



COLORADO
Department of Education

2020 Student October Count Audit Resource Guide and Addendum: Updates and Clarification

School Auditing Office

Agenda



- School Auditing Office Website
- Pupil Enrollment Count Date and 11-Day Count Period
- Upcoming Dates
- Audit Resource Guide
- Summary of Changes for 2020-2021
 - New sections
 - New legislative changes
 - Updated sections
- Remote Learning: Implementation due to public health and safety measures as a result of the COVID-19 pandemic
 - CDE Policy on Instructional Hours and Attendance for the 2020-21 Academic Year
 - FAQ for the CDE Policy
 - Addendum to the Audit Resource Guide
- Contact Information



School Auditing Office – Main Webpage

<http://www.cde.state.co.us/cdefinance/auditunit>

School Auditing Office Overview

About Us

This office performs compliance audits as required by the Public School Finance and Public School Transportation rules and law. The office provides technical guidance and support throughout the pupil count and transportation data submissions to assist districts prior to finalizing submissions. The School Auditing Office is part of the School Finance Unit within the School Finance and Operations Division.

Useful Documents

- [School Auditing Office Audit Process \(PDF\)](#)
- [Audit District Contact Form \(DOC\)](#)
- [Syncplicity Instructions \(DOC\)](#)



Pupil Enrollment Count Date and Mileage Count Date

School Auditing Office

[At-Risk / Free Lunch Count](#)
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School Auditing Office – Training Schedule

http://www.cde.state.co.us/cdefinance/auditunit_trainings

Office Hours/Q&A:

Every Tuesday 10-10:30 AM from August 18, 2020 - December 1st, 2020

Call into the webinar meeting room at any time during our Informal office hours to bring your questions directly to Auditing Office staff and listen in on questions from other districts

Audit Trainings

- **What's New for October Count 2020:** October Count Audit Resource Guide and Addendum
 - July 22nd, 2020 (1-2 PM)
 - Review updates, clarification, and changes to the Audit Resource Guide for 2020
 - Review the Addendum to the Audit Resource Guide addressing remote learning specific to public health and safety concerns for 20/21
- **Student October Overview** for New District Data Respondents/Audit Contacts
 - July 28th, 2020 (10-11:30 AM)
 - Introduction to funding and documentation requirements for Student October Count
- **FY19-20 Transportation Webinar**
 - July 28th, 2020 (2-3PM)
 - Overview of CDE-40 reporting and transportation documentation requirements
- **Preparing for Audit**
 - August 6th, 2020 (1-2 PM)
 - Overview of School Auditing Office Resources, Syncplicity folders, and the audit process
- **Free & Reduced-Price Lunch Reporting and October Count**
 - September 16, 2020 (2-3 PM)
 - Presented in collaboration with the School Nutrition office
 - Overview of funding and documentation requirements for free and reduced-price lunch reporting
- **More dates to come!**

School Auditing Office – At-Risk/Free Lunch Webpage

<http://www.cde.state.co.us/cdefinance/auditunit atrisk freeandreduced>

At-Risk/Free Lunch Count

2020 Count Date: Thursday, October 1

Summary

Each year all public school districts across the state of Colorado participate in the Student October Count data submission to the Colorado Department of Education (CDE). The purpose of this data collection is to obtain required student level data as provided for by state statute, including information regarding students' funding eligibility and lunch eligibility ("Free", "Reduced", or "Paid") as outlined in the Public School Finance Act of 1994 (Section 22-54-101, C.R.S.). The Colorado Department of Education collects these data through the Data Pipeline with the Information Management Services (IMS) unit of CDE overseeing the collection.

In an effort to ensure accurate reporting of those data fields associated with student and at-risk funding, the School Auditing Office of the School Finance Unit for the Colorado Department of Education conducts periodic compliance audits of each district's student October count data, including a review of documentation to support free lunch eligibility.

Some forms recommended by the School Auditing Office may contain personally identifiable information of students and districts should take additional precautions. Local education agencies must use secure means when sending Personally Identifiable Information (PII) to CDE. If transferring PII between districts, schools, or with other parties, CDE strongly recommends that you send PII via a secure method. For example, an encrypted email, a secure file sharing tool like Syncplicity, or including the PII in a password protected document. If you have questions, contact CDE's Data Privacy Office at dataprivacy@cde.state.co.us.

Resource Guides

- At-Risk/Free Lunch Count Audit Resource Guide for 2020 (PDF)
 - At-Risk Data Validation Best Practices



Upcoming At-Risk/ Free Lunch Webinars



School Auditing Office

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Supplemental Resources

Forms

- Family Economic Data Survey for 2020-2021 - English (.docx)
- Family Economic Data Survey for 2020-2021 - Spanish (.docx)



School Auditing Office- Pupil Count Webpage

http://www.cde.state.co.us/cdefinance/auditunit_pupilcount

Pupil Count

2020 Count Date: Thursday, October 1

Summary

Each year all public school districts and facilities across the state of Colorado participate in the Student October Count data submission to the Colorado Department of Education (CDE). The purpose of this data collection is to obtain required student level data as provided for by state statute, including information regarding students' funding eligibility as outlined in the Public School Finance Act of 1994, as amended (22-54-101, C.R.S.). The Colorado Department of Education collects these data through the Data Pipeline system with the Information Management Services (IMS) unit of CDE overseeing the collection.

The Student October Count is based on a one (1) day membership count in which districts are asked to report all students who are actively enrolled and attending classes through their district on that date. While the submission should only include those students who meet the membership and scheduling requirements as of the pupil enrollment count day, the actual submission process begins in September and closes mid-November. Districts should refer to the Student October Count data submission documentation distributed by the IMS unit at CDE for further information regarding the actual submission process and data element definitions.

Resource Guides

[Student October Count Audit Resource Guide 2020 UPDATED 07/21/2020 \(PDF\)](#)

- [Addendum to the Audit Resource Guide](#)

[CDE Policy on Instructional Hours and Attendance for the 2020-21 Academic Year](#)

- [FAQ for CDE Policy](#)



[Upcoming Student October Count Webinars](#)



Trainings

[Click here to view the School Auditing Office's upcoming trainings and recorded webinar trainings \(link\)](#)

At-Risk / Free Lunch Count

Pupil Count

[Duplicate Count](#)
[Transportation](#)
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Pupil Enrollment Count Date and 11-day Count Period

- The 2020 Pupil Enrollment Count Date is Thursday, October 1.
- The 11-day count period is determined by the district's adopted calendar for the noted school year. It includes the 5 school days immediately preceding the count date, the count date itself, and the 5 school days immediately following the count date.



Upcoming Dates



- Trainings
 - School Auditing Office
 - http://www.cde.state.co.us/cdefinance/auditunit_trainings
 - Data Services
 - <http://www.cde.state.co.us/datapipeline/20192020stuocttrainingschedule>
- Requests for Alternative Count Dates
 - Deadline: September 15
 - Submit requests to Jennifer Okes, Chief Operating Officer (okes_j@cde.state.co.us)
- Requests for Variance Waivers
 - Deadline: September 15
 - Submit requests to Jennifer Okes, Chief Operating Officer (okes_j@cde.state.co.us)

2020 Student October Count Audit Resource Guide



COLORADO
Department of Education

2020 Student October Count Audit Resource Guide Fiscal Year 2020-2021

For use during the Student October Count Data submission and subsequent audit

Submitted to:

Colorado Public School Districts, Charter Schools, Charter School Collaboratives, Charter School Networks, The Charter School Institute (CSI) and Colorado Boards of Cooperative Educational Services (BOCES)

By:

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School Finance and Operations Division

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Effective July 8, 2020

***Updated July 21, 2020**

***This Guide was updated July 21, 2020. Refer to "Summary of Changes for Fiscal Year 2020-2021" for details.**

See the "Addendum to the 2020 Student October Count Audit Resource Guide" for specific information related to remote learning implemented due to public health and safety measures as a result of the COVID-19 pandemic.

This Guide is to be read as a whole, in context, and CDE gives effect to every word of the document. In auditing, CDE is bound to give consistent, harmonious, and sensible effect to all of the parts of the Guide. The Guide is interpreted as harmonized and not read or interpreted as creating a conflict. Individual sections of the Guide provide additional information and definition for specific student types, courses, schools, and program types. The individual sections are not meant to stand alone or to contradict or supersede the general sections of the Guide.

201 E. Colfax Ave., Denver, CO 80203; 303-866-6600; www.cde.state.co.us
Colorado Revised Statutes, www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations, www.sos.state.co.us/CCR/Welcome.do



Audit Resource Guide – Table of Contents



Student October Count Audit Resource Guide

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Audit Resource Guide – Summary of Changes for 2020-2021

►Summary of Changes for Fiscal Year 2020-2021

1. Dates, cover page and Table of Contents page all updated. Adjustments were made to formatting and inconsequential edits to word choice.
2. All “arrows” indicating changes made for audit consideration relative to data submitted during the 2019 Student October Count data submission have been removed. All new “arrows” indicate changes that are effective July 1, 2020: FY 2020-21
3. New student type section created – Innovative Learning Opportunities Program (Pilot)
4. New Appendix F created – Duplicate Count
5. Added references to the “Addendum to the 2020 Student October Count Audit Resource Guide”
6. Introduction text added to Funding Requirements and Unique Students, Courses, Schools, and Programs sections
7. Clarifications and amplifications provided throughout the document
 - a. Updated attendance documentation policy for students enrolled only in off-site postsecondary courses.
 - b. Defined carry-forward ASCENT slot
 - c. Replaced term “junior college” with “local district college”
 - d. Added link to CDE Early College High School website
 - e. Provided clarification regarding funding status coding for kindergarten students attending a half-day program and linked to list of acceptable assessments
 - f. Clarified schedule requirements for home-school students
 - g. Provided updates to the Online Schools and Programs section
 - h. Added link to PTECH website
 - i. Provided update to age requirements for full-time first graders (under the age of 6)
 - j. Provided clarification regarding requirements for students taking Concurrent Enrollment courses (specifically concerning credit hour limitations, requirements for home-school and 18-21 year old students, and courses that do not qualify as Concurrent Enrollment)
 - k. Added an additional Within-State Transfer scenario to Appendix D
 - l. Provided updates to Appendix E for the following data submission codes used to identify funded student types:
 - i. First Graders Under Age 6 (submitted for full-time funding)
 - ii. Independent Study Students
 - iii. Innovative Learning Opportunities Program (Pilot)

Changes to Guide as of July 21, 2020

- [Supplemental Online Courses](#) section updated to include inadvertently omitted language (i.e., no change from the 2019 Audit Resource Guide).
- [Transition Students \(18-21 Year Old Services\)](#) section updated to provide clarification regarding work-based learning experience courses in the determination for funding
- [Work-Based Learning Experience Courses](#) section updated to provide clarification regarding students receiving services under an Individualized Education Program (IEP)





New Section: Innovative Learning Opportunities Program (ILOP)

- 2020-21 is the pilot year for the Innovative Learning Opportunities Program.
 - Only 10 schools/sites are participating in the pilot program.
- Program enables participating Local Education Providers (LEPs) to offer their 9th-12th grade high school students a variety of learning experiences that usually occur outside the classroom.
- Students participating in the ILOP program are exempt from meeting the minimum scheduled hours requirement for full-time funding.
- The Student October Count Snapshot in Data Pipeline includes an ILOP field
 - Students participating in ILOP must be coded correctly, and must also have an ILOP course (as listed in the Assurance of Courses offered for the 20/21 school year) on their student schedule



New Section- Appendix F: Duplicate Count

- Historically, duplicate count information has been provided via webinar training only.
- Starting with the 20/21 Guide, information regarding duplicate count has been included.
- This section includes:
 - Overview of Duplicate Count Process
 - Total Funding Allocation
 - Edit Checks
 - Preparation
 - Audit Syncplicity Folders
 - Duplicate Count Documentation
 - Considerations and Scenarios



Duplicate Count Documentation

- Section includes a list of minimum audit documentation needed during duplicate count.
- Because all duplicate count decisions are final, districts should upload all required audit documentation to the “Duplicate Count” subfolder to support funding eligibility for all students included on the “Audit Exception Report.”
- Districts are further encouraged to submit additional information or documentation related to a given student in support of funding consideration.
 - Approved online schools and programs should provide course-level attendance documentation (beyond the normal online school or program participation) for all courses used in the determination of funding.



New Legislative Changes- First Grade Students (Under the Age of 6)

- Beginning with the 2020-21 school year, first grade students no longer need to be at least 6 years old as of October 1 in order to be eligible for full-time funding.
 - Must meet the scheduled hours requirement in the semester of the pupil enrollment count date for funding:
 - 360+ hours for full-time funding
 - >90 but <360 hours for part-time funding
- All students in grades K-12 must be at least 5 years old as of October 1 in order to be eligible for funding.
 - Please see the Kindergarten Students- Special Circumstances section of the Guide for exceptions related to underaged kindergarten students (i.e., 4-year olds)



Updated Section- Kindergarten Students



Districts are responsible for coding all kindergarten students correctly in the Student October Count Data Submission

The guidelines for coding these students is summarized in the following table:

Kindergarten Student Scenario	Grade Level	Public School Finance Funding Status
Enrolled in a half-day program	006	82 or 94 or 95
Retained (with an SRD) enrolled in a half-day program	006	80 or 91 or 92
Home school enrolled in half-day or full-day program	006 or 007	85
Enrolled in a full-day program (paying no tuition)	007	80 or 91 or 92
► Enrolled in a full-day program (attending part-time)*	007	82 or 94 or 95
Enrolled in a full-day program (paying half-day tuition)	007	82 or 94 or 95
Enrolled in a full-day program (paying full-day tuition)	007	87

*Students attending a full-day program who are scheduled to attend at least 90, but less than 360, hours in the semester of the pupil enrollment count date.

Please refer to the Data Pipeline “Student Interchange- Student School Association” File Layout and Definitions for full descriptions of each at the following location: http://www.cde.state.co.us/datapipeline/inter_student



Updated Section- Online Schools and Programs



- Section was re-written to provide clarification.
- No funding or audit documentation requirements have changed for the 20/21 school year.
- CDE-approved online schools and programs are still required to provide, at a minimum, the following documentation:
 - Proof of Colorado Residency
 - Authorizer Assurances
 - Evidence of Participation (attendance)
 - Individual Student Schedule
 - Course Documentation (for each course)
 - Assigned semester credit hours (grades 9-12)
 - Equivalent teacher-pupil instruction and contact time
 - **NEW in 21/22-** course description
 - Calendar
- Online School and Program October Count Training occurred earlier this month; a link to the recording can be found on the School Auditing Office's "Training Schedule" page.



Audit Guide Update as of 7/21/20

Updates to these sections posted on 7/21/20 are highlighted in yellow.

- Supplemental Online Courses section
 - Added back language that was inadvertently omitted
 - This section remains the same as presented in the 2019 Audit Resource Guide
- Transition Students (18-21 year old services)
 - Clarification regarding work-based learning experience courses for transition students who have met the district's minimum graduation requirements
- Work-Based Learning Experience Courses
 - Minor update to reflect clarification made in the Transition Students section

“Remote Learning”

Implemented due to public health and safety measures as a result of the COVID-19 pandemic

Remote Learning

“Remote learning” refers to teacher-pupil instruction and contact time that would normally occur in-person (on-site), but because of public health and safety measures associated with the COVID-19 pandemic, is occurring remotely (off-site) during the 2020-21 school year. For this purpose, “remote learning” may be used in the determination for funding during the 2020 Student October Count data submission if the district has an [adopted local policy](#).

Remote learning is not limited to “online learning” only. Each district will have the flexibility to define activities that would demonstrate a student is “engaged in the educational process.” For example, this may include, but is not limited to:

- Completing educational paper [packets](#);
- Logging in to an online platform to access digital [content](#);
- Accessing assignments through Google [Classroom](#);
- Watching or participating in live Google Hangouts, Zoom meetings, [etc.](#);
- Watching prerecorded instructional videos

Flexibilities for the 2020-21 Academic Year

- In response to the COVID-19 pandemic:
 - CDE has developed Policy on Instructional Time and Student Attendance for the 2020-21 Academic Year
 - CDE has provided clarification through an FAQ related to this Policy
 - An Addendum to the 2020 Student October Count Audit Resource has been posted to address funding and audit documentation requirements related to remote learning
- These documents outline flexibilities for the 2020-21 academic year only.
- All funding and audit documentation requirements addressed in the 2020 Student October Count Audit Resource Guide still apply, unless specific flexibilities are addressed in the Addendum.

CDE Policy on Instructional Hours and Attendance for the 2020-21 Academic Year

District/School Calendar

- For the 2020-21 school year, student contact days may include remote learning days as implemented as a result of public health and safety measures.
 - If the start of the school year is delayed and this results in fewer scheduled student contact days, districts will still need to ensure they are in compliance with the instructional hours, school days, and funding calculation requirements
- In the event that schools are:
 - 1) required to shut down entirely for a period of time, without in-person or remote learning, as described in the district's "educational process" definition; **and**
 - 2) therefore unable to meet the 160 student contact days requirement,CDE will work with districts to determine whether a waiver of the 160 contact days requirement is appropriate or if there are other ways to make-up the instructional time.

Instructional Hours

- For the 2020-21 school year only, local boards may define “the educational process” as including instruction delivered electronically and/or other types of independent, remote work time for students that is provided under the supervision of a certified or licensed teacher.
- Districts may want to consider ways to differentiate their definition of educational process depending on grade-level (i.e., the educational process may look different for older versus younger students).

October 1 Count and Funding

- For the 2020-21 school year, districts may alter their district attendance policies and the way in which attendance is documented for remote learning, as described in the district's "educational process" definition.
 - Amended attendance policies may expand the way in which attendance can be documented, so long as students in attendance are still "engaged in the educational process" as defined by the district.
- Accordingly, the 360 hours needed to count a student for full-time funding and the 90 hours needed to count a student as part-time may include remote learning.
 - If remote learning does occur, districts should provide a statement of bell schedule equivalency that is in line with the district's policy for teacher-pupil contact and teacher-pupil instruction.



- CDE has posted a FAQ that currently contains 12 clarifying questions and answers regarding the CDE Policy.
- Districts are encouraged to review this FAQ for clarification.
- Question topics include, but are not limited to:
 - Contracted services
 - Teacher furlough days
 - Instruction and Contact Time
 - Definition of Educational Process
 - Sample Attendance Policies
 - “Good Faith Effort”

Addendum to the 2020 Student October Count Audit Resource Guide

Purpose:

- Address specific requirements and considerations associated with the implementation of remote learning as a result of public health and safety measures as they pertain to the 2020 Student October Count data collection (specifically, funding and audit documentation requirements for the inclusion of remote learning).
- The basis for these requirements and consideration comes from CDE's Policy on Instructional Time and Student Attendance for the 2020-21 Academic Year.

Addendum to the 2020 Student October Count Audit Resource Guide

- The information contained in the Addendum is meant to **supplement** the information presented in the Student October Count Audit Resource Guide for 2020.
 - Therefore, districts should ensure that all students submitted for funding in the 2020 Student October Count data collection meet the funding (and audit documentation) requirements as outlined in the Audit Resource Guide.
- The Addendum will be updated throughout the summer of 2020. Any additions or changes after the initial posting of this Addendum will be noted in the Tracked Changes section above, as applicable.

Addendum to the 2020 Student October Count Audit Resource Guide

Because terminology may vary by district, the Addendum contains a definitions of terms used. These include:

- Adopted local policy
 - CASB has sample language available for member districts
- Audit Resource Guide
- CDE Policy
 - CDE Policy on Instructional Time and Student Attendance for the 2020-21 Academic Year
- Hybrid Learning
- Online Schools and Programs
- Remote Learning

Addendum to the 2020 Student October Count Audit Resource Guide

Adopted Local Policy

Local board policy, regulations, and/or governance documentation that is adopted specifically to address the implementation of remote learning during the 2020-21 academic year in response to the COVID-19 pandemic. This adopted local policy should include the following information:

- Definition of “educational process” that includes the use of remote learning;
- Description of how and when remote learning may be used or implemented, including instances when in-person learning is available (in whole or part);
- Description of how instruction will be delivered during remote learning; and
 - This includes activities that would demonstrate a student is “engaged in the educational process” as described in the adopted local board policy.
- Description of what constitutes “present” during remote learning days (i.e., how the district will take and confirm attendance during remote learning days).
 - If the district is able to track daily attendance within the district’s student information system (to include both in-person and remote learning), the School Auditing Office will accept the SIS attendance at face value (as long as the above policy documentation is also provided).
 - If the district is unable to incorporate in-person and remote learning attendance within one system, and the student does not meet the attendance requirements for funding via in-person instruction only, then the district can provide other forms of attendance (as described in its local board policy, regulations, governance documentation, etc.) to demonstrate this requirement has been met.

Addendum to the 2020 Student October Count Audit Resource Guide

Remote Learning

“Remote learning” refers to teacher-pupil instruction and contact time that would normally occur in-person (on-site), but because of public health and safety measures associated with the COVID-19 pandemic, is occurring remotely (off-site) during the 2020-21 school year. For this purpose, “remote learning” may be used in the determination for funding during the 2020 Student October Count data submission if the district has an [adopted local policy](#).

For purposes of this Addendum, the following is true:

- Remote learning **does not** refer to teacher-pupil instruction and contact time being delivered in courses offered through approved online schools or programs (as described in the [“Online Schools and Programs”](#) section of the 2020 Student October Count Audit Resource Guide).
- Remote learning **does not** include Blended Learning courses (as described in the [“Blended Learning Courses”](#) section of the 2020 Student October Count Audit Resource Guide).
- Remote learning **does not** include Supplemental Online Courses (as described in the [“Supplemental Online Courses”](#) section of the 2020 Student October Count Audit Resource Guide).

Remote learning can occur in a variety of ways including, but not limited to:

- On an “as needed” basis when in-person instruction is suspended due to outbreaks, governor’s executive order, etc.;
 - This includes situations where in-person instruction is **temporarily** suspended for an entire classroom, school, district, or individual student who is unable to attend in-person instruction due to illness, being required to quarantine, etc.
- Simultaneously with in-person instruction at the student level (see “hybrid learning” above); and/or
- 100% of the time, when the district has provided the opportunity to families who, because of public health and safety measures associated with the COVID-19 pandemic, do not want their student(s) to receive in-person learning for the entirety of the Fall 2020 term and/or 2020-21 academic year

Remote learning is not limited to “online learning” only. Each district will have the flexibility to define activities that would demonstrate a student is “engaged in the educational process.” For example, this may include, **but is not limited to:**

- Completing educational paper packets;
- Logging in to an online platform to access digital content;
- Accessing assignments through Google Classroom;
- Watching or participating in live Google Hangouts, Zoom meetings, etc.;
- Watching prerecorded instructional videos



Addendum to the 2020 Student October Count Audit Resource Guide

- Local policy must be adopted by the district prior to implementing remote learning (if used in the determination for funding).
- The local policy must be provided at the time of audit
- The School Auditing Office will use the district's own adopted local policy to guide the audit process
 - (e.g., allowable attendance and schedule documentation; equivalent bell schedules; etc.).

Addendum to the 2020 Student October Count Audit Resource Guide

- All students submitted for funding must meet the enrollment, attendance, and scheduled hours requirements as outlined in the Audit Resource Guide
 - This includes exceptions to the general funding and audit documentation requirements
- The Addendum has additional information and resources related to the following for the 2020-21 school year :
 - Contractual Education Students
 - Early Access
 - Individualized Education Programs (IEPs)
 - Postsecondary Courses (off-site at the IHE)
 - Preschool Students
 - Work-Based Learning Experience Courses

Addendum to the 2020 Student October Count Audit Resource Guide

The Addendum ends with a section containing clarifying questions and answers sorted by topic:

- Attendance
- Free and Reduced-Price Lunch (reporting)
- Instructional Hours/School Days
- Lunch Periods
- Remote Learning (temporary online program)
- Student Schedules

Addendum to the 2020 Student October Count Audit Resource Guide

The School Auditing Office plans to post an updated Addendum on or before July 31 to include information regarding the following:

- Facility Schools
- Retained Kindergarten Students
- Guidance for (Existing) Online Schools and Programs
Providing a 100% Remote Learning Option for the 2020-21
Academic Year (per district adopted local policy)

Addendum to the 2020 Student October Count Audit Resource Guide

Facility Schools

- The Office of Facility Schools is encouraging facility schools to develop plans that will outline how remote learning will be facilitated, if needed, during the 2020-21 academic year.
- Districts contracted with facility schools are encouraged to review the facility school plans to ensure that services and instruction being provided appear appropriate.
- If districts place students at an approved facility school and submit the student for funding in Student October, the district will be required to provide all audit documentation as described in the Audit Resource Guide
- For more information:
<http://www.cde.state.co.us/facilityschools>

Addendum to the 2020 Student October Count Audit Resource Guide

Retained Kindergarten Students

- Kindergarten students who are retained for a second year of kindergarten due to a significant reading deficiency (SRD) and who are participating in a half-day program are eligible for full-time funding.
- Because the Spring 2020 Read Act data submission did not occur, districts may submit evidence of an SRD based upon mid-year assessments from the 2019/2020 school year.
 - Assessment results should clearly list the student's name, date of assessment, and scores
 - A list of available assessments can be found at the following location:
<http://www.cde.state.co.us/coloradoliteracy/readinterimassessments>

Addendum to the 2020 Student October Count Audit Resource Guide

DRAFT

Guidance for Existing Online Schools and Programs Providing Remote Learning Options for 20/21

- For the 2020-21 school year only, districts with an existing online school or program (that does not have an AEC designation) may provide a 100% remote learning option for brick and mortar students within the district by utilizing the online school or program as a response to public health and safety measures associated with the COVID-19 pandemic.
- To utilize this 100% remote learning option, the district must include a description of the use of supplemental courses provided by the district online school or program as a remote learning option in its definition of educational process as described in the “CDE Policy on Hours and Attendance for the 2020-21 Academic Year” and the “Addendum to the 2020 Student October Count Audit Resource Guide” (see “Adopted Local Policy”).
- Brick and mortar students who are utilizing this 100% remote learning option, per the district’s adopted local policy, would be evaluated for audit purposes with the same documentation as outlined on the district’s current Authorizer Assurances that are on file with the Office of Blended and Online Learning and the online school or program’s course equivalencies.
 - The brick and mortar student would remain enrolled in a district brick and mortar school.
 - The brick and mortar student schedule would consist of supplemental courses only offered by the existing district online school or program.
 - These students would be coded in the 2020 Student October Count data collection as attending the brick and mortar school (i.e., with the brick and mortar school code and applicable funding code) and not as an online student (i.e., not with an online school code and/or funding code).
- This Guidance would not apply to continuing online students who were enrolled in the district’s existing online school or program during the 2019/2020 school year. These students would remain, and be reported as, online students and subject to all funding and audit documentation requirements as outlined in the “Online Schools and Programs” section of the Audit Resource Guide.

Contact:

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