

ESHB 2816 - S AMD 1325
By Senator Wellman

ADOPTED 03/06/2020

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature finds that each school
4 community member should be treated with dignity, should have the
5 opportunity to learn, work, interact, and socialize in physically,
6 emotionally, and intellectually safe, respectful, and positive school
7 environments, and should have the opportunity to experience high
8 quality relationships. The legislature recognizes that schools have
9 the responsibility to promote conditions designed to create,
10 maintain, and nurture a positive social and emotional school and
11 classroom climate. Therefore, the legislature intends to require the
12 Washington state school directors' association to develop a model
13 policy and procedure for nurturing a positive social and emotional
14 school and classroom climate for all students. The legislature
15 intends to require school districts to adopt elements of the model
16 policy and procedure that protect the integrity of learning
17 environments and allow school districts to adopt other elements of
18 the model.

19 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.345
20 RCW to read as follows:

21 (1) The Washington state school directors' association shall
22 develop a model policy and procedure for nurturing a positive social
23 and emotional school and classroom climate. The goal of the policy
24 and procedure is to support and promote school and school district
25 action plans that create, maintain, and nurture physically,
26 emotionally, and intellectually safe, respectful, and positive school
27 and classroom environments that foster equitable, ethical, social,
28 emotional, and academic education for all students. The association
29 shall update the model policy and procedure periodically to align
30 with the work of the social-emotional learning committee created
31 under RCW 28A.300.477.

1 (2) The model policy and procedure must include the following
2 elements:

3 (a) Recognize that there is not one best way to create, maintain,
4 and nurture a positive social and emotional school and classroom
5 climate and consider each school's history, strengths, needs, and
6 goals;

7 (b) Define and describe the essential elements of a positive
8 social and emotional school and classroom climate, which must align
9 with the social-emotional learning standards and benchmarks adopted
10 by the office of the superintendent of public instruction under RCW
11 28A.300.478;

12 (c) Recognize the important role that students' families play in
13 collaborating with the school and school district in creating,
14 maintaining, and nurturing a positive social and emotional school and
15 classroom climate; and

16 (d) Describe a framework for an effective and informed positive
17 social and emotional school and classroom climate improvement process
18 that includes a continuous cycle of planning and preparation,
19 evaluation, action planning, and implementation.

20 (3)(a) The model policy and procedure must also protect the
21 integrity of learning environments with the following elements:

22 (i) School districts must provide information to the parents and
23 guardians of enrolled students regarding students' rights to a free
24 public education, regardless of immigration status or religious
25 beliefs.

26 (ii) School districts must provide meaningful access to this
27 information for families with limited English proficiency.

28 (b) The elements described in this subsection (3) may be included
29 in a separate model policy and procedure.

30 (4) In developing the model policy and procedure described in
31 this section, the Washington state school directors' association
32 must:

33 (a) Consult with staff at the office of the superintendent of
34 public instruction and organizations with expertise in social and
35 emotional health and in equity, race, and inclusive learning
36 environments;

37 (b) Work with the social-emotional learning committee created
38 under RCW 28A.300.477 to align the climate improvement framework with
39 the statewide framework for social-emotional learning;

1 (c) Consider the relationship between the model policy and
2 procedure and policies related to student behaviors and student
3 discipline; and

4 (d) Review research on, and examples of effective implementation
5 of, restorative practices, collaborative and proactive practices,
6 trauma-sensitive and trauma-informed practices, classroom management,
7 and other topics related to the goal of the policy as identified in
8 subsection (1) of this section.

9 (5) The model policy and procedure developed under this section
10 must be posted publicly on the Washington state school directors'
11 association's web site by March 1, 2021. Updates to the model policy
12 and procedure must be posted publicly within a reasonable time of
13 development.

14 (6)(a) By the beginning of the 2021-22 school year, each school
15 district must adopt or amend if necessary policies and procedures
16 that, at a minimum, incorporate all the elements described in
17 subsection (3) of this section. School districts must periodically
18 review their policies and procedures for consistency with updated
19 versions of the model policy.

20 (b) By the beginning of the 2021-22 school year, each school
21 district may adopt or amend if necessary policies and procedures that
22 incorporate the elements described in subsection (2) of this section.
23 School districts may periodically review their policies and
24 procedures for consistency with updated versions of the model
25 policy."

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26 On page 1, line 2 of the title, after "climates;" strike the
27 remainder of the title and insert "adding a new section to chapter
28 28A.345 RCW; and creating a new section."

EFFECT: Maintains existing provisions, except:

(1) Directs the Washington State School Directors' Association to develop a model policy and procedure that protects the integrity of learning environments by providing information to the parents and guardians of enrolled students regarding students' rights to a free public education, regardless of immigration status or religious beliefs. School districts must provide meaningful access to this information for families with limited English proficiency.

(2) Allows these elements to be included in a separate model policy and procedure or part of the model policy and procedure for nurturing a positive social and emotional school and classroom climate.

(3) Requires school districts to adopt or amend if necessary policies and procedures that incorporate these particular elements and periodically review for consistency with updated versions of the model.

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