

Welcome



MDE Office of Special Education
SEAC Business Meeting – October 5, 2017



Today's Focus

1. Significant Disproportionality
2. State Performance Plan – Graduation
3. SEAC Communication
4. Google Docs Orientation

Entering an Acronym-Free Zone

- Please remember that your favorite acronyms may be foreign to your colleagues.
- The first time you use an acronym in discussion, please remember to explain what it means.
- When you slip up, you'll be invited to put a penny into the Acronym catcher cups-as a gentle reminder.
- Thank you in advance.

SEAC Member Notebooks

2016-2017 SEAC Legacy

1. Member Lists with Contact Information & Rotation Schedule
2. Agendas & Minutes
3. Materials for Retreat Activities & Monthly Meetings
4. Bylaws, Procedures, & Annual Report
5. General Resources

Potential SEAC Meeting Norms

1. Prepare for Meetings
2. Use Meeting Time well, maintaining focus
3. Communicate in an open, respectful manner.
4. Focus on advisory role tasks

Google Docs

- Beginner
 - Get there
 - Read
- Intermediate
 - Comment
 - Edit
- Advanced
 - Compose
 - Help others use



Public Comment



Federal & State Update and Forecast

Jan Weckstein, Assistant Director, MDE Office of Special Education



NEW ACCOUNTABILITY SYSTEM DESIGN

- Jane Nell Luster
- Reviewed General System Components
- Discuss SEA monitoring obligations
- Forecasting the design work
- Next steps

ISD Directors' Meeting

- September 13 at the Kellogg Center
- Framing the Work/Setting the Context/Systems Alignment Effort
- Data Exploration
- Grounding Assumptions Activity
- New Accountability System

Due Process Hearing Reports

DATA

From July 1 – June 30, 2017:

- Due Process Complaints filed: 72
- Expedited Due Process Complaints: 16
- Dismissed/Withdrawn Due Process Complaints: 56
- Final Decisions and Order: 1
- Pending Due Process Complaints: 15

August 2017 Information Line Data

Who Called?

Total Calls: 181

- 100 Parents/Grandparents
- 46 School Personnel
- 7 Government Employees
- 7 Physician's Office
- 19 Other/Unknown
- 2 Advocates

Common Topics

1. Teacher Certification
2. Seclusion and Restraint
3. Child Find (ages 3-5 years old)
4. Placement
5. Complaint Information
6. Placement
7. Rule Interpretation
8. Schools of Choice
9. Suspension/Expulsion/Discipline
10. Home School/Nonpublic

Contact Us!

OSE Information

- 888-320-3234
 - Monday-Friday
 - 9:00-4:00
- Email Us!
 - mde-ose@michigan.gov

Staff

- Teri Chapman, Director
 - 517-335-0455
 - chapmant2@michigan.gov
- Jan Weckstein, Assistant Director
 - 517-241-4521
 - wecksteinj@michigan.gov
- Joanne Winkelman, Supervisor
 - 517-335-0457
 - winkelmanj@michigan.gov



State Performance Plan/Annual Performance Report (SPP/APR)



SEAC's Input Needed

- Indicator 1: Graduation
- OSEP definition of this indicator: Percent of youth with an individualized education program (IEP) graduating from high school with a regular high school diploma.
- Currently 4-year cohort earning a traditional high school diploma

Indicator 1: Graduation

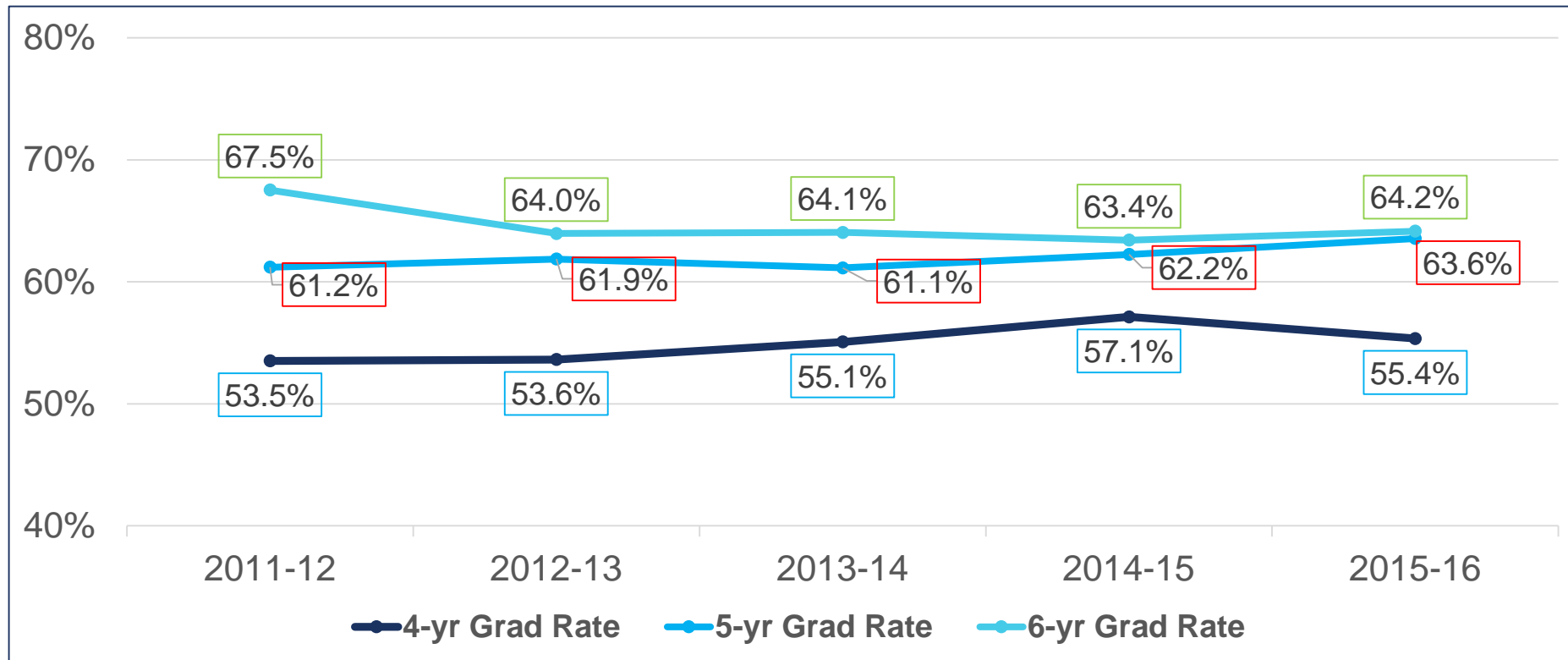
Historic Measurable and Rigorous Targets & Actual Data											
FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Target		>80.0%	>80.0%	>80.0%	>80.0%	>80.0%	>80.0%	>80.0%	>80.0%	>80.0%	>80.0%
Actual Data	70.60%	69.00%	69.30%	58.00%	57.30%	57.40%	51.90%	53.50%	53.63%	55.07%	57.12%

Measurable and Rigorous Targets			
FFY	2016	2017	2018
Target	>80.0%	>80.0%	>80.0%

Decision to be made

- The Indicator 1 Team met and recommends to change the existing four-year adjusted cohort graduation rate to an extended-year adjusted cohort graduation rate for the FFY 2016 SPP/APR.
- Options are:
 - 4-year cohort graduation rate.
 - 5-year cohort graduation rate.
 - 6-year cohort graduation rate.

Michigan's Data



Recommendation

- The Indicator 1 Team recommends using the 6-year adjusted cohort graduation rate for the FFY 2016 SPP/APR.

Rationale for change - 1

- An extended-year graduation rate is in line with the IDEA which provides services until age 21. (In Michigan, we provide services until age 26.)
- Michigan has never met the 80% target.
- In FFY 2016, the difference between reporting a 4-year and 6-year adjusted cohort graduation rate is 8.8 percent. (4-year = 55.4% 7,845 graduates, 6-year = 64.2% 8,594 graduates)

Rationale for change - 2

- The average difference in reporting between a 4-year and a 6-year adjusted cohort graduation rate for the past five years is a 9.7%
- Could make a transitional and functional difference for students if districts feel less pressured to push students out and offers an opportunity to report an extended-year graduation rate which may impact post-secondary outcomes.
- Extended-year 6-year graduation rates appear to show the largest gains over 4-year graduation rates.
- Reporting an extended-year graduation rate gives districts credit for doing the “right thing”.

Rationale for change - 3

- Targets cannot be reset. Targets will remain the same as the annual graduation rate targets for all students which is 80 percent.
- Graduation rates are used in Michigan's Determination.

What do you think?

- Options are:
 - 4-year cohort graduation rate?
 - 5-year cohort graduation rate?
 - 6-year cohort graduation rate?

Organizational Representative Updates

Michigan Reading Association – Nancy Jaskiw

- Mission Statement: The Michigan Reading Association is an organization of people who believe that literacy is the key to transferring people's lives. Chartered in 1956 by the International Reading Association, MRA has grown to be the leader in providing literacy resources to teachers, parents, and universities.
- <https://michiganreading.org>

Michigan Association of School Psychologists – Jim Corr

- Mission Statement: All Michigan students will achieve to their fullest potential.
- <https://masp.wildapricot.org/>

Autism Society of Michigan – Amy Trahey

- Mission Statement: To assure full participation and self-determination in every aspect of life for each individual. We will realize this vision by opening avenues of self-advocacy and advocating on behalf of others in a way that values equity, respect, dignity and diversity in all communities.
- www.autism-MI.org



Member at Large Update

Rob Dickinson



Ex Officio Member Updates

Department of Health & Human Services – Janet Kaley

- Mission Statement: The Michigan Department of Health and Human Services provides opportunities, services, and programs that promote a healthy, safe, and stable environment for residents to be self-sufficient. Child Welfare professionals will demonstrate an unwavering commitment to engage and partner with families we serve to ensure safety, permanency and well-being through a trauma-informed approach.
- <http://www.Michigan.gov/mdhhs>

Lunch

- Bylaws Check In
- Google Docs Coaching Support

Significant Disproportionality

Methodology

- Statute requires States to annually collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring with respect to:
 - Identification of children as children with disabilities, including identification as children with particular impairments.
 - Placement of children in particular educational settings; and
 - Incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Why Change?

- OSEP indicated concerns with Racial/Ethnic Disparities
- State-reported data:
 - Roughly 2-3% of districts identified each year as having significant disproportionality (fewer than 500 nationally)
 - 2013-2014 school year:
 - 75% of identified LEAs were in 8 States
 - 25 States identified no LEAs with significant disproportionality
 - Of States that identified LEAs, 10 only identified in one category of analysis (i.e., either identification, placement, or discipline)
 - Only four States and one entity identified LEAs in all three categories of analysis

Racial/Ethnic Disparities

- The Nation's State-reported data:
- Based on their % in the population, Black or African-American students are:
 - twice as likely to be identified as having an emotional disturbance as expected
 - over two times as likely to be identified as having an intellectual disability as expected
 - 1.4 times as likely to receive services in separate settings than expected.

OSEP GAO Report

Findings:

- 2% of Local Educational Agencies (LEAs) in 2010-2011 were identified with significant disproportionality
- “the discretion that states have in defining significant disproportionality has resulted in a wide range of definitions that provides no assurance that the problem is being appropriately identified across the nation.”

GAO

United States Government Accountability Office

Report to the Chairman, Committee on Health, Education, Labor, and Pensions, U.S. Senate

February 2013

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Standards Needed to Improve Identification of Racial and Ethnic Overrepresentation in Special Education

Timeline

- States have 18 months to prepare, work with their State Advisory Panel and make decisions regarding their methodology
- States must comply by July 1, 2018
- First districts identified using new methodology in May 2019

OSEP Recommendation

The final regulations establish a recommendation that a minimum cell size (numerator or racial/ethnic group being analyzed) of no greater than 10 and a minimum n-size (denominator or comparison group) of no greater than 30 are reasonable.

Standard Methodology

CELL SIZES AND N-SIZES

Example:

$\frac{40 \text{ Hispanic children identified out of}}{200 \text{ total Hispanic children in LEA}}$	$\frac{[cell \ size]}{[n-size]}$
---	----------------------------------

$\frac{200 \text{ of other children identified out of}}{\text{All 2,000 other children in LEA}}$	$\frac{[cell \ size]}{[n-size]}$
--	----------------------------------

Risk ratio: 2.0

$$(40/200) / (200/2000) = 0.2 / 0.1 = 2.0$$

Flexibilities

- States have the flexibility to:
 - Consecutive Years: Use up to 3 years of data to identify an LEA with significant disproportionality
 - Reasonable Progress: Not identify LEAs if they are demonstrating reasonable progress in lowering the applicable risk ratios in each of the two prior consecutive years.

Review and Revision of Policies and Procedures

- An LEA is required to:
 - Provide for the review of policies, practices, and procedures to ensure they comply with the IDEA
- LEAs are required to:
 - Publicly report on revisions of any policies, procedures and/or practices consistent with Family Education Rights and Privacy Act (FERPA)

Coordinated Early Intervening Services (CEIS)

- LEAs identified with significant disproportionality:
 - Are required to identify and address the factors that may contribute to the significant disproportionality
 - Are allowed to use comprehensive CEIS funds to serve students, ages 3 through grade 12, with and without disabilities

OSEP Rulemaking Side by Side Comparison of Changes (1)

Existing

- Over-Identification population 6-21 years of age
- Use Weighted, Alternate or Risk ratio. Minimum 'n' size of 10 for each race/ethnicity group along with other criteria such as a minimum of 30 students with an IEP
- State Determined
- CEIS for Kindergarten through grade 12 for students without disabilities

Forthcoming

- Over-Identification population 3-21 years of age
- Use Risk or Alternate Risk ratio. Minimum 'n' size of 10 for each race/ethnicity group.
- Requires input from stakeholders and approval by OSEP.
- CEIS for ages 3 through grade 12 for students with and without disabilities

OSEP Rulemaking Side by Side Comparison of Changes (2)

Existing

- OSE guidance but not mandated in the law: Comprehensive CEIS must identify and address the factors contributing to the significant disproportionality
- No flexibility. Districts are identified based on data.

Forthcoming

- Comprehensive CEIS must identify and address the factors contributing to the significant disproportionality
- States would have flexibility to not identify district if LEA is making reasonable progress to lower risk ratio. Requires input from stakeholders and approval by OSEP.

OSEP Rulemaking Side by Side Comparison of Changes (3)

Existing

- Currently monitoring team doesn't visit if monitored the year prior and working on corrective action plan.
- Risk ratio threshold is 3.0 for all categories

Forthcoming

- Annual review and if appropriate revision of LEA's policies, practices and procedures.
- State may select different risk ratio thresholds for different categories (e.g. 3.5 for intellectual disability and 4.0 for emotional disturbance) Requires input from stakeholders and approval by OSEP.

Michigan's Current Rules

- A risk ratio threshold of 3.0 in all areas
- A minimum cell size of 10
- A minimum n-size of 30
- 2 years of data for identification & educational settings
- 1 year of data used for discipline calculations

Michigan's Data Exploratory Analysis: LEA Level

Years of Data	Subject	3.0 Risk Ratio Threshold	3.5 Risk Ratio Threshold
2 Years of data	Discipline	42 LEAs	31 LEAs
2 Years of data	Identification	70 LEAs	58 LEAs
2 Years of data	Educational Settings	36 LEAs	36 LEAs
		110 Unique LEAs (148 instances)	89 Unique LEAs (125 instances)

Michigan's Data Exploratory Analysis: ISD Level

Years of Data	Subject	3.0 Risk Ratio Threshold	3.5 Risk Ratio Threshold
2 Years of data	Discipline	9 ISDs	5 ISDs
2 Years of data	Identification	5 ISDs	2 ISDs
2 Years of data	Educational Settings	0 ISDs	0 ISDs
		14 Unique ISDs (14 instances)	7 Unique ISDs (7 instances)

Center-Based Consideration

- Question: Do we continue with the existing process which keeps center-based programs in the calculation but does not identify them for Significant Disproportionality?
- OSE Decision: Change the process to include center-based programs in the identification of Significant Disproportionality.
- Rationale: Michigan has one of the highest number of center-based programs in the nation. OSEP has expressed concern in ensuring Michigan is meeting the requirements of IDEA.

Discipline Considerations

- Questions: For Discipline projections, should the OSE use two years of discipline data?
 - Currently we utilize only one year (two years of data are used for identification and settings). This would align all data calculations to use the same “number” of years of data.
- OSE Decision: Yes, the OSE should use two years of discipline data.
- Rationale: Using two years of data would allow us to issue warning letters to districts (offer TA materials, including the TA Toolkit) for ISDs and districts to put actions in place to help prevent them from being identified for Significant Disproportionality in the future. Being proactive.

Reasonable Progress

- If an ISD is making 'reasonable progress',
 - There is a year-to-year decline in risk ratio of at least 0.5 in each of the two consecutive years with data or
 - The ISD is above threshold but within the ISD there are no locals above the threshold

Then the ISD is not identified with Significant Disproportionality

Reasonable Progress Examples

	2016-2017	2017-2018	2018-2019
ISD 1	4.9	4.3	3.6

- In school year 2018-2019, the State need not find Significant Disproportionality in ISD 1.

	2016-2017	2017-2018	2018-2019
ISD 2	3.5	3.1	3.6

- In school year 2018-2019, the State need not find Significant Disproportionality in ISD 2 because within the ISD there are no locals above the threshold.

Tiered-Level of Response Best Practices

Tiered-Level of Response Best Practices	Examples at ISD aggregated-level:	Expected Outcome
Universal For Best Practices	Significant Disproportionality data will be calculated for every local and also aggregated for each ISD. Data will be available through Catamaran. The OSE will offer technical support to ISDs so that they may review and respond proactively to the data so that those entities which are close to the threshold (locals with risk ratios between 2.0 and 2.99 and trending up) can be supported by the ISD prior to reaching the Significant Disproportionality threshold.	State will make data available to ISDs and locals (proactive) and provide technical support resources.

Tier I: Universal

Tiered-Level of Response Best Practices	Examples at ISD aggregated-level:	Expected Outcome								
Tier I: Universal	<p>State has defined “reasonable progress” to mean a year-to-year decline in risk ratio of 0.5 in each of the two consecutive years with data or the ISD is above threshold but within the ISD there are no locals that are exceeding the threshold, then the ISD is not identified with Significant Disproportionality.</p> <table border="1" data-bbox="1009 979 1574 1090"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>ISD 1</td> <td>4.9</td> <td>4.3</td> <td>3.6</td> </tr> </tbody> </table>		2016-2017	2017-2018	2018-2019	ISD 1	4.9	4.3	3.6	State will issue a data alert and offer technical support resources.
	2016-2017	2017-2018	2018-2019							
ISD 1	4.9	4.3	3.6							

Tier II: Targeted

Tiered-Level of Response Best Practices	Examples at ISD aggregated-level:	Expected Outcome								
Tier II: Targeted	<p>ISDs with risk ratios between 3.0 and 3.5 for two consecutive years and/or less than 1/3 of their LEAs have risk ratios between 3.0 and 3.5 are considered moderately at risk for being identified with significant disproportionality.</p> <table border="1" data-bbox="970 796 1485 882"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>ISD 1</td> <td>3.4</td> <td>3.1</td> <td>3.6</td> </tr> </tbody> </table>		2016-2017	2017-2018	2018-2019	ISD 1	3.4	3.1	3.6	<p>ISD 1 is considered moderately at risk for being identified with significant disproportionality and is required to develop and implement an improvement plan to address areas of needed improvement within their LEAs. OSE will direct voluntary CEIS. The ISD will work in collaboration with the State.</p>
	2016-2017	2017-2018	2018-2019							
ISD 1	3.4	3.1	3.6							
Tier II: Targeted (continued)	<p>ISDs with risk ratios greater than 3.0. Less than 1/3 of the LEAs within the ISD have risk ratios greater than or equal to 3.0.</p> <table border="1" data-bbox="970 1108 1485 1193"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>ISD 1</td> <td>3.4</td> <td>3.1</td> <td>3.6</td> </tr> </tbody> </table>		2016-2017	2017-2018	2018-2019	ISD 1	3.4	3.1	3.6	<p>ISD 1 has 9 LEAs within its jurisdiction. Two LEAs have risk ratios greater than 3.0. Less than 1/3 of the LEAs within the ISD have risk ratios greater than 3.0, therefore the ISD is considered moderately at risk for being identified with significant disproportionality.</p>
	2016-2017	2017-2018	2018-2019							
ISD 1	3.4	3.1	3.6							

Tier III: Intensive

Tiered-Level of Response Best Practices	Examples at ISD aggregated-level:	Expected Outcome
Tier III: Intensive	Tier III is for all ISDs that do not meet the criteria for Tier I and Tier II. Any ISD with risk ratios greater than 3.0 and not meeting “reasonable progress” as outlined in Tier I and not within the risk ratios outlined in Tier II are classified as having Significant Disproportionality.	ISD has Significant Disproportionality. State will provide Technical Assistance (TA) to assist ISDs. ISD must allocate 15% of funds to CEIS as mandated for significant disproportionality.

OSE Recommendation

- Calculations at the ISD-level
- A risk ratio threshold of 3.0 in all areas
- A minimum cell size of 10
- A minimum n-size of 30
- 2 years of data for all areas (discipline, identification & educational settings)
- Reasonable Progress

State's Rationale

- OSEP is proposing that rationales contain:
 - Justification for the choices made, including relevant data and research relied upon to make an informed choice; and
 - How the State included stakeholder in that process
- If States select cell or n sizes above 10/30, then the rationales must include a detailed explanation of why the numbers chosen are reasonable and how they ensure that the State is appropriately analyzing and identifying LEAs with significant disparities, based on race and ethnicity, in the identification, placement, or discipline of children with disabilities.

SEAC Input Needed

- A reasonable minimum cell size,
- A reasonable minimum n-size,
- A reasonable risk ratio threshold,
- Number of Years to Use
- Reasonable Progress

Questions?

- Contact Information:
 - Jessica Brady BradyJ@Michigan.gov
 - Teri Chapman ChapmanT2@Michigan.gov
 - Deb Maurer MaurerD@Michigan.gov
 - John Robertson Robertsonj@Michigan.gov
 - Julie Trevino Trevinoj1@Michigan.gov

Sub-Committee Reports

Bylaws – Sara Park

- Bylaws – Sara Park

Communication to/from SEAC Organizations

1. Administrative org. delegates
 2. School-based Direct service provider org. delegates
 3. Family/advocacy org. delegates
 4. Members at large
 5. Ex Officio Agency representatives
- **What works well now?**
 - Information/questions to & from SEAC
 - **What should we enhance?**
 - Get ideas, questions, concerns about unmet needs from constituencies **to** SEAC
 - Share advice and requests with organizations/agencies **from** SEAC
 - Increase communication consistency across organizations

SEAC Communication: From Constituent Groups to SEAC from SEAC to Constituent Groups

SEAC Member's Role	What's Going Well	What Needs Enhancement
Administrators	<ul style="list-style-type: none"> • Feedback to organizations during business meetings • Relevant topics/people at SEAC meetings for learning of whole group. Example John Andrejack for finance • Personal Contact to key person in organization 	<ul style="list-style-type: none"> • Add Tab to organizations web pages • SEAC information sent out in organization newsletters • Consistent information to send out: minutes, PowerPoint • Single voice "Board Notes", e.g., Marshall Memo • Simplified agenda feedback • Talking points and full agenda • Credibility statement
School-Based Direct Service Providers	<ul style="list-style-type: none"> • Social media • Frequent organization website updates • Google/email blast to member/executive board • Weekly notes • Face-to-Face reviews/summary at monthly organization meetings—an agenda item • Annual report to organization • Virtual/email summary, and include meeting minutes/link to SEAC website 	<ul style="list-style-type: none"> • SEAC "talking points"—consistent, objective info • Q&A more informal maybe a question box • Educate colleagues about what SEAC does • PR in general! Who are we and what do we do?

SEAC Communication: From Constituent Groups to SEAC from SEAC to Constituent Groups (1)

SEAC Member's Role	What's Going Well	What Needs Enhancement
Family Organizations	<ul style="list-style-type: none"> • Brief note sent to organization • Report to agency and put on website • Agenda ahead of time • Communication from SEAC rep to organization • Arc communications to other Arcs ongoing about SEAC information 	<ul style="list-style-type: none"> • Some unsure what/how to share info • Utilized our own websites to share info • Call to action (lack of) organizations passing information • Not clear about what a SEAC seat means • Collection and dissemination information to membership
Members At-Large	<ul style="list-style-type: none"> • Boots on the ground • Monthly opportunities to share • Having identified groups to connect with PAC, Spina Bifida Association, School Admin/Edu • Parents are creative thinkers, bringing lots of information and enthusiasm to SEAC • Having PACs that members at large can connect with • Members at large can transcend their own personal perspective: share-expand-grow 	<ul style="list-style-type: none"> • Knowing if it's usable info • Resources should be portrayed in a readers friendly format • Call to action (lack of) organization passing information • Not clear about what SEAC seat means • Collecting and disseminating information to membership

SEAC Communication: From Constituent Groups to SEAC from SEAC to Constituent Groups (2)

SEAC Member's Role	What's Going Well	What Needs Enhancement
Ex-Officio Agencies	<ul style="list-style-type: none"> • Email • Share SEAC website and Links to agenda & minutes • Meetings • Solicit ideas/request to share via email • Ex-Officio now included at the SEAC table • SEAC listens to outcomes of students as adults • Effectively communicate to Dept of Corrections vis Advisory teams 	<ul style="list-style-type: none"> • Attend SEAC meetings and participate • Continuously update website, minutes, etc. • Need to find way to increase participations of members in providing ideas/feedback go to SEAC website read emails/minutes • SEAC needs to learn more about outcomes of special needs population who end up in a correctional facility • There is a need for SEAC to learn more about how the educational system can help prevent students from entering the correctional system • There are students with active IEPs in the Dept of Corrections, so why not make the DOC a delegate instead of Ex-Officio?

Communication Opportunities to take information/ideas/questions

- ✓ From my organization/agency to the SEAC
- ✓ From the SEAC to my organization/agency

SEAC Business Meetings	My Organization's Board Meetings	My Organization's Journal/Newsletter Dates	My Organization's Conference Date(s)	My Organization's Website Update Schedule	Other Communication for my Organization
10/5					
11/1					
12/6					
1/10					
2/7					
3/7					
4/4					
5/2					
6/6					

Recent SEAC Communication Enhancements

- FYI to Asks & Updates
- Google Docs
- Member/Organization Reports
- Membership Diversity & new membership committee
- Highlights & To Do's activity
- Access to Family Matters
- MiEducator Showcase (thru MDE)

Family Engagement & Family Matters

Stacie Rulison, MS, M.Ed., BCBA

Consultant

Michigan Department of Education (MDE)

Office of Special Education (OSE)

Family Matters Overview

- New family resource program rolled out this fall.
- Response to parent engagement recommendation in the Special Education Task Force and need for family resources.
- Outreach effort by the Michigan Department of Education Office of Special Education.
- Increase transparency from the OSE to parents and families.
- Availability of resources to parents and families.
- Special education Information will be both distributed and accessible online.
- Working with Michigan Alliance for Families to assure no duplication.

Family Matters Resources

- *Family Matters* web page (accessible from OSE web page).
- *Family Matters* Fact Sheets related to special education topics--grouping in future.
- *Family Matters* Updates (distribution targeted every 2-3 months to begin in January 2018).
- *Family Matters* one-page flyer describing resources.
- Additional resource links and references on material produced.
- Opt-in for electronic communication from MDE OSE to receive *Family Matters* newsletters and other communications (link to sign up is on the *Family Matters* web page); distribution currently being created.



Family Matters Fact Sheets

Sample: Procedural Safeguards Fact Sheet

Goal: publish 2-3 per month over the next year

Family Matters

Michigan Department of Education, Office of Special Education



Procedural Safeguards

The *Individuals with Disabilities Education Act* (IDEA) is a federal law for special education. The IDEA includes protections for parents and students. These protections are called the procedural safeguards. Schools must provide a document explaining all of the procedural safeguards to parents.

How does the IDEA protect parents?

The school must keep parents informed.

Schools must provide prior written notice to parents before taking many different actions. Some of these actions also require parent consent.

Parents have options if they disagree with a school decision.

Parents may request mediation, file a state complaint, or request a due process hearing to

Procedural Safeguards Notice

If you have questions regarding the Procedural Safeguards, ask your IEP team for additional information.

Parents must receive the Procedural Safeguards Notice:

- At least once a year.

Fact Sheets in Published & In Process

Published

- Confidentiality and Privacy (FERPA)
- Educational Placement and LRE
- Family Matters Overview
- Free Appropriate Public Education (FAPE)
- Individuals with Disabilities Education Act (IDEA)
- Procedural Safeguards
- Special Education Process

In-process

- 504 Plans
- Advocacy
- IEPs
- Privacy and Confidentiality
- Seclusion and Restraint

Family Matters Next Steps

2017

- Build distribution lists/listservs.
- Communication with internal and external agencies.
- Create, review, and finalize content for fact sheets.
- Continue adding fact sheets and resources to web page.
- Create fact sheets in Spanish and Arabic.

Family Matters Next Steps (2)

2018

- Fact Sheets and electronic updates sent to distribution lists with information about new fact sheets and resources.
- Continue adding fact sheets by topic area.
- Sign up for updates and information from the MDE OSE:
 - Go to the Michigan Department of Education website.
 - Access Special Education in the left blue menu.
 - Go to Resources and Related information on that page and select the link: Sign-up to receive OSE email updates.

Questions

Contact Stacie Rulison: rulisons@Michigan.gov

Resources

- Byrk, A.S. and Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60, 40-44.
- Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., Gaviria, J.L. (2015). Parental involvement on student academic achievement: A meta-analysis." *Education Research Review*, 14, 33-46.
- Center for Parent Information & Resources (CPIR) online. Retrieved from: parentcenterhub.org
- Michigan Special Education Task Force Recommendations, Final Report to the Governor, January 2016.
- National Conference of State Legislators (NCSL), Engaging Families in Education, 2015. Retrieved from: http://www.ncsl.org/Portals/1/Documents/educ/Engaging_Families_Education.pdf
- Reid, K. (2015). Parent engagement on rise as priority for districts, schools, Education Week. Retrieved from: <http://www.edweek.org/ew/articles/2015/06/03/parent-engagement-on-rise-as-priority-for.html?r=668137784>.
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Membership Committee – Fran Loose

- Support Representativeness of SEAC
- Support Engagement of SEAC members

November Forecast

- Next Meeting: November 1st, 2017
 - Lansing Community College West – LCC West
 - 5708 Cornerstone Drive, Lansing, MI. 48917
- Registration Message 2 weeks ahead
- Significant Disproportionality Action Item

Wrap Up

Take Aways

To Do's

Online Evaluations

Your responses will support planning future meetings.

1. Relative to Teri's presentation, what still puzzles you? What concerns do you have?
2. From the perspective of your specific SEAC role, what went well in today's meeting?
3. Given your experience today, what would improve the next meeting?
4. Other comments/questions?

Motion to Adjourn

Thank you for participating