
SENATE BILL 5082

State of Washington

66th Legislature

2019 Regular Session

By Senators McCoy, Hasegawa, Kuderer, and Saldaña

Prefiled 01/04/19. Read first time 01/14/19. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to the creation of a committee to promote and
2 expand social emotional learning; and adding new sections to chapter
3 28A.300 RCW.

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

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
6 RCW to read as follows:

7 (1) The social emotional learning committee is created to promote
8 and expand social emotional learning. Social emotional learning will
9 help students build awareness and skills in managing emotions,
10 setting goals, establishing relationships, and making responsible
11 decisions that support success in school and life.

12 (2) At a minimum, the committee shall:

13 (a) Develop and implement a statewide framework for social
14 emotional learning that is trauma-informed, culturally sustaining,
15 and developmentally appropriate;

16 (b) Review and update as needed the standards and benchmarks for
17 social emotional learning and the developmental indicators for grades
18 kindergarten through twelve and confirm they are evidence-based;

19 (c) Align the standards and benchmarks for social emotional
20 learning with other relevant standards and guidelines including the

1 health and physical education K-12 learning standards and the early
2 learning and development guidelines;

3 (d) Oversee the office of the superintendent of public
4 instruction's duty under section 2 of this act;

5 (e) Identify best practices or guidance for schools implementing
6 the standards, benchmarks, and developmental indicators for social
7 emotional learning;

8 (f) Identify professional development opportunities for teachers
9 and educational staff and review, update, and align as needed the
10 social emotional learning online education module;

11 (g) Consider systems for collecting data about social emotional
12 learning and monitoring implementation efforts;

13 (h) Identify strategies to improve coordination between early
14 learning, K-12 education, and higher education regarding social
15 emotional learning; and

16 (i) Engage with stakeholders and seek feedback.

17 (3) The committee must consist of the following members:

18 (a) Four members appointed by the governor in consultation with
19 the state ethnic commissions, who represent the following
20 populations: African Americans, Hispanic Americans, Asian Americans,
21 and Pacific Islander Americans; and

22 (b) One representative from the educational opportunity gap
23 oversight and accountability committee created in RCW 28A.300.136.

24 (4) The governor and the tribes are encouraged to jointly
25 designate a total of two members to serve on the committee who have
26 experience working in and with schools: One member from east of the
27 crest of the Cascade mountains; and one member from west of the crest
28 of the Cascade mountains.

29 (5) Additional members of the committee must be appointed by the
30 office of the superintendent of public instruction to serve on the
31 committee. Additional members must include:

32 (a) One representative from the department of children, youth,
33 and families;

34 (b) Two representatives from the office of the superintendent of
35 public instruction: One with expertise in student support services;
36 and one with expertise in curriculum and instruction;

37 (c) One representative from the office of the education ombuds;

38 (d) One representative from the state board of education;

39 (e) One higher educational faculty member with expertise in
40 social emotional learning;

- 1 (f) One currently employed K-12 educator;
- 2 (g) One currently employed K-12 administrator;
- 3 (h) One school psychologist;
- 4 (i) One school social worker;
- 5 (j) One school counselor;
- 6 (k) One mental health counselor;
- 7 (l) One representative from a school parent organization;
- 8 (m) One member from a rural school district;
- 9 (n) One representative from the educational service districts;
- 10 (o) One representative from a coalition of members who educate
11 about and advocate for access to social emotional learning and skill
12 development;
- 13 (p) One representative from a statewide expanded learning
14 opportunities intermediary;
- 15 (q) One representative from a nonprofit organization with
16 expertise in developing social emotional curricula;
- 17 (r) One representative from a foundation that supports social
18 emotional learning; and
- 19 (s) One representative from a coalition of youth-serving
20 organizations working together to improve outcomes for young people.
- 21 (6) The members of the committee shall select the chairs or
22 cochairs of the committee.
- 23 (7) In addition to other meetings, the committee shall have a
24 joint meeting once a year with the educational opportunity gap
25 oversight and accountability committee created in RCW 28A.300.136.
- 26 (8) The office of the superintendent of public instruction shall
27 provide staff support for the committee.
- 28 (9) Members of the committee shall serve without compensation but
29 must be reimbursed for travel expenses as provided in RCW 43.03.050
30 and 43.03.060.
- 31 (10) Beginning June 1, 2021, and annually thereafter, the
32 committee shall provide a progress report, in compliance with RCW
33 43.01.036, to the governor and appropriate committees of the
34 legislature. The report must include accomplishments, state-level
35 data regarding implementation of social emotional learning,
36 identification of systemic barriers or policy changes necessary to
37 promote and expand social emotional learning, and recommendations.

38 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
39 RCW to read as follows:

1 The office of the superintendent of public instruction shall
2 align the programs it oversees with the standards for social
3 emotional learning and integrate the standards where appropriate.

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