
SUBSTITUTE HOUSE BILL 1479

State of Washington

68th Legislature

2023 Regular Session

By House Education (originally sponsored by Representatives Callan, Santos, Goodman, Ramel, Ormsby, and Pollet; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/17/23.

1 AN ACT Relating to restraint or isolation of students in public
2 schools and educational programs; amending RCW 28A.155.210 and
3 28A.310.515; adding a new section to chapter 28A.600 RCW; adding a
4 new section to chapter 28A.300 RCW; creating a new section; repealing
5 RCW 28A.600.485; and providing an expiration date.

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

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.600
8 RCW to read as follows:

9 (1) **Purpose.** The purposes of this section are to: Protect
10 students from physically harmful and emotionally traumatic practices
11 of chemical restraint, mechanical restraint, and isolation; prohibit
12 use of physical restraint imposed solely for purposes of student
13 discipline or staff convenience; improve the safety and well-being of
14 all staff and students by increasing the professional development and
15 technical assistance provided to staff; and enhance the public
16 accountability of school districts and other providers of public
17 educational services.

18 (2) **Prohibited and permitted isolation and restraint of students.**

19 (a) The staff of any school district or other provider of public
20 educational services may not subject any student to prohibited
21 isolation or restraint during the provision of educational services.

1 (b) The staff of any school district or other provider of public
2 educational services is permitted to use physical restraint during
3 the provision of educational services only when:

4 (i) A student's behavior poses an imminent likelihood of serious
5 harm to the student or to others;

6 (ii) Less restrictive interventions would be ineffective in
7 stopping the imminent likelihood of serious harm to the student or to
8 others;

9 (iii) The physical restraint of the student ends immediately upon
10 the cessation of the imminent likelihood of serious harm to the
11 student or to others; and

12 (iv) The least amount of force necessary is used to protect the
13 student or another person from imminent likelihood of serious harm to
14 the student or to others.

15 (c) Until August 1, 2025, the staff of any school district or
16 other provider of public educational services is permitted to isolate
17 a student in an isolation room, during the provision of educational
18 services only when:

19 (i) A student's behavior poses an imminent likelihood of serious
20 harm to the student or to others;

21 (ii) Less restrictive interventions would be ineffective in
22 stopping the imminent likelihood of serious harm to the student or to
23 others;

24 (iii) The isolation of the student ends immediately upon the
25 cessation of the imminent likelihood of serious harm to the student
26 or to others; and

27 (iv) The least amount of force necessary is used to protect the
28 student or another person from imminent likelihood of serious harm to
29 the student or to others.

30 (d) Neither a student nor the student's parent or legal guardian
31 may consent, or be asked to consent, to use of isolation or restraint
32 that is prohibited under this subsection (2).

33 (e) Nothing in this subsection (2) prohibits a school resource
34 officer as defined in RCW 28A.320.124 from carrying out the lawful
35 duties of a commissioned law enforcement officer.

36 (3) **Isolation rooms.**

37 (a)(i) Except as provided in (ii) of this subsection (a), school
38 districts and other providers of public educational services shall
39 require that doors to isolation rooms always remain unlocked to the
40 occupants.

1 (ii) A school district or other provider of public educational
2 services may apply to the office of the superintendent of public
3 instruction for a time limited waiver, that expires no later than
4 August 1, 2025, of the requirement under (i) of this subsection (a)
5 to permit the isolation of students in grades six through 12 in a
6 locked isolation room. The application and any additional materials
7 must be submitted at the time and in the manner required by the
8 office of the superintendent of public instruction. During the period
9 of the waiver approved by the office of the superintendent of public
10 instruction, the school district must provide professional
11 development to staff and conduct other activities necessary to comply
12 with the requirement under (i) of this subsection (a) by the end of
13 the waiver period. The office of the superintendent of public
14 instruction must provide technical assistance to school districts and
15 other providers of public educational services to support compliance
16 with the requirement under (i) of this subsection (a) as soon as
17 possible, but no later than approved waiver periods.

18 (b) School districts and other providers of public educational
19 services are prohibited from constructing isolation rooms or other
20 settings for the purpose of isolating a student.

21 (c) By August 1, 2025, school districts and other providers of
22 public educational services shall remove or repurpose all isolation
23 rooms.

24 (d) The provisions of this subsection (3) do not apply to a
25 state-operated psychiatric hospital that serves students.

26 (4) **Notifications.** After each incident of isolation or restraint,
27 whether prohibited or permitted, the following notifications must be
28 made:

29 (a) Immediately following the release of the student from
30 isolation or restraint, the staff who used, or directed the use of,
31 isolation or restraint shall notify the principal, other building
32 administrator, or designee of the provider of public educational
33 services about the incident;

34 (b) The principal, other building administrator, or designee of
35 the provider of public educational services shall notify the
36 student's parent or legal guardian about the incident, within 24
37 hours of the incident, and shall send written documentation to the
38 parent or legal guardian, within three business days of the incident;
39 and

1 (c) With regard to use of prohibited isolation or restraint, the
2 principal, other building administrator, or designee of the provider
3 of public educational services shall notify the following people or
4 entities about the incident: (i) The school district superintendent
5 or other chief administrator of the provider of public educational
6 services must be notified about the incident within one business day
7 of the incident; (ii) the office of the superintendent of public
8 instruction must be notified within three business days of incident;
9 and (iii) if the school district or other provider of public
10 educational services is a contractor, the contractee must be notified
11 within three business days of the incident.

12 (5) **Incident reviews.** After every incident of isolation or
13 restraint, whether prohibited or permitted, the following incident
14 reviews must be completed.

15 (a) As soon as practicable, but no later than one week following
16 submission of the incident report as required under subsection (6)(a)
17 of this section, the principal, other building administrator, or
18 designee of the provider of public educational services shall review
19 the incident with the student and the student's parent or legal
20 guardian to discuss relevant events that occurred before, during, and
21 after the incident, and to inform the student's parent or legal
22 guardian about behavioral intervention planning that must be
23 completed under subsection (7) of this section.

24 (b) As soon as practicable following the release of a student
25 from isolation or restraint, staff must provide the student with an
26 opportunity to meet with a counselor, nurse, psychologist, or social
27 worker to reflect, process, and recover.

28 (c) As soon as practicable following the release of a student
29 from isolation or restraint, a team of staff, including the staff who
30 used, or directed the use of, isolation or restraint, shall review
31 the incident to, among other things:

32 (i) Provide the staff who used, or directed the use of, isolation
33 or restraint with an opportunity to reflect, process, and recover;

34 (ii) Determine whether proper procedures were followed; and

35 (iii) Identify additional training, coaching, or assistance that
36 may support staff who used, or directed the use of, isolation or
37 restraint to use less restrictive interventions in similar situations
38 in the future.

1 (6) **Reports.** The following reports related to incidents of
2 isolation and restraint, whether prohibited or permitted, and
3 incidents of room clears must be prepared and submitted.

4 (a) Within two business days of the incident, staff who used, or
5 directed the use of, isolation, restraint, or a room clear shall
6 prepare and submit a written report of the incident to the school
7 district superintendent or other chief administrator of the provider
8 of public educational services. At a minimum, the written report must
9 include:

10 (i) The date, time, duration, and location of the incident;

11 (ii) Names and job titles of staff who used, or directed the use
12 of, isolation, restraint, or a room clear and of staff who observed
13 the incident;

14 (iii) The type of restraint or isolation used, if applicable;

15 (iv) A description of relevant events that occurred before,
16 during, and after the incident, including any less restrictive
17 interventions attempted;

18 (v) Information about any known physical injuries or
19 psychological trauma experienced by the student or staff due to the
20 incident, including whether medical care was sought or received, and
21 whether staff requested or used leave benefits;

22 (vi) Recommended preventative actions for the staff or the
23 provider of public educational services to take to prevent similar,
24 future incidents;

25 (vii) Other information as required by rule of the office of the
26 superintendent of public instruction.

27 (b) The school district superintendent or other chief
28 administrator of a provider of public educational services shall
29 prepare a summary of the incident reports submitted under (a) of this
30 subsection (6), at least annually and as required by the school
31 district board of directors or other governing body of a provider of
32 public educational services. The summary must be disaggregated for
33 purposes of trend analyses, for example by the student categories and
34 subcategories provided under RCW 28A.300.042 (1) and (3), student
35 gender, students who are dependent pursuant to chapter 13.34 RCW,
36 students who are homeless as defined in RCW 43.330.702, students who
37 are multilingual/English learners, status as a student with a parent
38 who is a member of the armed forces, by school or other applicable
39 unit, by staff job title, by contractor, and by incident type.

1 (c) The school district superintendent or other chief
2 administrator of a provider of public educational services must
3 submit incident report data and summaries prepared under (a) and (b)
4 of this subsection (6), at the time and in the manner required by the
5 office of the superintendent of public instruction.

6 (7) **Behavioral intervention plan.** After every incident of
7 isolation or restraint, whether prohibited or permitted, the
8 following activities related to behavioral intervention planning must
9 be completed.

10 (a) As soon as practicable following the release of a student
11 from isolation or restraint, staff shall:

12 (i) Complete a functional behavioral assessment, unless a
13 functional behavioral assessment was previously completed for the
14 behavior of concern; and

15 (ii) Develop a behavioral intervention plan or, if a behavioral
16 intervention plan has already been developed, review the behavioral
17 intervention plan and modify it as necessary to address the student's
18 behavior of concern.

19 (b) Nothing in this subsection (7) limits the application of
20 behavioral intervention plans to students with individualized
21 education programs under part B of the federal individuals with
22 disabilities education act, Title 20 U.S.C. Sec. 1400 et seq.

23 (8) **Policies and procedures.**

24 (a) The school district board of directors or other governing
25 body of a provider of public educational services shall adopt a
26 student isolation and restraint policy and procedures that meets the
27 requirements of this section. The procedures must include a process
28 for convening a team of staff to review every incident of isolation
29 or restraint using a systems improvement approach that focuses on
30 supporting staff to use less restrictive interventions as
31 alternatives to isolation and restraint.

32 (b) During the 2024-25 school year, and periodically thereafter,
33 a school district board of directors or other governing body of a
34 provider of public educational services shall review and revise, as
35 necessary, its student isolation and restraint policy and procedures
36 with input from staff, students, students' families, advocacy
37 organizations, and other appropriate members of the community.

38 (9) **Professional development plans.**

39 (a) (i) By January 30, 2024, the school district superintendent or
40 other chief administrator of a provider of public educational

1 services, or the school district board of directors or other
2 governing body of a provider of public educational services, shall
3 prepare and submit to the office of the superintendent of public
4 instruction a staff professional development plan and timeline as
5 required by this subsection (9).

6 (ii) By August 31, 2024, and by August 31st annually thereafter,
7 an update on the implementation of its staff professional development
8 plan must be submitted to the office of the superintendent of public
9 instruction.

10 (b)(i) The plan must include professional development on the
11 following topics:

12 (A) The student isolation and restraint policy and procedure
13 adopted under subsection (8) of this section;

14 (B) Evidence-based, trauma-informed, student-centered, proactive
15 crisis prevention and intervention practices that are less
16 restrictive than isolation and restraint, such as de-escalation
17 strategies;

18 (C) Evidence-based, trauma-informed, behavioral health supports
19 for students and staff that include restorative practices;

20 (D) Evidence-based, systemic approaches to eliminating use of
21 prohibited isolation and restraint, to reduce the use of physical
22 restraint, and to eliminate disparities in use of prohibited or
23 permitted isolation and restraint, such as multitiered systems of
24 support and universal design for learning.

25 (ii) The plan and any updates must describe the professional
26 development that will be provided to staff during the following
27 school year. Any professional development programs and resources
28 provided to staff must be chosen from the list developed by the
29 office of the superintendent of public instruction as required by
30 section 2 of this act.

31 (iii) Professional development includes trainings provided by the
32 school district or other provider of public educational services,
33 pursuit of credentials through formal education programs, working
34 with a mentor or coach, and involvement in professional learning
35 communities. Nothing in this subsection (9) requires all staff to be
36 provided identical or equivalent professional development. Rather,
37 professional development content, intensity, duration, and frequency
38 must be appropriate to each staff type, staff experience, and staff
39 assignment, and must be informed by the incident reviews completed
40 under subsection (5) of this section.

1 (c) Professional development must be prioritized to staff in the
2 following order:

3 (i) First to staff providing educational services to students
4 with disabilities in prekindergarten through grade five;

5 (ii) Second to staff providing educational services to students
6 with disabilities in grades six through 12; and

7 (iii) Third to all other staff.

8 (d) The plan must describe the mechanism used to determine
9 whether an entity under contract to provide educational services to
10 students is training the contractor's staff as required by this
11 subsection (9).

12 (10) **Duties of governing bodies.**

13 (a) Beginning in the 2023-24 school year, and every four years
14 thereafter, each member of the school district board of directors or
15 other governing body of a provider of public educational services
16 shall complete training on student isolation and restraint that
17 includes the following content, at a minimum: The legal prohibitions
18 and limitations for use of isolation and restraint on students; the
19 social-emotional and physical impacts to students and staff resulting
20 from the use of isolation and restraint rather than trauma-informed
21 interventions, such as de-escalation strategies and student-centered,
22 restorative practices; how to assess compliance with this section;
23 and options for supporting system improvement by reprioritizing
24 resources.

25 (b) On an annual basis, the school district board of directors or
26 other governing body of a provider of public educational services
27 shall monitor the impact of the policy and procedures adopted under
28 subsection (8) of this section by, at a minimum: (i) Performing trend
29 analyses using the summary of incident reports prepared by the school
30 district superintendent or other chief administrator of the provider
31 of public educational services under subsection (6) of this section;
32 and (ii) reviewing the professional development plan and updates
33 prepared under subsection (9) of this section.

34 (11) **Rules.** The office of the superintendent of public
35 instruction shall adopt rules under chapter 34.05 RCW for the
36 implementation of this section.

37 (12) **Definitions.** The definitions in this subsection apply
38 throughout this section unless the context clearly requires
39 otherwise.

1 (a) "Behavioral intervention plan" means the individualized plan
2 developed for a student and implemented by staff for the purpose of
3 changing, replacing, modifying, or eliminating a student's behavior
4 or behaviors of concern.

5 (b) "Chemical restraint" means a drug or chemical administered by
6 staff to a student to control the student's behavior or restrict the
7 student's freedom of movement that is: (i) Not prescribed by a
8 licensed health professional acting within the scope of the practice
9 of that health profession for the standard treatment of a student's
10 medical or psychiatric condition; (ii) not administered by a licensed
11 health professional acting within the scope of the practice of that
12 health profession; or (iii) not administered in accordance with the
13 student's medical or psychiatric treatment plan.

14 (c) "Educational service" means instruction and other activities
15 delivered or sponsored by a school district or other provider of
16 public educational services, for example: General education services;
17 special education services; medical services; safety and security
18 services; transportation services; and any developmental, corrective,
19 or other supportive services necessary for a student eligible for
20 special education services to benefit from special education
21 services.

22 (d) "Functional behavioral assessment" means the process or
23 evaluation used by staff to understand the cause or purpose of a
24 student's specific behavior or behaviors of concern in a specific
25 environment.

26 (e) "Imminent" means the state or condition of being likely to
27 occur at any moment or near at hand, rather than distant or remote.

28 (f) "Isolation," also known as seclusion, means the involuntary
29 isolation or confinement of a student, by staff, in an isolation room
30 from which the student is not free to leave. "Isolation" does not
31 include a time away, which is a student-selected behavior management
32 technique that provides a student with an opportunity for self-
33 calming, where the student is separated from others for a limited
34 period, in a setting that is staff-monitored and from which the
35 student may leave at any time.

36 (g) "Isolation room" means a room or other enclosed area, whether
37 within or outside a classroom, used to isolate a student.

38 (h) "Likelihood of serious harm to the student or to others"
39 means a substantial risk that:

1 (i) Harm will be inflicted by a person upon his or her own
2 person, as evidenced by threats or attempts to commit suicide, or
3 inflict harm on oneself; or

4 (ii) Harm will be inflicted by a person upon another, as
5 evidenced by behavior that places another person or persons in
6 reasonable fear of sustaining such harm.

7 (i) "Mechanical restraint" means staff use of a device to
8 restrict a student's freedom of movement. "Mechanical restraint" does
9 not include: (i) A device used by staff or a student: As prescribed
10 by a licensed health professional acting within the scope of the
11 practice of that health profession; as documented in a student's
12 individualized education program or a student's plan developed under
13 section 504 of the rehabilitation act of 1973; or for a specific
14 therapeutic, orthopedic, or medical purpose, when used for its
15 designed purpose; or (ii) the use of vehicle safety restraints when
16 used as intended during the transport of a student in a moving
17 vehicle.

18 (j) "Physical escort" means the temporary touching or holding of
19 a student's hand, wrist, arm, shoulder, or back by staff, without the
20 use of force, for the purpose of directing the student to a safe or
21 otherwise appropriate location.

22 (k) "Physical prompt" means a teaching technique used by staff
23 that involves voluntary physical contact with a student for the
24 purpose of enabling the student to learn or model the physical
25 movement necessary for the development of a desired competency.

26 (l) "Physical restraint" means physical contact by one or more
27 staff that immobilizes or reduces the ability of a student to move
28 the student's arms, legs, torso, or head freely. "Physical restraint"
29 does not include chemical restraint, mechanical restraint, physical
30 escort, or physical prompt.

31 (m) "Prohibited isolation or restraint" means staff use of one or
32 more of the following interventions on a student:

33 (i) Chemical restraint;

34 (ii) Mechanical restraint;

35 (iii) (A) Until August 31, 2025, isolation in an isolation room
36 with a locked door; and

37 (B) Beginning September 1, 2025, isolation;

38 (iv) Physical restraint or physical escort that is life-
39 threatening, restricts breathing, or restricts blood flow to the
40 brain, including prone, supine, and wall restraints;

1 (v) Isolation or physical restraint that is contraindicated based
2 on the student's disability or health care needs or medical or
3 psychiatric condition as documented in:

4 (A) A health care directive or medical management plan;

5 (B) A behavioral intervention plan;

6 (C) An individualized education program under part B of the
7 federal individuals with disabilities education act, Title 20 U.S.C.
8 Sec. 1400 et seq.; or

9 (D) A plan developed under section 504 of the federal
10 rehabilitation act of 1973;

11 (vi) Corporal punishment as prohibited by RCW 28A.150.300; and

12 (vii) Noxious spray and other aversive intervention as prohibited
13 in rule of the office of the superintendent of public instruction.

14 (n) "Provider of public educational services" means any entity
15 that directly operates, or provides educational services under
16 contract to, an elementary or secondary school program that receives
17 public funds from the office of the superintendent of public
18 instruction. "Provider of public educational services" includes a
19 school district, public school as defined in RCW 28A.150.010, an
20 educational service district, an institutional education provider as
21 defined in RCW 28A.190.005, a public agency or private entity
22 providing educational services under contract with any other provider
23 of public educational services, and any providers of services in
24 accordance with part B of the federal individuals with disabilities
25 education act, 20 U.S.C. Sec. 1400 et seq. In addition, "provider of
26 public educational services" includes the state school for the blind
27 and the center for deaf and hard of hearing youth established under
28 RCW 72.40.010.

29 (o) "Restraint" includes chemical restraint, mechanical
30 restraint, and physical restraint.

31 (p) "Room clear" means the procedure used by staff in an
32 emergency to direct all students, except for any students causing the
33 emergency, to leave a room.

34 (q) "Staff" means an employee or contractor of a school district
35 or other provider of public educational services. "Staff" does not
36 include licensed or certified health professionals of inpatient
37 health care facilities.

38 (r) "Students" means children and youth served by a school
39 district or other provider of public educational services.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300

2 RCW to read as follows:

3 (1) As required by this section, the office of the superintendent
4 of public instruction shall monitor and support the compliance of
5 school districts and other providers of public educational services
6 with requirements related to prohibited or permitted uses of student
7 isolation and restraint under section 1 of this act.

8 (2) Within three months of receipt, the office of the
9 superintendent of public instruction shall review each professional
10 development plan and update submitted by a school district or other
11 provider of public educational services under section 1 of this act.

12 (3) At least annually, the office of the superintendent of public
13 instruction shall require school districts and other providers of
14 public educational services to submit incident report data and
15 summaries prepared under section 1 of this act. The office of the
16 superintendent of public instruction shall publish the incident
17 report data and summaries on its website within 90 days of receipt.
18 The data must be published in a manner that allows trend analyses,
19 including analysis of intersecting marginalized identities.

20 (4) (a) The office of the superintendent of public instruction
21 shall provide technical assistance to school districts and other
22 providers of public educational services to meet the requirements of
23 section 1 of this act. At a minimum, this technical assistance must
24 include:

25 (i) Developing and publishing guidance on the requirements of
26 section 1 of this act and related rules;

27 (ii) Developing, in partnership with the Washington state school
28 directors' association, and publishing a training program that
29 supports the duties of the school district boards of directors or
30 other governing bodies of providers of public educational services
31 under section 1 of this act;

32 (iii) Identifying and publishing a list of professional
33 development programs and resources that meet the requirements of
34 section 1 of this act; and

35 (iv) When appropriate, completing site visits and providing on-
36 site coaching.

37 (b) Prior to implementing the technical assistance described in
38 (a) of this subsection (4), and periodically thereafter, the office
39 of the superintendent of public instruction shall collaborate with
40 statewide associations representing school administrators, classified

1 staff, and certificated staff to conduct focus groups for the purpose
2 of better understanding staff challenges related to implementation of
3 section 1 of this act.

4 (5) When a school district or other provider of public
5 educational services is not making sufficient progress towards the
6 goals established in its professional development plan or when
7 disparities in use of isolation or restraint are identified in its
8 incident report data, the office of the superintendent of public
9 instruction shall place the school district or other provider of
10 public educational services on a plan of improvement. Under a plan of
11 improvement, the office of the superintendent of public instruction
12 shall provide targeted technical assistance, including annual site
13 visits, until the school district or other provider of public
14 educational services meets its professional development plan goals,
15 or eliminates disparities in use of isolation or restraint, or both.

16 (6) Subject to the availability of amounts appropriated for this
17 specific purpose, the office of the superintendent of public
18 instruction shall award grants to school districts, charter schools,
19 and state-tribal education compact schools, on a competitive basis,
20 for the purposes of meeting requirements under section 1 of this act,
21 for example: (a) Removing door locks from isolation rooms,
22 demolishing isolation rooms, or repurposing isolation rooms; (b)
23 hiring staff to support eliminating the use of prohibited isolation
24 and restraint and reducing the use of physical restraint; and (c)
25 contracting for provision of professional development to staff.

26 (7) Annually by November 1st, and in compliance with RCW
27 43.01.036, the office of the superintendent of public instruction
28 shall report to the appropriate committees of the legislature with a
29 summary of its activities to monitor and support the compliance of
30 school districts and other providers of public educational services
31 with requirements related to prohibited or permitted uses of student
32 isolation and restraint under section 1 of this act. The report must
33 describe the progress that school districts and other providers of
34 public educational services have made towards training staff as
35 required by section 1 of this act. The report must also highlight
36 exemplar school districts and other providers of public educational
37 services using best practices to eliminate use of isolation and
38 restraint.

1 (8) The office of the superintendent of public instruction shall
2 adopt rules under chapter 34.05 RCW for the implementation of this
3 section.

4 (9) As used in this section, "isolation," "provider of public
5 educational services," "restraint," and "staff" have the same meaning
6 as in section 1 of this act.

7 NEW SECTION. **Sec. 3.** (1) By December 1, 2023, and in compliance
8 with RCW 43.01.036, the Washington professional educator standards
9 board and the paraeducator board must jointly submit to the
10 appropriate committees of the legislature a plan for integrating into
11 educator preparation programs and paraeducator certificate
12 requirements instruction on the requirements of section 1 of this
13 act.

14 (2) This section expires June 30, 2024.

15 **Sec. 4.** RCW 28A.155.210 and 2013 c 202 s 3 are each amended to
16 read as follows:

17 A school that is required to develop an individualized education
18 program as required by federal law must include within the plan
19 procedures for notification of, and incident review with, a parent or
20 legal guardian regarding the use of restraint or isolation as
21 provided under section 1 of this act.

22 **Sec. 5.** RCW 28A.310.515 and 2021 c 38 s 4 are each amended to
23 read as follows:

24 (1)(a) A safety and security staff training program is
25 established. The program must be jointly developed by the educational
26 service districts, but may be administered primarily by one or more
27 educational service districts. The program must meet the requirements
28 of this section.

29 (b) When developing the safety and security staff training
30 program, the educational service districts should engage with the
31 state school safety center established in RCW 28A.300.630 and the
32 school safety and student well-being advisory committee established
33 in RCW 28A.300.635.

34 (2) The educational service districts must identify or develop
35 classroom training on the following subjects:

1 (a) Constitutional and civil rights of children in schools,
2 including state law governing search and interrogation of youth in
3 schools;

4 (b) Child and adolescent development;

5 (c) Trauma-informed approaches to working with youth;

6 (d) Recognizing and responding to youth mental health issues;

7 (e) Educational rights of students with disabilities, the
8 relationship of disability to behavior, and best practices for
9 interacting with students with disabilities;

10 (f) Bias free policing and cultural competency, including best
11 practices for interacting with students from particular backgrounds,
12 including English learner, LGBTQ, immigrant, female, and nonbinary
13 students;

14 (g) Local and national disparities in the use of force and
15 arrests of children;

16 (h) Collateral consequences of arrest, referral for prosecution,
17 and court involvement;

18 (i) Resources available in the community that serve as
19 alternatives to arrest and prosecution and pathways for youth to
20 access services without court or criminal justice involvement;

21 (j) De-escalation techniques when working with youth or groups of
22 youth;

23 (k) State law regarding restraint and isolation in schools,
24 including (~~RCW 28A.600.485~~) section 1 of this act;

25 (l) The federal family educational rights and privacy act (20
26 U.S.C. Sec. 1232g) requirements including limits on access to and
27 dissemination of student records for noneducational purposes; and

28 (m) Restorative justice principles and practices.

29 (3) The educational service districts must provide, or arrange
30 for the delivery of, classroom training on the subjects listed in
31 subsection (2) of this section. At a minimum, classroom trainings on
32 each subject must be provided annually, remotely, synchronously or
33 asynchronously, and by at least one educational service district.
34 Classroom training may be provided on a fee-for-service basis and
35 should be self-supporting.

36 (4) The educational service districts must provide to safety and
37 security staff, upon request, documentation that the safety and
38 security staff training series described in RCW 28A.400.345(2) has
39 been completed. Before providing this training series documentation,
40 completion of each component of the training series must be verified

1 or, in the case of safety and security staff with significant prior
2 training and experience, waived.

3 (5) The educational service districts must develop and publish
4 guidelines for on-the-job training and check-in training that include
5 recommendations for identifying and recruiting experienced safety and
6 security staff to provide the trainings, suggested activities during
7 on-the-job trainings, and best practices for meaningful check-in
8 trainings. The guidelines for check-in training must also include
9 recommended frequency, possible topics of discussion, and options for
10 connecting virtually.

11 (6) For purposes of this section, the term "safety and security
12 staff" has the same meaning as in RCW 28A.320.124.

13 NEW SECTION. **Sec. 6.** RCW 28A.600.485 (Restraint of students—Use
14 of restraint or isolation specified in individualized education
15 programs or plans developed under section 504 of the rehabilitation
16 act of 1973—Procedures—Summary of incidents of isolation or
17 restraint—Publishing to website) and 2015 c 206 s 3 & 2013 c 202 s 2
18 are each repealed.

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