

CERTIFICATION OF ENROLLMENT

SECOND SUBSTITUTE SENATE BILL 5082

Chapter 386, Laws of 2019

66th Legislature
2019 Regular Session

SOCIAL-EMOTIONAL LEARNING--COMMITTEE, STANDARDS, AND
BENCHMARKS

EFFECTIVE DATE: July 28, 2019

Passed by the Senate April 25, 2019
Yeas 29 Nays 19

CYRUS HABIB

President of the Senate

Passed by the House April 24, 2019
Yeas 71 Nays 23

FRANK CHOPP

Speaker of the House of Representatives

Approved May 13, 2019 4:26 PM

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Brad Hendrickson, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE SENATE BILL 5082** as passed by the Senate and the House of Representatives on the dates hereon set forth.

BRAD HENDRICKSON

Secretary

FILED

May 16, 2019

**Secretary of State
State of Washington**

SECOND SUBSTITUTE SENATE BILL 5082

AS AMENDED BY THE HOUSE

Passed Legislature - 2019 Regular Session

State of Washington 66th Legislature 2019 Regular Session

By Senate Ways & Means (originally sponsored by Senators McCoy, Hasegawa, Kuderer, and Saldaña)

READ FIRST TIME 02/28/19.

1 AN ACT Relating to promoting and expanding social emotional
2 learning; amending RCW 28A.410.270 and 28A.413.050; adding new
3 sections to chapter 28A.300 RCW; adding new sections to chapter
4 28A.410 RCW; adding a new section to chapter 28A.415; and creating a
5 new section.

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

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

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

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

16 (a) Develop and implement a statewide framework for social-
17 emotional learning that is trauma-informed, culturally sustaining,
18 and developmentally appropriate;

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

1 (c) Align the standards and benchmarks for social-emotional
2 learning with other relevant standards and guidelines including the
3 health and physical education K-12 learning standards and the early
4 learning and development guidelines;

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

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

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

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

15 (h) Identify strategies to improve coordination between early
16 learning, K-12 education, youth-serving community partners and
17 culturally-based providers, and higher education regarding social-
18 emotional learning; and

19 (i) Engage with stakeholders and seek feedback.

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

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

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

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

32 (5) Additional members of the committee must be appointed by the
33 office of the superintendent of public instruction to serve on the
34 committee. Additional members must include:

35 (a) One representative from the department of children, youth,
36 and families;

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

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

- 1 (d) One representative from the state board of education;
- 2 (e) One representative from the health care authority's division
3 of behavioral health and recovery;
- 4 (f) One higher educational faculty member with expertise in
5 social-emotional learning;
- 6 (g) One currently employed K-12 educator;
- 7 (h) One currently employed K-12 administrator;
- 8 (i) One school psychologist;
- 9 (j) One school social worker;
- 10 (k) One school counselor;
- 11 (l) One school nurse;
- 12 (m) One mental health counselor;
- 13 (n) One representative from a school parent organization;
- 14 (o) One member from a rural school district;
- 15 (p) One representative from the educational service districts;
- 16 (q) One representative from a coalition of members who educate
17 about and advocate for access to social-emotional learning and skill
18 development;
- 19 (r) One representative from a statewide expanded learning
20 opportunities intermediary;
- 21 (s) One representative from a nonprofit organization with
22 expertise in developing social-emotional curricula;
- 23 (t) One representative from a foundation that supports social-
24 emotional learning; and
- 25 (u) One representative from a coalition of youth-serving
26 organizations working together to improve outcomes for young people.
- 27 (6) The members of the committee shall select the chairs or
28 cochairs of the committee.
- 29 (7) In addition to other meetings, the committee shall have a
30 joint meeting once a year with the educational opportunity gap
31 oversight and accountability committee created in RCW 28A.300.136.
- 32 (8) The office of the superintendent of public instruction shall
33 provide staff support for the committee.
- 34 (9) Members of the committee shall serve without compensation but
35 must be reimbursed for travel expenses as provided in RCW 43.03.050
36 and 43.03.060.
- 37 (10) Beginning June 1, 2021, and annually thereafter, the
38 committee shall provide a progress report, in compliance with RCW
39 43.01.036, to the governor and appropriate committees of the
40 legislature. The report must include accomplishments, state-level

1 data regarding implementation of social-emotional learning,
2 identification of systemic barriers or policy changes necessary to
3 promote and expand social-emotional learning, and recommendations.

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

6 (1) The office of the superintendent of public instruction shall
7 review the recommendations of the social-emotional learning work
8 group convened as directed in the 2017 omnibus appropriations act and
9 the recommendations of the social emotional learning committee
10 created in section 1 of this act. The office of the superintendent of
11 public instruction shall adopt social-emotional learning standards
12 and benchmarks by January 1, 2020, and revise the social-emotional
13 learning standards and benchmarks as appropriate.

14 (2) The office of the superintendent of public instruction shall
15 align the programs it oversees with the standards for social-
16 emotional learning and integrate the standards where appropriate.

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

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

25 (b) In developing the standards, the board shall, to the extent
26 possible, incorporate standards for cultural competency along the
27 entire continuum. For the purposes of this subsection, "cultural
28 competency" includes knowledge of student cultural histories and
29 contexts, as well as family norms and values in different cultures;
30 knowledge and skills in accessing community resources and community
31 and parent outreach; and skills in adapting instruction to students'
32 experiences and identifying cultural contexts for individual
33 students.

34 ~~((b))~~ (c) By January 1, 2020, in order to ensure that teachers
35 can recognize signs of emotional or behavioral distress in students
36 and appropriately refer students for assistance and support, the
37 Washington professional educator standards board shall incorporate
38 along the entire continuum the social-emotional learning standards

1 and benchmarks recommended by the social emotional learning
2 benchmarks work group in its October 1, 2016, final report titled,
3 "addressing social emotional learning in Washington's K-12 public
4 schools." In incorporating the social-emotional learning standards
5 and benchmarks, the Washington professional educator standards board
6 must include related competencies, such as trauma-informed practices,
7 consideration of adverse childhood experiences, mental health
8 literacy, antibullying strategies, and culturally sustaining
9 practices.

10 (2) The Washington professional educator standards board shall
11 adopt a definition of master teacher, with a comparable level of
12 increased competency between professional certification level and
13 master level as between professional certification level and national
14 board certification. Within the definition established by the
15 Washington professional educator standards board, teachers certified
16 through the national board for professional teaching standards shall
17 be considered master teachers.

18 ~~((2))~~ (3) The Washington professional educator standards board
19 shall maintain a uniform, statewide, valid, and reliable classroom-
20 based means of evaluating teacher effectiveness as a culminating
21 measure at the preservice level that is to be used during the
22 student-teaching field experience. This assessment shall include
23 multiple measures of teacher performance in classrooms, evidence of
24 positive impact on student learning, and shall include review of
25 artifacts, such as use of a variety of assessment and instructional
26 strategies, and student work.

27 ~~((3))~~ (4) Award of a professional certificate shall be based on
28 a minimum of two years of successful teaching experience as defined
29 by the board, and may not require candidates to enroll in a
30 professional certification program.

31 ~~((4))~~ (5) Educator preparation programs approved to offer the
32 residency teaching certificate shall be required to demonstrate how
33 the program produces effective teachers as evidenced by the measures
34 established under this section and other criteria established by the
35 Washington professional educator standards board.

36 NEW SECTION. Sec. 4. A new section is added to chapter 28A.410
37 RCW to read as follows:

38 By January 1, 2020, in order to ensure that principals can
39 recognize signs of emotional or behavioral distress in students and

1 appropriately refer students for assistance and support, the
2 Washington professional educator standards board shall incorporate
3 into principal knowledge, skill, and performance standards the
4 social-emotional learning standards, benchmarks, and related
5 competencies described in RCW 28A.410.270.

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

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

12 ~~((1))~~ (a) Supporting instructional opportunities;
13 ~~((2))~~ (b) Demonstrating professionalism and ethical practices;
14 ~~((3))~~ (c) Supporting a positive and safe learning environment;
15 ~~((4))~~ (d) Communicating effectively and participating in the
16 team process; and

17 ~~((5))~~ (e) Demonstrating cultural competency aligned with
18 standards developed by the professional educator standards board
19 under RCW 28A.410.270.

20 (2) By January 1, 2020, in order to ensure that paraeducators can
21 recognize signs of emotional or behavioral distress in students and
22 appropriately refer students for assistance and support, the board
23 shall incorporate into the standards of practice for paraeducators
24 adopted under subsection (1) of this section the social-emotional
25 learning standards, benchmarks, and related competencies described in
26 RCW 28A.410.270.

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

29 Subject to the availability of amounts appropriated for this
30 specific purpose, the office of the superintendent of public
31 instruction must create and publish on its web site a list of
32 resources available for professional development of school district
33 staff on the following topics: Social-emotional learning, trauma-
34 informed practices, recognition and response to emotional or
35 behavioral distress, consideration of adverse childhood experiences,
36 mental health literacy, antibullying strategies, and culturally
37 sustaining practices. The office of the superintendent of public
38 instruction must include in the list the professional development

1 opportunities and resources identified by the social emotional
2 learning committee created under section 1 of this act.

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

5 Beginning in the 2020-21 school year, and every other school year
6 thereafter, school districts must use one of the professional
7 learning days funded under RCW 28A.150.415 to train school district
8 staff on one or more of the following topics: Social-emotional
9 learning, trauma-informed practices, using the model plan developed
10 under RCW 28A.320.1271 related to recognition and response to
11 emotional or behavioral distress, consideration of adverse childhood
12 experiences, mental health literacy, antibullying strategies, and
13 culturally sustaining practices.

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

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

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

Passed by the Senate April 25, 2019.
Passed by the House April 24, 2019.
Approved by the Governor May 13, 2019.
Filed in Office of Secretary of State May 16, 2019.

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