

Idaho Department of Education

Instruction Manual for Reporting Attendance and Enrollment



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ATTENDANCE AND ENROLLMENT
FOR
IDAHO PUBLIC SCHOOLS

Idaho Code (Section 33-1002) provides for the educational support program of public schools in the State of Idaho and bases the distribution of state funds on the average daily attendance of students. The State Board of Education is authorized to establish rules and regulations determining average daily attendance and the reporting requirements. This publication identifies definitions adopted by the State Board of Education and describes the practices and procedures to be used for reporting the enrollment and attendance of public school students.

Pupil personnel management is a function of the school system, and the responsibility for the actual collection of pupil information rests with the local school district. School districts are required to maintain records which will properly and accurately account for the enrollment and attendance of each student. A permanent cumulative record system or student master file should be established and maintained at each school district. The information necessary to report to the State Department of Education includes enrollment data, attendance data, dropout data, days in session and number of twelfth grade graduates.

This manual is published to help school districts comply with current requirements for enrollment and attendance reporting.

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I. General Information

School Year – minimum hours (I.C. 33-512 (1)(a))

Each school district shall annually adopt and implement a school calendar which provides its students at each grade level with the following minimum hours:

- Kindergarten – 450 hours
- 1st-3rd grades – 810 hours
- 4th-8th grades – 900 hours
- 9th-12th grades – 990 hours
- **Alternative schools (grades 7-12) – 900 hours**

School Calendars must be submitted to the State Department of Education prior to the start of the school year. (See School Calendar Manual for instructions on submitting calendars [here](#))

School Age (I.C. 33-201)

The services of the public schools of this state are extended to any acceptable person of school age. “School Age” is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years. The age of five years shall be attained when the fifth anniversary of birth occurs on or before the first day of September of the school year in which the child is to enroll in kindergarten.

Note: Opinions of Attorney General states that once the child is properly enrolled, it is within the discretion of school officials thereafter to change that placement if it is in the child’s best interest.

If the student is 5 years old on or before September 1st, then the School District can align the student with the grade level of services being delivered. Therefore, if preschool services for special education students are being delivered, then the student would be reported as a preschooler (PK grade level). This is a change to how this was done in the past with coding the students as K and reporting attendance.

Average Daily Attendance (I.C. 33-1001)

Average Daily Attendance (ADA) is the aggregate or the weekly attendance divided by the number of days in session for that week.

Note: No student can generate more than one (1.0) ADA.

Students who attend more than one public school within a district, who attend multiple public schools in different districts, who attend separate public charter schools, or who attend any other combination of public schools, must be counted in such a way that the overall attendance generated for the student by all public schools involved does not total more than one (1.0) ADA.

Day / Session for Attendance (IDAPA 08.02.01.250.03)

A school day or session is when the school is open and students are under the guidance and direction of teachers engaged in the teaching process. Lunch periods, breaks, passing time, recess, etc., may not be included in determining the hours of instruction.

1. Full Day / Session

Kindergarten – a full session consists of four (4) or more hours of instruction per day.

Grades 1-12 – a full day consists of four (4) or more hours of instruction per day.

Note: The State Department of Education only funds half (.5) day of instruction for Kindergarten.

2. Half-Day

Kindergarten – A half-day consists of at least two and one-half (2.5) hours, but less than four (4) hours of instruction per day.

Grades 1-12 – A half-day consists of at least two and one-half (2.5) hours, but less than four (4) hours of instruction per day.

3. Summary

Kindergarten

4 hrs. or more of instruction = 1 day in session

At least 2.5, but less than 4 hrs. of instruction = .5 day in session

Less than 2.5 hrs. of instruction = 0 days in session

Note: The State Department of Education only funds half (.5) day of instruction for Kindergarten.

Grades 1-12

4 hrs. or more of instruction = 1 day in session

At least 2.5, but less than 4 hrs. of instruction = .5 day in session

Less than 2.5 hrs. of instruction = 0 days in session

Teacher Staff Development and Emergency Closure (I.C. 33-512 (1)(c))

The minimum number of instructional hours that a school district must provide its students at each grade level may be reduced up to eleven (11) hours for kindergarten and up to twenty-two (22) hours for grades 1-12 to accommodate staff development activities and eleven (11) hours for emergency school closure (I.C. 33-512 (1)(c)). Idaho code does not limit the number of hours of Staff Development or Emergency Closure for a district. Instead, it limits how many of those hours may be counted as instructional time.

In the ISEE Calendar file, **report the half day (.5) or day (1) of staff development as non-instructional**. Do not report attendance and instructional time if a full day is used for staff development and reported as non-instruction time. If a half day is used for staff development and a half day is used for students' instructional time, mark the calendar as .5 Instructional and .5 Non-Instructional, and report student attendance at .5 for the day.

Emergency closures generally include weather conditions and building failures (heat, electricity, etc.). Generally this does not include, cases where there is significant impact to attendance, a waiver can be sought by the district or charter school. Emergency Closures must be reported to the SDE and will be recorded as Emergency Closure in the ISEE calendar file.

Note: Teacher orientation, parent-teacher conferences, teacher workdays, etc. do not qualify as staff development.

The board of trustees shall certify to the State Department of Education the cause and duration of emergency closure (I.C. 33-1003A). Certificates of Closure must be submitted the day of the closure or as soon as possible. Report by building, only the number of instructional hours that were missed due to

emergency closure. This should not exceed the number of hours school would have normally been in session.

Note: It is important to distinguish qualifying emergency closures allowing a reduction in instructional hours from closures affecting the reporting of ADA. For attendance reporting purposes, Idaho Code 33-1003A states that when a school is closed or if a school remains open but attendance is significantly reduced, and the cause and duration of such closure or impacted attendance having been certified by the board of trustees to the SDE, the districts attendance shall then be considered as being the same as the days when school actually was in session or when attendance was not impacted.

Note: the State Board of Education does not recognize a teacher strike, or the withholding of service as sufficient cause to declare an emergency closure.

Note: Do not report attendance for emergency closure days. The attendance system will calculate the attendance for each building.

Elementary Schools with Less Than 10 ADA (I.C. 33-1003 (2)(f))

Idaho Code 33-1003 (2)(f) provides that any elementary school having less than ten (10) pupils in average daily attendance will not be allowed to participate in the state or county support program unless the school has been approved for operation by the State Board of Education. Application for this approval must be submitted annually. Applications may be obtained from Public School Finance.

Boundary Contracts (I.C. 33-1403)

1. Within the state

If the board of trustees determines that it is in the best interest of the pupil(s) to attend school in another district, the district may annually agree, in writing, that such pupil(s) shall be transferred to the other district. The receiving district may elect to charge tuition and/or include those students in its attendance reports.

2. Out of state

If the board of trustees determines that it is in the best interest of the pupil(s) to attend school in a bordering state, the district may annually agree, in writing, to a contract that specifies all cost to be paid by the Idaho school district and the agreement shall be filed with the State Board of Education. The Border School attendance reports must be included with the contracting district's attendance reports. ADA is not directly generated from these attendance reports; however they are used in determining the amount to be sent to the district for these costs.

3. Students Coming into Idaho

An Idaho school district with the approval of the State Board of Education may enter into an agreement with a neighboring state, but the Idaho school district **must** charge a tuition rate as determined by the State Department of Education, in compliance with Idaho Codes 33-1403 and 33-1405. A copy of the agreement shall be filed with the State Board of Education. Out-of-State students shall not be included in attendance reports. Waivers can be requested, but must be received by March 31st for the upcoming year.

4. Students from Out of State, Residing in Licensed Public or Private Residential Facilities (I.C. 33-1002B)

For school age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the local school district **shall** provide education services to such students if requested by said residential facility, provided the school district has been given the opportunity to provide input on any federally required education plans for such students. The school district shall sign a contract with such facilities delineating the education services to be provided and the amount to be paid by the facility. Said amount shall be equal to the school district's full cost of providing the contracted education services, as determined by the school district. Such students shall be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the local school district.

For school age nonspecial education students from outside the state of Idaho who are residing in licensed public or private residential facilities within the state of Idaho, the local school district **may** provide education services to such students if requested by the facility. The school district providing education services shall sign a contract with any such facilities, delineating the education services to be provided and the amount to be paid by the facility. Said amount shall be equal to the school district's full cost of providing the contracted education services, as determined by the school district. Such students shall be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the school district.

Reporting Periods (I.C. 33-1009)

Below is the reporting period for the Regular calendar year and Alternative Summer School.

- The first reporting period begins the first day of Alt Summer School & ends the second Friday in September.
- The second reporting period begins the first day of regular school year and ends the first Friday in October.
- The third period reporting begins the Monday after the first Friday in October and ends the first Friday in November.
- The fourth reporting period begins the Monday after the first Friday in November and ends the first Friday in March.
- The fifth reporting period begins the Monday after the first Friday in March and ends on the first Friday in May.
- The Final reporting period begins the Monday after the first Friday in May and ends on the last day of school for the regular school year.

Note: Regular summer school programs are not funded by the State.

Note: Corrections to the Midterm reporting period must be completed by 3/27/16. Any corrections after this date must be requested, approved and uploaded prior to 6/17/16.

Attendance Submissions (I.C. 33-120)

Attendance will be reported by day, by student at the building level through the ISEE submission scheduled data uploads. All students will have an EDUID assigned. Only one building may claim a student on any given day.

1. Border Schools – (special instructions)

If your district has students attending Border schools in a neighboring state with closing dates later than that of your district, please forward the Border school reports as soon as they are available. Send the remaining district reports in accordance with the above due dates advising the SDE, in writing, of the closing date of the Border school(s). The Border school data should be mailed to the district office no later than 1 week after the close of school, and should be updated in ISEE by the district as soon as possible. It is the responsibility of the Idaho school district to obtain the Border school reports. The SDE recommends retaining attendance records for at least 5 years.

Corrections/Changes to forms and reports 33-1009(5)

Any apportionments in any year, made to any school district, which may within the succeeding three (3) year period be found to have been in error either of computation or transmittal, may be corrected during the three (3) year period by reduction of apportionments to any school district to which over-apportionments may have been made or received, and corresponding additions to apportionments to any school district to which under-apportionments may have been made or received.

In order to be considered for correction, a Prior Year Correction-Payment Adjustment Request form must be filled out by the district or charter school and submitted to the SDE Division of Public School Finance. All requests should be submitted as promptly as possible. Because of the time required to process changes, care should be taken to ensure all uploads are as accurate as possible, and that every effort is made to find and correct errors before the initial correction period ends.

II. Attendance

Attendance information is a significant factor and provides the data necessary for calculations used in the state educational support program. Support units are derived from this information for the different grade groupings and school types. Aggregate attendance will be determined from the student's daily attendance record file of the ISEE data uploads.

Grade Groups (I.C. 33-1002)

The state school support program is based on the average daily attendance (ADA) of students. Attendance reporting is divided into the following groups:

- Kindergarten
- Elementary (grades 1-6)
- Secondary (grades 7-12)
- Alternative Secondary School (grades 7-12)
- Summer Alternative Secondary School (grades 7-12)

Gifted/Talented, Self Contained and Resource Room students – Attendance for these students should be combined with the regular kindergarten, elementary, and secondary classrooms.

Approved Special Education Preschool students – Do not report attendance for these students, report enrollment information only. Support for these students is calculated from the minimum hours serviced and other information submitted through ISEE to the SDE.

For information regarding ISEE reporting for Pre-School student child counts, please refer to the appropriate manual [here](#).

Recording Attendance at the Building Level for Separate School Status (I.C. 33-1003(2))

For joint elementary/secondary schools, each grade grouping will be funded as separate attendance units under the following circumstances:

- Secondary grades in the joint elementary/secondary school are located more than 15 miles by all-weather road from the nearest like secondary grades operated by the same district.
- Elementary grades in the joint elementary/secondary school are located more than 10 miles by all-weather road from both the nearest like elementary grades within the same school district, and from the location of the office of the superintendent of schools or chief administrator for such district.
- Hardship Elementary School: Upon application of the board of trustees of a school district, a given elementary school not otherwise qualifying is entitled to be counted as a separate elementary school when, in the discretion of the state board of education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in ADA above the average cost per pupil in ADA of the remainder of the district's elementary grade school pupils. An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.
- Hardship Secondary School: Any district that operated two (2) secondary schools separated by less than fifteen (15) miles, but which district was created through consolidation subsequent to legislative action pursuant to chapter 111, laws of 1947, and which school buildings were constructed prior to 1935, shall be entitled to count the schools as separate attendance units.

Remote Schools (I.C. 33-1003(3))

The board of trustees of any Idaho school district that operates and maintains a school that is remote and isolated from the other schools of the state because of geographical or topographical conditions may petition the state board of education to recognize and approve the school as a remote and necessary school. Petitions for the recognition of a school as a remote and necessary school (found [here](#)) shall be filed annually at least ninety (90) days prior to the date of the annual meeting of the board of trustees.

Within forty-five (45) days after the receipt of a petition, the state board of education shall either approve or disapprove the petition and notify the board of trustees of its decision. Schools that the state board of education approves as being necessary and remote shall be allowed adequate funding within the support program for an acceptable educational program for the students of the school. In the case of a remote and necessary secondary school, grades 7-12, the educational program shall be deemed acceptable when, in the opinion of the state board of education, the accreditation standard relating to staff size, established in accordance with the provisions of section IC 33-119 has been met. The final determination of an acceptable program and adequate funding in the case of a remote and necessary elementary school shall be made by the state board of education.

Recording Attendance at the Building Level

Uniform reporting (I.C. 33-120)

The state superintendent of public instruction shall prescribe forms and format for uniform accounting for financial and statistical reports and performance measurements to provide consistent and uniform reporting by school districts.

SDE Recommends that attendance records should be maintained and kept on file at each school building. Each Classroom Teacher should be recording Elementary attendance twice daily (a.m. and p.m.) and Secondary attendance should be recorded for each class period throughout the day.

SDE Recommends that attendance should be reviewed daily and audited weekly by building personnel to insure proper attendance reporting to the State department of Education. Additionally, keeping proper attendance can help prevent liability issues with students expected on campus, but who did not arrive.

A Day of Attendance (IDAPA 08.02.01.250.03)

A day of Attendance is one in which a pupil is physically present and is under the guidance and direction of a teacher while school is in session. Report attendance in full (1.0) or half-day (.5) increments (see page 1). Do not use enrollment figures for attendance.

Approved absences such as a scheduled surgery or illness cannot be used as a day of attendance.

Note: A student who attends a day-long biology field trip that is part of the curriculum, under the guidance and direction of a teacher while school is in session, may be counted as being in attendance for that day.

Public School Students Dually Enrolled (I.C. 33-203)

A public dually enrolled student is any student attending more than one traditional public school, public charter school, or public virtual school. In funding there are only two options for a student's ADA and that is full time (1.0) or half time (0.5).

Note: No student shall generate more than one (1.0) ADA.

Example: John attends four (4) hours of instruction at the traditional high school and then spends two and a half (2½) hours of instruction logged on with the virtual high school. Since John meets the four hour minimum at the traditional high school to be counted as a full ADA and meets the two and a half hour minimum at the virtual high school to be counted as a half ADA the two schools must work out an agreement as to how the ADA will be reported, **as no student shall generate more than one (1.0) ADA.**

Example: John attends 3 hours of instruction at the charter school and then spends 1 hour of instruction at the traditional high school for advanced math, for which the charter school pays a fee to the traditional high school. The charter school would count the hour spent at the traditional high school to meet the 4 hours of instruction minimum to count the student as a full time student.

Post-Secondary Dually Enrolled (I.C. 33-203(8))

Dual enrollment shall include the option of enrollment in an accredited post-secondary institution. A student who is earning credits from an accredited post-secondary institution that are being credited towards graduation requirements can be included in state attendance reports.

Example: Mary attends 3 hours of instruction at the local high school and also attends 1 hour of instruction at the local accredited college which credits are going towards her graduation requirements. The time spent at the college would count towards meeting the 4 hours of instructions to be a full time. Mary would be a full time ADA and not a half ADA.

Dual Credit for Early Completers (I.C. 33-1626)

Students completing all state high school graduation requirements, except for senior projects, at any time prior to the beginning of their final 12th grade semester, shall be eligible for up to 18 post-secondary credits of dual credit courses per semester. ADA shall be counted as normal for such students for public school funding purposes.

Non-Public School Students dually Enrolled (I.C. 33-203(3))

Those students educated in other than public schools, and who also attend classes at a public school are considered dually enrolled students. A dually enrolled student must attend at least two and one half (2 ½) hours per week to be included in the school's weekly aggregate attendance. If the student's hours of attendance are 2.5 or greater, divide the hours by 4 and add that to the school's weekly aggregate attendance.

Example 1: Sally, a home instructed student, enrolls in music class that is held for 55 minutes, 5 days a week and she attends music class all week:

Total minutes of attendance (55 minutes x 5 days) = 275 minutes

Total hours of attendance (275 minutes divided by 60 minutes = 4.58 hours)

Aggregate hours of attendance (4.58 hours divided by 4 = 1.15), round to 1.0

For that building, add one (1) to the week's aggregate attendance for Sally.

In the ISEE data uploads, the student must be in the student demographic file and you must create a 1.0 record one day a week of being in attendance with the rest of the week showing them as 0.0 in the attendance file.

NOTE: Remember to ask if the student is enrolled in a Virtual Charter. This is not considered homeschooled or private dually enrolled. If you mark this student as homeschooled or private dually enrolled you will lose the funding for this student.

Dually enrolled Idaho Digital Learning Academy (IDLA) (I.C. 33-203)

For students who take courses from the Idaho Digital Learning Academy (IDLA), the state run, online courses can be included in state attendance reports.

Example: John attends four 55 minute periods at the local high school and one course from IDLA. Treat the IDLA course as if it was another 55 minute period. With the IDLA course John would count as a full time student, because he is receiving 4 or more hours of instruction.

Example: Becky is a home instructed student, who signs up for two IDLA courses through the counselor at the public high school, which runs seven 50 minute periods a day. Calculate ADA for Becky the same as any Non-Public dually enrolled student. Calculate her time based on the length of each period at the school she signed up at. Calculate her attendance as follows:

Total minutes of attendance (100 minutes x 5 days) = 500 minutes
Total hours of attendance (500 minutes divided by 60 minutes = 8.33 hours)
Aggregate hours of attendance (8.33 hours divided by 4 = 2.08) always rounding to the nearest .0 or .5,
add 2 to the week's aggregate attendance for that building.

Homebound Students (I.C. 33-1003A)

A homebound student is any student who would normally and regularly attend school, but due to illness or accident, necessitates an absence from school for more than ten (10) consecutive school days. The school district may include homebound students in its total attendance, provided that academic instruction has been given by appropriate certified professional staff employed by the district.

Note: Beginning on the eleventh (11) homebound day and thereafter the student may be included in the total aggregate attendance of that building's report.

Foreign Students

A foreign student is any student who comes from another country and is not a legal resident of the State of Idaho or United States of America. Foreign students who are attending school in a public Idaho school as part of a foreign exchange student program can be counted in attendance for funding purposes. Foreign students on an F-1 Visa who are not part of a foreign exchange program and attended public school in Idaho, must pay tuition and **cannot** be counted in attendance for funding purposes (*I.C. 33-201*). Foreign Students on an F-1 Visa must pay tuition for more information go [here](#).

Saturday or After School Classes (IDAPA 08.02.01.250.05)

Saturday or after school classes cannot be used to make up an absence from a prior day. State Board Rules Governing Administration 08.02.01.250.05 states; "A day of attendance is one in which a pupil is **physically present** for the full day under the guidance and direction of a teacher..."

Example: John is absent on Tuesday, but attends Saturday classes. John would be reported as only having 4 aggregate days of attendance for that week. Under this rule a pupil cannot be counted as in attendance for a day if they were not physically present that day.

Note: Schools can use Saturday Classes for credit recovery, but cannot claim in aggregate attendance for state reports.

Tardiness and Attendance (IDAPA 08.02.01.250)

FOR KINDERGARTEN

State Board Rules Governing Administration 08.02.01.250.04 states; "A day of attendance for a kindergarten pupil is one in which a pupil is physically present for a period of two and one-half (2 ½) hours under the direction and guidance of a teacher while school is in session."

Example: The kindergarten session is normally three (3) hours of instruction and a pupil was a half hour late coming to class, but was there for the remainder of the day. This pupil would still count as being in full attendance, because they were physically present for two and one-half hours of instruction.

FOR GRADES 1-12

State Board Rules Governing Administration 08.02.01.250.03a states: A day of attendance for a grades 1-12 pupil is one in which a pupil is physically present for a period of four (4) hours under the direction and guidance of a teacher while school is in session."

Example: The high school has six (6) 55 minute long periods each day. Jane is 15 minutes late to her first period class and is again 15 minutes late to the start of her fourth period class, but is on time for the other four classes. For state reporting, she would still be counted as being in full attendance, because she received more than four (4) hours of instruction.

Note: Each district may set a policy regarding the number of tardiness that can happen before withholding credit for a class. There is nothing in state law or board rule that requires withholding funding for tardiness. As long as the 4 or more hours of instruction required is met, it is a full day of attendance for state funding.

Public Virtual Charter School Attendance (I.C. 33-5208(10)(a))

Each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student. In either case, the school needs a clear definition of when coursework is completed on a monthly basis, and to have clear goals and guidelines set.

SDE recommends that attendance documentation be maintained for each student attending a public virtual school, and that the school has a written policy on how they will track attendance for state reporting.

Note: If the actual hours of attendance are being used, then all regular attendance laws and rules apply.

Professional-Technical Regional Public Charter School Attendance (I.C. 33-5215(4))

A professional-technical regional public charter school shall provide assurances in state attendance reports that it has verified attendance reports which generate ADA with the participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims.

Students attending both a professional-technical regional public charter school and a local high school shall count in state wide enrollment as being only 1 student. In attendance the student shall not generate more than a 1 ADA in state attendance reports.

Calendar Reporting in ISEE (I.C. 33-120)

Used for reporting days in session, instructional, non-instructional and emergency closure days for determining the average daily attendance in the ISEE data uploads (not to be confused with yearly instructional calendar hours).

The start and end dates for each calendar should be marked appropriately as Semester Start/End, Trimester Start/End, or Quarter Start/End.

Calendars and the calendar numbers for a building and grade grouping need to be consistent throughout the school year.

Calendar Type - Make sure to use the correct calendar type for each grade. If you roll a grade make sure the calendar type is correct. Rolling students from kindergarten to first grade make sure the correct calendar type has been setup and grade level is correct.

GRADE	TYPE	REPORTING	NOTES
Kindergarten	K	.5 day or 1.0 day	(Only funded for .5 day)
Grades 1-12	R	.5 day or 1.0 day	
Alternative Secondary 7-12	A	Reported in hours	(Funded max 25 hours per wk)
Private/Home School	DR	Reported in hours	(Funded max 25 hours per wk)
Summer Alt Secondary 7-12	SA	Reported in hours	(Min of 225 hours instruction)
Summer Juvenile Det Center	SR	.5 day or 1.0 day	

Calendars need to be by building, calendar type and following grade groupings: kindergarten, elementary grades 1-6 and secondary grades 7-12.

NOTE: Calendars need to be by building, but must follow attendance district wide for each grade group. Each grade group is rolled up from building level to district level.

The SDE recommends the best practice to maximize funding every building having its own calendar and each grade grouping having its own calendar that are both kept throughout the year. Each grade grouping calendar should follow the same attendance day's district wide to accurately process ADA.

Each schedule of kindergarten will have a separate calendar. No grade grouping can have two different calendars showing different instructional times, and there should be only one calendar to a grade grouping for a building. If two grade groupings have the exact same days in session and instructional times, there can be a single calendar for these two grade groupings, but if the days in session or instructional times are different then there needs to be a separate calendar for each grade grouping.

Regular (R) and Kindergarten (K) calendar types can only be reported as 1.0, 0.5, or 0.0 in the Instructional Time, Non-Instructional and Emergency Closure sections. Only K type calendars will have a K schedule code, for all other calendar types the K schedule is blank. For Alternative Secondary (A) calendar types the Instructional Time, Non-Instructional and Emergency Closure Time must equal the maximum number of instructional hours a student can receive.

Example: The alternative school has a half day of school on Friday where the students will only attend 2.5 instructional hours and a full day is 5 instructional hours. On Friday's calendar the Instructional Time would be 2.5 and the Non-Instructional Time would be 2.5 giving a total time of 5 for the day.

Seniors having a shorter instructional hours requirement does not require a separate attendance calendar in the ISEE uploads. Even though they will end school earlier than the rest of the school there will still be a need to track attendance for the seniors to the end of the school year (see page 14).

a) Emergency Closure and Vacation Days

Closure due to adverse weather conditions and facility failures, and when school is not open due to holidays and vacation (see page 3). In kindergarten, report only those session(s) that would have had students attending, but due to emergency closure, the session(s) were missed. No attendance is reported on these days. This should be reported as an Emergency Closure day on the calendar.

b) Teacher Staff Development

Some teacher staff development may be reported as actual days in session (see page 3). The ISEE upload for full days of staff development will report no attendance on that day that the calendar indicates to be a full day of Non-Instructional Time. This should be reported as Non-Instruction Time on the calendar.

c) Parent-Teacher Conferences

Parent-teacher conferences are not included in instruction time or days of attendance. **Parent-teacher conference days are reported as non-instruction time with no attendance.**

Regular Alternative Secondary School Reporting

State funding of alternative secondary school programs conducted during the regular school year will be limited to those that enroll enough properly identified At-Risk secondary students to insure twelve (12) or more full-time equivalent students for the school year (one full-time equivalent is based on twenty-five (25) hours per week). A full-time equivalent At-Risk Youth is a student (or combination of students) in attendance for Nine hundred (900) hours for grades 7-12 (excluding breaks, lunch hours, passing time, etc.) during the school year. To qualify for alternative secondary school program funding, school districts shall make initial application upon forms approved by the State Department of Education and must receive the approval of the State Superintendent of Public Instruction (I.C. 33-512, 33-1002, 33-1002C, and 33-1002F).

Students attending Alternative Secondary programs must meet the definition of **At-Risk** in IDAPA 08.02.03.110 to qualify for funding.

An At-Risk youth is any secondary student grade seven (7) through twelve (12) who meets any three of the following criteria, subsection a through e or any one of subsection f through l.

- a. Has repeated at least one (1) grade
- b. Has absenteeism that is greater than ten percent (10%) during the preceding semester.
- c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- d. Has failed one (1) or more academic subjects.
- e. Is two (2) or more semester credits per year behind the rate required to graduate.
- f. Has substance abuse behavior.
- g. Is pregnant or a parent.
- h. Is an emancipated youth.
- i. Is a previous dropout.
- j. Has serious personal, emotional, or medical problems.
- k. Is a court or agency referral.
- l. Upon recommendation of the school district, as determined by locally developed criteria for disruptive student behavior and defined in local board approved policy and procedure.

Note: Do not count attendance for days not in attendance, mark these days as non-instructional days on calendar.

If the program normally operates only four days per week but the district operates on 5 days per week, treat each week as if the total number of days includes four days. Mark the fifth day as non-instructional on the calendar.

a) Alternative Secondary Night Schools

Alternative Secondary Night Schools will only report attendance for those students who meet the definition of **At-Risk** in IDAPA 08.02.03.110. Simple credit recovery does not meet the definition of At-Risk.

Alternative Secondary Night Schools will **not** report attendance for any students who attend a regular or traditional high school for four (4) or more instructional hours during the day, as these students are already generating one (1) full ADA.

Districts can and may charge a fee or tuition for this service for those students who do not meet the definition of At-Risk. This is an additional service and not an extension of a state funded education.

Example:

The alternative school's instructional hours for the day is 6.0 hours. A calendar ID unique to the alternative school with a calendar type of "A" is set up. Then the calendar will show on days when school is in session for the alternative the maximum instructional time for the day as 6.0, or on a vacation day they will show 6.0 as the non-instructional time. On half days they would have instructional time of 3.0 and 3.0 of non-instructional time. On the students' attendance reports, you will report each day how many instructional hours the student got on that day, up to the maximum in the calendar. So if the student was there all day, they would have the 6.0 as their attendance, and again if they were there only half of the day, they would have 3.0.

Note: The SDE tracks **instructional hours** for alternative students and not days of attendance.

Alternative Youth Challenge Programs designated pursuant to I.C. 46-805, the full-term ADA shall be used to calculate support units for each cohort of students that meets the minimum instructional hours requirement in I.C. 33-512.

Students attending an alternative secondary school in a district reporting less than one hundred (100) secondary students in ADA shall not have their attendance assigned to the alternative secondary table if the student is also from a district reporting less than one hundred (100) secondary students in ADA., Instead, they shall be assigned to the secondary table of the district in which they are attending the alternative secondary school, unless the school in question serves students from multiple districts, each reporting less than one hundred (100) secondary students in ADA (I.C. 33-1002(4)).

Summer Alternative Secondary Attendance Report (*I.C. 33-1002C*)

State funding for alternative secondary school summer programs shall be limited to those that provide a minimum of two hundred twenty-five (225) hours of instructional time, (excluding breaks, lunch hours, passing time, etc.). A full-time equivalent summer session At-Risk Youth is a student (or combination of students) in attendance for two hundred twenty-five (225) hours during the summer session. To qualify for alternative secondary school summer program funding, school districts shall, **prior to April 1st**, make initial application upon forms approved by the State Department of Education and must receive the approval of the State Superintendent of Public Instruction (I.C. 33-1002C). Link (alternative school app)

Attendance for alternative secondary school summer programs are reported using the assigned alternative school number and is **not** reported on the regular school year building number.

Summer Alternative Secondary data is uploaded via ISEE and labeled ISEE Summer Alternative 2015 v6 manifest. Please refer to the ISEE upload schedule for timelines.

Do not count emergency closure days or teacher staff development days as instructional days for the summer alternative secondary school program.

Idaho Youth Challenge Program Alternative School (I.C. 33-1002C(2))

For any alternative secondary school designated pursuant to Idaho Code 46-805 (Idaho Youth Challenge Program), the full-term ADA shall be used to calculate support units for each cohort of students that meets the 990 minimum instructional hours required, and will be used for all funding formulas requiring support units.

Juvenile Detention Center Attendance Report (I.C. 33-2009)

To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. Juvenile Detention Centers shall submit reports to the local school district as may be required (I.C. 33-2009).

Attendance for juvenile detention centers is reported using the assigned school and building number of 915. Each period, the detention center's supervising teacher submits to the school district on the Juvenile Detention Center Daily Attendance Report (the long form 14" x 8½") the name, age, sex, and grade level of each student, and the days of instruction provided. A day of instruction consists of a minimum of four (4) instructional hours, which does not include lunch periods, breaks, passing time, recess, etc.

On the Juvenile Detention Center Daily Attendance Report, include **only** those days in which the student is **actually participating** in an instructional program. Days in which the student is just being housed in a juvenile detention center **do not** count as days of instruction.

On the Detention Center Attendance Report (the short form 11" x 8 ½"), the total weekly attendance days from the Juvenile Detention Center Daily Attendance Report are summarized, including the number of non-instructional days and the number of days in session in each week, which must equal 5.

Note: Do not count emergency closure days as part of regular instructional days for juvenile detention centers.

Note: Summer Juvenile Detention Centers are reported exactly the same as the regular Juvenile Detention Center program.

Reporting Early Graduates IDAPA 08.02.01.350

State Board Rules IDAPA 08.02.01.350 states: Any high school student who completes the number of credits and exiting standards required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the local superintendent and board of trustees to graduate early. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their first semester average daily attendance ADA used to calculate their attendance during the second semester of the school year.

On the building's state enrollment and withdrawal report, leave the student(s) in the enrollment and **do not show the Student(s) as dropouts**. Districts should calculate the student's first semester average daily attendance (ADA) for the time the student was in attendance. To find out the student's ADA for the first semester, divide the number of days they were in attendance by the actual number of days school was in session.

For ISEE reporting of early graduates, the student must remain in the student demographic file and have attendance records to be counted for ADA funding. The student must not have an exit date or reason at the time they graduated in the upload file, but will be assigned to course code 86000 early graduates, with

a certified staff having the assignment code of 86000. Any certified staff can be assigned to 86000 as it will not be used for miss-assignment or HQT. You will need to create attendance for the student that reflects how the student attended in the first semester. So if they had a 95% attendance in the first semester then their attendance records for the second semester should have 5% of the days mark as absent in the ISEE uploads. At the end of the year the students will need to have an exit date and exit code for graduate the same as the regular students who graduated.

Fifth year seniors who graduate early in the school year **are not** considered true early graduates. **Do not** include their ADA through the rest of the school year and **do not** show them as a dropout.

Attendance for Graduates Released Early (I.C. 33-512)

The instructional time requirement for 12th grade students may be reduced by action of a local school board for an amount of time not to exceed eleven (11) hours of instruction time. (I.C. 33-512)

Districts should include in their attendance aggregate those seniors who are released early. Report student attendance as the average attendance for that week and never as perfect attendance.

Example: Graduation is held Wednesday night and the graduating seniors are not required to finish the week. Use each student's attendance that occurred for Monday through Wednesday to determine what attendance to create for each student in the ISEE upload. If the student was there all three days then mark them present for the last two days. If they were only present 2 days then mark them present for 1.5 days for the last two days.

Guidance for reporting attendance for Course work completed (I.C. 33-1619, 33-5208(10))

- 1) There needs to be clear and measurable goals towards completion of the course. Attendance still must be reported in the monthly uploads and the measurable goals need to be set up monthly.
- 2) There needs to be policies and procedures in place to validate that the student is working and meeting the progress goals and that the auditors can follow and track how the attendance was calculated based on those procedures.

Do Not use end of course grade level to set the percentage of attendance, where an A is 100% attendance, a B is 95% and so on. The attendance should reflect monthly goals and not the grade received. The B or C student may have put more time and effort into the course.

The department frowns on allowing students to do nothing in a course for the first two months and then the student crams the last month of term to complete the course, as this does not benefit the student. There should still be contact with the student to ensure they are on goal to complete the course.

Attendance for Border District Contract Students (I.C. 33-1403)

a) Students between Idaho School Districts

For border district contracted students between Idaho school districts, the receiving district may count the average daily attendance of those transfer students in the building they are attending. The sending district will **not** count the transferred students average daily attendance (see page 2).

b) Idaho Students Out of State

For border district contracts of Idaho students to a neighboring state, the sending district must submit attendance and enrollment reports via ISEE using the assigned border contract school number for the border contract, in order to have those students included in the calculation of the state funding formula (see page 4).

It is the **district's responsibilities to collect, fill** out, and submit attendance and enrollment data.

c) Out-of-State Students to an Idaho School District

For border district contracts of a neighboring state's student to an Idaho school district, the receiving Idaho school district will **not** include those students in their attendance and enrollment reports. The transfer student's average daily attendance shall **not** be included in the calculation of the state funding formula (see page 4).

III. Enrollment

The records of a school district should substantiate the membership of students who have enrolled and withdrawn from schools within the district. Accurate enrollment data is critical.

Enrollment reporting includes information relating to student enrollment, withdrawal, and dropouts. Alternative secondary school and juvenile detention center enrollment is also reported according to the following guidelines:

1. Fall Enrollment by Building will be determined by the number of active students who have no exit date on or before the first Friday in November, in the student demographics file.

Every student should be classified by grade level, with the exception of some cases of identified special education students who will be assigned no grade (NG). In the case of students in an ungraded program, assign each student to the grade closest to his/her age group.

Ethnicity and Gender enrollment information submitted via ISEE and student demo file

The ethnicity and gender, by grade, by building, will be determined by the number of active students who have no exit date on or before the first Friday in November in the student demographics file and a record in the student attendance file of the ISEE upload, and will be based on the information in the student demographics file.

Ethnicity will be reported on federal reports, by male and female in the following seven categories.

W -----White
B -----Black
H -----Hispanic
N -----American Indian or Alaska Native
Pac-----Pacific Islander or Hawaiian Native
As-----Asian
O -----2 or More Races

Interstate Compact on Education Opportunity for Military Children (I.C. 33-5701)

The Interstate Compact on Educational Opportunity for Military Children is intended to help facilitate the timely enrollment, placement, and graduation of children of military families due to frequent moves and deployment of their parents.

Please see the full text of this law for information on requirements and timelines [here](#).

IV. Dropouts Reporting

For information on dropout reporting, please contact the Idaho Department of Education's Division of Assessment and Accountability at (208) 332-6909.

V. Graduation Reporting

For information on graduation reporting, please contact the Idaho Department of Education's Division of Assessment and Accountability at (208) 332-6909.

VI. Emergency Closures (found [here](#))

CERTIFICATE OF CLOSURE								
Emergency Closures Reporting								
2009 - 2010								
Reporting Period								
(1st period, 2nd period or 3rd period)								
District #		District Name						
In compliance with I.C. 33-1003A, certify the cause and duration of each incident of emergency school closure.								
<ul style="list-style-type: none"> ▪ For each emergency closure, show the number of instructional hours missed for each grade grouping. ▪ If the missed instructional hours in each grade grouping for all buildings in the district were the same, then fill one line listing "All". ▪ If the emergency closure was for 2 or more consecutive full days, show on one line the date(s) of the closure. ▪ Report instructional hours to 2 decimal place. ▪ Submit a copy of the school board minutes showing approval for each emergency closure stating the cause and duration. 								
							For Closures caused by H1N1 Flu	
Building Number or if District Wide All	Cause for the Emergency Closure	Date(s) of Closure	Amount of Kindergarten Instructional Hours Missed*	Amount of Grades 1-3 Instructional Hours Missed*	Amount of Grades 4-6 Instructional Hours Missed*	Amount of Grades 7-12 Instructional Hours Missed*	**Anticipated date of re-opening <input type="checkbox"/>	Zip Code for closed school
<i>Please submit the day of the closure or as soon as possible by fax to 208-334-2228.</i>				I certify that this information is accurate. If requested, I will provide the detail to document the reported information.				
				Superintendent's Signature				
*Be sure to reduce your instructional hours on your school calendars to reflect the closure.								
** In closures for H1N1 flu please give the anticipated date of re-opening the school								

The board of trustees shall certify to the state department of education the cause and duration of such emergency closures and must be submitted on paper with a copy of the school board minutes showing each resolution. Emergency closure forms must be submitted the day of the closure or as soon as possible after the closure. Board minutes may be submitted at a later time.

When school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of heating plant, loss or damage to the school building, quarantine or order of any city, county or state health agency, or for reason believed by the board of trustees to be in the interest of the health, safety or welfare of the pupils, and the board of trustees having certified to the state department of education the cause and duration of such closure or impacted attendance, the ADA for such day or days of closure or impacted attendance shall be considered as being the same as for the days when the school actually was in session or when attendance was not impacted (I.C. 33-1003(a)).

Even if the school is closed, or remains open, the board of trustees may submit in writing, a request to the state department of education, division of public school finance to adjust the day(s) of the significantly impacted attendance. Cause and duration must be stated in the request.

What is not considered an Emergency Closure?

The State Board of Education does not recognize a teacher strike or the withholding of service as sufficient cause to declare an emergency closure (IDAPA 08.02.01.200). Funeral service, state athletic tournaments, and construction delays are also not sufficient cause to declare an emergency closure.

Protection (I.C. 33-1003)

33-1003. SPECIAL APPLICATION OF EDUCATIONAL SUPPORT PROGRAM. (1) Decrease in Average Daily Attendance. -- For any school district that has a decrease in total average daily attendance of three percent (3%) or more of its average daily attendance in the current school year from the total average daily attendance used for determining the allowance in the educational support program for the prior school year, the allowance of funds from the educational support program may be based on the average daily attendance of the prior school year, less three percent (3%). When this provision is applied, the decrease in average daily attendance shall be proportionately distributed among the various categories of support units that are appropriate for the district. After applying the provisions of this subsection, the state department of education shall calculate the percentage of additional statewide support units to total statewide support units and shall then reduce each school district's support units by this uniform percentage.

VII. ISEE Data Elements for Attendance and Enrollment Reporting

Information on the ISEE data collection requirements for the following can be found [here](#):

- Student Demographics File
- District Calendars File
- Data Option Sets for Entry and Exiting
- Entry Codes used in the Student Demographic File, File Element 41
- Exiting Codes used in the Student Demographic File, File Element 43