



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

*School Year 2020-21*

**Contents**

**Important Notes to the Reader ..... 3**

**Background and Overview ..... 2**

**Definitions and Concepts ..... 3**

**Methodology ..... 4**

**Results and Discussion..... 5**

**Actions Supporting the Reduction in the Use of  
Emergency Restraint and Seclusion in School Settings ..... 13**

**Appendix A ..... 15**

## Important Notes to the Reader

### *Actions Supporting the Reduction in the Use of Emergency Restraint and Seclusion 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 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 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 [CSDE](#) and [State Education Resource Center \(SERC\)](#) websites.
- Recommended interventions impacting the reduction of restraint and seclusion also remain available to schools and programs through regional education support centers (RESCs).
- 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 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.

Effective July 1, 2018, Public Act (P.A.) 18-51 expanded the existing definition of restraint to include escorts requiring 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. Generally, prior to July 1, 2018, if a student was escorted in any manner (i.e. forcibly or simply guided) from point A to point B, regardless of the amount of force required, this action was not reported as a 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.

Some LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed by the planning and placement team (PPT) in an approved private special education program (APSEP) or RESC special education program. Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count.

However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Differences in LEA in-district programming, 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 individualized education program (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 2020-21 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);
- regional educational service centers (RESCs) (6); and
- approved private special education programs (APSEPs) (90).

Table 1 below is provided to contextualize the results and discussion section of the report. Since restraint and seclusion data are reported by the location of the occurrence, it is important to consider both the proportion of students with disabilities attending various facility types as well as the purpose of the facility. For example, many students are placed in APSEPs and RESC special education programs when a planning and placement team (PPT) determines that 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 2020-21 school year are presented in Appendix A.

Table 1

Number and Percent of All Students Statewide with IEPs by Facility Type (October 1, 2020)

Facility Type	Students	
	Number	Percent
Academies	407	0.5%
APSEPs	2,939	3.5%
Charter Schools	1,135	1.4%
LEAs	77,156	92.3%
RESCs	1,984	2.4%
<b>TOTAL</b>	<b>83,621</b>	<b>100.0%</b>

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

## Definitions and Concepts

### Major Categories of R/S<sup>1</sup>

- Physical Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head.<sup>2</sup>

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
- in-school suspensions.

- Forcible Escort (Restraint)** means involuntary carrying or forcibly moving a person from one location to another.<sup>2</sup>

<sup>1</sup>Public 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.

<sup>2</sup> It is important to note that all restraints are reported regardless of duration.

## 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 2020-21 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 2020-21 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 2020-21 was the same as previous years. 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), 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 2020-21 R/S data is on file with the CSDE.

## Results and Discussion

In total, 23,511 incidents of restraint and seclusion were reported to the CSDE in 2020-21. This includes 10,836 emergency restraints, 7,901 emergency seclusions and 4,774 forcible escort restraints.

A total of 2,197 students (unduplicated count) or 2.6 percent of all students with disabilities were restrained and/or secluded.

The gender, grade, and race/ethnicity of students restrained and/or secluded in 2020-21 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2020-21 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 2020-21 differed significantly from the gender of all students with IEPs ( $\chi^2 (1, N = 2,197) = 215.2, p < .0001$ ). Effect size, a statistical measure of practical significance, indicated a moderate association ( $f=0.31$ ) between gender and being restrained and/or secluded. Further examination indicated that male students were overrepresented in the population of students restrained and/or secluded while female students were underrepresented.

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

Gender	Students Restrained and/or Secluded		All Students with IEPs	
	Number	Percent	Number	Percent
Female	*	*%	28,300	33.8%
Male	1,778	80.9%	55,301	66.1%
Non-Binary	*	*%	20	0.02%
TOTAL	2,197	100.0%	83,621	100.0%

Figure 1, below, provides the proportion of students who were restrained and/or secluded by grade.



**Students Restrained and/or Secluded by Grade  
2020-21**

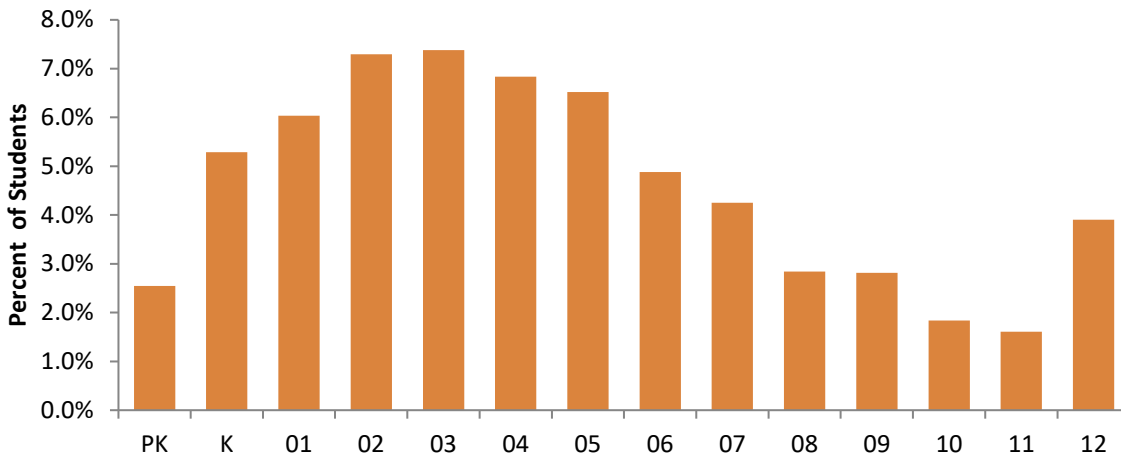


Figure 1. Bar chart illustrating grades of students restrained and/or secluded in 2020-21 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2020-21 differed significantly from the race/ethnicity of all students with IEPs ( $\chi^2 (6, N = 2,197) = 128.8, p < .0001$ ). Effect size, a statistical measure of practical significance, indicated a moderate association ( $f=0.24$ ) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students and students identifying as two or more races were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.

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

Race/Ethnicity	Students Restrained and/or Secluded		All Students with IEPs	
	Number	Percent	Number	Percent
American Indian or Alaska Native	*	*	199	0.2%
Asian	48	2.2%	2,094	2.5%
Black or African American	462	21.0%	13,003	15.6%
Hispanic/Latino of any race	638	29.0%	27,240	32.6%
Native Hawaiian or Other Pacific Islander	*	*	67	0.1%
Two or More Races	157	7.2%	3,251	3.9%
White	880	40.1%	37,767	45.2%
<b>TOTAL</b>	<b>2,197</b>	<b>100.0%</b>	<b>84,395</b>	<b>100.0%</b>

\*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. 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 approximately three quarters (75.9%) of students had 10 or fewer R/S incidents during the 2020-21 school year, there were 21 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		Forcible Escorts (Restraint)		All Incident Types	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	607	37.8%	418	35.2%	330	37.8%	666	30.3%
2-5	574	35.7%	422	35.6%	332	38.0%	710	32.3%
6-10	208	12.9%	157	13.2%	100	11.4%	291	13.3%
11-50	198	12.3%	173	14.6%	103	11.8%	450	20.5%
51-100	13	0.8%	*	*	*	*	59	2.7%
Over 100	7	0.4%	*	*	*	*	21	1.0%
TOTAL	1,607	100.0%	1,187	100.0%	874	100.0%	2,197	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 were a total of 134 incidents resulting in injuries, non-serious and serious, during the 2020-21 school year. Table 5 includes counts of total injuries.

Of the 134 incidents resulting in injury, six 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 2020-21 that resulted in serious injury were reported to Disability Rights Connecticut, Inc., the successor to the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

### ***Emergency R/S Incidents***

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

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

Table 5  
All Emergency R/S Incidents by Facility Type

Facility Type	Emergency Restraints			Emergency Seclusions			Forcible Escorts		
	Incident Count	Student Count	Total Injuries	Incident Count	Student Count	Total Injuries	Incident Count	Student Count	Total Injuries
Academies	0	0	0	0	0	0	0	0	0
APSEPs	4,739	525	30	3,106	376	*	1,974	272	*
Charter Schs	*	*	0	0	0	0	0	0	0
LEAs	4,028	835	23	3,080	611	34	1408	354	7
RESCs	*	*	21	1,715	218	*	1,392	259	*
<b>STATEWIDE</b>	<b>10,836</b>	<b>1,604</b>	<b>74</b>	<b>7,901</b>	<b>1,187</b>	<b>46</b>	<b>4,774</b>	<b>874</b>	<b>14</b>

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. An asterisk (\*) represents data that are suppressed to protect student confidentiality.

### Duration of R/S Incidents

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

Table 6 shows that the vast majority of emergency restraints (95.9%) lasted 20 minutes or less, with more than half (55.1%) lasting five minutes or less. Less than one quarter of one percent (0.2%) of emergency restraints lasted over one hour.

Table 6  
Duration of Emergency Restraints by Facility Type

Facility Type	Duration (Minutes)							TOTAL Emergency Restraints
	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes		
Academies	0	0	0	0	0	0	0	0
APSEPs	922	1,366	2,220	198	23	10	4,739	
Charter Schools	0	*	0	0	0	0	*	
LEAs	1,188	*	1,396	116	18	*	4,028	
RESCs	572	*	808	55	12	*	*	
<b>STATEWIDE</b>	N	2,682	3,288	4,424	369	53	20	10,836
	%	24.8%	30.3%	40.8%	3.4%	0.5%	0.2%	100.0%

\*Data suppressed to protect student confidentiality

Table 7 shows that over three quarters of emergency seclusions (87.4%) lasted 20 minutes or less, with 41.9 percent lasting five minutes or less. Less than two percent (1.3%) of emergency seclusions lasted over an hour.

Table 7  
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	583	792	1,349	257	79	46	3,106	
Charter Schools	0	0	0	0	0	0	0	
LEAs	359	666	1,568	367	74	46	3,080	
RESCs	503	411	672	83	33	13	1,715	
<b>STATEWIDE</b>	N	1,445	1,869	3,589	707	186	105	7,901
	%	18.3%	23.7%	45.4%	8.9%	2.4%	1.3%	100.0%

\*Data suppressed to protect student confidentiality

Table 8 shows that nearly all emergency forcible escorts (99.9%) lasted 20 minutes or less, with 96.2 percent lasting five minutes or less.

Table 8  
Duration of Emergency Forcible Escorts (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 Seclusions	
Academies	0	0	0	0	0	0	0	
APSEPs	1,746	282	42	*	0	*	1,974	
Charter Schools	0	0	0	0	0	0	0	
LEAs	1,157	197	50	*	*	0	1,408	
RESCs	1,217	96	72	6	*	0	4,774	
<b>STATEWIDE</b>	N	4,120	474	164	13	*	*	4,774
	%	86.3%	9.9%	3.4%	0.3%	*	*	100.0%

\*Data suppressed to protect student confidentiality

### 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, emergency seclusion and forcible escort restraints. Slightly more emergency restraints occurred due to risk of injury to self, than did other emergency events. When combined, 8.8 percent of emergency response events occurred solely as a result of risk of injury to self and 36.1 percent occurred solely as a result of risk of injury to others. More than half of emergency responses occurred as a result of risk of injury to self and others (55.2%).

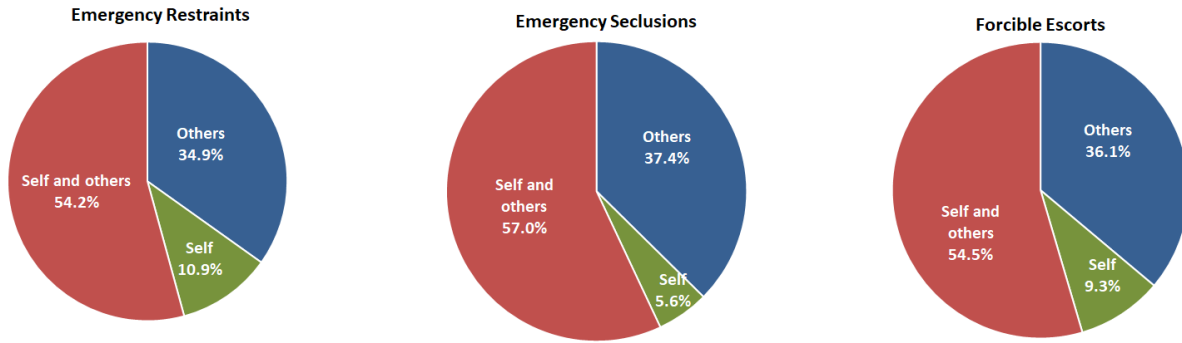


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint, emergency seclusion and forcible escort restraints by risk type: risk of injury to self, others, or self and others (2020-21 school year).

### Primary Disability

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

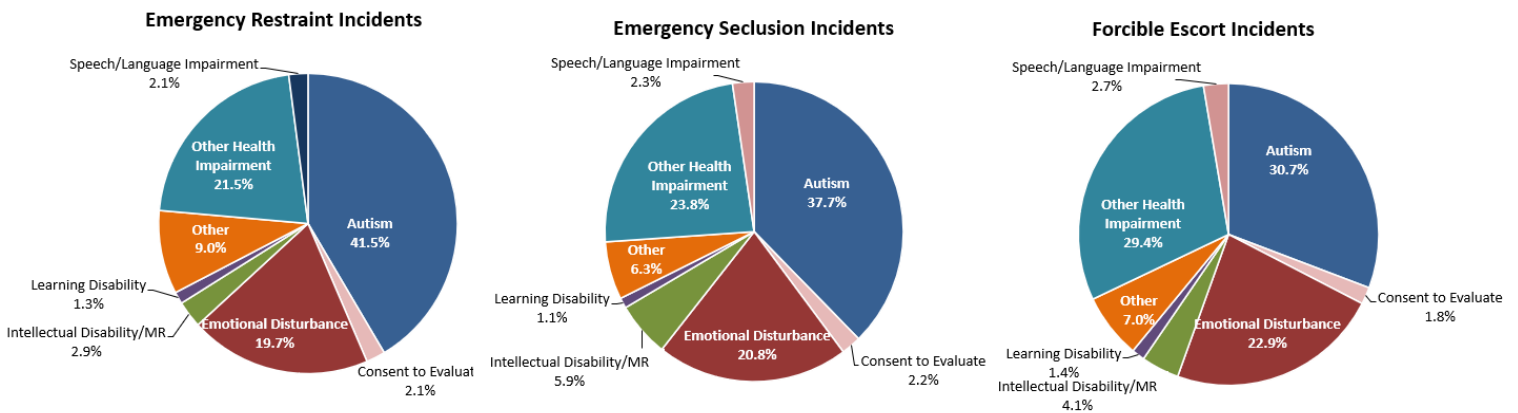


Figure 3. Pie charts comparing emergency restraint, emergency seclusion and forcible escort restraints by Primary Disability (2020-21 school year).

### ***Restraint and Seclusion by Predominant Learning Model in 2020-21***

In the 2020-21 school year during the COVID-19 pandemic, students were allowed to opt into a remote learning model. In addition, many schools followed hybrid models of learning where some days were spent in school while others were spent learning remotely. Table 9 shows the learning model for students restrained and/or secluded in 2020-21. The learning model is classified as Fully/Mostly In-Person if the student spent more than 75% of days in-person, Fully/Mostly Remote if the student spent less than 25% of days in-person and Hybrid otherwise. The learning model was not reported for students in preschool. The learning model of students restrained and/or secluded differed significantly from the learning model of all students with IEPs ( $\chi^2 (2, N = 2,183) = 744.1, p < .0001$ ). Effect size, a statistical measure of practical significance, indicated a relatively strong association ( $f=0.58$ ) between learning model and being restrained and/or secluded. Further examination indicated that students who were predominantly fully or mostly in person were more likely to be restrained or secluded.

Table 9

*Predominant Learning Model of Students Restrained and/or Secluded (unduplicated count)*

Predominant Learning Model	Students Restrained and/or Secluded		All Students with IEPs	
	Number	Percent	Number	Percent
Fully/Mostly In-Person	1,934	88.6%	48,975	60.2%
Hybrid	*	*%	28,873	35.5%
Fully/Mostly Remote	*	*%	3,550	4.4%
TOTAL	2,183	100.0%	81,398	100.0%

### ***Restraint and Seclusion for Students Previously Restrained or Secluded***

In Spring 2022 the CSDE elected to analyze the makeup of students who have repeated restraint or seclusion events over separate years. Tables 10, 11 and 12 include Connecticut Public School Students who were identified as having a disability in two consecutive years between 2015 and 2020. Over half (53.3%) of students who were restrained or secluded in one year were again restrained or secluded the next year. We report the breakdowns by School Year, Grade Level and Primary Disability.

Table 10 shows the percent of students restrained or secluded in each year who went on to be restrained or secluded the next year. As previously discussed, data collection changes in 2018 and the COVID-19 pandemic beginning in 2020 impacted restraint and seclusion numbers for 2019-20. For students restrained or secluded in 2015-2018, the likelihood of being restrained or secluded the next year (2016-2019) was between 54 and 60 percent. This dropped significantly for students restrained or secluded in 2019-20; only 39 percent of these students were restrained or secluded again in 2020-21. The decrease in restraint and seclusions is likely due to the prevalence of remote learning during the 2020-21 school year.

Table 10

*Next-Year Restraint/Seclusion for Students Restrained and/or Secluded by Year.*

Year	Restrained/Secluded in the Following Year		Not Restrained/Secluded in the Following Year	
	Number	Percent	Number	Percent
2015-16	1,540	56.9%	1,165	43.1%
2016-17	1,630	58.8%	1,140	41.2%
2017-18	1,814	59.5%	1,237	40.5%
2018-19	1,906	54.1%	1,617	45.9%
2019-20	1,250	38.7%	1,982	61.3%
TOTAL	8,140	53.3%	7,141	46.7%

Table 11 shows the students who were restrained or secluded in each grade level, and the percentages who went on to be restrained or secluded in the next year. For all grades, the likelihood of being restrained or secluded in the following year ranged from 40 percent to 60 percent. Students restrained in Pre-Kindergarten, and grades 8-11 were least likely to be restrained again the next year. Students restrained or secluded in grades 1 through 4 were most likely to be restrained or secluded again the next year.

Table 11

*Next-Year Restraint/Seclusion for Students Restrained and/or Secluded by Grade.*

Grade Level	Restrained/Secluded in the Following Year		Not Restrained/Secluded in the Following Year	
	Number	Percent	Number	Percent
Pre-K	156	42.5%	211	57.5%
Kindergarten	704	53.0%	625	47.0%
Grade 1	964	59.4%	659	40.6%
Grade 2	1,038	58.3%	742	41.7%
Grade 3	1,020	58.5%	725	41.5%
Grade 4	964	59.1%	667	40.9%
Grade 5	785	54.7%	649	45.3%
Grade 6	633	52.0%	585	48.0%
Grade 7	563	53.4%	491	46.6%
Grade 8	406	44.1%	515	55.9%
Grade 9	355	45.9%	419	54.1%
Grade 10	274	40.7%	399	59.3%
Grade 11	232	43.9%	297	56.1%
Grade 12	280	50.2%	278	49.8%
TOTAL	8,374	53.6%	7,262	46.4%

Students with Autism, Emotional Disabilities, and Other Health Impairments account for the majority of restraints and seclusions. Once restrained or secluded, the likelihood of continued restraints or seclusions in the following years is more than 50 percent, similar to overall rates of repeated R/S (See Table 12). Students with Specific Learning Disabilities, and Speech and Language Impairments are less likely than their peers (37.8% and 44.7% respectively) to be restrained or secluded in subsequent years.

Table 12

*Next-Year Restraint/Seclusion for Students Restrained and/or Secluded by Primary Disability*

Primary Disability	Restrained/Secluded in the Following Year		Not Restrained/Secluded in the Following Year	
	Number	Percent	Number	Percent
Autism	2,206	56.1%	1,724	43.9%
Consent To Evaluate	430	55.3%	348	44.7%
Emotional Disability	2,425	54.9%	1,989	45.1%
Intellectual Disability	258	53.8%	222	46.3%
Learning Disability	229	37.8%	377	62.2%
Other	812	52.6%	733	47.4%
Other Health Impairment	2,211	55.9%	1,745	44.1%
Speech/Language Impairment	203	44.7%	251	55.3%
TOTAL	8,774	54.3%	7,389	45.7%

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

Public Act 18-51 expanded the existing definition of “restraint” to include escorts requiring carrying or forcibly moving a student from one location to another. This legislation altered the reporting requirements for 2018-2019 forward and made comparisons to prior years invalid. In an effort to fully understand the impact of this legislation, the CSDE added a data field to the restraint and seclusion 2019-2020 and following years data collection to analyze the number of emergency restraints that were categorized as an escort. This additional data analysis will be used to inform supplementary supports and activities to reduce the need for the use of emergency restraint. However, in the short term, the addition of this new field, along with premature in-person class cancellations in March 2020, and continued remote learning in 2020-21 due to the COVID-19 pandemic make it problematic to compare current data to those from prior years.

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.

The CSDE will initiate a process to further examine incidents of restraint lasting 20 minutes or more and seclusion reported as lasting 40 minutes or more, to ensure that incidents are reported accurately and



that when a restraint or seclusion extends beyond 15 minutes, the appropriate oversight and documentation by an administrator (or designee) is maintained by the facility, in the student file.

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

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

## Appendix A

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0020011	Ansonia School District	36	*	33	*	0	*	*	0	*	*	0
0040011	Avon School District	55	10	24	10	0	31	6	0	0	0	0
0050011	Barkhamsted School District	*	*	*	*	0	*	*	0	0	0	0
0070011	Berlin School District	17	*	*	*	0	10	*	0	*	*	0
0080011	Bethany School District	43	*	7	*	0	36	*	0	0	0	0
0090011	Bethel School District	51	10	11	*	0	21	7	0	19	8	0
0110011	Bloomfield School District	21	6	*	6	0	*	*	0	0	0	0
0120011	Bolton School District	*	*	*	*	0	*	*	0	0	0	0
0140011	Branford School District	*	*	*	*	0	0	0	0	0	0	0
0150011	Bridgeport School District	34	19	7	*	0	26	16	0	*	*	0
0170011	Bristol School District	60	21	33	10	0	*	12	*	*	*	0
0180011	Brookfield School District	8	*	*	*	0	*	*	0	0	0	0
0190011	Brooklyn School District	28	*	11	*	0	14	*	0	*	*	0
0230011	Canton School District	*	*	0	0	0	*	*	0	0	0	0
0240011	Chaplin School District	16	*	*	*	0	11	*	0	*	*	0
0250011	Cheshire School District	77	9	*	*	0	39	*	0	*	*	0
0270011	Clinton School District	63	8	37	*	0	6	*	0	20	*	0
0280011	Colchester School District	37	6	10	*	0	15	*	0	12	*	0
0300011	Columbia School District	*	*	0	0	0	0	0	0	*	*	0
0320011	Coventry School District	48	11	8	*	0	20	6	*	20	8	0
0330011	Cromwell School District	8	*	8	*	0	0	0	0	0	0	0
0340011	Danbury School District	70	15	48	13	0	21	6	0	*	*	0
0350011	Darien School District	*	*	*	*	0	0	0	0	0	0	0
0370011	Derby School District	131	7	8	*	0	70	*	*	53	*	0
0400011	East Granby School District	*	*	*	*	0	*	*	0	0	0	0
0410011	East Haddam School District	39	*	*	*	0	32	*	0	*	*	0
0420011	East Hampton School District	161	15	48	11	0	71	11	*	42	13	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0430011	East Hartford School District	93	34	89	32	*	*	*	0	*	*	0
0440011	East Haven School District	80	*	7	*	0	57	*	10	16	*	*
0450011	East Lyme School District	17	*	*	*	0	*	*	0	0	0	0
0470011	East Windsor School District	87	13	54	7	0	17	*	0	16	9	0
0480011	Ellington School District	48	11	24	10	0	24	8	0	0	0	0
0490011	Enfield School District	146	27	63	20	*	75	17	*	8	*	0
0510011	Fairfield School District	71	17	51	14	*	20	10	0	0	0	0
0520011	Farmington School District	78	12	37	11	0	39	6	0	*	*	0
0530011	Franklin School District	8	*	8	*	0	0	0	0	0	0	0
0540011	Glastonbury School District	52	12	*	*	0	29	6	*	*	10	0
0560011	Granby School District	24	*	*	*	0	*	*	0	0	0	0
0570011	Greenwich School District	9	*	7	*	0	*	*	0	*	*	0
0580011	Griswold School District	7	*	*	*	0	*	*	0	*	*	0
0590011	Groton School District	134	17	111	11	0	*	*	0	*	9	0
0600011	Guilford School District	18	*	*	*	0	*	*	0	*	*	0
0620011	Hamden School District	77	23	49	16	0	16	7	0	12	10	0
0630011	Hampton School District	10	*	10	*	0	0	0	0	0	0	0
0640011	Hartford School District	195	29	132	24	0	62	16	0	*	*	0
0650011	Hartland School District	*	*	*	*	0	0	0	0	0	0	0
0670011	Hebron School District	40	*	12	*	0	16	*	0	12	*	0
0680011	Kent School District	*	*	0	0	0	*	*	0	0	0	0
0690011	Killingly School District	23	*	16	*	0	*	*	0	*	*	0
0710011	Lebanon School District	11	6	6	*	0	*	*	0	*	*	0
0720011	Ledyard School District	88	13	13	*	0	74	12	*	*	*	0
0730011	Lisbon School District	*	*	0	0	0	*	*	0	*	*	0
0740011	Litchfield School District	*	*	*	*	0	0	0	0	0	0	0
0760011	Madison School District	39	8	26	*	0	13	*	*	0	0	0
0770011	Manchester School District	178	36	72	30	*	105	21	0	*	*	0
0780011	Mansfield School District	*	*	*	*	0	0	0	0	0	0	0
0790011	Marlborough School District	*	*	*	*	0	*	*	0	0	0	0
0800011	Meriden School District	1,435	74	537	58	*	404	47	0	494	51	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0830011	Middletown School District	71	18	36	13	0	31	10	0	*	*	0
0840011	Milford School District	144	13	64	8	*	43	8	0	37	8	0
0860011	Montville School District	58	*	25	*	0	8	*	0	25	*	0
0880011	Naugatuck School District	196	29	65	22	0	58	15	0	73	21	0
0890011	New Britain School District	393	48	123	24	0	214	28	0	56	17	0
0900011	New Canaan School District	17	*	12	*	*	*	*	0	*	*	0
0910011	New Fairfield School District	36	*	24	*	0	12	*	0	0	0	0
0920011	New Hartford School District	*	*	*	*	0	0	0	0	0	0	0
0930011	New Haven School District	*	*	*	*	0	0	0	0	0	0	0
0940011	Newington School District	56	15	33	12	0	20	7	0	*	*	0
0950011	New London School District	48	19	24	13	0	22	9	0	*	*	0
0960011	New Milford School District	303	28	76	19	0	227	22	*	0	0	0
0970011	Newtown School District	15	6	*	*	0	*	*	0	0	0	0
0990011	North Branford School District	37	6	24	*	0	8	6	*	*	*	*
1010011	North Haven School District	29	7	20	*	0	8	*	0	*	*	0
1020011	North Stonington School District	*	*	*	*	0	0	0	0	0	0	0
1030011	Norwalk School District	53	12	22	9	0	27	*	*	*	*	0
1040011	Norwich School District	54	21	*	21	*	*	*	0	0	0	0
1060011	Old Saybrook School District	29	*	17	*	0	12	*	0	0	0	0
1080011	Oxford School District	11	*	*	*	0	*	*	0	0	0	0
1090011	Plainfield School District	54	11	41	9	*	*	*	*	*	*	0
1100011	Plainville School District	42	7	20	*	0	21	*	0	*	*	0
1110011	Plymouth School District	71	14	22	9	0	44	13	0	*	*	0
1120011	Pomfret School District	*	*	0	0	0	*	*	0	0	0	0
1130011	Portland School District	47	9	35	9	0	12	6	0	0	0	0
1160011	Putnam School District	23	*	20	*	0	*	*	0	*	*	0
1170011	Redding School District	102	9	22	*	0	60	8	0	20	*	0
1180011	Ridgefield School District	14	7	11	6	0	0	0	0	*	*	0
1190011	Rocky Hill School District	30	*	17	*	0	13	*	0	0	0	0
1210011	Salem School District	*	*	*	*	0	0	0	0	*	*	0
1220011	Salisbury School District	7	*	*	*	0	*	*	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1230011	Scotland School District	*	*	0	0	0	0	0	0	*	*	0
1240011	Seymour School District	53	6	15	*	0	27	*	0	11	*	0
1260011	Shelton School District	72	6	23	*	*	43	*	*	6	*	0
1280011	Simsbury School District	285	15	199	12	0	86	9	0	0	0	0
1290011	Somers School District	*	*	*	*	0	*	*	0	*	*	0
1310011	Southington School District	89	13	42	11	0	45	9	*	*	*	0
1320011	South Windsor School District	*	*	*	*	0	0	0	0	0	0	0
1330011	Sprague School District	*	*	0	0	0	*	*	0	*	*	0
1340011	Stafford School District	30	*	7	*	0	16	*	0	7	*	0
1350011	Stamford School District	82	17	71	15	0	11	*	0	0	0	0
1370011	Stonington School District	*	*	*	*	0	*	*	0	0	0	0
1380011	Stratford School District	87	14	52	12	*	35	6	0	0	0	0
1390011	Suffield School District	52	6	40	6	0	12	*	0	0	0	0
1400011	Thomaston School District	*	*	*	*	0	*	*	0	0	0	0
1410011	Thompson School District	7	*	7	*	0	0	0	0	0	0	0
1420011	Tolland School District	48	7	*	*	0	25	7	0	*	6	0
1430011	Torrington School District	65	10	28	9	0	25	*	*	12	*	0
1440011	Trumbull School District	54	13	*	9	0	26	7	0	*	*	0
1460011	Vernon School District	176	25	71	13	0	67	16	0	38	16	0
1480011	Wallingford School District	151	16	102	15	0	42	8	*	7	*	0
1510011	Waterbury School District	84	24	42	15	0	42	14	0	0	0	0
1520011	Waterford School District	*	*	*	*	0	0	0	0	0	0	0
1530011	Watertown School District	56	8	17	6	0	32	*	0	7	*	0
1540011	Westbrook School District	13	*	*	*	0	*	*	0	0	0	0
1550011	West Hartford School District	37	8	7	*	0	16	*	0	14	*	0
1560011	West Haven School District	*	*	*	*	0	0	0	0	0	0	0
1570011	Weston School District	8	*	*	*	0	*	*	0	*	*	0
1580011	Westport School District	*	*	*	*	*	0	0	0	*	*	*
1590011	Wethersfield School District	36	*	16	*	0	20	*	0	0	0	0
1610011	Wilton School District	10	*	*	*	0	*	*	0	0	0	0
1620011	Winchester School District	165	9	84	7	0	*	*	0	*	8	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1630011	Windham School District	155	22	127	18	*	12	8	*	16	7	0
1640011	Windsor School District	171	15	47	11	0	76	7	0	48	11	0
1650011	Windsor Locks School District	66	12	16	7	0	50	12	0	0	0	0
1660011	Wolcott School District	11	*	*	*	0	*	*	0	0	0	0
1670011	Woodbridge School District	9	*	9	*	0	0	0	0	0	0	0
2060012	Regional School District 06	6	*	*	*	*	0	0	0	*	*	0
2070012	Regional School District 07	*	*	*	*	0	0	0	0	0	0	0
2090012	Regional School District 09	276	*	275	*	0	0	0	0	*	*	0
2100012	Regional School District 10	6	*	*	*	0	*	*	0	0	0	0
2120012	Regional School District 12	25	*	11	*	0	10	*	*	*	*	0
2140012	Regional School District 14	12	*	11	*	0	0	0	0	*	*	0
2150012	Regional School District 15	46	9	18	6	*	18	*	0	10	*	0
2160012	Regional School District 16	60	*	44	*	*	*	*	*	*	*	*
2170012	Regional School District 17	30	*	24	*	0	*	*	0	*	*	0
LEA TOTAL		8,516	1,177	4,028	839	23	3,080	613	34	1,408	356	7
2410014	Capitol Region Education Council	2,000	97	720	68	9	897	66	*	383	51	*
2420014	EdAdvance	537	23	366	22	0	27	7	0	144	18	0
2430014	Cooperative Educational Services	815	88	377	61	0	259	40	0	179	46	0
2440014	Area Cooperative Educational Services	983	127	267	75	11	298	65	*	418	98	*
2450014	Learn	362	31	215	24	0	99	17	0	48	15	0
2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)	478	45	123	36	*	135	23	0	220	31	*
RESC TOTAL		5,175	411	2,068	286	21	1,715	218	8	1,392	259	6
0046821	The Webb School in the Valley	73	8	31	6	0	42	6	0	0	0	0
0046921	Oak Hill School at Farmington Valley Montessori	*	*	*	*	0	0	0	0	0	0	0
0170561	Oak Hill School at Hartford Secondary	11	*	11	*	0	0	0	0	0	0	0
0190161	The Learning Clinic	*	*	*	*	0	0	0	0	0	0	0
0250161	The Webb School at Cheshire	113	9	77	7	0	35	7	0	*	*	0
0330161	Adelbrook-The Learning Center of Cromwell	1,730	49	768	37	0	270	31	0	692	46	0
0430121	Adelbrook-The Learning Center of East Hartford	*	*	*	*	0	0	0	0	*	*	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0450161	The Light House on Main St	*	*	0	0	0	0	0	0	*	*	0
0450261	The Light House on Pennsylvania Ave	*	*	0	0	0	*	*	0	0	0	0
0516061	St. Catherine Academy	*	*	*	*	*	0	0	0	0	0	0
0530121	Natchaug Hospital Green Valley School	28	10	24	9	0	0	0	0	*	*	0
0620361	Whitney Hall School	30	12	*	11	8	0	0	0	*	*	0
0640261	Grace S. Webb School	40	14	21	12	0	19	8	0	0	0	0
0642061	Eagle House Education Program	65	12	65	12	0	0	0	0	0	0	0
0642161	High Road School of Hartford High	9	*	*	*	*	*	*	0	0	0	0
0642261	High Road School of Hartford-Primary	190	23	145	22	0	32	10	0	13	8	0
0670221	Oak Hill School at Hemlocks Center	17	*	17	*	0	0	0	0	0	0	0
0740461	Touchstone School	*	*	*	*	*	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	351	29	48	19	0	166	26	0	137	20	0
0770221	Adelbrook-The Learning Center of Manchester	550	24	190	13	0	166	18	0	194	21	0
0770361	Manchester Memorial Hospital Clinical Day School	23	*	11	*	0	*	*	0	*	*	0
0780361	Natchaug Hospital Journey School	*	*	*	*	0	0	0	0	0	0	0
0800161	Meliora Academy	8	*	*	*	0	*	*	0	0	0	0
0840161	Charles F. Hayden School at Boys & Girls Village	188	28	183	28	*	0	0	0	*	*	0
0840461	Milestones Behavioral Services-Orange	194	14	85	7	0	100	12	0	9	*	0
0840561	Milestones Behavioral Services-Milford	1,015	15	753	11	0	260	12	0	*	*	0
0846061	The Foundation School-Milford	*	*	0	0	0	*	*	0	0	0	0
0860221	Bradley School-New London Regional	549	27	101	21	*	262	23	0	186	20	0
0880521	Aspire Living and Learning (ALL) Academy: Naugatuck	168	12	14	*	0	137	11	0	17	8	0
0890261	Oak Hill School at Bristol	48	6	48	6	0	0	0	0	0	0	0
0890361	Raymond Hill School	147	42	49	23	0	96	35	0	*	*	0
0890461	Solterra Academy	1,417	69	863	62	11	303	39	0	251	41	0
0895161	Oak Hill School at Hartford Primary	*	*	*	*	0	0	0	0	0	0	0
0920161	Oak Hill School at Ann Antolini School	28	*	28	*	0	0	0	0	0	0	0
0950421	High Road School of New London Middle/High School	10	*	*	*	0	0	0	0	*	*	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Forcible Escort Restraints		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1010161	Elizabeth Ives School for Special Children	7	*	*	*	0	*	*	0	0	0	0
1036261	High Road School of Fairfield County	126	23	119	23	0	*	*	0	*	*	0
1075061	Hope Academy	7	*	*	*	0	0	0	0	*	*	0
1100261	Northwest Village School/Wheeler Clinic	441	46	182	40	*	170	33	*	89	36	*
1105261	Oak Hill School at Middle School of Plainville	*	*	*	*	0	0	0	0	0	0	0
1351321	Aspire Living and Learning (ALL) Academy: Stamford	36	6	9	*	0	8	*	0	19	*	0
1356721	The Pinnacle School, LLC	21	8	*	*	0	*	8	0	0	0	0
1380121	Aspire Living and Learning (ALL) Academy: Stratford	545	24	130	15	0	184	18	0	231	18	0
1410161	River Run Academy at the Susan Wayne Center of Excellence	141	23	117	21	0	20	8	0	*	*	0
1410221	Bradley School-Windham County	*	*	*	*	0	0	0	0	0	0	0
1480161	Benhaven School	240	18	69	14	0	146	12	0	25	*	0
1480461	Benhaven Academy	*	*	*	*	0	0	0	0	0	0	0
1480521	High Road Academy - BEST Academy	139	17	44	8	0	78	13	0	17	8	0
1485061	High Road School of Wallingford	206	26	145	25	*	17	11	0	44	10	0
1500161	Devereux Glenholme School	9	*	6	*	0	*	*	0	0	0	0
1520161	Waterford Country School	6	*	6	*	0	0	0	0	0	0	0
1550161	Gengras Center	841	27	296	21	0	544	16	0	*	*	0
1550261	Intensive Education Academy	24	*	8	*	0	9	*	0	7	*	0
1550361	American School for the Deaf	*	*	*	*	0	0	0	0	0	0	0
APSEP TOTAL		9,819	679	4,739	532	30	3,106	377	*	1,974	275	*
2790013	Amistad Academy District	*	*	*	*	0	0	0	0	0	0	0
CHARTER SCHOOL TOTAL		*	*	*	*	0	0	0	0	0	0	0
<b>STATEWIDE</b>		<b>23,511</b>	<b>2,197</b>	<b>10,836</b>	<b>1,607</b>	<b>74</b>	<b>7,901</b>	<b>1,187</b>	<b>46</b>	<b>4,774</b>	<b>874</b>	<b>14</b>