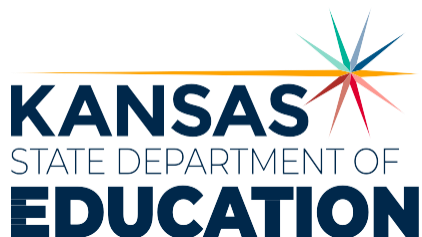


# Kansas Virtual Education Requirements and Monitoring Plan



*Kansas leads the world in the success of each student.*

Edited Summer 2024

# Kansas Virtual Education Requirements and Monitoring Plan

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# 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 virtual schools and programs.
- 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 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 (all forms can be accessed via the authenticated app)
  - 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 when practical.

# Returning Virtual School and Program Renewal Process

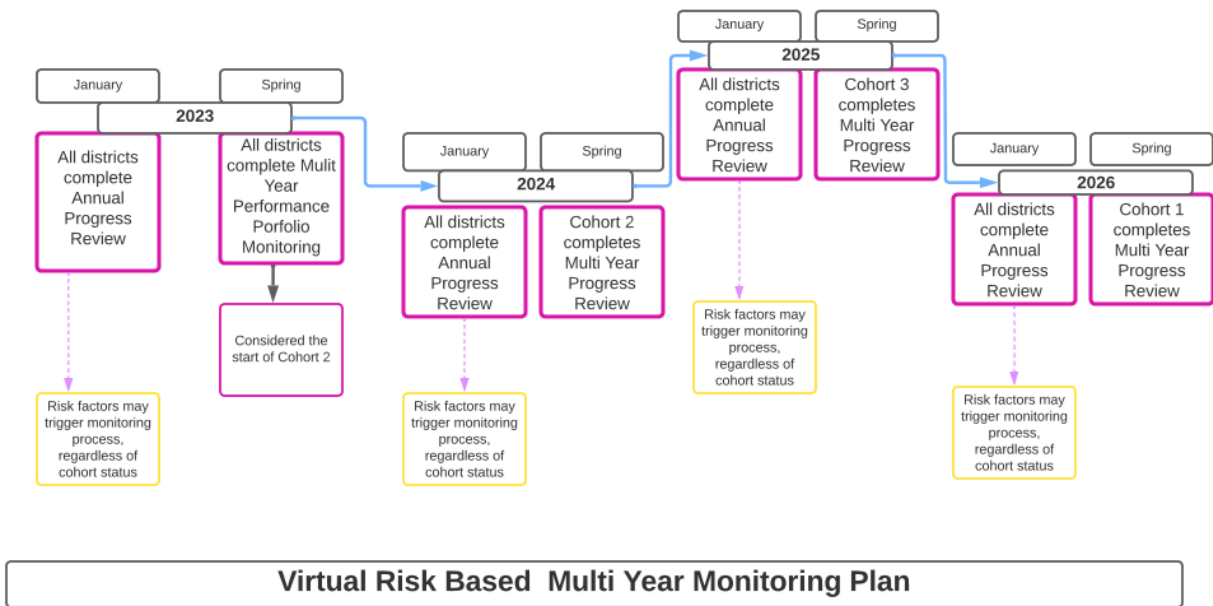
Timeline of activities to remain an approved virtual school or program:

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.*

# 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.

**PLEASE NOTE:** If it is your year to monitor, all forms and your virtual school handbook is required to be turned in one week BEFORE your monitoring appointment. Failure to meet this deadline could result in your monitoring session being rescheduled.

## Cohort I (2025)

- Basehor Linwood USD 458
- Buhler USD 313
- Centre USD 397
- Coffeyville USD 445
- Derby USD 260
- De Soto USD 232
- Elk Valley USD 283 (ROCS)
- Eudora USD 491
- Educational Services and Staff Development Association of Central Kansas (ESSDACK)
- Leavenworth USD 453
- Hutchinson USD 308
- Independence USD 446
- Labette County USD 506
- Nickerson USD 309
- Ottawa USD 290
- Pratt USD 382
- Riverside USD 114
- Shawnee Mission USD 512
- Smoky Valley USD 400
- Smoky Hill USD 629
- Technology Excellence Education Network (TEEN) Interlocal 632
- Topeka USD 501
- Turner USD 202
- Wellington USD 353
- Wichita USD 259

## Cohort 2 (2026)

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

## Cohort 3 (2027)

- Caldwell USD 360
- Central Plains USD 112
- Chapparral USD 361
- Clay Center USD 379
- Elkhart USD 218
- Fredonia USD 484
- Lawrence USD 497
- Newton USD 373
- Olathe USD 233
- Oxford USD 358
- Piper USD 203
- Salina USD 305
- South Central Kansas Special ; Education Cooperative (SCKSEC) Interlocal 628



# 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, provides specific assignments. MUST BE licensed and certified in the appropriate content area by the state and at the appropriate elementary, middle or high school level by the state.

**Virtual course monitors:** Monitors virtual students in an online curriculum such that the instruction automatically grades the assignments or provides a rubric for monitors to grade assignments. MUST BE licensed at the appropriate elementary, middle or high school 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

## Enrollment and Funding

### Virtual Students aged 19 and Under

For funding purposes, a virtual students must attend at least two days to be included in the district's virtual enrollment count. Students must attend a minimum of one day on or before Sept.19 AND asingle day on or after Sept. 20, but before Oct. 4.

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:

1. (Connected) **Online:** Time must be documented from the ed with an unaltered and system-generated report from the virtual school or program's computersystem showing when the student was connected to the online curriculum.
2. **Offline:** (if any) 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.

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 but before October 4.

**Calculating minutes enrolled:** 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 Oct. 4. Add the two numbers together, and divide by 2, rounded to a whole minute

## Virtual Students 20 and Over

Virtual students 20 and older will not be funded on minutes enrolled on the count days and are not required to be “enrolled and attending” within the two separate count windows. Rather, up to six credits earned from July 1 to June 30 by virtual students aged 20 and older are funded at \$709 per credit hour.

Virtual students aged 20 and older must also have a district enrollment form, transcript analysis, individual graduation plan and be enrolled in and attending high school credit earning courses.

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

Additional Information related to milestone dates can be found [here and below](#).

## Timeline of District Activities

VIRTUAL STUDENTS aged 20 and older and dropout virtual students



July	<ul style="list-style-type: none"><li>• July 1: First day virtual credits can be earned and count for funding purposes</li><li>• July: Educator Data Collection System (EDCS) Opens – contains: Licensed Personnel Report (LPR); due not later than March 1, 2025</li></ul>
August	<ul style="list-style-type: none"><li>• August (mid) Kansans Can (KCAN) web application Collection opens: submit detailed course outcome records for virtual credits <i>earned</i> the prior year (23-24) by virtual students aged 20 and older or by HS dropout virtual students</li></ul>
September	<ul style="list-style-type: none"><li>• September (early): KCAN Collection closes</li><li>• September 19: end of first count window (virtual aged 19 and younger)</li><li>• September 20: virtual student age determination date</li></ul>
October	<ul style="list-style-type: none"><li>• October (early): submit Principal Building Report (PBR) and include an <i>estimate</i> of total credits earned during <u>current</u> school year (2024-25)</li><li>• October (mid): Enrollment (ENRL) Collection closes</li></ul>
March	<ul style="list-style-type: none"><li>• <b>March (early) Licensed Personnel Report (LPR) Closes</b></li></ul>
June	<ul style="list-style-type: none"><li>• June (early): Local Effort Report due; submit <i>total</i> credits <i>earned</i> the prior school year by students 20 and older or earned by dropout virtual students</li><li>• June 30: Last day credits can be earned and count for funding purposes</li></ul>
2024-2025 School Year	<p>KSDE auditors review current year virtual students aged 19 and under, 2023-24 virtual credits earned by students aged 20 and older or students claimed as drop-out virtual; review prior year HS virtual for dropouts.</p>

## Additional Funding Information

Virtual students age 19 and younger are funded based on the number of minutes enrolled and are not eligible for any weightings. Virtual students age 20 and older will be funded based on audited credits earned the prior year from July 1 to June 30 (up to a maximum of six credits).

Students identified as a Dropout Diploma Completion Virtual Student for the 2024-25 school year will be funded at \$709 per credit hour, for up to six total credits earned. If the student is funded as a full-time or part-time virtual student in 2024-25 in error, the following year (2025-26) an audit exception will be made and the student will be funded based on credit earned from July 1, 2024 to June 30, 2025.

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

NOTE: The age-related eligibility date for virtual schools and programs does not change year to year; it is always September 20.

- Virtual students aged 19 and younger are funded based on the number of minutes enrolled and are not eligible for any weightings. (Full-time funded at \$5,600, part-time funded at \$5,600 x FTE).
- Dropout Diploma Completion Virtual Students, as outlined in K.S.A 72-3715, will be funded \$709 per credit earned from July 1, 2024 to June 30, 2025 (up to a maximum of six credits).
- Virtual students aged 20 and older will be funded \$709 per credit earned from July 1, 2024 to June 30, 2025 (up to a maximum of six credits)

Virtual students aged 19 and younger must be enrolled and attending in September to be counted. (No second count date.)

Virtual students aged 20 and older - funding for credits earned is available for both semesters:

- Students who are enrolled for 1st semester – submit data on the ENRL records.
- Students who enroll after count window/during a semester – submit an ASGT record in KIDS.

Virtual students aged 19 and younger - if student is attending a traditional school in one district and a virtual school/program in another district the traditional school counts minutes first, the virtual school is limited to remaining minutes. The above statement is true in all cases except when an agreement to some other split of minutes has been signed by both districts. Said agreements must be signed by the superintendents of both districts and must not reduce the number of minutes claimed by the traditional school for the purpose of ensuring

the virtual school is funded at 1.0 FTE or vice versa.

Finally, virtual students are not included in the calculation of the district's Local Option budget (LOB).

### **Audit Requirements (Virtual)**

- review official (signed) transcripts to verify credits earned prior year by virtual students aged 20 and older and by prior year virtual students aged 19 and younger (Dropout Diploma Completion Virtual students).
- check duplicate list and make appropriate audit exceptions
- for all prior year students aged 19 and younger attending virtually, grade levels 09-12 and UG (ninth grade – twelfth grade and ungraded) review enrollment, daily attendance records, and official (signed) transcripts to confirm total credits earned as of September 20, 2023 and June 30, 2024. Make appropriate audit exceptions as necessary

### **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).

## Communications with Students 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 schooldays.
- 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).



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

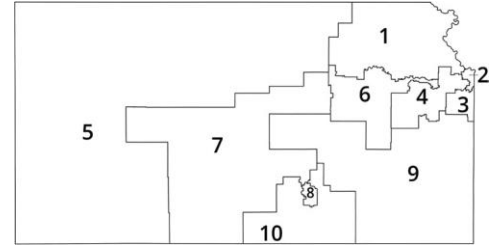
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

**OUTCOMES**

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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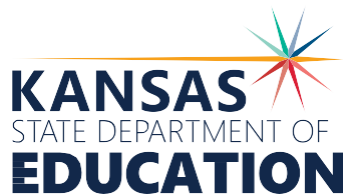
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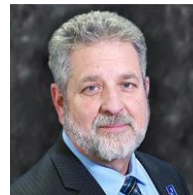
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**DEPUTY COMMISSIONER**

Division of Fiscal and Administrative Services



Dr. Frank Harwood

**DEPUTY COMMISSIONER**

Division of Learning Services



Dr. Ben Proctor

does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts 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

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