
HOUSE BILL 1914

State of Washington

66th Legislature

2019 Regular Session

By Representatives Doglio and Dolan

1 AN ACT Relating to equity and cultural competency in the public
2 school system; amending RCW 28A.345.100 and 28A.415.420; adding a new
3 section to chapter 28A.300 RCW; adding a new section to chapter
4 28A.415 RCW; creating a new section; repealing RCW 28A.657.140;
5 providing an effective date; and providing an expiration date.

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 establish a center for equity and
17 cultural competency within the office of the superintendent of public
18 instruction. The center must work in conjunction with, and solicit
19 advice from, educational entities, educators, students, students'
20 families, communities, and experts in equity, diversity, inclusion,
21 and cultural competency. A continuum of training materials for

1 classified staff, certificated instructional staff, certificated
2 administrative staff, and superintendents with various levels of
3 competency in these subject areas will be developed and delivered in
4 a job-embedded and ongoing manner. Biennial reports on the
5 effectiveness of the center will be submitted to the legislature. In
6 these manners, the legislature intends to increase equity, diversity,
7 inclusion, and cultural competency within all aspects of the public
8 school system.

9 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
10 RCW to read as follows:

11 (1) The center for equity and cultural competency is established
12 within the office of the superintendent of public instruction. The
13 purpose of the center is to increase equity, diversity, inclusion,
14 and cultural competency within all aspects of the public school
15 system.

16 (2) Subject to the availability of amounts appropriated for this
17 specific purpose, and in conjunction with other staff in the office
18 of the superintendent of public instruction, the center for equity
19 and cultural competency must:

20 (a) Identify and make available best practices research that can
21 be used by public schools to develop and implement: Programs and
22 practices to promote equity, diversity, and inclusion; increase the
23 cultural sensitivity and competence of school administrators and
24 staff, students, and students' families; and develop and maintain
25 positive school climates;

26 (b) Consider various races, ethnicities, religions, sexualities,
27 and genders, when developing or identifying best practices, training
28 materials, technical assistance programs, and other resources;

29 (c) Develop and maintain an internet web site to increase the
30 availability of information, training materials, and other resources;

31 (d) Develop a continuum of equity, diversity, inclusion, cultural
32 competency training materials for classified staff, certificated
33 instructional staff, certificated administrative staff, and
34 superintendents with various levels of competency in these subject
35 areas. The training materials must include the foundational elements
36 of cultural competence, focusing on multicultural education and
37 principles of English language acquisition, including information
38 regarding best practices to implement the tribal history and culture
39 curriculum. The training materials must be aligned with the standards

1 for cultural competence developed by the professional educator
2 standards board under RCW 28A.410.270;

3 (e) Train facilitators on the use of training materials developed
4 under (d) of this subsection; and

5 (f) Provide technical assistance and perform other functions
6 consistent with the purpose of the center as described in this
7 section.

8 (3) The center must work in conjunction with, and solicit advice
9 from, educational entities, educators, students, students' families,
10 communities, and experts in equity, diversity, inclusion, and
11 cultural competency, such as: School districts, public schools,
12 educational service districts, institutions of higher education, the
13 commission on African American affairs, the commission on Asian
14 Pacific American affairs, the commission on Hispanic affairs, the
15 governor's office of Indian affairs, the educational opportunity gap
16 oversight and accountability committee created by RCW 28A.300.136,
17 Washington state human rights commission created by RCW 49.60.050,
18 state and community based organizations that represent people who are
19 protected from discrimination under RCW 28A.642.010; and
20 organizations of educators, other school staff, parents, community
21 members, and business members.

22 (4) The superintendent of public instruction must select and
23 employ a director for the center.

24 (5) Beginning September 1, 2020, and by September 1st biennially
25 thereafter, and in accordance with RCW 43.01.036, the office of the
26 superintendent of public instruction must report to the appropriate
27 committees of the legislature regarding the effectiveness of the
28 center in increasing equity, diversity, inclusion, and cultural
29 competence within all aspects of the public school system; how the
30 services provided by the center have been used and by whom, including
31 the number of facilitators trained to use the training materials
32 developed under subsection (2)(d) of this section; and with
33 recommendations to improve the effectiveness of the center.

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

36 (1) The Washington state school directors' association, in
37 consultation with the center for equity and cultural competency
38 within the office of the superintendent of public instruction
39 established in section 2 of this act, (~~the professional educator~~

1 standards board, the steering committee established in RCW
2 28A.405.100, and the educational opportunity gap oversight and
3 accountability committee, must develop a plan for the creation and
4 delivery of) must develop equity, diversity, inclusion, and cultural
5 competency training for school board directors ((and
6 superintendents)). The training program must ((also)) include the
7 foundational elements of cultural competence, focusing on
8 multicultural education and principles of English language
9 acquisition, including information regarding best practices to
10 implement the tribal history and culture curriculum. The training
11 program must instruct school board directors on examining school
12 district policies with an equity lens and how to use school district
13 data to identify disproportionate student outcomes. The content of
14 the training program must be aligned with the standards for cultural
15 competence developed by the professional educator standards board
16 under RCW 28A.410.270.

17 (2) The Washington state school directors' association must
18 provide ongoing training to school board members using the equity,
19 diversity, inclusion, and cultural competency training program
20 developed under this section. The association must consider using the
21 facilitators trained under section 2 of this act to provide the
22 training.

23 **Sec. 4.** RCW 28A.415.420 and 2016 c 72 s 204 are each amended to
24 read as follows:

25 (1) Subject to funds appropriated specifically for this purpose,
26 the office of the superintendent of public instruction, in
27 collaboration with the educational opportunity gap oversight and
28 accountability committee, the professional educator standards board,
29 colleges of education, and representatives from diverse communities
30 and community-based organizations, must develop a content outline for
31 professional development and training in cultural competence for
32 school staff.

33 (2) The content of the cultural competence professional
34 development and training must be aligned with the standards developed
35 by the professional educator standards board under RCW 28A.410.270.
36 The training program must also include the foundational elements of
37 cultural competence, focusing on multicultural education and
38 principles of English language acquisition, including information

1 regarding best practices to implement the tribal history and culture
2 curriculum.

3 (3) The cultural competence professional development and training
4 must contain components that are appropriate for classified school
5 staff and district administrators as well as certificated
6 instructional staff and principals at the building level. The
7 professional development and training must also contain components
8 suitable for delivery by individuals from the local community or
9 community-based organizations with appropriate expertise.

10 (4) (~~The legislature encourages~~) Within amounts appropriated
11 from state and federal sources for the purpose of professional
12 learning, educational service districts and school districts (~~to~~)
13 must use the cultural competence professional development and
14 training developed under this section (~~and~~) to provide job-
15 embedded, ongoing opportunities for all school and school district
16 staff, from classified staff to the superintendent, to gain knowledge
17 and skills in cultural competence, including in partnership with
18 their local communities.

19 NEW SECTION. Sec. 5. A new section is added to chapter 28A.415
20 RCW to read as follows:

21 Within amounts appropriated from state and federal sources for
22 the purpose of professional learning, school districts and
23 educational service districts must use the equity, diversity,
24 inclusion, and cultural competence training materials developed under
25 section 2 of this act to provide job-embedded, ongoing training
26 opportunities for classified staff, certificated instructional staff,
27 certificated administrative staff, and the superintendent. School
28 districts and educational service districts must consider using the
29 facilitators trained under section 2 of this act to provide the
30 training.

31 NEW SECTION. Sec. 6. RCW 28A.657.140 (Cultural competence
32 professional development and training) and 2016 c 72 s 205 are each
33 repealed.

34 NEW SECTION. Sec. 7. Section 4 of this act expires June 30,
35 2020.

1 NEW SECTION. **Sec. 8.** Sections 3 and 5 of this act take effect
2 July 1, 2020.

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