Introduction to Pupil Accounting II

MPAAA – May 2019

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Pupil Accounting/Auditing Manual 2018-2019

- All information in presentation is based on the 2018-2019 Pupil Accounting Manual
- https://www.michigan.gov/documents/mde/2018-19_Pupil_Accounting_Manual_628112_7.pdf
- https://www.michigan.gov/documents/mde/MDE_PUPIL_MEMBERSHIP_AUDITING_MANUAL_2018-19_641269_7.pdf
- The manual is updated yearly

Section 5: Nonconventional Pupils (POP III)

- A nonconventional pupil is a pupil who does not attend school on a traditional schedule
- Traditional pupil is one that attends one school all day
  - Schedule is all butt-in-seat classes with certified teachers employed by the district

5-A: Alternative Education Program

- Alternative Education is a K-12 program that varies in its delivery from the traditional kindergarten through twelfth grade setting.
- An alternative classroom may vary from a small group of pupils from several grade levels receiving instruction for several subject areas from one certificated teacher in a non-graded classroom setting to a program lab in which the certificated teacher is present and the pupil works at his or her own pace on assigned subject matter.
- These pupil may attend on a part-time basis for several hours per day for specified subjects or a pupil may attend a one-on-one teacher/pupil session several times a week.
- The classes must be of subjects that are acceptable for a pupil to earn credit toward a high school diploma or grade level progression.

5-A: Alternative Education Program

- **PUPIL ENROLLMENT IN AN ALTERNATIVE EDUCATION PROGRAM**
  - Cooperative Education Programs
    - Two or more districts
    - ISD's cannot count general education pupils, pupils are reported by the resident district
  - Parent or Pupil Requested Enrollment
    - Dropout or risk of dropping out
    - Pregnant or is a parent
    - Board Policy/Mandatory Expulsion
      - If a mandatory expulsion, the student has to be kept separate from the general population
    - Court Referred

5-A: Alternative Education Program

- **INSTRUCTIONAL TIME REQUIREMENTS**
  - Required to meet minimum instructional hours (1098)
  - Required to meet minimum days of instruction (180 days)
  - A waiver may be granted for "innovative programs"
  - Required to meet 75% attendance (district level)
- **PUPIL ATTENDANCE**
  - Attendance records are required
  - 10/30 day rule applies

5-A: Alternative Education Program

- **ATTENDANCE RECORDS FOR LEARNING LABS**
  - A teacher can provide instruction in more than one subject during a class period.
  - Multiple grade levels may be taught at the same time.
  - Count period is a week long (Wednesday – Tuesday)
  - A pupil must attend the minimum number of hours scheduled.
  - 10/30 day rule is applied
  - Students **MUST** have a weekly sign-in and sign-out sheet to document the actual number of hours per week that the pupil attended.

5-B: Cooperative Education Program

- A cooperative education program involves a written voluntary agreement between and among district to provide certain educational program for pupil in certain groups of districts.

- The written agreement shall be approved by all affected districts at least annually and must specify the educational programs.

- A pupil enrolled in a cooperative education program may be counted in membership in the pupil's district of residence with the written approval of all parties to the agreement.

5-B: Cooperative Education Program

- Travel Time (up to 3 hours/week)
- Travel waivers for 9th – 12th grade are available if travel time is the sole reason for keeping the student below 1.00 FTE
- https://www.michigan.gov/mde/0,4615,7-140-6605-21534--,00.html#waivers
- Examples:
  - Alternative Education
  - Special Education
  - Early/Middle College
  - Nonpublic/Homeschooled pupils
  - Career & Technical Education

5-C: Home-Based Pupils

- A pupil who has been suspended or expelled from school as the result of a disciplinary action may be educated at the pupil's home or at a neutral site away from the general school population.
- This individualized program is considered home-based and means there is one pupil with the certificated teacher.
- This is a change of placement for a special education pupil and must be accompanied by a new IEP.
- The IEP will determine what services will occur in the alternative educational setting.

5-C: Home-Based Pupils

- **LOCAL DISTRICT POLICY SUSPENSIONS AND EXPULSIONS**
  - Instruction may occur at the pupil's home or other neutral site
  - Materials must be provided by the district
  - Michigan Certificated teacher, employed by the district must provide the instruction
  - A minimum of two (2) one-hour non-consecutive instructional hours per week
  - Attendance must be taken by scheduled course teachers
  - Credit is earned, awarded and placed on pupil's transcript or toward grade progression
  - FTE is pro-rated based on a % of the 1098 required hours

5-C: Home-Based Pupils

- **EXPELLED UNDER MANDATORY EXPULSION LAWS**
  - A pupil who has been expelled pursuant to Revised School Code 380.1311(2) or 380.1311a (mandatory expulsion) may receive home-based instruction.
  - http://www.legislature.mi.gov/(S(jcv44ndjj10r5pcp000mqz4u))/mileg.aspx?page=GetObject&objectname=mcl-380-1311a
  - Instruction may occur at the pupil's home or other neutral site
  - Materials must be provided by the district
  - Michigan Certificated teacher, employed by the district must provide the instruction
  - A minimum of two (2) one-hour non-consecutive instructional hours per week
  - Attendance must be taken by scheduled course teachers
  - Credit is earned, awarded and placed on pupil's transcript or toward grade progression
  - Student may be counted for up to a full FTE (1.00) if above requirements are met

5-C: Home-Based Pupils

- What qualifies for Mandatory Expulsion
  - Bringing a dangerous weapon to school
  - Committing an act of arson
  - Committing a criminal sexual assault in a building or on the school grounds
  - Committing a physical assault against an employee or volunteer of the school district
  - Verbal assault or bomb threat could be a permanent expulsion if the pupil is permanently expelled as result of school board defined verbal assault or due to bomb threats.

5-D: Homebound and Hospitalized Pupils

- Homebound/hospitalized service is a self-study program designed to help pupils, who are unable to attend school due to a medical condition, to keep up with their studies and to progress as far as possible given their medical condition.

- Each local or ISD must provide homebound/hospitalized services to an enrolled pupil who is certified by the pupil's attending physician, hospital, or licensed treatment facility as having a medical condition that requires the pupil to be hospitalized or to be confined to the home during regular school hours for a period longer than five (5) consecutive school days.

5-D: Homebound and Hospitalized Pupils

- **SCHOOL DISTRICT'S RESPONSIBILITIES**
  - Upon notification from a hospital, treatment center, other treatment facility or pupil's parent or legal guardian, the district shall make arrangements to provide homebound/hospitalized services within three (3) school days.
  - Receive written documentation from a physician (M.D, D.O), Psychologists, chiropractors, or other professionals may not certify a person as eligible.
  - Or, written certification from the hospital or licensed treatment facility.
  - Pupil must be able to engage in instruction.

5-D: Homebound and Hospitalized Pupils

- **SCHOOL DISTRICT'S RESPONSIBILITIES CONTINUED**
  - Materials must be provided by the district
  - GE Pupils – A Michigan certified teacher employed by the district must provide a minimum of two (2) 45-minutes periods of instructional service per week – can be consecutive
  - SE Pupils – A Michigan certified teacher employed by the district must provide a minimum of two (2) one-hour periods of instructional service per week – nonconsecutive
  - Attendance must be taken by scheduled course teachers
  - Credit is earned, awarded and placed on pupil's transcript or toward grade progression
  - Student may be counted for up to a full FTE (1.00) if above requirements are met

5-E: Nonpublic and Home-Schooled Pupils

- A nonpublic pupil who attends a private, denominational, or parochial school, or a home-schooled pupil, may be enrolled on a part-time basis in nonessential elective courses provided by a public school district.

- This type of enrollment is also referred to as shared-time enrollment since the pupil is enrolled in the public district and the nonpublic school or homeschool on a part-time basis.

- The public school's nonessential elective courses that are offered to public school pupils must be available to resident nonpublic school pupils or home-schooled pupils upon request.

5-E: Nonpublic and Home-Schooled Pupils

- The pupil shall not be counted as more than 0.75 FTE
- The curricular offering is offered and available to full-time pupils in the minor's grade level or age group in the district or PSA during the regular school day at a public school site.

- **EDUCATIONAL SITE**
  - Instruction can be provided at the public school or in a nonpublic school
    - Pupils can enroll in a district, public school academy, or ISD
    - Only nonessential elective curricular offerings qualify for state aid

5-E: Nonpublic and Home-Schooled Pupils

- **REQUESTING INSTRUCTION**
  - The nonpublic school will submit a written request to the district in which the nonpublic school is located for the district to provide instruction for a school year.
    - Request for instruction can be for a single school year or multi-year
  - Resident district has first right of refusal

- **DISTRICT REPONSE TO REQUEST FOR INSTRUCTION**
  - A district shall reply to the request in writing by May 1, immediately preceding the applicable school year or, if the request is made after March 1, immediately preceding that school year, within 60 days

5-E: Nonpublic and Home-Schooled Pupils

- **NONESSENTIAL COURSES**
  - All courses in Kindergarten are nonessential

4) Nonessential Courses

According to Section 166b(3), a nonessential course in grades 1 to 8 is a course other than mathematics, science, social studies, and English language arts. Nonessential courses in grades 9 to 12 are those other than algebra 1, algebra 2, English 9-12, geometry, biology, chemistry, physics, economics, geography, American history, world history, the Constitution, government, and civics, or courses that fulfill the same credit requirement as these courses. Nonessential elective courses include courses offered by the local district for high school credit that are also capable of generating postsecondary credit, including, at least, advanced placement and international baccalaureate courses. College level courses taken by high school students for college credit are nonessential courses. Remedial courses for any grade in the above-listed essential courses are considered essential.

5-E: Nonpublic and Home-Schooled Pupils

- **PASSING TIME, LUNCH, AND RECESS**
  - Districts may include up to 30 minutes of passing time per day
    - Only when pupils are passing from one shared-time class to another shared-time class
  - Lunch time is not countable for membership purposes
  - Districts are not allowed to count recess or travel time

5-F: Part-Time Pupils

- A part-time pupil is a public school pupil who is enrolled in grades kindergarten through 12th grade and scheduled for fewer than the minimum hours of pupil instruction and who does not meet the requirements and has not been approved for a reduced schedule, but who meets all other state aid membership eligibility requirements.

- A part-time pupil may be enrolled and attending a single district, two or more local school districts, the ISD and a local school district, or a public school academy and a local school district.

- FTE is prorated based on actual hours scheduled and provided divided by the minimum 1098 hours

- **A part-time pupil is not a nonpublic or homeschooled pupil.**

5-G-A: Postsecondary and Career and Technical Education Dual Enrollment

- The Postsecondary Enrollment Options Act (MCL 388.511 – 388.524), and the Career and Technical Preparation Act (MCL 388.1901 – 388.1913) hereafter "dual enrollment acts", encourage and enable pupils to enroll in courses or programs at postsecondary institutions (Michigan universities, Michigan community colleges, or independent, nonprofit, degree-granting colleges or universities located with Michigan).

- Eligibility of pupils, courses, and institutions is defined in Section 21b of the State School Aid Act (MCL 388.1621b), and the dual enrollment acts.

- Pupils enrolled in grade 9-12, or the district has determined to be in the best educational interest of a pupil in another grade level.

5-G-A: Postsecondary and Career and Technical Education Dual Enrollment

- **CIRCUMSTANCES INELIGIBLE FOR FTE**
  - The district did not reimburse the tuition and course costs incurred under the dual enrollment acts.
    - Exception – if tuition and course fees have been waived by the institution.
  - The pupil is a foreign exchange pupil enrolled under a cultural exchange program or the pupil does not have at least 1 parent or legal guardian residing in the state.

5-G-A: Postsecondary and Career and Technical Education Dual Enrollment

- **DISTRICT RESPONSIBILITIES**
  - District must provide general information about the Postsecondary Enrollment Options Act and the Career and Technical Preparation Act to all pupils enrolled in grade 8 or higher by March 1 of the current school year for the following school year's enrollment.
  - The postsecondary course(s) must be:
    - Academic in nature or applicable to career preparation
    - Course must not be offered by the high school, unless a schedule conflict exits
    - Must normally apply toward satisfaction of degree requirements
    - **MAY NOT** be in the subject matter of hobby-craft, recreation, physical education, theology, divinity, or religious education

5-G-A: Postsecondary and Career and Technical Education Dual Enrollment

- **DISTRICT RESPONSIBILITIES**
  - The district **MUST** pay
    - Tuition
    - Mandatory course fees
    - Material fees
    - Textbooks (unless the course is for college credit only)
    - Technology fees
    - Registration fees up to the pro-rated foundation

5-G-A: Postsecondary and Career and Technical Education Dual Enrollment

- **DISTRICT RESPONSIBILITIES**

Total number of eligible courses allowed per year by grade at the time of the first dual enrollment. [MCL 388.513(1)(d)]

Year at postsecondary	Begins taking courses in grade 9.	Begins taking courses in grade 10.	Begins taking courses in grade 11.	Begins taking courses in grade 12.
1st Year	2	2	4*	6
2nd Year	2	4	6*	-
3rd Year	2	4	-	-
4th Year	4	-	-	-
Total Courses	**10**	**10**	**10**	**6**

*Pupils that first enroll in postsecondary courses in grade 11 may enroll in up to 6 courses, with an overall limit of 10 courses.

5-G-A: Postsecondary and Career and Technical Education Dual Enrollment

- **DUAL ENROLLMENT PROGRAMS FOR FITH YEAR HIGH SCHOOL PUPILS**

The dual enrollment acts provide access to dual enrollment opportunities for pupils attending a fifth year of high school as defined in Administrative Rule 388.153.

These pupils may be enrolled in a five-year high school program, either an early college or middle college, which is designed to allow a pupil to earn a high school diploma and an associate's degree or up to 2 years of transferable college credits. (See Section 5-G-B of this manual.)

Administrative Rule 388.153 also provides access to dual enrollment opportunities for alternative education pupils who enroll for a fifth year of high school in order to satisfy the graduation requirements. Districts often refer to these pupils as “fifth-year high school pupils” or “fifth-year seniors”.

In order to count a fifth-year high school pupil in membership, the pupil may not be enrolled in more than 2 postsecondary dual enrollment courses at any given time and not more than 4 postsecondary enrollment courses taken during the school year. The pupil shall have a plan on file at the district to complete district graduation requirements within the academic year, including postsecondary dual enrollment options. The plan shall be signed by the principal or designee, the parent or legal guardian, and the pupil. If the pupil is at least age 18 or is an emancipated minor, the pupil may act on his or her own behalf.

Note: For the purpose of determining the number of years a pupil has been enrolled in high school, a pupil who is enrolled in high school for less than 90 days of a school year (due to illness or other circumstances beyond the control of the pupil or the pupil's parent or guardian) is not considered to be enrolled in high school for that school year.

5-G-B: Early/Middle College Pupils

- An early/middle college is a five-year educational track, that can begin as early as grade 9, designed to allow a pupil to earn a high school diploma while also earning 60 transferable college credits toward a four-year degree from a Michigan public or private university, an associate degree from a Michigan junior college or community college, or a Michigan Early/Middle College Association (MEMCA) technical certificate.

5-G-B: Early/Middle College Pupils

- **An early/middle college school**
  - This is a:
    - Stand-alone public high school
    - A school within a school
    - A Public School Academy (PSA)
    - A Shared Education Entity (SEE)
  - Designed to allow a pupil to earn, at the same time, a high school diploma and either an:
    - Associate degree
    - The Michigan Early/Middle College Association (MEMCA) technical certification
    - 60 transferable college credits
    - The right to participate in a registered apprenticeship

5-G-B: Early/Middle College Pupils

- **An Early/Middle College Program**
  - A high school program designed to allow a pupil to earn a high school diploma and substantial college credit through an additional (fifth) year of study.
  - A formal agreement with each postsecondary partner is required
    - College
    - Career Technical Center
- **Pupils cannot be:**
  - Homeschooled
  - Non-public
  - Exchange student

5-G-B: Early/Middle College Pupils

- Pupils must be reported in MSDS by the fall of grade 11 with participation code '3500'
- The pupil has NOT satisfied all graduation requirements
- The pupil is enrolled in at least one high school course during 5th year
  - The course may be offered by the postsecondary institution
  - Received HS and College credits

5-G-B: Early/Middle College Pupils

- **CALCULATING INSTRUCTIONAL HOURS**
  - MDE considers 12 credits to be a full-time college course load.
    - High school has six-period days, a 1-2 credit college course would be equivalent to one high school class
      - (2 credits/12 credits = 1/6)
    - High schools uses a schedule of four blocks (classes) per day, a 3-credit college course would be equivalent to one high school class
      - (3 credits/ 12 credits – 1/4)

Difference Between 5th and 13th Year

- 5th year senior = Early/Middle College
  - Must declare by 11th grade (fall)
  - Complete 5th year with a high school diploma and 60 college credits or MEMCA certificate
  - GAD Cohort changes
  - No limit of college classes in 5th year

- 13th year senior = retained
  - Limited to two (2) college courses per semester or four (4) during 13th year
  - GAD Cohort does not change – will reflect Off Track Continuing

5H: Reduced Schedule

- A reduced schedule can be requested in writing by the parent or legal guardian of a pupil in grades 9 through 12.
- The request for a reduced schedule must demonstrate that the arrangement is in the best educational interest of the pupil.
- Once approved, the district may schedule the pupil for no less than 80% of the hours required under Section 101 of the State School Aid Act (MCL 388.1701) for a district operating on a traditional schedule.
- Districts operating on a block schedule must provide at least 75% of the hours required under Section 101.

5H: Reduced Schedule

- **PUPILS INELIGIBLE FOR REDUCED SCHEDULE**
  - An entire class or category of pupils
    - Reduced schedules must be considered on a case-by-case basis
  - Pupils that need less than the minimum hours to earn enough credits to graduate
  - An alternative education program
    - Unless they receive a days and/or hour requirement waiver
  - Because there is an insufficient number of classrooms or certificated teachers to enroll a group of pupils in a class

5H: Reduced Schedule

- **IEP REDUCED SCHEDULE**
  - Special education pupils are to attend the same number of days and hours as is required of any pupil to be counted for a full FTE.
  - The IEP team may shorten the school day for a pupil with disabilities on an individual pupil basis.
  - If the IEP team shortens the day for a medical or emotional reason, the pupil is eligible to be counted for a 1.0 FTE.
  - The medical or emotional reason should be documented in the pupil's record or IEP.

5H: Reduced Schedule

- **DOCUMENTATION**
  - Must be provided by a licensed physician as defined by PA 368 of 1978, MCL 333.1700(1).
  - Accordingly, the definition is as follows:
    - "Physician" means an individual who is licensed under this article to engage in the practice of medicine.
    - "Practice of medicine" means the diagnosis, treatment, prevention, cure, or relieving of a human disease, ailment, defect, complaint, or other physical or mental condition, by attendance, advice, devise, diagnostic test, or other means, or offering, undertaking, attempting to do, or holding oneself out as able to do, any of these acts.
  - An updated IEP

5H: Reduced Schedule

- **IEP REDUCED SCHEDULE PUPILS WHO ARE INELIGIBLE FOR MEMBERSHIP**
  - Discipline or behavioral problems
  - Suspended or expelled
  - Pupils who do not require a full day of instruction to graduate
  - Part-time pupils
  - Work-Based Education pupils
  - Early Childhood special education programs
  - Pupils enrolled in transition type programs

5I: Section 105 and 105C Schools of Choice

- Participation in a schools of choice program under Sections 105 and/or Section 105c of the State School Aid Act (MCL 388.1705).
- The district must determine if the SOC will be specific to a building, a grade level, or a program.
- The district must also determine if the district will accept pupils from district within the ISD boundaries (Section 105), accept pupils from districts within the boundaries of an ISD that is contiguous to the ISD of the enrolling district (Section 105c), or both.

5I: Section 105 and 105C Schools of Choice

- The district shall not charge tuition for pupils who are enrolled under Section 105 or Section 105c.

- The resident district's approval is not required for pupils enrolled under Sections 105 or 105c.

5I: Section 105 and 105C Schools of Choice

- Open Enrollment Periods
  - Limited
  - Unlimited
    - By building, grade, and/or program
      - Special Education is not a program

Limited	Unlimited
Notice to the public of the slots available and application period – 15-30 calendar days	Notice to the public of the application period minimum of 15 calendar days
The school district may enroll from the waiting list up to the end of the first week of school determined by a lottery	The school district may continue to accept applications and enroll students up to the end of the first week of school

5I: Section 105 and 105C Schools of Choice

- Cooperative Agreement
  - Section 105c Special Education Pupil
    - When student is already enrolled
      - Both districts must come to an agreement pertaining to the payment of additional costs
      - No agreement, student can remain in enrolled district
      - No agreement, district and/or districts will forfeit 5% of ENTIRE state aid
    - If SE is known before enrollment, must have agreement prior to enrolling

5K: Special Education Early Childhood

- Only pupils under the age of five who may be counted in membership are pupils with an individualized educational program (IEP) or an individualized family services plan (IFSP) who are enrolled in a bona fide special education program and receiving instruction from a certificated special education teacher based upon the pupil's individual needs or receiving special education related services under the direction of a certificated special education teacher.

5K: Special Education Early Childhood

- Requirements for Claiming:
  - Instruction by certificated special education teacher
  - IEP that is on file and effective as of count day
    - IEP/IFSP must spell out the services, how many hours/days per week
  - Must be enrolled in a bona fide special education preschool program listed below (waivers may be obtained through MDE)

5K: Special Education Early Childhood

- Classroom programs under Rule 340.1754

Minimum Hrs.	For Full Funding*
Hours 360	450
Days 144	144

- Non -classroom programs under Rule 340.1755

Minimum Hrs.	FTE calculation basis*
72	180 during school year

- Non-classroom programs under Rule 340.1862 (birth-3)

Minimum Hrs.	FTE calculation basis
72	180 during the calendar year

Note: Failure to provide the minimums results in loss of funding for the entire program

5K: Special Education Early Childhood

- Attendance must be documented
- Speech, OT, PT, or other ancillary services may not be counted toward FTE unless the services are provided under the educational supervision of an approved early childhood special education teacher.
  - The pupils IEP/IFSP must read Rule 340.1755
    - (see Q & A #5, p. 5-K-5 of the PA Manual)
- Forgiven hours are prorated based on the program and the hours/day requirements of K-12 students.

5L: Special Education Transition

- The term "transition services", as defined in the Individuals with Disabilities Education Act (IDEA) [34 CFR 300.43] [20 U.S.C. 1401(34)], means a coordinated set of activities for a pupil with a disability that:

  - are designed to be within a results-oriented process, that are focused on improving the academic and functional achievement of a pupil with a disability to facilitate the pupil's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation
  - are based on the individual needs of the pupil taking into account the pupil's strengths, preferences, and interests; and
  - include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and if appropriated, acquisition of daily living schools and the provision of a functional vocational evaluation.

5L: Special Education Transition

- Work-Based Learning Program
- Work Activity Center Services
  - Instructional and work
    - Count instructional hours
    - Work activity must be less than 50% of the school time
    - Work activity must be incidental to the instructional program

5L: Special Education Transition

- Transition/Community Learning Experience (TCLE)
- This type of transition learning experience is identified as an outcome oriented process for a pupil who is 16 years of age or older.
- TCLE includes post school activities such as independent living skills or community preparation skills.
- The activities and services provided will be based upon the pupil's post school vision (goals), as documented in the pupil's IEP.

5M: Split-Schedule Pupils

- The FTE for a student who attends two or more buildings/programs within the same district may be split between/among the buildings/programs, at the discretion of the local school district.
- If the FTE is prorated between/amount the buildings, the student must be identified on the building/program alpha roster as a non-conventional, split-schedule student.
- If the district decides to count the entire FTE at the student's primary building, then such a designation is not required unless the pupil membership auditor requires it.

5N: Pupils with Suspensions and Expulsions

- A pupil who was suspended or expelled on count day has 45-calendar days to return to all their classes and be claimed for full membership.

- **Short-Term Suspensions** – 10 consecutive days or less
  - Teacher of record must report absence
  - If student was in-school suspension, must be supervised by a certificated teacher

5N: Pupils with Suspensions and Expulsions

- Long-Term Suspensions or Expulsions: Suspensions or Expulsions up to 180 days.
  - For special education pupils the district must hold a Manifestation Determination Review
- To claim a pupil that is on long-term suspension or expulsion
  - Pupil has 45-calendar days to return to all classes
  - Or, the pupil must be on a Home-Based Education Service
  - Attendance must be taken by certificated teachers
  - Instruction must be provided by a certificated teacher
  - Instruction must be academic in nature and earning credit toward grade progression or a HS diploma
  - FTE must be prorated based on the minimum required hours of pupils instruction for grade 1-12

5N: Pupils with Suspensions and Expulsions

- Permanent Expulsion – Mandatory
  - Weapons
  - Arson
  - Criminal Sexual Conduct
  - Physical Assault to an employee, volunteer, or a person contracted by the school district
- Qualifies for full funding 1.0 FTE if following Home-Based Education rules
- Or placed in an Alternative Education Program that is specifically designed to provide education services the expulsion pupils

5-O-A: Distance Learning & Independent Study

- Distance learning is a method of receiving synchronous academic instruction in courses for which the pupil is registered, via a two-way communication between the teacher of record and a group of pupils.
  - Via a mobile device, computer, or television monitor

- Independent study is a type of learning experience that is academic in nature that allows the pupil an opportunity for self-directed learning.

5-O-A: Distance Learning & Independent Study

- Grade Eligibility:
  - K-12
  - 9-12
- Course Limit
  - Distance learning: No limit
  - Independent study: 2 courses per semester or trimester
- Teacher of record must be identified
  - Teacher is employed by the district or contracted through a Michigan college
  - Holds a valid Michigan teaching certificate

5-O-B: Offline Seat Time Waiver Programs

- The seat time waiver is a Department – approved alternative education program that removes the days, hours, and physical attendance requirements (unless required as a condition of the waiver).

- Offline, Computer-Based Learning Seat Time Waiver
  - This type of waiver is issued when limited broadband availability would otherwise prevent a pupil from participating in an online program
  - Or where the school schedule does not allow for personalization of instruction
- Project-Based Learning (PBL) Seat Time Waiver
  - For pupils to gain knowledge and skills through the investigation of complex questions, problems, challenges, or tasks.

5-O-C: Cyber Schools

- Known as 100% online schools, provide 100% of a pupil's public instruction through online learning.

5-O-D: Virtual Learning Options

- Virtual learning is a method of receiving academic instruction in courses in which the pupil is registered and the courses are taken through a digital learning environment.

- Virtual learning may be offered at a supervised school facility during the day as a scheduled class period or through self-schedule learning where pupils have some control over the time, location, and pace of their education.

- Virtual learning includes, but is not limited to, online learning and computer-based learning, where the deliver of instruction may incorporate a combination of software, technology, and the Internet.

5-O-D: Virtual Learning Options

- Pupil must have parent or legal guardian consent for enrollment in virtual course(s)
- Pupil is enrolled in more than two (2) virtual courses in an academic term, semester, or trimester, each of the following conditions must be met:

a. The district has determined that it is in the best interest of the pupil.

b. The pupil agrees with the recommendation of the district.

c. The district, in collaboration with the pupil, has created an educational development plan (EDP) following the Department guidance. For pupils in grades K-6, the plan should include the following items:

   i. The pupil's preferred learning style.

   ii. The pupil's interests.

   iii. Areas of academic development.

   iv. Areas of personal/social development.

   v. A timeline and measures for the development of the above items.

   vi. Postsecondary and career goals as applicable.

The district will maintain a copy of the plan on file, and must provide the plan to the pupil membership auditor upon request.

5-O-D: Virtual Learning Options

10) To satisfy the participation requirement:

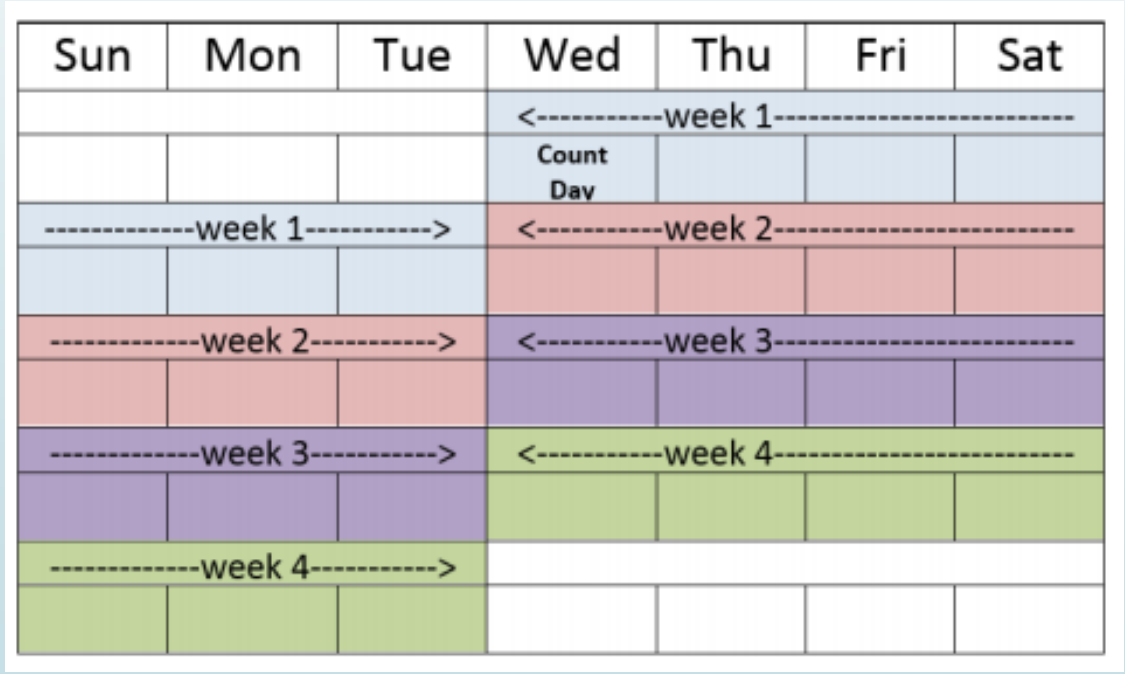
- The pupil and the teacher of record or mentor must complete a two-way interaction for **one course per week for each week of the four (4) week count period**,

  -OR-

- The pupil must complete a combination of one or more of the following activities **for each scheduled course on count day**:
  - Documented attendance in a virtual course where synchronous (live) instruction occurred with the teacher.
  - Documented completion of a course assignment.
  - Documented completion of a course lesson, or lesson activity.
  - Documented pupil access to an on-going lesson; this is not a login.
  - Documented physical attendance on count day in each course may be used for pupils that will attend at least 50% of the instructional time on-site, face-to-face with the teacher of record.

5-O-D: Virtual Learning Options

- Teacher of Record – holds a valid Michigan Teaching Certification
- Mentor – Employed by the district
- Two-Way Interaction – weekly – whole time course is scheduled
- Two-Way Interaction Calendar



5-O-D: Virtual Learning Options

Enrollment in a virtual course may be denied for any of the following reasons:

a. The district determined that the enrollment is inappropriate for a pupil who is enrolled in any of grades K-5.

b. The pupil has previously gained the credits that would be provided from the completion of the virtual course.

c. The virtual course is not capable of generating academic credit.

d. The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.

e. The pupil has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content.

f. The pupil has failed a previous virtual course in the same subject during the two most recent academic years.

g. The virtual course is of insufficient quality or rigor. *A district that denies a pupil enrollment request for this reason shall enroll the pupil in a virtual course in the same or a similar subject that the district determines is of acceptable rigor and quality.*

h. For a course selected from the statewide course catalog, the cost of the virtual course exceeds the amount allocated to a course under Section 21f (6.67% of the minimum foundation allowance for the current fiscal year as calculated under Section 20 of the State School Aid Act (MCL 388.1620)), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds that amount.

i. The virtual course enrollment request did not occur within the same timelines established for enrollment and schedule changes for regular courses.

j. The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. *This does not apply to a request made by a pupil who is newly enrolled in the district.*

k. The course has reached capacity and the district has restricted enrollment to resident applicants.

l. The district does not support the enrollment in more than two (2) virtual courses in an academic term, semester, or trimester.

5-P: Work-Based Learning Experiences, Apprenticeships, and Internships

- Work-based learning experiences (WBLE), apprenticeships, and internships provides pupils with a planned program of job training and other employment experiences related to a chosen career.
- Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length.
- The learning experience may be paid or unpaid and can be an in-school or out-of-school placement.
- The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution.
- It is an educational experience that both relates to school instruction (training plan) and supervised work (employer) that is monitored by a certified teacher employed by the district.

5-P: Work-Based Learning Experiences, Apprenticeships, and Internships

- Pupils enrolled in grades 9-12
- Monitored every 9-weeks by a certified teacher employed by the district
- Special education pupils must be monitored by a special education teacher every 30 days
- Must have a written training agreement
- Must have a written training plan
- Must have safety training – documented
- Employer must provide workers' disability compensation and general liability insurance – This is not school insurance, unless in-district plan
- Cannot be more than 50% of the pupils educational day

5-Q-A: Section 23A Dropout Recovery Program

- Section 23a of the State School Aid Act (MCL 388.1623a) provides the authority to eligible districts operating a dropout recovery program to claim one-twelfth (1/12) of a full-time equated (FTE) for each month that an eligible pupil was enrolled in the program and was in full attendance, as described in the Act.

- Only those pupils who meet the requirements as outlined in Section 6(4)(dd) and Section 23a of the State School Aid Act (MCL 388.1606 and MCL 388.1623a) may be claimed for Section 23a funding.

5-Q-A: Section 23A Dropout Recovery Program

- Pupil must meet at least one of the following criteria:
  - The pupil has been expelled from school under the mandatory expulsion provisions
  - The pupil has been suspended or expelled from school under a local policy
  - The pupil is referred by a court
  - The pupil is pregnant or is a parent
  - The pupil was previously a dropout
  - The pupil is determined by the district to be at risk of dropping out

5-Q-A: Section 23A Dropout Recovery Program

- The dropout recovery program must provide an advocate
  - 1 pupil but no more than 50 pupils per advocate
  - Advocate can be employed by the district or by an education management organization that is partnering with the district
- Pupil must be in full attendance for a month
  - Enrolled the first of the month
  - Working on work for the whole month

6-A: Experiential Learning

- Grades 9-12
- Course is supervised by a certificated teacher
- Certificated teacher is responsible to teach pupil(s) during course time frame. Teacher cannot concurrently teach another course, or any other job. (counselor, administrator, etc.)
- The learning objectives shall not be general employability skills, such as punctuality and developing good work habits.
- The experiential learning course shall not be used solely as the one course requirement for eligibility to participate in dual enrollment.

6-A: Experiential Learning

- The pupil is limited to one experiential learning course per semester
- The pupil shall not replace an employee
- The course is a combination of instruction and direct experience
- Note: The pupil must have an education development plan (EDP) in place

6-B: Peer-to-Peer

- A peer-to-peer program is a strategy for providing ongoing support and modeling to a pupil with an individualized education program (IEP). It encompasses both the academic and the social domains. Both pupils derive benefits.
- Certified teachers at appropriate grade levels MUST be teachers assigned to an elective peer-to-peer course credit program. Depending on the optional model(s) implemented, the teachers may be in special education or general education programs.

6-B: Peer-to-Peer

Four Models

- General ed elective taught by special ed teacher who is general ed certified in the grade level of the elective
- General ed elective taught by peer-to-peer teacher certified in general ed in the grade the elective is offered
- General ed elective taught by a general ed teacher who is also teaching a general ed content course
- General ed elective taught by special ed teacher who is also teaching a special ed program

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