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ENGROSSED SECOND SUBSTITUTE SENATE BILL 5688

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State of Washington

64th Legislature

2015 Regular Session

By Senate Ways & Means (originally sponsored by Senators Litzow, Rolfes, McAuliffe, Fain, Hill, Kohl-Welles, Mullet, Billig, Darneille, Jayapal, and Frockt)

1 AN ACT Relating to providing students with skills that promote  
2 mental health and well-being and increase academic performance;  
3 adding new sections to chapter 28A.300 RCW; and creating a new  
4 section.

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

6 NEW SECTION. **Sec. 1.** The education of children is critically  
7 important. In order for children to be ready to learn and ready to  
8 ultimately enter the workforce prepared, they need to have academic,  
9 social, and emotional skills.

10 Responsible decision making, self management, healthy  
11 relationship skills, and self and social awareness are among the  
12 tools students need. These essential skills help improve school  
13 climate and reduce bullying, discipline issues, dropout rates, and  
14 the educational opportunity gap at the same time as they increase  
15 mental well-being, student engagement, and academic performance.

16 Schools implementing social emotional learning see large  
17 increases in academic performance.

18 Students today experience unfathomable stresses. Over thirty  
19 thousand K-12 students are homeless. Thousands experience bullying,  
20 depression, abuse, or have witnessed domestic violence or other

1 violence in their communities. Many have lost a parent or suffered a  
2 traumatic experience.

3 Emotions and relationships directly affect how students learn and  
4 how they use that learning in other contexts. If a student is  
5 anxious, afraid, or worried about other stresses in his or her life,  
6 those emotions will interfere with attention, memory, and positive  
7 behaviors. By developing social and emotional skills, students will  
8 be equipped with tools to overcome barriers to their learning and  
9 even find solace in education and going to school.

10 The legislature is committed to investing in preventative  
11 strategies in schools to increase student mental health and well-  
12 being in order to support the education of our state's children.

13 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300  
14 RCW to read as follows:

15 (1) The superintendent of public instruction shall convene a work  
16 group to recommend comprehensive social emotional learning benchmarks  
17 for grades kindergarten through high school that build upon what is  
18 being done in early learning. These benchmarks must include, at every  
19 grade level, competencies for at least the following:

20 (a) Self management. Regulating one's emotions to handle stress,  
21 control impulses, and persevere in overcoming obstacles; achieving  
22 personal and academic goals; and expressing emotions appropriately;

23 (b) Self awareness. Accurately assessing one's feelings,  
24 interests, and strengths; maintaining a well-grounded sense of self-  
25 confidence;

26 (c) Social awareness. Being able to empathize with others;  
27 appreciating individual and group similarities and differences;  
28 effectively using family, school, and community resources;

29 (d) Relationship skills. Interacting cooperatively with others;  
30 resisting inappropriate social pressure; dealing effectively with  
31 interpersonal conflict; seeking help when needed; and

32 (e) Responsible decision making. Making decisions based on  
33 factors such as ethical standards, safety concerns, social norms,  
34 respect for others, and likely consequences; applying decision-making  
35 skills to daily situations;

36 (2) The work group shall also develop:

37 (a) Guidance for schools, school districts, and educators in  
38 promoting social emotional learning that:

39 (i) Is culturally competent;

1 (ii) Is linguistically appropriate;  
2 (iii) Provides a positive learning environment for students;  
3 (iv) Is inclusive of parental involvement;  
4 (v) Promotes school safety and a positive school climate;  
5 (vi) Includes best practices in assisting students through school  
6 transitions between elementary, middle, and high school; and  
7 (vii) Incorporates best practices to address the mental health  
8 continuum of children, from mental well-being and mental health to  
9 mental illness, and acknowledges research around adverse childhood  
10 experiences;

11 (b) Technical advice on how social emotional learning fits within  
12 existing teacher and principal evaluations particularly as it relates  
13 to school safety and school climate; and

14 (c) An implementation plan that provides a framework for  
15 incorporating social emotional learning and is aligned with other  
16 Washington state education initiatives including college and career  
17 readiness, STEM education, twenty-first century skills, and the  
18 Washington state learning standards.

19 (3) To inform the work of the work group, the office of the  
20 superintendent of public instruction shall conduct a survey of  
21 schools to ascertain how many schools in the state are implementing a  
22 social emotional learning program and to understand individual  
23 districts' capacity to implement social emotional learning.

24 (4)(a) The work group must include persons with expertise in  
25 social emotional learning, child development, job readiness, and  
26 mental health, and the following:

- 27 (i) One representative from the department of early learning;  
28 (ii) One representative each from the student support services  
29 and teaching and learning departments within the office of the  
30 superintendent of public instruction;  
31 (iii) One representative from the educational opportunity gap  
32 oversight and accountability committee;  
33 (iv) One representative from the office of the education ombuds;  
34 (v) One higher education faculty member with expertise in social  
35 and emotional learning;  
36 (vi) One currently employed K-12 educator and one currently  
37 employed K-12 administrator;  
38 (vii) One school psychologist;  
39 (viii) One school social worker;  
40 (ix) One school counselor;

1 (x) One mental health counselor; and

2 (xi) One representative from a school parent organization.

3 (b) To the greatest extent possible, the members of the work  
4 group must reflect the cultural, racial, ethnic, gender, and  
5 geographic diversity of Washington state.

6 (5) The work group shall consult with: School districts;  
7 educational service districts; school administrators; principals;  
8 teachers; paraeducators; school counselors; community organizations  
9 serving youth; a statewide organization with a focus on social  
10 emotional learning; federally recognized tribes; the state's four  
11 ethnic commissions representing the following populations: African-  
12 Americans, Hispanic Americans, Asian Americans, and Pacific Islander  
13 Americans; and community organizations representing communities of  
14 color, immigrant and refugee communities, parents and students, and  
15 homeless children and youth.

16 (6) By October 1, 2016, the work group shall submit a report to  
17 the education committees of the legislature, the governor, and the  
18 superintendent of public instruction that includes its  
19 recommendations for benchmarks, guidance, technical advice, and an  
20 implementation plan. The office of the superintendent of public  
21 instruction shall make the report available to school districts by  
22 including it on the web site.

23 (7) This section is subject to the availability of amounts  
24 specifically appropriated for this specific purpose.

25 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300  
26 RCW to read as follows:

27 School districts may use funding provided pursuant to RCW  
28 28A.150.260(8) to develop and update school specific action plans to  
29 implement multitiered systems of support frameworks and curriculum  
30 aligned with the frameworks. These action plans, once implemented,  
31 are intended to systemically improve schools' learning climate,  
32 student engagement, and academic performance, increase students'  
33 mental health and well-being, and reduce student discipline actions.  
34 Plans may vary by school. The multitiered systems of support  
35 frameworks may include positive behavior interventions and supports  
36 and social emotional learning in elementary schools.

37 District-developed action plans shall be submitted to the office  
38 of the superintendent of public instruction on an annual basis and

1 the office of the superintendent of public instruction shall make  
2 these plans available on its web site.

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