
HOUSE BILL 1795

State of Washington

69th Legislature

2025 Regular Session

By Representatives Callan, Santos, Reed, Farivar, Macri, and Leavitt

Read first time 02/03/25. Referred to Committee on Education.

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 14 through 19 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 14(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.

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

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

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

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

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

38 (11) "Physical prompt" means a teaching technique used by staff
39 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.

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

33 (17) "Student behavior management" means the knowledge and skills
34 to:

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

37 (b) Recognize the emotional or behavioral distress of students
38 and respond using evidence-based, trauma-informed behavioral health
39 supports that are age and developmentally appropriate, are
40 restorative, and consider any disabilities of the students;

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

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

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

10 USE OF STUDENT ISOLATION AND RESTRAINT

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

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

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

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

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

35 ~~(2) The provisions of this section apply to all students,
36 including those who have an individualized education program or plan
37 developed under section 504 of the rehabilitation act of 1973. The
38 provisions of this section apply only to incidents of restraint or~~

1 ~~isolation that occur while a student is participating in school-~~
2 ~~sponsored instruction or activities.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

38 (a) To all students, including those who have an individualized
39 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, 2030, 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, 2027, 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, each acting within their
36 respective scopes of practice, have recommended and provided
37 instructions for staff to isolate the student under specified
38 circumstances, including the conditions described in (a) of this
39 subsection (4). At least one of the licensed health professionals
40 must not be employed by or under contract with the school district or

1 provider of public educational services serving the student. For the
2 purposes of this subsection (4) (b) (i), "licensed health professional"
3 means a licensed behavior analyst, mental health counselor,
4 osteopathic physician, physician, psychiatric nurse, psychiatric
5 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, 2031, or a later exemption expiration
11 date established by the office of the superintendent of public
12 instruction under section 19 of this act, the limitations of (b) of
13 this subsection (4) do not apply to any school district or other
14 providers of public educational services serving students in any of
15 grades prekindergarten through five that have claimed an exemption by
16 August 1, 2027, using the process established under section 19 of
17 this act. The purpose of the exemption is to delay the onset of the
18 prohibition on isolating prekindergarten through grade five students
19 until staff have received student behavior management training and
20 intensive crisis prevention and response training as described in the
21 staff training plan prepared under section 8 of this act.

22 (ii) School districts and other providers of public educational
23 services that claimed an exemption shall: (A) Engage with the
24 technical assistance provided by the office of the superintendent of
25 public instruction; and (B) provide the training described in the
26 staff 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, 2030, 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 the written documentation to the parent or legal
32 guardian 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 shall 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 single 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 daily incident
4 reports prepared under (a) of this subsection (3). A summary does not
5 have 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 prepared under (a) of
10 this subsection (3), at least annually and as required by the school
11 district board of directors or other governing body of a provider of
12 public educational services. The summary must be disaggregated for
13 purposes of trend analyses, for example by the student categories and
14 subcategories provided under RCW 28A.300.042 (1) and (3), student
15 gender, students who are dependent pursuant to chapter 13.34 RCW,
16 students who are homeless as defined in RCW 43.330.702, students who
17 are multilingual/English learners, status as a student with a parent
18 who is a member of the armed forces, by school or other applicable
19 unit, by staff job title, by contractor, and by incident type.

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

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

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

33 (ii) Develop a behavioral intervention plan or, if a behavioral
34 intervention plan has already been developed, review the behavioral
35 intervention plan and modify it as necessary to address the student's
36 behavior of concern. When the student has an individualized education
37 program, the behavioral intervention plan must be developed and
38 modified in accordance with the student's individualized education
39 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, 2026, 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 students who have individualized
32 education programs, plans developed under section 504 of the
33 rehabilitation act of 1973, or behavioral intervention plans
34 developed under section 4(4) of this act must be provided a copy of
35 the policy and procedures adopted under this subsection (1) at the
36 time that the program or plan is created.

37 (2) On an annual basis, the school district board of directors or
38 other governing body of a provider of public educational services

1 shall monitor the impact of the policy and procedures adopted under
2 subsection (1) of this section by, at a minimum: (a) Performing trend
3 analyses using the incident report summaries prepared under section
4 4(3) of this act; and (b) reviewing the staff training plan and
5 updates prepared under section 8 of this act.

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

14 (4) Beginning in the 2025-26 school year, and every four years
15 thereafter, each member of a school district board of directors or
16 other governing body of a provider of public educational services
17 shall complete the training program on student isolation and
18 restraint provided at no cost as required under section 18 of this
19 act.

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

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

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

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

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

36 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, 2026, the office of the superintendent of
4 public instruction shall develop and publish a model plan and
5 guidance for staff training on student behavior management and
6 intensive crisis prevention and response that school districts and
7 other providers of public educational services shall use when
8 developing the staff training plan required by section 8 of this act.
9 The model plan and guidance must be updated periodically to support
10 best practices identified through the demonstration projects under
11 section 13 of this act.

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

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

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

30 (c) Recommend options for compensating staff for training in
31 student behavior management and intensive crisis prevention and
32 response that include: (i) The professional learning days funded
33 under RCW 28A.150.415; (ii) other staff training days funded through
34 biennial or supplemental operating budgets; and (iii) federal funding
35 sources;

36 (d) Include mechanisms that can be used to verify that an entity
37 contracted to provide educational services is training its staff on
38 student behavior management and intensive crisis prevention and
39 response; and

1 (e) Describe any resources of the office of the superintendent of
2 public instruction or the education service districts available to
3 support staff training on student behavior management and intensive
4 crisis prevention and response.

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

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

9 (1)(a) By August 1, 2026, the school district superintendent or
10 other chief administrator of a provider of public educational
11 services, or the school district board of directors or other
12 governing body of a provider of public educational services, shall
13 prepare and submit to the office of the superintendent of public
14 instruction a plan and timeline for staff training on student
15 behavior management and intensive crisis management and response. The
16 goal of the plan must be to reduce overall staff use of student
17 isolation and restraint and to have highly trained staff available to
18 isolate or restrain students when appropriate and in the safest
19 possible manner. Nothing in this section requires all staff to be
20 trained on intensive crisis prevention and response.

21 (b) By August 1, 2027, and by August 1st annually thereafter, an
22 update on the implementation of the staff training plan must be
23 submitted to the office of the superintendent of public instruction.

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

28 (d) The plan and each update must be informed by the resource and
29 support needs identified in the incident report summaries prepared
30 under section 4(3) of this act.

31 (2) The plan and each update must:

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

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

4 (c) Explain how staff who have received intensive crisis
5 prevention and response training are made available to prevent
6 isolation and restraint and to reduce the risk of imminent likelihood
7 of serious harm in the safest possible manner; and

8 (d) Describe the mechanism used to verify that any entity
9 contracted to provide educational services is training its staff as
10 required by this section.

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

12 (a) First to staff providing educational services to students
13 with disabilities in prekindergarten through grade five, with further
14 prioritization informed by the incident report summaries prepared
15 under section 4(3) of this act;

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

18 (c) Third to all other staff.

19 (4) The definitions in section 2 of this act apply to this
20 section.

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

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

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

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

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

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

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

5 (c) How staff should respond to suspicions, concerns, or warning
6 signs of emotional or behavioral distress in students in a manner
7 that is age and developmentally appropriate and considers any known
8 or documented disabilities of the students;

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

14 (e) Protocols and procedures for communication with parents and
15 guardians, including the notification requirements under RCW
16 28A.320.160;

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

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

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

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

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

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

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

5 (a) Supporting instructional opportunities;

6 (b) Demonstrating professionalism and ethical practices;

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

15 (d) Communicating effectively and participating in the team
16 process; and

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

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

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

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

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

5 (b) Beginning in the 2023-24 school year, and every other school
6 year thereafter, school districts must use one of the professional
7 learning days funded under RCW 28A.150.415 to provide to school
8 district staff a variety of opportunities for training, professional
9 development, and professional learning aligned with the cultural
10 competency, equity, diversity, and inclusion standards of practice
11 developed by the Washington professional educator standards board
12 under RCW 28A.410.260. Alignment with the standards of practice must
13 be evaluated using the rubrics developed under RCW 28A.410.260. The
14 opportunities must also include training on multicultural education
15 and principles of English language acquisition.

16 (3) For the purposes of this section:

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

19 (b) "School district staff" includes classified staff,
20 certificated instructional staff, certificated administrative staff,
21 and superintendents.

22 DEMONSTRATION PROJECT EXTENSION

23 NEW SECTION. **Sec. 13.** (1) (a) The omnibus operating
24 appropriations act, chapter 475, Laws of 2023, appropriated funding
25 to the office of the superintendent of public instruction for two-
26 year demonstration projects that build school-wide systems to support
27 students in distress and prevent crisis escalation cycles that may
28 result in restraint or isolation. The office of the superintendent of
29 public instruction established demonstration projects with
30 demonstration sites and pilot sites.

31 (b) Six demonstration sites were selected to showcase best
32 practices and serve as learning communities and examples that allow
33 other school districts to observe positive practices in real-world
34 settings. Sixteen pilot sites were selected to engage in targeted
35 professional development through learning experiences offered by the
36 demonstration sites and state contracted professional development
37 providers, as well as complete other tasks to achieve the project
38 goal.

1 (c) In its progress report on the outcomes of the demonstration
2 projects, the office of the superintendent of public instruction
3 recommended that the projects be funded for two additional years.

4 (2)(a) Subject to the availability of amounts appropriated for
5 this specific purpose, the office of the superintendent of public
6 instruction shall provide grants for the demonstration projects
7 established as described in subsection (1) of this section. To the
8 extent funding is sufficient to increase the number of pilot sites,
9 the office of the superintendent of public instruction must select
10 additional pilot sites in central or eastern Washington.

11 (b) The funded demonstration sites must showcase the following
12 practices: Staff use of behavior management and crisis de-escalation
13 strategies; staff knowledge and support of district policies; student
14 and school needs assessments; use of regulation spaces for students;
15 reduced use of student isolation and restraint; inclusionary
16 practices for students eligible for special education; and isolation/
17 restraint incident data collection and reporting. The demonstration
18 sites must continue to serve as learning communities and examples
19 that allow other school districts, not only the pilot sites, to
20 observe positive practices in real-world settings.

21 (c) The funded pilot sites must take advantage of learning
22 experiences provided by the state contractors and demonstration sites
23 to build school-level and district-level systems that incorporate
24 positive, trauma-informed behavior support practices to prevent
25 crisis escalation and reduce the use of restraint and isolation. The
26 pilot sites must improve data collection and reporting systems and
27 complete other tasks to achieve the project goal.

28 (3) By November 15, 2026, and in accordance with RCW 43.01.036,
29 the office of the superintendent of public instruction shall report
30 to the appropriate committees of the legislature with a final report
31 on the demonstration projects. The report must, to the extent
32 possible, quantify the impact of the demonstration projects in terms
33 of student outcomes, such as reductions in isolations and restraints,
34 increases in the amount of time students with disabilities spend in
35 the general education setting, reduction in disciplinary actions, or
36 increases in assessment scores. The report must also address key
37 implementation challenges and findings, as well as include
38 recommendations for statewide policy changes.

39 (4) This section expires August 1, 2027.

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

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

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

(3) At least annually, the office of the superintendent of public instruction shall require school districts and other providers of public educational services to submit incident report summaries prepared under section 4(3) of this act. The office of the superintendent of public instruction shall publish the incident report data and summaries on its website within 90 days of receipt. The data must be published in a format that enables trend analyses, including the examination of intersecting marginalized identities.

(4)(a) Ongoing technical assistance must be provided to school districts and other providers of public educational services to support compliance with the requirements related to student isolation and restraint and room clears under RCW 28A.600.485 and 28A.600.486 and sections 4 and 8 of this act.

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

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

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

1 (iii) A model plan and guidance for staff training on student
2 behavior management and intensive crisis prevention and response
3 developed as required by section 7 of this act; and

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

6 (5) Before implementing the technical assistance, and
7 periodically thereafter, the office of the superintendent of public
8 instruction shall collaborate with statewide associations
9 representing school administrators, classified staff, and
10 certificated staff to conduct focus groups for the purpose of better
11 understanding staff challenges related to implementation of student
12 isolation and restraint and room clear requirements under RCW
13 28A.600.485 and 28A.600.486 and sections 4 and 8 of this act.

14 (6) Annually by November 1st, and in compliance with RCW
15 43.01.036, the office of the superintendent of public instruction
16 shall report to the appropriate committees of the legislature with a
17 summary of its monitoring and support activities required by this
18 section. The report must describe the progress that school districts
19 and other providers of public educational services have made towards
20 providing training to staff as required by section 8 of this act. The
21 report must also highlight exemplar school districts and other
22 providers of public educational services using best practices to
23 eliminate the use of isolation and restraint.

24 (7) The office of the superintendent of public instruction shall
25 adopt rules under chapter 34.05 RCW for the implementation of this
26 section, sections 2, 4, 7, 8, and 14 through 19 of this act, and RCW
27 28A.600.485, 28A.600.486, 28A.155.210, 28A.320.127, and 28A.415.445.

28 (8) The definitions in section 2 of this act apply to this
29 section.

30 NEW SECTION. **Sec. 15.** A new section is added to chapter 28A.300
31 RCW to read as follows:

32 (1) Subject to the availability of amounts appropriated for this
33 specific purpose, the office of the superintendent of public
34 instruction shall provide, or contract for the provision of,
35 intensive crisis prevention and response training.

36 (2) The office of the superintendent of public instruction shall
37 establish criteria for prioritizing provision of the training to
38 staff in the following order:

1 (a) Staff in school districts and other providers of public
2 educational services that claimed an exemption from the prohibition
3 on isolation of prekindergarten through grade five students under RCW
4 28A.600.485(4)(b), with further prioritization informed by the
5 incident report summaries prepared under section 4(3) of this act;

6 (b) Staff in school districts and other providers of public
7 educational services that submit policies and procedures that include
8 staff isolation of students in any of grades six through 12 as
9 required by RCW 28A.600.486(3), with further prioritization informed
10 by the incident report summaries prepared under section 4(3) of this
11 act; and

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

16 (3) Training under this section must be provided to the
17 principals and other building administrators at the same time it is
18 provided to the classified and certificated instructional staff.

19 (4) The definitions in section 2 of this act apply to this
20 section.

21 REGIONAL COACHES

22 NEW SECTION. **Sec. 16.** A new section is added to chapter 28A.310
23 RCW to read as follows:

24 (1) Subject to the availability of amounts appropriated for this
25 specific purpose, the office of the superintendent of public
26 instruction shall distribute funding to educational service districts
27 for regional coaches to support school districts and other providers
28 of public educational services to implement requirements related to
29 student isolation and restraint and room clears under RCW 28A.600.485
30 and 28A.600.486 and sections 4 and 8 of this act.

31 (2) Regional coaches shall promote evidence-based, trauma-
32 informed crisis prevention and response practices that are less
33 restrictive than isolation and restraint, as well as classroom
34 management techniques and the use of a multitiered system of
35 supports. In addition, regional coaches must have received intensive
36 crisis prevention and response training through a program approved by
37 the office of the superintendent of public instruction under section
38 14(4) of this act.

1 (3) The duties of the regional coaches must include mentoring,
2 observing classes, providing feedback, providing trainings, training
3 others to be trainers and mentors, and supporting actions to nurture
4 a positive social and emotional school and classroom climate as
5 described in RCW 28A.345.085.

6 (4) An educational service district that receives funding under
7 this section must prioritize coaching services to local school
8 districts and other providers of public educational services using
9 the criteria established by the office of the superintendent of
10 public instruction to prioritize provision of training under section
11 15 of this act.

12 (5) Educational service districts are encouraged to employ or
13 contract with board certified behavior analysts to be regional
14 coaches.

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

17 PLANS OF IMPROVEMENT

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

20 (1) When a school district or other provider of public
21 educational services is not making sufficient progress towards the
22 goals established in its staff training plan submitted under section
23 8 of this act or when disparities in use of isolation or restraint
24 are identified in its incident report summaries prepared under
25 section 4(3) of this act, the office of the superintendent of public
26 instruction shall place the school district or other provider of
27 public educational services on a plan of improvement. Under a plan of
28 improvement, the office of the superintendent of public instruction
29 shall provide targeted technical assistance, including annual site
30 visits, until the school district or other provider of public
31 educational services makes sufficient progress towards providing
32 required staff training, or eliminates disparities in use of
33 isolation or restraint, or both.

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

36 TRAINING PROGRAM FOR GOVERNING BODIES

1 NEW SECTION. **Sec. 18.** A new section is added to chapter 28A.300

2 RCW to read as follows:

3 (1) By November 1, 2025, the office of the superintendent of
4 public instruction shall develop a training program for school
5 district boards of directors and the governing bodies of other
6 providers of public educational services to meet requirements related
7 to student isolation and restraint and room clears under RCW
8 28A.600.485 and 28A.600.486 and sections 4 and 8 of this act. The
9 training program must be updated periodically.

10 (2) At a minimum, the training program must include the following
11 content:

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

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

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

20 (d) A summary of the resources available through the office of
21 the superintendent of public instruction and the educational service
22 districts;

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

25 (f) The model plan and guidance for staff training on student
26 behavior management and intensive crisis prevention and response
27 developed as required by section 7 of this act; and

28 (g) Options for supporting system improvement by reprioritizing
29 resources.

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

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

36 (5) The definitions in section 2 of this act apply to this
37 section.

1 that claim, by August 1, 2027, an exemption from the prohibition on
2 isolating prekindergarten through grade five students under RCW
3 28A.600.485(4) have the opportunity to, by each provider's exemption
4 expiration date, substantially complete either: (a) The model plan
5 for staff training developed as required by section 7 of this act; or
6 (b) the staff training plan prepared by the school district or other
7 provider of public educational services under section 8 of this act.
8 In developing the strategy, the office of the superintendent of
9 public instruction must consider lessons learned from the
10 demonstration projects and provision of staff training authorized in
11 section 501(4)(mm), chapter 475, Laws of 2023, the demonstration
12 projects authorized under section 13 of this act, any intensive
13 crisis prevention and response training provided under section 15 of
14 this act, and the number of exemptions claimed under section 19 of
15 this act. The report must identify the intensive crisis prevention
16 and response training program providers approved under section 14(4)
17 of this act and those known to be used by school districts and other
18 providers of public educational services. The report must also
19 describe how the state trainings provided under section 15 of this
20 act connect to related trainings, for example trainings on a
21 multitiered system of supports, available regionally and locally, to
22 create a cohesive and integrated system of staff trainings on student
23 behavior management.

24 (2) The definitions in section 2 of this act apply to this
25 section.

26 (3) This section expires August 30, 2027.

27 EDUCATOR PREPARATION AND PARAEDUCATOR CERTIFICATE REPORT

28 NEW SECTION. **Sec. 21.** (1) By December 1, 2025, and in
29 compliance with RCW 43.01.036, the Washington professional educator
30 standards board and the paraeducator board shall jointly submit to
31 the appropriate committees of the legislature a plan for integrating
32 into educator preparation programs the requirements in section 9 of
33 this act and for integrating into paraeducator standards of practice
34 the new requirements in RCW 28A.413.050.

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

ROOM CLEAR REPORT

NEW SECTION. **Sec. 22.** (1) The office of the superintendent of public instruction shall contract with a research entity to study and report on the use of room clears in Washington. The research entity must analyze and report on the impacts of a room clear on the students involved, including those who are removed from the classroom. The report must, at a minimum, consider the impact of room clears on lost instructional time, student mental health, and social-emotional learning. The research entity must also identify and summarize best practices on the use of room clears. The report of the research entity must be submitted by the office of the superintendent of public instruction to the appropriate committees of the legislature by September 1, 2026, in compliance with RCW 43.01.036.

(2) This section expires August 30, 2027.

REPORT ON PLACEMENT IN AUTHORIZED ENTITIES

Sec. 23. RCW 28A.155.250 and 2023 c 436 s 8 are each amended to read as follows:

(1) Beginning December 1, 2023, and in compliance with RCW 43.01.036, the office of the superintendent of public instruction shall annually submit a report to the education committees of the legislature regarding placements of students with disabilities at authorized entities under RCW 28A.155.060. A summary of the report, including a link to the full report content, must also be posted on the office of the superintendent of public instruction's website. The report must include:

(a) The number of students with disabilities placed in authorized entities within the state and the number of students with disabilities placed in authorized entities outside the state, disaggregated by the placing school district;

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

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

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

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

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

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

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

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

17 REPEALER

18 NEW SECTION. **Sec. 24.** RCW 28A.415.330 (Professional development
19 institutes—Managing disruptive students) and 1999 c 166 s 2 are each
20 repealed.

21 NULL AND VOID

22 NEW SECTION. **Sec. 25.** If specific funding for the purposes of
23 this act, referencing this act by bill or chapter number, is not
24 provided by June 30, 2025, in the omnibus appropriations act, this
25 act is null and void.

 --- END ---