
SUBSTITUTE HOUSE BILL 2558

State of Washington

65th Legislature

2018 Regular Session

By House Education (originally sponsored by Representatives Kirby, Santos, Senn, and Kloba)

READ FIRST TIME 01/29/18.

1 AN ACT Relating to preventing public identification or
2 stigmatization of public school students based on unsatisfactory
3 attendance, academic performance, or behavior; amending RCW
4 28A.400.110; adding a new section to chapter 28A.320 RCW; adding a
5 new section to chapter 28A.630 RCW; creating a new section; and
6 providing an expiration date.

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

8 NEW SECTION. **Sec. 1.** (1) The legislature finds there is a
9 positive correlation between school and student effectiveness and
10 school climate. In 2010, the legislature enacted legislation that
11 revised the evaluation system for classroom teachers and principals
12 by creating a four-level rating system based on specified minimum
13 criteria. Since the 2015-16 school year, classroom teachers have been
14 evaluated on their ability to foster and manage a safe, positive
15 learning environment; and principals have been evaluated on their
16 ability to create a school culture that promotes the ongoing
17 improvement of learning and teaching for students and staff, and to
18 provide for school safety.

19 (2) The legislature finds that, despite putting an emphasis on
20 improving school climate and creating a safe, respectful learning
21 environment, some public school staff are stigmatizing students based

1 on attendance, academic performance, or behavior that is
2 unsatisfactory.

3 (3) In order to develop and sustain school climates that create a
4 safe, respectful learning environment, the legislature intends to:

5 (a) Prohibit stigmatization of a public school student based on
6 unsatisfactory attendance, academic performance, or behavior;

7 (b) Require principals, classroom teachers, and paraeducators to
8 review, annually, policies and practices designed to improve school
9 climate and create a safe, respectful learning environment; and

10 (c) Task experts with developing recommendations on school
11 climate and safe, respectful learning environment training
12 requirements for educators.

13 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320
14 RCW to read as follows:

15 No school or district may stigmatize, or take any action that
16 would likely stigmatize, a student based on attendance, academic
17 performance, or behavior that is unsatisfactory.

18 **Sec. 3.** RCW 28A.400.110 and 1997 c 266 s 12 are each amended to
19 read as follows:

20 (1) Within each school the school principal shall determine that
21 appropriate student discipline is established and enforced. In order
22 to assist the principal in carrying out the intent of this section,
23 the principal and the certificated employees in a school building
24 shall confer at least annually in order to develop and/or review
25 building disciplinary standards and uniform enforcement of those
26 standards. Such building standards shall be consistent with the
27 provisions of RCW 28A.600.020(3).

28 (2) School principals and certificated employees shall ~~((also))~~
29 confer annually~~((7))~~ to establish criteria for determining when
30 certificated employees must complete classes to improve classroom
31 management skills.

32 (3) School principals, classroom teachers, and paraeducators
33 shall confer annually to develop or review policies and practices
34 designed to improve school climate and create a safe, respectful
35 learning environment. Such policies and practices shall be consistent
36 with the provisions of section 2 of this act.

1 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630

2 RCW to read as follows:

3 (1) The center for the improvement of student learning, under RCW
4 28A.300.130, must convene a work group to make recommendations on
5 school climate and safe, respectful learning environment training
6 requirements for educators. These recommendations must emphasize that
7 stigmatization, prohibited under section 2 of this act, is
8 counterproductive to the state's goal of improving school climate and
9 creating a safe, respectful learning environment.

10 (2) The work group must include a representative from each of the
11 following agencies or organizations: The office of the superintendent
12 of public instruction, the professional educator standards board, the
13 paraeducator board, a social emotional learning work group convened
14 by the superintendent of public instruction, a school administrator
15 association, a school principal association, and an association of
16 teacher preparation programs.

17 (3) By November 1, 2018, and in compliance with RCW 43.01.036,
18 the work group must report to the appropriate committees of the
19 legislature. The report must include the following:

20 (a) The components of school climate and safe, respectful
21 learning environment training that are common to all types of
22 educators at all levels of experience, as agreed upon by the majority
23 of the work group members;

24 (b) Best practices for making principals and administrators
25 accountable for improving school climate and creating a safe,
26 respectful learning environment; and

27 (c) Options for incorporating the common components agreed upon
28 in (a) of this subsection into: (i) Various educator preparation
29 programs; (ii) initial and renewal educator certification and
30 paraeducator certificate requirements; (iii) evaluations and training
31 on the components of evaluation criteria; and (iv) other trainings or
32 professional development.

33 (4) In developing its recommendations, the work group shall:

34 (a) Consider teacher and principal evaluation training materials
35 developed to address criteria related to: (i) Fostering and managing
36 a safe, positive learning environment; (ii) creating a school culture
37 that promotes the ongoing improvement of learning and teaching for
38 students and staff; and (iii) providing for school safety;

1 (b) Consider the recommendations from the social emotional
2 learning work group convened by the superintendent of public
3 instruction; and

4 (c) Consider the variety of school climates and cultures across
5 the state and the variety of methods by which educators receive new
6 information, with the goal of developing recommendations that will
7 work for most, if not all, schools.

8 (5) This section expires August 1, 2019.

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