NEW SECTION. Sec. 1. FINDINGS. The people of the state of Washington find the following:

(1) Restraint and seclusion have resulted in serious physical injury, psychological trauma, and death to children in public and private schools. National research shows students have been subjected to restraint and seclusion in schools as a means of discipline, to force compliance, or as a substitute for appropriate educational and behavioral support;

(2) All children have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any restraint or seclusion imposed solely for purposes of discipline or convenience;

(3) Safe, effective, evidence-based strategies are available to support children who display challenging behaviors in school settings. Training for staff focused on the dangers of restraint and seclusion as well as training in evidence-based positive behavior supports, de-escalation techniques, and physical restraint and seclusion prevention can reduce the incidence of injury, trauma, and death;

(4) School personnel have the right to work in a safe environment and should be provided training, resources, and support to prevent injury and trauma to themselves and others;
(5) Despite the widely recognized risks of restraint and seclusion, a substantial disparity exists among many local school districts with regard to the protection and oversight of the rights of children and school personnel to a safe learning environment;

(6) Children are subjected to restraint and seclusion at higher rates than adults. Physical restraint that restricts breathing or causes other body trauma, as well as seclusion in the absence of continuous face-to-face monitoring, have resulted in the deaths of children in schools;

(7) Children are protected from inappropriate restraint and the use of seclusion in other settings, such as hospitals, health facilities, and nonmedical community-based facilities. Similar protections are needed in schools, yet such protections must acknowledge the differences of the school environment;

(8) Research confirms that restraint and seclusion are not therapeutic, nor are these practices effective means to calm, discipline, or teach children, and may have an opposite effect while simultaneously decreasing a child's ability to learn;

(9) The effective implementation of school-wide positive behavior supports is linked to greater academic achievement, significantly fewer disciplinary problems, increased instruction time, and staff perception of a safer teaching environment; and

(10) The 2015 bipartisan reauthorization of the federal elementary and secondary education act requires states to support local educational agencies in improving school conditions through reducing the use of aversive behavioral interventions. The report issued by the committee on health, education, labor, and pensions of the United States senate regarding the authorization described aversive behavioral interventions as including seclusion and restraint. There is bipartisan agreement that schools must reduce seclusion and restraint to improve school conditions for all children.
NEW SECTION. Sec. 2. PURPOSES. The purposes of sections 3 through 7 of this act are to:

(1) Prohibit seclusion in schools;

(2) Prevent seclusion, and prevent and reduce the use of physical restraint in schools;

(3) Ensure the safety of all students and school personnel in schools and promote a positive school culture and climate;

(4) Protect students from:
(a) Physical and mental abuse;
(b) Averse behavioral interventions that compromise health and safety;
(c) Any seclusion;
(d) Any physical restraint imposed solely for purposes of discipline or convenience;
(e) Physical restraint and physical escort that is known to be life-threatening, including physical restraint that restricts breathing; and
(f) Physical restraint if contraindicated based on the student’s disability, health care needs, or medical or psychiatric condition;

(5) Ensure that physical restraint is imposed in school only when a student’s behavior poses an imminent danger of serious physical injury to the student, school personnel, or others;

(6) Ensure that:
(a) Parents are fully informed of the prohibitions and requirements of sections 4 through 7 of this act;
(b) Parents are fully informed of the policies on restraint and seclusion of the applicable school, local educational agency, and the state;
(c) Parents are notified when physical restraint has been utilized on their child or children; and
(d) A meeting with parents occurs to discuss the incident in which physical restraint is imposed on their child; and

(7) Assist local educational agencies and schools in:
(a) Establishing policies and procedures to keep all students, including students with the most complex and intensive behavioral needs, and school personnel safe;

(b) Providing school personnel with the necessary tools, training, and support to ensure the safety of all students and school personnel;

(c) Collecting and analyzing data on physical restraint in schools; and

(d) Identifying and implementing effective evidence-based models to prevent seclusion and reduce and prevent physical restraint in schools.

NEW SECTION. Sec. 3. DEFINITIONS. The definitions in this section apply throughout sections 4 through 7 of this act unless the context clearly requires otherwise.

(1) "Applicable program" has the same meaning as in section 400(c) of the general education provisions act (20 U.S.C. Sec. 1221(c)), as it existed on March 1, 2019.

(2) "Chemical restraint" means a drug or medication used on a student to control behavior or restrict freedom of movement that is not:

(a) Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under state law, for the standard treatment of a student's medical or psychiatric condition; or

(b) Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law.

(3) "Elementary school" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(4) "Local educational agency" means school districts, educational service districts, and any other local agency or any
entity responsible for public or private elementary and secondary education.

(5) "Mechanical restraint" means the use of devices as a means of restricting a student's freedom of movement.

(6) "Other staff" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(7) "Paraprofessional" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(8) "Parent" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(9) "Physical escort" means the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

(10) "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.

(11) "Positive behavior interventions and supports" means a school-wide, systematic approach to embed evidence-based practices and data-driven decision making to improve school climate and culture, including a range of systemic and individualized positive strategies to reinforce desired behaviors and diminish reoccurrence of challenging behaviors, in order to achieve improved academic and social outcomes and increase learning for all students, including students with the most complex and intensive behavioral needs. "Positive behavior interventions and supports" includes a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrence of challenging behaviors, and teach appropriate behaviors to students.
(12) "Protection and advocacy system" means a protection and advocacy system established under section 143 of the developmental disabilities assistance and bill of rights act of 2000 (42 U.S.C. Sec. 15043).

(13) "School" means:
(a) An elementary school or secondary school; or
(b) An entity that provides elementary and secondary education.

(14) "School leader" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(15) "School personnel" means individuals who are employed by a school, or who perform services for a school on a contractual basis as:
(a) School leaders;
(b) Teachers;
(c) Specialized instructional support personnel;
(d) Paraprofessionals; or
(e) Other staff.

(16) "School resource officer" means a sworn law enforcement officer who is:
(a) Assigned by the employing police department to a local educational agency or school;
(b) Contracting with a local educational agency or school; or
(c) Employed by a local educational agency.

(17) "School security guard" means a contractor or an employee of a local educational agency or school responsible for addressing one or more of the following safety and crime prevention activities in and around a school:
(a) Assisting school personnel in school safety incidents;
(b) Educating students in crime and illegal drug use prevention and safety;
(c) Developing or expanding community justice initiatives for students;
(d) Training students in conflict resolution and supporting restorative justice programs;
(e) Serving as a liaison between the school and outside agencies, including other law enforcement agencies;
(f) Screening students or visitors to the school for prohibited items.

(18) "Seclusion" means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. "Seclusion" does not include a time out.

(19) "Secondary school" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(20) "Special education school" means a school that focuses primarily on serving the needs of students with disabilities under the individuals with disabilities education act (20 U.S.C. Sec. 1400 et seq.) or section 504 of the rehabilitation act of 1973 (29 U.S.C. Sec. 794).

(21) "Specialized instructional support personnel" has the same meaning as in section 8101 of the elementary and secondary education act of 1965 (20 U.S.C. Sec. 7801), as it existed on March 1, 2019.

(22) "State-approved crisis intervention training program" means an approved training program that, at a minimum, provides:
(a) Training in evidence-based techniques shown to be effective in the prevention of physical restraint;
(b) Evidence-based skills training related to positive behavior supports, safe physical escort, conflict prevention, understanding antecedents, de-escalation, and conflict management;
(c) Training in evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing physical restraint;
(d) Training in first aid and cardiopulmonary resuscitation;
(e) Information describing state policies and procedures that meet the minimum standards established by regulations promulgated pursuant to section 4 of this act; and
(f) Certification for school personnel, school resource officers, and school security guards in the techniques and skills described in (a) through (d) of this subsection, which shall be required to be renewed on a periodic basis.

(23) "Student" means a student enrolled in a school.

(24) "Time out" means a behavior management technique that is part of an approved treatment program and may involve the separation of a student from a group, in a nonlocked setting, for the purpose of calming. Time out is not seclusion.

NEW SECTION. Sec. 4. MINIMUM STANDARDS—RULES OF CONSTRUCTION.

(1) Minimum standards.

(a) Regulations.

(i) In general. Not later than ninety days after the effective date of this section, to protect each student from physical or mental abuse, aversive behavioral interventions that compromise student health and safety, seclusion, or physical restraint imposed solely for purposes of discipline or convenience or in a manner otherwise inconsistent with this section and sections 5 through 7 of this act, the superintendent of public instruction shall promulgate regulations establishing minimum standards consistent with this subsection.

(ii) Head start. The secretary of the department of children, youth, and families, in coordination with the superintendent of public instruction, shall promulgate regulations under this subsection with respect to head start agencies, including early head start agencies, under the head start act (24 U.S.C. Sec. 9801 et seq.).

(b) Prohibited actions. Each school personnel, school security guard, and school resource officer shall be prohibited from imposing on any student the following:

(i) Seclusion;

(ii) Mechanical restraints;

(iii) Chemical restraints;
(iv) Physical restraint or physical escort that is life-threatening or that restricts breathing;

(v) Physical restraint if contraindicated based on the student's disability, health care needs, or medical or psychiatric condition, as documented in:

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

(B) A behavior intervention plan;

(C) An individualized education program or an individualized family service plan, as these are defined in section 602 of the individuals with disabilities education act (20 U.S.C. Sec. 1401), as it existed on March 1, 2019;

(D) A plan developed pursuant to section 504 of the rehabilitation act of 1973 (29 U.S.C. Sec. 794) or Title II of the Americans with disabilities act of 1990 (42 U.S.C. Sec. 12131 et seq.);

(E) Other relevant record made available to the state or local educational agency involved;

(vi) Physical restraint that is not in compliance with (c) of this subsection; or

(vii) Any other form of aversive behavioral interventions.

(c) Physical restraint. The use of physical restraint by any school personnel, school security guard, or school resource officer shall be considered in compliance with the minimum standards promulgated under this section only if all of the following requirements are met:

(i) The student's behavior poses an imminent danger of serious physical injury to the student, school personnel, school security guard, school resource officer, or others;

(ii) Less restrictive interventions would be ineffective in stopping such imminent danger of serious physical injury;

(iii) Such physical restraint is imposed by school personnel, or a school security guard or school resource officer, who:

(A) Continuously monitors the student face-to-face; or
(B) If school personnel safety, or the safety of a school security guard or school resource officer, is significantly compromised by such face-to-face monitoring, such personnel, guard, or officer, is in continuous direct visual contact with the student by looking directly at the student from a distance rather than electronically monitoring the student using a security camera or other system;

(iv) Such physical restraint is imposed by:

(A) School personnel, or a school resource officer or school security guard, trained and certified by a state-approved crisis intervention training program; or

(B) School personnel, or a school security guard or school resource officer, not trained and certified as described in (c)(iv)(A) of this subsection, in the case of a rare and clearly unavoidable emergency circumstance when school personnel, or a school resource officer or school security guard, trained and certified as described in (c)(iv)(A) of this subsection is not immediately available due to the unforeseeable nature of the emergency circumstance;

(v) Such physical restraint ends immediately upon the cessation of the conditions described in (c)(i) of this subsection.

(vi) The physical restraint does not interfere with the student's ability to communicate in the student's primary language or primary mode of communication; and

(vii) The physical restraint uses the least amount of force necessary to protect the student or others from the threatened injury.

(d) Training. Each local educational agency shall ensure that a sufficient number of school personnel are trained and certified by a state-approved crisis intervention training program to meet the needs of the specific student population in each school.

(e) Prohibition on planned intervention. The use of physical restraint as a planned intervention may not be written into a student's education plan, individual safety plan, behavioral plan,
or individualized education program, as defined in section 602 of the individuals with disabilities education act (20 U.S.C. Sec. 1401), except that local educational agencies or schools may establish policies and procedures for use of physical restraint in school safety or crisis plans, provided that such a plan is not specific to any individual student.

(f) Procedures following physical restraint. Each school and local educational agency shall establish procedures to be followed after an incident involving the imposition of physical restraint upon a student that shall include all of the following:

(i) Procedures to provide to the parent of the student, with respect to such incident:

(A) An immediate verbal or electronic communication, as soon as is practicable and not later than the same day as the incident; and

(B) Written notification, as soon as is practicable, and not later than twenty-four hours after the incident that shall include, at minimum:

(I) A description of the incident, including precipitating events;

(II) Positive interventions used prior to restraint;

(III) The length of time of restraint; and

(IV) A description of the serious physical injury of the student or others to necessitate the use of restraint;

(ii) A meeting between parents of the student and the school, as soon as is practicable, and not later than five school days following the incident, unless such meeting is delayed by written mutual agreement of the parent and school:

(A) That shall include, at a minimum:

(I) The parent of such student;

(II) The student involved, if appropriate;

(III) The school personnel, school resource officer, or school security guard who imposed the restraint;

(IV) A teacher of such student;

(V) A school leader of such student; and
(VI) An expert on behavior interventions, who may be a special education teacher;

(B) The purpose of which shall be to discuss the incident, as described by both the student and the school personnel, or the school resource officer or school security guard involved, including:

(I) Any precipitating events;

(II) How the incident occurred; and

(III) Prior positive behavior interventions and supports used to de-escalate the situation; and

(C) That shall include:

(I) The discussion of proactive strategies to prevent future need for the use of restraint;

(II) For a student identified as eligible to receive accommodations under section 504 of the rehabilitation act of 1973 (29 U.S.C. Sec. 794) or Title II of the Americans with disabilities act of 1990 (42 U.S.C. Sec. 12131 et seq.), or accommodations or special education or related services under the individuals with disabilities education act (20 U.S.C. Sec. 1400 et seq.), a discussion of the need for a functional behavioral assessment and a behavior intervention plan; or for a student not identified as eligible to receive these accommodations, evidence of a referral for such accommodations or special education or related services, or documentation of the basis for declining to such a referral for the student;

(III) Provision to the parent, for use during the meeting, a written statement from each adult witness who was in the proximity of the student immediately before and during the time of the physical restraint, but was not directly involved in such restraint; and

(IV) An assurance that in a case in which the student attends the meeting, the information communicated by the student in that meeting will be for purposes of debriefing an incident where restraint was imposed upon the student, and: May only be shared to
the extent necessary to protect the safety of the student or others; and may not be used against the student in any disciplinary, criminal, or civil investigations or proceedings; and

(iii) Any other procedures consistent with this section and sections 5 through 7 of this act that the superintendent of public instruction determines appropriate.

(2) Rules of construction.

(a) In general. Nothing in this section or sections 5 through 7 of this act shall be construed to authorize the superintendent of public instruction to promulgate regulations prohibiting the use of:

(i) Time out; or

(ii) Devices implemented by trained school personnel, or utilized by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:

(A) Restraints for medical immobilization;

(B) Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or

(C) Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

(b) Law enforcement. Nothing in this section or sections 5 through 7 of this act shall be construed to prevent a sworn law enforcement officer from carrying out the duties of the officer under otherwise applicable law.

**NEW SECTION. Sec. 5. REPORTING.** (1) Reporting requirements. By December 31, 2019, and by each December 31st thereafter, each local educational agency and school in compliance with the requirements of section 444 of the general education provisions act, commonly known as the family educational rights and privacy act of 1974, (20 U.S.C. Sec. 1232g) shall prepare and submit to the superintendent of public instruction, and make available to the
public, a report that includes the information described in subsection (2) of this section, with respect to each school, each local educational agency, each special education school, and each school not under the jurisdiction of a local educational agency.

(2) Information requirements.

(a) General information requirements. The report described in subsection (1) of this section shall include:

(i) With respect to physical restraint imposed upon students in the preceding full academic year:

(A) The total number of such incidents;

(B) The total number of students upon whom such restraint was imposed;

(C) In the case in which such restraint was imposed more than twice on a student, the number of times such student was so restrained; and

(D) The total number of such incidents where the use of restraint is referred to law enforcement; and

(ii) Other information relevant to implementation of this section or section 3, 4, 6, or 7 of this act, as determined by the superintendent of public instruction.

(b) Disaggregation.

(i) General disaggregation requirements. The information described in (a) of this subsection shall be disaggregated:

(A) By the total number of incidents in which physical restraint was imposed upon a student:

(I) That resulted in injury;

(II) That resulted in death; and

(III) In which the school personnel imposing physical restraint were not trained and certified as described in section 4 of this act;

(B) By the demographic characteristics of all students upon whom physical restraint was imposed, including disaggregation:

(I) By each major racial and ethnic group, economically disadvantaged students as compared to students who are not
economically disadvantaged, English proficiency status, sex, and migrant status;

(II) By students with an individualized education program under section 614(d) of the individuals with disabilities education act (20 U.S.C. Sec. 1414(d));

(III) By students who have a plan developed pursuant to section 504 of the rehabilitation act of 1973 (29 U.S.C. Sec. 794); and

(IV) By students who have a plan developed pursuant to Title II of the Americans with disabilities act of 1990 (42 U.S.C. Sec. 12131 et seq.);

(C) By the total number of incidents of restraint in which school personnel, or a school resource officer or school security guard was involved, which may include the school personnel, school resource officer, or school security guard imposing the physical restraint or assisting with the physical restraint; and

(D) By the name and type of school, including disaggregation by special education school, charter school, and private school.

(ii) Unduplicated count—Exception. The disaggregation required under (b)(i) of this subsection:

(A) Shall be carried out in a manner to ensure an unduplicated count of the total number of incidents in the preceding full academic year in which physical restraint was imposed upon a student; and

(B) May not be required in a case in which the number of students in a category would reveal personally identifiable information about an individual student.

NEW SECTION. sec. 6. ENFORCEMENT. (1) In general.

(a) Use of remedies. If a local educational agency or school fails to comply with any provision of section 4 or 5 of this act, the superintendent of public instruction shall:

(i) Withhold further payment of all funding by the state of Washington; or
(ii) Require a local educational agency or school to submit, and implement, within one year of such failure to comply, a corrective plan of action, which shall include specific time frames and actions, and which may include redirection of funds received under an applicable program.

(b) Cessation of withholding of funds. Whenever the superintendent of public instruction determines, whether by certification or other appropriate evidence, that a local educational agency or school that is subject to the withholding of payments under (a)(i) of this subsection has cured the failure providing the basis for the withholding of payments, the superintendent of public instruction shall cease the withholding of payments with respect to the local educational agency or school.

(2) Rights and remedies of students and parents.

(a) In general. Nothing in this section or section 4, 5, or 7 of this act shall be construed:

(i) To restrict or limit, or allow the superintendent of public instruction to restrict or limit, any other rights or remedies otherwise available to students or parents under federal, state, or local law; or

(ii) To restrict or limit federal, state, or local laws, regulations, or policies that provide for more stringent prohibitions or limitations on the use of seclusion, restraint, or aversive interventions than the prohibitions or limitations that are provided for in this section or section 4, 5, or 7 of this act.

(b) Relief under federal, state, and local law. A student or parent may file a civil action under the United States Constitution, the Americans with disabilities act of 1990 (42 U.S.C. Sec. 12101 et seq.), Title V of the rehabilitation act of 1973 (29 U.S.C. Sec. 791 et seq.), the Washington law against discrimination (chapter 49.60 RCW), or other applicable federal, state, or local law in the case of the use of seclusion or restraint in violation of this section or section 4, 5, or 7 of this act seeking relief from the use of
seclusion or restraint, or other available remedies with respect of such student.

(c) Nonapplicability. Section 615(l) of the individuals with disabilities education act (20 U.S.C. Sec. 1415(l)) shall not apply to an action filed pursuant to this section, regardless of whether or not the student is seeking relief that is also available under the individuals with disabilities education Act (20 U.S.C. Sec. 1400 et seq.).

NEW SECTION. Sec. 7. PROTECTION AND ADVOCACY SYSTEMS. (1) Notification. In a case in which physical injury or death of a student occurs in conjunction with the use of seclusion or physical restraint or any intervention used to control behavior at a school, the local educational agency serving such school or the agency administering a head start program under the head start act (42 U.S.C. Sec. 9801 et seq.) shall have procedures to, and are required to:

(a) Notify, in writing, not later than twenty-four hours after such injury or death occurs:

(i) The superintendent of public instruction;

(ii) The local law enforcement agency; and

(iii) The relevant protection and advocacy system; and

(b) Provide any information that the protection and advocacy system may require.

(2) Restatement of authority. Protection and advocacy systems shall have the same authorities and rights provided under subtitle C of Title I of the developmental disabilities assistance and bill of rights act of 2000 (42 U.S.C. Sec. 15041 et seq.) with respect to protections provided for students under this section or sections 4 through 6 of this act when such students are otherwise eligible to be clients of the protection and advocacy system, including investigating, monitoring, and enforcing such protections.
NEW SECTION. **Sec. 8.** The provisions of this act are to be liberally construed to effectuate the policies, purposes, and intent of this act.

NEW SECTION. **Sec. 9.** If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

NEW SECTION. **Sec. 10.** This act may be known and cited as the “Keeping All Students Safe Act”.

NEW SECTION. **Sec. 11.** Sections 3 through 7 of this act are each added to chapter 28A.600 RCW.

NEW SECTION. **Sec. 12.** RCW 28A.600.485 (Restraint of students—Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Summary of incidents of isolation or restraint—Publishing to web site) and 2015 c 206 s 3 & 2013 c 202 s 2 are each repealed.

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