

SENATE BILL REPORT

SB 5082

As of January 21, 2019

Title: An act relating to the creation of a committee to promote and expand social emotional learning.

Brief Description: Creating a committee to promote and expand social emotional learning.

Sponsors: Senators McCoy, Hasegawa, Kuderer and Saldaña.

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/18/19.

Brief Summary of Bill

- Creates a permanent committee to promote and expand social emotional learning (SEL) with certain duties and members.
- Requires the Office of the Superintendent of Public Instruction to align the programs it oversees with SEL standards and to integrate the standards where appropriate.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Ailey Kato (786-7434)

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 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.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

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.

Summary of Bill: A committee is created to promote and expand SEL. 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 the 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, 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.

OSPI must align the programs it oversees with the standards for SEL and integrate the standards where appropriate.

The SEL Committee must oversee this duty.

Appropriation: None.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: SEL includes the skills needed to regulate emotions, interact with others, problem solve, and make positive decisions. SEL can raise test scores, decrease student discipline, promote a safe school climate, and increase student well-being. Employers are looking for strong SEL skills. SEL should be integrated into the

culture of a school and should not be tested. One of the current work group's recommendations is to make this group permanent to help continue incorporating different cultures, help schools implement SEL, engage stakeholders, and continue to be a leader in the nation on this topic. School nurses should be included on the committee. OSPI should formally adopt the SEL standards so everyone, including teacher preparation programs, can reference the same standards.

CON: While SEL is important, public schools are not the place for this type of learning and may not take into account the different cultures of families. When there are standards, there will be some sort of assessment, which requires judgment by an individual. SEL is difficult to judge. Promoting trauma-informed practices may mean that adults may be looking for trauma where there is none. Families need to be represented and have access to all information about their child.

Persons Testifying: PRO: Senator John McCoy, Prime Sponsor; Amy Brackenbury, Washington School Counselors and Washington School Nurses; Melanie Smith, Committee for Children; Ron Hertel, OSPI; Lucinda Young, Washington Education Association; Kaaren Heikes, Director of Policy and Partnerships, Washington State Board of Education; Bob Cooper, National Association of Social Workers, Washington Chapter.

CON: Sharon Hanek, citizen.

Persons Signed In To Testify But Not Testifying: No one.