

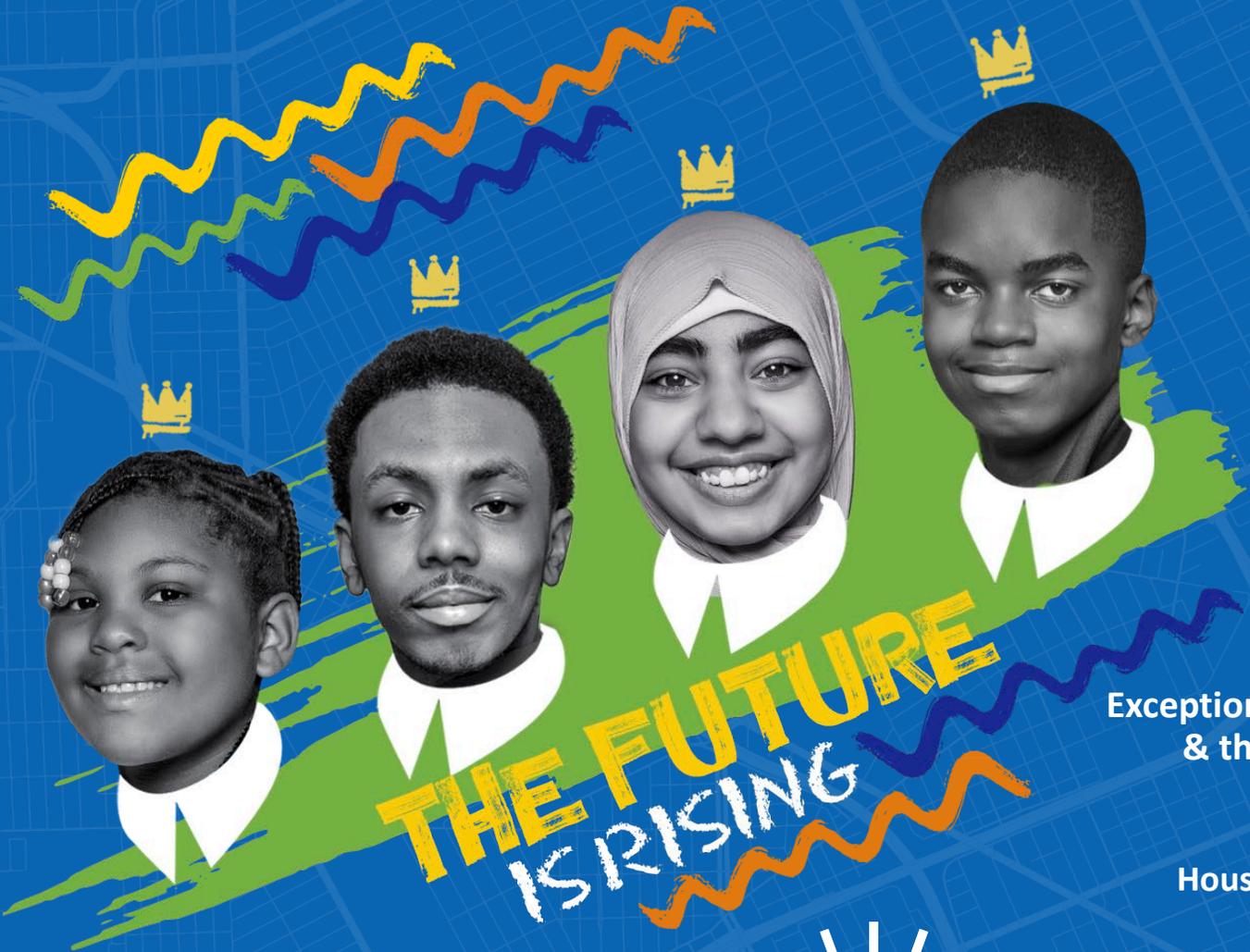
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Exceptional Student Education Testimony on Special Education Funding
& the Impact on the Futures of Students with Exceptionalities

House Appropriations Subcommittee on School Aid and Education
Lansing, May 18, 2023



**THE FUTURE
IS RISING**



DPSCD Demographics

Largest District in the State

- Servicing nearly 50,000 students
- Approximately 8,000 receive Exceptional Student Education Services

Over 100 Schools

- 5 Center-based buildings (Separate Facilities)

84.3% of students are economically disadvantaged*

Taking a Closer Look at DPSCD Exceptional Student Education

Our Programs

- In addition to the Exceptional Student Education programs identified by the State, the District provides services for Day Treatment, Dual Diagnosed, and Workskills
- Additional Programs: GATE

Who We Serve

- Resident students
- Out of district students (operating district, schools of choice, court placed)
- Birth to 26, mild to severe

Range of Student Needs

- Consultation services to direct service for students with severe impairments



Current Funding Approach

One-size-fits-all

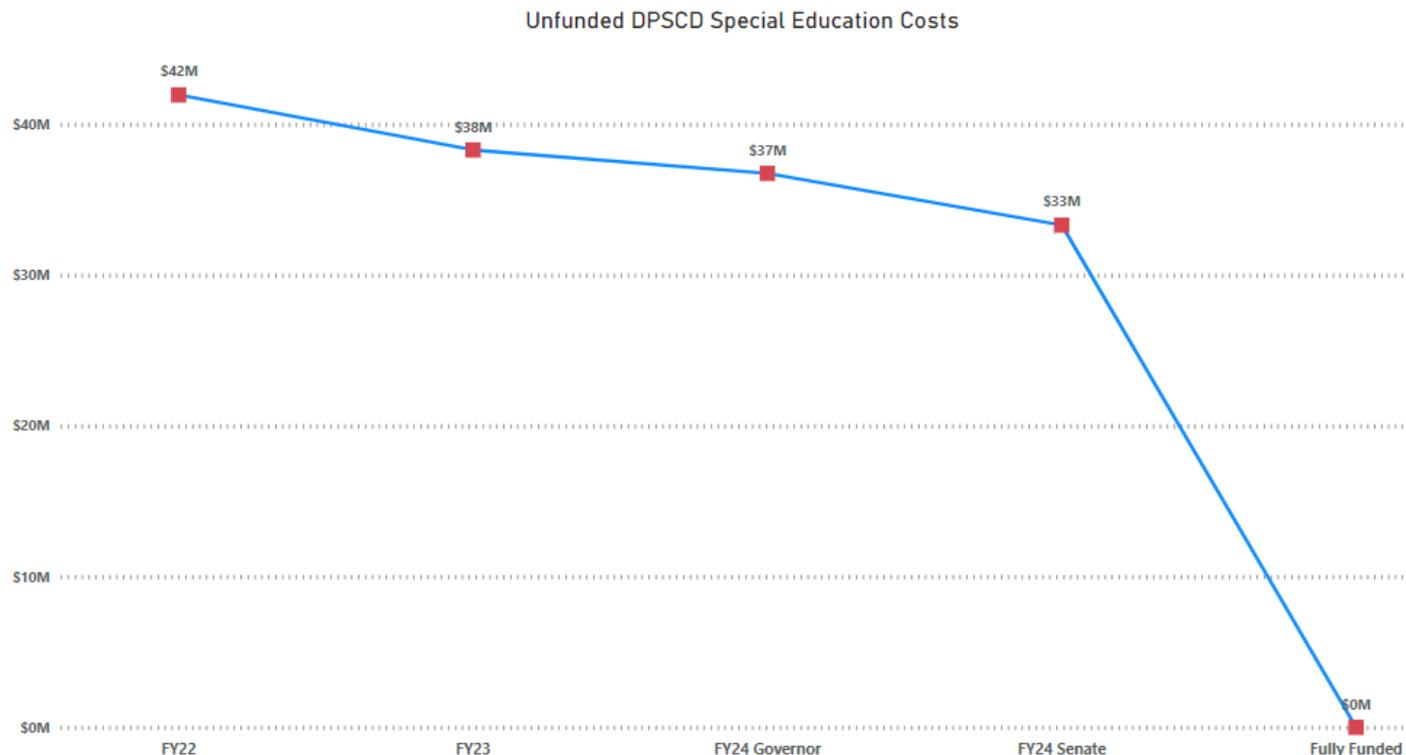
- Allocates a fixed amount per student
- Allowable cost reimbursement

Flat-rate funding

- Puts strain on districts to shift funds away from general education programs in order to support special education services

Unfunded Special Education Costs - DPSCD

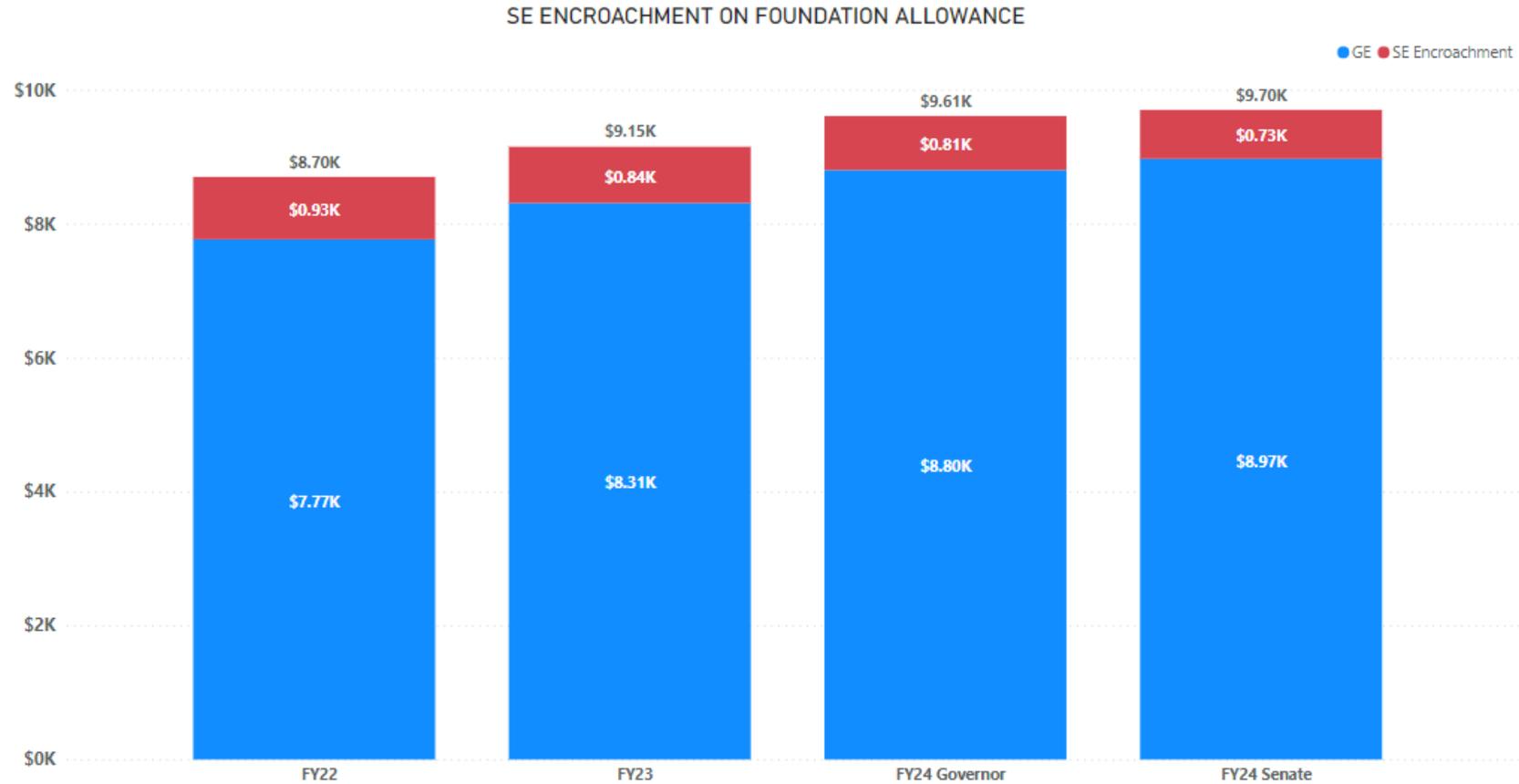
- FY22 - \$41,949,470
- FY23 - \$38,300,945
- FY24 Governor's Proposal - \$36,746,636
- FY24 Senate's Proposal - \$33,313,100



Although each special education funding proposal would be an improvement to the current funding formula, the District's general education funds in excess of \$30,000,000 would still be necessary to offset the remaining special education funding gap.

Reduction in Per Pupil Foundation Allowance

- FY22 - \$933 pp**
- FY23 - \$841 pp*
- FY24 (Governor's Proposal) - \$807 pp*
- FY24 (Senate's Proposal) \$731 pp*



*Based on FY23 GE K-12 Membership FTE

**FY22 GE K-12 Membership FTE

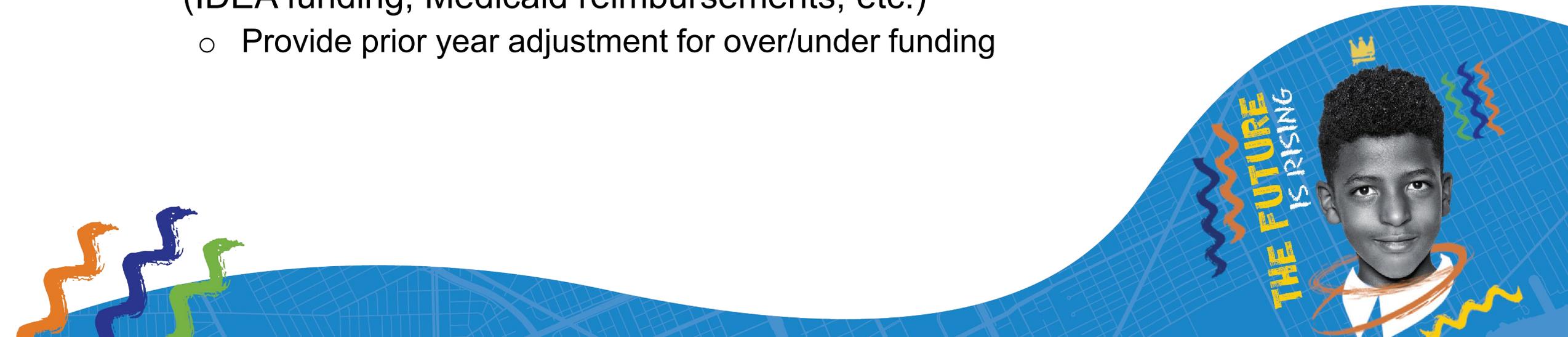
Bridging the Gap

Alternative 1: *Establish SE FTE Foundation Allowance Multiplier*

- DPSCD – 2.3 to fund expected FY24 SE Expenses
- Utilize SE-4096 & SE-4094 to determine final expenditures
 - Provide prior year adjustment for over/under funding

Alternative 2: Increase the SE-4096 & SE-4094 reimbursements to 100%

- Based on final expenditure report after appropriate revenue has been deducted (IDEA funding, Medicaid reimbursements, etc.)
 - Provide prior year adjustment for over/under funding



The GAP's Impact – Large Scale Perspective

The GAP impacts DPSCD students as well as districtwide operations.

- Attracting and retaining teachers (DPSCD top of teacher scale is \$81,500, whereas surrounding districts top at over \$100,000).
- In addition to educators, there is a critical shortage of related service professionals such as speech & language pathologists, school social workers, school psychologists, occupational therapists, and physical therapists. School districts are competing with other districts, hospitals, rehab centers, etc.
- Staff layoffs
- Course offerings
- Special education programs & services
- Building maintenance
- Compliance with special education mandates due to staff shortages
- Provision and replacement of quality, up to date technology, including specialized technology for students with moderate to severe needs

*MDE OPTIMISE

The GAP's Impact – School Perspective

Noble Elementary-Middle School

- 574 students in Grades PreK- 8
- 131 students with exceptionalities, which is 23% of the total student population
- 9 ESE classrooms, including –
 - 2 Resource programs
 - 2 Mild Cognitive Impairment programs
 - 2 Moderate Cognitive Impairment programs
 - 3 Physical or Other Health Impairment programs
- Inclusive and family oriented, giving 1000% to ensure all students have what they need to be successful.
- Funding Challenges:
 - Due to inadequate/lack of funding, difficult decisions must be made, such as have to choose which students will receive Art and Technology courses, and which ESE classrooms will be provided with a full-time special education paraprofessional.
 - As Principal, I want to ensure *all of our students* feel Loved ~ Challenged ~ Prepared.



Investing in Futures

If Special Education was fully funded, how would DPSCD be impacted?

Staffing

- Attract & retain qualified teachers who will be invested in the district, students, and community. (Could increase by \$6500 if gap was eliminated)

Course Offerings

- Course offerings increase, attracting more families to return to DPSCD, GATE

Eliminate Layoffs

- Critical positions for optimal functioning would remain fully staffed. These positions include, but are not limited to, staff such as assistant principals, paraprofessionals, attendance agents, deans, & career counselors.

Investment in Facilities

- Invest expected \$40,000,000 in annual building maintenance expenditures for all schools



Most Importantly, STUDENT IMPACT

- Expansion of academic & social opportunities to access and progress within educational environments with same age, non-disabled peers
- Reduce class size and increase attention to individual student needs
- Added services, interventions, & pre-referral strategies to identify students at risk and proactively address areas of need.
- Students who require more individualized resources would have full access to them across educational settings.

Students Rise. We All Rise.

**Thank you for the
opportunity to share our
testimony.**

