

E2SSB 5688 - H COMM AMD
By Committee on Education

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The education of children is critically
4 important. In order for children to be ready to learn and ready to
5 ultimately enter the workforce prepared, they need to have academic,
6 social, and emotional skills.

7 Responsible decision making, self management, healthy
8 relationship skills, and self and social awareness are among the
9 tools students need. These essential skills help improve school
10 climate and reduce bullying, discipline issues, dropout rates, and
11 the educational opportunity gap at the same time as they increase
12 mental well-being, student engagement, and academic performance.

13 Schools teaching developmentally appropriate interpersonal and
14 decision-making knowledge and skills of social and emotional learning
15 see large increases in academic performance.

16 Students today experience unfathomable stresses. Over thirty
17 thousand K-12 students are homeless. Thousands experience bullying,
18 depression, abuse, or have witnessed domestic violence or other
19 violence in their communities. Many have lost a parent or suffered a
20 traumatic experience.

21 Emotions and relationships directly affect how students learn and
22 how they use that learning in other contexts. If a student is
23 anxious, afraid, or worried about other stresses in his or her life,
24 those emotions will interfere with attention, memory, and positive
25 behaviors. By developing social and emotional skills, students will
26 be equipped with tools to overcome barriers to their learning and
27 even find solace in education and going to school.

28 The legislature is committed to investing in preventative
29 strategies in schools to increase student mental health and well-
30 being in order to support the education of our state's children.

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

1 (1) The department of student support services and the department
2 of teaching and learning in the office of the superintendent of
3 public instruction shall convene a work group to recommend
4 comprehensive benchmarks for developmentally appropriate
5 interpersonal and decision-making knowledge and skills of social and
6 emotional learning for grades kindergarten through high school that
7 build upon what is being done in early learning. These benchmarks
8 must include, at every grade level, competencies for at least the
9 following:

10 (a) Self management. Regulating one's emotions to handle stress,
11 control impulses, and persevere in overcoming obstacles; achieving
12 personal and academic goals; and expressing emotions appropriately;

13 (b) Self awareness. Accurately assessing one's feelings,
14 interests, and strengths; maintaining a well-grounded sense of self-
15 confidence;

16 (c) Social awareness. Being able to empathize with others;
17 appreciating individual and group similarities and differences;
18 effectively using family, school, and community resources;

19 (d) Relationship skills. Interacting cooperatively with others;
20 resisting inappropriate social pressure; dealing effectively with
21 interpersonal conflict; seeking help when needed; and

22 (e) Responsible decision making. Making decisions based on
23 factors such as ethical standards, safety concerns, social norms,
24 respect for others, and likely consequences; applying decision-making
25 skills to daily situations;

26 (2) The work group shall also develop:

27 (a) Guidance for schools, school districts, and educators in
28 promoting developmentally appropriate interpersonal and decision-
29 making knowledge and skills of social and emotional learning that:

30 (i) Is culturally competent;

31 (ii) Is linguistically appropriate;

32 (iii) Provides a positive learning environment for students;

33 (iv) Is inclusive of parental involvement;

34 (v) Promotes school safety and a positive school climate;

35 (vi) Includes best practices in assisting students through school
36 transitions between elementary, middle, and high school; and

37 (vii) Incorporates best practices to address the mental health
38 continuum of children, from mental well-being and mental health to
39 mental illness, and acknowledges research around adverse childhood
40 experiences;

1 (b) Technical advice on how developmentally appropriate
2 interpersonal and decision-making knowledge and skills of social and
3 emotional learning fits within existing teacher and principal
4 evaluations particularly as it relates to school safety and school
5 climate; and

6 (c) An implementation plan that provides a framework for
7 incorporating developmentally appropriate interpersonal and decision-
8 making knowledge and skills of social and emotional learning and is
9 aligned with other Washington state education initiatives including
10 college and career readiness, STEM education, twenty-first century
11 skills, and the Washington state learning standards.

12 (3) To inform the work of the work group, the office of the
13 superintendent of public instruction shall conduct a survey of
14 schools to ascertain how many schools in the state are teaching
15 interpersonal and decision-making knowledge and skills of social and
16 emotional learning and to understand individual districts' capacity
17 to implement these frameworks.

18 (4) The work group must include persons with expertise in
19 interpersonal and decision-making knowledge and skills of social and
20 emotional learning; child development; job readiness; and mental
21 health; and the following:

22 (a) One representative from the department of early learning;

23 (b) One representative each from the student support services and
24 teaching and learning departments within the office of the
25 superintendent of public instruction;

26 (c) One representative from the educational opportunity gap
27 oversight and accountability committee;

28 (d) One representative from the office of the education ombuds;

29 (e) One higher education faculty member with expertise in
30 interpersonal and decision-making knowledge and skills of social and
31 emotional learning;

32 (f) One currently employed K-12 educator and one currently
33 employed K-12 administrator;

34 (g) One school counselor, one school psychologist, and one social
35 worker;

36 (h) One mental health counselor; and

37 (i) One representative from a school parent organization.

38 (5) To the greatest extent possible, the members of the work
39 group must reflect the cultural, racial, ethnic, gender, and
40 geographic diversity of Washington state.

1 (6) The work group may also include one member from each of the
2 two largest caucuses of the senate, appointed by the president of the
3 senate and one member from each of the two largest caucuses of the
4 house of representatives, appointed by the speaker of the house of
5 representatives. Each of the two largest caucuses of the senate and
6 the two largest caucuses of the house of representatives may
7 determine whether or not a member from that caucus will be appointed.

8 (7) The work group shall consult with: School districts;
9 educational service districts; school administrators; principals;
10 teachers; paraeducators; school counselors; community organizations
11 serving youth; a statewide organization with expertise in
12 interpersonal and decision-making knowledge and skills of social and
13 emotional learning; a statewide organization with expertise in
14 multitiered systems of support; federally recognized tribes; the
15 state's four ethnic commissions representing the following
16 populations: African-Americans, Hispanic Americans, Asian Americans,
17 and Pacific Islander Americans; and community organizations
18 representing communities of color, immigrant and refugee communities,
19 parents and students, and homeless children and youth.

20 (8) By October 1, 2016, the work group shall submit a report to
21 the education committees of the legislature, the governor, and the
22 superintendent of public instruction that includes its
23 recommendations for benchmarks, guidance, technical advice, and an
24 implementation plan. The office of the superintendent of public
25 instruction shall make the report available to school districts by
26 including it on the web site.

27 **Sec. 3.** RCW 28A.310.500 and 2013 c 197 s 6 are each amended to
28 read as follows:

29 (1) Each educational service district shall develop and maintain
30 the capacity to offer training for educators and other school
31 district staff on youth suicide screening and referral, and on
32 recognition, initial screening, and response to emotional or
33 behavioral distress in students, including but not limited to
34 indicators of possible substance abuse, violence, and youth suicide.
35 An educational service district may demonstrate capacity by employing
36 staff with sufficient expertise to offer the training or by
37 contracting with individuals or organizations to offer the training.
38 Training may be offered on a fee-for-service basis, or at no cost to

1 school districts or educators if funds are appropriated specifically
2 for this purpose or made available through grants or other sources.
3 (2) Each educational service district shall develop and maintain
4 the capacity to serve as a convener, trainer, and mentor for
5 educators and other school district staff on social and emotional
6 learning. An educational service district may work with school
7 districts to create a training model that works best for each school
8 district and educational service district. An educational service
9 district may demonstrate capacity by employing staff with sufficient
10 expertise to offer the training or by contracting with individuals or
11 organizations to offer the training. Training shall be offered at no
12 cost to school districts or educators if funds are appropriated
13 specifically for this purpose or made available through grants or
14 other sources."

15 Correct the title.

EFFECT: (1) Changes the terminology to refer to "developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning," rather than referring to "social emotional learning."

(2) Continues to require the OSPI convened work group to make recommendations on benchmarks, guidance, technical advice, and an implementation plan but removes the "subject to appropriations" condition and specifies that the conveners shall be the department of student support services and the department of teaching and learning within the OSPI.

(3) Allows the addition of up to four legislator members to the work group, if the caucus(es) so choose.

(4) Provides that the entities with which the work group shall consult include a statewide organization with expertise in multitiered systems of support.

(5) Tasks the educational service districts with developing and maintaining the capacity to serve as convener, trainer, and mentor for educators and other school district staff and provides that an ESD may work with school districts to create a training model that works best for the school district and the ESD.

(6) Removes the provision that explicitly allowed the use of materials, supplies, and operating costs (MSOC) moneys to develop school specific action plans to implement frameworks/curricula.

--- END ---