



Sen. Ann Gillespie

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10100HB2263sam001

LRB101 04750 CMG 74772 a

1 AMENDMENT TO HOUSE BILL 2263

2 AMENDMENT NO. _____. Amend House Bill 2263 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Sections
5 2-3.130, 10-20.33, and 34-18.20 as follows:

6 (105 ILCS 5/2-3.130)

7 Sec. 2-3.130. Isolated time out, time ~~Time~~ out, and
8 physical restraint rules; grant program; third-party
9 assistance; goals and plans.

10 (a) For purposes of this Section, "isolated time out",
11 "physical restraint", and "time out" have the meanings given to
12 those terms under Section 10-20.33.

13 (b) The State Board of Education shall promulgate rules
14 governing the use of isolated time out, time out, and physical

15 restraint in the public schools. The rules shall include

16 provisions governing the documentation and reporting

1 ~~recordkeeping~~ that is required each time these interventions
2 ~~when physical restraint or more restrictive forms of time out~~
3 are used.

4 The rules adopted by the State Board shall include a
5 procedure by which a person who believes a violation of Section
6 10-20.33 or 34-18.20 has occurred may file a complaint. The
7 rules adopted by the State Board shall include training
8 requirements that must be included in training programs used to
9 train and certify school personnel.

10 The State Board shall establish procedures for progressive
11 enforcement actions to ensure that schools fully comply with
12 the documentation and reporting requirements for isolated time
13 out, time out, and physical restraint established by rule,
14 which shall include meaningful and appropriate sanctions for
15 the failure to comply, including the failure to report to the
16 parent or guardian and to the State Board, the failure to
17 timely report, and the failure to provide detailed
18 documentation.

19 (c) Subject to appropriation, the State Board must create a
20 grant program for school districts and special education
21 cooperatives and charter schools approved by the State Board to
22 implement school-wide, culturally sensitive, and
23 trauma-informed practices, positive behavioral interventions
24 and supports, and restorative practices within a multi-tiered
25 system of support aimed at reducing the need for interventions,
26 such as isolated time out, time out, and physical restraint.

1 (d) Subject to the Illinois Procurement Code, the Illinois
2 School Student Records Act, the Mental Health and Developmental
3 Disabilities Confidentiality Act, and the federal Family
4 Educational Rights and Privacy Act of 1974, the State Board may
5 contract with a third party to provide assistance with the
6 oversight and monitoring of the use of isolated time out, time
7 out, and physical restraint by school districts.

8 (e) The State Board shall establish goals within 90 days
9 after the effective date of this amendatory Act of the 101st
10 General Assembly, with specific benchmarks, for schools to
11 accomplish the systemic reduction of isolated time out, time
12 out, and physical restraint within 3 years after the effective
13 date of this amendatory Act of the 101st General Assembly. The
14 State Board shall engage in meaningful consultation with
15 stakeholders to establish the goals, including in the review
16 and evaluation of the data submitted. Each school board shall
17 create a time out and physical restraint oversight team that
18 includes, but is not limited to, teachers, paraprofessionals,
19 school service personnel, and administrators to develop (i) a
20 school-specific plan for reducing and eventually eliminating
21 the use of isolated time out, time out, and physical restraint
22 in accordance with the goals and benchmarks established by the
23 State Board and (ii) procedures to implement the plan developed
24 by the team.

25 The progress toward the reduction and eventual elimination
26 of the use of isolated time out and physical restraint shall be

1 measured by the reduction in the overall number of incidents of
2 those interventions and the total number of students subjected
3 to those interventions. In limited cases, upon written
4 application made by a school district and approved by the State
5 Board based on criteria developed by the State Board to show
6 good cause, the reduction in the use of those interventions may
7 be measured by the frequency of the use of those interventions
8 on individual students and the student population as a whole.
9 The State Board shall specify a date for submission of the
10 plans. School districts shall submit a report once each year
11 for 3 years after the effective date of this amendatory Act of
12 the 101st General Assembly to the State Board on the progress
13 made toward achieving the goals and benchmarks established by
14 the State Board and modify their plans as necessary to satisfy
15 those goals and benchmarks. School districts shall notify
16 parents and guardians that the plans and reports are available
17 for review. On or before June 30, 2023, the State Board shall
18 issue a report to the General Assembly on the progress made by
19 schools to achieve those goals and benchmarks. The required
20 plans shall include, but not be limited to, the specific
21 actions that are to be taken to:

22 (1) reduce and eventually eliminate a reliance on
23 isolated time out, time out, and physical restraint for
24 behavioral interventions and develop noncoercive
25 environments;

26 (2) develop individualized student plans that are

1 oriented toward prevention of the use of isolated time out,
2 time out, and physical restraint with the intent that a
3 plan be separate and apart from a student's individualized
4 education program or a student's plan for services under
5 Section 504 of the federal Rehabilitation Act of 1973;

6 (3) ensure that appropriate school personnel are fully
7 informed of the student's history, including any history of
8 physical or sexual abuse, and other relevant medical and
9 mental health information, except that any disclosure of
10 student information must be consistent with federal and
11 State laws and rules governing student confidentiality and
12 privacy rights; and

13 (4) support a vision for cultural change that
14 reinforces the following:

15 (A) positive behavioral interventions and support
16 rather than isolated time out, time out, and physical
17 restraint;

18 (B) effective ways to de-escalate situations to
19 avoid isolated time out, time out, and physical
20 restraint;

21 (C) crisis intervention techniques that utilize
22 alternatives to isolated time out, time out, and
23 physical restraint; and

24 (D) use of debriefing meetings to reassess what
25 occurred and why it occurred and to think through ways
26 to prevent use of the intervention the next time.

1 (f) A school is exempt from the requirement to submit a
2 plan and the annual reports under subsection (e) if the school
3 is able to demonstrate to the satisfaction of the State Board
4 that (i) within the previous 3 years, the school district has
5 never engaged in the use of isolated time out, time out, or
6 physical restraint and (ii) the school has adopted a written
7 policy that prohibits the use isolated time out, time out, and
8 physical restraint on a student and is able to demonstrate the
9 enforcement of that policy.

10 (g) The State Board shall establish a system of ongoing
11 review, auditing, and monitoring to ensure that schools comply
12 with the documentation and reporting requirements and meet the
13 State Board's established goals and benchmarks for reducing and
14 eventually eliminating the use of isolated time out, time out,
15 and physical restraint.

16 (Source: P.A. 91-600, eff. 8-14-99; 92-16, eff. 6-28-01.)

17 (105 ILCS 5/10-20.33)

18 Sec. 10-20.33. ~~Time out, isolated time out, and physical~~
19 ~~restraint, and necessities; limitations and prohibitions.~~

20 (a) The General Assembly finds and declares that the use of
21 isolated time out, time out, and physical restraint on children
22 and youth carries risks to the health and safety of students
23 and staff; therefore, the ultimate goal is to reduce and
24 eventually eliminate the use of those interventions. The
25 General Assembly also finds and declares that the State Board

1 of Education must take affirmative action to lead and support
2 schools in transforming the school culture to reduce and
3 eliminate the use of all such interventions over time.

4 (b) In this Section:

5 "Chemical restraint" means the use of medication to control
6 a student's behavior or to restrict a student's freedom of
7 movement. "Chemical restraint" does not include medication
8 that is legally prescribed and administered as part of a
9 student's regular medical regimen to manage behavioral
10 symptoms and treat medical symptoms.

11 "Isolated time out" means the involuntary confinement of a
12 student alone in a time out room or other enclosure outside of
13 the classroom without a supervising adult in the time out room
14 or enclosure.

15 "Isolated time out" or "time out" does not include a
16 student-initiated or student-requested break, a
17 student-initiated sensory break or a teacher-initiated sensory
18 break that may include a sensory room containing sensory tools
19 to assist a student to calm and de-escalate, an in-school
20 suspension or detention, or any other appropriate disciplinary
21 measure, including the student's brief removal to the hallway
22 or similar environment.

23 "Mechanical restraint" means the use of any device or
24 equipment to limit a student's movement or to hold a student
25 immobile. "Mechanical restraint" does not include any
26 restraint used to (i) treat a student's medical needs; (ii)

1 protect a student who is known to be at risk of injury
2 resulting from a lack of coordination or frequent loss of
3 consciousness; (iii) position a student with physical
4 disabilities in a manner specified in the student's
5 individualized education program, federal Section 504 plan, or
6 other plan of care; (iv) provide a supplementary aid, service,
7 or accommodation, including, but not limited to, assistive
8 technology that provides proprioceptive input or aids in
9 self-regulation; or (v) promote student safety in vehicles used
10 to transport students.

11 "Physical restraint" or "restraint" means holding a
12 student or otherwise restricting a student's movements.

13 "Physical restraint" or "restraint" does not include momentary
14 periods of physical restriction by direct person to person
15 contact, without the aid of material or mechanical devices,
16 that are accomplished with limited force and that are designed
17 to prevent a student from completing an act that would result
18 in potential physical harm to himself, herself, or another or
19 damage to property.

20 "Prone physical restraint" means a physical restraint in
21 which a student is held face down on the floor or other surface
22 and physical pressure is applied to the student's body to keep
23 the student in the prone position.

24 "Time out" means a behavior management technique for the
25 purpose of calming or de-escalation that involves the
26 involuntary monitored separation of a student from classmates

1 with a trained adult for part of the school day, only for a
2 brief time, in a non-locked setting.

3 (c) Isolated time out, time out, and physical restraint,
4 other than prone physical restraint, may be used only if (i)
5 the student's behavior presents an imminent danger of serious
6 physical harm to the student or to others; (ii) other less
7 restrictive and intrusive measures have been tried and have
8 proven to be ineffective in stopping the imminent danger of
9 serious physical harm; (iii) there is no known medical
10 contraindication to its use on the student; and (iv) the school
11 staff member or members applying the use of time out, isolated
12 time out, or physical restraint on a student have been trained
13 in its safe application, as established by rule by the State
14 Board of Education. Isolated time out is allowed only under
15 limited circumstances as set forth in this Section. If all
16 other requirements under this Section are met, isolated time
17 out may be used only if the adult in the time out room or
18 enclosure is in imminent danger of serious physical harm
19 because the student is unable to cease actively engaging in
20 extreme physical aggression.

21 Prone restraint, mechanical restraint, and chemical
22 restraint are prohibited.

23 ~~(d) The Until rules are adopted under Section 2-3.130 of~~
24 ~~this Code, the use of any of the following rooms or enclosures~~
25 ~~for an isolated time out or time out purposes is prohibited:~~

26 (1) a locked room or a room in which the door is

1 obstructed, prohibiting it from opening ~~other than one with~~
2 ~~a locking mechanism that engages only when a key or handle~~
3 ~~is being held by a person;~~

4 (2) a confining space such as a closet or box;

5 (3) a room where the student cannot be continually
6 observed; or

7 (4) any other room or enclosure or time out procedure
8 that is contrary to current rules adopted by ~~guidelines of~~
9 the State Board of Education.

10 (e) The deprivation of necessities needed to sustain the
11 health of a person, including, without limitation, the denial
12 or unreasonable delay in the provision of the following, is
13 prohibited:

14 (1) food or liquid at a time when it is customarily
15 served;

16 (2) medication; or

17 (3) the use of a restroom.

18 (f) (Blank). ~~The use of physical restraints is prohibited~~
19 ~~except when (i) the student poses a physical risk to himself,~~
20 ~~herself, or others, (ii) there is no medical contraindication~~
21 ~~to its use, and (iii) the staff applying the restraint have~~
22 ~~been trained in its safe application. For the purposes of this~~
23 ~~Section, "restraint" does not include momentary periods of~~
24 ~~physical restriction by direct person to person contact,~~
25 ~~without the aid of material or mechanical devices, accomplished~~
26 ~~with limited force and that are designed (i) to prevent a~~

1 ~~student from completing an act that would result in potential~~
2 ~~physical harm to himself, herself, or another or damage to~~
3 ~~property or (ii) to remove a disruptive student who is~~
4 ~~unwilling to voluntarily leave the area. The use of physical~~
5 ~~restraints that meet the requirements of this Section may be~~
6 ~~included in a student's individualized education plan where~~
7 ~~deemed appropriate by the student's individualized education~~
8 ~~plan team.~~

9 (g) Following each incident of isolated time out, time out,
10 or physical restraint, but no later than 2 school days after
11 the incident, the principal or another designated
12 administrator shall notify the student's parent or guardian
13 that he or she may request a meeting with appropriate school
14 personnel to discuss the incident. This meeting shall be held
15 separate and apart from meetings held in accordance with the
16 student's individualized education program or from meetings
17 held in accordance with the student's plan for services under
18 Section 504 of the federal Rehabilitation Act of 1973. If a
19 parent or guardian requests a meeting, the meeting shall be
20 convened within 2 school days after the request, provided that
21 the 2-school day limitation shall be extended if requested by
22 the parent or guardian. The parent or guardian may also request
23 that the meeting be convened via telephone or video conference.

24 The meeting shall include the student, if appropriate, at
25 least one school staff member involved in the incident of
26 isolated time out, time out, or physical restraint, the

1 student's parent or guardian, and at least one appropriate
2 school staff member not involved in the incident of isolated
3 time out, time out, or physical restraint, such as a social
4 worker, psychologist, nurse, or behavioral specialist. During
5 the meeting, the school staff member or members involved in the
6 incident of isolated time out, time out, or physical restraint,
7 the student, and the student's parent or guardian, if
8 applicable, shall be provided an opportunity to describe (i)
9 the events that occurred prior to the incident of isolated time
10 out, time out, or physical restraint and any actions that were
11 taken by school personnel or the student leading up to the
12 incident; (ii) the incident of isolated time out, time out, or
13 physical restraint; and (iii) the events that occurred or the
14 actions that were taken following the incident of isolated time
15 out, time out, or physical restraint and whether the student
16 returned to regular school activities and, if not, how the
17 student spent the remainder of the school day. All parties
18 present at the meeting shall have the opportunity to discuss
19 what school personnel could have done differently to avoid the
20 incident of isolated time out, time out, or physical restraint
21 and what alternative courses of action, if any, the school can
22 take to support the student and to avoid the future use of
23 isolated time out, time out, or physical restraint. At no point
24 may a student be excluded from school solely because a meeting
25 has not occurred.

26 A summary of the meeting and any agreements or conclusions

1 reached during the meeting shall be documented in writing and
2 shall become part of the student's school record. A copy of the
3 documents shall be provided to the student's parent or
4 guardian. If a parent or guardian does not request a meeting
5 within 10 school days after the school has provided the
6 documents to the parent or guardian or if a parent or guardian
7 fails to attend a requested meeting, that fact shall be
8 documented as part of the student's school record.

9 (h) Whenever isolated time out, time out, or physical
10 restraint is used ~~physical restraints are used,~~ school
11 personnel shall fully document and report to the State Board of
12 Education the incident, including the events leading up to the
13 incident, what alternative measures that are less restrictive
14 and intrusive were used prior to the use of isolated time out,
15 time out, or physical restraint, why those measures were
16 ineffective or deemed inappropriate, the type of restraint,
17 isolated time out, or time out that was used, the length of
18 time the student was in isolated time out or time out or was ~~is~~
19 restrained, and the staff involved. The parents or guardian of
20 a student and the State Superintendent of Education shall be
21 informed whenever isolated time out, time out, or physical
22 restraint is ~~restraints are~~ used.

23 Schools shall provide parents and guardians with the
24 following information, to be developed by the State Board and
25 which may be incorporated into the State Board's prescribed
26 physical restraint and time out form at the discretion of the

1 State Board, after each incident in which isolated time out,
2 time out, or physical restraint is used during the school year,
3 in printed form or, upon the written request of the parent or
4 guardian, by email:

5 (1) a copy of the standards for when isolated time out,
6 time out, and physical restraint can be used;

7 (2) information about the rights of parents,
8 guardians, and students; and

9 (3) information about the parent's or guardian's right
10 to file a complaint with the State Superintendent of
11 Education, the complaint process, and other information to
12 assist the parent or guardian in navigating the complaint
13 process.

14 (i) Any use of isolated time out, time out, or physical
15 restraint that is permitted by a school board's policy shall be
16 implemented in accordance with written procedures.

17 (Source: P.A. 91-600, eff. 8-14-99; 92-16, eff. 6-28-01.)

18 (105 ILCS 5/34-18.20)

19 Sec. 34-18.20. Time out, isolated time out, and physical
20 restraint, and necessities; limitations and prohibitions.

21 (a) The General Assembly finds and declares that the use of
22 isolated time out, time out, and physical restraint on children
23 and youth carries risks to the health and safety of students
24 and staff; therefore, the ultimate goal is to reduce and
25 eventually eliminate the use of those interventions. The

1 General Assembly also finds and declares that the State Board
2 of Education must take affirmative action to lead and support
3 schools in transforming the school culture to reduce and
4 eliminate the use of all such interventions over time.

5 (b) In this Section:

6 "Chemical restraint" means the use of medication to control
7 a student's behavior or to restrict a student's freedom of
8 movement. "Chemical restraint" does not include medication
9 that is legally prescribed and administered as part of a
10 student's regular medical regimen to manage behavioral
11 symptoms and treat medical symptoms.

12 "Isolated time out" means the involuntary confinement of a
13 student alone in a time out room or other enclosure outside of
14 the classroom without a supervising adult in the time out room
15 or enclosure.

16 "Isolated time out" or "time out" does not include a
17 student-initiated or student-requested break, a
18 student-initiated sensory break or a teacher-initiated sensory
19 break that may include a sensory room containing sensory tools
20 to assist a student to calm and de-escalate, an in-school
21 suspension or detention, or any other appropriate disciplinary
22 measure, including the student's brief removal to the hallway
23 or similar environment.

24 "Mechanical restraint" means the use of any device or
25 equipment to limit a student's movement or to hold a student
26 immobile. "Mechanical restraint" does not include any

1 restraint used to (i) treat a student's medical needs; (ii)
2 protect a student who is known to be at risk of injury
3 resulting from a lack of coordination or frequent loss of
4 consciousness; (iii) position a student with physical
5 disabilities in a manner specified in the student's
6 individualized education program, federal Section 504 plan, or
7 other plan of care; (iv) provide a supplementary aid, service,
8 or accommodation, including, but not limited to, assistive
9 technology that provides proprioceptive input or aids in
10 self-regulation; or (v) promote student safety in vehicles used
11 to transport students.

12 "Physical restraint" or "restraint" means holding a
13 student or otherwise restricting a student's movements.

14 "Physical restraint" or "restraint" does not include momentary
15 periods of physical restriction by direct person to person
16 contact, without the aid of material or mechanical devices,
17 that are accomplished with limited force and that are designed
18 to prevent a student from completing an act that would result
19 in potential physical harm to himself, herself, or another or
20 damage to property.

21 "Prone physical restraint" means a physical restraint in
22 which a student is held face down on the floor or other surface
23 and physical pressure is applied to the student's body to keep
24 the student in the prone position.

25 "Time out" means a behavior management technique for the
26 purpose of calming or de-escalation that involves the

1 involuntary monitored separation of a student from classmates
2 with a trained adult for part of the school day, only for a
3 brief time, in a non-locked setting.

4 (c) Isolated time out, time out, and physical restraint,
5 other than prone physical restraint, may be used only if (i)
6 the student's behavior presents an imminent danger of serious
7 physical harm to the student or to others; (ii) other less
8 restrictive and intrusive measures have been tried and have
9 proven to be ineffective in stopping the imminent danger of
10 serious physical harm; (iii) there is no known medical
11 contraindication to its use on the student; and (iv) the school
12 staff member or members applying the use of time out, isolated
13 time out, or physical restraint on a student have been trained
14 in its safe application, as established by rule by the State
15 Board of Education. Isolated time out is allowed only under
16 limited circumstances as set forth in this Section. If all
17 other requirements under this Section are met, isolated time
18 out may be used only if the adult in the time out room or
19 enclosure is in imminent danger of serious physical harm
20 because the student is unable to cease actively engaging in
21 extreme physical aggression.

22 Prone restraint, mechanical restraint, and chemical
23 restraint are prohibited.

24 (d) ~~The Until rules are adopted under Section 2-3.130 of~~
25 ~~this Code, the use of any of the following rooms or enclosures~~
26 for an isolated time out or time out purposes is prohibited:

1 (1) a locked room or a room in which the door is
2 obstructed, prohibiting it from opening ~~other than one with~~
3 ~~a locking mechanism that engages only when a key or handle~~
4 ~~is being held by a person;~~

5 (2) a confining space such as a closet or box;

6 (3) a room where the student cannot be continually
7 observed; or

8 (4) any other room or enclosure or time out procedure
9 that is contrary to current rules adopted by ~~guidelines of~~
10 the State Board of Education.

11 (e) The deprivation of necessities needed to sustain the
12 health of a person, including, without limitation, the denial
13 or unreasonable delay in the provision of the following, is
14 prohibited:

15 (1) food or liquid at a time when it is customarily
16 served;

17 (2) medication; or

18 (3) the use of a restroom.

19 (f) (Blank). ~~The use of physical restraints is prohibited~~
20 ~~except when (i) the student poses a physical risk to himself,~~
21 ~~herself, or others, (ii) there is no medical contraindication~~
22 ~~to its use, and (iii) the staff applying the restraint have~~
23 ~~been trained in its safe application. For the purposes of this~~
24 ~~Section, "restraint" does not include momentary periods of~~
25 ~~physical restriction by direct person to person contact,~~
26 ~~without the aid of material or mechanical devices, accomplished~~

1 ~~with limited force and that are designed (i) to prevent a~~
2 ~~student from completing an act that would result in potential~~
3 ~~physical harm to himself, herself, or another or damage to~~
4 ~~property or (ii) to remove a disruptive student who is~~
5 ~~unwilling to voluntarily leave the area. The use of physical~~
6 ~~restraints that meet the requirements of this Section may be~~
7 ~~included in a student's individualized education plan where~~
8 ~~deemed appropriate by the student's individualized education~~
9 ~~plan team.~~

10 (g) Following each incident of isolated time out, time out,
11 or physical restraint, but no later than 2 school days after
12 the incident, the principal or another designated
13 administrator shall notify the student's parent or guardian
14 that he or she may request a meeting with appropriate school
15 personnel to discuss the incident. This meeting shall be held
16 separate and apart from meetings held in accordance with the
17 student's individualized education program or from meetings
18 held in accordance with the student's plan for services under
19 Section 504 of the federal Rehabilitation Act of 1973. If a
20 parent or guardian requests a meeting, the meeting shall be
21 convened within 2 school days after the request, provided that
22 the 2-school day limitation shall be extended if requested by
23 the parent or guardian. The parent or guardian may also request
24 that the meeting be convened via telephone or video conference.

25 The meeting shall include the student, if appropriate, at
26 least one school staff member involved in the incident of

1 isolated time out, time out, or physical restraint, the
2 student's parent or guardian, and at least one appropriate
3 school staff member not involved in the incident of isolated
4 time out, time out, or physical restraint, such as a social
5 worker, psychologist, nurse, or behavioral specialist. During
6 the meeting, the school staff member or members involved in the
7 incident of isolated time out, time out, or physical restraint,
8 the student, and the student's parent or guardian, if
9 applicable, shall be provided an opportunity to describe (i)
10 the events that occurred prior to the incident of isolated time
11 out, time out, or physical restraint and any actions that were
12 taken by school personnel or the student leading up to the
13 incident; (ii) the incident of isolated time out, time out, or
14 physical restraint; and (iii) the events that occurred or the
15 actions that were taken following the incident of isolated time
16 out, time out, or physical restraint and whether the student
17 returned to regular school activities and, if not, how the
18 student spent the remainder of the school day. All parties
19 present at the meeting shall have the opportunity to discuss
20 what school personnel could have done differently to avoid the
21 incident of isolated time out, time out, or physical restraint
22 and what alternative courses of action, if any, the school can
23 take to support the student and to avoid the future use of
24 isolated time out, time out, or physical restraint. At no point
25 may a student be excluded from school solely because a meeting
26 has not occurred.

1 A summary of the meeting and any agreements or conclusions
2 reached during the meeting shall be documented in writing and
3 shall become part of the student's school record. A copy of the
4 documents shall be provided to the student's parent or
5 guardian. If a parent or guardian does not request a meeting
6 within 10 school days after the school has provided the
7 documents to the parent or guardian or if a parent or guardian
8 fails to attend a requested meeting, that fact shall be
9 documented as part of the student's school record.

10 (h) Whenever isolated time out, time out, or physical
11 restraint is used ~~physical restraints are used,~~ school
12 personnel shall fully document and report to the State Board of
13 Education the incident, including the events leading up to the
14 incident, what alternative measures that are less restrictive
15 and intrusive were used prior to the use of isolated time out,
16 time out, or physical restraint, why those measures were
17 ineffective or deemed inappropriate, the type of restraint,
18 isolated time out, or time out that was used, the length of
19 time the student was in isolated time out or time out or was ~~is~~
20 restrained, and the staff involved. The parents or guardian of
21 a student and the State Superintendent of Education shall be
22 informed whenever isolated time out, time out, or physical
23 restraint is ~~restraints are~~ used.

24 Schools shall provide parents and guardians with the
25 following information, to be developed by the State Board and
26 which may be incorporated into the State Board's prescribed

1 physical restraint and time out form at the discretion of the
2 State Board, after each incident in which isolated time out,
3 time out, or physical restraint is used during the school year,
4 in printed form or, upon the written request of the parent or
5 guardian, by email:

6 (1) a copy of the standards for when isolated time out,
7 time out, and physical restraint can be used;

8 (2) information about the rights of parents,
9 guardians, and students; and

10 (3) information about the parent's or guardian's right
11 to file a complaint with the State Superintendent of
12 Education, the complaint process, and other information to
13 assist the parent or guardian in navigating the complaint
14 process.

15 (i) Any use of isolated time out, time out, or physical
16 restraint that is permitted by the board's policy shall be
17 implemented in accordance with written procedures.

18 (Source: P.A. 91-600, eff. 8-14-99; 92-16, eff. 6-28-01.)

19 Section 99. Effective date. This Act takes effect upon
20 becoming law.".