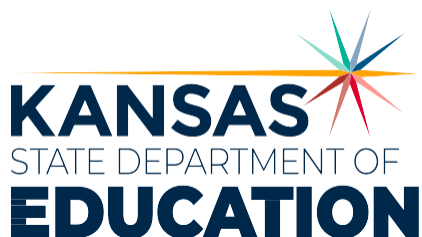


Kansas Virtual Education Requirements and Monitoring Plan



Kansas leads the world in the success of each student.

Edited Summer 2023

KANSAS VIRTUAL EDUCATION REQUIREMENTS AND MONITORING PLAN

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Adopted by Kansas State Board of Education, April 19, 2016
Revised Summer 2023

Kansas Virtual Education Overview

Per Kansas Statute 72-3712, a virtual school or program:

- Is offered for credit.
- Uses distance learning technologies which predominately use internet-based methods to deliver instruction.
- Involves instruction that occurs asynchronously with the teacher and pupil in separate locations.
- Requires the pupil to make academic progress toward the next grade level and matriculation from kindergarten through high school graduation.
- Requires the pupil to demonstrate competence in subject matter for each class or subject in which the pupil is enrolled as part of the virtual school.
- Requires age-appropriate pupils to complete state assessment tests.

Per the Kansas State Department of Education (KSDE), a virtual school or program:

- Meets the definition in Kansas statute 72-3712.
- Meets the virtual education requirements outlined in this document.
- Offers a full-time or part-time virtual education to students.
- Receives approval during its multi-year performance portfolio monitoring.

The only difference between a virtual school and a virtual program is that a school has its own building number for data reporting and a program uses another school's building number for data reporting. In all other ways, they are the same, and both must adhere to these virtual requirements.

Each district may operate an unlimited number of virtual schools and programs, so long as there is no overlap of grade levels in each. For instance, a district may operate a K-6 virtual school and a 7-12 virtual school but may not operate a 9-12 virtual school and 7-12 virtual school. A district may also choose to contract with a service center for the operation of a virtual program or a diploma completion program. The grade levels in the service center, operated program and a district's own virtual school or program may overlap. For instance, the district may operate a K-12 virtual school and contract with the service center for a 9-12 diploma completion program.

The following schools and programs **WILL** be covered under these requirements:

- District-operated virtual schools and programs.
- District-operated diploma completion programs that use a virtual model.
- District contracts with service centers for individual virtual programs.
- District contracts with service centers for diploma completion programs that use a virtual model.

The following schools and programs **WILL NOT** be covered under these requirements and instead will fall under the Diploma Completion Program Requirements:

- District-operated diploma completion programs that use an alternative model.
- District contracts with service centers for diploma completion programs that use an alternative model

New Virtual School and Program Approval Process

Timeline of activities to become an approved virtual school or program:

1. Submit New Virtual Intent Form to KSDE by the second Friday in February
2. Participate in new virtual training opportunities in March
3. Participate in New Virtual Performance Portfolio Monitoring in April:
 - a. Schedule new virtual monitoring conference call date
 - b. Complete Virtual Demographics Form
 - c. Complete Virtual District Assurances
 - d. Complete New Virtual Narrative Form
 - e. Develop virtual student handbook, assurances, rights and responsibilities
 - f. Submit all required documentations to KSDE at least one week prior to monitoring conference call date
 - g. Participate in new virtual monitoring conference call
 - h. Respond to any findings outlined in the Virtual Findings Letter within 30 days, if applicable
4. Receive approval to operate new virtual school or program.

KSDE will also partner new virtual directors with an existing virtual director to serve as a mentor throughout the first year.

Returning Virtual School And Program Renewal Process

Timeline of activities to remain an approved virtual school or program:

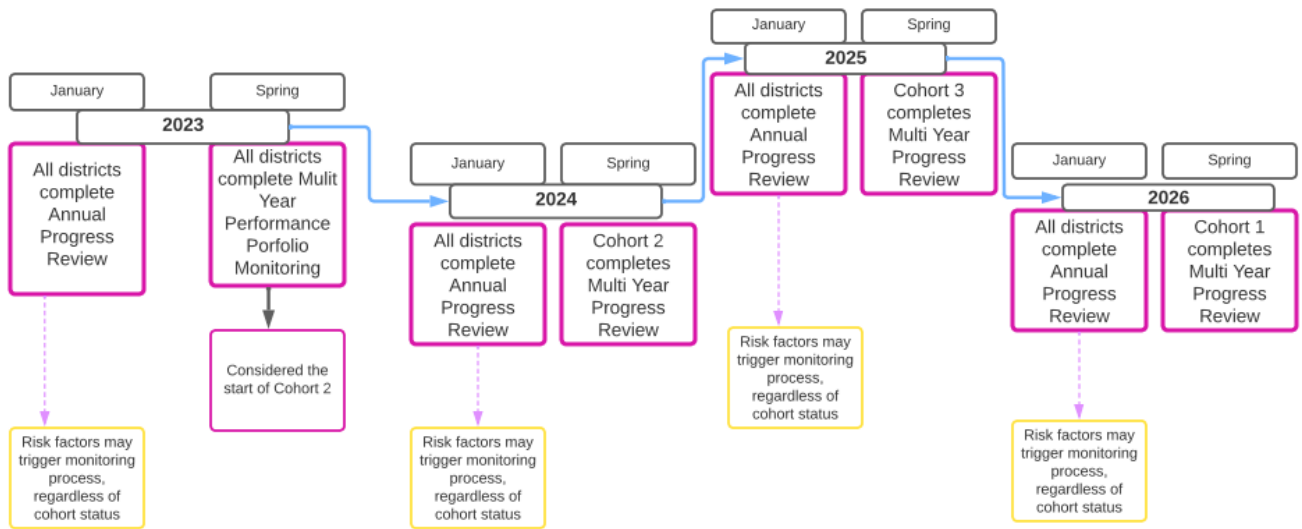
1. Complete Annual Progress Review every January:
 - a. Complete Virtual Demographics Form
 - b. Complete Virtual District Assurances
 - c. Complete Virtual Professional Development Report
2. Participate in Virtual Performance Portfolio Monitoring in February/March/April (once every three years, unless risk factors identified in Annual Progress Review call for automatic monitoring that year):
 - a. Schedule virtual monitoring conference call date
 - b. Complete Returning Virtual Narrative Form
 - c. Update virtual student handbook/assurances/rights and responsibilities*
 - d. Submit documentation to KSDE at least one week prior to monitoring conference call date
 - e. Participate in virtual monitoring conference call
 - f. Respond to any findings outlined in the Virtual Findings Letter within 30 days, if applicable
3. Receive approval to operate virtual school or program for an additional three years

**Recommended, but not required.*

KANSAS VIRTUAL EDUCATION REQUIREMENTS AND MONITORING PLAN

Returning Virtual Multi-Year, Risk-Based Monitoring Plan

Multi-Year, Risk-Based Monitoring Plan Diagram



Risk Factors

If a virtual school or program has a new virtual director identified on the Annual Progress Review, the school or program will have automatic monitoring done that year; even if it is not its cohort year.

If a virtual school or program has two or more of the following risk factors identified on the Annual Progress Review, the school or program will have automatic monitoring done that year; even if it is not its cohort year.

If a virtual school or program has only one of the following risk factors identified on the Annual Progress Review, the school or program will be invited to receive additional supports from KSDE.

Risk factors include:

- More than 50% licensed staff turnover.
- Change in online curriculum provider.
- Three or more monitoring findings from the previous year's Performance Portfolio Monitoring.
- Persistently unresponsive to KSDE requests.
- Three or more complaints reported by students and/or their families.
- KSDE has the discretion to initiate monitoring in unique cases.

If a virtual school or program is pulled for automatic monitoring, the school or program will return to its original cohort cycle afterward. This may mean that a virtual school or program is monitored in back-to-back years.

Multi-Year Monitoring Cycle Cohorts

These cohorts match the Early Childhood and Special Education and Title Services Monitoring Cycle Cohorts.

Cohort 1 (2025)

- Buhler USD 313
- Centre USD 397
- Coffeyville USD 445
- Colby USD 315
- Derby USD 260
- De Soto USD 232
- Eudora USD 491
- Educational Services and Staff Development Association of Central Kansas (ESSDACK)
- Leavenworth USD 453
- Hutchinson USD 308
- Independence USD 446
- Nickerson USD 309
- Ottawa USD 290
- Pratt USD 382
- Riverside USD 114
- Smoky Valley USD 400
- South Haven USD 509
- South Lyon County USD 252
- Technology Excellence Education Network (TEEN) Interlocal 632
- Topeka USD 501
- Wellington USD 353
- Wichita USD 259
- Winfield USD 465

Cohort 2 (2026)

- Abilene USD 435
- Andover USD 385
- El Dorado USD 490
- Garden City USD 457
- Goodland USD 352
- Haven USD 312
- Hays USD 489
- Holcomb USD 363
- Hugoton USD 210
- Humboldt USD 258
- Kingman-Norwich USD 331
- Kiowa County USD 422
- Labette County USD 506
- Maize USD 266
- Manhattan-Ogden USD 383
- McPherson USD 418
- Olathe USD 233
- Otis-Bison USD 403
- Spring Hill USD 230
- Udall USD 463
- Ulysses USD 214

Cohort 3 (2024)

- Basehor-Linwood USD 458
- Caldwell USD 360
- Central Plains USD 112
- Chapparral USD 361
- Clay Center USD 379
- Elkhart USD 218
- Flint Hills USD 492
- Fort Scott USD 234
- Fredonia USD 484
- Lawrence USD 497
- Montezuma USD 371
- Newton USD 373
- Olathe USD 233
- Oxford USD 358
- Piper USD 203
- Salina USD 305
- South Central Kansas Special Education Cooperative (SCKSEC) Interlocal 628
- Smoky Hill USD 629
- South Barber USD 255

Personnel Requirements

Program Director

The program director must be licensed/certified in Kansas. The local board of education may establish the type of licensure/certification required for the position. KSDE considers this person responsible for the day-to-day operation of the program and will use them as the primary point of contact for all correspondence related to the virtual school/program.

The program director is also responsible for coordinating the following services:

- **Student/family communication:** Ensure ongoing and continuous communication occurs among schools, teachers, students, families, and other virtual staff members.
- **Technical support:** Support all technical aspects of the virtual school or program, ensure student's opportunity to learn is not hindered because of technical problems and communicate technology back-up plan to the parents/students during the enrollment process.
- **Professional development:** Develop, implement and evaluate training provided to all staff, students and parents in the use of the on-line system.
- **Assessments:** Ensure that grade-level virtual students participate in all district and state assessments.
- **Data entry:** Provide data entry services for course creation, enrollment of students in virtual courses, and processing of student grades for report cards and transcripts.

Teaching Staff

The school/program must utilize teachers that are licensed by the state of Kansas in providing instruction AND/OR have monitors that are licensed by the state of Kansas providing oversight of students and content. If virtual course monitors are employed, the student must have access to Kansas-licensed and certified-content teachers to answer content specific questions for every core subject the student is enrolled in. The virtual course monitor may answer questions for elective subjects the student is enrolled in. Teachers and virtual course monitors for adult students should be licensed at the secondary level. All virtual staff members are expected to provide responses to students and families within a 24-hour turnaround during school days.

Virtual teacher: Provides direct instruction to virtual students and/or grades content specific assignments.

- Must be licensed and certified in the appropriate content area by the state and

at the appropriate elementary, middle or secondary level.

Virtual course monitors: Monitors virtual students in an online curriculum that provides the instruction and automatically grades assignments or provides rubric for monitors to grade assignments.

- Must be licensed at the appropriate elementary, middle or secondary level by the state.

The virtual school or program may also employ teaching assistants/paraprofessionals to assist with small-group instruction designed by the teacher, tutoring, communication outreach with students and families, technology issues and test proctoring.

Counseling Staff

The services of a Kansas-licensed counselor must be made available to all virtual students. This may be done virtually or in a face-to-face setting.

Program Requirements

From the Enrollment Handbook:

Only students attending virtual schools and programs approved by KSDE will be counted.

The age-related eligibility date for students attending virtual schools or programs does not change year to year; it is always September 20.

DROPOUT DIPLOMA COMPLETION VIRTUAL STUDENTS

A Dropout Diploma Completion Virtual Student, as outlined KSA 72-3715 and effective July 1, 2022, is defined as a student who:

- is 19 years of age or younger (age is as of September 20).
- is credit deficient when enrolling in a virtual school: has earned less than 75% of expected credits for the student's cohort year.
- has dropped out of high school in one of the following ways:
 - did not attend any school for 60 consecutive days or more in the current school year (2022-23) and is not reasonably anticipated to recommence enrollment or attendance in the current school year
 - did not attend any school for 60 consecutive days or more in the preceding school year and student did not finish the preceding year and is not reasonably anticipated to recommence enrollment or attendance in the current school year
 - exempted from compulsory attendance by written consent of parent per K.S.A. 72-3120

IDENTIFYING DROPOUT DIPLOMA COMPLETION VIRTUAL STUDENTS IN KIDS



D31 (Dropout Diploma Completion Virtual Student) is used to identify dropout virtual students. It applies to virtual students age 19 and younger who meet the above-listed criteria (age criteria, credit deficient and dropout out of high school). Virtual Education Students (KIDS data field D17) cannot also be Dropout Diploma Completion Virtual Students. Possible entries for data field D31 are:

0 = No, the student does not fit the dropout diploma completion virtual student criteria.

1 = Yes, the student meets all three criteria (virtual student 19 years of age or younger, credit deficient and a dropout)

Starting with the 2022-23 school year, students identified as a Dropout Diploma Completion Virtual Student will be funded at \$709 per credit hour, for up to six total credits earned. If the student was funded as a full-time or part-time virtual student in the prior year (2022-23) in error, the following year (2023-24) an audit exception will be made and the student will be funded based on credits earned from July 1, 2022 to June 30, 2023.

To ensure that high school students aged 19 and younger attending virtually are appropriately funded, starting with the 2022-23 school year and going forward:

- schools must take and maintain attendance each and every day for students aged 19 and younger attending virtually in grade levels 9, 10, 11, 12 and ungraded.
- schools should be prepared to readily provide documentation (official transcripts) to allow KSDE audit to verify the following:
 - credits earned from July 1, 2022 to June 30, 2023
 - total credits required for high school graduation with student's cohort (KIDS data field D30)
 - total credits earned as of September 20, 2022
 - total credits earned as of September 20, 2023 (KIDS data field D29)

Note: a dropout diploma completion virtual student as defined above is different from a dropout student as defined for a district's annual Dropout/Graduation Summary Report (DGSR). Please carefully consult the Submission Details Document for the End-of-Year Accountability Report.

VIRTUAL STUDENTS 19 AND YOUNGER (AGE AS OF SEPTEMBER 20)

For funding purposes, virtual students must attend at least two days to be included in the district's virtual enrollment count. Students must attend a single day on or before September 19 AND a single day on or after September 20, but before October 4.

In addition to the two days used to determine attendance for funding purposes, please note the new daily attendance documentation requirements for students aged 19 and younger attending virtually in grade levels 9, 10, 11, 12.

Note: *Starting with the 2022-23 school year, attendance must be taken and maintained each and every day for ALL students aged 19 and younger attending virtually in grade levels 9, 10, 11, 12.*

Note: If the district's count day in the traditional school has been moved off of September 20, all references to September 20 change to the same day used in the traditional schools of the district.

Enrollment forms for students, who are also enrolled in a private school, must have either the signature of the parent, OR the signatures of both the private school's principal and school counselor.

Districts must provide documentation to the KSDE auditor for the two days the district wishes to count for each student's minutes enrolled, including the longest day attended on or before September 19 and longest day attended on or after September 20, but before October 4. Keep in mind that on a given day, a student's minutes may consist of two ways of attending.

The student may attend in two ways:

1. Connected (on-line).
2. Off-line.

Note: On-site attendance does not count toward a virtual attendance.

Connected (on-line) time: should be documented with a printout/report from the virtual school or program's computer system showing when the student was connected to the virtual curriculum. **The documentation should also show "idle" time. Idle time entries of one (1) hour or more will not count toward virtual attendance.**

Off-line time should be documented by the student in the student's Academic Activity Log. This log should show the student's name, date of attendance, classes attended, and the amount of time the student was working off-line completing course requirements. The student's Academic Activity Log should be maintained and signed by the student. The student must certify that the amount of time reported as working off-line is true and accurate or if the student is less than 18 years old, the student's parent or guardian must sign and certify that the amount of time reported as working off-line is true and accurate. Activity logs must be signed by the parent or student before October 4. Off-line time will be disallowed for any student whose activity log is signed after that date.

A calculator – the Virtual School – Academic Activity Log Calculator is available on KSDE's [Fiscal Auditing webpage](#) under the "Calculators" section. Students can use this Log to show the amount of time the student was working off-line completing course requirements.

In addition to the Academic Activity Log, the virtual school or program must provide documentation from the computer system that the student was logged into each course listed on the log at least once from the beginning of the school year up to and before October 4.

On-site time: Remember, on-site attendance does not count toward virtual attendance.

Calculating Minutes Enrolled (students attending virtually – age 19 and younger)

Once the student has fulfilled the two-day attendance rule above, to compute minutes enrolled, find

the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

Time on the count dates will be disallowed for:

- enrollment process
- on-site attendance
- incentivized attendance
- **idle time entries of one (1) hour or more**

See the current enrollment handbook for a comprehensive outline of requirements, which can be found here: [Fiscal Auditing \(ksde.org\)](https://www.ksde.org) (scroll down to find the handbook)

Timeline of District Activities for VIRTUAL STUDENTS 20 and over



July	<ul style="list-style-type: none">• July 1: First day credits earned count for funding• July: EDCS Opens - contains Licensed Personnel Report (LPR)
August	<ul style="list-style-type: none">• August 1: KCAN Collection Opens
September	<ul style="list-style-type: none">• September 20: Virtual Student Age Determination• September 19: End of First Count Window• September 20: ENRL Collection, PBR and S066 Open
October	<ul style="list-style-type: none">• October 11: ENRL Collection Closes• October 11: PBR and S066 Submission Deadline
February	<ul style="list-style-type: none">• February 28: Licensed Personnel Report (LPR) Closes
June	<ul style="list-style-type: none">• Early June: Local Effort Report Due• June 30: Last day credits earned count for funding
2022-23 School Year	<ul style="list-style-type: none">• August 16: KCAN Collection Closes for 2022-23• Auditors review of 2019-20 credits earned



P:budget/workshops2022/virtual timelines

Attendance and Truancy

Virtual students under 18 are subject to the requirements of compulsory attendance (K.S.A. 72-1111) and truancy (K.S.A. 72-1113). Virtual schools and programs should modify these statutes to apply to a week of school, rather than a day of school and should include their own progress expectations.

Courses, Credits and Assessments

Goals and objectives for all online courses must be correlated to local, state and/or national standards to ensure quality in content. Students and parents must be provided access to the standards being taught within each online course, upon request.

Syllabus information (outlines, materials lists, communication expectations, grading policies and grading formats) and assignment completion timelines or target dates must be provided for each online course.

Students must be awarded credit when they have met all goals and objectives for each online course and demonstrated competence.

Credits must be reported to the district for immediate entry onto the student's transcript at the end of each semester.

Virtual schools/programs are responsible for delivering state assessments when applicable to the students' assessment windows. These assessments will be conducted under the same conditions as assessments delivered to brick-and-mortar students (i.e., proctoring and special-needs support).

Communication with Student and Families

Virtual staff will communicate with students on a weekly basis at a minimum to ensure quality education is being provided.

Required communication includes, but is not limited to:

- Orientation sessions.
- Feedback on performance before final course grades are awarded.
- Responses to student and parent questions within a 24-hour turnaround during school days.
- Formal conferences each semester and as often as necessary.

A comprehensive communication plan should be in place to address the needs of the students. This plan should also identify a method of communication for when the students' direct teacher/monitor is not available.

Student Involvement and Support Services

Opportunities for students to engage in interactive activities must be provided (e.g., field trips, district activities, study sessions, chat groups, video conferencing, online clubs, onsite celebrations and face-to-face instruction).

Students and families must be provided an academic/activity calendar for the virtual school or program.

Communication opportunities must be provided that enable students to share with others (e.g., discussion boards, chats, virtual classrooms, emails, group online projects and roundtable discussions).

A district policy, that aligns with federal law, must be established for the provision of special education, English for Speakers of Other Languages (ESOL), migrant and homeless services for virtual students.

Student intervention plans must be developed for virtual students, as needed, to address attendance and academic issues.

Professional Development

All staff involved with the virtual school or program must receive professional development that is appropriate for their job responsibilities, as determined by district. Professional development should be documented per district processes.

Required topics include, but are not limited to:

- Online pedagogy.
- Communication, classroom management and student engagement strategies in a virtual setting.
- Using the e-Learning system, as well as any other hardware/software required.

Per state statute, each year the district must submit a report highlighting the professional development provided to teachers who teach in virtual schools and programs. KSDE will collect this information as part of the Annual Progress Review.

Recruitment and Advertising

Virtual schools and programs that accept out-of-district students must provide KSDE with a link to their virtual school or program website, if one exists, by July 1. The district that is associated with the virtual school or program must be prominently displayed on the website homepage.

Virtual schools and programs may engage in the following types of advertising: newspaper, radio, billboards, television, flyers and mailings.

Virtual schools and programs that plan to advertise in-person, in another district, must notify the superintendent of that district at least one week in advance of the event. This notification may be done via email, letter or phone call. This is a courtesy notification, not a request for permission.

School Improvement and Accreditation

Virtual schools and programs must be integrated into the district's strategic plan and included in district policies.

Virtual schools and programs must adhere to all relevant state statutes, regulations and requirements.

Virtual schools and programs must report all data as required by KSDE, including Kansas Individual Data on Students (KIDS) records (ASGT, ENRL, EXIT, EOYA, TEST and STCO).



KANSAS STATE BOARD OF EDUCATION

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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the

need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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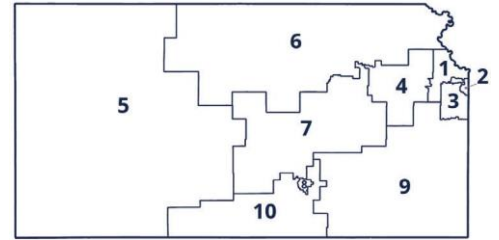


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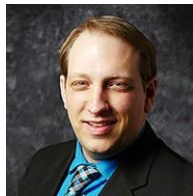
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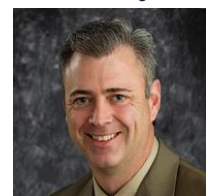
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The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

April 27, 2021

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