

USER GUIDE

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 and days in session.

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

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 6-12) – 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)

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.

Any child of the age of five (5) years who has completed a private or public out-of-state kindergarten for the required four hundred fifty (450) hours but has not reached the “school age” requirement in Idaho shall be allowed to enter the first grade.

Note: Opinions of the 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 a child is age five years old on or before the first day of September and does not meet first-grade enrollment criteria, then the School District should enroll the child in the kindergarten grade level.

Any child who turns age five (5) on or before September first, regardless of eligibility for special education and related services or Migrant Education Program, should be enrolled in

kindergarten or first grade (see above criteria for students having completed kindergarten while age 5).

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

Average Daily Attendance (ADA) is the aggregate of the weekly attendance (FTE enrollment) 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 (exception of Alternative Summer School or Alternative Night School).

Full-Time Equivalent (FTE) Enrollment Reporting (IDAPA 08.02.01.250)

Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of Kindergarten = 0.5 FTE and Grades 1-12 = 1.0 FTE.

Day in Session for Attendance (IDAPA 08.02.01.250)

A school day or session for grades one through twelve (1-12) may be counted as a “day in session” when the school is in session and students are under the guidance and direction of teachers in the teaching process. Lunch periods, breaks, passing time, recess will not be included in determining the hours of instruction.

Full-day Session

Kindergarten – each session will be at least two and one-half (2 ½) hours per day.

Grades 1-12 – each session will be at least four (4) hours per day.

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

Half-Day Session

Half-day session occurs when the students in Grades 1-12 are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 ½) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes.

Student Enrollment Counts and Rulemaking (I.C. 33-1027)

The state board of education shall promulgate rules that set forth the procedures for determining student enrollment counts by school, school district, and statewide, and the process for reporting such counts. Such rules shall be consistent with the following:

(1). Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school.

(2). A student shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section.

(3). A kindergarten student shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year.

(4). A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section.

FTE is based on the courses a student is enrolled in at the time of the office count. Each school district or public charter school shall conduct an official count of enrolled students in the district or school on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day. A school district or public charter school may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date.

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

When approved by a local school board, annual instructional hour requirement stated in paragraph (a) of this subsection may be reduced as follows:

(i)Up to a total of twenty-two (22) hours to accommodate staff development activities conduction on such days as the local school board deems appropriate. (Eleven (11) hours for Kindergarten).

(ii)Up to a total of eleven (11) hours of emergency school closures due to a variety of approved reasons.

Emergency closure/loss of attendance (I.C 33-1003A): When a school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of the 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 best interest of the health, safety or welfare of the pupils, the board of trustees having certified to the state department of education the cause and duration of such closure or impacted attendance, the average daily attendance 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.

Certificates of Closure must be submitted the day of the closure or as soon as possible. Report each building or state "All" (if the entire district/charter is closed), 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. Also, board meeting minutes must also be submitted when time permits.

A waiver (letter to Public School Finance from the District superintendent/Charter administrator) can be sent asking for help, subject to approval.

Instructional hour waiver (I.C. 33-512(h)) The state board of education may grant a waiver of the minimum number of instructional hours for a school district when districtwide school closures are necessary as a result of natural occurrences creating unsafe conditions for students. A county or state disaster declaration must have been issued for one (1) or more of the counties in which the school district is located. A waiver request to the state board of education must describe the efforts by the school district to make up lost instructional hours, the range of grades impacted, and the number of hours the school district is requesting to be waived.

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. For the Emergency closure, make sure you mark the day or days correctly in the ISEE calendar.

Note: Teacher orientation, parent-teacher conferences, teacher workdays, etc. do not qualify as staff development. Teacher strikes, funeral services, state tournaments or construction delays are not included in Emergency closures.

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

Minimum Pupils Required – Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support programs unless the school has been approved for operation by the state board of education.

Boundary Contracts (I.C. 33-1403)

Within the state

Whenever the board of trustees of any school district shall determine that it is in the best interest of any of its pupils to attend school in another district within the state, the boards of trustees of the districts may annually agree, in writing, that such pupil or pupils shall be transferred to and attend the designated school or schools of the other district party to the agreement. The receiving district may elect to charge tuition and/or include those students in its attendance reports.

Out of state

Whenever the board of trustees of any Idaho school district abutting upon another state shall determine that it is in the best interest of any of its pupils to attend a school in a school district in such neighboring state, the board of trustees may annually agree, in writing, with the governing board of the nearest appropriate school district in the neighboring state for the education, and transportation if the school district attended abuts on the home district, of such pupil or pupils. Any such agreement shall specify the rate of tuition and cost of transportation if any, to be paid by the Idaho school district and the agreement shall be entered into the records of the board of trustees and a copy thereof 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.

Students Coming into Idaho

The board of trustees of any Idaho school district, as a creditor district, may, subject to the approval of the state board of education, enter into an agreement with the governing body of any school district in another state, as the debtor district, to educate, and if necessary transport, any of the pupils of such debtor district upon such terms and conditions as may be agreed upon and approved, but the rate of tuition to be charged by the Idaho school district shall be not less than the gross per-pupil cost of the credit district, as defined in section 33-1405, Idaho Code, plus the per pupil costs paid by the state for the employer's share of social security, and the employer's share of retirement for the employees of the creditor district for the previous fiscal year, and other appropriate costs, as determined by the state board of education. A copy of the agreement shall be entered into the records of the board of trustees and a copy thereof shall be filed with the state board of education. Out of state students shall not be included in attendance records. Waivers can be requested, but must be received by March 31st for the upcoming year.

Students from Out of State, Residing in Licensed Public or Private Residential Facilities (I.C. 33-1002B(4)) For school aged 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 the licensed public or private residential facility, provided that the local school district has been given the opportunity to provide input on any federally required education plans for any 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 Summer Alternative submission period begins the first day of Alternative Summer School and ends the last day of Alternative Summer School.
- The October submission period begins the first day of the regular school year and ends the last Friday in September.
- The November submission period begins the Monday after the last Friday in September and ends the first Friday in November.
- The March submission period begins the Monday after the first Friday in November and ends the first Friday in March.
- The May submission period begins the Monday after the first Friday in March and ends on the first Friday in May.
- The End of Year submission 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.

Attendance Submissions (I.C. 33-120)

Attendance will be reported by day; by student at the building level through the ISEE submission scheduled (see above for times) data uploads. All students will have an EDUID assigned. Only one building may claim a student on any given day in each district/charter.

Border Schools (special attendance submission 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 (I.C. 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 be made or received.

Note: 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.

Protection (I.C. 33-1003)(1)

Special application of educational support program - 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. The provisions of this subsection shall not apply to public charter schools.

Staff Allowance and Mobility (I.C. 33-1004)

For each school district, a staff allowance shall be determined as follows:

Using the daily attendance (FTE enrollment) reports that have been submitted for computing the February 15 apportionment of state funds as provided in section 33-1009, Idaho code, calculate the total support units for the district in the manner provided in section 33-1002(6)(a), Idaho code. If the support units used to calculate discretionary funding pursuant to sections 33-1009 and 33-1018, Idaho code, are at least three percent (3%) greater, seventy-five percent (75%) of the difference shall be added to the support units used for the February 15 apportionment of state funds.

ATTENDANCE AND ENROLLMENT

Attendance and enrollment 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 various grade groupings, school size and school types. Aggregate attendance and/or enrollment will be determined from student's record files in 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 School (grades 6-12)
- Summer Alternative School (grades 6-12)

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 hour's 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 on the State Department of Education's website.

Application of Support Program to Separate Schools/Attendance Units in District I.C. 33-1003(2)

For joint elementary/secondary schools, each grade grouping will be funded as separate ADA 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 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:

Attendance and enrollment 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.

Attendance should be reviewed daily and audited weekly by building personnel to insure proper attendance reporting to the State Department of Education.

A Day of Attendance (IDAPA 08.02.01.250)

A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session and under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho Digital Learning Academy, with the exception as stated in a “day in session” on page 7. For most students, report attendance in full (1.0) or half-day (.5) increments.

Note: A student who attends a field trip that is part of the curriculum or engaged in extended learning opportunities (IC 33-6401), under the guidance and direction of a teacher while school is in session, may be counted as being in attendance for the day. However, an approved absence such as scheduled surgery or illness or a sports event (when the student is a participant) cannot be used as a day of attendance.

Dual Enrollment and funding (I.C.33-203)

The parent or guardian of a child of school age who is enrolled in a non-public school or a public charter school shall be allowed to enroll the student in any public school, including another public charter school, for dual enrollment purposes. (3) All schools shall be allowed to include dually enrolled non-public school and public school students for the purposes of state funding only to the extent of the student’s participation in the public school programs.

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. ADA for these students is reported as full (1.0) or half-day (.5) options, with the exception as stated in “day in session” on page 7.

Note: No student shall generate more than one (1.0) ADA, with the exception of an approved Alternative Summer School or Alternative Night School.

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.

There are two options for reporting attendance for Dually Enrolled students:

1. Attach your student to a dual enrolled (DR) calendar if your system allows. Time is expressed in hours or 1/10th of an hour (rather than full or half days). In the demographics file, students must be identified as follows: H = Home Schooled, P = Private Schooled or X = not P or H, and assigned a grade level based on the student’s age or knowledge. DR calendars will aggregate the hours per week based on the minutes attended.
2. **OR**, manually add the student’s attendance to the attendance file (regular calendar) based on the following formula: Total minutes of attendance (55 minutes x 5 days) = 275. Total hours of attendance (275 divided by 60) = 4.58. Aggregate hours of attendance (4.58 divided by 4) = 1.15 (round to 1.0). The student will receive 1 day of attendance for the week if present every day. In the ISEE upload for this student would be to add 1.0 for one day a week on the attendance file with the appropriate calendar ID. Include the other days of the week with 0.0 attendance.

Note: Remember to ask if the student is enrolled in a virtual charter school, we have several public virtual charter schools in the state and many parents/students could think their virtual is a non-public school when in fact it is public.

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

Dual enrollment shall include the option of enrollment in an accredited post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

Example: Mary attends three (3) hours of instruction at the local high school and also attends one (1) hour of instruction at a local accredited college in which credits are going toward her graduation requirements. The time spent at the college would count toward meeting the four (4) hour minimum to be counted as full time ADA.

Advanced opportunities (I.C.33-4602)

For those students attending public schools in Idaho that also are taking overload courses, college credit-bearing examinations and professional certificated examinations. (7) For public funding purposes, average daily attendance shall be counted as normal for students participating in dual credit courses pursuant to this section.

For students who are enrolled in dual credit/college courses full time, the school will receive full ADA as though they are enrolled in school full time (per above funding). The intention being that schools will not be penalized for encouraging students to take advantage of credits offered on a college campus.

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

Those students who take courses from the Idaho Digital Learning Academy (IDLA), a public school-choice leaning environment, can be included in attendance and ADA.

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 has met the four (4) hour minimum for a full day.

Example: Becky is a Non-public school student who signs up for two 50-minute IDLA courses a day, through the counselor at the public high school. The public high school may count her hours weekly for attendance and ADA. See above for options about either using the DR calendar or manually adding Becky's attendance file based on the formula at the end of the week.

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 at any time, provided academic instruction has been given and monitored by appropriate certified professional staff employed by the district.

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 the United States of America. Foreign students who are attending a public Idaho school as part of a foreign exchange student program can be counted in attendance for funding purposes. Those students attending a public school in Idaho not associated with a foreign exchange program must pay tuition and cannot be counted in attendance for funding purposes.

Saturday or After School Classes (IDAPA 08.02.01.250)

Saturday classes cannot be used to make up an absence for funding purposes for regular Idaho public and charter schools. State Board Rules Governing Administration states: A school day may be counted as a day in session when the school is open and students are under the guidance and direction of teachers in the teaching process, and a day of attendance is one in which a pupil is physically present while school is in session.

Example: John is absent on Tuesday, but attends Saturday classes. John would be reported as only having four (4) aggregate days of attendance for that week (provided he went all other days). John may use Saturday classes for credit recovery, but cannot claim attendance for funding. (see Public virtual charter school attendance for other options).

Tardiness and Attendance

The State Board Rules Governing Administration (IDAPA 08.02.01.250) states that a day of attendance is one in which a pupil is physically present for two and one half (2 ½) (half day) or not less than four (4) hours (full day) under the guidance and direction of a teacher or other authorized school district personnel while school is in session.

Note: Each district/charter may set a policy regarding the number of times a student may be tardy or absent before withholding credit for class. There is no state law or board rule that requires withholding funding for tardiness. And as long as the student fulfills the two and one

half (2 ½) or four (4) hour requirement for funding, the student may be counted in attendance accordingly. There is also no state law that specifies how many days a student is absent before removing them from enrollment, each district/charter sets their own policies.

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

Each student in attendance at a public virtual school shall be funding based upon either the actual hours of attendance in the public virtual school on a flexible school, or the percentage of coursework completed, whichever is more advantages 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 tract attendance for state reporting.

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

Virtual Education Attendance Guidance for Blended Instruction

School districts/Charters may offer instruction that is a blend of virtual and traditional instruction. For such blended programs, the school district may count and report the average daily attendance of the virtual program's students in the manner prescribed in section 33-5208(10), Idaho code. Alternatively, for the days or portions of the day in which such students attend a physical public school then actual hours of attendance may be used.

Note: There needs to be a clear and measurable goal toward completion of the course. Attendance still must be reported in the ISEE uploads. There needs to be policies and procedures in place to validate a student's work and progress and that an auditor can track how the attendance was calculated based on these procedures.

Note: 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, not the grade received as a B or C student may have put more time and effort into the course.

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

A program consisting of secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers

that require other than a baccalaureate, master's or doctoral degree. The courses, programs, training and services included, but are not limited to, vocational, technical and applied technology education.

A career technical regional public charter school shall provide assurances in state attendance/enrollment reports that it has verified attendance/enrollment reports, which generate ADA with its participation school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims. Students attending both a career-technical regional public charter school and a local high school shall count in the state-wide enrollment as being one (1) student and generate no more than one (1) ADA (unless stated previously for approved alternative programs).

Pre-Kindergarten

The services of the public schools of this state are extended to any child between the ages of three (3) and five (5) years, who do not meet age criteria requirements for inclusion in the kindergarten grade level and are eligible for special education and related services and/or the Migrant Education Program, if a Migrant Education preschool program is available in the local school district.

Examples:

- A student is eligible for special education and related services, but has not attained the age of five on or before the first of September of the reported school year. The student should be enrolled in the district and reported in the preschool grade level.
- A student is eligible for the Migrant Education Program but has not attained the age of five on or before the first of September of the reported school year. The student may be enrolled in a district's migrant preschool program, if available, and reported in the preschool grade level.

Students Receiving Special Education and Related Services, Least Restrictive Environment

For students receiving special education and related services, the Individualized Education Program (IEP) team will determine the appropriate least restrictive environment (LRE) based on the student's individual needs. (34 C.F.R. §§ 300.114 through 300.118).

Therefore, if determined appropriate by the IEP team, a kindergarten-age eligible student may receive special education and related services in an early childhood setting. In such cases, special education students receiving special education and related services in an early childhood setting would be reported as enrolled in the **kindergarten** grade level.

In a Dear Colleague Letter dated January 9, 2017, the Office of Special Education and Rehabilitative Services (OSERS) reaffirmed the position of the U.S. Department of Education

referencing prior policy statements regarding student placement and the Individuals with Disabilities Education Act (IDEA) 34 C.F.R. §§ 300.114 through 300.118.

“The LRE requirements of the IDEA state a strong preference for educating children with disabilities in general education settings alongside their peers without disabilities to the maximum extent appropriate. Under LRE requirements, the IDEA presumes that the first placement option considered for each child with a disability is the regular classroom the child would attend if he or she did not have a disability, with appropriate supplementary aids and services. Thus, before a child with a disability can be placed outside of the regular educational environment, the full range of supplementary aids and services that could be provided to facilitate the child’s placement in the regular classroom setting must be considered. In addition, IDEA regulations specify that a child with a disability is not to be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.”

Idaho does not have a universal preschool program, and inclusive early childhood programs such as Head Start do not allow enrollment of kindergarten age eligible students. Access to typically developing peers who are kindergarten age eligible would only be readily available in the public schools for the kindergarten grade level. In addition, the access to the general education curriculum available to typically developing peers in the kindergarten grade level would not be available to students in the preschool grade level. As a result, coding students who are kindergarten age eligible in the preschool grade level may be considered a denial of a free and appropriate public education (FAPE), resulting in noncompliance with the IDEA.

For additional information specific to students receiving special education and related services, refer to the current [Idaho Special Education Manual](#).

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

Idaho System for Educational Excellence (ISEE) is used for reporting days in session, non-instructional days and emergency closures days for determining the average daily attendance in the ISEE uploads (not to be confused with the yearly instructional hour requirements).

The start and end date 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. They need to show building, calendar type and follow grade groupings (Kindergarten, Elementary grades 1-6 and Secondary grades 7-12). Each grade grouping is rolled up from the building level to the district level. To maximize funding, grade

groupings should have the same attendance days; if they vary in days in session, they should have a different calendar and set up as a track school.

Calendar Types:

- Kindergarten (K) is reported in half or full days (.5 or 1.0) – funded for half days (.5)
- Grades 1-12 (R) is reported in half or full days (.5 or 1.0)
- Alternative 6-12 (A) is reported in hours – funded max 25 hours per week
- Non-public students (DR) is reported in hours – funded max 25 hours per week
- Summer Alt 6-12 (SA) is reported in hours – minimum of 225 school is available
- Summer JDC 6-12 (SR) is reported in half or full days (.5 or 1.0)

Kindergarten schedules:

- 1 AM only – every day
- 2 PM only – every day
- 3 Wk 1 MWF and Wk 2 T TH (2 sessions/day)
- 4 MW every other F (2 sessions/day)
- 5 T Th every other F (2 sessions/day)
- 6 AM and PM (full day) every day
- 7 and above – all other schedules

Regular (R) and Kindergarten (K) calendar types can only be reported as 0.5, 1.0 or 0.0 in the Instructional time, Non-Instructional time and Emergency Closure sections. Only K type calendars will have a K schedule code, for all other calendars the schedule code will be blank. For Alternative (A) calendar types, the Instructional and non-instructional time will be in hours offered for the week.

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 that Friday's calendar the Instructional time will be 2.5 and the Non-instructional time will be 2.5 for a total of 5 for that day.

Seniors having a shorter instructional hour requirement do not require a separate attendance calendar in the ISEE upload. Also, note if seniors end their school year earlier than the rest of the students, there will still be a need to track attendance.

Emergency Closure

Closure due to adverse weather conditions and facility failures will result in a calendar change with your ISEE upload, marking the day as an Emergency closure with a 0.5 or 1.0. For the

Kindergarten calendar, report only those with sessions affected that day. No attendance will be reported for those days the buildings were closed. If the school was closed for an entire week, do not delete that week from the ISEE calendar.

Teacher Staff Development

Some teacher staff development days may be reported as actual days in session (see page 8). The ISEE upload for full days of staff development will report no attendance on that day and the calendar will show a full day in the Non-instructional time column.

Parent-Teacher Conferences

Parent-teacher conferences are not included in instructional time or days of attendance. They are reported as Non-instructional time on the ISEE calendar.

Regular Alternative School Attendance

Alternative programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular school programs. State funding of alternative school programs conducted during the regular school year will be limited to those that enroll enough properly identified At-Risk 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 student is a student (or combination of students) in attendance for nine hundred (900) hours for grades 6-12 (excluding breaks, lunch hours, passing time, etc.) during the school year. To qualify for alternative school program funding, school districts shall make initial application upon forms approved by the SDE and must receive the approval of the State Superintendent of Public Instruction (I.C.33-512, 33-1002, 33-1002C, 33-1002F).

Student time is marked in hours of attendance (not full or half days) with a 25-hour maximum for the week for funding, however students can go as many hours as offered.

The attendance of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average daily attendance, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average daily attendance. (I.C.33-1002(4)).

Summer and Night School Alternative Attendance (I.C.33-1002C)

Alternative summer or night school programs of not less than two hundred twenty-five (225) hours of instruction, which shall be included in the education support unit calculation, may be established as approved by the state board of education.

A full-time equivalent summer session at-risk student is in attendance for two hundred twenty-five (225) hours of instruction may be counted as an additional zero point two five (0.25) FTE. To qualify for alternative summer program funding, school districts shall, prior to April 1st, make initial application upon forms approved by the SDE and must receive approval of the State Superintendent of Public Instruction. Attendance for alternative school summer programs are reported using the assigned alternative school number and it not reported on the regular school year building number. Summer alternative data is uploaded through ISEE at the end of the session (see timeline schedules on our website) and will be included in the October 1 reporting period. Do not count emergency closures or teacher staff development days as instructional days and report student attendance in hours with a maximum cap of 25 per week for funding, however students can attend as many hours as offered.

Students enrolled in an alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Attendance for alternative night school program will need to flow back to their base school. It would be similar to a student taking another course offsite at another school in the district. The indicator for night course instruction is in the instructional setting field which is housed under the master course schedule file.

Average daily attendance and the support units generated by alternative summer school or alternative night school programs shall not be included in or subject to the provisions of section 33-1003, Idaho Code, and shall be included as an addition to any other support units generated pursuant to Idaho Code.

Idaho Youth Challenge Program

The Idaho Youth Challenge program is a volunteer program for 16-18 year old at-risk youths. This is an alternate school that is designated pursuant to section I.C.46-805, full term average daily attendance shall be used to calculate support units for each cohort of students that meets the minimum instructional hours requirement provided for in section I.C.33-512. The support units so calculated shall be used for all state funding formulas in which support units are used.

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

Facilities that provide for the temporary care of children, as defined as Juvenile Justice Reform Corrections Act, who require secure custody, for their own or the community's protection, in physically restricting facilities pending court disposition or subsequent to court disposition. To qualify for state funding of instructional programs at the Juvenile Detention Centers, school districts must apply for such funding on forms provided by the SDE. Applications are subject to the review and approval of the State Superintendent of Public Instruction. JDC's shall submit reports to the local school district as may be required.

Attendance for Juvenile Detention Centers is reported using the assigned school and building number of 915. The supervising teacher submits to the school district the daily attendance including the name, age, sex and grade level of each student and the days of instruction provided.

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 JDC, do not count as days of instruction. On the daily attendance report, the total weekly attendance days from the JDC are summarized, including number of non-instructional days and the number of days in session in each week, which must equal 5.

Note: Do not count emergency closures days as part of regular instructional days.

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

Early Graduation (IDAPA 08.02.01.350)

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 ADA for the first semester (second trimester) counted as if they were in attendance during the second semester (third trimester) of the school year.

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 graduate), 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-assignments. The district

will need to create attendance for the student that reflects how the student attended the first half of school. At the end of the year the students will show an exit date and exit code for the same as all other graduates.

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

Advanced Opportunity Early Graduates (I.C.33-4602)

If a student is in an Advanced Opportunity program and wishes to graduate early they would use the following exit codes: and you would not count them in your attendance.

- 4G Early Graduate 1 Year. Any student who successfully completes public school grades 1 through 12 curriculums at least one (1) year early shall be eligible for an advanced opportunities scholarship.
- 4H Early Graduate 2 Year. Eligible for an advanced opportunities scholarship.
- 4I Early Graduate 3 Year. Eligible for an advanced opportunities scholarship.

If a student who successfully completes public school grades 1 through 12 curriculums in their Junior year yet does not want to graduate early and will take dual credit courses throughout their senior year, they would not get an exit code and you would include them in your attendance.

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.

Districts should include in their attendance aggregate those seniors who are released early using average attendance for that week.

Example: Graduation is held Wednesday night and the graduating seniors are not required to finish the week, use each student's attendance record for Monday through Wednesday to determine what attendance to create for each student in the ISEE upload.

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

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.

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 through ISEE using the assigned border contract school number for the border contract in order have those students included in the calculation of state funds.

Note: It is the districts responsibility to collect, fill out and submit attendance and enrollment data.

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 state funding.

ENROLLMENT

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

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

- 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 demographic 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.

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

This 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 statute for information on requirements and timelines.

Graduation and dropout reporting

For information on graduation and dropout reporting, please contact the Idaho Department of Education's Division of Assessment and Accountability (208)332-6926.