

Special Education Pupil Accounting

May 2025

Office of Special Education

Michigan Department of Lifelong Education, Advancement, and
Potential Office of Early Childhood



Topics

- Homebound/Hospitalized vs. Home-Based
- Juvenile Justice
- Use of Non-Certified Personnel
 - Paraprofessional Time
- 105C & 51a(14)
- Capturing, Calculating, and Reporting Special Education Full Time Equivalency (FTE)
 - Co-Teaching Environments FTE Reporting
 - Enrollment Process
 - Worksheets A & B; Sect. 52 & 53a
 - R. 340.1755 & R. 340.1862

Homebound/Hospitalized vs. Homebased

Homebound vs. Home-based: What is the Difference?

Homebound

- For students unable to attend school for a period greater than 5 consecutive days due to a **medical condition**.

Home-based

Home-based instruction must be a result of **disciplinary action** (suspension/expulsion).

Homebound Defined

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.

Home-based Defined

Under Revised School Code [sections 380.1311\(2\)](#) or [1311a](#):

- Home-based services should **only be used for suspensions or expulsions.**
- Determined to be the best placement for instruction for the pupil.
- Authorized in writing by the district superintendent and the district alternative or disciplinary education supervisor.

Home-based IEP Considerations

- Change of placement made by an IEP Team through a new Individualized Education Program (IEP) or IEP amendment.
- Include necessary discipline protections; and
- The IEP team must:
 - Determine what services will occur in an alternate education setting;
 - Consider a continuum of alternate placements.

Interim Alternative Educational Setting (IAES)

- IAES is another setting that allows:
 - Participation in general education curriculum
 - Ability to progress towards meeting IEP goals
- Must be an alternative that is also used with nondisabled students
- Home is an IAES placement option
- Home instruction cannot be the sole IAES option

IAES Requirements

- "Home" is one IAES placement option
- One student with the certified teacher
- Most restrictive and last resort
- Important distinctions regarding determination, services, and funding

Eligibility: IAES - Homebased

- Homebased instruction must be a result of disciplinary action (suspension/expulsion)
- Student requires IAES
- No other less restrictive settings are appropriate
- Not an alternative to Homebound [MCL 380.1311\(4\)](#)

Impermissible Reasons for IAES - Homebased

- Administrative convenience
- Parent preference
- Eligibility category
- Public pressure
- Discipline without following discipline protections

Virtual Instruction

IEP Services

- The amount of virtual specialized instruction provided must be sufficient to afford appropriate progress (i.e., meet IEP goals).
- Students receiving free appropriate public education (FAPE) in a virtual setting are entitled to the same discipline procedures afforded to all children with disabilities.

Virtual as an Alternative to Suspension

- Virtual learning cannot be used as an alternative to suspension for students with disabilities.
- A district cannot unilaterally move a student with a disability to a virtual environment based solely on behavioral data.
- When examining a change to virtual instruction, closely examine the type of services and interaction with peers in the new setting.
 - The more significant the differences between the two settings, the more likely it is considered a change of educational placement.

Harmful Effects applied to Virtual

[34 CFR §300.116](#) very clearly states that when determining the least restrictive environment (LRE), the IEP Team must consider any potential harmful effect on the child or on the quality of services that he or she needs.

Examples of Harmful Effects:

- Potential burden on the parent for educational support.
- Lack of engagement or increased off-task behavior.

District Responsibility for FAPE

- The district is responsible for the implementation of the IEP, including Supplementary Aids and Services.
- Expectations for parent support and involvement must be the same for **all** students.
- The IEP team should review progress regularly to monitor progress towards annual goals.

Use of Non-Certified Personnel

Use of Non-Certified Personnel: R 340.10

- May supervise students during library periods, study halls, lunch hours, and other times not counted as part of the student's instructional day.
- Noncertified personnel engaged in complementing, supplementing, or reinforcing instruction that is counted as part of the instructional day shall be under the meaningful direction and supervision of a certified classroom teacher.

Meaningful Direction of Non-Certified Personnel

“Meaningful direction” means that the teacher is responsible for:

- planning and coordinating all lessons;
- presenting the initial lesson;
- assessing the learning objectives;
- determining mastery of content;
- identifying the type of complementing, supplementing, or reinforcing instruction or intervention to be provided; and
- specifying the methods, materials, and techniques to be used by noncertified personnel.

Supervision of Noncertified Personnel

“Supervision” means the certified teacher periodically:

- Evaluate the performance of noncertified personnel providing instructional support;
- Review the work duties and assignments of the non-certified staff; and
- Evaluate the progress of students receiving support.

105c

105C for students with IEPs

- Schools of Choice for non-resident pupils from contiguous ISDs.
- 388.1705c of the State School Aid Act of 1979.
- Specific requirement for students with disabilities Prior to enrollment.
 - Subsection 18 – Requirement for agreement with resident district for the payment of added costs.

105C for students with IEPs (Part 2)

- Student enrolled under 105c and subsequently identified as a student with a disability.
- Enrolling district enrolled a student with a disability absent an agreement with the student's resident district.
- In both scenarios, the enrolling district is responsible for the provision of a FAPE in the LRE and the related added costs.

51a(14)

Enrollment Under 51a(14)

- 388.1651a subsection 14 of the State School Aid Act of 1979:
 - Like language in 105c for Public School Academies (PSA)
 - Requires the enrolling academy to work with their ISD to reach an agreement with the resident ISD.
 - Specific to students with disabilities enrolling in a PSA that is not in the ISD the student resides.

Capturing, Calculating, and Reporting Special Education FTE

Co-teaching FTE

- Determining whether FTE is special education or general education in a co-teaching environment
 - Not automatically general education or special education
 - Determined individually for each pupil
 - Driven by goals and objectives in pupil's IEP
 - Each pupil's FTE may be counted differently depending on the IEP

Co-teaching FTE (Part 2)

- Driven by pupil's goals and objectives outlined in the IEP
- Think: Is the special education teacher working on the student's goal/objectives in the IEP?
 - No – General Education FTE
 - Yes – Special Education FTE

Co-teaching FTE (Part 3)

- The IEP must accurately reflect the special education programs, related services, and time providing a free appropriate public education for the student with an IEP.
- Documentation of instruction must be maintained by the special education/general education teacher.

Enrollment

The release of records form should ask for:

- Special education documentation (current and if possible, past)
- Discipline records

If a foster family/caretaker is enrolling a student, ask for the court order/agency placement information

- Consider other qualifiers for Section 53a and ask clarifying questions if needed

Worksheets A & B

- **Worksheet A**
 - Used to capture Section 53a special education FTE
- **Worksheet B**
 - Used to capture Section 52 special education FTE
- Both Worksheets Generated by the student information system (SIS)

Worksheets A & B (Part 2)

- Lists a single program
 - Aligned with IEP
- MARSE 340.1755 & 340.1862
 - List the time the service providers work with the student
 - Tallied and listed on the teacher's worksheet who is providing the educational direction
- Best practice
 - Teacher review and sign attesting to accuracy

Worksheet A & B (Part 3)

DS-4061 (Worksheet A)

WORKSHEET A: BASIC CLASSROOM PROGRAMS - SECTION 53a STUDENT COUNT FOR SPECIAL EDUCATION Count _____ Year _____

Educating District Code

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Circle Reimbursement Code (one only):

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

Teacher Name _____
 Educating District Name _____
 Institution/Building _____
 Nursing Home _____

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

Additional copies may be reproduced.

Section 6 Defined Center Programs: _____ Yes _____ No

PURPOSE:

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

Name of Student (1)	District of Residence (2)	Sp. Ed. B.C. FTE (3)	STUDENT FTE PER WEEK IN:														Total FTE (Columns 3-17) (18)	AGE (19)	
			General Education By Grade Level																
			K (4)	1 (5)	2 (6)	3 (7)	4 (8)	5 (9)	6 (10)	7 (11)	8 (12)	9 (13)	10 (14)	11 (15)	12 (16)	Alter. Ed. (17)			
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11.																			
12.																			
13.																			
14.																			
15.																			
GRAND TOTAL HEAD COUNT (Total Number of Students Listed)			TOTALS																
			Individual Totals for Columns (3) through (18)																

Section 52 vs. Section 53a

- Section 52 special education pupils
 - [MCL 388.1652](#) of the State School Aid Act of 1979
 - All students in a special education program that do not qualify under Section 53a
- **Remember**, Section 52 FTE is captured on **Worksheet B**

Section 52 vs. Section 53a (Part 2)

- Section 53a Special Education Pupils:
 - 388.1653a of the State School Aid Act of 1979
 - [Section 53a Criteria and Procedures for Determining Eligibility and Counting Pupils for Section 53a Funding](#)
 - Primary 53a qualifiers:
 - Court or state agency placed pupils outside of the pupil's resident intermediate school district (ISD)
 - Pupils residing in institutions operated by Department of Community Health
 - Pupils placed by their parents outside of their resident ISD for the purpose of providing a suitable home

Calculating FTE for Rules 340.1755 and 340.1862

- Considerations -
 - Services not a program
 - Individualized
 - Must consider LRE and Natural Environments
 - Delivery model (formerly known as *Bona Fide*)
 - IEP/Individualized Family Service Plan (IFSP) must meet requirements of [340.1755](#) or [340.1862](#)
 - IEP/IFSP must reflect a minimum of 72 hours

Steps for calculating FTE

1. Verify the IEP/IFSP reflects at least 72 hours of services.
2. Verify the hours of service provided to the pupil each week of the 4-week count period (the week of count plus the immediate next 3 weeks).
3. Identify a weekly hour amount by using the maximum number of hours provided to the pupil in any one week during the count period.

Steps for calculating FTE (Part 2)

4. Obtain annualized hours of service by multiplying the maximum weekly hour amount by:
 - A. Number of program weeks for 1755 (the example uses 36 weeks)
 - B. 52 weeks for 1862
5. Divide the result by 180 hours to determine the FTE to be claimed.

Rule 340.1755 FTE Calculation Example (1.0 Eligible Pupil)

Count Week	1755 Service Log Hours Documented
Week 1	3.49 Hours
Week 2	5.17 Hours
Week 3	0.00 (Student Sick)
Week 4	3.40 Hours
Max of Weekly Hours Provided	5.17 Hours

- Multiply Max of Weekly Hours Provided by weeks in the school year
 - We will use 36 for purposes of this example
 - $36 \times 5.17 = 186.12$ annualized hours
 - $186.2 / 180 = 1.0$ FTE
 - Maximum FTE claim is 1.0 FTE

Rule 340.1862 FTE Calculation Example (0.58 FTE Eligible Pupil)

Count Week	1862 Service Log Hours Documented
Week 1	2.00 Hours
Week 2	1.50 Hours
Week 3	0.00 Hours (Student Sick)
Week 4	2.00 Hours
Max of Weekly Hours Provided	2.00 Hours

- Multiply Max of Weekly Hours Provided by weeks in the calendar year
 - 52 Weeks
 - $2.00 \times 52 = 104$ annualized hours
 - $104 / 180 = 0.58$ FTE
 - 1.0 Maximum FTE

R 340.1754 Early Childhood Special Education Programs

- R 340.1754(2)(e) requires programs be available for a minimum of 360 clock hours and 144 days of instruction.
- Eligible for forgiven days and forgiven hours, like any other programs operated by local or intermediate school districts. These programs are eligible for 6 forgiven days.
- Each pupil's claimed FTE must be submitted on a Worksheet A/B.

R 340.1754 FTE Verification

1. Verify that the pupil's IEP identifies [R 340.1754](#) Early childhood special education programs.
2. Confirm that the ECSE teacher attendance record reflects the pupil's enrollment and attendance in the [R 340.1754](#) program on count day and up to 30 calendar days following.
3. Ensure that the district's submitted program calendar for the [R 340.1754](#) Early childhood special education program meets the minimum 360 hour and 144-day administrative rule requirements.
4. Ensure each pupil's claimed FTE is submitted on a Worksheet A/B.

R 340.1754 FTE Calculation

1. 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 highest percentage of attendance in scheduled instruction.
2. 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.

R 340.1754 FTE Calculation (Part 2)

3. Determine the maximum allowable program FTE claim for the program by dividing the annual hours of scheduled instruction calculated above by 450.
4. Determine the FTE claim for the pupil by multiplying the pupil's highest percentage of attendance by the maximum allowable FTE calculated above.

R 340.1754 FTE

- If the program operates for 360 hours, the maximum FTE = .4
- If the program operates for 450 hours, the maximum FTE = 1.0

R 340.1754 FTE Calculation Example (1.0 FTE Eligible Pupil)

Calculation Elements	Data	FTE Considerations and Example
Pupil meets count day attendance requirements	Yes/No	Attending on Count Day, Subject to the 10/30 day rule
Week 1 of Count Period Percentage of Attendance	75%	Pupil attended 3 of 4 days of scheduled instruction
Week 2 of Count Period Percentage of Attendance	50%	Pupil attended 2 of 4 days of scheduled instruction
Week 3 of Count Period Percentage of Attendance	40%	Pupil attended 2 of 5 days of scheduled instruction
Week 4 of Count Period Percentage of Attendance	60%	Pupil attended 3 of 5 days of scheduled instruction
Highest Weekly Percentage of Attendance	75%	Highest percentage of a pupil's attendance in a single week (Monday-Friday)
Maximum Program FTE Claim	1.00	Calculated on program calendar days and hours
Eligible FTE Claim	0.75	Highest Percentage of Attendance multiplied by Maximum Program FTE Claim =FTE

Resources

- [2023-24 Michigan Student Data System Manual](#)
- [2022-23-Pupil-Accounting-Manual](#)
- [Understanding the Part B Strand Report - Catamaran Training Site](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Homebound and Hospitalized Educational Services for Michigan Public School Pupils](#)
- [Utilization of Noncertified Personnel](#)
- [Section 53a](#)

Questions

Contact Information

OSE Pupil Accounting Inbox

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Early On

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MDE-OSE Information Line

Interpreter Services Available

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