

(B) THE TASK FORCE SHALL CONSIST OF:

- (1) REPRESENTATIVES OF THE DEPARTMENT;
- (2) REPRESENTATIVES OF LOCAL SCHOOL SYSTEMS, INCLUDING TEACHERS, ADMINISTRATORS, SCHOOL PSYCHOLOGISTS AND SOCIAL WORKERS;
- (3) REPRESENTATIVES OF ADVOCACY COMMUNITIES;
- (4) REPRESENTATIVES FROM NONPUBLIC SPECIAL EDUCATION FACILITIES; AND
- (5) INDIVIDUALS WITH KNOWLEDGE OF AND EXPERTISE IN POSITIVE BEHAVIORAL INTERVENTIONS.

(C) THE REGULATIONS SHALL INCLUDE REQUIREMENTS REGARDING:

(1) THE USE OF PHYSICAL RESTRAINT AND VOLUNTARY TIME OUT OR INVOLUNTARY TIME OUT, INCLUDING THE TYPES OF PERMISSIBLE PHYSICAL HOLDS, SIZE AND CHARACTERISTICS OF A TIME OUT ROOM OR OTHER AREA, AND AMOUNT OF TIME AND EXAMPLES OF CIRCUMSTANCES UNDER WHICH STUDENTS MAY BE PLACED IN INVOLUNTARY TIME OUT AND VOLUNTARY TIME OUT;

(C) THE TASK FORCE SHALL CONSIDER:

(1) THE CIRCUMSTANCES UNDER WHICH, AND THE SCHOOLS OR TYPES OF SCHOOLS IN WHICH, PHYSICAL RESTRAINT, MECHANICAL RESTRAINT, AND SECLUSION SHALL BE PROHIBITED;

(2) THE DEFINITIONS OF INVOLUNTARY AND OTHER TYPES OF TIME OUT;

(3) THE USE OF PHYSICAL RESTRAINT, MECHANICAL RESTRAINT, VOLUNTARY TIME OUT, AND INVOLUNTARY TIME OUT, INCLUDING:

(I) THE TYPES OF PERMISSIBLE AND PROHIBITED PHYSICAL HOLDS AND MECHANICAL RESTRAINTS;

(II) THE SIZE AND CHARACTERISTICS OF A TIME OUT ROOM OR OTHER AREA; AND

(III) THE AMOUNT OF TIME AND EXAMPLES OF CIRCUMSTANCES UNDER WHICH STUDENTS MAY BE PLACED IN PHYSICAL RESTRAINT, VOLUNTARY TIME OUT, AND INVOLUNTARY TIME OUT;

(4) THE CIRCUMSTANCES UNDER WHICH REVIEW OF A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM WOULD OCCUR IF RESTRAINTS OR INVOLUNTARY TIME OUT ARE USED WITH THE STUDENT AS A BEHAVIOR INTERVENTION;

(5) THE CIRCUMSTANCES UNDER WHICH THE SPECIAL EDUCATION EVALUATION PROCESS SHALL BE INITIATED FOR STUDENTS NOT IN SPECIAL EDUCATION WHO ARE RESTRAINED OR PLACED IN INVOLUNTARY TIME OUT AS A BEHAVIOR INTERVENTION;