



BOB KEFGEN

*Associate Director for
Government Relations*



OUR POLICY

Priorities

2025 + 2026

1

**Provide Sustainable,
Adequate, and Equitable
School Funding**

2

**Reduce State Mandates
that Take Focus Away From
Teaching/Learning**

3

**Support Innovative
Learning Practices &
Remove Regulatory Barriers**

YEAR-TO-DATE



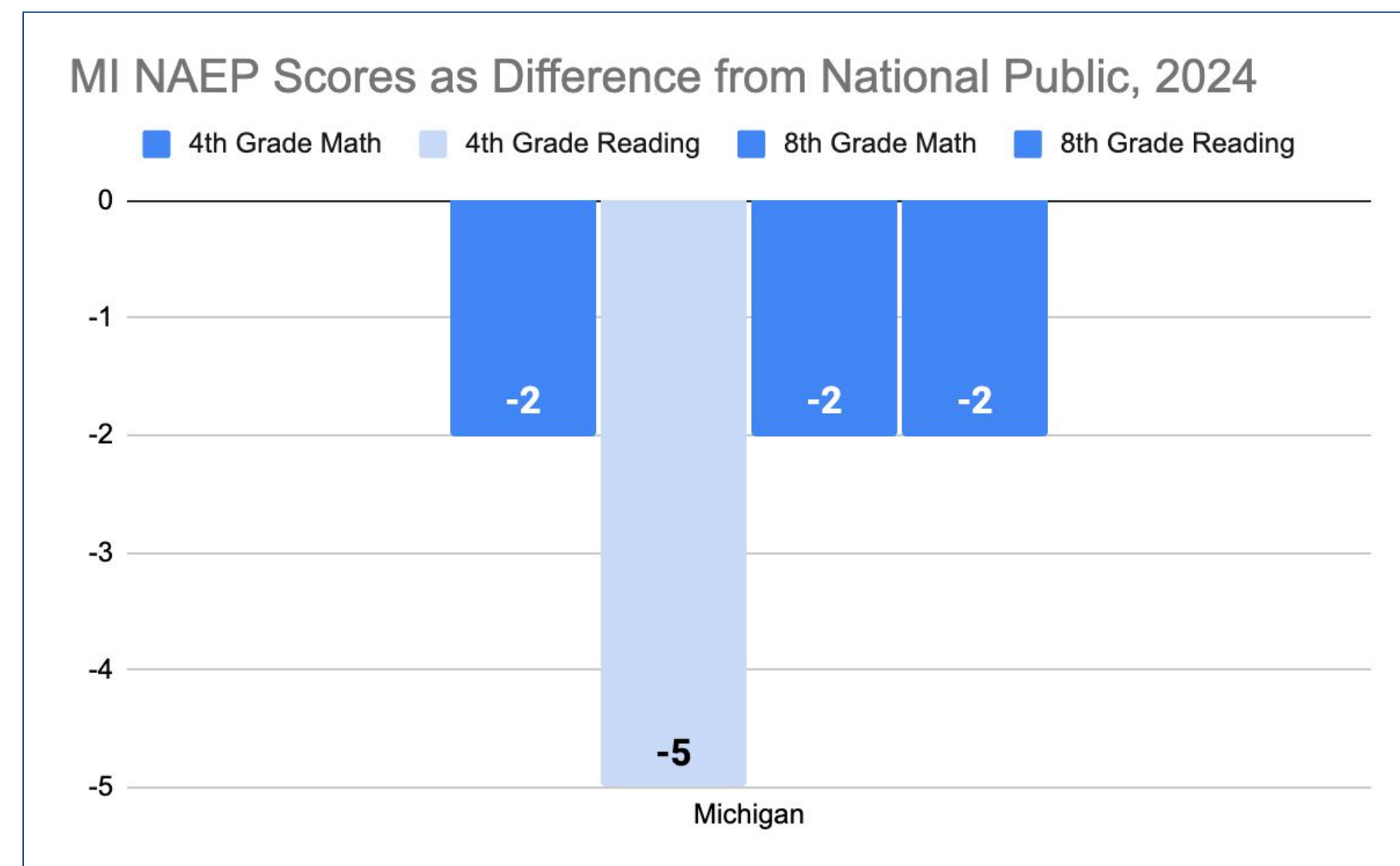
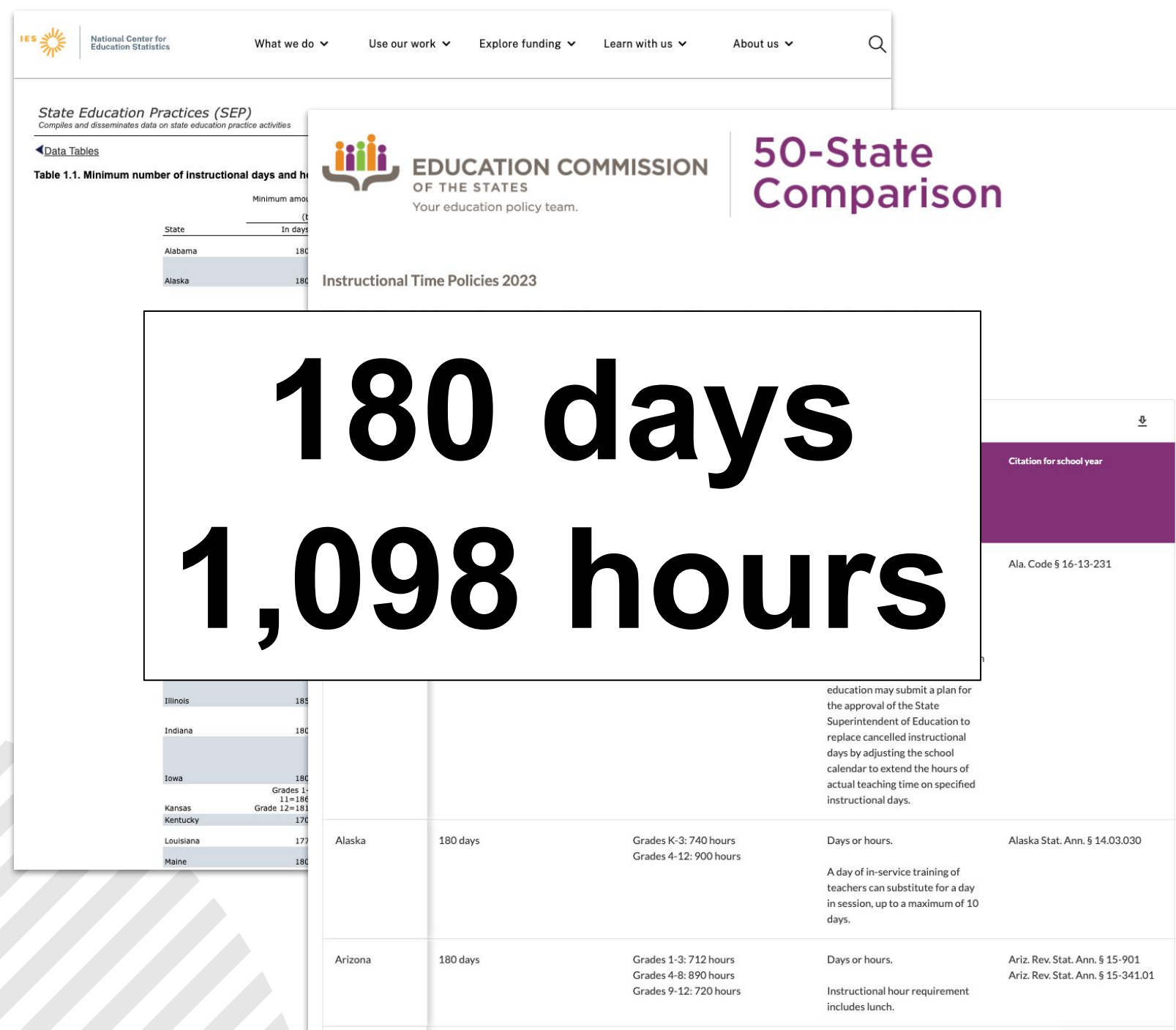
Michigan Association of
Secondary School Principals



INNOVATIVE
LEADERS
NETWORK

TIME
TALENT

TIME



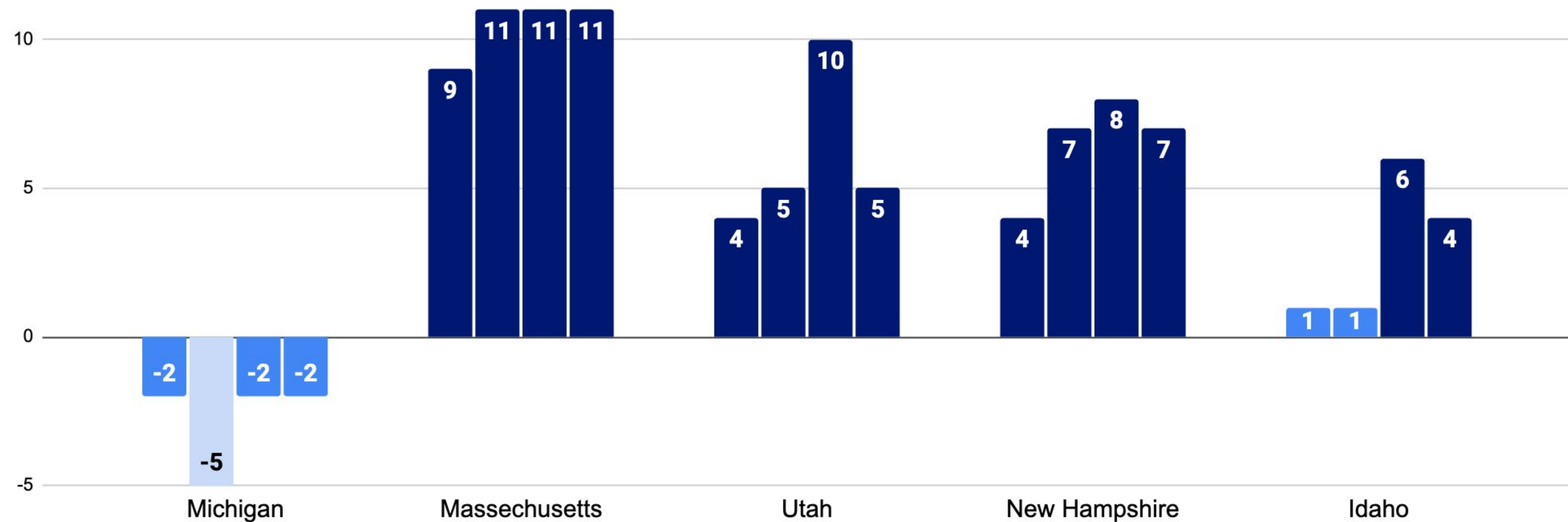
Significantly higher than
National public

Not significantly different
from National public

Significantly lower than
National public

Comparison of State 2024 NAEP Scores as Difference from National Public

4th Grade Math, 4th Grade Reading, 8th Grade Math and 8th Grade Reading



Significantly higher than National public

Not significantly different from National public

Significantly lower than National public

TIME



"...there is no correlation between the amount of time students spend in school and their level of achievement. Michigan instead should focus on implementing reforms that have track records of improving student achievement."

reform is misguided since there is no correlation between the amount of time students spend in school and their level of achievement. Michigan instead should focus on implementing reforms that have track records of improving student achievement.

Districts Districts
In 2008, the 20 Michigan school districts with the lowest average MEAP scores averaged about 30 hours more instructional time than the 20 districts with the highest average MEAP scores.
Source: Michigan Department of Education

See:

- Kraft, Matthew A., and Sarah Novicoff. (2022). Instructional Time in U.S. Public Schools: Wide Variation, Causal Effects, and Lost Hours. (EdWorkingPaper: 22-653). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/1xxp-9c79>
- Van Beek, Michael. (2009) *Longer School Year Won't Improve Student Achievement*. Retrieved from Mackinac Center for Public Policy: <https://www.mackinac.org/V2009-24>

TIME

- 179 pages
- 27 different rulesets for *Nonconventional Pupils*

Michigan Department of Education

2024-25 Pupil Accounting Manual

TABLE OF CONTENTS

Section 1: [Required Documentation](#)

Section 2: [Day, Hour, and Attendance Requirements](#)

Section 3: [Pupil Membership Count Requirements](#)

Section 4: [Pupil Residency](#)

Section 5: [Nonconventional Pupils](#)

Section 5-A: [Alternative Education Programs](#)

Section 5-B: [Cooperative Education Programs](#)

Section 5-C: [Home-Based Pupils](#)

Section 5-D: [Homebound or Hospitalized Pupils](#)

Section 5-E: [Nonpublic and Homeschooled Pupils](#)

Section 5-F: [Part-Time Pupils](#)

Section 5-G-A: [Postsecondary and Career and Technical Education Dual Enrollment](#)

Section 5-G-B: [Early Middle College Pupils](#)

Section 5-G-C: [Postsecondary Gifted and Talented Programs](#)

Section 5-H: [Reduced Schedule Pupils](#)

Section 5-I: [Sections 105 and 105c Schools of Choice](#)

Section 5-J: [ISD Schools of Choice or Former Sections 91 or 91a](#)

Section 5-K: [Birth to Five Special Education Programs and Services](#) (Section Revamped)

Section 5-L: [Special Education Pupil Transition Services](#)

Section 5-M: [Split-Schedule Pupils](#)

Section 5-N: [Pupils with Suspensions and Expulsions](#)

Section 5-O-A: [Distance Learning and Independent Studies](#)

Section 5-O-B: [Offline Seat Time Waiver Programs \(Program Retired\)](#)

Section 5-O-C: [Cyber Schools](#)

Section 5-O-D: [Virtual Learning Options](#)

Section 5-P: [Work-Based Learning Experiences, Apprenticeships, and Internships](#)

Section 5-Q-A: [Section 23a Dropout Recovery Programs](#)

Section 5-Q-B: [Section 25e Pupil Membership Transfers](#)

Section 5-Q-C: [Visa Program Pupils](#)

Section 6-A: [Experiential Learning Courses](#)

Section 6-B: [Peer-to-Peer Elective Course Credit Program](#)

Section 6-C: [Future Proud Michigan Educator Explore Programs](#)

Appendix A: [Glossary of Terms](#)

Appendix B: [Abbreviations and Acronyms](#)

Appendix C: [Exhibits](#)

Pupil accounting regulations for *Nonconventional Pupils*

See:

- Michigan Department of Education, Office of School Finance. *Pupil Accounting Manual 2024-2025*.
<https://www.michigan.gov/mde/-/media/Project/Websites/mde/OFM/State-Aid/Pupil-Accounting/Manual/Final-PAM-24-25.pdf>
- Utah State Board of Education. *Policy on Pupil Accounting*.
<https://schools.utah.gov/financialoperations/pupilaccounting/resources/PupilAccountingPolicy.pdf>

TIME

- 33 application for waivers
 - 3 approved waiver requests
 - 6 denied
 - 4 out of scope
 - 19 deemed unnecessary
- 899 districts*

Name	Summary of Request	Outcome
Addison Community Schools (46020)	Would like a waiver from the hour and seat time requirements to provide students with a flexible learning schedule.	Waiver Not Required. Council advised district on how to proceed.
Alcona Community Schools (01010)	District would like to extend work-based learning opportunities to lower grade levels and allow for in-district experiences.	Waiver Granted.
Alpena Public Schools (04010)	Would like to implement a CBE program. Looking for an alternative to the state mandated assessment requirements.	Council advised on further actions necessary for implementation. Current state and federal requirements pertaining to assessment create a barrier to full implementation.
Bangor Public Schools (Van Buren) (80020)	Requests the ability to replace the 5-0-B "attendance/participation" requirements with those listed below and in 5-0-C.	Waiver Not Required. Council advised district on how to proceed.
Buchanan Community Schools	Step Up Program: Dropout Recover Program. The district is asking for an exemption for this population from certain state reporting requirements and state testing.	Waiver Not Required. Council advised district on how to proceed with the program and minimize impact on GAD.
Center Line Public Schools (50010)	Requests the ability to replace the 5-0-B "attendance/participation" requirements with those listed below and in 5-0-C.	Waiver Not Required. Council advised district on how to proceed.
Clarkston Community School District (63190) 1	Allow the Clarkston Community Schools to utilize the required five (5) additional days of instruction as professional learning time, for all teachers in all grades in all schools.	Waiver Not Required. Council advised district on how to proceed.
Clarkston Community School District (63190) 2	Request for an alternative assessment.	Denied. Additional funding would need to be addressed through legislation.
Clarkston Community School District (63190) 3	Request for an alternate teacher evaluation system.	Denied. Additional funding would need to be addressed through legislation.
Clarkston Community School District (63190) 4	Personalized learning where the school district and community work cooperatively in the education of students.	Waiver Not Required. Council advised district on how to proceed.
Clintondale Community Schools (50070)	Would like to have the Department's support in their implementation of a new student information system that will profile students to suggest courses and areas of study that would be of interest to the student.	Waiver Not Required. Council advised district on how to proceed.

* Count includes ISDs (57), LEAs (547), PSAs (295), and state facilities (6) as of 2022 when MASSP received this report.

TIME

1. Consider setting a lower compliance threshold for days and hours that could give districts flexibility to offer more meaningful, modern and relevant learning experiences that don't fit our outdated attendance model.
2. Proactively encourage innovation by providing models districts can adopt or adapt with confidence, rather than relying solely on the current waiver process.
3. Simplify and streamline the state's pupil accounting rules so that districts feel empowered to utilize the flexibility they already have without needing a waiver.

TALENT

- Educator shortage
- Educator support and training
- Educator placement

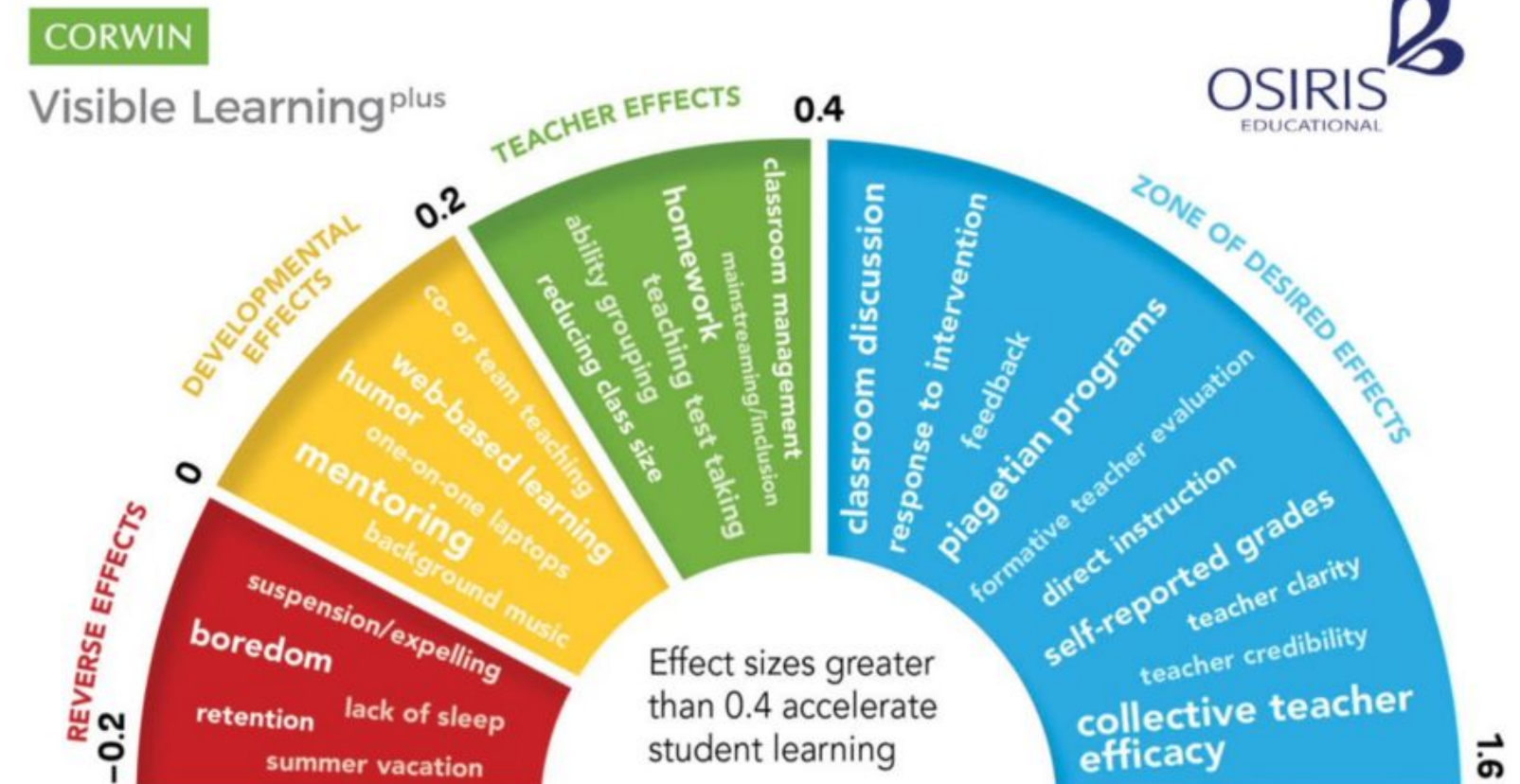
TALENT

VISIBLE LEARNING A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement



- Professional development programs (0.41 effect size)
- Phonics instruction (0.7 effect size)
- Feedback (0.7 effect size)
- Scaffolding (0.82 effect size)



TALENT

- 5 days annual PD for all teachers (MCL 380.1527)
- 15 days induction PD for teachers w/in first 3 years (MCL 380.1526)
- Dyslexia (MCL 380.1280f)
- Emergency seclusion and restraint (MCL 380.1307g)
- Educator evaluations (MCL 380.1249 and 380.1249b)
- Behavioral threat assessment (MCL 380.1527)
- Bloodborne pathogens (MIOSHA Regulations)
- AED use and CPR training (MCL 29.19b)
- Concussion awareness training (MCL 333.9156)
- Etc.



TALENT

THE STATE SCHOOL AID ACT OF 1979 (EXCERPT) Act 94 of 1979

388.1606 Additional definitions.

Sec. 6. (1) "Center program" means a program operated by a district or by an intermediate district for special education pupils from several districts in programs for pupils with autism spectrum disorder, pupils with severe cognitive impairment, pupils with moderate cognitive impairment, pupils with severe multiple impairments, pupils with hearing impairment, pupils with visual impairment, and pupils with physical impairment or other health impairment. Programs for pupils with emotional impairment housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either serves all constituent districts within an intermediate district or serves several districts with less than 50% of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in noncenter programs to comply with the least restrictive environment provisions of section 1412 of the individuals with disabilities education act, 20 USC 1412, may be considered center program pupils for pupil accounting purposes for the time scheduled in either a center program or a noncenter program.

(2) "District and high school graduation rate" means the annual completion and pupil dropout rate that is calculated by the center pursuant to nationally recognized standards.

(3) "District and high school graduation report" means a report of the number of pupils, excluding adult

(i) A period of time in 1 day when pupils and an individual who is appropriately placed under a valid certificate, substitute permit, authorization, or approval issued by the department, are together and instruction is taking place. This subdivision does not apply for the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years.

is collected by a subsequent department action. The amount of the education allowance for a pupil in membership is determined under section 20. In making the calculation of membership, all of the following, as applicable, apply to determining the membership of a district, a public school academy, or an intermediate district:

(a) Except as otherwise provided in this subsection, and pursuant to subsection (6), a pupil is counted in membership in the pupil's educating district or districts. Except as otherwise provided in this subsection, an individual pupil must not be counted for more than a total of 1.0 full-time equated membership.

(b) If a pupil is educated in a district other than the pupil's district of residence, if the pupil is not being educated as part of a cooperative education program, if the pupil's district of residence does not give the educating district its approval to count the pupil in membership in the educating district, and if the pupil is not covered by an exception specified in subsection (6) to the requirement that the educating district must have the approval of the pupil's district of residence to count the pupil in membership, the pupil is not counted in membership in any district.

(c) A special education pupil educated by the intermediate district is counted in membership in the intermediate district.

(d) A pupil placed by a court or state agency in an on-grounds program of a juvenile detention facility, a child caring institution, or a mental health institution, or a pupil funded under section 53a, is counted in membership in the district or intermediate district approved by the department to operate the program.

(e) A pupil enrolled in the Michigan Schools for the Deaf and Blind is counted in membership in the pupil's intermediate district of residence.

(f) A pupil enrolled in a career and technical education program supported by a millage levied over an area larger than a single district or in an area vocational-technical education program established under section 690 of the revised school code, MCL 380.690, is counted in membership only in the pupil's district of residence.

(g) A pupil enrolled in a public school academy is counted in membership in the public school academy.

TIME

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3. Simplify and streamline the state's pupil accounting rules so that districts feel empowered to utilize the flexibility they already have without needing a waiver.

TALENT

1. Continue funding for programs that address educator shortage in Michigan.
2. Continue policies that enable districts to utilize professional learning time to grow educators skills and support the implementation of interventions that are shown to have a strong positive impact on student learning.
3. Carefully weigh the value of new training requirements for educators and look to reduce the large number of current requirements.
4. Consider eliminating financial penalties and teacher placement audits which may not be increasing instructional quality and may negatively impact innovation.



THANK YOU

Bob Kefgen

Associate Director for Government Relations

bob@massp.com