



MPAAA Spring Conference – May 2025
State Agency Panel



Student Discipline

A district wants to implement a new point system for behavior.

- 1) Does the state use discipline reporting as an evaluation tool for the district in any way?
- 2) Is there a student body vs. suspension total calculation or any type of formula to stay within so action isn't triggered at the state?



Mary:

The answer to both is no. Also concerning they are even asking #2. For the first question, the only thing I can think of is the definition of persistently dangerous schools which it has been years since we've had a school fall into that category and if they did, it was because they didn't report correctly. Here is the definition: A public elementary school or secondary school shall be identified as a Persistently Dangerous School if for each school year, for three consecutive years, more than 2.5 percent of pupils, or five pupils enrolled in the school, whichever is greater, have been expelled by the school board or its designee, as described in MCL 1311(1) of the Revised School Code, for more than ten consecutive days, for committing at school any of the following offenses, as defined by the Revised School Code:

- Arson;
 - Physical Assault;
 - Bomb Threat or Similar Threat;
 - Criminal Sexual Conduct;
 - Possession of a Dangerous Weapon; or
- If, for each school year, for three consecutive years, more than 2.5 percent of pupils

or five pupils enrolled in the school, whichever is greater, have been victims of a violent criminal offense as defined herein.

Recording Student Attendance

Are students permitted to use a kiosk card to sign themselves in as tardy, with the record being updated in the district's Student Information System (SIS)?



USED:

Here's how Ross responded to our question about kiosks during his FERPA training:

To start, I recommend opening a web browser and searching for *PowerSchool data breach*. That example illustrates the worst-case scenario when things go wrong in EdTech. It's a reminder that technology always comes with a degree of risk.

At the district level, it's your responsibility to thoroughly vet your vendors. That includes reviewing their security policies and carefully examining their terms of service. If the terms make no reference to FERPA, data protections, or student privacy, that should immediately raise red flags.

Consider the example of kiosks used for student ID swipes. The business case is understandable—we want to efficiently track student attendance as they enter the building. But that also introduces a number of potential risks. Are the kiosks physically secure? Are they protected after hours? For example, if a school building is accessible in the evening for scouts or sports, what prevents someone from tampering with the device?

If a vendor is performing a service on your behalf, it's critical to ensure they're doing so responsibly and securely. Many states have enacted their own student data privacy laws, especially in response to past incidents like the inBloom controversy. You can often tell how strong a state's privacy laws are by how vendors and districts talk about these issues at educational technology conferences.

Back to the core point: always evaluate the vendor thoroughly. Review their security protocols and approach to data governance. If the technology involves biometrics, proceed with particular caution. Biometric data is highly sensitive and often unpopular with parents. Look at what happened in New York—just Google "biometrics in schools" to see how quickly these things can escalate.

In general, I recommend avoiding controversial technologies unless the benefits clearly outweigh the potential challenges. Most of the time, they don't.


Student Residency

Is it correct that a voter's Registration card cannot be used to prove residency as the process of getting a voter's registration doesn't require proof?

Please clarify if this is allowed or not.



B - It's up to the district to determine what is an acceptable proof.



Student Residency

When can Power of Attorney establish residency?



J –A Power of Attorney (PoA) can be used for residency purposes when the PoA places the student for the purpose of providing a suitable home and it is between a blood relative and the parent.

Student Residency

105c

Our district always takes on the cost of special education for 105c students. With that being said, do we still need an agreement if we are always willing to do this?

What is the penalty for not having an agreement in these situations?



Your district should request an agreement; however, if your district enrolls the student without one, it is, in effect, agreeing to assume full responsibility for all costs associated with providing services, with no expectation of reimbursement or support from the resident district."



SOC

Are we allowed to rescind an approval for SOC if the family has not enrolled by the date indicated in their approval letter?

Are we allowed to indicate an enroll-by date that is 2 ½ months prior to the first day/week of school?



Per Sections 105 & 105c: The notification to parents or legal guardians of nonresident applicants accepted for enrollment must contain notification of the date by which the applicant must enroll in the district and procedures for enrollment. The date for enrollment must be no later than the end of the first week of school. Based on this, we believe the answer is yes to both questions.



SOC

If we have a resident student that moves out of the district prior to the end of the school year & applies for schools of choice but has an extensive suspension record with us, we are unable to use our discipline records, but why is this? The student is no longer our resident and if they were coming from another district we would deny them, but under the rules we would be forced to accept them?



Both 105 and 105c state that the suspension or expulsion can only be considered if it occurred in another district. Since your district is the district that suspended or expelled the students, this language excludes this from being a consideration.



SOC

We do not provide transportation to SOC students.

If a student is coming in as a SOC student with an IEP that requires curb to curb, are we required to provide that transportation even though we don't provide transportation for SOC students?



OSE

Yes, it's in the IEP. [Determining the Need for Special Education Transportation](#)



SOC

We participate in limited SOC and since we have to announce the dates, etc, by the second week of August, are we OK to use a blanket statement of "Limited seats available for K-10. Not all buildings will have availability"?

Or do we have to announce specific school building names & grades?



You need to announce the specific school buildings and grades, but not the number of seats.




CTE Programs

Should CTE programs run at ISDs share attendance data with the locals of their students? Should attendance in CTE programs be included in the MSDS EOY Attendance reporting?



Yes, because you will need the attendance data to report in the end of year reporting and during an audit. The information would likely be needed to calculate days attended based on whether the student is present more than 50% of the day.



Student Residency

Is a District allowed to *not* enroll a resident student if the previous District refuses to forward the CA60?



No, but you can ask the state to get involved if necessary. Also, before going to the state, check with your auditor. They can often assist with this.



Student Residency

Are residency affidavits annual, or do they last as long as the family resides there?



These affidavits are annual.



Student Residency

A family has asked us to facilitate changing the School District their home is attached to (they wish the Resident District to be changed).

How is this accomplished? Is this a District function, or local municipalities?



Contact your local assessor's office to get the process started. Contact Phil Boone for additional guidance.

Student Residency

Are we allowed to ask for proof of eviction or hotel stay?

What is a good rule of thumb to use to determine when residency has moved from temporary to permanent/stable even if still doubled-up?



The district needs to prioritize immediate enrollment if eligibility is suspected to remove unnecessary barriers. Once the students are enrolled the school can verify eligibility. For the second question they will need to consider how long the person has been doubled-up, are they contributing (maybe paying a bill, etc.), what are the long term plans, is the place adequate. This will help when making redeterminations.

Please reach out to Irma Lopez Barajas LopezBarajasI@michigan.gov for further questions.



Non-Public-NPSP

We have a non-public student on a NPSP. The student qualified for a social worker. The non-public building does not use their dollars for a social worker. How do I report this?



Sean – This appears related to the provision of equitable services using proportionate share funding. I would like to connect with this person directly to discuss further. MDE-ose-pupil-accounting@michigan.gov




TSDL Reporting

We have a center-based Special Education School in our District for the first time this year. Do we report this school, these students, their classes in TSDL?

If they are shared students (In a SEE or S2E2), does their local report their classes so we don't have to?



Joel - If these students have at least one course that will appear on an academic record, they are required to be reported in TSDL. For shared students, it is the PEPE district's responsibility to make sure those courses are reported, but does not have to be the district that reports them.




Reduced Schedules

Are we allowed to deny a Parent Request for Reduced Schedule?

The Parent wants a reduced schedule to remove a student from a class their student is in the process of failing. May we deny the request?



A district can deny a request for a reduced schedule if they find it not to be in the student's best educational interest. The discretion lays with the district, so they could decide to deny this request.



Sequential Learners

Does a sequential learner have a minimum number of courses they're working on for count day?



Yes, at least one course.



Sequential Learners

Timeline for courses:

Where should the timeline be housed?

Does this need to be in the EDP, student file, SIS?

Does the timeline have to include start and end dates for each class?



We can't call it an EDP, but it would be the equivalent for this purpose. It could be maintained separately if that makes the most sense. The timeline must contain the projected attempt dates but not necessarily the end dates.

Coding 31a Students

Private school shared-time students who receive Title 1 services, coded 6010 and 3060.

We are a MI/WI border district with 3 shared-time private school kids. They are submitted with a blank resident LEA number, Membership 04-non-public school (non-resident), Zero FTE, and 9110 Out-of-State Resident for their Program Participation.

Is this the correct reporting for these students?



Joel - Looks correct, but we would suggest uploading them in MSDS sooner rather than later to confirm.

Teacher Certification

Who is on the hook for providing professional development for teachers, who are in their first 3 years of teaching, that we contract with through a 3rd party (eg. Lincoln Learning or Michigan Virtual) ?



Marty's response: It's a complicated answer, but I think this makes sense: It really depends on the nature of the specific situation and contract. Are they contracting with Michigan Virtual to provide them a teacher or a course? MCL 380.1527 requires districts to provide 5 days of teacher professional learning each year but does not specify that the teacher receives it. If the virtual teacher is contracted to a specific district, it would be on the district to at least offer the opportunity for that teacher to attend. However, if this is a virtual teacher of an online course that encompasses students from multiple districts, the contracting district would not be responsible because then the teacher would be receiving hours from multiple districts. In this case, it depends on the nature of the employing entity. Since the law is specific to a "school district, intermediate school district, or public school academy" to provide the hours, if the employing entity does not fall under that category, they wouldn't be responsible to provide these hours. However, if they do fall under those categories as well as being a contracting entity, they would need to provide 5 hours to their teachers.

Regarding MCL 380.1526, the law specifies that for the first 3 years of employment in "classroom teaching", a teacher must be assigned a mentor and receive an 15 days of professional learning over those 3 years. There is some gray area as to whether a virtual teacher is a "classroom teacher" and needs to complete the

Regardless of the requirement, we recommend that a new teacher receive necessary supports to succeed. Again, it depends on the nature of the relationship. If the teacher is contracted specifically to one district, it would be on the district to help the teacher receive these supports. If the teacher is contracted to multiple districts, the employing entity would be responsible.

Please reach out to Marty Snitgen in the Office of Educator Excellence at snitgenm1@michigan.gov to discuss.



Teacher Certification

If a teacher is allowed a free 90 days at the beginning of the school year, are any teachers out of compliance on fall count day?



Katie – for educators who hold valid teaching certificates, there would not be any fall findings because the Free 90 allows individuals to work outside of their certifications without needing a permit.



Teacher Certification

May an individual obtain a full-year sub permit and be the Teacher of Record for all virtual courses?



Katie - No. An individual would need a Full-Year Basic permit for every course they are reported as TOR for. And that is an option. Districts have pulled multiple FY Permits for virtual subs.

Again, preparation matters. Should this person be teaching multiple subject areas? Are they prepared for that?



Teacher Certification

Will the REP crosswalk be updated with the exceptions to teacher certification rules sent out in MDE memos?

For instance, the memo on "Teacher Certification: What Districts Need to Know".



Katie - Unfortunately, no. As CEPI and MDE are working to build a new system, tentatively named MI Ed Workforce, updates to REP for waiver memos will not be added.



Sub Permit

Under the new 90 day sub permits, if we get the subs another permit to cover their next 90 days & it piggybacked with their current 90 days by a week or even days, what do you do now, as the new permit will expire within days of the last day of school?



Katie – There are no new sub permits. The Daily Sub permit is, and always has been for intermittent use and can cover an individual for up to 90 consecutive calendar days for a single assignment. For emergency situations, there are Extended and Emergency Extended Daily Permits (but not for Special Education.) With the Daily and the Extensions, that would cover 270 calendar days. If the school year goes for longer than that, the district would need to use different subs, or obtain a Full-Year permit for the individual to finish out the school year. (We do set the expiration of the Emergency Extended Daily Substitute Permit to 8/31 of the academic year to allow for longer school calendars or weather day impacted calendars)



Co-Teachers

Some HS special education students are assigned to have a regular ed certified TOR and a special ed co-teacher. At times, the student may be with the co-teacher instead of the regular ed teacher, and if the attendance for that time is input on the regular ed teacher's attendance book, it causes confusion.

How should this attendance with the co-teacher be properly entered?



Sean – Attendance is taken by the teacher of record. FTE is driven by the special education teacher's service logs.

REP

Edgenuity (Virtual) Teachers:

- We are required to report them in the REP.
- We do not have fingerprints for them. (I understand that there is legislation in the works that may change this.)
- The teachers are not consistently assigned and may be reassigned mid-semester. For example, Teacher A may teach 1 student first semester and not at all second semester in 24-25 SY, but will teach multiple students both semesters in the 25-26 SY.
- How do I report this and be in compliance with the 30 day rule?



Robert Hovenkamp: To be in compliance with the 30 day reporting, any changes in employment or assignment should be reported within 30 days. If there is a change midsemester that change should be reported within 30 days.



REP

Between the start of the SY and the December 1 certification requirement we got our people to a “green” checkmark. After the collection was processed, everyone was set back to a “red” X. WHY? Why do I have to redo all the hard work if we are on a rolling 30-day rule? We currently do not have a system that just allows me to import the data file. I have to touch each of these records individually. Very little data changes mid-year and I have to start all over, which is very frustrating.



Robert Hovenkamp: When the REP rolls over from Fall to EOY or EOY to Fall the collection is reset where every record needs to be touched to submit for the collection to have a green checkmark. Only changes in employment or assignment status need to be reported for the 30 day reporting. Not all of the records need green checkmarks. If there is not a change, you will not need to update the record for the 30 day report. The 30 day reporting requirement is not a full resubmission.

REP

We have 3 teachers at the local parochial school that our district has to “pay” because the money comes from Title funds that have to flow through our district. These teachers do not work in any of our buildings and do not work with our students. I don’t have their fingerprints. I don’t have their Educator Effectiveness rating. I’ve been told I have to report them because we pay them. Do they have to be in our REP? I asked Nadia with OEE MDE Professional Practice and she felt that they did not need to be in our REP, but suggested I also pose the question to CEPI.



Robert Hovenkamp: This sounds like a unique situation where your district is merely a pass through of funding for someone that works elsewhere. This person is not regularly and continuously working at your school with your students. MDE is comfortable with it from a student safety perspective so not reporting these individuals would be appropriate in this unique circumstance.

REP

We have 2 college teachers from the local community college that come to our building to teach dual enrollment courses. We do not pay the teachers directly, but we do pay the invoice from the college. We do not have fingerprints on these people. We do not report them in our REP. I do not have an Educator Evaluation for them. I contacted CEPI and the final answer after a couple of exchanges was that it was up to me. I want to do what I am supposed to do. Nadia with OEE felt that they should be fingerprinted because they "are regularly and continuously in contact with students". If I have them printed and report them in the REP how do I get around them not having the Educator Evaluation?



Robert Hovenkamp: Educator Evaluations are required for the instructional assignment codes. If you were to input a non-instructional support staff position, that would not require an educator effectiveness rating for an individual you are electing to input for a student safety perspective given these individuals are at your school and are dual enrollment professors.



REP

EduStaff subs are "owned" by our ISD. They manage and approve the subs for the districts. When they "approve" a sub for our district, they immediately send the fingerprint info so I can request the prints in CHRIS. This sub may never actually work in our district. Edustaff doesn't put them into our REP data (SSN, DOB, etc.) until they actually work in our district. Should I automatically be requesting prints, or should I wait until they actually come into the district?



Katie – This would be a question for Nadia Vann, our Professional Practices consultant. Please contact Nadia at MDE-Professional-Practice@michigan.gov.



REP

Do Subs need an assignment code in REP or can you only do *sub000*?



Robert Hovenkamp: It depends on if they are a day to day sub filling in less than 90 days or Teacher of Record. Day to day sub would use the 00SUB code whereas if someone is a teacher of record they would use the teacher or record assignment code.

Is this a Study Hall?

We have a "Responsible Thinking Center" where students with in-house suspensions go, as well as students who just need a quiet place to study or work on classroom assignments. There is a certified teacher present, but the students are not enrolled in a class for this, and receive no credit.

Is this a study hall, and will we need to follow the study hall rules to continue this?

How would this teacher be entered in REP for this class?



This sounds like a study hall to us. There is a teacher, and that teacher takes attendance, which is it for the requirements side of things.

For the REP piece, we would like to know how other districts would handle this situation.



Home Language Survey

MDE has issued a new required Home Language Survey for SY 25/26 that includes a Title III Immigration Funding Identification Question specifically requesting immigrant status.

This question seems to oppose current counsel regarding the acquisition of such information . Is this still required?



Kelly:

There is a new HLS that must be used by each agency registering for the 25-26 school year. We included the Immigrant identification questions on the same sheet since they are only asked once at initial registration and stored in the CA-60 like the HLS. We do not ask for country of birth nor do we ask for immigration status. The Title III immigrant funding definition solely seeks birth outside of the US and within their first 3 years in US schools. (Not when they entered the country). For clarification, we never ask for immigration status or citizenship but we do need to know if students were born abroad (excluding Puerto Rico)




Work Based Learning

If I have a special education work based placement, non paid, are they able to receive tips?



We were unable to find anything in the wage and hour division that would prohibit this. Also, there is nothing in the WBL manual that would prohibit.



Work Based Learning

For Work Based Learning, if a pupil has WBL for the last two hours on their schedule but only work on Saturday & Sunday, is this allowable?



There isn't an issue with this as long as the number of hours from Saturday and Sunday align with what's blocked off on the student's class schedule.



ECSE

For 1755 services, can a teacher assistant provide services to a student and be counted for membership?



Mark – No, R340.1793 outlines that non-certified staff are there to supplement, complement, and support. They do not provide specialized instruction that generates FTE. They are, however, an allowable cost that may be included as part of your 4096. They may also be funded through your federal preschool grant.



ECSE

For a 1754 student, if one of their four weeks is not scheduled for fall or winter break, should the LEA provide an additional week, or are the original 3 sufficient?



Mark – If I am understanding the question, it is asking if the count period may be extended if instruction is not scheduled or provided during one of the weeks. The answer in this case is no. The count window is the count window and how a district chooses to schedule and provide instruction during that time is at their discretion. The window is not extended.

Special Education and ABA Therapy

IF a student's IEP is a full day of FAPE and the student attends ABA therapy in the afternoon, are we allowed to count a full FTE on this KG student?



Sean: No, count what's provided, not what's offered.

Early On/IDEA Part C

Question for MiLEAP on 1862...

Being 1862 is "Individualized" SpEd service, how do you count time if pupils are attending an Early On playgroup to receive services?

Example:

Can you count minutes for OT/PT/Speech who are under direction of an ECSE Teacher if delivering to small group of 4-5 student and on their IFSP?



Colleen – Yes. Minutes may be counted and reported for each child for which the provider is providing service as long as addressing the outcomes on each child's IFSP.



GSRP

Our district is looking into piloting a GSRP/JK blend. My question is who is responsible for enrolling and reporting these students: the RESA or the LEA?



CEPI:

You can't do a full day GSRP and then claim FTE, but if it's a part day GSRP and a Junior Kindergarten there would need to be a closer look at the policy. Reporting for GSRP would be determined through a conversation with your ISD as some ISDs report GSRP centrally. Generally, the program would most appropriately be reported by who is offering the program.

Reach out to CEPI if you'd like to discuss further.

Tribal Affiliation

For the Tribal Affiliation Data Collection, can we use this language on our enrollment forms: Question A as a yes/no, then Question B: "If yes, what is their primary tribal affiliation?" with a blank line to write the tribe name on?

Or, are we required to list all 12 federally recognized tribes (plus "not listed") for families to select from, like shown on the sample Tribal Affiliation Questionnaire?



Nate Beelen: To ensure data quality and avoid errors in interpretation, for question B you must provide the list of all 12 federally recognized tribes that share land with the state of Michigan. You may choose to use a blank instead of "not listed" to collect open ended responses that would allow students who affiliate with other tribes identify the name of those tribes, but any responses gathered outside of the 12 will need to be recorded as "not listed" when reporting in MSDS collections. Additional values may be added in future years to reflect the full diversity of tribal affiliations.




Suspension vs Expulsion

Is there an upper limit to the number of days a student may be suspended? May a student be suspended for 180 days, instead of being expelled? If so, then how is a suspension differentiated from an expulsion?



From Mary Teachout: Suspensions are 59 days or less. 60 or more is an expulsion. Please see [Alternatives to Suspension and Expulsion](#)



Expulsion

If a Gen Ed student is expelled, can we claim them under the 5-O-D requirements and not worry about Home-based instruction as long as they are in an alternative location away from the general population of peers?



Once the student is expelled, if a district is going to count them, 5-C automatically applies. If you were to have placed the student in 5-O-D prior, what you've proposed would not be an issue.



Suspension and Expulsion

Does the SOC rule that students may be denied enrollment under SOC if they were expelled or suspended from another District also apply to charter schools?

May a charter deny enrollment for truancy or attendance issues?



I don't believe a PSA is allowed to use the reasons under 105/105c to deny enrollment, but we would encourage you to confirm that with the PSA unit. Gloria: I verified this information with the Charter School Unit. The same rules apply for charter schools as those that apply for all traditional public schools.



Foster Care/SOC

The foster care case worker can make the decision on where the foster student attends if they feel it is appropriate or are the school of origin.

Do we ever have a situation with foster care that we would process school of choice or district release if the foster family lives outside our district?



Students in foster care would have the same enrollment options available to them as any other student, as well as the additional choices of either the prior district or their current district of residence.

From Kathleen H.: Yes, there are rare instances when a foster care case manager will decide on school placement that is NOT the school of origin or the school of residence that is based on the student's best interest determination (BID). DHS-FOM-723 does require that the school placement decision is between the school of origin and the school of residence, but there are rare occasions when the BID determines a third school of choice option.



Student Data Access

We receive multiple requests each week from MDHHS & CPS for enrollment information on Students. Is there a way the CPS could have View Access to MSDS, so they can look things up directly?



If student search access is provided, it allows access to search everybody. Providing this access is not likely due to the potential FERPA issues.



Annual Career Authorization

CTE Teachers who are coming up on their 10 years...

Will there be extensions after the 10-year period or will we need to end their employment or cover them other ways?



Discussion is currently taking place and a decision is in progress by MDE.

From the Office of Career and Technical Education (OCTE) - there are currently only 4 CTE teachers in Michigan who will be on their 10 years of ACA's for the 2025-26 academic year, and OCTE is working to determine appropriate next steps.



Learning Labs

Only need a TOR that is grade level appropriate?

Does this change if the curriculum is delivered in-person compared to virtually?



Alternative Education learning labs only require a grade level teacher when:

- pupils have access to multiple courses virtually,
- pupils attend the lab in person,
- attendance is recorded tracking the entry and exit time for the pupils (unless another method to track attendance has been approved by the pupil membership auditor),
- pupils are flagged as being alternative education participants in MSDS,
- and all the pupils in the alternative education learning lab have the participant flag.

Alternative Education

Can this be a hybrid of virtual courses and in-person courses if all student are physically present on campus?

Does the curriculum have to be virtual based?



If we are talking about the alt ed learning lab, see the definition from the previous slide. Otherwise, your alt ed environments can be hybrid, but this would not allow for the teacher cert flexibility.



Alternative Education

If we have an Alt Ed program, do we HAVE to accept students up to the age of 22 (by September 1) if it is housed in our high school building?



No, the law currently does not require you to enroll beyond 20.

Emergency days:

Can the online environment be Google Classroom assignment or does it need to be Zoom with attendance?



The online environment can be any platform that your district typically uses. There is no requirement for attendance in a virtual environment. There's no requirement for the students and teachers to be face-to-face via zoom either. While virtual can include that type of instruction, we typically refer to that as distance learning.

The instructional time that is countable for a day that transitions to virtual is the amount of time your teachers are available to students for that day...just as in the typical virtual environment. Teachers can be available to students either through the virtual platform, via zoom, text, phone, email, etc.

In a virtual program/environment, we rely on the participation requirement (versus attendance) and since this is just one day and your students are traditionally butt-in-seat every other day of the week, it negates the need for two-way interaction or other participation satisfying requirements. (Not withstanding transitioning to a virtual day on count day which we would not recommend.)



EMC

It seems like there should be another code for a student who achieved the MEMCA cert but not quite an associate degree or certificate.

(40 – Graduated from EMC/Associates or Certificate)

(41 – Graduated from EMC/high school diploma only)

I know there was some discussion of "19", but I'm still not clear if this is the right choice for those students.



CEPI: Exit code 40 is appropriate for students who obtain a MEMCA certificate. In Additional Grad Award, MEMCA is an option to select.



Homebased

If we have a SPED student who is expelled and we are providing the required minimum of two one-hour face to face sessions the student is continuing their courses virtually (5-O-D). Is it true that we cannot claim any FTE for the 5-O-D?

My understanding is that the FTE is only based on the two one-hour face-to-face sessions, and if the student misses any of those minimum sessions, NO FTE can be claimed at all in this situation. Does it make a difference if the expelled student is only Gen Ed?



The two hour sessions are what establish your ability to claim the membership. IF this is a state mandated expulsion, then the 2 hours alone generate 1.0 FTE (for a student with a full-time schedule). For everyone else, the FTE is based on the total number of hours provided, so offering 5-O-D is a way to generate more hours and FTE. When using virtual for homebased, you need to make sure that that meets their needs.

Note: The district may need to consider more than the two-hour minimum to meet the student's unique needs and provide a free and appropriate public education (FAPE). Additionally, a student with a disability must be afforded discipline protections in this situation. [IDEA Discipline Requirements](#)




IEP-Testing

If a student has an IEP, does the student have to test with a Sp Ed teacher even if it is not in the IEP or MiAccess?



Nancy: the accommodations needed for state test are determined by the IEP team based on the unique needs of the student. Just because a student has an IEP does not mean they have to test with an SE teacher. It all depends on what the IEP states - small group, etc. It would be terrible if they put the child in a separate setting without the IEP stating that!!!

For MiAccess, it gets a little trickier, because they cannot test MiAccess in the same room at MSTEP.



Truancy

If a student is removed from their classes while a truancy case is pursued, should the days the student is no longer scheduled to attend be counted as absences for the EOY attendance reporting?



I question whether it's even correct to remove a student from a district's roles while truancy is pursued. We recommend that a student is not immediately removed from the district's roles. A span of 30 days should cover most occurrences. After that point, the district could remove the student and as a result, attendance would no longer be recorded.



Dual Enrollment

We have a sixth grade student taking a DE course. Our auditors approved the course, as did MDE. CEPI will not accept the record in TSDL. How should we report this student?



Students in grades lower than 9th typically do not take dual enrollment courses. Contact CEPI for assistance with your TSDL submission.



Virtual Learning 5-O-D

If students are using the "activity" to claim FTE on count day, do we still need to do two-way communications the rest of the school year?



Two-way interactions are expected to continue throughout the course, even when not being used for membership purposes. The two-way interactions must relate to a virtual course on the pupil's schedule and pertain to course content or progress. Two-way interactions will be reported through the End of Year MSDS collection for chronic absenteeism purposes.



Virtual

100% Virtual K-12 Program (no in-person classes for these students) within a traditional district – if a family says that they are enrolling their student because learning virtually is a better learning environment for their student, do we need to do School of Choice if they are outside our district, or does this fall under the Alternative Ed exemptions?

Such as a 2nd grader?

When is SOC required in these situations?



The alt ed exemption only works for suspended, expelled, pregnant, parents, or students who are dropping out. If these do not apply, you would want a release or to enroll through SOC.



Virtual

Does a 100% virtual K-12 program within a traditional district need to be marked as alternative education? I'm referring to a program that the students have no in-person classes at all.



No, not every 100% virtual student will be an alternative education student.



EMC

Does 5th year student have to be enrolled in both semesters?

Is the 5th year required if all requirements have been met to graduate and receive an Associate's Degree?



They do if you want to claim them in both. No.



Non-Resident Tuition

Is a district allowed to charge tuition for a non-resident student AND receive state aid, if resident district refuses to provide a release?

The definition of Parent-Paid Tuition Student, PAM Appendix A-3 and Section 3 Q&A, seem to contradict. If yes, is there a minimum/maximum that can be charged?



So, since you mentioned a release, I'm answering this like this question is not relevant to schools of choice under secs 105/105c. Tuition could be charged for this nonresident, but without a release, no membership can be claimed.

The minimum would depend on the amount the board has agreed to for tuition enrollments; that amount could be as little as \$1. The maximums depend on the grade of the student and the formulas from section 1401:

- (2) Tuition for grades K to 6 shall not exceed 25% more than the operation cost per capita for the number of pupils in membership in grades K to 12.
- (3) Tuition for grades 7 to 12 shall not exceed 12-1/2% more than 115% of the operation cost per capita for the number of pupils in membership in grades K to 12.
- (4) In a school district not maintaining grades above the eighth grade, the tuition shall not exceed 25% more than the operation cost per capita for the number of pupils in membership in grades K to 8.



SOC

When auditing SOC, must auditor refer to dates from previous SOC windows to ensure district met timelines/windows in previous school years? Or is the fact that they were SOC in a previous year sufficient for membership claim/residency?



Gloria: I am a bit confused by this question. If the pupil was school of choice in the previous year, there is no requirement for reapplying for school of choice unless enrollment is broken by leaving the district.



SOC

How should district handle student address changes that occur between the end of the SOC window and Fall Count Day?

If they report a move out of district that occurred either in the summer or September, does it make a difference?

Often these are long-time students and it can be challenging to "kick them out" - is release only option?



If a student was a resident but has now moved to another district, and the schools of choice window has closed, the district could 1) enroll the student with a release, or 2) enroll the student but claim no FTE until the next schools of choice window, or 3) inform the family that the child must enroll with the new resident district.

If the student moves after being claimed as a resident in the fall, your district would have the option of allowing the student to complete the school year without needing a release. Moves that occur in the summer or in September would be handled like other nonresidents, which means likely through schools of choice.



SOC

I know SOC applications have to be in by Friday end of 1st week.

Do they also have to be enrolled?

Do they have to be in attendance by that date?



The date for enrollment must be no later than the end of the first week of school unless the district has received a schools of choice waiver that lengthens the window.

So they must be enrolled, in your district's SIS, by the end of the first week. They do not need to have attended by this date.



SOC

Can SOC or Section 6.6 Non-resident exemption students continue in the same district for Adult Transition?

~ie: does the resident district have FAPE? Does an agreement need to be in place?

Keep in mind in our ISD, our districts provide transition, the ISD does not.



Once enrolled, a school of choice student is a resident of the enrolling district until the student ages out or completes the requirements of a high school diploma. The enrolling district, therefore, has a responsibility for the provision of FAPE. Given the student is already enrolled, an agreement should already be in place. Absent an agreement, the enrolling district is responsible for all added costs related to the provision of a FAPE.



ENROLLMENT

If auditor discovers a student incorrectly enrolled without sufficient documentation, is it required the district returns to family to obtain it?

Example-enrolled with POA and no suitable home affidavit.



Yes, if the district intends to count the student, they need to have the required documentation by count day (if possible). The only exception is for students who are experiencing homelessness; these students should be immediately enrolled even if documentation is lacking.



SPECIAL EDUCATION

What specific procedures & considerations should our district implement to ensure that students with disabilities receive FAPE during emergency Virtual Learning days?



This is not a simple question to answer. There are many different components to consider. I would direct them to the [Q&A on Providing Services to Children with Disabilities During a COVID-19 Outbreak](#) released by the DOE reminding them if a district continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

The National Center for Special Education in Charter Schools created a [student planning template](#) for IEP Teams that includes [key questions](#) broken down by disability and grade level. For example, “In what ways can we maintain school routines in the virtual setting and/or build and reinforce new home routines for virtual learning engagement? How will the student’s family need to be involved to ensure these routines are successful? How will we maximize the impact of a paraprofessional’s support in the virtual setting using the chat features, breakout rooms, visual cues,

assignment commenting, or other strategies?”

Ensuring students with disabilities have equal access to virtual learning, the districts must align information technology, Assistive Technologies (AT), and accessibility features to ensure students with disabilities have equitable access to learning. The Center on Inclusive Technology and Education Systems (CITES) developed and released “[Virtual Learning Considerations for Students with Disabilities](#)” under a grant from the USDOE.

The above resources would provide districts with information and specific considerations to develop procedures.



SPECIAL EDUCATION

For 1754 calculation, the 10/30-day reference has been confusing for some of our LEAs.

To confirm – if student is present on count day, you still need to track the four (4) weeks to determine FTE.

Example: Count week – student attends 3 of 4 scheduled days including count day. The next 3 weeks the student never attends a whole week of scheduled instruction. This student would be 0.75 FTE?



Membership and FTE calculation are two separate and in many respects overlapping requirements. Firstly, to calculate any FTE the membership of the pupil must first be determined. This piece, membership, is established using either the pupil's actual attendance on count day OR for those pupils who are absent on count day by using the 10/30-day rule. Secondly, for any pupil on whom membership has been determined the FTE is calculated using the single week with the highest percentage of days scheduled and attended instruction. In the example given, the pupil WAS in attendance on count day so membership has been established. In the same week, the child attended three of four days. For program that have submitted calendars that reflect 450 hours and 144 days of instruction, the pupil would have an FTE of .075. Program calendars that reflect less than the required 450 hours would generate a lower calculated FTE based on the lesser hours.



SPECIAL EDUCATION

We hold an Initial or 3-year re-eval IEP for a student attending a non-public school in our district.

Parents deny FAPE but give consent to the eligibility of the SpEd disability due to enrollment in a non-public. No services are being provided on a non-public service plan, just a re-eval every 3 years. When we report these students in MSDS we get an error unless we exit them from SE, which should not be the answer. What is the correct way to report these students?



We are aware of this issue. The business rules related to the error referenced in the question are being evaluated by CEPI and MDE-OSE to develop a solution. Please reach out to us directly for additional guidance at MDE-ose-pupil-accounting@michigan.gov



SPECIAL EDUCATION

1754 & Snow Days

If one of the weeks a student had zero absences but there were two snow days that week, should they count as attended 5 days of 5 scheduled days?

For full FTE?

Or 3 of 3 school days?

Asking for any instance if we back out the snow days even though they were scheduled...or use their next highest week? (example: 2 of 4 for 0.50 FTE)



In the scenario given, if the district has forgiven days remaining, the district would count 5 out of 5 days. If the district has no forgiven days remaining, for the purpose of calculating FTE the district will want to review the entire count period and select the single week with the highest percentage of scheduled and provided instructional days. The district cannot use makeup days to calculate FTE although makeup days may be required to meet the programmatic compliance requirements outlined in the Michigan Administrative Rules for Special Education (MARSE) R340.1754.



23A

I heard mentioned must have attended every day on schedule.

If this is virtual, they would just have participation method – correct?



To clarify, sec 6 requires that a 23a student was in full attendance to be eligible to be claimed for a month. They do not defined what full attendance is, so for our purposes it means the student was considered to be in attendance for each scheduled day of instruction during a month. If the students are virtual, we will likely measure attendance like we do under 21f, which means the student and teacher or mentor/advocate had a two-way interaction at least once a week during the month.



TEACHER CERTIFICATION

We have a teacher (SpEd) that has taught for over 20 years under the HOUSE option.

He is certified in SpEd and ELA and need to get him certified in Math.

What do we/or he need to do? Do we need to pull a sub permit for that subject?



From Dana Billings: For core content assignments OEE has the following permits available:

Full-Year SHORTAGE Substitute Permit

- **Is only approved up to 0.5 FTE per teacher.**
- Requires the teacher to hold a Michigan Professional, Advanced Professional Teaching Certificate.
- If the assignment is in a core discipline area, the individual must have a corresponding major, minor (or 20 semester credit hours) or passing scores on the [state approved subject area test](#). The Oral Proficiency Interview (OPI/OPIc) is also an option for demonstration of content knowledge in a world language.
 - In Michigan, the OPI/OPIc is the accepted proficiency assessment for most work language endorsements. Consult [Oral Proficiency Interview Requirements for World Language Endorsements](#) for the minimum proficiency level for an individual to qualify for the Full-Year Shortage Substitute Permit.
- Is limited to a maximum of three subject areas per permit.
- For assignments in special education, schools should utilize the existing [Special Education Personnel Approval System](#).

- Can be renewed with effective or highly effective ratings in the assigned area a maximum of three times, allowing a substitute to serve in the assigned area for a maximum of four years.

Full-Year Expert Substitute Permit

- **Is not approved for assignments of more than 0.5 FTE**
 - Requires the individual to have demonstrated unusual distinction or exceptional talent in the field of specialization that will be taught.
 - Requires the individual to have at least 5 years of successful work experience in the field of specialization to be taught.
 - An individual who teaches a world language is exempt from this work requirement, but is required to demonstrate oral language proficiency by passage of an appropriate [state approved world language oral proficiency assessment](#).
 - In Michigan, the OPI/OPIc is the accepted proficiency assessment for most world language endorsements. Consult [Oral Proficiency Interview Requirement for World Language Endorsements](#) for the minimum proficiency level for the individual to qualify for the Full-Year Expert Substitute Permit.
 - If the assignment is in a core discipline area:
 - The individual must have a corresponding major, minor (or 20 semester credit hours) or passing scores on a [state approved subject area test](#).
 - Requires the individual to hold a bachelor's degree or higher from a college or university recognized by [Council for Higher Education Accreditation](#) (CHEA) or U.S. [Department of Education](#) (USDE).
 - If the assignment is in a non-core subject area the individual must **either**:
 - hold a corresponding business or industry license; and at least 60 semester hours of satisfactory credit (grade 'C' or better) combined from one or more two- or four-year colleges or universities recognized by [Council for Higher Education Accreditation](#) (CHEA) or U.S. [Department of Education](#) (USDE).
- OR**
- hold a *bachelor's degree or higher* from a college or university recognized by [Council for Higher Education Accreditation](#) (CHEA) or U.S. [Department of Education](#) (USDE).
- Can be renewed with development and implementation of an Individualized Development Plan.
 - Requires that the district/school assign a mentor teacher.

Full-Year BASIC Substitute Permit

- Requires at least 60 semester hours of satisfactory credit (grade 'C' or better) combined from one or more two- or four-year colleges or universities recognized by [Council for Higher Education Accreditation](#) (CHEA) or U.S. [Department of Education](#) (USDE) or an associate degree from a college, university, or community college.

- *Full-Year Basic Permits with any Special Education endorsement requires the individual have a minimum of a bachelor's degree per IDEA requirements. MDE's Office of Special Education suggests ISDs and LEAs prioritize substitute teacher placements in each special education program to ensure those programs are staffed by an individual who minimally has a bachelor's degree and is participating in either a traditional or alternative route to special education certification.*
- If the assignment is in a core subject area, the individual must have a corresponding major or minor (or equivalent of 20 semester credit hours in the content area) on the transcript or passing scores on the [state approved discipline area test](#). The [Oral Proficiency Interview](#) (OPI/OPIc) is also an option for demonstration of content knowledge in a world language.
 - In Michigan, the OPI/OPIc is the accepted proficiency assessment for most world language endorsements. Consult [Oral Proficiency Interview Requirement for World Language Endorsements](#) for the minimum proficiency level for an individual to qualify for the Full-Year Basic Substitute Permit.
- Requires the district/school to assign a mentor teacher
- Can be renewed for subsequent years if the following conditions have been met:
 - *Renewal 1:* Enrollment in a state approved teacher preparation program leading to certification and development and implementation of an Individualized Development Plan (IDP).
 - *Renewal 2-3:* Demonstrates progress towards completion of the program, since the previous renewal.
 - Can be renewed a maximum of three times, allowing a substitute to serve in the assigned area for a maximum of four years.



ALT ED

Not everyone at risk of dropping out, pregnant, etc,
need to be coded as Alt Ed, correct?



Any student who is determined to need alternative education would be flagged as such when reporting, not just those categories that are called out in statute.



SEQUENTIAL LEARNING

Is there any penalty if student does not meet timeline during term?

If they do not, is it acceptable to slide the same courses into the next term and adjust the expected dates?

They would already be paid for.



No. The timeline helps the auditor to know which class(es) they will be reviewing during the count period.

Yes, if a student fails to complete the courses in time, they could be shifted as needed to the next semester.



VIRTUAL LEARNING

NIAF for Virtual Learning – if auditor tells district to add it and puts it in General Findings, what are the next steps required if they still do not add to EEM?

Who to contact?



Gloria - The reporting of the NIAF for Virtual Learning was the result of an audit by the Office of Auditor General. If a district fails to report the NIAF, any students who attended the NIAF would not be countable for the length of time the student attended the unreported building. The purpose of reporting the NIAF is to guarantee safety of students. The ISD auditor would reduce the FTE and the district could file an appeal if so desired.



2-WAY FINDING CODES

Could you please explain the difference between the two specific finding codes that address two-way interactions?



Gloria: S-85: No documentation of weekly two-way interaction meeting the requirement for relevance to the pupil's course content or course progress (% of completion, such as only attained 60% of course progress); or, no attendance documentation of a completed participation activity.

S-93: No documentation of weekly two-way interaction meeting the requirement for relevance to the pupil's course content or grade progression (moving on to new grade level).



ONLINE LEARNING COURSE

Students taking an online learning course in the building...can the mentor take physical attendance in the course to count as 2-way interaction or does there need to be additional documentation?



If the student is physically present and the mentor or teacher documents the time they are together as a two-way for the week, no additional documentation is required.



COURSE REQUIREMENT

For the new computer science course requirement – will there be any need for pupil auditors to check for this in the course catalog?

Any need for oversight or some sort of affirmation statement?



Gloria: Do auditors check for every class to make sure it is in the course catalog? This is only required if the class is being offered to shared-time pupils or is a virtual course. There is no need for an affirmation statement or oversight of this class. It is no different than any other required class. It is the district's responsibility to make sure students are taking the required courses needed for grade progression and graduation.



GRAD ALLIANCE

Are students attending GA supposed to be coded as alternative education?



I would check with your local auditor to see what their expectations are, but by default, students in a 23a program do not necessarily need to be coded as alternative education though it likely makes sense most of the time.



WORK BASED LEARNING

Should all possible hours a student is working at WBL job be included on training agreement or should only a portion of them be covered by training agreement?

How does this potentially impact 24-hour limit exception for WBL agreement?



Candace – All hours regularly worked should be on the agreement. The 24 hour limit does not apply when a training agreement is in place. (checking with Jill Hookey from LEO for a more official response)



WORK BASED LEARNING

A district employs a student at a community pool/rec center that is technically operated by the district.

May they employ lifeguards for part of a WBL agreement or would that be non-permissible because of it being an "in-district" placement?



Candace Vinson – This placement needs to relate to the student's EDP, so unless it does – it could not be WBL. Lifeguard would be non-CTE (only if it relates to the EDP), and yes – it would be in-district, so not allowed. Teaching swim lessons could be CTE under the 13.0000 CIP Code, therefore allowable.



GE HOMEBOUND

How should GE homebound be prorated?

Out of total number of weeks where requirement was met
- IE: student met 2 45-minute sessions during 2/4 weeks –
what is the FTE? (0.50 FTE?)

OR

Out of total number of instructional hours vs minimum
needed – IE: student had 2.5 hours over 4 weeks (0.83 FTE)



Gloria: For homebound, the FTE is calculated as 1.0 if all sessions are met during the count period. The requirement is based on 1.5 hours per week (2x .45). For the 4 weeks, this is 6 hours. Three of 6 hours is a .5 FTE.



GE HOMEBOUND

If a student is out sick for count week and the next week they have a Dr note to be homebound, can they be claimed as homebound for the rest of the count period?



Gloria: They can be claimed as long as the district is providing services to the student.



ATTENDANCE

My district & several neighboring districts currently have a practice of dropping students for non-attendance after 10 to 20 days. Admittedly this might never have been the best practice but after the horrible story from Pontiac this really seems to be a problem. Keeping these students enrolled causes concern for our building administrators since poor attendance reflects negatively on their building. What is the recommendation to keep all parties happy?



Do not drop students automatically for non-attendance. Instead, implement a documented, compassionate, multi-step re-engagement process that protects the student, satisfies audit requirements, and gives building administrators a defensible narrative for attendance reporting. A 30-day clock makes the most sense since it logically aligns with the 10/30 day rule already being utilized by districts.



ENROLLMENT

What is the proper procedure when the spelling of a parent's name on their driver's license or passport does not match their student's birth certificate & the parent has failed to have it fixed?

Do we enter the name of the parent in our SIS that is on the ID or the birth certificate?

Examples: DL = Katz/BC = Kats



You will use the name as spelled on the student's birth certificate.



AFFIDAVIT

For Pupil Accounting Law, when is an affidavit required?

Is suitable home letter not valid unless an affidavit?

Is there any sort of FTE deduct if a building has not obtained a birth certificate affidavit at all for alternative proof?



There are two times that an affidavit can be utilized. 1) the student does not have a birth certificate an affidavit along with another suitable proof are collected for the verification of identity process. 2) student/parent does not have the required proof(s) of residency, an affidavit can then be used as proof for one school year.

The "suitable home" language goes hand-in-hand with the use of a power of attorney. These are not affidavits.

No, but the district should prepare the family to have one for the following year, even if that means they assist with the process.



SHARED TIME

If a course is listed in the course catalog for the public school but has never actually run due to low enrollment numbers/lack of course requests, is this considered "practically available" vs. "theoretically available"

What documentation if any is needed?

Proof they had teacher and real intent to offer happens year after year.



Gloria: How can a district prove "practically or theoretically available" if the class is never actually run due to low enrollment numbers? To be "available" the class must be offered to all students, not just shared-time. In past appeals, the state has taken into consideration if a full-time student has ever actually participated in a course, so the practicality could be a factor if the district cannot concretely prove that all grade level students had the same level of access to the course.



TRIBAL AFFILIATION

With the new guidelines for Tribal Affiliation, will there be a uniform form that should be/needs to be completed by incoming & present students?



There is a sample letter and questionnaire available online at <https://www.michigan.gov/mde/-/media/Project/Websites/mde/Indigenous-Education/TAD-SampleParentLetter.pdf>. This is just a sample and not required as a stand alone document. LEAs are free to incorporate the two required questions on existing enrollment forms or as part of existing electronic enrollment processes or demographic data collections as long as students and their families are presented an opportunity to add or update the information annually.



TEACHER CERTIFICATION

For a high school self-contained program for emotional impairment, where high school credit is granted for subjects, does the special education teacher need to be endorsed for those subjects?



Yes. If a Special Education teacher is providing content instruction they need to be appropriately credentialed for the content areas, or they need to be co-teaching with an appropriately credentialed teacher.



SUFFICIENT DOCUMENTATION

How does an auditor confirm the lack/non-existence of something that is an audit requirement or something that is difficult to validate with tangible documentation?

Example: 5-G-A membership requirement that student is not participating in inter-collegiate athletics.

What is sufficient – a certification statement?



Gloria: An auditor can confirm with the college that the student does not participate in inter-collegiate athletics with either a certification statement, or a team roster. There may be other ways to verify this information.



RECORD RETENTION

How long are we required to retain McKinney-Vento records?

How long are we required to retain SOC records?



These are considered to be enrollment eligibility records and should be retained until the student graduates.

https://www.michigan.gov/dtmb/-/media/Project/Websites/dtmb/Services/Records-Management/RMS_GS2.pdf



PK FOR ALL

Will State reporting for PK for All be included in the Early Childhood Collection?

Since applications are handled at the ISD level, are we allowed to request additional proofs of residency because what is being collected is not something we normally accept?



"PreK for All" is an initiative designed to ensure that all 4-year old children can access existing public Pre-K options. Those options (such as GSRP and Headstart) get reported in MSDS.

For your other question, we would suggest reaching out to the MiLeap Office of Early Childhood Education.



TSDL & REP

If a staff member quit or is terminated during the school year, are they reported in TSDL because they did have the student for a part of the year?

So the course could have more PICs?

If reporting the former staff as an additional PIC, will it become a data quality?



Yes report the PIC in TSDL. Courses may have up to 3 PICs. This will not trigger a data quality notification.



CEPI

Does CEPI have any plan to update/increase CEPI system security?

le: login-ins/Users



We do not understand the question. Please reach out directly to CEPI@Michigan.gov



EDGENUITY (VIRTUAL) TEACHERS

We are required to report them in the REP.

We do not have fingerprints on them.

Teachers are consistently assigned and reassigned sometime mid-semester.

How do I report this and be in compliance within the 30-day rule?



Here is a guidance memo that MDE put out over the summer around virtual educators: [Updated Guidance for Virtual/Online Teachers](#) that may help.

While the memo discusses teachers, this applies for other educators, such as SLPs and SSWs. It is not currently required by Michigan law to fingerprint virtual educators. However, MDE strongly advises that all virtual/online educators are fingerprinted under Michigan's School Employee Index to ensure that districts and MDE receive criminal background history and future notifications of criminal activity. Along with this, these individuals should be reported within the appropriate Registry of Educational Personnel collections to ensure MDE is aware of which districts to contact in the event an individual is convicted of an offense after they have begun their position.

The District would need to update in REP for these reassignments within 30 days.



CEPI-DUAL ENROLL TEACHERS

We have 2 college teachers that come to our building to teach dual enrollment courses. We do not pay them, we do not have fingerprints, we do not report in REP, we do not have an EE on them.

If we have them fingerprinted and report in REP how do I get around the not having the Educator Evaluation?



The ECA/Dual enrollment guidance is that those teachers should be fingerprinted if they are regularly and continuously alone with students in the school building. You should check the MOU to determine how the teachers are contracted. If district funds are used to pay the contract, the educators can be printed using the SE (School Employee) fingerprint code.



EDUSTAFF/FINGERPRINTS

For Edustaff subs – Should I automatically be requesting prints even though some may never work in our district or wait until they actually come into the district to sub?

(Edustaff, when they "approve" a sub for our district immediately sends the F/P info so I can request the prints in CHRISS, but not all end up subbing in our district.)



No, you don't need to have fingerprints if the sub isn't working in your district, you just need to make sure they are obtained from Edustaff before the sub begins an assignment with the district.



Annual Student Data Updates

Our district (special education center-based classrooms) wants all of our enrollment packets completed by the parents and turned in by August 1st for the 25-26 school year. If a parent does not turn in the completed enrollment packet before our start date in late August, their child will not be picked up by bussing nor can the student start school without an updated enrollment packet received in full. Can we refuse to allow a child to attend school just because the parent did not complete the enrollment form? I should add these are not new students, these are our returning students, not ones that are enrolling for the first time.



Can we refuse to allow a child to attend school just because the parent did not complete the enrollment form? **No, unless the district has proof that the family has moved out of their district, they would be required to allow the child enrollment at the start of the school year. Given the question indicates these are not new students, this does not appear to be an enrollment issue. The student has already been enrolled if they are returning students. Policies that prevent a student from accessing a Free Appropriate Public Education (FAPE), including denying transportation, are prohibited and this policy could be viewed as a removal in which discipline protections are necessary.**