

CERTIFICATION OF ENROLLMENT  
**ENGROSSED SUBSTITUTE HOUSE BILL 1336**

63rd Legislature  
2013 Regular Session

Passed by the House April 22, 2013  
Yeas 89 Nays 6

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**Speaker of the House of Representatives**

Passed by the Senate April 15, 2013  
Yeas 46 Nays 1

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**President of the Senate**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 1336** as passed by the House of Representatives and the Senate on the dates hereon set forth.

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**Chief Clerk**

FILED

**Secretary of State  
State of Washington**

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ENGROSSED SUBSTITUTE HOUSE BILL 1336

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AS AMENDED BY THE SENATE

Passed Legislature - 2013 Regular Session

State of Washington

63rd Legislature

2013 Regular Session

**By** House Education (originally sponsored by Representatives Orwall, Dahlquist, Pettigrew, Cody, Walsh, Green, Appleton, Freeman, Fitzgibbon, Hunt, Stonier, Kagi, Maxwell, Goodman, Moscoso, Roberts, Reykdal, Lytton, Santos, Fagan, O'Ban, Van De Wege, Jinkins, Bergquist, Pollet, McCoy, Ryu, Upthegrove, Tarleton, and Fey)

READ FIRST TIME 02/18/13.

1 AN ACT Relating to increasing the capacity of school districts to  
2 recognize and respond to troubled youth; amending RCW 28A.410.035;  
3 adding a new section to chapter 28A.410 RCW; adding new sections to  
4 chapter 28A.320 RCW; adding a new section to chapter 28A.310 RCW;  
5 adding a new section to chapter 71.24 RCW; and creating new sections.

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

7 NEW SECTION. **Sec. 1.** (1) The legislature finds that:

8 (a) According to the state department of health, suicide is the  
9 second leading cause of death for Washington youth between the ages of  
10 ten and twenty-four. Suicide rates among Washington youth remain  
11 higher than that national average;

12 (b) An increasing body of research shows an association between  
13 adverse childhood experiences such as trauma, violence, or abuse, and  
14 school performance. Children and teens spend a significant amount of  
15 time in school. Teachers and other school staff who interact with  
16 students daily are in a prime position to recognize the signs of  
17 emotional or behavioral distress and make appropriate referrals.  
18 School personnel need effective training to help build the skills and  
19 confidence to assist youth in seeking help;

1 (c) Educators are not necessarily trained to address significant  
2 social, emotional, or behavioral issues exhibited by youth. Rather,  
3 best practices guidelines suggest that school districts should form  
4 partnerships with qualified health, mental health, and social services  
5 agencies to provide support; and

6 (d) Current safe school plans prepared by school districts tend to  
7 focus more on natural disasters and external threats and less on how to  
8 recognize and respond to potential crises among the students inside the  
9 school.

10 (2) Therefore, the legislature intends to increase the capacity for  
11 school districts to recognize and respond to youth in need through  
12 additional training, more comprehensive planning, and emphasis on  
13 partnerships between schools and communities.

14 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.410  
15 RCW to read as follows:

16 (1) As provided under subsections (2) and (3) of this section,  
17 individuals certified by the professional educator standards board as  
18 a school nurse, school social worker, school psychologist, or school  
19 counselor must complete a training program on youth suicide screening  
20 and referral as a condition of certification. The training program  
21 must be at least three hours in length. The professional educator  
22 standards board must adopt standards for the minimum content of the  
23 training in consultation with the office of the superintendent of  
24 public instruction and the department of health. In developing the  
25 standards, the board must consider training programs listed on the best  
26 practices registry of the American foundation for suicide prevention  
27 and the suicide prevention resource center.

28 (2) This section applies to the following certificates if the  
29 certificate is first issued or is renewed on or after July 1, 2015:

30 (a) Continuing certificates for school nurses;

31 (b) Continuing certificates for school social workers;

32 (c) Continuing and professional certificates for school  
33 psychologists; and

34 (d) Continuing and professional certificates for school counselors.

35 (3) A school counselor who holds or submits a school counseling  
36 certificate from the national board for professional teaching standards  
37 or a school psychologist who holds or submits a school psychologist

1 certificate from the national association of school psychologists in  
2 lieu of a professional certificate must complete the training program  
3 under subsection (1) of this section by July 1, 2015, or within the  
4 five-year period before the certificate is first submitted to the  
5 professional educator standards board, whichever is later, and at least  
6 once every five years thereafter in order to be considered certified by  
7 the professional educator standards board.

8 (4) The professional educator standards board shall consider the  
9 training program under subsection (1) of this section as approved  
10 continuing education under RCW 28A.415.020 and shall count the training  
11 program toward meeting continuing education requirements for  
12 certification as a school nurse, school social worker, school  
13 psychologist, or school counselor.

14 **Sec. 3.** RCW 28A.410.035 and 1990 c 90 s 1 are each amended to read  
15 as follows:

16 (1) To receive initial certification as a teacher in this state  
17 after August 31, 1991, an applicant shall have successfully completed  
18 a course on issues of abuse. The content of the course shall discuss  
19 the identification of physical, emotional, sexual, and substance abuse,  
20 information on the impact of abuse on the behavior and learning  
21 abilities of students, discussion of the responsibilities of a teacher  
22 to report abuse or provide assistance to students who are the victims  
23 of abuse, and methods for teaching students about abuse of all types  
24 and their prevention.

25 (2) The professional educator standards board shall incorporate  
26 into the content required for the course under this section, knowledge  
27 and skill standards pertaining to recognition, initial screening, and  
28 response to emotional or behavioral distress in students, including but  
29 not limited to indicators of possible substance abuse, violence, and  
30 youth suicide. To receive initial certification after August 31, 2014,  
31 an applicant must have successfully completed a course that includes  
32 the content of this subsection. The board shall consult with the  
33 office of the superintendent of public instruction and the department  
34 of health in developing the standards.

35 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.320  
36 RCW to read as follows:

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

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

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

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

12 (c) How staff should respond to suspicions, concerns, or warning  
13 signs of emotional or behavioral distress in students;

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

19 (e) Protocols and procedures for communication with parents;

20 (f) How staff should respond to a crisis situation where a student  
21 is in imminent danger to himself or herself or others; and

22 (g) How the district will provide support to students and staff  
23 after an incident of violence or youth suicide.

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

28 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.320  
29 RCW to read as follows:

30 The office of the superintendent of public instruction and the  
31 school safety advisory committee shall develop a model school district  
32 plan for recognition, initial screening, and response to emotional or  
33 behavioral distress in students, including but not limited to  
34 indicators of possible substance abuse, violence, and youth suicide.  
35 The model plan must incorporate research-based best practices,  
36 including practices and protocols used in schools and school districts  
37 in other states. The model plan must be posted by February 1, 2014, on

1 the school safety center web site, along with relevant resources and  
2 information to support school districts in developing and implementing  
3 the plan required under section 4 of this act.

4 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.310  
5 RCW to read as follows:

6 Each educational service district shall develop and maintain the  
7 capacity to offer training for educators and other school district  
8 staff on youth suicide screening and referral, and on recognition,  
9 initial screening, and response to emotional or behavioral distress in  
10 students, including but not limited to indicators of possible substance  
11 abuse, violence, and youth suicide. An educational service district  
12 may demonstrate capacity by employing staff with sufficient expertise  
13 to offer the training or by contracting with individuals or  
14 organizations to offer the training. Training may be offered on a fee-  
15 for-service basis, or at no cost to school districts or educators if  
16 funds are appropriated specifically for this purpose or made available  
17 through grants or other sources.

18 NEW SECTION. **Sec. 7.** The office of the superintendent of public  
19 instruction shall convene a temporary task force to identify best  
20 practices, model programs, and successful strategies for school  
21 districts to form partnerships with qualified health, mental health,  
22 and social services agencies in the community to coordinate and improve  
23 support for youth in need. The task force shall identify and develop  
24 resource documents to be posted on the school safety center web site,  
25 and submit a report with recommendations to the education committees of  
26 the legislature by December 1, 2013. The task force shall also explore  
27 the potential use of advance online youth emotional health and crisis  
28 response systems that have been developed for use in other countries.  
29 The task force must include the results of the review in its December  
30 1st report.

31 NEW SECTION. **Sec. 8.** (1) The legislature finds that a lack of  
32 information about mental health problems among the general public leads  
33 to stigmatizing attitudes and prevents people from seeking help early  
34 and seeking the best sort of help. It also prevents people from  
35 providing support to family members, friends, and colleagues because

1 they might not know what to do. This lack of knowledge about mental  
2 health problems limits the initial accessibility of evidence-based  
3 treatments and leads to a lack of support for people with a mental  
4 disorder from family, friends, and other members of the community.

5 (2) The focus on training for teachers and educational staff is  
6 intended to provide opportunities for early intervention when the first  
7 signs of developing mental illness may be recognized in children,  
8 teens, and young adults, so that appropriate referrals may be made to  
9 evidence-based behavioral health services.

10 NEW SECTION. **Sec. 9.** A new section is added to chapter 71.24 RCW  
11 to read as follows:

12 Subject to appropriation for this specific purpose, the department  
13 shall provide funds for mental health first-aid training targeted at  
14 teachers and educational staff. The training will follow the model  
15 developed by the department of psychology in Melbourne, Australia.  
16 Instruction provided will describe common mental disorders that arise  
17 in youth, their possible causes and risk factors, the availability of  
18 evidence-based medical, psychological, and alternative treatments,  
19 processes for making referrals for behavioral health services, and  
20 methods to effectively render assistance in both initial intervention  
21 and crisis situations. The department shall collaborate with the  
22 office of the superintendent of public instruction to identify sites  
23 and methods of instruction that leverage local resources to the extent  
24 possible for the purpose of making the mental health first-aid training  
25 broadly available.

26 NEW SECTION. **Sec. 10.** This act does not create any civil  
27 liability on the part of the state or any state agency, officer,  
28 employee, agent, political subdivision, or school district.

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