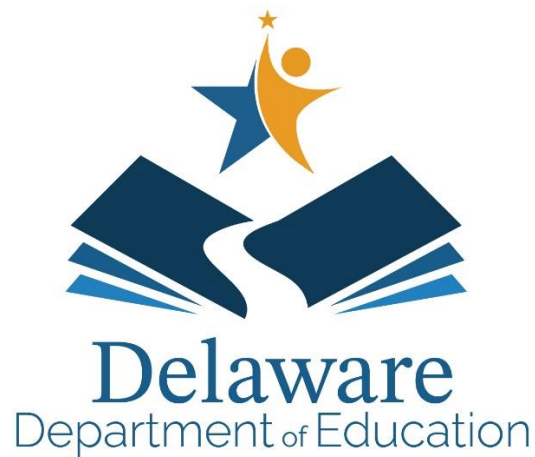


State of Delaware

Annual Report
Use of Physical Restraint
in Delaware Public School Districts and
Charter Schools
2022-2023



November 6, 2023

Note to the Reader

The 2022-2023 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, 2022, through June 30, 2023. Collecting 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. Comprehensive data has been collected for eight years allowing DDOE to identify trends. Analyzing trend data informs implementation of targeted support for districts and charter schools to mitigate areas of concern. The data was collected from district schools and programs, as well as charter schools during the 2022-23 school year.

When reviewing district level and /or school 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 and training to districts and charters regarding best practices and in response to the impact on student learning due to "unfinished learning" (i.e., recovery, acceleration, etc.). The DDOE continues to maintain its adherence to nationally recognized models of de-escalation and physical restraint training, provides training supports to districts and charter schools on reporting requirements, as well as reviews and analyzes data.

The data contained in this report reflects the information provided by all Delaware local education agencies (LEA) during the 2022-2023 school year as required by 14 *Del. C.* § 4112F(c). 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.

[Use of Physical Restraint Report – Delaware Department of Education](#)

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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 the Delaware 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 2022-2023 school year, LEAs reported physical restraints 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 report, including trends and recommendations, is based solely on reported physical restraint incidents, as submitted to DDOE.

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 2022-2023 school year, the DDOE collected and analyzed data at the incident level for each regular education and special education student reported as being physically 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.

This report details instances of physical restraint during the 2022-2023 school year at the incident level, as reported by all LEAs in Delaware. LEAs include both districts and charter schools. In addition, incidents of reported physical restraints include data 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 during the 2022-2023 school year. There were mechanical restraints reported in this 2022-23 Annual Report; however, each mechanical restraint involved law enforcement per the regulation.

A custom reporting screen on eSchoolPlus allows LEAs to input restraint data. In compliance with 14 Del. Admin. Code § 610, the DDOE collected a number of data elements including 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. Data on identified students also included demographic information (age, race, ethnicity, and disability category). 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 Intervention Plan (BIP), 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, whether 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 these elements, as well as type of school. County, district, and school level data from 2022-2023 are provided in graphic form in **Appendix A**.

Appendix B: This appendix provides a historical comparison of data from the last three school years. Data is preserved in historical order relative to all data collected since 2014 in accordance with 14 Del. Admin. C. § 610 Limitation on the Use of Seclusion and Restraint.

Data Monitoring

Several audits are conducted to ensure data integrity. Data reviews occurred to identify data reporting inconsistencies. In addition, the DDOE ensures accurate reporting practices through the following protocols.

Discipline Report Verification Process

The DDOE conducts review of the discipline report for words that may be synonymous to “restraints” (i.e., 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 on eSchoolPlus. If a school reports a restraint in the discipline report but it is not also recorded on eSchoolPlus, an email is sent to the school climate and discipline contact in the LEA 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 LEA must engage in professional development regarding the policies and procedures of restraint reporting. Once the information is entered and verification that professional development is completed, the Superintendent/Board of Directors is provided a close out letter.

Interagency Collaborative Team (ICT) Files Verification Process

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).

DDOE reviews student records for youth placed in approved in-state programs on a quarterly basis to verify that LEAs report incidents of restraint. The DDOE reviews records 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, the Superintendent/Head of School is sent a close out letter.

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 updated trainings on mandatory School Crime and Discipline reporting. Professional development activities address functional assessment, behavioral support plans and Tier-3 systems. An overview of Tier 3 Prevent-Teach-Reinforce practices are available on the DDOE website. The DDOE and The Center for Disabilities Studies (CDS) share information related to addressing behavior concerns in the IEP, during statewide IEP training sessions. Additionally, self-directed modules are accessible on Schoology that address Bullying, Student to Student Relationships, Teacher to Student Relationships and School-wide Engagement.

During the 2021-2022 school year, the DDOE recognized the need for ongoing support around the unique circumstances created by the Covid-19 pandemic. DDOE has continued to provide access to the following individualized trainings and informational resources created and compiled in the 2021-22 school year.

- Maintenance of collaborative cross agency webpage containing helpful information and a resource directory for caregivers/families and educational providers related to educating children and youth during Covid-19 crisis.
- Access to remote technical assistance to Prevent -Teach -Reinforce provided through PTR networking sessions. Additionally, educators continue to be provided access to training on functional assessment and behavior support plans to be completed asynchronously via Schoology.

In compliance with 14 DE Admin. Code § 610.4.2, the DDOE has historically provided a 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. These training materials are currently under review for necessary updates and revisions.

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. Code §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 district and school level personnel.

Appendix A details the rate of usage of physical restraint procedures at the county, district, and school levels during the 2022-2023 school year. Exclusive of the first two findings noted below, findings are in comparison to the 2021-2022 school year. The first two findings in this report were in comparison to other previous years due to the significance of the data.

A comparative review resulted in some notable trends.

- The total number of restraints recorded for the 2022-2023 school year was 2,584, the highest number of restraints in a given year since the 2018-2019 school year.
- The number of physical restraints of students not receiving special education and related services was the highest since this data has been collected (2014-15 school year) accounting for 4% of unduplicated physical restraints. These restraints occurred across districts and schools, with no discernable pattern.
- Compared to data from the 2021-2022 school year, the percentage of elementary school students restrained rose by 8%, while the percentage of special school students restrained fell by 6%.
- Compared to data from the 2021-2022 school year, the percentage of 6–8-year-olds restrained rose by 4%, while the percentage of 9–11-year-olds restrained fell by 4%.
- Compared to data from the 2021-22 school year, the percentage of restraints lasting two minutes or less rose by 10%, while all other restraint durations (> than 2 minutes), decreased.
- Compared to statewide data from 2021-22 school year, the percentage of restraints in Kent County rose by 8% while the percentage of restraints in New Castle County decreased by 7%.

Historical Perspective:

The DDOE has collected data related to the use of physical restraint procedures for eight years, beginning in the 2014-2015 school year. A three-year comparative review (Appendix B) is included in each Annual Report (exclusive of 2020-2021) to identify trends, as well as to inform and guide DDOE professional development and technical assistance planning.

Recommendations

- DDOE continues to monitor restraint reporting, via the Discipline Report Verification and ICT Files Verification processes.
- Through the Delaware Positive Behavior Support Project, the DDOE continues to provide technical assistance on multi-tiered systems of behavior support. In addition, the DDOE continues to 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 collaborate 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 continues to provide training and technical assistance on restraint reporting via the school climate and discipline professional development and special education leadership meetings. DDOE also makes available a Cognos detailed report that LEAs can utilize to review and analyze their own restraint reporting data.
- DDOE should make technical revisions to the restraint reporting screen requiring all fields be complete to submit the report. Professional development activities should be provided regarding any revisions to the reporting form. These actions should reduce or eliminate the recurrence of incomplete incident reporting.
- DDOE continues to provide training to new administrators related to requirements of second level of reporting for discipline reports involving physical restraints of students.
- DDOE reviews guidelines, with appropriate administrators, for reporting incidents involving students with disabilities, including reporting incidents that include restraint protocols described in behavior intervention plans and reporting protocols for students displaying multiple related events within a limited period of time.
- DDOE continues to review and revise training materials related to crisis intervention and physical restraint reporting.
- DDOE continues to work on revisions to the physical restraint incident reporting screen. Training and technical assistance related to all revisions should be included in the reporting webinar provided annually by DDOE.

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 intervention during the 2022-2023 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 from July 1, 2022, through June 30, 2023.

Please note the following suppression rules for all tables:

- Any cell whose student or teacher population value is less than fifteen (15), regardless of the cell's value
- Any cell whose corresponding student or teacher population value is at or above fifteen (15), but whose cell value is less than five (5) or within five (5) of the population.

To protect the privacy of a data category or data group, DDOE will also redact a non-risky cell in order to prevent the value of a risky cell from being calculated by subtracting the reported values from the column row or total. This is referred to as complementary suppression by category (CSC) or Complementary Suppression by Group (CSG)

- Redacted data may appear as:
 - a dash (-)
 - a space
 - an asterisk (*)
 - "Protected"
 - "<X" (or ">X") where X is a number below (or above) the risk of disclosure

Table 1. Race and Ethnicity

	Number of Students Restrained	Percentage of All Students Restrained
Two or More Races	45	-
Black or African American	360	50%
American Indian/Alaskan Native	-	-
Asian	-	-
Hawaiian/Pacific Islander	-	-
Hispanic	64	-
White	245	34%
N/R (Not Reported)	-	-
Total	726	100%

Table 1 displays the race/ethnicity of students who were physically restrained. Of students requiring physical restraint intervention, 50% were Black or African American, 34% were White, and 9% were Hispanic.

Table 2. Gender

	Number of Students Restrained	Percentage of All Students Restrained
Male	568	78%
Female	158	22%
Total	726	100%

Table 2 displays the gender of all students who were physically restrained. Of those restrained, 78% were male and 22% were female.

Table 3. Age

	Number of Students Restrained	Percentage of All Students Restrained
3-5	20	-
6-8	214	29%
9-11	181	25%
12-14	155	21%
15-17	116	16%
18-21	39	-
N/R (Not Reported)	-	-
Total	726	100%

Table 3 displays the age ranges of all students who were physically restrained. The data indicates that 29% of those restrained were ages 6-8, 25% were ages 9-11, and 21% were ages 12-14. Lower percentages of those restrained were ages 3-5 (3%) and 18-21 (5%). Please note, ages were calculated as of December 31, 2022.

Table 4. Disability Category

	Number of Students Restrained	Percentage of All Students Restrained
Regular Education Students	125	17%
100 (Mild Intellectual Disability)	21	-
200 (Emotional Disability)	122	17%
300 (Learning Disability)	33	-
400 (Moderate Intellectual Disability)	21	-
500 (Severe Intellectual Disability)	-	-
601 (Other Health Impairment)	80	-
700 (Hearing Impairment)	-	-
800 (Visual Impairment)	-	-
1000 (Autism)	220	30%
1100 (Deaf - Blind)	-	-
1200 (Speech and/or Language Impairment)	-	-
1300 (Traumatic Brain Injury)	-	-
1400 (Developmental Delay)	63	-
Not Reported (N/R)	31	-
Total	726	100%

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, 83% 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	740	29%
Self and Others	1610	62%
Self	234	-
Total	2584	100%

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 (62%).

Table 6. Physical Restraint Duration

	Number of Physical Restraints	Percentage of All Physical Restraints
≤ 2 minutes	1206	47%
3-5 minutes	616	24%
6-9 minutes	246	-
≥ 10 minutes	398	15%
Not Reported (N/R)	118	-
Total	2584	100%

Table 6 displays the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes (71%).

Table 7. Time of Day

	Number of Physical Restraints	Percentage of All Physical Restraints
AM	1349	52%
PM	1235	48%
Total	2584	100%

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*

	Number of Physical Restraints	Percentage of All Physical Restraints
July	43	-
August	26	-
September	231	-
October	259	-
November	188	-
December	194	-
January	280	-
February	346	-
March	452	17%
April	231	-
May	263	-
June	71	-
Total	2584	100%

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

Appendix A

Statewide Physical Restraints

New Castle County	1469
Kent County	577
Sussex County	511
Charter Schools	27
Total	2584

New Castle County

Appoquinimink School District

Early Childhood Centers	Number of Physical Restraints
Appoquinimink	-
Brick Mill	-
Cedar Lane	-
Spring Meadow	-
Townsend	-
Elementary Schools	
Brick Mill	-
Bunker Hill	-
Cedar Lane	38
Loewood Grove	-
Olive B. Loss	-
Old State	-
Silver Lake	17
Towne Point	-
Townsend	-
Middle Schools	
Cantwell Bridge	-
Everett Meredith	-
Louis L. Redding	-
Alfred G. Waters	-
High Schools	
Appoquinimink	-
Middletown	41
Total Physical Restraints	177
Total Number of Students	56

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	19
Total	56

Age Range	Number of Students Restrained
3-5	-
6-8	20
9-11	15
12-14	-
15-17	-
18-21	-
Total	56

Gender	Number of Students Restrained
Male	-
Female	-
Total	56

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)	-
800 (Visual Impairment)	-
1000 (Autism)	20
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
Total	56

Brandywine School District

Early Childhood Centers	Number of Physical Restraints	Charles W. Bush	-
		Elementary Schools	

Carrcroft	-
Claymont	-
Forwood	-
Hanby	-
Harlan	-
Lancashire	-
Lombardy	74
Maple Lane	-
Mount Pleasant	93
Middle Schools	
P.S. duPont	-
Springer	-
Talley	-
High Schools	
Brandywine	-
Concord	-
Mount Pleasant	-
Special Programs	
Brandywine Community	-
Brandywine SITE School	-
Total Physical Restraints	209
Total Number of Students	51

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	29
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	18
Total	51

Age Range	Number of Students Restrained
3-5	-
6-8	12
9-11	20
12-14	10
15-17	-
18-21	-
Total	51

Gender	Number of Students Restrained
Male	-
Female	-
Total	51

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)	-
800 (Visual Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	51

Christina School District

Early Childhood Centers	Number of Physical Restraints
Christina	19
Elementary Schools	

Bancroft	-
Henry M. Brader	-
Brookside	-
John R. Downes	-
Elbert-Palmer	-

Albert H. Jones	-
Robert S. Gallaher	16
William B. Keene	19
Mary B. Leasure	-
R. Elisabeth Maclary	-
Thurgood Marshall	27
Joseph M. McVey	-
William A. Oberle, Jr.	-
Casimir Pulaski	-
Jennie E. Smith	-
Frederick Douglass Stubbs	-
West Park Place	-
Etta J. Wilson	-
Middle Schools	
Bayard	20
Gauger-Cobbs	-
George V. Kirk	-
Shue-Medill	-
High Schools	
Christiana	-
Glasgow	-
Newark	-
Special Schools	
Brennen	319
Delaware School for the Deaf	-
J. H. Douglass	-
Sarah Pyle Academy	-
Special Programs	
Alternative Programs	15
Networks	-
REACH Program	36
Total Physical Restraints	516
Total Number of Students	145

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	81
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	17
White	34
Total	145

Age Range	Number of Students Restrained
3-5	-
6-8	35
9-11	34
12-14	29
15-17	28
18-21	-
Total	145

Gender	Number of Students Restrained
Male	115
Female	30
Total	145

Disability Category	Number of Students Restrained
Regular Education Students	19
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	17
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-

601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
800 (Visual Impairment)	-
1000 (Autism)	71
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
Total	145

Colonial School District

Early Childhood Centers	Number of Physical Restraints
Colonial Early Education Program	-
Elementary Schools	
Carrie Downie	-
Castle Hills	-

The Colwyck Center	-
Harry O. Eisenberg	-
New Castle	-
Pleasantville	-
Southern	28
Southern ILC	58

Kathleen H. Wilbur	-
Wilmington Manor	17
Middle Schools	
George Reed	-
Gunning-Bedford	16
Calvin R. McCullough	-
High Schools	
William Penn	-
Special Schools	
John G. Leach	-
The Wallace Wallin School	-
Total Physical Restraints	158
Total Number of Students	57

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	39
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	57

Age Range	Number of Students Restrained
3-5	-
6-8	22
9-11	-
12-14	-
15-17	-
18-21	-
Total	57

Gender	Number of Students Restrained
Male	-
Female	-
Total	57

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	18
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	57

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	-
Total Physical Restraints	2
Total Number of Students	2

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	2

Age Range	Number of Students Restrained
3-5	-

6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	2

Gender	Number of Students Restrained
Male	-
Female	-
Total	2

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	2

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	132
Highlands	-
William C. Lewis Dual Language	-
Linden Hill	27
Marbrook	-
Anna P. Mote	29
North Star	24

Richardson Park	-
Richey	15
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	269
Total Number of Students	77

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	30
Total	77

Age Range	Number of Students Restrained
3-5	-
6-8	31
9-11	15
12-14	16
15-17	-
18-21	-
Total	77

Gender	Number of Students Restrained
Male	-
Female	-
Total	77

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	18
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	22
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
Total	77

Kent County

Caesar Rodney School District

Early Childhood Centers	Number of Physical Restraints
J.R. McIlvaine	-
Elementary Schools	
W. Reily Brown	-
Allen Frear	-
Kent Elementary ILC	219
W.B. Simpson	-
Star Hill	-
David E. Robinson	-
Nellie H. Stokes	-
George S. Welch	-
Middle Schools	
Dover Air Base	-
Fred Fifer III	-
Magnolia	-
F. Niel Postlethwait	22

High Schools	
Caesar Rodney	-
Special Schools	
John S. Charlton	49
Total Physical Restraints	313
Total Number of Students	59

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	20
Total	59

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	59

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	16
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	15
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
Total	59

Capital School District

Elementary Schools	Number of Physical Restraints
East Dover	38
Fairview	-
Hartly	-
North Dover	-
South Dover	-
Towne Point	-
Booker T. Washington	-
Middle Schools	
Central	27
William Henry	-
High Schools	
Dover	-
Special Schools	
Kent County Community School	34
Kent County Secondary ILC	-
Total Physical Restraints	130

Total Number of Students	42
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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	-
Total	42

Age Range	Number of Students Restrained
3-5	-

6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	42

Gender	Number of Students Restrained
Male	-
Female	-
Total	42

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)	-
Total	42

Lake Forest School District

Early Childhood Centers	Number of Physical Restraints
Delaware	-
Elementary Schools	
Central	-
East	-
North	-
South	-
Middle Schools	
W.T. Chipman	-
High Schools	

Lake Forest	-
Total Physical Restraints	22
Total Number of Students	15

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	15

Age Range	Number of Students Restrained
3-5	-

6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	15

Gender	Number of Students Restrained
Male	-
Female	-
Total	15

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	15

Milford School District

Early Childhood Centers	Number of Physical Restraints
Evelyn I. Morris	-
Elementary Schools	
Benjamin Banneker	-
Misphillion	-
Lulu M. Ross	23
Middle Schools	
Milford Central Academy	-
High Schools	
Milford	-

Special Schools	
Milford ILC	-
Total Physical Restraints	51
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)	-
Not Reported (N/R)	-
Total	17

PolyTech School District

High Schools	Number of Physical Restraints
Polytech	-
Total Physical Restraints	1
Total Number of Students	1

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	1

Age Range	Number of Students Restrained
3-5	-

6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	1

Gender	Number of Students Restrained
Male	-
Female	-
Total	1

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	1

Smyrna School District

Elementary	Number of Physical Restraints
Clayton	-
North Smyrna	-
Smyrna	22
Sunnyside	-
Middle Schools	
Clayton Intermediate	-
John Bassett Moore	-
Smyrna	-
High Schools	
Smyrna	-
Total Physical Restraints	36
Total Number of Students	13

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	13

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

Gender	Number of Students Restrained
Male	-

Female	-
Total	13

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	13

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	-
Sussex Central	-
High Schools	
Cape Henlopen	-
Special School	
Cape Henlopen District Off.	-
Sussex Consortium	265
Total Physical Restraints	290
Total Number of Students	74

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	15
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	45
Total	74

Age Range	Number of Students Restrained
3-5	-
6-8	22
9-11	20
12-14	16
15-17	-
18-21	-
Total	74

Gender	Number of Students Restrained
Male	-
Female	-
Total	74

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)	-
800 (Visual Impairment)	-
1000 (Autism)	45
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
Total	74

Delmar School District

Middle Schools	Number of Physical Restraints
Delmar	-
High Schools	
Delmar	-
Total Physical Restraints	3
Total Number of Students	3

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	3

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	3

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)	-
Total	3

Indian River School District

Early Childhood Centers	Number of Physical Restraints
Indian River Learning Center	-
Elementary Schools	
John M. Clayton	29
East Millsboro	-
Georgetown	19
Georgetown Kindergarten Center	-
Long Neck	-
Lord Baltimore	-
North Georgetown	-
Phillip C. Showell	-
Middle Schools	
Georgetown	-
Millsboro	29
Selbyville	-
High Schools	
Indian River	-
Sussex Central	24
Southern Delaware School for the Arts	-
Special Schools	
Carver Academy	-
Howard T. Ennis	23
Total Physical Restraints	159
Total Number of Students	60

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	29
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	24
Total	60

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	16
15-17	18
18-21	-
Total	60

Gender	Number of Students Restrained
Male	-
Female	-
Total	60

Disability Category	Number of Students Restrained
Regular Education Students	17
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)	-
Total	60

Laurel School District

Elementary Schools	Number of Physical Restraints
Paul Laurence Dunbar	-
North Laurel	27
Middle Schools	
Laurel	-
High Schools	
Laurel Senior	-
Total Physical Restraints	38
Total Number of Students	18

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	18

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	18

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)	-
Total	18

Seaford School District

Elementary	Number of Physical Restraints
Blades	-
Frederick Douglass	-
Central	-
West Seaford	-
Middle Schools	
Seaford	-
High Schools	
Seaford	-
Total Physical Restraints	10
Total Number of Students	9

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	9

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	9

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)	-
Total	9

Sussex Technical School District

High Schools	Number of Physical Restraints
Sussex Technical	-
Total Physical Restraints	0
Total Number of Students	0

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	0

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	0

Gender	Number of Students Restrained
Male	-
Female	-
Total	0

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	0

Woodbridge School District

Early Childhood Center	Number of Physical Restraints
Woodbridge	-
Elementary	
Phillis Wheatley	-
Middle	
Woodbridge	-
High	
Woodbridge	-
Total Physical Restraints	2
Total Number of Students	4

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	4

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	4

Gender	Number of Students Restrained
Male	-
Female	-
Total	4

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	4

Charter Schools

Charter Schools	Number of Physical Restraints
Academy of Dover	-
Antonia Alonso	-
Las Americas ASPIRA Academy	-
Brandywine Community School	-
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	-
Sussex Montessori	-
Charter School of Wilmington	-
Total Physical Restraints	27
Total Number of Students	23

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	-
Not Reported (N/R)	-
Total	23

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Not Reported (N/R)	-
Total	23

Gender	Number of Students Restrained
Male	-
Female	-
Total	23

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)	-
Total	23

Private Placement

Program	Number of Physical Restraints
In-state	97
Out-of-state	74
Total Physical Restraints	171
Total Number of Students	37

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	-
Total	37

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	18
18-21	-
Total	37

Gender	Number of Students Restrained
Male	-
Female	-
Total	37

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	18
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)	-
N/R (Not Reported)	-
Total	37

Appendix B

Unduplicated Counts of Student Restraints Disaggregated by Subgroup

Table 1. Race and Ethnicity

	2020-2021		2021-2022		2022-2023	
	# 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	-	-	51	-	45	-
Black or African American	86	42%	328	47%	360	50%
American Indian/Alaskan Native	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Hispanic	19	-	69	-	64	-
White	87	42%	241	35%	245	34%
Not Reported (N/R)	-	-	-	-	-	-
Total	205	100%	696	100%	726	100%

Graph 1. Race and Ethnicity

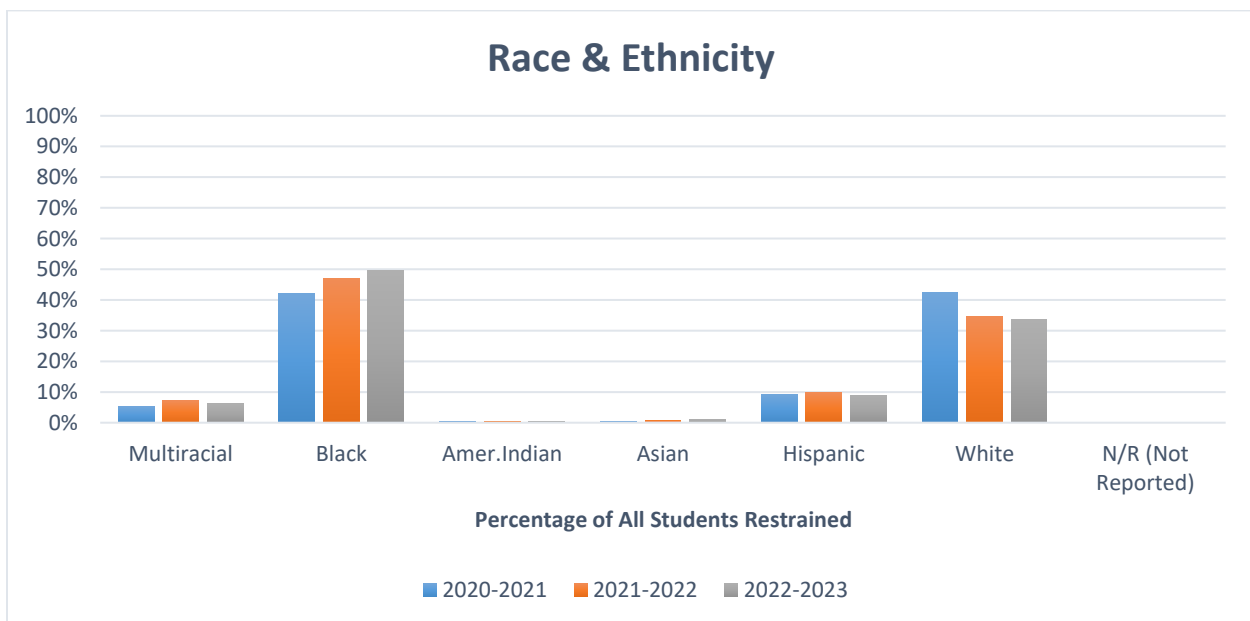


Table and Graph 1 display the race/ethnicity of students who received restraint procedures. There has been a 8% cumulative increase over the last three years in the percentage of Black or African American students requiring physical restraint intervention. There has also been a 8% cumulative decrease in the percentage of White students requiring physical restraint intervention during the same time period. Other racial/ethnic groups have remained relatively stable or fluctuated too much from year-to-year to showcase a pattern.

Table 2. Gender

	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Male	182	89%	553	79%	568	78%
Female	23	-	143	21%	143	22%
Total	205	100%	696	100%	726	100%

Graph 2. Gender



Table and Graph 2 display the reported gender of all students who received restraint procedures. The 2020-2021 school year saw a 9% increase in the percentage of Male students requiring physical restraint intervention while there was a corresponding 9% decrease in the percentage of Female students requiring physical restraint intervention. This shift seems to have only occurred during the 2020-2021 school year as following years have seen the percentages return to pre-pandemic totals.

Table 3. Age

	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
3-5	-	-	31	-	20	-
6-8	69	34%	174	25%	214	29%
9-11	68	33%	201	29%	181	25%
12-14	35	17%	149	21%	155	21%
15-17	-	-	104	15%	116	16%
18-21	-	-	37	-	39	-
Not Reported (N/R)	-	-	-	-	-	-
Total	205	100%	696	100%	726	100%

Graph 3. Age

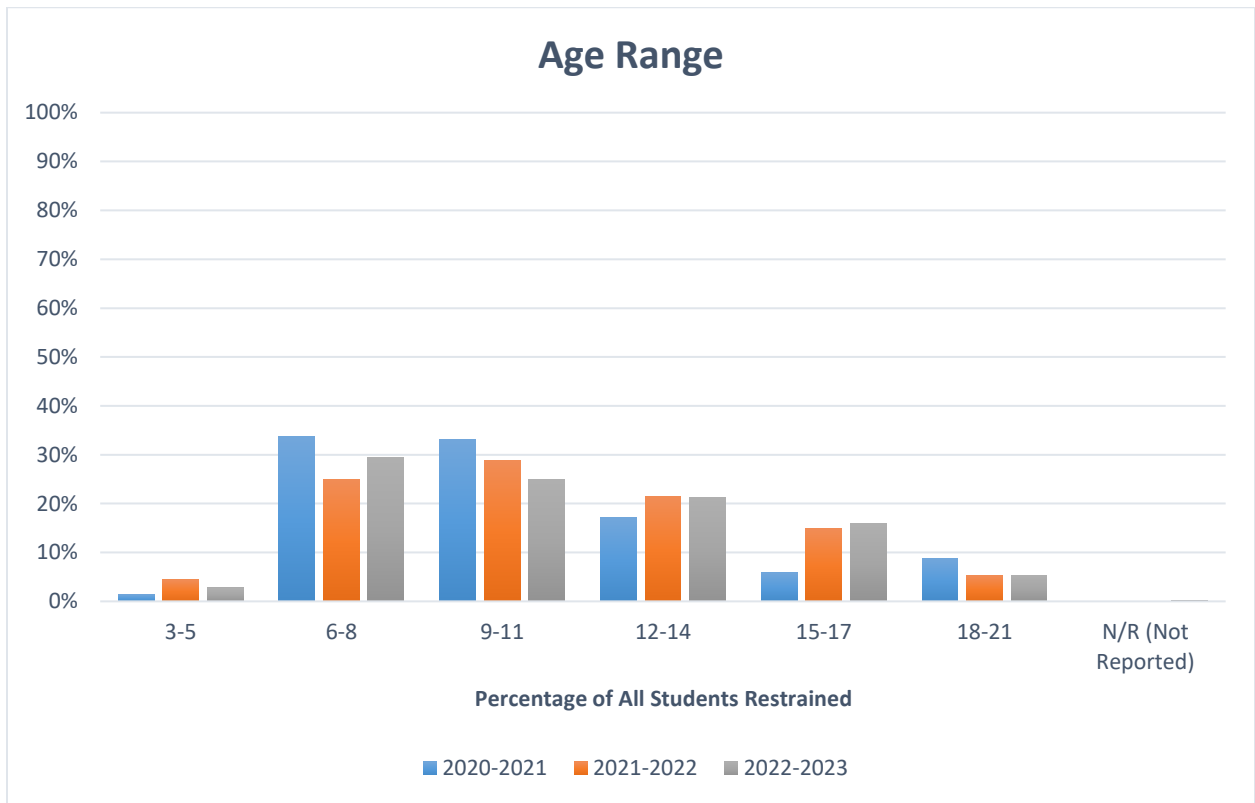


Table and Graph 3 display the age ranges of all students who were restrained. There has been a cumulative 8% decrease in the percentage of 6–8 year-olds requiring physical restraint intervention over the previous three years. The other age groups have fluctuated too much to showcase a pattern.

Table 4. Disability Category

	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Regular Education Students	18	-	142	20%	125	17%
100 (Mild Intellectual Disability)	-	-	-	-	21	-
200 (Emotional Disturbance)	41	20%	126	18%	122	17%
300 (Learning Disability)	-	-	50	-	33	-
400 (Moderate Intellectual Disability)	-	-	21	-	21	-
500 (Severe Intellectual Disability)	-	-	-	-	-	-
601 (Other Health Impairment)	21	10%	85	-	80	-
700 (Hearing Impairment)	-	-	-	-	-	-
800 (Visually Impaired)	-	-	-	-	-	-
1000 (Autism)	78	38%	187	27%	220	30%
1100 (Deaf Blind)	-	-	-	-	-	-
1200 (Speech and/or Language Impairment)	-	-	-	-	-	-
1300 (Traumatic Brain Injury)	-	-	-	-	-	-
1400 (Developmental Delay)	22	-	60	-	63	-
Not Reported (N/R)	-	-	-	-	31	-
Total	205	100%	696	100%	726	100%

Graph 4. Disability Category

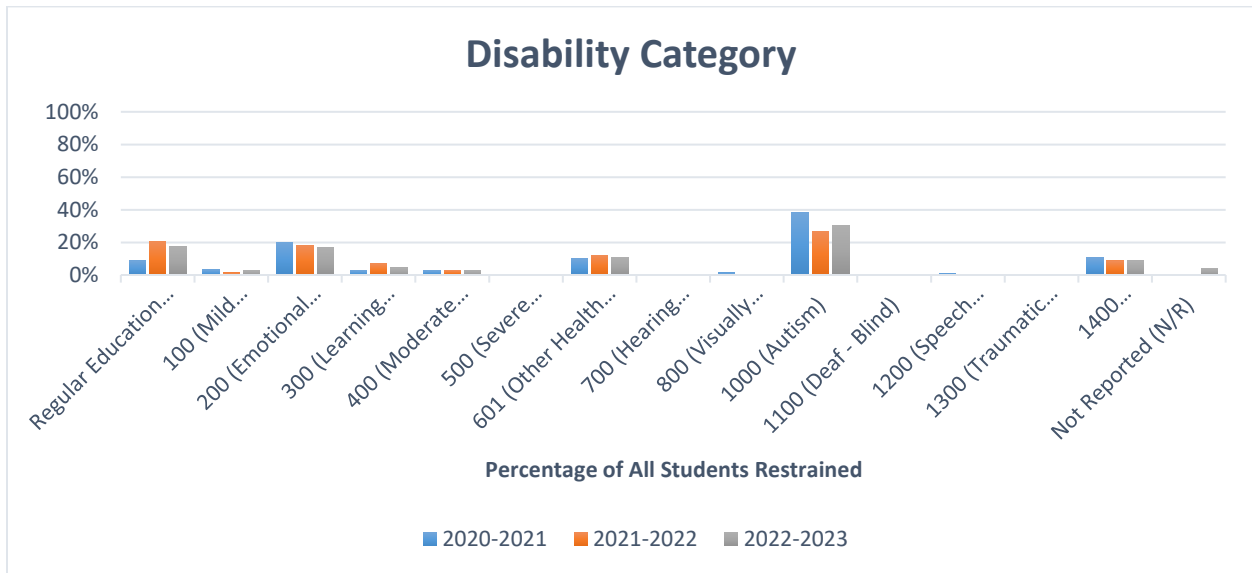


Table and Graph 4 display the number of students restrained that were regular education students, as well as the number of students within each special education disability category. The categories have either remained relatively stable or fluctuated too much to showcase a pattern.

Total Number of Reported Incidents of Student Physical Restraint

Table 5. Reason for Physical Restraint

Imminent Risk of Harm to:	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Others	226	35%	666	30%	740	29%
Self and Others	357	55%	1336	61%	1610	62%
Self	64	-	200	-	234	-
Total	647	100%	2202	100%	2584	100%

Graph 5. Reason for Physical Restraint

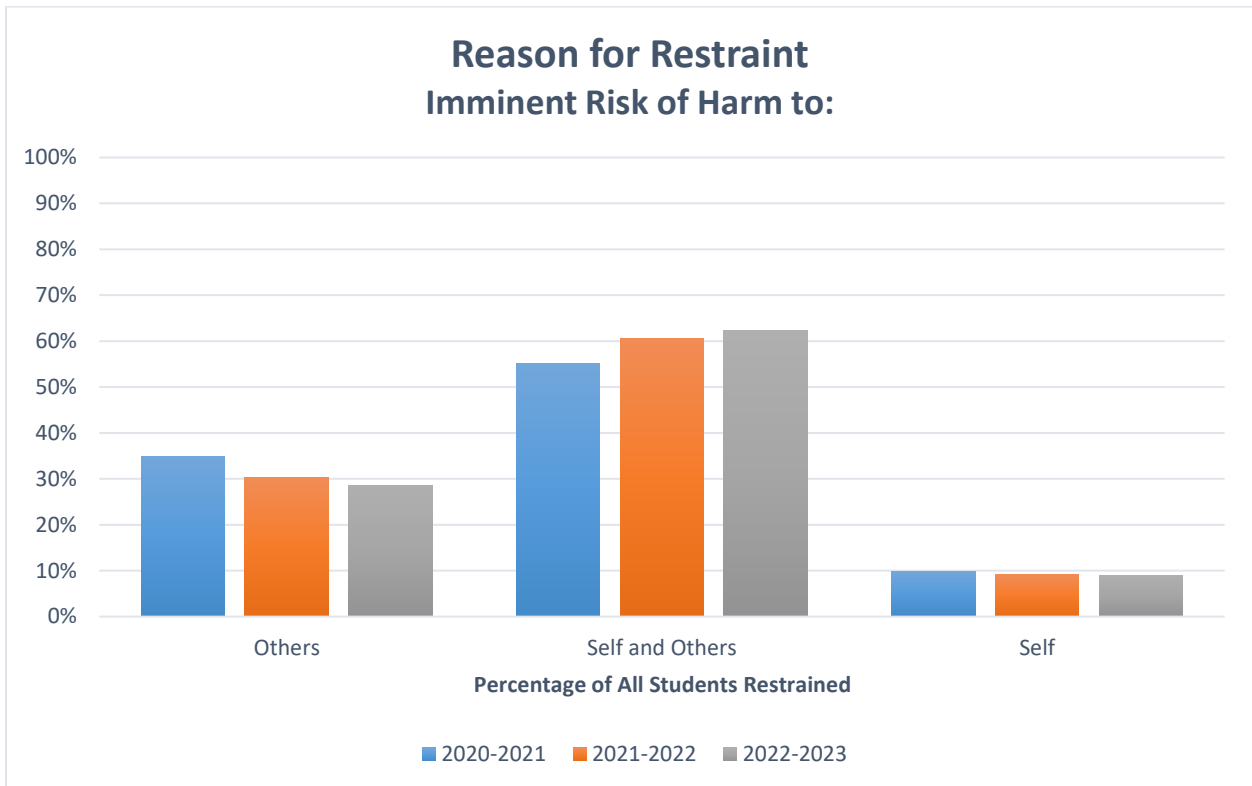


Table and Graph 5 display the reason for which physical restraint was a necessary intervention. The reason for using physical restraint remained higher when the student’s behavior posed an imminent risk of harm to both the student and others across all reporting years.

Table 6. Physical Restraint Duration

	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
≤ 2 minutes	193	30%	821	37%	1206	47%
3-5 minutes	166	26%	615	28%	616	24%
6 – 9 minutes	86	-	248	-	246	-
≥ 10 minutes	115	18%	435	20%	398	15%
Not Reported (N/R)	87	-	83	-	118	-
Total	647	100%	2202	100%	2584	100%

Graph 6. Physical Restraint Duration

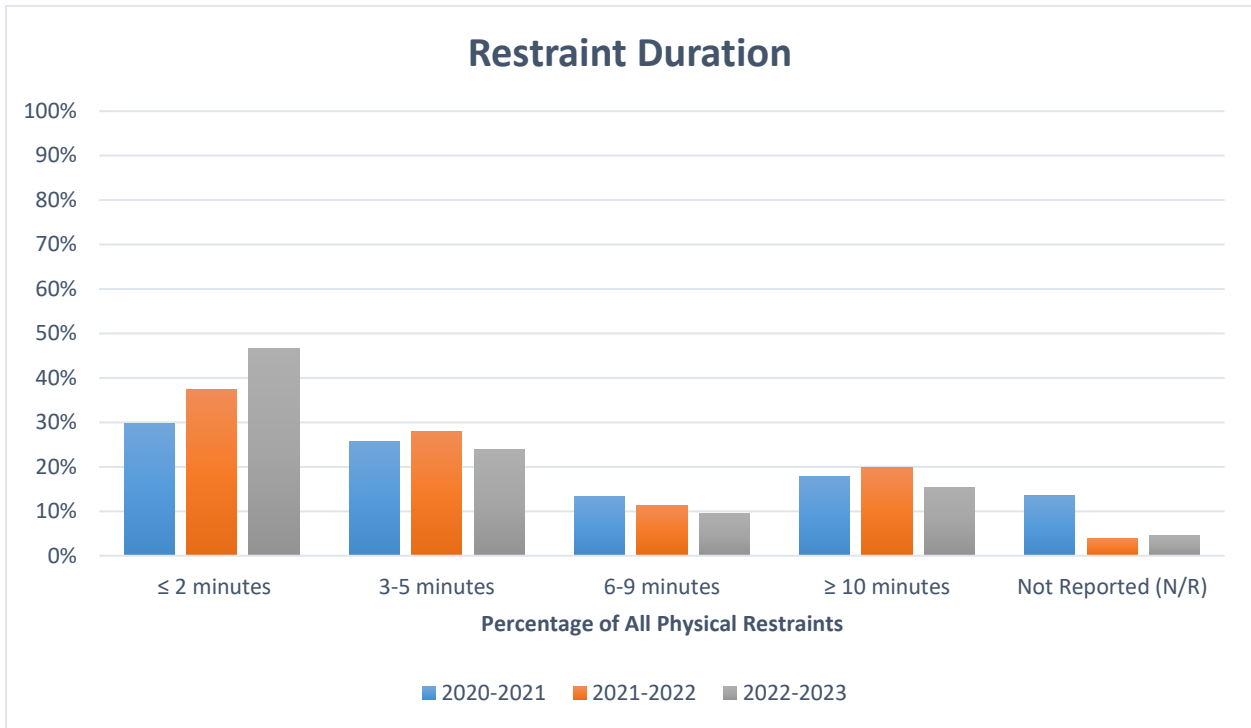


Table and Graph 6 display the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes across all reporting years.

Table 7. Time of Day

	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
AM	307	47%	1147	52%	1349	52%
PM	337	52%	1053	48%	1235	48%
Not Reported (N/R)	-	-	-	-	-	-
Total	647	100%	2202	100%	2584	100%

Graph 7. Time of Day

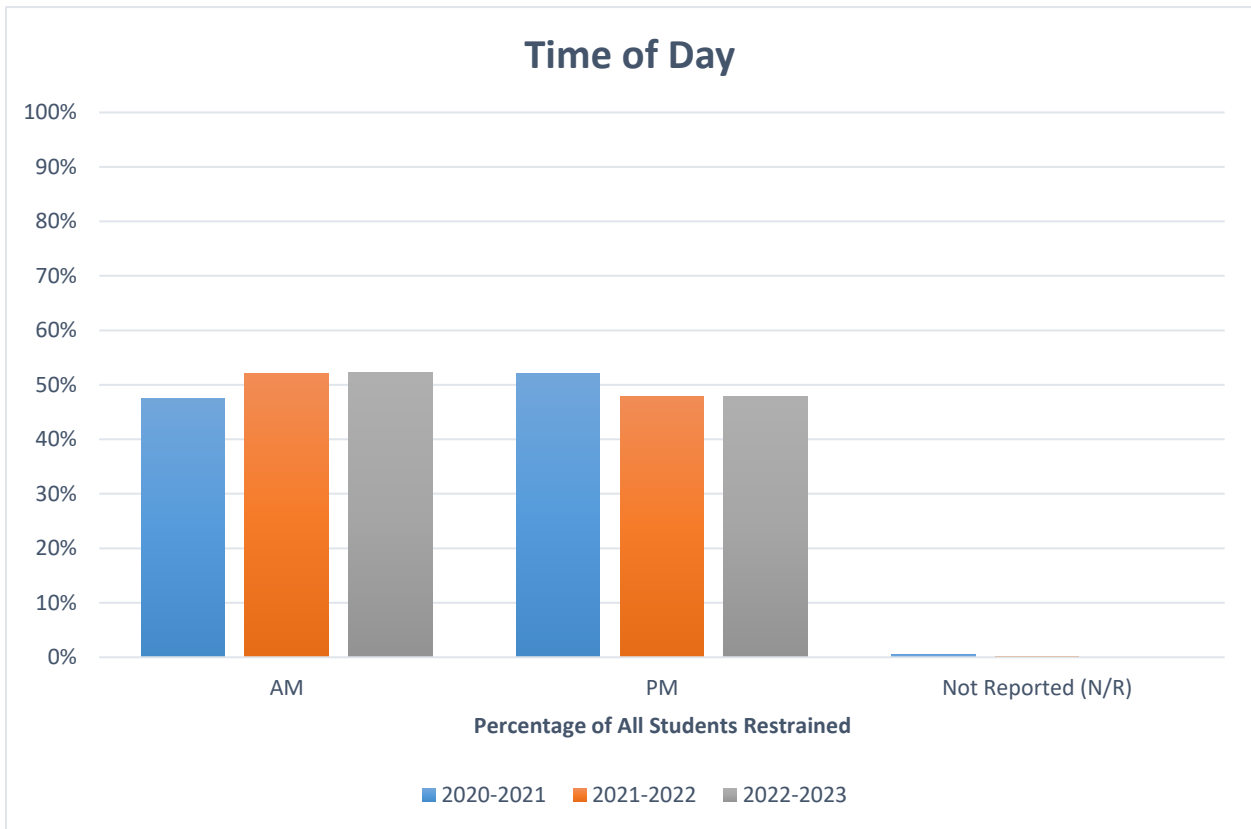


Table and Graph 7 display the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening.

Table 8. Physical Restraints Per Month

	2020-2021		2021-2022		2022-2023	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
July	-	-	39	-	43	-
August	-	-	34	-	26	-
September	-	-	209	-	231	-
October	38	-	252	-	259	-
November	54	-	167	-	188	-
December	32	-	187	-	194	-
January	63	-	161	-	280	-
February	46	-	274	-	346	-
March	151	23%	383	17%	452	17%
April	100	15%	161	-	231	-
May	125	19%	247	-	263	-
June	33	-	88	-	71	-
Total	647	100%	2202	100%	2584	100%

Graph 8. Physical Restraints Per Month

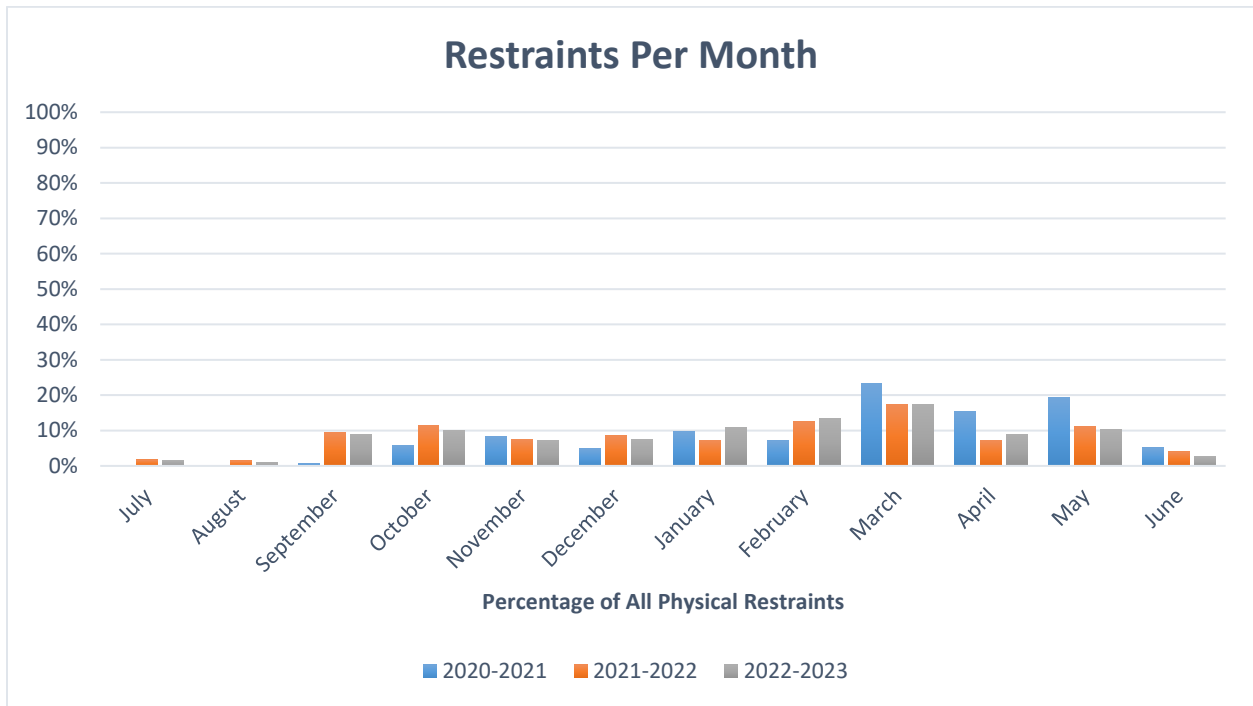


Table and Graph 8 display the number of physical restraints that occurred during each month.