



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

School Year 2021-22

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 Disability* promote the use of positive behavior supports and prevention and intervention strategies within a tiered, scientific research-based intervention framework (SRBI). These guidelines also address the appropriate implementation of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs).
- Resources, technical assistance and professional development opportunities related to the regulations around the use and reporting of restraint and seclusion in schools are available on the [CSDE](#) and [State Education Resource Center \(SERC\)](#) websites.
- Recommended interventions impacting the reduction of restraint and seclusion also remain available to schools and programs.
- The CSDE continues to engage with other state agencies through the Interagency Restraint and Seclusion Prevention Partnership, which provides information and resources, and highlights best practices to reduce restraint and seclusion through an annual conference and/or other targeted trainings.
- Updated guidance and forms reflecting the 2018 changes to laws governing the use of restraint and seclusion in schools are available on the CSDE website. “[Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools](#)” is also provided as a resource for districts and programs. All guidance and professional development materials promote the use of trauma-informed, evidence-based practices in addressing students’ social, emotional, and behavioral needs.

Changes to Incidents Reported as Restraints

Connecticut’s restraint and seclusion (R/S) data collection is unique in its transparency and detail; therefore, comparison with other states is not recommended. Regardless of the duration, nature of the restraint or seclusion, and level of injury (if incurred), all incidents of restraint and seclusion are reported for students with disabilities or those who have been referred for a special education eligibility determination. Collecting this incident level data allows the 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. The department updated the data collection in 2019-20 to allow for a distinction between forcible escort restraints and other emergency physical restraints.

Data Notes to Support Interpretation

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEAs) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA.

A planning and placement team may place a student in an approved private special education program (APSEP) or regional educational service center (RESC) special education program if a student's current needs exceed the LEA's capacity to implement the individualized education program (IEP). Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count.

However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Individual LEA policies, procedures and practices may result in differences in in-district program availability, out-of-district placements, and out-of-state placements and must be recognized when examining the organization level data.

Background and Overview

Connecticut General Statutes (C.G.S.) Section 10-236b(k), as amended, requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that includes data from each local or regional board of education and each institution or facility operating under contract with a local or regional board of education which:

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

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

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

Data regarding restraints and seclusions for 2021-22 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) (7); and
- approved private special education programs (APSEPs) (92).

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 2021-22 school year are presented in Appendix A.

Table 1

Number and Percent of All Students Statewide with IEPs by Facility Type (October 1, 2021)

Facility Type	Students	
	Number	Percent
LEA	79,330	92.8%
RESC	1,860	2.2%
APSEP	2,767	3.2%
Academy	410	0.5%
Charter	1,156	1.4%
TOTAL	85,523	100.0%

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

Definitions and Concepts

Major Categories of R/S¹

1. Physical Restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child’s arms, legs or head.²

Restraint does *not* include:

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

2. 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.

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

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

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

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 2021-22 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 2021-22 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 2021-22 was the same as in 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 2021-22 R/S data is on file with the CSDE.

Results and Discussion

In total, 38,758 incidents of restraint and seclusion were reported to the CSDE in 2021-22. This includes 17,860 emergency restraints, 13,536 emergency seclusions and 7,362 forcible escort restraints. The use of restraint and seclusion has declined since 2018-19 (the last full pre-pandemic year) when districts reported 58,932 total incidents of restraint and seclusion. Declines were reported for each type of restraint and seclusion; in 2018-19 there were 38,542 emergency restraints and 20,390 emergency seclusions. It should be noted that a decline is evidenced in 2021-22 even though forcible escorts are now reported but were not reported in 2018-19.

A total of 3,349 students (unduplicated count) or 3.9 percent of all students with disabilities were restrained and/or secluded; this was a decrease from 2018-19 when 3,799 students or 4.9 percent of all students with disabilities were restrained and/or secluded.

The gender, grade, and race/ethnicity of students restrained and/or secluded in 2021-22 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2021-22 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 2021-22 differed significantly from the gender of all students with IEPs ($\chi^2 (2, N = 3,349) = 344.5, p < .0001$). 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	
	Number	Percent	Number	Percent
F	*	*	29,296	34.3%
M	2,711	80.9%	56,161	65.7%
N	*	*	66	0.1%
TOTAL	3,349	100.0%	85,523	100.0%

**Data suppressed to protect student confidentiality*

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

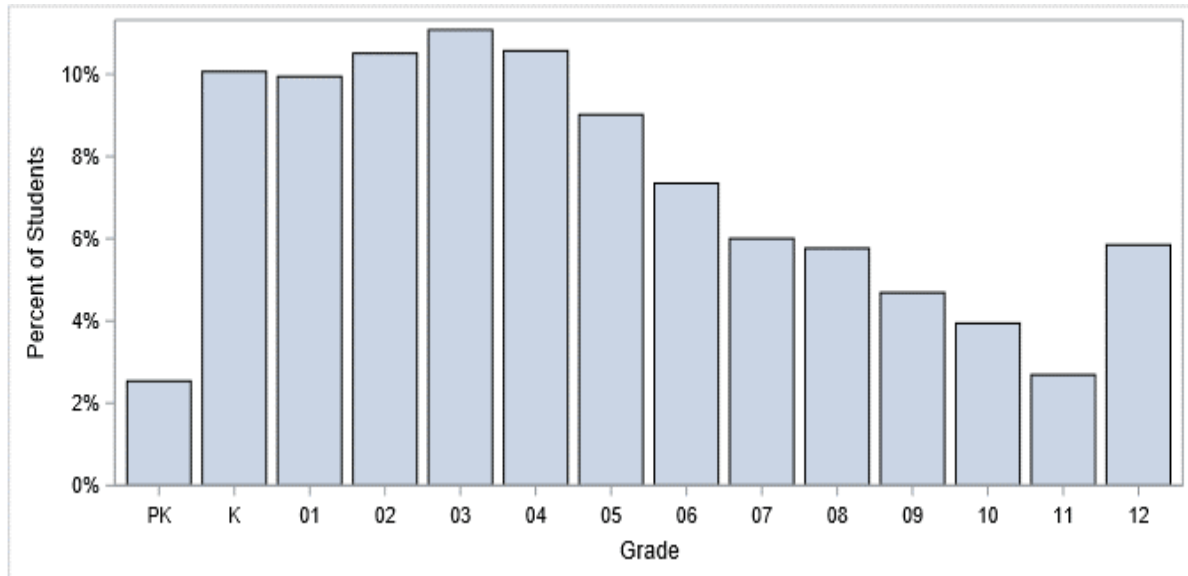


Figure 1. Bar chart illustrating grades of students restrained and/or secluded in 2021-22 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2021-22 differed significantly from the race/ethnicity of all students with IEPs ($\chi^2(6, N = 3,349) = 134.2, P < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi = 0.20$) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students 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	*	*	195	0.2%
Asian	61	1.8%	2,101	2.5%
Black or African American	693	20.7%	13,039	15.2%
Hispanic/Latino of any race	1,143	34.1%	28,464	33.3%
Native Hawaiian or Other Pacific Islander	*	*	72	0.1%
Two or More Races	193	5.8%	3,507	4.1%
White	1,249	37.3%	38,145	44.6%
TOTAL	3,349	100.0%	85,523	100.0%

*Data suppressed to protect student confidentiality

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. R/S incidents take place in response to an emergency situation when students demonstrate significant self-injurious and/or aggressive behaviors. Individual students often have multiple incidents and, in many cases, account for the majority of incidents reported by an organization. If the total R/S incident and student count for an LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by that organization. Table 4 examines the range in the number of incidents reported for students at the state level. While over three quarters (75.9%) of students had 10 or fewer R/S incidents during the 2021-22 school year, there were 52 students with greater than 100 R/S incidents.

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

Number of Incidents	Emergency Restraint		Emergency Seclusion		Forcible Escorts (Restraint)		All Incident Types	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	962	37.4%	586	33.2%	535	40.8%	972	29.0%
2-5	907	35.3%	616	34.9%	453	34.6%	1,090	32.5%
6-10	324	12.6%	232	13.1%	149	11.4%	479	14.3%
11-50	336	13.1%	298	16.9%	161	12.3%	662	19.8%
51-100	29	1.1%	22	1.2%	*	*	94	2.8%
Over 100	11	0.4%	11	0.6%	*	*	52	1.6%
TOTAL	2,569	100.0%	1,765	100.0%	1,311	100.0%	3,349	100.0%

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

R/S Incidents Resulting in Injury

There was a total of 241 incidents resulting in injuries, non-serious and serious, during the 2021-22 school year. Table 5 includes counts of total injuries.

Of the 241 incidents resulting in injury, 10 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 2021-22 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
LEA	7,834	1,536	58	6,035	1,018	34	2,477	583	*
RESC	2,943	404	25	2,990	328	19	2,393	388	*
APSEP	7,070	706	47	4,511	471	28	2,492	373	16
Charter	13	7	0	0	0	0	0	0	0
Academies	0	0	0	0	0	0	0	0	0
Total	17,860	2,653	130	13,536	1,817	81	7,362	1,344	30

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

Duration of R/S Incidents

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

Table 6 shows that the vast majority of emergency restraints (95.1%) lasted 20 minutes or less, with more than half (58.1%) 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	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Restraints
LEA	2,911	2,414	2,294	178	*	*	7,384
RESC	1,015	*	*	82	*	*	2,943
APSEP	1,272	1,896	3,344	467	72	19	7,070
Charter Schools	7	*	*	0	0	0	13
Academies	0	0	0	0	0	0	0
STATEWIDE	N	5,205	5,169	6,608	727	118	17,860
	%	29.1	28.9	37.0	4.1	0.7	100.0

**Data suppressed to protect student confidentiality*

Table 7 shows that over three quarters of emergency seclusions (86.3%) lasted 20 minutes or less, with 42.8 percent lasting five minutes or less. Less than two percent (1.8%) 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	
LEA	804	1,388	2,936	655	144	108	6,035	
RESC	773	769	1,224	177	31	16	2,990	
APSEP	873	1,184	1,733	448	154	119	4,511	
Charter Schools	0	0	0	0	0	0	0	
Academies	0	0	0	0	0	0	0	
STATEWIDE	N	2,450	3,341	5,893	1,280	329	243	13,536
	%	18.1%	24.7%	43.5%	9.5%	2.4%	1.8%	100.0%

*Data suppressed to protect student confidentiality

Table 8 shows that nearly all emergency forcible escorts (99.5%) 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 Forcible Escorts	
LEA	2,117	239	103	13	*	*	2,496	
RESC	2,149	164	70	7	*	*	2,374	
APSEP	2,216	194	72	7	*	*	2,492	
Charter Schools	0	0	0	0	0	0	0	
Academies	0	0	0	0	0	0	0	
STATEWIDE	N	6,482	597	245	27	*	*	7,362
	%	88.1%	8.1%	3.3%	0.4%	*	*	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 forcible escorts occurred due to risk of injury to self, than did other emergency events. When combined, 9.0 percent of emergency response events occurred solely as a result of risk of injury to self and 37.9 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 (53.1%).

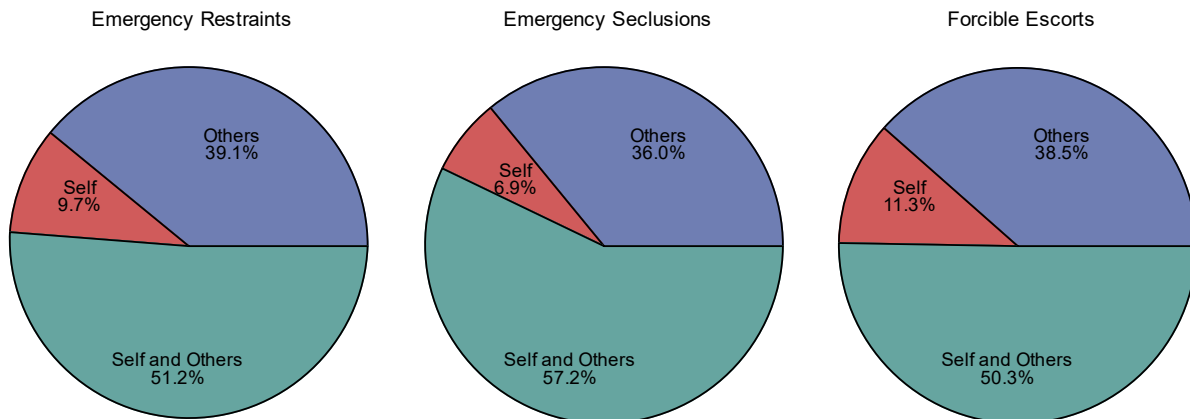


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint, emergency seclusion and forcible escort restraints by risk type: risk of injury to self, others, or self and others (2021-22 school year).

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 disability, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for over 75 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 students under consent to evaluate, hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities, and traumatic brain injury.

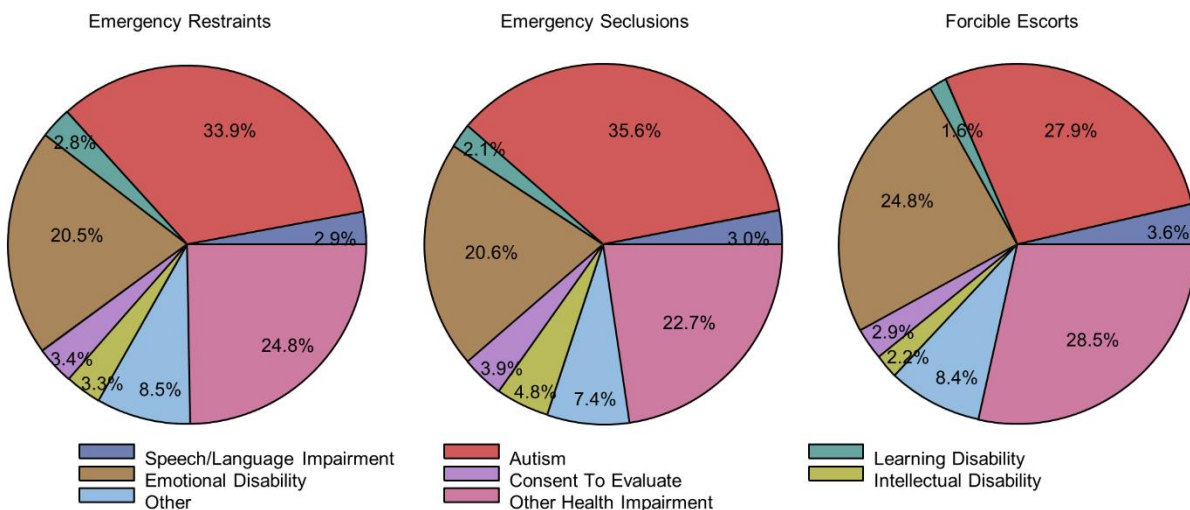


Figure 3. Pie charts comparing emergency restraint, emergency seclusion and forcible escort restraints by Primary Disability (2021-22 school year).

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 9, 10, and 11 include Connecticut Public School Students who were identified as having a disability in two consecutive years. 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 9 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. The number of restraints and seclusions in 2020-21 were at historic lows due to remote learning during the pandemic. Hence, the number of repeated seclusions for students restrained or secluded in 2019-20 was also lower than usual. For the students restrained or secluded in 2020-21, a much larger percent (61.6%) was restrained or secluded in 2021-22.

Table 9

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

Year	Restrained/Secluded		Not Restrained/Secluded	
	Number	Percent	Number	Percent
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%
2020-21	1,291	61.6%	806	38.4%
TOTAL	7,891	53.8%	6,782	46.2%

Note: Table only includes students enrolled in the following year.

Table 10 shows the students who were restrained or secluded in 2020-21 in each grade level. For all grades, the likelihood of being restrained or secluded in 2021-22 ranged from 44 percent to 67 percent. Students restrained or secluded in Pre-Kindergarten were least likely to be restrained or secluded again in 2021-22. Students restrained or secluded in grades 2 through 4 were most likely to be restrained or secluded again the next year.

Table 10

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

Grade Level	Restrained/Secluded		Not Restrained/Secluded	
	Number	Percent	Number	Percent
Pre-kindergarten	23	44.2%	29	55.8%
Kindergarten	101	59.8%	68	40.2%
Grade 1	127	63.8%	72	36.2%
Grade 2	160	66.7%	80	33.3%
Grade 3	165	65.7%	86	34.3%
Grade 4	157	67.4%	76	32.6%
Grade 5	128	58.2%	92	41.8%
Grade 6	104	62.3%	63	37.7%
Grade 7	78	54.5%	65	45.5%
Grade 8	50	53.2%	44	46.8%
Grade 9	61	64.2%	34	35.8%
Grade 10	32	54.2%	27	45.8%
Grade 11	29	50.9%	28	49.1%
Grade 12	76	64.4%	42	35.6%
TOTAL	1,291	61.6%	806	38.4%

Note: First year: 2020-21, Second year: 2021-22

Students with Autism, Emotional Disability, and Other Health Impairments accounted for the majority of restraints and seclusions. Once restrained or secluded in 2020-21, the likelihood of another restraint or seclusion in 2021-22 was more than 59 percent (See Table 12). Students with intellectual disabilities who were restrained or secluded in 2020-21 were also more likely than other students to be restrained or secluded again in 2021-22 (66.7%). Students with Specific Learning Disabilities who experienced restraint or seclusion in 2020-21 were less likely (42.4%) to be restrained or secluded in 2021-22.

Table 12

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

Disability	Restrained/Secluded		Not Restrained/Secluded	
	Number	Percent	Number	Percent
Autism	386	62.3%	234	37.7%
Consent to Evaluate*	19	52.8%	17	47.2%
Emotional Disability	309	59.5%	210	40.5%
Intellectual Disability	50	66.7%	25	33.3%
Learning Disability	25	42.4%	34	57.6%
Other	114	58.2%	82	41.8%
Other Health Impairment	352	66.3%	179	33.7%
Speech/Language Impairment	36	59.0%	25	41.0%
TOTAL	1,291	61.6%	806	38.4%

Note: First year: 2020-21, Second year: 2021-22. *Students under consent to evaluate for special education services in 2020-21 who were later identified as a student with disabilities.

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, starting in 2019-20, the CSDE added a data field to the restraint and seclusion 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.

In 2022-23, the CSDE designed a process to identify incidents of restraint lasting 20 minutes or more and seclusion reported as lasting 40 minutes or more to ensure that incidents are reported accurately. Additionally, when a restraint or seclusion extends beyond 15 minutes, the appropriate oversight and documentation by an administrator (or designee) is maintained within the student record in the state’s restraint and seclusion data system. Reports are being added for 2023-24 to assist administrators at the building level to further monitor compliance of all their facilities and staff with these regulations.

The CSDE will continue to support and assist LEAs and parents/guardians with the provision of formal guidance and technical assistance. Guidance documents and resources are available on the CSDE website and include: Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools; The Guidelines to Identify and Educate Students with Emotional Disability; Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion in Schools; and Guidance Related to Recent Legislation Regarding 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 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
0010011	Andover School District	*	*	*	*	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	27	7	9	*	0	18	*	0	0	0	0
0050011	Barkhamsted School District	0	0	0	0	0	0	0	0	0	0	0
0070011	Berlin School District	58	6	23	*	0	31	*	0	*	*	0
0080011	Bethany School District	31	*	7	*	0	24	*	0	0	0	0
0090011	Bethel School District	137	17	27	10	0	96	15	*	14	9	0
0110011	Bloomfield School District	37	9	19	7	*	18	*	0	0	0	0
0120011	Bolton School District	*	*	0	0	0	*	*	0	0	0	0
0130011	Bozrah School District	6	*	*	*	0	*	*	0	0	0	0
0140011	Branford School District	9	*	*	*	0	*	*	0	*	*	0
0150011	Bridgeport School District	69	37	32	22	0	34	15	0	*	*	*
0170011	Bristol School District	116	32	79	26	*	22	12	*	15	*	0
0180011	Brookfield School District	132	12	35	9	*	61	7	0	36	7	*
0190011	Brooklyn School District	22	6	14	*	0	6	*	0	*	*	0
0210011	Canaan School District	*	*	*	*	0	0	0	0	0	0	0
0220011	Canterbury School District	28	*	*	*	0	25	*	0	0	0	0
0230011	Canton School District	24	*	22	*	0	*	*	0	0	0	0
0240011	Chaplin School District	21	*	10	*	0	*	*	0	9	*	0
0250011	Cheshire School District	470	21	102	14	0	241	8	0	127	12	0
0260011	Chester School District	0	0	0	0	0	0	0	0	0	0	0
0270011	Clinton School District	50	7	34	*	0	*	*	0	12	*	0
0280011	Colchester School District	67	11	19	6	0	30	7	*	18	*	0
0290011	Colebrook School District	0	0	0	0	0	0	0	0	0	0	0
0300011	Columbia School District	11	*	9	*	0	*	*	0	*	*	0
0310011	Cornwall School District	0	0	0	0	0	0	0	0	0	0	0
0320011	Coventry School District	70	8	11	*	0	28	6	*	31	6	0
0330011	Cromwell School District	14	8	9	*	0	*	*	0	*	*	0
0340011	Danbury School District	213	48	170	44	0	43	18	0	0	0	0
0350011	Darien School District	11	*	*	*	0	6	*	0	0	0	0
0360011	Deep River School District	0	0	0	0	0	0	0	0	0	0	0
0370011	Derby School District	203	22	50	14	0	66	15	0	87	16	0
0390011	Eastford School District	0	0	0	0	0	0	0	0	0	0	0
0400011	East Granby School District	*	*	0	0	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
0410011	East Haddam School District	16	*	*	*	0	11	*	0	*	*	0
0420011	East Hampton School District	328	24	70	13	0	109	16	0	149	18	*
0430011	East Hartford School District	389	76	376	75	0	10	*	0	*	*	0
0440011	East Haven School District	75	8	25	*	*	27	6	0	23	*	0
0450011	East Lyme School District	77	13	9	*	0	68	10	0	0	0	0
0460011	Easton School District	*	*	*	*	0	0	0	0	0	0	0
0470011	East Windsor School District	149	16	122	13	0	8	*	0	19	8	*
0480011	Ellington School District	44	9	18	8	0	26	6	*	0	0	0
0490011	Enfield School District	961	67	342	55	0	458	42	*	161	34	0
0500011	Essex School District	0	0	0	0	0	0	0	0	0	0	0
0510011	Fairfield School District	121	22	70	19	0	35	10	0	16	7	0
0520011	Farmington School District	92	16	41	13	*	51	10	0	0	0	0
0530011	Franklin School District	*	*	*	*	0	0	0	0	0	0	0
0540011	Glastonbury School District	143	25	15	8	0	59	17	0	69	16	0
0560011	Granby School District	8	7	8	7	*	0	0	0	0	0	0
0570011	Greenwich School District	11	*	10	*	0	*	*	0	0	0	0
0580011	Griswold School District	54	13	13	6	0	17	9	0	24	9	0
0590011	Groton School District	219	28	152	21	0	33	6	0	34	9	0
0600011	Guilford School District	95	10	26	8	0	69	7	0	0	0	0
0620011	Hamden School District	150	33	111	28	0	38	12	0	*	*	0
0630011	Hampton School District	0	0	0	0	0	0	0	0	0	0	0
0640011	Hartford School District	412	73	261	66	0	145	27	0	6	*	0
0650011	Hartland School District	*	*	*	*	0	*	*	0	0	0	0
0670011	Hebron School District	87	6	0	0	0	74	6	*	13	*	0
0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
0690011	Killingly School District	62	8	30	*	0	24	*	0	8	*	0
0710011	Lebanon School District	61	7	29	*	*	*	*	0	29	7	0
0720011	Ledyard School District	107	13	60	9	0	47	11	0	0	0	0
0730011	Lisbon School District	0	0	0	0	0	0	0	0	0	0	0
0740011	Litchfield School District	*	*	0	0	0	*	*	0	0	0	0
0760011	Madison School District	107	10	51	8	0	56	6	0	0	0	0
0770011	Manchester School District	269	54	161	46	0	108	29	0	0	0	0
0780011	Mansfield School District	15	*	10	*	0	*	*	0	0	0	0
0790011	Marlborough School District	46	8	15	6	0	31	7	0	0	0	0
0800011	Meriden School District	1,946	126	858	92	*	507	72	*	581	87	*
0830011	Middletown School District	142	34	73	24	*	65	20	*	*	*	0
0840011	Milford School District	264	24	105	20	*	104	14	*	55	18	0
0850011	Monroe School District	41	8	39	8	0	*	*	0	*	*	0
0860011	Montville School District	73	12	23	10	0	25	*	0	25	10	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
0880011	Naugatuck School District	379	31	124	18	0	137	14	0	118	23	0
0890011	New Britain School District	751	107	290	70	7	304	63	*	157	40	*
0900011	New Canaan School District	11	*	9	*	0	*	*	0	*	*	0
0910011	New Fairfield School District	11	*	*	*	0	8	*	0	0	0	0
0920011	New Hartford School District	*	*	0	0	0	*	*	0	0	0	0
0930011	New Haven School District	38	6	38	6	0	0	0	0	0	0	0
0940011	Newington School District	89	16	75	13	0	13	*	0	*	*	0
0950011	New London School District	209	32	150	26	*	59	18	*	0	0	0
0960011	New Milford School District	434	36	188	24	0	246	27	*	0	0	0
0970011	Newtown School District	29	7	13	*	0	9	*	0	7	*	0
0980011	Norfolk School District	0	0	0	0	0	0	0	0	0	0	0
0990011	North Branford School District	25	*	15	*	0	7	*	0	*	*	0
1000011	North Canaan School District	0	0	0	0	0	0	0	0	0	0	0
1010011	North Haven School District	90	11	30	8	0	60	8	*	0	0	0
1020011	North Stonington School District	*	*	*	*	0	0	0	0	0	0	0
1030011	Norwalk School District	83	19	51	16	0	29	8	0	*	*	0
1040011	Norwich School District	178	37	175	36	*	*	*	0	0	0	0
1060011	Old Saybrook School District	9	*	7	*	0	*	*	*	*	*	0
1070011	Orange School District	*	*	*	*	0	*	*	0	0	0	0
1080011	Oxford School District	25	*	16	*	0	9	*	0	0	0	0
1090011	Plainfield School District	61	11	37	9	0	24	6	0	0	0	0
1100011	Plainville School District	117	14	27	10	*	54	*	0	36	8	0
1110011	Plymouth School District	168	14	57	8	0	110	14	0	*	*	0
1120011	Pomfret School District	34	*	34	*	0	0	0	0	0	0	0
1130011	Portland School District	48	9	17	6	0	31	*	0	0	0	0
1140011	Preston School District	0	0	0	0	0	0	0	0	0	0	0
1160011	Putnam School District	52	10	35	8	0	10	*	0	7	*	0
1170011	Redding School District	89	7	11	*	0	72	*	0	6	*	0
1180011	Ridgefield School District	9	*	*	*	0	*	*	0	*	*	0
1190011	Rocky Hill School District	54	7	48	7	0	*	*	0	*	*	0
1210011	Salem School District	*	*	*	*	0	0	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
1240011	Seymour School District	372	14	102	9	0	208	8	0	62	10	0
1250011	Sharon School District	*	*	0	0	0	0	0	0	*	*	0
1260011	Shelton School District	209	20	123	16	*	80	10	*	6	*	0
1270011	Sherman School District	*	*	*	*	0	0	0	0	0	0	0
1280011	Simsbury School District	403	29	269	23	*	134	18	*	0	0	0
1290011	Somers School District	158	9	25	6	*	99	7	0	34	6	*

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
1310011	Southington School District	120	17	40	11	*	78	15	0	*	*	0
1320011	South Windsor School District	20	8	11	7	0	8	*	0	*	*	0
1330011	Sprague School District	*	*	0	0	0	*	*	0	*	*	0
1340011	Stafford School District	40	*	12	*	0	24	*	0	*	*	0
1350011	Stamford School District	121	30	74	24	0	47	13	0	0	0	0
1360011	Sterling School District	0	0	0	0	0	0	0	0	0	0	0
1370011	Stonington School District	61	*	15	*	0	42	*	0	*	*	0
1380011	Stratford School District	228	34	124	32	0	104	20	0	0	0	0
1390011	Suffield School District	70	6	24	*	0	45	*	*	*	*	0
1400011	Thomaston School District	*	*	*	*	0	0	0	0	0	0	0
1410011	Thompson School District	0	0	0	0	0	0	0	0	0	0	0
1420011	Tolland School District	136	11	21	6	*	70	11	*	45	8	0
1430011	Torrington School District	77	19	66	18	0	8	*	0	*	*	*
1440011	Trumbull School District	101	17	40	13	0	51	9	0	10	6	0
1450011	Union School District	0	0	0	0	0	0	0	0	0	0	0
1460011	Vernon School District	189	26	80	19	*	73	14	0	36	13	0
1470011	Voluntown School District	0	0	0	0	0	0	0	0	0	0	0
1480011	Wallingford School District	144	18	39	13	0	72	12	0	33	10	0
1510011	Waterbury School District	256	62	112	45	0	144	44	0	0	0	0
1520011	Waterford School District	*	*	*	*	0	0	0	0	0	0	0
1530011	Watertown School District	72	15	28	11	0	36	9	0	8	*	0
1540011	Westbrook School District	6	*	*	*	0	*	*	0	0	0	0
1550011	West Hartford School District	372	32	79	19	*	236	24	*	57	17	0
1560011	West Haven School District	18	6	17	6	0	0	0	0	*	*	0
1570011	Weston School District	148	6	91	*	0	44	*	0	13	*	0
1580011	Westport School District	38	*	37	*	6	*	*	0	0	0	0
1590011	Wethersfield School District	211	20	179	18	0	32	12	0	0	0	0
1600011	Willington School District	*	*	0	0	0	0	0	0	*	*	0
1610011	Wilton School District	29	7	25	6	0	*	*	0	*	*	0
1620011	Winchester School District	284	29	171	19	*	0	0	0	113	26	*
1630011	Windham School District	407	46	326	39	9	33	13	*	48	16	0
1640011	Windsor School District	124	20	20	11	0	72	15	0	32	12	0
1650011	Windsor Locks School District	65	*	21	*	0	38	*	0	6	*	0
1660011	Wolcott School District	22	9	14	8	0	8	*	0	0	0	0
1670011	Woodbridge School District	18	7	16	6	0	*	*	0	*	*	0
1690011	Woodstock School District	6	*	*	*	0	*	*	0	0	0	0
2010012	Regional School District 01	0	0	0	0	0	0	0	0	0	0	0
2040012	Regional School District 04	0	0	0	0	0	0	0	0	0	0	0
2050012	Regional School District 05	*	*	*	*	0	0	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
2060012	Regional School District 06	25	*	10	*	0	12	*	0	*	*	0
2070012	Regional School District 07	0	0	0	0	0	0	0	0	0	0	0
2080012	Regional School District 08	*	*	*	*	0	0	0	0	0	0	0
2090012	Regional School District 09	156	*	156	*	*	0	0	0	0	0	0
2100012	Regional School District 10	37	8	20	6	0	17	*	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	16	*	9	*	0	*	*	0	*	*	0
2130012	Regional School District 13	6	*	6	*	0	0	0	0	0	0	0
2140012	Regional School District 14	85	*	62	*	0	16	*	0	7	*	0
2150012	Regional School District 15	45	8	42	8	*	*	*	*	*	*	0
2160012	Regional School District 16	22	*	7	*	*	*	*	*	10	*	0
2170012	Regional School District 17	*	*	*	*	0	*	*	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	0	0	0	0	0	0	0	0	0	0	0
9000016	Connecticut Technical Education and Career System	0	0	0	0	0	0	0	0	0	0	0
	LEA TOTAL	16,346	2,052	7,834	1536	58	6,035	1018	34	2,477	583	*
2310018	Goodwin University Educational Services (GUES)	91	*	28	*	0	44	*	*	19	*	0
2410014	Capitol Region Education Council	3,211	181	894	111	11	1,698	135	8	619	108	0
2420014	EdAdvance	826	37	552	33	*	59	*	*	215	*	0
2430014	Cooperative Educational Services	1,457	101	577	79	0	494	50	0	386	61	0
2440014	Area Cooperative Educational Services	1,668	189	502	114	12	378	84	9	788	154	*
2450014	Learn	588	41	281	38	0	245	26	0	62	22	0
2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)	485	*	109	*	*	72	17	0	304	21	0
	RESC TOTAL	8,326	584	2,943	404	25	2,990	328	19	2,393	388	*
0046821	The Webb School in the Valley	79	12	50	11	0	29	7	0	0	0	0
0046921	Oak Hill School at Farmington Valley Montessori	15	*	15	*	0	0	0	0	0	0	0
0070121	Prism Academy	11	*	*	*	0	7	*	*	*	*	0
0100161	Arch Bridge School	*	*	*	*	0	0	0	0	0	0	0
0170561	Oak Hill School at Hartford Secondary	16	*	16	*	0	0	0	0	0	0	0
0170821	Connecticut Junior Republic-Bristol	0	0	0	0	0	0	0	0	0	0	0
0190161	The Learning Clinic	0	0	0	0	0	0	0	0	0	0	0
0230121	Fresh Start School	0	0	0	0	0	0	0	0	0	0	0
0250161	The Webb School at Cheshire	92	12	46	9	0	46	10	0	0	0	0
0330161	Adelbrook-The Learning Center of Cromwell	1,360	51	786	39	0	151	25	0	423	45	0
0360161	Connecticut Coastal Academy	0	0	0	0	0	0	0	0	0	0	0
0380261	Rushford Academy	0	0	0	0	0	0	0	0	0	0	0

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		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0430121	Adelbrook-The Learning Center of East Hartford	6	*	*	*	0	0	0	0	*	*	0
0440221	Pathways Academy - East Haven	*	*	*	*	0	0	0	0	0	0	0
0450161	The Light House on Main St	0	0	0	0	0	0	0	0	0	0	0
0450261	The Light House on Pennsylvania Ave	*	*	*	*	0	0	0	0	0	0	0
0460161	The Speech Academy-Easton	0	0	0	0	0	0	0	0	0	0	0
0490161	Natchaug Hospital School Joshua Center-Enfield	0	0	0	0	0	0	0	0	0	0	0
0516061	St. Catherine Academy	0	0	0	0	0	0	0	0	0	0	0
0530121	Natchaug Hospital Green Valley School	57	15	42	14	*	*	*	0	12	8	0
0570161	Eagle Hill School	0	0	0	0	0	0	0	0	0	0	0
0570921	Hubbard Day School	7	*	7	*	0	0	0	0	0	0	0
0620261	Cedarhurst School	*	*	*	*	0	0	0	0	0	0	0
0620361	Whitney Hall School	76	25	43	19	11	0	0	0	33	18	7
0626161	Lorraine D. Foster Day School	0	0	0	0	0	0	0	0	0	0	0
0640261	Grace S. Webb School	107	19	51	15	0	56	16	0	0	0	0
0642061	Eagle House Education Program	42	12	42	12	0	0	0	0	0	0	0
0642161	High Road School of Hartford High	21	6	18	*	0	*	*	0	0	0	0
0642261	High Road School of Hartford-Primary	749	33	726	33	0	11	10	0	12	10	0
0646061	Futures School-West Hartford	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
0670221	Oak Hill School at Hemlocks Center	22	*	22	*	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
0690421	High Road School Hartford High at Windham County	*	*	*	*	0	0	0	0	0	0	0
0690521	High Road School Hartford Primary at Windham County	20	*	9	*	0	10	*	0	*	*	0
0740161	Connecticut Junior Republic	*	*	*	*	0	0	0	0	0	0	0
0740461	Touchstone School	*	*	0	0	0	0	0	0	*	*	*
0760161	Grove School	0	0	0	0	0	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	327	28	98	22	*	132	24	0	97	23	0
0770221	Adelbrook-The Learning Center of Manchester	759	23	215	13	0	264	21	0	280	22	0
0770361	Manchester Memorial Hospital Clinical Day School	11	*	11	*	0	0	0	0	0	0	0
0780161	Natchaug Hospital Inpatient School	0	0	0	0	0	0	0	0	0	0	0
0780361	Natchaug Hospital Journey School	0	0	0	0	0	0	0	0	0	0	0
0800161	Meliora Academy	30	8	23	*	0	*	*	*	*	*	0
0830821	Futures School-Middletown	0	0	0	0	0	0	0	0	0	0	0
0840161	Charles F. Hayden School at Boys & Girls Village	135	33	125	31	0	6	*	0	*	*	0
0840461	Milestones Behavioral Services-Orange	331	15	57	11	0	273	11	*	*	*	0
0840561	Milestones Behavioral Services-Milford	476	17	236	12	0	240	15	0	0	0	0
0846061	The Foundation School-Milford	0	0	0	0	0	0	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
0846161	Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0
0860221	Bradley School-New London Regional	859	35	262	28	*	422	28	0	175	25	0
0880521	Aspire Living and Learning (ALL) Academy: Naugatuck	664	14	323	11	*	264	12	*	77	10	*
0890261	Oak Hill School at Bristol	72	13	72	13	*	0	0	0	0	0	0
0890361	Raymond Hill School	414	55	151	42	0	263	43	0	0	0	0
0890461	Solterra Academy	1311	78	713	61	6	276	50	0	322	57	*
0895161	Oak Hill School at Hartford Primary	*	*	*	*	0	0	0	0	0	0	0
0920161	Oak Hill School at Ann Antolini School	14	*	12	*	0	*	*	0	0	0	0
0930661	Chapel Haven Schleifer Center, Inc.	0	0	0	0	0	0	0	0	0	0	0
0931461	Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
0950161	Connecticut College Child Development Lab School	0	0	0	0	0	0	0	0	0	0	0
0950421	High Road School of New London Middle/High School	14	*	13	*	0	0	0	0	*	*	0
1010161	Elizabeth Ives School for Special Children	*	*	0	0	0	*	*	0	0	0	0
1036261	High Road School of Fairfield County	224	26	215	26	*	*	*	0	*	*	0
1040721	Natchaug Hospital School Joshua Center Thames Valley CDT	*	*	*	*	0	0	0	0	0	0	0
1060161	Natchaug Hospital School CDT-Shoreline	0	0	0	0	0	0	0	0	0	0	0
1070161	The Foundation School-Orange	*	*	0	0	0	*	*	0	0	0	0
1075061	Hope Academy	*	*	*	*	0	0	0	0	*	*	0
1100261	Northwest Village School/Wheeler Clinic	902	69	316	59	10	399	56	18	187	50	*
1105261	Oak Hill School at Middle School of Plainville	*	*	*	*	0	0	0	0	0	0	0
1106161	Oak Hill School at Haddam-Killingworth High School	*	*	*	*	0	0	0	0	0	0	0
1130121	Oak Hill School at Portland	0	0	0	0	0	0	0	0	0	0	0
1290321	The Speech Academy-Somersville	0	0	0	0	0	0	0	0	0	0	0
1350161	Villa Maria Education Center	0	0	0	0	0	0	0	0	0	0	0
1351321	Aspire Living and Learning (ALL) Academy: Stamford	61	6	14	*	0	34	*	0	13	6	0
1356621	The Spire School	0	0	0	0	0	0	0	0	0	0	0
1356721	The Pinnacle School, LLC	51	11	8	*	0	43	11	0	0	0	0
1380121	Aspire Living and Learning (ALL) Academy: Stratford	1390	30	396	23	0	470	28	*	524	24	*
1410161	River Run Academy at the Susan Wayne Center of Excellence	185	25	166	24	0	17	10	*	*	*	0
1410221	Bradley School-Windham County	90	9	42	9	0	41	7	0	7	*	0
1440161	St. Vincent's Special Needs School Program	*	*	*	*	0	0	0	0	0	0	0
1480161	Benhaven School	213	26	101	22	*	82	14	0	30	8	0
1480461	Benhaven Academy	0	0	0	0	0	0	0	0	0	0	0

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		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1480521	High Road Academy - BEST Academy	569	24	450	22	0	87	13	0	32	10	0
1485061	High Road School of Wallingford	1021	36	771	34	10	15	7	*	235	25	0
1500161	Devereux Glenholme School	7	6	*	*	*	0	0	0	*	*	0
1520161	Waterford Country School	12	7	12	7	0	0	0	0	0	0	0
1550161	Gengras Center	1181	35	348	25	0	832	23	0	*	*	0
1550261	Intensive Education Academy	37	9	14	6	0	17	6	0	6	*	0
1550361	American School for the Deaf	*	*	0	0	0	*	*	0	*	*	0
1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
1550861	PACES	*	*	*	*	0	0	0	0	0	0	0
1610221	Westport Day School	0	0	0	0	0	0	0	0	0	0	0
	APSEP TOTAL	14,073	881	7,070	706	47	4,511	471	28	2,492	373	16
9010022	Norwich Free Academy District	0	0	0	0	0	0	0	0	0	0	0
9020022	The Gilbert School District	0	0	0	0	0	0	0	0	0	0	0
9030022	The 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
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	The 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
2790013	Amistad Academy District	0	0	0	0	0	0	0	0	0	0	0
2800013	New Beginnings Inc Family Academy District	*	*	*	*	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	Achievement First Bridgeport Academy 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 District	*	*	*	*	0	0	0	0	0	0	0
2890013	Elm City College Preparatory School District	8	*	8	*	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
2940013	Great Oaks Charter School District	0	0	0	0	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 District	0	0	0	0	0	0	0	0	0	0	0
	CHARTER SCHOOL TOTAL	13	7	13	7	0	0	0	0	0	0	0
	STATEWIDE	38,758	3,524	17,860	2,653	130	13,536	1,817	81	7,362	1,344	30