Addendum to the Student October Count Audit Resource Guide for 2015

Retained Kindergarten Students – Updated Sept. 10, 2015

Generally, kindergarten students are only eligible for part-time funding. There are two scenarios where a retained kindergarten student could be submitted for full-time funding:

- Kindergarten students who are retained for a second year by the district are eligible to be submitted for full- time funding as long as the district can demonstrate that the student was retained as a result of a district decision and not a parent decision.
- Kindergarten students who have a disability and are receiving services under and IEP but who would be in a grade beyond kindergarten were it not for the disability can be submitted for full-time funding.
- **In both scenarios, the retained kindergarten student must be scheduled for a minimum of 90 semester hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date.**

Common Exceptions	• Kindergarten student is funded full-time and was not retained or receiving services under an IEP • The parent, and not the district, made the decision to retain the student
Additional Audit Documentation	• Written notice to the parents related to the retention of the student, or • Documentation evidencing the district's determination of retention • Service delivery page of the IEP indicating the student was receiving services, and the services provided encompass the pupil enrollment count date
Helpful Hints	• Students must be scheduled for a minimum of 90 semester hours of teacher-pupil instruction and teacher-pupil contact to be eligible for full-time funding as a retained kindergarten student.
Reference	Section 22-54-103 (10)(b)(I) and (II), C.R.S.; Section 22-7-1207 (2) C.R.S.

ECARE – Early Childhood At-Risk Enhancement – Updated Sept. 10, 2015

Generally, kindergarten students are eligible for a maximum of part-time funding. However, kindergarten students who are being funded partly from the general fund and partly from the use of an ECARE slot are eligible to be submitted for full-time funding. If the district uses the alternative preschool count date, the ECARE student must meet the membership requirements for both the Oct. 1 pupil enrollment count date and the alternative preschool count date. **ECARE students must be scheduled for a minimum 180 hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date (90 hours from the general fund and 90 hours from CPP fund).**

Common Exceptions	• District uses the alternative preschool count date, and the ECARE student is not enrolled and in attendance during **BOTH** the Oct. 1 pupil enrollment count date and the preschool alternative count date of Nov. 1 (Nov. 2 for 2015) • Student does not meet the 180 semester hour of teacher-pupil instruction and teacher-pupil contact time requirement

Additional Audit Documentation	• Enrollment history showing entry and withdrawal dates for every student
	• 11-day count period attendance for the Oct. 1 pupil enrollment count date
	• If the district uses the alternative preschool count date of Nov. 1 (Nov. 2 for 2015), then 11-day count period attendance for the alternative preschool pupil enrollment count date is **ALSO** required
	• Schedule verification showing that the student is enrolled in at least 180 semester hours of teacher-pupil instruction and teacher-pupil contact time
Helpful Hints	• District should pay special attention to ensure ECARE students meet the membership and scheduling requirements of both the standard pupil enrollment count date of Oct. 1 **AND** the alternative preschool enrollment count date of Nov. 1 (Nov. 2 for 2015) **IF** the district has an alternative preschool count date
	• If the district does not have an alternative preschool count date, then they should ensure that the ECARE students meet the membership and scheduling requirements for the Oct. 1 pupil enrollment count date only

Transition Students – Updated Sept. 17, 2015

School districts in Colorado have developed creative ways of providing flexible transition services to students with disabilities aged 18 to 21 who require services past the typical senior year of high school. Transition students who are between the ages of 18 and 21 are eligible to be submitted for funding as long as they meet the same membership and scheduling requirements as all other students regardless of whether they are enrolled in a district school, a district sponsored transition program, or community based service program.

Transition students must meet the same hourly requirement as other students to determine full or part-time funding. These hours can be evidenced on the student's schedule and/or the student's IEP. Either the schedule or the IEP or the combination of the two must support the student's submitted funding level.

Transition students are eligible to participate in Concurrent Enrollment and ASCENT, however, they must meet the same programmatic and funding requirements as all other Concurrently Enrolled/ASCENT students. For Concurrent Enrollment, these students would need to meet the requirements for a 5th year and beyond student. Please see pages 17-20 for more information. *Updated Sept. 17, 2015.*

Common Exceptions	• Student does not have a schedule and IEP service dates do not encompass the pupil enrollment count date • Student received a diploma or has met the district graduation requirements • Transition program did not use the student information system to document attendance and the program did not provide alternate attendance records
Additional Audit Documentation	• IEP service delivery page that encompasses the pupil enrollment count date • If in a district sponsored program or community based service program, the district should provide a description of the program along with a calendar and bell schedule for the program. If a group of students follows the same schedule, then the district should provide a list of those students • If the program does not use the student information system to document attendance, alternate attendance for the count period must be provided
Helpful Hints	• If a student's schedule states "transition" then the student's IEP should specify the type and hours of service • All direct, supervised or purchased services should be documented in the student schedule and/or the service pages of the IEP
Reference	1 CCR 301-39- 5.05(2)(b)