**QUIET ROOM GUIDELINES**

The following provisions apply to the use of the quiet room when it is used for a timeout, when a student needs to de-escalate, or for seclusion purposes.

* The quiet room must remain unlocked at all times.
* Use of the quiet room will not interfere with a student’s ability to receive a free appropriate public education (FAPE).
* To the extent that a quiet room is included in a student’s Section 504 plan or IEP of a student with a disability, such use and any guidelines for such use should be determined by the student’s Section 504 or IEP team based on the student’s individualized needs and in accordance with Section 504 regulatory requirements.
* Staff need to document the time the student entered and exited the quiet room and whether or not the student used the quiet room for a timeout, a de-escalation break, or for seclusion purposes.
* If the quiet room is used as a seclusion room, its use must conform to the District’s policy on seclusion (see Seclusion and Restraint Policy and Board Policy 5630.01) and Section 504 regulations.
	+ Staff need to document time seclusion started and ended, report seclusion to administration and complete all seclusion documentation.