

2SSB 5082 - H COMM AMD
By Committee on Appropriations

ADOPTED AS AMENDED 04/10/2019

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 adopt the standards and benchmarks recommended by the social-
34 emotional learning benchmarks work group in its October 1, 2016,
35 final report titled "addressing social emotional learning in
36 Washington's K-12 public schools."

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

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

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

9 **(b)** In developing the standards, the board shall, to the extent
10 possible, incorporate standards for cultural competency along the
11 entire continuum. For the purposes of this subsection, "cultural
12 competency" includes knowledge of student cultural histories and
13 contexts, as well as family norms and values in different cultures;
14 knowledge and skills in accessing community resources and community
15 and parent outreach; and skills in adapting instruction to students'
16 experiences and identifying cultural contexts for individual
17 students.

18 ~~((b))~~ **(c)** By January 1, 2020, in order to ensure that teachers
19 can recognize signs of emotional or behavioral distress in students
20 and appropriately refer students for assistance and support, the
21 Washington professional educator standards board shall incorporate
22 along the entire continuum the social-emotional learning standards
23 and benchmarks recommended by the social emotional learning
24 benchmarks work group in its October 1, 2016, final report titled,
25 "addressing social emotional learning in Washington's K-12 public
26 schools." In incorporating the social-emotional learning standards
27 and benchmarks, the Washington professional educator standards board
28 must include related competencies, such as trauma-informed practices,
29 consideration of adverse childhood experiences, mental health
30 literacy, antibullying strategies, and culturally sustaining
31 practices.

32 **(2)** The Washington professional educator standards board shall
33 adopt a definition of master teacher, with a comparable level of
34 increased competency between professional certification level and
35 master level as between professional certification level and national
36 board certification. Within the definition established by the
37 Washington professional educator standards board, teachers certified
38 through the national board for professional teaching standards shall
39 be considered master teachers.

1 ~~((2))~~ (3) The Washington professional educator standards board
2 shall maintain a uniform, statewide, valid, and reliable classroom-
3 based means of evaluating teacher effectiveness as a culminating
4 measure at the preservice level that is to be used during the
5 student-teaching field experience. This assessment shall include
6 multiple measures of teacher performance in classrooms, evidence of
7 positive impact on student learning, and shall include review of
8 artifacts, such as use of a variety of assessment and instructional
9 strategies, and student work.

10 ~~((3))~~ (4) Award of a professional certificate shall be based on
11 a minimum of two years of successful teaching experience as defined
12 by the board, and may not require candidates to enroll in a
13 professional certification program.

14 ~~((4))~~ (5) Educator preparation programs approved to offer the
15 residency teaching certificate shall be required to demonstrate how
16 the program produces effective teachers as evidenced by the measures
17 established under this section and other criteria established by the
18 Washington professional educator standards board.

19 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.410
20 RCW to read as follows:

21 By January 1, 2020, in order to ensure that principals can
22 recognize signs of emotional or behavioral distress in students and
23 appropriately refer students for assistance and support, the
24 Washington professional educator standards board shall incorporate
25 into principal knowledge, skill, and performance standards the
26 social-emotional learning standards, benchmarks, and related
27 competencies described in RCW 28A.410.270.

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

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

- 34 ~~((1))~~ (a) Supporting instructional opportunities;
35 ~~((2))~~ (b) Demonstrating professionalism and ethical practices;
36 ~~((3))~~ (c) Supporting a positive and safe learning environment;
37 ~~((4))~~ (d) Communicating effectively and participating in the
38 team process; and

1 (~~(5)~~) (e) Demonstrating cultural competency aligned with
2 standards developed by the professional educator standards board
3 under RCW 28A.410.270.

4 (2) By January 1, 2020, in order to ensure that paraeducators can
5 recognize signs of emotional or behavioral distress in students and
6 appropriately refer students for assistance and support, the board
7 shall incorporate into the standards of practice for paraeducators
8 adopted under subsection (1) of this section the social-emotional
9 learning standards, benchmarks, and related competencies described in
10 RCW 28A.410.270.

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

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

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

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

35 NEW SECTION. Sec. 8. A new section is added to chapter 28A.410
36 RCW to read as follows:

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

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

10 Correct the title.

EFFECT: (1) Maintains provisions creating the social emotional learning (SEL) committee and provisions requiring the Office of the Superintendent of Public Instruction to adopt the SEL standards and align the programs it oversees with the SEL standards.

(2) Modifies the list of entities between which the Social Emotional Learning Advisory Committee must identify strategies for improved coordination to include youth-serving community partners and culturally-based providers.

(3) Directs the Professional Educator Standards Board (PESB) and the Paraeducator Board to, by January 1, 2020, incorporate SEL standards and benchmarks into standards for principals and paraeducators. 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 Office of the Superintendent of Public Instruction to 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) Adds a null and void clause. The bill is null and void unless funded in the budget.

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