



Counting Kids – 2020-2021

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What's new...

Remote Learning...



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What covering today...

Remote Learners

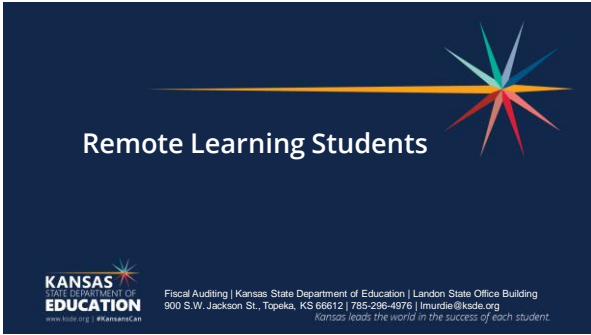
Enrollment and Attendance

- On-Site students
- Virtual

Weightings



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Remote Learning Students

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Three groups of students

- Remote Learners (only for 2020-21)
- On-Site students (traditional attendance – brick and mortar)
- Virtual

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Assurance – Remote Learning

- *If you have Remote Learners*
- Complete **Assurance** document
- **Return to KSDE by September 1**
- If not sure - read it, complete it and return it
- Email to: remotelearning@ksde.org
- Where to find the Assurance document:
 - Navigating Change – Remote Learning section
 - KSDE Fiscal Auditing webpage – fillable doc

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Assurances – Remote Learning

Where to find the Assurance document:

Navigating Change:

<https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations>

KSDE Fiscal Auditing webpage:

<https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>



Do you have Remote Learners?



Remote Learning - 2020-21 - Defined

- Student is regularly enrolled - **not full-time** virtual
- enrolled in school district normally would have attended On-Site
- attending remotely – *some days or all days*
- because of concerns related to the COVID-19 Pandemic
- For 2020-2021 only



So, do you have Remote Learners?

Yes – even if district is using a hybrid attendance model

Students – 2020-2021 - attendance

No such thing as "hybrid" learner....

- On-Site student
- Remote Learning student
- Virtual – student attending virtually

Remote Learning- Defined

To be clear: "Hybrid" attendance = is also Remote Learning

Examples of Hybrid attendance = Remote Learning students:

- Attending On-Site: M, T then *Remotely* W, Th and F
- Attending On-Site: Th, F then *Remotely* M, T and W
- Attending On-Site Monday am and Thursday am & all else *Remotely*

**Assurances – Remote Learning –
District Assurance doc – revised as of 9/14/20...**

Added 9.14.20

Does not matter which district Assurance form you sign and return to KSDE, can be either:
- the original (pre-Sept 14th form)
- the revised Sept 14th form (that shows no student daily activity logs required)

***Key: Regardless,** if you have Remote Learning students anytime during 2020-21, your district should sign and return the district assurance form to KSDE.

Email it to remoteteaching@ksde.org

Return it by October 4 (original due date was September 1)

More about the Parent Assurance form for Remote Learning – later

Assurances: Remote Learning – why?

- *Cannot have repeat of Spring 2020 experience*
- Must ensure that Remote Learning is as close to On-Site (in-person) learning as possible

Remote Learning ≠ Virtual Learning

Remote Learning is not...virtual

it is not simply virtual curriculum and instruction purchased and made available to the regularly enrolled student and paired with a daily call from a local teacher to the student.

Remote Learning ≠ Virtual Learning

If you have purchased virtual curriculum and are using it to provide services to Remote Learners:

- make sure it is *supplemental only*; not primary means of instruction; if used as the core of instruction, then it's virtual
- making sure Remote Learners are taking same assessments (tests) as On-Site students is **key** – see Assurances document

Helps ensure seamless transition to being an On-Site student

- daily meaningful contact (instruction) from local teacher(s) is **key**

Remote Learning ≠ Virtual Learning

Remote Learning – requirements

- Enrollment and Attendance
- ~~Daily Log~~ (Eliminated 9.14.20)
- Daily Connection with a local teacher
- Curriculum and Instruction
- Professional Development
- Funding

Remote Learning - requirements

- Enrollment and Attendance
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- Daily Connection with a local teacher
- Curriculum and Instruction
- Professional Development
- Funding

Remote Learning

(Amended 9.14.20)

Remote Learning: Enrollment and Attendance

- student is regularly enrolled – not full-time virtual
- enrolled and attending on count day: September 21
- attendance is based on daily log (Eliminated 9.14.20)
- What if absent on Sept 21? ...use normal absentee rules (one day before Count Day, one day after but before Oct 4)



Remote Learning

(Added 9.14.20)

Remote Learning: Enrollment and Attendance

- What if absent on Sept 21? ...again, use normal absentee rule... (one day before Count Day, one day after but before Oct 4)...Keep in mind:
- Absenteeism for Remote Learning students:
 - if absent from live-streamed classes, then mark as absent
 - ***establish ahead of time – which students are participating via live-stream**
 - other Remote Learning students – *not participating via live-stream - if local teacher cannot make daily meaningful connection, mark student as absent that day



Remote Learning

(Eliminated 9.14.20)

Remote Learning: Daily Log – overview of requirements

- ▲ student maintains the daily log; parent help as needed
- ▲ logging daily learning activities and time spent on each activity
- ▲ must be signed by student
- ▲ must be signed by parent, guardian or responsible adult
- ▲ only two instances in which daily log not required...



(Eliminated 9.14.20)

Remote Learning

Remote Learning: **Daily Log**

Only **two instances** in which **daily log not required**:

1. Remote Learning services are provided by streaming live video of the student's On-Site class/es
2. School building is closed **and** services are provided by local teacher who can and does take attendance as normal!

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Remote Learning

Remote Learning: **Daily Log**

Only **two instances** in which **daily log not required**...

If your district doesn't meet one of those, then each **Remote Learning** student must maintain a daily log

Maintain daily log from beginning of school to Oct 4. (for audit)
— *But need to keep all year for average daily attendance reporting.*

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(Eliminated 9.14.20)

Remote Learning - Daily log - **elements**

• **Daily log** in Navigating Change — includes all **needed elements**:

- date
- USD ###
- student name, state student ID (SSID), grade
- teacher contact — whether contact made
- **class and activity and assignments**
- tests taken
- **minutes for each activity**

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Remote Learning - Daily log - examples

• Daily log templates on KSDE Fiscal Auditing webpage:

— <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>

- Fillable pdf
- Google doc



(Eliminated 9.14.20)

Remote Learning

Remote Learning: **Daily Log**

- **student** maintains the daily log
- parent, guardian or responsible adult help as needed
- district does not maintain the log...meaning...
- log is not be pre-filled by district
- ok to include entire week on 1 log



(Eliminated 9.14.20)

Remote Learning

Remote Learning: **Daily Log**

- **logging daily learning activities...**
- time logged should **not** be pre-filled by district, ex: 360 minutes
- ok to list **expected** objectives or activities
- but **actual** learning activities **should be logged by student**
- ok to include entire week on one log, but student should log:
 - daily activities
 - time on each learning activity



Added 9.14.20

Remote Learning – Parent Assurance

Who should complete the *Parent Assurance* (Remote Learning)?

- Parent/Guardians of any and all Remote Learners
- If Remote Learner anytime during 2020-21 School year
- Regardless of how the student is receiving educational services
 - even if attending classes via live-stream
- District should keep copy of signed *Parent Assurance*
 - make available to KSDE auditors

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Remote Learning

Remote Learning: **Daily Connection** with a local teacher

- must be **meaningful** daily connection
 - **what is meaningful?**will cover here shortly
- can be telephone call or interactive video conferencing
- must be a local teacher – not all student’s teachers
- student has ready access to all local content teachers
- student’s questions answered within 24 hours – on school days

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Remote Learning

Remote Learning: **Daily Connection** with a local teacher

- must be **meaningful** daily connection - **what is meaningful?**
- is **not just to take daily attendance**
- **is** meant to **keep** Remote Learning **student engaged**
- **is** to **ensure student can make seamless transition** to On-Site classroom

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Remote Learning

Added 9.14.20

Remote Learning: **Daily Connection** with a local teacher

IMPORTANT – (especially with elimination of student daily activity log).

- Keep track (this means log) daily meaningful connection to student
- Simple log – keep it simple (date, student, who called them)
- Track calls to Remote Learning students who are not participating via live-stream (no need to log/track live-stream participation because taking attendance during live-stream instruction)



Remote Learning

Remote Learning: **Curriculum and Instruction**

- prepared, provided and/or supervised by local teachers & staff
- *not* simply virtual curriculum and instruction purchased and paired with daily call from local teacher
- student is assessed on same standards and competencies as On-Site students
- all progress, academic and social-emotional monitoring assessments (tests) given – same as On-Site students



Remote Learning

Remote Learning: **Professional Development**

- timely (help in prep for and during 2020-21 school year)
- relevant – not a normal year, so not just normal topics...
- help local teachers help Remote Learners
- balancing - On-Site teaching with Remote Learning
- self-care for the long-haul



Remote Learning

Remote Learning: **Funding**

- base aid is \$4,569 for 2020-2021 school year
- weightings are available:
 - at-risk, CTE, Bilingual/ESOL, transportation
- full-time funded student is 360 minutes each day
- **is learning time each day, not screen time**
- **on daily logs, not ok to simply have a check box for 360 min**
(Eliminated 9.14.20)



Remote Learning - requirements

We covered all the requirements for Remote Learners for 20-21:

- **Enrollment and Attendance**
- **Daily Log** (Eliminated 9.14.20)
- Daily Connection with a local teacher
- Curriculum and Instruction
- Professional Development
- Funding



Remote Learning

Next: *Calculating...how to calculate...*

Minutes Enrolled: KIDS data element D25...



Added 9.14.20

Remote Learning

What is the bottom-line – what is the affect of this change?
(that Remote Learners – do not keep daily activity logs?)

- Remote Learning students attendance for 2020-21 will be based on the following:
 - student must be enrolled on September 21, 2020
 - parent/guardian completed the Remote Learning Assurances document and the district has it on file
 - district completed the Remote Learning 2020-2021 Assurances document and submitted it to KSDE.
 - district made daily contact with Remote Learning student as described in the Enrollment Handbook section: **"Daily meaningful connection with local teacher"**

From Enrollment Handbook – see Remote Learning section starting on page 26

To be clear: the signed Parent Guardian-related Remote Learning Assurances document and the district's log of a local teacher's daily meaningful contact with the Remote Learning student will replace the requirement of having Remote Learning students maintain a Daily Activity Log.

Added 9.14.20

Remote Learning

What is the bottom-line – what is the affect of this change?
(that Remote Learners – do not keep daily activity logs?)

*Key things to keep in mind:

- For (Remote Learning) students who are not participating via live-stream: local teacher **must** make daily meaningful contact **each day**
- If your district is live-streaming classes to Remote Learners – that is daily meaningful contact – no need to call again and no need to maintain a district daily meaningful connection contact log

Amended 9.14.20

Remote Learning – minutes enrolled

Calculating: Minutes Enrolled: KIDS data element D25, 1

- Enrollment and Attendance [see next slide](#)
- **Daily Log** (student daily logs eliminated 9.14.20...[see next slide](#))

For Remote Learners, for 2020-21

- **minutes enrolled** or time counted [For guidance on Minutes Enrolled, Data Field D25 and Remote Learning students, see next slide](#)
- is based on student's **daily logs** (student daily logs eliminated 9.14.20...[see next slide](#))
- using calculated **average daily attendance (you calculate)**

(Eliminated 9.14.20)

Remote Learning – minutes enrolled

When to use 7 days of count week: Sept 19 – 25
Ok to use when student completes schedule in 1 week

- Sept 19- 400 minutes (yes, it's a Saturday)
- Sept 20- 320 minutes (yes, it's a Sunday)
- Sept 21- 360 minutes
- Sept 22- 120 minutes
- Sept 23- 216 minutes
- Sept 24- 270 minutes
- Sept 25- 360 minutes

Minutes enrolled = 399 (360 is full time)
 $(400 + 320 + 360 + 120 + 216 + 270 + 360) / 5 = 399$ → Divide by 5
 Student FTE is 1.0 (360 min / 360 min = 1.0 FTE)



(Eliminated 9.14.20)

Remote Learning – minutes enrolled

When to use 10 days: Sept 21 – 25 and Sept 28 – Oct 2
Ok to use when student needs 2 weeks to complete schedule

—How: Sum minutes for 10 days and divide by 10 = daily avg

When to use 14 days: Sept 19 – 25 and Sept 26 – Oct 2
Ok to use when student needs 2 weeks to complete schedule

—How: Sum minutes for 14 days and divide by 14 = daily avg



(Eliminated 9.14.20)

Remote Learning – minutes enrolled

← Calculating average daily attendance — Remote Learner:

Reason for allowing:

- ← sum of 7 days minutes / 7 days
- ← sum of 14 days minutes / 14 days

...During the 20-21 school year, because of the COVID-19 pandemic, many Remote Learners will not spend traditional hours or the same amount of time learning as they would have if they were attending On-Site.



(Eliminated 9.14.20)

Remote Learning – minutes enrolled

When to use 4 days of count week: Sept 22–25

Use if student is absent on count day: Sept 21

Sept 22: 120 minutes

Sept 23: 216 minutes

Sept 24: 220 minutes

Sept 25: 360 minutes

Minutes enrolled=229

(120 + 216 + 220 + 360 / 4 = 229) * Key: sum 4 daily logs and divide by 4 days
Student FTE is 0.6 (229 min / 360 min = 0.6 FTE)

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(Eliminated 9.14.20)

Remote Learning – minutes enrolled

- daily meaningful contact and daily activity logs
- calculating minutes enrolled for Remote Learners

Realize these are outside of your normal processes and add stress on top of the stress that's already there

...But these allow your district to receive funding for students attending as Remote Learners – in place of required enrollment and attendance – otherwise, funding would be \$0

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Remote Learning – other FAQs

Weightings – for Remote Learning students

- At-Risk – weighting
- Career Technical Education (CTE) – weighting
- ESOL/Bilingual – weighting
- Transportation – weighting

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Remote Learning – other FAQs

Weightings – for Remote Learning students

- At-Risk – weighting – based on Sept 21 Free Lunch count
- Career Technical Education (CTE) – weighting (Eliminated 9.14.20)
 - based on attendance in approved 0.5 CTE classes – daily log
- ESOL/Bilingual – weighting
 - based on contact minutes – must have contact log – as normal
- Transportation – weighting
 - if you will transport during 2020-21 - claim



Remote Learning – other FAQs

School Term – for Remote Learning students

- School Term is 1116 hours – is state law
- not waived for Remote Learning students
- must ensure Remote Learners have access to same # of hours as On-Site Learners: 1116 hours for School Term

Suggestions: keep separate 1116 log for Remote Learners or have Remote Learners on same schedule as On-Site



Resources – Remote Learning: Recap

Recap:

Navigating Change: Kansas' Guide to Learning and School Safety Operations

- is on KSDE's website
- Remote Learning section
- Return Assurance document by Sept 1

Enrollment Handbook – Remote Learning – starts on page 26

Counting Kids – 2020 – slide presentation – will be posted to webpage





Normal topics...next

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What covering today...

Remote Learners

Enrollment and Attendance for...

- On-Site students
- Virtual

Weightings

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Review for 2020-21

Enrollment funding is still based on prior year(s)
Weightings are always based on current year – no change

What we audit and when (no change):

- We audit current year enrollment and attendance (20-21)
- We audit last year's expenses (19-20)

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Attendance

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Attendance Rules

Rules differ depending on whether...

- **Traditional** Schools – On-Site students
(already covered Remote Learners)
- **Alternative** and **Virtual** Schools

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Definitions

Traditional student – **On-Site** attendance – brick and mortar

- **most common** - attendance is face to face
- **sometimes** - online classes (not the same as virtual)
- online – student attends class *within* the school day

Alternative student – attends *on-site* in an alternative school or program

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Definitions - continued

Virtual student – attends a KSDE-approved virtual school or program

- virtual schools & programs are **approved in February** each year
- learning is asynchronous (can take classes anytime, anywhere)
- **not** the same as an on-line course taken On-Site
- also, **not the same as Remote Learning**



Attendance Rules - Traditional

Enrolled and Attending on September 21th (count day)

- **If absent** on count day, then...
must attend one day before count day and one day after – but **before** October 4th
- **If your school is closed** on September 21th, then count day is the next day your school is in session



Attendance – Alternative Schools or Virtual Schools, 19 and Under

Must be in attendance two days:

- Day 1 is on or before September 20
- Day 2 is on or after September 21 but **before** October 4
- The timeframes do **not** overlap (Sept 21 is in the second timeframe)
- Age cut of is 19 and under.



Documenting Attendance Virtual Schools, 19 and Under

- **Connected time** – Electronic system shows when student was connected to the virtual curriculum
- **Off-line** – Academic Activity Log, must be signed by parent
- if **student is under 18, must be signed by November 1**
- **On-site** – use sign in / sign out lists showing when the student attended



Attendance – Virtual, 20 +

- Age cut off is 20 or older
- Funding is not based on attendance or enrollment
- IS based on **credits earned** - July 1, 2020 to June 30, 2021
- **Up to six credits per year** will be funded
- Funding is \$709 per credit hour – no change
- September 20 is always the age determination date for virtual



Attendance – Virtual, 20 +

- In KIDS** - enter either an ENRL or ASGT record
- ENRL – if there during Count window
 - ASGT – if there *after* the Count window
 - **Regardless, will always be for 360 minutes if Virtual, 20+**
- Preparing for audit:*
- Provide transcripts and proof the student passed the credits
 - That student is working toward a program of study
 - During 20-21, we will audit credits earned in 19-20



Attendance – Alternative Schools

- Enrollment form – name, address, DOB, cohort class grad date
- Transcript analysis (what classes the student needs to graduate)
- Graduation plan – individualized, with estimated enrollment dates
- Courses enrolled in – course description/class schedule
- Log to show time **on-site**
- **Attendance is On-Site – even with COVID-19 Pandemic**
- **Teacher must be certified**



Minutes Enrolled

(KIDS Data Field D25)



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Minutes – Enrolled – General Rules

Keep in mind:

- Calculating FTE: $\text{Minutes enrolled} / 360 \text{ min} = \text{FTE}$
- FTE is rounded to 1 decimal place (normal rounding rules)
- FTE will not be funded for more than 1.0, *you can provide more*
- If student attends less than 18 minutes, then not counted
- Student receiving special education – always 1.0 *unless virtual*
- If concurrently enrolled, then FTE is 300 min not 360 min



Minutes – Enrolled – How Calculated

- How minutes are calculated depends on the type of attendance:
- **Traditional** (On-Site)
- **Virtual 19** and under and/or **Alternative** attendance – same way
- **Special education and virtual** – what if both?
- **Concurrently** enrolled students



Minutes Enrolled – Traditional (On-Site)

Do Count:

- Time in class (regardless if full time or part time)
- Passing periods, not more than 10 minutes, between classes
- Recess, up to 15 minutes if mid morning or midafternoon (both)

Do not Count:

- Lunchtime and one passing period before or after lunch
- Recess if right before or after lunch
- Breaks



Minutes Enrolled – Virtual, 19 and under and Alternative

Calculating allowable minutes:

- take longest day attended on or before Sept 20 (360 min or less)
- take longest day attended on or after Sept 21, but **before** Oct 4 (again, 360 min or less)
- Average the 2 days: add them together and divide by 2 = allowable minutes



Example – Minutes Enrolled Virtual, 19 and under or Alternative

Example - Full time student

- If longest day in 1st count window = 360 min
- If longest day in 2nd count window = 360 min

- Then $360 + 360 / 2 = 360$ minutes
- And $360 \text{ min} / 360 \text{ min} = 1.0$ full time equivalent (FTE) student



Example – Minutes Enrolled Virtual, 19 and under Alternative

Example - Part time student

- Longest day in 1st count window = 280 min
- Longest day in 2nd count window = 360 min

- Then $280 + 360 / 2 = 320$
- And $320 / 360 = .888$ and round to .9 FTE



Minutes Enrolled – when Both Special Education and Virtual

For the district providing special education services:

- FTE is calculated based on actual special education minutes
- Not an automatic 1.0 FTE

For the district providing virtual services:

- *What you should do:* enroll for the # of virtual min provided
- Student FTE is limited to the minutes remaining after SPED
- Auditor will adjust the overall FTE during audit



Minutes Enrolled – Concurrently Enrolled students

- High School students attending a post secondary program offered by a Tech School, Community College, or State College as of Sept 21
- **Includes** classes taught by the college *at the high school*
- **FTE calculation is different** (not 360): is 300 minutes
- For audit: must provide documentation of attendance



Minutes – Concurrently Enrolled

- KIDS Data field D26** – what to enter if concurrently enrolled
- Enter total minutes attended, including the concurrent class(es)
 - Remember that 1.0 FTE = total min enrolled / 300 (not 360)

- Do not confuse with KIDS Data field D46 – CTE Contact Minutes**
- Enter time in D46 only for *approved for funding* CTE courses offered at the high school
 - If offered anywhere else (tech college, etc...) no minutes in D46



Age Requirements



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Age Requirements

- **Preschool Special Education 3 year old** – 3 on or before Aug 31
 - **Preschool-Aged (4-year-old At-Risk)** – 4 on or before Aug 31 (not 3 or 5)
 - **Kindergarten** 5 years old on or before Aug 31
 - **First Grade** – 6 years old on or before Aug 31
- **Preschool 5 year olds** – enroll as a Kindergartner for funding, but academically place where appropriate



Age – Adult Students - Grades

Adult student defined:

- a student who is over the age of 18 AND whose 5th year cohort has graduated or
- any student over the age of 21
- in KIDS – code as 18 (Non-Graded) in Data Field D10

“Adult” definition has nothing to do with funding; but *does* determine the grade entered into KIDS



Age – Adult Students - Funding


Minutes enrolled (not age) – drives funding for:

- Traditional (On-Site and Remote Learning students)
- Alternative

Age – IS considered when talking about Virtual funding

- **19** and under virtual – fund based on minutes enrolled
- **20** and older – funded based on credits earned
- Sept 20 is always the age determination date for virtual





Misc

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Preschool-Aged At-Risk
(4 Year Old At-Risk)

Must be **4 years old** on or before **August 31**. Not 3 or 5.
Must meet **one** qualifying criteria:

- * Poverty (**Free Lunch only**)
- * DCF referral
- * Parent – No Diploma / No GED
- * English Learner – must qualify and service must be provided
- * Developmentally or academically delayed (**but no IEP**)
- * **New - Homeless** – as determined by local ed liaison
- * Single Parent
- * Teen parent
- * Migrant

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More – Preschool-Aged At-Risk

Preschool-Aged At-Risk (4-year-old at-risk)
* **New – No slot allotment.** All qualified students funded.

3 year old At-Risk students – **KIDS grade 33**
- must meet one of the At-Risk criteria
***New:** use **grade level "33"** in KIDS Data Field D10:
- not funded for 2020-21

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4 year old AT-RISK vs. KPP

4 Year old At-Risk - Must be 4 years old by Aug 31

- Each child must meet at least one at-risk criteria – to generate \$
- Poverty criteria is: Free Lunch *only*

Kansas Preschool Pilot - Age 3 (by Aug 31) to 5, but not K eligible

- at least 50% of the children must meet one of the at-risk criteria
- Poverty criteria is Free *and Reduced* Lunch

Can receive both – but KPP cannot supplant 4 year old at-risk



Enrollment - Misc

Non-resident (Out-of-State) Students:

- Not counted for Virtual, but...
- Counted if enrolled in traditional or alternative school
- Counted if Remote Learner – if enrolled in school district normally would have attended On-Site



Work-Based Learning

Includes: job shadowing, internships, apprenticeships, etc...

In general, preparing for audit, three things:

- **Agreement:** between student, parent, teacher, supervisor
Note: *not just the liability agreement*
- **Work log/Timesheets/Attendance** - hours - from beginning of school through October 4th
- **Work must be directly related to a class** student is taking or has taken.



Work-Based Learning

Other Work-Based Learning Criteria:

- Maintain a portfolio
- Experience should related to the student's career goals
- Weekly meetings with the student
- Worksite visits - at least one every nine weeks

Each of these helps ensure a *quality* Work-Based Learning experience



Work-Based Learning

Enrollment and Attendance: Work-Based Learning

Again, must be currently *enrolled* in or have already completed course

CTE-related course:

- max of 1 hour counts toward .5 *weighted funding* - few exceptions
- max of 2 hours count toward student's *attendance*

Non-CTE-related course

- Max of 2 hours count toward student's *attendance*

Regardless, maximum of 2 hours counts toward student's *attendance* (used to be 1 to 1: 1 hour class to 1 hour work-based learning)

Again, track *attendance*: from beginning of school through October 4th



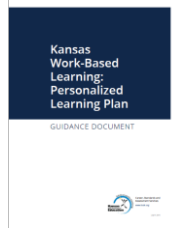
Work-Based Learning

Guidance Document includes:

- Work-Based Learning Agreement - pg 11
- Work Log/Timesheet - pg 27

Find it here:
[Kansas Work-Based Learning: Personalized Learning Plan Guidance Document](#)

Also, access it from KSDE Fiscal Auditing webpage





School Term Requirement: 1116 hours

School Term Requirement

- 186 days or 1116 hours (1086 for seniors) - minimum required
- 465 hours for Pre-K
- Has not been waived for 2020-21

When calculating days/hours:

- Calculate by *building*
- Parent-teacher conferences count: *1 to 1*
- Professional Development: *Count half*
- Lunch and one passing period before or after - do not count
- Breaks - do not count
- Recess immediately before and after lunch - do not count
- Watch out for "power hour" - it is often long lunch - does not count

School Term Requirement

- Designate make-up inclement weather days – on the SO66
- How make-up days work – what is forgiven time
- Only inclement weather – no other forgiven – call if not sure



School Term Requirement

Resources:

Calculator – 1116 Hour Building Log:
<https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>

School Term Audit Guide

- Use the calculator if it helps you
- Please use something to help [track the year as you go](#)



Weightings



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Weightings – what we will cover

Weightings:

- At-Risk and High-Density At-Risk
- Bilingual
- Transportation
- Career Technical Education (CTE)

Virtual Funding





At-Risk Student Weighting

- Students who qualify for free lunch
- Weighting factor: **0.484** (no change)
- To calculate the weighting:
free lunch headcount x 0.484
- **Excludes:** Virtual, part-time students, students 20 years or older and non-funded preschool students



At-Risk Verification

Auditors will check whether:

- 3% of income eligibility forms have been **verified by Nov 15**
- that 3% of applications for alternative programs have been verified (no lunch service, but State application - *Household Economic Survey*- is used to identify at-risk students)

If not verified, then 3% reduction in at-risk count

High-Density At-Risk Weighting

Will be calculated at both the district and building level and will be the higher of:

- If free lunch % is 35% or more but less than 50%, then take the number of free lunch students times (free lunch % minus 35%), then times 0.7
- If free lunch % is 50% or more, then take free lunch times 0.105

(funding continued through 2022)



Bilingual (ESOL)

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Bilingual - Weighting

Must meet two requirements for bilingual weighting:

- Student must qualify for service
- Teacher must be qualified (have the proper license)

(No change -These are the same requirements as before)

Bilingual - Weighting

Teacher must be qualified; by count day:

- have a Kansas ESOL endorsement
- have a Kansas ESOL waiver
- have a Kansas ESOL provisional
- have an ESOL Endorsement Plan of Study on file with district office *before* count day and have begun courses
- passed the ESOL PRAXIS before count day – 149 or higher and applied for license endorsement

Bilingual - Weighting

Teacher must be qualified; *if ESOL Endorsement Plan of Study:*

- again, make sure it's on file with the district office *before* Count Day
- teacher has 3 years to obtain the endorsement
- must make ANNUAL progress

For 20-21, *annual* progress means:

- teacher has or will take a class in any of the following:
Spring 2020, Summer 2020, Fall 2020, Spring 2021

Bilingual - Weighting

Paras providing services to English Learner:

- Must be directly supervised by ESOL qualified teacher
- Teacher cannot supervise more than 5 paras per year
- Para is not solely responsible for instruction and preparing for it

- Teacher and para must work in close proximity
- Must have frequent and productive meetings – at least weekly – *meetings must be documented* – detail student's progress

Bilingual Weighting

Bilingual Weighting will be based on whichever is greater:

- FTE enrollment (based on contact minutes) x 0.395 **or**
- English Learner headcount x 0.185

- Not an option for district to choose – KSDE will calculate both
- Therefore, districts still must report bilingual contact minutes

Bilingual - Weighting

Use care in reporting Bilingual contact minutes:

- Report minutes for regularly-attended English Learner
- If pull-out services, total minutes for 5 days and divide by 5
- If block schedule – use *average* minutes per day
- Students in grades 1 to 12 – limited to 360 minutes
- Preschool students are limited to 180 minutes
- *Kindergarten – up to 360 minutes*

Calculator – Bilingual Minutes

<https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>

Optional, but use if it helps you



Bilingual - exiting

Still 3 ways to exit English Learners program:

- **Proficient/Fluent on KELPA.** Exit if score proficient **ONE year.**
 - monitored status – no services – no bilingual weighting OR
 - **Optional transition year** – but must provide services
- Spring 2020 scores not available in time for Sept 21 2020 count day, so... proficient students will be placed on "monitored" status next year as 2020-21 school year would have been their transition year
- **Recommended exit** by Bldg Leadership or Student Improve Team
- **Withdrawal** - Parent withdraws student





Transportation



Transportation

Preparing for Audit:

- We use the data you submit to KIDS
 - miles transported
 - student address
 - school address
- Important to report these accurately
- No PO boxes please



Transportation

Report students for whom:
 transportation was made available (as of Sept 21) at district expense...

Transportation miles: door to door by most travelable route and do not round up
 - Example: 2.46 is reported as 2.4, not 2.5

Transportation FTE:
 - Round trip is 1.0 FTE, one way is 0.5 FTE
 - Student riding special education-funded bus is 0 FTE



Transportation - Auditing

Audit:

- We check one-way route distance reported if claimed as 2.5 plus
- We check whether the student is in or out of district

During audit, we will provide a list of students:

- Claimed as more than 2.5 miles but that appear to be less
- Claimed as in district, but appear to be out of district
- Please review the information – let auditor know if disagree



Transportation – District Boundaries

Boundary mapping tool is available here:
[School District Map Lookup – District Boundaries – ArcGIS](#)

- Please only use to determine district boundaries
- Please do not use to determine route distances

Transportation – Expenditures

Minimum/Maximum transportation funding:

- State law sets a minimum: no less than 2016-17 funding...but
- State law also sets a maximum: no more than 110% of the district's total transportation expenditures from previous year

Preparing for audit:

- Be sure to report all transportation expenditures from all funds
- Be able to provide documentation to support all such expenditures

Transportation – Misc

Other things to note about transportation weighting:

- No funding provided for transporting out-of-district students, but can provide transportation services to these students
- Auditors will check for double-funding (Special Education)
 - If not needed (if not on IEP), do not claim for SPED Transp
- For a part-time private school student, transportation FTE should be equal to or less than their enrollment FTE



Career Technical Education

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Career Technical Education (CTE)

Weighted funding - .5 funding

- Classes eligible must be *approved for .5 funding* through the Pathways Process
- Course # for each class offered must be *exact match* to Pathways
- Classes taken at Tech College or Community College -- are not funded by KSDE -- do not claim them (Ex: Excel in CTE)
- **Not funded: integration with non-Pathway/non-CTE course**
- Follow the CTE policy on Doubled-up and Nested classes:
[Double-up and Nesting CTE Courses Policy](#)

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Career Technical Education (CTE)

Preparing for audit:

- Submit the correct # of minutes in KIDS for each student (D46)
- Maintain a September 21 roster for each approved class
- Licensing -- Actual teacher is appropriately licensed
- Have available - copies of all Pathways approval letters -- from KSDE
- **Get approval for any nested courses (nested is 3 or more) -- by October 15**

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Career Technical Education (CTE)

- Weighting is 0.5 x FTE based on average daily minutes student attended an approved class(es)
- Average daily minutes are rounded to whole, for example:
42.2 minutes = 42
42.5 minutes = 43
42.8 minutes = 43
- Do not include seminar minutes - enter those on the PBR
PBR: Principal's Building Report

Career Technical Education (CTE)

Calculating Minutes - Depends on the type of schedule

- **Same** schedule every day
- **Block** schedule, every other day
- **Modified** block

Career Technical Education (CTE)

Examples - Calculating Minutes - Same Schedule Every Day

- One class, meets every day for 52 minutes = 52 CTE minutes
- Two different CTE classes (same student):
52 minutes
51 minutes
52 + 51 = 103 CTE minutes - enter this into Data Field D46

Key: No need to calculate an average (but you can)

Career Technical Education (CTE)

Example - Calc. Minutes - **Block Schedule** - Every Other Day

- One class, meets every other day for 90 minutes
90 / 2 days = 45 CTE minutes
- Two different CTE classes, each 90 minutes
90 + 90 = 180 / 2 = 90 min - enter this into Data Field D45

Key: Calculate average minutes per day...



Career Technical Education (CTE)

Example - Calc. Minutes - **Modified Block** Schedule -

- One class, meets 4 days per week, varying length each day
50 + 50 + 90 + 50 / 5 days = 48 CTE minutes
- If Two different CTE classes, average each and then add
avg class 1 + avg class 2 = total CTE minutes for D45

Key: Still Use average minutes per day...



Career Technical Education (CTE)

Bottom-line when calculating CTE minutes:

Trying to get to: average daily minutes for each class, so...

- If it takes 1 week to get through a schedule, divide by 5
- If it takes 2 weeks to get through a schedule divide by 10
- Add minutes from 1 week / divide by 5 = avg daily minutes or
- Add minutes from 2 weeks / divide by 10 = avg daily minutes



Career Technical Education (CTE)

- If you have a 4 day school week, still divide by 5 (days)
- Seminar calculation = avg # min for seminar / student class periods
enter seminar minutes on the PBR, *not in KIDS*
- Example: 30 min seminar / 7 periods = 4.28 = 4 minutes
4 min per student x 15 students in class = 60 minutes (in PBR)
- a CTE-funded course will not be funded if paired (integrated) with a non-CTE/Pathways course
- Redesign high schools - follow same method to calc min

Career Technical Education (CTE)

- Double-up:** 2 Pathways courses taught within same class period to 2 separate groups of students - 1 teacher licensed for both
- Integrated courses:** Teaching 1 (same) group of students the content from 2 courses - teacher licensed for both or team taught
However: No 0.5 CTE funding if integrated with non-Pathway course
- Nested courses:** 3 or more approved Pathways courses taught within same period, same instructor to 3 or more separate groups of students
remember: *must be approved by Oct 15 each year*

Career Technical Education (CTE)

- Help with calculating CTE minutes:**
<https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>
- May be useful to complete the bell schedule first...
- Then the CTE minutes calculator
- Optional, but use if they help you

Virtual – Funding (not weighting)

Virtual Students 19 and under are funded based on minutes enrolled

- Full-time students are funded at \$5,000 per student (360 min is FT)
- Part-time students are funded at \$1,700 x FTE (less than 360 min)

Virtual Students 20 and over are funded per credit earned

- \$709 per credit earned July 1, 2020 to June 30, 2021
- Maximum of six credits

Age determination date is always **Sept 20**





Field Staff – KSDE Fiscal Auditing

- | | | |
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Amazing Day
Coldplay – Global Film Project

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Amazing Day – Global Film Project

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