
HAZEL PARK SCHOOLS

August, 2024

EndSaR

Michigan Advocates to End Seclusion and Restraint

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POSITION STATEMENT

Seclusion and Restraint are **dangerous and traumatic**¹ practices that can have very serious consequences, including death. Not only is there no evidence that they are effective in reducing problem behaviors², but there is evidence of deteriorated student-teacher relationships³, **increased behavior problems**⁴, and they can be a denial of a Free Appropriate Public Education (FAPE).⁵ Repeated use of seclusion and restraint should be viewed as strong evidence of **treatment failure**.⁶

Involuntary seclusion is a form of **solitary confinement**, depriving children of co-regulation and supportive connection when they need it the most. Solitary confinement has been linked to increased risk of **suicide**, self-harm, anxiety, depression, mental and physical deterioration, paranoia, **aggression**, and a **significant risk of death**.⁷ Involuntary seclusion is part of the school to prison pipeline, should not be used on children, and has no place in our public schools.

Michigan students have died as the result of being restrained by trained staff and therefore, restraint is a **potentially deadly force**. Restraint should only be used in dangerous emergencies or life-threatening situations. Extreme effort should be made to prevent dangerous emergencies and life-threatening situations and therefore, the use of restraint in schools should be exceptionally rare.

1) "In fact, seclusion and restraint are dangerous and traumatic not only to the individuals subjected to these practices, but also for the staff implementing them." - [U.S. Department of Health and Human Services: Substance Abuse and Mental Health Service Administration \(SAMHSA\) Brief #1](#)

2) "Furthermore, there continues to be 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 - Restraint and Seclusion: Resource Document](#) page iii

3) "The forceful assertion of another person's will over one's own, along with the loss of control over one's body and environment, generates very negative emotions and has deep psychological and traumatic impacts on people." - [Strategies to End Seclusion and Restraint: WHO Quality Rights Specialized Training](#)

4) "Moreover, some studies indicate that seclusion and restraint use leads to an increase in the behaviors that staff members are attempting to control or eliminate." - [U.S. Department of Health and Human Services: Substance Abuse and Mental Health Service Administration \(SAMHSA\) Brief #1](#)

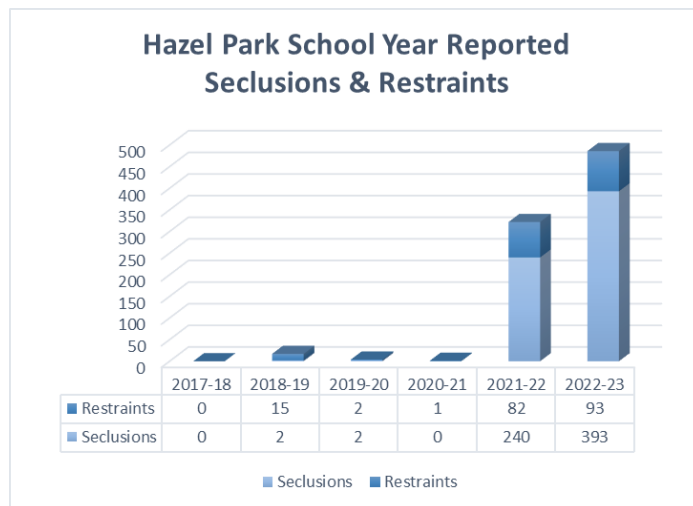
5) "A school's use of restraint or seclusion may have a traumatic impact on a student, such that even if she were never again restrained or secluded, she might nevertheless have new academic or behavioral difficulties that, if not addressed promptly, could constitute a denial of FAPE." - [Fact Sheet: Restraint and Seclusion of Students with Disabilities - U.S. Department of Education Office of Civil Rights](#)

6) "Restraint and Seclusion in Public Schools: Ethical Issues, Risks, and How to Protect Children from Adult-Inflicted Harm" <https://mtb.msu.domains/restraint/supplementary-materials-from-restraint-and-seclusion-in-public-schools/>

7) The body in isolation: The physical health impacts of incarceration in solitary confinement <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0238510>

DATA

Hazel Park Schools has come onto our radar as a district of concern because it was the school district with the highest reported number of seclusions and restraints during the 2nd quarter of the 2023-24 school year (see Appendix 1). Hazel Park reported using 272 seclusions and 239 restraints on 40 students with disabilities for a total of 511 incidents in just one quarter. That means that the average time each student was secluded or restrained was 12.8 times in the 2nd quarter alone. We noticed that these numbers are **3.5 times higher** than the 2nd quarter of last year when Hazel Park reported 105 seclusions and 37 restraints of 16 students for a total of 142 total seclusions and restraints.



RECOGNITION

EndSaR recognizes the efforts that Hazel Park Schools has made to acknowledge state law and the problems with the use of seclusion and restraint in the district. We encourage and applaud schools that are making efforts to reduce and eliminate seclusion and restraint in their schools.

Strategy 1 in the draft version of the Hazel Park Schools Strategic Plan, presented at the board of education work session on August 5, 2024, is "Foster Equitable and Inclusive Learning Environments" and includes several relevant subsections including reviewing and revising research-based best practices for equitable discipline, providing professional learning on effective strategies for non-exclusionary and culturally responsive disciplinary practices, and developing a comprehensive plan to reduce seclusion and restraint throughout the district in collaboration with stakeholders.

We look forward to watching the implementation of this strategy and the Seclusion and Restraint Reduction Plan. It is our hope that Hazel Park Schools is successful in their endeavor and they can become a model district for other districts across the state and the country.

SYSTEM PROBLEM

“Every system is perfectly designed to get the result that it does.”
“A bad system will beat a good person every time.”
- W. Edwards Deming

EndSaR recognizes that the misuse and overuse of seclusion and restraint is a system problem that is common throughout our state and our country. **Evidence (see Appendix 2 & 3) that has been provided to EndSaR by parents of Edison students indicates that compliance based, punitive disciplinary systems are used at Edison School.** These types of systems tend to provoke meltdowns and escalate students, making schools less safe and making seclusions and restraints more likely.

It will not be sufficient simply to attempt to eliminate seclusion and restraint while maintaining the disciplinary system that plays a role in inspiring explosive behaviors. Rather, the entire system must be changed to a trauma informed, neuroscience aligned, neurodiversity affirming, relationship based, collaborative approach. The goal is to prevent crisis situations by meeting student needs so that seclusion and restraint are not needed.

REQUESTS

EndSaR hereby requests that Hazel Park Schools do all of the following:

- 1) Provide meaningful oversight to all schools in the Hazel Park district, including Edison School, to ensure that they are following the entirety of **Michigan Law** pertaining to the use of seclusion and restraint ([MCL 380.1307a-h](#)).
- 2) Provide meaningful oversight to all schools in the Hazel Park district, including Edison School, to ensure that they are following **Federal Guidance** pertaining to the use of seclusion and restraint.
- 3) Adopt effective approaches to meet student needs in order to prevent the meltdowns that lead to seclusion and restraint and ensure that the approaches are implemented with fidelity resulting in a **systematic decrease**¹² in seclusion and restraint until they are **exceptionally rare**¹¹.
- 4) Include 3 parents of past or present Edison School students on the Seclusion & Restraint Reduction Plan Oversight Team, at least 2 whose students have been secluded and/or restrained.
- 5) Survey educators (teachers, paraprofessionals, administrators, and support staff), students, and parents before and after implementation of the Seclusion and Restraint Reduction Plan to gather data on relevant topics like felt safety, job satisfaction, staff retention, parent participation in the school community, and student-staff relationships.

MICHIGAN LAW

Since the 2017-2018 school year Michigan Law ([MCL 380.1307a](#)) has required that school boards adopt and implement a local policy that is consistent with the state policy. Beyond reporting numbers, there was no state level oversight built into the law. Ensuring adherence to the law, including analyzing data, is the responsibility of the local schools.

[Michigan Law](#) MCL 380.1307a-h states that emergency seclusion and emergency physical restraint must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of school personnel, as discipline or punishment, or as a substitute for an appropriate education program; Emergency seclusion and emergency physical restraint may be used only under emergency situations and only if essential to providing for the safety of the pupil or safety of another; and Emergency seclusion and emergency physical restraint may not be used in place of appropriate less restrictive interventions; Seclusion other than emergency seclusion and restraint other than emergency restraint are both on the list of prohibited practices.

[Michigan Law](#) makes it clear that seclusion and restraint should not be used repeatedly on the same child as it lists several very specific steps that should be taken if a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint.

[Michigan Law](#) also states that a school district shall collect and report data on and related to the use of restraint and seclusion in the school district; The data should be analyzed by the school and the school district to determine the efficacy of the school's school wide system of behavioral support; The data should be analyzed in the context of attendance, suspension, expulsion, and dropout data; and The data should be analyzed for the purposes of continuous improvement of training and technical assistance toward the elimination of seclusion and restraint.

[Michigan Law](#) requires that each seclusion or restraint be reported to the pupil's parent or guardian immediately; A written report shall be provided to parents or guardians within 1 school day; School personnel must make reasonable efforts to debrief and consult with the parent or guardian (and pupil if appropriate) regarding future actions; and If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future, then school personnel are encouraged to conduct a functional behavioral assessment (FBA) and develop or revise a positive behavioral intervention and support (PBIS) plan to facilitate the elimination of the use of seclusion and restraint.

Michigan Compiled Law - Section 380.1307a-h <https://www.legislature.mi.gov/Laws/MCL?objectName=mcl-380-1307a>

FEDERAL GUIDANCE

[Federal Guidance](#) states that restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child; The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior. When restraint or seclusion is repeatedly used with a child, used multiple times within the same classroom, or used multiple times by the same individual, a review of the student's Behavior Intervention Plan (BIP) should occur, the prescribed behavioral strategies should be modified, if needed, and staff training and skills should be re-evaluated;

[Federal Guidance](#) also states that policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate; and data on the frequency of use of restraint and seclusion for all children should be periodically reviewed at school leadership meetings, grade-level meetings, and other meetings of school staff.

U.S. Department of Education [Restraint and Seclusion: Resource Document](https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf)
<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>

FOLLOWING MICHIGAN LAW & FEDERAL GUIDANCE

General

1. Every effort will be made to prevent the need for the use of restraint or seclusion.
2. Seclusion and restraint will not be used disproportionately on any group by age, disability, race, neurotype, access to spoken language, etc.
3. Physical restraint or seclusion will not be used except in ongoing emergency situations where the child's behavior poses imminent danger of serious physical harm⁷ to self or others.
4. Physical restraint or seclusion will not be used when other interventions would be effective.
5. Physical restraint or seclusion will not be used as a planned response to inappropriate behavior, as discipline, punishment, or as a substitute for an appropriate educational program.
6. Restraint or seclusion will not be used in a manner that restricts a child's breathing or harms a child.

Response to Use

7. When seclusion or restraint are used, there will be a review and, if necessary, a revision of strategies currently in place to address dangerous behavior.
8. Parents or guardians will be notified immediately after each use of seclusion or restraint.
9. A written report will be provided to the parent or guardian *within 1 school day*⁸.
10. School personnel will schedule a meeting to debrief and seek information or advice from (consult with) parents or guardians (and student if appropriate) to determine future actions.

Repeated Use

11. Restraint or seclusion will not be used repeatedly on an individual student, multiple times within the same classroom, or multiple times by the same staff member.
12. If an individual student is secluded or restrained more than once, there will be a review of the student's BIP and a modification of the prescribed behavioral strategies.
13. If seclusion or restraint are used more than once by the same staff member or within the same classroom, then the training and skills of the staff members involved will be re-evaluated.

Policy Review

14. District policies regarding the use of restraint and seclusion will be reviewed regularly and updated as appropriate.

Data

15. Data on the use of restraint and seclusion will be analyzed regularly:
 - a. To determine the efficacy of the school wide system of behavioral support.
 - b. In the context of attendance, suspension, expulsion, and dropout data.
 - c. For the purpose of continuous improvement of training and technical assistance toward the elimination of seclusion and restraint.
 - d. To discover if seclusion or restraint are being used disproportionately on any group by age, disability, race, access to spoken language, etc.
 - e. To discover if seclusion or restraint are being used repeatedly on the same student, in the same classroom, or by the same staff member.
 - f. To discover if seclusion or restraint are being used outside of ongoing emergency situations where a child's behavior poses imminent danger of serious physical harm⁷ to self or others.
 - g. To discover if seclusion or restraint are being used when other interventions would have been effective.
 - h. To discover if seclusion or restraint are being used as a response to inappropriate behavior, as punishment or discipline.

Prevention

16. If a student exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, then school personnel, in partnership with the parent or guardian, will:
 - a. Develop a written emergency intervention plan by taking all of the steps documented in MCL 380.1307e.
 - b. Conduct a functional behavioral assessment (FBA).
 - c. Develop or revise a positive behavioral intervention and support (PBIS) plan to facilitate the elimination of the use of seclusion and restraint.
17. Educators will be provided with *regular*⁹, effective training that results in the prevention of seclusion or restraint including:
 - a. Regular review of Federal Guidance and Michigan Law.
 - b. Regular training and practice in trauma-informed, neuroscience aligned, neurodiversity affirming, collaborative approaches¹⁰.
 - c. Being informed that the use of restraint and seclusion can have very serious consequences, including trauma³ and death.
 - d. Being informed that 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 techniques².
 - e. Being informed that seclusion and restraint are dangerous and traumatic not only to the individuals subjected to these practices, but also for the staff implementing them³.
 - f. Being informed that the forceful assertion of another person's will over one's own, along with the loss of control over one's body and environment, generates very negative emotions and has deep psychological and traumatic impacts on people⁴.
 - g. Being informed that a school's use of restraint or seclusion may have a traumatic impact on a student, such that if she were never again restrained or secluded, she might nevertheless have new academic or behavioral difficulties that, if not addressed properly could constitute a denial of FAPE (Free Appropriate Public Education)⁵.
18. The effectiveness of the training will be evaluated by using data to determine if seclusion and restraint are *exceptionally rare*¹¹ or *systematically decreasing*¹². If instances of seclusion or restraint are not *exceptionally rare*¹¹ or *systematically decreasing*¹² then:
 - a. The implementation of the approaches will be evaluated; Are the approaches being implemented with fidelity? Do staff members need more practice using the approaches? Are

there changes that need to be made to the school culture and climate in order for approaches to be effective?

b. The approach training will be evaluated; Was the training effective in helping staff members utilize the approaches as designed and intended?

c. Changes will be made to the approaches, the implementation, or the training if restraint and seclusion are not exceptionally rare or systematically decreasing.

RECOMMENDATIONS

In equitable situations, every person involved takes responsibility for their part. That includes the adults who interact with students; the mindset they held, the assumptions they made, the environment they provided, the verbal and non-verbal communication that they used, the actions they took and those they didn't take, and the relationships they cultivated that impacted student behavior. The power differential between children and adults needs to be taken into consideration in equitable situations, as does the power differential between schools and families. Without the adults and schools looking at and offering to adjust their parts, a behavior approach is not equitable.

Keeping all students safe starts long before a crisis happens.

- It starts with providing educators with training, resources, practice, and options.
 - It requires a focus not on behaviors, but on the **underlying issues** causing behaviors.
 - It involves a **mindset shift** about students who are behaving in undesired ways. They are interacting with their environment; it's **not one-sided**. They need to feel physically, socially, emotionally, psychologically safe. They need help, co-regulation, supportive adults, environments that don't overwhelm their senses, friends, accommodation, trauma healing, skill development, practice, to feel wanted, seen, understood, and believed.
 - It requires that every student have a secure **relationship** with multiple adults in the building who see them for the great kid that they are even when they're having a hard time.
 - Students whose needs are being met, who feel safe and comfortable in their environment, and who have the skills to handle the demands of school rarely act aggressively or hurt others.
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EQUITABLE APPROACHES

EndSaR recommends several equitable approaches: <https://www.endsar-mi.org/a-better-way>

Collaborative and Proactive Solutions (CPS) - Ross W. Greene, PhD

Replacing punitive, exclusionary practices with a more compassionate, effective approach to improve school culture, climate, and discipline by focusing on the problems causing behaviors rather than the behaviors themselves.

Rated as an [EBP by CEBC](#) (2-Supported by Research Evidence)

<https://livesinthebalance.org/educators-schools/>

Sanctuary Model - Sandra L. Bloom, MD

The Sanctuary® Model is a blueprint for clinical and organizational change which, at its core, promotes safety and recovery from adversity through the active creation of a trauma-informed community.

Rated as an [EBP by CEBC](#) (3-Promising Research Evidence)

<https://www.thesanctuaryinstitute.org/about-us/the-sanctuary-model/>

R.U.L.E.R Approach - Marc A. Brackett, PhD

Recognize, Understand, Label, Express, Regulate: RULER Approach supports school communities in understanding the value of emotion, building the skills of emotional intelligence, and creating and maintaining positive school climates

Rated as an [Evidenced Based SEL Program by CASEL](#)

Yale Center for Emotional Intelligence (YCEI)

<https://www.rulerapproach.org/>

DIR/Floortime - Stanley Greenspan, MD & Serena Wieder, PhD

Developmental, Individual-differences, Relationship-based approach; DIR provides a foundational framework for understanding human development and learning and how each person individually perceives and interacts with the world differently.

profectum.org/about/dir

<https://www.icdl.com/research>

<https://www.cebc4cw.org/program/dirfloortime/>

DIR/Floortime - Continued

The largest DIR/Floortime school in the US is called Celebrate the Children and is in Denville, NJ.

<https://www.celebratethechildren.org/>

Neurosequential Model for Education - Bruce D. Perry, MD, PhD

A neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behavior and performance

<https://www.neurosequential.com/nme>

Mindfulness Based Stress Reduction (MBSR) - Ali Turfe, MA, SSP, LLP

A free, 8-week group program for cultivating a mindfulness practice for stress management through greater self-awareness, improved self-regulation and communication skills with our self and others, and responding vs. reacting - 30 CEHs or SCECHs

EndSaR approves MBSR for educator mental health and wellbeing. There are excellent, free MBSR programs in Michigan.

<https://www.aliturfe.com/training-events.html>

Low Arousal - Andrew A. McDonnell, PhD

Managing Aggressive Behavior in Care Settings: Understanding and applying low arousal approaches

The Low Arousal approach emphasizes a range of behavior management strategies that focus on the reduction of stress, fear and frustration and seeks to prevent aggression and crisis situations.

<https://www.lowarousal.com/>

Ukeru Systems - Kim Sanders, MS

Restraint free trauma informed care - No one wants to use restraint or seclusion to manage behavior. But when fear and frustration take over, it can seem as if there's no other option. Let Ukeru show you another choice.

"Ukeru has been shown quantitatively to reduce rates of seclusion and injury, while also reducing caregiver turnover."

<https://www.ukerusystems.com/who-we-are/our-history/>

Self-Reg Schools - Stuart Shanker, PhD

We help K-12 teachers, principals and school teams learn to apply the brain-body science of stress, dysregulation, and self-regulation. Self-Reg allows us to reframe and respond to challenging student behaviors, enhance student resilience, and get back to teaching and learning.

<https://self-reg.ca/>

Philosophies & Tools that Contribute to Equitable Approaches to Behavior

Polyvagal Theory - Stephen W. Porges, PhD

The Polyvagal Theory links the autonomic nervous system to social behavior and emphasizes the importance of thinking about physiological state and the role the autonomic nervous system plays in regulating our health and behavior

<https://www.frontiersin.org/articles/10.3389/fnint.2022.871227/full>

Beyond Behaviors - Mona Delahooke, PhD

Brain-Body Parenting: How to Stop Managing Behavior and Start Raising Joyful, Resilient Kids

Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges

These books interpret the polyvagal theory as it applies to understanding children with disruptive behavior. They help teachers and parents understand why the rewards and punishment models aren't working and helps us understand the importance of understanding a child's individual differences in the context of relational safety.

<https://www.psychologytoday.com/us/blog/going-beyond-intelligence/201902/children-s-problem-behavior-understood-through-brain-science>

Executive Function Assessment - Seth Perler

This tool explains and offers an approach to assessing students' strengths and weaknesses and ideas with how to help. Executive function encompasses many of the challenging behaviors that educators find frustrating and how they respond to them can mean the difference between a student feeling threatened or supported. Executive functioning problems are not something that a student chooses, but behaviors associated with them are often treated as choices and punished or responded to in harsh and ineffective ways.

<https://sethperler.com/efassessment/>

https://sethperler.com/wp-content/uploads/2022/01/EFSkillsAssessmentSethPerler.com_.pdf

Applied Educational Neuroscience - Lori Desautels, PhD

Dr. Lori Desautels' application of neuroscience as it applies to attachment, regulation, educator brain state - Author of Intentional Neuroplasticity: Moving Our Nervous Systems and Educational System Toward Post-Traumatic Growth, Connections Over Compliance: Rewiring Our Perceptions of Discipline

<https://endseclusion.org/2021/12/05/teaching-through-trauma-with-the-applied-educational-neuroscience-framework/>

Model of Child Engagement (MOCE) - Greg Santucci, OT

This is just a concept; if the child doesn't feel safe, they can't be regulated and if they are not regulated, they can't learn - Greg Santucci, Occupational Therapist

<https://gregsantucci.com/model-of-child-engagment-moce/> <https://gregsantucci.com/>

The Power of Showing Up - Daniel J. Siegel, MD & Tina Payne Bryson, PhD

This is a book that helps us understand interpersonal neurobiology as it applies to our children. It helps us understand the adult role in child behavior. One of the very best scientific predictors for how any child turns out – in terms of happiness, academic success, leadership skills, and meaningful relationships – is whether at least one adult in their life has consistently shown up for them. While it is not a program in and of itself, it is extremely important to understanding the importance of the student - adult relationships in school.

<https://drdansiegel.com/book/the-power-of-showing-up/>

DEFINITIONS & NOTES

17. **Imminent Danger of Serious Physical Harm:** A serious physical injury will occur if action is not taken. A serious physical injury is an injury that (a) is life threatening; (b) results in permanent impairment of a bodily function or permanent damage to body structure; or (c) necessitates medical or surgical intervention to preclude permanent impairment of a body function or permanent damage to a body structure. ([42 USC § 247d-6d\(i\)\(10\)](#))

 18. **Within 1 school day:** A written report will be provided to the parent or guardian within the earlier of 1 school day or 7 calendar days. ([MCL 380.1307d](#) (a))

 19. **Regular:** at a minimum at the beginning and middle of each school year, but more often if there are enrolled students with a history or high incidence of dangerous behavior who might be subjected to physical restraint or seclusion procedures. Use and prevention training should be accompanied by regular supervised practice. Like quarterly fire drills, all staff members should be expected to regularly and frequently review and practice approaches to prevent the conditions that result in the use of restraint or seclusion and in the use of specific and planned physical restraint or seclusion procedures. ([Principle 10, pg.19](#))

 20. **Trauma-informed, neuroscience aligned, neurodiversity affirming, collaborative approaches:** There are several examples at endsar-mi.org/a-better-way.

 21. **Exceptionally rare:** Fewer than 1 or 2 times on a single student, within the same classroom, or by the same educator.

 22. **Systematically decreasing:** Significantly and continually reducing the number of seclusions and restraints to an intentional plan; for example, decreasing by 50% every year until it becomes exceptionally rare.
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APPENDIX 1

Michigan Q2 2023-24 School Year	Students with Known Disabilities		Students without Known Disabilities		Total S+R	Average Use per Day	Average Use per Student
	Seclusions	Restraints	Seclusions	Restraints			
State Total	3,811	3,225	183	264	7,483	166.3	5.2
Hazel Park, School Dist City of	272	239	<10	<10	513*	11.4*	10.5*
Delta-Schoolcraft ISD	66	249	0	0	315	7.0	35.0
Genesee ISD	151	153	0	0	304	6.8	8.4
Lincoln Park, School Dist City of	177	115	0	0	292	6.5	7.5
Zeeland Public Schools	148	90	29	12	279	6.2	11.2
Muskegon Area ISD	147	42	0	<10	190*	4.2*	10.6*
Barry ISD	125	60	0	0	185	4.1	20.6
Monroe Public Schools	31	71	22	52	176	3.9	5.2
Saline Area Schools	70	94	<10	<10	166*	3.7*	5.0*
Gratiot-Isabella RESD	80	83	0	0	163	3.6	8.2
Lake Orion Community Schools	73	56	0	0	129	2.9	6.8
Traverse City Area Pub Schools	89	29	<10	<10	120*	2.7*	4.8*
Macomb ISD	83	32	0	0	115	2.6	2.9
Utica Community Schools	53	56	<10	0	110*	2.4*	4.8*
Jenison Public Schools	42	59	<10	<10	103*	2.3*	4.0*
Montcalm Area ISD	67	35	0	0	102	2.3	4.6
Kent ISD	83	16	0	0	99	2.2	3.8
Washtenaw ISD	69	29	0	0	98	2.2	7.5
Orchard View Schools	77	18	0	<10	96*	2.1*	5.3*
Allegan Area ESA	53	41	0	0	94	2.1	6.7
Ottawa Area ISD	55	39	0	0	94	2.1	5.5
Mecosta-Osceola ISD	45	45	0	0	90	2.0	10.0
Harper Creek Comm Schools	90	0	0	0	90	2.0	10.0
Hudsonville Public School Dist	43	33	<10	0	77*	1.7*	3.1*
Berkley School District	41	35	0	0	76	1.7	7.6
Ypsilanti Community Schools	35	40	0	0	75	1.7	8.3
Warren Consolidated Schools	25	48	<10	0	74*	1.6*	3.4*
Lincoln Consolidated Schl Dist	40	32	0	0	72	1.6	8.0
Carman-Ainsworth Comm Schls	34	24	<10	<10	60*	1.3*	2.4*
Northwest Community Schools	16	43	0	0	59	1.3	6.6
Gladstone Area Schools	<10	41	<10	10	53*	1.2*	2.9*
Kalamazoo RESA	31	20	0	0	51	1.1	2.6
Ionia Public Schools	27	23	0	0	50	1.1	5.6
Sturgis Public Schools	<10	35	<10	12	49*	1.1*	2.7*
Brandon School Dis Oak & Lap	47	<10	0	0	48*	1.1*	5.3*

*At least: Totals were calculated assuming <10 seclusion or restraint meant 1. Average use per day was calculated assuming Q2 was 45 days (1/4 of a 180 day school year). Average use per student was calculated assuming <10 students meant 9 - averages would be higher if there were fewer students.

Original data from mischooldata.org/districtschool-data-files Michigan's Center for Educational Performance and Information, Use of Seclusion and Restraint: District Totals, 2nd Quarter SY 2023-2024 (accessed May 30, 2024)

APPENDIX 2

Public Comment for the August 19, 2024 Hazel Park Board of Education Meeting:

I am Melissa Freel, a parent who helped start Michigan Advocates to End Seclusion and Restraint. I am here today as a parent first. My son, Bennett, was a student at Hazel Park's Edison school after being placed there in 2018-2019 by his home district-Troy.

My husband and I were provided with a tour of the school prior to his placement and the first area that we were taken to was called the "Center." Despite its bland name, the "Center," was frightening. At the time, it was a classroom sub divided into smaller rooms with a single student desk positioned just outside the three rooms. These sub-divided rooms were padded and had doors on each of them. When I asked what these smaller rooms were for in the Center, the case manager said that they were "part of the program."

Bennett would be secluded in the Center like many students, multiple times a week if he wasn't "following the program." When I asked his case manager what this really meant, she told me frequently that "don't worry, he knows what it means and the sooner he "gets with it" the sooner thing will become easier for him. Often, he would be in the Center following something in the classroom that included such things as refusing to do work, not taking an appropriate break, and being silly. None of these behaviors are considered "emergencies" by any definition under Michigan's current law around seclusion. Bennett once spent an hour and a half being secluded in the Center for googling the word "banana" instead of doing his work.

Being sent to the Center was called an Individual Learning Experience or an ILE. In an ILE the student is required to sit at that desk that I mentioned and calmly do his schoolwork on his own without teacher instruction. A paraprofessional records pluses and minuses in 10- and 20-minute increments. It is my understanding that if a child has too many minuses, the ILE is extended. I have the paperwork to prove this about the banana. Bennett was 11. Most ILE's were between 1½ hours to 3 hours long. By the time Christmas came, Ben had only completed 10% of the required math work for his grade. When I asked how he would get caught up, neither the home district nor could Edison give an answer. If my son refused to go to the center on his own, he would be physically taken to the center and placed in the padded room. Bennett was 11.

If he went to the center willingly but was unwilling to do the work on his own at the desk, he was placed in the padded room. There are pages and pages of what my child screamed, cried, yelled, and did, recorded meticulously by a paraprofessional. They are AWFUL! There was NEVER EVER anything shared about what the staff did to help him calm down or to support his actual schoolwork. Pages and pages of this. He had an Edison "therapist" and when I asked regularly for updates on her efforts with Ben, she said she

didn't take more than some notes on post-its because the program "runs itself" and he just needs to "get with the program"

When we moved to PA, the special education school met with all of us as a family and they asked Bennett what things or actions they should "NOT do" because they stressed him out. He said please don't tell me to "Take a Break."

Now, I had noticed that many times that Bennett was sent to the Center, it was for a NTAB, not taking an appropriate break. I would talk to him over and over about the need to focus, take deep breaths and do as the teachers told him to do.

In PA, a very smart therapist paused when Bennett said this and asked what does it mean to him to take a break? He demonstrated by picking up his chair, carrying it to the nearest wall, setting it down facing the wall and sitting in it. He said he would have to do this for 20 minutes in silence. No interaction, no moving out of the desk, no bathroom breaks nothing. I had no idea that's what it meant for Ben.

Words matter. Schools like Edison, and Edison itself, use a lot of words that we as adults can easily assign meaning to, the Center doesn't sound like a set of padded rooms. Taking a break does not sound like using shame and having behavioral expectations that we as adults would struggle to meet. Calling seclusion "time-out" is another example of this.

I want to share one final and somewhat simple example of the damage that Edison did to Ben and that he has had to overcome. When the pandemic was ending, he was transferred back to a general education middle school. On the morning of the transition, I walked into school with him. His therapist was there to literally go to school with him. As we sat with him in the front office waiting, he began to tremble and shake. I asked him if he was 'cold' but he responded, "no, Mom, this school smells like Edison. I don't know if I can do it."

Today, he is a senior in high school. A straight A student in honors classes and will be taking AP classes too this year. He has a friend group and has had no behavior problems. He is in extracurricular activities like marching band and art club. He is a model student. He is also proof that the school environment is everything. One that nurtures.

But make no mistake, the trauma of Edison is still with him every day and he works hard to overcome it.

- Stay safe
- On Task
- Act Responsibly
- Respect everyone

1 hr.
20 min

Date in: 12/6/18 Date out: 12-6-18 Time in: 9:40 Time out: 11:00

Student: [Redacted] Staff: [Redacted] Grade: 6

①

2

3

Notes: Disruption - Decided to go on google to look up ~~the~~ ^{burnings} ~~was~~ ^{was} 2 minutes later holds power button to turn off computer, ~~was~~ ^{was} 2 minutes later using foot fidget toy as sling shot with hangers told to stop did it 2 more times. Given break NTA/B



Problem Behaviors (check the most intrusive):

Major:

- | | |
|--|---|
| <input type="checkbox"/> Physical aggression | <input type="checkbox"/> Defiance/insubordination/non-compliance (room cleared, escort, excess centers, bottomlined) |
| <input type="checkbox"/> Harassment | <input type="checkbox"/> Abusive language/inappropriate language/profanity |
| <input type="checkbox"/> Threats | <input type="checkbox"/> Inappropriate displays of affection/gestures |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Inappropriate location-in building |
| <input type="checkbox"/> Property Damage/Vandalism | <input type="checkbox"/> Inappropriate location-out of building |
| <input type="checkbox"/> Fighting | <input checked="" type="checkbox"/> Disruption |
| <input type="checkbox"/> Forgery/Theft/Plagiarism | <input type="checkbox"/> Technology violation (Off task on electronics, persistently on wrong site or inappropriate site) |
| <input type="checkbox"/> Lying/Cheating | <input type="checkbox"/> Sharing food/personal items |
| <input type="checkbox"/> Bomb Threat/False alarm | <input type="checkbox"/> Inappropriate physical contact (poking/pushing) |
| <input type="checkbox"/> Arson | <input type="checkbox"/> Staff Manipulation (seeking permission from multiple staff) |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Gang Affiliation-display |

Police Called YES Seclusion/restraint # _____ Out of School suspension: # of days _____

- | | | | |
|---|--|---|--|
| <input checked="" type="checkbox"/> Classroom | <input type="checkbox"/> Gym | <input type="checkbox"/> Computer lab | <input type="checkbox"/> Special Event/ Assembly |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Office | <input type="checkbox"/> Library | <input type="checkbox"/> Parking lot |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Bathroom/Restroom | <input type="checkbox"/> Bus loading zone | <input type="checkbox"/> Off campus/field trip |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus | <input type="checkbox"/> Common Area | <input type="checkbox"/> Other: |

Possible Motivation:

- | | |
|---|--|
| <input type="checkbox"/> Avoid Adult(s) | <input type="checkbox"/> Obtain Adult(s) Attention |
| <input type="checkbox"/> Avoid Peer(s) | <input checked="" type="checkbox"/> Obtain Peer(s) Attention |
| <input type="checkbox"/> Avoid Task(s)/Activities/Sensory | <input type="checkbox"/> Obtain Tasks(s)/Activities/Sensory |
| <input type="checkbox"/> Avoid Work | <input type="checkbox"/> Obtain Items |

Others Directly Involved:

Staff

None Substitute Peer(s) Other _____
 Staff Member: [Redacted]

APPENDIX 3

BLUE 8th

Name



Date

5/20/24

EDISON EAGLES

SMR to Success

STAY SAFE
ON TASK
ACT RESPONSIBLY
RESPECT EVERYONE



Level

CLASS	TIME	POINTS EARNED	COMMENTS	SLEEPING	RESTROOM TIME
PREP Breakfast	7:50-8:00	1	Morning!		
Social Skills Homeroom	8:00-8:10	4	4 ^{MD}		
	8:10-8:20				
Social Studies Wolson	8:20-8:30	4	4 ^{KM}		
	8:30-8:40				
PE	8:40-8:50	4	4 ^{MD}		
	8:50-9:00				
Science Wolson	9:00-9:10	4	4 ^{MD}		
	9:10-9:20				
PE	9:20-9:30	4	4 ^{MD}		
	9:30-9:40				
Science Wolson	9:40-9:50	4	4 ^{MD}		
	9:50-10:00				
Reading Manson	10:00-10:10	4	4 ^{MD}		
	10:10-10:20				
Reading Manson	10:20-10:30	4	4 ^{MD}		
	10:30-10:40				
Reading Manson	10:40-10:50	4	4 ^{MD}		
	10:50-11:00				
LUNCH Homeroom	11:00-11:10	3	3 ^{MD}		
	11:10-11:20				
LUNCH Homeroom	11:20-11:30	3	3 ^{MD}		
	11:30-11:40				
Homeroom	11:40-11:50	4	4 ^{MD}		
	11:50-12:00				
Homeroom	12:00-12:10	4	4 ^{MD}		
	12:10-12:20				
ELA Manson	12:20-12:30	4	2 ^{MD}		
	12:30-12:40				
ELA Manson	12:40-12:50	4	2 ^{MD}		
	12:50-1:00				
Math Evans	1:00-1:10	4	1 ^{KL}		
	1:10-1:20				
Math Evans	1:20-1:30	4	1 ^{KL}		
	1:30-1:40				
Math Evans	1:40-1:50	4	1 ^{KL}		
	1:50-2:00				
Math Evans	2:00-2:10	4	1 ^{KL}		
	2:10-2:20				
Math Evans	2:20-2:30	4	1 ^{KL}		
	2:30-2:40				
TOTAL POINTS Possible Students can add points to figure out total points that they earned.		40	31	PARENT / GUARDIAN SIGNATURE	

NOT Q&Q -- Not Quickly and Quietly
 NTAB -- Not Taking Appropriate Break
 RTC -- Return to Class



CLASS	EUA	BREAK:	S	O	A	R
TIME IN	12:53	CENTER	NOT Q&Q		NTAB	SELF
SENDER	L.L.	Duration	RTC			ILE
TIME OUT	1:04					

NTAB - Slammed fist on desks after break given
 Upset w/ peer

CLASS	Mad H	BREAK:	S	O	A	R
TIME IN	1:15	CENTER	NOT Q&Q		NTAB	SELF
SENDER	hl	Duration	RTC			ILE
TIME OUT	1:21					

Says everyone is mean to him

CLASS		BREAK:	S	O	A	R
TIME IN		CENTER	NOT Q&Q		NTAB	SELF
SENDER		Duration	RTC			ILE
TIME OUT						

CLASS		BREAK:	S	O	A	R
TIME IN		CENTER	NOT Q&Q		NTAB	SELF
SENDER		Duration	RTC			ILE
TIME OUT						

CLASS		BREAK:	S	O	A	R
TIME IN		CENTER	NOT Q&Q		NTAB	SELF
SENDER		Duration	RTC			ILE
TIME OUT						

CLASS		BREAK:	S	O	A	R
TIME IN		CENTER	NOT Q&Q		NTAB	SELF
SENDER		Duration	RTC			ILE
TIME OUT						

INDIVIDUAL LEARNING EXPERIENCE Page 2 of
 NAME: [Redacted] Location: Elementary / Junior High / High School
 DATE: 5-22-24 TIME: 1/2 1 1 1/2 (3)
 TIME LEFT: 3hrs. c/o REASON FOR ILE: Bottomlined

PARENT SIGNATURE																				
7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	12:30	12:50	1:10	1:30	1:50	2:10	
+	+	+	+	+	+	-	-	-												
8:00	8:20	8:40	9:00	9:20	9:40	10:00	10:20	10:40	11:00	11:20	11:40	12:00	12:20	12:40	1:00	1:20	1:40	2:00	2:20	
8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	12:30	12:50	1:10	1:30	1:50	2:10	2:30	
-	+	+	+	+	-	+	+	-												

C/O ILE

7:55 Arrival + breakfast

8:20 Movie

8:45 class change

9:20 Gym

9:40 Student got upset that staff removed the hoola hoop that he was tugging and pulling with peer.

9:48 Break @ Kicking basketball angrily; staff reminding him to take break appropriately and to be calm.

10:10 Sensory
Making comments to peer after staff said not too.

10:40 came to class, started complaining about a peer

ILE closed out
(Time Served)

Seclusions: _____ Restraints: _____ Suspension: _____ Days Absent: _____
 COUNCILLED OUT OF ILE BY: _____ DATE: _____

