

COUNTING



Handbook

Guidelines for counting pupils for funding purposes.

2009-2010 School Year

This year, the official count date of September 20 set by law falls on a Sunday.

In this instance, students are to be counted on the first school day following September 20.

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Fiscal Audit and School Finance

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INTRODUCTION

*Kansas Individual Data on Students, or **KIDS**, will be used by KSDE to count students for funding purposes. For a school district to receive funds, ALL students must be included in the **KIDS** system. **KIDS** data will determine enrollment and most weightings including: Vocational, Bilingual, At-Risk and Transportation.*

*The purpose of this booklet is to explain how a student is counted and how to determine the appropriate entries into the **KIDS** system to generate the correct amount of state aid.*

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KIDS Overview

In an effort to meet the reporting requirements of the Federal No Child Left Behind legislation the Kansas State Department of Education has implemented a student-level record system, known as Kansas Individual Data on Students, or **KIDS**.

The **KIDS** system maintains student confidentiality while allowing for more accurate data available in multiple formats in more efficiently than was possible in the past.

Implementing this system has required a fundamental change in how schools collect and disseminate data. A web page is offered as an avenue for sharing current information of the **KIDS** project, as well as for collecting feedback and suggestions for improvement. It can be found at <http://kids.ksde.org> or by going to the **KIDS** page on the KSDE website (www.ksde.org). Please refer to this site often and send your comments and questions to the contacts you will find listed here.



The **KIDS** System assigns a unique randomly generated state identification number for every student attending accredited public or private schools in the state. This ID number will follow the student throughout his/her preK-12 education in Kansas public schools. The goals of **KIDS** are to reduce data burden on local schools and districts; encourage better policy-making by maintaining a cost effective and reliable method of reporting and accessing accurate and timely educational information among agencies and educational communities; and eliminate the need for manual operations before data can be used. Through the use of the state identifier, **KIDS** will provide more accurate data, reduce the time needed for data collection, and allow quicker responses to data requests.

The KIDS project includes two different systems:

The Assignment System is based on a vendor software package. The software is used to collect a set of core data elements for every student in Kansas accredited preK-12 schools; assign a unique randomly generated state number to each of these students; and track the students as he/she moves between Kansas public schools.

The Collection System was developed by KSDE to work in conjunction with the Assignment System. The Collection System collects additional data elements on every student in Kansas. This additional data is used for district funding, student assessments, school accountability, and state and federal reporting requirements such as enrollment, graduation, attendance, and truancy information.

Answers to Parents Questions

A brochure called "**KIDS - Answers to Parents' Questions**" can be downloaded from the **KIDS** page under the tab called "**Documents**". This brochure can be used by districts to communicate with parents about the **KIDS** initiative. Schools may request printed copies as well.

Questions about **KIDS**?
E-mail KSDE at kids@ksde.org

Counting Kids

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This year, the official count date of September 20 set by law falls on a Sunday. In this instance, students are to be counted on the first school day following September 20.

The “official count date” is Monday, September 21, 2009.

In order to count a student for funding purposes, the student must be
ENROLLED & ATTENDING on September 21st of the current school year

Three exceptions to the rule:

- 1. If a student is absent on September 21** -- If the student is absent on September 21, the student can still be counted if the student is enrolled on September 21, and attends at least once prior to September 21 AND once after September 21, but it must be on or prior to October 5.
- 2. No school on September 20** -- This year, the official count date of September 20 will fall on a Sunday. This makes the official count date September 21. But what happens if school is not in session, for example, because of parent-teacher conferences on the 21st?
Answer: Students are counted on the **first school day following September 21.**
- 3. Virtual Schools, Alternative School** -- A two-day count and special documentation is required for students that are attending Virtual or Alternative Schools. Starting on page 25, special guidelines must be followed in order to claim these students in your enrollment for funding. Virtual School students are no longer included in the regular enrollment of a district, however, a separate weighting for virtual students is now available, see page 25 for details.

KIDS (Kansas Individual Data on Students) system

In order to be included in the district enrollment for funding purposes, ALL students must be entered into the **KIDS** (Kansas Individual Data on Students) system. Total enrollment numbers will be automatically pre-populated on the Principal's Building Report and Superintendent's Organization Report (SO-66). FTE will be linked directly to the students the district reported in **KIDS**.

In order to be counted for funding, the student must have greater than 17 "minutes enrolled".

District FTE - Adjusted Enrollment for Funding

"Adjusted Enrollment" is the higher of:

1. Current year 9/21 enrollment excluding virtual students and 4-year old at-risk
2. Prior year 9/21 enrollment **excluding** virtual students and 4-year old at-risk
3. The average 9/21 enrollment from the current year, prior year excluding virtual, and second prior year **excluding** any 4-year old at-risk in those years

The current school year 4 year old at-risk students are added to the highest enrollment in numbers 1, 2, or 3.

KSDE Auditor needs



- IEPs for all Special Education students (Preschool, Kindergarten and Private/Parochial School)
- Work experience records for high school students in any work program being counted for minutes enrolled. Reference rules on page 14.

Daily attendance records for all students should be readily available for the auditors. Forms of attendance records may include, but are not limited to:

- computerized attendance
- teacher grade books
- special education service logs
- sign in/sign out sheets

COUNTING PUPILS

“Official Count Date”
Monday,
September 21, 2009

1. If a pupil is enrolled and attending, but leaves school on September 19 and never returns, can they be counted?
No, the pupil would not be in the official count. If a pupil is not in attendance on September 21, the pupil has to attend at least once prior to September 21 and return on or before October 5 to be in the official count.

2. Can a pupil who enrolls and starts attending on September 23, be counted?
No, the pupil would not be in the official count. See question # 1.

3. If a pupil is enrolled and attended school up to September 19, and is absent from school and starts attending again on October 7, can that pupil be counted?
No, the pupil would not be in the official count. See question # 1.

4. Can a pupil who is enrolled and attending through September 19, and is absent from school and starts attending on October 5, be included in the count?
Yes, the pupil would be in the official count. See question # 1.

5. A pupil is enrolled and attends one day prior to September 21. The pupil is absent on September 21, and attends one day on October 5. The pupil leaves the district on October 6. Can this student be counted?
Yes, the pupil would be in the official count. See question #1.

6. A pupil enrolls and attends September 21. If the pupil drops out on September 22, and attends no more, can he/she be counted?
Yes, the pupil would be in the official count.

7. A pupil enrolls and attends one half day September 21. On September 22, this pupil drops out and attends no more. Can the pupil still be counted?
Yes, the pupil would be in the official count and the minutes enrolled would equal the number of minutes the student attended on September 21.

8. A pupil is enrolled and attends full time prior to September 21. If the pupil attends one half day September 21, and attends full time thereafter, would the pupil still be counted as 1.0 FTE?
Yes, the pupil would be in the official count as 1.0 FTE.

9. A pupil is enrolled and attends up to September 10 when the pupil is in a car accident. The pupil is in the hospital and at home recuperating and returns to the classroom on October 8. During the hospital stay and at home, the student is provided homebound instruction between September 21 and October 5. Can this pupil be counted?
Yes, the pupil would be in the official count as 1.0 FTE, provided the pupil received documented homebound instruction with course work equivalent to a full-time student. "Documented homebound instruction" would include a completed lesson plan that lists the dates in which certified teacher(s) visited the pupil at home or at the hospital, and all subject(s) that teacher(s) provided services in (see page 4).

10. A student attends school through September 18. The student is ill at home from September 21 until October 10. Workbooks and assignments are sent to the student daily. Can this student be counted?
No, the student would not be in the official count. Sending home assignments does not count as homebound instruction. See question #9.

11. Are part-time public school pupils attending accredited private schools counted the same as full-time regular enrollment?
No, these pupils would be counted as part-time students, with minutes enrolled being the daily average minutes the student attends at the public school.

Pg 13-25 - Refer to special rules used to count students attending alternative school, taking virtual (online) courses, in a work experience program or independent study.

Pg 25-34 - Procedure for counting Virtual students

Enrolling students on September 21 for the sole purpose of collecting state aid is considered fraudulent and such students shall not be counted in the school district enrollment.

Procedure for counting PART-TIME STUDENTS

Reporting Minutes Enrolled

In **KIDS**, there is a data element named **>Minutes Enrolled<** which reports the number of minutes a student is enrolled and attending on a daily basis. Any student that is enrolled and attending less than 360 minutes will be listed as a part-time student.

In the Principal's Building Report, **KIDS** will automatically enter the total FTE for the district. It is calculated by taking **>Minutes Enrolled<** for all students, divided by 360, and rounding to one decimal place.

Reporting Minutes Enrolled for Concurrent High School Enrollment (also refer to page 27)

If student is attending an Technical School or College, the divisor above is 300, not 360. This will be noted in **KIDS** by the data field **>Concurrent High School Enrollment<**.

Reporting Minutes Enrolled for Special Education Students with an IEP

A student with a special education IEP is not considered part-time. When entering this student in **KIDS**, the data field **>Primary Exceptionality Code<** will prompt that no part-time calculation will be made for FTE.

***Exception:** Student with a special education IEP attending a virtual school in addition to regular enrollment. This student's FTE would be prorated based on minutes enrolled in each school.*

Minutes Enrolled

What Counts as Minutes Enrolled?

- Time spent in class
- Passing periods between classes
- Recess, up to 15 minutes, mid-morning and/or mid-afternoon

Do not include minutes during:

- Lunch periods
- Passing period from lunch to class (following lunch)
- Recess that is immediately following lunch
- Breaks (More than 10 minutes)

Calculating minutes for Part-Time Students

✦ If schedule is the same every day:

Student is enrolled and attends periods 1, 2 and 3.

- Period 1 begins at 8:00 and Period 3 ends at 10:46.
- (3) 52 minute periods plus (2) 5 minute passing periods
- $(52 \times 3) + (5 \times 2) = 166$ total minutes enrolled

✦ Block Schedule – Every other day:

Student attends:

- Blue Day 8:00 to 10:30 (150 minutes)
- White Day 8:00 to 9:15 (75 minutes)
- Calculate daily average minutes:
 $150 + 75 = 225 \div 2 = 112.5 = 113$ (rounded to whole minute)

Calculating minutes for Part-Time Students (continued)

✦ **Modified Block Schedule:**

There are many different types of Block schedules, and number of minutes will be determined by getting the daily average based on the school’s bell schedule, for example:

Example of a Modified Block Schedule: Part-time student attends only periods 1, 2, and 3

	Period 1	Class Min.	Pass Min.	Period 2	Class Min.	Pass Min.	Period 3	Class Min.	Total min. per day
Monday	8:00 – 9:20	80	5				9:25 – 10:45	80	165
Tuesday				8:00 – 9:20	80				80
Wednesday	8:00 – 9:20	80	5				9:25 – 10:45	80	165
Thursday				8:00 – 9:20	80				80
Friday	8:00 – 8:47	47	5	8:52 – 9:39	47	5	9:44 – 10:31	47	151
Total min.		207	15		207	5		207	641

Formula to calculate average daily minutes from table above: $641 \div 5 = 112.5 = 113$ (rounded to whole minute)

Add up the total class minutes per week, including passing periods, (641) and divide by the number of days (5) to equal average daily minutes (112.5), rounded to whole minute (113).

Students with 17 or less average minutes enrolled are 0

If a student’s average minutes enrolled is 17 or less, AND the student does **NOT** have an IEP, “Minutes Enrolled” should be shown as zero ($17 \div 360 = .047$ which rounds to .0)

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 the example for a Modified Block Schedule to determine daily average (above).

*** For guidelines on students with concurrent enrollment, please refer to pages 27-30. ***

Homebound Instruction

A student who is unable to physically attend school may still be counted if Homebound Instruction is provided.

- A certified teacher is required to provide services to the student. The teacher must document date and subject(s) for which instruction is being provided.

>**Minutes Enrolled**< is then calculated as if the student attended those classes in person (see “Calculating minutes for part-time students” above).

IMPORTANT:
The school sending homework to a homebound or hospitalized student does not fulfill the requirements to be counted for funding.



KSDE Auditor needs:

- Bell schedules
- Individual Student Schedules
- College Schedules and attendance records
- Homebound records

Procedure for counting

VOCATIONAL CONTACT HOURS (or Career and Technical Education Contact Minutes)

Total vocational contact hours are calculated from data you enter on each student in **KIDS**. Under **>Career and Technical Education Contact Minutes<** enter the number of minutes a student attends an **“APPROVED FOR .5 FUNDING”** vocational class on September 21.



Note: Be sure that the title of any approved vocational education class is the **exact title that was approved on the VE2** by the KSDE Career & Technical Education staff. Please contact KSDE (785) 296-4908 for specific requirements to get courses approved for vocational funding.

In the Principal’s Building Report, vocational contact hours will be pre-populated from data entered in **KIDS**. It will automatically total the technical education minutes for all students, divide the result by 60 (rounded to one decimal place). Each student is limited to 360 minutes.

Calculating Technical Education Contact Minutes

Round calculations to the nearest whole minute, e.g. $42.2 = 42$, $42.5 = 43$, $42.8 = 43$. Use the method below that best fits your daily high school schedule:

Method 1 – Same schedule every day

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

For example:

- Period 1 meets from 8:00 to 8:49
- Period 2 meets from 8:54 to 9:44
- All period 1 classes count 49 minutes
- All period 2 classes count 50 minutes

Method 2 – Block Schedule, every other day

Use the average number of minutes per day.

For example:

- Period 1 meets on Blue Day 8:00 to 9:30
- Period 4 meets on White Day 9:35 to 11:00
- All period 1 classes count 45 min. ($90 \div 2$)
- All period 4 classes count 43 min. ($85 \div 2 = 42.5$ rounded to 43)

Method 3 – Modified Block Schedule

Use the average number of minutes per day.

For example: Period 1 meets:

- Monday for 45 minutes
- Tuesday for 85 minutes
- Thursday for 85 minutes

To calculate:

Add up all Period 1 minutes ($45 + 85 + 85 = 215$) and divide by total days in a week (5) which equals the average daily minutes (43).

Seminar Time - Vocational (or Technical Education)

Seminar is a block of time allotted within the school day where ALL students have the opportunity to go to any teacher outside the regular class period and get help. Since the vocational teachers are part of the seminar, some seminar time can be included in **Career and Technical Education Contact Minutes** and recorded on the Principal’s Building Report Enrollment page C.

Calculating Average Vocational “Seminar Minutes”:

To calculate the number of seminar minutes to include as vocational, you must know the average number of minutes per day for the seminar class.

The average number of minutes is then divided by the number of classes in a full time student’s schedule. Refer to Example 1 to calculate average seminar minutes.

Example 1:

- Block schedule has 8 periods
- A student has 7 classes and a seminar period
- Seminar period meets for 90 min. every other day
- The daily average is 45 minutes ($90 \div 2$)
- 45 minutes is divided by 7 (number of classes in a full-time schedule) to get an average of 6.4 which is rounded to 6 minutes.
- For each approved .5 vocational class a student is taking, 6 minutes can be multiplied by the number of vocational classes taken (see Example 2).

Procedure for counting VOCATIONAL CONTACT HOURS (or Career and Technical Education Contact Minutes)

Continued...

Reporting Career and Technical Education Contact Minutes *

Class Time and Seminar Time are reported separately.

- The time the student is in the approved vocational class is reported in the “Career and Technical Education Minutes” in KIDS.
- The total seminar minutes for all students is reported on the Principal’s Building Report.

Example 2: Student A is enrolled in two approved vocational classes, periods 1 and 4 using the Method 2 example on the previous page. In KIDS, report **88 Technical Education Minutes** (45 + 43).

Example 3: XYZ High School operates on a schedule identical to Example 1 on the previous page and has 3 approved vocational classes:

- Computer Applications (18 students enrolled)
- Accounting I (14 students enrolled)
- Accounting II (7 students enrolled)

Total seminar time is calculated by adding the enrollment of all approved vocational classes (18 + 14 + 7 = 39) times the allowed seminar time (6) resulting in 234 seminar minutes (39 x 6) reported on Line 1b of Enrollment Section C (Weighting Information) on the Principal’s Building Report.

* **NOTE:** Time for OJT, IHT, classes at an AVTS and vocational classes at a college can be counted for total **career and technical education contact minutes**. However, those classes are not eligible for seminar minutes.



KSDE Auditor needs

- High school Bell Schedule
- Area Vocational School Schedule and attendance records
- College Schedule (if vocational class) and attendance records

If AVTS or college will not supply attendance records, please use the attendance log on page 30.

IMPORTANT:

The school must have **vocational class rosters** available for the auditor with the following information:

- Name of class (Must be same as approved name on VE2)
- Name of teacher
- Period class meets
- Semester taught
- Name and grade of all students enrolled in class on September 21

Procedure for counting **BILINGUAL CONTACT HOURS**

Total Bilingual Contact Hours are calculated from student data entered into **KIDS**. Below is data that will be entered in **KIDS** which deals with bilingual students:

- **>ESOL/Bilingual Student Contact Minutes<** reports the number of minutes that each student is receiving bilingual services on September 21.

Calculating Bilingual Daily Contact Hours

The total number of **bilingual contact hours** for the district will be pre-populated into the Principal's Building Report with data from **KIDS**. **>ESOL/bilingual student contact minutes<** for all students (entered in **KIDS**) will automatically total, and be divided by 60 (rounded to one decimal place) and show the total number of **bilingual contact hours** for the district in the Principal's Building Report.

Limits on Student Contact Minutes - Depending on Grade

<u>Minutes</u>	<u>Students in</u>
360	Grades 1-12
180	Kindergarten or Special Education Pre-school or 4 year old at risk.

Calculating Bilingual Daily Average Minutes

When a student does not receive the same amount of service every day, the average number of minutes will be used. The total minutes of bilingual services for the week that includes September 21 is divided by 5, and rounded to whole minutes, to equal average daily minutes.

What types of services count as Time Recorded?

Time recorded would include time with the qualified teacher, or with a paraprofessional who is supervised by the qualified teacher.

➡ The paraprofessional may not be assigned to the building principal or other administrative personnel.

Seminar time is not added to Bilingual contact hours.

ESOL Teacher Requirements (effective 2007-08)

To meet QPA Quality Criteria #5 and for the FTE's to generate state funding, teachers ASSIGNED to teach the subject ESOL (not content classroom teachers with ELLs in their classes) must hold one of the following:

1. Current Kansas teaching license with ESOL endorsement,
2. Current Kansas teaching license with a provisional ESOL endorsement, or
3. Current Kansas teaching license with a waiver from the Kansas State Board of Education

A content classroom teacher (algebra, biology, etc.) who is providing ESOL services to ELLs in their classroom must have either an ESOL endorsement or have an ESOL Endorsement Plan of Study on file at the district office and show annual progress toward certification.

“Annual progress” is defined as having taken one class in either:

- a) the previous spring semester,
- b) the previous summer term,
- c) enrolled in the current fall semester, or
- d) enrolled in the upcoming spring semester.



KSDE Auditor needs

Roster listing the teacher to whom each bilingual student is assigned for services. The roster will be used to verify that the teacher is licensed for bilingual education. Documentation showing the teacher being qualified, with documentation of class completion in current or future classes must be available.

Procedure for determining AT-RISK WEIGHTING

Total at risk weighting is calculated from student data entered into **KIDS**.

- **>Eligibility for National School Lunch Program<** will provide information as to each student's eligibility on September 21. This also identifies a student to receive at-risk weighting.

Data from **KIDS** showing all students listed as qualifying for free meals will be pre-populated into the Principal's Building Report. These students (entered in **KIDS**) will automatically enter the district total for at-risk weighting.

KSDE Auditor needs

Documentation to support each student's eligibility for the National School Lunch Program count includes:

- Lunch Applications (2009-10 or 2008-09 if using carryover provision)
- Direct Certification Lists
- SRS Letters
- Migrant Certificate of Eligibility
- Certification by homeless coordinator

Procedure for determining FOUR-YEAR-OLD AT-RISK WEIGHTING

Total four-year-old at-risk weighting is calculated from student data entered into **KIDS**. Below is data element that will be entered in **KIDS** to determine a student's eligibility for four-year-old at-risk weighting: **>Current Grade Level<** will provide information as to each student's eligibility on September 21. The student must be **4 years old on August 31st of the current school year**, determined in **KIDS** by the data element **>Date of Birth<**, and must meet one of the following eight qualifiers:

After meeting the age requirement, four-year old at-risk children must be identified using at least one of the following criteria:

1. **Poverty** (*qualify for the free lunch program on 9/21/09*)
2. **Single parent families** (*custodial parent is unmarried on the first day of school*)
3. **SRS referral** (*reason for referral must describe the need for the child to attend preschool (four year old at-risk program) and be documented and signed by the SRS agent*)
4. **Teen parents** (*at least one parent was a teen when the child was born*)
5. **Either parent is lacking a high school diploma or GED at the time of enrollment**
6. **Children qualifying for migrant status** (*a copy of the Certificate of Eligibility must be on file*)
7. **Limited English Proficiency (LEP)** [*to qualify, the following criteria must be met: 1) a language other than English must be indicated on the Home Language Survey on at least one of the Student Information questions (1-4); and 2) if the Home Language Survey indicates that 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 two assessments: Pre-Language Assessment Scales (LAS), or Pre-Idea Proficiency Test (IPT). The final step is that LEP services must be provided.*]
8. **Developmentally or academically delayed based on validated assessments** (*Child must have been determined by a qualified professional (trained on assessment(s) used) to be developmentally and/or academically delayed based on standardized assessment results. Assessment and results must be in the child's file.*)

KSDE Auditor Needs:

Qualifying documentation must be available to the auditor for each 4-year old included in the 4-year old at-risk program.

Procedure for counting **FOREIGN EXCHANGE STUDENTS**



Foreign Exchange Students must be enrolled and attending for no less than one semester and fulfill all other attendance requirements (i.e. enrolled and attending on September 21), and be included in **KIDS** to be counted for funding purposes.

KSDE Auditor needs

- Documentation showing that the foreign exchange student is attending on September 21 and enrolled for one semester, or its equivalent, must be available for audit.

A foreign exchange student must meet the attendance requirements set forth for all students that are counted for funding as outlined in the section “Enrolled and Attending on September 21” (see page 1).

A foreign exchange student enrolled only in the second semester cannot be counted for state funding.

Determining eligibility for **TRANSPORTATION WEIGHTING**

A student whose school is 2.5 miles or more from their residence can receive transportation weighting. In **KIDS**, the one way distance per day for each student is reported under **>Miles Transported<**.

Reporting Miles Transported in KIDS

- Mileage is measured from “front door of house to front door of school” to the nearest tenth.
- **DO NOT** round mileages, e.g. 2.46 should be reported as 2.4 miles.

Report (zero) 0 miles for any student:

- riding a special education funded bus;
- that transportation is not provided
- student is in “homebound” status

Addresses for students can be entered in **KIDS** or as an upload file on the SO-66 (Superintendent’s Organization Report) in September. Be sure that the student’s address is not a P.O. Box number.

Reporting Transportation FTE in KIDS

In addition to recording a mileage, the district must also complete the data element **>Transportation FTE<**.

- A student riding a regular route bus round trip from home to school and school to home would be reported as 1.0.
- A student who only rides one way would be reported as .5.
- 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 the parochial school that attends 30 minutes a day would be included in the enrollment count for .1, therefore, the Transportation FTE would also be reported as .1 (if transportation was provided).
- A student riding a **special education bus** is reported as 0 (zero).

KSDE Auditor needs

Documentation of road closures that would have an effect on the distance from home to school on September 21st must be made available to the auditor.

Student addresses cannot be shown as a P.O. Box.



Qualifying for NEW FACILITIES WEIGHTING

In order to qualify for new facilities weighting, a district must have adopted a 25% local option budget.

Calculating new facilities weighting

Computation for new facilities weighting will vary depending on if the new facility is a completely new building, or addition to an existing building.

New facilities weighting for a complete new building

The FTE claimed would be the enrollment FTE of the building (see example 1).

Example 1: New Building FTE

	Grade	Headcount	FTE
	Kindergarten	55	27.5
	1 st Grade	60	60.0
	2 nd Grade	62	62.0
	3 rd Grade	61	61.0
Total Building Enrollment		238	210.5

In an addition, the FTE will be calculated for *each room* and will need to be the *average number* of students for that room. Example 2 shows Room 301 on a regular 6 period schedule and would compute weighting as follows:

Example 2: Room 301

Period	Class Name	Enrollment
1	American History	15
2	American History	22
3	World History	26
4	World History	18
5	No class	0
6	American History II	19
	Total enrollment	100
	Divide total enrollment by number of periods	(100 ÷ 6) =16.7

The new facilities enrollment for Room 301 is 16.7. Do this for all new rooms and add up the room FTE to get total for building.

New Facilities Weighting for Kindergarten or Pre-school Special Education Students

If the room is used any period for students who are Kindergarten or Pre-school Special Ed, the headcount would be multiplied by .5 because those students are only .5 FTE for full time students.

For example, if 2nd period above had 22 Kindergarten students, the enrollment would be 11 (22 X .5). In the Room 301 example, the total enrollment would be now equal 89 and the average enrollment used for new facilities weighting would be 14.8.

Some districts have found that the above process in an elementary school requires breaking down the day into 5 minute periods as some students are pulled out of the new room to receive services in an old room. Excel worksheets are available on the Fiscal Auditing website to assist with computing new facilities weighting.

Qualifying for NEW FACILITIES WEIGHTING Continued...

KSDE Auditor needs

- A diagram of the building showing the new additions or changes areas before and after the construction.
- Rosters for each class in each room.
- Copy of the district's computation for new facilities.



3 count dates for

JUVENILE DETENTION CENTERS AND PSYCHIATRIC RESIDENTIAL TREATMENT FACILITIES

Districts that have a Psychiatric Residential Treatment Facility (PRTF) have the option of counting students under either the Juvenile Detention Center (JDC) rules or as regular students.

- JDC funding allows for funding at double the FTE rate with no weightings (such as At-risk and Special Education).
- PRTF students counted as regular students would get single funding, including all available weightings.
- Students who are at a Juvenile Detention Center (JDC) or Psychiatric Residential Treatment Facility (PRTF) on September 21 are not eligible to be counted in the regular enrollment of the school district.

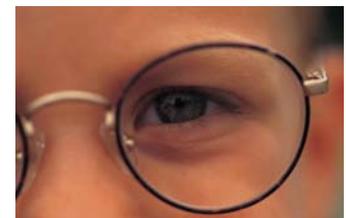
Districts that have Juvenile Detention Centers or PRTFs will count students on three days during the school year and use the highest FTE to compute funding. The three days are:

- September 21, 2009
- November 20, 2009
- April 20, 2010

Juvenile Detention Centers and PRTFs will submit their September 21 counts through the KIDS system.

KSDE Auditor needs

The date that the district's audit is conducted will determine which rosters are needed. For the current school year, **a roster for each of the above-mentioned count dates that have passed** will include:



- name of student
- home district of student (if not district where JDC/PRTF is located)
- amount of time the student received services
- schedule of class time - daily attendance for the count days to reflect any part-day attendance due to appointments, (medical, court dates, etc.)

In most cases, your audit will include the September and November count dates.

- The district will **ALSO** need to make available the roster of students counted from the **prior year**, including November (if not audited the prior year) and April count dates.

MILITARY DEPENDENT STUDENTS

The provision for the second count day for military dependent students has been extended to the 2012-2013 school year.

Definition of Military Dependent Pupil

For this purpose only, a “pupil” means a person who is a dependent of a full-time active duty member of the military service or a dependent of a member of any of the United States military reserve forces who has been ordered to active duty.



2009-10 school year

If the number of military dependent pupils enrolled in a district on February 22, 2010 has increased by at least 25 pupils or by a number equal to 1% or more of the district’s total enrollment, the district may add those students to their September 21 count.

Rules for enrolled and attending on February 22

The military dependent student must fulfill an enrolled and attending rule similar to the September 21 attendance rule. The student will be counted if they are enrolled and attending February 22.

If the student is absent on February 22, the student must have attended once from February 1 through February 19 AND once after February 22, but on or before March 4.

There will be a special **KIDS MILT** Collection for the February count day.

A military dependent student included in the district’s September 21 count cannot be counted again on February 22.

Virtual students do not qualify for the military second count.

KSDE Auditor needs

The district will be asked to submit a list of military dependent students qualifying for the February 22 count, with all applicable weighted enrollment items (at-risk, vocational, bilingual, transportation, etc.) documentation in a special **KIDS** Collection.



Students attending ALTERNATIVE SCHOOLS

What is an “Alternative School”? A school setting that allows the student to attend at the student’s convenience.

Attendance will be based on documented classroom attendance or educational activity**.

The student must have attended two (2) days:

- September 21 and one day before, or
 - September 21 and one day after, but on or before Oct. 5, or
 - One day before September 21 and one day after September 21, but on or before Oct. 5.
-

Counting time for 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 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.

Calculating Minutes for students attending an alternative school:

FTE will be calculated by finding the two days the student attended the greatest amount of time (up to 360 minutes) and using the lessor of the two days.

For example, Student A attends:

- 360 minutes on September 21
- 120 minutes on September 24
- 216 minutes on September 29

The two greatest attendance days are September 21 (360 minutes) and September 29 (216 minutes). FTE will take the lessor of the two (216) divided by 360 to equal 0.6 (rounded to one decimal place).

As an option, the school may use the total hours attended the week of September 21 divided by 30.

- A full time FTE student ***must have access to 30 hours*** of school attendance each week.
- Schools with less than 30 hours accessible*** will use the total hours attended the week of September 21 divided by 30.
- If the unified school district does not provide instructional support as outlined above, such students will not be counted in the enrollment.



"Have you received a high school diploma?"

A student over the age of 17 must answer this question on the form to enroll in a non-traditional school.

If the answer is yes, the district may not include this student in the district FTE to receive state funding.

Time on the count date (September 21) will be disallowed for:

- Enrollment process
- Field trips ***
- Career days ***
- Drawing for prizes
- Lunch and / or
- Classroom party

* Note: All FTE calculations are rounded to one decimal place (example 0.9).

** “Educational activity” means students that are involved in improving academic achievement under direct supervision of a certified teacher.

*** Field trips would include (but not limited to) such things as going to museums, shows, etc. Career days would include (but not limited to) such things as military recruiters, job fairs, etc. Time on September 21 will be **DISALLOWED** for these types of activities when counting FTE.

Note: These guidelines do not cover vocational courses approved for the 50% weighting factor.

Guidelines for **WORK EXPERIENCE PROGRAM (WEP)**

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 that the student is enrolled. The academic and occupational skills that the student will be learning need to be at the same skill level as the course that the student is enrolled.

Examples of a quality Work Experience program are 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

GOALS

1. The primary purpose of the Work Experience Program (WEP) is to provide students with a practical and relevant career related learning experience.
2. The WEP enables students to acquire an improved understanding of their abilities, interests, and educational/career aspirations.
3. The WEP provides educational opportunities not available within the present high school structure.
4. The WEP provides a means of applying/measuring those academic skills learned throughout the student's formal education.
5. The WEP provides an avenue for students to develop the confidence, responsibility, and maturity necessary for success on the job.
6. The WEP enhances the partnership between school and community by serving the needs of local business and industry.

PROGRAM REQUIREMENTS

1. Program application must be completed on an official application form, preferably not later than the conclusion of the student's junior year in high school. Participation in the program is limited to seniors who are on schedule to graduate at the conclusion of their senior year. A sample application is provided in this document.
2. A selection committee consisting of the principal and counselor shall evaluate the student's application to determine program eligibility and acceptance.
3. High school credit will be awarded for the program.
4. Students must remain at their worksite for an amount of time equivalent to that which they would accrue in school following a normal schedule.
5. Evaluation of a student's progress in the program shall be a joint effort by the employer and school official. A school official, on a PASS/FAIL basis, will complete actual grading.
6. Job assignments should correspond with the student's career interests and/or post-secondary educational/employment plans.
7. The student may not be self-employed.
8. Employer may not be a parent or guardian of the student.
9. Students may not work for any faculty member. The program shall be organized and maintained so that students are under the direction and supervision of the school.
10. The program shall have written policies pertaining to student enrollment, attendance, absenteeism and conduct.
11. The director of the work experience (OJT) program and the teacher coordinator shall hold valid licenses. Licensure shall not be required for persons responsible for training at the on-site location.
12. A training agreement must be completed and signed for each work experience class. The training agreement shall be signed by the employer, student, student's parent or guardian (if student is under 18 years of age), and the supervising teacher for the related class. A sample training agreement can be found in this document.
13. The "work experience" (OJT) shall have academic and occupational job performance competencies showing relationship to an enrolled class and shall be based on a one to one ratio limited to the time in the related class. For example, one hour of classroom instruction to one hour of work experience. Limit one hour of work experience per related class. The combination of classroom and work experience or OJT may not exceed 1.0 FTE for state reimbursement.
14. Classroom and work attendance records shall be maintained during the length of the program.

Job Site Assignments:

1. Job site assignments must be in either semester or full year segments (The beginning of a job site assignment must coincide with the start of a semester). All changes must be by mutual agreement between the employer and school official.
2. Job site assignments **must** be an employer other than the student, a student's parent(s), or guardian.
3. Payment for work at the job site is secondary to the value of the learning experience in the eyes of the school. However, a student may be paid during his/her WEP experience.

Withdrawal:

1. Students who request removal from the WEP must provide a written statement, copies of which must be presented to the high school counselor and to the student's assigned employer. This statement should include reasons for requesting withdrawal from the program.
2. Employers who wish to dismiss their WEP student must confer with the counselor and school official regarding their rationale for termination.
3. A sample withdrawal form is provided in this document.

Rules and Regulations

Job Site Supervision:

1. Adequate supervision will be provided for each WEP student by a designated school official.
2. All school rules, regulations and policies are considered to be in effect while a student is in the program. This includes tardiness, absences, disciplinary action, athletic and extra curricular eligibility, etc.
3. Failure of a student to abide by all WEP rules and regulations may result in disciplinary action and could result in expulsion from the program and enrollment in courses.
4. ALL expenses incurred in traveling to and from a job site are the responsibility of the student. ALL expenses incurred in securing and maintaining the WEP position is the responsibility of the student.
5. **Planned Absences:** Any WEP student who intends to be absent from his/her job site must inform the employer and school official as early as possible in advance of the intended absence. Emergency situations are exempt from this rule. An ABSENCE FORM must be filed for each absence. ALL absences must be reported to the school official by the parent/guardian on the day they occur.
6. **Unexcused Absences;** The employer must report a WEP student absent from his/her job site without prior approval or notice immediately to the high school official or counselor.
7. Students absent from school for illness are not permitted to report to the job site for work on those day affected.
8. In the case of WEP absences, similar to regular academic subjects, parent(s)/guardian(s) are expected to contact the office.
9. A school official will conduct a job site visitation every nine weeks.
10. The employer of a WEP student shall submit a weekly report form, provided by the high school. The report, which contains a daily time sheet and evaluation/comment section, will highlight the student's work activities. This report form can be mailed, faxed or delivered to the school official. A sample weekly report form is provided in this document.
11. The employer assumes all liability and responsibility for Workman's Compensation coverage whether the student is or is not receiving payment.
12. Students under the age of 18 will not be assigned hazardous tasks as defined by the U.S. Secretary of Labor. Hazardous tasks are defined as any non-agricultural task including but not limited to the following:
 - a. Manufacturing and storing explosives
 - b. Motor vehicle driving
 - c. Coal Mining
 - d. Logging and saw milling
 - e. Power-driven woodworking machines

Job Site Supervision: (hazardous tasks)

- f. Exposure to radioactive substances
- g. Power-driven hoisting apparatus
- h. Power-driven metal forming, punching, and shearing machines
- i. Mining, other than coal mining
- j. Slaughtering or meatpacking, processing or rendering
- k. Power-driven bakery machines
- l. Power-driven paper-products machines
- m. Manufacturing brick, tile, and kindred products
- n. Power-driven circular saws, band saws, and guillotine shears
- o. Wrecking, demolition and ship-breaking operations
- p. Roofing operations
- q. Excavation operations

Records to be maintained:

1. On-the-job attendance records which the employer shall file each week.
2. Student work schedule, which shall be filed by the employer.
3. Employer's verification of work record.
4. Employer's evaluation of student's work experience.
5. Report of on-site visits made by the school.
6. Documents verifying compliance to the requirements stated above.
7. The program/school shall maintain a record of employers, employer addresses, and employer phone numbers and make these available along with other listed documents for audit purposes.

Sample forms begin on the next page . . .



High School Work Experience Program

Name of High School

APPLICATION FORM

Please type or print in ink:

Applicant's Name: _____ Age: _____

Address: _____ City: _____ Zip: _____

Phone: _____ Date of Birth: Mo. /Day/Yr _____

Business Name of Employer: _____

Contact Person: _____ Contact Phone: _____

Address: _____ City: _____ Zip: _____

Parent Guardian Name: _____

Occupation: _____ Work Phone: _____

1. Can you furnish a vehicle for travel to and from the job site? YES NO

2. Confer with the counselor regarding your academic status and graduation requirements. Current number of credits: _____ Counselor's Initials _____

3. List those course and credits required for graduation:

_____	_____
_____	_____
_____	_____

4. List some of your personal strengths that would apply to this career/position.

_____	_____
_____	_____

High School Work Experience Program

Name of High School

ORIENTATION FORM

Student Agreement: I, _____, hereby agree to abide by all established
Rules and regulations contained in the _____ Work Experience Program.
First Name - Middle Initial - Last Name

Student's Signature: _____ *Date:* _____

Parental Approval:

As parent or legal guardian of the said student, I hereby approve of his/her application for and participation in the _____ Work Experience Program; furthermore, I agree to abide by all the provisions contained in the program, as well as assume liability for _____ while he/she travels to and from his/her job assignment.

Name of Student

Parent's Signature: _____ *Date:* _____

School Official's Signature: _____ *Date:* _____

EMPLOYER ORIENTATION - Employer has reviewed rules and regulations of WEP program.

Employer's Signature: _____ *Date:* _____

EMPLOYER VISITS - A school official will conduct a job site visitation every 9 weeks.

1st Nine Weeks

Employer's Signature: _____ *Date:* _____

2nd Nine Weeks

Employer's Signature: _____ *Date:* _____

3rd Nine Weeks

Employer's Signature: _____ *Date:* _____

4th Nine Weeks

Employer's Signature: _____ *Date:* _____

High School Work Experience Program

Name of High School _____

WEEKLY REPORT

Each week, the employer shall mail, fax, or deliver the attendance/evaluation report to the district office.

Students Name: _____

Employer's Name: _____

Job Site: _____

Week of: / /			
DAY	DATE	TIME IN	TIME OUT
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

EMPLOYER'S EVALUATION – Please indicate the student's performance in each of the following areas by circling the appropriate rating:

- | | | | |
|-----------------------|-----------|--------------|----------------|
| Attendance: | Excellent | Satisfactory | Unsatisfactory |
| Punctuality: | Excellent | Satisfactory | Unsatisfactory |
| Dependability: | Excellent | Satisfactory | Unsatisfactory |
| Cooperation: | Excellent | Satisfactory | Unsatisfactory |
| Initiative: | Excellent | Satisfactory | Unsatisfactory |
| Attitude: | Excellent | Satisfactory | Unsatisfactory |
| Appearance: | Excellent | Satisfactory | Unsatisfactory |

Additional Comments:

Employer's Signature: _____ *Date:* _____

High School Work Experience Program

Name of High School

ABSENCE REPORT

Students Name: _____

Employer's Name: _____

Job Site: _____

Day	Date	Reason for Absence
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Additional comments concerning absence:

Employer's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

School Official's Signature: _____ Date: _____

Training Agreement

High School Work Experience Class

Name of High School

and Work Site: _____

Student: _____

Phone: _____

This agreement covers the school year 20____ - 20 _____

Work Experience

This agreement between _____ School, the employer, the student, and his/her parent or guardian defines responsibilities that each accepts and agrees to shown by their signature.

School Responsibilities:

1. Coordinate the work experience class with the related class, **one work experience class per related class.**
2. Provide forms and maintain adequate records
3. Act as liaison between the parties of this agreement.
4. Screen and select student-learning applicants.
5. Provide general related instruction.
6. Notify the employer in advance if the employment status of the student changes (when possible).
7. Make visitations to the Work Site once every school quarter (2 times a semester) to discuss student progress, evaluate the work site and coordinate the program.
8. Evaluate the student and assign letter grades and credits.

Employer Responsibilities:

1. Employ the student for at least (5) hours per week, per class credit.
2. Employer may not be a parent or guardian of the student.
3. Provide safe working conditions and safety instruction for tasks and duties performed during the training period for the student learner.
4. Release the student from his/her work schedule to participate in school activities, providing prior arrangements have been made.
5. Provide instruction and training in the various phases of the training named above.
6. Assign training supervisor who will evaluate and supervise the student as agreed upon.
7. Meet with the coordinator to discuss the student's progress.
8. Conform to all federal, state, and local labor laws and existing labor-management agreements that apply.
9. No person shall be denied employment, re-employment, or advancement nor shall be evaluated on the basis of sex, marital status, race, color, age, disability, creed, or national origin. Age shall be considered only with respect to minimums set by law as specified by the state.

Student Responsibilities:

1. Perform the necessary tasks and follow instructions as given by the teacher-coordinator and/or employer.
2. Attend any related class as required.
3. Provide transportation to and from place of employment.
4. Notify the teacher-coordinator and the employer on day of absence or late arrival prior to starting time (when possible).
5. Not to report to work on days absent from school.
6. File complete weekly reports on his/her job activities as required.
7. Report to the coordinator as soon as possible when problems arise affecting his/her employment.
8. Work to improve skills, knowledge, and personal qualities.

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Employer's Signature

Company

Date

Student's Signature

Date

Parent/Guardian's Signature

Date

Teacher-Coordinator's Signature

Date

INDEPENDENT STUDY

In order for a student to be counted, independent courses must be completed at a school building and under the direction of a licensed teacher.

Procedure for counting COUNTING VIRTUAL STUDENTS

What is a “Virtual Student”?

The student is enrolled in virtual course(s) and accesses the course materials primarily through the Internet from any location outside the district’s school building. The student is not required to be physically present in a classroom for all or part of the course.



How can FTE be claimed for virtual students who are receiving credit for online course(s)?

FTE can only be claimed for students who are enrolled in a school that is registered with KSDE and has completed the VIRTUAL / ONLINE PROGRAM REQUIREMENTS DESKTOP AUDIT application. For assistance with virtual school requirements, contact the Title Program Services team at KSDE at 785-296-8447.

Documentation of Student for Advanced Placement Weighting

For each virtual education student enrolled in an Advanced Placement (AP) class, complete a “Virtual School Advanced Placement Class” form shown on page 27. When entering data for this virtual student in KIDS, IF they are eligible to receive AP weighted funding, they would be identified with the number 3 in field D18. Otherwise, they would be identified with the number 1. The KSDE auditor will review this form for each virtual education student enrolled in an AP class.

Counting FTE

Virtual school students shall be counted in the district operating the virtual school unless the student is a resident of another district which has entered into an inter-district agreement pursuant to K.S.A. 72-8233, in which case the student shall be counted in the district of residence. (Refer to page 30 for residency criteria.)

If your program is claiming FTE for students enrolled in a virtual course, it will be necessary to maintain the two-day count as approved by the Kansas Legislature.

There is *no authority* for school districts to *reimburse families* of students enrolled in internet-based virtual courses for instructional supplies or equipment.

Virtual Attendance Rules (See page 30-31 for Enrollment and Attendance requirements)

Virtual education students must attend a single day on or before September 20, 2009 AND a single day on or after September 21, but before October 5.

Verifying “Enrolled and Attending” in a virtual school (See page 26 for Attendance documentation)

If your program is claiming FTE for students enrolled in a virtual school, they have three options to indicate that they were “enrolled and attending” on those days: on-site; on-line; or completing assignments off-line.

- If you are claiming FTE for a student enrolled in a **virtual** class who completes assignments off-line and never has any online activity for that class, it is not considered a virtual class and will not count towards FTE.
- If you are claiming FTE for a student enrolled in an **on-site** class who completes assignments on-site and never has any online activity for that class, **homework time** cannot be counted towards FTE.

Calculating minutes for students attending a virtual school:

1. Find minutes on the longest day attended (limited to 360) on a single school day on or before September 20 and;
2. find minutes on the longest day attended (limited to 360) on a single school day on or after September 21 but before October 5.
3. Add the result in 1 to the result in 2.
4. Divide the result in 3 by 2, resulting number is entered into “Minutes Enrolled” in KIDS. To compute FTE, take the minutes reported in 4 and divide by 360, rounding to 1 decimal place.



Counting time for 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 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.

KSDE Auditor Needs

To verify any of these options, the following **three** pieces of documentation will be required for each student enrolled in a virtual course.

1. **Academic Activity Log** (see page 28). **** Complete two Academic Activity Logs for each student.**
To download/print this log: – Highlight “Educator,” select “Virtual Schools”
 - a. Indicate the name of the student and the date of entry for **each** of the 2 required count days.
 - b. For **each** virtual/online course in which the student is enrolled, indicate the name of the course, check the corresponding box to indicate if time was spent **on-site, on-line** and/or **off-line**, and insert the total minutes spent.
 - c. Provide the total minutes spent for **all** courses at the top of the log.
2. **Documentation of Virtual/Online Activity**
 - a. Choose one (1) method/format to document on-line activity for all students within a particular course during the period from the beginning of the school year through October 5th.
 - b. For **each** virtual class in which the students are enrolled, documentation must exist to verify that they were actually on-line at some point in time from the beginning of school year through October 5th.
3. **Documentation of Student enrolled in Advanced Placement Class for weighting**
For each virtual education student enrolled in an Advanced Placement (AP) class, complete a “Virtual School Advanced Placement Class” form (see example on page 27) available online at the KSDE virtual schools website. The KSDE auditor will review this form for each virtual education student enrolled in an AP class.

** If your program offers on-site courses, the Academic Activity Log can be used to document on-site courses and the total minutes spent on-site.

Complete and file for virtual school students enrolled in an advanced placement class.



Virtual School Advanced Placement Class

Student's Name: _____

Student's Address: _____ City: _____

Student's Resident School District Name: _____ USD # _____

Virtual School Name: _____ USD # _____

Advanced Placement Class Name _____

Semester Enrolled: Fall _____ Spring _____

QUESTION 1

Does student's resident district offer this Advanced Placement class? YES _____ NO _____

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

If NO, continue to QUESTION 2:

2(a) Is student's Resident District enrollment FTE less than 260.0? YES _____ NO _____

2(b) Is student's Resident District less than 200 square miles in size? YES _____ NO _____

If Yes to both 2(a) and 2(b), student does not qualify for Advanced Placement Weighting.

Advanced Placement Weighting

In KIDS, each virtual education student must be identified with a code in Field D18 to determine whether they are eligible for Advanced Placement weighting. Based on the answers given to the questions above, enter the applicable code shown below:



Cell D18

Enter 1 for Virtual Education Student

Enter 3 for Virtual Education Student eligible for additional Advanced Placement weighting (.08)

KEEP THIS FORM on file to make available for KSDE Auditor.

Bw:counting kids/virtual sch adv placement class

Download this form on the KSDE website: www.ksde.org – in the box “most requested items”, select “Virtual Schools.”

Official FTE Count Days –
Academic Activity Log for On-site and/or Virtual Courses

This activity log must be completed on two separate count days.

Name of Facility / Program _____

Name of Student _____ Date of Entry _____

Total on-site minutes _____ Total on-line minutes _____ Total off-line minutes _____

ON-LINE VIRTUAL COURSES - Complete the following information

1. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
2. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
3. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
4. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
5. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	

ON-SITE COURSES - Complete the following information

Course Name	Method of Time Spent	Total Minutes Spent
1.	<input type="checkbox"/> Time spent on-site	
2.	<input type="checkbox"/> Time spent on-site	
3.	<input type="checkbox"/> Time spent on-site	
4.	<input type="checkbox"/> Time spent on-site	
5.	<input type="checkbox"/> Time spent on-site	
6.	<input type="checkbox"/> Time spent on-site	

SIGNED: _____

This signature verifies that I am enrolled and participating in courses offered through the program and/or facility listed above. If I am below the age of 18, a parent/legal guardian signature is required to verify the time spent.

Virtual Education Requirements for Kansas



Kansas has been at the forefront in providing an alternate delivery system to serve the unique learning needs of all students. The most recent development has been the use of virtual, online courses. Now that this system is being more widely used by school districts, it became apparent that guidelines were needed.

Therefore, to ensure online programs in Kansas are of the highest quality, a plan including the following criteria must be developed and approved in order for students to be eligible for state aid.

- A. KSDE Responsibilities
 - B. Personnel Requirements
 - C. Program Requirements
 - D. Student/Parent Responsibilities
-

K.S.A. 72-6407 defines a “virtual school” as follows:

“Virtual school” means any school or educational program that: (1) Is offered for credit; (2) uses distance-learning technologies which predominately use internet-based methods to deliver instruction; (3) involves instruction that occurs asynchronously with the teacher and pupil in separate locations; (4) requires the pupil to make academic progress toward the next grade level and matriculation from kindergarten through high school graduation; (5) requires the pupil to demonstrate competence in subject matter for each class or subject in which the pupil is enrolled as part of the virtual school; and (6) requires age-appropriate pupils to complete state assessment tests.

Registration Process

A **Registration and Desktop Audit** application must be submitted to KSDE **before** enrolling students in the virtual/online program. Only upon submission and approval of these materials will a program be eligible to claim FTE for students who are enrolled in a program/school. KSDE auditors will receive a list of programs that have been approved to offer virtual/online programs and are therefore, registered with KSDE. Registration information and materials can be accessed on the KSDE website at: <http://www.ksde.org/Default.aspx?tabid=455>.

Recruitment/Advertising

Once KSDE approves the school/program, enrollment may begin taking place. Virtual programs/schools may advertise their programs. Prior to publicly distributing any written materials to advertise or promote a virtual program/school, such written materials must be provided to the school district or districts located within the geographic area where the materials will be distributed. Materials such as laptops, should be listed as a loaner and not free.

A. KSDE Responsibilities

A visiting team will be selected by KSDE prior to enrollment of students in the online program. The visiting team will consist of at least two members, appointed by KSDE, from current Kansas online programs in addition to the chair from KSDE. The two visiting team members must be from online programs that have received state funding for at least three years previous to the current school year. The visiting team will submit a recommendation for approval/disapproval of the program to KSDE. The visiting team's/KSDE role is to:

1. Evaluate the online program based on the criteria (outlined in this document).
2. Submit a recommendation to KSDE for approval.
3. Do a follow-up visit by April 15 of the initial program year to ensure established guidelines have been followed.
4. Monitor schools annually.
5. Present annually to the Kansas State Board of Education all Virtual School Applications that have been approved for the current school year.

B. Personnel Requirements

1. Program Director

- a. Program Director must meet appropriate licensure/certification requirements for the position as established by the local board of education. Refer to the "Licensed Personnel Report."

2. Licensed/Certified Personnel

- a. Kansas licensed/certified teachers must be employed to provide instruction, assistance and support to students.
- b. Teachers must be licensed/certified in their content area.

3. Student/Family Communication Liaison

Student/Family Communication Liaison must be designated to ensure ongoing and continuous communication occurs among schools, teachers, students, parents, and other online program staff members. This individual will lead the development and implementation of a student/parent compact of responsibilities as well as lead the development and implementation of an internet acceptable use policy.

4. Technical Support Staff

Technical Support Staff or a contracted entity with the skills and ability to support all technical aspects of the program must be designated. This person/entity will be required to ensure any student's opportunity to learn is not hindered because of technical problems. A written back up plan will be communicated to the parents/students through the schools' policy handbook.

5. Professional Development Staff

A person or contracted entity must be designated to develop, implement, and evaluate training provided to all staff, students, and parents in the use of the online program.

6. Assessment Coordinator

Assessment Coordinator is a staff member who will be responsible to coordinate all district and state assessments for online students.

- a. Personnel must be licensed to meet the licensure requirements as established by the Kansas State Department of Education.
- b. All students enrolled exclusively in an online program must take all district and state assessments that students take for their grade/age level.
- c. All data must be reported as part of the state's QPA requirements, the federal NCLB requirements (e.g. AYP), and NCA requirements, if appropriate.

7. Data Entry Staff

Data Entry staff must be designated to provide data entry services for course creation, enrollment of students in online courses, and data entry and data processing of student grades for report cards and transcripts.

8. Counseling Staff

The services of a Kansas licensed counselor must be made available to students in grades K-12. In circumstances where a school counselor is not available in a particular school, shared school counseling services should be utilized. **KAR 91-31-32(c)**

C. Program Requirements

The following program requirements including enrollment, attendance, credits, curriculum, communication structures, and professional development must be established as part of a district's online program:

1. Enrollment and Attendance

- a. Residency Criteria for FTE purposes
 - i. Only students who reside in Kansas are eligible for FTE funding from the state of Kansas.
 - ii. Students enrolled in online courses from other states will not receive Kansas FTE funding.
 1. Online course costs for out-of-state students must be paid by their out-of-state school district or their parents.

Virtual Education Requirements for Kansas

C. Program Requirements

1. Enrollment and Attendance... continued

b. Counting for Enrollment Purposes

i. In order to be included in the FTE of a virtual school, a pupil shall be in attendance on:

1. a single day on or before September 19 of each school year and
2. on a single day on or after September 20, but before October 4 of each school year.
3. A school district which offers a virtual school shall determine the FTE enrollment of each pupil enrolled in the virtual school on September 20 of each school year as follows:
 - (1) Determine the number of hours the pupil was in attendance on a single school day on or before September 19 of each school year;
 - (2) Determine the number of hours the pupil was in attendance on a single school day on or after September 20, but before October 4 of each school year;
 - (3) add the numbers obtained under paragraphs (1) and (2);
 - (4) divide the sum obtained under paragraph (3) by 12. The quotient is the full –time equivalent of the pupil.
4. The school days on which a district determines the full-time enrollment of a pupil under paragraphs (1) and (2) of subsection (b) shall be the school days on which the pupil has the highest number of hours of attendance at the virtual school. No more than six hours of attendance can be counted in a single school day. K.S.A. 72-6407, K.S.A 72-8187

c. Attendance

- i. Documentation using paper logs, electronic logs, statistics within online e-Learning systems or other devices must be used to document regular engagement in the online program.
- ii. Completion of unit tests, projects, online journals, or discussion boards may be used to provide documentation of student attendance and engagement in the online course.
- iii. KSDE Academic Activity Log: A total of two KSDE Activity Logs is required for each student. Each log will identify the name of the course(s) and the total time spent in each course(s) which the student was engaged for each of the two longest enrollment days submitted to the auditors.
- iv. Online documentation: Documentation is required for each student that will verify that any course(s) listed on the two KSDE Academic Logs submitted to the auditors was accessed online some time between the beginning of the school year through October 4th.

D. Examples of Virtual Funding for Students

1. Virtual/Traditional Funding

Virtual Funding

A student taking an online asynchronous course would be counted as a virtual student.

The teacher of the course is virtual meaning asynchronous teaching is taking place.

Virtual Student:

- Attends a bricks and mortar school.
- Takes all classes online.
- Teachers teach remotely (e.g., not in a classroom)
- Uses asynchronous learning.

Traditional Funding

A student taking an online course within the same district would be counted as a traditional student if the majority of the time is in the brick and mortar school.

The teacher of the course is not virtual and the majority of instruction is synchronous.

Traditional Student:

- Attends a bricks and mortar school.
- Takes all classes online.
- All teachers teach in a classroom.
- Uses synchronous learning.

Dual enrollment follows the agreement between the two districts as described in the Virtual Education Requirements for Kansas. Students may be enrolled in their home district and in virtual courses offered outside of their district. Funding is prorated between the two districts based upon the amount of instruction provided.

Virtual Education Requirements for Kansas

D. Examples of Virtual Funding for Students ... continued

2. Professional Development Program

A person or contracted entity must be designated to implement and evaluate training provided to all staff, students, and parents in the use of online programs. Components that must be addressed include:

- a. Training regarding online pedagogy.
- b. Acclimating all parents and students to the online program through an orientation session.
- c. Training for staff on the selected e-Learning system, as well as any other hardware/software used in the online program.
- d. Ensuring staff attends all training/orientation sessions.
- e. *Submitting all required reports: Each year school districts shall submit a report relating to training programs provided by the district to teachers who teach in virtual schools. Such reports must be submitted in the manner and form required by the State Board. . K.S.A. 72-6407, K.S.A 72-8187*

3. Program and Course/Curriculum

- a. Licensed/certified teachers must be employed to instruct the online courses.
- b. All goals and objectives for all online courses must be correlated to local, state, and/or national standards to ensure quality in content. Students and parents must be provided access to the standards being taught within each online course.
- c. A communication plan must be established for those students who are dually enrolled in an online program and another local school district.
- d. Syllabus information (e.g., outlines, timeline charts, materials lists, communication expectations, grading policies and formats for grading) must be developed for every online course.
- e. Suggested timelines or target dates for completion of assignments in each course must be provided.
- f. Final assessments must be provided and proctored for every high school course.
- g. All district and state assessments must be given if students are enrolled exclusively in an online program/school.

4. Receiving and Recording Virtual Course Credits

- a. Award credits when students meet all goals and objectives for all online courses.
- b. Report credits to the sponsoring district for entry into the student's permanent record.
- c. Provide feedback to students regarding their progress to assist students in improving before final course grades are given.
- d. Provide proctored final assessments for every high school course.

5. Communication Structure

- a. Ensure that students and parents have an opportunity to understand the nature of online learning so they can make informed decisions prior to enrollment in the online program.
- b. Provide ongoing feedback regarding each student.
- c. Provide students/families a response within a 24-hour turn around during school days.
- d. Establish a backup plan for handling communication if a teacher is not available.
- e. Make conference contacts with students/parents each semester and as often as possible/necessary.

6. Student Support Services/Sense of Community

- a. Provide orientation training sessions for students/parents.
- b. Make available licensed/certified teachers to answer any student/parent questions for every online course.
- c. Provide opportunities for students to participate in some face-to-face activities including (but not limited to): field trips, study sessions, additional orientation/training assistance, open houses, conferences, end-of-year celebrations, use of parent resource center, and teacher face-to-face instructions for labs.
- d. Provide online communication opportunities enabling students to share with others; i.e. discussion boards, chats, virtual classrooms, e-mails, group online projects.
- e. Establish a district policy for the provision of special education services.
- f. Provide a student intervention plan for online students if necessary.
- g. Inform families if the online program follows the district's regular school calendar. If the online calendar differs, families must be provided the online calendar.

7. School Improvement and Accreditation

- a. Provide opportunities to learn for students who do not meet NCLB targets.
- b. Integrate the program into the district's QPA process following state regulations.
- c. Follow QPA regulations.
- d. Report all data as part of the state's QPA requirements and/or the federal NCLB requirements.

Virtual Education Requirements for Kansas

E. Student/Parent Responsibilities

Parents and students are required to comply with the program requirements. Refer to the school/program's handbook for a complete list of student/parent responsibilities. Items below are a sampling of the responsibilities of the parents and students.

1. Encourage parents and students to initiate communication to share progress and to ask for assistance.
 2. Ensure that students take all appropriate proctored district and state assessments if enrolled exclusively in a full time program.
 3. Require parents/students attendance at training/orientation sessions.
 4. Ensure that students take facilitated final assessments for course credit to be awarded at the high school level.
 5. Ensure that parents/students communicate any e-mail address or phone number changes as soon as changes are made so contact information is always current.
-

Virtual School/Program Advisory Council

Role

- Review and provide input to Kansas State Department of Education (KSDE) staff concerning virtual education.
- Advise KSDE staff of field needs, concerns and issues.
- Act as virtual education advocates in the field and as liaisons to other groups.
- Provide advice and council to the State Board of Education on issues of policy/requirements.

Composition

Membership of the advisory council will be composed of the following positions:

<u>Position</u>	<u>Quantity</u>
• Superintendent	1 with virtual program/school, 1 without
• High School Administrator/Director	1 with virtual program/school, 1 without
• Middle School Administrator/Director	1 with virtual program/school, 1 without
• Elementary Administrator/Director	1 with virtual program/school, 1 without
• Certified Staff – Secondary/Director.....	1 with virtual program/school, 1 without
• Certified Staff - Middle School/Director	1 with virtual program/school, 1 without
• Certified Staff – Elementary/Director.....	1 with virtual program/school, 1 without
• Business Representative.....	1 with online training
• Parent.....	1 primary, 1 secondary
• Special Education Staff (KSDE)	1
• Service Center Representative	1
• Community College Professor.....	1
• University/College Professor.....	1
<i>(with technical attachment)</i>	
• KSDE Deputy Commissioner of	1
Learning and Innovative Services	
• KSDE Director of Title Program Services Team	1
• KSDE Education Program Consultant.....	1
• State Board of Education Member	1

Other Criteria to Consider

- Geographical representation of the state needs to be taken into account by having at least one representative from each State Board Region.
- School size must be considered for equitable representation.
- Nominations will be accepted in the fall of each year by KSDE.
- The total membership of the council will be presented to the State Board each fall.
- KSDE staff will serve in a partnership role with advisory council members and will be well represented at each meeting.
- Private/parochial schools with online programs need to be taken into consideration as well.

Virtual Education Requirements for Kansas

Virtual School/Program Advisory Council ...continued



Council Procedures

1. Initially, members will serve either a two or three year term. Professional organizations initially will select members from a pool of volunteers (i.e., Kansas Association of Elementary School Principals [KAESP] will recommend a representative for the elementary positions).
2. The chair and vice chair will be chosen by the advisory council and each will serve one year. The vice chair will be chosen from the pool of members who have served at least one year. The vice chair will become the chair the following year.
3. The assistant to KSDE's Virtual School consultant will act as the advisory council assistant. The assistant is responsible for keeping a full and accurate account of the proceedings of the council. The assistant will provide a copy of minutes to advisory council members, the State Board of Education, Virtual Team members, and all other stakeholders. Other duties of the assistant will include maintaining a council file containing copies of minutes, council roster (including addresses and phone numbers), correspondence, and current council guidelines.
4. Membership on the advisory council may be terminated as a result of excessive absences.
5. The chair and vice chair will preside at all meetings of the council.
6. The chair and vice chair will work with KSDE's Virtual School team in planning and directing the activities of the council.
7. The chair and vice chair, in consultation with KSDE staff will prepare an agenda for all council meeting and arrange for the agenda to be sent to members at least one week before the next meeting. The chair will have the authority to modify the agenda if it is determined to be in the best interest of the council's work.
8. The chair will appoint temporary or standing committees as needed.
9. The vice chair will exercise the functions of the chair in case of the chair's absence and will assist the chair as needed.

Meetings

Meetings will be held quarterly each year or as needed. Special meetings can be called at the discretion of the chair. In the case of a special meeting, the membership will be given at least 10 days notice. Meetings may be held virtually.

Training - Orientation training for new members will be facilitated by KSDE staff.

Verifying "Attending" in a virtual course:

- a) If your program is claiming FTE for students enrolled in a virtual course, there are three options to indicate that they were attending on the two required enrollment dates: on-site; on-line; or completing assignments off-line.
- b) To verify any of these three options, two pieces of documentation will be required for each student for each of the two longest days for which virtual FTE is being claimed:
 - i. KSDE Academic Activity Log: A total of two KSDE Activity Logs is required for each student. Each log will identify the name of the course(s) and the total time spent in each course(s) in which the student was engaged for each of the two longest enrollment days submitted to the auditors.
 - ii. Online documentation: Documentation is required for each student that will verify that any course(s) listed on the two KSDE Academic Activity Logs submitted to the auditors was accessed online some time between the beginning of the school year through October 4th.

QPA/NCA/NCLB

- 1) If an online program is a program within the district it must be integrated into the district QPA/NCA plan.
- 2) The online program/school will provide opportunities to learn for any students not proficient by NCLB goals and standards.

High School Students (Grades 10, 11, 12) enrolled in Postsecondary Education Institutions

CONCURRENT ENROLLMENT GUIDELINES

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 below). 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 auditors during the college's annual fiscal audit.
3. The course is a *bone fide* college course, approved by the Kansas State Board of Regents, 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. (Sample form page 29)
5. The college provides verification of attendance from the start of school to October 5 (see sample "Class Attendance Log" on page 30).
6. Only students enrolled for college credit can be carried on the class roster.

NEW: The 2008 Legislature passed Senate Bill 421 amending the Kansas Challenge to Secondary Pupils Act. The definition of "concurrent enrollment pupil" is **amended to add persons enrolled in grade 10** to those eligible to concurrently enroll in high school and postsecondary education institutions (effective 2008-09 school year).

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

To count FTE on these students, refer to page 4 - Procedure for Counting Part-Time Students - Concurrent High School Enrollment.

Sample of high school principal's permission form:

Unified School District # _____

**Authorization for Pupil to Apply for
Enrollment in Courses Offered by a
Kansas Postsecondary Educational Institution**

I hereby certify that _____ is enrolled
(student's name)

as at least a sophomore at _____ High School and is
recommended for enrollment in college courses as authorized by K.S.A.
72-11a-04 and the cooperative agreement between Unified School District
No. _____ and _____
(Postsecondary Education Institution)

Signature, High School Principal

Date

High School Students (Grades 10, 11, 12) enrolled in Postsecondary Education Institutions**Excepts from the Kansas Statutes on Concurrent Enrollment -****72-11a02. Legislative declaration; purpose and intention of act.**

(a) The legislature hereby declares that secondary pupils should be challenged continuously in order to maintain their interests in the pursuit of education and skills critical to success in the modern world.

Therefore, it is the purpose and intention of the Kansas challenge to secondary school pupil act to provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary school pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities available in this state. (b) The provisions of this section shall take effect and be in force from and after July 1, 1993. (L. 1993, ch. 265, Sec. 4; April 29.)

K.S.A. 2007 Supp. 72-11a03 (amended in 2008 by Senate Bill 421)

“Concurrent Enrollment Pupil” means a person who is enrolled in grades 10, 11 or 12 maintained by a school district or a gifted child who is enrolled in any of the grades 9 through 12 maintained by a school district, has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions, has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary institution, and is acceptable or has been accepted for enrollment at an eligible postsecondary institution.

What is an “eligible postsecondary institution?”

“Eligible postsecondary institution” means any state educational institution, community college, municipal university, technical college or accredited independent institution.

- “State educational institution”** means the University of Kansas, Kansas State University of Agriculture and Applied Science, Wichita State University, Emporia State University, Pittsburg State University, and Fort Hays State University
- “Community college”** means any community college organized and operated under the laws of this state.
- “Municipal university”** means ... Washburn University.
- “Accredited independent institution”** means an institution of postsecondary education the main campus of which is located in Kansas and which (1) is operated independently and not controlled or administered by any state agency or any subdivision of the state, (2) maintains open enrollment, and (3) is accredited by the north central association of colleges and secondary schools accrediting agency based on its requirements as of April 1, 1985.
- “Technical college”** has the meaning ascribed thereto in K.S.A. 72-4212, and amendments thereto.

72-11a05. Responsibilities for tuition and costs; credit for course work.

(a) No school district shall be responsible for the payment of tuition charged to concurrent enrollment pupils by eligible education institutions or for the provision of transportation for such pupils to or from any eligible postsecondary education institution.

(b) Each concurrent enrollment pupil shall be responsible for payment of tuition for enrollment at an eligible postsecondary education institution and for payment of the costs of books and equipment and any other costs of enrollment.

(c) Each concurrent enrollment pupil who satisfactorily completes course work at an eligible postsecondary education institution shall be granted appropriate credit toward fulfillment of the requirements for graduation from high school unless such credit is denied by the school district in which the pupil is enrolled on the basis that high school credit is inappropriate for such course work.

(d) The provisions of this section shall take effect and be in force from and after July 1, 1993. (L. 1993, ch. 265, Sec. 7; April 29.)

Kansas Statute on cooperative agreements

72-11a04. Cooperative agreements between school districts and postsecondary education

institutions; terms. (a) The board of education of any school district and any eligible postsecondary education institution may enter into a cooperative agreement regarding the enrollment of concurrent enrollment pupils in courses of instruction for college credit at the eligible postsecondary education institution. The agreement shall include, but need not be limited to, the following: (1) the academic credit to be granted for course work successfully completed by the pupil at the institution, which credit shall qualify as college credit and may qualify as both high school and college credit; the requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution; (3) the requirement that the pupil shall pay to the institution the negotiated amount of tuition charged by the institution for enrollment of the pupil. (b) The provisions of this section shall take effect and be in force from and after July 1, 1993. (L.1993, ch. 265, Sec. 6; April 29.)

Sample form below:

Cooperative Agreement
Between a Kansas Postsecondary Education Institution
and Unified School District
for Enrollment of Secondary Pupils

(Pursuant to K.S.A. 72-11a04)

In an effort to provide additional academic challenges to secondary school pupils, this agreement authorizes qualified sophomore, junior and senior pupils enrolled in USD No. _____ to enroll and participate in courses at _____
(Postsecondary Education Institution)
while concurrently completing their high school curricula.

Such "concurrent enrollment pupils" and/or their families are personally responsible for transportation to and from _____
(Postsecondary Education Institution)
and for all postsecondary tuition costs.

_____ agrees that the course work successfully
(Postsecondary Education Institution)
completed by concurrent enrollment pupils will be awarded appropriate academic credit and will be applicable toward the award of a college degree.

USD No. and Name: _____

Postsecondary Education Institution Name: _____

<p>_____ Signature - Authorized Representative USD Board</p>	<p>_____ Signature - Authorized Representative Postsecondary Education Institution Board</p>
<p>_____ Date</p>	<p>_____ Date</p>

Guidelines for ADULT STUDENTS

KSDE Auditor needs

Effective 2009-10 school year, adult students enrolled in a public school shall have the following documentation available for audit purposes:

1. District Enrollment Form
2. Transcript Analysis
3. Individual Graduation Plan
4. Enrollment in High School Credit Classes

Below is a description of the required documentation:

1. DISTRICT ENROLLMENT FORM will include:

1. Full name
2. Address
3. Date of Birth
4. Cohort class graduation date

2. TRANSCRIPT ANALYSIS

Used to determine what classes student needs to graduate.

3. INDIVIDUAL GRADUATION PLAN

Document laying out 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

Course Description Guide or Class Schedule

ENROLLED AND ATTENDING RULE FOR ADULTS

Adult students must follow the same “Enrolled and Attending” rules that apply to the type of school they are attending. Please refer to page 13 for attendance rules concerning students attending an alternative school, and for virtual students, rules are provided on starting on page 25.

High School Students enrolled in Kansas Academy of Mathematics & Science (KAMS) - Fort Hays State University

The Kansas Academy of Mathematics and Science (KAMS) is a residential program open to high school students who are academically talented in science and mathematics and will be housed at Fort Hays State University (FHSU).



Students enrolled and attending KAMS will be counted by their home district. The home district will also be responsible to submit KIDS records for these students.

FHSU will submit enrollment and attendance information to the home district and to KSDE.

KAMS students counted by the district will not be included in adjusted enrollment, but will be added to the district’s total weighted FTE. These students are not eligible for any weightings and are not included in the calculation for the district’s LOB.

For purposes of enrollment, “ADULT” is defined as those individuals whose cohort class has graduated high school. Only those students *without high school diplomas* are eligible for funding.

Keep in mind ...

If documentation of student enrollment, transcript analysis and graduation plan are not available for audit, the student will not be included in district enrollment and is ineligible for state funding.

School Finance (785) 296-3872

Fiscal Audit (785) 296-4976

Counting Kids

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