



This resource is meant to support districts and schools in understanding the situations when schools may count students as **present for attendance reporting**. This document has two sections. The first section focuses on the collection of attendance data and how to report data in the ODE Regular Attender data collection. The second section addresses questions related to entering attendance data based on specific student circumstances.

General best practices for students when absent: This FAQ is not intended to address best practices for schools in responding to student absences. When a student is absent, school personnel should reach out with care, identify barriers, and partner with families to help support regular attendance. For tools, strategies, and ready-to-use communication resources, visit ODE's [Every Day Matters webpage](#).

Attendance reporting through the ADM data collector (to ODE):

These are just a few of the topics and scenarios related to reporting ADM data to ODE. Please refer to the ADM Manual located on the [ADM Data Collection webpage](#) for specific, more detailed information on circumstances not covered here or Ode.Helpdesk@ode.oregon.gov.

How are students counted in the Regular Attenders rate, and what attendance information does ODE collect from districts to calculate it?

Regular Attenders is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year.¹ Students included in this rate must also be enrolled on the first school day in May and have been enrolled for at least 75 days by that date. Districts submit whole or half days present or absent to ODE at four points each year. ODE does not collect daily attendance records, tardies, or make distinctions between excused and unexcused absences, only days present or absent.²

What is the basic rule for counting a student as “present”?³

If a student is present for more than half the instructional period⁴ (measured in half days when reporting to ODE), then this would count as present, even if the Student Information System (SIS) marks them as “late.”

For full-day students (1.0 FTE) students:

- At least 51% of the first half of the school day

¹ Hourly programs such as tutorial instruction, including college coursework, postgraduate scholars, group instruction, employed minors, etc. are not included. See ODE's [Regular Attenders Validation Guidance](#)

² [Calculating Regular Attendance](#)

³ [Cumulative ADM Manual](#), p. 66

⁴ Instructional period is not equivalent to class period. In this document, instructional period is used to refer to the total amount of time a student would be receiving instruction

- At least 51% of the second half of the school day

For half-day Students (0.5 FTE):

- If a 0.5 FTE student attends at any time during the day, the student is counted as present for the full day.
- Students in half time programs should be reported as whole days present/absent and are counted as present for the entire day if they are present for any portion of that day.

What if a student is taking college courses off campus (dual credit or Expanded Options)?

Schools are encouraged to provide a variety of learning options, including college-level coursework, as part of a well-rounded education. Concerns about attendance reporting should not prevent schools from offering these opportunities.

Districts receive ADM funding for students enrolled in off-campus college coursework through Dual Credit or Expanded Options. However, attendance is only taken and reported for the portion of the student's schedule that is provided and supervised by the district. When college coursework occurs off campus and is not delivered or supervised by the district, the school does not take attendance for that instructional time. This instructional time does not generate days present or absent and is not included in the calculation of the regular attender rate. Thus, they *do not impact the regular attender rate* for the time they are taking off-campus courses.

If a student's schedule includes both school-based instruction and off-campus college coursework, the student may be reported using multiple ADM program codes (for example, Code Type 1 for school-based instruction and Code Type 12 for off-campus coursework). Attendance is recorded in the Student Information System for only Code Type 1 coursework (provided and supervised by the school). When classes are taken off campus, attendance is not taken at the school and does not generate days present or absent.

Example: A high school student is enrolled in:

- Morning classes at the high school (English and Math), and
- An afternoon college course off campus through Expanded Options.

In this example, the high school takes attendance only for the morning classes it provides and supervises. The off-campus college course does not generate attendance records for the high school. The student's attendance rate is calculated only based on their attendance in the high school classes. The student is not automatically marked present for the full day because of college enrollment, nor are they marked absent for the time spent in college coursework.

How is attendance counted for students who receive instruction through online or other remote instructional models offered by a district?

Schools and districts that offer online and remote instructional models to students are still responsible for providing a comprehensive education to students (e.g. alignment content standards, educator qualification, instructional time, comprehensive school counseling, etc.). The critical requirements for these types of instructional models are described in ODE's Online and Remote Learning Guidance.⁵

For online and remote instructional models, presence is demonstrated through participation and substantive interaction as outlined in ODE's [Cumulative Average Daily Membership Manual](#). "Remote" instruction includes online, virtual, and non-internet based models (such as a written curriculum).⁶ A student is considered present for the instructional time assigned to them that day. Attendance should be demonstrated in a set 24-hour window that the school establishes and communicates to families prior to the school year. Schools may set the 24-hour window, even across calendar days. For example, a school could set a 24-hour window from 8 a.m. to 7:59 a.m. the next day.⁷ This helps make attendance consistent and helps students and families clearly understand what's expected during asynchronous learning.

Students are considered present when, within the school's established 24-hour attendance window, they:

1. Participate in instructional activities, and
2. Have at least one substantive interaction with a licensed or registered teacher, or with educational assistants, paraprofessionals, or TAPP family advocates who support meaningful learning or attend to student well-being.

The remote/online learning guidance provides the following guidance for districts related to online and remote learning: **Evidence of a [substantive interaction](#)**⁸ includes any of the following or reasonable equivalents:

- Active participation in a video class;
- A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email;
- A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Example: An elementary student receives quality instruction through a non-internet-based remote model. During the school's established 24-hour attendance window:

- The student completes teacher-designed paper-based materials, **and**

⁵ [Online & Remote Learning Guidance Critical Requirements and Design Indicators](#)

⁶ School districts and public charter schools that operate remote instructional models must still comply with requirements for instructional time. These requirements can be found in [OAR 581-022-0102\(30\)](#), [OAR 581-022-2320](#), and [OAR 581-022-2263](#). Also see the chart on page 47 of [ODE's Online and Remote Learning Guidance](#) for more information on how instructional time and attendance requirements intersect.

⁷ [Online & Remote Learning Guidance](#), Appendix B

⁸ [Cumulative ADM Manual, 2025-2026](#), page 49

- A family advocate conducts a sustained phone call with the student's caregiver to review the work and provide instructional support.

In this example, the instructional activities were completed and there was a substantive interaction that supported meaningful learning. The student may be counted present for that day, even though no online platform was used.

Does time at school outside of the official school day count as present?

No. Only time within the official school day counts toward being present. School-sponsored evening events, after-school tutoring, games, or activities do not count toward the Regular Attender calculation. Also, students cannot make up for an absence for state reporting purposes. The ODE attendance report is based on whether the student was present during the official school day for the required portion of instructional time.

What if a student is on a modified program or abbreviated school day?

The student is present or absent based on the portion of the day the district has formally defined for that student's program⁹. Schools calculate attendance based on students attending 51% or more of the scheduled day.

Attendance taking and reporting at the local level

Does participating in school-sponsored activities count as present?

Yes, if the activity occurs during the official school day. Time spent in school-sponsored extracurricular activities, including travel, counts as time present when it occurs during the official school day.

This can include:

- Competitions and athletic events
- School-sponsored field trips
- School-sponsored performances
- Travel time during the school day
- Tribal educational activities
- Assemblies or in-school events like career fairs
- Students enrolled in credit-bearing work experience, internship, or practicum¹⁰

If a student is tardy to class, are they present?

Attendance is reported by day, not by individual class periods. Whether a student is considered present depends on how much of the school day the student attends, and how the district defines partial-day attendance.

⁹ [Cumulative ADM Manual, 2025-2026](#), page 67

¹⁰ Refer to the [Cumulative ADM Manual](#) for qualifications and clarification

High school example:

If a student is tardy to one class period (for example, arriving late to first period) but is present for more than half of the instructional day, the student may be marked present for the day.

Tardies to individual classes may be tracked locally for school purposes, but they do not determine daily attendance status reported to the state.

What if the school bus arrives late and students miss part of the morning because of district or school transportation issues?

Students delayed because of district transportation issues are considered to have attended the portion of the day they were present. Districts and schools should not mark students as unexcused tardy or absent due to school-based transportation delays. Districts are encouraged to adopt local policies or procedures that clearly address how tardies resulting from district transportation delays are recorded, to ensure consistency and avoid penalizing students for circumstances beyond their control.

What if a student is out of class but in the school building for disciplinary reasons (e.g., sent to the office or in-school suspension) — are they present?

If the student remains on campus for an in-school suspension, and is under the supervision of school personnel, then the student is present, even though they are removed from class. An out-of-school suspension is an absence.

If students leave class to see the counselor or visit the school-based health center, are they present?

Yes. Students are attending school and present when students are under the guidance and direction of school staff, including counselors and other school-based providers like school nurses.

What about students attending appointments that the school arranges and transports them to?

Students are present if:

- The activity/appointment is school-sponsored, and
- It occurs during the official school day.

Examples of activities that may count as present:

- An appointment that is part of an IEP service.
- A district-arranged health appointment (including mental or behavioral health) on or off campus.
- Any school-scheduled service that is part of the educational program.

What about family-scheduled medical or dental appointments?

Students who are absent to attend a medical appointment are considered absent for reporting purposes even if the absence is excused. Excused absences, including mental health days, still count as absences for state reporting.

What if a student is participating in an appointment with a community provider who is housed inside the school?

If the provider is working as part of a school-coordinated program, then students are considered present when they receive those services, even if they are not in a classroom. If the appointment is not school-sponsored, it is treated like any other excused medical appointment. The student would be counted absent, even if the absence is excused.

How can schools and districts be flexible in supporting students, such as offering online or remote options, during emergencies or when students can't attend in person?¹¹

Schools and districts can offer remote or online instructional options to help students stay connected during emergencies, during a prolonged absence, or when they cannot attend in person. When students participate in a remote instructional model, attendance can be counted when the student engages in substantive and meaningful interaction with licensed or registered teachers, or with educational assistants, paraprofessionals, or TAPP family advocates. See evidence of a substantive interaction above (page 3). The remote instructional model must be designed intentionally to ensure that students receive comprehensive and high-quality instructional experiences.

What if I have specific, detailed inquiries?

Questions related to best practices related to attendance improvement | ode.eii@ode.oregon.gov

Questions related to attendance reporting in ADM:

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Questions related to Regular Attendance calculation:

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Questions related to ADM enrollment reporting, ADI:

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¹¹ In times of heightened immigration enforcement, students and families face unique circumstances that may impact regular attendance. See this resource for ways school leaders have flexibility to provide support needed for learning. See [Guidance for Supporting Oregon's K-12 Public School Students During Heightened Immigration Enforcement](#)