

**E2SSB 5688** - H COMM AMD

By Committee on Appropriations

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) Beginning no later than January 1, 2017, two educational  
4 service districts shall be selected by the office of the  
5 superintendent of public instruction to participate in a pilot  
6 project to develop and maintain the capacity to serve as a convener,  
7 trainer, and mentor for educators and other school district staff on  
8 developmentally appropriate interpersonal and decision-making  
9 knowledge and skills of social and emotional learning. Each pilot  
10 educational service district may work with school districts to create  
11 a training model that addresses the recommended guidelines developed  
12 under section 2 of this act. The pilot educational service districts  
13 shall demonstrate capacity by employing staff with sufficient  
14 expertise to offer the training or by contracting with individuals or  
15 organizations to offer the training. Training shall be offered at no  
16 cost to school districts or educators if funds are appropriated  
17 specifically for this purpose or made available through grants or  
18 other sources."

19 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) Provides for a pilot project, beginning no later than January 1, 2017, involving two educational service districts charged with developing and maintaining the capacity to serve as convener, trainer, and mentor for educators and other school district staff on developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning.

(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 ---