



## Seclusion Timeout Procedures

The following procedures have been established by the Student Services Department for teacher initiated seclusion timeout for special education students in the Elkhart Community Schools.

### Definitions:

1. Seclusion timeout is a component of a written positive behavior intervention plan (PBIP) that provides for the confinement of a student in a room from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.
2. Emergency seclusion timeout is a last resort emergency safety intervention that may be employed when a student, who does not have seclusion timeout included in a PBIP, engages in behavior that poses an imminent risk to the safety of others.

### Procedures:

The following procedures are to be employed when a special education teacher, other certified teacher, or building administrator, places a student with an individualized education plan (IEP) into seclusion timeout.

#### Teacher initiated seclusion timeout

1. A teacher initiated seclusion timeout shall not be used unless it is part of a student's PBIP and IEP.
2. A teacher initiated seclusion timeout shall not be used unless other less restrictive means contained in the PBIP have been attempted and failed.
3. The student must be warned that the behavior he/she is engaging in will result in a teacher initiated seclusion timeout if the student does not cease engaging in said behavior.
4. The student must be visually monitored by the special education teacher or designated staff member during the entire time that the student is in a teacher initiated seclusion timeout.
5. A building administrator or administrator/designees shall be notified by the special education teacher whenever a student is placed in a teacher initiated seclusion timeout.
6. A teacher initiated seclusion timeout shall not be for a period longer than necessary for a student to regain control of his/her behavior, but generally.
  - a. For elementary students, no longer than fifteen (15) minutes.
  - b. For secondary students, no longer than twenty (20) minutes.
  - c. In the event the teacher initiated seclusion timeout exceeds the foregoing guidelines, documentation supporting the extension must be provided to the director of special education, the building principal, and parent/guardian.
7. A teacher initiated seclusion timeout shall be reported to a parent/guardian as soon as possible.
8. A teacher initiated seclusion timeout (*doc. 15.4*) must be documented in the form of a written report for each occasion when a teacher initiated seclusion timeout is utilized (including multiple occurrences during one day) and sent to the parent/guardian within twenty-four (24) hours; a copy of the form to be placed in the student's confidential file.
9. Following the implementation of a teacher initiated seclusion timeout, the staff members involved must meet to discuss the following questions:
  - a. What precipitated the behavior?
  - b. Whether there is an expectation that the behavior will occur again?
  - c. What follow-up action should occur (i.e. revisions to PBIP, etc.)?
10. A teacher initiated seclusion timeout shall not be used for any of the following:
  - a. The convenience of staff;
  - b. As a substitute for less restrictive alternatives; or
  - c. As a substitute for adequate staffing.

The following procedure must be followed when a student with an IEP is placed in an emergency seclusion timeout by a special education teacher, other certified teacher or building administrator.

#### Emergency seclusion timeout

1. An emergency seclusion timeout may only be used when there is an imminent risk of physical harm to the student or others, or the student is causing significant property damage, and other less restrictive means of controlling student behavior have been tried and failed.
2. The student must be warned that the behavior he/she is engaging in will result in an emergency seclusion timeout if the student does not cease in engaging in said behavior.
3. The student must be visually monitored by the special education teacher or other designated staff during the entire time that the student is in an emergency seclusion timeout.
4. A building administrator or administrator designee shall be notified immediately whenever a student is placed in an emergency seclusion timeout.
5. An emergency seclusion timeout shall not be for a period longer than necessary for a student to regain control of his/her behavior, but generally:
  - a. For elementary students, no longer than fifteen (15) minutes.
  - b. For secondary students, no longer than twenty (20) minutes.
  - c. In the event that an emergency seclusion timeout exceeds the foregoing guidelines, documentation supporting the extension must be provided to the director of special education, building principal, and parent/guardian.
6. An emergency seclusion timeout shall be reported to a parent/guardian as soon as possible.
7. An emergency seclusion timeout (*doc. 15.4*) must be documented in the form of a written report for each occasion when an emergency seclusion timeout is utilized (including multiple occurrences during one day) and sent to the parent/guardian within twenty-four (24) hours; a copy of the form to be placed in the student's confidential file.
8. Following the implementation of an emergency seclusion timeout, the staff members involved must meet to discuss the following questions:
  - a. What precipitated the behavior?
  - b. Whether there is an expectation that the behavior will occur again?
9. Following the implementation of an emergency seclusion timeout the teacher of record shall review the student's PBIP, if any, or perform a functional behavioral assessment (FBA) as a preface to developing a PBIP for the student.
10. An emergency seclusion timeout shall not be used for any of the following
  - a. The convenience of staff;
  - b. As a substitute for less restrictive alternatives; or
  - c. As a substitute for adequate staffing.

#### Designation of timeout rooms

Prior approval of an area to be used for a timeout room must be received from the director of special education and the director of business operations. The types of items that will be reviewed prior to approval are: lighting, ventilation, area, size, one's ability to view the student in the timeout room, and any potential hazards to the student.

\*These procedures are not applicable when a student elects to use a seclusion timeout room on their own initiative.