
PUPIL ACCOUNTING TECHNICAL SUPPORT

Welcome

- Kyle Guerrant, Deputy Superintendent of Finance and Operations

Presenters from the Office of Financial Management

- Brian Ciloski, Specialist
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Today's Topics

- Return to Learn Laws
 - Days and Hours
 - Attendance
 - Membership

GUIDANCE

- Return to Learn Law Details memo issued on August 21, 2020

https://www.michigan.gov/documents/mde/Return_to_Learn_Details_700019_7.pdf

- Provides information for districts specific to the amended days, hours, and attendance requirements for the 2020-21 SY.

RETURN TO LEARN

- August 2020: Governor Gretchen Whitmer signed into law Public Acts [147](#), [148](#), and [149](#) of 2020
- New laws waive strict compliance with 180 day and 1,098 hour requirements for 2020-2021
- Bills allow districts to provide students with variety of learning modes known as pandemic learning

WHAT DOES INSTRUCTIONAL TIME LOOK LIKE THEN?

- Instructional time that results in the number of hours and days necessary to deliver the educational or course content that would have been delivered in 180 days and 1,098 hours in a school year in which pandemic learning was not provided and that would have led to course completion.
- Provides some flexibility in terms a districts scheduling without sacrificing enormous amounts of content.

DAYS

- Districts were given three options to demonstrate how they are providing 180 days of content
 - Provide traditional calendar of 180 days
 - Identify 180 days when teaching staff are available to students
 - Schedule instructional content that would have been provided in 180 days in the previous year

DAYS (CONT.)

- What if we moved the start date back this year to allow for additional planning time?

DAYS (CONT.)

- How do I demonstrate that 180 days of content are being provided?
- What documentation do I need to maintain? Is a certification statement sufficient?

HOURS

- Districts were given three options to demonstrate how they are providing 1,098 hours of content
 - Identify 1,098 hours when teaching staff are available to students
 - Provide projected schedule where instructional content equates to 1,098 hours
 - Schedule instructional content that would have been provided in 1,098 days in the previous year

HOURS (CONT.)

Demonstrating Instructional Hours via Teacher Availability

[# of days teachers are available for instruction per year]
x [# of hours teachers are available for instruction per day]
= [number of hours that teachers made educational services
available to students per school year]

HOURS (CONT.)

Demonstrating Instructional Hours via Course Content

$$\begin{aligned} & [((\text{min. per lesson for course \#1}) \times \text{days of instruction per year}) / 60] \\ + & [((\text{min. per lesson for course \#2}) \times \text{days of instruction per year}) / 60] \\ + & [((\text{min. per lesson for course \#3}) \times \text{days of instruction per year}) / 60] \\ + & [((\text{min. per lesson for course \#4}) \times \text{days of instruction per year}) / 60] \\ + & [((\text{min. per lesson for course \#5}) \times \text{days of instruction per year}) / 60] \\ + & \underline{[((\text{min. per lesson for course \#6}) \times \text{days of instruction per year}) / 60]} \\ = & \text{number of hours of student instruction scheduled per year} \end{aligned}$$

HOURS (CONT.)

- How do we demonstrate that a student is still receiving 1,098 hours of instructional content?
- Can we reduce instructional time to allow for staggered schedules?

INSTRUCTIONAL TIME

- Can we still use PD as instructional time?
- Can we still use Passing Time? What about in a synchronous environment?
- Screen Time

ATTENDANCE

- Traditional year:
 - Attendance is measured on each of the 180 days
 - The district, as a whole, must have 75% of students present
- Pandemic Year
 - Attendance is measured through participation in two-way interactions
 - The district must have at least 1 two-way interaction per student each month

WHAT IS A TWO-WAY INTERACTION?

- A two-way interaction must be relevant to the student's course content or course progress.
- Between the teacher and student.
- A two-way interaction could be:
 - The student being physically present
 - The student and teacher have an email dialogue
 - Instant message
 - Telephone conversation
 - Attendance in a platform like Zoom, Skype, Google Meet

THREE TYPES OF TWO-WAY

- Extended COVID-19 Learning Plan (Section 98a: two 2-way interactions per week (2x/week))
- 75% Attendance Requirement (Section 101: one 2-way interaction per month)
- Membership (Section 6: one 2-way interaction per week during the 4-week count period)

FREQUENT TWO-WAY QUESTIONS

- Can we use an attendance record as documentation of a two-way interaction for in-person and synchronous learners?
- Do we need to have two-way interactions for our shared time students?
- Do we need to have two-way interactions for our early middle college students?

MEMBERSHIP

- “Super blend” funding:
 - A blend of 75% of last year’s pupil count and 25% of this year’s pupils count
- 3-Year Average
- 1st/2nd Year PSA

MEMBERSHIP (CONT.)

- Two-way Interactions

- One two-way interaction per week between teacher and student for 4-week count period

-OR-

- Count Day Activity in **Each Scheduled Course**

- Slight differences between non-sequential and sequential schedule students.

MEMBERSHIP (CONT.)

Traditional/Non-Sequential/Non-Consecutive Learning Schedule Students

- a) The student attends a live lesson from the student's teacher or at least one of the student's teachers, and attendance is documented. This could be through a synchronous platform or in-person attendance.
- b) The student logs into an online or virtual lesson or lesson activity and the login can be documented by the district or intermediate district.
- c) The student and the student's teacher or at least one of the student's teachers engage in a subject-oriented telephone conversation, and the conversation is documented. This could be through a synchronous platform such as Skype.
- d) The district or intermediate district documents that an electronic mail dialogue occurred between the student and the student's teacher or at least one of the student's teachers.

MEMBERSHIP (CONT.)

Sequential/Consecutive Learning Scheduled Students

- a) The student attends a virtual course where synchronous, live instruction occurs with the student's teacher or at least one of the student's teachers, and the attendance is documented by the district or intermediate district. This could be through a synchronous platform such as Skype.
- b) The student completes a course assignment and the completion is documented by the district or intermediate district.
- c) The student completes a course lesson or lesson activity and the completion is documented by the district or intermediate district.
- d) The student accesses an ongoing lesson that is not a login and the access is documented by the district or intermediate district.

MEMBERSHIP (CONT.)

10/30-day rule

- A student with an unexcused absence - 10 consecutive school days immediately following the count day.
- A student with an excused absence - 30 calendar days immediately following the count day.

EXTENDED COVID-19 LEARNING PLAN (BRIEF)

- Required for all districts.
- Plans must be “renewed” monthly.
- Plans must be turned into the ISD/authorizer and MDE/Treasury.
- Includes description of the instructional methods used.
- Requires 2 two-way interactions per week between teacher and student.
- Requires two-way interactions for at least 75% of their students each week.
- District must publish their rate of two-way interactions.

QUESTIONS

You may submit questions regarding the content presented through the following form:

<https://bit.ly/31PTnYk>

Also, an FAQ document will be produced for the questions received after the webinar series has concluded.

RESOURCES

- House Fiscal Agency Legislative Analysis

<http://www.legislature.mi.gov/documents/2019-2020/billanalysis/House/pdf/2019-HLA-5911-A4400871.pdf>

- Senate Fiscal Agency Legislative Analysis

<http://www.legislature.mi.gov/documents/2019-2020/billanalysis/Senate/pdf/2019-SFA-5911-F.pdf>

- House Bill 5911 (amends section 21f of the School Aid Act)

<http://legislature.mi.gov/doc.aspx?2020-HB-5911>

- House Bill 5912 (amends section 101 of the School Aid Act)

<http://legislature.mi.gov/doc.aspx?2020-HB-5912>

- House Bill 5913 (amends section 6 of the School Aid Act, adds section 98a)

<http://legislature.mi.gov/doc.aspx?2020-HB-5913>

FOLLOWING TODAY

- A recording of the webinar and the PowerPoint slides will be posted on the **MDE COVID-19 Education Information and Resources** website.
- Upcoming Webinars
 - Read by Grade Three
 - 9/9/2020 12:00 PM
 - 9/17/2020 2:00 PM
 - Benchmark Assessments
 - 9/10/2020 12:00 PM
 - 9/15/2020 2:00 PM
 - Pupil Accounting
 - 9/8/2020 12:00 PM
 - 9/16/2020 2:00 PM