

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

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

Present: Maggie Kolk, Michelle Driscoll, Kenya Harper, Chesley Giertz, Debbie Rock, Sue Lind.

Guest: Jill Fawkes, Livonia Public Schools

SEAC Report and Notes (Kenya Harper/Michelle Driscoll)-

State Assessments: Letter to Chief State School Officers

US Department of Education issued Letter to Chief State School Officers February 22, 2021, to provide an update on assessment, accountability, and reporting requirements.

- The priority is to open schools safely and to get students back in
- classrooms, learning face to face from teachers with fellow students.
- Need to understand the impact COVID-19 had on learning and identify.
- resources and supports.
- Address educational inequities which have been exacerbated by the pandemic.

Letter Continued

State Assessment and accountability are important to advancing educational equity.

- The pandemic requires significant flexibility for the 2020-2021 school year.
- Intent of the waivers for flexibilities is focusing on assessments to
- provide information to parents, educators, and the public about
- student performance and help target resources and supports.
- No blanket waivers of assessments will be available.
- States must provide notice and the opportunity for public comment before submitting a waiver.

Allowable Flexibility:

Accountability and school identification requirements of the Elementary and Secondary Education Act of 1965 (ESEA).

Under the waiver, the State would not be required to:

- Implement and report the results of its accountability system, including progress toward goals and indicators.
- Identify schools for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI), but must continue to support previously identified schools and resume identification in the fall of 2022.

Transparency and Public Reporting

Parents, educators, and the public must have access to data on student learning and success, which will help inform decisions about student supports needed for beyond the 2020-2021 school year. States must:

- Maintain state and local report card requirements disaggregated by student subgroups.
- Publicly report the percentage of students not assessed, disaggregated by student subgroups.
- Report disaggregated chronic absenteeism and, to the extent the state already collects such information, data on student and educator access to technology devices.

Assessments

Some schools and districts are not able to safely administer statewide summative assessments using standard practices.

Flexibility in the administration of statewide assessments:

- Shortened version.
- Remote administration, where feasible; and/or
- Extending the testing window to the greatest extent practicable, including over the summer and the beginning of the 2021-2022 school year.

Individual states may need individual flexibility which will be considered.

Michigan: State Assessments

MDE requested a waiver from the federal government, January 2021, regarding the requirement to administer statewide assessments this spring, and from school accountability measures resulting from those tests.

- No response has been received.
- MDE will continue to prepare for administration of M-STEP.
- MDE will initiate discussions with the US Department of Education to allow Michigan to waive administration of statewide assessments due to data collected from benchmark assessments.

OSE Updates, Teri Rink (Director, Office of Special Education)

State Systemic Improvement Plan (SSIP) Report to be submitted April 1.

Reporting period – July 1, 2019 – June 30, 2020. (State-identified Measurable Result - SiMR)

- The percentage of K-3 students with an IEP participating in schools who achieve benchmark status in reading as defined by a curriculum-based measurement.
- Data are inclusive of all participating districts in the transformation zone.

Impact of the COVID-19 Pandemic

Activities in the Transformation Zone stopped with the Stay Home order last spring and did not resume. The MDE continued to focus on infrastructure development and cross-office collaborative work.

- Multi-Tiered Systems of Support
- Coordinated Supports
- System of General Supervision
- Way of Work (specific infrastructure components)

Data, Fiscal, Governance, Monitoring & Accountability, Professional Development, Technical Assistance

Focus of the SSIP Report

- Description of the impact of COVID-19 on the state's ability to implement the SSIP.
- Activities stopped or changed.
- Areas newly identified due to the pandemic.
- Focus of future work pertaining to the SSIP and the SiMR.

SSIP...moving forward.

Infrastructure Improvements

- Way of Work Coordinated Supports
- MiMTSS Technical Assistance Center...formerly Michigan's Integrated Behavior and
- Learning Supports Initiative (MIBLSI)
- General Supervision System development at the ISD level
- No longer a Transformation Zone of identified ISDs and member districts participating.

- Sample schools for the State-identified Measurable Result (SiMR) will be from districts receiving PD and TA support in the identified Evidence Based Practice within an MTSS framework from the MiMTSS TA Center.
- The SiMR focuses on the percentage of K-5 students with an IEP in participating schools who achieve benchmark status in reading.

IEP Implementation Technical Assistance Activity

Purpose: To determine the actions taken by ISDs during the COVID-19 pandemic to:

- Ensure districts know the requirements of IDEA related to IEP implementation.
- Identify activities to ensure districts are implementing IEPs.
- Identify the supports ISDs have provided districts during changing modes of instruction.
- Identify supports the MDE OSE can provide to assist.
- Request specific resources the MDE OSE could make available.

Office of Special Education Data Use Process

- 8-step process
- Review and analysis of data
- Select improvement strategies.
- Achieve goals.

Improve Student Outcomes

Cohort 1 Work During 2020-2021

General Supervision Self-Assessment Tool

- This Tool is intended to assist the MDE OSE Administrative Leadership team to assess the implementation and enhancement of the system of General Supervision to support the improvement of educational results and functional outcomes for students with IEPs, as well as meeting the requirements of IDEA, Part B.

Michigan Administrative Rules for Special Education Changes 2020-89

Proposed changes are to the following rules:

- R 340.1708: Visual Impairment; determination
- R 340.1721e: Individualized education program

Public Hearing

The public hearings will take place on the following dates and times via Zoom:

- March 16, 2021 – 4:00 p.m.-6:00 p.m.
- March 17, 2021 – 1:00 p.m.-3:00 p.m.
- March 18, 2021 – 9:00 a.m.-11:00 a.m.

Links to these public hearings are available on the Michigan Department of Education-Office of Special Education Website- www.michigan.gov/specialeducation

Public Comment Information. Online Public Written Comment: Due by March 31, 2021

· By email at MDE-OSE-Public-Comment@michigan.gov

· By mail:

- Public Comment
- Michigan Department of Education Office of Special Education,
- 608 West Allegan, P.O. Box 30008, Lansing, MI 48909

Michigan School for the Deaf (MSD) and MDE-Low Incidence Outreach (LIO)

- <https://www.michiganschoolforthe deaf.org/>
- Located in Flint.
- State Agency providing programs for the D/HH
- Grades PK - 12
- ASL/English Bilingual Education
- Placement at MSD is through the IEP process
- Academic and Residential Campuses
<https://mdelio.org/>
- Consultation, training and resources to families and educational teams serving students who are B/VI and/or D/HH
- March 9, 2021-Live With LIO: Upcoming Summer Camps (Webinar)
- March 31, 2021-Teaching Microsoft PPT Using Jaws (B/VI)
- April 16, 2021-Building Bridges: Working Together to Empower Students

Alt + Shift

- <https://www.altshift.education/>
- Lending Library contains AT equipment and software available for short-term use.
- Lending Library: <https://www.altshift.education/lending-library>
- Professional Learning Opportunities:
- <https://www.altshift.education/professional-learning>

Michigan's Multi-Tiered System of Support (MiMTSS) Technical Assistance Center

- <https://mimntsstac.org>
- The MiMTSS TA Center works on behalf of the MDE to provide a continuum of TA to ISDs, districts and schools in a Multi-Tiered System of Supports framework
- Intensifying Literacy Instruction: Essential Practices
- https://mimntsstac.org/sites/default/files/Documents/About/Intensifying%20Literacy%20Instruction%20-%20Essential%20Practices_K.St._Martin%202.3.21.pdf
- YouTube Channel:
- <https://www.youtube.com/c/MiMTSSTechnicalAssistanceCenter/videos>
- MiMTSS Technical Assistance Catalog:
- https://mimntsstac.org/sites/default/files/Documents/About/MiMTSS_TA_Catalog_9_28_20.pdf
- COVID-19 Resources:
- <https://mimntsstac.org/covid-19-resources>

Due Process / Information Line Updates

Due Process Hearing Reports DATA, From July 1, 2020 through February 15, 2021

Due Process Complaints filed: 19

- Expedited: 3
- Dismissed/Withdrawn: 14
- Final Decisions and Order: 0
- Pending: 5

January 2021 Information Desk Data

Total Contacts: 145, Who Contacted Us?

- Parents/Guardians: 53
- School Personnel: 47
- Other: 21
- Advocate: 8
- Grandparent 8
- Physician/Office Staff: 4
- Student: 2
- Government: 2

July 1, 2020 – January 31, 2021

Information Desk Data: Total Contacts: 1020: Who Contacted Us?

- Parents/Guardians: 451
- School Personnel: 339
- Other: 105
- Advocate: 41
- Physician/Office Staff: 27
- Grandparent 26
- Government: 23
- Student: 8

Information Desk Data

Top 5 Topics

1. Rule Interpretation: 284
2. Adequacy of Programs/Service: 247
3. IEP Implementation: 220
4. Other Reason: 200
5. Child Find (3-5 years): 117

Proposed MARSE Rules Changes

Committee members reviewed the Proposed MARSE Rules changes to R 340.1708: Visual Impairment and R 340.1721: Individualized Education Program (IEP). Both proposed rule changes are to bring MARSE into compliance with IDEA requirements. There were no committee members in attendance at the meeting who had any concerns or comments about the changes to the rules.

See SEAC Report above for public hearing dates/times and information to submit comments.

A committee member will attend each of the hearing sessions and let Maggie know if we hear any comments or concerns for which the committee should be aware. After the hearings, the committee will decide if we want to make any comments or submit a Letter of Support for the changes.

Education Generalist Position-Follow Up

Andrea Beachnau sent an update stating that Teri Rink and Rebecca McIntyre (MDE-OSE) are not ready to present information on the position yet as they are still conducting more research to see what it would look like. They will reach back out to Andrea prior to coming to stakeholders.

The meeting adjourned at 4:15pm.