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ENGROSSED SUBSTITUTE HOUSE BILL 2816

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State of Washington

66th Legislature

2020 Regular Session

By House Education (originally sponsored by Representatives Corry, Steele, Caldier, Van Werven, Eslick, Chambers, and Boehnke)

READ FIRST TIME 02/07/20.

1 AN ACT Relating to nurturing positive social and emotional school  
2 and classroom climates; adding a new section to chapter 28A.345 RCW;  
3 and creating a new section.

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

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

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

1 (1) The Washington state school directors' association shall  
2 develop a model policy and procedure for nurturing a positive social  
3 and emotional school and classroom climate. The goal of the policy  
4 and procedure is to support and promote school and school district  
5 action plans that create, maintain, and nurture physically,  
6 emotionally, and intellectually safe, respectful, and positive school  
7 and classroom environments that foster equitable, ethical, social,  
8 emotional, and academic education for all students. The association  
9 shall update the model policy and procedure periodically to align  
10 with the work of the social-emotional learning committee created  
11 under RCW 28A.300.477.

12 (2) The model policy and procedure must:

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

17 (b) Define and describe the essential elements of a positive  
18 social and emotional school and classroom climate, which must align  
19 with the social-emotional learning standards and benchmarks adopted  
20 by the office of the superintendent of public instruction under RCW  
21 28A.300.478;

22 (c) Recognize the important role that students' families play in  
23 collaborating with the school and school district in creating,  
24 maintaining, and nurturing a positive social and emotional school and  
25 classroom climate; and

26 (d) Describe a framework for an effective and informed positive  
27 social and emotional school and classroom climate improvement process  
28 that includes a continuous cycle of planning and preparation,  
29 evaluation, action planning, and implementation.

30 (3) In developing the model policy and procedure described in  
31 subsection (1) of this section, the Washington state school  
32 directors' association 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 (4) The model policy and procedure developed under subsection (1)  
10 of this section must be posted publicly on the Washington state  
11 school directors' association's web site by March 1, 2021. Updates to  
12 the model policy and procedure must be posted publicly within a  
13 reasonable time of development.

14 (5) School districts shall adopt a policy and procedure for  
15 promoting a positive school and classroom climate consistent with the  
16 model policy developed under subsection (1) of this section by the  
17 beginning of the 2021-22 school year. School districts shall  
18 periodically review their policies and procedures for consistency  
19 with updated versions of the model policy.

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