

New Jersey Department of Education: School Register – 2018-2019

Register No. _____

School District of _____
Township, Borough, City

Local Name of School _____

District Name _____ County Name _____ Code _____
county/district/school

Name and Title of Person Authorized to keep Register _____

Program Type _____

◆ New Jersey ◆

School
Register

◆ 2018- 2019 ◆

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Summary of Revisions

August, 2018

Section	Description
All document	Term “excused absence” changed to “state-excused absence”.
All document	Term “Limited English Proficient” changed to “English Language Learners (ELLs)”.
All document	Term “private school for the handicapped” changed to “approved private schools for students with disabilities (APSSDs)”.
1.5, 3	Insert statement, “They [APSSDs] also must report attendance data to the student’s home district so the accountable school can report the student’s attendance to NJ SMART.”
2.4.2 and 2.7.2	Insert statement to reflect the proper coding of students who are registered with a school but never actually attend school from the beginning of the year, “Such a student can be considered as having 0 days in membership and 0 days present.”
2.11, 2	Revised definition of T6 and T7 codes.
2.11, 4	Insert definition of PPE code that was in NJ SMART but not in the School Register. Remove use of D2 code .
3.2	Reorder Section 3.2. Insert new point 5 in section concerning the proper use of local/district excused absences.
3.4	Revise list of state excused absences. Previous option 6 (college visits) eliminated and merged with option 3.

Chapter 1: The New Jersey School Register

1.1 Introduction

New Jersey Administrative Code (*N.J.A.C. 6A:32-8*) requires each school district to maintain the New Jersey School Register. The purpose of the school register is to record each student's participation in an approved program of instruction to verify that the student attends the required number of days for promotion each year and eventually meets the requirement for graduation.

Each school must keep an enrollment record of the students who enroll, transfer, withdraw or drop out of the required program of instruction. Each school must also keep a daily attendance record of the attendance, absence or state-excused absence of each enrolled student. A record of the attendance of all students on roll in a school register shall be kept each day that school is in session by a teacher or other authorized person. It shall be the duty of this person to keep the attendance records according to these rules and the specific instructions issued by the Commissioner.

Collecting accurate daily register data for enrollment and attendance and submitting correct reports is important because it effects each school district's funding. The New Jersey Department of Education (the Department) collects data from the register two times during each school year.

The first collection is a summary of the enrollment record in October as part of the Application for State School Aid (ASSA). A school district's count of the number of children enrolled in the school register on the last school day prior to October 16 determines the amount of school aid that the school district generates from the state. As part of the annual independent audit, the Department of Education auditors test the data on the ASSA comparing it to the school register enrollment data.

The second collection of school register data by the Department takes place at the end of each school year and is due to the Department during August. The second collection of school register data is completed using the web-based School Register Summary application and is a required annual data collection (*N.J.A.C. 6A:32-8.1 et seq.*). Each school district, charter school, and renaissance school project must complete this submission.

The School Register Summary requires the submission of three summary statistics:

1. the total number of the days that each grade or program operated during the school year, also referred to as "days in session" (*N.J.A.C. 6A: 32-8.3*);
2. the total number of possible days of attendance for all students by program/grade; and
3. the total number of days students were present for all students by program/grade.

For the School Register Summary, these totals are used to calculate average daily attendance (ADA) and average daily enrollment (ADE). The ADA or ADE is used by the Department to determine each school district's tuition rates for students from another district and per pupil spending for specific federally required reports such as the Maintenance of Effort (MOE) and the National Public Education Financial Survey (NPEFS). The Department also uses ADA to evaluate a school's performance as part of the monitoring process.

In addition to completion of the School Register Summary for June 30 of the prior year, schools are required to submit their student-level attendance data to NJ SMART. Further guidance related to attendance can be found in the following document: [Guidance for Reporting Student Absences and Calculating Chronic Absenteeism](#).

For NJ SMART, districts report student-level data of these measures that are then used to calculate the school-level chronic absenteeism rate. The number of possible days of attendance for each student is reported as "cumulative days in membership," defined as "the number of school days in session in which a student is enrolled during the annual reporting period from July 1 through June 30." The number of days present for each student is reported as "cumulative days present," defined as "the number of days an individual is present during the annual reporting period from July 1 through June 30." The Department uses the chronic absenteeism rate to evaluate a school's performance as a measure for accountability under the [Every Student Succeeds Act](#) (ESSA) and the [New Jersey Quality Single Accountability Continuum](#) (NJQSAC).

1.2 Overview of the School Register

The school register is a record of the continuous, year-to-year cycle of: enrollment or re-entering each student, recording daily attendance or absence, summarizing attendance records monthly and reporting year-end monthly summaries to the Department of Education.

The school register may be used in each classroom or in a designated central location for all classrooms. Enrollment and attendance information must be updated daily, with summaries completed monthly and the data compiled for each grade or program at the end of the school year.

School districts also have the option of keeping a computerized school register if the computer program meets the requirements of the manual system and can produce the same reports for auditors or upon request. If the register information is computerized or kept manually in a central location, each classroom teacher must keep a separate record of daily attendance.

The concept of continuous enrollments is the basis of the school register. According to this concept, students are enrolled in the school system one time and school districts must track their continuous enrollment from one school to another or to a new school district. After the original entry in the school register (usually kindergarten or first grade), a student is transferred each year from the previous year's register and re-entered in a new register on the first day of each new school year whether or not the student attends that first day of school.

Continuous enrollment means that once a child is enrolled in the school system it is the school district's responsibility at the beginning of the year to account for each student who was enrolled on the last day of school the previous year. Within 10 days of the start of each school year, the register must show that each student from the previous year is attending, absent for a specific reason, has transferred, is receiving an approved alternate form of instruction or has dropped out of the school system.

1.3 A Separate School Register for Each Program Type

Students must be enrolled in a separate register or grouped in an expanded register by program types. The numeric program type codes can be found in the NJ SMART SID Management Student Data Handbook.

A separate register or section of an expanded register must be kept for each program type within a building. For example:

Building	Grades	Program Types
Building A	K to 3	K; Grades 1 to 3
Building B	4 to 8	Grades 4 to 5; Grades 6 to 8

Building A would need one register (or register section) for kindergarten and one register or section for grades 1-3. Building B would need one register or section for grades 4-5 and one register or section for grades 6-8.

1. Regular Program Types:

- **Kindergarten or Preschool**

A preschool and a kindergarten are recorded separately in the register because there is a separate ASSA reporting requirement for each.

- **Grades 1-5, 6-8, 9-12**

A separate register or section of a register must be kept for each program type regardless of the grade level organization of the school. For example, a school with grades 5-8 must keep a register for grade 5 and a register for grades 6-8.

- **Post-Graduate Students**

Post-graduate classes are courses taken after high school graduation. Regular high schools offer postgraduate programs, however, they operate like adult programs on a credits-earned system rather than a minimum possible days (180) system.

A separate register is required for post-graduate programs because there is a separate ASSA category. However, the Department does not calculate year-end ADA or ADE for post-graduate programs because of the difference in daily attendance requirements.

2. Special Education Program Types

- Students who have been given a special education classification but who are mainstreamed in a regular class are not recorded in a separate register. Students who are members of a regular classroom must be recorded in the register for that program type regardless of a special education classification. However, in that program register, if the student is classified, the classification of that student must be identifiable as to his or her specific classification

for purposes of ASSA reporting. A student that attends 39% or less of general education classes would be considered a special education student. A student that attends 40% or more of general education classes would be considered a mainstreamed student who would be recorded in the regular program register.

- If a school has a special education class with students from one or more classifications, only one register is used to include individual students from other classifications. For example, a multiple disabilities class with two learning and language disabilities (LLD) students, does not need a separate register for the LLD students. The register should include all students in the multiple disabilities class.
- A classified student attending a county vocational school should be reported as he/she is served: “special” if in a special education class and “regular” if in a regular class.
- The special education code permits schools to offer a full-time half-day program for preschool handicapped students of 2½ hours each day for four days. The fifth day may be used for teachers working with parents and students but formal classes are not held. The actual number of days that the program was open to students must be reported so that the Department can accurately calculate ADA and ADE. In this example, the program was open to students four days per week.

3. Vocational School Program Types

- The codes for special and regular county vocational schools may only be used by vocational schools not regular high schools. The special county vocational program types are used for special education programs at county vocational schools. Classified students who are mainstreamed in regular county vocational programs should be reported in the appropriate regular program type.
- A county vocational school must keep a separate register for regular and special vocational programs. Students will be reported this way on the ASSA.

4. Programs that are not recorded in the register

• Summer School

Summer school is not a separate program type because the school register summary only collects attendance information for the regular school year. Summer programs separate from the regular school year need not be recorded in the school register or reported on the school register summary. However, attendance records must be maintained for summer programs.

• The Resource Room

Students who attend a resource room for part of the day must be recorded in the register for the program type that corresponds to their grade level for the rest of the day. Resource room students are not recorded in a separate register because they are not reported separately for purposes of average daily attendance and average daily enrollment.

• The Bilingual

Bilingual students are those students identified as “English Language Learners (ELL) in accordance with *N.J.A.C. 6A:15-1.2* who are participating in an approved bilingual education program. ELL students are not recorded in a separate register because ADE for the year-end report is calculated by grade level only. However, all ELL students are reported separately for the ASSA report on a worksheet which lists the *student’s name and register number*.

ELL students include the following:

1. Bilingual classes

Each bilingual class is recorded in the register for the appropriate program type. For example, a half-day bilingual kindergarten class is recorded in the register for half-day kindergarten. A high school bilingual class is recorded in the register for grades 9-12.

2. English as a second language (ESL) students

ESL students must be recorded in the register for the program type of their regular classroom. For example, an ESL student in the fifth grade would be recorded in the register for grades 1-5.

1.4 Instructions for Completing the Register Cover

The register cover, identified as Form A1 or Form A1a, must be completed by listing:

- the school district’s township, borough or city
- the district name and county name
- the district code and county code
- the name and code number of the school

- the program type
- the register number
- the name of the teacher or other authorized person responsible for the register.

If two or more expanded registers are used, the cover of the registers must be numbered sequentially within each building as “No.1” and “No.2” etc.

1.5 General Register Rules and Requirements

1. The purpose of the register is to record each student’s school participation from the date of entry to an official leaving of school. This includes documenting changes such as transfer to another school or district and dropouts.
2. A different register must be used for adult high school students. The register for adult high school students is entitled the “New Jersey Adult High School Register.”
3. Approved Private Schools for the Students with Disabilities (APSSDs) are not governed by the register code (*N.J.A.C. 6A:32-8*) and, therefore, are not required to meet the register requirements for continuous enrollment. However, APSSDs are governed by *N.J.A.C. 6A:23A-18* and must record daily attendance and report year-end enrollment and attendance data to the Department of Education. They also must report attendance data to the student’s home district so the accountable school can report the student’s attendance to NJ SMART.
4. The movement of an individual student from one school to another must be documented with the student transfer card. When a student transfers, the transferring school must notify the new school by sending a student transfer card directly to the new school. Section 2.4 gives more information about the student transfer card.

The movement of a class of student from one grade level organization to the next, for example, elementary to middle school, is not reported by a transfer card. This change is reported to the new school by a promotion list. Transfer cards are available free of charge, from the Department of Education’s Publication Office.
5. Students may only be enrolled in the register based upon:
 - a listing of students promoted the previous year;
 - the receipt of the student’s transfer card from the previous school within the state;
 - documentation from another state that the student is transferring;
 - verification of the legal age for entering school.
6. Only students who are of legal-school age, regardless of local regulations, may be recorded in the register. Legal ages are:
 - preschool handicapped—over three years and less than five years;
 - kindergarten—over four years and less than 6 years;
 - day school—over 5 years.
7. The enrollment and attendance of students who receive home instruction must be recorded in the regular school register for the program in which the student is enrolled. Home instruction is a term used for individual student instruction defined by the special education code for programs and instruction (*N.J.A.C. 6A:14-4.8* and *4.9*), and may be provided to students with or without disabilities (*N.J.A.C. 6A:16-10.1* and *10.2*). See sections 3.2 and 3.4 for instructions for completing the attendance record for students on home instruction.
8. A student may be entered in more than one school register in a given school or school district during the same year but must only be officially enrolled in one register at a time to meet the requirements for continuous enrollment.
9. When a school receives a transfer card for a new student, they must request the students’ records from the transferring school within two weeks of the date of enrollment (*18A:36-19a*).

If the student missed a significant number of days between schools, the new school should have a policy that a transfer student must attend a specified number of days out of the 180 required days (for all schools attended that year) in order to be considered for promotion to the next grade or for graduation.
10. Shared-time students are not recorded as a separate program type and are not reported separately for ADA and ADE. However, shared-time students can be identified for the annual ASSA count by the “SHARED-TIME” column on the enrollment page (section 2.11).

Section 3.3 describes the method for recording attendance for shared time students.
11. A school district may opt to record enrollment and attendance data on a computerized register, providing the computer program meets the requirements of the manual system and can produce the same reports upon request. A school district which uses a computerized register system does not need to produce a “hard copy” of the data each

month. They must, however, maintain their data files on electronic media and maintain access to software that wrote the data files for retrieval purposes.

12. Individual grades or programs which are the same but operate a different number of days must be reported separately at the end of the year for purposes of ADA and ADE.
13. Districts will be required in the school register to identify charter school students who are resident in the district. The school district of residence shall pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the pre-budget year general fund tax levy per pupil inflated by the CPI rate most recent to the calculation. In addition, the school district of residence shall pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The school district of residence must enroll these students in the school register and treat them as resident students for purposes of state aid. Students who are not currently attending the districts' schools must be registered in the resident district and will have an entry status of E1 or R() code. The district will be required to assign the student to a school within the district (not the charter school assignment) for purposes of determining the district's eligibility for certain state aid categories. Determine what school the student would have been assigned to if attending school in district and enter charter school students in that school's appropriate register. Once the school district is officially notified by the charter school that the student is enrolled and attending the charter school, the transfer code TC, transfer to the charter school, should be used to track the student going to the charter school.

The charter school's responsibility is to ensure the attendance of those students enrolled in their school in accordance with *N.J.S.A. 18A:38 et al.* Each student's attendance should be monitored so that a student is not absent for 5 days or more without an investigation of the reason. The charter school must make a good faith effort to determine the reasons for the absence. A student who has been absent 10 days for an unknown reason must be reported as a dropout. If the student is reported as a dropout, the charter school must immediately notify the school district of residence in writing of this condition on the 10th day. The charter school may, for average daily enrollment purposes, keep the student on the charter school register another five days after the 10 day period. If the parents or guardians of the student have requested that the student will transfer back to the district of residence or will attend a nonpublic school, the charter school must immediately notify the school district of residence in writing of this condition. Transfer cards and records of the student must be sent back to the district of residence to correctly report the school status of the student in the district or residence's school register.

All copies of source documents related to the determination of state aid (i.e. Application for Free and Reduced Price Meals and Free Milk) must be maintained in both the school district of residence and the charter school.

14. Choice districts in the inter-district Public School Choice Program will be required to identify choice students in their school registers. For purposes of state aid, the enrollment for choice students will require the choice district to report these students on the ASSA. The choice district will assign choice students district and status codes. A resident district code will identify the public school district in which the student resides. A tuition code is also required for ASSA purposes if applicable.

The choice district's responsibility is to ensure the attendance of those choice students enrolled in their school in accordance with *N.J.S.A. 18A:38 et al.* Each choice student's attendance should be monitored so that a student is not absent for 5 days or more without an investigation of the reason. The choice district must make a good faith effort to determine the reasons for the absence. A choice student who has been absent 10 days for an unknown reason must be reported as a dropout. If the choice student is reported as a dropout, the choice district must immediately notify the public school district in which the student resides in writing of this condition on the 10th day. The choice district may, for average daily enrollment purposes, keep the student on the district's register another five days after the 10th day period. If the parents or guardians of the student have requested that the student will transfer back to the district in which the student resides or will attend a nonpublic school, the choice district must immediately notify the school district in which the student resides in the writing of this condition.

Chapter 2: The Enrollment Record

2.1 Overview

To meet the state and federal requirements for continuous enrollment, a student must be given an enrollment classification code at the beginning of each school year and again on the day following the last day of the school year. Section 2.11 titled “A Summary List of Enrollment Record Codes” is a complete list of the required classification codes. Sections 2.2-2.9 describe when and how to use each required code.

2.2 Enrollment Codes Used for Continuous Enrollment

The enrollment classification of most students on the first school day of the year will be original entry (E1) or re-entry (R1 or R2). Original entry will be used for students entering school for the first time such as kindergarten or first grade. Re-entry will be used for those students who attended the same school and were promoted to the next grade or attended a school in the district and were promoted to the next grade level such as from elementary to middle school. A few students will return to the same class because, at the end of the previous year, they had been expelled or had dropped out. Their code would be R5.

All other students who attended another school the previous year must be classified with a re-entry code which shows that they are transferring in from: a nonpublic school (R3), another -public school within the state (R4), a school in another state (R6), or another country (R7).

When a student is placed on home instruction, he or she will remain on the regular school register for the program in which the student is enrolled. No transfer code should be used to indicate that a student is being placed on home instruction. Likewise, a student’s return to school after receiving home instruction must not be considered a re-entry. The number of possible days in session for a student on home instruction will be the same as for other students in the program in which the student is enrolled.

Throughout the school year, enrollment classifications track each student’s participation by recording transfer to and from one class or school to another, an official leaving of school or a re-entry after a transfer or dropout.

The enrollment classification of most students on the day following the last day of the school year will be L for 12th grade students who graduated and T1 or T2 for students who are promoted or retained.

Students whose entry status is original entry (E1) and reentries are counted in reporting the total number of students enrolled in the register. Students who transfer or drop out during the year are not counted in the total enrollment. The total enrollment on a given day of the school year equals the original entries (E1) plus re-entries (R1-R14) minus transfers (T1-T9, TC, TD) and dropouts (D1-D10).

2.3 Enrollment Codes Used for Transfers

A student may be entered in more than one register in a given school or more than one school in a district or the state during a school year, but must only be officially enrolled in one school register at a time. Each time a student is moved from one register to another, the first register must show that the student transferred and the new register must show that the student reentered. The transfer codes are listed in section 2.11.

2.4 The Student Transfer Card

2.4.1 Purpose of the Student Transfer Card

The purpose of continuous enrollment is to track each student’s participation in the school system from enrollment in kindergarten to graduation from high school. It is each school district’s responsibility to verify the movement of a student from one school to another within the state. The ultimate goal of this tracking is to prevent students from slipping through the cracks and being counted as dropouts.

The purpose of the transfer card is to make a school (the current school or the new school) responsible for determining student’s whereabouts at all times. The school that the student is leaving must make every attempt to notify the new school. If the parent identifies an area that they are moving to (within the state), the school that the student is leaving must contact the new district to determine which school the student will be attending. Otherwise, they should maintain responsibility for the child and require the parent to notify them of their new address so that the transfer card and student records can be sent to the new school.

The transfer card will not easily address every situation but its use is not discretionary. Each school must make every effort to notify a new school of the transferring student.

2.4.2 Procedure for Using the Transfer Card

When a parent or guardian requests a transfer for a student, the transferring school must notify the new school by sending a student transfer card directly to the new school. The card must be sent the first day after the student's last date of attendance.

The effective date of a transfer is the first day after a student's last day of attendance or if a student is absent for several days (up to 10 days) before requesting a transfer, the transfer date is the date that the parent or guardian notified the school of the transfer.

The transferring school must use the "Student Transfer Card (Form A41)" provided by the Department or a similar transfer form approved by the local board of education.

If a local board of education transfer card is used, it must contain the following information:

- student name, grade, date of birth and student ID number
- name and current address of parent or guardian
- the forwarding address of the parent or guardian
- name and address of student's new school
- name and address of school that student is leaving
- signature of principal or designee of transferring school

The new school must enroll the transfer student the day that the transfer card is received. (If the student arrives before the transfer card, the student must be enrolled upon arrival at the new school.) If the student does not attend that day, he or she must be counted absent until the first day of attendance. If the student does not attend within 10 days, the new school must investigate the reason for the absence. The information on the transfer card should be used to verify the student's whereabouts or school status. If the student cannot be located, the new school must report the dropout to the Department. In this case, the code D7— dropout; new residence school status unknown. Such a student can be considered as having 0 days in membership and 0 days present.

The requirement of the new school to track transfer students to assure that they re-enter a new school only applies to students who transfer from a public school to a public or nonpublic school within the state. New Jersey, does not have jurisdiction over the register procedures of other states.

The transfer card is only used for an individual student moving from one school to another. A class of students may be sent to a new school to begin a new grade level. For example, a fifth grade class is promoted from the elementary school to the middle school. *This change is not reported by transfer card*; it is reported by a promotion list. In this example, the elementary school notified the middle school of each student who will be attending in September by a promotion list.

2.4.3 Records Related to the Transfer Card

The purpose of the student transfer card is to notify the new school of their responsibility to enroll and locate the transferring student. Information about the student's number of days attended, total possible days of attendance and the last date of attendance is not listed on the transfer card. This information should be sent to the new school as part of the student's records.

The student's records should also include original copies of the student's immunization records which are the documentation that determines whether or not a student may attend based on the Department of Health regulations. The transfer card suggests that the copy of A45 be sent with the transfer card or that a copy of A45 be given directly to the parent or guardian to expedite the student's entry into the new school. The original copy of A45 should be forwarded with the student's records.

New Jersey Statute (18A:36-19a) requires that the student's new school request the student's records within two weeks of the date of enrollment. Therefore, the new school must request the student's records within two weeks of the receipt of the student transfer card. If a student's records are requested and the student does not attend and cannot be located within ten days of receipt of the transfer card, the student must be recorded as a dropout and the school would handle the records in the same manner as any other dropout.

2.5 The Transfer Code Used for Students Incarcerated in or Placed in a State Institution

A student who officially leaves school and is incarcerated in a state institution or is placed in a state institution for treatment for a physical, mental or emotional disability must receive a state approved program of instruction while in the custody of the institution. The student is removed from the regular register using the T6 or T7 code. This is a separate category from home instruction. The school district does not keep a separate individual record for these students.

2.6 Enrollment Codes Used for Dropouts

A student dropout from school is a student who leaves school before completing the requirements of the board of education for graduation without legally transferring to a public school, nonpublic school, state institution, or to an equivalent educational program of parental instruction.

A dropout can also be defined as a student whose permanent record is in the custody of a school but the student is no longer attending the school and his/her residence and school status is unknown. This does not include a student who requested a transfer and the new school did **not** request his or her permanent record.

If a student does not officially leave school by requesting a transfer card or by indicating the reason for transferring or dropping out, it is the school's responsibility to account for the student within 10 days of the student's first day of absence. The school must determine that the student is absent for a specific reason, has transferred, is receiving an approved alternate form of instruction or has dropped out of the school system. Unless the student is absent and plans to return to school, the appropriate transfer, dropout or ceasing to attend code must be entered in the register. If the student's school status is unknown after the 10 day investigation period, the student must be recorded as a dropout (D8) "reason unknown." All dropout codes are listed in Section 2.11.

2.7 Transfers Who Become Dropouts

In some cases, a parent will report that a student is transferring to another school within the state and request a transfer card but the student is not re-entered in a new school.

2.7.1 School-year Transfer

When a parent requests a student transfer, the following procedure must be followed by the transferring school and the new school.

The transferring school:

- issues the transfer card and records the student with the appropriate transfer code in the register the day after the student's last date of attendance;
- sends a transfer card directly to the new school; or, in the case for a charter school, send a transfer card back to the resident district; and
- copies the transfer card for the student's file.

The new school:

- enrolls the transfer student upon receipt of the transfer card and counts the student absent each day following for up to 10 days;
- during the 10 day period, investigates the student's whereabouts or school status; and
- on the eleventh day, records the student in the register as a D7 dropout (new residence, school status unknown) if the student cannot be located.

2.7.2 Summer Transfer

A declared transfer student can become a dropout at any time during the year, but is most common at the end of the school year or during the summer. If the transfer occurs during the summer:

The transferring school:

- issues the transfer card and changes the student's final status code to the appropriate code for transfer to a new school; or, in the case of a charter school, notify the resident district; and
- sends a transfer card directly to the new school.

The new school:

- enrolls the "summer transfer" student on the first school day in September upon receipt of the transfer card;
- counts the student absent each day up to 10 days from the start of school in September;

- during the 10 day period, investigates the student’s whereabouts or school status; and
- on the eleventh day, records the student in the register as a D7 dropout (new residence, school status unknown) if the student cannot be located within 10 days. Such a student can be considered as having 0 days in membership and 0 days present.

2.7.3 Promotion List Transfer

If the transferring school originally transferred the student out of the register to another school in the district based on a promotion list (e.g. middle school to high school) but is notified by the parent during the summer that the student will be moving and attending a different school, the transferring school must:

- 1. Register:** Change the final status code in the register from T2 to the appropriate code (T3-T9) *only* if the new school is outside of the district;
- 2. Transfer Card:** Complete a transfer card for the new school so that the student is enrolled on the first school day in September and the new school becomes responsible for the student;
- 3. Promotion List:** Notify the school that received the original promotion that the promotion list has been revised to delete the transferring student.

The requirement of the new school to track transfer students to assure that they re-enter a new school only applies to students who transfer to a public or nonpublic school within the state. New Jersey does not have jurisdiction over the register procedures of other states.

Students who request a transfer but never re-enter a new school are dropouts. However, if the transferring student returns to the original school never having attended another school or program of instruction, he or she would be re-entered in the register with the R11 code—re-entry after dropping out and not attending another school. Because the student may have missed a significant number of days during this dropout period, each school should have a policy that a student must attend a specified number of days out of the 180 required days in order to be considered for promotion to the next grade or for graduation.

2.8 Codes for Other Reasons for Ceasing to Attend

Students who officially leave school and transfer to another school or equivalent state-approved education program are not dropouts. Students who are temporarily absent due to suspension or illness, students who are expelled or students who have died are also not considered dropouts. However, the Department collects data for other reasons for ceasing to attend which are listed in Section 2.11 and must be reported. Although these are “D” codes, they are not reported as dropouts to the Department. These codes are listed in section 2.11.

2.9 Graduation Code

The graduation code L is used to report the final status of a student graduating from 12th grade who has completed the state or district approved education program,

2.10 _Instructions for Completing the Enrollment Record

- 1. Shared Time** — Shared time students (e.g., high school/co.voc. School) must be separately identified and counted for the annual ASSA count. Therefore, a check mark (./) should be used to identify shared time students. See section 3.3 for a definition of shared time students.
- 2. Number** — Each page is numbered 1-40. The numbers correspond to the same column on the attendance pages.
- 3. Name** — The name of every student who becomes a member of the class, program or grade designated on the cover of the register is entered on the enrollment page on the first day of school each year or the student’s first day of attendance if he or she transfers in during the school year.
- 4. Date of Birth** — This information is used to make student identification easier and to determine the age of students for dropout data.
- 5. Grade** — That portion of a school program which represents the work of one regular school term.
- 6. Classification** — Special Education Classification as determined by the students’ I.E.P.
- 7. Race** — This field must contain one of 7 possible categories which most clearly reflects the individual’s recognition of his or her community or with which the individual most identifies. These categories are recognized by the U.S. Department of Education and are as follows:
 - H — Hispanic/Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish

culture or origin, regardless of race.

- I — American Indian/Alaska Native — A person having origins in any of the original people of North and South America (including Central America) and who maintains a tribal affiliation or community attachment.
- A — Asian — A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- B — Black/African American - A person having origins in any black racial groups of Africa.
- P — Native Hawaiian or Other Pacific Islander — A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- W — White — A person having origins of the original peoples of Europe, the Middle East or North Africa.
- M — Racemulti — A person having origins in more than one race category.

8. Low Income — To determine eligibility for free or reduced lunch, the Income Eligibility Guidelines announced annually and published by the Department of Agriculture in the Federal Register must be used as a poverty guideline. A child's household size and income are used to determine eligibility for free or reduced lunch. This field should contain an "F" or "R" if the student is deemed to be Low Income Status.

9. ELL (LEP) — English Language Learners students are defined in *N.J.A.C. 6A:15-1.2* as students from prekindergarten through grade 12 whose native language is other than English and who have sufficient difficulty speaking, reading, writing and understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in *N.J.S.A. 18A:35-15 to 26*. This term also means the same as English Language Learner (ELL) which is the term used by the Federal Government. This field should contain a Y if the student is deemed to be ELL.

10. Resident District — The purpose of the resident district number on the enrollment page is to easily identify tuition students and their sending district(s) for the annual ASSA report. Therefore, this column should only be completed for tuition students and school choice students. The resident district of all other students may be left blank.

A tuition student's resident district is the district where the student lives. The resident district code is the unique set of identification numbers assigned by the Department to each district and school. The codes are available in each school office.

The resident district for a homeless child whose parent or guardian temporarily moves from one school district to another is the district in which the parent or guardian last resided prior to becoming homeless. This district shall be the resident district for as long as the parent or guardian remains homeless.

11. Tuition Code — The tuition code indicates the source of payment for a tuition student and is used for the annual ASSA report. The tuition codes are:

- 1—Paid by a school district
- 2—Paid by parents
- 3—Paid by state institutions or other agencies
- 4—Tuition free: child of a teaching staff member
- 5—Tuition free: all other tuition free students except codes 4 and 6
- 6—Enrolled in the districts' school choice program.
- 7—Charter School Students: Tuition based on resident district of the charter school.

12. Entry Status — The enrollment for an individual student is defined as the entry status and is a means to assure that all students are assigned a code the first day of school. The date of the entry status is:

- the first day of each school year for returning students
- the first date of attendance for students entering the school for the first time
- the date that a transfer card is received for a transfer student.

The appropriate E or R code must be entered for each student on or before the first school day of the year in each register. The date of the entry status will be the first day of school. Most pupils enrolled at the opening of school will be coded as:

E1 = original entry

RI = re-entry from within the same school

R2 = re-entry from a public school within the district

A student enrolled as RI, based on the previous year's promotion or retention list, who is not present on the first day of school, must remain enrolled in the register and marked absent in the daily attendance section of the register.

A student who transfers into the school during the summer shall be recorded in the register at the beginning of the school year with the appropriate R code in the entry status column. The date of the register transaction is the first day of school.

A student who transfers into the school during the school year must also be given an entry status code. In this case, the register transaction date is the date that the student's transfer card is received. If the student does not attend the day that the transfer card is received, he or she must be counted absent until his or her first day of attendance. The student's permanent record must be requested from the prior school within the first two weeks of enrollment.

13. Charter School Status (for use by resident district only)

Five columns have been added to accommodate the students attending a charter school from your school district. All students must have an original entry in the school register.

- **Charter School/School Choice Code:** Once the school district is officially notified by the charter school that the student is enrolled and attending the charter school, the transfer code TC, transfer to the charter school, should be used to track the student going to the charter school.
- **Date:** The first day of the students' attendance in the charter school.
- **Charter School Name:** Name of the approved charter school.
- **Charter School Location:** Location of the approved charter school.
- **District Assigned School:** If that student were attending the schools in the resident district, what would the specific school assignment be for that student.

14. School Choice Program (for use by choice district only)

The district must maintain enrollment and attendance records for students who participate in the interdistrict public school choice program. Students must be identified and recorded in the regular school register for the program in which they are enrolled. All students must have an original entry in the school register.

The existing school register columns, including the Charter School/School Choices status grouping, will be utilized to accommodate students attending the choice school program.

- **Charter School/School Choice Code:** The choice district will code a school choice student with SC and will be used to track the students in the school register.
- **Resident District:** Once the student has been identified as a choice student, the choice district would enter the code for the district in which the student resides in the column provided. The resident district code is a unique set of identification numbers assigned by the Department to each district.
- **Tuition Code:** The receiving district is to identify choice students. Tuition code 6 will be used for this purpose. This classification, as with all tuition codes, are used for the annual ASSA report.

15. Transfer Out, Dropout, Re-entry—Except for the initial entry or re-entry of a student in this register, the dates of all subsequent transfers, dropouts and re-entries are reported in these columns. The change must be documented by the appropriate code and corresponding date.

The code and date columns identify changes in participation status. If a student transfers within the same school or to another school or to home instruction, the appropriate T code must be used. If a student drops out, is expelled, moves without notification etc., the appropriate D code must be used. Each transfer out and dropout code must be dated one day after the student's last day of attendance.

When a student re-enters from another school or after dropping out, the code date is the student's first date of attendance.

16. Final Status—At the end of the year on the day following the last day of school, all students must be given a final status code. This code transfers the student to another register for the next year or shows that the student graduated from 12th grade.

Students recorded with a T1, T2, TC or TD code must be entered in the appropriate district register for the following school year. Students graduating from the 12th grade are recorded with a L on the day after the last day of school. The date of the final status code must be the last day of school for students enrolled at the end of the year.

The code and date of students who transferred out, dropped out or withdrew during the year should also be repeated in the final status column. The purpose of the final status column is to assure that all students are accounted for on the last day of school and can be tracked for re-entry the following year.

2.11 A Summary List of Enrollment Record Codes

1. Entry and Re-Entry Codes

Code	Definition
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|-----|--|
| E1 | Original entry for the United States—A student, who for the first time in the United States or its outlying areas, enters any public or nonpublic elementary or secondary school. |
| R1 | Re-entry from within the same school—A student received from another class within the same school in which the student was previously entered in a different register regardless of program type. |
| R2 | Re-entry from a public school within the district—A student who was previously enrolled in another public school within the same district. |
| R3 | Re-entry from a nonpublic school in the state—A student who was previously enrolled and attended a nonpublic school in the state. |
| R4 | Re-entry from another public school within the state—A student who was previously enrolled in another public school outside the district. |
| R5 | Re-entry from the same class in the same school—A student who returns to the same register after officially leaving due to expulsion or after dropping out of school and who has not been enrolled in any other school or program of instruction during the intervening period. This code should be used when the last code for the student was a dropout code. This includes students who drop out for a physical, mental or emotional disability who do not receive home instruction or individual instruction from a state or county institution. |
| R6 | Re-entry from a school in another state—A student received directly from a public or nonpublic school in another state. |
| R7 | Re-entry from another country — A student received directly from a school in another country having previously been a student in a school in the United States or the outlying areas. |
| R9 | Re-entry from a state or county institution for incarceration—A student returning to the regular register after receiving individual instruction in a state or county institution. |
| R10 | Re-entry from an institution for treatment of a physical, mental or emotional disability—A student returning to the regular register after receiving individual instruction in an institution. |
| R11 | Re-entry after requesting a transfer but never having attended another school—A student returning to the regular register after being recorded as a transfer but who did not actually attend the new school. This code should only be used if the last entry for the student in the register was a transfer code. |
| R12 | Re-entry from parental instruction—A student returning to the regular register from parental instruction. |
| R13 | Re-entry from charter school—A student returning to the resident district from a charter school. |
| R14 | Re-entry from choice school—A student returning to the resident district from a choice school. |

2. Transfer Codes

Code	Definition
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|----|--|
| T1 | Transfer within the same school—A student to another register regardless of program type within the same school. |
| T2 | Transfer to another public school or class within the district—A student transferred to any other public school or class within the same district. |
| T3 | Transfer to a nonpublic school within the state—A student transferred to a nonpublic school within the state. This includes preschool or nursery programs. |
| T4 | Transfer to any public school outside the district—A student transferred to any other public school outside the district and within the state. |
| T6 | Transfer to a state or county institution for incarceration— Transfer to a Juvenile Justice Commission (not including Juvenile Detention Centers) or Department of Corrections institution for incarceration where individual instruction will be provided by the institution. |

- T7 Transfer to an institution for treatment of a physical, mental or emotional disability— Transfer to a Department of Children and Families institution for treatment of a physical, mental or emotional disability where individual instruction will be provided by the institution.
- T8 Transfer out of the state or country—A student transferred to a public or nonpublic school or institution out of the state or country.
- T9 Transfer to a parental instruction—A student transferred to an equivalent program of instruction provided by parents.
- TC Transfer to charter school—A student transferred to charter school upon official notification or attendance
- TD Transfer to choice school—A student transferred to choice school upon notification of attendance.
- TA Transfer to alternative adult education for high school diploma—The student must be 20 years of age or younger.
- TP Transfer to private facility—A student transferred to a private facility for treatment which provides instruction.
- TR Transferred to a renaissance school

3. Dropout Codes

Code Definition

- D3 Dropout: Physical, mental or emotional disability—A student who ceases to attend for a physical, mental or emotional disability who is not transferring to a state or county institution for individual instruction in order to continue or complete the prescribed program of studies for graduation.
- D4 Dropout: Dissatisfied with school—A student who ceases to attend because of a behavioral or academic difficulty before completing the prescribed program of studies for graduation. The reasons include difficult student/staff relationships, lack of appropriate curriculum, or dislike of one or more aspects of the school experience.
- D5 Dropout: Economic necessity and/or entered employment—A student who ceases to attend school for economic or employment reasons before completing the prescribed program of studies for graduation. The reasons may be one or more of the following: needed at home, encouraged by parents to leave school, inability to pay expenses associated with school attendance, seeking employment or had accepted employment.
- D6 Dropout: Married and/or pregnant—A student who ceases to attend because of marriage or pregnancy before completing the prescribed program of studies for graduation.
- D7 Dropout: New residence, school status unknown—A student who requested a transfer to a new school for relocation to a new residence but whose school status is unknown because the student did not attend the new school.
- D8 Dropout: Reason unknown—A student who ceases to attend, is absent for more than ten days and whose whereabouts and school status is unknown.

4. Other Reasons for Ceasing to Attend Codes

Code Definition

- D1 Expulsion by the board of education—A student who is ordered to leave school based on a legal action by the board of education.
- D9 Death of a student
- D10 Not of Legal School Age—A preschool student is no longer attending school because of a preschool handicap declassification or a child whose age is below the compulsory attendance age ceases to attend for any reason.
- D11 Student reached maximum age, did not graduate.
- PPE Parentally Placed Exited – This code is used for a student who was parentally placed in a sectarian or non-sectarian private school within the submitting district and was eligible for special education and related services. The code should be used when the student is no longer eligible for special education and related services or is no longer attending the sectarian/ non-sectarian school within the submitting district.

5. Graduation Code

Code Definition

- L Graduation Code — This code is used to officially remove a student from the register because the required program of instruction for graduation has been completed.

6. Tuition Codes

Code	Definition
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|---|--|
| 1 | Paid by a school district |
| 2 | Paid by parents |
| 3 | Paid by state institutions or other agencies |
| 4 | Tuition free: child of a teaching staff member |
| 5 | Tuition free: other tuition free students except code 4 (teaching staff) |
| 6 | Enrolled in the districts' school choice program. |
| 7 | Charter School Students: Tuition is based on resident district of the charter school |

Chapter 3: The Attendance Record

3.1 Overview

The attendance record is a daily log of each enrolled student for the approved program of instruction which shows whether a student is present, absent, or has a state-excused absence for the approved program of instruction. (A state-excused absence is defined in the [Guidance for Reporting Student Absences and Calculating Chronic Absenteeism](#) and in section 3.2, item 6 of this document.) The attendance record is also supporting documentation for the enrollment record.

The attendance record is a daily accounting of each enrolled student that verifies their continuous enrollment and participation in school. Consequently, it is the school's responsibility to monitor each student's attendance by investigating a student's school status within 10 days of the first date of absence.

3.2 General Attendance Rules and Requirements

1. A day of attendance, or a day present, is defined as a day when the school is officially open and a student is present for the required number of hours under the guidance and direction of a teacher engaged in the teaching process.
2. A full-day kindergarten and a half-day kindergarten or preschool are both counted as a full day for number of days open and attendance for purpose of calculating average daily attendance.
3. A state-excused absence is for religious observance, a college visit (up to 3 visits for 11th and 12th grade students), Take Our Children to Work Day or other rule issued by the Commissioner, participation in observance of Veterans' Day (*N.J.S.A. 18A: 36-13.2*), board or election membership activities (*N.J.S.A. 18A: 36-33*) or closure of a busing district that leaves a student from transportation to a receiving school. A state-excused absence does not include illness, quarantine, suspensions, extended family vacations, homelessness or other prolonged absence.

The basis of the New Jersey School Register, the 'Student Attendance and Accounting rules (*N.J.A.C. 6A:32-8*)', is intended to facilitate the necessary federal reporting requirements of enrollment and attendance imposed on each state. The rules on unexcused absences are codified at *N.J.A.C. 6A:16-7.6(a)3* and clarify that district board of education policies must include a definition of unexcused absences that count towards truancy. The board of education action requirement in *N.J.A.C. 6A:16-7.6* does not change the requirements for reporting attendance in the NJ School Register pursuant to *N.J.A.C. 6A:32-8* as authorized by *N.J.S.A. 18A:36-14* through 16.

4. A state-excused absence, as described in item #3, may be deducted from the number of possible days of attendance (or cumulative days in membership). However, a state-excused absence cannot be counted as a day of attendance (or day present) in the school register. This means that a state-excused absence does not penalize the student and does not adversely affect the school's ADA or chronic absenteeism rate.
5. It is important to note that schools/districts can have local determinations of "excused" and "unexcused" absences for the purposes of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit, pursuant to *N.J.A.C. 6A:16-7.6*. School districts can take any and all action authorized by their policies and procedures when categorizing these absences. However, a school must report student attendance to the NJDOE in accordance with the guidelines in this document. For State reporting purposes, a student can only be recorded as present or absent on a possible day of attendance (day in membership). Therefore, a student with an "excused" absence per local decision must be marked absent when reported to NJDOE. The only exception is that a school may have a day in session that would not be counted as a day in membership for a particular student based on the five allowable reasons defined above.
6. A student is either present, absent, has a state-excused absence, or is receiving the adequate amount of home instruction when school is officially open, and he or she is not officially enrolled elsewhere.
7. The attendance of each enrolled student in a school register must be recorded by a teacher or other authorized person each day that school is in session. If a central or computerized register is used, each classroom teacher must keep a separate record of attendance.
8. Attendance must be recorded in the register only for students who are actually present before the close of the school day while the students are assembled.
9. A student who has been placed on home instruction must have his or her attendance status recorded on the regular register attendance pages for the program in which the student is enrolled. For the period beginning the first day the

student is unable to attend school and ending the day before the first instructional day at the student's place of confinement, the student must be marked absent. On the first day that home instruction is provided, a code should be used to indicate that the student is receiving home instruction (see section 3.4). This code should be used until the student returns to school. No absences will be recorded for the student while on home instruction, providing the hours of instruction are no less than required by *N.J.A.C. 6A:14-4.8* and *4.9* for a student receiving special education or *N.J.A.C. 6A:10-2* for a general education student. The number of possible days of enrollment for a student on home instruction will be the same as for other students in the program in which the student is enrolled.

10. Each student's attendance should be monitored so that a student is not absent for 10 days or more without an investigation of the reason. The school must make a good faith effort to determine the reasons for the absence or the student's school status. A student who has been absent more than 10 days for an unknown reason must be reported as a dropout.
11. A transfer student must be enrolled on the date that the new school receives the transfer card and recorded as present or absent each day thereafter. If the student does not attend within 10 days, the new school must investigate the reason for the absence.
12. The register does not record tardiness. If a student is tardy in the a.m. session or the p.m. session, this information must be kept in a separate attendance book maintained by the teacher.
13. A shared-time class is counted as a full day each day for the number of days open but each student is either $\frac{1}{2}$ day present or $\frac{1}{2}$ absent.

3.3 Recording Attendance for a Full or Half day

A full school day, or a day in session, is four or more hours of actual class time. The four hour rule applies to all grades except preschool and an approved half day kindergarten. One continuous session of two and one-half hours for preschool or for a half day kindergarten class constitutes a full school day.

A shortened school day is the equivalent of a full school day only if the class(es) is in session for four hours or more, exclusive of recess periods or lunch periods.

The requirements for recording a full day present and half day present apply to the individual student not to the class. To determine if a student is present a full day or a half day, the following must be considered:

1. **Two sessions**—a required program of instruction of four or more hours which is in session during the morning and the afternoon with a break between sessions. A two session school is the most common type.

To be present one full day, a student must be present at least one hour during the morning and at least one hour during the afternoon session; or at least one hour during any afternoon session and at least one hour during any evening session for twilight programs.

A student must be present at least one hour during any morning, afternoon, or evening session to be recorded as present one-half day.

2. **Split sessions**—whenever over-crowded conditions make it necessary to hold two separate sessions (morning, afternoon or evening) with a different group of students in each session, the required number of hours (four or more) of either session is the equivalent of a full school day.

A student must be present at least two hours to be recorded as present for a full day. In a split session, it is not possible to be recorded as present one-half day.

3. **One session**—a required program of instruction of at least two and one-half hours for preschool or a half-day kindergarten and four hours for all other program types during one of the following: morning, afternoon, or evening. A student must be present at least two hours to be recorded as present for one full day. In a one session program, it is not possible to be recorded as present one half day.

A half-day a.m. kindergarten and a half-day p.m. kindergarten should be kept in one register and must be reported at the end of the year as *one total* for days open, number of possible days and number of days present.

4. **Half-day kindergarten or preschool**—a required program of instruction of one continuous session of two and one-half hours for preschool or half-day kindergarten class constitutes a full school day. A student must attend at least one hour to be counted present. It is not possible to be recorded as present one-half day.
5. **Shared-time students**—students who attend two different schools in one day for a half school day each; for example, students who spend a half-school day in an academic high school and a half school day in a county vocational school

are enrolled in the high school register under the program type, grades 9-12, and also in the appropriate county vocational school register.

For shared-time students, the “possible number of days of attendance” counts each day of attendance as a ½ day. Shared-time students are either counted each day as ½ day present or ½ day absent. (A shared-time student must attend at least one hour to be counted present.) At the end of each month, days present and days absent are summarized as ½ days. For example, the attendance summary for one month (20 days) for a shared-time student: 10 possible days, ½ days present, ½ day absent.

The attendance for shared-time students and full time students must be kept in one register by program type because the year-end data must be reported as a total for full-time and shared-time students. However, the enrollment record has a box that must be checked to identify each shared-time student. This will help count students for the ASSA report and will also highlight shared time students for attendance purposes.

In addition, all full-time students may be grouped and recorded first on the enrollment page(s) followed by all shared-time students grouped at the end of the enrollment page(s). Shared-time students may also be kept in a separate section of the same register.

3.4 Instructions for Completing the Attendance Record

Attendance is summarized for all students as full days. In kindergarten and preschool classes with one session, compute totals as if students had been present a full day. In high school classes holding one daily session of at least four hours, compute totals as if students had been present a full day.

1. The name of the month must be completed on each monthly page as well as the dates under the days of the week.
2. The school term begins on the first day the school is in actual session. Each day the school is closed for any cause, including holidays, teachers’ institutes and inclement weather must be shown in the column under the date. Draw a continuous vertical line through the attendance box for each student each date that the school is closed.
3. The attendance record must support the enrollment record. Draw a continuous horizontal line through each date that an individual student is not enrolled or after a student officially leaves or is transferred.
4. If a student attends, leave the space blank.* Absence, state-excused absence and home instruction should be recorded using the following codes:

1. A full day’s absence

2. Absent-never attended

3. State-excused absences are limited to the following:

- a religious holiday,

- Take Our Children to Work Day,

- participation in observance of Veterans’ Day or Board of Election membership activities;

- closure of a busing district leaving students without transportation to receiving district,

- college visits (limited to a maximum of three days per year for 11th & 12th graders)

- or, other rule issued by the Department of Education Commissioner.

5. A half-day’s absence

7. Home instruction

5. After the last session of school on the last school day of each calendar month, the totals for each student must be recorded in the proper summary columns on the attendance pages as follows:
 - “Possible number of days attendance” (column 1) shows the total number of days each student was enrolled and might have attended school. A day coded as “3” (state-excused absences) must not be counted as a possible day of attendance. (This is referred to as “days in membership” in NJ SMART.)
 - “Number or days present” (column 2) shows the exact number of days each student was in actual attendance or receiving home instruction. A day coded as “3” must not be counted as a day present. (This is referred to as “days present” in NJ SMART.)
 - “Number of days absent” (column 3) shows the exact number of days each student was not in attendance, from the date of entry or re-entry to the date of an official leaving. A day coded as “3” does not count as a day

of absence since it is not a possible day of attendance or day in membership. (This element is not collected in NJ SMART.)

6. After the attendance of each student for the month is entered in the summary columns, each summary column must be totaled to determine: the total possible days of attendance, the total number of days present and the total number of days absent for all students. The total possible days of attendance must equal the sum of the total days present and the total days absent.
7. To verify the accuracy of the summary totals for all students, check the number of absent students for the month. To do this, add the number of students absent each day by counting the absentee boxes vertically and placing the total in the box labeled "total days absent" (per day). Compare the total of those boxes to the total for the column labeled "No. of days absent" (per student). If those totals agree, the calculation for the month is correct.
8. Record the monthly totals in the proper columns of the "Monthly Attendance Summary" at the back of the register.

*Shared-time students are counted as half days for present and absent.

Chapter 4: The Year End Report

4.1 The Monthly Attendance Summary

The Department collects register data from each school district at the end of each school year. The Department will collect register data three times a year from a charter school on October 15, February 15 and the end of the school year. At that time, each school district must report a summary of the attendance record. The summary is the total number of days that each grade or program operated, the total number of possible days of attendance and the total number of days that students were present. These register totals are used to calculate average daily attendance (ADA) and average daily enrollment (ADE).

All schools must be in session a minimum of 180 days. However, a school may offer one or more grade or program for more than 180 days. Program types which are the same but operate a different number of days must be reported separately. Use a separate monthly attendance summary box for each grade or program that is the same but operates a different number of days.

The ADA or ADE is used by the Department to determine each school district's funding amounts for federal programs, their tuition rates for students attending from out of the district and their per pupil spending for specific reports. The Department also uses ADA to evaluate a school's performance as part of the monitoring process.

4.2 Directions for Completing the Monthly Attendance Summary

Use one summary section for each individual grade or program. An exception is kindergarten and preschool which should each combine full-day and half-day programs. Also, county vocational schools must delineate by regular and special programs as reference in Section 1.3

Add each column of the Monthly Attendance Summary to calculate the total days open, the total possible days of attendance and the total number of days present. All totals should be summarized as whole numbers by rounding up to the nearest whole day. These totals will be reported on the School Register Summary form.

The register must be reviewed at the end of the year by the principal, board secretary, superintendent or a person authorized to certify that the register has been kept according to statute and code. The certification must be signed on the monthly attendance summary.

4.3 The School Register Summary and NJ SMART End of Year Submission

Five days after the close of school, the monthly attendance summary for each register must be summarized by grade or program and reported on the School Register Summary form. All totals on the summary form must be reported to the nearest whole day.

The chief school administrator of each district must collect the summary forms from each school, verify their accuracy and submit the summary information for the district to the Department through the School Register Summary electronic data collection.

The Department will use the data of the School Register Summary to calculate:

- total days open
- total number of days present and absent
- the average daily attendance (ADA)
- the average daily enrollment (ADE)

The Department will calculate the totals for each individual school building and then for all buildings to produce a grand total for each school district. Each school district will then receive a follow-up register summary report of their ADA and ADE from the Department.

In addition to completion of the School Register Summary, the Department will use data in NJ SMART to calculate:

- cumulative days in membership
- cumulative days present
- chronic absenteeism rate

The Department will calculate chronic absenteeism rates for each individual school and then for all schools to produce a grand total for each school district.

This revised reporting procedure eliminates the school district's requirement to report ADE for tuition purposes on the "Annual Report-Ratio Information."

Beginning in the 2004-2005 school year, four new summary screens were added to the School Register Summary ("SRS") Data Collection application. These screens were necessary for reporting required subgroup participation rates to the Federal Government, in compliance with the "No Child Left Behind" regulations. These four subgroups were Low Income, ELL, IEP and Race. The days possible and days present for all pupils in the district must be additionally summarized by these subgroups. Edits will be added to the SRS to ensure that the totals for each of these 4 screens are equal to the total entered for the district summarized by grades and self-contained programs.

Penalty

New Jersey Statutes (*N.J.S.A. 18A:7F-9*) provides that no state aid shall be paid to a school district which has not provided school for at least 180 days during the preceding school year, unless the Commissioner, for good cause shown, remits the penalty.

Each school district, which has grounds to request that the Commissioner remit the penalty for operating less than 180 days, should make their request as soon as possible. The request should be accompanied by all the data necessary to enable the Commissioner to make a determination and should be submitted in time for the Commissioner to act before the close of the school year.

School districts should not assume the penalty will be remitted. Each request will be examined individually and decided on its merits in light of all circumstances. It is reasonable to expect that a district which provides extra days in its calendar for unforeseen emergencies will receive greater consideration than a district which does not make that provision.

Documents

If you require an electronic copy of any of the following documents, please email SRShelp@doe.nj.gov:

- "Student Transfer Card;"
- Sample completed "Enrollment Record" form;
- Blank "Enrollment Record" form; or
- "Monthly Attendance Summary" chart for recording attendance by hand on a hard copy.