



Guidance for the Determination of Eligibility for Michigan Mandatory Special Education for Infants and Toddlers, Birth to Age Three, Visual Impairment Including Blindness

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Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP)
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Guidance for the Determination of Eligibility for Michigan Mandatory Special Education for Infants and Toddlers, Birth to Age Three, Visual Impairment Including Blindness

Purpose

The purpose of this document is to provide guidance for the determination of [Michigan Mandatory Special Education \(MMSE\) eligibility](#) for infants and toddlers, birth to age three, who are visually impaired including blindness as defined by R 340.1708 of the *Michigan Administrative Rules for Special Education (MARSE)*.

The intended audience for this guidance includes, but is not limited to:

- Part C personnel (including special education personnel) considering a referral of an infant or toddler.
- Multidisciplinary evaluation team (MET) members.
- Individualized Family Service Plan (IFSP) team members, including a parent or guardian.
- Administrators.

This document serves to clarify the eligibility process to ensure:

- Appropriate determination of eligibility within this category.
- Consistent practice among school districts within and across counties.
- Compliance with Michigan special education law and administrative rules.
- Implementation of best practices.

Terminology

Federal regulations and state rules use the terms visual impairment and visual impairment including blindness. The document title and references to rules and regulations in this document use similar language. Elsewhere in the document, the term blind and visually impaired (BVI) will be used, which is the more widely used term in the field.

Acronyms

APH – American Printing House for the Blind

BVI – Blind/Visually Impaired or Blind/Visual Impairment

COMS – Certified Orientation and Mobility Specialist

CVI- Cerebral/Cortical Visual Impairment

ECC – Expanded Core Curriculum

FVA – Functional Vision Assessment

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Program

IFSP – Individualized Family Service Plan

ILS – Independent Living Skills

LMA – Learning Media Assessment

MARSE – Michigan Administrative Rules for Special Education

MET – Multidisciplinary Evaluation Team

MMSE – Michigan Mandatory Special Education

O&M – Orientation and Mobility

TVI – Teacher of students with visual impairment

Applicable Regulations

Individuals with Disabilities Education Act (IDEA)

34 CFR §303.21 Infant or toddler with a disability.

(a) Infant or toddler with a disability means an individual under three years of age who needs early intervention services because the individual—

- (1) Is experiencing a developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:
 - (i) Cognitive development.
 - (ii) Physical development, including vision and hearing.
 - (iii) Communication development.
 - (iv) Social or emotional development.
 - (v) Adaptive development; or
- (2) Has a diagnosed physical or mental condition that—
 - (i) Has a high probability of resulting in developmental delay, and
 - (ii) Includes conditions such as chromosomal abnormalities, genetic or congenital disorders, sensory impairments, inborn errors of metabolism, disorders reflecting disturbance of the development of the nervous system, congenital infections, severe attachment disorders, and disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.

34 CFR §303.321 Evaluation of the child and assessment of the child and family.

(a) *General.*

- (1) The lead agency must ensure that, subject to obtaining parental consent in accordance with 34 CFR §303.420(a)(2), each child under the age of three who is referred for evaluation or early intervention services under this part and suspected of having a disability, receives –

- (i) A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section; and
- (ii) If the child is determined eligible as an infant or toddler with a disability as defined in §303.21—
 - (A) A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
 - (B) A family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met.

[Michigan Administrative Rules for Special Education \(MARSE\)](#)

R 340.1701b Multidisciplinary evaluation team

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

R 340.1708 Visual impairment including blindness definition; determination.

- (1) “Visual impairment including blindness,” means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes partial sight, blindness, and a progressively deteriorating eye condition.
- (2) A determination of eligibility must be based on a full and individual evaluation by a multidisciplinary evaluation team, which must include all of the following:

- (a) An eye report by an ophthalmologist or optometrist or a medical evaluation by a physician as that term is defined in article 15 of the public health code, 1978 PA 368, MCL 333.16101 to 333.18838.
 - (b) A functional vision assessment by a teacher of students with visual impairment.
 - (c) A learning media assessment by a teacher of students with visual impairment.
- (3) A certified orientation and mobility specialist shall conduct an orientation and mobility evaluation that complies with subrule (4) of this rule for a student who satisfies at least 1 of the following:
- (a) A visual acuity of 20/200 or less after routine refractive correction.
 - (b) A peripheral field of vision restricted to 20 degrees or less.
 - (c) A visual acuity of 20/200 or more and a recommendation by a teacher of students with visual impairment, an ophthalmologist, or an optometrist after an evaluation.
- (4) The certified orientation and mobility specialist shall conduct the evaluation in familiar and unfamiliar settings and under a variety of lighting and terrain conditions and shall take into consideration the individual needs of the student.

R 340.1862 Individualized family service plan; timelines; eligibility

- (1) Eligibility for Michigan special education services for all children with a disability birth to age three 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 three, with a disability shall follow all timelines and requirements pursuant to 34 CFR part 303.
- (4) Special education services for children birth to three with disabilities shall be all of the following:
 - (a) Determined by the child's individual needs and specified in an individualized family service plan.
 - (b) Provided by an approved or endorsed early childhood special education teacher or approved related services staff.

- (c) Provided for not less than 72 clock hours over one year. The timeline begins upon receipt of signed parental consent to provide services.
 - (d) Provided in an appropriate early childhood setting, school setting, community setting, or family setting.
 - (e) Have a parent participation and education component.
- (5) Approved related services staff shall work under the educational direction of an approved or endorsed early childhood special education teacher.

Considerations

Educational Performance

IDEA regulation 34 CFR §300.304 (b)(ii) clarifies that progress in the general curriculum for a preschool child is participation in age-appropriate activities. For an infant or toddler birth to age three, “functional performance” is an appropriate substitution for “educational performance.” Since infants and toddlers are not in an educational school-based setting, consideration of how the child’s ability to function as part of the child’s daily routine, including respect of the family culture, is used. A child’s natural environment may be their home, childcare setting, or any other place where similar aged children without disabilities participate.

Incidental Learning

Incidental learning is the information that is gained through your senses without specific instruction. As a result of incidental learning, children naturally associate words with objects and actions in their environment. They observe and interact with objects, printed materials, and people without purposeful instruction. Through this they incidentally learn language and concepts about the world around them. However, children who are BVI, regardless of the severity of visual impairment, will experience barriers to incidental learning due to limited visual access. This will impact their ability to access printed materials and objects, and to view incidental daily activities that are near or at a distance.

During the evaluation process, incidental learning should be taken into consideration. Limited incidental learning may result in possible developmental delays that impact:

- Cognitive development (thinking, learning, and playing).
- Physical development (vision, hearing, gross and fine motor).
- Communication development (talking, listening, and understanding).

- Social or emotional development (feelings, getting along with others, coping).
- Adaptive development (self-help skills, and orientation and mobility (O&M)).

Incidental learning will likely also impact BVI specific areas addressed in the [Expanded Core Curriculum \(ECC\)](#). The ECC is a foundational, essential curriculum that provides a framework for instruction in a specialized set of vision-related skills for students who are BVI to promote successful adults.

The areas of the ECC include:

- Assistive Technology
- Career Education
- Compensatory Skills (which include braille and emergent literacy skills)
- Independent Living Skills (ILS)
- Orientation & Mobility (O&M)
- Self Determination
- Sensory Efficiency
- Social Interaction
- Recreation and Leisure

Understanding Visual Impairment

Understanding and obtaining information regarding the type and severity of a visual impairment will bring additional information and knowledge to the evaluation process. Each unique visual condition may require accommodations and adaptations for assessment and intervention. Broadly, visual impairment falls into two categories, ocular conditions and brain based neurological disorders.

An ocular visual impairment affects the structure of the eye itself. Terms that are associated with ocular visual impairment may include refractive error, strabismus, cataracts, or glaucoma. Some types of ocular visual impairments can be corrected with glasses or surgery, while others require additional intervention. Ocular visual impairments may result in but are not limited to:

- Reduced near and distance viewing (impacts ability to discern details in objects and printed materials).
- Inability to discern color (difficulty with sorting, matching, and naming based on color attributes).
- Lack of depth perception (impacts gross and fine motor movements).
- Reduced visual field (impacts understanding of parts to whole and gross motor movements).

Brain-based neurological disorders impact how the visual information is interpreted by the brain. Children can have a brain-based neurological disorder without damage to the structure of the eye itself. Terms that are often associated with brain-based neurological disorders, **including neurological visual impairment**, are cerebral visual impairment and/or cortical visual impairment (CVI). Medical conditions are often associated with brain based neurological disorders along with several visual and behavioral characteristics. Characteristics to consider while evaluating may include, but are not limited to:

- Reduced visual field (impacts understanding of parts to whole and gross motor movements and where materials should be presented).
- Sensory (impacts ability to view materials depending on the complexity of items and the environment in which they are in).
- Familiarity (impacts ability to view materials based on the child’s experience).
- Response Interval (impacts the time to look at materials based on their attributes).

Determining Eligibility for Visual Impairment Including Blindness

A determination of eligibility by the IFSP Team must be based on a full and individual evaluation by a MET. Eligibility for special education under visual impairment including blindness should be considered for any child with an impairment in vision and/or a delay in visual maturation. A child who is BVI can be at risk for experiencing limited access to visual and motor learning development opportunities.

The information-gathering process to determine eligibility includes the following:

- Evaluation
- Data collection
 - Review of existing evaluation data and information
 - Parent interview/input
 - Direct observations
 - Evaluation tools
- Data analysis
- Additional evaluation and assessment considerations
 - Considerations for culturally and linguistically diverse children
 - Evaluation of co-occurring disabilities
 - Unique needs of children who are Deafblind
 - Unique needs of children with complex needs

Evaluation

Evaluation is the procedure used by qualified personnel to determine a child’s initial and continuing eligibility (34 CFR §303.321). A multidisciplinary evaluation team, consisting of a minimum of two persons, is responsible for evaluating a child suspected of having a disability (R 340.1701b(b)). The multidisciplinary evaluation team’s determination of whether an infant or toddler meets eligibility requirements as a child with a visual impairment including blindness must include all the following members as defined in R 340.1708:

- a. An ophthalmologist, optometrist, or physician
- b. A teacher of students with visual impairment (TVI)
- c. A certified orientation and mobility specialist (COMS), when applicable

The optometrist, ophthalmologist, or physician is required to provide an eye report that contains information on the child’s eye condition. Eye reports may include acuity, visual field, and stability of vision. A TVI will administer an FVA and LMA to determine if there is an adverse educational impact on the child’s functional performance.

The data and information provided by a COMS is integral to the evaluation and subsequent eligibility recommendation for any student satisfying requirements of subrule (3) and will determine the child’s ability to navigate familiar and unfamiliar environments. Additional evaluators with training in identifying the needs of infants and toddlers, who are BVI, may include one or more of the following:

- § Early Interventionist
- § Related Service Provider

According to the [Michigan Part C State Plan](#), adjusting for prematurity is needed for every child born earlier than 37 weeks gestation. This adjustment continues until the child reaches the chronological age of 24 months. After the child is two years old (chronologically), adjustments for prematurity are discontinued.

For all children birth to age three, the evaluation must be multidisciplinary and include all the following domains:

- Cognitive development
- Physical development, including vision and hearing
- Communication development
- Social or emotional development
- Adaptive development

Data Collection

A comprehensive evaluation will include a thorough collection of data, including but not limited to:

- Review of existing evaluation data and information (including medical reports)
- Parent/caregiver interview and input
- Direct observations in natural environments
- Direct evaluation

Although Part C of the IDEA and the MARSE identify required evaluators (as specified above), it is important to understand the type of data these evaluators should be analyzing. For example:

- An eye report by an ophthalmologist or optometrist or a medical evaluation by a physician that includes diagnosis of eye condition. Additional information may include acuity and visual field and stability of vision.
- An FVA and LMA by a TVI would encompass how the child’s functional vision and learning media preference impact all areas of development considering present and future needs.
- An O&M evaluation, if applicable, would include information regarding the student’s performance in familiar and unfamiliar settings and under a variety of lighting and terrain conditions.

Review of Existing Evaluation Data and Information

It is important to conduct a comprehensive review of relevant information from evaluations, current assessments, and observations related to the impact of the visual impairment on development. For infants and toddlers, relevant information may include input from, but is not limited to, the following sources:

- COMS
- Childcare Provider
- Deafblind Service Providers
- Early Childhood Special Education Teacher
- Early Head Start Provider
- *Early On*® Provider
- Parent/Caregiver
- Medical/Therapy Providers
- Outpatient Family Therapist
- Teacher of Students with Visual Impairment

Parent/Caregiver Interview and Input

Parent/caregiver input, resources, and priorities are valuable and required components of a thorough evaluation. Information gathered can pertain to the child’s medical history and current level of functioning in each developmental area within daily routines. This information will allow the evaluator to understand the full scope of the child’s unique

strengths and needs across settings. It is essential to interview the parent/caregivers in their preferred setting.

Direct Observations

Observing infants and toddlers in various natural environments (home, childcare, playgroup, classroom) over multiple days provides insight into how they explore their surroundings through multi-sensory interactions. Observations should include how the child utilizes vision to access information and how the child's vision affects functional performance across settings in different lighting and terrain conditions.

Evaluation Tools

Selecting appropriate evaluation tools is imperative to the integrity of the evaluation process. The evaluation team should integrate known information regarding the unique eye condition and how the child visually processes and interprets information. The team should consider the impact the eye condition has on the child's lack of incidental learning, emergent literacy, O&M, and functional performance. The evaluation must include the use of tools that are culturally sensitive and follow evidence-based practice.

Evaluation Tools as defined in MARSE R 340.1708 include:

- Functional vision assessment
- Learning media assessment
- Orientation and mobility assessment

Additional Evaluation tools may include:

- Criterion-referenced scores
- Norm-referenced standard scores
- Developmental benchmarks/scales/checklists
- CVI Screeners and/or assessments

Data Analysis

The MET members will analyze all data gathered and present their findings to the IFSP Team. The IFSP Team will determine the child's eligibility for *Early On* and MMSE and whether the child's vision adversely affects their functional performance.

Additional Evaluation and Assessment Considerations

The impact of a child's functional vision on their ability to participate in age-appropriate activities must be considered, as standardized evaluations may not accurately reflect their abilities. A child's scores on standardized assessments must be reviewed with caution because children who are BVI may not have been included during development of test norms. Standardized evaluation tools can be difficult for children when:

- Administered by individuals unfamiliar to the child.
- Using objects, materials, and activities that are unfamiliar to the child.

A child's performance may be impacted by the:

- Complexity of the environment which may include variations in lighting, familiarity, and sensory input.
- Child's demeanor which may include their interests, motivation, cooperation, and fatigue.
- Child's ability to visually interpret and process the objects, materials, and activities.

Given these factors, MET members are encouraged to review the impact of a child's functional vision on their ability to participate in age-appropriate activities within their daily activities.

Other contributing factors may include:

- Family impact and their access to resources and supports.
- Information about the visual condition and accommodations unique to the type of eye condition.

Considerations for Culturally and Linguistically Diverse Children

According to Part C of IDEA, all evaluations and assessments of the child must be conducted in the native language of the child unless clearly not feasible to do so. Evaluation and assessment tools and procedures must be nondiscriminatory not only based on the child's disability but also based on the child's and family's race, culture, and home language. MET members are encouraged to take steps to educate themselves on

diverse cultures. Such education should encompass cultural aspects of people who identify as Deaf, Blind, or DeafBlind during the evaluation process.

Evaluation of Co-Occurring Disabilities

Infants and toddlers who are BVI may have additional physical, emotional, or learning needs not related to their visual functioning. Therefore, they may qualify under other special education eligibility categories depending on their primary need as identified by the IFSP. Children who are found eligible for MMSE under another disability category may also receive services and supports from appropriately qualified provider(s) with training in supporting students who are BVI. A child with an IFSP must be provided the services and supports to meet their identified needs.

Unique Needs of Children who are DeafBlind

The DeafBlind eligibility category is the combination of vision and hearing losses that necessitate a variety of unique supports to help ensure access for all interactions and instruction. When a child has or is suspected of having both a vision and a hearing loss, the MET should evaluate for potential eligibility under R 340.1717 deafblindness defined; determination. When evaluating a child for eligibility under deafblindness the MET is required to obtain input from people who have expertise in deafblindness as outlined in the required MET members of R 340.1717:

- (2) (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.

Unique Needs of Children with Complex Needs

The visual processing of children with complex needs should be considered for visual impairments resulting from brain-based injury or insult. “About 80 percent of children

with manifest damage to the visual brain have at least one other disability that may affect the use of vision” (Hatton, Schwietz, Boyer, & Rychwalski, 2007). The intersectionality of visual impairment with multiple and severe disabilities may add additional barriers to access and performance. When considering accommodations and adaptations for assessment and intervention, it is important to consider the complex needs of students who use augmentative and alternative communication (AAC), a wheelchair and/or have restricted mobility, auditory processing supports, behavioral supports, sensory integration supports, and medications that can impact performance.

Eligibility Recommendations

The MET recommends eligibility to the IFSP Team. The eligibility recommendation for an infant or toddler birth to age three who has been identified as BVI, should focus on functional performance, or how the vision impacts the child’s ability to function within daily routines. It should also consider the child’s incidental learning opportunities, as discussed in the considerations section.

Eligibility under visual impairment including blindness does not require a developmental delay, but rather that a medical report exists and the child’s ability to fully participate in age-appropriate activities is adversely impacted.

Service Provision

A child, birth to age three, found eligible for MMSE, under the category of visual impairment with blindness has access to special education services. This must include services from a TVI who has completed extensive coursework in the complexity of the visual system and practical experiences specific to various methodologies and strategies for children identified as BVI. In addition to a TVI, other specialized providers include a COMS or other early interventionists who have completed formal, specialized education and training specific to infants and toddlers who are BVI at the district, county, or state level. These specialized providers are highly recommended due to varying levels of visual impairment and how each child uses their vision to perform functional tasks.

Services are designed to meet the developmental needs of each child under *Early On* and the needs of the family related to enhancing the child’s development. The child’s IFSP Team must make a data-based decision to determine appropriate services to meet the outcomes identified by the team. The child’s eligibility does NOT dictate the program or

service. Each IFSP Team will carefully consider the most appropriate setting(s) most likely to achieve the outcomes desired. The team may determine that settings other than the natural environment are most appropriate, but only when the early intervention services cannot be achieved satisfactorily in a natural environment.

Termination of Eligibility

Eligibility for special education under the MARSE does not terminate when a child between the ages of birth to three ages out of Part C. At age three, special education services are provided through an IEP versus an IFSP process.

Special education **eligibility and/or services** are only terminated when:

- A reevaluation results in a determination through the IEP or IFSP Team (depending on the age of the child) that the child no longer meets eligibility criteria for any eligibility category.
- A parent declines the provision of special education programs and services (revocation of consent for Part B special education services).

Resources/Citations

- [Active Learning Space - Active Learning Space](#)
- [American Printing House](#)
- [Babies Count](#)
- Council for Exceptional Children (CEC) [Specialty Set: Special Education Paraeducator Intervener for Individuals With Deafblindness \(PDBI\)](#) (2022)
- [Division for Early Childhood \(DEC\) Recommended Practices](#)
- [Early On Michigan Established Condition List](#)
- [IDEA 2011 Part C Regulations and Guidelines](#)
- [Individuals with Disabilities Education Act \(IDEA\)](#)
- [Incidental Learning: What is it?](#)
- [Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations](#)
- [Michigan Department of Education-Low Incidence Outreach \(MDE-LIO\)](#)

- [MDE-LIO Library Management System](#)
- [Michigan Part C State Plan](#)
- [New Mexico School for the Blind and Visually Impaired](#)
- [Paths to Literacy](#)
- [Perkins School for the Blind](#)
- [Texas School for the Blind and Visually Impaired](#)
- [World Health Organization Blindness and Vision Impairment](#)

Definitions of Terms

Expanded Core Curriculum: The [Expanded Core Curriculum \(ECC\)](#) is a foundational, essential curriculum that prepares students who are blind or visually impaired for success as adults.

Functional Vision Assessment: The Functional Vision Assessment (FVA) evaluates the day-to-day functioning of how a child uses their remaining vision across a variety of familiar and unfamiliar environments. This evaluation is conducted to determine how the student’s vision impacts their functional performance. ([Paths to Literacy Functional Vision Assessments](#)) Since a child’s visual condition and abilities can change over time, the FVA must be repeated periodically. An FVA will investigate how your child uses their vision for near tasks, closer than 16 inches; intermediate tasks, 16 inches to 3 feet; and distance tasks, more than 3 feet away. (APH Connect Center)

Individuals with Disabilities Education Act: The *Individuals with Disabilities Education Act* (IDEA) is a Federal Civil Rights Law to protect the rights of children with disabilities who meet requirements for special education services and the rights of their parents.

The Core Principles of IDEA Part C are:

- Procedural Safeguards
- Parent Involvement
- Appropriate Evaluation and Assessment
- Natural Environments
- Individualized Family Service Plan (IFSP)

IDEA Part B: Defines the programs and services (special education) for children ages 3-21. (Michigan provides programs and services from birth to age 26.)

IDEA Part C: Defines the early childhood programs and services for eligible children birth to age three. Michigan’s program is called *Early On*®.

Learning Media Assessment: Learning Media Assessment (LMA) is a systematic way to collect information about a student’s sensory preferences to determine initial selection of literacy medium. “Literacy media” refers to the way in which students access the general education curriculum and includes braille, print, auditory strategies, objects, and pictures. The LMA involves a team process and the collation of medical, educational, family, and student-supplied data to make informed decisions. ([Paths to Literacy Learning Media Assessment](#))

Michigan Administrative Rules for Special Education: The *Michigan Administrative Rules for Special Education* (MARSE) outlines specific requirements regarding how special education is to be implemented in Michigan for children/students ages 0 to 26. The state and districts are obligated to follow all state and federal special education law beyond just the MARSE.

For more information about these terms, please refer to the:

- [IDEA Statute and Regulations](#)
- [Michigan Administrative Rules for Special Education \(MARSE\) With Related IDEA Federal Regulations](#)

Acknowledgements

We would like to thank the workgroup participants for sharing their input and expertise. The workgroup participants and their associated position and entity are representative of the timeframe the workgroup was in session. The individual may no longer be serving in the same role or a representative of the entity noted.

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The following individuals supported the overall implementation of the Guidance for the Determination of Eligibility for Michigan Mandatory Special Education for Infants and Toddlers, Birth to Age Three, Visual Impairment including Blindness document.

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MiLEAP Note

Governor Whitmer signed Executive Order No. 2023-6 establishing the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP). The department is charged with creating a path to prosperity for every Michigander and support the long-term economic health of our state with a coordinated strategy from preschool through postsecondary.

MiLEAP and the Michigan Department of Education (MDE) have partnered to develop this guidance document because of their shared responsibilities for children birth to age three and their families. MiLEAP is responsible for the implementation of Part C services to eligible children including children eligible for special education under the Michigan Administrative Rules for Special Education (MARSE). MDE is responsible for the implementation of and establishment of the MARSE rules. The purpose of this document is to provide guidance for the determination of eligibility for infants and toddlers, birth to age three, who are visually impaired including blindness as defined by R 340.1708 of the MARSE.