

Keeping You Informed

A Free Virtual Quarterly Community Event



EndSaR

MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR-MI.ORG

June 17, 2026



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Keeping You Informed



Objectives: Keeping all those affected by seclusion and restraint informed on

- Ways to protect children and make change
- What EndSaR is up to and how you can help

Agenda

- Introductions
- Blueprint/Rise
- Empowering Parents and Advocates
- EndSaR Interactive Data Map
- Legislative Update
- Breakout Sessions:
 - Legislation
 - Data/ Map
 - Protecting Children at School



Introductions



Cassie Atallah



Katie Kinde



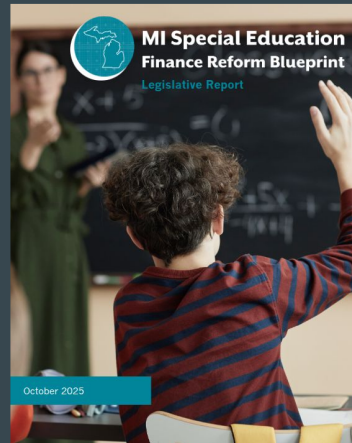
Matt Rische



Marisa Brizzolara

Chat: name, location, and what brings you here

The MI Special Education Finance Reform Blueprint (MI Blueprint)



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MI Special Education Finance Reform Blueprint



PUBLIC SECTOR
CONSULTANTS

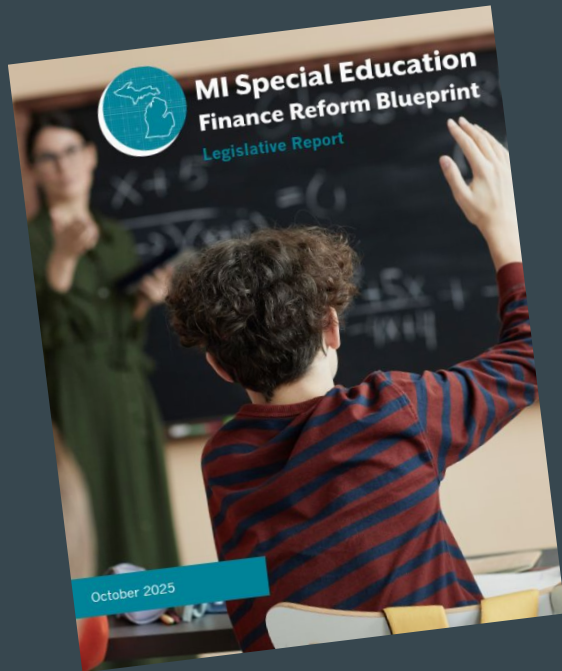
- A data-driven, student-centered roadmap to fix the state's outdated special education funding system

- Aligns funding with actual student needs



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**Tell Michigan policymakers:
Support the recommendations
of the MI Blueprint!**

RISE Coalition



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RISE Coalition



**Reimagine
Improved
Special
Education**



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- **Have a plan**
- **Cannot wait**
- **Not phase two**
- **Complete system**
- **Strengthens public education**



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Committees

Data

Legislative

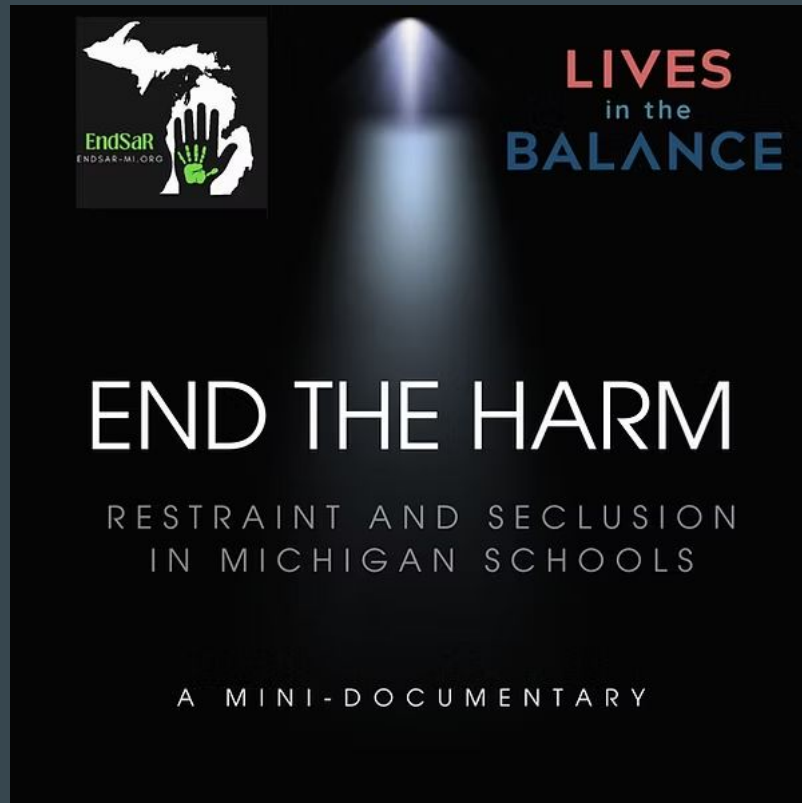
Communications

Stories

Mini Documentary

Blog posts

Listening





Monthly Support Group

June 24th

July 22nd

August 26th

Mission

Student Advocacy
Educator Support
Parent Education
Quality Control
Legislative Change



Student Advocacy through Educator Support & Parent Education



- Know the laws, rules and policies
- Actions to Take
- Questions to Ask

Seclusion and Restraint



Michigan law and a review of the facts

Summary in simple terms

Seclusion confines a child in a room or other space.

Restraint immobilizes a child physically.

Disability is a key risk factor; children with disabilities are disproportionately impacted.

Trauma is a psychological response that often results.

Michigan Law

**Emergency Seclusion and
Emergency Physical
Restraint** are the only
seclusions and restraints
that are not prohibited



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Review the Facts

**NO CHILD
DESERVES
THIS**

There are better
ways to respond
to kids in crisis



**Just because it's legal
doesn't mean it's the right
thing to do.**

- Dangerous & traumatic
- Increased aggression
- Denial of FAPE



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Michigan Law

It's seclusion even if they're not alone.

Seclusion means the confinement in a room or other space from which the student is physically prevented from leaving.



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Review the Facts

The forceful assertion of another person's will over one's own, along with the loss of control over one's body and environment

- Very negative emotions
- Deep psychological and traumatic impacts



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Michigan Law

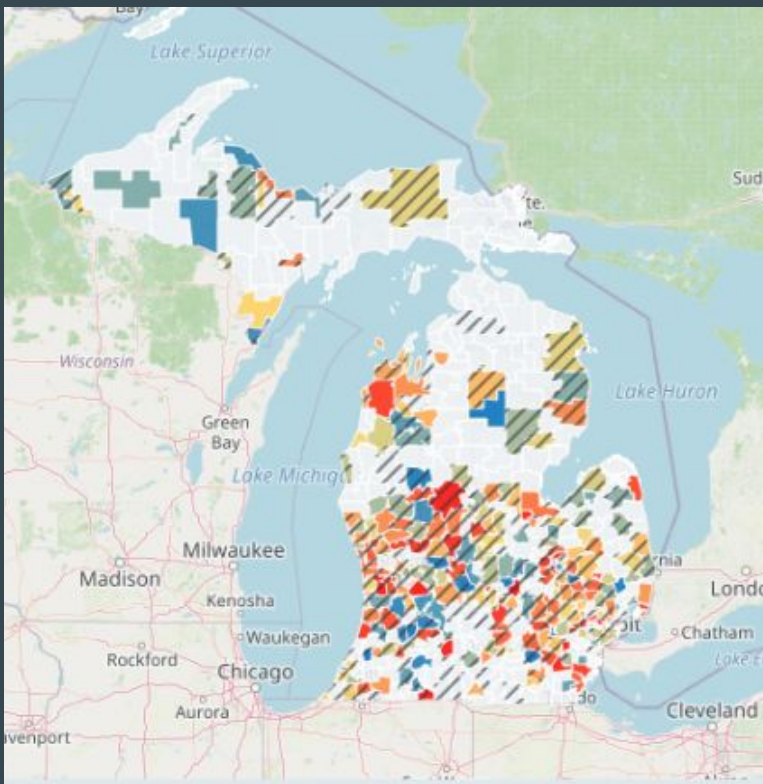
Requirements

- Parents informed immediately
- Report within a day
- Debrief meeting
- Pattern of behavior



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Review the Facts

This is required by law, but it doesn't always happen

- Parents not informed
- Severe under reporting
- No or ineffective FBA
- No or ineffective PBIS plan
- Zero oversight



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Michigan Seclusion and Restraint: Key Challenges

Michigan's Definitions of seclusion and restraint do not align with the CRDC.

- This causes confusion in schools, especially when submitting data on seclusion and restraint on state and federal levels

Michigan uses a separate “emergency” seclusion and “emergency” physical restraint

- This makes some people believe that they are not as harmful if used in an emergency situation, but the fact is that ALL seclusion and ALL restraint are harmful

Seclusion and Restraint is Not Permitted:

for the convenience of school personnel

as a substitute for an educational program

as a form of discipline or punishment

as a substitute for less restrictive alternatives

as a substitute for adequate staffing

as a substitute for school personnel training in positive behavioral intervention and support (PBIS)

if a doctor's note has not been submitted saying that seclusion should be used on a student based on their disability, health care needs; or medical or psychiatric condition



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Laws, Rules, Policies

...

History of behavior interventions in education

History

Institutionalization

IDEA

FAPE

Up to 1960s & 70s

1975

Individuals with
Disabilities
Education Act
(IDEA)

Free Appropriate
Public Education
(FAPE)



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History

Punishments & Rewards

Temporary Behavior Change

Needs Persist

1980s



Short term
external
motivation

Decreased
engagement &
internal
motivation

Did not solve
problems, meet
needs, or offer
support

Increased stress &
misunderstanding



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History

Treatment Models

Forced Compliance

Seclusion & Restraint

1990s



Increase in
protest

Escape (elope)

Fighting back
(aggression)

Unregulated

Increased injuries

Student deaths

Public outcry



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There were no seclusion rooms



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History

Function Based Approach

PBIS & FBA

Seclusion & Restraint

2000s & 2010s

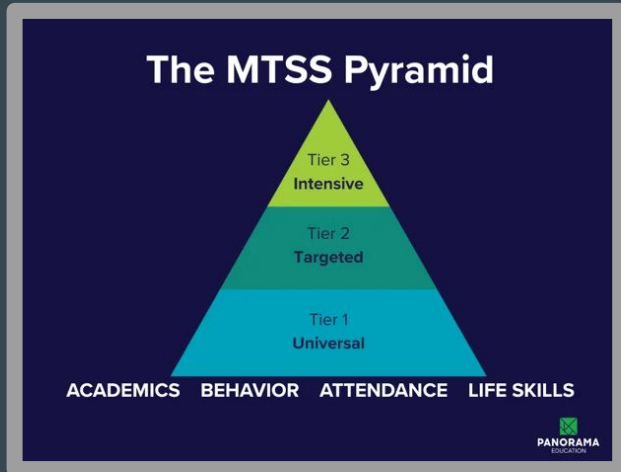
Functional
Behavior
Assessment (FBA)

2006: Standards for
Emergency Use of
Seclusion & Restraint

Positive Behavior
Interventions and
Supports (PBIS)

2016: State Law

2017: State Policy



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History

Values & Strengths Based

Human Centered

Seclusion & Restraint

2020+

Individualized
Approaches

Not necessary

Trauma Informed
Neuroscience Aligned
Neurodiversity Affirming
Relationship Based
Collaborative

Sign of system
failure

Education field
lagging behind



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Key Points to Know: Risk without Results

There is **no evidence** that using restraint and seclusion reduce or eliminate the undesired behavior:

“The use of restraint and seclusion can, in some cases, have very serious consequences, including, most tragically, death. There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problem behaviors that frequently precipitate the use of such techniques.”

– U.S. Department of Education’s Restraint and Seclusion Resource Document



How to Advocate



To end seclusion and restraint

Educators - Remember

Lead with curiosity; what is the need behind the behavior?

Check in with yourself; are you regulated enough to co-regulate?

This is happening to them; they are having a hard time, not giving you a hard time

Children don't want to have a meltdown

“Can’t”, not “Won’t”



Parents

- Ask questions
- Prepare for the debrief
- Don't blame or shame
- Find therapy or a support
- Look for signs of trauma
- Seek help



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Signs of Trauma

School Refusal

Hypervigilance

Difficulty Sleeping

Increased
Behavior/Aggression

Fear of School Staff

Flashbacks

Repeated Accounts
of the Experience

Personality/Behavior
Changes



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Children may not understand that seclusion or restraint is wrong.



Additional Resources

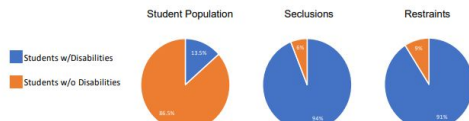


SECLUSION AND RESTRAINT: PARENT DOCUMENT

This information is being provided to inform you about seclusion and restraint of students in Michigan public schools. The use of seclusion and restraint is prohibited by law in Michigan's public schools, except for narrow exceptions for emergency seclusion and emergency physical restraint. As noted in the [Restraint and Seclusion: Resource Document](#) from the U.S. Department of Education, "the use of restraint and seclusion can, in some cases, have very serious consequences, including, most tragically, death. There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problem behaviors that frequently precipitate the use of such techniques." It is important that parents and schools work together to support children's needs in order to increase positive outcomes and prevent the use of seclusion and restraint in school.

The document will discuss general information, Positive Behavioral Interventions and Supports (PBIS), definitions of emergency seclusion and emergency physical restraint – what it is and what it isn't, required documentation, questions and discussion suggestions to use post-seclusion and restraint.

Seclusion and restraint is used disproportionately on students with disabilities and [may lead to a denial of a free appropriate public education \(FAPE\)](#).



michiganallianceforfamilies.org/wp-content/uploads/2023/08/SR-Parent-Document.pdf



Seclusion and Restraint

PARENT GUIDE

Seclusion and restraint are crisis intervention strategies that are used in many schools. Because they are dangerous interventions, there are laws governing their use in Michigan. These laws are [MCL 380.1307a-h](#). However, there is not a monitoring system to ensure that these laws are being followed properly, so it is important that you (parents & guardians) understand them so that you can advocate for your child if they are secluded or restrained at school.

Seclusion is the involuntary confinement of a child to a room or other space from which the child is physically prevented from leaving.

It is **NOT** considered seclusion if the child is permitted to leave if desired, if it is part of an emergency lockdown drill, or if a child is receiving 1-on1 instruction as part of their education plan.

It **IS** considered seclusion even if an adult is present or if the door is not fully shut; if a child is physically prevented from leaving by a partially closed door, an adult's body

Over 92% of seclusions & restraints in Michigan are used on students with disabilities¹.

Seclusion and restraint are dangerous and traumatic not only to the individuals subjected to these practices, but also for the staff implementing them².

There is no evidence that using seclusion or restraint is effective in reducing the occurrence of behavior problems³. Some studies indicate that seclusion and restraint use leads to an increase in the behaviors that staff members are attempting to eliminate⁴.

The forceful assertion of another person's will

endsar-mi.org/parents



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Questions?



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Understanding Seclusion and Restraint in Michigan Schools:

An overview of EndSaR's Interactive Data Map



Data | Michigan Advocates to End Seclusion and Restraint

endsar-mi.org/data

<https://endsarmicepimap.netlify.app>

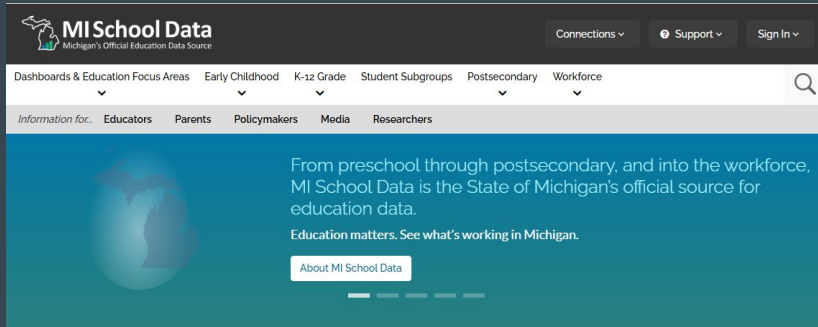
Michigan's Center for Educational Performance and Information.
(2017-2026). Use of seclusion and restraint data files [Data set].
MI School Data.

<https://www.mischooldata.org/districtschool-data-files/>



WHY?

Where does the data come from?



Michigan's Center for Educational Performance and Information (CEPI) collects and publishes various types of school data via their “MI School Data” portal.

MI School Data is the State of Michigan's official source for pre-K, K-12, postsecondary and workforce data. The portal includes data on postsecondary degrees and certificates awarded, enrollment rates, remedial coursework, dual credit, and rates of seclusion and restraint.

Michigan's Center for Educational Performance and Information. (2017-2026). Use of seclusion and restraint data files [Data set]. MI School Data.
<https://www.mischooldata.org/districtschool-data-files/>

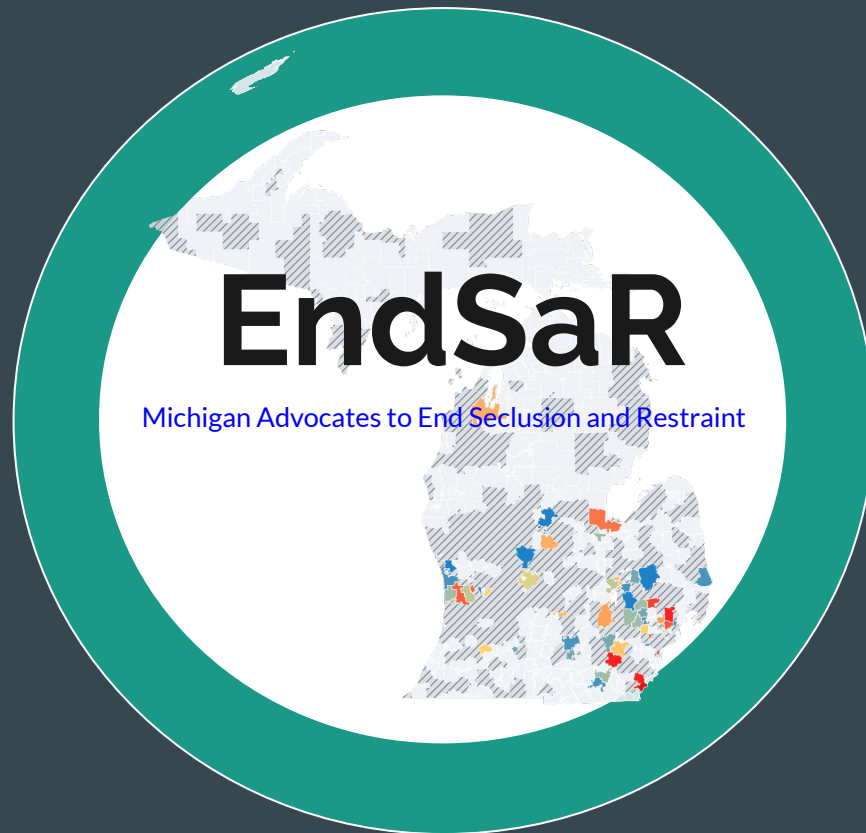
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	School Year	School Type	Region	LEA Code	LEA Name	School Code	School Name	Enrollment	Exclusion	Dual Enrollment	Restraint	School Safety	EpiPen Use	
7076	2019-2020	LEA	2	03	Woodland-Missaukee ISD 03000	Highpoint Visual Academy of I	0	0	0	0	0	0	0	
7077	2020-2021	LEA	2	03	Woodland-Missaukee ISD 03000	Highpoint Visual Academy of I	0	0	0	0	0	0	0	
7078	2021-2022	LEA	2	03	Woodland-Missaukee ISD 03000	Highpoint Visual Academy of I	0	0	0	0	0	0	0	
7079	2022-2023	LEA	2	03	Woodland-Missaukee ISD 03000	Highpoint Visual Academy of I	0	0	0	0	0	0	0	
7080	2023-2024	LEA	2	03	Woodland-Missaukee ISD 03000	Highpoint Visual Academy of I	0	0	0	0	0	0	0	
7081	2024-2025	LEA	2	03	Woodland-Missaukee ISD 03000	Highpoint Visual Academy of I	0	0	0	0	0	0	0	
7082	2019-2019	LEA	04		State of Michigan 04010	Michigan Department of Home	0	0	0	0	0	0	0	
7083	2019-2020	LEA	04		State of Michigan 04010	Michigan Department of Home	0	0	0	0	0	0	0	
7084	2020-2021	LEA	04		State of Michigan 04010	Michigan Department of Home	0	0	0	0	0	0	0	
7085	2021-2022	LEA	04		State of Michigan 04010	Michigan Department of Home	0	0	0	0	0	0	0	
7086	2022-2023	LEA	04		State of Mich									
7087	2023-2024	LEA	04		State of Mich									
7088	2024-2025	LEA	04		State of Mich									
7089	2019-2019	LEA	04		State of Mich									
7090	2019-2020	LEA	04		State of Mich									
7091	2020-2021	LEA	04		State of Mich									
7092	2021-2022	LEA	04		State of Mich									
7093	2022-2023	LEA	04		State of Mich									
7094	2023-2024	LEA	04		State of Mich									
7095	2024-2025	LEA	04		State of Mich									
7096	2019-2019	LEA	04		State of Mich									
7097	2019-2020	LEA	04		State of Mich									
7098	2020-2021	LEA	04		State of Mich									
7099	2021-2022	LEA	04		State of Michigan 04040	Michigan Department of Correc	0	0	0	0	0	0	0	
7100	2022-2023	LEA	04		State of Michigan 04040	Michigan Department of Correc	0	0	0	0	0	0	0	
7101	2023-2024	LEA	04		State of Michigan 04040	Michigan Department of Correc	0	0	0	0	0	0	0	
7102	2024-2025	LEA	04		State of Michigan 04040	Michigan Department of Correc	0	0	0	0	0	0	0	
7103	2019-2019	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	
7104	2019-2020	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	
7105	2020-2021	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	
7106	2021-2022	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	
7107	2022-2023	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	
7108	2023-2024	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	
7109	2024-2025	LEA	04		State of Michigan 04050	Michigan School for the Deaf	0	0	0	0	0	0	0	

7109

School Year	School Expulsion	Dual Enrollment	Use of Seclusion and Restraint	School Safety	EpiPen Use
2025-26			 Revised May 20, 2026		
2024-25		 Revised June 9, 2026	 Revised September 17, 2025		
2023-24		 Revised April 25, 2025	 Revised August 27, 2024		
2022-23			 Revised August 29, 2023		



What it shows



— **Raw Data**

vs.

Approximated Data

EndSaR Interactive Data Map

School-year data uses CEPI *Use of seclusion and restraint data files* [Data set] and CEPI district-code geography assignments.

DATA SELECTION

Approximated Data

MAP VIEW

District data

SCHOOL YEAR

2024-2025

METRIC

Students with disabilities reported as secluded or restrained

EXPORT

Export Map as PNG

Export Table as Excel

FIND DISTRICT

Type a district

2,314

statewide estimated total for selected metric

923

districts represented

923

LEA rows included in aggregation

183

approximated cells in selected metric

MICHIGAN OVERALL YEAR TOTALS

Total reported students with disabilities	2,314
Total reported students without disabilities	381
Combined reported students	2,695
Total seclusions	9,680
Total restraints	8,197
Combined seclusions and restraints	17,877
Combined Ratio	6.633

Select a district on the map to see details.

Michigan's Center for Educational Performance and Information. (2017-2026). *Use of seclusion and restraint data files* [Data set]. MI School Data. <https://www.mischooldata.org/districtschool-data-files/>

Developed by Matt Rische

DATA SELECTION

Raw CEPI Data

Raw CEPI Data

Approximated Data

District data

2017-2018

METRIC

Students with disabilities reported as secluded or restrained

EXPORT

Export Map as PNG

Export Table as Excel

FIND DISTRICT

Type a district

What's the difference?



Raw Data vs. Approximated Data

Raw CEPI Data

Raw CEPI Data shows exactly what the state published. When a district has a value of <10 , it remains as <10 .

Approximated Data

Approximated Data tries to fill in those hidden small numbers using the totals that CEPI did publish. This helps us compare districts more fairly, but the approximated numbers should be understood as estimates, not exact counts.



Suppressed Values

A suppressed value refers to when CEPI did not publish the exact number because the count was very small. In the CEPI reports, values under 10 are shown as <10 instead of the actual number. These variables cannot be calculated and therefore are *suppressed*.

<10

When you see <10, it does not mean zero. It means the number was small enough that CEPI hides the exact number to protect student privacy it. We know it was less than 10 and greater than 0, but we do not know the exact number.

Reading the Map

How Approximation Works

```
def build_reconciled_approx_data(district_data, lsd_data):
    adjusted = {key: dict(record) for key, record in district_data.items()}
    fields = [
        "swd_students",
        "swd_seclusions",
        "swd_restraints",
        "noddis_students",
        "noddis_seclusions",
        "noddis_restraints",
    ]

    for year in YEARS:
        lsd_keys = sorted([norm_code(record["lsd_code"]) for (district_key, row_year), record in district_data.items() if row_year == year])
        for lsd_key in lsd_keys:
            district_key = [
                district_key
                for (district_key, row_year), record in district_data.items()
                if row_year == year and norm_code(record["lsd_code"]) == lsd_key
            ]
            lsd_record = lsd_data.get((lsd_key, year))
            if not lsd_record:
                continue

            for field in fields:
                values = [district_data[(district_key, year)].get(field) for district_key in district_keys]
                suppressed_positions = [index for index, value in enumerate(values) if is_suppressed(value)]
                if not suppressed_positions:
                    continue

                lsd_total = as_number(lsd_record.get(field), 4.5)
                if lsd_total is None:
                    continue

                known_sum = sum(as_number(value) for value in values if not is_suppressed(value) and as_number(value) is not None)
                remainder = lsd_total - known_sum
                if remainder < 0:
                    remainder = 0
                allocated_value = remainder / len(suppressed_positions)

                for position in suppressed_positions:
                    district_key = district_keys[position]
                    adjusted[(district_key, year)][field] = allocated_value

    for key, record in adjusted.items():
        for field in fields:
            if is_suppressed(record.get(field)):
                record[field] = 4.5
    return adjusted
```

Approximated Values

For the approximated data, the map tries to make the best reasonable estimate for those hidden <10 values.

The code does this by comparing smaller district numbers to larger ISD totals. Sometimes CEPI hides district-level values but still provides a combined ISD total. When that happens, the code uses the larger total to estimate how much of the hidden count likely belongs to each district.

```
def build_recommended_aggregate_data(district_data, isd_data):
    adjusted = {}
    for key, record in district_data.items():
        fields = [
            "isd_province",
            "isd_region",
            "isd_district",
            "isd_sub_district",
            "isd_isd",
            "isd_isd_code",
            "isd_isd_name",
        ]
        for year in YEARS:
            isd_key = sorted(isd_data.items(), key=lambda item: item[1] if item[0] == year)[0]
            for isd_key, isd_data in isd_data.items():
                district_key = [
                    isd_province,
                    isd_region,
                    isd_district,
                    isd_sub_district,
                ]
                for district_key, district_data in district_data.items():
                    if row_year == year and isd_key == isd_key:
                        isd_record = isd_data.get((isd_key, year))
                        if not isd_record:
                            continue
                        for field in fields:
                            values = [district_data[district_key, year].get(field) for district_key in district_keys]
                            suppressed_positions = [index for index, value in enumerate(values) if is_suppressed(value)]
                            if not suppressed_positions:
                                continue
                            isd_total = isd_data.get((isd_key, year))
                            if isd_total is None:
                                continue
                            known_sum = sum(is_number(value) for value in values if not is_suppressed(value) and is_number(value) is not None)
                            remainder = isd_total - known_sum
                            if remainder < 0:
                                remainder = 0
                            allocated_value = remainder / len(suppressed_positions)
                            for position in suppressed_positions:
                                district_key = district_keys[position]
                                adjusted[district_key, year][field] = allocated_value
        for key, record in adjusted.items():
            for field in fields:
                if is_suppressed(record.get(field)):
                    record[field] = 1.0
    return adjusted
```

For the approximated view, we are not claiming to know the exact hidden number. We are using the totals CEPI did publish to make a reasonable estimate of the missing small numbers.

How Approximation Works

Suppressed Values Example

District Name	Students with Disabilities Reported as Secluded or Restrained	Total Seclusions of Students with Disabilities
School 1	<10	<10
School 2	<10	<10
School 3	<10	<10
School 4	<10	<10
Someplace ISD	0	0

School Year District Totals

District Name	Students with Disabilities Reported as Secluded or Restrained	Total Seclusions of Students with Disabilities
Someplace ISD	<10	12

School Year ISD Totals



District Name	Students with Disabilities Reported as Secluded or Restrained	Total Seclusions of Students with Disabilities	Total Restraints of Students with Disabilities	Students without Disabilities Reported as Secluded or Restrained	Total Seclusions of Students without Disabilities	Total Restraints of Students without Disabilities
School 1	<10	1	0	0	0	0
School 2	<10	7	0	0	0	0
School 3	<10	2	0	0	0	0
School 4	<10	2	0	0	0	0
Someplace ISD	0	0	0	0	0	0

School Year District Totals



Reading the Map

Geographic Map Views



DATA SELECTION

Raw CEPI Data ▾

MAP VIEW

District data ▾

SCHOOL YEAR

2017-2018 ▾

METRIC

Students with disabilities reported as secluded or rest ▾

EXPORT

Export Map as PNG **Export Table as Excel**

FIND DISTRICT

Type a district

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School-year data uses CEPI *Use of seclusion and restraint data files* [Data set] and CEPI district-code geography assignments.

DATA SELECTION

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2024-2025

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Type a district

2,314

statewide estimated total for selected metric

923

districts represented

923

LEA rows included in aggregation

183

approximated cells in selected metric

MICHIGAN OVERALL YEAR TOTALS

Total reported students with disabilities	2,314
Total reported students without disabilities	381
Combined reported students	2,695
Total seclusions	9,680
Total restraints	8,197
Combined seclusions and restraints	17,877
Combined Ratio	6.633

Select a district on the map to see details.

Michigan's Center for Educational Performance and Information. (2017-2026). *Use of seclusion and restraint data files* [Data set]. MI School Data. <https://www.mischooldata.org/districtschool-data-files/>

Developed by Matt Rische

DATA SELECTION

Raw CEPI Data

MAP VIEW

District data

District data

ISD data

Region data

County data

Export Map as PNG

SCHOOL YEAR

2017-2018

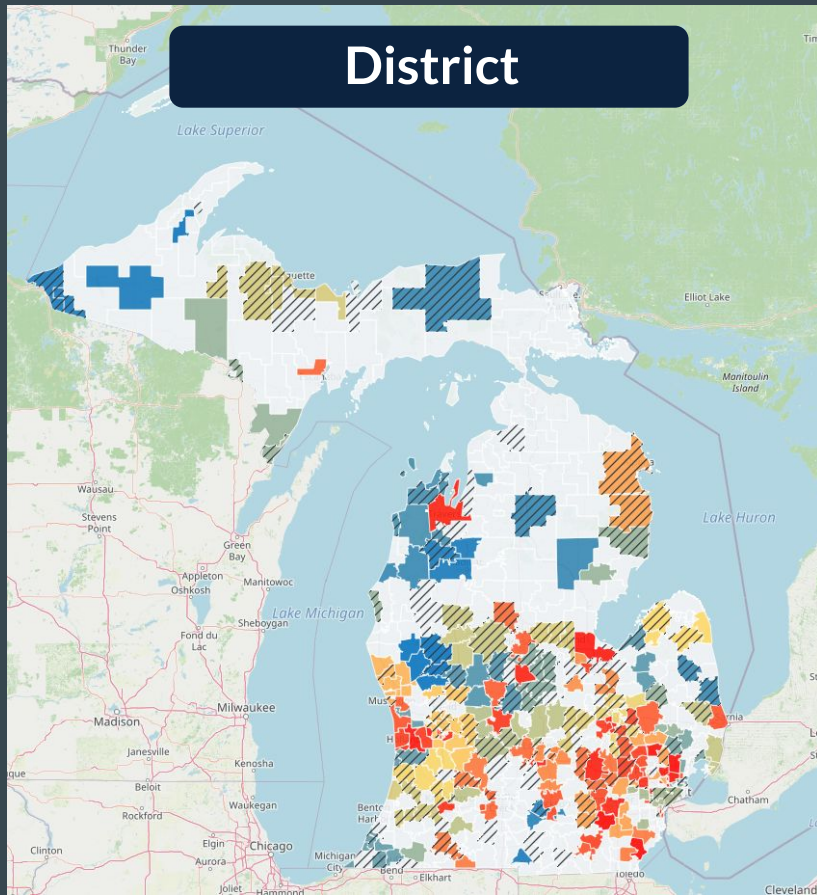
Students with disabilities reported as secluded or restrained

Export Table as Excel

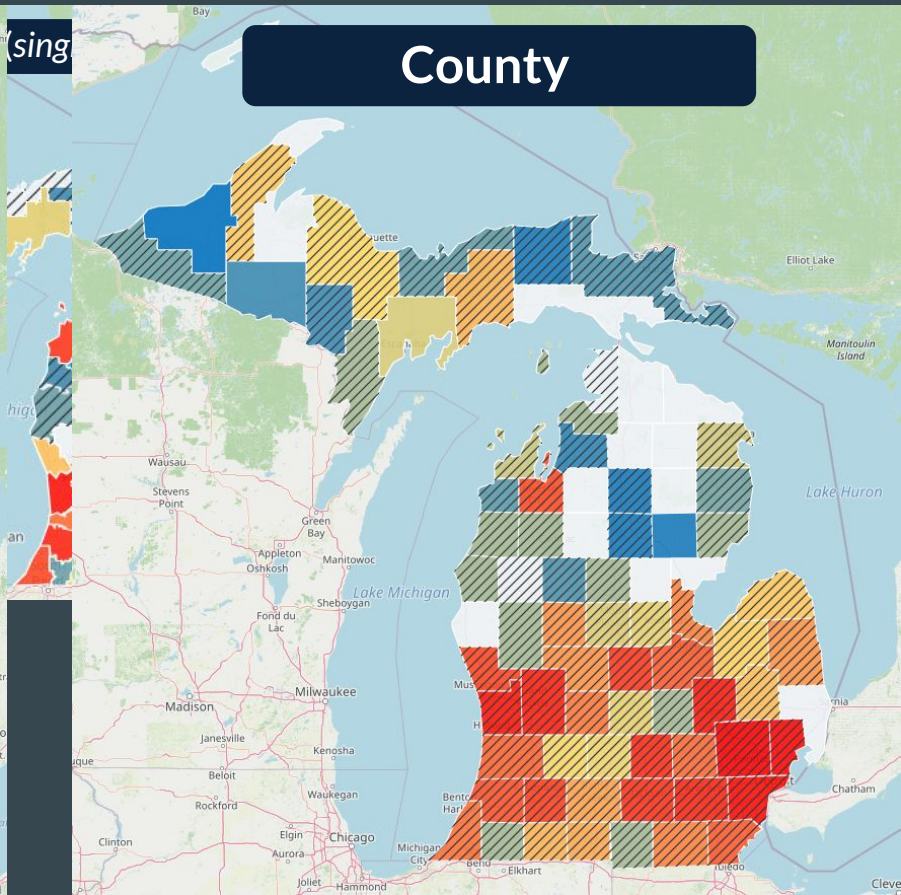
FIND DISTRICT

Type a district

District



County





Reading the Map

School Year and Historical Data

DATA SELECTION

Raw CEPI Data

MAP VIEW

District data

SCHOOL YEAR

2017-2018

METRIC

Students with disabilities reported as secluded or rest

EXPORT

Export Map as PNG

Export Table as Excel

FIND DISTRICT

Type a district

EndSaR Interactive Data Map

School-year data uses CEPI *Use of seclusion and restraint data files* [Data set] and CEPI district-code geography assignments.

DATA SELECTION

Approximated Data

MAP VIEW

District data

METRIC

Students with disabilities reported as secluded or restrained

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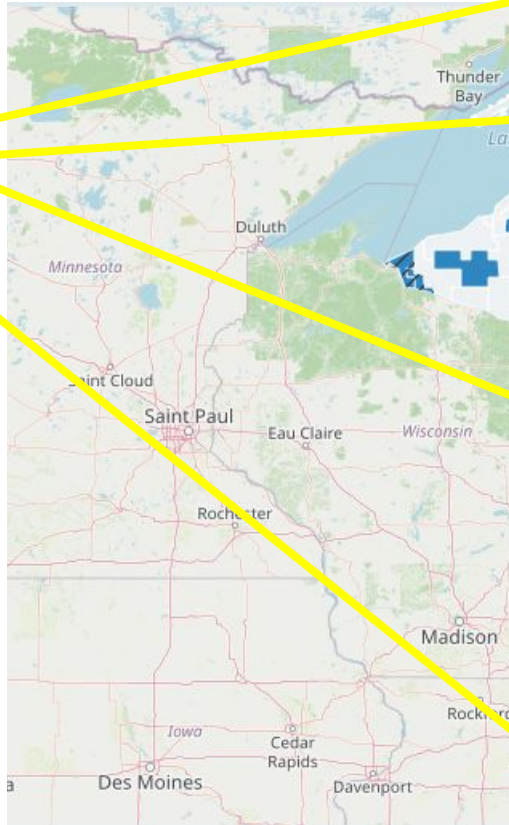
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Developed by Matt Rische



DATA SELECTION

Raw CEPI Data

MAP VIEW

District data

SCHOOL YEAR

2024-2025

METRIC

Students with disabilities reported as secluded or restrained

EXPORT

Export Map as PNG

FIND DISTRICT

Type a district

2017-2018

2018-2019

2019-2020

2020-2021

2021-2022

2022-2023

2023-2024

2024-2025

Historic Average



Reading the Map

Metric Views



DATA SELECTION

Raw CEPI Data

MAP VIEW

District data

SCHOOL YEAR

2017-2018

METRIC

Students with disabilities reported as secluded or rest

EXPORT

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Export Table as Excel

FIND DISTRICT

Type a district

EndSaR Interactive Data Map

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DATA SELECTION

Approximated Data

MAP VIEW

District data

SCHOOL YEAR

2024-2025

METRIC

Students with disabilities reported as secluded or restrained

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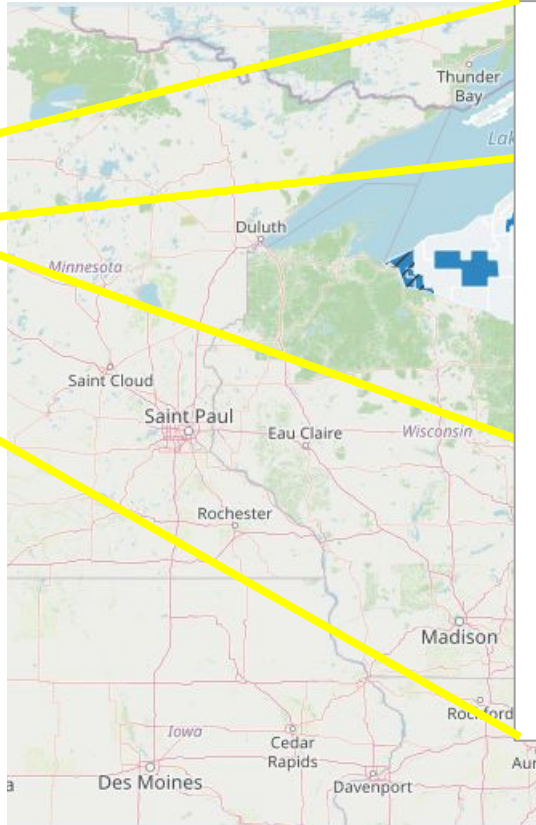
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Developed by Matt Rische



DATA SELECTION

Raw CEPI Data

MAP VIEW

District data

SCHOOL YEAR

2017-2018

METRIC

Students with disabilities reported as secluded or restrained

Students with disabilities reported as secluded or restrained

Total seclusions of students with disabilities

Total restraints of students with disabilities

Students without disabilities reported as secluded or restrained

Total seclusions of students without disabilities

Total restraints of students without disabilities

Total seclusions and restraints

Events per reported student

Field Name:	Definition:
ISD Code	ISD Code
ISD Name	ISD Name
District Code	District Code
District Name	District Name
Students with Disabilities Reported as Secluded or Restrained	Number of students with disabilities reported secluded and/or restrained on at least one occasion
Total Seclusions of Students with Disabilities	Total number of times students with disabilities were secluded
Total Restraints of Students with Disabilities	Total number of times students with disabilities were restrained
Students without Disabilities Reported as Secluded or Restrained	Number of students without disabilities reported secluded and/or restrained on at least one occasion
Total Seclusions of Students without Disabilities	Total number of times students without disabilities were secluded
Total Restraints of Students without Disabilities	Total number of times students without disabilities were restrained

Additional Metrics

Total seclusions and restraints

Total number of times students with and without disabilities were secluded and/or restrained.

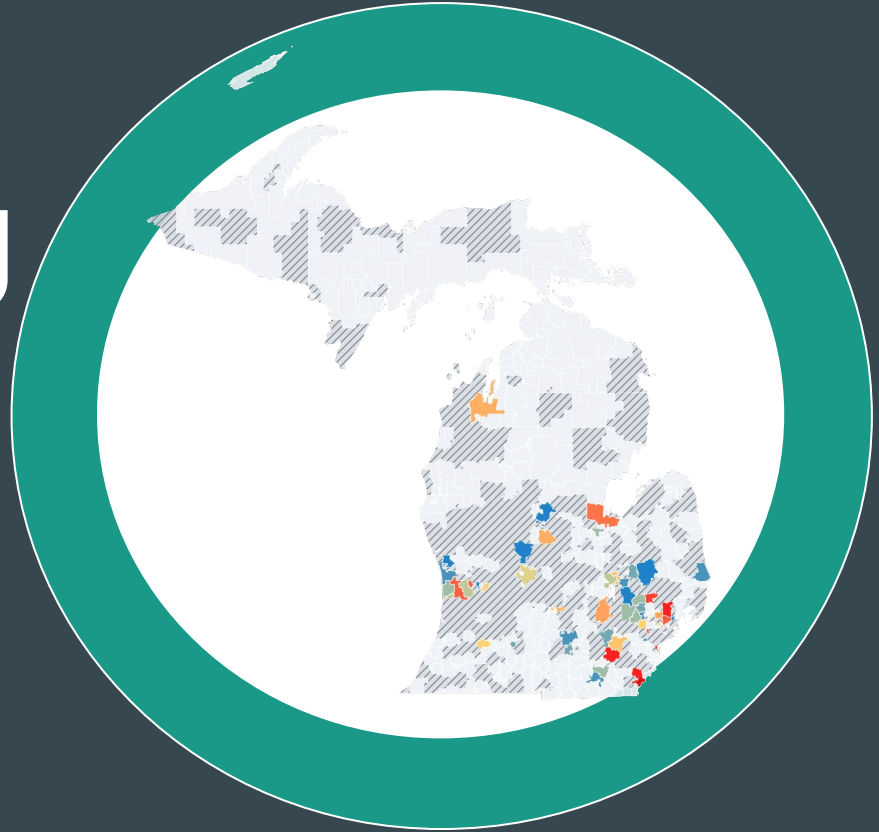
Events per reported student

Total number of *events* (seclusion and/or restraint) versus total students (with and without disabilities) reported reported as secluded or restrained.



Navigating the Map

Additional details



EndSaR Interactive Data Map

School-year data uses CEPI *Use of seclusion and restraint data files* [Data set] and CEPI district-code geography assignments.

DATA SELECTION

Approximated Data

MAP VIEW

District data

SCHOOL YEAR

2024-2025

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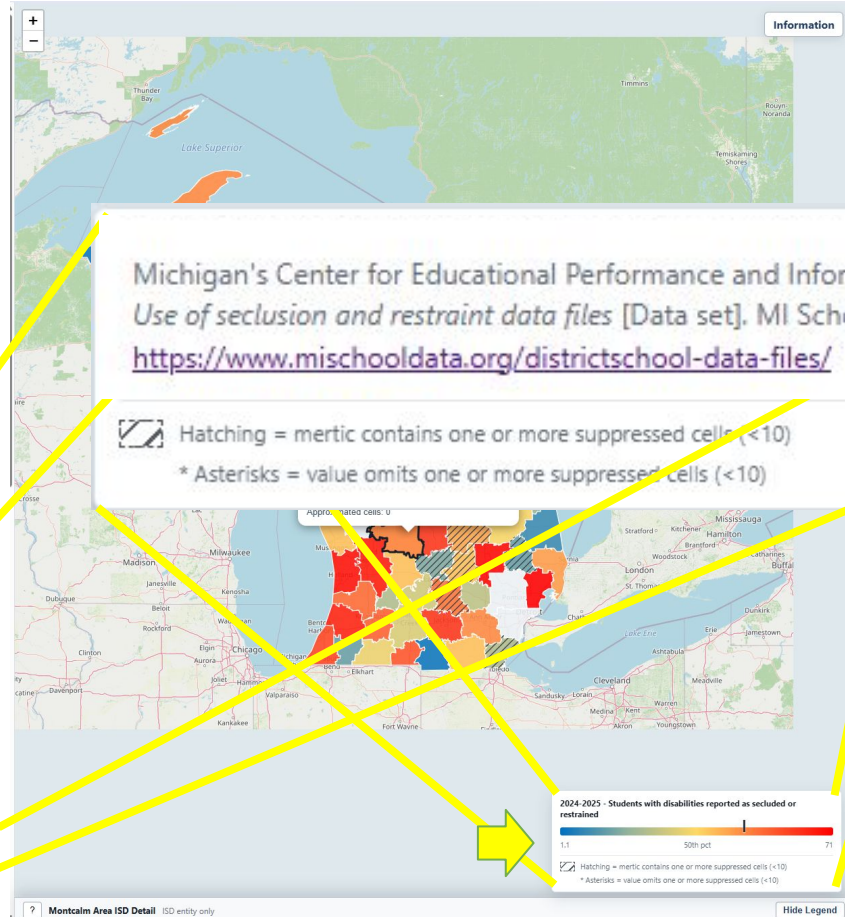
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Developed by Matt Rische



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DATA SELECTION

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MAP VIEW

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SCHOOL YEAR

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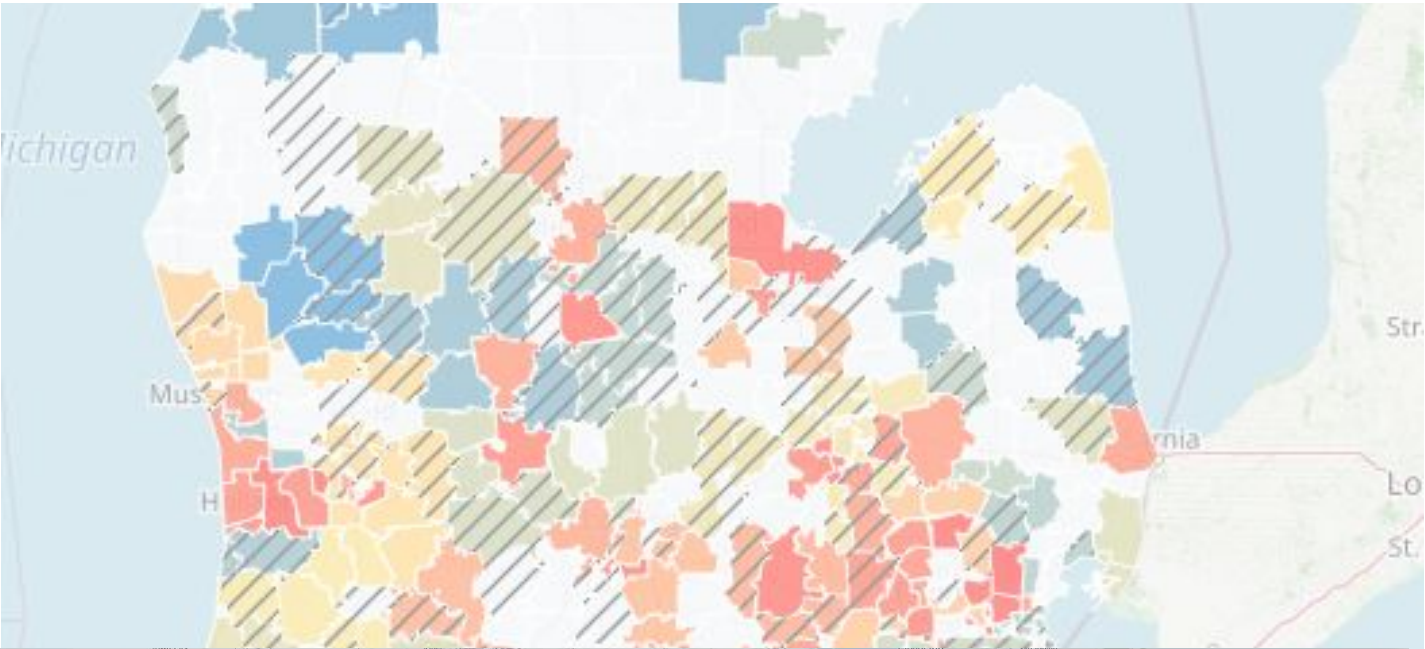
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Use of seclusion and restraint data files [Data set]. MI School Data.
<https://www.mischooldata.org/districtschool-data-files/>

Developed by Matt Rische



? State Detail

Approximated Data - District data

Hide Legend

Year	Scope	Students Reported	SWD Students	SWD Seclusions	SWD Restraints	Non-SWD Students	Non-SWD Seclusions	Non-SWD Restraints	Total Seclusions	Total Restraints	Combined Ratio	Total Incidents
2017-2018	State Total	2,715	2,310	9,055	9,231	405	451	792	9,506	10,023	7.193	19,529
2018-2019	State Total	3,229	2,606	11,115	10,293	623	751	891	11,866	11,184	7.138	23,050
2019-2020	State Total	3,100	2,464	10,862	9,007	636	835	1,150	11,697	10,157	7.05	21,854
2020-2021	State Total	1,620	1,381	5,913	4,530	239	349	465	6,262	4,995	6.949	11,257
2021-2022	State Total	2,523	2,097	9,166	7,615	426	590	834	9,756	8,449	7.216	18,205
2022-2023	State Total	2,822	2,319	11,910	9,076	503	642	934	12,552	10,010	7.995	22,562
2023-2024	State Total	2,921	2,474	11,100	9,093	447	680	897	11,780	9,990	7.453	21,770
2024-2025	State Total	2,695	2,314	9,118	7,471	381	562	726	9,680	8,197	6.633	17,877

? Montcalm Area ISD Detail

ISD entity only

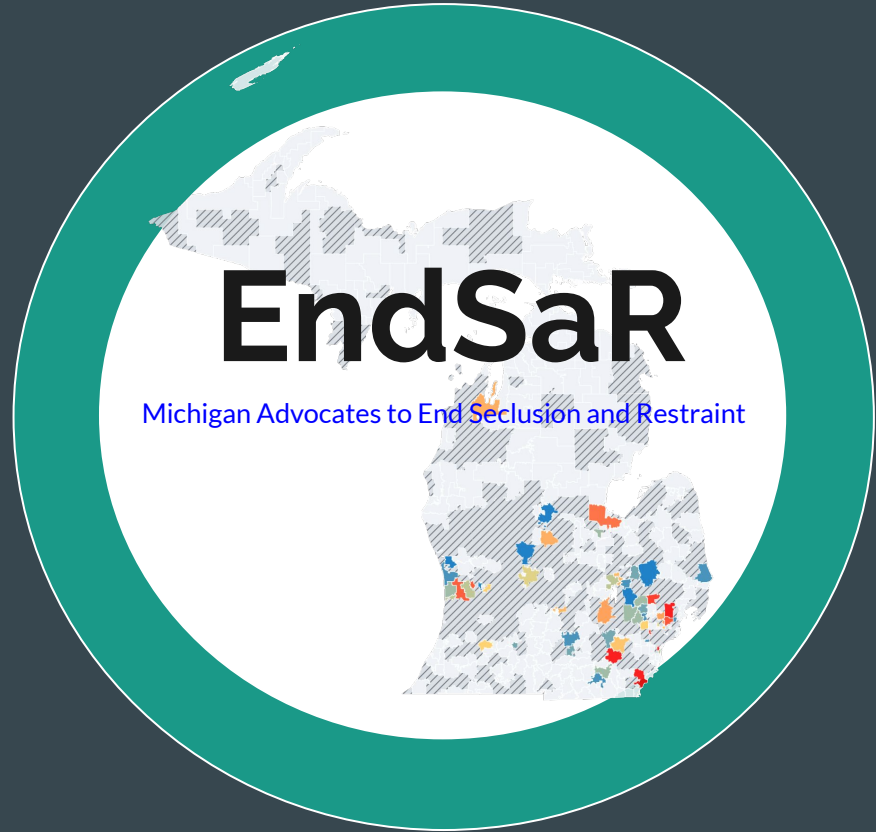
Hide Legend

Additional Tools

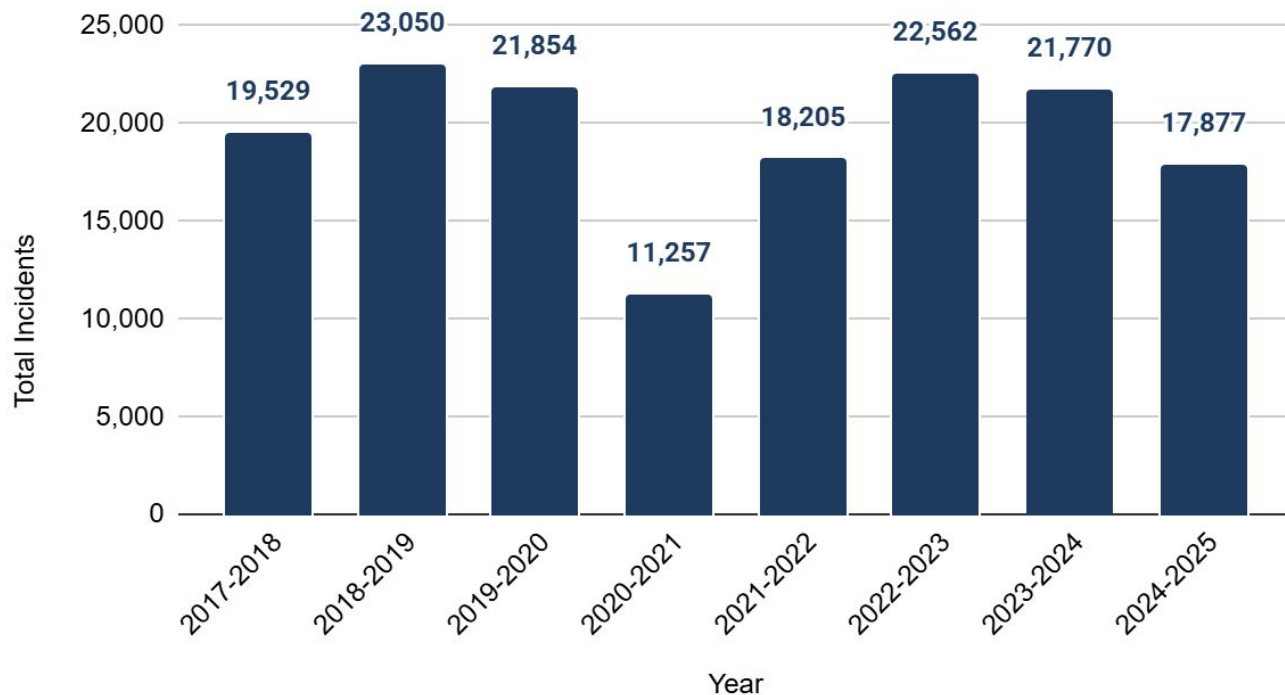
- **Information button**
 - MCL 380.1307 definitions of
 - Emergency Seclusion
 - Emergency Physical Restraint
- **Hatching patterns**
 - RAW Data: The metric cannot be calculated, or at least cannot be calculated accurately due to an unknown or *suppressed* value.
 - Approximated Data: The metric contains at least 1 *suppressed* value that has been replaced with the closest reasonable estimate in order to approximate the data.
- **Table ^{*}(asterisk)**
 - indicates that a calculation excludes one or more suppressed values because the exact counts are unavailable
- **Exportable images and tables**
- **Statewide data displays for selected metric**



A Quick Look at the Data

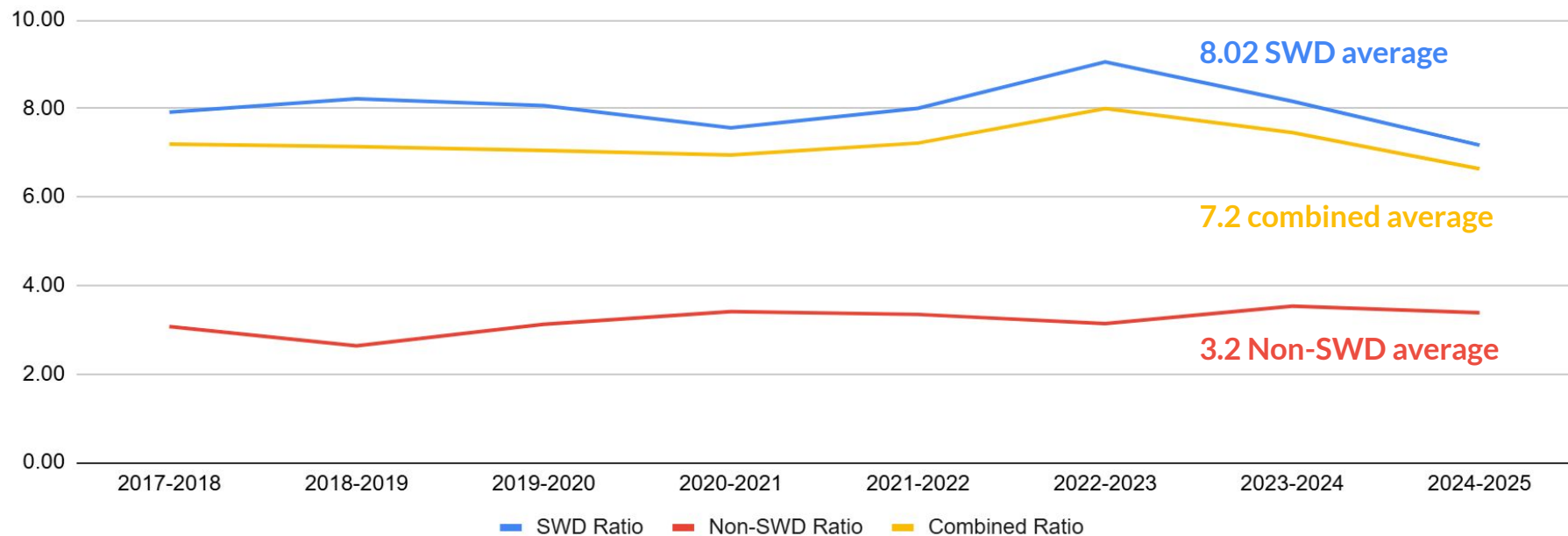


Total Incidents vs. Year



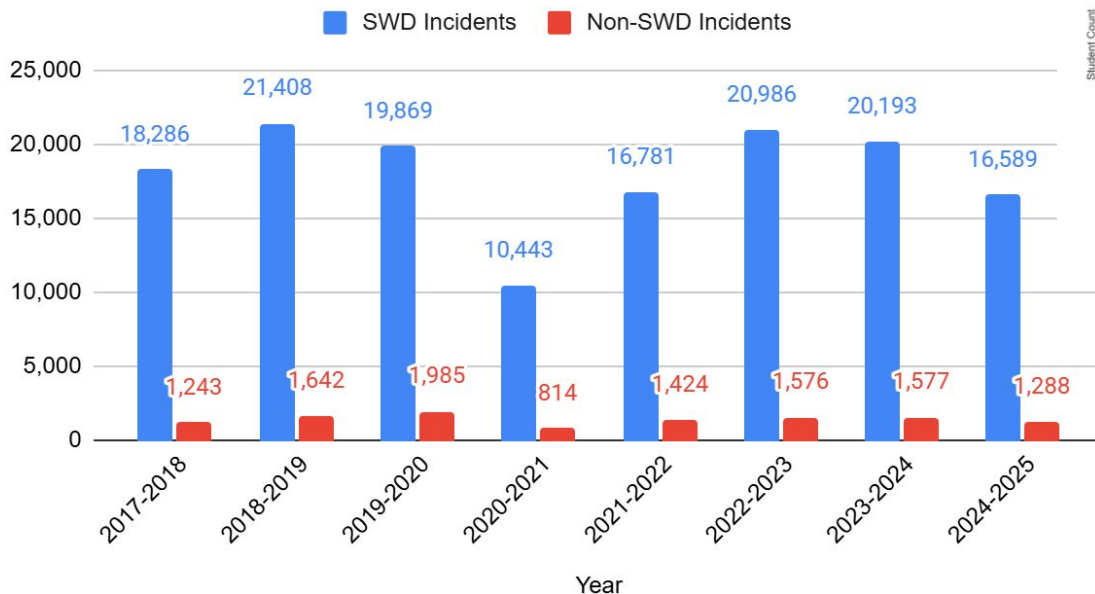
 **State Average 2017-2025:** 19,513 total events (*seclusion and restraint of students with and without disabilities*)

Incident Ratios by School Year

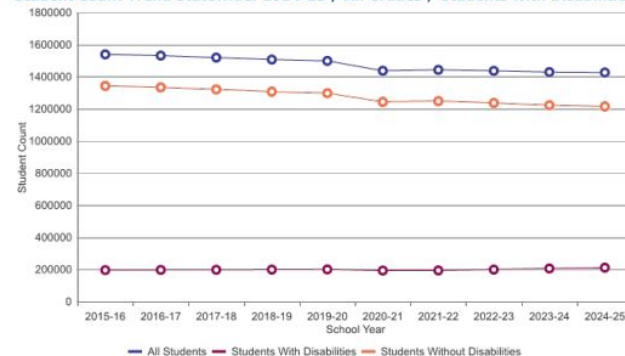


 State Average 2017-2025: 19,513 total events (*seclusion and restraint of students with and without disabilities*)

SWD Incidents and Non-SWD Incidents



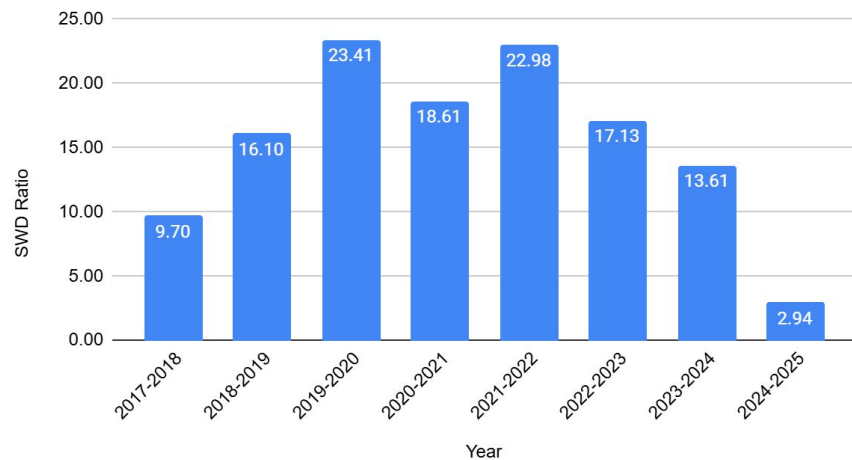
State Average Events for SWD 2017-2025: 92.62%



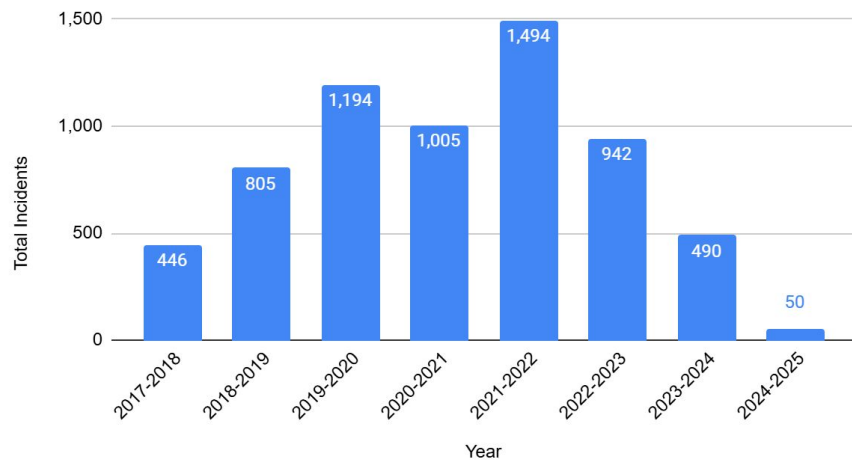
Statewide SWD Average
of Total Enrollment: **13.73%**

Statewide SWD Average
of All Events: **92.62%**

MAISD SWD Ratio vs. Year



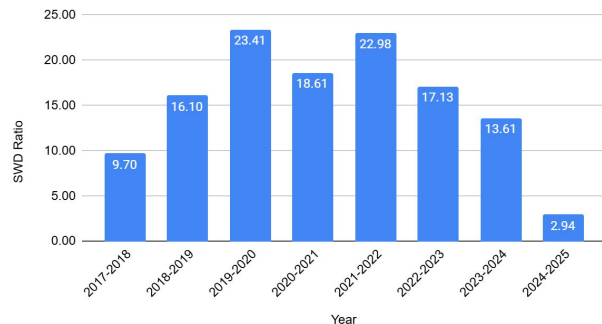
MAISD Total Incidents vs. Year



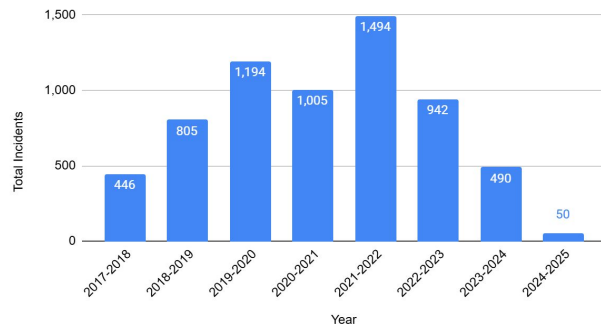


- In 2025, the US Department of Justice and Michigan's own Montcalm Area ISD reached a settlement.
- DOJ investigation determined that MAISD's practices were discriminatory
- MAISD disputes the findings, but decided it is in the public interest to resolve the dispute without litigation.

MAISD SWD Ratio vs. Year



MAISD Total Incidents vs. Year



INTRODUCTION

The parties to this Settlement Agreement (Agreement) are the United States and Montcalm Area Intermediate School District (MAISD or the District) (collectively, the Parties).

On March 22, 2023, the U.S. Department of Justice, through the Educational Opportunities Section of the Civil Rights Division and the United States Attorney's Office for the Western District of Michigan (collectively, the United States), notified MAISD that it had opened an investigation to determine whether the District's seclusion and restraint practices deny students with disabilities access to the District's programs and services in violation of Title II of the Americans with Disabilities Act (Title II), 42 U.S.C. § 12132. **The United States' investigation determined that the District discriminated against students on the basis of disability by denying them the opportunity to participate in or benefit from the District's education program, see 42 U.S.C. § 12132; 28 C.F.R. § 35.130(a), (b)(1)(i); and failing to make reasonable modifications to avoid disability discrimination in the District's program, see 28 C.F.R. § 35.130(b)(7).**

The District denies the United States' allegations of discrimination, but wishes to avoid the costs, time-burdens, and risks of further legal proceedings. The District also approves this Agreement because it believes that programmatic changes are in the best interest of the students educated by the District.

Approximated Data Set

EndSaR Interactive Data Map

School-year data uses CEPI *Use of seclusion and restraint data files* [Data set] and CEPI district-code geography assignments.

DATA SELECTION

Approximated Data

MAP VIEW

District data

SCHOOL YEAR

Historic Average

METRIC

Events per reported student

EXPORT

Export Map as PNG

Export Table as Excel

FIND DISTRICT

Type a district

7.203

statewide estimated total for selected metric

923

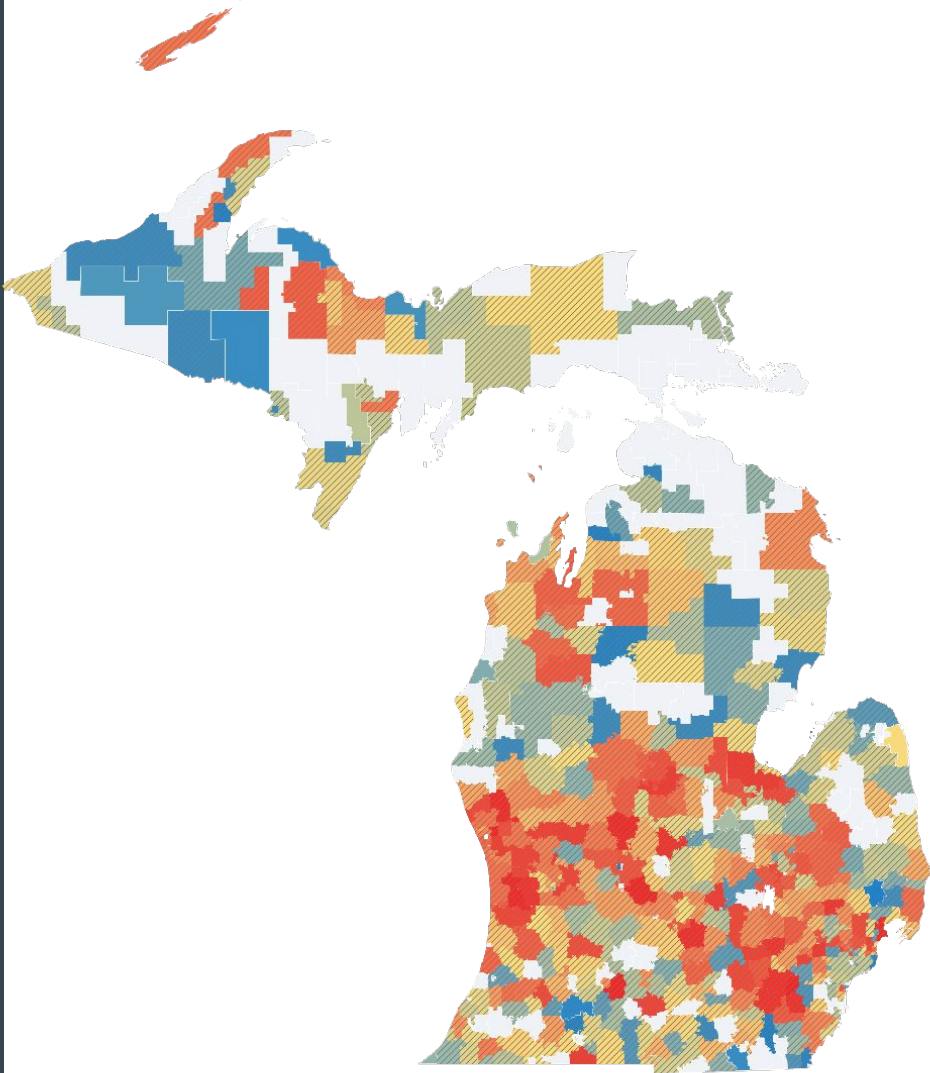
districts represented

923

LEA rows included in aggregation

4,458

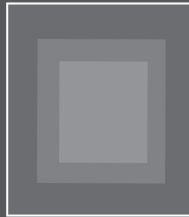
approximated cells in selected metric



Data Limitations

Billingsley, G., Losinski, M., Matson, L., Otten, K., Peterson, R. L., Rozalski, M., Ryan, J. B., Scheuermann, B., Smith, C. R., & Sutton, M. (2013). *Physical restraint and seclusion in schools*. Council for Exceptional Children.

Physical Restraint and Seclusion in Schools



Reece L. Peterson
Joseph B. Ryan
Michael Rozalski
Editors

Location, age, gender, and disability. The majority of the incidents (65%) occurred in nonresidential educational settings. Of the 108 nonresidential school incidents in which grade level was clearly provided, 70% occurred in elementary school settings, 11% in middle schools, and 19% took place in high schools. Two reports described restraints in preschool settings. Children and youth involved in the incidents ranged in age from 3 years to 20 years or older, with the greatest number of incidents (33%) reported for the 8- to 11-year-old age group. Of the 177 incidents in which gender was reported, 71% involved males. Forty-five percent of the reported incidents either did not specify whether the individual involved in the restraint or seclusion had a disability, or the nature of the disability was not reported. In the reports that provided that information,

- Students without Disabilities Reported as Secluded or Restrained
- Total Seclusions of Students without Disabilities
- Total Restraints of Students without Disabilities
- No way to determine students experiencing the most Seclusion or Restraint based on:
 - Age or age ranges
 - Grade level or grade bands
 - Sex or gender
 - Race or ethnicity
 - etc.

Why does this matter?

1. Seclusion and restraint are serious and traumatic interventions
2. Accessible data
 - a. Parents
 - b. Self advocates
 - c. Educators
 - d. Administrators
 - e. Researchers
 - f. Policymakers
3. Transparency
4. Informed discussion
5. Support decision making

WHEN WE HIDE THE

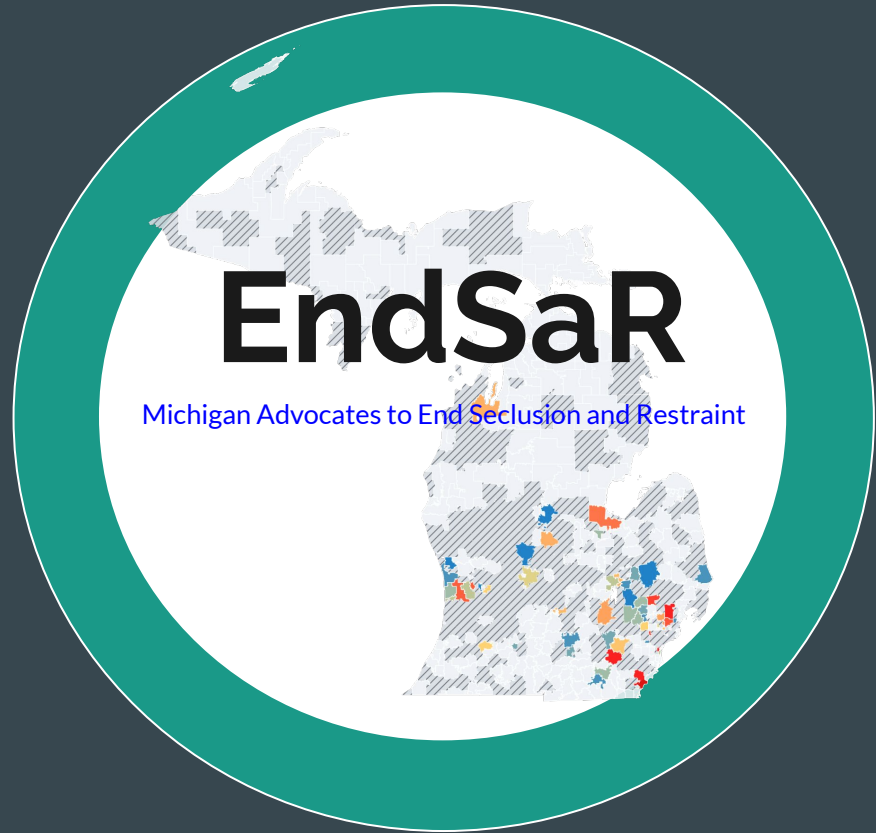
DATA

WE HIDE THE

CONVERSATION



What Can Schools Do?

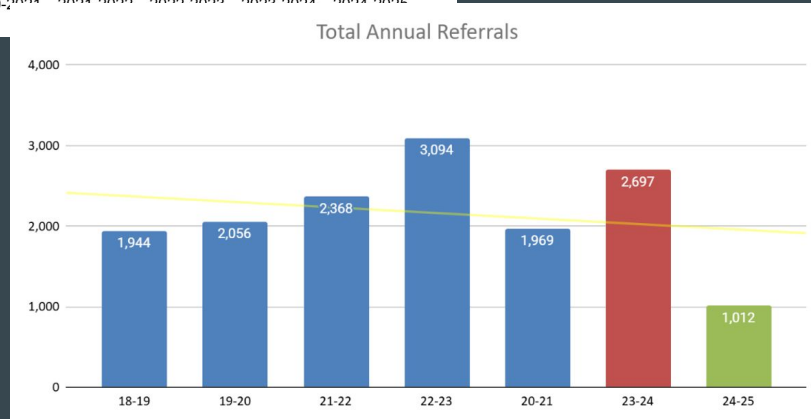
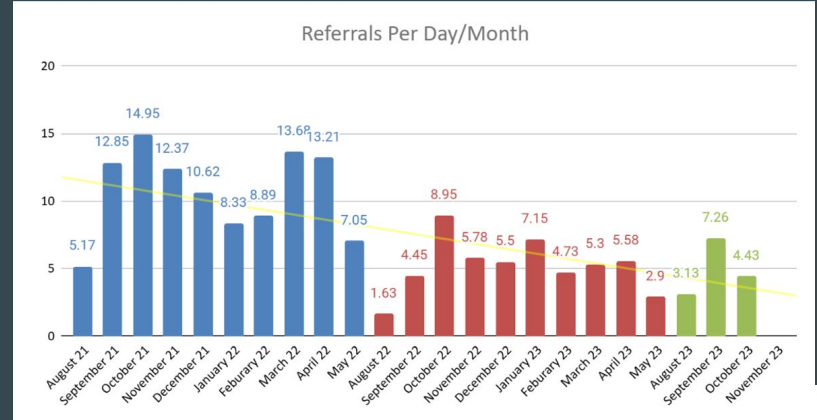
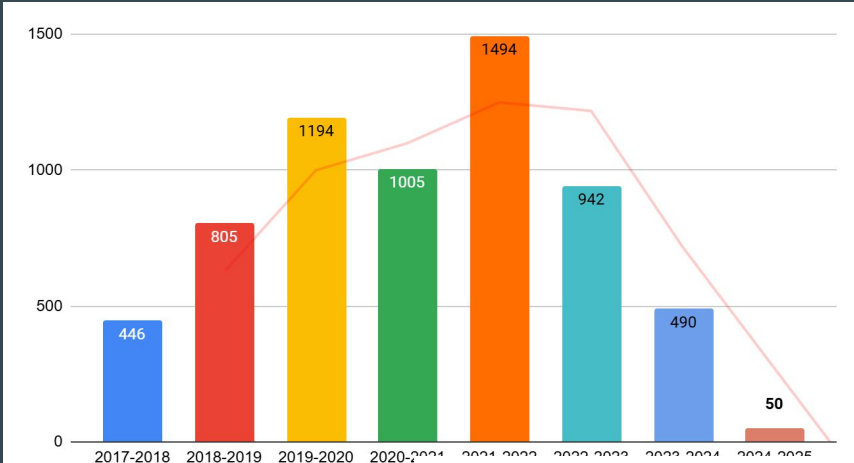


Top 2 Implementations

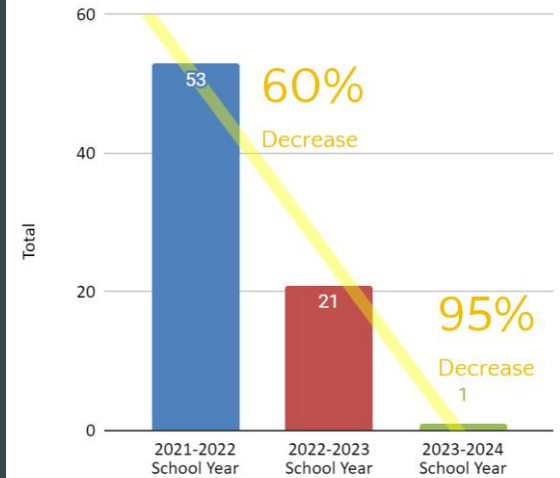
➔ 1) Enhanced Training

1. Staff crisis intervention training focused on
 - a. The physical and mental dangers of Seclusion and Restraint
 - b. The physiological effects of trauma on the brain and body
 - c. De-escalation techniques
 - d. Practice! Practice! Practice!
 - e. Mindfulness and self-regulation

What Works?



Total use of Seclusion or Restraint



What Works?



**IT'S NOT ABOUT THE
PROGRAM YOU USE,
IT'S ABOUT THE
CULTURE YOU**

CREATE



Top 2 Implementations

1) Enhanced Training

 2) **Changing School Culture**

1. Developing a trauma informed culture
2. A focus on Belonging
3. Connections over Compliance
4. Making students feel valued and respected
5. Shift mindsets to focus on prevention
6. Collaboration
7. Shift perceptions on behavior and school discipline

Results

Effects of reducing the use of
Seclusion and Restraint

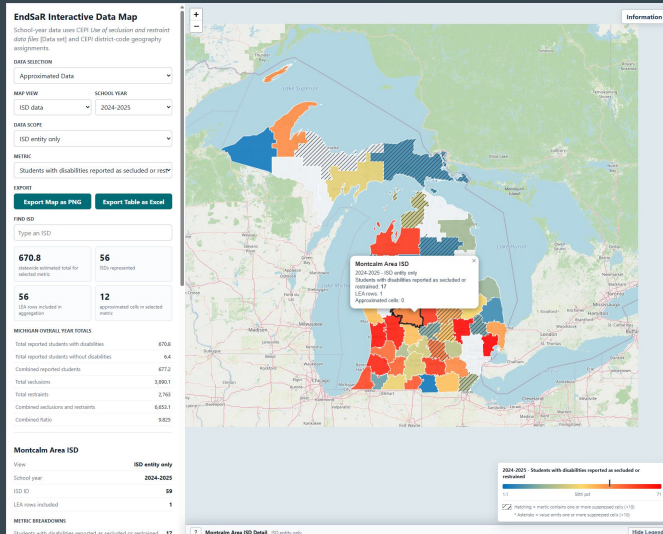
- Reduces overall student behavior
 - Creates a safer environment for ALL students
- Reduces severity and frequency of significant behavior
- Increases instructional time
- Reduction in exclusionary practices like detention and suspension
- Reduction in the need for law enforcement assistance
- Reduces staff injuries
 - Creates a safer environment for ALL staff
- Reduces staff turnover
- Results are consistent across LEA and ISD programs

—

The GOOD News

**NO
DOWNSIDES**

Why does the tool matter?



1. Seclusion and restraint are serious and traumatic interventions
2. Accessible data
 - a. Parents
 - b. Self advocates
 - c. Educators
 - d. Administrators
 - e. Researchers
 - f. Policymakers
3. Transparency
4. Informed discussion
5. Support decision making

WHEN WE UNDERSTAND THE

HARM

WE CAN END THE

HARM



Michigan Advocates to End Seclusion and Restraint

[Home](#) [Video](#) [A Better Way](#) [Data](#) [Educators](#) [Parents](#) [Solution](#) [Contact](#) [Campaign](#) [Events](#) [More](#)

Help End the Harm

1

Send a Letter

Let your legislators know that you support an update to Michigan's seclusion and restraint laws with this 2 minute letter campaign.

[Send Letter](#)

2

Spread the Word

Share the 1-page overview of the draft bill and along with the Q&A document in your in-person and online communities.

[Share Documents](#)

3

Understand the Issue

Watch and share the "End the Harm" video which highlights the harm caused by seclusion and restraint through personal stories.

[Watch Video](#)

EndSaR Legislative Updates



EndSaR
MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

One pager – Link in chat!

Seclusion and Restraint in Michigan Schools

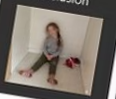
MICHIGAN ADVOCATES TO END SECLUSION AND RESTRAINT
ENDSAR-MI.ORG



Children are being harmed by seclusion & restraint – the current law isn't preventing it

ELEMENT	CURRENT LAW (2016)	PROPOSED REFORM BILL
Trauma Training	Not required. No training on how trauma impacts student learning and behavior.	Required: trauma's physiological & emotional effects and how trauma impacts learning.
Alignment	Definitions of procedures are unique to Michigan and inconsistent with federal guidance and Civil Rights Data Collection (CRDC) federal reporting.	Definitions of procedures aligned with the Civil Rights Data Collection (CRDC) . Ensures State and Federal reporting are consistent.
Monitoring & Oversight	No state-level monitoring of self-reported data. No action required to reduce use.	Excessive use defined and requires creation and implementation of a reduction plan.
Data	Minimal disaggregation of data and minimal data available to the public.	Public data must include race, grade, gender & disability disaggregation.
Emergency Threshold	"Threat to safety" is too broad & often misapplied to minor behavioral disruptions.	Raised to "imminent risk of serious bodily harm" – a clearer standard consistent with federal guidance.
Seclusion	Allowed in emergencies despite potential denial of a Free Appropriate Public Education (FAPE) and increased maladaptive behavior.	PROHIBITED in all circumstances, including emergencies. Confinement rooms eliminated.
Behavior Plans	Schools are "encouraged" – not required – to develop PBIS plans after repeated incidents.	After 2+ restraints in 60 school days, schools MUST conduct FBA and develop a PBIS support plan.

The **Proposed Bill** offers what **Educators Need** to keep themselves & their students **Safe**.



Seclusion

93%
Of incidents involve students with disabilities who make up only 15% of the student population.

3
Documented student deaths from restraints in Michigan.

158,471
Reported seclusions & restraints in Michigan since 2017-18 school year



Restraint

Learn More

endsar-mi.org/bill

endsarinmichigan@gmail.com

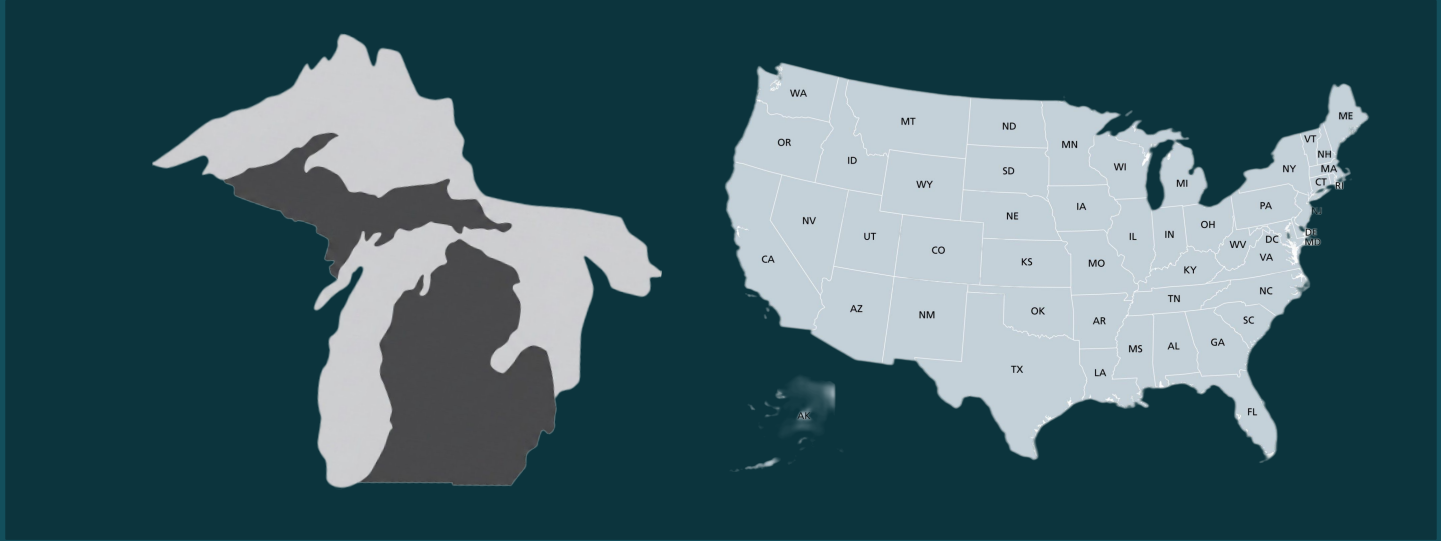


TRAUMA TRAINING



EndSaR
MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

ALIGNMENT



EndSaR

MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

MONITORING & OVERSIGHT



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MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG



DATA



EndSaR

MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

EMERGENCY THRESHOLD



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END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG



SECLUSION



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END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

BEHAVIOR PLANS



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MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

How can we keep students and staff safe?

What if a student has a weapon?

What should we do instead?

Is it OK to break up a fight?

What if a student WANTS to be alone?



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END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG



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MICHIGAN ADVOCATES TO
END SECLUSION AND RESTRAINT
ENDSAR.MI.ORG

Questions & Answers
Draft Bill

April, 2026

Seclusion

Will students still be able to access sensory gyms and calming spaces?
Yes. The bill prohibits seclusion which it defines as the **involuntary** confinement of a pupil in a room or space where they are **not permitted to leave**. This does not impact students **voluntarily** accessing sensory gyms nor does it impact their ability to access calming spaces, even if they are alone, as long as they are **permitted to leave**.

Restraint

Will teachers still be able to break up a fight, take a weapon, stop a physical assault, or stop a student from running in front of a car?
Yes. The bill allows restraint in emergency situations and lists examples of situations when restraint may be necessary including actions taken to **break up a fight, stop a physical assault, take a weapon, or stop an impulsive behavior** such as running in front of a car. All restraints need to be documented and reported.

Seclusion

Will teachers still be able to prevent students from running out of the building?
Yes. The bill prohibits the involuntary confinement of a pupil in a room or space where they are **not permitted to leave**. Teachers can prevent a student from leaving the building as long as the student is **permitted to go elsewhere in the school**.

Safety

Don't teachers need seclusion and restraint to keep schools safe?
Yes and No. In most situations, using **seclusion and restraint make schools less safe** because they can **escalate** dysregulated students, **increasing aggressive behavior**. Educators are more likely to get hurt trying to seclude or restrain a student. However, in the **exceptionally rare emergency situations** when restraint is necessary, the imminent risk of bodily harm is so serious that risking these injuries is necessary.

Approach

If schools can't use seclusion or restraint, what can they do instead?
There are **many trauma assumed approaches** designed to **prevent crisis situations** by **addressing the root causes of problems**. For schools that rely heavily on seclusion and restraint, it takes a **culture and mindset shift** in behavior perception.

Learn More

- Bill: endsar-mi.org/bill
- Approaches: endsar-mi.org/a-better-way

Bill Q&A – Link in chat!



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Breakout Sessions

Room 1 - Matt - Data Map & Educator Support

Room 2 - Marisa - Legislation

Room 3 - Cassie - Parent Advocacy

Main Room - Katie - Self Advocacy & Communications



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How to get involved



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- Data
- Legislative
- Communications

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- [Alliance Against Seclusion & Restraint](#) (AASR)
- [Lives in the Balance](#)
- [Michigan Education Justice Coalition](#) (MEJC)
- [Student Advocacy Center](#) (SAC)
- [Michigan Center for Youth Justice](#) (MCYJ)
- [Autism Alliance of Michigan](#) (AAoM)
- [Michigan Parent, Advocate, & Attorney Coalition](#) (MiPAAC)
- [Emergent Justice](#)
- [Michigan's Children](#)

Contact us

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We are looking for more legislative committee members, sign up now!

<https://www.endsar-mi.org/join>

- Send Emails to Legislators
 - Review Draft Bill



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