



FERNDALE SCHOOLS

BOARD OF EDUCATION
REGULAR MEETING
TUESDAY, JUNE 20, 2023
THE NEST (FHS)
881 PINECREST
FERNDALE, MI 48220

NOTE: THIS IS A MEETING OF THE BOARD OF EDUCATION IN PUBLIC FOR THE PURPOSE OF CONDUCTING THE SCHOOL DISTRICT'S BUSINESS AND IS NOT TO BE CONSIDERED A PUBLIC COMMUNITY MEETING. THERE IS TIME FOR PUBLIC PARTICIPATION DURING THE MEETING AS INDICATED IN THE AGENDA.

AGENDA

1. Call to Order (7:00 p.m.)
 1. Roll Call
 2. Approval of Agenda
2. Budget Hearing for 2023-2024
3. Presentation of Special Education Department Update 5
4. Public Comment
5. Consent Agenda
 1. Request to Approve Minutes of the Regular Meeting-May 15, 2023
 2. Request to Approve Minutes of the Special Meeting-May 8, 2023
 3. Request to Approve New Hires, Resignations and Transfers
 4. Request to Approve Bills & Accounts-May
 5. Request Approval of the Head Start Director's Report
 6. Request to Approve Michigan High School Athletic Association (MHSAA) Resolution for 2023-2024
 7. Request to Approve MASA 2023-2024 Membership Renewal
 8. Request to Approve MASB 2023-2024 Renewal for BoardBook Premier
 9. Request to Approve MASB 2023-2024 Membership Renewal
6. Action Items
 1. Request to Approve the Final 2022-2023 Budget Amendment (2nd Amendment)
 2. Request to Approve 2023-2024 Original Budget
 3. Request to Approve the Cafeteria 2022-2023 Budget
 4. Request to Approve Food Service Contract (Chartwells)
 5. Request to Approve the L-4029 Tax Rate
 6. Request to Approve the 2023-2024 Student/School Activity Fund Resolution
 7. Request to Approve the Resolution Millage 2023
 8. 98C - Benchmark Data
7. Superintendent's Update
8. Informational Items
 1. Budget to Actual Report
9. Consideration of any pulled Consent Agenda Items
10. Eagles Points of Pride/Comments
11. Next Committee of the Whole- Monday, August 2023-To be determined



**FERNDALE
SCHOOLS**

12. Next Regular Board Meeting-Monday, August 21, 2023
13. Adjournment

This notice is given in compliance with Act. No. 267 of the Public Acts of Michigan, 1976

Jackie Hart

JACKIE HART, SECRETARY BOE



2022-2023
Special Education Department

Strategic Goal Areas & Desired Results

At FPS, we are a school family of continual learners. We support each and every student to develop their purpose, plan, and passion. We encourage and honor dialogue about the histories, cultures, and goals of our communities. We actively and intentionally facilitate equitable access and representation, meaningful participation, and high expectations for ALL.



ENVIRONMENT

(Resources)
Human, Fiscal, & Building

Ferndale Public Schools welcome all into a physically and emotionally safe learning environment, which includes financial, physical, and personnel resources.

EXCELLENCE

(Programming)
Academic & Beyond

Ferndale Public Schools will provide access to high quality and inclusive programming with a focus on excellence, student engagement, and continuous improvement of academic achievement.

EMPOWERMENT

(Communication &
School Culture/Climate)
Multi-Dimensional

Ferndale Public Schools will empower our students by providing an engaging and collaborative culture of inclusion, equity, and transparency.



EQUITY

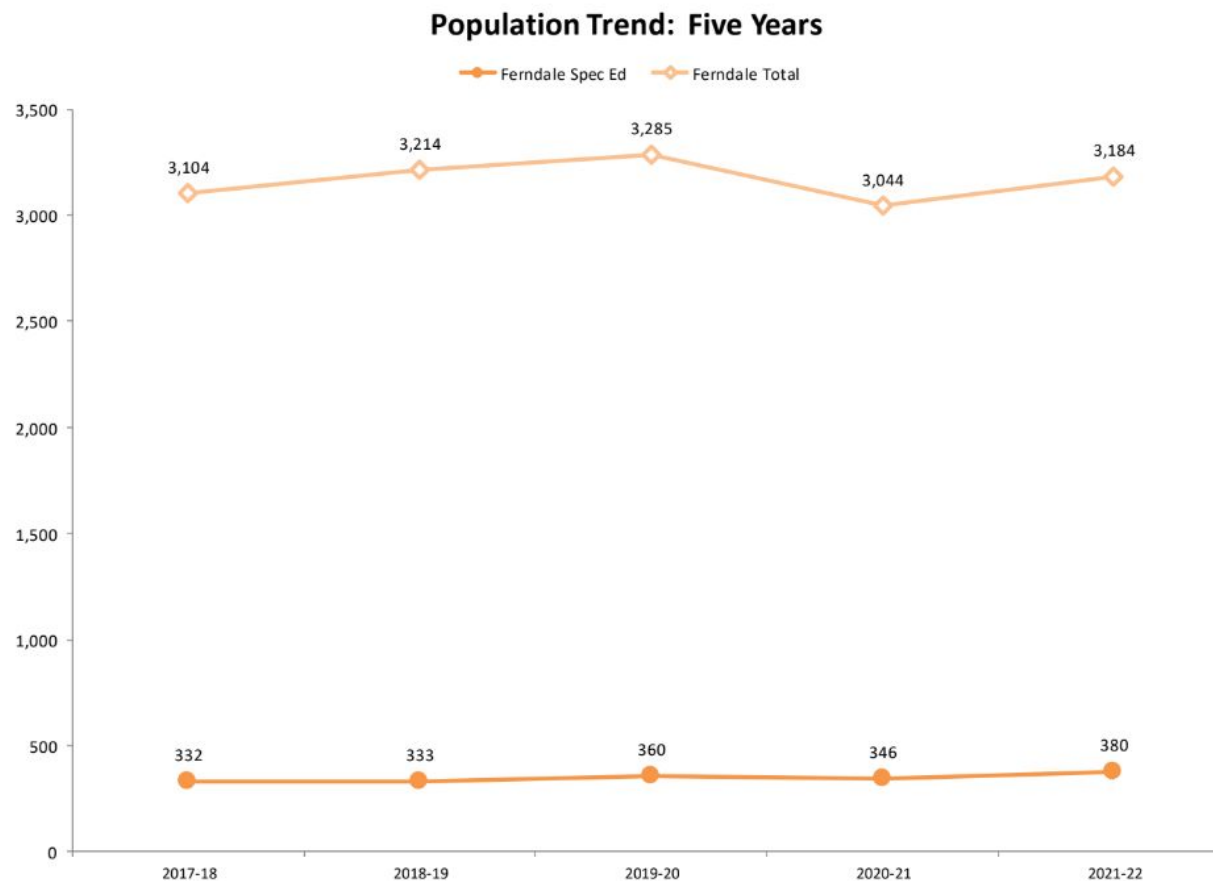
Equity is the foundation of everything we do. The goals of the Strategic Plan will only be achieved if their benefits are accessible to all members of our community, present and future.

FPS Special Education Data

[FPS Special Education Data Portrait](#) (Fall 2022; based on 2020-21 SY data)

[May 2023 State Performance Plan \(SPP\) Indicator Report](#)

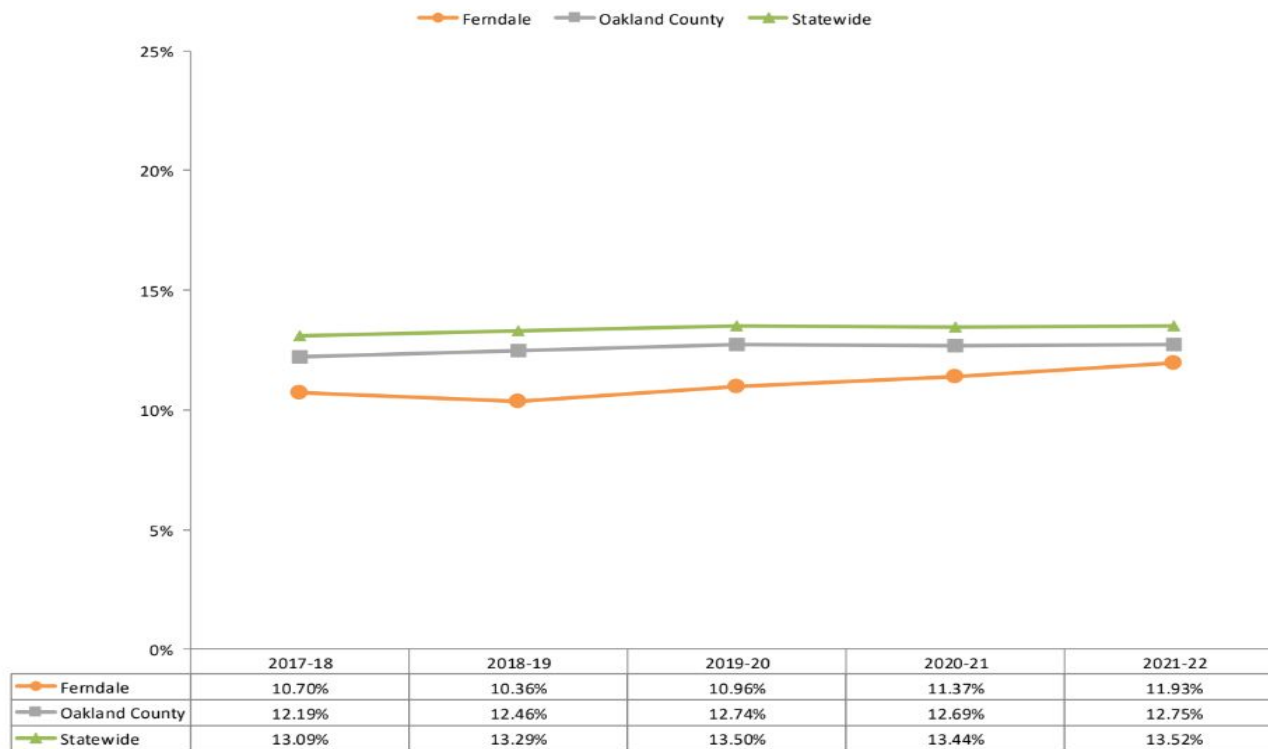
Special Ed Student Count and FTE



Source: MSDS October submissions, nonpublic school students removed; includes students age 0-26. Note: Some anomalies/variations in data may be due to the global pandemic, COVID-19.

% Students Special Education Eligible

Special Ed Identification Rate: Five Years



Source: District and County (MSDS October submissions, nonpublic school students removed), Statewide (mischooldata.org); includes students age 0-26.

Note: Some anomalies/variations in data may be due to the global pandemic, COVID-19.

Least Restrictive Environment (LRE)

Federal law (IDEA) requires local public school districts to ensure that:

“...to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

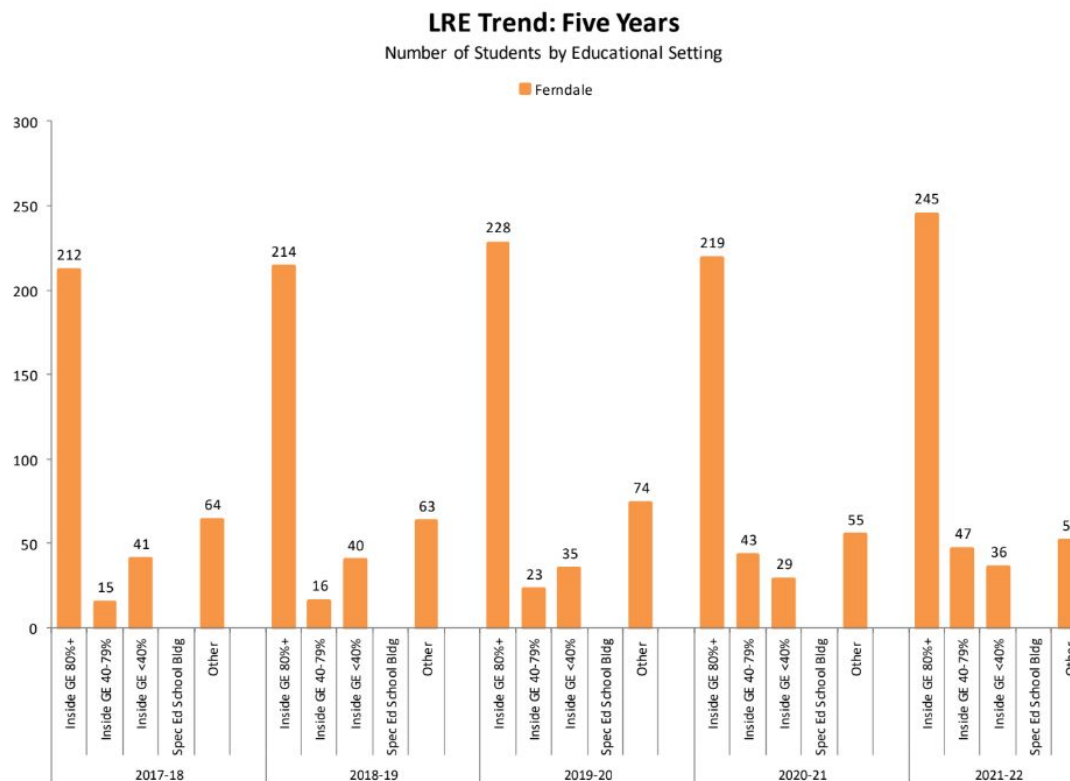
[20 U.S.C. Sec. 1412(a)(5)(A); 34 C.F.R. Sec. 300.114; Cal. Ed. Code Sec. 56342(b).]

Special Education LRE Continuum for FPS



FECC	FLEL	FUEL	FMS	FHS	TCEC	University HS
Teacher Consultant Services	Teacher Consultant Services	Teacher Consultant Services	Teacher Consultant Services	Teacher Consultant Services	Teacher Consultant Services	Teacher Consultant Services
Early On (Part C)	Resource Room Support	Resource Room Support	Resource Room Support	Resource Room Support		
Early Intervention	Self-Contained (Cross Categorical)	Self-Contained (Cross Categorical)	Self-Contained (MoCi and ASD)	Self-Contained (MoCi and ASD)		
Early Childhood In Regular Preschool class(1755)	Level 3/4 Resource Program	Level 3/4 Resource Program?	Level 4 Resource Program	Adult Transition Program/Services		
Early Childhood Special Education Program (1754)						

Educational Settings/ LRE Trend



Source: MSDS October submissions, nonpublic school students removed; includes students ages 0-26. Note: Some anomalies/variations in data may be due to the global pandemic, COVID-19.

Preschool Educational Settings for Students w/ an IEP

6 Preschool Educational Environments (Results)								
6A	Percent of children 3-5 with IEPs attending a regular early childhood program	SY 21-22	$(12 \div 29) \times 100$	$\geq 19.50\%$	41.38%	Yes		

Part B 2023 Strand Report: Ferndale Public Schools

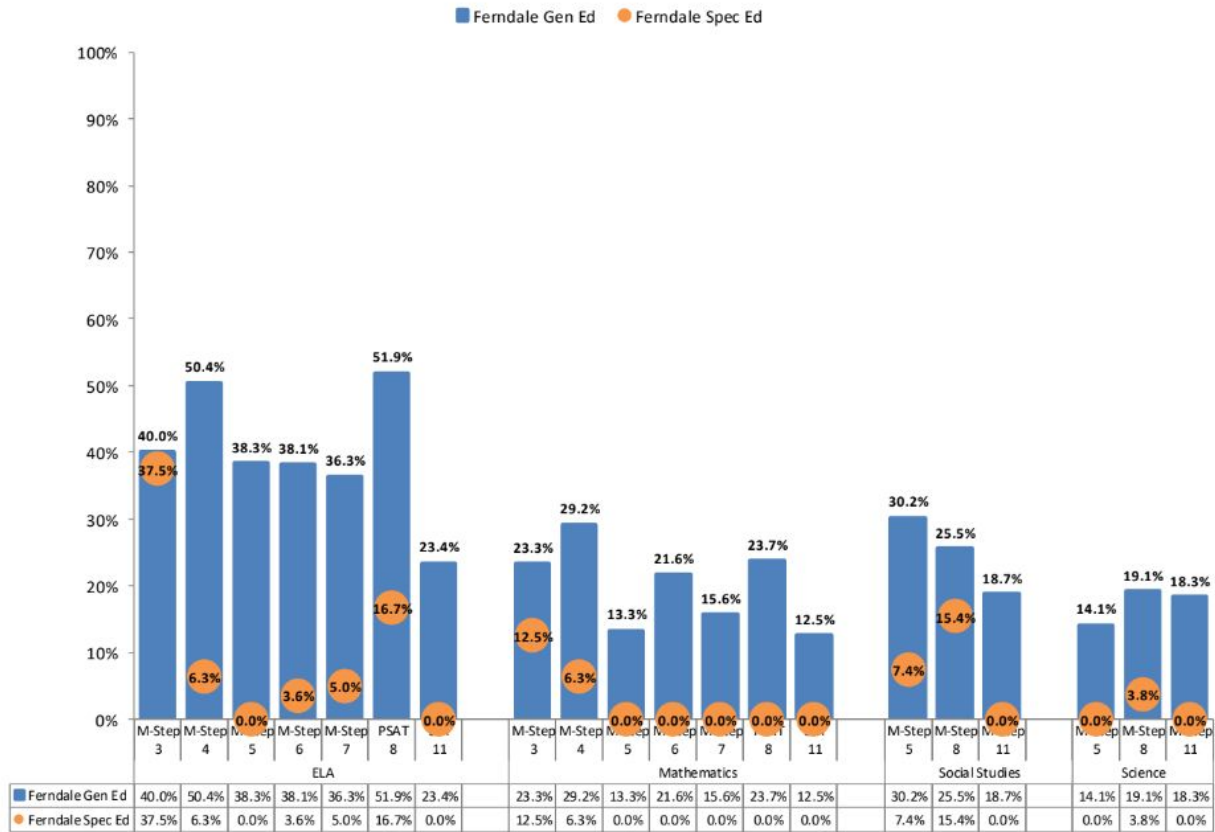
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Issued May 2023

#	Indicator/Type	Data Year	District Calculation	Target	District Data	Target Met?	Release Date	Next Step
6B	Percent of children 3-5 with IEPs attending a separate special education class	SY 21-22	$(12 \div 29) \times 100$	$\leq 46.00\%$	41.38%	Yes	N/A	No Action Required
6C	Percent of children 3-5 with IEPs receiving special education and related service in the home	SY 21-22	$(0 \div 29) \times 100$	$\leq 2.82\%$	0.00%	Yes		

State Assessment % Proficient

M-Step PSAT SAT Percent Proficient: 2021-22



Source: mischooldata.org. Note: Some anomalies/variations in data may be due to the global pandemic, COVID-19.

Graduation & Dropout Rates

- FPS Students w/ an IEP Graduation Rate
 - 80% per May 2023 Strand Report from MDE, based on 2020-21 SY data for 6 year cohort)
 - MDE target was 70.78%
 - % of students who earned a regular high school diploma (looking at 6 year cohort)
 - MI School Data- 2021-22 Grad rate for all FPS students was 79.4% (6 year cohort); FHS Grad rate was 98.42%
- FPS Students w/ an IEP Dropout Rate
 - MI School Data- 2021-22 Dropout rate for all FPS Students was 15.9%
 - 2019-20 FPS Students w/ an IEP- .95%
 - 2020-21 FPS Students w/ an IEP- 20% (4 students)
 - MDE is now including all students who do not earn a diploma in 6 years, even if they earned a certificate of completion and in Adult Transition program
 - Small sample size
 - COVID

2022-23 Challenges

- Staffing, Staffing, Staffing
 - Currently have 2 classroom teaching positions that need to be filled
 - # total special education staff vacancies
 - Actively recruiting to fill these positions
 - Onboarding a high number of new staff
 - High level of additional work from staff to cover vacancies
 - Salary/ pay for SE Critical Shortage positions
- Increased behavioral/and mental health support needs of students
- Reduced number of Oakland County center-based or self-contained program openings for high needs students
- Special education student #s and FTE significantly increased over 1 year/ 3 year period and the implications
- Enrollment (timing and SOC trends)
- SE academic achievement at the secondary level

Measuring Environment Success



- **Recruit, retain, and support a highly qualified diverse staff with excellence and accountability that is tied to practice and the direction of the district.**
 - Recruited a number of highly qualified staff members with some staff having a personal connection with Ferndale Public Schools.
 - Earlier SOC application window to allow for planning of resources needed
 - Additional recruiting efforts by HR
 - Consideration for pay/stipends for special education- HR/ FEA negotiation
 - Focus on hiring student teachers and new university partnerships for student teaching (CIA/HR)
 - New UAW contract with increased pay (para); additional days/weekly training time
 - Additional positions/ staff starting new school year (School Psychologist, Teacher Consultants, etc.)
 - Alternative certification/ endorsement route programs
 - District wellness initiatives
 - Professional Learning and Leadership opportunities

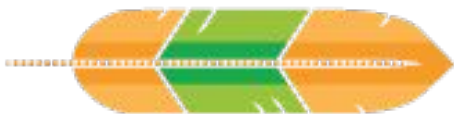


Measuring Environment Success



- **Ensure the implementation of the Emergency Operations Plan to provide a safe environment.**
 - Helped to build the capacity of building level crisis prevention intervention teams
 - Increase in staffing (CPI trainers, restorative practice trainer, school psych, CIS in each school-2 more years)
 - 23-24 district training (Trauma informed/PBIS/FBA, verbal de-escalation/CPI, weekly para training)
 - Continue to build capacity for building leaders around disciplinary procedures for students with a disability
 - Trained all building admin, CIA, mental health specialists and support staff at each building on the Behavioral Threat Assessment and Management (BTAM)

Measuring Excellence Success



- **Develop and evolve our curriculum and assessments to ensure high quality instruction for all students while reducing the achievement gap.**
 - Purchased and implemented the Attainment Curriculum for Self-Contained classroom to ensure the use of high quality instruction/instructional materials.
 - Continued focus/ collaboration with the CIA department on data-driven Tier 1/2/3 supports
 - GSS support from Oakland schools to help improve math and literacy achievement at the secondary level
- **Make certain that all students are placed in programs based on their interests and readiness levels that provide equitable opportunities for achievement and growth.**
 - Sent staff to the Educational Benefit Training to ensure that students placed in specific programming based on their Individual Education Plan are attaining the educational benefit outlined in their plan.
 - Continually review data/ needs to ensure a full continuum of programs and supports available to students

Measuring Empowerment Success



- **Build upon the positive district wide environment of high expectations that is inclusive and engages all stakeholders.**
 - Provided opportunities for staff to attend multiple trainings to promote an environment of high expectations
 - Increased the number of IEP Coaches
 - Plans to expand secondary Peer to Peer support
 - Special Education Parent Advisory Committee (PAC) partnership
- **Foster a positive culture within the school environment by focusing on proactive and restorative strategies while addressing challenging behaviors in a consistent manner through cohesive policies and practices.**
 - Building special education teams meet weekly to plan and collaborate/problem solve to better address the needs of students
 - New teachers are assigned mentors for support and guidance and to help staff learn district policies/practices
 - Added 2 CPI trainers for 2023-24 SY
 - Professional Development focus on Functional Behavioral Assessments and Positive Behavior Supports

Eligibility and the Law

- **Child Find** is the federal requirement to identify, locate and evaluate all children with disabilities, from birth through 21 years of age, who are in need, or may be in need, of special education and related services (IDEA)
- In Michigan, the child find obligation extends to all children and students with disabilities from birth through 25 years of age, who are in need, or may be in need, of special education and related services.
- We use several processes to begin/initiate the eligibility process.
 - Pre-referral SAT process for students with a suspected disability
 - Written request for evaluation from parent/guardian or school staff member

Evaluation Procedures

- **Review of Existing Evaluation Data (REED)/ Notice form**

- Notice must be provided to the parent within 10 school days of the request to evaluate a student for a suspected disability
- The school district has to obtain written consent from the parent prior to evaluating a student
- District will identify the disabilities that they will be testing for along with the types of tests that will be utilized to determine eligibility

- **MET Summary Form/ Report**

- The district has 30 school days to conduct the evaluations and develop a Multidisciplinary Education Team (MET) report.

- **Individualized Education Program (IEP)**

- initial/3 year required evaluations
- An IEP must be written within the 30 day school day timeline
 - An extension can be provided with initial IEP's only when the parent and school district agree
- 13 disability eligibility areas

- **Procedural Safeguards**

“Special Education is a Service and not simply a place”

What happens when a child has been found eligible for specialized student services and programs?

- The school district has to provide a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE).
- The specialized programs and services are outlined in a Individualized Education Plan (IEP) which is updated at least once per year

Major Components of an IEP

- Purpose of the meeting
- Identified eligible
- Present Level of Academic Achievement and Functional Performance (PLAAFP)
- Special Factors
- Needs-Based PLAAFP
 - Area of Educational Performance (Reading, Writing, Math, Secondary Transition Assessments, Communication/Speech & Language, Social-Emotional/Behavioral, Perception/Motor/Mobility, Adaptive/Independent Living Skills, and Medical
 - Baseline data
 - Impact and resulting needs



Ancillary/ Related Services Include:

- Speech and Language
- School Social Work
- School Psychologist
- Occupational Therapy
- Physical Therapy
- Special Transportation
- Teacher Consultant



Occupational Therapy



Supplementary Aids and Services

- Paraeducators
- Assistive Technology
- Positive Behavior Supports
- Individualized Accommodations and/ or Modifications
- Environmental supports
- Curriculum and Learning Supports
- Specialized Transportation



Educational Benefit/ FAPE

- The purpose of the EBR is to determine whether a student's current IEP is reasonably calculated for the student to receive educational benefit.
- The EBR process involves comparing the student's current IEP with the prior two IEPs and guides school teams through the examination of specific components of the IEP.
- During this process, the local educational agency's (LEA) EBR team looks at various sources documented in the IEP to determine if educational benefit was received. Educational benefit can be measured in a variety of ways, including, but not limited to the following:
 - Achieving passing marks
 - Advancing from grade to grade
 - Making progress toward meeting annual goals
 - Improving scores on statewide and district-wide assessments

SPOTLIGHT PROGRAM

- Need information to Spotlight FHS Accommodated Math Class (Mr. Hand) data increase
- Would like to spotlight FUEL ASD Self Contained class and their special ID program that was organized for the district
- Perhaps we could Spotlight Kat getting her PhD and the implications to the district
-

Insert information on the class/program you are highlighting in the board meeting. Make as many copies of this slide as you need. Make sure to include pictures/ videos.

Major Components of an IEP Cont.

- Transition Plan
 - Required for students 16 and up.
- Annual Goals and Short Term Objectives
- Supplementary Aids and Services
- State and District Assessments
 - Type of Assessment
 - Accommodations needed
- Special Education Services and Programs
- Notice for Provision of Services and Programs
 - District's offer of Free and Appropriate Education (FAPE)
 - Options considered and not selected along with the reason they were not selected
 - Must be sent within 7 school days of the IEP meeting



Building Board Presentations for 2023-24 SY

- Each building principal and team will share information and updates about special education programs and services as part of their building board presentation.



Questions?



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