
ENGROSSED FOURTH SUBSTITUTE HOUSE BILL 1479

State of Washington

68th Legislature

2024 Regular Session

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

READ FIRST TIME 02/05/24.

1 AN ACT Relating to restraint or isolation of students in public
2 schools and educational programs; amending RCW 28A.600.485,
3 28A.600.486, 28A.155.210, 28A.320.127, 28A.413.050, 28A.415.445, and
4 28A.155.250; adding new sections to chapter 28A.600 RCW; adding new
5 sections to chapter 28A.300 RCW; adding a new section to chapter
6 28A.410 RCW; adding a new section to chapter 28A.310 RCW; creating
7 new sections; repealing RCW 28A.415.330; and providing expiration
8 dates.

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

10 PURPOSE OF ACT

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

DEFINITIONS

NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.600 RCW to read as follows:

The definitions in this section apply throughout RCW 28A.600.485, 28A.600.486, 28A.155.210, and sections 4, 7 through 9, and 13 through 18 of this act unless the context clearly requires otherwise.

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

(2) "Chemical restraint" means a drug or chemical administered by staff to a student to control the student's behavior or restrict the student's freedom of movement that is not: (a) Prescribed by a licensed health professional acting within the scope of the practice of that health profession for the standard treatment of a student's medical or psychiatric condition; (b) administered by a licensed health professional acting within the scope of the practice of that health profession or administered by designated staff delegated and trained by the licensed health professional under RCW 28A.210.260; or (c) administered in accordance with the student's medical or psychiatric treatment plan.

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

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

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

(6) "Intensive crisis prevention and response training" means a training program approved by the office of the superintendent of public instruction under section 13(4) of this act.

1 (7) "Isolation," also known as seclusion, means the involuntary
2 separation of a student from all other people, by staff, in a room or
3 other enclosed area from which the student is not free to leave.
4 "Isolation" does not include: (a) A time away, which is a student-
5 selected behavior management technique that provides a student with
6 an opportunity for self-calming, where the student is separated from
7 others for a limited period, in a setting that is staff-monitored and
8 from which the student may leave at any time; (b) staff temporarily
9 confining a student alone in a classroom, office, or common area
10 because the student's behavior poses an imminent likelihood of
11 serious harm to the staff who had been in the room with the student,
12 provided the student's confinement ends as soon as it is practicable
13 for additional staff to intervene; or (c) a room clear, except as
14 provided in rule by the office of the superintendent of public
15 instruction.

16 (8) "Likelihood of serious harm" means a substantial risk that:

17 (a) Harm will be inflicted by the student upon his or her own
18 person, as evidenced by threats or attempts to commit suicide, or
19 inflict harm on oneself; or

20 (b) Harm will be inflicted by the student upon another, as
21 evidenced by behavior that places another person or persons in
22 reasonable fear of sustaining such harm.

23 (9) "Mechanical restraint" means staff use of a device to
24 restrict a student's freedom of movement. "Mechanical restraint" does
25 not include: (a) A device used by staff or a student: (i) As
26 prescribed by a licensed health professional acting within the scope
27 of the practice of that health profession; (ii) as documented in a
28 student's individualized education program under Part B of the
29 federal individuals with disabilities education act, Title 20 U.S.C.
30 Sec. 1400 et seq. or a student's plan developed under section 504 of
31 the rehabilitation act of 1973; or (iii) for a specific therapeutic,
32 orthopedic, or medical purpose, when used for its designed purpose;
33 or (b) the use of vehicle safety restraints when used as intended
34 during the transport of a student in a vehicle.

35 (10) "Physical escort" means the temporary touching or holding of
36 a student's hand, wrist, arm, shoulder, or back by staff for the
37 purpose of directing the student to a safe or otherwise appropriate
38 location.

39 (11) "Physical prompt" means a teaching technique used by staff
40 that involves voluntary physical contact with a student for the

1 purpose of enabling the student to learn or model the physical
2 movement necessary for the development of a desired competency.

3 (12) "Physical restraint" means physical contact by one or more
4 staff that immobilizes or reduces the ability of a student to move
5 the student's arms, legs, torso, or head freely. "Physical restraint"
6 does not include chemical restraint, mechanical restraint, physical
7 escort, or physical prompt.

8 (13) "Provider of public educational services" means any entity
9 that directly operates, or provides educational services under
10 contract to, an elementary or secondary school program that receives
11 public funds from the office of the superintendent of public
12 instruction. "Provider of public educational services" includes a
13 school district, public school as defined in RCW 28A.150.010, an
14 educational service district, an institutional education provider as
15 defined in RCW 28A.190.005, a public agency or private entity
16 providing educational services under contract with any other provider
17 of public educational services, an authorized entity as defined in
18 RCW 28A.300.690, and any providers of services in accordance with
19 Part B of the federal individuals with disabilities education act,
20 Title 20 U.S.C. Sec. 1400 et seq. In addition, "provider of public
21 educational services" includes the state school for the blind and the
22 center for deaf and hard of hearing youth established under RCW
23 72.40.010.

24 (14) "Restraint" includes chemical restraint, mechanical
25 restraint, and physical restraint.

26 (15) "Room clear" means the procedure used by staff in an
27 emergency to direct all students, except for any students causing the
28 emergency, to leave a room. Except as provided in rule of the office
29 of the superintendent of public instruction, a room clear is not
30 isolation.

31 (16) "Staff" means an employee or contractor of a school district
32 or other provider of public educational services. "Staff" does not
33 include licensed or certified health professionals of inpatient
34 health care facilities.

35 (17) "Student behavior management" means the knowledge and skills
36 to:

37 (a) Implement proactive classroom management strategies that
38 create a positive and safe learning environment;

39 (b) Recognize the emotional or behavioral distress of students
40 and respond using evidence-based, trauma-informed behavioral health

1 supports that are age and developmentally appropriate, are
2 restorative, and consider any disabilities of the students;

3 (c) Understand and implement behavior management practices and
4 positive behavioral supports within a multitiered system of supports;
5 and

6 (d) Use evidence-based, trauma-informed, and student-centered
7 approaches for de-escalating aggressive student behaviors that
8 include problem solving and conflict resolution and are less
9 restrictive than isolation or restraint.

10 (18) "Students" means children and youth served by a school
11 district or other provider of public educational services.

12 USE OF STUDENT ISOLATION AND RESTRAINT

13 **Sec. 3.** RCW 28A.600.485 and 2015 c 206 s 3 are each amended to
14 read as follows:

15 (1) ~~((The definitions in this subsection apply throughout this~~
16 ~~section unless the context clearly requires otherwise.~~

17 ~~(a) "Isolation" means restricting the student alone within a room~~
18 ~~or any other form of enclosure, from which the student may not leave.~~
19 ~~It does not include a student's voluntary use of a quiet space for~~
20 ~~self-calming, or temporary removal of a student from his or her~~
21 ~~regular instructional area to an unlocked area for purposes of~~
22 ~~carrying out an appropriate positive behavior intervention plan.~~

23 ~~(b) "Restraint" means physical intervention or force used to~~
24 ~~control a student, including the use of a restraint device to~~
25 ~~restrict a student's freedom of movement. It does not include~~
26 ~~appropriate use of a prescribed medical, orthopedic, or therapeutic~~
27 ~~device when used as intended, such as to achieve proper body~~
28 ~~position, balance, or alignment, or to permit a student to safely~~
29 ~~participate in activities.~~

30 ~~(c) "Restraint device" means a device used to assist in~~
31 ~~controlling a student, including but not limited to metal handcuffs,~~
32 ~~plastic ties, ankle restraints, leather cuffs, other hospital-type~~
33 ~~restraints, pepper spray, tasers, or batons. Restraint device does~~
34 ~~not mean a seat harness used to safely transport students. This~~
35 ~~section shall not be construed as encouraging the use of these~~
36 ~~devices.~~

37 ~~(2) The provisions of this section apply to all students,~~
38 ~~including those who have an individualized education program or plan~~

1 developed under section 504 of the rehabilitation act of 1973. The
2 provisions of this section apply only to incidents of restraint or
3 isolation that occur while a student is participating in school-
4 sponsored instruction or activities.

5 (3) (a) An individualized education program or plan developed
6 under section 504 of the rehabilitation act of 1973 must not include
7 the use of restraint or isolation as a planned behavior intervention
8 unless a student's individual needs require more specific advanced
9 educational planning and the student's parent or guardian agrees. All
10 other plans may refer to the district policy developed under
11 subsection (3) (b) of this section. Nothing in this section is
12 intended to limit the provision of a free appropriate public
13 education under Part B of the federal individuals with disabilities
14 education improvement act or section 504 of the federal
15 rehabilitation act of 1973.

16 (b) Restraint or isolation of any student is permitted only when
17 reasonably necessary to control spontaneous behavior that poses an
18 imminent likelihood of serious harm, as defined in RCW 70.96B.010.
19 Restraint or isolation must be closely monitored to prevent harm to
20 the student, and must be discontinued as soon as the likelihood of
21 serious harm has dissipated. Each school district shall adopt a
22 policy providing for the least amount of restraint or isolation
23 appropriate to protect the safety of students and staff under such
24 circumstances.

25 (4) Following the release of a student from the use of restraint
26 or isolation, the school must implement follow-up procedures. These
27 procedures must include: (a) Reviewing the incident with the student
28 and the parent or guardian to address the behavior that precipitated
29 the restraint or isolation and the appropriateness of the response;
30 and (b) reviewing the incident with the staff member who administered
31 the restraint or isolation to discuss whether proper procedures were
32 followed and what training or support the staff member needs to help
33 the student avoid similar incidents.

34 (5) Any school employee, resource officer, or school security
35 officer who uses isolation or restraint on a student during school-
36 sponsored instruction or activities must inform the building
37 administrator or building administrator's designee as soon as
38 possible, and within two business days submit a written report of the
39 incident to the district office. The written report must include, at
40 a minimum, the following information:

1 ~~(a) The date and time of the incident;~~

2 ~~(b) The name and job title of the individual who administered the~~
3 ~~restraint or isolation;~~

4 ~~(c) A description of the activity that led to the restraint or~~
5 ~~isolation;~~

6 ~~(d) The type of restraint or isolation used on the student,~~
7 ~~including the duration;~~

8 ~~(e) Whether the student or staff was physically injured during~~
9 ~~the restraint or isolation incident and any medical care provided;~~
10 ~~and~~

11 ~~(f) Any recommendations for changing the nature or amount of~~
12 ~~resources available to the student and staff members in order to~~
13 ~~avoid similar incidents.~~

14 ~~(6) The principal or principal's designee must make a reasonable~~
15 ~~effort to verbally inform the student's parent or guardian within~~
16 ~~twenty-four hours of the incident, and must send written notification~~
17 ~~as soon as practical but postmarked no later than five business days~~
18 ~~after the restraint or isolation occurred. If the school or school~~
19 ~~district customarily provides the parent or guardian with school-~~
20 ~~related information in a language other than English, the written~~
21 ~~report under this section must be provided to the parent or guardian~~
22 ~~in that language.~~

23 ~~(7) (a) Beginning January 1, 2016, and by January 1st annually,~~
24 ~~each school district shall summarize the written reports received~~
25 ~~under subsection (5) of this section and submit the summaries to the~~
26 ~~office of the superintendent of public instruction. For each school,~~
27 ~~the school district shall include the number of individual incidents~~
28 ~~of restraint and isolation, the number of students involved in the~~
29 ~~incidents, the number of injuries to students and staff, and the~~
30 ~~types of restraint or isolation used.~~

31 ~~(b) No later than ninety days after receipt, the office of the~~
32 ~~superintendent of public instruction shall publish to its website the~~
33 ~~data received by the districts. The office of the superintendent of~~
34 ~~public instruction may use this data to investigate the training,~~
35 ~~practices, and other efforts used by schools and districts to reduce~~
36 ~~the use of restraint and isolation.))~~

37 Application. This section applies during the provision of
38 educational services:

39 (a) To all students, including those who have an individualized
40 education program or plan developed under section 504 of the

1 rehabilitation act of 1973, of a school district or other provider of
2 public educational services; and

3 (b) To all staff of a school district or other provider of public
4 educational services, except for staff who are licensed or certified
5 health professionals of an inpatient health care facility.

6 (2) **Prohibited isolation and restraint.** (a) The staff of any
7 school district or other provider of public educational services are
8 prohibited from using the following interventions on any student
9 during the provision of educational services:

10 (i) Chemical restraint;

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

12 (iii) Isolation or physical restraint that is contraindicated
13 based on the student's disability or health care needs or medical or
14 psychiatric condition as documented in:

15 (A) An individual health plan or other health care management
16 plan;

17 (B) A behavioral intervention plan;

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

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

23 (iv) Mechanical restraint;

24 (v) Physical restraint or physical escort that is life-
25 threatening, restricts breathing, or restricts blood flow to the
26 brain, including prone, supine, and wall restraints; and

27 (vi) Noxious spray and other aversive intervention as prohibited
28 in rule of the office of the superintendent of public instruction.

29 (b) Except as authorized under subsection (4)(b) of this section,
30 neither a student nor the student's parent or legal guardian may
31 consent, or be asked to consent, to the use of interventions that are
32 prohibited under this subsection (2).

33 (3) **Limited use of physical restraint.** The staff of any school
34 district or other provider of public educational services may
35 physically restrain a student during the provision of educational
36 services only when:

37 (a) The student's behavior poses an imminent likelihood of
38 serious harm to the student or to others;

1 (b) Less restrictive interventions would be ineffective in
2 stopping the imminent likelihood of serious harm to the student or to
3 others;

4 (c) The least amount of force necessary is used to protect the
5 student or another person from an imminent likelihood of serious harm
6 to the student or to others; and

7 (d) The physical restraint of the student ends immediately upon
8 the cessation of the imminent likelihood of serious harm to the
9 student or to others.

10 (4) **Limited use of isolation.** (a) Subject to the limitations in
11 (b) of this subsection (4), the staff of any school district or other
12 provider of public educational services may isolate a student during
13 the provision of educational services only when:

14 (i) The student's behavior poses an imminent likelihood of
15 serious harm to the student or to others;

16 (ii) Less restrictive interventions would be ineffective in
17 stopping the imminent likelihood of serious harm to the student or to
18 others;

19 (iii) The least amount of force necessary is used to protect the
20 student or another person from an imminent likelihood of serious harm
21 to the student or to others;

22 (iv) During isolation, the student is under the constant visual
23 supervision of the staff;

24 (v) 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 (vi) Beginning August 1, 2029, the staff isolating the student
28 has received intensive crisis prevention and response training.

29 (b) Except as provided in (c) of this subsection (4), beginning
30 August 1, 2025, the staff of any school district or other provider of
31 public educational services are prohibited from isolating any student
32 in prekindergarten through grade five during the provision of
33 educational services, unless requested by the parent or legal
34 guardian of the student and unless authorized as follows:

35 (i) Two licensed health professionals, acting within the scope of
36 practice for their health professions, have recommended and provided
37 instructions for staff to isolate the student under specified
38 circumstances and conditions that include the conditions described in
39 (a) of this subsection (4). At least one of the licensed health
40 professionals must not be an employee or contractor of the school

1 district or provider of public educational services serving the
2 student. For the purposes of this subsection (4)(b)(i), "licensed
3 health professional" means a licensed behavior analyst, mental health
4 counselor, osteopathic physician, physician, psychiatric nurse,
5 psychiatric nurse practitioner, psychiatrist, or psychologist; and

6 (ii) The parent or legal guardian of the student provides
7 uncoerced, fully informed, advanced, written consent for the staff to
8 isolate the student as recommended under (b)(i) of this subsection
9 (4).

10 (c)(i) Through July 31, 2029, or an exemption expiration date
11 established by the office of the superintendent of public
12 instruction, the limitations of (b) of this subsection (4) do not
13 apply to any school district or other providers of public educational
14 services serving students in any of grades prekindergarten through
15 five that have claimed an exemption by August 1, 2025, using the
16 process established under section 18 of this act. The purpose of the
17 exemption is to delay the onset of the prohibition on isolating
18 prekindergarten through grade five students until staff have received
19 student behavior management training and intensive crisis prevention
20 and response training as described in the staff training plan
21 prepared under section 8 of this act.

22 (ii) School districts and other providers of public educational
23 services that claim an exemption must: (A) Engage with the technical
24 assistance provided by the office of the superintendent of public
25 instruction; and (B) provide the training described in the staff
26 training plan prepared under section 8 of this act, as soon as
27 practicable.

28 (5) **Isolation rooms.** (a) School districts and other providers of
29 public educational services are prohibited from designing new
30 construction or remodeling buildings to include a room or other
31 enclosed area solely for purposes of isolating a student in any
32 grade.

33 (b) Beginning August 1, 2029, school districts and other
34 providers of public educational services are prohibited from
35 approving, equipping, or constructing a room or other enclosed area
36 solely for purposes of isolating a student in prekindergarten through
37 grade five, except to comply with subsection (4)(b) of this section.

38 (c) The provisions of this subsection (5) do not apply to a
39 state-operated psychiatric hospital that serves students.

1 (6) **School resource officers.** Nothing in this section prohibits a
2 school resource officer as defined in RCW 28A.320.124 from carrying
3 out the lawful duties of a commissioned law enforcement officer.

4 (7) **Provision of free appropriate public education.** Nothing in
5 this section is intended to limit the provision of a free appropriate
6 public education under Part B of the federal individuals with
7 disabilities education improvement act or section 504 of the federal
8 rehabilitation act of 1973.

9 (8) **Definitions.** The definitions in section 2 of this act apply
10 to this section.

11 INCIDENT FOLLOW-UP PROCEDURES

12 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.600
13 RCW to read as follows:

14 This section applies to incidents of student isolation or
15 restraint, whether prohibited or limited under RCW 28A.600.485, and
16 to incidents of a room clear.

17 (1) **Notifications.** (a) As soon as practicable following the
18 release of the student from isolation or restraint, and as soon as
19 practicable following the return of students from a room clear, the
20 staff who used, or directed the use of, isolation, restraint, or a
21 room clear shall notify the principal, other building administrator,
22 or designee, of the provider of public educational services about the
23 incident.

24 (b) The principal, other building administrator, or designee of
25 the provider of public educational services shall:

26 (i) Notify the student's parent or legal guardian about the
27 incident, within 24 hours of the incident; and

28 (ii) Send written documentation, including the incident report
29 prepared under subsection (3)(a) of this section, to the parent or
30 legal guardian, within three business days of the incident, and, when
31 possible, send written documentation to the parent or legal guardian
32 via email, on the same calendar day as the incident.

33 (c) With regard to use of isolation or restraint that is
34 prohibited under RCW 28A.600.485(2), the principal, other building
35 administrator, or designee, of the provider of public educational
36 services shall notify the following people or entities about the
37 incident in accordance with the applicable deadlines:

1 (i) The school district superintendent or other chief
2 administrator of the provider of public educational services, within
3 one business day of the incident;

4 (ii) The office of the superintendent of public instruction,
5 within three business days of the incident; and

6 (iii) If the educational services are provided to the student who
7 was isolated or restrained under a contract, the other party to the
8 contract, within three business days of the incident.

9 (2) **Reviews.** (a) As soon as practicable, but no later than one
10 week following submission of the incident report as required under
11 subsection (3) of this section, the principal, other building
12 administrator, or designee, of the provider of public educational
13 services shall review the incident with the student and the student's
14 parent or legal guardian to discuss relevant events that occurred
15 before, during, and after the incident, and to inform the student's
16 parent or legal guardian about behavioral intervention planning that
17 must be completed under subsection (4) of this section.

18 (b) As soon as practicable, staff must provide the student with
19 an opportunity to meet with a counselor, nurse, psychologist, or
20 social worker to reflect, process, and recover from the incident.

21 (c)(i) As soon as practicable, a team of staff, including the
22 staff who used, or directed the use of, isolation, restraint, or a
23 room clear shall review the incident to, among other things:

24 (A) Provide the staff who used, or directed the use of,
25 isolation, restraint, or a room clear with an opportunity to reflect
26 on, process, and recover from the incident;

27 (B) Determine whether proper procedures were followed; and

28 (C) Identify additional training, coaching, or assistance that
29 may support staff who used, or directed the use of, isolation,
30 restraint, or a room clear, to use less restrictive interventions in
31 similar situations in the future.

32 (ii) To the extent practicable, pertinent information from the
33 incident review with the student and the student's parent or legal
34 guardian under (a) of this subsection (2) must be considered by the
35 incident review team.

36 (iii) Nothing in this subsection (2)(c) prevents an incident
37 review team from conducting multiple incident reviews in the same
38 review session.

39 (3) **Reports.** (a) For each student who was isolated, restrained,
40 or caused an emergency that resulted in a room clear, the principal,

1 other building administrator, or designee shall work with the staff
2 who used, or directed the use of, isolation, restraint, or room clear
3 to prepare a written daily incident report that describes all
4 incidents involving the student during the date for which the report
5 applies. The daily incident reports must be submitted to the school
6 district superintendent or other chief administrator of the provider
7 of public educational services, within two business days of the date
8 for which the report applies. At a minimum, the written report must
9 include:

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

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

15 (iii) The type or description of restraint or isolation used per
16 incident, if applicable;

17 (iv) A description of relevant events that occurred before,
18 during, and after the incident or incidents, including any less
19 restrictive interventions attempted, including any de-escalation
20 attempts;

21 (v) Whether the student who was isolated, restrained, or caused
22 the emergency that resulted in a room clear has either an
23 individualized education program or a behavioral intervention plan
24 and, if so, whether the program or plan was followed for each
25 incident or incidents;

26 (vi) Information about any known physical injuries or
27 psychological trauma experienced by students or staff due to the
28 incident or incidents, including whether medical care was sought or
29 received, and whether staff requested or used leave benefits;

30 (vii) Any recommendations to prevent similar, future incidents;
31 and

32 (viii) Other information as required by rule of the office of the
33 superintendent of public instruction.

34 (b) No less than monthly, the principal, other building
35 administrator or designee, shall submit to the school district
36 superintendent or other chief administrator of a provider of public
37 educational services a summary of the outcomes of the team incident
38 reviews under subsection (2)(c) of this section that describes any
39 changes to the nature and amount of resources and supports available
40 to students and staff needed to prevent similar, future incidents.

1 For the prior month, or other relevant period, the summary must also
2 include the number of team incident reviews conducted under
3 subsection (2)(c) of this section and the number of incident reports
4 submitted under (a) of this subsection (3). A summary does not have
5 to be submitted in months that there are no incidents of student
6 isolation or restraint or room clears.

7 (c) The school district superintendent or other chief
8 administrator of a provider of public educational services shall
9 prepare a summary of the daily incident reports submitted under (a)
10 of this subsection (3), at least annually and as required by the
11 school district board of directors or other governing body of a
12 provider of public educational services. The summary must be
13 disaggregated for purposes of trend analyses, for example by the
14 student categories and subcategories provided under RCW 28A.300.042
15 (1) and (3), student gender, students who are dependent pursuant to
16 chapter 13.34 RCW, students who are homeless as defined in RCW
17 43.330.702, students who are multilingual/English learners, status as
18 a student with a parent who is a member of the armed forces, by
19 school or other applicable unit, by staff job title, by contractor,
20 and by incident type.

21 (d) The school district superintendent or other chief
22 administrator of a provider of public educational services must
23 submit incident report summaries prepared under (b) and (c) of this
24 subsection (3), at the time and in the manner required by the office
25 of the superintendent of public instruction.

26 (4) **Behavioral intervention plan.** (a) As soon as practicable
27 following the release of a student from isolation or restraint or the
28 return of students following a room clear, staff shall, for the
29 student who was isolated, restrained, or caused the emergency that
30 resulted in a room clear:

31 (i) Complete a functional behavioral assessment, unless a
32 functional behavioral assessment was previously completed for the
33 student's behavior of concern; and

34 (ii) Develop a behavioral intervention plan or, if a behavioral
35 intervention plan has already been developed, review the behavioral
36 intervention plan and modify it as necessary to address the student's
37 behavior of concern. When the student has an individualized education
38 program, the behavioral intervention plan must be developed and
39 modified in accordance with the student's individualized education
40 program.

1 (b) Nothing in this subsection (4) limits behavioral intervention
2 planning for students with individualized education programs under
3 Part B of the federal individuals with disabilities education act,
4 Title 20 U.S.C. Sec. 1400 et seq.

5 (5) **Definitions.** The definitions in section 2 of this act apply
6 to this section.

7 POLICY AND PROCEDURES, AND TRAINING FOR SCHOOL BOARDS AND OTHER
8 GOVERNING BODIES

9 **Sec. 5.** RCW 28A.600.486 and 2013 c 202 s 4 are each amended to
10 read as follows:

11 ~~((Parents and guardians of children who have individualized
12 education programs or plans developed under section 504 of the
13 rehabilitation act of 1973 must be provided a copy of the district
14 policy on the use of isolation and restraint at the time that the
15 program or plan is created.))~~ (1)(a) The school district board of
16 directors or other governing body of a provider of public educational
17 services shall adopt a student isolation and restraint policy and
18 procedures that meets the requirements of this subsection. The
19 procedures must comply with the requirements in RCW 28A.600.485 and
20 section 4 of this act, and include a process for convening a team of
21 staff to review incidents of student isolation and restraint and room
22 clears using a systems improvement approach that focuses on
23 supporting staff to use less restrictive interventions as
24 alternatives to isolation and restraint.

25 (b) By August 1, 2025, and periodically thereafter, the school
26 district board of directors or other governing body of a provider of
27 public educational services shall review and revise, as necessary,
28 its student isolation and restraint policy and procedures with input
29 from staff, students, students' families, advocacy organizations, and
30 other appropriate members of the community.

31 (c) Parents and guardians of children who have individualized
32 education programs or plans developed under section 504 of the
33 rehabilitation act of 1973 must be provided a copy of the policy and
34 procedures adopted under this subsection (1) at the time that the
35 program or plan is created.

36 (2) On an annual basis, the school district board of directors or
37 other governing body of a provider of public educational services
38 shall monitor the impact of the policy and procedures adopted under

1 subsection (1) of this section by, at a minimum: (a) Performing trend
2 analyses using the incident report summaries prepared by the school
3 district superintendent or other chief administrator of the provider
4 of public educational services under section 4(3) of this act; and
5 (b) reviewing the staff training plan and updates prepared under
6 section 8 of this act.

7 (3) If the policy and procedures adopted under subsection (1) of
8 this section includes staff isolation of students in any of grades
9 six through 12 under the conditions described in RCW
10 28A.600.485(4) (a), the school district board of directors or other
11 governing body of a provider of public educational services must
12 annually submit the policy and procedures at the time and in the
13 manner required by the office of the superintendent of public
14 instruction.

15 (4) Beginning in the 2024-25 school year, and every four years
16 thereafter, each member of a school district board of directors or
17 other governing body of a provider of public educational services
18 shall complete the training program on student isolation and
19 restraint provided at no cost as required under section 17 of this
20 act.

21 (5) The definitions in section 2 of this act apply to this
22 section.

23 **Sec. 6.** RCW 28A.155.210 and 2023 c 436 s 7 are each amended to
24 read as follows:

25 (1) Parents and legal guardians of students who have
26 individualized education programs must be provided a copy of the
27 policy and procedures adopted in accordance with RCW 28A.600.486.

28 (2) A student's individualized education program must include
29 procedures for notification of, and incident review with, a parent or
30 legal guardian regarding the use of restraint or isolation under RCW
31 28A.600.485. If a student is placed in an authorized entity under RCW
32 28A.155.060, the student's individualized education program must also
33 specify any additional procedures required to ensure the authorized
34 entity fully complies with RCW 28A.600.485 and section 4 of this act.

35 (3) The definitions in section 2 of this act apply to this
36 section.

37 STAFF TRAININGS

1 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.300

2 RCW to read as follows:

3 (1) By January 1, 2025, the office of the superintendent of
4 public instruction must develop and publish a model plan and guidance
5 for staff training on student behavior management and intensive
6 crisis prevention and response that school districts and other
7 providers of public educational services must use when developing the
8 staff training plan required by section 8 of this act. The model plan
9 and guidance must be updated periodically to support best practices.

10 (2) The model plan and guidance required by subsection (1) of
11 this section must:

12 (a) Propose training content, duration, and frequency categories
13 by staff, program, activity, and duty codes for student behavior
14 management training and for intensive crisis prevention and response
15 training. Nothing in this subsection requires all staff to be trained
16 on intensive crisis prevention and response;

17 (b) Describe best practices for connecting staff training on
18 student behavior management and intensive crisis prevention and
19 response to existing systems designed to support student learning,
20 social-emotional well-being, and positive behavior in the classroom,
21 for example: (i) Instruction in social-emotional learning that is
22 consistent with learning standards and benchmarks adopted by the
23 office of the superintendent of public instruction under RCW
24 28A.300.478; (ii) use of inclusionary practices; and (iii)
25 implementation of the Washington integrated student supports
26 protocol, established under RCW 28A.300.139, within a multitiered
27 system of supports;

28 (c) Suggest options for compensating staff for training on
29 student behavior management and intensive crisis prevention and
30 response that include: (i) The professional learning days funded
31 under RCW 28A.150.415; (ii) other staff training days funded in a
32 biennial or supplemental operating budget; and (iii) federal funds;

33 (d) Include mechanisms that can be used to determine whether an
34 entity under contract to provide educational services to students is
35 providing training on student behavior management and intensive
36 crisis prevention and response to the contractor's staff; and

37 (e) Describe any office of the superintendent of public
38 instruction and education service district resources available to
39 support staff training on student behavior management and intensive
40 crisis prevention and response.

1 (3) The definitions in section 2 of this act apply to this
2 section.

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

5 (1)(a) By August 1, 2025, the school district superintendent or
6 other chief administrator of a provider of public educational
7 services, or the school district board of directors or other
8 governing body of a provider of public educational services, shall
9 prepare and submit to the office of the superintendent of public
10 instruction a plan and timeline for staff training on student
11 behavior management and intensive crisis management and response. The
12 goal of the plan must be to reduce overall staff use of student
13 isolation and restraint and to have highly trained staff available to
14 isolate or restrain students when appropriate and in the safest
15 possible manner. Nothing in this section requires all staff to be
16 trained on intensive crisis prevention and response.

17 (b) By August 1, 2026, and by August 1st annually thereafter, an
18 update on the implementation of its staff training plan must be
19 submitted to the office of the superintendent of public instruction.

20 (c) The model plan and guidance for staff training on student
21 behavior management and intensive crisis prevention and response
22 developed as required by section 7 of this act must be considered
23 prior to plan and update development under this subsection (1).

24 (d) The plan and each update must be informed by the resource and
25 support needs identified in the team incident review summaries
26 completed under section 4(3) of this act.

27 (2) The plan and each update must:

28 (a) Describe the student behavior management and intensive crisis
29 prevention and response training that will be provided or made
30 available to staff during the following school year, with training
31 content, duration, and frequency differentiated by staff, program,
32 activity, and duty codes. When applicable, the plan update must
33 explain why the prior year's training was not provided or made
34 available as planned;

35 (b) Specify the name of any intensive crisis prevention and
36 response training programs provided or made available to staff, by
37 staff, program, activity, and duty codes;

38 (c) Explain how staff who have received intensive crisis
39 prevention and response training are made available to prevent

1 isolation and restraint and to reduce the risk of imminent likelihood
2 of serious harm in the safest possible manner; and

3 (d) Describe the mechanism used to determine whether an entity
4 under contract to provide educational services to students is
5 providing training to the contractor's staff as required by this
6 section.

7 (3) Training must be prioritized to staff in the following order:

8 (a) First to staff providing educational services to students
9 with disabilities in prekindergarten through grade five, with further
10 prioritization informed by the team incident review summaries
11 completed under section 4(3) of this act;

12 (b) Second to staff providing educational services to students
13 with disabilities in grades six through 12; and

14 (c) Third to all other staff.

15 (4) The definitions in section 2 of this act apply to this
16 section.

17 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.410
18 RCW to read as follows:

19 In establishing policies and requirements for the preparation and
20 certification of educators under RCW 28A.410.210, the Washington
21 professional educator standards board shall require that the programs
22 of courses, requirements, and other activities leading to educator
23 certification include the foundational knowledge and skills of
24 student behavior management, as defined in section 2 of this act.

25 **Sec. 10.** RCW 28A.320.127 and 2016 c 48 s 1 are each amended to
26 read as follows:

27 (1) Beginning in the 2014-15 school year, each school district
28 must adopt a plan for recognition, initial screening, and response to
29 emotional or behavioral distress in students, including but not
30 limited to indicators of possible substance abuse, violence, youth
31 suicide, and sexual abuse. The school district must annually provide
32 the plan to all district staff.

33 (2) At a minimum the plan must address:

34 (a) Identification of training opportunities in recognition,
35 screening, and referral that may be available for staff;

36 (b) How to use the expertise of district staff who have been
37 trained in recognition, screening, and referral;

1 (c) How staff should respond to suspicions, concerns, or warning
2 signs of emotional or behavioral distress in students in a manner
3 that is age and developmentally appropriate and considers any
4 disabilities of the students;

5 (d) Identification and development of partnerships with community
6 organizations and agencies for referral of students to health, mental
7 health, substance abuse, and social support services, including
8 development of at least one memorandum of understanding between the
9 district and such an entity in the community or region;

10 (e) Protocols and procedures for communication with parents and
11 guardians, including the notification requirements under RCW
12 28A.320.160;

13 (f) How staff should implement trauma-informed and relationship-
14 centered de-escalation approaches to respond to a crisis situation
15 where a student is in imminent danger to himself or herself or
16 others, including protocols to comply with student isolation and
17 restraint requirements under RCW 28A.600.485;

18 (g) How the district will provide support to students and staff
19 after an incident of violence, youth suicide, or allegations of
20 sexual abuse;

21 (h) How staff should respond when allegations of sexual contact
22 or abuse are made against a staff member, a volunteer, or a parent,
23 guardian, or family member of the student, including how staff should
24 interact with parents, law enforcement, and child protective
25 services; and

26 (i) How the district will provide to certificated and classified
27 staff the training on the obligation to report physical abuse or
28 sexual misconduct required under RCW 28A.400.317.

29 (3) The plan under this section may be a separate plan or a
30 component of another district plan or policy, such as the harassment,
31 intimidation, and bullying prevention policy under RCW 28A.300.2851
32 or the comprehensive safe school plan required under RCW 28A.320.125.

33 **Sec. 11.** RCW 28A.413.050 and 2021 c 197 s 12 are each amended to
34 read as follows:

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

39 (a) Supporting instructional opportunities;

1 (b) Demonstrating professionalism and ethical practices;

2 (c) Supporting a positive and safe learning environment,
3 including by assisting certificated staff with: (i) Responding to the
4 emotional or behavioral distress of students in a manner that is age
5 and developmentally appropriate and considers any disabilities of the
6 students; (ii) implementing behavior management practices and
7 positive behavioral supports; and (iii) using trauma-informed and
8 relationship-centered approaches for de-escalating aggressive student
9 behaviors that include problem solving and conflict resolution;

10 (d) Communicating effectively and participating in the team
11 process; and

12 (e) The standards of practice developed by the Washington
13 professional educator standards board under RCW 28A.410.260.

14 (2) By January 1, 2020, in order to ensure that paraeducators can
15 recognize signs of emotional or behavioral distress in students and
16 appropriately refer students for assistance and support, the board
17 shall incorporate into the standards of practice for paraeducators
18 adopted under subsection (1) of this section the social-emotional
19 learning standards, benchmarks, and related competencies described in
20 RCW 28A.410.270.

21 **Sec. 12.** RCW 28A.415.445 and 2021 c 197 s 8 are each amended to
22 read as follows:

23 (1) Beginning in the 2020-21 school year, and every other school
24 year thereafter, school districts must use one of the professional
25 learning days funded under RCW 28A.150.415 to train school district
26 staff in one or more of the following topics: Social-emotional
27 learning, trauma-informed practices, using the model plan developed
28 under RCW 28A.320.1271 related to recognition and response to
29 emotional or behavioral distress, classroom management strategies
30 that include positive behavioral supports and de-escalation
31 strategies, consideration of adverse childhood experiences, mental
32 health literacy, antibullying strategies, or culturally sustaining
33 practices.

34 (2) (a) In the 2021-22 school year, school districts must use one
35 of the professional learning days funded under RCW 28A.150.415 to
36 train school district staff in one or more of the following topics:
37 Cultural competency, diversity, equity, or inclusion.

38 (b) Beginning in the 2023-24 school year, and every other school
39 year thereafter, school districts must use one of the professional

1 learning days funded under RCW 28A.150.415 to provide to school
2 district staff a variety of opportunities for training, professional
3 development, and professional learning aligned with the cultural
4 competency, equity, diversity, and inclusion standards of practice
5 developed by the Washington professional educator standards board
6 under RCW 28A.410.260. Alignment with the standards of practice must
7 be evaluated using the rubrics developed under RCW 28A.410.260. The
8 opportunities must also include training on multicultural education
9 and principles of English language acquisition.

10 (3) For the purposes of this section:

11 (a) "Cultural competency," "diversity," "equity," and "inclusion"
12 have the same meaning as in RCW 28A.415.443.

13 (b) "School district staff" includes classified staff,
14 certificated instructional staff, certificated administrative staff,
15 and superintendents.

16 STATE MONITORING AND TECHNICAL ASSISTANCE

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

19 (1) As required by this section, the office of the superintendent
20 of public instruction shall monitor and support the compliance of
21 school districts and other providers of public educational services
22 with requirements related to student isolation and restraint and room
23 clears under RCW 28A.600.485 and 28A.600.486 and sections 4 and 8 of
24 this act.

25 (2) Within three months of receipt, the office of the
26 superintendent of public instruction shall review each staff training
27 plan and update submitted by a school district or other provider of
28 public educational services under section 8 of this act.

29 (3) At least annually, the office of the superintendent of public
30 instruction shall require school districts and other providers of
31 public educational services to submit incident report summaries
32 submitted under section 4(3) of this act. The office of the
33 superintendent of public instruction shall publish the incident
34 report data and summaries on its website within 90 days of receipt.
35 The data must be published in a manner that allows trend analyses,
36 including analysis of intersecting marginalized identities.

37 (4)(a) Ongoing technical assistance must be provided to school
38 districts and other providers of public educational services to

1 support compliance with the requirements related to student isolation
2 and restraint and room clears under RCW 28A.600.485 and 28A.600.486
3 and sections 4 and 8 of this act.

4 (b) At a minimum, this technical assistance must include
5 publishing:

6 (i) Guidance related to student isolation and restraint and room
7 clears under RCW 28A.600.485 and 28A.600.486 and sections 4 and 8 of
8 this act that is updated periodically to support best practices;

9 (ii) An approved list of intensive crisis prevention and response
10 training programs that are evidence-based, trauma-informed, student-
11 centered, and proactive. The school mental health assessment research
12 and training center at the University of Washington and the state
13 association for behavior analysis must be consulted during the
14 program approval process;

15 (iii) A model plan and guidance for staff training on student
16 behavior management developed as required by section 7 of this act;
17 and

18 (iv) A daily incident report form that includes fields for the
19 information required by section 4(3)(a) of this act.

20 (5) Prior to implementing the technical assistance, and
21 periodically thereafter, the office of the superintendent of public
22 instruction shall collaborate with statewide associations
23 representing school administrators, classified staff, and
24 certificated staff to conduct focus groups for the purpose of better
25 understanding staff challenges related to implementation of student
26 isolation and restraint and room clear requirements under RCW
27 28A.600.485 and 28A.600.486 and sections 4 and 8 of this act.

28 (6) Annually by November 1st, and in compliance with RCW
29 43.01.036, the office of the superintendent of public instruction
30 shall report to the appropriate committees of the legislature with a
31 summary of its activities to monitor and support the compliance of
32 school districts and other providers of public educational services
33 with requirements related to student isolation and restraint and room
34 clears under RCW 28A.600.485 and 28A.600.486 and sections 4 and 8 of
35 this act. The report must describe the progress that school districts
36 and other providers of public educational services have made towards
37 providing training to staff as required by section 8 of this act. The
38 report must also highlight exemplar school districts and other
39 providers of public educational services using best practices to
40 eliminate the use of isolation and restraint.

1 (7) The office of the superintendent of public instruction shall
2 adopt rules under chapter 34.05 RCW for the implementation of this
3 section, sections 2, 4, 7, 8, and 13 through 18 of this act, and RCW
4 28A.600.485, 28A.600.486, 28A.155.210, 28A.320.127, and 28A.415.445.

5 (8) The definitions in section 2 of this act apply to this
6 section.

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

9 (1) Subject to the availability of amounts appropriated for this
10 specific purpose, the office of the superintendent of public
11 instruction shall provide, or contract for the provision of,
12 intensive crisis prevention and response training.

13 (2) The office of the superintendent of public instruction shall
14 establish criteria for prioritizing provision of the training to
15 staff in the following order:

16 (a) Staff in school districts and other providers of public
17 educational services that claimed and were approved for an exemption
18 from the prohibition on isolation of prekindergarten through grade
19 five students under RCW 28A.600.485(4)(b), with further
20 prioritization informed by the incident report summaries submitted
21 under section 4(3) of this act;

22 (b) Staff in school districts and other providers of public
23 educational services that submit policies and procedures that include
24 staff isolation of students in any of grades six through 12 as
25 required by RCW 28A.600.486(3), with further prioritization informed
26 by the incident report summaries submitted under section 4(3) of this
27 act; and

28 (c) Staff not otherwise included in (a) or (b) of this subsection
29 (2) in school districts and other providers of public educational
30 services with high incidents of isolation, restraint, room clears,
31 and injuries.

32 (3) Training under this section must be provided to the
33 principals and other building administrators while it is provided to
34 the classified and certificated instructional staff.

35 (4) The definitions in section 2 of this act apply to this
36 section.

37 REGIONAL COACHES

1 goals established in its staff training plan submitted under section
2 8 of this act or when disparities in use of isolation or restraint
3 are identified in its incident report summaries submitted under
4 section 4(3) of this act, the office of the superintendent of public
5 instruction shall place the school district or other provider of
6 public educational services on a plan of improvement. Under a plan of
7 improvement, the office of the superintendent of public instruction
8 shall provide targeted technical assistance, including annual site
9 visits, until the school district or other provider of public
10 educational services makes sufficient progress towards providing
11 required staff training, or eliminates disparities in use of
12 isolation or restraint, or both.

13 (2) The definitions in section 2 of this act apply to this
14 section.

15 TRAINING PROGRAM FOR GOVERNING BODIES

16 NEW SECTION. **Sec. 17.** A new section is added to chapter 28A.300
17 RCW to read as follows:

18 (1) By November 1, 2024, the office of the superintendent of
19 public instruction shall develop a training program for school
20 district boards of directors and the governing bodies of other
21 providers of public educational services to meet requirements related
22 to student isolation and restraint and room clears under RCW
23 28A.600.485 and 28A.600.486 and sections 4 and 8 of this act. The
24 training program must be updated periodically.

25 (2) At a minimum, the training program must include the following
26 content:

27 (a) The legal prohibitions and limitations on the use of
28 isolation and restraint on students provided under RCW 28A.600.485;

29 (b) The social-emotional and physical impacts to students and
30 staff resulting from the use of isolation and restraint rather than
31 trauma-informed interventions, such as de-escalation strategies and
32 student-centered, restorative practices;

33 (c) How to assess compliance with RCW 28A.600.485 and 28A.600.486
34 and sections 4 and 8 of this act;

35 (d) A summary of the resources available through the office of
36 the superintendent of public instruction and the educational service
37 districts;

1 (e) A review of the applicable model policy of the Washington
2 state school directors' association;

3 (f) The model plan and guidance for staff training on student
4 behavior management developed as required by section 7 of this act;
5 and

6 (g) Options for supporting system improvement by reprioritizing
7 resources.

8 (3) The training program must be developed and updated in
9 partnership with the Washington state school directors' association.

10 (4) The training program must be made available at no cost and be
11 easily accessible to school district boards of directors, the
12 governing bodies of other providers of public educational services,
13 and the Washington state school directors' association.

14 (5) The definitions in section 2 of this act apply to this
15 section.

16 SUPPORT FOR THOSE CLAIMING A TEMPORARY EXEMPTION FROM ELEMENTARY
17 ISOLATION PROHIBITIONS

18 NEW SECTION. **Sec. 18.** A new section is added to chapter 28A.300
19 RCW to read as follows:

20 (1)(a) By November 1, 2024, the office of the superintendent of
21 public instruction shall establish and implement a process for school
22 districts and other providers of public educational services to claim
23 an exemption from the prohibition on isolating prekindergarten
24 through grade five students under RCW 28A.600.485(4). The office of
25 the superintendent of public instruction must approve the exemption
26 of each school district or other provider of public educational
27 services that claims an exemption by August 1, 2025.

28 (b) Exemptions authorized under this section expire on July 31,
29 2029; however, the office of the superintendent of public instruction
30 is authorized to extend the exemption expiration date for any school
31 district or other provider of public educational services that
32 claimed an exemption by August 1, 2025, until staff have received
33 student behavior management and intensive crisis prevention and
34 response training as described in the staff training plan prepared
35 under section 8 of this act.

36 (2) The office of the superintendent of public instruction shall
37 provide technical assistance to school districts and other providers
38 of public educational services that claimed and were approved for an

1 exemption. Technical assistance must include assisting with the
2 preparation of a staff training plan, as required by section 8 of
3 this act, that supports compliance with conditions and limitations on
4 use of student isolation under RCW 28A.600.485(4) as soon as
5 practicable.

6 (3) School districts and other providers of public educational
7 services that claimed and were approved for an exemption must be
8 prioritized for training under section 14 of this act and for
9 regional coaching services under section 15 of this act.

10 (4) The definitions in section 2 of this act apply to this
11 section.

12 (5) This section expires June 30, 2040.

13 PROFESSIONAL DEVELOPMENT REPORT

14 NEW SECTION. **Sec. 19.** (1) By December 1, 2025, and in
15 compliance with RCW 43.01.036, the office of the superintendent of
16 public instruction must report to the appropriate committees of the
17 legislature a description of the training provided under section 14
18 of this act, including with its progress on developing a staff
19 training deployment strategy and assembling of a network of training
20 providers, as well as its assessment of the need and demand for staff
21 training in the coming biennium. In assessing the future need and
22 demand, the office of the superintendent of public instruction must
23 consider lessons learned from the demonstration projects and
24 provision of staff training authorized in section 501(4)(mm), chapter
25 475, Laws of 2023, the number of exemptions claimed under section 18
26 of this act, and the number of policies and procedures submitted as
27 required by RCW 28A.600.486. The report must identify the intensive
28 crisis prevention and response training program providers approved
29 under section 13(4) of this act and those used by school districts
30 and other providers of public educational services. The report must
31 also describe how the state trainings provided under section 14 of
32 this act connect to related trainings, for example trainings on a
33 multitiered system of supports.

34 (2) This section expires June 30, 2026.

35 EDUCATOR PREPARATION AND PARAEDUCATOR CERTIFICATE REPORT

1 placed in out-of-state authorized entities, disaggregated by placing
2 school district;

3 (b) The academic progress of students receiving special education
4 services from authorized entities, using the results of the two most
5 recent state assessments;

6 ~~((b))~~ (c) The graduation rates of students who have received
7 special education services from authorized entities;

8 ~~((e))~~ (d) The rate at which students receiving special
9 education services from authorized entities return to their resident
10 school districts;

11 ~~((d))~~ (e) Data on student restraint and isolation incidents,
12 discipline, and attendance at authorized entities; ~~(and~~

13 ~~(e))~~ (f) A year-over-year analysis of placement rates in
14 authorized entities that includes whether placement decisions are
15 influenced by requirements related to student isolation and restraint
16 under RCW 28A.600.485; and

17 (g) Any corrective action or change in an entity's authorization
18 status, as ordered by the office of the superintendent of public
19 instruction.

20 (2) The data published under subsection (1) of this section must
21 be disaggregated by each authorized entity when it is possible to do
22 so without disclosing, directly or indirectly, a student's personally
23 identifiable information as protected under the federal family
24 educational rights and privacy act (Title 20 U.S.C. Sec. 1232g).

25 (3) As used in this section, "authorized entity" has the same
26 meaning as in RCW 28A.300.690.

27 REPEALER

28 NEW SECTION. **Sec. 23.** RCW 28A.415.330 (Professional development
29 institutes—Managing disruptive students) and 1999 c 166 s 2 are each
30 repealed.

31 NULL AND VOID

32 NEW SECTION. **Sec. 24.** If specific funding for the purposes of
33 this act, referencing this act by bill or chapter number, is not

1 provided by June 30, 2024, in the omnibus appropriations act, this
2 act is null and void.

--- **END** ---