

School Finance Procedures Manual FY 2009

Version 09.02.107



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Public Release Versions

09.02.107	April 23, 2009
09.01.106	Minimum Annual Instructional Hour Requirements Changed table to address weekly time requirements Excused Absences Clarification to allow minutes from non-session days.
09.01.104	Page 15: Corrected example in JTED example to show course 4 as present Page 24 Added table examples for daily absence reporting for high school Page 28 Clarification of reporting only minutes from actual session days



Introduction

The purpose of this manual is to provide guidance to all school districts and charter holders throughout the State of Arizona on the rules and regulations, including Arizona Revised Statutes (A.R.S.) they must follow in reporting information to the School Finance Unit of the Arizona Department of Education (ADE). Following these procedures will assist the school districts and charter holders in complying with the reporting requirements placed upon these entities and will support compliance with the Uniform System of Financial Records (USFR) Compliance Questionnaire. For districts, follow this link http://www.azauditor.gov/manuals_schooldistrict.htm and for charter schools, this link <http://asbcs.az.gov/AuditRes.asp>.

The scope of this manual is to cover information and processes relevant to reporting data to the School Finance Unit that impact state funding. References to statutes are provided frequently but all who submit information should endeavor to become knowledgeable with the laws that districts and charters are bound to observe. As legislative or system changes occur, this document will be updated accordingly. For fiscal years prior to 2009, these procedures were previously published in the Instructions for Required Reports (IRR). <http://www.azed.gov/schoolfinance/SAISSupport/PrivateSchls/InstrReqRpts/FY2007Report.pdf> Much of the information in the IRR may be dated, but current procedures can be found in recently published School Finance memos at this link: <http://www.ade.az.gov/schoolfinance/Memos/Default.asp>. These updated procedures will be incorporated into future revisions of the School Finance Procedures Manual.

With the approval of Proposition 301 in November 2000, effective July 1, 2001, ADE developed the Student Accountability Information System (SAIS). It replaced a data submission process in which school districts and charter holders submitted data to ADE in summary form. With SAIS, we receive and maintain detailed student data. The information collected by SAIS brings greater accountability and efficiency to school funding and reporting in Arizona.

The focus of SAIS is to collect, as events occur, student-level data: individual student records reflecting specific events in the students' relationship with the school (e.g., enrollment, absence, and withdrawal). Certain events, which affect a student's status, require the related school entity to submit transactions to SAIS. The district and charters submit such data via secure Internet at <http://www.ade.az.gov/commonlogon>.

ADE aggregates the data from the school districts and charter holders and stores it in a system of databases. The Student Counts process further combines the data into applicable groupings to determine appropriate expenditure capacity and/or funding for the districts and charters.

Other units within the ADE require that school districts and charter holders submit information. SAIS and various on-line applications collect data that is required by the federal government; however, because the information does not affect state funding, information on those processes is not addressed in this manual. Those units include, but are not limited to the following: Academic Achievement, Exceptional Student Services, and Research and Evaluation. Reports may include Graduation Rate Study, Year End Enrollment, ESS Census Verification, the Annual Special Education Data Collection, and Title III ELL Data Collection.



The following conventions will be used when referencing statute from this document.

Referencing statute

Code •§• Title-Section (Subsection).

Example... as provided in [A.R.S. § 15-972\(B\)\(1\)\(b\)\(vi\)](#)

Referencing multiple sections

Code •§§•Title-Section1, •Section2, •and•Section3 .

Referencing multiple subsections

Code •§•Title-Section (Subsection1), • (Subsection2), •and • (Subsection3)



Defining an Instructional Program Schedule

The School Year

The school year shall begin July 1 and end June 30 and a school month is twenty school days or four weeks of five days each ([A.R.S. § 15-801\(A\)](#)). Throughout this document a school calendar year may be referenced by the calendar years that are covered. For example, the following terms may be used to refer to the same period of July 1st 2008 – June 30th 2009:

Fiscal Year 2009

School Year 2008-2009

Calendar Requirements

The 40th and 100th Session Day of each Local Education Agency (LEA) and school calendar is used for the purposes of calculating ADM. Each district or charter is required to establish an LEA calendar by July 7th of the school year. The calendar must be approved and activated before any student detail information can be submitted to ADE. Districts and charters may access their calendars to make changes until August 31st of the school year. Following this date, all change requests must be sent to School Finance for approval and implementation. The approval process and instructions for submitting calendars are published in the SAIS LEA Calendar Application User Manual at this link:

http://www.ade.az.gov/schoolfinance/SAISSupport/PEA_LEACalendar/Manual.pdf.

Holidays

The calendar must observe the four defined holidays ([A.R.S. § 15-801\(B\)](#)):

- July 4th
- Thanksgiving Day
- Veterans' Day
- December 25th

Schools may not be in session on any of those days or count any instruction provided on those days towards meeting the annual hours requirement in [A.R.S. §15-901](#).

Minimum Annual School Days Requirement

School instruction shall be conducted in each public school in this state for school sessions that total at least 180 days each school year ([A.R.S. §§ 15-901\(A\)\(2\)\(c\)\(vi\)](#) and [341.01](#)). The exception is that 180 days of instruction may mean 180 days or an equivalent number of minutes of instruction per school year based on a different number of days of instruction as long as it is approved by the school district governing board or charter school governing body.

[A.R.S. § 15-902.02](#) allows for school districts to elect to provide **200** days of instruction and receive a calculation of ADM based on that basis. A copy of the summary of minutes from the election for the 200-day calendar of instruction shall be sent to School Finance to authorize the calculation.

The governing board may also decide to offer an educational program on the basis of a four-day school week with **144** days of instruction or for preschool or an alternative kindergarten program on the basis of a three-day school week with **108** days of instruction ([A.R.S. § 15-341\(A\)\(2\)](#)).



Calendar Days Required Based on the Number of Days Per Week

	Head Start	Preschool Disabled-KG	1-12
3 Day Week	N/A	108 Days	N/A
4 Day Week	128 Days (Fed)	144 Days	144 Days
5 Day Week	160 Days (Fed)	180 Days	180 Days

Scheduling Limitations

The type of calendar is based on the number of days in a week during which instruction is provided for the duration of a school calendar. The specific weekdays set for each week do not need to be consistent throughout the year. Unless otherwise authorized by the Superintendent of Public Instruction, the number of session days during a week is limited to five days.

[\(A.R.S. § 15-801\(A\)\)](#).

School Calendar Make Up Day Options

The number of days per week may not exceed the type of calendar selected. The recommended practice is to schedule in a few extra instructional days in anticipation of schedule changes due to weather or unforeseen occurrences. Further information may be found at the following link:

<http://www.ade.az.gov/schoolfinance/Forms/AbsenceApproval/>

Calendar Impact on Aggregation

When all of the schools under an LEA have reached the 40th or 100th Session Day, the LEA will be eligible, following an additional period of 12 business days [\(A.R.S. §15-902\(I\)\)](#), for their 40th Day Aggregation or their 100th Day Aggregation respectively. The starting date and the number of days per week will determine when a school reaches the 40th and 100th Day.

ADE will exclude calendars setup with three days per week from impacting the Aggregation date of any four- and/or five-day calendar for an LEA. When setting up a calendar, LEAs should keep in mind that changing the type of calendar from a five-day calendar to a four- day calendar could extend the date of Aggregation for the entire district or charter holder. This may affect the availability and completeness of student count reports until the Aggregation date is actually reached.

Minimum Annual Instructional Hour Requirements

The following table is a summary of the hour requirements for an instructional program [\(A.R.S. § 15-901\(A\)\(2\)\)](#).

Note: Federal preschool programs (i.e. Head Start) may have additional requirements.



Grade Range	Minutes per Week	Instructional Hours Required for the Year
Preschool	360	N/A
KG (Half Day)	N/A	356
KG (Full Time),1-3	N/A	712
4-6	N/A	890
7-8	N/A	1068
9-12	1200	720

Instructional Time, Courses, and Subjects

Instructional time, courses, and subjects are defined in the ADE External Guidelines under [GE-18](#).

The amount of passing time that may be included in the calculations of total instructional hours for all grades is also limited as defined in the ADE External Guidelines under [GE-19](#). Passing time is limited to a maximum of seven minutes either before or after the classroom instruction.



Defining Eligibility for School Membership

Residency and Legal Custody

The residence of the person having legal custody (parent, legal guardian) of a student is considered the residence of the student, except for certain homeless children ([A.R.S. § 15-824\(B\) and \(C\)](#)) and some students with Certificates of Educational Convenience ([A.R.S. § 15-825\(B\)](#)). [A.R.S. § 15-824\(G\)\(2\)](#) defines legal custody as follows:

- Custody exercised by the natural or adoptive parents with whom a student resides.
- Custody granted by order of a court of competent jurisdiction to a person or persons with whom a student resides.

An individual who has reached the age of 18 is considered an adult for purposes of determining residency. The statutes do not require that residency be established for a specified length of time for purposes of attending school (Attorney General Opinion I73-10(C)). If a student is between the ages of 18 and 22, resides in the district, and is identified as a child with a disability ([A.R.S. § 15-761\(2\)](#)) and has not completed the highest grade taught in the district, the student may attend school in the district without payment of tuition. If the student is receiving special education services at the time the student reaches 22 years of age, special education services shall continue to be provided through the end of that school year ([A.R.S. 15-764\(A\)\(1\)](#)).

Notwithstanding any other law, a child who resides with a family member other than the child's parent and is residing with the family member while awaiting the outcome of a legal guardianship or custody proceeding is deemed to reside in the school district where that family member resides if the family member provides written documentary proof of one of the following:

- The family member is attempting to obtain legal guardianship of the child in an unresolved and uncontested guardianship proceeding commenced in Superior Court. The family member shall provide documentation to the school district within 30 days of enrollment that the family member is attempting to obtain legal guardianship of the child. Upon obtaining legal guardianship, the family member shall provide documentation to the school district.
- The family member is attempting to obtain custody of the child in an unresolved and uncontested child custody proceeding commenced in Superior Court. The family member shall provide documentation to the school district within 30 days of enrollment that the family member is attempting to obtain custody of the child. Upon obtaining custody, the family member shall provide documentation to the school district.

[\(A.R.S. § 15-821\(D\)\)](#)



Admission of Resident Students

School Districts

All schools shall admit children between the ages of six and 21 years who reside in the school district and who meet the requirements for enrollment in one of the grades or programs offered in the school ([A.R.S. § 15-821\(A\)](#)).

A school district shall not deny a pupil who is between the ages of 16 and 21 years admission to a high school because the pupil does not hold an eighth grade certificate. Governing boards shall establish procedures for determining the admissibility of pupils who are under 16 years of age and who do not hold eighth grade certificates ([A.R.S. § 15-701\(H\)](#)).

School districts may refuse to admit pupils who have been expelled from another educational institution or who are in the process of being expelled from another educational institution. A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider re-admission ([A.R.S. § 15-841\(C\) and \(D\)](#)).

Charter Schools

A charter school shall enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.

Preference may be given to

- Returning pupils
- Siblings of enrolled pupils
- Pupils who reside within the boundaries of the school district where the charter school is physically located.

A charter school shall not limit admission based upon ethnicity, national origin, gender, income level, disabling condition, or proficiency in the English language or athletic ability.

A charter school may limit admission to pupils within a given age group or grade level.

A charter school may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution ([A.R.S. § 15-184\(A\) through \(E\)](#)).



Admission of Non Resident Students

Certificate of Educational Convenience (CEC)

The governing board of a school district shall admit pupils from another school district or area upon presentation of a certificate of educational convenience issued by the County School Superintendent pursuant to [A.R.S. § 15-825](#).

CEC-A Student: A student precluded by distance or lack of adequate transportation facilities from attending school in the school district or county of the student's residence or who resides in unorganized territory may apply to the County School Superintendent for a CEC. The County School Superintendent may issue a certificate authorizing the student to attend school in an adjoining school district or county, whether within or outside of this State. If a CEC is issued, the school enrollment is as follows:

- The enrollment of a student precluded by distance or lack of adequate transportation from attending school in the district or county of residence is deemed for the purpose of determining student count to be in the school of the county or district of the student's residence. The student's district of residence may be charged tuition by the district of attendance or the districts may agree to exchange students and not charge each other tuition ([A.R.S. § 15-825\(01\)\(A\)\(1\)](#)).
- The school enrollment of a student from an unorganized territory is deemed for the purpose of determining student count to be in the district of actual attendance ([A.R.S. § 15-825\(A\)\(2\)](#)).

The governing board of a school district shall admit up to 350 pupils from another school district or area pursuant to [A.R.S. § 15-824\(A\)\(2\)](#), to a high school without presentation of a CEC, if the pupil is a resident of a common school district within the state which is not within a high school district and which does not offer instruction in the pupil's grade. The limitation of 350 pupils does not apply to small isolated common school districts, as defined in [A.R.S. § 15-901](#). The common school district shall be reported as the district of residence for the purposes of determining ADM used in calculating state aid [A.R.S. § 15-824\(A\)\(2\)](#). Tuition shall be charged by the high school of attendance to the common school district ([A.R.S. § 15-824\(A\) and \(E\)](#)).

CEC-B Student: The County School Superintendent of any county in which a student is placed in one of the following listed facilities will issue a CEC for the student to attend school in the school district or adjoining school district ([A.R.S. § 15-825\(B\)](#)).

- A State rehabilitation or corrective institution
- A foster home, child care agency, or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services
- A residential facility operated or supported by the Department of Economic Security or the Department of Health Services
- A residence under the supervision of the Juvenile Corrections

Note: The County School Superintendent of any county may not issue a CEC for a student placed in one of the above listed facilities if the student is placed in the same district of the student's



parents' or legal guardians' residence or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state ([A.R.S. § 15-825\(C\)](#)).

Open Enrollment

A school district may offer an open enrollment option without charging tuition. The status of open enrollment is in reference to students that are nonresident to the district. The district shall establish open enrollment policies which include admission criteria, application procedures and transportation provisions. A copy of the district policies for open enrollment shall be filed with the Department of Education. ([A.R.S. § 15-816\(01\)](#)) Tuition may be charged to nonresident pupils only when the tuition is authorized under [A.R.S. §§ 15-764\(E\)](#), [15-823\(A\)](#), [15-824\(A\)](#) or [15-825](#).

Children of non-resident college faculty

The governing board shall admit children of nonresident teaching and research faculty of community college districts and state universities and children of nonresident graduate or undergraduate students of community college districts and state universities whose parent's presence at the district or university is of international, national, state or local benefit without payment of tuition. ([A.R.S. § 15-823\(B\)](#))

Children of parents working at certain state institutions

The superintendent of public instruction shall assist school districts in educating children whose parents or legal guardians are employed by and domiciled at the following state institutions and stations:

- The State Hospital
- The Arizona State Schools for the Deaf and the Blind
- Mental retardation centers
- Port of entry inspection stations
- Institutions and facilities maintained by the State Department of Corrections

The assistance shall be by payment of tuition ([A.R.S. § 15-976\(A\)\(1\)\(2\)\(B\)\(C\)](#)).

Children living with resident relatives

The governing board shall admit children who are residents of the United States but are nonresidents of this state without payment of tuition if evidence indicates that the child's physical, mental, moral or emotional health is best served by placement with a grandparent, brother, sister, stepbrother, stepsister, aunt or uncle who is a resident within the school district, unless the governing board determines that the placement is solely for the purpose of obtaining an education in this state without payment of tuition. ([A.R.S. § 15-823\(C\)](#)), (Attorney General Opinion I87-005). These students are eligible for state aid. ([A.R.S. § 15-824\(D\)](#))

Children of nonresidents paying tuition

The governing board may admit children of nonresidents of the State, upon payment of a reasonable tuition fixed by the governing board. ([A.R.S. § 15-823\(A\)](#))



Foreign exchange students

The governing board may admit nonresident foreign students who are in exchange programs without payment of tuition. ([A.R.S. § 15-823\(D\)](#)) These students are not eligible for state aid. ([A.R.S. § 15-824\(D\)](#))

Homeless Children

The governing board may admit homeless or abandoned children. ([A.R.S. § 15-823\(E\)](#))



Age Requirements and Validations for Funding Purposes

Table with 3 columns: Grade Range, Lower Limit, Upper Limit. Rows include Preschool, Kindergarten, and 1st - 12th Grade with specific age and approval requirements.

Exceptions to when a child must be enrolled in a school

Pursuant to A.R.S. § 15-802(D), a person is excused from school attendance if any of the following are shown to the satisfaction of the school principal or the school principal's designee:

- 1. The child is in such physical or mental condition that instruction is inexpedient or impracticable.
2. The child has completed the high school course of study necessary for completion of grade ten as prescribed by the State Board of Education.
3. The child has presented reasons for nonattendance at a public school, which is satisfactory to the school principal or the school principal's designee.
4. The child is over fourteen years of age and is, with the consent of the person who has custody of him, employed at some lawful wage earning occupation.
5. The child is enrolled in a work training, career education, career and technical education, vocational education or manual training program, which meets the educational standards, established and approved by the Department of Education.
6. The child was suspended and not directed to participate in an alternative education program.
7. The child is enrolled in an education program provided by a state educational or other institution.

See also (A.R.S. § 15-841(C) and (D)).



Compilation and Maintenance of Student Records

School District Governing Boards and Charter Operator Governing Bodies are responsible for compiling and maintaining attendance records. Attendance records can be compiled by either a paper system or a paperless system.

- A. Pursuant to [A.R.S. § 15-521\(2\)](#) each teacher shall “keep a school register, which the governing board shall carefully preserve as one of the records of the school.” This can be either a paper attendance system or paperless attendance system.
- B. Attendance shall be taken for each student, and maintained at all levels, in order for the ADE to be able to examine the school’s ADA, as defined in [A.R.S. § 15-901](#).
- C. Each teacher shall take attendance and indicate whether the student is either absent or present, as prescribed by the definition of “daily attendance.” See [A.R.S. § 15-901\(6\)](#).
- D. School Districts and Charter Operators must maintain a sufficient audit trail of attendance documentation to be able to validate the accuracy of the attendance information reported to the ADE. This information should include the following: the original teacher attendance documents and other documents required to record any changes to the original teacher entry. Audit trail documents can utilize either a paper or electronic format.
- E. The schools shall record the attendance information into their School Management System (SMS) and then into the ADE’s Student Accountability Information System (SAIS).
- F. All original attendance records, whether paper or paperless, must be maintained for four years pursuant to [A.R.S. § 41-1351](#) and according to the school district or charter operator’s record retention schedule for audit purposes. The link for Records Management for School Districts and Charter Schools is <http://www.lib.az.us/records/school.cfm>.
- G. If a school district or charter operator fails to maintain original attendance records of its students, they may be subject to an ADM adjustment in accordance with [A.R.S. § 15-915](#).
- H. Technology Assisted Project-Based Instruction (TAPBI) schools shall provide each parent/guardian of a student enrolled in the program with a copy of the enclosed Daily Log and give instructions for completing it. The log must be completed daily by the parent/guardian and filed weekly with the school. However, if the school is able to track a student’s hours using computer login times and generate a report of those hours, such a report may be used in place of a parent/guardian-completed log. All logs must be compiled and student attendance data submitted to ADE at least once every 20 school days through the last day of instruction.. ([USFR Memorandum No. 220](#) and [USFRCS Memorandum No. 63](#)) “The daily log shall be used by the school district or charter school to qualify the pupils who participate in the program in the school’s ADA calculations pursuant to [A.R.S. § 15-901](#).” ([A.R.S. § 15-808 \(E\)](#))

[\(Also see EX-34 Attendance and Membership Record Keeping\)](#)



Technology Assisted Project Based Instruction (TAPBI) Programs

[A.R.S. § 15-808](#)

Instruction Program Schedule

TAPBI programs are required to submit calendars that define the first 100 session days of a school year. Contrary to the Aggregation rules in previous fiscal years, hours of student instruction reported as attendance after the 100th session day will not be used to determine absences as applicable to the calculation of ADA.

Enrollment

Schools shall maintain sufficient records to document compliance with the following enrollment requirements:

- Each academic school year, at least 80% of the pupils who are accepted must have been previously enrolled in and attended a public school in the previous school year.
- Kindergarten pupils may participate if a sibling is currently enrolled in and attending a program.

Determining Full Time Equivalency

Refer to the section in this document for [Determining Student Full Time Equivalency](#) for all schools.

Attendance

Each school selected for the TAPBI program shall ensure that a daily log is maintained for each pupil who participates in the program. The daily log shall describe the amount of time spent by each pupil participating in the program pursuant to this section on academic tasks.

TAPBI programs may record attendance according to procedures defined in this document under [Reporting Attendance: Minutes and Daily Absences](#).

Weekend Instructional Time

Calendar changes that need to occur are limited by the calendar application. If a TAPBI desires to make changes that cannot be reflected in the calendar electronically submitted to ADE, the school must retain sufficient documentation to reflect the amount of instruction that occurred and upon which official calendar day the information was reported. This information will be important for audit compliance.

An example of this scenario would be if instructional time occurs on a weekend day. The calendar application will not accept a school in session day on a Saturday or Sunday so the instructional time must be documented as occurring on either the prior or subsequent day in the LEA calendar. As stated above, accurate records must be retained to support compliance.



Joint Technological Education Districts (JTED)

Enrollment

A course that is identified as having additional requirements beyond the scope of a standard educational course may be approved by Career and Technical Education (CTE) as a JTED course. Therefore a member district may not claim ADM for membership in a JTED course. All students taking a course that is approved as a JTED course must be reported as having enrollment in the JTED program for each JTED course. All students who no longer participate in any JTED approved courses must be withdrawn from the appropriate JTED programs. ([A.R.S. §§ 15-391\(3\)\(c\)](#), [15-393\(D\)\(5\)\(d\)](#)).

The ADM per pupil allowed for the centralized campus owned and operated by the JTED is 0.75 per course of at least 150 minutes. ([A.R.S. 15-393 \(O\)](#))

Member Districts sending students to Central JTED Campuses or to a satellite program will separately report “actual” ADM enrollment for the students enrolled in member district courses. ([A.R.S. § 15-901\(A\)\(1\)](#))

Only JTED satellite memberships of students that are resident of that member district may generate the additional .25 ADM above the limit of 1.0. Unless there is a contract for tuition established with a non-member school, JTED Satellite memberships for students that are not residing in that member district are non fundable by the state.

Scenario 1 - Student resides in the member district is enrolled fulltime in four Non-JTED courses at a district or charter and one JTED satellite. All courses are 60 minutes long, adjusted for passing time.

- The district or charter must report the enrollment of the student with the district or charter as both the District of Residence and the District of Attendance.
- The JTED must report the enrollment of the student with the JTED as both the District of Residence and the District of Attendance.

Scenario 2 – Student who does not reside in the member district is enrolled fulltime in four Non-JTED courses at a charter school and one JTED satellite. All courses are 60 minutes long, adjusted for passing time.

- The charter must report the enrollment of the student with the charter as both the District of Residence and the District of Attendance with a Tuition Payer Code = 5
<http://www.ade.az.gov/schoolfinance/STaR/SAISInfoSeries/SIS32.pdf>.
- The JTED must report the enrollment of the student with the JTED as both the District of Residence and the District of Attendance.



Attendance

When determining the daily absence of a student, a member district may not count instructional time in a JTED course as instructional time spent in a non-JTED course.

Scenario 1 - Student is enrolled full-time in four Non-JTED courses and one JTED satellite. All courses are 60 minutes long, adjusted for passing time. The actual attendance and absence amounts for that student are as follows:

	Actual Attendance	Daily Attendance Amount	Daily Absence Amount
JTED1	Present	0.25	0.00
Course1	Present	0.25	0.00
Course2	Present	0.25	0.00
Course3	Present	0.25	0.00
Course4	Present	0.25	0.00

The Member District does not have any absence to report; attendance equals 1.0 for the day. The JTED Satellite does not have any absence to report; attendance equals .25 for the day.

Scenario 2 - Student is enrolled full-time in four Non-JTED courses and one JTED satellite. All courses are 60 minutes long, adjusted for passing time. The actual attendance and absence amounts for that student are as follows:

	Actual Attendance	Daily Attendance Amount	Daily Absence Amount
JTED1	Present	0.25	0.00
Course1	Present	0.25	0.00
Course2	Present	0.25	0.00
Course3	Present	0.25	0.00
Course4	Absent	0.00	0.25

The Member District must report an absence of .25 for the student on that day; attendance equals .75 for the day.

The JTED Satellite does not have any absence to report; the attendance equals .25 for the day.



Scenario 3 - Student is enrolled full-time in four Non-JTED courses and one JTED satellite. All courses are 60 minutes long, adjusted for passing time. The actual attendance and absence amounts for that student are as follows:

	Actual Attendance	Daily Attendance Amount	Daily Absence Amount
JTED1	Absence	0.00	0.25
Course1	Present	0.25	0.00
Course2	Present	0.25	0.00
Course3	Present	0.25	0.00
Course4	Present	0.25	0.00

The Member District does not have any absence to report; attendance equals 1.0 for the day. The JTED Satellite must report an absence of .25 for the student on that day; there is no attendance for the day.

Scenario 4: Student is enrolled full-time in four Non-JTED courses and two JTED satellite. All courses are 60 minutes long, adjusted for passing time. The actual attendance and absence amounts for that student are as follows:

	Actual Attendance	Daily Attendance Amount	Daily Absence Amount
JTED1	Present	0.25	0.00
JTED2	Present	0.25	0.00
Course1	Present	0.25	0.00
Course2	Present	0.25	0.00
Course3	Present	0.25	0.00
Course4	Present	0.25	0.00

The Member District does not have any absence to report; attendance equals 1.0 for the day. The JTED Satellite does not have any absence to report; attendance equals .25 for the day.



Scenario 5: Student is enrolled full-time in four Non-JTED courses and two JTED satellite. All courses are 60 minutes long, adjusted for passing time. The actual attendance and absence amounts for that student are as follows:

	Actual Attendance	Daily Attendance Amount	Daily Absence Amount
JTED1	Present	0.25	0.00
JTED2	Present	0.25	0.00
Course1	Present	0.25	0.00
Course2	Present	0.25	0.00
Course3	Present	0.25	0.00
Course4	Absent	0.00	0.25

The Member District must report an absence of .25 for the student on that day; attendance equals .75 for the day.

The JTED Satellite does not have any absence to report; attendance equals .25 for the day.

Scenario 6: Student is enrolled full-time in four Non-JTED courses and two JTED satellite. All courses are 60 minutes long, adjusted for passing time. The actual attendance and absence amounts for that student are as follows:

	Actual Attendance	Daily Attendance Amount	Daily Absence Amount
JTED1	Absent	0.00	0.25
JTED2	Present	0.25	0.00
Course1	Present	0.25	0.00
Course2	Present	0.25	0.00
Course3	Present	0.25	0.00
Course4	Present	0.25	0.00

The Member District does not have any absence to report; attendance equals 1.0 for the day.

The JTED Satellite does not have any absence to report; attendance equals .25 for the day.



Weekend Instructional Time

Calendar changes that need to occur are limited by the calendar application. If a JTED desires to make changes that cannot be reflected in the calendar electronically submitted to ADE, the school must retain sufficient documentation to reflect the amount of instruction that occurred and upon which official calendar day the information was reported. This information will be important for audit compliance.

An example of this scenario would be if instructional time occurs on a weekend day. The calendar application will not accept a school in session day on a Saturday or Sunday so the instructional time must be documented as occurring on either the prior or subsequent day in the LEA calendar. As stated above, accurate records must be retained to support compliance.



Reporting Student Membership

Enrollment Date (Membership Start Date)

A pupil is enrolled if the pupil is currently registered in the school district. Statute requires procedures to ensure that enrollment is determined by all school districts on a uniform basis. All entries and withdrawals must be recorded in the LEA's computerized attendance system within five working days of the date of entry or withdrawal and the date this information is entered into the system should be indicated on the entry and withdrawal forms.

[\(A.R.S. § 15-902\(F\)\)](#)

Fifty-five minutes or more of scheduled instructional time for a high school course may be considered one hour for FTE and attendance purposes. Notwithstanding, high schools must comply with the requirements of [A.R.S. § 15-901](#).

For the purposes of determining ADM for a given school year at a given public school pursuant to [A.R.S. § 15-901\(A\)\(2\)](#), the first day of membership for continuing or pre-enrolled students, may be defined as the first day that classroom instruction is offered, provided that such students physically attend school within the first ten school days. For all other students, the first day of membership shall be defined as the first day a student physically attends school. The definition of the first member day shall be applied consistently throughout the district or charter holder.

[\(GE-17 First Day Absence\)](#)

According to Arizona State Library, Archives and Public Records, schools are required to maintain an enrollment/registration form, either paper or paperless for first time enrollments for a period of four years following the fiscal year of last attendance.

<http://www.lib.az.us/records/pdf/Student%20Records.pdf>.

“A school district or charter school is not required to submit student level data to the department of education more often than once every twenty school days.” [\(A.R.S. § 15-1042\(G\)\)](#)

Note: Continuing students who do not attend school during the first ten days school is in session are subject to summer withdrawal.

Presentation of Withdrawal Form

As documentation helps to ensure uniform and comparable data across schools, districts and charters are required to use the form: Official Notice of Pupil Withdrawal when a student withdraws during the school year. Furthermore, Arizona state law requires that a properly executed withdrawal form be presented to a school if the student previously attended another school within the state of Arizona. [\(A.R.S. § 15-827\)](#) Student withdrawals should be posted to the attendance system within five days to help ensure that student membership is reported to ADE on a timely basis.

Please refer to the Official Notice of Pupil Withdrawal Form and Instructions available at www.ade.az.gov/schoolfinance/Forms/WithdrawalForm1.doc.



Withdrawal Date (Membership End Date)

The effective date of withdrawal is the last day of actual attendance of the student. [\(A.R.S. § 15-901\(A\)\(2\)\)](#) Withdrawals should be reported for students formally withdrawn from school and students who have been absent for ten consecutive school days without excuse. Students who are in membership on the last scheduled day of school are not subject to withdrawal.

Some of the computerized attendance systems require the date of withdrawal to be entered on the day following the last day of attendance in order to be paid for the last day of attendance. The date of withdrawal should be adjusted programmatically to the actual last day when the data is submitted to SAIS. In any case, the last day of actual attendance is to be counted as a membership day. All entries and withdrawals must be recorded in the LEA's computerized attendance system within five working days of the date of entry or withdrawal and the date this information is entered into the system should be indicated on the entry and withdrawal forms.

Readmission

Readmission occurs when a student has been withdrawn from a school and reenters the same school during the same school year. The date of readmission shall be defined as the first day the student physically attends school following the date of withdrawal.



Determining Student Full Time Equivalency

The requirements for a student enrollment to qualify for a full time equivalency and the requirements for fractional enrollments are as follows:

GUIDELINE

a. Preschool

- i. A preschool child is one who is enrolled in a program for preschool children with disabilities of at least 360 minutes each week. This program must meet at least three days per week for each child.
- ii. Fractional enrollments are not applicable for preschool children

b. Kindergarten through Eighth Grade

Fractional Enrollment for Kindergarten through Eighth Grade					
Hours enrolled as applied to a full year schedule					
Grade Range	0	0.25	0.5	0.75	1
Kindergarten	<356	N/A	≥356 and <712	N/A	≥712
1 - 3	<178	≥178 and <356	≥356 and <534	≥534 and <712	≥712
4 - 6	<223	≥223 and <445	≥445 and <668	≥668 and <890	≥890
7 - 8	<267	≥267 and <534	≥534 and <801	≥801 and <1068	≥1068

c. Ninth through Twelfth Grade ([A.R.S. § 15-901\(2\)\(c\)\(vi\)](#))

Requirement A		Requirement B	
Full Time Program	Minimum of 720 hours	AND	4 Subjects @ 123 hours each delivered over any number of days OR Any number of subjects totaling at least 20 hours per week
Three Quarters Program	Minimum of 540 hours	AND	3 Subjects @ 123 hours each delivered over any number of days OR Any number of subjects totaling at least 15 hours per week
Half Time Program	Minimum of 360 hours	AND	2 Subjects @ 123 hours each delivered over any number of days OR Any number of subjects totaling at least 10 hours per week
Quarter Time Program	Minimum of 180 hours	AND	1 Subjects @ 123 hours each delivered over any number of days OR Any number of subjects totaling at least 5 hours per week



Defining Homebound Attendance Periods

A homebound or hospitalized student is one who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, or other health conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months or a pupil who is capable of profiting from academic instruction but is unable to attend school regularly due to chronic or acute health problems, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for intermittent periods of time totaling three school months during a school year.

The medical certification shall state the general medical condition, such as illness, disease or chronic health condition that is the reason that the pupil is unable to attend school.

Homebound or hospitalized categories can include students who are unable to attend school for a period of less than three months due to a pregnancy if a competent medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health. ([A.R.S. § 15-901\(B\)\(13\)](#))

To maintain homebound status the following requirements must be met:

- The student must be enrolled in the school the student would otherwise attend
- The student must be receiving at least 240 minutes of instruction per week ([A.R.S. § 15-901\(A\)\(2\)\(b\)\(iii\)](#) and [\(A\)\(6\)\(f\)](#))
- A certified teacher must be providing the instruction

Homebound and hospitalized students must report attendance by minutes attended. For homebound and hospitalized students, a full week of attendance may be counted for each week in which the student receives at least four hours of instruction. ([A.R.S. § 15-901\(A\)\(6\)\(f\)](#))

Subsequent Memberships

State funding for a student may also be affected by the student's previous or subsequent enrollment in another school. Any other membership that a student may have during the fiscal year has the potential to reduce the amount of funding received by a school. The amount of fundable membership a student generates in the state across all enrollments in a fiscal year may be limited. (<http://www.ade.az.gov/schoolfinance/Memos/FY2008-2009/09026.pdf>)

Concurrent Memberships

A student may be enrolled in more than one school over the same period of time. The dates, over which the student shares membership defines a concurrent membership period. The state funding for this student is apportioned between the concurrent memberships according to statute as shown in the table below. (AG Opinion I08-12).

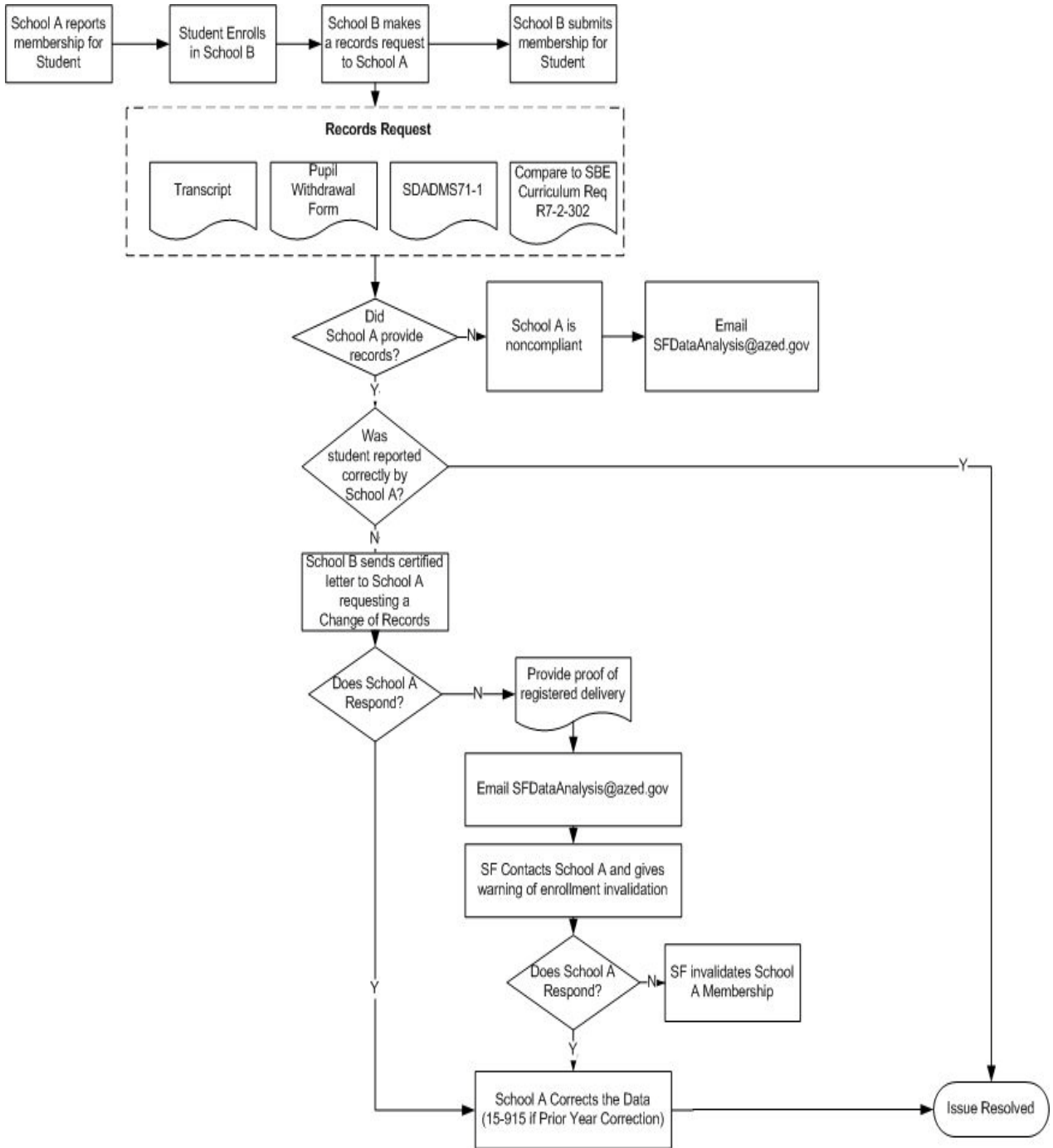


Distribution of ADM with Valid Concurrency			
		ADM	Maximum Split
1.	Any number of districts or any number of charters	2.0	1.0 each. Limited to actual enrollment at each.
2.	Any number of districts and any number of charters	1.0	ADM is divided proportionally based on enrollment.
3.	Member district and JTED satellite operated by same member district	1.25	District takes first cut. Remainder goes to JTED. Limited to actual enrollment at each.
4.	Member district and JTED main campus or member district and JTED satellite operated by a different member district	2.0	1.0 each. Limited to actual enrollment at each.
5.	Non-member district and JTED main or satellite campus	1.0	Non-member district receives ADM and funding and tuitions student to JTED
7.	Charter and JTED main or satellite campus	1.0	DOR (charter) receives ADM and funding and tuitions student to JTED
8.	Technology Assisted Project-Based Instruction (TAPBI) and Non-TAPBI	1.0	ADM is divided proportionally based on enrollment.



Resolving Membership Disputes

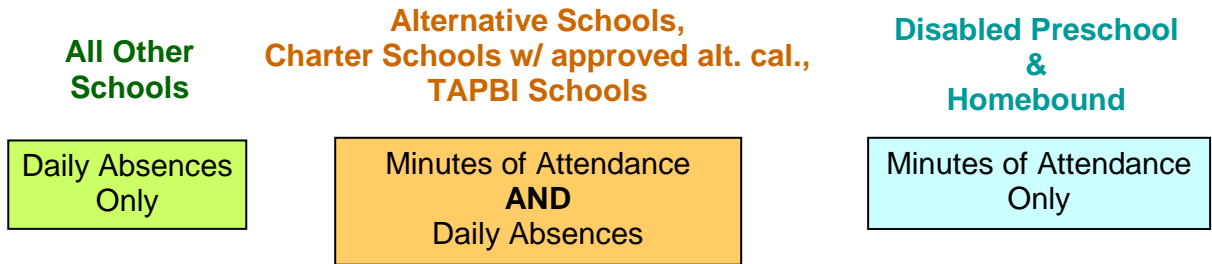
Memberships that have the potential of limiting the fundable membership count for your students may be reported to the state from other schools. The following section will present the set of procedures that School Finance has established to help resolve these issues.





Tracking Student Attendance

Reporting Methods



Reporting Attendance: Daily Absences

Except as otherwise provided by any other law, beginning July 1, 2008, absences shall be submitted electronically by the school district on a school-by-school basis with other records pursuant to [A.R.S. § 15-902\(J\)](#).

This reporting method is required for the following instructional programs:

- Elementary schools grades kindergarten through sixth grade
- Middle schools grades seven and eight
- High school grades nine through twelve
- Joint Technological Education Districts (JTED) ([A.R.S. § 15-393](#))

Daily Attendance Tracking

For students in elementary grades (KG-8)

Attendance shall be taken at least twice a day and sufficient documentation shall be maintained to support the fractional student absence reported.

For students in high school grades (9-12)

Attendance shall be taken for each period.

Fifty-five minutes or more of scheduled instructional time for a high school course may be considered one hour for FTE and attendance purposes only.

An appropriate schedule is shown below:

	Instructional Minutes	Attendance	Absence
Class 1	55 Minutes	0.25	0.00
Class 2	55 Minutes	0.25	0.00
Class 3	55 Minutes	0.25	0.00
Class 4	55 Minutes	0.25	0.00



Daily Absence Reporting

For kindergarten students (excluding homebound)

For students enrolled in kindergarten, a full day of attendance is a day in which a student attends more than three-quarters of the instructional time for the day. If the total instruction time scheduled for the year is at least 346 but less than 692 hours, attendance for at least three quarters of the day should be counted as one-half day of attendance. If the instructional time scheduled for the year is at least 692 hours, a full day of attendance may be counted as one-half of the instructional time scheduled for the day. [A.R.S. § 15-901\(A\)\(6\)\(a\)\(i\)](#)

- Partial day absences cannot be reported for kindergarten students. A kindergarten student is either present or absent for the entire program, based on the program being offered as a half- or full-day.
- Record a kindergarten student who is enrolled in a program with total instruction time between 346 and 692 hours for the year as absent if he/she is in attendance for less than three-quarters of the instructional time scheduled for the day.
- If the total instructional time for the year is 692 hours or more, a student is counted as absent if he/she attends less than half the instructional time scheduled for the day.

Example 1

- Student A is enrolled in a kindergarten program that is scheduled to include 360 instructional hours over the course of the school year (for a half-day program).
- Two hours of instruction are scheduled for a particular day
- If Student A attends for at least one hour and 30 minutes of the two hours of instruction scheduled for the day, he is considered to be in attendance for the full day and no absences are reported.
- If Student A attends for less than one hour and 30 minutes of the two hours of instruction scheduled for the day, he is considered to be absent for the full day and an absence in the amount of 0.50 must be reported.

Note: The reported amount of a daily absence may not exceed a student's full time equivalency. In this case, Student A is enrolled in a half day kindergarten program and has an FTE of 0.50.

Example 2

- Student B is enrolled in a kindergarten program with total instruction time of 720 instructional hours over the course of the school year (for a full-day program).
- Four hours of instruction are scheduled for a particular day
- If Student B attends for at least two hours of the four hours of instruction scheduled for the day, she is considered to be in attendance for the full day and no absences are reported.
- If Student B attends for less than two hours of the four hours of instruction scheduled for the day, she is considered to be absent for the full day and an absence in the amount of 1.00 must be reported.



For students in grades one–eight (excluding homebound)

For students enrolled in first through eighth grade or an ungraded program, daily attendance is a day in which a student attends more than three-quarters of the instructional time scheduled for the day. The attendance of a pupil at three-quarters or less of the instructional time scheduled for the day shall be counted as follows:

- A. If attendance for all pupils in the school is based on quarter days, the attendance of a pupil shall be counted as one-fourth of a day's attendance for each one-fourth of full-time instructional time attended.
 - Attendance for at least 76% of the instructional time scheduled for the day is counted as a full day of attendance and no absence is reported.
 - Attendance for 75% of the instructional time scheduled for the day is counted as three-fourths of a day's attendance and a quarter day (0.25) absence is reported.
 - Attendance between 51% and 74% of the instructional time scheduled for the day is counted as a half day of attendance and a half day (0.50) of absence is reported.
 - Attendance between 25% and 50% of the instructional time scheduled for the day is counted as a quarter day of attendance and three-quarters of a day (0.75) of absence is reported.
 - Record a full day (1.00) of absence for a student that is in attendance for less than 25% of the instructional time scheduled for the day.

Percent of Time Absent	Absence amount
Less than .25 of the instructional time	0
.25 of the instructional time	.25
Between .26 and .50 of the instructional time	.50
Between .51 and .75 of the instructional time	.75
Between .76 and 1.00 of the instructional time	1.0

- B. If attendance for all pupils in the school is based on half days, the attendance of at least three-quarters of the instructional time scheduled for the day shall be counted as a full day's attendance and attendance at a minimum of one-half but less than three-quarters of the instructional time scheduled for the day equals one-half day of attendance.
 - Attendance for at least three-quarters of the instructional time scheduled for the day is counted as a full day of attendance and no absence is reported.



- Attendance for at least one-half, but less than three-quarters of the instructional time scheduled for the day is counted as a half day of attendance and a half day (0.50) of absence is reported.
- Record a full day of absence for a student that is in attendance for less than half the instructional time scheduled for the day.

Percent of Time Absent	Absence amount
Less than .26 of the instructional time	0
Between .26 and .50 of the instructional time	.50
Between .51 and 1.00 of the instructional time	1.0

Note: The reported amount of a daily absence may not exceed a student's full time equivalency.



For students in grades nine – twelve (excluding homebound)

For high schools or ungraded schools in which the pupil is at least fourteen years of age by September 1, the attendance of a pupil may be counted as one-fourth of that day's attendance for each sixty minutes of instructional time in a subject that counts toward graduation, except that attendance for a pupil shall not exceed the pupil's full or fractional membership. [A.R.S. § 15-901 \(A\)\(6\)\(e\)](#)

For schools in session five days per week

- If a student receives instruction in an amount of time that is equal to or greater than the instructional time required for the day (no less than four hours for 1.00 FTE, three hours for 0.75 FTE, two hours for 0.50 FTE and one hour for 0.25 FTE) in subjects that count toward graduation, the student is considered to be in attendance for the entire day and no absences are reported.
- If a student receives instruction in an amount of time that is less than the instructional time required for the day in subjects that count toward graduation, refer to the table below to determine the absence amount that must be reported.

Reporting absences for students in grades 9-12 in schools with 5 days per week			
Daily Hours of Instruction Received	Attendance	If the reported Student FTE is	Then report daily absence amount
<1:00	0.00	1.00	1.00
		0.75	0.75
		0.50	0.50
		0.25	0.25
≥1:00 - <2:00	0.25	1.00	0.75
		0.75	0.50
		0.50	0.25
		0.25	0.00
≥2:00 - <3:00	0.50	1.00	0.50
		0.75	0.25
		0.50	0.00
		0.25	0.00
≥3:00 - <4:00	0.75	1.00	0.25
		0.75	0.00
		0.50	0.00
		0.25	0.00
≥4:00	1.00	1.00	0.00
		0.75	0.00
		0.50	0.00
		0.25	0.00

Note: The reported amount of a daily absence may not exceed a student's full time equivalency.



For schools in session four days per week

- If a student receives instruction in an amount of time that is equal to or greater than the instructional time required for the day (no less than five hours for 1.00 FTE, 3.75 hours for 0.75 FTE, 2.5 hours for 0.50 FTE and 1.25 hours for 0.25 FTE) in subjects that count toward graduation, the student is considered to be in attendance for the entire day and no absences are reported.
- If a student receives instruction in an amount of time that is less than the instructional time required for the day in subjects that count toward graduation, refer to the table below to determine the absence amount that must be reported.

Reporting absences for students in grades 9-12 in schools with 4 days per week			
Daily Hours of Instruction Received	Attendance	If the reported Student FTE is	Then report daily absence amount
<1:15	0.00	1.00	1.00
		0.75	0.75
		0.50	0.50
		0.25	0.25
≥1:15 - <2:30	0.25	1.00	0.75
		0.75	0.50
		0.50	0.25
		0.25	0.00
≥2:30 - <3:45	0.50	1.00	0.50
		0.75	0.25
		0.50	0.00
		0.25	0.00
≥3:45 - <5:00	0.75	1.00	0.25
		0.75	0.00
		0.50	0.00
		0.25	0.00
≥5:00	1.00	1.00	0.00
		0.75	0.00
		0.50	0.00
		0.25	0.00

Note: The reported amount of a daily absence may not exceed a student's full time equivalency.



Absence Reasons

Schools will need to record absences as excused or unexcused for the purposes of determining compliance with the withdrawal of students for ten consecutive unexcused absences. The guideline for excused absences is published on the ADE website as [EX-1](#).

Since ADM may be adjusted due to an excessive absence rate at the district or charter holder level, the following reasons for absences need to be kept on file to apply to ADE for an exception of these absences from the calculation of the absence rate. ([A.R.S. § 15-902\(B\) and \(C\)](#)).

- Illness for any period of three consecutive days or more
- Adverse weather conditions for any period of three consecutive days or more
- Concerted refusal by students to attend classes for three consecutive days or more
- Threats of violence against school property, school personnel or students
- Chronic health problems as defined in [A.R.S. § 15-346](#) if the school district is providing services to the pupils during their absence from school



Excused Absences

- Pursuant to [A.R.S. § 15-901\(A\)\(2\)](#), "...excused absences shall be identified by the Department of Education...". The Department of Education defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions. The out-of-school suspension must not to exceed 10% of the instructional days scheduled for the school year. The Department of Education delegates the decision of family vacations as an excused absence to individual school districts and charter holders.
- Pursuant to [A.R.S. § 15-806](#), "the governing board of each school district shall adopt a policy governing the excuse of students for religious purposes. The policy may permit a student to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction. If the policy permits a student to be excused for religious purposes, the policy shall stipulate the conditions under which the excuse will be granted." Pursuant to [A.R.S. § 15-806\(1\) and \(2\)](#) these conditions will include at least a written consent from the person who has legal custody of the student and the religious instruction or exercises must take place at a suitable place away from school property. Pursuant to Op.Atty.Gen. No. R76-292, the total number of days of excused absences for religious purposes shall be reasonable and not abused.
- Pursuant to A.R.S. § 15-902(C), a district or charter may apply to the ADE for an adjustment when excessive absences occur that are a result of a widespread illness, adverse weather conditions, or a concerted refusal by students to attend classes which extends to three or more consecutive instructional days.
- Pursuant to [A.R.S. § 15-902\(E\)](#), a district or charter may also apply to the ADE for absence approval for students with chronic health problems if the district or charter is providing services to the students during their absences.
- In order for absences relating to illness, doctor appointment, bereavement, family emergencies, or district approved family vacation to be counted as excused absences, the school must be notified of the absence prior to the absence or when the absence occurs by the parent or legal guardian who has custody of the student. [\(A.R.S. § 15-901\(A\)\(2\)\)](#) The school will document on paper or paperless format the date and reason for the absence. **The school shall then retain documentation evidence of absence for a period of four years.** If there are 10 or more consecutive absences due to illness, the school shall require the student to furnish a doctor's note allocating the student's illness, which shall remain in the student's file for four years.
<http://www.ade.az.gov/Guidelines/SchoolFinance/EX-1ExcusedAbsences.pdf>
- If an absence occurs relating to any other term or condition that is not specifically designated herein, the absence shall be counted as unexcused.

Student Release

- Pursuant to [A.R.S. § 15-803\(A\)\(2\)](#), in order for any of the above absences to be excused, a child who is under 16 years of age must be accompanied by a parent, guardian, or authorized person.



Reporting Attendance: Minutes and Daily Absences

[\(A.R.S. § 15-902\(J\)\)](#)

For an approved group of schools, minutes of attendance may also be forwarded electronically for the purposes of determining daily membership. In these cases, daily absences should also be submitted. The school is still required to document daily absences and keep such records on file for determining compliance.

This reporting method is allowed for the following alternative educational programs:

- **Alternative schools operating in a school district:** This approval applies only to district schools that appear on the list of alternative schools as identified by the Arizona State Board of Education.
- **Charter schools operating on approved alternative calendars:** This approval applies only to charter schools that have been approved by the Arizona State Charter Board as operating on alternative calendars.
- **Technology Assisted Project-Based Instruction Program (TAPBI)** [\(A.R.S. § 15-808\)](#)

Instructional minutes that occur on non-session days may be counted towards the weekly instructional requirement for the purposes of calculating absences as long as the instruction delivered is equivalent to what is provided on session days.

When both attendance minutes and daily absences are submitted, the reported absence will be ignored for the daily attendance calculation. The absences calculated from the submitted attendance minutes will be used to determine an ADM adjustment.

These programs may count pupils as having attended full-time in any week for which the pupil was enrolled in and physically attended at least 20 hours of instruction during that week. [\(A.R.S. §§ 15-796 through 797\)](#). Therefore, for the purposes of determining an excessive absence adjustment, SAIS will calculate an absence based on attendance of less than 20 hours per week.

Daily Absences

When reporting absences, schools shall follow the procedures outlined in this document under [Reporting Attendance: Daily Absences](#).