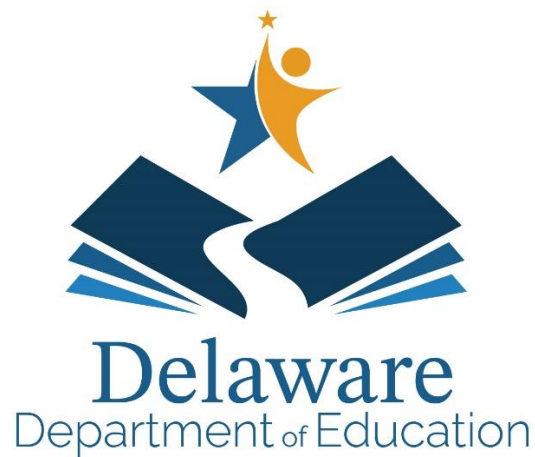


State of Delaware

Annual Report
Use of Physical Restraint
in Delaware Public School Districts and
Charter Schools
2021-2022



October 26, 2022

Note to the Reader

The 2021-2022 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, 2021 through June 30, 2022. 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. 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 2021-22 school year.

The 2021-2022 school year data contained in this report reflects a return to historical numbers and trends, as recorded prior to the Covid-19 pandemic that significantly impacted the 2019-2020 and 2020-2021 reporting data. Some local education agencies (LEAs) offered options for virtual learning during the 2021-2022 school year. The numbers of students participating in remote virtual learning and the potential impact on data collected for this report are unknown. A review of historical data and a noted return to pre-pandemic incident rates suggests the impact of potential remote learners on data shared in this report was negligible. The continuing impact of Covid-19 exposure and resulting quarantines on student attendance and staffing shortages throughout this reporting period should also be considered.

When reviewing LEA 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 Delaware Department of Education's (DDOE) 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 DDOE collected data on the reported use of physical restraint from July 1, 2021, through June 30, 2022. The data contained in this report reflects the information provided by all LEAs in the state of Delaware during the 2021-2022 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. <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	16
Appendix B	44

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 Local Education Agencies (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 2021-2022 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 report, including trends and recommendations is based solely on reported physical restraint incidents, as it was 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 2021-2022 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.

Instances of physical restraint during the 2021-2022 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 during the 2021-2022 school year.

Data was collected via eSchoolPlus. A custom reporting screen collects this data. In compliance with 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 Intervention 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 these elements, as well as type of school. County, district, and school level data from 2021-2022 are provided in graphic form in **Appendix A**.

Appendix B: An historical comparison of data of the most recent three school years is provided in Appendix B of this report. However, due to the Covid-19 pandemic and its impact on the 2019-2020 and 2020-2021 data, this comparison of the data does not serve the purpose of establishing reliable trends to inform DDOE and LEAs training and practices. However, it does

provide record of the impact of the Covid-19 pandemic on student physical restraints statewide. 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. The data were reviewed to identify data reporting inconsistencies. In addition, the DDOE ensures accurate reporting practices through the following protocols;

Discipline Report Verification Process

The DDOE conduct 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 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.

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).

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 updated trainings on mandatory School Crime and Discipline reporting and professional development sessions focused on functional assessment, behavioral support plans and Tier-3 systems were delivered. An overview of Tier 3 Prevent-Teach-Reinforce practices are now available on DDOE website. Information about addressing behavior concerns in the IEP was shared 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 2021-22 academic school year, DDOE recognized the need for ongoing support around the unique circumstances created by the Covid-19 pandemic. DDOE provided access to a variety of increased and individualized training and informational resources including:

- 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 the Covid-19 pandemic.
- Increase access to remote technical assistance to Prevent -Teach -Reinforce provided through TPR networking sessions. Additionally, educators were 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 also provides 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. There were 672 participants who completed the webinar training in 2021-2022.

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 2021-2022 school year, 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 are in comparison to the 2020-2021 school year. However, this data should be interpreted with caution. Protocols related to Covid-19 exposure and quarantines impacted student attendance and staff shortages.

A comparative review resulted in some notable general trends which are detailed below. These findings should also be considered within the context of the shortage of staff. Staffing issues could impact both student behavior and available trained staff to provide needed physical restraint.

- The percentage of regular education students restrained during 2021-2022 returned to percentages similar to the 2019-2020 school year.
- After the percentage of males restrained when compared to females rose by 9% during the 2020-2021 school year when compared to 2019-2020, this metric returned to numbers similar to previous years in 2021-2022 with males being restrained 79% of the time while females were restrained 21% of the time.
- The percentage of white students restrained rose by 5% in comparison to 2019-2020 while the percentage of black students restrained fell by 7% when compared to the same timeframe.
- The percentage of 6–8-year-olds restrained fell by 6% when compared to 2019-2020 and 9% when compared to 2020-2021.
- When compared to the 2019-2020 school year, the percentage of students restrained because they posed imminent risk of bodily harm to others rose by 9% while the percentage of students restrained because they posed imminent risk of bodily harm to themselves and others fell by 10%.
- The percentage of restraints lasting ten minutes or more fell by 5% when compared to the 2019-2020 school year.
- Sussex County saw its percentage of all restraints in the state rise by 5% when compared to 2019-2020.
- Charter schools made up 2% of all restraints in 2021-2022; this represents 47 total restraints, the highest amount recorded for Charter schools in a single year since this reporting began.

Historical Perspective:

The DDOE has collected data related to the use of physical restraint procedures for seven years, beginning in the 2014-2015 school year. A three-year comparative review (Appendix B) is typically included in the Annual Report each year (exclusive of 2020-2021) to inform and guide future DDOE professional development and ongoing technical assistance planning. However, in this report, it is noted to historically mark and preserve comparative data related to the occurrence and impact of the Covid-19 pandemic on student physical restraints statewide. Therefore, this historical perspective should be reviewed with caution.

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. This is of particular importance in the wake of the Covid pandemic and resulting staffing changes.
- DDOE continue to provide training to new 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 time period.
- DDOE consider recommending LEAs provide training additional administrators and staff in crisis and prevention interventions due to the current Covid-19 quarantine protocols and resulting staff absences and shortages.
- DDOE continue to work with the Data Administrative Team related to revisions to the physical restraint incident reporting screen the 2022-2023 school year. Some revisions

made in 2020-2021 need to be further refined and consideration of additional minor revisions to improve access and efficiency in reporting. 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 2021-2022 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, 2021 through June 30, 2022.

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	51	7%
Black or African American	328	47%
American Indian/Alaskan Native	-	<5%
Asian	-	<5%
Hawaiian/Pacific Islander	-	<5%
Hispanic	69	10%
White	241	35%
Total	696	100%

Table 1 displays the race/ethnicity of students who were physically restrained. Of students requiring physical restraint intervention, 47% were Black or African American, 35% were White, and 10% were Hispanic.

Table 2. Gender

	Number of Students Restrained	Percentage of All Students Restrained
Male	553	79%
Female	143	21%
Total	696	100%

Table 2 displays the gender of all students who were physically restrained. Of those restrained, 79% were male and 21% were female.

Table 3. Age

	Number of Students Restrained	Percentage of All Students Restrained
3-5	31	<5%
6-8	174	25%
9-11	201	29%
12-14	149	21%
15-17	104	15%
18-21	37	5%
Total	696	100%

Table 3 displays the age ranges of all students who were physically restrained. The data indicates that 25% of those restrained were ages 6-8 and 29% were ages 9-11. Lower percentages of those restrained were ages 3-5 (4%) and 18-21 (5%). Please note, ages were calculated as of December 31, 2020.

Table 4. Disability Category

	Number of Students Restrained	Percentage of All Students Restrained
Regular Education Students	142	20%
100 (Mild Intellectual Disability)	-	<5%
200 (Emotional Disability)	126	18%
300 (Learning Disability)	50	7%
400 (Moderate Intellectual Disability)	21	<5%
500 (Severe Intellectual Disability)	-	<5%
601 (Other Health Impairment)	85	12%
700 (Hearing Impairment)	-	<5%
800 (Visual Impairment)	-	<5%
1000 (Autism)	187	27%
1100 (Deaf - Blind)	-	<5%
1200 (Speech and/or Language Impairment)	-	<5%
1300 (Traumatic Brain Injury)	-	<5%
1400 (Developmental Delay)	60	9%
1600 (Preschool Speech Delay)	-	<5%
Not Reported (N/R)	-	<5%
Total	696	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, 80% 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	666	30%
Self and Others	1336	61%
Self	200	9%
Total	2202	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 (61%).

Table 6. Physical Restraint Duration

	Number of Physical Restraints	Percentage of All Physical Restraints
≤ 2 minutes*	821	37%
3-5 minutes	615	28%
6-9 minutes	248	11%
≥ 10 minutes	435	20%
Not Reported (N/R)	83	<5%
Total	2202	100%

Table 6 displays the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes (65%).

Table 7. Time of Day

	Number of Physical Restraints	Percentage of All Physical Restraints
AM	1147	52%
PM	1053	48%
Not Reported (N/R)	-	<5%
Total	2202	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	39	<5%
August	34	<5%
September	209	9%
October	252	11%
November	167	8%
December	187	8%
January	161	7%
February	274	12%
March	383	17%
April	161	7%
May	247	11%
June	88	<5%
Total	2202	100%

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

Appendix A

Statewide Physical Restraints

New Castle County	1398
Kent County	299
Sussex County	457
Charter Schools	48
Total	2202

New Castle County

Appoquinimink School District

Early Childhood Centers	Number of Physical Restraints
Appoquinimink	-
Cedar Lane	-
Brick Mill	
Spring Meadow	-
Townsend	-
Elementary Schools	
Brick Mill	-
Bunker Hill	-
Cedar Lane	24
Loewood Grove	-
Olive B. Loss	-
Old State	-
Silver Lake	40
Towne Point	-
Townsend	-
Middle Schools	
Cantwell Bridge	-
Everett Meredith	-
Louis L. Redding	16
Alfred G. Waters	-
High Schools	
Appoquinimink	-
Middletown	-
Total Physical Restraints	183
Total Number of Students	54

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	25
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	20
Total	54

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	54

Gender	Number of Students Restrained
Male	44
Female	-
Total	54

Disability Category	Number of Students Restrained
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)	-
800 (Visual Impairment)	-
1000 (Autism)	24
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	54

Brandywine School District

Early Childhood Centers	Number of Physical Restraints
Charles W. Bush	-
Elementary Schools	
Carrcroft	-
Claymont	-
Forwood	-
Hanby	-
Harlan	-
Lancashire	-
Lombardy	66
Maple Lane	-
Mount Pleasant	62
Middle Schools	
P.S. duPont	-
Springer	-
Talley	-
High Schools	
Brandywine	-
Concord	-
Mount Pleasant	-
Special Programs	
Brandywine Community	-
Brandywine SITE School	-
Total Physical Restraints	171
Total Number of Students	60

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	36
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	18
Total	60

Age Range	Number of Students Restrained
3-5	-
6-8	20
9-11	21
12-14	-
15-17	-
18-21	-
Total	60

Gender	Number of Students Restrained
Male	49
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)	-
800 (Visual Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	60

Christina School District

Early Childhood Centers	Number of Physical Restraints
Christina	-
Elementary Schools	
Bancroft	-
Henry M. Brader	-
Brookside	-
John R. Downes	-
Elbert-Palmer	-
Albert H. Jones	-
Robert S. Gallaher	-
William B. Keene	16
Mary B. Leasure	-
R. Elisabeth Maclary	-
Thurgood Marshall	22
Joseph M. McVey	-
William A. Oberle, Jr.	-
Casimir Pulaski	-
Jennie E. Smith	-
Frederick Douglass Stubbs	-
West Park Place	-
Etta J. Wilson	-
Middle Schools	
Bayard	-
Gauger-Cobbs	-
George V. Kirk	-
Shue-Medill	-
High Schools	
Christiana	-
Glasgow	-
Newark	-
Special Schools	
Brennen	402
Delaware School for the Deaf	-
J. H. Douglass	-
Sarah Pyle Academy	-
Special Programs	
Alternative Programs	20
Networks	-
REACH Program	26
Total Physical Restraints	578
Total Number of Students	139

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	80
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	18
White	33
Total	139

Age Range	Number of Students Restrained
3-5	-
6-8	26
9-11	38
12-14	26
15-17	25
18-21	-
Total	139

Gender	Number of Students Restrained
Male	115
Female	24
Total	139

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)	-
800 (Visual Impairment)	-
1000 (Autism)	67
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
Total	139

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	46
Southern ILC	65
Kathleen H. Wilbur	-
Wilmington Manor	-
Middle Schools	
George Reed	-
Gunning-Bedford	-
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	32
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	57

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	18
12-14	16
15-17	-
18-21	-
Total	57

Gender	Number of Students Restrained
Male	44
Female	-
Total	57

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	22
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	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

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	18
William F. Cooke Jr.	-
Forest Oak	-
Heritage	118
Highlands	-
William C. Lewis Dual Language	-
Linden Hill	-
Marbrook	-
Anna P. Mote	16
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	16
Richardson Park Learning Center	-
Total Physical Restraints	315
Total Number of Students	79

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	36
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	21
Total	79

Age Range	Number of Students Restrained
3-5	-
6-8	20
9-11	29
12-14	-
15-17	-
18-21	-
Total	79

Gender	Number of Students Restrained
Male	62
Female	17
Total	79

Disability Category	Number of Students Restrained
Regular Education Students	-
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)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	79

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	64
W.B. Simpson	-
Star Hill	-
Nellie H. Stokes	-
George S. Welch	-
Middle Schools	
Dover Air Base	-
Fred Fifer III	-
F. Niel Postlethwait	-
High Schools	
Caesar Rodney	-
Special Schools	
John S. Charlton	18
Total Physical Restraints	129
Total Number of Students	53

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	24
Total	53

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	30
12-14	-
15-17	-
18-21	-
Total	53

Gender	Number of Students Restrained
Male	45
Female	-
Total	53

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	53

Capital School District

Elementary Schools	Number of Physical Restraints
East Dover	-
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	26
Kent County Secondary ILC	-
Total Physical Restraints	59
Total Number of Students	29

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	29

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

Gender	Number of Students Restrained
Male	23
Female	-
Total	29

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	29

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	25
Total Number of Students	12

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	12

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	12

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	12

Milford School District

Early Childhood Centers	Number of Physical Restraints
Evelyn I. Morris	-
Elementary Schools	
Benjamin Banneker	-
Misphillion	-
Lulu M. Ross	-
Middle Schools	
Milford Central Academy	-
High Schools	
Milford	-
Special Schools	
Milford ILC	-
Total Physical Restraints	20
Total Number of Students	10

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	10

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	10

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	10

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	23
Sunnyside	-
Middle Schools	
Clayton Intermediate	-
John Bassett Moore	-
Smyrna	22
High Schools	
Smyrna	-
Total Physical Restraints	66
Total Number of Students	30

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	30

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	30

Gender	Number of Students Restrained
Male	23
Female	-
Total	30

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	30

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	245
Total Physical Restraints	263
Total Number of Students	70

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	46
Total	70

Age Range	Number of Students Restrained
3-5	-
6-8	20
9-11	18
12-14	-
15-17	-
18-21	-
Total	70

Gender	Number of Students Restrained
Male	58
Female	-
Total	70

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)	43
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	70

Delmar School District

Middle Schools	Number of Physical Restraints
Delmar	-
High Schools	
Delmar	-
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

Indian River School District

Early Childhood Centers	Number of Physical Restraints
Indian River Learning Center	-
Elementary Schools	
John M. Clayton	32
East Millsboro	16
Georgetown	-
Georgetown Kindergarten Center	-
Long Neck	-
Lord Baltimore	-
North Georgetown	22
Phillip C. Showell	-
Middle Schools	
Georgetown	-
Millsboro	17
Selbyville	-
High Schools	
Indian River	-
Sussex Central	38
Southern Delaware School for the Arts	-
Special Schools	
Carver Academy	-
Howard T. Ennis	17
Total Physical Restraints	164
Total Number of Students	52

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	21
Total	52

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	18
15-17	-
18-21	-
Total	52

Gender	Number of Students Restrained
Male	37
Female	-
Total	52

Disability Category	Number of Students Restrained
Regular Education Students	25
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	53

Laurel School District

Elementary Schools	Number of Physical Restraints
Paul Laurence Dunbar	-
North Laurel	17
Middle Schools	
Laurel	-
High Schools	
Laurel Senior	-
Total Physical Restraints	22
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

Seaford School District

Elementary	Number of Physical Restraints
Blades	-
Frederick Douglass	-
Central	-
West Seaford	-
Middle Schools	
Seaford	-
High Schools	
Seaford	-
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	

Sussex Technical School District

High Schools	Number of Physical Restraints
Sussex Technical	-
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

Woodbridge School District

Early Childhood Center	Number of Physical Restraints
Woodbridge	-
Elementary	
Phillis Wheatley	-
Middle	
Woodbridge	-
High	
Woodbridge	-
Total Physical Restraints	4
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)	-
Total	3

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	-
Total Physical Restraints	42
Total Number of Students	31

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	18
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	31

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

Gender	Number of Students Restrained
Male	22
Female	-
Total	31

Disability Category	Number of Students Restrained
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)	-
Not Reported (N/R)	-
Total	31

Private Placement

Program	Number of Physical Restraints
In-state	150
Out-of-state	53
Total Physical Restraints	203
Total Number of Students	40

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	25
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	40

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	16
15-17	-
18-21	-
Total	40

Gender	Number of Students Restrained
Male	31
Female	-
Total	40

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	25
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	40

Appendix B

Unduplicated Counts of Student Restraints Disaggregated by Subgroup

Table 1. Race and Ethnicity

	2019-2020		2020-2021		2021-2022	
	# 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	36	5%	-	5%	51	7%
Black or African American	382	54%	86	42%	328	47%
American Indian/Alaskan Native	-	<5%	-	<5%	-	<5%
Asian/Pacific Islander	-	<5%	-	<5%	-	<5%
Hispanic	59	8%	19	9%	69	10%
White	210	30%	87	42%	241	35%
Total	701	100%	205	100%	696	100%

Graph 1. Race and Ethnicity

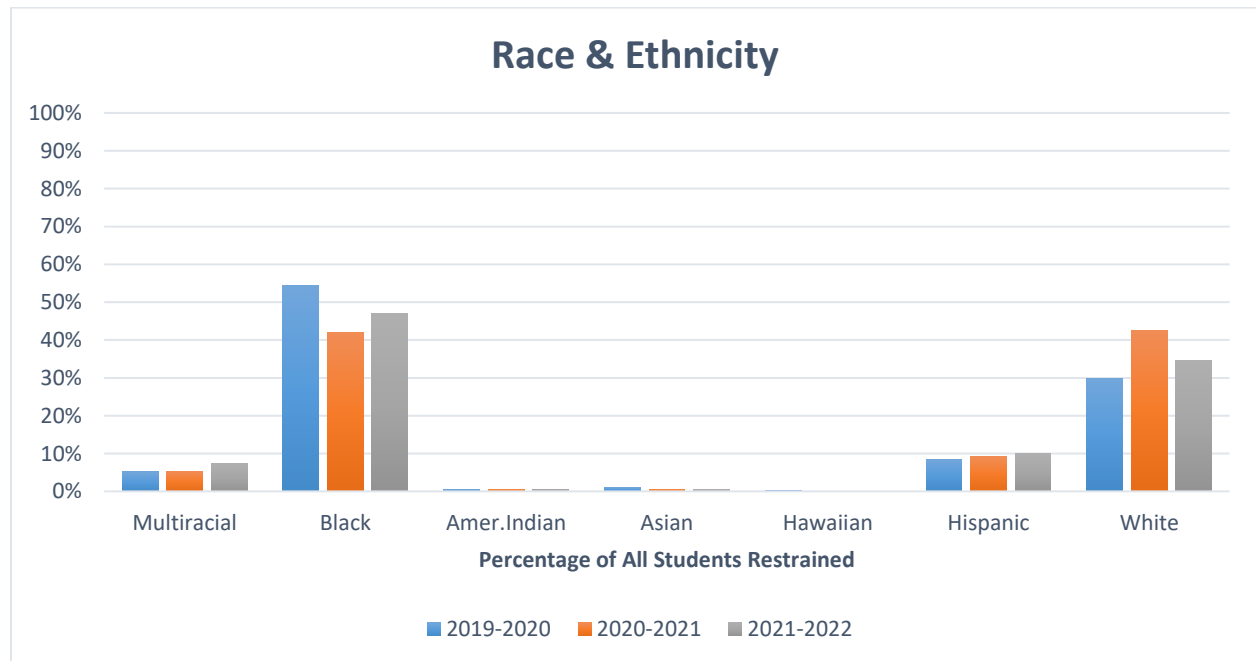


Table and Graph 1 display the race/ethnicity of students who received restraint procedures. There has been a 7% cumulative decrease over the last three years in the percentage of Black or African American students requiring physical restraint intervention. There has also been a 5% cumulative increase 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

	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Male	564	80%	182	89%	553	79%
Female	137	20%	23	11%	143	21%
Total	701	100%	205	100%	696	100%

Graph 2. Gender

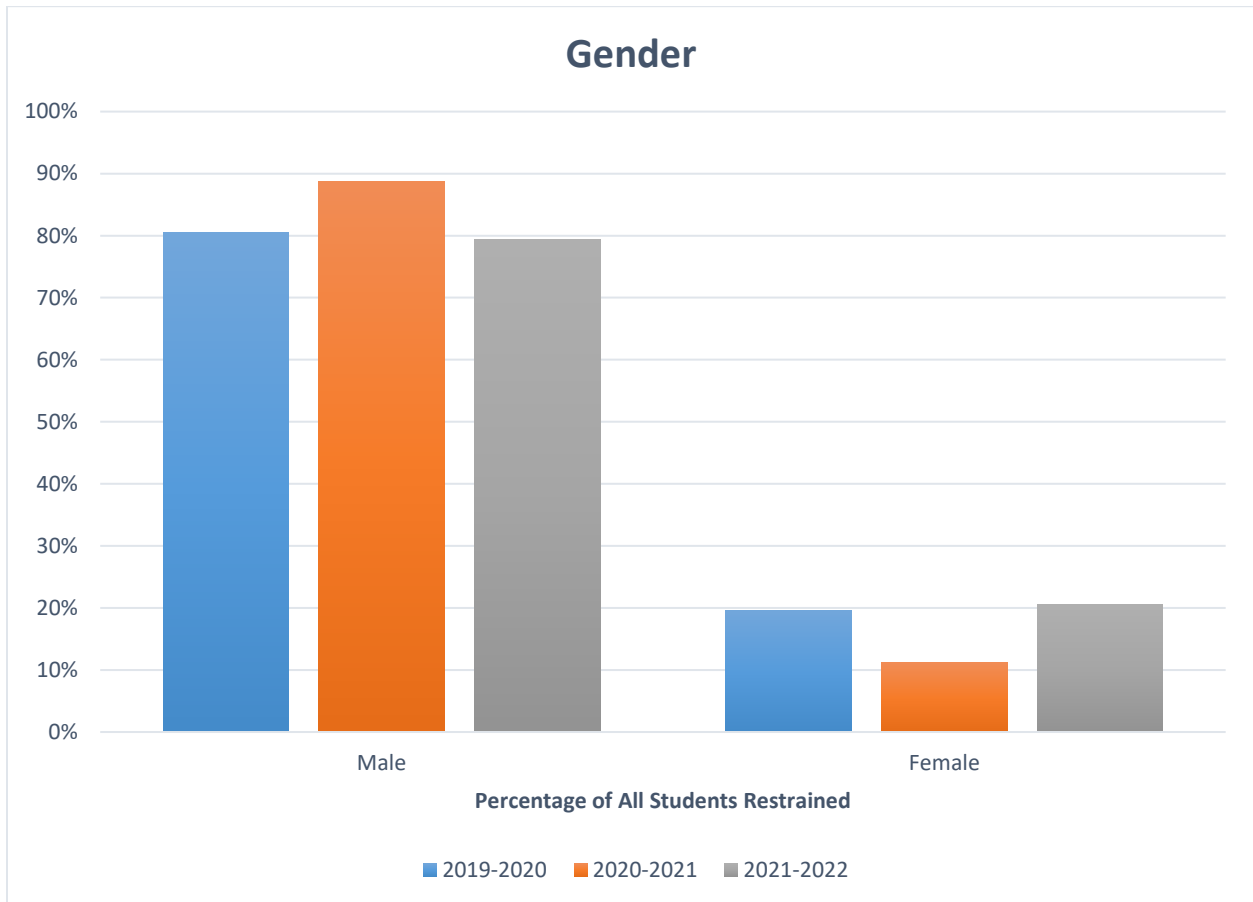


Table and Graph 2 display the reported gender of all students who received restraint procedures. The 2020-2021 school year saw a 9% increase in the percentage of Male students requiring physical restraint intervention while there was a corresponding 9% decrease in the percentage of Female students requiring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

Table 3. Age

	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
3-5	30	<5%	-	<5%	31	<5%
6-8	215	31%	69	34%	174	25%
9-11	208	30%	68	33%	201	29%
12-14	127	18%	35	17%	149	21%
15-17	90	13%	-	6%	104	15%
18-21	31	<5%	18	9%	37	5%
Total	701	100%	205	100%	696	100%

Graph 3. Age

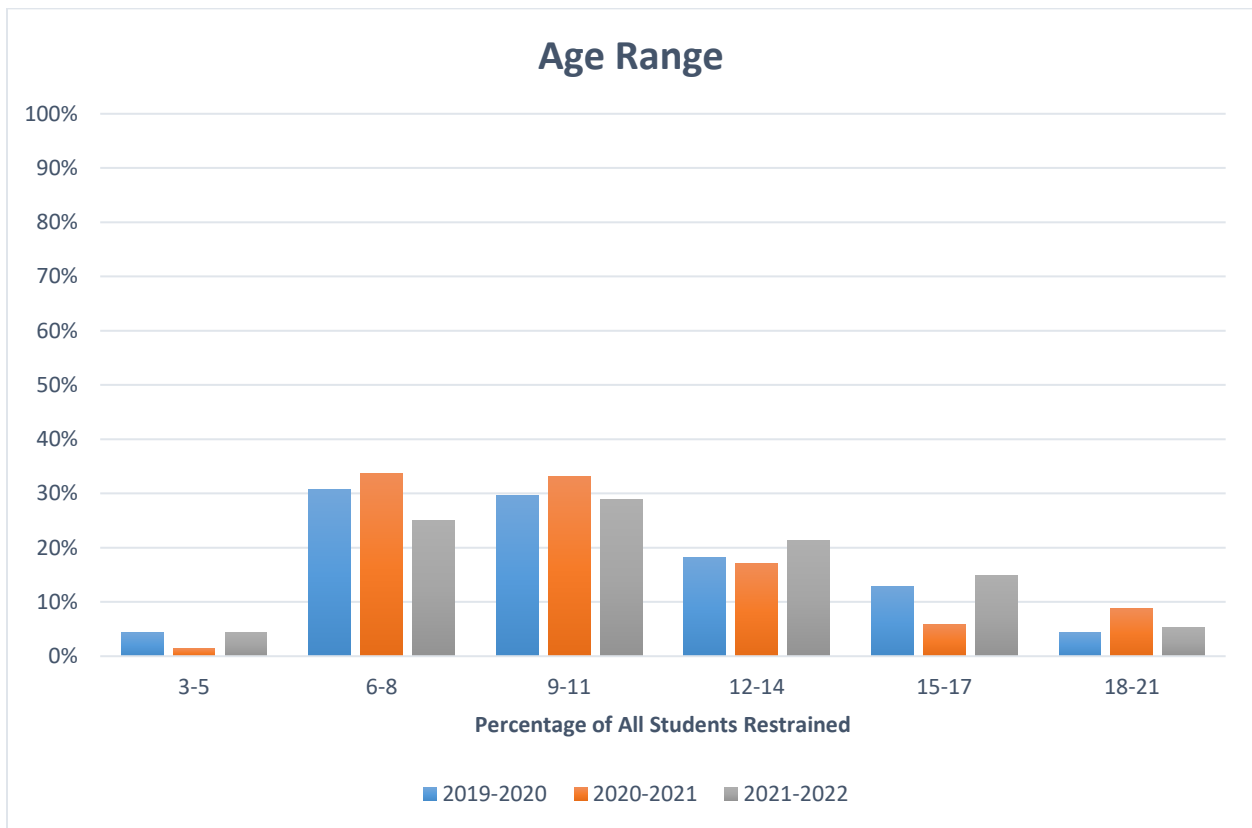


Table and Graph 3 display the age ranges of all students who were restrained. There has been a cumulative 6% decrease in the percentage of 6–8 year-olds requiring physical restraint intervention over the previous three years. The other age groups have fluctuated too much to showcase a pattern.

Table 4. Disability Category

	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Regular Education Students	165	24%	18	9%	142	20%
100 (Mild Intellectual Disability)	-	<5%	-	<5%	-	<5%
200 (Emotional Disturbance)	144	21%	41	20%	126	18%
300 (Learning Disability)	40	6%	-	<5%	50	7%
400 (Moderate Intellectual Disability)	-	<5%	-	<5%	21	<5%
500 (Severe Intellectual Disability)	-	<5%	-	<5%	-	<5%
601 (Other Health Impairment)	94	13%	21	10%	85	12%
700 (Hearing Impairment)	-	<5%	-	<5%	-	<5%
800 (Visually Impaired)	-	<5%	-	<5%	-	<5%
1000 (Autism)	164	23%	78	38%	187	27%
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)	57	8%	22	11%	60	9%
Not Reported (N/R)	-	<5%	-	<5%	-	<5%
Total	701	100%	205	100%	696	100%

Graph 4. Disability Category

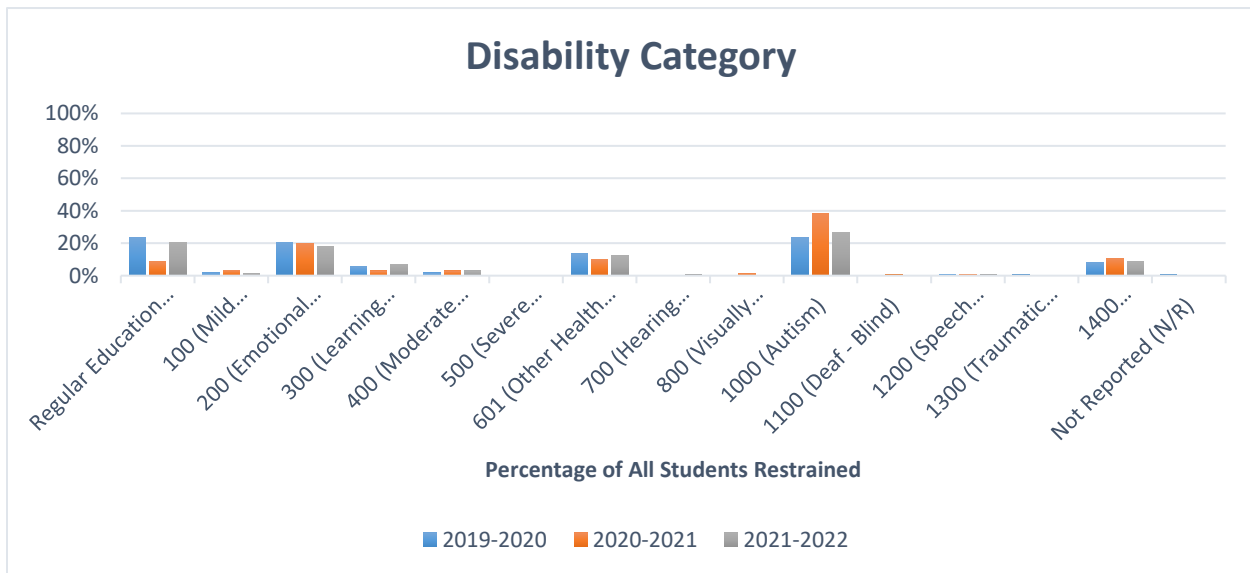


Table and Graph 4 display the number of students restrained that were regular education students, as well as the number of students within each special education disability category. There was a 15% decrease in the percentage of Regular Education Students requiring physical restraint intervention between the 2019-2020 and 2020-2021 school years. There was also a 15% increase in the percentage of Autistic Students requiring physical restraint intervention during the same time. The other categories have 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:	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Others	448	21%	226	35%	666	30%
Self and Others	1497	71%	357	55%	1336	61%
Self	161	8%	64	10%	200	9%
Total	2106	100%	647	100%	2202	100%

Graph 5. Reason for Physical Restraint

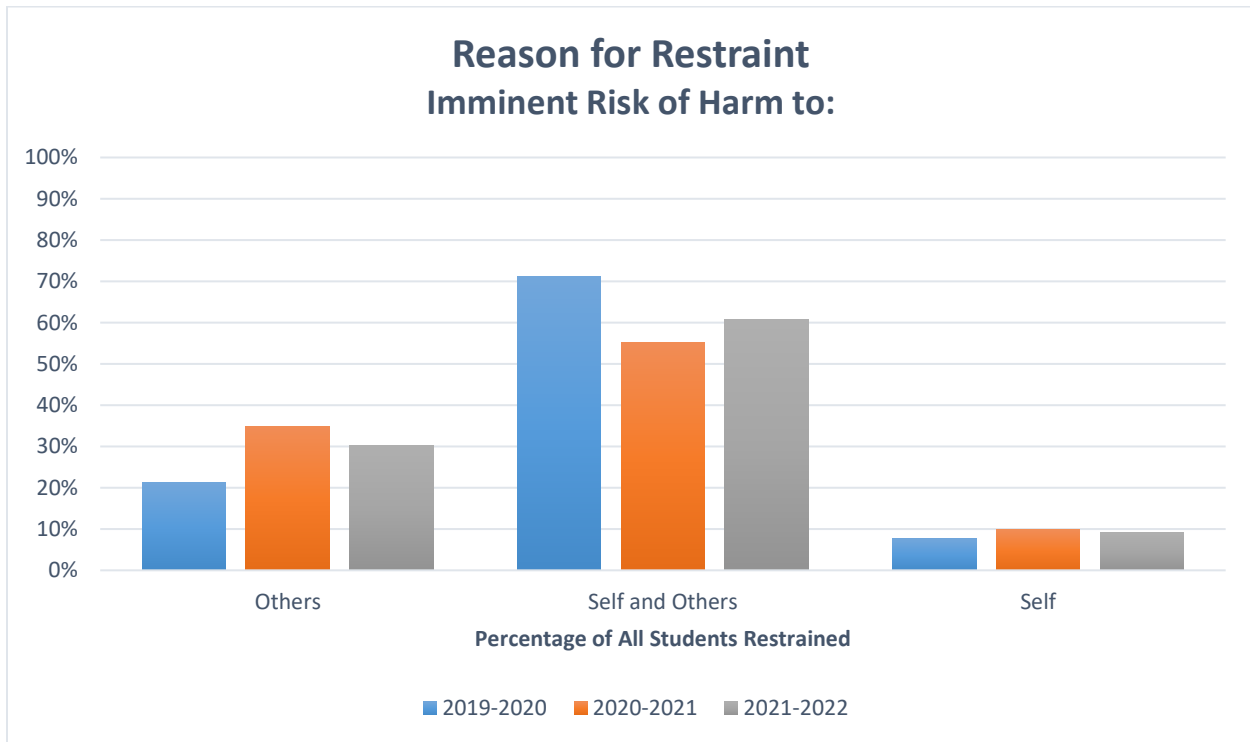


Table and Graph 5 display the reason for which physical restraint was a necessary intervention. The reason for using physical restraint remained higher when the student’s behavior posed an imminent risk of harm to both the student and others across all reporting years.

Table 6. Physical Restraint Duration

	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
≤ 2 minutes	754	36%	193	30%	821	37%
3-5 minutes	525	25%	166	26%	615	28%
6 – 9 minutes	222	11%	86	13%	248	11%
≥ 10 minutes	535	25%	115	18%	435	20%
Not Reported (N/R)	70	<5%%	87	13%	83	<5%%
Total	2106	100%	647	100%	2202	100%

Graph 6. Physical Restraint Duration

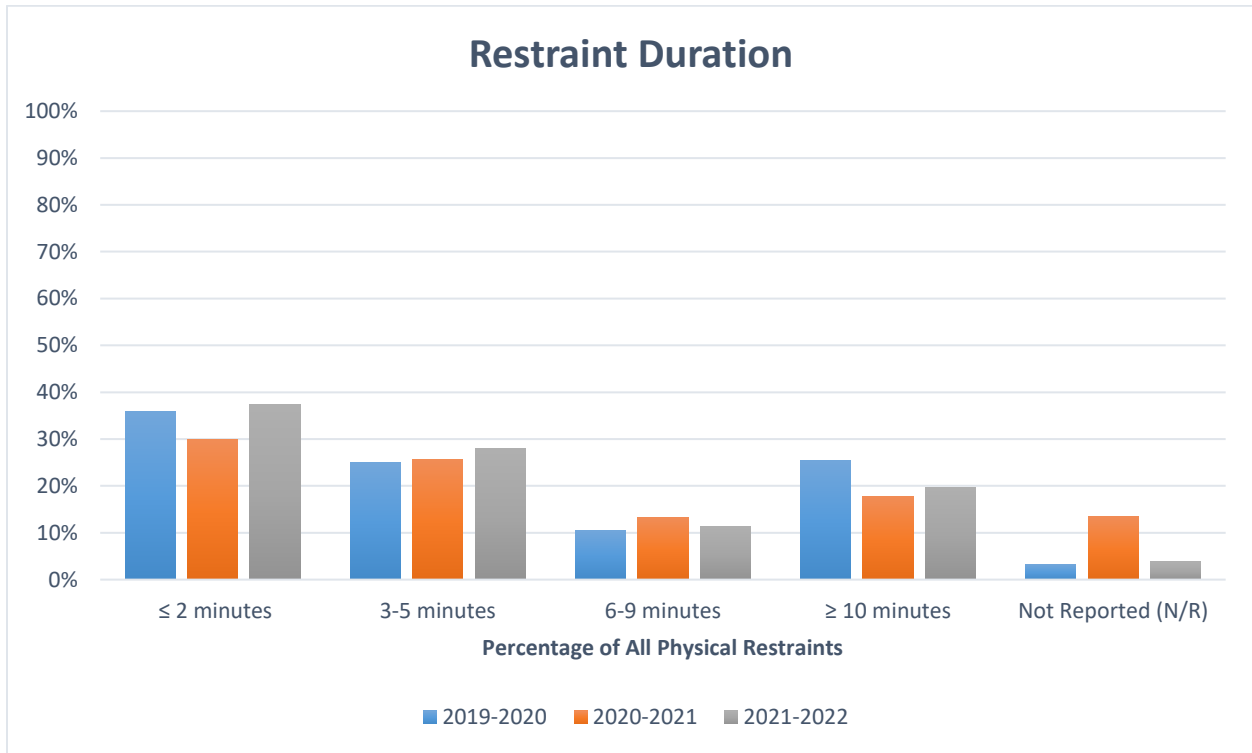


Table and Graph 6 display the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes across all reporting years.

Table 7. Time of Day

	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
AM	1102	52%	307	47%	1147	52%
PM	1004	48%	337	52%	1053	48%
Not Reported (N/R)	-	<5% %	-	<5% %	-	<5% %
Total	2106	100%	647	100%	2202	100%

Graph 7. Time of Day

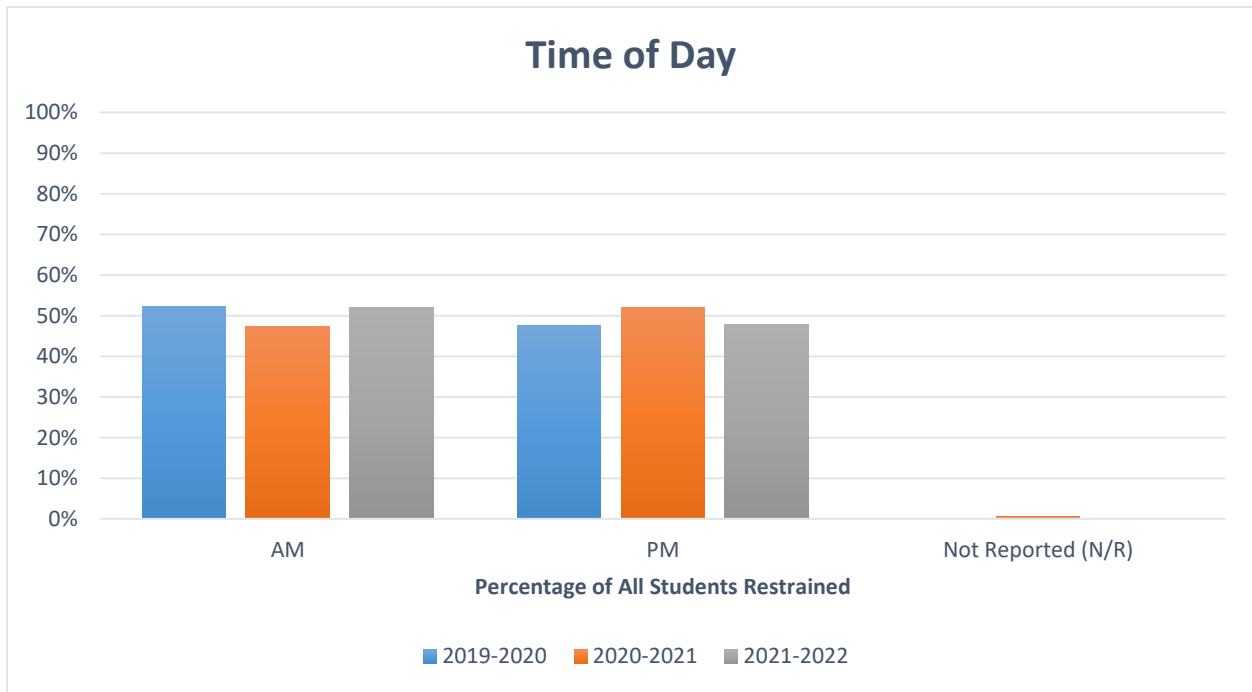


Table and Graph 7 display the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening.

Table 8. Physical Restraints Per Month

	2019-2020		2020-2021		2021-2022	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
July	66	<5%	-	<5%	39	<5%
August	46	<5%	-	<5%	34	<5%
September	343	16%	-	<5%	209	9%
October	371	18%	38	6%	252	11%
November	221	10%	54	8%	167	8%
December	225	11%	32	5%	187	9%
January	316	15%	63	10%	161	7%
February	324	15%	46	7%	274	12%
March	187	9%	151	23%	383	17%
April	-	<5%	100	15%	161	7%
May	-	<5%	125	19%	247	11%
June	-	<5%	33	6%	88	<5%
Total	2106	100%	647	100%	2202	100%

Graph 8. Physical Restraints Per Month

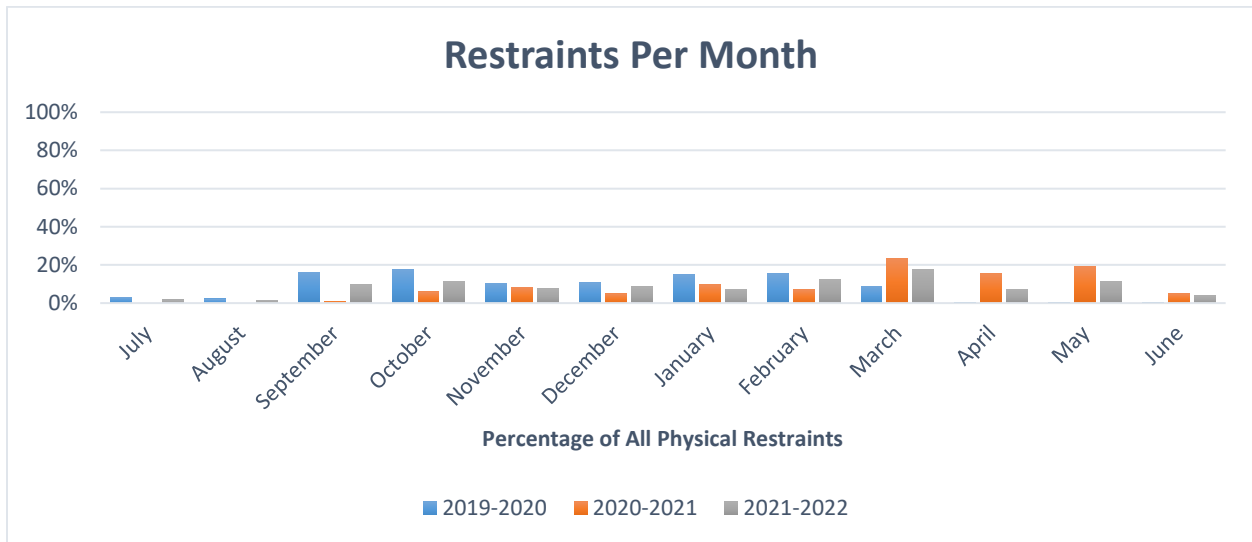


Table and Graph 8 display the number of physical restraints that occurred during each month.