

114TH CONGRESS  
1ST SESSION

# H. R. 927

To prevent and reduce the use of physical restraint and seclusion in schools,  
and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 12, 2015

Mr. BEYER (for himself, Mr. SCOTT of Virginia, Mrs. DAVIS of California, Mr. CONNOLLY, Mr. LOEBSACK, Ms. CLARK of Massachusetts, Mr. TAKANO, Mr. TONKO, Mr. LANGEVIN, Mr. LEVIN, Mr. RANGEL, Ms. SLAUGHTER, Mr. COHEN, Mr. CICILLINE, Mr. SEAN PATRICK MALONEY of New York, Mr. SCHIFF, Mrs. NAPOLITANO, Mr. PIERLUISI, Mr. DEFazio, Mr. SIREs, Ms. PINGREE, Mr. HIMES, Mr. HONDA, Mr. SABLAn, and Mr. MCGOVERN) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To prevent and reduce the use of physical restraint and  
seclusion 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,*

### 3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Keeping All Students  
5 Safe Act”.

### 6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1           (1) Physical restraint and seclusion have re-  
2           sulted in physical injury, psychological trauma, and  
3           death to children in public and private schools. Na-  
4           tional research shows students have been subjected  
5           to physical restraint and seclusion in schools as a  
6           means of discipline, to force compliance, or as a sub-  
7           stitute for appropriate educational support.

8           (2) Behavioral interventions for children must  
9           promote the right of all children to be treated with  
10          dignity. All children have the right to be free from  
11          physical or mental abuse, aversive behavioral inter-  
12          ventions that compromise health and safety, and any  
13          physical restraint or seclusion imposed solely for  
14          purposes of discipline or convenience.

15          (3) Safe, effective, evidence-based strategies are  
16          available to support children who display challenging  
17          behaviors in school settings. Staff training focused  
18          on the dangers of physical restraint and seclusion as  
19          well as training in evidence-based positive behavior  
20          supports, de-escalation techniques, and physical re-  
21          straint and seclusion prevention, can reduce the inci-  
22          dence of injury, trauma, and death.

23          (4) School personnel have the right to work in  
24          a safe environment and should be provided training

1 and support to prevent injury and trauma to them-  
2 selves and others.

3 (5) Despite the widely recognized risks of phys-  
4 ical restraint and seclusion, a substantial disparity  
5 exists among many States and localities with regard  
6 to the protection and oversight of the rights of chil-  
7 dren and school personnel to a safe learning environ-  
8 ment.

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

15 (7) Children are protected from inappropriate  
16 physical restraint and seclusion in other settings,  
17 such as hospitals, health facilities, and non-medical  
18 community-based facilities. Similar protections are  
19 needed in schools, yet such protections must ac-  
20 knowledge the differences of the school environment.

21 (8) Research confirms that physical restraint  
22 and seclusion are not therapeutic, nor are these  
23 practices effective means to calm or teach children,  
24 and may have an opposite effect while simulta-  
25 neously decreasing a child's ability to learn.

1           (9) The effective implementation of school-wide  
2           positive behavior supports is linked to greater aca-  
3           demic achievement, significantly fewer disciplinary  
4           problems, increased instruction time, and staff per-  
5           ception of a safer teaching environment.

6 **SEC. 3. PURPOSES.**

7           The purposes of this Act are to—

8           (1) prevent and reduce the use of physical re-  
9           straint and seclusion in schools;

10          (2) ensure the safety of all students and school  
11          personnel in schools and promote a positive school  
12          culture and climate;

13          (3) protect students from—

14                  (A) physical and mental abuse;

15                  (B) aversive behavioral interventions that  
16                  compromise health and safety; and

17                  (C) any physical restraint or seclusion im-  
18                  posed solely for purposes of discipline or con-  
19                  venience;

20          (4) ensure that physical restraint and seclusion  
21          are imposed in school only when a student's behavior  
22          poses an imminent danger of physical injury to the  
23          student, school personnel, or others; and

24          (5) assist States, local educational agencies,  
25          and schools in—

1 (A) establishing policies and procedures to  
2 keep all students, including students with the  
3 most complex and intensive behavioral needs,  
4 and school personnel safe;

5 (B) providing school personnel with the  
6 necessary tools, training, and support to ensure  
7 the safety of all students and school personnel;

8 (C) collecting and analyzing data on phys-  
9 ical restraint and seclusion in schools; and

10 (D) identifying and implementing effective  
11 evidence-based models to prevent and reduce  
12 physical restraint and seclusion in schools.

13 **SEC. 4. DEFINITIONS.**

14 In this Act:

15 (1) **CHEMICAL RESTRAINT.**—The term “chem-  
16 ical restraint” means a drug or medication used on  
17 a student to control behavior or restrict freedom of  
18 movement that is not—

19 (A) prescribed by a licensed physician, or  
20 other qualified health professional acting under  
21 the scope of the professional’s authority under  
22 State law, for the standard treatment of a stu-  
23 dent’s medical or psychiatric condition; and

24 (B) administered as prescribed by the li-  
25 censed physician or other qualified health pro-

1           fessional acting under the scope of the profes-  
2           sional’s authority under State law.

3           (2) EDUCATIONAL SERVICE AGENCY.—The  
4           term “educational service agency” has the meaning  
5           given such term in section 9101(17) of the Elemen-  
6           tary and Secondary Education Act of 1965 (20  
7           U.S.C. 7801(17)).

8           (3) ELEMENTARY SCHOOL.—The term “elemen-  
9           tary school” has the meaning given the term in sec-  
10          tion 9101(18) of the Elementary and Secondary  
11          Education Act of 1965 (20 U.S.C. 7801(18)).

12          (4) LOCAL EDUCATIONAL AGENCY.—The term  
13          “local educational agency” has the meaning given  
14          the term in section 9101(26) of the Elementary and  
15          Secondary Education Act of 1965 (20 U.S.C.  
16          7801(26)).

17          (5) MECHANICAL RESTRAINT.—The term “me-  
18          chanical restraint” has the meaning given the term  
19          in section 595(d)(1) of the Public Health Service  
20          Act (42 U.S.C. 290jj(d)(1)), except that the mean-  
21          ing shall be applied by substituting “student’s” for  
22          “resident’s”.

23          (6) PARENT.—The term “parent” has the  
24          meaning given the term in section 9101(31) of the

1 Elementary and Secondary Education Act of 1965  
2 (20 U.S.C. 7801(31)).

3 (7) PHYSICAL ESCORT.—The term “physical es-  
4 cort” has the meaning given the term in section  
5 595(d)(2) of the Public Health Service Act (42  
6 U.S.C. 290jj(d)(2)), except that the meaning shall  
7 be applied by substituting “student” for “resident”.

8 (8) PHYSICAL RESTRAINT.—The term “physical  
9 restraint” means a personal restriction that immo-  
10 bilizes or reduces the ability of an individual to move  
11 the individual’s arms, legs, torso, or head freely, ex-  
12 cept that such term does not include a physical es-  
13 cort, mechanical restraint, or chemical restraint.

14 (9) POSITIVE BEHAVIOR SUPPORTS.—The term  
15 “positive behavior supports” means a systematic ap-  
16 proach to embed evidence-based practices and data-  
17 driven decisionmaking to improve school climate and  
18 culture, including a range of systemic and individ-  
19 ualized strategies to reinforce desired behaviors and  
20 diminish reoccurrence of problem behaviors, in order  
21 to achieve improved academic and social outcomes  
22 and increase learning for all students, including stu-  
23 dents with the most complex and intensive behav-  
24 ioral needs.

1           (10) PROTECTION AND ADVOCACY SYSTEM.—

2           The term “protection and advocacy system” means  
3           a protection and advocacy system established under  
4           section 143 of the Developmental Disabilities Assist-  
5           ance and Bill of Rights Act of 2000 (42 U.S.C.  
6           15043).

7           (11) SCHOOL.—The term “school” means an  
8           entity—

9                   (A) that—

10                           (i) is a public or private—

11                                   (I) day or residential elementary  
12                                   school or secondary school; or

13                                   (II) early childhood, elementary  
14                                   school, or secondary school program  
15                                   that is under the jurisdiction of a  
16                                   school, local educational agency, edu-  
17                                   cational service agency, or other edu-  
18                                   cational institution or program; and

19                           (ii) receives, or serves students who  
20                           receive, support in any form from any pro-  
21                           gram supported, in whole or in part, with  
22                           funds appropriated to the Department of  
23                           Education; or



1 (B) that is a school funded or operated by  
2 the Department of the Interior or the Depart-  
3 ment of Defense.

4 (12) SCHOOL PERSONNEL.—The term “school  
5 personnel” has the meaning—

6 (A) given the term in section 4151(10) of  
7 the Elementary and Secondary Education Act  
8 of 1965 (20 U.S.C. 7161(10)); and

9 (B) given the term “school resource offi-  
10 cer” in section 4151(11) of the Elementary and  
11 Secondary Education Act of 1965 (20 U.S.C.  
12 7161(11)).

13 (13) SECONDARY SCHOOL.—The term “sec-  
14 ondary school” has the meaning given the term in  
15 section 9101(38) of the Elementary and Secondary  
16 Education Act of 1965 (20 U.S.C. 7801(38)).

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

22 (15) SECRETARY.—The term “Secretary”  
23 means the Secretary of Education.

24 (16) STATE-APPROVED CRISIS INTERVENTION  
25 TRAINING PROGRAM.—The term “State-approved

1 crisis intervention training program” means a train-  
2 ing program approved by a State and the Secretary  
3 that, at a minimum, provides—

4 (A) training in evidence-based techniques  
5 shown to be effective in the prevention of phys-  
6 ical restraint and seclusion;

7 (B) training in evidence-based techniques  
8 shown to be effective in keeping both school  
9 personnel and students safe when imposing  
10 physical restraint or seclusion;

11 (C) evidence-based skills training related to  
12 positive behavior supports, safe physical escort,  
13 conflict prevention, understanding antecedents,  
14 de-escalation, and conflict management;

15 (D) training in first aid and cardio-  
16 pulmonary resuscitation;

17 (E) information describing State policies  
18 and procedures that meet the minimum stand-  
19 ards established by regulations promulgated  
20 pursuant to section 5(a); and

21 (F) certification for school personnel in the  
22 techniques and skills described in subpara-  
23 graphs (A) through (D), which shall be required  
24 to be renewed on a periodic basis.

1           (17) STATE.—The term “State” has the mean-  
2           ing given the term in section 9101 of the Elemen-  
3           tary and Secondary Education Act of 1965 (20  
4           U.S.C. 7801).

5           (18) STATE EDUCATIONAL AGENCY.—The term  
6           “State educational agency” has the meaning given  
7           the term in section 9101(41) of the Elementary and  
8           Secondary Education Act of 1965 (20 U.S.C.  
9           7801(41)).

10          (19) STUDENT.—The term “student” means a  
11          student enrolled in a school defined in paragraph  
12          (11), except that in the case of a student enrolled  
13          in a private school or private program, such term  
14          means a student who receives support in any form  
15          from any program supported, in whole or in part,  
16          with funds appropriated to the Department of Edu-  
17          cation.

18          (20) TIME OUT.—The term “time out” has the  
19          meaning given the term in section 595(d)(5) of the  
20          Public Health Service Act (42 U.S.C. 290jj(d)(5)),  
21          except that the meaning shall be applied by sub-  
22          stituting “student” for “resident”.

23 **SEC. 5. MINIMUM STANDARDS; RULE OF CONSTRUCTION.**

24          (a) MINIMUM STANDARDS.—Not later than 180 days  
25          after the date of the enactment of this Act, to protect each

1 student from physical or mental abuse, aversive behavioral  
2 interventions that compromise student health and safety,  
3 or any physical restraint or seclusion imposed solely for  
4 purposes of discipline or convenience or in a manner other-  
5 wise inconsistent with this Act, the Secretary shall pro-  
6 mulgate regulations establishing the following minimum  
7 standards:

8 (1) School personnel shall be prohibited from  
9 imposing on any student the following:

10 (A) Mechanical restraints.

11 (B) Chemical restraints.

12 (C) Physical restraint or physical escort  
13 that restricts breathing.

14 (D) Aversive behavioral interventions that  
15 compromise health and safety.

16 (2) School personnel shall be prohibited from  
17 imposing physical restraint or seclusion on a student  
18 unless—

19 (A) the student's behavior poses an immi-  
20 nent danger of physical injury to the student,  
21 school personnel, or others;

22 (B) less restrictive interventions would be  
23 ineffective in stopping such imminent danger of  
24 physical injury;

1 (C) such physical restraint or seclusion is  
2 imposed by school personnel who—

3 (i) continuously monitor the student  
4 face-to-face; or

5 (ii) if school personnel safety is sig-  
6 nificantly compromised by such face-to-face  
7 monitoring, are in continuous direct visual  
8 contact with the student;

9 (D) such physical restraint or seclusion is  
10 imposed by—

11 (i) school personnel trained and cer-  
12 tified by a State-approved crisis interven-  
13 tion training program (as defined in sec-  
14 tion 4(16)); or

15 (ii) other school personnel in the case  
16 of a rare and clearly unavoidable emer-  
17 gency circumstance when school personnel  
18 trained and certified as described in clause  
19 (i) are not immediately available due to the  
20 unforeseeable nature of the emergency cir-  
21 cumstance; and

22 (E) such physical restraint or seclusion  
23 ends immediately upon the cessation of the con-  
24 ditions described in subparagraphs (A) and (B).

1           (3) States, in consultation with local edu-  
2           cational agencies and private school officials, shall  
3           ensure that a sufficient number of personnel are  
4           trained and certified by a State-approved crisis  
5           intervention training program (as defined in section  
6           4(16)) to meet the needs of the specific student pop-  
7           ulation in each school.

8           (4) The use of physical restraint or seclusion as  
9           a planned intervention shall not be written into a  
10          student's education plan, individual safety plan, be-  
11          havioral plan, or individualized education program  
12          (as defined in section 602 of the Individuals with  
13          Disabilities Education Act (20 U.S.C. 1401)). Local  
14          educational agencies or schools may establish poli-  
15          cies and procedures for use of physical restraint or  
16          seclusion in school safety or crisis plans, provided  
17          that such school plans are not specific to any indi-  
18          vidual student.

19          (5) Schools shall establish procedures to be fol-  
20          lowed after each incident involving the imposition of  
21          physical restraint or seclusion upon a student, in-  
22          cluding—

23                 (A) procedures to provide to the parent of  
24                 the student, with respect to each such inci-  
25                 dent—

1 (i) an immediate verbal or electronic  
2 communication on the same day as the in-  
3 cident; and

4 (ii) written notification within 24  
5 hours of the incident; and

6 (B) any other procedures the Secretary de-  
7 termines appropriate.

8 (b) SECRETARY OF THE INTERIOR.—The Secretary  
9 of the Interior shall ensure that schools operated or fund-  
10 ed by the Department of the Interior comply with the reg-  
11 ulations promulgated by the Secretary under subsection  
12 (a).

13 (c) RULE OF CONSTRUCTION.—Nothing in this sec-  
14 tion shall be construed to authorize the Secretary to pro-  
15 mulgate regulations prohibiting the use of—

16 (1) time out (as defined in section 4(20));

17 (2) devices implemented by trained school per-  
18 sonnel, or utilized by a student, for the specific and  
19 approved therapeutic or safety purposes for which  
20 such devices were designed and, if applicable, pre-  
21 scribed, including—

22 (A) restraints for medical immobilization;

23 (B) adaptive devices or mechanical sup-  
24 ports used to achieve proper body position, bal-  
25 ance, or alignment to allow greater freedom of

1 mobility than would be possible without the use  
 2 of such devices or mechanical supports; or

3 (C) vehicle safety restraints when used as  
 4 intended during the transport of a student in a  
 5 moving vehicle; or

6 (3) handcuffs by school resource officers (as  
 7 such term is defined in section 4151(11) of the Ele-  
 8 mentary and Secondary Education Act of 1965 (20  
 9 U.S.C. 7161(11)))—

10 (A) in the—

11 (i) case when a student's behavior  
 12 poses an imminent danger of physical in-  
 13 jury to the student, school personnel, or  
 14 others; or

15 (ii) lawful exercise of law enforcement  
 16 duties; and

17 (B) less restrictive interventions would be  
 18 ineffective.

19 **SEC. 6. STATE PLAN AND REPORT REQUIREMENTS AND EN-**  
 20 **FORCEMENT.**

21 (a) STATE PLAN.—Not later than 2 years after the  
 22 Secretary promulgates regulations pursuant to section  
 23 5(a), and each year thereafter, each State educational  
 24 agency shall submit to the Secretary a State plan that pro-  
 25 vides—



1           (1) assurances to the Secretary that the State  
2       has in effect—

3           (A) State policies and procedures that  
4       meet the minimum standards, including the  
5       standards with respect to State-approved crisis  
6       intervention training programs, established by  
7       regulations promulgated pursuant to section  
8       5(a); and

9           (B) a State mechanism to effectively mon-  
10      itor and enforce the minimum standards;

11          (2) a description of the State policies and pro-  
12      cedures, including a description of the State-ap-  
13      proved crisis intervention training programs in such  
14      State; and

15          (3) a description of the State plans to ensure  
16      school personnel and parents, including private  
17      school personnel and parents, are aware of the State  
18      policies and procedures.

19      (b) REPORTING.—

20          (1) REPORTING REQUIREMENTS.—Not later  
21      than 2 years after the date the Secretary promul-  
22      gates regulations pursuant to section 5(a), and each  
23      year thereafter, each State educational agency shall  
24      (in compliance with the requirements of section 444  
25      of the General Education Provisions Act (commonly

1 known as the “Family Educational Rights and Pri-  
2 vacy Act of 1974”) (20 U.S.C. 1232g)) prepare and  
3 submit to the Secretary, and make available to the  
4 public, a report that includes the information de-  
5 scribed in paragraph (2), with respect to each local  
6 educational agency, and each school not under the  
7 jurisdiction of a local educational agency, located in  
8 the same State as such State educational agency.

9 (2) INFORMATION REQUIREMENTS.—

10 (A) GENERAL INFORMATION REQUIRE-  
11 MENTS.—The report described in paragraph (1)  
12 shall include information on—

13 (i) the total number of incidents in  
14 the preceding full-academic year in which  
15 physical restraint was imposed upon a stu-  
16 dent; and

17 (ii) the total number of incidents in  
18 the preceding full-academic year in which  
19 seclusion was imposed upon a student.

20 (B) DISAGGREGATION.—

21 (i) GENERAL DISAGGREGATION RE-  
22 QUIREMENTS.—The information described  
23 in subparagraph (A) shall be disaggregated  
24 by—

- 1 (I) the total number of incidents  
2 in which physical restraint or seclu-  
3 sion was imposed upon a student—  
4 (aa) that resulted in injury;  
5 (bb) that resulted in death;  
6 and  
7 (cc) in which the school per-  
8 sonnel imposing physical re-  
9 straint or seclusion were not  
10 trained and certified as described  
11 in section 5(a)(2)(D)(i); and  
12 (II) the demographic characteris-  
13 tics of all students upon whom phys-  
14 ical restraint or seclusion was im-  
15 posed, including—  
16 (aa) the categories identified  
17 in section 1111(h)(1)(C)(i) of the  
18 Elementary and Secondary Edu-  
19 cation Act of 1965 (20 U.S.C.  
20 6311(h)(1)(C)(i));  
21 (bb) age; and  
22 (cc) disability status (which  
23 has the meaning given the term  
24 “individual with a disability” in  
25 section 7(20) of the Rehabilita-

1                   tion Act of 1973 (29 U.S.C.  
2                   705(20))).

3                   (ii) UNDUPLICATED COUNT; EXCEP-  
4                   TION.—The disaggregation required under  
5                   clause (i) shall—

6                   (I) be carried out in a manner to  
7                   ensure an unduplicated count of the—

8                   (aa) total number of inci-  
9                   dents in the preceding full-aca-  
10                  demic year in which physical re-  
11                  straint was imposed upon a stu-  
12                  dent; and

13                  (bb) total number of inci-  
14                  dents in the preceding full-aca-  
15                  demic year in which seclusion  
16                  was imposed upon a 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                  (c) ENFORCEMENT.—

23                   (1) IN GENERAL.—

1 (A) USE OF REMEDIES.—If a State edu-  
2 cational agency fails to comply with subsection  
3 (a) or (b), the Secretary shall—

4 (i) withhold, in whole or in part, fur-  
5 ther payments under an applicable pro-  
6 gram (as such term is defined in section  
7 400(c) of the General Education Provi-  
8 sions Act (20 U.S.C. 1221)) in accordance  
9 with section 455 of such Act (20 U.S.C.  
10 1234d);

11 (ii) require a State educational agency  
12 to submit, and implement, within 1 year of  
13 such failure to comply, a corrective plan of  
14 action, which may include redirection of  
15 funds received under an applicable pro-  
16 gram; or

17 (iii) issue a complaint to compel com-  
18 pliance of the State educational agency  
19 through a cease and desist order, in the  
20 same manner the Secretary is authorized  
21 to take such action under section 456 of  
22 the General Education Provisions Act (20  
23 U.S.C. 1234e).

24 (B) CESSATION OF WITHHOLDING OF  
25 FUNDS.—Whenever the Secretary determines

(whether by certification or other appropriate evidence) that a State educational agency who is subject to the withholding of payments under subparagraph (A)(i) has cured the failure providing the basis for the withholding of payments, the Secretary shall cease the withholding of payments with respect to the State educational agency under such subparagraph.

(2) **RULE OF CONSTRUCTION.**—Nothing in this subsection shall be construed to limit the Secretary’s authority under the General Education Provisions Act (20 U.S.C. 1221 et seq.).

**SEC. 7. GRANT AUTHORITY.**

(a) **IN GENERAL.**—From the amount appropriated under section 12, the Secretary may award grants to State educational agencies to assist the agencies in—

(1) establishing, implementing, and enforcing the policies and procedures to meet the minimum standards established by regulations promulgated by the Secretary pursuant to section 5(a);

(2) improving State and local capacity to collect and analyze data related to physical restraint and seclusion; and

1           (3) improving school climate and culture by im-  
2       plementing school-wide positive behavior support ap-  
3       proaches.

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

7       (c) APPLICATION.—Each State educational agency  
8       desiring a grant under this section shall submit an appli-  
9       cation to the Secretary at such time, in such manner, and  
10      accompanied by such information as the Secretary may  
11      require, including information on how the State edu-  
12      cational agency will target resources to schools and local  
13      educational agencies in need of assistance related to pre-  
14      venting and reducing physical restraint and seclusion.

15      (d) AUTHORITY TO MAKE SUBGRANTS.—

16           (1) IN GENERAL.—A State educational agency  
17      receiving a grant under this section may use such  
18      grant funds to award subgrants, on a competitive  
19      basis, to local educational agencies.

20           (2) APPLICATION.—A local educational agency  
21      desiring to receive a subgrant under this section  
22      shall submit an application to the applicable State  
23      educational agency at such time, in such manner,  
24      and containing such information as the State edu-  
25      cational agency may require.

1 (e) PRIVATE SCHOOL PARTICIPATION.—

2 (1) IN GENERAL.—A local educational agency  
3 receiving subgrant funds under this section shall,  
4 after timely and meaningful consultation with appro-  
5 priate private school officials, ensure that private  
6 school personnel can participate, on an equitable  
7 basis, in activities supported by grant or subgrant  
8 funds.

9 (2) PUBLIC CONTROL OF FUNDS.—The control  
10 of funds provided under this section, and title to ma-  
11 terials, equipment, and property purchased with  
12 such funds, shall be in a public agency, and a public  
13 agency shall administer such funds, materials, equip-  
14 ment, and property.

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

19 (1) Researching, developing, implementing, and  
20 evaluating strategies, policies, and procedures to pre-  
21 vent and reduce physical restraint and seclusion in  
22 schools, consistent with the minimum standards es-  
23 tablished by regulations promulgated by the Sec-  
24 retary pursuant to section 5(a).



1           (2) Providing professional development, train-  
2           ing, and certification for school personnel to meet  
3           such standards.

4           (3) Carrying out the reporting requirements  
5           under section 6(b) and analyzing the information in-  
6           cluded in a report prepared under such section to  
7           identify student, school personnel, and school needs  
8           related to use of physical restraint and seclusion.

9           (g) ADDITIONAL AUTHORIZED ACTIVITIES.—In addi-  
10          tion to the required activities described in subsection (f),  
11          a State educational agency receiving a grant, or a local  
12          educational agency receiving a subgrant, under this sec-  
13          tion may use such grant or subgrant funds for one or more  
14          of the following:

15               (1) Developing and implementing high-quality  
16               professional development and training programs to  
17               implement evidence-based systematic approaches to  
18               school-wide positive behavior supports, including im-  
19               proving coaching, facilitation, and training capacity  
20               for administrators, teachers, specialized instructional  
21               support personnel, and other staff.

22               (2) Providing technical assistance to develop  
23               and implement evidence-based systematic approaches  
24               to school-wide positive behavior supports, including  
25               technical assistance for data-driven decisionmaking

1 related to behavioral supports and interventions in  
2 the classroom.

3 (3) Researching, evaluating, and disseminating  
4 high-quality evidence-based programs and activities  
5 that implement school-wide positive behavior sup-  
6 ports with fidelity.

7 (4) Supporting other local positive behavior  
8 support implementation activities consistent with  
9 this subsection.

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 prevention and reduction of physical restraint and  
15 seclusion in the schools located in the State, con-  
16 sistent with the minimum standards established by  
17 regulations promulgated by the Secretary pursuant  
18 to section 5(a); and

19 (2) submit to the Secretary a report on such  
20 progress.

21 (i) DEPARTMENT OF THE INTERIOR.—From the  
22 amount appropriated under section 12, the Secretary may  
23 allocate funds to the Secretary of the Interior for activities  
24 under this section with respect to schools operated or

1 funded by the Department of the Interior, under such  
2 terms as the Secretary of Education may prescribe.

3 **SEC. 8. NATIONAL ASSESSMENT.**

4 (a) NATIONAL ASSESSMENT.—The Secretary shall  
5 carry out a national assessment to determine the effective-  
6 ness of this Act, which shall include—

7 (1) analyzing data related to physical restraint  
8 and seclusion incidents;

9 (2) analyzing the effectiveness of Federal,  
10 State, and local efforts to prevent and reduce the  
11 number of physical restraint and seclusion incidents  
12 in schools;

13 (3) identifying the types of programs and serv-  
14 ices that have demonstrated the greatest effective-  
15 ness in preventing and reducing the number of phys-  
16 ical restraint and seclusion incidents in schools; and

17 (4) identifying evidence-based personnel train-  
18 ing models with demonstrated success in preventing  
19 and reducing the number of physical restraint and  
20 seclusion incidents in schools, including models that  
21 emphasize positive behavior supports and de-esca-  
22 lation techniques over physical intervention.

23 (b) REPORT.—The Secretary shall submit to the  
24 Committee on Education and the Workforce of the House

1 of Representatives and the Committee on Health, Edu-  
2 cation, Labor, and Pensions of the Senate—

3 (1) not later than 3 years after the date of en-  
4 actment of this Act, an interim report that summa-  
5 rizes the preliminary findings of the assessment de-  
6 scribed in subsection (a); and

7 (2) not later than 5 years after the date of the  
8 enactment of this Act, a final report of the findings  
9 of the assessment.

10 **SEC. 9. PROTECTION AND ADVOCACY SYSTEMS.**

11 Protection and Advocacy Systems shall have the same  
12 authorities and rights provided under subtitle C of title  
13 I of the Developmental Disabilities Assistance and Bill of  
14 Rights Act of 2000 (42 U.S.C. 15041 et seq.) with respect  
15 to protections provided for students under this Act, includ-  
16 ing investigating, monitoring, and enforcing such protec-  
17 tions.

18 **SEC. 10. HEAD START PROGRAMS.**

19 (a) REGULATIONS.—The Secretary of Health and  
20 Human Services, in consultation with the Secretary, shall  
21 promulgate regulations with respect to Head Start agen-  
22 cies administering Head Start programs under the Head  
23 Start Act (42 U.S.C. 9801 et seq.) that establish require-  
24 ments consistent with—

1           (1) the requirements established by regulations  
2       promulgated pursuant to section 5(a); and

3           (2) the reporting and enforcement requirements  
4       described in subsections (b) and (c) of section 6.

5       (b) GRANT AUTHORITY.—From the amount appro-  
6       priated under section 12, the Secretary may allocate funds  
7       to the Secretary of Health and Human Services to assist  
8       the Head Start agencies in establishing, implementing,  
9       and enforcing policies and procedures to meet the require-  
10      ments established by regulations promulgated pursuant to  
11      subsection (a).

12   **SEC. 11. LIMITATION OF AUTHORITY.**

13       (a) IN GENERAL.—Nothing in this Act shall be con-  
14      strued to restrict or limit, or allow the Secretary to restrict  
15      or limit, any other rights or remedies otherwise available  
16      to students or parents under Federal or State law or regu-  
17      lation.

18       (b) APPLICABILITY.—

19           (1) PRIVATE SCHOOLS.—Nothing in this Act  
20      shall be construed to affect any private school that  
21      does not receive, or does not serve students who re-  
22      ceive, support in any form from any program sup-  
23      ported, in whole or in part, with funds appropriated  
24      to the Department of Education.

1           (2) HOME SCHOOLS.—Nothing in this Act shall  
2       be construed to—

3           (A) affect a home school, whether or not a  
4       home school is treated as a private school or  
5       home school under State law; or

6           (B) consider parents who are schooling a  
7       child at home as school personnel.

8   **SEC. 12. AUTHORIZATION OF APPROPRIATIONS.**

9       There are authorized to be appropriated such sums  
10   as may be necessary to carry out this Act for fiscal year  
11   2016 and each of the 4 succeeding fiscal years.

12   **SEC. 13. PRESUMPTION OF CONGRESS RELATING TO COM-**  
13                   **PETITIVE PROCEDURES.**

14       (a) PRESUMPTION.—It is the presumption of Con-  
15   gress that grants awarded under this Act will be awarded  
16   using competitive procedures based on merit.

17       (b) REPORT TO CONGRESS.—If grants are awarded  
18   under this Act using procedures other than competitive  
19   procedures, the Secretary shall submit to Congress a re-  
20   port explaining why competitive procedures were not used.

21   **SEC. 14. PROHIBITION ON EARMARKS.**

22       None of the funds appropriated to carry out this Act  
23   may be used for a congressional earmark as defined in

- 1 clause 9e, of rule XXI of the Rules of the House of Rep-
- 2 resentatives of the 114th Congress.

