

18A:46-13.4 to 18A:46-13.7

LEGISLATIVE HISTORY CHECKLIST

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LAWS OF: 2017 **CHAPTER:** 291

NJSA: 18A:46-13.4 to 18A:46-13.7 (Establishes certain requirements for use of restraint and seclusion on students with disabilities in school districts, educational services commissions, and approved private schools for students with disabilities.)

BILL NO: S1163 (Substituted for A501)

SPONSOR(S) Corrado and others

DATE INTRODUCED: 2/8/2016

COMMITTEE: **ASSEMBLY:** Health & Senior Services

SENATE: Education

AMENDED DURING PASSAGE: Yes

DATE OF PASSAGE: **ASSEMBLY:** 1/8/2018

SENATE: 1/8/2018

DATE OF APPROVAL: 1/16/2018

FOLLOWING ARE ATTACHED IF AVAILABLE:

FINAL TEXT OF BILL (Second Reprint enacted) Yes

S1163

SPONSOR'S STATEMENT: (Begins on page 3 of introduced bill) Yes

COMMITTEE STATEMENT: **ASSEMBLY:** Yes

SENATE: Yes

(Audio archived recordings of the committee meetings, corresponding to the date of the committee statement, *may possibly* be found at www.njleg.state.nj.us)

FLOOR AMENDMENT STATEMENT: No

LEGISLATIVE FISCAL ESTIMATE: No

A501

SPONSOR'S STATEMENT: (Begins on page 2 of introduced bill) Yes

COMMITTEE STATEMENT: **ASSEMBLY:** Yes

SENATE: No

(Audio archived recordings of the committee meetings, corresponding to the date of the committee statement, *may possibly* be found at www.njleg.state.nj.us)

FLOOR AMENDMENT STATEMENT: No

LEGISLATIVE FISCAL ESTIMATE: No

(continued)

VETO MESSAGE: No

GOVERNOR'S PRESS RELEASE ON SIGNING: No

FOLLOWING WERE PRINTED:

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REPORTS: No

HEARINGS: No

NEWSPAPER ARTICLES: No

RH/CL

P.L. 2017, CHAPTER 291, *approved January 16, 2018*
Senate, No. 1163 (*Second Reprint*)

1 AN ACT concerning the use of physical restraint and seclusion
2 techniques on students with disabilities and supplementing
3 chapter 46 of Title 18A of the New Jersey Statutes.

4
5 **BE IT ENACTED** by the Senate and General Assembly of the State
6 of New Jersey:

7
8 1. As used in this act:

9 ²“Physical restraint” means the use of a personal restriction that
10 immobilizes or reduces the ability of a student to move all or a
11 portion of his or her body.²

12 “Seclusion technique” means the involuntary confinement of a
13 student alone in a room or area from which the student is physically
14 prevented from leaving, but does not include a timeout.

15 “Timeout” means a behavior management technique that
16 involves the monitored separation of a student in a non-locked
17 setting, and is implemented for the purpose of calming.

18
19 2. ¹a.¹ A school district ², an educational services
20 commission,² or an approved private school for students with
21 disabilities that utilizes physical restraint on students with
22 disabilities shall ensure that:

23 ¹**[a.]** (1) physical restraint is used only in an emergency in
24 which the student is exhibiting behavior that places the student or
25 others in immediate physical danger;

26 (2)¹ a student is not restrained in the prone position, unless the
27 student’s primary care physician authorizes ², in writing,² the use of
28 this restraint technique;

29 ¹**[b.]** (3)¹ staff members who are involved in the restraint of a
30 student receive training in safe techniques for physical restraint
31 ²from an entity determined by the board of education to be qualified
32 to provide such training,² and that the training is updated at least
33 annually; ¹**[and**

34 **c.]** (4)¹ the parent or guardian of a student is immediately
35 notified when physical restraint is used on that student, which
36 notification may be by telephone or electronic communication. A
37 full written report of the incident of physical restraint shall be

EXPLANATION – Matter enclosed in bold-faced brackets **[thus]** in the above bill is
not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

¹Senate SED committee amendments adopted May 23, 2016.

²Assembly AHE committee amendments adopted December 18, 2017.

1 provided to the parent or guardian within ¹[24] 48¹ hours of the
2 occurrence of the incident ¹;

3 (5) each incident in which a physical restraint is used is
4 carefully and continuously visually monitored to ensure ²[the
5 appropriateness of its use and] that it was used in accordance with
6 established procedures set forth in a board policy developed in
7 conjunction with the entity that trains staff in safe techniques for
8 physical restraint, in order to protect² the safety of the child ²and
9 others²; and

10 (6) each incident in which physical restraint is used is
11 documented in writing in sufficient detail to enable the staff to
12 ²[understand the student's behavior over time and]² use this
13 information to develop or improve the behavior intervention plan
14 ²at the next individualized education plan meeting².

15 b. A school district ², an educational services commission,² and
16 an approved private school for students with disabilities shall
17 attempt to minimize the use of physical restraints through ²[the
18 development and implementation of individualized, comprehensive,
19 positive behavior intervention plans¹] inclusion of positive
20 behavior supports in the student's behavior intervention plans
21 developed by the individualized education plan team².

22
23 3. ¹a.¹ A school district ², an educational services
24 commission,² or an approved private school for students with
25 disabilities that utilizes seclusion techniques on students with
26 disabilities shall ensure that ¹:

27 (1)¹ a seclusion technique is used on a student with disabilities
28 only ²[with the prior written consent of the student's primary care
29 physician ¹or]² in an emergency in which the student is exhibiting
30 behavior that places the student or others in immediate physical
31 danger;

32 (2) each incident in which a seclusion technique is used is
33 carefully and continuously visually monitored to ensure ²[the
34 appropriateness of its use and] that it was used in accordance with
35 established procedures set forth in a board policy developed in
36 conjunction with the entity that trains staff in safe techniques for
37 physical restraint, in order to protect² the safety of the child ²and
38 others²; and

39 (3) each incident in which a seclusion technique is used is
40 documented in writing in sufficient detail to enable the staff to
41 ²[understand the student's behavior over time and]² use this
42 information to develop or improve the behavior intervention plan
43 ²at the next individualized education plan meeting².

44 b. A school district ², an educational services commission,² and
45 an approved private school for students with disabilities shall
46 attempt to minimize the use of seclusion techniques through ²[the

1 development and implementation of individualized, comprehensive,
2 positive behavior intervention plans¹】 inclusion of positive
3 behavior supports in the student’s behavior intervention plans
4 developed by the individualized education plan team².

5
6 4. ²【¹a.¹ The Department of Education shall annually collect
7 data from school districts and approved private schools for students
8 with disabilities on the number of times a physical restraint or a
9 seclusion technique was utilized on a student ¹and the type and
10 duration of the physical restraint or seclusion technique that was
11 utilized,¹ and the number of students on which a physical restraint
12 or a seclusion technique was utilized. The department shall publish
13 the data annually on its website in a manner that protects student
14 privacy. ¹The data published on the website shall be disaggregated
15 by county and by the race, gender, and age of the student.

16 b. The department shall review the data annually and shall
17 provide assistance to those school districts and approved private
18 schools for students with disabilities for which the data indicate a
19 high incidence of the use of physical restraint or seclusion
20 techniques, on recommended methods for reducing the use of
21 physical restraint or seclusion techniques.

22 c.】² The department shall establish guidelines for school districts
23 ², educational services commissions,² and approved private schools
24 for students with disabilities to ensure that a review process is in
25 place to examine the use of physical restraints or seclusion
26 techniques in emergency situations, and for the repeated use of
27 these methods for an individual child, within the same classroom, or
28 by a single individual. The review process shall include
29 educational, clinical, and administrative personnel. Pursuant to the
30 review process the ²【school district or approved private school for
31 students with disabilities】 student’s individualized education plan
32 team² may, as deemed appropriate, determine to revise ²【a】 the²
33 behavior intervention plan ²【,】 or² classroom supports, ²【or】 and a
34 school district, educational services commission, or approved
35 private school for students with disabilities may determine to
36 revise² a staff member’s professional development plan.¹

37
38 5. This act shall take effect immediately.

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41 _____
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43 Establishes certain requirements for use of restraint and
44 seclusion on students with disabilities in school districts,
45 educational services commissions, and approved private schools for
46 students with disabilities.

SENATE, No. 1163

STATE OF NEW JERSEY
217th LEGISLATURE

INTRODUCED FEBRUARY 8, 2016

Sponsored by:

Senator KEVIN J. O'TOOLE

District 40 (Bergen, Essex, Morris and Passaic)

SYNOPSIS

Establishes certain requirements for use of restraint and seclusion on students with disabilities in school districts and approved private schools for students with disabilities; requires DOE to collect and report data regarding restraint and seclusion.

CURRENT VERSION OF TEXT

As introduced.



1 AN ACT concerning the use of physical restraint and seclusion
2 techniques on students with disabilities and supplementing
3 chapter 46 of Title 18A of the New Jersey Statutes.

4
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7
8 1. As used in this act:

9 “Seclusion technique” means the involuntary confinement of a
10 student alone in a room or area from which the student is physically
11 prevented from leaving, but does not include a timeout.

12 “Timeout” means a behavior management technique that
13 involves the monitored separation of a student in a non-locked
14 setting, and is implemented for the purpose of calming.

15
16 2. A school district or an approved private school for students
17 with disabilities that utilizes physical restraint on students with
18 disabilities shall ensure that:

19 a. a student is not restrained in the prone position, unless the
20 student’s primary care physician authorizes the use of this restraint
21 technique;

22 b. staff members who are involved in the restraint of a student
23 receive training in safe techniques for physical restraint and that the
24 training is updated at least annually; and

25 c. the parent or guardian of a student is immediately notified
26 when physical restraint is used on that student, which notification
27 may be by telephone or electronic communication. A full written
28 report of the incident of physical restraint shall be provided to the
29 parent or guardian within 24 hours of the occurrence of the incident.

30
31 3. A school district or an approved private school for students
32 with disabilities that utilizes seclusion techniques on students with
33 disabilities shall ensure that a seclusion technique is used on a
34 student with disabilities only with the prior written consent of the
35 student’s primary care physician.

36
37 4. The Department of Education shall annually collect data
38 from school districts and approved private schools for students with
39 disabilities on the number of times a physical restraint or a
40 seclusion technique was utilized on a student and the number of
41 students on which a physical restraint or a seclusion technique was
42 utilized. The department shall publish the data annually on its
43 website in a manner that protects student privacy.

44
45 5. This act shall take effect immediately.

STATEMENT

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This bill requires a school district or an approved private school for students with disabilities that chooses to utilize physical restraint on students with disabilities to ensure that:

- a student is not restrained in the prone position unless the student's primary care physician authorizes the use of this restraint technique;
- staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint. This training must be updated at least annually; and
- the parent or guardian of a student is immediately notified by telephone or through some means of electronic communication when physical restraint has been used on the student. A full written report of the incident must be provided to the parent or guardian within 24 hours of the occurrence of the incident.

The bill also requires a school district or private school for students with disabilities to ensure that a seclusion technique is used on a student with disabilities only with the prior written consent of the student's primary care physician.

In addition, under the provisions of the bill, the Department of Education is required to annually collect and publish on its website data from school districts and private schools for students with disabilities on the number of students on which the district or private school used restraints or seclusion and the number of times restraints or seclusion was used.

ASSEMBLY HEALTH AND SENIOR SERVICES COMMITTEE

STATEMENT TO

[First Reprint]

SENATE, No. 1163

with committee amendments

STATE OF NEW JERSEY

DATED: DECEMBER 18, 2017

The Assembly Health and Senior Services Committee reports favorably and with committee amendments Senate Bill No. 1163 (1R).

As amended by the committee, this bill requires a school district, an educational services commission, or an approved private school for students with disabilities that chooses to utilize physical restraint on students with disabilities to ensure that:

- physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
- a student is not restrained in the prone position unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
- staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the board of education to be qualified to provide such training. This training must be updated at least annually; and
- the parent or guardian of a student is immediately notified by telephone or through some means of electronic communication when physical restraint has been used on the student. A full written report of the incident must be provided to the parent or guardian within 48 hours of the occurrence of the incident.

The amended bill also requires a school district, educational services commission, or private school for students with disabilities to ensure that a seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger.

The amended bill provides that, for the use of either physical restraints or seclusion techniques:

- each incident must be continuously visually monitored to ensure that it was used in accordance with established procedures set forth in

a board policy developed in conjunction with the entity that provides staff training, so as to ensure the safety of the child and others;

- each incident must be documented in writing in detail so it can be used to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting; and
- attempts must be made to minimize the use of these measures through the inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

As amended, the bill requires the Department of Education to establish guidelines to ensure a review process is in place for school districts, educational services commissions, and approved private schools for students with disabilities to review the use of physical restraints and seclusion techniques in emergency situations and the repeated use of these measures on a single student, within a single classroom, or by a single individual. The student's IEP team may use this review process to revise the behavioral intervention plan or classroom supports, and the school district, educational services commission, or approved private school for students with disabilities may use the review process to determine whether to revise a staff member's professional development plan.

As amended by the committee, Senate Bill No. 1163 (1R) is identical to Assembly Bill No. 501, which the committee also reported on this date with amendments.

COMMITTEE AMENDMENTS:

The committee amendments provide that the bill applies to educational services commissions, as well as to school districts and approved private schools for students with disabilities, and update the synopsis to reflect this change.

The committee amendments provide that physical restraint will be used only in an emergency in which the student is exhibiting certain dangerous behavior. The amendments add a definition for "physical restraint."

The committee amendments clarify that authorization to restrain a student in the prone position is to be provided by the student's primary care physician in writing.

The committee amendments require training in the use of physical restraints to be conducted by an entity approved by the board of education.

The committee amendments revise the visual monitoring requirements in the bill to provide that visual monitoring is intended to ensure that the use of physical restraints or seclusion techniques was done in accordance with board policy, so as to protect the safety of the child and others. The amendments remove a requirement that monitoring be used to ascertain the appropriateness of using physical restraint and seclusion techniques.

The committee amendments revise the written documentation requirements to clarify that the documentation is to be used to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting, and eliminate language requiring the documentation to be used to understand the student's behavior over time.

The committee amendments require school districts, educational services commissions, and approved private schools for students with disabilities to attempt to minimize the use of physical restraints and seclusion techniques through the inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team. The amendments remove a provision requiring these entities to develop and implement an individualized, comprehensive positive behavior supports plan.

The committee amendments revise the requirement for the Department of Education (DOE) to establish guidelines for school districts, educational services commissions, and approved private schools for students with disabilities to ensure a review process is in place to review the use of physical restraints and seclusion techniques in emergency situations. The amendments clarify that the review process may be used by the IEP team, rather than the facility, to revise the behavior intervention plan or classroom supports. The amendments also clarify how a facility may use the review process to determine whether to revise a staff member's professional development plan.

The committee amendments remove data collection and reporting requirements for DOE.

SENATE EDUCATION COMMITTEE

STATEMENT TO

SENATE, No. 1163

with committee amendments

STATE OF NEW JERSEY

DATED: MAY 23, 2016

The Senate Education Committee favorably reports Senate Bill No. 1163 with committee amendments.

As amended, this bill requires a school district or an approved private school for students with disabilities that chooses to utilize physical restraint on students with disabilities to ensure that:

- physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
- a student is not restrained in the prone position unless the student's primary care physician authorizes the use of this restraint technique;
- staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint. This training must be updated at least annually; and
- the parent or guardian of a student is immediately notified by telephone or through some means of electronic communication when physical restraint has been used on the student. A full written report of the incident must be provided to the parent or guardian within 48 hours of the occurrence of the incident.

The bill also requires a school district or private school for students with disabilities to ensure that a seclusion technique is used on a student with disabilities only with the prior written consent of the student's primary care physician or in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger.

The bill provides that for the use of either physical restraints or seclusion techniques:

- each incident must be visually monitored;
- each incident must be documented in writing in detail; and
- attempts must be made to minimize the use of these measures through the development and implementation of individualized comprehensive, positive behavior intervention plans.

In addition, under the provisions of the bill, the Department of Education is required to annually collect and publish on its website data from school districts and private schools for students with disabilities on the number of times a physical restraint or a seclusion

technique was utilized on a student and the type and duration of the physical restraint or seclusion technique that was used, and the number of students on which a physical restraint or a seclusion technique was utilized. The department will disaggregate the data by county and by the race, gender, and age of the student.

The committee amended the bill to: 1) provide that physical restraint will be used only in an emergency in which the student is exhibiting certain dangerous behavior and that the required written report on the use of physical restraint will be provided to the parent or guardian within 48 hours of the incident, rather than 24 hours; 2) provide that seclusion techniques will be permitted when there is an emergency in which the student is exhibiting certain dangerous behavior, in addition to when the primary care physician has provided prior written consent; 3) provide that in the case of the use of physical restraints or seclusion techniques, the incident is visually monitored and documented in writing; 4) require that school districts and approved private schools for students with disabilities attempt to minimize the use of physical restraints and seclusion techniques through the implementation of positive behavior intervention plans; 5) provide greater detail on the type of data to be collected and published by the department on the use of physical restraint and seclusion techniques and require the department to provide assistance to schools where the data indicate a high incidence of the use of physical restraint or seclusion techniques; and 6) require the department to establish guidelines for school districts and approved private schools for students with disabilities to ensure a review of the use of physical restraints and seclusion techniques for the purpose of revising certain protocols.

ASSEMBLY, No. 501

STATE OF NEW JERSEY

217th LEGISLATURE

PRE-FILED FOR INTRODUCTION IN THE 2016 SESSION

Sponsored by:

Assemblyman DAVID C. RUSSO

District 40 (Bergen, Essex, Morris and Passaic)

Assemblyman JOHN J. BURZICHELLI

District 3 (Cumberland, Gloucester and Salem)

Assemblyman ANDREW ZWICKER

District 16 (Hunterdon, Mercer, Middlesex and Somerset)

Assemblywoman ANGELA V. MCKNIGHT

District 31 (Hudson)

SYNOPSIS

Establishes certain requirements for use of physical restraint on students with disabilities in school districts and approved private schools for students with disabilities.

CURRENT VERSION OF TEXT

Introduced Pending Technical Review by Legislative Counsel.



(Sponsorship Updated As Of: 12/15/2017)

1 AN ACT concerning the use of physical restraint on students with
2 disabilities and supplementing chapter 46 of Title 18A of the
3 New Jersey Statutes.

4
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7
8 1. A school district or an approved private school for students
9 with disabilities that utilizes physical restraint on students with
10 disabilities shall ensure that:

11 a. a student is not restrained in the prone position, unless a
12 physician authorizes the use of this restraint technique;

13 b. staff members who are involved in the restraint of a student
14 receive training in safe techniques for physical restraint and that the
15 training is updated at least annually; and

16 c. the parent or guardian of a student is immediately notified
17 when physical restraint is used on that student, which notification
18 may be by telephone or electronic communication. A full written
19 report of the incident of physical restraint shall be provided to the
20 parent or guardian within 24 hours of the occurrence of the incident.

21
22 2. This act shall take effect immediately.

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25 STATEMENT

26
27 This bill requires a school district or an approved private school
28 for students with disabilities that chooses to utilize physical
29 restraint on students with disabilities to ensure that:

30 • a student is not restrained in the prone position unless a
31 physician authorizes the use of this restraint technique;

32 • staff members who are involved in the restraint of a student
33 receive training in safe techniques for physical restraint. This
34 training must be updated at least annually; and

35 • the parent or guardian of a student is immediately notified by
36 telephone or through some means of electronic communication
37 when physical restraint has been used on the student. A full written
38 report of the incident must be provided to the parent or guardian
39 within 24 hours of the occurrence of the incident.

ASSEMBLY HEALTH AND SENIOR SERVICES COMMITTEE

STATEMENT TO

ASSEMBLY, No. 501

with committee amendments

STATE OF NEW JERSEY

DATED: DECEMBER 18, 2017

The Assembly Health and Senior Services Committee reports favorably and with committee amendments Assembly Bill No. 501.

As amended by the committee, this bill requires a school district, an educational services commission, or an approved private school for students with disabilities that chooses to utilize physical restraint on students with disabilities to ensure that:

- physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
- a student is not restrained in the prone position unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
- staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the board of education to be qualified to provide such training. This training must be updated at least annually; and
- the parent or guardian of a student is immediately notified by telephone or through some means of electronic communication when physical restraint has been used on the student. A full written report of the incident must be provided to the parent or guardian within 48 hours of the occurrence of the incident.

The amended bill also requires a school district, educational services commission, or private school for students with disabilities to ensure that a seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger.

The amended bill provides that, for the use of either physical restraints or seclusion techniques:

- each incident must be continuously visually monitored to ensure that it was used in accordance with established procedures set forth in a board policy developed in conjunction with the entity that provides staff training, so as to ensure the safety of the child and others;

- each incident must be documented in writing in detail so it can be used to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting; and
- attempts must be made to minimize the use of these measures through the inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

As amended, the bill requires the Department of Education to establish guidelines to ensure a review process is in place for school districts, educational services commissions, and approved private schools for students with disabilities to review the use of physical restraints and seclusion techniques in emergency situations and the repeated use of these measures on a single student, within a single classroom, or by a single individual. The student's IEP team may use this review process to revise the behavioral intervention plan or classroom supports, and the school district, educational services commission, or approved private school for students with disabilities may use the review process to determine whether to revise a staff member's professional development plan.

As amended by the committee, Assembly Bill No. 501 is identical to Senate Bill No. 1163 (1R), which the committee also reported on this date with amendments.

This bill was pre-filed for introduction in the 2016-2017 session pending technical review. As reported, the bill includes the changes required by technical review, which has been performed.

COMMITTEE AMENDMENTS:

The committee amendments provide that the bill applies to educational services commissions, as well as to school districts and approved private schools for students with disabilities.

The committee amendments provide that physical restraint will be used only in an emergency in which the student is exhibiting certain dangerous behavior, and that the required written report on the use of physical restraint will be provided to the parent or guardian within 48 hours of the incident, rather than 24 hours.

The committee amendments clarify that authorization to restrain a student in the prone position is to be provided by the student's primary care physician, in writing; as introduced, the bill permitted any physician to provide this authorization and did not require it to be in writing.

The committee amendments require training in the use of physical restraints to be conducted by an entity approved by the board of education.

The committee amendments add provisions to the bill restricting the use of seclusion techniques, providing that they may be used only in an emergency in which the student is exhibiting certain dangerous behavior. The amendments add definitions for "physical restraint," "seclusion technique," and "timeout."

The committee amendments provide that, when physical restraints or seclusion techniques are used, the incident is to be continuously visually monitored to enable staff to ensure that it was used in accordance with a board policy, so as to protect the safety of the child and others. The incident is also to be documented in sufficient detail to enable staff to use the documentation to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

The committee amendments require school districts, educational services commissions, and approved private schools for students with disabilities to attempt to minimize the use of physical restraints and seclusion techniques through the inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

The committee amendments require the Department of Education to establish guidelines for school districts, educational services commissions, and approved private schools for students with disabilities to ensure a review process is in place to review the use of physical restraints and seclusion techniques in emergency situations. The IEP team may use the review process to revise the behavior intervention plan or classroom supports, and the facility may use the review process to determine whether to revise a staff member's professional development plan.

The committee amendments revise the title and synopsis of the bill to reflect these changes.