

**2019–2020**  
**Annual Report**  
**Use of Physical Restraint**  
**in Delaware Public School Districts**  
**and Charter Schools**

As required under 14 *Del. C.* § 4112F(c)

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## Note to the Reader

The 2019-2020 Annual Report on the Use of Physical Restraint in Delaware Public School Districts and Charter Schools presents detailed information regarding incidents of physical restraint reported from July 1, 2019 through June 30, 2020. Collecting this incident-level data provides the Delaware Department of Education (DDOE) with a comprehensive overview of the number and types of incidents of restraint occurring among different student populations statewide. This comprehensive data has been collected for six years allowing DDOE to review trends over time and target support for districts and charter schools to mitigate areas of concern.

A unique and significant health crisis impacted Delaware schools in the 2019-2020 and consequently, data collection procedures related to student physical restraint reporting were affected. On March 16, 2020, Governor Carney declared a Public Health Emergency closing all Delaware public schools for two weeks to prepare for the potential spread of coronavirus (COVID-19). That declaration was later extended to close school buildings until May 15 and again extended for the remainder of the academic school year. Though Delaware students continued to learn remotely during this time, school buildings remained closed beyond the end date of this report. Therefore, data collected beyond mid-March were reported by private placement schools with residential components only. This report, inclusive of Appendix A Statewide Physical Restraints, represents all reporting data collected from July 1, 2019 through June 30, 2020. Due to the unique circumstances and impact of the COVID-19 pandemic resulting in school closures, the historical data set ([Appendix B- Unduplicated Counts of Student Restraints Disaggregated by Subgroup](#)) represents a reporting period from July 01, 2019 through February 28, 2020 exclusively in each of the most recent three years to provide consistent data for comparative purposes.

When reviewing organization-level data and any variances between groups and subgroups, consideration must be given to district and charter restraint activity driven by the necessity to safely secure students from harm, including self-injurious behavior and prevention of student elopement from school grounds. Further examination and analysis of these data will assist in informing the direction of the DDOE's on-going guidance to districts and charters regarding best practices. Through the DDOE, Delaware maintains its adherence to nationally recognized models of de-escalation and physical restraint training, providing training support to districts and charter schools on reporting requirements as well as reviewing and analyzing data.

DDOE collected data on the reported use of physical restraint from July 1, 2019 through June 30, 2020. The data contained in this report reflects the information provided by all Local Education Agencies (LEAs) in the state of Delaware during the 2019-2020 school year as required by 14 *Del. C. § 4112F(c)*. LEAs include both districts and charter schools. Additionally, 14 *Del. Admin. C. § 610* Limitation on the Use of Seclusion and Restraint contains the following reporting requirements:

### 7.0 Annual Reporting Requirement

The Department shall issue an annual report on the use of physical restraint, which shall include rates of usage by school and by subcategories identified pursuant to Section 6.0, identify trends, and analyze significant results. The

report shall be posted on the Department’s website. <http://www.doe.k12.de.us/domain/167>

**Table of Contents**

Background and Overview .....	4
Methodology .....	5
Definitions and Concepts .....	8
Summary .....	9
Recommendations .....	10
Student Demographics .....	11
Total Number of Reported Incidents of Physical Restraint .....	14
Appendix A .....	15
Appendix B .....	15

## Background and Overview

Title 14, Delaware Administrative Code, Section 610, Limitations on the Use of Seclusion and Restraint set standards and procedures for the use of physical restraint. The regulation prohibits the use of chemical restraint, mechanical restraint, and seclusion; however, the latter two are subject to use if authorized through the DDOE waiver granting process. For more information regarding the waiver process, please refer to 14 DE Admin. Code 610.8.0. In addition to permitting and prohibiting uses of restraint and seclusion, this regulation requires training for public school, private program or alternative program personnel, documentation and reporting of incidents of restraint and seclusion, requirements of notification to parents, and waiver procedures for the use of mechanical restraint or seclusion. This regulation provides for the safety of all students in our school system.

As per the regulation, DDOE is required to publish an annual public report on the incidents of physical restraints of students in public schools and private program placements (contracted through LEAs). The report is to include the following: rates of usage by school and by subcategories of age, race/ethnicity, and disability category, identification of trends, and analysis of significant results.

During the 2019-2020 school year, physical restraints were reported for regular education students and students with disabilities through eSchoolPlus (Delaware pupil accounting system). When a student's behavior(s) presents a significant and imminent risk of bodily harm to self or others necessitating the use of physical restraint, LEAs are required to complete the restraint and seclusion reporting screen in eSchoolPlus. This report must be completed and submitted within 72 hours of the restraint occurrence in a public school setting or within 72 hours from the time the student's LEA receives notification of the restraint from the contracted specialized private or alternative program.

This regulation requires annual staff training in the use of crisis prevention and intervention techniques consistent with nationally recognized training programs. LEAs determine staff members to be trained. The training must include prevention techniques, de-escalation techniques, and positive behavioral intervention strategies and supports. This training should be designed to meet the needs of personnel consistent with their duties and the potential need for emergency safety interventions. Except as provided in 14 Del.C. § 702(c), a student may be physically restrained only by public school personnel, contracted private program personnel or alternative program personnel who have completed training in physical emergency safety interventions.

## Methodology

### Data Collection

During the 2019-2020 school year, the DDOE collected and analyzed data at the incident level for each regular education and special education student reported as restrained. In addition, data were collected on the unduplicated count of students with and without disabilities who were reported as restrained. Unduplicated student count means that each student is counted only once, although he/she may have had more than a single incident reported. Collecting incident level data, as well as the unduplicated count of students with and without disabilities who were restrained, provides important information regarding the current use of restraint in Delaware. Collecting both types of data allows analysis to determine if staff are using restraint more frequently as a crisis prevention/intervention technique or if there are select students who present an imminent risk of harm to self and/or others on a more frequent basis.

Instances of physical restraint for the 2019-2020 school year were collected at the incident level from all LEAs in all three counties in Delaware. LEAs include both districts and charter schools. In addition, incidents of reported physical restraints were collected for students placed by LEAs in contracted specialized private programs located both in state and out of state. DDOE also required reporting of any seclusion or mechanical restraint (approved through the waiver process). There were no waiver requests submitted to the Secretary of Education for mechanical restraint or seclusion for the 2019-2020 school year.

Data were collected via eSchoolPlus. A custom reporting screen collects these data. According to 14 Del. Admin. C. 610, the DDOE collected a number of data elements. The data elements collected for each incident of reported restraint included student behavior and description of events leading to physical restraint; de-escalation techniques used by school personnel prior to the restraint; a description of the student's behavior during the restraint; summary of any witness interviews (if applicable); any injury caused to the student, staff member(s), or other student(s), and any related treatment deemed necessary as a result of the restraint. Demographic information (age, race, ethnicity, and disability category) was also included on identified students. Additional elements LEAs provided, as appropriate, included a description of the interview conducted with the student, whether changes were made to the student's Individualized Education Program (IEP) or Behavior Support Plan, as well as program procedures and staff training changes related to the specific incident.

In addition to the regulation reporting requirements, the DDOE collects additional data elements via eSchoolPlus, including the date and time of the action, action duration in minutes, if a crisis response team was involved, whether staff involved in the restraint were trained in non-violent de-escalation/restraint techniques, and parent/guardian notification information. The DDOE continues to track all of these elements, as well as type of school. County, district, and school level data from 2019-2020 are provided in graphic form in **Appendix A**. *Comparative data of the 2017-2018, 2018-2019, and 2019-2020 school years are provided in Appendix B. To provide consistent historical data for review, only information collected between July 1, 2019 and February 28, 2020 for each comparative year is being provided in Appendix B.*

## **Data Monitoring**

Several audits were applied to ensure data integrity. The data were reviewed to identify data reporting inconsistencies. In addition, the DDOE continues to ensure accurate reporting practices through the following protocols:

### ***Discipline Report Verification***

The DDOE conduct review of the discipline report for words that may be synonymous to “restraints” (e.g. hold, held, restrained, restraint etc.). DDOE then verifies that if it is recorded in the discipline report, there is a corresponding report of the restraint in the restraint reporting system. If a school reports a restraint in the discipline report but it is not also recorded in the restraint reporting system, an email is sent to the school climate and discipline contact in the district/charter informing them that the restraint must be entered or clarification as to why this was not considered a restraint must be provided within 5 business days.

If the information is not entered or clarified within 5 business days, a letter is then sent to the school climate and discipline contact and copied to the Superintendent indicating that the information must be entered within 5 business days.

If the information is still not entered within the required timeframe, a letter is sent to the Superintendent/Board of Directors indicating that the district/charter must engage in professional development, regarding the policies and procedures of restraint reporting. Once the information is entered and verification that professional development was completed, a close out letter is sent to the Superintendent/Board of Directors.

Of the 34 incidents flagged as a non-report of student physical restraint, 33 (97%) have been entered or clarification was provided by the LEA as to why the incident was not recorded as student physical restraint. The one outstanding non-reported restraint is from Great Oaks Charter School. Of the 40 incidents needing clarification, 40 (100%) have been addressed by the appropriate school personnel. Of the 23 discipline incidents needing updating, 23 (100%) have been corrected to indicate that student physical restraint occurred as part of the discipline incident.

It should be noted, flagged incidents are lower than in previous year due to both more accurate incident reporting and the school building closures in March 2019 in response to the COVID-19 pandemic.

### ***Interagency Collaborative Team (ICT) Files Verification***

The Interagency Collaborative Team (ICT) is composed of Directors or their designees of various divisions of state agencies, including but not limited to, the Delaware Department of Education; Department of Health and Social Services; Department of Services for Children, Youth, and their Families; Office of Controller General; and the Office of Management and Budget. This team reviews LEA requests for support for placements of children with disabilities in need of Unique Educational Alternatives because the LEAs cannot address these students’ needs with existing resources and programs. Unique Educational Alternatives include but are not

limited to private residential placements and private day programs (14 DE Admin. Code 929.3.0).

On a quarterly basis, DDOE reviews student records for youth placed in approved in-state programs to verify that incidents of restraint are reported. Records are also reviewed for students placed in approved out of state ICT programs. If a restraint is not recorded, an email is sent to ICT Coordinator/Special Education Director indicating the information must be entered within 5 business days.

If the information is not entered within the required timeframe, a letter is sent to the Superintendent /Head of School indicating the district/charter school must engage in professional development regarding policies and procedures of restraint reporting for ICT students.

Once information is entered and verification that professional development was completed, a close out letter is sent to the Superintendent/Head of School.

This process continues to positively impact accurate and timely reporting to LEAs and DOE, as appropriate. There continues to be decreasing numbers of inconsistencies each concurrent year since initiation of this procedure.

### ***Supports Provided for LEAs***

Given the extensive amount of data collection required by the LEAs and the contracted specialized private programs, DDOE provides support through multiple trainings and technical assistance as needed. The DDOE provided training on 14 DE Admin. Code 610, including trainings (3) on mandatory School Crime and Discipline reporting and (9) professional development sessions focused on functional assessment, behavioral support plans and the Prevent-Teach-Reinforce model of behavior support to LEAs. Additionally, self-directed modules are accessible on Schoology that address Bullying, Student to Student Relationships, Teacher to Student Relationships and School-wide Engagement.

Under 14 DE Admin. Code 610.4.2 the DDOE also provides a training webinar on how to report restraints via eSchoolPlus. This webinar is provided through the DDOE Professional Development Management System (PDMS) and updated yearly to include helpful information gleaned from review and analysis of incident data entered in the previous school year. Of 862 individuals registered, 754 (88%) completed the webinar training in 2019-2020.

## Definitions and Concepts

**“Alternative Program”** means a program established pursuant to 14 Del.C. Ch. 16.

**“Chemical restraint”** means a drug or medication used on a student to control behavior or restrict freedom of movement that is either not medically prescribed for the standard treatment of a student’s medical or psychiatric condition or not administered as prescribed. (Authority: 14 Del.C.§4112F(a)(1)).

**“Mechanical restraint”** means the application of any device or object that restricts a student’s freedom of movement or normal access to a portion of the body that the student cannot easily remove. “Mechanical restraint” does not include devices or objects used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which they were designed and, if applicable prescribed, including the following:

- restraints for medical immobilization;
- adaptive devices or mechanical supports used to allow greater freedom of movement stability than would be possible without use of such devices or mechanical supports;
- vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- instruction and use of restraints as part of a criminal justice or other course; or
- notwithstanding their design for other purposes, adaptive use of benign devices or objects, including mittens and caps, to deter self-injury.

(Authority: 14 Del.C.§4112F(a)(2))

**“Physical restraint”** means a restriction imposed by a person that immobilizes or reduces the ability of a student to freely move arms, legs, body, or head. “Physical restraint” does not include physical contact that:

- helps a student respond or complete a task;
- is needed to administer an authorized health-related service or procedure; or
- is needed to physically escort a student when the student does not resist or the student’s resistance is minimal.

(Authority: 14 Del.C.§4112F(a)(3))

**“Private program”** means a non-public school or program contracted by a school district or charter school.

**“Seclusion”** means the involuntary confinement of a student alone in a room, enclosure, or space that is either locked or, while unlocked, physically disallows egress. The use of a “timeout” procedure during which a staff member remains accessible to the student shall not be considered “seclusion.” (Authority: 14 Del.C. §4112F(a)(5))

**“Timeout”** means a behavior management technique in which, to provide a student with the opportunity to reflect or regain self-control, a student is separated from others for a limited period in a setting that is not locked and the exit is not physically blocked by furniture, closed door held shut from outside, or other inanimate object.

(Authority: 14 Del.C.§4112F(a)(6))



## Summary

Since the inception of this reporting protocol as part of Title 14, Del.Admin.C.§610, Limitations on the Use of Seclusion and Restraint, through analysis of patterns and trends of both annual and historical data, DDOE has and will continue to revise training and reporting forms to ensure accuracy of data and ease of reporting for program personnel.

The DDOE requests districts and charter schools submit a copy of their policies, procedures, training requirements, and any other supporting documentation related to the use and reporting of restraint and seclusion.

During the 2019-2020 school year, 2,106 incidents of physical restraint were reported. Appendix A details the rate of usage of physical restraint procedures at the county, district, and school levels. Findings include:

- A greater percentage of students with disabilities (76%) were restrained as compared to regular education students (24%).
- A greater percentage of males (80%) were restrained compared to females (20%). These percentages have remained consistent for the past three years.

### Historical Perspective:

The DDOE has collected data related to the use of physical restraint procedures for six years, beginning in the 2014-2015 school year. Data and reporting have become increasingly complete across time. **A three-year comparative review (Appendix B) of the 2017-2018, 2018-2019 and 2019-2020 (July through February only)** of data provided the following information that will guide future DDOE professional development and ongoing technical assistance planning.

- There has been a cumulative increase of 4% in the restraint of Regular Education Students over the last three years.
- There has been a 5% cumulative increase over the last three years of the number of Black or African American students requiring physical restraint intervention in relation to the other demographic categories. There has been a 4% cumulative decrease over the last three years of the number of Hispanic students requiring physical restraint intervention.
- There was a 4% increase in incidents reported with restraint duration of 10 minutes or more, while shorter restraint durations of less than-or-equal-to 5 minutes decreased by 9%.
- There has been a cumulative decrease of 3% for the 6-8 age group over the previous three years. There has been a cumulative increase of 4% for the 9-11 age group over the previous three years.

## Recommendations

- DDOE continue to monitor, via the Discipline Report Verification and ICT Files Verification processes.
- Through the Delaware Positive Behavior Support Project, the DDOE continue to provide technical assistance on multi-tiered systems of behavior support. In addition, the DDOE will update and expand, as appropriate, training materials on Schoology that focus on the following topics: functional behavior assessment, data collection, behavior support plan development, and progress monitoring and evaluation. DDOE will work with LEAs to utilize this information to enhance their multi-tiered systems of support and focus efforts on providing antecedent modifications, teaching alternative skills, teaching coping strategies and communication skills, and implementing de-escalation techniques.
- DDOE continue to provide training and technical assistance on restraint reporting via the School Climate and Discipline Summer Professional Development and Special Education Leadership Meetings. DDOE also makes available a Cognos detail report that LEAs can utilize to review and analyze their own restraint reporting data.
- DDOE continue to provide training to administrators related to requirements of second level of reporting for discipline reports involving physical restraints of students and review guidelines for reporting incidents of students with disabilities displaying multiple related events within a limited period of time.
- DDOE continue to notify LEAs when a student has been restrained 50 or more times within a reporting year and encourage school staff to access technical assistance tools in Schoology. If the student/s receive special education services, the notification will encourage the IEP team to review the current IEP and determine if additional supports are necessary.
- DDOE continue to work with the Data Administration Team related to revisions to the physical restraint incident reporting form in the 2020-2021. Minor revisions to the current reporting form were implemented in the 2020-20201 school year. Training and technical assistance related to all revisions should be included in the reporting webinar provided annually by DDOE. All revisions are in response to identified needs to increase user efficiency and accuracy in reporting and data collection.

## Student Demographics

### Unduplicated Counts of Student Physical Restraints Disaggregated by Subgroup

The tables below represent the ethnicity, gender, age, and disability category of students who received restraint procedures during the 2019-2020 school year. *Please note that the numbers represent the total number of unduplicated students.* Unduplicated student count means that each student is counted only once, although he/she may have had more than a single incident reported. The data presented in all tables represents the time period from July 1, 2019 through June 30, 2020.

Please note the following suppression rules for all tables:

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

**Table 1. Race and Ethnicity**

	Number of Students Restrained	Percentage of All Students Restrained
Two or More Races	36	5%
Black or African American	382	54%
American Indian/Alaskan Native	-	<5%
Asian	-	<5%
Hawaiian/Pacific Islander	-	<5%
Hispanic	59	9%
White	210	30%
<b>Total</b>	<b>701</b>	<b>100%</b>

Table 1 displays the race/ethnicity of students who were physically restrained. Of students requiring physical restraint intervention, 54% were Black or African American, 30% were White, and 8% were Hispanic.

**Table 2. Gender**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
Male	564	80%
Female	137	20%
<b>Total</b>	<b>701</b>	<b>100%</b>

Table 2 displays the gender of all students who were physically restrained. Of those restrained, 80% were male and 20% were female.

**Table 3. Age**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
3-5	30	<5%
6-8	215	31%
9-11	208	30%
12-14	127	18%
15-17	90	13%
18-21	31	<5%
<b>Total</b>	<b>701</b>	<b>100%</b>

Table 3 displays the age ranges of all students who were physically restrained. The data indicates that 31% of those restrained were ages 6-8 and 30% were ages 9-11. Lower percentages of those restrained were ages 3-5 (4%) and 18-21 (4%). Please note, ages were calculated as of December 31, 2019.

**Table 4. Disability Category**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
Regular Education Students	165	23%
100 (Mild Intellectual Disability)	-	<5%
200 (Emotional Disability)	144	21%
300 (Learning Disability)	40	6%
400 (Moderate Intellectual Disability)	-	<5%
500 (Severe Intellectual Disability)	-	<5%
601 (Other Health Impairment)	94	13%
700 (Hearing Impairment)	-	<5%
1000 (Autism)	164	23%
1100 (Deaf - Blind)	-	<5%
1200 (Speech and/or Language Impairment)	-	<5%
1300 (Traumatic Brain Injury)	-	<5%
1400 (Developmental Delay)	57	8%
1600 (Preschool Speech Delay)	-	<5%
Not Reported (N/R)	-	<5%
<b>Total</b>	<b>701</b>	<b>100%</b>

Table 4 displays the number of students physically restrained that were regular education students, as well as the number of students within each special education disability category. Of the students identified in incident reports, 76% had an identified disability.

## Total Number of Reported Incidents of Physical Restraint

The following tables include duplicated counts of physical restraint. That is, single students are represented multiple times in the counts below.

Note that in some cases, students demonstrated multiple episodes of behavior across a continuous interval of time without a break. The DDOE added an additional field titled Consecutive Restraint Count to remove the need to enter numerous incident reports when a student is restrained multiple times without a break of ten minutes or more between restraint actions.

**Table 5. Reason for Physical Restraint**

Imminent Risk of Harm to:	Number of Physical Restraints	Percentage of All Physical Restraints
Others	448	21%
Self and Others	1497	71%
Self	161	8%
<b>Total</b>	<b>2106</b>	<b>100%</b>

Table 5 displays the reason for which physical restraint was a necessary intervention. The reason for using physical restraint was higher when the student’s behavior posed an imminent risk of harm to both the student and others (71%).

**Table 6. Physical Restraint Duration**

	Number of Physical Restraints	Percentage of All Physical Restraints
< 2 minutes*	754	36%
3-5 minutes	525	25%
6-9 minutes	222	11%
≥ 10 minutes	535	25%
Not Reported (N/R)	70	<5%
<b>Total</b>	<b>2106</b>	<b>100%</b>

Table 6 displays the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes (61%).

**Table 7. Time of Day**

	<b>Number of Physical Restraints</b>	<b>Percentage of All Physical Restraints</b>
AM	1102	52%
PM	1004	48%
Not Reported (N/R)	-	<5%
<b>Total</b>	<b>2106</b>	<b>100%</b>

Table 7 displays the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening.

**Table 8. Physical Restraints per Month\***

	<b>Number of Physical Restraints</b>	<b>Percentage of All Physical Restraints</b>
July	66	<5%
August	46	<5%
September	343	16%
October	371	18%
November	221	11%
December	225	11%
January	316	15%
February	324	15%
March	187	9%
April	-	<5%
May	-	<5%
June	-	<5%
<b>Total</b>	<b>2106</b>	<b>100%</b>

Table 8 displays the number of physical restraints that occurred during each month.

## Appendix A

### Statewide Physical Restraints

<b>New Castle County</b>	1353
<b>Kent County</b>	390
<b>Sussex County</b>	337
<b>Charter Schools</b>	26
<b>Total</b>	<b>2106</b>



**New Castle County**

**Appoquinimink School District**

Early Childhood Centers	Number of Physical Restraints
Appoquinimink	-
Cedar Lane	18
Spring Meadow	-
Townsend	-
Elementary Schools	
Brick Mill	-
Bunker Hill	-
Cedar Lane	-
Olive B. Loss	21
Old State	36
Silver Lake	-
Townsend	-
Middle Schools	
Everett Meredith	-
Louis L. Redding	-
Alfred G. Waters	-
High Schools	
Appoquinimink	-
Middletown	-
Total Physical Restraints	130
Total Number of Students	44

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	19
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	18
Total	44

Age Range	Number of Students Restrained
3-5	-
6-8	13
9-11	18
12-14	-
15-17	-
18-21	-
Total	44

Gender	Number of Students Restrained
Male	37
Female	-
Total	44

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	44

**Brandywine School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Charles W. Bush	-
<b>Elementary Schools</b>	
Carrcroft	-
Claymont	-
Forwood	-
Hanby	-
Harlan	-
Lancashire	-
Lombardy	23
Maple Lane	-
Mount Pleasant	55
<b>Middle Schools</b>	
P.S. duPont	-
Springer	-
Talley	-
<b>High Schools</b>	
Brandywine	-
Concord	-
Mount Pleasant	-
<b>Special Programs</b>	
Brandywine Community	-
Brandywine SITE School	-
<b>Total Physical Restraints</b>	110
<b>Total Number of Students</b>	57

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	36
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	16
<b>Total</b>	57

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	23
9-11	21
12-14	-
15-17	-
18-21	-
<b>Total</b>	57

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	50
Female	-
<b>Total</b>	57

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	16
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	57

**Christina School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Christina	-
<b>Elementary Schools</b>	
Bancroft	23
Henry M. Brader	-
Brookside	-
John R. Downes	-
Elbert-Palmer	-
Albert H. Jones	-
Robert S. Gallaher	-
William B. Keene	33
Mary B. Leasure	-
R. Elisabeth Maclary	-
Thurgood Marshall	-
Joseph M. McVey	-
William A. Oberle, Jr.	-
Casimir Pulaski	-
Jennie E. Smith	-
Frederick Douglass Stubbs	-
West Park Place	-
Etta J. Wilson	-
<b>Middle Schools</b>	
Bayard	-
Gauger-Cobbs	-
George V. Kirk	-
Shue-Medill	-
<b>High Schools</b>	
Christiana	-
Glasgow	-
Newark	-
<b>Special Schools</b>	
Brennen	455
Delaware School for the Deaf	-
J. H. Douglass	-
Sarah Pyle Academy	-
<b>Special Programs</b>	
Alternative Programs	-
Networks	-
REACH Program	45
<b>Total Physical Restraints</b>	<b>647</b>
<b>Total Number of Students</b>	<b>167</b>

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	102
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	37
<b>Total</b>	<b>167</b>

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	47
9-11	48
12-14	36
15-17	23
18-21	-
<b>Total</b>	<b>167</b>

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	136
Female	31
<b>Total</b>	<b>167</b>

Disability Category	Number of Students Restrained
Regular Education Students	34
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	21
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	76
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
<b>Total</b>	<b>167</b>

**Colonial School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Colonial Early Education Program	-
<b>Elementary Schools</b>	
Carrie Downie	-
Castle Hills	23
The Colwyck Center	-
Harry O. Eisenberg	-
New Castle	-
Pleasantville	-
Southern	34
Southern ILC	110
Kathleen H. Wilbur	16
Wilmington Manor	-
<b>Middle Schools</b>	
George Reed	-
Gunning-Bedford	-
Calvin R. McCullough	-
<b>High Schools</b>	
William Penn	-
<b>Special Schools</b>	
John G. Leach	-
The Wallace Wallin School	-
<b>Total Physical Restraints</b>	<b>231</b>
<b>Total Number of Students</b>	<b>83</b>

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	57
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>83</b>

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	28
9-11	29
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>83</b>

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	68
Female	-
<b>Total</b>	<b>83</b>

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	23
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	24
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	17
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>83</b>

**New Castle County Vocational Technical School District**

High Schools	Number of Physical Restraints
Delcastle Technical	-
Paul M. Hodgson Vo-Tech	-
Howard High School of Technology	-
St. George's Technical	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	-

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

### Red Clay School District

Early Childhood Centers	Number of Physical Restraints
Red Clay Early Years Program	-
Elementary Schools	Number of Physical Restraints
Austin D. Baltz	-
Brandywine Springs	-
William F. Cooke Jr.	-
Forest Oak	-
Heritage	-
Highlands	-
William C. Lewis Dual Language	41
Linden Hill	-
Marbrook	-
Anna P. Mote	-
North Star	-
Richardson Park	-
Richey	-
Evan G. Shortlidge	-
Warner	-
Middle Schools	
Alexis I. duPont	-
Cab Calloway School of the Arts	-
Conrad School of Sciences	-
Henry B. duPont	-
Skyline	-
Stanton	-
High Schools	
Alexis I. duPont	-
John Dickinson	-
Thomas McKean	-
Special Schools	
First State	-
Meadowood	-
Richardson Park Learning Center	-
Total Physical Restraints	117
Total Number of Students	59

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	24
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	16
Total	59

Age Range	Number of Students Restrained
3-5	-
6-8	24
9-11	-
12-14	-
15-17	-
18-21	-
Total	59

Gender	Number of Students Restrained
Male	46
Female	-
Total	59



<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	19
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	12
<b>Total</b>	<b>59</b>

## Kent County

### Caesar Rodney School District

Early Childhood Centers	Number of Physical Restraints
J.R. McIlvaine	-
<b>Elementary Schools</b>	
W. Reily Brown	-
Allen Frear	-
Kent Elementary ILC	93
W.B. Simpson	-
Star Hill	-
Nellie H. Stokes	-
George S. Welch	-
<b>Middle Schools</b>	
Dover Air Base	-
Fred Fifer III	-
F. Niel Postlethwait	-
<b>High Schools</b>	
Caesar Rodney	-
<b>Special Schools</b>	
John S. Charlton	19
<b>Total Physical Restraints</b>	135
<b>Total Number of Students</b>	47

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	21
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	22
<b>Total</b>	47

Age Range	Number of Students Restrained
3-5	-
6-8	20
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	47

Gender	Number of Students Restrained
Male	42
Female	-
<b>Total</b>	47

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	47

### Capital School District

Elementary Schools	Number of Physical Restraints
East Dover	24
Fairview	-
Hartly	-
North Dover	-
South Dover	-
Towne Point	-
Booker T. Washington	-
Middle Schools	
Central	-
William Henry	-
High Schools	
Dover	-
Special Schools	
Kent County Community School	-
Kent County Secondary ILC	17
<b>Total Physical Restraints</b>	<b>64</b>
<b>Total Number of Students</b>	<b>45</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	28
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>45</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>45</b>

Gender	Number of Students Restrained
Male	36
Female	-
<b>Total</b>	<b>45</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
<b>Total</b>	<b>45</b>

**Lake Forest School District**

Early Childhood Centers	Number of Physical Restraints
Delaware	-
<b>Elementary Schools</b>	
Central	-
East	-
North	-
South	17
<b>Middle Schools</b>	
W.T. Chipman	-
<b>High Schools</b>	
Lake Forest	-
<b>Total Physical Restraints</b>	<b>24</b>
<b>Total Number of Students</b>	<b>-</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>-</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>-</b>

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>-</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>-</b>

**Milford School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Evelyn I. Morris	-
<b>Elementary Schools</b>	
Benjamin Banneker	-
Misphillion	-
Lulu M. Ross	-
<b>Middle Schools</b>	
Milford Central Academy	-
<b>High Schools</b>	
Milford	-
<b>Special Schools</b>	
Milford ILC	-
<b>Total Physical Restraints</b>	22
<b>Total Number of Students</b>	-

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	-
Female	-
<b>Total</b>	-

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

**PolyTech School District**

High Schools	Number of Physical Restraints
Polytech	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	-

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

### Smyrna School District

Elementary	Number of Physical Restraints
Clayton	-
North Smyrna	-
Smyrna	76
Sunnyside	-
Middle Schools	
Clayton Intermediate	-
John Bassett Moore	-
Smyrna	-
High Schools	
Smyrna	-
Total Physical Restraints	87
Total Number of Students	17

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	17

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	17

Gender	Number of Students Restrained
Male	-
Female	-
Total	17

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	17

**Sussex County**

**Cape Henlopen School District**

Elementary Schools	Number of Physical Restraints
H.O. Brittingham	-
Love Creek	-
Milton	-
Rehoboth	-
Richard A. Shields	-
Middle Schools	
Beacon	-
Mariner	-
High Schools	
Cape Henlopen	-
Special School	
Cape Henlopen District Off.	-
Sussex Consortium	123
<b>Total Physical Restraints</b>	<b>145</b>
<b>Total Number of Students</b>	<b>46</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	27
<b>Total</b>	<b>46</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>46</b>

Gender	Number of Students Restrained
Male	42
Female	-
<b>Total</b>	<b>46</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	28
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>46</b>



### Delmar School District

Middle Schools	Number of Physical Restraints
Delmar	-
High Schools	
Delmar	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	-

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

### Indian River School District

Elementary Schools	Number of Physical Restraints
John M. Clayton	-
East Millsboro	29
Georgetown	-
Georgetown Kindergarten Center	-
Long Neck	-
Lord Baltimore	-
North Georgetown	-
Phillip C. Showell	-
Middle Schools	
Georgetown	-
Millsboro	-
Selbyville	-
High Schools	
Indian River	-
Sussex Central	-
Southern Delaware School for the Arts	-
Special Schools	
Carver Academy	-
Howard T. Ennis	-
<b>Total Physical Restraints</b>	<b>98</b>
<b>Total Number of Students</b>	<b>45</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	26
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>45</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>45</b>

Gender	Number of Students Restrained
Male	30
Female	-
<b>Total</b>	<b>45</b>

Disability Category	Number of Students Restrained
Regular Education Students	20
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
<b>Total</b>	<b>45</b>

**Laurel School District**

<b>Elementary Schools</b>	<b>Number of Physical Restraints</b>
Paul Laurence Dunbar	-
North Laurel	-
<b>Middle Schools</b>	
Laurel	-
<b>High Schools</b>	
Laurel Senior	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	-
Female	-
<b>Total</b>	-

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

### Seaford School District

Elementary	Number of Physical Restraints
Blades	-
Frederick Douglass	-
Central	-
West Seaford	-
Middle Schools	
Seaford	-
High Schools	
Seaford	-
<b>Total Physical Restraints</b>	30
<b>Total Number of Students</b>	20

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	20

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	20

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	20

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	20

**Sussex Technical School District**

<b>High Schools</b>	<b>Number of Physical Restraints</b>
Sussex Technical	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	-
Female	-
<b>Total</b>	-

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

**Woodbridge School District**

Early Childhood Center	Number of Physical Restraints
Woodbridge	-
<b>Elementary</b>	
Phillis Wheatley	-
<b>Middle</b>	
Woodbridge	-
<b>High</b>	
Woodbridge	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	-

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	-

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	-

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	-

## Charter Schools

Charter Schools	Number of Physical Restraints
Academy of Dover	-
Antonia Alonso	-
Las Americas ASPIRA Academy	-
Campus Community	-
Delaware Academy of Public Safety and Security	-
Delaware Design-Lab High	-
Delaware Military Academy	-
Early College High School	-
East Side Charter	-
Family Foundations Academy	-
First State Military Academy	-
First State Montessori	-
Freire Charter School Wilmington	-
Gateway Lab School	-
Great Oaks Charter School	-
Kuumba Academy	-
M.O.T. Charter	-
Charter School of New Castle	-
Newark Charter	-
Odyssey Charter	-
Positive Outcomes Charter	-
Prestige Academy	-
Providence Creek Academy	-
Sussex Academy	-
Thomas A. Edison Charter	-
Charter School of Wilmington	-
<b>Total Physical Restraints</b>	<b>26</b>
<b>Total Number of Students</b>	<b>21</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>21</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>21</b>

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>21</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	21



## Private Placement

Program	Number of Physical Restraints
In-state	144
Out-of-state	70
<b>Total Physical Restraints</b>	<b>214</b>
<b>Total Number of Students</b>	<b>36</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	16
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>36</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>36</b>

Gender	Number of Students Restrained
Male	34
Female	-
<b>Total</b>	<b>36</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	19
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>36</b>

## Appendix B

### Unduplicated Counts of Student Physical Restraints Disaggregated by Subgroup

**Table 1. Race and Ethnicity**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Two or More Races	42	6%	31	5%	32	5%
Black or African American	355	50%	301	52%	360	55%
American Indian/Alaskan Native	-	<5%	-	<5%	-	<5%
Asian/Pacific Islander	-	<5%	-	<5%	-	<5%
Hispanic	82	12%	49	9%	55	8%
White	223	31%	194	33%	201	31%
<b>Total</b>	<b>709</b>	<b>100%</b>	<b>584</b>	<b>100%</b>	<b>661</b>	<b>100%</b>

**Graph 1. Race and Ethnicity**

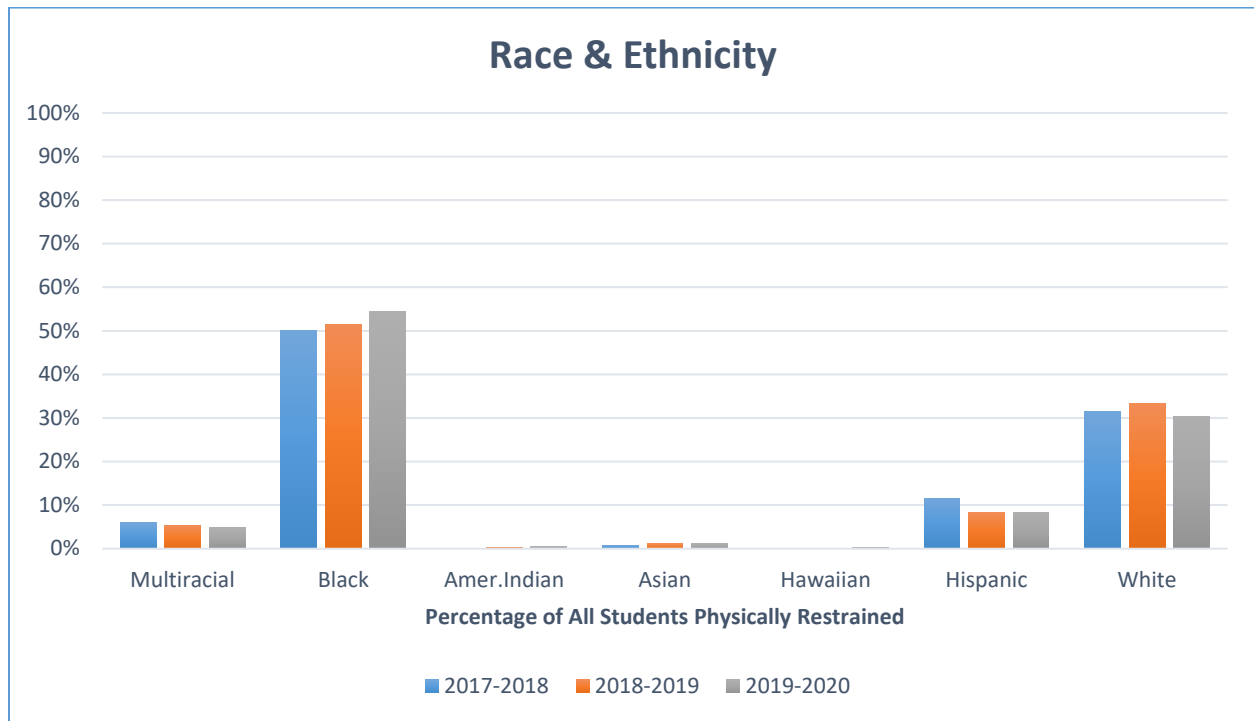


Table and Graph 1 display the race/ethnicity of students who received restraint procedures. There has been a 5% cumulative increase over the last three years of the number of Black or African American students requiring physical restraint intervention in relation to the other demographic categories. There has been a 4% cumulative decrease over the last three years of the number of Hispanic students requiring physical restraint intervention in relation to the other demographic categories. Other racial/ethnic groups have remained relatively stable or fluctuated too much from year-to-year to establish a trend.

**Table 2. Gender**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Male	577	81%	468	80%	532	80%
Female	132	19%	116	20%	129	20%
<b>Total</b>	<b>709</b>	<b>100%</b>	<b>584</b>	<b>100%</b>	<b>661</b>	<b>100%</b>

**Graph 2. Gender**

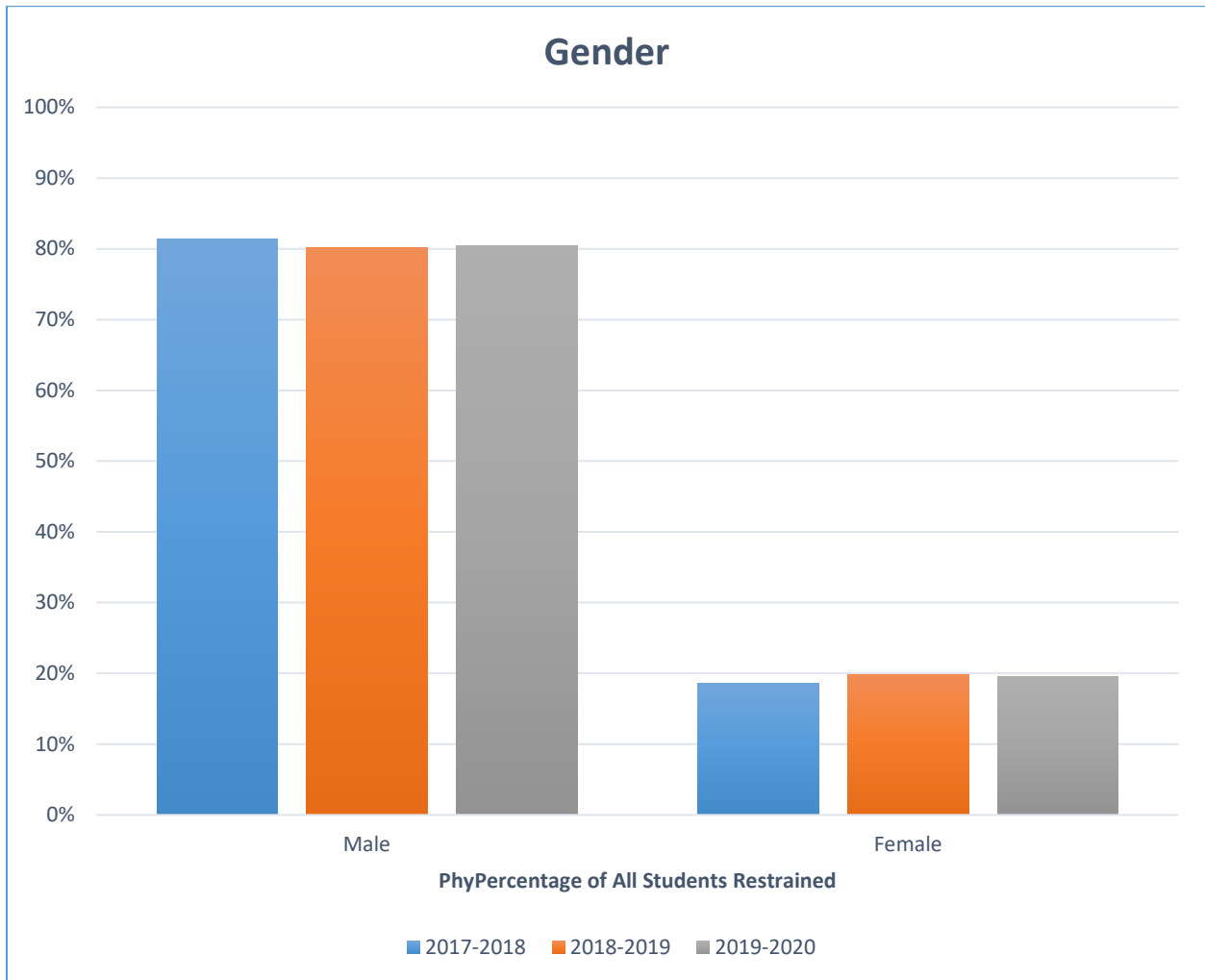


Table and Graph 2 display the reported gender of all students who received restraint procedures. There has been little change in these demographics.

**Table 3. Age**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
3-5	45	6%	22	<5%	30	5%
6-8	230	33%	182	31%	196	30%
9-11	187	26%	165	28%	199	30%
12-14	119	17%	110	19%	120	18%
15-17	99	14%	71	12%	88	13%
18-21	29	<5%	34	6%	28	<5%
<b>Total</b>	<b>709</b>	<b>100%</b>	<b>584</b>	<b>100%</b>	<b>661</b>	<b>100%</b>

**Graph 3. Age**

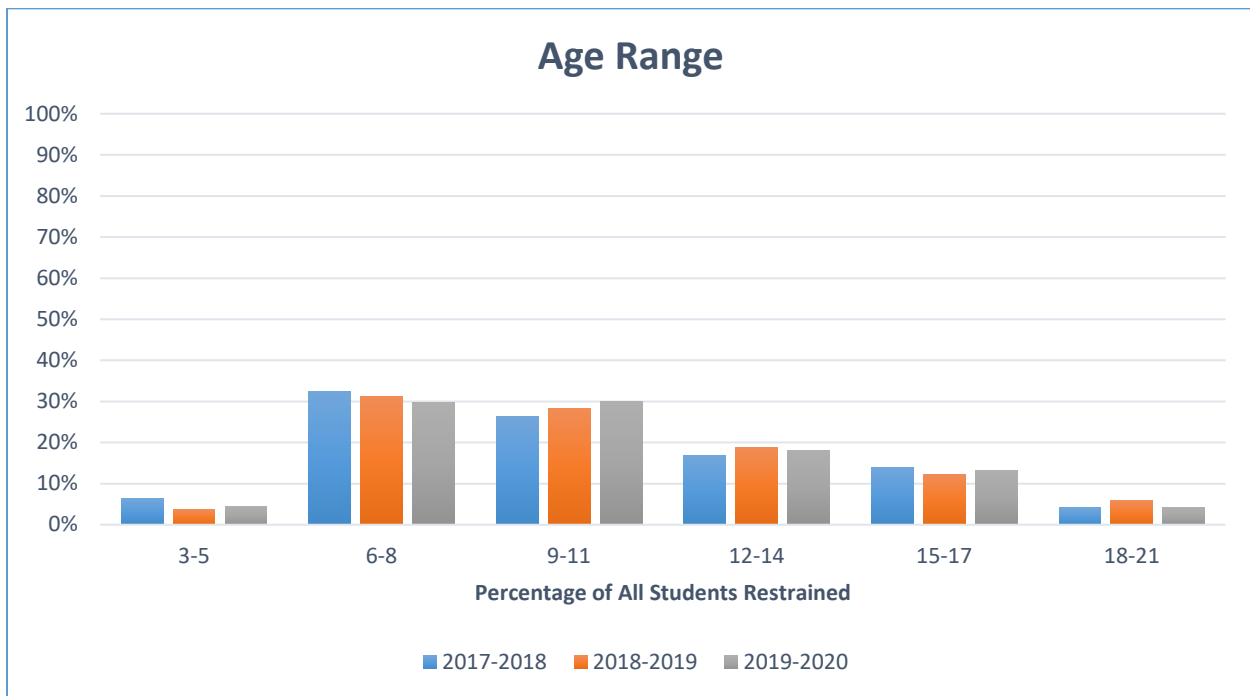


Table and Graph 3 display the age ranges of all students who were restrained. There has been a cumulative decrease of 3% for the 6-8 age group over the previous three years. There has been a cumulative increase of 4% for the 9-11 age group over the previous three years. The other age groups have fluctuated too much to establish a trend.

**Table 4. Disability Category**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Regular Education Students	132	19%	123	21%	153	23%
100 (Mild Intellectual Disability)	22	<5%	-	<5%	-	<5%
200 (Emotional Disturbance)	161	23%	150	26%	136	20%
300 (Learning Disability)	39	5%	30	5%	39	6%
400 (Moderate Intellectual Disability)	19	<5%	16	<5%	-	<5%
500 (Severe Intellectual Disability)	-	<5%	-	<5%	-	<5%
601 (Other Health Impairment)	79	11%	60	10%	94	14%
700 (Hearing Impairment)	-	<5%	-	<5%	-	<5%
1000 (Autism)	84	26%	146	25%	156	24%
1100 (Deaf Blind)	-	<5%	-	<5%	-	<5%
1200 (Speech and/or Language Impairment)	-	<5%	-	<5%	-	<5%
1300 (Traumatic Brain Injury)	-	<5%	-	<5%	-	<5%
1400 (Developmental Delay)	62	9%	43	8%	51	8%
1600 (Preschool Speech Delay)	-	<5%	-	<5%	-	<5%
Not Reported (N/R)	-	<5%	-	<5%	-	<5%
<b>Total</b>	<b>709</b>	<b>100%</b>	<b>584</b>	<b>100%</b>	<b>661</b>	<b>100%</b>

**Graph 4. Disability Category**

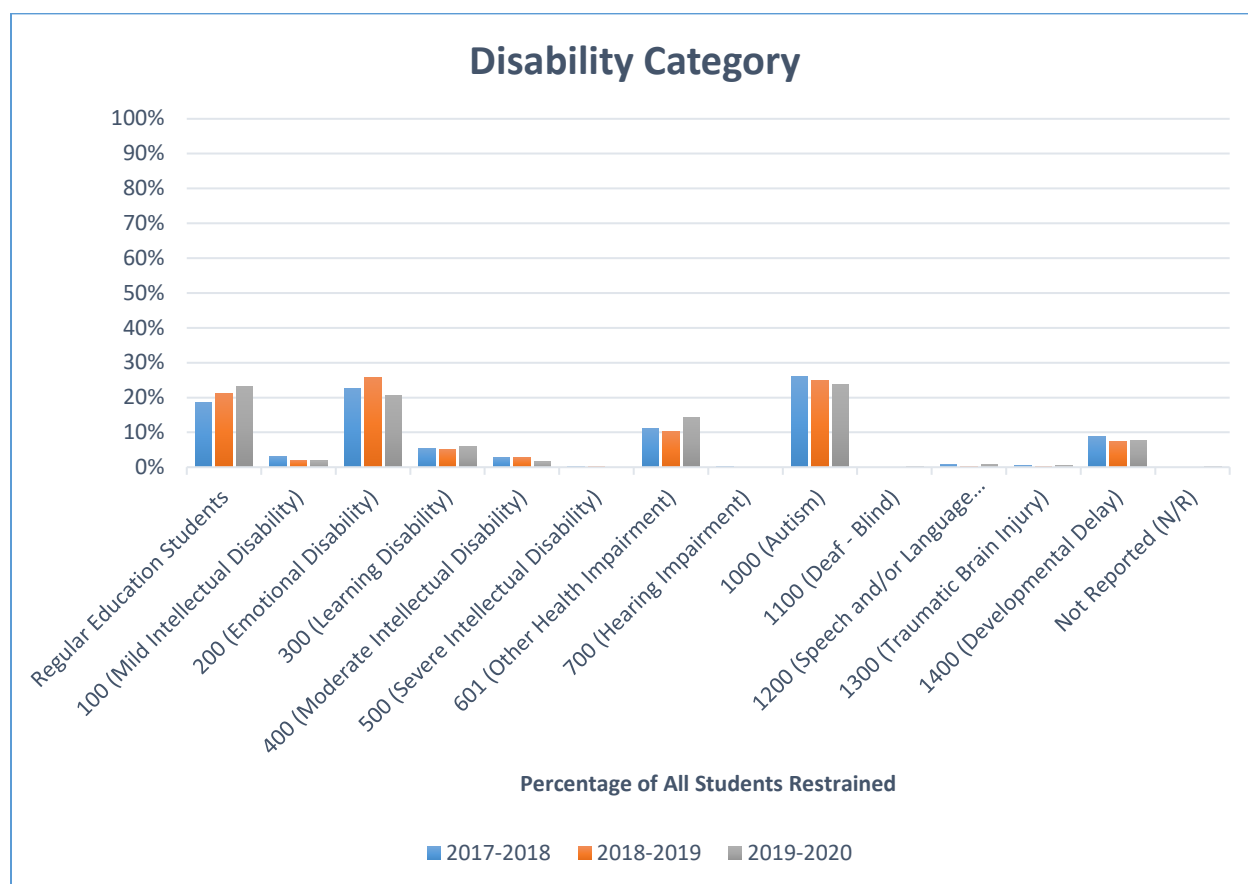


Table and Graph 4 display the number of students restrained that were regular education students, as well as the number of students within each special education disability category. There has been a cumulative increase of 4% in the restraint of Regular Education Students over the last three years. The other categories have fluctuated too much to establish a trend.

## Total Number of Reported Incidents of Student Physical Restraint

**Table 5. Reason for Physical Restraint**

Imminent Risk of Harm to:	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Others	511	26%	466	24%	427	22%
Self and Others	1135	59%	1248	66%	1342	70%
Self	294	15%	186	10%	143	8%
<b>Total</b>	<b>1940</b>	<b>100%</b>	<b>1900</b>	<b>100%</b>	<b>1912</b>	<b>100%</b>

**Graph 5. Reason for Physical Restraint**

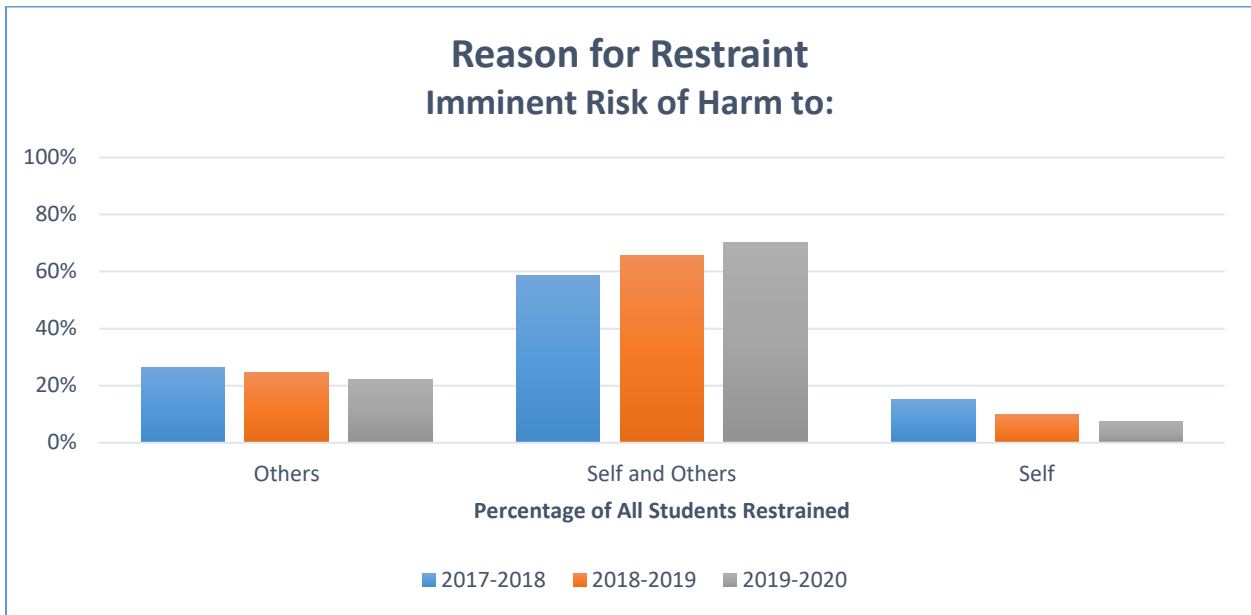


Table and Graph 5 display the reason for which physical restraint was a necessary intervention. The reason for using physical restraint remained higher when the student’s behavior posed an imminent risk of harm to both the student and others across all reporting years.

**Table 6. Physical Restraint Duration**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
≤ 2 minutes	767	40%	672	35%	659	35%
3-5 minutes	568	29%	510	27%	483	25%
6 – 9 minutes	170	9%	184	10%	199	10%
≥ 10 minutes	434	22%	472	25%	502	26%
Not Reported (N/R)	-	<5%	62	<5%	69	<5%
<b>Total</b>	<b>1940</b>	<b>100%</b>	<b>1900</b>	<b>100%</b>	<b>1912</b>	<b>100%</b>

**Graph 6. Physical Restraint Duration**

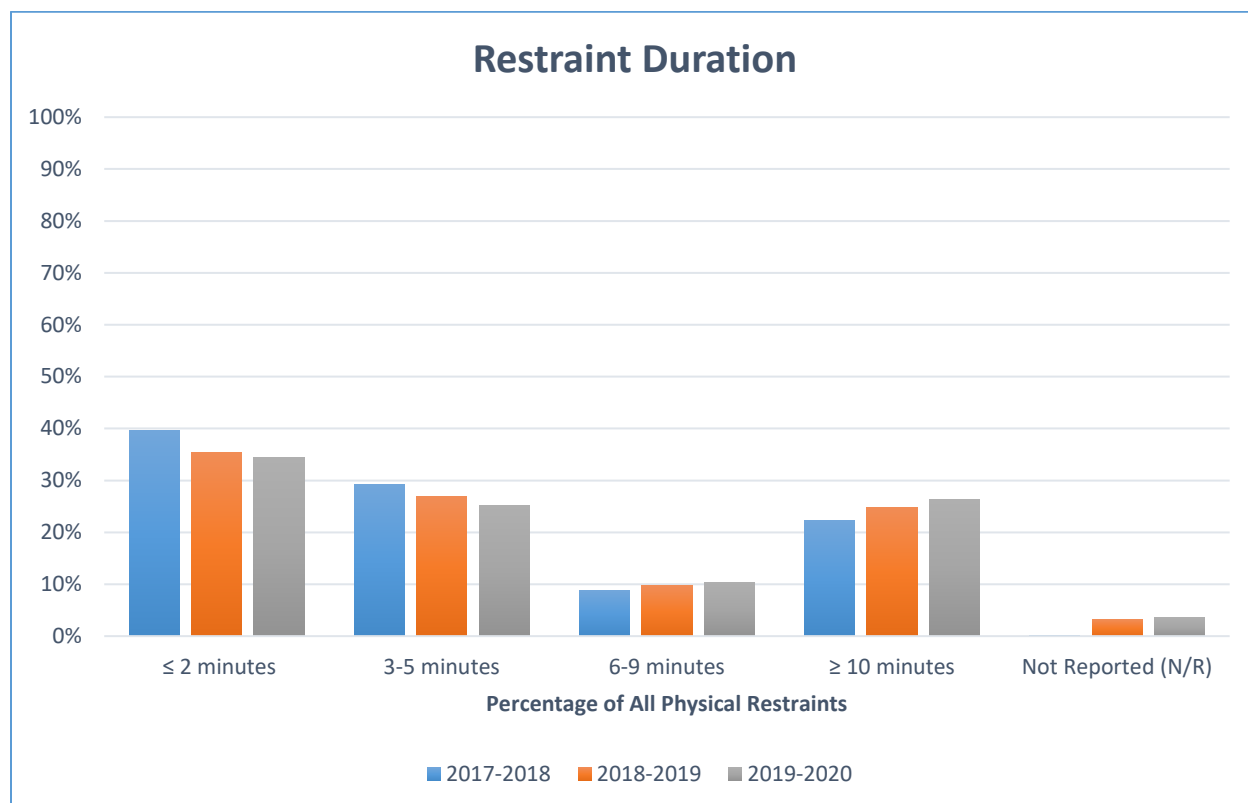


Table and Graph 6 display the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes across all reporting years. There has been a cumulative decrease of 5% in restraints that were less-than-or-equal-to-two minutes over the last three years. There has been a cumulative decrease of 4% in restraints that were three-to-five minutes over the last three years. There has been a cumulative increase of 4% in restraints that were greater-than-or-equal-to-ten minutes over the last three years.

**Table 7. Time of Day**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
AM	1014	52%	994	52%	1006	53%
PM	926	48%	899	48%	906	47%
Not Reported (N/R)	-	<5%	-	<5%	-	<5%
<b>Total</b>	<b>1940</b>	<b>100%</b>	<b>1900</b>	<b>100%</b>	<b>1912</b>	<b>100%</b>

**Graph 7. Time of Day**

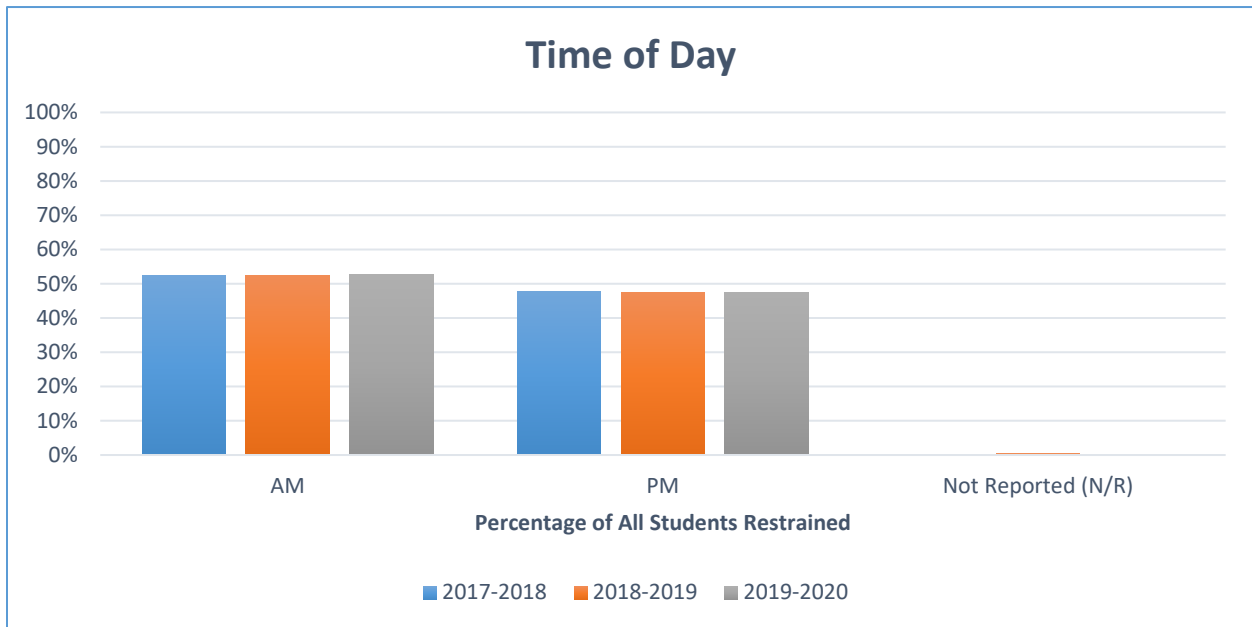


Table and Graph 7 display the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening. There has been little change in these statistics.



**Table 8. Physical Restraints Per Month**

	2017-2018		2018-2019		2019-2020	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
July	89	5%	64	<5%	66	<5%
August	75	<5%	38	<5%	46	<5%
September	386	20%	364	19%	343	18%
October	402	21%	421	22%	371	19%
November	296	15%	237	13%	221	12%
December	235	12%	203	11%	225	12%
January	228	11%	268	14%	316	17%
February	229	12%	305	16%	324	17%
<b>Total</b>	<b>1940</b>	<b>100%</b>	<b>1900</b>	<b>100%</b>	<b>1912</b>	<b>100%</b>

**Graph 8. Physical Restraints Per Month**

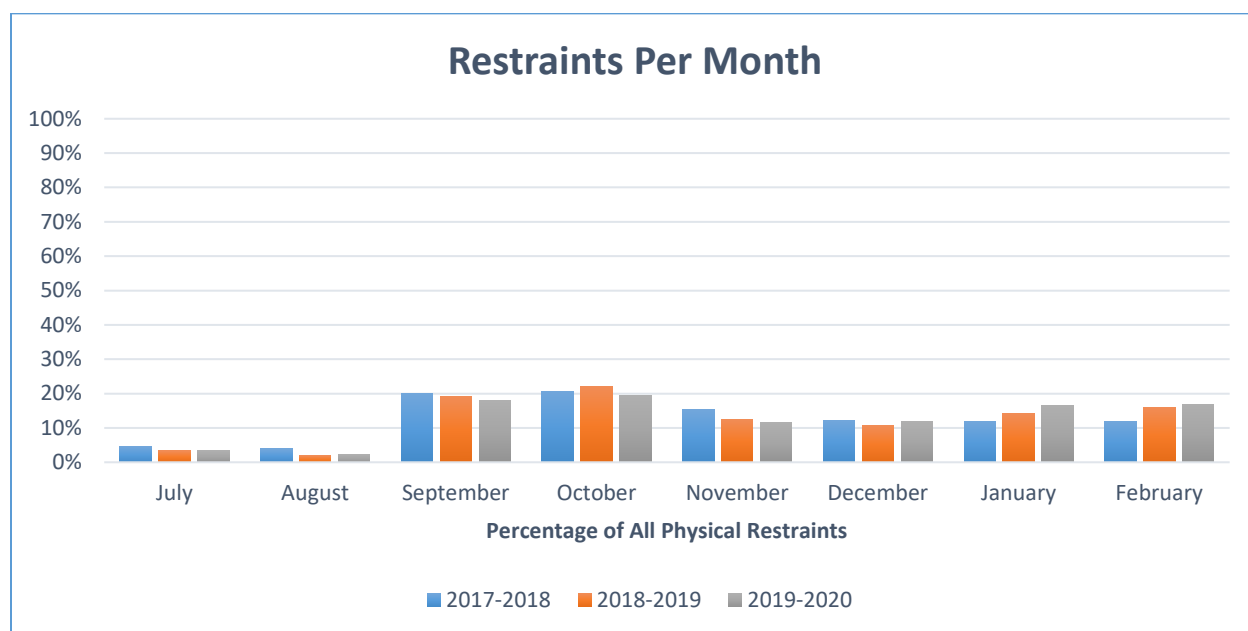


Table and Graph 8 display the number of physical restraints that occurred during each month.