificated
10 administrative staff, and the superintendent.

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

13 (1) Beginning with the ~~((2018-19))~~ 2020-21 school year, the
14 legislature shall ~~((begin phasing))~~ allocate in funding for three
15 professional learning days for certificated instructional staff. ~~((At~~
16 ~~a minimum, the state must allocate funding for:~~

- 17 ~~(a) One professional learning day in the 2018-19 school year;~~
18 ~~(b) Two professional learning days in the 2019-20 school year;~~
19 and
20 ~~(c) Three professional learning days in the 2020-21 school~~
21 ~~year.))~~

22 (2) Each year, beginning with the 2021-22 school year, one
23 professional learning day must be prioritized by school districts to
24 focus first on providing equity, diversity, inclusion, antiracism,
25 and cultural competency training as established in section 4 of this
26 act.

27 (3) The office of the superintendent of public instruction shall
28 calculate each school district's professional learning allocation as
29 provided in subsection (1) of this section separate from the minimum
30 state allocation for salaries as specified in RCW 28A.150.410 and
31 associated fringe benefits on the apportionment reports provided to
32 each school district. The professional learning allocation shall be
33 equal to the proportional increase resulting from adding the
34 professional learning days provided in subsection (1) of this section
35 to the required minimum number of school days in RCW
36 28A.150.220(5) (a) applied to the school district's minimum state
37 allocation for salaries and associated fringe benefits for
38 certificated instructional staff as specified in the omnibus
39 operating appropriations act. Professional learning allocations shall

1 be included in per-pupil calculations, such as special education, for
2 programs funded on a per-pupil basis.

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

6 ~~((4))~~ (5) The professional learning days must meet the
7 definitions and standards provided in RCW 28A.415.430, 28A.415.432,
8 and 28A.415.434.

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

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