Focus on Student Attendance is a ready reference for all personnel involved in the student attendance process. It is designed to help schools maintain an accurate attendance system for the dual purposes of ensuring that they know where students are at all times and that they maintain accurate records to meet fiscal accountability requirements under the School Code. This site allows you to read portions of the document on your screen, search the document for a specific topic, or print the pages.

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Introduction

In 1996, a project team was formed to write a document to assist school districts with student attendance as it relates to the School Code. The members of the project team included district bookkeepers, business managers, principals, district superintendents, regional superintendents, and Illinois State Board of Education staff. Minor changes were made in 1997 to make the document more clear and all-inclusive; further updates will be made periodically.

Focus on Student Attendance will provide a ready reference for all involved in the student attendance process, including teachers, office personnel and administrators. It is designed to help schools maintain an accurate attendance system for the dual purposes of ensuring that they know where students are at all times and that they maintain accurate records to meet fiscal accountability requirements under the School Code.

This document is intended to serve as a source of information to assist in completing General State Aid Claim (ISBE form 50-11), since student attendance is an important factor in determining the amount of state aid that a district receives.

If you have any questions or need technical assistance, contact the following divisions at the Illinois State Board of Education:

- Audit Questions: School Business Support Services 217/782-2491
- Calendar Issues: Funding and Disbursement Services 217/782-5256
- Claim Information: Funding and Disbursement Services 217/782-5256
Attendance Systems

An accurate attendance system is important since General State Aid, the calculation of per-capita tuition rates, and other grants-in-aid and reimbursement programs are based directly or indirectly on student attendance. There are many acceptable attendance systems. Regardless of which system your district chooses to use, the system must be consistently followed and provide records for accountability.

The basic elements of an attendance system, whether manual, electronic or a combination of the two, include the following:

A. Accurate Enrollment Data

1. Beginning enrollment
   - First-day student listing
   - Part-time students identified and included

2. Changes to enrollment
   - Late enrollment and early withdrawal recorded by student and date of activity

3. Distribution of information
   - Listing of students provided to individual buildings and/or classrooms

B. Accurate Attendance Data

1. Closed Campus (Elementary 1-6 students are in self-contained classroom and are only allowed to leave at the end of the day.)
   - Attendance/absences reported by teachers at beginning of instruction day
   - Late arrivals recorded with the time of arrival noted
   - Times recorded for students leaving early and/or returning
   - Summary of first-period absences/attendance provided to teachers (when students change teachers or classrooms) to verify any discrepancies
throughout the day

2. Open Campus (Elementary 1-6, junior high and senior high students shift classrooms from period to period and/or are allowed to leave for lunch.)

- Attendance/absences reported by teachers during each class period
- Late arrivals recorded with the time of arrival noted
- Times recorded for students leaving early and/or returning

C. Accumulation of Attendance/Absence Data

1. Obtain all student counts for

- Classrooms
- Students educated off-site for whom tuition is paid by the resident district
- Homebound/hospitalized students

2. Summarize for each student the days present or absent based on enrollment and daily student counts

3. Compute attendance/absences (See Grid 1-Creditable Pupil Attendance)

4. Compare days in session to approved school days on the calendar (Days enrolled cannot exceed approved days in session.)

5. Provide enrollment and attendance information to districts from which tuition was received

D. Analysis of Attendance Data for General State Aid Claim

1. Identify students by claimable and non-claimable status (See Grid 1-Creditable Pupil Attendance)

2. Verify that non-claimable attendance is not included in claimable student counts

3. Summarize claimable counts by month and attendance categories as defined on the State Aid Claim (ISBE 50-11)

4. Summarize non-claimable counts by year for the attendance categories as defined on the State Aid Claim (ISBE 50-11)
E. Retention of Enrollment/Attendance Data

1. Retain all enrollment and attendance documentation until the State audit of the year to which the records pertain is finalized and the Local Records Commission has approved the disposal of the records under the Local Records Act (50 ILCS 205)

The Local Records Commission can be contacted at:

Illinois Secretary of State
Department of Archives
Local Records Commission
217/782-7075
### Grid 1

**MINIMUM TIME REQUIREMENTS FOR CREDITABLE PUPIL ATTENDANCE DAYS**

<table>
<thead>
<tr>
<th>Claimable Enrolled Students</th>
<th>1 Credited Day</th>
<th>1/2 Credited Day</th>
<th>1/6 Credited Day</th>
<th>Code Section 18-8A1</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Full-day</td>
<td>4 clock hours (240 min.) or more</td>
<td>2 clock hours (120 min.) or more</td>
<td></td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td>b) Half-day</td>
<td></td>
<td></td>
<td></td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td><strong>First Grade:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Enrolled Full-time</td>
<td>4 clock hours (240 min.) or more</td>
<td>2 clock hours (120 min.) or more</td>
<td></td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td>b) Enrolled Part-time</td>
<td></td>
<td></td>
<td></td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td><strong>Grades 2 through 12:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Enrolled Full-time</td>
<td>5 clock hours (300 min.) or more</td>
<td>2-1/2 clock hours (150 min.) or more</td>
<td></td>
<td>(c)</td>
<td></td>
</tr>
<tr>
<td>b) Enrolled Part-time</td>
<td></td>
<td></td>
<td></td>
<td>(d)</td>
<td></td>
</tr>
<tr>
<td><strong>Handicapped Children:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Between 3 and 6 years of age</td>
<td>4 clock hours (240 min.) or more</td>
<td>Not less than 1 clock hour (60 min.)</td>
<td></td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td>b) Homebound/Hospitalized Students</td>
<td>4 clock hours (240 min.) or more</td>
<td>1 clock hour (60 min.)</td>
<td></td>
<td>(h)</td>
<td></td>
</tr>
</tbody>
</table>
District Non-Claimable Students:

- Children below 3 years of age
- 3-, 4-, and 5-year old children not enrolled in special education or kindergarten
- Students claimed under Section 14-7.03 or 18-3 of the School Code
- Non-resident students
- High school graduates
- Adults 21 years of age or over
- Students enrolled in Regional Office of Education (ROE) Alternative School (18.8[b])
- Students receiving their education through a laboratory school
- Students attending school in a district which is not their resident district and for whom the Per-Capita tuition is not paid by the resident district
- Students receiving their education through a program funded under the Truant Alternative Optional Education Program (TAEOP) (students who are enrolled in and attending a school district's regular curriculum who are receiving only support services such as mentoring or counseling funded under a TAEOP grant would not be considered to be in a truant alternative program as their regular educational environment)
- Students attending private schools placed by their parent/guardian for educational reasons or for special education services
- Students enrolled in a GED program
- Students enrolled in any adult education program or other programs who cannot be expected to receive a diploma from the district of residence by age 21
- Students who are residents of a district but are enrolled in an education program which does not meet the requirements of the Illinois School Code such as certification of teachers, hours of instruction, or health life safety codes.
## Grid 2

Days Creditable Toward Meeting 185-Day Calendar Requirements

<table>
<thead>
<tr>
<th>Designated Day</th>
<th>6 hrs</th>
<th>5 hrs</th>
<th>4 hrs</th>
<th>3 hrs</th>
<th>1 hr</th>
<th>unspecified</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>First &amp; last pupil attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Closing day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>&quot;Regular&quot; attendance day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>a) Kindergarten &amp; first grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b) Second through twelfth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teacher Institute Day(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Full day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Part day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent-teacher conference day(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Full day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b) Part day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School improvement day(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Full day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b) Part day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent institute day(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Full day Saturday(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b) Full day other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c) Part day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Adverse weather condition day(s) *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy shortage day(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Daily multiple sessions *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Emergency / snow days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for completing

Annual School District Calendar (ISBE 33-03)

1. *Use the symbols in the calendar legend* to prepare the annual school district calendar.

2. Whether an Institute Day, Inservice Day or pupil attendance day, the first day of the minimum 185-day school year must be specified as the date school begins.

3. Should any of the four allowable days scheduled for Institute activities (Section 3-11 of the School Code) not be used, the district must increase the number of attendance days for the school year as described in Section 10-19.

4. When completing the calendar, weekly and monthly totals of pupil attendance days should only reflect actual pupil attendance days, including approved half-day inservice programs (Section 18-8(A)(1)(5) of the School Code) and School Improvement Day(s). The weekly and monthly totals should not reflect Institute/Parent Institute Day(s), approved Full-Day Parent/Teacher Conferences. These days are not used to compute state aid. Full-Day Parent/Teacher Conferences do count, however, as part of the 176 pupil attendance days.

5. As provided by Section 18-8(A)(1)(g), pursuant to School Improvement Plans, local school districts may use regularly scheduled school time for inservice training programs or other staff development activities for teachers in conjunction with their School Improvement Plan. The number of school days devoted to School Improvement activities, as well as the actual dates that the activities are scheduled, must be indicated on the school calendar using the appropriate symbols from the legend.

The law requires that school improvement days be scheduled at regular intervals. Any additional time accrued during those intervals cannot be used to offset school improvement days occurring at later intervals.

When planning School Improvement activities, districts must

- Ensure that the school district’s/attendance center’s School Improvement Plan has been formally amended, outlining the activities that will take place during each planned inservice training or staff development program.

- Ensure that students will be in attendance a minimum of three clock hour for any banked-time inservice day used pursuant to the School Improvement Plan. *Please note* that the Length of the Normal
School Day and the Length of the Instructional School Day must be recorded accurately on the back of the School Calendar.

Schools may take advantage of this provision in one of two ways, depending upon their individual instructional time structure:

- Districts which currently have a minimum of five (5) clock hours of instruction per day must add a sufficient number of minutes of school work to their school day(s) between the scheduled school improvement days in order to accumulate enough time to make up the two hours per school improvement day.

- Districts which currently have more than a minimum five (5) hours of instruction per day may count instructional time over the minimum five clock hours per day between the regularly scheduled school improvement days in order to accumulate enough time to make up the two hours per school improvement day.

School districts changing or adding dates scheduled for School Improvement Plan Days must file an amended Official School Calendar through their regional superintendent 30 days in advance of the dates of the scheduled activities.

6. Do not indicate which days are to be considered as emergency days on the proposed School Calendar. Emergency days are part of the minimum school term and addressed as such on the calendar. If during the school year a school district is forced to be closed beyond the number of emergency days built (contained) in the calendar, the district may seek approval to qualify for a shortened calendar under the act of God and/or hazardous threat exemption in Section 18-12. In order to qualify, school districts will need to ensure that all allowable emergency days available in the school calendar have been used for conditions that are beyond their control.

7. The board of education may amend the school calendar, specifying a closing date earlier than that set on the calendar, when the district has provided the minimum number of computable pupil attendance days required.

8. The dates approved for inservice activities (ISBE Form 33-11) should coincide with dates indicated on the district official school calendar unless prior approval from the State Board of Education is granted and/or the district submits an amended school calendar.

NOTE: All revisions or amendments to the official calendar must be submitted to the State Board of Education through the local Regional Office of Education. These amendments must be received by the Illinois State Board of Education by the end of the school year.
<table>
<thead>
<tr>
<th>Student Served</th>
<th>Type of School</th>
<th>Program Description</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>All K-12 students in regular education</td>
<td>School-district-operated, recognized schools</td>
<td>Regular education curriculum meeting requirements of School Code.</td>
<td>GSA (common School Fund) 18.8A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All categorical &amp; non-categorical fund sources pertaining to regular education &amp; its improvement</td>
</tr>
<tr>
<td>K-12 students in alternative education programs</td>
<td>School-district-operated, recognized schools</td>
<td>Alternative education curriculum including Magnet schools, specialized curriculum schools, etc., meeting the requirements of the School Code.</td>
<td>GSA (Common School Fund) 18-8A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All categorical and non-categorical fund sources pertaining to regular education and its improvement</td>
</tr>
<tr>
<td>All K-12 students in regular education</td>
<td>Laboratory school - a public school created and operated by a public university and approved by the State Board of Education</td>
<td>Regular education curriculum approved by the State Board of Education per school approval.</td>
<td>GSA (Common School Fund) 18-8B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School foods program.</td>
</tr>
<tr>
<td>K-12 students in alternative education programs</td>
<td>Alternative school - a public school created and operated by a Regional Superintendent of Schools and approved by the State Board of Education</td>
<td>Regular education curriculum, GED preparation or vocational and occupational training approved by the State Board of Education per school approval.</td>
<td>GSA (Common School Fund) 18-8B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School foods program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adult and Vocational program funds</td>
</tr>
<tr>
<td>Dropouts up to age 21 (potential dropouts, including truants, uninvolved, unmotivated, and disaffected students)</td>
<td>Local school-district-operated attendance centers, educational service regions, or community college districts operating</td>
<td>Optional, alternative education program focusing on academic or vocational skills or both and may include evening</td>
<td>Truant / Dropout Optional Education (2-3.66) - a competitive grant program limited by state appropriation</td>
</tr>
</tbody>
</table>
| Optional Education Programs Established by School Board Policy. The Education Agency May Operate Its Own Program or Enter Into a Contract With Another Not-For-Profit Entity to Implement the Program. | School, Summer School, Community College Courses, Adult Education Work Experience, Courses to Enhance Self-Concept and Parenting. Approved Through the Grant Approval Process. | Disruptive Students (Includes Suspension- or Expulsion-Eligible Students in Any of Grades 6 Through 12. Suspension- or Expulsion-Eligible Students Are Those Students That Have Been Found to Be Eligible for Suspension or Expulsion Through the Discipline Process Established by a School District.) 1.) School Operated by the Public Regional Office of Education or Contracted With a Public School District. 2.) School Operated by Chicago Public Schools or Contracted With a Third Party Meeting the Standards of Recognition Under 2-3.25(a) - (j). Innovative Academic and School-to-Work Programs Including but Not Limited to the Techniques of Work-Based Learning and Technology-Delivered Learning. Multidisciplinary Curriculum Designed to Address the Individualized Needs of the Students of That School. Administratively Transferred Students Who Successfully Complete the Requirements of Their High School Graduation Shall Receive a Diploma From the Transferring High School. Curriculum Approved by the State Board of Education. | GSA (Common School Fund) 18-8A - Resident District Transfer to Alternative School 13A-8 as Appropriated by the General Assembly School or District of Residence Provides or Pays for Transportation Services School Foods Program  

Children with Disabilities Means Children Between the Ages of 3 and 21 for Whom It Is Determined, Through Definitions and Procedures Described in the Illinois Rules and Regulations to Govern the Organization and Public School or Public School Cooperative Operated Site-Based Special Education Program Designed to Meet the Needs of the Special Education Students Attending. Special Education Services to Meet the Needs of the Students as Identified in Their IEP | GSA 18-8(A) 14-7.02a (Extraordinary) 14-13.01 (Personnel and Transportation) School Foods Program IDEA and Preschool |
### Administration of Special Education

That special education services are needed. An individual education program must be written and agreed upon by appropriate school personnel and parents or their representatives for any child receiving special education.

### Private schools

Approved under 14-7.02 with rates set by IPCRB.

### Special Education

Services to meet the needs of the students as identified in the IEP.

### IDEA discretionary grants

14-7.03 for eligible students

### Children with disabilities

Means children between the ages of 3 and 21 for whom it is determined, through definitions and procedures described in the Illinois Rules and Regulations to Govern the Organization and Administration of Special Education, that special education services are needed. An individual education program must be written and agreed upon by appropriate school personnel and parents or their representatives for any child receiving special education.

### Definitions

Below, you will find an alphabetical list of terms frequently used in General State Aid and attendance keeping.

**ACT OF GOD DAYS** (Section 18-12, School Code)

An "Act of God" day is a day for which the State does not impose a state aid penalty even though the district did not provide a minimum school term. All of the following
conditions must be met to qualify as an Act of God Day:

1) Act of God Days may be approved when the district schools are closed for conditions which are beyond the control of the school district and present a hazardous threat to the health and safety of students (e.g., power loss, gas leakage, weather conditions, etc.).

2) The closing causes the school term to be less than 180 days.

3) All five emergency days must have been used. (See Emergency Days)

The district must apply for approval of Act of God Days from the Illinois State Board of Education to avoid state aid penalties. (See State Aid Penalty)

**ADVERSE WEATHER CONDITION DAYS** (Section 18-12, School Code)

After providing at least one hour of instruction, districts may close schools due to adverse weather conditions (e.g., snow, ice, hazardous travel conditions, etc.) and count the partial day as a full day of attendance. The district superintendent must certify in writing the reason for the closing to the Regional Superintendent within a month of the closing for forwarding to the State Superintendent for approval.

**ALTERNATIVE SCHOOL** (Section 18-8B, School Code)

An alternative school is a public school created and operated by a Regional Superintendent of Schools and approved by the State Board of Education. These schools may offer courses of instruction for which credit is given in regular school programs, courses to prepare students for high school equivalency testing programs, or vocational and occupational training. Alternative schools are eligible to file a General State Aid claim based on student attendance. Resident school districts can not claim students attending an ROE-operated alternative school.

These schools must follow the guidelines in Section 18-8, Basis for apportionment to districts, laboratory schools and alternative schools.

**CHARTER SCHOOLS** (Article 27-A, School Code)

Beginning in the fall of 1996 Charter Schools may be organized and operated based upon Article 27-A. This article is the Charter Schools Law.

**CLAIMABLE STUDENT** (Sections 10-22.18, 18-8, and 10-20.12, School Code)

1) An enrolled child age four to 21 who resides within the school district and is enrolled in grades K-12.

2) A handicapped child age three to 21 who resides within the district and is enrolled in
an approved program.

3) A child in either of the above who resides within the district and is enrolled in another district, private school or out-of-state school with the approval of the resident district, which pays the cost.

**CLOSING DAY** (Section 10-19, School Code)

The last day which meets the minimum 185-day calendar. According to Section 10-19, the closing day may be earlier under the following conditions:

"A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this Section."

**DAILY MULTIPLE SESSIONS** (Section 18-8(A) (1) (f), School Code)

In the event of inadequate facilities and overcrowding, school districts may operate schools to provide the instructional program using a daily multiple-session schedule (separate morning and afternoon programs equal in length). Districts must insure that students receive five clock hours of instruction daily.

Multiple-session scheduling consisting of four clock hours of instruction daily may also be counted as a day of attendance upon certification by the Regional Superintendent and prior approval of the State Superintendent of Education to the extent daily multiple sessions are utilized for reasons beyond the control of the district. Approval of four-hour multiple sessions will be granted on the basis that present facilities are inadequate to permit a normal program.

**DAY IN SESSION** (Section 18-8, School Code)

A day in session requires a minimum of five clock hours of school work for regular full-time students.

**EMERGENCY DAYS** (Commonly called Snow Days) (Sec. 10-19 & 18-8, School Code)

The School Code requires all school districts to annually prepare an official calendar containing a minimum of five "emergency days." Emergency days are used to close schools for conditions which are beyond the control of the school district and usually present a hazardous threat to the health and safety of students (e.g., power loss, gas leakage, weather conditions, etc.). (Also see Act of God Days)

**ENERGY SHORTAGE DAYS** (Section 18-12, School Code)

Districts may operate attendance centers four days a week for six clock hours per day if the State Superintendent declares that an energy shortage exists. Districts may operate
on this schedule only for the time period declared for the energy shortage.

**FIRST PUPIL ATTENDANCE DAY**

The first day students are scheduled to be physically present.

**HEAT DAY**

The past practice of the State Superintendent has been to disallow requests for "Act of God" days or "Adverse weather conditions" days due to heat.

**HOMEBOUND/HOSPITAL INSTRUCTION** (23 Ill.Adm. Code, Sec. 226.350 et seq.)

To qualify for homebound educational programs, a licensed medical examiner must certify that a health or physical impairment will cause a student to be absent from school for more than two consecutive weeks. School personnel must also determine that the program will be of educational benefit to the student.

**INSTITUTE DAYS** (Section 3-11, School Code)

"Institute" or "Professional educational experiences" means any educational gathering, demonstration of methods of instruction, visitation of schools or other institutions or facilities, or sexual abuse and sexual assault awareness seminar held or approved by the regional superintendent and declared by him to be an institute day, or parent-teacher conferences.

Institute days include, but are not limited to, teachers’ workshops, parent-teacher conferences, or parental institutes. A maximum of four institute days may be used to meet the 185-day calendar requirement. Of the four days allowed, with approval from the Regional Superintendent, up to two days may be used for parent/teacher conferences and up to two days may be used for parental institute days. (See Parental Institute Days)

**LEGAL SCHOOL DAY DURING WORK STOPPAGE** (23 Ill. Adm. Code, Sec. 1.420(f)(7))

A school district must meet the following three conditions during a work stoppage (teacher strike) to qualify for a legal school day:

1) Fifty percent or more of the district’s students are in attendance, based on the average daily attendance of the district during the most recent full month of attendance prior to the work stoppage.

2) Educational programs are available to all grade levels in the district in accordance with minimum standards set forth in the 23 Illinois Administrative Code.
3) All teachers must hold certificates which are registered with the Regional Superintendent of the respective Regional Office of Education.

**NON-CLAIMABLE STUDENT** (Sec. 10-20.12, 14-7.03 and 18-3, School Code)

A non-claimable student is an enrolled child who does not meet the age or residency requirements of a claimable student or whose tuition is paid by the State.

**OPENING DAY**

Day one of the 185-day calendar is considered the opening day of school.

**PARENT TEACHER CONFERENCE** - SEE INSTITUTE DAY

**PARENTAL INSTITUTE DAY** (Section 10-22.18d, School Code)

Parental institutes are designed for the parents and guardians of students attending the district to achieve the following purposes:

1) Enhance parental involvement in the education of the district’s students;

2) Improve parental communication and involvement with the district;

3) Enhance parental knowledge of child development, district programs, school conditions, and societal problems threatening students; and

4) Improve parental skill development.

A maximum of two of the four allowed institute days may be approved for parental institutes. They may be scheduled for any period of the day which is not a part of the regular school day and may also be scheduled for Saturdays.

**PART-TIME STUDENTS** (Section 18-8 (A) (1) (d), School Code)

Pupils regularly enrolled in a public school for only a part of the school day may be counted for 1/6 day for each class hour of instruction of 40 minutes or more.

**SCHOOL IMPROVEMENT DAY(S)** (Section 18-8 (A) (1) (g), School Code)

School Improvement Days are made available to the district to provide inservice training programs or other staff development activities for teachers in accordance with the district’s school improvement plan. The following requirements must be met:

1) Regularly scheduled school time may be used.
2) Students must be in attendance a minimum of three clock hours.

3) Districts that have a minimum of five clock hours of instruction per day must add a sufficient number of minutes of school work to their school day to accumulate the difference between the three or more hours used for the inservice day and the five clock hour requirement.

4) Districts that have more than the minimum of five clock hours of instruction per day may add up all time over the minimum five clock hours per day and may use the extra time for inservice once three or more clock hours have been accumulated.

**STATE AID PENALTY** (Section 18-12, School Code)

A penalty of .56818% will be assessed for each day a district falls short of the required 180-day school term. The percentage will be applied to the previous year’s state aid entitlement to determine the amount of the assessment.

**YEAR-ROUND SCHOOL** (Section 18-8 (A) (1) (r), 10-19.1, School Code)

Districts may request approval from the State Board of Education to operate one or more schools on a full-year school plan. The plan must provide for a minimum term of 180 days of student attendance, including not more than four institute days during a 12-month period.

**Audit Overview**

The following documents will be reviewed by state auditors to determine compliance with the reporting of attendance on the General State Aid Claim:

- Approved school calendar
- Claims for non-claimable students:
  - Special Education Pupil Claims for Individual Orphanage
  - Orphanage Tuition
  - Group Orphanage Program
  - At-Risk Pre-Kindergarten Students
- Annual Financial Report (tuition received to identify non-claimable tuition students)
- Enrollment records
- Attendance/absence documentation

For the purpose of recording and reporting student attendance for the General State Aid (GSA) Claim and determining Average Daily Attendance (ADA), when high school and/or junior high school students move from classroom to classroom each "regular" period of the day, a student may be counted as present for a respective class period as long as the student was present for a portion of that period. A "regular" class period is
usually 40 to 60 minutes in length.

For elementary and/or junior high school students who do not change classrooms and/or are in a self-contained class during the day, the actual number of minutes that students are in attendance must be determined using both daily teacher attendance reports and "sign in/sign out" reports.

Students in grades kindergarten and first who attend 240 or more minutes of instruction per day should be counted as present for the entire day. A student who attends between 240 and at least 120 minutes of instruction on a given day should be counted as present for 1/2 day, and a student who attends less than 120 minutes of instruction on a given day should be counted as absent for the entire day.

Students in grades second through twelve who attend 300 or more minutes of instruction per day, should be counted as present for the entire day. A student who attends less than 150 minutes of instruction on a given day should be counted absent for the entire day.

"Block Eight" and "Block Four" scheduling utilizes longer class periods than the traditional class periods described above. Attendance reports for these students must be recorded and reported in the same manner as for students who do not change classrooms and/or are in self-contained class during the day. The determination as to when a student is considered to be tardy for other than GSA claim and ADA reporting purposes is at the discretion of each school district. The Illinois State Board of Education does not define when and under what circumstances a student is considered to be tardy.

The following are some of the common audit problems identified during state audits:

- Including non-claimable orphanage students
- Including non-claimable tuition students
- Claiming student attendance on a full-day Parent-Teacher Conference Day
- Incorrect calculation of days in session
- Discrepancies between classroom counts and office records
- Mathematical errors in summarizing attendance
- Discrepancies between attendance summaries and numbers presented on the State Aid Claim

These types of errors can lead to a substantial audit adjustment which would affect General State Aid dollars received.
Appendix A

For ease in using this page, links have been provided to the following sections:

SEC. 3-11 INSTITUTES OR INSERVICE TRAINING WORKSHOPS
SEC. 10-19. LENGTH OF SCHOOL TERM - EXPERIMENTAL PROGRAMS
SEC. 10-19.1 FULL-YEAR SCHOOL PLAN
SEC. 10-20.12 SCHOOL YEAR - SCHOOL AGE
SEC. 10-22.18 KINDERGARTENS
SECTION 10-22.18D PARENTAL INSTITUTES
SEC. 14-7.03 SPECIAL EDUCATION CLASSES FOR CHILDREN FROM ORPHANAGES, FOSTER FAMILY HOMES, CHILDREN'S HOMES, OR STATE HOUSING UNITS
SEC. 18-3. TUITION OF CHILDREN FROM ORPHANAGES AND CHILDREN'S HOMES
SEC. 18-8 BASIS FOR APPORTIONMENT TO DISTRICTS, LABORATORY SCHOOLS AND ALTERNATIVE SCHOOLS
SEC. 18-12. DATES FOR FILING STATE AID CLAIMS
SCHOOL CODE ARTICLE 27A - CHARTER SCHOOLS
SEC. 27A-1. SHORT TITLE AND APPLICATION
SEC. 27A-4. GENERAL PROVISIONS
SEC. 27A-5 CHARTER SCHOOL, LEGAL ENTITY, REQUIREMENTS
SEC. 27A-11. FINANCING
SEC. 3-11 INSTITUTES OR INSERVICE TRAINING WORKSHOPS
In counties of less than 2,000,000 inhabitants, the regional
superintendent may arrange for or conduct district, regional, or county institutes, or equivalent professional educational experiences, not more than 4 days annually. Of those 4 days, 2 days may be used as a teacher's workshop, when approved by the regional superintendent, up to 2 days may be used for conducting parent-teacher conferences or up to 2 days may be utilized as parental institute days as provided in Section 10-22.18d. A school district may use one of its 4 institute days on the last day of the school term. "Institute" or "Professional educational experiences" means any educational gathering, demonstration of methods of instruction, visitation of schools or other institutions or facilities, or sexual abuse and sexual assault awareness seminar held or approved by the regional superintendent and declared by him to be an institute day, or parent-teacher conferences. With the concurrence of the State Superintendent of Education, he may employ such assistance as is necessary to conduct the institute. Two or more adjoining counties may jointly hold an institute. Institute instruction shall be free to holders of certificates good in the county or counties holding the institute, and to those who have paid an examination fee and failed to receive a certificate.

In counties of 2,000,000 or more inhabitants, the regional superintendent may arrange for or conduct district, regional, or county inservice training workshops, or equivalent professional educational experiences, not more than 4 days annually. Of those 4 days, 2 days may be used for conducting parent-teacher conferences and up to 2 days may be utilized as parental institute days as provided in Section 10-22.18d. A school district may use one of those 4 days on the last day of the school term. "Inservice Training Workshops" or "Professional educational experiences" means any educational gathering, demonstration of methods of instruction, visitation of schools or other institutions or facilities, or sexual abuse and sexual assault awareness seminar held or approved by the regional superintendent and declared by him to be an inservice training workshop, or parent-teacher conferences. With the concurrence of the State Superintendent of Education, he may employ such assistance as is necessary to conduct the inservice training workshop. With the approval of the regional superintendent, 2 or more adjoining districts may jointly hold an inservice training workshop. In addition, with the approval of the regional superintendent, one district may conduct its own inservice training workshop with subject matter consultants requested from the county, State or any State institution of higher learning.

Such teachers' institutes as referred to in this Section may be held on consecutive or separate days at the option of the regional
Whenever reference is made in this Act to "teachers' institute," it shall be construed to include the inservice training workshops or equivalent professional educational experiences provided for in this Section.

Any institute advisory committee existing on April 1, 1995, is dissolved and the duties and responsibilities of the institute advisory committee are assumed by the regional office of education oversight board.

Districts providing inservice training programs shall constitute inservice committees, 1/2 of which shall be teachers, 1/4 school service personnel and 1/4 administrators to establish program content and schedules.

Sec. 10-19. Length of school term—experimental programs

Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance, computable under Section 18-8, except that for the 1980-1981 school year only 175 days of actual pupil attendance shall be required because of the closing of schools pursuant to Section 24-2 on January 29, 1981, upon the appointment by the President of that day as a day of thanksgiving for the freedom of the Americans who had been held hostage in Iran. Any days allowed by law for teachers' institute but not used as such or used as parental institutes as provided in Section 10-22.18d shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1, the board may not extend the school term beyond such closing date unless that extension of term is necessary to provide the minimum number of computable days. In case of such necessary extension school employees shall be paid for such additional time on the basis of their regular contracts. A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this Section. Nothing in this Section prevents the board from employing superintendents of schools, principals and other nonteaching personnel for a period of 12 months, or in the case of superintendents for a period in accordance with Section 10-23.8, or prevents the board from employing other personnel before or after the regular school term with payment of salary proportionate to that received for comparable work during the school term.

A school board may make such changes in its calendar for the school term as may be required by any changes in the legal school holidays
prescribed in Section 24-2. A school board may make changes in its calendar for the school term as may be necessary to reflect the utilization of teachers' institute days as parental institute days as provided in Section 10-22.18d.

With the prior approval of the State Board of Education and subject to review by the State Board of Education every 3 years, any school board may, by resolution of its board and in agreement with affected exclusive collective bargaining agents, establish experimental educational programs, including but not limited to, programs for self-directed learning or outside of formal class periods, which programs when so approved shall be considered to comply with the requirements of this Section as respects numbers of days of actual pupil attendance and with the other requirements of this Act as respects courses of instruction.

Sec. 10-19.1. Full-year school plan

Any school district may, by resolution of its board, operate one or more schools within the district on a full-year school plan approved by the State Board of Education. Any board which operates under this Section shall devise a plan so that a student's required attendance in school shall be for a minimum term of 180 days of actual attendance, including not more than 4 institute days, during a 12-month period, but shall not exceed 185 days. Under such plan, no teacher shall be required to teach more than 185 days. A calendar of 180 days may be established with the approval of the State Board of Education.

Sec. 10-20.12. School year—School age

To establish and keep in operation in each year during a school term of at least the minimum length required by Section 10-19, a sufficient number of free schools for the accommodation of all persons in the district who are 5 years of age or older but under 21 years of age, and to secure for all such persons the right and opportunity to an equal education in such schools; provided that children who will attain the age of 5 years on or before September 1 of the year of the 1990-1991 school term and each school term thereafter may attend school upon the commencement of such term. Based upon an assessment of a child’s readiness to attend school, a school district may permit a child to attend school prior to the dates contained in this Section. In any school district operating on a full-year school basis, children who will attain age 5 within 30 days after the commencement of a term may attend school upon the commencement of such term. The school district may, by resolution of its board, allow for a full-year school plan.

Sec. 10-22.18. Kindergartens
To establish kindergartens for the instruction of children between the ages of 4 and 6 years, if in their judgment the public interest requires it, and to pay the necessary expenses thereof out of the school funds of the district. Upon petition of at least 50 parents or guardians of children between the ages of 4 and 6, residing within any school district and within one mile of the public school where such kindergarten is proposed to be established, the board of directors shall, if funds are available, establish a kindergarten in connection with the public school designated in the petition and maintain it as long as the annual average daily attendance therein is not less than 15. The board may establish a kindergarten with half-day attendance or with full-day attendance. If the board establishes a full-day kindergarten, it shall also establish half-day kindergarten. No one shall be employed to teach in a kindergarten who does not hold a certificate as provided by law.

Section 10-22.18d Parental institutes

A school district may utilize up to two days allowed by law for teachers' institutes to conduct parental institutes for the parents and guardians of children attending the district. No district may utilize teachers' institute days as parental institute days without the consent of the district's inservice advisory committee created under Section 3-11. If a district does not have an inservice advisory committee, parental institute days must be approved by the district's teaching staff.

Parental institutes shall be designed by the school district upon consultation with the district's teaching staff, administrators, and parents' organizations. The district may provide appropriate personnel, including district staff, to conduct, attend, or participate in all or any portion of the institutes.

Parental institutes shall provide information on such topics as the district shall deem necessary to achieve the following purposes:

(1) Enhance parental involvement in the education of the district's students;

(2) Improve parental communication and involvement with the district;

(3) Enhance parental knowledge of child development, district programs, school conditions, and societal problems threatening students; and
(4) Improve parental skill development.

Districts shall use every means available to inform parents and guardians about parental institutes and to encourage attendance at and active participation in such events.

Parental institutes may be held during that period of the day which is not part of the regular school day and may be held on Saturdays. Days scheduled for parental institutes may be scheduled separately for different grade levels and different attendance centers of the district.

Districts may establish reasonable fees, not to exceed the cost of holding parental institutes, for attendance and shall waive any fees so established for any parents or guardians who may be unable to afford such fees. Nothing shall preclude districts from applying for or accepting private funds to conduct parental institutes.

Sec. 14-7.03. Special Education Classes for Children from Orphanages, Foster Family Homes, Children's Homes, or State Housing Units

If a school district maintains special education classes on the site of orphanages and children's homes, or if children from the orphanages, children's homes, foster family homes, other State agencies, or State residential units for children attend classes for handicapped children in which the school district is a participating member of a joint agreement, or if the children from the orphanages, children's homes, foster family homes, other State agencies, or State residential units attend classes for the handicapped children maintained by the school district, then reimbursement shall be paid to eligible districts in accordance with the provisions of this Section by the Comptroller as directed by the State Superintendent of Education.

The amount of tuition for such children shall be determined by the actual cost of maintaining such classes, using the per capita cost formula set forth in Section 14-7.01, such program and cost to be pre-approved by the State Superintendent of Education.

On forms prepared by the State Superintendent of Education, the district shall certify to the regional superintendent the following:

(1) The name of the home or State residential unit with the name of the owner or proprietor and address of those maintaining it;

(2) That no service charges or other payments authorized by law were collected in lieu of taxes therefrom or on account thereof during either
of the calendar years included in the school year for which the claim is being made;

(3) The number of children qualifying under this Act in special education classes for instruction on the site of the orphanages and children’s homes;

(4) The number of children attending special education classes for handicapped children in which the district is a participating member of a special education joint agreement;

(5) The number of children attending special education classes for handicapped children maintained by the district;

(6) The computed amount of tuition payment claimed as due, as approved by the State Superintendent of Education, for maintaining these classes.

If a school district makes a claim for reimbursement under Section 18-3 or 18-4 of this Act, it shall not include in any claim filed under this Section a claim for such children. Payments authorized by law, including State or federal grants for education of children included in this Section, shall be deducted in determining the tuition amount.

Nothing in this Act shall be construed so as to prohibit reimbursement for the tuition of children placed in for-profit facilities. Private facilities shall provide adequate space at the facility for special education classes provided by a school district or joint agreement for handicapped children who are residents of the facility at no cost to the school district or joint agreement upon request of the school district or joint agreement. If such a private facility provides space at no cost to the district or joint agreement for special education classes provided to handicapped children who are residents of the facility, the district or joint agreement shall not include any costs for the use of those facilities in its claim for reimbursement.

SEC. 18-3. TUITION OF CHILDREN FROM ORPHANAGES AND CHILDREN’S HOMES

When the children from any home for orphans, dependent, abandoned or maladjusted children maintained by any organization or association admitting to such home children from the State in general or when children residing in a school district wherein the State of Illinois maintains and operates any welfare or penal institution on property owned by the State of Illinois, which contains houses, housing units or housing accommodations within a school district, attend grades
kindergarten through 12 of the public schools maintained by that school district, the State Superintendent of Education shall direct the State Comptroller to pay a specified amount sufficient to pay the annual tuition cost of such children who attended such public schools during the school year ending on June 30, and the Comptroller shall pay the amount after receipt of a voucher submitted by the State Superintendent of Education.

The amount of the tuition for such children attending the public schools of the district shall be determined by the State Superintendent of Education by multiplying the number of such children in average daily attendance in such schools by the total annual per capita cost of administering the schools of the district. Such total annual per capita cost shall be determined by totaling all expenses of the school district in the educational, operations and maintenance, bond and interest, transportation, Illinois municipal retirement, and rent funds for the school year preceding the filing of such tuition claims less expenditures not applicable to the regular K-12 program, less offsetting revenues from State sources except those from the common school fund, less offsetting revenues from federal sources except those from federal impaction aid, less student and community service revenues, plus a depreciation allowance; and dividing such total by the average daily attendance for the year.

Annually on or before June 30, the superintendent of the district upon forms prepared by the State Superintendent of Education shall certify to the regional superintendent the following:

1. The name of the home and of the organization or association maintaining it; or the legal description of the real estate upon which the house, housing units, or housing accommodations are located and that no taxes or service charges or other payments authorized by law to be made in lieu of taxes were collected therefrom or on account thereof during either of the calendar years included in the school year for which claim is being made;

2. The number of children from the home or living in such houses, housing units or housing accommodations and attending the schools of the district;

3. The total number of children attending the schools of the district;

4. The per-capita tuition charge of the district; and

5. The computed amount of the tuition payment claimed as due.
Whenever the persons in charge of such home for orphans, dependent, abandoned or maladjusted children have received from the parent or guardian of any such child or by virtue of an order of court a specific allowance for educating such child, such persons shall pay to the school board in the district where the child attends school such amount of the allowance as is necessary to pay the tuition required by such district for the education of the child. If the allowance is insufficient to pay the tuition in full, the State Superintendent of Education shall direct the Comptroller to pay to the district the difference between the total tuition charged and the amount of the allowance.

Whenever the facilities of a school district in which such house, housing units or housing accommodations are located are limited, pupils may be assigned by that district to the schools of any adjacent district to the limit of the facilities of the adjacent district to properly educate such pupils as shall be determined by the school board of the adjacent district, and the State Superintendent of Education shall direct the Comptroller to pay a specified amount sufficient to pay the annual tuition of the children so assigned to and attending public schools in the adjacent districts and the Comptroller shall draw his warrant upon the State Treasurer for the payment of such amount for the benefit of the adjacent school districts in the same manner as for districts in which the houses, housing units or housing accommodations are located.

Failure on the part of the school board to certify to the regional superintendent the claim of the school district for tuition on account of such children on or before June 30 shall constitute a forfeiture by the district of its right to the payment of any such tuition claim for the school year just ended. The regional superintendent shall check and not later than July 31 certify to the State Superintendent of Education the regional report of claims due for such tuition payments. The State Superintendent of Education shall direct the Comptroller to pay to the district, on or before September 15, the amount due the district for the school year in accordance with the calculation of the claim as set forth in this Section.

Claims for tuition for children from any home for orphans or dependent, abandoned, or maladjusted children beginning with the 1993-1994 school year shall be paid on a current-year basis. On September 30, December 31, and March 31, the State Board of Education shall voucher payments for districts with those students based on an estimated cost calculated from the prior year’s claim. Final claims for those students for the regular school term must be received at the State Board of Education by July 31 following the end of the school
year. Final claims for those students shall be vouchered by September 15. During fiscal year 1994, both the 1992-1993 school year and the 1993-1994 school year shall be paid in order to change the cycle of payment from a reimbursement basis to a current-year funding basis of payment. However, notwithstanding any other provisions of this Section or the School Code, beginning with fiscal year 1994 and each fiscal year thereafter, if the amount appropriated for any fiscal year is less than the amount required for purposes of this Section, the amount required to eliminate any insufficient reimbursement for each district claim under this Section shall be reimbursed on September 30 of the next fiscal year. Payments required to eliminate any insufficiency for prior fiscal year claims shall be made before any claims are paid for the current fiscal year.

If a school district makes a claim for reimbursement under Section 18-4 or 14-7.03, it shall not include in any claim filed under this Section children residing on the property of State institutions included in its claim under Section 18-4 or 14-7.03.

Any child who is not a resident of Illinois who is placed in a child welfare institution, private facility, State-operated program, orphanage or children’s home shall have the payment for his educational tuition and any related services assured by the placing agent.

SEC. 18-8. BASIS FOR APPORTIONMENT TO DISTRICTS, LABORATORY SCHOOLS AND ALTERNATIVE SCHOOLS

A. The amounts to be apportioned shall be determined for each educational service region by school districts, as follows:

1. General Provisions:

(a) In the computation of the amounts to be apportioned, the average daily attendance of all pupils in grades 9 through 12 shall be multiplied by 1.25. The average daily attendance of all pupils in grades 7 and 8 shall be multiplied by 1.05.

(b) The actual number of pupils in average daily attendance shall be computed in a one-teacher school district by dividing the total aggregate days of pupil attendance by the actual number of days school is in session but not more than 30 such pupils shall be accredited for such type of district; and in districts of 2 or more teachers, or in districts where records of attendance are kept by session teachers, by taking the sum of the respective averages of the units composing the group.
(c) Pupils in average daily attendance shall be computed upon the average of the best 3 months of pupils attendance of the current school year except as district claims may be later amended as provided hereinafter in this Section.

However, for any school district maintaining grades kindergarten through 12, the "average daily attendance" shall be computed on the average of the best 3 months of pupils attendance of the current year in grades kindergarten through 8, added together with the average of the best 3 months of pupils attendance of the current year in grades 9 through 12, except as district claims may be later amended as provided in this Section. Days of attendance shall be kept by regular calendar months, except any days of attendance in August shall be added to the month of September and any days of attendance in June shall be added to the month of May. Except as otherwise provided in this Section, days of attendance by pupils shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of: (i) teachers, or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18, with pupils of legal school age and in kindergarten and grades 1 through 12.

(d) Pupils regularly enrolled in a public school for only a part of the school day may be counted on the basis of 1/6 day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment.

(e) Days of attendance may be less than 5 clock hours on the opening and closing of the school term, and upon the first day of pupil attendance, if preceded by a day or days utilized as an institute or teachers’ workshop.

(f) A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional superintendent and approval by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.

(g) A session of 3 or more clock hours may be counted as a day of attendance (1) when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 5 days per school year of which a maximum of 4 days of such 5 days may be used for parent-teacher conferences, provided a district conducts an in-service training program for teachers which has been approved by the State Superintendent of Education; or, in lieu of 4 such days, 2 full days may
be devoted to parent-teacher conferences, in which event each such day may be counted as a day of attendance; and (2) when days in addition to those provided in item (1) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that (i) such sessions of 3 or more clock hours are scheduled to occur at regular intervals, (ii) the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and (iii) a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock hours fall short of 5 clock hours. Any full days used for parent-teacher conferences shall not be considered for computing average daily attendance. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences be scheduled separately for different grade levels and different attendance centers of the district.

(h) A session of not less than 1 clock hour teaching of hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as 1/2 day of attendance; however, these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.

(i) A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils and pupils in full-day kindergartens, and a session of 2 or more hours may be counted as 1/2 day of attendance by pupils in kindergartens which provide only 1/2 day of attendance.

(j) For handicapped children below the age of 6 years who cannot attend two or more clock hours because of handicap or immaturity, a session of not less than one clock hour may be counted as 1/2 day of attendance; however, for such children whose educational needs so require, a session of 4 or more clock hours may be counted as a full day of attendance.

(k) A recognized kindergarten which provides for only 1/2 day of attendance by each pupil shall not have more than 1/2 day of attendance counted in any 1 day. However, kindergartens may count 2 1/2 days of attendance in any 5 consecutive school days. Where a pupil attends such a kindergarten for 2 half days on any one school day, such pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens which
provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted except in case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under the rules and regulations of the State Board of Education.

(l) Days of attendance by tuition pupils shall be accredited only to the districts that pay the tuition to a recognized school.

(m) The greater of the immediately preceding year’s weighted average daily attendance or the average of the weighted average daily attendance of the immediately preceding year and the previous 2 years shall be used. For any school year beginning July 1, 1986, or thereafter, if the weighted average daily attendance in either grades kindergarten through 8 or grades 9 through 12 of a district as computed for the first calendar month of the current school year exceeds by more than 5%, but not less than 25 pupils, the district’s weighted average daily attendance for the first calendar month of the immediately preceding year in, respectively, grades kindergarten through 8 or grades 9 through 12, a supplementary payment shall be made to the district equal to the difference in the amount of aid the district would be paid under this Section using the weighted average daily attendance in the district as computed for the first calendar month of the current school year and the amount of aid the district would be paid using the weighted average daily attendance in the district for the first calendar month of the immediately preceding year. Such supplementary State aid payment shall be paid to the district as provided in Section 18-8.4 and shall be treated as separate from all other payments made pursuant to this Section 18-8.

(n) The number of low-income eligible pupils in a district shall result in an increase in the weighted average daily attendance calculated as follows: The number of low-income pupils shall increase the weighted ADA by .53 for each student adjusted by dividing the percent of low-income eligible pupils in the district by the ratio of eligible low-income pupils in the State to the best 3 months’ weighted average daily attendance in the State. In no case may the adjustment under this paragraph result in a greater weighting than .625 for each eligible low-income student. The number of low-income eligible pupils in a district shall be the low-income eligible count from the most recently available federal census and the weighted average daily attendance shall be calculated in accordance with the other provisions of this paragraph.

(o) Any school district which fails for any given school year to maintain
school as required by law or to maintain a recognized school is not eligible to file for such school year any claim upon the common school fund. In case of nonrecognition of one or more attendance centers in a school district otherwise operating recognized schools, the claim of the district shall be reduced in the proportion which the average daily attendance in the attendance center or centers bears to the average daily attendance in the school district. A "recognized school" means any public school which meets the standards as established for recognition by the State Board of Education. A school district or attendance center not having recognition status at the end of a school term is entitled to receive State aid payments due upon a legal claim which was filed while it was recognized.

(p) School district claims filed under this Section are subject to Sections 18-9, 18-10 and 18-12, except as herein otherwise provided.

(q) The State Board of Education shall secure from the Department of Revenue the value as equalized or assessed by the Department of Revenue of all taxable property of every school district together with the applicable tax rate used in extending taxes for the funds of the district as of September 30 of the previous year. The Department of Revenue shall add to the equalized assessed value of all taxable property of each school district situated entirely or partially within a county with 2,000,000 or more inhabitants an amount equal to the total amount by which the homestead exemptions allowed under Sections 15-170 and 15-175 of the Property Tax Code for real property situated in that school district exceeds the total amount that would have been allowed in that school district as homestead exemptions under those Sections if the maximum reduction under Section 15-170 of the Property Tax Code was $2,000 and the maximum reduction under Section 15-175 of the Property Tax Code was $3,500. The county clerk of any county with 2,000,000 or more inhabitants shall annually calculate and certify to the Department for each school district all homestead exemption amounts required by this amendatory Act of 1992. In a new district which has not had any tax rates yet determined for extension of taxes, a leveled uniform rate shall be computed from the latest amount of the fund taxes extended on the several areas within such new district.

(r) If a school district operates a full year school under Section 10-19.1, the general state aid to the school district shall be determined by the State Board of Education in accordance with this Section as near as may be applicable.

B. In calculating the amount to be paid to the governing board of a public university that operates a laboratory school under this Section or
to any alternative school that is operated by a regional superintendent, the State Board of Education shall require by rule such reporting requirements as it deems necessary. As used in this Section, "laboratory school" means a public school which is created and operated by a public university and approved by the State Board of Education. The governing board of a public university which receives funds from the State Board under this paragraph may not increase the number of students enrolled in its laboratory school from a single district, if that district is already sending 50 or more students, except under a mutual agreement between the school board of a student’s district of residence and the university which operates the laboratory school. A laboratory school may not have more than 1,000 students, excluding handicapped students in a special education program. As used in this Section, "alternative school" means a public school which is created and operated by a Regional Superintendent of Schools and approved by the State Board of Education. Such alternative schools may offer courses of instruction for which credit is given in regular school programs, courses to prepare students for the high school equivalency testing program or vocational and occupational training. Each laboratory and alternative school shall file, on forms provided by the State Superintendent of Education, an annual State aid claim which states the average daily attendance of the school’s students by month. The best 3 months’ average daily attendance shall be computed for each school. The weighted average daily attendance shall be computed and the weighted average daily attendance for the school’s most recent 3-year average shall be compared to the most recent weighted average daily attendance, and the greater of the 2 shall be used for the calculation under this subsection. The general State aid entitlement shall be computed by multiplying the school’s student count by the foundation level as determined under this Section.

SEC. 18-12. DATES FOR FILING STATE AID CLAIMS

The school board of each school district shall require teachers, principals, or superintendents to furnish from records kept by them such data as it needs in preparing and certifying under oath or affirmation to the regional superintendent its school district report of claims provided in Sections 18-8 through 18-10 on blanks to be provided by the State Superintendent of Education. The district claim shall be based on the latest available equalized assessed valuation and tax rates, as provided in Section 18-8 and shall use the average daily attendance as determined by the method outlined in Section 18-8 and shall be certified and filed with the regional superintendent by July 1. Failure to so file by July 1 constitutes a forfeiture of the right to receive payment by the State until such claim is filed and vouchered for payment. The regional superintendent of schools shall certify the
county report of claims by July 15, and the State Superintendent of Education shall voucher for payment those claims to the State Comptroller as provided in Section 18-11.

If any school district fails to provide the minimum school term specified in Section 10-19, the State aid claim for that year shall be reduced by the State Superintendent of Education in an amount equivalent to 0.56818% for each day less than the number of days required by this Act. However, if the State Superintendent of Education determines that such failure to provide the minimum school term was occasioned by an act or acts of God, or was occasioned by conditions beyond the control of the school district which posed a hazardous threat to the health and safety of pupils, the State aid claim need not be reduced.

If, during any school day, a school district has provided at least one clock hour of instruction but must close the schools due to adverse weather conditions prior to providing the minimum hours of instruction required for a full day of attendance, the partial day of attendance may be counted as a full day of attendance. Such closing and the reasons therefore shall be certified in writing within a month of the closing by the local school district superintendent to the Regional Superintendent of Schools for forwarding to the State Superintendent of Education for approval. No exception to the requirement of providing a minimum school term may be approved by the State Superintendent of Education pursuant to this Section unless a school district has first used all emergency days provided for in its regular calendar.

If the State Superintendent of Education declares that an energy shortage exists during any part of the school year for the State or a designated portion of the State, a district may operate the school attendance centers within the district 4 days of the week during the time of the shortage by extending each existing school day by one clock hour of school work, and the State aid claim shall not be reduced, nor shall the employees of that district suffer any reduction in salary or benefits as a result thereof. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers, taking into consideration such factors as pupil transportation schedules and patterns and sources of energy for individual attendance centers.

No State aid claim may be filed for any district unless the clerk or secretary of the school board executes and files with the State Superintendent of Education, on forms prescribed by the Superintendent, a sworn statement that the district has complied with the requirements of Section 10-22.5 in regard to the nonsegregation of
pupils on account of color, creed, race, sex or nationality.

No State aid claim may be filed for any district unless the clerk or secretary of the school board executes and files with the State Superintendent of Education, on forms prescribed by the Superintendent, a sworn statement that to the best of his or her knowledge or belief the employing or assigning personnel have complied with Section 24-4 in all respects.

SCHOOL CODE ARTICLE 27A—CHARTER SCHOOLS

SEC. 27A-1. SHORT TITLE AND APPLICATION

This Article may be cited as the Charter Schools Law. This Article applies in all school districts, including special charter districts and school districts located in cities having a population of more than 500,000.

SEC. 27A-4. GENERAL PROVISIONS

(a) The General Assembly does not intend to alter or amend the provisions of any court-ordered desegregation plan in effect for any school district. A charter school shall be subject to all federal and State laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services.

(b) The total number of charter schools operating under this Article at any one time shall not exceed 45. Not more that 15 charter schools shall operate at any one time in any city having a population exceeding 500,000; not more than 15 charter schools shall operate at any one time in the counties of DuPage, Kane, Lake, McHenry, Will, and that portion of Cook County that is located outside a city having a population exceeding 500,000; and not more than 15 charter schools shall operate at any one time in the remainder of the State.

For purposes of implementing this Section, the State Board shall assign a number to each charter submission it receives under Section 27A-6 for its review and certification, based on the chronological order in which the submission is received by it. The State Board shall promptly notify local school boards when the maximum numbers of certified charter schools authorized to operate have been reached.

(c) No charter shall be granted under this Article that would convert any existing private, parochial, or non-public school to a charter school.
(d) Enrollment in a charter school shall be open to any pupil who resides within the geographic boundaries of the area served by the local school board. However, no more than 50% of the number of resident pupils enrolled in any one grade in a school district with only a single attendance center covering that grade may be enrolled in a charter school at one time.

(e) Nothing in this Article shall prevent 2 or more local school boards from jointly issuing a charter to a single shared charter school, provided that all of the provisions of this Article are met as to those local school boards.

(f) No local school board shall require any employee of the school district to be employed in a charter school.

(g) No local school board shall require any pupil residing within the geographic boundary of its district to enroll in a charter school.

(h) If there are more eligible applicants for enrollment in a charter school than there are spaces available, successful applicants shall be selected by lottery. However, priority shall be given to siblings of pupils enrolled in the charter school and to pupils who were enrolled in the charter school the previous school year, unless expelled for cause. Dual enrollment at both a charter school and a public school or non-public school shall not be allowed. A pupil who is suspended or expelled from a charter school shall be deemed to be suspended or expelled from the public schools of the school district in which the pupil resides.

(i) No charter school established under this Article may be authorized to open prior to the school year beginning in the fall of 1996.

SEC. 27A-5. CHARTER SCHOOL, LEGAL ENTITY, REQUIREMENTS

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks, instructional materials, and student activities.

(j) A charter school may limit student enrollment by age or grade level.

SEC. 27A-11. FINANCING

(a) For purposes of the School Code, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which the pupil resides. Each charter school (i) shall determine
the school district in which each pupil who is enrolled in the charter school resides and (ii) shall report the aggregate number of pupils resident of a school district who are enrolled in the charter school to the school district in which those pupils reside.

(b) As part of a charter school contract, the charter school and the local school board shall agree on funding and any services to be provided by the school district to the charter school.

All services centrally or otherwise provided by the school district including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, transportation, and warehousing shall be subject to negotiation between a charter school and the local school board and paid for out of the revenues negotiated pursuant to this subsection (b).

In no event shall the funding be less than 95% or more than 105% of the school district’s per-capita student tuition multiplied by the number of students residing in the district who are enrolled in the charter school.

It is the intent of the General Assembly that funding and service agreements under this subsection (b) shall be neither a financial incentive nor a financial disincentive to the establishment of a charter school.

Fees collected from students enrolled at a charter school shall be retained by the charter school.

(c) Notwithstanding subsection (b) of this Section, the proportionate share of State and federal resources generated by students with disabilities or staff serving them shall be directed to charter schools enrolling those students by their school districts or administrative units. The proportionate share of moneys generated under other federal or State categorical aid programs shall be directed to charter schools serving students eligible for that aid.
Appendix B

ADMINISTRATIVE CODE REFERENCES

23 ILL. ADM. CODE 1.420 (F) (7) & (9) BASIC STANDARDS

7) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for state aid, when the following conditions are met during a work stoppage.

A) Fifty percent or more of the district’s students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.

C) All teachers must hold certificates which are registered with the Regional Superintendent for their county of employment. Other than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction must be held by all teachers.

9) Attendance for General State Aid Purposes

A) For purpose of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance.

B) For purposes of determining average daily attendance on the district's General State Aid claim, students in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance.

226.350 CONTENT OF HOME AND HOSPITAL PROGRAM

The home or hospital program shall consist of appropriate special education and related
services which are provided by the school to a child in his or her home or in a hospital.

226.355 TO WHOM PROVIDED

The home and hospital program shall be provided to any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause an absence from school for more than two consecutive weeks, and for whom school personnel determine that such a program can be of educational benefit.

226.360 COMMENCEMENT

Home and/or hospital services may begin as soon as eligibility has been established and the child’s physical and mental health permit.

226.365 AMOUNT OF INSTRUCTION AND RELATED SERVICE

The amount of instructional or related service time provided through the home or hospital program shall be determined in relation to each child’s educational needs, as well as physical and mental health.

1) A child who requires a home or hospital program on a temporary basis shall be provided with instructional services sufficient to enable him or her to return to school with a minimum of difficulty. Instructional time shall not be less than five hours per week in order to qualify for full reimbursement.

2) If the attending physician for the child has certified the child should not receive as many as five hours of instruction in a school week, reimbursement on account of that child shall be computed proportionate to the actual hours of instruction per week for that child divided by five.

3) A child who requires the home or hospital program for an extended time shall be provided with instructional services sufficient to appropriately advance his or her basic educational development.

4) A child whose home or hospital instruction is being provided through a home-school telephone, or other similar device, shall be provided with not less than two hours per week of direct instructional services.
226.370 SCHEDULING

Instructional time shall be scheduled only on days when school is regularly in session.

226.375 SUMMER INSTRUCTIONAL SERVICE

When a student, for health related reasons, requires additional work to complete the preceding year’s educational program, he or she may be provided with home and hospital instructional services during the summer.

226.380 CONFERENCES TO FACILITATE STUDENT’S RETURN

Periodic conferences shall be established between appropriate school personnel and home and hospital personnel and parents to coordinate the courses of study and to facilitate the student’s return to school.

226.385 IMPROPER USE OF HOME AND HOSPITAL PROGRAM

The school district shall not utilize the home and hospital program to avoid its responsibilities to establish in-school programs or to eliminate children from the school program.