

Pupil Accounting Webinar FAQs

Type	Question	Response
75% Attendance	It looks like for the count window, the week begins on Wednesday and ends the following Tuesday, should we use that format when reporting our attendance for the whole year? Or does the 75% attendance need to be counted per week as in M-F?	We would suggest that districts follow the Wed-Tue model for all two-ways to avoid confusion, though it is only prescribed for membership purposes.
75% Attendance	Does the 75% rule apply only to the months in which students are scheduled? The document states each month of the school year. If students are not scheduled in August (which are teacher Professional Development days) but are scheduled September - June then the 75% would apply only to those months where students are expected to participate, correct?	Yes, however, the requirement changed from 10 months to 9 and gives the district the option to choose which months are being counted.
Count Day	In some of our schools we will have teachers that are instructing remotely, and students that will be in the building. If a teacher assigns an activity to these students (Asynchronous learning) while under the supervision of a class monitor/mentor, and the students are working on this while physically in the building, would they be recorded as Present (removing the necessity for 2-way communications)?	Attendance can only be used in live, in-person or synchronous settings. If the students are live with their teacher then move to asynchronous, attendance would be taken while the teacher is live to satisfy the two-way requirement.
Count Day	I understand that if a student attends the live session that counts for attendance and a two-way, correct? But what if a student does not attend the live lesson, but communicates with the teacher via phone or email. Should they be marked present for attendance, as well, or just documented as a two-way communication in Student Engagement (MiStar SIS)?	If a student is expected to be in class, either in-person or through a synchronous platform, and a student is not present, the student would be marked absent just like we would do in a traditional year. If the student is not expected to report for class, then we would not take attendance for the student.
Count Day	Is additional evidence (i.e. students sign in on the chat) beyond marking a remote learner present in a synchronous Zoom meeting required? We have to download zoom attendance everyday?	MDE is asking that districts maintain a log of their zoom attendees where possible for our audit purposes since we expect an additional level of scrutiny. This record will not be reviewed during the pupil membership audit.
Count Day	Our SIS is set up for AM and PM attendance in our Center Based program, as students are in one classroom all day. If a student becomes a remote synchronous learner, is the teacher required to take both AM and PM attendance for the virtual synchronous class? How does AM and PM attendance affect a remote asynchronous learner?	Yes, if the student is expected to be in attendance for a scheduled course, in-person or synchronous, attendance must be taken as it would in a traditional year. If a student is asynchronous, there is no expectation that the student will be present for a course at a specific time, so there is no attendance record for these students on those days.
Count Day	If using count day activity for membership they do not need one for 4 weeks. And If they use count day activity ON count day, they only need with at least one of the student's teachers i.e. login or phone If student is ABSENT, they need to have a login, etc. for each scheduled course within 10/30 day rule	When count day activities are used for membership, then the student needs an activity for each course either on count day or following the 10/30 day rule if the student is absent.
Count Day	A student is 100% virtual at the local district, but attends face to face at the Tech Center where attendance is taken daily and on count day. Can this face to face attendance at the Tech Center be used as the count day membership requirement for this student or does the local district still need to meet a count day attendance requirement for this virtual student?	The F2F attendance at the tech center could be counted toward the two-way requirements.
Count Day	if students are attending face to face or synchronous, is the 10/30 day rule not available now? they would have to have an assignment in each course or a 2way phone, email, etc.	Only students who are attempting to meet the membership requirement by completing an activity in each course have the 10/30 day rule.
Count Day	You can use attendance and it is allowable for membership to have the 10/30 day rule but for the weekly 2way you can't use the 10/30 , correct?	Correct, the 10/30 day rule does not apply to two-way interactions.
Count Day	the Return to Learn Law Details memo makes it appear that a student must be present on count day either in a live lesson, a virtual lesson or lesson activity, a phone call or a skype, or electronic email. either in a Traditional/Non-Sequential/Non- Consecutive Learning Schedule. For a Sequential/Consecutive Learning Scheduled Student, they must participate on count day either in a virtual course, complete an assignment which is documented, student accesses an ongoing lesson that is not a login and Brian made it sound like it wasn't necessary to be "present" on count day--which is not what this memo states.	If a student is attempting to meet the membership requirement by completing an activity in each course, then the requirement is to do so for each course on count day. If a student does not complete an activity in each course on count day, the 10/30 day rule goes into effect.
Days And Hours	I have a district that is dismissing all buildings at 2 p.m. In a normal school year they would dismiss at 3:10 p.m. Teachers are required to use the extra hour to work on communication for remote learners and anything else for planning etc. Question: Can they add the extra hour to their calendar for instructional time?	Reducing in-person instructional time <ul style="list-style-type: none"> • reducing the number of days • providing PD • scheduling only one group of students for testing • moving the start date back due to construction • allowing for additional preparation for the year • taking days to prepare for virtual parent teacher conferences which are new this year will not negatively impact the district. Districts should still provide the auditor evidence that they are providing the same amount of content as in previous years. One way to demonstrate the district is meeting the content requirements would be for the district to document the same number of courses by providing a schedule or a clock hours document demonstrating the number of periods along with a certification statement from the district referencing the requirements of section 101(13) stating they are providing the same course content as in prior years. A certification statement alone would not be sufficient.

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Days And Hours	During the auditor webinar in September, Brian explained districts would be okay with less than a 180 calendar day year if they were delivering the same content and if they were offering the same number of courses as previous years when they had a 180/1098 calendar. He stated if this was the case, then we would not need to look any further and could accept a certification statement stating they comply with subsection 13. Where can I find the subsection 13 you are referring to and what it is? One of my districts is not starting until 9-14-20 due to construction issues and I would like to give them this information.	If you Google MCL 388.1701, typically the first result will take you to the section of law that talks about days, hours and attendance requirements. Subsection 13 of this section of law speaks to the requirements specifically for this year. By referring to this section in a certification statement, the district is acknowledging their awareness of the requirement and that they will meet the requirement.
Days And Hours	A Regional Middle College has always been approved for a days and hours waiver. The program has been designed to revolve around the college calendar. There would need to be an extreme redesign of the program if required to meet the 180 days and 1098 hours. Will waivers be available for the 2020-21 school year?	The waiver for days and hours was made available at the end of September. The deadline to submit the application was October 5. Districts that have had the waiver in the past are encouraged to apply. I believe the waiver link is still available even though we are beyond the deadline. It's important to note that the waiver is not meant for reducing the day or hour requirements due to circumstances related to the pandemic.
Days And Hours	We submitted our calendar following the guidelines to use Staff PD days for instructional days according to every section 101(10). Our calendar was approved to have our six PD count for the year as instructional days. Do they still count as instructional days or do we have to redo our calendar for re-approval?	The section of law that allows for PD to be counted as instructional time is still active. This means, if you have met the requirements of section 101(10), you can use those PD days to demonstrate the meeting the days and hours requirement for this school year.
Days And Hours	Could you provide an interpretation of "available to students" under the hours section, letter a of the Return to Learn Details Memo which states - identify hours each scheduled day of instruction where teaching staff are available to students, which total at least 1,098 hours of availability?	We're basically looking at when is the teacher scheduled to be working. The teacher may be available to students in the classroom at certain times, available by email, phone, text or even by zoom or google classroom during certain times. That availability would be shared with students.
Days And Hours	Are the requirements for counting Professional Development toward the Days and Hours WAIVED IF the district has already put in their Extended COVID 19 - 094 Learning Plan that PD time is being counted toward their 180 days and 1098 hours of instruction? OR is it expected that in order to count the days and/or hour of Professional Development time toward meeting the 180 days and 1098 hours, a district will need to meet all of the prescribed requirements in order to count Professional Development toward their Days and Hours as outlined in Section 101(10)?	If you are using PD to demonstrate the 1098 or 180 and want to consider it instructional, the district needs to meet the requirements of section 101(10). With that being said, the requirement is to demonstrate that the content being provided is the same as what it would have been in prior year that would have taken 1,098 hours and 180 days to provide. If the district wanted to use days where instruction was previously scheduled to provide PD and they can still demonstrate the content is being provided, there's really no consequence to the district for doing this.
Days And Hours	Quick clarification on Screen Time. If we have a non-sequential learner attending live synchronous instruction throughout the day, are they allowed to go off-camera or offline for portions of their class to work independently, so that we can still count them as attended in our SIS for that scheduled period?	Yes. There is no expectation for students to be online for 5 or 6 full hours of the day. Independent work time is acceptable as it would be in a typical classroom environment.
Days And Hours	Lunch---as long as a certified teacher is present during lunch, that time can be counted as instructional time, correct?	If a meal is being served during a class, then that time remains countable. This is not considered a "lunch period."
Membership	Will the new state aid blend affect the 25e dollar amount that transfers as comparative to prior years?	Yes, however, it is important to note that your fall 2020 membership is weighted at 22.5% this year. Districts should consider if the benefits of claiming students under 25e outweighs the human cost of doing so...
Other	For the Sequential/Consecutive Learning Scheduled Students - Would the auditors be expecting to see an EDP and Parental Consent on these students?	Districts should expect to provide documentation of the student being assigned to a sequential schedule. Traditionally this would be an EDP, but the district could simply provide a timeline illustrating the expected attempt dates for each course for this year.
Other	Is parental consent still required for virtual?	No, the RTL laws classify all virtual learners as "pandemic learners" this year, which does not include the requirement for parental consent.
Two-Way	How long do we need to maintain our two-way records?	Seven years. This is to account for potential requests for this documentation by state auditors.
Two-Way	If districts are having trouble getting any information out of their middle school children for the contact forms (Grades 6-8). There is no way a parent can be a contact for them?	No. The TWIs for these grades must be between the student and teacher/mentor unless the student requires assistance in doing so per an IEP.
Two-Way	If a teacher gives an assignment and the student turns it in, then the teacher responds individually to that student is that considered a two-way interaction?	Yes, by responding to the student's submission, that completes the two-way conversation.

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Two-Way	Parent or guardian facilitated two-way interaction may be required if the pupil is in grades K-5 and does not yet possess the skills necessary to participate in two-way interaction unassisted. Can this also be true for 6th grade, if the 6th grader is with their homeroom teacher more than 50% of the time and only leaves for specials (i.e. band, music, etc.) Can the parent still do the contact with the teacher to be counted?	Parents and guardians may assist students who are in grades K-5 as well as students with IEPs in completing two way interactions.
Two-Way	While discussing two-way communications, one of our instructional coaches asked if a teacher of record contacts a student, may they discuss a different subject then what they teach? For example, if the science teacher contacts Johnny and asks, "How is math going? Do you have any questions or need any help with math?" Is this allowed or does the teacher need to discuss only science with their students? Please advise.	The conversation with a TOR needs to be specific to the course that person teaches. Now, this person could be acting in the capacity as a mentor, which would allow such a TWI to count.
Two-Way	1. For Membership purposes: A 1:1 two-way interaction (TWI) between a student and a teacher on the students schedule about one of the classes on a students schedule qualifies ALL of the courses on the students schedule; and, these TWIs must be completed for each of the 4 count weeks. Attendance in a live, synchronous lesson also counts as a TWI, but does attendance in one class on the students schedule qualify ALL of the classes like a 1:1 TWI does?	A student does not need to complete a TWI for each course for count purposes. Just a course on the student's schedule each week during the count is sufficient for membership.
Two-Way	During the Pupil Accounting Technical Support Webinar on September 3, I believe it was stated that 2 two-way communications were required to meet the 75% attendance requirement that districts are required to include in their transparency reporting. However, a memo dated August 21, 2020 from Kyle L. Guerrant regarding Return to Learn Law Details indicates that "the attendance requirement is satisfied by the district ensuring that 1 two-way interaction occurs between a student enrolled in the district and the student's teacher or at least one of the student's teachers during each month of the school year for a least 75% of the students enrolled in the district." Would you please clarify if the requirement is for 2 two-way communications or 1 two-way communication monthly?	The Return to Learn laws provide for three different uses of a "two-way." Membership and the 75% attendance are tied to funding. The Extended COVID-19 Learning Plan is reported publicly. <ul style="list-style-type: none"> 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) ->> Note that two-way is one option for count day
Two-Way	What is appropriate documentation for phone conversations? Is filling out/completing the pupil list/log enough or do they need to have additional documentation supporting their phone conversation?	Please see the example TWI log provided in the exhibits section of the PAM.
Two-Way	If you could possibly address this question during the webinar on Wednesday 9-16-20, it would be greatly appreciated. Would this be acceptable for a two-way communication for count membership purposes? a. A teacher releases an assignment to their students via google form or some other platform (i.e. google classroom). b. The student completes the assignment and submits it to the teacher c. The teacher then responds individually to each student with their score and a brief synopsis of their performance (i.e. "8/10 – Johnny you did great with the fractions portion of the assignment, but you may want to re-review section 3 of the current chapter regarding dividing decimals. This is where you lost your points for this assignment.")	Yes, the Department released a memo on September 28 clarifying two-way interactions. In that memo, we provided information indicating that districts may utilize an assignment as a two-way communication for the 20-21 school year. The assignment should be relevant to the course's curriculum. The assignment would be posted by the student's teacher for the week. The student would complete and submit the assignment during that week. The teacher would evaluate and review the homework. The teacher is strongly encouraged to grade and/or provide constructive feedback to the student. Think of this assignment as any other two-way interaction. For membership, there needs to be one each week of the count period.
Two-Way	Can face-to-face attendance be used for the accountability piece/transparency reporting?	Yes, in-person attendance may be used to satisfy the two- requirements for Section 98a transparency reporting. It may also be used to satisfy the two-way interaction requirements for membership and attendance. Attendance should be taken by the teacher of record and attendance records should be signed by the teacher monthly.
Two-Way	If a district is going full face to face, do they still need attendance (2way) 1 x a week during the 4 weeks of count. It used to be just taking attendance on count day was were good. If they aren't there on count, then they could be present or do an assignment within 10/30 days for membership.	Attendance taken in each class on the student's schedule on count day satisfies the count day requirements for membership. The 10/30 day rule still applies for these students.
Two-Way	What type of penalty, if any, will be imposed if teachers do not complete 2 two-way interaction logs per week?	Section 98a of the state school aid act, requires these two way interactions in order to receive State Aid. However, there is no specific monetary penalty imposed for not completing those. Districts are required to, number one, announce publicly their participation rates for each week during the month during their reconfirmation meeting. And number two, they're required to post those rates on their website for transparency. So while there is no state aid penalty necessarily tied to those two two-ways, there is substantial accountability just because of the amount of transparency that's required.
Two-Way	In trying to plan ahead of a possible/realistic scenario, could you please provide your thoughts on if a teacher is out due to sickness, quarantine etc., could the substitute for that teacher take over the two way interaction logs for that teacher, whether certified or not?	A properly permitted substitute teacher can perform TWIs or take attendance as appropriate.

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Two-Way	One of my districts would like to assign a co-teacher to classes to assist the lead teacher with 2-way interactions. The co- teachers are grade-level certified, but not necessarily subject certified. Is this allowable?	Based on the changes passed in Senate Bill 927, two-way interactions were expanded to allow district employees, other than teachers, who has responsibility for the pupil's learning, grade progression, or academic progress to perform the two-way interactions.
Two-Way	Most of our students are attending daily but wanted to make sure that if they are marked present twice in a week that fulfills the requirements. If a student is participating through asynchronous learning we would document the two way communication twice per week where the teacher initiates communication and a response from the student follows that communication.	Yes and Yes.
Two-Way	What are the reporting requirements when a district does not meet for all 5 days of the week due to scheduled time off in the district calendar or less days due to an unforeseen emergency? Would 2-way interaction requirements be different for a 4 day week? 3 day week? 2 day week?	If a school break is scheduled during the count period and is 4 days or longer, the requirement for weekly two-way interaction does not apply for that week. If instruction has been canceled districtwide during a week for 3 school days or longer, the requirement for weekly two-way interaction does not apply for that week.
Two-Way	For clarification, if students are attending school for a traditional learning experience during the 2020-2021, we would still be required to document the Two-Way communication occurring and a summary of the individualized discussion for each student? Additionally, FTEs for all students will be determined solely on the documentation of Two-Way communication with students this year and school daily operational hours will not have any impact on how FTEs are determined?	All students are pandemic learners, and all students either need to have TWIs or perform an activity in each course on count day for membership. For traditional learners, attendance makes a lot of sense. It can be used at a TWI and as an activity on count day, which means that the attendance record will also help you meet the requirements under 98a.
Two-Way	Can ESL and Special Education teachers maintain 2-way interactions logs if the student is on their caseload, but teacher is not listed as a teacher on the student's schedule.	Yes, but they would need to be included in the list of mentors that will be provided to your auditor.
Two-Way	Can 2 way communications occur on same day with same teacher?	Yes. For elementary, we might see this occurring during the AM/PM role call. We might also see this when a teacher is assigned to multiple courses.
Two-Way	With non-verbal/cognitive impaired students, would a conversation with parents regarding content and progress count as a two way communication?	Yes, a parent may assist with the TWIs for a student with an IEP.
Two-Way	Is there a template on how Districts report their rate of two way interactions monthly?	There is no template for this purpose.
Two-Way	If a parent calls a student in ill, funeral, etc. do we mark them in our SIS or does the 2-way interaction count as the attendance for the Wednesday-Tuesday?	The TWI would not count. If the student was expected to be in attendance, he or she would be marked absent.
Two-Way	Does the two way interaction record need to be signed/dated by the teacher?	No.