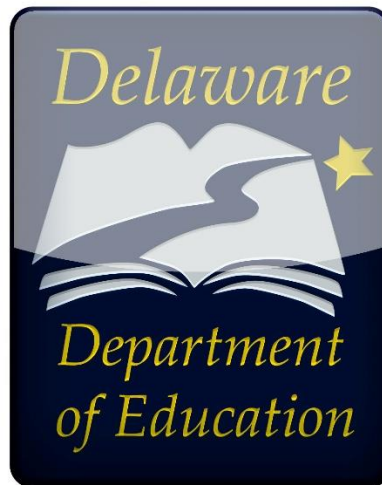


State of Delaware

**Annual Report**  
**Use of Physical Restraint**  
**in Delaware Public School Districts and**  
**Charter Schools**  
2020-2021



December 17, 2021

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## Note to the Reader

The 2020-2021 Annual Report on the Use of Physical Restraint in Delaware Public School Districts and Charter Schools presents detailed information regarding incidents of physical restraint reported from July 1, 2020 through June 30, 2021. Collecting this incident-level data provides the Delaware Department of Education (DDOE) with a comprehensive overview of the number and types of incidents of restraint occurring among different student populations statewide. This comprehensive data has been collected for seven years allowing DDOE to review trends over time and target support for districts and charter schools to mitigate areas of concern.

In response to the ongoing COVID pandemic, however, DE public and charter schools provided primarily remote learning throughout fall of 2020-21 school year, followed in winter and spring, with hybrid (combination of part-time in-person and part-time remote learning) schedules for regular education students. Special education students (which represent a large portion of students requiring physical restraints in a typical academic year), depending on their LEA, had options that included full-time in-person, hybrid and totally remote access to educational and related services determined by LEAs independently, once state-mandates permitted in-person learning. Therefore, this data does not reflect the impact of the varied delivery models of education determined by each LEA and charter schools that may have influenced student attendance, behavior, and staff response. Health protocols unique to this school year, such as social distancing, use of PPE and physical modifications to buildings and classrooms, created challenges in providing direct student restraint interventions, training and re-certification of staff in crisis prevention techniques and adequate staffing to meet in-person and remote learning demands. Additionally, students' school attendance fluctuated based on LEA decisions or family exposures and infections. These impacting factors on student and staff attendance and participation in the 2020-21 academic school year should be considered in review of this report. This report provides information specific only to reported incidents of student restraints. It should be read and considered with extreme caution given the public health mandates and protocols as well as variability of remote learning and reporting access.

When reviewing organization-level data and any variances between groups and subgroups, consideration must be given to district and charter restraint activity driven by the necessity to safely secure students from harm, including self-injurious behavior and prevention of student elopement from school grounds. Further examination and analysis of these data will assist in informing the direction of the DDOE's on-going guidance and training to districts and charters regarding best practices and in response to the impact on student learning due to "incomplete learning" (i.e., recovery, acceleration, etc.). Delaware, through the DDOE, continues to maintain its adherence to nationally recognized models of de-escalation and physical restraint training, provides training supports to districts and charter schools on reporting requirements, as well as reviews and analyzes data.

The DDOE collected data on the reported use of physical restraint from July 1, 2020 through June 30, 2021. The data contained in this report reflects the information provided by all Local Education Agencies (LEAs) in the state of Delaware during the 2020-2021 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 set standards and procedures for the use of physical restraint. The regulation prohibits the use of chemical restraint, mechanical restraint, and seclusion; however, the latter two are subject to use if authorized through the DDOE waiver granting process. For more information regarding the waiver process, please refer to 14 DE Admin. Code 610.8.0. In addition to permitting and prohibiting uses of restraint and seclusion, this regulation requires training for public school, private program or alternative program personnel, documentation, and reporting of incidents of restraint and seclusion, requirements of notification to parents, and waiver procedures for the use of mechanical restraint or seclusion. This regulation provides for the safety of all students in our school system.

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

During the 2020-2021 school year, physical restraints were reported for regular education students and students with disabilities through eSchoolPlus (Delaware pupil accounting system). When a student's behavior(s) presents a significant and imminent risk of bodily harm to self or others necessitating the use of physical restraint, LEAs are required to complete the restraint and seclusion reporting screen in eSchoolPlus. This report must be completed and submitted within 72 hours of the restraint occurrence in a public school setting or within 72 hours from the time the student's LEA receives notification of the restraint from the contracted specialized private or alternative program. This data must be reviewed with extreme caution, due to closures and variable access schedules (hybrids) determined by individual programs and LEAs. This report, including trends and recommendations is based solely on reported physical restraint incidents, as it was submitted to DDOE.

This regulation requires annual staff training in the use of crisis prevention and intervention techniques consistent with nationally recognized training programs. LEAs determine staff members to be trained. The training must include prevention techniques, de-escalation techniques, and positive behavioral intervention strategies and supports. This training should be designed to meet the needs of personnel consistent with their duties and the potential need for emergency safety interventions. Except as provided in 14 Del.C. § 702(c), a student may be physically restrained only by public school personnel, contracted private program personnel or alternative program personnel who have completed training in physical emergency safety interventions. Again, it must be noted that access to training (both remote and in-person) may have been impacted by the COVID pandemic protocols and restrictions. Staff providing intervention may not have had access to adequate training for certification or re-certification, due to social distancing limitations and remote formats for training.

## Methodology

### Data Collection

During the 2020-2021 school year, the DDOE collected and analyzed data at the incident level for each regular education and special education student reported as restrained. In addition, data were collected on the unduplicated count of students with and without disabilities who were reported as restrained. Unduplicated student count means that each student is counted only once, although he/she may have had more than a single incident reported. Collecting incident level data, as well as the unduplicated count of students with and without disabilities who were restrained, provides important information regarding the current use of restraint in Delaware. Collecting both types of data allows analysis to determine if staff are using restraint more frequently as a crisis prevention/intervention technique or if there are select students who present an imminent risk of harm to self and/or others on a more frequent basis.

Instances of physical restraint for the 2020-2021 school year were collected at the incident level from all LEAs in all three counties in Delaware. LEAs include both districts and charter schools. In addition, incidents of reported physical restraints were collected for students placed by LEAs in contracted specialized private programs located both in state and out of state. DDOE also required reporting of any seclusion or mechanical restraint (approved through the waiver process). There were no waiver requests submitted to the Secretary of Education for mechanical restraint or seclusion for the 2020-2021 school year.

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

In addition to the regulation reporting requirements, the DDOE collects additional data elements via eSchoolPlus, including the date and time of the action, action duration in minutes, if a crisis response team was involved, whether staff involved in the restraint were trained in non-violent de-escalation/restraint techniques, and parent/guardian notification information. The DDOE continues to track all of these elements, as well as type of school. County, district, and school level data from 2020-2021 are provided in graphic form in **Appendix A**.

**Appendix B:** Typically, comparative data of the most recent three school years are provided in an Appendix B of this report. However, in this **2020-21 Annual Report**, due to the continuing public health and safety mandates and/or precautions determined at the state and local levels, that began in March 2019 and continued throughout the 2020-21 school year, an historical

comparative of the data does not serve the purpose of establishing trends to inform DDOE and LEAs training and practices specific to physical restraints intervention as it has in other years. Data will be preserved in historical order relative to all data collected since 2014 in accordance with 14 Del. Admin. C. § 610 Limitation on the Use of Seclusion and Restraint

### **Data Monitoring**

Several audits are applied to ensure data integrity. The data were reviewed to identify data reporting inconsistencies. In addition, the DDOE typically ensures accurate reporting practices through the following protocols (It should be noted: State and local health mandates related to the COVID pandemic impacted access to physical buildings, reporting screens and data for timely monitoring. In a typical academic year, the processes below are followed.

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

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

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

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

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

The Interagency Collaborative Team (ICT) is composed of Directors or their designees of various divisions of state agencies, including but not limited to, the Delaware Department of Education; Department of Health and Social Services; Department of Services for Children, Youth, and their Families; Office of Controller General; and the Office of Management and Budget. This team reviews LEA requests for support for placements of children with disabilities in need of Unique Educational Alternatives because the LEAs cannot address these students’ needs with existing resources and programs. Unique Educational Alternatives include but are not limited to private residential placements and private day programs (14 DE Admin. Code 929.3.0).

On a quarterly basis, DDOE reviews student records for youth placed in approved in-state programs to verify that incidents of restraint are reported. Records are also reviewed for students

placed in approved out of state ICT programs. If a restraint is not recorded, an email is sent to ICT Coordinator/Special Education Director indicating the information must be entered within 5 business days.

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

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

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

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

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

In the 2020-21 academic school year, DDOE was keenly aware of the need for ongoing support around the unique circumstances created by the Covid pandemic. DDOE anticipated these needs and provided access to a variety of increased and individualized training and informational resources including:

- Establishment of collaborative cross agency webpage containing helpful information and a resource directory for caregivers/families and educational providers related to educating children and youth during the Covid pandemic.
- Increased access to remote technical assistance and webinars related to Prevent-Teach- Reinforce behavioral supports and Multi-Tier Support Systems, beyond those described above.

Additionally, in coordination with the DDOE Administrative Team the revisions to the reporting form recommended in the 2019-20 Annual Report were reviewed and initial changes were made. Revision of the “De-escalation Techniques” and “Restraint Techniques” were converted to a dropdown box. These revisions were incorporated in response to identified needs to increase user efficiency and accuracy of data. Training and technical assistance related to all revisions will be included in the reporting webinar provided annually by DDOE.



Under 14 DE Admin. Code 610.4.2 the DDOE also provides a training webinar on how to report restraints via eSchoolPlus. This webinar is provided through the DDOE Professional Development Management System (PDMS) and updated yearly to include helpful information gleaned from review and analysis of incident data entered in the previous school year. There were 687 participants completed the webinar training in 2020-2021.

## Definitions and Concepts

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

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

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

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

(Authority: 14 Del.C.§4112F(a)(2))

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

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

(Authority: 14 Del.C.§4112F(a)(3))

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

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

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

(Authority: 14 Del.C. §4112F(a)(6))

## Summary

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

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

During the 2020-2021 school year, 647 incidents of physical restraint were reported. Appendix A details the rate of usage of physical restraint procedures at the county, district, and school levels. Findings are all in comparison to the 2019-2020 school year. However, with extreme caution the reader should consider these findings, in light of the COVID pandemic and subsequent varied educational access and decisions determined by individual LEAs statewide, for both for regular education and special education students, as well as staff.

- A greater percentage of students with disabilities (91%) were restrained as compared to regular education students (9%). This represents a 15% increase in the percentage of students restrained with a disability.
- A greater percentage of males (89%) were restrained compared to females (11%). While this metric has remained relatively stable over the last several years, this year’s data represents a 9% increase in the percentage of males restrained.
- The percentage of white students restrained rose by 12% while the percentage of black students restrained fell by 12%.
- The percentage of 15-17 year-olds restrained fell by 7% while the percentage of 18-21 year-olds rose by 5%.
- The percentage of students restrained because they posed imminent risk of bodily harm to others rose by 14% while the percentage of students restrained because they posed imminent risk of bodily harm to themselves and others fell by 16%.
- The percentage of restraints lasting ten minutes or more fell by 7%.
- The percentage of reported restraints with no indicated duration rose by 10%. The actual number of reported restraints with no indicated duration was the second highest since the 2015-2016 school year.

- The percentage of restraints recorded from May – June accounted for 72% of all recorded restraints in the 2020-2021 school year. This was likely due to the return of many students to in-person learning.
- Sussex County saw its percentage of all restraints in the state rise by 14% while all other counties saw drops in their percentages.
- The percentage of restraints in which no staff members were trained in action techniques rose by 14%

### **Historical Perspective:**

The DDOE has collected data related to the use of physical restraint procedures for six years, beginning in the 2014-2015 school year. Data and reporting have become increasingly complete across time. A three-year comparative review (Appendix B) is typically included in the Annual Report each year to inform and guide future DDOE professional development and ongoing technical assistance planning. Given the atypical small set and skewed nature of the 2020-21 data (due to the varied schedules of remote and in-person learning provided by LEAs statewide). It is with extreme caution, that trends are noted here for the Readers information and will be included in the cumulative data to mark the historical academic year. However, to provide a three-year Historical Perspective (Appendix B) does not seem productive or informative in determining trends to be addressed for training and Personnel Development activities. Instead, DDOE will design and provide training relevant to “incomplete learning” (i.e., trauma -informed strategies, blended learning, accelerated learning, etc.)

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

<b>Recommendations</b>
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- DDOE will develop and provide training and/or technical assistance regarding topics relevant to “incomplete learning”, as determined by federal, state and LEA identified needs (i.e., trauma-informed strategies, blended learning, accelerated learning, crisis prevention, etc.)

- DDOE will continue to monitor, via the Discipline Report Verification and ICT Files Verification processes.
- Through the Delaware Positive Behavior Support Project, the DDOE will continue to provide technical assistance on multi-tiered systems of behavior support. In addition, the DDOE will update and expand, as appropriate, training materials on Schoology that focus on the following topics: functional behavior assessment, data collection, behavior support plan development, and progress monitoring and evaluation. DDOE will work with LEAs to utilize this information to enhance their multi-tiered systems of support and focus efforts on providing antecedent modifications, teaching alternative skills, teaching coping strategies and communication skills, and implementing de-escalation techniques.
- DDOE continue to provide training and technical assistance on restraint reporting via the School Climate and Discipline Summer Professional Development and Special Education Leadership Meetings. DDOE also makes available a Cognos detail report that LEAs can utilize to review and analyze their own restraint reporting data.
- DDOE continue to provide training to new administrators related to requirements of second level of reporting for discipline reports involving physical restraints of students and review guidelines for reporting incidents of students with disabilities displaying multiple related events within a limited period of time.
- DDOE continue to notify LEAs when a student has been restrained 50 or more times within a reporting year and encourage school staff to access technical assistance tools in Schoology. If the student/s receive special education services, the notification will encourage the IEP team to review the current IEP and determine if additional supports are necessary.
- DDOE continue to work with the Data Administration Team related to revisions to the physical restraint incident reporting form in the 2021-2022 school year. Training and technical assistance related to all revisions should be included in the reporting webinar provided annually by DDOE.

### **Student Demographics**

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

The tables below represent the ethnicity, gender, age, and disability category of students who received restraint procedures during the 2020-2021 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, 2020 through June 30, 2021.

Please note the following suppression rules for all tables:

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

**Table 1. Race and Ethnicity**

	Number of Students Restrained	Percentage of All Students Restrained
Two or More Races	-	5%
Black or African American	86	42%
American Indian/Alaskan Native	-	<5%
Asian	-	<5%
Hawaiian/Pacific Islander	-	<5%
Hispanic	19	9%
White	87	42%
<b>Total</b>	<b>205</b>	<b>100%</b>

Table 1 displays the race/ethnicity of students who were physically restrained. Of students requiring physical restraint intervention, 42% were Black or African American, 42% were White, and 9% were Hispanic.

**Table 2. Gender**

	Number of Students Restrained	Percentage of All Students Restrained
Male	182	89%
Female	23	11%
<b>Total</b>	<b>205</b>	<b>100%</b>

Table 2 displays the gender of all students who were physically restrained. Of those restrained, 89% were male and 11% were female.

**Table 3. Age**

	Number of Students Restrained	Percentage of All Students Restrained
3-5	-	<5%
6-8	69	34%
9-11	68	33%
12-14	35	17%
15-17	-	6%
18-21	18	9%
<b>Total</b>	<b>205</b>	<b>100%</b>

Table 3 displays the age ranges of all students who were physically restrained. The data indicates that 34% of those restrained were ages 6-8 and 33% were ages 9-11. Lower percentages of those

restrained were ages 3-5 (1%) and 15-17 (6%). Please note, ages were calculated as of December 31, 2020.

**Table 4. Disability Category**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
Regular Education Students	18	9%
100 (Mild Intellectual Disability)	-	<5%
200 (Emotional Disability)	41	20%
300 (Learning Disability)	-	<5%
400 (Moderate Intellectual Disability)	-	<5%
500 (Severe Intellectual Disability)	-	<5%
601 (Other Health Impairment)	21	10%
700 (Hearing Impairment)	-	<5%
800 (Visual Impairment)	-	<5%
1000 (Autism)	78	38%
1100 (Deaf - Blind)	-	<5%
1200 (Speech and/or Language Impairment)	-	<5%
1300 (Traumatic Brain Injury)	-	<5%
1400 (Developmental Delay)	22	11%
1600 (Preschool Speech Delay)	-	<5%
Not Reported (N/R)	-	<5%
<b>Total</b>	<b>205</b>	<b>100%</b>

Table 4 displays the number of students physically restrained that were regular education students, as well as the number of students within each special education disability category. Of the students identified in incident reports, 91% had an identified disability.

## Total Number of Reported Incidents of Physical Restraint

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

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

**Table 5. Reason for Physical Restraint**

Imminent Risk of Harm to:	Number of Physical Restraints	Percentage of All Physical Restraints
Others	226	35%
Self and Others	357	55%
Self	64	10%
<b>Total</b>	<b>647</b>	<b>100%</b>

Table 5 displays the reason for which physical restraint was a necessary intervention. The reason for using physical restraint was higher when the student’s behavior posed an imminent risk of harm to both the student and others (55%).

**Table 6. Physical Restraint Duration**

	Number of Physical Restraints	Percentage of All Physical Restraints
≤ 2 minutes*	193	30%
3-5 minutes	166	26%
6-9 minutes	86	13%
≥ 10 minutes	115	18%
Not Reported (N/R)	87	13%
<b>Total</b>	<b>647</b>	<b>100%</b>

Table 6 displays the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes (56%).



**Table 7. Time of Day**

	<b>Number of Physical Restraints</b>	<b>Percentage of All Physical Restraints</b>
AM	307	47%
PM	337	52%
Not Reported (N/R)	-	<5%
<b>Total</b>	<b>647</b>	<b>100%</b>

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

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

	<b>Number of Physical Restraints</b>	<b>Percentage of All Physical Restraints</b>
July	-	<5%
August	-	<5%
September	-	<5%
October	38	6%
November	54	8%
December	32	5%
January	63	10%
February	46	7%
March	151	23%
April	100	15%
May	125	19%
June	33	5%
<b>Total</b>	<b>647</b>	<b>100%</b>

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

## Appendix A

### Statewide Physical Restraints

<b>New Castle County</b>	381
<b>Kent County</b>	73
<b>Sussex County</b>	192
<b>Charter Schools</b>	1
<b>Total</b>	<b>647</b>

**New Castle County**

**Appoquinimink School District**

Early Childhood Centers	Number of Physical Restraints
Appoquinimink	-
Cedar Lane	-
Spring Meadow	-
Townsend	-
Elementary Schools	
Brick Mill	-
Bunker Hill	-
Cedar Lane	-
Loewood Grove	-
Olive B. Loss	-
Old State	-
Silver Lake	-
Townsend	-
Middle Schools	
Everett Meredith	-
Louis L. Redding	-
Alfred G. Waters	-
High Schools	
Appoquinimink	-
Middletown	-
Total Physical Restraints	34
Total Number of Students	-

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	-

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	-

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

**Brandywine School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Charles W. Bush	-
<b>Elementary Schools</b>	
Carrcroft	-
Claymont	-
Forwood	-
Hanby	-
Harlan	-
Lancashire	-
Lombardy	-
Maple Lane	-
Mount Pleasant	-
<b>Middle Schools</b>	
P.S. duPont	-
Springer	-
Talley	-
<b>High Schools</b>	
Brandywine	-
Concord	-
Mount Pleasant	-
<b>Special Programs</b>	
Brandywine Community	-
Brandywine SITE School	-
<b>Total Physical Restraints</b>	<b>27</b>
<b>Total Number of Students</b>	<b>-</b>

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

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

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

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

**Christina School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Christina	-
<b>Elementary Schools</b>	
Bancroft	-
Henry M. Brader	-
Brookside	-
John R. Downes	-
Elbert-Palmer	-
Albert H. Jones	-
Robert S. Gallaher	-
William B. Keene	-
Mary B. Leasure	-
R. Elisabeth Maclary	-
Thurgood Marshall	-
Joseph M. McVey	-
William A. Oberle, Jr.	-
Casimir Pulaski	-
Jennie E. Smith	-
Frederick Douglass Stubbs	-
West Park Place	-
Etta J. Wilson	-
<b>Middle Schools</b>	
Bayard	-
Gauger-Cobbs	-
George V. Kirk	-
Shue-Medill	-
<b>High Schools</b>	
Christiana	-
Glasgow	-
Newark	-
<b>Special Schools</b>	
Brennen	52
Delaware School for the Deaf	-
J. H. Douglass	-
Sarah Pyle Academy	-
<b>Special Programs</b>	
Alternative Programs	-
Networks	-
REACH Program	-
<b>Total Physical Restraints</b>	90
<b>Total Number of Students</b>	37

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	23
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	37

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

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	34
Female	-
<b>Total</b>	37

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
800 (Visual Impairment)	-
1000 (Autism)	22
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
<b>Total</b>	<b>37</b>

### Colonial School District

Early Childhood Centers	Number of Physical Restraints
Colonial Early Education Program	-
<b>Elementary Schools</b>	
Carrie Downie	-
Castle Hills	-
The Colwyck Center	-
Harry O. Eisenberg	-
New Castle	-
Pleasantville	-
Southern	54
Southern ILC	54
Kathleen H. Wilbur	-
Wilmington Manor	-
<b>Middle Schools</b>	
George Reed	-
Gunning-Bedford	-
Calvin R. McCullough	-
<b>High Schools</b>	
William Penn	-
<b>Special Schools</b>	
John G. Leach	-
The Wallace Wallin School	-
<b>Total Physical Restraints</b>	111
<b>Total Number of Students</b>	22

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

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

Gender	Number of Students Restrained
Male	20
Female	-
<b>Total</b>	22

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>22</b>



**New Castle County Vocational Technical School District**

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

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

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

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

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

### Red Clay School District

Early Childhood Centers	Number of Physical Restraints
Red Clay Early Years Program	1
Elementary Schools	Number of Physical Restraints
Austin D. Baltz	-
Brandywine Springs	-
William F. Cooke Jr.	-
Forest Oak	-
Heritage	-
Highlands	-
William C. Lewis Dual Language	-
Linden Hill	-
Marbrook	-
Anna P. Mote	-
North Star	-
Richardson Park	-
Richey	-
Evan G. Shortlidge	-
Warner	-
Middle Schools	
Alexis I. duPont	-
Cab Calloway School of the Arts	-
Conrad School of Sciences	-
Henry B. duPont	-
Skyline	-
Stanton	-
High Schools	
Alexis I. duPont	-
John Dickinson	-
Thomas McKean	-
Special Schools	
First State	-
Meadowood	17
Richardson Park Learning Center	-
Total Physical Restraints	119
Total Number of Students	28

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	28

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

Gender	Number of Students Restrained
Male	24
Female	-
Total	28

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

## Kent County

### Caesar Rodney School District

Early Childhood Centers	Number of Physical Restraints
J.R. McIlvaine	-
<b>Elementary Schools</b>	
W. Reily Brown	-
Allen Frear	-
Kent Elementary ILC	-
W.B. Simpson	-
Star Hill	-
Nellie H. Stokes	-
George S. Welch	-
<b>Middle Schools</b>	
Dover Air Base	-
Fred Fifer III	-
F. Niel Postlethwait	-
<b>High Schools</b>	
Caesar Rodney	-
<b>Special Schools</b>	
John S. Charlton	-
<b>Total Physical Restraints</b>	26
<b>Total Number of Students</b>	17

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

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

Gender	Number of Students Restrained
Male	16
Female	-
<b>Total</b>	17

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

### Capital School District

Elementary Schools	Number of Physical Restraints
East Dover	-
Fairview	-
Hartly	-
North Dover	-
South Dover	-
Towne Point	-
Booker T. Washington	-
Middle Schools	
Central	-
William Henry	-
High Schools	
Dover	-
Special Schools	
Kent County Community School	-
Kent County Secondary ILC	-
Total Physical Restraints	19
Total Number of Students	-

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	-

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	-

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

**Lake Forest School District**

Early Childhood Centers	Number of Physical Restraints
Delaware	-
Elementary Schools	
Central	-
East	-
North	-
South	7
Middle Schools	
W.T. Chipman	-
High Schools	
Lake Forest	-
<b>Total Physical Restraints</b>	-
<b>Total Number of Students</b>	-

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

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

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

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

### Milford School District

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

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

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

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

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

**PolyTech School District**

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

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

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

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

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



### Smyrna School District

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

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	-

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	-

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

## Sussex County

### Cape Henlopen School District

Elementary Schools	Number of Physical Restraints
H.O. Brittingham	-
Love Creek	-
Milton	-
Rehoboth	-
Richard A. Shields	-
Middle Schools	
Beacon	-
Mariner	-
High Schools	
Cape Henlopen	-
Special School	
Cape Henlopen District Off.	-
Sussex Consortium	96
<b>Total Physical Restraints</b>	<b>135</b>
<b>Total Number of Students</b>	<b>36</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	22
<b>Total</b>	<b>36</b>

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

Gender	Number of Students Restrained
Male	33
Female	-
<b>Total</b>	<b>36</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
800 (Visual Impairment)	-
1000 (Autism)	25
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>36</b>

### Delmar School District

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

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

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

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

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

### Indian River School District

Elementary Schools	Number of Physical Restraints
John M. Clayton	-
East Millsboro	-
Georgetown	-
Georgetown Kindergarten Center	-
Long Neck	-
Lord Baltimore	-
North Georgetown	-
Phillip C. Showell	-
Middle Schools	
Georgetown	-
Millsboro	-
Selbyville	-
High Schools	
Indian River	-
Sussex Central	-
Southern Delaware School for the Arts	-
Special Schools	
Carver Academy	-
Howard T. Ennis	-
Total Physical Restraints	27
Total Number of Students	-

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	-

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	-

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

### Laurel School District

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

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	-

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	-

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

### Seaford School District

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

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	
-	

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

Gender	Number of Students Restrained
Male	-
Female	-
Total	
-	

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

**Sussex Technical School District**

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

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

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

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

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

**Woodbridge School District**

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

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

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

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

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



## Charter Schools

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

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

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

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

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

## Private Placement

Program	Number of Physical Restraints
In-state	72
Out-of-state	28
<b>Total Physical Restraints</b>	<b>100</b>
<b>Total Number of Students</b>	<b>17</b>

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

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

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>17</b>

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