

# Student October Count- Remote Learning Considerations



School Auditing Office

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## Student October Count

- School Auditing Office-main page:
  - <http://www.cde.state.co.us/cdefinance/auditunit>
- School Auditing Office- Pupil Count page:
  - [http://www.cde.state.co.us/cdefinance/auditunit\\_pupilcount](http://www.cde.state.co.us/cdefinance/auditunit_pupilcount)

## CDE-40

- Transportation Funding page:
  - <http://www.cde.state.co.us/cdefinance/sftransp>

[http://www.cde.state.co.us/cdefinance/auditunit\\_pupilcount](http://www.cde.state.co.us/cdefinance/auditunit_pupilcount)

**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 08/14/2020 \(PDF\)](#)

- [Addendum to the Audit Resource Guide UPDATED 08/21/2020 \(PDF\)](#)
- [Student October Data Submission Remote Learning Coding Guidance NEW 08/21/2020 \(PDF\)](#)

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

- [FAQ for CDE Policy UPDATED 08/21/2020 \(PDF\)](#)



[Upcoming Student October Count Webinars](#)



## Trainings

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

[http://www.cde.state.co.us/cdefinance/auditunit\\_trainings](http://www.cde.state.co.us/cdefinance/auditunit_trainings)

## Training Schedule

### School Auditing Office 2020 Trainings

#### Where to Meet

[Join the School Auditing Office meeting room here \(Link\)](#)

Conference line: 866-408-1178



#### 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) - [View recording \(link\)](#)
  - 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) - [View recording \(link\)](#)
  - Introduction to funding and documentation requirements for Student October Count
- **FY19-20 Transportation Webinar**
  - July 28th, 2020 (2-3PM) - [View recording \(link\)](#)
  - Overview of CDE-40 reporting and transportation documentation requirements
- **Preparing for Audit**
  - August 6th, 2020 (1-2 PM) - [View recording \(link\)](#)
  - Overview of School Auditing Office Resources, Synchronicity 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
- **ASCENT Student Coding Webinar**
  - September 22, 2020 (2-3:30 PM)
  - Presented in collaboration with Data Services and the Office of Postsecondary Readiness
  - Overview of funding requirements and coding for ASCENT students
- **More dates to come!**



## Definitions of Terms Used in the Addendum

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For the purposes of this Addendum, the following terms will be used as described below:

### **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.



- CDE will be using the adopted local policies regarding remote learning to guide the audit process for each district. Therefore, it is important that any such policy is adopted prior to the implementation of remote learning by the district.



# Remote Learning Definition

## 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 students who are enrolled and participating in an approved online school or program (as described in the “[Online Schools and Programs](#)” section of the 2020 Student October Count Audit Resource Guide).
  - Remote learning may include instances where the district’s definition of remote learning includes supplemental courses being offered by the district’s existing online school(s) or program(s) (see “Guidance for Online Schools and Programs Providing Remote Learning Options for the 2020-21 Academic Year”)
- 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 Definition, continued

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

For additional information related to Remote Learning Guidance and Supports for the 2020-21 school year, please visit the following webpages:

- <http://www.cde.state.co.us/onlinelearning/remotelearningsupports>
- <http://www.cde.state.co.us/onlinelearning/guidance202021schoolyear>

## *Pupil Enrollment Count Date: October 1, 2020*

- Enrollment
  - Student must be enrolled with the district as of the pupil enrollment count date
- Attendance
  - Student must establish attendance on the pupil enrollment count date, or, if absent for any reason:
    - Establish attendance during the current school year prior to the pupil enrollment count date, and
    - Resume attendance within 30 calendar days following the pupil enrollment count date
- Scheduled Hours (“*semester*” is defined as one half of the school year)
  - **Full-time funding**: student is scheduled to receive **at least 360 hours** of teacher-pupil instruction and contact time during the semester of the pupil enrollment count date
  - **Part-time funding**: student is scheduled to receive **at least 90, but less than 360**, hours of teacher-pupil instruction and contact time during the semester of the pupil enrollment count date





- Adopted local policies should describe how a district will be taking attendance and what constitutes “present” vs. “absent.”
- On remote learning days, districts are required to take attendance at least one time per day.
- Districts are encouraged to have processes in place to track or enter attendance into their student information systems (SIS). This will allow for ease of data reporting.
- If attendance for remote learning days is tracked in the district’s SIS, then the district’s system generated attendance reports for October Count will be sufficient.
  - Most SI systems default to “present”; therefore, the district must ensure that daily attendance is validated. (“Validation” means ensuring that a student reported as present on a remote day had their attendance actively verified, per adopted local policy, rather than passively “defaulted” to present.)

# Scheduled Hours: In-Person Instruction

- For in-person instruction, districts conduct calendar and bell schedule calculations to determine how many courses into which a student must be scheduled in order to meet the full- or part-time funding thresholds.
  - The total number of student contact days and average length of each class period directly affect the number of courses a student will need.
  - Most calculations result in high school students needing to be scheduled for at least 2 courses for part-time funding and 5-6 courses for full-time funding.
- For more information, please refer to the 2020 Student October Count Audit Resource Guide:
  - Pages 12-15 (scheduled hours requirement)
  - Appendix C: Calendar and Bell Schedule Calculations

# Scheduled Hours: Online and Remote Learning

- For online and remote learning, districts must use an equivalency in order to determine into how many courses a student must be scheduled in order to meet the full- or part-time funding thresholds.
- In other words, if a student were taking the same or similar online or remote learning course in person, how many teacher-pupil instruction and contact hours would the student receive (based upon the in-person calendar and bell schedule calculations)?
  - For example, if a student were taking Algebra 1 in person and receiving 55 minutes of instruction per day (on average), the equivalent instructional time for online and remote learning for Algebra 1 would average 55-60 minutes (to include passing) of instruction per day.

# Scheduled Hours: Online and Remote Learning

- In the event a school is providing no in-person instruction as of the pupil enrollment count date (i.e., they started the school year 100% remote for all students), the district can rely on the 2019/2020 calendar and bell schedule calculations to determine how many courses into which a student must be scheduled in order to meet the full or part-time funding threshold.
  - For example, if a student at a given high school needed 2 classes for part-time funding or 5 classes for full-time funding during the Fall 2019 semester, then the school can use these same thresholds for Fall 2020.

# Colorado Digital Learning Solutions (CDLS) Courses

- CDLS courses are considered online/remote learning courses.
- Districts must apply the appropriate equivalency for purchased courses per their individual schools' in-person calendar and bell schedule calculations.
  - For example, if the 100% remote learning student is enrolled in 5 CDLS semester courses and the in-person calendar and bell schedule calculations for the student's brick-and-mortar school result in 5 courses needed for full-time, the student can be reported for full-time funding.
    - However, if the student has 3 CDLS courses, but the in-person calendar and bell schedule calculations require 5 courses for full-time funding, this student would not be eligible for full-time funding (but may still meet the threshold for part-time funding).
- For additional considerations, please visit:  
<http://www.cde.state.co.us/onlinelearning/guidanceoncel>



# Student October Count Coding Considerations

## 2020 Student October Count: Coding Considerations

Posted 08/21/2020

For the 2020-21 school year only, the Non-School Program code of "02" should be used to report any traditional brick and mortar student who is participating in the district's 100% remote learning option (program) due to public health and safety reasons associated with the COVID-19 pandemic. Districts vary in how they are providing their 100% remote learning option for this purpose. Examples include, but are not limited to: 1) creating a temporary online program (that is not approved by CDE), 2) purchasing all supplemental online courses through a vendor/provider (such as CDLS, etc.), 3) providing supplemental online courses through an existing district online school or program, 4) having students enroll in the district's existing online school or program, 5) creating a temporary remote learning program that may include a combination of offline and online activities that demonstrate a student is engaged in the educational process as defined by the district's "adopted local policies" regarding remote learning.

Traditional Brick and Mortar Students				
Learning Setting	School Code	Funding Codes	Non-School Program Code	Comment
100% Remote Option (selected family option)	brick and mortar school code	80 or 82 or 86	02	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This may include supplemental online courses purchased through a vendor or 3rd party provider (such as CEL/CDLS, etc.) This option is NOT through an existing district online school or program.
100% Remote Option (selected family option)-student taking <u>supplemental online courses</u> offered through an existing online school or program	brick and mortar school code	80 or 82 or 86	02	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This option is through an existing online school or program; however, the district has decided to allow students to remain enrolled in their brick and mortar school.
100% Remote Option (selected family option)-student <u>enrolls</u> in the district's <u>existing online program</u>	brick and mortar school code	91 or 94 or 96	00	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This option requires the student to enroll in the district's online program (i.e., no longer be enrolled in the brick and mortar school). These students will be evaluated and reported as online students. (Because approved online programs do not have school codes, students must be reported at a brick and mortar school).
100% Remote Option (selected family option)-student <u>enrolls</u> in the district's <u>existing online school</u>	online school code	91 or 92 or 94 or 95 or 96	00	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This option requires the student to disenroll from their brick and mortar school and enroll in the district's online school. These students will be evaluated and reported as online students.
100% In-Person (selected family option)	brick and mortar school code	80 or 82 or 86	00	District makes available, and a family chooses to participate in, 100% in-person learning.
Hybrid (required by district)	brick and mortar school code	80 or 82 or 86	00	Student chooses to participate in 100% in-person, but due to public health and safety, district cannot offer 100% in-person, and instead <u>requires</u> students to attend a hybrid model (both in-person and remote learning; not through an existing online school or program)
100% Remote (required by district)	brick and mortar school code	80 or 82 or 86	00	Student chooses to participate in 100% in-person, but due to public health and safety, district cannot offer 100% in-person, and instead <u>requires</u> students to participate in 100% remote learning.
Home school student (receiving services in any learning setting)	brick and mortar school code	85 or 86	00 OR 02	Regardless of how services are being delivered to a home school student (parent/guardian is responsible for the student's education), maximum funding available is part-time. See examples above for appropriate Non-School Program Code.

### For more information:

Existing Online Schools and Programs providing remote learning options:  
Districts purchasing online courses through CEL/CDLS:

<http://www.cde.state.co.us/onlinelearning/currentonlineschoolandprograms>  
<http://www.cde.state.co.us/onlinelearning/guidanceonceel>



# Funding Calculations for 2020/2021



- The funding calculation (i.e. Total Program) is defined in statute. CDE does not have any flexibilities in determining districts' funded pupil counts. Therefore, the calculations for 2020/2021 will include the funded pupils as reported in the 2020 Student October Count.
- As a reminder, in instances where a district's enrollment fluctuates from year to year, funding is based on an average of up to four prior years' October pupil counts and the current year's October pupil count. As such, the impact of annual enrollment variances on funding is softened.

# CDE-40 2019/2020





## Dates

- August 14: Submission Closed
- September 15: Deadline for Districts Granted Extensions





CDE has begun a high-level review of the data and documentation submitted by districts. This review includes a comparison of data submitted this year (19/20) compared to data submitted last year (18/19).

## General expectations:

- Line 1: Current operating expenditures
  - About the same or less than last year
- Line 2: Schedule Count Day Miles
  - Within 20% (+/-) of last year
- Line 3: Days students were transported
  - Less than last year (should include reduction in days March-May)
- Lines 7 and 8: Activity and Total Pupil Miles
  - Less than last year



- After the high-level comparison between years is complete, a high-level review of submitted supporting documentation is conducted:
  - Review of the district calculation worksheet (if provided):
    - Current operating expenditures
    - Total miles
    - Days transported
    - Count day miles
  - If anything appears off from the calculation worksheet(s), follow up by reviewing additional support documentation.



- These reviews have identified several issues/areas of concern. We are asking all districts (even if you have already submitted) to review your calculation worksheets one last time, and if you find any issues or have concerns, please contact Adam (to resubmit) or Rebecca (for clarification).

# Calculation Worksheet- "Schedule" Tab

7	<b>Direct costs - if tracked separately</b>		
8	Route driver salaries and benefits, only if in separate GL accounts	-	
9	Other district/BOCES contract expenses - object 0511 & 0512 route only	-	
10	Third party contract expenses - object 0515 and 0517 route only	-	
11	Parent contract expenses - object 0514 route only	-	
12	Route bus monitors, traditionally SPED paraprofessional	-	
13			
14			
15	<b>Total direct costs (calculated, used in section below)</b>	\$ -	
16			
17	<b>Prorated costs - commingled</b>		
18	District general ledger total, generally program 27xx	-	
19	Add back internal charge/reimbursement accounts	-	
20	<b>Less direct costs (formula driven)</b>	-	
21	Less non-allowable costs	-	
22	Less revenues received	-	
23	Utilities	-	
24	Vehicle insurance	-	
25	Property insurance	-	
26	Workers' compensation insurance	-	
27	Unemployment insurance	-	
28	Support costs	-	
29			
30			
31			
32			
33			
34			
35			
36	<b>Less non-pupil transportation costs (formula driven)</b>	-	
37	<b>Total Prorated Costs (calculated)</b>	\$ -	
38			
39	<b>Reimbursable percentage (linked to calculation below)</b>	#DIV/0!	
40	<b>Total Adjusted Prorated Costs (calculated)</b>	#DIV/0!	
41			
42	<b>Amount Claimed by District on CDE-40 (Line 1) (calculated)</b>	#DIV/0!	
43			
44		Mileage	
45		Per District	
46	Non-Reimbursable Miles (Line 7)	-	
47	<b>Reimbursable miles (calculated)</b>	-	
48	<b>Total Miles (Line 8)</b>	-	
49			
50	<b>Reimbursable percentage (calculated)</b>	#DIV/0!	
51			
52	Count day scheduled route mileage (Line 2)		
53	School Days (Line 3)		
54			

- This calculation worksheet is NOT locked. Therefore, districts are free to change descriptions and include additional amounts as needed. Be aware that there are formulas already included, so changes could impact these formulas. In addition, this workbook has several "tabs"--districts may need to "link" amounts from one tab to another in order for some of the formulas to calculate.
- Row 18 should equal the total amount for all Program 2700 accounts.
  - This assumes that all amounts in Program 2700 are pupil transportation related and that all amounts are allowed as prorated costs (i.e., allowed at the reimbursable percentage).
  - If any of these accounts contain direct costs only or non-allowable costs, then these adjustments are made in rows 8-14 and 19-22. Therefore, these rows (8-14 and 19-22) are attributed to expenditures included in Program 2700 (i.e., row 18), and should NOT include amounts that are not included in row 18.
- If a district includes route driver salaries and/or benefits in row 8, then we would generally expect to see activity driver salaries and/or benefits removed from Program 2700 by reducing this amount in row 21.
- Rows 23 through 35 are for additional (allowable) prorated costs that are NOT included in Program 2700 (i.e., row 18).
  - If any costs listed in these rows ARE included in Program 2700 (i.e., row 18), then you should NOT include them again in rows 23-35.
- If the district had any non-allowable capital outlay included in Program 2700 (i.e., row 18), this should also be reduced using row 21.







# Calculation Worksheet- "Split Calendar" Tab

District Calendar Days		
Month	Days	Comment
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Total	-	

- Districts can use the "District Calendar Days" table in the "Split Calendar" tab to enter the total number of days per month students were transported on route.
- Make sure to exclude any days in which school was canceled OR in-person instruction was suspended (and neither students nor instructional materials were transported).
- If you enter any days for April or May, you should include a comment indicating what type of transportation was provided (example: instructional materials delivered).

# CDE-40

## 2020/2021 Considerations



- Official Mileage Count Date: October 1, 2020
- Reminder: The purpose of the CDE-40 is to provide districts partial reimbursement for costs incurred transporting students from home to school, school to school, and school to home.
  - If this type of transportation is not occurring (or is occurring in a reduced capacity during the 20/21 school year), then the overall costs attributed to this type of transportation will likely be reduced.
  - This may result in a smaller reimbursement.



- Without legislative or SBE rule changes, CDE-40 reporting will be the same in 2020/2021. Therefore, districts are encouraged to have processes in place to track needed information. This includes, but may not be limited to:
  - Expenditures
    - Identify which bus driver salaries are attributed to duties outside of pupil transportation
      - For instance, if bus driver salaries and benefits are being tracked in Program 2700, but those drivers have been reassigned to duties that are outside of pupil transportation).
  - Miles/Calendar Days
    - Track bus mileage attributed to delivering meals only separately from pupil transportation bus mileage.

# 2020/2021: CDE-40 Considerations Scheduled Count Day Miles



- For the 2020/21 school year, minimal flexibilities will be provided to districts related to scheduled count day miles.
- All districts should anticipate using split calendar calculations.
  - Districts should have processes in place to track how many days each route (or anticipated route) transported students.

# 2020/2021: CDE-40 Considerations Scheduled Count Day Miles



- Districts should ensure that they have all scheduled (or anticipated) routes set up as of October 1, 2020 (even if those routes are not actually running as of 10/1/20).
- If a district has no idea what their scheduled or anticipated routes will be for the 2020/21 school year as of October 1, 2020, then the district can default to the routes that were in place when the district suspended in-person instruction in March 2020.
  - However, a split calendar calculation **MUST** be used, and include only those days in which students were actually transported during the 2020/21 school year on those scheduled (or anticipated) routes.



# 2020/2021: CDE-40 Considerations Scheduled Count Day Miles



- If all scheduled (or anticipated) routes are not running as of October 1, 2020, districts will need to utilize a split calendar calculation.
- This will likely apply to districts that have entire schools that are currently 100% remote, as well as districts who are only running partial routes as of 10/1/20.

# 2020/2021: CDE-40 Considerations

## Example Split Calendar Calculation



For example:

- A district has 160 scheduled student contact days (which may include remote learning days).
- The district provides 100% in-person instruction for special education students every scheduled student contact day
- All students (except special education students) are 100% remote during quarter 1 (the first 40 school days); however, starting with quarter 2, some schools start providing 100% in-person instruction through the end of the school year.
- Beginning with quarter 3 (second semester), the rest of the schools in the district begin providing 100% in-person instruction through the end of the school year.

# 2020/2021: CDE-40 Considerations

## Example Split Calendar Calculation

- In this example, the district should have an idea (as of October 1, 2020) as to the length of all anticipated routes once in-person instruction is available and students are being transported from home to school, school to school, and school to home.
  - Some routes (special education) will run every day school is in session.
  - Other routes will “phase in” (those starting in quarter 2 and quarter 3).

<b>Mileage Count Date: <u>October 1, 2020</u></b>		Student Contact Days in School Year	Days in Quarter			
		160.0	40.0			
<b><u>Fiscal Year 2020-21</u></b>		Spec Ed Routes- All Year	Regular Routes Quarters 2-4	Regular Routes Quarters 3-4		
	District Calendar	Calendar 1	Calendar 2	Calendar 3	Calendar 4	Total
Total scheduled count days miles by calendar	-	100.0	250.0	400.0	-	750.0
Calendar days actually transported	-	160.0	120.0	80.0		
Total scheduled route miles	-	16,000.0	30,000.0	32,000.0	-	78,000.0
Grand Total: Scheduled Route Miles	78,000.0					
Total Student Contact Days	160.0		(Per district calendar- including remote learning days)			
Average scheduled route mileage per day	487.5		(Total miles that will be reported on CDE-40 - Line 2)			

# 2020/2021: CDE-40 Considerations

## Example Split Calendar Calculation

- While the scheduled (or anticipated) count day miles equals 750 miles (if all routes were to run on October 1, 2020), the district would report 487.5 miles on the 2020/2021 CDE-40 (based on the split calendar calculation), as this reflects the average scheduled route miles per day.