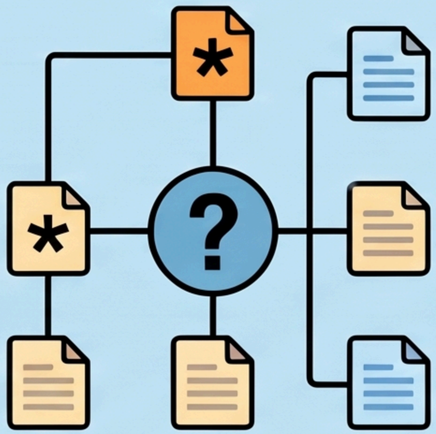
# The LEA Path to CRDC Compliance

## STEP 1: FALL SNAPSHOT DATE



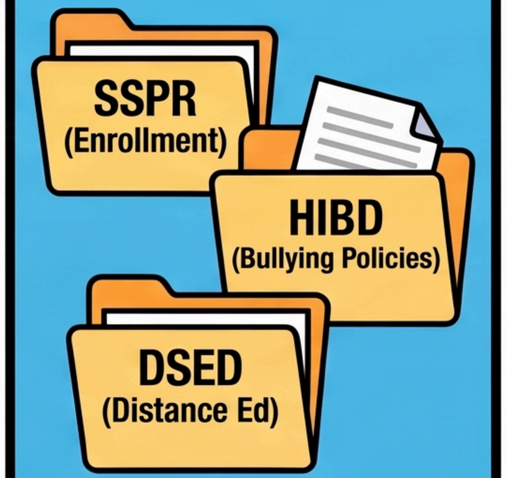

Most data must reflect student counts as of October 1, 2025, or the closest school day.

## STEP 2: GUIDING QUESTIONS




Answer asterisked items (*) to determine which specific modules and tables your LEA must complete.

## STEP 3: ORGANIZE DATA MODULES



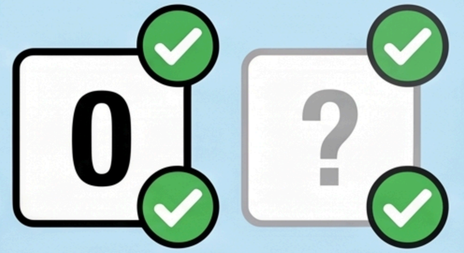

Gather data for specific categories including student enrollment (SSPR), bullying policies (HIBD), and distance education (DSED).

## STEP 4: UPDATE 2026-27 COORDINATOR INFO




Unlike other modules, Civil Rights Coordinator contact info must reflect a Fall 2026 snapshot.

## STEP 5: VALIDATE ZEROS VS. BLANKS




Report ‘0’ only for actual zero counts; leave fields blank if data is unknown or not applicable.

FINISH



Gemini Notebook

**The Office for Civil Rights**

# 2025–26 Civil Rights Data Collection

## WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) is to obtain data authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. § 3413). The regulations implementing these provisions can be found at 34 CFR § 100.6(b); 34 CFR § 106.71; and 34 CFR § 104.61. The Department of Education Organization Act (20 U.S.C. 3413(c)(1)) authorizes the Office for Civil Rights (OCR) to collect data that are necessary to ensure compliance with civil rights laws within its jurisdiction. The CRDC collects a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner (EL), and disability. This information is also used by other ED offices as well as policymakers and researchers outside of ED.

## WHO IS CONDUCTING THIS SURVEY?

The ED OCR is conducting this survey pursuant to 20 U.S.C. 3413(c)(1). The CRDC is a mandatory data collection, conducted based on the statutory authority cited above.

## HOW WILL YOUR INFORMATION BE REPORTED?

Information reported on this survey becomes available to the public in a privacy protected format. You can see how the previous CRDC data were reported to the public by going to https://civilrightsdata.ed.gov.

## WHERE CAN I FIND INFORMATION ABOUT THE APPROVAL OF THIS COLLECTION BY THE OFFICE OF MANAGEMENT AND BUDGET (OMB)?

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0504. All documentation submitted to OMB about this information collection is available at https://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=202507-1870-001. Public reporting burden for this collection of information is estimated to average 15.4 hours per school survey response and 6.0 hours per local educational agency (LEA) survey response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914).

## HOW ARE THE CRDC SURVEY ITEMS ORGANIZED?

The CRDC survey contains school-level and LEA-level items. The school-level items are presented in the CRDC School Form, while the LEA-level items are presented in the CRDC LEA Form. Each Form is organized by topical modules. Modules are groups of tables about the same topic area. For example, tables about mathematics, science, computer science, and data science courses and classes form the Courses & Classes module. Each module has a 4-letter module initialism, which is used to number tables within modules. For example, the first table in the Courses & Classes module is labeled COUR-1.

## WHAT IS COMING NEXT FOR THE CRDC?

OCR plans to engage in a comprehensive review of the CRDC elements for the 2027–28 and 2029–30 collections. While more information will be announced as OCR engages in the appropriate process to review the CRDC, in the meantime, please be advised that the 2025–26 CRDC survey forms should only be used to complete the 2025–26 CRDC survey.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

# 2025–26 CRDC LEA Form

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*Answers to these questions determine whether an LEA will be presented with subsequent items.*

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*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

# SSPR: Students, Schools & Programs

## Module Instructions

**DATES**

Report data from the 2025–26 school year. The data reported should be as of October 1, 2025 (or the closest school day to October 1), unless otherwise noted. This is known as a "Fall snapshot." LEAs should use the same Fall snapshot date to report all the data in this module.

**WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)**

Zeros 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. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns.

**NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES**

The online tool 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 English learners (EL), then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

**KEY DEFINITIONS**

Early childhood refers to early childhood education programs and/or services for children birth through age 2.

English learner students (EL)[1]: In coordination with the state's definition based on section 8101(20) of ESEA, as amended by ESSA, the term 'English learner,' when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native language is not English;
(ii) (who is I and II)
(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant (Please note that "migratory" typically refers to students who move repeatedly from one residence to another); and

(D) whose difficulties in speaking, reading, writing, or understanding the English language *may* be sufficient to deny the individual[2]

(i) the ability to meet the challenging state academic standards;
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.

Note:

- To be classified as an English learner, an individual must be A, B, C, and D.
- For C, an individual can be C- i, C-ii, or C-iii.
- If C-ii, the individual must be I and II.
- For D, an individual *may* be denied D-i, D- ii, or D-iii.

[1] English learner students were previously referred to as limited English proficient students, and include the same subgroup of students.
[2] Must be determined by a valid assessment.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

Free appropriate public education (FAPE). Part B of the Individuals with Disabilities Education Act (IDEA) requires states receiving financial assistance under IDEA to ensure that a FAPE is made available to eligible children with disabilities residing in the state. Section 504 of the Rehabilitation Act of 1973 regulation requires an LEA that receives federal funds to provide a FAPE to each qualified student with a disability who is in the LEA's jurisdiction. For additional information, go to https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/frequently-asked-questions-section-504-free-appropriate-public-education-fape.

Students with disabilities (IDEA) or IDEA children refers to students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

Non-IDEA children include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

Preschool refers to preschool programs and/or services for children ages 3 through 5.

Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

Students with disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

Ungraded (UG) refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

## SSPR-1. Count of Students*

### All LEAs and justice facilities, preschool-grade 12, UG

- Overall student enrollment (LEA) refers to the unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific LEA or students whose membership is reported by another LEA.

**Instructions**

- Enter the overall student enrollment count for the LEA.
- Include students who are the responsibility of the LEA, including students who are served in LEA facilities, non-LEA facilities, or both.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

**For the Fall 2025 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in LEA facilities, non-LEA facilities, or both.**

| | Number |
|---|---|
| Overall student enrollment for the LEA | |

## SSPR-2. Count of Students Served in Non-LEA Facilities*

All LEAs and justice facilities, preschool-grade 12, UG

**Instructions**

- Include students who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

**For the Fall 2025 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only.**

| | Number |
|---|---|
| Students served in non-LEA facilities | |

## SSPR-2.1. Preschool Students Served in Non-LEA Facilities Indicator* *NEW! OPTIONAL FOR 2025–26*

All LEAs

**Instructions**

- Include students in preschool who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students in preschool participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students in preschool who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students in preschool who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students in preschool who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students in preschool who reside in the school district but whose parents/guardians decide to send them to private schools.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

**For the Fall 2025 snapshot date, did the LEA have any students in preschool who were enrolled in the LEA and who were being served in non-LEA facilities only?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-2.2. Preschool Students Served in Non-LEA Facilities *NEW! OPTIONAL FOR 2025–26*

Only for LEAs with any preschool students served only in non-LEA facilities

**Instructions**

- Include students in preschool who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students in preschool participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students in preschool who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students in preschool who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students in preschool who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students in preschool who reside in the school district but whose parents/guardians decide to send them to private schools.

**For the Fall 2025 snapshot date, enter the number of students in preschool who were enrolled in the LEA and who were being served in non-LEA facilities only.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) | Students with Disabilities (Section 504 only) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Males in preschool served in non-LEA facilities: | | | | | | | | | | | |
| Females in preschool served in non-LEA facilities: | | | | | | | | | | | |
| **Total students in preschool served in non-LEA facilities:** | | | | | | | | | | | |

## SSPR-2.3. Grades K-12 Students Served in Non-LEA Facilities Indicator* *NEW! OPTIONAL FOR 2025–26*

All LEAs and justice facilities

**Instructions**

- Include students who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

**For the Fall 2025 snapshot date, did the LEA have any students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-2.4. Grades K-12 Students Served in Non-LEA Facilities *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities

**Instructions**

- Include students who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

**For the Fall 2025 snapshot date, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) | Students with Disabilities (Section 504 only) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Males in grades K-12 served in non-LEA facilities: | | | | | | | | | | | |
| Females in grades K-12 served in non-LEA facilities: | | | | | | | | | | | |
| **Total students in grades K-12 served in non-LEA facilities:** | | | | | | | | | | | |

## SSPR-3. Count of Schools*

All LEAs

- School is an organization authorized by public authority and financed primarily through public funds to provide public education to students. Under this definition, a school: (1) is operated by a public school district, independent charter district or state agency on behalf of the state (or federal government in the case of Bureau of Indian Education and Department of Defense schools); (2) provides instruction for students; (3) has, will have or had one or more students;

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

(4) has, will have or had one or more teachers; (5) has an assigned administrator(s) (principal) responsible to public authority; and (6) receives public funds as its primary support. For purposes of this definition, "public funds" includes federal, state, and local public funds. Schools include public schools that provide half day (50%) or more educational services. **Schools may include: alternative; career and technical education; regular; and/or special education schools. These four types of schools may be authorized as a charter school or designated as a magnet school.**

- Alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems. Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.
- Career and technical education school is a public elementary or secondary school that focuses primarily on providing students with an occupationally relevant or career–related curriculum, including formal preparation for technical or professional occupations.
- Regular school is a public elementary or secondary school that does not focus primarily on career and technical, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- Special education school is a public elementary or secondary school that focuses primarily on serving the educational needs of students with disabilities under IDEA or Section 504 of the Rehabilitation Act.
- Charter school is a public school that provides free public elementary and/or secondary education to eligible students under a specific charter issued pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.
- Magnet school is a public school that operates a magnet program for all students or some students within the school. A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or non-English language).

**Instructions**

- Include all facilities where students attend.

**For the Fall 2025 snapshot date, enter the number of public schools that were under the governance of the LEA.**

| | Number |
|---|---|
| Public schools in the LEA | |

## SSPR-3.1. Remote Instruction and Setting Indicator* *NEW! OPTIONAL FOR 2025–26*

All LEAs and justice facilities

- Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

**Instructions**

- All instruction offered by the LEA or its school(s) is remote.
- Examples of students who received remote instruction who were not physically in the LEA setting or the LEA's school(s') setting(s) include: students who were at home or another remote location, while teachers were at the LEA or school(s); and students who were at home, while teachers were also at home.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

**This LEA only offered or only had schools that offered remote instruction and all students who received remote instruction were not physically in the LEA or school(s') setting(s) during the regular 2025–26 school year, not including intersession or summer.**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-4. Early Childhood Program Indicator*

All LEAs

**Instructions**

- Indicate whether the LEA provided one or more early childhood services and/or programs that served children from birth through age 2. The LEA may provide early childhood programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide early childhood services and/or programs by contracting with another entity to provide them to children. Early childhood programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include early childhood programs and/or services for IDEA and non-IDEA children from birth through age 2.

**For the Fall 2025 snapshot date, did the LEA provide early childhood services and/or programs, in either LEA or non-LEA facilities, to children from birth through age 2?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-5. Early Childhood Program for Non-IDEA Children

Only for LEAs that provide early childhood programs and/or services

**Instructions**

- Indicate whether the LEA provided one or more early childhood services and/or programs that served non-IDEA children from birth through age 2. The LEA may provide early childhood programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide early childhood programs and/or services by contracting with another entity to provide them to children. Early childhood programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

**For the Fall 2025 snapshot date, did the LEA provide early childhood services and/or programs, in either LEA or non-LEA facilities, to non-IDEA children from birth through age 2?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-6. Preschool Program Provided by the LEA Indicator*

All LEAs

**Instructions**

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

- Indicate whether the LEA provided one or more preschool services and/or programs that served children ages 3 through 5. The LEA may provide preschool programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide the preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include preschool programs and/or services for IDEA or non-IDEA children ages 3 through 5.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

**For the Fall 2025 snapshot date, did the LEA provide one or more preschool services and/or programs, in either LEA or non-LEA facilities, to children ages 3 through 5?**

| | **Permitted Values: Yes or No** |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-7. Preschool Daily Length and Cost*

### Only for LEAs that provide preschool

- A full-day preschool program is a program that a child attends each weekday for approximately six hours or more.

**Instructions**

- Indicate the daily length(s) and cost(s) associated with the LEA's preschool services and/or programs that served children ages 3 through 5. The LEA may provide preschool programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

**For the Fall 2025 snapshot date, indicate the type of LEA preschool service(s) and/or program(s), in either LEA or non-LEA facilities, that were serving children ages 3 through 5. Please select "Yes" or "No" for each option.**

| | **Permitted Values: Yes or No** |
|---|---|
| Full-day preschool and no charge to parent(s)/guardian | |
| Full-day preschool and partial or full charge to parent(s)/guardian | |
| Part-day preschool and no charge to parent(s)/guardian | |
| Part-day preschool and partial or full charge to parent(s)/guardian | |

## SSPR-8. Preschool Eligibility - All Children*

### Only for LEAs that provide preschool

- "All children" refers to all children ages 3 through 5.

**For the Fall 2025 snapshot date, were the LEA's preschool service(s) and/or program(s), in either LEA or non-LEA facilities, being offered to all children?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

## SSPR-9. Preschool Eligibility – Student Groups

### Only for LEAs that provide preschool, but not to all children

- Title I schools are schools with large concentrations of low-income students that receive Title I funds (i.e., supplemental funds under Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) to assist in meeting their students' educational goals. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program.
- For the purposes of preschool eligibility, low-income is defined by the LEA, and may vary from LEA to LEA.

**For the Fall 2025 snapshot date, indicate whether the LEA's preschool service(s) and/or program(s), in either LEA or non-LEA facilities, were being offered to children with disabilities (IDEA), children in Title I schools, and/or children from low-income families. Please select "Yes" or "No" for each option.**

| | Permitted Values: Yes or No |
|---|---|
| Children with disabilities (IDEA) | |
| Children in Title I schools | |
| Children from low-income families | |

## SSPR-10. Preschool Children Served

### Only for LEAs that provide preschool

**Instructions**

- Include children who are the responsibility of the LEA, including children who are served in preschool in LEA facilities, non-LEA facilities, or both.
- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- For the "children age 3 years served" category, include children who are 3 years of age and children who are 2 years of age who are allowed to be served in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- Include IDEA and non-IDEA children.
- The LEA may provide preschool programs or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

**For the Fall 2025 snapshot date, enter the number of 3, 4, and 5-year old students who were being served in the LEA's preschool service(s) and/or program(s), either in LEA or non-LEA facilities.**

| | Number |
|---|---|
| Children age 3 years served | |
| Children age 4 years served | |
| Children age 5 years served | |

## SSPR-11. Preschool Age for Non-IDEA Children

Only for LEAs that provide preschool

**Instructions**

- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- The LEA may provide preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

**For the Fall 2025 snapshot date, indicate whether any of the LEA preschool service(s) and/or program(s), in either LEA or non-LEA facilities, were serving non-IDEA children in the ages specified below. Please select "Yes" or "No" for each option.**

| | Permitted Values: Yes or No |
|---|---|
| Children age 3 years | |
| Children ages 4 and 5 years | |

## SSPR-12. Kindergarten Program Indicator*

All LEAs

**Instructions**

- Indicate whether the LEA provided one or more kindergarten programs that served one or more students. The LEA may provide kindergarten programs in LEA facilities, non-LEA facilities, or both.
- The LEA may provide kindergarten programs by contracting with another entity to provide them to students. Kindergarten programs that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

**For the Fall 2025 snapshot date, did the LEA provide one or more kindergarten programs that served one or more students?**

| | Permitted Values: Yes or No |
|---|---|
| Please select “Yes” or “No.” | |

## SSPR-13. Kindergarten Daily Length and Cost*

Only for LEAs that provide kindergarten

- A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.

*Items noted with an asterisk “*” reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

**Instructions**

- Indicate the daily length(s) and cost(s) associated with the LEA's kindergarten program(s) that served students. The LEA may provide kindergarten programs in LEA facilities, non-LEA facilities, or both.
- The LEA may provide kindergarten programs by contracting with another entity to provide them to students. Kindergarten programs that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

**For the Fall 2025 snapshot date, indicate the type of LEA kindergarten program(s) that served students. Please select "Yes" or "No" for each option.**

| | **Permitted Values: Yes or No** |
|---|---|
| Full-day kindergarten and no charge to parent(s)/guardian | |
| Full-day kindergarten and partial or full charge to parent(s)/guardian | |
| Part-day kindergarten and no charge to parent(s)/guardian | |
| Part-day kindergarten and partial or full charge to parent(s)/guardian | |

# CRCO: Civil Rights Coordinator/Desegregation Plan

## Module Instructions

**DATES**

Report data from the 2025–26 school year, unless otherwise noted. The data reported should be as of October 1, 2025 (or the closest school day to October 1), unless otherwise noted. This is known as a "Fall snapshot."

**NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES**

The online tool 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 English learners (EL), then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

**KEY DEFINITIONS**

A civil rights coordinator is an individual who is appointed by the LEA to coordinate compliance with civil rights laws, including investigations of discrimination complaints.

## CRCO-1. Civil Rights Coordinators Indicator* *REVISED!*

All LEAs and justice facilities

- Civil rights laws that prohibit discrimination include:
  - Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex).
  - Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the bases of race, color, or national origin).
  - Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability).
  - Title II of the Americans with Disabilities Act of 1990 (prohibits discrimination on the basis of disability by public entities [including public schools], whether or not they receive federal financial assistance).

**Instructions**

- Report data from the 2026–27 school year. The data reported should be as of October 1, 2026 (or the closest school day to October 1). This is known as a "Fall snapshot."
- Indicate whether the LEA had appointed one or more employees to lead efforts to carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/national origin, and disability.
- Civil rights coordinators may be part-time or full-time.

**For the Fall 2026 snapshot date, indicate whether the LEA had designated one or more employees (either part-time or full-time) to act as civil rights coordinators. Please select "yes" or "no" for each option.**

| | Permitted Values: Yes or No |
|---|---|
| Sex (Title IX) | |
| Race, color, or national origin (Title VI) | |
| Disability (Section 504 and/or Title II) | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

## CRCO-2. Civil Right Coordinators Contact Information *REVISED!*

Only for LEAs and justice facilities reporting having civil rights coordinators

**Instructions**

- Report data from the 2026–27 school year. The data reported should be as of October 1, 2026 (or the closest school day to October 1). This is known as a "Fall snapshot."

**Enter the contact information (name and email address) for the civil rights coordinator(s) that were identified in CRCO-1. If the LEA has more than one coordinator for a specific civil rights law, then provide the contact information for the lead coordinator.**

| | First Name | Last Name | Email |
|---|---|---|---|
| Sex (Title IX) | | | _____@___.___ |
| Race, color, or national origin (Title VI) | | | _____@___.___ |
| Disability (Section 504 and/or Title II) | | | _____@___.___ |

## CRCO-3. Desegregation Order or Plan

All LEAs

- A desegregation order or plan is an order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district's actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.

**For the Fall 2025 snapshot date, was the LEA covered by a desegregation order or plan?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

# HIBD: Harassment or Bullying

## Module Instructions

**DATES**

Report data from the 2025–26 school year. The data reported should be as of October 1, 2025 (or the closest school day to October 1). This is known as a "Fall snapshot." LEAs should use the same Fall snapshot date to report all the data in this module.

**NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES**

The online tool 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.

**KEY DEFINITIONS**

Harassment or bullying on the basis of sex REVISED! refers to harmful conduct based on actual or perceived sex (including sexual orientation, sex stereotypes, and pregnancy). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. This includes sexual harassment, sexual assault, and rape. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of race, color, or national origin refers to harmful conduct based on actual or perceived race, color, or national origin (including ancestry and ethnicity). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of disability refers to harmful conduct based on actual or perceived disability. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of sexual orientation refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that is physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of religion refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

## HIBD-1. Harassment or Bullying Policy Indicator*

All LEAs and justice facilities

**Instructions**

- Written policy (or polices) must be for ALL basis categories.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

**For the Fall 2025 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

### HIBD-2. Harassment or Bullying Policy Web Link Indicator*

Only for LEAs and justice facilities reporting having a harassment or bullying policy prohibiting harassment or bullying on the basis of sex, race/color/national origin, and disability

**For the Fall 2025 snapshot date, did the LEA have a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

### HIBD-3. Harassment or Bullying Policy Web Link

Only for LEAs and justice facilities reporting having a web link to a harassment or bullying policy prohibiting harassment or bullying on the basis of sex, race/color/national origin, and disability

**Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.**

| | Web Link |
|---|---|
| | http://_____.____ |

### HIBD-4. Harassment or Bullying Policy Indicator – Other Categories* *REVISED!*

All LEAs and justice facilities

**For the Fall 2025 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation and/or religion?**

| | Permitted Values: Yes or No |
|---|---|
| Sexual Orientation | |
| Religion | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

### HIBD-5. Harassment or Bullying Policy Web Link Indicator – Other Categories* *REVISED!*

Only for LEAs and justice facilities reporting having a harassment or bullying policy prohibiting harassment or bullying on the basis of sexual orientation and/or religion

**For the Fall 2025 snapshot date, did the LEA have a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation and/or religion?**

| | **Permitted Values: Yes or No** |
|---|---|
| Sexual Orientation | |
| Religion | |

### HIBD-6. Harassment or Bullying Policy Web Link – Other Categories *REVISED!*

Only for LEAs and justice facilities reporting having a web link to a harassment or bullying policy prohibiting harassment or bullying on the basis of sexual orientation and/or religion

**Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation and/or religion.**

| | **Web Link** |
|---|---|
| Sexual Orientation | http://_____._____ |
| Religion | http://_____._____ |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

# DSED: Distance Education

## Module Instructions

**DATES**

The data reported should be based on the entire 2025–26 regular school year, not including intersession or summer.

**WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)**

Zeros 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. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns.

**NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES**

The online tool 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.

**KEY DEFINITIONS**

Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

**SPECIAL INSTRUCTIONS**

The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

## DSED-1. Distance Education Enrollment Indicator*

All LEAs and justice facilities

**Instructions**

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.
- The LEA should consider students who were enrolled in any distance education courses that were provided during the 2025–26 school year.

**Did the LEA have any students in grades K-12 (or the ungraded equivalent) who were enrolled in any distance education courses during the 2025–26 school year?**

| | Permitted Values: Yes or No |
|---|---|
| Please select "Yes" or "No." | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

## DSED-2. Distance Education Enrollment

### Only for LEAs and justice facilities reporting student enrollment in distance education

**Instructions**

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.
- The LEA should consider students who were enrolled in any distance education courses that were provided during the 2025–26 school year.

**Enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course during the 2025–26 school year.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) |
|---|---|---|---|---|---|---|---|---|---|---|
| Males who were enrolled in a distance education course: | | | | | | | | | | |
| Females who were enrolled in a distance education course: | | | | | | | | | | |
| **Total number of students who were enrolled in a distance education course:** | | | | | | | | | | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

# HSEE: High School Equivalency Exam

## Module Instructions

**DATES**

The data reported should be based on the entire 2025–26 regular school year, not including intersession or summer.

**WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)**

Zeros 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. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns .

**NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES**

The online tool 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.

**KEY DEFINITIONS**

High school equivalency exam preparation programs are programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential. High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).

**SPECIAL INSTRUCTIONS**

The LEA may provide high school equivalency exam preparation programs by contracting with another entity to provide them to students. High school equivalency exam preparation programs that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided programs.

Do not include students who participated in high school equivalency exam preparation programs that were not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided programs.

## HSEE-1. High School Equivalency Exam Preparation Program Provided by the LEA Indicator*

All LEAs and justice facilities

**Instructions**

- Indicate whether the LEA provided one or more high school equivalency exam preparation programs that served students ages 16 through 19. The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

**Did the LEA provide a high school equivalency exam preparation program, either in LEA or non-LEA facilities, that served students ages 16 through 19 during the 2025–26 school year?**

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

| | **Permitted Values: Yes or No** |
|---|---|
| Please select "Yes" or "No." | |

## HSEE-2. High School Equivalency Exam Preparation Program Student Participation

Only for LEAs and justice facilities that provide a high school equivalency exam preparation program

**Instructions**

- Enter the number of students ages 16 through 19 who participated in one or more high school equivalency exam preparation programs provided by the LEA. Include students who participated in one or more programs, regardless of whether they took the programs' high school equivalency exams.
- Do not include students who participated in a high school equivalency exam preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

**Enter the number of students ages 16 through 19 who participated in at least one LEA-operated high school equivalency exam preparation program during the 2025–26 school year.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) |
|---|---|---|---|---|---|---|---|---|---|---|
| Males who participated in a high school equivalency exam preparation program: | | | | | | | | | | |
| Females who participated in a high school equivalency exam preparation program: | | | | | | | | | | |
| **Total number of students participated in a high school equivalency exam preparation program:** | | | | | | | | | | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

# RSTS: Restraints and Seclusion

## Module Instructions

**DATES**

The data reported should be based on the entire 2025–26 regular school year, not including intersession or summer.

**WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)**

Zeros 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. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns.

**NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES**

The online tool 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.

**KEY DEFINITIONS**

Mechanical restraint 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 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 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 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 INSTRUCTIONS**

Students may be counted in more than one restraint or seclusion category.

A student may be handcuffed with metal, plastic, or cloth devices used to secure a student by linking arms or legs, or to secure a student to another object.

For LEAs that complete the SSPR-2.3: Grades K-12 Students Served in Non-LEA Facilities Indicator and select "No," the RSTS: Restraints and Seclusion module does not apply.

For LEAs that complete the SSPR-2.2: Remote Instruction and Setting Indicator and select "Yes," the RSTS: Restraints and Seclusion module does not apply.

## RSTS-1: Restraint or Seclusion Indicator* *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities

**During the regular 2025–26 school year, not including intersession or summer, were any students in grades K-12 (or the ungraded equivalent), who were enrolled in the LEA and served in non-LEA facilities only, subjected to mechanical restraint, physical restraint, or seclusion by non-LEA facilities, regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use?**

| | Permitted Values: Yes or No |
|---|---|
| Mechanical Restraint | |
| Physical Restraint | |
| Seclusion | |

## RSTS-2. Grades K-12 Students Served in Non-LEA Facilities – Mechanical Restraint *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities reporting having non-LEA facilities using mechanical restraint

**Instructions**

- Report the number of students who were subjected to mechanical restraint regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use.
- For mechanical restraint, include counts for students who are handcuffed. This includes 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.
- A student may be counted in more than one Restraint or Seclusion table.

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

**For the regular 2025–26 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, served in non-LEA facilities only, and subjected to mechanical restraint by non-LEA facilities.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) | Students with Disabilities (Section 504 only) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Males subjected to mechanical restraint by non-LEA facilities: | | | | | | | | | | | |
| Females subjected to mechanical restraint by non-LEA facilities: | | | | | | | | | | | |
| **Total students subjected to mechanical restraint by non-LEA facilities:** | | | | | | | | | | | |

## RSTS-3. Grades K-12 Students Served in Non-LEA Facilities – Physical Restraint *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities reporting having non-LEA facilities using physical restraint

**Instructions**

- Report the number of students who were subjected to physical restraint regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use.
- A student may be counted in more than one Restraint or Seclusion table.

**For the regular 2025–26 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, served in non-LEA facilities only, and subjected to physical restraint by non-LEA facilities.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) | Students with Disabilities (Section 504 only) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Males subjected to physical restraint by non-LEA facilities: | | | | | | | | | | | |
| Females subjected to physical restraint by non-LEA facilities: | | | | | | | | | | | |
| **Total students subjected to physical restraint by non-LEA facilities:** | | | | | | | | | | | |

## RSTS-4. Grades K-12 Students Served in Non-LEA Facilities – Seclusion *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities reporting having non-LEA facilities using seclusion

**Instructions**

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*

- Report the number of students who were subjected to seclusion regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use.
- A student may be counted in more than one Restraint or Seclusion table.

**For the regular 2025–26 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, served in non-LEA facilities only, and subjected to seclusion by non-LEA facilities.**

| | Hispanic or Latino of any race | American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander | Black or African American | White | Two or more races | **Total** | English Learners (EL) | Students with Disabilities (IDEA) | Students with Disabilities (Section 504 only) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Males subjected to seclusion by non-LEA facilities: | | | | | | | | | | | |
| Females subjected to seclusion by non-LEA facilities: | | | | | | | | | | | |
| **Total students subjected to seclusion by non-LEA facilities:** | | | | | | | | | | | |

*Items noted with an asterisk "*" reflect guiding questions.*
*Answers to these questions determine whether an LEA will be presented with subsequent items.*