• WHO IS a SPECIAL EDUCATION PUPIL
• SPECIAL EDUCATION COMPONENT
• COUNTING FTE – WORKSHEETS A/B
• SPECIAL EDUCATION POP III PUPILS

SPECIAL EDUCATION PUPIL FTE REPORTING 101
Dianne Easterling, Department of Education
Office of Special Education
May 2014

• State School Aid Act defines a pupil as a person in membership in a public school

• Pupil with a disability is a person who is determined by an IEP team to have 1 or more of the impairments defined in rule which necessitates special education or related services or both

SPECIAL EDUCATION PUPIL
A pupil with a disability is not more than 25 years of age as of September 1 and has not graduated from high school

Special education is defined as specifically designed set of instruction to meet the unique needs of a student with a disability to develop the student’s maximum potential

SPECIAL EDUCATION PUPIL

A pupil with a disability aged 2.6 years-25 will have an IEP

A pupil with a disability aged birth through 3 years will have an IFSP which denotes the student is Michigan mandatory special education eligible

Pupils 2.6 years to 3 may have either an IEP or IFSP

SPECIAL EDUCATION PUPIL
• **When is it required . . . .**

  • Pupils with disabilities are participating in special education programs or services

  • To claim FTE under Section 52 or Section 53

  • To exit students no longer enrolled in a special education program or receiving a special education service

**SPECIAL EDUCATION COMPONENT**
Primary Educational Setting versus FTE

- **Primary Ed Setting**
  - Location where the pupil participates in special education programs or services
  - Utilized to report LRE (least restrictive environment) settings
  - Codes are categorized by age

- **FTE – Special Ed or General Ed**
  - Amount of time assigned to a certificated teacher for a basic classroom program
  - Calculated by a denominator of 1,098 hours

SPECIAL EDUC COMPONENT

Primary Disability versus Program Service Code

- **Primary Disability**
  - Identifies a special education pupil
  - Is found in the pupil's IEP defined by rule
  - Is required in the special education component
  - Is a two digit code (05-20)
  - Cannot use Early Childhood Developmental Delay when the pupil is 8 years or older on the count date

- **Program Service Code**
  - Is the program in which the pupil is participating
  - Is required to report Special Education FTE
  - Is the placement of the pupil
  - Is NOT the pupil's disability
  - Is NOT required to match their impairment
  - Is a three digit code (110-270)
  - Cannot be 191 or 270 if pupil is 8 years of age

SPECIAL EDUC COMPONENT
Eligible codes include...

• 110 – Programs for Mild Cognitive Impairment
• 120 – Programs for Moderate Cognitive Impairment
• 130 – Programs for Severe Cognitive Impairment
• 140 – Programs for Emotional Impairment
• 150 – Programs for Specific Learning Disabilities
• 160 – Programs for Hearing Impairment
• 170 – Programs for Visual Impairment
• 180 – Programs for Physical or Otherwise Health Imp.

Eligible codes include. . .

• 190 – Programs for Severe Multiple Impairments
• 191 – Early Childhood Special Education (classroom)
• 192 – Programs for Severe Language Impairment
• 193 – Programs for Autism Spectrum Disorder
• 194 – Programs for Elem/Secondary Resource Program
• 270 – Early Childhood Special Education (services)
COUNTING FTE FOR SPECIAL EDUCATION

- Special Education pupils generate a special education FTE when enrolled in a special education classroom program.

- Special education pupils receiving a related service only are counted in membership under their classroom teacher (either special education or general education).

- Special education pupils must be listed on either an A or B Worksheet which sums to the DS4061.
A/B WORKSHEET INSTRUCTIONS

• Can either be generated from the student management system or completed by the teacher

• Teachers are reported by the program code of their special education approval and assigned teaching role in the district

• Worksheets indicate pupils enrolled in the classrooms in effect on the count date

A/B WORKSHEET INSTRUCTIONS

• FTE is based upon the ratio of actual clock hours per week in the special education classroom to the actual clock hours of the normal school week for that building

  or

• FTE may be calculated as a ratio of the time spent in special education daily to the time spent in a general education classroom
• Example
  6.17 hours = regular full day of instruction
  110 minutes or 1.83 hours – time spent daily in a
  special education classroom
  1.83 hours/6.17 hours = .30 FTE for special ed
  1.0 FTE - .30 FTE special ed = .70 FTE general ed

• Teachers must verify the accuracy and sign the worksheets

• FTE on the worksheets must be the same as the FTE reported
  on the alpha list

• FTE will sum to the special education page of the pupil
  membership report

A/B WORKSHEET
INSTRUCTIONS

Pupils enrolled in programs (with a program
code) generate either Section 52 or Section 53
FTE

Must ...
  • Have a valid code in the primary disability field
  • Be less than 26 years of age
  • Have a resident LEA code (Personal Demog.)

  • Not have a grade/setting of 20 (Adult Educ)
  • Not have a cohort status of “Graduate”
  • Not exceed 1.0 FTE

SPECIAL EDUCATION FTE
WHO ARE SECTION 53 PUPILS

• Pupils place by a court or state agency if pupil resided in another ISD at time of placement.

• Pupils who are residents of an institution operated by the Dept. of Community Health.

• Pupils who are former resident of a DCH institution placed in community settings other than the pupil’s home.

WHO ARE SECTION 53 PUPILS

• Pupils enrolled in an on-grounds educational program longer than 180 days, but less than 233 at a residential child caring institution.

• Pupils placed by a parent for the purpose of a suitable home if the parent resides in another ISD at the time of placement.
WHO ARE SECTION 52 PUPILS

• All pupils enrolled in special education programs that do not meet the qualifications to be reported as Section 53 are to be reported as Section 52.

SPECIAL EDUCATION POP III REQUIREMENTS

• EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS
• TRANSITION SERVICES
• WORK BASED LEARNING
• HOMEBOUND/HOSPITALIZED
• PEER TO PEER SUPPORT
• 340.1754 – Children 2 years 6 months through 5 years of age – classroom delivery model
  • Requires a minimum of 360 hours
  • Requires a minimum of 144 days
  • 6 forgiven days can be used to meet the minimum
  • 12-16.5 forgiven hours can be used to meet the minimum

• 340.1755 – Children 2 years 6 months through 5 years of age – service delivery model
  • Requires a minimum of 72 hours within the SCHOOL YEAR
  • Minimum of 2.5 forgiven hours can be used
  • No longer requires 2 hours per week

EARLY CHILDHOOD SPECIAL EDUCATION

• 340.1862 – Children birth to 3 years of age – service delivery model
  • Requires pupils to have an IFSP
  • Requires 72 hours over 1 CALENDAR YEAR
  • 1 Year begins when the parent’s signed consent form is received
  • Does not require 2 hours per week
  • Minimum of 2.5 forgiven hours can be used

EARLY CHILDHOOD SPECIAL EDUCATION
- In-district placement

- Transition/Community Living Experiences (TCLE)

- Work Activity Center Services

**SPECIAL EDUCATION TRANSITION SERVICES**

- Placement is directly related to the post secondary career and employment goals and objectives in the transition services plan

- Is un paid and must the 45 hours per specific training experience

- Time spent in the placement cannot exceed the maximum number of hours set by the district for any employed pupil

- Time spent in the placement cannot generate more than one half the pupils FTE not to exceed .5 FTE

**IN DISTRICT PLACEMENT**
WORK BASED LEARNING

- Student must have a training plan and training agreement in place on the count day
- A pupil is to work not more than 24 hours when school is in session
- Work based learning shall not generate more than half of the pupil’s FTE (not to exceed .5)
- Staff member employed by the district must visit the pupil at the job site once every 30 calendar days

TRANSITION COMMUNITY LIVING EXPERIENCES

- Instructional component of not less than 60 minutes daily by the certificated teacher employed by the district
- Community placement program approved by the district board of education and contains learning objectives – provides flexibility in location
- Students are not performing work, are not paid or unpaid trainees, no employer/employee relationship
TRANSITION COMMUNITY LIVING EXPERIENCES

- TCLE experience must be monitored by a designated special education teacher once every 30 calendar days
- TCLE experience must be documented on the student’s schedule and a grade or credit given
- TCLE experience cannot exceed half of the student’s FTE

WORK ACTIVITY CENTER SERVICES

- Paid employment in a work activity center under a wage deviation from the USDOL to provide career/vocational evaluation or therapeutic activities
- Be assigned to an approved special education teacher during the time they are receiving the service
- Work activity center services must be incidental to the instructional program of the student (less than 50%)
- Must meet the 1098 hour requirement between school and work activity center services to generate a full FTE
• Program for pupils who are confined to the home or hospital for more than 5 days for a medical condition

• Special education R340.1746(d) requires a minimum of 2 nonconsecutive hours of instruction per week

• A pupil receiving the number of hours required by rule is counted as a 1.0 FTE and is carried on the original teacher’s caseload and counted in that program

• A pupil not receiving the number of hours required by rule is counted as 0 FTE and will be out of compliance

• Pupils receiving general education homebound or hospitalized services may have a prorated FTE

HOMEBOUND/HOSPITALIZED

• Program incorporates experiential learning in a nontraditional manner and is a general education course elective

• All students with IEPs are eligible not just pupils with autism

• The elective can be taught by a special education teacher or a general education teacher who is certified in the grade the elective is offered

PEER TO PEER COURSE ELECTIVE PROGRAM
• **Example 1** – pupil with an IEP is enrolled in a general education content course (pre algebra) and the PEER to PEER pupil is enrolled in another general education content course called PEER to PEER

• **Example 2** – pupil with an IEP is enrolled in special education and the PEER to PEER pupil is enrolled in a general education elective called PEER to PEER taught by a special education teacher who general education certified in the grade level of the elective

PEER TO PEER COURSE ELECTIVE PROGRAM

• **Example 3** – general education teacher instructs and assigns grades for two separate inter-related course at the same time – the general education content course for the pupil with an IEP and the PEER to PEER elective course

• **Example 4** – special education teacher instructs and assigns grades for two separate inter-related courses at the same time – the special education program for the pupil with an IEP and the general education elective PEER to PEER course

PEER TO PEER COURSE ELECTIVE PROGRAM
• Read and review the Pupil Accounting Manual

• Check the MDE web site for Manual Updates
  http://www.michigan.gov/mde/0,1607,7-140-4530_4605--,00.html

• Check the MPAAA web site for updates
  https://mpaaa.org/members.php

• Contact your ISD Child Accounting Auditor

• Special Education IEP/Data Issues – Darren Warner, MDE/OSE
  517-241-0786

• General Education FTE Issues – Brian Ciloski, MDE/State Aid
  517-373-3352

• Special Education FTE Issues – Dianne Easterling, MDE/OSE
  517-241-1235

QUESTIONS....
DIRECTIONS: This form must be returned to your Intermediate School District. Keep one copy for your records.

Additional copies may be reproduced.

PURPOSE:
This form identifies pupils eligible for 100% of Added Cost funding under Section 53a of the State School Aid Act.
It will also be used to determine FULL TIME EQUIVALENCY (FTE) membership assigned to Basic Classroom Programs.

<table>
<thead>
<tr>
<th>CODE</th>
<th>PROGRAM ASSIGNMENT OF CLASSROOM TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Mild Cognitive Impairment</td>
</tr>
<tr>
<td>120</td>
<td>Moderate Cognitive Impairment</td>
</tr>
<tr>
<td>130</td>
<td>Severe Cognitive Impairment</td>
</tr>
<tr>
<td>140</td>
<td>Emotional Impairment</td>
</tr>
<tr>
<td>150</td>
<td>Learning Disability</td>
</tr>
<tr>
<td>160</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>170</td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>180</td>
<td>Physical &amp; Other Health Impairment</td>
</tr>
<tr>
<td>190</td>
<td>Severe Multiple Impairment</td>
</tr>
<tr>
<td>191</td>
<td>Early Childhood Special Ed. Program</td>
</tr>
<tr>
<td>192</td>
<td>Severe Language Impairment</td>
</tr>
<tr>
<td>193</td>
<td>Autistic Impairment</td>
</tr>
<tr>
<td>194</td>
<td>Resource Program</td>
</tr>
<tr>
<td>270</td>
<td>Early Child Spec Ed Serv - R340.1755</td>
</tr>
<tr>
<td>270</td>
<td>Early Child Spec Ed Serv - R340.1862</td>
</tr>
</tbody>
</table>

Circle Reimbursement Code (one only):

<table>
<thead>
<tr>
<th>CODE</th>
<th>PROGRAM ASSIGNMENT OF CLASSROOM TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>Learning Disability</td>
</tr>
<tr>
<td>160</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>170</td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>180</td>
<td>Physical &amp; Other Health Impairment</td>
</tr>
<tr>
<td>190</td>
<td>Severe Multiple Impairment</td>
</tr>
<tr>
<td>191</td>
<td>Early Childhood Special Ed. Program</td>
</tr>
<tr>
<td>192</td>
<td>Severe Language Impairment</td>
</tr>
<tr>
<td>193</td>
<td>Autistic Impairment</td>
</tr>
<tr>
<td>194</td>
<td>Resource Program</td>
</tr>
<tr>
<td>270</td>
<td>Early Child Spec Ed Serv - R340.1755</td>
</tr>
<tr>
<td>270</td>
<td>Early Child Spec Ed Serv - R340.1862</td>
</tr>
</tbody>
</table>

Teacher Name ____________________________
Educating District Name ___________________
Institution/Building ____________________
Nursing Home ____________________________

Section 6 Defined Center Programs: _______ Yes _______ No

Name of Student                      District of Residence
1.                                        
2.                                        
3.                                        
4.                                        
5.                                        
6.                                        
7.                                        
8.                                        
9.                                        
10.                                       
11.                                       
12.                                       
13.                                       
14.                                       
15.                                       

GRAND TOTAL HEAD COUNT
(Total Number of Students Listed) ________

STUDENT FTE PER WEEK IN:
Sp. Ed. B.C. FTE
General Education By Grade Level
K 1 2 3 4 5 6 7 8 9 10 11 12 After Ed.
(Columns 3-17) (18) (19)

TOTALS
Individual Totals for Columns (3) through (18)
WORKSHEET A
GENERAL INSTRUCTIONS

General Instructions:

1. Enter the teacher’s name and circle the appropriate reimbursement code of that teacher. For reimbursement code 270, complete a separate sheet for pupils receiving services under rule 340.1755 and a separate sheet for pupils receiving services under rule 340.1862.

2. Enter the educating district’s name and school code number. Enter the appropriate building name.

3. Check yes or no if the program is a center program as defined in Section 6. Section 6(1) of the State School Aid Act defines a center program as follows:

   Sec. 6. (1) “Center program” means a program operated by a district or 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 shall serve all constituent districts within an intermediate district or shall serve several districts with less than 50% of the pupils residing in the operating district.

Column Instructions:

Column 1: List students in alphabetical order, last names first.

Column 2: This column has been added to allow districts to identify nonresident pupils. This column is optional. If the district has another method of tracking the FTE of non-resident pupils, inform teachers to skip column 2.

Column 3: List the special education FTE in this column. You may prorate to either tenths (0.0) or hundredths (0.00) but be consistent. This is determined by the ratio of time spent in special education programs to the total program of the pupil. Use the clock hours of a normal school week as the denominator. Hours spent in special education basic classroom programs are the numerator.

Column 4 through Column 17:

Column 18: List the total FTE in both general and special education basic classroom program, column 3 through 17.

Column 19: Indicate students’ age at last birthday.

Figure column totals. Line totals in column 3 through 17 equal totals in column 18. Column 19 total is not transferred to any other page.

The total in column 3 is summed with all the A worksheets of the same teacher reimbursement code and transferred to the special education page column 1 under the appropriate reimbursement code.
### WORKSHEET B: BASIC CLASSROOM PROGRAMS

STUDENT COUNT FOR ALL OTHER SPECIAL EDUCATION CLASSROOM TEACHERS

---

**Educating District Code**

---

**Teacher Name**

---

**Educating District Name**

---

**Institution/Building**

---

**Nursing Home**

---

**Section 6 Defined Center Programs:**

---

**Yes**  **No**

---

**PURPOSE:**

This form will enable the Special Education Administrator to determine FULL TIME EQUIVALENCY (FTE) membership assigned to Basic Classroom Programs as well as total count of handicapped students by program category and by grade.

---

**Circle Reimbursement Code (one only):**

150
160
170
180
190
191
192
193
194
270

---

**CODE** | **PROGRAM ASSIGNMENT OF CLASSROOM TEACHERS**
---|---
110 | Mild Cognitive Impairment
120 | Moderate Cognitive Impairment
130 | Severe Cognitive Impairment
140 | Emotional Impairment
150 | Learning Disability
160 | Hearing Impairment
170 | Visual Impairment
180 | Physical & Other Health Impairment
190 | Severe Multiple Impairment
191 | Early Childhood Special Ed. Program
192 | Severe Language Impairment
193 | Autistic Impairment
194 | Resource Program
270 | Early Child Spec Ed Serv - R340.1755
270 | Early Child Spec Ed Serv - R340.1862

---

**STUDENT FTE PER WEEK IN:**

**General Education By Grade Level**

---

<table>
<thead>
<tr>
<th>AGE</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Alter. Ed. (Columns 3-17)</th>
<th>Total FTE</th>
</tr>
</thead>
</table>

**Total Student FTE:**

---

**Grand Total Head Count**

---

(Total Number of Students Listed)

---

**Individual Totals for Columns (3) through (18)**

---

---
WORKSHEET B
GENERAL INSTRUCTIONS

General Instructions:

1. Enter the teacher’s name and circle the appropriate reimbursement code of that teacher. For reimbursement code 270, complete a separate sheet for pupils receiving services under rule 340.1755 and a separate sheet for pupils receiving services under rule 340.1862.

2. Enter the educating district’s name and school code number. Enter the appropriate building name.

3. Check yes or no if the program is a center program as defined in Section 6. Section 6(1) of the State School Aid Act defines a center program as follows:

   Sec. 6. (1) "Center program" means a program operated by a district or 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 shall serve all constituent districts within an intermediate district or shall serve several districts with less than 50% of the pupils residing in the operating district.

Column Instructions:

Column 1: List students in alphabetical order, last names first.

Column 2: This column has been added to allow districts to identify nonresident pupils. This column is optional. If the district has another method of tracking the FTE of nonresident pupils, inform teachers to skip column 2.

Column 3: List the special education FTE in this column. You may prorate to either tenths (0.0) or hundredths (0.00) but be consistent. This is determined by the ratio of time spent in special education programs to the total program of the pupil. Use the clock hours of a normal school week as the denominator. Hours spent in special education basic classroom programs are the numerator.

Column 4 through Column 17: List the number of hours in FTE that each student spends in general education according to the assigned general education grade level.

Column 18: List the total FTE in both general and special education basic classroom program, column 3 through 17.

Column 19: Indicate students’ age at last birthday.

Figure column totals. Line totals in column 3 through 17 equal totals in column 18. Column 19 total is not transferred to any other page.

The total in column 3 is summed with all the B worksheets of the same teacher reimbursement code and transferred to the special education page column 2 under the appropriate reimbursement code for intermediate school districts (ISDs) and column 2 or column 3 for local educational agencies (LEAs) depending on whether the pupils are residents or nonresidents.