

CERTIFICATION OF ENROLLMENT
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2085

Chapter 166, Laws of 1999

56th Legislature
1999 Regular Session

DISRUPTIVE STUDENTS

EFFECTIVE DATE: 7/25/99

Passed by the House April 20, 1999
Yeas 96 Nays 0

CLYDE BALLARD
Speaker of the House of Representatives

FRANK CHOPP
Speaker of the House of Representatives

Passed by the Senate April 12, 1999
Yeas 45 Nays 3

BRAD OWEN
President of the Senate

Approved May 5, 1999

GARY LOCKE
Governor of the State of Washington

CERTIFICATE

We, Dean R. Foster and Timothy A. Martin, Co-Chief Clerks of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2085** as passed by the House of Representatives and the Senate on the dates hereon set forth.

DEAN R. FOSTER
Chief Clerk

TIMOTHY A. MARTIN
Chief Clerk

FILED

May 5, 1999 - 3:44 p.m.

**Secretary of State
State of Washington**

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2085

AS AMENDED BY THE SENATE

Passed Legislature - 1999 Regular Session

State of Washington 56th Legislature 1999 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Quall, Talcott, Haigh, Carlson, Santos, Linville, Cox, Kessler, Morris, Murray, McDonald, O'Brien, Anderson, Thomas, Ogden, Poulsen, Rockefeller, Lovick, Kenney, Wolfe, Stensen, Schual-Berke, Tokuda, Ruderman, Keiser, Wood, Constantine and Lantz)

Read first time 03/08/1999.

1 AN ACT Relating to programs addressing disruptive students in
2 regular classrooms; adding a new section to chapter 28A.415 RCW; and
3 creating a new section.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that disruptive
6 students can significantly impede effective teaching and learning in
7 the classroom. Training in effective strategies for handling
8 disruptive students will help principals, teachers, and other staff
9 gain additional skills to provide a classroom environment that is
10 conducive to teaching and learning. Schools and school districts
11 should be encouraged to provide staff with the training necessary to
12 respond to disruptions effectively.

13 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.415
14 RCW to read as follows:

15 (1) To the extent funds are appropriated, the superintendent of
16 public instruction shall conduct professional development institutes to
17 provide opportunities for teachers, principals, and other school staff
18 to learn effective research-based strategies for handling disruptive

1 students. The institutes shall be conducted during the summer of 2000.
2 The training institutes shall emphasize methods for handling
3 disruptions in regular classrooms and how to design and implement
4 alternative learning settings and programs that have been proven to be
5 effective in providing for the educational needs of students who
6 exhibit frequent and prolonged disruptive behavior when placed in a
7 regular classroom setting.

8 (2) The superintendent may enter into contracts with public or
9 private entities that provide training in effective research-based
10 methods for dealing with disruptive students. In developing the
11 institutes, the superintendent shall work with school staff who have
12 had experience working effectively with disruptive students. The
13 institutes shall be open to teams of teachers, principals, and other
14 school staff from each school district choosing to participate.
15 However, as a condition of participating in the institutes, school
16 district teams shall be required to develop during or immediately
17 following the institute a district plan for carrying out the purposes
18 of this section. Elementary schools and junior high and middle schools
19 in districts that send teams to participate in institutes conducted
20 under this section are encouraged to formulate school building-level
21 plans for addressing the educational needs of disruptive students and
22 the needs of students and teachers in the regular classrooms for an
23 orderly and disciplined environment that is optimally conducive to
24 learning. Individual participants in the institutes shall agree to
25 provide assistance as needed to other school staff in their school
26 building or school district, consistent with their other normal duties.

27 (3) Beginning with the 1999-2000 school year, elementary and junior
28 high schools are encouraged to provide staff from both the regular
29 education and special education programs opportunities to work together
30 to share successful practices for managing disruptive students.

Passed the House April 20, 1999.

Passed the Senate April 12, 1999.

Approved by the Governor May 5, 1999.

Filed in Office of Secretary of State May 5, 1999.