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**HOUSE BILL 1795**

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**State of Washington**

**69th Legislature**

**2025 Regular Session**

**By** Representatives Callan and Santos

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

3 (1)(a) By November 1, 2025, the office of the superintendent of  
4 public instruction shall establish and implement a process for school  
5 districts and other providers of public educational services to claim  
6 an exemption from the prohibition on isolating prekindergarten  
7 through grade five students under RCW 28A.600.485(4). The office of  
8 the superintendent of public instruction shall approve the exemption  
9 of each school district or other provider of public educational  
10 services that claims an exemption by August 1, 2027.

11 (b) Exemptions authorized under this section expire on July 31,  
12 2030; however, the office of the superintendent of public instruction  
13 is authorized to extend the exemption expiration date for any school  
14 district or other provider of public educational services that  
15 claimed an exemption by August 1, 2027, until staff have received  
16 student behavior management and intensive crisis prevention and  
17 response training as described in the staff training plan prepared  
18 under section 8 of this act.

19 (2) The office of the superintendent of public instruction shall  
20 provide technical assistance to school districts and other providers  
21 of public educational services that claimed an exemption. Technical  
22 assistance must include assisting with the preparation of a staff  
23 training plan, as required by section 8 of this act, that supports  
24 compliance with conditions and limitations on use of student  
25 isolation under RCW 28A.600.485(4) as soon as practicable.

26 (3) School districts and other providers of public educational  
27 services that claimed an exemption must be prioritized for training  
28 under section 15 of this act and for regional coaching services under  
29 section 16 of this act.

30 (4) The definitions in section 2 of this act apply to this  
31 section.

32 (5) This section expires August 30, 2041.

33 PROFESSIONAL DEVELOPMENT STRATEGY REPORT

34 NEW SECTION. **Sec. 20.** (1) By December 1, 2025, and in  
35 compliance with RCW 43.01.036, the office of the superintendent of  
36 public instruction shall report to the appropriate committees of the  
37 legislature with a rolling training strategy to ensure that the  
38 school districts and other providers of public educational services

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 ---**