
HOUSE BILL 1590

State of Washington

69th Legislature

2025 Regular Session

By Representatives Timmons, Eslick, Callan, Rule, Doglio, and Reed

Read first time 01/24/25. Referred to Committee on Education.

1 AN ACT Relating to supporting student success through instruction
2 in self-resiliency skills; amending RCW 28A.300.288; adding a new
3 section to chapter 28A.320 RCW; adding a new section to chapter
4 28A.630 RCW; creating a new section; and providing an expiration
5 date.

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

7 NEW SECTION. **Sec. 1.** (1) The legislature recognizes that there
8 is an ongoing youth mental health crisis that requires a thoughtful
9 and effective response strategy. The rates of psychological distress
10 among young people have increased since the COVID-19 pandemic began.
11 Psychological distress can manifest as depression or anxiety,
12 impulsiveness or irritability, substance abuse, as well as suicidal
13 ideations and suicide attempts.

14 (2) The legislature finds that teaching students how to build the
15 skills to cope with stress, navigate their emotions, build healthy
16 relationships, and develop problem solving skills helps to reduce
17 harmful student behaviors and improve student success.

18 (3) The legislature finds that numerous public schools in
19 Washington are teaching students skills that promote self-resiliency
20 within a prevention-based framework and within a continuum of

1 support, but that many schools do not have the capacity or resources
2 to proactively provide similar student supports.

3 (4) Therefore, the legislature intends to encourage all public
4 schools to provide instruction on skills that promote self-resiliency
5 inclusive of self-awareness, self-management, self-efficacy, social
6 awareness, social management, and social engagement consistent with
7 the adopted learning standards and benchmarks.

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

10 (1) Every school district and public school is encouraged to
11 provide instruction on skills that promote self-resiliency inclusive
12 of self-awareness, self-management, self-efficacy, social awareness,
13 social management, and social engagement consistent with learning
14 standards and benchmarks adopted by the office of the superintendent
15 of public instruction pursuant to RCW 28A.300.478. It is recommended
16 that any curriculum used to provide instruction in accordance with
17 this section is research-based or evidence-based, developmentally
18 appropriate, linguistically responsive, and culturally sustaining,
19 incorporates elements of universal design, and promotes and supports
20 student learning, mental health, and well-being.

21 (2) School districts and public schools are encouraged to
22 coordinate actions to implement this section with related efforts,
23 such as planning for emotional or behavioral distress in students
24 under RCW 28A.320.127, priorities of school counselors, social
25 workers, and psychologists under RCW 28A.320.280, implementing a
26 comprehensive school counseling program under RCW 28A.320.600, and
27 providing staff training under RCW 28A.415.445.

28 (3) For the purpose of this section, "public school" has the same
29 meaning as in RCW 28A.150.010.

30 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630
31 RCW to read as follows:

32 (1) Subject to the availability of amounts appropriated for this
33 specific purpose, between August 1, 2025, and June 30, 2030, the
34 office of the superintendent of public instruction shall annually
35 distribute funding to school districts, charter schools, and state-
36 tribal education compact schools for the purpose of supporting
37 instruction in social-emotional learning that is consistent with the
38 learning standards and benchmarks adopted by the office of the

1 superintendent of public instruction under RCW 28A.300.478. The
2 process for distributing funding must be streamlined for the
3 effective delivery of resources to rural and small school districts.

4 (2) The office of the superintendent of public instruction must
5 prioritize funding distributed under this section first to the
6 highest poverty school districts, charter schools, and state-tribal
7 education compact schools that are not providing instruction
8 consistent with the social-emotional learning standards and
9 benchmarks, and second to school districts, charter schools, and
10 state-tribal education compact schools in communities identified as
11 highest risk under RCW 28A.300.288 and that provide instruction in
12 self-resiliency as a component of primary prevention for youth
13 suicide prevention activities.

14 (3) Recipients of the funding under this section must comply with
15 the recommendations under section 2 of this act, including the
16 social-emotional learning curriculum recommendations.

17 (4) As required by the office of the superintendent of public
18 instruction, recipients of the funding under this section must report
19 to the office of the superintendent of public instruction with their
20 perspectives on any student outcomes that were impacted by increasing
21 the instruction in social-emotional learning using the learning
22 standards and benchmarks adopted under RCW 28A.300.478.

23 (5) The office of the superintendent of public instruction must
24 work with state and community partners to implement this section.

25 (6) By October 15, 2030, and in accordance with RCW 43.01.036,
26 the office of the superintendent of public instruction shall submit
27 to the appropriate committees of the legislature a report indicating
28 the recipients of the funding, what each recipient used the funding
29 for, and perspectives on impacted student outcomes.

30 (7) This section expires August 1, 2031.

31 **Sec. 4.** RCW 28A.300.288 and 2014 c 103 s 2 are each amended to
32 read as follows:

33 (1) The office of the superintendent of public instruction shall
34 work with state agency and community partners, including prevention
35 experts in the division of behavioral health and recovery of the
36 state health care authority, to assist schools in implementing youth
37 suicide prevention activities, which may include the following:

38 (a) Training for school employees, parents, community members,
39 and students in recognizing and responding to the signs of suicide;

1 (b) Partnering with local coalitions of community members
2 interested in preventing youth suicide; and

3 (c) Responding to communities determined to be in crisis after a
4 suicide or attempted suicide to prevent further instances of suicide.

5 (2) The office of the superintendent of public instruction,
6 working with state and community partners, shall prioritize funding
7 appropriated for subsection (1) of this section to communities
8 identified as the highest risk.

9 (3) The office of the superintendent of public instruction is
10 encouraged to work with state agency and community partners to
11 promote funding opportunities available under this section to
12 eligible schools.

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