



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

School Year 2024-25

Important Notes to the Reader

Actions Supporting the Reduction in Use of Emergency Restraint and Seclusion (R/S) in School Settings

The ongoing examination and analysis of the R/S data continues to inform guidance, technical assistance, and professional development associated with best practices to reduce the number of emergency situations which occur and therefore reduce the need for the use of restraint and seclusion.

- The [*Guidelines to Identify and Educate Students with Emotional Disability*](#) 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 implementation of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs).
- Resources, technical assistance, and professional development opportunities related to the regulations around the use and reporting of restraint and seclusion in schools are available on the [Connecticut State Department of Education \(CSDE\)](#) and [State Education Resource Center \(SERC\)](#) websites.
- 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 Interagency Restraint and Seclusion Prevention Partnership, which provides information and resources, and highlights best practices to reduce restraint and seclusion through an annual conference and/or other targeted trainings.
- Updated guidance and forms reflecting the 2018 changes to 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 materials promote the use of trauma-informed, evidence-based practices in addressing students’ social, emotional, and behavioral needs.

Changes to Incidents Reported as Restraints

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 the duration, nature of the restraint or seclusion, and level of injury (if incurred), all incidents of restraint and seclusion are reported for students with disabilities or those who have been referred for a special education eligibility determination. Collecting this incident level data allows the CSDE to obtain an accurate picture of the reported incidence of R/S among Connecticut’s population of students with disabilities.

Effective July 1, 2018, Section 4 of Public Act 18-51, which amended Connecticut General Statutes Section 10-286b, expanded the definition of restraint to include escorts that required carrying or forcibly moving a student from one location to another. This legislation altered the reporting requirements for 2018-2019 making comparisons to prior years invalid. Therefore, 2018-19 data represent a new baseline based on this new definition. Prior to July 1, 2018, if a student was escorted, forcibly or otherwise, in response to an emergency situation, such an escort would not be reported as a restraint. Additionally, if a student was escorted to seclusion in response to an emergency, the seclusion alone was counted as a single event or incident since an escort was excluded from the definition of restraint. The department updated the data collection in 2019-20 to allow for a distinction between forcible escort restraints and other emergency physical restraints.

Data Notes to Support Interpretation

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.

A planning and placement team may place a student in an approved private special education program (APSEP) or regional educational service center (RESC) special education program if a student's current needs exceed the LEA's capacity to implement the Individualized Education Program (IEP). 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 includes data from each local or regional board of education and each institution or facility operating under contract with a local or regional board of education which:

- 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 IEP or whether the use of physical restraint or seclusion was a response to an emergency.

While the original statute requires the specification as to whether the seclusion was in accordance with the IEP or whether the use of physical restraint and seclusion was a response to an emergency, as of July 1, 2018, P.A. 18-51 stipulates that seclusion is no longer permitted to be used as a behavior intervention in the IEP. Therefore, all reported incidents of restraint and seclusion are in response to an emergency.

R/S incidents were reported for two types of students: students with an Individualized Education Program (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 2024-25 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) (169);
- endowed and incorporated academies (Academies) (3);
- public charter schools (21);
- college affiliated school districts (CASDs) (1);
- regional educational service centers (RESCs) (6); and
- approved private special education programs (APSEPs) (84).

Table 1 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 due to the nature and severity of the student's needs, the IEP cannot be implemented within the LEA.

The results and discussion section focuses on state level data. Organization-level data for the 2024-25 school year are presented in Appendix A.

Table 1: *Number and Percent of All Students Statewide with IEPs by Facility Type (October 1, 2024)*

Facility Type	Number of Students	Percent of Students
APSEP	3,291	3.52%
Academy	412	0.4%
Charter	1,275	1.3%
LEA	84,726	90.5%
CASD	207	0.2%
RESC	3,707	3.9%
Total	93,618	100.0%

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

Definitions and Concepts

Major Categories of R/S¹

- Physical 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.

- Seclusion** means the involuntary confinement of a person in a room, from which the student is physically prevented from leaving. In a public school, seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement.

Seclusion does *not* include:

- exclusionary time out; or

¹Public Act 18-51 updated section 10-236b 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.

- in-school suspensions.

3. Forcible Escort (Restraint) means involuntary carrying or forcibly moving a person from one location to another.²

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.

Methodology

For the 2024-25 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 2024-25 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 2024-25 was the same as in 2023-24. 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, special education status (IEP or signed consent to evaluate), nature of incident (restraint, seclusion or forcible escort), 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 duration. 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 included a help desk for all organizations, provision of additional supports to all new reporting organizations and consultation with the Bureau of Special Education and Performance Office staff. 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. 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 2024-25 R/S data is on file with the CSDE.

Results and Discussion

In total, 50,856 incidents of restraint and seclusion were reported to the CSDE in 2024-25. This includes 19,192 emergency restraints, 18,672 emergency seclusions and 12,992 forcible escort restraints. The use of restraint and seclusion has increased since 2023-24 when districts reported 46,186 total incidents of restraint and seclusion. While the number of emergency restraints was nearly identical to that in 2023-24 (19,155), increases were observed in emergency seclusions (16,485 in 2023-24) and forcible escort restraints (10,586 in 2023-24).

A total of 4,071 students (unduplicated count) or 4.3 percent of all students with disabilities were restrained and/or secluded. The number of all students with disabilities who were restrained and/or secluded was nearly identical to that from 2023-24 (4,070) but the percentage declined from 4.5 to 4.3 as the total number of students with disabilities was greater in 2024-25.

The gender, grade, and race/ethnicity of students restrained and/or secluded in 2024-25 are examined in Tables 2 and 3 and Figure 1. All tables in this section represent 2024-25 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 2024-25 differed significantly from the gender of all students with IEPs (χ^2 (2, N = 4,071) = 342.4, $p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.30$) 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 (Count)	Students Restrained and/or Secluded (Percent)	All Students with IEPs (Count)	All Students with IEPs (Percent)
Female	*	*	33,387	35.6%
Male	3,180	78.1%	60,107	64.2%
Non-Binary	*	*	124	0.1%
Total	4,071	100.0%	93,618	100.0%

**Data suppressed to protect student confidentiality*

Figure 1, below, provides the proportion of students who were restrained and/or secluded by grade. Students in elementary grades were more likely to be restrained and/or secluded than other grades.

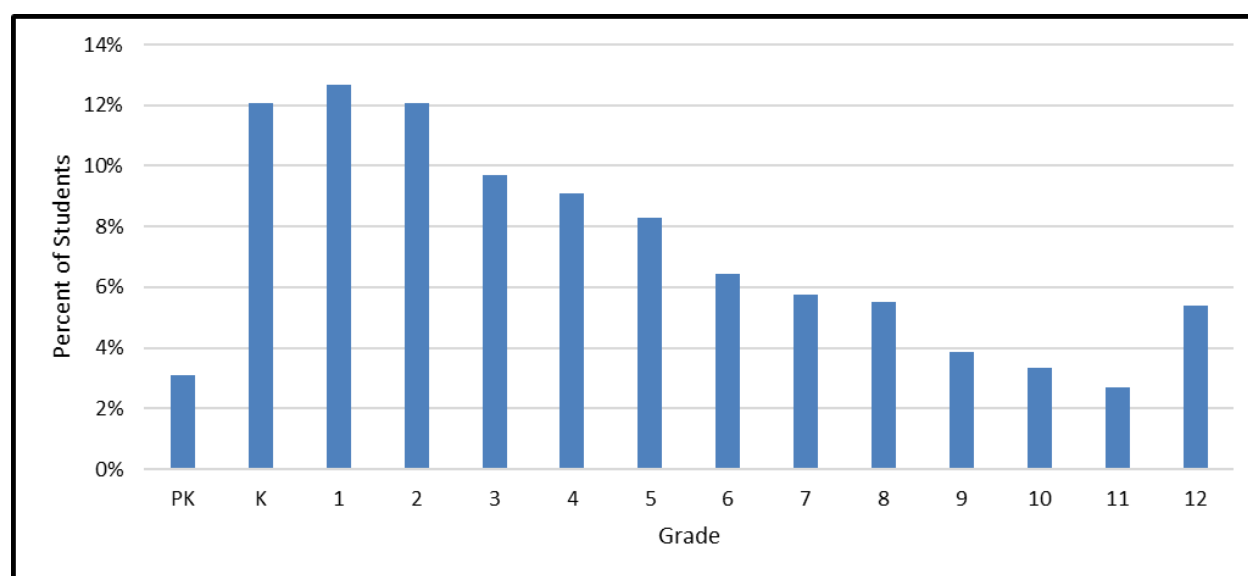


Figure 1. Bar chart illustrating grades of students restrained and/or secluded in 2024-25 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2024-25 differed significantly from the race/ethnicity of all students with IEPs (χ^2 (6, N = 4,071) = 123.9, $P < .0001$). Effect size, a statistical measure of practical significance, indicated a weak association ($\phi = 0.17$) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students and students of two or more races were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.

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

Race/Ethnicity	Students Restrained and/or Secluded (Count)	Students Restrained and/or Secluded (Percent)	All Students with IEPs (Count)	All Students with IEPs (Percent)
American Indian or Alaska Native	*	*	218	0.2%
Asian	80	2.0%	2,365	2.5%
Black or African American	829	20.4%	14,261	15.2%
Hispanic/Latino of any race	1,419	34.9%	33,667	36.0%
Native Hawaiian or Other Pacific Islander	*	*	73	0.1%
Two or More Races	258	6.3%	4,530	4.8%
White	1,469	36.1%	38,504	41.1%
Total	4,071	100.0%	93,618	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. R/S incidents take place in response to an emergency situation when students demonstrate significant self-injurious and/or aggressive behaviors. Individual 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 an LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by that organization. Table 4 examines the range in the number of incidents reported for students at the state level. While just under three quarters (72.8%) of students had 10 or fewer R/S incidents during the 2024-25 school year, there were 64 students with greater than 100 R/S incidents.

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

Number of Incidents	Emergency Restraint (Count)	Emergency Restraint (Percent)	Emergency Seclusion (Count)	Emergency Seclusion (Count)	Forcible Escorts (Restraint) (Count)	Forcible Escorts (Restraint) (Percent)	All Incident Types (Count)	All Incident Types (Percent)
1	996	35.7%	696	31.1%	882	39.0%	1,106	27.2%
2-5	978	35.1%	761	34.0%	817	36.1%	1,344	33.0%
6-10	378	13.6%	297	13.3%	260	11.5%	514	12.6%
11-50	391	14.0%	426	19.1%	281	12.4%	898	22.0%
51-100	34	1.2%	45	2.0%	*	*	145	3.6%
Over 100	11	0.4%	10	0.4%	*	*	64	1.6%
Total	2,788	100.0%	2,235	100.0%	2,262	100.0%	4,071	100.0%

Note: If a student had more than one type of incident, the student is counted in each applicable column, but is counted only once in the All Incident Types column. A student with one emergency restraint and one emergency seclusion would be counted in the “2-5” row under the All Incident Types column. An asterisk (*) represents data that are suppressed to protect student confidentiality.

R/S Incidents Resulting in Injury

There was a total of 458 incidents resulting in injuries, non-serious and serious, during the 2024-25 school year, which is up from 417 incidents in 2023-24. Injuries occurred in 458 out of 50,856 incidents or 0.9% of all incidents. Table 5 includes counts of total injuries.

Of the 458 incidents resulting in injury, 6 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. All incidents in 2024-25 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: Incident Count	Emergency Restraints: Student Count	Emergency Restraints: Total Injuries	Emergency Seclusions: Incident Count	Emergency Seclusions: Student Count	Emergency Seclusions: Total Injuries	Forcible Escorts: Incident Count	Forcible Escorts: Student Count	Forcible Escorts: Total Injuries
APSEP	5,859	738	75	4,860	487	21	3,246	443	20
Academy	*	*	0	0	0	0	0	0	0
CASD	*	*	0	46	*	*	24	*	0
Charter	97	12	0	30	*	*	6	*	0
LEA	9,082	1,696	120	9,861	1,475	119	6,676	1,474	38
RESC	4,119	444	24	3,875	336	23	3,040	397	15
Total	19,192	2,898	219	18,672	2,306	166	12,992	2,325	73

Note: If a student had an incident in more than one facility type, the student 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.

Duration of R/S Incidents

The duration of R/S incidents was examined. Tables 6, 7, and 8 provide data on the duration of emergency restraints, emergency seclusions, and forcible escort restraints respectively.

Table 6 shows that the majority of emergency restraints (96.8%) lasted 20 minutes or less, with more than half (64.3%) lasting five minutes or less. Less than one tenth of one percent (0.07%) of emergency restraints lasted over one hour.

Table 6: *Duration of Emergency Restraints by Facility Type*

Facility Type	0-1 Minutes	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Restraints
APSEP	324	1,211	1,584	2,446	256	29	9	5,859
Academy	*	*	*	0	*	0	0	1
CASD	0	8	13	13	0	0	0	34
Charter	*	34	40	22	*	0	*	97
LEA	509	2,622	2,972	2,767	192	*	*	9,082
RESC	580	1,448	999	991	93	*	*	4,119
Statewide Total	1,414 (7.4%)	5,323 (27.7%)	5,609 (29.2%)	6,239 (32.5%)	541 (2.8%)	52 (0.3%)	14 (0.1%)	19,192 (100.0%)

*Data suppressed to protect student confidentiality

Table 7 shows that almost all emergency seclusions (90%) lasted 20 minutes or less, with 47.5 percent lasting five minutes or less. Just over one percent (1.02%) of emergency seclusions lasted over an hour.

Table 7: *Duration of Emergency Seclusions by Facility Type*

Facility Type	0-1 Minutes	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Seclusions
APSEP	404	901	1,121	1,838	380	130	86	4,860
Academy	0	0	0	0	0	0	0	0
CASD	*	*	*	20	0	0	0	46
Charter	0	*	*	15	8	*	*	30
LEA	290	1,685	2,340	4,490	780	178	98	9,861
RESC	233	1,014	865	1,555	176	*	*	3,875
Statewide Total	928 (5.0%)	3,610 (19.3%)	4,340 (23.2%)	7,918 (42.4%)	1,346 (7.2%)	339 (1.8%)	191 (1.0%)	18,672 (100.0%)

**Data suppressed to protect student confidentiality*

Table 8 shows that nearly all emergency forcible escorts (99.8%) lasted 20 minutes or less, with 98.6% percent lasting five minutes or less.

Table 8: *Duration of Emergency Forcible Escorts (Restraints) by Facility Type*

Facility Type	0-1 Minutes	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Forcible Escorts
APSEP	1,275	1,791	146	32	*	*	0	3,246
Academy	0	0	0	0	0	0	0	0
CASD	*	21	*	*	0	0	0	24
Charter	*	*	*	*	0	0	0	6
LEA	2,268	3,789	494	104	18	*	*	6,676
RESC	1,168	1,760	90	19	*	*	0	3,040
Statewide Total	4,712 (36.3%)	7,365 (56.7%)	732 (5.6%)	157 (1.2%)	20 (0.1%)	* (0.0%)	* (0.0%)	12,992 (100.0%)

**Data suppressed to protect student confidentiality*

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 disability, 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 2 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.

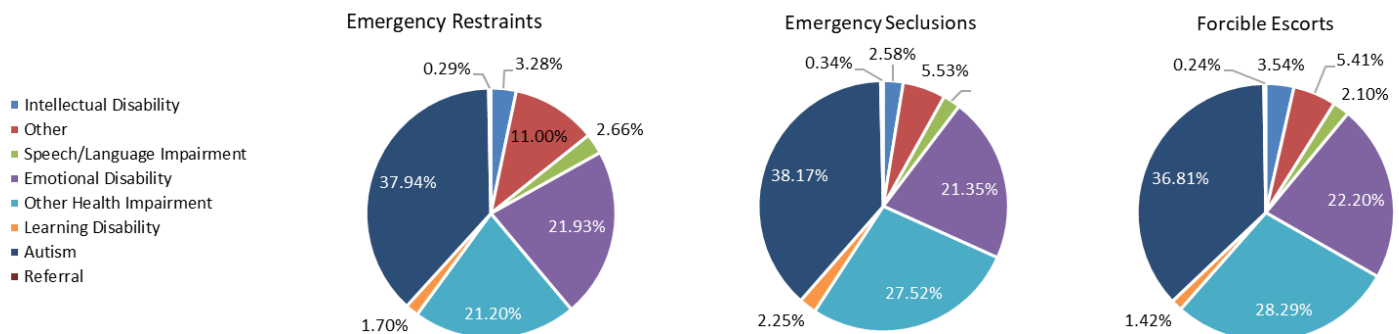


Figure 2. Pie charts comparing emergency restraint, emergency seclusion and forcible escort restraints by Primary Disability (2023-24 school year).

Actions Supporting the Reduction in 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 emergency situations necessitating the use of emergency restraints and seclusions in the school setting. In 2023-24, the CSDE, in collaboration with the Connecticut Parent Advocacy Center and the Office of the Child Advocate, conducted a series of training videos which are posted online: [\(1102\) Restraint and Seclusion – YouTube](#). This dual-capacity series was designed to provide accurate and objective information to all stakeholders about the current Connecticut laws regarding restraint and seclusion in schools, documentation requirements, effective family-school communication, and supporting student behavior.

Part 1: A Dialogue about the Current Connecticut Laws Regarding Restraint and Seclusion in Schools

This session reviews the current laws regarding restraint and seclusion in Connecticut schools, and the role of the Planning and Placement Team (PPT) to support the student through challenging behaviors in accordance with the Individuals with Disabilities Education Act (IDEA) and Connecticut Statutes and Regulations.

Part 2: Documentation Requirements for Restraint and Seclusion Reports and Best Practices for Family-School Communication

This session reviews the documentation and reporting requirements for restraint and seclusion reports. Participants will learn how thorough, accurate, and quality content in the reports and collaborative family-school communication can assist Planning and Placement Teams (PPTs) to effectively plan for the student's needs.

Part 3: Supporting Students in the Classroom: Applying Functional Behavioral Assessments (FBA) Results to Inform Function - Based Preventative Strategies

This session emphasizes the importance of treatment planning based on direct results from the Functional Behavioral Assessment (FBA) process. The training covers historical approaches toward behavioral intervention, behavior as a form of communication, and prevention-based treatment planning.

In 2022-23, the CSDE designed a process to identify incidents of restraint lasting 20 minutes or more and seclusion reported as lasting 40 minutes or more to ensure that incidents are reported accurately. Additionally, when a restraint or seclusion extends beyond 15 minutes, the appropriate oversight and documentation by an administrator (or designee) is maintained within the student record in the state's restraint and seclusion data system. Reports are being added to

assist administrators at the building level to further monitor compliance of all their facilities and staff with these regulations.

The CSDE will continue to support and assist LEAs 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 Disability; Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion in Schools; and Guidance Related to Recent Legislation Regarding Restraint 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 LEAs and schools.

In a coordinated statewide effort, the CSDE participates in the Connecticut Interagency 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 partnership has developed a needs assessment to inform future plans to provide prevention activities, proactive strategies, and meaningful tools to assist providers in avoiding the need to use restraint and seclusion across settings and across agencies.

The CSDE also collaborates with the Regional Educational Service Centers (RESCs) and the State Education 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

Counts of All R/S Incidents, Emergency Restraints (Emerg. Rest.), Emergency Seclusions (Emerg. Secl.), and Forcible Escort Restraints by Organization and Facility Type

Facility Type	Code	Organization Name	All R/S Incidents: Incident Count	All R/S Incidents: Student Count	Emerg. Rest.: Incident Count	Emerg. Rest.: Student Count	Emerg. Rest.: Injury Count	Emerg. Secl.: Incident Count	Emerg. Secl.: Student Count	Emerg. Secl.: Injury Count	Forcible Escort Rest.: Incident Count	Forcible Escort Rest.: Student Count	Forcible Escort Rest.: Injury Count
LEA	0010011	Andover School District	*	*	*	*	0	*	*	0	*	*	0
LEA	0020011	Ansonia School District	53	11	33	10	0	7	*	0	13	*	0
LEA	0030011	Ashford School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0040011	Avon School District	85	12	15	*	0	60	9	0	10	*	0
LEA	0050011	Barkhamsted School District	*	*	*	*	0	*	*	0	0	0	0
LEA	0070011	Berlin School District	59	8	13	*	*	37	7	0	9	*	0
LEA	0080011	Bethany School District	53	*	10	*	0	28	*	0	15	*	0
LEA	0090011	Bethel School District	306	28	85	12	*	172	21	*	49	16	0
LEA	0110011	Bloomfield School District	195	18	43	8	0	81	10	0	71	10	0
LEA	0120011	Bolton School District	17	*	8	*	0	*	*	0	*	*	0
LEA	0130011	Bozrah School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0140011	Branford School District	39	*	27	*	0	*	*	0	11	*	0
LEA	0150011	Bridgeport School District	298	50	143	40	*	105	14	*	50	18	*
LEA	0170011	Bristol School District	1,550	86	524	63	*	626	55	7	400	51	0
LEA	0180011	Brookfield School District	197	12	45	8	0	124	7	*	28	*	*
LEA	0190011	Brooklyn School District	111	13	*	*	0	65	9	0	44	8	0
LEA	0210011	Canaan School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0220011	Canterbury School District	10	*	*	*	0	7	*	0	*	*	0
LEA	0230011	Canton School District	139	11	*	*	0	84	8	*	52	*	0
LEA	0240011	Chaplin School District	24	*	0	0	0	12	*	*	12	*	0
LEA	0250011	Cheshire School District	387	27	94	17	0	166	17	*	127	19	0
LEA	0260011	Chester School District	*	*	*	*	0	0	0	0	*	*	0
LEA	0270011	Clinton School District	88	14	50	8	0	35	11	0	*	*	0
LEA	0280011	Colchester School District	281	17	22	8	0	198	15	*	61	8	0
LEA	0290011	Colebrook School District	*	*	*	*	0	0	0	0	0	0	0
LEA	0300011	Columbia School District	26	*	7	*	0	13	*	0	*	*	0
LEA	0310011	Cornwall School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0320011	Coventry School District	74	14	9	*	0	29	12	*	36	11	*
LEA	0330011	Cromwell School District	71	15	35	9	*	12	*	0	24	8	0

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LEA	0340011	Danbury School District	777	64	372	49	13	114	20	*	291	39	*
LEA	0350011	Darien School District	70	14	61	12	0	0	0	0	9	*	0
LEA	0360011	Deep River School District	*	*	*	*	0	0	0	0	0	0	0
LEA	0370011	Derby School District	173	11	14	*	0	59	*	0	100	10	*
LEA	0390011	Eastford School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0400011	East Granby School District	*	*	*	*	0	0	0	0	0	0	0
LEA	0410011	East Haddam School District	22	*	*	*	0	8	*	0	9	*	0
LEA	0420011	East Hampton School District	183	19	32	10	0	86	14	*	65	14	0
LEA	0430011	East Hartford School District	539	69	277	45	18	108	36	*	154	43	*
LEA	0440011	East Haven School District	17	*	13	*	0	*	*	0	*	*	0
LEA	0450011	East Lyme School District	235	13	44	7	*	190	12	*	*	*	0
LEA	0460011	Easton School District	161	11	*	*	0	98	9	0	57	10	0
LEA	0470011	East Windsor School District	222	22	144	20	0	58	9	0	20	8	0
LEA	0480011	Ellington School District	40	7	13	*	*	21	*	*	*	*	0
LEA	0490011	Enfield School District	1,125	87	304	50	*	526	57	*	295	57	0
LEA	0500011	Essex School District	7	*	*	*	0	*	*	0	0	0	0
LEA	0510011	Fairfield School District	235	35	73	23	0	82	20	*	80	25	0
LEA	0520011	Farmington School District	227	25	68	21	*	114	18	*	45	11	0
LEA	0530011	Franklin School District	26	*	19	*	*	*	*	0	*	*	0
LEA	0540011	Glastonbury School District	225	27	153	19	*	53	13	*	19	13	0
LEA	0560011	Granby School District	63	15	14	8	0	14	9	0	35	8	0
LEA	0570011	Greenwich School District	18	7	16	*	0	*	*	0	*	*	0
LEA	0580011	Griswold School District	44	10	*	*	0	30	*	0	9	7	0
LEA	0590011	Groton School District	414	38	148	23	*	195	22	*	71	22	0
LEA	0600011	Guilford School District	77	7	*	*	0	67	*	0	*	*	0
LEA	0620011	Hamden School District	141	40	96	28	*	28	14	0	17	14	0
LEA	0630011	Hampton School District	41	*	*	*	0	14	*	0	22	*	0
LEA	0640011	Hartford School District	497	85	179	54	*	127	40	*	191	46	*
LEA	0650011	Hartland School District	*	*	*	*	0	*	*	0	*	*	0
LEA	0670011	Hebron School District	23	8	*	*	0	17	*	0	*	*	0
LEA	0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0690011	Killingly School District	143	17	*	*	0	110	15	0	29	10	0
LEA	0710011	Lebanon School District	52	*	9	*	0	16	*	0	27	*	0
LEA	0720011	Ledyard School District	286	21	47	*	*	173	17	*	66	14	*
LEA	0730011	Lisbon School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0760011	Madison School District	63	10	7	*	0	39	*	*	17	7	0

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LEA	0770011	Manchester School District	532	80	201	48	*	226	38	0	105	41	*
LEA	0780011	Mansfield School District	12	*	8	*	0	*	*	0	*	*	0
LEA	0790011	Marlborough School District	80	8	10	*	0	43	7	*	27	*	0
LEA	0800011	Meriden School District	2,305	159	1,353	124	14	392	59	*	560	86	7
LEA	0830011	Middletown School District	453	40	135	19	0	125	24	0	193	31	0
LEA	0840011	Milford School District	254	31	139	25	*	90	18	*	25	10	0
LEA	0850011	Monroe School District	43	8	11	*	0	7	*	0	25	*	0
LEA	0860011	Montville School District	122	13	21	*	0	62	10	*	39	7	0
LEA	0880011	Naugatuck School District	622	41	195	24	*	265	22	0	162	31	0
LEA	0890011	New Britain School District	1,012	103	395	70	*	268	52	0	349	62	*
LEA	0900011	New Canaan School District	63	9	22	*	0	31	*	0	10	*	0
LEA	0910011	New Fairfield School District	245	17	156	11	0	51	*	*	38	13	0
LEA	0920011	New Hartford School District	9	*	*	*	0	*	*	0	*	*	0
LEA	0930011	New Haven School District	17	9	15	9	0	0	0	0	*	*	0
LEA	0940011	Newington School District	80	21	39	14	0	28	10	*	13	8	0
LEA	0950011	New London School District	187	40	38	20	0	135	27	*	14	10	0
LEA	0960011	New Milford School District	266	31	50	12	*	183	25	8	33	13	*
LEA	0970011	Newtown School District	67	17	13	7	0	29	9	0	25	11	0
LEA	0980011	Norfolk School District	0	0	0	0	0	0	0	0	0	0	0
LEA	0990011	North Branford School District	24	*	13	*	0	*	*	0	10	*	0
LEA	1000011	North Canaan School District	34	*	31	*	*	*	*	0	*	*	0
LEA	1010011	North Haven School District	197	18	83	13	0	112	13	*	*	*	0
LEA	1020011	North Stonington School District	7	*	7	*	0	0	0	0	0	0	0
LEA	1030011	Norwalk School District	80	33	59	30	0	17	9	0	*	*	0
LEA	1040011	Norwich School District	493	37	218	29	0	170	22	*	105	18	0
LEA	1060011	Old Saybrook School District	23	*	*	*	0	15	*	*	*	*	0
LEA	1070011	Orange School District	*	*	*	*	0	*	*	*	0	0	0
LEA	1080011	Oxford School District	26	*	*	*	0	10	*	*	13	*	0
LEA	1090011	Plainfield School District	65	15	36	9	0	12	7	*	17	7	0
LEA	1100011	Plainville School District	180	15	55	9	0	84	9	*	41	11	0
LEA	1110011	Plymouth School District	179	22	31	7	0	110	21	0	38	16	*
LEA	1120011	Pomfret School District	78	*	27	*	0	17	*	0	34	*	0
LEA	1130011	Portland School District	130	17	16	10	*	73	11	*	41	14	0
LEA	1140011	Preston School District	0	0	0	0	0	0	0	0	0	0	0
LEA	1160011	Putnam School District	127	17	44	11	0	37	9	0	46	11	0
LEA	1170011	Redding School District	68	7	18	*	0	19	*	0	31	*	0

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LEA	1180011	Ridgefield School District	52	15	27	9	*	*	*	0	20	9	0
LEA	1190011	Rocky Hill School District	339	21	69	12	*	140	12	*	130	17	*
LEA	1210011	Salem School District	*	*	0	0	0	*	*	0	*	*	0
LEA	1220011	Salisbury School District	0	0	0	0	0	0	0	0	0	0	0
LEA	1230011	Scotland School District	*	*	*	*	0	*	*	0	0	0	0
LEA	1240011	Seymour School District	279	25	21	10	0	179	17	*	79	17	0
LEA	1250011	Sharon School District	*	*	*	*	0	0	0	0	0	0	0
LEA	1260011	Shelton School District	190	25	66	13	0	89	13	0	35	17	*
LEA	1280011	Simsbury School District	97	11	73	*	*	21	7	*	*	*	0
LEA	1290011	Somers School District	77	8	*	*	0	44	7	0	28	*	0
LEA	1310011	Southington School District	416	28	96	14	*	260	23	*	60	13	0
LEA	1320011	South Windsor School District	66	17	17	8	0	24	7	*	25	12	0
LEA	1340011	Stafford School District	31	7	16	*	0	*	*	0	9	*	0
LEA	1350011	Stamford School District	146	35	52	16	0	50	20	*	44	20	0
LEA	1360011	Sterling School District	10	*	10	*	0	0	0	0	0	0	0
LEA	1370011	Stonington School District	253	10	7	*	*	183	10	*	63	8	0
LEA	1380011	Stratford School District	356	48	70	27	0	175	34	*	111	32	*
LEA	1390011	Suffield School District	452	17	44	7	*	227	13	*	181	14	0
LEA	1400011	Thomaston School District	95	7	36	*	0	39	*	0	20	*	0
LEA	1410011	Thompson School District	*	*	*	*	0	0	0	0	0	0	0
LEA	1420011	Tolland School District	51	*	15	*	0	29	*	0	7	*	0
LEA	1430011	Torrington School District	435	31	101	14	*	186	19	*	148	23	*
LEA	1440011	Trumbull School District	168	21	76	14	*	57	10	*	35	11	0
LEA	1460011	Vernon School District	138	22	59	18	0	59	11	0	20	9	0
LEA	1480011	Wallingford School District	160	22	34	13	0	76	16	*	50	16	0
LEA	1510011	Waterbury School District	379	82	207	66	0	129	30	*	43	21	*
LEA	1520011	Waterford School District	27	7	10	*	0	13	*	0	*	*	0
LEA	1530011	Watertown School District	274	24	126	19	0	80	15	0	68	15	0
LEA	1540011	Westbrook School District	28	*	16	*	0	*	*	0	9	*	0
LEA	1550011	West Hartford School District	679	63	155	30	*	325	44	*	199	42	*
LEA	1560011	West Haven School District	158	31	89	25	0	*	*	0	63	17	0
LEA	1570011	Weston School District	43	*	*	*	0	12	*	0	26	*	0
LEA	1580011	Westport School District	51	12	33	*	*	7	*	0	11	*	0
LEA	1590011	Wethersfield School District	123	15	44	13	*	44	8	0	35	8	0
LEA	1600011	Willington School District	99	*	8	*	*	47	*	0	44	*	0
LEA	1610011	Wilton School District	78	7	20	*	0	51	*	0	7	*	0

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LEA	1620011	Winchester School District	82	19	27	10	0	11	7	0	44	17	0
LEA	1630011	Windham School District	277	31	208	28	*	43	12	*	26	10	0
LEA	1640011	Windsor School District	242	34	61	22	0	116	21	*	65	20	0
LEA	1650011	Windsor Locks School District	50	14	10	7	0	32	8	0	8	*	*
LEA	1660011	Wolcott School District	76	12	22	9	0	38	9	0	16	8	0
LEA	1670011	Woodbridge School District	117	*	*	*	0	49	*	*	66	*	0
LEA	1690011	Woodstock School District	25	*	17	*	0	8	*	0	0	0	0
LEA	2010012	Regional School District 01	77	*	76	*	0	0	0	0	*	*	0
LEA	2040012	Regional School District 04	0	0	0	0	0	0	0	0	0	0	0
LEA	2050012	Regional School District 05	7	*	7	*	*	0	0	0	0	0	0
LEA	2070012	Regional School District 07	*	*	*	*	0	0	0	0	0	0	0
LEA	2080012	Regional School District 08	0	0	0	0	0	0	0	0	0	0	0
LEA	2090012	Regional School District 09	0	0	0	0	0	0	0	0	0	0	0
LEA	2100012	Regional School District 10	147	14	59	9	*	38	9	0	50	12	0
LEA	2110012	Regional School District 11	0	0	0	0	0	0	0	0	0	0	0
LEA	2120012	Regional School District 12	50	*	11	*	0	32	*	0	7	*	0
LEA	2130012	Regional School District 13	27	*	25	*	0	*	*	0	*	*	0
LEA	2140012	Regional School District 14	73	7	69	7	*	*	*	0	*	*	0
LEA	2150012	Regional School District 15	155	15	47	7	*	28	*	0	80	8	*
LEA	2160012	Regional School District 16	35	10	29	8	*	*	*	0	*	*	0
LEA	2170012	Regional School District 17	67	7	11	*	0	26	*	0	30	*	0
LEA	2180012	Regional School District 18	*	*	*	*	0	*	*	0	*	*	0
LEA	2190012	Regional School District 19	*	*	0	0	0	*	*	0	0	0	0
LEA	2200012	Regional School District 20	25	*	14	*	0	8	*	0	*	*	0
LEA	3370015	Department of Mental Health and Addiction Services	0	0	0	0	0	0	0	0	0	0	0
LEA	3470015	Unified School District #2	*	*	*	*	0	0	0	0	0	0	0
LEA	9000016	Connecticut Technical Education and Career System	*	*	*	*	0	*	*	0	*	*	0
RESC	2410014	Capital Region Education Council	3,748	186	1,184	136	9	1,750	133	*	814	120	*
RESC	2420014	EdAdvance	255	22	168	19	*	7	*	0	80	12	0
RESC	2430014	Cooperative Educational Services	649	73	388	58	0	107	21	0	154	38	0
RESC	2440014	Area Cooperative Educational Services	3,453	254	1,056	167	11	1,123	126	*	1,274	171	8

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RESC	2450014	Learn	1,131	50	403	37	*	598	32	0	130	28	*
RESC	2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)	1,798	33	920	28	*	290	*	0	588	29	*
APSEP	0046821	The Webb School in the Valley	100	10	55	10	*	37	7	*	8	*	0
APSEP	0046921	Oak Hill School at Farmington Valley Montessori	42	*	42	*	0	0	0	0	0	0	0
APSEP	0070121	Prism Academy	187	17	156	16	*	22	8	*	9	*	0
APSEP	0100161	Arch Bridge School	0	0	0	0	0	0	0	0	0	0	0
APSEP	0110621	Adelbrook Academy Cromwell at Bloomfield	188	12	31	10	*	65	9	0	92	10	*
APSEP	0170561	Oak Hill School at Hartford Secondary	30	*	30	*	*	0	0	0	0	0	0
APSEP	0190161	The Learning Clinic	*	*	*	*	0	0	0	0	0	0	0
APSEP	0230121	Fresh Start School	0	0	0	0	0	0	0	0	0	0	0
APSEP	0330161	Adelbrook Academy Cromwell	1,133	66	688	60	8	225	42	*	220	47	*
APSEP	0360161	Connecticut Coastal Academy	0	0	0	0	0	0	0	0	0	0	0
APSEP	0380261	Rushford Day School	*	*	*	*	0	*	*	0	0	0	0
APSEP	0440221	Pathways Academy - East Haven	0	0	0	0	0	0	0	0	0	0	0
APSEP	0450121	Bloom BCS Transition Center	0	0	0	0	0	0	0	0	0	0	0
APSEP	0450261	The Light House Learning Campus	12	*	8	*	*	*	*	0	0	0	0
APSEP	0460161	The Speech Academy Easton	0	0	0	0	0	0	0	0	0	0	0
APSEP	0490161	Natchaug Hospital School Joshua Center-Enfield	*	*	*	*	0	0	0	0	0	0	0
APSEP	0490621	Connecticut Education Center	114	9	7	*	0	52	7	0	55	9	0
APSEP	0516061	St. Catherine Academy	*	*	*	*	0	0	0	0	0	0	0
APSEP	0530121	Natchaug Hospital Green Valley School	118	11	73	8	0	*	*	0	44	10	0
APSEP	0570921	Hubbard Day School	187	25	186	25	0	0	0	0	*	*	0
APSEP	0620261	Cedarhurst School	*	*	*	*	0	0	0	0	0	0	0
APSEP	0620361	Whitney Hall School	234	49	226	49	*	0	0	0	8	*	0
APSEP	0640261	Grace S. Webb School	49	14	36	14	*	13	*	*	0	0	0
APSEP	0642061	Eagle House Education Program	*	*	*	*	0	0	0	0	0	0	0
APSEP	0642161	High Road School of Hartford High	47	13	38	11	0	7	*	0	*	*	0

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APSEP	0642261	High Road School of Hartford-Primary	103	24	75	23	0	14	8	0	14	8	0
APSEP	0646061	Futures School-West Hartford	0	0	0	0	0	0	0	0	0	0	0
APSEP	0646161	Options Educational Services	0	0	0	0	0	0	0	0	0	0	0
APSEP	0690161	Natchaug Hospital School Joshua Center NE-Danielson	0	0	0	0	0	0	0	0	0	0	0
APSEP	0670221	Oak Hill School at Hemlocks Center	42	7	39	7	0	*	*	0	*	*	0
APSEP	0690421	High Road School Hartford High at Windham County	39	*	17	*	0	14	*	0	8	*	0
APSEP	0690521	High Road School Hartford Primary at Windham County	96	*	36	*	0	14	*	0	46	*	0
APSEP	0760161	Grove School	0	0	0	0	0	0	0	0	0	0	0
APSEP	0770161	Community Child Guidance Clinic School	583	33	135	22	*	230	28	*	218	32	0
APSEP	0770221	Adelbrook Academy Manchester	224	16	95	11	0	43	13	0	86	13	0
APSEP	0770361	Manchester Memorial Hospital Clinical Day School	16	*	13	*	0	*	*	0	*	*	0
APSEP	0780361	Natchaug Hospital Journey School	*	*	*	*	0	0	0	0	*	*	0
APSEP	0800161	Meliora Academy	52	10	37	*	*	14	*	*	*	*	0
APSEP	0836321	Adelbrook Transitional Academy	165	13	128	12	13	*	*	0	36	7	*
APSEP	0840161	Charles F. Hayden School at Boys & Girls Village	152	36	114	28	0	35	16	*	*	*	*
APSEP	0840461	Milestones Behavioral Services-Orange	766	24	315	15	0	422	21	*	29	7	0
APSEP	0840561	Milestones Behavioral Services-Milford	613	25	165	21	0	401	21	0	47	7	0
APSEP	0846061	The Foundation School-Milford	0	0	0	0	0	0	0	0	0	0	0
APSEP	0846161	Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0
APSEP	0860221	Bradley School-New London Regional	1,531	46	329	30	*	684	38	*	518	43	11
APSEP	0880521	Aspire Living and Learning (ALL) Academy: Naugatuck	444	19	27	7	0	290	18	0	127	13	0
APSEP	0890261	Oak Hill School at Bristol	160	17	159	17	*	0	0	0	*	*	0

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APSEP	0890361	Raymond Hill School	652	51	261	42	*	281	41	*	110	33	*
APSEP	0890461	Solterra Academy	1,269	63	585	57	12	339	46	0	345	41	*
APSEP	0895161	Oak Hill School at Hartford Primary	41	*	16	*	0	25	*	0	0	0	0
APSEP	0920161	Oak Hill School at Ann Antolini School	41	*	7	*	0	34	*	0	0	0	0
APSEP	0930661	Chapel Haven Schleifer Center, Inc.	0	0	0	0	0	0	0	0	0	0	0
APSEP	0931461	Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
APSEP	0950161	Connecticut College Child Development Lab School	0	0	0	0	0	0	0	0	0	0	0
APSEP	1010161	Elizabeth Ives School for Special Children	*	*	*	*	0	*	*	0	0	0	0
APSEP	1036261	High Road School of Fairfield County	342	18	210	15	0	55	9	0	77	14	0
APSEP	1040721	Natchaug Hospital School Joshua Center Thames Valley CDT	*	*	*	*	0	0	0	0	0	0	0
APSEP	1060161	Natchaug Hospital School CDT-Shoreline	0	0	0	0	0	0	0	0	0	0	0
APSEP	1060321	A Collaborative Academy	*	*	*	*	0	0	0	0	*	*	0
APSEP	1070161	The Foundation School-Orange	*	*	0	0	0	*	*	0	0	0	0
APSEP	1075061	Hope Academy	*	*	*	*	0	0	0	0	0	0	0
APSEP	1100261	Northwest Village School/Wheeler Clinic	264	31	78	24	*	115	26	0	71	23	0
APSEP	1105261	Oak Hill School at Middle School of Plainville	*	*	*	*	0	0	0	0	0	0	0
APSEP	1106161	Oak Hill School at Haddam-Killingworth High School	*	*	*	*	0	0	0	0	0	0	0
APSEP	1130121	Oak Hill School at Portland	51	*	47	*	*	0	0	0	*	*	0
APSEP	1190121	Hubbard Day School North	*	*	*	*	*	0	0	0	0	0	0
APSEP	1350161	Villa Maria Education Center	0	0	0	0	0	0	0	0	0	0	0
APSEP	1351321	Aspire Living and Learning (ALL) Academy: Stamford	787	16	132	7	0	308	13	0	347	16	*
APSEP	1356621	The Spire School	*	*	0	0	0	*	*	0	0	0	0
APSEP	1356721	The Pinnacle School, LLC	59	11	23	7	0	19	*	0	17	9	0

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APSEP	1380121	Aspire Living and Learning (ALL) Academy: Trumbull	1,520	39	418	27	*	513	31	0	589	34	*
APSEP	1410161	River Run Academy at the Susan Wayne Center of Excellence	125	25	125	25	*	0	0	0	0	0	0
APSEP	1410221	Bradley School-Windham County	52	*	32	*	0	14	*	0	*	*	0
APSEP	1440161	St. Vincent's Special Needs School Program	0	0	0	0	0	0	0	0	0	0	0
APSEP	1480161	Benhaven School	302	22	100	15	*	160	16	*	42	13	0
APSEP	1480461	Benhaven Academy	0	0	0	0	0	0	0	0	0	0	0
APSEP	1480521	High Road Academy - BEST Academy	192	17	166	16	0	24	*	0	*	*	0
APSEP	1485061	High Road School of Wallingford	175	33	139	29	*	10	*	0	26	12	0
APSEP	1500161	Devereux Glenholme School	0	0	0	0	0	0	0	0	0	0	0
APSEP	1520161	Waterford Country School	8	*	8	*	*	0	0	0	0	0	0
APSEP	1550161	Gengras Center	556	30	181	16	*	364	25	0	11	8	0
APSEP	1550261	Intensive Education Academy	14	*	14	*	*	0	0	0	0	0	0
APSEP	1550361	American School for the Deaf	45	13	27	12	0	*	*	0	17	*	0
APSEP	1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
APSEP	1550861	PACES	*	*	*	*	0	0	0	0	*	*	0
APSEP	1610221	Westport Day School	0	0	0	0	0	0	0	0	0	0	0
Academy	9010022	Norwich Free Academy District	0	*	*	*	0	0	0	0	0	0	0
Academy	9026122	The Gilbert School	*	*	*	*	0	0	0	0	0	0	0
Academy	9030022	The Woodstock Academy District	*	0	0	0	0	0	0	0	0	0	0
CASD	2310018	Goodwin University Educational Services (GUES)	104	9	34	7	0	46	*	0	24	*	0
Charter	2610113	Jumoke Academy	81	*	81	*	0	0	0	0	0	0	0
Charter	2635113	Odyssey Community School	*	*	*	*	0	0	0	0	0	0	0
Charter	2640113	Integrated Day Charter School	*	*	*	*	0	0	0	0	*	*	0
Charter	2650013	Interdistrict School for Arts and Comm District	0	0	0	0	0	0	0	0	0	0	0

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Charter	2680013	Common Ground High School District	0	0	0	0	0	0	0	0	0	0	0
Charter	2696113	The Bridge Academy	*	*	0	0	0	0	0	0	*	*	0
Charter	2700013	Side By Side Charter School District	0	0	0	0	0	0	0	0	0	0	0
Charter	2720013	Explorations District	0	0	0	0	0	0	0	0	0	0	0
Charter	2790013	Amistad Academy District	0	0	0	0	0	0	0	0	0	0	0
Charter	2800013	New Beginnings Inc Family Academy District	0	0	0	0	0	0	0	0	0	0	0
Charter	2830013	Park City Prep Charter School District	0	0	0	0	0	0	0	0	0	0	0
Charter	2850113	Achievement First Bridgeport Academy	*	*	0	0	0	0	0	0	*	*	0
Charter	2860013	Highville Charter School District	0	0	0	0	0	0	0	0	0	0	0
Charter	2880113	Achievement First Hartford Academy	*	*	*	*	0	0	0	0	0	0	0
Charter	2890113	Elm City College Preparatory School	9	*	7	*	0	0	0	0	*	*	0
Charter	2900113	Brass City Charter School	32	*	*	*	0	29	*	*	*	*	0
Charter	2910013	Elm City Montessori School District	0	0	0	0	0	0	0	0	0	0	0
Charter	2940013	Great Oaks Charter School District	0	0	0	0	0	0	0	0	0	0	0
Charter	2950113	Booker T. Washington Academy	*	*	0	0	0	*	*	0	0	0	0
Charter	2960013	Stamford Charter School for Excellence District	0	0	0	0	0	0	0	0	0	0	0
Charter	2970013	Capital Preparatory Harbor School District	0	0	0	0	0	0	0	0	0	0	0

Counts of All R/S Incidents, Emergency Restraints (Emerg. Rest.), Emergency Seclusions (Emerg. Secl.), and Forcible Escort Restraints by Facility Type

Facility Type	All R/S Incidents: Incident Count	All R/S Incidents: Student Count	Emerg. Rest.: Incident Count	Emerg. Rest.: Student Count	Emerg. Rest.: Injury Count	Emerg. Secl.: Incident Count	Emerg. Secl.: Student Count	Emerg. Secl.: Injury Count	Forcible Escort Rest.: Student Count	Forcible Escort Rest.: Student Count	Forcible Escort Rest.: Injury Count
Local Education Agency (LEA)	25,619	2,728	9,082	1,702	120	9,861	1,485	119	6,676	1,482	38
Regional Educational Service Center (RESC)	11,034	618	4,119	445	24	3,875	335	23	3,040	398	15
Approved Private Special Education Program (APSEP)	13,965	943	5,859	764	75	4,860	499	21	3,246	453	20
Endowed and Incorporated Academies (Academy)	*	*	*	*	0	0	0	0	0	0	0
College Affiliated School District (CASD)	104	9	34	7	0	46	*	0	24	*	0
Charter School Districts (Charter)	133	17	97	12	0	30	*	*	*	*	0
STATEWIDE TOTALS	50,856	4,071	19,192	2,898	219	18,672	2,306	166	12,992	2,325	73