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**SUBSTITUTE HOUSE BILL 1479**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** House Education (originally sponsored by Representatives Senn, Ortiz-Self, Harris, Dolan, Orwall, Stonier, Cody, Riccelli, Slatter, Callan, Fey, Eslick, Kilduff, Bergquist, Doglio, Paul, Reeves, Pollet, Hudgins, Davis, Leavitt, Macri, and Steele)

READ FIRST TIME 02/22/19.

1 AN ACT Relating to building capacity within the educator  
2 workforce to improve student mental health and well-being; amending  
3 RCW 28A.410.270 and 28A.413.050; adding new sections to chapter  
4 28A.410 RCW; adding a new section to chapter 28A.300 RCW; adding a  
5 new section to chapter 28A.415 RCW; and creating a new section.

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

7 NEW SECTION. **Sec. 1.** The legislature acknowledges:

8 (1) The mental health and well-being of students in Washington  
9 schools is of utmost importance to improve academic learning, social-  
10 emotional learning, school safety, and success in school and life.  
11 Building a safe and supportive school climate where students feel a  
12 deep sense of belonging takes intentional, coordinated work by  
13 educators demonstrating shared knowledge and skills.

14 (2) Educators and other school staff are on the front lines to  
15 notice the behavioral and mental health of students. However,  
16 educators in Washington's public schools possess varying skills and  
17 knowledge about how to recognize signs of social-emotional distress  
18 and how to ensure that students receive timely and appropriate  
19 services and support from qualified professionals who are licensed to  
20 provide mental health services.

1 (3) Professional learning for educators and other school staff to  
2 address the mental health and well-being of students is widely  
3 variable across the state and is without specific standards or a  
4 consistent approach. The need for robust training and basic  
5 competencies for educators in these areas is critical to address the  
6 mental health and well-being of students in the classroom. The  
7 educator workforce must be equipped with the knowledge and skills to  
8 build these competencies to be responsive to the changing needs of  
9 students in Washington schools.

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

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

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

27 ~~((b))~~ (c) By January 1, 2020, in order to ensure that teachers  
28 can recognize signs of emotional or behavioral distress in students  
29 and appropriately refer students for assistance and support, the  
30 Washington professional educator standards board shall incorporate  
31 the social-emotional learning standards and benchmarks recommended by  
32 the social emotional learning benchmarks work group in its October 1,  
33 2016, final report titled, "addressing social emotional learning in  
34 Washington's K-12 public schools." In incorporating the social-  
35 emotional learning standards and benchmarks, the Washington  
36 professional educator standards board must include related  
37 competencies, such as trauma-informed practices, consideration of  
38 adverse childhood experiences, mental health literacy, antibullying  
39 strategies, and culturally sustaining practices.

1        (2) The Washington professional educator standards board shall  
2 adopt a definition of master teacher, with a comparable level of  
3 increased competency between professional certification level and  
4 master level as between professional certification level and national  
5 board certification. Within the definition established by the  
6 Washington professional educator standards board, teachers certified  
7 through the national board for professional teaching standards shall  
8 be considered master teachers.

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

18        ~~((+3))~~ (4) Award of a professional certificate shall be based on  
19 a minimum of two years of successful teaching experience as defined  
20 by the board, and may not require candidates to enroll in a  
21 professional certification program.

22        ~~((+4))~~ (5) Educator preparation programs approved to offer the  
23 residency teaching certificate shall be required to demonstrate how  
24 the program produces effective teachers as evidenced by the measures  
25 established under this section and other criteria established by the  
26 Washington professional educator standards board.

27        NEW SECTION.    **Sec. 3.** A new section is added to chapter 28A.410  
28 RCW to read as follows:

29        By January 1, 2020, in order to ensure that principals can  
30 recognize signs of emotional or behavioral distress in students and  
31 appropriately refer students for assistance and support, the  
32 Washington professional educator standards board shall incorporate  
33 the social-emotional learning standards and benchmarks recommended by  
34 the social emotional learning benchmarks work group in its October 1,  
35 2016, final report titled, "addressing social emotional learning in  
36 Washington's K-12 public schools" into principal knowledge, skill,  
37 and performance standards. In incorporating the social-emotional  
38 learning standards and benchmarks, the Washington professional  
39 educator standards board must include related competencies, such as

1 trauma-informed practices, consideration of adverse childhood  
2 experiences, mental health literacy, antibullying strategies, and  
3 culturally sustaining practices.

4 **Sec. 4.** RCW 28A.413.050 and 2017 c 237 s 6 are each amended to  
5 read as follows:

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

- 10 ~~((1))~~ (a) Supporting instructional opportunities;
- 11 ~~((2))~~ (b) Demonstrating professionalism and ethical practices;
- 12 ~~((3))~~ (c) Supporting a positive and safe learning environment;
- 13 ~~((4))~~ (d) Communicating effectively and participating in the  
14 team process; and
- 15 ~~((5))~~ (e) Demonstrating cultural competency aligned with  
16 standards developed by the professional educator standards board  
17 under RCW 28A.410.270.

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

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

33 The office of the superintendent of public instruction must  
34 create and publish on its web site an inventory of resources  
35 available for professional development of school district staff on  
36 the following topics: Social-emotional learning, trauma-informed  
37 practices, recognition and response to emotional or behavioral  
38 distress, consideration of adverse childhood experiences, mental

1 health literacy, antibullying strategies, and culturally sustaining  
2 practices.

3 NEW SECTION. **Sec. 6.** 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 in social-emotional learning, trauma-informed practices, using  
9 the model plan developed under RCW 28A.320.1271 related to  
10 recognition and response to emotional or behavioral distress,  
11 consideration of adverse childhood experiences, mental health  
12 literacy, antibullying strategies, and culturally sustaining  
13 practices.

14 NEW SECTION. **Sec. 7.** 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.

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