

Fifth Day Experience All Year
EMIS Reporting, Compliance, and Funding

Desired Outcomes:

- A. The Fifth Day Experience is offered every Friday during the 20-21 school year.
- B. Courses, hours, and attendance are reported appropriately.
- C. Current levels of CTE weighted funding are maintained.

Reporting, Compliance, and Funding Items to Consider:

- A. District must be open for instruction for a minimum of 1001 hours.
- B. Attendance must be taken and documented for each instructional day.
- C. Parents must be notified of an absence within 2 hours of the start of school.
- D. CTE Weighted funding is based on the number of hours of instruction for a course.
- E. CTE Weighted funding requires most courses to be a minimum of 120 hours of instruction.

Resulting Realities/Questions/Concerns:

- A. Fridays will need to be counted as instructional days in order to meet the 1001 hour requirement and start and end school in close alignment to our associate schools.
- B. Taking attendance on Friday will be difficult with students having choice to spend their fifth day in a variety of ways and locations.
- C. Notifying parents of an absence on Friday morning will be nearly impossible, except for scheduled activities happening on our campuses.
- D. What is the most appropriate way to report our CTE courses to maintain current CTE weighted funding?
- E. Can we use blended/online learning to ensure at least 120 hours of instruction for courses that only meet Monday through Thursday?

Possible Course Reporting:

Schedules vary among our campuses, but in general, the current schedule looks like this:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	CTE	CTE	CTE	CTE	CTE
2	CTE	CTE	CTE	CTE	CTE
3	CTE	CTE	CTE	CTE	CTE
4	Academic	Academic	Academic	Academic	Academic
5	Academic	Academic	Academic	Academic	Academic
6	Academic	Academic	Academic	Academic	Academic
7	Academic	Academic	Academic	Academic	Academic

The entire CTE program, consisting of 2 courses over those three periods, creates about 480 hours of instruction, while each Applied Academic course is about 138 hours of instruction.

Option 1:

EMIS course schedules and hours remain scheduled as listed above, but Friday does not actually look like that. Students are engaged in the Fifth Day Experience on Friday with the expectation that any additional hours needed beyond the classroom time Monday through Thursday, especially for academics happens online.

This is easiest to continue to report courses on a normal schedule, but obviously is not reflective of what is actually happening.

Option 2:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	CTE	CTE	CTE	CTE	CTE Capstone Course
2	CTE	CTE	CTE	CTE	
3	CTE	CTE	CTE	CTE	
4	Academic	Academic	Academic	Academic	
5	Academic	Academic	Academic	Academic	
6	Academic	Academic	Academic	Academic	
7	Academic	Academic	Academic	Academic	

Each CTE career field includes a Capstone course code which appears to align to many of the Fifth Day Experience options. Students would be enrolled in their CTE and Academic courses Monday through Thursday and Friday would be the Capstone course.

CTE hours of instruction would meet the minimums and would result in similar weighted funding in this model.

Academic courses would be short on the minimum number of hours of instruction meeting only Monday through Thursday, so would need to supplement hours with an online component. We would still report that these courses deliver 138 hours of instruction, even though the classroom meeting time would only be about 109 hours.

Many Fifth Day Experience activities will be aligned to the CTE program and will fit the capstone course description, however students will have an opportunity to do other activities as well that may not be aligned to their CTE program, such as taking CCP courses or participating in ACT preparation activities, so not sure if this coding is appropriate.

Attendance

In some cases, if students participate in activities on the fifth day on our campuses or at other activities we have arranged, we may be able to take physical attendance, but this will not always be the case.

In addition, we would prefer to allow students to extend their learning and complete the Fifth Day Experience during any non-scheduled school time, such as evenings and weekends. We are providing Friday for this experience, but if a student works at an internship every evening, instead of Friday during the school day, that should be acceptable.

Students would be required to submit documentation of what they did for their Fifth Day Experience each Monday. This documentation would be used to determine attendance for the previous Friday. Students would be marked absent for a full or partial day depending on the documentation they provide or do not provide.

Is there a combination of documentation for online academics and Fifth Day Experience that make up the full school day? If we have a 6 hour school day, should the Fifth Day Experience be 6 hours? Or should it be more like 3 hours and there also be 3 hours of documented online academic work?

Again, this process would only allow us to communicate with parents/guardians absences for students that are scheduled to on campus for their Fifth Day Experience.

Other Options Explored:

Innovative Education Pilot Program. Because of the following disclaimer, I'm not sure this fits our needs to overcome the issues above. *In addition, statutes and rules related to the following cannot be waived: retirement system requirements; employment of staff; education of children with disabilities; health and safety of students; Education Management Information System; administration of achievement and graduation tests; gifted education; calculation of school funding; and graduation requirements.*

Blended Learning Designation: We have had the blended learning designation for two of our campuses and have applied for all 4 to be designated as such. As we understand it, this releases us from the 1001 hour requirement, however, for funding purposes, we do not want to report less than 1001 hours. Less hours reported would equal less CTE weighted funding or no VTE weighted funding if courses fall below the minimums required.

We look forward to any guidance you can give that allow us to accomplish our goals for this program, report things appropriately and maintain current levels of funding.