

Physical Restraint and Seclusion:

Data Collection, Findings, and Considerations
2022-2023 School Year

MSAR # 14071

Annotated Code § 7-1104(d)(1)(iv)

Division of Student Support, Academic Enrichment, and Educational Policy

Division of Assessment, Accountability, and Performance Reporting

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Background

The [Annotated Code of Maryland Education Article § 7-1104](#) requires the Maryland State Department of Education (MSDE) report to the General Assembly annually (on or before December 1 each year) on the findings reported to MSDE by public agencies (e.g., local education agencies, the Maryland School for the Deaf, the Maryland School for the Blind) and nonpublic schools on physical restraint and seclusion incidents for the prior school year and recommendations by MSDE.

The legislation specifically requires the collection of the following data:

1. The number of physical restraint incidents, disaggregated by the student's jurisdiction, disability, race, gender, age, and type of placement;
2. The number of physical restraint incidents for each student who had at least one physical restraint or seclusion incident, disaggregated by jurisdiction, disability, race, gender, age, and type of placement;
3. For nonpublic schools, the number of seclusion incidents, disaggregated by the student's jurisdiction, disability, race, gender, and age; and
4. For nonpublic schools, the number of seclusion incidents for each student who had at least one seclusion incident, disaggregated by jurisdiction, disability, race, gender, and age.

Additionally, the legislation requires public agencies and nonpublic schools to report on:

1. The professional development provided to designated school personnel related to positive behavioral interventions, strategies, and supports and trauma-informed interventions for the prior school year;
2. For nonpublic schools, the policy changes made to further reduce the use of seclusion incidents during the prior school year;
3. The policy changes or new professional development opportunities designed to further increase positive behavioral interventions and reduce physical restraint or seclusion incidents in the upcoming school year; and
4. For nonpublic schools, results of observations and reviews of seclusion rooms and reviews of training plans for the use of seclusion.

During the 2022 legislative session, the Maryland General Assembly passed House Bill 1255 “Physical Restraint and Seclusion – Limitations, Reporting, and Training” which amended and expanded the law governing restraint and seclusion. The amended legislation for the [Annotated Code of Maryland Education Article § 7-1101](#) defines physical restraint as “a personal restriction that immobilizes or reduces the ability of a student to move the student’s torso, arms, legs, or head freely during school hours.”

Physical restraint does not include:

1. Briefly holding a student to calm or comfort the student;
2. Holding a student's hand or arm to escort the student safely from one area to another;
3. Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or
4. Breaking up a fight in the school building or on school grounds.

Except as provided in §A(1)(b), under the Code of Maryland Regulations ([COMAR 13A.08.04.05](#)), “the use of physical restraint is prohibited in public agencies and nonpublic schools until there is an emergency situation and

physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.”

[COMAR 13A.08.04.02](#) defines seclusion as “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.”

In accordance with the [Annotated Code of Maryland Education Article § 7-1102](#), effective July 1, 2022, the use of seclusion is banned in all public agencies. Seclusion was an allowable practice used by public agencies and nonpublic schools during the 2021-2022 school year. This report reflects the first year of seclusion is prohibited in public agencies. A nonpublic school may not use seclusion as a behavioral health intervention unless seclusion is necessary to protect the student or another individual from imminent serious physical harm or other less intrusive interventions have failed or been determined inappropriate for the student. MSDE reviewed policies from all public agencies to ensure that all public agencies have policies indicating that the use of seclusion is no longer permitted.

As with previous reports, the 2023 report describes the data collection process, provides summary data for the 2022-2023 school year based on public agency and nonpublic school responses, and outlines findings and recommendations based on an analysis of the information gathered. The report contains information on total incidents of physical restraint and seclusion disaggregated by disability category, race, gender, age, and type of placement. Implementation of the Annotated Code of Maryland Education Article § 7-1104 required MSDE to collect student level data beginning with the 2021-2022 school year. To meet the requirement, this report further contains information on unduplicated student incident counts of physical restraint and seclusion disaggregated by disability category, race, gender, age, and type of placement. The 2022 report reflected the first year that data was disaggregated at a student level.

To ensure accuracy and understanding of the requested data, MSDE provided technical assistance to all public agencies and nonpublic schools throughout the 2022-2023 school year regarding the understanding of the statutes surrounding the use of restraint and seclusion and definitions of the use of restraint and seclusion. MSDE additionally provided technical assistance sessions on the data collection including what constitutes a new incident of restraint and reporting individual incidents separately as opposed to reporting on the entire behavior event, which may include multiple incidents of restraint. Prior to the 2021-2022 school year, aggregated data was collected.

Information gathered for this report is organized into three sections.

- Section I contains all data related to incidents of physical restraint.
- Section II contains all data related to incidents of seclusion.
- Section III consists of information related to the review of seclusion rooms, seclusion training plans, and professional learning experiences.

UNIQUE STUDENT COUNT

All students in Maryland have a ten-digit state assigned student identification (SASID) number, which is a unique student identifier. Student level data reported to MSDE must include a SASID number for each student. As part of the Physical Restraint and Seclusion: Data Collection, Findings, and Considerations report reflecting data from July 1, 2022, through June 30, 2023, students are not duplicated within a category but may be reported across multiple categories.

DATA SUPPRESSION

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, 34 CFR Part 99, is a federal law that protects the privacy of student education records. Under FERPA, states are responsible for protecting students' personally identifiable information (PII) from disclosure when reporting. Even data that are reported in aggregate have the potential to disclose PII.

Data suppression is a disclosure avoidance method that is used to protect the identities, privacy, and personal information of individuals. To abide by the regulation outlined in FERPA and protect student's PII, MSDE applies suppression rules to aggregated student data that is connected to student education data and outcomes.

MSDE applies a minimum N-size when reporting restraint and seclusion data. Minimum N-size for reporting is when data must have a sufficient number of students for the data to be reported.

Public Agency Data Suppression Rules

Data are suppressed for any student group where the total enrollment for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*). Enrollment numbers for public agencies were obtained from the Division of Assessment, Accountability and Performance Reporting and the Division of Early Intervention and Special Education Services.

Nonpublic School Data Suppression Rules

Data for nonpublic schools will be aggregated and reported according to where the school is physically located by county and Baltimore City. There is no mandate that nonpublic schools report student group enrollment data to MSDE. Without available student group enrollment data, restraint and seclusion data for nonpublic schools will be suppressed for any student group based on the number of incidents. Data will be suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Data Collection

To obtain the specific data required under the Annotated Code of Maryland Education Article §7-1104 for the 2023 Physical Restraint and Seclusion Report: Data Collection, Findings, and Recommendations, covering the 2022-2023 school year, MSDE required data be communicated using two different methods:

1. Incident data was entered into a data collection tool and uploaded to the secure file transfer system MOVEit (Sections I and II); and
2. Information regarding the observation of seclusion rooms, review of seclusion training plans, and professional learning experiences were captured using an electronic survey (Section III).

Each incident of physical restraint and seclusion that occurred during the 2022-2023 school year was entered as an individual data field using the following required information.

- School Year
- School Identifying Information:
 - Public Agency/Nonpublic Number – Name
 - School Number – Name
- Student Identifying Information:
 - Local Student ID
 - State Assigned Student ID (SASID)
 - Date of Birth
 - Gender
 - Hispanic/Latino Ethnicity
 - Race
 - Grade
 - Special Education Indicator
 - Special Education Disability Code
 - Special Education Placement Type/Least Restrictive Environment (LRE)
 - Section 504 Plan
 - English Learner (EL)
- Physical Restraint Specific Data:
 - Date of Physical Restraint Incident
 - Was the period of physical restraint 30 minutes or less?
- Seclusion Specific Data:
 - Date of Seclusion Incident
 - Was the period of seclusion 30 minutes or less?

Data regarding the review of seclusion rooms, seclusion training plans, and professional learning experiences that occurred during the 2022-2023 school year were captured using a survey to gather the following information.

- Seclusion Room Observations and Seclusion Training Plan Review (nonpublic schools only)
 - Name and title of the individual who observed the seclusion room;
 - Results of the observation of the seclusion room;
 - Name and title of the individual who reviewed the seclusion training plan;
 - Results of the review of the seclusion training plan; and
 - Explanation of why there was no observation of the seclusion room or review of the seclusion training plan, if those did not occur during the 2022-2023 school year.
- Professional Learning Experiences Related to Positive Behavioral Interventions, Strategies, and Supports and Trauma-Informed Interventions
 - Hours of professional learning experience trainings that were required for personnel to be considered authorized to perform restraint and/or seclusion;
 - Content of the professional learning experience trainings provided to school personnel who are considered authorized to perform restraint and/or seclusion;
 - Crisis intervention/managements programs utilized in the school or district;
 - Average number of unique professional learning experience trainings related to restraint and/or seclusion required for school personnel who were considered authorized to perform restraint and/or seclusion;
 - Average durations for each professional learning experience trainings related to restraint and/or seclusion;
 - Position(s) held by individuals who conducted the professional learning experience event(s) in the use of restraints and/or seclusions;
 - Position(s) held by individuals who received professional learning experience trainings in the use of restraints and/or seclusions; and
 - The percentage of staff who received professional learning experiences related to physical restraint and/or seclusion.

Findings

SECTION I: PHYSICAL RESTRAINT INCIDENTS

Physical Restraint Public Agencies

Public agencies include all 24 local education agencies (LEA), the SEED School of Maryland, Maryland School for the Blind, and Maryland School for the Deaf (Columbia and Frederick campuses combined). Physical restraint data for public agencies reported during the 2022-2023 school year are provided in Tables 1 through 11 of this report.

Total Number of Physical Restraint Incidents by Public Agency

For the 2022-2023 school year, there was a total of 5,504 reported physical restraint incidents occurring with 1,087 students in public agency schools. Table 1 shows the number of incidents of physical restraint and number of unduplicated students within each public agency. The total number of students for each public agency is unique, however, students may be counted in more than one public agency.

Data are suppressed for any student group where the total enrollment for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 1. Number of Physical Restraint Total Incidents and Total Unduplicated Students for 2022-2023 by Public Agency

Public Agency	Total Enrollment	Total Incidents of Physical Restraint	Total Unduplicated Students
Allegany	8,181	34	14
Anne Arundel	84,452	905	130
Baltimore City	75,995	6	5
Baltimore County	111,083	2,408	241
Calvert	15,461	12	6
Caroline	5,667	59	17
Carroll	25,787	252	45
Cecil	15,047	136	58
Charles	27,598	140	44
Dorchester	4,523	98	28
Frederick	46,899	48	27
Garrett	3,500	11	5
Harford	38,037	129	37
Howard	57,676	513	98
Kent	1,751	1	1
Montgomery	160,554	320	149
Prince George's	131,143	113	56
Queen Anne's	7,387	6	4
Somerset	17,493	126	41
St. Mary's	2,773	16	8
Talbot	4,523	4	3
Washington	22,297	125	50
Wicomico	14,900	32	17
Worcester	6,841	8	6
Maryland School for the Blind	199	2	1
Maryland School for the Deaf	355	0	0
SEED School	403	0	0

Physical Restraint Incidents for Students by Disability Category, Public Agencies

Table 2 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by disability category, for all public agencies.

Table 3 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by disability category, for all public agencies. Within each disability category and public agency, the student count is unique. However, students may be counted in more than one disability category and public agency.

Data are suppressed for any student group where the total enrollment for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 2. Number of Physical Restraint Total Incidents for 2022-2023 by Disability Category, Public Agencies

Public Agency	ID ¹	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Allegany	1	*	*	0	*	4	*	7	4	3	*	*	0	11	0	*	*
Anne Arundel	48	0	0	0	0	252	*	12	0	361	*	0	71	106	0	0	*
Baltimore City	0	0	0	0	0	5	0	0	0	0	*	0	0	0	0	0	0
Baltimore County	0	0	0	8	0	608	*	195	19	374	*	19	979	62	0	0	0
Calvert	2	*	*	0	*	0	*	8	0	0	*	*	0	1	*	*	*
Caroline	0	*	*	0	*	17	*	2	0	4	*	*	0	0	*	*	*
Carroll	0	*	*	0	0	72	*	11	2	63	*	*	23	21	0	*	*
Cecil	2	*	*	4	*	9	*	17	3	4	*	*	19	30	0	*	*
Charles	0	*	*	0	0	27	*	8	0	0	*	1	32	46	0	*	*

¹ ID = Intellectual Disability, HI = Hearing Impairment, SLI = Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Public Agency	ID ¹	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Dorchester	7	*	*	0	*	0	*	15	0	0	*	*	14	0	*	*	*
Frederick	0	0	*	0	0	10	*	7	0	9	*	*	6	4	0	*	*
Garrett	0	*	*	0	*	0	*	0	0	0	*	*	0	0	*	*	*
Harford	0	*	*	0	0	23	*	28	0	8	*	*	45	19	0	*	*
Howard	1	0	*	1	0	127	0	81	0	57	*	*	171	42	0	0	*
Kent	0	*	*	0	*	*	*	0	0	*	*	*	0	0	*	*	*
Montgomery	12	0	0	1	0	56	1	50	15	41	*	0	123	21	0	0	0
Prince George's	0	0	1	0	0	30	0	16	2	11	*	0	29	8	0	*	0
Queen Anne's	0	*	*	0	*	0	*	3	0	1	*	*	0	0	*	*	*
Somerset	0	*	*	3	*	73	*	13	5	2	*	*	7	2	0	*	0
St. Mary's	0	*	*	0	*	0	*	0	0	0	*	*	8	0	*	*	*
Talbot	0	*	*	0	*	3	*	0	0	0	*	*	0	0	*	*	*
Washington	3	*	*	0	*	30	*	22	1	3	*	*	17	15	0	*	*
Wicomico	0	*	*	0	0	9	*	10	0	1	*	*	6	0	0	*	*
Worcester	0	*	*	1	*	*	*	1	0	2	*	*	2	0	*	*	*
Maryland School for the Blind	*	*	*	*	0	*	*	*	*	2	*	*	*	*	*	*	*
Maryland School for the	*	0	0	*	*	*	*	*	*	0	*	*	*	*	*	*	*

Public Agency	ID ¹	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Deaf																	
SEED School	*	*	*	*	*	*	*	0	0	*	*	*	*	*	*	*	*

Table 3. Number of Unduplicated Students Physically Restrained in 2022-2023 by Disability Category, Public Agencies

Public Agency	ID ²	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Allegany	1	*	*	0	*	2	*	3	2	2	*	*	0	2	0	*	*
Anne Arundel	6	0	0	0	0	22	*	8	0	49	*	0	16	6	0	0	*
Baltimore City	0	0	0	0	0	4	0	0	0	0	*	0	0	0	0	0	0
Baltimore County	0	0	0	4	0	44	*	32	4	25	*	1	55	19	0	0	0
Calvert	1	*	*	0	*	0	*	3	0	0	*	*	0	1	*	*	*
Caroline	0	*	*	0	*	6	*	2	0	3	*	*	0	0	*	*	*
Carroll	0	*	*	0	0	12	*	6	1	4	*	*	5	4	0	*	*
Cecil	1	*	*	1	*	6	*	8	3	2	*	*	8	8	0	*	*
Charles	0	*	*	0	0	9	*	6	0	0	*	1	8	11	0	*	*
Dorchester	2	*	*	0	*	0	*	3	0	0	*	*	3	0	*	*	*

² ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Public Agency	ID ²	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Frederick	0	0	*	0	0	5	*	2	0	7	*	*	4	2	0	*	*
Garrett	0	*	*	0	*	0	*	0	0	0	*	*	0	0	*	*	*
Harford	0	*	*	0	0	7	*	9	0	3	*	*	10	5	0	*	*
Howard	1	0	*	1	0	24	0	8	0	6	*	*	39	9	0	0	*
Kent	0	*	*	0	*	*	*	0	0	*	*	*	0	0	*	*	*
Montgomery	5	0	0	1	0	31	1	27	9	10	*	0	56	10	0	0	0
Prince George's	0	0	1	0	0	13	0	6	2	4	*	0	13	4	0	*	0
Queen Anne's	0	*	*	0	*	0	*	2	0	1	*	*	0	0	*	*	*
Somerset	0	*	*	1	*	14	*	4	2	2	*	*	5	2	0	*	0
St. Mary's	0	*	*	0	*	0	*	0	0	0	*	*	3	0	*	*	*
Talbot	0	*	*	0	*	2	*	0	0	0	*	*	0	0	*	*	*
Washington	2	*	*	0	*	13	*	7	1	1	*	*	7	6	0	*	*
Wicomico	0	*	*	0	0	3	*	6	0	1	*	*	4	0	0	*	*
Worcester	0	*	*	1	*	*	*	1	0	1	*	*	1	0	*	*	*
Maryland School for the Blind	*	*	*	*	0	*	*	*	*	1	*	*	*	*	*	*	*
Maryland School for the Deaf	*	0	0	*	*	*	*	*	*	0	*	*	*	*	*	*	*

Public Agency	ID ²	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
SEED School	*	*	*	*	*	*	*	0	0	*	*	*	*	*	*	*	*

Physical Restraint Incidents for Students by Ethnicity, Race, and Gender, Public Agencies

Table 4 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by ethnicity, race, and gender, for all public agencies.

Table 5 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by ethnicity, race and gender, for all public agencies. Within each race or gender and public agency, the student count is unique. However, students may be counted in more than one race or gender and public agency.

Data are suppressed for any student group where the total enrollment for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 4. Number of Physical Restraint Total Incidents for 2022-2023 by Race, Ethnicity, and Gender, Public Agencies

Public Agency	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Allegany	0	0	3	0	*	30	1	34	0	*
Anne Arundel	1	2	443	94	0	239	126	835	70	0
Baltimore City	0	0	6	0	0	0	0	5	1	0
Baltimore County	0	3	1,991	50	18	284	62	2,319	89	0
Calvert	0	0	4	0	0	8	0	12	0	*

Public Agency	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Caroline	*	0	21	0	*	16	22	40	19	*
Carroll	0	0	38	7	0	188	19	199	53	0
Cecil	0	0	63	4	0	63	6	124	12	*
Charles	0	1	94	10	0	9	26	120	20	*
Dorchester	*	0	55	0	*	43	0	83	15	*
Frederick	0	3	20	1	0	20	4	35	13	*
Garrett	*	*	0	0	*	11	0	8	3	*
Harford	0	0	59	15	0	51	4	105	24	0
Howard	0	11	330	45	0	70	57	479	34	0
Kent	*	0	0	1	*	0	0	*	1	*
Montgomery	0	30	134	85	0	62	9	268	52	0
Prince George's	0	4	78	23	0	8	0	90	23	*
Queen Anne's	0	0	4	1	*	0	1	6	0	*
Somerset	0	0	51	0	0	67	8	121	5	*
St. Mary's	*	0	8	0	*	8	0	16	0	*

Public Agency	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Talbot	*	0	0	1	*	2	1	4	0	*
Washington	0	0	48	7	0	56	14	121	4	*
Wicomico	0	0	10	7	0	9	6	31	1	*
Worcester	0	0	3	2	*	3	0	7	1	*
Maryland School for the Blind	*	*	0	0	*	0	*	2	0	*
Maryland School for the Deaf	*	0	0	0	*	0	0	0	0	*
SEED School	*	*	0	*	*	*	*	0	0	*

Table 5. Number of Unduplicated Students Physically Restrained in 2022-2023 by Race, Ethnicity, and Gender, Public Agencies

Public Agency	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Allegany	0	0	1	0	*	12	1	14	0	*
Anne Arundel	1	1	58	12	0	49	9	109	21	0
Baltimore City	0	0	5	0	0	0	0	4	1	0
Baltimore County	0	3	148	21	1	55	13	209	32	0
Calvert	0	0	3	0	0	3	0	6	0	*
Caroline	*	0	6	0	*	8	3	10	7	*
Carroll	0	0	7	4	0	29	5	36	9	0
Cecil	0	0	25	2	0	28	3	50	8	*
Charles	0	1	30	4	0	5	4	38	6	*
Dorchester	*	0	18	0	*	10	0	24	4	*
Frederick	0	2	9	1	0	12	3	21	6	*
Garrett	*	*	0	0	*	5	0	4	1	*
Harford	0	0	13	4	0	18	2	30	7	0
Howard	0	9	52	8	0	18	11	85	13	0

Public Agency	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Kent	*	0	0	1	*	0	0	*	1	*
Montgomery	0	13	61	38	0	30	7	124	25	0
Prince George's	0	1	43	9	0	3	0	46	10	*
Queen Anne's	0	0	2	1	*	0	1	4	0	*
Somerset	0	0	15	0	0	21	5	37	4	*
St. Mary's	*	0	3	0	*	5	0	8	0	*
Talbot	*	0	0	1	*	1	1	3	0	*
Washington	0	0	13	5	0	27	5	47	3	*
Wicomico	0	0	7	1	0	5	4	16	1	*
Worcester	0	0	2	1	*	3	0	5	1	*
Maryland School for the Blind	*	*	0	0	*	0	*	1	0	*
Maryland School for the Deaf	*	0	0	0	*	0	0	0	0	*
SEED School	*	*	0	*	*	*	*	0	0	*

Physical Restraint Incidents for Students by Age, Public Agencies

Table 6 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by age, for all public agencies.

Table 7 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by age, for all public agencies. Within each age group and public agency, the student count is unique. However, students may be counted in more than one age group and public agency.

Data are suppressed for any student group where the total enrollment for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 6. Number of Physical Restraint Total Incidents for 2022-2023 by Age, Public Agencies

Public Agency	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Allegany	0	29	2	3	0
Anne Arundel	21	817	53	14	0
Baltimore City	0	2	3	1	0
Baltimore County	1	2,198	167	21	21
Calvert	2	7	1	2	0
Caroline	0	52	4	3	0
Carroll	0	198	52	2	0
Cecil	3	107	20	6	0
Charles	5	124	9	2	0
Dorchester	0	69	26	3	0
Frederick	1	36	9	2	0
Garrett	0	11	0	0	0
Harford	2	77	26	24	0

Public Agency	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Howard	0	439	51	18	5
Kent	0	0	0	1	0
Montgomery	0	175	84	40	21
Prince George's	10	88	11	4	0
Queen Anne's	0	5	1	0	0
Somerset	0	101	22	3	0
St. Mary's	0	13	3	0	0
Talbot	0	4	0	0	0
Washington	1	114	5	4	1
Wicomico	2	24	3	3	0
Worcester	0	4	2	0	2
Maryland School for the Blind	0	0	0	0	2
Maryland School for the Deaf	0	0	0	0	0
SEED School	0	0	0	0	0

Table 7. Number of Unduplicated Students Physically Restrained in 2022-2023 by Age, Public Agencies

Public Agency	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Allegany	0	10	2	2	0
Anne Arundel	3	102	19	6	0
Baltimore City	0	2	2	1	0
Baltimore County	1	184	44	9	3
Calvert	2	2	1	1	0
Caroline	0	12	3	2	0
Carroll	0	36	7	2	0
Cecil	1	41	13	3	0
Charles	2	35	5	2	0
Dorchester	0	21	6	1	0
Frederick	1	17	7	2	0
Garrett	0	5	0	0	0
Harford	1	29	6	1	0
Howard	0	75	10	12	1
Kent	0	0	0	1	0
Montgomery	0	93	34	15	7
Prince George's	2	41	9	4	0

Public Agency	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Queen Anne's	0	3	1	0	0
Somerset	0	29	9	3	0
St. Mary's	0	6	2	0	0
Talbot	0	3	0	0	0
Washington	1	40	5	3	1
Wicomico	1	12	3	1	0
Worcester	0	4	1	0	1
Maryland School for the Blind	0	0	0	0	1
Maryland School for the Deaf	0	0	0	0	0
SEED School	0	0	0	0	0

Physical Restraint Incidents for Students by Placement Type, Public Agencies

Table 8 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by type of placement (general education or special education), for all public agencies.

Table 9 reflects the number of reported physical restraint incidents for students disaggregated by the LRE category.

Table 10 shows the unduplicated number of students to have been physically restrained during the 2022-2023 school year, disaggregated by type of placement (general education or special education), for all public agencies. Within each placement category and public agency, the student count is unique. However, students may be counted in more than one placement category and public agency.

Table 11 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by the LRE category, for all public agencies. Within each LRE category and public agency, the student count is unique. However, students may be counted in more than one LRE category and public agency.

Data are suppressed for any student group where the total enrollment for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 8. Number of Physical Restraint Total Incidents for 2022-2023 by Type of Placement, Public Agencies

Public Agency	General Education	Special Education
Allegany	4	30
Anne Arundel	55	850
Baltimore City	1	5
Baltimore County	144	2,264
Calvert	1	11
Caroline	36	23
Carroll	60	192
Cecil	48	88
Charles	26	114
Dorchester	62	36
Frederick	12	36
Garrett	11	0
Harford	6	123
Howard	33	480
Kent	1	0
Montgomery	0	320
Prince George's	16	97
Queen Anne's	2	4
Somerset	21	105

Public Agency	General Education	Special Education
St. Mary's	8	8
Talbot	1	3
Washington	34	91
Wicomico	6	26
Worcester	2	6
Maryland School for the Blind	0	2
Maryland School for the Deaf	0	0
SEED School	0	0

Table 9. Number of Physical Restraint Total Incidents for 2022-2023 by LRE Category, Public Agencies

Public Agency	LRE A ³	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Allegany	9	0	21	*	*	0	*	*	*	*	*	*	0	*	*	*	*	*
Anne Arundel	88	17	583	*	162	0	*	*	*	0	0	*	0	0	*	*	0	0
Baltimore City	0	0	2	*	2	1	*	*	0	0	0	*	0	0	*	0	0	*
Baltimore County	117	62	253	*	1,717	59	*	*	0	7	0	*	10	3	9	27	0	*
Calvert	6	1	3	*	0	0	*	*	*	0	0	*	1	0	*	*	0	*

³LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program <10 hours/week and receives services in this setting, LRE Z = Regular EC program <10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Public Agency	LRE A ³	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Caroline	10	1	12	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Carroll	45	9	138	*	0	0	*	*	*	0	0	*	0	0	*	*	0	*
Cecil	40	6	42	*	*	0	*	*	0	*	0	*	0	*	0	*	0	*
Charles	14	22	78	*	*	0	*	*	0	*	0	*	0	*	0	0	0	*
Dorchester	2	0	34	*	*	*	*	*	*	*	*	*	0	*	*	*	*	*
Frederick	5	1	28	*	0	0	*	*	1	*	0	*	1	0	0	0	0	*
Garrett	0	0	0	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Harford	25	20	53	*	0	23	*	*	0	0	0	*	0	0	2	0	0	*
Howard	107	206	155	*	7	1	*	*	*	*	0	*	4	0	*	*	0	*
Kent	0	*	0	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Montgomery	62	48	186	*	18	6	*	0	0	0	0	*	0	0	0	*	0	0
Prince George's	30	10	35	*	0	0	*	*	*	0	*	*	13	0	2	7	0	*
Queen Anne's	3	0	1	*	*	*	*	*	*	*	0	*	0	*	*	*	*	*
Somerset	19	6	80	*	*	0	*	*	0	*	0	*	0	*	*	*	0	*
St. Mary's	1	0	7	*	*	*	*	*	*	*	*	*	0	*	*	*	*	*
Talbot	1	0	2	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Washington	64	11	15	*	1	0	*	*	0	*	0	*	0	0	0	*	0	*
Wicomico	5	3	18	*	*	*	*	*	*	*	*	*	0	*	0	*	0	*

Public Agency	LRE A ³	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Worcester	2	0	0	*	4	*	*	*	*	*	0	*	0	*	*	*	0	*
Maryland School for the Blind	*	*	*	*	*	2	*	0	*	*	*	*	0	*	*	*	*	*
Maryland School for the Deaf	*	*	*	*	0	*	*	*	*	*	*	*	*	*	*	*	*	*
SEED School	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 10. Number of Unduplicated Students Physically Restrained for 2022-2023 by Type of Placement, Public Agencies

Public Agency	General Education	Special Education
Allegany	3	11
Anne Arundel	23	107
Baltimore City	1	4
Baltimore County	58	183
Calvert	1	5
Caroline	7	10
Carroll	14	31
Cecil	21	37
Charles	9	35
Dorchester	20	8
Frederick	7	20
Garrett	5	0

Public Agency	General Education	Special Education
Harford	3	34
Howard	10	88
Kent	1	0
Montgomery	0	149
Prince George's	13	43
Queen Anne's	1	3
Somerset	11	30
St. Mary's	5	3
Talbot	1	2
Washington	13	37
Wicomico	3	14
Worcester	2	4
Maryland School for the Blind	0	1
Maryland School for the Deaf	0	0
SEED School	0	0

Table 11. Number of Unduplicated Students Physically Restrained in 2022-2023 by LRE Category, Public Agencies

Public Agency	LRE A ⁴	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Allegany	5	0	7	*	*	0	*	*	*	*	*	*	0	*	*	*	*	*
Anne Arundel	30	9	50	*	18	0	*	*	*	0	0	*	0	0	*	*	0	0
Baltimore City	0	0	2	*	1	1	*	*	0	0	0	*	0	0	*	0	0	*
Baltimore County	47	21	60	*	36	11	*	*	0	6	0	*	7	2	6	11	0	*
Calvert	2	1	2	*	0	0	*	*	*	0	0	*	1	0	*	*	0	*
Caroline	3	1	6	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Carroll	11	5	16	*	0	0	*	*	*	0	0	*	0	0	*	*	0	*
Cecil	16	1	21	*	*	0	*	*	0	*	0	*	0	*	0	*	0	*
Charles	9	9	20	*	*	0	*	*	0	*	0	*	0	*	0	0	0	*
Dorchester	1	0	7	*	*	*	*	*	*	*	*	*	0	*	*	*	*	*
Frederick	5	1	13	*	0	0	*	*	1	*	0	*	1	0	0	0	0	*
Garrett	0	0	0	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Harford	12	7	9	*	0	5	*	*	0	0	0	*	0	0	1	0	0	*
Howard	36	38	17	*	4	1	*	*	*	*	0	*	2	0	*	*	0	*

⁴ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program <10 hours/week and receives services in this setting, LRE Z = Regular EC program <10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Public Agency	LRE A ⁴	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Kent	0	*	0	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Montgomery	44	28	79	*	6	5	*	0	0	0	0	*	0	0	0	*	0	0
Prince George's	16	4	18	*	0	0	*	*	*	0	*	*	2	0	1	2	0	*
Queen Anne's	2	0	1	*	*	*	*	*	*	*	0	*	0	*	*	*	*	*
Somerset	12	3	15	*	*	0	*	*	0	*	0	*	0	*	*	*	0	*
St. Mary's	1	0	2	*	*	*	*	*	*	*	*	*	0	*	*	*	*	*
Talbot	1	0	1	*	*	*	*	*	*	*	*	*	0	*	*	*	0	*
Washington	25	6	7	*	1	0	*	*	0	*	0	*	0	0	0	*	0	*
Wicomico	3	2	9	*	*	*	*	*	*	*	*	*	0	*	0	*	0	*
Worcester	2	0	0	*	2	*	*	*	*	*	0	*	0	*	*	*	0	*
Maryland School for the Blind	*	*	*	*	*	1	*	0	*	*	*	*	0	*	*	*	*	*
Maryland School for the Deaf	*	*	*	*	0	*	*	*	*	*	*	*	*	*	*	*	*	*
SEED School	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Physical Restraint Nonpublic Schools

Publicly funded Type I and II nonpublic schools provide instruction for students in general and special education. There are a total of 69 nonpublic schools. RICA-Baltimore (Department of Health) is not a nonpublic school, however, for the purposes of this data collection only, RICA-Baltimore (Department of Health) is included in the results for nonpublic schools. Nonpublic schools by location of nonpublic school reported data on the use of restraint and/or seclusion.

Nonpublic Schools by Location

Table 12 presents a comprehensive list of Maryland counties, including Baltimore City, as well as nonpublic schools physically located in those areas. The data regarding nonpublic schools will be categorically arranged based on their respective locations and presented below. Note that counties without nonpublic schools will be excluded from the succeeding data tables.

Table 12. Location of Nonpublic Schools in Maryland

Location	Nonpublic Schools in the Location
Allegany	Sheppard Pratt School (Cumberland)
Anne Arundel	Harbour School at Annapolis High Road School of Anne Arundel County Pathways School-Anne Arundel Sheppard Pratt School (Severn River Middle) Sheppard Pratt School (Millersville Elementary) Sheppard Pratt School (Severna Park High) Summit School
Baltimore City	Baltimore Academy Baltimore Lab School Children's Guild-Transformation Academy Children's Guild School of Baltimore Campus Chimes School Gateway School Kennedy Krieger School: Fairmount Campus Kennedy Krieger School: Greenspring Campus RICA-Baltimore (Department of Health)* St. Elizabeth School Woodbourne School
Baltimore County	Arrow Center for Education Ascension Place School Arrow Center for Education: Tangram Arrow Center Education Children's Home Diagnostic Center School Harbour School at Baltimore High Road School of Baltimore County

Location	Nonpublic Schools in the Location
	New Directions Academy Pathways School-Catonsville Shafer Center for Early Intervention Sheppard Pratt School (Glyndon) Sheppard Pratt School (Hunt Valley) Sheppard Pratt School and Residential Treatment Center Strawbridge School Trellis School Villa Maria School at Dulaney Valley Villa Maria School Type III Diagnostic School Youth in Transition School
Calvert	None
Caroline	Benedictine School
Carroll	None
Cecil	High Road School of Cecil County Shorehaven School
Charles	None
Dorchester	VisionQuest Morning Star Youth Academy
Frederick	Laurel Hall School in Frederick Sheppard Pratt School (Frederick County)
Garrett	None
Harford	Arrow Center for Education Riverside High Road School of Harford County
Howard	High Road Academy Linwood Center Phillips School-Laurel
Kent	None
Montgomery	Community School of Maryland Foundation School at Blair G. Ewing Foundation School of Montgomery County Ivymount School Katherine Thomas School Lourie Center School Marcia D. Smith School

Location	Nonpublic Schools in the Location
	Pathways School-Edgewood Ridge School of Montgomery County Sheppard Pratt School (Gaithersburg) Sheppard Pratt (Rockville)
Prince George's	Chelsea School Children's Guild, Inc., Prince George's Campus Foundation Learning Center Foundation School High Road Academy of Prince George's County High Road Lower School of Prince George's County High Road Upper School of Prince George's County Kennedy Krieger School: Powder Mill Campus Sheppard Pratt School (Lanham) Pathways School-Horizons
Queen Anne's	None
Somerset	None
St. Mary's	None
Talbot	None
Washington	Cedar Ridge School Laurel Hall School
Wicomico	None
Worcester	None

*RICA-Baltimore (Department of Health) is not a nonpublic school.

Eleven of the nonpublic schools indicated they have a statement in their behavior management policies and procedures that they do not practice physical restraint and reported no incidences of restraint during the 2022-2023 school year. Those schools are Baltimore Lab School, Chelsea School, High Road Academy, The Harbour School at Annapolis, The Harbour School at Baltimore, The Pathways School - Anne Arundel, The Pathways School - Catonsville, The Pathways School - Edgewood, The Pathways School - Horizons, The Summit School, and VisionQuest MorningStar Youth Academy. These schools are not included in data tables regarding the use of restraint.

Physical restraint data for nonpublic schools reported during the 2022-2023 school year are provided in tables 13 through 23 of this report.

Total Number of Physical Restraint by Location of Nonpublic School

For the 2022-2023 school year, there was a total of 3,332 reported physical restraint incidents occurring with 582 students in nonpublic schools. Table 13 shows the number of incidents of physical restraint and number of unduplicated students within each location of nonpublic schools. The total number of students for each location of nonpublic schools is unique, however, students may be counted in more than one location of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 13. Number of Physical Restraint Total Incidents and Unduplicated Students for 2022-2023 by Location of Nonpublic School

School Location	Total Incidents of Physical Restraint	Total Unduplicated Students
Allegany	21	*
Anne Arundel	43	17
Baltimore City	327	84
Baltimore County	1,579	184
Caroline	26	*
Cecil	10	*
Frederick	55	10
Harford	240	38
Howard	60	18
Montgomery	459	78
Prince George's	422	121
Washington	90	21

Physical Restraint Incidents for Students by Disability Category, Nonpublic Schools

Table 14 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by disability category, for nonpublic schools by location of nonpublic school.

Table 15 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by disability category, for nonpublic schools by location of nonpublic school. Within each disability category and county of nonpublic schools, the student count is unique. However, students may be counted in more than one disability category and county of nonpublic schools.

Within each disability category and public agency, the student count is unique. However, students may be counted in more than one disability and public agency. Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 14. Number of Physical Restraint Total Incidents for 2022-2023 by Disability Category by Location of Nonpublic Schools

School Location	ID ⁵	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Allegany	*	*	*	*	*	*	*	*	*	*	*	*	20	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	36	*	*	*	*	*	*	*
Baltimore City	*	*	*	*	*	135	*	22	*	108	*	*	56	*	*	*	*
Baltimore County	340	*	*	*	*	241	*	31	*	389	*	*	557	*	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	24	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	13	*	*	38	*	*	*	*
Harford	*	*	*	*	*	113	*	48	*	35	*	*	34	10	*	*	*
Howard	*	*	*	*	*	13	*	22	*	12	*	*	*	*	*	*	*
Montgomery	*	*	*	*	*	49	*	23	*	80	*	*	302	*	*	*	*
Prince George's	25	*	*	*	*	224	*	29	*	46	*	*	95	*	*	*	*
Washington	12	*	*	*	*	32	*	15	*	11	*	*	16	*	*	*	*

⁵ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Table 15. Number of Unduplicated Students Physically Restrained in 2022-2023 by Disability Category by Location of Nonpublic Schools

School Location	ID ⁶	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Allegany	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	11	*	*	*	*	*	*	*
Baltimore City	*	*	*	*	*	31	*	*	*	24	*	*	16	*	*	*	*
Baltimore County	14	*	*	*	*	69	*	16	*	34	*	*	40	*	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harford	*	*	*	*	*	26	*	*	*	*	*	*	*	*	*	*	*
Howard	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Montgomery	*	*	*	*	*	22	*	*	*	14	*	*	34	*	*	*	*
Prince George's	*	*	*	*	*	60	*	11	*	16	*	*	28	*	*	*	*
Washington	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

⁶ ID = Intellectual Disability, HI = Hearing Impairment, SLI = Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Physical Restraint Incidents for Students by Ethnicity, Race, and Gender, Nonpublic Schools

Table 16 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by ethnicity, race and gender, for nonpublic schools by location of nonpublic school.

Table 17 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by ethnicity, race, and gender, for nonpublic schools by location of nonpublic school. Within each race or gender and county of nonpublic schools, the student count is unique. However, students may be counted in more than one race or gender and county of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 16. Number of Physical Restraint Total Incidents for 2022-2023 by Race, Ethnicity, and Gender by Location of Nonpublic Schools

School Location	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Allegany	*	*	*	*	*	19	*	17	*	*
Anne Arundel	*	*	*	14	*	20	*	41	*	*
Baltimore City	*	14	231	12	*	66	*	260	67	*
Baltimore County	*	*	657	47	*	838	33	1,223	356	*
Caroline	*	*	14	*	*	11	*	26	*	*
Cecil	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	49	*	*	*	*	54	*	*
Harford	*	*	141	*	*	88	*	167	73	*
Howard	*	*	42	*	*	*	*	52	*	*
Montgomery	*	*	248	35	*	72	96	431	28	*
Prince George's	*	*	381	15	*	14	10	348	74	*
Washington	*	*	24	12	*	39	15	77	13	*

Table 17. Number of Unduplicated Students Physically Restrained in 2022-2023 by Race, Ethnicity, and Gender by Location of Nonpublic Schools

School Location	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Allegany	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	10	*	15	*	*
Baltimore City	*	*	57	*	*	15	*	59	25	*
Baltimore County	*	*	108	*	*	58	10	126	59	*
Caroline	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	*
Harford	*	*	18	*	*	13	*	31	*	*
Howard	*	*	12	*	*	*	*	15	*	*
Montgomery	*	*	38	11	*	18	*	66	12	*
Prince George's	*	*	102	*	*	*	*	101	21	*
Washington	*	*	*	*	*	11	*	15	*	*

Physical Restraint Incidents for Students by Age, Nonpublic Schools

Table 18 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by age, for nonpublic schools by location of nonpublic school.

Table 19 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by age, for nonpublic schools by location of nonpublic school. Within each age group and county of nonpublic schools, the student count is unique. However, students may be counted in more than one age group and county of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 18. Number of Physical Restraint Total Incidents for 2022-2023 by Age by Location of Nonpublic Schools

School Location	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Allegany	*	*	17	*	*
Anne Arundel	*	18	10	13	*
Baltimore City	*	10	157	124	36
Baltimore County	*	260	452	708	157
Caroline	*	*	*	18	*
Cecil	*	*	*	*	*
Frederick	*	10	42	*	*
Harford	*	177	35	28	*
Howard	*	*	19	36	*
Montgomery	*	138	45	142	134
Prince George's	*	115	171	122	14
Washington	*	48	30	12	*

Table 19. Number of Unduplicated Students Physically Restrained in 2022-2023 by Age by Location of Nonpublic Schools

School Location	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Allegany	*	*	*	*	*
Anne Arundel	*	*	*	*	*
Baltimore City	*	*	22	53	*
Baltimore County	*	18	56	92	17
Caroline	*	*	*	*	*
Cecil	*	*	*	*	*
Frederick	*	*	*	*	*
Harford	*	*	19	10	*
Howard	*	*	*	14	*
Montgomery	*	15	18	25	20
Prince George's	*	25	44	47	*
Washington	*	10	*	*	*

Physical Restraint Incidents for Students by Placement Type, Nonpublic Schools

Table 20 shows the number of reported physical restraint incidents for students during the 2022-2023 school year, disaggregated by type of placement (general education or special education), for nonpublic schools by location of nonpublic school.

Table 21 reflects the number of reported physical restraint incidents for nonpublic school students during the 2022-2023 school year, disaggregated by the LRE category.

Table 22 shows the unduplicated number of students to have been physically restrained during the 2022-2023 school year, disaggregated by type of placement (general education or special education), for nonpublic schools by location of nonpublic school. Within each placement category and county of nonpublic schools, the student count is unique. However, students may be counted in more than one placement category and county of nonpublic schools.

Table 23 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by the LRE category, for nonpublic schools by location of nonpublic school. Within each LRE category and county of nonpublic schools, the student count is unique. However, students may be counted in more than one LRE category and county of nonpublic school.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 20. Number of Physical Restraint Total Incidents for 2022-2023 by Type of Placement by Location of Nonpublic Schools

School Location	General Education	Special Education
Allegany	*	21
Anne Arundel	*	43
Baltimore City	*	323
Baltimore County	10	1,569
Caroline	*	26
Cecil	*	10
Frederick	*	55
Harford	*	240
Howard	*	60
Montgomery	*	459
Prince George's	*	422
Washington	*	90

Table 21. Number of Physical Restraint Total Incidents for 2022-2023 by LRE Category by Location of Nonpublic Schools

School Location	LRE A ⁷	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Allegany	*	*	*	*	*	21	*	*	*	*	*	*	*	*	21	*	*	*
Anne Arundel	*	*	*	*	*	41	*	*	*	*	*	*	*	*	41	*	*	*
Baltimore City	13	*	*	*	*	310	*	*	*	13	*	*	*	*	310	*	*	*
Baltimore County	*	15	*	*	*	1,542	*	*	*	*	15	*	*	*	1,542	*	*	*
Caroline	*	*	*	*	*	*	*	19	*	*	*	*	*	*	*	*	19	*
Cecil	*	*	*	*	*	10	*	*	*	*	*	*	*	*	10	*	*	*
Frederick	*	*	*	*	*	55	*	*	*	*	*	*	*	*	55	*	*	*
Harford	*	*	*	*	*	240	*	*	*	*	*	*	*	*	240	*	*	*
Howard	*	*	*	*	*	60	*	*	*	*	*	*	*	*	60	*	*	*
Montgomery	*	*	*	*	*	436	*	21	*	*	*	*	*	*	436	*	21	*
Prince George's	*	*	*	*	102	320	*	*	*	*	*	*	*	102	320	*	*	*
Washington	*	*	*	*	*	89	*	*	*	*	*	*	*	*	89	*	*	*

⁷ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program <10 hours/week and receives services in this setting, LRE Z = Regular EC program <10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Table 22. Number of Unduplicated Students Physically Restrained in 2022-2023 by Type of Placement by Location of Nonpublic Schools

School Location	General Education	Special Education
Allegany	*	*
Anne Arundel	*	17
Baltimore City	*	81
Baltimore County	*	179
Caroline	*	*
Cecil	*	*
Frederick	*	10
Harford	*	38
Howard	*	18
Montgomery	*	80
Prince George's	*	121
Washington	*	21

Table 23. Number of Unduplicated Students Physically Restrained in 2022-2023 by LRE Category by Location of Nonpublic Schools

School Location	LRE A ⁸	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Allegany	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	16	*	*	*	*	*	*	*	*	16	*	*	*
Baltimore City	*	*	*	*	*	74	*	*	*	*	*	*	*	*	74	*	*	*
Baltimore County	*	*	*	*	*	165	*	*	*	*	*	*	*	*	165	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	10	*	*	*	*	*	*	*	*	10	*	*	*
Harford	*	*	*	*	*	38	*	*	*	*	*	*	*	*	38	*	*	*
Howard	*	*	*	*	*	18	*	*	*	*	*	*	*	*	18	*	*	*
Montgomery	*	*	*	*	*	77	*	*	*	*	*	*	*	*	77	*	*	*
Prince George's	*	*	*	*	27	94	*	*	*	*	*	*	*	27	94	*	*	*
Washington	*	*	*	*	*	20	*	*	*	*	*	*	*	*	20	*	*	*

⁸ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program <10 hours/week and receives services in this setting, LRE Z = Regular EC program <10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

SECTION II: SECLUSION INCIDENTS

The Annotated Code of Maryland Education Article § 7-1102 prohibited the use of seclusion in Maryland in public agency schools as of July 1, 2022. This report reflects the first year of seclusion being banned in public agencies. A nonpublic school may not use seclusion as a behavioral health intervention unless seclusion is necessary to protect the student or another individual from imminent serious physical harm or other less intrusive interventions have failed or been determined inappropriate for the student.

Three seclusion incidents occurring in public school settings were reported to MSDE for three students in two LEAs. Both LEAs conducted a thorough investigation of each incident and shared the details of those incidents with MSDE. MSDE assisted each LEA in the identification of root causes and supported LEAs in the development of an implementation plan to reinforce appropriate understanding and actions to prevent the future use of seclusion within the jurisdiction. Finally, both LEAs reported to MSDE actions taken at the local level to inform and educate involved staff on what constitutes seclusion and alternate response options.

Seclusion Nonpublic Schools

Thirty-three of the nonpublic schools indicated they have a statement in the behavior management policies and procedures that they do not practice seclusion and reported no incidences of seclusion during the 2022-2023 school year. Those schools are Baltimore Lab School, Chelsea School, Community School of Maryland, High Road Academy, High Road Academy of Prince George's County, High Road Lower School of Prince George's County, High Road Upper School of Prince George's County, Marcia D. Smith School, New Directions Academy, Sheppard Pratt School - Type II Program at Millersville Elementary School, Sheppard Pratt School - Type II Program at Severn River Middle School, Sheppard Pratt School - Type II Program at Severna Park High School, Sheppard Pratt School in Frederick, Shorehaven School, The Baltimore Academy, The Foundation School at Blair G. Ewing, The Harbour School at Annapolis, The Harbour School at Baltimore, The Ivymount School, The Katherine Thomas School, The Pathways School - Anne Arundel, The Pathways School - Catonsville, The Pathways School - Edgewood, The Pathways School - Horizons, The Ridge School of Montgomery County, The Shafer Center for Early Intervention, The Strawbridge School, The Summit School, Villa Maria School, Villa Maria School Type III Diagnostic, VisionQuest Morning Star Youth Academy, Woodbourne School, and Youth in Transition School. These schools are not included in data tables regarding the use of seclusion.

Seclusion data for nonpublic schools reported during the 2022-2023 school year are provided in Tables 24 through 34 of this report.

Total Number of Seclusions by Location of Nonpublic School

For the 2022-2023 school year, there was a total of 1,918 reported seclusion incidents occurring with 223 students in nonpublic schools. Table 24 shows the number of incidents of seclusion and number of unduplicated students within each location of nonpublic schools. The total number of students for each location of nonpublic schools is unique, however, students may be counted in more than one location of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 24. Number of Seclusion Total Incidents and Unduplicated Students for 2022-2023 by Location of Nonpublic School

School Location	Total Incidents of Seclusion	Total Unduplicated Students
Allegany	14	*
Anne Arundel	*	*
Baltimore City	505	73
Baltimore County	948	44
Caroline	*	*
Cecil	16	*
Frederick	54	*
Harford	86	17
Howard	112	16
Montgomery	13	*
Prince George's	119	38
Washington	50	14

Seclusion Incidents for Students by Disability Category, Nonpublic Schools

Table 25 shows the number of reported seclusion incidents for students during the 2022-2023 school year, disaggregated by disability category, for nonpublic schools by location of nonpublic school.

Table 26 reflects unduplicated students that were reported to have been secluded during the 2022-2023 school year, disaggregated by disability category, for nonpublic schools by location of nonpublic school. Within each disability category and county of nonpublic schools, the student count is unique. However, students may be counted in more than one disability category and county of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 25. Number of Seclusion Total Incidents for 2022-2023 by Disability Category by Location of Nonpublic Schools

School Location	ID ⁹	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Allegany	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore City	*	*	*	*	*	85	*	*	*	86	*	*	324	*	*	*	*
Baltimore County	16	*	*	*	*	48	*	*	*	107	*	*	776	*	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	12	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	23	*	*	31	*	*	*	*
Harford	*	*	*	*	*	30	*	12	*	*	*	*	37	*	*	*	*
Howard	*	*	*	*	*	*	*	*	*	89	*	*	11	*	*	*	*
Montgomery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prince George's	*	*	*	*	*	58	*	*	*	*	*	*	52	*	*	*	*
Washington	*	*	*	*	*	11	*	13	*	13	*	*	*	*	*	*	*

⁹ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Table 26. Number of Unduplicated Students Secluded in 2022-2023 by Disability Category by Location of Nonpublic Schools

School Location	ID ¹⁰	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Allegany	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore City	*	*	*	*	*	*	*	*	*	24	*	*	37	*	*	*	*
Baltimore County	*	*	*	*	*	11	*	*	*	*	*	*	20	*	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harford	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Howard	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Montgomery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prince George's	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Washington	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

¹⁰ ID = Intellectual Disability, HI = Hearing Impairment, SLI = Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Seclusion Incidents for Students by Ethnicity, Race, and Gender, Nonpublic Schools

Table 27 shows the number of reported seclusion incidents for students during the 2022-2023 school year, disaggregated by ethnicity, race, and gender, for nonpublic schools by location of nonpublic school.

Table 28 reflects unduplicated students that were reported to have been secluded during the 2022-2023 school year, disaggregated by ethnicity, race, and gender, for nonpublic schools by location of nonpublic school. Within each race and gender and county of nonpublic schools, the student count is unique. However, students may be counted in more than one race or gender and county of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 27. Number of Seclusion Total Incidents for 2022-2023 by Race, Ethnicity, and Gender by Location of Nonpublic Schools

School Location	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Allegany	*	*	*	*	*	*	*	14	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	*
Baltimore City	*	15	395	*	*	85	*	431	74	*
Baltimore County	*	*	753	37	*	156	*	884	64	*
Caroline	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	12	*	16	*	*
Frederick	*	*	54	*	*	*	*	54	*	*
Harford	*	*	32	30	*	24	*	70	16	*
Howard	*	15	30	*	*	67	*	70	42	*
Montgomery	*	*	*	*	*	*	*	10	*	*
Prince George's	*	*	110	*	*	*	*	112	*	*
Washington	*	*	10	*	*	25	13	41	*	*

Table 28. Number of Unduplicated Students Secluded in 2022-2023 by Race, Ethnicity, and Gender by Location of Nonpublic Schools

School Location	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Allegany	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	*
Baltimore City	*	*	46	*	*	18	*	60	13	*
Baltimore County	*	*	20	*	*	21	*	35	*	*
Caroline	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	*
Harford	*	*	10	*	*	*	*	16	*	*
Howard	*	*	11	*	*	*	*	14	*	*
Montgomery	*	*	*	*	*	*	*	*	*	*
Prince George's	*	*	33	*	*	*	*	34	*	*
Washington	*	*	*	*	*	*	*	10	*	*

Seclusion Incidents for Students by Age, Nonpublic Schools

Table 29 shows the number of reported seclusion incidents for students during the 2022-2023 school year, disaggregated by age, for nonpublic schools by location of nonpublic school.

Table 30 reflects unduplicated students that were reported to have been secluded during the 2022-2023 school year, disaggregated by age, for nonpublic schools by location of nonpublic school. Within each age group and county of nonpublic schools, the student count is unique. However, students may be counted in more than one age group and county of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 29. Number of Seclusion Total Incidents for 2022-2023 by Age by Location of Nonpublic Schools

School Location	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Allegany	*	*	*	*	*
Anne Arundel	*	*	*	*	*
Baltimore City	*	53	310	128	14
Baltimore County	*	40	770	121	17
Caroline	*	*	*	*	*
Cecil	*	*	*	12	*
Frederick	*	12	42	*	*
Harford	*	78	*	*	*
Howard	*	*	21	38	45
Montgomery	*	10	*	*	*
Prince George's	*	63	31	25	*
Washington	*	23	25	*	*

Table 30. Number of Unduplicated Students Secluded in 2022-2023 by Age by Location of Nonpublic Schools

School Location	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Allegany	*	*	*	*	*
Anne Arundel	*	*	*	*	*
Baltimore City	*	10	25	31	*
Baltimore County	*	*	17	13	*
Caroline	*	*	*	*	*
Cecil	*	*	*	*	*
Frederick	*	*	*	*	*
Harford	*	10	*	*	*
Howard	*	*	*	*	*
Montgomery	*	*	*	*	*
Prince George's	*	13	13	12	*
Washington	*	*	*	*	*

Seclusion Incidents for Students by Type of Placement, Nonpublic Schools

Table 31 shows the number of reported seclusion incidents for students during the 2022-2023 school year, disaggregated by type of placement (general education or special education), for nonpublic schools by location of nonpublic school.

Table 32 reflects the number of reported seclusion incidents for students disaggregated by the LRE category.

Table 33 shows the unduplicated number of students to have been secluded during the 2022-2023 school year, disaggregated by type of placement (general education or special education), for nonpublic schools by location of nonpublic school. Within each placement category and county of nonpublic schools, the student count is unique. However, students may be counted in more than one placement category and county of nonpublic schools.

Table 34 reflects unduplicated students that were reported to have been physically restrained during the 2022-2023 school year, disaggregated by the LRE category, for all public agencies. Within each LRE category and county of nonpublic schools, the student count is unique. However, students may be counted in more than one LRE category and county of nonpublic schools.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 31. Number of Seclusion Total Incidents for 2022-2023 by Type of Placement by Location of Nonpublic Schools

School Location	General Education	Special Education
Allegany	*	14
Anne Arundel	*	*
Baltimore City	*	504
Baltimore County	*	948
Caroline	*	*
Cecil	*	16
Frederick	*	54
Harford	*	86
Howard	*	112
Montgomery	*	13
Prince George's	*	119
Washington	*	50

Table 32. Number of Seclusion Total Incidents for 2022-2023 by LRE Category by Location of Nonpublic Schools

School Location	LRE A ¹¹	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Allegany	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore City	*	*	*	*	*	504	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore County	*	*	*	*	*	948	*	*	*	*	*	*	*	*	*	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harford	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Howard	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Montgomery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prince George's	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Washington	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

¹¹ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Table 33. Number of Unduplicated Students Secluded in 2022-2023 by Type of Placement by Location of Nonpublic Schools

School Location	General Education	Special Education
Allegany	*	*
Anne Arundel	*	*
Baltimore City	*	72
Baltimore County	*	44
Caroline	*	*
Cecil	*	*
Frederick	*	*
Harford	*	17
Howard	*	16
Montgomery	*	*
Prince George's	*	38
Washington	*	14

Table 34. Number of Unduplicated Students Secluded in 2022-2023 by LRE Category by Location of Nonpublic Schools

School Location	LRE A ¹²	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Allegany	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anne Arundel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore City	*	*	*	*	*	72	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore County	*	*	*	*	*	44	*	*	*	*	*	*	*	*	*	*	*	*
Caroline	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cecil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harford	*	*	*	*	*	17	*	*	*	*	*	*	*	*	*	*	*	*
Howard	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*	*
Montgomery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prince George's	*	*	*	*	*	38	*	*	*	*	*	*	*	*	*	*	*	*
Washington	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*

¹²LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program <10 hours/week and receives services in this setting, LRE Z = Regular EC program <10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

SECTION III: SURVEY RESULTS

To obtain the specific data required under the Annotated Code of Maryland Education Article §7-1104 for the 2023 Physical Restraint and Seclusion Report: Data Collection, Findings, and Recommendations, covering the 2022-2023 school year, MSDE required data be communicated using two different methods. Information regarding observation of seclusion rooms, review of seclusion training plans, and professional learning experiences were captured using an electronic survey.

Observation of Seclusion Rooms and Review of Seclusion Training Plans

The survey was configured so that only nonpublic schools who allow for the use of seclusion as a practice were asked to respond to items related to the use of seclusion. Nonpublic schools that have a statement in their behavior management policies and procedures indicating that they do not practice seclusion in their schools were not required to answer questions regarding observation of seclusion rooms and review of seclusion training plans. Thirty-one nonpublic schools responded to survey questions about seclusion. The schools that did not respond to the survey regarding seclusion, but do allow seclusion as a practice, reported no incidents of seclusion for the 2022-2023 school year. Survey respondents that used seclusion were asked to report on whether someone from their school had observed their school's seclusion room(s) and reviewed their school's training plan(s) for the use of seclusion during the 2022-2023 school year. All schools reported that their seclusion room had been observed and their training plans had been reviewed. Most respondents indicated that their seclusions rooms and training plans were found to meet all COMAR and other regulatory requirements. The titles of individuals who observed seclusion rooms and reviewed training plans include education director, principal, director of behavioral services, and administrator.

Professional Learning Experiences Provided by Public Agencies and Nonpublic Schools

Survey respondents were asked to report on professional learning experience training relating to physical restraint and seclusion provided to school personnel during the 2022-2023 school year. All public agencies and nonpublic schools responded to survey questions about professional learning experiences. The following section of the report summarizes the professional learning experience training related to physical restraint delivered by public agencies and professional learning experience training related to physical restraint and seclusion delivered by nonpublic schools during the 2022-2023 school year.

Number of Hours of Professional Learning Experience Training Required

Survey responses indicate the number of professional learning experience hours required for authorization to perform physical restraint and/or seclusion varied across public agencies and nonpublic schools. For individuals being trained for the first time, the number of training hours required by public agencies ranged from seven to 40 hours, while for individuals undergoing reauthorization training, the number of training hours required by public agencies ranged from two to 32 hours. The responses for nonpublic schools ranged from four to 40 training hours for initial training and one-and-a-half to 24 hours for reauthorization.

Average Number of Professional Learning Experience Events Provided to Personnel

Survey responses indicate the average number of professional learning experience events provided to school personnel who were authorized to perform physical restraint and/or seclusion varied across public agencies and nonpublic schools, ranging from one to more than six training events.

Figure 1 shows the average number of professional learning experience events provided to public agency school personnel during the 2022-2023 school year. The most common response was one professional learning experience event.

Figure 1: Average Number of Professional Learning Experience Events Provided to Personnel, Public Agencies

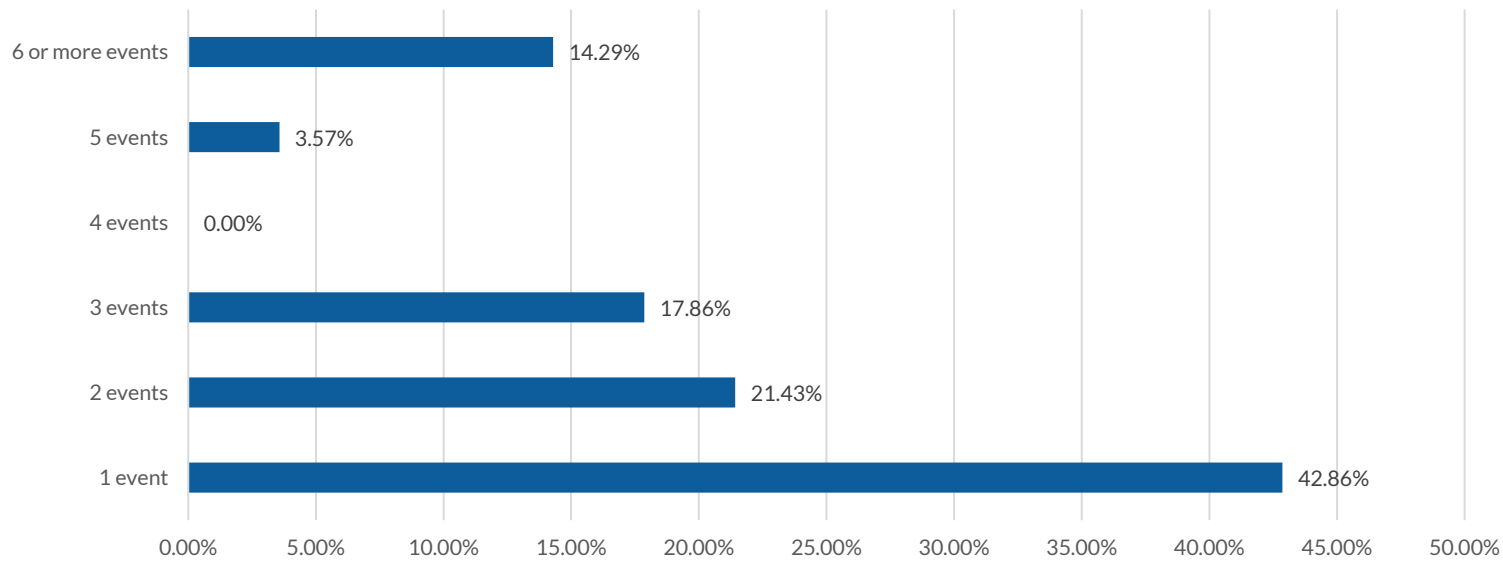
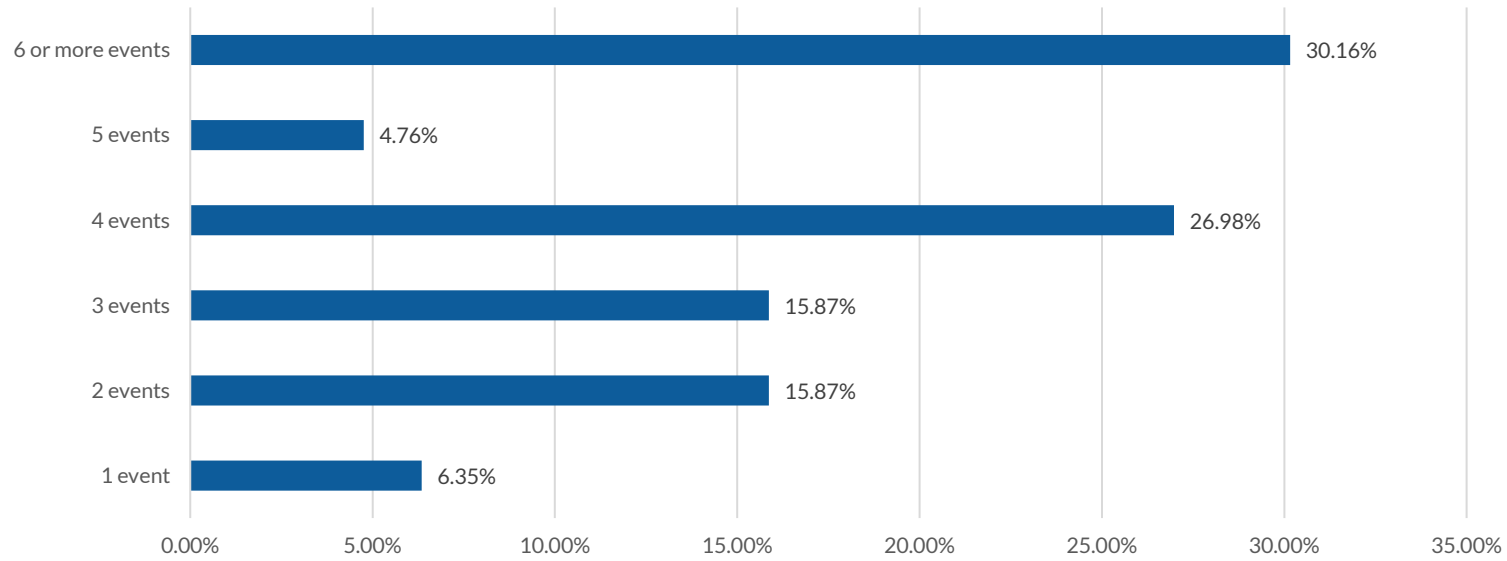


Figure 2 shows the average number of professional learning experience events provided to nonpublic school personnel during the 2022-2023 school year. The most commonly reported response was having six or more professional learning experience events.

Figure 2: Average Number of Professional Learning Experience Events Provided to Personnel, Nonpublic Schools



Average Number of Hours of Individual Professional Learning Experience Events

Survey responses indicate the average number of hours per professional learning experience events provided to school personnel who were authorized to perform physical restraint and/or seclusion varied across public agencies and nonpublic schools, ranging from one to more than six hours.

Figure 3 shows the average number of hours of professional learning experience events provided to public agency school personnel during the 2022-2023 school year. Half the respondents reported an average of six or more hours per event.

Figure 3: Average Number of Hours of Professional Learning Experience Events Provided to Personnel, Public Agencies

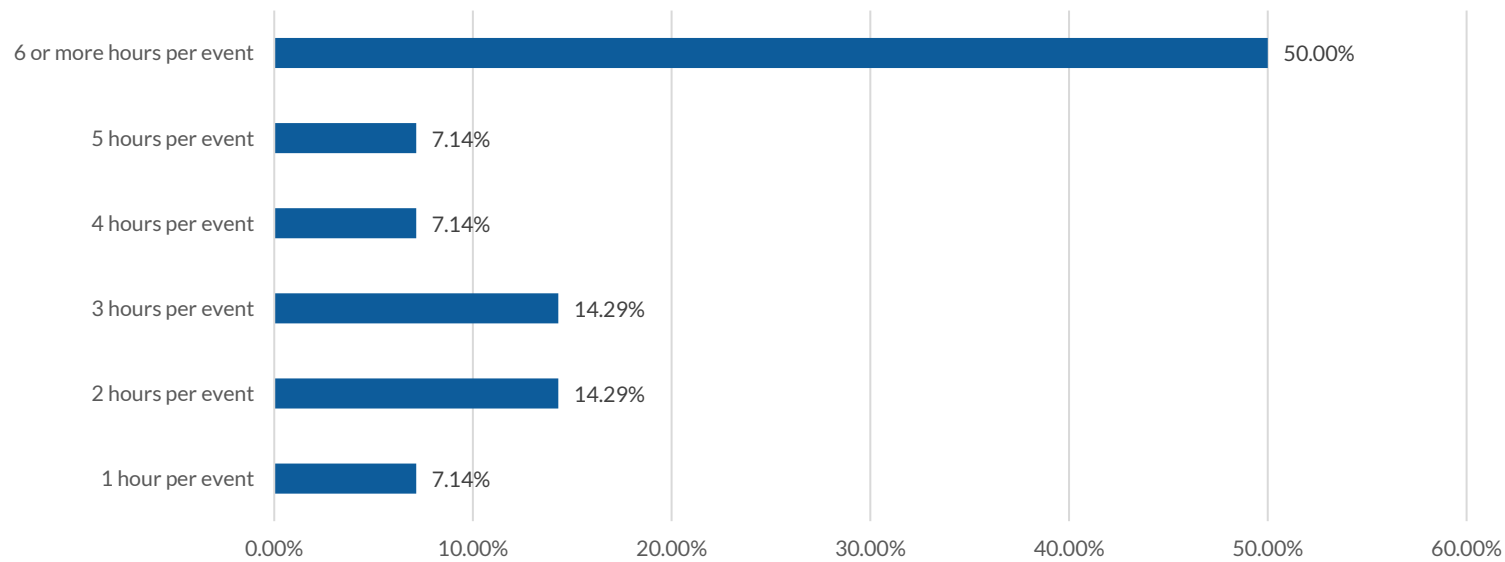
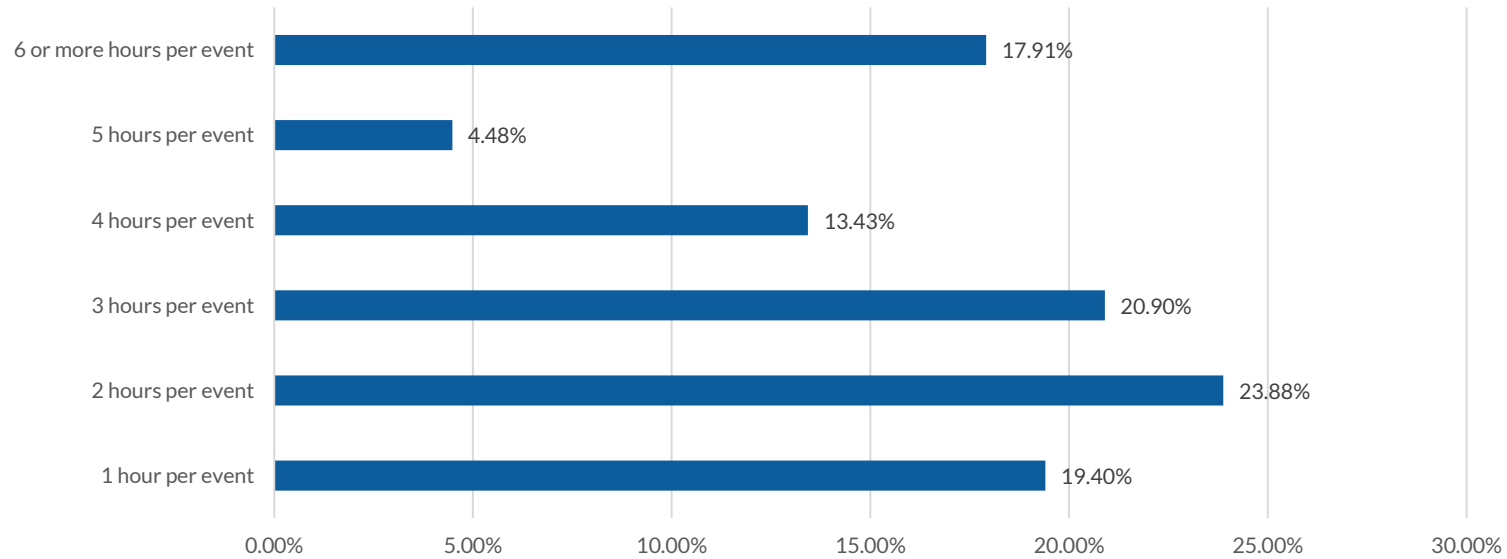


Figure 4 shows the average number of hours of professional learning experience events provided to nonpublic school personnel during the 2022-2023 school year. The most common responses were between one and three hours per event or six or more hours per event.

Figure 4: Average Number of Hours of Professional Learning Experience Events Provided to Personnel, Nonpublic Schools



Content of Professional Learning Experience Training

Figure 5 shows the type of trainings public agencies provided to school personnel during the 2022-2023 school year. The types of training provided by respondents who indicated “Other” include restraint documentation, implicit bias, eliminating seclusion, exclusion, and symptoms of physical distress.

Figure 5: Content of Professional Learning Experiences, Public Agencies

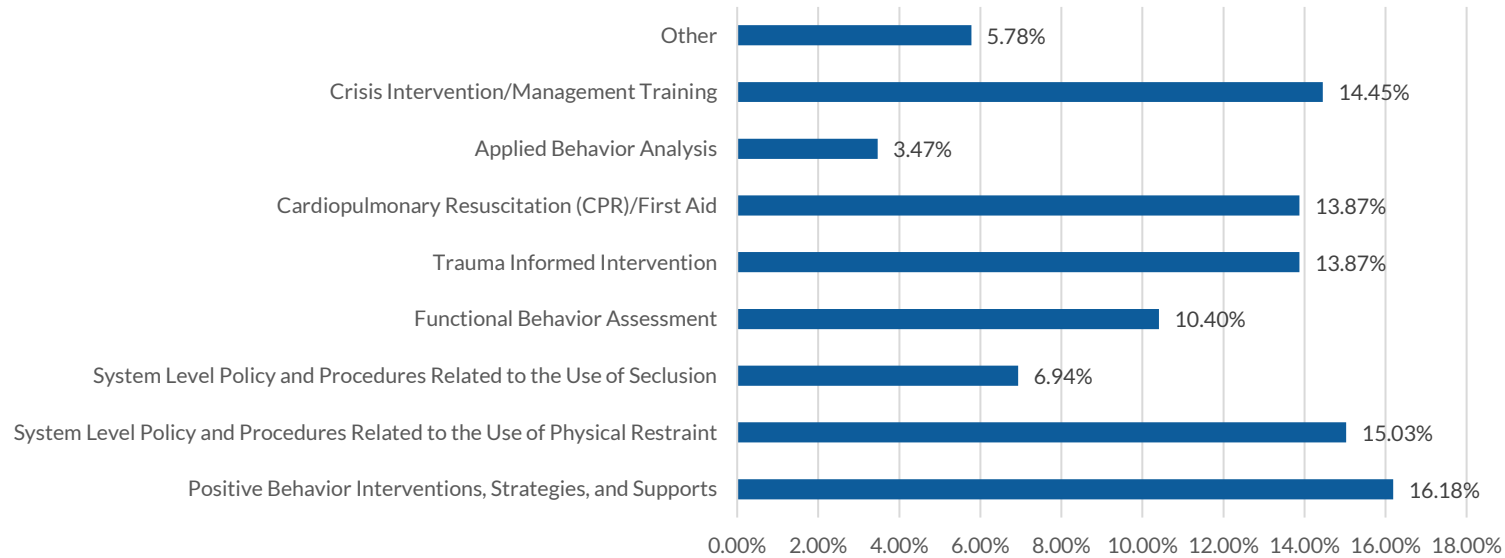
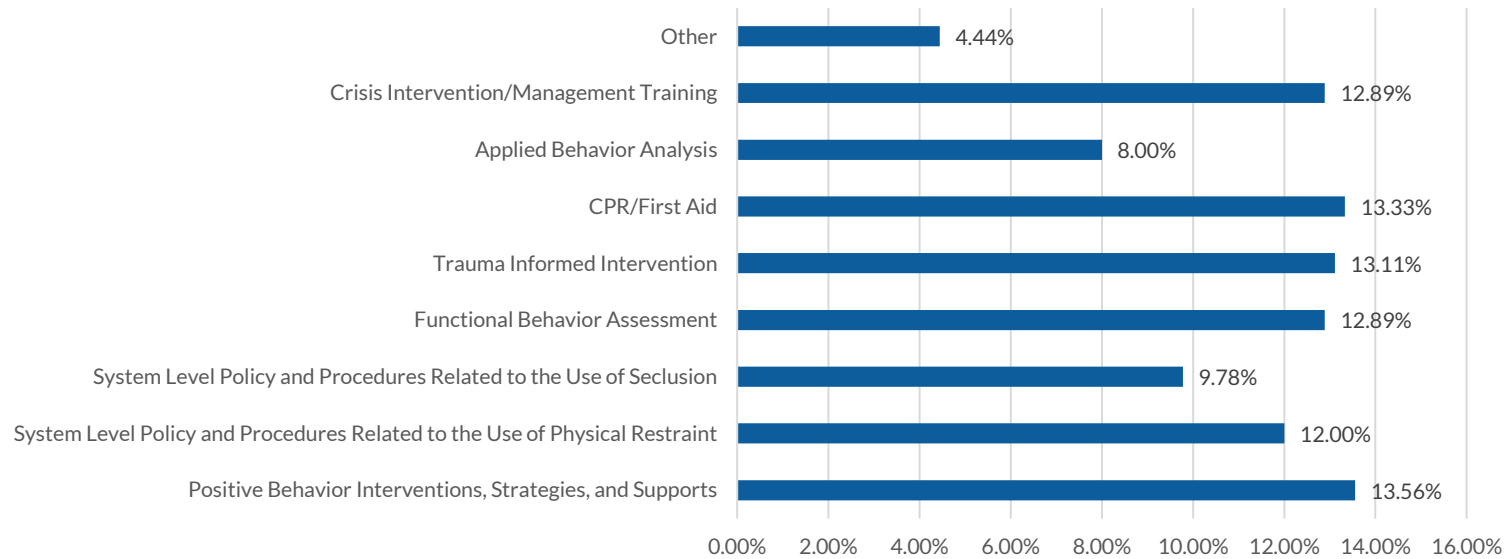


Figure 6 shows the type of trainings nonpublic schools provided to school personnel during the 2022-2023 school year. Type of trainings provided by respondents who indicated “Other” include restorative practices, personal safety, circle of security, symptoms of physical distress and positional asphyxia, trauma informed intervention, individualized behavior intervention, and bullying prevention and intervention.

Figure 6: Content of Professional Learning Experiences, Nonpublic Schools



Crisis Intervention/Management Program Utilized

Figure 7 shows the types of crisis intervention or crisis management programs that were utilized by public agencies during the 2022-2023 school year. Two respondents indicated that they utilized other programs, namely Crisis Intervention and Reunification and Boys Town Model of Care (Well Managed Schools).

Figure 7: Crisis Intervention/Management Program, Public Agencies

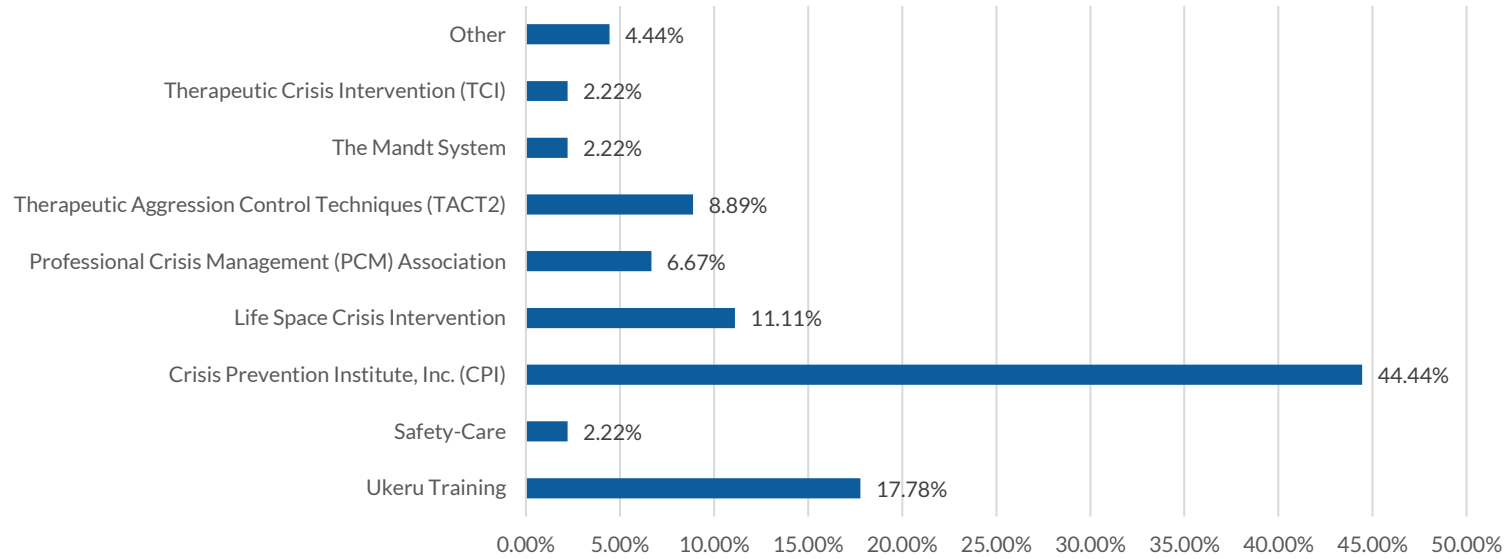
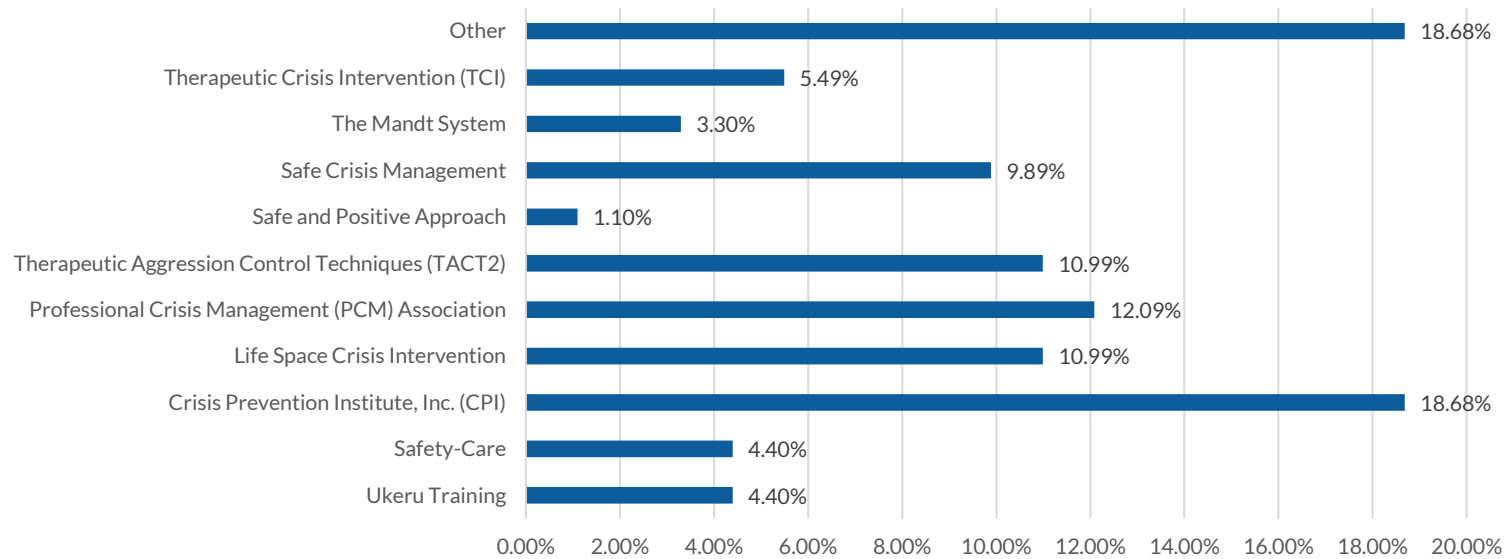


Figure 8 shows the types of crisis intervention or crisis management programs that were utilized by nonpublic schools during the 2022-2023 school year. Crisis intervention or crisis management programs provided for “Other” responses include S.U.P.P.O.R.T. - Strategies Using Preventive Programming and Optional Response Techniques, Therapeutic Intervention Practices (TIP), and Right Response.

Figure 8: Crisis Intervention/Management Program, Nonpublic Schools



Positions Held by Individuals Conducting Professional Learning Experience Training Events

Figure 9 shows the positions held by those individuals conducting professional learning experience training events in public agencies during the 2022-2023 school year. Eleven respondents provided “Other” responses, including Board Certified Behavior Analyst (BCBA), clinical psychologist, paraprofessional, and student support specialist.

Figure 9: Positions Held by Individuals Conducting Professional Learning Experience Training Events, Public Agencies

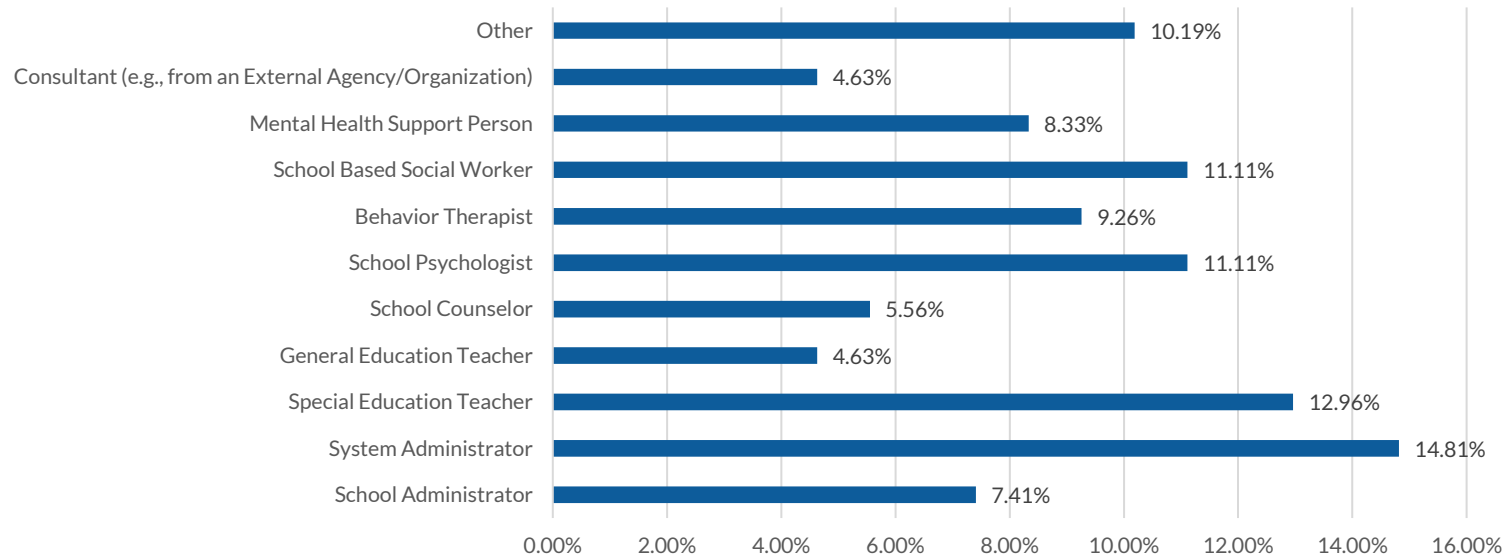
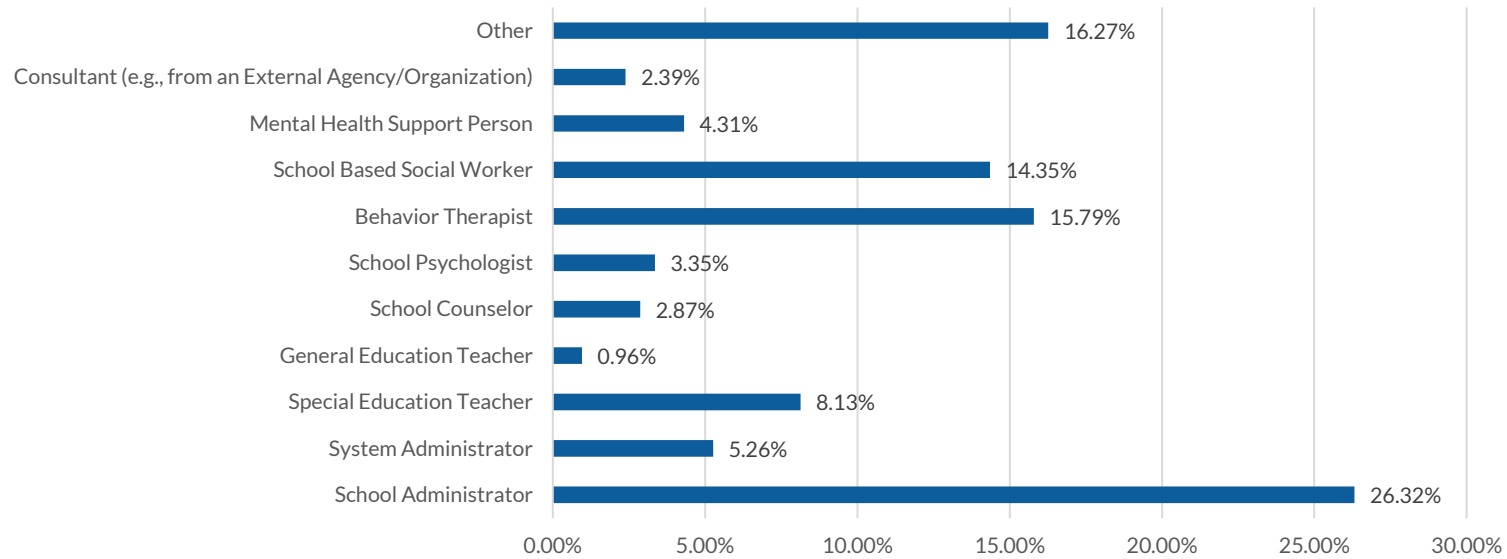


Figure 10 shows the positions held by those individuals conducting professional learning experience training events in nonpublic schools during the 2022-2023 school year. “Other” responses provided include human resources personnel, registered behavior technician, behavior compliance manager, nurse, and administrator.

Figure 10: Positions Held by Individuals Conducting Professional Learning Experience Training Events, Nonpublic Schools



Positions Held by School Receiving Professional Learning Experience Training

Figure 11 shows the positions held by those individuals receiving professional learning experience training for restraint in public agencies during the 2022-2023 school year. Sixteen respondents indicated “Other” personnel, including transportation staff, student life counselor, student support specialist, and paraprofessionals.

Figure 11: Positions Held by Individuals Receiving Professional Learning Experience Training, Public Agencies

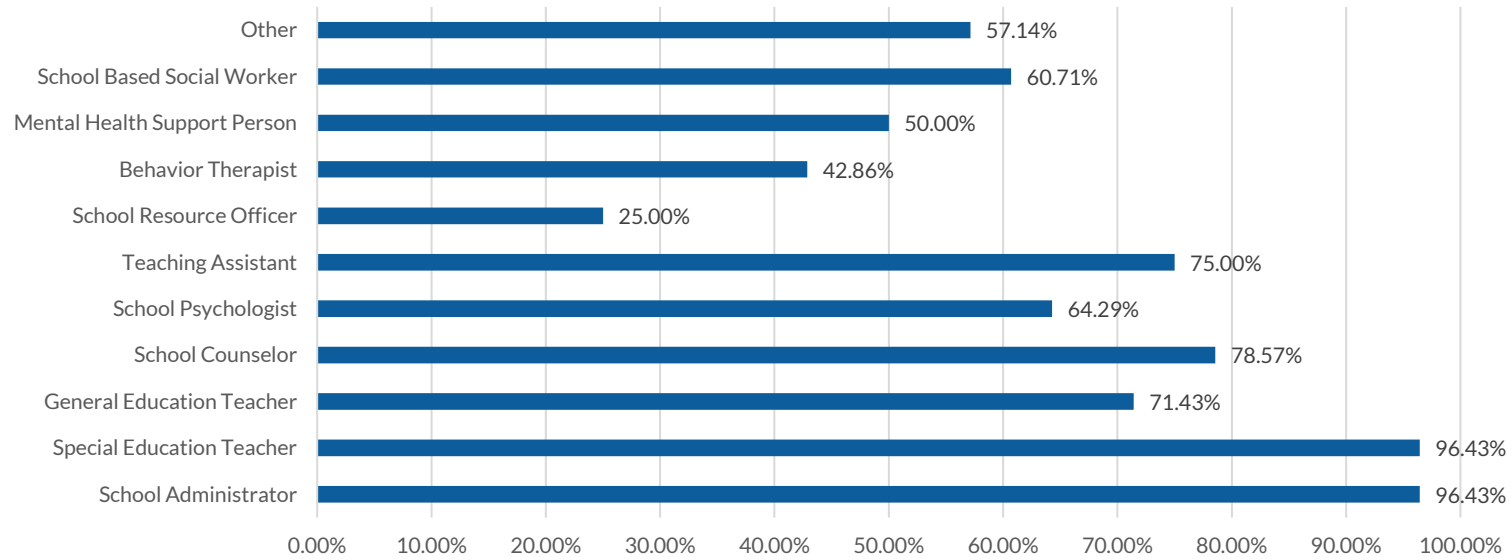
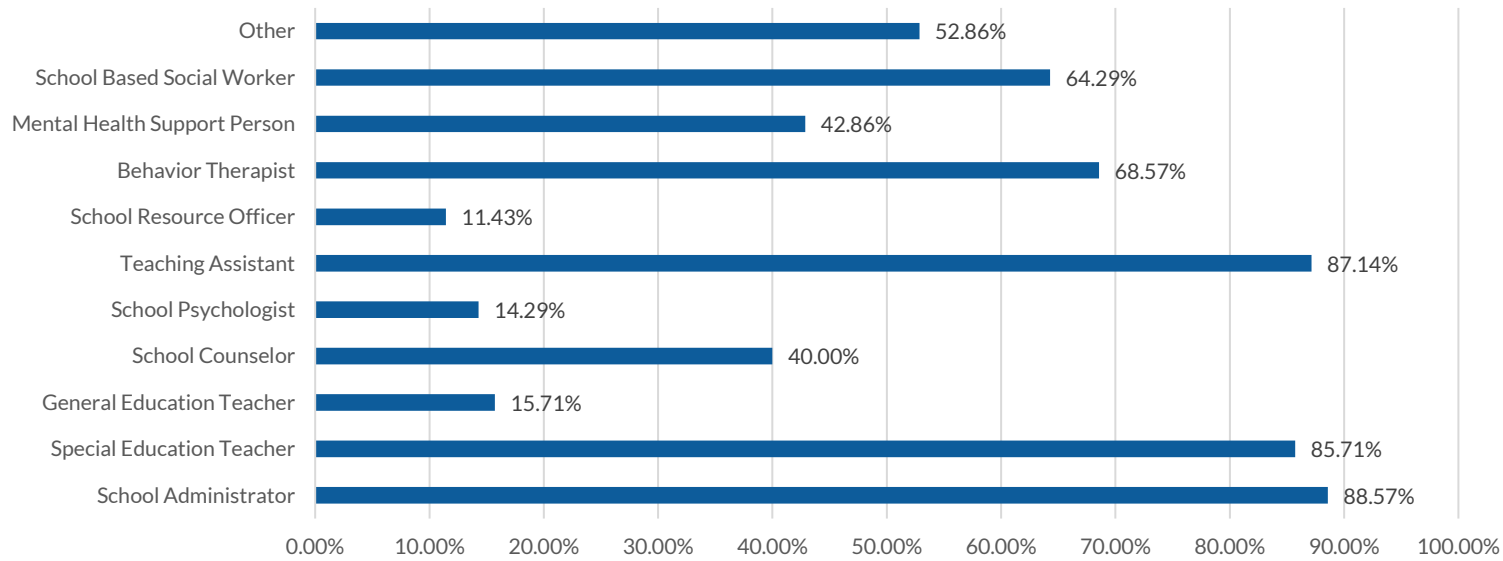


Figure 12 shows the positions held by those individuals receiving professional learning experience training for restraint and/or seclusion in nonpublic schools during the 2022-2023 school year. Positions indicated in the “Other” responses, include instructional assistant, teacher assistant, behavior assistant, transitional specialist, Individualized Education Program (IEP) chair, related service providers, nurses, paraprofessionals, and other aides.

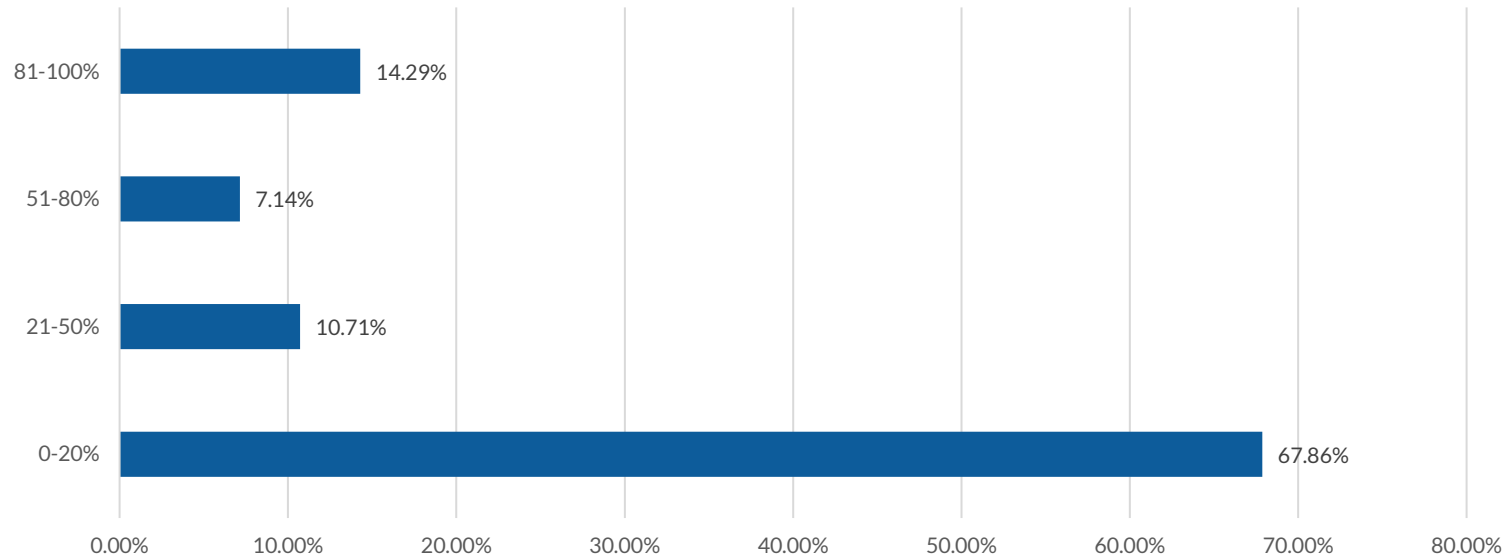
Figure 12: Positions Held by Individuals Receiving Professional Learning Experience Training Events, Nonpublic Schools



Percentage of Staff who Received Professional Learning Experience training

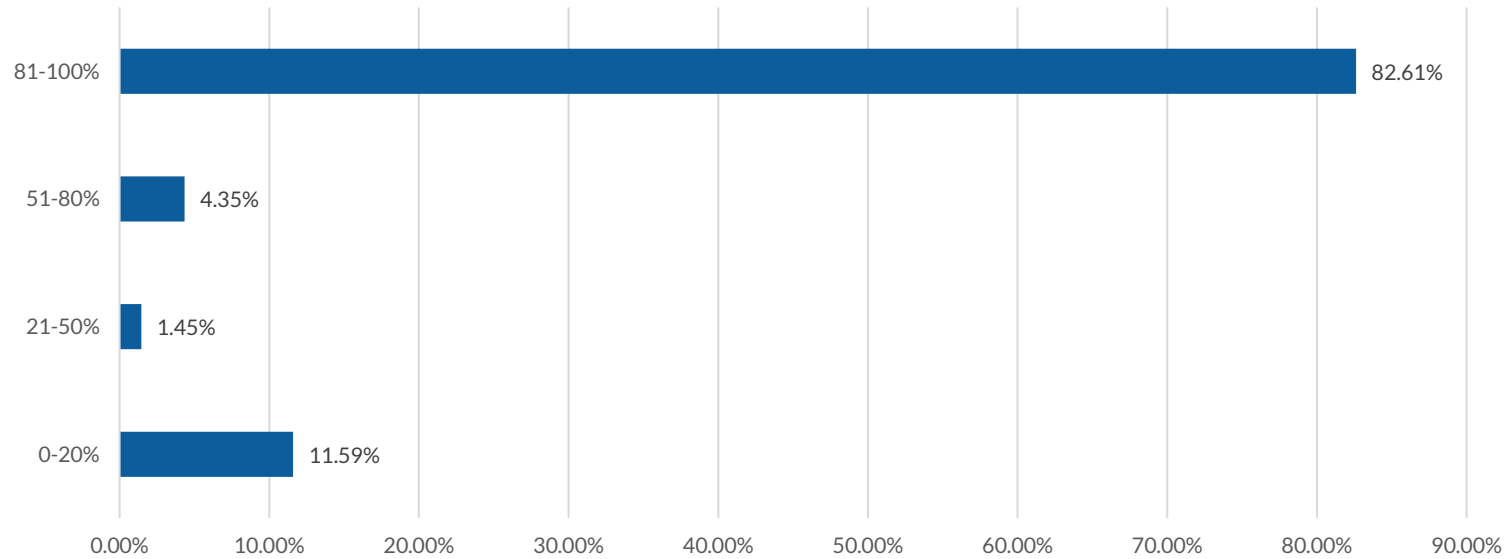
Survey responses indicate the percentage of school personnel who were authorized to perform physical restraint and/or seclusion varied across public agencies and nonpublic schools. Figure 13 shows the percentage of staff who received professional learning experience training in public agencies during the 2022-2023 school year. For public agencies, the percentage of school personnel who received professional learning experiences related to restraint was typically 0-20%.

Figure 13: Percentage of Staff who Received Professional Learning Experience Training, Public Agencies



For nonpublic schools, the percentage of school personnel who received professional learning experiences was typically 81-100%. Figure 14 shows the percentage of school personnel who received professional learning experiences related to restraint and/or seclusion in nonpublic schools during the 2022-2023 school year.

Figure 14: Percentage of Staff who Received Professional Learning Experience Training, Nonpublic Schools



Summary

This report presents data collected on physical restraint and seclusion for public agencies and nonpublic schools in Maryland during the 2022-2023 school year. After reviewing the data, the following comments are provided for consideration.

PUBLIC AGENCIES

For the 2022-2023 school year, there were a total of 5,504 reported physical restraint incidents occurring with 1,087 students in public agency schools. There was an increase in the total number of reported physical restraint incidents in public agencies from the 2021-2022 school year (4,291).

Comments Regarding Change in Number of Physical Restraints

MSDE staff met with a sample of public agencies to discuss their change in the number of physical restraints reported for the 2022-2023 school year as compared to the 2021-2022 school year.

For public agencies who reported an increase in the numbers of incidents of physical restraints for the 2022-2023 school year, the following trends were noted.

- Many students had a high number of incidents. Some public agencies reported fewer students were engaged in restraints but required a high number of restraints throughout the year.
- Public agency and school staff were provided with additional professional learning experiences on the new statute surrounding the definition, use, and data collection for physical restraints, which led to more accurate data collection.
 - Previously, public agencies had recorded behavioral events where multiple incidents of restraints may occur. As a result of the new statute, public agencies are now recording individual incidents of restraint.
 - Many public agencies reported transports as restraints.
- Public agencies reported using the single incident form provided by MSDE or creation of their own version of the forms to ensure better and more accurate data collection.
- Public agencies indicated that some students responded better to seclusion as a form of behavior regulation. Without the use of seclusion, those students now required more incidents of restraints on a more regular basis.
- Staff turnover, particularly behavioral support staff, led to differences in handling behavioral dysregulation of students.

For public agencies who reported a decrease in the number of incidents of physical restraints for the 2022-2023 school year, the following trends were noted.

- Public agencies reported increased staff training on new statutes surrounding the definition of restraint and when restraint can be utilized.

- Public agencies began to use different crisis management programs which highlighted the need for de-escalation strategies prior to engaging in physical restraints.
- Public agencies reported implementing the use of a crisis management that offers an alternative to physical restraint.
- Debriefing and reviewing incidents of restraints were reported by many public agencies, which allowed for self-reflection and training throughout the year to reduce the numbers. Trainings included de-escalation strategies as well as review of the statute and definitions surrounding when a restraint can be used.
- Public agencies created crisis teams and other support teams to support school based staff with students who present with difficult behaviors to provide positive preventative behavioral interventions.

Policy Changes and Professional Learning Experiences to Reduce Incidents of Restraints for the 2023-2024 School Year

- Public agencies conducted new teacher training, pre-service week training, and ongoing professional learning experiences throughout the year on positive prevention behavioral interventions and trauma informed learning.
- Many public agencies indicated that staff have engaged in training on crisis management that offers an alternative to physical restraint, which will be implemented during 2023-2024 school year.
- Public agencies reported that they are using the 2022-2023 data to inform areas of need for professional learning experiences, such as de-escalation strategies of positive preventative behavioral interventions.
- Public agencies indicated that there was disproportionality in their data during the 2022-2023 school year and they will implement new policies and professional learning experiences to make school staff aware of that disproportionality.
- Public agencies have planned professional learning experiences on the definition of restraint and when restraint can be utilized, documentation and notification of restraint, and the reporting process.
- Public agencies provided training on restraint and de-escalation strategies to general education staff when these trainings were previously only provided to special education staff.
- Public agencies have hired more behavioral staff, such as Board Certified Behavior Analysts (BCBA), social workers, and coaches, to promote positive preventative behavioral interventions.
- Public agencies have re-written their policies on multi-tiered system of supports (MTSS) and student support teams (SST) to address inadequacies at the Tier 1 level, provide supports to students while they are going through the special education assessment process, and promote family engagement.

Trends and Patterns in Behavioral Interventions and Professional Learning Experiences

- The most common average number of professional learning events regarding the use of restraint provided to school personnel was one event.
- These professional learning events were six or more hours in length.

- Public agencies are commonly providing professional learning events in the areas of positive preventative behavioral interventions, system level policies related to restraint, trauma informed interventions, CPR/First Aid, and crisis intervention.
- The most commonly used crisis management program was by the Crisis Prevention Institute, Inc. (CPI)
- Many types of school personnel were involved in professional learning events related to the use of restraint, including school administrators, special education teachers, general education teachers, and teaching assistants.
- Typically, 0-20% of staff receive professional learning events related to the use of restraint.

Recommendations for Behavioral Interventions and Professional Learning Experiences

- Public agencies should increase the number of events of professional learning and ensure that professional learning experiences are ongoing throughout the year to reinforce the necessity of positive preventative behavioral interventions.
- Public agencies will break down professional learning events into shorter segments to ensure comprehension and understanding of the material.
- Public agencies should implement training in non-violent de-escalation strategies and alternatives to physical restraint.
- Public agencies will provide professional learning events to all school staff, regardless of title, to ensure continuity and consistency of de-escalation strategies and positive preventative behavioral interventions.

NONPUBLIC SCHOOLS

For the 2022-2023 school year, there were a total of 3,332 reported physical restraint incidents occurring with 582 students in nonpublic schools. This total is a decrease in the total number of reported physical restraint incidents in nonpublic schools from the 2021-2022 school year (3,467). There was a total of 1,918 reported incidents of seclusions occurring with 225 students in nonpublic schools. There was a decrease in the total number of reported seclusion incidents in nonpublic schools from the 2021-2022 school year (2,807).

Policy Changes Previously Implemented to Reduce Incidents of Seclusion for the 2022-2023 School Year

- Nonpublic schools conducted new teacher training, pre-service week training, and ongoing professional learning experiences throughout the year on positive prevention behavioral interventions and trauma informed learning.
- Regular, ongoing meetings and support were provided to staff, as were mini-training sessions and refresher sessions to ensure understanding and comprehension of strategies, supports, and policies.
- Nonpublic schools utilized routine discussions surrounding behavioral support and alternatives to seclusions.
- Restorative practices were implemented in some nonpublic schools.
- Crisis teams were created, and crisis therapists were hired by some nonpublic schools.

- Safety plans were revisited as a team to better support students and their behavioral goals.
- Goals were created at the school level to reduce the use of seclusions and data were monitored weekly or monthly.

Policy Changes and Professional Learning Experiences to Reduce Incidents of Restraints and Seclusion for the 2023-2024 School Year

- Nonpublic schools have planned increased professional learning experiences on the definitions of restraint and seclusions, when both can be utilized, documentation and notification of restraint, and the reporting process.
- Nonpublic schools reported that they will undergo direct observation of staff skills in terms of behavior management.
- Debriefing sessions are planned to occur after each incident of restraint or seclusion to create better plans of actions for supporting students.
- School-wide policies regarding point sheets, daily logs, and positive behavioral interventions have been created and reimagined.
- Classroom environments were re-organized to prevent escalations.

Guidance Regarding Requirements for the Use of Seclusion and Seclusion Rooms

- MSDE provides guidance to nonpublic schools regarding the requirements of the use of seclusion and rooms for seclusion through New Education Director technical assistance sessions in the beginning of each school year. Technical assistance sessions are provided throughout the school year to ensure compliance with all parts of COMAR 13A.09.10, which regulates nonpublic schools in Maryland.
- Ongoing monitoring of nonpublic schools is conducted by MSDE staff to ensure compliance with all education statutes, including the use of seclusion and seclusion rooms.

Trends and Patterns in Behavioral Interventions and Professional Learning Experiences

- Most nonpublic schools reported having at least six professional learning events related to the use of restraint and/or seclusion.
- These events were typically between two to three hours in length.
- Nonpublic schools are commonly providing professional learning events in the areas of positive preventative behavioral interventions, system level policies related to restraint, functional behavior assessments, trauma informed interventions, CPR/First Aid, and crisis intervention.
- The most commonly used crisis management program was by the Crisis Prevention Institute, Inc. (CPI)
- Many types of school personnel were involved in professional learning events related to the use of restraint, including school administrators, special education teachers, teaching assistants, behavior therapists, and social workers.
- Typically, 81-100% of staff receive professional learning events related to the use of restraint and/or seclusion.

Recommendations for Behavioral Interventions and Professional Learning Experiences

- Nonpublic schools should implement training in non-violent de-escalation strategies and alternatives to physical restraint and seclusion.
- Nonpublic schools will provide professional learning events to all school staff, regardless of title, to ensure continuity and consistency of de-escalation strategies and positive preventative behavioral interventions.

MSDE

Accountability System Created to Ensure Compliance with § 7-1101, et seq.

- MSDE reviewed policies by both public agencies and nonpublic schools regarding the use of physical restraint and/or seclusion (nonpublic schools only) to ensure compliance with § 7-1101, et seq.
- MSDE acknowledged that the ban of seclusion within those systems that have been utilizing the practice required expanded professional learning experiences and direct technical assistance to ensure student and staff wellbeing and safety. MSDE conducted on-site meetings with all public agencies that used seclusion during the 2022-2023 school year to ensure compliance (Md. Educ. Art. § 7-1104). The on-site meeting included an audit of spaces formerly used as seclusion rooms. While seclusion remains an allowable practice in nonpublic schools, MSDE partnered with nonpublic personnel to support the use of appropriate replacement strategies through professional learning experiences and direct technical assistance.
- A process guide was developed and disseminated to all public agencies and nonpublic school personnel. Included in this process guide is a recommended single incident form to be used to document each incident of physical restraint and/or seclusion (nonpublic only). The process guide also included forms required for use by all public agencies and nonpublic schools to meet the notification of excessive use of physical restraint and/or seclusion (nonpublic only) and system level review requirements defined within (Md. Educ. Art. § 7-1104). Information within this guide detailed the specifics of how, when, and who notifies MSDE and completes the system level review.
- MSDE developed and disseminated an Implementation Guide that provided information and clarification about the use of physical restraint and seclusion for all Maryland students. The Implementation Guide was written in a way to provide information to any stakeholder, parent, student, educator, support personnel, community member, health professionals, etc.
- MSDE provided technical assistance on the process guide and implementation guide, as well as the use of the single incident form and forms related to the notification of excessive use of physical restraint and/or seclusion (nonpublic only). Refresher sessions will be provided during the 2023-2024 school year.
- MSDE created a platform for secured submission of forms regarding the excessive use of physical restraint and/or seclusion (nonpublic only) for the 2023-2024 school year. The platform is to be utilized to notify MSDE of each interval of ten incidents of restraint and/or seclusion for a particular student.
- The platform and results dashboard utilized for the excessive use of physical restraint and/or seclusion (nonpublic only) allows MSDE to monitor and track excessive incidents of restraint and/or seclusion in live time so that outreach and support can be provided to public agencies and nonpublic schools.

- MSDE staff contacted individuals from public agencies and nonpublic schools after a submission on the excessive use of physical restraint and/or seclusion (nonpublic only) to ensure accuracy of submission and troubleshooting of any problems or concerns with submission.
- MSDE has developed a policy of outreach to both public agencies and nonpublic schools when a student has reached a high number of physical restraint and/or seclusion incidents. This outreach is conducted to provide support to the public agencies and nonpublic schools and ensure that the regulations around the use of restraint and seclusion are being followed appropriately.
- MSDE staff from the Division of Student Support, Academic Enrichment and Educational Policy, the Division of Early Intervention and Special Education Services, the Division of Assessment, Accountability and Performance Reporting, and the Division of Educator Certification and Program Approval conducted listening sessions with 32 public agency and 39 nonpublic school classroom personnel, such as teachers and related service providers to gather information regarding challenges associated with the implementation of new policies and practices pertaining to the use of restraint, best practices for the implementation of proactive behavioral interventions, and understand additional supports that may be needed to manage student behaviors. Information gathered from these listening sessions will be incorporated in MSDE's technical assistance provided to public agencies and nonpublic schools during the 2023-2024 school year.
- MSDE will create and disseminate a guide for the procedures for corrective action plan development and progress monitoring that will be implemented beginning in the 2023-2024 school year.
- During the 2022-2023 school year, MSDE collected data from the public agencies and nonpublic schools regarding the frequency of physical restraint and/or seclusion for each individual student.

Steps Taken to Ensure Accuracy in Data Collection for the Purpose of this Report

- MSDE engaged public agencies and nonpublic schools in technical assistance sessions on the data collection tool and supporting manual used for this data collection. MSDE staff provided office hours and individual support sessions to ensure accurate data collection and submission.
- MSDE will incorporate feedback related to the annual collection of restraint and seclusion data into the data collection tool and manual for this collection process moving forward to further ensure accurate data collection.
- MSDE staff has and will continue to provide guidance and problem-solving as it related to the accurate collection of data related to the use of physical restraint and seclusion. Public agency and nonpublic school personnel have been encouraged to reach out to various MSDE staff throughout the year with any problems or concerns related to the collection of restraint and seclusion data.
- MSDE staff added input validations and error notifications to the data collection tool for this year's annual collection. These additional safeguards notified respondents of common errors in their data prior to submission. After submission to MSDE, the data was further validated by MSDE staff in the Division of Assessment, Accountability and Performance Reporting to ensure accuracy.
- A member of MSDE reached out to public agencies and nonpublic schools if there were validation issues or questions regarding their data. Individual support was provided via email and video conferencing to support error correction before final submission of the data.
- MSDE asked public agencies and nonpublic schools to provide signed verification forms after their data was validated to further ensure accuracy in reporting.

Recommendations to Increase Positive Behavioral Interventions

- Information provided by public agencies and nonpublic schools related to professional learning conducted within their organization and system demonstrates the need for more clearly defined expectations by MSDE. To this end, MSDE will develop a collection of behavior intervention professional learning resources for educational personnel.
- Public agencies and nonpublic schools will identify personnel to attend technical assistance sessions and professional learning experiences provided by MSDE on positive prevention behavioral interventions. Those staff members will bring their newly acquired knowledge back to their public agencies to share with other school personnel to develop policies surrounding positive prevention behavioral interventions within their public agency.
- Public agencies and nonpublic schools should establish a crisis team or other support team that can provide ongoing and acute support to schools and classroom staff for students who present with ongoing and significant behaviors. Consultation and coaching provided by these teams should focus on positive prevention behavioral interventions on an individual, classroom, and school-wide level. Specialized instruction may also be provided by these teams. These teams are encouraged to meet weekly to discuss student referrals and preventative strategies at the public agency level.
- Public agencies and nonpublic schools will engage in debriefing sessions or other follow-up sessions after incidents of physical restraint to provide time for all staff involved in the restraint to self-reflect and consider changes that may be made in future situations to avoid the use of physical restraint.

Appendices

APPENDIX A: INDIVIDUAL NONPUBLIC SCHOOL DATA

Physical Restraints

Physical restraint data for individual nonpublic schools reported during the 2022-2023 school year are provided in tables 35 through 45 of this report. As previously mentioned, there are 11 nonpublic schools that indicated they have a statement in their behavior management policies and procedures that they do not practice physical restraint and reported no incidences of restraint during the 2022-2023 school year. Those schools are Baltimore Lab School, Chelsea School, High Road Academy of Howard County, The Harbour School at Annapolis, The Harbour School at Baltimore, The Pathways School - Anne Arundel, The Pathways School - Catonsville, The Pathways School - Edgewood, The Pathways School - Horizons, The Summit School, and VisionQuest MorningStar Youth Academy. These schools are not included in data tables regarding the use of restraint.

Table 35. Number of Physical Restraint Total Incidents and Unduplicated Students for 2022-2023 by Nonpublic School

Nonpublic School	Total Incidents of Physical Restraint	Total Unduplicated Students
Arrow Center Education	60	14
Arrow Center for Education Ascension Place School	*	*
Arrow Center for Education Riverside	187	22
Arrow Center for Education: Tangram	114	13
Baltimore Academy	12	*
Benedictine School	26	*
Cedar Ridge School	*	*
Children's Guild School of Baltimore Campus	23	11
Children's Guild, Inc., Prince George's Campus	37	16
Children's Guild-Transformation Academy	17	*
Children's Home Diagnostic Center School	*	*
Chimes School	11	*

Nonpublic School	Total Incidents of Physical Restraint	Total Unduplicated Students
Community School of Maryland	61	11
Foundation Learning Center	58	12
Foundation School	134	36
Foundation School at Blair G. Ewing	*	*
Foundation School of Montgomery County	43	21
Gateway School	*	*
High Road Academy of Prince George's County	*	*
High Road Lower School of Prince George's County	102	27
High Road School of Anne Arundel County	41	16
High Road School of Baltimore County	36	16
High Road School of Cecil County	10	*
High Road School of Harford County	53	17
High Road Upper School of Prince George's County	20	*
Ivymount School	120	*
Katherine Thomas School	*	*
Kennedy Krieger School: Fairmount Campus	11	*
Kennedy Krieger School: Greenspring Campus	52	15
Kennedy Krieger School: Powder Mill Campus	*	*
Laurel Hall School	87	19
Laurel Hall School in Frederick	53	*
Linwood Center	11	*

Nonpublic School	Total Incidents of Physical Restraint	Total Unduplicated Students
Lourie Center School	31	11
Marcia D. Smith School	129	*
New Directions Academy	*	*
Phillips School-Laurel	49	15
RICA-Baltimore (Department of Health)	190	27
Ridge School of Montgomery County	*	*
Shafer Center for Early Intervention	*	*
Sheppard Pratt (Rockville)	13	*
Sheppard Pratt School (Cumberland)	21	*
Sheppard Pratt School (Frederick County)	*	*
Sheppard Pratt School (Gaithersburg)	53	11
Sheppard Pratt School (Glyndon)	104	28
Sheppard Pratt School (Hunt Valley)	234	12
Sheppard Pratt School (Lanham)	61	16
Sheppard Pratt School (Millersville Elementary)	*	*
Sheppard Pratt School (Severn River Middle)	*	*
Sheppard Pratt School (Severna Park High)	*	*
Sheppard Pratt School and Residential Treatment Center	44	18
Shorehaven School	*	*
St. Elizabeth School	*	*
Strawbridge School	195	31

Nonpublic School	Total Incidents of Physical Restraint	Total Unduplicated Students
Trellis School	636	*
Villa Maria School Type III Diagnostic School	*	*
Villa Maria School at Dulaney Valley	73	26
Village Academy of Maryland	*	*
Woodbourne School	11	*
Youth in Transition School	75	17

Table 36. Number of Physical Restraint Total Incidents for 2022-2023 by Disability Category by Nonpublic Schools

Nonpublic School	ID ¹³	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Arrow Center Education	*	*	*	*	*	22	*	*	*	27	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	70	*	45	*	34	*	*	34	*	*	*	*
Arrow Center for Education: Tangram	13	*	*	*	*	*	*	*	*	10	*	*	91	*	*	*	*
Baltimore Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

¹³ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Nonpublic School	ID ¹³	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	24	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	19	*	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	24	*	*	*	*	*	*	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*	*	*
Community School of Maryland	*	*	*	*	*	*	*	*	*	32	*	*	29	*	*	*	*
Foundation Learning Center	*	*	*	*	*	*	*	*	*	21	*	*	35	*	*	*	*
Foundation School	*	*	*	*	*	96	*	20	*	*	*	*	10	*	*	*	*
Foundation School at Blair G. Ewing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹³	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	*	*	*	92	*	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	34	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	28	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	43	*	*	*	*	*	*	*	*	*	*	*
High Road Upper School of Prince George's County	*	*	*	*	*	12	*	*	*	*	*	*	*	*	*	*	*
Ivymount School	*	*	*	*	*	*	*	*	*	*	*	*	120	*	*	*	*
Katherine Thomas School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹³	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	*	*	*	*	31	*	*	21	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	11	*	*	*	*	30	*	15	*	11	*	*	16	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	13	*	*	37	*	*	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	21	*	*	*	*	*	*	*	*	*	*	*
Marcia D. Smith School	*	*	*	*	*	*	*	*	*	38	*	*	91	*	*	*	*
New Directions Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	13	*	22	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	110	*	16	*	61	*	*	*	*	*	*	*
Ridge School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹³	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*	*	*	20	*	*	*	*
Sheppard Pratt School (Frederick County)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*	*	*	46	*	*	*	*
Sheppard Pratt School (Glyndon)	11	*	*	*	*	64	*	*	*	11	*	*	18	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	*	*	*	*	116	*	*	118	*	*	*	*
Sheppard Pratt School (Lanham)	24	*	*	*	*	*	*	*	*	*	*	*	29	*	*	*	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	*	*
Shorehaven School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹³	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Strawbridge School	34	*	*	*	*	47	*	*	*	103	*	*	*	*	*	*	*
Trellis School	278	*	*	*	*	*	*	*	*	51	*	*	304	*	*	*	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	*	*	*	39	*	*	*	14	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Woodbourne School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	16	*	*	*	46	*	*	11	*	*	*	*

Table 37. Number of Unduplicated Students Physically Restrained in 2022-2023 by Disability Category by Nonpublic Schools

Nonpublic School	ID ¹⁴	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Arrow Center Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

¹⁴ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Nonpublic School	ID ¹⁴	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	10	*	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Community School of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁴	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	25	*	*	*	*	*	*	*	*	*	*	*
Foundation School at Blair G. Ewing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	10	*	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	13	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	15	*	*	*	*	*	*	*	*	*	*	*
High Road Upper School of Prince George's County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁴	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Ivymount School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Katherine Thomas School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	*	*	*	*	11	*	*	*	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Marcia D. Smith School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
New Directions Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁴	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Ridge School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Frederick County)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	10	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	*	*	*	*	*	*	*	10	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁴	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Shorehaven School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Strawbridge School	*	*	*	*	*	10	*	*	*	10	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	*	*	*	12	*	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Woodbourne School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 38. Number of Physical Restraint Total Incidents for 2022-2023 by Race, Ethnicity, and Gender by Nonpublic Schools

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Arrow Center Education	*	*	47	*	*	13	*	31	29	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	117	*	*	64	*	138	49	*
Arrow Center for Education: Tangram	*	*	25	16	*	73	*	88	26	*
Baltimore Academy	*	*	11	*	*	*	*	10	*	*
Benedictine School	*	*	14	*	*	11	*	26	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	15	*	*	*	*	10	13	*
Children's Guild, Inc., Prince George's Campus	*	*	34	*	*	*	*	31	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	12	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	11	*	*
Community School of Maryland	*	*	36	*	*	21	*	61	*	*
Foundation Learning Center	*	*	48	*	*	*	*	52	*	*
Foundation School	*	*	127	*	*	*	*	123	11	*
Foundation School at Blair G. Ewing	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	25	11	*	*	*	33	10	*
Gateway School	*	*	*	*	*	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	96	*	*	*	*	70	32	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
High Road School of Anne Arundel County	*	*	*	14	*	18	*	39	*	*
High Road School of Baltimore County	*	*	13	*	*	23	*	28	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	24	*	*	24	*	29	24	*
High Road Upper School of Prince George's County	*	*	20	*	*	*	*	18	*	*
Ivymount School	*	*	100	*	*	12	*	118	*	*
Katherine Thomas School	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	*	*	10	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	40	*	44	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Laurel Hall School	*	*	24	12	*	36	15	74	13	*
Laurel Hall School in Frederick	*	*	49	*	*	*	*	53	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	18	*	*	*	*	29	*	*
Marcia D. Smith School	*	*	33	*	*	19	76	129	*	*
New Directions Academy	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	42	*	*	*	*	47	*	*
RICA-Baltimore (Department of Health)	*	*	169	*	*	17	*	159	31	*
Ridge School of Montgomery County	*	*	*	*	*	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	13	*	*	*	*	13	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	19	*	17	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Sheppard Pratt School (Frederick County)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	19	22	*	*	*	41	12	*
Sheppard Pratt School (Glyndon)	*	*	15	*	*	82	*	46	58	*
Sheppard Pratt School (Hunt Valley)	*	*	128	*	*	106	*	234	*	*
Sheppard Pratt School (Lanham)	*	*	50	*	*	*	*	46	15	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	33	*	*	*	*	16	28	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Shorehaven School	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*
Strawbridge School	*	*	128	*	*	57	*	130	65	*
Trellis School	*	*	176	*	*	460	*	511	125	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	47	*	*	*	14	60	13	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*
Woodbourne School	*	*	10	*	*	*	*	11	*	*
Youth in Transition School	*	*	39	18	*	13	*	74	*	*

Table 39. Number of Unduplicated Students Physically Restrained in 2022-2023 by Race, Ethnicity, and Gender by Nonpublic Schools

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Arrow Center Education	*	*	11	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	10	*	*	*	*	17	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	*	*	10	*	*
Baltimore Academy	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	13	*	*	*	*	13	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*
Community School of Maryland	*	*	*	*	*	*	*	11	*	*
Foundation Learning Center	*	*	*	*	*	*	*	11	*	*
Foundation School	*	*	32	*	*	*	*	31	*	*
Foundation School at Blair G. Ewing	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	12	*	*	*	*	15	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	24	*	*	*	*	22	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
High Road School of Anne Arundel County	*	*	*	*	*	*	*	14	*	*
High Road School of Baltimore County	*	*	10	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	*	*	14	*	*
High Road Upper School of Prince George's County	*	*	*	*	*	*	*	*	*	*
Ivymount School	*	*	*	*	*	*	*	*	*	*
Katherine Thomas School	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	*	*	10	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Laurel Hall School	*	*	*	*	*	*	*	13	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	10	*	*
Marcia D. Smith School	*	*	*	*	*	*	*	*	*	*
New Directions Academy	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	12	*	*	*	*	13	*	*
RICA-Baltimore (Department of Health)	*	*	21	*	*	*	*	16	11	*
Ridge School of Montgomery County	*	*	*	*	*	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Sheppard Pratt School (Frederick County)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	11	*	*	16	*	20	*	*
Sheppard Pratt School (Hunt Valley)	*	*	11	*	*	*	*	12	*	*
Sheppard Pratt School (Lanham)	*	*	13	*	*	*	*	12	*	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	11	*	*	*	*	*	13	*
Shorehaven School	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*
Strawbridge School	*	*	18	*	*	*	*	21	10	*
Trellis School	*	*	*	*	*	*	*	*	*	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	18	*	*	*	*	18	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*
Woodbourne School	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	16	*	*

Table 40. Number of Physical Restraint Total Incidents for 2022-2023 by Age by Nonpublic Schools

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Arrow Center Education	*	*	*	47	*
Arrow Center for Education Ascension Place School	*	*	*	*	*
Arrow Center for Education Riverside	*	147	18	22	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Arrow Center for Education: Tangram	*	18	47	35	14
Baltimore Academy	*	*	*	*	*
Benedictine School	*	*	*	18	*
Cedar Ridge School	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	10	*	*	*
Children's Guild, Inc., Prince George's Campus	*	12	21	*	*
Children's Guild-Transformation Academy	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*
Chimes School	*	*	*	*	*
Community School of Maryland	*	*	*	*	56
Foundation Learning Center	*	14	37	*	*
Foundation School	*	60	44	27	*
Foundation School at Blair G. Ewing	*	*	*	*	*
Foundation School of Montgomery County	*	*	16	24	*
Gateway School	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*
High Road Lower School of Prince George's County	*	24	49	29	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
High Road School of Anne Arundel County	*	18	*	13	*
High Road School of Baltimore County	*	*	13	20	*
High Road School of Cecil County	*	*	*	*	*
High Road School of Harford County	*	30	17	*	*
High Road Upper School of Prince George's County	*	*	*	16	*
Ivymount School	*	97	19	*	*
Katherine Thomas School	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	11	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	29	23
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*
Laurel Hall School	*	48	30	*	*
Laurel Hall School in Frederick	*	*	42	*	*
Linwood Center	*	*	*	11	*
Lourie Center School	*	31	*	*	*
Marcia D. Smith School	*	*	*	91	38
New Directions Academy	*	*	*	*	*
Phillips School-Laurel	*	*	19	25	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
RICA-Baltimore (Department of Health)	*	*	131	59	*
Ridge School of Montgomery County	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	17	*	*
Sheppard Pratt School (Frederick County)	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	15	38
Sheppard Pratt School (Glyndon)	*	*	20	41	42
Sheppard Pratt School (Hunt Valley)	*	37	33	109	55
Sheppard Pratt School (Lanham)	*	*	16	35	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	41	*
Shorehaven School	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*
Strawbridge School	*	41	85	42	27

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Trellis School	*	122	178	336	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	30	40	*	*
Village Academy of Maryland	*	*	*	*	*
Woodbourne School	*	*	*	10	*
Youth in Transition School	*	*	*	47	*

Table 41. Number of Unduplicated Students Physically Restrained in 2022-2023 by Age by Nonpublic Schools

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Arrow Center Education	*	*	*	11	*
Arrow Center for Education Ascension Place School	*	*	*	*	*
Arrow Center for Education Riverside	*	*	11	*	*
Arrow Center for Education: Tangram	*	*	*	*	*
Baltimore Academy	*	*	*	*	*
Benedictine School	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Children's Guild-Transformation Academy	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*
Chimes School	*	*	*	*	*
Community School of Maryland	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*
Foundation School	*	14	11	14	*
Foundation School at Blair G. Ewing	*	*	*	*	*
Foundation School of Montgomery County	*	*	10	10	*
Gateway School	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	16	10	*
High Road School of Anne Arundel County	*	*	*	*	*
High Road School of Baltimore County	*	*	*	11	*
High Road School of Cecil County	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*
High Road Upper School of Prince George's County	*	*	*	*	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Ivymount School	*	*	*	*	*
Katherine Thomas School	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	11	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*
Laurel Hall School	*	10	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*
Linwood Center	*	*	*	*	*
Lourie Center School	*	11	*	*	*
Marcia D. Smith School	*	*	*	*	*
New Directions Academy	*	*	*	*	*
Phillips School-Laurel	*	*	*	11	*
RICA-Baltimore (Department of Health)	*	*	10	19	*
Ridge School of Montgomery County	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*
Sheppard Pratt School (Frederick County)	*	*	*	*	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	19	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	16	*
Shorehaven School	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*
Strawbridge School	*	*	12	11	*
Trellis School	*	*	*	*	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	17	*	*
Village Academy of Maryland	*	*	*	*	*
Woodbourne School	*	*	*	*	*
Youth in Transition School	*	*	*	13	*

Table 42. Number of Physical Restraint Total Incidents for 2022-2023 by Type of Placement by Nonpublic Schools

Nonpublic School	General Education	Special Education
Arrow Center Education	*	60
Arrow Center for Education Ascension Place School	*	*
Arrow Center for Education Riverside	*	187
Arrow Center for Education: Tangram	*	114
Baltimore Academy	*	12
Benedictine School	*	26
Cedar Ridge School	*	*
Children's Guild School of Baltimore Campus	*	23
Children's Guild, Inc., Prince George's Campus	*	37
Children's Guild-Transformation Academy	*	17
Children's Home Diagnostic Center School	*	*
Chimes School	*	11
Community School of Maryland	*	61
Foundation Learning Center	*	58
Foundation School	*	134
Foundation School at Blair G. Ewing	*	*
Foundation School of Montgomery County	*	43
Gateway School	*	*
High Road Academy of Prince George's County	*	*
High Road Lower School of Prince George's County	*	102

Nonpublic School	General Education	Special Education
High Road School of Anne Arundel County	*	41
High Road School of Baltimore County	*	36
High Road School of Cecil County	*	10
High Road School of Harford County	*	53
High Road Upper School of Prince George's County	*	20
Ivymount School	*	120
Katherine Thomas School	*	*
Kennedy Krieger School: Fairmount Campus	*	11
Kennedy Krieger School: Greenspring Campus	*	52
Kennedy Krieger School: Powder Mill Campus	*	*
Laurel Hall School	*	87
Laurel Hall School in Frederick	*	53
Linwood Center	*	11
Lourie Center School	*	31
Marcia D. Smith School	*	129
New Directions Academy	*	*
Phillips School-Laurel	*	49
RICA-Baltimore (Department of Health)	*	188
Ridge School of Montgomery County	*	*
Shafer Center for Early Intervention	*	*
Sheppard Pratt (Rockville)	*	13

Nonpublic School	General Education	Special Education
Sheppard Pratt School (Cumberland)	*	21
Sheppard Pratt School (Frederick County)	*	*
Sheppard Pratt School (Gaithersburg)	*	53
Sheppard Pratt School (Glyndon)	*	104
Sheppard Pratt School (Hunt Valley)	*	234
Sheppard Pratt School (Lanham)	*	61
Sheppard Pratt School (Millersville Elementary)	*	*
Sheppard Pratt School (Severn River Middle)	*	*
Sheppard Pratt School (Severna Park High)	*	*
Sheppard Pratt School and Residential Treatment Center	*	38
Shorehaven School	*	*
St. Elizabeth School	*	*
Strawbridge School	*	195
Trellis School	*	636
Villa Maria School Type III Diagnostic School	*	*
Villa Maria School at Dulaney Valley	*	73
Village Academy of Maryland	*	*
Woodbourne School	*	*
Youth in Transition School	*	75

Table 43. Number of Physical Restraint Total Incidents for 2022-2023 by LRE Category by Nonpublic Schools

Nonpublic School	LRE A ¹⁵	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Arrow Center Education	*	*	*	*	*	60	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	187	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	114	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore Academy	*	*	*	*	*	12	*	*	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	19	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	37	*	*	*	*	*	*	*	*	*	*	*	*

¹⁵ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Nonpublic School	LRE A ¹⁵	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Children's Guild-Transformation Academy	*	*	*	*	*	17	*	*	*	*	*	*	*	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Community School of Maryland	*	*	*	*	*	61	*	*	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	58	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	134	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School at Blair G. Ewing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	43	*	*	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	*	*	102	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	41	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁵	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
High Road School of Baltimore County	*	*	*	*	*	36	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	10	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	53	*	*	*	*	*	*	*	*	*	*	*	*
High Road Upper School of Prince George's County	*	*	*	*	*	20	*	*	*	*	*	*	*	*	*	*	*	*
Ivymount School	*	*	*	*	*	120	*	*	*	*	*	*	*	*	*	*	*	*
Katherine Thomas School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	52	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	86	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	53	*	*	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	31	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁵	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Marcia D. Smith School	*	*	*	*	*	106	*	21	*	*	*	*	*	*	*	*	*	*
New Directions Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	49	*	*	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	182	*	*	*	*	*	*	*	*	*	*	*	*
Ridge School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	13	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	21	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Frederick County)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	53	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	104	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	234	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	61	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁵	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	13	*	*	*	17	*	*	*	*	*	*	*	*	*	*	*	*
Shorehaven School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Strawbridge School	*	*	*	*	*	195	*	*	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	636	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	*	*	*	73	*	*	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Woodbourne School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁵	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Youth in Transition School	*	*	*	*	*	73	*	*	*	*	*	*	*	*	*	*	*	*

Table 44. Number of Unduplicated Students Physically Restrained in 2022-2023 by Type of Placement by Nonpublic Schools

Nonpublic School	General Education	Special Education
Arrow Center Education	*	14
Arrow Center for Education Ascension Place School	*	*
Arrow Center for Education Riverside	*	22
Arrow Center for Education: Tangram	*	13
Baltimore Academy	*	*
Benedictine School	*	*
Cedar Ridge School	*	*
Children's Guild School of Baltimore Campus	*	11
Children's Guild, Inc., Prince George's Campus	*	16
Children's Guild-Transformation Academy	*	*
Children's Home Diagnostic Center School	*	*
Chimes School	*	*
Community School of Maryland	*	11
Foundation Learning Center	*	12
Foundation School	*	36
Foundation School at Blair G. Ewing	*	*
Foundation School of Montgomery County	*	21

Nonpublic School	General Education	Special Education
Gateway School	*	*
High Road Academy of Prince George's County	*	*
High Road Lower School of Prince George's County	*	27
High Road School of Anne Arundel County	*	16
High Road School of Baltimore County	*	16
High Road School of Cecil County	*	*
High Road School of Harford County	*	17
High Road Upper School of Prince George's County	*	*
Ivymount School	*	*
Katherine Thomas School	*	*
Kennedy Krieger School: Fairmount Campus	*	*
Kennedy Krieger School: Greenspring Campus	*	15
Kennedy Krieger School: Powder Mill Campus	*	*
Laurel Hall School	*	19
Laurel Hall School in Frederick	*	*
Linwood Center	*	*
Lourie Center School	*	11
Marcia D. Smith School	*	*
New Directions Academy	*	*
Phillips School-Laurel	*	15
RICA-Baltimore (Department of Health)	*	26

Nonpublic School	General Education	Special Education
Ridge School of Montgomery County	*	*
Shafer Center for Early Intervention	*	*
Sheppard Pratt (Rockville)	*	*
Sheppard Pratt School (Cumberland)	*	*
Sheppard Pratt School (Frederick County)	*	*
Sheppard Pratt School (Gaithersburg)	*	11
Sheppard Pratt School (Glyndon)	*	28
Sheppard Pratt School (Hunt Valley)	*	12
Sheppard Pratt School (Lanham)	*	16
Sheppard Pratt School (Millersville Elementary)	*	*
Sheppard Pratt School (Severn River Middle)	*	*
Sheppard Pratt School (Severna Park High)	*	*
Sheppard Pratt School and Residential Treatment Center	*	14
Shorehaven School	*	*
St. Elizabeth School	*	*
Strawbridge School	*	31
Trellis School	*	*
Villa Maria School Type III Diagnostic School	*	*
Villa Maria School at Dulaney Valley	*	26
Village Academy of Maryland	*	*
Woodbourne School	*	*

Nonpublic School	General Education	Special Education
Youth in Transition School	*	17

Table 45. Number of Unduplicated Students Physically Restrained in 2022-2023 by LRE Category by Nonpublic Schools

Nonpublic School	LRE A ¹⁶	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Arrow Center Education	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	22	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	13	*	*	*	*	*	*	*	*	*	*	*	*
Baltimore Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*

¹⁶ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Nonpublic School	LRE A ¹⁶	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Community School of Maryland	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	12	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	36	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School at Blair G. Ewing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	21	*	*	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Academy of Prince George's County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road Lower School of Prince George's County	*	*	*	*	27	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁶	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
High Road School of Anne Arundel County	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	17	*	*	*	*	*	*	*	*	*	*	*	*
High Road Upper School of Prince George's County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Ivymount School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Katherine Thomas School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	15	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	18	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁶	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Linwood Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Marcia D. Smith School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
New Directions Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	15	*	*	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	*	*	*
Ridge School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Shafer Center for Early Intervention	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Frederick County)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	28	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	12	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁶	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Sheppard Pratt School (Lanham)	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Millersville Elementary)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severn River Middle)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Severna Park High)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Shorehaven School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Strawbridge School	*	*	*	*	*	31	*	*	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School Type III Diagnostic School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Villa Maria School at Dulaney Valley	*	*	*	*	*	26	*	*	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁶	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Woodbourne School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	17	*	*	*	*	*	*	*	*	*	*	*	*

Seclusions

Physical restraint data for individual nonpublic schools reported during the 2022-2023 school year are provided in tables 46 through 56 of this report. As previously mentioned, there are 22 nonpublic schools who indicated they have a statement in the behavior management policies and procedures that they do not practice seclusion and reported no incidences of seclusion during the 2022-2023 school year. Those schools are Baltimore Lab School, Chelsea School, Community School of Maryland, High Road Academy of Howard County, High Road Academy of Prince George's County, High Road Lower School of Prince George's County, High Road Upper School of Prince George's County, Marcia D. Smith School, New Directions Academy, Sheppard Pratt School - Type II Program at Millersville Elementary School, Sheppard Pratt School - Type II Program at Severn River Middle School, Sheppard Pratt School - Type II Program at Severna Park High School, Sheppard Pratt School in Frederick, Shorehaven School, The Baltimore Academy, The Foundation School at Blair G. Ewing, The Harbour School at Annapolis, The Harbour School at Baltimore, The Ivymount School, The Katherine Thomas School, The Pathways School - Anne Arundel, The Pathways School - Catonsville, The Pathways School - Edgewood, The Pathways School - Horizons, The Ridge School of Montgomery County, The Shafer Center for Early Intervention, The Strawbridge School, The Summit School, Villa Maria School, Villa Maria School Type III Diagnostic, VisionQuest Morning Star Youth Academy, Woodbourne School, and Youth in Transition School. These schools are not included in data tables regarding the use of seclusion.

Table 46. Number of Seclusion Total Incidents and Unduplicated Students for 2022-2023 by Nonpublic School

Nonpublic School	Total Incidents of Seclusion	Total Unduplicated Students
Arrow Center Education	11	*
Arrow Center for Education Ascension Place School	*	*
Arrow Center for Education Riverside	64	*
Arrow Center for Education: Tangram	70	*
Benedictine School	*	*
Cedar Ridge School	*	*
Children's Guild School of Baltimore Campus	*	*

Nonpublic School	Total Incidents of Seclusion	Total Unduplicated Students
Children's Guild, Inc., Prince George's Campus	43	15
Children's Guild-Transformation Academy	65	13
Children's Home Diagnostic Center School	*	*
Chimes School	*	*
Foundation Learning Center	*	*
Foundation School	34	14
Foundation School of Montgomery County	*	*
Gateway School	*	*
High Road School of Anne Arundel County	*	*
High Road School of Baltimore County	*	*
High Road School of Cecil County	16	*
High Road School of Harford County	22	*
Kennedy Krieger School: Fairmount Campus	145	28
Kennedy Krieger School: Greenspring Campus	228	19
Kennedy Krieger School: Powder Mill Campus	34	*
Laurel Hall School	50	14
Laurel Hall School in Frederick	54	*
Linwood Center	95	10
Lourie Center School	*	*
Phillips School-Laurel	17	*
RICA-Baltimore (Department of Health)	60	*

Nonpublic School	Total Incidents of Seclusion	Total Unduplicated Students
Sheppard Pratt (Rockville)	*	*
Sheppard Pratt School (Cumberland)	14	*
Sheppard Pratt School (Gaithersburg)	*	*
Sheppard Pratt School (Glyndon)	74	19
Sheppard Pratt School (Hunt Valley)	355	*
Sheppard Pratt School (Lanham)	*	*
Sheppard Pratt School and Residential Treatment Center	*	*
St. Elizabeth School	*	*
Trellis School	437	*
Village Academy of Maryland	*	*
Youth in Transition School	*	*

Table 47. Number of Seclusion Total Incidents for 2022-2023 by Disability Category by Nonpublic Schools

Nonpublic School	ID ¹⁷	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Arrow Center Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

¹⁷ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Nonpublic School	ID ¹⁷	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Arrow Center for Education Riverside	*	*	*	*	*	10	*	10	*	*	*	*	37	*	*	*	*
Arrow Center for Education: Tangram	15	*	*	*	*	*	*	*	*	*	*	*	54	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	32	*	*	*	*	*	*	10	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	*	*	*	*	60	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	26	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁷	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	12	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	20	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	34	*	*	*	53	*	*	58	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	*	*	*	*	28	*	*	200	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	33	*	*	*	*
Laurel Hall School	*	*	*	*	*	11	*	13	*	13	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	23	*	*	31	*	*	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	88	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁷	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Phillips School-Laurel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	50	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	43	*	*	*	*	*	*	20	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	*	*	*	*	55	*	*	300	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	*	*	*	*	35	*	*	402	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 48. Number of Unduplicated Students Secluded in 2022-2023 by Disability Category by Nonpublic Schools

Nonpublic School	ID ¹⁸	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Arrow Center Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	*	*	*	*	*	10	*	*	*	*

¹⁸ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Nonpublic School	ID ¹⁸	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	10	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	*	*	*	*	11	*	*	15	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁸	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	ID ¹⁸	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 49. Number of Seclusion Total Incidents for 2022-2023 by Race, Ethnicity, and Gender by Nonpublic Schools

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Arrow Center Education	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	26	30	*	*	*	59	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Arrow Center for Education: Tangram	*	*	11	37	*	22	*	21	49	*
Benedictine School	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	41	*	*	*	*	38	*	*
Children's Guild-Transformation Academy	*	*	43	*	*	17	*	41	24	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	34	*	*	*	*	32	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Foundation School of Montgomery County	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	12	*	16	*	*
High Road School of Harford County	*	*	*	*	*	16	*	11	11	*
Kennedy Krieger School: Fairmount Campus	*	*	89	*	*	40	*	113	32	*
Kennedy Krieger School: Greenspring Campus	*	*	208	*	*	19	*	221	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	32	*	*	*	*	34	*	*
Laurel Hall School	*	*	10	*	*	25	13	41	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Laurel Hall School in Frederick	*	*	54	*	*	*	*	54	*	*
Linwood Center	*	15	14	*	*	66	*	53	42	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	16	*	*	*	*	17	*	*
RICA-Baltimore (Department of Health)	*	*	54	*	*	*	*	50	10	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	14	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	43	*	*	30	*	62	12	*
Sheppard Pratt School (Hunt Valley)	*	*	355	*	*	*	*	355	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	338	*	*	98	*	436	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*

Table 50. Number of Unduplicated Students Secluded in 2022-2023 by Race, Ethnicity, and Gender by Nonpublic Schools

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Arrow Center Education	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	14	*	*	*	*	13	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	*	*	11	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	14	*	*	*	*	12	*	*
Foundation School of Montgomery County	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	16	*	*	*	*	25	*	*
Kennedy Krieger School: Greenspring Campus	*	*	13	*	*	*	*	15	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	*	*	10	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	13	*	15	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	*	*	*	*	*

Nonpublic School	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*

Table 51. Number of Seclusion Total Incidents for 2022-2023 by Age by Nonpublic Schools

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Arrow Center Education	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*
Arrow Center for Education Riverside	*	61	*	*	*
Arrow Center for Education: Tangram	*	*	56	*	10

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Benedictine School	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	22	14	*	*
Children's Guild-Transformation Academy	*	*	11	40	*
Children's Home Diagnostic Center School	*	*	*	*	*
Chimes School	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*
Foundation School	*	13	13	*	*
Foundation School of Montgomery County	*	*	*	*	*
Gateway School	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*
High Road School of Cecil County	*	*	*	12	*
High Road School of Harford County	*	17	*	*	*
Kennedy Krieger School: Fairmount Campus	*	44	74	27	*
Kennedy Krieger School: Greenspring Campus	*	*	182	39	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Kennedy Krieger School: Powder Mill Campus	*	24	*	10	*
Laurel Hall School	*	23	25	*	*
Laurel Hall School in Frederick	*	12	42	*	*
Linwood Center	*	*	16	26	45
Lourie Center School	*	*	*	*	*
Phillips School-Laurel	*	*	*	12	*
RICA-Baltimore (Department of Health)	*	*	43	17	*
Sheppard Pratt (Rockville)	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	12	37	19	*
Sheppard Pratt School (Hunt Valley)	*	*	354	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*
Trellis School	*	22	317	98	*
Village Academy of Maryland	*	*	*	*	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Youth in Transition School	*	*	*	*	*

Table 52. Number of Unduplicated Students Secluded in 2022-2023 by Age by Nonpublic Schools

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Arrow Center Education	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*
Benedictine School	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*
Chimes School	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*
Foundation School	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Gateway School	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	20	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	15	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*
Laurel Hall School	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*
Linwood Center	*	*	*	*	*
Lourie Center School	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*

Nonpublic School	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Sheppard Pratt School (Glyndon)	*	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*
Trellis School	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*
Youth in Transition School	*	*	*	*	*

Table 53. Number of Seclusion Total Incidents for 2022-2023 by Type of Placement by Nonpublic Schools

Nonpublic School	General Education	Special Education
Arrow Center Education	*	11
Arrow Center for Education Ascension Place School	*	*
Arrow Center for Education Riverside	*	64
Arrow Center for Education: Tangram	*	70
Benedictine School	*	*
Cedar Ridge School	*	*
Children's Guild School of Baltimore Campus	*	*
Children's Guild, Inc., Prince George's Campus	*	43

Nonpublic School	General Education	Special Education
Children's Guild-Transformation Academy	*	65
Children's Home Diagnostic Center School	*	*
Chimes School	*	*
Foundation Learning Center	*	*
Foundation School	*	34
Foundation School of Montgomery County	*	*
Gateway School	*	*
High Road School of Anne Arundel County	*	*
High Road School of Baltimore County	*	*
High Road School of Cecil County	*	16
High Road School of Harford County	*	22
Kennedy Krieger School: Fairmount Campus	*	145
Kennedy Krieger School: Greenspring Campus	*	228
Kennedy Krieger School: Powder Mill Campus	*	34
Laurel Hall School	*	50
Laurel Hall School in Frederick	*	54
Linwood Center	*	95
Lourie Center School	*	*
Phillips School-Laurel	*	17
RICA-Baltimore (Department of Health)	*	59
Sheppard Pratt (Rockville)	*	*

Nonpublic School	General Education	Special Education
Sheppard Pratt School (Cumberland)	*	14
Sheppard Pratt School (Gaithersburg)	*	*
Sheppard Pratt School (Glyndon)	*	74
Sheppard Pratt School (Hunt Valley)	*	355
Sheppard Pratt School (Lanham)	*	*
Sheppard Pratt School and Residential Treatment Center	*	*
St. Elizabeth School	*	*
Trellis School	*	437
Village Academy of Maryland	*	*
Youth in Transition School	*	*

Table 54. Number of Seclusion Total Incidents for 2022-2023 by LRE Category by Nonpublic Schools

Nonpublic School	LRE A ¹⁹	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Arrow Center Education	*	*	*	*	*	11	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

¹⁹ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Nonpublic School	LRE A ¹⁹	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Arrow Center for Education Riverside	*	*	*	*	*	64	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	70	*	*	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	43	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	65	*	*	*	*	*	*	*	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	34	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁹	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	16	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	22	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	145	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	228	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	34	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	50	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	54	*	*	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	95	*	*	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	17	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ¹⁹	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
RICA-Baltimore (Department of Health)	*	*	*	*	*	59	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	74	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	355	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	437	*	*	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 55. Number of Unduplicated Students Secluded in 2022-2023 by Type of Placement by Nonpublic Schools

Nonpublic School	General Education	Special Education
Arrow Center Education	*	*
Arrow Center for Education Ascension Place School	*	*
Arrow Center for Education Riverside	*	*
Arrow Center for Education: Tangram	*	*
Benedictine School	*	*
Cedar Ridge School	*	*
Children's Guild School of Baltimore Campus	*	*
Children's Guild, Inc., Prince George's Campus	*	15
Children's Guild-Transformation Academy	*	13
Children's Home Diagnostic Center School	*	*
Chimes School	*	*
Foundation Learning Center	*	*
Foundation School	*	14
Foundation School of Montgomery County	*	*
Gateway School	*	*
High Road School of Anne Arundel County	*	*
High Road School of Baltimore County	*	*
High Road School of Cecil County	*	*

Nonpublic School	General Education	Special Education
High Road School of Harford County	*	*
Kennedy Krieger School: Fairmount Campus	*	28
Kennedy Krieger School: Greenspring Campus	*	19
Kennedy Krieger School: Powder Mill Campus	*	*
Laurel Hall School	*	14
Laurel Hall School in Frederick	*	*
Linwood Center	*	10
Lourie Center School	*	*
Phillips School-Laurel	*	*
RICA-Baltimore (Department of Health)	*	*
Sheppard Pratt (Rockville)	*	*
Sheppard Pratt School (Cumberland)	*	*
Sheppard Pratt School (Gaithersburg)	*	*
Sheppard Pratt School (Glyndon)	*	19
Sheppard Pratt School (Hunt Valley)	*	*
Sheppard Pratt School (Lanham)	*	*
Sheppard Pratt School and Residential Treatment Center	*	*
St. Elizabeth School	*	*
Trellis School	*	*

Nonpublic School	General Education	Special Education
Village Academy of Maryland	*	*
Youth in Transition School	*	*

Table 56. Number of Unduplicated Students Secluded in 2022-2023 by LRE Category by Nonpublic Schools

Nonpublic School	LRE A ²⁰	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Arrow Center Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Ascension Place School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education Riverside	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arrow Center for Education: Tangram	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Benedictine School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cedar Ridge School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild School of Baltimore Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

²⁰LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Nonpublic School	LRE A ²⁰	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Children's Guild, Inc., Prince George's Campus	*	*	*	*	*	15	*	*	*	*	*	*	*	*	*	*	*	*
Children's Guild-Transformation Academy	*	*	*	*	*	13	*	*	*	*	*	*	*	*	*	*	*	*
Children's Home Diagnostic Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chimes School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation Learning Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*
Foundation School of Montgomery County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gateway School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Anne Arundel County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Baltimore County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Cecil County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High Road School of Harford County	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ²⁰	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Kennedy Krieger School: Fairmount Campus	*	*	*	*	*	28	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Greenspring Campus	*	*	*	*	*	19	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy Krieger School: Powder Mill Campus	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*
Laurel Hall School in Frederick	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Linwood Center	*	*	*	*	*	10	*	*	*	*	*	*	*	*	*	*	*	*
Lourie Center School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Phillips School-Laurel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RICA-Baltimore (Department of Health)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt (Rockville)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Cumberland)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Gaithersburg)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Glyndon)	*	*	*	*	*	19	*	*	*	*	*	*	*	*	*	*	*	*

Nonpublic School	LRE A ²⁰	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Sheppard Pratt School (Hunt Valley)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School (Lanham)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sheppard Pratt School and Residential Treatment Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Elizabeth School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Trellis School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Village Academy of Maryland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth in Transition School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

APPENDIX B: INCIDENT TOTALS

Physical Restraints

Tables 57 through 66 present the public agency and nonpublic school totals for physical restraints, disaggregated by disability category, race, ethnicity, gender, age group, educational placement, and LRE placement.

For public agencies, data are suppressed for any student group where the total enrollment for the student group is fewer than 10. For nonpublic schools, data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 57. Total Number of Physical Restraint Incidents for 2022-2023 by Disability Category

	ID ²¹	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Public Agencies	76	0	1	18	0	1,355	1	506	51	946	*	20	1,552	388	0	0	0
Nonpublic Schools	388	*	*	*	*	814	*	195	*	735	*	*	1,154	24	*	*	*

²¹ ID = Intellectual Disability, HI = Hearing Impairment, SLI = Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Table 58. Total Number of Unduplicated Students Physically Restrained in 2022-2023 by Disability Category

	ID ²²	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Public Agencies	19	0	1	9	0	217	1	143	24	122	*	2	237	89	0	0	0
Nonpublic Schools	26	*	*	*	*	227	*	57	*	113	*	*	147	*	*	*	*

*Within each disability category, the student count is unique. However, students may be counted in more than one disability category.

Table 59. Total Number of Physical Restraint Incidents for 2022-2023 by Race, Ethnicity, and Gender

	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Public Agencies	3	54	3,463	353	18	1,247	366	5,064	440	0
Nonpublic Schools	*	29	1,799	139	*	1,185	174	2,705	627	*

²² ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Table 60. Number of Unduplicated Students Physically Restrained in 2022-2023 by Race, Ethnicity, and Gender*

	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Public Agencies	2	30	521	113	1	347	77	931	160	0
Nonpublic Schools	*	*	355	37	*	147	39	451	139	*

*Within each race and gender, the student count is unique. However, students may be counted in more than one race or gender.

Table 61. Total Number of Physical Restraint Incidents for 2022-2023 by Age

	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Public Agencies	48	4,694	554	156	52
Nonpublic Schools	*	779	979	1,217	355

Table 62. Number of Unduplicated Students Physically Restrained in 2022-2023 by Age*

	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Public Agencies	15	802	189	71	14
Nonpublic Schools	*	92	180	262	53

*Within each age group, the student count is unique. However, students may be counted in more than one age group.

Table 63. Total Number of Physical Restraint Incidents for 2022-2023 by Type of Placement

	General Education	Special Education
Public Agencies	590	4,914
Nonpublic Schools	14	3,318

Table 64. Total Number of Physical Restraint Incidents for 2022-2023 by LRE Category

	LRE A ²³	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Public Agencies	655	423	1,746	0	1,911	92	*	0	1	7	0	0	29	3	13	34	0	0
Nonpublic Schools	20	15	*	*	107	3,131	*	40	*	*	*	*	*	*	*	*	*	*

Table 65. Number of Unduplicated Students Physically Restrained in 2022-2023 by Type of Placement*

	General Education	Special Education
Public Agencies	232	859
Nonpublic Schools	11	582

*Within each placement category, the student count is unique. However, students may be counted in more than one placement category.

²³ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

Table 66. Number of Unduplicated Students Physically Restrained in 2022-2023 by LRE Category*

	LRE A ²⁴	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Public Agencies	283	136	362	0	68	24	*	0	1	6	0	0	13	2	8	13	0	0
Nonpublic Schools	20	15	*	*	107	3,131	*	40	*	*	*	*	*	*	*	*	*	*

*Within each LRE category, the student count is unique. However, students may be counted in more than one LRE.

Seclusions

Tables 67 through 76 present the nonpublic school totals for seclusion incidents, disaggregated by disability category, race, ethnicity, gender, age group, educational placement, and LRE placement.

Data are suppressed for any student group when the total number of incidents for the student group is fewer than 10. Suppressed data will be represented by an asterisk (*).

Table 67. Total Number of Seclusions Incidents for 2022-2023 by Disability Category

	ID ²⁵	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Nonpublic Schools	22	*	*	*	*	253	*	50	*	341	*	*	1,250	*	*	*	*

²⁴ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program <10 hours/week and receives services in this setting, LRE Z = Regular EC program <10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

²⁵ ID = Intellectual Disability, HI = Hearing Impairment, SLI = Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Table 68. Total Number of Unduplicated Students Secluded in 2022-2023 by Disability Category*

	ID ²⁶	HI	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	D-B	TBI	ASD	DD	25% Delay (ITP)	AD (ITP)	DC (ITP)
Nonpublic Schools	*	*	*	*	*	63	*	15	*	48	*	*	92	*	*	*	*

*Within each disability category, the student count is unique. However, students may be counted in more than one disability category.

Table 69. Total Number of Seclusion Incidents for 2022-2023 by Race, Ethnicity, and Gender

	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Nonpublic Schools	*	31	1,391	78	*	385	32	1,703	215	*

²⁶ ID = Intellectual Disability, HI = Hearing Impairment, SLI= Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disability, OI = Orthopedic Impairment, OHI = Other Health Impairment, SLD = Specific Learning Disability, MD = Multiple Disabilities, D-B = Deaf-Blindness, TBI = Traumatic Brain Injury, ASD = Autism, DD = Developmental Delay, ITP = Infant and Toddlers Program, AD = Atypical Development, DC = Diagnosed Condition

Table 70. Number of Unduplicated Students Secluded in 2022-2023 by Race, Ethnicity, and Gender

	Race/Ethnicity							Gender		
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female	Non-Binary
Nonpublic Schools	*	*	132	11	*	62	13	190	37	*

**Within each race and gender, the student count is unique. However, students may be counted in more than one race or gender.*

Table 71. Total Number of Seclusion Incidents for 2022-2023 by Age

	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Nonpublic Schools	*	295	1,214	333	76

Table 72. Number of Unduplicated Students Secluded in 2022-2023 by Age*

	3-4 Years of Age	5-10 Years of Age	11-13 Years of Age	14-18 Years of Age	19-21 Years of Age
Nonpublic Schools	*	61	76	73	15

**Within each age group, the student count is unique. However, students may be counted in more than one age group.*

Table 73. Total Number of Seclusion Incidents for 2022-2023 by Type of Placement

	General Education	Special Education
Nonpublic Schools	*	1,917

Table 74. Total Number of Seclusion Total Incidents for 2022-2023 by LRE Category

	LRE A ²⁷	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Nonpublic Schools	*	*	*	*	*	1,917	*	*	*	*	*	*	*	*	*	*	*	*

Table 75. Number of Unduplicated Students Secluded in 2022-2023 by Type of Placement*

	General Education	Special Education
Nonpublic Schools	*	224

*Within each placement category, the student count is unique. However, students may be counted in more than one placement category.

Table 76. Number of Unduplicated Students Secluded in 2022-2023 by LRE Category

	LRE A ²⁸	LRE B	LRE C	LRE E	LRE F	LRE G	LRE H	LRE I	LRE J	LRE S	LRE T	LRE U	LRE W	LRE X	LRE Y	LRE Z	Com (ITP)	Other (ITP)
Nonpublic Schools	*	*	*	*	*	224	*	*	*	*	*	*	*	*	*	*	*	*

*Within each LRE category, the student count is unique. However, students may be counted in more than one LRE.

²⁷ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

²⁸ LRE = least restrictive environment, LRE A = Inside General Education (80% or more), LRE B = Inside General Education (40% - 79%), LRE C = Inside General Education (less than 40%), LRE E = Hospital Placement - services in a medical facility on an in-patient basis, LRE F = Public Separate Day School, LRE G = Private Separate Day School, LRE H = Public Residential Facility, LRE I = Private Residential Facility, LRE J = Home - all services delivered in this setting, LRE S = Separate Class - services are provided in a class with less than 50% nondisabled children, LRE T = Service Provider Location, LRE U = Correctional Facilities, LRE W = Regular 10+ hours/week EC program and receives majority of services in this setting, LRE X = Regular 10+ hours/week EC program and receives services in some other location, LRE Y = Regular EC program < 10 hours/week and receives services in this setting, LRE Z = Regular EC program < 10 hours/week and receives the majority of services in some other location, ITP = Infants and Toddlers Program, Com = Community

APPENDIX C: MARYLAND STATE DEPARTMENT OF EDUCATION STUDENT PHYSICAL RESTRAINT AND SECLUSION DATA COLLECTION SURVEY 2022-2023 SCHOOL YEARMaryland State Department of Education Student Physical Restraint and Seclusion
Data Collection SY 2022 2023

Survey Background, Instructions, and Definitions

The Annotated Code of Maryland Education Article §7-1104 requires that each public agency, public school system, and nonpublic special education school in Maryland submit annual data on physical restraint and seclusion to the Maryland State Department of Education. These data are then compiled into a report that will be shared with the General Assembly. The requested data include the following: (1) Incidents of Physical Restraint and Seclusion; (2) Professional Development; (3) Observation of Seclusion Rooms; and (4) Review of Training Plans for the Use of Seclusion.

This survey is being used to capture information related to professional development and seclusion rooms (nonpublic schools only).

Incident data is being reported separately using the secure server.

Please complete the survey items based upon the data that have been collected from July 1, 2022, until June 30, 2023.

The survey will be open until August 11, 2023.

Definitions: (from the Annotated Code of Maryland Education Article §7-1101)

- **NONPUBLIC SCHOOL:** a school that receives funds from the Maryland State Department of Education for the purpose of providing special education and related services to students with disabilities.
- **PUBLIC AGENCY:** a local education agency, the Maryland School for the Deaf, the Maryland School for the Blind.
- **SECLUSION:** the confinement of a student alone in a room, an enclosure, or any other space from which the student is physically prevented from leaving during school hours. Seclusion does not include a behavior intervention plan of separating a student by placing the student: into a nonlocked room from which the student is allowed to leave; or within a separate location in a classroom from which the student is not physically prevented from leaving
 - *In accordance with Annotated Code of Maryland Education Article §7-1102 the use of seclusion is prohibited in Maryland public agencies (excluding the Juveniles Services Education Program).*
- **PHYSICAL RESTRAINT:** a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely that occurs during school hours. Physical restraint does not include briefly holding a student in order to calm or comfort the student; holding a student's hand or arm to escort the student safely from one area to another; moving a disruptive student who is unwilling to leave the area when other methods such as counseling have been unsuccessful; or breaking up a fight in the school building or on school grounds.

This survey is one portion of a two-part data collection. Student-specific incident-level data must be submitted using the data collection tool, provided by MSDE and uploaded to the MoveIt server.

Contact: For any questions about the survey, please contact Christen Fanelli at christen.fanelli@maryland.gov or 410-767-0288.

* 1. Please select your LEA, Public Agency, or Nonpublic School.

2. Respondent Information:

Name:

Title:

Department or
Division:

Email Address:

Phone:

Maryland State Department of Education Student Physical Restraint and Seclusion
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Seclusion: Nonpublic Schools Only

Please respond below regarding seclusion for your school for the 2022-2023 school year.

* 3. Please enter the name of your nonpublic school.

* 4. Does your nonpublic school allow for the use of seclusion as a practice?

- Yes
- No

Maryland State Department of Education Student Physical Restraint and Seclusion
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Seclusion

CERTIFICATION FOR OBSERVATION OF SECLUSION ROOMS

(For current COMAR Guidelines on Seclusion Rooms, refer to 13a.08.04.05)

* 5. Has an individual from the school observed each seclusion room during the 2022-2023 school year?

Yes

No

6. Provide the name(s) and title(s) of the individual(s) who conducted the observation of the seclusion room(s).

Name:

Title:

Email:

7. Please describe findings as a result of the observation of the seclusion room(s) during the 2022-2023 school year.

8. If someone from the school did NOT observe seclusion room(s) for the 2022-2023 school year, explain why.

* 9. Has an individual from the school reviewed the training plan(s) for the use of seclusion in the 2022-2023 school year?

Yes

No

10. Provide the name and title of the individual who reviewed the training plan(s) for the use of seclusion during the 2022-2023 school year.

Name:

Title:

Email:

11. Please describe findings as a result of the review of the training plan(s) for the use of seclusion during the 2022-2023 school year.

12. If someone from the school did NOT review training plan(s) for the 2022-2023 school year, explain why.

Maryland State Department of Education Student Physical Restraint and Seclusion Data Collection SY 2022 2023

Professional Development Report

The Annotated Code of Maryland Education Article §7-1104 requires that each public agency, public school system, and nonpublic special education school in Maryland shall "submit to the Department a report on steps taken to encourage positive behavioral interventions, including: the professional development provided to designated school personnel related to positive behavioral interventions, strategies, and supports and trauma-informed interventions for the prior school year; for nonpublic schools, the policy changes made to further reduce the use of seclusion incidents during the prior school year; and the policy changes or new professional development opportunities designed to further increase positive behavioral interventions and reduce physical restraint or seclusion incidents in the upcoming school year."

* 13. How many hours of professional development were required for personnel to be considered authorized to perform restraint and/or seclusion during the 2022-2023 school year? Please elaborate upon different hourly requirements (first time trained personnel, annual updates for previously trained personnel) within the comment box.

[Empty text box for professional development hours]

* 14. Select what content related to restraint and/or seclusion was included in professional development provided to school personnel who are considered authorized to perform restraint and/or seclusion during the 2022-2023 school year (select all that apply).

- Positive Behavior Interventions, Strategies, and Supports
System Level Policy and Procedures Related to the Use of Physical Restraint
System Level Policy and Procedures Related to the Use of Seclusion
Functional Behavior Assessment
Trauma Informed Intervention
CPR/First Aid
Applied Behavior Analysis
Crisis Intervention/Management Training

Other (please specify)

[Empty text box for other professional development content]

* 15. Select what crisis intervention/management program was utilized in your school(s) during the 2022-2023 school year (select all that apply).

- | | |
|--|--|
| <input type="checkbox"/> Ukeru Training | <input type="checkbox"/> Response Training Protocols |
| <input type="checkbox"/> Safety-Care | <input type="checkbox"/> Safe and Positive Approach |
| <input type="checkbox"/> Crisis Prevention Institute, Inc. (CPI) | <input type="checkbox"/> Safe Crisis Management |
| <input type="checkbox"/> Life Space Crisis Intervention | <input type="checkbox"/> Safe Prevention Principle and Techniques |
| <input type="checkbox"/> Professional Crisis Management (PCM) Association | <input type="checkbox"/> Satori Alternatives to Managing Aggression (SAMA) |
| <input type="checkbox"/> Therapeutic Aggression Control Techniques (TACT2) | <input type="checkbox"/> The Mandt System |
| <input type="checkbox"/> Pro-ACT | <input type="checkbox"/> Therapeutic Crisis Intervention (TCI) |

Other (please specify)

* 16. On average, how many unique professional development events related to restraint and/or seclusion were personnel who are considered authorized to perform restraint and/or seclusion required to participate in during the 2022-2023 school year?

- | | |
|--------------------------------|--|
| <input type="radio"/> 1 event | <input type="radio"/> 4 events |
| <input type="radio"/> 2 events | <input type="radio"/> 5 events |
| <input type="radio"/> 3 events | <input type="radio"/> 6 or more events |

* 17. On average, what was the duration for each professional development event related to the use of restraints and/or seclusions that occurred in the 2022-2023 school year?

- | | |
|---|---|
| <input type="radio"/> 1 hour per event | <input type="radio"/> 4 hours per event |
| <input type="radio"/> 2 hours per event | <input type="radio"/> 5 hours per event |
| <input type="radio"/> 3 hours per event | <input type="radio"/> 6 or more hours per event |

* 18. Select the types of position(s) held by those who conducted the professional development event(s) related to the use of restraints and/or seclusions during the 2022-2023 school year (select all that apply).

- | | |
|--|--|
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> System Administrator | <input type="checkbox"/> Behavior Therapist |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> School Based Social Worker |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Mental Health Support Person |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Consultant (e.g., from an External Agency/Organization) |

Other (please specify)

* 19. Select the types of position(s) held by those who received professional development in the use of restraints and/or seclusions during the 2022-2023 school year (select all that apply).

- | | |
|--|---|
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> Teaching Assistant |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> School Resource Officer |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Behavior Therapist |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Mental Health Support Person |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> School Based Social Worker |
| <input type="checkbox"/> Other (please specify) | |

* 20. Select the percentage of staff members in your local education agency, public agency, or nonpublic school who received professional development related to physical restraint and/or seclusion during the 2022-2023 school year.

- 0-20%
- 21-50%
- 51-80%
- 81-100%

21. Please upload artifacts as evidence of professional development content from the 2022-2023 school year.

Files may be uploaded as a PDF or Word Document

No file chosen

22. Additional artifacts, if needed

No file chosen

23. Additional artifacts, if needed

No file chosen