



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Clerk of the Senate
Clerk of the House of Representatives

FROM: Dr. Dianna R. Wentzell
Commissioner of Education *DRW*

DATE: May 2, 2019

SUBJECT: Annual Report on the Use of Physical Restraint and Seclusion

In accordance with Section 10-236b of the Connecticut General Statutes (C.G.S.), enclosed is a copy of the Annual Report on the Use of Physical Restraint and Seclusion for the 2017-18 school year for the joint standing committee of the General Assembly having cognizance of matters relating to children and education.

If you have any questions, please contact Laura Stefon, Chief of Staff at (860) 713-6493.

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Enclosure



Annual Report on the Use of Physical Restraint and Seclusion in Connecticut

School Year 2017-18

Note to the Reader

Connecticut's restraint and seclusion (R/S) data collection is unique in its transparency and detail; therefore, comparison with other states is not recommended. Regardless of duration or injury, all incidents of emergency restraint, emergency seclusion and seclusion via an individualized education program (IEP) are reported for students with disabilities. Collecting this incident level data allows the Connecticut State Department of Education (CSDE) to obtain an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Inquiries were made to examine the policies, procedures and practices of organizations reporting low numbers (including no reports) of R/S incidents and organizations where data differed substantially from what was reported in 2016-2017. Appendix B summarizes the feedback collected from 101 organizations. Districts identified as potential under-reporters received targeted in-district technical assistance regarding the definitions of restraint and seclusion and reporting requirements.

The examination and analysis of the R/S data has also informed guidance, technical assistance and professional development associated with best practices to reduce the use of restraint and seclusion. The revised *Guidelines to Identify and Educate Students with Emotional Disturbance* promote the use of positive behavior supports and prevention and intervention strategies within a tiered, scientific research-based intervention framework (SRBI). These guidelines also address the appropriate conduct of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs). Resources and professional development opportunities related to the regulations around the use and reporting of restraint and seclusion in schools are available on the CSDE website. Recommended interventions impacting the reduction of restraint and seclusion also remain available to schools and programs. The CSDE continues to engage with other state agencies through the Restraint and Seclusion Prevention Interagency Partnership, which provides information and resources and highlights best practices to reduce restraint and seclusion through an annual conference and other targeted trainings.

Connecticut General Statutes (C.G.S.) Section 10-236b, as amended, went into effect on July 1, 2015, and is reflected in the data captured in this report. Updated (2017) guidance and forms reflecting the laws governing the use of restraint and seclusion in schools are available on the CSDE website. "Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools" is also provided as a resource for districts and programs. All guidance and professional development promote the use of evidence-based practices in addressing students' social, emotional and behavioral needs.

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEAs) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA. Conversely, other LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed in an approved private special education program (APSEP) or regional educational service center (RESC) special education program. Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count. However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Individual LEA policies, procedures and practices may result in differences in in-district program availability, out-of-district placements and out-of-state placements and must be recognized when examining the organization level data.

Background and Overview

Connecticut General Statutes (C.G.S.) Section 10-236b(k), as amended, requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that:

- identifies the frequency of use of physical restraint and seclusion (R/S); and
- specifies whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was an emergency.

R/S incidents were reported for two types of students: students with an IEP and students for whom parental consent to evaluate for special education had been obtained. General education students were not reported in these data, unless they were in the evaluation process for special education services at the time of the restraint or seclusion. Additionally, Section 10-236b(n) requires the CSDE to report on R/S incidents that result in physical injury to the student.

Data regarding restraints and seclusions for 2017-18 were collected from:

- local education agencies (LEAs) who are responsible for special education including local/regional school districts, Unified School District (USD) #2 and the Connecticut Technical Education and Career System (CTECS) (170);
- endowed and incorporated academies (Academies) (3);
- public charter schools (23);
- regional educational service centers (RESCs) (6); and
- approved private special education programs (APSEPs) (89).

Table 1 below is provided to contextualize the results and discussion section of the report. Since restraint and seclusion data are reported by the location of the occurrence, it is important to consider both the proportion of students with disabilities attending various facility types as well as the purpose of the facility. For example, many students are placed in APSEPs and RESC special education programs when a planning and placement team (PPT) determines that their behavior requires an environment with greater supports than can be provided within the LEA.

Table 1

Number and Percent of All Students Statewide with IEPs by Facility Type (October 1, 2017)

| Facility Type | Students | |
|-----------------|---------------|---------------|
| | Number | Percent |
| Academies | 429 | 0.5% |
| APSEPs | 2,912 | 3.7% |
| Charter Schools | 1,028 | 1.3% |
| LEAs | 73,118 | 92.3% |
| RESCs | 1,731 | 2.2% |
| TOTAL | 79,218 | 100.0% |

Note: Students attending other non-public or out-of-state schools are included in the LEA count.

The results and discussion section focuses on state level data. Organization-level data for the 2017-18 school year are presented in Appendix A.

Definitions and Concepts

Major Categories of R/S¹

2. **Emergency Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head.²

Restraint does *not* include:

- briefly holding a child in order to calm or comfort the child;
- actions involving the minimum contact necessary to safely escort a child from one area to another;
- medication devices, including supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a child from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means to prevent self-injury.

3. **Emergency Seclusion** means the confinement of a child in a room, whether alone or with staff supervision, in a manner that prevents the child from leaving.

Seclusion does *not* include:

- time outs in the back of the classroom or in the hallway, meant to allow the student to calm or soothe him or herself; or
- in-school suspensions.

4. **Seclusion via an IEP** means seclusion as a behavior intervention that is documented in the IEP. Seclusion as an intervention can *only* be developed by the PPT to address a child's behavior when other, less restrictive, positive behavior interventions were tried, found to be ineffective and are well documented. Appropriate assessment data (i.e., a Functional Behavioral Assessment (FBA)) and other relevant information supporting the use of seclusion as a behavior intervention must be well documented and included in the child's IEP under "Present Levels of Academic Achievement and Functional Performance." In addition, the findings of the FBA must be documented and utilized to inform the development of a Behavior Intervention Plan (BIP) which becomes part of the IEP, by attachment.

Subcategories of Injuries

1. **Nonserious Injuries** include red marks, bruises or scrapes requiring application of basic first aid, for example a Band-Aid or ice pack.
2. **Serious Injuries** include any injury requiring medical attention beyond basic first aid. Examples of such medical attention include emergency room visits, doctor visits, sutures, diagnostic x-rays to determine fractures, placement in casts, etc.

¹Public Act 18-51 updated section 10-236l of the 2018 supplement and substituted a revised R/S definition of physical restraints, effective July 1, 2018.

² It is important to note that all restraints are reported regardless of duration.

Methodology

For the 2017-18 school year, the CSDE Performance Office collected and analyzed data at the incident level for each student with an IEP or for whom parental consent to evaluate for special education had been obtained. This incident-level collection allowed for a count of incidents, as well as an unduplicated count of students with disabilities who were restrained and/or secluded. Collecting incident level data is vital to obtaining an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Instances of R/S for 2017-18 school year were collected at the incident level from all institutions and facilities (henceforth referred to as "Organizations") that provide direct care, education or supervision to students with disabilities. Organizations were asked to report incident level information on all restraints and seclusions that occurred within their buildings and programs or during transportation provided by their organization. Additionally, organizations were instructed to include any restraints or seclusions of their students that occurred in out-of-state facilities, nonpublic transition programs, and other nonpublic schools or during an extended day program offered by their organization. LEAs did not report incidents of restraint and seclusion of their students attending RESCs, charter schools, academies or APSEPs because each of these facilities was responsible for separately reporting their R/S data.

The mechanism for collection in 2017-18 was comparable to that of 2016-17. Data were collected from all LEAs, RESCs, charter schools, academies, and APSEPs via an online application. This application provided cross checks with other CSDE databases and included edit checks to ensure data accuracy.

Data elements collected for each incident of restraint or seclusion included the student's state assigned student identifier (SASID), date of birth, date of incident, incident start and end times, circumstance (imminent risk of injury to self, others, or self and others, or seclusion via the IEP), special education status (IEP or signed consent to evaluate), nature of incident (restraint or seclusion), primary disability and, where applicable, injury type and details. It should be noted that incidents of one minute or less in duration are reported as one minute and may reflect momentary restraints only seconds in durations. Additionally, each time a new restraint or hold is initiated, regardless of its duration, the restraint is reported as an individual incident. Therefore, a series of brief holds and releases during a single event would be reported as multiple restraints.

The CSDE provided support to organizations through targeted technical assistance. Such technical assistance includes a help desk for all organizations and provision of additional supports to all new reporting organizations. The data collection system has also been enhanced with multiple edit checks to ensure data integrity. Instances where data quality indicated concern were reviewed with the organization contact. Comparison reports were sent to organizations where data reported for 2017-18 indicated a substantial departure from those in 2016-17. Organizations whose data changed substantially across the two years provided written feedback explaining the contributing factors. A summary of those responses is included in Appendix B. Additionally, all organizations were required to have a certified administrator attest to the accuracy of their data through completion of an online certification process. Each of these attestations regarding the accuracy of 2017-18 R/S data is on file with the CSDE.

Results and Discussion

In total, 41,425 incidents of restraint and seclusion were reported to the CSDE in 2017-18. This represents an increase of 3,496 incidents (9.2%) from 2016-17. The current data are three and one-half percent higher than incident counts from 2014-15, the previous highest incident year. The incident increases noted in 2017-18 were seen in both emergency restraints and emergency seclusions; however, it should be noted that emergency restraint incidents reported by RESCs nearly doubled (48.6% increase) from 2016-17 to 2017-18, which accounts for nearly sixty percent of the overall increase in incident counts statewide in 2017-18.

A total of 3,305 students (unduplicated count) accounted for the 41,425 R/S incidents in 2017-18. This represents an increase of 310 students from 2016-17. The percentage of all students with disabilities restrained and/or secluded increased slightly in 2017-18 (from 3.9% in 2016-17 to 4.2% in 2017-18).

Of the 41,425 R/S incidents, 98.7 percent (40,897) were in response to emergency situations (imminent risk of injury to self, others or self and others) and 1.3 percent (528) were seclusions in accordance with an IEP. The gender, grade and race/ethnicity of students restrained and/or secluded in 2017-18 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2017-18 data unless otherwise noted. Statewide counts and percentages for all students with IEPs are included to allow for comparison. In accordance with the Family Educational Rights and Protection Act (FERPA), some data have been suppressed to protect the identities of individual students. Suppressed values are marked with an asterisk.

The gender of students restrained and/or secluded in 2017-18 differed significantly from the gender of all students with IEPs ($\chi^2 (1, N = 3,305) = 326.5, p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.31$) between gender and being restrained and/or secluded. Further examination indicated that male students were overrepresented in the population of students restrained and/or secluded while female students were underrepresented.

Table 2
Gender of Students Restrained and/or Secluded (unduplicated count)

| Gender | Students Restrained and/or Secluded | | All Students with IEPs | |
|--------|-------------------------------------|---------|------------------------|---------|
| | Number | Percent | Number | Percent |
| Female | 602 | 18.2% | 26,119 | 33.0% |
| Male | 2,703 | 81.8% | 53,099 | 67.0% |
| TOTAL | 3,305 | 100.0% | 79,218 | 100.0% |

Figure 1 provides the proportion of students who were restrained and/or secluded by grade. While there was support for differences in grade distribution from 2016-17 and 2017-18 ($\chi^2 (13, N = 3,305) = 29.7, p < .01$), effect size, a statistical measure of practical significance, indicated only a negligible association ($\phi=0.09$). Sixth grade contributed with larger than expected counts, while grade three had fewer students than expected.

**Students Restrained and/or Secluded by Grade
2014-15 to 2017-18**

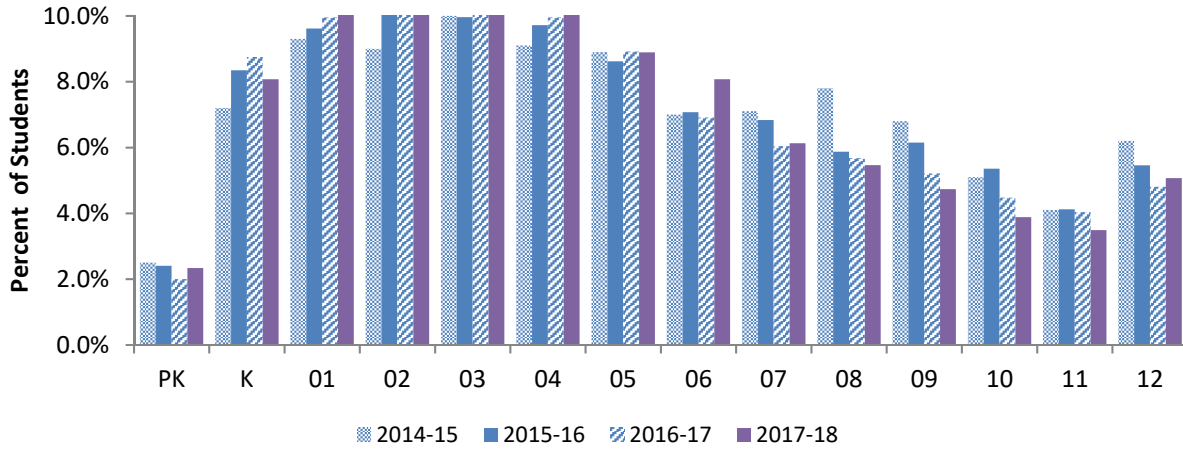


Figure 1. Bar chart illustrating grades of students restrained and/or secluded for 2014-15 through 2017-18 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2017-18 differed significantly from the race/ethnicity of all students with IEPs ($\chi^2(6, N = 3,305) = 198.9, p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.24$) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students and students identifying as two or more races were overrepresented in the population of students restrained and/or secluded while White and Asian students were underrepresented.

Table 3
Race/Ethnicity of Students Restrained and/or Secluded (unduplicated count)

| Race/Ethnicity | Students Restrained and/or Secluded | | All Students with IEPs | |
|---|-------------------------------------|---------------|------------------------|---------------|
| | Number | Percent | Number | Percent |
| American Indian or Alaska Native | * | * | 238 | 0.3% |
| Asian | 44 | 1.3% | 1,925 | 2.4% |
| Black or African American | 716 | 21.7% | 12,560 | 15.8% |
| Hispanic/Latino of any race | 1,024 | 31.0% | 23,527 | 29.7% |
| Native Hawaiian or Other Pacific Islander | * | * | 75 | 0.1% |
| Two or More Races | 180 | 5.5% | 2,416 | 3.1% |
| White | 1,324 | 40.1% | 38,477 | 48.6% |
| TOTAL | 3,305 | 100.0% | 79,218 | 100.0% |

*Data suppressed to protect student confidentiality

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. Many R/S incidents are for students with significant

self-injurious and aggressive behaviors. These students often have multiple incidents and in many cases account for the majority of incidents reported by an organization. If the total R/S incident and student count for this LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by this organization. Table 4 examines the range in the number of incidents reported for students at the state level. While three quarters (75.2%) of students had 10 or fewer R/S incidents during the 2017-18 school year, there were 47 students with greater than 100 R/S incidents, and fewer than six of those were restrained and/or secluded more than 300 times.

Table 4
Count of Students by Total Number of R/S Incidents

| Number of Incidents | Emergency Restraint | | Emergency Seclusion | | Seclusion via an IEP | | All Incident Types | |
|---------------------|---------------------|---------------|---------------------|---------------|----------------------|---------------|--------------------|---------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1 | 955 | 35.2% | 556 | 29.0% | 13 | 39.4% | 937 | 28.3% |
| 2-5 | 948 | 35.0% | 659 | 34.4% | 6 | 18.2% | 1,073 | 32.5% |
| 6-10 | 341 | 12.6% | 272 | 14.2% | * | * | 475 | 14.4% |
| 11-50 | 401 | 14.8% | 377 | 19.7% | 7 | 21.2% | 666 | 20.2% |
| 51-100 | 45 | 1.6% | 39 | 2.0% | * | * | 107 | 3.2% |
| Over 100 | 21 | 0.8% | 14 | 0.7% | * | * | 47 | 1.4% |
| TOTAL | 2,711 | 100.0% | 1,917 | 100.0% | 33 | 100.0% | 3,305 | 100.0% |

Note: If a student had more than one type of incident he/she is counted in each applicable column, but is counted only once in the TOTAL R/S Incidents column. A student with one emergency restraint, one emergency seclusion, and no seclusions via an IEP would be counted in the “2-5” row under TOTAL R/S Incidents. An asterisk (*) represents data that are suppressed to protect student confidentiality.

R/S Incidents Resulting in Injury

There were a total of 261 incidents resulting in injuries, non-serious and serious, during the 2017-18 school year. Tables 5 and 6 include counts of total injuries.

Of the 261 incidents resulting in injury, twelve met the criteria for serious injury. A serious injury is defined as any injury requiring medical attention beyond basic first aid, while a nonserious injury is defined as an injury such as a red mark, bruise or scrape requiring application of basic first aid. No serious injuries occurred during seclusion via an IEP. Injuries occurring as a result of emergency R/S appear in Table 5, while injuries occurring as a result of seclusion via an IEP are reflected in Table 6. All incidents in 2017-18 that resulted in serious injury were reported to Disability Rights Connecticut, Inc., the successor to the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

Emergency R/S Incidents

A breakdown of all R/S incidents in response to emergency situations (imminent risk of injury to self, others, or self and others) is provided in Table 5. The table provides a total incident count and student count. Throughout the school year, a student could have attended multiple facilities.

In these cases, the student will appear in the student count for each applicable facility type, but only once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Table 5
All Emergency R/S Incidents by Facility Type

| Facility Type | Emergency Restraints | | | Emergency Seclusions | | |
|------------------|----------------------|---------------|----------------|----------------------|---------------|----------------|
| | Incident Count | Student Count | Total Injuries | Incident Count | Student Count | Total Injuries |
| Academies | 0 | 0 | 0 | 0 | 0 | 0 |
| APSEPs | 10,809 | 919 | 78 | 7,735 | 677 | 12 |
| Charter Schools | 25 | 21 | * | 9 | 7 | 0 |
| LEAs | 7,739 | 1,515 | * | 6,222 | 978 | 40 |
| RESCs | 4,206 | 374 | 56 | 4,152 | 317 | 25 |
| STATEWIDE | 22,779 | 2,711 | 184 | 18,118 | 1,917 | 77 |

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types. An asterisk (*) represents data that are suppressed to protect student confidentiality.

Seclusions via an IEP

Seclusions via an IEP occurred far less than the previously discussed emergency responses. Again, seclusion is only written into an IEP when all other less restrictive interventions have been exhausted, a functional behavior assessment (FBA) has been conducted, and the PPT has determined that the use of seclusion is an appropriate intervention. Table 6 examines all seclusions via an IEP that occurred during the 2017-18 school year, again providing a total incident count as well as an unduplicated student count and injury count.

Table 6
All Seclusions via an IEP by Facility Type

| Facility Type | Incident Count | Student Count | Total Injuries |
|------------------|----------------|---------------|----------------|
| Academies | 0 | 0 | 0 |
| APSEPs | 477 | 23 | 0 |
| Charter Schools | 0 | 0 | 0 |
| LEAs | * | * | 0 |
| RESCs | * | * | 0 |
| STATEWIDE | 528 | 33 | 0 |

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types. An asterisk (*) represents data that are suppressed to protect student confidentiality.

Duration of R/S Incidents

The duration of R/S incidents was examined. Tables 7, 8 and 9 provide data on the duration of emergency restraints, emergency seclusions and seclusions via an IEP respectively.

Table 7 shows that the vast majority of emergency restraints (95.8%) lasted 20 minutes or less, with over half (60.4%) lasting five minutes or less (up from 57.2 percent in 2016-17). Less than one half of one percent (0.2%) of emergency restraints lasted over one hour, and fewer than 6 emergency restraints lasted over two hours (down from 43 in 2014-15, 14 in 2015-16 and 6 in 2016-17).

Table 7
Duration of Emergency Restraints by Facility Type

| Facility Type | 0-2 Minutes | 3-5 Minutes | 6-20 Minutes | 21-40 Minutes | 41-60 Minutes | Over 60 Minutes | TOTAL Emergency Restraints |
|------------------|----------------|----------------|-----------------|------------------|------------------|--------------------|----------------------------------|
| Academies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| APSEPs | 2,680 | 3,391 | 4,226 | 426 | 64 | 22 | 10,809 |
| Charter Schools | 10 | 7 | * | * | 0 | 0 | 25 |
| LEAs | 2,324 | 2,274 | 2,748 | 311 | * | * | 7,739 |
| RESCs | 1,765 | 1,293 | * | * | * | * | 4,206 |
| STATEWIDE | N 6,779 | 6,965 | 8,072 | 792 | 122 | 49 | 22,779 |
| | % 29.8% | 30.6% | 35.4% | 3.5% | 0.5% | 0.2% | 100.0% |

**Data suppressed to protect student confidentiality*

Table 8 shows that over three quarters of emergency seclusions (85.2%) lasted 20 minutes or less, with 39.2 percent lasting five minutes or less (up from 33.0 percent in 2016-17). Less than two percent (1.8%) of emergency seclusions lasted over an hour, down for the third year in a row (4.6% in 2014-15; 3.3% in 2015-16; 2.5% in 2016-17).

Table 8
Duration of Emergency Seclusions by Facility Type

| Facility Type | 0-2 Minutes | 3-5 Minutes | 6-20 Minutes | 21-40 Minutes | 41-60 Minutes | Over 60 Minutes | TOTAL Emergency Seclusions |
|------------------|----------------|----------------|-----------------|------------------|------------------|--------------------|----------------------------------|
| Academies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| APSEPs | 1,115 | 1,809 | 3,547 | 836 | 274 | 154 | 7,735 |
| Charter Schools | * | * | * | * | * | * | 9 |
| LEAs | 611 | 1,225 | 3,198 | 800 | 218 | 170 | 6,222 |
| RESCs | * | * | * | * | * | * | 4,152 |
| STATEWIDE | N 2,822 | 4,267 | 8,338 | 1,825 | 532 | 334 | 18,118 |
| | % 15.6% | 23.6% | 46.0% | 10.1% | 2.9% | 1.8% | 100.0% |

**Data suppressed to protect student confidentiality*

Table 9 shows that 87.1 percent of seclusions via an IEP lasted 20 minutes or less, with nearly 40 percent (38.4%) lasting five minutes or less. Less than two percent (1.2%) of seclusions via an IEP lasted over an hour.

Table 9
Duration of Seclusions via an IEP by Facility Type

| Facility Type | 0-2 Minutes | 3-5 Minutes | 6-20 Minutes | 21-40 Minutes | 41-60 Minutes | Over 60 Minutes | TOTAL Seclusions via an IEP |
|------------------|-------------|-------------|--------------|---------------|---------------|-----------------|-----------------------------|
| Academies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| APSEPs | 89 | 103 | 225 | 46 | 8 | 6 | 477 |
| Charter Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LEAs | * | * | * | * | 0 | 0 | * |
| RESCs | * | * | * | * | 0 | 0 | * |
| STATEWIDE | N | 92 | 111 | 257 | 54 | 8 | 528 |
| | % | 17.4% | 21.0% | 48.7% | 10.2% | 1.5% | 100.0% |

Circumstances Necessitating the Use of R/S

The circumstances necessitating use of emergency R/S were investigated. Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency restraints occurred due to risk of injury to self, than did emergency seclusions. When combined, 8.4 percent of emergency responses occurred solely as a result of risk of injury to self and just under 45 percent (44.7%) occurred solely as a result of risk of injury to others. Under half of emergency responses occurred as a result of risk of injury to self and others (46.9%).

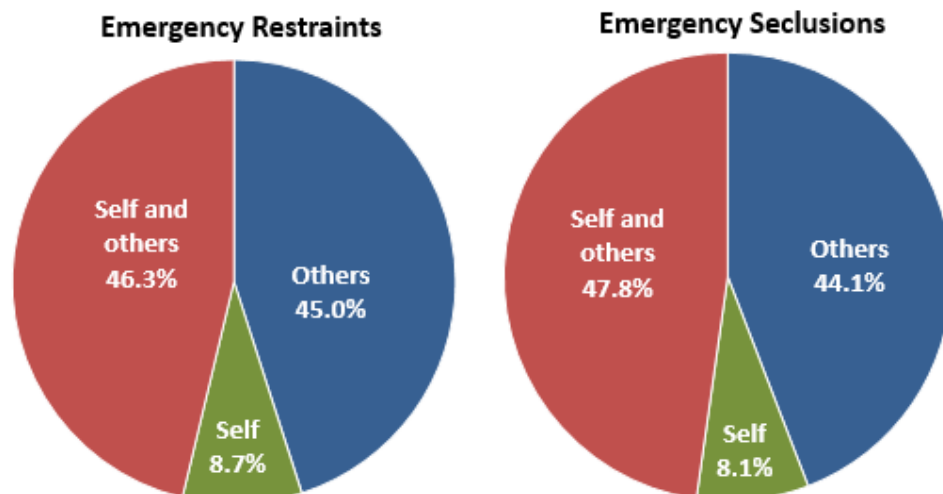


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion by risk type: risk of injury to self, others, or self and others (2017-18 school year).

Primary Disability

Organizations were required to report a student's primary disability at the time of each R/S incident. The primary disabilities of autism, emotional disturbance, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for over 80 percent of the incidents in each incident type. Figure 3 shows a breakdown of incidents by primary disability. The primary disability category of *other* includes hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities and traumatic brain injury.

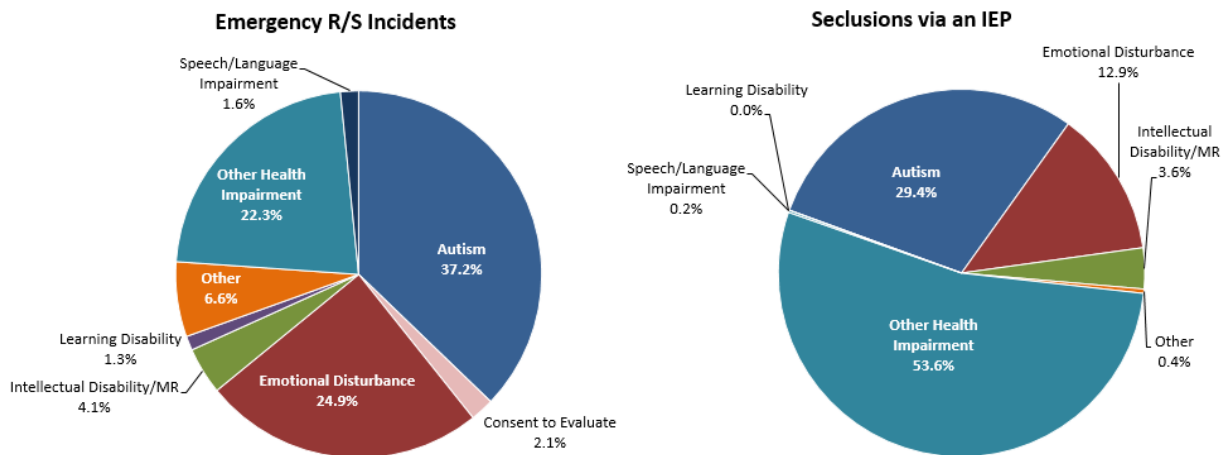


Figure 3. Pie charts comparing emergency R/S incidents and Seclusions via an IEP by Primary Disability (2017-18 school year).

Trend Analysis

The total number of R/S incidents in 2017-18 demonstrates an increase of 3,496 incidents or 9.2 percent from 2016-17 (36,032 in 2015-16 and 37,929 in 2016-17). Figure 4 presents a six-year comparison of total incidents by incident type (emergency restraint, emergency seclusion) and illustrates increases in the number of reported emergency incidents. However, it is important to note that 81% of the increase in reported emergency restraints reflects restraints of less than five minutes and 56% of the increase in reported emergency seclusions were also of less than five minutes. This lends data support to the claim by many organizations that the increased number of incidents they have reported are reflective of more appropriate data collection and reporting specifically related to multiple events in a sequence for the same student.

Finally, seclusions via an IEP have dropped 93.2 percent since the 2012-13 school year when the CSDE first began collecting student level incident data. Effective July 1, 2018, seclusions via an IEP are no longer permitted by Connecticut Statute.

R/S Incidents 2012-13 through 2017-18

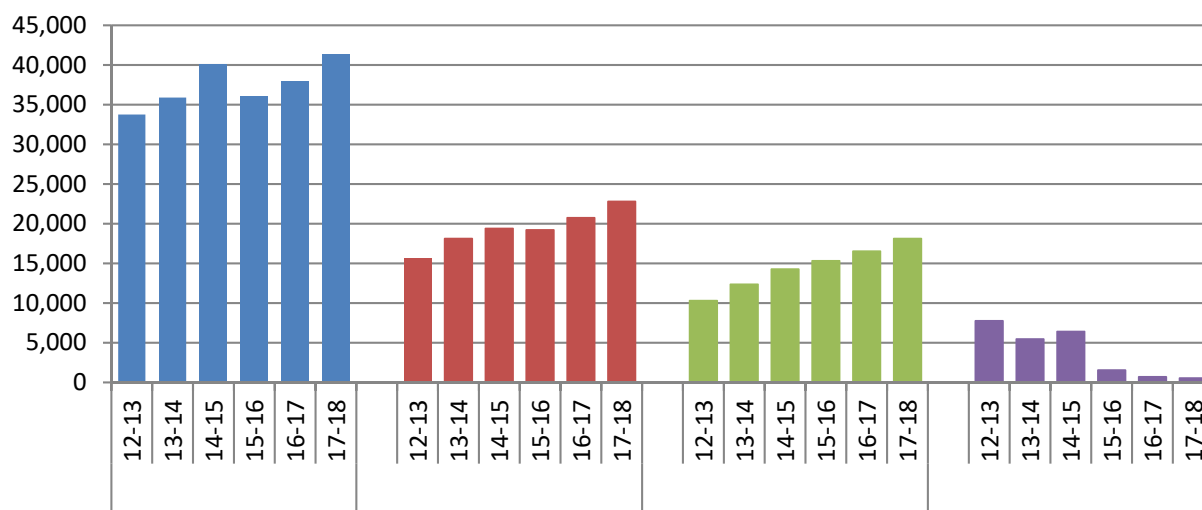


Figure 4. Bar graph comparing incidents reported from 2014-15 through 2017-18 by type.

Actions Supporting the Reduction of the Use of Emergency Restraint and Seclusion in School Settings

The CSDE continues to collaborate within and across agencies to examine and analyze R/S data to inform guidance, technical assistance, and professional development activities in an effort to support the reduction of the use of emergency restraints and seclusions in the school setting.

The CSDE will continue to support and assist Local Education Agencies and Parents/Guardians with the provision of formal guidance and technical assistance. Guidance documents and resources are available on the CSDE website and include: Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools; The Guidelines to Identify and Educate Students with Emotional Disturbance (revised); Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion in Schools; and Guidance Related to Recent Legislation Regarding Restraining and Seclusion in Schools to clarify important new definitions and R/S requirements under PA 18-15, section 4, effective July 1, 2018. In addition to formal guidance, the Bureau of Special Education, Due Process Unit responds to formal written complaints related to restraint and seclusion with targeted feedback and technical assistance or corrective actions as needed. The CSDE also continues to engage in the Federal School Climate Transformation Grant (SCTG) as efforts continue to build capacity to develop, enhance, and expand Connecticut’s Statewide Systems of Support to local educational agencies (LEAs) and schools.

In a coordinated statewide effort, the CSDE participates in the Connecticut Restraint and Seclusion Prevention Initiative. This partnership brings together state agencies and community providers to support the vision, guiding principles, and overall goals of the initiative, which is to prevent the use of restraint and seclusion in service environments across the life span. The 2018 Annual Conference focused on transforming the discussion about restraint and seclusion

prevention and changing the culture within organizations. The partnership is currently developing a needs assessment to inform plans to provide proactive strategies and prevention activities during the 2019-2020 school year.

The CSDE also collaborates with our Regional Educational Service Centers (RESCs) and the State Educational Resource Center (SERC) to provide training and professional development opportunities on an ongoing basis. The Pyramid Model, which supports Early Childhood training, is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. Additional topics include the impact of trauma on student learning, early intervention and alternative strategies to address challenging behaviors in schools, creating appropriate behavior/social emotional goals and objectives within the IEP process, and best practice strategies in designing and implementing functional behavior assessments and behavior intervention plans.

Appendix A

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------|-----------------------------|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 0010011 | Andover School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0020011 | Ansonia School District | 50 | 14 | 50 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0030011 | Ashford School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0040011 | Avon School District | 28 | * | 12 | * | 0 | 16 | * | 0 | 0 | 0 | 0 |
| 0050011 | Barkhamsted School District | 61 | * | 28 | * | 0 | 33 | * | 0 | 0 | 0 | 0 |
| 0070011 | Berlin School District | 31 | * | 27 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 0080011 | Bethany School District | * | * | * | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 0090011 | Bethel School District | 137 | 13 | 42 | 10 | * | 95 | 8 | 0 | 0 | 0 | 0 |
| 0110011 | Bloomfield School District | 79 | 13 | 16 | 8 | 0 | 63 | 10 | 0 | 0 | 0 | 0 |
| 0120011 | Bolton School District | 15 | * | * | * | 0 | 10 | * | 0 | 0 | 0 | 0 |
| 0130011 | Bozrah School District | 129 | * | 19 | * | 0 | 110 | * | * | 0 | 0 | 0 |
| 0140011 | Branford School District | 20 | 9 | * | * | 0 | 16 | 7 | 0 | 0 | 0 | 0 |
| 0150011 | Bridgeport School District | 74 | 37 | 27 | 17 | * | 47 | 21 | 0 | 0 | 0 | 0 |
| 0170011 | Bristol School District | 98 | 37 | 34 | 26 | 0 | 64 | 18 | 0 | 0 | 0 | 0 |
| 0180011 | Brookfield School District | 50 | 8 | 29 | 7 | 0 | 21 | * | 0 | 0 | 0 | 0 |
| 0190011 | Brooklyn School District | 41 | 8 | 39 | 8 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0210011 | Canaan School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0220011 | Canterbury School District | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0230011 | Canton School District | 8 | * | * | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 0240011 | Chaplin School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0250011 | Cheshire School District | 212 | 19 | 93 | 19 | 0 | 119 | 9 | 0 | 0 | 0 | 0 |
| 0260011 | Chester School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0270011 | Clinton School District | 29 | 7 | 29 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0280011 | Colchester School District | 24 | 7 | * | * | 0 | 20 | 6 | 0 | 0 | 0 | 0 |
| 0290011 | Colebrook School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0300011 | Columbia School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0310011 | Cornwall School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0320011 | Coventry School District | 46 | * | 21 | * | * | 24 | * | 0 | * | * | 0 |
| 0330011 | Cromwell School District | 36 | 11 | 19 | 7 | 0 | 17 | 10 | 0 | 0 | 0 | 0 |
| 0340011 | Danbury School District | 231 | 34 | 140 | 31 | 0 | 91 | 17 | 0 | 0 | 0 | 0 |
| 0350011 | Darien School District | 12 | * | 12 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0360011 | Deep River School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0370011 | Derby School District | 120 | 16 | 10 | * | 0 | 110 | 16 | * | 0 | 0 | 0 |
| 0390011 | Eastford School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0400011 | East Granby School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------|-------------------------------|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 0410011 | East Haddam School District | 65 | * | 65 | * | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 0420011 | East Hampton School District | 112 | 7 | 9 | * | 0 | 103 | 7 | 0 | 0 | 0 | 0 |
| 0430011 | East Hartford School District | 228 | 54 | 203 | 54 | * | 25 | 8 | * | 0 | 0 | 0 |
| 0440011 | East Haven School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0450011 | East Lyme School District | 120 | 6 | 37 | * | 0 | 83 | 6 | 0 | 0 | 0 | 0 |
| 0460011 | Easton School District | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0470011 | East Windsor School District | 95 | 15 | 95 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0480011 | Ellington School District | 26 | 9 | 9 | 6 | 0 | 17 | * | 0 | 0 | 0 | 0 |
| 0490011 | Enfield School District | 562 | 44 | 315 | 43 | * | 247 | 19 | 0 | 0 | 0 | 0 |
| 0500011 | Essex School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0510011 | Fairfield School District | 115 | 23 | 71 | 17 | 0 | 44 | 17 | 0 | 0 | 0 | 0 |
| 0520011 | Farmington School District | 125 | 17 | 44 | 12 | * | 81 | 13 | 0 | 0 | 0 | 0 |
| 0530011 | Franklin School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0540011 | Glastonbury School District | 65 | 15 | 43 | 14 | * | 22 | * | 0 | 0 | 0 | 0 |
| 0560011 | Granby School District | * | * | * | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 0570011 | Greenwich School District | 97 | 13 | 92 | 12 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0580011 | Griswold School District | 11 | 8 | 8 | 7 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0590011 | Groton School District | 205 | 35 | 188 | 32 | 0 | 17 | 8 | 0 | 0 | 0 | 0 |
| 0600011 | Guilford School District | 24 | 6 | * | * | 0 | 19 | 6 | 0 | 0 | 0 | 0 |
| 0620011 | Hamden School District | 186 | 42 | 104 | 38 | * | 82 | 22 | * | 0 | 0 | 0 |
| 0630011 | Hampton School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0640011 | Hartford School District | 273 | 80 | 226 | 75 | 0 | 47 | 24 | 0 | 0 | 0 | 0 |
| 0650011 | Hartland School District | 20 | * | 6 | * | 0 | 14 | * | * | 0 | 0 | 0 |
| 0670011 | Hebron School District | 74 | * | * | * | 0 | 70 | * | * | 0 | 0 | 0 |
| 0680011 | Kent School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0690011 | Killingly School District | 22 | 6 | 15 | 6 | 0 | 7 | * | 0 | 0 | 0 | 0 |
| 0710011 | Lebanon School District | 9 | * | * | * | 0 | 6 | * | 0 | 0 | 0 | 0 |
| 0720011 | Ledyard School District | 133 | 27 | 91 | 22 | 0 | 38 | 18 | 0 | * | * | 0 |
| 0730011 | Lisbon School District | * | * | * | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 0740011 | Litchfield School District | 16 | * | 16 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0760011 | Madison School District | 9 | * | 9 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0770011 | Manchester School District | 613 | 95 | 285 | 76 | 0 | 328 | 57 | 0 | 0 | 0 | 0 |
| 0780011 | Mansfield School District | 32 | * | 32 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0790011 | Marlborough School District | 10 | * | 6 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 0800011 | Meriden School District | 794 | 82 | 386 | 70 | * | 408 | 45 | * | 0 | 0 | 0 |
| 0830011 | Middletown School District | 197 | 27 | 101 | 24 | * | 96 | 16 | 0 | 0 | 0 | 0 |
| 0840011 | Milford School District | 375 | 22 | 198 | 18 | 0 | 177 | 19 | * | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------|----------------------------------|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 0850011 | Monroe School District | 24 | * | 17 | * | 0 | 7 | * | 0 | 0 | 0 | 0 |
| 0860011 | Montville School District | 181 | 19 | 113 | 14 | 0 | 68 | 11 | * | 0 | 0 | 0 |
| 0880011 | Naugatuck School District | 119 | 17 | 31 | 10 | 0 | 88 | 13 | * | 0 | 0 | 0 |
| 0890011 | New Britain School District | 653 | 97 | 334 | 82 | 10 | 318 | 66 | * | * | * | 0 |
| 0900011 | New Canaan School District | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0910011 | New Fairfield School District | 15 | * | 6 | * | 0 | 9 | * | 0 | 0 | 0 | 0 |
| 0920011 | New Hartford School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0930011 | New Haven School District | 16 | 12 | 16 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0940011 | Newington School District | 101 | 11 | 88 | 10 | 0 | 12 | * | 0 | 0 | 0 | 0 |
| 0950011 | New London School District | 97 | 24 | 94 | 23 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0960011 | New Milford School District | 448 | 24 | 117 | 14 | * | 331 | 21 | * | 0 | 0 | 0 |
| 0970011 | Newtown School District | 171 | 12 | 46 | 7 | 0 | 125 | 10 | 0 | 0 | 0 | 0 |
| 0980011 | Norfolk School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0990011 | North Branford School District | 44 | * | 37 | * | 0 | 7 | * | 0 | 0 | 0 | 0 |
| 1000011 | North Canaan School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1010011 | North Haven School District | 98 | 11 | 36 | 7 | 0 | 36 | 9 | * | 26 | * | 0 |
| 1020011 | North Stonington School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1030011 | Norwalk School District | 116 | 23 | 111 | 23 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1040011 | Norwich School District | 116 | 27 | 115 | 27 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1060011 | Old Saybrook School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1070011 | Orange School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1080011 | Oxford School District | 9 | * | * | * | 0 | 6 | * | 0 | 0 | 0 | 0 |
| 1090011 | Plainfield School District | 629 | 8 | 628 | 8 | * | * | * | 0 | 0 | 0 | 0 |
| 1100011 | Plainville School District | 71 | 8 | 12 | * | * | 59 | 6 | * | 0 | 0 | 0 |
| 1110011 | Plymouth School District | 120 | 15 | 52 | 14 | 0 | 68 | 10 | 0 | 0 | 0 | 0 |
| 1120011 | Pomfret School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1130011 | Portland School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1140011 | Preston School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1160011 | Putnam School District | 9 | * | 8 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 1170011 | Redding School District | 75 | 10 | 75 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1180011 | Ridgefield School District | 31 | 9 | 21 | 7 | 0 | 10 | * | 0 | 0 | 0 | 0 |
| 1190011 | Rocky Hill School District | 9 | * | 7 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 1210011 | Salem School District | 15 | * | 14 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 1220011 | Salisbury School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1230011 | Scotland School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1240011 | Seymour School District | 33 | 7 | 33 | 7 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 1250011 | Sharon School District | 8 | * | 8 | * | * | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------|-------------------------------|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 1260011 | Shelton School District | 371 | 23 | 163 | 19 | * | 208 | 15 | 0 | 0 | 0 | 0 |
| 1270011 | Sherman School District | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1280011 | Simsbury School District | 28 | 9 | 9 | 6 | 0 | 19 | 6 | 0 | 0 | 0 | 0 |
| 1290011 | Somers School District | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1310011 | Southington School District | 255 | 23 | 102 | 17 | * | 153 | 15 | 0 | 0 | 0 | 0 |
| 1320011 | South Windsor School District | 47 | * | 47 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1330011 | Sprague School District | 93 | 13 | 9 | * | 0 | 84 | 12 | 0 | 0 | 0 | 0 |
| 1340011 | Stafford School District | 108 | 14 | 9 | 6 | 0 | 99 | 14 | * | 0 | 0 | 0 |
| 1350011 | Stamford School District | 65 | 17 | 45 | 14 | 0 | 20 | * | 0 | 0 | 0 | 0 |
| 1360011 | Sterling School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1370011 | Stonington School District | 134 | 12 | 67 | 8 | * | 67 | 9 | 0 | 0 | 0 | 0 |
| 1380011 | Stratford School District | 246 | 33 | 130 | 27 | 0 | 116 | 22 | 0 | 0 | 0 | 0 |
| 1390011 | Suffield School District | 38 | 9 | 37 | 9 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1400011 | Thomaston School District | 18 | * | 16 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 1410011 | Thompson School District | 53 | 10 | 9 | * | 0 | 44 | 10 | 0 | 0 | 0 | 0 |
| 1420011 | Tolland School District | 205 | 9 | 93 | 9 | * | 112 | 7 | 0 | 0 | 0 | 0 |
| 1430011 | Torrington School District | 102 | 22 | 74 | 18 | 0 | 28 | 10 | * | 0 | 0 | 0 |
| 1440011 | Trumbull School District | 121 | 15 | 80 | 14 | 0 | 41 | 9 | * | 0 | 0 | 0 |
| 1450011 | Union School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1460011 | Vernon School District | 215 | 25 | 114 | 20 | 0 | 91 | 20 | 0 | 10 | * | 0 |
| 1470011 | Voluntown School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1480011 | Wallingford School District | 42 | 15 | 41 | 15 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1510011 | Waterbury School District | 677 | 76 | 314 | 42 | 0 | 363 | 55 | * | 0 | 0 | 0 |
| 1520011 | Waterford School District | 9 | * | 9 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1530011 | Watertown School District | 77 | 9 | 29 | * | 0 | 48 | 7 | 0 | 0 | 0 | 0 |
| 1540011 | Westbrook School District | * | * | * | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 1550011 | West Hartford School District | 213 | 30 | 94 | 24 | 0 | 118 | 24 | 0 | * | * | 0 |
| 1560011 | West Haven School District | 9 | 6 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1570011 | Weston School District | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1580011 | Westport School District | 19 | 8 | 17 | 7 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1590011 | Wethersfield School District | 109 | 12 | 84 | 11 | 0 | 25 | 8 | 0 | 0 | 0 | 0 |
| 1600011 | Willington School District | 7 | * | 0 | 0 | 0 | 6 | * | 0 | * | * | 0 |
| 1610011 | Wilton School District | 20 | * | 19 | * | * | * | * | 0 | 0 | 0 | 0 |
| 1620011 | Winchester School District | 56 | 8 | 47 | 8 | 0 | 9 | * | 0 | 0 | 0 | 0 |
| 1630011 | Windham School District | 369 | 57 | 197 | 49 | 8 | 172 | 35 | * | 0 | 0 | 0 |
| 1640011 | Windsor School District | 346 | 29 | 192 | 23 | * | 154 | 22 | * | 0 | 0 | 0 |
| 1650011 | Windsor Locks School District | 95 | 8 | 40 | 7 | 0 | 55 | 6 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|------------|--|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 1660011 | Wolcott School District | 31 | * | 22 | * | 0 | 9 | * | 0 | 0 | 0 | 0 |
| 1670011 | Woodbridge School District | 8 | * | * | * | 0 | 6 | * | 0 | 0 | 0 | 0 |
| 1690011 | Woodstock School District | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 2010012 | Regional School District 01 | 10 | * | 7 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 2040012 | Regional School District 04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2050012 | Regional School District 05 | 15 | * | 15 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2060012 | Regional School District 06 | 12 | * | 11 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 2070012 | Regional School District 07 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2080012 | Regional School District 08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2090012 | Regional School District 09 | 59 | * | 59 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2100012 | Regional School District 10 | 165 | * | 46 | * | * | 119 | * | 6 | 0 | 0 | 0 |
| 2110012 | Regional School District 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2120012 | Regional School District 12 | 10 | * | 9 | * | * | * | * | 0 | 0 | 0 | 0 |
| 2130012 | Regional School District 13 | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2140012 | Regional School District 14 | 38 | * | 0 | 0 | 0 | 32 | * | 0 | 6 | * | 0 |
| 2150012 | Regional School District 15 | 13 | * | * | * | 0 | 8 | * | 0 | 0 | 0 | 0 |
| 2160012 | Regional School District 16 | 42 | 9 | 42 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2170012 | Regional School District 17 | 28 | 8 | 11 | 6 | 0 | 17 | * | 0 | 0 | 0 | 0 |
| 2180012 | Regional School District 18 | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2190012 | Regional School District 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3370015 | Department of Mental Health and Addiction Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3470015 | Unified School District #2 | 15 | 13 | 15 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9000016 | Connecticut Technical Education and Career System | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LEA TOTAL | | 14,011 | 1,872 | 7,739 | 1,515 | * | 6,222 | 978 | 40 | * | * | 0 |
| 2410014 | Capitol Region Education Council | 4649 | 130 | 2159 | 108 | * | 2490 | 77 | * | 0 | 0 | 0 |
| 2420014 | EdAdvance | 258 | 12 | 209 | 12 | * | 48 | 7 | * | * | * | 0 |
| 2430014 | Cooperative Educational Services | 1072 | 93 | 608 | 76 | 0 | 464 | 55 | * | 0 | 0 | 0 |
| 2440014 | Area Cooperative Educational Services | 1022 | 157 | 360 | 102 | 36 | 662 | 112 | 15 | 0 | 0 | 0 |
| 2450014 | Learn | 1087 | 50 | 775 | 41 | 0 | 312 | 30 | 0 | 0 | 0 | 0 |
| 2530014 | Eastern Connecticut Regional Educational Service Center (EASTCONN) | 271 | 51 | 95 | 36 | * | 176 | 37 | 0 | 0 | 0 | 0 |
| RESC TOTAL | | 8,359 | 492 | 4,206 | 374 | 56 | 4,152 | 317 | 25 | * | * | 0 |
| 0046821 | Webb School in the Valley | 181 | 11 | 81 | 10 | 0 | 100 | 10 | 0 | 0 | 0 | 0 |
| 0046921 | Oak Hill School at Farmington Valley Montessori | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------|---|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 0100161 | Arch Bridge School | 42 | 6 | 31 | * | * | 9 | * | 0 | * | * | 0 |
| 0170221 | Oak Hill School at Chapter 126 | 99 | 7 | 99 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0170561 | Oak Hill School at Hartford Secondary | 23 | * | 23 | * | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 0190161 | Learning Clinic | 34 | 12 | 34 | 12 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 0230121 | Fresh Start School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0250161 | Webb School at Cheshire | 585 | 25 | 237 | 18 | 0 | 348 | 24 | 0 | 0 | 0 | 0 |
| 0330161 | Adelbrook-The Learning Center of Cromwell | 2,176 | 64 | 1346 | 51 | 0 | 830 | 45 | 0 | 0 | 0 | 0 |
| 0360161 | Connecticut Transition Academy at Deep River | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0380261 | Rushford Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0430121 | Adelbrook-The Learning Center of East Hartford | 11 | 8 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0440221 | Pathways Academy - East Haven | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0450161 | Light House on Main St | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0450261 | Light House on Pennsylvania Ave | 16 | * | * | * | 0 | 14 | * | 0 | 0 | 0 | 0 |
| 0460161 | The Speech Academy-Easton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0490161 | Natchaug Hospital School Joshua Center-Enfield | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0510261 | Giant Steps CT School | 79 | 13 | 79 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0516061 | Saint Catherine Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0530121 | Natchaug Hospital Mansfield CDT at Green Valley | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0570161 | Eagle Hill School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0620261 | Cedarhurst School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0620361 | Whitney Hall School | 126 | 38 | 126 | 38 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0626161 | Lorraine D. Foster Day School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0640261 | Grace S. Webb School | 539 | 41 | 345 | 39 | 0 | 194 | 33 | 0 | 0 | 0 | 0 |
| 0642061 | Eagle House Education Program | 47 | 13 | 47 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0642161 | High Road School of Hartford High | 230 | 26 | 217 | 26 | 6 | 13 | 7 | 0 | 0 | 0 | 0 |
| 0642261 | High Road School of Hartford-Primary | 682 | 43 | 382 | 40 | 0 | 300 | 38 | 0 | 0 | 0 | 0 |
| 0646061 | Futures School-West Hartford | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0646161 | Options Educational Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0670221 | Oak Hill School at Hemlocks Center | 10 | * | 10 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0690161 | Natchaug Hospital School Joshua Center NE-Danielson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0740161 | Connecticut Junior Republic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0740461 | Touchstone School | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0760161 | Grove School | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------|--|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 0770161 | Community Child Guidance Clinic School | 685 | 56 | 166 | 35 | * | 519 | 55 | * | 0 | 0 | 0 |
| 0770221 | Adelbrook-The Learning Center of Manchester | 852 | 23 | 603 | 20 | 0 | 248 | 20 | 0 | * | * | 0 |
| 0770361 | Manchester Memorial Hospital Clinical Day School | 7 | * | 7 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0780161 | Natchaug Hospital Inpatient School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0780261 | Natchaug Hospital School CDT-Mansfield | 134 | 14 | 134 | 14 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 0780361 | Natchaug Hospital Journey School | 7 | * | 7 | * | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 0800161 | Meliora Academy | 247 | 16 | 216 | 11 | 0 | 31 | 10 | 0 | 0 | 0 | 0 |
| 0830821 | Futures School-Middletown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0840161 | Charles F. Hayden School at Boys & Girls Village | 315 | 54 | 315 | 54 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 0840461 | Milestones-Orange | 716 | 22 | 307 | 20 | 0 | 409 | 18 | 0 | 0 | 0 | 0 |
| 0840561 | Milestones-Milford | 1,446 | 26 | 1139 | 18 | * | 307 | 17 | * | 0 | 0 | 0 |
| 0846061 | Foundation School-Milford | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 0846161 | Woodhouse Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0860221 | Bradley School-New London Regional | 1,607 | 43 | 1010 | 40 | 8 | 597 | 37 | * | 0 | 0 | 0 |
| 0880521 | IPPI Learning Academy at Prospect St. School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0890261 | Oak Hill School at New Britain | 9 | * | 9 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0890361 | Raymond Hill School | 675 | 68 | 528 | 57 | 0 | 147 | 44 | 0 | 0 | 0 | 0 |
| 0890461 | Solterra Academy | 1,677 | 83 | 1167 | 79 | 10 | 510 | 59 | * | 0 | 0 | 0 |
| 0895161 | Oak Hill School at Hartford Primary | 39 | 6 | 39 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0920161 | Oak Hill School at Ann Antolini School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0930661 | Chapel Haven Schleifer Center, Inc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0931461 | Yale Child Study Center School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0950161 | Connecticut College Children's Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0950421 | High Road School of New London Middle/High School | 64 | 14 | 23 | 12 | 0 | 41 | 12 | 0 | 0 | 0 | 0 |
| 0950821 | High Road School of New London Primary School | 282 | 14 | 78 | 12 | * | 204 | 11 | 0 | 0 | 0 | 0 |
| 1010161 | Elizabeth Ives School for Special Children | 13 | * | * | * | 0 | 11 | * | 0 | 0 | 0 | 0 |
| 1036261 | High Road School of Norwalk | 565 | 28 | 138 | 24 | * | 187 | 18 | 0 | 240 | * | 0 |
| 1040721 | Natchaug Hospital School Joshua Center Thames Valley CDT | * | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|---------------|---|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 1060161 | Natchaug Hospital School CDT-Shoreline | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1070161 | Foundation School-Orange | * | * | 0 | 0 | 0 | * | * | 0 | 0 | 0 | 0 |
| 1075061 | Hope Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1100261 | Northwest Village School/Wheeler Clinic | 1,672 | 104 | 755 | 88 | * | 917 | 89 | * | 0 | 0 | 0 |
| 1105261 | Oak Hill School at Middle School of Plainville | 11 | * | 11 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1106161 | Oak Hill School at Haddam-Killingworth High School | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1290321 | The Speech Academy-Somersville | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1350161 | Villa Maria Education Center | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1356621 | The Spire School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1356721 | Pinnacle School, LLC | 25 | 6 | 6 | * | 0 | 19 | 6 | 0 | 0 | 0 | 0 |
| 1380121 | IPPI Learning Academy: Stratford | 680 | 33 | 97 | 16 | 0 | 394 | 31 | * | 189 | 10 | 0 |
| 1410161 | River Run Academy at the Susan Wayne Center of Excellence | 66 | 16 | 44 | 13 | 0 | 22 | 11 | 0 | 0 | 0 | 0 |
| 1440161 | St. Vincent's Special Needs School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1480161 | Benhaven School | 442 | 32 | 181 | 25 | * | 260 | 27 | * | * | * | 0 |
| 1480261 | High Road Academy | 23 | 6 | 22 | 6 | * | * | * | 0 | 0 | 0 | 0 |
| 1480461 | Benhaven Academy | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1480521 | High Road Academy - BEST Academy | 91 | 14 | 56 | 12 | * | 28 | 6 | 0 | 7 | * | 0 |
| 1485061 | High Road School of Wallingford | 888 | 43 | 465 | 42 | * | 387 | 30 | * | 36 | * | 0 |
| 1500161 | Devereux Glenholme School | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1520161 | Waterford Country School | 25 | 14 | 25 | 14 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 1550161 | Gengras Center | 782 | 21 | 143 | 12 | 0 | 638 | 17 | 0 | * | * | 0 |
| 1550261 | Intensive Education Academy | 56 | 6 | 9 | * | 0 | 47 | 6 | 0 | 0 | 0 | 0 |
| 1550361 | American School for the Deaf | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1550561 | Ben Bronz Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1550861 | PACES | 15 | * | 15 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1610221 | Westport Day School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| APSEP TOTAL | | 19,021 | 1,073 | 10,809 | 919 | 78 | 7,735 | 677 | 12 | 477 | 23 | 0 |
| 9010022 | Norwich Free Academy District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9020022 | Gilbert School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9030022 | Woodstock Academy District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ACADEMY TOTAL | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2610013 | Jumoke Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2630013 | Odyssey Community School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | Organization Name | All R/S Incidents | | Emergency Restraints | | | Emergency Seclusions | | | Seclusions via an IEP | | |
|----------------------|---|-------------------|---------------|----------------------|---------------|--------------|----------------------|---------------|--------------|-----------------------|---------------|--------------|
| | | Incident Count | Student Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count | Incident Count | Student Count | Injury Count |
| 2640013 | Integrated Day Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2650013 | Interdistrict School for Arts and Comm District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2680013 | Common Ground High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2690013 | The Bridge Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2700013 | Side By Side Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2720013 | Explorations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2780013 | Trailblazers Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2790013 | Amistad Academy | 11 | 6 | 7 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 2800013 | New Beginnings Inc Family Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2820013 | Stamford Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2830013 | Park City Prep Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2850013 | Bridgeport Achievement First | 11 | 8 | 7 | 6 | * | * | * | 0 | 0 | 0 | 0 |
| 2860013 | Highville Charter School District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2880013 | Achievement First Hartford Academy Inc. | 7 | 6 | 6 | * | 0 | * | * | 0 | 0 | 0 | 0 |
| 2890013 | Elm City College Preparatory School | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2900013 | Brass City Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2910013 | Elm City Montessori School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2940013 | Great Oaks Charter School | * | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 2950013 | Booker T. Washington Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2960013 | Stamford Charter School for Excellence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2970013 | Capital Preparatory Harbor School Inc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CHARTER SCHOOL TOTAL | | 34 | 25 | 25 | 21 | * | 9 | 7 | 0 | 0 | 0 | 0 |
| STATEWIDE | | 41,425 | 3,305 | 22,779 | 2,711 | 184 | 18,118 | 1,917 | 77 | 528 | 33 | 0 |

Appendix B

Comparison reports were presented through the online application to all organizations showing change in reported data from 2016-17 to 2017-18. For 101 organizations, data reported in 2017-18 indicated a substantial departure from those reported in 2016-17 (43 reported a reduction in R/S incidents and 58 reported an increase). These 101 organizations provided written feedback explaining factors contributing to the change. Below is a summary of those responses.

Reasons Stated by Organizations that Evidenced Reduction in Reported R/S Incidents

1. LEAs reported that many incidents of R/S reported in the previous year were for individual students with significant self-injurious and aggressive behaviors. Each had multiple restraints or seclusions within a single incident which accounted for the majority of reported incidents. Over time, PPT decisions resulted in placement of these students in a more restrictive settings outside the LEA to better accommodate their specific behavioral and educational needs.
2. Schools/programs indicated an increase in mental health supports to students and their families contributed to the reduction.
3. LEAs indicated an increase in supervision and coaching of all instructional and support staff involved in the implementation of intensive behavioral support programs.
4. Schools/programs noted additional support of in house trainers who focus on training around de-escalation strategies.
5. Schools/programs indicated that efforts to match student need with staff skill set resulted in improved effectiveness of strategies and interventions.
6. Focused training for principals and other staff assisted in improving implementation of evidence based practices and resulted in more accurate recording of incidents.
7. Enhanced monitoring and analysis of data, followed by revisions and/or adjustments in a student's behavior plan or IEP resulted in a decrease of incidents.
8. Reduction in reported R/S incidents is attributed by some to frequent and careful review and monitoring of functional behavior assessments (FBA) and greater fidelity in the implementation of behavior intervention plans (BIP).
9. Reduction in reported R/S incidents is attributed to improved staff training related to the implementation of evidence based practices (i.e. behavior skills training, coaching).
10. Reduction in reported R/S incidents is attributed to the development and implementation of preventive strategies (PBIS; Trauma Informed Care).
11. Reduction in reported R/S incidents is attributed to implementation of debriefing and daily reflection and planning meetings.
12. Reduction in reported R/S incidents is attributed to implementation of responsive classroom and restorative practices.
13. Some organizations reported that increased collaboration between school staff and the clinical team as well as professional development for *all* staff that was focused on de-escalation strategies and the law and its requirements resulted in a decrease in the use restraint and seclusion.
14. Organizations have expanded training of staff to include guidance related to the Six Core Strategies, PBIS, trauma informed care, district-wide training on effective classroom management, implementation of prevention and intervention strategies (SRBI), and the implementation of de-escalation procedures with fidelity.

15. Organizations report positive impact of the integration of quality trauma informed care and restorative justice practices, as well as building healthy relationships and positive behavior supports into a multi-tiered model of supports.
16. The use or expanded use of Board Certified Behavior Analysts (BCBAs) to design student-specific targeted interventions and provide staff support and training as well as support and training to families was identified by multiple LEAs.
17. LEAs attested to change in LEA policy and procedures regarding de-escalation of aggressive student behaviors as well as an LEA commitment to redesign supports for students within the general education setting through the implementation of Positive Behavioral Interventions and Supports (PBIS) as reason for significant reductions in the use of R/S.
18. Several LEAs have reported that students continue to benefit from the introduction of or the expansion of specialized programs now available in the LEA.
19. Some private, out of district organizations reported that a contributing factor to reduction has been a strict adherence to admissions criteria or limiting the enrollment of students with significant aggressive behaviors, leading to enrollment of students in specialized settings whose needs are appropriate to the design, scope and support services available through the program.
20. An overall decline in student enrollment in schools/programs was also identified as contributing to lower incidents of restraint and seclusion.
21. A few organizations reported that reductions are impacted by previous year inaccuracies in appropriately defining a restraint or seclusion.

Reasons Stated by Organizations that Evidenced Increases in Reported R/S Incidents

1. An increase in out of district placements of students with significant aggressive and self-injurious behaviors as reported by LEAs is reflected in the increase in incidents occurring in RESCs and APSEPs.
2. Organizations saw dramatic increases in their reported R/S incidents due to one or a limited number of students that either entered their program or school for the first time or had returned after being previously enrolled in a more restrictive setting. Students were described as demonstrating significant self-injurious and aggressive behaviors through the transition process. These students had multiple incidents, each of which were typically of short duration. In many instances, the majority of the incidents reported were associated with a single student.
3. Some organizations continue to report that increases were the result of more appropriate reporting specifically related to multiple events in a sequence. For example, a student demonstrates a behavior that results in a five minute restraint; as the staff member begins to release the student, the student immediately resumes the prior aggressive behavior and is restrained once again by staff. Under R/S reporting guidance, each restraint/release is considered a new incident. A number of schools/organizations continue to report that previous inaccurate reporting has resulted in the appearance of an increase of R/S incidents, when in fact, it is the result of more appropriate reporting.
4. Multiple districts cited the establishment of in-district programs initiated to address the needs of students previously placed in more restrictive settings such as RESCs, APSEPs or out of state facilities. Districts are now servicing and supporting students demonstrating significant behavioral issues that may require emergency procedures to

ensure the safety of the student and/or others and allow the LEA to meet the requirement to maintain a safe school.

5. Some organizations, primarily specialized settings, which reported a substantial increase from the previous year, indicated that the increases align with an overall increase in enrollment and that the trend in student behavior is characterized as more dysregulated.
6. A few organizations continue to report that increases are impacted by previous year inaccuracies in defining a restraint or seclusion as outlined in the regulations.