

State Agency Panel

MPAAA Fall Conference – September 2024



Legislative Update Question Answered

Per the question that came up during my session, the Legislature added new language that the House Fiscal Analysis describes as "Adds requirement for districts to provide a minimum number of minutes per week of direct ELL instruction to be eligible for funding. Requires MDE to develop minimum requirements by March 1, 2025."

Here's the actual budget language:

"(7) By not later than March 1, 2025, the department shall establish English language learner program models that establish a minimum number of minutes per week that districts must provide direct English language development instruction for students according to the student's proficiency levels. These models must be compliant with federal requirements related to English language learner program services. It is the intent of the legislature that, beginning in 2025-2026, to be considered an eligible recipient of funding under this section, a district must agree to meet or exceed the minimum number of minutes per week, as determined by the department, that the district provides direct English language development instruction."

The details on what this is going to look like after March 1, 2025 is a question for MDE.



Special Education Completion

A student "drops" out of school prior to earning either certificate of completion or aging out. Should pupil accountants advocate the student, or the parent/guardian sign a revocation of consent so the student may be reported using the exit code 31, exiting the student from special education due to a revocation of consent?



My Quick answer is No. But if you look at the federal commentary, it says regarding revocation of parental consent, parents cannot be forced to consent to decisions related to their child's education to revoke consent. However, it would be impractical to allow a parent to retroactively apply for a revocation of consent where parental consent is required. Thus, once a parent consents to educational decisions concerning their child be an evaluation provision of service. Any revocation of their consent once the action to which they have initially consented has been carried out will not affect the validity of action. And we can provide you links too, about revocation of consent. But ultimately, you cannot force a parent to revoke consent if you're doing it. Stop it. That was my mom voice. ;-)

See page12606: **Regarding revocation of parental consent, parents cannot be forced to consent to decisions related to their child's education.** However, it would be impractical to allow a parent to retroactively apply a revocation of consent where parental consent is required. Thus, once a parent consents to an educational decision concerning their child, be it an evaluation or provision of service(s), any revocation of their consent once the action to which they initially consented has been carried out will not affect the validity of the action.

We have also provided a link to <https://miser.specialedreference.com/?s=149021> Letter to Ward which also addresses Revocation.



Early On FTE

If 2 different service providers (example: teacher and SLP) hold a joint session with a child for a total of 60 minutes, do both service providers log 60 minutes since they are both with the child for the entire 60 minutes?



Janet-No. Each provider would split the 60 minutes based on what the child received from each provider. The child can't receive the teacher instruction and the speech instruction at the same time. So if it's 30/30, great. If it's 20/40, great. But you do it appropriately to what the child received.



Early On FTE

Can planning time among special education staff be counted towards instructional time, and if so, is this time documented as service coordination?

For example, a SLP and teacher works with a child for 60 minutes and then the providers meet together for 30 minutes. May this be considered 90 instructional minutes?



Janet- The 60 minutes of **instruction** with the SLP and teacher can be counted toward the 72 hours/FTE but the 30 minutes of planning/service coordination cannot be counted toward the 72 hours/FTE. Service coordination is not considered a special education service.

Early On FTE

Does an Early On teaching session count towards FTE if the parent cancels since staff are still scheduled to provide the session?

Can teachers with a ZA waiver be used as lead teachers for Early On instruction?



Janet

1. No. Only services that are actually "received" by the child count for calculating the FTE.
2. If a teacher is under a temporary approval or permit, they can be the provider of instruction for children birth to 3. There is no ZA waiver.



Early On Reporting

I have heard that we are not supposed to use grade 30 for Early On and ECSE students. What grade should we now use?



Janet - Early childhood participant – The student is reported in grade “30” (Early childhood) in the Grade or Setting characteristic in the School Demographics Component. This includes children with disabilities participating in early childhood special education programs or services or Early On services.



Early On Reporting

Can you please clarify if early childhood students under administrative rules 1754 and 1755 can simultaneously be reported in kindergarten.



Per PAM page 5-K-2:

Note: A pupil with an IEP who is five years of age and enrolled in both an R 340.1754 program and kindergarten must have the membership split proportionately between special education and general education.

This person should contact the special education pupil accounting team at MDE-ose-pupil-accounting@michigan.gov



Early On

For an 1862 student, if the IFSP shows 72 hours of service, do I need an individual student calendar for a year to turn in to my auditor?



Janet –No. The IFSP serves as the documentation of 72 hours planned. The child's "calendar" needs to be flexible to respond to child and families needs.

So in this case, 1862 being zero to three services, no, you do not need an individual calendar. You would be looking at the IFSP to see if it reflects the 72 hours over a year. Because remember, this is going to be a full year if you want to say, and it's going to look different for every child. So the intent behind zero to three services is that it's flexible and it's individualized. So you can be working with a parent and have a schedule that says, I'm going to come out every Tuesday, and after three weeks the parent says, this isn't working out for me. I have something else that comes up and we're going to switch to Wednesdays. You would be constantly updating your calendar in order to be flexible for the family. So no, a calendar, like an individual program calendar, is not required for an 1862 student.

Early On

For an 1862 student, if the IFSP shows 72 hours of service, but starts the program aged 2yrs & 3 months, would we be unable to claim any FTE for the student because they will age out of 1862 before they actually complete 72 hrs of service?



Janet –

If the IFSP reflects frequency and session lengths that would meet a minimum of 72 hours if provided for a full year, then the child can be included in the count.

This child will most likely transition to Part B and continue special education services for the full year.

If the IFSP frequency and length is sessions, reflects a minimum of 72 hours, if it were held over a whole year, you can include them in the count. Because basically, in order to include a child in the count, was the IFSP or IEP designed to meet the 72 hours? So yes, they can be part of the count. In this situation, most likely this child, because the child is eligible for special education in the zero to three, most likely are going to transition to part B special education and will continue to receive special education after they turn three.

Special Education & Homebound

If a student with an IEP is placed on Homebound services, can the Dr. note be signed by a Nurse Practitioner?



Nancy: Note the PAM currently states a nurse practitioner is allowed to certify the condition. This has been corrected in this year's PAM. If the student was seen by the physician's assistant or nurse practitioner, the written certification must bear the signatures of a physician.

*Note: If you had a HB student placed by a NP last year, you were held to the rules as written in the PAM and held harmless. As of this year, make sure you follow the revised PAM.

No Show students

When a student fails to show up after the first several days of school, may the students be dropped from enrollment after 10 school days of absences?

What are the guidelines?



Brian: District decision –our recommendation is 30 days because the 10/30 day rule still applies.

Nancy: For a student with an IEP the district have shown due diligence in attempts to contact the family to offer a Free Appropriate Public Education. You should identify where this student is and if there are behaviors or reasons why that student is truant or not coming to school. You may need to reconvene that IEP to address those behaviors, but you better be careful before you drop that student because you're still on the hook for a free, appropriate public education.

Online Gaming Club

A Homebound student is participating in a District sponsored online gaming club

Is it a problem that he never attends club events in person?

He was homebound most of last year, and is expected to continue through semester 1 of this year.



Jessica: It appears to be an extracurricular activity, which is not something we need to review as it does not impact membership.

Non-resident Student

A school-aged resident of our District attends a private school located outside of our District. The private school is not registered in EEM.

Is the resident district or the private school responsible for providing special education services?



Sean

I need to be careful when answering this because, while the question appears simple and straightforward, like so many things in special education, the answer is nuanced. I would like to encourage the person asking to reach out to the Office of Special Education or to me directly to ensure your answer gets appropriately answered.

Having said that, the part of the question related to registration and approval status is something I would like to address. The registration and approval status of nonpublic schools is posted on the MDE Nonpublic and Homeschool Webpage. A list of registered and approved homeschools may be obtained by emailing nonpublicschools@michigan.gov That's where I would direct you to know whether a nonpublic is registered and approved, not the EEM.

Regarding the rest of the question, both IDEA and Michigan's Auxiliary Services Act have requirements relative to the provision of special education to students educated in nonpublic or homeschool settings. Nonpublic schools, homeschools, and ISDs all have specific responsibilities under these pieces of legislation and I would need additional information to adequately answer the question, so again, please reach out to me.



Student Residency

A student is living out of state at a hockey training camp (not an Olympic training facility), but the parents live in the district. May the student continue enrollment through virtual learning?

The parents do retain guardianship of the student, and the Act seems to define 'District of Residence' as the district where the parents reside.



Brian: Yes, as long as they maintain residency in Michigan and do not enroll in a program where the student is currently located, they remain eligible to receive instruction and for membership.



Student Residency and SOC

A non-resident student enrolls through SOC, then moves into the educating District. The following year, they move back out of the District.

Does the SOC status 'survive' the student becoming a resident so they would still be SOC when they move back out of District, assuming they do not break enrollment during this time?



Jessica: Yes, the district will document that the student was enrolled through Schools of Choice, ensuring that if the student's residency changes again, this information is on file. The student may then continue enrollment as a Schools of Choice student, as there was no break in enrollment.

So once a student enters your district as a school of choice student, **they get to remain if they haven't broken enrollment.** What we recommend if they become a resident is that you hang on to that documentation or note it in their record that they started with your district as a school of choice student. So if they do then move back out of your district, they can continue that enrollment and you have that information on file.



Student Residency and SOC

A special education student enrolled as SOC, under section 105. They then moved out of the ISD.

Does the student then become 105C and need a cost-sharing agreement?



Sean

Once the student is enrolled, the enrolling district is the resident district for the purpose of providing a free appropriate public education until the student graduates or breaks enrollment. If the student moves into a contiguous ISD after enrollment in a choice district, the 105C language is not applicable.



Student Residency and SOC

The resident district of a 105C student refuses to sign a cost-sharing agreement.

The parents then revoked special ed services and demanded the District enroll the student as general ed.

Are we then allowed and/or required to enroll the student?
If the student then is re-evaluated as special education, are we then stuck when the resident District again refuses any cost sharing?



Sean

This question has a lot of layers and we would prefer not to attempt an answer without additional information. If you are the person asking this question. Please contact us at mde-ose-pupil-accounting@michigan.gov



Student Residency and Foster Care

We have had a foster care case worker demand that we enroll a student in foster care when the foster care family is not residents nor was the students district of origin. The case worker said she thought that our district would be 'a better fit'.

Do case workers have this authority? May we decline to enroll the student? If we did wish to enroll, would the case workers demand provide appropriate proof of residency for enrollment purposes?



Brian:

From Kathleen Hoehne: MCL 380.1148(2) does give MDHHS or a private agency acting on their behalf the authority to make the final school placement decision. That said, neither MDHHS nor MDE support a 3rd school option and the choice is "supposed" to be between either the school of origin OR the school of residence, this is supported by MDHHS FOM-723.

So, yes, the case manager DOES have the authority, LEAs cannot decline enrollment AND missing required enrollment paperwork CANNOT be a barrier to enrollment.

So, there is "conflict" between the FOM-723 and the School Code reference above, but at the end of the day, they have the authority... hope this helps~

hoehnek@michigan.gov and 517-243-7171



Student Residency and SOC

A student who was SOC with us broke enrollment, then later returned to our District with a section 6 release. While with us under the release, the student was determined to need special education services. The Student is now applying as a SOC student to continue enrollment.

Would the District need a 105C cost sharing agreement?



Jessica: We would view this as a brand-new request for schools of choice enrollment and you need an agreement unless the district is willing to take on the costs.



Student Immunization Records

May we use a copy of the MICR report as proof of immunization, or do the parents HAVE to provide a proof?

Does the immunization proof HAVE to be maintained in the student's records, or does the existence of the record in MICR suffice?



Jessica: Yes, a MICR record is sufficient, and it does need to be maintained in the CA-60.

For more information, see this memo:

<https://www.michigan.gov/mde/-/media/Project/Websites/mde/Memos/2024/06/2024-Immunization-Requirements.pdf?rev=b79d53a5b34a4a33b91d2ccc9975b9c4>

Attendance

May facial recognition be used for school attendance?

Under what circumstances?



Brian: Yes, when the teacher or substitute recognizes the student and records the attendance in their record. ;-)

During the pandemic, we were exploring whether Zoom's storage of conversations was allowable. It was discovered through information on USED's website that third parties were restricted from accessing or maintaining student data, which Zoom was doing at that time.

Similarly, facial recognition technology collects biometric data, which could be considered personally identifiable information (PII) under FERPA. Using this data to identify students would at a minimum require parental consent to comply with FERPA protections. (<http://studentprivacy.ed.gov/content/biometric-record>)

A decision that remains to be made at the state level is whether this could count as the teacher taking attendance, provided the teacher certifies the accuracy of the attendance report.

Final answer: No, you cannot at this time.



Experiential Learning

Would experiential learning courses in the following area be allowable:

- Office Assistant
- Teaching Assistant/Aide
- Library Clerk
- Athletic Assistant/Aide

If they are NOT allowed, would listing them in the District course catalog help?



Jessica: Experiential learning combines formal instruction with direct experience. An aide does not necessarily serve in a role that is part of a course. However, all of these roles would be allowable if structured as a course and include a direct experience component.



Work Based Learning

May a work base employer hire the student as 1099 contractors? They would still ensure that all other WBL requirements are met, including insurance.



Brian: Our suggestion would be to provide this student with a reduced schedule and allow the student work release time.



Seminar Classes

During a seminar class, some students are working on course credit recovery. They are scheduled into Seminar, not the course they are recovering credit for. Is this allowable?

Does the TOR for a seminar course need any particular course-level certification?



Jessica: Seminars are non-subject area courses. During a seminar, a student may receive tutoring from the teacher of record assigned to the period. That TOR does not need to be subject area specific; just appropriate for the grade level.

If the course appears separately on the student's schedule and is being claimed for membership, a subject area appropriate teacher needs to be assigned to that period.



Credit Recovery Courses

For a before- or after- school credit recovery course that grants credit, but is not submitted for FTE, does the course need to be on the student's schedule, or is the credit adjustment in the original course sufficient?



Jessica: No, when classes are not being claimed for membership, we recommend they not be on the student's schedule because when your auditor looks at those students' schedules, they are looking for classes that are maintained for membership.

Having the credit show on the transcript is sufficient.



21F '15 days'

Would there be a way that teachers could be available for students during a '15 day' virtual course when the same staff are in PD sessions?



Brian: Yes, the teacher's availability can include email access, text, phone, video, chat through the platform, etc., or a combination of these methods while also participating in their PD sessions.



21F '15 days'

If the Board of Education approved the plan for the '15 days', and the plan does not change in the following year, does the Board need to re-approve for the next year as well?



Jessica: Yes, the plan needs to be approved annually.

MCL 388.1621f(14) Subject to the requirements in this subsection, a district may provide instruction under this section for not more than 15 days in a school year. If a district plans to provide instruction under this section to pupils for not more than 15 days **during a school year**, the district's plan must be approved by the board of the district and the district must provide notice of the plan to impacted pupils and their parents or legal guardians before enactment of the plan.



Assignment codes in REP

The use of inaccurate assignment codes in REP seems to be a significant barrier to successful auditing of teacher certifications.

Are there plans for training on appropriate assignment code use, or ways to hold districts accountable for use of incorrect assignment codes?



Becky: There are guides available on the REP webpage under Help and Training, including a webinar on use of the TCVR. REP trainings are offered throughout the year through CEPI announcements, there are currently trainings scheduled 10/3 and 10/14, additional opportunities will be communicated through CEPI announcements. Audit processes should ensure correct assignment codes are reported within the REP collections.



Employee Certification Records

What documentation should we maintain in the employee's personnel file regarding their certification? Should we be asking for a transcript, or is a screenshot of the MOECS cert. page sufficient?



GS - This is not a pupil accounting question. This would be a district policy or for an attorney to provide guidance. (take to monthly PA meeting)

Katie – Districts should maintain signed, notarized copies of educator certificates on file.



Employee Certification

To teach a special education self-contained classroom of 9th graders math, does the teacher need both a special ed and math endorsement?

Can you provide a source of information on the new grade level and headcount report? Who should we be reporting this to, and when does it need to be submitted?



Nancy – The first question is "yes". They need both the SE endorsement and math if they are the sole provider of math instruction.

The second question is being taken back to the team for further discussion.



Teacher Certification Audits

Is there a due date for teacher certification audits?

Is it appropriate to audit as of the fall Count Day?

Is another audit required for the Supplemental Count Day?

If we are auditing as of the Fall Count Day, and this falls in the 'first 90 days' exception, what circumstances would cause a teacher to be out of compliance?



Katie – I'm not sure of the answers for question 1-3. These seem like Pupil Accounting questions.

For the bottom question, if a teacher holds a valid Michigan Teaching Certificate, they would not be out of compliance on fall count day, as their valid Michigan teaching certificate allows teachers to work for up to 90 consecutive calendar days without requiring a permit. The only exception to this would be if a teacher was working in another assignment area such as a School Administrator, School Psychologist, or School Social Worker and did not also hold an appropriate credential.

GS – I am not sure what is meant by "teacher certification audits". So, if this means by the ISD auditor, the teacher certification is required to be verified 100% for the fall desk audit. For the Supplemental Count day, the ISD auditor must check for any teachers added since the Fall count day.



Teacher Certification

How does a teacher add an endorsement to a professional certificate?

le: Tenure teacher holds a professional certificate with RX and wants to add Psychology – they passed the MTTC but was told it won't qualify them to teach it.



Katie - A teacher would need to complete a program that leads to the endorsement and pass the appropriate MTTC. Passage of the test alone does not lead to an endorsement.

For more information, please click this link: <https://www.michigan.gov/mde/services/ed-serv/ed-cert/cert-guidance/becoming-a-teacher/adding-an-endorsement>



Teacher Certification

One of our teachers passed her MTTC test in July, and shared her official notice with us in August. However, this is not yet listed in MOECS.

How long does it take to update MOECS, and if the information is not yet loaded by the time of the audit, should our auditor accept the notice as sufficient proof?



Katie – MTTC scores are provided by Pearson Evaluations to MDE. However, those test results are not viewable by educators or districts. I'm not sure what is being asked in this question and if its regarding certification or permits. Please email me at SchmiedeknechtK@michigan.gov so I can gain a better understanding of what is being asked.



Teacher Certification

Does the free 90 day permit only apply to certified teachers?

For those getting full year permits, they are limited to 3 years and need to be working on certification. How do we know if they are working on certification? How do we enforce that? Do they lose the permit after 3 years?



Katie – The “Free 90” isn’t a permit. If an educator holds a valid Michigan teaching certificate, they can teach for up to 90 consecutive calendar days outside of the grade level/content area of their certificate **without** needing a permit. It is essentially the same thing as the Daily Substitute Permit without needing the permit. And the “Free 90” applies to anyone who holds a valid Michigan teaching certificate.

For Full-Year Basic Substitute Permits, whomever is applying for the permits (District, ISD, 3rd party agency, etc.) is required to ensure the individuals meet the requirements. Requirements for renewals of the Full-Year Basic are to show progress in program leading towards a credential. If an individual cannot show proof they are making progress in a program through college/university transcripts or other college/university documentation, then the person pulling the permit should not pull the permit.

If an individual has exhausted their 3 Full-Year Basic Permit renewals and have not met the requirements for a certificate/endorsement, then they cannot continue to obtain permits.

Again, it is the employing Districts responsibility to ensure individuals have valid permits, even if hiring through a 3rd party agency.



Teacher Certification

Do SSW who were on approvals prior to the 2024-25 school year still need to go through MOECS to obtain certification?



Katie – Yes. We are moving away from approvals and to certificates/permits for School Social Workers. However, Districts are still able to get approvals for SSW's during this transition period to certificates, however, approvals are not going to be retroactive and Districts need to ensure their SSW's have valid, appropriate credentials **before** they are placed in SSW assignments.



Teacher Certification Audits

If a District gets a sub permit effective as on 10/1, and the Fall Count Day is 10/2, have they satisfied the requirements, or will a penalty be assessed for the period from the start of school to the date of the permit?



Katie – If they are certified on Count Day, there would not be an FTE deduction. However, that person should be reported to Katie at SchmiedeknechtK@michigan.gov because there would be a salary investigation/deduction if the individual worked prior to the issuance of the permit.



Shared Time

An parochial school contracted with a 3rd party to provide foreign language services. May the local LEA then claim shared time FTE for the student being taught by that 3rd party if they pay the teacher's invoice?



Jessica: No, this would be a violation of section 1231 that requires LEAs to directly hire their teaching staff. The only exception is virtual under 21f.



Snack - Pack

Is there a method that allows batch submission of Snack Pack records?

Does the Data Hub provide this support for PowerSchool Districts?



Joel: Snack-Pack has been setup in a way that allows support for bulk requests. Other SISs have capability to do this. It's up to PowerSchool to create this functionality. We've encouraged them to build it, but it's really up to the districts (who pay PowerSchool) to request the feature.



Refugee Students

We have a student coming from another country with virtually ZERO previous education. Would we place this 17 year old in 9th grade? If so, is there any ability to adjust GAD cohorts and/or MStep testing to avoid a negative impact?



Brian: The district has the ability to determine placement for the student. So just because they're 17 doesn't necessarily mean that they have to go to 9th grade. Perhaps they're eligible or ready for 7th grade instead. So you might play around with what is really going to benefit the student most.

Becky: Cohort year is assigned based on the first time a student was reported in a high school grade. We would only adjust the cohort year assigned if was the result of a reporting error.

Joel: The student would still age out at a particular point in time, right?

Brian: We actually talked about that too. There is the exception in section 6 that will allow a student to continue, and this student in particular would qualify for the additional two years. So even if they don't make it all the way through your high school program, you can always send them to an adult program afterwards to finish up.



Expelled Students

If an expelled student is taking virtual courses, Do we mark them for attendance as expelled (absent), or record the Two Way Interactions for the virtual courses?



Jose: Yes, they are recorded as suspended/expelled on attendance records. Requirement still exists for the two weekly visits with certified teacher and the two-way interactions would also be recorded.

PAM: Note: The district may supplement instruction for a pupil expelled under Section 1131(2) or Section 1311 with virtual courses, but the virtual course cannot replace the required two (2) one-hour nonconsecutive individualized instructional periods per week required for permanently expelled pupils who are counted in membership.



Homeless Students

If the local wishes to order a birth certificate for a student, how would they do that? What is the process, and how would the district establish it's 'authority' to request the certificate?
jroberts2@lighthouseacademyschool.org

If a SOC student becomes homeless, does the district become responsible for transportation?



Jessica: Yes, the district can make this request. Visit the DHHS website:
<https://www.michigan.gov/mdhhs/doing-business/vitalrecords>

Yes, if a Schools of Choice student becomes homeless, the district is responsible for providing transportation.



Homeless Students

We believe that a family is lying that they are homeless to remain in the district, when they actually have moved to another district.

What options do we have, if any, to verify that a family is truly homeless, and not simply 'gaming' the system?



Jessica: We are going to take this back to get an answer. (Take back to monthly PA meeting)

Irma: A student has the right to immediate enrollment. The liaison will then be able to make contact and gather information to determine whether the student is MV eligible. Once the liaison makes the determination, she will give the parent/guardian the determination letter stating whether the student is eligible or not with their rights which includes the right to an appeal. The liaison is also the advocate and will need to assist the parent/guardian with the appeal and work with the grant coordinator if parent decides to appeal. An appeal will also assist in data gathering.



Independent Study

May a Dual Enrollment course count as the concurrent course for an Independent study class if the DE course is generating high school credit?



Brian: The student needs to have a course that is generating an attendance record for the independent student which doesn't happen with dual enrollment.

So the dual enrollment course in this case is not going to be sufficient. You're going to have to have some high school course that requires attendance.



Early Middle College

Brian indicated that the FTE above 1.0 for EMC students would be distributed during the following fall.

If an EMC student graduates at the end of summer, and would no longer be enrolled on the Fall Count Day, would that FTE still be granted?



Jessica: The reconciliation for the drop out recovery programs is what Brian was referring to.

Districts that find themselves in this situation should reach out to Brian and Jessica if this situation arises, so they can provide appropriate guidance as this situation really shouldn't be happening.



Early Middle College

If we can report an EMC student with a code that advances their cohort status, can a code be used to report a student eligible for services until age 26 that would pull that student from the district dropout rate?



This sounds like the student is special ed. The student is special ed eligible for services until 26. So I'm not sure if the student is continuing or not. The same guidelines apply for cohort assignment for general ed and special ed. Cohort year would not be adjusted just because someone is special ed.



Special Education Worksheets

Do auditors review the counts of students on Worksheet B?
Do we report worksheets that are over the relevant caseloads?

I'm concerned that a teacher without appropriate certification will 'transfer' their caseload onto the worksheet of a properly certified colleague.



SEAN:

MDE-OSE has provided guidance that the WS should be generated by a certified teacher. The certified teacher is the one that would be listed on the IEP as the official SE Provider. For TSDL and REP the teacher without certification (teacher of record) must be reported but for MSDS it will be the certified teacher on the WS. We talked with CEPI and confirmed that this is permissible.



CRDC

Are there any MSDS reports that are recommended to print/save for the CRDC collection?

NOTE: If none of the MDE/CEPI folks are comfortable with this question, Rob is comfortable answering.



Rob...Your best tool for CRDC is always going to be whatever reporting functionality is out of your SIS. That creates the formatted reports that have everything disaggregated in all the ways CRDC recommends. So those kind of reports aren't going to be in the msds reporting system, but there are reports in there that have good summary information, like the program participation reports or the FTE summary by grade by school. Those can be useful to you as good sanity checks. Your CRDC report comes up with 15 english language learners in a particular school. Check that against the program participation report to see if you're also reporting somewhere in the neighborhood of 15 out, but you're not going to be able to answer the CRDC questions using msds reports directly simply because of the level to which CRDC requires you to disaggregate things in so many different ways.



TSDL

Will there ever be an allowance for TSDL to be certified by semester? For instance, if you prepare Sem 1 and have clean data, it would be great to get that done and uploaded so only EOY/Sem2 is left to sort through. If data is there for Sem1, the system will overwrite everything with the Semester 2 data.



Joel: Not likely within the current MSDS application. We tried doing an ongoing collection for a few years and it did not work out very well. So I think we're stuck with what we have until we migrate to a new system.

MPAAA Note: We've received information from Kim Chinery at Houghton Lake Community School that the Macomb MISD-MSDS tool CAN allow you to record and store off TSDL submissions one semester at a time. She is happy to assist anyone who is interested in this functionality. You can reach her at chineryk@hlcsk12.net



CEPI

Will there be consideration for allowing grades younger than 7th in honors math classes to not trigger an error in TSDL?



We get asked this question a lot. It's problematic because those honors courses are really for use at the high school level. So we're going to take this one back for some more conversation.



MDE

For Birth Certificate verification, if a local district has enrolled a student and is placing that student at an ISD program, does the ISD program need to verify the Birth Certificate?



Okay, I think we talked about this a little earlier. If you only need to ask for birth certificate once. So when the student is originally enrolled at the district, that's when you need to see proof of identity, like a birth certificate or some other form of allowable proof of identity. So if the district is transferring the student to the ISD, then those records will just go with that student. So I don't think that they need to also verify that certificate because it's already been done.

Point of clarification from MDE: The ISD is only providing programs and services on behalf of the local districts. They don't have their own resident students. Always going to be a district student who is being provided services by an ISD [when the student "enrolls" in the ISD program]. So the district is on the book, not the ISD, for that verification.