

Restraint & Seclusion (RSTR) Module

The Restraint & Seclusion (RSTR) module collects school-level data on K-12 student mechanical and physical restraints and K-12 student seclusion. This document provides guidance to assist data submitters in determining how to accurately report the following 2021-22 CRDC items:

- RSTR-1: Instances of Restraint or Seclusion
- RSTR-2: Non-IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint
- RSTR-3: IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint
- RSTR-4: Non-IDEA Students Subjected to Restraint or Seclusion – Physical Restraint
- RSTR-5: IDEA Students Subjected to Restraint or Seclusion – Physical Restraint
- RSTR-6: Non-IDEA Students Subjected to Restraint or Seclusion – Seclusion
- RSTR-7: IDEA Students Subjected to Restraint or Seclusion – Seclusion.

In addition, guidance on accurately reporting zeroes and blanks (i.e., nulls), and using the “not submitted” feature is provided at the end of the document.

Resource Links

-  [CRDC Resource Center Training Videos](#)
-  [Zeroes, Blanks \(i.e., Nulls\) and NS](#)

Dates

Report a cumulative count based on the entire 2021-22 regular school year, not including intersession or summer.

Skip Logic

This module contains skip logic. Skip logic automatically skips the user to the next table to be populated based on previous answers provided. Skipped tables should not be populated.

DATA ELEMENT CHANGES FROM THE 2020-21 CRDC

REVISED

- **RSTR-1:** Instances of Restraint or Seclusion
- **RSTR-2:** Non-IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint
- **RSTR-3:** IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint



If a district **DOES NOT** collect **restraints and/or seclusion** data, then a district must complete a **Quick Plan** to explain why the district does not collect these data and how and when it will ensure that these data are collected in the future.

-  [How to Create and Submit a Quick Plan](#)

UPDATED

for 2021-22 CRDC

Key Definitions

Mechanical restraint (revised) refers to the use of any device or equipment to restrict a student's freedom of movement. The term includes the use of handcuffs or similar devices by law enforcement officers or other school security to prevent a student from moving the student's arms or legs. The term does not include devices used by trained school personnel or a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical restraint (revised) refers to a personal restriction, imposed by a school staff member or other individual, that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort includes a touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of inducing a student to walk to a safe location, when the contact does not continue after arriving at the safe location. Encouraging, inducing, or forcing a student to walk to a safe location in a way that involves methods utilized to maintain physical control of a student should be considered a physical restraint.

Seclusion (revised) refers to the involuntary confinement of a student in a room or area, with or without adult supervision, from which the student is not permitted to leave. Students who believe or are told by a school staff member that they are not able to leave a room or area, should be considered secluded. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area such as to use the restroom; a behavior management technique that is part of an approved program, which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

A **law enforcement officer** (revised) includes a sworn or unsworn law enforcement officer. A sworn law enforcement officer is a person who is authorized to make arrests while acting within the scope of explicit legal authority. This officer is responsible for safety and crime prevention and may respond to calls for service and document incidents that occur within their jurisdiction. This officer may be a school resource officer (who has specialized training and is assigned to work in collaboration with school organizations). An unsworn law enforcement officer typically does not have arrest authority, but otherwise holds limited law enforcement powers and responsibilities as part of their regular duties. This officer's law enforcement powers and responsibilities may include investigative and enforcement activities. A law enforcement officer

may be employed by any entity (e.g., police department, school district or school). An officer’s duties may include: motor vehicle traffic control; security enforcement and patrol; maintaining student discipline; identifying problems in the school and proactively seeking solutions to those problems; training teachers and staff in school safety or crime prevention; mentoring students; teaching a law-related education course or training students (e.g., drug-related education, criminal law, or criminal prevention courses); recording or reporting discipline problems to school authorities; and providing information to school authorities about the legal definitions of behavior for record-keeping or reporting purposes (e.g., defining assault for school authorities).

Special Guidance

For schools that complete DIND-1. Directional Indicator – Instruction Type and select option “B. We offered only remote instruction because of the coronavirus pandemic,” **AND** complete DIND-2. Directional Indicator – Remote Instruction and select option “B. Students were not physically in the school setting,” the Restraint & Seclusion module does not apply.

For schools that complete the SCHR-1. Fully Virtual School Indicator and select “Yes,” the Restraint & Seclusion module does not apply.

For mechanical restraint, include instances or counts for students who are handcuffed. This includes instances or counts for any student who is handcuffed by law enforcement personnel or other school staff, regardless of whether the student is arrested, removed from school grounds, or handcuffed and not arrested.

Reporting Nonbinary

For the CRDC, using nonbinary as a third value for the sex category is appropriate for students whose sex is not listed as male or female in their school records.

Nonbinary (new) means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

Reporting Nonbinary for K-12 Students

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Restraint & Seclusion module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Restraint & Seclusion module is SKIPPED.

Additional Guidance

<u>Data Scenario</u>	<u>Submission System</u>	<u>Flat File</u>	<u>Excel Template</u>
"My school district does not collect data on this topic."	Leave cell blank.	Leave cell blank.	Leave cell blank.
"My school collects data on this topic; but counted zero students."	Enter 0 in the cell.	Enter 0 in the cell.	Enter 0 in the cell.
"My school normally collects data on this topic, but it is missing."	Leave cell blank.	Leave cell blank.	Leave cell blank.

RSTR-1: Instances of Restraint or Seclusion (REVISED)

Schools and justice facilities, grades K-12, UG

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of mechanical restraint, physical restraint, or seclusion for students in grades K-12 (or the ungraded equivalent).

This item deals with **instances** and **not counts of students**. One student may be involved in multiple instances during the regular school year, and so the number of instances may exceed the number of students subjected to restraint or seclusion. However, the number of students should not exceed the number of instances.

Examples:

- 1) For 1 Black nonbinary non-disabled student subjected 2 times to mechanical restraint, report the instances as 2, as shown in Figure 1 below.
- 2) For 1 Asian female IDEA student subjected 6 times to mechanical restraint, report the instances as 6, as shown in Figure 1 below.

Figure 1. RSTR-1: Instances of Restraint or Seclusion Table

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Number of instances of mechanical restraint	2	6	
Number of instances of physical restraint			
Number of instances of seclusion			



FOR RSTR-2, RSTR-3, RSTR-4, RSTR-5, RSTR-6, and RSTR-7, report the count for a student, not the number of times the student was subjected to mechanical restraint, physical restraint, or seclusion.

RSTR-2: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint (REVISED)

Schools and justice facilities, grades K-12, UG

For the regular 2021–22 school year, not including intersession or summer, enter the number of non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

This item deals with counts of non-IDEA students and **not instances**. The examples below focus on how to report a **count of non-IDEA students** subjected to mechanical restraint during the regular school year, disaggregated by sex and race/ethnicity, sex and English learner (EL) status, and sex and Section 504 only status.

Examples:

- 1) For 1 Hispanic nonbinary non-disabled student subjected 2 times to mechanical restraint, report the student as 1, as shown in Figure 2 below.
- 2) For 2 Asian female EL non-disabled students subjected 3 times to mechanical restraint, report the students as 2, as shown in Figure 2 below.
- 3) For 1 White male student with a disability served under Section 504 only subjected 5 times to mechanical restraint, report the student as 1, as shown in Figure 2 below.

Figure 2. RSTR-2: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint Table

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	#3 scenario	1	0	1
Females non-IDEA:	0	#2 scenario	2	0	0	0	0	2
Nonbinary non-IDEA:	#1 scenario	1	0	0	0	0	0	1
Total number of students subjected to mechanical restraint:	1	0	2	0	0	1	0	4

Mechanical Restraint - EL		Mechanical Restraint - Section 504 Only	
	EL		Students with Disabilities (Section 504 Only)
EL Males:	0	Males with disabilities:	#3 scenario
EL Females:	#2 scenario	Females with disabilities:	0
EL Nonbinary:	0	Nonbinary with disabilities:	0
Total EL students subjected to mechanical restraint:	2	Total students with disabilities subjected to mechanical restraint:	1

The guidance provided for RSTR-2 also applies to the following items:

- RSTR-4: Non-IDEA Students Subjected to Restraint or Seclusion – Physical Restraint
- RSTR-6: Non-IDEA Students Subjected to Restraint or Seclusion – Seclusion

RSTR-3: IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint (REVISED)

Schools and justice facilities, grades K-12, UG

For the regular 2021–22 school year, not including intersession or summer, enter the number of IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

This item deals with counts of IDEA students and **not instances**. The examples below focus on how to report a **count of IDEA students** subjected to mechanical restraint during the regular school year, disaggregated by sex and race/ethnicity and sex and EL status.

Examples:

- 1) For 1 Hispanic nonbinary IDEA student subjected 2 times to mechanical restraint, report the student as 1, as shown in Figure 3 below.
- 2) For 2 Asian male EL IDEA students subjected 3 times to mechanical restraint, report the students as 2, as shown in Figure 3 below.

Figure 3. RSTR-3: IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint Table

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	#2 scenario	2	0	0	0	0	2
Females IDEA:	0	0	0	0	0	0	0	0
Nonbinary IDEA:	#1 scenario	0	0	0	0	0	0	1
Total number of IDEA students subjected to mechanical restraint:	1	0	2	0	0	0	0	3

	EL Students with Disabilities (IDEA)
EL Males:	#2 scenario
EL Females:	0
EL Nonbinary:	0
Total EL students subjected to mechanical restraint:	2

The guidance provided for RSTR-3 also applies to the following items:

- RSTR-5: IDEA Students Subjected to Restraint or Seclusion – Physical Restraint
- RSTR-7: IDEA Students Subjected to Restraint or Seclusion – Seclusion

Frequently Asked Questions

1. If a staff member is present while a student is in a quiet room for a timeout, then would the student be counted as secluded?

It depends. The student would not be considered secluded if the timeout is being used as a behavior management technique that is part of an approved program that involves the monitored separation of the student in an unlocked setting from which the student is allowed to leave.

2. How should a fully virtual/online school report data for the Restraint & Seclusion module?

For a school that completes DIND-1. Directional Indicator – Instruction Type and selects option “B. We offered only remote instruction because of the coronavirus pandemic,” AND completes DIND-2. Directional Indicator – Remote Instruction and selects option “B. Students were not physically in the school setting,” the Restraint & Seclusion module does not apply.

For a school that completes the SCHR-1. Fully Virtual School Indicator and selects “Yes,” the Restraint & Seclusion module does not apply.

If the Restraint & Seclusion module does not apply to a school, then the school district must create and submit a [Quick Plan](#) using the CRDC Data Submission System.

3. We do not carry out restraints or seclusions at our school. How should I complete the Restraint & Seclusion module?

If your school district did not collect restraint and/or seclusion data for your school, then your district is required to leave the restraint and/or seclusion field(s) blank and complete a [Quick Plan](#). After the Quick Plan is submitted, the restraint and/or seclusion field(s) will be populated with a Not Applicable (N/A) value. For additional information, please see the [Zeroes, Blanks \(i.e., Nulls\) and NS](#) document.

When to Report Zero (0)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero.

When to Use Blanks (i.e., Null Values)

Do not report a “0” for data not collected. Leave a field blank (i.e., null) if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

Not Applicable (NA) and Zero (0) Autofills in Tables

The online CRDC data submission system remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

When to Use Not Submitted (NS)

When an uploaded data flat file contains a data value in a cell that should have been left blank, the data file must be corrected and then uploaded again. To correct the file, an “NS” must be entered into the cell. The “NS” returns the contents of the cell to a “not submitted” or null status. Please note that entering a null value (i.e., blank) into the cell will not overwrite the existing value in the cell. Also, the use of “NS” applies to file uploads only and not on-screen data entries.