

# FINAL BILL REPORT

## 2SSB 5082

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Synopsis as Enacted

**Brief Description:** Promoting and expanding social emotional learning.

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators McCoy, Hasegawa, Kuderer and Saldaña).

**Senate Committee on Early Learning & K-12 Education**  
**Senate Committee on Ways & Means**  
**House Committee on Education**  
**House Committee on Appropriations**

**Background:** Social-Emotional Learning Benchmarks and Developmental Indicators. In 2015 a budget proviso directed the Office of the Superintendent of Public Instruction (OSPI) to convene a work group to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social-emotional learning (SEL) for grades K–12.

In 2017 a budget proviso directed OSPI to continue this work group to:

- identify and articulate grade-level developmental indicators for each of the SEL benchmarks;
- solicit feedback from stakeholders; and
- develop a model of best practices or guidance for schools on implementing the benchmarks and indicators.

The work group must submit recommendations by June 30, 2019.

Educational Opportunity Gap Oversight and Accountability Committee. In 2009 this committee was created to synthesize the findings and recommendations from achievement gap studies and recommend policies and strategies to close the achievement gap.

Standards for Teachers and Paraeducators. The Professional Educator Standards Board (PESB) adopted a set of articulated teacher knowledge, skill, and performance standards for effective teaching. The standards must be calibrated for each level along the entire career continuum. PESB also adopted state standards of practice for paraeducators.

Every five years, educators and paraeducators must complete continuing education requirements to renew their certifications and certificates. For some educators, continuing

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education in specific subjects is required. For example, school physical and mental health professionals must complete training on youth suicide screening and referral.

Professional Learning Days. Beginning with the 2018-19 school year, the Legislature must begin phasing in funding for professional learning days for certificated instructional staff. The professional learning days must meet certain definitions and standards.

**Summary:** Social-Emotional Learning Committee. A committee is created to promote and expand SEL, subject to appropriation. SEL will help students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life. The SEL Committee must:

- develop and implement a statewide framework for SEL that is trauma-informed, culturally sustaining, and developmentally appropriate;
- review and update SEL standards and benchmarks and align them with other relevant standards and guidelines;
- identify best practices or guidance for schools implementing SEL;
- identify and update professional development opportunities;
- consider systems for collecting data about SEL and monitoring implementation efforts;
- identify strategies to improve coordination between early learning, K–12 education, youth-serving community partners and culturally-based providers, and higher education; and
- engage with stakeholders and seek feedback.

The SEL Committee must consist of members representing a number of entities including the state ethnic commissions, tribes, state agencies, schools, families, and others. The SEL Committee must include a representative from the Educational Opportunity Gap Oversight and Accountability Committee and have a joint meeting with this committee once a year.

Beginning June 1, 2021, the SEL Committee must provide an annual report with accomplishments, state-level data, identification of systemic barriers or policy changes necessary to promote and expand SEL, and recommendations. OSPI must provide staff support for the SEL Committee.

Social-Emotional Learning Standards and Benchmarks. OSPI must review the recommendations of the SEL work group and SEL committee. OSPI must adopt SEL standards and benchmarks by January 1, 2020 and revise as appropriate. OSPI must align the programs it oversees with the SEL standards and integrate where appropriate.

Standards for Principals, Teachers, and Paraeducators. By January 1, 2020, PESB must incorporate the SEL standards and benchmarks into the principal, teacher, and paraeducator standards. In incorporating the SEL standards and benchmarks, PESB must include related competencies such as trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices.

PESB must 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 website the results of the review in a format that facilitates program comparison.

Professional Learning Days and Resources. Subject to appropriations, OSPI must create and publish on its website a list of resources available for professional development of 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.

Beginning in the 2020-21 school year, and every other school year thereafter, school districts must use one of the professional learning days to train school district staff on these topics.

**Votes on Final Passage:**

Senate	30	18	
House	71	24	(House amended)
Senate			(Senate refused to concur)
House	71	23	(House receded/amended)
Senate	29	19	(Senate concurred)

**Effective:** July 28, 2019