

AB 2657 Restraint and Seclusion Implementation

**California Department of Education
September 2019**



TONY THURMOND
State Superintendent of Public Instruction

Presenters

Shiyloh Duncan-Becerril,

Education Administrator, California Part B Data Administrator, Special
Education Division, CDE

Brandi Jauregui,

Information Technology Specialist
Educational Data Management Division, CDE

Purpose of Webinar

- Review elements of newly in acted AB 2657
- Explain how the data will be collected in CALPADS
- Outline changes to existing data collection in CALPADS
- Recommendations for implementation

Assembly Bill 2657 Overview: Collection Requirements

- The report required pursuant to subdivision (a) shall include all of the following information, disaggregated by race or ethnicity, and gender:
 - (1) The number of pupils subjected to mechanical restraint, with separate counts for pupils with a 504 plan, pupils with an individualized education program, and pupils who do not have a plan
 - (2) The number of pupils subjected to physical restraint, with separate counts for pupils with a 504 plan, pupils with an individualized education program, and pupils who do not have a plan
 - (3) The number of pupils subjected to seclusion, with separate counts for pupils with a 504 plan, pupils with an individualized education program, and pupils who do not have a plan
 - (4) The number of times mechanical restraint was used on pupils, with separate counts for the number of times mechanical restraint was used on pupils with a 504 plan, pupils with an individualized education program, and pupils who do not have a plan
 - (5) The number of times physical restraint was used on pupils, with separate counts for the number of times physical restraint was used on pupils with a 504 plan, pupils with an individualized education program, and pupils who do not have a plan
 - (6) The number of times seclusion was used on pupils, with separate counts for the number of times seclusion was used on pupils with a 504 plan, pupils with an individualized education program, and pupils who do not have a plan

Definitions

- Behavioral Restraint, defined in statute as:
 - Mechanical Restraint – Use of a device or equipment to restrict a pupil's freedom of movement (with exceptions).
 - Physical Restraint – A personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely (with exceptions).
- Seclusion, defined in statute as the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving.
- For the full statutory definitions of restraint and seclusion, LEAs should refer to the appropriate *Education Code* sections, or the legislation which is posted on the California Legislative Information website, on the *AB-2657 Pupil discipline: restraint and seclusion* web page at:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2657.

2015-2016 Office of Civil Rights Data Collection Data for California

- 3830 Instances of Restraint and Seclusion for Students with Disabilities
- 68 Instances of Restraint and Seclusion for Students with 504 Plans
- 838 Instances of Restraint and Seclusion for Students without IEPs or 504 Plans

How do LEAs currently collect this data?

- Some LEAs collect in their Student Information System
 - Some LEAs collect in a tracking document
 - Some LEAs collect on paper
-
- All student information systems have the ability to collect the data in their system

Stakeholder group recommendations

- CDE convened a stakeholder group to determine the best method to meet the data collection and reporting requirements in Ab 2657.
- The Stakeholder group included LEAs, Advocacy Groups, Non-Public Schools, Charter Schools and Special Education Local Plan Areas
- After reviewing the options for collection the groups provided input and that input was used to develop the data and file specifications for the new collection.

How Will these Data be Collected in CALPADS?

End-of-Year 3 Collection 2019-2020

- Formerly this file was called Student Discipline (SDIS)
- The SDIS file was split into three different files

Student
Incident

Incident
Result

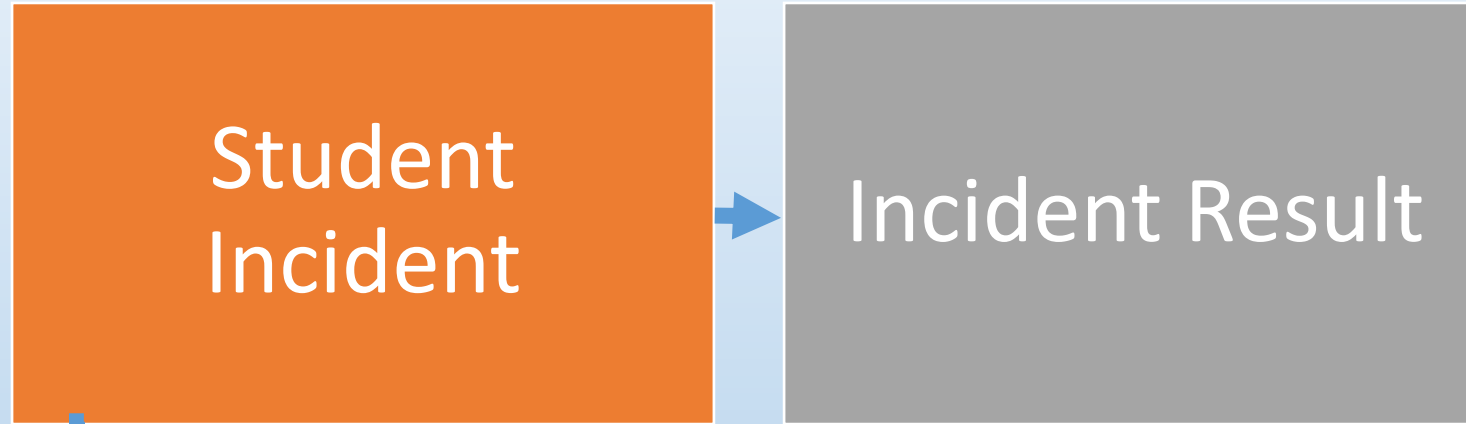
Student
Offense

When is this collected and certified?

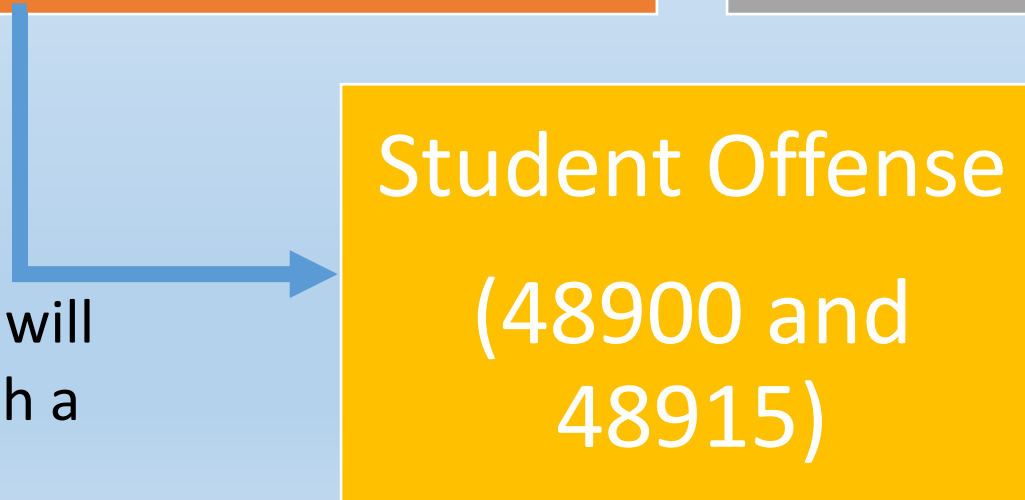
- The new files will be collected as part of the End-of-Year 3 submission, replacing the SDIS file
- Collects incidents occurring between July 1 and June 30 of an academic year
- Required to be certified by the end of August annually

File Relationships

All Incidents will have one or more results for a student



NOT all incidents will be associated with a statutory offense



EOY 3 Changes

- All incident results for a student will be reported (e.g., if a student gets an in-school suspension, an out-of-school suspension, and an expulsion for one incident, all three records would be reported)
 - Local educational agencies (LEAs) previously only submitted the FINAL result
- All Student Incident records MUST have associated Student Incident Result records, but not all Student Incident records must have Student Offense records
 - Incidents that involve restraint and seclusion that are NOT due to a 48900 or 48915 violation

New Student Incident Result Codes

- 100 Out-of-School Suspension
- 110 In-School Suspension
- 200 Expulsion
- 300 Other Means of Correction (removed No Action)
- 400 No Action
- 501 Physical Restraint
- 502 Mechanical Restraint
- 600 Seclusion
- 700 School-related Arrest
- 800 Law Enforcement Referral (not including school-related arrests)

Where can I find the file layouts and code definitions?

- CALPADS Systems Documentation Page
 - <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>
- CALPADS File Specifications
- CALPADS Code Sets
- CALPADS Data Guide (currently being revised)

Recommendations for Local Implementation

- Ensure your LEA has consistent policies and procedures in place to:
 - Identify incidents of restraint and seclusion for ALL students
 - Document these incidents in the student information system
 - Report these incidents to CALPADS
 - Review all data prior to certification
- Ensure all staff are appropriately trained to implement these policies and procedures
 - Educational service and student support administrators
 - Site principals
 - Student information system specialists
 - Special education data system specialists
 - Teachers and Instructional Aides

Additional Questions?



Contact CALPADS Support with Questions

- CALPADS-SUPPORT@cde.ca.gov