MO ISD Pupil Accounting Update Fall 2014

SEPTEMBER 24, 2014

Count Day Overview

- Count Day is when all public schools in Michigan tally the number of students attending their schools.

- Count information is critical to districts because each student translates into state funding.

- LEA and ISD state aid is based on the number of students legally enrolled on or before count day.

- Pupils must be in attendance and receive instruction in all classes on the count day. If a student is not in attendance, they may be counted if they return within:

  - 30 calendar days for excused absence following count day

  - 10 school days for unexcused absence following count day

  - 45 days for suspended students following count day

  - Note: Local districts distinguish between excused and unexcused

Count Day Overview

- If school is canceled on count day due to conditions not within the control of school authorities, with the approval of the State Superintendent, a school must use the next day the school is in session.

- Fall counts occur on the first Wednesday in October and represent 90% of state funding. Spring counts occur on the second Wednesday in February and represent 10% of state funding.

- 2014-15 Count Schedule (also posted on my web page)

  - Fall: Count Day October 1, 2014. MSDS upload due November 5, 2014 and certification is due November 12, 2014. Audit Packets due to my office by November 19, 2014.

  - Spring: Count Day February 11, 2015. MSDS upload due March 18, 2015 and certification is due March 25, 2015. Audit Packets due to my office by April 1, 2015.

  - "Count Period" as it relates to attendance is defined as the week prior to count day, the week of count day, and the four weeks after count day. Six weeks total.

What is the "Pupil Accounting Process"?

What Is Your Role?

➢ Meet with your district Pupil Accounting (PA) coordinator, Tech Director, Principal, and other relevant staff to determine who should have rights to handle student information in each database.

➢ Determine who is responsible for completing audit forms.

➢ Regardless of your role, it is important to communicate frequently with others.

Know Your Pupils

➢ It is crucial to understand the three populations (pops) of students in PA, as well as the numerous subgroups. You are the front line and you know your students best, which makes you the ultimate person for reporting accurate data.

➢ Population I: Conventional students present on count day.

➢ Pop II: Conventional pupils absent on all or part of count day.

➢ Pop III: Non-Conventional pupils.

Feed Skyward

➢ Develop a system for keeping Skyward current.

- Exit students
- Identify alternative settings
- Update IEPs
- Homeless
- Free/Reduced
- Migrant
- Part-time home school or non-public pupils
- Schools of Choice or non-resident

➢ Update often (weekly) or communicate necessary changes to your Skyward person during count period.

What is the "Pupil Accounting Process"?

Communication

➢ If you are not the person who completes a submission from start to finish, then communication is important. Understand where each person is in their step of the process. For example, if data has already been extracted from Skyward and a change needs to be made, don't assume that if you make the change in Skyward it also carried over to MSDS.

Read Your Reports

➢ If you are responsible for creating a submission, but are not the person who enters data into Skyward, you must send the extract reports to staff who understand their student populations. They will be able to verify if someone is missing from a report. Tech Directors might not know every Seat Time Waiver student, but someone in the front office most likely does.

Make Corrections

➢ Compare and Correct. For example, look at the extract report "Special Ed Component" and compare it to EdPlan (EasyIEP).

➢ Look at each component that prints in the extract report. Do your enrollment numbers match?

➢ If corrections are needed, notify the person who completes the extract and tell them when you're done, then ask for another extract.

What is the "Pupil Accounting Process"?
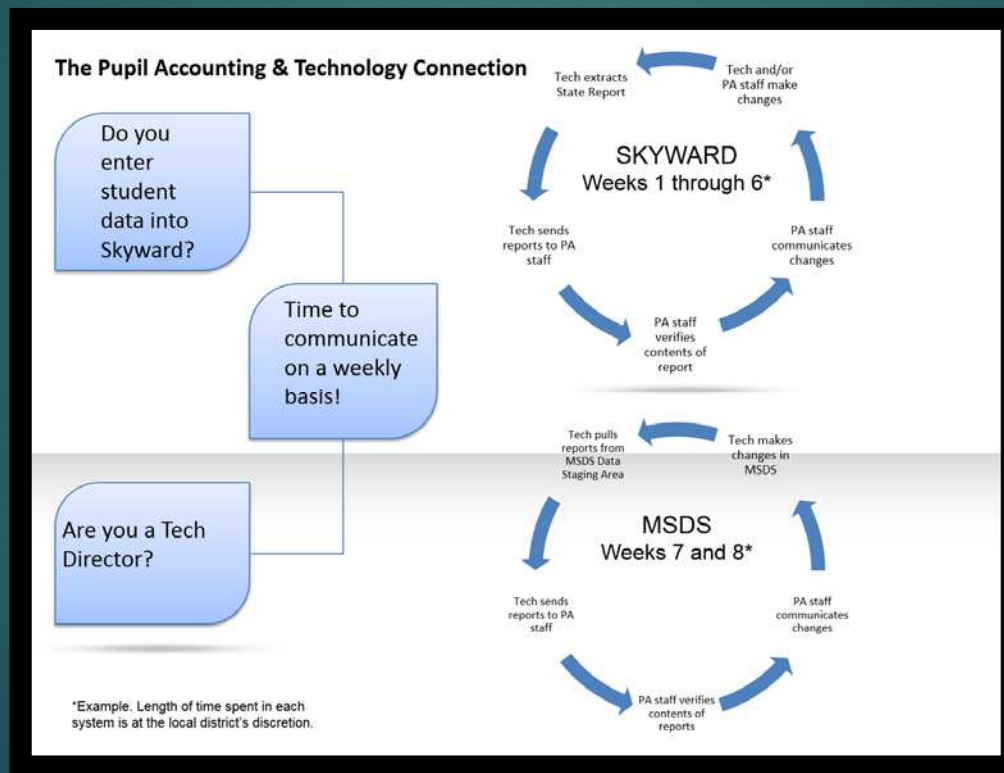
What is the "Pupil Accounting Process"?

Which Tech?

➤ Skyward = base camp. This is where all data originates. If it's wrong at the state level, it's probably wrong somewhere in Skyward.

➤ Macomb = error checker. Created by Macomb ISD and made available to districts to error check data prior to uploading to MSDS. CEPI prefers this.

➤ MSDS = final step. Data should be clean and ready to be certified. Verification reports available.

Upload & Review

➤ You've gone through your extract reports, your error-checker reports, and now you've uploaded your collection to MSDS. Now it's time to…

➤ Verify more reports. Prior to certification, there are Data Staging Area reports that allow you to see your data just like CEPI will see it. **PRINT THESE REPORTS**. This is your last chance to make corrections before certification.

Forms & Certify

➤ Prior to certification, complete the forms for your Audit Packet. Here again you will Compare and Correct. Use the Desk Audit Checklist to determine which forms you need. Some are mandatory.

➤ Do your forms match what has been reported in MSDS? If not, make the correction where it's needed. Do not certify until everything matches. Coordinate with Tech Director as needed.

What is the "Pupil Accounting Process"? Your three best resources...

Pupil Accounting Manual

MSDS Collections Manual

MOISD Pupil Accounting Web Page

Audit Forms & Review

The MOISD Pupil Accounting web page > Pupil Accounting Forms is the only place to get current forms. Please do not use forms saved on your computer. Forms from the web page are in compliance with the most recent legislative changes.

Beginning this year, old forms submitted in Audit Packets will be returned for completion on current forms.

Audit Forms & Review

- Desk Audit Checklist
  - Dated 09/14 from web page
  - Updated forms include:
    - 2014-15 Calendar, Hours and 75% Attendance
    - Cooperative Education (Career Center) List of Pupils
    - Early/Middle College
    - Non-Public Part-Time & Home-School List of Pupils
    - Part-Time List of Pupils
    - Seat Time Waiver Forms
    - Section 25e FTE Adjustment Requests
    - Virtual, Distance Learning, Independent Study

- Desk Audit Procedures

- Risk Assessment

- Field Audit

Audit Forms & Review

▶ What is going well?

- Including a Desk Audit Checklist with each packet
- Communication
- Responses to audit reports

▶ What needs improvement?

- Exiting students in the correct collection (also over-reporting)
- Sending MSDS certified and signed Alpha reports
- Coding Seat Time Waiver students in Skyward/MSDS
- Waiting to certify

Example of Over-Reporting

What's New? Part 1

▶ Days & Hours: Must provide 175 days in 2014-15 and 1,098 hrs. No PD.

▶ Days & Hours: Must provide 180 days in 2016-17 and 1,098 hrs. No PD.

▶ Days & Hours: Rescheduled days only meet 60% attendance.

▶ Developmental Kindergarten is a two-year program before first grade and is coded as such. DK is NOT the same as retention.

▶ Include teachers' full legal names in Audit Packets.

▶ Auditor request for additional documentation must be sent within 5 days. Cannot give to MDE if not given to auditor.

▶ Section 25e changes addressed later in this workshop.

▶ More to come after September 30.

▶ Group share MPAAA information.

Early/Middle College

What is it?

Early Middle College (EMC) allows a pupil to earn a high school diploma while also earning up to 60 transferable college credits toward a four-year degree (Michigan higher education institution).

Through correct coding in MSDS, the pupil is identified as EMC and their cohort is advanced by one year, which becomes their fifth year of study. During this time, the pupil attends at least one high school class and completes college courses toward college credits, an associates degree, or another advanced certificate.

What it is NOT...

EMC is not the same as Dual Enrollment.

- Dually enrolled pupils are limited in the number of courses they can take. EMC pupils are not limited during their fifth year.

EMC is not the same as a "fifth year senior."

- A fifth year senior is an alternative ed pupil who enrolls for a fifth year to satisfy high school graduation requirements only.

Impact...

There are GAD implications: If a student completes **only** a high school diploma in the five years, they will be considered "Off-Track Graduated."

There are reporting implications: If a student is reported as EMC in one collection, but not the next, their cohort year will decrease by one. Coding students in Skyward and MSDS is crucial.

Early/Middle College

A pupil enrolled and attending an Early/Middle College high school may be considered to be a full-time equated pupil if one of the following are met:

Full Time

Combined number of classes at the HS and post-secondary institution equals number of classes per day at the HS needed to reach the minimum hours for a full-time pupil. Actual hours of instruction do not need to be counted.

Example: 2 HS classes + 8 college credits = 1.0 FTE

Reduced

Combined number of classes that the pupil is enrolled in and attending at the HS and at the post-secondary institution equals the number of scheduled classes per day at the HS necessary to meet the minimum instructional time requirements of a reduced schedule. Actual hours of instruction do not need to be counted.

Example: If full time is 6 class periods... then 2 class periods + 6 college credits = full-time student on a reduced schedule. (5 out of 6 classes)

Reduced w/Travel

The sum of the actual instructional hours a pupil is enrolled in and attending at the HS and at the post-secondary institution **plus** the actual travel time meet the minimum number of hours required to meet a reduced schedule.

Note: actual hours of instruction must be counted in this scenario.

Early/Middle College

How to convert college course credit hours into high school class equivalency (based on a 6-period day):

College Course Credit Hours	High School Class Equivalency
1 – 2	1
3	1.5
4	2
5	2.5
6	3
7	3.5
8	4
9	4.5
10	5
11	5.5
12	6
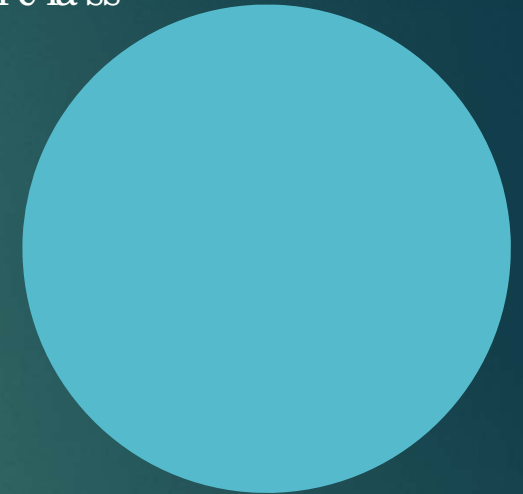
Early/Middle College

Coding and reporting…

"No" is the default – must edit this.

In the Edit screen, change the Early/Middle College box to Yes. Save.

Early/Middle College

Coding and reporting…

Early/Middle College

MSDS

▶ The student-level tab will look like this once uploaded to MSDS…

Verifying in MSDS

▶ Important! Verify that EMC students have been reported correctly in MSDS by pulling a Program Participation report from the Data Staging Area in MSDS:

Early/Middle College

Important! Use accurate exit codes – they **will** affect your Graduation/Drop Out rates.

- Exit code 40 = Graduated from a Middle College with both a high school diploma and an Associates Degree or other advanced certificate

- Exit code 41 = Graduated from a Middle College with only a high school diploma

  - This is where the pupil will be considered "Off Track Graduated" in GAD rates.

EARLY/MIDDLE COLLEGE ENROLLMENT - LIST OF ENROLLED PUPILS

District: _____   School Year: _____

Building/Program: _____   Count: ☐ Fall ☐ Spring

INSTRUCTIONS: Complete this form for all students who were enrolled in an early/middle college program on the Fall or Spring count day.

Student Name	Coded as Grade 11 in MSDS?	Coded as 3500 in MSDS?	Student on track to earn HS Diploma + Assoc Degree or Cert of Completion with ≤60 credits?	Meets definition of full-time college student?	GE students: < 20 years old + no HS diploma/GED?	SE students: < 26 years old + no HS diploma?	Residency verified?	Counted as full-time (F) or reduced (R) schedule?	# of College Credits	# of High School Classes	Total FTE Reported
					Verified - Answer with Y /N					Class Split	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

I certify that this is a true and accurate list of early/middle college pupils.

Date: _____

_____   _____
Authorized Representative's Signature   **Title of Authorized Representative**

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Click here for guidance on early/middle college

Seat Time Waivers (STWs)

What is it?

STWs allow a district to offer pupils access to online learning options without physically attending school.

The STW program is approved by both the MDE and the local district's Board of Education prior to implementation. Attendance is measured by the number of pupil log-ins. Participation is measured by weekly interaction between the mentor teacher and pupil. More on that soon...

What it is NOT...

STWs should not be confused with Section 5-O-A of the PAM (Virtual Learning, Distance Learning, and Independent Study). Nor should a STW be confused with Section 5-O-D (Expanded Online Learning). These two sections of the PAM require students to physically attend school at some point in the day.

The types of STWs operated by MOISD local districts do not require students to physically attend school (with the exception of some mandatory testing).

Seat Time Waivers (STWs)

Attendance Method #1

► The pupil is physically present for scheduled on-site instruction at the school site on count day or the first day after the count day that the pupil is scheduled for on-site instruction. The pupil must attend one period for each course scheduled under the seat time waiver, and each period must represent the amount of time required for the course if delivered traditionally. For a pupil who is absent on count day, the attendance requirement may be satisfied if the pupil returns to school within 10 school days of an unexcused absence or within 30 calendar days of an excused absence.

Attendance Method #2

► The pupil logs into at least one program-sponsored online course shown on his or her class schedule on count day, and then logs into at least one program-sponsored online course shown on his or her class schedule on nine separate days during the 30-day count period, for a total of 10 logins on separate days. When using this method for meeting the attendance requirement, the pupil must log in on count day and nine (9) additional calendar days during the count period. For a pupil who has an excused absence on count day, the pupil must complete a login on each of ten (10) days within 30 calendar days of count day. The district may not claim any FTE for a pupil with less than ten (10) logins on separate days, including count day.

Seat Time Waivers (STWs)

Participation: Two-way interaction between the teacher of record and pupil must occur at least one time per week for each week of the four-week count period. No FTE shall be granted if the participation requirement is not met. Note the specific participation calendar.

Attendance: If using Attendance method #1 (physically attended on count day), provide a signed copy of teachers' attendance (10/30 day rule applies). If using method #2 (100% online), provide proof of 10 log-ins on 10 separate days (10/30 days rule applies).

PARTICIPATION
Mentor teacher communicates with student a minimum of once per week, every week during window. Each week begins on Wednesday and ends on Tuesday. Document all participation.

4-WEEK STW **PARTICIPATION** COUNT CALENDAR
OCTOBER 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			WEEK 1			
			1	2	3	4
WEEK 1			WEEK 2			
5	6	7	8	9	10	11
WEEK 2			WEEK 3			
12	13	14	15	16	17	18
WEEK 3			WEEK 4			
19	20	21	22	23	24	25
WEEK 4						
26	27	28	29	30	31	

Seat Time Waivers (STWs)

▶ Documenting pupils in the Audit Packet:

▶ Documenting Participation in the Audit Packet:

Seat Time Waivers

Coding and Reporting...

It is mandatory to report all Seat Time Waiver (STW) pupils in MSDS. To do so, they must be coded correctly. This can be done in Skyward or by adding the component to each student individually in the Macomb Error Checker. If you skip doing it in Skyward or Macomb, then it must be done in MSDS (by adding the component individually to each student prior to certification).

Seat Time Waivers

When using Skyward, go into the Edit screen under the NCLB tab. Change the defaults to Yes in the Alternative Ed and Seat Time Waiver Participant boxes. Save.

Seat Time Waivers

When your State Reporting extract is run out of Skyward, look for a report called Program Participation Component. If you coded the STW pupils correctly, you will see codes 9220 and 9229.

This combination of codes tells CEPI that you have a STW program.

Section 25e "Money Follows the Student"

- Lots of new staff. Plan a refresher training or does everyone still have presentation from last year and ready to help the new faces?

- How did the summary reports work last year? Still want me to send my updates?

- New this year:

  - Auditors can edit FTE and First Day in Attendance. This is great news. Will cut down on denied requests.

  - MOISD local districts will not bill each other with the exception of alternative education students. If the student received is identified as Alternative Education, Virtual School, or Seat Time Waiver, and that MOISD local district is identified as one of those programs in the EEM, then you may bill that local district. It is your responsibility to follow all of the Section 25e rules when submitting a request.

  - Section 21f (Expanded Online Learning) classes do not count in Section 25e requests.

Section 25e "Money Follows the Student"

▶ Section 25e window opens on November 19, 2014.

▶ Districts must request transfer of FTE **within 30 days after the student enrolls** (first date of attendance). There are only two exceptions:

  ▶ Exception 1: Claims for October 2 through November 12 (Fall Certification) may be submitted up to 30 calendar days after November 12 (December 12, 2014 deadline – no exceptions for breaks)

  ▶ Exception 2: Last day to request transfer is February 10, 2015 (Spring count is February 11)

  ▶ Just like last year, plan ahead for winter break. The 30-day rule does not extend due to breaks. Claim students and send paperwork before leaving.

  ▶ Do not send birth certificates and social security cards.

  ▶ Remember to certify your SRMs with the Section 25e component added. This was the most common error in all districts last year. Second most common: Hard copy request not matching MSDS request.

Graduation & Drop Out Rates (GAD)

What Is It?

To comply with the No Child Left Behind (NCLB) Act of 2001, Michigan moved to a methodology in which a graduation rate includes only "on-time" graduates who earn regular diplomas within four years of entering high school.

Clock begins to tick when first identified as 9th grade. Students are identified in the General Collections through MSDS (Fall/Spring/EOY counts).

PA Impact

The scope of GAD is actually much larger than Pupil Accounting; however, what you report in the three collections is the biggest determination in how your rates are calculated. Think about:

- Race/Ethnicity
- Gender
- Free/Reduced
- Special Ed
- Homeless
- Exit status

How accurately you report has a huge impact on rates.

Your Role

You know your student populations the best. You know when circumstances change, so it's important to communicate to the person who updates information in Skyward whenever a student's situation changes.

Exit students. This is a big one. Make sure the exit dates make it into MSDS. Exiting them in Skyward is not enough – it has to be reported in MSDS.

Graduation & Drop Out Rates (GAD)

- Each August, CEPI opens a Student Record Maintenance (SRM) window so that districts can correct exit codes or exit summer graduates (or even forgotten students) from that previous school year only. The window stays open for about a month. During this time, districts can review preliminary GAD rates and identify students that need corrected from the previous school year and older school years. Only auditors can correct older school-year data (with back-up documentation).

- Each October, the window opens for audits. I will begin mine on October 20, 2014. Audits wrap in December. Final GAD rates are published in mid January.
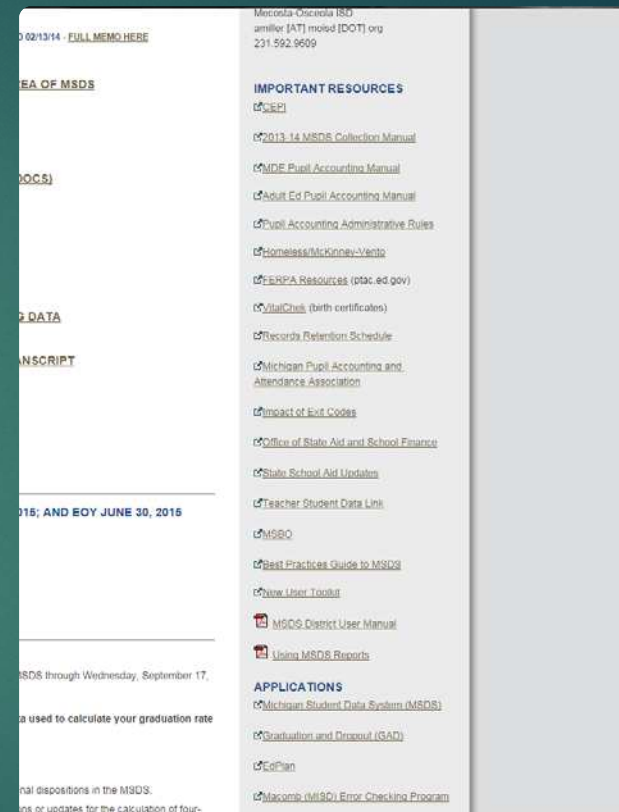
SPECIAL REQUESTS FROM THE AUDIENCE

▶ Requested Pupil Accounting topics to discuss (in order of most requested to least):

  ▶ MSDS
  ▶ Days & Hours
  ▶ SOC / Residency
  ▶ Section 25
  ▶ Special Populations (Homebound, Reduced Schedule)
  ▶ Changes to current rules
  ▶ Special Ed

➢ Requested Skyward topics (in order of most requested to least):

  ➢ State Reporting
  ➢ That's it!

Resources

My web page is a one-stop shop for handy links to Pupil Accounting! Check out the right-side of the page for links to the PAM, CEPI, auditing manuals, homeless, best practices, etc.

SKYWARD & MSDS

INTERACTIVE SESSION

The Pupil Accounting & Technology Connection

Do you enter student data into Skyward?

Time to communicate on a weekly basis!

Are you a Tech Director?
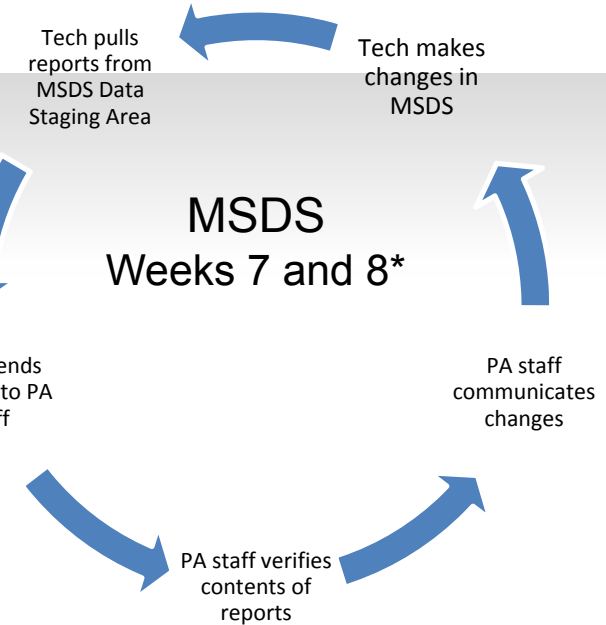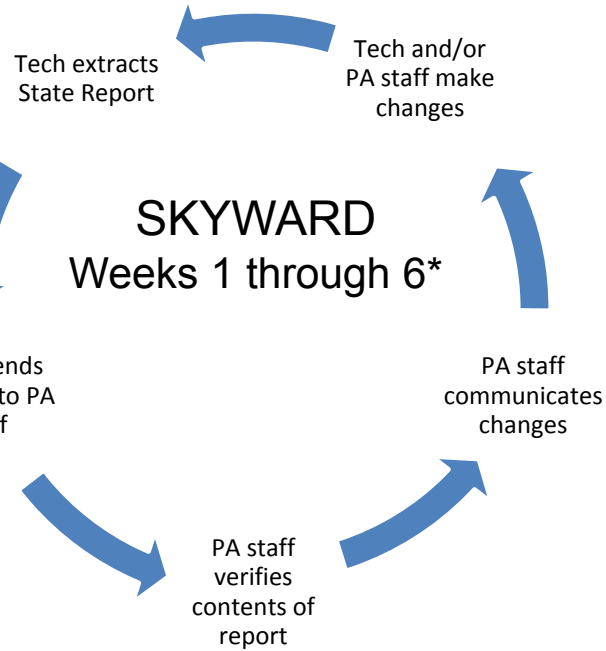
*Example. Length of time spent in each system is at the local district's discretion.

SKYWARD
Weeks 1 through 6*

Tech extracts State Report

Tech and/or PA staff make changes

Tech sends reports to PA staff

PA staff communicates changes

PA staff verifies contents of report

MSDS
Weeks 7 and 8*

Tech pulls reports from MSDS Data Staging Area

Tech makes changes in MSDS

Tech sends reports to PA staff

PA staff communicates changes

PA staff verifies contents of reports

HIGH SCHOOL DESK AUDIT CHECKLIST

District: _____   **School Year:** _____

Building: _____   **Count:** ☐ Fall   ☐ Spring

REQUIRED DOCUMENTATION FOR PUPIL MEMBERSHIP DESK AUDIT

_____ Building **certified & signed MSDS** alphabetized Membership Lists (Alpha) that include:

<div style="background-color: yellow">**Each line will contain either a check mark or 'N/A'.**</div>

- * District & building name   * Date enrolled
- * Pupils' legal name   * FTE claimed
- * Address   * Headcount & FTE grand total page
- * Birthdate   * Signed & dated by building principal after verified
- * Grade

_____ High School Count Day Absence Form with return dates

_____ Birth Certificate Verification Form

_____ Discipline (list of pupils w/ discipline detail printed from Skyward - only include students who incurred an absence affecting count day due to discipline)

_____ District or Building Attendance Policies (includes policy for electronic attendance)

_____ Drops/Adds (can be printed from Skyward)

_____ DS-4061 - one per building (*district* DS-4061 can be printed from MSDS)

_____ Early/Middle College List of Pupils

_____ Section 105/105c, School of Choice - Pupil List Form **w/ releases for current year students only**

_____ Special Education Cooperative Agreements for 105c (if applicable)

_____ Visas & documentation for exchange students (includes proof of nongraduate status from home country)

_____ Local District Planning Form *Required*

_____ Master Schedule of Teachers (includes teachers' full names, class times, and lunch breaks) *Required*

_____ Missing Student Report (printed from MSDS Staging Area -- must be blank)

_____ Non Public Shared-Time Pupils Form

_____ Cooperative Education Programs (pupils educated in another district)

_____ Reduced Schedule Request w/ Approval and Pupils List

_____ Seat Time Waiver Packet (students, schedules, mentor contact, and log-ins)

_____ Split Schedule Pupils Form

_____ Work-Based Education - Pupils Enrolled Form w/ Training Plan, Agreement & Time Sheet

_____ Special Education Transition Form

_____ Special Education Worksheets A* & B
          *Include Section 53 documentation when using Worksheet A

_____ Postsecondary (Dual) Enrollment Pupils Form

_____ Part-Time Pupils Form

_____ Homebound Program - Pupils List (including physician letter)

_____ Homebound Program - Instructional Service Form

_____ Home Based Program - Pupils List

_____ Home Based Program - Instructional Service Form

_____ Suspended Pupils Form (long-term return within 45 days w/ no services provided)

_____ Virtual/Distance/Independent Classes - High School Pupils List

_____ Experiential Learning Form

Building Calendar including:

_____ Scheduled days and instruction - interrupted days should not be marked on original calendar

_____ Scheduled hours of instruction - full, half, and other days should all have their own form and support

_____ Supporting documentation for both days and hours - building calendar, and start and dismissal times

_____ 75% Required Attendance Report - this report must include the 30 days after count day

MIDDLE SCHOOL DESK AUDIT CHECKLIST

	LEA USE

District: _____   **School Year:** _____

Building: _____   **Count:** ☐ Fall   ☐ Spring

REQUIRED DOCUMENTATION FOR PUPIL MEMBERSHIP DESK AUDIT

✔

_____ Building **certified & signed MSDS** alphabetized Membership Lists (Alpha) that include:

*	District & building name	* Date enrolled
*	Pupils' legal name	* FTE claimed
*	Address	* Headcount & FTE grand total page
*	Birthdate	* Signed & dated by building principal after verified
*	Grade	

Each line will contain either a check mark or 'N/A'.

_____ Middle School Count Day Absence Form with return dates

_____ Birth Certificate Verification Form

_____ Discipline (list of pupils w/ discipline detail printed from Skyward - only include students who incurred an absence affecting count day due to discipline)

_____ District or Building Attendance Policies (includes electronic attendance policy)

_____ Drops/Adds (can be printed from Skyward)

_____ DS-4061 - one per building (*district* DS-4061 can be printed from MSDS

_____ Local District Planning Form *Required*

_____ Master Schedule of Teachers (includes teachers' full names, class times, and lunch breaks) *Required*

_____ Missing Student Report (printed from MSDS Staging Area - must be blank)

_____ Section 105/105c, School of Choice - Pupil List Form **w/ releases for current year students only**

_____ Special Ed. Cooperative agreements for 105c (if applicable)

_____ Special Ed. Worksheets A* & B
           *Include Section 53 documentation when using Worksheet A

_____ Non Public Shared-Time Pupils Form (at public school site)

_____ Split Schedule Pupils Form

_____ Part-Time Pupils Form

_____ Homebound Program - Pupils List (including physician letter)

_____ Homebound Program - Instructional Service Form

_____ Home Based Program - Pupils List

_____ Home Based Program - Instructional Service Form

_____ Seat Time Waiver Packet (students, schedules, mentor contact, and log-ins)**6th through 8th grade**

_____ Suspended Pupils Form (long-term return within 45 days w/ no services provided)

_____ Virtual/Distance/Independent Classes - Pupils List

Building Calendar including:

_____ Scheduled days and instruction - interrupted days should not be marked on original calendar

_____ Scheduled hours of instruction - full, half, and other days should all have their own form and support

_____ Supporting documentation for both days and hours - building calendar, and start and dismissal times

_____ 75% Required Attendance Report - this report must include the 30 days after count day

Rev. 09/14

ELEMENTARY SCHOOL DESK AUDIT CHECKLIST

	LEA USE

District: _____   **School Year:** _____

Building: _____   **Count:** ☐ Fall   ☐ Spring

REQUIRED DOCUMENTATION FOR PUPIL MEMBERSHIP DESK AUDIT

✔

_____ Building **certified & signed MSDS** alphabetized Membership Lists (Alpha) that include:

*	District & building name	*	Date enrolled
*	Pupils' legal name	*	FTE claimed
*	Address	*	Headcount & FTE grand total page
*	Birthdate	*	Signed & dated by building principal after verified
*	Grade		

Each line will contain either a check mark or 'N/A'.

_____ Elementary School Count Day Absence Form with return dates

_____ Birth Certificate Verification Form

_____ Discipline (list of pupils w/ discipline detail printed from Skyward - only include students who incurred an absence affecting count day due to discipline)

_____ District or Building Attendance Policies (includes electronic attendance policy)

_____ Drops/Adds (can be printed from Skyward)

_____ DS-4061 - one per building (*district* DS-4061 can be printed from MSDS)

_____ Local District Planning Form *Required*

_____ List of Waivered Kindergarten Students

_____ Master Schedule of Teachers (includes teachers' full names, class times, and lunch breaks) *Required*

_____ Missing Student Report (printed from MSDS Staging Area - must be blank)

_____ Section 105/105c, School of Choice - Pupil List Form **w/ releases for current year students only**

_____ Special Ed. Cooperative agreements for 105c (if applicable)

_____ Special Ed. Worksheets A* & B
            *Include Section 53 documentation when using Worksheet A

_____ Non Public Shared-Time Pupils Form (at public school site)

_____ Split Schedule Pupils Form

_____ Part-Time Pupils Form

_____ Homebound Program - Pupils List (including physician letter)

_____ Homebound Program - Instructional Service Form

_____ Home Based Program - Pupils List

_____ Home Based Program - Instructional Service Form

_____ Seat Time Waiver Forms (lists of students & mentor contact) **6th grade only**

_____ Suspended Pupils Form (long-term return within 45 days w/ no services provided)

_____ Virtual/Distance Learning - List of Pupils

Building Calendar including:

_____ Scheduled days and instruction - interrupted days should not be marked on original calendar

_____ Scheduled hours of instruction - full, half, and other days should all have their own form and support

_____ Supporting documentation for both days and hours - building calendar, and start and dismissal times

_____ 75% Required Attendance Report - this report must include the 30 days after count day

ALTERNATIVE ED. DESK AUDIT CHECKLIST

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<tr><td></td><td>LEA USE</td></tr>
</table>

District: _____

School Year: _____

Building: _____

Count: ☐ Fall   ☐ Spring

REQUIRED DOCUMENTATION FOR PUPIL MEMBERSHIP DESK AUDIT

_____ Building **certified & signed MSDS** alphabetized Membership Lists (Alpha) that include:

* District & building name	* Date enrolled
* Pupils' legal name	* FTE claimed
* Address	* Headcount & FTE grand total page
* Birthdate	* Signed & dated by building principal after verified
* Grade	

<mark>Each line will contain either a check mark or 'N/A'.</mark>

_____ Applicable Count Day Absence Form with return dates

_____ Birth Certificate Verification Form

_____ Section 105/105c, School of Choice - Pupil List Form **w/ releases for current year students only**

_____ Special Education Cooperative Agreements for 105c (if applicable)

_____ Non Public Shared-Time Pupils Form (at public school site)

_____ Cooperative Education Programs (pupils educated in another district)

_____ Discipline (list of pupils w/ discipline detail printed from Skyward - only include students who incurred an absence affecting count day due to discipline)

_____ District or Building Attendance Policies (includes electronic attendance policy)

_____ Drops/Adds (can be printed from Skyward)

_____ DS-4061 - one per building (*district* DS-4061 can be printed from MSDS)

_____ Local District Planning Form *Required*

_____ Master Schedule of Teachers (includes teachers' full names, class times, and lunch breaks) *Required*

_____ Missing Student Report (printed from MSDS Staging Area - must be blank)

_____ Reduced Schedule Request w/ Approval Form and Pupils List

_____ Seat Time Waiver Forms (lists of students & mentor contact)

_____ Split Schedule Pupils Form

_____ Work-Based Education - Pupils Enrolled Form w/ Training Plans, Agreement & Time Sheet

_____ Special Education Transition Form

_____ Special Ed. Worksheets A & B
          *Include Section 53 documentation when using Worksheet A

_____ Postsecondary (Dual) Enrollment Pupils Form

_____ Part-Time Pupils Form

_____ Homebound Program - Pupils List (including Physician letter)

_____ Homebound Program - Instructional Service Form

_____ Home Based Program - Pupils List

_____ Home Based Program - Instructional Service Form

_____ Suspended Pupils Form (long-term return within 45 days w/ no services provided)

_____ Virtual/Distant/Independent Classes - High School Pupils List

_____ Experiential Learning Form

Building Calendar including:

_____ Scheduled days and instruction - interrupted days should not be marked on original calendar

_____ Scheduled hours of instruction - full, half, and other days should all have their own form and support

_____ Supporting documentation for both days and hours - building calendar, and start and dismissal times

_____ 75% Required Attendance Report - this report must include the 30 days after count day

Rev. 09/14

MOISD BUILDING DESK AUDIT CHECKLIST

ISD PROGRAMS

District: Mecosta-Osceola Intermediate School District

School Year: _____

Building: _____

Count: ☐ **Fall**   ☐ **Spring**

REQUIRED DOCUMENTATION FOR PUPIL MEMBERSHIP DESK AUDIT

_____ Building **certified & signed MSDS** alphabetized Membership Lists (Alpha) that include:

> **Each line will contain either a check mark or 'N/A'.**

* District & building name	* Date enrolled
* Pupils' legal name	* FTE claimed
* Address	* Headcount & FTE grand total page
* Birthdate	* Signed & dated by building principal after verified
* Grade	

_____ Birth Certificate Verification Form

_____ Count Day Absence Form with return dates (Ed Center = Center Based form)

_____ Discipline (list of pupils w/ discipline detail printed from Skyward - only include students who incurred an absence affecting count day due to discipline)

_____ District or Building Attendance Policies (includes electronic attendance policy)

_____ Drops/Adds (can be printed from Skyward)

_____ DS-4061 for each building (from Macomb)

_____ Local District Planning Form *Required*

_____ Master Schedule of Teachers (includes teachers' full names, class times, and lunch breaks) *Required*

_____ Missing Student Report (printed from MSDS Staging Area - must be blank)

_____ Part-Time Pupils Form

_____ Homebound Program - Pupils List (including physician letter)

_____ Homebound Program - Instructional Service Form

_____ Home Based Program - Pupils List

_____ Home Based Program - Instructional Service Form

_____ Pupils enrolled in Special Education Transition Form

_____ Reduced Schedule Request w/ Approval & List of Pupils

_____ Special Ed. Worksheets A* & B
        *Include Section 53 court orders when using Worksheet A

_____ Split Schedule

_____ Suspended Pupils Form (long-term return within 45 days w/ no services provided)

_____ Work-Based Education w/ Training Plan, Agreement & Time Sheet

Building Calendar including:

_____ Scheduled days and instruction - interrupted days should not be marked on original calendar

_____ Scheduled hours of instruction - full, half, and other days should all have their own form and support

_____ Supporting documentation for both days and hours - building calendar, and start and dismissal times

Desk Audit Procedures

District: _____

Count Date: _____

Date Performed: _____

	Errors	Performed By
1. Review the alphabetical lists of membership to verify the following:		
a. The MSDS certified final version alpha list was submitted for audit.		
b. Pupils who are absent on the count days are identified on separate lists.		
d. Pupils in non-conventional categories are identified on separate lists.		
e. The alphabetical lists of membership are signed by the building principal/authorized representative.		
2. Perform the following procedures for duplicates disclosed in the Duplicate UIC Auditor View:		
a. Obtain duplicate list from MSDS. Districts should resolve FTE conflicts before close of FTE Conflict Resolution process at end of seventh week.		
b. Obtain supporting documentation of unresolved FTE conflicts unresolved at end of seventh week		
c. Work with district and other ISD auditors to make necessary FTE adjustments unresolved at end of seventh week.		
3. Review the Special Education Worksheets A and B to verify that:		
a. No required information has been omitted:		
(1) Teacher codes have been included.		
(2) Associated regular education FTE amounts, if any, have been reported in the proper column.		
(3) The resident districts have been identified for pupils being educated outside of their district of residence.		
b. FTE totals have been correctly calculated.		
c. All pupils listed on the worksheets have been identified on the alphabetical lists of membership.		
4. Verify the accuracy of FTEs reported in the Additional Information on K-12 Pupils:		
a. Special Education and General Education FTE (Section 24) line.		
b. New grade levels for fall count that have never been offered previously. (PSAs only) The value must be entered by the ISD.		
5. Verify the Residency-Related Information sections of the DS-4061 report.		

6. For districts with centrally maintained school of choice records, verify that:		
a. the district has a signed cooperative agreement for a sample of Section 105c Special Education pupils accepted since the last field audit.		
b. the district either certified that it complied with or didn't comply with school of choice provisions in the State School Aid Act.		
c. If noncompliance exists, report the noncompliance to the MDE Schools of Choice consultant for implementation of the 5% penalty.		
7. From the population of pupils enrolled in a district other than the pupil's district of residence, under Section 91 or 91(a), review each sampled membership to verify that the pupil was counted by the educating district.		
8. If a pupil is added as a result of the desk review, the district must enroll the pupil in the MSDS and report the enrollment via the Student Record Maintenance collection.		
9. Evaluate the results of the desk audit and determine if changes need to be made to the district's risk assessments.		

BUILDING RISK ASSESSMENT FORM – FOR ISD FIELD USE

District: _____   Building: _____

School Year: _____   Count: _____ Fall   _____ Spring

Completed by: _____   Audit Date: _____

Instructions: This form may be used to document the assessment of risk of those buildings/programs that will be field audited. Generally, the higher potential for errors, the higher the risk that the pupil membership counts is not accurate. Consider the risk factors listed below (High [H], Moderate [M], Low [L]), and place a check in the space beside the factors that significantly influence the risk for the audit area.

	Risk Factor			
	H	**M**	**L**	**Comments**
1. The results of the prior field and desk audits. (Error rates over 5% are high risk.)				
2. The effectiveness of district count procedures and controls (Detailed procedures generally provide a lower risk.)				
3. The experience of district personnel assigned to process pupil count data (per Local District Planning Form). (Experienced staff generally provides a lower risk.)				
4. The frequency of pupil absenteeism noted during the count period. (High absenteeism generally reflects a higher risk.)				
5. The number of non-conventional pupils attending the building. (Larger population of non-conventional pupils reflects a higher risk.)				

Based on the forgoing considerations, the risk for this building is assessed as follows:	**Overall Risk Assessment**		
Building Risk Assessment	**High**	**Moderate**	**Low**
Pop I – Conventional pupils present on count day			
Pop II – Conventional pupils absent on all or part of count day			
Pop III – Non-conventional pupils			

Building Risk Assessment – Percentages	**High**	**Moderate**	**Low**
Pop I – Conventional pupils present on count day	**15%**	**10%**	**2%**
Pop II – Conventional pupils absent on all or part of count day	**20%**	**15%**	**10%**
Pop III – Non-Conventional pupils	**20%**	**15%**	**10%**

CONDENSED BUILDING FIELD AUDIT PROGRAM

District: _____

Building: _____ Count Day:_____

This audit program is intended to be used in reference with the Building Field Audit Procedures, Section 4. The objective of the field audit is to determine that the FTEs have been properly documented and claimed for state school aid.

BUILDING-WIDE PROCEDURES	Number of Errors	Performed By
1. Determine that the building adheres to district count procedures as identified on the local district planning form, and obtain the appropriate documentation.		
2. Assess risk for the building according to Section 1 and 3.		
3. Determine that the district has a procedure to determine 75% attendance and that the district accurately implemented the procedure.		

PUPIL SPECIFIC AUDIT PROCEDURES	No. of Errors	Performed by
ALL PUPILS		
Residency (N/A for PSAs)		
Present on count date (Population I)		
10/30-day rule (Population II)		
Enrollment		
FTE computations		
Interview teachers regarding fraud		
POPULATION III (All Other Unique Situations)		
A. ALTERNATIVE EDUCATION PUPILS		
General		
• No high school diploma or GED		
• 16 years old if with adult participants		
Special Education		
• Pupil less than age 26		
• No high school diploma		
• Pupil sixteen years old if with adult participants		
Learning Labs		
• Class offered for credit		
• Scheduled for specified number of lab hours per week		
• Certificated teacher was present at all times		
• Sign-in sheets and teacher attendance records support minimum hours		
• No FTE greater than traditional setting		

B. COOPERATIVE EDUCATION PUPILS		
Special Education		
• Written, voluntary agreement between educating districts		
Career and Technical Education/Vocational Education		
• Classes taught/monitored by certificated teacher employed by the district		
• Pupil is enrolled		
• Classes offered for credit		
• General Education pupil is less than 20 years of age; Special Education pupil is less than 26 years of age		
• No high school diploma or GED (Exception: Special Education pupil with a GED may continue until age 26)		
C. HOME BASED PUPILS		
Expelled under local district policy		
• At least two non-consecutive hours of instruction		
• Through inquiry, verify instructional materials provided by district		
• Class was offered for credit and placed on pupil's transcript		
• FTE prorated to actual hours of instruction		
Expelled under mandatory expulsion law		
• Two nonconsecutive hours		
• Through inquiry, verify instructional material provided by district		
• Class was offered for credit and placed on pupil's transcript		
D. HOMEBOUND/ HOSPITALIZED PUPILS		
• Physician written certification		
• Instructional hours provided		
• Through inquiry, verify instructional material provided by teacher		
• Class was offered for credit		
E. NON-PUBLIC PART-TIME & HOME SCHOOLED PUPILS		
AT PUBLIC SCHOOL:		
• Non-essential elective courses – grades 1-12		
• Classes were also available to regular public school pupils as part of their minimum hours of instruction		
• Course Length and grading system similar to course offered to public school pupils		
• Instruction during regular school day		
• Instruction was provided by certificated teacher employed by district		

• Attendance was taken		
AT NON-PUBLIC SCHOOL SITE:		
• Instruction taking place within the boundaries of the public school district or contiguous district		
• Instruction was provided by certificated teacher employed by the district		
• Course also available at the public school to regular public school pupils		
• Course length and grading system similar to course offered to public school pupils		
• Course provided restricted to nonessential elective courses – grades 1-12		
• Attendance taken and records maintained		
• Home-schooled pupil is resident of public school district providing instruction		
F. PART-TIME PUPILS		
• Instructional hours scheduled were less than minimum requirement (1098)		
• Consider risk pupil is a nonpublic pupil		
• FTE calculation		
G-A. POSTSECONDARY (DUAL) ENROLLMENT and POSTSECONDARY CAREER & TECHNICAL PREP PUPILS		
• Enrolled and attending at least one district class		
• District paid tuition and fees (if required)		
• Special requirements for electronic class		
• Class 50% within academic year		
• Only two courses for 5th year pupils unless middle college		
• FTE calculation		
G-B. EARLY/ MIDDLE COLLEGE PROGRAMS: One of the following:		
• Combined enrolled and attended classes equal to number of high school classes for full-time pupil; or		
• Combined enrolled and attended classes equal to number of high school classes for reduced schedule pupil; or		
• Sum of actual instructional hours of enrolled and attended classes at high school and postsecondary institution plus actual travel time met minimum hours for reduced schedule pupil; or		
• Pupil met the postsecondary institution's definition of a full-time college pupil		

H. REDUCED SCHEDULE PUPILS		
• High school pupil		
• Approvals – signed and dated		
• Best educational interest		
• Minimum required instructional hours scheduled and provided		
I. SCHOOLS OF CHOICE		
• Signed cooperative agreement for 105c Special Education pupils		
• District compliance with State School Aid Act certification		
• 5% penalty for noncompliance		
J. FORMER ISD SCHOOL OF CHOICE OR FORMER SECTION 91 OR 91a PUPILS		
• No additional audit testing required		
K. SPECIAL EDUCATION EARLY CHILDHOOD PROGRAMS & SERVICES		
• Count date IEP		
• Bona fide program with minimum days and hours		
• Enrolled/attendance		
• FTE calculation		
L. SPECIAL EDUCATION PUPIL TRANSITION SERVICES		
All Work-Based Transition Services Pupils		
• Enrolled/attendance		
• Assigned to special education teacher employed by educating district		
• FTE calculation		
Work Activity Center-		
• Deviated wage portion of pupil activities less than 50% of instructional time		
• If actual instruction time is less than 50%, FTE adjustment		
Transition/Community Living Experience (TCLE)		
• Training Plan and Training Agreement		
• TCLE pupil monitored by designated special education teacher		
• Visited by certificated staff every 30 days		
M. SPLIT SCHEDULE PUPILS		
• Number of instructional hours accurately computed by district		
• FTE calculation		

N. SUSPENDED AND EXPELLED PUPILS		
Short-term, in-school, suspensions		
• Absent per teacher's record		
• Supervised by certified teacher and attendance where pupil served		
Long-term suspensions		
• Attendance where pupil served		
• Instruction by certified teacher		
• Credit toward diploma		
Permanently expelled pupils		
• Alternative Education pupils – See Section A		
• Home-Based pupils – See Section C		
O-A. VIRTUAL HIGH SCHOOL & DISTANCE LEARNING PUPILS		
• Pupil meets eligibility requirements		
• Board approved academic class		
• Credit was offered for credit		
• Course counts as one class		
• Teacher of record identified		
• On-site mentor assigned to pupil		
• District paid tuition and fees		
O-B. SEAT-TIME WAIVER PUPILS		
• Pupil meets eligibility requirements		
• Enrollment in participating district and in attendance on count day		
• District provided a course specific class schedule for current count period		
• Pupil logged into at least one class on count day and additional 9 calendar days during count period		
• Verify weekly documented two-way interaction between pupil and on-site mentor		
• Each course counts as only one class on schedule		
• On-site mentor assigned to pupil		
P. WORK-BASED EDUCATION PUPILS		
Written count date training agreement		
• Pupil's personal information		
• Employer's information		
• Employer, school, pupil's responsibilities		
• Date(s) of safety instruction		
• Beginning and end dates of agreement		
• Daily schedule		
• Workers comp and liability insurance		
• Required signatures		
Written count date training plan		
• Teacher verification that placement goals relate to		

EDP*		
• For unpaid learners, new skills listed for each 45-hours*		
• Related academic instruction (non-CTE and non-Special Education only)*		
• Required signatures		
Attendance records		
Hours not more than one-half FTE		
Credit toward a high school diploma		
Monitored every 9 weeks (30 days for Special Education) by certified teacher		
In-district/In-school placements, either:		
• Pupil's transition services plan attached or		
• In-district placement agreement MUST identify and relate to a state-approved program		
Q. EXPERIENTIAL LEARNING SECTION		
• High school student		
• Certificated teacher provides supervision		
• Teacher not concurrently teaching another course		
• Grade and Credit given		
• Attendance taken and documented		
• Class approved by local Board		
• Not sole course for dual enrollment eligibility		
• Limit of one experiential learning course per pupil per semester		
• Instruction/Direct Experience component		
• Through district certification, verify the course had identifiable/progressive content standards		
• Through district certification, verify that learning objectives not general employability skills		
• Through district certification, verify that pupil did not replace an employee		
• Through district certification, verify that courses were offered for grade and credit		
R. LINKS PROGRAM		
• Pupil was in grades 6-12		
• Curriculum approved by Board		
• Attendance taken and recorded by classroom teacher		
• District certified instructional objectives were established		
• District certified pupil was provided course syllabus		
• District certified LINKS teacher provided lesson plans and grading criteria		
• Through district certification, verify that the teacher of record assessed and graded pupil		

*A violation of this item should be reported as a general finding. Other issues should be reported as specific findings with an FTE adjustment for all programs. .

ADJUSTMENTS: Any changes to membership claims made to this building/program due to this audit are itemized on the FTE Adjustment Form.

CONCLUSION:
I (We) have performed procedures sufficient to achieve the audit objectives identified on this program and have adequately documented the audit procedures performed.

Name   _____   Date   _____

Name   _____   Date   _____

PUPILS ATTENDING COOPERATIVE EDUCATION PROGRAMS (MOCC)

INSTRUCTIONS: Resident pupils who attend one or more local school districts for cooperative education programs on the Fall or Spring count day. Note: Capstone Students are listed on Work-Based forms. Indicate the requirements are met with Y/N and use drop-down lists.

District: _____   **Building:** _____   **Program:** _____

School Year: _____   ☐ **Fall**   ☐ **Spring**

Pupil Name	Grade	Age Requirements Met? Y/N	HS Diploma or GED? Y/N	MOCC Course Name	Choose One AM	PM	FTE Reported
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

I certify that this is a true & accurate list of all pupils attending cooperative education programs reported for membership and also,
an agreement exists between programs.

0.00

_____   _____   _____
Authorized Representative's Signature   Title of Authorized Representative   Date

Rev. 8/14   [Click here for guidance on Cooperative Education](#)

EARLY/MIDDLE COLLEGE ENROLLMENT - LIST OF ENROLLED PUPILS

District: _____

School Year: _____

Building/Program: _____

Count: ☐ Fall ☐ Spring

INSTRUCTIONS: Complete this form for all students who were enrolled in an early/middle college program on the Fall or Spring count day.

Student Name	Coded as Grade 11 in MSDS?	Coded as 3500 in MSDS?	Student on track to earn HS Diploma + Assoc Degree or Cert of Completion with ≤ 60 credits?	Meets definition of full-time college student?	GE students: < 20 years old + no HS diploma/GED?	SE students: < 26 years old + no HS diploma?	Residency verified?	Counted as full-time (F) or reduced (R) schedule?	# of College Credits	# of High School Classes	Total FTE Reported
				Verified - Answer with Y / N					Class Split		
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

I certify that this is a true and accurate list of early/middle college pupils.

Date: _____

_____
Authorized Representative's Signature

_____
Title of Authorized Representative

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Click here for guidance on early/middle college

If the exit status for a student equals 01, 02, 03, 04, 05, 06, 20, 21, 40 or 41, this is considered a terminating exit status, and PEPE is assigned to the entity in which the terminating exit status was reported.

If the exit status for a student equals any exit code other than those referenced above, PEPE remains with the last entity that reported the student as continuing.

When both a Unique Education Provider (UEP) and a school report a student, the school will be the PEPE for the student. However, if only a UEP (e.g., Career and Technical Education entities and Michigan Math/Science Center buildings) reports a student, it will be the PEPE for the student.

If a PEPE district and building cannot be determined, the record goes into "resolution" within the MSDS, and a CEPI staff member will determine PEPE. Authorized users will utilize the previously accountable district/building's code until the staff member assigns the new PEPE.

Schools/Facilities that will not receive Graduation/Dropout Rates

- An entity that does not have 12th grade students for a given cohort year, such as a 9th, 9th-10th or 9th-11th-grade building. However, if graduates or dropouts are reported in this entity, they will be included in the district-level rates.
- An entity identified as an intermediate school district (ISD) school that does not graduate students may have a dropout rate, but will not have a graduation rate. However, if an ISD graduates students, it will have a graduation rate.
NOTE: For entities that do not graduate students, attendance is used in lieu of graduation rates for accountability scorecard determinations.

Early/Middle College Students

- Students submitted in the MSDS as participating in an early/middle college program (i.e., reported with early/middle college participation code "3500") have their cohort year increased by one. If a student was previously reported with the above program participation code but not reported with this code in the most recent collection, the student's cohort year will be decreased by one.
- Students submitted in the MSDS as participating in an early/middle college program have five years to complete high school with a regular diploma AND an associate degree or other advanced certificate and be considered "On-Track Graduated". If the student completes only a high school diploma in the five years, they will be considered "Off-Track Graduated".

Subgroup Determination

Beginning with the 2010-2011 school year, MDE and CEPI implemented new rules for subgroup determination for graduation and dropout rates. The change in subgroup rules was necessitated by changes in submission practices in the MSDS as well as clarification in how students are identified for program counts.

Subgroups Impacted
- Race/Ethnicity
- Gender
- Economically Disadvantaged *
- Limited-English Proficient (LEP) *
- Special Education (Students with Disabilities) *
- Migrant *
- Homeless *

- * Students in these subgroups are "flagged" for the entire school year. Once "flagged," the student cannot be "unflagged."

Appendix B – Exit Status to Cohort Status Crosswalk

To calculate the cohort status, CEPI staff consider grade and exit status. Below is a chart of the exit status code definitions.

Exit Code	Exit Status Code Definition	Cohort Status Category*
01	Graduated from general education with a diploma	Graduated
02	Graduated from general education with diploma and applied to a degree-granting college/university	Graduated
03	Graduated from an alternative program with a diploma	Graduated
04	Graduated from general education and applied to a non-degree-granting institution	Graduated
05	Completed general education with an equivalency certificate (GED)	Other Completers
06	Completed general education with other certificate (e.g., certificate of attendance, district competency test)	Other Completers
07	Dropped out of school	Dropout
08	Enrolled in another district in Michigan	If not located in other district, Dropout; if located, apply exit code of other district
09	Moved out of state	Exempt
10	Expelled from the school district (no further services)	Dropout
11	Enlisted in military or Job Corps	Dropout
12	Deceased	Exempt
13	Incarcerated	If not located or not receiving services to be on track for a diploma, Dropout
14	Enrolled in home school. May also be used for students who withdraw from a district to attend an **out-of-state** cyber school or virtual school.	Exempt
15	Enrolled in nonpublic school. May also be used for students who withdraw from a district to attend a nonpublic **in-state** cyber school or virtual school.	Exempt
16	Unknown	Dropout
17	Placed in a recovery or rehabilitative program	Dropout
18	Left adult education	Dropout
19	Expected to continue in the same school district	On-Track or Off-Track Continuing, depending on expected graduation year
20	Received special education certificate of completion and exited the kindergarten through 12th-grade (K-12) system	Other Completers
21	Special education - Reached maximum age and exited the K-12 system	Other Completers
40	Graduated from a middle college with both a high school diploma and an associate degree or other advanced certificate	Graduated

41	Graduated from a middle college with only a high school diploma	Graduated
42	Graduated from another district.	If not located in other district, Dropout; if located, apply exit code of other district

* All students in the cohort are searched for in subsequent collections, in other locations, despite their exit statuses. Only the final disposition counts towards cohort status.

NONPUBLIC / HOMESCHOOL PART-TIME PUPILS (at Public School Site)
LIST OF ENROLLED PUPILS

District: _____

School Year: _____

Bldg./Program: _____

Count: ☐ Fall   ☐ Spring

INSTRUCTIONS: List each nonpublic / homeschooled part-time pupil who participated in a nonessential public school course at a public school site.

Pupil Name	Grade Level (1-12 only)	Homeschooled? Y/N	Resident? Y/N	Offered During Regular School Hours? Y/N	Attendance recorded? Y/N	Grade Received? Y/N	Offered to Public School Pupils? Y/N	Course Name (must be nonessential)	Meeting Times	Minutes per Day (passing time can be included)	Days per Year	FTE
Sample Student	11	Y	Y	Y	Y	Y	Y	MOCC - Allied Health	12:03 - 2:55	171	175	0.45
1												0.00
2												0.00
3												0.00
4												0.00
5												0.00
6												0.00
7												0.00
8												0.00
9												0.00
10												0.00
11												0.00
12												0.00
13												0.00
14												0.00

I certify that this is a true & accurate list of eligible nonpublic shared-time FTE memberships reported for State Aid.

_____   _____   _____
Authorized Representative's Signature   **Title**   **Date**

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Click here for guidance on non-public part-time & homeschooled students

SY 2014-2015 Section 25e FTE Transfer Request Instructions

There are three additional tabs across the bottom of this workbook: Sec 25 Indiv Student Req; District Codes; and ISD Codes

The Section 25e FTE Transfer Request form can be completed in pen (legibly) or on your computer. For your convenience, there are instructional pop-ups and drop down menus. Please enable macros when filling out the form on your computer.

Tab 2: *Section 25e Individual Students Request* -- This form will be the top sheet for each student packet sent to the auditor
Tab 3: *District Codes* -- This page contains the five-digit code for every school district in Michigan
Tab 4: *ISD Codes* -- This page contains five-digit code for every ISD/RESA/ESD/ESA in Michigan

How to complete the Section 25e FTE Transfer Request:

Row 1: *Enrolled Pupil's Name* -- Pupil's legal name
UIC -- can be obtained by searching in MSDS
Date of Birth
Resident (Y/N) -- Is this student a resident of your district?
If not a resident... -- Enter the name of the district in which the student lives if s/he is not a resident of your district
Non Resident Code -- Enter or choose a code from the drop down menu

Row 2: *Name of District Enrolling Pupil* -- Enter your district name or choose from the drop down menu
District Code -- Enter your district code or choose from the drop down menu
Date of SRM -- This is the date your district uploaded the Student Record Maintenance to MSDS for the student*
  *The SRM Section 25e component in MSDS opens on November 19, 2014
District Contact... -- Enter the name of the person(s) responsible for completing the Section 25e SRM and packet

Row 3: *Name of District Pupil Exited* -- Enter the name of the most recent* district the student attended before entering your district
  *This could be different from the district that claimed the student in the October count
District Code -- Enter the district code of the most recent (former) district
District Claiming Pupil in Fall Count -- Enter the name of the district that **claimed*** the student in the October count**
  *Must be verified via MSDS. Do a UIC search and then view the student's history > Fall 2014 General Collection
  **If no one claimed the student in the October count, then you cannot request a Section 25e FTE adjustment
District Code -- Enter the code of the district that claimed the student in the October count
ISD Code -- Enter the code of the ISD in which the former district is located

Row 4: *Building* -- Enter your building name or choose from the drop down menu
Grade -- Enter the grade level of the enrolling student
Date Enrolled -- Enter the date the student enrolled
First Date of Attendance -- Enter the date when the student first physically attended* (or physically logged in if a STW pupil)
  *This could be different from the enrollment date
GE FTE -- Enter the General Ed FTE the student qualifies for*
  *You cannot claim more than the former district claimed in the October count
SE FTE -- If the student is Special Ed, enter the Special Ed FTE the student qualifies for*
  *The split between General Ed and Special Ed cannot total more than the former district claimed in the October count
SE Prog Code -- Enter a Special Ed Program Code or choose from the drop down menu
Sec 53 -- Is this student a Special Ed court-placed student?
Sec 24 -- Is this student housed in a juvenile detention facility?

Rows 5-8: *Documentation*
Copy of enrollment form -- Provide a copy of the student's completed enrollment form (must be signed and dated)
Copy of residency -- Provide proof that you verified the student's residency
Pupil schedule -- Provide a copy of the student's current schedule created upon enrollment
Pupil attendance -- Provide proof of the student's first date of physical attendance*
  *If this is a STW student, provide a copy of the student's first log-in

Final Step: Send completed packets on a weekly basis to Amy McIntosh, Auditor, MOISD Business Office

Notes: Do not make Section 25e adjustment requests for students who were not claimed in the October count. These students may fall into the following categories: Home school; out of state; parochial; or drop out. Also, do not submit claims for students transferring in from another local district within MOISD unless they are Alternative Ed, Seat Time Waiver or Virtual School students.

SY 2014-2015 Section 25e FTE Transfer Request

Enrolled Pupil's Name: Last, First, MI	UIC	Date of Birth	Resident (Y/N)	If not a resident, list district here	Non Resident Code

Name of District Enrolling Pupil	District Code	Date of SRM	District Contact, email, and phone number + ext.

Name of District Pupil Exited	District Code		District Claiming Pupil in Fall Count	District Code	ISD Code

* Pupil's Enrollment & Membership Information in New District

Building	Grade	Date Enrolled	First Date of Attendance	GE FTE	SE FTE	SE Prog Code	Sec 53 (Y/N)	Sec 24 (Y/N)

* Documentation: The following documents must be submitted with this form. Place an X verifying that each is attached.

1.		Copy of parent/guardian-completed enrollment form with signatures and date
2.		Copy of residency verification
3.		Pupil schedule
4.		Print-out or copy of pupil attendance verifying first day of attendance

* For ISD Auditor Use Only

FTE claimed in October membership:	GE FTE	SE FTE		None

Verification with previous ISD if applicable:	Date	Initials	Comments:

Documentation Reviewed:	Date	Initials	Comments:

Request Approved:		Request Denied:		Date:		Initials:	

CEPI Adjustment (v)		Previous District:		Prev. ISD Notified (Y/N/NA):	Enrolling District:		
OR		GE FTE	SE FTE		GE FTE		SE FTE
Manual Adjustment (v)							

Comments:

This verifies that documentation was reviewed, October FTE verified, SRM submission verified, previous ISD contacted if applicable, and appropriate approval, denial, or manual adjustment has been made in MSDS.

_____   _____
Auditor Signature   Date

4-WEEK STW **PARTICIPATION** COUNT CALENDAR
OCTOBER 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			← WEEK 1 →			
			1	2	3	4
← WEEK 1 →			← WEEK 2 →			
5	6	7	8	9	10	11
← WEEK 2 →			← WEEK 3 →			
12	13	14	15	16	17	18
← WEEK 3 →			← WEEK 4 →			
19	20	21	22	23	24	25
← WEEK 4 →						
26	27	28	29	30	31	

ISD / District: _____

Bldg./Program: _____

School Year: _____

Count Date: ☐ Fall   ☐ Spring

# of courses equal to Full Time FTE: _____

INSTRUCTIONS: Complete this form for all pupils educated under a seat time waiver. List **ALL** classes for which the student is scheduled and enrolled. Please indicate requirements with a Y/N. **A COPY OF LOG-IN ACTIVITY FOR THE STW COUNT PERIOD MUST ACCOMPANY THIS PACKET.**

Pupil Name	Grade		Course Title(s)	Category (choose one)				Program (choose one)		Answer Y or N			TOTAL FTE (or FTE for each class)
				Suspended or Expelled	Postsecondary Courses	Non-CTE programs Work-based Learning	Virtual Education	Enrolled through district-designed program	Enrolled through GenNET	Coded as 9220 & 9229 in MSDS	10 day log-in available	Certified Mentor weekly contact	
1		1											
		2											
		3											
		4											
		5											
		6											
		7											
2		1											
		2											
		3											
		4											
		5											
		6											
		7											
3		1											
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4		1											
		2											
		3											
		4											
		5											
		6											
		7											
5		1											
		2											
		3											
		4											
		5											
		6											
		7											

I certify that this is a true and accurate list of pupils receiving a Seat Time Waiver. All classes included in the Seat Time Waiver are teacher led. Approved District Guidelines for Seat Time Waivers have been followed.

_____   _____   _____

Authorized Signature   **Title**   **Date**

Rev. 9/14

Click here for Seat Time Waiver Guidance

MECOSTA-OSCEOLA ISD   SEAT TIME WAIVER
MENTOR INSTRUCTIONAL TIME FORM

ISD / District: _____

School Year: _____

Bldg/ Program: _____

Count: ☐ Fall   ☐ Spring

INSTRUCTIONS: Complete the report below for each pupil in grades 6-12 educated under a seat time waiver. There must be <u>two-way contact</u> between student and certified mentor **at least once per week during the STW count period.**

Pupil's Name: _____   **Grade:** _____

Mentor: _____
_____

DATE	Contact Type (Check Box)				Comments:
	E=e-mail (with reply)	P=phone conversation	F=face to face	O=other	

I certify that the teacher mentor is a certificated Michigan teacher employed by the district.

_____   _____
Signature of Mentor   **Date**

Rev. 8/14

Click here for Seat Time Waiver guidance

VIRTUAL LEARNING, DISTANCE LEARNING & INDEPENDENT STUDY (VL/DL/IS)

District: _____   **School Year:** _____

Building/Program: _____   **Count Date:** ☐ Fall   ☐ Spring

INSTRUCTIONS: Complete this form for all pupils enrolled in VL/DL/IS classes. More than one line may be used for each pupil. Please indicate requirements with a Y/N. **Postsecondary (Dual) Enrollment virtual classes should be listed on the Postsecondary (Dual) Enrollment Form.**

Pupil Name	Grade	Hour(s)	H.S. Credit Granted (Y/N)	Course Title(s)	Non-Traditional Method (1, 2, or 3)	Board Approved	Teacher of Record	On-Site Mentor	On Schedule	Enrolled in one District Course	Attended during Count Period	Two Self-Scheduled Class Limit	Tuition Paid by District	FTE for VL/DL/IS Classes	TOTAL FTE
					Non Traditional Method 1. Virtual computer/Internet course at the school (K-12*) 2. Distance Learning (K-12) 3. Independent Study (9-12) Must complete pink columns also					**If Non Traditional Method is also Self Scheduled Time and Place, complete this section too**					
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
													Total	0.00	0.00

I certify that this is a true and accurate list of pupils enrolled in VL/DL/IS classes.

_____   _____   _____
Authorized Signature   **Title**   **Date**

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[Click here for Virtual/IS/DL guidance](#)

Kindergarten Start Age – A reminder

- 2014-15, child must be 5 by October 1, 2014 or if 5 by December 1 and parent provides written notification of intent to enroll in kindergarten, child may be counted in membership.
- MDE is relying on School Aid Act language to require written parent notice but not by the enrollment deadlines set forth in School Code. Compare MCL 380.1147 to MCL 388.1606(4)(l)(iii)
- 2015-16 and thereafter, child must be 5 by September 1 or if 5 by December 1, parent can still provide written notice of intent to enroll in K and enroll child.

Teacher Certification revisited

- By law, required to use certified teachers and counselors. MCL 388.1763(1)
- Penalty to district is salary paid to noncertified teacher and NEW penalty to school official if notified by MDE that employing noncertified teacher/counselor and knowingly continue to employ, then $1500 per incident. MCL 388.1763(2)
- Also a potential FTE penalty.

- Civil Rights Data Collection Workshops - Registration is Open!

From: <info@mpaaa.org>
To: >
Date: 9/22/2014 12:07 AM
Subject: Civil Rights Data Collection Workshops - Registration is Open!

Civil Rights Data Collection Training

Registration is open for the MPAAA sponsored Civil Rights Data Collection trainings!

EVERY public school and school district in the country - including public school academies - are expected to submit their Civil Rights Data information for the 2013-2014 school year (yes, this collection will be asking questions about the last school year!)

The MPAAA workshp will provide a deep dive into the U.S. Department of Education 2013-2014 Civil Rights Data Collection (CRDC). We will review the table layouts and definitions as well as providing guidance on using the website. We have scheduled workshops in the UP, Traverse City, Roscommon, Grand Rapids, Saginaw, Flint, Huron ISD and Lansing - 9 locations, 15 workshops. There is sure to be one within driving distance for you!

The U.S. Department of Education conducts the Civil Rights Data Collection (CRDC) in an effort to collect a variety information about students and school districts. The information they request includes student enrollment and educational programs and services, disaggregated by race/ethnicity, sex, limited English proficiency and disability.

Questions about the workshop may be directed to Maggie Bacon, Executive Director, Michigan Pupil Accounting and Attendance Association. Email: mbacon@mpaaa.org. Phone: 517-853-1413.

View the complete announcement here: http://mpaaa.org/announcements.php?id=21