

Methodology for funding blended learning community schools during the ordered school-building closure

Brick and mortar community schools using blended learning models provide learning opportunities through a combination of traditional classroom instruction (also referred to as *classroom-based learning opportunities*) at supervised physical locations away from home, online and non-computer, non-classroom-based learning opportunities (also referred to as documented *non-classroom-based learning opportunities*). Attendance requirements, including the percent of time required in the school facility (*required seat time*), should be detailed in each community school's contract with its sponsor, education plan and student handbook. Appropriate documentation of student learning activities should include a combination of attendance in the school facility (*classroom-based learning opportunities*) and documentation of online and non-computer, non-classroom-based learning opportunities. The ordered school-building closure made it impossible for these schools to provide classroom-based learning opportunities. Community schools with blended learning declarations should continue making a good faith effort, using processes and strategies within their capabilities, to ensure students are regularly participating in educational opportunities and provided with supports when needed. With that understanding, the following guidance describes how community schools with blended learning declarations should calculate and report student engagement for the year:

A. Calculating daily time before the ordered school-building closure period: For the period of time prior to the ordered school-building closure, a school should have tracked the classroom-based learning opportunities (required seat time) each day a student was enrolled in the school based on the percentage participation in classroom-based learning opportunities specified in the school's model. Add to this amount the number of hours of documented non-classroom-based learning opportunities in which the student participated each day.

B. Calculating daily classroom-based learning opportunities during the ordered school-building closure period: For the period of time after the ordered school-building closure commenced (the school should use the date of the first day when the school building closed due to COVID-19), a school should count enrollment and attendance for the full amount of the classroom-based learning opportunities (required seat time) for each day a student remains enrolled during the ordered school-building closure period. Again, this is based on the percentage participation in classroom-based learning opportunities specified in the school's model.

NOTE: The student's enrollment period ends when the student transfers out of the school or is withdrawn pursuant to the school's policy requiring automatic withdrawal after 72 consecutive hours of unexcused absences. Since community schools using blended learning models necessarily require student engagement in non-classroom-based learning opportunities, the lack of any student participation in such opportunities can be used to determine whether and when a student should be disenrolled. The school should attempt to routinely contact students to determine their statuses. The school should withdraw a student if the student does not engage in non-classroom-based learning opportunities for 72 consecutive hours without a legitimate excuse. Engagement in learning opportunities, or the reasons impacting a student's participation in learning opportunities, should be considered when determining if an absence is excused or unexcused as a student progresses toward the 72-hour limit. For further information, refer to the Department's [Coronavirus \(COVID-19\) Information for Ohio's Schools and Districts](#) under [Community Schools and Sponsors](#).

C. Calculating daily non-classroom-based learning opportunities during the ordered school-building closure period: Schools should continue to track and document non-classroom-based learning opportunities during the ordered school-building closure in the same manner as such opportunities were tracked and documented prior to the closure. This can include both computer-based and non-computer-based time, as described in the FY20 Community School FTE Review Manual. Schools should track unduplicated learning opportunities.

D. Calculating total daily time for days during ordered school-building closure: Starting with the first day the school closed due to COVID-19, the school should combine the hours from B and C above to determine total hours for each student for each day the school was in session during the ordered school-building closure period.

E. Calculating annual time: To calculate the percent of time for each student for the entire year to be reported in EMIS, the school should sum all the hours determined in D for all the days a student is enrolled in the school during the ordered school-building closure period. This sum should be added to the sum of the hours determined in A above for all the days the student is enrolled in the school prior to the ordered school-building closure. This total will represent the numerator in the percent of time calculation. The denominator will continue to reflect the hours reported in the calendar during the date range that represents the student’s period of enrollment. In no case can the school receive more than 1.0 FTE per each student.

Example

- The blended school has 920 hours in the school calendar. The school model calls for students to spend 60 percent of the time (552 hours) in the school building.
- The school uses teacher-certified logs submitted by students for the other portion of the time (40 percent; 368 hours). The school can only claim the number of hours of documented as non-classroom-based learning opportunities for this portion of the time.
- The school started providing distance learning to the students due to the ordered school-building closure mid-March. Per the school calendar, school operated for 670 hours prior to the ordered school-building closure. Below, five hypothetical student examples are illustrated.

	Classroom-based learning opportunities hours prior to school-building closure	Non-classroom-based learning opportunities hours prior to school-building closure	Hours in date range based on enrollment period prior to school-building closure	% of time prior to school-building closure	Classroom-based learning opportunities hours during school-building closure	Non-classroom-based learning opportunities hours during school-building closure	Total Documented Hours	Hours in date range based on enrollment period	School Calendar	% of time to be reported to EMIS	Funded FTE
SSID1 started in school in February	90	20	150	73%	150	165	425	400	920	100%	0.43
SSID2 has been in school entire year	402	180	670	87%	150	63	795	920	920	86%	0.86
SSID3 has been in school entire year	402	165	670	85%	150	10	727	920	920	79%	0.79
SSID4 has been in school entire year	402	100	670	75%	150	270	922	920	920	100%	1.00
SSID5 was in school first semester	276	22	460	65%	0	0	298	460	920	65%	0.32