



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

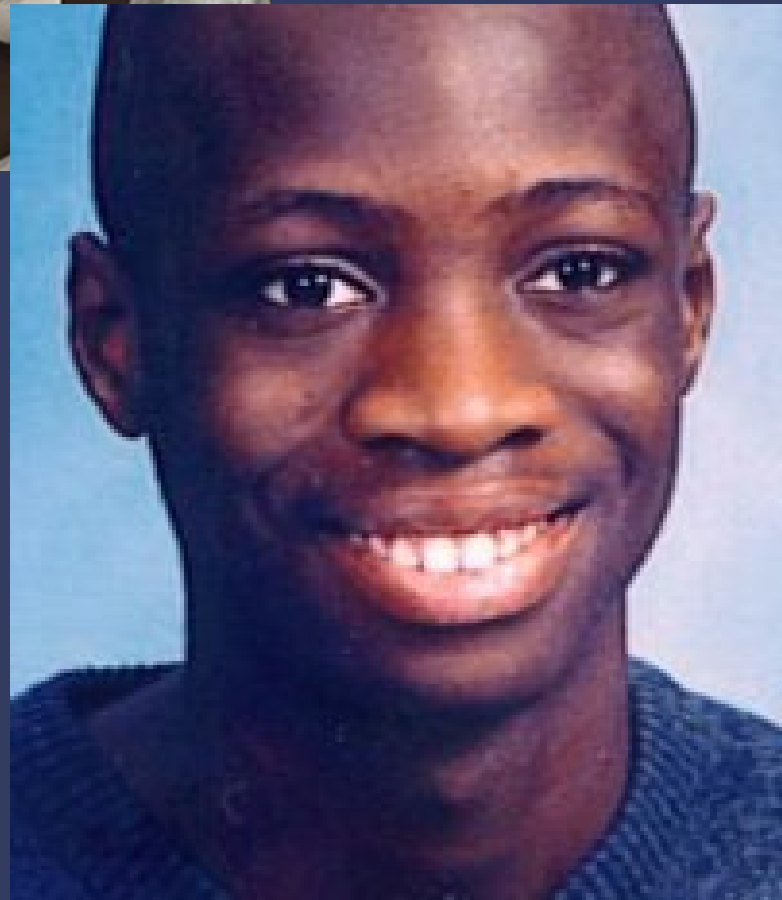
- Broken vertebra
- Misinformation: “If he can talk, he can breathe”

Traumatizing

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

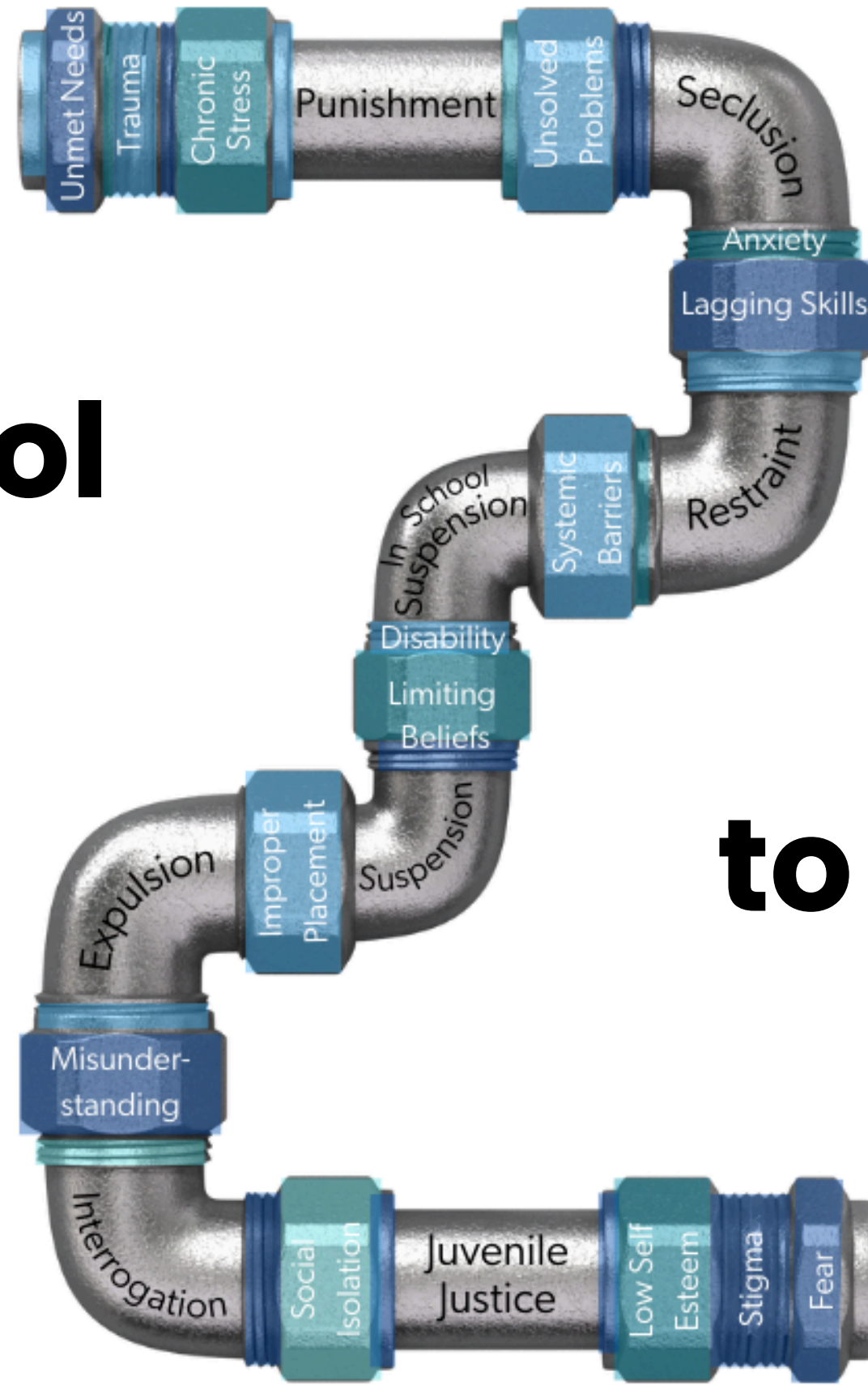
Potentially Deadly Force

- 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

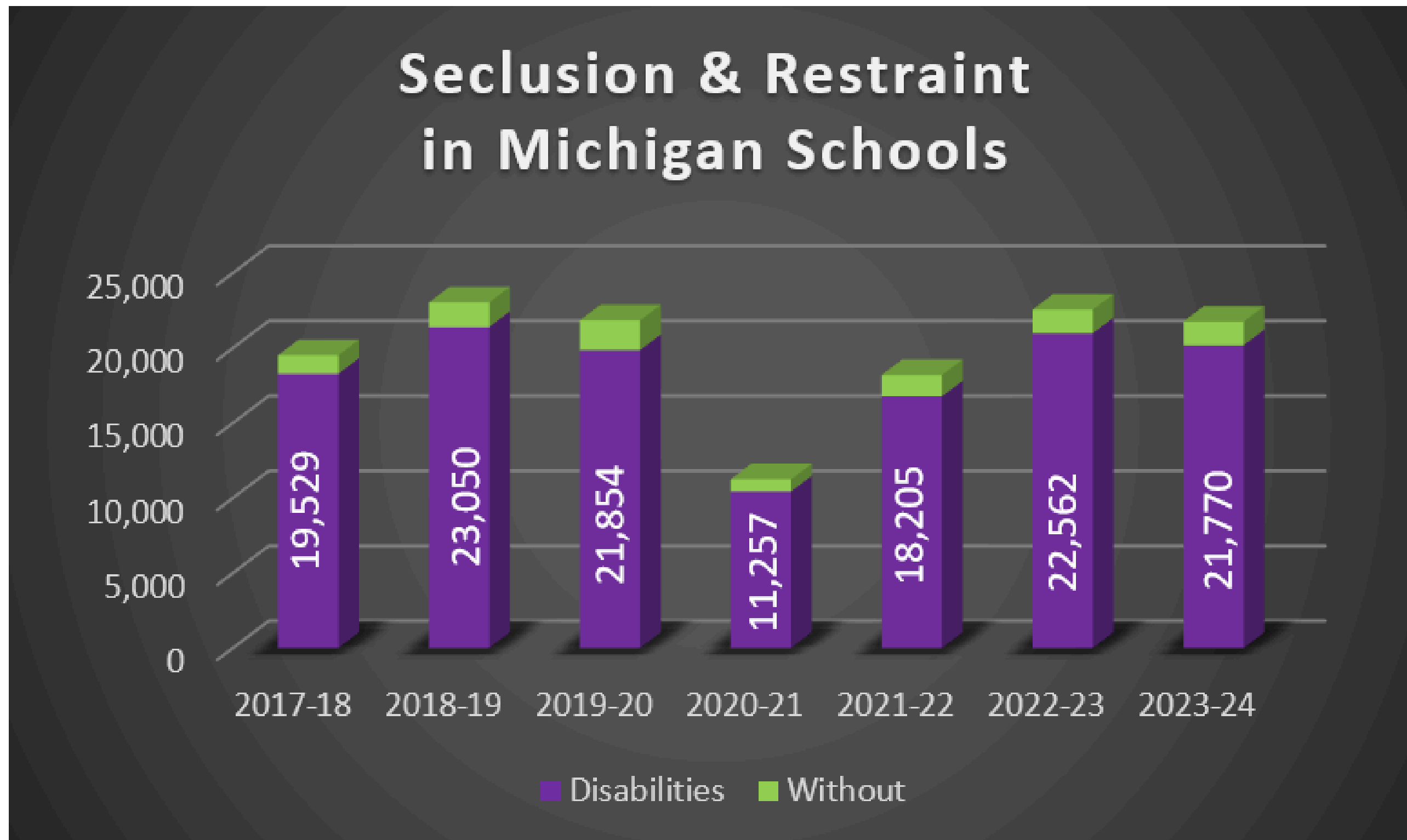
**On average, how many
times a day were seclusion
and restraint used in
Michigan last school year
(2023-24)?**

Based on a 180 day school year

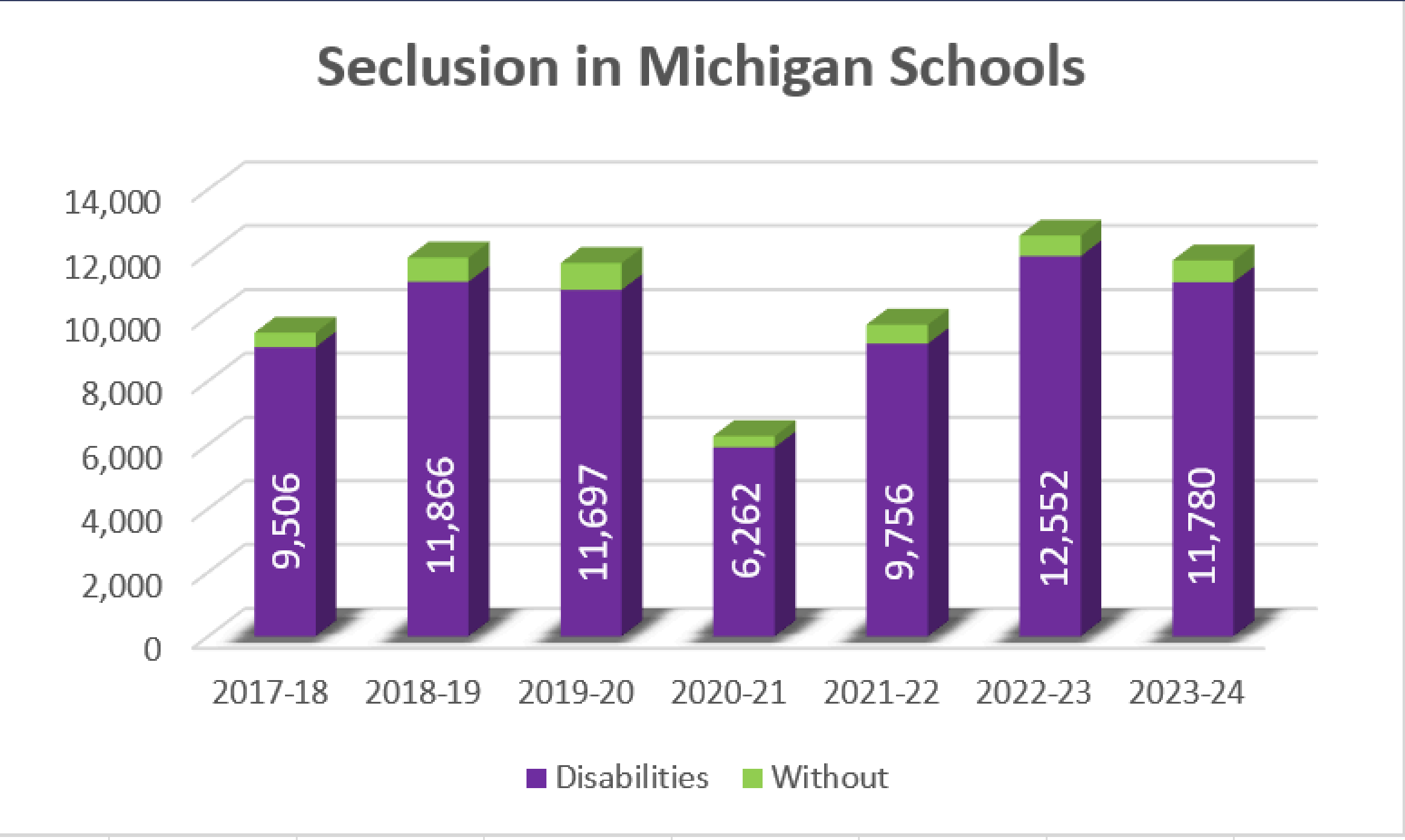


menti.com
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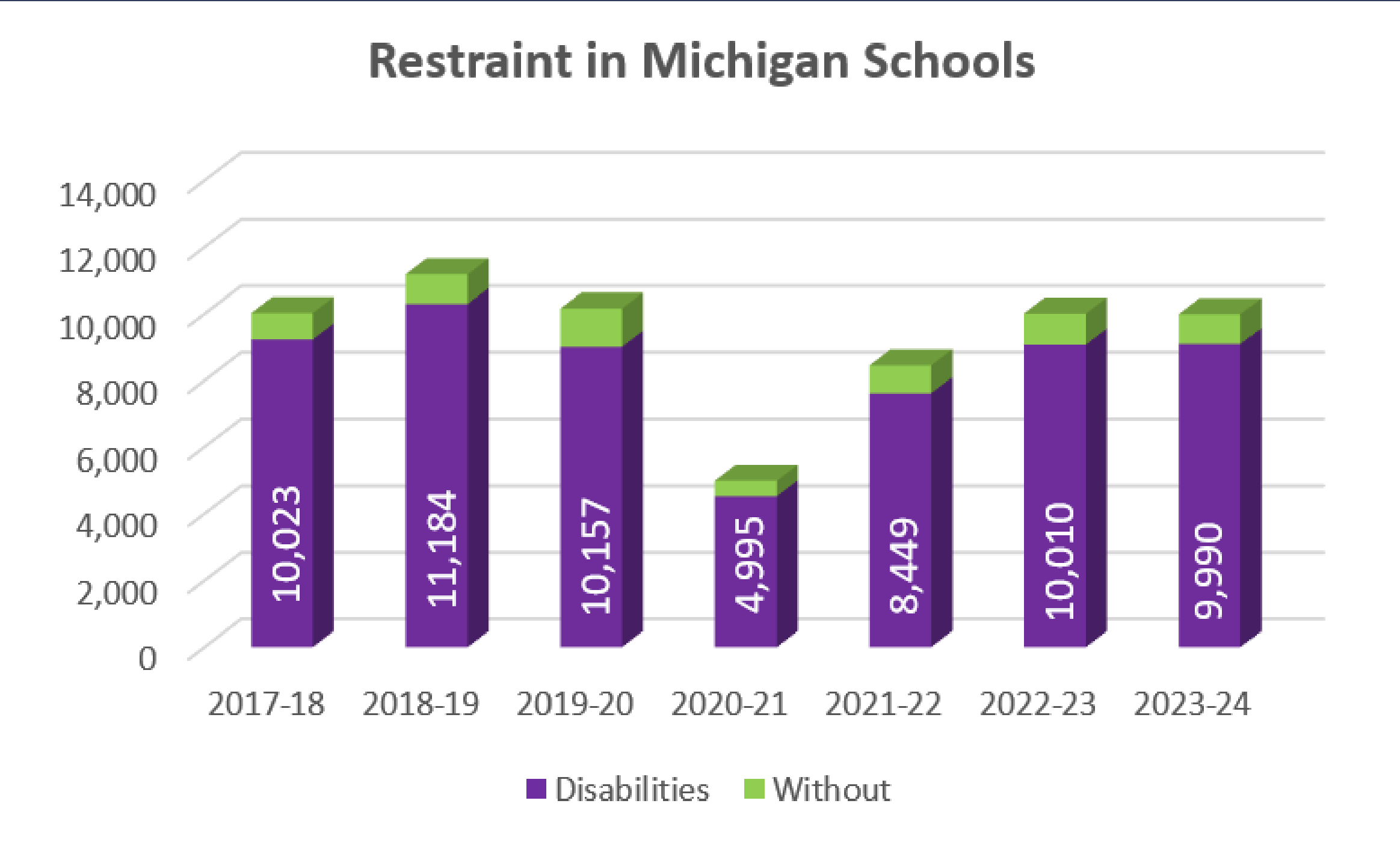
SY 2023-24: Average of 121 x /Day



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



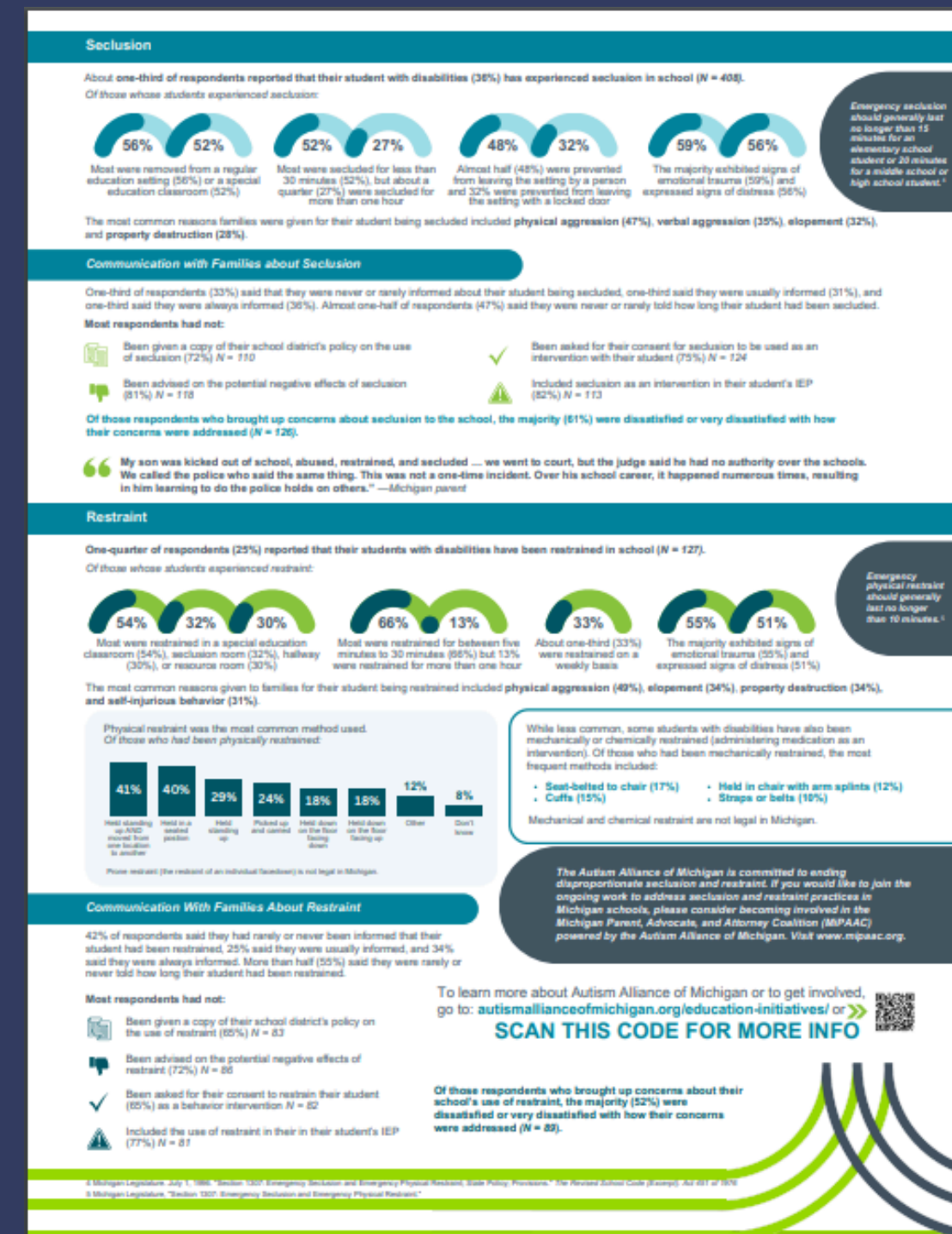
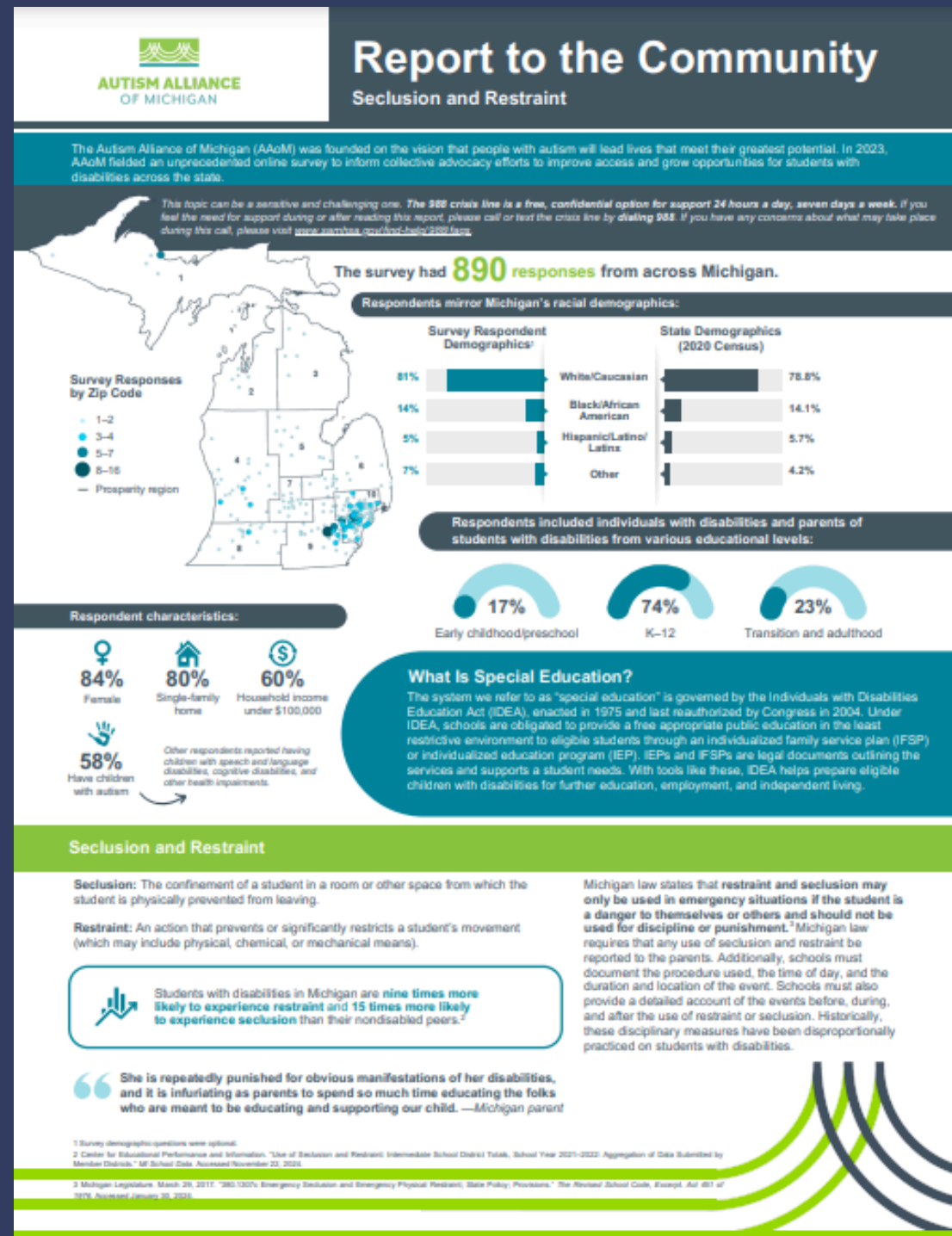
Kai Atallah swings as he listens to his mom, Cassie Atallah, read to him during his homeschool lesson Friday, Sept. 9, 2022. Kai, an autistic child, has been homeschooled for more than two years after the use of restraint and seclusion in the classroom. *Cody Scanlan/Holland Sentinel*

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.

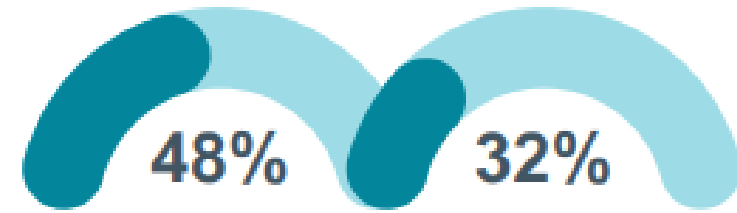
District Name	Date requested	Cost
Genesee ISD	6/17/2022	\$19,740
Hudsonville Public School District	6/17/2022	\$9,942.20
Macomb ISD	6/15/2022	\$9,815.20
Holland City School District	6/17/2022	\$8,006.28
Lake Orion Community Schools	6/17/2022	\$7,587.55
Zeeland Public Schools	6/15/2022	6,468
Saline Area 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

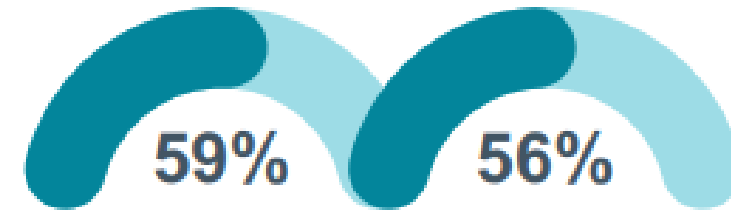


Special Education Experience Survey - 2023

Seclusion

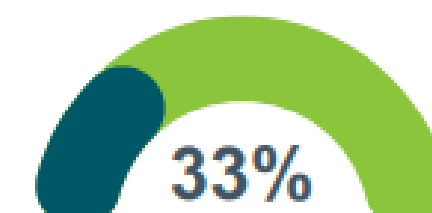


Almost half (48%) were prevented from leaving the setting by a person and 32% were prevented from leaving the setting with a locked door



The majority exhibited signs of emotional trauma (59%) and expressed signs of distress (56%)

Restraint



About one-third (33%) were restrained on a weekly basis



The majority exhibited signs of emotional trauma (55%) and expressed signs of distress (51%)

Reasons Given

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

Special Education Experience Survey - 2023

Kent ISD

Acknowledged Seclusion & Restraint as a Problem
Taking Steps to Address

Prioritizing Relationships and Student Engagement to Reduce Problem Behavior

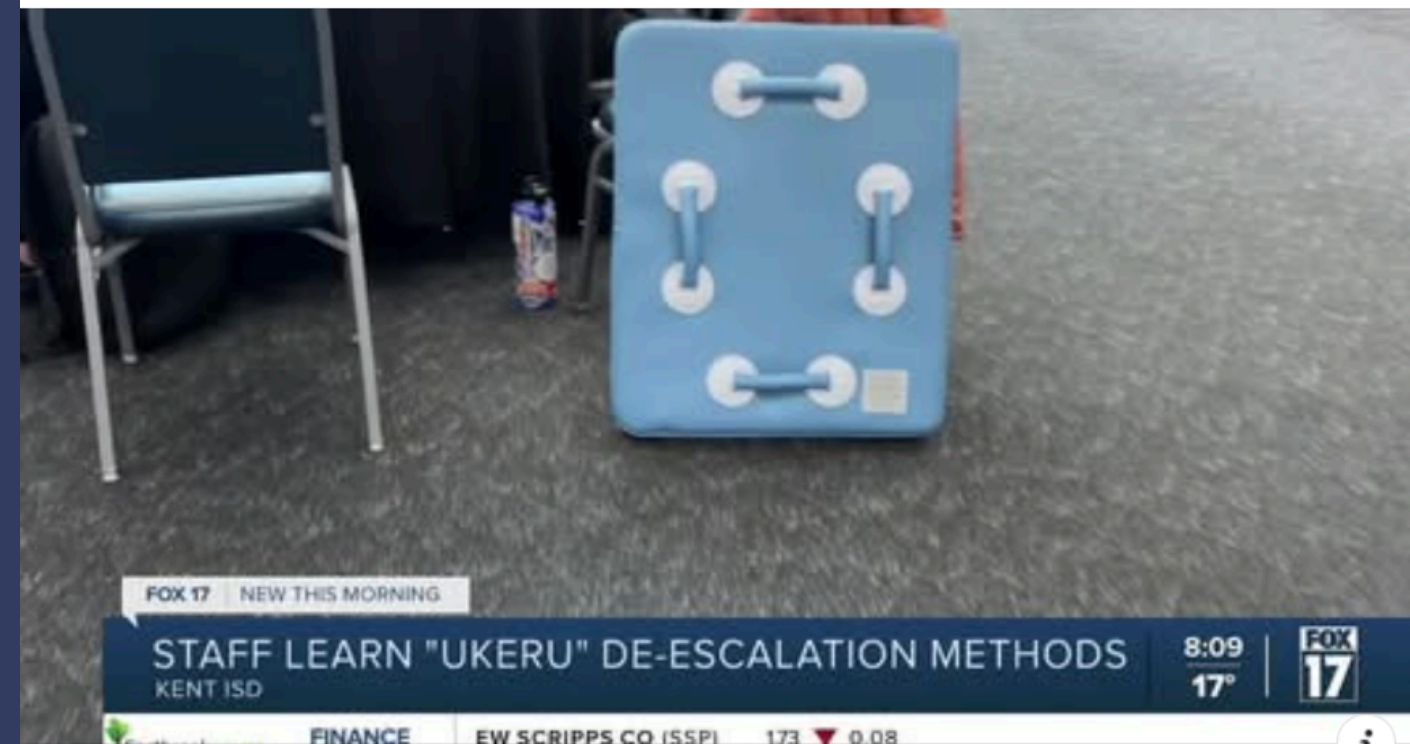
Guidance for Minimizing
Exclusionary Discipline and
Preventing the Usage of
Seclusion and Restraint

Kent ISD
Special Education



Ukeru Systems's Post

#StartsWithU #TraumaInformedCare #SchoolSafety



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 Freel 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

Michigan
Association of
Intermediate
School
Administrators



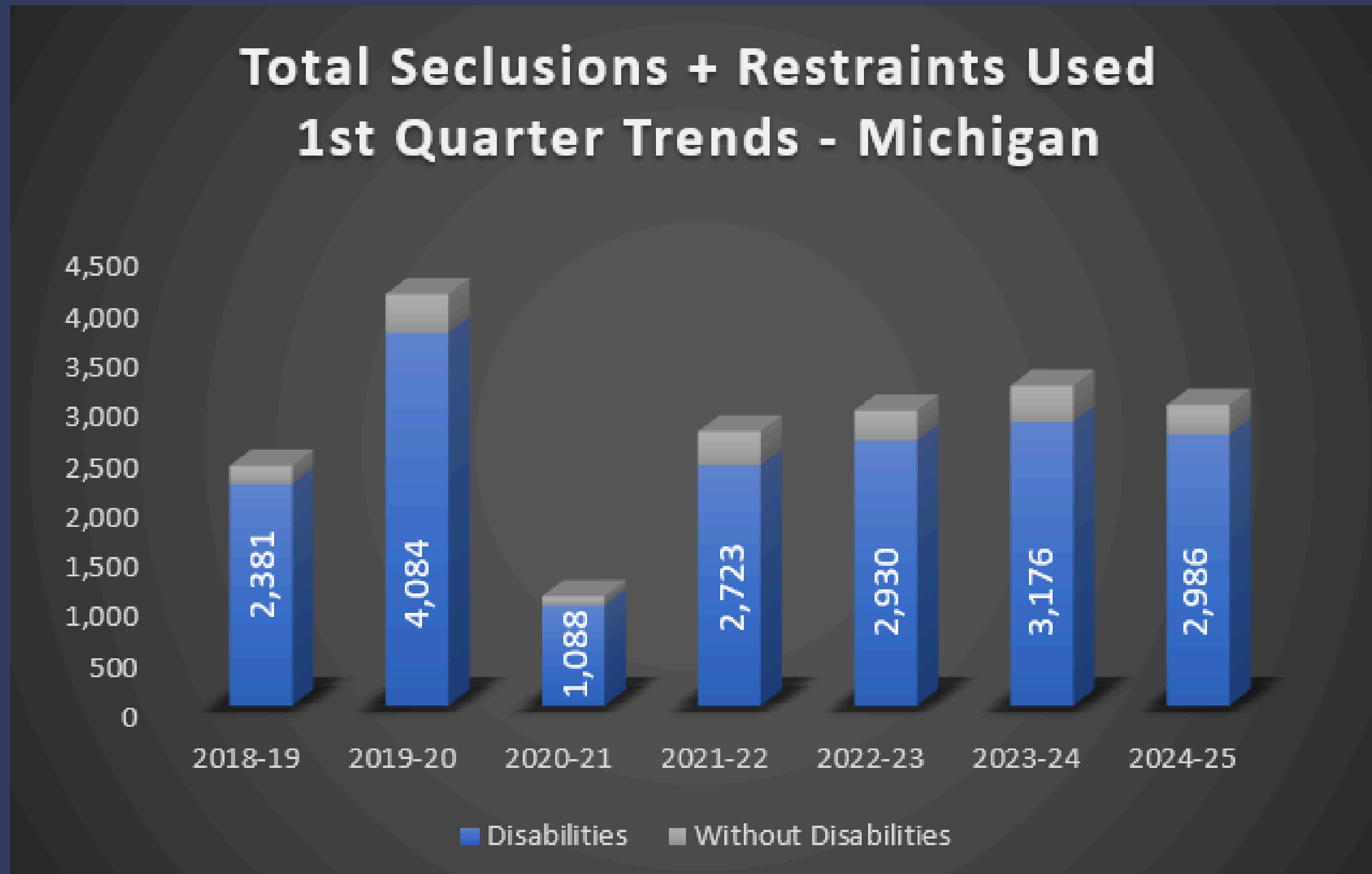
MAISA



Special
Education
Instructional
Leadership
Network

Day of Learning
April, 2025

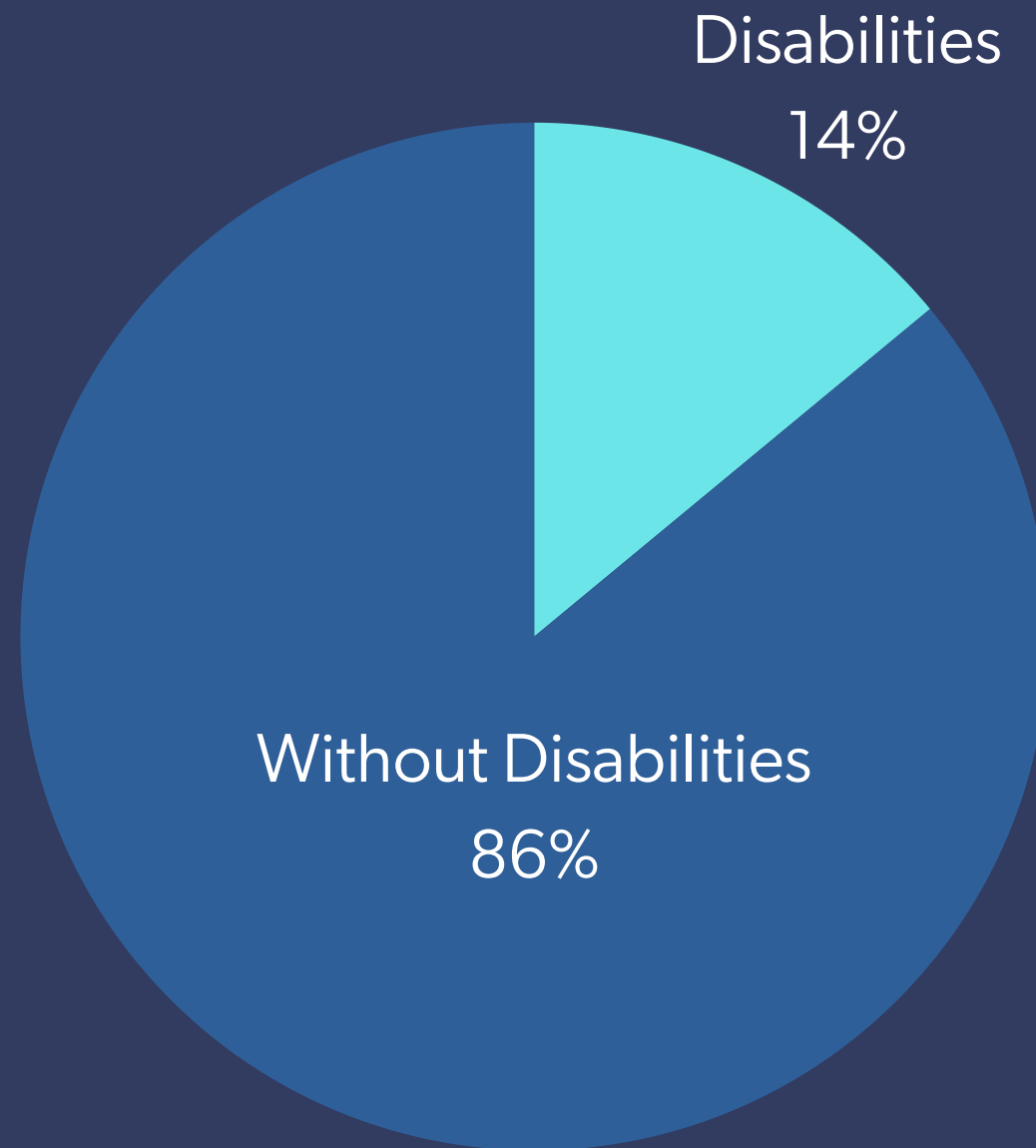
1st Quarter of 2024-25



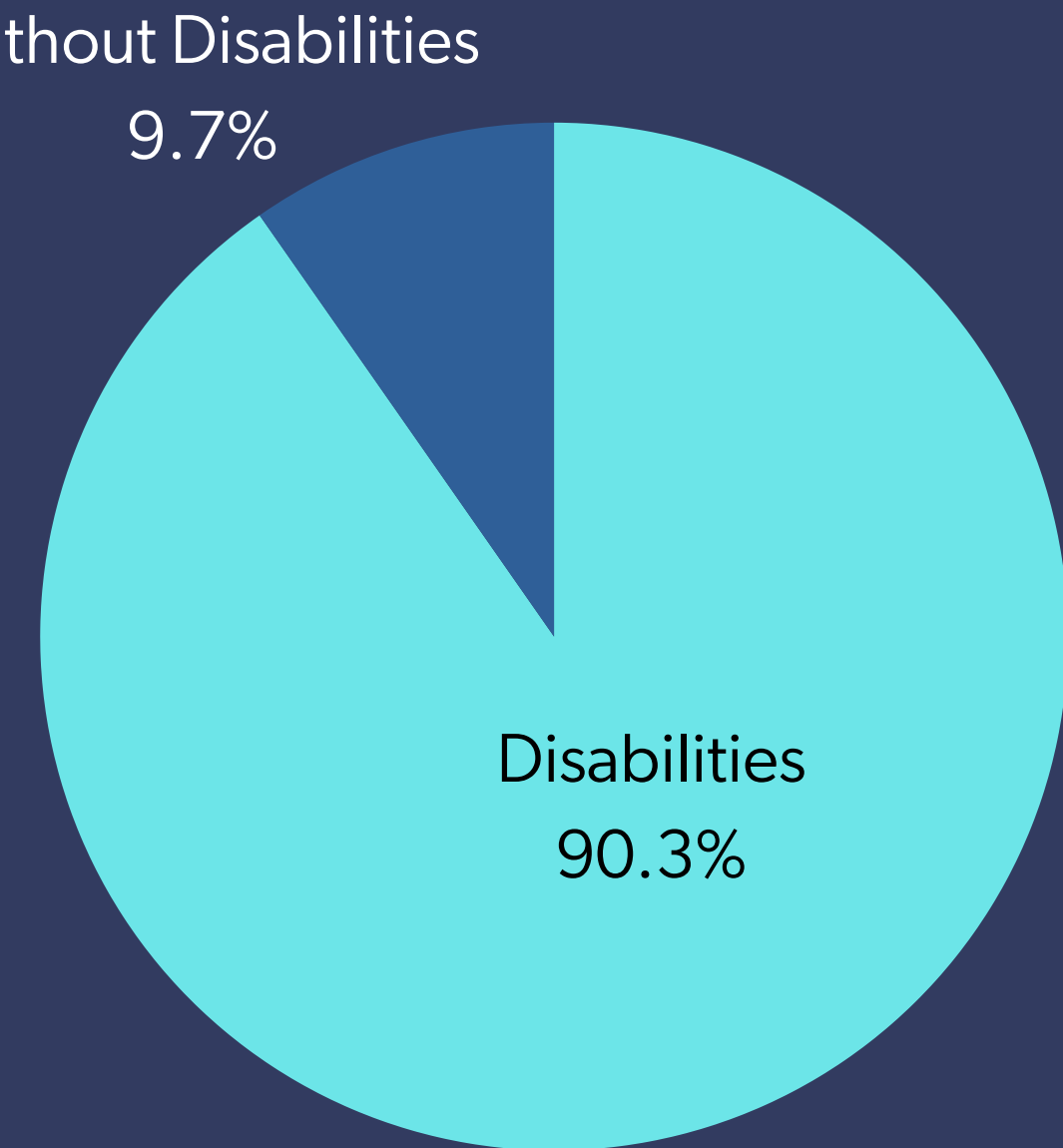
July 1 – September 30

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

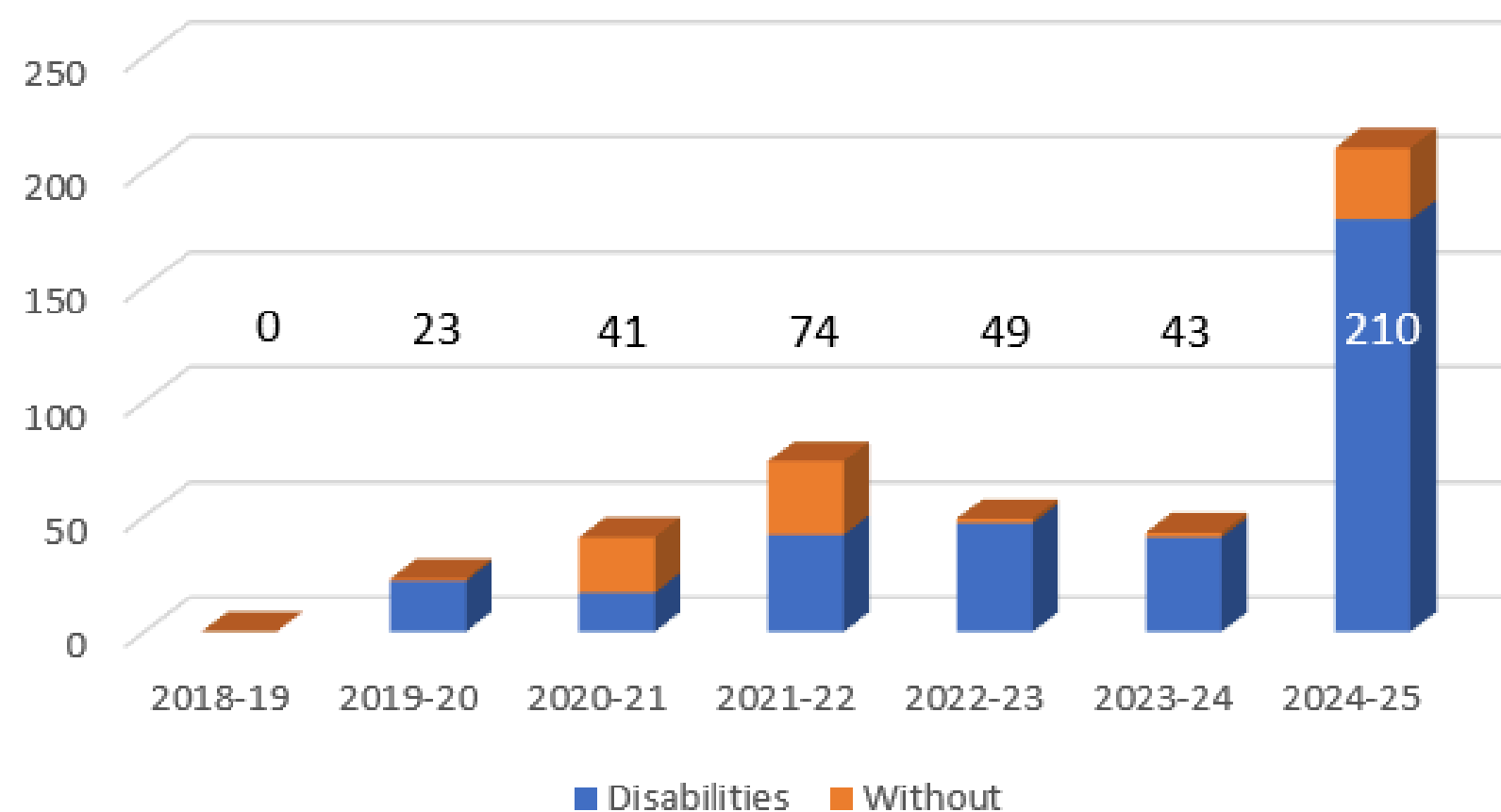


Branch ISD
<10 students 119 times
>13.2 Times per Student

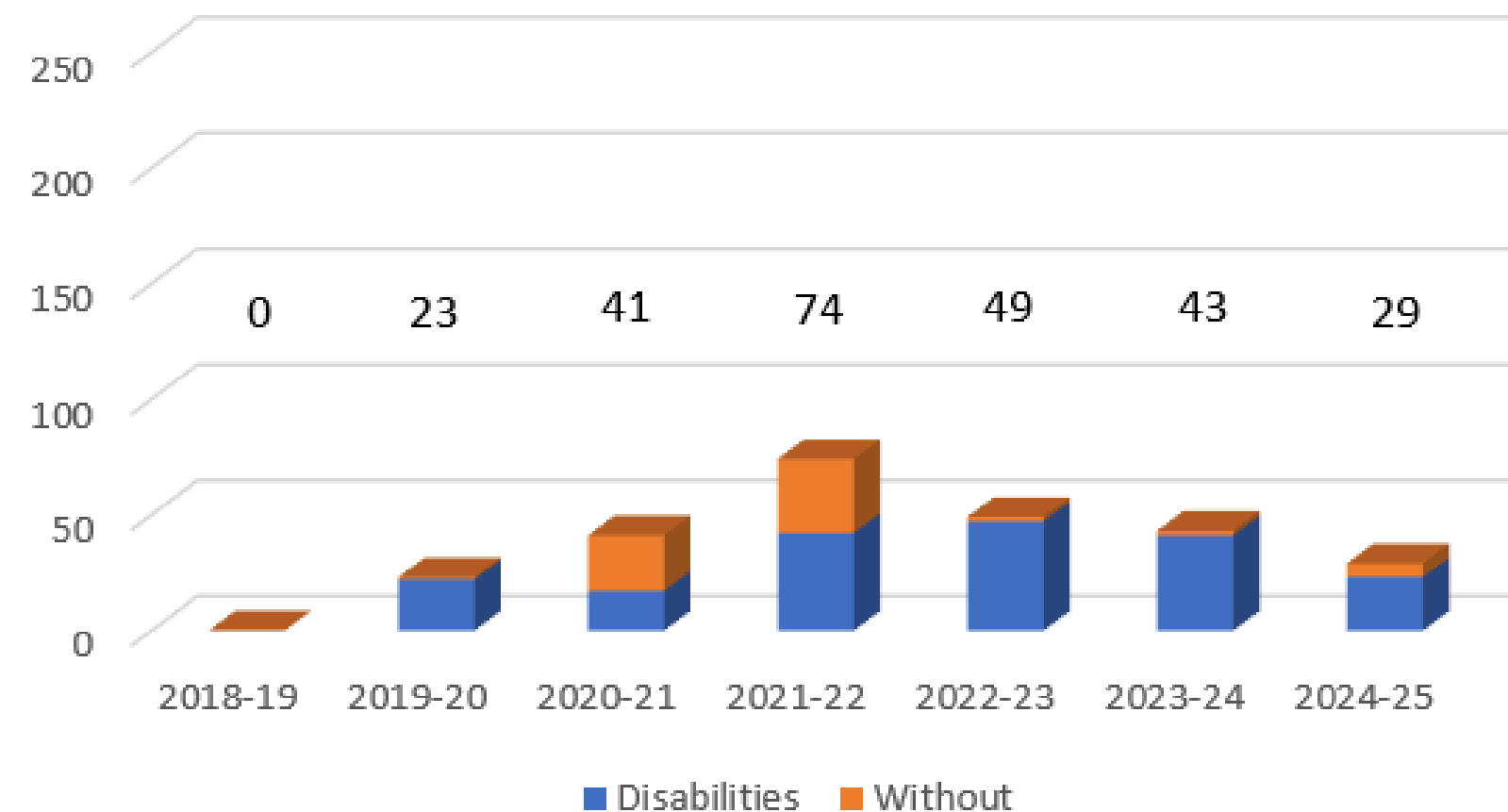
Used Repeatedly on the Same Students

1st Quarter of 2024-25

Zeeland Public Schools
Q1 Trends - Seclusion + Restraint



Zeeland Public Schools
Q1 Trends - Seclusion + Restraint

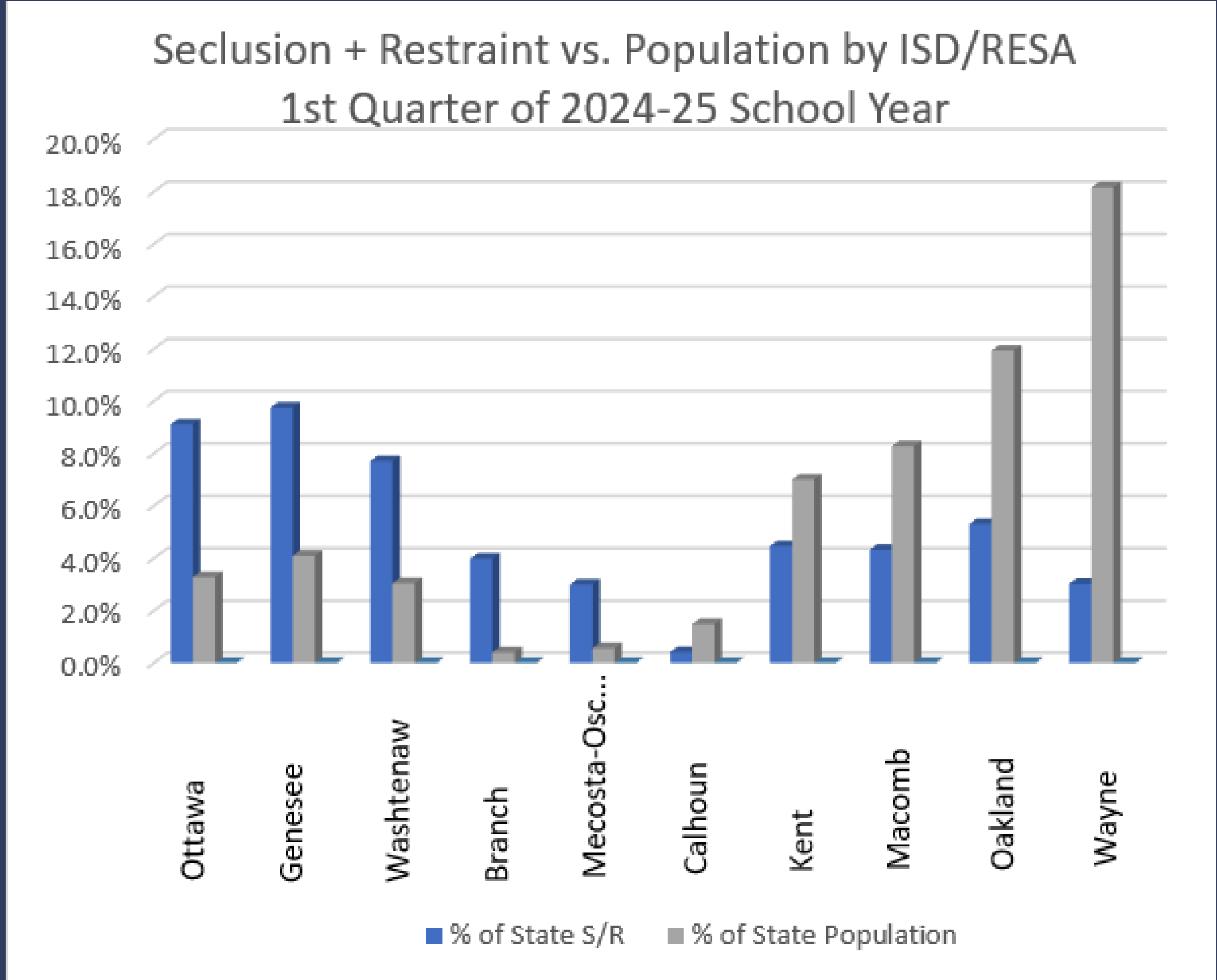


Significant Errors

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

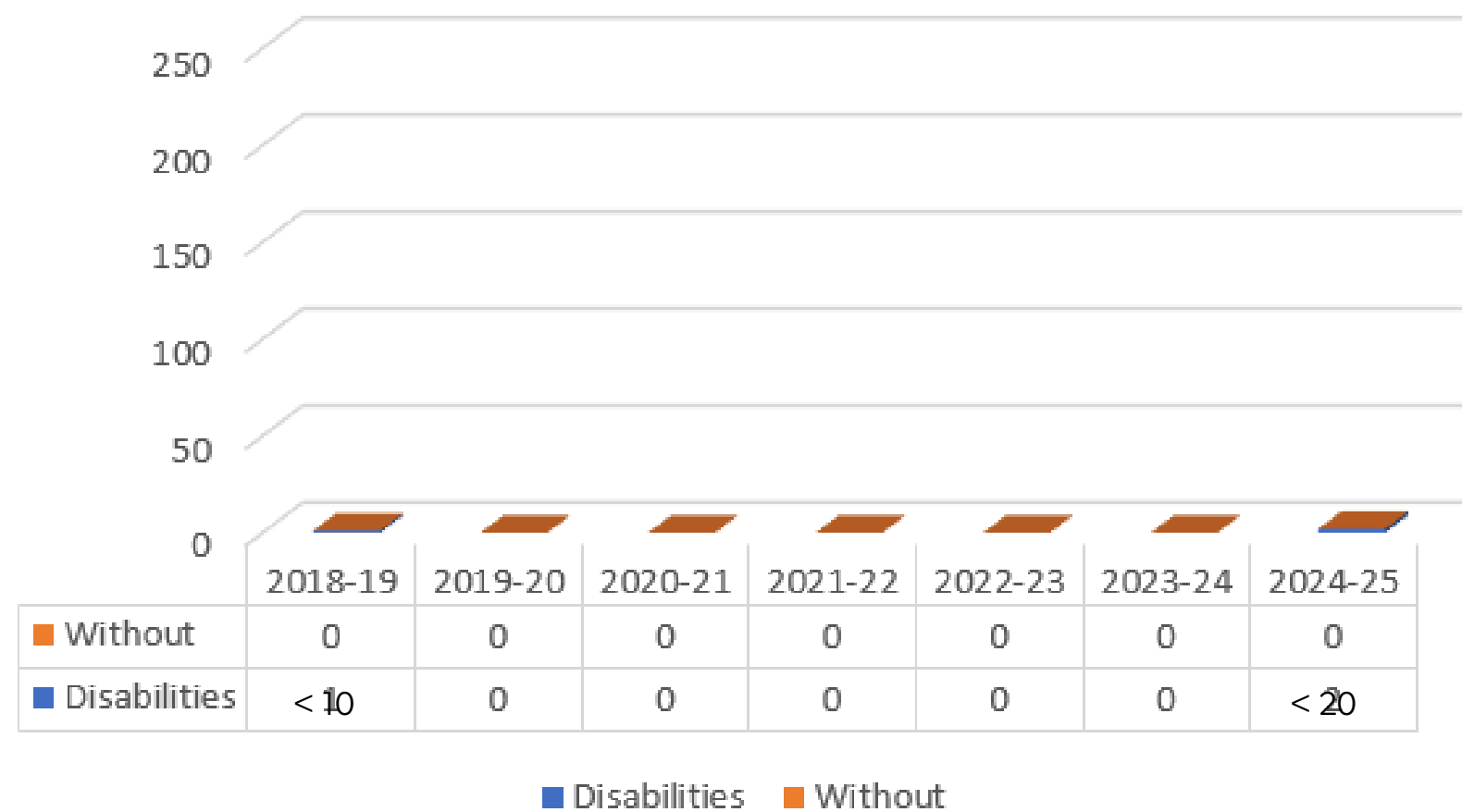
Oakland ISD
11.9% Students
5.3 % S+R

Macomb ISD
8.3% Students
4.3 % S+R

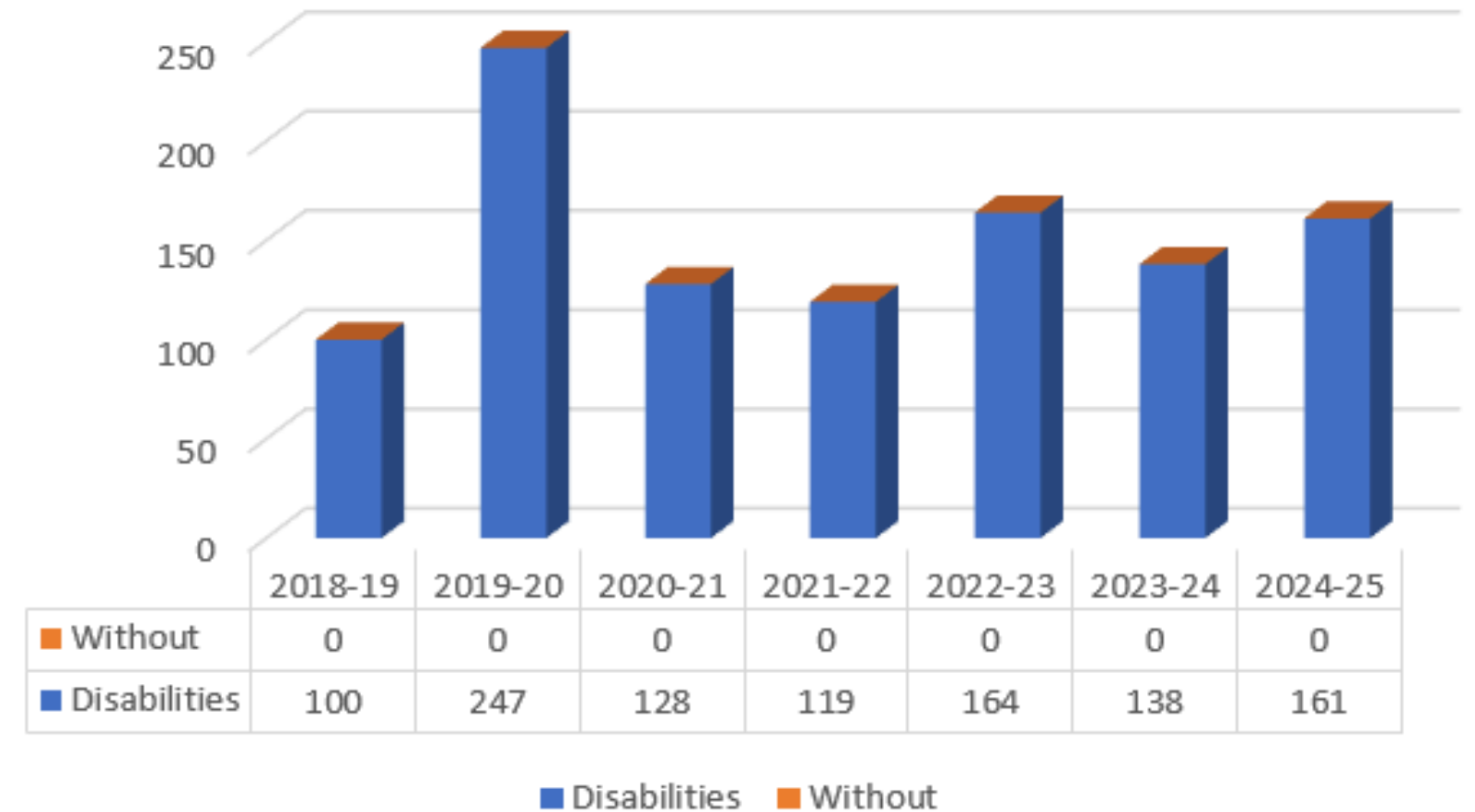
Huge Discrepancies

1st Quarter of 2024-25

Detroit Public Schools
Seclusion + Restraint - 1st Quarter Trends



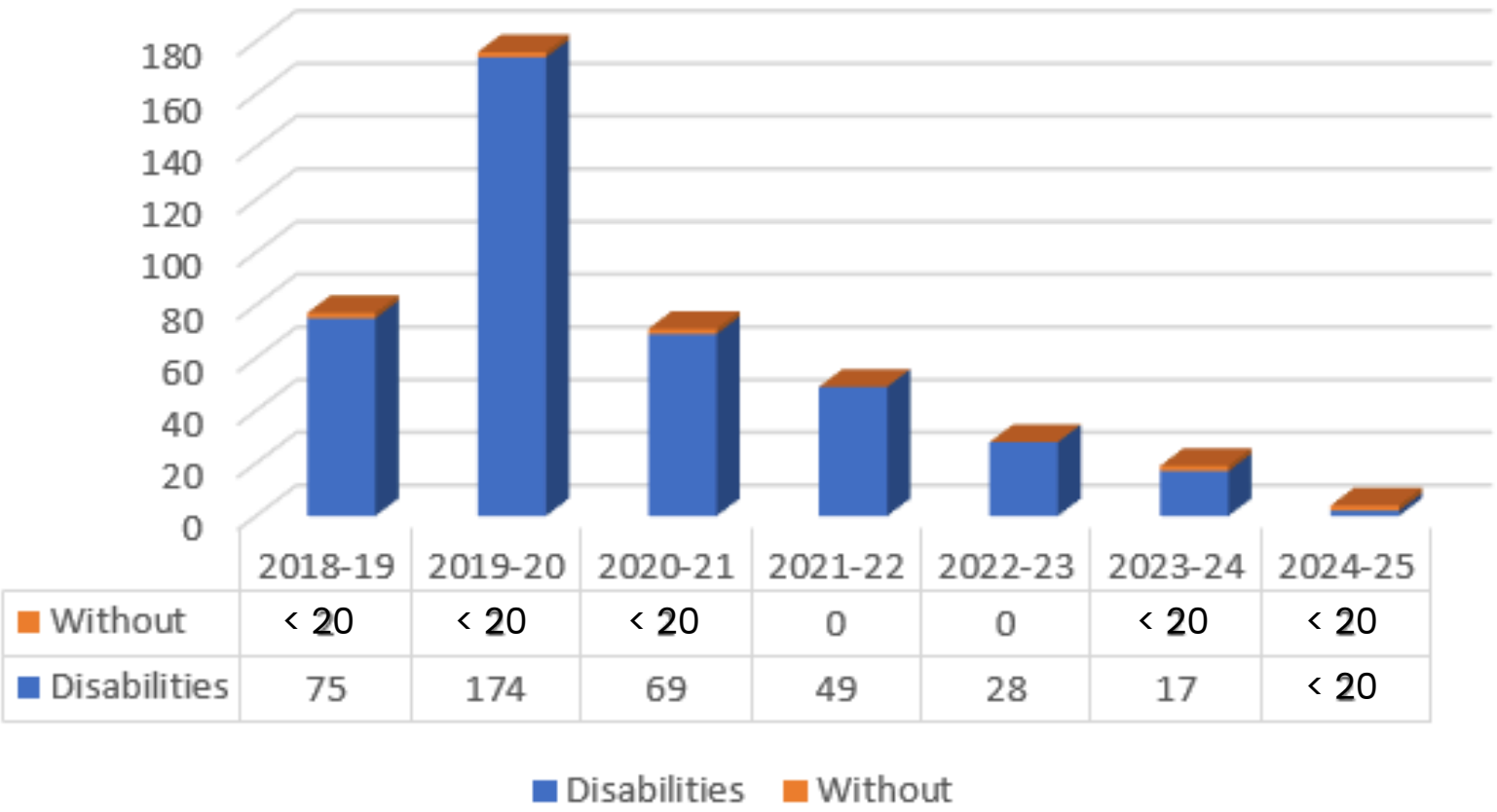
Genesee ISD
Seclusion + Restraint - 1st Quarter Trends



Extreme Variation

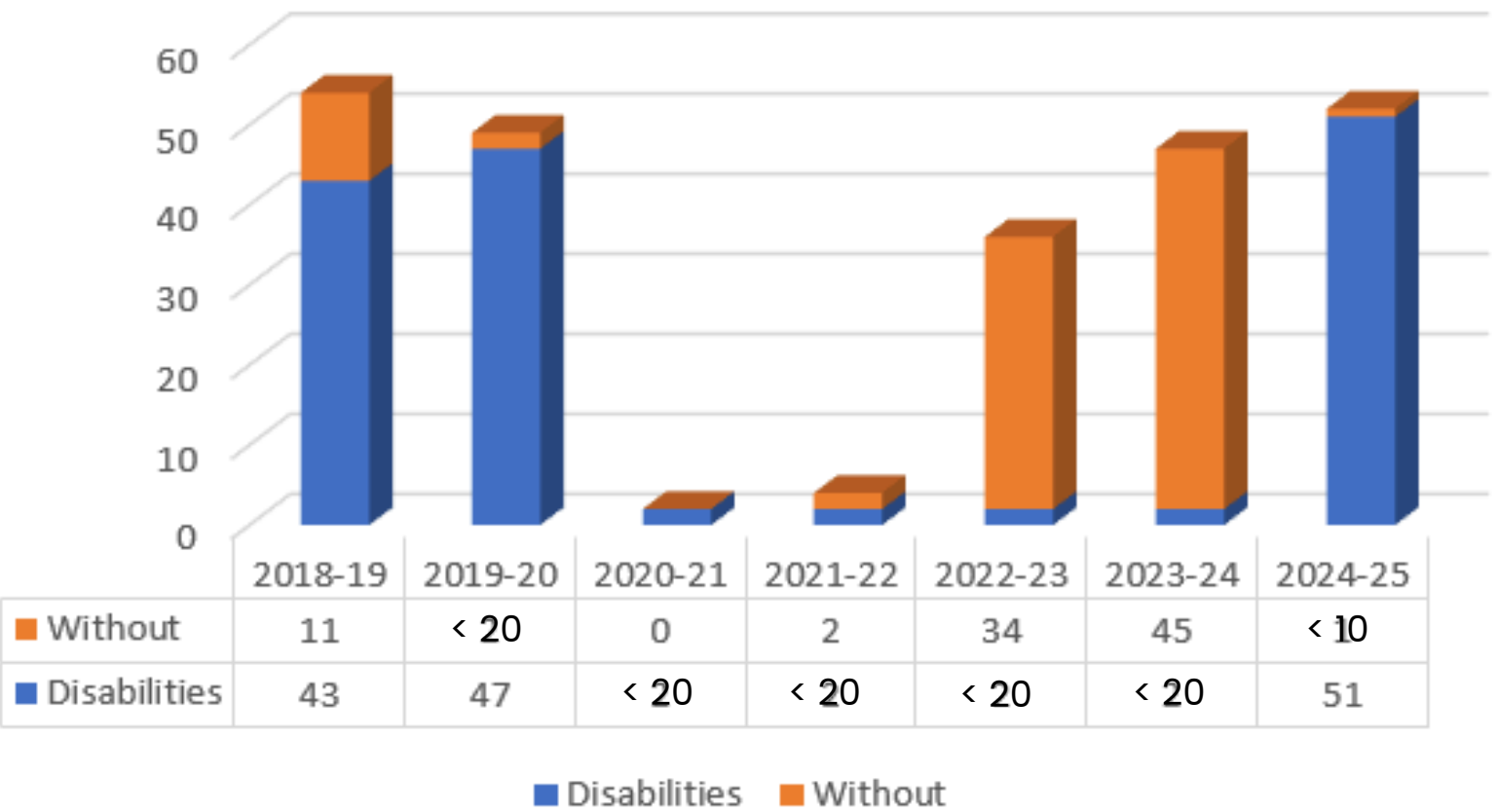
1st Quarter of 2024-25

Hudsonville Public Schools
Seclusion + Restraint - 1st Quarter Trends



Student Count: 6,737

Jenison Public Schools
Seclusion + Restraint - 1st Quarter Trends

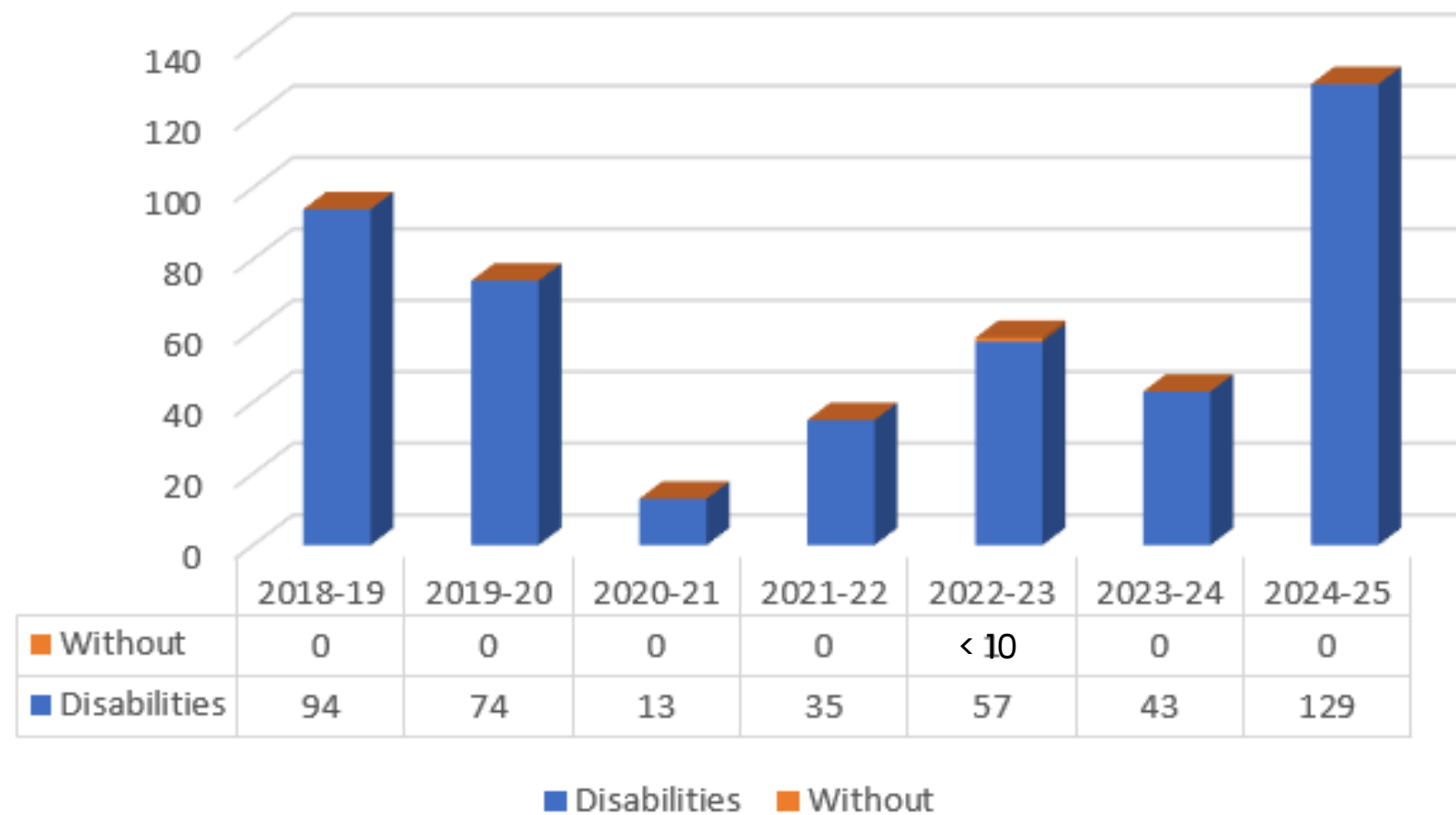


Student Count: 5,145

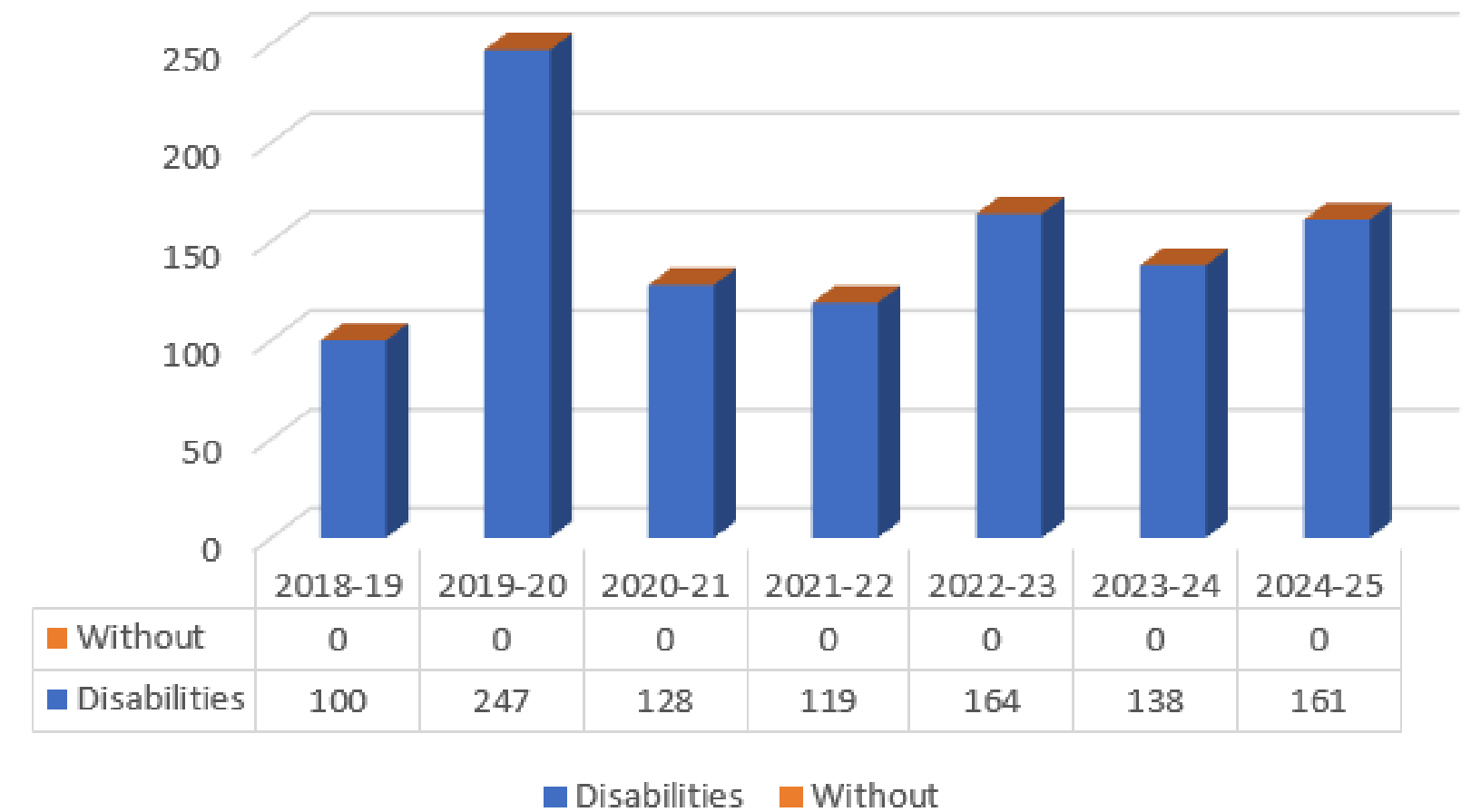
Curious Trends

1st Quarter of 2024-25

Ottawa Area ISD
Seclusion + Restraint - 1st Quarter Trends



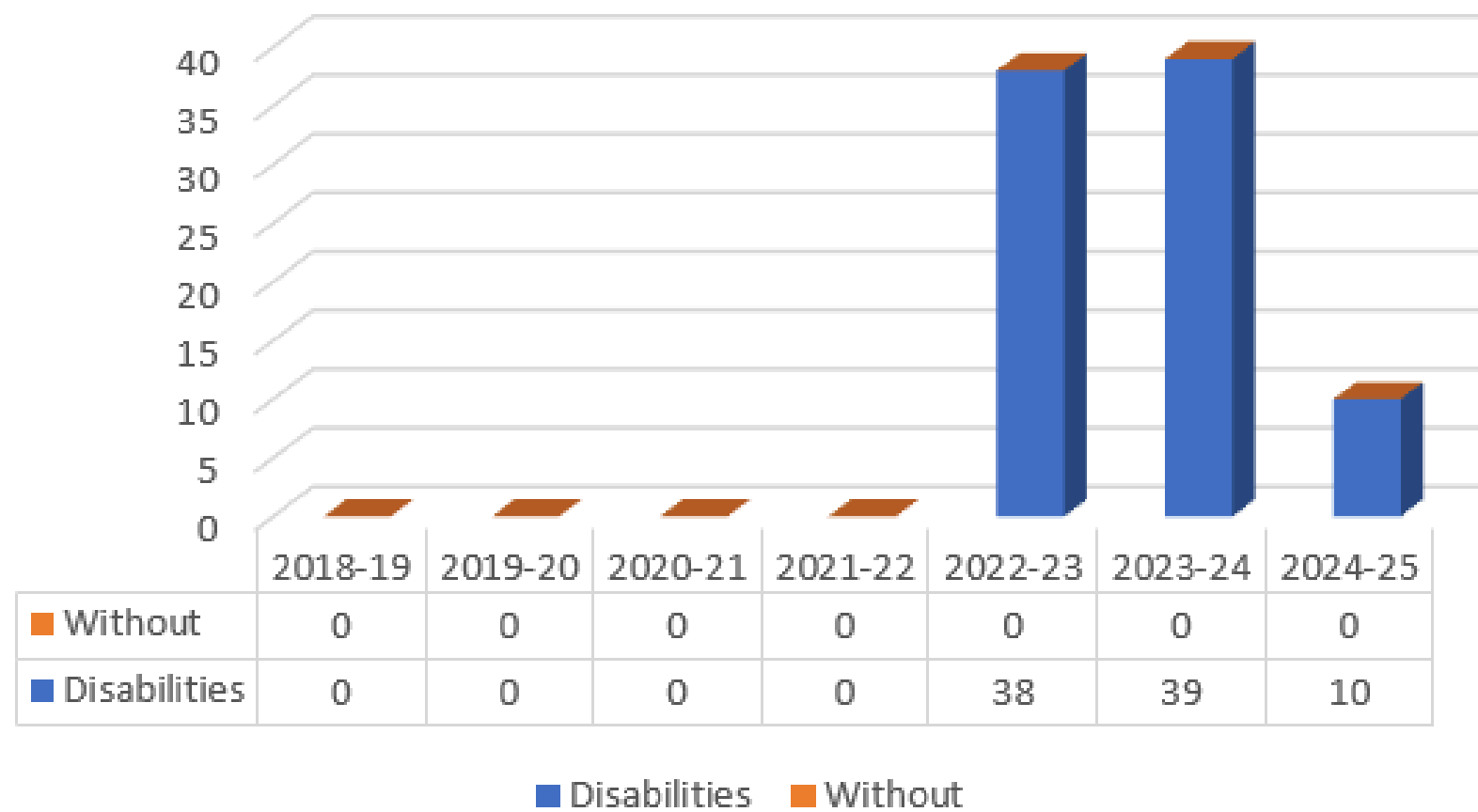
Genesee ISD
Seclusion + Restraint - 1st Quarter Trends



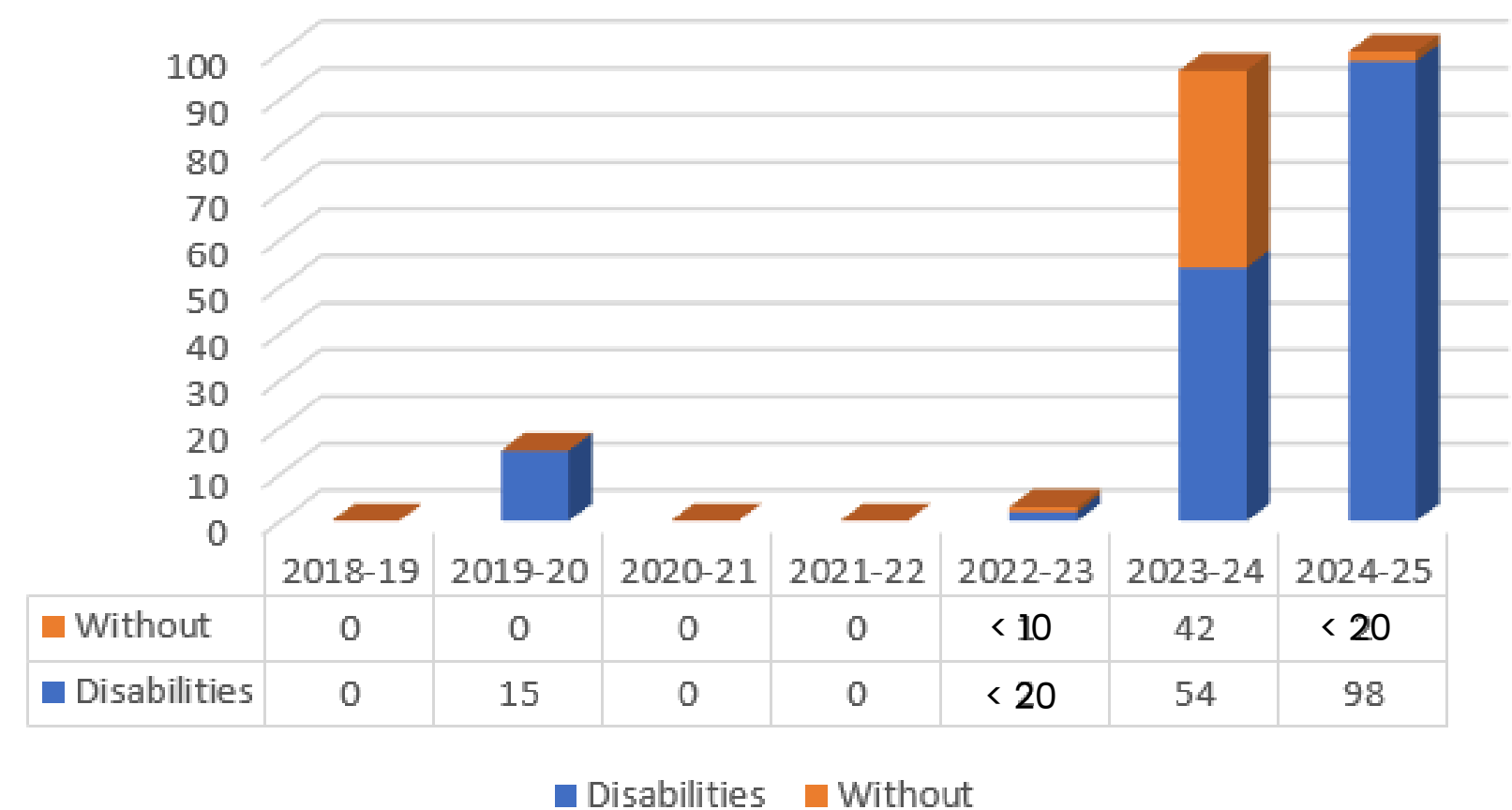
Center Based Programs

1st Quarter of 2024-25

Delta-Schoolcraft
Seclusion + Restraint - 1st Quarter Trends



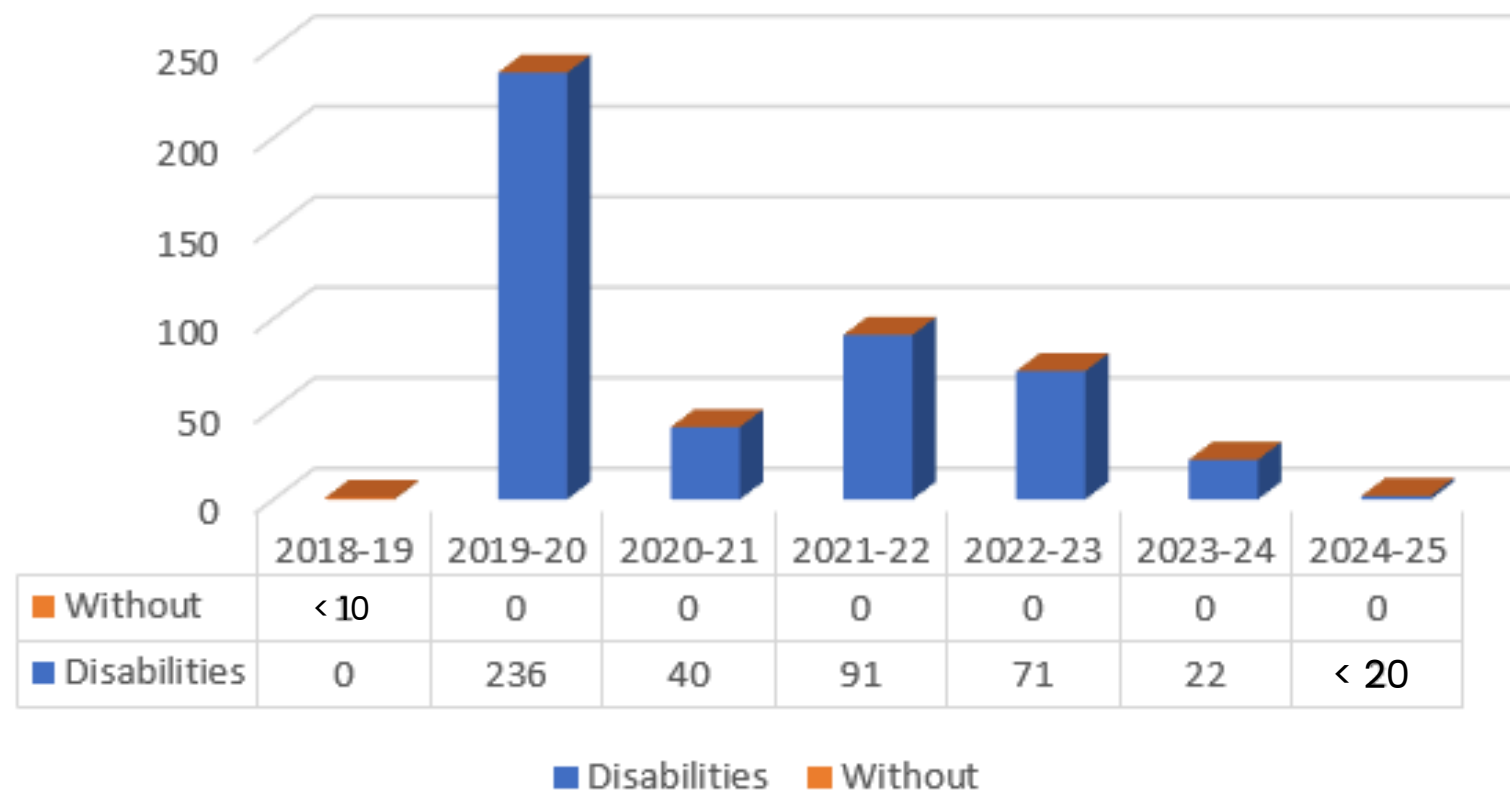
Monroe Public Schools
Seclusion + Restraint - 1st Quarter Trends



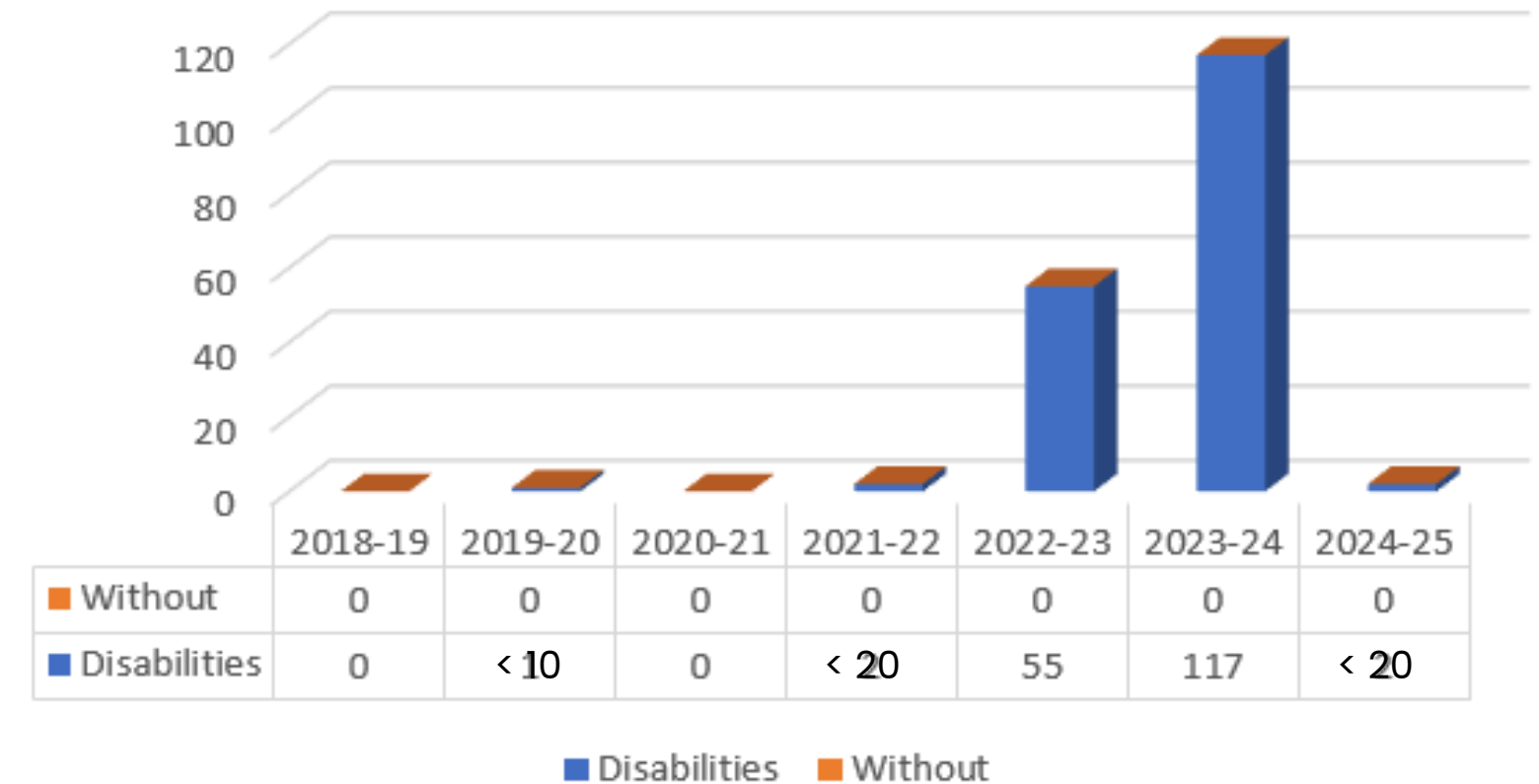
Sudden Increase in Reporting

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?



Nervous System States

Learning

Social Engagement

Regulation

Hypervigilance

Fight/Flight

Freeze

Safety

Defense



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.



Recommendations



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](#)[endsarinmichigan@gmail.com](#)

1 page

Overview



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.

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

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

(ib) 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

(ic) 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 - Adeption 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



January, 2025

Amendment

Legislative Recommendations

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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

Ammendment

	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

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Monitoring, Oversight, & Enforcement System

- Virtual basic awareness training; available to the public
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- Effective and supportive corrective action process

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Long Term Funding

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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
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- Continual comprehensive training
- Data training for key personnel
- Teacher preparation program training



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 Day¹

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.² 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.³ 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.⁴ These schools have also reported fewer injuries and greater staff job satisfaction.⁵

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 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

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Resources

endsar-mi.org/events

Monthly Support Group

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

See Your School's Data

- mischooldata.org

Read Michigan Law

- [MCL 380.1307-1307h](#)

Letter Template

- [Script](#)

Coffee Hour Sign Up

- [Sign Up Genius](#)

Join EndSaR



EndSaR
MICHIGAN
ADVOCATES TO
END SECLUSION
AND RESTRAINT

Thank You!