

MPAAA May 2020 Conference Questions and Answers

Certification Dates:

Why was the submission/certification deadline moved up for General Collections? For the Fall count this interfered with the 45-day count period for suspended/expelled students. The certification date was prior to the 45-day count period.

State law changed (in particular SAA Sec. 101) to require districts to submit and certify by the 5th week after count day. Districts can decertify between weeks 5 and 6 to make corrections and recertify. For suspended/expelled students, we recommended discussing with your ISD auditor. One potential solution is to report with 0 FTE, and if the student returns within the 45-day window, the auditor can add the FTE via audit adjustment. (Keep in mind the 6-week deadline is also after the 45-day window.) – Joel Thiele, CEPI

Section 25e Claims with Correction Facilities:

Correction Facilities never request CA60s so districts don't know they have left, just unexcused absence for 3 days. Districts don't realize they have a Section 25e request and don't realize they have to request money back, when student returns. Suggestions?

Educating entities must request records for students who enroll within 14 days per Section 1135 for the Revised School Code. We can understand that some students may not be absent long enough for this to occur, and that the Section 25e claims can be missed or found late after the student returns. Perhaps it would be reasonable for districts to have a student who has been absent complete a form on return indicating that the student was enrolled and being educated (or not) by another entity during the absence as a workaround. – Brian Ciloski, MDE

We recommend districts periodically check the Section 25e Summary report between December and February to look for students claimed by other districts. In the above event, you can submit a claim using the date the student returned as the first date in attendance. - Joel Thiele, CEPI

Homebound:

If we have a child in ECSE and they are on homebound - do they only receive .80 FTE or do they receive 1.0 for being seen 2 hrs per week?

Was the student carrying a part-time course load prior to the H/H services? If so, that is the FTE that would remain claimable if the student received the required services as prescribed under Section 5-D. If not, and the student was a full-time student when placed into H/H services, if the district provided the required services under Section 5-D, the student could be claimed for 1.0 FTE. – Brian Ciloski, MDE

Auditing:

Desk Audit Procedures and Field Audit Checklist both require "Work Paper Reference." This not only takes a lot of time, but seems to be unnecessary if the pupil auditor is already organizing their folders from their desk audit and field audit checklists. Is this necessary or only when a QCR is scheduled?

It is necessary for all Field Audits – Gloria Suggitt, MDE

GAD Audits:

My district has an ISD Career Tech Center. Because the Career Tech Center is funded by a local mileage, the LEAs in the area can count their resident home school students that attend this program. My district enrolls these students with a residency code of 15 Homeschool resident for their entire enrollment period in my district. The LEA is not responsible for assessment scores or participation because they are homeschooled. When the student completes their final semester of the program, they are exited to 14 Homeschool. My auditor dings me in the GAD audit for not having the proper 'homeschool' documentation to support the exit code. Is my district responsible for getting this when the ISD is the one who tells us each semester who are the homeschooled students?

This is an ISD level decision, so please speak with your auditor – Gloria Suggitt, MDE

We recommend working collaboratively with your ISD to ensure the documentation exists – Joel Thiele, CEPI

Suspension:

A student received an OSS at the end of the previous school year. Over the summer the student was expelled by the board for the same incident. The student was exited before the new school year with an exit code of Expelled. The incident was in last school year, but the additional consequence didn't start until the next school year. When the question was emailed to CEPI helpdesk this was the answer from Kris K: According to the MSDS Collection Details Manual (starting on page 22), you would report the discipline only in the school year it occurs. You cannot carry over into the next school year.

You can report the updated information in the next school year, but it will not be used for reporting purposes. Only discipline incidents reported by the close of the EOY General Collection are used for reporting. – Joel Thiele, CEPI

Virtual learning:

Is there an FTE deduction for students with 2 or more virtual classes who do not have an EDP? I understand that it is a living document, but if an EDP has not even been initiated, should a deduction be made? If so, how much would be deducted, especially if all other VL requirements, such as 2-way interactions logs, are complete? Lack of an EDP does not appear to be listed as a Specific Finding.

I would give the district a general finding since it is not listed as a specific finding. Keep in mind, this is a tool that districts use to ensure students get the most out of the experience. It can be a very simple document when first developed. If there was an FTE deduction, it would be for the amount of FTE related to the 2 virtual courses scheduled. – *Brian Ciloski, MDE*

Virtual Learning:

Are districts allowed to use the following courses if they include them in their course catalogs or lists for all students either in Elem, MS or HS: Rosetta Stone (any type of course) Brigham Young University American School

If the district board approves the courseware courses (i.e. Rosetta Stone), and assigns a teacher of record and mentor, then these courses would be allowable. They must satisfy the requirements of Section 5-O-D.

Speaking to the postsecondary virtual courses specifically, these courses, even if virtual, would follow Section 5-G-A rather than 5-O-D if the course is capable of earning postsecondary credit (and found in the postsecondary course catalog). In the case of Brigham Young, being that this institution is not located in Michigan, it would be up to the district to decide if they wanted to offer students courses from the institution. This fall under the language in PA 160 that allows a district to provide students with postsecondary enrollments that go beyond what is allowable under that law. – *Brian Ciloski, MDE*

Virtual Learning:

If there is no passing time for a virtual course now, how does an FTE for a full-time student get calculated? Would the FTE be prorated subtracting out the before/after passing time if a student has virtual course(s)?

Amended (6/15): Passing time is not a necessity in the virtual time environment, but it remains possible for a district to receive the same proportion of FTE for a course provided virtually as would be generated for the course in a face-to-face environment. The district would demonstrate this by providing the auditor with a combination of a syllabus showing the number of instructional hours delivered through the course, or the hours of instruction delivered through the environment based on what has been documented for the program a scheduled days and hours form, or documentation that the district board has approved a certain number of courses to be considered full-time. – *Brian Ciloski, MDE*

Dual Enrollment:

Under Postsecondary/Dual Enrollment rules, can a district claim FTE for student that is not an Early College Student, for membership FTE in the following Fall 20-21 collection membership if student took course over the summer when school was not in session? The following fall there would be no schedule for this course and school district proof of payment.

The subsequent fall schedule must reflect the postsecondary course. FTE for summer courses is allowable because the district is associating the FTE with either the prior spring or the upcoming fall. – Brian Ciloski, MDE

Shared Time:

If districts are claiming FTE for nonpublic shared time students, the data for these students should be in their district SIS as that is the data that is being audited. True or not true?

Yes. A student enrolled and receiving shared time services is a public school student during the courses being provided, so the same processes must be followed for these students as would be followed for full-time students. – Brian Ciloski, MDE

IEPs:

We are seeing IEP's with a student's preferred name as opposed to legal name. Should the IEP be in the legal name?

The preferred name can be used as long as it is linked to the student in the SIS. – Brian Ciloski, MDE

Birth Certificates:

Some of my districts can't seem to obtain birth certificates, or birth documentation. I plan to review the importance of this at my fall meeting as well as other acceptable documentation, but this is an ongoing problem. I have told me they need to show me their action taken to collect, they send letters (I think just to show they have attempted) and the list continues. Am I expected to contact them after the audit and make them prove they have collected birth documents? CA60 transferred form one district to another without birth certificates being collected. Parents claim financial hardship. What is my role and what is expected of me as an auditor for this situation? What are other people doing?

There are a number of ways a district can help parents mitigate this issue. If there is homelessness involved, the documentation requirement is waived. If not, some districts pay the expense of having a record created.

Another option would be to see in an alternate document (as determined by the district) can be used to verify the student's identity, and accompany that verification with an affidavit that explains the parent or guardian's inability to produce a birth certificate.

If a district is unable to verify a student's identity, the district is required to inform the local law enforcement within 30-days. – Brian Ciloski, MDE

School Closure fallout:

With the spring closures yet still trying to keep business going as normal.... 1) Electronic Signatures on enrollment paperwork. We don't typically accept them but heard conversation that the Governor stated that we can accept them during this time. What is the verdict on enrollment papers and electronic signatures? 2) How do we handle the seeing in person rule for new enrollments? Would a zoom or skype session count for in person? 3) Original Birth Certificates. If we are accepting enrollments by email and mail, how are we seeing an Original? Most families are not going to send us their Original.

Digital signatures are being allowed presently. Districts should also consider how they might allow signatures to be captured otherwise if the family lacks access to technology.

A district could conduct the in-person enrollment via a synchronous video platform, such as Zoom or Skype.

The language requiring an original birth certificate was amended last year allowing for districts to enroll a student using a copy of the birth certificated. – Brian Ciloski, MDE

School Closure fallout:

Since school is closed for the remainder of the school year, what do we enter for effectiveness ratings for teachers?

Please refer to the [May 14 CEPI Announcements](#) communication that contains more information about effectiveness ratings. – Joel Thiele, CEPI

School Closure fallout:

Will attendance be required for the remainder of the year?

The attendance requirement has been waived as of March 11 for state aid purposes. That said, the EO states that districts must monitor student participation; districts should be following the measures identified in the CoL. For example, some districts are using daily attendance in a live lesson, others are using weekly two-way interactions, and others are basing their attendance for a week on whether a student completed the assigned activities and assignments. – Brian Ciloski, MDE

Please refer to the [May 14 CEPI Announcements](#) communication that contains more information about reporting attendance. – Joel Thiele, CEPI

School Closure fallout:

Suggestions for TSDL reporting for S2 and credit awarded for secondary schools?

The courses should still be reported if they pertain to one of the required subgroups. Regarding how to award credit, that is a local decision. – *Joel Thiele, CEPI*

School Closure fallout:

I am just wondering about the attendance collection in the EOY collection. Will we use the number of days absent/present up until March 13? As the Governor's EXECUTIVE ORDER No. 2020-35 suggests, 75% rules, 180/1098 rules are suspended during remote learning (provided our Continuity of Learning Plan was approved). Attendance in our district is now based on logs the teachers are keeping. Students that are not participating are being referred to selected staff members for direct contact to find out why and offer help and guidance. I just want to know what we will expected to report. Thanks!

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School Closure fallout:

Will the Days/Clock Hours again be set up to verify that you did not exceed forgiven days, including those granted in the executive order?

The application already allows a district to report more than 6 forgiven days. The application will show an alert, but that does not prevent the report from being submitted. The purpose of the warning is to draw the user's attention to a potential data issue. – *Brian Ciloski, MDE*