

## **Students**

### **Use of Isolated Time Out and Physical Restraint**

#### Purpose and Definitions

The purpose of this Policy is to govern the use of isolated time out and/or physical restraint with students to ensure the safety of self or others.

Isolated time out (commonly referred to as “seclusion”) means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

Physical restraint means holding a student or otherwise restricting his or her movements. Physical restraint includes only the use of specific, planned techniques. Physical restraint does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to him/herself or another, or damage to property, or (2) remove a disruptive student who is unwilling to leave the area.

Isolated time out and physical restraint, as defined in this Policy, are permitted only as a response to behavior that impacts a safe and orderly environment for learning, and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used to administer discipline to (i.e., punish) to individual students.

The use of isolated time out or physical restraint shall comply with the Illinois State of Education (ISBE) rules, “Requirements for the Use of Isolated Time Out and Physical Restraint” at 23 Ill. Admin. Code Section 1.285 and SASED’s written procedures.

This Policy does not apply to the restriction of a student’s movement when that restriction is for a purpose other than the maintenance of a safe and orderly environment, such as the appropriate use of a safety belt in motor vehicles.

#### Written Procedures

SASED’s Parent Advisory Council, along with other staff and individuals with knowledge and expertise in the development and implementation of behavioral interventions, will form a committee to develop, implement, and monitor procedures on the use of behavioral interventions for students. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference.

Written procedures governing the use of isolated time out and physical restraint shall be developed by the Executive Director. These procedures will be developed with input from SASED’s Parent Advisory Council along with other staff and individuals with knowledge and expertise in the development and implementation of behavioral interventions.

SASED staff must follow these written procedures whenever isolated time out or physical restraint is used. SASED staff shall document each use of isolated time out or physical restraint as set forth in the written procedures.

Information to Parents/Guardians

SASED will furnish a copy of this Policy and the behavioral intervention procedures to parents/guardians of all students within 15 days after their adoption or amendment by the Board of Control or at the time an IEP is first implemented for a student; all students shall be informed annually of the existence of this Policy and the procedures. At the annual IEP review, a copy of this Policy shall be given to the parents/guardians. The Policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parents/guardians.

LEGAL REF.: 105 ILCS 5/10-20.14, 10-20.33, and 14-8.05(c)  
23 Illinois Admin. Code A.a. 1.280, 1.285

ADOPTED: June 22, 2011

UPDATED: January 27, 2016