



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

School Year 2015-16

Note to the Reader

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

Inquiries were made to examine the policies, procedures and practices of organizations reporting low numbers (including no reports) of R/S incidents and organizations where data differed substantially from what was reported in 2014-2015. Appendix B summarizes the feedback collected from 93 organizations. Districts identified as potential under-reporters received targeted in-district technical assistance regarding the definitions of restraint and seclusion and reporting requirements.

The examination and analysis of the R/S data has also informed guidance and professional development associated with best practices to reduce the use of restraint and seclusion. The revised *Guidelines to Identify and Educate Students with Emotional Disturbance* promote the use of positive behavior supports and prevention and intervention strategies within a tiered, scientific research-based intervention framework (SRBI). These guidelines also address the appropriate conduct of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs). The State Personnel Development Grant (SPDG), which also supports SRBI, has been implemented in over 77 schools (K-12), across the state. Professional development opportunities related to the regulations around the use of restraint and seclusion in schools and interventions impacting the reduction of restraint and seclusion remain available to schools and programs. The CSDE continues to engage with other state agencies through the Restraint and Seclusion Prevention Interagency Partnership, which provides information and resources and highlights best practices to reduce restraint and seclusion through conferences and other targeted trainings.

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

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEAs) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA. Conversely, other LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed in an approved private special education program (APSEP) or regional educational service center (RESC) special education programs. 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, as amended, requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that:

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

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

Data regarding restraints and seclusions for 2015-16 were collected from:

- local education agencies (LEAs) including regional school districts, Unified School District (USD) #2 and the Connecticut Technical High School System (CTHSS);
- endowed and incorporated academies (Academies);
- public charter schools;
- regional educational service centers (RESCs); and
- approved private special education programs (APSEPs).

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

Table 1
Number of Organizations and October 1, 2015 Count of Students with IEPs by Facility Type

Facility Type	Organizations	Students	
		N	%
Academies	3	384	0.5%
APSEPs	83	2,876	3.9%
Charter Schools	24	884	1.2%
LEAs	170	68,787	92.4%
RESCs	6	1,546	2.1%
TOTAL	286	74,477	100.0%

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

The results and discussion section focuses on state level data. Organization-level data for the 2015-16 school year are presented in Appendix A.

Definitions and Concepts

Major Categories of R/S

1. **Emergency Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head.¹

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.

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

Seclusion does *not* include:

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

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

Subcategories of Injuries

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

¹ It is important to note that all restraints are reported regardless of duration.

Methodology

For the 2015-16 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 2015-16 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 2015-16 was comparable to that of 2014-15. Data were collected from all LEAs, RESCs, charter schools, academies, and APSEPs via an online application. This application provided cross checks with other CSDE databases and included edit checks to ensure data accuracy.

Data elements collected for each incident of restraint or seclusion included the student's state assigned student identifier (SASID), date of birth, date of incident, incident start and end times, circumstance (imminent risk of injury to self, others, or self and others, or seclusion via the IEP), special education status (IEP or signed consent to evaluate), nature of incident (restraint or seclusion), primary disability and, where applicable, injury type and details.

The CSDE provided support to organizations through targeted technical assistance. Such technical assistance included the creation of a help desk for all organizations and provision of additional supports to all new reporting organizations. The data collection system was also enhanced with multiple edit checks to ensure data integrity. Instances where data quality indicated concern were reviewed with the organization contact. Comparison reports were sent to organizations where data reported for 2015-16 indicated a substantial departure from those in 2014-15. Organizations whose data changed substantially across the two years provided written feedback explaining the contributing factors. A summary of those responses is included in Appendix B. Additionally, all organizations were required to have a certified administrator attest to the accuracy of their data through completion of an online certification process. Each of these attestations regarding the accuracy of 2015-16 R/S data is on file with the CSDE.

Results and Discussion

In total, 36,032 incidents of restraint and seclusion were reported to the CSDE in 2015-16. This represents a decrease of 4,010 incidents (10.0%) from 2014-15.

A total of 2,912 students (unduplicated count) accounted for the 36,032 R/S incidents in 2015-16. This represents an increase of 194 students from 2014-15. The percentage of all students with disabilities restrained and/or secluded increased slightly in 2015-16 (3.7% in 2014-15; 3.9 % in 2015-16).

Of the 36,032 R/S incidents, 95.8 percent (34,504) were in response to emergency situations (imminent risk of injury to self, others or self and others) and 4.2 percent (1,528) were seclusions in accordance with an IEP. The gender, grade and race/ethnicity of students restrained and/or secluded in 2015-16 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2015-16 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 2015-16 differed significantly from the gender of all students with IEPs ($\chi^2 (1, N = 2,912) = 297.7, p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.32$) between gender and being restrained and/or secluded. Further examination indicated that male students were overrepresented in the population of students restrained and/or secluded while female students were underrepresented.

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

Gender	Students Restrained and/or Secluded		All Students with IEPs		Row %
	N	Column %	N	Column %	
Female	508	17.4%	24,141	32.4%	2.1%
Male	2,404	82.6%	50,336	67.6%	4.8%
TOTAL	2,912	100.0%	74,477	100.0%	3.9%

Figure 1 provides the proportion of students who were restrained and/or secluded by grade. While there was support for differences in grade distribution from 2014-15 and 2015-16 ($\chi^2 (13, N = 2,912) = 33.2, p < .01$), effect size, a statistical measure of practical significance, indicated only a weak association ($\phi=0.11$). Grades kindergarten, second grade and eighth grade contributed to this result.

**Students Restrained and/or Secluded by Grade
2013-14 to 2015-16**

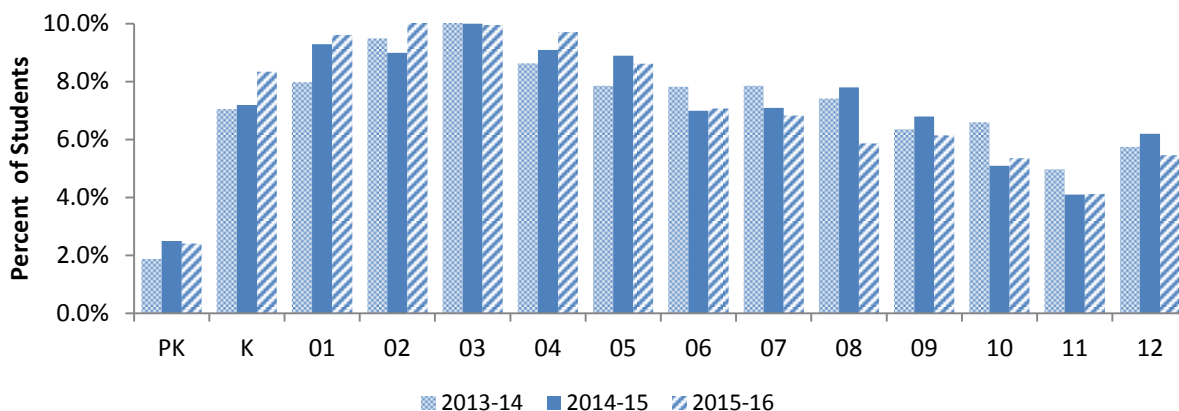


Figure 1. Bar chart illustrating grades of students restrained and/or secluded for 2013-14 and 2015-16 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2015-16 differed significantly from the race/ethnicity of all students with IEPs ($\chi^2 (6, N = 2,912) = 254.0, p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.30$) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students and students identifying as two or more races were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.

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

Race/Ethnicity	Students Restrained and/or Secluded		All Students with IEPs		Row %
	N	Column %	N	Column %	
American Indian or Alaska Native	*	*	236	0.3%	3.8%
Asian	30	1.0%	1,787	2.4%	1.7%
Black or African American	678	23.3%	11,959	16.1%	5.7%
Hispanic/Latino of any race	846	29.1%	20,450	27.5%	4.1%
Native Hawaiian or Other Pacific Islander	*	*	51	0.1%	3.9%
Two or More Races	155	5.3%	1,994	2.7%	7.8%
White	1,192	40.9%	38,000	51.0%	3.1%
TOTAL	2,912	100.0%	74,477	100.0%	3.9%

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. Many R/S incidents are for students with significant self-injurious and aggressive behaviors. These students often have multiple incidents and in many cases account for the majority of incidents reported by an organization. If the total R/S

incident and student count for this LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by this organization. Table 4 examines the range in the number of incidents reported for students at the state level. While nearly three quarters (74.8%) of students had 10 or fewer R/S incidents during the 2015-16 school year, there were 46 students with greater than 100 R/S incidents, and fewer than six of those were restrained and/or secluded more than 300 times.

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

Number of Incidents	Emergency Restraint		Emergency Seclusion		Seclusion via an IEP		All Incident Types	
	N	%	N	%	N	%	N	%
1	831	34.6%	455	27.4%	52	45.2%	758	26.0%
2-5	873	36.3%	577	34.8%	28	24.3%	1,006	34.5%
6-10	314	13.1%	251	15.1%	11	9.6%	415	14.3%
11-50	318	13.2%	333	20.1%	16	13.9%	565	19.4%
51-100	51	2.1%	34	2.0%	*	*	122	4.2%
Over 100	16	0.7%	10	0.6%	*	*	46	1.6%
TOTAL	2,403	100.0%	1,660	100.0%	115	100.0%	2,912	100.0%

Note: If a student had more than one type of incident he/she is counted in each applicable column, but is counted only once in the TOTAL R/S Incidents column. A student with one emergency restraint, one emergency seclusion, and no seclusions via an IEP would be counted in the “2-5” row under TOTAL R/S Incidents.

R/S Incidents Resulting in Injury

There were a total of 270 incidents resulting in injuries, non-serious and serious, during the 2015-16 school year. Tables 5 and 6 include counts of total injuries.

Of the 270 incidents resulting in injury, ten met the criteria for serious injury. A serious injury is defined as any injury requiring medical attention beyond basic first aid, while a nonserious injury is defined as an injury such as a red mark, bruise or scrape requiring application of basic first aid. No serious injuries occurred during seclusion via an IEP. Injuries occurring as a result of emergency R/S appear in Table 5, while injuries occurring as a result of seclusion via an IEP are reflected in Table 6. All incidents in 2015-16 that resulted in serious injury were reported to the director of the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

Emergency R/S Incidents

A breakdown of all R/S incidents in response to emergency situations (imminent risk of injury to self, others, or self and others) is provided in Table 5. The table provides a total incident count and student count. Throughout the school year, a student could have attended multiple facilities. In these cases, the student will appear in the student count for each applicable facility type, but only once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Table 5
All Emergency R/S Incidents by Facility Type

Facility Type	Emergency Restraints			Emergency Seclusions		
	Incident Count	Student Count	Total Injuries	Incident Count	Student Count	Total Injuries
Academies	0	0	0	0	0	0
APSEPs	10,154	851	99	6,932	662	10
Charter Schools	25	17	0	0	0	0
LEAs	6,580	1,282	77	5,215	747	36
RESCs	2,438	340	35	3,160	286	9
STATEWIDE	19,197	2,403	211	15,307	1,660	55

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Seclusions via an IEP

Seclusions via an IEP occurred far less than the previously discussed emergency responses. Again, seclusion is only written into an IEP when all other less restrictive interventions have been exhausted, a functional behavior assessment (FBA) has been conducted, and the PPT has determined that the use of seclusion is an appropriate intervention. Table 6 examines all seclusions via an IEP that occurred during the 2015-16 school year, again providing a total incident count as well as an unduplicated student count and injury count.

Table 6
All Seclusions via an IEP by Facility Type

Facility Type	Incident Count	Student Count	Total Injuries
Academies	0	0	0
APSEPs	1,297	60	*
Charter Schools	0	0	0
LEAs	231	55	0
RESCs	0	0	0
STATEWIDE	1,528	115	*

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Duration of R/S Incidents

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

Table 7 shows that the vast majority of emergency restraints (93.4%) lasted 20 minutes or less, with over half (54.1%) lasting five minutes or less. Under one percent (0.6%) of emergency restraints lasted over one hour, and 14 emergency restraints lasted over two hours (down from 43 in 2014-15).

Table 7
Duration of Emergency Restraints by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Restraints
Academies	0	0	0	0	0	0	0
APSEPs	1,939	3,075	4,384	579	101	76	10,154
Charter Schools	12	7	6	0	0	0	25
LEAs	1,826	2,011	2,327	312	*	*	6,580
RESCs	659	861	816	81	*	*	2,438
STATEWIDE	N 4,436	5,954	7,533	972	182	120	19,197
	% 23.1%	31.0%	39.2%	5.1%	0.9%	0.6%	100.0%

Table 8 shows that over three quarters of emergency seclusions (79.1%) lasted 20 minutes or less, with 30.8 percent lasting five minutes or less. Slightly over three percent (3.3%) of emergency seclusions lasted over an hour, down from 4.6% in 2014-15.

Table 8
Duration of Emergency Seclusions by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Seclusions
Academies	0	0	0	0	0	0	0
APSEPs	751	1,253	3,111	1,145	371	301	6,932
Charter Schools	0	0	0	0	0	0	0
LEAs	443	990	2,658	698	240	186	5,215
RESCs	558	726	1,624	190	49	13	3,160
STATEWIDE	N 1,752	2,969	7,393	2,033	660	500	15,307
	% 11.4%	19.4%	48.3%	13.3%	4.3%	3.3%	100.0%

Table 9 shows that 81.8 percent of seclusions via an IEP lasted 20 minutes or less, with over 35 percent (36.1%) lasting five minutes or less. Slightly over two percent (2.1%) of seclusions via an IEP lasted over an hour.

Table 9
Duration of Seclusions via an IEP by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Seclusions via an IEP
Academies	0	0	0	0	0	0	0
APSEPs	*	456	581	138	32	*	1,297
Charter Schools	0	0	0	0	0	0	0
LEAs	*	25	118	64	12	*	231
RESCs	0	0	0	0	0	0	0
STATEWIDE	N	70	481	699	202	32	1,528
	%	4.6%	31.5%	45.7%	13.2%	2.1%	100.0%

Circumstances Necessitating the Use of R/S

The circumstances necessitating use of emergency R/S were investigated. Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency restraints occurred due to risk of injury to self, than emergency seclusions. Emergency seclusions were more likely to occur due to incidents where there was a risk of injury to others. When combined, 8.7 percent of emergency responses occurred solely as a result of risk of injury to self and slightly over 40 percent (43.2%) occurred solely as a result of risk of injury to others. Slightly under half of emergency responses occurred as a result of risk of injury to self and others (48.1%).

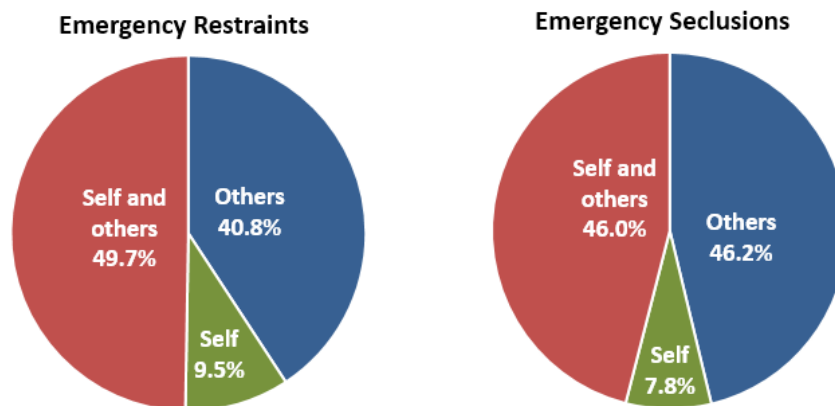


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion by risk type: risk of injury to self, others, or self and others (2015-16 school year).

Primary Disability

Organizations were required to report a student's primary disability at the time of each R/S incident. The primary disabilities of autism, emotional disturbance, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for over 80% of the incidents in each incident type. Figure 3 shows a breakdown of

incidents by primary disability. The primary disability category of *other* includes hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities and traumatic brain injury.

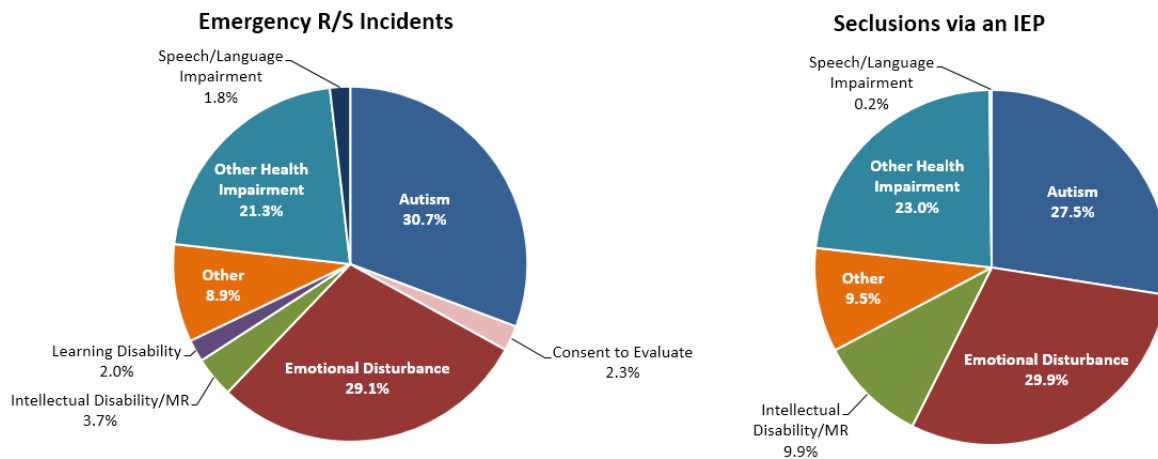


Figure 3. Pie charts comparing emergency R/S incidents and Seclusions via an IEP by Primary Disability (2015-16 school year).

Year-to-Year Comparison

The total number of R/S incidents in 2015-16 demonstrates a decrease of 4,010 or 10.0 percent from 2014-15 (40,042 in 2014-15 and 36,032 in 2015-16). When examining the four-year trend, the total number of incidents in 2015-16 is an increase of 6.8 percent from 2012-13.

It is also important to examine the differences by incident type (emergency restraint, emergency seclusion, and seclusion via an IEP). Figure 4 presents a four-year comparison of total incidents by incident type. While the overall number of emergency restraints has increased over the past four years by 22.2 percent, there was a slight decrease in these incidents from 2014-15 to 2015-16. Emergency seclusions have increased by 48.7 percent from 2012-13. However, the increase in these incidents from 2014-15 to 2015-16 was much smaller than in previous years (7.4 %). Contrasting the trends seen for both emergency restraints and seclusions, the number of seclusions via an IEP has decreased by 80.3 percent over the past four years with a decrease of 76.1 percent from 2014-15 to 2015-16.

R/S Incidents 2012-13 through 2015-16

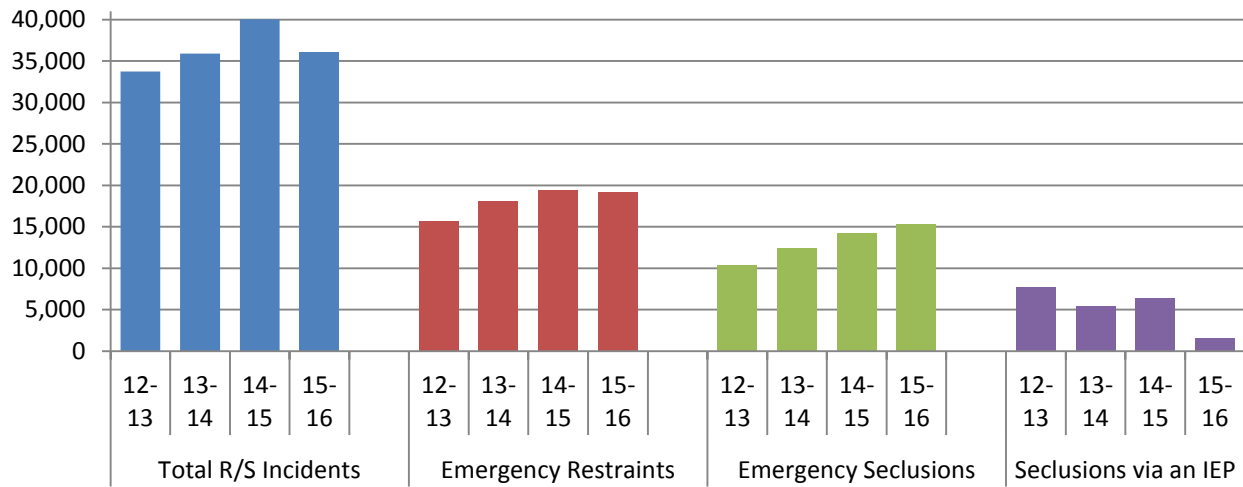


Figure 4. Bar graph comparing incidents reported from 2012-13 through 2015-16 by incident type.

Summary of Key Findings

- The total number of R/S incidents reflects a decrease of 10.0 percent from 2014-15, but an increase of 6.8 percent from 2012-13 (33,743 in 2012-13; 35,892 in 2013-14; 40,042 in 2014-15; 36,032 in 2015-16).
- R/S incidents lasting five minutes or less accounted for 45.8 percent of reported R/S incidents in 2013-14, 40.7 percent in 2014-15 and 43.5 percent in 2015-16.
- A total of 2,912 students (unduplicated count) were restrained and/or secluded in 2015-16. This represents an increase of 194 students from 2014-15. The percentage of all students with disabilities restrained and/or secluded increased slightly in 2015-16 (3.7% in 2014-15; 3.9% in 2015-16).
- The number of injuries reported decreased from 366 in 2014-15 to 270 in 2015-16.
- While nearly three quarters (74.8%) of students had 10 or fewer R/S incidents during the 2014-15 school year, there were 46 students with greater than 100 R/S incidents, and fewer than six of those were restrained and/or secluded more than 300 times.
- Over 90 percent (93.4%) of emergency restraints lasted less than 20 minutes; however, 14 emergency restraints lasted over two hours (down from 54 in 2013-14 and 43 in 2014-15).
- Over three quarters of emergency seclusions (79.1%) lasted 20 minutes or less, with 30.8 percent lasting five minutes or less. Slightly over three percent (3.3%) of emergency seclusions lasted over an hour.
- Over 80 percent of seclusions via an IEP (81.8%) lasted 20 minutes or less, with a little over 36.1 percent lasting five minutes or less. Approximately two percent (2.1%) of seclusions via an IEP lasted over an hour.

- For all emergency R/S incidents as well as seclusions via an IEP, students with Autism and Emotional Disturbance represented the largest proportion of incidents.
- Statistical analysis indicated that Black or African American students and students identifying as two or more races were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.
- The number of seclusions via an IEP has decreased by 80.3 percent over the past four years with a decrease of 76.1 percent from 2014-15 to 2015-16.

Appendix A

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0010011	Andover School District	0	0	0	0	0	0	0	0	0	0	0
0020011	Ansonia School District	*	*	*	*	0	0	0	0	0	0	0
0030011	Ashford School District	0	0	0	0	0	0	0	0	0	0	0
0040011	Avon School District	46	9	24	6	0	22	7	0	0	0	0
0050011	Barkhamsted School District	0	0	0	0	0	0	0	0	0	0	0
0070011	Berlin School District	102	7	50	7	0	52	*	0	0	0	0
0080011	Bethany School District	136	*	*	*	0	*	*	0	0	0	0
0090011	Bethel School District	29	7	12	*	*	17	7	0	0	0	0
0110011	Bloomfield School District	111	12	42	7	0	69	11	0	0	0	0
0120011	Bolton School District	49	*	*	*	0	*	*	0	0	0	0
0130011	Bozrah School District	42	*	7	*	0	35	*	0	0	0	0
0140011	Branford School District	25	*	*	*	0	*	*	0	0	0	0
0150011	Bridgeport School District	47	20	0	0	0	47	20	0	0	0	0
0170011	Bristol School District	309	46	181	39	0	128	20	0	0	0	0
0180011	Brookfield School District	10	*	7	*	0	*	*	0	*	*	0
0190011	Brooklyn School District	26	*	26	*	0	0	0	0	0	0	0
0210011	Canaan School District	0	0	0	0	0	0	0	0	0	0	0
0220011	Canterbury School District	39	*	0	0	0	39	*	0	0	0	0
0230011	Canton School District	9	*	*	*	0	*	*	0	0	0	0
0240011	Chaplin School District	*	*	*	*	0	0	0	0	0	0	0
0250011	Cheshire School District	180	8	158	8	0	22	*	0	0	0	0
0260011	Chester School District	0	0	0	0	0	0	0	0	0	0	0
0270011	Clinton School District	104	7	*	*	*	*	*	0	0	0	0
0280011	Colchester School District	24	6	0	0	0	24	6	0	0	0	0
0290011	Colebrook School District	0	0	0	0	0	0	0	0	0	0	0
0300011	Columbia School District	0	0	0	0	0	0	0	0	0	0	0
0310011	Cornwall School District	0	0	0	0	0	0	0	0	0	0	0
0320011	Coventry School District	*	*	*	*	0	*	*	0	0	0	0
0330011	Cromwell School District	23	6	12	*	0	11	*	0	0	0	0
0340011	Danbury School District	106	20	75	16	0	31	8	0	0	0	0
0350011	Darien School District	6	*	*	*	0	*	*	0	0	0	0
0360011	Deep River School District	*	*	*	*	0	0	0	0	0	0	0
0370011	Derby School District	84	9	*	*	0	73	9	0	*	*	0
0390011	Eastford School District	*	*	0	0	0	*	*	*	0	0	0
0400011	East Granby School District	0	0	0	0	0	0	0	0	0	0	0
0410011	East Haddam School District	*	*	*	*	0	0	0	0	0	0	0

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0420011	East Hampton School District	24	*	*	*	0	*	*	0	0	0	0
0430011	East Hartford School District	185	44	141	44	0	*	*	0	*	20	0
0440011	East Haven School District	22	*	12	*	0	10	*	0	0	0	0
0450011	East Lyme School District	268	7	96	7	0	172	6	*	0	0	0
0460011	Easton School District	17	*	*	*	0	*	*	*	0	0	0
0470011	East Windsor School District	90	12	90	12	0	0	0	0	0	0	0
0480011	Ellington School District	17	7	*	*	0	*	*	0	0	0	0
0490011	Enfield School District	249	30	131	30	*	118	17	*	0	0	0
0500011	Essex School District	0	0	0	0	0	0	0	0	0	0	0
0510011	Fairfield School District	77	13	57	13	0	20	*	*	0	0	0
0520011	Farmington School District	111	11	37	7	0	74	7	*	0	0	0
0530011	Franklin School District	0	0	0	0	0	0	0	0	0	0	0
0540011	Glastonbury School District	19	7	*	*	0	*	*	0	0	0	0
0560011	Granby School District	*	*	*	*	0	0	0	0	0	0	0
0570011	Greenwich School District	62	17	52	15	*	10	*	0	0	0	0
0580011	Griswold School District	28	9	22	7	*	6	*	0	0	0	0
0590011	Groton School District	303	34	272	31	0	31	7	0	0	0	0
0600011	Guilford School District	95	10	42	9	0	53	*	0	0	0	0
0620011	Hamden School District	192	24	109	19	*	62	14	0	21	*	0
0630011	Hampton School District	0	0	0	0	0	0	0	0	0	0	0
0640011	Hartford School District	172	41	172	41	0	0	0	0	0	0	0
0650011	Hartland School District	0	0	0	0	0	0	0	0	0	0	0
0670011	Hebron School District	48	7	26	6	0	22	6	0	0	0	0
0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
0690011	Killingly School District	108	16	32	12	0	76	9	0	0	0	0
0710011	Lebanon School District	0	0	0	0	0	0	0	0	0	0	0
0720011	Ledyard School District	77	14	53	13	*	*	*	0	*	*	0
0730011	Lisbon School District	*	*	*	*	0	0	0	0	0	0	0
0740011	Litchfield School District	*	*	*	*	0	0	0	0	0	0	0
0760011	Madison School District	18	6	11	*	0	7	*	0	0	0	0
0770011	Manchester School District	384	65	*	55	0	198	39	0	*	*	0
0780011	Mansfield School District	20	7	20	7	0	0	0	0	0	0	0
0790011	Marlborough School District	38	*	*	*	*	*	*	0	0	0	0
0800011	Meriden School District	1046	74	*	69	*	646	44	*	*	*	0
0830011	Middletown School District	213	20	70	14	6	143	16	*	0	0	0
0840011	Milford School District	275	23	109	19	*	166	13	*	0	0	0
0850011	Monroe School District	17	*	10	*	0	7	*	0	0	0	0
0860011	Montville School District	353	23	189	17	*	116	15	*	48	*	0

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0880011	Naugatuck School District	92	27	60	25	0	32	8	0	0	0	0
0890011	New Britain School District	538	89	295	76	8	*	42	*	*	*	0
0900011	New Canaan School District	*	*	*	*	0	0	0	0	0	0	0
0910011	New Fairfield School District	18	*	*	*	0	*	*	0	0	0	0
0920011	New Hartford School District	0	0	0	0	0	0	0	0	0	0	0
0930011	New Haven School District	13	8	13	8	0	0	0	0	0	0	0
0940011	Newington School District	42	11	32	11	*	10	*	0	0	0	0
0950011	New London School District	216	26	149	25	0	67	14	0	0	0	0
0960011	New Milford School District	424	22	163	15	15	261	17	*	0	0	0
0970011	Newtown School District	217	18	87	16	0	130	13	0	0	0	0
0980011	Norfolk School District	0	0	0	0	0	0	0	0	0	0	0
0990011	North Branford School District	49	8	24	8	0	25	*	0	0	0	0
1000011	North Canaan School District	*	*	*	*	0	0	0	0	0	0	0
1010011	North Haven School District	51	9	24	9	0	27	*	0	0	0	0
1020011	North Stonington School District	*	*	*	*	0	0	0	0	0	0	0
1030011	Norwalk School District	17	6	*	*	0	*	*	0	0	0	0
1040011	Norwich School District	291	37	229	35	*	62	8	*	0	0	0
1060011	Old Saybrook School District	27	*	12	*	0	15	*	0	0	0	0
1070011	Orange School District	*	*	*	*	0	*	*	*	0	0	0
1080011	Oxford School District	11	*	*	*	0	*	*	0	0	0	0
1090011	Plainfield School District	34	7	34	7	*	0	0	0	0	0	0
1100011	Plainville School District	15	*	*	*	0	*	*	0	0	0	0
1110011	Plymouth School District	82	10	33	7	0	49	9	0	0	0	0
1120011	Pomfret School District	0	0	0	0	0	0	0	0	0	0	0
1130011	Portland School District	0	0	0	0	0	0	0	0	0	0	0
1140011	Preston School District	0	0	0	0	0	0	0	0	0	0	0
1160011	Putnam School District	10	*	*	*	0	*	*	0	0	0	0
1170011	Redding School District	*	*	0	0	0	*	*	0	0	0	0
1180011	Ridgefield School District	18	*	11	*	0	7	*	0	0	0	0
1190011	Rocky Hill School District	0	0	0	0	0	0	0	0	0	0	0
1210011	Salem School District	8	*	*	*	0	*	*	0	0	0	0
1220011	Salisbury School District	0	0	0	0	0	0	0	0	0	0	0
1230011	Scotland School District	0	0	0	0	0	0	0	0	0	0	0
1240011	Seymour School District	117	9	100	9	0	17	*	0	0	0	0
1250011	Sharon School District	0	0	0	0	0	0	0	0	0	0	0
1260011	Shelton School District	194	23	126	21	7	68	9	*	0	0	0
1270011	Sherman School District	0	0	0	0	0	0	0	0	0	0	0
1280011	Simsbury School District	85	8	60	8	0	25	*	0	0	0	0

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1290011	Somers School District	*	*	*	*	0	0	0	0	0	0	0
1310011	Southington School District	89	16	43	13	0	30	9	0	16	*	0
1320011	South Windsor School District	50	10	*	10	*	*	*	0	0	0	0
1330011	Sprague School District	44	6	11	*	0	33	*	0	0	0	0
1340011	Stafford School District	93	14	18	8	0	75	11	*	0	0	0
1350011	Stamford School District	46	12	27	10	0	19	8	0	0	0	0
1360011	Sterling School District	*	*	*	*	0	*	*	0	0	0	0
1370011	Stonington School District	197	17	105	11	*	*	12	*	*	*	0
1380011	Stratford School District	445	31	91	22	0	281	21	*	73	6	0
1390011	Suffield School District	57	6	25	*	*	32	*	*	0	0	0
1400011	Thomaston School District	*	*	*	*	*	0	0	0	0	0	0
1410011	Thompson School District	116	*	71	*	0	45	*	0	0	0	0
1420011	Tolland School District	155	14	*	9	*	119	12	*	*	*	0
1430011	Torrington School District	127	9	82	7	0	45	8	0	0	0	0
1440011	Trumbull School District	41	9	23	9	0	18	*	0	0	0	0
1450011	Union School District	0	0	0	0	0	0	0	0	0	0	0
1460011	Vernon School District	219	27	100	20	*	119	19	0	0	0	0
1470011	Voluntown School District	0	0	0	0	0	0	0	0	0	0	0
1480011	Wallingford School District	72	12	59	10	*	13	6	0	0	0	0
1510011	Waterbury School District	317	61	167	47	*	*	25	0	*	*	0
1520011	Waterford School District	7	*	7	*	0	0	0	0	0	0	0
1530011	Watertown School District	45	7	26	*	0	19	*	0	0	0	0
1540011	Westbrook School District	24	6	16	6	*	8	*	*	0	0	0
1550011	West Hartford School District	170	25	151	23	0	*	10	0	*	*	0
1560011	West Haven School District	185	20	185	20	0	0	0	0	0	0	0
1570011	Weston School District	0	0	0	0	0	0	0	0	0	0	0
1580011	Westport School District	16	7	16	7	0	0	0	0	0	0	0
1590011	Wethersfield School District	41	7	23	6	0	18	*	0	0	0	0
1600011	Willington School District	7	*	*	*	0	*	*	0	*	*	0
1610011	Wilton School District	*	*	*	*	*	*	*	0	0	0	0
1620011	Winchester School District	0	0	0	0	0	0	0	0	0	0	0
1630011	Windham School District	345	45	272	41	*	66	22	0	7	*	0
1640011	Windsor School District	199	22	58	16	0	141	20	0	0	0	0
1650011	Windsor Locks School District	6	*	*	*	0	*	*	0	0	0	0
1660011	Wolcott School District	20	*	8	*	0	12	*	0	0	0	0
1670011	Woodbridge School District	12	*	*	*	0	*	*	0	0	0	0
1690011	Woodstock School District	0	0	0	0	0	0	0	0	0	0	0
2010012	Regional School District 01	*	*	*	*	0	0	0	0	0	0	0

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2040012	Regional School District 04	0	0	0	0	0	0	0	0	0	0	0
2050012	Regional School District 05	9	*	9	*	0	0	0	0	0	0	0
2060012	Regional School District 06	0	0	0	0	0	0	0	0	0	0	0
2070012	Regional School District 07	0	0	0	0	0	0	0	0	0	0	0
2080012	Regional School District 08	15	*	0	0	0	15	*	0	0	0	0
2090012	Regional School District 09	0	0	0	0	0	0	0	0	0	0	0
2100012	Regional School District 10	12	*	*	*	0	*	*	0	0	0	0
2110012	Regional School District 11	0	0	0	0	0	0	0	0	0	0	0
2120012	Regional School District 12	6	*	*	*	0	*	*	0	0	0	0
2130012	Regional School District 13	*	*	*	*	0	0	0	0	0	0	0
2140012	Regional School District 14	87	*	19	*	0	68	*	*	0	0	0
2150012	Regional School District 15	13	*	13	*	0	0	0	0	0	0	0
2160012	Regional School District 16	11	*	*	*	0	*	*	0	0	0	0
2170012	Regional School District 17	21	*	*	*	0	*	*	*	0	0	0
2180012	Regional School District 18	0	0	0	0	0	0	0	0	0	0	0
2190012	Regional School District 19	0	0	0	0	0	0	0	0	0	0	0
3370015	Department of Mental Health and Addiction Services	0	0	0	0	0	0	0	0	0	0	0
3470015	Unified School District #2	50	32	50	32	*	0	0	0	0	0	0
9000016	Connecticut Technical High School System	0	0	0	0	0	0	0	0	0	0	0
LEA TOTAL		12,026	1,541	6,580	1,282	77	5,215	747	36	231	55	0
2410014	Capitol Region Education Council	2099	133	785	102	*	1314	72	0	0	0	0
2420014	EdAdvance	65	8	65	8	*	0	0	0	0	0	0
2430014	Cooperative Educational Services	1359	103	596	79	*	763	67	0	0	0	0
2440014	Area Cooperative Educational Services	805	139	281	90	26	524	97	7	0	0	0
2450014	Learn	623	25	528	22	0	95	14	0	0	0	0
2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)	647	53	183	40	*	464	36	*	0	0	0
RESC TOTAL		5,598	460	2,438	340	35	3,160	286	9	0	0	0
0360161	Academy at Mount Saint John	0	0	0	0	0	0	0	0	0	0	0
0830561	Academy of Wheeler Clinic	0	0	0	0	0	0	0	0	0	0	0
0330161	Adelbrook-The Learning Center of Cromwell	2349	62	1535	52	11	814	50	*	0	0	0
0430121	Adelbrook-The Learning Center of East Hartford	25	7	*	*	0	*	*	0	0	0	0
0770221	Adelbrook-The Learning Center of Manchester	786	19	635	19	*	151	14	0	0	0	0
1550361	American School for the Deaf	11	*	*	*	0	*	*	0	0	0	0
0100161	Arch Bridge School	56	6	*	6	0	*	*	0	0	0	0
1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
1480461	Benhaven Academy	*	*	*	*	0	*	*	0	0	0	0
1480161	Benhaven School	872	34	387	30	*	147	23	*	338	25	*

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1480261	Best Academy	235	22	86	15	*	142	22	0	7	*	0
0840461	CCCD-Bridgeport Ave.	177	10	*	*	0	145	10	0	*	*	0
0840561	CCCD-Wolf Harbor Rd.	1819	30	1392	23	*	427	16	*	0	0	0
0890461	CCMC School	1294	75	1083	75	8	*	41	0	*	*	0
0620261	Cedarhurst School	*	*	*	*	0	0	0	0	0	0	0
0930661	Chapel Haven	0	0	0	0	0	0	0	0	0	0	0
0840161	Charles F. Hayden School at Boys & Girls Village	167	41	167	41	0	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	211	41	*	18	0	172	40	0	*	*	0
0950161	Connecticut College Children's Program	0	0	0	0	0	0	0	0	0	0	0
0740161	Connecticut Junior Republic	*	*	*	*	0	0	0	0	0	0	0
1500161	Devereux Glenholme School	*	*	*	*	0	0	0	0	0	0	0
0570161	Eagle Hill School	0	0	0	0	0	0	0	0	0	0	0
0642061	Eagle House Education Program	57	16	57	16	0	0	0	0	0	0	0
1010161	Elizabeth Ives School for Special Children	6	*	*	*	0	*	*	0	0	0	0
0846061	Foundation School-Milford	7	*	7	*	0	0	0	0	0	0	0
1070161	Foundation School-Orange	0	0	0	0	0	0	0	0	0	0	0
0646061	Futures School	*	*	*	*	0	0	0	0	0	0	0
1550161	Gengras Center	475	30	141	17	*	187	19	0	147	11	0
0510261	Giant Steps CT School	16	8	16	8	0	0	0	0	0	0	0
0640261	Grace S. Webb School	499	45	208	37	0	291	41	0	0	0	0
0760161	Grove School	0	0	0	0	0	0	0	0	0	0	0
1485061	High Road Academy-Wallingford	1559	64	813	61	*	746	57	0	0	0	0
0642161	High Road School of Hartford High	272	34	239	32	12	33	15	0	0	0	0
0642261	High Road School of Hartford-Primary	458	26	179	24	*	279	26	*	0	0	0
0950421	High Road School of New London Middle/High at Shiloh	28	10	7	6	0	21	10	0	0	0	0
0950821	High Road School of New London Primary at Bennie Dover	639	20	346	19	0	293	18	0	0	0	0
1036261	High Road School of Norwalk	395	30	236	26	*	*	27	0	*	*	0
1075061	Hope Academy	0	0	0	0	0	0	0	0	0	0	0
1550261	Intensive Education Academy	157	*	28	*	*	129	*	*	0	0	0
1380121	Ippi Academy	1231	27	32	7	0	402	27	0	797	14	*
0190161	Learning Clinic	*	*	*	*	0	0	0	0	0	0	0
0450161	Light House on Main St	*	*	*	*	0	*	*	0	0	0	0
0450261	Light House on Pennsylvania Ave	19	*	12	*	0	7	*	0	0	0	0
0626161	Lorraine D. Foster Day School	0	0	0	0	0	0	0	0	0	0	0
0770361	Manchester Memorial Hospital Clinical Day School	0	0	0	0	0	0	0	0	0	0	0
0800161	Meliora Academy	494	14	335	12	8	159	8	*	0	0	0
0780161	Natchaug Hospital Inpatient School	0	0	0	0	0	0	0	0	0	0	0

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0780361	Natchaug Hospital Journey School	*	*	*	*	*	*	*	0	0	0	0
0780261	Natchaug Hospital School CDT-Mansfield	25	7	25	7	*	0	0	0	0	0	0
1060161	Natchaug Hospital School CDT-Shoreline	0	0	0	0	0	0	0	0	0	0	0
1630661	Natchaug Hospital School CDT-Willimantic	0	0	0	0	0	0	0	0	0	0	0
0690161	Natchaug Hospital School Joshua Center NE-Danielson	0	0	0	0	0	0	0	0	0	0	0
1040721	Natchaug Hospital School Joshua Center Thames Valley CDT	*	*	*	*	0	0	0	0	0	0	0
0490161	Natchaug Hospital School Joshua Center-Enfield	0	0	0	0	0	0	0	0	0	0	0
1100261	Northwest Village School/Wheeler Clinic	1758	117	867	101	14	891	93	*	0	0	0
0920161	Oak Hill School at Ann Antolini School	0	0	0	0	0	0	0	0	0	0	0
0170221	Oak Hill School at Bristol North	11	*	11	*	*	0	0	0	0	0	0
0170561	Oak Hill School at Bristol South	12	*	12	*	*	0	0	0	0	0	0
0046921	Oak Hill School at Farmington Valley Montessori	0	0	0	0	0	0	0	0	0	0	0
1106161	Oak Hill School at Haddam-Killingworth High School	*	*	*	*	0	0	0	0	0	0	0
0895161	Oak Hill School at Hartford	12	*	12	*	0	0	0	0	0	0	0
1105261	Oak Hill School at Middle School of Plainville	30	6	30	6	0	0	0	0	0	0	0
0890261	Oak Hill School at New Britain	69	*	69	*	*	0	0	0	0	0	0
1100361	Oak Hill School at Toffolon	0	0	0	0	0	0	0	0	0	0	0
0646161	Options Educational Services	0	0	0	0	0	0	0	0	0	0	0
1550861	PACES	16	*	16	*	0	0	0	0	0	0	0
0440221	Pathways	0	0	0	0	0	0	0	0	0	0	0
1356721	Pinnacle School	*	*	*	*	0	*	*	0	0	0	0
0890361	Raymond Hill School	1050	76	558	61	0	492	65	0	0	0	0
0380261	Rushford Academy	0	0	0	0	0	0	0	0	0	0	0
0516061	Saint Catherine Academy	0	0	0	0	0	0	0	0	0	0	0
0460161	Speech Academy	0	0	0	0	0	0	0	0	0	0	0
1356621	Spire School	0	0	0	0	0	0	0	0	0	0	0
1440161	St. Vincent's Special Needs School Program	*	*	*	*	0	0	0	0	0	0	0
1410161	Susan Wayne Center of Excellence	50	22	*	21	0	*	*	0	0	0	0
0740461	Touchstone School	*	*	*	*	0	0	0	0	0	0	0
1350161	Villa Maria Education Center	0	0	0	0	0	0	0	0	0	0	0
1520161	Waterford Country School	29	14	29	14	*	0	0	0	0	0	0
0250161	Webb School at Cheshire	630	22	151	16	0	479	20	0	0	0	0
0046821	Webb School in the Valley	266	7	127	7	0	139	7	0	0	0	0
0620361	Whitney Hall School	78	35	78	35	17	0	0	0	0	0	0
0846161	Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0
0931461	Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
APSEP TOTAL		18,383	1,008	10,154	851	99	6,932	662	10	1,297	60	*

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
9010022	Norwich Free Academy District	0	0	0	0	0	0	0	0	0	0	0
9020022	Gilbert School District	0	0	0	0	0	0	0	0	0	0	0
9030022	Woodstock Academy District	0	0	0	0	0	0	0	0	0	0	0
ACADEMY TOTAL		0	0	0	0	0	0	0	0	0	0	0
2610013	Jumoke Academy District	0	0	0	0	0	0	0	0	0	0	0
2630013	Odyssey Community School District	0	0	0	0	0	0	0	0	0	0	0
2640013	Integrated Day Charter School District	0	0	0	0	0	0	0	0	0	0	0
2650013	Interdistrict School for Arts and Comm District	0	0	0	0	0	0	0	0	0	0	0
2680013	Common Ground High School District	0	0	0	0	0	0	0	0	0	0	0
2690013	Bridge Academy District	0	0	0	0	0	0	0	0	0	0	0
2700013	Side By Side Charter School District	0	0	0	0	0	0	0	0	0	0	0
2720013	Explorations District	0	0	0	0	0	0	0	0	0	0	0
2780013	Trailblazers Academy District	0	0	0	0	0	0	0	0	0	0	0
2790013	Amistad Academy District	13	9	13	9	0	0	0	0	0	0	0
2800013	New Beginnings Inc., Family Academy District	0	0	0	0	0	0	0	0	0	0	0
2820013	Stamford Academy District	0	0	0	0	0	0	0	0	0	0	0
2830013	Park City Prep Charter School District	0	0	0	0	0	0	0	0	0	0	0
2850013	Bridgeport Achievement First District	*	*	*	*	0	0	0	0	0	0	0
2860013	Highville Charter School District	0	0	0	0	0	0	0	0	0	0	0
2880013	Achievement First Hartford Academy Inc. District	*	*	*	*	0	0	0	0	0	0	0
2890013	Elm City College Preparatory School District	*	*	*	*	0	0	0	0	0	0	0
2900013	Brass City Charter School District	0	0	0	0	0	0	0	0	0	0	0
2910013	Elm City Montessori School District	0	0	0	0	0	0	0	0	0	0	0
2930013	Path Academy District	0	0	0	0	0	0	0	0	0	0	0
2940013	Great Oaks Charter School District	*	*	*	*	0	0	0	0	0	0	0
2950013	Booker T. Washington Academy District	0	0	0	0	0	0	0	0	0	0	0
2960013	Stamford Charter School for Excellence District	0	0	0	0	0	0	0	0	0	0	0
2970013	Capital Preparatory Harbor School Inc. District	0	0	0	0	0	0	0	0	0	0	0
CHARTER SCHOOL TOTAL		25	25	17	25	17	0	0	0	0	0	0
STATEWIDE		36,032	2912	19,197	2,403	211	15,307	1,660	55	1,528	115	*

Appendix B

Comparison reports were presented through the online application to all organizations showing change in reported data from 2014-15 to 2015-16. For 93 organizations, data reported in 2015-16 indicated a substantial departure from those reported in 2014-15 (44 reported a reduction in R/S incidents and 49 reported an increase). These 93 organizations provided written feedback explaining factors contributing to the change. Below is a summary of those responses.

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

- (1) Implementation of monthly cross program leadership meetings to review data and target strategies and training of staff.
- (2) Development and implementation of a school-wide goal to prevent seclusion/restraint.
- (3) Implementation of daily reflection and planning meetings
- (4) Closer monitoring of incidents of restraint and seclusion at the building level resulted in more frequent Planning and Placement Team meetings which supported increased communication among staff and parents and successful problem solving.
- (5) Some organizations identified the implementation of data driven decision making and detailed analysis of students whose behavior required removal from the classroom as having a significant impact on the reduction of the use of restraint and seclusion.
- (6) Some organizations reported that increased collaboration between school staff and the clinical team as well as professional development focused on the law and its requirements and de-escalation strategies provided to *all* staff resulted in a decrease in the use restraint and seclusion.
- (7) Greater administrative oversight and monitoring regarding the use of restraint and seclusion produced increased fidelity in the use of de-escalation strategies.
- (8) Organizations have expanded training of staff to include guidance related to the Six Core Strategies for Reducing Seclusion and Restraint Use, district-wide training on effective classroom management, implementation of prevention and intervention strategies (SRBI), and the implementation of de-escalation procedures with fidelity.
- (9) Organizations report positive impact of the integration of quality trauma informed care and restorative justice practices, as well as building healthy relationships and positive behavior supports into a multi-tiered model of supports.
- (10) Provision of additional sensory environments and availability of sensory supports and interventions was also noted as contributing to reductions specific to students with Autism.
- (11) LEAs reported that many incidents of R/S reported in the previous year were for students with significant self-injurious and aggressive behaviors. These students each had multiple restraints or seclusions within a single incident and in many cases accounted for the majority of reported incidents. PPT decisions have since resulted in these students being placed in more restrictive settings outside the LEA to better accommodate their specific behavioral and educational needs. LEAs reported that some students representing frequent R/S were placed in alternative settings. (Partial Hospital Programs (PHPs), APSEPs, Clinical Day settings, RESC programs, out of state residential facilities, etc.)

- (12) The use or expanded use of Board Certified Behavior Analysts (BCBAs) to design student-specific targeted interventions and provide staff support and training as well as support and training to families was identified by multiple LEAs.
- (13) Redeployment of staff or the addition of related service staff or mental health professionals was also identified. Reduction in class size of self-contained classrooms and in a number of situations, increased supervision and support (i.e., 2 or 3 staff to 1 student) was also noted.
- (14) LEAs attested to change in LEA policy and procedures regarding de-escalation of aggressive student behaviors as well as a LEA commitment to redesign supports for students within the general education setting through the implementation of Positive Behavioral Interventions and Supports (PBIS) as reason for significant reductions in the use of R/S.
- (15) Several LEAs have reported that students continue to benefit from the introduction of or the expansion of specialized programs now available in the LEA.
- (16) LEAs have also partnered with outside public and private agencies and are utilizing resources available through consultation with specialized programs in order to build the capacity of the LEA to develop intensive programming to address the needs of students and better serve students in the LEA.
- (17) Some organizations reported that a contributing factor to reduction has been a strict adherence to admissions criteria or limiting the enrollment of students with significant aggressive behaviors, leading to enrollment of students in specialized settings whose needs are appropriate to the design, scope and support services available through the program.
- (18) An overall decline in enrollment in some programs was also noted.
- (19) Some organizations indicated that the substantial decrease in incidents was in part due to expanded training to include para professionals, general educators, principals, behavior techs and school security or resource officers.
- (20) A few organizations reported that reductions are impacted by previous year inaccuracies in appropriately defining a restraint or seclusion.

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

- (1) Organizations saw dramatic increases in their reported R/S incidents due to one or a limited number of students that either entered their program or school for the first time or had returned after being previously enrolled in a more restrictive setting. Students were described as demonstrating significant self-injurious and aggressive behaviors through the transition process. These students had multiple incidents each of which were typically of short duration and due primarily to a student's self-injurious behavior.
- (2) Some organizations continue to report that increases were the result of more appropriate reporting related to multiple events in a sequence. For example, a student demonstrates a behavior that results in a five minute restraint; as the staff member begins to release the student, the student immediately resumes the prior aggressive behavior and is restrained once again by staff. Under R/S reporting guidance, each restraint/release is considered a new incident. Some organizations report that this has resulted in the appearance of an increase of R/S incidents, when in fact, it is the result of more appropriate reporting.

- (3) Districts established in-district programs initiated to address the needs of students previously placed in more restrictive settings such as RESCs, APSEPs or out of state facilities. Some organizations reported that they are now servicing and supporting students demonstrating significant behavioral issues that may require emergency procedures to ensure the safety of the student and/or others and allow the LEA to meet the requirement to maintain a safe school.
- (4) Some organizations, primarily specialized settings, which reported a substantial increase from the previous year, indicated that the increases aligned with an overall increase in enrollment and that the trend in student behavior is characterized as more dysregulated.
- (5) A few organizations continue to report that increases are impacted by previous year inaccuracies in defining a restraint or seclusion as outlined in the regulations.