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**SUBSTITUTE HOUSE BILL 2558**

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**State of Washington**

**65th Legislature**

**2018 Regular Session**

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

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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