



INTRODUCTION TO PUPIL ACCOUNTING II

MPAAA – 2025 Winter Boot Camp

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PUPIL ACCOUNTING/AUDITING MANUAL 2024-2025

All information in presentation is based on the 2024-2025 Pupil Accounting Manual and Pupil Auditing Manual

Pupil Accounting Manual

- <https://www.michigan.gov/mde/services/financial-management/state-aid/publications/pupil-accounting-manual-pam>

Pupil Membership Auditing Manual

- <https://www.michigan.gov/mde/-/media/Project/Websites/mde/OFM/Audits/2024-2025-Pupil-Membership-Audit-Manual.pdf>

Michigan Schools Record Retention Manual:

- https://www.michigan.gov/-/media/Project/Websites/dtmb/Services/Records-Management/RMS_GS2.pdf?rev=0b183cf98abf4b6dac14ecb0e579d49e

REQUIREMENTS FOR COUNTING IN MEMBERSHIP

Each POP III will have a section (5-A - 6-C) that identifies what must be completed and followed in order to eligible to claim for state funding, per student.

REQUIREMENTS FOR COUNTING IN MEMBERSHIP

A district may count a pupil in membership if all of the following are met:

- 1) The pupil must meet pupil membership eligibility requirements pursuant to Section 6(4) or 6(6) of the State School Aid Act (MCL 388.1606(4) or MCL 388.1606(6)) and any other applicable statute.
- 2) The pupil shall be registered, enrolled, and participating in the course(s) pursuant to Section 6(4), Section 6(8) and Section 6a of the State School Aid Act (MCL 388.1606(4), MCL 388.1606(8), and MCL 388.1606a).
- 3) The pupil and teacher certified for the grade level, or an individual working under a valid substitute permit, authorization, or approval issued by the Department, were present and engaged in instruction.
- 4) The pupil must be enrolled in and attending courses that are earning credit toward a high school diploma or a high school equivalency credential.
- 5) Attendance must be taken, and documentation must be provided to ensure that the pupil is in fact attending the number of hours scheduled.
- 6) The pupil may not generate more FTE per course than would be generated by a pupil in a traditional classroom setting.
- 7) The board of education of the school district or the board of directors of a public school academy approved the course.
- 8) The pupil must be enrolled on or before the specified count day to be eligible for membership purposes.
- 9) The pupil is at least 16 years of age on September 1 of the school year if the pupil will be educated in the same program or classroom as adult education participants.

SECTION 5: NONCONVENTIONAL PUPILS (POP III)

A nonconventional pupil may be a pupil who does not attend school on the traditional basis such as attending classes first period through last period in the same building at the resident district. A nonconventional pupil may participate in special programs such as (but not limited to) cooperative education, postsecondary education, or nonpublic part time. A nonconventional pupil may attend school on a split schedule or a reduced schedule. A nonconventional may attend a school district other than the pupil's resident district through schools of choice, by selecting a public school academy, or alternative education program. A nonconventional pupil's schedule may be interrupted by travel from one school district to another district, to participate in work-based learning experience, to participate in postsecondary opportunities, or by the inability to attend school at all.

This group of pupils is considered high risk from a pupil membership audit perspective; therefore, a list of all such pupils must be available for the pupil accounting auditor. The diverse types of nonconventional pupils, requirements for counting the FTE, the determination of which district may count the pupil, and other requirements are reviewed in the sections that follow.

In addition to the applicable membership requirements covered in the preceding sections, one or more of the following sections may apply given the circumstances of the individual pupil enrollment. Districts must determine which of the following sections also apply to an enrollment, and in doing so, meet all applicable requirements from the section(s) to ensure that membership may be counted.

For example, for a pupil who is enrolled in a virtual learning program who is also enrolled in postsecondary dual enrollment courses, the district would need to ensure that the requirements of the preceding sections are followed in addition to the requirements stated in Sections 5-O-D and 5-G-A of this manual.

5-A: ALTERNATIVE EDUCATION PROGRAM

Alternative Education is a K-12 program that varies in its delivery from the traditional kindergarten through twelfth grade setting. An alternative classroom may vary from a small group of pupils from several grade levels receiving instruction for several subject areas from one certificated teacher in a non-graded classroom setting to a program lab in which the certificated teacher is present, and the pupil works at his or her own pace on assigned subject matter. These pupils may attend on a part-time basis for several hours per day for specified subjects or a pupil may attend a one-on-one teacher/pupil session several times a week. The classes must be of subjects that are acceptable for a pupil to earn credit toward a high school diploma or grade level progression. A pupil participating under this section must be coded as an alternative education pupil in MSDS.

5-A: ALTERNATIVE EDUCATION PROGRAM

There are any number of reasons a pupil may be enrolled in an alternative education program, including but not limited to:

- a pupil who was expelled from school under the mandatory expulsion provisions in Sections 1311 and 1311a of the Revised School Code (See Section 5-N of this manual),
- a pupil who was expelled from school under local district policy,
- a pupil who was referred by the court system,
- a pupil who is pregnant or is a parent,
- or a pupil who was previously a dropout pupil or at risk of dropping out.

In addition, an alternative education program may be designed to provide for pupils who simply are more academically successful in a nontraditional setting.

5-A: ALTERNATIVE EDUCATION PROGRAM

INSTRUCTIONAL TIME REQUIREMENTS

- Required to meet minimum instructional hours (1098)
- Required to meet minimum days of instruction (180 days)
- A waiver may be granted for “innovative programs”
- Required to meet 75% attendance (district level)

PUPIL ATTENDANCE

- Attendance records are required
- 10/30 day rule applies

5-A: ALTERNATIVE EDUCATION PROGRAM

ATTENDANCE RECORDS FOR LEARNING LABS

- A teacher can provide instruction in more than one subject during a class period.
- Multiple grade levels may be taught at the same time.
- Count period is a week long (Wednesday – Tuesday)
- A pupil must attend the minimum number of hours scheduled.
- 10/30 day rule is applied
- Students **MUST** be scheduled for a specified number of lab hours per week and a weekly sign-in and sign out sheet is necessary to document the actual number of hours per week that the pupil attended.

5-B: COOPERATIVE EDUCATION PROGRAM

A cooperative education program involves a written voluntary agreement between and among districts to provide certain educational programs for pupils in certain groups of districts. The written agreement shall be approved by all affected districts at least annually and must specify the educational programs to be provided and the estimated number of pupils from each district who will participate in the educational programs.

Ideally, the agreement should specify the program type, the class schedule for each district's pupils, the cost of participating in the program and the means of transportation to the class. A pupil enrolled in a cooperative education program may be counted in membership in the pupil's district of residence with the written approval of all parties to the agreement.

5-B: COOPERATIVE EDUCATION PROGRAM

Examples:

- Alternative Education
- Special Education
- Early/Middle College
- Nonpublic/Homeschooled pupils
- Career & Technical Education

Travel Time (up to 3 hours/week)

Travel waivers for 9th – 12th grade are available if travel time is the sole reason for keeping the student below 1.00 FTE

<https://www.michigan.gov/mde/0,4615,7-140-6605-21534--,00.html#wavers>

5-C: HOME-BASED PUPILS

A pupil who has been suspended or expelled from school as the result of a disciplinary action may be educated at the pupil's home or at a neutral site away from the general school population (MCL 380.1311(4)). This individualized program is considered home-based and means there is one pupil with a teacher certified for the grade level, or an individual working under a valid substitute permit, authorization, or approval issued by the Department. Home-based instruction must be the result of disciplinary action, determined to be the best placement for instruction for the pupil, and authorized in writing by the district superintendent and the district alternative or disciplinary education supervisor.

For Pupils with an IEP, This Is a Placement Decision Determined by The IEP Team

This change in placement must be documented in a new IEP or an IEP amendment. The IEP Team will determine what services will occur in the IAES. The IEP Team must consider a continuum of placements when determining the least restrictive environment (LRE) when making placement decisions for pupils. IAES services are one of the most restrictive environments and should not be used unless the pupil's needs cannot be met with the use of supplemental aids and services in a less restrictive environment. Before placing a pupil with an IEP in an interim alternative educational setting (i.e. home, library, etc.), the IEP Team must consider the following:

1. Whether the pupil can work on their goals in the interim alternative educational setting.
2. Whether the setting enables the pupil to continue receiving educational services which enable the pupil to participate in the general education curriculum.
3. Whether the setting would be detrimental to the pupil's progress.
4. Whether the pupil can benefit from home instruction.

5-C: HOME-BASED PUPILS

Additionally, the district must ensure IDEA Discipline Requirements are implemented. There are scenarios in which a pupil with a disability may be educated outside of the classroom and still be counted in membership, such as virtual learning outlined in 5-O-D of the PAM, however those decisions must be made on an individual basis while prioritizing LRE for that pupil. Home-based, however, may only be counted in membership when the placement is the result of a suspension or expulsion.

5-C: HOME-BASED PUPILS

LOCAL DISTRICT POLICY SUSPENSIONS AND EXPULSIONS

- Instruction may occur at the pupil's home or other neutral site (Cannot be at school if/when school is in session)
- Can provide instruction through a webinar
- Materials must be provided by the district
- Michigan Certificated teacher, employed by the district must provide the instruction
- A minimum of two (2) one-hour non-consecutive instructional hours per week
- Attendance must be taken by scheduled course teachers (Teachers will be marking the student absent)
- Credit is earned, awarded and placed on pupil's transcript or toward grade progression
- FTE is pro-rated based on a % of the 1098 required hours

5-C: HOME-BASED PUPILS

EXPULLED UNDER MANDATORY EXPULSION LAWS

- A pupil who has been expelled pursuant to Revised School Code 380.1311(2) or 380.1311a (mandatory expulsion) may receive home-based instruction.
- [http://www.legislature.mi.gov/\(S\(jcv44ndjj10r5pcp000mqz4u\)\)/mileg.aspx?page=GetObject&objectname=mcl-380-1311a](http://www.legislature.mi.gov/(S(jcv44ndjj10r5pcp000mqz4u))/mileg.aspx?page=GetObject&objectname=mcl-380-1311a)
- Instruction may occur at the pupil's home or other neutral site
- Materials must be provided by the district
- Michigan Certificated teacher, employed by the district must provide the instruction
- A minimum of two (2) one-hour non-consecutive instructional hours per week
- Attendance must be taken by scheduled course teachers
- Credit is earned, awarded and placed on pupil's transcript or toward grade progression
- Student may be counted for up to a full FTE (1.00) if above requirements are met

5-C: HOME-BASED PUPILS

What qualifies for Mandatory Expulsion

Sections 1311 and 1311a of the Revised School Code, MCL 380.1311 and 380.1311a, require expulsion of pupils under certain circumstances. For example, a district shall expel a pupil who possesses a dangerous weapon in a weapon free school zone; who commits arson or criminal sexual conduct in a school building or on school grounds; or who commits criminal sexual conduct in a school building or on school grounds, or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another pupil enrolled in the same school district. A pupil in sixth grade or above who physically or verbally assaults a district employee, volunteer, or contractor may also be subject to expulsion, as may a pupil of that grade level who verbally assaults a district employee, volunteer, or contractor or who makes a bomb threat or similar threat directed at school property or a school-related event.

5-D: HOMEBOUND AND HOSPITALIZED PUPILS

Homebound or hospitalized service is a self-study program designed to help pupils, who are unable to attend school due to a medical condition, to keep up with their studies and to progress as far as possible given their medical condition. Each local or intermediate school district must provide homebound or hospitalized instructional services to an enrolled pupil who is certified by the pupil's attending physician, hospital, or licensed treatment facility as having a medical condition that requires the pupil to be hospitalized or to be confined to the home during regular school hours for a period longer than five (5) consecutive school days. This includes pupils in psychiatric hospitals, substance abuse centers, and pupils placed in other medical facilities by a parent or medical practitioners.

5-D: HOMEBOUND AND HOSPITALIZED PUPILS

Eligibility:

The school district must, within three days after notification by a parent or legal guardian, plan to provide these services if the following conditions are met:

1. The pupil is enrolled in the school district and assigned to an appropriate general or special education program.
2. The pupil is unable to attend school because of medical condition.
3. The pupil can participate in instructional activities while at home or in the hospital.
4. It is anticipated that the pupil will be homebound or hospitalized for at least five consecutive school days.

Note: Pupils who can attend school part-time are expected to do so and do not qualify for homebound or hospitalized services.

5-D: HOMEBOUND AND HOSPITALIZED PUPILS

Homebound or hospitalized services are to assist the classroom teacher(s) in communicating with the pupil during the pupil's absence from the classroom and to aid the pupil in keeping up with his or her courses. The resident district is responsible for the content of the instruction, providing textbooks and other materials related to the instruction, providing assignments, and grading the pupil's performance.

The following responsibilities must be satisfied by the district:

1. Homebound services will be provided during the regular school hours unless otherwise scheduled by the district.
1. The homebound or hospitalized services must be available in September through June except that a pupil who has been attending school year-round will receive services based on the schedule of that building.
1. The homebound or hospitalized services will assist the pupil in all courses in which the pupil was enrolled at the district at the time of becoming homebound or hospitalized, limited only by the pupil's medical condition.
1. The teacher of record will evaluate the pupil's course performance and credit will apply toward the pupil's high school diploma or grade progression.

5-E: NONPUBLIC AND HOME-SCHOOLED PUPILS

A nonpublic pupil who attends a private, denominational, or parochial school, or a homeschooled pupil, may be enrolled on a part-time basis in nonessential elective courses provided by a public school district. This type of enrollment is referred to as shared-time enrollment because the pupil is enrolled in the public district and the nonpublic school or homeschool on a part-time basis.

Through this type of enrollment, and subject to a district's enrollment policy (i.e., course prerequisites, deadlines, etc.), the public school's nonessential elective courses that are offered to public school pupils must be available to resident nonpublic school pupils or homeschooled pupils on request.

5-E: NONPUBLIC AND HOME-SCHOOLED PUPILS

The course is part of the pupil's class schedule and is not an extracurricular activity.

The curricular offering is offered and available to full-time pupils in the minor's grade level or age group in the district or public school academy at a public school site. In addition, optional learning experiences are offered and available to a majority of full-time public pupils of the same age and grade level.

The curricular offering is restricted to nonessential elective courses.

The pupil shall not be counted as more than 0.75 of a full-time equated membership.

The course length and grading system must be like that of the course offered to public school pupils.

Daily attendance records are maintained by a teacher certified for the grade level, or an individual working under a valid substitute permit, authorization, or approval issued by the Department, who is identified as the teacher of record for the course.

The nonpublic or home school pupil is enrolled and attending courses provided at a district, public school academy, or intermediate school district site; or the nonpublic pupil is enrolled and attending courses provided by a district, public school academy, or intermediate school district at a nonpublic school site; or the homeschooled pupil is enrolled and attending courses provided by his or her resident district at the nonpublic school site. See below for requirements related to instruction provided at a nonpublic school site.

5-E: NONPUBLIC AND HOME-SCHOOLED PUPILS

EDUCATIONAL SITE

- Instruction can be provided at the public school or in a nonpublic school
- Pupils can enroll in a district, public school academy, or ISD
- Only nonessential elective curricular offerings qualify for state aid

REQUESTING INSTRUCTION

- The nonpublic school will submit a written request to the district in which the nonpublic school is located for the district to provide instruction for a school year.
- Request for instruction can be for a single school year or multi-year
- Resident district has first right of refusal

DISTRICT RESPONSE TO REQUEST FOR INSTRUCTION

- A district shall reply to the request in writing by May 1, immediately preceding the applicable school year or, if the request is made after March 1, immediately preceding that school year, within 60 days

5-E: NONPUBLIC AND HOME-SCHOOLED PUPILS

Nonessential Courses

According to Section 166b(3) of the State School Aid Act, MCL 388.1766b(3), a nonessential course in grades 1 to 8 is a course other than a mathematics, science, social studies, and English language arts course required by the district for grade progression. Nonessential courses in grades 9 to 12 are those other than algebra 1, algebra 2, English 9-12, geometry, biology, chemistry, physics, economics, geography, American history, world history, the Constitution, government, and civics, or courses that fulfill the same credit requirement as these courses.

Nonessential elective courses include courses offered by the local district for high school credit that are also capable of generating postsecondary credit, including, at least, advanced placement and international baccalaureate courses. College level courses taken by high school pupils for college credit are nonessential courses. Remedial courses for any grade in the above-listed essential courses are considered essential.

Kindergarten is considered nonessential. Nonessential courses offered under this section must also be offered and available to full-time pupils of the same age and grade level.

5-E: NONPUBLIC AND HOME-SCHOOLED PUPILS

PASSING TIME, LUNCH, AND RECESS

Districts may include up to 30 minutes of passing time per day in the calculation of instructional time for pupils who are directly passing from one shared-time class to another shared-time class.

Lunch time is not countable for shared-time membership purposes.

Districts are not allowed to include recess time in the calculation of instructional time for pupils participating in a shared-time program since it is not a course capable of generating credit or grade advancement.

5-F: PART-TIME PUPILS

A part-time pupil is a public school pupil who is enrolled in grades kindergarten through twelve and scheduled for fewer than the minimum number of hours of pupil instruction and who does not meet the requirements and has not been approved for a reduced schedule, but who meets all other state aid membership eligibility requirements. A part-time pupil may be enrolled and attending a single district, two or more local school districts, the intermediate and a local school district, or a public school academy and a local school district.

If the pupil is enrolled in one or more courses at a nonpublic school or homeschool, refer to Section 5-E for the requirements for counting the pupil in membership. WHICH MEANS A NONPUBLIC OR HOMESCHOOL STUDENT IS NOT A PART-TIME PUPIL

5-G-A: POSTSECONDARY AND CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

The Postsecondary Enrollment Options Act (MCL 388.511-388.524), and the Career and Technical Preparation Act (MCL 388.1901-388.1913) hereafter “dual enrollment acts,” encourage and enable pupils to enroll in courses or programs at postsecondary institutions (universities, community colleges, or independent, nonprofit, degree-granting colleges or universities located within Michigan, as well as these types of institutions located within 20 miles of a border with this state and choose to comply with the Postsecondary Enrollment Options Act). Eligibility of pupils, courses, and institutions is defined in Section 21b of the State School Aid Act, MCL 388.1621b, and the dual enrollment acts.

5-G-A: POSTSECONDARY AND CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

CIRCUMSTANCES INELIGIBLE FOR FTE

- 1) The district did not reimburse the tuition and course costs incurred under the dual enrollment act. An exception is made if the postsecondary or career and technical preparation tuition and course fees have been waived by the postsecondary institution.
- 2) The pupil is a foreign exchange pupil enrolled under a cultural exchange program or the pupil does not have at least 1 parent or legal guardian residing in the state.

5-G-A: POSTSECONDARY AND CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

DISTRICT RESPONSIBILITIES

1. Local school districts and state-approved nonpublic schools must provide general information about the dual enrollment acts to all pupils enrolled in grade 8 or higher by March 1 of the current school year for the following school year's enrollment. This general information about college equivalent courses includes advanced placement, virtual university, and postsecondary options.
2. The school district in which an eligible pupil is enrolled shall provide to the eligible pupil a letter signed by the pupil's principal indicating the pupil's eligibility under the dual enrollment acts.
3. If the pupil is seeking postsecondary course enrollment, the pupil must achieve a qualifying score in all subject areas on the state assessment or another college-ready assessment. If a qualifying score is not achieved, the pupil is limited to subject area(s) for which a qualifying score has been achieved or courses such as computer science, foreign languages not offered by the local school district, and fine arts courses unless the district has determined it to be in the pupil's best educational interest to support the enrollment.
4. The table below illustrates the number of courses allowed per year as determined by the first year of enrollment in postsecondary courses and the pupil's grade at the time of that enrollment. If a pupil does not receive tuition and fee support under the dual enrollment acts for a course, the course does not count toward the overall course limit. The limitation on the total number of eligible courses may be waived through a written agreement between the eligible pupil's school district and the eligible postsecondary institution.

5-G-A: POSTSECONDARY AND CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

DISTRICT RESPONSIBILITIES

Total number of eligible courses allowed per year by grade at the time of the first dual enrollment. MCL 388.513(1)(d) and MCL 388.1903(1)(e)

Year at postsecondary	Begins taking courses in grade 9.	Begins taking courses in grade 10.	Begins taking courses in grade 11.	Begins taking courses in grade 12.
1st Year	2	2	4*	6
2nd Year	2	4	6*	-
3rd Year	2	4	-	-
4th Year	4	-	-	-
Total Courses	10	10	10	6

*Pupils who first enroll in postsecondary courses in grade 11 may enroll in up to 6 courses, with an overall limit of 10 courses.

Districts may elect to support dual enrollment opportunities beyond the 10 courses provided by the dual enrollment acts. Courses provided by a community college under Section 21f of the State School Aid Act (MCL 388.1621f) do not count against the 10 courses provided under the dual enrollment acts.

5-G-A: POSTSECONDARY AND CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

Tuition and Related Course Fees Paid by the District

The district is responsible for eligible charges that are not more than the prorated part of the statewide pupil-weighted average foundation allowance for each course under the dual enrollment acts.

- Eligible charges are defined as tuition and mandatory course fees, material fees, and registration fees required by an institution for enrollment in a course. Eligible charges also include late fees charged by a postsecondary institution due to the school district's or Department of Treasury's failure to make a required payment according to the timetable prescribed under the dual enrollment acts. Eligible charges do not include transportation or parking costs or activity fees.
- A school district may pay more to the postsecondary institution on behalf of the eligible pupil than is required under the dual enrollment acts and may use school operating revenue for that purpose. The eligible pupil is responsible for payment of the remainder of the costs associated with his or her postsecondary enrollment or career and technical program.
- A school district is eligible to count a dually enrolled pupil whose postsecondary institution tuition fees are covered by other means such as a parental employment fringe benefit at the postsecondary institution if all other requirements are met.

5-G-A: POSTSECONDARY AND CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

DUAL ENROLLMENT PROGRAMS FOR FIFTH YEAR HIGH SCHOOL PUPILS

Pupils enrolled for a fifth year of high school under an early middle college (EMC) program are NOT subject to the course limitations discussed below. See section 5-G-B for more detailed information on these pupils.

The dual enrollment acts provide access to dual enrollment opportunities for fifth-year high school pupils as defined in Administrative Rule 388.152. Administrative Rule 388.153 also provides access to dual enrollment opportunities for alternative education pupils who enroll for a fifth year of high school to satisfy the graduation requirements. Districts often refer to these pupils as “fifth-year high school pupils” or “fifth-year seniors.”

To count a fifth-year high school pupil in membership, the pupil may not be enrolled in more than two (2) postsecondary dual enrollment courses at any given time and not more than four (4) postsecondary enrollment courses during the school year. The pupil shall have a plan on file at the district to complete district graduation requirements within the academic year, including postsecondary dual enrollment options. The principal or designee, the parent(s) or legal guardian(s), and the pupil shall sign the plan. If the pupil is at least the age of eighteen (18) or is an emancipated minor, the pupil may act on his or her own behalf.

Note: To determine the number of years a pupil has been enrolled in high school, a pupil who is enrolled in high school for less than 90 days of a school year (due to illness or other circumstances beyond the control of the pupil or the pupil's parent or guardian) is not considered to be enrolled in high school for that school year.

5-G-B: EARLY/MIDDLE COLLEGE PUPILS

An early middle college (EMC) is a Michigan Department of Education approved five-year program of study. The EMC may begin as early as grade 9 and is designed to allow a pupil to earn a high school diploma while also earning 60 transferable college credits toward a four-year degree from a public or private university, an associate degree from a community college, a professional certification, the Michigan Early Middle College Association (MEMCA) technical certificate, or participation in a registered apprenticeship. EMCs must have a formal agreement with at least one public or private college or university and maintain formal agreements with all postsecondary partners. Postsecondary institutions include universities, community colleges, or independent, nonprofit, degree-granting colleges or universities located within Michigan, as well as these types of institutions located within 20 miles of a border with this state and choose to comply with the Postsecondary Enrollment Options Act.

A professional certification is a certificate or industry-recognized credential for which a pupil prepares by taking coursework provided by a public or private college or university.

5-G-B: EARLY/MIDDLE COLLEGE PUPILS

An early middle college high school is a stand-alone public high school, where 100% of the pupils are enrolled as EMC pupils.

An early middle college program is a high school program designed to serve less than 100% of the high school population.

An early middle college consortium is a program composed of multiple school districts with one coordinating agency.

5-G-B: EARLY/MIDDLE COLLEGE PUPILS

A school district or ISD must apply to the Michigan Department of Education to receive approval to open an early middle college. An early middle college and/or home district of the student must maintain the following documentation:

- The 5-year program of study for all early middle college pupils.
- The MDE-approved EMC must maintain a signed memorandum of understanding (MOU) with each postsecondary partner.
- The MDE-approved EMC that receives students from outside their school district and does not award the high school diploma to these students, must maintain minutes of the board of education of each involved local school district, or other documentation, showing the board's approval of a 5-year program of study for early middle college pupils. The minutes must reflect that EMC pupils must be enrolled in a math or math-related course in the 5th year of high school. The course only needs to generate high school credit if no other high school courses are being taken during that final year.
- An educational development plan (EDP) for each pupil.
- College or high school transcripts showing that each pupil earned a high school diploma and one of the following: at least 60 college credits, an associate degree, a professional certification, MEMCA certificate, or documentation showing participation in a registered apprenticeship.

5-G-B: EARLY/MIDDLE COLLEGE PUPILS

The latest a pupil can be first reported with participation code 3500 in the Michigan Student Data System (MSDS) is the CEPI fall general collection certification deadline while the pupil is enrolled in grade 11. To maintain proper enrollment in the EMC program, the student must be reported with the 3500 participation code in each subsequent General Collection and Student Record Maintenance (SRM).

The pupil has not satisfied all graduation requirements.

The pupil is enrolled in at least one math or math-related class during the pupil's final year.

The pupil is not a foreign exchange pupil enrolled under a cultural exchange program.

The pupil has at least one parent or legal guardian who is a Michigan resident.

The pupil is enrolled in at least one course in the fifth year that earns high school credit during each count period.

5-G-B: EARLY/MIDDLE COLLEGE PUPILS

Calculating Instructional Hours

For determining how college credits equate to high school classes, the Department considers 12 credits to be a full-time college course load. For example, if a high school has six-period days, a 1-2 credit college course would be equivalent to one high school class ($2 \text{ credits} / 12 \text{ credits} = 1/6$). If a high school uses a schedule of four blocks (classes) per day, a 3-credit college course would be equivalent to one high school class ($3 \text{ credits} / 12 \text{ credits} = 1/4$).

The pupil is considered full-time if one of the following is satisfied:

- a) The combined number of classes in which the pupil is enrolled and which he or she is attending at the high school and at an eligible postsecondary institution equals the number of scheduled classes per day at the high school necessary to reach the minimum required hours for a full-time pupil. Actual hours of instruction do not need to be calculated.
- b) The combined number of classes in which the pupil is enrolled and which he or she is attending at the high school and at an eligible postsecondary institution equals the number of scheduled classes per day at the high school necessary to meet the minimum instructional time requirements of a reduced schedule. Actual hours of instruction do not need to be calculated.
- c) The sum of the actual instructional hours in which the pupil is enrolled and which he or she is attending at the high school and at an eligible postsecondary institution plus the actual travel time meets the minimum number of hours required to meet a reduced schedule
- d) The pupil meets the postsecondary institution's definition of a full-time college pupil.

See Section 3, Calculating Membership - Postsecondary Dual Enrollment and Early Middle College Pupils, for additional example calculations for pupils enrolled under this section.

DIFFERENCE BETWEEN 5TH AND 13TH YEAR

5th year senior = Early/Middle College

- Must declare by 11th grade (fall)
- Complete 5th year with a high school diploma and 60 college credits or MEMCA certificate
- GAD Cohort changes
- No limit of college classes in 5th year

13th year senior = retained

- Limited to two (2) college courses per semester or four (4) during 13th year
- GAD Cohort does not change – will reflect Off Track Continuing

5H: REDUCED SCHEDULE

A reduced schedule can be requested in writing by the parent or legal guardian of a pupil in grades 9 through 12. The request for a reduced schedule must demonstrate that the arrangement is in the best educational interest of the pupil. Once approved, the district may schedule the pupil for no less than 80 percent of the hours required under Section 101 of the State School Aid Act (MCL 388.1701) for districts operating on a traditional schedule. Districts operating on a block schedule must provide at least 75% of the hours required under Section 101.

5H: REDUCED SCHEDULE

PUPILS INELIGIBLE FOR REDUCED SCHEDULE

The local school district may not grant a reduced schedule for any of the following reasons.

- 1) The local school district collectively enrolled an entire class or category of pupils on a reduced schedule basis. Reduced schedules must be considered on a case-by-case basis.
- 2) The local school district granted a reduced schedule because the pupil needed less than the minimum hours to earn enough credits to graduate.
- 3) The local school district established an alternative education program in which each pupil was separately judged to need a reduced schedule. Each program must offer the minimum required hours, except that an alternative education program may apply to the Department for a waiver of the days or hours requirement.
- 4) A reduced schedule cannot be granted by a district because there was an insufficient number of classrooms or certificated teachers to enroll a group of pupils in a class.

Note: The FTE for any pupil not receiving the minimum number of required hours of pupil instruction for a full-time pupil or the minimum number of hours for an approved reduced schedule must be computed according to part-time membership computation rules.

5H: REDUCED SCHEDULE

IEP REDUCED SCHEDULE

Special Education Pupils Placed by an IEP Team in Less than a Full Day of Instruction - Special education pupils are to attend the same number of days and hours as are required of any pupil to be counted for a full FTE. The IEP team may shorten the school day for a pupil with disabilities on an individual pupil basis. If the IEP team shortens the day for a medical or emotional reason, the pupil is eligible to be counted for 1.0 FTE. The medical or emotional reason shall be documented in the pupil's record or IEP.

The documentation supporting such a placement must be provided by a licensed physician as defined by Section 17001 (1) of 1978 PA 368, MCL 333.17001 (1).

Note: The documentation supporting such a placement shall be provided by a licensed physician or licensed physician's assistant.

IEP Reduced Schedule Due Process - Prior to placing a pupil on a reduced day due to emotional or behavioral issues, the district is required to consider the use of positive behavioral interventions and supports, as well as other strategies when developing the pupil's IEP when behavioral issues impede the pupil's learning or that of others. 34 CFR § 300.324(a) (2) (i).

The IEP team must consider the district's obligation to ensure that the pupil receives a Free Appropriate Public Education (FAPE) by providing special education services to meet the pupil's unique educational needs in conformity with an IEP developed using procedures set out in the IDEA. 34 CFR §§ 300.17 and 300.101

5H: REDUCED SCHEDULE

IEP REDUCED SCHEDULE PUPILS WHO ARE INELIGIBLE FOR MEMBERSHIP

The following scenarios do not qualify a pupil for an IEP reduced schedule; the FTE must be prorated according to the number of instructional hours provided.

- 1) Pupils who are being disciplined for behavioral problems or those who are suspended or expelled.
- 2) Pupils who do not require a full day of instruction to acquire enough credits to graduate; such pupils are part-time pupils.
- 3) Pupils who spend part of their day employed; such pupils are part-time pupils.
- 4) Pupils who otherwise qualify for a reduced schedule.
- 5) Pupils enrolled in early childhood special education programs (Section 5-K).
- 6) Pupils enrolled in transition type programs (Section 5-L).

5I: SECTION 105 AND 105C SCHOOLS OF CHOICE

Participation in a schools of choice program under Section 105 or Section 105c of the State School Aid Act (MCL 388.1705). The district must determine if the schools of choice will be specific to a building, a grade level, or a program. The district must also determine if the district will accept pupils from districts within the ISD boundaries (Section 105), accept pupils from districts within the boundaries of an ISD that is contiguous to the ISD of the enrolling district (Section 105c), or both. The district shall not charge tuition for pupils who are enrolled under Section 105 or Section 105c. The resident district's approval is not required for pupils enrolled under Sections 105 and 105c.

Note: Pupils enrolled under Section 166b of the State School Aid Act, MCL 388.1766b, as discussed in Section 5-E of this manual, are not considered schools of choice pupils under Section 105 or Section 105c of the State School Aid Act.

5I: SECTION 105 AND 105C SCHOOLS OF CHOICE

When an Unlimited Number of Seats are Offered

A district having an unlimited number of spaces and enrolling Section 105 or Section 105c nonresident pupils must do the following:

- a. Provide notice to the public that applications will be taken from nonresidents for enrollment in specified grade(s), specified school(s), or specified program(s).
- b. The notification shall provide information of the place and manner for submitting an application and the application period must be at least 15 calendar days.
- c. The district may accept applications for enrollment until the end of the first week of school.
- d. Not later than the end of the first week of school, the district shall notify the parent or legal guardian of each nonresident applicant who is accepted for enrollment in the grade, school, or program of the date by which the applicant must enroll in the district and the procedures for enrollment.
- e. The date for enrollment shall be no later than the end of the first week of school.

5I: SECTION 105 AND 105C SCHOOLS OF CHOICE

When a Limited Number of Seats are Offered

A district having a limited number of spaces and enrolling Section 105 or Section 105c nonresident pupils must do the following:

- a. Provide notice to the public that applications will be taken for at least 15 calendar days but not more than 30 calendar days from nonresidents for enrollment in a specified grade(s), specified school(s), or specified program(s).
- b. The notice shall identify the dates of the application period and the place and manner for submitting applications.
- c. During the application period, accept applications from nonresidents for enrollment in that grade, school, or program.
- d. Within 15 calendar days after the end of the application period, using the procedures and preferences stated in Section 105 and Section 105c, determine which nonresident applicants will be allowed to enroll in that grade, school, or program through a random draw system if necessary.
- e. Notify the parent or legal guardian of each nonresident applicant of whether the applicant may enroll in the district.
- f. The notification to the parents or legal guardians of nonresident applicants accepted for enrollment shall contain notification of the date by which the applicant must enroll in the district and the procedures for enrollment.
- g. Beginning on the third Monday in August and not later than the end of the first week of school, if any positions become available in a grade, school, or program due to accepted applicants failing to enroll or to more positions being added, the district may enroll nonresident applicants from the waiting list determined during the random draw, offering enrollment in the order that applicants appear on the waiting list.
- h. The date for enrollment shall be no later than the end of the first week of school.

Note: If there are still positions available after enrolling all applicants from the waiting list who desire to enroll, the district may not fill those positions until the second semester or second trimester.

5I: SECTION 105 AND 105C SCHOOLS OF CHOICE

The district must abide by specific timelines and comply with specific criteria in the application and selection process. A district found to be in noncompliance with the regulations established under Section 105 or 105c of the State School Aid Act is subject to forfeiture of 5% of the district's entire state school aid for the year in question.

5I: SECTION 105 AND 105C SCHOOLS OF CHOICE

OTHER SPECIFIC REGULATIONS UNDER SECTIONS 105 AND 105C

A district may limit the number of nonresident pupils it accepts in a grade level, a school (building), or a specific program, if any, and may use that limit as the reason for refusal to enroll an applicant. However, a district may not grant or refuse enrollment to an applicant based on:

- 1) A pupil's intellectual, academic, artistic, or other abilities, talents, or accomplishments, or lack thereof.
- 2) The pupil's mental or physical disabilities, except that the applicant does not meet the criteria (other than residency) that a resident must meet to be accepted for enrollment in a grade level or a specialized magnet, or intra-district choice school or program, for which the applicant applies.
- 3) A pupil's age, except for a program that is not appropriate for the age of the applicant.
- 4) The pupil's religion, race, color, natural origin, sex, height, weight, marital status, or athletic ability, or generally, for any reason that would be in violation of a state or federal law prohibiting discrimination.
- 5) A district may refuse to enroll a pupil as a schools of choice pupil if any of the following apply:
 - a. The applicant is or has been within the preceding 2 years suspended from another school.
 - b. The applicant has been expelled from another school.
 - c. The applicant has been convicted of a felony.

5K: SPECIAL EDUCATION EARLY CHILDHOOD

Only pupils who are less than six years of age on September 1 are eligible to be enrolled in special education early childhood programs.

Pupils, ages birth to three years with an individualized family services plan (IFSP), and pupils ages 2 years 6 months through 5 years with an individualized educational program (IEP) may only be counted in district membership if they meet the requirements for membership and are enrolled in a special education program or service that meets the Administrative Rule requirements of MARSE.

In all cases pupils must be enrolled and receiving instruction that is based on the pupil's individual needs and provided by an appropriately certificated special education teacher or a related service provider.

The paragraphs below provide both the Administrative Rule and pupil membership requirements for each early childhood program and service that generates membership (FTE). Also provided is guidance on how FTE is calculated for pupils who are enrolled and receiving instruction in each of the early childhood programs and services.

5K: SPECIAL EDUCATION EARLY CHILDHOOD

340.1754 – EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

Early Childhood Special Education Programs provided under Administrative Rule 340.1754 are special education classroom programs delivered to pupils with an Individualized Education Program (IEP) ages 2 years 6 months through 5 years.

To meet the requirements of R 340.1754, all the following must be met:

- 1) The instruction must be provided by an approved or endorsed early childhood special education teacher.
- 2) The program must be based upon the pupil's individual needs as determined through an age appropriate developmental assessment and specified in an IEP.
- 3) The program must be based on the approved State Board of Education Early Childhood Standards.
- 4) The program shall have a parent participation and education component.
- 5) The program must be available for a minimum of 360 clock hours and 144 days of instruction.
- 6) The program must not have more than 12 students for one teacher and one aide at any one time, and the teacher shall have responsibility for the educational programming for not more than 24 different pupils.

5K: SPECIAL EDUCATION EARLY CHILDHOOD

340.1754 – EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

FTE for R 340.1754 Early childhood special education programs is calculated using the following process:

- 1) Confirm that the pupil's IEP reflects R 340.1754 Early childhood special education programs.
- 2) Verify that the pupil was enrolled and in attendance on count day, subject to the 10/30 day rule.
- 3) Review the pupil's attendance across the count period and use any single week (Monday-Friday) with four or more days of scheduled instruction to determine the pupil's the highest percentage of attendance in scheduled instruction.
- 4) Calculate the annual hours of scheduled instruction for each session of the R 340.1754 Early childhood special education program. Using the program calendar., multiply the total days of scheduled instruction for the school year by the documented number of scheduled hours of instruction per day.
- 5) Determine the maximum allowable program FTE claim for the program by dividing the annual hours of scheduled instruction calculated above by 450.
- 6) Determine the FTE claim for the pupil by multiplying the pupil's highest percentage of attendance by the maximum allowable FTE calculated above. The table below provides an example of how to calculate FTE for a pupil enrolled and

5K: SPECIAL EDUCATION EARLY CHILDHOOD

340.1755 – EARLY CHILDHOOD SPECIAL EDUCATION SERVICES

Special education early childhood services provided under Administrative Rule 340.1755 are special education services delivered to pupils ages 2 years 6 months through 5 years. The services are based on the needs of the individual pupil as specified in the IEP. Administrative Rule 340.1755 is a delivery model rather than a special education program and the pupil's services are delivered in a variety of regular early childhood settings or the pupil's home.

To meet the requirements of R 340.1755, all the following must be met:

- 1) Each pupil's IEP must reflect a minimum of 72 hours of services within one school year. A school year for R 340.1755 is the number of weeks the district operates according to the program calendar.
- 2) Services may be provided by an approved or endorsed early childhood special education teacher or by an approved related service staff person working under the educational direction of an approved or endorsed early childhood special education teacher.

5K: SPECIAL EDUCATION EARLY CHILDHOOD

340.1755 – EARLY CHILDHOOD SPECIAL EDUCATION SERVICES

FTE for R 340.1755 Early childhood special education services is calculated using the following process:

- 1) Confirm the pupil's IEP reflects at least 72 hours of services over one program year.
- 2) Verify the hours of service provided to the pupil for each week of the 4-week count period (the Monday through Friday during which the count day falls plus the immediate next 3 weeks).
- 3) Identify the weekly service hour amount by using the maximum number of hours provided to the pupil in any one week during the count period. Birth to Five Special Education Programs and Services 5-K-3 Michigan Department of Education 2024-25 Pupil Accounting Manual
- 4) Calculate the pupil's annualized hours of service by multiplying the highest weekly hour amount by the number of weeks the R 340.1755 services operate (based on the program calendar submitted by the district)
- 5) Determine the pupil's eligible FTE claim by dividing the annualized hours by 180.

5K: SPECIAL EDUCATION EARLY CHILDHOOD

340.1862 – INDIVIDUALIZED FAMILY SERVICES PLAN

Services provided under Administrative Rule 340.1862 are special education services delivered to pupils ages birth to three years. The services are specified in an IFSP and based on the needs of individual pupils who are Michigan mandatory special education (MMSE) eligible. Administrative Rule 340.1862 is a delivery model rather than a special education program and the pupil's services are delivered in a variety of natural environments.

To meet the requirements of R 340.1862, all the following must be met:

- 1) Each pupil's IFSP must include a minimum of 72 hours of services to be provided within one calendar year.
- 2) Services may be provided by an approved or endorsed early childhood special education teacher or by an approved related service staff person working under the educational direction of an approved or endorsed early childhood special education teacher.

5K: SPECIAL EDUCATION EARLY CHILDHOOD

340.1862 – INDIVIDUALIZED FAMILY SERVICES PLAN

FTE for R 340.1862 Birth to three special education services is calculated using the following process:

- 1) Confirm the pupil's IFSP reflects at least 72 hours of services over one program year.
- 2) Verify the hours of service provided to the pupil for each week of the 4-week count period (the Monday through Friday during which the count day falls plus the immediate next 3 weeks).
- 3) Identify the weekly service hour amount by using the maximum number of hours provided to the pupil in any one week during the count period.
- 4) Calculate the pupil's annualized hours of service by multiplying the highest weekly hour amount by the number of weeks the R 340.1862 services operate (based on the program calendar submitted by the district)
- 5) Determine the pupil's eligible FTE claim by dividing the annualized hours by 180.

5L: SPECIAL EDUCATION TRANSITION

“Transition services,” as defined in the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1401 (34) and in 34 CFR 300.43 means a coordinated set of activities for a pupil with a disability that:

- are designed to be within a results-oriented process, which are focused on improving the academic and functional achievement of a pupil with a disability to facilitate the pupil’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation; and
- are based on the individual needs of the pupil considering the pupil’s strengths, preferences, and interests; and
- include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and the provision of a functional vocational evaluation.

Transition services for pupils with disabilities may be classified as special education:

- If the services are provided as specifically designed instruction or related services.
- If the services are required to assist the pupil with a disability to benefit from special education.

Transition services for pupils with disabilities may or may not generate membership FTE.

5L: SPECIAL EDUCATION TRANSITION

In addition to the above, membership for pupils receiving transition community living experiences must be determined based on the following:

- a. The district must have a training plan and training agreement with the community living experience site in place by the pupil membership count day that set forth expectations and standards of attainment. The community living experience must align with the pupil's post-secondary goals as described in the pupil's IEP.
- b. The community living experiences component must be approved by the local school board and contain learning objectives and standards for determining pupil progress. The learning objectives cannot be general, such as punctuality, developing decent work habits, and other general employability skills.
- c. The community living experiences must be monitored by a designated school special education teacher.
- d. The community living experiences must be documented on the pupil's schedule and grade or credit must be given based on the assessment of progress toward the achievement of the pupil's school goals.
- e. The community living experiences site must take pupil attendance and maintain verified records of that attendance.

5L: SPECIAL EDUCATION TRANSITION

TRANSITION SERVICES THAT DO NOT GENERATE PUPIL MEMBERSHIP COUNTS

While school districts are responsible for developing an individualized education program that includes appropriate transition services, districts are not responsible to provide activities and services otherwise provided by Vocational Rehabilitation or Adult Education or that go beyond the normal K-12 instructional requirements. Activities that go beyond the normal K-12 instructional requirements include postsecondary instruction (not provided under the Postsecondary Enrollment Options Act as dual enrollment), sheltered employment, and adult education.

Pupils with an IEP must be provided equal access to adult education programs; however, enrollment in adult education programs does not generate FTE membership as described under section 6 of the State School Aid Act.

Pupils with an IEP who have not completed the requirements for a high school diploma are eligible to receive special education programs and services until the age of 26. FAPE for Adult Learners (michigan.gov)

5L: SPECIAL EDUCATION TRANSITION

TRANSITION SERVICES THAT GENERATE PUPIL MEMBERSHIP COUNTS

Pupils enrolled and receiving special education transition services may be counted for state school aid pupil membership purposes:

- If the pupil is enrolled in a public school and assigned to an instructional staff person employed by the educating district as of the count date.
- If the pupil receiving special education transition services meets the requirements of the special or general education program/service in which he or she is enrolled.

There are three specific types of special education transition services that may be counted for pupil membership:

- 1) **Special Education Worksite-Based Learning Experiences** (formerly referred to as Community-Based Instruction)

This type of work-based learning relates to rule 340.1733(h) and (i) of the Revised Administrative Rules of Special Education Programs and Services.

- 2) **Work Activity Center Services**

This program uses paid employment in a work activity center, under a wage deviation, designed to provide career/vocational evaluation or therapeutic activities for pupils with disabilities. Pupils who are assigned to work activity center services and are being paid for time counted in membership must meet the following criteria:

- a. Have work activity center services specifically identified on the individualized education program (IEP).
- b. Be assigned to an approved special education teacher employed by the educating district during the time the pupil is receiving work activity center services.
- c. Verify that the work activity center services contractor, if any, has a wage deviation approved by the U.S. Department of Labor consistent with the regulations for implementing the Fair Labor Standards Act of 1938 and the Youth Employment Standards Act of 1978.

5L: SPECIAL EDUCATION TRANSITION

3) Transition or Community Living Experiences (TCLE)

This type of transition or community learning experience is identified as an outcome-oriented process for a pupil who is 16 years of age or older. TCLE includes post-school activities that, for example, focus on the development of independent living skills or community preparation skills. The activities and services provided are based on the pupil's post-school vision (goals), as documented in the pupil's IEP.

The following characteristics can be found in TCLE:

- a. TCLE programs may be provided in various locations, such as a K-12 school campus, a postsecondary school campus, or a community location.
- b. Pupils in TCLE programs are not performing work and are not considered to be paid or unpaid trainees under federal definitions, and their actions do not establish an employer/employee relationship.
- c. TCLE programs are provided under the direction of a certified special education teacher who provides oversight for the community placement program.
- d. TCLE programs consist of an instructional component under the direction of a certificated special education teacher employed by the district and a community placement program that prepares the pupil for independent living, learning, and working in the community.
- e. The instructional component, under direct supervision of a certificated teacher, is no less than sixty (60) consecutive minutes daily and may take place at the community placement site.
- f. A certificated staff member employed by the district must visit the pupil and the pupil's instructor in the community placement location once every 30 calendar days.
- g. Pupils may be enrolled in both worksite-based learning programs and TCLE programs; however, neither the worksite-based learning program nor the community placement part of the TCLE may exceed 50% of the pupil's FTE.

NOTE: Transition or community living experiences do not include worksite-based learning services under Administrative Rule 340.1733(h) and (i) or Administrative Rule 340.15.

5M: SPLIT-SCHEDULE PUPILS

The FTE for a pupil who attends two or more buildings/programs within the same district may be split between/among the buildings/programs, at the discretion of the local school district. If the FTE is prorated between/among the buildings, that student must be identified on the building/program alpha roster as a nonconventional, split-schedule student. If the district decides to count the entire FTE at the student's primary building, then such a designation is not required unless the pupil membership auditor requires it.

5N: PUPILS WITH SUSPENSIONS AND EXPULSIONS

The Revised School Code provides each school board with the authority to establish a local discipline policy. Each local school board has the authority to make reasonable regulations relative to the proper establishment, maintenance, and management of the schools in the district. Districts shall develop and implement a code of student conduct and enforce its provisions regarding a pupil's misconduct in a classroom, elsewhere on school premises, on a bus or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises. The school district's rules and procedures for suspending or expelling a pupil should be outlined in the student handbook adopted by the local board of education.

5N: PUPILS WITH SUSPENSIONS AND EXPULSIONS

A short-term suspension (10 days or less) is conducted much like an “in-house suspension”.

Pupils on Long-Term Suspensions or Expulsions (up to 180 days)

The parent or legal guardian of a general education pupil who has been suspended or expelled is responsible to find an educational program for that pupil. The district may choose to educate a pupil on long-term suspension or expulsion through an in-house suspension program with a certificated teacher or in an alternative education program. The alternative education program may be operated by the expelling district itself or contracted through another local school district or through the intermediate school district.

Membership of pupils under this section is prorated based on the minimum number of required hours of pupil instruction. A nonresident pupil enrolled in and attending an alternative education program who has been suspended or expelled from the resident district may be counted in membership without a release from the resident district.

5N: PUPILS WITH SUSPENSIONS AND EXPULSIONS

Pupils Who Have Been Permanently Expelled (State Mandated Expulsions)

A pupil who has been permanently expelled from the district pursuant to Section 1311(2) or Section 1311a of the Revised School Code is expelled from all public school districts in Michigan. A district that operates an alternative education program appropriate for such a student may enroll the pupil without the resident district's approval. The alternative education program operated for suspended or expelled pupils must ensure that these pupils are always separated from the general population during the school day. The suspended or expelled pupil must petition for reinstatement prior to enrolling in an alternative education program that is not specific for suspended or expelled pupils. If there is no available alternative education program through the resident district, an expelled pupil may enroll in an adult education program. Another viable option may be a virtual learning program. Options available to an expelling district include the following:

- a. The expelling district may enroll a pupil in an alternative education program through a cooperative agreement with an intermediate school district or with another local school district. The FTE for such a pupil is prorated based on the actual annualized hours the pupil is enrolled and in attendance on the count date compared to the minimum required hours for a full-time pupil.
- b. The expelling district may provide the pupil who has been permanently expelled under Section 1131(2) or Section 1311a with two (2) one-hour nonconsecutive individualized instructional periods per week following the home-based procedures and count that pupil for a full membership. The expelling district may provide the pupil with instruction in the pupil's home, at a site off school campus such as the local library, or at a site on campus where no other pupil from the general population will encounter the expelled pupil during the regular school day.

To count a pupil under either option above the district must ensure that the following occur:

- The pupil is enrolled in the district for the purpose of receiving instruction.
- The district collaborates with the pupil to develop an instructional plan for self-study.
- The district provides the textbooks and other instructional materials.
- A minimum of two non-consecutive hours of direct pupil instruction per week.

Note: A pupil provided a minimum of two nonconsecutive hours per week of individualized instruction who was suspended or expelled under local school board policy is a prorated FTE with the pro-ration based on the number of hours of instruction the district provides to the pupil divided by the minimum number of hours required for full-time equated membership.

In addition, a pupil who received no instruction while suspended but who was enrolled and in attendance in a district, an intermediate school district, or a public school academy before the pupil membership count day or supplemental count day of a particular year but was expelled or suspended on the pupil membership count day or supplemental count day shall only be counted in membership if the pupil resumed attendance in the district, intermediate school district, or public school academy within 45 days after the pupil membership count day or supplemental count day of that particular year (MCL 380.1606(8)).

5-O-A: DISTANCE LEARNING & INDEPENDENT STUDY

Distance learning is a method of receiving synchronous (live) academic instruction in courses for which the pupil is registered via a two-way communication between the teacher of record and a group of pupils.

Independent study is a type of learning experience that is academic in nature that allows the pupil an opportunity for self-directed learning.

5-O-A: DISTANCE LEARNING & INDEPENDENT STUDY

	Distance Learning	Independent Study
Grade Eligibility:	K-12	9th - 12th
Course Limit	No Limit	2 courses per semester or trimester, unless identified in EDP
Teacher of Record (TOR)	Teacher is employed by the district or contracted through a Michigan College	Holds a valid Michigan teaching certification

NOTE: If the course is an independent study, the pupil must be concurrently enrolled and attending at least one other course offered by the district in which credit is earned and regular attendance is required.

5-O-B: OFFLINE SEAT TIME WAIVER PROGRAMS

An intermediate school district, a local school district, or a public school academy seeking to offer pupils access to alternative learning options and seeking to offer the opportunity to continue working on a high school diploma or grade progression without physically attending at the school facility may choose to do so under a seat time waiver.

A seat time waiver is granted under Section 101(9) of the State School Aid Act and waives the physical attendance requirements (unless the waiver states otherwise) for a Department-approved alternative or innovative education program.

All seat time waivers, regardless of whether granted to an individual district or as part of a consortium agreement, are subject to termination by the State Superintendent at any time during the school year for any reason.

5-O-C: CYBER SCHOOLS

Cyber schools, also known as “100 percent online schools,” provide 100 percent of a pupil’s public instruction through online learning. **Administrative Rule 340.11** defines online learning as “a nontraditional method of receiving pupil instruction for courses that are taken through online learning or otherwise on a computer or other technology.” Online learning can take different forms, including scheduled (i.e., pupil must attend a pre-arranged classroom to gain access to the computer-based content), blended (i.e., the teacher uses both traditional classroom and online forums to deliver instruction), and self-scheduled (i.e., pupil learning that does not require a teacher or pupil to be physically present in a classroom).

5-O-D: VIRTUAL LEARNING OPTIONS

Virtual learning is a method of receiving academic instruction in courses in which the pupil is registered, and the courses are taken through a digital learning environment. Virtual learning may be offered at a supervised school facility during the day as a scheduled class period or through self-scheduled learning where pupils have some control over the time, location, and pace of their education. Virtual learning includes, but is not limited to, online learning and computer-based learning, where the delivery of instruction may incorporate a combination of software, technology, and the Internet. Virtual learning under this section may occur through synchronous instruction, asynchronous instruction, or a blend of the two delivery formats.

Virtual courses may be selected from the local, board-approved, course catalog, or pupils may select courses from the statewide virtual course catalog (<https://micourses.org>).

Unless otherwise required by the district, physical attendance is not a requisite of this section. Such would be the case if a district offers blended virtual learning opportunities.

The requirements in this section apply unless the virtual learning is a supplemental component of a course or unless it is an eligible virtual course under Section 5-A, Section 5-G-A, or Section 5-G-B.

5-O-D: VIRTUAL LEARNING OPTIONS

The pupil was enrolled in the course on count day and the course title (as published in the course catalog or list) or board-approved course name is reflected on the pupil's class schedule and transcript.

The course must be capable of generating credit toward a high school diploma. Earned credit is recorded on the pupil's transcript.

A mentor must be assigned to the pupil. The mentor's contact information must be given to the course provider.

The pupil has parent or legal guardian consent for enrollment in the virtual course(s). Consent is not required if the pupil is at least age 18 or is an emancipated minor.

The course was selected from a course syllabus published in the statewide virtual course catalog maintained by Michigan Virtual or from the district or intermediate school district catalog or list of board-approved courses.

The course must not generate more FTE than a comparable course if offered in a traditional format by the district. Courses that offer less instruction than comparable courses must have their FTE prorated. Enrollment in one or more virtual courses shall not result in a pupil being counted for more than 1.0 FTE.

The majority of the curriculum is delivered using the internet or through a digital learning environment.

5-O-D: VIRTUAL LEARNING OPTIONS

To satisfy the participation requirement:

- The pupil and the teacher of record or mentor must complete a two-way interaction for **one course per week for each week of the four (4) week count period**. See the description of two-way interaction in the section following for more detail on this requirement.

-OR-

- The pupil must complete a combination of one or more of the following activities **for each scheduled course**:
 - Documented attendance in a virtual course where synchronous (live) instruction occurred with the teacher.
 - Documented completion of a course assignment.
 - Documented completion of a course lesson or lesson activity.
 - Documented pupil access to an on-going lesson; this is not a login.
 - Documented physical attendance on count day in each course may be used for pupils who will attend at least 50% of the instructional time for each course on-site, face-to-face with the teacher of record.

5-O-D: VIRTUAL LEARNING OPTIONS

Two-way Interaction Calendar

When used for membership purposes, a pupil must complete at least one (1) two-way interaction per week for each week of the four (4) week count period.

The first week in which participation is measured begins on count day (Wednesday) and continues through the following Tuesday. Each consecutive week starts on Wednesday and ends on the following Tuesday, for a total of four (4) weeks including the week that began on count day. The district shall maintain an activity log that documents details of two-way interactions for each pupil. An illustration of the calendar used for this purpose appears below.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<-----week 1----->			
			Count Day			
-----week 1----->			<-----week 2----->			
-----week 2----->			<-----week 3----->			
-----week 3----->			<-----week 4----->			
-----week 4----->						

5-O-D: VIRTUAL LEARNING OPTIONS

1) Teacher of Record

Definition:

(i) Is appropriately placed under a valid Michigan teaching certificate or a teaching permit, authorization, or approval issued by the department. "Appropriately placed" means holding a valid Michigan educator credential with the required grade range and discipline or subject area for the assignment.

(ii) Is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies and modifying lessons, reporting outcomes, and evaluating the effects of instruction and support strategies.

(iii) Has a personnel identification code provided by the center.

(iv) If the provider is a community college, is an instructor employed by or contracted through the providing community college

5-O-D: VIRTUAL LEARNING OPTIONS

2) Mentor

A mentor is a professional who is employed by or who has contracted with the district who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor may also be the teacher of record if the mentor meets the definition of a teacher of record and the district is the provider for the course.

5-O-D: VIRTUAL LEARNING OPTIONS

A district may not establish additional requirements that would prohibit a pupil from taking a virtual course. If a pupil is denied enrollment in a virtual course, the district shall provide written notification to the pupil of the denial, the reason or reasons for the denial, and a description of the appeal process.

Enrollment in a virtual course may be denied for any of the following reasons:

- a. The district determined that the enrollment is inappropriate for a pupil who is enrolled grades K-5.
- b. The pupil has previously gained the credits that would be provided from the completion of the virtual course.
- c. The virtual course is not capable of generating academic credit.
- d. The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.
- e. The pupil has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content.
- f. The pupil has failed a previous virtual course in the same subject during the two most recent academic years.
- g. The virtual course is of insufficient quality or rigor. A district that denies a pupil's enrollment request for this reason shall enroll the pupil in a virtual course in the same or a similar subject that the district determines is of acceptable rigor and quality.
- h. For a course selected from the statewide course catalog, the cost of the virtual course exceeds the amount allocated to a course under Section 21f (6.67% of the target foundation allowance for the current fiscal year as calculated under Section 20 of the State School Aid Act (MCL 388.1620)), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds that amount.
- i. The virtual course enrollment request did not occur within the same timelines established for enrollment and schedule changes for regular courses.
- j. The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. *This does not apply to a request made by a pupil who is newly enrolled in the district.*
- k. The course has reached capacity and the district has restricted enrollment to resident applicants.
- l. The district does not support the enrollment in more than two (2) virtual courses in an academic term, semester, or trimester.

5-P: WORK-BASED LEARNING EXPERIENCES, APPRENTICESHIPS, AND INTERNSHIPS

Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement.

The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Section 1279h of the Revised School Code (MCL 380.1279h) ensures that eligible pupils interested in pursuing an experience under this section are supported by the district.

5-P: WORK-BASED LEARNING EXPERIENCES, APPRENTICESHIPS, AND INTERNSHIPS

Pupils enrolled in grades 9-12

Monitored every 9-weeks by a certified teacher employed by the district

Special education pupils must be monitored by a special education teacher every 30 days

Must have a written training agreement

Must have a written training plan

Must have safety training – documented

Employer must provide workers' disability compensation and general liability insurance – This is not school insurance, unless in-district plan

Cannot be more than 50% of the pupils educational day

5-P: WORK-BASED LEARNING EXPERIENCES, APPRENTICESHIPS, AND INTERNSHIPS

17) The pupil has class periods designated as work-based learning on the class schedule. If the work-based learning experience encompasses multiple periods of a pupil's school day, it must appear in a consecutive block on the student schedule unless the anchor courses are non-seated instructional courses, such as virtual learning. For students with seated instructional courses, work-based learning scheduled in the first period of the day and the last period of day may be considered a consecutive block.

The district must provide written certification acknowledging compliance with program-level requirements found in the work-based learning companion document:

<https://tinyurl.com/WBLECompanionDocument>

5-Q-A: SECTION 23A DROPOUT RECOVERY PROGRAM

Section 23a of the State School Aid Act (MCL 388.1623a) provides the authority to eligible districts operating a dropout recovery program to claim one-twelfth (1/12) of a full-time equated (FTE) membership for each month that an eligible pupil was enrolled in the program and was in full attendance, as described in the Act. Only those pupils who meet the requirements as outlined in Section 6(4)(dd) and Section 23a of the State School Aid Act (MCL 388.1606 and MCL 388.1623a) may be claimed for Section 23a funding.

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5-Q-A: SECTION 23A DROPOUT RECOVERY PROGRAM

The dropout recovery program provides an advocate. All the following apply to the advocate.

- a. An advocate may serve in that role for more than 1 pupil but no more than 50 pupils.
- b. An advocate may be employed by the district or may be provided by an education management organization that is partnering with the district.
- c. Before an individual is assigned to be an advocate for a pupil in the dropout recovery program, the district shall comply with Sections 1230 and 1230a of the Revised School Code (MCL 380.1230 and MCL 380.1230a) with respect to that individual.

The pupil was in full attendance for the instructional days scheduled for the month.

5-Q-B: SECTION 25E PUPIL MEMBERSHIP TRANSFERS

Section 25e of the State School Aid Act (MCL 388.1625e) provides districts with the ability to count a proration of a full-time equated (FTE) membership for pupils who transfer from one district to another district between the pupil membership count day (fall count) and the supplemental count day (spring count), provided that the pupil was counted in a district on the Fall Count date and is eligible to be counted in the district to which the pupil transferred pursuant to Section 6 of the State School Aid Act (MCL 388.1606).

5-Q-B: SECTION 25E PUPIL MEMBERSHIP TRANSFERS

The district may report the enrollment and attendance information to the Center for Educational Performance and Information (CEPI) through the pupil transfer process within 30 days after the transfer or within 30 days after the pupil membership count certification date, whichever is later. The pupil membership auditor will deny requests that do not comply with the 30-day requirement. Section 25e transfer requests may be submitted no earlier than the first day after the certification deadline for the Pupil Membership Count Day and must be submitted before the Supplemental Count Day.

The district shall report the “First Day in Attendance” as the first date that the pupil attended all scheduled classes with the district. If the pupil has enrolled in online classes, the date reported is the date when the attendance requirement was satisfied. The date must be after the pupil membership count date (first Wednesday in October) and before the supplemental count day (second Wednesday in February).

For more information on reporting Section 25e membership, refer to the guidance found on CEPI’s website at: <https://www.michigan.gov/cepi/pk-12/msds/srm>.

5-Q-C: VISA PROGRAM PUPILS

This section applies to noncitizens of the United States who are in this country under visas allowing them to study here. These individuals include individuals holding F-1 visas (student visas) and those participating in exchange visitor programs who hold J-1 visas (exchange visitor visas).

6-A: EXPERIENTIAL LEARNING

The requirements for including pupils in membership based on their enrollment and participation in experiential learning courses are set forth below.

6-A: EXPERIENTIAL LEARNING

The pupil must be enrolled in grades 9 to 12.

The course is a combination of instruction and direct experience.

The primary responsibility of the teacher of record of the course must be delivering instruction to the enrolled pupils. The teacher shall not be concurrently teaching another course.

A grade and credit must be given based on assessment of more than general employability skills and must include assessment of knowledge and mastery of skills specific to the direct experience.

Attendance must be taken and documented for both the classroom instruction and direct experience components of the course.

The course (including the direct experience), the curriculum, and the learning objectives must be approved by the local school district board.

The board-approved curriculum and course must have identifiable content standards and expectations specific to the direct experience and must be progressive in nature.

6-A: EXPERIENTIAL LEARNING

The learning objectives shall not be limited to general employability skills, such as punctuality and developing good work habits, but shall relate to skills specific to the direct experience.

The experiential learning course shall not be used solely as the one course requirement for eligibility to participate in dual enrollment.

The pupil is limited to one experiential learning course per semester.

The pupil shall not replace an employee when engaging in the direct experience component of the course.

The pupil shall have an education development plan (EDP) in place.

The experiential learning must be identified as an actual course name on the student schedule rather than using a placeholder. For example, a school district might call the course Teacher Cadet Experiential Learning.

6-B: PEER-TO-PEER

Peer-to-peer course credit programs represent one model of 21st century instructional design that incorporates applied (experiential) learning in a nontraditional manner. For example, just as algebra content may be embedded into a CTE course/credit program, so may peer-to-peer content be embedded into a general or special education program. The pupil completing the requirements for the credit, as set forth in the local board of education approved program, earns the credit for a peer-to-peer course. As an applied and experiential learning credit program, the time assigned to a class with a pupil with an IEP, which includes teacher supervision and pupil performance assessment, is bona fide instructional time.

A peer-to-peer program is a strategy for providing ongoing support and modeling by a peer-to-peer support pupil (called a LINK for the purposes of this document) to a pupil with an Individualized Educational Program (IEP). It encompasses both the academic and social domains and results in benefits for both sets of pupils. It is considered one of the most effective evidence-based practices for the social development of students with social needs and for a LINK, it offers learning benefits including increased empathy toward individuals with disabilities, increased knowledge of human differences, and increased organization skills and skills in responsibility, problem-solving, decision-making, and accountability. Additionally, for pupils at risk of school failure, serving as a LINK can increase grades, reduce behavioral referrals, and increase attendance.

6-B: PEER-TO-PEER

MODEL 1

General education elective for both the LINK pupil and the pupil with an IEP.

- a. Both the LINK and the pupil with an IEP are enrolled in a general education peer-to-peer course elective and attend the elective course together.
- b. A certified teacher, or an individual working under a valid substitute permit, authorization, or approval issued by the Department, is assigned to teach a general education peer-to-peer (i.e., LINKS) elective course and serve as the teacher of record, provides training, facilitates case conferences, and gives the grade for both sets of pupils. Additional training, assignments, and or case conferences between the pupils and teacher of record may take place outside of the class if needed.

6-B: PEER-TO-PEER

MODEL 2

General education elective taught by a peer-to-peer certified teacher, or an individual working under a valid substitute permit, authorization, or approval issued by the Department.

- a. A pupil with an IEP is enrolled in a general education content course (e.g., pre-algebra) or a special education course and is receiving instruction and a grade in that course.
- b. A LINK is enrolled in a general education peer-to-peer elective course and is receiving an elective course grade.
- c. The LINK reports to the elective peer-to-peer teacher for attendance but then attends the general or special education content course with the pupil with an IEP.
- d. The peer-to-peer teacher teaches the general education peer-to-peer elective course and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the LINK in the elective course. Supervision of the LINK is ongoing by the peer-to-peer teacher and in coordination with the general education teacher(s) in the general education content course that the LINK attends with the pupil with an IEP. The peer-to-peer elective teacher may schedule additional training and case conferences for the LINK.

6-B: PEER-TO-PEER

MODEL 3

General education elective taught by general education teacher who is also teaching a general education content course.

Exception: A general education teacher will instruct, assess, and assign grades for two separate interrelated courses at the same time. One is a general education content course in which the pupil with an IEP is enrolled and the other is the general education peer-to-peer elective that the LINK is taking.

- a. A pupil with an IEP is enrolled in a general education content course (e.g., pre-algebra) and is receiving instruction and a grade in the course.
- b. A LINK is enrolled in a general education elective course called a “peer-to-peer” course and is receiving an elective course grade.
- c. The LINK attends the general education content course with the pupil with an IEP and reports to the general education teacher (who is both the peer-to-peer teacher and the content course teacher) for attendance.
- d. The general education teacher teaches the general education peer-to-peer elective course and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the LINK in the elective course. At the same time, the general education teacher teaches the content course in which the pupil with an IEP is enrolled. Additional training and case conferences between the LINK and the general education teacher may take place outside of the general education class to which the LINK is assigned.

6-B: PEER-TO-PEER

MODEL 4

General education elective taught by special education teacher who is also teaching a special education program.

Exception: Required - A special education teacher will instruct, assess, and assign grades for two separate interrelated courses at the same time. One is the special education program in which the pupil with an IEP is enrolled and the other is the general education peer-to-peer elective that the LINK is taking.

- a. The pupil with an IEP is enrolled in a special education program and receives instruction in that program.
- b. The LINK is enrolled in a general education elective course and is receiving an elective course grade.
- c. The LINK reports to the special education teacher for attendance and attends the special education program with the pupil with an IEP.
- d. The special education teacher teaches a general education course called “peer-to-peer,” and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the LINK in the elective course, which is delivered in the special education class. The special education teacher is teaching the special education program at the same time. Additional training or case conferences between the LINK and special education teacher may take place outside of the general education class to which the LINK is assigned.

6-C: FUTURE PROUD MICHIGAN EDUCATOR EXPLORE PROGRAMS

Courses that run as Future Proud Michigan Educator (Future PME) Explore programs will invite pupils to explore the teaching profession through a combination of direct instruction and clinical experience.

While the structure of the student experience will vary depending on the model, all programming will meet the Future PME Explore competencies as set by the Michigan Department of Education (MDE). Additionally, Future PME Explore programs will use MDE provided curriculum and adopt the following goals:

- promote positive messaging about the teaching profession and teachers,
- increase the number of pupils interested in education professions,
- offer programming that is flexible, inclusive and equity focused,
- reduce barriers to higher education/educator preparation.

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