Special Education Reform Task Force

LT. GOVERNOR BRIAN CALLEY
CHAIR
Special Education Reform Task Force

• Created by Gov. Snyder in October 2015
• Charged with recommending reforms and policy recommendations
• Help ensure all children have an opportunity to reach their full potential
• Address key findings of Special Education Listening Tour
Special Education Reform Task Force

Members from:
- Char-Em ISD
- Grand Rapids Education Association
- Ingham ISD
- MI Alliance for Special Education
- MI Protection & Advocacy Service

- MI House of Representatives
- MI Senate
- Office of Gov. Rick Snyder
- Special Education Advocacy & Development
- State Board of Education
- Walled Lake School District
Special Education Listening Tour

- Summer through Fall 2015
- Traveled the state seeking input from parents and educators
- Found recurring themes throughout
Special Education Listening Tour

Five key issue areas:

1. Develop a more inclusive and transparent rulemaking process
2. Increase access to, and improve the scope and quality of, services
3. End restraint and seclusion in schools
4. Create a better problem-solving process
5. Support parents with resources and options
Special Education Reform Task Force

Highlights
Develop a more inclusive and transparent rulemaking process

• Use standards of Administrative Procedures Act as the minimum
• Provide and promote opportunities for discussion on proposed rules
• Implement system for clear, unbiased rule revision analysis
• Increase number & duration of public hearings
Increase access to, and improve the scope and quality of services

• Create a strategic plan for implementation of Multi-Tiered System of Supports
• Develop initiatives for professional development of educators regarding MTSS and Positive Behavioral Interventions and Supports
• Implement evidence-based behavioral initiatives
End restraint and seclusion in schools

• State Legislature should pass and Governor should sign legislation restricting use of restraint and seclusion to specified emergency situations
  • School personnel should be better trained
  • Use of Restraint and Seclusion should be reported to parents
  • Data on use of Restraint and Seclusion should be analyzed regularly
Create a better problem-solving process

- Convene annual roundtable of advocates, educators and administrators
- Create cadre of five specially trained mediators
- Encourage mediation and dissuade use of attorneys
- Analyze mediation data annually
- Continue surveying parents/guardians and school districts on use and outcome of mediation
Create a better problem-solving process (cont.)

- Reinstate 10-day appeal for special education written complaints
- Promote state’s written complaint process
- Seek outside consultation on existing processes
- Review allowable use of funds for attorney costs with school districts
- Provide guidance to school districts that a parent’s team meeting request should be replied to within 10 days
Support parents with resources and options

• Ensure parents and guardians are fully informed of procedural safeguards and problem-solving options
• Promote Office of Special Education Help Desk
• Develop strategic plan for communication with families with a student with a disability
• Universities should review curriculum for teachers
• MDE should review current training opportunities for teachers
Support parents with resources and options (cont.)

• School districts should use common language with parents
• ISD parent advisory committee should promote activities
• Local districts and ISDs should include parents/guardians of students with disabilities in improvement planning process
Continuing the Work of the Task Force

- Governor’s education workgroup
  - Monitor education system
  - Regularly review needs of parents/guardians and educators
  - Provide initiatives to Governor for improvement of system
Special Thanks

• All Task Force members
• MDE Office of Special Education
• MI Integrated Behavior and Learning Support Initiative
• Staff in MDE, Governor’s Office, state Legislature, and advocacy organizations