

ENROLLMENT Handbook

Auditing guidelines for counting pupils for funding purposes.

2014-2015 School Year



September 20th falls on Saturday,
therefore, the student count date will be
Monday, September 22, 2014.



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KANSAS STATE DEPARTMENT OF EDUCATION

Revised: July 24, 2014

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The 2014 Student Count Date will be Monday, September 22.

If the 20th is not a school day, such as a weekend or an in-service day, the count day moves to the first school day following the 20th.



Enrollment

A school district's General Fund Budget is determined by taking the total adjusted weighted enrollment of the district, times the base state aid per pupil (BSAPP). For FY15, the BSAPP is scheduled to be \$3,852. The purpose of audits performed by the Kansas State Department of Education (KSDE) is to verify the total adjusted weighted enrollment reported by each of the 286 Unified School Districts (USD). Enrollment counts are taken on September 20th. If the 20th is not a school day, such as a weekend or an in-service day, the count day moves to the first school day following the 20th.

Adjusted weighted enrollment, is calculated by taking the district's adjusted full time equivalency (FTE) enrollment and adding at-risk four year old pupils, vocational program weighting (CTE), bilingual program weighting (ESOL), at-risk program weighting, high density at-risk weighting, new facilities weighting, transportation weighting, virtual school weighting, special education weighting, low or high enrollment, and if applicable, ancillary school facilities weighting, cost of living weighting and/or declining enrollment weighting.

Districts report information on their students using the Kansas Individual Data on Students (KIDS) system and this data is collected at various dates throughout the school year. In order to be counted for enrollment funding by a district the students MUST be included in the KIDS ENRL data provided to KSDE. All principal's building reports (PBR) and Superintendent's Organization reports (SO66) will be populated from the data provided to the state on ENRL records though KIDS.



ADJUSTED FULL TIME EQUIVALENCY ENROLLMENT

THE HIGHER OF THE FOLLOWING:

1. The full time equivalent (FTE) number of pupils regularly enrolled on the count day of the current school year (do not include 4 year old at-risk and virtual), or
2. The FTE number of pupils regularly enrolled in the district on the count day of the previous school year (do not include 4 year old at-risk and virtual), or
3. The average number of FTE pupils regularly enrolled in the district for three years; the current year; the previous year; and the second previous year excluding 4 year old at-risk and virtual.



Virtual School students are not included in the computation of adjusted enrollment.

Once the highest number is determined, adjusted enrollment is that number plus current year 4 year old-at-risk FTE.

To be regularly enrolled, according to an Attorney General Opinion number 70-72-12 dated April 10, 1970, a student must be “both enrolled on paper and present in body”. KSDE thus uses the term, “**enrolled and attending**” as the criteria used in determining school enrollment. Due to normal absences that might occur for individual students, the following policy is used to determine the eligibility of students to be counted in the regular enrollment of a school district.

ENROLLED AND ATTENDING

In order to count a student for funding purposes, the student must be **ENROLLED & ATTENDING** on the Count Day of the current school year.

THREE EXCEPTIONS TO THE RULE:

1. If a student is absent on September 20 --

The student can still be counted if the student is enrolled on September 20, and attends at least once prior to September 20 AND once after September 20, but it must be on or before October 4.

2. No school on September 20 --

If school is not in session, for example, because of parent-teacher conferences on September 20 or the day falls on a weekend, students are counted on the **first school day following September 20**. When the 20th falls on a weekend, the 4th of October also falls on a weekend. If the count day is moved to the Monday following the 20th, the close of the attendance window moves to the Monday following October 4. If a district has scheduled the Monday following the 20th as a non-school day, their count day may move to the next school day, however the close of the attendance window will not move from the Monday following October 4.

3. Virtual Schools/Programs and Alternative Schools --

A two-day attendance rule and special documentation is required for students that are attending virtual or alternative schools/programs. Special guidelines must be followed in order to claim these students in your enrollment for funding. Alternative school attendance guidelines can be found on page 7. Virtual school/program students are not included in the regular enrollment of a district, however, a separate weighting for virtual students is available, see page 9 for attendance guidelines.

Auditors are supplied enrollment data submitted via ENRL records from KIDS into the Audit Application. Auditors are to review daily attendance records provided by the school and may include, but are not limited to:

- *Computerized Attendance Records*
- *Teacher Grade Books*
- *Special Education Service Logs*
- *Sign in/Sign out Sheets*
- *Virtual Activity Logs*

MINUTES ENROLLED

FTE Calculations are based on KIDS data element **D24 - Minutes Enrolled**. Schools are to report the number of minutes the student attends on a daily basis.

Students attending a virtual school or program, or attending an alternative school or program have special requirements which are covered in their own sections of this handbook.

Count as minutes enrolled:

- Time spent in class.
- Passing periods, not to exceed 10 minutes, between classes.
- Mid-morning and/or mid-afternoon recess, up to 15 minutes.

Do not count as minutes enrolled:

- Lunch period.
- Passing period from lunch to class (following lunch).
- Recess that is immediately preceding or following lunch.
- Breaks (or passing periods of more than 10 minutes).

THREE BASIC TYPES OF SCHOOL SCHEDULES:

1. Same schedule every day
2. Block Schedule (Blue Day / White Day)
3. Modified Block (Use the calendar week that includes the count day.)

SAME SCHEDULE EVERY DAY

	Start	End	Minutes counted	Minutes not counted
Period 1	8:00	8:52	52	
Passing	8:52	8:57	5	
Period 2	8:57	9:49	52	
Passing	9:49	9:54	5	
Period 3	9:54	10:45	51	
Passing	10:45	10:50	5	
Lunch	10:50	11:20		30
Passing	11:20	11:25		5
Period 4	11:25	12:16	51	
Passing	12:16	12:21	5	
Period 5	12:21	1:13	52	
Passing	1:13	1:18	5	
Period 6	1:18	2:10	52	
Passing	2:10	2:15	5	
Period 7	2:15	3:05	50	
Total minutes			390	

Use calendar week that includes the count day.

BLOCK SCHEDULE (8 Periods)

	Start	End	Minutes counted	Minutes not counted
Period 1 & 2	8:00	9:30	90	
Passing	9:30	9:35	5	
Period 3 & 4	9:35	11:05	90	
Passing	11:05	11:10	5	
Lunch	11:10	11:40		30
Passing	11:40	11:45		5
Period 5 & 6	11:45	1:15	90	
Passing	1:15	1:20	5	
Period 7 & 8	1:20	2:50	90	
Total minutes			375	
Blue day	Periods 1, 3, 5, 7			
White day	Periods 2, 4, 6, 8			

Use calendar week that includes the count day.

MODIFIED BLOCK (7 Periods with Seminar)

Period	Mon	Tue	Wed	Thur	Fri
1	50	50	90		50
Pass	5	5	5		5
2	50	50		90	50
Pass	5	5		5	5
3	50	50	90		50
Pass	5	5	5		5
4	50	50		90	50
Pass	5	5		5	5
Lunch					
Pass					
5	50	50	90		50
Pass	5	5	5		5
6	50	50		90	50
Pass	5	5		5	5
7	50	50	90	Sem 90	50
Min/day	380	380	375	375	380
Min/week					1890
Daily Avg.					378

PART-TIME STUDENTS

Count minutes in each class plus passing period, if passing from class to class. All calculations are rounded to whole minutes.



For students receiving educational services away from the main campus of the funding school (such as at a private school) no recess or passing period minutes are countable.

Sample calculations shown below, using the schedules provided on pages 3-4.

SAME SCHEDULE EVERY DAY

Example 1, student enrolled and attending periods 1,2 & 3

- Period 1 begins at 8:00, period 3 ends at 10:45
- All minutes count, $52 + 5 + 52 + 5 + 51 = 165$
- Or $8:00 - 10:45 = 2:45 = 165$ minutes.

Example 2, student attends only period 1 & 3.

- Period 1 = 52
- Period 3 = 51
- Passing periods not counted, not passing from period to period
- $52 + 51 = 103$

Example 3, student attending periods 1-5 only.

- $8:00$ to $1:13 = 5:13 = 313$
- Less lunch and passing period from lunch $30 + 5 = 35$
- $313 - 35 = 278$

BLOCK SCHEDULE - Report average minutes per day

Example, student attends periods 1-5

- Blue Day $8:00 - 1:15 = 315$ less 35 minutes lunch and passing = 280
- White Day $8:00 - 11:05 = 185$
- $280 + 185 = 465 / 2 = 232.5 = 233$

MODIFIED BLOCK - Report average minutes per period

Example, student attends periods 1, 2, & 3 only

- Average each period, $50 + 50 + 90 + 50 = 240 / 5 = 48$
- Average passing period, $5 + 5 + 5 + 5 = 20 / 5 = 4$
- 3 periods + 2 passing, $48 + 4 + 48 + 4 + 48 = 152$

FTE CALCULATION

FTE is calculated by taking each student's minutes enrolled and dividing by 360, rounded to one decimal place, with a maximum FTE of 1.0. Example: Minutes Enrolled = 278, $278 / 360 = .772 = .8$ FTE.

FTE CALCULATION EXCEPTIONS

Many exceptions exist where the FTE calculation above is not used.

- Pre-school three and four year olds with an IEP are automatically .5 FTE.
- Pre-school three and four year olds without an IEP are not counted.
- At-risk four year olds are automatically .5 FTE.
- Pre-school five year olds with an IEP are automatically 1.0 FTE.
- Pre-school five year olds without an IEP are not counted.

- Kindergarteners without an IEP are automatically .5 FTE
- Kindergarteners with an IEP are automatically 1.0 FTE
- Grades 1 – 12, with an IEP are automatically 1.0 FTE, except when also enrolled in a virtual school, See: “Special Ed Students Also Attending Virtual School” on page 11.
- Students identified as “concurrently enrolled” computation changes to minutes enrolled divided by 300, rounded to one decimal. See “Concurrent High School Enrollment” on page 13.

Students must have 18 minutes in order for the FTE calculation to generate .1 ($18 / 360 = .05 = .1$)
 Students with 17 minutes or less will not be counted. ($17 / 360 = .047 = 0.0$).

This does not apply to special education students, unless they are also enrolled in a virtual school.

PART-TIME KINDERGARTEN

In reality there is no such thing as a part-time Kindergarten student as state law makes them all funded at .5. However, a situation occurs where a Kindergarten student enrolled at a private school may receive non-special education services from the public school, such as Title I services, and thus is countable by the public school. In the past these students had been counted as “Non-graded” in the public school and in Kindergarten in the private school which caused some confusion with KIDS records submitted by each school. In order to correct this, any Kindergarten student reported in KIDS with an Accountability School that is a private school and with less than 150 minutes will have FTE calculated on minutes enrolled just as any other part-time student.

AGE REQUIREMENTS

3 year old Pre-School (KIDS grade 01)

- Must be three years old on or before the September count day for the district.
- Student with an IEP will be funded @ .5 FTE.
- Student without IEP is not funded.

4 year old Pre-School (KIDS grade 02)

- Must be four years old on or before August 31 of current school year.
- Student with IEP will be funded @ .5 FTE.
- Student without IEP is not funded.

5 year old Pre-School (KIDS grade 03)

- Must be five years old on or before August 31 of current school year.
- Student with IEP will be funded @ 1.0 FTE.
- Student without IEP is not funded.

4 year old At-Risk (KIDS grade 04)

- Must be four years old on or before August 31 of current school year.
- Must not be five years old on or before August 31 of current school year.
- Funded @ .5 FTE for number of students approved for program.
- Cannot have IEP, but must have one qualifying criteria, see page 15.

Kindergarten (KIDS grade 05)

- Must be five years old on or before August 31 of current school year.¹
- Student with IEP will be funded @ 1.0 FTE.²
- Student without IEP will be funded @ .5 FTE.⁴

1st Grade (KIDS grade 06)

- Must be six years old on or before August 31 of current school year.³
- Student with IEP will be funded @ 1.0 FTE.²
- Student without IEP is funded based on minutes enrolled.

Non-graded (Adults) (KIDS grade 18)

- Cohort class has graduated
- Does not include 5th year seniors
- Previously dropped out and enrolled in alternative school/program.

EXCEPTIONS TO AGE REQUIREMENTS

¹ A student who, while a resident of another state, had legally entered and attended Kindergarten in said other state, shall be eligible to attend Kindergarten in Kansas, regardless of age. K.S.A 72-1107(d).

² If student is attending a traditional school in one district and a virtual school/program in another district the traditional school counts minutes first, the virtual school is limited to remaining minutes.

³ A student who, while a resident of another state, had legally enrolled and attended in grade one or had legally enrolled and completed Kindergarten in that other state shall be eligible to attend grade one in Kansas, regardless of age. (K.S.A. 72-1107(b).)

⁴ Private school Kindergarten students who attend a public school for Title I or other incidental classes, such as “band” or “PE” are to be claimed as Kindergarten and FTE will be calculated based on minutes enrolled. Any kindergarten student claimed for less than 150 minutes will not generate .5 automatically.

ALTERNATIVE SCHOOLS and PROGRAMS

There are two types of “alternative” schools/programs, one has mandatory attendance, the other does not. In alternative schools/programs in which mandatory and/or consistent attendance is required, enrollment and attendance and the computation of minutes enrolled will be audited as in a traditional school.

Beginning with the 2014-15 school year, all other alternative schools will use the same method that virtual schools/programs use where students must meet the attendance rule by attending a minimum of two days.

- First day counted must be on or before September 19.
- Second day counted must be on or after September 20, but on or before October 4.

If the district’s count day in the traditional school has been moved off of September 20, all references to September 20 change to the same day used in the traditional schools of the district and references to September 19 change to the day preceding the count day used in the traditional schools.

Once the student has fulfilled the two day attendance rule above, to compute minutes enrolled, find the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but on or before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

For example, records for Student A show the following attendance:

- September 15 - 360 minutes
- September 20 - 120 minutes
- September 27 - 216 minutes

The greatest attendance day on or before September 19 is 360, the greatest attendance day on or after September 20 is 216. In KIDS, minutes enrolled would be reported as 288. ($360 + 216 = 576 / 2 = 288$)

This change in counting method begins with the 2014-15 school year at the request of service centers who operate both alternative and virtual schools/programs to correct differences in funding for students attending the same amount of time in each type of school.

There is no requirement by KSDE that a student must attend 360 minutes, part-time attendance is allowed.

Districts must provide to the auditor documentation for the two days the district wishes to count for each student's "Minutes Enrolled".

BREAKS AND LUNCH.

A break, not to exceed 10 minutes, will count as part of the school day. Limit one break per three hours of attendance or two per day. A lunch break should be provided for those students attending four hours or more. Lunch break time will not count as part of the school day. If no lunch break is recorded for a student attending five hours or more, 30 minutes will be deducted by auditors.

30 HOUR REQUIREMENT. A full time student must have access to 30 hours of school attendance per week. Schools with less than 30 hours available will use the total hours divided by 30 to compute minutes enrolled.

CHANGING BUILDING SCHEDULE. The count days should be a normal school day, no different than any other day of the year. Time attended outside the normal scheduled day will not be used to compute "minutes enrolled". For example, if the building is normally open 9AM to 7PM except for the few days around the count day, any time attended by students prior to 9AM or after 7PM will not be included in "minutes enrolled".

TIME ON THE COUNT DATES WILL BE DISALLOWED FOR:

- Enrollment process
- Field trips (Time for any activity off school property is considered a field trip)
- Career days (Military Recruiters, Job Fairs, etc.)
- Drawing for prizes , (all students will be disallowed)
- Lunch provided free of charge by the school, unless available every day
- Childcare and / or Classroom party, unless available every day (all students will be disallowed).

ADULT STUDENTS

For purposes of enrollment funding, "ADULT" is defined as those individuals whose cohort class has graduated high school not including fifth year seniors. Only those students without a high school diploma are eligible for funding. A high school diploma from a school in another state or country prohibits funding.

Required Documentation

1. District Enrollment form
 - A. Full Name
 - B. Address
 - C. Date of Birth
 - D. Cohort class graduation date
 - E. Do you have a high school diploma?
2. Transcript Analysis, used to determine what classes student needs to graduate.

3. Individual Graduation Plan, outlining the plan for the student to graduate, showing classes needed and the estimated enrollment date in said classes.
4. Enrollment in high school credit classes.

GRADUATION PLANS

The Transcript Analysis and Graduation Plan can be on the same document. If the student needs less than 25% of credits to graduate, the graduation plan must show estimated enrollment dates for all remaining classes. If the student needs more than 25% of credits to graduate, the graduation plan must show estimated enrollment dates for at least 25% of the total credits.

For example, if a student enrolls and the transcript analysis shows that the student has 5 credits and the school's graduation requirement is 24 credits, then the graduation plan must show the estimated enrollment dates for 6 credits.

Adult students must follow the same "Enrolled and Attending" rules that apply to the type of school they are attending.

VIRTUAL SCHOOLS & PROGRAMS

Only those virtual schools and programs approved by KSDE will be allowed to be counted.

Virtual students must attend at least two days in order to be included in the district's virtual enrollment count. Students must attend a single day on or before September 19 AND a single day on or after September 20, but on or before October 4.

Virtual

If the district's count day in the traditional school has been moved off of September 20, all references to September 20 change to the same day used in the traditional schools of the district and references to September 19 change to the day preceding the count day used in the traditional schools.

In order to fulfill the "attending" provisions within a virtual school the student may attend in three ways:

1. On-line
2. Off-line
3. On-site. (Physically attend at the school.)

On-line time should be a print out from the virtual school/program's computer system showing when the student was connected to the online curriculum.


Off-line time should be documented with an Academic Activity Log. This log should show the student's name, date of attendance, classes attended, and the amount of time the student was working off-line completing course requirements. The logs must be signed by the student, or if the student is less than 18 years old, the student's parent or guardian. Activity logs must be signed by the parent or student **on or before November 1**. Off-line time will be disallowed for any student whose activity log is signed after November 1.

On-site time should be documented with sign-in/sign out sheets showing when the student was in attendance. Applicable lunch breaks should be reported on this same sheet. A break, not to exceed 10 minutes, will count as part of the school day. Limit one break per three hours of attendance or two per day. A lunch break should be provided for those students attending four hours or more. Lunch break time will not count as part of the school day. If no lunch break is recorded for a student attending five hours or more, 30 minutes will be deducted by auditors. Lunch break deductions only apply to "On-site" time.

On-site attendance refers to in-person attendance at one or more buildings within the district sponsoring the virtual school/program. Time for any activity off school property is considered a field trip and will not

be counted. Onsite attendance at a building within another district requires written permission from the superintendent of that other district.

Districts must provide to the auditor documentation for the two days the district wishes to count for each student's "Minutes Enrolled". On a given day, a student's minutes may consist of multiple ways of attending.

 ***Enrollment forms for students, who are also enrolled in a private school, must have either the signature of the parent, OR the signatures of both the private school's principal and school counselor.***

CALCULATING MINUTES ENROLLED

Once the student has fulfilled the two day attendance rule above, to compute minutes enrolled, find the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but on or before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

There is no requirement by KSDE that a student must attend 360 minutes, part-time attendance is allowed.

IDENTIFYING VIRTUAL STUDENT IN KIDS

KIDS data element **D17 (Virtual Education Student)** is used to identify the student as a virtual student. Possible entries into D17 are:

Blank = Student is not a virtual student and has not been during the school year.

1 = Student is currently a Virtual Student.

2 = Student is not currently a Virtual student, but has been at some time during the current school year.

3 = Virtual AP Student – Student is currently a Virtual student who is taking at least one virtual Advanced Placement course. (See additional requirements for this entry.)



For any KIDS ENRL record where D17 is either 1 or 3, that student will be counted as a virtual student for funding purposes.

NON-RESIDENT VIRTUAL STUDENTS

Students who are not residents of the State of Kansas are not included in the enrollment count for virtual schools or programs.

VIRTUAL SCHOOL/PROGRAM vs. ON-LINE CLASS

An on-line class is a class offered by the school, where the student attends within the designated period in the school day and would not be considered a virtual school/program.

ATTENDING TRADITIONAL SCHOOL and VIRTUAL SCHOOL/PROGRAM

Within the same district

A student, who attends a district's virtual school or program and also attends at the traditional school, will be counted in the school they attend the most time. If the student's countable time is more than 50% virtual, then the student will be counted as virtual.

For those students who - as part of the traditional school schedule - take one or more virtual classes, the number of minutes the student can count for the virtual classes is limited to the number of minutes of the period that the class meets at the traditional school.

In two different districts

In the case of a student who is enrolled and attending a traditional school in one district, and is also enrolled and attending a virtual school or program in a second district:

Virtual

- the traditional school will compute minutes enrolled as they would for any other part-time student;
- the virtual school or program will compute minutes enrolled as they would for any other virtual student; however, they will be limited to the number of minutes remaining after the traditional school's minutes are subtracted from 360.

For example, a student attends the traditional school in district 888 for 216 minutes and attends the virtual school or program in district 999 for 216 minutes. District 888 can count the student for 216 minutes, district 999 will be limited to 144 minutes ($360 - 216 = 144$).

The above statement is true in all cases except when an agreement to some other split of minutes has been signed by both districts. Said agreements **must** be signed by the superintendents of both districts.

Special Handling of

SPECIAL ED STUDENTS ALSO ATTENDING VIRTUAL SCHOOL (K.S.A. 72-6407(A)(2))

Situation A: Student is enrolled in and receives 125 minutes of special education services from a school in district 888 and is enrolled and attending for 275 minutes at a virtual school or program in district 999.

In KIDS, district 999 is able to claim minutes enrolled of 275 and will receive .8 FTE. In district 888, even if the district correctly claims 125 minutes, the fact that they also claimed a primary disability for this student, KIDS will make the student 1.0 FTE. The auditor of district 888 is the only person able to change the FTE for the student at district 888 to the correct amount of .3 FTE. This is handled through the Audit Application program available only to the audit staff. The auditor of district 999 should also make an adjustment on the student reducing the minutes enrolled to 235 ($360 - 125$) and thus lowering the virtual enrollment to .7.

Districts have available in the KIDS Collection the “**Students in Multiple Schools**” report. This will identify those students for whom the districts should expect possible audit exceptions.



The Director of Fiscal Auditing will receive a report out of the KIDS system that would identify a student claimed by more than one building for more than 1.0 FTE in total. The Director may make changes after the initial audit report has been sent to the district from School Finance based on information received from a subsequent audit of another district.



Auditors are required to check “minutes enrolled” on all special education students who are also enrolled in another district’s virtual school. Districts must be prepared to provide special education service logs to document “minutes enrolled”.

STUDENTS ATTENDING TWO BUILDINGS WITHIN SAME DISTRICT.

Students who attend more than one building within the district are to be counted in the building the student attends the most. A district may choose to count the student in the building with lessor attendance, but may not count in both buildings.

STUDENTS ATTENDING TWO BUILDINGS IN DIFFERENT DISTRICTS.

If student is attending a traditional school in one district and a virtual school/program in another district, the traditional school counts minutes first and the virtual school/program is limited to remaining minutes.

For example, if student is counted for 200 minutes at the traditional school, the virtual school/program is limited to 160 minutes (360 – 200).

The above statement is true in all cases except when an agreement to some other split of minutes has been signed by both districts. Said agreements **must** be signed by the superintendents of both districts.

If student is attending two traditional schools or two virtual schools/programs, the districts need to have an agreement on the minutes (FTE) that each school will count.

HOMEBOUND INSTRUCTION

A student who is unable to physically attend school may still be counted if Homebound Instruction is provided. **A licensed teacher is required to provide services to the student.** The teacher must document date and subject(s) for which instruction is being provided. Sending homework to a homebound or hospitalized student does not fulfill the requirements to be counted for funding.

MINUTES ENROLLED is computed as if the student attended in person those classes documented by the homebound instructor.

IF THE STUDENT HAS AN IEP, the district need only show that the student has received special education homebound services.

MILITARY SECOND COUNT

If the enrollment of “Military Dependent” students on February 20, who were not counted by the district on September 20, is 25 FTE or an FTE equal to or greater than 1% of the September 20 adjusted enrollment, then those military dependent students enrolled and attending on Feb. 20 that were not included in the September 20 count will be added to the district’s enrollment. (K.S.A. 72-6448)

February 20 will be treated like September 20 for enrollment purposes, this includes enrollment and all weighted items assigned to these students. The attendance window will run from February 1 to March 4. If February 20 falls on a weekend, the count day moves to the next school day in a similar fashion as the September 20 count day.



The military second count funding does not apply to virtual school students, however all virtual students are submitted on the MILT collection, see Virtual Weighting on page 28.

The military second count provision is scheduled to expire at the end of the 2017-18 school year. KIDS data is collected on students with the MILT collection which closes on or about March 10th of each year.

Age requirements for Pre-school, Kindergarten and Grade 1 are the same as with the September count.

Students counted on February 20 are eligible for all weightings just as students counted on September 20.



Auditors should take caution in scheduling districts known to have qualified for the 2nd count and those districts within 30 miles of Fort Riley or Fort Leavenworth until after March 10.

CONCURRENT HIGH SCHOOL ENROLLMENT

Students attending both a high school and a post-secondary school need to use a daily average time that includes the time at both attendance centers.

CAUTION: Some college classes do not meet every day. Use the guidance shown under a modified block schedule to determine average daily minutes.

Colleges may not take or supply the high school with daily attendance records. A sample of a Class Attendance Log is available on the [Fiscal Auditing website](#) for schools to use to verify attendance at the college or technical school.

KIDS Data Element D25

Blank = None

- 1 = Technical College or Career & Technical Education (CTE) program @ Community College
- 2 = Community College (Non CTE program)
- 3 = State University
- 4 = Private College or Other Postsecondary
- 5 = High school program held outside of main high school campus.



If student qualifies for both #1 and #2, report as #1.

Additional requirements for concurrent high school enrollment:

1. Each student is of sophomore, junior or senior status (10th, 11th or 12th grade) as designated by the unified school district.
2. Each student has the permission of his/her high school principal to enroll. (Sample form available on website). The form is to be filled out for each student, signed by the high school principal, and kept on file in the student's postsecondary education institution file. This permission form must be provided to the Kansas State Board of Regents (KBOR) auditors during the college's annual fiscal audit.
3. The course is a *bone fide* college course, approved by the KBOR, taught with the same requirements and rigor as any other college course.
4. The college and unified school district have a cooperative agreement to allow such enrollment as required by the new law.
5. The college provides verification of attendance from the start of school to October 4.
6. Only students enrolled for college credit can be carried on the class roster.

KANSAS ACADEMY OF MATH & SCIENCE (KAMS)

The Kansas Academy of Math and Science (KAMS) is a residential program open to high school students who are academically talented in science and mathematics and is housed at Fort Hays State University. Students enrolled and attending KAMS will be counted by their home district, who is responsible to submit KIDS records for these students.

These students will not be included in the adjusted enrollment of the district, but will be added to total weighted FTE. These students are not eligible for any weightings and are not included in the calculation for the district's Local Option Budget (LOB).

To correctly submit a KAMS student on an ENRL submission:

- D2 – Accountability School, the building number of the high school where the student would normally have attended within the district.

- D15 – Funding School, must be the district office building number.
- D16 – Attendance School, must be 9100 (Fort Hays State University)
- D24 – Minutes Enrolled, should be 300.
- D25 – Concurrent Enrollment, must be 3 (State University)



JUDGE RIDDEL BOYS RANCH

Pupils in the custody of the Secretary of Department of Children and Families (DCF), enrolled in USD 259, and housed, maintained and receiving services at the Judge James V Riddel Boys Ranch shall be counted as one headcount with double FTE. In KIDS, these students must have an attendance building number of 2038 and the SO66 will automatically compute the double FTE.

At the time of publication of the Enrollment Handbook, the Judge Riddel Boys Ranch was scheduled to close on or about July 20, 2014. However, an effort to keep the facility open is underway.

JUVENILE DETENTION CENTERS

A pupil confined in and receiving educational services at a juvenile detention center (JDC) shall not be counted in the regular enrollment of a district.

JDCs are funded separately, receiving double funding, and have three count dates. For information on counting students at a JDC please refer to the **Juvenile Detention Center Audit Guide** available on the [Fiscal Auditing website](#).

Scenario A. Student is enrolled in district 888, and was absent from district 888 on September 20, however did attend on September 15 and September 30 fulfilling the attendance rule. On September 16, the student was arrested and placed at the JDC in district 999 and received educational services at the JDC on September 20.

Question: Can the student be included in the enrollment of district 888.

Answer: No. The student was enrolled and attending a JDC on September 20 in district 999. District 999 will claim the student in the count of their JDC on September 20.

PSYCHIATRIC RESIDENTIAL TREATMENT FACILITY

Districts that house a Psychiatric Residential Treatment Facility (PRTF) have the option to count the students under the JDC rules or as a regular student.

PRTFs are designated by DCF, and are assigned a bed limit. For those districts that choose the JDC option, they are limited to the number of students equal to the bed limit set by DCF. If the facility has students in excess of the bed limit, those students can be claimed as regular students.

For those districts choosing to not use JDC counting, the students will be counted as regular students, with the same enrollment rules and all weightings are available to the district.

NON-RESIDENT STUDENTS

Students who are not residents of Kansas can be counted in the regular enrollment of a district. However, are excluded from enrollment counts of a virtual school or program. (K.S.A. 72-3715(e))

FOREIGN EXCHANGE STUDENTS

Foreign exchange students can only be counted if they are enrolled for at least the equivalent of one semester or two quarters. *Documentation of 558 hours of instruction will be required at audit.*

WORK EXPERIENCE GUIDELINES

The Work Experience program is designed for regular education students that want to gain experience working in a job that is directly tied to a class in which the student is enrolled. The academic and occupational skills that the student will learn need to be at the same skill level as the course that the student is enrolled.

Examples of a quality Work Experience program include working for a:

- CPA firm while enrolled in an accounting class
- Law firm while enrolled in a government or law class
- Local newspaper while enrolled in an English class

For goals and sample program requirements, rules and regulations, and sample forms for work experience programs, please check documents available on the [Fiscal Auditing Website](#).

Attendance records are required for programs held away from the school building.



*The Director of School Finance, Craig Neuenswander, will make final determination on any **disputed class**. If a school is going to offer such a class, we recommend contacting the Director of School Finance prior to start of school. Contact information: (785) 296-3872 or craign@ksde.org*

4-YEAR-OLD AT-RISK

In order to claim students as 4-year-old at-risk (KIDS grade 04), the following must be in place:

- A. District has an approved 4-Year-Old At-Risk program
- B. Student must be four years old on or before August 31 of current school year
- C. Student must not be of Kindergarten age (five years old on or before August 31)
 - i. Student must not be a special education student.
- D. Student must meet one qualifying criteria listed below.

Qualifying Criteria

- 1. Poverty. Student must qualify for free lunch under the National School Lunch Program.
- 2. Single Parent Family. Custodial parent is unmarried on the first day of school.
- 3. DCF referral. Reason for referral must document the need for the child to attend pre-school and signed by the DCF agent.
- 4. Teen Parent. At least one parent was a teen when child was born.
- 5. Parent Diploma. At least one parent is lacking a high school diploma or GED at time of enrollment.
- 6. Child qualifying for migrant status. Copy of Certificate of Eligibility must be on file.
- 7. Limited English Proficiency. Student must qualify for ESOL/Bilingual weighting and ESOL services must be provided.
- 8. Developmentally or academically delayed based on validated assessments. Lower than expected developmental progress in at least one of the following areas:
 - a. Cognitive Development
 - b. Physical Development

- c. Communication/literacy
- d. Social-emotional/behavior
- e. Adaptive behavior/self help skills

Item #8. Based on appropriate and valid assessment results, the developmental progress of the child has been determined by a trained professional to be lower than typically expected for his/her chronological age, yet above what would be considered eligible for special education services (based on the procedural manual and guidance materials of specific assessment instruments). Scores that fall at or below the 40th percentile indicate 'at-risk'.

A district may not claim more students than have been approved by KSDE. This number is available to auditors in the **Quick Reference Book** and is automatically populated in the Audit Application.

If a district claims more students than they have been approved for, auditors will remove those students who have no other weightings or pick a student who will have the least effect on total weighted enrollment.

FTE is .5 for all 4-year-old at-risk students.

Audit Requirements

Auditors must verify the following items in regard to four year old at-risk students.

1. *The district must have an approved four year old at-risk program.*
2. *District did not exceed the approved number of pupils.*
3. *Students met the enrolled and attending provisions.*
4. *Children were four years old*
5. *Verify documentation for each child's eligibility in the program.*

Section below is for KSDE Auditors - Audit Requirements for Enrollment

All schools within a district must be audited except for the six largest districts below:

- | | |
|-------------------------|-----------------------------|
| ▪ USD 229 – Blue Valley | ▪ USD 500 – Kansas City |
| ▪ USD 233 – Olathe | ▪ USD 501 – Topeka |
| ▪ USD 259 – Wichita | ▪ USD 512 – Shawnee Mission |

In the districts listed above enrollment shall be audited in all high schools, all special schools, a minimum of 50% of middle schools or junior high schools, and a minimum of 33% of elementary schools. **E AUDI**

Fiscal Auditing will determine which schools will be audited each fiscal year. If it is determined during the audit that schools not originally selected require auditing, these schools should be ADDED to the list of audited schools.

The following items MUST be verified during the audit of each school district:

- *Enrollment Headcount and FTE*
- *All students meet the “enrolled and attending” provision.*
- *All students are counted in the correct grade category.*
- *All part-time student's FTE(minutes enrolled) are reported and calculated correctly.*
- *All Kindergarten, Pre-School Special Education and 1st graders meet age requirements.*
- *Check duplicate list and make appropriate audit exceptions.*
- *Check virtual school students and verify all are Kansas residents.*
- *Verify that virtual school students have been identified correctly.*

At-Risk weighting is calculated by taking the district's total number of enrolled students claimed as FREE in KIDS Data element D31 – Eligibility for National School Lunch Program (NSLP) and multiplied by the at-risk weighting factor, currently .456, and rounded to one decimal place.

A student can be included in the list of “At-Risk” students by any of the following methods:

- Have on file an income eligibility form or state at-risk form, showing income. A school official, having reviewed the form, should sign it and mark which category the student belongs. The student may qualify for Free, Reduced or Paid meals. Only Free meal eligibility qualifies for At-Risk funding. (The income guidelines are included in the Auditor's Quick Reference Book and are made available to the district's Food Service director.)
- The student is included on the “Direct Certification” list.
- Prior year carryover of income eligibility forms and direct certifications. The carryover is good for 30 operating days (when meals are served) or when a new application is submitted. Carryover applies to any method of identifying students.
- School participates in the NSLP as a Provision II school or as a Community Eligible School. All students receive a free meal, however for at-risk purposes, the district must still document which students qualify for free status.
- Be included on the district's official migrant count.
- Be included on the district's official homeless list.

The following students are excluded from the at-risk count for a district:

- Students enrolled in grades 1 through 12 who attend less than full time. (New FY15)
- Students who on September 20 are 20 years old or older. (New FY15)
- Students counted as “Virtual”.

D31 – Eligibility for National School Lunch, allowable entries are:

- Blank or zero** = Paid, or not eligible
- 1** = Eligible for reduced price lunch
- 2** = Eligible for free lunch



Community Eligible Schools.

The Community Eligible Schools (CES) provision of the NSLP provide for all students in a school to receive free lunches if the school meets qualifying conditions. If a school decides to use the CES provision, the at-risk count will still be determined based on those students who qualify as “free” by way of direct certification or must have an at-risk application.

CHANGES DUE TO VERIFICATION.

School Lunch programs are required to verify 3% of income eligibility forms. Schools/programs that do not offer lunch service and use the state at-risk application to identify at-risk students must verify 3% of this population as well. This verification process must be completed by November 15 and changes reported to Child Nutrition and Wellness by December 15. Auditors will be asking the districts for the list of student's whose income forms were verified. If, during the verification process, a student(s) eligibility changed, said change is retro-active to the September 20 count.

Families that have been denied benefits due to verification can re-apply, if done so on or before January 14th, the student's new status is to be reported. For districts that were audited prior to the verification process being complete, processing of the audit will be held until the Director of Fiscal Auditing has requested this information from the district and make appropriate audit adjustments.

Failure to verify:

- A district that fails to verify 3% of lunch applications will have a 3% reduction of the at-risk count at that district.
- An alternative program that fails to verify 3% of the state at-risk applications will have a 3% reduction of the at-risk count at the school/program.

Audit Requirements

- *Review the required number of at-risk documentation as shown in the **Auditor's Quick Reference Book**.*
- *Check verification and make appropriate adjustments. Report total changes on the Overall Audit Summary Tab.*

HIGH DENSITY AT-RISK WEIGHTING

This weighting factor is based on the district's free lunch percentage, a calculation of the number of students claimed as free divided by adjusted enrollment. The factor is determined by the free lunch percentage for the current year.

The allowable weighting factors are:

- If the free lunch percentage is 50% or more, the factor is .105.
- If the free lunch percentage is 35% or more but less than 50% the factor is calculated by taking the free lunch percentage minus 35% times .7
- If the free lunch percentage is 35.1% or more AND the student density is 212.1 or more the factor is .105.
- If the district does not qualify (<35%), the factor is zero.

Student density is calculated taking current year adjusted enrollment divided by the square miles of the district. The allowable factor is then multiplied by the number of at-risk students identified in the at-risk weighting, rounded to one decimal place. This weighting is automatically calculated on the SO66 and in the Audit Application.

Scenario: A district has 265 free lunch students and an adjusted enrollment of 658.2, giving a free lunch percentage for the current year of 40.3%. $.403 - .35 = .053 \times .7 = .0371 \times 265 = 9.8315 = 9.8 \text{ FTE}$.

Audit Requirements

None - Auditor must be aware that changes made to the district's at-risk weighting count will have an effect on high density weighting as the at-risk count is part of the High Density At-risk calculation.

NEW FACILITIES WEIGHTING

The New Facilities weighting is calculated by taking the student FTE in new facilities times 25% (.25) rounded to 1 decimal place. The auditor is concerned only with the total student FTE. This is not a KIDS item, and is reported directly on the SO66.

Eligibility for new facilities weighting is dependent on the school district having 1) a 25% LOB and 2) new facility must have been paid for from bonds authorized prior to 7/1/2014. Note: item #2 is new with the passage of legislation in 2014, districts should be aware some facilities that qualified in FY14 do not qualify in FY15.

To determine the amount of the LOB, the auditor can take the General Fund Budget multiply the total by 25% (.25) and check this number against the Supplemental General Fund Budget to determine if the district has budgeted the entire requirement. The weighting is assigned only in the year in which operation of a new school facility is commenced and in the next succeeding year.

The intent of the law was to allow two years, so if a school is opened after September 20th the school will still receive two years funding. For example if a school is opened on February 1, 2010 (FY10), new facilities weighting would be available on September 20, 2010 (FY11) and September 20, 2011 (FY12).

As a general rule, a remodeled facility does not meet the definition of “new” facility, however under certain circumstances a remodel has been allowed for funding. Districts should contact Craig Neuenswander, Director of School Finance, craign@ksde.org or (785) 296-3872 and discuss this issue prior to claiming any remodeled facility.

There are two methods of computing new facilities weighting depending on the following:

- totally new school, or
- addition to an existing school

New School Building

Method 1 – New School Building

For a totally new school determine the enrollment FTE for the entire school. Remember that Kindergarten and Special Education Preschool students count as .5, and be watchful of part-time students and for students who may attend outside the building.

Examples follow:

The number in the table to the right that should be reported on the SO66 is **233.0**.

Grade	Enrollment	FTE
Kindergarten	55	27.5
Kindergarten Special Ed.	6	6.0
1	48	48.0
2	52	52.0
3	47	47.0
4	50	50.0
Preschool 3 & 4 year olds	5	2.5
Totals	263	233.0
Total FTE times .25		58.3

New Addition to Existing Building

For schools with new additions, the calculation is based on the average number of students who are attending in the new facility. Below are three examples of how to determine and compute FTE:

Table 1 computes the student FTE for one room of a new addition.

The calculation would be repeated for each new room. The sum of enrollment divided by the number of periods equals the reportable enrollment FTE for new facilities.

Table 1 (same every day)

Period	Enrollment
1	12
2	25
3	24
4	0
5	18
6	16
7	21
Total / 7 periods	116
Average in Room	16.6

New Addition to Existing Building

Table 2 (same every other day)

Table 2 computes new facilities FTE for each room of the new addition -- if the school operates on a block schedule where every other day is the same.

Period	Blue Day	White Day
1	20	14
2	15	18
3	12	22
4	0	15
Total	47	69
Room Total for 2 days		116
Room Total / 8 periods		14.5

In **Table 3**, the room has a different schedule every day, therefore, the school will list enrollments for the classroom for the entire week of September 20.

Table 3 (different schedule every day)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	21	15	21	15	18
2	16	18	16	17	12
3	18	6	0	9	18
4	18	12	12	0	0
5	21	0	0	12	15
6	17	16	15	21	15
7	26	15	24	23	22
8	15	21	17	0	0
9	6	12	14	18	22
10	8	12	22	21	16
Daily Totals	166	127	141	136	138
Weekly Total	708				
Daily Average	141.6	(708/5)			
Average Enrollment	14.2	(141.6/10)			

Note that any room that has Kindergarten, 4-Year old At-Risk or Special Education three & four year old students, the number of students should be multiplied by .5. For example, in Table 3 above if period 1 on Monday was made up of 21 Kindergarten students, then the number of students for that period would be 10.5 (21 X .5).

Computing average number of students in a room may be easy for a middle school or high school, but becomes very difficult for an elementary school. Care must be taken to account for students pulled out of the new room during the day. In the case of elementary schools, it is very possible that periods will need to be in as small as 5 minute increments.



Virtual students and those students counted in the building enrollment who attend outside the building are NOT eligible for new facilities weighting.

Audit Requirements

- Auditors must verify that the district has the required 25% LOB.
- Re-compute the district's calculation for each new room or building.

BILINGUAL/ESOL WEIGHTING

There are two parts to this weighting:

1. Student must qualify for services
2. Teacher must be qualified



Part I: STUDENT QUALIFICATIONS

There is a three-step process to identify a student eligible for English Speakers of Other Languages (ESOL) services.

Step 1:

A language other than English must be indicated on the Home Language Survey. The survey must have included the following four questions:

1. What language did your child first learn to speak/use?
2. What language does your child most often speak/use at home?
3. What language do you most often speak/use with your child?
4. What language do the adults regularly present or living in the home most often speak/use while in presence of the child?

Step 2:

If the Home Language Survey indicates a history of a language other than English is used in the home, the student must be assessed for his/her English proficiency using one of the following assessments (for grades Pre-K through 12)

- The Language Assessment Scales (LAS)/LAS LINKS and Pre-LAS
- The IDEA Proficiency Test (IPT) and Pre IPT
- The Language Proficiency Test Series (LPTS)
- The Kansas English Language Proficiency Assessment –The KELPA –P (for placement)
- The Kansas English Language Proficiency Assessment (KELPA) – state mandated assessment to measure annual growth
- ADULT Learners can use either the QIA (Quick Informal Assessment), IPT-Adult, or CASAS (Comprehensive Adult Student Assessment Systems) and TABE (Tests of Adult Basic Education).

Step 3:

If one of the state-approved assessments determines the student to be limited in any domain (listening, speaking, reading, writing, or a composite of the four) of English proficiency then that student is eligible to receive ESOL services from a qualified teacher.

The Home Language Survey is only required the first year a student is new to the district.

If the Building Leadership Team (BLT) or Student Intervention Team (SIT) recommends testing, the student may be assessed for his/her English proficiency using one of the approved assessments. IF the student qualifies for services, it is recommended that the school personnel communicate with the family

and suggest they fill out a new Home Language Survey confirming that student has a history of a language other than English.

Once a student has been identified into the program using the three step process above, the student remains in the program until exited – see below.

There are three ways for a student to exit the ESOL program:

1. The KELPA determines that a student scores “fluent” in all language domains (listening, speaking, reading and writing) and “fluent” on the composite for two consecutive years.
2. BLT or SIT recommends that the student be exited from ESOL services after one year, due to reasons that are NOT a result limited English proficiency, but that are noted on a student’s IEP.
3. Parents withdraw their child from an ESOL program.

BILINGUAL/ESOL WEIGHTING

Part II: TEACHER QUALIFICATIONS



A qualified teacher must have one of the following:

- Holds a **Kansas ESOL endorsement on count day;**
- Have a **Kansas ESOL waiver on count day;**
- Have a **Kansas ESOL provisional license on count day;**
- Have a **Kansas restricted license on count day, having also passed the ESOL Praxis;**
- Have a **ESOL Endorsement Plan of Study** on file at the district office prior to the count day, with courses having begun prior to count day; or
- Have passed the **ESOL PRAXIS** and have applied to KSDE Teacher Licensure and Accreditation team (TLA) for endorsement before the official count day.

Teachers assigned to teach the subject ESOL must hold an ESOL endorsement, or hold a waiver or provisional ESOL license or have passed the ESOL PRAXIS and applied to TLA for endorsement.

ESOL Endorsement Plan of Study

A signed agreement with the district showing that the teacher will complete all ESOL endorsement coursework and obtain the Kansas ESOL endorsement within five years. The five year time line begins the first day of the first class on the plan of study. Starting with plans of study initiated after September 20, 2013, the endorsement must be obtained within three years.

Teachers must make ANNUAL progress toward completion. Teachers must complete at least one course each 12 month period and must receive a passing score of 138 or higher on the PRAXIS, and apply for/receive the ESOL endorsement from TLA within five years from the date they first began the endorsement program.

For the 2014-15 school year, annual progress will be fulfilled if the teacher has taken a class in any of the following college semesters:

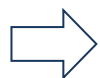
- Spring 2014
- Summer 2014
- Fall 2014
- Spring 2015

The plan of study will follow the teacher. If a teacher begins the plan in one district and then obtains a job in a different district, the plan is still good as long as the five/three year limit has not been reached.

If the endorsement is not yet in the teacher/district possession on the count day, a record that the teacher has applied for the KSDE ESOL endorsement prior to the count day must be on file in the district office.

PARAPROFESSIONAL TIME

A paraprofessional who is providing services to an ELL must be under the direct supervision of an ESOL qualified teacher as described above.



The supervising teacher must not supervise more than *five* paraprofessionals per year.

Paraprofessionals must not be:

- Solely responsible for ESOL instructional or related service;
- Responsible for selecting, programming, or prescribing educational activities or materials for ELLs without the supervision and guidance of the supervising teacher;
- Solely responsible for preparing lesson plans or initiating original concept instruction; or
- Used as substitute ESOL teachers, unless they hold the appropriate Kansas licensure.

The supervising teacher meeting the criteria and the paraprofessional must work in close and frequent proximity. In cases where the paraprofessional is not assigned to the same classroom as the teacher, the supervising teacher and paraprofessional must be in close proximity to one another and frequent and productive meetings between the two individuals must occur. “Close proximity” is defined as being in an adjoining or adjacent building or structure. “Frequent and productive” means that the paraprofessional and the teacher are meeting at least once per week to review: lesson plans, instructional strategies, evaluation techniques, and weekly student progress/challenges. Documentation that such meetings are occurring, including brief details about the instruction provided and student progress/challenges must be kept on file and state auditors may verify that such frequent and productive meetings are occurring.

ESOL MINUTES REPORTED IN KIDS

The number of minutes reported in KIDS for ESOL will be based on the amount of service provided to the student. If the student is attending a regular class, report the total minutes the student is in class or classes, not including passing periods. If the school operates on a block schedule or modified block schedule the minutes reported would be the average number of minutes per day of ESOL service.

If the student receives pull out services or a different amount of service each day, total the minutes for the five school days for the week that includes the count day and divide by five.

If a teacher and para are working with the same student during the same period of time, the para time is not allowed.

Students in grades 1-12 are limited to 360 minutes, students in pre-school or kindergarten are limited to 180 minutes.

COMPUTATION OF FTE

All minutes reported in KIDS are added together, divided by 60 to get contact hours, contact hours is divided by 6 and multiplied by the weighting factor (.395) and rounded to one decimal place.

Audit Requirements

Auditors must verify the following:

- Teachers have an ESOL endorsement, or if on a "Plan of Study" have made annual progress and have not exceeded the five year limitation.
- Verify that students qualify for the program; this includes checking for home language surveys and test results.
- No one student has exceeded 360 minutes of ESOL service (180 for Kindergarten, Special Ed Pre-school or 4-year-old at-risk).
- Check KELPA scores for two years to determine if student should be exited from program.

CAREER & TECHNICAL EDUCATION HOURS

Classes eligible for extra funding must be approved by the Career and Technical Education (CTE) team under the Pathways process. Within Pathways, the course code for each class offered at the high school must match the Pathways approved course code.



Be prepared to supply the auditor a September 20 roster for each class approved for additional funding. The roster must have the exact course code as approved on the Pathways list.

Classes taken at a Technical College or Community College are no longer eligible for .5 funding. Those classes are now funded directly to the college by the Kansas Board of Regents.

Calculating Career and Technical Education Minutes.

Minutes are reported in KIDS for each student who is enrolled and attending an approved class. All calculations for minutes are rounded to whole minutes, e.g. 42.2 = 42, 42.5 = 43, 42.8 = 43. The method of determining minutes is dependent on the type of schedule the high school is operating under. All examples below use the sample schedules found on pages 3 and 4 of this handbook.

Method 1 – Same schedule every day

Use the number of minutes the class is in session for one day.

Example 1:

Student A attends only one approved class during period 1.

Minutes reported in KIDS = 52.

Example 2:

Student B attends two approved classes that meet during periods 2 & 3.

Minutes reported in KIDS = 103 (52+51).

Method 2 – Block Schedule, every other day

Use the average number of minutes per day.

Example 3:

Student C attends only one approved class during period 1.

Minutes reported in KIDS = 45 (90 / 2).

Example 4:

Student D attends two approved classes that meet during periods 2 & 3.

Minutes reported in KIDS = 90 (90 + 90 = 180 / 2)

Method 3 – Modified Block Schedule

Use the average number of minutes per day.

Example 5:

Student E attends only one approved class during period 1.

Minutes reported in KIDS = 48 ($50 + 50 + 90 + 50 = 240 / 5 = 48$).

Example 6:

Student F attends two approved classes that meet during periods 2 & 3.

Minutes reported in KIDS = 96 (The average minutes for period 2 = 48, the average minutes for period 3 = 48, thus $48 + 48 = 96$).

SCHOOLS THAT OPERATE ON A FOUR DAY WEEK

Four day schools usually have a longer school day than traditional five day per week schools. Calculation of CTE minutes for all such schools is total minutes per week divided by five.

Verifying the number of minutes claimed in KIDS.

A simple method to verify the total minutes shown on the PBR is to create a simple spreadsheet listing each approved class, the period that class meets, the number of minutes in that period, and the number of students enrolled in that class with a total for each class.

Using the **Same Schedule Every Day** sample from page 3, such a spread sheet might look like the following:

Class	Period	Minutes	Enrollment	Total
Accounting I	1	52	10	520
Accounting I	2	52	10	520
Animal Science	2	52	15	780
Plant Science	3	51	15	765
Total				2,585

In this example, if the number of minutes claimed on the PBR is not 2,585, there must be a problem. Look for students on the roster of the classes listed on the verification spreadsheet and be sure each student has been counted for the correct number of minutes.

Double up and Nested Classes

Districts need to check the CTE policy on Double-up classes (two classes taught during the same period) and Nested Classes (three or more classes taught during the same period) that can be found in “**Appendix B**” on the CTE portion of the KSDE website: <http://www.ksde.org/Default.aspx?tabid=249>

SEMINAR PERIOD

Seminar is a block of time allotted within the school day where students have the opportunity to go to any teacher outside the regular class period and get help. **Since CTE teachers are part of the seminar, some seminar time can be added to CTE Contact Minutes.** Seminar time is computed separately from class time and reported on the PBR.

To compute “Seminar Minutes” you must first know the average number of minutes per day of the seminar period. This average number of minutes is then divided by the number of classes in a full time student’s schedule and rounded to a whole minute.

Using the **Same Schedule Every Day** sample on page 3 and if the seminar is during period 6, then 52 is divided by 6 to get 8.666 which is rounded to 9. Next multiply the allowed seminar time (9 min.) by the number of students enrolled in approved classes. This is made simple if you use the same spreadsheet shown above to verify the total minutes.

Total the column with the enrollment in each class (in this case 50) and multiply by allowed seminar time. $50 \times 9 = 450$. On the PBR enter 450 in the seminar minutes section.

Exceptions for counting seminar minutes

Time for Professional Learning Experience (PLE), or In House Training (IHT), are not included in the seminar calculation.

Students who have a class scheduled during the seminar period, or who are not scheduled in the building during seminar period, will not be included in the seminar count.

If the teacher for any approved class has some other class scheduled during the seminar period, or is scheduled out of the building during the seminar period, all of that teacher’s technical education class’ enrollment will be excluded from the count.

Using the example from the previous page, if the teacher for the Accounting I classes held in period 1 and 2 is scheduled to teach a class in the Middle School during the period 6 seminar period, the 20 students in those classes are excluded from the seminar count.

Computing FTE

All minutes claimed on individual students plus the seminar minutes reported on the PBR are added together and divided by 60 to get contact hours, contact hours are then divided by 6 and multiplied by the weighting factor (.5) and rounded to one decimal place.

Audit Requirements

- *Using the bell schedule for each high school, determine the length of time for each period, if school is on a block schedule, determine average time for each period.*
- *Complete the vocational worksheet in the Audit write-up for each high school.*
- *Verify that each class has been approved via the Pathway systems.*
- *Be sure to account for any student for which an individual audit exception has been made.*
- *Verify that all students listed on each class roster supplied by the school are enrolled in the district.*
- *Input into the Audit Application any computed change in contact minutes for each school in both class minutes and seminar time.*

TRANSPORTATION WEIGHTING

Any student for whom transportation is provided at district expense regardless of distance should be counted by the district. The district is to report two items in KIDS: Transportation Miles and Transportation FTE.

Transportation Miles

Distance traveled from home to school using the most direct travelable route.

Distance is measured from front door of house to front door of school. Do not round mileages, e.g. 2.46 should be reported as 2.4.

Note: Document any road closures that are in place on the count day.



Transportation FTE

1. A student riding a regular route bus round trip from home to school to home should be reported as 1.0 FTE
2. A student who only rides one way on a regular route bus would be reported as .5 FTE
3. A student riding a special education funded bus is reported as 0 (zero) FTE.
4. Private school students who are also counted in the public school enrollment can be counted for transportation, but are limited to their enrollment FTE. For example, a Title I student from a parochial school that receives 30 minutes of Title I service per day would be included in the enrollment count for .1 ($30 / 360 = .08 = .1$), therefore if transportation is provided to this student their transportation FTE would be .1.

Additional required information

For any student with a reported Transportation Miles of 2.5 or greater, the following items are also required:

1. Student Address (where student lives, not where picked up)
Example: 1234 North Main
2. Student Address City
3. Student Address Zip Code

Do **NOT** report a Post Office Box number as the address; provide the physical address of the home.

If a student attends more than one school during the day, report the mileage to the school that the student attends the greatest part of the day.

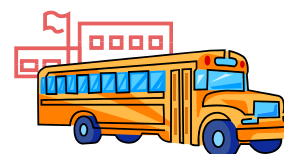
If a student lives in two places, such as with divorced parents with joint custody, report the address and mileage of the home with the greatest mileage.

USD 207

During the 2011 Legislative Session, a law was passed to allow USD 207 – Fort Leavenworth to transport students in grades 10, 11 & 12 to Leavenworth High School in USD 453 – Leavenworth, and to receive funding for those students. The students will be enrolled and attending Leavenworth High School and the enrollment and all other weightings will go to USD 453. USD 453 will report the students as being transported with a resident district of D0207, the SO66 program will move the transportation count to USD 207.

Non-Resident Transportation

As a general rule, districts are not allowed to cross into another district to pick up students without the permission of the resident district.



A special rule exists to allow a school district to cross into another district and pick up a student who wishes to attend in their district. It must be more than 2.5 miles from the student's home to the school within the resident district to qualify. Prior to providing transportation to an out of district student, an **Application for Out-of-District School Attendance and Transportation** is required to be signed by the parent/guardian every school year. The form can be downloaded from the School Finance website: <http://www.ksde.org/Default.aspx?tabid=3599>.

Note: The special rule does not apply to any district with territory in the following counties: Johnson, Sedgwick, Shawnee or Wyandotte.

Districts receive no funding for transporting out-of-district students.

Audit Requirements (Transportation FTE)

- *Verify that students are not riding a bus paid for from another fund (Special Ed.).*
- *Homebound students are not included as riding a bus.*
- *Part-time private school children are reported for FTE equal to their enrollment FTE.*

Using maps available at the district office or the Streets and Trips program available on auditor's computers, determine those addresses to be measured and then drive those that are suspect of being less than 2.5 miles for verification. Prior year measurements should be available in the audit "desk file" on the project drive.

VIRTUAL WEIGHTING

Virtual

Virtual Weighting is made up of two parts:

1. Enrollment
2. Advanced Placement

ENROLLMENT

The total student enrollment FTE for all identified virtual students is multiplied by 1.05 and rounded to one decimal place - (See page 9 for enrollment information).

ADVANCED PLACEMENT

For each student enrolled in a Virtual Advanced Placement class, answer the following question:

Does the student's resident district offer this Advanced Placement class?

If YES, the student is not eligible for Advanced Placement weighting.

If NO,

- Is student's resident district enrollment FTE less than 260.0?
- Is student's resident district less than 200 square miles?

If both questions are answered YES, the student does not qualify for Advanced Placement weighting.

If the student qualifies, the entry into KIDS data element D17 is 3.

The total number of students who qualify for the weighting is multiplied by .08 rounded to one decimal place.



Virtual weighting for eligible students is available for both semesters:

- Students that qualify in the 1st semester – submit data on the ENRL records.
- Students that qualify in 2nd semester – submit data on the district's MILT collection in March.

The student must have been counted by the district in September in order to be included on the spring semester.

Virtual students are not included in the calculation for the district's Local Option Budget (LOB).

Students who reside in the following districts are not eligible for AP funding based on square miles 200 or less and enrollment less than 260.0:

283 Elk Valley	387 Altoona-Midway	432 Victoria
359 Argonia	401 Chase	476 Copeland
360 Caldwell	411 Goessel	479 Crest
369 Burrton	426 Pike Valley	509 South Haven
		511 Attica

Audit Requirements (Virtual)

- *All aspects of virtual weighting are automatically calculated using information from the enrollment reporting of virtual students.*
- *Auditors do need to be aware of any 2nd semester Advanced Placement classes and be sure they get reported correctly.*
- *If the audit has been completed, the 2nd semester AP classes will be added by the Director.*

LOW/HIGH ENROLLMENT WEIGHTING

Low Enrollment weighting is assigned to districts with enrollment FTE of less than 1,622.0 and High Enrollment weighting is assigned to districts with enrollment of 1,622 or more.

The weighting is automatically calculated on the SO66 and in the Audit Application using the following formula:

Adjusted Enrollment of District	Factor or Formula
0 – 99.9	1.043310
100 – 299.9	$(\{[7337-9.655(E-100)]/3642.4\}-1)$
300-1621.9	$(\{[5406-1.2375(E-300)]/3642.4\}-1)$
1622 and over	.03504

Note: In the above formula, “E” represents adjusted enrollment of the district

Audit Requirements:

None, automatically calculated.

SPECIAL EDUCATION WEIGHTING

The Special Education weighting is an LOB enhancement as provided by legislation that allows for the increase of the Local Option Budget by increasing the general fund by way of routing special education categorical aid through the general fund. This enhances the supplemental general fund by allowing the LOB to be computed on a larger dollar amount as the general fund budget is increased by the amount of special education funding the district is receiving.

This FTE will be reported on the SO66 and is based on the districts special education budget submitted to School Finance.

The budget amount of state aid is divided by the BSAPP to get the weighting FTE. This FTE will remain static until the final special education payment is made at the beginning of June of each year.

Listed below are selected USDs eligible for Ancillary Facilities, Declining Enrollment and Cost of Living weightings.

ANCILLARY FACILITIES WEIGHTING

Ancillary school facilities weighting may be assigned to the enrollment of a district only if the district has levied a tax under authority of K.S.A. 72-6441, and amendments thereto, and remitted the proceeds from such tax to the state treasurer.

The only districts that qualify for ancillary facilities weighting are:

- USD 229 – Blue Valley
- USD 230 – Spring Hill
- USD 232 – Desoto
- USD 233 – Olathe

DECLINING ENROLLMENT WEIGHTING

Declining enrollment weighting may be assigned to the enrollment of a district only if the district's enrollment declined in the previous year and has a 30% LOB. The district will seek approval from the State Board of Tax Appeals to make a levy for up to two years, capped at 5% of the district's general fund budget.

Districts known to have qualified for and used declining enrollment weighting are:

- USD 489 - Hays
- USD 512 – Shawnee Mission

Audit Requirements

Ancillary Facilities, and Declining Enrollment weightings are submitted to KSDE from the Board of Tax Appeals and the auditor will accept the figure on the SO66.

COST OF LIVING WEIGHTING

Cost of Living weighting is available only to those districts where the average appraised value of single family residences is 25% more than the statewide average appraised value of single family residences for the calendar year preceding the current school year - (K.S.A. 72-6449).

For the 2014-15 school year, school districts below are eligible for the weighting but may not have applied for it.

USD 203 Piper..... 2.83%	USD 385 Andover..... 5%
USD 229 Blue Valley.... 5%	USD 416 Louisburg..... 2.61%
USD 230 Spring Hill..... 2.89%	USD 437 Auburn-Washburn..... 2.63%
USD 232 DeSoto..... 5%	USD 458 Basehor-Linwood..... 2.7%
USD 233 Olathe..... 3.55%	USD 464 Tonganoxie..... 0.4%
USD 265 Goddard..... 0.34%	USD 469 Lansing..... 1.82%
USD 266 Maize..... 1.54%	USD 489 Hays...0.19%
USD 348 Baldwin 1.18%	USD 491 Eudora.....0.1%
USD 368 Paola 0.36%	USD 497 Lawrence..... 2.13%
USD 383 Manhattan..... 2.05%	USD 512 Shawnee Mission 3.53%

To compute Cost of Living Weighting

Total Estimated Weighted Enrollment not including Cost of Living times the BSAPP times the allowed percentages shown above. This gives you the computed Cost of Living amount. Take the lessor of the computed Cost of Living amount or the Board of Tax Appeals approved amount divided by the BSAPP gives you the new Cost of Living Weighting.

Audit Requirements

Cost of Living weightings will need to be recalculated after all other portions of the enrollment audit are completed.

Be sure that if the district receives any of these three weightings that the FTE assigned to these are included in the Total Estimated Weighted Enrollment of the district. This will require the auditor to adjust the write-up program to include any of these items.

KSDE Contact Information:

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