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**HOUSE BILL 1376**

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**State of Washington**

**68th Legislature**

**2023 Regular Session**

**By** Representatives Santos and Reed

Read first time 01/17/23. Referred to Committee on Education.

1 AN ACT Relating to aligning policies to reflect the updated  
2 standards of practice for preparation, continuing education, and  
3 other training of school district staff developed by the Washington  
4 professional educator standards board under RCW 28A.410.260; amending  
5 RCW 28A.190.080, 28A.310.515, 28A.405.106, 28A.410.277, and  
6 28B.50.891; reenacting and amending RCW 28A.410.270; and creating a  
7 new section.

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

9 NEW SECTION. **Sec. 1.** The legislature intends to align statutes  
10 in the school code that reference training on "cultural competency"  
11 to reflect the updated standards of practice for preparation,  
12 continuing education, and other training of school district staff  
13 developed by the Washington professional educator standards board  
14 under RCW 28A.410.260.

15 **Sec. 2.** RCW 28A.190.080 and 2021 c 164 s 8 are each amended to  
16 read as follows:

17 (1) Institutional education providers shall annually deliver to  
18 all staff providing an institutional education program one day of  
19 professional development that builds pedagogical strategies to  
20 navigate the intersectionality of factors impacting student learning,

1 including trauma, and physical, mental, and behavioral health in  
2 order to achieve academic milestone progression. At a minimum, the  
3 professional development must include training on the following  
4 topics:

5 (a) The cognitive, psychosocial, and emotional development of  
6 adolescents;

7 (b) Mental and behavioral health literacy;

8 (c) The complex needs of students involved in the juvenile  
9 justice system, including the trauma associated with incarceration or  
10 voluntary or involuntary commitment in a long-term psychiatric  
11 inpatient program;

12 (d) Racial literacy and (~~cultural competency, as defined in~~)  
13 the standards of practice developed by the Washington professional  
14 educator standards board under RCW 28A.410.260; and

15 (e) Working with adolescents with many adverse childhood  
16 experiences.

17 (2) In addition to the professional learning allocations provided  
18 in RCW 28A.150.415, the legislature shall provide and the  
19 superintendent of public instruction shall allocate to institutional  
20 education providers one professional learning day of funding to  
21 provide the professional development required under this section.

22 **Sec. 3.** RCW 28A.310.515 and 2021 c 38 s 4 are each amended to  
23 read as follows:

24 (1)(a) A safety and security staff training program is  
25 established. The program must be jointly developed by the educational  
26 service districts, but may be administered primarily by one or more  
27 educational service districts. The program must meet the requirements  
28 of this section.

29 (b) When developing the safety and security staff training  
30 program, the educational service districts should engage with the  
31 state school safety center established in RCW 28A.300.630 and the  
32 school safety and student well-being advisory committee established  
33 in RCW 28A.300.635.

34 (2) The educational service districts must identify or develop  
35 classroom training on the following subjects:

36 (a) Constitutional and civil rights of children in schools,  
37 including state law governing search and interrogation of youth in  
38 schools;

39 (b) Child and adolescent development;

1 (c) Trauma-informed approaches to working with youth;  
2 (d) Recognizing and responding to youth mental health issues;  
3 (e) Educational rights of students with disabilities, the  
4 relationship of disability to behavior, and best practices for  
5 interacting with students with disabilities;  
6 (f) Bias free policing and (~~cultural competency~~) the standards  
7 of practice developed by the Washington professional educator  
8 standards board under RCW 28A.410.260, including best practices for  
9 interacting with students from particular backgrounds, including  
10 English learner, LGBTQ, immigrant, female, and nonbinary students;  
11 (g) Local and national disparities in the use of force and  
12 arrests of children;  
13 (h) Collateral consequences of arrest, referral for prosecution,  
14 and court involvement;  
15 (i) Resources available in the community that serve as  
16 alternatives to arrest and prosecution and pathways for youth to  
17 access services without court or criminal justice involvement;  
18 (j) De-escalation techniques when working with youth or groups of  
19 youth;  
20 (k) State law regarding restraint and isolation in schools,  
21 including RCW 28A.600.485;  
22 (l) The federal family educational rights and privacy act (20  
23 U.S.C. Sec. 1232g) requirements including limits on access to and  
24 dissemination of student records for noneducational purposes; and  
25 (m) Restorative justice principles and practices.  
26 (3) The educational service districts must provide, or arrange  
27 for the delivery of, classroom training on the subjects listed in  
28 subsection (2) of this section. At a minimum, classroom trainings on  
29 each subject must be provided annually, remotely, synchronously or  
30 asynchronously, and by at least one educational service district.  
31 Classroom training may be provided on a fee-for-service basis and  
32 should be self-supporting.  
33 (4) The educational service districts must provide to safety and  
34 security staff, upon request, documentation that the safety and  
35 security staff training series described in RCW 28A.400.345(2) has  
36 been completed. Before providing this training series documentation,  
37 completion of each component of the training series must be verified  
38 or, in the case of safety and security staff with significant prior  
39 training and experience, waived.

1 (5) The educational service districts must develop and publish  
2 guidelines for on-the-job training and check-in training that include  
3 recommendations for identifying and recruiting experienced safety and  
4 security staff to provide the trainings, suggested activities during  
5 on-the-job trainings, and best practices for meaningful check-in  
6 trainings. The guidelines for check-in training must also include  
7 recommended frequency, possible topics of discussion, and options for  
8 connecting virtually.

9 (6) For purposes of this section, the term "safety and security  
10 staff" has the same meaning as in RCW 28A.320.124.

11 **Sec. 4.** RCW 28A.405.106 and 2021 c 197 s 10 are each amended to  
12 read as follows:

13 (1) Subject to funds appropriated for this purpose, the office of  
14 the superintendent of public instruction must develop and make  
15 available a professional development program to support the  
16 implementation of the evaluation systems required by RCW 28A.405.100.  
17 The program components may be organized into professional development  
18 modules for principals, administrators, and teachers. The  
19 professional development program shall include a comprehensive online  
20 training package.

21 (2) The training program must include, but not be limited to, the  
22 following topics:

23 (a) Introduction of the evaluation criteria for teachers and  
24 principals and the four-level rating system;

25 (b) Orientation to and use of instructional frameworks;

26 (c) Orientation to and use of the leadership frameworks;

27 (d) Best practices in developing and using data in the evaluation  
28 systems, including multiple measures, student growth data, classroom  
29 observations, and other measures and evidence;

30 (e) Strategies for achieving maximum rater agreement;

31 (f) Evaluator feedback protocols in the evaluation systems;

32 (g) Examples of high quality teaching and leadership; and

33 (h) Methods to link the evaluation process to ongoing educator  
34 professional development.

35 (3) The content of the training program must be aligned with the  
36 standards of practice developed by the Washington professional  
37 educator standards board under RCW 28A.410.260. The training program  
38 must also include the foundational elements of (~~ultural~~  
39 ~~competence~~) these practices, focusing on multicultural education and

1 principles of English language acquisition, including information  
2 regarding best practices to implement the tribal history and culture  
3 curriculum. (~~The content of the training must be aligned with the~~  
4 ~~standards of practice developed by the Washington professional~~  
5 ~~educator standards board under RCW 28A.410.260.~~) The office of the  
6 superintendent of public instruction, in consultation with the  
7 Washington professional educator standards board, the steering  
8 committee established in RCW 28A.405.100, and the educational  
9 opportunity gap oversight and accountability committee, must  
10 integrate (~~the content for cultural competence~~) this content into  
11 the overall training for principals, administrators, and teachers to  
12 support the revised evaluation systems.

13 (4) To the maximum extent feasible, the professional development  
14 program must incorporate or adapt existing online training or  
15 curriculum, including securing materials or curriculum under contract  
16 or purchase agreements within available funds. Multiple modes of  
17 instruction should be incorporated including videos of classroom  
18 teaching, participatory exercises, and other engaging combinations of  
19 online audio, video, and print presentation.

20 (5) The professional development program must be developed in  
21 modules that allow:

22 (a) Access to material over a reasonable number of training  
23 sessions;

24 (b) Delivery in person or online; and

25 (c) Use in a self-directed manner.

26 (6) The office of the superintendent of public instruction must  
27 maintain a website that includes the online professional development  
28 materials along with sample evaluation forms and templates, links to  
29 relevant research on evaluation and on high quality teaching and  
30 leadership, samples of contract and collective bargaining language on  
31 key topics, examples of multiple measures of teacher and principal  
32 performance, suggestions for data to measure student growth, and  
33 other tools that will assist school districts in implementing the  
34 revised evaluation systems.

35 (7) The office of the superintendent of public instruction must  
36 identify the number of in-service training hours associated with each  
37 professional development module and develop a way for users to  
38 document their completion of the training. (~~Documented completion of~~  
39 ~~the training under this section is considered approved in-service~~  
40 ~~training for the purposes of RCW 28A.415.020.~~)

1 (8) The office of the superintendent of public instruction shall  
2 periodically update the modules to reflect new topics and research on  
3 performance evaluation so that the training serves as an ongoing  
4 source of continuing education and professional development.

5 (9) The office of the superintendent of public instruction shall  
6 work with the educational service districts to provide clearinghouse  
7 services for the identification and publication of professional  
8 development opportunities for teachers and principals that align with  
9 performance evaluation criteria.

10 **Sec. 5.** RCW 28A.410.270 and 2021 c 198 s 4 and 2021 c 197 s 11  
11 are each reenacted and amended to read as follows:

12 (1)(a) The board shall adopt a set of articulated teacher  
13 knowledge, skill, and performance standards for effective teaching  
14 that are evidence-based, measurable, meaningful, and documented in  
15 high quality research as being associated with improved student  
16 learning. The standards shall be calibrated for each level along the  
17 entire career continuum. For candidates recommended for residency  
18 teacher certification by a board-approved preparation program, the  
19 standards adopted by the board must be the most recent teaching  
20 standards published by a consortium of state and national education  
21 organizations dedicated to the reform of the preparation, licensing,  
22 and ongoing professional development of teachers since 1987.

23 (b) The (~~Washington professional educator standards~~) board  
24 shall incorporate along the entire continuum the standards of  
25 practice developed under RCW 28A.410.260.

26 (c) By January 1, 2020, in order to ensure that teachers can  
27 recognize signs of emotional or behavioral distress in students and  
28 appropriately refer students for assistance and support, the board  
29 shall incorporate along the entire continuum the social-emotional  
30 learning standards and benchmarks recommended by the social-emotional  
31 learning benchmarks work group in its October 1, 2016, final report  
32 titled, "addressing social emotional learning in Washington's K-12  
33 public schools." In incorporating the social-emotional learning  
34 standards and benchmarks, the board must include related  
35 competencies, such as trauma-informed practices, consideration of  
36 adverse childhood experiences, mental health literacy, antibullying  
37 strategies, and culturally sustaining practices.

38 (2) The board shall adopt a definition of master teacher, with a  
39 comparable level of increased competency between professional

1 certification level and master level as between professional  
2 certification level and national board certification. Within the  
3 definition established by the board, teachers certified through the  
4 national board for professional teaching standards shall be  
5 considered master teachers.

6 (3) Award of a professional certificate shall be based on a  
7 minimum of two years of successful teaching experience as defined by  
8 the board, and may not require candidates to enroll in a professional  
9 certification program.

10 (4) Educator preparation programs approved to offer the residency  
11 teaching certificate shall be required to demonstrate how the program  
12 produces effective teachers as evidenced by multiple measures of the  
13 knowledge, skills, performance, and competencies described in  
14 subsection (1) of this section and other criteria established by the  
15 board.

16 (5) Each board-approved teacher preparation program must publish,  
17 and provide to candidates prior to admission, a list of program  
18 completion requirements.

19 (6) Before a board-approved teacher preparation program may  
20 recommend a candidate for residency teacher certification, the  
21 candidate must meet or exceed the knowledge, skill, performance, and  
22 competency standards described in subsection (1) of this section.

23 (7) For the purpose of this section, "board" means the Washington  
24 professional educator standards board.

25 **Sec. 6.** RCW 28A.410.277 and 2021 c 77 s 1 are each amended to  
26 read as follows:

27 (1) The Washington professional educator standards board must  
28 adopt rules for renewal of administrator certificates and teacher  
29 certificates that meet the continuing education requirements of this  
30 section.

31 (2) To renew an administrator certificate on or after July 1,  
32 2023, continuing education must meet the following requirements: 10  
33 percent must focus on equity-based school practices, 10 percent must  
34 focus on the national professional standards for education leaders,  
35 and five percent must focus on government-to-government relationships  
36 with federally recognized tribes.

37 (3) To renew a teacher certificate on or after July 1, 2023, 15  
38 percent of continuing education must focus on equity-based school

1 practices. This subsection (3) does not apply to a person renewing  
2 both a teacher certificate and an administrator certificate.

3 (4) (a) Except as provided under (b) of this subsection (4),  
4 continuing education must be provided by one or more of the following  
5 entities, if they are an approved clock hour provider:

6 (i) The office of the superintendent of public instruction;

7 (ii) A school district;

8 (iii) An educational service district;

9 (iv) A Washington professional educator standards board-approved  
10 administrator or teacher preparation program;

11 (v) The association of Washington school principals; or

12 (vi) The Washington education association.

13 (b) Continuing education related to government-to-government  
14 relationships with federally recognized tribes must be provided by  
15 one or more subject matter experts approved by the governor's office  
16 on Indian affairs in collaboration with the tribal leaders congress  
17 on education and the office of Native education in the office of the  
18 superintendent of public instruction.

19 (5) Continuing education focused on equity-based school practices  
20 must be aligned with the standards (~~for cultural competency~~  
21 ~~developed~~) of practice developed by the Washington professional  
22 educator standards board under RCW 28A.410.260.

23 **Sec. 7.** RCW 28B.50.891 and 2021 c 197 s 13 are each amended to  
24 read as follows:

25 Beginning with the 2015-16 academic year, any community or  
26 technical college that offers an apprenticeship program or  
27 certificate program for paraeducators must provide candidates the  
28 opportunity to earn transferable course credits within the program.  
29 The programs must also (~~incorporate~~) include the standards of  
30 practice developed by the Washington professional educator standards  
31 board under RCW 28A.410.260 and include multicultural education and  
32 principles of language acquisition. Subject to the availability of  
33 amounts appropriated for this specific purpose, by September 1, 2018,  
34 the paraeducator apprenticeship and certificate programs must also  
35 incorporate the state paraeducator standards of practice adopted by  
36 the paraeducator board under RCW 28A.413.050.

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