

**2SSB 5082** - H COMM AMD

By Committee on Appropriations

**ADOPTED AND ENGROSSED 4/10/19**

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

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

5 (1) Subject to the availability of amounts appropriated for this  
6 specific purpose, the social emotional learning committee is created  
7 to promote and expand social-emotional learning. Social-emotional  
8 learning will help students build awareness and skills in managing  
9 emotions, setting goals, establishing relationships, and making  
10 responsible decisions that support success in school and life.

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

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

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

18 (c) Align the standards and benchmarks for social-emotional  
19 learning with other relevant standards and guidelines including the  
20 health and physical education K-12 learning standards and the early  
21 learning and development guidelines;

22 (d) Advise the office of the superintendent of public  
23 instruction's duty under section 2 of this act;

24 (e) Identify best practices or guidance for schools implementing  
25 the standards, benchmarks, and developmental indicators for social-  
26 emotional learning;

27 (f) Identify professional development opportunities for teachers  
28 and educational staff and review, update, and align as needed the  
29 social-emotional learning online education module;

30 (g) Consider systems for collecting data about social-emotional  
31 learning and monitoring implementation efforts;

1 (h) Identify strategies to improve coordination between early  
2 learning, K-12 education, youth-serving community partners and  
3 culturally-based providers, and higher education regarding social-  
4 emotional learning; and

5 (i) Engage with stakeholders and seek feedback.

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

7 (a) Four members appointed by the governor in consultation with  
8 the state ethnic commissions, who represent the following  
9 populations: African Americans, Hispanic Americans, Asian Americans,  
10 and Pacific Islander Americans; and

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

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

18 (5) Additional members of the committee must be appointed by the  
19 office of the superintendent of public instruction to serve on the  
20 committee. Additional members must include:

21 (a) One representative from the department of children, youth,  
22 and families;

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

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

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

28 (e) One representative from the health care authority's division  
29 of behavioral health and recovery;

30 (f) One higher educational faculty member with expertise in  
31 social-emotional learning;

32 (g) One currently employed K-12 educator;

33 (h) One currently employed K-12 administrator;

34 (i) One school psychologist;

35 (j) One school social worker;

36 (k) One school counselor;

37 (l) One school nurse;

38 (m) One mental health counselor;

39 (n) One representative from a school parent organization;

40 (o) One member from a rural school district;

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

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

- 32 (1) The office of the superintendent of public instruction shall  
33 review the recommendations of the social-emotional learning work  
34 group convened as directed in the 2017 omnibus appropriations act and  
35 the recommendations of the social emotional learning committee  
36 created in section 1 of this act. The office of the superintendent of  
37 public instruction shall adopt social-emotional learning standards  
38 and benchmarks by January 1, 2020, and revise the social-emotional  
39 learning standards and benchmarks as appropriate.

1 (2) 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.

4 **Sec. 3.** RCW 28A.410.270 and 2017 3rd sp.s. c 26 s 4 are each  
5 amended to read as follows:

6 (1)(a) The Washington professional educator standards board shall  
7 adopt a set of articulated teacher knowledge, skill, and performance  
8 standards for effective teaching that are evidence-based, measurable,  
9 meaningful, and documented in high quality research as being  
10 associated with improved student learning. The standards shall be  
11 calibrated for each level along the entire career continuum.

12 (b) In developing the standards, the board shall, to the extent  
13 possible, incorporate standards for cultural competency along the  
14 entire continuum. For the purposes of this subsection, "cultural  
15 competency" includes knowledge of student cultural histories and  
16 contexts, as well as family norms and values in different cultures;  
17 knowledge and skills in accessing community resources and community  
18 and parent outreach; and skills in adapting instruction to students'  
19 experiences and identifying cultural contexts for individual  
20 students.

21 ~~((b))~~ (c) By January 1, 2020, in order to ensure that teachers  
22 can recognize signs of emotional or behavioral distress in students  
23 and appropriately refer students for assistance and support, the  
24 Washington professional educator standards board shall incorporate  
25 along the entire continuum the social-emotional learning standards  
26 and benchmarks recommended by the social emotional learning  
27 benchmarks work group in its October 1, 2016, final report titled,  
28 "addressing social emotional learning in Washington's K-12 public  
29 schools." In incorporating the social-emotional learning standards  
30 and benchmarks, the Washington professional educator standards board  
31 must include related competencies, such as trauma-informed practices,  
32 consideration of adverse childhood experiences, mental health  
33 literacy, antibullying strategies, and culturally sustaining  
34 practices.

35 (2) The Washington professional educator standards board shall  
36 adopt a definition of master teacher, with a comparable level of  
37 increased competency between professional certification level and  
38 master level as between professional certification level and national  
39 board certification. Within the definition established by the

1 Washington professional educator standards board, teachers certified  
2 through the national board for professional teaching standards shall  
3 be considered master teachers.

4 ~~((2))~~ (3) The Washington professional educator standards board  
5 shall maintain a uniform, statewide, valid, and reliable classroom-  
6 based means of evaluating teacher effectiveness as a culminating  
7 measure at the preservice level that is to be used during the  
8 student-teaching field experience. This assessment shall include  
9 multiple measures of teacher performance in classrooms, evidence of  
10 positive impact on student learning, and shall include review of  
11 artifacts, such as use of a variety of assessment and instructional  
12 strategies, and student work.

13 ~~((3))~~ (4) Award of a professional certificate shall be based on  
14 a minimum of two years of successful teaching experience as defined  
15 by the board, and may not require candidates to enroll in a  
16 professional certification program.

17 ~~((4))~~ (5) Educator preparation programs approved to offer the  
18 residency teaching certificate shall be required to demonstrate how  
19 the program produces effective teachers as evidenced by the measures  
20 established under this section and other criteria established by the  
21 Washington professional educator standards board.

22 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.410  
23 RCW to read as follows:

24 By January 1, 2020, in order to ensure that principals can  
25 recognize signs of emotional or behavioral distress in students and  
26 appropriately refer students for assistance and support, the  
27 Washington professional educator standards board shall incorporate  
28 into principal knowledge, skill, and performance standards the  
29 social-emotional learning standards, benchmarks, and related  
30 competencies described in RCW 28A.410.270.

31 **Sec. 5.** RCW 28A.413.050 and 2017 c 237 s 6 are each amended to  
32 read as follows:

33 (1) The board shall adopt state standards of practice for  
34 paraeducators that are based on the recommendations of the  
35 paraeducator work group established in chapter 136, Laws of 2014.  
36 These standards must include:

37 ~~((1))~~ (a) Supporting instructional opportunities;

38 ~~((2))~~ (b) Demonstrating professionalism and ethical practices;

1        ~~((3))~~ (c) Supporting a positive and safe learning environment;  
2        ~~((4))~~ (d) Communicating effectively and participating in the  
3 team process; and  
4        ~~((5))~~ (e) Demonstrating cultural competency aligned with  
5 standards developed by the professional educator standards board  
6 under RCW 28A.410.270.

7        (2) By January 1, 2020, in order to ensure that paraeducators can  
8 recognize signs of emotional or behavioral distress in students and  
9 appropriately refer students for assistance and support, the board  
10 shall incorporate into the standards of practice for paraeducators  
11 adopted under subsection (1) of this section the social-emotional  
12 learning standards, benchmarks, and related competencies described in  
13 RCW 28A.410.270.

14        NEW SECTION. Sec. 6. A new section is added to chapter 28A.300  
15 RCW to read as follows:

16        The office of the superintendent of public instruction must  
17 create and publish on its web site a list of resources available for  
18 professional development of school district staff on the following  
19 topics: Social-emotional learning, trauma-informed practices,  
20 recognition and response to emotional or behavioral distress,  
21 consideration of adverse childhood experiences, mental health  
22 literacy, antibullying strategies, and culturally sustaining  
23 practices. The office of the superintendent of public instruction  
24 must include in the list the professional development opportunities  
25 and resources identified by the social emotional learning committee  
26 created under section 1 of this act.

27        NEW SECTION. Sec. 7. A new section is added to chapter 28A.415  
28 RCW to read as follows:

29        Beginning in the 2020-21 school year, and every other school year  
30 thereafter, school districts must use one of the professional  
31 learning days funded under RCW 28A.150.415 to train school district  
32 staff on one or more of the following topics: Social-emotional  
33 learning, trauma-informed practices, using the model plan developed  
34 under RCW 28A.320.1271 related to recognition and response to  
35 emotional or behavioral distress, consideration of adverse childhood  
36 experiences, mental health literacy, antibullying strategies, and  
37 culturally sustaining practices.

1        NEW SECTION.    **Sec. 8.**    A new section is added to chapter 28A.410  
2    RCW to read as follows:

3        The Washington professional educator standards board must  
4    periodically review approved preparation programs to assess whether  
5    and to what extent the programs are meeting knowledge, skill, and  
6    performance standards, and publish on its web site the results of the  
7    review in a format that facilitates program comparison.

8        NEW SECTION.    **Sec. 9.**    If specific funding for the purposes of  
9    this act, referencing this act by bill or chapter number, is not  
10   provided by June 30, 2019, in the omnibus appropriations act, this  
11   act is null and void."

12        Correct the title.

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