

119TH CONGRESS
1ST SESSION

H. R. 6617

To prohibit and prevent seclusion, mechanical restraint, chemical restraint, and dangerous restraints that restrict breathing, and to prevent and reduce the use of physical restraint in schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 11, 2025

Mr. BEYER (for himself, Mr. HAMADEH of Arizona, Mr. SCOTT of Virginia, Mr. LYNCH, Mr. DAVIS of Illinois, Mr. PETERS, Ms. BONAMICI, Ms. MCCOLLUM, Ms. TLAIB, Mr. CASTRO of Texas, Mrs. MCBATH, Ms. DEAN of Pennsylvania, Ms. SCHAKOWSKY, Ms. DELBENE, Ms. SIMON, Ms. CHU, Ms. ROSS, Mr. DESAULNIER, Mr. MOULTON, Ms. BROWN, Mr. EVANS of Pennsylvania, Ms. BARRAGÁN, Ms. CASTOR of Florida, Ms. SÁNCHEZ, Ms. JAYAPAL, Mr. VICENTE GONZALEZ of Texas, Mrs. HAYES, Ms. PINGREE, Ms. LEE of Pennsylvania, and Mr. HERNÁNDEZ) introduced the following bill; which was referred to the Committee on Education and Workforce, and in addition to the Committee on Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To prohibit and prevent seclusion, mechanical restraint, chemical restraint, and dangerous restraints that restrict breathing, and to prevent and reduce the use of physical restraint in schools, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

2 (a) SHORT TITLE.—This Act may be cited as the
3 “Keeping All Students Safe Act”.

4 (b) TABLE OF CONTENTS.—The table of contents for
5 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Definitions.

TITLE I—PROHIBITIONS ON RESTRAINT AND SECLUSION AND
ADDITIONAL REQUIREMENTS

Sec. 101. Prohibition, additional requirements.

TITLE II—STATE PLAN, REPORTING REQUIREMENTS, AND
GRANTS FOR STATE EDUCATIONAL AGENCIES

Sec. 201. Definitions.

Sec. 202. State plan.

Sec. 203. Grants for State educational agencies.

TITLE III—GENERAL PROVISIONS

Sec. 301. National assessment.

Sec. 302. Protection and advocacy systems.

Sec. 303. Schools operated or funded by the Department of the Interior or the
Department of Defense.

Sec. 304. Rule of construction.

Sec. 305. Applicability to private schools and home schools.

Sec. 306. Severability.

Sec. 307. Authorization of appropriations.

6 **SEC. 2. DEFINITIONS.**

7 In this Act:

8 (1) CHEMICAL RESTRAINT.—The term “chem-
9 ical restraint” means a drug or medication used on
10 a student to control behavior or restrict freedom of
11 movement that is not—

12 (A) prescribed by a licensed physician, or
13 other qualified health professional acting under
14 the scope of the professional’s authority under

1 State law, for the standard treatment of a stu-
2 dent’s medical or psychiatric condition; and

3 (B) administered as prescribed by the li-
4 censed physician or other qualified health pro-
5 fessional acting under the scope of the profes-
6 sional’s authority under State law.

7 (2) ESEA TERMS.—The terms “early childhood
8 education program”, “educational service agency”,
9 “elementary school”, “local educational agency”,
10 “other staff”, “paraprofessional”, “parent”, “school
11 leader”, “secondary school”, “specialized instruc-
12 tional support personnel”, “State”, and “State edu-
13 cational agency” have the meanings given the terms
14 in section 8101 of the Elementary and Secondary
15 Education Act of 1965 (20 U.S.C. 7801).

16 (3) LAW ENFORCEMENT OFFICER.—The term
17 “law enforcement officer”—

18 (A) means any person who—

19 (i) is a State, Tribal, or local law en-
20 forcement officer (as defined in section
21 1204 of title I of the Omnibus Crime Con-
22 trol and Safe Streets Act of 1968 (34
23 U.S.C. 10284)); and

24 (ii) is assigned by the employing law
25 enforcement agency to a program, who is

1 contracting with a program, or who is em-
2 ployed by a program; and

3 (B) includes an individual referred to as a
4 “school resource officer” if that individual
5 meets the definition in subparagraph (A).

6 (4) MECHANICAL RESTRAINT.—The term “me-
7 chanical restraint” means the use of devices as a
8 means of restricting a student’s freedom of move-
9 ment.

10 (5) PHYSICAL ESCORT.—The term “physical es-
11 cort” means the temporary touching or holding of
12 the hand, wrist, arm, shoulder, or back for the pur-
13 pose of inducing a student who is acting out to walk
14 to a safe location.

15 (6) PHYSICAL RESTRAINT.—The term “physical
16 restraint” means a personal restriction that immo-
17 bilizes or reduces the ability of an individual to move
18 the individual’s arms, legs, torso, or head freely, ex-
19 cept that such term does not include a physical es-
20 cort, mechanical restraint, or chemical restraint.

21 (7) POSITIVE BEHAVIORAL INTERVENTIONS
22 AND SUPPORTS.—The term “positive behavioral
23 interventions and supports”—

24 (A) means a schoolwide, systematic ap-
25 proach that embeds evidence-based practices

1 and data-driven decision making to improve
2 school climate and culture in order to achieve
3 improved academic and social outcomes and in-
4 crease learning for all students (including stu-
5 dents with the most complex and intensive be-
6 havioral needs); and

7 (B) encompasses a range of systemic and
8 individualized positive strategies to teach and
9 reinforce school-expected behaviors, while dis-
10 couraging and diminishing undesirable behav-
11 iors.

12 (8) PROGRAM.—The term “program” means—

13 (A) all of the operations of a local edu-
14 cational agency, system of vocational education,
15 or other school system;

16 (B) a program that serves children who re-
17 ceive services for which financial assistance is
18 provided in accordance with the Head Start Act
19 (42 U.S.C. 9831 et seq.); or

20 (C) an elementary school or secondary
21 school that is not a public school that enrolls a
22 student who receives special education and re-
23 lated services under the Individuals with Dis-
24 abilities Education Act (20 U.S.C. 1400 et
25 seq.).

1 (9) PROGRAM PERSONNEL.—

2 (A) IN GENERAL.—Subject to subpara-
3 graph (B), the term “program personnel”
4 means any agent of a program, including an in-
5 dividual who is employed by a program, or who
6 performs services for a program on a contrac-
7 tual basis, including—

8 (i) school leaders;

9 (ii) teachers;

10 (iii) specialized instructional support
11 personnel;

12 (iv) paraprofessionals; or

13 (v) other staff.

14 (B) EXCLUSION.—Notwithstanding sub-
15 paragraph (A), program personnel shall not in-
16 clude a law enforcement officer or a school se-
17 curity guard.

18 (10) PROTECTION AND ADVOCACY SYSTEM.—

19 The term “protection and advocacy system” means
20 a protection and advocacy system established under
21 section 143 of the Developmental Disabilities Assist-
22 ance and Bill of Rights Act of 2000 (42 U.S.C.
23 15043).

24 (11) SCHOOL SECURITY GUARD.—The term
25 “school security guard” means an individual who is

1 not a sworn law enforcement officer and who is re-
2 sponsible for addressing one or more of the following
3 safety and crime prevention activities in and around
4 a program:

5 (A) Assisting program personnel in safety
6 incidents.

7 (B) Educating students in crime and ille-
8 gal drug use prevention and safety.

9 (C) Developing or expanding community
10 justice initiatives for students.

11 (D) Training students in conflict resolution
12 and supporting restorative justice programs.

13 (E) Serving as a liaison between the pro-
14 gram and outside agencies, including other law
15 enforcement agencies.

16 (F) Screening students or visitors to the
17 program for prohibited items.

18 (12) SECLUSION.—The term “seclusion” means
19 the involuntary confinement of a student alone in a
20 room or area from which the student is physically
21 prevented from leaving, except that such term does
22 not include a time out.

23 (13) SECRETARY.—The term “Secretary”
24 means the Secretary of Education.

1 (14) SPECIAL EDUCATION SCHOOL.—The term
2 “special education school” means a school that fo-
3 cuses primarily on serving the needs of students
4 with disabilities under the Individuals with Disabil-
5 ities Education Act (20 U.S.C. 1400 et seq.) or sec-
6 tion 504 of the Rehabilitation Act of 1973 (29
7 U.S.C. 794).

8 (15) STATE-APPROVED CRISIS INTERVENTION
9 TRAINING PROGRAM.—The term “State-approved
10 crisis intervention training program” means a train-
11 ing program approved by a State and the Secretary
12 that, at a minimum, provides—

13 (A) training in evidence-based techniques
14 shown to be effective in the prevention of phys-
15 ical restraint;

16 (B) evidence-based skills training related
17 to positive behavioral interventions and sup-
18 ports, safe physical escort, conflict prevention,
19 understanding antecedents, deescalation, and
20 conflict management;

21 (C) training in evidence-based techniques
22 shown to be effective in keeping both school
23 personnel and students safe when imposing
24 physical restraint;

1 (D) training in first aid and
2 cardiopulmonary resuscitation;

3 (E) information describing State policies
4 and procedures to ensure compliance with sec-
5 tion 101; and

6 (F) certification for school personnel, law
7 enforcement officers, and school security guards
8 in the techniques and skills described in sub-
9 paragraphs (A) through (D), which shall be re-
10 quired to be renewed on a periodic basis.

11 (16) STUDENT.—The term “student” means—

12 (A) for purposes of title I, a student en-
13 rolled in a program; and

14 (B) for purposes of title II, a student en-
15 rolled in an elementary school or secondary
16 school.

17 (17) TIME OUT.—

18 (A) IN GENERAL.—The term “time out”
19 means a behavior management technique that
20 may involve the separation of the student from
21 the group or classroom in a non-locked setting.

22 (B) CLARIFICATION.—The term “time
23 out” does not include—

24 (i) seclusion; or

- 1 (ii) a separation of the student de-
2 scribed in subparagraph (A) from which
3 such student is physically or otherwise pro-
4 hibited from leaving.

5 **TITLE I—PROHIBITIONS ON RE-**
6 **STRAINT AND SECLUSION**
7 **AND ADDITIONAL REQUIRE-**
8 **MENTS**

9 **SEC. 101. PROHIBITION, ADDITIONAL REQUIREMENTS.**

10 (a) PROHIBITION.—No student shall be subjected to
11 unlawful seclusion or restraint by program personnel, a
12 law enforcement officer, or a school security guard, while
13 attending any program that receives Federal financial as-
14 sistance.

15 (b) UNLAWFUL SECLUSION OR RESTRAINT DE-
16 FINED.—

17 (1) IN GENERAL.—In this section, the term
18 “unlawful seclusion or restraint” means—

19 (A) seclusion;

20 (B) mechanical restraint;

21 (C) chemical restraint;

22 (D) physical restraint or physical escort
23 that is life threatening, that restricts breathing,
24 or that restricts blood flow to the brain, includ-
25 ing prone and supine restraint;

1 (E) physical restraint that is contra-
2 indicated based on the student's disability,
3 health care needs, or medical or psychiatric con-
4 dition, as documented in—

5 (i) a health care directive or medical
6 management plan;

7 (ii) a behavior intervention plan;

8 (iii) an individualized education pro-
9 gram or an individualized family service
10 plan (as defined in section 602 of the Indi-
11 viduals with Disabilities Education Act (20
12 U.S.C. 1401));

13 (iv) a plan developed pursuant to sec-
14 tion 504 of the Rehabilitation Act of 1973
15 (29 U.S.C. 794) or title II of the Ameri-
16 cans with Disabilities Act of 1990 (42
17 U.S.C. 12131 et seq.); or

18 (v) another relevant record made
19 available to the State or program involved;
20 or

21 (F) physical restraint that is not in compli-
22 ance with subsection (e)(1).

23 (2) NOT INCLUDED.—The term “unlawful se-
24 clusion or restraint” shall not include—

25 (A) a time out; or

1 (B) a device implemented by trained school
2 personnel, or utilized by a student, for the spe-
3 cific and approved therapeutic or safety pur-
4 poses for which such devices were designed and,
5 if applicable, prescribed, provided that such de-
6 vices are not used to purposefully cause a stu-
7 dent pain as a means of behavioral modifica-
8 tion, including—

9 (i) restraints for medical immobiliza-
10 tion;

11 (ii) adaptive devices or mechanical
12 supports used to achieve proper body posi-
13 tion, balance, or alignment to allow greater
14 freedom of mobility than would be possible
15 without the use of such devices or mechan-
16 ical supports; or

17 (iii) vehicle safety restraints when
18 used as intended during the transport of a
19 student in a moving vehicle.

20 (c) PRIVATE RIGHT OF ACTION.—

21 (1) IN GENERAL.—A student who has been sub-
22 jected to unlawful seclusion or restraint in violation
23 of subsection (a), or the parent of such student, may
24 file a civil action against the program under which
25 the violation is alleged to have occurred in an appro-

1 appropriate district court of the United States or in State
2 court for declaratory judgment, injunctive relief,
3 compensatory relief, attorneys' fees, or expert fees.

4 (2) LIMITATION ON LIABILITY.—Program per-
5 sonnel shall not be liable to any person in a pro-
6 ceeding described in paragraph (1) or in an arbitra-
7 tion proceeding for a violation of subsection (a).

8 (3) NO SOVEREIGN IMMUNITY.—No program
9 shall be immune under the Eleventh Amendment of
10 the Constitution of the United States from suit in
11 Federal or State court for a violation of subsection
12 (a) of this section.

13 (d) ENFORCEMENT.—

14 (1) INVESTIGATIONS.—

15 (A) IN GENERAL.—The Secretary shall ad-
16 dress any complaints alleging a violation of sub-
17 section (a) by an entity described in subpara-
18 graphs (A) or (C) of section 2(8) for an appro-
19 priate investigation.

20 (B) HEAD START.—The Secretary of
21 Health and Human Services shall address any
22 complaints alleging a violation of subsection (a)
23 by an entity described in section 2(8)(B) for an
24 appropriate investigation.

1 (2) WITHHOLDING PAYMENTS.—In the event a
2 student has been subjected to unlawful seclusion or
3 restraint in violation of subsection (a), the Secretary
4 shall withhold from the program under which the
5 violation occurred, in whole or in part, further pay-
6 ments (including payments for administrative costs)
7 in accordance with section 455 of the General Edu-
8 cation Provisions Act (20 U.S.C. 1234d).

9 (3) HEAD START PROGRAMS.—The Secretary of
10 Health and Human Services, in coordination with
11 the Secretary, shall—

12 (A) ensure that entities described in sec-
13 tion 2(8)(B) meet the requirements described in
14 subsection (e);

15 (B) promulgate regulations with respect to
16 how the reporting requirements described in
17 section 202(b) shall be carried out with respect
18 to Head Start agencies (including Early Head
19 Start agencies) under the Head Start Act (42
20 U.S.C. 9801 et seq.); and

21 (C) in the event a student served by a pro-
22 gram that serves children who receive services
23 for which financial assistance is provided in ac-
24 cordance with the Head Start Act (42 U.S.C.
25 9831 et seq.) has been subjected to unlawful se-

1 clusion or restraint in violation of subsection
2 (a), withhold from the program under which the
3 violation occurred, in whole or in part, further
4 payments (including payments for administra-
5 tive costs) in accordance with section 646 of the
6 Head Start Act (42 U.S.C. 9841).

7 (e) ADDITIONAL REQUIREMENTS.—The Secretary
8 shall ensure that each program that receives Federal fi-
9 nancial assistance meets the following requirements:

10 (1) PHYSICAL RESTRAINT.—The use of physical
11 restraint by any program personnel, a school secu-
12 rity guard, or a law enforcement officer shall be con-
13 sidered in compliance with the requirements of this
14 subsection only if each of the following requirements
15 are met:

16 (A) The student's behavior poses an immi-
17 nent danger of serious physical injury to the
18 student, program personnel, a school security
19 guard, a law enforcement officer, or another in-
20 dividual.

21 (B) Before using physical restraint, less
22 restrictive interventions would be ineffective in
23 stopping such imminent danger of serious phys-
24 ical injury.

1 (C) Such physical restraint is imposed
2 by—

3 (i) program personnel, a school secu-
4 rity guard, or a law enforcement officer
5 trained and certified by a State-approved
6 crisis intervention training program; or

7 (ii) program personnel, a school secu-
8 rity guard, or a law enforcement officer
9 not trained and certified as described in
10 clause (i), in the case of a rare and clearly
11 unavoidable emergency circumstance when
12 program personnel, a school security
13 guard, or a law enforcement officer trained
14 and certified as described in clause (i) is
15 not immediately available due to the un-
16 foreseeable nature of the emergency cir-
17 cumstance.

18 (D) Such physical restraint ends imme-
19 diately upon the cessation of the imminent dan-
20 ger of serious physical injury to the student,
21 any program personnel, a school security guard,
22 a law enforcement officer, or another individual.

23 (E) The physical restraint does not inter-
24 fere with the student's ability to communicate

1 in the student's primary language or primary
2 mode of communication.

3 (F) During the physical restraint, the least
4 amount of force necessary is used to protect the
5 student or others from the threatened injury.

6 (2) TRAINING.—Each State, in consultation
7 with program officials and State Directors of Head
8 Start Collaboration (as described in section 642B of
9 the Head Start Act (42 U.S.C. 9837b)), shall ensure
10 that a sufficient number of program personnel are
11 trained and certified by a State-approved crisis
12 intervention training program to meet the needs of
13 the specific student population in each program.

14 (3) PROHIBITION ON PLANNED INTERVEN-
15 TION.—The use of physical restraint as a planned
16 intervention shall not be written into a student's
17 education plan, individual safety plan, behavioral
18 intervention plan, or individualized education pro-
19 gram (as defined in section 602 of the Individuals
20 with Disabilities Education Act (20 U.S.C. 1401)),
21 except that a program may establish policies and
22 procedures for use of physical restraint in program
23 safety or crisis plans, provided that such a plan is
24 not specific to any individual student.

1 (4) PROCEDURES FOLLOWING PHYSICAL RE-
2 STRAINT.—Each program shall establish procedures
3 to be followed after an incident involving the imposi-
4 tion of physical restraint upon a student, which shall
5 include each of the following:

6 (A) Procedures to provide to the parent of
7 the student, with respect to such incident—

8 (i) an immediate verbal or electronic
9 communication, as soon as is practicable
10 and not later than the same day as the in-
11 cident; and

12 (ii) written notification, as soon as is
13 practicable, and not later than 24 hours
14 after the incident that shall include, at
15 minimum—

16 (I) a description of the incident,
17 including precipitating events;

18 (II) positive interventions used
19 prior to restraint;

20 (III) the length of time of re-
21 straint; and

22 (IV) a description of the serious
23 physical injury of the student or oth-
24 ers that occurred or was about to

1 occur that necessitated the use of re-
2 straint.

3 (B) A meeting between parents of the stu-
4 dent and the program, as soon as is practicable,
5 and not later than 5 school days following the
6 incident (unless such meeting is delayed by
7 written mutual agreement of the parent and
8 program)—

9 (i) which meeting shall include, at a
10 minimum—

11 (I) the parent of such student;

12 (II) the student involved (if ap-
13 propriate);

14 (III) the program personnel, law
15 enforcement officer, or school security
16 guard who imposed the restraint;

17 (IV) a teacher of such student;

18 (V) a program leader of such stu-
19 dent; and

20 (VI) an expert on behavior inter-
21 ventions, who may be a special edu-
22 cation teacher;

23 (ii) the purpose of which shall be to
24 discuss the incident, as described by both
25 the student and the program personnel,

1 law enforcement officer, or school security
2 guard involved, including—

3 (I) any precipitating events;

4 (II) how the incident occurred;

5 and

6 (III) prior positive behavioral
7 interventions and supports used to de-
8 escalate the situation; and

9 (iii) which meeting shall include—

10 (I) the discussion of proactive
11 strategies to prevent future need for
12 the use of physical restraint;

13 (II)(aa) for a student identified
14 as eligible to receive accommodations
15 under section 504 of the Rehabilita-
16 tion Act of 1973 (29 U.S.C. 794) or
17 title II of the Americans with Disabil-
18 ities Act of 1990 (42 U.S.C. 12131 et
19 seq.), or accommodations or special
20 education or related services under
21 the Individuals with Disabilities Edu-
22 cation Act (20 U.S.C. 1400 et seq.),
23 a discussion of the need for a func-
24 tional behavioral assessment and a be-
25 havior intervention plan; or

(bb) for a student not identified as eligible to receive accommodations under the provisions of law described in item (aa), evidence of a referral for such accommodations or special education or related services, or documentation of the basis for declining to make such a referral for the student; and

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

TITLE II—STATE PLAN, REPORTING REQUIREMENTS, AND GRANTS FOR STATE EDUCATIONAL AGENCIES

SEC. 201. DEFINITIONS.

In this title:

1 (1) SCHOOL.—The term “school” means an ele-
2 mentary school, secondary school, or special edu-
3 cation school.

4 (2) HEAD START PROGRAM.—The term “Head
5 Start program” means a program that serves chil-
6 dren who receive services for which financial assist-
7 ance is provided in accordance with the Head Start
8 Act (42 U.S.C. 9831 et seq.).

9 **SEC. 202. STATE PLAN.**

10 (a) STATE PLAN.—Not later than 2 years after the
11 date of enactment of this Act and each year thereafter,
12 each State educational agency shall submit to the Sec-
13 retary a State plan that provides—

14 (1) demonstrations to the Secretary that the
15 State has in effect—

16 (A) State policies and procedures that
17 comply with section 101, including with respect
18 to State-approved crisis intervention training
19 programs; and

20 (B) a State mechanism to effectively mon-
21 itor and enforce compliance with section 101;

22 (2) a description of the State policies and pro-
23 cedures, including a description of the State-ap-
24 proved crisis intervention training programs in such

1 State and how the State ensures accurate and timely
2 reporting to the Department of Education;

3 (3) a description of the State plan to ensure
4 program personnel, students, and parents (including
5 private school personnel, students, and parents) are
6 aware of the State policies and procedures;

7 (4) a description of the State activities de-
8 scribed in the State's plan under section 1111(g) of
9 the Elementary and Secondary Education Act of
10 1965 (20 U.S.C. 6311(g)) that reduce aversive be-
11 havioral interventions and improve school conditions;

12 (5) for public comment—

13 (A) not less than 60 days prior to submis-
14 sion of the State plan, which shall provide
15 stakeholders with the opportunity to provide
16 written comments on the State plan, which
17 shall be included in the State plan, including—

18 (i) how the policies and procedures
19 comply with section 101;

20 (ii) the policies and procedures related
21 to State-approved crisis intervention pro-
22 grams;

23 (iii) training provided to program per-
24 sonnel; and

1 (iv) notification procedures for par-
2 ents; and

3 (B) notice of which shall be provided in an
4 accessible format, which is compliant with the
5 most recent Web Content Accessibility Guide-
6 lines, or successor guidelines, for stakeholders
7 and posted on a website;

8 (6) written response to the public comments
9 provided by stakeholders under paragraph (5); and

10 (7) a description of State oversight of schools
11 that includes—

12 (A) monitoring use of restraint in the
13 schools;

14 (B) monitoring compliance with the prohi-
15 bition on seclusion in schools;

16 (C) not less than every 6 months, discus-
17 sions between State educational agency officials
18 and school leaders to examine the progress of
19 reducing the use of physical restraint in
20 schools;

21 (D) not less than annual site visits to the
22 special education schools in the State; and

23 (E) technical assistance to focus on the use
24 of proactive, positive behavioral interventions
25 and supports.

1 (b) REPORTING.—

2 (1) REPORTING REQUIREMENTS.—Not later
3 than 2 years after the date of enactment of this Act,
4 and each year thereafter—

5 (A) each State educational agency shall (in
6 compliance with the requirements of section
7 444 of the General Education Provisions Act
8 (commonly known as the Family Educational
9 Rights and Privacy Act of 1974) (20 U.S.C.
10 1232g)) prepare and submit to the Secretary,
11 and make available to the public, a report that
12 includes the information described in paragraph
13 (2), with respect to each local educational agen-
14 cy, each special education school, and each
15 school not under the jurisdiction of a local edu-
16 cational agency, located in the same State as
17 such State educational agency; and

18 (B) each Head Start agency (including
19 each Early Head Start agency) designated
20 under the Head Start Act (42 U.S.C. 9831 et
21 seq.) shall prepare and submit to the Secretary
22 and the Secretary of Health and Human Serv-
23 ices, and make available to the public, a report
24 that includes the information described in para-
25 graph (2), except that—

(i) such information shall be provided with respect to each program served by the agency and with respect to children enrolled in Head Start programs; and

(ii) the information described in subclause (II)(bb), subclause (III), and subclause (IV) of paragraph (2)(B)(i) shall not be required.

(2) INFORMATION REQUIREMENTS.—

(A) GENERAL INFORMATION REQUIREMENTS.—The report described in paragraph (1) shall include with respect to physical restraint imposed upon students in the preceding full academic or program year—

(i) the total number of such incidents;

(ii) the total number of students upon whom such physical restraint was imposed;

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

(iv) the total number of such incidents where the use of physical restraint is referred to law enforcement.

(B) DISAGGREGATION.—

1 (i) GENERAL DISAGGREGATION RE-
2 QUIREMENTS.—The information described
3 in subparagraph (A) shall be disaggregated
4 as follows:

5 (I) With respect to the total
6 number of incidents in which physical
7 restraint was imposed upon a student,
8 disaggregated by each of the fol-
9 lowing:

10 (aa) By those that resulted
11 in injury.

12 (bb) By those that resulted
13 in death.

14 (cc) By those in which the
15 program personnel imposing
16 physical restraint was not trained
17 and certified, as described in sec-
18 tion 101(e)(1)(C)(i).

19 (II) By the demographic charac-
20 teristics of all students upon whom
21 physical restraint was imposed, in-
22 cluding disaggregation—

23 (aa) by each major racial
24 and ethnic group, economically
25 disadvantaged students as com-

1 pared to students who are not
2 economically disadvantaged,
3 English proficiency status, and
4 sex;

5 (bb) by students with an in-
6 dividualized education program
7 under section 614(d) of the Indi-
8 viduals with Disabilities Edu-
9 cation Act (20 U.S.C. 1414(d));

10 (cc) by students who have a
11 plan developed pursuant to sec-
12 tion 504 of the Rehabilitation
13 Act of 1973 (29 U.S.C. 794);
14 and

15 (dd) by students who have a
16 plan developed pursuant to title
17 II of the Americans with Disabil-
18 ities Act of 1990 (42 U.S.C.
19 12131 et seq.).

20 (III) By the total number of inci-
21 dents of physical restraint in which a
22 law enforcement officer or school se-
23 curity guard was involved, which may
24 include the law enforcement officer or
25 school security guard imposing the

1 physical restraint or assisting with the
2 physical restraint.

3 (IV) By the type of school, in-
4 cluding disaggregation by special edu-
5 cation school, charter school, and pri-
6 vate school.

7 (ii) UNDUPLICATED COUNT; EXCEP-
8 TION.—The information and
9 disaggregation required under subpara-
10 graphs (A) and (B) shall—

11 (I) be carried out in a manner to
12 ensure an unduplicated count of the
13 total number of incidents in the pre-
14 ceding full academic year in which
15 physical restraint was imposed upon a
16 student; and

17 (II) not be required in a case in
18 which the number of students in a
19 category would reveal personally iden-
20 tifiable information about an indi-
21 vidual student.

22 **SEC. 203. GRANTS FOR STATE EDUCATIONAL AGENCIES.**

23 (a) GRANTS AUTHORIZED.—

24 (1) IN GENERAL.—From the amount appro-
25 priated under section 307 to carry out this section

1 for a fiscal year, the Secretary shall award grants to
2 State educational agencies with an application ap-
3 proved under subsection (c), on the basis of their
4 relative need, as determined with the Secretary in
5 accordance with paragraph (2), to assist the State
6 educational agencies in—

7 (A) establishing, implementing, and enforce-
8 ing the policies and procedures that ensure
9 compliance with section 101;

10 (B) improving State and local capacity to
11 collect and analyze data related to physical re-
12 straint; and

13 (C) improving school climate and culture
14 by implementing schoolwide positive behavioral
15 interventions and supports, mental health sup-
16 ports, restorative justice programs, trauma-in-
17 formed care, and crisis and de-escalation inter-
18 ventions.

19 (2) DETERMINATION OF RELATIVE NEED.—In
20 determining the relative need of State educational
21 agencies under paragraph (1), the Secretary shall
22 consider—

23 (A) the physical restraint and seclusion in-
24 cidents that occurred at a school served by the

1 State educational agencies for the most recent
2 academic year for which data are available;

3 (B) the capacity needs of the State edu-
4 cational agency and the local educational agen-
5 cies served by the State educational agency to
6 collect and analyze the data described in para-
7 graph (1)(B); and

8 (C) whether the State educational agency
9 has been carrying out the activities described in
10 paragraph (1)(C) and, if so, how the activities
11 are being implemented.

12 (3) REPORT.—The Secretary shall provide a re-
13 port to the Committee on Health, Education, Labor,
14 and Pensions of the Senate and the Committee on
15 Education and Workforce of the House of Rep-
16 resentatives not later than 60 days after the date
17 the Secretary awards a grant to a State under this
18 section detailing why the State was chosen and how
19 the criteria described in subparagraphs (A), (B),
20 and (C) of paragraph (2) were applied to select the
21 State.

22 (b) DURATION OF GRANT.—A grant under this sec-
23 tion shall be awarded to a State educational agency for
24 a 3-year period.

25 (c) APPLICATION.—

1 (1) IN GENERAL.—To be eligible to receive a
2 grant under this section, each State educational
3 agency desiring a grant shall submit an application
4 to the Secretary at such time, in such manner, and
5 accompanied by such information as the Secretary
6 may require.

7 (2) CONTENTS.—Each application submitted
8 under paragraph (1) shall include—

9 (A) the total number of incidents in which
10 physical restraint was imposed upon students
11 for the most recent school year;

12 (B) the total number of incidents in which
13 seclusion was imposed upon students for the
14 most recent school year;

15 (C) a description of the State’s data collec-
16 tion policies and procedures;

17 (D) a description of crisis intervention or
18 prevention trainings used in the State to pre-
19 vent or reduce physical restraint and seclusion
20 (if applicable);

21 (E) a description of statewide initiatives
22 regarding school climate and culture (if applica-
23 ble), such as schoolwide positive behavioral
24 interventions and supports, mental health sup-
25 ports, restorative justice programs, trauma-in-

1 formed care, and crisis and de-escalation inter-
2 ventions;

3 (F) a description of activities to be funded
4 under the grant and the goals of such activities,
5 including how the activities will eliminate seclu-
6 sion and reduce and prevent physical restraint;
7 and

8 (G) a description of how the activities
9 under the grant will coordinate and align with
10 current Federal, State, and local policies, pro-
11 grams, or activities regarding seclusion and
12 physical restraint, crisis intervention, and
13 school climate or culture.

14 (d) AUTHORITY TO MAKE SUBGRANTS.—

15 (1) IN GENERAL.—A State educational agency
16 receiving a grant under this section may use such
17 grant funds to award subgrants, in the manner de-
18 termined by the State educational agency, to local
19 educational agencies served by the State educational
20 agency.

21 (2) APPLICATION.—A local educational agency
22 desiring to receive a subgrant under this section
23 shall submit an application to the applicable State
24 educational agency at such time, in such manner,

1 and containing such information as the State edu-
2 cational agency may require.

3 (3) EARLY CHILDHOOD EDUCATION PROGRAM
4 PARTICIPATION.—A local educational agency receiv-
5 ing subgrant funds under this section shall ensure
6 that educators working in an early childhood edu-
7 cation program, as defined in section 103 of the
8 Higher Education Act of 1965 (20 U.S.C. 1003),
9 may participate, to the extent practicable, on an eq-
10 uitable basis in activities supported by subgrant
11 funds under this section that are trainings on devel-
12 opmentally appropriate practices for meeting the
13 needs of young children.

14 (e) PRIVATE SCHOOL PARTICIPATION.—

15 (1) IN GENERAL.—A local educational agency
16 receiving subgrant funds under this section shall,
17 after timely and meaningful consultation with appro-
18 priate private school officials, ensure that private
19 school personnel may participate, on an equitable
20 basis, in activities supported by subgrant funds
21 under this section.

22 (2) PUBLIC CONTROL OF FUNDS.—The control
23 of grant and subgrant funds under this section, and
24 title to materials, equipment, and property pur-
25 chased with such funds, shall be in a public agency

1 for the uses and purposes provided in this Act, and
2 a public agency shall administer such funds, mate-
3 rials, equipment, and property.

4 (3) PROVISION OF SERVICES.—

5 (A) IN GENERAL.—Services described
6 under this section shall be provided—

7 (i) by employees of a public agency; or

8 (ii) through contract by the public
9 agency with an individual or entity.

10 (B) INDEPENDENCE; PUBLIC AGENCY.—

11 An individual or entity described in subpara-
12 graph (A)(ii) that contracts with a public agen-
13 cy to provide services under this section shall be
14 independent of a private school and of any reli-
15 gious organization. Individuals providing such
16 services shall be employed by and under the
17 control and supervision of the public agency.

18 (C) COMMINGLING OF FUNDS PROHIB-
19 ITED.—Funds used to provide services under
20 this section shall not be commingled with non-
21 Federal funds.

22 (f) REQUIRED ACTIVITIES.—A State educational
23 agency receiving a grant, or a local educational agency re-
24 ceiving a subgrant, under this section shall use such grant
25 or subgrant funds to carry out the following:

1 (1) Establishing and implementing policies to
2 prohibit seclusion, mechanical restraint, chemical re-
3 straint, and other forms of prohibited restraint in
4 schools, consistent with section 101.

5 (2) Implementing and evaluating strategies and
6 procedures to prevent seclusion and to prevent and
7 reduce physical restraint in schools, consistent with
8 such policies.

9 (3) Providing professional development, train-
10 ing, and certification for school personnel to comply
11 with such policies.

12 (4) Analyzing the information included in a re-
13 port prepared under section 202(b) to identify stu-
14 dent, school personnel, and school needs related to
15 preventing seclusion, and preventing and reducing
16 the use of physical restraint.

17 (5) Providing training to school security guards
18 and, as appropriate, school personnel, on how to
19 comply with education and civil rights laws, includ-
20 ing the Individuals with Disabilities Education Act
21 (20 U.S.C. 1400 et seq.) and the Americans with
22 Disabilities Act of 1990 (42 U.S.C. 12101 et seq.),
23 when interacting with students with disabilities, in-
24 cluding, when conducting disciplinary actions involv-
25 ing students with disabilities.

1 (g) ADDITIONAL AUTHORIZED ACTIVITIES.—In addi-
2 tion to the required activities described in subsection (f),
3 a State educational agency receiving a grant, or a local
4 educational agency receiving a subgrant, under this sec-
5 tion may use such grant or subgrant funds for one or more
6 of the following:

7 (1) Developing and implementing high-quality
8 professional development and training programs to
9 implement evidence-based systematic approaches to
10 schoolwide positive behavioral interventions and sup-
11 ports, including improving coaching, facilitation, and
12 training capacity for administrators, school leaders,
13 teachers, specialized instructional support personnel,
14 paraprofessionals, and other staff.

15 (2) Providing technical assistance to implement
16 evidence-based systematic approaches to schoolwide
17 positive behavioral interventions and supports, in-
18 cluding technical assistance for data-driven decision
19 making related to behavioral supports and interven-
20 tions in the classroom.

21 (3) Researching, evaluating, and disseminating
22 high-quality evidence-based programs and activities
23 that implement schoolwide positive behavioral inter-
24 ventions and supports with fidelity.

1 (4) Supporting other local positive behavioral
2 interventions and supports implementation activities
3 consistent with this subsection.

4 (5) Developing, implementing, and providing
5 technical assistance to support evidence-based pro-
6 grams that reduce the likelihood of physical re-
7 straint, such as mental health supports, restorative
8 justice programs, trauma-informed care, and crisis
9 and de-escalation interventions.

10 (h) EVALUATION AND REPORT.—Each State edu-
11 cational agency receiving a grant under this section shall,
12 at the end of the 3-year grant period for such grant—

13 (1) evaluate the State’s progress toward the
14 elimination of seclusion and the prevention and re-
15 duction of physical restraint in the schools located in
16 the State, consistent with section 101;

17 (2) submit to the Secretary a report on such
18 progress; and

19 (3) publish such report on the State educational
20 agency website in an accessible format.

TITLE III—GENERAL PROVISIONS

SEC. 301. NATIONAL ASSESSMENT.

(a) NATIONAL ASSESSMENT.—The Secretary shall carry out a national assessment to determine the effectiveness of this Act, which shall include—

(1) analyzing data related to incidents of physical restraint in schools and programs that serve children who receive services for which financial assistance is provided in accordance with the Head Start Act (42 U.S.C. 9831 et seq.) (referred to in this title as “Head Start programs”);

(2) analyzing the effectiveness of Federal, State, and local efforts to eliminate seclusion and prevent and reduce the number of physical restraint incidents in schools and Head Start programs;

(3) identifying the types of programs and services that have demonstrated the greatest effectiveness in eliminating and preventing seclusion and preventing and reducing the number of physical restraint incidents in schools and Head Start programs; and

(4) identifying evidence-based personnel training models with demonstrated success in preventing seclusion and preventing and reducing the number

1 of physical restraint incidents in schools and Head
2 Start programs, including models that emphasize
3 positive behavioral interventions and supports and
4 de-escalation techniques over physical intervention.

5 (b) REPORT.—The Secretary shall submit to the
6 Committee on Health, Education, Labor, and Pensions of
7 the Senate and the Committee on Education and Work-
8 force of the House of Representatives—

9 (1) not later than 3 years after the date of the
10 enactment of this Act, an interim report that sum-
11 marizes the preliminary findings of the assessment
12 described in subsection (a); and

13 (2) not later than 5 years after the date of the
14 enactment of this Act, a final report of the findings
15 of the assessment.

16 **SEC. 302. PROTECTION AND ADVOCACY SYSTEMS.**

17 (a) NOTIFICATION.—In a case in which physical in-
18 jury or death of a student or of a child enrolled in a Head
19 Start program occurs in conjunction with the use of seclu-
20 sion or physical restraint or any intervention used to con-
21 trol behavior at a school or Head Start program, the local
22 educational agency serving such school or the agency ad-
23 ministering a Head Start program under the Head Start
24 Act (42 U.S.C. 9801 et seq.) shall have procedures to—

1 (1) notify, in writing, not later than 24 hours
2 after such injury or death occurs—

3 (A) the State educational agency, or in the
4 case of an agency administering a Head Start
5 program, the appropriate official at the Depart-
6 ment of Health and Human Services;

7 (B) the local law enforcement agency; and

8 (C) the relevant protection and advocacy
9 system; and

10 (2) provide any information that the protection
11 and advocacy system may require.

12 (b) RESTATEMENT OF AUTHORITY.—Protection and
13 advocacy systems shall have the same authorities and
14 rights provided under subtitle C of title I of the Develop-
15 mental Disabilities Assistance and Bill of Rights Act of
16 2000 (42 U.S.C. 15041 et seq.) with respect to protections
17 provided for students or children enrolled in Head Start
18 programs under this Act when such students or children
19 are otherwise eligible to be clients of the protection and
20 advocacy system, including investigating, monitoring, and
21 enforcing such protections.

1 **SEC. 303. SCHOOLS OPERATED OR FUNDED BY THE DE-**
2 **PARTMENT OF THE INTERIOR OR THE DE-**
3 **PARTMENT OF DEFENSE.**

4 (a) SCHOOLS OPERATED OR FUNDED BY DEPART-
5 MENT OF THE INTERIOR.—The Secretary of the Interior
6 shall promulgate regulations to ensure that schools oper-
7 ated or funded by the Department of the Interior comply
8 with the requirements of title I and section 202(b).

9 (b) SCHOOLS OPERATED OR FUNDED BY THE DE-
10 PARTMENT OF DEFENSE.—The Secretary of Defense shall
11 promulgate regulations to ensure that schools operated or
12 funded by the Department of Defense Education Activity
13 or otherwise operated or funded by the Department of De-
14 fense for the education of military-connected dependents
15 (as described in subparagraph (B) or (D)(i) of section
16 7003(a)(1) of the Elementary and Secondary Education
17 Act of 1965 (20 U.S.C. 7703(a)(1))) comply with the re-
18 quirements of title I and section 202(b).

19 **SEC. 304. RULE OF CONSTRUCTION.**

20 Subject to section 101(e), nothing in this Act shall
21 be construed to prohibit a sworn law enforcement officer
22 with probable cause from arresting a student for violating
23 a Federal or State criminal law.

1 **SEC. 305. APPLICABILITY TO PRIVATE SCHOOLS AND HOME**
2 **SCHOOLS.**

3 (a) PRIVATE SCHOOLS.—Nothing in this Act shall be
4 construed to affect any private school that does not re-
5 ceive, or does not serve students who receive, support in
6 any form from any program or activity supported, in whole
7 or in part, with Federal funds.

8 (b) HOME SCHOOLS.—Nothing in this Act shall be
9 construed to—

10 (1) affect a home school, whether or not a home
11 school is treated as a private school or home school
12 under State law; or

13 (2) consider parents who are schooling a child
14 at home as program personnel.

15 **SEC. 306. SEVERABILITY.**

16 If any provision of this Act, an amendment made by
17 this Act, or the application of such provision or amend-
18 ment to any person or circumstance is held to be unconsti-
19 tutional, the remainder of this Act, the amendments made
20 by this Act, and the application of the provisions of such
21 to any person or circumstance shall not be affected there-
22 by.

1 **SEC. 307. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated \$40,000,000
3 for each of fiscal years 2026 through 2030 to carry out
4 this Act.

