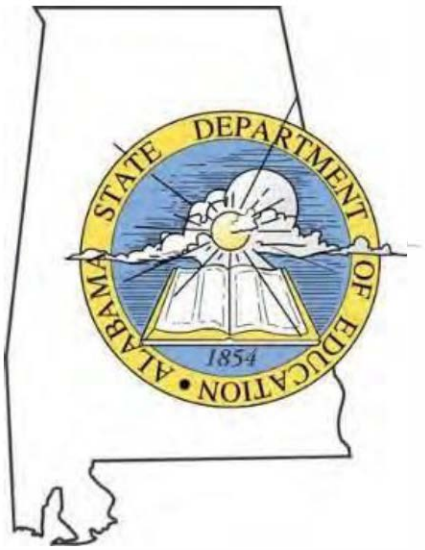
*Amended 9-1-23, page 103 Appendix F

ALABAMA
ATTENDANCE MANUAL

2023-2024



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Instructional Services Section
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FOREWORD

The correlation between school attendance and student learning is undeniable, and schools must use every resource, advantage, and opportunity available to ensure families understand the importance of school attendance as it relates to the student's success. As we continue to recover from the effects of the COVID-19 pandemic, we are learning all over again the effectiveness of face-to-face instruction and are reminded of the single most important factor in a student's success: an effective teacher. The attendance officer should seek to provide an appropriate blend of compassion and accountability for families and students in order to maximize time in the classroom, ultimately giving our teachers the greatest chance to ensure student growth and achievement.

The State of Alabama is resolved in continuing its efforts to support schools in increasing student attendance as outlined in the Alabama Every Student Succeeds Act (ESSA) Plan. The Alabama ESSA Plan and applicable correspondence may be viewed on the ALSDE website, alabamaachieves.org. The Alabama Attendance Manual serves as guidance for each local education agency (LEA) to ensure clear expectations for student attendance, attendance reporting, and supporting services/interventions that have a positive impact on attendance.

This manual was developed by your colleagues across school districts and communities in Alabama to provide updates on Alabama Code, PowerSchool Student Information System, and resources/procedures in relation to student attendance. Any manual is only as effective as those responsible for its implementation. Therefore, I challenge each of you to become knowledgeable of the information provided herein and to consistently enforce the contents with integrity. Collaborate with your peers both locally and at the state level and engage your local judicial officials in forward-thinking and proactive approaches.

Preventing chronic absenteeism has become a greater need than ever, and Local Education Agencies, students, families, and communities must continue to work together to increase student attendance. Clarity must be a priority, as accountability measures for both parents and schools are often misunderstood causing attempts to help may fall short of their intended goal.

Remember, it is imperative that each of us do what is best for every child, every chance, every day!

INTRODUCTION

The material presented in this publication is the first step in the development of local attendance policies and procedures. This manual represents an attempt to organize information from various sources such as state laws, Alabama State Board of Education policies, committee recommendations, legal opinions of the Attorney General, interpretations of school laws by the State Superintendent of Education, and local education agency policies and procedures.

This **2023-24 Alabama Attendance Manual** provides guidance for involving the role of the Attendance Officer/Supervisor as an integral component in this process. The manual's goal is to provide guidance to support equity, consistency, and accuracy in the attendance reporting of Alabama students. Additionally, this document will assist the Attendance Officer/Supervisor: (1) to understand the role within the model of a comprehensive learning supports system and (2) to share relevant knowledge required to efficiently operate within the local education agency (LEA).

Disclaimer: This material is primarily for reference for Alabama public schools. It should be complemented by local board policies and procedures. It does not substitute for the advice of local board counsel. Please refer to Resource section of this manual for a copy of the Alabama Compulsory Attendance Laws.

2023-2024 Attendance Committee

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Alabama State Department of Education, Eric G. Mackey, Ed.D., State Superintendent of Education

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ATTENDANCE

Attendance is often a key barometer of a student's connection with schooling. Most students who eventually drop out, first stop attending school on a regular basis. In the year before dropping out, it is common for students to attend school less than 70 percent of the time. Chronic attendance problems often start in elementary school, and a pattern of non-compliant behavior begins.

Research shows that attendance is eight times more predictive of failure than prior test scores. It has clearly been identified through data analysis that attendance is a major if not the biggest, factor impacting our students academically and behaviorally. The Juvenile Justice Act of 2008 requires educators to align and monitor appropriate interventions before processing a student through the court system.

The Attendance Officer is an integral member of the Alabama Multi-Tiered Support System (AL-MTSS) designed for all Alabama schools in support of student success. This process involves a "problem-solving team" allowing the Attendance Officer an opportunity to share pertinent information about identified students at risk of school failure due to poor attendance.

The registrar, principal, and school nurse also play a major role in support of student success regarding attendance. Identified tasks, not all-inclusive, are shared in this document. When fully implementing a multi-tiered support system, the wrap-around services provided by all stakeholders such as nurses, principals, registrars, counselors, school social workers, mental health specialists, school improvement specialists, and community agencies enhance the opportunities for students to excel by removing barriers impeding academic and behavioral success.

NINTH-GRADE ABSENCES DRAMATICALLY REDUCE GRADUATION RATES

ABSENCES	CHANCE OF GRADUATING ON TIME
0-4	87%
5-9	63%
10-14	41%
15-19	21%
20-24	9%
25-29	5%
30-34	2%
35-40	1%

This chart shows the correlation between the number of student absences for a ninth-grade student and the projected percentage for those students graduating on time. This data was compiled by the Johns Hopkins University, Everyone Graduates Center. After presenting this information at a student seminar, it was reported that as the students were returning to the buses, one student said, "I never thought about how being absent from school may have an influence on me not graduating in four years." Hearing and seeing the information in print provides a concrete awareness for students and parents as they make responsible decisions.

Attendance and the connection to truancy are major components for a public awareness campaign as students and parents usually do not see the impact of excessive absences until it has a cumulative NEGATIVE impact. Remembering that poor attendance is a symptom of a problem emphasizes the fact that attendance is often the key indicator to warrant immediate and appropriate interventions.

An Early Warning System (EWS) is designed to assist in addressing at risk factors such as attendance, behavior, and course attainment of school failure. These issues are identified in a systematic, directive, and timely manner.

THE SYSTEM/SCHOOL ATTENDANCE OFFICER

The System/School Attendance Officer is a vital member of the education community and the entire process for supporting students attending school. Each school system in Alabama is required to employ at least one Attendance Officer whose responsibility is to secure the enrollment and attendance of all mandatory school-age children within his/her attendance district. Due to the size of some systems, the Attendance Officer may also hold additional duties within the school system. ***Ala. Code§16-28-19(1975)***

In performing duties as described in the *Alabama Code*, Attendance Officers must investigate all reported cases of non-enrollment or non-attendance. When there is no valid reason for the non-enrollment or non-attendance, the Attendance Officer shall give the parent, guardian, or other person having charge or control of the child written notice requiring attendance of the child within three (3) days from the notice date. He/she is further required to bring criminal prosecution against the parent, guardian, or other person in those cases found to be without valid excuse. ***Ala. Code §16- 28-16(1975) Act 2001-344, p. 446, §1***

Finally, the Attendance Officer may take any school-age child into custody when the child is found away from home during school hours and not in the custody of the person having charge or control of the child. ***Ala. Code §16-28-17(1975)***

Attendance Officers are required to keep accurate records of all notices served, cases prosecuted, and services performed. An annual report is to be made to the local board of education for which the Attendance Officer is employed. ***Ala. Code §16-28-18(1975)***

It is highly encouraged/recommended that the Attendance Officer participate in regional attendance district meetings and attend the Alabama Association of Prevention Attendance and Support Services (AAPASS) annual conference. The sharing of best practices and concerns at the local/regional/state levels supports a strong network of professional opportunities for staff development and professional growth. Refer to the Council for Leaders in Alabama (CLAS) website for regional attendance district maps and contact information for AAPASS. Refer to Appendix A, AAPASS District Map, and Appendix B Recommended Role of the Attendance Officer and Timeline of Responsibilities.

SCHOOLOGY FOR THE ATTENDANCE OFFICER

Schoology, a PowerSchool product, is a learning management system (LMS) provided to the LEA by the Alabama State Department of Education. Schoology is a comprehensive teaching and learning platform designed to create a digital learning space for students. Content placed in Schoology can be used for online instruction, virtual learning, remote learning, and/or hybrid learning, in a blended learning environment or to supplement face-to-face instruction based on how the LEA chooses to implement Schoology. Attendance tracking is available through a special feature.

It is the responsibility of the LEA to communicate expectations of the learning preference identified. The ability to view this type of student information will depend on if the LEA is utilizing the attendance option in Schoology or if permissions have been granted to the user by the LEA. Schoology also has the ability for administrators/district leaders to review historical data evaluating students' accessibility, performance data, and student engagement, such as length of time spent in the program in general or specific to assignments. It is an LEA decision as to the need to assess student attendance and engagement requirements of virtual learners.

Resources to support an increase in student attendance are in Schoology. Attendance officers should request access through the LEA Technology Coordinator.

"Attendance is to school what rebounding is to basketball—it is hard work, requires effort and persistence, and it often goes unrewarded and unrecognized, but schools can't be successful without it."

~Mel Riddle, NASSP

RECOMMENDED RESPONSIBILITIES FOR THE ATTENDANCE OFFICER

Immediately after being hired as an Attendance Officer, he/she must:

- Ask the Technology Coordinator to register as an LEA Attendance Officer in Education Directory (ED DIR).
- Secure a copy of the Alabama State Department of Education Attendance Manual and the Student Management System Data Code Manual and Users Guide.
- Secure a copy of the Alabama Continuous Improvement Plan (ACIP).
- Secure a copy of the Student Handbook and System Code of Conduct.
- Implement school system policy and procedures for attendance to include Chronic Absenteeism and the Early Warning process, credit recovery, summer school, and learning options available for academic interventions.
- Read the school system policy and procedure for credit recovery, summer school, and making up courses.
- Read the school system Promotion/Retention policy.
- Utilize social media to bring awareness to the importance of attendance and be sure to outline the academic and economic consequences.
- Secure passwords and login information required for the current student information system (SIS) analyzing student data information.
- Determine on the AAPASS state map which regional attendance district the LEA is assigned by checking the CLAS website.
- Secure a projected calendar of AAPASS meeting dates.
- Access the Early Warning System (EWS) to generate the current student information system (SIS) to include attendance, comprehensive progress reports, student demographic information, and report cards.
- Maintain a list of resources that are available to assist school leaders, teachers, and parents with student attendance.
- Acquire the names and contact information of the school-level personnel who oversee attendance at the schools.
- Review memorandums in the Superintendent's Corner on the ALSDE website, alabamaachieves.org new information.
- Conduct training with school-level attendance personnel on state and local attendance policies and procedures. Emphasize effective interventions prior to the official Early Warning Process to reduce chronic absenteeism and truancy.
- Collaborate with the local schools and communities to implement an incentive program at each school to recognize and encourage student attendance.
- Familiarize yourself with the system's learning options (E-Learning, Hybrid, Remote, Virtual) and educate school registrars/attendance clerks as to how attendance should be coded.
- Attend PowerSchool trainings and utilize resources available through PowerSchool regarding attendance. If necessary, research available attendance plugins that other school districts may be utilizing to assist with attendance and the Early Warning process.
- Meet with the school system's Social Worker(s) and Mental Health Service Coordinator to discuss at-risk students and consider action plans to address students with attendance issues.

Preferably prior to the beginning of the school year, the Attendance Officer must:

- Ensure that an article regarding the data improvements, chronic absenteeism, and attendance rates are showcased and displayed in the school bulletin, local newspaper, or website.
- Ensure that the local school/school system's process to register students to include required documents, specific times and dates, and location of registration are shared with the public.
- Obtain the names and contact information of the Problem-Solving Team leaders at each local school to include personnel focused on attendance.
- Distribute the schedule of Early Warning meeting dates, times, locations, and expectations of first outcome.
- Review memorandums in the Superintendent's Corner on the ALSDE website, alabamaachieves.org, for new information and the *Midweek Matters* publication.
- Collaborate with local social agencies and community organizations that support and assist the school system with student's success (academics and attendance).

During school year the Attendance Officer must:

- Use the current SIS to research individual students.
- Communicate patterns and trends in attendance to support the needs analyzed and included within the Alabama Continuous Improvement Plan (ACIP) at the school/system level.
- Suggest interventions and resources for students to be implemented as part of a multi-tiered instruction plan to the Problem-Solving Team or considered with 504 or Individualized Healthcare Plans.
- Maintain attendance documentation to include Chronic Absenteeism and Truancy.
- Utilize various media sources to communicate and provide awareness of the impact of student attendance on academic achievement.
- Implement incentive programs at each school to recognize students, including most improved, and encourage student attendance.
- Review memorandums in the Superintendent's Corner on the ALSDE website, alabamaachieves.org, for new information.
- Build relationships with the faculty at the local schools and with community agencies/leaders.
- Provide follow up to local schools on students involved in Chronic Absenteeism and Truancy.
- Participate in district attendance meetings and attend annual or state-related conferences such as AAPASS.
- Submit to the ALSDE best practices for increasing the attendance rate. Refer to Appendix E, Best Practices for Student Success: Building Capacity template.

A. EMPLOYMENT OF ATTENDANCE OFFICERS

The county board of education shall arrange the county, exclusive of cities, into one or more attendance districts and said board shall appoint an attendance officer for every district created and the board of education of each city having a city board of education shall appoint one or more attendance officers. City and county boards of education and county commissioners may jointly employ any person or persons to serve as an attendance officer.

Authority: Ala. Code §16-28-19(1975)

The Interagency Committee on Youth Truancy Task Force recommends the following ratio of attendance officers to students:

Enrollment	Number of Attendance Officers
Less than 5,000 students	One half-time attendance officer
5,000 students	One full-time attendance officer
5,000 + students	One additional attendance officer for each 5,000 students and multiples thereof

NOTE: The Alabama Association for Prevention Attendance and Support Services (AAPASS) recommends this guideline be followed consistently by all local education agencies of the state of Alabama.

B. CERTIFICATE REQUIRED

No person shall be employed in the public schools of the state as an attendance officer unless such person holds a certificate issued by the State Superintendent of Education.

Authority: Ala. Code §16-23-1(1975)

C. COMPENSATION

Attendance officers shall be paid as other employees of the board of education, but no attendance officer shall receive any compensation until he shall have filed reports as required by the State Board of Education and by the local board of education employing him.

Authority: Ala. Code §16-28-20(1975)

D. ANNUAL REPORT REQUIRED

The attendance office/officer shall keep an accurate record of all notices served, all cases prosecuted, and all other services performed and shall make an annual report of the same to the county board of education or to the city board of education by whom he/she is employed.

Authority: Ala. Code §16-28-18(1975)

The LEA shall determine the format of the annual report presented to the local board of education to include suspensions, number of chronically absent students by school and grade, and the number of truant students by school and grade level.

SCHOOL CALENDAR/SCHOOL DAY
GENERAL PROVISIONS/DEFINITIONS

A. SCHOLASTIC DAY

The scholastic day shall not be less than six hours of actual teaching, exclusive of all recesses or intermission periods unless otherwise ordered by the county or city board of education. County and city boards of education and the Alabama Institute for Deaf and Blind shall be required to provide each teacher employed a minimum of 30 minutes of time free of instructional or supervisory responsibilities each teaching day. This provision shall not be interpreted to deprive any teacher of benefits exceeding the minimum requirements of this act.

Authority: Ala. Code §16-1-1(1975) Acts 1984, No. 84-323, p. 743, §1

B. SCHOLASTIC WEEK

The scholastic week shall consist of five school days each week.

Authority: Ala. Code §16-1-1(1975) Acts 1984, No. 84-323, p. 743, §1

C. SCHOLASTIC MONTH

The scholastic month shall constitute 20 school days.

Authority: Ala. Code §16-1-1(1975) Acts 1984, No. 84-323, p. 743, §1

D. SCHOLASTIC YEAR

The scholastic year shall begin with the 1st day of July and end with the 30th day of June each year.

Authority: Ala. Code §16-1-1(1975) Acts 1984, No. 84-323, p. 743, §1

NOTE: Under the provisions set forth in the *Alabama Accountability Act of 2013*, a local school system may pursue a flexibility contract with the Alabama State Department of Education to waive the parameters noted in Items A-D.

Authority: Ala. Code §16-6D-4(1975) through §16-6D-6(1975)

E. FISCAL YEAR

The fiscal year is from October 1 to September 30, inclusive.

Authority: Ala. Code §16-1-1(1975) and §16-13-1(1975)
Alabama Act 1984, No. 84-323, p. 743, §1

F. SCHOOL TERM

The local board of education shall provide a school term of at least 180 full instructional days or the hourly equivalent of no less than 1,080 instructional hours.

Authority: Ala. Code §16-13-231(1975),
Amended by Alabama Act 2015-430, §1, eff. 9/1/2015
Alabama Administrative Code 290-3-1-.02(2)(a)(1)
Rules 290-3-1-.02 through 290-3-1-.05 was repealed in the certification filed August 14, 1998; effective September 18, 1998. Rule 290-3-1-.06 was amended and renumbered 290-3-1-.02 in the certification filed August 14, 1998;

FULL-DAYATTENDANCE

A. FULL-DAY ATTENDANCEREQUIRED

Generally, all students are to remain in school for the full instructional day.

Authority: State Superintendent of Education
Interpretation, August 24, 1989

The daily average value of attendance is counted as 51% of a full academic day.

B. FULL-DAY ATTENDANCE EXCEPTIONS

1. A student shall remain in school for the full scholastic day except when the student is earning high school or college credit through cooperative education, clinical experiences, college-level course work, or through cooperative arrangements with a postsecondary institution.

2. Exceptions may be granted for students enrolled in bona fide career technical programs, virtual programs, virtual learning, and for students enrolled in college-level coursework through cooperative arrangements between the high school and postsecondary institution. This exception includes students who are Homebound, IDEA eligible, specialized treatment centers, and/or 504 protected if coordinated through the high school as a part of the student's educational program.

3. A fifth-year senior or a student eligible to graduate during the current scholastic year may attend only the number of class periods necessary to take the courses needed to complete requirements for his/her diploma but must have the approval of the local board of education. Special circumstances may warrant a special schedule with principal approval.

Authority: Alabama Administrative Code 290-3-1-.02(7)(b)(1)

4. The local board may establish a policy to grant exceptions in extreme situations or hardship.

Authority: State Superintendent of Education
Interpretation, August 24, 1989

ADMISSION TO PUBLIC SCHOOL

A. ENTRANCE

1. ADMISSION

   Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe.

   Authority: Ala. Code §16-28-3(1975)
   Amended by Alabama Act 2019-447, §1, eff. 9/1/2019

2. ATTENDANCE ZONES/DISTRICTS

   The county or city superintendent shall recommend a plan for identifying local attendance districts and shall submit this plan for approval and adoption by the county or city board of education. Students shall be assigned to the schools within the attendance district according to local board policies, court order or applicable state laws, and/or State Board of Education mandates.

   Authority: Ala. Code §16-9-17(1975), §16-28-19(1975), §16-8-34(1975)

B. AGE

1. REQUIRED TO ATTEND

   Every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling their child in school at the age of six years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is seven years of age.

   Authority: Ala. Code §16-28-1, §16-28-3 and §16-28-7(1975) Amended by Alabama Act 2014-245, p. 785, §4, eff. 7/1/2014

2. MINIMUM AGE FOR ADMISSION

   a. Beginning with the 2016-2017 school year, Act 2016-294 entitles any child that turns **six years old on or before December 31 to start first grade**. This extends the timeframe from the current date of on or before September 1 **for first grade only** – it does **NOT** extend the timeframe for enrollment in kindergarten.

      Authority: Ala. Code §16-28-4(1975)
      Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

   b. A child whose sixth birthday falls on or before February 1 with the approval of the local board of education, be admitted at the beginning of the second semester in school systems having semi-annual promotions of pupils.

      Authority: Ala. Code §16-28-4(1975)
      Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

   c. A child whose fifth birthday falls on or before September 1 or the date on which school begins in the enrolling district is entitled to admission to the kindergarten program at the beginning of the school year or as soon as practicable thereafter.

      Authority: Ala. Code §16-28-4(1975)
      Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

d. Kindergarten or Grade 1 students who were enrolled in an Alabama private school, church school, or were being tutored in accordance with the *Ala. Code (1975)* and who seek admission to Kindergarten or Grade 1 in the public schools must meet the age requirements for admittance.

Authority: Ala. Code §16-28-4(1975)
Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

3. AGE REQUIREMENTS—KINDERGARTEN AND GRADE 1 OUT-OF-STATE TRANSFERS

a. An underage child who transfers from the first grade of a school in another state may be admitted but must have the approval of the local board of education.

Authority: Ala. Code §16-28-4(1975)
Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

b. An underage child who has moved into this state and has completed a mandated kindergarten program in another state shall be entitled to admission to the public elementary school regardless of age.

Authority: Ala. Code §16-28-4(1975)
Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

c. An underage child who transfers to Alabama from public school Kindergarten in another state may be admitted but must have prior approval of the local board of education.

Authority: Ala. Code §16-28-4(1975)
Amended by Alabama Act 2016-297, §1, eff. 5/10/2016

d. The age requirements apply to the provision of special education and related services for preschool children with disabilities beginning on the child's third birthday. Public agencies may not use school admission cutoff dates to deny special education services for eligible preschool children. However, these children may not attend the regular kindergarten program, unless they meet the age requirements.

Authority: Alabama Administrative Code: 290-8-9-.04(3)(a)

4. THE *MCKINNEY-VENTO HOMELESS ASSISTANCE ACT—Education for Homeless Children and Youth (EHCY) Program*

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act defines homeless as:

(A) individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1); and

(B) includes examples of –

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship; or a similar reason; are living in motels, hotels, trailer parks, or campgrounds due to lack of adequate alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; *

*Per Title IX, Part A of Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to this is that "covered states" had until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.

(i) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping

accommodation for human beings (within the meaning of section 103(a)(2)(C).

(i) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The McKinney-Vento Program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. The following is the policy of Congress:

(1) Each State Education Agency (SEA) shall ensure that each child of a homeless individual and homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to the other children and youths.

(2) In any State where compulsory residency requirements or other requirements, in laws, educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public educations as provided to other children and youths.

(3) Homelessness is not sufficient reason to separate students from the mainstream school environment.

(4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth. This federal law ensures that the educational needs of homeless children and youth are met through immediate enrollment, comparable services, and supplemental services. The terms "enroll" and "enrollment" include attending classes and participating fully in school activities.

Authority: McKinney-Vento Homeless Assistance Act 42 U.S.C. §11431 et seq, i 42 U.S.C. §11432(g)(1)(J)(ii) ii 42 U.S.C. §11432(g)(6)(A)(i) iii 20 U.S.C. §1401(3)(A); 20 U.S.C. §1434(1) and 1435(a)(2) iv 42 U.S.C. §11434A(2), 42 U.S.C. §11434a (1) Alabama Administrative Code 290-3-1-.02(7)(i) Pub. L.1100-77, title VII, §721, as added Pub. L.1107-110, title X, §1032, Jan. 8, 2002, 115 Stat. 1989; amended Pub. L.114-95, title IX, §9101, Dec. 10, 2015, 129 Stat. 2124.)

5. AGES OF CHILDREN REQUIRED TO ATTEND SCHOOL: EXEMPTION FOR CHURCH SCHOOL STUDENTS: TRANSFER STUDENTS

(a) Except as otherwise provided in subsection (b), every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this

section, provided the child complies with enrollment and reporting procedures specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under the rules as the board may prescribe; provided, a person who is under 19 years of age and on track to graduate from public school may not be denied admission to public school solely on account of his or her age. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling his or her child in school at the age of six years by notifying the local school board of education, in writing, that the child will not be enrolled in school until he or she is seven years of age.

Education to provide instruction in lieu of in-person instruction, the child shall be counted as a transfer student.

(2) If a child returns to a public school, semester exams shall be given to the child to determine grade placement.

(3) This subsection does not and should not be interpreted to create online schools. However, if a student chooses to attend an accredited, state authorized online school, that student's former school should not be penalized by the student being classified as a dropout.

Authority: (School Code 1927, §301; Code 1940, T. 52, §297; Acts 1956, 2nd Ex. Sess. No. 117, p. 446, §3; Acts 1982, No. 82-218, p. 260, §4; Act 2009-564, p. 1648, §1; Act 2012-295, p. 634, §1; Act 2014-403, p. 1484, §§1, 2; Act 2019-447, §1)

C. DOCUMENTATION REQUESTED FOR ADMISSION

1. IMMUNIZATION CERTIFICATES/MEDICAL OR RELIGIOUS EXEMPTION

The boards of education shall request each pupil otherwise entitled to admittance into an Alabama public school to present a certificate of immunization, medical or religious exemption upon initial entrance into school.

Authority: Ala. Code §16-30-3 and -4(1975)

2. SOCIAL SECURITY NUMBER

a. Each child enrolled in an Alabama public school Grades Kindergarten through Twelve will be asked to voluntarily present the student's valid social security number to school official(s) at the time of enrollment.

(1) A student may not be denied enrollment who does not have a social security number or who has not completed an application to obtain a social security card.

(2) A copy of the social security card is not required. It is sufficient to verify the card, copy the number onto a registration form, and put in the permanent record when a parent/and or guardian does not want the card copied.

Authority: Alabama Administrative Code 290-3-1-.02(4) (b) (2)
State Superintendent of Education Interpretation, Memorandum, June 26, 2014

For limited English proficient parents of a student seeking to enroll in a school, a district must meaningfully communicate material information about enrollment – e.g., translate a document into languages other than English and have some method of responding to those parents' questions – as required by Title VI of the Civil Rights Act of 1964, 42 U.S.C. §

2000d, and the Equal Educational Opportunities Act, 20 U.S.C. § 1703. Material information could include alternative means to establish state-permitted residency and age requirements, if any. If a district asks for a social security number, material information would also be the fact that a district cannot deny enrollment to a student if he or she (or his or her parent or guardian) chooses not to provide a social security number.

3. PROOF OF AGE: KINDERGARTEN AND GRADE 1

The local board may prescribe reasonable rules and regulations governing the admission to public schools of a child. A local board may promulgate a rule which requires a parent to present a birth certificate as a pre-condition to the child being admitted to the school. A school may not refuse to admit a child merely because a parent is unable to obtain a birth certificate. If it is determined that a child does not have a birth certificate or such certificate cannot easily be obtained in time for the child to be admitted to school at the normal time, the school may accept other evidence of proof of the age of the child such as an affidavit from the parent. In short, a school may require proof of a child's age to be made in a reasonable manner but may not use the inability of the parent to obtain a birth certificate as a reason for excluding a child from attendance at school.

4. ADDITIONAL REQUIREMENTS

Additional documentation required by local education agencies for school entrance should be clearly and concisely delineated.

5. READMISSION

If a person is found to have violated the local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the person may not be readmitted to the public schools until any criminal charges or offenses arising from the conduct have been disposed of by appropriate authorities and the person has satisfied all other requirements imposed by the local school system as a condition for readmission.

Authority: Ala. Code §16-1-24.1(c) (1975)

Any person determined to be guilty of an offense involving drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person may be readmitted to the public schools of this state upon such conditions as the local board of education shall prescribe for preservation of the safety or security of students and employees of the local school board, which may include, but are not limited to, psychiatric or psychological evaluation and counseling.

Authority: Ala. Code §16-1-24.1(d) (1975)

6. GUIDANCE FOR PARENTS/GUARDIANS IN PREPARATION FOR ENROLLMENT

A. Proof of age – one of the following:
- Original birth record (with an official raised seal)
- Baptismal or church certificate (notarized/certified and showing the date of birth)
- Hospital certificate
- Valid passport
- Physician certificate
- Driver's license
- Life insurance policy

B. Immunization status – one of the following:
- Official state immunization form.
- Written statement by a physician stating that the physical condition of the child warrants a medical exemption from inoculations.
- A written statement signed by the parent/guardian that the child's religious denomination opposes tests and inoculations.

C. Proof of residency:

As part of the enrollment process, the student's parent or legal guardian must provide ***at least TWO*** **(one of the items must be an apartment or home lease)** of the items listed below to establish residency in the school zone.

1. Apartment or Home Lease (required for enrollment)
   - Apartment lease
   - Apartment rent receipt
   - House lease
   - House rent receipt
   - Mortgage receipt
2. Utility Bills or Deposit Receipts
   - Electric bill or deposit receipt
   - Gas bill or deposit receipt
   - Telephone bill or deposit receipt
   - Water bill or deposit receipt
   - Trash pickup
3. Property Tax Record or Deeds
   - Deed
   - Tax receipt record
4. Income Tax Records
   - Copy of W2 form
   - Copy of check from the IRS
   - Correspondence from the IRS
5. Bank Records
   - Loan statement
   - Investment certificate from bank
6. Employment Records
   - Company check
7. Tax Records or Receipts
   - Business tax records
8. Other Official Proof of Residence Documents
   - Social Security records (check from the Social Security Office) or correspondence from other US Government Agencies
9. Registration Records
   - Voter registration
   - Auto registration
10. Notarized Certificate of Residence
    - Affidavit—Statement of Legal Residence—30-day Expiration (Form: Residence/Affidavit)

A student may be admitted temporarily to a school system based on an affidavit from a homeowner certifying that the student's parent or guardian resides in the identified school system, in the proper school zone. ***All affidavits must be completed at the local school board of education.***

Other Documents

School staff may ask for any of the following when appropriate.

1. Picture identification
2. Health or physical examination records
3. Academic records
4. Attendance records
5. Individualized Education Program (IEP)/Evaluation Report (ER)/Special Education records
6. Completed physical examination
7. Custody papers – A copy of the court order or custody agreement is required to be provided if the parents are separated or divorced and the enrolling parent is relying on the order or agreement as to the basis for enrolling the child.

ALTERNATIVE LOCATIONS

A. PLACEMENT

1. NOTICE OF DELINQUENT ACTS BY THE COURT

a Notwithstanding subsection (a) of Section 12-15-133, written notice that a child enrolled in a school, Kindergarten to Grade 12, has been found delinquent of an act which if committed by an adult would be a Class A or B felony or any other crime, at the discretion of the juvenile court, shall be provided within seven days to the superintendent of the school district of attendance, or, if the child attends a private school, to the principal of the school. The juvenile court shall provide the notice using whatever method it deems appropriate or otherwise as decided by the Administrative Office of Courts. The prosecutor may recommend to the juvenile court that notice be given to the school for any delinquent act. Written notice shall include only the offenses, enumerated by the appropriate code section and brief description, found to have been committed by the child and the disposition of the case involving the child. Where applicable, this notice shall be expeditiously transmitted by the district superintendent to the principal at the school of attendance. The principal shall disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the child. In addition, the principal may disseminate the information to any teacher, administrator, or other school employee directly supervising or reporting on the behavior or progress of the child whom the principal believes needs the information to work with the pupil in appropriate fashion or to protect other students and staff.

Authority: Ala. Code §12-15-217(1975)

2. BY THE SCHOOL SYSTEM

a Any city, county, or other local public school board shall, consistent with §16-28-12, prescribe rules and regulations with respect to behavior and discipline of pupils enrolled in the schools under its jurisdiction and, in order to enforce such rules and regulations, may remove, isolate, or separate pupils whose presence in the class may be detrimental to the best interest and welfare of the pupils of such class as a whole.

Authority: Ala. Code §16-1-14(1975)

b A local board of education may prescribe special courses in citizenship, health, morals, or any other subject it may consider necessary to meet the needs of special groups of pupils and may prescribe individual tutoring, counseling, or group instruction and may assign special teachers and special classrooms or other places for such purposes and may schedule such courses either during or after regular school hours or at any time

administratively feasible.

Authority: Ala. Code §16-1-16(1975)

3. VIRTUAL SCHOOL LEARNING

   a. It is suggested although not required by law that each LEA have a clear procedure/process to determine both success, attendance, and progress with participation in a learning preference identified as virtual, remote, or hybrid.

   b. Guidelines for virtual learning opportunities should be clear and reasonable considering the nature of the flexibility of virtual learning to include identified environments (home, school, or alternative location).
   c. Guidelines to be considered may include, but are limited to the following:
      i. Login time and requirements
      ii. Academic benchmarks
      iii. State testing and accountability
      iv. Requirements through the local school system, and upon satisfying graduation requirements of the local board of education; receive a diploma from the local school system. Section 2, SB72
   d. Characteristics to consider of virtual learners:
      i. Ability to self-pace
      ii. Ability to work independently
      iii. Self-motivated
      iv. Non-traditional parameters
   e. There should be communication with student and family regarding the requirements and expectations of virtual learning.

4. A virtual school must have 250 or more enrolled students. A virtual program serves less than 250 students.

Authority: AL Code §16-46A-1 – Adoption of policy regarding virtual school program
AL Code §16-46A-2 – Enrollment, participation, and attendance; online course requirements

B. READMISSION TO SCHOOL

1. AFTER COURT-ORDER ABSENCE

   Any person determined to be guilty of an offense involving drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person may be readmitted to the public schools of this state upon such conditions as the local board of education shall prescribe for preservation of the safety or security of students and employees of the local school board, which may include, but are not limited to, psychiatric or psychological evaluation and counseling.

Authority: Ala. Code §16-1-24.1(d) (1975)

2. AFTER CONVICTION, BUT NOT SENTENCED TO IMPRISONMENT

   Prior to the enactment of the *Alabama Juvenile Justice Act of 2008*, the *Ala. Code*, 1975, required that several broad categories of children be placed in alternative schools by operation of law. See *Ala. Code, 1975*, § 12-15-71(k) – (o) (2008). The 2008 Act deleted those sections, thereby restoring the discretion of local school boards to determine the appropriate educational setting and placement of students on an individualized basis, as

required by federal law. See 20 U.S.C. §1414(d) (2008); 20 U.S.C. §1412(a)(5)(B) (2008).

Authority: Ala. Code §12-15-215(1975)

C. STUDENT RECEIVING SPECIAL EDUCATION SERVICES

The decision to assign a student to an alternative school shall include a review and consideration of the exceptional status pursuant to *Ala. Code (1975), Title 16, Chapter 39* if applicable, and any appropriate federal and state statutory and case law.

Nothing in these rules prohibits an agency from reporting an alleged crime committed by a child with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities regarding the application of federal and state law to crimes committed by a child with a disability.

Authority: Alabama Administrative Code: 290-8-9-.09(6)(a)

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state education agency (SEA) or a local education agency (LEA).

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the SEA or an LEA; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the SEA or an LEA.

Authority: Individuals with Disabilities Education Act (IDEA)1–
20 U.S.C. §1415(k)(1) G(i-iii)(2019)
Last modified on November 7, 2019
Authority: Alabama Administrative Code: 290-8-9-.09(3)(e)

ENROLLMENT

Registration and/or Admission are defined as the process of arranging and being approved to attend an institution; whereas **Enrollment** is defined as being physically present to attend specific classes for an academic term. Students are assigned an entry code upon enrollment completion. The screenshots below are part of the Alabama State Department of Education *Student Management System and Data Code Manual and User Guide*. Click to view the document:

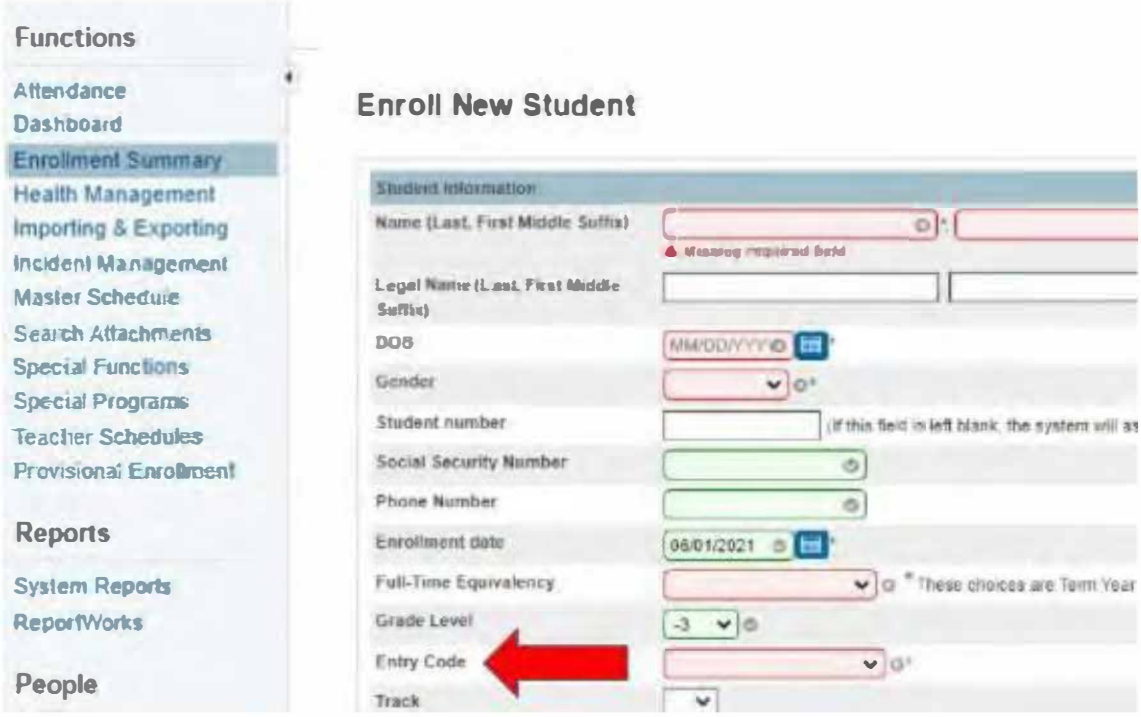
https://www.livebinders.com/b/2767891

School > Enroll Student > Review Entry Code drop down

School > Select Student > Transfer Info > Click Entry Date > Review Entry Code drop down

1. Select **Enroll Student.**

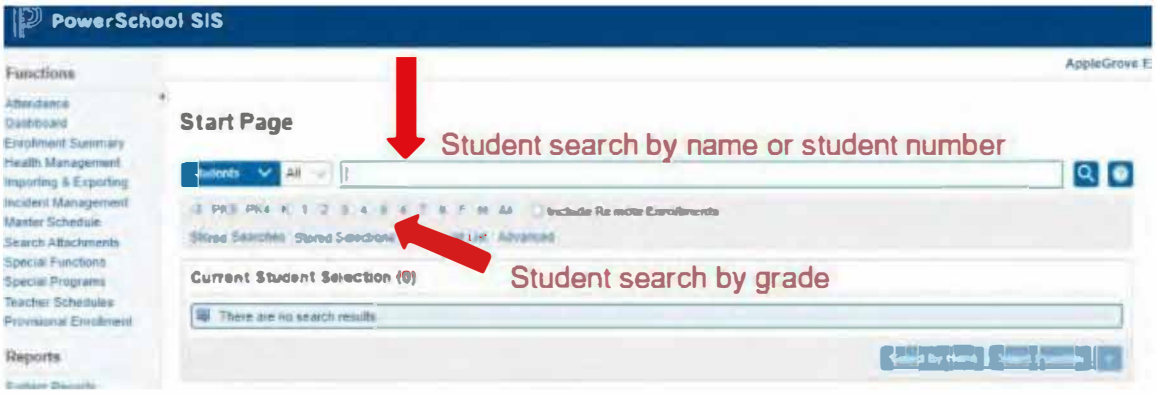
2. Review **Entry Code** drop down.



School > Select Student >[Enrollment] Functions > Transfer Out of School > Review Exit Code drop down

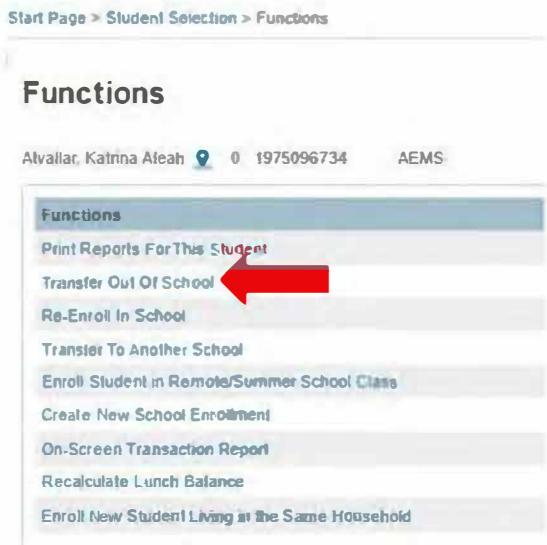
School > Select Student > Transfer Info > Click Entry Date > Review Exit Code drop down

1. Select the Student to **Transfer Out of School**. You can search by name, grade, or other filters.



2. Select **Functions**.

3. Select **Transfer Out of School**.



4. Review **Exit Code** drop down.

STC Enrollment Directions

ALSDE Data Code Manual - LiveBinder (livebinders.com)

AL - PowerSchool

STC STUDENT DATA ENTRY INSTRUCTIONS

Upon enrolling a student with a STC designation, the following data entry fields need to be completed in PowerSchool.

1. Navigate to the State/Province-AL student screen for the intended student.
2. Locate the Non-Traditional Student Type area and click the 'Add/Edit' button.

3. On the Non-Traditional Student Type History Screen, click 'New'.

4. Enter the following information:
   a. Non-Traditional Student Type: Specialized Treatment Services (STS)
   b. Start Date: The date the student enrolls in the STC to begin services.
   c. Click 'Submit'.

   d. End Date: This entry is to be entered upon the student leaving the STC. Update this entry when the withdrawal from the STC has taken place and the exit date has been established.

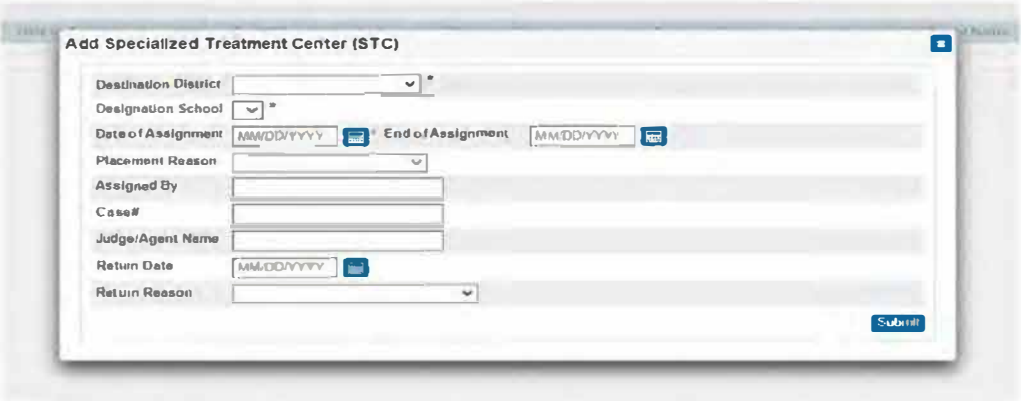
AL - PowerSchool

5. Navigate to the STC student screen located under Enrollment on the left navigation menu.

6. Click 'Add' in the top right of the screen.

7. Enter the following information:

   a. Destination District: Select the Alabama District that facilitates the STC in PowerSchool. The list of districts that are associated with STCs can be found **HERE**
   b. Designation School: Select the STC facility the student be attending.
   c. Date of Assignment: Select the entry date for the student into the STC facility.
   d. Placement Reason: Select the appropriate reason of placement into the STC.
   e. Assigned by: Enter the name of the person or organization responsible for assigning the student to the STC.
   f. Case #: If the placement is court ordered, enter the case number.
   g. Judge/Agent Name: Enter the Judge or Agent overseeing the case.
   h. Click 'Submit'.



8. Upon the exit of the student from the STC, the following items will need to be entered on this screen as well. You will click back into the record in the STC page to update and resubmit the record.
   a. End of Assignment: Date of withdrawal/exit from STC.
   b. Return Date: Date student is to return to LEA.
   c. Return Reason: Select the appropriate reason for return to the LEA.

9. Each STC placement, if multiple happen with the student, will be listed on the STC screen as shown below.

PRIVATE TUTORS

A. DEFINITION/REQUIREMENTS

A private tutor means and includes only instruction by a person who holds a certificate issued by the State Superintendent of Education and who offers instruction in the several branches of study required to be taught in the public schools of this state, for at least three hours a day for 140 days each calendar year, between the hours of 8 a.m. and 4 p.m., and who uses the English language in giving instruction.

Authority: Ala. Code §16-28-5(1975)

B. ENROLLMENT AND REPORTING

1. A private tutor shall, prior to beginning the instruction, file with the county or city superintendent of education, where his place of instruction is in territory under the control and supervision of a county board, or the city superintendent of schools, where his place of instruction is in territory under the city board of education, a statement showing the child or children to be instructed, the subjects to be taught and the period of time such instruction is proposed to be given.

   Authority: Ala. Code §16-28-5(1975)

2. A private tutor shall keep a register of work, showing daily the hours used for instruction and the presence or absence of any child being instructed.

   Authority: Ala. Code §16-28-5(1975)

3. A private tutor shall report at least weekly the names and addresses of all children of mandatory school attendance age who were absent without being excused or whose absence was not satisfactorily explained.

   Authority: Ala. Code §16-28-7(1975)
   Amended by Alabama Act 2014-245, §4, eff. 7/1/2014

4. A private tutor shall make such reports as the State Board of Education may require.

   Authority: Ala. Code §16-28-5(1975)

C. RE-ENTRY TO PUBLIC SCHOOL

1. Any student that is re-entering or enrolling in public school from a private school, private tutor, or home school must adhere to the following:
   i. A student may be required to take a placement test for grade placement.
   ii. If the parent is unable to obtain an official transcript, the student may be required to take a placement test for grade-level placement.
   iii. Each LEA may request additional enrollment documents.

D. SUGGESTED FORM FOR STUDENTS INSTRUCTED BY A PRIVATE TUTOR

SAMPLE

System_____Name of Child's Previous School _____

Full Name of the Private Tutor _____

Alabama Professional Educator Certificate Number _____

Elementary_____Secondary _____

Name, age, and grade of the student(s) who will receive instruction:

Name	Age	Grade

State the time of day the
student(s) will receive instruction: From_____Until _____

On what days of the week: Mon._____Tue._____Wed.____Thur.____Fri._____

How many days per year?_____ THE TUTOR MUST: (1) Keep a daily lesson plan.
(2) Keep a record of attendance.

Should child or children cease to receive instruction from the tutor, the parent must notify the local superintendent for placement in a school.

_____ _____
Name of Parent (Please Print) Name of Superintendent (Please Print)

_____ _____ _____ _____
Signature of Parent Date Signature of Superintendent Date

NON-ENROLLMENT

A. LIST OF STUDENTS

The county or city superintendent shall upon the receipt of the report from teachers and private tutors showing the enrollment of children of mandatory school attendance age, compare and study reports with the list which has been compiled of the children who should attend each school and ascertain what children required to attend school are not enrolled.

Authority: Ala. Code §16-28-11(1975)
Alabama Act 2009-564, p. 1648, §1

B. LIST PREPARATION

The information required for making lists of children of the compulsory attendance ages shall be prepared by county and city superintendents of education with the assistance of attendance officers.

Authority: Ala. Code §16-28-10(1975)

C. INVESTIGATION REQUIRED

It shall be the duty of the county superintendent of education or the city superintendent of schools, as the case may be, to require the attendance officer to investigate all cases of non-enrollment.

Authority: Ala. Code §16-28-16(1975)
Alabama Act 2001-344, p. 446, §1

D. CRIMINAL PROSECUTION

1. In the event the investigation discloses that the non-enrollment was without valid excuse or good reason and intentional, the attendance officer shall be required to bring criminal prosecution against the parent, guardian, or other person having control of the child.

   Authority: Ala. Code §16-28-16(1975)
   Alabama Act 2001-344, p. 446, §1

2. Where no valid reason for non-enrollment is found, the attendance officer shall give a written notice to the parent, guardian, or other person having control of the child. Where the parent, guardian, or person in charge or control of the child is not at his or her regular residence, the attendance officer may leave the written notice with a person over 12 years of age residing at the usual place of residence, with instructions to hand the notice to the parent, guardian, or other person having control of the child.

   Authority: Ala. Code §16-28-16 (1975)
   Alabama Act 2001-344, p. 446, §1

3. Each child who is enrolled in a public school shall be subject to the attendance and truancy provisions of this article except that any parent or parents, guardian or guardians who voluntarily enrolls their child in public school, who feel that it is in the best interest of that child shall have the right to withdraw the child at any time prior to the current minimum compulsory attendance age.

   Authority: Ala. Code §16-28-16(b) (1975)
   Alabama Act 2001-344, p. 446, §1

4. Prosecution may be initiated by the local superintendent, an attendance officer, the principal teacher, the private tutor, the probation officer or a duly authorized agent of the State Superintendent of Education or the Department of Human Resources.

Authority: Ala. Code §16-28-22(1975)

***Refer to Appendix D, Notice of Non-Compliance with Alabama Compulsory Attendance Law sample form.

ABSENTEEISM

A. ATTENDANCE REQUIRED

Every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling their child in school at the age of six years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is seven years of age.

Authority: Ala. Code §16-28-3(1975)
Amended by Alabama Act 2019-447, §1, eff. 9/1/2019

B. ABSENCES

1. EXPLANATION REQUIRED

a. Every parent, guardian, or other person having control or charge of any child required to attend public school, private school, or church school, shall as soon as practical explain the cause of any absence of the child under his control or charge which was without permission of the teacher.

Authority: Ala. Code §16-28-15(1975)
Acts 1982, No. 82-218, p. 260, §7

b. Failure to furnish such explanation shall be admissible as evidence of such child being a truant with the consent and connivance of the person in control or charge of the child, unless such person can show to the reasonable satisfaction of the court that he had no knowledge of such absence and that he had been diligent in his efforts to secure the attendance of such child.

Authority: Ala. Code §16-28-15(1975)
Acts 1982, No. 82-218, p. 260, §7

c. A good cause or valid excuse, as used in this section, exists when on account of sickness or other condition attendance was impossible or entirely inadvisable or impracticable or when, by virtue of the extraordinary circumstances, the absence is generally recognized as excusable.

Authority: Ala. Code §16-28-13(1975)
School Code 1927, §306; Code 1940, T. 52, §303

d. Military Compact – Absence as related to deployment activities – A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the compact ("Uniformed service(s)" means: the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services), and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the local educational agency superintendent to visit with his or her parent or legal guardian relative to such leave deployment of the parent or guardian.

Authority: Ala. Code §16-44B-1 (1975)
Act 2009-560, p. 1609, §1

2. EXAMPLES OF EXCUSED ABSENCES

- Illness that endangers the student's health or the health of others.
- Students that are deemed ill by the school nurse on a given day.
- Death of an immediate family.
- Legal quarantine.
- Students that are receiving healthcare, hospitalized, etc.
- Exempt for exams.
- Inclement weather that would be dangerous to the life and health of the child as determined by the LEA.
- Legal requirements for students.
- Observance of any sacred day set aside by a recognized religious denomination of which the student is a member.
- Military deployment date of a student's parent.
- Emergency conditions as determined by the LEA.
- Additional codes/explanations may be found in Appendix F.

3. EXCUSING ABSENCES WITH ADMINISTRATOR APPROVAL

a. It is recommended that each LEA determine the guidelines for administrator approval in excusing student absences. Following are calculations that should be considered in the LEA's guidelines for the school principal in an effort to examine the overall impact on the student's learning and reduce chronic absenteeism problems in the system:
   - Total number of excused absences accumulated with the addition of the requested days.
   - Calculate the remainder of any additional excused absences that will be allowable for the student according to system policies such as unused parent notes.
   - Truant days accumulated by the student.
   - Impact of requested absences on current grades.
   - Impact of requested absences on current attendance.

4. ATTENDANCE BEYOND THE CLASSROOM

a. The following situations beyond the classroom may not be counted as absences:
   - Any student serving in-school suspension and receiving educational services.
   - Any student receiving homebound instruction.
   - The student has a modified schedule due to an IEP or 504 health plan accommodations

that specifies an attendance exception.

- An alternate placement within the system has been assigned to a student for disciplinary reasons.
- Any student participating in standardized assessments or a mandated pre-induction physical examination for the armed services.
- The student is traveling during the school day between the school and another education facility, such as a (career and technical education) center, internship, work experience, job shadowing, or postsecondary education facility either within or across district boundaries if the facilities are used as a part of the regularly scheduled instructional program approved by the local board.
- Any student participating in an Extended Learning Opportunity (ELO) that has been approved by the LEA.
- State of Emergency as determined by the Governor of Alabama.
- Full-day attendance exceptions. See page 10 for a complete listing.
- A student participating in a postsecondary school visit may include travel days. LEA board policy may have additional parameters such as a limit to the number of days.
- Any student participating in an allowable school activity, such as field trips, athletic or academic team competitions, school-related clubs or events, and band or choir competitions.

5. ALLOWABLE SCHOOL ACTIVITIES DEFINED

   a. Allowable school activities are school-directed, school-supervised and/or school-related. Examples of allowable school activities are field trips, athletic or academic team competitions, school-related clubs or events, and band or choir competitions.
      (1) Allowable school activities are coded with a PowerSchool status of present.

   b. The LEA will determine a systemic method of attendance accountability for a school activity pertaining to non-participant students' involvement in such events.

6. STUDENTS COUNTED ABSENT

   a. Students are counted absent in the following situations:
      - Students that are off school grounds, unapproved, or have an unknown location on a day that the student is scheduled to attend school.
      - The student is serving an out-of-school suspension including any days missed immediately preceding the discipline.
      - Family vacations.
      - Any student scheduled to be in class, but not in attendance.
      - A student not attending for unknown reasons, although scheduled to attend.

7. VIRTUAL LEARNING ATTENDANCE

   a. Students enrolled in virtual learning are considered present daily and counted in the system's ADM based on law.

Authority: Ala. Code §16-46A-2 (1975)
Added by Alabama Act 2015-89, §2, eff. 7/1/2015

b. It is suggested although not required by law that each LEA has a clear procedure/process to determine both success, attendance, and progress with participation in a virtual learning experience in an identified environment (home, school, alternative location).

c. Guidelines for virtual learning opportunities should be clear and reasonable considering the nature of the flexibility of virtual learning.

d. Guidelines to be considered may include, but are not limited to the following:
   - Login time and requirements with flexibility
   - Academic and foundational wellness benchmarks
   - State testing and accountability
   - Requirements through local school system and upon satisfying graduation requirements of the local school system and upon satisfying graduation requirements of the local board of education, receive a diploma from the local school system. *Section 2, SB71*

e. Characteristics to consider of virtual learners:
   - Ability to self-pace
   - Ability to work independently
   - Self-motivated
   - Non-traditional parameters

f. There should be communication with student and family regarding the requirements and expectations of virtual learning.

8. PRESCHOOL ATTENDANCE

a. The program and classroom guidelines have been created and published by the Department of Early Childhood, Office of School Readiness (OSR). Please refer to OSR guidelines for information regarding preschool attendance and non-attendance.

C. INVESTIGATING NON-ATTENDANCE

1. The superintendent shall require the attendance officer to investigate all cases of non-attendance.

Authority: Ala. Code §16-28-16(1975)
Amended by Alabama Act 2001-344, p. 446, §1

2. If the investigation discloses that the non-attendance was without valid excuse or good reason and intentional, the attendance officer shall bring criminal prosecution against the parent, guardian, or other person having control of the child.

Authority: Ala. Code §16-28-16(1975)
Amended by Alabama Act 2001-344, p. 446, §1

D. NO SHOWS (Zero DayEnrollment)

1. On the first official school day of the academic year, students enrolled in the LEA SIS but not in attendance on the first day regardless of the reason, should be coded with an exit date that is the same date as the entry date. The appropriate Exit Reason Code should be selected. The LEA may want to print schedules, locker combinations, and any other pertinent information in case of the student returning to the LEA.

2. Any student not in attendance on the first school day will be required to re-enroll through the school office on his/her first day of attendance.
3. Be prepared to update the Exit Reason Code once notification of the reason the student is not in attendance is received.

E. ATTENDANCE CODING

1. Standardized Codes are identified in Appendix F. It is the intent of the committee to provide and to encourage coding consistency throughout the state to reflect a fair and equitable measure of accountability.

F. CHRONIC ABSENTEEISM

1. Chronic absence refers to students who are repeatedly absent during the school year for both excused (e.g., suspension, illness, death in the family, etc.) and unexcused absences. This accumulation of total absences is the major difference from truancy, which only calculates unexcused absences. Sporadic, not just consecutive, absences matter. Missing just two days every month can cause a student to fall behind.
2. Chronic absence level (how many students do not attend school regularly) differs from average daily attendance (how many students typically attend school each day).
3. Data point captured in the Civil Rights Data Collection for the School Year 2013-2014, the only available national dataset, revealed in the embryonic stages of research chronic absenteeism refers to missing 15 or more days. ESSA acknowledges, support, and requires the data collection for chronic absenteeism for local and state Report Cards, with an optional measure for School Accountability. Alabama's calculations are reflected in the Alabama ESSA Plan, and are measured and reported as a school quality indicator on the Report Card. Currently, 18 total absences are the measurement and definition for chronically absent as reflected on the LEA Report Card.
4. Chronic absence data can be used to trigger prevention and early intervention measures so high-risk student populations can receive the supports they need, ideally before they fall behind academically. Reducing chronic absence is a major component of an LEA multi-tiered support system model.
5. **Tiers of Intervention**

   Tier 1 represents universal strategies to encourage good attendance for all students.

   Tier 2 provides early intervention for students who need more support to avoid chronic absence.

   Tier 3 offers intensive support for students facing the greatest challenges of attending school.

   It is believed that foundational supports are the building blocks of good schools that promote attendance. Some supports, such as access to computer equipment, internet connectivity, access to learning support for students, and support for families to help them facilitate learning at home are even more fundamental when instruction is remote. When resources are not in place, it is the responsibility of the school and community to put them in place.
6. Chronic absence does not only affect the students who miss school. It slows down instruction for other students, who must wait while the teacher repeats material for absentee students. This makes it harder for students to learn and teachers to teach. Reducing chronic absence can help close achievement gaps.
7. Reducing chronic absenteeism is key to realizing the benefits of investments in improved instruction and curriculum. Addressing and managing chronic absences ensures that students have an equal opportunity to succeed in a global economy, where graduation from school and advancing to college, or gainful employment with specific skills, are more essential than ever.

G. PROSECUTION

1. Where no valid reason for non-attendance is found, the attendance officer shall give written notice to the parent, guardian, or other person having control of the child. Where the parent, guardian, or person in charge or control of the child is not at his or her regular residence, the attendance officer may leave the written notice with a person over 12 years of age residing at the usual place of residence with instructions to hand such notice to parent, guardian, or other person having control of the child.

   Authority: Ala. Code §16-28-16(1975)
   Amended by Alabama Act 2001-344, p. 446, §1

2. The written notice shall require the attendance of the child at the school within three days from date of the notice.

   Authority: Ala. Code §16-28-16(1975)
   Amended by Alabama Act 2001-344, p. 446, §1

3. Prosecution may be begun by the local superintendent, an attendance officer, principal teacher, private tutor, probation officer, or an authorized agent of the State Superintendent of Education or the Department of Human Resources.

   Authority: Ala. Code §16-28-22(1975)

4. When the student is an habitual truant, or because of irregular attendance or misconduct has become a menace to the best interest of the school which he is attending or should attend, and the parent, guardian, or other person files a written statement in court stating that he is unable to control such child, the attendance officer must file a complaint in juvenile court against said student.

   Authority: Ala. Code §16-28-14(1975)

5. No parent, guardian, or other person having control or charge of any child shall be convicted for failure to have said child enrolled in school or for failure to send a child to school or for failure to require such child to regularly attend such school or tutor, or for failure to compel such child to properly conduct himself as a pupil, if such parent, guardian, or other person having control or charge of such child can establish to the reasonable satisfaction of the court the following:

   a. That the principal teacher in charge of said school which he attends or should attend or the tutor who instructs or should instruct said child gave permission for the child to be absent; or
   b. That such parent, guardian, or other person is unable to provide necessary books and clothes in order that the child may attend school in compliance with law, and that such parent, guardian, or other person had prior to the opening of the school, or immediately after the beginning of such dependency, reported such dependent condition to the juvenile court of the county and offered to turn the child over to the State Department of Human Resources as a dependent child; or
   c. That such parent, guardian, or other person has made a bona fide effort to control such child and is unable to do so, and files in court a written statement that he is unable to control such child; or
   d. That there exists a good cause or valid excuse for such absence; or
   e. That such parent, guardian, or other person has made a bone fide, diligent effort to secure the regular attendance of such child and that the absence was without his knowledge, connivance, or consent.

   Authority: Ala. Code §16-28-13(1975)

H. TAKING CHILD INTO CUSTODY

1. It shall be the duty of the attendance officer, probation officer, or other officer authorized to execute writs of arrest to take into custody without warrant any child required to attend school or be instructed by a private tutor who is found away from home and not in the custody of the person having charge or control of such child during school hours and who has been reported by any person authorized to begin truancy proceedings or prosecutions.

   Authority: Ala. Code §16-28-17(1975)

2. When the attendance officer has taken a child into custody, the officer shall take the child to the person having charge or control of the child or to the principal teacher, or the child's private tutor.

   Authority: Ala. Code §16-28-17(1975)

3. If such child is a habitual truant, he shall be brought before the juvenile court for such disposition as the judge of said court finds proper from the facts.

ATTENDANCE REPORTING

A. RECORDING ATTENDANCE

1. The principal, teacher of each public school and each private tutor shall keep an attendance register showing the enrollment of the school and every absence of each enrolled child from school for a half day or more during each school day of the year.

   Authority: Ala. Code §16-28-8(1975)
   State Superintendent of Education Interpretation, June 3, 1988,
   Amended by Alabama Acts 1982, No. 82-218, p. 260, §6

   a. The attendance roll must be checked daily, and each absence recorded.

      Authority: Ala. Code § 16-28-7
      State Superintendent of Education Interpretation, June 3, 1988,
      Amended by Alabama Act 2014-245, §4, eff. 7/1/2014
      Ala. Code §16-28-8(1975
      Amended by Alabama Acts 1982, No. 82-218, p. 260, §6

   b. Attendance must be recorded in compliance with applicable federal/state legislation, State Board of Education mandates, State Department of Education requirements, and local board of education policies.

      Authority: Ala. Code § 16-28-7
      State Superintendent of Education Interpretation, February 8, 1990,
      Amended by Alabama Act 2014-245, §4, eff. 7/1/2014.
      Ala. Code §16-28-8(1975
      Amended by Alabama Acts 1982, No. 82-218, p. 260, §6.

   c. Students <u>must</u> be in attendance one-half of the instructional day to be counted and reported present.

      Authority: Ala. Code § 16-28-8(1975)
      State Superintendent of Education Interpretation, August 30, 1983,
      Amended by Alabama Acts 1982, No. 82-218, p. 260, §6

B. ADDITIONAL ATTENDANCE RECORDKEEPING

1. The registry of attendance of pupils kept by any public school, in compliance with the provisions of law or any rule and regulation promulgated by the State Board of Education shall be admissible as evidence of the existence or nonexistence of the facts it is required to show.

2. The role of the registrar or designee to enter data is critical to accurate records. Recommendations for pacing and tasks to support this accountability are cited in Appendix G, Recommended Timeline of Responsibilities for the School Registrar/Enrollment Clerk or Attendance Data Designee.

   a. In determining 51% of the scheduled school day, the beginning of the general instruction day must be used. Neither the arrival of school buses, departure time of school buses, nor breakfast programs should be considered part of the instructional day.

   b. Students shall be enrolled at such time as they enter the school for enrollment and attendance purposes. No student should be enrolled on the basis of prior attendance or pre-registration.

   c. Students should be withdrawn from membership on the day following the student's last day of attendance.

   d. Withdrawal is official when one or more of the following occurs:
      (1) The parent, guardian, or other person having care or control of the student notifies the school that he or she is leaving the school permanently.
      (2) The school official determines that the individual has moved or left school permanently.

Authority: Acting State Superintendent of Education September 5, 1995

3. Timely data on chronic absenteeism is available at the LEA level, thanks to technology improvements, including the development of early warning systems (which use a combination of data on attendance, academics, and behaviors to identify at-risk students) and clearer, easier-to-use data dashboards displaying key metrics

C. WEEKLY UNEXCUSED REPORT

The principal or his/her designee shall submit electronically to the local superintendent the names of all children between the ages of six and seventeen who were absent without being excused or whose absence was not satisfactorily explained.

Authority: Ala. Code §16-28-7(1975)
Amended by Act 2014-245, §4, eff. 7/1/2014.

1. A daily attendance report should be given to the school nurse each school day. The school nurse will use the report to monitor the absences of students with recorded medical conditions.

D. STUDENT REPORT CARDS

Student report cards should reflect the total number of days students are absent from school and/or classes; therefore, accurate attendance must be placed on each student's report card. It is

recommended that each system develop a standardized procedure for reporting attendance on report cards.

E. PARENT HOME PORTAL

The student information system (SIS) provides access for parents to view their child's attendance history. Access is granted through the child's currently enrolled school. We highly encourage parents to create accounts to monitor the accuracy of their child's attendance records.

F. REPORTS FOR CHRONIC ABSENTEEISM

Under the ESSA, a federally defined chronic absenteeism reporting metric for chronic absenteeism is required. This chronic absenteeism data is reported through the state submission of the Consolidate State Performance Report (CSPR) to the United States Department of Education. In addition, ESSA requires states to identify at least one indicator of Student Success/School Quality that is included in their federal accountability system. Alabama has chosen state-defined Chronic Absenteeism and College and Career Readiness (CCR) data to meet the requirement of the Student Success/School Quality indicator.

POWERSCHOOL ATTENDANCE SETTINGS

An initial step to calculate the daily attendance value (51%) is to determine attendance setting preference by school/system. Below are the two setup options an LEA may select.

DEFINITIONS:

Daily Attendance Value (DAV) – calculated value based on 51% present of the day, where Present is 1 and Absent is 0.
Clock In/Out – same as Check In/Out when student checks in or checks out
Meeting Attendance– same as Period-by-Period Attendance
Bridge Period – the single period where attendance is synced between daily and meeting (only used if you wish to track both Daily and Meeting)

(Please note that the only difference between the two options is with the ***Secondary*** setup.)

OPTION 1 Meeting Codes Only

School Configuration	Attendance Settings	Notes
Elementary– posting one period of attendance per day	- Daily - Meeting - Clock In/Out - Two-way bridge period - Default attendance page = Daily	- With only 1 attendance period and the two-way bridge set, the Daily Code and the Meeting Code will stay in sync. - DAV is calculated from the total minutes in the student's scheduled periods.
Secondary– posting each period of attendance per day	- Meeting (only) - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting 'Percentage' Thresholds for Tardy and Absent	- No Daily Code will be captured. - Only use attendance reports that pull "meeting" attendance. - DAV is calculated from the total minutes in the student's scheduled periods.
Mixed Elementary & Secondary – e.g., K-8, K-12 (if you want to track meeting attendance)	- Meeting (only) - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting 'Percentage' Thresholds for Tardy and Absent	- No Daily Code will be captured. - Only use attendance reports that pull meeting attendance. - DAV is calculated from the total minutes in the student's scheduled periods. - Need to set up two separate HR or Per. 1 for Elementary and Secondary. The Elementary (HR) period would be set as full day and the Secondary (HR) period would be set as the actual minutes (e.g., 10 min).

OPTION 2--Daily and Meeting Codes

School Configuration	Attendance Settings	Notes
Elementary– posting one period of attendance per day	- Daily - Meeting - Clock In/Out - Two-way bridge period - Default attendance page = Daily	- With only 1 attendance period and the two-way bridge set, the Daily Code and the Meeting Code will stay in sync. - DAV is calculated from the total minutes in the student's scheduled periods.
Secondary– posting each period of attendance per day	- Daily - Meeting - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting 'Percentage' Thresholds for Tardy and Absent	- Clock In/Out will occur on the Meeting page - Daily Code MUST be updated manually once the 'bridge period' posts, after the student clocks in/out is performed for meeting (see instructions below) - DAV is calculated from the total minutes in the student's scheduled periods.
Mixed Elementary & Secondary – e.g., K-8, K-12 (if you want to track meeting attendance)	- Meeting (only) - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting 'Percentage' Thresholds for Tardy and Absent	- No Daily Code will be captured. You can only use attendance reports that pull meeting attendance. - DAV is calculated from the total minutes in the student's scheduled periods. - Need to set up two separate HR or Per. 1 for Elementary and Secondary. The Elementary (HR) period would be set as full day and the Secondary (HR) period would be set as the actual minutes (e.g., 10 min).

*****CURRENTLY<IF OPTION 2 IS CHOSEN, MANUAL RECORD KEEPING IS REQUIRED!!**

Required steps to maintain consistency between Meeting and Daily Attendance – **FULL DAY**

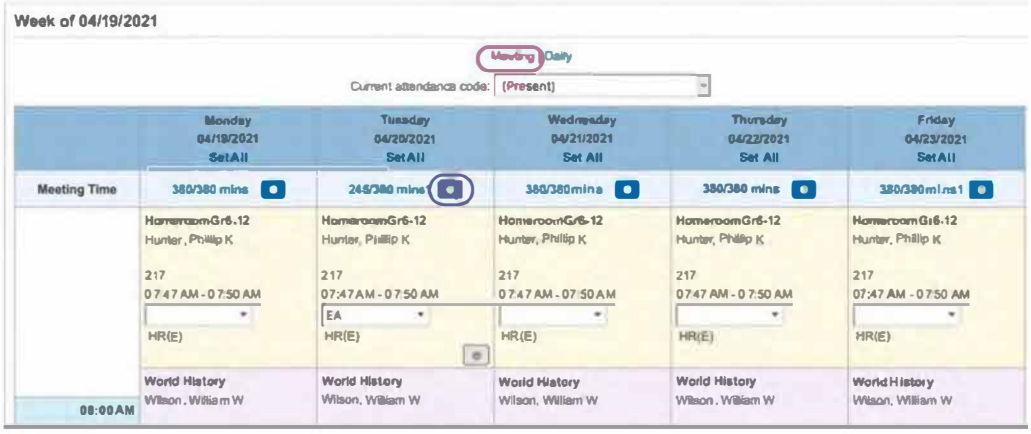
ABSENCE

1. Proceed to Meeting Attendance page to update each period with appropriate code (e.g., D). Select the Current Code at the top.
2. Use the Set All option to populate all periods with same code.

3. Proceed to Daily Attendance page to update the Daily code with same code.

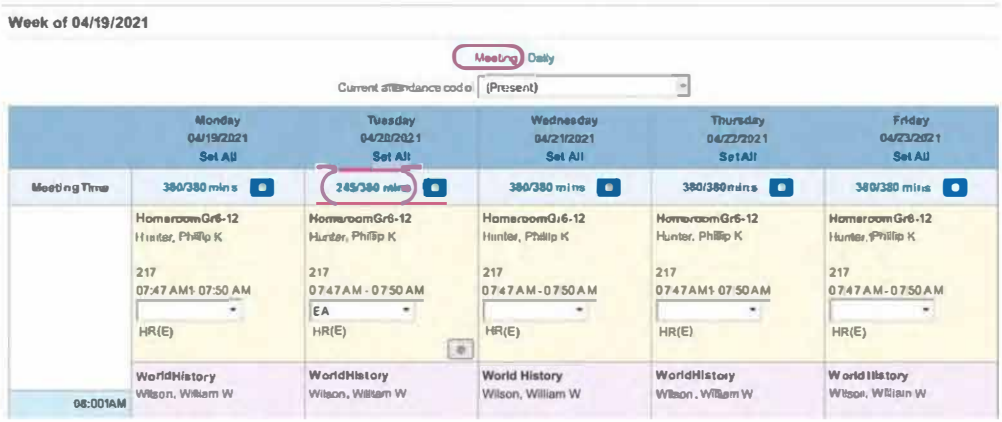
<u>Required steps to maintain consistency between Meeting and Daily Attendance – with a **CLOCK IN/OUT record**</u>

1. Proceed to Meeting Attendance page to clock in/out student.



(NOTE: If the student is clocking in or out, you will need to make sure all subsequent periods are marked correctly)

2. Click Submit.
3. Check the calculated minutes (e.g., 245/380 min), to ensure your clock in or clock out minutes are subtracted correctly.

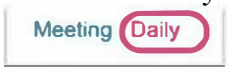


4. Click the calculated minute.
5. Take note of the Percent at the bottom.

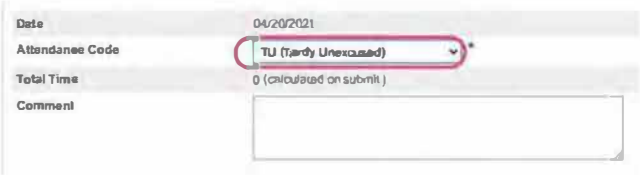
Period	Course Name	Section Number	Present Minutes	Potential Minutes	Percent Present	ADA Included
HR	HomeroomGr6-12	29	0	3	0%	Yes
1	World History	2	0	57	0%	Yes
2	Algebra I	11	0	57	0%	Yes
3	ACC Sociology	455	39	57	68%	Yes
4	Study Hall	36	92	92	100%	Yes
6	English 9	7	57	57	100%	Yes
7	Career Preparedness	7	57	57	100%	Yes

Total: 245/380 minutes0 64%

6. Proceed to Daily Meeting page to clock in/out student.



7. Manually update the Daily code, according to the Percent noted. (Ex. If the student is present more than 51%, but had a clock in under Meeting page, then change code to the Tardy code.)



Available Attendance Reports

System Reports

Menu/Location	Report Name	Use
Start Page => System Reports	Absentee	Single day period attendance code report
	Attendance Count	Multi-day period attendance code report
	Attendance Profile	Attendance summary for any student
	Attendance Summary by Grade	Aggregated attendance report for a date range and grade level
	Class Attendance Audit	Section specific attendance roster
	Clock In/Clock Out	Clock in/outs for date range
	Consecutive Absences	Consecutive absence search by student
	Attendance Change History	Audit data related to attendance records
	Monthly Student Attendance	20-day student attendance report by grade
	Period Attendance Verification	Shows students marked present for a specified number of periods
	Power Teacher Attendance	Shows teachers who have not taken attendance
	Student Attendance Audit	Report detailing attendance codes by day
	Weekly Attendance Summary (Meeting)	Weekly attendance summary by section
	Weekly Attendance Summary (Daily)	Weekly attendance summary by teacher
	Year-to-Date Attendance Summary	YTD aggregated attendance report by grade
	ADA/ADM by Date	Attendance and membership summary by date
	ADA/ADM by Student	Attendance and membership summary by student

Level Data Reports

Menu/Location	Report Name	Use
Start Page => Real Time Reports	Daily Attendance Details	Daily attendance data, by student, for selected date range
	Daily Attendance Summary by Code	Summary of daily attendance codes, by student, for selected date range
	Daily Attendance Summary by Date	Summary of the calculated daily attendance values, by student, for selected date range
	Unexcused Absences by Date	Displays student's total amount of unexcused absences by date range
Optional Reports for Purchase		
	ADA/ADM – Chronic Absenteeism	Student's attendance percentage for selected date range
	ADA/ADM by Lunch Status	Shows ADA and ADM totals by lunch status
	Meeting Attendance Details	Detailed period attendance data, by student, for selected date range
	Meeting Attendance Summary by Code	Summarizes period attendance codes by course

	Meeting Attendance Summary by Date	Summarizes period attendance codes by date
	Total Absences by Date	Displays student's total number of absences by date range

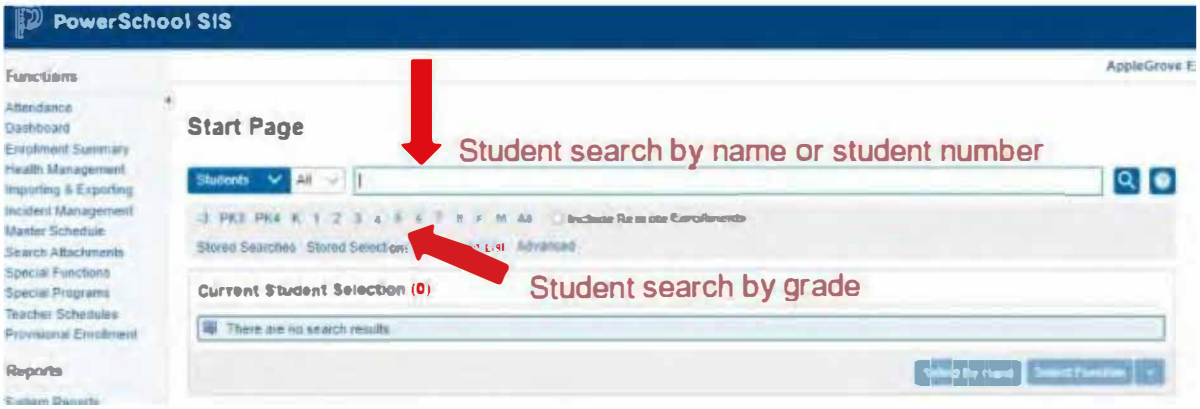
Enterprise Reporting

Menu/Location	Report Name	Use
Start Page => System Reports => Enterprise Reporting (tab)	Student Attendance Summary	Customizable report to show student's attendance totals
	YTD Absences by Grade	Summary and chart of daily attendance totals by student. NOTE: This report will not work until your attendance codes are configured within Oracle APEX.

***ALSDE Only* School [Apple Grove High]> Select Student 1964259548> Attendance > Click Meeting > Click Date Range > Review drop-down for Current attendance code**

LEAs: Select Student > Attendance > Click Meeting > Click Date Range > Review drop-down for Current attendance code

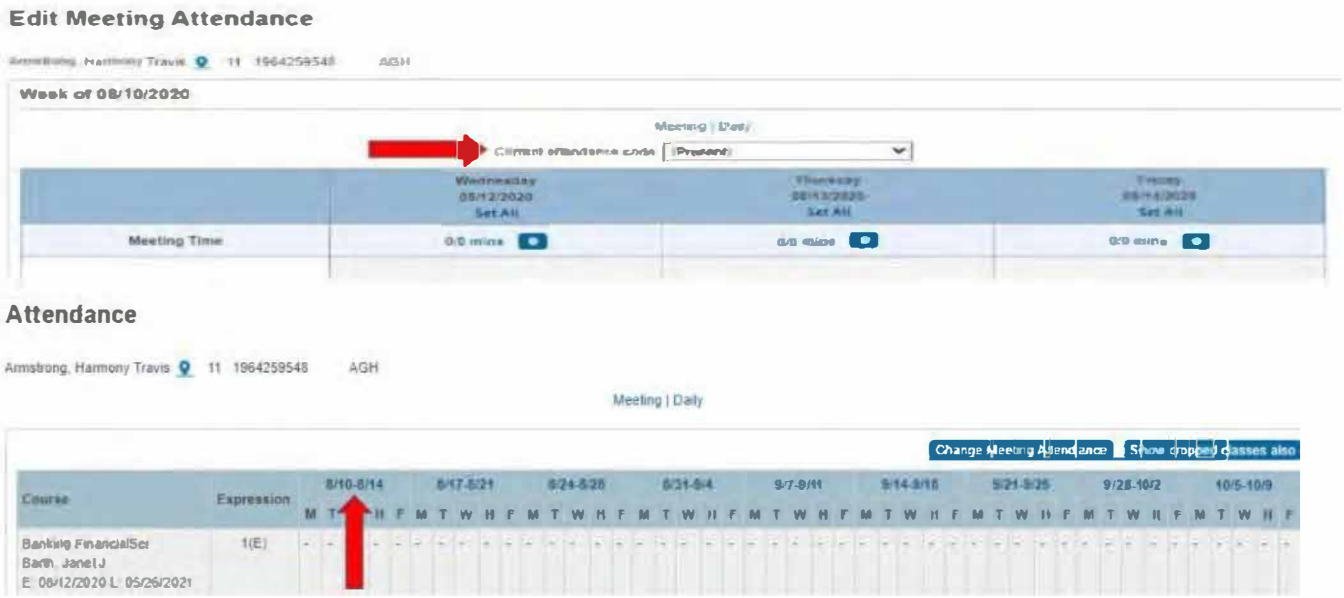
1. Select the Student. You can search by name, grade, or other filters.



2. Select **Attendance**.

3. Select **Meeting**.

4. Select **Date Range.**



5. Review drop down for current attendance code.

ATTENDANCE TRACKING AND NOTIFICATION (ATN)

Attendance Tracking and Notification (ATN) can be used in combination with the basic PowerSchool attendance setup. The additional setup elements allow for tracking of truant attendance using a combination of thresholds and triggers. Each time a student meets or exceeds a specific threshold, a notification record is created in the PowerSchool database. The notification records can be used to print attendance letters for students with truant attendance.

Additional guidance for the ATN setup is referenced in Appendix H.

Please note that LEAs should use the following information to assist in setting up the ATN:

District Setup	
- Attendance Tracking Method	Name: Percent(absent) Threshold: 49
- Unexcused Tracking Levels	Name: Unexcused Tracking Method: Percent Triggers – set up to 3 trigger values/thresholds
School Setup	
- Attendance Mode	Attendance Mode: Meeting Time to Day
- Unexcused Tracking Categories	Attendance Category: Absent Unx Status: Absent

EXIT/WITHDRAWAL CODES

This section includes state codes, definitions, and examples for coding events in which a student exits school. For more information regarding the definition of a dropout, click here.

School > Select Student >[Enrollment] Functions > Transfer Out of School > Review Exit Code drop-down

School > Select Student > Transfer Info > Click Entry Date > Review Exit Code drop down

Click Here for Screenshots

Exit Code	Definition/Guidance	State Code
Transfer in System - Public	Transfer within the same LEA	**WA1**
Transfer in System - Private	Transfer within the same LEA to private institution	**WA2**
Transfer in System - Church or Home School	Transfer within the same LEA to a church or homeschool	**WA3**
Transfer in Schoole Grade Change	Calculation of credits/grade equates to grade placement	**WA4**
Transfer in State - Public	Transfer within the state to another LEA	**WB1**
Transfer in State - Private	Transfer within the state to private institution	**WB2**
Transfer in State - Church or Home School	Transfer within the state to a church or homeschool	**WB3**
Transfer out of State	Transfer to another state	**WC1**
Transfer out of Country	Transfer to another country	**WC2**
Deceased	Student death	**WD2**
Disciplinary Action	Action other than expulsion (does not include suspension); placed in customized disciplinary program but could continue educational services	**WD3**
Transferred to Youth Services	Transfer to DYS identified services	**WD4**
Transferred to Special Services-Rehab, Mental Health Facility, or other Special Services Facility		**WD5**

Expulsion	Determined removal of a student from LEA and school privileges	**WD6**
Exit Private School Services		**WD7**
Exit Preschool/Under Mandatory Age	Preschool students under the mandatory school age	**WD8**
Mid-Year Graduate	Graduation requirements completed prior to a full academic year.	**WG1**
Academic Difficulties	Unable to achieve academic expectations.	**D02**
Marriage		**D03**
Pregnancy		**D04**
Employment	• Family responsibility after age seventeen.	**D05**
Physical Illness – Not Deemed Legitimate	• Is in system and not in school and is temporarily absent because of illness that has not been verified as legitimate.	**D06**
Language Difficulty	• English Language Learner framework strategies have been exhausted. Alternative/non- traditional opportunities should be explored.	**D07**
Dislike of School Experience	• Traditional school experience is not an appropriate solution for an identified situation. Alternative/non-traditional opportunities should be explored.	**D08**
Needed at Home	• Social emotional requirements overpower traditional engagement. Alternative/non- traditional opportunities should be explored.	**D09**
Parental Influence	• Impact of parental biases and expectations.	**D10**
Student Staff Relations	• Dynamics of personality and conflict result in a negative impact. Alternative/non-traditional opportunities should be explored.	**D11**
Relationship with Fellow Students	• Dynamics of personality and conflict result in a negative impact. Alternative/non-traditional opportunities should be explored.	**D12**
Behavior Problem	• Disciplinary action, suspension, expulsion, or period of disciplinary action has expired, and student did not return to school. • Disciplinary action resulting in expulsion; no option to return.	**D14**

Other Known Reason	• Withdrew/no show/left school after passing age for which system must provide free public education. • Moved out of system or out of state and is not known to be in school. • Is in an institution that does not offer a secondary educational program.	**D15**
Reason Unknown	• Has not graduated, has not completed an approved program, educational status after leaving school.	**D16**
Non-Return in Fall No Show/ Zero Day Enrollment	Entry date, enroll date, and exit date are the same	**NS1**
HS Diploma		**01**
Exited - GED document		**09**
Foreign Exchange - Non-Degree		**10**
Essentials/Life Skills Pathway		**16**
Alt Achievement Standards (AAS)		**17**
Promoted		**P**
Retained		**R**
Sch Choice Transfer in System - Public		**TA1**
Sch Choice Transfer in System - Private		**TA2**
Sch Choice Transfer in System - Church or Home		**TA3**

Sch Choice Transfer in State - Public		**TB1**
Sch Choice Transfer in State - Private		**TB2**
Sch Choice Transfer in State - Church or Home School		**TB3**
Sch Choice Transfer - Special Services - Rehab., Mental Health Hospital, Treatment Center, or Other Special Services Facility		**TD5**
Parent Placed - Special Services - Rehab., Mental Health Hospital, Treatment Center or Other Special Services Facility		**PD5**

***Use when students Aged 3-5 or special education students from private schools (4999) no longer require services.**

For additional information, refer to the *ALSDE Data Code Manual* ALSDE Data Code Manual - LiveBinder (livebinders.com)

TEMPORARY CLOSING OF SCHOOLS, EARLY RELEASE, AND SHELTER IN PLACE

A. REPORTING

In the event of a natural disaster, pandemic, or an epidemic, it may be necessary to temporarily close a given school. When the school resumes classes, the calendar dates will reflect the date school is actually in session. At the designated time, the principal should forward the attendance report to the superintendent. Any anticipated delay in attendance reporting should be reported to the State Department of Education.

Authority: State Superintendent of Education Interpretation, Memorandum, February 26, 2015

In the event of a school closure, early release, or shelter in place due to inclement weather or other emergency, the information must be reported by the superintendent of each school system on the School Closure Notification Form located at https://aim.alsde.edu under School Notification for Public tab. After completion of the Notification Form, the superintendent must complete the School Day Make-Up Form and submit it to the State Superintendent of Education for approval.

B. SCHOLASTIC DAY

A scholastic day shall not be less than six hours unless otherwise ordered by the county or city board of education.

Authority: Ala. Code §16-1-1(1975)
Amended by Alabama Acts 1984, No. 84-323, p. 743, §1.

C. MINIMUM NUMBER OF DAYS MISSED

Any days missed must be made-up to account for the minimum requirement of 180 full instructional days or the hourly equivalent of no less than 1,080 instructional hours. In extreme circumstances involving natural occurrences, health-related occurrences, or other extenuating circumstances that result in the cancellation of an instructional day, a local board of education may submit a plan for the approval of the State Superintendent of Education to replace cancelled instructional days by adjusting the school calendar to extend the hours of actual teaching time on specified instructional days.

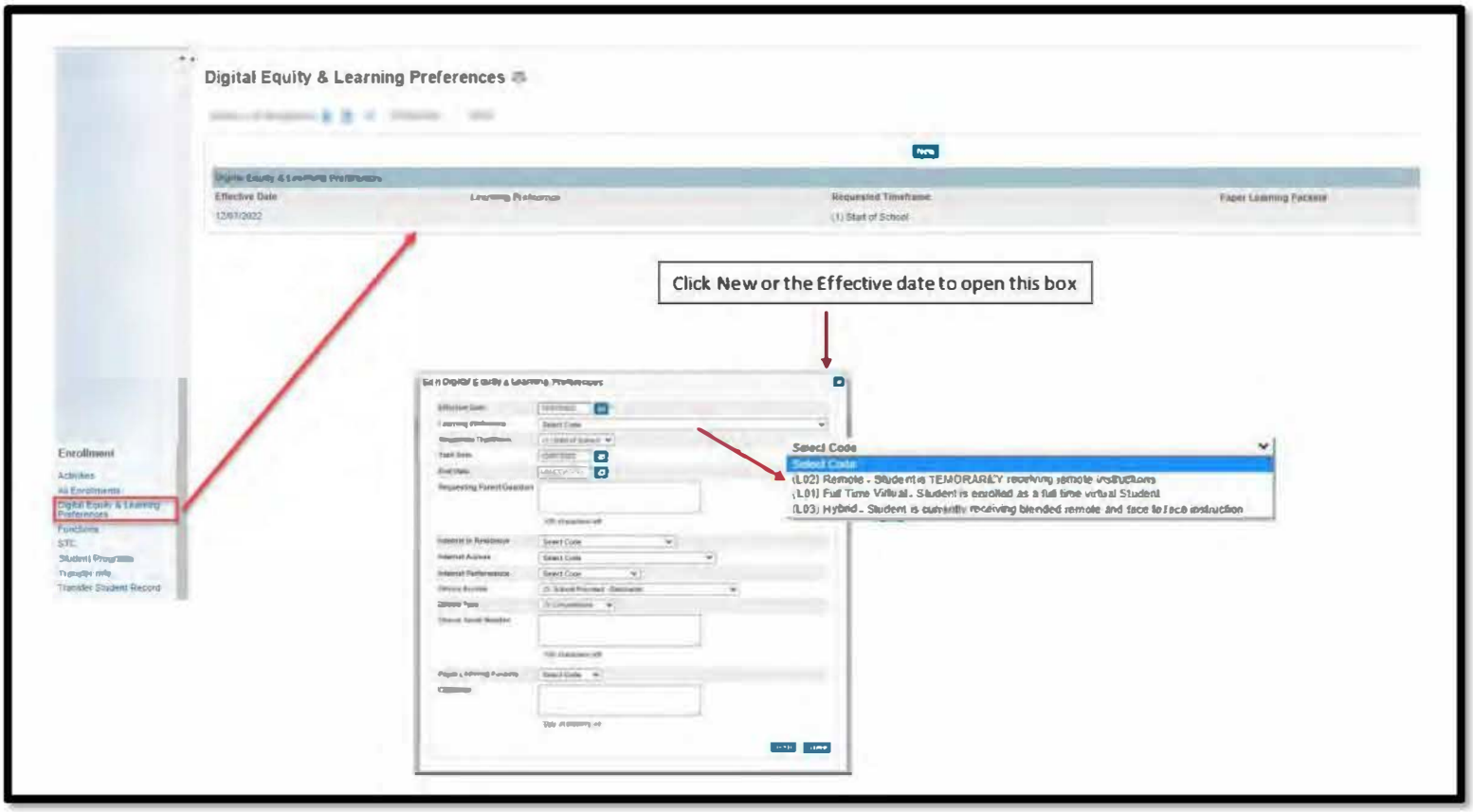
Authority: Ala. Code §16-13-231(1975);
Amended by Alabama Act 2015-430, §1, eff. 9/1/2015.
Alabama Administrative Code 290-3-1-.02(2) (a) 1

D. REMOTE LEARNING OPPORTUNITIES

Remote learning allows the flexibility of participating in a traditional learning environment and then pivoting and transitioning to learning at home for a short period of time. Remote learning could be assigned by districts/schools based on need, such as a temporary school closure or a student in isolation or quarantine that will be absent for a set period of time.

Remote learning utilizes electronic technologies to access curriculum outside of the classroom. To be effective with transitioning back and forth from traditional to remote, there should be prior planning to assess dependence on preparedness, technology tools, and overall student support. The goal is to allow learning to continue and have students returning to school without the need to complete a great deal of make-up work.

- Students require access to technology necessary for participation in remote learning.
- Teachers deliver content through the identified learning management systems.
- Teachers communicate with students to outline expectations when remote and what content and assignments should be completed during their time away from school.
- Teachers identify means in which students should communicate when they need help or assistance.
- Length of time for remote learning is communicated to students and parents.



CHRONIC ABSENTEEISM

Chronic Absenteeism is a measure of how many students miss a defined number of days (often 18 or more days) for any reason. Research shows that Chronic Absenteeism is associated with several negative consequences for students including lower achievement, disengagement from school, course failure, and an increased risk of dropping out. Additionally, decades of research links truancy to violent and non-violent offenses. Students who are truant are structuring their lives for educational failure as well as potential social isolation, violence, marital problems, employment problems, adult criminal behavior, and incarceration.

Addressing chronic absenteeism and developing good attendance habits is a solvable problem for which all stakeholders share the responsibility. Identified roles and responsibilities are referenced throughout this document. Refer to Appendix J, Recommended Role of the School Principal/Leadership, "You Are In Charge of Attendance, Now What?"

A. FS195– CHRONIC ABSENTEEISM FILE SPECIFICATIONS

The FS195--Chronic Absenteeism File Specifications contains instructions for building files to submit ED facts Data Group 814: Chronic Absenteeism table. The definition for this data group is:

- The unduplicated number of students absent ten percent or more school days during the school year.
- The U.S. Department of Education also provides in accordance with the Office of Civil Rights' guidance, student absence is defined as: "a student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day."

B. STATE *EVERY STUDENT SUCCEEDS ACT* (ESSA) PLAN

Through meetings across the state including the Alabama ESSA Accountability Workgroup, and other groups, stakeholders have shared a vested interest in ensuring that students in Alabama were successful not only in school but also in their careers and lives thereafter. Through much research, continuous feedback, and data analysis, it was determined that student attendance has a major impact on overall success. Therefore, Alabama will include chronic absenteeism as a metric within its accountability systems for schools with a Grade 12 and for schools without a Grade 12. Alabama has defined chronic absenteeism as the percentage of students having 18 or more absences in a given school year. The goal is to decrease the overall chronic absenteeism rate to no greater than 5% by 2030 for all LEAs, schools, and the state. This will be calculated by dividing the number of students absent for 18 or more days for a school quality success/indicator within the accountability system by the number of students actually enrolled and multiplying by 100.

C. ANALYSIS AND DATA

The Student Data Application compiles all student data. Student data from this application is pulled into other applications. End-users will have view-only access and data corrections must be made at the district level using the SIS. Because this application contains various sets of student data, end-users will only be able to view information according to his/her role assigned in ED Dir.

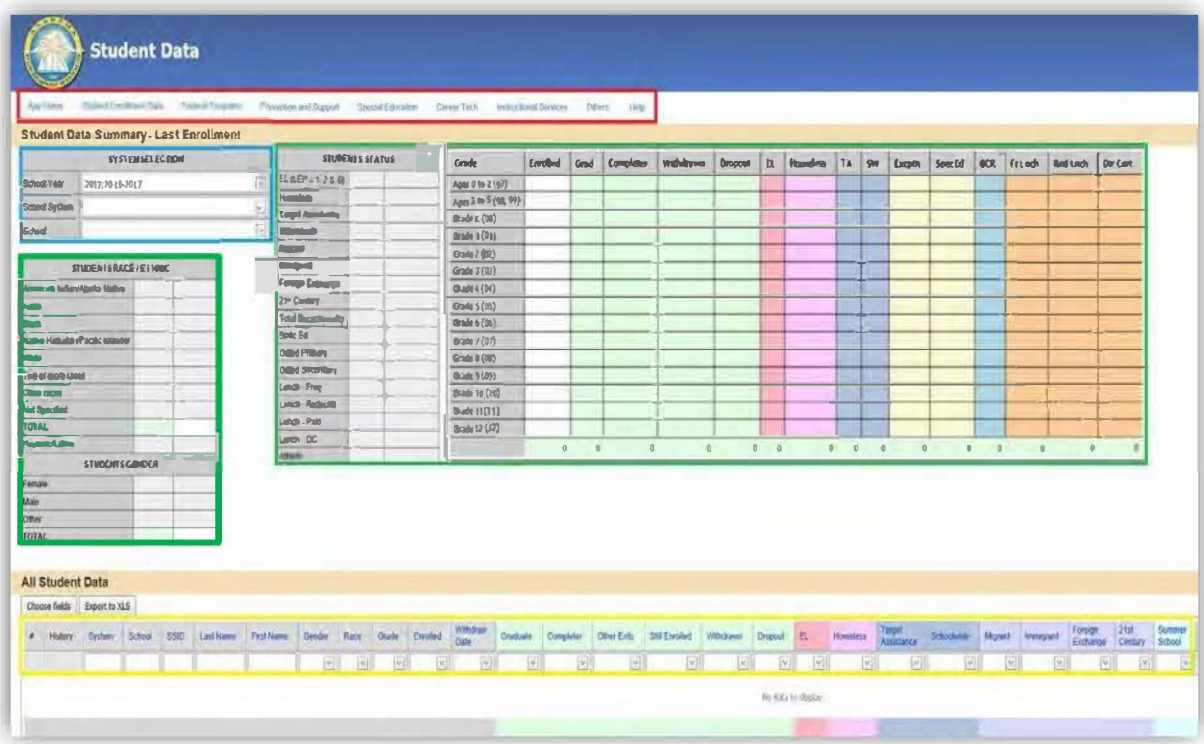
Accessing Your AIM Account

1. Go to the **ALSDE Identity Management (AIM)** link.

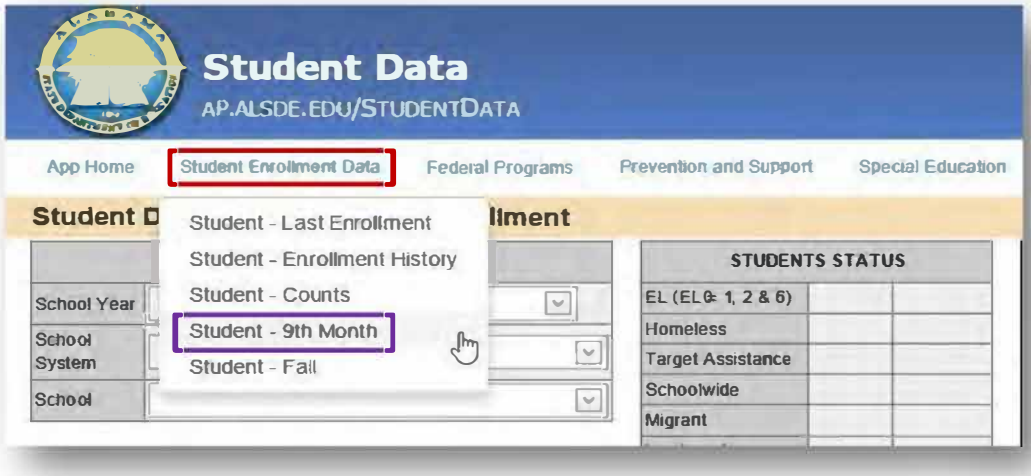
2. The AIM login page will display. Once you have created an account and you have been approved for access, you will need to log in.

3. On the AIM homepage, select the **Student Data** tile.

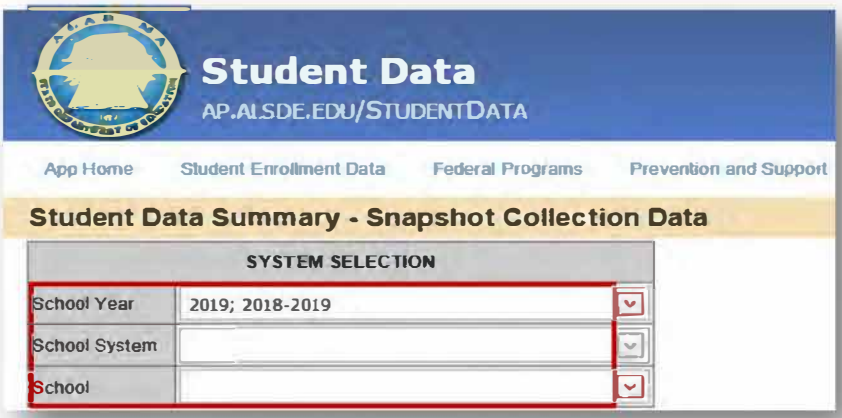
4. After logging into the Student Data Application, you will notice the **menu bar** at the top of the page. Below the menu bar is the **System Selection** area. There are two **summary tables** located to the right of and below the System Selection area. Below the summary tables is the **student-level data grid**.



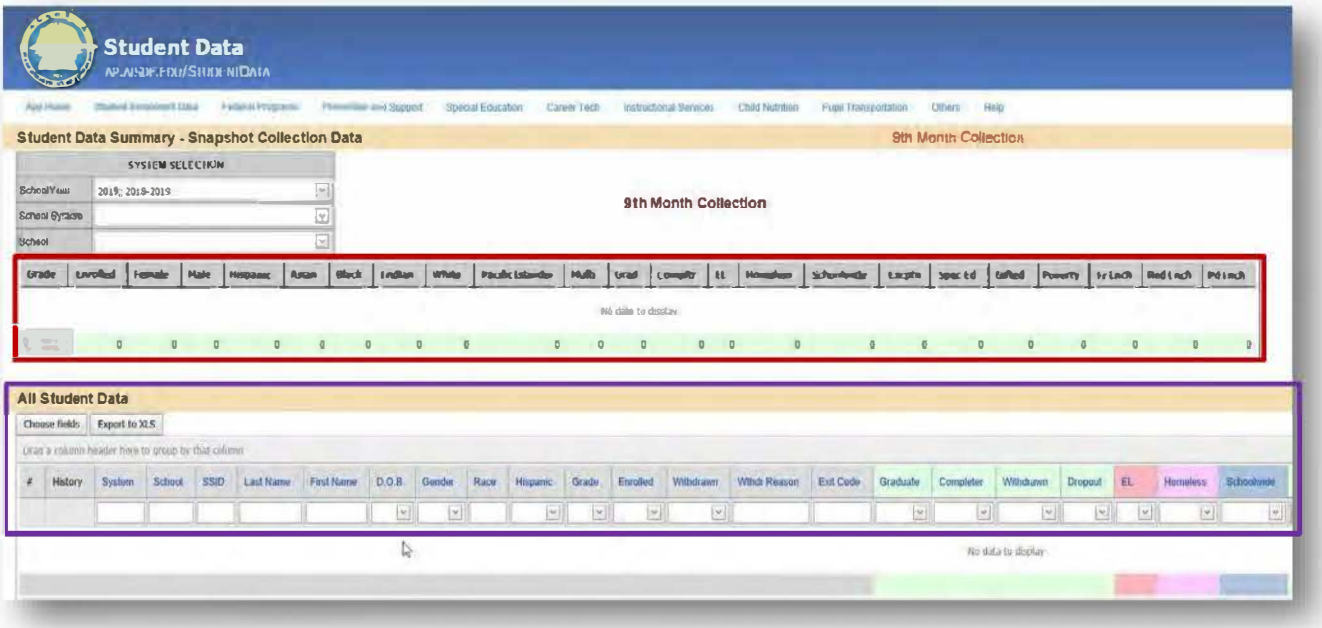
5. Click on the **Student Enrollment Data** tab and select the **Student-9th Month**.



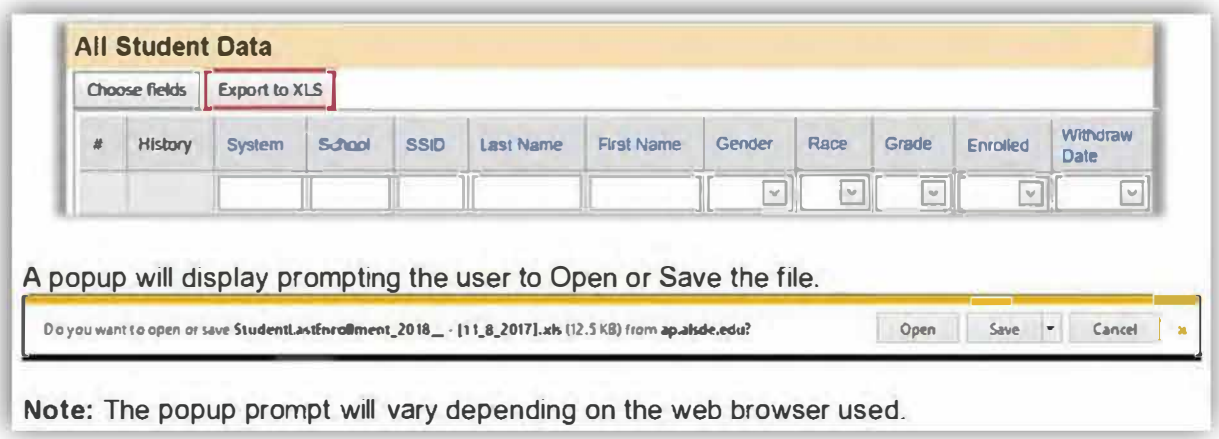
6. Complete the System Selection information fields.



7. Data will populate into two tables. The **first table** (located below the System Selection area) provides system summary data. Below the summary table is the **student-level data grid.**



8. To export the student absenteeism data into a Microsoft Excel spreadsheet, click on the ***Export to XLS*** button just above the grid.



D. ASSURANCE LETTERS

The LEAs are encouraged to utilize a "nudge" letter, refer to Appendix K Sample "Nudge" Letter Chronically Absent Student for the purpose of educating families on the effects of chronic absenteeism. The systems may include suggestions for achieving good school attendance. Such a letter may be included in the parent/student handbook where a signature is required verifying that the parent/guardian/student received the information. The individual student letters regarding chronic attendance are recommended in addition to a parent/student handbook disclosure. Refer to Appendix L, Sample Letter For Parent/Student Handbook.

E. CHRONIC ILLNESS

The school nurse is the health care representative on site in each school in the LEA in Alabama. An understanding of the school nurse's role is essential to ensure coordinated care is given to each student to ensure the safety and wellbeing of each student, and that students are present and learning each day while school is in session. There is a recognized relationship between health and learning as there is between school nurse availability and student well-being to achieve educational success. The role of the school nurse encompasses both health and educational goals. The school nurse is a liaison between school personnel, family, health care professionals, and the community. The school nurse participates as the health care expert and the goal is for each student to be successful while at school. Therefore, it is imperative for every student to be in attendance daily, since students cannot learn if they are not present and feeling well each day. As a collaborative part of the educational process, a holistic approach must be taken to produce a whole child, as the whole school and the whole community is needed to work together.

F. TRACKING CHRONIC ABSENTEEISM

To help LEAs track the number of chronic absentees throughout the school year, a report can be accessed through the ALSDE Identity Management (AIM) Portal. You must have access to either the Student Data tile or the Official State Collections tile on the AIM Portal. The report will not directly name those students who are chronically absent, but the report can be filtered by total absences for each student and then exported. The list can then be reviewed to see which students have accumulated 18 or more absences.

If using the Student Data tile, select the School Year, School System, and School to define your search. Access the drop-down menu under Prevention and Support and choose Student - Absences. This list can be filtered by total absences and exported to a spreadsheet.

If using the Official State Collections tile, select the School Year, System, School, and Collection to define your search (set Collection to 9th month to access data for the entire school year). Access the drop-down menu under Attendance and choose Attendance Collection. This list can be filtered by total absences and exported to a spreadsheet.

G. CHRONIC ABSENTEEISM PREVENTION TOOLS

1. Enforcement of effective hand hygiene practices in schools include increased frequency of handwashing and use of hand sanitizers.

2. School-located influenza vaccination programs have been shown to reduce school absenteeism during influenza season.
3. School immunization requirements have been shown to increase immunization coverage in the community, and high levels of coverage are necessary for the prevention of outbreaks of vaccine-preventable diseases that could lead to school absenteeism.
4. School nurses have the expertise to identify and intervene on health issues that may affect the learning environment, and the nurses are critical team members for ensuring that students' individualized education programs, 504 plans, or health-care plans are appropriately designed and implemented.
5. School-Based Health Collaborative Center (SBHCC) can include preventive services such as, dental, mental, or behavioral health services. Research has shown that the SBHSC can reduce absenteeism. Reference, Web Resource Section, *The Link Between School Attendance and Good Health*, M. Allison, E. Alisha, and Council on School Health.
6. The sample forms in this section are powerful tools to aide school personnel and parents in the prevention of chronic absenteeism. Refer to Appendix N for Sample Medical Information Release Form and Appendix N for Sample Anticipated Absence Form Cover Sheet and Sample Anticipated Absence Form.
7. LEAs review CDC or state/local health department guidance for procedures and best practices to ensure student safety.

TRUANCY

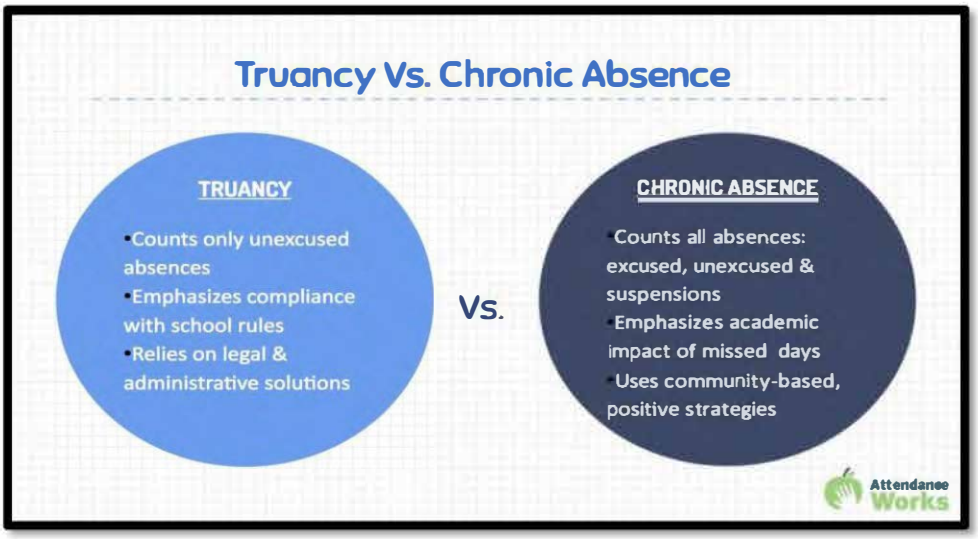
The definition of Truancy is **unexcused absences** or skipping school/class for a day or portion thereof. The difference between chronic absenteeism and truancy is that chronic absenteeism identifies, and totals excused and unexcused absences whereas, truancy identifies only unexcused absences. The LEAs analyze and match appropriate interventions/strategies with students that have as few as two absences, regardless of whether it is excused or unexcused through student and student advocacy relationships. This strategy alone provides information imperative to breaking down barriers/obstacles impeding positive student attendance that consequently increases the students' academic performance.

Decades of research have identified the link between truancy and serious offenses, both violent and non-violent in later life. Truancy affects not only the student and school, but also society as a whole. Related to substance abuse, gang activity, and criminal activities, truancy is a proven risk factor for delinquent behavior. Students who are truant are structuring their lives for educational failure as well as potential social isolation, violence, marital problems, employment problems, adult criminal behavior, and incarceration.

A. SUPPORT FOR PRE-EARLY WARNING INTERVENTIONS

It is important that policies and procedures for implementing school truancy prevention programs include a systematic, directive, and timely process to reflect support for students and families prior to the juvenile court referral for the truancy process. Appropriate interventions prior to the required early warning procedures are necessary to facilitate students staying on track and, hopefully, avoiding a petition to court. Refer to Appendix O, Attendance Flow Chart and Appendix P, Chronic Absenteeism Flow Chart to be utilized during the development of the intervention process. Refer to Appendix Q, Pre-Early Warning Intervention Form as the academic, social, and behavioral issues impacting a student's ability to attend school on a regular basis are identified and aligned with appropriate interventions.

Additional information such as research articles, PowerPoints, and pyramids of interventions for tiered support for attendance are stored under the Prevention and Support Services Section tab on the Alabama State Department of Education website. Resources will be located in Schoology.



SAMPLE

FOR UNEXCUSED/TRUANCY ABSENCES ONLY

Pre-Early Warning Intervention Form

The purpose of this conference is to address student academic, social, and/or behavioral issues that are impacting the student's ability to regularly attend school.

Parent/Guardian:_____Student: _____
School:_____ Date of Conference_____

Please check problem areas below.

☐ Documentation of Absences	☐ Student Employment Interfering with School
☐ Student Refusal to Attend	☐ Needed at Home
☐ Failure to Attend Due to Physical/Mental Illness	☐ Relationship with Fellow Students and/or School Staff
☐ Teen Pregnancy ☐ Teen Mom/Dad: Childcare Issues	☐ Transportation
☐ Harassment/Bullying at school	☐ Academic Difficulties/Credit Loss
☐ Dislike of School Experience	☐ Other

Please indicate if you are interested in attending a *Loving Solutions®/Parent Project®* workshop.
____Yes, I'm interested in attending a ***Loving Solutions®/Parent Project®*** workshop.
____No, I'm not interested in attending a ***Loving Solutions®/Parent Project®*** workshop at this time.

Goals for Improvement

Goal 1:
Goal 2:
Goal 3:

I acknowledge that I have been advised of the policy of the Board of Education as mandated by the Alabama Compulsory Attendance Laws and set forth in the Early Warning Truancy Petition Program governing attendance. I understand that further truancy by my child will result in mandatory attendance of the Early Warning Truancy Program and may result in a petition being filed with the Juvenile Court. *Legal Reference: Laws of Alabama Relating to Education, Title 16-28-12;* 16-28-14, Amended by Acts 1982, No. 82-218, p. 260, §7; and 16-26, 15, 16-28-17.

Parent /Guardian Signature: _____ **Date**_____

Student Signature: _____ **Date**_____

School Representative Signature:_____ **Date**_____

_____Parent was notified to attend the school conference but did not participate.
_____Second attempt to contact or meet with parents.

School Representative:_____**Date**_____

THE COMPLETED FORM MUST BE SUBMITTED FOR EACH STUDENT ASSIGNED TO EARLY WARNING. NO STUDENT/PARENT WILL BE SCHEDULED TO EARLY WARNING (FOR UNEXCUSED ABSENCES) WITHOUT THIS DOCUMENTATION.

School Level Intervention

ATTENDANCE TRACKING AND NOTIFICATION (ATN)

Attendance Tracking and Notification (ATN) is used in combination with the basic PowerSchool attendance setup. The additional setup elements allow for tracking of truant attendance using a combination of thresholds and triggers. Each time a student meets or exceeds a specific threshold, a notification record is created in the PowerSchool database. The notification records are used to print attendance letters for students with truant attendance.

Additional guidance for the ATN setup is referenced in Appendix H.

Please note that LEAs should use the following information to assist in setting up the ATN:

District Set Up	
- Attendance Tracking Method	Name: Percent (absent) Threshold: 49
- Unexcused Tracking Levels	Name: Unexcused Tracking Method: Percent Triggers – set up to 3 trigger values/thresholds
School Set Up	
- Attendance Mode	Attendance Mode: Meeting Time to Day
- Unexcused Tracking Categories	Attendance Category: Absent Unx Status: Absent

A. PARENTAL NOTIFICATION OF COMPULSORY SCHOOL ATTENDANCE LAWS

RECOMMENDATION:

It is important that parents be advised of attendance laws, regulations, and policies. This letter to parents on Alabama school attendance laws may be used. However, other methods of parental notification of attendance policies and laws may be used (e.g., handbooks). Parental receipt of attendance notification should be maintained on file at the local school.

SAMPLE

Dear Parents:

Alabama law requires all children between the ages of six and seventeen to attend school. If any child fails to attend school without legal excuse, that child and the person having custody of that child will be referred to the juvenile court.

Any child who is prosecuted for truancy may be placed in a juvenile facility or in long-term residential care. Any custodial adult who is prosecuted for failing to require a child to attend school may be jailed for up to one year or fined. ***Ala Code 16-28-12, Amended by Acts 1994, 1st Ex. Sess., No. 94-782, p. 70, §1.***

A free public education is one of the greatest benefits available to the children of our State. Please ensure that your child achieves his or her full potential by attending school regularly.

Sincerely,

I have read the above letter and am fully aware of my responsibility to see that my child attends school daily and of the penalty for my failure to do so.

_____
Signature of Parent or Guardian

_____
Signature of Parent or Guardian

_____
Date

B. TRUANCY REPORTING

TRUANCY DEFINITION

A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following return to school. A failure to furnish such explanation shall be evidence of the child being truant each day he is absent. The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual. Seven unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court. The Interagency Committee on Youth Truancy Task Force recommendations known as the Early Warning Truancy Prevention Program timeline for reporting truancy shall define the truancy status of any student as follows:

1. First truancy/unexcused absence (warning)
   - Parent/guardian shall be notified by the school principal or his/her designee that the student was truant and the date of the truancy.
   - Parent/guardian shall also be provided with a copy of Alabama's compulsory school attendance laws and advised of the penalties that can be applied and the procedures that shall be followed in the event that other unexcused absences occur.

2. No earlier than the fifth unexcused absence (conference)
   - The parent, guardian, or person having control of the child shall (1) attend a conference with the attendance officer and principal or his/her designee and/or (2) participate in the early warning program provided by the juvenile court.
   - Attendance at one of these conferences shall be mandatory except where prior arrangements have been made or an emergency exists.
   - Failure to appear at the school conference and/or to appear at the early warning program shall result in the filing of a complaint/petition against the parent under *Ala. Code 1975, §16-28-12(c)* (failure to cooperate), or a truancy against the child, whichever is appropriate.

3. No earlier than seventh unexcused absence, but within ten (10) school days (court)
   - File complaint/petition against the child and/or parent/guardian, if appropriate.

4. Child under probation
   - The school attendance officer should be notified by the juvenile probation officer of all children in the school system under probation supervision by the juvenile court as consistent with state statute, *Ala Code. (1975)*.
   - Where a child under probation is truant, the school attendance officer should immediately notify the juvenile probation officer.

5. Any local education agency may adopt a policy more rigorous than the State policy.

Authority: Alabama Administrative Code 290-3-1-.02(7)(c)

C. TRUANCY REFERRAL PROCEDURE

1. RECOMMENDATION

The Interagency Committee on Youth Truancy Task Force recommends the following Truancy Referral Procedure. However, the juvenile judge and the local education authorities should establish procedures to be followed when entering a complaint/petition in the courts.

SAMPLE

Truancy Referral Procedure

The following procedures shall be used in making truancy referrals to the Juvenile Court of _____County.

Juvenile Truancy Referrals

Where a child has been truant from school, the school attendance officer shall file a truancy information sheet and a complaint with the juvenile court intake office.
The juvenile court intake office is located at _____

_____Telephone No. _____

The juvenile court intake officer will review the complaint with the school attendance officer and will prepare a juvenile intake petition for the school attendance officer's signature.

Recommended Policies and Procedures for Court/School Truancy Prevention Program

The juvenile probation department will advise the school attendance officer of the status of all truancy complaints and the disposition of such cases.

Adult Proceedings

Prior to filing any action against a parent or guardian of a truant child, the school attendance officer must give the parent or guardian written legal notice of the laws of Alabama regarding compulsory school attendance and the range of penalties that may be invoked against the parent or guardian. The parent or guardian must be advised that the child must attend school within three days and that, after this period, any additional unexcused absence will result in the filing of a petition alleging contributing to the delinquency of a minor.

Where action is to be taken against a parent or guardian, the school attendance officer will complete an adult truancy charge sheet and will swear out a formal complaint before the juvenile intake officer. If probable cause is determined, the intake officer will issue a warrant of arrest for the parent/guardian.

If you have any questions concerning the filing of truancy cases in the Juvenile Court of

_____County, please call the juvenile intake office.

D. COMPLAINT INFORMATION

1. When it becomes necessary to file a complaint with the juvenile courts, a form such as the sample below may be required by the court.

SAMPLE

State of Alabama Unified Judicial System Form JU-2 Rev. 01/09	**COMPLAINT**	Case Number

IN THE JUVENILE COURT OF _____ COUNTY , ALABAMA

In the Matter of a Child:

Child's Name _____ Nickname _____

Address _____

Lives With _____ Relationship _____ Phone _____

Date of Birth _____ Place of Birth _____ Verified By _____ Race _____ Sex _____

Height _____ Weight _____ Eye Color _____ Hair Color _____ Social Security Number* _____

School _____ Grade _____ Employer _____

Child's Father _____ Home Phone _____ Work Phone _____

Address _____

Child's Mother _____ Home Phone _____ Work Phone _____

Address _____

Custodian _____ Home Phone _____ Work Phone _____

Address _____

Alleged Violation or Incident _____

Date Occurred _____ Category ☐ Delinquent ☐ Dependent ☐ Child In Need of Supervision (CHINS)

Law Enforcement Agency Involved (Name) _____ (Case Number) _____

Documents attached and incorporated into this Complaint by reference (check all that apply)

☐ Incident/Offense Report ☐ Supplemental I/O Report ☐ Arrest Report ☐ Traffic Ticket/Complaint (UTTC)

☐ Additional pages ☐ Other (describe) _____

Facts and Circumstances: (For a delinquency or CHINS complaint, include the date, time, place, co-defendants and ages, victim information, approximate value of property taken/damaged/received, and description of the specific offense committed. For a dependency complaint, identify the abuse, neglect or inadequate care suffered by the child, the extent of any injury, the name and relationship of the person responsible for the abuse, neglect or inadequate care of the child.)

_____

_____

_____

Complainant's Name (Printed) _____ Phone(s) _____

Address or Agency _____

I swear or affirm that I have knowledge of the facts set forth in this Complaint or am informed of them and believe that they are true. Further, I agree to sign a formal petition and testify in court if necessary to substantiate this complaint.

Complainant's Signature _____ Date _____

SWORN TO AND SUBSCRIBED BEFORE ME: _____ Date _____ Intake Officer or Notary Public

COMPLAINT RECEIVED: _____ Date _____ Time _____ Intake Officer

ACTION TAKEN:

Rule 12, ARJP; Ala. Code §§12-15-118(1), 12-15-120(A) (2009)

*Social Security Number is optional. All other fields must be completed, even if the information is unknown to you ("unknown" or "?") or does not apply to this complaint ("n/a").

NOTICE OF NON-COMPLIANCE

RECOMMENDATION: The NOTICE OF NON-COMPLIANCE with Alabama Compulsory Attendance Law as found in the *Recommended Policies and Procedures for Court/School Truancy Prevention Programs* is an example of notification.

Reasons to use Notice of Non-Compliance

- Failure to enroll in school
- Absences (final letter before prosecution)

SAMPLE

NOTICE OF NON-COMPLIANCE WITH ALABAMA COMPULSORY ATTENDANCE LAW

School System_____School_____

To_____Parent/Guardian of _____

TAKE NOTICE, pursuant to the *Ala. Code§16-28-16(1975)* that:

1. No valid reason for non-enrollment or non-attendance of your child/children at school has been found. State law,*Ala. Code*§16-28-3*(1975)*, requires all children between the ages of six and 17 to attend school. It is your responsibility under the law to ensure the attendance of your child/children.

2. Your child/children must attend school within three days from the date of this notice.

3. If your child/children miss(es) one more day of school without valid excuse or good reason and intentionally, I am required by the state law and the school board policy to bring criminal prosecution against you.

4. If criminal prosecution occurs, you will be charged with violation of the *Ala. Code §16-28-12(1975)* contributing or causing the delinquency or dependency of a minor. This offense is punishable by a fine of up to $100 or a sentence to hard labor for the county for a period not to exceed 90 days or both.

Date | Attendance Supervisor

E. TRUANCY CHARGE SHEET-ADULT

When action is to be taken against a parent or guardian, the School Attendance Officer will complete an **Adult Truancy Charge Sheet** provided by the court like the one below.

SAMPLE

1. Name of person charged with failing to assure that the child or children attended school:
_____

2. Relation to the child? Parent____Other_____

3. Name of child or children who failed to attend school

Name_____Age_____Sex_____

Name_____Age_____Sex _____

4. Mother's Name:_____Phone(H) _____ (W) _____

Address: _____

5. Father's Name:_____Phone(H) _____ (W) _____

Address: _____

6. Guardian's Name:_____Phone(H) _____ (W) _____

Address: _____

7. Child(ren) lives with: Mother_____Father_____Both_____Other _____

8. What school does the child(ren) attend:

Name:_____School_____Grade_____

Name:_____School_____Grade_____

9. Name of person in charge of records for the school(s):

School_____Name_____

School_____Name_____

10. Number of unexcused absences this school year:

Name_____No. of Unexcused Absences:_____
Name_____No. of Unexcused Absences:_____

11. Has the person to be charged been given notice of noncompliance with the compulsory school attendance law?
Yes_____No_____
Date served_____Place of service_____

Response to notice:_____

12. Is there a history of failing to attend school for this child or children? Yes_____No_____

If yes, explain:_____

A. Has this person been charged before? Yes____No_____

B. Additional comments:_____

C. Witness List:
School Attendance Officer:_____
Principal:_____
Other:_____
Summons Approved By: _____

Date Prepared:_____School Attendance Officer:_____

School System_____ School _____

F. TRUANCY CHARGE SHEET -JUVENILE

When action is to be taken against a juvenile, the School Attendance Officer will complete a **Juvenile Truancy Charge Sheet** provided by the court similar to the one below.

SAMPLE

TRUANCY CHARGESHEET/– JUVENILE

1. Name of Child:_____

2. Child lives with: Mother_____Father_____Both_____Other_____

3. Mother's Name:_____Phone (H) _____

   Address:_____ (W)_____

4. Father's Name:_____Phone (H)_____

   Address:_____ (W)_____

5. Guardian's Name:_____Phone (H)_____

   Address:_____ (W)_____

6. What school does the child attend? School_____ Grade: _____

7. Name of person in charge of attendance records for the school: Name:

   School: _____

8. Number of unexcused absences this school year: _____
9. Is there a history of failing to attend school for this child? Yes_____No _____
   If yes, explain: _____

10. Has a complaint for truancy been filed before? Yes_____No _____
11. Are charges being filed against the parent(s) or guardian for failing to assure the child attend school? Yes_____No _____
12. Has the person to be charged been given a notice of non-compliance with the compulsory school attendance law? Yes _____
13. Has this person been charged before? Yes_____No_____
14. Additional comments:

    _____

    _____

15. Witness List:

    School_____Attendance_____Officer_____
    Principal_____Other_____Summons Approved By: _____

    _____

CHILD LABOR

Every School Attendance Officer shall report to the Alabama Department of Labor all violations of the laws pertaining to Child Labor. School Attendance Officers shall have the same right of access to and inspection of establishments where minors are or may be employed or detained as is given by law to the department. A report of every entry and inspection of those establishments shall be made to the department. School Attendance Officers, when authorized by the department, may institute prosecutions.

Authority: Ala. Code §25-8-53(1975)

A. ELIGIBILITY TO WORK FORMS

The head administrator, counselor, or, if home schooled an instructor, of the school which the minor attends, shall issue Eligibility to Work forms. No person employed by any person, entity, franchise, corporation, or division of a corporation employing minors may issue an Eligibility to Work form.

An Eligibility to Work form shall allow the employment of a person 14 or 15 years of age who is doing satisfactory schoolwork to work only outside school hours or during vacation periods, and only in occupations not prohibited by this chapter for persons of these ages.

Authority: Ala. Code §25-8-46(1975)

1. Child Labor Certificates Required

(a) No person under 16 years of age shall engage in any occupation mentioned in Section 25-8-39 unless he or she has secured and has with him or her an eligibility to work form as provided in this chapter.

(b) No person, entity, franchise, corporation, or division of a corporation shall employ, permit, or suffer to work any person 14 or 15 years of age in any occupation, except in agricultural service, unless the person, entity, franchise, corporation, or division of a corporation procures and keeps on file for the inspection by the officials charged with the enforcement of this chapter, an eligibility to work form for every person 14 or 15 years of age and a complete list of those persons 14 or 15 years of age employed therein.

(c) Any person, entity, franchise, corporation, or division of a corporation that wishes to employ, permit, or suffer to work any minor 14 or 15 years of age in any occupation, except in agricultural service, shall obtain a Class I Child Labor Certificate from the department for each location where a person, entity, franchise, corporation, or division of a corporation wishes to employ a minor 14 or 15 years of age. Such employment shall be in accordance with all other sections of this chapter.

(d) The certificate shall allow the employment of minors 14 or 15 years of age to work only outside of school hours or during vacation periods and only in occupations not prohibited by this chapter for persons of these ages.

(e) The employment of a minor 14 or 15 years of age shall be revoked or suspended by the department if the minor's regular school attendance and performance record is not satisfactory to the head administrator or, if home-schooled an instructor of the school which the minor attends. The revocation or suspension shall be processed by the department upon notification by the school.

(f) Any person, entity, franchise, corporation, or division of a corporation that wishes to employ, permit, or suffer to work any minor 16 or 17 years of age in any occupation, except in agricultural service, shall obtain a Class II Child Labor Certificate from the department for each location where a person, entity, franchise, corporation, or division of a corporation wishes to employ a minor 16 or 17 years of age. Such employment shall be in accordance with all other sections of this chapter.

(g) The department shall issue Class I and Class II Child Labor Certificates to any person, entity, franchise, corporation, or division of a corporation that applies to the department. The fee for a Class I or Class II Child Labor Certificate shall be fifteen dollars ($15). The certificates shall be issued annually.

(1) The application for the child labor certificate shall contain all of the following information specific to the location of the minor's employment:
   a. The name, address, and telephone number of the person, entity, franchise, corporation, or division of a corporation that wishes to employ, permit, or suffer to work any minor.
   b. The type of business or entity, the federal employer identification number, the names of all incorporators, owners, members, or partners of the business or entity.
   c. Any other information as required by department regulation.

(2) The Class I and Class II Child Labor Certificates shall contain all of the following information:
   a. The name of the employer.
   b. The type of business the employer maintains.
   c. Any other information as required by department regulation.

(3) If a person, entity, franchise, corporation, or division of a corporation, employs a minor between 14 and 17 years of age without a proper child labor certificate, the person, entity, franchise, corporation, or division of a corporation shall pay a penalty of fifty dollars ($50) and then shall obtain a certificate in the proper manner.

Authority: Ala. Code §25-8-45(1975)

B. TIME RESTRICTIONS

(a) No person 14 or 15 years of age shall be employed, permitted, or suffered to work in any gainful occupation for more than six days in any one week, or for more than 40 hours in any one week, or for more than eight hours in any one day, or before 7:00 a.m. or after 9:00 p.m. during school summer vacation. During the time school is in regular session, no person 14 or 15 years of age shall be employed, permitted, or suffered to work in any gainful occupation for more than six days in any one week, or for more than eight hours on a non-school day, or more than three hours on a school day, or for more than 18 hours in any school week, and not before 7:00 a.m. or after 7:00 p.m.

(b) No person 16, 17, or 18 years of age, who is enrolled in any public or private primary or secondary school system, shall work between 10:00 p.m. and 5:00 a.m. on any night preceding a school day. The appropriate county or city superintendent of schools, or where there is no superintendent, the school headmaster, may grant exemptions to the above time restrictions. Exemptions shall be granted only when the individual circumstances are found to be in the best interests of the minor. Information of any exemptions granted shall be transmitted to a child labor inspector on a form authorized by him or her.

Authority: Ala. Code §25-8-36(1975)

C. EMPLOYMENT DURING SCHOOL HOURS

1. No person under 16 years of age shall be employed, permitted, or suffered to work in any occupation during the hours in which the public schools of the district in which the person resides are in session, unless the minor has completed the course of study required for secondary schools. Persons 14 or 15 years of age, when school attendance has been waived, may, upon recommendation of the local superintendent of education and approval by the child labor inspector, be permitted to work in a non-hazardous occupation.

2. Employment authorized by this section shall not be for more than eight hours in any one day, or for more than 40 hours in any one week, or for more than six days in any one week, and not before 7:00 a.m. or after 9:00 p.m.

Authority: Ala. Code §25-8-37(1975)

ATTENDANCE/DRIVER LICENSE/LEARNER PERMIT

A. DENIAL OF DRIVER LICENSE/LEARNER LICENSE

1. The Alabama Law Enforcement Agency shall deny a driver license or a learner license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation issued to the person from a secondary high school of this state or any other state, or documentation that the person:

   a. Is enrolled and making satisfactory progress in a course leading to a General Educational Development (GED) certificate from a state-approved institution or organization or has obtained the certificate.

   b. Is enrolled in a secondary school of this state or any other state and has not at the time of application accumulated disciplinary points while a student in school that would extend the age of eligibility for the student to apply for a driver license.

   c. Is participating in a job-training program approved by the State Superintendent of Education.

   d. Is gainfully and substantially employed.

   e. Is a parent with the care and custody of a minor or unborn child;

   f. Have a physician certify that the parents of the person depend on him/her as their sole source of transportation; or

   g. Is exempted from this requirement due to circumstances beyond his or her control.

Authority: Ala. Code §16-28-40(1975)

B. LOCAL EDUCATION AGENCY (LEA) RESPONSIBILITIES

1. The school system shall provide adequate information to each student concerning the rights, penalties, and guidelines provided in this legislation.

2. The superintendent or his designee shall, upon request of the student, provide and complete Part I of the Student Enrollment/Exclusion Status form to indicate enrollment status for any student 15 to 19 years of age. Enrollment status means the student is:

   a. Enrolled in a public school.

   b. Enrolled in a General Educational Development (GED) program.

   c. Enrolled in a job-training program approved by the State Superintendent of Education; or

   d. Exempted for circumstances beyond the control of the applicant as defined by the Alabama State Department of Education guidelines.

3. The superintendent or his designee shall use the Student Enrollment/Exclusion Status form to notify the Alabama Law Enforcement Agency of:

   a. Students who have requested enrollment status and are not enrolled.
   b. Students who are 16 to 19 years of age with more than 10 consecutive or 15 cumulative days of unexcused absences during a single semester.
   c. The superintendent or his designee shall advise a student of any report sent to the Alabama Law Enforcement Agency related to the student.

d. The local school board shall write and approve a policy related to this act that is consistent with the State Department of Education guidelines.
e. The school system shall implement an appeals policy which:

(1) Provides for the student to appeal within 15 days of the issuance of enrollment status.

(2) The appeal shall:

a) Be written.

b) Include a statement of reasons for the appeal.

c) Be sent to the appropriate school principal.

(3) Shall follow the adopted procedures for long-term suspension or expulsion. (Note: Local education agencies may adopt a different appeal process so long as it provides minimal due process.)

Ala. Code §16-28-40(1975) Alabama Administrative Code 290-3-1-.02(7)(b)(1)

4. Circumstances beyond the control of the student include thefollowing:

a. Does not include suspension or expulsion from school or imprisonment as an exemption.
b. The school system superintendent or designee is the sole judge of whether or not the evidence presented meets the legal requirements of "circumstances that are beyond the control" of the student.

Authority: Ala. Code §16-28-40(1975)

C. POSSESSION OF PISTOL/LEARNER PERMIT/DRIVER LICENSE

1. Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school, or a public-school bus, or both, shall be denied issuance of a driver's permit or license for the operation of a motor vehicle for 180 days from the date a person is eligible and applies for a permit or license for the operation of a motor vehicle. The court shall notify the Alabama Law Enforcement Agency.

Authority: Ala. Code §16-28-40(1975)

2. Any student determined to have brought to school or have in his/her possession a firearm in a school, on school grounds, on school buses, or at other school-sponsored functions, shall be expelled for a period of one year. Notwithstanding the foregoing, city and county boards of education and local superintendent of education of each board may modify the expulsion requirement for a student on a case-by-case basis. Students who are expelled for violation of this section shall not be allowed to attend regular school classes in any public school in the state during the expulsion period.

Authority: Ala. Code §16-1-24.3(1975)

However, IDEA eligible students must continue to receive services.

- Alabama Law Enforcement Agency: The official site of those who protect and serve Alabama Driver License Forms | Alabama Law Enforcement Agency (alea.gov) as of October 11, 2022

- Alabama Law Enforcement Agency Enrollment/Exclusion Form DL1-93 SCHOOL ENROLLMENT FORM 2022.pdf (alea.gov)f as of October 11, 2022

ALABAMA LAW ENFORCEMENT AGENCY
ENROLLMENT / EXCLUSION FORM
To Implement Sections 16-28-40 through 16-28-45, Code of Alabama, 1975

Follow instructions on the back of this form. Print or type all information.

APPLICANT

I. APPLICANT*

Driver's License No.:_____ Social Security No.:_____ Sex: _____ (Male/Female)

Legal Name:_____ (Last / First / MI) Date of Birth: _____ (MM/DD/YY)

Address: _____ (Street / City / State / Zip)

SCHOOL OFFICIAL

II. ENROLLMENT* SCHOOL OR GED OR JOB TRAINING PROGRAM

Name:_____ (School, GED, or Job Training Program) Check one: ☐ GED Program ☐ Job Training Program ☐ Secondary School

Address: _____ (Street / City / State / Zip)

Telephone No.: _____ Signature: _____

Title: _____

Total Number of Disciplinary Points imposed in school for disciplinary action_____

☐ **Check if this student classified as a "qualified student"** ***Defined Per Act 2022-300***

Enter the actual date of compliance or noncompliance in the blank located to the left of the appropriate statement.

IN COMPLIANCE

The applicant:

_____ (Date) Is enrolled.

_____ (Date) Withdrew due to circumstances beyond his or her control.*

_____ (Date) Has obtained a GED Certificate.

_____ (Date) The applicant was previously reported as being noncompliant. As of this date, the student has complied.

NOT IN COMPLIANCE

The applicant:

_____ (Date) Is not enrolled.

_____ (Date) Has accumulated more than 10 consecutive or 15 cumulative unexcused absences during a single semester. **(Only for students enrolled in secondary school)**

_____ (Date) Is not making satisfactory progress. **(Only for GED students)**

PHYSICIAN/HEALTH OFFICIAL

III. EXCLUSION

Enter the actual date in the blank located to the left of the appropriate statement.

The applicant:

_____ (Date) Is a parent with the care and custody of a minor or unborn child.

_____ (Date) Is the sole source of transportation for the parent(s).

_____ Physician/Health Department

_____ Street

_____ City / State / Zip / Phone

_____ Physician's Signature

EMPLOYER

Enter the beginning date of employment.

The applicant:

_____ (Date) Is gainfully and substantially employed.

*Defined on the back of this form.
Revised 04/2022

_____ Place of Employment

_____ Street

_____ City / State / Zip / Phone

Employers Signature _____

LEGISLATIVEAUTHORITY

"The Department of Public Safety shall deny a driver's license or a learner's license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation issued to the person from a secondary high school of this state, or any other state, or documentation that the person: (1) is enrolled and making satisfactory progress in a course leading to a general educational development certificate (GED) from a state approved institution or organization, or has obtained the certificate; (2) is enrolled in a secondary school of this state or any other state; (3) is participating in a job training program approved by the State Superintendent of Education; (4) is gainfully and substantially employed; (5) is a parent with the care and custody of a minor or unborn child; (6) has a physician certify that the parents of the person depend on him or her as their sole source of transportation; or (7) is exempted from this requirement due to circumstances beyond his or her control as provided in this chapter." Ala. Code §16-28-40(1975)e Act 2022-300 provides the term "qualified student" refers to a student meeting the definition of a "homeless child or youth" as provided by 42 U.S.C. § 11434(a)(2).

GENERAL INFORMATION/INSTRUCTIONS

1. Individuals under the age of 19 applying for, renewing, or seeking reinstatement of a driver's license or learner's permit to operate a motor vehicle must present to the area driver's license examiner a diploma or other certificate of graduation, a GED Certificate, or an Enrollment/Exclusion Form.

2. Print or type all information.

3. Part I must be completed for all reports. Note: *The driver's license number may not be available. This is the only information in Part I which may be left blank.*

4. The attendance officer or chief attendance administrator, upon request, shall provide documentation of enrollment status (complete Part I and Part II) for any student 15 years of age or older who is properly enrolled in a school under the jurisdiction of the official. The applicant should submit this form to the area Driver's License Examiner.

5. Whenever a student **16 years of age or older** withdraws from school without meeting the exclusionary conditions of this legislation, the attendance officer or chief attendance administrator should complete Part I and Part II of this form and submit to the Department of Public Safety, Driver Improvement, P.O. Box 1471, Montgomery, Alabama 36102-1471. *No other report should be submitted unless the individual changes categories from noncompliance to compliance.*

6. Appeals relative to secondary school enrollment status should be filed with the local school principal in accordance with local board of education policies.

7. Exclusion status for individuals claiming an exemption from this legislation should be completed by the health official as identified in Part III of this form. The applicant is responsible for securing proper documentation for presentation to the Department of Public Safety.

DEFINITIONS

1. **Applicant**-An individual between the ages of 15 and 19 applying for, renewing, or seeking reinstatement of a driver's license or a learner's permit for the operation of a motor vehicle.

2. **Circumstances beyond the control of applicant**-Valid reasons for exemption from this legislation:

   a. Students who are mentally or physically unable to attend school
   b. Students who are regularly and legally employed under the provisions of the Child Labor Law
   c. Students who, because of the distance they reside from school and the lack of public transportation, are compelled to walk more than two miles to attend a public school (Does not include suspension or expulsion from school or imprisonment.)

3. **Enrollment**-The status of an individual who is:

   a. Enrolled in a school;
   b. Enrolled in a GED program; or
   c. Enrolled in a job training program approved by the County Superintendent of Education.

RESOURCES

To access documents A-H, click on Resources and click on desired document to open for additional information.

A. APPENDICES

B. DROPOUTS AND STUDENT EXIT INTERVIEW

C. EXCLUSION FROM PUBLIC SCHOOL

D. LEARNING PREFERENCES

E. TRACKING ATTENDANCE BY LEARNING PREFERENCE

F. MISSING CHILDREN

G. WEB RESOURCES

External Links Disclaimer

Please use any external resource links with discretion, as their position statements are their own and not necessarily representative of Instructional Services and the ALSDE. Usage of any materials should be with adherence to the rules and regulations of the Alabama State Department of Education.

H. LAWS AND REGULATIONS RELATED TO ATTENDANCE

GLOSSARY

The following terms are operationally define for the purpose of effective implementation of the Alabama Attendance Manual as related to increasing promotion/graduation rates, reduction of truancy and to reduce the number of students not completing high school.

Alabama Association for Prevention, Attendance and Support Services (AAPASS) – is an affiliate of the Council for Leaders in Alabama Schools (CLAS) organization. AAPASS promotes and furnishes a platform for growth and collaboration between professionals that work in the Student Services Support area in Alabama schools.

Absenteeism – in accordance with the Office of Civil Rights' Guidance, a student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

Accountability and Absenteeism Attendance Rate – attendance based on the average daily attendance (ADA) reported on the 9th month report for the entire academic school year.

Alabama Public Schools – Alabama public school system (pre-Kindergarten through Grade 12) operates within districts governed by locally elected school boards and superintendents.

Asynchronous Learning – learning that can occur at different times and location particular for each learner. The teacher usually sets a learning path, which students engage at their own pace.

Attendance – students arrive at school/class every day and on time in order to benefit from instructional programs offered. Students are where they are supposed to be, doing what they are supposed to be doing.

Attendance Contracts – addresses the reason for the absences, and a way to help improve attendance.

Attendance Task Force – a special appointed team, designated by the LEA, to address and reduce chronic absenteeism and truancy.

Attendance Tracking Notification – an integrated application that provides data on student attendance patterns based on the attendance code categories and triggers to identify student who meet the criteria

Average Daily Attendance (ADA) – the percentage of a school's student population that attends on a typical day.

Average Daily Membership (ADM) – a count taken of the number of students enrolled in a school at different times of the year to satisfy local, state, and federal requirements.

CHINS – a Child in Need of Services (CHINS) matter is a court case in which the Juvenile Court tries to help parents and school officials deal with troubled youth.

Chronic Absenteeism – absent a certain percentage (10% or more) or number of days (18), (excused and unexcused absences) to include suspensions.

Chronic Contributor – an attendance category used to code absences for a full day or class period when a student miss class.

Chronic Exempt – an attendance category commonly used to code the attendance of a student in the student information system that may not physically be present at school but is being supervised by school personnel, receiving school instruction, or attending a school related trip off school grounds. Chronic Exempt is a full school day or class period a student misses that should not affect the student's ADA, ADM, or Chronic Absence.

Community Awareness/Mobilization – includes a broad array of community strategies designed to increase the development of broad, community-based, crime prevention partnerships; increase public awareness and support to increase the capacity of diverse communities to deal with foundational wellness.

Data Code/User Guide – This digital binder will serve as a resource for school districts regarding state codes in the student information system (PowerSchool SIS). This manual was approved by the ALSDE Data Governance Committee on March 17, 2021. It was approved for initial distribution to LEAs on April 9, 2021. https://www.livebinders.com/b/2767891

Directive – a systematic plan that requires all stakeholders (students, school staff) to enact an agreed upon protocol of responses to student failure.

Dropout – a student who leaves school without receiving appropriate terminal, educational credentials.

Due Process – Each local board of education, consistent with Section 16-28-12, Section 16-1-24.1, Section 16-1- 24.3 and all other laws, shall adopt written rules with respect to behavior and discipline of students enrolled in the schools under its jurisdiction, commonly referred to as a student code of conduct.

Early Checkout – leaving school before the end of the regular school day.

Early Warning Indicator/System – system for early alert identification of absences, (excused and unexcused), behavior and course/grade attainment in addition to other pertinent demographics for use by local schools.

Early Warning Process – a program designed to intervene and avoid the necessity of truancy and behavior cases from becoming official cases with the juvenile court system. This program identifies those students who are truant and brings to their attention, as well as their parents, the laws pertaining to mandatory school attendance and the consequences associated with failure to follow these laws.

Enrolled – any student that has fulfilled all the system's registration requirements to attend school in the district, is listed in the system's student information system (SIS) database with an "enrolled" status and has a class schedule.

Excused Absence – an absence for which a valid cause may be presented such as illness, death in the family, inclement weather, legal quarantine, principal permission, etc.

Expulsion – the removal of a student from school for an indefinite time period.

Factors – sorting function of the early warning system that allows schools to identify individual students or a group of students by number of at-risk indicators.

Homebound – the primary purpose of homebound educational services is to provide temporary academic support to a student who is confined to the home due to a medically diagnosed physical or mental condition.

Indicators – categories of at-risk factors used to identify individual students or a group of students who are off-track for on-time graduation.

Individual Health Plan (IHP) – The IHP is the result of the nurse's assessment of the student's needs and prescriber's orders and how best to meet them within the school environment.

Intervention – a systematic response that provide students with additional time and support for learning as soon as they experience difficulty rather than relying on remediation at the conclusion of a course or grade.

Juvenile Diversion – a program that offers alternative sanctions to first-time juvenile offenders ages 7-17 and their families.

LEA – Local Education Agency

Multi-Tier System of Supports – is a system of care that "wraps" a comprehensive array of individualized services and support around youth and their families to keep delinquent youth at home and out of institutions whenever possible. Treatment services are usually provided by multiple agencies working together as part of a collaborative interagency agreement, and each youth's treatment plan is determined by an interdisciplinary team consisting of a caseworker, family and community members, and several social services and mental health professionals. Individual case management is a less intense form of the wraparound approach where individual caseworkers guide youth through the existing social services or juvenile justice system and ensure that they receive appropriate services.

Non-Traditional – a term to describe a student, program or process that involves educational plans described in ways other than common daytime classroom instructional delivery in a public school.

Parent Notification – response to parents or guardians about compulsory attendance laws related to proper parental supervision of a minor child.

PowerSchool Student Information System (SIS) – student information system software.

Power Teacher Pro – Web-based gradebook for teachers.

Private Tutor – a private tutor means and includes only instruction by a person who holds a certificate issued by the State Superintendent of Education and who offers instruction in the several branches of study required to be taught in the public schools of this state, for at least three hours a day for 140 days each calendar year, between the hours of 8 a.m. and 4 p.m., and who uses the English language in giving instruction.

Authority: Ala. Code §16-28-5(1975)

Pyramid of Intervention – a graphic of interventions (process, program, and/or practice) categorized as Tier 1, Tier 2, or Tier 3 for public display and implementation.

Registered – any student that has submitted an application to attend school in a public school for the current or upcoming academic school year.

Registration – the action or process a system may use to gather an official number of school enrollments for a given academic school year.

Remediation – a systematic response to student failure that occurs after a grading period has ended such as summer school, retention, and remedial courses.

Remote Learning – short-term learning which occurs outside the "brick-and-mortar" environment of a classroom. It may follow a traditional schedule with live lessons, logins, or engagement being mandatory. The instructional delivery tends to be synchronous than asynchronous and follows a traditional in-person format. The curriculum is teacher-created, and most students work at the same pace.

School Activities – a term that refers to anything school-related, school-directed, or school-sponsored involving participants and non-participants.

Specialized Treatment Center (STC) – Specialized Treatment Centers provide various levels of specialized service to students in grades K-12 that demonstrate needs not typically addressed in a regular educational setting. (Mental, behavioral, court ordered, rehab, intervention, and special needs.) To enroll a student in a Specialized Treatment Center, see "Enrollment" after selecting a student in PowerSchool.

Student Information System (SIS) – is defined as a student management information system for education establishments to manage student data. (e.g., PowerSchool)

Suspension – the temporary removal of a student from the regular education setting for a violation of school policies or rules.

Systematic Response – processes created that ensure consistent responses are enacted to respond to students at-risk according to a schoolwide plan rather than according to the discretion of individual teachers.

Tardye– arriving at school/class after the specified starting time/not attending a full instructional day.

Tier 1 Interventions – high-quality, evidence-based with a concentration on academic, social, and behavioral strategies to be applied to all students.

Tier 2 Interventions – high-quality, evidence-based academic, social, and behavioral strategies applied to target groups of students with a more intense focus on specific at-risk behaviors.

Tier 3 Interventions – high-quality, evidence-based academic, social, and behavioral strategies applied to individual students with a more intense focus on specific at-risk behaviors.

Timely – a systematic response that allows for an immediate identification of students who need additional time and support.

Truancye– unexcused absence or skipping school/class for a day or portion thereof.

Truancy Petition – a request that the Court assumes jurisdiction over a student/parent and issues an order compelling school attendance of a student.

Truancy Prevention – is designed to promote regular school attendance through one of more strategies including an increase in parental involvement, the participation of law enforcement, the use of mentors, court alternatives, or other related strategies.

Unexcused Absences – an absence where no valid cause can be established.

Virtual Learning – virtual learning refers to a learning environment where students utilize computer software, the Internet, or both to receive academic instruction on a flexible schedule.

Zero Day Enrollment (No Show) – a student that has been enrolled in a new academic school year but is not physically present on the first day of the academic calendar day.

0 – equates to daily attendee value as absent
1 – equates to daily attendance value as present