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## Education Committee

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### E2SSB 5688

**Brief Description:** Providing students with skills that promote mental health and well-being and increase academic performance.

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators Litzow, Rolfes, McAuliffe, Fain, Hill, Kohl-Welles, Mullet, Billig, Darneille, Jayapal and Frockt).

#### Brief Summary of Engrossed Second Substitute Bill

- Subject to appropriation of funds for this purpose, requires the Office of the Superintendent of Public Instruction to convene a work group to recommend: comprehensive social emotional learning (SEL) benchmarks that build upon the work that is being done in early learning; guidance in promoting social emotional learning; technical advice on how SEL fits within the existing teacher and principal evaluations, particularly as it relates to school safety and school climate; and, an implementation plan.
- Specifies the make up of the work group and requires a report by December 1, 2016.

**Hearing Date:** 3/17/15

**Staff:** Cece Clynch (786-7195).

#### Background:

The Office of Superintendent of Public Instruction (OSPI) develops the state's learning standards for students and oversees the assessment of the learning standards for state and federal accountability purposes. There are learning standards for a number of content areas, including health and fitness. The health and fitness standards establish the concepts and skills necessary for safe and healthy living, and include analysis and evaluation of the impact of real-life influences on health.

In 2010 the Department of Early Learning (DEL), OSPI, and Thrive by Five Washington reviewed and revised the early learning and development benchmarks, which they published as

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the Washington State Early Learning and Development Guidelines. These guidelines include information about social and emotional development for parents, teachers, and other adults that support children in grades K–3.

### **Summary of Bill:**

Subject to the availability of amounts specifically appropriated for this purpose, the OSPI must convene a work group to recommend comprehensive social emotional learning (SEL) benchmarks for grades kindergarten through high school that build upon the work that is being done in early learning. These benchmarks must include, at every grade level, competencies for at least the following:

- self management;
- self awareness;
- social awareness;
- relationship skills; and
- responsible decision making.

The work group must also develop guidance that is culturally competent and linguistically appropriate, provides a positive learning environment, involves parents, and promotes school safety and a positive school climate. Technical advice required of the work group must focus upon how SEL fits within existing teacher and principal evaluations, particularly as it relates to school safety and school climate. Finally, the work group must develop an implementation plan that provides a framework for incorporating SEL and is aligned with other state initiatives including college and career readiness, STEM education, 21st century skills, and the state's learning standards.

To inform the work of the work group, the OSPI must conduct a survey of schools to ascertain how many schools in the state are implementing a SEL program and to understand individual districts' capacity to implement SEL.

The work group must be composed of persons with expertise in SEL, child development, job readiness, and mental health, as well as representatives from the following:

- Department of Early Learning;
- student support services and teaching and learning departments within the OSPI;
- Educational Opportunity Gap Oversight and Accountability Committee;
- Office of the Education Ombuds;
- higher education faculty with expertise in SEL;
- currently employed K-12 educator and K-12 administrator;
- one school psychologist, one school social worker, and one school counselor;
- mental health counselor; and
- school parent organization.

To the greatest extent possible, members of the work group must reflect the cultural, racial, ethnic, gender, and geographic diversity of the state. The work group must consult with: school districts; educational service districts; school administrators; principals; teachers; paraeducators; school counselors; community organizations serving youth; a statewide organization with a focus on SEL; federally recognized tribes, state ethnic commissions representing African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans; and community

organizations representing communities of color, immigrant and refugee communities, parents and students, and homeless children and youth.

A report is due to the education committees of the Legislature, the Governor, and the Superintendent of Public Instruction by October 1, 2016. The report must include recommendations with respect to benchmarks, guidance, technical advice and an implementation plan. The OSPI must make the report available to school districts via its web site.

School districts may use funding for materials, supplies, and operating costs to develop and update specific action plans to implement multitiered systems of support frameworks, including positive behavior interventions and supports and SEL, and curriculum aligned with the frameworks. District developed plans must be submitted to the OSPI annually, and the OSPI must make these available on its web site.

**Appropriation:** None.

**Fiscal Note:** Available.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.