

# ENROLLMENT HANDBOOK

## 2011-2012 School Year



### Auditing guidelines for counting pupils for funding purposes.

This document combines the Enrollment Audit Guide and the Counting Kids Handbook. Information included within is valid for the 2011-12 school year.

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# Contents

<b>Enrollment</b>	<b>Page</b>
<b>Adjusted Enrollment</b>	<b>1</b>
<b>Enrolled &amp; Attending</b>	<b>2</b>
<b>Age Requirements</b>	<b>3</b>
<b>Special Education also attending Virtual</b>	<b>4</b>
<b>Minutes Enrolled</b>	<b>4</b>
<b>Sample Schedules</b>	<b>5</b>
<b>Part-time Students</b>	<b>7</b>
<b>FTE Calculations</b>	<b>8</b>
<b>Homebound</b>	<b>8</b>
<b>Judge Riddel Boys Ranch</b>	<b>9</b>
<b>Juvenile Detention Centers</b>	<b>9</b>
<b>Psychiatric Residential Treatment Facilities</b>	<b>9</b>
<b>Non-Resident Students</b>	<b>10</b>
<b>Foreign Exchange Students</b>	<b>10</b>
<b>Military Second Count</b>	<b>10</b>
<b>Kansas Academy of Math &amp; Science</b>	<b>11</b>
<b>Concurrent High School Enrollment</b>	<b>11</b>
<b>Alternative Schools</b>	<b>14</b>
<b>Virtual Schools</b>	<b>15</b>
<b>Work Experience</b>	<b>18</b>
<b>Adult Students</b>	<b>18</b>
<b>4 year old At-Risk</b>	<b>20</b>
<b>Weighted Enrollment</b>	
<b>At-Risk</b>	<b>21</b>
<b>Non-Proficient At-Risk</b>	<b>22</b>
<b>High Density At-Risk</b>	<b>23</b>
<b>New Facilities</b>	<b>24</b>
<b>Bilingual/ ESOL</b>	<b>27</b>
<b>Career &amp; Technical Education</b>	<b>31</b>
<b>Transportation</b>	<b>34</b>
<b>Virtual</b>	<b>36</b>
<b>Low/High Enrollment</b>	<b>38</b>
<b>Special Education</b>	<b>38</b>
<b>Ancillary</b>	<b>39</b>
<b>Declining Enrollment</b>	<b>39</b>
<b>Cost of Living</b>	<b>39</b>

**The purpose of this document is to combine information that previously was contained in the Counting Kids Handbook and the Enrollment Audit Guide into one place. The contents of this document will contain 1) the requirements of the district reporting KIDS data used to populate the Principal's Building Report and the Superintendent's Organization Report, and 2) auditing requirements for Fiscal Auditing Staff.**

A school district's General Fund Budget is determined by taking the total adjusted weighted enrollment of the district, times the base state aid per pupil (BSAPP). For FY12, the BSAPP is scheduled to be \$3,780. The purpose of audits performed by the Kansas State Department of Education (KSDE) is to verify the total adjusted weighted enrollment reported by each of the 286 Unified School Districts (USD).

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

Districts report information on their students using KIDS and this data will be collected at various dates throughout the school year. All enrolled students must be reported to the Kansas Department of Education via the KIDS system. All building reports (PBR) and Superintendent's Organization reports (SO66) will be populated from the data provided to the state on ENRL records though KIDS. In order to be counted by a district the students MUST be included in the KIDS ENRL data provided to KSDE.

### **ADJUSTED ENROLLMENT**

**"Regular enrollment" means the higher of the following:**

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

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

Once the highest number is determined, Adjusted Enrollment is that number plus current year 4 year old-at-risk.

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

**In order to count a student for funding purposes, the student must be ENROLLED & ATTENDING on September 20th of the current school year**

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**Three exceptions to the rule:**

- 1. If a student is absent on September 20** -- If the student is absent on September 20, the student can still be counted if the student is enrolled on September 20, and attends at least once prior to September 20 AND once after September 20, but it must be on or before October 4.
- 2. No school on September 20** -- What happens if school is not in session, for example, because of parent-teacher conferences on September 20 or the day falls on a weekend?  
**Answer:** Students are counted on the **first school day following September 20**.
- 3. Virtual Schools, Alternative School** -- A two-day count and special documentation is required for students that are attending Virtual or Alternative Schools. 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 14 for details.

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

- **Computerized Attendance records**
- **Teacher Grade Books**
- **Special Education Service Logs**
- **Sign in/sign out sheets**
- **Virtual activity logs**

# AGE REQUIREMENTS



## **3 year old Pre-School (KIDS grade 01)**

- **Must be 3 years old on or before the count day (9/20).**
- **Student with an IEP will be funded @ .5 FTE.**
- **Student without IEP is not funded.**

## **4 year old Pre-School (KIDS grade 02)**

- **Must be 4 years old on or before August 31 of current school year.**
- **Student with IEP will be funded @ .5 FTE.**
- **Student without IEP in not funded.**

## **5 year old Pre-School (KIDS grade 03)**

- **Must be 5 years old on or before August 31 of current school year.**
- **Student with IEP will be funded @ 1.0 FTE.**
- **Student without IEP is not funded.**

## **4 year old At-Risk (KIDS grade 04)**

- **Must be 4 years old on or before August 31 of current school year.**
- **Must not be 5 years old on or before August 31 of current school year.**
- **Funded @ .5 FTE for number of students approved for program.**
- **Cannot have IEP, but must have one qualifying criteria, see next page.**

## **Kindergarten (KIDS grade 05)**

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

## **1st Grade (KIDS grade 06)**

- **Must be 6 years old on or before August 31 of current school year.<sup>3</sup>**
- **Student with IEP will be funded @ 1.0 FTE.<sup>2</sup>**
- **Student without IEP is funded based on minutes enrolled.**

## **Non-graded (Adults) (KIDS grade 18)**

- **Cohort class has graduated**
- **Does not include 5<sup>th</sup> year seniors**

## **Exceptions to grade requirements**

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

<sup>2</sup> Students who are enrolled in two schools and one is a virtual school is limited to minutes enrolled with the real school counting minutes first, virtual school is limited to 360 minutes minus those minutes counted at real school or actual minutes attended whichever is less.

<sup>3</sup> A student who, while a resident of another state, and had legally enrolled and attended in grade 1 or had legally enrolled and completed Kindergarten in that other state shall be eligible to attend grade 1 in Kansas, regardless of age. (K.S.A. 72-1107(b).)

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

### **Special Handling of Special Ed students also enrolled in a virtual school. (K.S.A. 72-6407(A)(2))**

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

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

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

## **Minutes Enrolled & FTE Calculations**

FTE Calculations are based on KIDS data element D25 - Minutes Enrolled. Schools are to report the number of minutes the student is attending on a daily basis. The following counts as minutes enrolled.

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

Do not include minutes during:

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

There are three basic types of school schedules.

1. Same schedule every day
2. Block Schedule (Blue Day / White Day)
3. Modified Block

Sample schedules.

Same schedule every day

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

Block Schedule (8 periods)

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

Modified Block (7 periods with Seminar)

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

**Part-time students.** Count minutes in each class plus passing period, if passing from class to class. All calculations are rounded to whole minutes.

Sample calculations, using schedules on previous pages.

### **Same schedule every day**

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

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

Example 2, student attends only period 1 & 3.

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

Example 3, student attending periods 1-5 only.

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

### **Block Schedule**

Report average minutes per day

Example, student attends periods 1-5

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

### **Modified Block**

Report average minutes per period

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

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

## **FTE Calculations**

FTE is computed by taking each student's minutes enrolled and dividing by 360, rounding to one decimal place.

Exceptions to above rule.

1. Pre-school 3 and 4 year olds with an IEP are automatically .5 FTE.
2. At-risk 4 year olds are automatically .5 FTE.
3. Pre-school 5 year olds with an IEP are automatically 1.0 FTE.
4. Kindergarten without an IEP are automatically .5 FTE
5. Kindergarten with an IEP are automatically 1.0 FTE
6. Kindergarten students with a private school AYP number, receiving only Title I or other marginal services will compute based on minutes enrolled up to a maximum of .5 FTE.
7. Grades 1 – 12, with an IEP are automatically 1.0 FTE.
8. Students identified as “concurrently enrolled” computation changes to minutes enrolled divided by 300, rounded to one decimal.

Students must have 18 minutes in order for the FTE calculation to generate .1 ( $18 / 360 = .05 = .1$ )

Students with 17 minutes or less will not be counted. ( $17 / 360 = .047 = 0.0$ ). This does not apply to special education students, unless they are also enrolled in a virtual school.

## **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. Sending homework to a homebound or hospitalized student does not fulfill the requirements to be counted for funding.

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

If the student has an IEP, the district need only show that the student has received special education homebound services and would continue to generate 1.0 FTE.

## **Judge Riddel Boys Ranch**

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

## **Juvenile Detention Centers**

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

Juvenile Detention Centers are funded separately, receiving double funding, and have three count dates. For information on counting students at a Juvenile Detention Center please refer to the Juvenile Detention Center Audit Guide available on the Fiscal Auditing website.

**Case #1.** Student A is enrolled in district 888, and was absent from district 888 on September 20, however did attend on September 15 and September 30 fullfilling the attendance rule. On September 16, the student was arrested and placed at the JDC in district 999 and received educational services at the JDC on September 20.

**Question,** Can student A be included in the enrollment of district 888.

**Answer,** NO! The student was enrolled and attending a JDC on September 20 in district 999. District 999 will claim the student in the count of the JDC on September 20.

## **Psychiatric Residential Treatment Facility**

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

PRTFs are so designated by the Kansas Department of Social & Rehabilitation Services (SRS) and are assigned a bed limit. For those districts that choose the JDC option, they

are limited to the number of students equal to the bed limit. If the facility has students in excess of the bed limit, those students can be claimed as regular students.

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

## **Non-Resident Students**

Non-resident students can be counted in the regular enrollment of a district. However, are excluded from enrollment counts of a virtual school. (K.S.A. 72-3715(3))

## **Foreign Exchange Students**

Foreign Exchange Students can only be counted if they are enrolled for at least one semester or two quarters. Documentation of 558 hours of instruction will be required at audit.

## **Military Second Count**

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

February 20 will be treated like September 20 for enrollment purposes, this includes enrollment and all weighted items assigned to these students. The attendance window will run from February 1 to March 4.

If February 20 falls on a weekend, the count day moves to the next school day in a similar fashion as the September 20 count day can move.

The military second count does not apply to virtual school students.

The military second count provision is scheduled to expire at the end of the 2012-13 school year.

KIDS data is collected on these students with the MILT collection which closes on March 10<sup>th</sup> of each year.

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

## **Kansas Academy of Math & Science (KAMS)**

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

Students enrolled and attending KAMS will be counted by their home district, who is responsible to submit KIDS records for these students. These students will not be included in the adjusted enrollment of the district but will be added to total weighted FTE. These students are not eligible for any weightings and are not included in the calculation for the district's LOB.

To correctly submit a KAMS student on an ENRL submission;

- D2 – AYP/QPA School, should be the building number of the high school where the student would normally have attended within the district.
- D16 – Funding School, should be the district office building number.
- D17 – Attendance School, should be 9100 (Fort Hays State University)
- D25 – Minutes Enrolled, should be 300.
- D26 – Concurrent Enrollment, should be 3 (State University)

## **Concurrent High School Enrollment**

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

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

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

KIDS Data Element D26

- Blank = None
- 1 = Technical School or College

- 2 = Community College
- 3 = State University
- 4 = Private College
- 5 = Other postsecondary

Additional information:

1. Each student is of sophomore, junior or senior status (10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> 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.
5. The college provides verification of attendance from the start of school to October 4.
6. Only students enrolled for college credit can be carried on the class roster.

**Excerpts 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.)

### 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.)

## **Alternative Schools**

There are two types of “alternative “ schools, one has mandatory attendance, the other does not.

In alternative schools in which mandatory and/or consistent attendance is required, enrollment and attendance and the computation of minutes enrolled will be audited as in a traditional school.

In all other alternative schools, student’s must meet the attendance rule by attending two days which can be any of the following combinations.

- A. September 20 and one day before, or
- B. September 20 and one day after, but on or before October 4, or
- C. One day before September 20 and one day after September 20, but on or before October 4.

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

Once the student has fulfilled the attendance rule above, to calculate “minutes enrolled”, find the two days the student attended the greatest amount of time (up to 360 minutes) and report in KIDS the lesser of the two days.

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

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

The two greatest attendance days are September 15 for 360, and September 27 for 216, in KIDS minutes enrolled would be reported as 216. FTE will be calculated as in a regular school, minutes enrolled divided by 360, rounded to one decimal place. In the example above FTE would be  $216 / 360 = .6$ .

Optional method of computing minutes. The school may use the total hours attended the week of September 20 divided by 30 hours.

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

**30 Hour Requirement.** A full time student must have access to 30 hours of school attendance per week. Schools with less than 30 hours accessible will use the total hours divided by 30 method of computing minutes enrolled.

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

Time on the count dates will be disallowed for:

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

## Virtual Schools

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

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

If the district’s regular enrollment count day has moved from September 20, then the virtual school in that district must move the count days described above, so that the second required day is the same as the district’s regular enrollment count day and the first required day is the day before.

In order to fulfill the “enrolled and attending” provisions within a virtual school the school must have the student complete an Academic Activity Log. This log should show the student’s name, date of attendance, classes attended, and the amount of time the student was either on-site in a classroom; on-line via software program and/or off-line completing course requirements. The log must be signed by the student, or if the student is less than 18 year’s old, the student’s parent or guardian. There should be an Academic Activity Log for each of the two days the school is using to compute the student’s “minutes enrolled”.

In addition to the Academic Activity Log, the school must provide documentation from the computer system that the student was logged into each course listed on the log at least once from the beginning of the school year up to and including October 4. Any student claimed as virtual who does not have documentation of on-line time, will be moved to regular student standing.

### **Calculating Minutes Enrolled**

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

### **Identifying Virtual Student in KIDS**

KIDS data element D18 (Virtual Education Student) is used to identify the student as a virtual student. Possible entries into D18 are:

- Blank = Student is not a virtual and has not been during the school year.
- 1 = Student is currently a Virtual Student.
- 2 = Student is not currently a Virtual student, but has been at some time during the current school year.
- 3 = Virtual AP Student – Student is currently a Virtual student who is taking at least one virtual Advanced Placement course. (See additional requirements for this entry.)

For any KIDS record where D18 is either 1 or 3, that student will be counted as a virtual student for funding purposes.

To qualify for Advanced Placement answer the following question.

Does the student’s resident district offer this Advanced Placement class? If YES, the student is not eligible for Advanced Placement weighting. If NO,

Is student's resident district enrollment FTE less than 260.0?

Is student's resident district less than 200 square miles?

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

See Virtual weighting (page 33) for additional information.

### **Non-resident virtual students**

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

### **Virtual School vs. On-line class**

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

### **Attending Traditional School and Virtual school**

#### **Within the same district**

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

#### **In two different districts**

In the case of a student who is enrolled and attending at a traditional school in one district, but who is also enrolled and attending a virtual school in a second district, the traditional school will compute minutes enrolled as they would for any other part-time student. The virtual school will compute minutes enrolled as they would for any other virtual student; however, they will be limited to the number of minutes remaining after the traditional school's minutes are subtracted from 360. For example, student A attends the traditional school in district 888 for 216 minutes and attends the virtual school in district 999 for 216 minutes. District 888 can count the student for 216 minutes, district 999 will be limited to 144 minutes ( $360 - 216 = 144$ ). District 888 will get .6 FTE ( $216 / 360 = .6$ ) and district 999 will get .4 FTE.

## **Work Experience Guidelines.**

The Work Experience program is designed for regular education students that want to gain experience working in a job that is directly tied to a class 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

For Goals and Sample Program requirements and Rules and Regulations and sample forms for work experience programs please check documents available on the Fiscal Auditing Website.

The Director of School Finance, Craig Neuenswander, will make final determination on any disputed class.

## **Adult Students**

For purposes of enrollment, “ADULT” is defined as those individuals whose cohort class has graduated high school. Only those students without a high school diploma are eligible for funding. A high school diploma from a school in another state or country prohibits funding.

### **Required Documentation**

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

## **Graduation Plans**

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

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

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

### ***Audit Requirements***

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

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

*In the districts listed above enrollment shall be audited in all high schools, all special schools, a minimum of 50% of middle schools or junior high schools, and a minimum of 33% of elementary schools. Fiscal Auditing will determine which schools will be audited each fiscal year. If it is determined during the audit that schools not originally selected require auditing, these schools should be ADDED to the list of audited schools.*

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

- ❖ *Enrollment Headcount and FTE*
- ❖ *All students meet the "enrolled and attending" provision.*
- ❖ *All students are counted in the correct grade category.*
- ❖ *All part-time student's FTE(minutes enrolled) are reported and calculated correctly.*

- ❖ *All Kindergarten, Pre-School Special Education and 1<sup>st</sup> graders meet age requirements.*
- ❖ *Check duplicate list and make appropriate audit exceptions.*
- ❖ *Check virtual school students and verify all are Kansas residents.*
- ❖ *Verify that virtual school students have been identified correctly.*

## **4-Year-old At-Risk**

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

- A. District has an approved 4-Year-Old At-Risk program
- B. Student must be 4 years old on or before August 31 of current school year
- C. Student must not be of Kindergarten age (5 years old on or before August 31)
- D. Student must not be a special education student.
- E. Student must meet one qualifying criteria listed below.

### Qualifying Criteria

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

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

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

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

FTE for all 4-year –od at-risk is .5

### ***Audit Requirements***

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

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

*For items 1 & 2, a complete list of districts and their approved number of pupils is included in the annual “Auditor’s Quick Reference Book”*

## **At-Risk Weighting**

At-Risk weighting is calculated by taking the district’s total number of enrolled students claimed as FREE in KIDS Data element D32 – Eligibility for National School Lunch Program and multiplied by the at-risk weighting factor, currently .456, and rounded to one decimal place.

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

- Have on file an income eligibility form or state at-risk form, showing income. A school official should sign this form that has reviewed it and marked which category the student belongs. The student may qualify for Free, Reduced or Paid meals. Only Free meal eligibility qualifies for At-Risk funding. (The income guidelines are included in the Auditor’s Quick Reference Book and are made available to the district’s Food Service director.)
- Have on file a letter from SRS, which states that the student is eligible for free meals.
- The student is included on the “Direct Certification” list supplied to the district from SRS.
- A change effective for 2008-09 is in regard to prior year carryover of income eligibility forms and direct certifications. The carryover is now good for 30 operating days (any day school is open).
- School participates in the NSLP as a Provision II school. All students receive a free meal, however for at-risk purposes, the district must still document which students qualify for free status. The only schools participating as Provision II schools are College Hill and Northview Elementary (USD 383 – Manhattan), Garfield, Buffalo Jones, Alta Brown, Gertrude Walker, E. Scheurman , V. Ornealas and Therapeutic Educational Program (USD 457 – Garden City).
- Be included on the district’s official migrant count.
- Be included on the district’s official homeless list.

D32 – Eligibility for National School Lunch, allowable entries are

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

### ***Audit Requirements***

*Review the required number of at-risk documentation as shown in the Auditor’s Quick Reference Book.*

## **Non-Proficient At-Risk Weighting**

This weighting is calculated by KSDE and is automatically included in the total weighted enrollment shown on the SO66 and in the Audit Application.

The weighting is based on the district's prior year non-free students who took the state assessments and are deemed to be non-proficient. This number of students is then multiplied by the weighting factor, currently .0465, and rounded to one decimal place.

### *Audit Requirements*

*None, as this calculation is made by School Finance and no action by an auditor will change this weighting.*

## **High Density At-Risk Weighting**

This weighting factor is based on the district's free lunch percentage, a calculation of the number of students claimed for free lunch divided by adjusted enrollment. The amount of factor is determined by the free lunch percentage for the current year, prior year or the 3 year average, whichever is greater.

The allowable weighting factors are:

- If the free lunch percentage is 50% or more, the factor is .10.
- If the free lunch percentage is 40% or more but less than 50% the factor is .06.
- If the free lunch percentage is 35.1% or more AND the student density is 212.1 or more the factor is .10.
- If the district does not qualify (<40%) the factor is zero.

Student density is calculated by taking current year adjusted enrollment divided by the square miles of the district.

Example 1. The free lunch percentage for the current year, prior year and 2<sup>nd</sup> prior year are 39.8, 40.5 and 40.3. The three year average calculates to 40.2. The district would use the prior year percentage of 40.5 and be eligible for .06 factor.

Example 2. The free lunch percentage for the current year, prior year and 2<sup>nd</sup> prior year are 48.9, 49.8 and 51.9. The three year average calculates to 50.2. The district would use the three year average percentage of 50.2 and be eligible for .10 factor.

The allowable factor is then multiplied by the number of at-risk students identified in the at-risk weighting, rounded to one decimal place. This weighting is automatically calculated on the SO66 and in the Audit Application.

### *Audit Requirements*

*None*

*Auditor must be aware that changes made to the district's at-risk weighting count will have an effect on high density weighting as the at-risk count is part of the High Density At-risk calculation.*

*Example 1 – District qualifies for .10 High Density weighting and had claimed 400 free lunch students which would have given the district 40.0 FTE for High Density. During the audit five students are found to not qualify for free lunch, the High Density weighting would drop to 39.5.*

*Example 2 – District qualifies for .10 High Density weighting based on 301 free lunch students and an adjusted enrollment of 600 ( $301 / 600 = .5016 = .10$  factor). During the audit five students are found to not qualify for free lunch ( $296 / 600 = .4933 = .06$  factor). The High Density weighting would drop from 30.1 ( $301 \times .10$ ) to 17.8 ( $296 \times .06$ ).*

## **New Facilities Weighting**

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

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

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

As a general rule, a remodeled facility does not meet the definition of “New” facility, however under certain circumstances a remodel has been allowed for funding. Districts should contact Craig Neuenswander, Director of School Finance and discuss this issue prior to claiming any remodeled facility.

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

1. A totally new school, or
2. An addition to an existing school.

**Method 1**

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

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

The number in the above table that needs to be reported on the SO66 is 233.0.

**Method 2**

For schools with new additions, the calculation is based on the average number of students who are attending in the new facility.

The table below is an example of calculating the student FTE for one room of a new addition.

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

The above calculation would be repeated for each new room. The sum of all the averages is then the reportable enrollment FTE for new facilities.

The example above works if the enrollment is the same every day.

If the school operates on a block schedule where every other day is the same, use the following example to compute new facilities FTE for each room of the new addition.

Period	Blue Day	White Day
1	20	14
2	15	18
3	12	22
4	0	15
Total	47	69
Room Total for 2 days		116
Room Total / 8 periods		14.8

If the room has a different schedule every day, a school may have to list enrollments for the classroom for the entire week of September 20.

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

Note that in any room that has Kindergarten, 4-Year old At-Risk or Special Education 3 & 4 year old students, the number of students needs to be multiplied by .5. For example,

in the table above if period 1 on Monday was made up of 21 Kindergarten students then the number of students for that period would be 10.5 (21 X .5)

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

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

### *Audit Requirements*

*Auditors must verify that the district has the required 25% LOB.*

*Re-compute the district's calculation for each new room or building.*

## **Bilingual/ESOL Weighting**

There are two parts to this weighting, first the student must qualify for services and second the teacher must be qualified.

### **Student Qualifications**

There is a three step process to identify a student eligible for ESOL services.

**Step 1:** A language other than English must be indicated on the Home Language Survey. The survey must have the following four questions:

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

**Step 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 assessments (for grades Pre-K through 12)

- The Language Assessment Scales (LAS)/LAS LINKS and Pre-LAS
- The Idea Proficiency Test (IPT) and Pre IPT
- The Language Proficiency Test Series (LPTS)

- The Kansas English Language Proficiency Assessment (KELPA) – state mandated assessment to measure annual growth
- The KELPA –P (for placement)
- ADULT Learners can use either the QIA (Quick Informal Assessment) or CASAS (Comprehensive Adult Student Assessment Systems)

**Step 3:** If one of the state-approved assessments determines the student to be limited in any domain (listening, speaking, reading, writing, or a composite of the four) of English proficiency then that student is eligible to receive ESOL services from a qualified teacher.

The Home Language Survey is only required the first year a student is receiving services within the district. Once a student has been identified into the program using the three step process above, the student remains in the program until exited.

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

1. The KELPA determines that a student scores “fluent” in all language domains (listening, speaking, reading and writing) and “fluent” on the composite for two (2) consecutive years.
2. Student Improvement Team (SIT) recommends that the student be exited from ESOL services after one year.
3. Parents withdraw their child from an ESOL program.

## **Teacher Qualifications**

A qualified teacher must have one of the following:

- Holds a Kansas ESOL endorsement
- Have a Kansas ESOL waiver
- Have a Kansas ESOL provisional license
- Have a ESOL Endorsement Plan of Study on file at the district office prior to the count day
- Have passed the ESOL PRAXIS and have applied to the Kansas State Department of Education (KSDE) Teacher Education and Licensure (TEAL) for endorsement before the official count day.

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

### **ESOL Endorsement Plan of Study**

A signed agreement with the district showing that the teacher will complete all ESOL endorsement coursework and obtain the Kansas ESOL endorsement within five years. The five year time line begins with the first day of the first class on the plan of study.

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

For the 2011-12 school year, annual progress will be fulfilled if the teacher has taken a class in any of the following college semesters:

- Spring 2011
- Summer 2011
- Fall 2011
- Spring 2012

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

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

### **Paraprofessional time**

A paraprofessional who is providing services to an ELL must be under the direct supervision of an ESOL qualified teacher as described above, not a building principal or other administrative personnel.

The supervising teacher must not supervise more than five (5) paraprofessionals per year.

Paraprofessionals must not be:

- Solely responsible for ESOL instructional or related service;

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

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

Documentation that such meetings are occurring, including brief details about the instruction provided and student progress/challenges must be kept on file and state auditors may verify that such frequent and productive meetings are occurring.

### **Minutes reported in KIDS**

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

If the student receives pull out services or a different amount of service each day, total the minutes for the first five school days starting with the count day and divide by 5.

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

### **Computation of FTE**

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

## ***Audit Requirements***

*Auditors must verify the following:*

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

## **Career & Technical Education aka Vocational Contact Hours**

Classes eligible for extra funding must be approved by the Career and Technical Education team under either the old VE2 process or the new Pathways process. Under the VE2 process the name of the class offered at the high school must match the name of the class approved on the VE2. Under the Pathways process, the course code for each class offered at the high school must match the Pathways approved course code.

Be prepared to supply the auditor a September 20 roster for each class approved for additional funding. The roster must have the exact name as that approved on the VE2 or the exact course code on the approved Pathways list.

### **Calculating Career and Technical Education minutes.**

Minutes are reported in KIDS for each student who is enrolled and attending an approved class. All calculations for minutes are rounded to whole minutes, e.g. 42.2 = 42, 42.5 = 43, 42.8 = 43. The method of determining minutes is dependent on the type of schedule the high school is operating under. All examples below use the sample schedules found on pages 5 and 6 of this handbook.

#### **Method 1 – Same schedule every day**

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

Example 1: Student A attends only one approved class during period 1. Minutes reported in KIDS = 52.

Example 2: Student B attends two approved classes that meet during periods 2 & 3. Minutes reported in KIDS = 103 (52+51).

### **Method 2 – Block Schedule, every other day**

Use the average number of minutes per day.

Example 3: Student C attends only one approved class during period 1. Minutes reported in KIDS = 45 (90 / 2).

Example 4: Student D attends two approved classes that meet during periods 2 & 3. Minutes reported in KIDS = 90 (90 + 90 = 180 / 2)

### **Method 3 – Modified Block Schedule**

Use the average number of minutes per day.

Example 5: Student E attends only one approved class during period 1. Minutes reported in KIDS = 48 (50 + 50 + 90 + 50 = 240 / 5 = 48).

Example 6: Student F attends two approved classes that meet during periods 2 & 3. Minutes reported in KIDS = 96 (The average minutes for period 2 = 48, the average minutes for period 3 = 48, thus 48 + 48 = 96).

### **Schools that operate on a 4 day week.**

4 Day schools usually have a longer school day than traditional 5 day per week schools. Calculation of Career and Technical Education minutes for all such schools is total minutes per week divided by 5.

### **Classes at a Technical College or Community College**

All classes taught at a Technical College are automatically approved for additional funding. Classes taught at a Community College must be an approved vocational class for funding. Please contact KSDE at 785-296-4908 for assistance in determining if a class is approved.

Also be aware that classes at these locations may not meet every day and in the case of technical schools may have break times inbedded in them. Contact the school and determine the schedule for the class. Compute minutes to an average per day. Break time does not count.

### **Verifying the number of minutes claimed in KIDS.**

A simple method to verify the total minutes shown on the Principal’s Building Report is to create a simple spreadsheet listing each approved class, the period that class meets, the number of minutes in that period, the number of students enrolled in that class with a total for each class. Using the Same Schedule Every Day Sample on page 5, such a spread sheet might look like the following.

Class	Period	Minutes	Enrollment	Total
Accounting I	1	52	10	520
Accounting I	2	52	10	520
Animal Science	2	52	15	780
Plant Science	3	51	15	765
Total				2585

If the number of minutes claimed on the Principal’s Building Report is not 2,585, there must be a problem. Look for students on the roster of the classes listed on the verification spreadsheet and be sure each student has been counted for the correct number of minutes.

### **Seminar Period**

Seminar is a block of time allotted within the school day where students have the opportunity to go to any teacher outside the regular class period and get help. Since Tech Ed. teachers are part of the seminar, some seminar time can be added to Career and Technical Education Contact Minutes. Seminar time is computed separately from class time and reported on the Principal’s Building Report.

To compute “Seminar Minutes” you must first know the average number of minutes per day of the seminar period. This average number of minutes is then divided by the number of classes in a full time student’s schedule and rounded to a whole minute. Using the Same Schedule every day sample on page 5 and if the seminar is during period 6, then 52 is divided by 6 to get 8.666 which is rounded to 9. Next multiply the allowed seminar time (9 min.) by the number of students enrolled in approved classes. This is made simple if you use the same spreadsheet shown above to verify the total minutes. Total the column with the enrollment in each class, in this case 50 and multiply by allowed seminar time.  $50 \times 9 = 450$ . On the Prinipal’s Building Report enter 450 in the seminar minutes section.

### **Exceptions for counting seminar minutes**

Time for OJT, IHT, classes at a technical college and technical classes at a college or community college can be counted for total career and technical education contact minutes, however the student in these classes are not included in the seminar calculation.

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

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

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

### **Computing FTE**

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

### ***Audit Requirements***

*Using the bell schedule for each high school, determine the length of time for each period, if school is on a block schedule, determine average time for each period.*

*Complete the vocational worksheet in the Audit write-up for each high school. Verify that each class has been approved via either the VE2 or Pathway systems. Be sure to account for any student for which an individual audit exception has been made.*

*Verify that all students listed on each class roster supplied by the school are enrolled in the district.*

*Input into the Audit Application any computed change in contact minutes for each school in both class minutes and seminar time.*

### **Transportation Weighting**

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

### **Transportation Miles**

Distance traveled from home to school using the most direct travelable route. Distance is measured from front door of house to front door of school. Do not round mileages, e.g. 2.46 should be reported as 2.4.

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

### **Transportation FTE**

A student riding a regular route bus round trip from home to school to home should be reported as 1.0.

A student who only rides one way on a regular route bus would be reported as .5.

A student riding a special education funded bus is reported as 0 (zero) FTE.

Private school students who are also counted in the public school enrollment can be counted for transportation, but are limited to their enrollment FTE. For example, a Title I student from a parochial school that receives 30 minutes of Title I service per day would be included in the enrollment count for .1 ( $30 / 360 = .08 = .1$ ), therefore if transportation is provided to this student their transportation FTE would be .1.

### **Additional required information**

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

- ✓ Student Address (where student lives, not where picked up) Example: 1234 North Main
- ✓ Student Address city
- ✓ Student Address Zip Code

Do not report a Post Office Box number as the address, need to provide the physical address of the home.

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

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

### **USD 207**

During the 2011 Legislative Session, a law was passed to allow USD 207 – Fort Leavenworth to transport students in grades 10,11 & 12 to Leavenworth High School in USD 453 – Leavenworth, and to receive funding for those students. The students will be enrolled and attending Leavenworth High School and the enrollment and all other weightings will go to USD 453.

USD 453 will report the students as being transported with a resident district of D0207, the PBR and SO66 programs will move the transportation count to USD 207.

### ***Audit Requirements***

***Verify that students are not riding a bus paid for from another fund (Special Ed.).***

***Homebound students are not included as riding a bus.***

***Part-time private school children are reported for FTE equal to their enrollment FTE.***

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

## **Virtual Weighting**

Virtual Weighting is made up of three parts:

1. Enrollment
2. Non-Proficient at-risk
3. Advanced Placement

### **Enrollment**

The total student enrollment FTE for all identified virtual students is multiplied by 1.05 and rounded to one decimal place. (See page 16 for enrollment information.)

### **Non-Proficient at-risk**

To receive this piece of virtual weighting, the district must have in place a virtual at-risk plan approved by the Kansas State Board of Education. The number of Virtual students who in the previous year were tested non-proficient and did not qualify as free for at-risk purposes is multiplied by .25 rounded to one decimal place.

### **Advanced Placement**

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

Does the student's resident district offer this Advanced Placement class? If YES, the student is not eligible for Advanced Placement weighting. If NO,

Is student's resident district enrollment FTE less than 260.0?

Is student's resident district less than 200 square miles?

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

If the student qualifies, the entry into KIDS data element D18 is 3.

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

This part of virtual weighting is available for both semesters. For a student who qualifies in the fall semester, the data is submitted on the district's ENRL records. Those students who qualify in the second semester are submitted on the district's MILT collection in March. The student must have been counted by the district in September in order to be included on the spring semester.

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

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

### ***Audit Requirements***

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

## **Low/High Enrollment**

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

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

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

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

### ***Audit Requirements***

*None, automatically calculated.*

## **Special Education**

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

This FTE will be reported on the SO66 and is based on the districts special education budget submitted to School Finance. The budget amount of state aid is divided by the BSAPP to get the weighting FTE. This FTE will remain static until the final special education payment is made at the beginning of June of each year.

# **Ancillary Facilities, Declining Enrollment & Cost of Living Weighting**

## **Ancillary Facilities**

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

- USD 229 – Blue Valley
- USD 232 – Desoto
- USD 233 – Olathe

## **Declining Enrollment**

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

## **Cost of Living**

This weighting is available only to those districts where the average appraised value of single family residences is 25% more than the statewide average appraised value of single family residences for the calendar year preceding the current school year (K.S.A. 72-6449) For the 2011-12 school year the following school districts are eligible for the weighting but may not have applied for it.

- USD 203 Piper
- USD 204 Bonner Springs
- USD 229 Blue Valley
- USD 230 Spring Hill
- USD 231 Gardner-Edgerton
- USD 232 DeSoto
- USD 233 Olathe
- USD 265 Goddard
- USD 266 Maize
- USD 368 Paola

- USD 383 Manhattan
- USD 385 Andover
- USD 416 Louisburg
- USD 437 Auburn-Washburn
- USD 458 Basehor-Linwood
- USD 464 Tonganoxie
- USD 469 Lansing
- USD 497 Lawrence
- USD 512 Shawnee Mission

### ***Audit Requirements***

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

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