



[endsar-mi.org](https://endsar-mi.org)

# State of the State

Review of the Issues

2023-24 School Year Data

Recent Progress in Michigan

Q1 2024-25 Data

2025 Campaign

Break Out Sessions

Discussion



# Seclusion & Restraint

- Dangerous and Traumatic Practices
  - US DHHSA
- No evidence of reduced behavior
  - US DOE
- Increase in problem behaviors
  - US DHHSA
- Deep psychological & traumatic impacts
  - WHO
- Could constitute denial of FAPE
  - US DOE OCR



# Seclusion & Restraint



## Extremely Dangerous

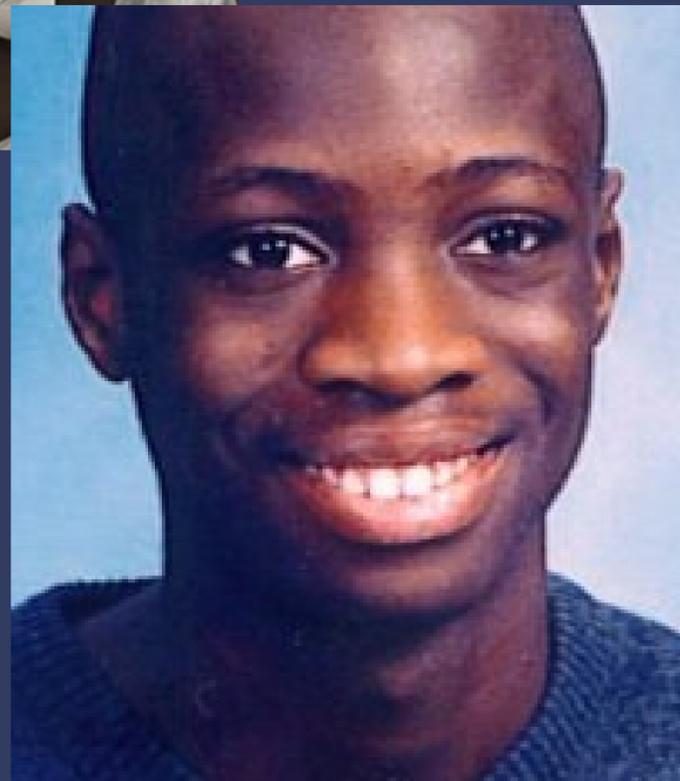
- Broken vertebra
- Misinformation: “If he can talk, he can breathe”

## Traumatizing

- Screaming, crying, fighting
- Life or death - would do anything to escape

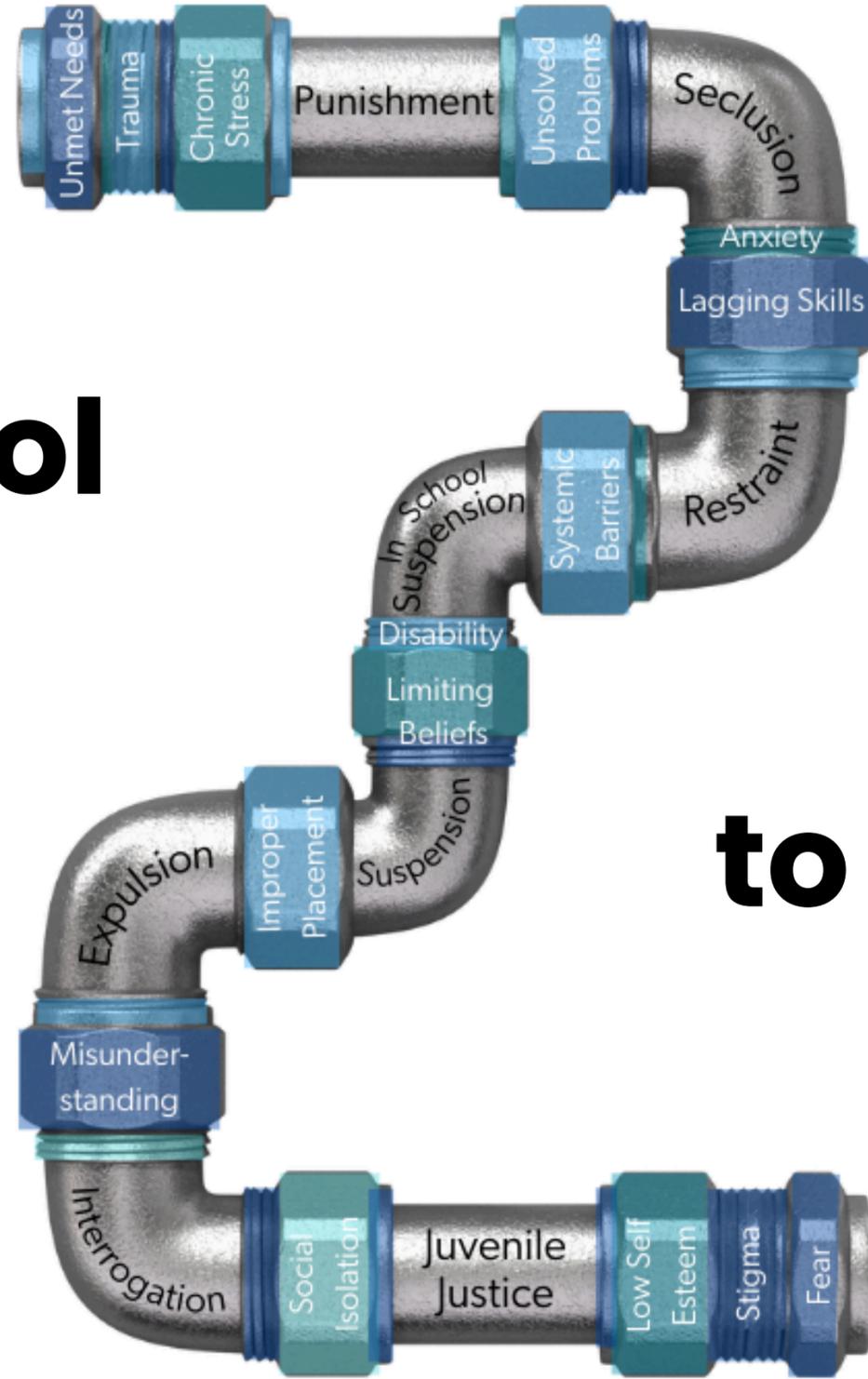
## Potentially Deadly Force

- Michigan students have died
- Michael Renner-Lewis III
- Cornelius Frederick





**School**



**to Prison**



**Pipeline**

# Michigan Law

## 8 years (December 2016)

### Alternative Approaches

- Encourages proactive, effective, evidence based strategies to reduce the occurrence of challenging behaviors, **eliminate the use of seclusion and restraint**, and increase meaningful instructional time for all students.

### Outlaws Seclusion & Restraint

- Except in emergency situations that pose a threat to the safety of a pupil or other

### Requirements

- Diligent assessment, monitoring, documentation, and reporting
- Training, personnel, parent communication, debriefing, intervention plan

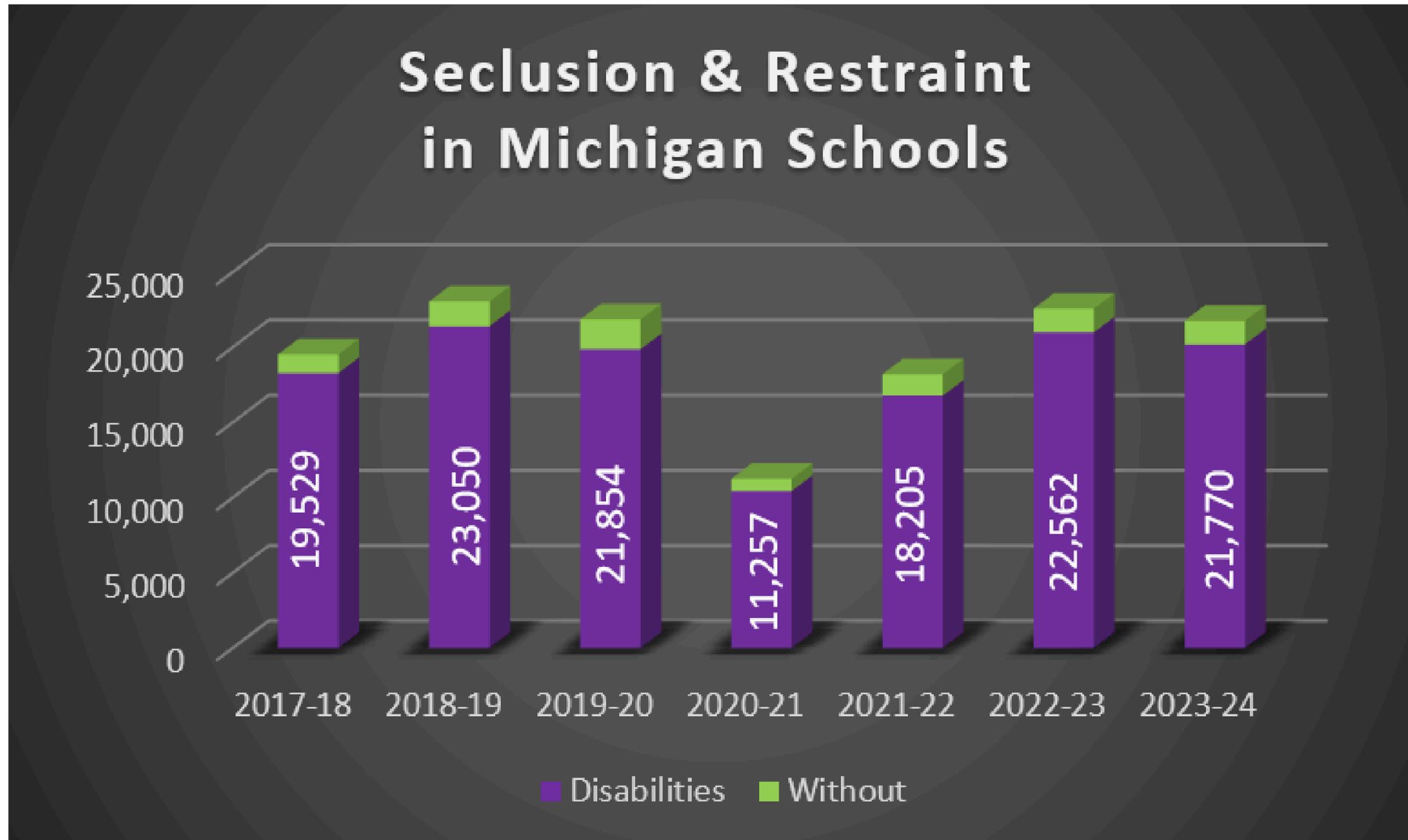
**On average, how many  
times a day were seclusion  
and restraint used in  
Michigan last school year  
(2023-24)?**

Based on a 180 day school year

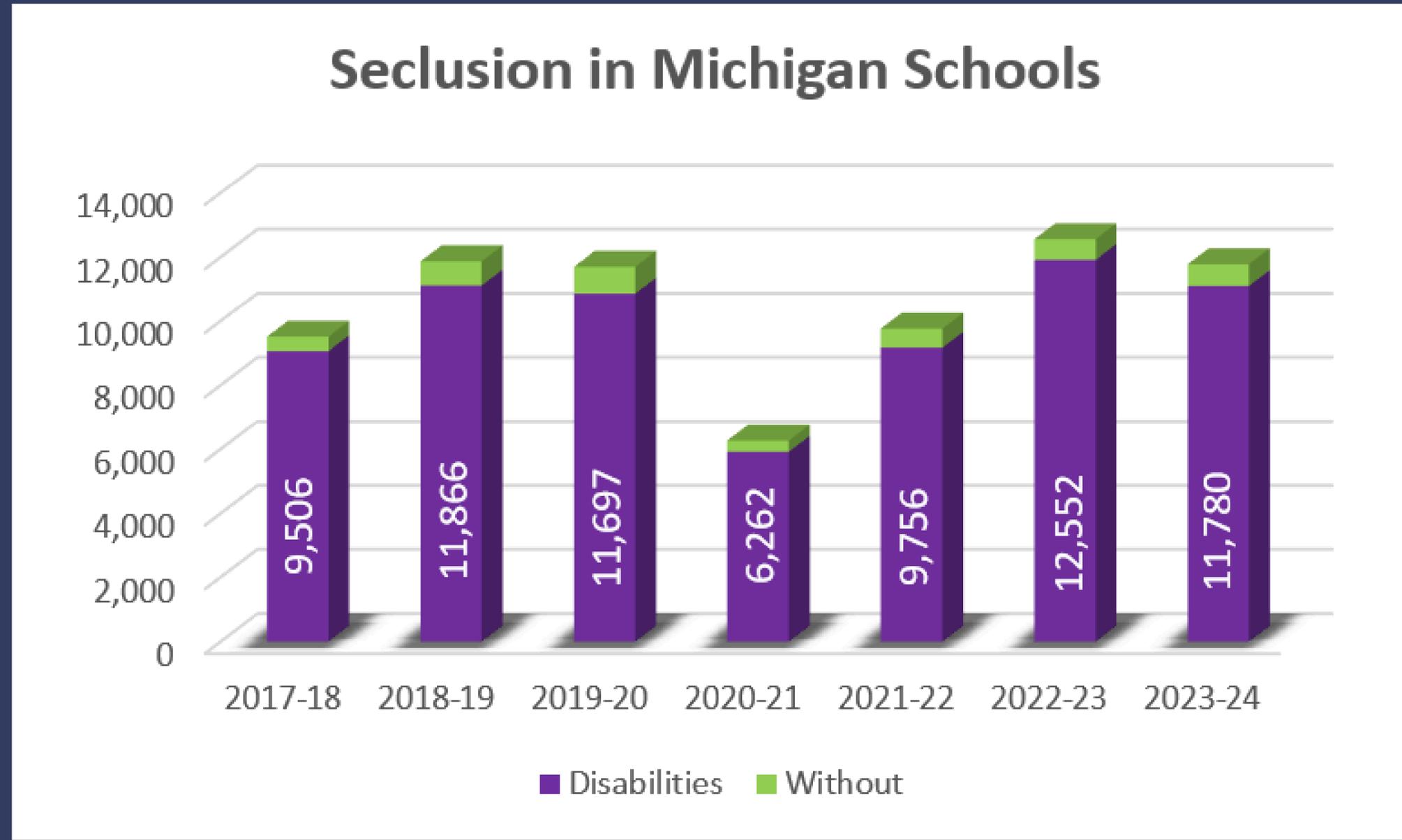


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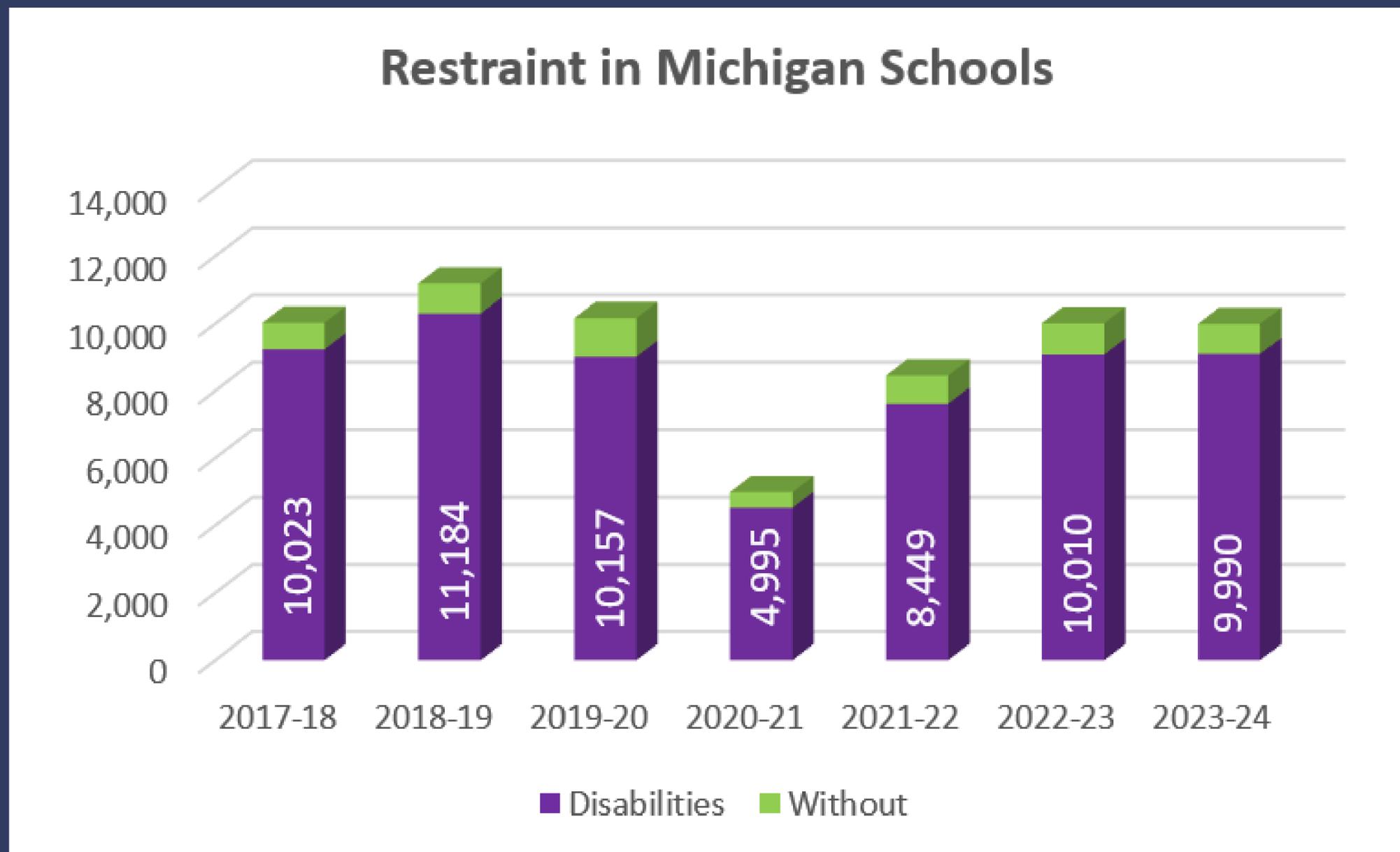
# SY 2023-24: Average of 121 x /Day



# SY 2023-24: Seclusions - 3rd Highest on Record



# SY 2023-24: Restraints - At or Above Average



**What is happening now?**

Why is it happening?

What can we do about it?

# Speaking Up and Shining a Light

Detroit Free Press

2022-2023



Kai Atallah swings as he listens to his mom, Cassie Atallah, read to him during his homeschool lesson Friday, Sept. 9, 2022. Kai, an autistic child, has been homeschooled for more than two years after the use of restraint and seclusion in the classroom. *Cody Scanlan/Holland Sentinel*

## Cost of restraint and seclusion documents

The Detroit Free Press requested documentation of seclusion and restraint from districts that secluded children more than 100 times in the 2018-2019 school year. Here are the districts that returned that request with a bill of over \$500.

District Name	Date requested	Cost
Genesee ISD	6/17/2022	\$19,740
Hudsonville Public School District	6/17/2022	\$9,942.20
Macomb ISD	6/15/2022	\$9,815.20
Holland City School District	6/17/2022	\$8,006.28
Lake Orion Community Schools	6/17/2022	\$7,587.55
Zeeland Public Schools	6/15/2022	6,468
Saline Area Schools	6/15/2022	\$5,601
St. Clair County RESA	6/17/2022	\$3,000
Farmington Public School District	6/17/2022	\$2,501.94
St. Joseph County ISD	6/15/2022	\$1,420.68
Van Buren ISD	6/15/2022	1,222.91
Grand Haven Area Public Schools	6/17/2022	\$1,185.84
Warren Consolidated Schools	6/15/2022	\$1,168
Jenison Public Schools	6/17/2022	\$1,159.00
Ottawa Area ISD	6/17/2022	\$1,083
Chelsea School District	10/29/2021	\$986.43
Mecosta-Osceola ISD - \$906	11/3/2021	\$906.00
Huron ISD	6/17/2022	\$518.30
Brighton Area Schools	10/29/2021	\$506.75

# MiPAAC SEE Survey

**AUTISM ALLIANCE OF MICHIGAN**

## Report to the Community

### Seclusion and Restraint

The Autism Alliance of Michigan (AAoM) was founded on the vision that people with autism will lead lives that meet their greatest potential. In 2023, AAoM fielded an unprecedented online survey to inform collective advocacy efforts to improve access and grow opportunities for students with disabilities across the state.

This topic can be a sensitive and challenging one. The 888 crisis line is a free, confidential option for support 24 hours a day, seven days a week. If you feel the need for support during or after reading this report, please call or text the crisis line by dialing 888. If you have any concerns about what may take place during this call, please visit [www.aaoom.org/contact-us](http://www.aaoom.org/contact-us).

The survey had **890** responses from across Michigan.

Respondents mirror Michigan's racial demographics:

Survey Respondent Demographics	State Demographics (2020 Census)
White/Caucasian: 81%	White/Caucasian: 78.8%
Black/African American: 14%	Black/African American: 14.1%
Hispanic/Latino/Latina: 5%	Hispanic/Latino/Latina: 5.7%
Other: 7%	Other: 4.2%

Respondents included individuals with disabilities and parents of students with disabilities from various educational levels:

17% Early childhood/preschool, 74% K-12, 23% Transition and adulthood

**Respondent characteristics:**

- 84% Female
- 80% Single-family home
- 60% Household income under \$100,000
- 58% Have children with autism

### What is Special Education?

The system we refer to as "special education" is governed by the Individuals with Disabilities Education Act (IDEA), enacted in 1975 and last reauthorized by Congress in 2004. Under IDEA, schools are obligated to provide a free appropriate public education in the least restrictive environment to eligible students through an individualized family service plan (IFSP) or individualized education program (IEP). IEPs and IFSPs are legal documents outlining the services and supports a student needs. With tools like these, IDEA helps prepare eligible children with disabilities for further education, employment, and independent living.

### Seclusion and Restraint

**Seclusion:** The confinement of a student in a room or other space from which the student is physically prevented from leaving.

**Restraint:** An action that prevents or significantly restricts a student's movement (which may include physical, chemical, or mechanical means).

Students with disabilities in Michigan are **nine times more likely to experience restraint** and **15 times more likely to experience seclusion** than their nondisabled peers.<sup>1</sup>

"She is repeatedly punished for obvious manifestations of her disabilities, and it is infuriating as parents to spend so much time educating the folks who are meant to be educating and supporting our child." —Michigan parent

Michigan law states that **restraint and seclusion may only be used in emergency situations if the student is a danger to themselves or others and should not be used for discipline or punishment.**<sup>2</sup> Michigan law requires that any use of seclusion and restraint be reported to the parents. Additionally, schools must document the procedure used, the time of day, and the duration and location of the event. Schools must also provide a detailed account of the events before, during, and after the use of restraint or seclusion. Historically, these disciplinary measures have been disproportionately practiced on students with disabilities.

1 Survey demographic questions were optional.  
2 Center for Educational Performance and Information, "Use of Seclusion and Restraint: Intermediate School Districts Table, School Year 2021-2022: Aggregation of Data Submitted by Member Districts," MI School Data, Accessed November 22, 2023.  
3 Michigan Legislature, March 26, 2017, "90-1307's Emergency Seclusion and Emergency Physical Restraint, State Policy, Provisions," The Revised School Code, Except Act 901 of 2017, Accessed October 30, 2023.

### Seclusion

About one-third of respondents reported that their student with disabilities (36%) has experienced seclusion in school (N = 408).

Of those whose students experienced seclusion:

- 56% Most were removed from a regular education setting (56%) or a special education classroom (52%)
- 52% Most were secluded for less than 30 minutes (52%), but about a quarter (27%) were secluded for more than one hour
- 48% Almost half (48%) were prevented from leaving the setting by a person and 32% were prevented from leaving the setting with a locked door
- 59% The majority exhibited signs of emotional trauma (59%) and expressed signs of distress (56%)

Emergency seclusion should generally last no longer than 15 minutes for an elementary school student or 20 minutes for a middle school or high school student.<sup>4</sup>

The most common reasons families were given for their student being secluded included **physical aggression (47%), verbal aggression (35%), elopement (32%), and property destruction (28%).**

### Communication with Families about Seclusion

One-third of respondents (33%) said that they were never or rarely informed about their student being secluded, one-third said they were usually informed (31%), and one-third said they were always informed (36%). Almost one-half of respondents (47%) said they were never or rarely told how long their student had been secluded.

Most respondents had not:

- Been given a copy of their school district's policy on the use of seclusion (72%) N = 110
- Been advised on the potential negative effects of seclusion (81%) N = 118
- Been asked for their consent for seclusion to be used as an intervention with their student (75%) N = 124
- Included seclusion as an intervention in their student's IEP (81%) N = 118

Of those respondents who brought up concerns about seclusion to the school, the majority (81%) were dissatisfied or very dissatisfied with how their concerns were addressed (N = 126).

"My son was kicked out of school, abused, restrained, and secluded ... we went to court, but the judge said he had no authority over the schools. We called the police who said the same thing. This was not a one-time incident. Over his school career, it happened numerous times, resulting in him learning to do the police holds on others." —Michigan parent

### Restraint

One-quarter of respondents (25%) reported that their students with disabilities have been restrained in school (N = 127).

Of those whose students experienced restraint:

- 54% Most were restrained in a special education classroom (54%), seclusion room (32%), hallway (30%), or resource room (30%)
- 66% Most were restrained for between five minutes to 30 minutes (66%) but 13% were restrained for more than one hour
- 33% About one-third (33%) were restrained on a weekly basis
- 55% The majority exhibited signs of emotional trauma (55%) and expressed signs of distress (51%)

Emergency physical restraint should generally last no longer than 10 minutes.<sup>5</sup>

The most common reasons given to families for their student being restrained included **physical aggression (49%), elopement (34%), property destruction (34%), and self-injurious behavior (31%).**

Physical restraint was the most common method used. Of those who had been physically restrained:

- 41% Held standing or sitting
- 40% Held in a room or hallway
- 29% Held sitting up
- 24% Picked up and carried
- 18% Held down on the floor
- 18% Held down on the floor being held
- 12% Other
- 8% Don't know

While less common, some students with disabilities have also been mechanically or chemically restrained (administering medication as an intervention). Of those who had been mechanically restrained, the most frequent methods included:

- Seat-belted to chair (17%)
- Cuffs (15%)
- Held in chair with arm splints (12%)
- Straps or belts (10%)

Mechanical and chemical restraint are not legal in Michigan.

The Autism Alliance of Michigan is committed to ending disproportionate seclusion and restraint. If you would like to join the ongoing work to address seclusion and restraint practices in Michigan schools, please consider becoming involved in the Michigan Parent, Advocate, and Attorney Coalition (MiPAAC) powered by the Autism Alliance of Michigan. Visit [www.mipaac.org](http://www.mipaac.org).

### Communication With Families About Restraint

42% of respondents said they had rarely or never been informed that their student had been restrained, 25% said they were usually informed, and 34% said they were always informed. More than half (55%) said they were rarely or never told how long their student had been restrained.

Most respondents had not:

- Been given a copy of their school district's policy on the use of restraint (85%) N = 83
- Been advised on the potential negative effects of restraint (72%) N = 80
- Been asked for their consent to restrain their student (85%) as a behavior intervention N = 82
- Included the use of restraint in their student's IEP (77%) N = 81

To learn more about Autism Alliance of Michigan or to get involved, go to: [autismallianceofmichigan.org/education-initiatives/](http://autismallianceofmichigan.org/education-initiatives/) or **SCAN THIS CODE FOR MORE INFO**

Of those respondents who brought up concerns about their school's use of restraint, the majority (52%) were dissatisfied or very dissatisfied with how their concerns were addressed (N = 89).

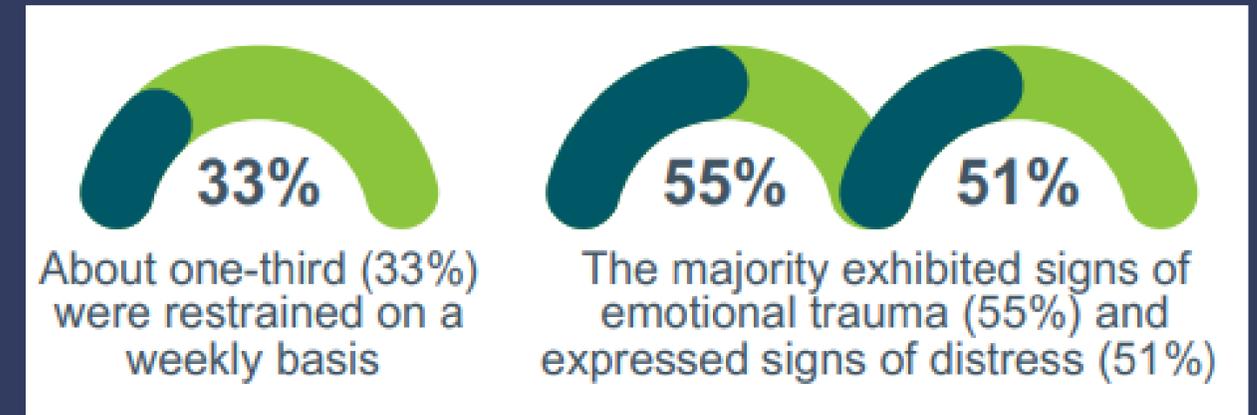
4 Michigan Legislature, July 1, 2008, "Section 1307's Emergency Seclusion and Emergency Physical Restraint, State Policy, Provisions," The Revised School Code, Except Act 901 of 2017.  
5 Michigan Legislature, "Section 1307's Emergency Seclusion and Emergency Physical Restraint."

## Special Education Experience Survey - 2023

# Seclusion



# Restraint



## Reasons Given

47%	Physical Aggression	49%
35%	Verbal Aggression	
32%	Elopement	34%
28%	Property Destruction	34%
	Self-injurious behavior	31%

# Kent ISD

Acknowledged Seclusion & Restraint as a Problem  
Taking Steps to Address

## Prioritizing Relationships and Student Engagement to Reduce Problem Behavior

Guidance for Minimizing Exclusionary Discipline and Preventing the Usage of Seclusion and Restraint



Ukeru Systems's Post

#StartsWithU #TraumaInformedCare #SchoolSafety



FOX 17 NEW THIS MORNING

STAFF LEARN "UKERU" DE-ESCALATION METHODS  
KENT ISD

8:09 17° FOX 17

FINANCE EW SCRIPPS CO (SSP) 173 0.08

YOUTUBE.COM

Prioritizing safety and de-escalation: Kent Co district embraces new training

Prioritizing safety and de-escalation: Kent Co district embraces new training

# Hazel Park Schools

Acknowledged Seclusion & Restraint as a Problem  
Taking Steps to Address

**Bridge** MICHIGAN | Michigan's nonpartisan, nonprofit news source

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Talent & Education

## Michigan failed to curb 'seclusion and restraint.' One school tries again



Bennett Solomond and his mother Melissa Freil each spoke at a Monday, Aug. 19 board meeting at Hazel Park Schools about the dangers of restraining and secluding students. (Bridge photo: Isabel Lohman)

## HAZEL PARK SCHOOLS

August, 2024

### EndSaR

Michigan Advocates to End Seclusion and Restraint  
endsarinmichigan@gmail.com



# Michigan Department of Education

Acknowledged Seclusion & Restraint as a Problem



2 Taskforces - Internal (MDE Employees) & External (Educators)

Met in January - waiting to hear outcome

# School Discipline + Community Schools

Michigan Education Justice Coalition (MEJC)  
Acknowledged Seclusion & Restraint as a Part of the  
School to Prison Pipeline - Taking Steps to Address



Michigan's  
Children

# Toolbox

Acknowledged Seclusion & Restraint as a Problem  
Taking Steps to Address



**M**ichigan  
**A**ssociation of  
**I**ntermediate  
**S**chool  
**A**dministrators



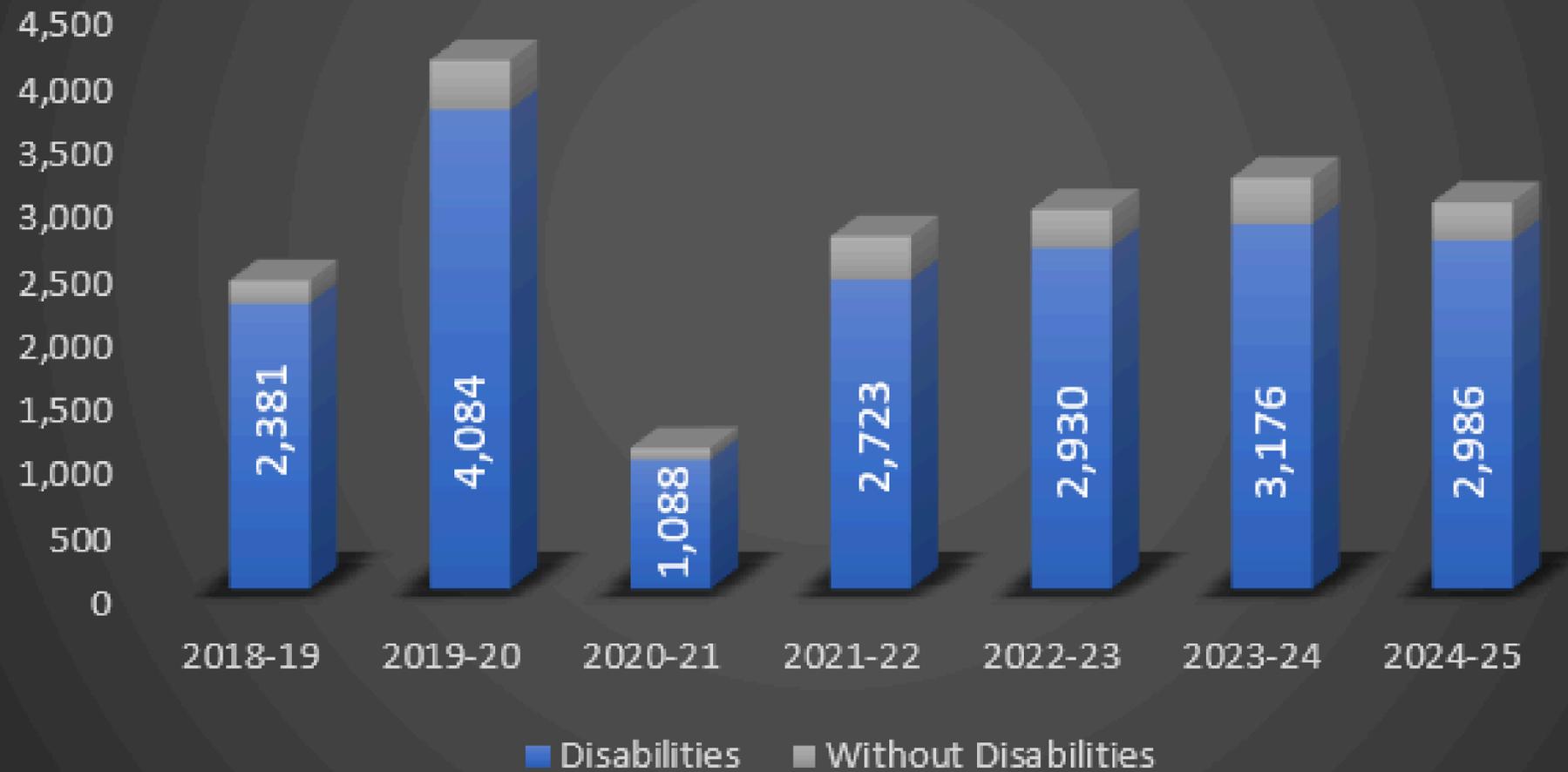
 **MAISA**

 **seiln** **Special  
Education  
Instructional  
Leadership  
Network**

Day of Learning  
April, 2025

# 1st Quarter of 2024-25

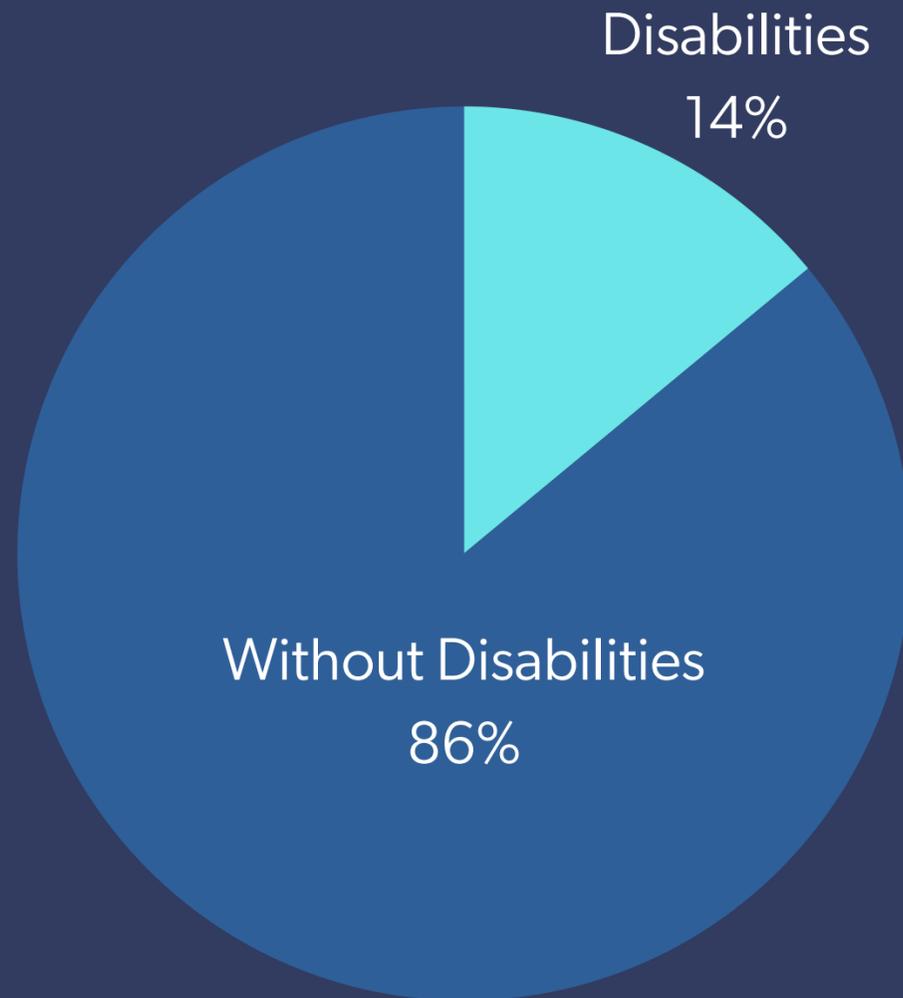
## Total Seclusions + Restraints Used 1st Quarter Trends - Michigan



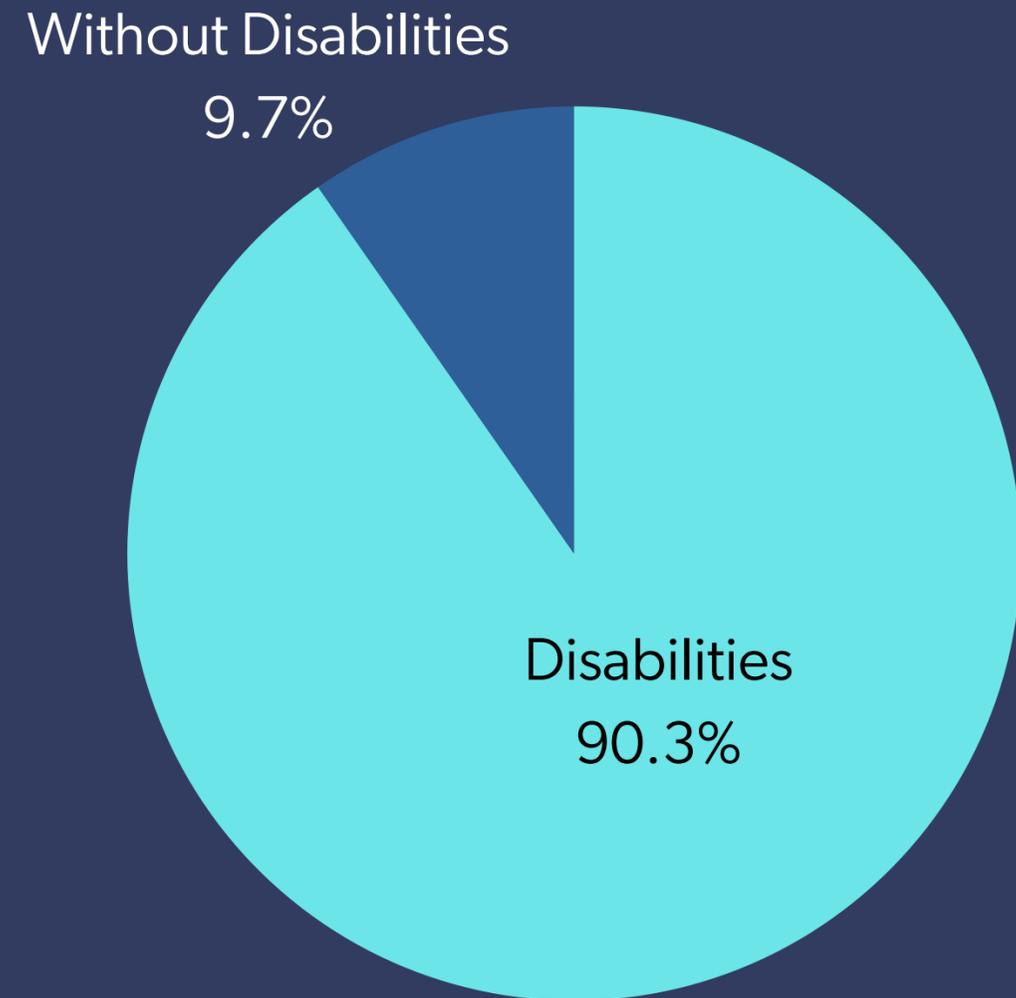
July 1 – September 30

# 1st Quarter of 2024-25

## Population



## Seclusions & Restraints



Disproportionately use on  
Students with Disabilities

# 1st Quarter of 2024-25



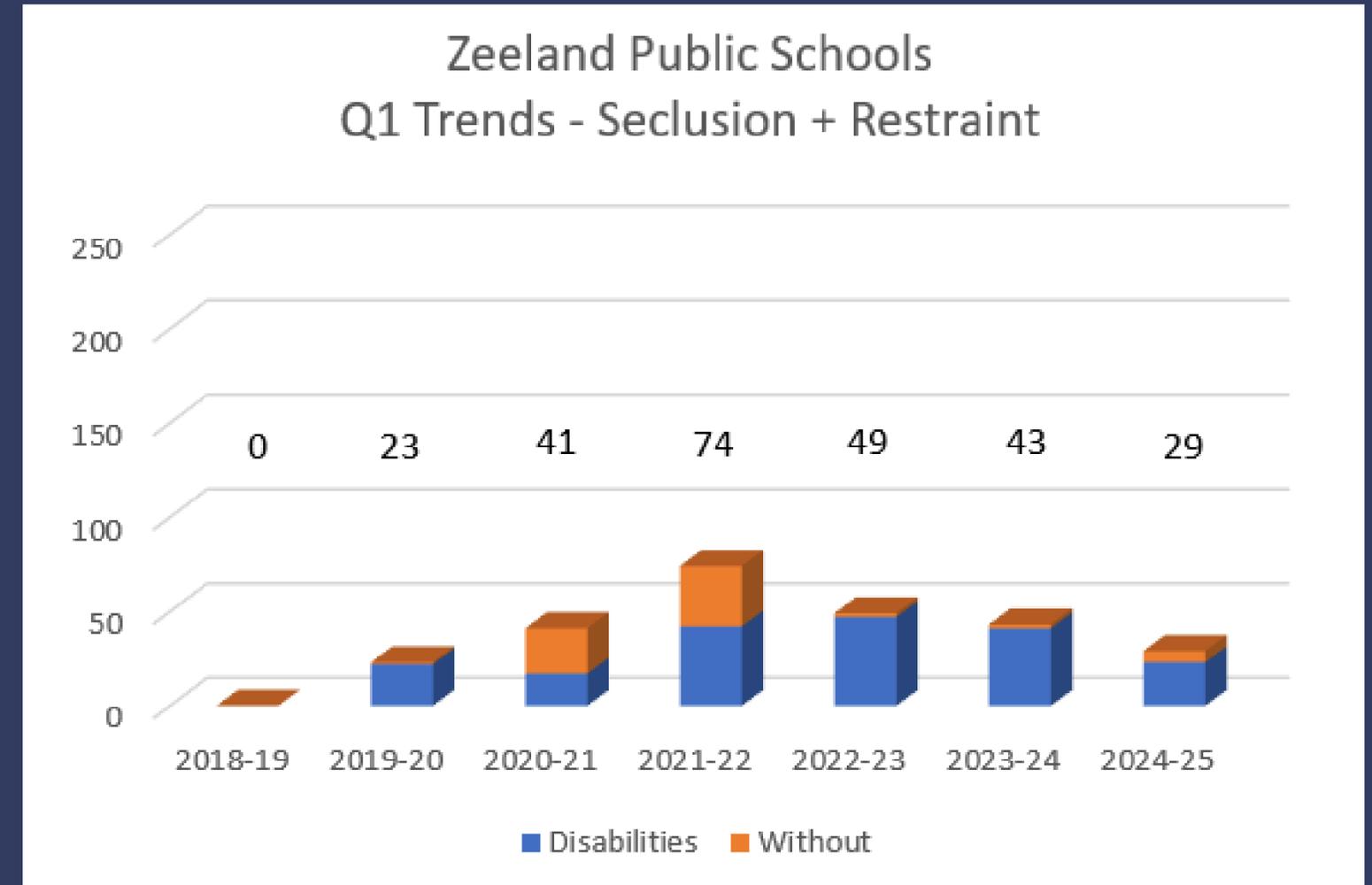
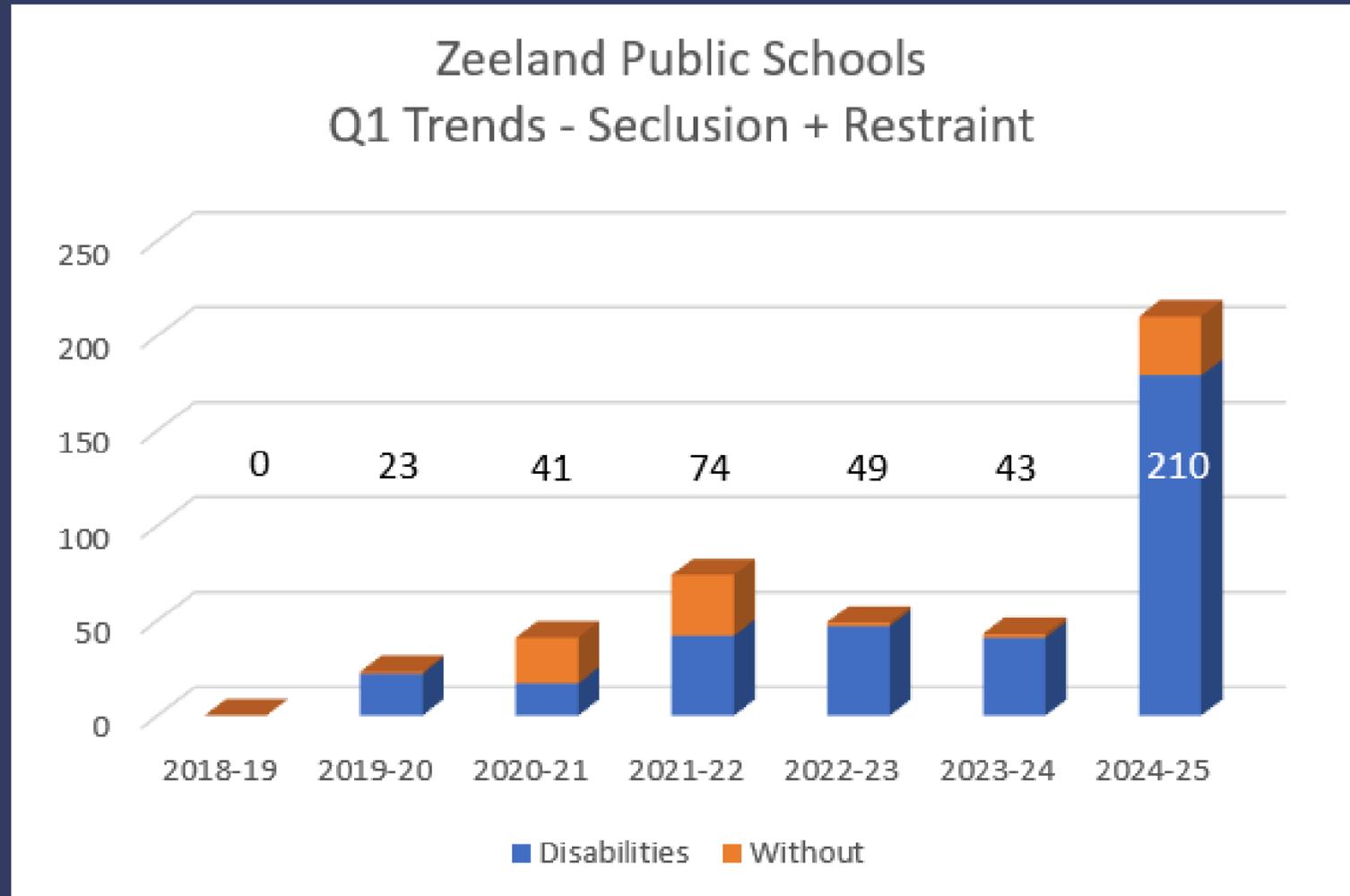
State Average  
3.8 Times per Student



Branch ISD  
<10 students 119 times  
>13.2 Times per Student

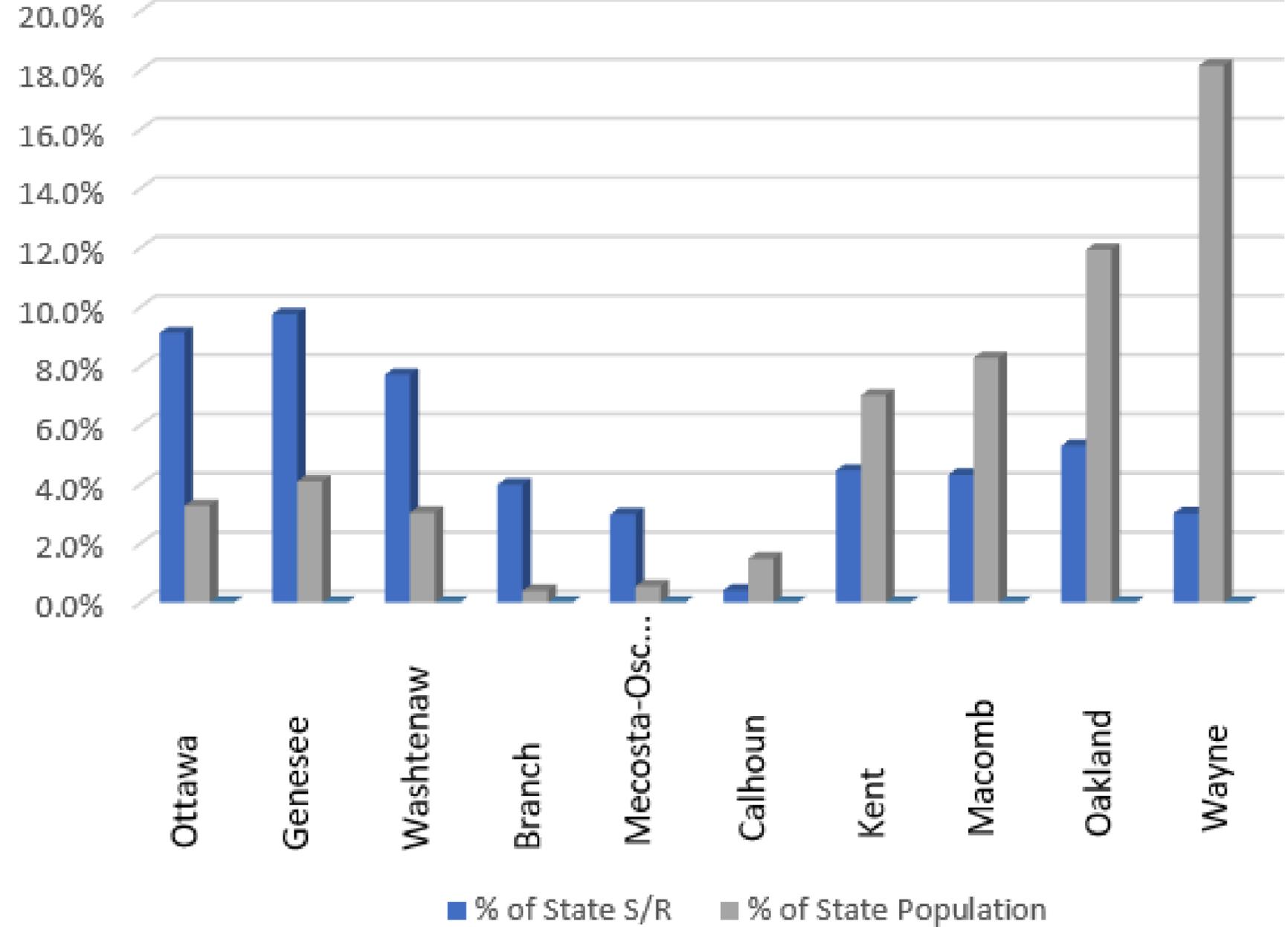
Used Repeatedly on the Same Students

# 1st Quarter of 2024-25



Significant Errors

Seclusion + Restraint vs. Population by ISD/RESA  
1st Quarter of 2024-25 School Year



Ottawa ISD

3.3% Students

9.1 % S+R

Genesee ISD

4.1% Students

9.7 % S+R

Washtenaw

3.0% Students

7.7 % S+R

Wayne RESA

18.2% Students

3.0 % S+R

Oakland ISD

11.9% Students

5.3 % S+R

Macomb ISD

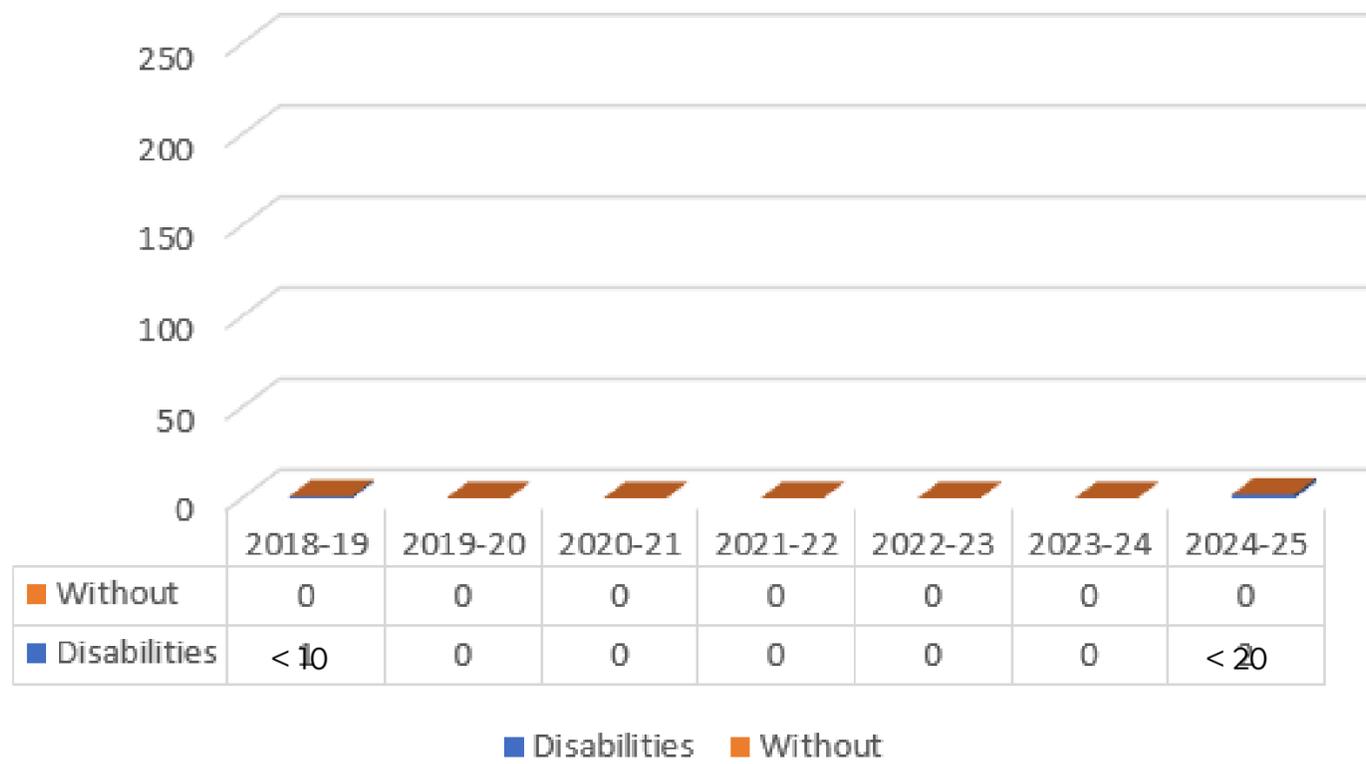
8.3% Students

4.3 % S+R

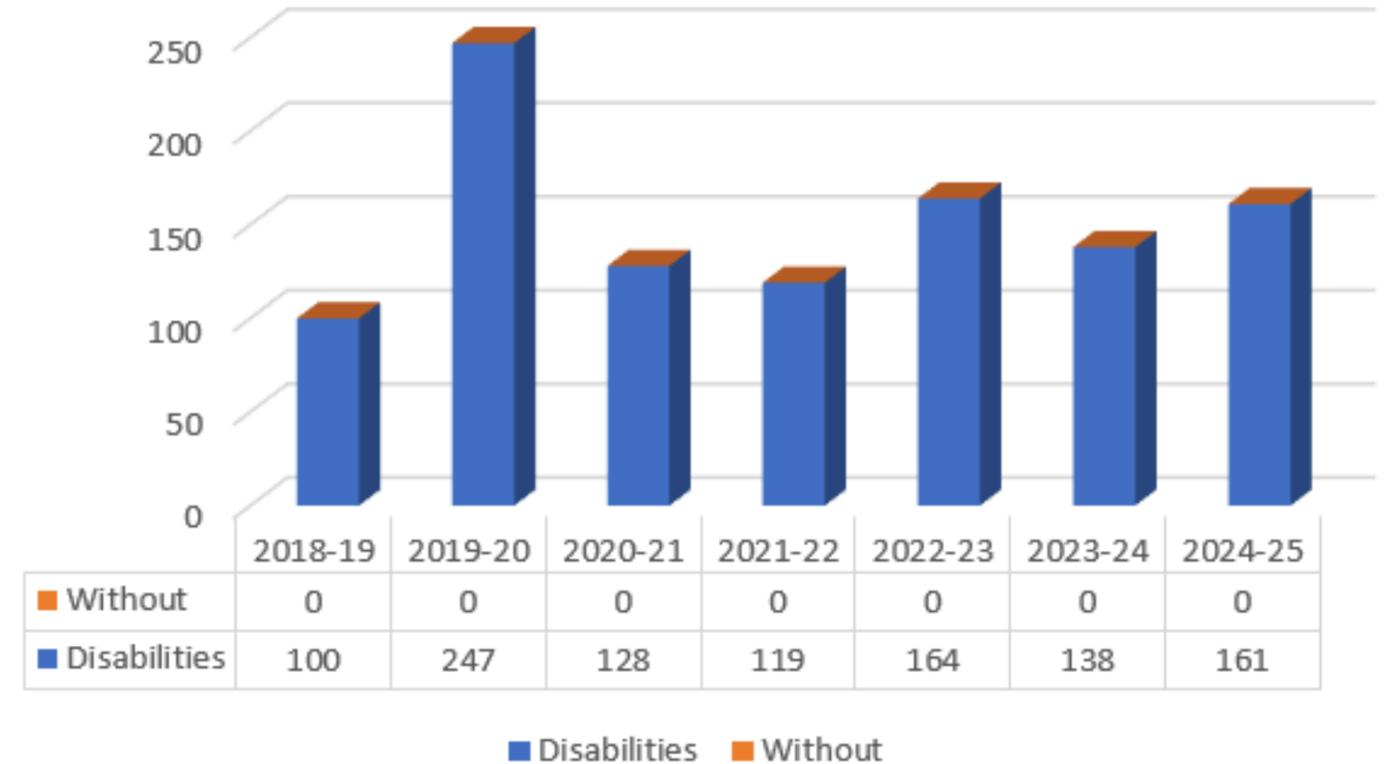
Huge Discrepancies

# 1st Quarter of 2024-25

Detroit Public Schools  
Seclusion + Restraint - 1st Quarter Trends



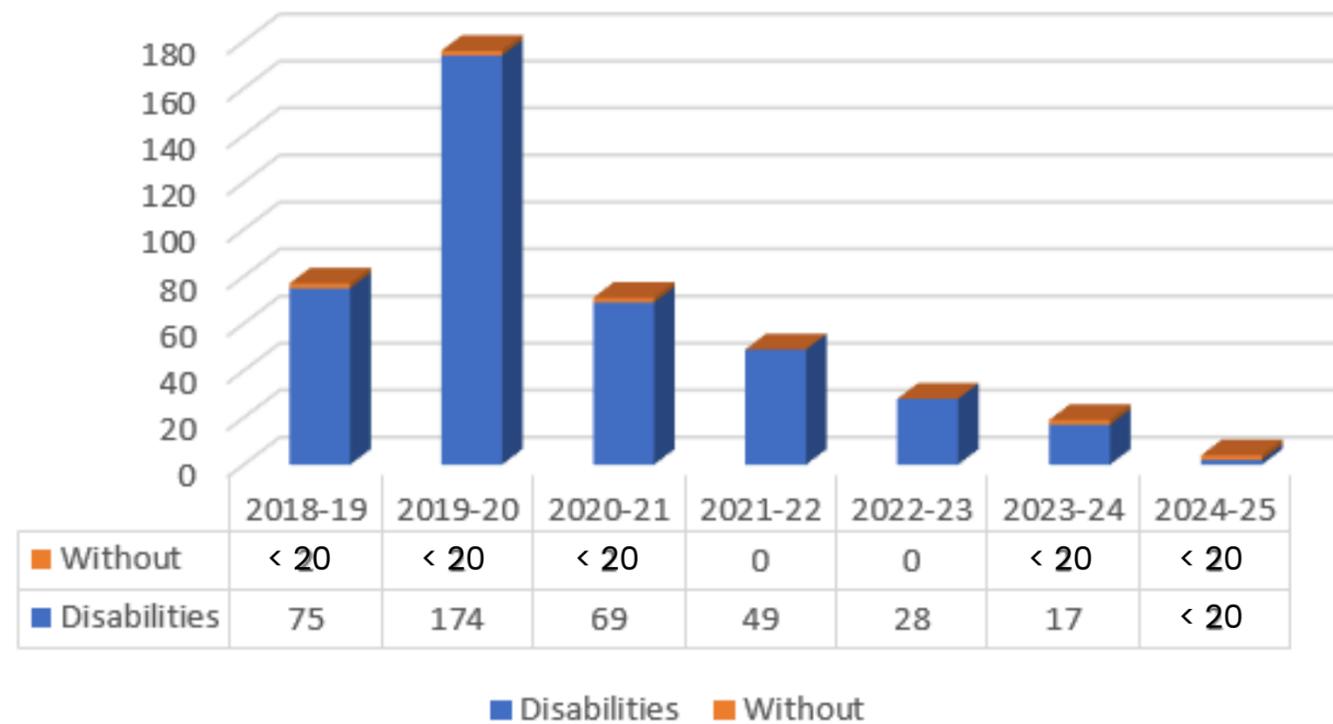
Genesee ISD  
Seclusion + Restraint - 1st Quarter Trends



Extreme Variation

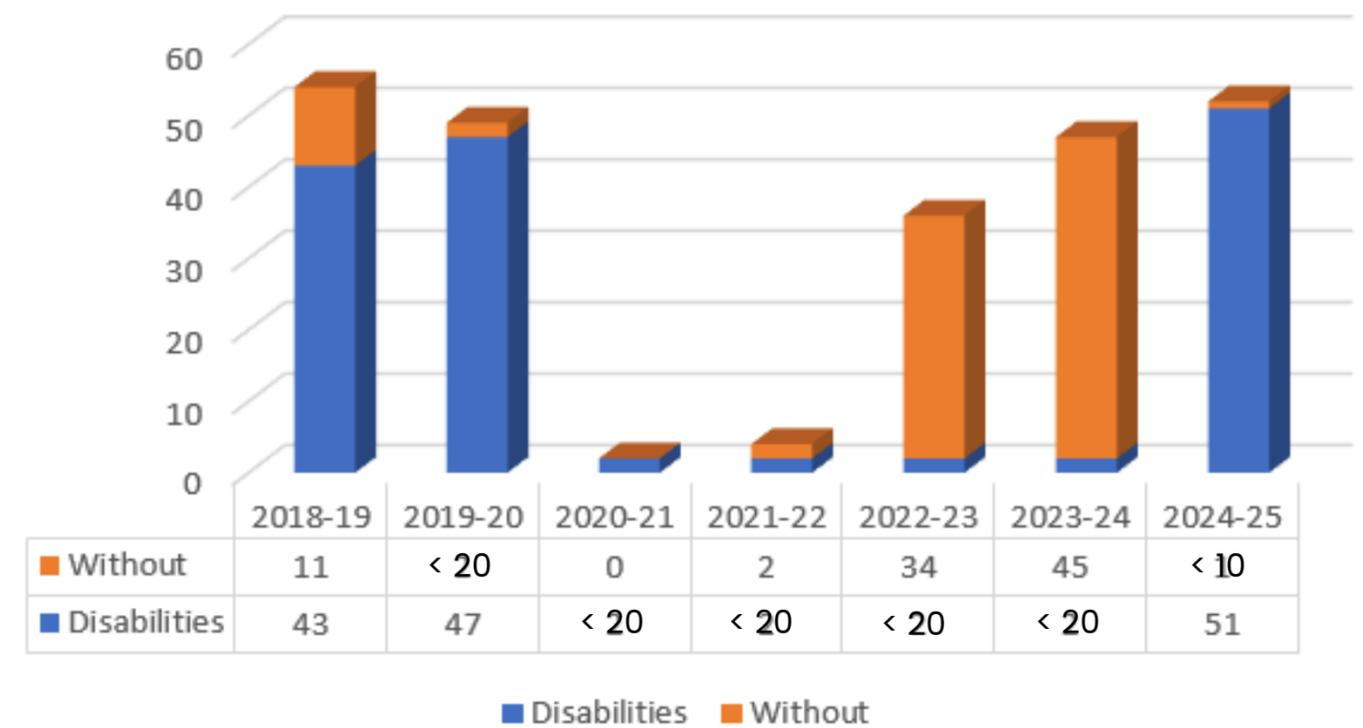
# 1st Quarter of 2024-25

Hudsonville Public Schools  
Seclusion + Restraint - 1st Quarter Trends



Student Count: 6,737

Jenison Public Schools  
Seclusion + Restraint - 1st Quarter Trends

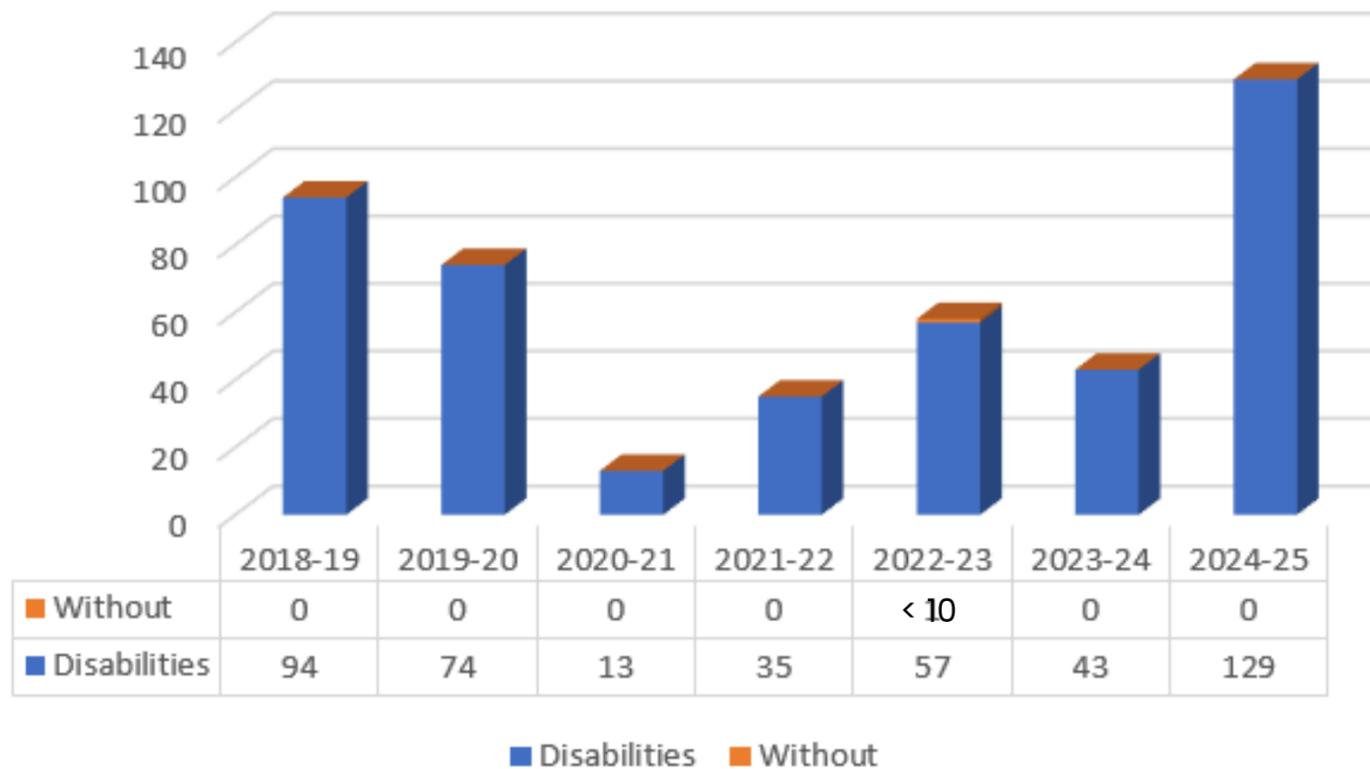


Student Count: 5,145

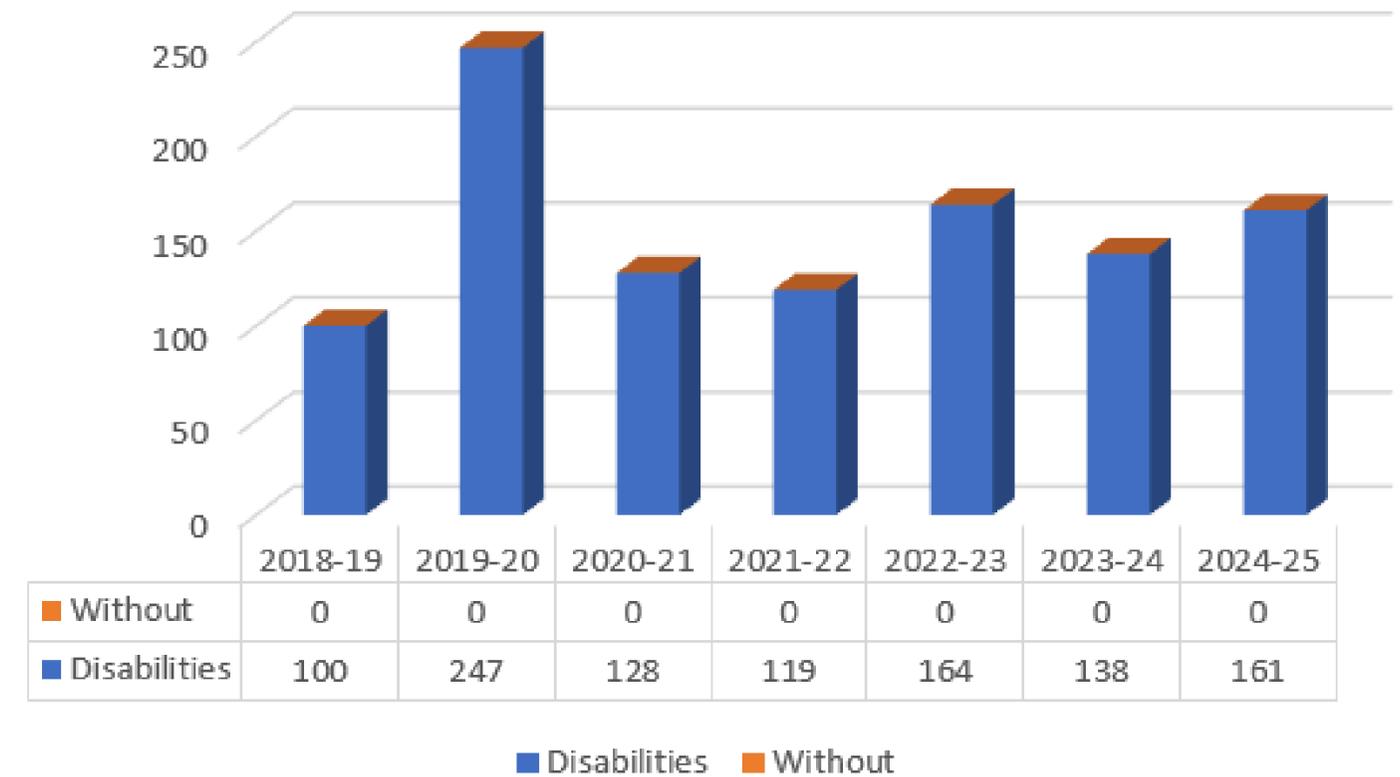
Curious Trends

# 1st Quarter of 2024-25

Ottawa Area ISD  
Seclusion + Restraint - 1st Quarter Trends



Genesee ISD  
Seclusion + Restraint - 1st Quarter Trends

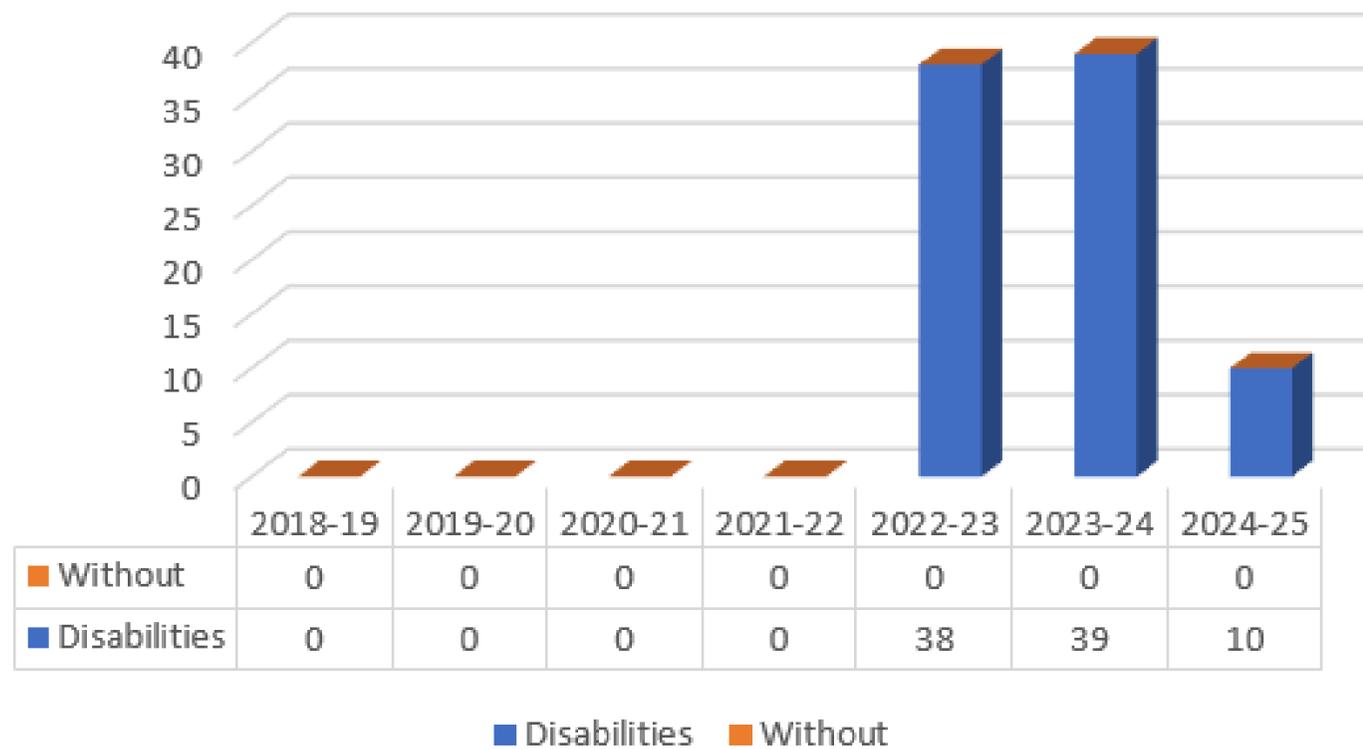


Center Based Programs

# 1st Quarter of 2024-25

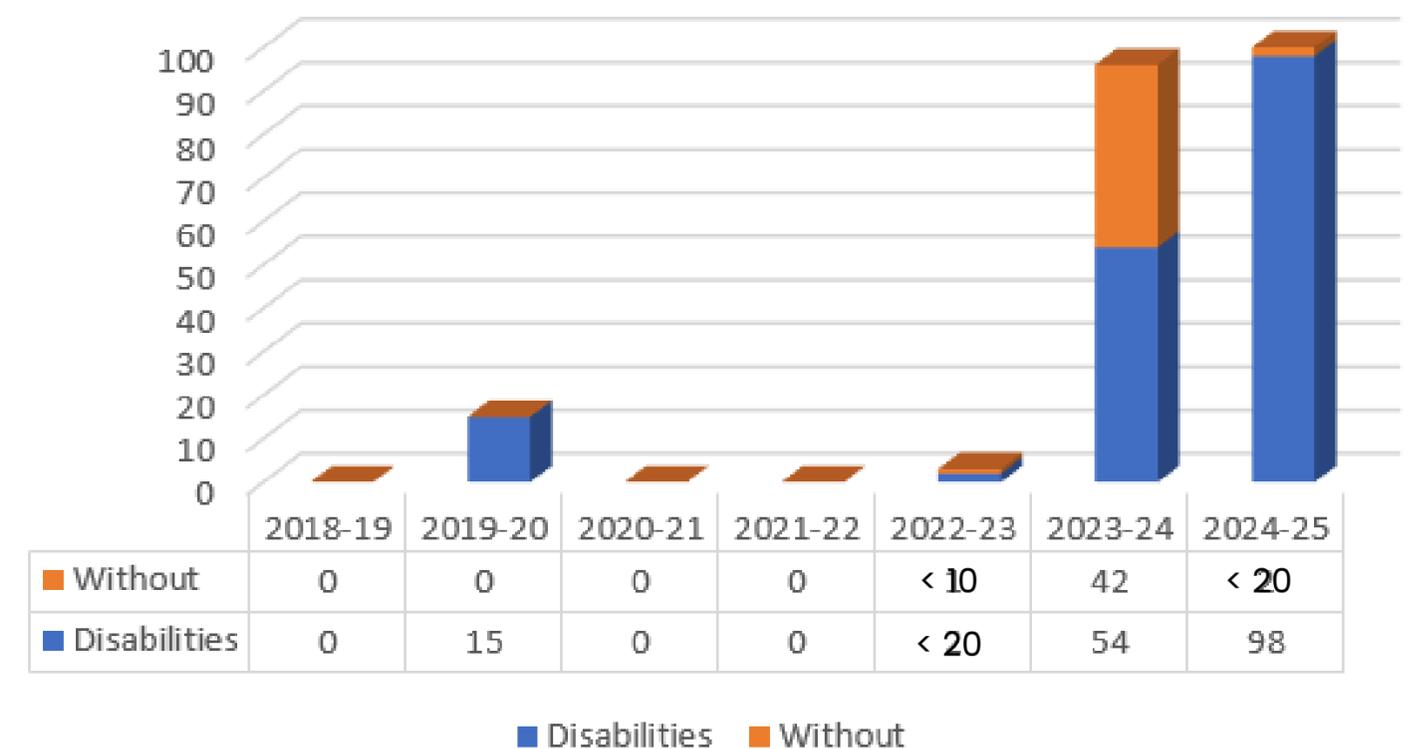
## Delta-Schoolcraft

### Seclusion + Restraint - 1st Quarter Trends



## Monroe Public Schools

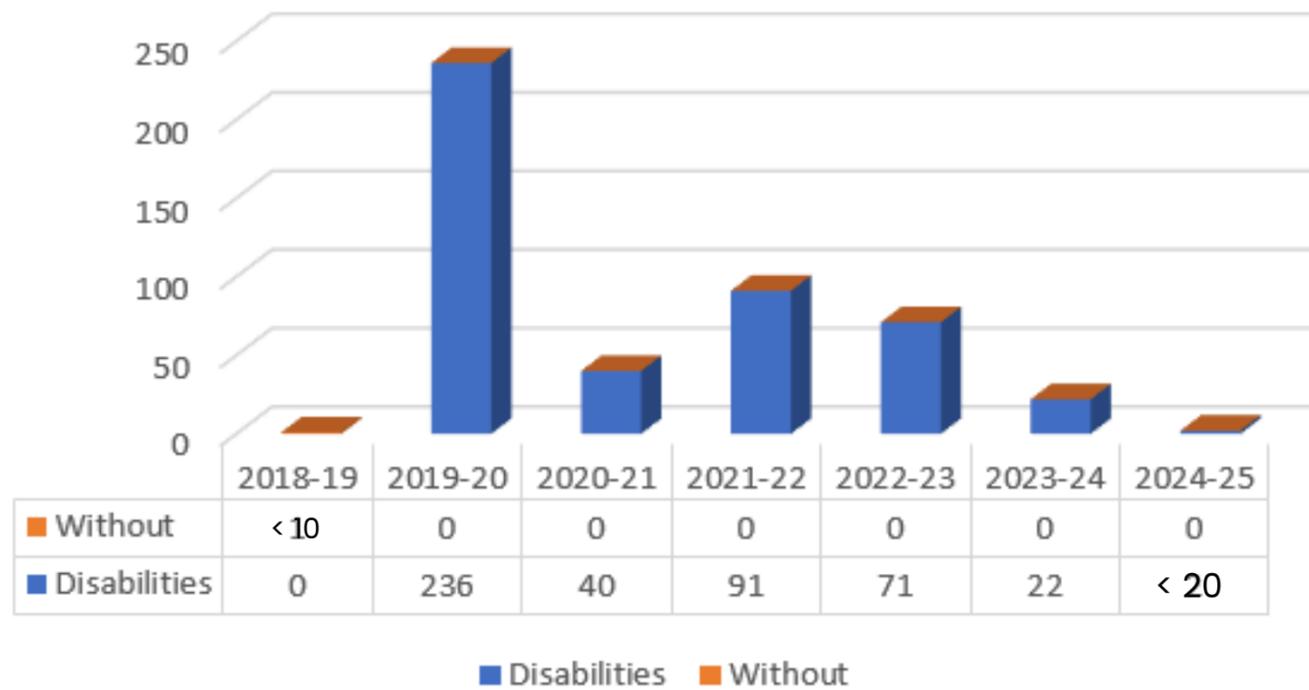
### Seclusion + Restraint - 1st Quarter Trends



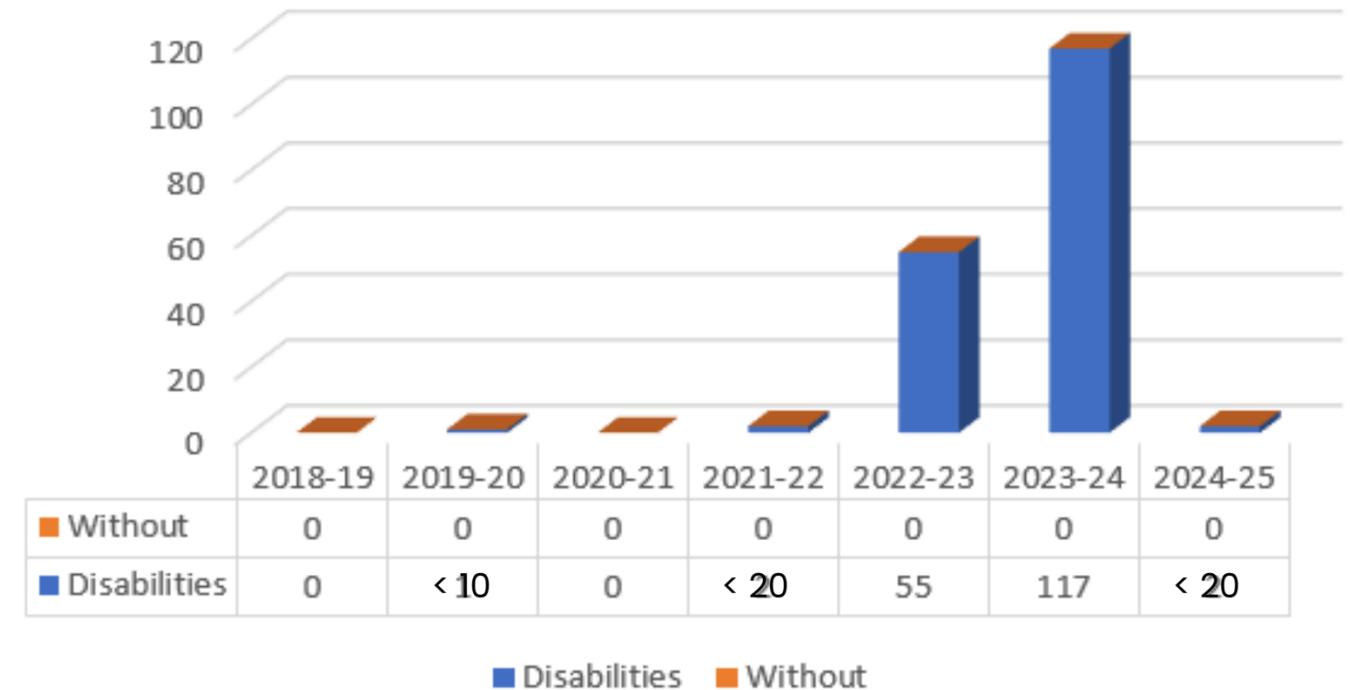
Sudden Increase in Reporting

# 1st Quarter of 2024-25

Kent ISD  
Seclusion + Restraint - 1st Quarter Trends



School District of the City of Hazel Park  
Seclusion + Restraint - 1st Quarter Trends



Change is Possible

# Progress is Possible

88%

**Restraint  
reduction**

98%

**Seclusion  
reduction**

79%

**Staff injury  
reduction**

Schools are Safer Without  
Seclusion & Restraint

**Questions about Data?**

What is happening now?

**Why is it happening?**

What can we do about it?

Seclusion &  
Restraint

Property  
Destruction

Self-Harm

Elopping

Emotional  
Meltdowns

Physical &  
Verbal  
Aggression

Inability to  
Meet Expectations

Nightmares

Physical Pain

Regression

Stress &  
Trauma Responses

Flashbacks

Distraction

High Needs

Disability

# Nervous System States

Learning  
Social Engagement  
Regulation

Hypervigilance  
Fight/Flight  
Freeze



Relationship Based Systems  
Collaborative Problem Solving

Empathy

Understanding

Mirroring

Lowering Demands

"You are having a hard time and I know how to help you through this"

Compliance Based Systems  
Punitive Exclusionary Discipline

Harsh Tone

Shaming

Demands for Compliance

Loss of Rewards/Points

Offense = Punishment

"You better...or else..."



# Inconsistency

## 3 different definitions of seclusion

- Michigan - prevented from leaving a space (don't have to be alone)
- US Guidance - Alone and prevented from leaving
- CRDC - involuntary, prevented from leaving, with or without adult

# Confusing

Brief hold necessary to prevent serious physical injury such as to break up a fight, stop a physical assault, take a weapon from a pupil, or prevent an impulsive behavior that threatens a pupil's immediate safety, such as running in front of a car or banging their head against a brick wall.

- Meets CRDC & US DOE definition of restraint
- Specifically called out in Michigan policy as NOT restraint
  - Does it need to be documented and reported to the state?
  - Do parents need to be notified?
  - Is a debriefing meeting required?
  - If there is a pattern, do we need to revisit BIP/EIP?

# Unclear

Subjective terms that are not defined:

- when essential for providing for the safety of a pupil or others
- in a manner that is safe, appropriate, and proportionate
- not be used any longer than necessary.
- pattern of behavior
- sufficient key personnel
- school personnel

# Huge Expectations of Districts

SOME of these things make sense at the district level to match individual community needs

- Comprehensive Training
- Key Identified Personnel Special Training
- Data collection, analysis, and reporting
- Debriefing meetings
- Behavior Intervention Plans (BIP)/Emergency Intervention Plans (EIP)
- Plans toward elimination of seclusion and restraint

# Huge Expectations of Districts

SOME of these things make sense at the state level for consistency and reduced load on districts

- Basic Awareness Training
- Making sure substitute teachers are informed
- Data training
- Seclusion and restraint documentation form

# Lack of Funding

- No financial support for schools to meet expectations
- No state level funding

# Lack of Oversight

- No data auditing, supportive action, or even feedback

# Insufficient Guidance

- What are the approaches, less restrictive interventions, strategies that generally tend to work? What generally doesn't tend to work?
- How to we do the data analysis in a way that is productive?

What is happening now?

Why is it happening?

**What can we do about it?**

# Vision:

Seclusion and most restraints are not used in schools. Educators are provided with the training, support, and resources required to meet student needs and prevent crisis situations.



**NO CHILD  
DESERVES  
THIS**

There are better ways to  
respond to kids in crisis.

**Sign the Petition**

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

# Recommendations

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

January, 2025

## Overview

### Legislative Recommendations

Because of the harm to students, families, communities, and educators, EndSaR recommends the following changes to seclusion and restraint law along with supplemental resources.

#### Oversight

##### Monitoring, Oversight, & Enforcement System

- Virtual basic awareness training; available to the public
- Virtual data collection training
- Electronic real-time reporting form for schools
- Rubric for evaluating approaches; reviewed annually
- List of approved approaches; updated annually
- Parent document
- List of approved less restrictive interventions
- Electronic complaint form; available online to the public
- Detailed guidance and support resources
- Statewide network of educator support
- Effective corrective action process

#### Funding

##### Short Term Funding

- Convert seclusion rooms in schools
- Adequate sensory gyms & voluntary calming spaces
- Transition to approved approaches
- Establish oversight system and required elements
- "Do No Harm" data project

##### Long Term Funding

- Provide minimum number of support personnel
- Maintain oversight system and required elements

#### Guidance

##### Binding documents and support materials

- Detailed explanations, with examples & instructions
- Examples of approved less restrictive interventions
- Example exemplary emergency intervention plans
- Explain sensory gyms & voluntary calming spaces
- Research and evidence on seclusion and restraint
- Physical, psychological, and emotional distress

#### Clarity

##### Values

- Add a statement of values
- Base changes on research & evidence
- Make school systems liable
- Extend policy to private schools
- Prohibit involuntary seclusion
- Prohibit unnecessary restraint

##### Procedures

- Schools distribute parent document
- Solve root problems causing escalation
  - Allow multiple tools to evaluate
  - Consider disciplinary system

##### Definitions

- Update "seclusion"
- Update "emergency situation"
- Quantify "pattern of behavior"
- Define "elimination"
- Define "sufficient key personnel"
- Define types of seclusion
- Define escorts & types of restraint

##### Data

- Real-time electronic data collection
- Expanded data available to public

##### Training

- Biannual basic awareness training
- Continual comprehensive training
- Data training for key personnel
- Teacher preparation program training

[Learn More](#) [endsar-mi.org/solution](https://endsar-mi.org/solution) [endsar@michigan@gmail.com](mailto:endsar@michigan@gmail.com)

1 page

Overview

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

January, 2025

## Essentials

### Legislative Recommendations

Because of the harm to students, families, communities, and educators, EndSaR recommends the following changes to seclusion and restraint law along with supplemental resources.

#### THE REVISED SCHOOL CODE (EXCERPT) - Act 451 of 1976

##### 380.1307 Use of seclusion and restraint in public schools

##### 380.1307 - uniform policy; objectives; right or remedy under state or federal law.

Include an official statement of values regarding seclusion and restraint.

(j) Extend the policy to all public and private schools.

(ja) Require schools to distribute the parent document to parents.

(jb) Require the department to create and maintain a monitoring, oversight, and enforcement system including the following tools specific to seclusion and restraint:

- Virtual basic awareness training; available to the public for free
- Virtual data collection training
- Electronic real-time reporting form for schools
- Rubric for evaluating approaches; reviewed annually
- List of department approved approaches; updated annually
- Parent document
- List of department approved less restrictive interventions
- Electronic complaint form; available online to the public
- Detailed guidance and support resources including research and evidence
- Statewide network of educator support for department approved approaches
- Effective corrective action process for schools that are not meeting expectations

(jc) Require that seclusion and physical restraint only be used by Key Identified Personnel (KIP) and that all KIP (including school resource officers) follow seclusion and restraint law.

##### 380.1307a - Adoption and implementation of local policy; noncompliance as violation of act.

Change the word "guidelines" to offer detailed guidance that is binding. Expand the responsibility to comply with this law to school systems.

##### 380.1307b - Statement of prohibited practices.

Add seclusion or restraint by an individual that is not a Key Identified Personnel and all forms of involuntary seclusion including solitary seclusion and isolated seclusion.

Page 1 of 3

3 pages

Essentials

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## Amendment

### Legislative Recommendations

Because of the harm to students, families, communities, and educators, EndSaR recommends the following changes to seclusion and restraint law along with supplemental resources.

#### THE REVISED SCHOOL CODE (EXCERPT) Act 451 of 1976

Legislation Recommendations | Guidance Recommendations | Funding Recommendations

##### 380.1307 Use of seclusion and restraint in public schools; uniform policy; objectives; right or remedy under state or federal law.

Include an official statement of values regarding seclusion and restraint for the purpose of clarifying the justification for the law. [Recommended Statement](#) [Sample Law: California](#)

(1) It is the intent of the legislature that sections 1307 to 1307h shall provide for a uniform policy regarding the use of seclusion and restraint in the public schools that accomplishes the following objectives:

Extend the policy to all public and private schools.

(a) Promotes the care, safety, welfare, and security of the school community and the dignity of each pupil.

Require the department to create a parent document to educate parents on seclusion and restraint law and how to support a child who has experienced seclusion or restraint. Require schools to distribute the document to all parents at the beginning of each school year, to parents at IEP meetings, debriefing meetings after emergency situations.

[Details](#) [EndSaR Document](#) [Michigan Alliance for Families Document](#)

(b) Encourages the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.

Require the department to assemble a team of experts to create a rubric for evaluating approaches and maintain a list of department-approved proactive, effective, evidence- and research-based approaches that can be used to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils. Require the department to review the rubric and update the list annually. [Details](#) [EndSaR Approved Approaches](#) [Sample Law: Alabama](#)

Provide temporary funding to the department for the purpose of gathering a team of experts, the creation of the rubric, and the initial establishment of department approved approaches.

Page 1 of 14

14 pages

Amendment

	Lawful	Training	Document	Inform Parents	Debriefing Meeting	Create or Revise EIP / BIP
Voluntary Calming Space	✓	!	⋯	⋯	⋯	⋯
Voluntary Sensory Gym	✓	!	⋯	⋯	⋯	⋯
Involuntary Seclusion of Any Kind	✗	!	!	!	!	!
Gentle Escort	✓	!	⋯	⋯	⋯	⋯
Restraint Escort	✗	!	!	!	!	!
Necessary Brief Hold Restraints	✓	!	!	!	!	!
Unnecessary, Extended, or Full Restraints	✗	!	!	!	!	!

✗ Unlawful/Prohibited

✓ Lawful/Allowed

⋯ Optional

! Required

# Oversight

## Monitoring, Oversight, & Enforcement System

- Virtual basic awareness training; available to the public
- Virtual data collection training
- Electronic real-time reporting form for schools
- Rubric for evaluating approaches; reviewed annually
- List of approved approaches; updated annually
- List of approved less restrictive interventions
- Parent document
- Electronic complaint form; available online to the public
- Detailed guidance and support resources
- Statewide network of educator support
- Effective and supportive corrective action process

# Funding

## Short Term Funding

- Convert seclusion rooms in schools
- Adequate voluntary sensory gyms & calming spaces
- Transition to approved approaches
- Establish oversight system and required elements
- “Do No Harm” data project

## Long Term Funding

- Provide minimum number of support personnel
- Maintain oversight system and required elements

# Guidance

## Binding documents and support materials

- Detailed explanations with examples & instructions
- Examples of approved less restrictive interventions
- Example exemplary emergency intervention plans
- Explain voluntary sensory gyms & calming spaces
- Research and evidence on seclusion and restraint
- Physical, psychological, and emotional distress
- Expectations for teacher preparation programs

# Clarity

## Values

- Add a statement of values
- Base changes on research & evidence
- Make school systems liable
- Extend policy to private schools
- Prohibit involuntary seclusion
- Prohibit unnecessary restraint

## Procedures

- Schools distribute parent document
- Solve root problems causing escalation
  - Allow multiple tools to evaluate
  - Consider disciplinary system

## Definitions

- Update seclusion and restraint to match Civil Rights Data Collection (CRDC)
- Define time out and types of seclusion
- Define types of escorts and restraints
- Update emergency situation
- Quantify pattern of behavior
- Define other key terms for clarity

## Data

- Real-time electronic data collection
- Expanded data available to public

## Training

- Biannual basic awareness training
- Continual comprehensive training
- Data training for key personnel
- Teacher preparation program training

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January, 2025

## Overview

# Do No Harm Project

Because of the harm to students, families, communities, and educators, EndSaR requests the funding of the Do No Harm Project to systematically reduce the use of seclusion and restraint.

### 100 Times Every School Day<sup>1</sup>

Seclusion and restraint are dangerous tactics that have a lasting negative impact on children. There is ample evidence of significant harms to students, including serious physical injury, emotional trauma, and even death.<sup>2</sup> Yet they have been used 100 times every school day on average since 2016-17 when current law went into effect.

### A Better Way

The compliance based, disciplinary approaches that are used in many schools contribute to the behavior escalation that often leads to the use of seclusion, restraint, and other harmful exclusionary discipline.<sup>3</sup> Educators who work in systems that employ these outdated approaches find it difficult to imagine not being able to use seclusion and restraint. However, many schools have significantly reduced or even completely eliminated the need for seclusion and restraint by adopting trauma informed approaches that are aligned with the neuroscience of behavior.<sup>4</sup> These schools have also reported fewer injuries and greater staff job satisfaction.<sup>5</sup>

### Do No Harm Project

The purpose of the Do No Harm Project is to systematically reduce the use of seclusion and restraint by providing access to healthier, more effective approaches, ensuring quality data, and creating an oversight system.

## Outcomes

### Oversight System

- Virtual data collection training
- Electronic real-time reporting form
- Electronic complaint form
- Supportive corrective action process

### Training and Support

- Virtual basic awareness training
- Rubric for evaluating approaches
- List of approved approaches
- List of approved less restrictive interventions
- Parent document
- Statewide network of educator support

### Pilot Data Project

- Pilot study of 3-5 schools in transition
- Data collection and analysis
- Report on effectiveness of approaches, funding, lessons learned, etc.

## Funding

### Project Team – 6 FTE **\$733,919**

- Responsible for all project outcomes
- Salaries, benefits, indirect costs

### Pilot Study Schools **\$450,000**

- Training, materials, and support
- Sensory gyms and calming spaces
- Support personnel

### Implementation **\$325,388**

- Contractors for development of tools
- Integration with existing systems

### Total Funds Requested **\$1,509,307**

1) Based on a 180 day school year and school year totals from [mischooldata.org/districtschool-data-files](https://mischooldata.org/districtschool-data-files) 2) Government Accountability Office Reports: [Data & Deaths](#)  
3) The Education Trust: [School Discipline Impacts](#) 4) Collaborative & Proactive Solutions: [Reducing Restraints & Seclusions](#) 5) Ukeru [Case Studies: WoodsEdge](#)

**Learn More**

[endsar-mi.org/solution](https://endsar-mi.org/solution) [endsarinmichigan@gmail.com](mailto:endsarinmichigan@gmail.com)

# Outcomes

## Oversight System

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# Resources

[endsar-mi.org/events](https://endsar-mi.org/events)

## Monthly Support Group

- [4th Thursday @ 7:30pm](#)
- [Must join for link](#)

## See Your School's Data

- [mischooldata.org](https://mischooldata.org)

## Read Michigan Law

- [MCL 380.1307-1307h](#)

## Letter Template

- [Script](#)

## Coffee Hour Sign Up

- [Sign Up Genius](#)

## Join EndSaR



# EndSaR

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# Thank You!