

DEPARTMENT OF EDUCATION
SUPERINTENDENT OF PUBLIC INSTRUCTION
SPECIAL EDUCATION PROGRAMS AND SERVICES

(By the authority conferred on the superintendent of public instruction by sections 1701 and 1703 of 1976 PA 451, MCL 380.1701 and MCL 380.1703, and Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994)

PART 1. GENERAL PROVISIONS

R 340.1701 Assurance of compliance.

Rule 1. All public agencies in the state, as those agencies are defined at 34 C.F.R. §300.33 of the regulations implementing the individuals with disabilities education act, 20 U.S.C. chapter 33, §1400 et seq., shall comply with these rules; all provisions of the state's application for federal funds under part B and part C of the individuals with disabilities education act, 20 U.S.C. chapter 33, §1400 et seq.; the requirements of part B and part C of the individuals with disabilities education act; and the regulations implementing the individuals with disabilities education act, 34 C.F.R. part 300 and 34 C.F.R. part 303, which are adopted by reference in these rules. Copies are available, at cost, from the Government Printing Office, Superintendent of Documents, P.O. Box 37195-7954, Pittsburgh, PA, 15250, or from the Center for Educational Networking, Eaton Intermediate School District, 1790 East Packard Highway, Charlotte, MI, 48813.

History: 1979 AC; 1980 AACS; 1982 AACS; 1987 AACS; 1994 AACS; 1997 AACS; 2002 AACS; 2008 AACS.

R 340.1701a Definitions; A to D.

Rule 1a. As used in these rules:

(a) "Adaptive behavior" means a student's ability to perform the social roles appropriate for a person of his or her age and gender in a manner that meets the expectations of home, culture, school, neighborhood, and other relevant groups in which he or she participates.

(b) "Agency" means a public or private entity or organization, including the local school district, public school academy, intermediate school district, the department, and any other political subdivision of the state that is responsible for providing education or services to students with disabilities.

(c) "Complaint" means a written and signed allegation that includes the facts on which the allegation is based, by an individual or an organization, that there is a violation of any of the following:

(i) Any current provision of these rules.

(ii) 1976 PA 451, MCL 380.1 et seq., as it pertains to special education programs and services.

(iii) The individuals with disabilities education act of 2004, 20 U.S.C., chapter 33, §1400 et seq., and the regulations implementing the act, 34 C.F.R. part 300 and 34 C.F.R. part 303.

(iv) An intermediate school district plan.

(v) An individualized education program team report, hearing officer decision, administrative law judge decision, or court decision regarding special education programs or services.

(vi) The state application for federal funds under the individuals with disabilities education act.

(d) "Department" means the state department of education.

(e) "Departmentalize" means a delivery system in which 2 or more special education teachers teach groups of students with disabilities by instructional content areas.

History: 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS.

R 340.1701b Definitions; I to P.

Rule 1b. As used in these rules:

(a) "Instructional services" means services provided by teaching personnel that are specially designed to meet the unique needs of a student with a disability. These may be provided by any of the following:

(i) An early childhood special education teacher under R 340.1755.

(ii) A teacher consultant under R 340.1749.

(iii) A teacher of the speech and language impaired under R 340.1745.

(iv) A teacher providing instruction to students with disabilities who are homebound or hospitalized.

(v) A teacher providing instruction to students who are placed in juvenile detention facilities under R 340.1757.

(b) "Multidisciplinary evaluation team" means a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability.

(c) "Occupational therapy" means therapy provided by an occupational therapist or an occupational therapy assistant who provides therapy under the supervision of a licensed occupational therapist. Occupational therapist and occupational therapy assistants are licensed by the state of Michigan under 1978 PA 368, MCL 333.1101 et seq.

(d) "Parent" means any of the following:

(i) A biological or adoptive parent of a child.

(ii) A foster parent, unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent.

(iii) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the state if the child is a ward of the state.

(iv) An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare.

(v) A surrogate parent who has been appointed in accordance with R 340.1725f.

(vi) Except as provided in paragraph (vii) of this subdivision, the biological or adoptive parent, when attempting to act as the parent under this part and when more than 1 party is qualified under paragraphs (i) to (v) of this subdivision to act as a parent, shall be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

(vii) If a judicial decree or order identifies a specific person or persons under paragraphs (i) to (iv) of this subdivision to act as the parent of a child, or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.

(viii) The affected student or youth with a disability when the student or youth with a disability reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings.

(e) "Parent advisory committee" means a committee of parents of students with disabilities of a particular intermediate school district appointed by the board of that district under R 340.1838.

(f) "Physical therapy" means therapy prescribed by a physician and provided by a therapist who is licensed by the state of Michigan under 1978 PA 368, MCL 333.1101 et seq. or a physical therapy assistant who provides therapy under the supervision of a licensed physical therapist.

History: 1980 AACCS; 1987 AACCS; 1995 AACCS; 2002 AACCS; 2008 AACCS; 2010 AACCS.

R 340.1701c Definitions; R to Y.

Rule 1c. As used in these rules:

(a) "Related services" means services defined at 34 C.F.R. §300.34 and ancillary services as defined in 1976 PA 451, MCL 380.1 et seq., which is available for public review at the department and at intermediate school districts.

(b) "Services" means instructional or related services as defined in these rules.

(c) "Special education" means specially designed instruction, at no cost to the parents, to meet the unique educational needs of the student with a disability and to develop the student's maximum potential. Special education includes instructional services defined in R 340.1701b(a) and related services.

(d) "Youth placed in a juvenile detention facility" means a student who is placed by the court in a detention facility for juvenile delinquents and who is not attending a regular school program due to court order.

History: 2002 AACS; 2008 AACS.

R 340.1702 "Student with a disability" defined.

Rule 2. "Student with a disability" means a person who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

History: 1979 AC; 1980 AACS; 1983 AACS; 1987 AAC; 2002 AACS; 2010 AACS.

R 340.1703 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1704 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1705 Cognitive impairment; determination.

Rule 5. (1) Cognitive impairment shall be manifested during the developmental period and be determined through the demonstration of all of the following behavioral characteristics:

(a) Development at a rate at or below approximately 2 standard deviations below the mean as determined through intellectual assessment.

(b) Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic. This requirement will not apply if the student is not of an age, grade, or mental age appropriate for formal or standardized achievement tests.

(c) Lack of development primarily in the cognitive domain.

(d) Impairment of adaptive behavior.

(e) Adversely affects a student's educational performance.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include a psychologist.

History: 1979 AC; 1980 AACS; 1994 AACS; 2002 AACS; 2010 AACS.

R 340.1706 Emotional impairment; determination; evaluation report.

Rule 6. (1) Emotional impairment shall be determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the student's education to the extent that the student cannot profit from learning experiences without special education support. The problems result in behaviors manifested by 1 or more of the following characteristics:

(a) Inability to build or maintain satisfactory interpersonal relationships within the school environment.

(b) Inappropriate types of behavior or feelings under normal circumstances.

(c) General pervasive mood of unhappiness or depression.

(d) Tendency to develop physical symptoms or fears associated with personal or school problems.

(2) Emotional impairment also includes students who, in addition to the characteristics specified in subrule (1) of this rule, exhibit maladaptive behaviors related to schizophrenia or similar disorders. The term "emotional impairment" does not include persons who are socially maladjusted, unless it is determined that the persons have an emotional impairment.

(3) Emotional impairment does not include students whose behaviors are primarily the result of intellectual, sensory, or health factors.

(4) When evaluating a student suspected of having an emotional impairment, the multidisciplinary evaluation team report shall include documentation of all of the following:

(a) The student's performance in the educational setting and in other settings, such as adaptive behavior within the broader community.

(b) The systematic observation of the behaviors of primary concern which interfere with educational and social needs.

(c) The intervention strategies used to improve the behaviors and the length of time the strategies were utilized.

(d) Relevant medical information, if any.

(5) A determination of impairment shall be based on data provided by a multidisciplinary evaluation team, which shall include a full and individual evaluation by both of the following:

(a) A psychologist or psychiatrist.

(b) A school social worker.

History: 1979 AC; 1980 AACCS; 1983 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1707 Hearing impairment explained; determination.

Rule 7. (1) The term "hearing impairment" is a generic term which includes both students who are deaf and those who are hard of hearing and refers to students with any type or degree of hearing loss that interferes with development or adversely affects educational performance. "Deafness" means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification. The term "hard of hearing" refers to students with hearing impairment who have permanent or fluctuating hearing loss which is less severe than the hearing loss of students who are deaf and which generally permits the use of the auditory channel as the primary means of developing speech and language skills.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include an audiologist and an otolaryngologist or otologist.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1708 Visual impairment explained; determination.

Rule 8. (1) A visual impairment shall be determined through the manifestation of both of the following:

(a) A visual impairment which, even with correction, interferes with development or which adversely affects educational performance. Visual impairment includes both partial sight and blindness.

(b) One or more of the following:

(i) A central visual acuity for near or far point vision of 20/70 or less in the better eye after routine refractive correction.

(ii) A peripheral field of vision restricted to not more than 20 degrees.

(iii) A diagnosed progressively deteriorating eye condition.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include an ophthalmologist or optometrist.

(3) If a student cannot be tested accurately for acuity, then functional visual assessments conducted by a teacher certified in visual impairment may be used in addition to the medical evaluation for determination of impairment.

(4) For students with visual impairment who have a visual acuity of 20/200 or less after routine refractive correction, or who have a peripheral field of vision restricted to not more than 20 degrees, an evaluation by an orientation and mobility specialist shall be conducted. The orientation and mobility

specialist shall also include in the report a set of recommended procedures to be used by a mobility specialist or a teacher of students with visual impairment in conducting orientation and mobility training activities.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1709 "Physical impairment" defined; determination.

Rule 9. (1) "Physical impairment" means severe orthopedic impairment that adversely affects a student's educational performance.

(2) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include assessment data from 1 of the following persons:

- (a) An orthopedic surgeon.
- (b) An internist.
- (c) A neurologist.
- (d) A pediatrician.
- (e) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1709a "Other health impairment" defined; determination.

Rule 9a. (1) "Other health impairment" means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment and to which both of the following provisions apply:

- (a) Is due to chronic or acute health problems such as any of the following:
 - (i) Asthma.
 - (ii) Attention deficit disorder.
 - (iii) Attention deficit hyperactivity disorder.
 - (iv) Diabetes.
 - (v) Epilepsy.
 - (vi) A heart condition.
 - (vii) Hemophilia.
 - (viii) Lead poisoning.
 - (ix) Leukemia.
 - (x) Nephritis.
 - (xi) Rheumatic fever.
 - (xii) Sickle cell anemia.
 - (b) The impairment adversely affects a student's educational performance.
- (2) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include 1 of the following persons:
- (a) An orthopedic surgeon.
 - (b) An internist.
 - (c) A neurologist.
 - (d) A pediatrician.
 - (e) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

History: 2002 AACCS; 2010 AACCS.

R 340.1710 "Speech and language impairment" defined; determination.

Rule 10. (1) A "speech and language impairment" means a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment.

(2) A communication disorder shall be determined through the manifestation of 1 or more of the following speech and language impairments that adversely affects educational performance:

(a) A language impairment which interferes with the student's ability to understand and use language effectively and which includes 1 or more of the following:

- (i) Phonology.
- (ii) Morphology.
- (iii) Syntax.
- (iv) Semantics.
- (v) Pragmatics.

(b) Articulation impairment, including omissions, substitutions, or distortions of sound, persisting beyond the age at which maturation alone might be expected to correct the deviation.

(c) Fluency impairment, including an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication.

(d) Voice impairment, including inappropriate pitch, loudness, or voice quality.

(3) Any impairment under subrule (2)(a) of this rule shall be evidenced by both of the following:

(a) A spontaneous language sample demonstrating inadequate language functioning.

(b) Test results on not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning which indicate inappropriate language functioning for the student's age.

(4) A student who has a communication disorder, but whose primary disability is other than speech and language may be eligible for speech and language services under R 340.1745(a).

(5) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include a teacher of students with speech and language impairment under R 340.1796 or a speech and language pathologist qualified under R 340.1792.

History: 1979 AC; 1980 AACCS; 1994 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1711 "Early childhood developmental delay" defined; determination.

Rule 11. (1) "Early childhood developmental delay" means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716 and who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development. This definition does not preclude identification of a child through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716.

(2) A determination of early childhood developmental delay shall be based upon a full and individual evaluation by a multidisciplinary evaluation team.

History: 1979 AC; 1980 AACCS; 1982 AACCS; 1983 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1712 Rescinded.

History: 1979 AC; rescinded 1980 AACCS.

R 340.1713 Specific learning disability defined; determination.

Rule 13. (1) "Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.

(2) In determining whether a student has a learning disability, the state shall:

- (a) Not require the use of a severe discrepancy between intellectual ability and achievement.

(b) Permit the use of a process based on the child's response to scientific, research-based intervention.

(c) Permit the use of other alternative research-based procedures.

(3) A determination of learning disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include at least both of the following:

(a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age.

(b) At least 1 person qualified to conduct individual diagnostic examinations of children and who can interpret the instructional implications of evaluation results, such as a school psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.

History: 1979 AC; 1980 AACCS; 1983 AACCS; 2002 AACCS; 2004 AACCS; 2008 AACCS; 2010 AACCS.

R 340.1714 Severe multiple impairment; determination.

Rule 14. (1) Students with severe multiple impairments shall be determined through the manifestation of either of the following:

(a) Development at a rate of 2 to 3 standard deviations below the mean and 2 or more of the following conditions:

(i) A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.

(ii) A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.

(iii) A physical impairment so severe that activities of daily living cannot be achieved without assistance.

(iv) A health impairment so severe that the student is medically at risk.

(b) Development at a rate of 3 or more standard deviations below the mean or students for whom evaluation instruments do not provide a valid measure of cognitive ability and 1 or more of the following conditions:

(i) A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.

(ii) A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.

(iii) A physical impairment so severe that activities of daily living cannot be achieved without assistance.

(iv) A health impairment so severe that the student is medically at risk.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include a psychologist and, depending upon the disabilities in the physical domain, the multidisciplinary evaluation team participants required in R 340.1707, R 340.1708, or R 340.1709, R 340.1709a, or R 340.1716.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2010 AACCS.

R 340.1715 Autism spectrum disorder defined; determination.

Rule 15. (1) Autism spectrum disorder is considered a lifelong developmental disability that adversely affects a student's educational performance in 1 or more of the following performance areas:

(a) Academic.

(b) Behavioral.

(c) Social.

Autism spectrum disorder is typically manifested before 36 months of age. A child who first manifests the characteristics after age 3 may also meet criteria. Autism spectrum disorder is characterized by qualitative impairments in reciprocal social interactions, qualitative impairments in communication, and restricted range of interests/repetitive behavior.

(2) Determination for eligibility shall include all of the following:

- (a) Qualitative impairments in reciprocal social interactions including at least 2 of the following areas:
 - (i) Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.
 - (ii) Failure to develop peer relationships appropriate to developmental level.
 - (iii) Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people, for example, by a lack of showing, bringing, or pointing out objects of interest.
 - (iv) Marked impairment in the areas of social or emotional reciprocity.
- (b) Qualitative impairments in communication including at least 1 of the following:
 - (i) Delay in, or total lack of, the development of spoken language not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime.
 - (ii) Marked impairment in pragmatics or in the ability to initiate, sustain, or engage in reciprocal conversation with others.
 - (iii) Stereotyped and repetitive use of language or idiosyncratic language.
 - (iv) Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.
- (c) Restricted, repetitive, and stereotyped behaviors including at least 1 of the following:
 - (i) Encompassing preoccupation with 1 or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
 - (ii) Apparently inflexible adherence to specific, nonfunctional routines or rituals.
 - (iii) Stereotyped and repetitive motor mannerisms, for example, hand or finger flapping or twisting, or complex whole-body movements.
 - (iv) Persistent preoccupation with parts of objects.
- (3) Determination may include unusual or inconsistent response to sensory stimuli, in combination with subdivisions (a), (b), and (c) of subrule (2) of this rule.
- (4) While autism spectrum disorder may exist concurrently with other diagnoses or areas of disability, to be eligible under this rule, there shall not be a primary diagnosis of schizophrenia or emotional impairment.
- (5) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team including, at a minimum, a psychologist or psychiatrist, an authorized provider of speech and language under R 340.1745(d), and a school social worker.

History: 1983 AACCS; 2002 AACCS; 2004 AACCS; 2010 AACCS.

R 340.1716 "Traumatic brain injury" defined; determination.

Rule 16. (1) "Traumatic brain injury" means an acquired injury to the brain which is caused by an external physical force and which results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairment in 1 or more of the following areas:

- (a) Cognition.
 - (b) Language.
 - (c) Memory.
 - (d) Attention.
 - (e) Reasoning.
 - (f) Behavior.
 - (g) Physical functions.
 - (h) Information processing.
 - (i) Speech.
- (2) The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
- (3) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include an assessment from a family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

History: 2002 AACCS; 2010 AACCS.

R 340.1717 Deaf-blindness defined; determination.

Rule 17. (1) Deaf-blindness means concomitant hearing impairment and visual impairment, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs without additional supports to address the unique needs specific to deaf-blindness. Deaf-blindness also means both of the following:

(a) Documented hearing and visual losses that, if considered individually, may not meet the requirements for visual impairment or hearing impairment, but the combination of the losses affects educational performance.

(b) Such students function as if they have both a hearing and visual loss, based upon responses to auditory and visual stimuli in the environment, or during vision and hearing evaluations.

(2) A determination of the disability shall be based upon data provided by a multidisciplinary evaluation team which shall include assessment data from all of the following:

(a) Medical specialists such as any of the following:

(i) An ophthalmologist.

(ii) An optometrist.

(iii) An audiologist.

(iv) An otolaryngologist.

(v) An otologist.

(vi) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

(b) A teacher of students with visual impairment.

(c) A teacher of students with hearing impairment.

History: 2004 AACCS.

R 340.1719 Rescission.

Rule 19. The following rules are rescinded:

Michigan Subject
Administrative Code Where Published

Education of the deaf, hard of hearing, blind, partially seeing, crippled or otherwise physically handicapped, epileptic and speech defective R 340.41 - R 340.42 1954 AC, p.3905

Education of mentally handicapped children R 340.171 - R 340.179 1956 AACCS, p.240
1960 AACCS, p. 1478, 1967 AACCS, pp.4208 and 4209

Education of emotionally disturbed children and 1483 Programs established or operated in school districts pp. 3246 to 3248 for trainable mentally handicapped individuals R 340.521 - R 340.529 1960 AACCS, pp. 1482

Teacher counselor programs for physically handicapped R 340.931 - R 340.937 1964-65 AACCS, hard of hearing, partially seeing, pp. 3248 and 3249

Educational programs for speech defective pp 3249 and 3250 R 340.940 - R 340.948 1964-65 AACCS

Educational programs for the physically handicapped who are home-bound R 340.950 - R 340.955 1964-65 AACCS, crippled and/or otherwise

Educational programs for the physically handicapped who are hospitalized R 340.960 - R 340.964 1964-65 AACCS, crippled and/or otherwise

Education programs for the deaf and hard of hearing pp. 3253 and 3254 R 340.970 - R 340.976 1964-65 AACCS

Educational programs for the blind and partially seeing pp. 3254 and 3255 R 340.980 - R 340.986 1964-65 AACCS

Educational programs for the physically handicapped pp. 3255 and 3256 R 340.990 - R 340.997 1964-65 AACCS, crippled and/or otherwise

State aid for special education R 388.151 - R 388.156 1967 AACCS, directors and supervisors pp. 4221 and 4222

History: 1979 AC.

Editor's Note: An obvious error in R 340.1719 was corrected at the request of the promulgating agency, pursuant to Section 56 of 1969 PA 306, as amended by 2000 PA 262, MCL 24.256. The rule containing the error was published in Annual Code 1979. The memorandum requesting the correction was published in Michigan Register, 2008 MR 18.

PART 2. INITIAL EVALUATION, TIME LINES, INDIVIDUALIZED EDUCATION PROGRAM, DISTRICT RESPONSIBILITIES, AND DUE PROCESS PROCEDURES

R 340.1721 Request for initial evaluation.

Rule 21. Within 10 school days of receipt of a written request for an initial evaluation of a student suspected of having a disability, and before any formal evaluation designed to determine eligibility for special education programs and services, the public agency shall provide the parent with written notice consistent with 34 CFR § 300.503 and shall request written consent to evaluate.

History: 1979 AC; 1980 AACS; 2002 AACS; 2010 AACS; 2011 AACS.

R 340.1721a Initial evaluation.

Rule 21a. (1) Each student suspected of having a disability shall be evaluated by a multidisciplinary evaluation team as defined in R 340.1701b(b). In addition to the requirements in R 340.1705 to R 340.1717, the multidisciplinary evaluation team shall do all of the following:

(a) Complete a full and individual evaluation.

(b) Make a recommendation of eligibility and prepare a written report to be presented to the individualized education program team by the designated multidisciplinary evaluation team member who can explain the instructional implication of evaluation results. The report shall include information needed by the individualized education program team to determine all of the following:

(i) Eligibility.

(ii) A student's present level of academic achievement and functional performance.

(iii) The educational needs of the student.

(2) Special education personnel who are authorized to conduct evaluations of students suspected of having a disability may provide consultation to general education personnel.

History: 1980 AACS; 1987 AACS; 2002 AACS; 2009 AACS; 2010 AACS; 2011 AACS.

R 340.1721b Time lines.

Rule 21b. (1) Within 10 school days of receipt of a written request for any evaluation, the public agency shall provide the parent with written notice consistent with 34 CFR § 300.503 and shall request written parental consent to evaluate. The time from receipt of parental consent for an evaluation to the notice of an offer of a free appropriate public education or the determination of ineligibility shall not be more than 30 school days. This time line begins upon receipt of the signed parental consent by the public agency requesting the consent. This time line may be extended if agreed to by the parent and public agency. Any extension to this time line shall be both of the following:

(a) In writing.

(b) Measured in school days.

(2) The parent has 10 school days after receipt of the notice of an initial offer of a free appropriate public education to provide the public agency with written parental consent to provide initial special education programs and services.

(3) Within 7 school days from the date of the individualized education program team meeting, the public agency shall provide the parent with the notice of an offer of a free appropriate public education or determination of ineligibility. The public agency shall document mode and date of delivery. The notice

shall identify where the programs and services are to be provided and when the individualized education program begins.

(4) Unless a parent has filed an appeal under R 340.1724f, the superintendent or designee shall initiate a proposed special education individualized education program as soon as possible and not more than 15 school days after the parent's receipt of written notification under R 340.1721b(3), or not more than 15 school days after receipt of written parental consent under R 340.1721b(2). The parties may agree to a later initiation date if the later date is clearly identified in the individualized education program. An initiation date later than 15 school days shall not be used to deny or delay programs or services because they are unavailable and shall not be used for purposes of administrative convenience.

(5) For students with an individualized education program in effect at a previous public agency who transfer public agencies within the same school year, the new public agency shall immediately provide a free appropriate public education. A decision regarding implementation of an individualized education program in accordance with 34 CFR § 300.323 shall be made within 30 school days of enrollment.

History: 1980 AACS; 1987 AACS; 1995 AACS; 2002 AACS; 2011 AACS.

R 340.1721c Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS; 2010 AACS; 2011 AACS.

R 340.1721d Rescinded.

History: 1980 AACS; 2002 AACS; 2011 AACS.

R 340.1721e Individualized education program.

Rule 21e. (1) An individualized education program shall be developed in accordance with 34 CFR part 300 and shall include all of the following in writing:

(a) A statement of measurable annual goals, including measurable short-term objectives.

(b) A statement documenting that extended school year services were considered.

(2) In considering extended school year services, the individualized education program team shall do all of the following:

(a) Determine if a student's current annual goals address 1 or more skills that need extended school year services. For any identified annual goal, the individualized education program team shall consider all of the following:

(i) Data that indicate that in the identified annual goal there is a potential for regression of skills beyond a reasonable period of recoupment.

(ii) Data regarding the nature or severity of the disability of the student that indicates that there is a need to provide services in the identified annual goal during breaks in the school year.

(iii) Information that indicates that in the identified annual goal the student is at a critical stage of learning or in a critical area of learning where failure to provide a service beyond the normal school year will severely limit the student's capacity to acquire essential skills.

(b) If the individualized education program team determines that the data or information in any of subrule (3)(a)(i) to (iii) of this rule indicate a need for extended school year services, then extended school year services shall be included in the student's individualized education program.

(c) Determination of the need for extended school year services shall not be based on a formula or policy that prohibits full consideration of the unique educational needs of each student.

(d) Related services, transportation, supplementary aids and services, and instructional programming shall be considered when planning a student's extended school year services.

(e) Consideration of extended school year services shall be accomplished in sufficient time to make plans for the delivery of extended school year services.

(3) Any participant in the individualized education program team's deliberations who disagrees, in whole or in part, with the team's determination may indicate the reasons on the team's individualized education program report or may submit a written statement to be attached to the report.

(4) The individualized education program team shall determine the programs and services for a student with a disability in accordance with 34 CFR part 300. The individualized education program shall not be restricted to the programs and services available.

(5) The Michigan school for the deaf shall be considered a part of the total continuum of services for students who are deaf or hard of hearing. The resident district shall conduct the individualized education program team meeting that initiates an assignment into the Michigan school for the deaf. Representatives of the intermediate school district of residence and the Michigan school for the deaf shall be invited to participate in the individualized education program team meeting. The state board of education shall adopt procedures for placement at the Michigan school for the deaf.

(6) The school district of residence is responsible for conducting the initial individualized education program team meeting involving a student in its district and shall conduct, or authorize the operating district to conduct, each subsequent individualized education program team meeting at a mutually agreed upon time and place.

(7) Upon request of the parent, a representative of the school district of residence shall be invited to attend the individualized education program team meeting if the district of residence has authorized the operating district to conduct each subsequent individualized education program team meeting.

History: 1980 AACS; 1987 AACS; 1995 AACS; 2002 AACS; 2008 AACS; 2009 AACS; 2011 AACS.

R 340.1722 District responsibilities.

Rule 22. (1) The superintendent or his or her designee shall appoint a staff person to be responsible for the implementation of the individualized education program, including services provided by other agencies. The staff person shall be either the principal of the building where the primary educational program is provided to the student with an individualized education program or another staff person who is generally accessible to the staff and who will be working with the student.

(2) Each public agency shall provide special education and related services to a student in accordance with the student's individualized education program.

History: 1979 AC; 1980 AACS; 1994 AACS; 2002 AACS; 2010 AACS; 2011 AACS.

R 340.1722a Rescinded.

History: 1980 AACS; 1987 AACS; 1990 AACS; 1994 AACS; 1995 AACS; 2002 AACS; 2004 AACS; 2008 AACS; 2010 AACS; 2011 AACS.

R 340.1722b Rescinded.

History: 1980 AACS; 1987 AACS.

R 340.1722c Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1722d Rescinded.

History: 1980 AACS; 1997 AACS; 2002 AACS.

R 340.1722e Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS; 2011 AACS.

R 340.1722f Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1723 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1723a Rescinded.

History: 1980 AACS; 1995 AACS; 2002 AACS.

R 340.1723b Rescinded.

History: 1980 AACS; 1994 AACS; 2002 AACS.

R 340.1723c Right to independent educational evaluation.

Rule 23c. (1) Each public agency shall provide parents with information about independent educational evaluations at public expense. The information shall include all of the following:

- (a) Criteria regarding credentials for qualified examiners.
- (b) Suggested sources and locations.
- (c) Procedures for reimbursement.
- (d) Reasonable expected costs.
- (e) Notification that the parent is not restricted to choosing from sources suggested by the public agency.

(2) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. A parent is entitled to only 1 independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees. The parent shall submit the parent's disagreement and request in written, signed, and dated form. However, the public agency may initiate a hearing under R 340.1724 to show that its evaluation is appropriate. The public agency shall respond, in writing, to the request within 7 calendar days of its receipt by indicating the public agency's intention to honor the request or to initiate the hearing procedure under R 340.1724. If the hearing officer determines that the evaluation is appropriate, then the parent still has the right to an independent educational evaluation, but not at public expense.

(3) The public agency shall disclose to the parent, before evaluation, whether the examiner who was contracted to provide an independent educational evaluation provides services to the public agency that are in addition to the independent educational evaluation.

(4) An independent educational evaluation shall not be conducted by an examiner or examiners who otherwise or regularly contract with the public agency to provide services, unless the examiner or examiners are agreeable to the parent.

History: 1980 AACS; 1987 AACS; 1994 AACS; 2002 AACS; 2008 AACS.

R 340.1724 Rescinded.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS; 2010 AACS.

R 340.1724a Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS.

R 340.1724b Rescinded.

History: 1980 AACS; 1987 AACS; 1994 AACS; 2002 AACS.

R 340.1724c Rescinded.

History: 1987 AACS; 1990 AACS; 2002 AACS; 2008 AACS.

R 340.1724d Mediation.

Rule 24d.(1) A parent or public agency may request a mediation process in which the relief sought consists of a mutually agreeable settlement between the parties of a dispute that might be the subject of a state special education complaint under part 8 of the rules or a due process complaint under R 340.1724 or R 340.1724(f).

(2) The state board of education shall approve procedures regarding the mediation process.

History: 1987 AACS; 2002 AACS; 2008 AACS.

R 340.1724e Rescinded.

History: 2006 AACS; 2008 AACS.

R 340.1724f Due process complaints; procedures.

Rule 24f. (1) This rule applies only to due process complaints filed on or after July 1, 2006.

(2) Due process complaints under this rule shall be administered by the department of education.

(3) A parent, a public agency, or the department of education may initiate a hearing by filing a written due process complaint with the department of education, office of special education and early intervention services, and providing a copy of the complaint to the public agency or other party or parties that are the subject of the due process complaint. A due process complaint shall be all of the following:

(a) In writing.

(b) Signed by the complainant.

(c) Properly filed when the office of special education and early intervention services and the other party or parties that are the subject of the due process complaint have received a due process complaint that meets the requirements of these rules and 34 CFR §300.508(a) and (b)(1) to (4).

(d) Delivered to the office of special education and early intervention services in the following manner:

(i) By mail, by facsimile, or in person.

(ii) With a statement describing the facts of delivery to the party or parties that are the subject of the due process complaint in the following manner:

(A) If by mail, to whom the complaint was addressed and the date it was mailed.

(B) If by facsimile, to whom the complaint was addressed, the date and time it was sent.

(C) If in person, the date and place the complaint was delivered and to whom it was given.

(4) Due process timelines begin when the office of special education and early intervention services and the other party that is the subject of the due process complaint have received a due process complaint that meets the requirements of these rules and 34 CFR §300.508.

(5) A hearing may be initiated on matters related to any of the following:

(a) Identification.

(b) Evaluation.

(c) Educational Placement.

- (d) Provision of a free appropriate public education.
- (e) Provision of appropriate Part C services to the child or the child's family.
- (f) Assignment of financial obligations for Part C services to the parents.
- (g) Determination that behavior was not a manifestation of the student's disability.
- (h) Determination of an appropriate interim alternative educational setting by the individualized education program team.

(i) Placement in an interim alternative setting for not more than 45 school days, because maintaining the current placement is substantially likely to result in injury to the student or others.

(6) Upon receipt of a due process complaint that meets the requirements of these rules and 34 CFR §300.508(a) and (b)(1) to (4), the department of education will refer the complaint to the state office of administrative hearings and rules which will appoint an administrative law judge to conduct a hearing in accordance with the individuals with disabilities education act, 20 U.S.C. §1401 et seq., 1976 PA 451, MCL 380.1701 et seq., R 340.1883 to R 340.1885 and these rules.

(7) Any party who is aggrieved by the final decision in a hearing conducted under this rule may appeal to a court of competent jurisdiction within 90 days after the mailing date of the final decision.

(8) Unless otherwise specified in the administrative law judge's decision, the decision shall be implemented by the public agency within 15 school days of the agency's receipt of the decision.

(9) When required by an administrative law judge order and decision the public agency shall submit proof of compliance to the department of education, office of special education and early intervention services, documenting that the public agency has implemented the provisions of the final decision.

History: 2006 AACS; 2008 AACS; 2010 AACS.

R 340.1724g Rescinded.

History: 2006 AACS; 2008 AACS.

R 340.1724h Administrative law judge training.

Rule 24h. The department of education, in conjunction with the state office of administrative hearings and rules, will assure that administrative law judges conducting hearings under these rules will be trained, as needed, regarding administrative law, administrative procedure, special education law, special education rules, special education policy, and special education practice.

History: 2006 AACS; 2008 AACS.

R 340.1724i Reimbursement.

Rule 24i. This rule applies only to due process complaints filed on or after July 1, 2006. For purposes of MCL 380.1752, this rule replaces R 340.1882(4), which was rescinded. The district of residence or public school academy shall reimburse the State 75% of the costs related to providing the due process hearing.

History: 2006 AACS; 2008 AACS.

R 340.1725 Rescinded.

History: 1979 AC; 1980 AACS; 1987 AACS; 1994 AACS; 1995 AACS; 2002 AACS.

R 340.1725a Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1725b Rescinded.

History: 1980 AACS; 1987 AACS; 1990 AACS; 2002 AACS.

R 340.1725c Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1725d Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1725e Hearing officer or state reviewing official; duties and authority.

Rule 25e. (1) The hearing officer or state reviewing official has the authority to do all of the following:

- (a) Administer oaths and affirmations.
 - (b) Sign and issue subpoenas requiring the attendance and giving of testimony by witnesses and the production of documents.
 - (c) Provide for the taking of testimony.
 - (d) Require a prehearing conference, if appropriate, to consider and take action regarding any of the following:
 - (i) The formulation and simplification of the issues.
 - (ii) Admissions of fact and documents that will avoid unnecessary testimony.
 - (iii) The need and scheduling for the filing of motions, briefs, and dates for further conferences and the hearing.
 - (iv) Settlement, which may include encouraging the use of mediation or other alternative dispute resolution options.
 - (v) The filing and disposition of requests or motions.
 - (vi) Establishing a reasonable limit on the time allowed for presenting evidence.
 - (vii) Other matters as may facilitate the disposition of the hearing.
 - (e) Control the conduct of parties or participants in the hearing for the purpose of assuring an orderly procedure.
 - (f) Grant a specific extension of time at the request of either party for good cause.
- (2) The hearing officer shall disclose to both parties any relationship of a professional or personal nature that might have a bearing on the hearing officer's ability to conduct a fair hearing or render an impartial decision and shall consider motions to disqualify himself or herself.
- (3) The hearing officer may admit and consider evidence of a type commonly relied upon by reasonably prudent persons in the conduct of their affairs. Irrelevant, immaterial, and unduly repetitious evidence may be excluded. Effect shall be given to the rules of privilege recognized by law.

History: 1987 AACS; 1994 AACS; 2002 AACS.

R 340.1725f Surrogate parent.

Rule 25f. Each public agency shall appoint persons to serve as surrogate parents in accordance with procedures approved by the state board of education.

History: 2002 AACS.

PART 3. ADMINISTRATION OF PROGRAMS AND SERVICES

R 340.1731 Rescinded.

History: 1979 AC; 1980 AACCS.

R 340.1732 Designation of residency.

Rule 32. (1) A student with a disability is a resident of 1 school district in which the student has enrolled, and in which at least 1 of the student's parents resides. If the parents are legally separated or divorced and reside in different school districts, then the student with a disability may enroll in 1 of the school districts where either parent resides, regardless of the school district of residence of the parent having custody. The school district in which the student has enrolled remains the student's resident school district when either of the following occurs:

(a) The student with a disability sleeps, keeps personal effects, and regularly lodges in a school district other than the school district in which a parent resides, for an educational purpose, not for the purpose of securing a suitable home.

(b) The student with a disability is lodged in a school district other than the school district in which a parent resides as directed by an agency or institution under the auspices of a court, the department of community health, or the family independence agency in a facility such as a private home, group home, or a private or public institution.

(2) Both of the following situations are exceptions to the provisions of subrule (1) of this rule:

(a) If a guardian has been appointed to provide the student with a disability with a suitable education, then the student is a resident of the school district in which the guardian resides.

(b) If the student with a disability is under the control or custody of the family division of circuit court and is a ward of the state, has no living parent or guardian, or the parents reside out of the state, then the student is a resident of the school district in which the family division of circuit court is located.

(3) A student with a disability who is not covered in subrule (1) or (2) of this rule is a resident of the school district in which the student habitually sleeps, keeps personal effects, and has a regular place of lodging for the purpose of securing a suitable home and not solely for an educational purpose.

(4) Notwithstanding the provisions of subrules (1), (2), and (3) of this rule, all of the following provisions apply when the student with a disability is placed under the order or direction of a court or child placement agency and is lodged in a state institution, licensed foster home, licensed nursing home, or licensed group residential facility:

(a) The school district in which the institution, home, or facility is located shall provide for the delivery of special education programs and services to the student with a disability under section 1751 of 1976 PA 451, MCL 380.1751.

(b) The student with a disability shall be deemed to be a resident of the school district for the purpose of record maintenance required by 1976 PA 451, MCL 380.1757.

(c) For all other purposes, including funding, the student's residence shall be determined under subrules (1), (2), and (3) of this rule.

(5) If a disagreement occurs between 2 or more school districts as to the residency of a student with a disability, then all of the following procedures apply:

(a) Notice shall be sent to the department by a school district involved. The notice shall include all of the following information:

(i) The names of all of the school districts alleged as a resident school district.

(ii) The name of the student involved.

(iii) The name and address of the parent or guardian, or address of the student if the student is over 18 years of age.

(b) The department or its representative shall immediately notify the school districts involved and the parent, guardian, or student of the receipt of notice of disagreement.

(c) Within 7 calendar days of receipt of notice from the department, all parties shall provide the department with a written statement of their position and supporting facts.

(d) Within 14 calendar days of the receipt of a notice of a disagreement from a school district, the department shall investigate the matter, consider information received from the parties involved, and

make a determination as to the residency of the student. A copy of the determination shall be immediately sent to each party involved.

(e) Upon a written demonstration of just cause by any party involved, the state board of education or its designee may extend the time limits set forth in this subrule.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1733 Program and service requirements.

Rule 33. An intermediate school district, local school district, public school academy, and any other agency shall adhere to all of the following general requirements for all programs and services for students with disabilities:

(a) Special education classrooms or areas where related services are provided shall have at least the same average number of square feet per student, light, ventilation, and heat conditions as provided for general education students in the school district.

(b) Programs for students with severe cognitive impairment and severe multiple impairments which have students under 16 years of age shall not exceed a 6-year age span at any 1 time.

(c) All other special education programs which have students under 16 years of age and which are operated in separate facilities shall not exceed a 4-year age span at any 1 time.

(d) The age span for students who are assigned to special education programs, except for programs for students with severe cognitive impairment and severe multiple impairments, operated in elementary buildings attended by children who are nondisabled, shall not exceed, at any 1 time, a 6-year age span or the age span of the students who are nondisabled in the building, whichever is less.

(e) The age span for students who are assigned to special education programs, except for programs for students with severe cognitive impairment and severe multiple impairments, operated in secondary buildings attended by students who are nondisabled, shall not exceed, at any 1 time, the age span of the students who are nondisabled in the building, except in high school buildings where students up to 26 years of age may be served. The term "nondisabled" shall not include persons participating in adult education programs.

(f) Programs for students with severe cognitive impairment, severe multiple impairments, and moderate cognitive impairment shall comply with subdivisions (b), (c), (d), and (e) of this rule unless a program is operated in accordance with an approved intermediate school district plan where, due to the low incidence of eligible students, expanded age ranges may be necessary for programmatic feasibility and meeting the needs of students.

(g) Students with disabilities qualifying for special education programs and services shall be provided with supplies and equipment at least equal to those provided to other students in general education programs, in addition to those supplies and equipment necessary to implement a student's individualized education program.

(h) Intermediate school districts, local school districts, public school academies, or a combination of such agencies in cooperation with public and private entities, shall provide or contract for the provision of transition services. Special education teachers shall be assigned to supervise such services. Professional special education personnel, a transition coordinator, or both, shall coordinate transition services.

(i) For worksite-based learning, a written agreement/plan is required and shall be signed by the student, parent, school, and worksite representative. The agreement shall set forth all of the following information:

(i) Expectations and standards of attainment.

(ii) Job activities.

(iii) Time and duration of the program.

(iv) Wages to be paid to the student, if applicable.

(v) Related instruction, if applicable. The superintendent of the school district shall designate a staff member to visit the student's worksite at least once every 30 calendar days for the duration of the program to check attendance and student progress and assess the placement in terms of health, safety, and welfare of the student.

(j) Substitute instructional aides specified in R 340.1738, R 340.1739, and R 340.1748 shall be provided when assigned instructional aides are absent. In addition, teacher aides specified in R 340.1739 and R 340.1740 shall be provided when assigned teacher aides are absent.

History: 1979 AC; 1980 AACS; 1982 AACS; 1987 AACS; 1995 AACS; 2002 AACS; 2004 AACS; 2010 AACS.

R 340.1734 Deviations from rules.

Rule 34. (1) A deviation from these rules shall follow board-approved procedures and be requested, in writing, from the state board of education or its designee by an intermediate school district, local school district, or public school academy that operates or contracts for special education programs and services. A copy of the request shall be filed concurrently with the intermediate school district in which affected students with disabilities reside and all local constituent school districts in which the affected students with disabilities reside. A copy of the request shall be filed concurrently with the parent advisory committee of the intermediate school district that requests the deviation and the parent advisory committee of any intermediate school district in which affected students with disabilities reside.

(2) Within 7 days of receipt of the request, the intermediate school district shall review and inquire into the request and shall file, with the department, its position regarding the appropriateness of the request and its objections to, or endorsement of, the request, together with the rationale regarding its position.

(3) The state board of education or its designee shall initiate action within 30 calendar days of receipt of the request. The board or its designee may grant the request, in writing, for a period not to extend beyond the end of the current school year and upon such terms and conditions as it shall specify only when, in its judgment, the best interests of the students with disabilities affected by the deviation are served and good cause is shown.

(4) A deviation shall not be granted when the intent of the deviation is to exclude a student with a disability from, or deny a student with a disability participation in, a special education program or service that is required.

(5) A program deviation that is granted by the state board of education or its designee is public information. The affected intermediate school districts, constituent local school districts, or public school academies shall inform their involved personnel of granted deviations in any manner they deem appropriate. At a minimum, the parent advisory committee shall be informed of the disposition of the request.

(6) A deviation shall not be requested for the purpose of avoiding or postponing corrections directed by the department under part 8 of these rules.

(7) If a final decision to deny a deviation request is made, then the school district that makes the request shall correct the condition that precipitated the request and shall forward to the department, office of special education and early intervention services, within 30 school days of the denial, its assurance that the matter is now in compliance with the respective rule.

(8) Nothing in this rule or any other provision of statute or regulation shall permit the state board of education to waive any of the requirements of Part B of the individuals with disabilities education act, as amended, 20 U.S.C. §1400 et seq.

History: 1979 AC; 1980 AACS; 1987 AACS; 1994 AACS; 2002 AACS.

R 340.1735 Rescinded.

History: 1979 AC; 1980 AACS.

R 340.1736 Rescinded.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1737 Rescinded.

History: 1979 AC; 1980 AACCS; 1983 AACCS; 2002 AACCS.

R 340.1738 Severe cognitive impairment program.

Rule 38. A severe cognitive impairment program shall be operated as follows:

- (a) There shall be 1 teacher and 2 instructional aides for a maximum of 12 students. The maximum number of students may be extended to 15 if an additional instructional aide is assigned with the placement of the thirteenth student. At least 1 full-time teacher and 1 full-time aide shall be employed in every severe cognitive impairment program.
- (b) A severe cognitive impairment program shall consist of either:
 - (i) A minimum of 200 days and 1,150 clock hours of instruction.
 - (ii) A minimum of 1,150 hours of instruction with no breaks greater than two weeks.
- (c) The first 5 days when pupil instruction is not provided because of conditions not within the control of school authorities, such as severe storms, fires, epidemics, or health conditions as defined by the city, county, or state health authorities, shall be counted as days of pupil instruction. Subsequent days shall not be counted as days of pupil instruction.
- (d) Any decision on whether the child shall participate in the program beyond the regular school year established by the operating district must be made on an individual basis by the individualized education program team.
- (e) Teachers shall be responsible for the instructional program and shall coordinate the activities of aides and supportive professional personnel.
- (f) Instructional aides shall work under the supervision of the teacher and assist in the student's daily training program.
- (g) Program assistants may assist the teacher and the instructional aides in the feeding, lifting, and individualized care of students.
- (h) A registered nurse shall be reasonably available.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 1989 AACCS; 2002 AACCS; 2008 AACCS.

R 340.1739 Programs for students with moderate cognitive impairment.

Rule 39. Programs for students with moderate cognitive impairment shall be operated as follows:

- (a) There shall be 1 teacher and 1 teacher aide for a maximum of 15 students.
- (b) There shall be 1 lead teacher and a maximum of 3 instructional aides for a maximum of 30 students, with not more than 10 students for each aide.

History: 1979 AC; 1980 AACCS; 2002 AACCS.

R 340.1740 Programs for students with mild cognitive impairment.

Rule 40. Programs for students with mild cognitive impairment shall be operated as follows:

- (a) Elementary programs for students with mild cognitive impairment shall serve not more than 15 different students. When an elementary program for students with mild cognitive impairment has 12 or more students in the room at one time, an aide shall be assigned to the program.
- (b) Secondary programs for students with mild cognitive impairment shall have not more than 15 different students in the classroom at any one time and the teacher shall be responsible for the educational programming for not more than 15 different students.

History: 1979 AC; 1980 AACCS; 1982 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1741 Programs for students with emotional impairment.

Rule 41. Programs for students with emotional impairment shall have not more than 10 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

H History: 1979 AC; 1980 AACCS; 1982 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1742 Programs for students with hearing impairment.

Rule 42. Programs and services for students with hearing impairment shall be operated as follows:

(a) A special class with 1 teacher shall have an enrollment of not more than 7 students.

(b) Group amplification devices deemed necessary for instruction by the individualized education program team shall be provided. The public agency shall ensure that the amplification devices worn by hearing impaired children in school are functioning properly.

History: 1979 AC; 1980 AACCS; 1982 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1743 Programs for students with visual impairment.

Rule 43. Programs and services for students with visual impairment shall be determined by the severity and multiplicity of the impairments. A special class with 1 teacher shall have an enrollment of not more than the equivalent of 8 full-time students, and the teacher shall be responsible for the educational programming for not more than 10 different students. The public agency shall ensure that low vision aids, excluding prescription eye glasses, are available and functioning properly.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1744 Programs for students with physical impairment or other health impairment.

Rule 44. (1) Programs for students with physical impairment or other health impairment shall have not more than 10 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

(2) Special classroom units serving students with physical or other health impairment shall provide not less than 60 square feet of floor space per person.

History: 1979 AC; 1980 AACCS; 1982 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1745 Services for students with speech and language impairment.

Rule 45. All of the following provisions are specific requirements for speech and language services:

(a) The speech and language services provided by an authorized provider of speech and language services shall be based on the needs of a student with a disability as determined by the individualized education program team after reviewing a diagnostic report provided by an authorized provider of speech and language services.

(b) The determination of caseload size for an authorized provider of speech and language services shall be made by the authorized provider of speech and language services in cooperation with the district director of special education, or his or her designee, and the building principal or principals of the school or schools in which the students are enrolled. Caseload size shall be based upon the severity and multiplicity of the disabilities and the extent of the service defined in the collective individualized education programs of the students to be served, allowing time for all of the following:

(i) Diagnostics.

(ii) Report writing.

(iii) Consulting with parents and teachers.

(iv) Individualized education program team meetings.

(v) Travel.

(c) Individual caseloads of authorized providers of speech and language services shall not exceed 60 different persons and shall be adjusted based on factors identified in subdivision (b) of this rule. Students being evaluated shall be counted as part of the caseload.

(d) An authorized provider of speech and language impaired services shall be either a teacher of students with speech and language impairment under R 340.1781, R 340.1782, and R 340.1796, or a person with a master's degree, as qualified under R 340.1792.

History: 1979 AC; 1980 AACCS; 1982 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1746 Homebound and hospitalized services.

Rule 46. The following homebound and hospitalized services are required:

(a) Homebound services shall be initiated within 15 school days after verification, by a licensed physician, of a medical impairment which requires the eligible special education student to be confined to the home. Such verification shall indicate the anticipated duration of the required confinement.

(b) Hospital service shall be provided for eligible special education students who cannot attend school because of hospitalization for a physical or medical impairment. These services shall be initiated when determined medically feasible.

(c) A special education teacher employed for homebound or hospital services, or for a combination of these services, shall be assigned not more than 12 students at any 1 time.

(d) Students receiving homebound or hospital services shall receive a minimum of 2 nonconsecutive hours of instruction per week. Related services personnel may supplement, but not substitute for, the teacher's instruction.

(e) The district in which the hospital is located shall make homebound and hospital services available to eligible students. If the student is hospitalized outside of the district of residence, the district of residence is responsible for delivering services or for contracting with the operating district and making payment for the services.

(f) Homebound and hospitalized services shall not be substituted for special education programs. Instead, the service provider shall endeavor, to the extent appropriate, to present curricular experiences which are being provided in the program where the student is currently enrolled.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2005 AACCS.

R 340.1747 Programs for students with specific learning disabilities.

Rule 47. Programs for students with specific learning disabilities shall have not more than 10 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

History: 1979 AC; 1980 AACCS; 1982 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1748 Severe multiple impairments program.

Rule 48. (1) A severe multiple impairment program shall consist of at least 1 teacher and 2 instructional aides for a maximum of 9 students. At least 1 full-time teacher and 1 full-time aide shall be employed in every severe multiple impairments program.

(2) A severe multiple impairments program shall consist of either:

(a) A minimum of 200 days and 1,150 clock hours of instruction.

(b) A minimum of 1,150 hours of instruction with no breaks greater than two weeks.

(3) The first 5 days when pupil instruction is not provided because of conditions not within the control of school authorities, such as severe storms, fires, epidemics, or health conditions as defined by the city, county, or state health authorities, shall be counted as days of pupil instruction. Subsequent days shall not be counted as days of pupil instruction.

(4) Any decision on whether the child shall participate in the program beyond the regular school year established by the operating district must be made on an individual basis by the individualized education program team.

(5) A registered nurse shall be reasonably available.

History: 1979 AC; 1980 AACS; 1987 AACS; 1989 AACS; 2002 AACS; 2008 AACS.

R 340.1748a Teacher consultant without a student caseload assignment; evaluation and consultation assignment; responsibilities.

Rule 48a. (1) The teacher consultant for special education with an evaluation and consultation assignment shall do either or both of the following:

- (a) Provide consultation to education personnel on behalf of students with disabilities.
- (b) Evaluate students.

(2) The teacher consultant shall not serve in supervisory or administrative roles and perform the function of a teacher consultant simultaneously.

History: 2011 AACS.

R 340.1749 Teacher consultant with a student caseload; responsibilities.

Rule 49. (1) The teacher consultant for special education with a student caseload shall do 1 or more of the following:

(a) Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher consultant shall not grade, give credit for, or teach a general education or a special education subject, class, or course.

(b) Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher consultant shall not grade, give credit for, or teach a general education subject, class, or course.

(c) Provide consultation to education personnel on behalf of students with disabilities on the consultant's caseload.

(d) Evaluate students suspected of being a student with a disability.

(2) The teacher consultant shall carry an active caseload of not more than 25 students with disabilities. All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following:

- (a) Instructional services.
- (b) Evaluation.
- (c) Consultation with special and general education personnel.
- (d) Report writing.
- (e) Travel.

(3) The teacher consultant shall not serve in supervisory or administrative roles and perform the function of a teacher consultant simultaneously.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS; 2011 AACS.

R 340.1749a Elementary level resource program.

Rule 49a. (1) A special education elementary level resource program may be provided by a special education teacher.

(2) The elementary resource teacher shall serve not more than 10 students at any 1 time and not more than 18 different students and shall do either or both of the following:

(a) Provide direct instruction to students on the resource teacher's caseload and may assign grades or other evaluative measures for this instruction.

(b) Provide support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned. Time shall be allocated to the resource teacher to carry out this responsibility.

(3) The elementary resource teacher may provide supplemental instruction to students on his or her caseload.

(4) The elementary resource teacher may evaluate general education students within the same building who are suspected of having a disability and, therefore, may serve on the initial multidisciplinary evaluation team. The resource teacher shall be responsible for the evaluation of not

more than 2 students at 1 time. Time shall be allocated to the resource teacher to carry out this responsibility.

(5) If the special education teacher to whom the student is assigned does not have an endorsement in the area which matches the student's disability, the individualized educational program team shall determine if a teacher consultant with such credentials is needed to provide consultation, resources, and support services to the resource teacher.

History: 1987 AACS; 2002 AACS; 2004 AACS.

R 340.1749b Secondary level resource program.

Rule 49b. (1) A special education secondary level resource program may be provided by a special education teacher.

(2) A secondary resource teacher shall serve not more than 10 students at any 1 time and have a caseload of not more than 20 different students and shall do either or both of the following:

(a) Provide direct instruction for special education courses approved for graduation by the local educational agency. The teacher may assign grades or other evaluative measures for this instruction.

(b) Provide support to the general education classroom teachers to whom special education students on the resource room teacher's caseload have been assigned. Time shall be allocated to the resource teacher to carry out this responsibility.

(3) The secondary resource teacher may provide supplemental instruction to students on his or her caseload who are enrolled in general education classes. The teacher shall not teach a class and offer tutorial assistance at the same time.

(4) If the special education teacher to whom the student is assigned does not have an endorsement in the area which matches the student's disability, the individualized educational program team shall determine if a teacher consultant with such credentials is needed to provide consultation, resources, and support services to the resource teacher.

History: 1987 AACS; 2002 AACS; 2004 AACS.

R 340.1749c Departmentalization of special education programs.

Rule 49c. (1) A school with more than 1 special education teacher may departmentalize.

(2) Each teacher shall teach only 1 local education agency approved special education course per period.

(3) Each teacher may serve more than the students assigned to his or her caseload; however, the total number of students served cannot exceed the combined caseloads of the participating teachers.

(4) Each teacher shall serve not more than an average of 10 students per class period per instructional day.

History: 1987 AACS; 2002 AACS.

R 340.1750 Director of special education.

Rule 50. (1) Local school districts or public school academies may employ, or contract for the services of, a not less than half-time director of special education under the intermediate school district plan.

(2) Each intermediate school district shall employ, or contract for the services of, a full-time director of special education.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1751 Supervisor of special education.

Rule 51. (1) A local school district, public school academy, or intermediate school district may employ a supervisor of special education instructional programs. The person shall be employed not less than half-time.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1752 Rescinded.

History: 1979 AC; 1980 AACS; 1987 AACS.

R 340.1753 Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1754 Early childhood special education programs.

Rule 54. All of the following provisions are specific requirements for early childhood special education programs for young children with disabilities or developmental delay:

(a) An early childhood special education program with an approved early childhood special education teacher may be provided to young children with disabilities or developmental delay who are 2 1/2 through 5 years of age based upon the child's individual needs as specified by the individualized education program team. Early childhood special education programs may include children under 2 1/2 years of age as specified by the individualized education program team.

(b) The program shall be available for a minimum of 360 clock hours and 144 days of instruction. If a preschool-aged child with a disability or developmental delay is placed in a nonspecial education program, then the individualized education program team shall consider the need for consultation by an early childhood special education teacher.

(c) The program shall have not more than 12 students for 1 teacher and 1 aide at any one time, and the teacher shall have responsibility for the educational programming for not more than 24 different students.

(d) Early childhood special education programs shall have a parent participation and education component.

History: 1980 AACS; 1982 AACS; 2002 AACS.

R 340.1755 Early childhood special education services.

Rule 55. All of the following provisions are specific requirements for early childhood special education services for young children with disabilities or developmental delay in family and community settings:

(a) Services shall be provided by an approved early childhood special education teacher or approved related services staff to young children birth through age 5 based upon the child's individual needs as specified by the individualized education program or the combined individualized education/family service plan, as appropriate. Approved related services staff shall work under the supervision of an approved early childhood special education teacher.

(b) Services shall be provided for a minimum of 2 hours per week, but not less than 72 clock hours within 180 school days. Services may be provided in appropriate early childhood community or family settings.

(c) Early childhood special education services shall have a parent participation and education component.

History: 1980 AACS; 1982 AACS; 1987 AACS; 2002 AACS.

R 340.1756 Programs for students with severe language impairment.

Rule 56. (1) A public agency may establish programs for students with severe language impairment. Specific requirements for these programs are as follows:

(a) A program for students with severe language impairment conducted by a teacher of programs for students with speech and language impairment shall serve only young children with disabilities or developmental delay or elementary students with severe language impairment.

(b) The program shall have not more than 10 students or young children with speech and language impairment in the classroom at any 1 time, and the teacher shall have responsibility for the educational programming for not more than 15 different children.

History: 1980 AACS; 1983 AACS; 2002 AACS; 2004 AACS; 2005 AACS.

R 340.1757 Students placed in juvenile detention facilities; other educational services.

Rule 57. All of the following provisions are specific requirements for educational services conducted for students placed in juvenile detention facilities:

(a) Programs shall be initiated within 5 calendar days after admission. If a student placed in a juvenile detention facility is suspected of having a disability, then the procedure outlined in part 2 of these rules shall be immediately followed.

(b) Notification of educational placement shall be sent to the superintendent of the district of residence within 5 school days after the date of entry of a student into the educational program in a juvenile detention facility.

(c) Subject to applicable federal privacy protections, education reports for each student educated in a juvenile detention facility shall be sent by certified mail to the superintendent of the district of residence within 5 school days from the date of release from the facility.

(d) Special education reimbursed personnel may provide educational services for students who do not have disabilities and who are placed in the facility, if the programs comply with both of the following provisions:

(i) They are under the supervision of a teacher approved in the area of emotional impairment.

(ii) They have not more than 10 students in a class at any 1 time.

History: 1980 AACS; 2002 AACS; 2005 AACS.

R 340.1758 Programs for students with autism spectrum disorder.

Rule 58. (1) Specific requirements for programs for students with autism spectrum disorder shall be provided using either of the following alternatives:

(a) Programs that consist of 1 classroom program for students with autism spectrum disorder shall not have more than 5 students and shall be served by a teacher of students with autism spectrum disorder. However, programs that consist of more than 1 classroom may have more than 5 students in a classroom, if the average student-to-teacher-and-aide ratio does not exceed 5 students to 1 teacher and 1 aide. A classroom with 3 or more students shall have 1 aide.

(b) A special education program described in the intermediate school district plan set forth in R 340.1832(d) and approved by the state board of education that assures the provision of educational programming for students with autism spectrum disorder.

History: 1983 AACS; 2002 AACS; 2004 AACS.

PART 4. QUALIFICATIONS OF DIRECTORS AND SUPERVISORS

R 340.1771 Director of special education; education and experience requirements.

Rule 71. (1) For full approval, a director of special education shall possess all of the following minimum qualifications:

(a) A master's degree or higher.

(b) Full approval in at least 1 area of special education.

(c) Three years of successful professional practice or administrative experience in special education, or a combination of practice and experience.

(d) Thirty semester or equivalent hours of graduate credit and a successful 200-clock-hour practicum in special education administration. Graduate credit shall be earned in a college or university whose program has been approved by the state board of education and shall be distributed appropriately to assure knowledge and competency as related to special education in all of the following areas:

- (i) Program development and evaluation.
- (ii) Personnel staffing, supervision, and evaluation.
- (iii) Verbal and written communication.
- (iv) Leadership of professional development.
- (v) Budget development and fiscal reporting.
- (vi) Fostering parental, family, and community involvement.
- (vii) Consultation and collaboration.
- (viii) Dispute resolution.
- (ix) Data-based decision-making.
- (x) Conflict management.
- (xi) Legal and ethical issues.

(e) Verification from a college or university approved for the preparation of special education directors.

(2) A director of special education who has full approval status shall maintain full approval status indefinitely.

(3) For temporary approval, a director of special education shall possess all of the following minimum qualifications:

- (a) A master's degree or higher.
- (b) Full approval in at least 1 area of special education.
- (c) Three years of successful professional practice or administrative experience in education, or a combination of practice and experience.
- (d) Twelve semester or equivalent hours of graduate credit in special education administration. Graduate credit shall be earned in a college or university whose program has been approved by the state board of education.

(e) The college or university approved for the preparation of special education directors shall verify enrollment in the director of special education preparation program and completion of 12 semester or equivalent hours of graduate credit.

(4) Continuation of temporary approval is dependent upon the satisfactory completion of not less than 6 semester or equivalent hours of required credit toward full approval before the beginning of the next school year.

(5) Any person who has completed all program requirements in effect before the effective date of these rules shall be eligible for full approval as a director of special education.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS.

R 340.1772 Supervisor of special education; education and experience requirements.

Rule 72. (1) For full approval, a supervisor of special education shall possess all of the following minimum qualifications:

- (a) A master's degree or higher.
- (b) Full approval in at least 1 area of special education.
- (c) Three years of successful experience in special education.
- (d) Twelve semester or equivalent hours of graduate credit in a college or university whose program has been approved by the state board of education. Graduate credit shall be distributed appropriately to assure knowledge and competency as related to special education in all of the following areas:
 - (i) Curriculum and instruction.
 - (ii) Administrative procedures.
 - (iii) Personnel supervision and evaluation.
 - (iv) Communication skills.
 - (v) Leadership of professional development.
 - (vi) Facilitation of effective instruction.

- (vii) Data-based program improvement.
 - (viii) School law and policy.
 - (ix) Parental and family collaboration.
 - (e) Verification from a college or university approved for the preparation of special education supervisors.
- (2) A supervisor of special education who has full approval status shall maintain full approval status indefinitely.
- (3) For temporary approval, a supervisor of special education shall possess all of the following minimum qualifications:
- (a) A master's degree or higher.
 - (b) Full approval in at least 1 area of special education.
 - (c) Three years of successful experience in special education.
 - (d) Verification of enrollment in the supervisor of special education program from a college or university approved by the state board of education for preparation of special education supervisors.
- (4) Continuation of temporary approval is dependent upon the satisfactory completion of not less than 6 semester or equivalent hours of required credit toward full approval before the beginning of the next school year.
- (5) Any person who has completed all program requirements in effect before the effective date of these rules shall be eligible for full approval as a supervisor of special education.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2008 AACCS; 2010 AACCS.

R 340.1773 Rescinded.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1774 Out-of-state applicants for supervisor or director; temporary approval.

Rule 74. An applicant for temporary approval as a supervisor or director of special education who has been educated in another state shall present evidence of fulfilling all of the requirements established for applicants who have been educated in approved Michigan colleges and universities. The department shall establish procedures for the temporary approval of out-of-state applicants as supervisors or directors of special education.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS.

PART 5. QUALIFICATIONS OF TEACHERS AND OTHER PERSONNEL

R 340.1781 Teachers of students with disabilities; endorsement requirements.

Rule 81. (1) A teacher seeking an endorsement or full approval by the state board of education or its designee shall meet all of the following requirements, in conjunction with those of R 340.1782, R 340.1786 to R 340.1788, R 340.1790, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:

- (a) The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
 - (i) Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
 - (ii) Assessing students with disabilities for identification and teaching.
 - (iii) Implementing accommodations and modifications for classroom, district, and statewide assessments.
 - (iv) Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.

- (v) Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
- (vi) Developing, implementing, and evaluating individualized education programs.
- (vii) Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
- (viii) Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
- (ix) Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
- (x) Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.
- (b) Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

History: 1979 AC; 1980 AAC; 1983 AAC; 1987 AAC; 2002 AAC; 2005 AAC.

R 340.1782 Endorsed teachers of students with disabilities; additional requirements.

Rule 82. An endorsed teacher of students with disabilities, in addition to meeting the specific requirements in R 340.1786 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, shall comply with all of the following requirements:

- (a) Possess a valid Michigan teacher's certificate.
- (b) Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.
- (c) Possess an endorsement in special education that is valid in grades kindergarten through 12. Elementary or secondary endorsements in special education, earned after September 1, 1990, shall be valid in grades kindergarten through 12.
- (d) Have completed not less than 8 weeks of directed student teaching in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement.
- (e) Be recommended for a certificate or endorsement, or both, in a specific special education area by an institution of higher education or the department signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education.
- (f) On the effective date of these rules, persons approved as special education teachers under this rule, teacher consultants under R 340.1790, and teachers of preprimary-aged students under R 340.1795 shall maintain and continue to have their full approval status.

History: 1979 AC; 1980 AAC; 1983 AAC; 1987 AAC; 1996 AAC; 2002 AAC; 2005 AAC.

R 340.1783 Temporarily approved teachers of students with disabilities.

Rule 83. Under procedures established by the department, the department may grant temporary approval as a teacher of students with disabilities to persons who hold a valid Michigan teaching certificate. The employing superintendent shall certify that the district conducted a search for fully qualified personnel and that no certified teacher who holds full approval or endorsement for the position was available at the time of the assignment. Continuation of temporary approval shall be dependent upon the satisfactory completion of not less than 6 semester or equivalent hours of required credit toward full approval between August 31 of the current school year and September 1 of the next school year that the teacher is employed. The school district is not required to conduct a search for a fully qualified teacher in successive school years if the candidate meets these requirements. The school district is not required to remove a teacher under temporary or continuing approval when a fully approved or endorsed teacher becomes available.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1783a Early childhood special education teacher; full-year permit.

Rule 83a. (1) The department may issue a permit when a properly certificated teacher, under R 340.1795, is unavailable for a regular teaching assignment for children with disabilities or developmental delay, as defined in R 340.1711.

(2) An application for a permit shall contain evidence that the candidate has a baccalaureate degree or higher, including 15 semester or equivalent hours of appropriate professional education credit.

(3) The permit is effective through June 30 of the school year for which the permit is issued and may not be renewed for the same individual.

History: 2002 AACS; 2005 AACS.

R 340.1784 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1785 Rescinded.

History: 1979 AC; 1980 AACS; 1983 AACS; 1987 AACS; 2002 AACS.

R 340.1786 Teachers of students with cognitive impairment; special requirements.

Rule 86. (1) The teacher education program for teachers of students with cognitive impairment shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

(a) The identification, classification, legislation and policies, historical perspectives, and levels of support for students with cognitive impairment.

(b) The nature and character of cognitive impairment and its unique impact on the following areas of human development:

(i) Social.

(ii) Emotional.

(iii) Language/communication.

(iv) Physical.

(v) Motor.

(vi) Sensory.

(vii) Learning, behavior, and health related problems.

(c) The promotion of individualized participation in age appropriate environments within the school and community.

(d) Assessing, teaching, and modifying instruction and curricula for students with cognitive impairment related to all of the following:

(i) Using research-based strategies and techniques for developing language and communication abilities and skills of students with cognitive impairment to promote the development of language, reading, writing, spelling, calculating, and thinking.

(ii) Selecting, adapting, and developing specialized or general education curricula, assessments, accommodations, and instructional materials for students with cognitive impairment that is aligned with the general curriculum.

(iii) Planning and implementing instruction in settings across domains, including community, personal/social, sexuality, career/employment, and leisure/recreation.

(iv) Assessing, implementing, and supporting all levels of assistive technology for individual students.

(v) Developing and maintaining collaborative relationships and partnerships with parents/families, educators, administrators, consultants, and community service providers.

(vi) Developing individualized goals for students with cognitive impairment related to social relationships, cultural competence, self-determination, and transitions to postsecondary training, career/employment, and community integration.

(e) Issues related to cognitive impairment theory, research, and policy, including definition and identification; legislation and regulations; pre-referral, referral and placement; instruction and assessment of educational progress for students with cognitive impairment; and, collaboration with general education teachers, families, and allied service providers.

(2) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching practice, in assessing, teaching, and modifying instruction for students with cognitive impairment.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS; 2005 AACS.

R 340.1787 Teachers of students with emotional impairment; special requirements.

Rule 87. (1) The teacher education program for teachers of students with emotional impairment shall include 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

(a) The identification, etiology, diagnosis, characteristics, classifications of emotional impairment, including psychiatric terminology and research-based models.

(b) The impact of various factors upon the lives and behavior of students with emotional impairment and their families, such as the legal system, socioeconomic factors, abuse and dependency, and mental health disorders.

(c) Assessing, teaching, and modifying instruction and curricula for students with emotional impairment related to all of the following:

(i) Developing, implementing, and evaluating individualized behavior management strategies and plans.

(ii) Adapting, accommodating, and modifying the general education curricula, pedagogy, and learning environments for students with emotional impairment.

(iii) Integrating academic instruction and curriculum with affective educational strategies for students with emotional impairment.

(iv) Collaborating with parents and service providers in educational, public, and private agencies to support students with emotional impairment.

(v) Assessing students with emotional impairment related to collecting indirect and direct data on academic, social, and emotional functioning of students in order to develop reports and design, manage, and monitor interventions.

(d) Research and understand policy issues regarding emotional impairment and behavioral disorders that impact identification, service delivery, outcomes, placement, academic, affective, and behavioral interventions.

(2) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching field experiences in assessing, teaching, and modifying instruction related to subdivisions (a) to (d) of this subrule for students with emotional impairment.

History: 1979 AC; 1980 AACS; 2002 AACS; 2005 AACS.

R 340.1788 Teachers of students with learning disabilities; special requirements.

Rule 88. (1) The teacher education program for teachers of students with learning disabilities shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

(a) The identification of learning disabilities including diagnostic principles and practices; the etiology and characteristics of learning disabilities; sociocultural, linguistic, and environmental factors influencing identification; and the relationship between learning disabilities and other commonly associated conditions.

(b) The common manifestations of learning disabilities across the age span, including challenges in meeting developmental milestones in the preschool years, problems with academic performance in literacy, math, and content areas across the K-12 spectrum, issues of strategic performance and self-determination in older students, and the interplay between cognition and psychosocial functioning.

(c) Assessing, teaching, and modifying instruction and curricula for students with learning disabilities across the K-12 continuum related to all of the following:

(i) Administering and adapting formal and informal assessment methods for the purposes of instructional planning, and communicating assessment results to students, their families, and other professionals.

(ii) Developing and implementing instructional and curricular goals; monitoring and reporting the progress related to the unique needs of students with learning disabilities, including career/transition programs and access to adult role models, and use of assistive technology.

(iii) Fostering competency in the areas of reading (word recognition and comprehension), writing (text composition and revision, grammar, spelling, and legibility), mathematical reasoning and calculation, listening, and speaking.

(iv) Fostering study skills and test-taking skills, self-management, problem solving, reasoning, coping skills, and self-determination.

(v) Adapting and modifying general education curricula, pedagogical approaches, and learning environments for students with learning disabilities.

(vi) Managing and monitoring the social, emotional, and behavioral needs of students with learning disabilities in a variety of group settings.

(d) Issues related to learning disabilities theory, research, and policy, including definition and identification; legislation and regulations; pre-referral, referral and placement; instruction and assessment of educational progress for students with learning disabilities; and, collaboration with general education teachers, families, and allied service providers.

(2) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching field experiences in assessing, teaching, and modifying instruction related to subdivisions (a) to (d) of this subrule for students with learning disabilities.

History: 1979 AC; 1980 AACS; 2002 AACS; 2005 AACS.

R 340.1789 Rescinded.

History: 1979 AC.

R 340.1790 Teacher consultants for students with disabilities.

Rule 90. In addition to meeting all of the requirements of R 340.1782, a teacher consultant shall meet both of the following requirements for full approval by the state board of education or its designee:

(a) Possess a master's degree in education or a field of study related to special education.

(b) Show evidence of a minimum of 3 years of satisfactory teaching experience, not less than 2 years of which shall be teaching in a special education program.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS.

R 340.1791 Rescinded.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1792 Licensure, certification, or approval of professional personnel.

Rule 92. Professional personnel employed or contracted with to provide related services to students with disabilities shall be licensed, certificated, or registered by a governmental agency or a legally recognized professional board or association as an indication of adequate preparation and training, or be recommended by a college or university offering an appropriate training program as approved by the state board of education.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1793 Paraprofessional personnel; qualifications.

Rule 93. Paraprofessional personnel employed in special education programs shall be qualified under requirements established by their respective intermediate school district plan. Paraprofessional personnel include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairment or severe multiple impairments.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1793a Interpreters for the deaf.

Rule 93a. An interpreter for the deaf shall be any of the following:

(a) A certified interpreter as defined in 1982 PA 204, MCL 393.501 et seq., and known as the deaf persons' interpreters act.

(b) A qualified interpreter as defined in 1982 PA 204, MCL 393.501 et seq., and known as the deaf persons' interpreters act, who has been approved at quality assurance level II or III.

(c) A high school graduate, or equivalent, with advanced training in a community college, agency, or degree-granting institution. The training programs must be approved by the department.

History: 2002 AACS.

R 340.1794 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1795 Early childhood special education teachers; special requirements.

Rule 95. (1) An early childhood special education teacher for young children with disabilities or developmental delay shall possess any of the following:

(a) An endorsement in both early childhood and special education.

(b) A major or minor in early childhood growth education or child growth and development and a special education endorsement with a full approval from the department of education.

(c) An endorsement with a designation of ZS (early childhood general and special education).

(2) A teacher who has received full approval as a teacher of preprimary age impaired students shall be deemed to have full approval as an early childhood special education teacher, if the teacher possesses a valid Michigan teaching certificate.

History: 1980 AACS; 1982 AACS; 1987 AACS; 2002 AACS; 2011 AACS.

R 340.1796 Teachers of students with speech and language impairment; special requirements.

Rule 96. (1) A teacher of students with speech and language impairment shall meet all of the following requirements:

(a) An earned master's degree in speech and language pathology.

(b) A minimum of 60 semester or equivalent hours of academic credit in normal aspects of human communication, development thereof, and clinical techniques for evaluation and management of speech and language disorders distributed as follows:

(i) A minimum of 12 semester or equivalent hours in courses pertaining to normal development of speech, language, and hearing.

(ii) A minimum of 30 semester or equivalent hours in courses on communication disorders and evaluation and management of speech, language, and hearing disorders. Of these 30 semester or equivalent hours, 24 hours shall be in speech and language pathology and 6 shall be in

audiology. Not more than 6 of the 30 semester or equivalent hours may be earned for clinical practicum.

(iii) A minimum of 30 semester or equivalent hours that are acceptable on a graduate level, of which 21 hours shall be within the group specified under paragraph (ii) of this subdivision.

(c) A minimum of 300 clock hours of supervised practicum experience with persons who present a variety of communication disorders, to be acquired in conjunction with academic training, 150 hours of which shall be obtained at the graduate level.

(2) The state board of education or its designee shall approve as a teacher of students with speech and language impairment a person who is employed or approved as a teacher of students with speech and language impairment before the effective date of these rules.

(3) A teacher of students with speech and language impairment assigned to programs for students with severe language impairment, as defined in R 340.1756, shall be certified at the elementary level.

History: 1980 AACCS; 2002 AACCS.

R 340.1797 Teachers of students requiring adapted physical education; special requirements.

Rule 97. A teacher of students requiring adapted physical education shall possess a valid Michigan teaching certificate with an endorsement in physical education, special education, or both, and shall complete all of the following:

(a) A minimum of 20 semester hours or equivalent hours in courses leading to the acquisition of all of the following competencies:

(i) Knowledge of the causes of various disabilities and the effects of those conditions on learning.

(ii) Ability to assess physical education skills of individuals exhibiting various disabilities.

(iii) Ability to use community and staff resources and collaborate with personnel within the education environment.

(iv) Knowledge of measurement and evaluation, including standardized and nonstandardized assessments and functional behavior analysis.

(v) Understand major components of federal and state legislation relating to physical education.

(vi) Knowledge of the unique characteristics and implications of psychomotor, cognitive, and affective attributes of all learners.

(vii) Ability to write in behavioral terms and assess cognitive, affective, and psychomotor instructional objectives for physical education for students requiring adapted physical education.

(viii) Knowledge of motor characteristics, motor behaviors, motor control, and motor development sequences associated with various disabilities in relationship to typical motor development.

(ix) Knowledge of anatomy, kinesiology, exercise science, biomechanics, and neurology that pertains to normal and abnormal motor control and sensory motor integration for teaching physical education to students with disabilities.

(x) Ability to adapt teaching methods, materials, and techniques to meet the needs of students with disabilities specific to health-related fitness, gymnasium and field use, fundamental motor skills and patterns, aquatic skills, dance, individual and group games, and lifetime sports skills for the needs of students with disabilities so that the individual can ultimately participate in community-based leisure, recreation, and sport activities.

(xi) Ability to analyze, adapt, and implement physical education curriculum in providing appropriate programs for a variety of disabilities.

(xii) Understand history and philosophy of physical education, recreation, and sports in terms of trends in education of individuals with disabilities.

(xiii) Understand curriculum theory, curriculum development, movement education, fitness, developmental activity-based curriculum, human, and social development.

(xiv) Utilize instructional design and planning focusing on systematic curriculum development and the spectrum of teaching styles for the purpose of promoting learning.

(xv) Create and implement physical activity lessons with special emphasis on personal adjustment in respect to assistive devices and mobility devices for the purpose of creating successful learning opportunities.

(xvi) Utilize technology applications in the preparation of lessons and within lessons, as well as using technology as professional development.

(xvii) Understand the value of program evaluation measuring student performance and the importance of monitoring the quality of program operations.

(xviii) Understand professional standards such as ethics, value appropriate professional conduct, and the need to advance the knowledge base and the profession.

(b) A directed field experience of not less than 60 clock hours teaching adapted physical education in a school setting to students with disabilities.

(c) As of the effective date of these rules, a teacher who has previously received full approval as a teacher of physical education for individuals with disabilities, or teaching of physical education for students with disabilities, shall be deemed to have full approval as a teacher of physical education for students requiring adapted physical education, if the teacher possesses a valid Michigan teaching certificate.

(d) As of the effective date of these rules, a teacher who is a certified adapted physical educator accredited through the adapted physical education national standards process, shall be deemed to be qualified as a teacher of physical education for students requiring adapted physical education, if the teacher possesses a valid Michigan teaching certificate.

History: 1980 AACCS; 2002 AACCS; 2011 AACCS.

R 340.1798 Teachers of students requiring adapted physical education; role.

Rule 98. Teachers of students requiring adapted physical education may do any of the following:

(a) Provide adapted physical education instruction to students with disabilities whose disabilities preclude integration into general physical education classes without supports or modifications.

(b) Assess students for the purpose of providing adapted physical education.

(c) Provide supportive services in general physical education and consultative services to general physical education teachers.

History: 1980 AACCS; 2002 AACCS; 2011 AACCS.

R 340.1799 Teachers of students with autism spectrum disorder; special requirements.

Rule 99. The teacher education program for teachers of students with autism spectrum disorder shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

(a) The identification, diagnosis criteria and classification, etiology, diagnosis, range, and characteristics of autism spectrum disorder, for example, learning characteristics, sensory integration patterns, and medications commonly used with autism spectrum disorders including effects.

(b) The role of language and communication including traits, characteristics, and interventions related to autism spectrum disorder, for example, pragmatic functions of communications and language such as the relationships of communication, language, behavior, and social skills; expressive and receptive language development and patterns; effects of medication on language; developing communication systems such as alternative and augmentative communication systems and assistive technology across environments.

(c) Using behavioral supports and intervention: behavior as communication; sensory needs and impact on behavior: team-based behavior assessments, intervention, and evaluation; designing environments for preventing sensory overload; and, developmentally appropriate behavior such as coping and self-regulating behavior.

(d) Assessing, teaching, and modifying instruction and curricula for students with autism spectrum disorder related to all of the following:

(i) Aligning and adapting the student's program with the general education curriculum.

(ii) Using a range of curriculum guides to assist with identifying functional goals.

(iii) Employing current assessment instruments and approaches, intervention methodologies, strategies, and techniques that are appropriate for students with autism spectrum disorder, and consistently linking assessment outcomes to curriculum planning.

(iv) Understanding and using various data keeping systems to record progress and evaluate intervention.

(e) Collaborating with parents and service providers, including paraprofessionals, in educational, public, and private agencies to support students with autism spectrum disorder; and, the impact of the legal system, socioeconomic factors, mental health disorders, resources for independent living, recreation, and vocational education on the lives and behavior of students with autism spectrum disorder and their families.

(f) Issues related to autism spectrum disorder theory, research, and policy, including definition and identification; legislation and regulations; prereferral, referral and placement; instruction and assessment of educational progress for students with autism spectrum disorder, and collaboration with general education teachers, families, and allied service providers.

(2) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching practice, in assessing, teaching, and modifying instruction for students with autism spectrum disorder.

History: 1983 AACCS; 2002 AACCS; 2004 AACCS; 2005 AACCS.

R 340.1799a Teachers of students with physical impairment and students with other health impairment; special requirements.

Rule 99a. (1) The teacher education program for teachers of students with physical impairment and students with other health impairment shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782 and all of the following:

(a) The identification, etiology, diagnosis, and classification of physical, neurological, and other health impairment.

(b) Understanding of human anatomy and physiology; medical terminologies; the types and transmission of infectious and communicable diseases; physical effects of medications; the nature of medical interventions and treatment of physical and other health impairment.

(c) The impact upon student learning and development (behavioral, cognitive, social, and emotional development) of physical, neurological, and other health impairment, including the impact of chronic and terminal illness and emergency/life threatening situations.

(d) Assessing, teaching and modifying instruction and curricula for students with physical, neurological, and other health impairment related to all of the following:

(i) Administering, adapting, and modifying formal and informal assessments of learning for students with physical, neurological, and other health impairments.

(ii) Adapting and modifying the teaching and learning environment to accommodate the diverse needs of students with physical, neurological, and other health impairment.

(iii) Developing learning and instructional plans, designing learning sequences and opportunities in differing educational settings and placements.

(iv) Monitoring student progress and making appropriate modifications to instructional and educational methods as needed by students with physical, neurological, and other health impairment, including selecting, adapting, and using specialized materials and instructional strategies to maximize learning.

(v) Selecting, adapting, implementing and designing classroom settings and physical arrangements to facilitate and enhance opportunities for students to participate, interact, and learn with all students and adults in both special and general educational settings including individual, group, and shared projects, in and after school such as recreational activities; organizing and managing different needs and support services for individual and groups of students with different physical; neurological and other health impairment in all educational settings considering safety, as well as maximizing and fostering interactive inclusive opportunities for students.

(vi) Developing curricular and instructional plans and activities related to all of the following:

(A) Daily living, self management of personal and health care needs, sexuality, independent living, vocational/career transition, recreation/leisure, and mobility/transportation.

(B) Advocacy/legal issues.

(vii) Communicating student progress, performance, health issues and other school-related information to students, families, and other educational and medical professionals.

(e) Managing, monitoring, and assisting consistent with school policy and law in health care procedures; the use of orthotic, augmentative, and other supportive equipment; specialized technology and software;

adapted switches/other access devices and environmental controls; and, student and teacher safety in transferring, lifting, and seating which enhances the student's and teacher's safety, comfort, and function.

(f) Issues related to physical, neurological, and other health impairments in research; their impact on learning and development; characteristics, definitions, determination, and identification; pre-referral, referral, and placement; laws and policies related to specialized health care in educational settings; teaching and assessing the educational progress of students who have physical, neurological, and other health impairment.

(2) The 30 semester or equivalent hours shall be distributed to prioritize preparation and including pre-student teaching field experiences in assessing, teaching and modifying instruction related to students with physical, neurological, and other health impairment.

History: 1987 AACCS; 2002 AACCS; 2005 AACCS.

R 340.1799b Teachers of students with visual impairment; special requirements.

Rule 99b. The teacher education program for teachers of students with visual impairment shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

(a) Understand and apply knowledge of the foundations for the education of students with visual impairments, including unique characteristics and needs, as well as ethical considerations relating to students' education.

(b) Research and understand legislation and policies which impact identification, educational continuum, placement, service delivery, and outcomes.

(c) Knowledge of normal development of the visual system, structure and function of the eye, diseases and disorders of the eye, and their educational implications.

(d) Understand the effects of a visual impairment on early development in the following areas:

(i) Cognition.

(ii) Self-help.

(iii) Language.

(iv) Motor skills.

(v) Social emotional interactions.

(e) Interpret eye reports and other vision-related diagnostic information.

(f) Proficiency in the use and transcription of the literary braille and nemeth code using a braillewriter and slate and stylus.

(g) Instructional strategies for teaching braille and early literacy skills.

(h) Techniques for production of tactile graphics and instruction of tactile perceptual skills.

(i) Instructional strategies for teaching communication skills, including adapting materials for students with visual and unique educational needs.

(j) Understand and apply knowledge of formal and informal assessments and evaluations; use resulting data and other information to make service and programming recommendations; participate in the development of students' individualized education programs and individualized family service plans.

(k) Use data to identify individualized instructional strategies that enhance learning for students with visual impairments through modification of the environment, adaptation of materials, and the use of disability-specific methodologies and technologies.

(l) Systematic instruction in sensory perceptual skills including, but not limited to, visual, tactile, and auditory skills.

(m) Utilize and integrate appropriate technologies to access the general education curriculum content.

(n) Teach students to use a variety of adaptive, augmentative, and assistive technologies to facilitate their own learning in the content areas.

(o) Promote students' development and concepts of social and independent living skills.

(p) Knowledge of the role and function of a certified orientation and mobility specialist.

(q) Prepare students to respond to societal attitudes and actions with positive behavior and self-determination leading to self-advocacy.

(r) Collaborate with parents and service providers in educational, public, and private agencies to support students with visual impairments. Facilitate transitions across all environments.

(s) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching field experiences in assessing, teaching, and modifying instruction related to subdivisions (a) to (r) of this subrule for students with a visual impairment.

History: 1987 AACCS; 2002 AACCS; 2011 AACCS.

R 340.1799c Teachers of students with hearing impairment; special requirements.

Rule 99c. (1) The teacher education program for teachers of students with hearing impairment shall include a minimum of 30 semester or equivalent hours. The teacher education program for teachers of students with hearing impairment shall meet the council on education of the deaf standards or shall, at a minimum, include 30 semester or equivalent hours relating to all of the following areas:

- (a) Language and linguistics.
 - (b) Audiology and speech science.
 - (c) Psychology.
 - (d) Education.
- (2) Students shall complete a program that is designed to develop all of the following competencies:
- (a) Knowledge of linguistics, theories of language development, and the various special methods used to assess and develop language competence.
 - (b) Ability to utilize an individual diagnostic profile of the student's expressive and receptive language skills.
 - (c) Ability to integrate language development with the teaching of English, mathematics, social studies, science, and other academics.
 - (d) Ability to use various and combined modes, manual and oral, in both expressive and receptive communication with students with hearing impairment.
 - (e) Knowledge of the anatomy, physiology, and pathology of the organs of speech and hearing.
 - (f) Knowledge of audiological assessment information and its application to the individualized education program of a student with hearing impairment.
 - (g) Knowledge of personal and group amplification systems, including their basic maintenance.
 - (h) Ability to incorporate and teach appropriate procedure to maximize the use of speech, speech reading, and auditory skills.
 - (i) Ability to use systematic observational techniques for establishing baseline data, evaluating problem areas, and for documenting and assessing progress.
 - (j) Knowledge of the psychological and sociological impact of severe/profound hearing impairment, including information about the community/culture of adult persons who are deaf.
 - (k) Ability to identify and use local, state, and national resources in support of students with hearing impairment, their parents, and their educational program.
 - (l) Ability to orient parents, general education school staff, and administrators to the unique needs and learning styles of students with hearing impairment.
 - (m) Ability to assess communication, academic, and social/emotional development of students with hearing impairment.
 - (n) Ability to relate diagnostic information in functional terms to parents and support service specialists.
 - (o) Ability to design and implement an educational program appropriate to the individual student's communication, academic, prevocational, and social needs.
 - (p) Ability to modify and adapt procedures for teaching reading, math, and other academic subjects to students with hearing impairment.
- (3) Before assignment to directed student teaching, each student shall spend a minimum of 60 clock hours in programs utilizing various communication modes, both manual and oral.
- (4) The council on the education of the deaf standards, as cited in subrule (1) of this rule, are adopted by reference in these rules and are available from the Committee on Professional Preparation and Certification, Gallaudet University, 800 Florida Avenue, N.E., Washington, D.C. 20002-3695, and also from the Michigan Department of Education, Office of Special Education and Early Intervention Services, P.O. Box 30008, Lansing, MI, 48909, at no cost for reproduction.

History: 1987 AACCS; 2002 AACCS

R 340.1799d Rescinded.

History: 1987 AACS; 2002 AACS

R 340.1799e "Psychologist" defined.

Rule 99e. "Psychologist" means an approved Michigan school psychologist who is certified by the department or who is a fully licensed psychologist.

History: 2002 AACS.

R 340.1799f "School social worker" defined.

Rule 1799f. "School social worker" means a school social worker who is approved by the department.

History: 2002 AACS.

R 340.1799g Transition coordinator; requirements.

Rule 99g. (1) Full approval as a transition coordinator shall be granted by the department to a person who meets all of the following requirements:

(a) A bachelor's or graduate degree in special education or a field related to transition of youth with disabilities into adult life roles. Related fields include, but are not limited to, general and vocational education, vocational rehabilitation, and counseling.

(b) A minimum of 3 years of satisfactory teaching experience in special or vocational education at the secondary level; or a minimum of 3 years of satisfactory employment providing transition-related service to individuals with disabilities between the ages of 13 to 26 years. Transition-related services include, but are not limited to, vocational rehabilitation, employment, counseling, independent living, and mental health. A person with a master's degree in special education or field related to transition of youth with disabilities into adult life roles shall be credited with 1 year of employment.

(c) Approval under competencies and procedures established by the state board of education.

(2) Within 2 years of the effective date of this rule, a person with documented successful experience in providing transition coordination services under the transition services grant for transition shall be approved as a transition coordinator.

History: 2005 AACS.

PART 6. FINANCING

R 340.1801 Source of funds.

Rule 101. Funds for operating and housing special education programs and services operated by intermediate school districts, constituent local school districts, and public school academies shall be derived from federal appropriations; general and categorical appropriations in 1979 PA 94, MCL 388.1601 et seq., and known as the state school aid act of 1979; local general and specific property taxes, gifts, grants, and bequests; or payments from a school district sending students with disabilities to another school district.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1802 Use of funds.

Rule 102. Funds available to intermediate school districts, constituent local school districts, and public school academies as provided in R 340.1801 may be used for any of the following:

- (a) The employment of teachers and other personnel.
- (b) Transportation of students with disabilities.
- (c) The purchase and maintenance of equipment and supplies.
- (d) The lease, purchase, construction, renovation, or acquisition of vehicles, sites, buildings or portions thereof, and equipment as deemed necessary for staff, programs, and services operated under the intermediate school district plans as approved by the state board of education and other provisions of law.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1803 Building or purchasing facilities.

Rule 103. When facilities are purchased, constructed, or renovated with funds acquired through 1976 PA 451, MCL 380.1722 to 380.1729 for constituent local school districts, funds shall be used for contractual purposes which provide that the constituent local school district or public school academy shall make that facility available for special education programs and services for a period of 25 years. Disbursement of the funds shall be made by the intermediate school district board of education under the intermediate school district plan.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1804 Rescinded.

History: 1979 AC; 1980 AACS.

R 340.1805 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1806 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1807 Rescinded.

History: 1979 AC.

R 340.1808 Reporting costs.

Rule 108. An intermediate school district, a local school district, or a public school academy operating a program under these rules shall submit to the superintendent of public instruction, at the close of the fiscal year, an itemized report of the actual cost of operating the program, including the cost of transportation, on forms provided for that purpose. Reported actual costs for purposes of reimbursement shall include only those that are reasonable and appropriate as determined by the superintendent of public instruction.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1809 State aid to operating school districts.

Rule 109. The intermediate school district and its constituent local school districts and public school academies shall be entitled to receive reimbursement for special education programs and services that are in compliance with these rules and in accordance with the intermediate school district plan as approved by the state board of education and as prescribed in 1979 PA 94, as amended, MCL 388.1601 et seq., and known as the state school aid act of 1979.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1810 Reimbursement of special education transportation.

Rule 110. Specialized transportation or additional transportation, or both, as required in the individualized education program for a person with a disability to receive a free appropriate public education in the least restrictive educational environment, shall be reimbursable as authorized by 1979 PA 94, MCL 388.1601 et seq., and known as the state school aid act of 1979.

History: 1980 AACS; 2002 AACS; 2008 AACS.

R 340.1811 Distribution of intermediate millage to the intermediate school district, its constituent local school districts, and public school academies.

Rule 111. (1) Only those programs and related services provided under a state board of education-approved intermediate school district plan and approved for reimbursement by the department shall be eligible for reimbursement from funds generated by adoption of millage under 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education tax funds are insufficient to reimburse constituent claims in full, then a like percentage of the claim shall be paid for support of each program and service to each constituent district. Claims for operation of special education programs and services available to all constituent local school districts or public school academies may be reimbursed in full before any prorated payment which may become necessary for other programs and services.

(3) Current intermediate school district special education tax funds need not be used to offset operational claim deficits from prior years.

(4) Amounts may be retained by the intermediate school district for required cash flow purposes not to exceed 1 year's operational expenses for the purpose of maintaining special education programs and services operated by the intermediate school district.

(5) Intermediate school districts shall submit the desired method for the distribution of funds to the intermediate school district, its constituent local school districts, and public school academies and the reasons therefor for approval as part of the intermediate school district plan required under section 1711 of 1976 PA 451, MCL 380.1711.

History: 1980 AACS; 2002 AACS.

R 340.1812 Intermediate school district's use of special education millage.

Rule 112. (1) Costs for the operation of special education programs and services by the intermediate school district, available to all constituent local school districts and public school academies, may be reimbursed in full before the reimbursement of local districts from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education personnel offer direct services to students with disabilities in some but not all constituent local school districts or public school academies, and if prorated payment of constituent local school district or public school academy operational claims is necessary, then the per capita deficit for each student served shall be paid by the school district of residence or a direct charge shall be made to the constituent local school district based on the amount of deficit and the proportion of time the constituent local school district or public school academy received the service from the intermediate school district.

History: 1980 AACCS; 2002 AACCS.

PART 7.DEVELOPMENT AND SUBMISSION OF INTERMEDIATE
SCHOOL DISTRICTS'PLANS AND MONITORING

R 340.1831 Plan and modification submission.

Rule 131. (1) Each intermediate school district board shall submit an intermediate school district plan for special education to the superintendent of public instruction to become effective when approved by the superintendent of public instruction.

(2) Any intermediate school district plan or subsequent modification approved by the superintendent of public instruction shall be distributed by the intermediate school district to each constituent local school district superintendent, each chief executive officer of a public school academy, and the chairperson of the parent advisory committee within 7 calendar days of the intermediate school district's receipt of approval by the superintendent of public instruction.

(3) Except as provided in subrule (4) of this rule, a plan submitted by an intermediate school district and approved by the superintendent of public instruction shall remain in effect until the intermediate school district submits modifications that the intermediate school district deems necessary to the department and the modifications are approved by the superintendent of public instruction.

(4) The department may require an intermediate school district to modify its plan if, after the effective date of the individuals with disabilities education act amendments of 1997, 20 U.S.C. §1400 et seq., the provisions of that act, its regulations, 34 C.F.R. 300.1, et seq., 1976 PA 451, MCL 380.1 et seq., or these rules are amended, there is a new interpretation of any of these laws or regulations by the United States Department of Education, the department, or court, or the department finds noncompliance.

(5) If the department requires a modification to the intermediate school district plan under subrule (4) of this rule and an intermediate school district's process as set forth in this part does not result in agreement among the intermediate school district, its constituent local school districts, public school academies, and the parent advisory committee regarding the required modification, then the intermediate school district shall submit the required modification. A constituent local school district, public school academy, or the parent advisory committee may file an objection under R 340.1836.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 2002 AACCS; 2005 AACCS.

R 340.1832 Content areas.

Rule 132. An intermediate school district plan for special education, or any modification thereof, shall be an operational plan that sets forth the special education programs and related services to be delivered. The plan shall comply with 1976 PA 451, MCL 380.1 et seq. and these rules. The plan shall also comply with the following format and include, at a minimum, all of the following:

(a) A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community of the special education opportunities required under the law; the obligations of the local school districts, public school academies, and intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about the special education opportunities.

(b) A description of activities and outreach methods which are used to ensure that all citizens are aware of the availability of special education programs and services.

(c) A description of the type of diagnostic and related services that are available, either directly or as a purchased service, within the intermediate school district or its constituent local school districts or public school academies.

(d) A description of the special education programs designed to meet the educational needs of students with disabilities.

(e) The intermediate school district plan shall either describe special education programs and services under part 3 of these rules or shall propose alternative special education programs and services.

(f) Provide an assurance statement that any personally identifiable data, information, and records of students with disabilities are collected, used, or maintained in compliance with 34 C.F.R. §§300.610 through 300.626.

(g) The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

(h) A description of the qualifications of paraprofessional personnel.

(i) A description of the transportation necessary to provide the special education programs and services described in subdivisions (c), (d), and (e) of this subrule.

(j) A description of the method of distribution of funds under R 340.1811(5).

(k) A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

(l) A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

(m) A description of the role and relationship of administrative and other school personnel, as well as representatives of other agencies, in assisting the parent advisory committee in its responsibilities.

(n) A description of the fiscal and staff resources that shall be secured or allocated to the parent advisory committee by the intermediate school district to make it efficient and effective in operation.

(o) The plan shall be approved by the superintendent of public instruction before implementation under R 340.1831(1). The plan is developed and approved under R 340.1833 and R 340.1835 to R 340.1837.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS; 2008 AACS.

R 340.1833 Cooperative development and review.

Rule 133. (1) Intermediate school district plans, or any modification thereof, shall be developed in cooperation with constituent local school districts, public school academies, and the parent advisory committee.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1834 Rescinded.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1835 Plan signatures.

Rule 135. Each intermediate school district plan, or modification thereof, shall be signed by all of the following:

(a) The intermediate school district superintendent, signifying approval by the intermediate school district board.

(b) The superintendent of each constituent local school district, the chief executive officer of each public school academy, and the chairperson of the parent advisory committee, signifying their involvement in the development of the intermediate school district plan.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1836 Objections to plan; procedures.

Rule 136. (1) Any constituent local school district, public school academy, or the parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and

to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objection, and shall propose alternative provisions.

(2) A hearing officer shall be designated by the department and shall promptly give reasonable notice of the hearing. The hearing shall begin not later than 30 calendar days from the date the request was filed with the department. The hearing shall be conducted according to procedures established by the department. After the appointment of the hearing officer, the objection may be withdrawn upon written stipulation of the intermediate school district and the objecting party.

(3) The intermediate school district, a constituent local school district, a public school academy, or the parent advisory committee may file, with the department, a response to the objection before the hearing.

(4) Within 30 calendar days after the closing of the hearing, the hearing officer shall report findings of fact and conclusions of law and shall recommend to the superintendent of public instruction whether the intermediate school district plan or modification to the plan should be approved as submitted, approved with such other modifications as deemed appropriate by the hearing officer, or the objections granted as submitted. The findings and recommendations shall be immediately mailed by the

department to all parties to the intermediate school district plan. Any party may file written exceptions to the findings and recommendations with the superintendent of public instruction within 20 calendar days of receipt of the findings and recommendations and direct copies of the exceptions to all other parties and the department. The findings and recommendations of the hearing officer, including any exceptions, shall be submitted to the superintendent of public instruction with the intermediate school district plan. The superintendent of public instruction shall render a final decision within 30 calendar days from the date the exceptions were to be filed.

History: 1979 AC; 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1837 Approval of intermediate school district plans.

Rule 137. (1) Intermediate school district plans, or modification thereof, or any changes to the intermediate school district plan based on an objection to the plan, shall be approved by the superintendent of public instruction under R 340.1836. The intermediate school district plans or modifications shall be in compliance with all of the following:

(a) The provisions of sections 1701 to 1766 of 1976 PA 451, MCL 380.1701 to 380.1766.

(b) Michigan rules promulgated to implement statutory provisions for special education programs and services.

(c) The individuals with disabilities education act, 20 U.S.C. §1400 et seq., and its implementing regulations, 34 C.F.R. §300.1 et seq., adopted by reference in R 340.1701.

(2) The intermediate school district superintendent, or superintendent's designee, shall advise each constituent local school district superintendent, each chief executive officer of a public school academy, and the chairperson of the parent advisory committee as to whether the intermediate school district plan was approved by the superintendent of public instruction.

History: 1979 AC; 1980 AACS; 2002 AACS.

R 340.1838 Parent advisory committee.

Rule 138. (1) A parent advisory committee shall be appointed by each intermediate school district board.

(a) The parent advisory committee and its officers shall consist only of parents of students with disabilities with at least 1 parent from each constituent local school district and public school academy unless no parent agrees to serve on the parent advisory committee to represent the constituent local school district or public school academy.

(b) Each constituent local school district board of education and each public school academy board of directors shall nominate at least 1 parent.

(c) The intermediate school district board of education may nominate additional members not to exceed 33 1/3% of the total parent advisory committee membership.

(2) The intermediate school district board of education shall make every attempt to assure that all types of impairments and all identifiable organizations of parents of students with disabilities within the intermediate school district are represented on the parent advisory committee.

(3) The intermediate school district board of education may recommend operational procedures for parent advisory committee review and adoption.

(4) The intermediate school district shall secure or allocate fiscal and staff resources to the parent advisory committee to make it efficient and effective in operation.

(5) The parent advisory committee is responsible for determining and documenting, in writing, the organizational structure of the committee, including all of the following:

(a) Officers and their responsibilities.

(b) Meeting times.

(c) Notice of meeting times.

(d) Voting procedures.

(e) Terms of office.

(f) Related matters.

(6) The parent advisory committee shall participate in the development of the intermediate school district's plan or any modification of the plan for the delivery of special education programs and services as required by R 340.1833.

(7) The parent advisory committee may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the intermediate school district.

History: 1980 AACCS; 1987 AACCS; 2002 AACCS.

R 340.1839 Monitoring and program evaluation.

Rule 139. (1) The department shall establish, with approval of the state board of education, monitoring procedures, criteria, and evaluation activities to ensure that minimum standards are being achieved by all public agencies.

(2) Each intermediate school district shall implement monitoring procedures and evaluation methods developed by the department to ensure that the standards and criteria established are being achieved by the intermediate school district, their constituent local school districts, and their public school academies.

History: 1987 AACCS; 2002 AACCS.

PART 8. STATE COMPLAINTS

R 340.1851 Filing a state complaint.

Rule 151. (1) A state complaint, meeting the requirements of 34 CFR § 300.153, shall be filed with the department and a copy forwarded to the public agency that is the subject of the state complaint.

(2) A state complaint shall be filed with the department within 1 year of the date of the alleged violation.

(3) A state complaint shall be delivered to the department and the public agency by mail, by fax, or by hand.

(4) Any person acting on behalf of a complainant shall provide evidence of that authority.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 1997 AACCS; 2002 AACCS; 2009 AACCS.

R 340.1852 General responsibilities of public agencies, intermediate school districts, and the department.

Rule 152. (1) All public agencies shall receive allegations of violations of state or federal regulations pertaining to special education. When an allegation is made orally, the recipient public agency may take formal or informal action as necessary to resolve the situation in compliance with applicable provisions of law, but, at a minimum, shall immediately do all of the following:

(a) Inform the person making the allegation that he or she has a right to file a written state complaint with the department.

(b) Inform the person making the allegation that the filing of a state complaint may be delayed so that mediation or other informal resolution may be attempted. The right to file a state complaint is retained if the informal attempts to resolve the concern in a timely manner are unsuccessful.

(c) Provide the person making the allegation with a copy of part 8 of these rules and the department's procedures pertaining to state complaints.

(d) Offer to assist the person in filing a state complaint.

(2) All public agencies shall have procedures to receive state complaints.

(3) If requested, the intermediate school district shall assist a person in writing a state complaint.

(4) When a state complaint is filed, the department shall provide the complainant with all of the following:

(a) A copy of part 8 of these rules.

(b) A copy of the procedures established by the department pertaining to state complaints.

(c) A copy of the procedural safeguards notice.

(d) Information regarding mediation.

History: 1979 AC; 1980 AACCS; 1987 AACCS; 1997 AACCS; 2002 AACCS; 2009 AACCS.

R 340.1853 Investigation, report, and final decision of a state complaint.

Rule 153. (1) The department and the intermediate school district shall investigate state complaints pursuant to part 8 of these rules, procedures established by the department pertaining to state complaints, and the federal regulations implementing the individuals with disabilities education act. The department may independently initiate and investigate a state complaint.

(2) The intermediate school district shall appoint a staff member, or contract with an independent agent, to conduct the investigation with the department. The intermediate school district investigator shall not have administrative authority over programs or services against which a state complaint is filed.

(3) The public agency shall cooperate with the department and the intermediate school district during the conduct of the investigation, including submitting documents requested by the intermediate school district or the department.

(4) The department, during the pendency of the state complaint, shall require any public agency against which the complaint was lodged to maintain the educational status, program placement, and services of an involved student as it was before the complaint if, in the judgment of the department, not doing so constitutes a violation of the student's due process protections.

(5) The department shall issue a final written decision within 60 calendar days after a complaint is filed.

(6) The department may grant an extension of time if exceptional circumstances exist with respect to a particular state complaint. A denial of an extension request is final.

(7) The department shall mail the final written report to the complainant, any public agency subject to the state complaint, and the intermediate school district.

History: 1980 AACCS; 1987 AACCS; 1997 AACCS; 2002 AACCS; 2009 AACCS.

R 340.1854 Corrective action and proof of compliance.

Rule 154. (1) The public agency shall correct violations as directed by the department.

(2) The intermediate school district shall assist the public agency in monitoring the progress of the corrective action.

(3) The public agency shall submit proof of compliance to the department and the intermediate school district documenting that the violation is corrected within the time line specified in the corrective action.

History: 1980 AACCS; 1997 AACCS; 2009 AACCS.

R 340.1855 Failure to comply with corrective action in a timely manner; sanctions.

Rule 155 (1) If a public agency fails to correct known violations of law in a timely manner, or fails to cooperate with the department or the intermediate school district during the conduct of its investigation, or presents known falsification of fact, or continues repetition of similar violations, the department shall do 1 or more of the following:

(a) If the public agency in violation is a local school district or a public school academy, then the department shall direct the intermediate school district to provide complying programs and services pursuant to section 1702 of 1976 PA 451, MCL 380.1702.

(b) If the public agency in violation is an intermediate school district, the department may withdraw the authority of the intermediate school district to operate a program that is in noncompliance and simultaneously require the public agency of residence to place the affected student or students in an appropriate program.

(c) Withhold federal funds under part B of the individuals with disabilities education act, 20 U.S.C. chapter 33, §1400, et seq.

(d) Apply other penalties under 1976 PA 451, MCL 380.1.

(e) Withhold state funds under 1979 PA 94, MCL 388.1601, or any other governing statute.

(f) Withhold, withdraw, or suspend such endorsements, approvals, credentials, grants, or authorizations pertaining to special education personnel or projects that the department, or its designee, had authority to grant as authorized by, and in accordance with, the procedures required by law.

(g) Seek enforcement of the corrective action in a court of appropriate jurisdiction.

History: 2009 AACCS.

PART 9. RECORDS AND CONFIDENTIALITY

R 340.1861 Records; maintenance; content; transfer of records; release of records.

Rule 161. (1) A registry shall be maintained by intermediate school districts under procedures established by the department and under the provisions of 1976 PA 451, MCL 380.1711, for all students with disabilities, as defined by R 340.1702, including students placed in state and privately operated facilities. The registry shall be an operational, active database system with the capacity to provide up-to-date student counts and other data requirements to the department on a timely basis. Each constituent local school district, public school academy, or state agency shall provide the intermediate school district with a complete updated data record for each student with a disability. The updated record shall contain full-time equivalency data for each student enrolled in a special education program by the student count dates required in the state school aid act, 1979 PA 94, MCL 388.1601 et seq., and shall contain each student's data enrolled in programs and services by the student count date required by the regulations implementing the individuals with disabilities education act, 34 C.F.R. §300.1 et seq.

(2) If the residency of a student with a disability changes from one intermediate school district to another, then the intermediate school district of previous residence shall transfer the records maintained under this rule to the new intermediate school district upon written request of the intermediate school district of residence and the parent of the student with a disability for whom the record was maintained.

(3) Public agencies shall comply with 34 C.F.R. 300.610 to 300.626.

History: 1980 AACCS; 1983 AACCS; 1987 AACCS; 2002 AACCS; 2008 AACCS.

PART 10. BIRTH TO THREE

R 340.1862 Individualized family service plan; time lines; eligibility. Rule 162. (1) Eligibility for Michigan special education services for all children birth to age 3 shall be determined by and documented in an individualized family service plan.

(2) Evaluations conducted to determine eligibility for Michigan special education services shall meet the requirements of 34 CFR part 303 and R 340.1705 to R 340.1717.

(3) Determination of eligibility for Michigan special education services, for a child birth to 3 who does not have a current individualized family service plan, shall follow all time lines and requirements pursuant to 34 CFR part 303.

(4) Evaluations conducted to determine eligibility for Michigan special education services for a child birth to 3 who has a current individualized family service plan shall be completed within 45 calendar days counted from the date of receipt of parental consent for a special education evaluation. The following time lines apply:

(a) Upon receipt of the parental consent for a special education evaluation, the service area Early On® coordinator shall, within 3 calendar days, forward the parental consent to the district responsible for the evaluation.

(b) The 45 calendar day time line to complete the special education evaluation is counted from the date the district responsible for the evaluation receives the parental consent to evaluate for special education eligibility.

History: 1980 AACS; 2002 AACS; 2011 AACS.

R 340.1863 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1864 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1865 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1866 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1867 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1868 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1869 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1870 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1871 Rescinded.

History: 1980 AACS; 2002 AACS.

R 340.1872 Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS.

R 340.1873 Rescinded.

History: 1980 AACS; 1987 AACS; 2002 AACS.