



Teaching and Learning Branch

**2015-2016
Annual Report
Use of Physical Restraint
in Delaware Public School Districts
and Charter Schools**

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

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Note to the Reader

The 2015-2016 Annual Report on the Use of Physical Restraint in Delaware Public School Districts and Charter Schools presents detailed information regarding incidents of physical restraint. Collecting this incident-level data provides the Delaware Department of Education (DDOE) with a comprehensive picture of the number and types of incidents of restraint occurring among different student populations statewide. Since this is the second year that data on the use of physical restraint has been collected, Delaware can now make comparisons to the data collected last year. Comparing the data will allow for further targeting of solutions for districts and charter schools to mitigate areas of concern.

When examining organization-level data and any variances between groups and subgroups, consideration must be given to district and charter restraint activity born out of a true necessity to safely secure students from harm, as is the case during incidents of self-injurious behavior or to prevent students from fleeing school grounds. Further examination and analysis of these data will assist in informing the direction of DDOE's future guidance to districts and charters regarding best practices. Such technical assistance and trainings will promote the use of positive behavioral supports and interventions. Delaware will also maintain its adherence to nationally recognized models of de-escalation and physical restraint training, provide training supports to districts and charter schools on reporting requirements, and review and analyze data.

The DDOE collected data on the use of physical restraint from July 1, 2015 through June 30, 2016. The data contained in this report reflects the information provided by all local education agencies (LEAs) in the state of Delaware during the 2015-2016 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>

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Background and Overview

Title 14, Delaware Administrative Code, Section 610, Limitations on the Use of Seclusion and Restraint, established regulations and set standards and procedures for the use of physical restraint. While the regulations prohibit the use of chemical restraint, mechanical restraint, and seclusion, the latter two are subject to use if authorized through the DDOE waiver granting process. Please refer to 14 Del. Admin. C. § 610.8.0 for more information regarding the waiver granting process. In addition to permitting and prohibiting uses of restraint and seclusion, these regulations require 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. These regulations provide for the safety of all students in our public school system.

As per the regulations, DDOE is required to publish an annual public report on the incidents of physical restraints of students used by schools. 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 2015-2016 school year, physical restraints were reported for both regular education students and students with disabilities through eSchool Plus (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, local education agencies (LEAs) are required to complete the restraint and seclusion reporting screen in eSchool Plus. This report is to be completed and submitted within a 72 hour timeframe of the restraint occurrence or within 72 hours from the time the student's district of residence receives notice of the restraint from the contracted specialized private program or alternative program.

These regulations require annual staff training in the use of crisis prevention and intervention techniques consistent with nationally recognized training programs. LEAs determine which staff members receive this training. The training must address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies and supports. This training should be designed to meet the needs of such 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 2015-2016 school year, the DDOE collected and analyzed data at the incident level for each regular education and special education student reported as restrained. In addition, data were collected on the unduplicated count of students with and without disabilities who were reported as restrained. Unduplicated student count means that each student is counted only once, although he/she may have had more than a single incident reported. Collecting incident level data, as well as the unduplicated count of students with and without disabilities who were restrained, provides important information regarding the current use of restraint in Delaware. Collecting both levels of data allows one to analyze whether 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 frequent basis.

Instances of physical restraint for the 2015-2016 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. The DDOE required reporting of any seclusion or mechanical restraint if approved through the waiver process. Although there were no waivers submitted to the Secretary of Education for mechanical restraint or seclusion for the 2015-2016 school year, one LEA reported the use of mechanical restraint on two occasions and one incident of seclusion. Another LEA reported the use of seclusion on a single occasion. DDOE formally addressed the unauthorized use of the mechanical restraint and seclusion with each LEA including directed corrective action and follow-up monitoring.

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

In addition to the regulation reporting requirements, in 2014-2015 DDOE initiated collection of additional data elements via eSchool Plus, including the date and time of the action, the action duration in minutes, whether a crisis response team was used, whether staff involved in the restraint were trained in non-violent de-escalation/restraint techniques, and parent/guardian notification information. In 2015-2016, DDOE tracked all of the above-mentioned elements as well. County, district, and school level data from 2015 -2016 are provided in graphic form in

Appendix A. Comparisons of the 2014-2015 and 2015-2016 school year data are provided in Appendix B.

Data Monitoring

Several audits were applied to ensure data integrity. The data were reviewed monthly to identify data reporting inconsistencies. In addition, the DDOE created a Cognos detail report that LEAs could utilize to review and analyze their own restraint reporting data.

After analyzing the 2014-2015 cumulative data of incidents of physical restraint detailed in the 2014-2015 Annual Report on the Use of Physical Restraint in Delaware Public School Districts and Charter Schools, the following practices were adopted by the DDOE to further ensure accurate reporting practices:

Discipline Report Verification

On a monthly basis, the DDOE conducts review of the discipline report for words that may be synonymous to “restraints” (e.g. hold, held, restrained, restraint etc.). Next, the DDOE 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 cc'd to the Superintendent/Head of School 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

The Interagency Collaborative Team (ICT) is composed of Directors of various State agencies including but not limited to the Division of Child Mental Health Services, Office of Management and Budget, Division of Family Services, DSCYF, and the Division of Developmental Disabilities. This team reviews the expenditures for placements of children with disabilities in need of Unique Educational Alternatives because the State 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 Del. Admin. C. § 929.3.0).

DDOE reviews ICT student files of in-state ICT programs, where Delaware students are currently served, to verify that incidents of restraint are reported in the State restraint reporting system. If a restraint is not recorded, an email is sent to ICT Coordinator/Special Education Director informing them that the restraint must be entered within 5 business days.

If the information is not entered within the required timeframe, a letter is then sent to the ICT Coordinator/Special Education Director and cc'd to the Superintendent indicating that 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 indicating that the district must engage in professional development regarding the policies and procedures of restraint reporting for ICT students.

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

Supports Provided for LEAs

Given the extensive amount of data collection required by the LEAs and the contracted specialized private programs, the DDOE provided support to them through multiple trainings and technical assistance when needed. More specifically, the DDOE provided training on 14 Del. Admin. Code § 610 during the School Climate and Discipline summer professional development, as well as Special Education Leadership meetings. Training was provided in the mandatory School Crime and Discipline reporting trainings held during the summer of 2015.

Per regulations 14 Del. Admin. C. § 610.4.2, the DDOE also provides a half-hour training webinar on how to report restraints via eSchool Plus. This webinar is provided through the DDOE Professional Development Management System (PDMS). Attendees must register for the training through PDMS and indicate that they have finished the training by completing the assurance in Schoology. A total of 324 staff statewide registered and 274 self-reported completion of the on-line restraint reporting training for 2015-2016.

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

2015-2016 Data

During the 2015-2016 school year, 2,965 incidents of physical restraint were reported to DDOE. Below are some notable findings:

- * A greater percentage of students with disabilities (79%) were restrained as compared to regular education students (21%).
- * 51% of students restrained were Black or African-American. In 2015-2016, African-American students accounted for 30.7% of the general student population.
- * More males (77%) than females (23%) were restrained.

Appendix A details the rate of usage of physical restraint procedures at the county, district, and school levels.

2015-2016 and 2014-2015 Comparative Data

This is the second year Delaware has collected data related to the use of physical restraint procedures. In a comparative review of the 2014-2015 and 2015-2016 data (Please refer to Appendix B), the following information may be considered to inform future DDOE professional development and ongoing technical assistance planning.

- * There was a 29% increase in incidents reported compared to the 2014-2015 school year (2307 incidents reported in 2014-2015 and 2965 incidents reported in 2015-2016).
- * There was a 34% increase in the number of unduplicated students who were physically restrained by school personnel in 2015-2016 (507 unduplicated in 2014-2015 and 681 unduplicated in 2015-2016).
- * There was an increase in the percentage of students restrained within the following age categories: age 3-5 (4% increase), age 9-11 (1% increase), age 15-17 (3% increase). There was a decrease in the percentage of students restrained within the 12-14 age category (5% decrease) and within the 18-21 age category (3% decrease). The percentage of students restrained ages 6-8 remained the same (30%).
- * The percentage of special education students identified in incident reports increased by 4% while the percentage of regular education students decreased by 2%.
- * 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 for both reporting years.

- * The majority of physical restraints were less than or equal to 5 minutes for both reporting years. Examination of 2014-2015 data related to physical restraint duration indicated that within the “≤ 5 minutes” incident data reported, there were a significant number of physical restraint procedures that were used less than two minutes. Thus, it was decided to break down the data further and examine the number of physical restraints that occurred for durations of “≤ 2 minutes” and durations of “3-5 minutes” for reporting of the 2015-2016 school year data.

Recommendations

- * DDOE will continue to monitor via the Discipline Report Verification and ICT Files Verification processes in order to identify data reporting inconsistencies.
- * DDOE will continue to provide technical assistance through multi-tiered systems of positive behavior support through the Positive Behavior Support initiative. In addition, DDOE will provide further training through a webinar that will be accessible to all LEAs on the DDOE website. This webinar will focus on the following: functional behavior assessment, data collection, behavior support plan, reinforcement, and progress monitoring and evaluation.
- * DDOE will continue to provide training and technical assistance on reporting via the School Climate and Discipline summer professional development, Special Education Leadership meetings, the mandatory School Crime and Discipline Reporting trainings. DDOE will also update the webinar on how to report restraints via eSchool Plus to include any new information relevant to patterns in reporting that this data has evidenced.
- * Although DDOE contacted appropriate personnel in all districts and charter schools and requested (via email) to electronically 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 2015-2016 school year, only 7 LEAs submitted the requested documentation. DDOE will make a formal follow up contact with each Superintendent and Charter School Head who did not submit the requested documentation.
- * DDOE will continue to provide technical assistance related to the requirements of staff training in the use of physical restraints and reporting.
- * DDOE encourages LEAs to utilize this information to enhance their multi-tiered systems of behavior support and focus their efforts on providing antecedent modifications, teaching alternative skills, teaching coping strategies and communication skills, and implementing de-escalation techniques.

Student Demographics Unduplicated Counts of Student Restraints Disaggregated by Subgroup

The tables below represent the ethnicity, gender, age, and disability category of student received restraint procedures during the 2015-2016 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, 2015 through June 30, 2016.

Please note the following suppression rules for all tables:

1. For data that may disclose a student’s identity, 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 percentages for grade level reporting within a school and district are reported.
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 | - | <5% |
| Black or African American | 346 | 51% |
| American Indian/Alaskan Native | - | <5% |
| Asian/Pacific Islander | - | <5% |
| Hispanic | 61 | 9% |
| White | 232 | 34% |
| Total | 681 | 100% |

Table 1 displays the race/ethnicity of students who received restraint procedures. Of students requiring physical restraint intervention, 51% 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 | 525 | 77% |
| Female | 156 | 23% |
| Total | 681 | 100% |

Table 2 displays the gender of all students who received restraint procedures. Of those restrained, 77% were male and 23% were female.

Table 3. Age

| | Number of Students Restrained | Percentage of All Students Restrained |
|--------------|--------------------------------------|--|
| 3-5 | 51 | 7% |
| 6-8 | 201 | 30% |
| 9-11 | 176 | 26% |
| 12-14 | 130 | 19% |
| 15-17 | 96 | 14% |
| 18-21 | 27 | 4% |
| Total | 681 | 100% |

Table 3 displays the age ranges of all students who were restrained. The data indicates that 30% of those restrained were ages 6-8 and 26% were ages 9-11. Lower percentages of those restrained were ages 3-5 (7%) and 18-21 (4%). Please note: ages were calculated as of December 31, 2015.

Table 4. Disability Category

| | Number of Students Restrained | Percentage of All Students Restrained |
|--|--------------------------------------|--|
| Regular Education Students | 142 | 21% |
| 100 (Mild Intellectual Disability) | - | <5% |
| 200 (Emotional Disturbance) | 127 | 19% |
| 300 (Learning Disability) | 49 | 7% |
| 400 (Moderate Intellectual Disability) | - | <5% |
| 500 (Severe Intellectual Disability) | - | <5% |
| 601 (Other Health Impairment) | 67 | 10% |
| 700 (Hearing Impairment) | - | <5% |
| 1000 (Autism) | 193 | 28% |
| 1100 (Deaf - Blind) | - | <5% |
| 1200 (Speech and/or Language Impairment) | - | <5% |
| 1300 (Traumatic Brain Injury) | - | <5% |
| 1400 (Developmental Delay) | 41 | 6% |
| Not Reported (N/R) | - | <5% |
| Total | 681 | 100% |

Table 4 displays the number of students restrained that were regular education students, as well as the number of student within each special education disability category. Of the students identified in incident reports, 79% had an identified disability.

Total Number of Reported Incidents of Student Physical Restraint

The following tables include duplicated counts of physical restraint. That is, single students are represented multiple times in the counts below. It is important to note that in some cases, students demonstrated multiple episodes of behavior across a continuous interval of time. Multiple physical restraint interventions were recorded as a single incident since the chain of behaviors were caused by the same antecedent event.

Table 5. Reason for Physical Restraint

| Imminent Risk of Harm to: | Number of Physical Restraints | Percentage of All Physical Restraints |
|---------------------------|-------------------------------|---------------------------------------|
| Others | 715 | 24% |
| Self and Others | 1789 | 60% |
| Self | 461 | 16% |
| Total | 2965 | 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 (60%).

Table 6. Physical Restraint Duration

| | Number of Physical Restraints | Percentage of All Physical Restraints |
|--------------------|-------------------------------|---------------------------------------|
| ≤ 2 minutes* | 1073 | 36% |
| 3-5 minutes | 772 | 26% |
| 6-9 minutes | 272 | 9% |
| ≥ 10 minutes | 618 | 21% |
| Not Reported (N/R) | 230 | 8% |
| Total | 2965 | 100% |

Table 6 displays the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes (62%).

*Examination of 2014-2015 data related to physical restraint duration indicated that within the “≤ 5 minutes” incident data reported, there were a significant number of physical restraint procedures that were used less than two minutes. Thus, it was decided to break down the data further and examine the number of physical restraints that occurred for durations of “≤ 2 minutes” and durations of “3-5 minutes” for reporting of the 2015-2016 school year data.

Table 7. Time of Day

| | Number of Physical Restraints | Percentage of All Physical Restraints |
|--------------------|--------------------------------------|--|
| AM | 1603 | 54% |
| PM | 1359 | 46% |
| Not Reported (N/R) | 3 | <1% |
| Total | 2965 | 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 | 76 | 2% |
| August | 36 | 1% |
| September | 254 | 9% |
| October | 366 | 12% |
| November | 284 | 10% |
| December | 406 | 14% |
| January | 271 | 9% |
| February | 326 | 11% |
| March | 258 | 9% |
| April | 248 | 8% |
| May | 323 | 11% |
| June | 117 | 4% |
| Total | 2965 | 100% |

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

Appendix A

Statewide

| | |
|--------------------------|-------------|
| New Castle County | 1966 |
| Kent County | 529 |
| Sussex County | 441 |
| Charter Schools | 29 |
| Total | 2965 |

New Castle County

Appoquinimink School District

| Early Childhood Centers | Number of Physical Restraints |
|---------------------------|-------------------------------|
| Appoquinimink | 0 |
| Cedar Lane | 1 |
| Spring Meadow | 13 |
| Townsend | 1 |
| Elementary Schools | |
| Brick Mill | 7 |
| Bunker | 0 |
| Cedar Lane | 89 |
| Olive B. Loss | 0 |
| Old State | 63 |
| Silver Lake | 16 |
| Townsend | 0 |
| Middle Schools | |
| Everett Meredith | 0 |
| Louis L. Redding | 4 |
| Alfred G. Waters | 0 |
| High Schools | |
| Appoquinimink | 2 |
| Middletown | 3 |
| Total Physical Restraints | 199 |
| Total Number of Students | 37 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 2 |
| Black or African American | 16 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 2 |
| White | 17 |
| Total | 37 |

| Age Range | Number of Students Restrained |
|-----------|-------------------------------|
| 3-5 | - |
| 6-8 | 16 |
| 9-11 | - |
| 12-14 | - |
| 15-17 | - |
| 18-21 | - |
| Total | 37 |

| Gender | Number of Students Restrained |
|--------|-------------------------------|
| Male | 29 |
| Female | 8 |
| Total | 37 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 8 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 37 |

Brandywine School District

| Early Childhood Centers | Number of Physical Restraints |
|----------------------------------|--------------------------------------|
| Charles W. Bush | 1 |
| Elementary Schools | |
| Carrcroft | 3 |
| Claymont | 27 |
| Forwood | 0 |
| Hanby | 12 |
| Harlan | 78 |
| Lancashire | 0 |
| Lombardy | 7 |
| Maple Lane | 1 |
| Mount Pleasant | 42 |
| Middle Schools | |
| P.S. duPont | 3 |
| Springer | 2 |
| Talley | 0 |
| High Schools | |
| Brandywine | 0 |
| Concord | 3 |
| Mount Pleasant | 3 |
| Special Programs | |
| Brandywine Community | 2 |
| Total Physical Restraints | 184 |
| Total Number of Students | 47 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|--------------------------------------|
| Two or More Races | 2 |
| Black or African American | 27 |
| American Indian/Alaskan Native | 1 |
| Asian | 2 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 1 |
| White | 14 |
| Total | 47 |

| Age Range | Number of Students Restrained |
|------------------|--------------------------------------|
| 3-5 | - |
| 6-8 | - |
| 9-11 | 17 |
| 12-14 | - |
| 15-17 | - |
| 18-21 | - |
| Total | 47 |

| Gender | Number of Students Restrained |
|---------------|--------------------------------------|
| Male | 39 |
| Female | 8 |
| Total | 47 |

| Disability Category | Number of Students Restrained |
|--|--------------------------------------|
| Regular Education Students | 10 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 47 |

Christina School District

| Early Childhood Centers | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| Christina | 0 |
| Elementary Schools | |
| Bancroft | 0 |
| Henry M. Brader | 0 |
| Brookside | 0 |
| John R. Downes | 0 |
| Elbert-Palmer | 7 |
| Albert H. Jones | 0 |
| Robert S. Gallaher | 2 |
| William B. Keene | 4 |
| Mary B. Leasure | 108 |
| R. Elisabeth Maclary | 1 |
| Thurgood Marshall | 7 |
| Joseph M. McVey | 51 |
| William A. Oberle, Jr. | 0 |
| Casimir Pulaski | 2 |
| Jennie E. Smith | 5 |
| Frederick Douglass Stubbs | 3 |
| West Park Place | 0 |
| Etta J. Wilson | 0 |
| Middle Schools | |
| Bayard | 5 |
| Gauger-Cobbs | 2 |
| George V. Kirk | 62 |
| Shue-Medill | 4 |
| High Schools | |
| Christiana | 1 |
| Glasgow | 0 |
| Newark | 1 |
| Special Schools | |
| Brennen | 834 |
| Delaware School for the Deaf | 3 |
| J. H. Douglass | 1 |
| Special Programs | |
| Alternative Programs | 11 |
| Networks | 2 |
| REACH Program | 14 |
| Total Physical Restraints | 1130 |
| Total Number of Students | 168 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 1 |
| Black or African American | 86 |
| American Indian/Alaskan Native | 0 |
| Asian | 4 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 21 |
| White | 56 |
| Total | 168 |

| Age Range | Number of Students Restrained |
|--------------|-------------------------------|
| 3-5 | - |
| 6-8 | 42 |
| 9-11 | 44 |
| 12-14 | 43 |
| 15-17 | - |
| 18-21 | - |
| Total | 168 |

| Gender | Number of Students Restrained |
|--------------|-------------------------------|
| Male | 126 |
| Female | 42 |
| Total | 168 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 23 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 168 |

Colonial School District

| Early Childhood Centers | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| Colonial Early Education Program | 0 |
| Elementary Schools | |
| Carrie Downie | 2 |
| Castle Hills | 1 |
| The Colwyck Center | 11 |
| Harry O. Eisenberg | 1 |
| New Castle | 4 |
| Pleasantville | 7 |
| Southern | 21 |
| Southern ILC | 90 |
| Kathleen H. Wilbur | 1 |
| Wilmington Manor | 0 |
| Middle Schools | |
| George Reed | 2 |
| Gunning-Bedford | 0 |
| Calvin R. McCullough | 1 |
| High Schools | |
| William Penn | 23 |
| Special Schools | |
| John G. Leach | 1 |
| The Wallace Wallin School | 2 |
| Total Physical Restraints | 167 |
| Total Number of Students | 49 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 4 |
| Black or African American | 29 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 5 |
| White | 11 |
| Total | 49 |

| Age Range | Number of Students Restrained |
|--------------|-------------------------------|
| 3-5 | - |
| 6-8 | 19 |
| 9-11 | 20 |
| 12-14 | - |
| 15-17 | - |
| 18-21 | - |
| Total | 49 |

| Gender | Number of Students Restrained |
|--------------|-------------------------------|
| Male | 38 |
| Female | 11 |
| Total | 49 |

| Disability Category | Number of Students Restrained |
|--|--------------------------------------|
| Regular Education Students | 13 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 49 |

New Castle County Vocational Technical School District

| High Schools | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| Delcastle Technical | 2 |
| Hodgson Vo-Tech | 2 |
| Howard High School of Technology | 1 |
| St. George's Technical | 0 |
| Total Physical Restraints | 5 |
| Total Number of Students | 5 |

| 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 | 5 |

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

| Gender | Number of Students Restrained |
|--------------|-------------------------------|
| Male | - |
| Female | - |
| Total | 5 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | - |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 5 |

Red Clay School District

| Elementary Schools | Number of Physical Restraints |
|---------------------------------|-------------------------------|
| Austin D. Baltz | 13 |
| Brandywine Springs | 0 |
| William F. Cooke Jr. | 2 |
| Forest Oak | 1 |
| Heritage | 6 |
| Highlands | 9 |
| William C. Lewis | 0 |
| Linden Hill | 8 |
| Marbrook | 4 |
| Anna P. Mote | 6 |
| North Star | 0 |
| Richardson Park | 9 |
| Richey | 7 |
| Evan G. Shortlidge | 5 |
| Warner | 24 |
| Middle Schools | |
| Alexis I. duPont | 1 |
| Cab Calloway School of the Arts | 0 |
| Conrad School of Sciences | 0 |
| Henry B. duPont | 0 |
| Skyline | 4 |
| Stanton | 1 |
| High Schools | |
| Alexis I. duPont | 0 |
| John Dickinson | 0 |
| Thomas McKean | 3 |
| Special Schools | |
| First State | 0 |
| Meadowood | 93 |
| Richardson Park Learning Center | 0 |
| Total Physical Restraints | 196 |
| Total Number of Students | 45 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 4 |
| Black or African American | 22 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 11 |
| White | 8 |
| Total | 45 |

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

| Gender | Number of Students Restrained |
|--------|-------------------------------|
| Male | 33 |
| Female | 12 |
| Total | 45 |

| Disability Category | Number of Students Restrained |
|--|--------------------------------------|
| Regular Education Students | 15 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 45 |

Kent County

Caesar Rodney School District

| Early Childhood Centers | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| J.R. McIlvaine | 0 |
| Elementary Schools | |
| W. Reily Brown | 0 |
| Allen Frear | 1 |
| Kent County ILC | 113 |
| W.B. Simpson | 0 |
| Star Hill | 8 |
| Nellie H. Stokes | 3 |
| George S. Welch | 1 |
| Middle Schools | |
| Dover Air Base | 0 |
| Fred Fifer III | 3 |
| F. Niel Postlethwait | 5 |
| High Schools | |
| Caesar Rodney | 0 |
| Special Schools | |
| John S. Charlton | 46 |
| Total Physical Restraints | 180 |
| 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 | 22 |
| Total | 56 |

| Age Range | Number of Students Restrained |
|--------------|-------------------------------|
| 3-5 | - |
| 6-8 | 13 |
| 9-11 | 20 |
| 12-14 | 15 |
| 15-17 | - |
| 18-21 | - |
| Total | 56 |

| Gender | Number of Students Restrained |
|--------------|-------------------------------|
| Male | 41 |
| Female | 15 |
| Total | 56 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 10 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 56 |

Capital School District

| Elementary Schools | Number of Physical Restraints |
|------------------------------|-------------------------------|
| East Dover | 13 |
| Fairview | 0 |
| Hartly | 0 |
| North Dover | 28 |
| South Dover | 1 |
| Towne Point | 0 |
| Booker T. Washington | 86 |
| Middle Schools | |
| Central | 5 |
| William Henry | 8 |
| High Schools | |
| Dover | 11 |
| Special Schools | |
| Kent County Alternative | 8 |
| Kent County ILC | 2 |
| Kent County Community School | 90 |
| Kent County Secondary ILC | 3 |
| Total Physical Restraints | 255 |
| Total Number of Students | 59 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 1 |
| Black or African American | 39 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 4 |
| White | 15 |
| Total | 59 |

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

| Gender | Number of Students Restrained |
|--------|-------------------------------|
| Male | 49 |
| Female | 10 |
| Total | 59 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 8 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 59 |

Lake Forest School District

| Early Childhood Centers | Number of Physical Restraints |
|---------------------------|-------------------------------|
| Delaware | 0 |
| Elementary Schools | |
| Central | 1 |
| East | 1 |
| North | 2 |
| South | 0 |
| Middle Schools | |
| W.T. Chipman | 1 |
| High Schools | |
| Lake Forest | 2 |
| Total Physical Restraints | 7 |
| Total Number of Students | 6 |

| 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 | 6 |

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

| Gender | Number of Students Restrained |
|--------|-------------------------------|
| Male | - |
| Female | - |
| Total | 6 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | - |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 6 |

Milford School District

| Early Childhood Centers | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| Evelyn L. Morris | 0 |
| Elementary Schools | |
| Benjamin Banneker | 0 |
| Misphillion | 19 |
| Lulu M. Ross | 25 |
| Middle Schools | |
| Milford Central Academy | 1 |
| High Schools | |
| Milford | 0 |
| Special Schools | |
| Milford ILC | 1 |
| Total Physical Restraints | 46 |
| 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 Disturbance) | - |
| 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 |

PolyTech School District

| High Schools | Number of Physical Restraints |
|----------------------------------|--------------------------------------|
| Polytech | 1 |
| 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 Disturbance) | - |
| 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 | 2 |
| North Smyrna | 1 |
| Smyrna | 0 |
| Sunnyside | 1 |
| Middle Schools | |
| Clayton Intermediate | 0 |
| John Bassett Moore | 0 |
| Smyrna | 3 |
| High Schools | |
| Smyrna | 1 |
| Total Physical Restraints | |
| 8 | |
| Total Number of Students | |
| 7 | |

| 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 | |
| 7 | |

| Age Range | Number of Students Restrained |
|-----------|-------------------------------|
| 3-5 | - |
| 6-8 | - |
| 9-11 | - |
| 12-14 | - |
| 15-17 | - |
| 18-21 | - |
| Total | |
| 7 | |

| Gender | Number of Students Restrained |
|--------|-------------------------------|
| Male | - |
| Female | - |
| Total | |
| 7 | |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | - |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | |
| 7 | |

Sussex County

Cape Henlopen School District

| Elementary Schools | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| H.O. Brittingham | 0 |
| Millton | 0 |
| Rehoboth | 2 |
| Richard A. Shields | 1 |
| Middle Schools | |
| Beacon | 1 |
| Mariner | 0 |
| High Schools | |
| Cape Henlopen | 0 |
| Special School | |
| Sussex Consortium | 191 |
| Total Physical Restraints | 195 |
| Total Number of Students | 54 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 1 |
| Black or African American | 10 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 4 |
| White | 39 |
| Total | 54 |

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

| Gender | Number of Students Restrained |
|--------------|-------------------------------|
| Male | 48 |
| Female | 6 |
| Total | 54 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | - |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 54 |

Delmar School District

| Middle Schools | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| Delmar | 1 |
| High Schools | |
| Delmar | 2 |
| 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 Disturbance) | - |
| 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 |

Indian River School District

| Elementary Schools | Number of Physical Restraints |
|---------------------------------------|-------------------------------|
| John M. Clayton | 28 |
| East Millsboro | 8 |
| Georgetown | 0 |
| Georgetown Kindergarten Center | 0 |
| Long Neck | 2 |
| Lord Baltimore | 6 |
| North Georgetown | 2 |
| Phillip C. Showell | 4 |
| Middle Schools | |
| Georgetown | 0 |
| Millsboro | 1 |
| Selbyville | 7 |
| High Schools | |
| Indian River | 2 |
| Sussex Central | 3 |
| Southern Delaware School for the Arts | 0 |
| Special Schools | |
| Carver Academy | 67 |
| Howard T. Ennis | 20 |
| Total Physical Restraints | 150 |
| Total Number of Students | 54 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | - |
| Black or African American | 27 |
| American Indian/Alaskan Native | - |
| Asian | - |
| Hawaiian/Pacific Islander | - |
| Hispanic | - |
| White | 19 |
| Total | 54 |

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

| Gender | Number of Students Restrained |
|--------------|-------------------------------|
| Male | 41 |
| Female | 13 |
| Total | 54 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 16 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 54 |

Laurel School District

| Elementary Schools | Number of Physical Restraints |
|---------------------------|-------------------------------|
| Paul Laurence Dunbar | 0 |
| North Laurel | 0 |
| Middle Schools | |
| Laurel | 0 |
| High Schools | |
| Laurel | 1 |
| 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 Disturbance) | - |
| 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 |

Seaford School District

| Elementary | Number of Physical Restraints |
|---------------------------|-------------------------------|
| Blades | 1 |
| Frederick Douglass | 11 |
| Central | 0 |
| West Seaford | 5 |
| Middle Schools | |
| Seaford | 13 |
| High Schools | |
| Seaford | 8 |
| Total Physical Restraints | 38 |
| Total Number of Students | 21 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 3 |
| Black or African American | 15 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 2 |
| White | 1 |
| Total | 21 |

| Age Range | Number of Students Restrained |
|-----------|-------------------------------|
| 3-5 | - |
| 6-8 | - |
| 9-11 | - |
| 12-14 | - |
| 15-17 | - |
| 18-21 | - |
| 2Total | 21 |

| Gender | Number of Students Restrained |
|--------|-------------------------------|
| Male | 12 |
| Female | 9 |
| Total | 21 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 8 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 | 21 |

Woodbridge School District

| Early Childhood Center | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| Woodbridge | 10 |
| Elementary | |
| Phillis Wheatley | 4 |
| Middle | |
| Woodbridge | 1 |
| High | |
| Woodbridge | 6 |
| Total Physical Restraints | 21 |
| 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 Disturbance) | - |
| 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 |

Charter Schools

| Charter Schools | Number of Physical Restraints |
|--|-------------------------------|
| Academy of Dover | 0 |
| Antonia Alonso | 6 |
| Las Americas ASPIRA Academy | 0 |
| Campus Community | 0 |
| Delaware Academy of Public Safety and Security | 0 |
| Delaware Design-Lab High | 1 |
| Delaware Military Academy | 0 |
| Early College High School | 1 |
| East Side Charter | 0 |
| Family Foundations Academy | 5 |
| First State Military Academy | 0 |
| First State Montessori | 12 |
| Freire Charter School Wilmington | 0 |
| Gateway Lab School | 1 |
| Great Oaks Charter School | 0 |
| Kuumba Academy | 0 |
| M.O.T. Charter | 0 |
| Newark Charter | 0 |
| Odyssey Charter | 0 |
| Positive Outcomes Charter | 3 |
| Prestige Academy | 0 |
| Providence Creek Academy | 0 |
| Sussex Academy | 0 |
| Thomas A. Edison Charter | 0 |
| Charter School of Wilmington | 0 |
| Total Physical Restraints | 29 |
| Total Number of Students | 15 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 0 |
| Black or African American | 12 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 0 |
| White | 3 |
| 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 | 9 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 |

Private Placement

| Program | Number of Physical Restraints |
|----------------------------------|-------------------------------|
| In-state | 139 |
| Out-of-state | 11 |
| Total Physical Restraints | 150 |
| Total Number of Students | 29 |

| Race and Ethnicity | Number of Students Restrained |
|--------------------------------|-------------------------------|
| Two or More Races | 2 |
| Black or African American | 9 |
| American Indian/Alaskan Native | 0 |
| Asian | 0 |
| Hawaiian/Pacific Islander | 0 |
| Hispanic | 0 |
| White | 18 |
| 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 | 6 |
| Total | 29 |

| Disability Category | Number of Students Restrained |
|--|-------------------------------|
| Regular Education Students | 6 |
| 100 (Mild Intellectual Disability) | - |
| 200 (Emotional Disturbance) | - |
| 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 |

Appendix B

Unduplicated Counts of Student Restraints Disaggregated by Subgroup

Table 1. Race and Ethnicity

| | 2014-2015 | | 2015-2016 | |
|--------------------------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Students Restrained | Percentage of All Students Restrained | Number of Students Restrained | Percentage of All Students Restrained |
| Two or More Races | 15 | 3% | 30 | 4% |
| Black or African American | 275 | 54% | 346 | 51% |
| American Indian/Alaskan Native | - | <5% | - | <5% |
| Asian/Pacific Islander | - | <5% | - | <5% |
| Hispanic | 32 | 6% | 61 | 9% |
| White | 178 | 35% | 232 | 34% |
| Total | 507 | 100% | 681 | 100% |

Graph 1. Race and Ethnicity

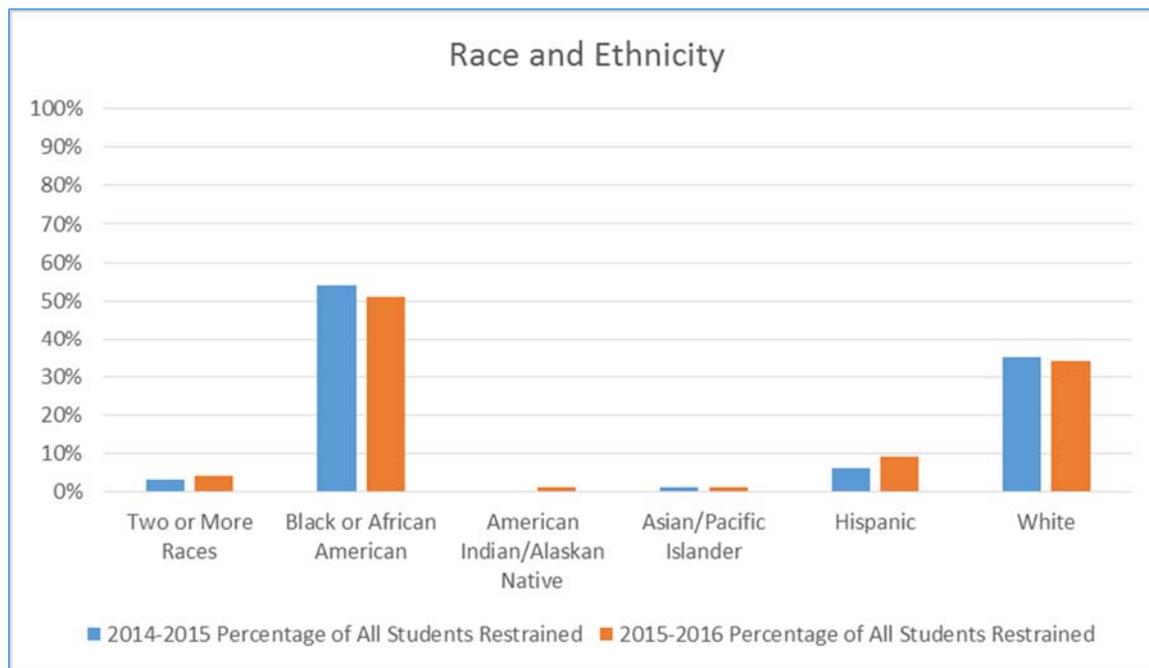


Table 1 and Graph 1 display the race/ethnicity of students who received restraint procedures. The percentage of students requiring physical restraint intervention remained relatively stable within each racial/ethnic group.

Table 2. Gender

| | 2014-2015 | | 2015-2016 | |
|--------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Students Restrained | Percentage of All Students Restrained | Number of Students Restrained | Percentage of All Students Restrained |
| Male | 388 | 77% | 525 | 77% |
| Female | 119 | 23% | 156 | 23% |
| Total | 507 | 100% | 681 | 100% |

Graph 2. Gender

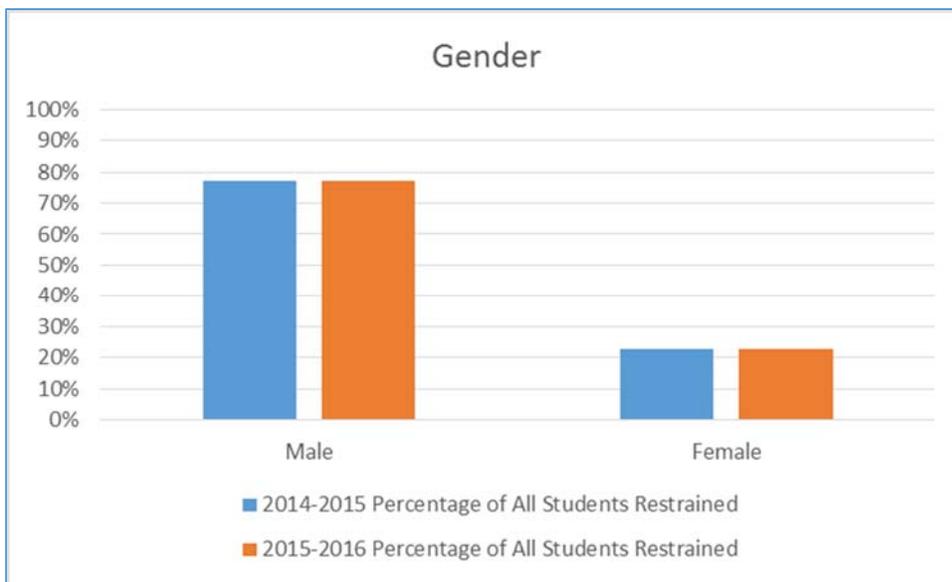


Table 2 and Graph 2 display the gender of all students who received restraint procedures. The percentage of males (77%) and females (23%) requiring restraint procedures remained the same across both reporting years.

Table 3. Age

| | 2014-2015 | | 2015-2016 | |
|--------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Students Restrained | Percentage of All Students Restrained | Number of Students Restrained | Percentage of All Students Restrained |
| 3-5 | 15 | 3% | 51 | 7% |
| 6-8 | 153 | 30% | 201 | 30% |
| 9-11 | 128 | 25% | 176 | 26% |
| 12-14 | 121 | 24% | 130 | 19% |
| 15-17 | 57 | 11% | 96 | 14% |
| 18-21 | 33 | 7% | 27 | 4% |
| Total | 507 | 100% | 681 | 100% |

Graph 3. Age

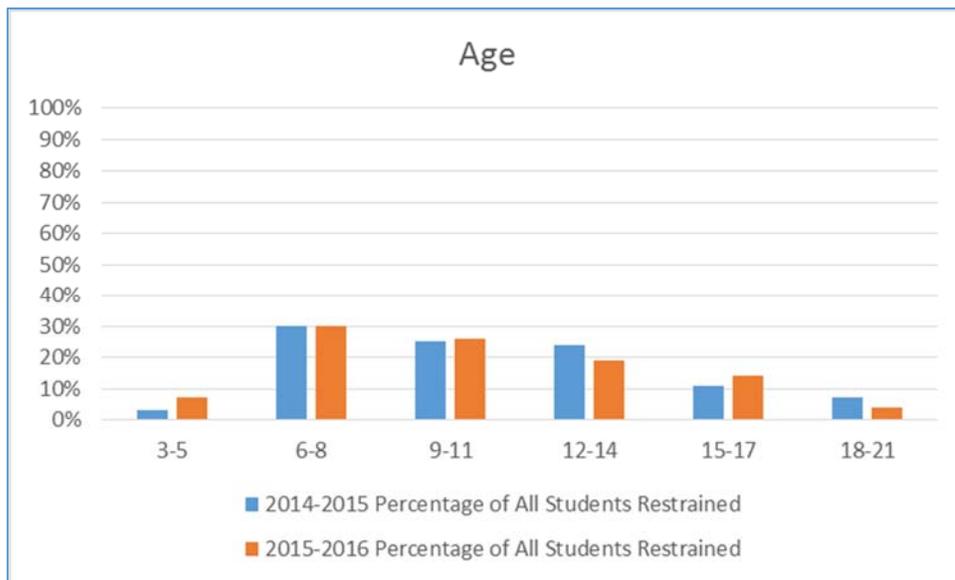


Table 3 and Graph 3 display the age ranges of all students who were restrained. There was an increase in the percentage of student restrained within the following age categories: age 3-5 (4% increase), age 9-11 (1% increase), age 15-17 (3% increase). There was a decrease in the percentage of students restrained within the 12-14 age category (5% decrease) and within the 18-21 age category (3% decrease). The percentage of students restrained ages 6-8 remained the same (30%).

Table 4. Disability Category

| | 2014-2015 | | 2015-2016 | |
|--|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Students Restrained | Percentage of All Students Restrained | Number of Students Restrained | Percentage of All Students Restrained |
| Regular Education Students | 115 | 23% | 142 | 21% |
| 100 (Mild Intellectual Disability) | - | <5% | - | <5% |
| 200 (Emotional Disturbance) | 101 | 20% | 127 | 19% |
| 300 (Learning Disability) | 38 | 7% | 49 | 7% |
| 400 (Moderate Intellectual Disability) | 26 | 5% | - | <5% |
| 500 (Severe Intellectual Disability) | - | <5% | - | <5% |
| 601 (Other Health Impairment) | 57 | 11% | 67 | 10% |
| 700 (Hearing Impairment) | - | <5% | - | <5% |
| 1000 (Autism) | 135 | 27% | 193 | 28% |
| 1100 (Deaf Blind) | - | <5% | - | <5% |
| 1200 (Speech and/or Language Impairment) | - | <5% | - | <5% |
| 1300 (Traumatic Brain Injury) | - | <5% | - | <5% |
| 1400 (Developmental Delay) | - | <5% | - | <5% |
| Not Reported (N/R) | - | <5% | - | <5% |
| Total | 507 | 100 | 681 | 100 |

Graph 4. Disability Category

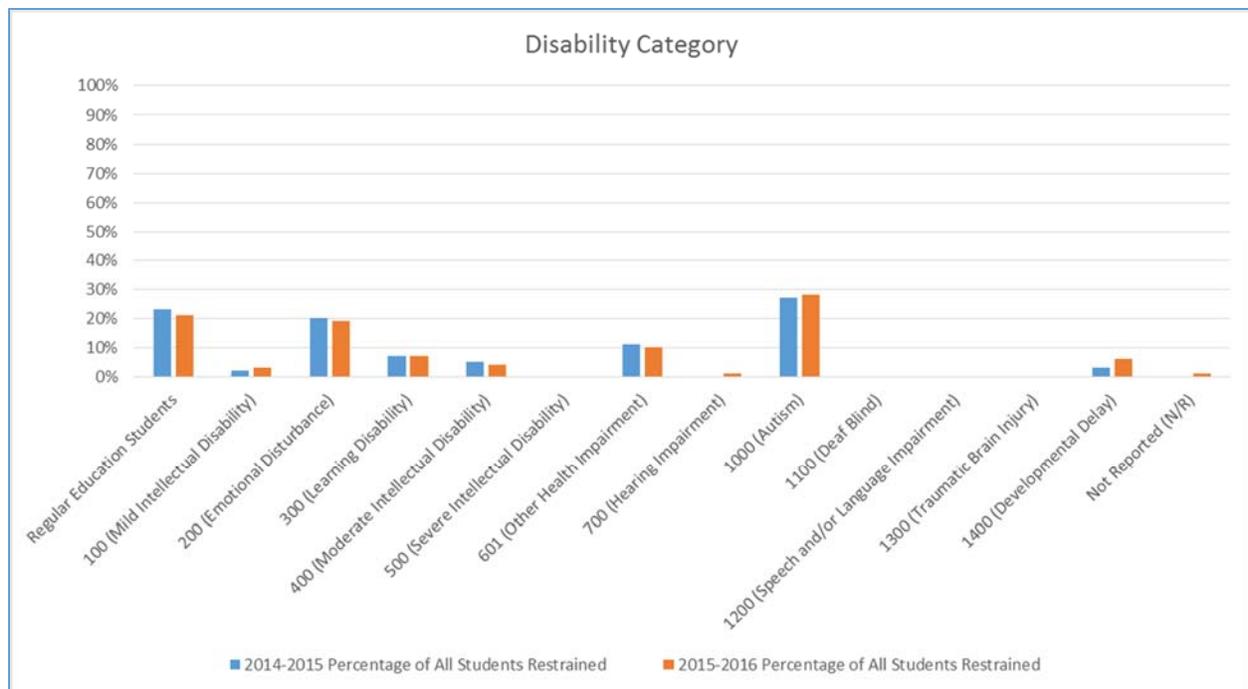


Table 4 and Graph 4 display the number and percentage of students restrained that were regular education students, as well as the number and percentage of students within each special

education disability category. The percentage of special education students identified in incident reports increased by 4% while the percentage of regular education students decreased by 2%.

Total Number of Reported Incidents of Student Physical Restraint

Table 5. Reason for Physical Restraint

| Imminent Risk of Harm to: | 2014-2015 | | 2015-2016 | |
|---------------------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Students Restrained | Percentage of All Students Restrained | Number of Students Restrained | Percentage of All Students Restrained |
| Others | 884 | 39% | 715 | 24% |
| Self and Others | 1099 | 47% | 1789 | 60% |
| Self | 324 | 14% | 461 | 16% |
| Total | 2307 | 100% | 2965 | 100% |

Graph 5. Reason for Physical Restraint

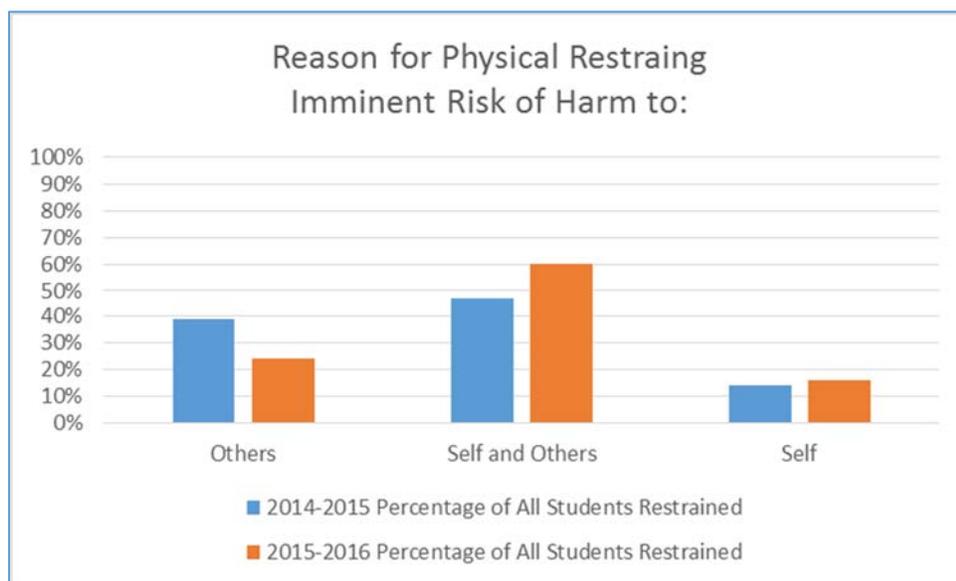


Table 5 and Graph 5 display the reason for which physical restraint was a necessary intervention. The reason for using physical restraint remained higher when the student’s behavior posed an imminent risk of harm to both the student and others for both reporting years.

Table 6. Physical Restraint Duration

| | 2014-2015 | | 2015-2016 | |
|--------------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Physical Restraints | Percentage of All Physical Restraints | Number of Physical Restraints | Percentage of All Physical Restraints |
| ≤ 2 minutes * | | | 1073 | 36% |
| 3-5 minutes | | | 772 | 26% |
| ≤ 5 minutes | 1022 | 44% | | |
| 6 – 9 minutes | 877 | 38% | 272 | 9% |
| ≥ 10 minutes | 408 | 18% | 618 | 21% |
| Not Reported (N/R) | | | 230 | 8% |
| Total | 2307 | 100% | 2965 | 100% |

Graph 6. Physical Restraint Duration

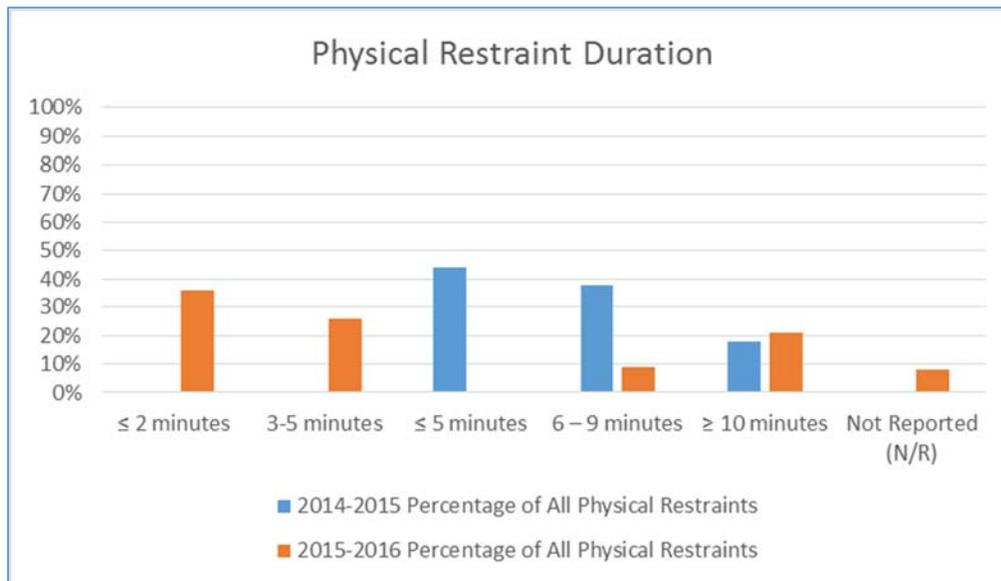


Table 6 and Graph 6 display the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 mins for both reporting years.

*Examination of 2014-2015 data related to physical restraint duration indicated that within the “≤ 5 minutes” incident data reported, there were a significant number of physical restraint procedures that were used less than two minutes. Thus, it was decided to break down the data further and examine the number of physical restraints that occurred for durations of “≤ 2 minutes” and durations of “3-5 minutes” for reporting of the 2015-2016 school year data.

Table 7. Time of Day

| | 2014-2015 | | 2015-2016 | |
|--------------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Physical Restraints | Percentage of All Physical Restraints | Number of Physical Restraints | Percentage of All Physical Restraints |
| AM | 1183 | 51% | 1603 | 54% |
| PM | 1124 | 49% | 1359 | 46% |
| Not Reported (N/R) | | | 3 | <1% |
| Total | 2307 | 100% | 2965 | 100% |

Graph 7. Time of Day

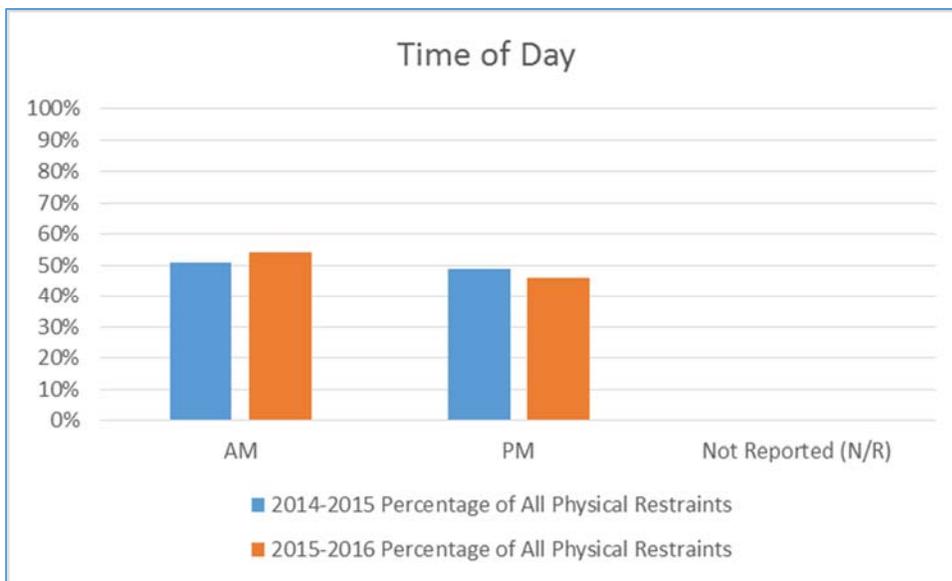


Table 7 and Graph 7 display the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening. The time of day during which physical restraints occurred remained relatively consistent between reporting years.

Table 8. Physical Restraints Per Month

| | 2014-2015 | | 2015-2016 | |
|--------------|-------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| | Number of Physical Restraints | Percentage of All Physical Restraints | Number of Physical Restraints | Percentage of All Physical Restraints |
| July | 13 | 1% | 76 | 2% |
| August | 44 | 2% | 36 | 1% |
| September | 235 | 10% | 254 | 9% |
| October | 345 | 15% | 366 | 12% |
| November | 189 | 8% | 284 | 10% |
| December | 250 | 11% | 406 | 14% |
| January | 254 | 11% | 271 | 9% |
| February | 253 | 10% | 326 | 11% |
| March | 228 | 10% | 258 | 9% |
| April | 200 | 9% | 248 | 8% |
| May | 249 | 11% | 323 | 11% |
| June | 56 | 2% | 117 | 4% |
| Total | 2307 | 100% | 2965 | 100% |

Graph 8. Physical Restraints Per Month

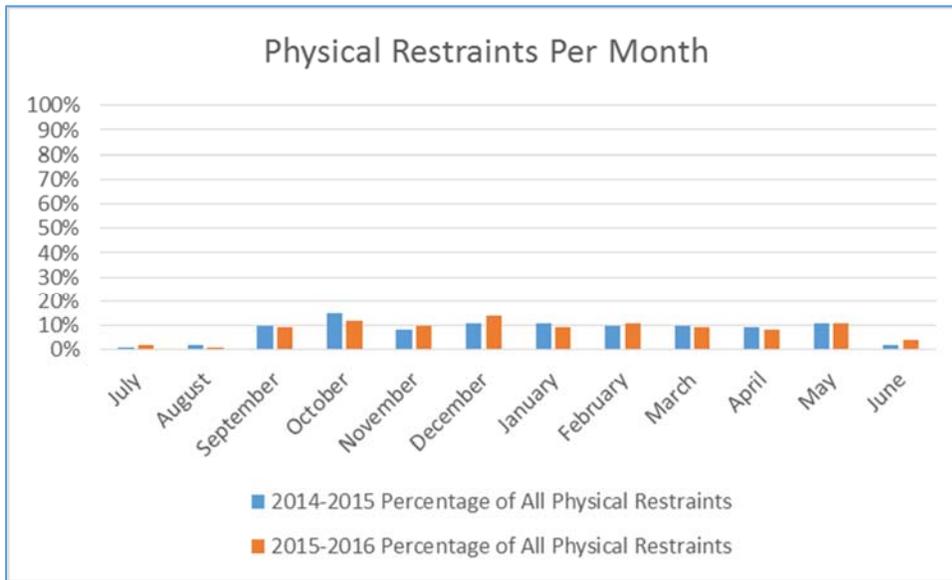


Table 8 and Graph 8 display the number and percentage of physical restraints that occurred during each month. The percentage of restraints that occurred during each month remained relatively consistent between reporting years.