



Overview of Seclusion in Minnesota

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- Introduction to seclusion and restrictive procedures in Minnesota
- Statewide data 2014-2024
- Disaggregated data from recent years (2021-22 through 2024-25)
- 2024-25 specific data
- Findings from prior working groups

Seclusion in Minnesota

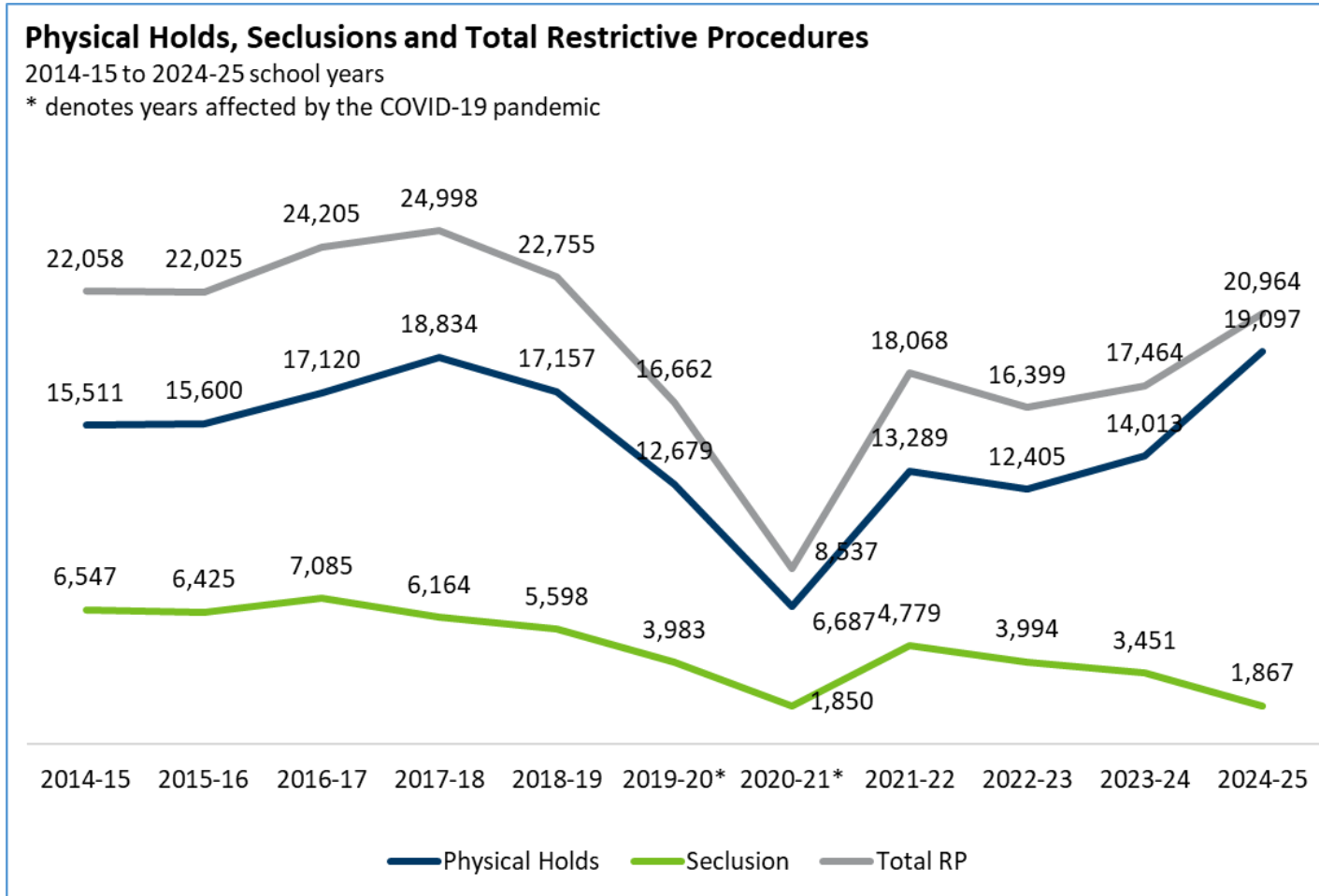
- Terminology:
 - **"Restrictive procedures"** means the use of physical holding or seclusion of children with disabilities in an emergency in Minnesota schools. Restrictive procedures must not be used to punish or otherwise discipline a child.
 - **"Emergency"** means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
 - **"Seclusion"** means a situation in which a child is confined alone in a room and is prevented from leaving.
 - **"Physical holding"** means physical intervention intended to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect the child or other person from injury.
- History of MDE involvement on the subject of restrictive procedures
- Statutory changes impacting MDE's work
- Current work and plans for next steps

Total Restrictive Procedure Usage Statewide (1)

| <u>Year</u> | <u># of Physical Holds</u> | <u># of Seclusions</u> | <u>Total Restrictive Procedure Usage</u> |
|-------------|----------------------------|------------------------|--|
| 2014-15 | 15,511 | 6,547 | 22,058 |
| 2015-16 | 15,600 | 6,425 | 22,025 |
| 2016-17 | 17,120 | 7,085 | 24,205 |
| 2017-18 | 18,834 | 6,164 | 24,998 |
| 2018-19 | 17,157 | 5,598 | 22,755 |
| 2019-20* | 12,679 | 3,983 | 16,662 |
| 2020-21* | 6,687 | 1,850 | 8,537 |
| 2021-22 | 13,289 | 4,779 | 18,068 |
| 2022-23 | 12,405 | 3,994 | 16,399 |
| 2023-24 | 14,013 | 3,451 | 17,464 |
| 2024-25 | 19,097 | 1,867 | 20,964 |

*The COVID-19 pandemic and the resulting impacts related to school environments should be noted when analyzing data sets

Total Restrictive Procedure Usage Statewide (2)



*The COVID-19 pandemic and the resulting impacts related to school environments should be noted when analyzing data sets

Annual Physical Holding Data

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|---|---------|---------|---------|---------|
| Total Physical Holds | 19,097 | 14,013 | 12,405 | 13,289 |
| Students Physically Held (Unduplicated) | 2,810 | 2,777 | 2,750 | 2,489 |
| Staff Injuries | 1,711 | 1,222 | 920 | 801 |
| Student Injuries | 240 | 201 | 132 | 249 |

Annual Seclusion Data

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|-------------------------------------|----------|----------|----------|----------|
| Total Seclusions | 1,867 | 3,451 | 3,994 | 4,779 |
| Students Secluded (unduplicated) | 358 | 553 | 738 | 728 |
| Districts Reporting Zero Seclusions | 541 | 545 | 540 | 528 |
| Staff Injuries | 98 | 144 | 193 | 185 |
| Student Injuries | 36 | 60 | 37 | 76 |
| Average Length of Seclusion | 00:09:13 | 00:11:59 | 00:13:42 | 00:18:43 |

Students Experiencing Seclusion by Race/Ethnicity from 2021-22 through 2024-25

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|---|---------|---------|---------|---------|
| Asian | 6 | 10 | 14 | 9 |
| Black or African-American | 80 | 104 | 146 | 125 |
| Hispanic or Latino | 29 | 44 | 66 | 53 |
| American Indian or Alaska Native | 11 | 11 | 24 | 25 |
| Two or More Races | 33 | 64 | 72 | 76 |
| Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 |
| White | 199 | 320 | 416 | 440 |

Students Experiencing Seclusion by Age from 2021-22 through 2024-25

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|--------------|---------|---------|---------|---------|
| 0-5 Years | 4 | 32 | 69 | 40 |
| 6-10 Years | 166 | 376 | 477 | 486 |
| 11-15 Years | 138 | 108 | 150 | 159 |
| 16-22* Years | 50 | 37 | 42 | 43* |

*In the 2022 legislative session, Minnesota state law was amended to conform with federal guidance that students through age 22 were eligible to receive special education services. The data in the 2021-22 school year reflects the numbers of students receiving special education services ages 16-21.

Students Experiencing Seclusion by Disability Category from 2021-22 through 2024-25

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|----------------------------------|---------|---------|---------|---------|
| Autism Spectrum Disorders | 133 | 173 | 210 | 200 |
| Developmental Cognitive Disorder | 20 | 20 | 31 | 20 |
| Deaf-Blind | 0 | 1 | 0 | 0 |
| Deaf-Hard of Hearing | 1 | 1 | 2 | 5 |
| Developmental Delay | 4 | 32 | 53 | 55 |
| Emotional Behavior Disorders | 141 | 226 | 303 | 332 |
| Other Health Disabilities | 36 | 54 | 78 | 65 |

Students Experiencing Seclusion by Disability Category from 2021-22 through 2024-25 (continued)

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|------------------------------|---------|---------|---------|---------|
| Physically Impaired | 1 | 1 | 2 | 0 |
| Severely Multiply Impaired | 9 | 9 | 15 | 20 |
| Specific Learning Disability | 12 | 31 | 35 | 24 |
| Speech/Language Impaired | 1 | 4 | 7 | 4 |
| Traumatic Brain Injury | 0 | 1 | 2 | 3 |
| Visually Impaired | 0 | 0 | 0 | 0 |

Students Experiencing Seclusion by Gender from 2021-22 through 2024-25

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|--------|---------|---------|---------|---------|
| Male | 290 | 450 | 616 | 618 |
| Female | 68 | 103 | 122 | 110 |

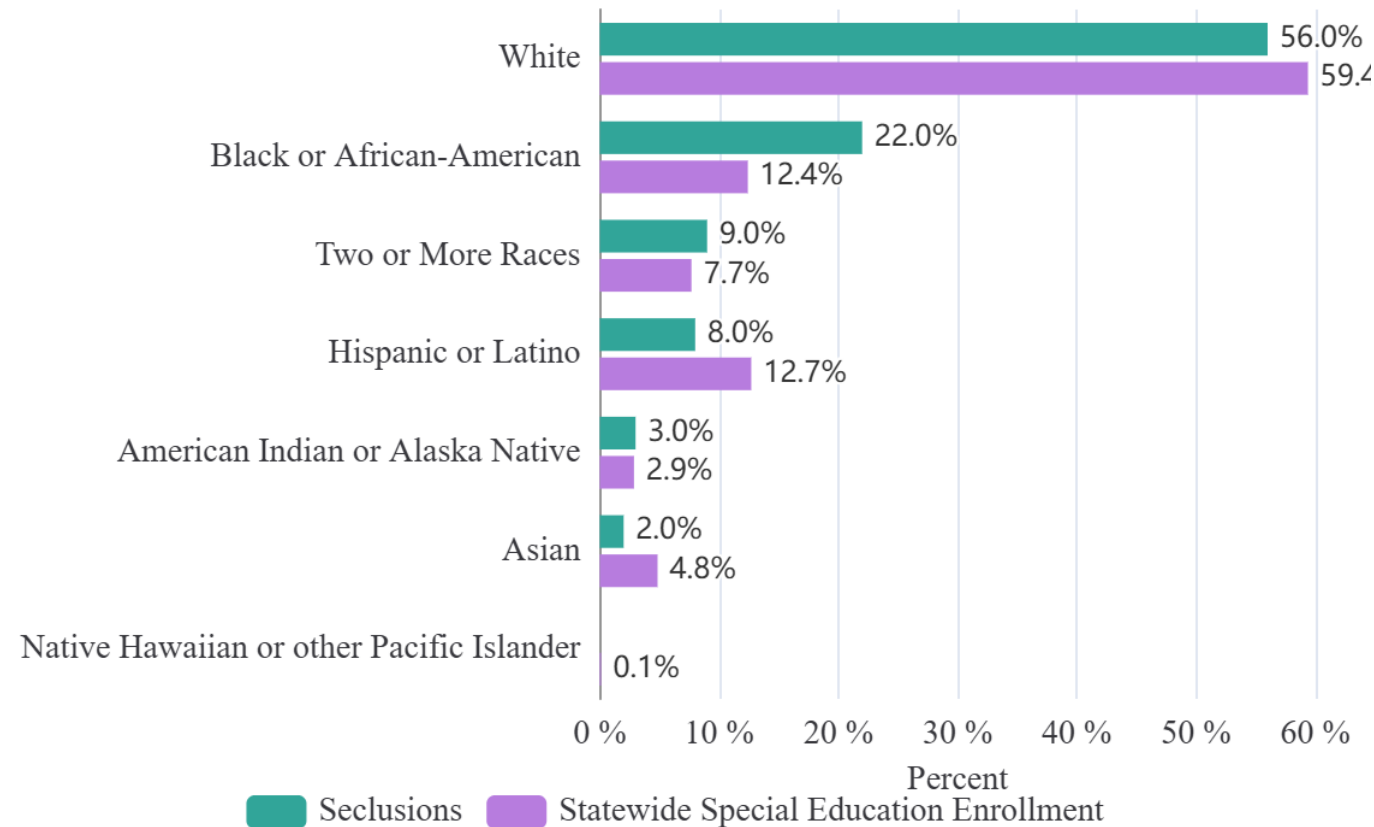
Students Experiencing Seclusion by Setting from 2021-22 through 2024-25

| | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
|---|---------|---------|---------|---------|
| 01 – Outside of the regular classroom less than 21% of the school day | 20 | 51 | 94 | 83 |
| 02 – Resource room between 21 and 60% of the school day | 22 | 76 | 89 | 88 |
| 03 – Separate classroom more than 60% of the school day | 68 | 150 | 192 | 200 |
| 04 – Public separate day school > 50% of the school day | 240 | 257 | 340 | 347 |

Students Experiencing Seclusions vs. Statewide Enrollment by Race/Ethnicity in 2024-25

Seclusions by Race/Ethnicity

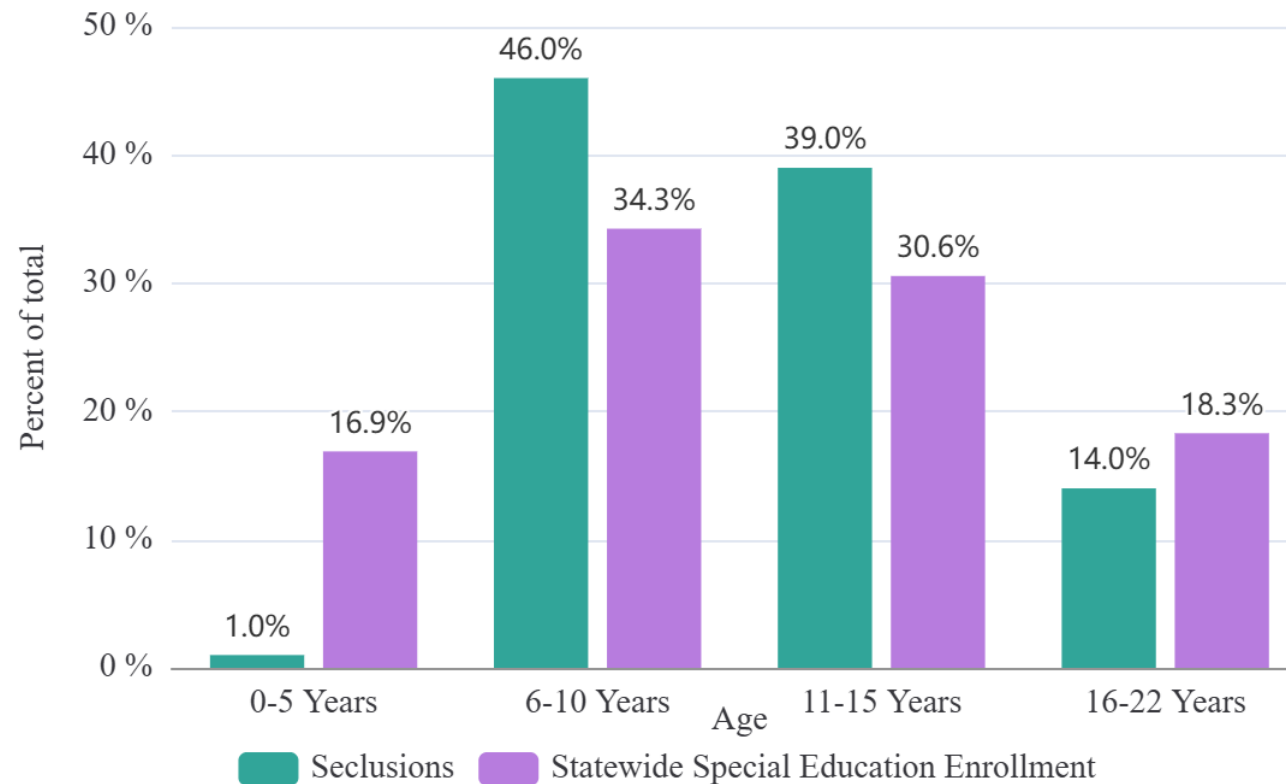
Statewide: 2024-25



Students Experiencing Seclusions vs. Statewide Enrollment by Age in 2024-25

Seclusions by Age

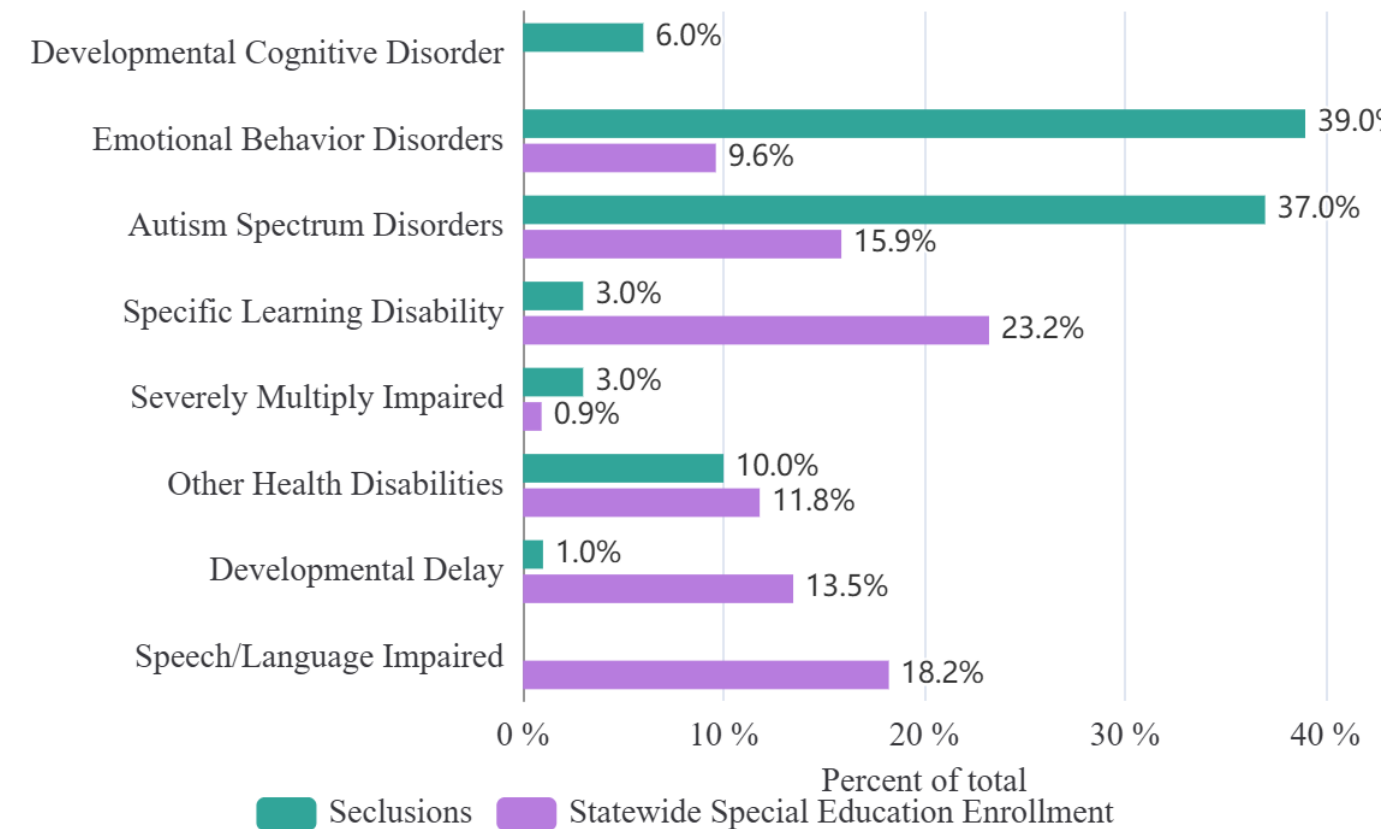
Statewide: 2024-25



Students Experiencing Seclusion vs. Statewide Enrollment by Disability Category in 2024-25

Seclusions by Disability

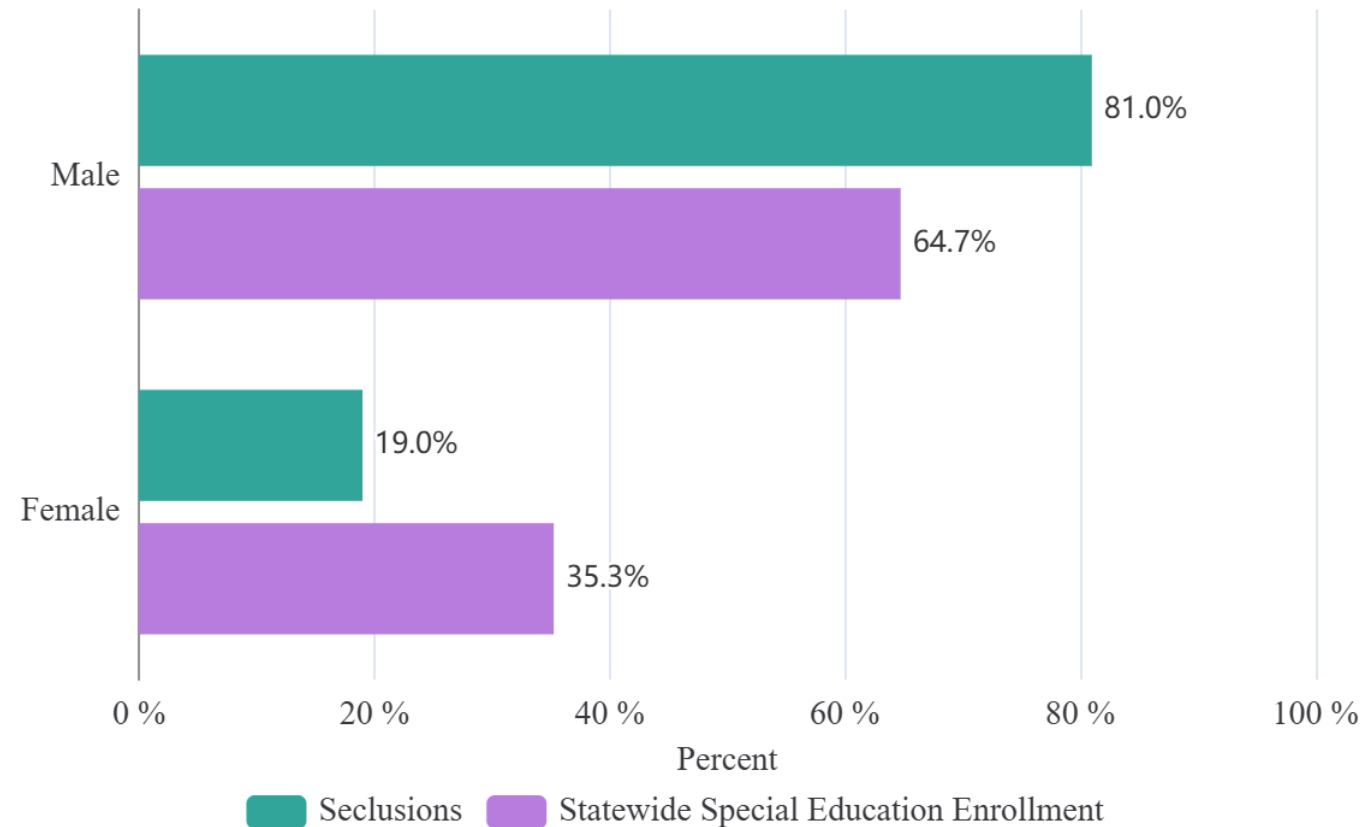
Statewide: 2024-25



Students Experiencing Seclusion vs. Statewide Enrollment by Gender in 2024-25

Seclusions by Gender

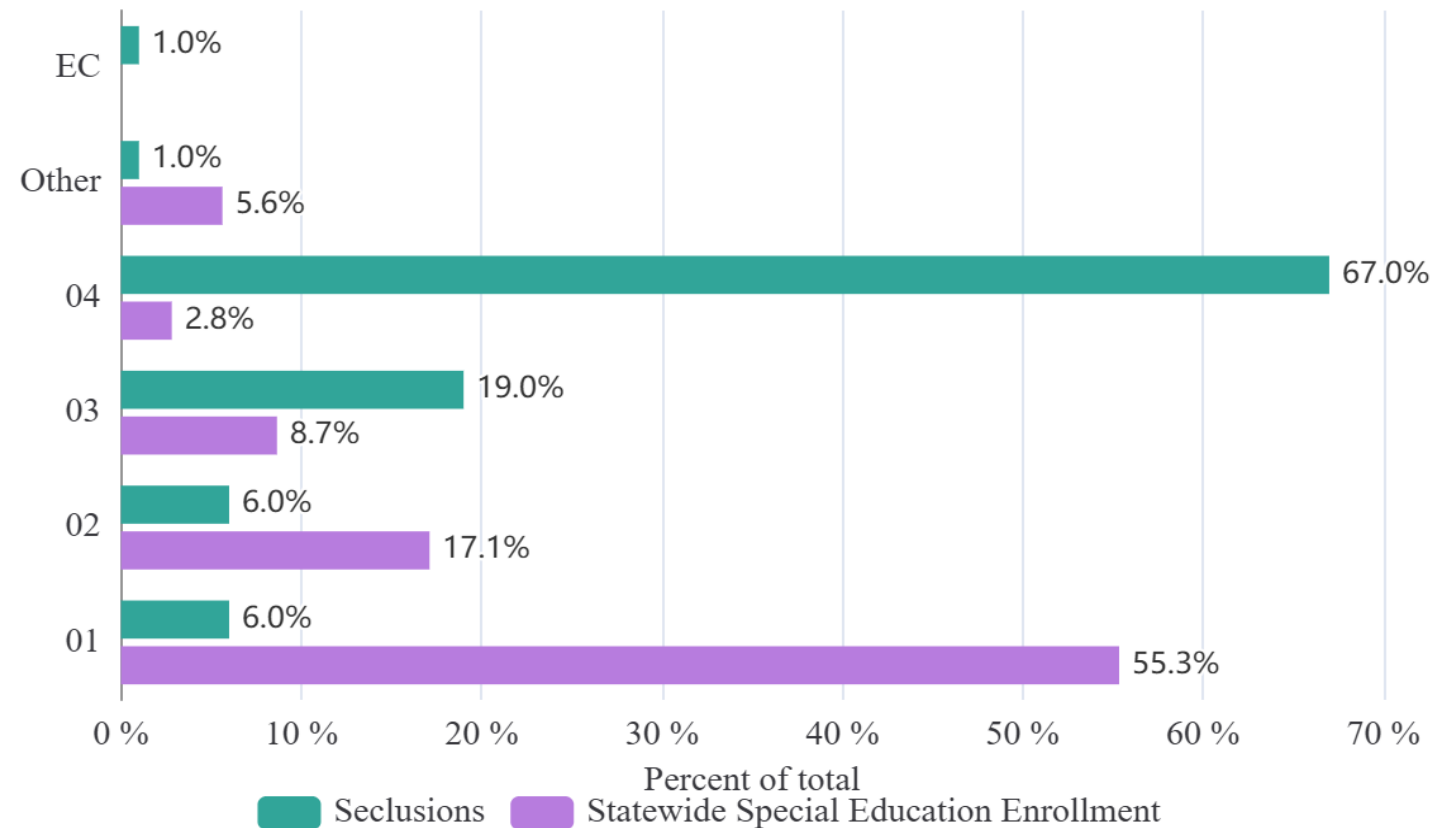
Statewide: 2024-25



Seclusion Use vs. Statewide Enrollment by Setting in 2024-25

Seclusions by Setting

Statewide: 2024-25



Findings from Prior Working Groups (1)

1. Recommendation to **prohibit the use of seclusion on all children** by September 1, 2026
2. Consideration of **direct resources or funding opportunities** to schools to obtain training and systemically implement evidence-based behavioral crisis prevention and/or alternatives to restrictive procedures for managing student behavioral crises, and to systemically install and implement the practice.
3. Training for **general education staff and teacher candidates** on positive behavioral intervention options for students experiencing dysregulation.

**The charge of the restrictive procedures legislation in 2023 also intersects with two goals outlined in the Minnesota Olmstead Plan aimed at reducing the number of incidents of emergency use of restrictive procedures and the number of students receiving special education services who experience an emergency use of restrictive procedures in the school setting.*

Findings from Prior Working Groups (2)

Critical feedback from external partners:

- Schools are experiencing **staffing shortages and an increased need** for separate school programming (Level 4);
- Resources to **provide annual training** on the use of restrictive procedures, trauma-informed care, and social-emotional strategies are essential;
- Expanding **training opportunities to general education staff**;
- Addressing the **increasing challenges of student dysregulation in early grades** is a priority;
- **Dedicated funding for trauma-informed care**, responding to dysregulation, and other supportive strategies is necessary;
- Support for **teacher recruitment and retention efforts**, with a focus on setting 4 programs;
- **Collaboration with DHS** to increase residential and other mental health placements;
- A **delay of two years is not necessary** and delays implementation of a **goal the state has held for over a decade**;
- The state should **emphasize more upstream solutions** to avoid getting students into situations where students become dysregulated to begin with.

Questions?