

**SENATE . . . . . No. 285**

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**The Commonwealth of Massachusetts**

PRESENTED BY:

***Harriette L. Chandler***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act addressing racial and cultural bias training in educator professional development.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	
<i>Harriette L. Chandler</i>	<i>First Worcester</i>	
<i>Steven C. Owens</i>	<i>29th Middlesex</i>	<i>2/18/2021</i>
<i>Joanne M. Comerford</i>	<i>Hampshire, Franklin and Worcester</i>	<i>5/6/2021</i>

**SENATE . . . . . No. 285**

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By Ms. Chandler, a petition (accompanied by bill, Senate, No. 285) of Harriette L. Chandler and Steven C. Owens for legislation to address racial and cultural bias training in educator professional development. Education.

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**The Commonwealth of Massachusetts**

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**In the One Hundred and Ninety-Second General Court  
(2021-2022)**  
\_\_\_\_\_

An Act addressing racial and cultural bias training in educator professional development.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1 Chapter 71 of the General Laws, as appearing in the 2018 Official Edition, is hereby  
2 amended by striking out section 38Q and inserting in place thereof the following section:-

3 Section 38Q. Every school district in the commonwealth shall adopt and implement a  
4 professional development plan for all principals, teachers, other professional staff,  
5 paraprofessionals and teacher assistants employed by the district, to include the professional  
6 support teams established pursuant to section thirty-eight G, and annually shall update such plans  
7 and set forth a budget for professional development within the confines of the foundation budget.  
8 Said plan shall include training in the teaching of new curriculum frameworks and other related  
9 pedagogical skills required for the effective implementation of this act, including creating  
10 equitable, inclusive school and classroom climates, using participatory decision making,  
11 delivering framework content to students in racially, linguistically, and culturally responsive  
12 ways, and seeking parent and community involvement. The plan shall also include training in:

13 (1) analyzing and integrating diverse learning styles of all students in order to achieve an  
14 objective of inclusion in the regular classroom of students with diverse individual and cultural  
15 learning styles; and (2) methods of collaboration among teachers, paraprofessionals and teacher  
16 assistants to integrate such styles. The plan may also include training in the provision of pre-  
17 referral services within regular education. Said plan shall also include training for members of  
18 school councils, pursuant to section fifty-nine C. Said plan shall include teacher training which  
19 addresses the effects of gender and racial and cultural bias toward Black, Indigenous, and People  
20 of Color in the classroom, as well as training on implicit bias. In any school district with English  
21 learners as defined in chapter 71A, the plan shall provide training for teachers in second  
22 language acquisition techniques for the re-certification of teachers and administrators. All  
23 professional development plans required by this section shall be filed annually with the  
24 commissioner of education.

25 The commissioner of education for the commonwealth shall prepare each year a plan for  
26 providing statewide assistance in the preparation and implementation of professional  
27 development plans. The plan shall include data that demonstrates, statewide and by school  
28 district, the types of professional development provided for educators who work with English  
29 learners as defined in chapter 71A. The commissioner shall consult with the board of higher  
30 education in developing said plan. This plan shall evaluate the feasibility of obtaining assistance  
31 from institutions of higher education and private service providers. The plan shall be submitted  
32 to the board of education for approval. A copy of said plan shall be submitted to the joint  
33 committee on education, arts, and humanities of the general court.