

2SSB 5082 - H AMD 775

By Representatives Santos, Senn

ADOPTED 04/24/2019

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

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

30 Beginning in the 2020-21 school year, and every other school year
31 thereafter, school districts must use one of the professional
32 learning days funded under RCW 28A.150.415 to train school district
33 staff on one or more of the following topics: Social-emotional
34 learning, trauma-informed practices, using the model plan developed
35 under RCW 28A.320.1271 related to recognition and response to
36 emotional or behavioral distress, consideration of adverse childhood
37 experiences, mental health literacy, antibullying strategies, and
38 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.

EFFECT: (1) Maintains provisions creating the social emotional learning (SEL) committee, but modifies the list of entities between which the SEL committee must identify strategies for improved coordination so that it includes youth-serving community partners and culturally-based providers.

(2) Strikes the requirement that the OSPI adopt the standards and benchmarks recommended by the SEL benchmarks work group in its October 1, 2016, final report and adds that the OSPI must: (a) Review the recommendations of the SEL work group convened as directed in the 2017 omnibus appropriations act and the recommendations of the SEL committee; and (b) adopt SEL standards and benchmarks by January 1, 2020, and revise the SEL standards and benchmarks as appropriate.

(3) Adds that the Professional Educator Standards Board (PESB) and the Paraeducator Board must, by January 1, 2020, incorporate SEL standards and benchmarks into standards for principals and paraeducators (in addition to standards for teachers). Specifies that the boards must include related competencies, such as trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices, in the standards for principals, teachers, and paraeducators.

(4) Directs the OSPI to, subject to state funding, create and publish on its web site a list of resources available for professional development of school district staff on the following topics: SEL, trauma-informed practices, recognition and response to emotional or behavioral distress, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices. Requires that the list include professional development opportunities and resources identified by the SEL committee.

(5) Requires, beginning in the 2020-21 school year, and every other school year thereafter, school districts to use one of the state-funded professional learning days to train staff in the topics identified for the resource list.

(6) Directs the PESB to periodically review approved preparation programs to assess whether and to what extent the programs are meeting knowledge, skill, and performance standards, and publish on

its web site the results of the review in a format that facilitates program comparison.

(7) Makes the bill null and void unless funded in the budget.

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