

**The Arc Michigan Education Committee-Meeting Minutes  
February 3, 2021**

Meeting came to order at 3:35pm via Zoom.

**Present: Maggie Kolk, Andrea Beachnau, Michelle Driscoll, Kenya Harper, Chesley Giertz, Deb Moffat, Laurel Bucci.**

**SEAC Report and Notes (Andrea Beachnau, Kenya Harper)-**

SEAC will meet twice monthly beginning in November to cover all SEAC duties. These additional meetings will be for members only.

SPP/APR Target setting deadline has been extended to February 2022. SEAC doing work this year to go through the process of proposing targets. This extension will allow for meaningful stakeholder input. Target setting meeting will be later in February.

Teri Rink/Rebecca McIntyre Report:

- Want to create a Special Education Generalist, four year special education degree.
- Administration is looking at closing gaps for English language learners.
- Return to Learn legislation-Public Acts 147, 148 and 149 signed into law August 20, 2020 waived 180 days/ 1098 hour requirements for 2020-2021 school year. It allowed flexibility to determine mode of instruction. Districts have options for demonstrating how they are providing 180 days and 1098 hours of content.
- Oversight that it didn't include the 200 day programs or early childhood programs which have different day and hour requirements.
- The Revised School Code allows for individual school districts or ISD's to apply for a waiver of an administrative rule. A statewide waiver is not allowable.
- To support districts in meeting the requirements of Return to Learn Law, The MDE Office of Special Education will offer waivers of four Michigan Administrative Special Education rules for the remainder of the 2020-2021 school year-
  - R340.1738 Programs for severe cognitive impairment
  - R340.1748 Programs for severe multiple impairments

These shall consist of either of the following-

- A minimum of 200 days and 1,150 clock hours
- A minimum of 1,150 hours of instruction with no breaks greater than 10 consecutive days of pupil instruction
- R340.1754 Early Childhood Special Education Programs
  - Be available for 360 clock hours and 144 days of instruction.
- R340.1755 Early Childhoods Special Education Services
  - Be provided for not less than 72 clock hours over 1 school year.

Interested districts will work with the ISD to complete the waiver application.

Funding is a big SEAC priority. **SEAC Workgroup 3A notes-**

**Original Recommendation:** *Provide targeted funding for Pre-K and K-12 to incentivize best practices. Questions for Guest Facilitator-What does that targeted funding amount look like in terms of \$?*

1. Currently (2017) shortfall per pupil is \$459 (all students in state, gen ed and special ed) to support special education.
2. Federal government IDEA dollars were supposed to cover 40% of special education costs, but the actual dollars have never covered over 15%
3. Funding for Early On in 2020-2021 was \$7,150,000.
  - a. [https://www.michigan.gov/documents/mde/FY21\\_Early\\_On\\_SSA\\_54d\\_Allocations\\_704780\\_7.pdf](https://www.michigan.gov/documents/mde/FY21_Early_On_SSA_54d_Allocations_704780_7.pdf)
  - b. Comparison funding from other states for children ages birth-3
    - i. Illinois - \$72.9 million
    - ii. Pennsylvania - \$126 million
    - iii. Minnesota - \$58 million
4. Inequities across Intermediate School District Millages - How do we address these significant inequities?
  - a. Low millage dollars per pupil generated = \$162
  - b. High millage dollars per pupil generated = \$1,725
5. Funding for community-based employment services for transition age youth

**How do we get lawmakers to want to allocate funding to this issue over the myriad of other funding requests they are getting?**

1. Special education services must be funded regardless of whether there is sufficient state or federal funding to cover costs in their entirety, thus the shortfall comes from the general operating budget of the school and taking away money from all students (general education and special education).
2. Data for 2015-16 shows that the shortfall per pupil (both general education and special education) to cover special education was \$459.
3. In 2018, Michigan was only state to “need intervention” by failing to meet federal special education requirements and has been in the “needs assistance” for many consecutive years thus showing that funding is needed to improve special education.
4. Targeted training in best practices paired with regular feedback for improving best practices has shown benefit to student outcomes.
  - a. Need to look at total cost of PD and a breakdown of each component by percentages the funding would go towards
    - i. Training (skills, knowledge, practices taught)
    - ii. Coaching (observation of teachers/staff implementing practices, frequent feedback loop)

- iii. Evaluations/Assessments of the program and implementation (frequent fidelity measures, student outcomes after adequate time for implementation to show results)
- iv. Evaluations/Assessments of the program and implementation (frequent fidelity measures, student outcomes after adequate time for implementation to show results)
- v. Creating School Policies to Align with PD
- vi. Incentives for Implementing Best Practice

b. Requirement for receiving funding is to have best practices chosen by a particular ISD or district justified as to why it is best practice and for the ISD/district to have a clear path outlined in how it will allocate funding on the components in #4a as well as a clear implementation strategy.

- i. Program must be assessed frequently using fidelity measures, such as Hexagon Tool.
- ii. Program must be assessed at appropriate time frame based on student outcomes.

5. Return on investment for Full Implementation of best practice PD

- a. Example: Study on PBIS Implementation in 2020 showed that full implementation with fidelity saved school costs by reducing discipline problems and mental health concerns, as well as improving academic performance.
- b. Return on investment will only occur if best practice is implemented by teachers/staff and implemented correctly with fidelity using the implementation components listed above in bullet #4a, otherwise if “false starts” or stopping too early and not allowing implementation change to be seen, it will cause a loss of money.

6. Providing funding for 0-3 Early On can save money on special education in the future.

- a. Intervening as early as possible in a child’s life is the most efficient and effective strategy for supporting maximum student outcomes.
- b. Studies have shown that a large percentage of children who receive Part C of the IDEA do not need special education services in later years, thus saving money.

7. Appropriating funds to support community-based employment services for youth with disabilities, will allow those youth as adults to be less reliant on the government for money and will allow them to have a much more independent and meaningful life.

**Additional Business-  
Waiver of Certain Assessment and Accountability Requirements of ESSA-  
MEMO #COVID-19-153**

We decided not to take a position, rather compile notes related to Benefits of Doing Assessments, Questions, and Things That Should Be Waived. Maggie will submit our notes to Arc Michigan for review and approval before submitting for Public Comment.

The meeting was adjourned at 5:00pm.