

# Attendance Hour Reporting



## Basic Attendance Rule

Students must be in attendance in an instructional capacity under the direct supervision of a certificated employee of the district to be counted for attendance purposes. A district may have policies allowing an excused absence for various purposes such as illness, religious beliefs, testing, etc, however, there is no authority to give attendance credit for state aid purposes for students neither in attendance nor under the direct supervision of a certificated teacher.

**Attendance Recovery** – Law does not allow for the make-up of attendance hours. A school district may require a student to make-up time for excessive absences; however, this does not allow the district to count those hours as attendance hours for the student.

**College Visits** – A student that is absent from school to go to an independent college visit will be counted as absent during the time that they are away from school. While the school district may allow this as an excused absence this time is still reported as absence hours when reported in MOSIS.

**Credit Recovery** – A school district may allow a student to make-up credits; however, there is no provision to allow the district to count those hours of attendance if the credit recovery is occurring outside of the regular school day. Credit Recovery can be completed as a part of the summer school program and those attendance hours can be counted for the student. For additional information regarding Credit Recovery as a part of the summer school program please see the summer school handbook at <http://dese.mo.gov/quality-schools/summer-school-program>.

**District Paid Local Effort** - When a district pays local effort (as opposed to full tuition) to another district for a student attending that district, the district paying the local effort will not report enrollment, membership, or attendance for that student. The district receiving the local effort payment and educating the student will report enrollment, membership, and attendance hours as a resident student. The district educating the student receives state aid for this student.

**District Paid Tuition** - When the district of residence pays another district full tuition, the district receiving the tuition and educating the student will report non-resident data for that student. The district of residence receives the state aid on this student and uses the state aid toward paying the tuition.

**Early Dismissal of Seniors** – A district may dismiss seniors before the last day of school. In this situation the seniors are reported as graduated as of their last day of attendance and not reported for the remainder of the school year. When this is done the ADA for the seniors will be slightly lower than that of other students because they did not attend the full year of school. Again, students must be in attendance in an instructional capacity under the direct supervision of a certificated employee of the district to be counted for attendance for state aid purposes.

**Excused Absences** - A district may have policies allowing an excused absence for various purposes such as illness, religious beliefs, testing, etc, however, there is no authority to give attendance credit for students neither in attendance nor under the direct supervision of a certificated teacher. Students must be in attendance in an instructional capacity under the direct supervision of a certificated employee of the district to be counted for attendance for state aid purposes.

**MAP Testing** - During MAP testing, some districts may choose to release students who are not involved in the testing process (such as seniors), allow some students not involved in the testing process to come to school late, allow students to come to school at the time of the test, etc. While the district may make such decisions, the district cannot count the student as being in attendance during

those hours the student was absent. A student is not to be counted in attendance for state aid purposes unless the student is actually present and under the direct supervision of a certificated staff member.

**Out-of-School Suspension** - Any student serving an out-of-school suspension is not receiving instructional services and, therefore, should be reported as absent. Since these students are not in an instructional setting, they do not generate average daily attendance for state aid purposes. There is a separate field for reporting hours of absence in the MOSIS Student Enrollment and Attendance file.

**Parent Paid Tuition** - When a parent pays tuition for a student to attend another district, the district of residence (domicile district) will not report enrollment, membership, or attendance for the student. The district receiving the tuition from the parent and educating the student will report data as Parent Tuition. Neither district will receive state aid for this student.

**Poor Attendance Days** - Districts are required to report all hours of student attendance and absence. There is no allowance in state statute to drop a day of school due to poor attendance and make that day up with another day. This would be considered intentional manipulation of attendance records and would result in an overstatement of attendance hours. If the district attended school the day must be reported unless it did not meet the minimum day length to count as a day of school according to state statute.

**Zero ("0") Hour** - The attendance of students taking a class in a zero ("0") hour is not included in the attendance reported for state aid since that zero hour is not part of the district's calendar hours in session.

## Collection of Attendance and Absence Hours

A district must collect attendance and absence hours in a consistent manner. There are two methods in which a district could collect attendance and absence hours:

- Attendance and absence can be collected by the minute. This is the most accurate method of collecting attendance and absence hours.
- Attendance and absence can, also, be collected by the hour. When a district is using this method of collection the district must consistently apply the same methodology to the collection of the attendance and absence hours.

## Non-Traditional Methods of Instruction

The following describe how attendance is counted for varying types of non-traditional methods of instruction:

### Virtual Courses

- A student taking a MoVIP or other virtual course with the tuition paid by the school district is counted for attendance by the school district if the student is supervised by a certificated teacher during the regular school day at the school in which he or she is enrolled.

- For purposes of calculation and distribution of state school funding, attendance of a student enrolled in a district or charter school virtual class, or MoVIP course in which the district is paying tuition but the course is taken somewhere other than the district and under the supervision of a certified instructor, can be claimed for state aid. The hours reported shall equal, upon course completion, ninety-four percent of the hours of attendance possible for such class delivered in the non-virtual program in the student's resident district or charter school. Course completion shall be calculated in two increments, fifty percent completion and one hundred percent completion, based on the student's completion of defined assignments and assessments, with distribution of state funding to a school district or charter school at each increment equal to forty-seven percent of hours of attendance possible for such course delivered in the non-virtual program in a student's school district of residence or charter school.

### Computer Based Courses

If a district contracts with a private entity to provide computer based course work in which the district is paying tuition but the course is taken somewhere other than the district students must be under the supervision of a certified instructor to be claimed for state aid.

### Homebound

Homebound instruction, in its original application, was designed for those students who were so medically fragile that they could not attend school. They were also so medically fragile that even at home they could not have long periods of instruction. A student who has a mental or physical condition that: (a) is severe; (b) is likely to persist several calendar weeks during which school is in session; and (c) is widely recognized within an established field of medicine or psychology and prevents the student from attending school, or who has been suspended from school and has an IEP may be counted for full attendance if the student has received a minimum of 5 hours of one-on-one instruction per week by a certificated teacher (Sunday thru Saturday). If the instruction is below 5 hours then the student's attendance is only based on actual hours of instruction (for example, 4 hours of instruction is only counted as 4 hours of attendance, the remaining hours are reported as hours of absence). If the school week is a short week (less than a 5 day week) 5 hours of instruction must still be provided to count a student in full attendance for that week. Students who are on suspension who do not have an IEP cannot be counted for full attendance by providing homebound instruction. For information about the difference between a medical homebound to be claimed for state aid purposes and homebound as an IEP placement decision made by the IEP team go to this link <http://dese.mo.gov/faqs/homebound>.

The following situations are common causes for homebound instruction (this is not an all-inclusive list):

- Student with severe immune deficiency or immune suppression.
- Student receiving hospice care.
- Student with medical technology and/or fragility that makes getting out of bed or being transported medically unsafe or impossible.
- Student with chronic disease resulting in severe fatigue.
- Student with extremely frequent medical procedures.
- Complicated Pregnancy that attendance at school would be harmful physically or mentally.
- Reasonable time period following birth of child.
- Student who suffered some sort of accident making them temporarily unable to function in their normal capacity, such as a car accident.
- Student who underwent a surgery that temporarily renders them from functioning in their normal capacity.
- Student with complicated mental illness that renders them incapable of attending school.

The following situations *are not* situations that would allow a district to claim a student counted for full attendance if the student has received a minimum of 5 hours of one-on-one instruction per week by a certificated teacher (Sunday thru Saturday).

- Making up previous absent hours.
- Providing education to suspended students who do not have an IEP
- Providing education to students with temporary, short term common illnesses.

A student that has a physician approved medical reason that would require the student to be provided intermittent homebound services can be counted for full attendance for the portion of the day or week that the student must be gone from school as long as the student is receiving 5 hours of instruction by a certificated teacher in any week (Sunday thru Saturday) outside of the time they are able to attend school. Whenever possible district's are encouraged to set a schedule of attendance each week reflecting the time the student is expected to be in attendance at school. Normal attendance would be taken for this portion of the day or week the student is able to be in attendance at the school. If the student is scheduled to attend school at a certain time and is absent then the student must be counted absent. Only full time attendance can be claimed for the portion of the week the student is not expected to be in school if they receive 5 hours of instruction outside of the time the student is expected to be in school. If the homebound instruction for the week or portion of the week the student is unable to be at school is below 5 hours then the student's attendance is only based on actual hours of instruction. For example, if a student is chronically ill and is scheduled to attend classes Monday, Wednesday, and Friday from 8 to 12 and is scheduled to receive homebound instruction for the rest of the time, to receive full attendance for the week the student would have to be present Monday, Wednesday, and Friday from 8 to 12 and receive 5 hours of instruction outside of the time the student is scheduled to be in class. If the student is absent from school on Monday, Wednesday, or Friday from 8 to 12 then that time would be counted as absent hours and cannot be claimed. If the school week is a short week (less than a 5 day week) 5 hours of instruction must still be provided to count a student in full attendance for that week.

A student who requires instruction to be provided at home because of physician approved medical reasons or who has been suspended from school and has an IEP and is provided that instruction using video chatting technology that allows the teacher and student to interact on a real time basis one-on-one during a planning period or after school then that could be considered homebound instruction.

If the student video chats directly into the classroom while the teacher is teaching other students and participates in the class then it would be considered in seat attendance and not Homebound instruction.

A student who requires instruction to be provided at home because of physician approved medical reasons or who has been suspended from school and has an IEP may be enrolled full time in MoVIP as an alternative to the above referenced format. Students who are on suspension who do not have an IEP cannot be counted for full attendance by providing homebound instruction.

- If a qualified homebound student is served using a MoVIP state-funded seat, the district receives the 15% of the state aid per weighted average daily attendance the student would have generated as outlined in statute.
- If a district is paying MoVIP tuition to serve a qualified homebound student full-time, the student may be counted for full-time attendance.

### Correspondence Courses

A student's hours spent on correspondence courses, because of their delivery method which is generally outside the school day and not under the supervision of a certificated instructor, are not counted for attendance hours for state aid purposes.

### Students Participating in the "School Flex Program"

Senate Bill 291 established the "School Flex Program" to create an incentive for potential dropouts to stay in school part-time and keep working toward a diploma. (See Section 160.539 of [Senate Bill 291](#).)

Students in grades 11 and 12 who have been identified by the school principal and the student's parent/guardian are eligible for this program. Participants in the Flex Program must: (1) attend school for at least two instructional hours per day within the district of residence; (2) pursue timely graduation; (3) provide evidence of enrollment and attendance at a college or technical school; or (4) provide evidence of employment that is aligned with the student's "career academic plan" (a personal plan of study developed in conjunction with the school district); (5) pursue regular requirements for a diploma; (6) maintain a 95 percent attendance rate; and (7) avoid suspension or expulsion while in the program.

School Flex participants shall be considered full-time students of the school district as long as the students are attending two instructional hours per day and pursuant to items three and four above have enough additional hours to total a regular school day. These participants shall be counted in the school's average daily attendance for state aid purposes.

A written career academic plan (personal plan of study) must be in place for each participating student, setting forth specific graduation and career objectives. Students may receive pay for employment that is aligned with their personal plans.

Off-campus programs must be well-planned and adequately supervised by school personnel to ensure the school district's eligibility for state funds and to justify the awarding of high school credit. To be counted for attendance and state aid purposes, School Flex students must be under the guidance and direction of certificated teachers (any certificate). It is recommended that 225 minutes of supervision time be provided by teachers for each group of up to twenty-eight participating students.

Enrollment and attendance records for off-campus or employment must be maintained. Additional information regarding the "School Flex Program" is available at:

[http://dese.mo.gov/sites/default/files/School%20Flex%20Memo%2009-30-09%20\(2\).pdf](http://dese.mo.gov/sites/default/files/School%20Flex%20Memo%2009-30-09%20(2).pdf)

### Full-time/Part-time Classification for Certain Students

A full-time student is a student that is enrolled in classes during the districts standard day and is enrolled each day of the week. A part-time student is a student who is enrolled only certain classes for part of the standard day or only certain number of days of the week (or combination thereof). A student's Full Time Equivalency (FTE) reported in MOSIS is calculated by taking the time the student is enrolled by the time a full-time student would be enrolled for that same time period.

The following information provides guidance in determining whether certain students are considered "full-time" or "part-time" for purposes of average daily attendance (ADA) and membership.

When considering the specific situations below please note that school districts shall not count students in membership or attendance for any type of off-campus instruction except Department-approved programs that are adequately supervised by the district's certificated teachers to the extent the students can be considered "under the guidance and direction of teachers" and for which the school district is granting high school credit.

- Students who leave school and are employed for part of the school day:
  - A student enrolled in a vocationally approved Cooperative Occupational Education (COE) or other supervised occupational experience program where one of the course requirements is to spend a part of the school day in an employment situation is considered a "full-time" student if the on-campus instruction plus the employment equals or exceeds the regular school day. The student's employment is considered instructional time and is counted for attendance, not to exceed ten hours per week for one unit of credit or twenty hours per week for two units of credit. The on-campus instruction time and employment time may be based on a daily average for the week. The average daily attendance for the student cannot exceed 1.0.
  - A student leaving school prior to the completion of the school day for employment other than vocationally approved supervised occupational experience programs is a "part-time" student. The attendance hours and membership data are reported in the MOSIS Student Core and Student Enrollment and Attendance file. The membership for the last Wednesday of September and January is computed by dividing the number of hours enrolled in class by the hours in the school day.
- Students working in a sheltered workshop for a part of the school day:
  - A student working in a sheltered workshop who has an Individual Educational Plan (IEP) that indicates the student is to obtain skills assessment, training, and/or work experience at a local sheltered workshop may be counted in attendance for the time spent working plus the time in the classroom, not to exceed the regular school day of the district. If the IEP does not contain this direction, the student may only be counted for attendance and membership for the part of the day the student is receiving classroom instruction.

## Remediation Attendance Hours Outside the Traditional School Day

Remediation outside the traditional school day and the inclusion of those attendance hours in average daily attendance for state aid are governed by Section 167.640, RSMo. Tutoring provided for any other purpose or funded by a specific grant or federal revenue cannot be claimed for state aid.

### Section 167.640.1, RSMo, states:

"School districts may adopt a policy with regard to student promotion which may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level by the district board of education."

**Section 167.640.3, RSMo, states:**

“School districts providing remediation pursuant to this section outside of the traditional school day may count extra hours of instruction in the calculation of average daily attendance as defined in section 163.011, RSMo.”

**Condition for Promotion to Next Grade Level**

The previously quoted section of the law states that the additional attendance hours outside the traditional school day are for those students requiring remediation as a condition for promotion to the next grade level based on the district developed policy to identify such students. Because high school is based on credits earned and not promotion to the next grade level, this section of law does not apply to high school students. After-school programs not specifically addressing remediation as a condition for promotion are not to be recorded as remedial hours in the Student Enrollment and Attendance file.

**Below Basic on MAP or EOC Examinations**

Remediation outside the regular school day for students scoring Below Basic on MAP or Below Basic on EOC examinations may be counted for additional attendance hours if the remediation relates to the MAP or EOC curricular area. This criteria can apply to all grade levels. Attendance in a credit recovery program cannot be reported for state aid.

While a district may have an after-school tutoring program to meet the varying needs of students, that program may not correspond to the remedial program requirements as outlined above to be eligible for state aid

**Reading Improvement - Grades K through 3****Section 167.340.2, RSMo, states:**

“Beginning July 1, 2000, if a school district provides reading improvement instruction for students in kindergarten through third grade who do not meet the district’s objectives for reading as demonstrated by performance on the district’s chosen methods of reading assessment, such students who receive reading improvement instruction pursuant to this subsection may be counted for additional average daily attendance for state school aid during their reading improvement instruction time if such time falls outside normal school hours.” When reading improvement instruction for students in grades kindergarten through three is provided, the attendance hours of those students in such instruction outside the normal school day must be recorded as remedial hours in the Student Enrollment and Attendance file.

**Reading Improvement – Grades 4 through 6**

Section 167.645, RSMo, provides for additional reading improvement plans for students in grades four through six who test below a certain target grade level (below the second-grade level for a fourth grader). Section 167.645.3, RSMo, requires a minimum thirty hours of additional reading instruction or practice outside the regular school day for a student in grades four through six whose reading assessment indicated the student is reading below the target grade level. When reading improvement instruction for such students in grades 4 through 6 is provided, the attendance hours of those students in such instruction outside the normal school day must be recorded as remedial hours in the Student Enrollment and Attendance file.