

Student Membership and Attendance Procedures Manual



Tennessee Department of Education
Division of Data and Research
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PREFACE

With the adoption of the Education Improvement Act of 1992, school systems moved into a more precise era of budgeting and accountability practices. Special procedures and legislative requirements have been put in place to ensure accuracy and equity among school systems' data and in the distribution of funds for educational purposes. With the conversion to the EIS system and SSMS, it is even more important that the principles of attendance record-keeping are known and utilized so that all systems receive the monies they earn.

The purpose of this Student Membership and Attendance Procedures Manual is to provide local education agencies a clear and concise method of obtaining student counts for budget purposes, as well as a standardized method of reporting for school accountability

The minimum standards found in this manual apply to all school systems in Tennessee. The manual includes a number of membership/attendance accounting procedural changes either required by legislative action, or recommended by attendance supervisors and user technicians.

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Commissioner
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This manual does not represent specific legal advice. For specific legal advice, please contact your local board attorney.

NOTE: This manual replaces the Student Membership And Attendance Accountability Procedures Manual dated May 2012.



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Section A Documentation, Record Keeping, and Reporting

The following documentation must be on file at the local school system, central office or the individual school as indicated:

1. Local school system's attendance policies, board approved, which comply with the Student Membership and Attendance Accountability Procedures Manual (Central Office)
2. Copies of Academic Attendance Report and Director's Monthly Student Membership/Attendance Report, including all worksheets, should be completed monthly for the entire school year. (Central Office)
3. Documentation that Option 7, 8, and 9 student counts have not been included in the regular K-12 academic count; Option 7, 8 and 9 students must be reported as Grade "N" for funding purposes. (**Note: See Special Education Section C-107**) (Central Office)
4. Documentation showing that K-12 Average Daily Membership (ADM) has been adjusted for students with part-time schedules. (Central Office)
5. Documentation (sign-in/out roster) that Career and Technical Education and total students are properly counted in compliance with the "half of the state minimum school day" attendance policy. (Individual School)
6. Teacher attendance records that include all absences recorded in compliance with local board policy. (Individual School)
7. Attendance on grade cards must agree with school attendance records. (Individual School)
8. Daily absentee sheets with sign-in/out rosters attached clearly indicating those students who are present or absent for at least half of the state minimum day. (Individual School)
9. Work-Based Learning (WBL) agreements for any student who is participating in an off-site, credit-bearing WBL placement (Individual School)
10. A 200 Day Accountability Report showing 180 full school days for students with the exception of Kindergarten (See Section B-107) must be completed by June 1 prior to the next school year. Amendments to the 200 Day Accountability Report must be filed with the state field service centers at least 30 days prior to the end of the current school year. (Both Central Office and Individual School)
11. Copies of all granted attendance waivers. (Central Office)
12. Documentation indicating procedures for notifying parents and/or the attendance supervisor of students' absences. (Central Office)
13. For withdrawals, sufficient documentation of a student's reason for withdrawal. This may include documentation provided by relatives, court documents, record requests, etc. This documentation should be kept in the student's permanent record. (Individual School)

14. Documentation that the names of students between the ages of 15 and 17, (inclusive) who do not have satisfactory academic progress or do not meet attendance standards as stated in T.C.A. § 49-6-3017 have been submitted to the Department of Safety. (Individual School)
15. Cumulative folder for each active student on the roll (inactive cumulative folders are to be filed separately). (Individual School)
16. A back-up disk containing the previous year's end-of-the-year attendance records. The software version utilized should be indicated on the cover of the Backup disk. (Central Office) **SSMS systems are exempt from this requirement.**
17. A copy of the previous year's membership/attendance reports for all reporting periods. (Central Office)
18. Written, board-approved lists of school-directed/teacher-supervised activities that are to be counted as attendance. School systems may wish to allow mass exodus for local/state fairs, athletic events, or other social/recreational events; however, these events may not be counted as part of the 180 instructional days. (**NOTE: See School Approved Activities Section D-104**) (Individual School)

A-101 Permanent Records and Records Necessary for Enrollment and Withdrawal

1. At a minimum, the following documents must be permanently retained:
 - a) a cumulative folder for each student
 - b) copy of the student birth certificate
 - c) a copy of the Home Language Survey
 - d) from the data file, a file including demographic and event data for each student
 - e) a permanent record containing all pertinent information with regard to a student's withdrawal from school, including the signature of the parent or guardian requesting withdrawal, and to the extent possible, the student's future destination

Pursuant to T.C.A. § 49-6-3001(c)(1) and the Federal Family Educational Rights and Privacy Act If a student transfers from a school to another school in the same LEA, the LEA shall remit copies of the student's records, including the student's disciplinary records, to the school to which the student transfers. If a student transfers from an LEA to another LEA, then the LEA from which a student transfers shall remit copies of the student's records, including the student's disciplinary records, to the LEA to which the student transfers. All records shall be remitted in accordance with the Family Education Rights and Privacy Act, compiled in 20 U.S.C. §1232g.

A-102 Retention of Records

1. The following documents must be retained for a period of five years:
(electronic copies are sufficient)
 - a) Director's Monthly Student Membership/Attendance Report

- b) Director's Annual Student Membership/Attendance Report
 - c) Principal's Monthly Membership/Attendance Report or equivalent
 - d) Monthly Attendance Detail
2. The Tennessee Department of Education will generate pre-k reports based on student enrollment and attendance data entered into the Education Information System (EIS).

A-103 Excused/Unexcused Absences

- 1. Annual Pupil Transportation Report
- 2. Attendance Records (teachers' attendance records, sign-in/out rosters, absentee lists)
- 3. Director's Report of Special Education Identified and Served Average Daily Membership by Primary and Secondary Options (Easy IEP Special Education Report)
- 4. Records will be maintained electronically by the state for systems using SSMS

A-104 Confidentiality

- 1. If conflicts between teacher records and other records relating to excused or unexcused absences occur, the information recorded in the school office data file shall prevail.
- 2. Excused or unexcused absences are a matter of local school board policy as long as the local policy is not in conflict with state law, State Board of Education Rules, Regulations and Minimum Standards and the Student Membership and Attendance Accountability Procedures Manual. **(NOTE: See School Approved Activities Section D-104 and B-105)**
- 3. Systems are cautioned that records of students shall be treated as confidential. Pursuant to T.C.A. § 10-7-504(a)(4), **Title 49, Chapter 1, Part 7, and the Federal Family Educational Rights and Privacy Act**, personally identifiable student information must be kept confidential. **Allowing student assistants or parent volunteers to handle such information violates these rules.**
- 4. Provisions must be made to safeguard the confidentiality and security of all data so that only authorized personnel of the institution have access to or authority to process such information.

A-105 Teacher Responsibilities Regarding Attendance

During the first two weeks of school, the teacher must document and maintain accurate records so appropriate withdrawals can be processed. School systems should ensure that the school office, the principal, and guidance counselors advise teachers concerning students' class changes, transfers, etc. **Regardless of the number of students who pre-registered, only those students who actually attend school shall be counted present.** Attendance must be

marked daily, beginning with the first day of school.

1. Homeroom teachers should receive a list of students assigned to their homerooms from the student management program. The homeroom teacher should then collect the necessary student data information to be returned to the office.
2. Individual classroom teachers, at the departmentalized level, will require information from students in each class such as student PIN grade level, etc. The teacher may wish to keep a temporary roll during the first two weeks. The teacher checks the roll daily in each class where students change from one classroom to another. During the first period or homeroom, whichever is earlier, the teacher completes an absentee slip or a scanner card and sends to the office. After the teacher receives the daily absentee list, printed and distributed by the office, any student who is absent but not on the absentee list must be turned in to the office.
3. Any student who enters class late or has been absent must have an admit slip to enter class.
4. In-school suspension students, homebound, homebound pregnant, alternative school or program students and students participating in school sponsored events are not counted absent and are part of the ADA and ADM calculations.
5. No teacher should admit a student to class who has been absent or tardy, or withdraw any student without an admit slip, or other appropriate notation which indicates determination of status.
6. Teachers' grade/attendance records and daily absentee lists are considered documentary evidence for attendance auditing purposes and must be kept for a minimum of five years. If the computer attendance program produces a document (file) showing attendance activities, then the teachers' grade/attendance records only have to be kept for one year following the school year for which they were prepared.

A-106 Local School Office/Principal

1. Care must be exercised in transferring any absentee information from the teacher's temporary attendance records to the final attendance records or from the teacher's roll book to the students' grade cards and cumulative folder(s). All of these must be reconcilable with the sign-in/out rosters maintained in the office. Use of a student management software program by school systems is required to maintain attendance records for each school. All systems are reminded that SSMS is provided to them free and are encouraged to participate as soon as possible to insure consistency and to facilitate federal reporting requirements.
2. Prior to the beginning of school, the principal should provide teachers with specific directions for marking and reporting attendance. The necessary attendance forms, along with the school system's attendance policies and the school system's attendance symbols, should be provided in an attendance packet.
3. In-school suspension students, homebound, homebound pregnant, alternative school or program students and students participating in school sponsored events are not counted absent and their attendance is used to calculate ADA and ADM.

4. Temporary records may be kept during the first two weeks of school; however, attendance must be marked daily beginning with the first day of school. When transferring information from the temporary to the permanent record, ensure accuracy as to dates absent/present. These records must be maintained in the local school office.
5. Students who receive Special Education service Option 7, 8, or 9 (23 hours or more per week) are not counted in the regular grade level counts. This data will be verified by Easy IEP.
6. Local school office/principal will compile all school totals using the Academic Attendance Report and the Attendance Summary generated by the Student Management Program.
7. All pre-k programs receiving state, federal or local funds in any way, including but not limited to: Pilot, lottery, voluntary expansion, local, Title I, and special education are required to collect and report pre-k data to the Tennessee Department of Education. This information is vital for reports submitted to the Governor, General Assembly and other state and federal agencies. To capture the necessary data, local education agencies (LEAs) and offsite pre-k locations are required to:
 - a) Enroll all pre-k students (including students receiving special education services or offsite related special education services only)
 - b) Create school calendars
 - c) Set up staff data
 - d) Schedule classes and assign students and staff to each class
 - e) Capture and maintain accurate attendance information
8. This data includes, but is not limited to: Number of classes, location, types of providers, funding sources and number of pre-k students served. This information may also be used by the Comptroller's Office of Research and Education Accountability for a longitudinal study of pre-k program benefits and effectiveness. (T.C.A. § 49-6-108)
9. LEAs and offsite pre-k locations should enter all pre-k data in the same manner as K-12 data in the school district in regard to data collection and reporting, including student enrollment, creation of school calendars, set up of staff data, class scheduling and attendance which are now required for all pre-k students (including pre-k students receiving special education services) regardless of the student management software package used by the LEA.
10. For those LEAs and existing offsite pre-k locations who have already begun to enroll, schedule and collect attendance data for their pre-k students please continue to do so using your existing process whether it is done through the district's Student Information System (SIS) or directly through the EIS Pre-K Web Application. However, for new pre-k locations and for all pre-k locations, the Tennessee Department of Education will require students to be enrolled in pre-k classes by applicable school district personnel.
11. LEAs may use one of the following options for enrolling, setting up class and staff data, and maintaining attendance for pre-k students who are served at offsite locations:

- a) The offsite location may be assigned a 7000 program/school number which will be included in the LEA's SIS. Students would be enrolled at the 7000 location as a home school enrollment. The district would create a calendar for the offsite location and would link the location to that school calendar. Student data would be entered into either the district SIS by LEA personnel or the Pre-K Web Application by offsite personnel.
 - b) The LEA may set up the offsite class as though it was one of the classes at one of the LEA's elementary schools. Students would be enrolled as home school enrollments. Student data would be entered in the district SIS by LEA personnel the same as any other K-12 class.
12. During the grant application process, districts will be asked to provide information on which option has been chosen and designate the specific school number in which students and class information for offsite classes may be found. (For example, if a class is taught at an offsite location such as ABC Pre-K, the student, staff and class information as well as attendance data may be found either at the 7000# program assigned to the offsite pre-k or at a designated elementary school in the district).
13. When the pre-k class is taught onsite in a district school setting the LEA would set up the class and enroll students in the same manner as K-12 students. Enrollment would be home school enrollment and student and staff data and attendance would be entered into the district's SIS by school personnel.
14. When a pre-k student only receives itinerant special education services and does not attend school, please enroll the student in their home school. (The home school is the school for which they would normally be zoned or the district may choose to enroll all pre-k students receiving itinerant special education services in one school within the district). The service provider should send attendance information to the home school to be entered into the school's SIS. Attendance may then be maintained using one of the four options below.
15. Use of either a student management software program by school systems, the EIS Pre-K Web Application or the Enhanced EIS Data Entry Application is required to maintain student enrollment, staff set up, class assignment and attendance records for each pre-k program. The Tennessee Department of Education requests that LEAs assist offsite pre-k locations in their data collection and reporting using one of the following options:
- a) SSMS: The district EIS contact should follow the User ID/Password Request Instructions found at the following link (<http://tennessee.gov/education/eis/>) to request an EIS user id (with school level access) for each off-site user from EIS help desk. The district SSMS contact person then sets up an SSMS User ID for each off-campus pre-k site so that student, staff, class and attendance data can be entered into SSMS by the offsite pre-k site personnel.
 - b) District third party student information system: The district requests and establishes a User ID for the pre-k site into the district's Student Information System (SIS) program so that student, staff, class and attendance data can be entered into the SIS by the pre-k site personnel. The district should also provide the pre-k site personnel with the necessary training on the use of their SIS program.
 - c) EIS Pre-K Web Application or Enhanced EIS Data Entry Application: Pre-k site personnel enter student, staff, class and attendance data directly into the EIS Web Application or Enhanced EIS Data Entry Application from the pre-k site (This option is not available for

enrolling any student with an IEP. Once a student's IEP has been finalized in Easy IEP/Easy Census, attendance may be recorded using the EIS Web Application.)

- d) District-entered data: The district formalizes an agreement with a non-school-based pre-k site that the pre-k site sends student, staff, class and attendance data to one of the district's schools to be entered by LEA attendance personnel at the district school.

Please note: When offsite pre-k enrollment and attendance are entered directly into EIS using option #3 above and are not entered into the LEA's SIS program (options 1, 2 or 4), the district will experience discrepancies between the LEA's SIS and EIS Preliminary School and Staff reports.

A-107 Academic Attendance Report

1. Absentees are posted to the computer daily.
2. Print and distribute daily absentee list.
3. Reconcile application of the "half of the state minimum school day" policy with Sign-in/out Roster. File Sign-in/out Roster with absentee sheet after posting to computer.
4. Do not count Special Education Option 7, 8, or 9 students in regular grade level count. These students are to be included in the grade "N" counts.
5. Provide attendance information from student attendance records for cumulative folder at the end of the year.
6. Prepare Academic Attendance Report in compliance with the state reporting schedule. The schedule can be found on the state website www.tennessee.gov/education/eis/.
7. Require all students who leave early or arrive late to obtain admit/dismiss slips from the school office.
8. Absentee slips are required for students who miss an entire day of school. These absentee slips must be coded by the principal/designee.
9. Ensure students with five or more unexcused absences, or other unusual attendance patterns, are reported to the attendance supervisor. Parents or guardians must be notified each time a student has five days (aggregate) of unexcused absences. Additional notices must be sent after each successive accumulation of five unexcused absences.

At the end of the first two weeks of school, or prior to the end of the first 20 day reporting period, a list of students who have pre-registered, but have not attended school, must be submitted to the principal and/or attendance supervisor. The principal and/or attendance supervisor will ascertain whether the students have moved or transferred to another school, etc.

10. Students shall not be deleted from your data file. Every effort should be made to determine what happened to students who leave the system. If they have moved or transferred to another school, then the proper withdrawal code should be used. If efforts indicate that a

transfer to another school did not take place, then these students should be recorded as dropouts. In any case, these students should be withdrawn from the school's enrollment with the proper withdrawal code beginning the day following the last day of attendance.

11. For those students who are not going to attend the school the proper withdrawal code must be made as of the first academic day of school.

A-108 Director's Monthly Student Membership/Attendance Report

1. The Director's Monthly Student Membership/Attendance Report is submitted electronically to Education Information System (EIS) for all nine monthly membership/attendance reporting periods. Each monthly membership/attendance report must be a 20 day period, with the only possible exception being the ninth month.
 - a) Comprehensive Development Class (CDC) students (Special Education students with service Options of 7, 8, and 9) are not to be included in the regular grade level counts. These students are to be reported separately in the grade "N" counts. (See Section C-107)
2. All information requested on the Director' Monthly Student Membership/Attendance Report is compiled using data from the Student Management Program and uploaded to EIS.
3. All errors for all report periods must be corrected through the Student Management Program and uploaded to EIS.

A-109 Director's Annual Student Membership/Attendance Report

1. The Director's Annual Student Membership/Attendance Report must be submitted electronically to EIS by June 15.

A-110 Director's Annual Report of Student Suspensions, Expulsions, and Remands

1. School systems should enter discipline events into their local software. These records will be transferred to EIS and Discipline Reports will be generated in EIS.
 - a) Four types of discipline are available:
 - I....In-School Detention
 - A....Remand/Alternative School
 - S....Suspension
 - E....Expulsion

Section B - School Year and Day

B-101 School Year

For reporting purposes, the school year is defined as the period of time between August 1 and June 30. However, summer graduates (graduating before August 15) are counted in the school year just finished. For example, if a student graduates before August 15, 2009, he or she is counted as a 2008-2009 school graduate. Summer school promotions which occur before August 15 are included in the previous year's promotion rate.

The following information is provided to assist you in establishing the instructional day for your schools.

1. Membership and Attendance accounting for each student will be on the basis of the amount of time a student is enrolled for an instructional day. For schools that do not utilize a schedule based on *periods*, a student who is enrolled for the entire day would be 1.0 ADM.
 - a) Equal length periods: If the standard student day for a school consists of six 60-minute periods (excluding lunch), and the student is scheduled for all six periods, that student will be counted in membership for 6/6 of the day or 1.0 ADM. The student scheduled for only four periods will be counted in membership for 4/6 of the day or 0.6667 ADM. If the standard student day for a school consists of four 90-minute periods (excluding lunch), and a student is scheduled for two periods, that student will be counted in membership for 2/4 of the day or 0.5000 ADM.
 - b) Unequal length periods: If the standard student day for a school consists of six periods, four 45-minute periods and two 90-minute periods, 360 minutes (excluding lunch), and a student is scheduled for all 6 periods, that student will be counted in membership for 6/6 of the day (360/360) or 1.0 ADM. The student scheduled for only four periods, three 45-minute periods and 1 one 90-minute period (225 minutes), will be counted in membership for 0.6250 ADM or 225/360.
 - c) In no case is a student authorized to be counted as more than 1.0 ADM or ADA.
2. Class change time of reasonable length will be considered a part of the instructional day and included in the calculation.
3. The amount of time allowed for lunch shall be excluded from the calculation of the instructional day. If homeroom is scheduled, it is considered instructional time.
4. The resulting denominator used to calculate the instructional day may vary from one school/system to another because of class schedule configurations or other reasons. It is important to note, however, that the denominator used in the calculation will never be smaller than the numerator. No more than one day of instructional time will be funded for any given school day regardless of the length of the day.
5. The calculation of ADA is unchanged except in the case of partial students in grades 9-12. ADA must be equal to or less than ADM for partial students. In no case can ADA be greater than ADM.

B-102 Abbreviated Days

1. School systems may schedule any three of the 180 instructional days as abbreviated days. These dates shall be specified on the 200 Day Accountability Report. The dates of these abbreviated days must be approved by the local board of education
2. Since the state minimum day is six-and-one-half hours for grades 1-12 and four hours for kindergarten students, any time less is considered an abbreviated day.
3. Students not in school on any day for at least half the time for which they are enrolled should be considered absent for state reporting. This includes students not in school half the abbreviated day. If students are dismissed from school, determination of whether the day can be counted as a full instructional day is based on the earliest class in session within your system. Example: School is in session and the students are released due to snow at 10:30. The earliest class started at 7:00 AM at the high school. Therefore the entire system is credited for an instructional day because some students were in class for the minimum 3.5 hours.
4. The state minimum day for pre-kindergarten is five and one-half hours, any time less than this is considered an abbreviated day. Pre-k students who are receiving special education services and who attend school or services for less than five and one-half hours per day are considered to be attending an abbreviated day. Please note: The school day length must be reported to EIS in minutes (330 minutes).

B-103 Use of Stockpiled Days for Extreme Circumstances

1. A system that has a school day exceeding six-and-one-half hours by at least 30 minutes throughout the entire school year and notifies the State at the beginning of the school year via its District Calendar in EIS that the system is stockpiling, may apply the extra accumulated 30 minutes toward a maximum of 13 instructional days missed because of dangerous or extreme weather conditions. Unused excess time cannot be applied to the following year T.C.A. § 49-6-3004(e). Upon approval of the commissioner, the excess instructional time may be used in case of natural disaster, serious outbreaks of illness endangering students or staff, or dangerous structural or environmental conditions rendering a school unsafe for use.
 - a) In computing the excess time, only those 30 minutes above the usual six-and-one-half hour day may be accumulated. If the system has a seven-hour school day, then it may accumulate just over 13 days in a year: 30 minutes multiplied by 180 days equals 90 hours; 90 hours divided by 6.5 hours equals 13.8 days. However, only 13 days can be applied.
 - b) The system will have to account for 180 instructional days even though up to 13 of these 180 days may be excess time days. These 180 days must be on or within attendance start and attendance end dates. Stockpile professional development dates scheduled prior to attendance start or after attendance end will not be substituted for an instructional day.
 - c) School calendars are to be filed with the State Department of Education, Office of Data

Quality, as calendars are amended. Adjustments to the calendar result in the ninth funding period being less than twenty days. Student instructional time must include the excess time accrued. No advance permission is needed to stockpile.

2. The term instructional day (**for the purposes of this section**) includes lunch period, activities period, assembly period, recess period, etc. However, a school system may not develop a local schedule that creates a seven-hour pupil day by simply adding a half hour of study hall to the regular school program in order to make up time.
3. The system shall determine the procedures for determining when the weather is so dangerous or extreme as to require the closing of schools.
4. Each monthly membership/attendance report must be a 20-day period, with the exception of the ninth month. The ninth month may vary from 20-day reporting due only to emergency school closings for dangerous or extreme circumstances.
5. Guidelines for the request to use stockpiled days due to illness:
 - a) Email from director of schools explaining that your district is requesting to use stockpile days and list the days that school will be dismissed.
 - b) Send email to:

Dr. Candice McQueen, Commissioner of Education
Commissioner.McQueen@tn.gov

B-104 Stockpiling for Professional Development

School systems and schools may provide for professional development during the school day under one of the following options:

1. **School systems.** School systems that elect at the beginning of the year to extend the school day to at least seven hours for the entire year for the purpose of meeting instructional time requirements missed due to dangerous or extreme circumstances, may allocate a portion of the time documented for the purpose of early student dismissal for faculty professional development, as permitted in T.C.A. § 49-6-3004(e)(1), under the following conditions:
 - a) Prior to the beginning of the school year, the school system shall designate how many days shall be allocated for dangerous or extreme circumstances and how many shall be allocated for early student dismissals for faculty professional development. The combined total number of days shall not exceed 13.
 - b) Faculty professional development shall be consistent with standards and guidelines established by the State Board of Education.
 - c) School systems shall submit an LEA Stockpiled Professional Development Days Application and agenda for the allocation of excess time for faculty professional development to the Commissioner of Education for approval.
2. **Schools.** School systems may adopt policies providing for individual schools to have school

days of at least seven hours in order to accumulate instructional time to be used for periodic early student dismissals for the purpose of faculty professional development. The following conditions shall apply to school systems exercising this option:

- a) Students shall be scheduled to attend school a minimum of 180 days.
- b) Faculty professional development shall be consistent with standards and guidelines established by the State Board of Education.
(T.C.A. § 49-1-302 and § 49-6-3004)

B-105 Procedures for Make-Up Days

In order to protect the integrity of instructional time and the legislative intent to have a minimum of 180 days classroom instruction, the following options are available for making up days lost due to the closing of schools for emergencies:

1. Reduce time scheduled for spring break.
2. Extend the school year (the school year may legally be extended to June 30).
3. Schedule classes on Saturdays.
4. Increase the length of school day by a minimum of 30 minutes for a period adequate to accumulate the equivalent of the days lost.

(Note: Options 3 and 4 should be considered only as a last resort for making up days missed.)

The state minimum school day of 6 1/2 hours applies in all cases.

B-106 Mid-Term and Final Exam Accounting Procedures

In order to protect the integrity of the mandatory 180 instructional days, a school system may consider one of the following options:

1. Utilize the one, two, or three allowable abbreviated days for mid-term or final examinations if the 180 day instructional calendar does not reflect three abbreviated days elsewhere.
2. Schedule mid-term or final examinations during regularly scheduled class periods over a multiple-day testing schedule.
3. Extend the 180 instructional days to accommodate mid-term or final examinations. For example, if a school system requires two days for mid-term or final examinations, the instructional days must be extended to 182 days.
4. Utilize one or more of the five discretionary days to accommodate mid-term or final examinations. Use of the discretionary days must be described on the 200-Day Calendar /Accountability Report.

B-107 Pre-Kindergarten

1. School systems may elect to use staggered (flexible) scheduling for pre-k classes for a maximum of ten (10) days per school year. All ten (10) days may be used at the beginning of the school year for staggered (flexible) scheduling and/or home visits, or the LEA may schedule 5 of the allowable 10 days at other times during the school year as deemed necessary and appropriate. However, none of the 10 day allotment may be used during the last 30 days of the school year.
2. Staggered (flexible) scheduling allows pre-k students to be transitioned into the pre-k program by scheduling small groups of children to attend school or may also include home visits.
3. School systems may operate pre-k classes on a staggered (flexible) schedule to accomplish the following goals:
 - a) Provide a smooth transition from home to school for pre-k children and families
 - b) Provide one-to-one and small group time for teachers and children to get acquainted with each other and the school routine
 - c) Make home visits to ease the transition into the pre-k classroom
 - d) Provide a smooth transition from pre-k to kindergarten for the pre-k children and teachers
4. Systems using a staggered schedule will stagger the attendance of children during these flexible days and count those children present who are not scheduled to attend. Children who are scheduled to attend on any given day and who are absent on that day shall be counted absent.
5. TN Voluntary Pre-K Scope of Services as guided by T.C.A. § 49-6-101 and State Board of Education Rules, Regulations and Minimum Standards states that the pre-k program will:
 - a) Provide appropriate educational activities for a minimum of five and one-half hours per day or 330 minutes (exclusive of nap time), five days a week, for a minimum of 180 student days.*
 - b) ****Other locally and federally funded classes, including special education programs and services may have different requirements for the length of the school year and day. Children receiving special education services may attend part-time days, alternating days, or for a specific amount of time as indicated in their IEP. (For example, a three year old receiving services MWF for four hours, or a child receiving speech/language services for an hour a week.)***
 - c) Provide a preschool calendar that includes 200 working days of a minimum of seven and one-half hours for teaching staff with a maximum of 10 holidays as a part of the 200 day calendar.
6. To be counted present, a pre-k child shall attend at least 50% of the scheduled day. Children receiving IEP services shall be counted present for the days attended in accordance with their

IEPs when the child attends at least 50% of their scheduled day. (For example, a three year old who receives services Monday, Wednesday and Friday, would only be counted present for services on Monday, Wednesday and Friday, or a child who receives speech/language services for an hour a week would be counted as present only for the day he or she receives speech when the child attends at least 50% of their scheduled day. If the child does not attend at least 50% of their scheduled day or IEP service, the student would be marked as absent.

B-108 Kindergarten

1. School systems may elect to use staggered (flexible) scheduling for kindergarten classes by policy of the local board of education. Staggered (flexible) scheduling is where Kindergarten students are separated into groups (usually alphabetically) and scheduled for school registration on different days during the first ten days of school.
2. School systems may operate kindergarten classes on a flexible schedule only during the first ten days of school to accomplish the following goals:
 - a) to provide a smooth transition from home to school for kindergarten students;
 - b) to provide one-to-one time for teachers and students during the first critical weeks of school; and
 - c) to efficiently implement the Pre-First Grade Screening Program.
3. Systems using flexible scheduling will stagger the attendance of students (Kindergarten only) during the first ten days and count those students present who are not scheduled to attend. Students who are scheduled to attend on any given day and who are absent on that day shall be counted absent.
4. T.C.A. § 49-6-201 and State Board of Education Rules, Regulations and Minimum Standards 0520-1-3-.02 state that the Kindergarten day shall be not less than four hours per day, operating five days a week. This program shall coincide as nearly as practical with the school term of the local school system.
5. Double sessions in any kindergarten program are permitted only if each session is at least four hours in length. If one individual teaches kindergarten more than one session per day, the total number of students taught by that teacher in one day shall not exceed the number otherwise permitted by T.C.A. § 49-1-104 for kindergarten class. [State Board of Education Rules, Regulations and Minimum Standards 0520-1-3-.02(1)(b)]
6. To be counted present, a Kindergarten student shall attend 50% of the scheduled day.

B-109 Transition Classes

1. Transition classes are those classes composed of students who have not yet mastered the

skills necessary for successful completion of the next highest grade level. Placement of a student in a transition class shall be viewed as a half-step promotion. Transition classes are used between K-1, 1-2, 2-3, 3-4, 4-5, 5-6, 6-7, and 7-8.

2. Students enrolled in a transition class will not show as retained students on annual school reports. This practice will allow consistency between the student report card, cumulative record, and membership and attendance accounting. For membership and attendance accounting purposes, the transition class will be counted in the higher of the two grades involved. For example, K-1 transition students will be counted in the first grade. (K-1=T-1= 1st grade) 1-2 transition students will be counted in the second grade (1-2 =T-2= 2nd grade; and 2-3 students will be counted in the third grade (2-3 =T-3=3rd grade). The name of the student's homeroom teacher will identify transition classes.

B-110 Alternative Schools or Programs

1. An alternative school or program should be considered a short term intervention program designed to develop academic and behavioral skills for students who have been removed from the regular school program. [T.C.A. § 49-6-3402 & State Board of Education Rules, Regulations and Minimum Standards 0520-1-2-.09] For state reporting purposes, any student enrolled in an alternative school or program must be coded as Remanded. Instruction should proceed as nearly as practical in accordance with the instructional programs at the students' home school(s).
2. P3 and P4 students should not be assigned the alternative school classification.

B-111 Night Schools

Local boards of education are authorized to establish and maintain night schools for persons who are over eleven (11) years of age, under rules and regulations prescribed by the state board of education. [T.C.A. § 49-2-203(b)(3) and 49-6-501]

B-112 Year-Round Schools

1. Guidelines for year-round school are as follows:
 - a) The 200-day calendar should begin on or after August 1 and end by June 30.
 - b) Year-Round school plan must be submitted to the state four months prior to the start date on the application for grades K-8 or ten months prior for grades 7-12
 - c) School must be in session on December 1 to accommodate the Federal Census for Special Education.
 - d) Testing windows for State mandated tests for all grades will not be waived.
 - e) Year-Round schools must submit all required state reports.

Section C – Enrollment and Membership

C-101 Discipline

1. Pursuant to T.C.A. § 49-6-3007 (h): For the purposes recording and coding student absences from school because of disciplinary action, the following definitions shall apply:
 - a) **In-School Detention** shall be defined as removed from regular classroom but not from school. The student in In-School Detention is receiving educational services but not in the regular classroom.
 - b) **Suspension** shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. The student on suspension shall be included in ADM and will continue to be counted for funding purposes. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.
 - c) **Remand** shall be defined as assignment to an alternative school or program. The student so assigned shall be included in ADA/ADM and will continue to be counted as present for funding purposes. The State Department of Education shall establish a set of codes to be used for reporting reasons for students on remand to an alternative school or program.
 - d) **Expulsion** shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion. The school district shall not be eligible to receive funding for an expelled student.
2. Students who qualify for services under the **Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq., and 34 C.F.R. 300 et seq.,** may be suspended, remanded, or expelled only within the provisions of said acts. Removals from school for students receiving services under the act shall not be applied in such a manner so as to constitute a pattern of exclusion for the student nor shall any change of placement occur without the application of procedural safeguards as defined in the act.
3. The parents or legal guardians of students who are suspended or expelled in accordance with the provisions of T.C.A. § 49-6-3401 shall receive notices provided for therein.
 - a) Special Education students may be suspended for up to 10 days per school year without the provision of services. Special Education services must be provided to Special Education students who have been previously suspended during the school year for more than an accumulation of 10 days. See your Special Education Supervisor for specific guidance regarding procedural safeguards when considering suspending a child who is receiving special education services.

C-102 Homebound and Hospitalized Students

1. A student may be eligible for hospitalized or homebound services if he or she is expected to be unable to attend class for at least two weeks. Services to the hospitalized or homebound

student should begin as soon as possible in order to assure the student of continuing educational support.

- a) A child with a physical or mental impairment that, in the opinion of a physician licensed by the State Board of Medical Examiners (a psychologist is not a licensed physician), will cause the child to be absent for more than two consecutive weeks should be placed on homebound status. If this is a special education student, he or she should have an IEP meeting as soon as possible. Any child who has a health care condition requiring homebound placement may need to be considered for Section 504 eligibility/services.
 - b) On a temporary basis, a child who is certified by an appropriate specialist as having a handicapping condition and verified by the IEP as the appropriate interim service for that child may be considered for hospitalized or homebound services.
2. At the beginning of the homebound period, the appropriate staff enters the beginning date and the estimated date of return. When the student returns, the estimated date of return is changed to actual date. These students are not to be dropped and re-entered, but should remain enrolled and be counted present. Homebound pregnant students and students who receive services under a section 504 plan, but are not IDEA eligible are not included in the Special Education Census.

C-103 Dropout and Truancy Accounting and Reporting

1. A dropout is an individual who:
 - a) was enrolled in school at some time during the previous school year;
 - b) was not enrolled at the beginning of the current school year;
 - c) has not graduated from high school or completed a state-approved educational program; and
 - d) **does not** meet any of the following exclusionary conditions:
 - transfer to another public school system, private school, or specifically approved state education program
 - temporary absence due to suspension or excused illness
 - death.
2. For purposes of applying the dropout definition, the following additional definitions also apply:
 - a) For reporting purposes, the school year is defined as the period of time between July 1 and June 30 of the following year.
 - b) An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities.

- c) A state-approved program may include Special Education Programs, Home-based Instruction, Alternative Schools or Programs, or some other certification differing from the regular diploma (e.g. Special Education Diploma).
 - d) Students who pass the GED within the same year they drop out can be re-entered and considered completers. These students are coded as GED completers but are only included in the denominator of the graduation rate calculation.
3. **Do not delete students from your records.** Every effort should be made to determine what happened to students who leave the system. If they have moved or transferred to another school, then the proper entry should be made. If efforts indicate that a transfer to another school did not take place, then these students should be recorded as dropouts. In any case, these students should be withdrawn from the school's enrollment with the proper withdrawal entry.
 4. Any student under age 18 is considered a dropout 1.) after ten consecutive days or 2.) fifteen unexcused absences in a single semester [T.C.A. § 49-6-3007 and § 49-6-3017(c)] and system policies and procedures on truancy have been followed.
 5. Any student age 18 or over is considered a dropout after ten (10) days of unexcused absence, or if within these ten days contact has been made and this person so informs the system that he/she is not returning and has not transferred to another school.
 6. For those students who dropout during the year, the proper withdrawal code must be made effective the next day after the last day of attendance.
 7. Dropouts will be reported on the Annual Dropout Under 18/Annual Dropout 18 and Over reports.
 8. Since participation in pre-k is voluntary and not compulsory, K-12 truancy requirements do not apply. While voluntary pre-k classes should foster regular student attendance with the goal of maintaining attendance at 90% if a student continues to exhibit excessive unexcused absences, please contact the Office of Early Learning.

C-104 Enrollment in Adjoining States

Boards of education located in counties which are adjacent to other states may contract with the appropriate or local state officials in the adjoining state for the education of children in kindergarten through grade 12 provided that:

1. The local Tennessee school system and the Tennessee Commissioner of Education determine that such an arrangement is the most economical way of providing education for the students.
2. The local Tennessee school system contracts with appropriate state officials in the adjoining state for the education of the students.
3. The contract is approved by the local board of education, the Tennessee Commissioner of Education, and the Tennessee Attorney General prior to students enrolling in school.
4. The local board of education is relieved of liability for the students during the term of the contract.

Note: These students shall be counted in computing ADM for purposes of receiving Tennessee state funds. T.C.A. § 49-6-3108

C-105 Enrollment by Residents of Adjoining States

Every local board of education shall collect tuition from pupils who are not living in Tennessee, at the same rate as the average cost per pupil in the system attended; however, pursuant to board policy, a child of a teacher residing outside the state may attend a school within the school district where the nonresident teacher is employed at no tuition charge. This tuition shall be paid to the bonded fiscal agent of the respective school system to be placed to the credit of the respective school fund. These pupils shall not be counted in computing the average daily attendance for purposes of receiving state school funds. [T.C.A. § 49-6-403(f)]

C-106 Immigrant Students

All students in Tennessee, regardless of their immigrant status, are entitled to a free public school education as determined by a U.S. Supreme Court ruling (*Plyler v. Doe*, 1982). To ensure this access to an education for “undocumented” children (those without documentation of U.S. citizenship or residency), school personnel should be careful not to require any documentation for registration (such as social security numbers or birth certificates) which may deny undocumented children their educational rights. All children, regardless of their immigrant status, fall under the provisions of Tennessee school attendance laws. An immigrant is someone who is 3-21, not born in the U.S. state, and cannot fully access the curriculum due to English language issues.

C-107 Pre-Kindergarten

School systems must keep attendance records for pre-kindergarten students through the EIS system. These students will be excluded from BEP (ADA and ADM) calculations, however, recent legislation requires data collection and reporting on all Pre-K students, identifiable by **funding source**.

STATE FUNDING SOURCES:

In 2005-06, two main funding sources for state supported pre-k programs were available, Pilot and Lottery. However, in 2006-07 with the new \$20 million appropriation in state general revenue, a third source of funding was created, Voluntary Expansion. Since the student data management software programs do not have a code for this new funding source, students in the 2006 or 2007 Voluntary Expansion classes should be coded as Pilot (Q). The Pilot classes and Voluntary Expansion classes are both funded with state general funds (state funded). The Lottery classes are funded with excess lottery funds (lottery funded).

- Options: O Lottery Funded – classes that are funded with excess lottery funds (lottery funds)
 Q State Funded – classes that are funded through State general funds including Pilot and Voluntary Expansion Classes

Please note: A student should not be classified as O and Q funded, however, all students in lottery, voluntary expansion or pilot pre-k classes must be classified as either O or Q funded.

When enrolling pre-k students in the lottery, voluntary expansion and pilot pre-k classes, priority is given to students who are considered at-risk or eligible for free and reduced lunch under the National School Lunch Act. Therefore, it is also essential when enrolling students in these classes that the appropriate lunch designation/classification is assigned to eligible students in the lottery, voluntary expansion and pilot classes. All students in these classes should also be coded for one of the following lunch designations:

- Options: X Eligible for Free Lunch
 Y Eligible for Reduced Lunch
 Z Student Paid Lunch

Additional classifications identify students participating in the designated programs. While some classifications are exclusive, many students may be assigned to multiple classifications. The additional student classification (funding source) codes are as follows:

B – Fee Based P3, P4

Child is enrolled in an early childhood program that receives parent/guardian fees, may receive local funds, and does not receive state funds. (3 and 4 year olds)

E – Head Start Funded P3, P4

Child is enrolled in an early childhood program that receives Head Start funds and is affiliated with a public school. (3 and 4 year olds)

F – Locally Funded P3, P4 (including Special education)

Child is enrolled in an early childhood program that receives local or Special

- Education funds and does not receive state funds. (3 and 4 year olds)*
- H – Homeless
Student either (1) does not have a fixed, regular, and adequate nighttime residence or (2) has a primary nighttime residence that is a shelter, an institution, or a place not designed for, or ordinarily used as, a regular sleeping accommodation or (3) receives services under the McKinney-Vento Program.
- I – Migrant
Student has been certified as a migrant by the state through the Identification and Recruitment Department.
- N – Early Reading First P3, P4
Child is enrolled in an early childhood program that receives Early Reading First federal grant funds. (3 and 4 year olds)
- O – Lottery Funded (P4 only)
Child is enrolled in an early childhood program that receives Tennessee lottery funds. (4 year olds)
- Q – Pilot & Voluntary Expansion Funded (Pilot: P3& P4; Voluntary Expansion (P4 only)
Child is enrolled in an early childhood program that receives state pre-k funds and does not receive Tennessee lottery funds.
- R – Regular
Student is not in any of the following categories: Alternative, Hurricane Rita, Adult, Homeless, Migrant, Hurricane Katrina, Magnet, Private, Title I.
- T – Title I
Student is enrolled in a school-wide Title I school or is served by a Title I targeted assistance program.
- V – Even Start Funded P3, P4
Child is enrolled in an early childhood program that receives federal Even Start funds. (3 and 4 year olds)
- X – Free Lunch
Child has been approved for the USDA free lunch program.
- Y – Reduced Lunch
Child has been approved for the USDA reduced lunch program.
- Z – Student Paid Lunch (full price)
Child has not been approved for either the USDA free or the USDA reduced lunch program.

NOTE: If your funding stream, is not listed in this table please use F: Locally funded P3, P4 (including Special Education).

C-108 Special Education Pre-K Enrollment

Students referred for evaluation or special education must be enrolled in the district SIS package as part of this referral process, and this includes those students entering pre-kindergarten. As well, students who have already been receiving Early Intervention services (provided for students with disabilities ages birth through two) and are transitioning to pre-kindergarten services at or before the age three must also be in the systems to ensure there are no gaps in services. Districts can begin the transition process for students coming in from Early Intervention programs up to 90 days before their third birthdays.

The following steps detail the enrollment process for students referred for evaluation or currently receiving special education services:

1. Enroll the student, into the school they would normally be zoned to attend, 2 months prior to their 3rd birthday.
2. Enter all the preliminary required data: Student ID, Last Name, First Name, State ID, SSN or PIN, Birth Date, Sex, Race/Ethnicity, Relation Resides, Relation Legal, Relation (must match Relation Resides), Address, Grade, Track Code, Enter Date , PCC Code(select 'E'). Provision of the fields will certify that the student information accurately transfers into EasyIEP.
3. Do not give the child a schedule or class period attendance.
4. When the child actually starts receiving services, upon the 3rd birthday, the attendance clerk can create class period attendance, a schedule and assign to a homeroom. The effective date for class period attendance would be the date the child starts receiving services. This is required, if they want to get ADM for P3's. If the child does not have a schedule, it will not generate attendance.

C-109 Special Education Identified and Served ADM by Primary and Secondary Options Report (Easy IEP)

NOTE: See Appendix H for Options of Special Education Service

Necessary attendance accounting information may be obtained from the Special Education supervisor or Special Education teacher:

1. Options 1 - 6: Special Education students with service Options 1 - 6 are included in the regular grade level student counts on the Superintendent's Student Membership/Attendance Report and no distinction should be made between these special education and regular education students. This includes gifted children who may be accelerated or receive instruction on more than one grade level based on the recommendation of the Individualized Education Program (IEP) Team.
2. Option 10 (homebound/hospitalized): Service option 10 students are included in the regular grade level counts on the Superintendent's Student Membership/Attendance Report.
 - a) Students are to be included in the regular grade-level count and in the Option 10 count using a date range to identify the homebound period.
 - b) NOTE: An IEP Team may return a homebound or hospitalized student to the regular classroom on a gradual basis. The student is marked as homebound until such time as that student is in the regular classroom for at least half the state minimum day, at which time the homebound student is removed from the homebound/hospitalized census.
 - c) Special education personnel are responsible for reporting Special Education homebound students for each census period.

Option 7, 8, or 9 students: Option 7, 8, or 9 students receive 23 or more hours of Special Education service each week. These services may or may not be in self-contained classrooms. At the beginning of each year, special education personnel shall provide the school administrator responsible for membership and attendance a list of those students, by name, who are Option 7, 8, or 9. They shall also notify the administrator of any changes in these students' options during the school year.

3. Option 7, 8, or 9 students shall not be included in the regular grade level counts on the Superintendent's Student Membership/Attendance Report. These students are counted separately in the grade "N" count. Schools must ensure that these students are counted correctly throughout the school year. If 50 Option 7, 8, or 9 students were identified on the Superintendent's Monthly Special Education by Primary and Secondary Average Daily Membership Report, 50, or fewer, should be shown in the "N" category on the Superintendent's Student Membership/Attendance Report and shall not include the regular grade level counts.

It is imperative that all changes in the status of Special Education students that occurred during the reporting period be properly accounted for before the Special Education Option by Primary and Secondary Average Daily Membership Report is prepared.

C-110 Verify Report Results

1. Regular Career and Technical Education funds are earned for the students enrolled in Career and Technical Education classes. In addition, Carl D. Perkins Career and Technical Education (Program Improvement) funds may be used for Special Education students as long as these funds are limited to providing supplemental services such as teacher aides, equipment, and materials not provided to other students in Career and Technical Education programs that are essential for handicapped students to participate in Career and Technical Education programs successfully. For example, a teacher's assistant may be deemed appropriate for students with disabilities in regular Career and Technical Education classes, depending on the nature and severity of the child's disability.
2. The Career and Technical Education classes counted as part of the minimum hours of service for Special Education Option 7 shall not be counted for Career and Technical Education FTEADA/ADM. Classes above the 23 hours of Special Education services each week shall be counted for Career and Technical Education FTEADA/ADM. For example: If a Special Education student in Option 7 receives Career and Technical Education training and is a part of the 23 hours of Special Education service, then payment by the state is through Special Education funding, and this student is not claimed for Career and Technical Education FTEADA/ADM. However, if the Career and Technical Education service is above the 23 hours of Special Education service required for Option 7, then FTEADA/ADM for these additional hours may be through Career and Technical Education.
3. Career and Technical Education teachers and Special Education personnel must work cooperatively to ensure appropriate services and activities are available to all Special Education students. In order for Option 7 students to be counted in appropriate Career and Technical Education classes above the 23 hours of Special Education services, additional entries must be made in the attendance data showing this attendance.
4. Career and Technical Education personnel must keep accurate counts of all Career and Technical Education students in each class, including Option 7, 8, or 9 Special Education students. These Special Education students will be counted separately during each of the 20-day school reporting periods. The rationale for this specific accounting procedure for Option 7, 8, or 9 Special Education students makes no change in the total number of Career and Technical Education students served. However, since Option 7, 8, or 9 Special Education students cannot be counted in academic ADA/ADM, it is necessary to include their Career and Technical Education ADA and ADM in the appropriate columns on the Superintendent's Student Membership/Attendance Report.

C-111 Career and Technical Education Classes

1. These courses may be taught in the student's home school, a neighboring Career and Technical Education school, or a Career and Technical Education center.
2. Attendance must be kept in the student's home school (academic school). If Career and Technical Education classes are in a different school, attendance must be reported to the home school each day.
3. Sign-in/out rosters are critical in the Career and Technical Education building for students who must leave early or who arrive late any time during the school day.

4. Afternoon absences in Career and Technical Education classes shall be noted separately on the sign-in/out roster and reported to the home school the following day along with the usual morning absences.
5. It is crucial for the attendance supervisor and the Career and Technical Education supervisor to maintain communication and cooperation throughout the school year in regard to attendance accounting procedures. A student, whether taking a Career and Technical Education course or a general education course, must first be determined to be in attendance for half the state minimum school day in order to be counted present for ADA calculations. Attendance is then prorated between academic and Career and Technical Education. If the student is not in attendance for half the state minimum school day, that student must not be counted present for ADA purposes.
 - a) Example: A student is enrolled in four hours of academic classes and two hours of Career and Technical Education classes. The student leaves school early and misses the two-hour Career and Technical Education class. He is still in attendance for half the state minimum school day and receives funding for that day, which is prorated 4/6 academic and 2/6 Career and Technical Education classes.
6. School systems must calculate the prorated Career and Technical Education attendance figures by Career Cluster. There are 16 career clusters, or classifications, listed on the Superintendent's Student Membership/Attendance Report. The rationale for this specific accounting procedure for Option 7, 8, or 9 Special Education students makes no changes in the total number of Career and Technical Education students served. However, since Option 7, 8, or 9 Special Education students cannot be counted in academic ADA/ADM, it is necessary to include their Career and Technical Education ADA and ADM in the appropriate columns on the Superintendent's Student Membership/Attendance Report.
 - a) Example: If a Special Education student receives Career and Technical Education training and is a part of the 23 hours of Special Education service, the student is counted in special education ADM and is not claimed for Career and Technical Education FTEADA/ADM. However, if the Career and Technical Education service is above the 23 hours of Special Education service, then funding for these hours is through Career and Technical Education.
7. The Career and Technical Education course number and corresponding Career Cluster, along with the period(s) the student attends Career and Technical Education class, must be entered before the end of the first reporting period in order for ADA and ADM to be calculated correctly.
8. Tennessee's Career Clusters are as follows:

Advanced Manufacturing	Manu
Agriculture, Food, & Natural Resources	Ag
Architecture & Construction	Cons
Arts, Audio/Visual Technology & Communications	Arts
Business Management & Administration	Bus
Education & Training	Edu
Finance	Fin
Government & Public Administration	Gov
Hospitality & Tourism	Hosp
Health Science	HS

Human Services	HuSv
Information Technology	IT
Law, Public Safety, Corrections & Security	Law
Marketing	Mktg
Science, Technology, Engineering, & Math (STEM)	STEM
Transportation, Distribution, & Logistics	Tran
Interdisciplinary CTE (requires TDOE Approval)	CTE

Section D - Attendance

1. Each school system shall maintain a term of not less than 180 days for classroom instruction. T.C.A. § 49-6-3004
2. All students must have the opportunity to attend school for 180 days of classroom instruction. Failure to comply will result in penalties against the school system. **(Note: See Kindergarten Section B-107)**
3. Attendance must be marked daily, beginning with the first day of school for both elementary and secondary school students. For example, it is not permissible to count every student who is enrolled as present the first two days of school unless the student is actually present for at least half the day. **(Note: See Kindergarten Section B-107)**
4. After the first two weeks of school, the teacher must transfer any temporary attendance records to the teacher's permanent attendance record. Care must be exercised to enter all attendance data on the correct date(s).
5. The teacher in charge of students when school convenes must mark attendance daily. This attendance record must be available for reconciliation with the absentee list or school register or computer program. The sign-in/out roster must be utilized to adjust student attendance to comply with the "state minimum school day" policy. *(See Minimum Daily Attendance Standard Section D-102)* Attendance must be kept accurately pursuant to state law. [T.C.A. § 49-5-201, § 49-6-3004]
6. The local School board shall adopt a procedure for attendance accounting, including symbols to be used, etc., in a school system for teachers' roll books and attendance records.
7. Every student (including high school seniors) must have the opportunity to attend school 180 days per school year. All students not in attendance the last days of the school term shall be counted absent.
8. Upon written request from the Superintendent/Director, the Commissioner of Education may authorize adjustments in the school calendar to accommodate weather-related school closures. Upon written petition from the local board of education, the Commissioner of Education may authorize adjustments when the operation of schools is suspended due to epidemic, natural disaster, or other justifiable cause T.C.A. § 49-6-3004.
9. The law T.C.A. § 49-6-3004 gives the Commissioner of Education the authority to waive the requirement of 180 instructional days in certain situations.

D-101 Reporting Absences to Parents or Guardians

Parents or guardians must be given written notice each time a student misses five unexcused days (this means an aggregate of five days during the school year and not necessarily five consecutive days). Additional notices must be sent after each successive accumulation of five

unexcused absences. T.C.A. § 49-6-3007

D-102 Minimum Daily Attendance Standard for Funding

A pupil in grade K-12 who is in attendance at least half of the state required minimum school day (6 1/2 hours for grades 1-12; four hours for K) shall be counted as being present for that day for purposes of funding. A student who is in attendance less than half the state required minimum school day shall not be counted present for any portion of that day for purpose of funding.

1. School systems should follow guidelines approved by the local school board regarding what constitutes the majority of the class period for students who leave early or arrive late within regard to school funding.
2. In determining half the state minimum school day, the beginning of the general instructional day must be used. Neither the arrival time of school buses, departure time of school buses, nor breakfast program, shall be considered part of the instructional day. (Accounting for perfect attendance is a matter of local policy.)
3. A pupil in pre-k who is in attendance at least half of the state required minimum school day (5 ½ hours) shall be counted as being present for that day. A student who is in attendance less than half the state required minimum school day shall not be counted present for any portion of that day unless the child has an IEP. Children receiving IEP services shall be counted present for the days attended in accordance with their IEPs when the child is in attendance at least 50% of the time scheduled for the service(s) in the IEP. Children receiving IEP services must be in attendance at least half of the time indicated for the IEP service each day the service is scheduled to be counted as present. If the student receiving IEP services is in attendance less than half the time designated in the IEP for the service on the specified day, the student shall not be counted as present for any portion of the day.

D-103 Early Dismissals and Late Arrivals

1. Dismissal of students for parent conferences may not occur during any of the 180 instructional days. Students may be dismissed early for parent conferences provided that the parent conferences are scheduled in the school's master calendar and provided that the classroom instruction time is made up in full.
2. Work-Based Learning Students: Any student participating in a work-based learning placement for credit with a training agreement signed by the school, business/community host, the student's parents, and approved by the state may be counted present daily for the work-based learning credit hour(s) provided the student is in attendance for at least half of the state minimum school day.

It should be noted that if a student is enrolled in a work-based learning placement for credit, the time spent at the work-based learning placement is considered school enrollment time. The time of day actually attributed to work-based learning placement is immaterial (i.e., 1 p.m. to 3 p.m. should be treated the same as 7 p.m. to 9 p.m.).

3. Testing: Schools may dismiss students who are not taking tests on days only if the day is on the school calendar and does not count as one of the 180 instructional days. Otherwise, all students must attend school on days when the school system administers tests to selected grades or groups. Students must be counted absent if they do not attend at least half the day.
4. Inclement Weather/Minimum School Day: On a day when dangerous or extreme weather conditions arise, school must be in session half of the 6.5 hours in order to calculate ADA for that day. If a school system has met the minimum requirement for half the state minimum school day and must dismiss for inclement weather, the day does not have to be made up. However, if school must be dismissed because of inclement weather prior to the school system's having met the half-day requirement, the entire day must be made up.

If schools have staggered opening times for different schools and dangerous or extreme weather conditions arise, the superintendent or director may decide that the day need not be made up if any one of the schools has met the half-day requirement.

D-104 School-Directed Activities

Off-campus participation or out-of-school activities shall be counted as attendance only when they are school directed, with prior approval of the local board of education, and are not otherwise in conflict with the Student Membership and Attendance Accountability Procedures Manual. A school approved activity is one that occurs:

1. ON school property. The activities must have prior approval by the local board of education.
2. OUTSIDE school property **ONLY IF** the activity is related to an instructional activity and has prior approval by the local board of education. Examples of allowable and non-allowable activities follow:
 - a) Allowable Out-of-School Activities: Field trips, school club member competitions (such as Forensics Club), athletic team participations, band contests, etc.
 - b) Non-Allowable Out-of-School Activities: Release of all students to attend athletic events, state tournaments, Fair Day; exempting students from attendance on any of the instructional days for any type of reward (e.g., magazine sales, attendance, academic, etc.)
Note: If a school releases all students for events that are non-allowable, the missed days must be made up by following the procedures for Making up days.

D-105 Religious Holidays

Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence. **[State Board of Education Rules, Regulations and Minimum Standards 0520-1-3-.03-(16)]**

D-106 Pre-Kindergarten

1. Effective SY 2006-2007 pre-K attendance information will be submitted electronically, just as attendance for K-12 students. No manual collection of attendance data will be collected for the state supported pre-k programs. All pre-kindergarten students in the school district should be enrolled, staff and classes scheduled and attendance maintained, including any state-funded Voluntary Pre-K, Special Education, Title 1, fee-based, locally funded or any other pre-k classes that the school system offers. The same daily attendance codes used for K-12 also apply to the pre-k students.
2. Special education pre-k programs which provide part-time services for students, such as speech twice a week for 30 minutes, should create a schedule, including setting up each class, assigning staff, assigning students to classes and taking attendance for those students for the time they are receiving services. To avoid making the scheduling process too cumbersome, districts may use the Special Education pre-k code of 9421 to set up one course in each school and include one or more sections (1 section would include students who attend a special education service one day a week and the other section would be for students who attend two or more days a week, etc.)

D-107 Illegal Reporting of Attendance

Systems may establish policies that include opportunities for students to attend make-up sessions outside the regular school day in order to regain credit/time lost due to absence from school. However, if a student is absent from school, he/she is considered absent for ADA purposes. To direct teachers to change attendance reports when a student was actually absent is a violation of T.C.A. § 49-5-201 which states that teachers shall record accurately the number of pupils present and the number absent each day.

Section E - Enrollment and Attendance Coding

E-101 Student Identification Number

1. A Personal Identification Number (PIN) shall be used to uniquely identify students upon entry into a Tennessee public school.

9 + the 3-digit school system number + 00001 to 99999
2. This uniquely assigned PIN must remain with the student throughout his career in Tennessee public schools regardless of subsequent transfers within the school system or to other Tennessee school systems.

E-102 Types of Enrollment

1. These types of enrollment should be used when students meet the following criteria:
 - E** Entering a Tennessee public school for the first time this school year and **not having been enrolled in another state this school year** (see E1)

Transferring from private, parochial or home schools and not having dropped out or enrolled in another Tennessee public school this year

Transferring from one year's file to another year's file in the same school

Following the normal grade progression from one school to another school
 - E1** Entering a Tennessee public school for the first time this school year and **having been previously enrolled in a school in another state this school year** (includes students that move to Tennessee during the summer)
 - TR** Entering this school for the first time this school year and having been previously enrolled
 - a) in another public school in Tennessee this school year or
 - b) in another public school in Tennessee on the 180th day of the last school year
 - c) in another public school in Tennessee the previous year and moved during the summer
 - TC** Entering the school for the first time this school year and having been previously enrolled in a high priority school within the district under the provisions for public school choice in accordance with Title I, Part A, Section 1116

Below are a few examples that may prove to be helpful.

1. Students entering kindergarten: If they are enrolling in school for the first time, should be

coded as “E”.

2. This “E” code will not change for that student unless they move or change schools that are not in their normal grade progression.
 - a) The “E1” code should only be used for students who are coming from out of state who have not been enrolled in a Tennessee school anytime during the current school year.
 - b) If a school system has a grade configuration of K-8 or less and its students normally progress to another system, the students will be coded “E” in the new system.
3. The only time that a student may be deleted is when the student leaves kindergarten within six weeks of initial enrollment and waits until the next school year to begin school or when the child was pre-registered (pre-enrolled) for kindergarten and never showed up. Children must enroll by the age of six. T.C.A. § 49-6-3001(c)(1)
4. If a student was coded “E1” or “TR” and was in your school on the 180th day of the last year, that student should be coded “E” in your school this year.
5. If a student was on your school’s roll last year and did not return this year, that student should be withdrawn as of the first day of school. **Do not delete the student.**
6. If a student comes to your school (school “A”) for the first time this year, from another Tennessee public school in a different school district (school “B”), he or she should be coded “TR” in school “A” and “**Withdrawal Code 03**” in school “B”.
7. If a student is coded “E” in your school and then moves away, but later in the year returns to your school, he or she should once again be coded “E”. **Note:** No matter how many times a student withdraws and re-enrolls in your school within the same year, he or she should be coded the **same (E, E1 or TR) as they were on the first day of school or the first day of their enrollment that year.**
8. A pre-k student may be deleted when the student leaves pre-k within six weeks of initial enrollment and waits until the next school year to begin school or when the child was pre-registered (pre-enrolled) for pre-k and never showed up. When the child has attended school or after the initial six week period, withdrawal code 10 should be used.

E-103 Suspension, Expulsion, and Remand Codes

INFRACTION/OFFENSE CODES

TN CODE	Description	NCES Code	State Mandated Zero Tolerance	Definition
17	Drugs Possession, use, or distribution of illegal drugs	1600	Yes	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance. This incident is always Zero Tolerance.
18	Handgun Possession of Handgun	0011	Yes	The weapon involved was a handgun or pistol. This incident is always Zero Tolerance.
19	Rifle/shotgun Possession of Rifle or shotgun	0012	Yes	The weapon involved was a shotgun or rifle. This incident is always Zero Tolerance.
20	Explosive Possession of explosive, incendiary device	0013	Yes	Other type of firearm Any destructive device, which includes: * Any explosive, incendiary (e.g., bomb, grenade, rocket/missile, mine), or poison gas. This incident is always Zero Tolerance.
21	Non-lethal firearm	0040	No	Other Object The weapon involved was another known object (e.g., stun gun, BB, air, pellet, cap, or toy gun).
22	Other weapon Possession of weapon other than firearm	0097	No	Other The incident involved a weapon other than those described above (e.g., chain, nunchakus, brass knuckle, billy club, electrical weapon or device).
23	Alcohol Possession, use, or distribution of alcohol	1000	No	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
24	Rules Violation Violation of School Rules	4704	No	This category comprises misbehavior that violates school policy. Problem behaviors could include attendance related, immunization, dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records.
25	Theft Theft of Property	2600	No	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting

TN CODE	Description	NCES Code	State Mandated Zero Tolerance	Definition
				the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.
26	Vandalism Vandalism/Damage of Property	3500	No	Willful destruction or defacement of school or personal property.
27	Bomb threat	2710	No	Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device.
28	Other threat Other type of threat	2700	No	School Threat (Threat of Destruction or Harm) Any threat (verbal, written, or electronic) by a person to use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.
29	Bullying	1810	No	Repeated negative behaviors intended to frighten or cause discomfort. These may include, but are not limited to verbal or written threats or physical harm.
30	Fighting	1700	No	Mutual participation in an incident involving physical violence, where there is no major injury.
31	Sexual Harassment	1900	No	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.
32	Assault of staff Assault of teacher or staff	1300	No	A person commits assault who: a) Intentionally, knowingly or recklessly causes bodily injury to another; b) Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or c) Intentionally or knowingly causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative. [T.C.A. § 39-13-101] This incident is NOT a zero tolerance offense pursuant to T.C.A. § 49-6-3401.
33	Assault of student	1300	No	A person commits assault who: a) Intentionally, knowingly or recklessly causes bodily injury to another;

TN CODE	Description	NCES Code	State Mandated Zero Tolerance	Definition
				<p>b) Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or c) Intentionally or knowingly causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative. [T.C.A. § 39-13-101]</p> <p>This incident is NOT a zero tolerance offense pursuant to T.C.A. § 49-6-3401.</p>
34	Sexual Assault	2800	No	Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.
35	Agg assault staff Aggravated assault of teacher or staff	1300	Yes	<p>A person commits aggravated assault who:</p> <p>a) Intentionally or knowingly commits an assault as defined in T.C.A. § 39-13-101, and the assault:</p> <ul style="list-style-type: none"> ■ Results in serious bodily injury to another; ■ Results in the death of another; ■ Involved the use or display of a deadly weapon; or ■ Was intended to cause bodily injury to another by strangulation or bodily injury by strangulation was attempted; or <p>b) Recklessly commits an assault as defined in T.C.A. § 39-13-101(a)(1), and the assault:</p> <ul style="list-style-type: none"> ■ Results in serious bodily injury to another; ■ Results in the death of another; or ■ Involved the use or display of a deadly weapon. <p>[T.C.A. § 39-13-102]</p> <p>This incident is a zero tolerance offense pursuant to T.C.A. § 49-6-3401.</p>
36	Agg assault student Aggravated assault of student	1300	No	Touching or striking of another person against his or her will or intentionally causing serious bodily harm to an individual.
37	Attempted homicide	N/A	No	Attempting to kill a human being.

TN CODE	Description	NCES Code	State Mandated Zero Tolerance	Definition
38	Homicide	2000	No	Killing a human being.

NOTE: The TN Code is to be reported to and stored in EIS. The NCES Code is informational only.

E-104 Withdrawal Codes

Code	Description	Definition
00	Dropout, under 18	Dropout, under 18. Transfers to Adult HS, GED program or Job Corps should be coded as dropouts.
01	Dropout, 18 and over	Dropout, 18 and Over. Transfers to Adult HS, GED program or Job Corps should be coded as dropouts.
02	Withdrawn to state	Withdrawals should be limited to transfers to institutions run by Children's Services. This code only applies when a student is withdrawn from school and placed in a state institution that provides educational services such as a DCS run Youth Development Center or group home containing an in-house school. Do not use this withdrawal code when a student in DCS custody drops out of school. Additionally, an age waiver signed by DCS does not exempt a student from being counted as a dropout.
03	Transferred to other Tennessee school system	Transferred to other Tennessee school system.
04	Transferred to other school in same system	Transferred to other school in same system.
05	Transferred out of state	Transferred out of state. Proof that a student actually enrolled is required.
06	Transferred to non-public school in Tennessee	Transferred to any Tennessee non-public school contained on the state list. Proof that the student actually enrolled is required.
07	Doctor certified withdrawal	Doctor certified permanent withdrawal. This code should be used only for students who are so sick or incapacitated (in the opinion of a physician licensed by the State Board of Medical Examiners) that no return to school is anticipated and the withdrawal is considered permanent. Students with a temporary medical condition should be kept enrolled and treated as Homebound students.
08	Deceased	Deceased
09	Deleted	Deleted

10	Withdrawn to a home school; Pre-K withdrawn per parent request	Withdrawn to a home school (Formal intent to register must be on file); Pre-K withdrawn per parent request.
11	Court Order	Court Order, or other government mandated placement. This should be used only in cases in which a court forbids a student from attending school. Copy of court order or judge's decision must be on file.
12	Early Graduate	A student who receives a regular high school diploma in less than four years.
13	Permanent dismissal from Tennessee's voluntary pre-k program.	Permanent dismissal from Tennessee's voluntary pre-k program. The program provider must provide to the State a written request and justification for permanent dismissal of any child from the pre-k program. No child is to be permanently dismissed without consultation between and agreement of the grantee and the Tennessee Department of
14	Withdrawn under the public school choice	Withdrawn to enroll in another school within the district under the provisions for public school choice in accordance with Title 1, part A, Section 1116.
15	TEIS transition, not eligible for special education services	TEIS transition, not eligible for special education services. Young child (assigned to Grade P3) transitioning from Tennessee Early Intervention Services withdrawn because child determined to be not eligible for special education services.
16	Permanent withdrawal of a special education student	A special education student, who has been awarded a completion document, and entitled to continue their education due to Free Appropriate Public Education (FAPE) requirement. This withdrawal is only to be used when the student is <u>withdrawing permanently</u> ; it is not to be used to indicate the end of year action when a student is returning the next school year.
17	Student withdrawal to online school not in Tennessee	Students who withdraw from traditional bricks and mortar to enroll in an online school where the content is delivered via the Internet and the school is not located in Tennessee.

As a reminder, LEAs must account for all student enrollments and absences until the student officially withdraws from school. Students must be entered as withdrawn on the actual day of the event.

Note: GED Test Prep students are considered dropouts and should be coded "00" Dropout, under 18 or "01" Dropout, 18 and over.

E-105 Completion Codes

1. All completions must be submitted through EIS. All 12th graders must be given a completion code. They are:
 - 1 – Regular Diploma
 - 3 – Special Education Diploma
 - 4 – Certificate of Attendance (completed course requirements, did not pass Gateway exams)
 - 5 – Did not graduate (All non-graduates must be retained in 12th grade)
 - 6 – GED
2. In order to include a student in the graduation rate, systems must also submit to EIS the year in which the student first entered 9th grade.
3. After all information is entered in EIS, the system must go to the Graduates Application on the Internet and enter for each student whether he/she gets an extra year to graduate as a part of the special education or English language learner plan.

E-106 Homebound Codes (For Local Use)

H1Pregnant
H2Special Education
H3Drug or Alcohol Abuse
H4 – H5.....User Defined

Section F - Alternative Education Programs

F-101 Adult High Schools – T.C.A. § 49-6-409

Before the students enrolled in any adult high school can be reported to the state, such schools shall meet the standards of an approved school/program and shall provide all services (such as textbooks, etc.), without fee, to which any student of grades 9 through 12 is entitled under the rules and regulations of the State Board of Education, state and federal statutes, and the local boards of education, with the exceptions listed below:

- (1) Adult high schools may be established and maintained by local boards of education.

(2) Before the FTEADM of any adult high school shall be counted in distribution of state funds, such schools shall meet the standards of an approved school and shall provide without fee all services, such as free textbooks, to which any student of grades 9 through 12 is entitled under rules and regulations of the State Board of Education, state and federal statutes, and policies of local boards of education, with the exceptions listed below:

- (a) The computation of the FTEADM of adult high schools shall be on the basis of a 4 hour day and 20 day school month. The FTEADM for any month shall be determined by dividing the total hours for which persons were enrolled during the month by 80.
- (b) While in attendance at an adult high school, students may earn all or a portion of the required credits necessary for graduation. Physical education, however, shall not be a requirement for graduation. Except for the Tennessee Proficiency Test, students are exempted from other state-mandated testing programs.
- (c) Adult high schools may operate twelve months per year and provide flexible scheduling necessary for both day and night programs, provided hours-per-credit requirements are met. All terms in a year-round operation are considered regular terms.
- (d) Adult high school students must be at least 17 years of age.
- (e) Adult high school students may register for and earn as few as 1/2 unit of credit per term.

F-102 Alternative Schools or Programs

1. An alternative school or program is a short-term intervention program designed to develop academic and behavioral skills for students who have been removed from the regular school program. [T.C.A. § 49-6-3402 and State Board of Education Rules, Regulations and Minimum Standards 0520-1-2-.09] For state reporting purposes, any student enrolled in an alternative school or program must be coded as Remanded.*** Instruction should proceed as nearly as practical in accordance with the instructional programs at the students' home school(s).
2. Student records at alternative schools must be kept at their zoned school.

Section G – Transportation

1. Pupils transported are those students who are transported according to the regulations governing transportation of pupils adopted by the State Board of Education. State funding is based on the average number of students transported daily who live 1.5 or more miles from the school they attend and who are present any part of the day. School systems are not required to provide transportation for Pre-Kindergarten students, except for Pre-Kindergartners receiving special education services whose IEP team determines that special transportation is needed.
2. The following rules are applied in order to establish uniformity in reporting students for transportation funding:

- a) Funding for transportation is based on identified student use of transportation facilities, not eligibility.
- b) Procedures must be established for determining eligibility as a student bus rider.
- c) Documentation must be maintained on file to support this eligibility.
- d) Buses that run multiple routes must be identified with a suffix other than S through Z to distinguish each route. This will facilitate the reporting of transportation for each route.
- e) Special Education buses must be identified and reported separately. Use of a suffix, S through Z, is suggested for Special Education buses.
- f) If an LEA chooses to transport Pre-K students, the four year olds may be transported on a regular school bus with no restraints. If an LEA serves and transports three year olds, a five point restraint is required.
- g) Students who attend any portion of the school day will be counted for transportation funding.
- h) If a student rides the same bus both morning and afternoon, then this student is counted present once for the AM bus and once for the PM bus.
- i) If a student rides only the morning bus, then this student is counted present only for the AM bus.
- j) If a student rides only the afternoon bus, then this student is counted present only for the PM bus.
- k) If a student rides a different bus in the morning and afternoon, then this student is counted present once for the AM bus and once for the PM bus.

Section H – Definitions and Abbreviations

Abbreviated Day - An abbreviated day is any school day that is less than the required 6.5 hour state instructional day.

Average Daily Attendance (ADA) - Divide the total number of days present by the number of days taught within the accounting period (20 days). Carry decimal to four places. To calculate FTEADA for Career and Technical Education classes, divide total hours attended by 120 (6-hour day x 20 days accounting period).

Note: The additional calculation for students in grades 9-12 effectively reduces Student ADA to a total which is not greater than Student ADM.

Average Daily Attendance - Adult High Schools - The sum of the total hours of classroom attendance divided by 80. This is on the basis of a 4-hour day and a 20-day month.

Average Daily Membership (ADM) - The sum of total number of days enrolled divided by the number of days taught within the accounting period (20 days). Carry decimal to four places. To calculate FTEADM for Career and Technical Education classes, divide total hours enrolled by 120 (6-hour day x 20 days accounting period).

Average Daily Membership - Adult High Schools - the sum of the total hours of classroom attendance plus the total hours of classroom absence divided by 80. This is on the basis of a 4-hour day and a 20-day month. Students in unstructured classes will not have absences. Students may be counted more than one FTE per day.

BEP – Basic Education Program

Career Cluster – Sixteen nationally recognized broad occupational areas (U.S. Department of Labor, U.S. Department of Education).

Cohort Event Dropout Rate - Percentage of an entering 9th grade class which has dropped out by the end of the 12th grade.

Cohort Rate = (cohort dropouts* grades 9-12)/(9th grade net enrollment for 3 years before the present year)**

Discoverer

A web-based data reporting tool used to generate queries (reports) from the data warehouse.

EIA – Education Improvement Act

EIS - Education Information System

The Tennessee Department of Education's student- and teacher-level database that receives data from each district's student information system via standardized data records. For more information see: <http://www.tennessee.gov/education/eis/>

Total Enrollment - The sum of net enrollment plus transfers of students who have been attending another public school in Tennessee.

E+E1=Net Enrollment

Net Enrollment + TR (transfers) = Total Enrollment

Event Rate - Percentage of a specific school population which drops out during a calendar year.

Event Rate = (dropouts grades 9-12)/Membership (grades 9-12)

Expulsion - Shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion. The school district shall not be eligible to receive funding for an expelled student.

(T.C.A. § 49-6-3007-(h)(1))

FTEADA – Full Time Equivalent Average Daily Attendance

FTEADM – Full Time Equivalent Average Daily Membership

IEP – Individualized Education Program

IEP Team – Participants involved in writing the IEP.

In-School Suspension - A student is suspended from attending the regular instructional program but remains in school in a specially assigned location. The student is recorded as a part of the public school attendance (ADA). SEE T.C.A. § 49-6-3401(b)(2)

Instructional Day - One of the one hundred eighty (180) instructional days made up of at least 6.5 hours, except for the three (3) abbreviated days. (For funding purposes, the term instructional day excludes lunch) (Calendar days; not time) SEE T.C.A. § 49-6-3004 (a)

Membership - The number of pupils actually on the roll on the last day of an accounting period. This is the Total Enrollment minus those students who have withdrawn plus students who have previously withdrawn but have returned.

Total Enrollment - W (Withdrawn) + R (Returned) = Total Membership

Net Enrollment - The sum of original students who were enrolled after the last day of the previous school year and students entering for the first time in this school year or who transferred from another state.

$E + E1 = \text{Net Enrollment.}$

PIN – Personal Identification Number

Portal - A website through which districts may access graphical versions of the data warehouse reports and help documents regarding the data warehouse.

Remand - shall be defined as assignment to an alternative school or program. The student so assigned shall be included in ADA/ADM and will continue to be counted as present for funding purposes. The State Department of Education shall establish a set of codes to be used for

reporting reasons for students on remand to an alternative school or program. T.C.A. § 49-6-3007 (h)(2)

Special Education Option 7, 8, or 9 - A student receives Special Education services of twenty - three or more hours each week.

Suspension – Shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. The student on suspension shall be included in ADM and will continue to be counted for funding purposes. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. T.C.A. § 49-6-3007 (h) (3)

Total Enrolled for Transportation on the Transportation Summary – The highest daily membership of students enrolled for a bus during any given reporting period. (This is Total Enrolled for Transportation Column of the Transportation Summary)

Work-Based Learning - Work-Based Learning (WBL) reinforces academic, technical and social skills through collaboration with industry partners. Early WBL activities include industry tours and classroom speakers. More advanced activities may include job shadows and industry-led project-based learning. Ultimately, students may participate in capstone WBL experiences such as apprenticeships, internships, clinicals, and practicum experiences for credit.

Section I - Options of Special Education Services

OPTION OF SERVICE	CONTACT HOURS	DESCRIPTION	NUMBER NEEDED TO GENERATE ONE BEP FUNDED TEACHER POSITION
Option 1	a. Documented consultation with general education teacher at least twice per month b. Less than 1 hour per week c. At least twice a month & less than 1 hour per week (3 times per year OT/PT)	a. Consultation b. Direct Instructional Services c. Related Services	a. 91 students b. 91 students c. 91 students
Option 2	1-3 hours per week	Direct Instructional Services	73 students
Option 3	4-8 hours per week	Direct Instructional Services	46 students
Option 4	9-13 hours per week	Direct Instructional Services	25 students
Option 5	14-22 hours per week	Direct Instructional Services	15 students
Option 6	4 or more hours per day in the general education classroom	Direct Service from Special Education Assistant	2 students
Option 7	23 or more hours per week	Direct Instructional Services	10 students
Option 8	32.5 or more hours per week* <i>including 2</i> related services	Direct Instructional Services	6 students
Option 9	24 hours per day	Residential Services	Not Applicable
Option 10	3 or more hours per week	Direct Instruction in Home or Hospital Setting	10 students

***Option 8: The 32.5 hours can include up to 10 hours per week of direct service provided by a Special Education Assistant in the general education program.**

Section J Migrant and Homeless Students

J-101 Migrant Students

1. The No Child Left Behind Act of 2001 requires that every migrant child and youth be identified. Migrant students are to have access to the same services offered to other students. Title I, Part C, Section 1309, of the NCLB defines a migrant child as follows: a child who is, or whose parent or spouse is, a migratory agriculture worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.
2. In order to identify those students who are migrant, the State contracts with an outside vendor, to make direct recruiting and contact with school systems for information on the students' academic performance, attendance, registration, and other situations that may affect the migrant students. The information you give to our recruiters will enable the Migrant Education Program to supply the student and his/her family with initial and on-going services and enter their information in the State and National database.
3. Migrant Education Program is a national, federally funded program through the Department of Education that provides supplemental educational services to eligible migrant youth and children between the ages of 3-21 regardless of legal status.
4. A child is eligible for Migrant Education services if she or he;
 - a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate) AND
 - b) Is a migrant agriculture worker or migrant fisher or has a parent, spouse, or guardian who is a migrant agriculture worker or migrant fisher AND
 - a) Performs, or has a parent, spouse, or guardian who performs qualifying agriculture or fishing employment as a principle means of livelihood AND
 - b) Has made a move in the last three years to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agriculture or fishing work AND
 - e) Has moved from one school district to another; OR in a state that is comprised of a single school district, has moved from one administrative area to another within such district.
5. Specific industries that might employ migrant workers are:
 - a) Chicken or Meat Processing
 - b) Dairy Farms
 - c) Poultry or Livestock Farms
 - d) Vegetable or Fruit Farms
 - e) Sod Farms or Nurseries
 - f) Fishing Operations
 - h) Others remove

6. Once a child has been certified by the state, s/he can receive available migrant services for a three-year period following a qualifying move, even if the parent is not currently employed in one of these industries.
7. Some of the basic goals of the program are to:
 - a) Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
 - b) Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
 - c) Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
 - d) Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
 - e) Design programs to help migrant children overcome educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
 - f) Ensure that migrant children benefit from State and local systemic reforms.
 - g) Enroll certified migrant families and youth in the state database records transfer system.
 - h) Connect certified migrant out of school youth and parents to community resources that can aid in their educational growth such as ESL or GED classes.
 - i) Train certified migrant parents on family literacy and available community resources.

J-102 Homeless Students

1. Before schools can be certain they are complying with the federal and state law (T.C.A. § 49-6-3102 and § 49-6-501) regarding the education of students experiencing homelessness, they must understand who can be considered homeless. The McKinney-Vento Act (Section 725) defines “homeless children and youth” (school-age and younger) as:
 - a) Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
 - Living in emergency or transitional shelters.

- Abandoned in hospitals.
- Awaiting foster care placement.

- b) Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- c) Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- d) Migratory children who qualify as homeless because they are living in circumstances described above.
- e) The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing; children and youth denied housing by their families (sometimes referred to “throwaway children and youth”); and school-age unwed mothers living in homes for unwed mothers because they have no other housing available.

2. Determinations of homelessness should be made on a case-by-case basis.
3. The Tennessee Department of Education has utilized the McKinney-Vento Homeless Education Act to develop a State Plan to ensure that Tennessee’s homeless children and youth have access to a free, appropriate public education. Therefore, homeless children shall be eligible for transportation services to the school of origin, compensatory education services, bilingual education services, special education services, school meal programs, preschool programs, or any other programs offered by the local school division for which the homeless child or youth is otherwise eligible.

J-103 Homeless Enrollment

Homeless children must be enrolled immediately (even without records). Denying immediate enrollment to a homeless student violates federal law and may place the student in danger.

The term enrollment is a critical part of the law and is defined as, ‘attending classes and participating fully in school activities’ [42 U.S.C. § 11434(a)(1)]. Schools are required to enroll students immediately, regardless of the point in the school year in which a homeless student presents for enrollment.

The absence of a parent or guardian is not sufficient reason to delay or deny enrollment. Unaccompanied homeless youth who are completely on their own or staying with a non-custodial adult must be enrolled immediately. Conditional enrollment based on the requirement that an adult obtain legal guardianship or custodianship within a set amount of time directly contradicts the law.

K Legal Appendix (Tennessee Code Annotated)

The following listing of law refers to sections pertaining to attendance issues. Because laws are frequently amended, these references are cited rather than copied in entirety. It is recommended that LEXIS NEXIS be used to ensure the accuracy of the citation.

10-7-504(a)(4) & (23)	Records Confidential and Not Open to Public Inspection
10-7-504(f)(1)	
49-1-104	Maximum Class Size-Split Grade Classes
49-5-201(a)(4)	Duties of Teachers
49-6-201	Minimum Kindergarten Programs
49-6-302(f)	Attendance and Length of Term / Pupils Residing in Another County
49-6-403(f)	Attendance/ Pupils Not Residing in Tennessee
49-6-501	Night Schools
49-6-3001	School Age- Entrance-Attendance-Withdrawal
49-6-3003	Tuition of Other Fees (See Also 49-6-403(f))
49-6-3004	School Term
49-6-3005	Children Excused from Compulsory Attendance
49-6-3006	Attendance Officers
49-6-3007	Attendance and Truancy Reports
49-6-3017	Minors Withdrawn from Secondary Schools- Denial of Motor Vehicle License of Permit
49-6-3104	Transfer of Students
49-6-3108	Attendance in Adjoining States
49-6-3401	Suspension of Students
49-6-3401(g)	Mandatory Calendar Year Expulsions (Zero Tolerance)
49-6-3402	Alternative Schools or Programs for Suspended or Expelled Students