

## Restraint & Seclusion (RSTR) Module

The purpose of this document is to provide helpful tips and demonstrate how to accurately report Restraint and Seclusion data. This document provides: key definitions, illustrations designed for understanding of restraint and seclusion, a list of frequently asked questions from data submitters, and common real-life scenarios for reporting. **Note:** *For schools that complete Directional Indicator 2 and select option “B. Students were not physically in the school setting,” the Restraint and Seclusion module does not apply.*

### Dates

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

### Special Instructions

For mechanical restraint, **do not include a student who is handcuffed by law enforcement personnel during an arrest of a student.** However, if a student is handcuffed and no arrest is made, then the student should be included.

Key Definitions	
<b>Mechanical Restraint</b>	<p>refers to the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:</p> <ul style="list-style-type: none"> <li>▪ 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;</li> <li>▪ Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;</li> <li>▪ Restraints for medical immobilization; or</li> <li>▪ Orthopedically prescribed devices that permit a student to participate in activities without risk of harm</li> </ul>
<b>Physical Restraint</b>	<p>refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.</p>
<b>Seclusion</b>	<p>refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program,</p>

involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

## Reporting Restraint and Seclusion Data

It is important for data submitters to understand what values to use when submitting data based on availability as it can greatly influence data quality. Please review the following scenarios and reference the chart:

### When to Report Zero (0)

If data are available and applicable for a given school or LEA, but no students fall in that category, then report 0.

### When to Use Null Values

When entering data on screen, if a data element does not apply, then leave the cell null (i.e., blank).

### When to Use NS

There may be situations where a data value was incorrectly uploaded and needs to be deleted. A null value (i.e., blank) in a file upload will not overwrite an existing value in a field, so in these cases, submit the value "NS" to return the data to a "not submitted" or null status. **Note: NS only applies to file uploads and is not used in the on-screen data entry.**

### When Data is not Collected or Available

Contact the Partner Support Center to determine if your LEA will need to submit an [action plan](#).

Data Scenario	Submission System	Flat File	Excel Template
"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 Non-IDEA Students Subjected to Restraint or Seclusion

How to report non-IDEA students in the disaggregated tables based on race/ethnicity and sex.

### RSTR-1a: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint

**Example:**

Consider the table below. Student A is a Black Male Student without Disabilities. Within the school year, Student A was subjected to Mechanical Restraint.

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

**Report the Student A once in Table RSTR-1a**, not the number of times the student A was subjected to mechanical restraint. Even if Student A was subjected to mechanical restraint for more than once, count Student A just once in this table.

The same methodology also applies to the following tables:

- RSTR-1b: Non-IDEA Students Subjected to Restraint or Seclusion - Physical Restraint
- RSTR-1c: Non-IDEA Students Subjected to Restraint or Seclusion – Seclusion.

## RSTR-2 IDEA Students Subjected to Restraint or Seclusion

How to report IDEA students in the disaggregated tables based on race/ethnicity and sex.

### RSTR-2a: IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint

**Example:**

Consider the table below. Student B is a White Male Student with Disabilities. Within the school year, Student B was subjected to Mechanical Restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islidr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	1	0	1
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	1	0	1

**Report the Student A once in Table RSTR-2a**, not the number of times the Student B was subjected to mechanical restraint. Even if Student B was subjected to mechanical restraint for more than once, count Student B just once in this table.

The same methodology also applies to the following tables:

- RSTR-2b: IDEA Students Subjected to Restraint or Seclusion - Physical Restraint
- RSTR-2c: IDEA Students Subjected to Restraint or Seclusion – Seclusion

### RSTR-3: Instances of Restraint or Seclusion

- RSTR-3: Instances of Restraint or Seclusion collects **number of instances** of mechanical restraint, physical restraint, and seclusion for students involved in incidents, **not the number of students** who were subjected to restraint or seclusion. In other words, report the count of acts of restraint and/or seclusion.
- A student may have been subjected to mechanical restraint, physical restraint, and/or seclusion **more than once**.

### Did you know?

*The number of students reported in RSTR-1 and RSTR-2 should NOT be greater than the number of respective instances reported in RSTR-3.*

Example:

Consider Students A and B from previous examples in RSTR-1 and RSTR-2. Let's say each student was subjected to Mechanical Restraint in the following manner.

**Student A** → Received 2 Mechanical Restraints → Report as 2 instances of Mechanical Restraints  
**Student B** → Received 6 Mechanical Restraints → Report as 6 instances of Mechanical Restraints

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Number of instances of mechanical restraint	2 <b>Student A</b>	6 <b>Student B</b>	0
Number of instances of physical restraint	0	0	0
Number of instances of seclusion	0	0	0

## Frequently Asked Questions

### **A student was restrained or secluded, and their disability status changed during the year; how do I report them?**

Report the student according to their most recent status during the collection school year in which the student was restrained or secluded.

**Example:**

Student A (non-IDEA) was subjected to seclusion early in the school year and then later was identified as IDEA. Student A should be reported as non-IDEA in RSTR-1c.

**Example:**

Student A (non-IDEA) was subjected to seclusion early in the school year. Later, the student was identified as IDEA and secluded again. Student A should be reported as IDEA in RSTR-2c.

**Example:**

Student A (non-IDEA) was subjected to mechanical restraint and physical restraint. Later, the student was identified as IDEA and was physically restrained again. Report student as non-IDEA in RSTR-1a AND report student as IDEA in RSTR-1b.

### **Two or more students were involved in an incident that resulted in multiple students being restrained once each; how should the incident be reported?**

The students should be captured one time each as unduplicated counts in RSTR-1 or RSTR-2. In addition, number of instances should be reported as multiple instances (once for each student involved) of restraints in RSTR-3.

### **Two or more students were involved in an incident that resulted in multiple students being restrained multiple times in the same incident; how should the incident be reported?**

The students should be captured one time each as unduplicated counts in RSTR-1 or RSTR-2. In addition, number of instances should be reported as multiple instances (multiple times for each student involved) of restraints in RSTR-3. For example, if 3 students were restrained twice each in the same incident then report 6 instances of restraint in RSTR-3.

### **A student from school A was restrained at school B within the district; which school should report the student?**

An incident should be counted at the location in which it occurred. However, when considering student counts, students are reported at the school/LEA in which they are enrolled.

School B should report one instance in RSTR-3 under the appropriate disability category where the incident occurred. School A should report one student in RSTR-1 or RSTR-2 depending on the student's disability, sex, and race/ethnicity.

### **A student from district A was restrained in district B; which district should report the student?**

An incident should be counted at the location in which it occurred. However, when considering student counts, students are reported at the school/LEA in which they are enrolled.

District B should report one instance of restraint in RSTR-3 under the appropriate disability category where the incident occurred. District A will report one student in RSTR-1 or RSTR-2 depending on the

student's disability, sex, and race/ethnicity under the student's home school.

**Should I report a student who was handcuffed and arrested after law enforcement were called?**

The student should not be reported under RSTR. Report the incident in ARRS. If law enforcement were called for any incident listed in OFFN then report it in OFFN.

**A student was removed from the classroom because of a health concern/illness; should I report it as seclusion?**

Health concerns/illness incidents would not count as seclusion. (eg. Lice, COVID-19 symptoms)

**How do I report a student placed on suicide watch?**

If the student is involuntary confined alone in a room or area from which the student is physically prevented from leaving, then report as seclusion.

**Is a student in a wheelchair considered mechanically restrained?**

No, student in a wheelchair is not considered mechanically restrained.

*For more information on Restraint and Seclusion watch this [video](#).*