
HOUSE BILL 1352

State of Washington

69th Legislature

2025 Regular Session

By Representatives Bernbaum, Eslick, Cortes, and Nance

Read first time 01/16/25. Referred to Committee on Education.

1 AN ACT Relating to providing mentors to novice nurses in the
2 beginning educator support team program; and amending RCW
3 28A.415.265.

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

5 **Sec. 1.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended to
6 read as follows:

7 (1) For the purposes of this section, a mentor educator is a
8 teacher, educational staff associate, or principal who:

9 (a) Has successfully completed training in assisting, coaching,
10 and advising beginning principals, beginning educational staff
11 associates, beginning teachers, or student teachers as defined by the
12 office of the superintendent of public instruction;

13 (b) Has been selected using mentor standards developed by the
14 office of the superintendent of public instruction; and

15 (c) Is participating in ongoing mentor skills professional
16 development.

17 (2)(a) The beginning educator support team program is established
18 to provide professional development and mentoring for beginning
19 principals, beginning educational staff associates, beginning
20 teachers, and candidates in alternative route teacher certification
21 programs under chapter 28A.660 RCW.

1 (b) The superintendent of public instruction shall notify school
2 districts about the beginning educator support team program and
3 encourage districts to apply for program funds.

4 (3) Subject to the availability of amounts appropriated for this
5 specific purpose, the office of the superintendent of public
6 instruction shall allocate funds for the beginning educator support
7 team program on a competitive basis to individual school districts,
8 consortia of districts, or state-tribal compact schools. In
9 allocating funds, the office of the superintendent of public
10 instruction shall give priority to:

11 (a) Schools and districts identified for comprehensive or
12 targeted support and improvement as required under the federal
13 elementary and secondary education act;

14 (b) School districts with a large influx of beginning principals,
15 beginning educational staff associates, or beginning classroom
16 teachers; and

17 (c) School districts that demonstrate an understanding of the
18 research-based standards for beginning educator induction developed
19 by the office of the superintendent of public instruction.

20 (4) School districts that receive funding for the beginning
21 educator support team program must prioritize and provide a trained
22 and qualified mentor to any novice school nurse employed by the
23 school district. For the purposes of this subsection, a "novice
24 school nurse" is a registered nurse or an advanced registered nurse
25 practitioner who is in his or her first, second, or third year in a
26 school-based role.

27 (5) A portion of the appropriated funds may be used for program
28 coordination and provision of statewide or regional professional
29 development through the office of the superintendent of public
30 instruction.

31 ((+5)) (6) A beginning educator support team program must
32 include the following components:

33 (a) A paid instructional orientation or individualized assistance
34 before the start of the school year for program participants;

35 (b) A trained and qualified mentor assigned to each program
36 participant for up to three years, with intensive support in the
37 first year and decreasing support in subsequent years;

38 (c) A goal to provide program participants from underrepresented
39 populations with a mentor who has strong ties to underrepresented
40 populations;

1 (d) Ongoing professional development designed to meet the unique
2 needs of each program participant for supplemental training and skill
3 development;

4 (e) Initial and ongoing professional development for mentors;

5 (f) Release time for mentors and program participants to work
6 together, as well as time for program participants to observe
7 accomplished peers;

8 (g) To the extent possible, a school or classroom assignment that
9 is appropriate for a beginning principal, beginning educational staff
10 associate, or beginning teacher;

11 (h) Nonevaluative observations with written feedback for program
12 participants;

13 (i) Support in understanding and participating in the state and
14 district evaluation process and using the instructional framework,
15 leadership framework, or both, to promote growth;

16 (j) Adherence to research-based standards for beginning educator
17 induction developed by the office of the superintendent of public
18 instruction; and

19 (k) A program evaluation that identifies program strengths and
20 gaps using the standards for beginning educator induction, the
21 retention of beginning educators, and positive impact on student
22 growth for program participants.

23 ~~((6))~~ (7) The beginning educator support team program
24 components under subsection ~~((5))~~ (6) of this section may be
25 provided for continuous improvement coaching to support educators on
26 probation under RCW 28A.405.100.

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