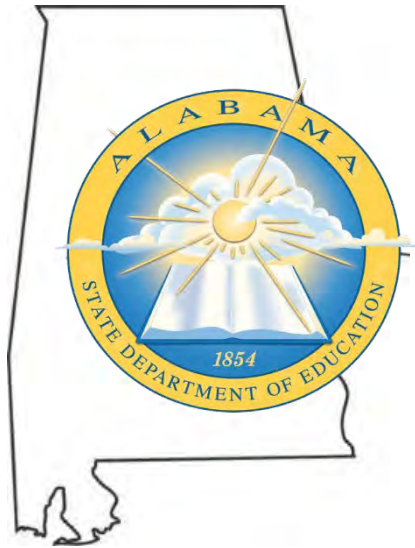


*Amended 1/27/22, page 135

*Amended 2/4/22, page 135

ALABAMA ATTENDANCE MANUAL

2021-2022



Eric G. Mackey
State Superintendent of Education

Alabama State Department of Education
Prevention and Support Services Section

P. O. Box 302101

Gordon Persons Building, Room 5227
Montgomery, Alabama 36130-2101

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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. 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.

Although great strides have been made in increasing student attendance, chronic absenteeism continues to be a barrier to students' success in school. Local Education Agencies, students, families, and communities must continue to work together to increase student attendance.

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

Eric G. Mackey
State Superintendent of Education

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 **2021-22 Alabama Attendance Manual** provides suggested 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 page 109 of this manual for Alabama Compulsory Attendance Laws.

2021-2022 Attendance Committee

| | | |
|---|---|---|
| Dr. Fredrick Abernathy Assistant Principal Decatur City Schools | Ms. Gayle Crump Assistant Principal Jasper City Schools | Dr. Bob Lawry Student Services Specialist Hoover City Schools |
| Ms. Pamela Anderson Attendance Officer Madison County Schools | Ms. Shenitra Stokes Dees Education Specialist, ALSDE Prevention and Support | Ms. Hattie Shelton, Committee Chair Superintendent Dallas County Schools |
| Mrs. Barbara Burchard Director of Technology Elmore County Public Schools | Ms. Kanetra Germany Education Specialist, ALSDE Prevention and Support | Dr. Virginia Thomas Attendance Officer Birmingham City Schools |
| Mr. Richard Dennis Consultant Superintendent Elmore County Schools | Ms. Katherine Burgin Student Services District Registrar Trussville City Schools | Mrs. Tuyen Collins Enterprise Systems Coordinator Baldwin County Schools |
| Dr. Anita Kilpatrick Assistant Superintendent Cullman County Schools | Dr. Arty Horn Director of Student Services Florence City Schools | Dr. Kay Atchison Warfield Education Administrator, ALSDE Prevention and Support |
| Mrs. Melissa Youngblood Assistant Superintendent Shelby County Schools | | |

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

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“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 Riddile, NASSP

ATTENDANCE

Attendance is often a key barometer of a student's connection with schooling. The majority of 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. Many times, chronic attendance problems 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. Intervention tools such as the Pre-Early Warning Conference and *The Parent Project Implementation Guide* (refer to Appendix A) have proven to support student success.

The Attendance Officer is an integral member of the Multi-Tiered Support System (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 in regard to 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 six-step *Implementation Process Manual* for a K-12 Early Warning System may be referenced in Appendix B.

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 support 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 C, AAPASS District Map, and Appendix D Recommended Role of the Attendance Officer and Timeline of Responsibilities.

SCHOOLGY 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 located in Schoology. Attendance officers should request access through the LEA Technology Coordinator.

RECOMMENDED TIMELINE OF 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.
- 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 State Superintendent's Corner on the ALSDE website, alabamaachieves.org, for 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.

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.
- Distribute the schedule of Early Warning meeting dates, times, locations, and expectations of first outcome.
- Review memorandums in the State 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 student-tiered instruction plan to the Problem-Solving Team.
- 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 State 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 student s 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



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)
Added by Act 2013-64, §6, eff. 3/14/2013
Amended by Alabama Act 2015-434, §1, eff. 6/10/2015*

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;
effective September 18, 1998.*

FULL-DAY ATTENDANCE

A. FULL-DAY ATTENDANCE REQUIRED

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

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 by the child’s third birth date. 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 the 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.

- (ii) 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);
- (iii) 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, regulations, practices, or policies, may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, homeless children and youths, the State

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 education 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.

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)
Alabama Administrative Code 290-3-1-.02(7)(i)

Pub. L. 100-77, title VII, §721, as added Pub. L. 107-110, 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.

(b)(1) If a child withdraws from a public school, upon verification of enrollment in a Southern Association of Colleges and Schools or any entity with accreditation status as determined by one of the agencies identified on the United States Department of Education's list of Recognized National and Regional Accrediting Agencies or their affiliates accredited and recognized online school which has been authorized by the Alabama State Department of

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 REQUIRED FOR ADMISSION

1. IMMUNIZATION CERTIFICATES/MEDICAL OR RELIGIOUS EXEMPTION

The boards of education shall require 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*

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 a sworn 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.

Authority: State Superintendent of Education Interpretation, August 31, 1993

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)

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 with regard to 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) –
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



ENROLLMENT

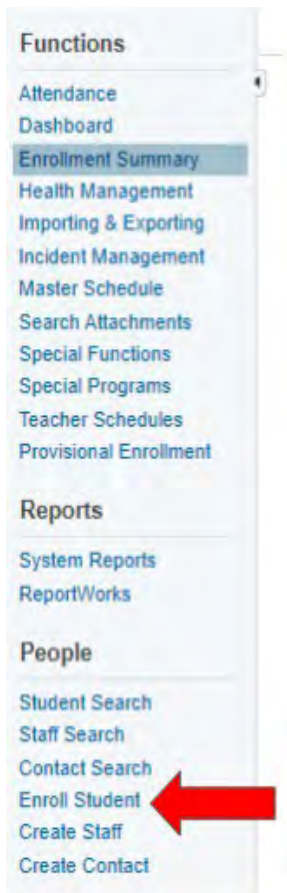
Registration and/or Admission are defined as the process of arranging and being approved to attend an institution; whereas **Enrollment** is defined as being physically present to attend specific classes for an academic term. Students are assigned an entry code upon enrollment completion. The screenshots 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://bit.ly/ALSDEDataCodeManual>

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.

The screenshot shows the 'Enroll New Student' form. On the left is a navigation menu with sections: Functions, Reports, and People. The 'Enrollment Summary' item under Functions is selected. The main form area is titled 'Enroll New Student' and contains the following fields: Name (Last, First Middle Suffix) with a red border and a 'Missing required field' error; Legal Name (Last, First Middle Suffix); DOB (MM/DD/YYYY); Gender; Student number; Social Security Number; Phone Number; Enrollment date (06/01/2021); Full-Time Equivalency; Grade Level (-3); Entry Code (highlighted with a red arrow); and Track.

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

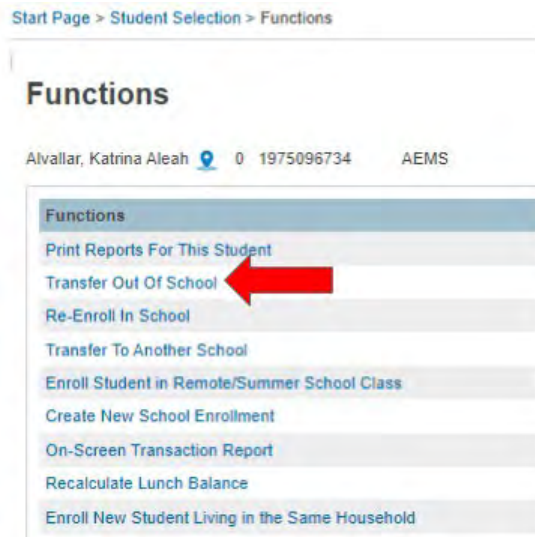
1. Select the Student. You can search by name, grade, or other filters.

The screenshot shows the 'Start Page' of PowerSchool SIS. The navigation menu on the left is visible. The main area has a search bar for 'Students' with a dropdown set to 'All'. Below the search bar are filters for grade levels: PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and All. A red arrow points to the search bar with the text 'Student search by name or student number'. Another red arrow points to the grade filter '5' with the text 'Student search by grade'. Below the filters, it says 'Current Student Selection (0)' and 'There are no search results'. Buttons for 'Select By Hand' and 'Select Function' are at the bottom right.

2. Select **Functions**.



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



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

Transfer Student Out

A screenshot of the 'Transfer Student Out' form. The student information is 'Alvallar, Katrina Aleah', ID '0 1975096734', and 'AEMS'. The form has two columns. The first column contains labels: 'Who will be transferred out', 'Transfer comment', 'Date of transfer (should be the day after the student's last day in class)', 'Exit code', 'Transfer Destination Information', 'Destination District:', 'Destination School:', and a checkbox 'Check here if student(s) intend to enroll in school during next school year.*'. The second column contains: 'Alvallar, Katrina Aleah', a text input field, a date input field with a calendar icon, a dropdown menu for 'Exit code' (highlighted by a red arrow), two text input fields for 'Destination District:' and 'Destination School:', and the checkbox. A footnote at the bottom states: '* If the box is NOT checked, be advised that all scheduling related data for next year will be cleared. The values cleared will be next school, schedule this student indicator, and all future course requests.'

Specialized Treatment Center Memorandum from Dr. Eric Mackey



STATE OF ALABAMA DEPARTMENT OF EDUCATION



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

Alabama
State Board
of Education

Governor Kay Ivey
President

Jackie Zeigler
District I
Vice President

Tracie West
District II

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District VI

Belinda McRae
District VII

Wayne Reynolds, Ed.D.
District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

May 12, 2021

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: Specialized Treatment Center Data in InformationNOW (INOW) - Update

Beginning school year (SY) 2021-2022, students who are placed in Specialized Treatment Centers (STCs) will not be withdrawn from their home school or local education agency (LEA). They will remain enrolled in the school of origin and will instead be registered for classes in PowerSchool through Cross-LEA enrollment. This change was announced in the memorandum dated November 23, 2020, entitled Specialized Treatment Centers Data in INOW. If your district has not yet enrolled STC students in your LEA, please do so prior to June 18, 2021.

In order for the student data to transfer correctly from INOW into PowerSchool, students from every LEA who are currently in an STC must be labeled as such in INOW. All STC fields are located on the Student > Custom Tab and are currently active in INOW. LEAs should be enrolling students in STCs.

Each student in an STC will be flagged as non-traditional, then tagged to the appropriate STC via a dropdown tab. On the tab, select the appropriate STC, the placement reason, the start and end dates that the student was in the facility, and the withdrawal reason from the STC.

This data will **not** be included in any accountability reporting for the 2020-2021 school year. The student STC enrollments will be imported with the conversion to PowerSchool in June 2021.

Failure to enroll STC students in your LEA will result in their data, SSIDs, transcripts, and IEPs not converting into PowerSchool. Students that have not been enrolled and set as STC students in INOW using the Non-Traditional School Type will have to be manually entered into PowerSchool after the go-live date of August 2nd, which could lead to duplicate student records.

If you have any questions, please contact Dr. Sabrina May via email at smay@alsde.edu.

EGM/JS/MD

cc: Dr. Daniel Boyd
Mrs. Angela Martin
Mrs. Shanthia Washington
Dr. Melinda Maddox
Dr. DaLee Chambers
Mrs. Jean Scott

FY21-2077

EXCLUSION FROM PUBLIC SCHOOL

EXCLUSION FROM PUBLIC SCHOOL

The following children, when issued certificates of exemption by the county superintendent of education, where they reside in territory under the control and supervision of the county board of education, or the city superintendent of schools, where they reside in territory under the control and supervision of a city board of education, shall not be required to attend a public school:

A. COMPLETED COURSE OF STUDY THROUGH HIGH SCHOOL

Children who have completed the course of study of the public schools through high school shall not be required to attend school or to be instructed by a private tutor.

*Authority: Ala. Code §16-28-6(1975)
Alabama Act 2009-564, p. 1648, §1*

B. LEGALLY EMPLOYED

Children who are legally and regularly employed under the provisions of the child labor laws shall not be required to attend school or to be instructed by a private tutor.

*Authority: Ala. Code §16-28-6(1975)
Alabama Act 2009-564, p. 1648, §1*

C. INSTRUCTED BY PRIVATE TUTOR

Children being instructed by a private tutor meeting the requirements as specified in the *Ala. Code (1975)* and any applicable State Board policies shall not be required to attend public or private schools.

Authority: Ala. Code §16-28-5(1975)

D. VIOLATION OF POLICIES RELATED TO DRUGS, ALCOHOL, WEAPONS, PHYSICAL HARM OR THREATENED HARM

The principal shall notify appropriate law enforcement officials when any person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person If that person is a student enrolled in any public school . . . the local school system shall immediately suspend that person from attending regular classes and schedule a hearing at the earliest possible date, which shall not be later than five school days. The decision to suspend or initiate criminal charges . . . shall include a review and consideration of the student's exceptional status, if applicable, under Chapter 39, or appropriate federal statutory or case law.

*Authority: Ala. Code §16-1-24.1(b), 16-1-24.3(1975), Alabama Acts 1995, No. 95-756, 768, §1-4.
Ala. Code §16-1-24.1(b), Alabama Acts 1991, No. 91-323, p. 602, §22;
Alabama Acts 1994, 1st Ex. Sess., No. 94-784, p. 72, §1*

*Authority: Alabama Administrative Code 290-8-9-.09
Code of Ala. 1975, Title 16, Chapter 39; 20 U.S.C. 1400 et seq; 34CFR §300*

E. SUSPENDED OR EXPELLED

Students who have been suspended or expelled in accordance with established due process procedures may be excluded from school. Exceptional status requires a review of any applicable federal and state laws, case laws, and State Board of Education policies.

Authority: Ala. Code §16-1-14(1975)
Alabama Acts 1963, No. 460, p. 995, §1; Acts 1994, 1st Ex. Sess., No. 94-793, p. 98, §1

Students who, after due process has been accorded, have been found to have brought a firearm to school or have in their possession a firearm in a school building, on school grounds, on school buses, or at any other school-sponsored functions shall be expelled for a period of not less than one year (subject to a case-by-case exception).

Authority: Ala. Code §16-1-24.3(1975)
United States Department of Education Title 18, U.S.C., §921, October 31, 1995
Amended by Alabama Acts 1995, No. 95-976, p. 1768, §1-4

The expulsion period outlined in *Ala. Code §16-1-24.3 (1975)* is based on one year.

Students may not be deprived of an equal and adequate education resulting from the removal, isolation, or separation of the student for disciplinary problems.

Authority: Ala. Code §16-1-14(1975)
Amended by Alabama Acts 1994, 1st Ex. Sess., No. 94-793, p. 98, §1

Students suspended long term or who are IDEA eligible may be expelled but may not have services discontinued.

Authority: Alabama Administrative Code 290-8-9-.09
Code of Ala. 1975, Title 16, Chapter 39; 20 U.S.C. i400 et seq., 34CFR §300
Repealed and New Rule: filed June 14, 2007; eff. July 19, 2007

A local board of education may permit any pupil to carry a pocket pager, cellular telephone, or other electronic communication device while on school property and may permit any pupil to use a pocket pager, cellular telephone, or other electronic communication device, which such use is expressly and specifically permitted by the school administrator, teacher, or employee who is acting in a supervisory capacity at the time of the use. An example where such a device is not permitted would be when a standardized assessment is being administered.

Any pupil found in violation of this section shall be subject to suspension by the board of education.

Each local board of education may adopt a local policy that pertains to pocket pagers, cellular telephones, and other electronic communication devices.

Authority: Ala. Code §16-1-27(1975)
Amended by Alabama Act 2006-530, p. 1224, §1;
Alabama State Department of Education Digital Device Policy

Students who violate local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person shall immediately be suspended from attending regular classes and shall be given a hearing not later than five school days. The decision to suspend a student shall include a review and consideration of the student's exceptional status, if applicable, under *Ala. Code (1975), Title 16, Chapter 39*, or appropriate federal statutory or case law.

Authority: Ala. Code §16-1-24.1

Amended by Alabama Acts 1994, 1st Ex. Sess., No. 94-784, p. 72, §1

Ala. Code §16-1-24.3(1975)

Amended by Alabama Acts 1995, No. 95-756, p. 1768, §1-4

Alabama Administrative Code 290-8-9-.09

SAMPLE

SCHOOL SYSTEM WITHDRAWAL FORM

Today's Date: _____ Withdrawal Date (if not the same): _____

Student's Full Name: _____ Grade Enrolled: _____

Current Address: _____

Parent/Guardian's Signature:

REASON FOR WITHDRAWAL

Providing the following information is strictly voluntary; but appreciated as it supports an accurate account of our students. Thank you and best of luck.

Please check:

_____ Non-public/Private school

_____ Church school

_____ Homeschool

_____ Out-of-state move

_____ Other _____

*Students 17 years of age must engage in the Student Exit Interview and Process.

PRIVATE TUTORS

“My mother never gave up on me. I messed up in school so much they were sending me home, but my mother sent me right back.”

~Denzel Washington

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 for the first time 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 register 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

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)

- a. Refer to Appendix F, Notice of Non-Compliance With Alabama Compulsory Attendance Law sample form.



LEARNING PREFERENCES

LEARNING PREFERENCES

Learning preferences are identified as virtual, remote, and hybrid. These categories refer to the characteristic strengths and preferences in the ways students absorb and process information. LEAs may use one, or any combination of these preferences, as determined by student needs to maintain academic success based on various circumstances.

Full- Time Virtual Learners

Virtual learning opportunities and expectations will vary between school systems. No matter the virtual learning experience, it is necessary to have clearly defined expectations and requirements of students and the support of parents/legal guardians. In order to give every virtual student the opportunity for success, the following guidelines should be outlined and communicated:

- **Admission Criteria** – criteria that anticipates students are active, independent learners, highly motivated, and possess the skills necessary to successfully participate in virtual learning environments.
- **Accountability Guidelines** – guidelines that address expectations, such as participation in online activities, completion of assignments, and participation in conferences. If students do not meet expectations, attendance/truancy consequences could result in district and court interventions.
- **Course Offerings** – course offerings that allow virtual students to satisfy graduation requirements with recommendations to provide additional academic options, such as advanced placement classes, advanced diploma options, participation in career technical education, etc.
- **Instructional Delivery** – clearly defined roles and responsibilities of teachers and students. Typically a learning management system is utilized to create a digital learning space. Student participation in Google Meets, academic conferences, and intervention activities will be determined based on academic performance. Students with individualized learning plans are required to receive the support outlined in their plans.
- **Grading and Assessment** – grading guidelines that closely resemble the traditional classroom setting should be implemented. Virtual learners are expected to participate in state assessments.

Remote Learners

Remote learning occurs outside of 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 format tends to be more synchronous than asynchronous and follows a traditional in-person format. The curriculum is typically teacher created and most students work at the same pace. Remote learning can be assigned by district/schools based on need, such as temporary school closure or a student in isolation, quarantine that will be displaced 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.

Hybrid Learners

Hybrid learning allows students to split time between face-to-face instruction and outside the “brick and mortar” of the school campus. Lessons are both paper/pencil and on-line and may be used flexibly within both environments. This learning preference may require a physical space as well as a learning management system.

TRACKING ATTENDANCE BY LEARNING PREFERENCE

Student attendance tracking in all learning preferences should be consistent and appropriate with each learning preference.

Traditional

- For a traditional student, a student is counted present if they attend school for at least 51% of the school day.

Full-Time Virtual

- LEAs should assess student performance daily/weekly for virtual learners. Guidelines regarding engagement expectations should be communicated to both students/parents. Early identification of students who are not engaged should be addressed by implementing and monitoring effective tiered levels of interventions. In some extreme cases, if a virtual learner is not meeting expectations and not responding to interventions, a discussion should occur between the school, student, and parent regarding the student losing the opportunity to be virtual. If the student continues to not respond, engage, or participate in the corrective action plan, the student should return to the traditional learning environment. Evidence involving documentation of interventions and communications should be provided to school administration and/or district leaders.

Hybrid/Remote Learners

- Hybrid/remote learners, the LEA should assess student engagement daily. Students not engaged, for at least 51% of the expected time, can be marked absent for that day. Guidelines defining engagement could include login time and requirements, academic benchmarks, assignment submission/completion, or participation in asynchronous and/or synchronous virtual classes and meetings. The LEA should follow their board policy regarding expectations of hybrid and remote learners.

State of Emergency

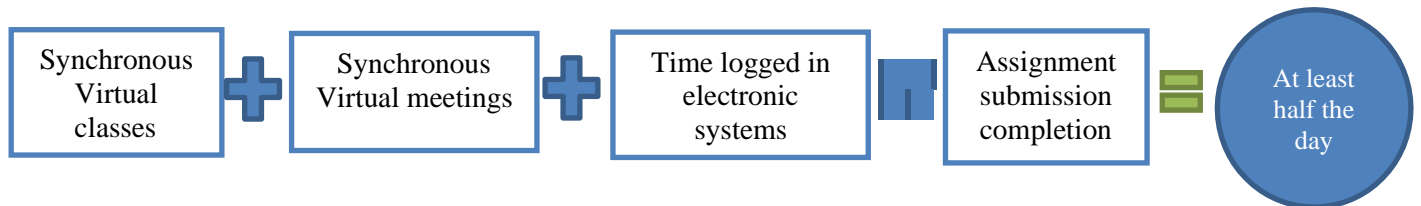
- The learning preference recommended during a state of emergency is remote learning. Remote learning follows a traditional schedule with live lessons, logins, and/or engagement being mandatory to meet the 51% of daily average value. The instructional delivery format tends to be more synchronous than asynchronous and follows a traditional in-person format.

Attendance is justified by any combination of the indicators which reflect identified evidence of engagement.

- Appendix G is a sample template of LEA collaboration to support the needs of students who are temporarily displaced from the physical campus.

Example of Tracking Daily Attendance on Remote Days Connecticut State Department of Education

A remote student can be considered as being “in attendance” on a particular day if the total time spent on one of more of the following activities equals at least half the school day.



Synchronous virtual classes are live classes that are streamed real time to students using a videoconferencing platform like Google Meets, Zoom, Microsoft Teams, etc.

Synchronous virtual meetings may be with a teacher, counselor, social worker, paraprofessional, etc., using a videoconferencing platform or via telephone. They may be homeroom opportunities, daily routine check-ins, or other synchronous conversations.

Time logged in electronic systems can be used to identify any time over and above the synchronous virtual classes and meetings that the student may have participated in during the school day.

Assignment submission/completion time can be determined by the teacher by starting with an estimate of time it will take for a typical student to submit/complete that assignment and using that estimate to gauge the attendance time for the day that should be allotted to each student.

Suggested Guidelines for Remote Learning Attendance – Modeled after Ohio State Department of Education

- Guidelines for remote learning opportunities should be clear and reasonable considering the nature of the flexibility with remote learning.
- It is suggested that school districts define set times when to start the school day and how many hours the school day entails. Additionally, school districts define set times for synchronous and asynchronous learning.
 - Guidelines to be considered may include, but are not limited to the following:
 - Teacher-led remote learning (synchronous): In developing remote learning plans, districts and schools should consider how teacher-lead remote learning equated to in-person instruction. They should then track student attendance based on the assigned time of instruction (by periods or blocks).
 - Self-directed remote learning (asynchronous): In developing remote learning plans, districts and schools should consider evidence of participation or lack of evidence of participation with consistent and clear expectations for students. Evidence of participation may include, but is not limited to:
 - Daily logins to learning management systems.
 - Daily interactions with the teacher to acknowledge attendance.

- Examples of daily interactions between teachers and students can include, but are not limited to messages, video-conferencing chats, emails, telephone calls, or other formats that enable teachers to engage with students.
- Assignment Completion
 - If using assignment completion to track attendance, districts and schools should determine the number of hours they expect an assignment may take for a student to complete and use that time to gauge each student's attendance.
 - Example of how to use completion for attendance in self-directed context (asynchronous learning):
 - Daily or weekly task example: Students are assigned weekly bellringer quiz based on the standard or skill for the week. Each class meeting students discuss each bellringer with their teacher and submit their answers via email, learning management system (LMS), or by mail.

Attendance Coding Scenarios

- A student will learn from home the entire school year. – Virtual Learning Preference
- The student is diagnosed with COVID-19 and will miss at least ten (10) days – Remote Learning Preference
- The school assigns a set number of students to do traditional learning on Monday, Wednesday, Friday and remote learning for Tuesday and Thursday – Hybrid Learning Preference
- A student is required to quarantine for a period of 10 days – Remote Learning Preference
- A school closes for a period of time due to a shortage of staff or the need to do additional cleaning – Remote Learning Preference

To learn more about Alabama laws relating to Virtual Education:

- Section 16-46A-1 – Adoption of policy governing virtual school program
- Section 16-46A-2 Virtual Education Enrollment; participation and attendance; online course requirements
- Section 16-46A-3 Virtual Education – Duties of State Department of Education

Refer to APPENDIX G for Sample Template of LEA Implementation of Learning Preferences.

ABSENTEEISM

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)

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.

*Amended 1/27/22, page 135
*Amended 2/4/22, page 135

- Legal quarantine.
- Students that are receiving healthcare, hospitalized, etc.

- Exemption.
- 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 H.

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.
 - 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 an attendance category: **Chronic Exempt**

- 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.
- A family vacation.
- 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 social/emotional 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. In the event that 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 Day Enrollment)

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 and Categories (formerly Levels) are identified in Appendix H. 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

*Amended 1/27/22, page 135

*Amended 2/4/22, page 135

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 student 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

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 must 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.

*Authority: Ala. Code §16-28-23(1975)
Amended by Alabama Acts 1982, No. 82-218, p. 260, §8*

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 I, 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. Refer to Appendix B, *Implementing Process for a K12 Early Warning System (EWS)*.

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 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 both a 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 | <ul style="list-style-type: none"> - Daily - Meeting - Clock In/Out - Two-way bridge period - Default attendance page = Daily | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Meeting (only) - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting ‘Percentage’ Thresholds for Tardy and Absent | <ul style="list-style-type: none"> - 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) | <ul style="list-style-type: none"> - Meeting (only) - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting ‘Percentage’ Thresholds for Tardy and Absent | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Daily - Meeting - Clock In/Out - Two-way bridge period - Default attendance page = Daily | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Daily - Meeting - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting ‘Percentage’ Thresholds for Tardy and Absent | <ul style="list-style-type: none"> - Clock In/Out will occur on the Meeting page - Daily Code <u>MUST</u> 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) | <ul style="list-style-type: none"> - Meeting (only) - Clock In/Out - One-way bridge period - Default attendance page = Meeting - Set Meeting ‘Percentage’ Thresholds for Tardy and Absent | <ul style="list-style-type: none"> - 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). |

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.

Week of 04/19/2021

Meeting | Daily

Current attendance code: EA (Excused Absence)

| | Monday 04/19/2021 Set All | Tuesday 04/20/2021 Set All | Wednesday 04/21/2021 Set All | Thursday 04/22/2021 Set All | Friday 04/23/2021 Set All |
|--------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Meeting Time | 380/380 mins | 245/380 mins | 380/380 mins | 380/380 mins | 380/380 mins |
| | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K |

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

Required Steps to maintain consistency between Meeting and Daily Attendance – with a CLOCK IN/OUT record

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

Week of 04/19/2021

Meeting | Daily

Current attendance code: (Present)

| | Monday 04/19/2021 Set All | Tuesday 04/20/2021 Set All | Wednesday 04/21/2021 Set All | Thursday 04/22/2021 Set All | Friday 04/23/2021 Set All |
|--------------|---|---|---|---|---|
| Meeting Time | 380/380 mins | 245/380 mins | 380/380 mins | 380/380 mins | 380/380 mins |
| | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K | HomeroomGr6-12 Hunter, Phillip K |
| | 217 07:47 AM - 07:50 AM [Dropdown] HR(E) | 217 07:47 AM - 07:50 AM EA HR(E) | 217 07:47 AM - 07:50 AM [Dropdown] HR(E) | 217 07:47 AM - 07:50 AM [Dropdown] HR(E) | 217 07:47 AM - 07:50 AM [Dropdown] HR(E) |
| | World History Wilson, William W | World History Wilson, William W | World History Wilson, William W | World History Wilson, William W | World History Wilson, William W |
| 08:00 AM | | | | | |

(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.

Week of 04/19/2021

Meeting **Daily**

Current attendance code: (Present)

| | Monday 04/19/2021 Set All | Tuesday 04/20/2021 Set All | Wednesday 04/21/2021 Set All | Thursday 04/22/2021 Set All | Friday 04/23/2021 Set All |
|--------------|--|--|--|--|--|
| Meeting Time | 380/380 mins | 245/380 mins | 380/380 mins | 380/380 mins | 380/380 mins |
| | HomeroomGr6-12 Hunter, Phillip K 217 07:47 AM - 07:50 AM HR(E) | HomeroomGr6-12 Hunter, Phillip K 217 07:47 AM - 07:50 AM EA HR(E) | HomeroomGr6-12 Hunter, Phillip K 217 07:47 AM - 07:50 AM HR(E) | HomeroomGr6-12 Hunter, Phillip K 217 07:47 AM - 07:50 AM HR(E) | HomeroomGr6-12 Hunter, Phillip K 217 07:47 AM - 07:50 AM HR(E) |
| 08:00 AM | World History Wilson, William W | World History Wilson, William W | World History Wilson, William W | World History Wilson, William W | World History Wilson, William W |

- Click the calculated minute.
- 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 minutes - 64% | | | | | | |

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

Meeting **Daily**

- 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.)

Date: 04/20/2021

Attendance Code: **TU (Tardy Unexcused)**

Total Time: 0 (calculated on submit)

Comment:

Common Attendance Reports

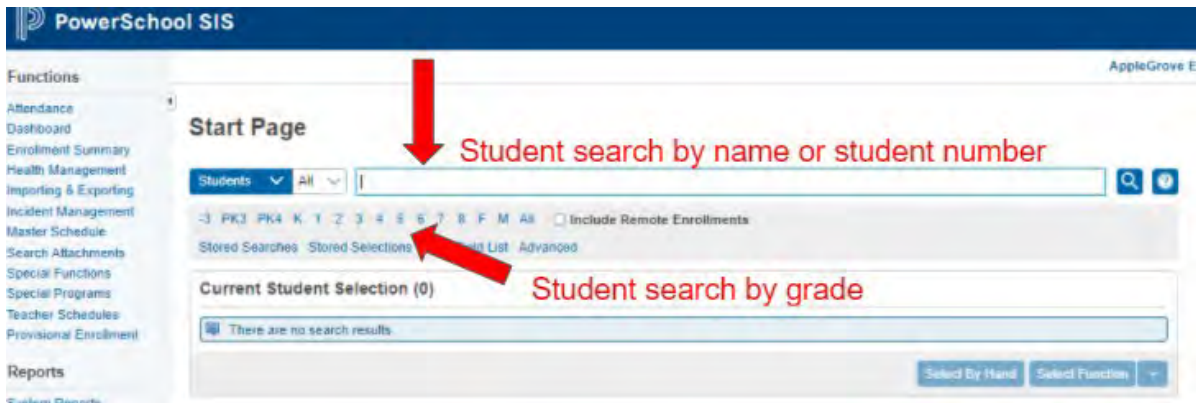
The following chart identifies previous INOW reports correlated to a similar report in PowerSchool.

| INOW Report Name | PowerSchool Report Name | Description | Notes |
|----------------------------|--|--|--|
| Student Attendance Profile | System Reports System Attendance Profile | The Attendance Profile report lists an attendance summary for the student(s) by school enrollment. | If set up as Meeting only, you will only see Meeting attendance codes under each period. You will also see the Daily Attendance Value (DAV). |
| Unposted Attendance Report | Teacher Attendance Submission Status | The Teacher Attendance Submission Status displays the names of the teachers who did not post for the date selected and for the current meeting period. | Page located under the Quick Data widgets, by clicking View Attendance. |
| Cumulative Absences | System Reports System Attendance Count | The Attendance Count should be run by Meeting attendance and allows user to input the report criteria. | |
| Consecutive Absences | System Reports System Consecutive Absences | The Consecutive Absences should be run by Meeting attendance and allows the user to input the report criteria. | A notification can also be set under the school setup, Attendance Preference screen. |

***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.

Attendance

Armstrong, Harmony Travis 11 1964259548 AGH

Meeting | Daily

[Change Meeting Attendance](#) [Show dropped classes also](#)

| Course | Expression | 8/10-8/14 | | | | 8/17-8/21 | | | | 8/24-8/28 | | | | 8/31-9/4 | | | | 9/7-9/11 | | | | 9/14-9/18 | | | | 9/21-9/25 | | | | 9/28-10/2 | | | | 10/5-10/9 | | | |
|--|------------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|----------|---|---|---|----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|--|
| | | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | |
| Banking FinancialSer Barth, Janet J | 1(E) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |

4. Select Date Range.

Edit Meeting Attendance

Armstrong, Harmony Travis 11 1964259548 AGH

Week of 08/10/2020

Meeting | Daily

Current attendance code:

| Meeting Time | Wednesday 08/12/2020 Set All | Thursday 08/13/2020 Set All | Friday 08/14/2020 Set All |
|--------------|------------------------------------|-----------------------------------|-----------------------------------|
| | 0:0 mins <input type="checkbox"/> | 0:0 mins <input type="checkbox"/> | 0:0 mins <input type="checkbox"/> |

Attendance

Armstrong, Harmony Travis 11 1964259548 AGH

Meeting | Daily

[Change Meeting Attendance](#) [Show dropped classes also](#)

| Course | Expression | 8/10-8/14 | | | | 8/17-8/21 | | | | 8/24-8/28 | | | | 8/31-9/4 | | | | 9/7-9/11 | | | | 9/14-9/18 | | | | 9/21-9/25 | | | | 9/28-10/2 | | | | 10/5-10/9 | | | |
|---|------------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|----------|---|---|---|----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|--|--|--|
| | | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | M | T | W | H | F | | | | | | |
| Banking FinancialSer Barth, Janet J E: 08/12/2020 L: 05/26/2021 | 1(E) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |

5. Review drop down for current attendance code.

ATTENDANCE TRACKING NOTIFICATION (ATN)

Attendance Tracking and Notification 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 Attendance Tracking Notification setup is referenced in Appendix J.

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 |

EXIT 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 | Link to Memo (If Applicable) | 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 School - 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 | <ul style="list-style-type: none"> Family responsibility after age seventeen. | | D05 |
| Physical Illness – Not Deemed Legitimate | <ul style="list-style-type: none"> Is in system and not in school and is temporarily absent because of illness that has not been verified as legitimate. | | D06 |
| Language Difficulty | <ul style="list-style-type: none"> English Language Learner framework strategies have been exhausted. Alternative/non-traditional opportunities should be explored. | | D07 |
| Dislike of School Experience | <ul style="list-style-type: none"> Traditional school experience is not an appropriate solution for an identified situation. Alternative/non-traditional opportunities should be explored. | | D08 |
| Needed at Home | <ul style="list-style-type: none"> Social emotional requirements overpower traditional engagement. Alternative/non-traditional opportunities should be explored. | | D09 |
| Parental Influence | <ul style="list-style-type: none"> Impact of parental biases and expectations. | | D10 |
| Student Staff Relations | <ul style="list-style-type: none"> Dynamics of personality and conflict result in a negative impact. Alternative/non-traditional opportunities should be explored. | | D11 |
| Relationship with Fellow Students | <ul style="list-style-type: none"> Dynamics of personality and conflict result in a negative impact. Alternative/non-traditional opportunities should be explored. | | D12 |
| Behavior Problem | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Has not graduated, has not completed an approved program, educational status subsequent to leaving school. | | D16 |
| Non-Return in Fall No Show/ Zero Day Enrollment | Entry date, enroll date, and exit date are the same | | NS1 |
| Exiting PK or Services* | | | 00 |
| HS Diploma | | | 01 |
| SP Graduation Certificate | | | 04 |
| Exited - GED document | | | 09 |
| Foreign Exchange - Non Degree | | | 10 |
| Completed Grade 12, Continuing IEP Services | | | 11 |
| Essentials/Life Skills Pathway | | | 16 |
| Alt Achievement Standards (AAS) | | | 17 |
| Non-Traditional High School Diploma Option (HSDO) ** | | | 18 |
| Home School | | | 19 |
| 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 0-5 or special education students from private schools (4999) no longer require services.**

****This is applicable to students in Grades 9-12 who are at least age 19 or older and have 10 credits.**

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

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.

DROPOUTS



DROPOUTS

The state of Alabama utilizes the United States Department of Education: National Center for Education Statistics (NCES), Common Core of Data (CCD) definition of a dropout. According to the NCES a dropout is defined as an individual who:

- Was enrolled in school at some time during the previous year and was not enrolled at the beginning of the current school year.
- Has not graduated from high school or completed an accredited state or system approved education program.
- Administratively withdrawn without enrolling in another accredited state or system approved program or another public school system.
- Has not been accounted for by October 1st and will count as a dropout in his or her assigned cohort.

*Authority: Alabama State Department of Education Student Management System
Data Code Manual and Users Guide, June 2021*

| DROPOUT REFERENCE CHART GUIDE | NOT CONSIDERED A DROPOUT | DROPOUT |
|--|--------------------------|----------------------------|
| Has not completed an approved program and withdrew or was a “no show.” | | ✓ <input type="checkbox"/> |
| Moved out of system or out of state and is not known to be in school. | | ✓ <input type="checkbox"/> |
| Absent because of a disciplinary action, suspension, expulsion, or period of disciplinary action has expired and student did not return. | | ✓ <input type="checkbox"/> |
| Has not graduated, has not completed an approved program, educational status subsequent to leaving school. | | ✓ <input type="checkbox"/> |
| Is in an institution that does not offer a secondary educational program. | | ✓ <input type="checkbox"/> |
| Is in system and not in school and is temporarily absent because of illness that has not been verified as legitimate. | | ✓ <input type="checkbox"/> |
| Absent because of disciplinary action resulting in expulsion; no option to return. | | ✓ <input type="checkbox"/> |
| Withdrew/no show/left school after passing age for which system must provide free public education. | | ✓ <input type="checkbox"/> |
| Enrolled in an adult education in a postsecondary school and did not complete the program by the summer of the senior year. | | ✓ <input type="checkbox"/> |
| Has not completed an approved program, left school, and has not received his/her GED certificate on or before October 1st. | | ✓ <input type="checkbox"/> |
| Is in an alternative education setting (e.g., hospital/homebound instruction, special education residential, or correctional institution administered by a school system, program classified as an adult education program). | | ✓ <input type="checkbox"/> |
| Summer graduates who follow their cohort and complete graduation requirements during the summer following completion of the senior year. | ✓ | |

| | | |
|---|---|--|
| Left the United States and provided information as to his/her whereabouts-must be documented evidence that student left the U.S. (such as a statement from a parent). | ✓ | |
| Transferred to and is in membership in a Private Tutor. | ✓ | |
| Transferred to and is in membership in Church School/Home School. | ✓ | |
| Transferred to and is in membership in a two- or four-year college. | ✓ | |
| Transferred to and is in membership in Accepted State Accredited Online Program. | ✓ | |
| Transferred to and is in membership in a private elementary or secondary school, in or out-of-state. | ✓ | |
| Transferred to and is in membership in another public school within the same school system, or a public school system in or out of state. | ✓ | |
| Transfer to another public school district, private school, virtual program/school, or accredited state- or system- approved education program. | ✓ | |
| Students who through credit advancement complete graduation requirements in less than four years. | ✓ | |
| Temporary absence due to suspension or school approved education program. | ✓ | |
| Earned a diploma. | ✓ | |
| Student is deceased (documentation is required such as obituary, death certificate, or copy of newspaper clipping). | ✓ | |
| Is in system and not in school and is temporarily absent because of illness that has been verified as legitimate. | ✓ | |
| Absent because of disciplinary action due to suspension were expulsion period not yet over. | ✓ | |
| Is in system and not in school and has long-term absence because of illness and is receiving educational services (e.g., residential drug treatment center, severe physical, or emotional illness). | ✓ | |
| Currently enrolled students who are found to be residing outside of the school's district and are withdrawn and out- of-district residency has been verified. Enrollment code WB1 should be used and documentation reflecting out-of- district residency should be uploaded in the Cohort Portal. | ✓ | |
| Students who are court ordered to attend a GED or other program. A copy of court order must be uploaded in Cohort Portal. | ✓ | |
| Students who are identified as deceased prior to graduation. A copy of the proper documentation must be uploaded in the Cohort Portal. | ✓ | |
| Is in an alternative education setting (e.g., hospital/homebound instruction, special education residential, or correctional institution) and the program is an off campus offering of a regular school system. | ✓ | |
| Is in an alternative education setting (e.g., special education residential, or correctional institution) and the program is administered by an agency considered a special school system or an extension of a regular school system. | ✓ | |

STUDENT EXIT INTERVIEW

A student age 17 and older is eligible to withdraw from a public school prior to graduation when both of the following circumstances exist:

- Written consent is granted by the child's parent or legal guardian.
- An exit interview is conducted where the student and student's parents or legal guardian meet with designated school staff and are advised of the negative effects of withdrawal such as unemployment, decreased future earning potential, driver license revocation and the student and parent or legal guardian must also be provided with GED information and discuss other classes or opportunities available to the student.

Authority: Ala. Code §16-28-3.1(1975)

Refer to Appendix K, Student Exit Interview Process, or view at www.alsde.edu, *Alabama Dropout Prevention Act*, Alabama Act No: 2009-564, p. 1648, §2. A companion document, to illustrate the process of conducting a Student Exit Interview.

CHRONIC ABSENTEEISM



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 L, Recommended Role of the School Principal/Leadership, “You Are In Charge of Attendance, Now What?”

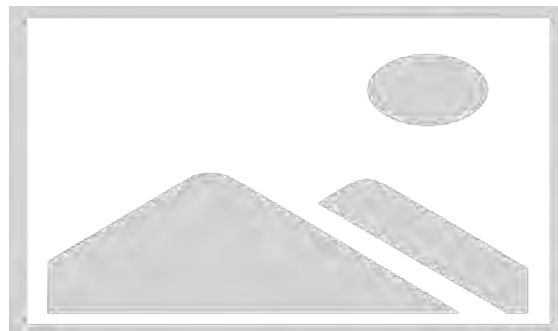
A. FS195 – CHRONIC ABSENTEEISM FILE SPECIFICATIONS

The FS195–Chronic Absenteeism File Specifications contains instructions for building files to submit EDfacts 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 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.



- 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**.

Student Data

App Home | Student Enrollment Data | Federal Programs | Prevention and Support | Special Education | Career Tech | Institutional Services | Others | Help

Student Data Summary - Last Enrollment

SYSTEM SELECTION

School Year: 2017; 2016-2017
 School System: [Dropdown]
 School: [Dropdown]

STUDENTS STATUS

| Grade | Enrolled | Grad | Completer | Withdrawn | Dropout | EL | Homeless | TA | SW | Excpn | Spec Ed | CCR | Fr Lch | Red Lch | Dir Cert |
|-----------------------|----------|------|-----------|-----------|---------|----|----------|----|----|-------|---------|-----|--------|---------|----------|
| EL (LEP = 1, 2 & 6) | | | | | | | | | | | | | | | |
| Homeless | | | | | | | | | | | | | | | |
| Target Assistance | | | | | | | | | | | | | | | |
| Schoolwide | | | | | | | | | | | | | | | |
| Migrant | | | | | | | | | | | | | | | |
| Immigrant | | | | | | | | | | | | | | | |
| Foreign Exchange | | | | | | | | | | | | | | | |
| 21st Century | | | | | | | | | | | | | | | |
| Total Exceptionality | | | | | | | | | | | | | | | |
| Spec Ed | | | | | | | | | | | | | | | |
| Gifted Primary | | | | | | | | | | | | | | | |
| Gifted Secondary | | | | | | | | | | | | | | | |
| Lunch - Free | | | | | | | | | | | | | | | |
| Lunch - Reduced | | | | | | | | | | | | | | | |
| Lunch - Paid | | | | | | | | | | | | | | | |
| Lunch - DC | | | | | | | | | | | | | | | |
| Athlete | | | | | | | | | | | | | | | |
| Grade 0 to 2 (97) | | | | | | | | | | | | | | | |
| Grade 3 to 5 (98, 99) | | | | | | | | | | | | | | | |
| Grade K (90) | | | | | | | | | | | | | | | |
| Grade 1 (91) | | | | | | | | | | | | | | | |
| Grade 2 (92) | | | | | | | | | | | | | | | |
| Grade 3 (93) | | | | | | | | | | | | | | | |
| Grade 4 (94) | | | | | | | | | | | | | | | |
| Grade 5 (95) | | | | | | | | | | | | | | | |
| Grade 6 (96) | | | | | | | | | | | | | | | |
| Grade 7 (97) | | | | | | | | | | | | | | | |
| Grade 8 (98) | | | | | | | | | | | | | | | |
| Grade 9 (99) | | | | | | | | | | | | | | | |
| Grade 10 (10) | | | | | | | | | | | | | | | |
| Grade 11 (11) | | | | | | | | | | | | | | | |
| Grade 12 (12) | | | | | | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

STUDENTS RACE / ETHNIC

| | |
|----------------------------------|--|
| American Indian/Alaska Native | |
| Asian | |
| Black | |
| Native Hawaiian/Pacific Islander | |
| White | |
| Two or more races | |
| Other races | |
| Not Specified | |
| TOTAL | |
| Hispanic/Latino | |

STUDENTS GENDER

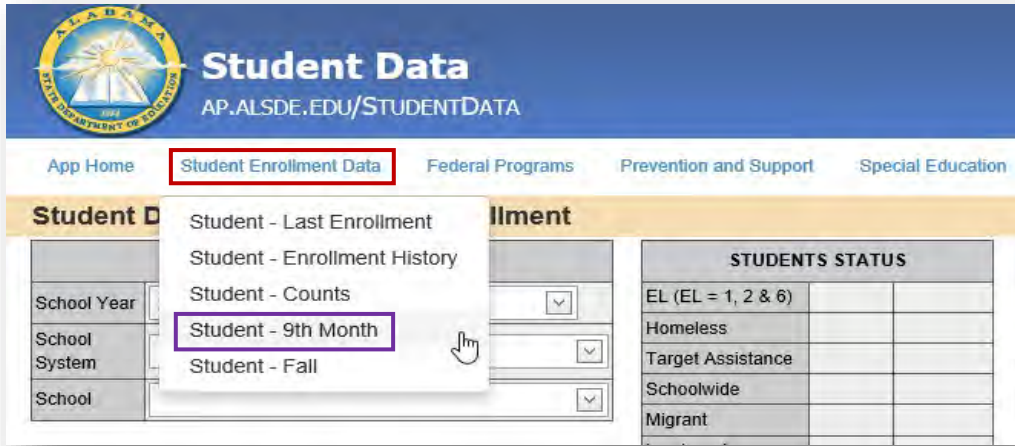
| | |
|--------|--|
| Female | |
| Male | |
| Other | |
| TOTAL | |

All Student Data

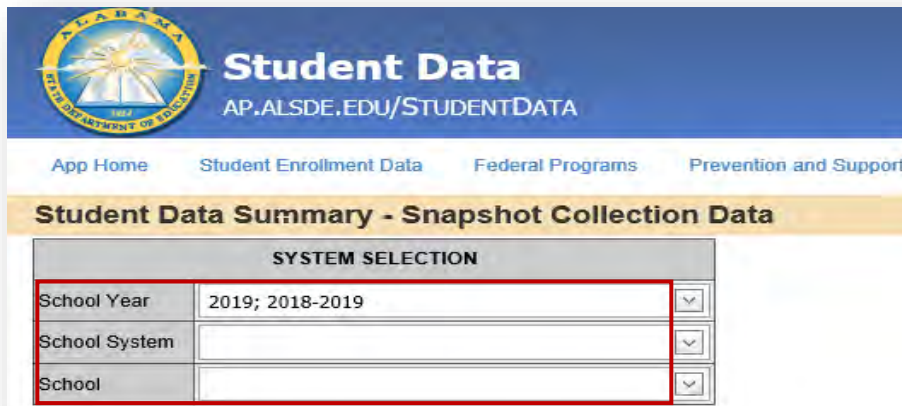
Choose fields | Export to XLS

| # | History | System | School | SSID | Last Name | First Name | Gender | Race | Grade | Enrolled | Withdrawn Date | Graduate | Completer | Other Exits | Still Enrolled | Withdrawn | Dropout | EL | Homeless | Target Assistance | Schoolwide | Migrant | Immigrant | Foreign Exchange | 21st Century | Summer School | |
|--------------------|---------|--------|--------|------|-----------|------------|--------|------|-------|----------|----------------|----------|-----------|-------------|----------------|-----------|---------|----|----------|-------------------|------------|---------|-----------|------------------|--------------|---------------|--|
| No data to display | | | | | | | | | | | | | | | | | | | | | | | | | | | |

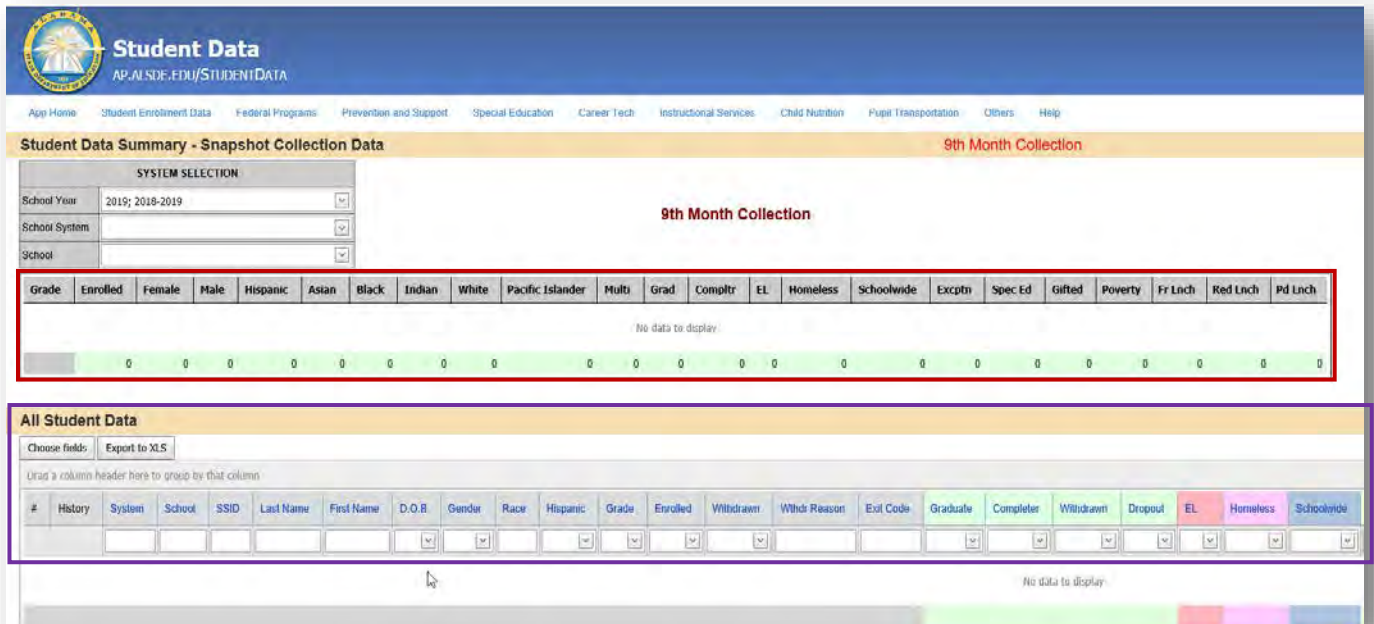
- Click on the **Student Enrollment Data** tab and select **Student-9th Month**



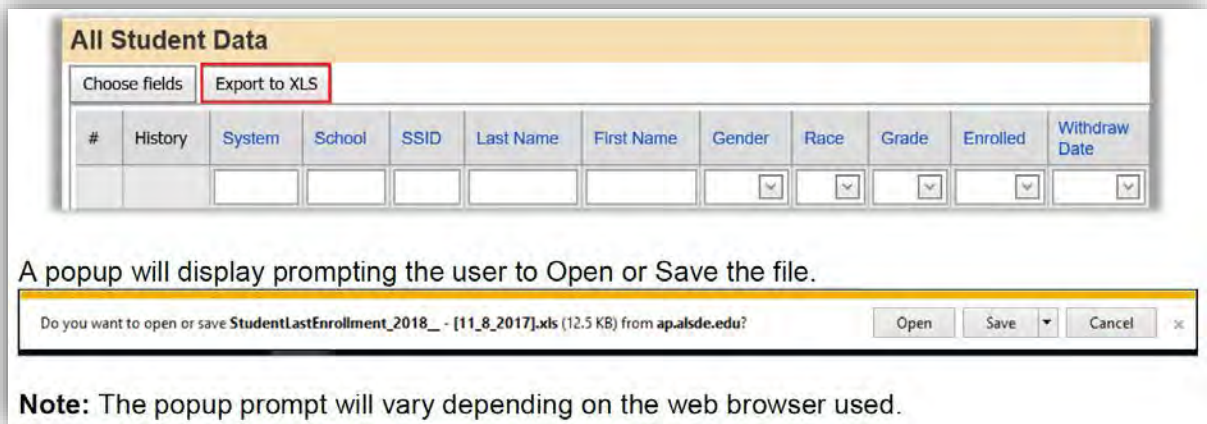
- Complete the System Selection information fields.



- 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.



The screenshot shows a web interface titled "All Student Data". At the top, there are two buttons: "Choose fields" and "Export to XLS", with the latter highlighted by a red box. Below the buttons is a table with columns: #, History, System, School, SSID, Last Name, First Name, Gender, Race, Grade, Enrolled, and Withdraw Date. Each column has a corresponding input field or dropdown menu. Below the table, a text box states: "A popup will display prompting the user to Open or Save the file." Below this text is a file save dialog box with the text: "Do you want to open or save StudentLastEnrollment_2018_ - [11_8_2017].xls (12.5 KB) from ap.alsde.edu?". The dialog box has buttons for "Open", "Save", "Cancel", and a close button (X).

Note: The popup prompt will vary depending on the web browser used.

D. ASSURANCE LETTERS

The LEAs are encouraged to utilize a “nudge” letter, refer to Appendix M 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 N, 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.

WHEN IS SICK TOO SICK FOR SCHOOL?



Send me to school if...

I have a runny nose or just a little cough, but no other symptoms.

I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.

I haven't thrown up or had any diarrhea for 24 hours.



Keep me at home if...

I have a temperature higher than 100 degrees even after taking medicine.

I'm throwing up or have diarrhea.

My eyes are pink and crusty.



Call the doctor if...

I have a temperature higher than 100 degrees for more than two days.

I've been throwing up or have diarrhea for more than two days.

I've had the sniffles for more than a week, and they aren't getting better.

I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).



Adapted with permission from Baltimore City Public Schools.

F. 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 Services Center (SBHSC) 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. Allisha, 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 O for Sample Medical Information Release Form and Appendix P 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



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 Q, Early Warning Flow Chart and Appendix R, Chronic Absenteeism Flow Chart to be utilized during the development of the intervention process. Refer to Appendix S, 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.

| | |
|---|--|
| <input type="checkbox"/> Documentation of Absences | <input type="checkbox"/> Student Employment Interfering with School |
| <input type="checkbox"/> Student Refusal to Attend | <input type="checkbox"/> Needed at Home |
| <input type="checkbox"/> Failure to Attend Due to Physical/Mental Illness | <input type="checkbox"/> Relationship with Fellow Students and/or School Staff |
| <input type="checkbox"/> Teen Pregnancy | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Teen Mom/Dad: Childcare Issues | |
| <input type="checkbox"/> Harassment/Bullying at school | <input type="checkbox"/> Academic Difficulties/Credit Loss |
| <input type="checkbox"/> Dislike of School Experience | <input type="checkbox"/> 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*

**Birmingham City Schools
 Baldwin County Schools**

ATTENDANCE TRACKING NOTIFICATION (ATN)

Attendance Tracking and Notification 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 Attendance Tracking Notification setup is referenced in Appendix J.

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 |

B. 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

C. 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)
 - (i) Parent/guardian shall be notified by the school principal or his/her designee that the student was truant and the date of the truancy.
 - (ii) 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)
 - (i) 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.
 - (ii) Attendance at one of these conferences shall be mandatory except where prior arrangements have been made or an emergency exists.
 - (iii) 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)
 - (i) File complaint/petition against the child and/or parent/guardian, if appropriate.
4. Child under probation
 - (i) 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)*.
 - (ii) 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)

D. 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.

E. 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 | <h2 style="margin: 0;">COMPLAINT</h2> | 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: <input type="checkbox"/> Delinquent <input type="checkbox"/> Dependent <input type="checkbox"/> 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) <input type="checkbox"/> Incident/Offense Report <input type="checkbox"/> Supplemental I/O Report <input type="checkbox"/> Arrest Report <input type="checkbox"/> Traffic Ticket/Complaint (UTTC) <input type="checkbox"/> Additional pages <input type="checkbox"/> 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: _____ <div style="display: flex; justify-content: space-between;"> Date Intake Officer or Notary Public </div> | | |
| COMPLAINT RECEIVED: _____ <div style="display: flex; justify-content: space-between;"> Date Time Intake Officer </div> | | |
| 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.

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

F. TRUANCY CHARGE SHEET-ADULT

1. 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 similar to 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) _____ (X) _____ |
| Address: _____ | |
| 6. Guardian's Name: _____ | Phone (H) _____ (Y) _____ |
| 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 _____ | |

G. TRUANCY CHARGE SHEET - JUVENILE

1. 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: _____ |
| | | _____ |

MISSING CHILDREN



MISSING CHILDREN

In the event a teacher, parent, student, or other school employee thinks he/she recognizes a child from a “missing children” poster, he/she should follow the procedures below in reporting missing children.

REPORTING MISSING CHILDREN

- a. Report suspicion **immediately** to the school principal.
- b. **Do not** attempt to investigate the matter. **Do not contact the persons listed on record as parent or guardian.**
- c. The principal or his/her designee should notify the school attendance supervisor. If time appears to be a factor, contact the Alabama Law Enforcement Agency, Center for Missing and Exploited Children (includes Amber Alert, Blue Alert, Emergency Missing Child Alert) at 1-800-228-7688.
- d. Once advised of the recognition, the principal or designee should have school records pertaining to the child. The Bureau will begin an investigation and will contact the school for coordinated assistance.
- e. In the event it is necessary to make a report at night or on a weekend, the toll-free number 1-800-228-7688, is operational 24 hours a day, seven days a week for reporting a missing child or providing information about a missing child.
- f. Remember, the abduction of a child is a felony-even by natural parents who do not have legal custody. **When reporting to the Bureau, the person making the report is not required to identify himself. Merely discussing a suspicion may be all that is necessary.**

Authority: Ala. Code §26-19-9(1975)

Authority: Ala. Code §26-19-10(1975)



MEGAN'S LAW

A. FEDERAL LAW

The laws commonly known as Megan's Law are basically amendments to the *Jacob Wetterling Crimes Against Children Act, 42 U.S.C., §13071 and 14071* repealed. It sets out guidelines for registering sexually violent offenders or those who commit criminal offenses against minors. Under this statute, states must obtain fingerprints and a photograph of the offender. Such information is then forwarded to the FBI. States must inform offenders that they have 10 days to report a change of address to the appropriate state agency in his/her new location. Offenders must register for at least ten years after being released from prison, parole, or probation for the violation. The state must release relevant information about individual offenders that is necessary to protect the public.

Authority: Jacob Wetterling Crimes Against Children Act of 1994

B. ALA. CODE (1975)

If any person, except a delinquent child, as defined in Section 12-15-1, residing in Alabama, has heretofore been convicted, or shall be convicted in any state or municipal court in Alabama, or federal court, or so convicted in another state in any court having jurisdiction similar to the jurisdiction of state and municipal courts in Alabama for any of the offenses hereinafter enumerated, such person shall, upon his or her release from legal custody, register with the sheriff of the county of his or her legal residence within seven days following such release or within 30 days after September 7, 1967, in case such person was released prior to such date.

Any person having been so convicted shall upon moving his legal residence from one county to another register with the sheriff of the county to which he has moved within seven days after such removal. It shall be unlawful for a convicted sex offender as described in this article to fail or refuse to register as required in this section and failure to do so is a Class C felony.

Authority: Ala. Code§13A-11-200(1975)

C. INTERNET RESOURCES

The Internet has become a very valuable resource that cannot be overlooked. One area where the speed with which information can be accessed could save lives is missing and exploited children. The ability to know who is in the community, or to instantly publish photographs of missing children across the country cannot be accomplished through any other media.

The following World Wide Web addresses are only two of the many available to educators:

1. National Center for Missing and Exploited Children:
<http://www.missingkids.com/home>
2. Alabama Criminal Sex Offenders

D. REPORTS OF A RUNAWAY CHILD

If a student stops attending school, the administrator or designee, should make contact with the parent/legal guardian to identify the reason for the absences. If the parent/legal guardian states that the child is a runaway, make sure to ask for a copy of the police report or missing child report. If the parent does not provide a copy, contact the local law enforcement agency to confirm that the custodian made a report. Student safety is always a priority.

CHILD LABOR



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 WORKFORMS

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

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. Has 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 the following:
 - 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 April 8, 2021
- Alabama Law Enforcement Agency Enrollment/Exclusion Form [DL1-93 SCHOOL ENROLLMENT FORM 2.pdf \(alea.gov\)](#) as of April 8, 2021



ENROLLMENT/EXCLUSIONFORM
To Implement Sections 16-28-40 through 16-28-45, Ala. Code, 1975

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

I. APPLICANT*

Driver License No.: _____ Social Security No.: _____ Sex: _____
Male/Female
Legal Name: _____ Date of Birth: _____
Last First MI MM/DD/YY
Address: _____
Street City State Zip

II. ENROLLMENT* SCHOOL OR GED OR JOB TRAINING PROGRAM

Name: _____ Check one: GED Program
(School or in GED or Job Training Program) Job Training Program
Address _____ Secondary Program
Street City State Zip
Telephone No.: _____ Signature: _____
Title: _____

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

IN COMPLIANCE

NOT IN COMPLIANCE

The applicant:

The applicant:

_____ Is enrolled.
Date
_____ Withdrew due to circumstances
Date beyond his or her control.*
_____ Has obtained a GED Certificate.
Date
_____ The applicant was previously
Date reported as being noncompliant.
As of this date, the student has
complied.

_____ Is not enrolled.
Date
_____ Has accumulated more than 10
Date consecutive or 15 cumulative
unexcused absences during a single
semester. **(Only for students
enrolled in secondary school)**
_____ Is not making satisfactory progress.
Date **(Only for GED students)**

III. EXCLUSION

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

_____ Is a parent with the care and custody of
a minor or unborn child.
_____ Is the sole source transportation for
the parent(s).

Physician/Health Department
Street
City State Zip Phone

Physician's Signature

Enter the beginning date of employment.

_____ The applicant is gainfully and substantially employed.
Defined on the back of this form.
Revised 5/1/95

Place of Employment
Street
City State Zip Phone

Employer's Signature

LEGISLATIVE AUTHORITY

“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)

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 17 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 designated person 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 and apply to the following:
 - 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.
 - c. Enrolled in a job training program approved by the State Superintendent of Education.

WEB RESOURCES



RESOURCES RELATED WEB RESOURCES

1. Alabama Code (1975)
2. Opinions of the Attorney General of Alabama
3. Every School Day Counts
4. Department of Education United States of America: Chronic Absenteeism in The Nation's Schools
5. Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism

Alabama Law Enforcement Agency

Alabama Learning Exchange (ALEX)

Attendance Works

Ala. Code, (1975), [Resources>Laws>Code of Alabama] National Center for Missing and Exploited Children

Opinions of the Attorney General of Alabama

Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence

State Board of Education Administrative Code

State of Alabama Web Page

- *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*

The Link Between School Attendance and Good Health,

The Official Website of The Alabama Legislature

United States Department of Education Chronic Absenteeism File Specifications 195,

United States Department of Homeland Security

United States Department of Justice

[Check under affiliates tab for Alabama Association of Prevention, Attendance, and Support Services (AAPASS)].

Every School Day Counts

U.S. Department of Education

Keeping Secondary School Students Connected to School when Schooling Is Remote, Robert Balfanz, Everyone Graduates Center, Johns Hopkins School of Education

U.S. Department of State, Public Awareness & Training on Human Trafficking

SCHOOL ATTENDANCE LAWS

- **Article 1 General Provisions.**
 - Section 16-1.20.6 Released time for student participation in religious instruction.
 - Section 16-8-34 Compulsory school attendance districts.
 - Section 16-9-17 Building program; local attendance district boundaries.
 - Section 16-12-18 Employment of attendance officers; enforcement of attendance laws. (City Board of Education)
 - Section 16-23-1 Certain public school employees must hold certificate. (Attendance Officer)
 - Section 16-28-1 Definitions. *Act 2014-245, §4, eff. 7/1/2014*
 - Section 16-28-2 Purposes of article.
 - Section 16-28-2.1 Adoption of standards for mandatory attendance policy; parents held accountable; enforcement. *Acts 1991, No. 91-323, p. 602, §1*
 - Section 16-28-2.2 Establishment of program by local boards to inform parents of educational responsibilities. *Acts 1993, No. 93-672, p. 1213, §2*
 - Section 16-28-3 Ages of children required to attend school; exemption for church school students; transfer students. *Act 2019-447, §1, eff. 9/1/2019*
 - Section 16-28-3.1 Guidelines and procedures for withdrawal from school; dropout prevention program. *Act 2009-564, p. 1648, §2*
 - Section 16-28-4 Minimum age at which child may enter. [See Alabama Administrative Code 290-8-9-.04(3)(a)] *Act 2016-297, §1, eff. 5/10/2016*
 - Section 16-28-5 Private tutor.
 - Section 16-28-6 Children exempt from attending public school. *Act 2009-564, p. 1648, §1*
 - Section 16-28-7 Report of enrollment. *Act 2014-245, §4, eff. 7/1/2014*
 - Section 16-28-8 Reports required must be furnished. *Acts 1982, No. 82-218, p.260, §6*
 - Section 16-28-9 List of children who should attend school - Required. *Act 2009-564, p. 1648, §1*
 - Section 16-28-10 List of children who should attend school - How lists prepared.
 - Section 16-28-11 Enrollment report and list of potential students compared. *Act 2009-564, p. 1648, §1*
 - Section 16-28-12 Person in loco parentis responsible for child's school attendance and behavior; noncompliance; local boards to promulgate written behavior policy, contents, annual distribution, receipt to be documented; school officials required to report noncompliance; failure to report suspected violation; district attorneys vigorously to enforce provisions. *Acts 1994, 1st Ex. Sess., No. 94-782, p. 70, §1*
 - Section 16-28-13 Burden of proof on person in loco parentis.
 - Section 16-28-14 Habitual truant.
 - Section 16-28-15 Absence must be explained. *Acts 1982, No. 82-218, p.260, §7*
 - Section 16-28-16 Cases of non-enrollment and non-attendance; withdrawal of enrollment. *Act 2001-344, p. 446, §1*
 - Section 16-28-17 When child may be taken into custody.
 - Section 16-28-18 Record kept by attendance officer.
 - Section 16-28-19 Attendance districts and employment of attendance officer. (County Board of Education)
 - Section 16-28-20 Compensation of Attendance Officers.
 - Section 16-28-21 Juvenile court jurisdiction.
 - Section 16-28-22 Prosecutions.
 - Section 16-28-23 Attendance register and rules and regulations as evidence. *Acts 1982, No. 82-218, p. 2601, §8*
 - Section 16-28-24 Church school. *Acts 1982, No. 82-218, p. 260, §10*
 - Section 16-46A-1 Adoption of policy governing Virtual School Program. *Added by Act 2015-89, §1, eff. 7/1/2015. Amended by Act 2020-68, §1, eff. 6/1/2020*
- House Joint Resolution 226, Alabama Act No. 2015-251. Alabama Commission on Truant, At-risk, and Delinquent Youth. Appendix J

- Alabama Select Commission on High School Graduation and Student Dropouts, Alabama Act No. 2009-229. Appendix K
- *Every Student Succeeds Act (ESSA); Federal Education Law, 2015*
- **Article 2 Conditioning of Driving Privileges upon School Attendance.**
 - Section 16-28-40 License applicant under 19 to provide documentation of school enrollment, etc.; duties of school attendance official; withdrawal from school; conviction for certain pistol offenses. *Act 2009-713, p. 2095, §3*
 - Section 16-28-41 Written guidelines to be provided. *Acts 1993, No.93-368, p. 628, §2*
 - Section 16-28-42 Adoption of regulations. *Acts 1993, No. 93-368, p. 628, §3*
 - Section 16-28-43 Article not to deny rights of exceptional children. *Acts 1993, No. 93-368, p. 628, §4*
 - Section 16-28-44 Article not to deny constitutional rights of children. *Acts 1993, No. 93-368, p. 628, §5*
 - Section 16-28-45 Construction with other attendance and vehicle laws. *Acts 1993, No. 93-368, p. 628, §7*

The Ala. Code 1975

School Calendar/School Day Laws

GENERAL PROVISIONS.

- Section 16-1-1 Definitions. (Scholastic Day, Week, Month, Year, Fiscal Year) *Acts 1984, No. 84-323, p. 743, §1*
- Section 16-13-1 Fiscal year
- Section 16-13-231 Purposes and plan of apportionment. (School Term) *Act 2015-430, §1 eff. 9/1/2015*

Alabama State Board of Education Administrative Code

School Calendar/School Day Laws

- 290-3-1-.02(2)(a)1., 2. School Term, School Day *In accordance with Code of Ala. (1975), §16-1-1; Acts 1984, No. 84-323, p. 743, §1*
- 290-8-9-.04 Eligibility and Consent for Special Education Services. *Amended October 10, 2013; effective November 15, 2013*
- 290-3-1-.02(7)(5)(d) through 290-3-1-.02(7)(j)(iv) McKinney-Vento Homeless Assistance Act 42 U.S.C. 11421 *Section 103(a) of the McKinney-Vento Act*

The Ala. Code 1975

Immunization Documentation

- Section 16-30-1 Immunization or testing for certain diseases. *Acts 1979, No. 79-677, p. 1208, §1*
- Section 16-30-2 Responsibilities of parents.
- Section 16-30-3 Exceptions to chapter.
- Section 16-30-4 Presentation of certificate upon initial entrance into school. *Acts 1979, No. 79-677, p. 1208, §2*
- Section 16-30-5 Rules and regulations.

Act of Alabama, No. 2011-535 Alabama Immigration Law; Certified Birth Certificate. *HB56; approved June 2, 2011*

The Ala. Code 1975

Alternative Education Programs

- Section 12-15-217 Notice of delinquent acts (Court Placement). *Amended and renumbered by Act 2008-277, p. 441, §14*
- Section 16-1-14 Removal, isolation, or separation of pupils creating disciplinary problems; state approval necessary for rules implementing such measures; deprivation of right to equal and adequate education may not result. (System Placement) *Acts 1994, 1st Ex. Sess., No. 94-793, p. 98, §1*
- Section 16-1-16 Special courses, tutoring, counseling, etc., for special groups of pupils. (System Placement)
- Section 12-15-215 Disposition of delinquent children or children in need of supervision generally. (Convicted, but not sentenced to imprisonment) *Amended and renumbered by Act 2008-277, p. 441, §14*
- Section 16-38-1 Acceptance of provisions of federal Vocational Rehabilitation Act.
- Section 16-38-2 Rehabilitation of persons disabled in industry or otherwise.
- Section 16-38-3 Restoration of crippled children.
- Section 16-38-4 Treasurer /Custodian of federal funds for rehabilitation.
- Section 16-38-5 Duties of superintendent as to rehabilitation work.
- Section 16-38-6 State Board of Education's authority to cooperate with federal Rehabilitation Agency.
- Section 16-38-7 Institutions and boards may cooperate in rehabilitation work.
- Section 16-38-8 Use of funds. *Acts 1985, No. 85-544, p. 783, §1*
- Section 16-38-9 Annual report to Governor on rehabilitation.
- *Alabama Administrative Code* 290-8-9-.09(2)(e) (Special Education Students)

The Ala. Code 1975 Exclusion from Public Education Schools

- Section 16-1-24.1 Safe school and drug-free school policy; treatment of policy violators; promulgation and distribution of discipline policy; liability limited for discipline actions; local boards may adopt more stringent guidelines. *Acts 1994, 1st Ex. Sess., No. 94-784, P. 72, §1*
- Section 16-1-24.3 Local boards of education to implement policies requiring expulsion of students who possess firearms in school areas. *Acts 1995, No. 95-756, 1768, §§1-4*
- Section 16-1-14 Removal, isolation, or separation of pupils creating disciplinary problems; state approval necessary for rules implementing such measures; deprivation of right to equal and adequate education may not result. *Acts 1994, 1st Ex. Sess., No. 94-793, P. 98, §1*
- Section 16-1-27 Use of electronic communication devices on school property. *Act 2006-530, p. 1224, §1*
- Section 16-29-1 Required; scope; suspension of infected child. *Repealed by Act 2015-60, §1, eff. 4/22/2015*
- Section 16-29-2 When examination made. *Repealed by Act 2015-60, §1, eff. 4/22/2015*
- Section 16-29-3 Certificate of examination furnished pupil. *Repealed by Act 2015-60, §1, eff. 4/22/2015*
- Section 16-29-4 County health officers furnished with certain equipment. *Repealed by Act 2015-60, §1, eff. 4/22/2015*
- Section 16-29-5 Tests. *Repealed by Act 2015-60, §1, eff. 4/22/2015*
- Section 16-29-6 County board of health to cooperate. *Repealed by Act 2015-60, §1, eff. 4/22/2015*
- *Alabama Administrative Code* 290-8-9-.09 (Violation of drug, alcohol, weapons, physical harm to person, or threaten physical harm to a person) *Repealed and New Rule: Filed June 14, 2007, eff. 7/19/2007*
- **United States Department of Education Title 18, U.S.C., Section 921, October 31, 1995** (Firearms) *Public Law 115-232, div. A, Title VIII, §809(2), Aug 13, 2018, 1 32 State. 1842)*

The Ala. Code 1975 Missing Children

- Section 26-19-1 Definitions *Acts 1997, No. 97-416, p. 698, §1*
- Section 26-19-9 Board of Education to compile and distribute list of missing school children. *Acts 1997, No. 97-416, p. 698, §1*
- Section 26-19-10 Public school systems to notify Department of Education and ACMEC when missing school child found. *Acts 1997, No. 97-416, p. 698, §1*

The Ala. Code 1975 Child Labor

- Section 25-8-53 School attendance officers. *Acts 1995, No. 95-604, p. 1263, §22*
- Section 25-8-45 Eligibility to work form – When required: Child Labor Certificates *Acts 1995, No. 95-604, p. 1263, §14*
- Section 25-8-46 Eligibility to work form - Issuance, scope. (Work Permit) *Acts 1995, No. 95-604, p. 1263, §15*
- Section 25-8-36 Time restrictions. *Acts 2000-706, p. 1479, §1*
- Section 25-8-37 Employment during school hours; employment of persons 14 or 15 years of age upon waiver of school attendance. *Acts 2000-706, p. 1479, §1*

GLOSSARY



GLOSSARY

The following terms are operationally defined 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 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.

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 social and emotional issues.

COVID Quarantine Exposed- Students who have been exposed to a COVID positive situation. Students will be counted as present. If the student becomes COVID positive, the LEA will have the discretion to change the code to COVID Quarantine Positive (COVQP)

COVID Quarantine Positive-Students who test positive for COVID and require medical attention. Students will be counted as present.

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.

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.

Hybrid Learning – allows students to split time between face-to-face instruction and outside the "brick and mortar" of the school campus. Lessons are both paper/pencil and on-line and may be used flexible with both environments. This learning preference may require a physical space as well as a learning management system.

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

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

Learning Preference- identified instructional delivery to accommodate learning requirements such as virtual, remote, and hybrid.

Multi-tiered Support System – 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.

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 Exit Interview – an exit interview conducted with a student who withdraws from school prior to graduating and with the student's parent or legal guardian for the purpose of providing information regarding the detrimental impacts of early withdrawal from school and to provide options and available resources as interventions.

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

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

Synchronous Learning – learning that happens in real time. This learning usually takes place during traditional classroom environments but can also occur virtually at a set time.

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.

Tardy – 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.

Truancy – 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 – typically asynchronous and a full-time method of instructional delivery with

flexibility in pacing and completion of assignments within identified parameters. Attendance is determined by evidence of indicators identified to equate to engagement, participation, and completion of assignments in a timely manner. Evidence of attendance and achievement are determined and agreed upon all parties prior to enrollment in a virtual program. Learning management systems are often utilized.

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

FREQUENTLY ASKED QUESTIONS



FREQUENTLY ASKED QUESTIONS

ATTENDANCE RELATED TO PROMOTION/RETENTION

Q. How is admission to public schools determined?

- A.** 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 Act 2019-447, §1, eff. 9/1/2019.*

Q. Who is required to attend school?

- A.** 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 §16-28-1 (1975); Amended by Act 2014-245, §4, eff. 7/1/2014.
Ala. Code §16-28-3 (1975); Amended by Act 2109-447, §1, eff. 9/1/2019.
Ala. Code §16-28-7(1975); Amended by Act 2014-245, §4, eff. 7/1/2014.*

Q. What is the minimum age for admission to public schools?

A.

- a. A child who is six years of age on or before December 31 or the date on which school begins in the enrolling district shall be entitled to admission to the public elementary schools at the opening of such schools for that school year or as soon as practicable thereafter.
- b. A child who becomes six years old on or before February 1 may, with the approval of the local board of education, be admitted at the beginning of the second semester in school systems having semiannual promotions of pupils.
- c. A child who is five years of age on or before September 1 (2)* 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.
- 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 as of September 1 (2)* or the opening date of school in the enrolling district.

*Authority: Ala. Code §16-28-4(1975); Amended by Act 2016-297, §1, eff. 5/10/2016
* Report of Attorney General of Alabama October-December 1963, Volume 113, and page 20*

*An opinion of the Attorney General states in effect that under the common law one's age is computed by including the day of birth so that a given age is attained the day before the birthday anniversary.

Q. What are the requirements for Kindergarten and Grade 1 out-of-state transfers?

- A. 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.
- 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.
- c. An underage child who transfers to Alabama from the 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 Act 2016-297, §1, eff. 5/10/2016.*

Q. How are attendance districts adopted?

- A. The county or city superintendent, as the case may be, shall recommend a plan for the laying out of 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, 16-28-19, 16-8-34(1975)

Non-Attendance

Q. What state regulations relate to required school and absences from state schools?

- A. 1. Attendance Required

Children between the ages of six and 17 years are 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 every child attending a church school as defined by Alabama law is exempt from this requirement, provided such child has met the requirements as specified for enrollment and reporting.

NOTE: Alabama Code §16-28-1, as amended by Alabama Act No: 2014-245 changed the definitions of private school and church school to include reference to home programs offering instruction in Grades K-12.

- 2. Absences – 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.

- 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*

APPENDIX



APPENDIX A

Parent Project Implementation Guide

APPENDIX B

Implementation Process Manual for a K-12 Early Warning System

APPENDIX C

Alabama Association of Prevention Attendance and Support Services District Map



APPENDIX D

RECOMMENDED ROLE OF THE ATTENDANCE OFFICER AND TIMELINE OF RESPONSIBILITIES

Immediately after being hired as an Attendance Officer:

- 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 School's Continuous Improvement Plan (CIP).
- 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.
- 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 program (SIS) analyzing student data information.
- Determine on the AAPASS state map which regional attendance district the LEA is assigned by checking "CLAS" website.
- Secure a projected calendar of AAPASS meeting dates.
- Request access to Student Data Portal to generate current student information to include attendance, comprehensive progress reports, student demographic information, and report cards.
- Maintain a list of resources available to assist school leaders, teachers, and parents with student attendance.
- Acquire the names and contact information of the school-level personnel that oversee attendance at the schools/district and identify in the Education Directory.
- Review memorandums in the State Superintendent's Corner on the ALSDE website, alabamaachieves.org, for 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 local schools and local communities to implement an incentive program at each school to recognize and encourage student attendance.

Preferably prior to the beginning of the school year:

- 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 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.
- Distribute the schedules of Early Warning meeting dates, time, location, and expectations of the first outcome.
- Review memorandums in the State Superintendent's Corner on the ALSDE website, alabamaachieves.org, for new information.
- 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:

- Use the current information program (SIS) to research individual students.
- Communicate patterns and trends in attendance to support the needs analysis with the Continuous Improvement Team (CIP) at the schools.
- Suggest interventions and resources for students to be implemented as part of a multi-tiered support system and the Problem-Solving Team.
- 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 State 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 conferences such as AAPASS or state related.
- Submit to the ALSDE best practices for increasing the attendance rate. Refer to Appendix E, Best Practices for Student Success: Building Capacity template.

APPENDIX E

BEST PRACTICES FOR STUDENT SUCCESS: BUILDING CAPACITY

| BEST PRACTICE CATEGORIES (circle one) | DESCRIPTION Brief Description (e.g., Target Audience, Program Focus, and Results-Based Evidence) | LOCATION AND CONTACT |
|--|--|-----------------------------|
| Academic/Behavior Interventions Adult Advocates And Student Social/ Behavioral Support College/Career Readiness Programs Community Link Early Warning Innovative Pathways Parental Engagement Transitional Programs | | |

Please submit to kgermany@alsde.edu.

These processes, practices, and programs supporting student success will be compiled and shared with the LEAs on the ALSDE website, alabamaachieves.org.

APPENDIX F

SAMPLE

NOTICE OF NON-COMPLIANCE WITH ALABAMA COMPULSORY ATTENDANCE LAW

TO: _____ Parent/Guardian of: _____

TAKE NOTICE, Pursuant to the Code of Alabama, (1975) 16-28-16 that:

1. No valid reason for non-enrollment or nonattendance of your child/children at school has been found. State law, *Code of Alabama (1975) § 16-28-11*, 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 Jane Hampton valid excuse or good reason and intentionally, I am required by state law and school board policy to bring criminal prosecution against you.
4. If criminal prosecution occurs, you will be charged with violation of *Code of Alabama (1975) §16-28-12*, violation of parental authority. This offense is punishable by a fine of up to \$500 or a sentence to hard labor for the county for a period not to exceed 12 months or both.

Date

Attendance Supervisor

APPENDIX G

Sample Template of LEA Implementation of Learning Preferences

SAMPLE PLAN

Remote/Hybrid Learning Roles and Responsibilities (Modeled after Baldwin County Public Schools)

Recommended steps to take when virtual students are not logging in or engaged in the amount of time necessary to successfully complete the content and activities assigned by the teachers.

Student Responsibilities

- Login Monday thru Friday.
- Complete coursework assigned by homeroom or course teacher according to daily and or class schedule.
- Complete all weekly assignments prior to the start of each new week.
- Contact teacher via email or Remind 101 and seek tutoring services offered if additional support is needed.

Teacher Responsibilities

- Email middle and high school students that are not logging in daily and not making satisfactory weekly progress.
- Email and call parents of all students that are not logging in daily and are not making satisfactory weekly progress.
- Document all attempted and successful communication with parents and students via a school communication log.
- After four consecutive unsuccessful attempts to contact a parent, complete the Attendance Department Communication Log and submit to the school administrator or designee.
 - Attempts should span four days at different times of the day.

School Administrator Responsibilities

- Designate a person to receive Attendance Department Communication Logs.
- Hold Pre-Early Warning Conference via the telephone and document on the communication log.
 - Assess why and if supports are needed and refer accordingly.
- If the parent cannot be reached after three consecutive attempts and/or the student continues to not log in and not make satisfactory weekly progress, refer to the attendance department.
 - Attempts should span three days at different times of the day.
- Scan and email (as one file) the completed Attendance Department Communication Logs each Thursday to (designated person).

- If a student continues to not login and not make satisfactory weekly progress and no barriers have been identified, the school administrator or designee shall email the attendance supervisor (as it relates to continued failure to log in) and or the elementary or secondary curriculum department (as it relates to academic progress).

Attendance Officer Responsibilities

- Upon receipt of completed Attendance Department Communication Logs, hold parent conferences via the telephone.
- If a parent cannot be reached after three consecutive attempts, a home visit may be conducted.
 - Attempts should span three days at different times of the day.
 - Recommended to not enter a home, wear a mask, and stay at least six feet apart.
- Assess why and if supports are needed and refer accordingly.
- Hold all logs and document findings in INOW under the Truancy Activities Tab. Refer to *updated information regarding PowerSchool's procedures*.

Central Office Responsibilities

- If a student continues to not login and not make satisfactory weekly progress and no barriers have been identified, the school administrator or designee shall email the attendance supervisor (as it relates to continued failure to login) and or the elementary or secondary curriculum department (as it relates to academic progress).
- Respective persons will reach out to parents to assess needs and redirect actions.
- Central office personnel will operate in a support capacity and not punitively.
- We will work diligently in our pursuit to ensure students are successful and engaged.

Learning Preference Communication Log

School/Teacher: _____ Grade and/or Course Name: _____

| Student Name | Communication Date & Time | Communication Status Check all that apply: | Communication Purpose Check all that apply: | Communication Result Check all that apply: |
|---------------------------------------|---------------------------|---|---|---|
| Jane Doe | 1) 9/13 @ 7:36a | <input type="checkbox"/> Emailed student through Hoover student acct <input type="checkbox"/> Emailed parent <input type="checkbox"/> Called parent using INOW primary # <input type="checkbox"/> Called parent using INOW secondary # | <input type="checkbox"/> Internet access concern <input type="checkbox"/> Not submitting assignments <input type="checkbox"/> IEP/504/ESL concern | <input type="checkbox"/> Spoke with parent <input type="checkbox"/> Student responded to email <input type="checkbox"/> Parent responded to email Primary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service Secondary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service |
| Jane Doe | 2) 9/14 @ 12:04p | <input type="checkbox"/> Emailed student through Hoover student acct <input type="checkbox"/> Emailed parent <input type="checkbox"/> Called parent using INOW primary # <input type="checkbox"/> Called parent using INOW secondary # | <input type="checkbox"/> Internet access concern <input type="checkbox"/> Not submitting assignments <input type="checkbox"/> IEP/504/ESL concern | <input type="checkbox"/> Spoke with parent <input type="checkbox"/> Student responded to email <input type="checkbox"/> Parent responded to email Primary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service Secondary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service |
| Jane Doe | 3) 9/15 @ 3:02p | <input type="checkbox"/> Emailed student through Hoover student acct <input type="checkbox"/> Emailed parent <input type="checkbox"/> Called parent using INOW primary # <input type="checkbox"/> Called parent using INOW secondary # | <input type="checkbox"/> Internet access concern <input type="checkbox"/> Not submitting assignments <input type="checkbox"/> IEP/504/ESL concern | <input type="checkbox"/> Spoke with parent <input type="checkbox"/> Student responded to email <input type="checkbox"/> Parent responded to email Primary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service Secondary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service |
| Jane Doe | 4) 9/16 @ 5:23p | <input type="checkbox"/> Emailed student through Hoover student acct <input type="checkbox"/> Emailed parent <input type="checkbox"/> Called parent using INOW primary # <input type="checkbox"/> Called parent using INOW secondary # | <input type="checkbox"/> Internet access concern <input type="checkbox"/> Not submitting assignments <input type="checkbox"/> IEP/504/ESL concern | <input type="checkbox"/> Spoke with parent <input type="checkbox"/> Student responded to email <input type="checkbox"/> Parent responded to email Primary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service Secondary # <input type="checkbox"/> No response <input type="checkbox"/> Left message <input type="checkbox"/> No longer in service |
| Administrator Pre-EW Conference | Date & Time | NOTES: | | |
| Attendance Officer Intervention | Date & Time | NOTES: | | |
| District Intervention | Date & Time | NOTES: | | |

APPENDIX H

ATTENDANCE CODES WITH CATEGORIES AND DESCRIPTIONS

| Description | State Code Symbol | Presence Status In PowerSchool | Unexcused - Excused | Categories | | Description |
|--------------------------|-------------------|--------------------------------|---------------------|---------------------------------|----------------------------|--|
| | | | | Chronic Absenteeism Contributor | Chronic Absenteeism Exempt | |
| Present | (blank) | Present | | N/A | N/A | On campus > 51% of the day |
| 504/IEP | SP | Present | E | | X | Absence specifically related to 504/Individualized Education Plan with documentation. (surgical, accident, other health, mental, behavioral issue as the plans dictate) |
| Administrator Approved | AA | Absent | E | X | | Principal's discretion for excusing absences (be very cautious in this area because it is a Chronic Absenteeism Contributor). (Anticipated absence utilizing parent notes for documentation.) |
| Alternative Placement | AP | Present | E | | X | Student being placed in alternative school/setting in the local LEA and documenting number of days anticipated for placement. (alternative to suspension, therapeutic, etc.) |
| Doctor Excused | DE | Absent | E | X | | An excuse provided by a medical professional, i.e., doctor, therapist, chiropractor, Teladoc, (Note from doctor, "please excuse the following days.") |
| Delayed Start | DS | Present | E | | X | Delay the start of school as determined by the LEA/Superintendent. (Can involve safety, security, severe weather that the Governor has not already declared, water or electric outage at a school, etc.) |
| Early Dismissal | EDL | Present | E | | X | Early dismissal as determined by the LEA/Superintendent. Can involve safety, security, severe weather that the Governor has not already declared, water or electric outage at a school, etc. |
| Emergency School Closure | X | Present | E | | X | As determined by the Governor of Alabama. (Severe weather, tornadoes, snow, and ice, pandemic, etc.) |
| Exemption | EXE | Present | E | | X | Day a student is not at school because they are exempt from exams or testing. (Semester Exams, etc.) |
| Expulsion | EX | Absent | E | | X | When a student is officially expelled from school. Student no longer allowed |

| | | | | | | on campus, but due to Individualized Educational Plan, services must be provided. |
|----------------------------------|-------------------|---------|---------------------|---------------------------------|----------------------------|---|
| Field Trip | FT | Present | E | | X | A school event that is supervised LEA for curriculum associated trip, school club, athletics, etc. |
| Homebound | HB | Present | E | | X | Determined by 504, IEP, or supporting documentation. (Student has a medical condition that requires them to remain at home, IEP changes their LRE to be at home, etc.) |
| Reason | State Code Symbol | | Unexcused - Excused | Categories | | Description |
| | | | | Chronic Absenteeism Contributor | Chronic Absenteeism Exempt | |
| In School Suspension | ISS | Present | E | | X | Determined at local level by school administration and the district's student code of conduct. (Student is placed in assigned area in the assigned school to serve out their ISS.) |
| *Legal | LG | Absent | E | | X | Required appearance as ordered by a government agency. (DHR documentation, court documentation, and immigration documentation.) |
| Out of School Suspension | OSS | Absent | E | X | | The temporary removal of a student from the regular education setting for a violation of school policies or rules. (Students awaiting alternative placement could be placed OSS temporarily while waiting for expulsion hearing or alternative placement.) |
| Parent Excuse, Written or Verbal | PE | Absent | E | X | | An excuse from a parent falling within the LEA allowable number or other excusable reasons as defined by the LEA. Reference Policies on Illness, Death Immediate Family, Legal, Quarantine, emergency conditions determined by principal/superintendent, permission of principal and consent of parent, passport, DMV (documented), student required to attend legal event with a parent for translation services, etc. |
| *Religious Observance | RO | Present | E | | X | A day specified for religious observance. (Holy day, fast day, etc.) |
| School Activity | SA | Present | E | | X | School Event not supervised by a school employee. An activity that is school related, representing the school/district. (College visit, military |

| | | | | | | |
|---------------------------|-------|---------|---|-----|-----|---|
| | | | | | | induction, military funeral, etc.) |
| Skipping | SK | Absent | U | X | | Student is not where they are scheduled to be. (Student present for all periods but 2nd period.) |
| Unexcused Absence | UA | Absent | U | X | | Unexplained absence, not an excusable absence. (Exceeded parent notes, no note received, etc.) |
| Tardy Excused | TE | Present | E | N/A | N/A | Tardy creating a student check-in and out. A tardy is determined by a set percentage or number of minutes a student misses in the school day. |
| Tardy Unexcused | TU | Present | U | N/A | N/A | Tardy is used when creating a student check-in and out. A tardy is determined by a set percentage or number of minutes a student misses in the school day. |
| COVID Quarantine Exposure | COVQE | Present | E | | X | Students who have been exposed to a COVID positive situation. Students will be counted as present. If the student becomes COVID positive, the LEA will have the discretion to change the code to COVID Quarantine Positive (COVQP). |
| COVID Quarantine Positive | COVQP | Present | E | | X | Students who test positive for COVID and require medical attention. Students will be counted as present. |

**New Code
Requested**

APPENDIX I

RECOMMENDED TIMELINE OF RESPONSIBILITIES FOR THE SCHOOL REGISTRAR/ENROLLMENT CLERK OR ATTENDANCE DATA DESIGNEE

***Please note:** *It is recognized that this particular role could be a single employee or a division of duties between multiple employees in the school system.*

Exploration/Preparation

- 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 school's Student Handbook and System Code of Conduct.
- Secure a password and login information needed to access the current Student Information System (SIS).
- Acquire and become familiar with all school- and district-level personnel that manages attendance for your school.
- Learn the school system's truancy and chronic absenteeism processes.
- Read and become familiar with Alabama school attendance laws.
- Identify your school's liaison and become familiar with the *McKinney Vento Act*, Department of Youth Services, and foster children enrollments.
- Learn your school system's enrollment process.
- Attend training on the current SIS.
- Attend school-level training regarding attendance and/or enrollment policies, processes, and procedures.

Establishment

- Creates, manages, and maintains the enrollment and re-enrollment records of each student in the current SIS.
- Creates, manages, and maintains the student cumulative folder for new and returning students.
- Creates, manages, and maintains the input of all student absences and tardiness into the current SIS.
 - Ensures classroom attendance has been taken via the current SIS.
 - Codes student absences with the correct category and reason per documentation received.
 - Uses the appropriate codes when withdrawing students, including marking students with "0 Day Enrollment" at the beginning of the school year as NS1. Continuous monitoring is imperative.

- Maintains and manages data in the current SIS to ensure correct reporting on LEA and State reports.
- Creates, manages, and maintains student withdrawals from the school in the current SIS.
- Shares a report of withdrawn students with counselors as follow to new school request for student records.
- Prepares a daily attendance report for school principal, nurse, and any additional appropriate personnel.
- Compiles truancy and chronic absenteeism reports for the parents and appropriate LEA personnel. Reporting could include:
 - Letters
 - Phone calls
 - School conferences
 - Court documents
- Prepares and maintains additional reports regarding enrollment or attendance requested by school-level or district-level administration, counselors, etc.
- Performs other job-related duties assigned by the supervisor.

APPENDIX J

Attendance Tracking and Notification Guidance

PowerSchool SIS: Attendance Tracking and Notification (or ATN) enhances PowerSchool SIS attendance reporting of students with unexcused absences. ATN uses the same attendance information reported daily to determine which students meet specific thresholds for the different attendance tracking levels. Before reports can be generated, setup must be completed at the district office and schools in PowerSchool SIS.

Attendance Codes and Code Categories

Each attendance code represents a reason for an absence. Attendance code categories are used to group attendance codes by classification, beyond present or absent, for reporting and searching purposes.

Both attendance codes and attendance code categories must be set up before starting the Attendance Tracking and Notification (ATN) setup. Add or modify attendance codes or attendance code categories by selecting either one from the School Setup page.

All attendance codes that reflect an unexcused absence must be assigned to only one ATN code category.

Start by setting up attendance code categories that you will assign to attendance codes used for ATN. While these codes and code categories are set up at the school level, follow your district and regional regulatory compliance reporting requirements as you create them.

To create new attendance code categories on the Start Page:

1. Click **School**.
2. On the School Setup page, click **Attendance Code Categories**.
The Attendance Code Categories page displays a list of all current attendance code categories. The Excused, Tardy, and Unexcused categories are set up during system implementation. These code categories are likely used for non-ATN attendance reporting. It is best practice to create new attendance code categories for use in ATN.
3. To create a new attendance code category, click **New**.
4. In the Name field, enter a descriptive name, such as **Unexcused Absent**.
5. In the code field, enter a name for the code category, such as **Absent Unx**.
Limit the total number of characters and spaces to 10.
6. Add a description for the attendance code category.
7. From the "Sort order for display" menu, select the next number.
8. If a regional regulatory compliance reporting option is present, review it and select the appropriate response.
9. To save the attendance code category, click **Submit**.

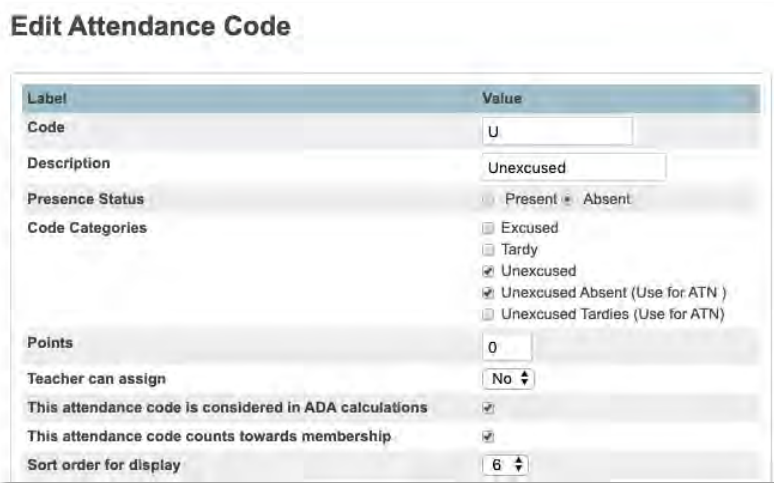
To create attendance codes to use with ATN:

1. Return to the School Setup page by clicking **School Setup** in the breadcrumbs at the top of the page.
2. On the School Setup page, click **Attendance Codes**.
3. In the list of attendance codes, open the Unexcused code by clicking **U**.

4. To begin using the Unexcused Attendance Code for ATN reporting, click **Unexcused Absent (Use for ATN)**.

The ATN option will be named using the descriptive name you previously gave the attendance code category. Attendance codes can be assigned to more than one attendance code category but must be assigned to only one ATN attendance code category.

5. To save your changes, click **Submit**.



| Label | Value |
|--|---|
| Code | U |
| Description | Unexcused |
| Presence Status | <input type="radio"/> Present <input type="radio"/> Absent |
| Code Categories | <input type="checkbox"/> Excused <input type="checkbox"/> Tardy <input checked="" type="checkbox"/> Unexcused <input checked="" type="checkbox"/> Unexcused Absent (Use for ATN) <input type="checkbox"/> Unexcused Tardies (Use for ATN) |
| Points | 0 |
| Teacher can assign | No |
| This attendance code is considered in ADA calculations | <input checked="" type="checkbox"/> |
| This attendance code counts towards membership | <input checked="" type="checkbox"/> |
| Sort order for display | 6 |

Attendance Mode

How a school records attendance, either meeting or daily, and whether the attendance calculation conversion is based on periods, codes, or time determine the Attendance Tracking and Notification (ATN) attendance mode.

Setting up the ATN attendance mode indicates that a school will track unexcused attendance codes with ATN. To select the attendance mode:

1. On the school's Start Page, open the School Setup page by clicking **School**.
2. Click **Attendance Tracking and Notification**.
3. Click **Attendance Mode Setup**.
4. On the Attendance Mode page, click **New**.
5. Open the Attendance Mode Value menu and select a value.
6. To save your changes, click **Submit**.

Unexcused Tracking Categories

Unexcused tracking categories use your attendance code categories to group unexcused attendance or unexcused tardy codes together. To create a new unexcused tracking category:

1. On the school's Start Page, click **School**.
2. Click **Attendance Tracking and Notification**.
3. Click **Unexcused Tracking Setup**.
4. On the Unexcused Tracking Category page, click **New**.
5. Click the Attendance Category menu and select an attendance category.
6. Select a status of Absent or Tardy.
7. To save your changes, click **Submit**.

Attendance Tracking Methods

Tracking methods monitor absences and are set up at the district office. In order to begin tracking unexcused absences, you must set up the percent tracking method. To set up the percent tracking method:

1. From the School menu, select **District Office**.
2. Click **District** on the main menu.
3. On the District Setup page, click **Attendance Tracking and Notification**.
4. From the Attendance Tracking and Notification page, click **Tracking Methods**.
5. Click **New**.
6. From the Name menu, select **Percent**.
7. Enter a value in the Threshold field.
8. To save your changes, click **Submit**.

Unexcused Tracking Levels

Unexcused tracking levels create multiple notification parameters, known as triggers, for previously defined tracking methods in ATN. To add an unexcused tracking level:

1. On the District Office Start Page, click **District**.
2. On the District Setup page, click **Attendance Tracking and Notification**.
3. On the Attendance Tracking and Notification page, click **Unexcused Levels**.
4. To add a new tracking method, click **New**.
5. Assign a level name.
6. From the Tracking Method menu, select a tracking method.
7. Enter a trigger value for Trigger 1.
8. To add another trigger, click the + sign.
9. When you have entered all triggers, click **Submit**.

| Label | Value |
|---|--|
| Level Name | Unexcused |
| Conditions | |
| Tracking Method | Percent <input type="button" value="v"/> |
| Tracking Method | -Please select one- <input type="button" value="v"/> |
| Tracking Method | -Please select one- <input type="button" value="v"/> |
| Triggers <input type="button" value="x"/> <input type="button" value="+"/> | |
| Trigger 1 | <input type="text" value="3"/> |
| Trigger 2 | <input type="text" value="6"/> |

Update the Calculation Year

The calculation year tells the system the Year ID of the records it should retrieve from the Attendance table. Update the calculation year when you need to access data from previous school years. To update the calculation year:

1. On the District Office Start Page, click **District**.
2. On the District Setup page, click **Attendance Tracking and Notification**.

3. On the Attendance Tracking and Notification page, click **Update Calculation Year**.
4. To modify the school year, click the school name.

5. Open the Select Year menu and click the desired year.
6. To save your changes, click **Submit**.

When you change the calculation year to go back to a previous school year, also set the term menu in the navigation bar to that year. It is important to update the calculation year to the current year again when your tasks are complete.

Attendance Tracking and Notification (ATN) Reports

Use Attendance Tracking and Notification (ATN) reports to:

- Refresh ATN attendance records in the database.
- Verify students who meet a specified threshold for an attendance tracking level.
- Extract the students that meet a specified threshold.
- Provide attendance letters to be sent home.
- Review which students have been extracted by the ATN system.

Refresh Attendance Tracking Data

Running the Refresh Attendance Tracking Data report clears and then recreates the data in the Unexcused Historical table. By running the report, attendance data in the table reflects any attendance changes. Run this report at the district office only and run it before any other Attendance Tracking and Notification (ATN) reports. To run the Refresh Attendance Tracking Data report:

1. On the District Office Start Page, click **System Reports**.
2. On the Reports page, click **Refresh Attendance Tracking Data**.
3. To run the report, click **Submit**.

Truancy and Attendance Letters (View Only)

Run the Truancy and Attendance Letters (View Only) report at the school level to produce a list of students who have met an attendance tracking level. The report acts as a preview so that you can correct attendance errors without updating data in Attendance Tracking and Notification (ATN).

Always run the Refresh Attendance Tracking Data report prior to running the Truancy and Attendance Letters (View Only) report. To run the Truancy and Attendance Letters (View Only) report:

1. Select a school from the School menu and click **System Reports** on the main menu.
2. On the Reports page, click **Truancy and Attendance Letters (View Only)**.
3. Select one or more grade levels or leave the option blank to run the report for all grade levels.
4. Select an extraction type, level name, and trigger value.
5. Click **Submit**.

Truancy and Attendance Letters (Extract)

Run the Truancy and Attendance Letters (Extract) report at the school level to extract students who meet a specified threshold for an attendance tracking level. After running the report, print notification letters for parents.

Always run the Refresh Attendance Tracking Data report prior to running the Truancy and Attendance Letters (Extract) report. To run the Truancy and Attendance Letters (Extract) report:

1. On the school's Start Page, click **System Reports**.
2. On the Reports page, click **Truancy and Attendance Letters (Extract)**.
3. Click **OK** after reviewing the warning message.
4. Select one or more grade levels or leave the option blank to run the report for all grade levels.
5. Select an extraction type, level name, and trigger.
6. Click **Submit**.
7. On the Report Queue page, when the Truancy Extracts report says Complete, click **View**.
8. To generate truancy letters, at the bottom of the report, click **ReportWorks**.

Truancy and Attendance – Levels Reached

Run the Truancy and Attendance – Levels Reached report at the school level for Attendance Tracking and Notification information. This report produces a list of students in Attendance Tracking and Notification (ATN) that have either been extracted, cleared, or have not been extracted or cleared this school year. To run the Truancy and Attendance – Levels Reached report:

1. On the school's Start Page, click **System Reports**.
2. On the Reports page, click **Truancy and Attendance - Levels Reached**.
3. Select an extraction type, filter-by level name, filter-by trigger, and student type.
4. Click **Submit**.

APPENDIX K

Student Exit Interview Process

APPENDIX L

RECOMMENDED ROLE OF THE SCHOOL PRINCIPAL/LEADERSHIP “YOU ARE IN CHARGE OF ATTENDANCE, NOW WHAT?”

Spring Activities in Preparation for Upcoming School Year

- Vertical teaming activity with your feeder pattern schools regarding attendance, behavior, and course performance (ABC's). In regard to attendance, identify students/families determined at-risk because of attendance issues (unexcused absences and chronic absenteeism). Information can be used in planning for next year.
- Identify students who were identified as a chronic absenteeism student by running reports in current the SIS such as the Cumulative Absence Report or utilize an early warning system.
- Master scheduling begins in the spring. Begin thinking about potential teacher/student assignments and consider pairing excellent mentor teachers with at-risk students. Developing relationships and strong positive connections could help decrease at-risk behaviors.
- Code of Conduct Review Committee meets during this time and recommendations for revisions for the Code of Conduct for the next academic year is considered. Review the attendance portion of the Code of Conduct and consider suggestions for recommended changes such as the number of parent notes allowed.

Summer Activities in Preparation for the Upcoming School Year

- Organize a planning meeting to develop an attendance awareness campaign and incentive program.
- Develop promotional material to publicize the importance of school-day attendance and the attendance campaign and educate all stakeholder groups. Utilize social media.
- Develop an attendance letter to be distributed to the various offices, (doctor, dentist, counselors, etc.) to ask for their assistance in scheduling appointments either at the beginning of the school day or late afternoon so that students can attend school for at least half a day.
- Develop a chronic absenteeism letter for registrars to send out during the school year when a student reaches a select number of absences.
- Update parent email groups for the purpose of utilizing email communications focusing on attendance.
- Attend city council meetings for the purpose of soliciting financial support for incentives to be used for the attendance campaign.

Registration

- Highlight attendance campaign and materials during back-to-school registration days.
- Meet with students/families identified as at-risk for attendance issues during back-to-school registration. For Tier III attendance issues, consider conducting a Pre-Referral Warning Conference and focus on prevention and positive strategies with the parents and students. Developing a relationship with the parent/student could help encourage changes to the previous patterns.

Summer Trainings

- Work with your administrative team and/or school leadership team to discuss attendance procedures to be implemented and develop an Attendance Flow Chart. Refer to Appendices P and Q.
- Conduct professional development trainings with staff responsible for attendance and discuss an attendance chart to be utilized for coding absences. Highlight attendance letters that should be used throughout the school year. Do not forget to train staff who will substitute for registrars and attendance clerks during the school year.
- Develop a Discipline Flow Chart for administrators and train assistant principals on utilizing the flow chart. Discussions on progressive discipline and utilization of all of the tools in the toolbox before a suspension occurs should be a point of focus.

First Semester Activities

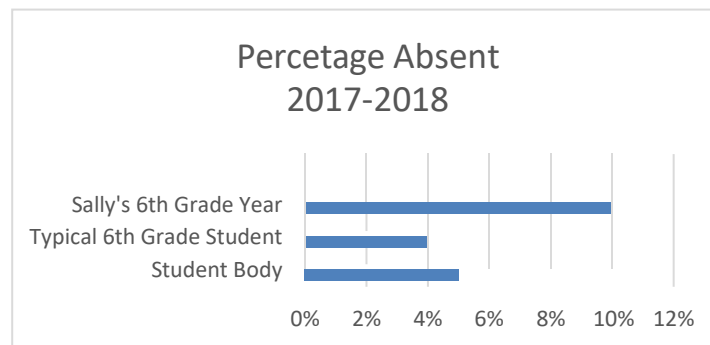
- Discuss the importance of school-day attendance at back-to-school meetings with students. This is usually done by grade levels. Introduce the attendance campaign and challenge the students with competitions and incentives. Students love to compete.
- Develop a Student Attendance Advisory Committee and meet with the students each nine weeks. Student voice is important and can benefit your efforts.
- Develop a Parent/Guardian Advisory Committee to help support your attendance awareness campaign. Parent behavior needs to be part of the solution. Keep them involved and interested.
- Initiate the Attendance Campaign Day One and include your students, parents, and community partners. Find a location in the building to highlight attendance and develop bulletin boards that can track performance between grade levels, teachers, and or community schools. Consider highlighting students with improved attendance.
- Develop an attendance awareness statement that can be utilized at all extra-curricular activities. Attendance at athletic events is heavily attended by parents and community members.
- Encourage parents to utilize the Parent Portal in the current SIS and offer assistance in signing up for parents who may need additional help. The Parent Portal will allow parents to track attendance and grades on a daily basis.
- Discuss with staff the importance of attendance. Provide attendance training to new teachers. Daily absences must be recorded. Make sure your registrar/attendance clerk checks to see that attendance has been posted each period. First-period posting of attendance is critical. Follow the procedures in place to make sure parents are notified of absences. Make sure to give your school nurse/counselor a copy of the student absence list each day.
- Implement Pre-Early Warning procedures for students who have more than two absences.
- Meet with students who are chronically absent. Notify your school leadership team, counselor, social worker, nurse, and Problem-Solving Team (PST) leader to discuss these students. Develop a relationship with these students to see what may be causing the chronic absences. Make sure to send letters home.
- Celebrate attendance success. Keep the spotlight on attendance. Your intentional efforts with school-day attendance can make a difference for students and teachers.

APPENDIX M

SAMPLE “NUDGE” LETTER CHRONICALLY ABSENT STUDENT

Dear Parents,

In XXXXXXXXXX City Schools we strive to improve the attendance of our students. Each minute of the school day provides opportunities for learning, and it’s noticeable when students miss time. Our records indicate that your child, **Sally** was chronically absent from school this past academic school year. In the state of Alabama, a student is chronically absent from school when he or she has missed 18 days or more (*excused or unexcused*) of the days the student has been enrolled with the school. **Sally** missed **18 days or 10%** of school this past school year, more than the typical student in our school or in the District for the same grade. The chart below compares **Sally’s** attendance with the attendance of her school peers.



In many cases, absences from school are unavoidable due to health problems or other circumstances. However, chronic absenteeism can have a drastic impact on your child’s education. According to the national organization Attendance Works, children chronically absent in kindergarten and first grade are much less likely to learn to read by the end of third grade. Once students enter sixth grade, chronic absences are an early warning sign of a drop-out. By ninth grade, attendance is a better graduation predictor than your child’s eighth grade test scores.

This letter serves as an awareness tool for your family. We do not want your child to fall behind in school or get discouraged. Even as your child grows older and more independent, you play a key role in making sure that your child gets to school safely every day. A few practical tips are listed on the back of this letter to help support regular attendance. Please let us know how we can assist you with any barriers your child may have to improving his or her school attendance.

Sincerely,

Principal, XXXXXX School

APPENDIX N

SAMPLE LETTER FOR PARENT/STUDENT HANDBOOK

Dear Parent/Guardian:

Our goal this year is to ensure that every student attends school regularly.

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. But we also know that when students miss too much school—regardless of the reason—it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in kindergarten and first grade are much less likely to read at grade level by the end of third grade.
- By sixth grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By ninth grade good attendance can predict graduation rates even better than eighth grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!!

Clearly, going to school regularly matters!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpack the night before.
- Ensure your children go to school every day unless they are truly sick.
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back-up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information, please contact your child's school.

Sincerely,

Principal, _____ School

APPENDIX P

SAMPLE ANTICIPATED ABSENCE FORM COVER SHEET

Administrators should attach the cover sheet below to the Anticipated Absence Form on the next page.

Thank you for recognizing that attendance at school is vitally important if students are to be successful in their studies. If your child must be absent for a reason other than those listed as approved by the **XXXXXXXXX** Schools Code of Conduct, you may request that the days missed be coded as excused. Please be aware of the following important information:

- Approval of your request is not guaranteed.
- Anticipated Absence(s) are considered parent notes (may not exceed district allotted days).
- Days requested cannot be excused if they will occur during state/district testing days, or if the allowable number of absences for the year has already been accumulated, or they will be accumulated due to the requested absence.
- Principals may advise against your child missing school due to low grades or prior attendance record.
- Parents and students are responsible for all missed work, and teachers have the authority to determine deadlines for missed work.
- A completed Anticipated Absence Form MUST be submitted to the school office at least three (3) days in advance of the absence.** This form is to be used for full day or partial day absences.

SAMPLE – ANTICIPATED ABSENCE FORM

Student Name: _____ **Homeroom Teacher:** _____ **Grade:** _____

Full Day Absence: ___Yes___No **Dates of Absence:** _____

Partial Day Absence: ___Yes___No **Date and Time of Partial Day Absence:** _____

Days Requested: _____ + **Current Absent Count:** _____ =<18

Reason for Requesting an Anticipated Absence be Excused (You may attach explanation if necessary).

I have other children for whom I am requesting an anticipated absence (If yes list below) YES
NO (Please note you will need to complete a form for each school.)

Student(s)/Name(s)/School(s) _____

My signature verifies that I understand the information provided regarding Anticipated Absences.

Parent Signature

DATE

- YES Approved**
- YES Approved with Reservations due to:** ___Grades___Prior Attendance___Length of Absence
- NOT Approved** (Absences will be unexcused)___Exceeds Allowable # Absences for year___Other (See Below)

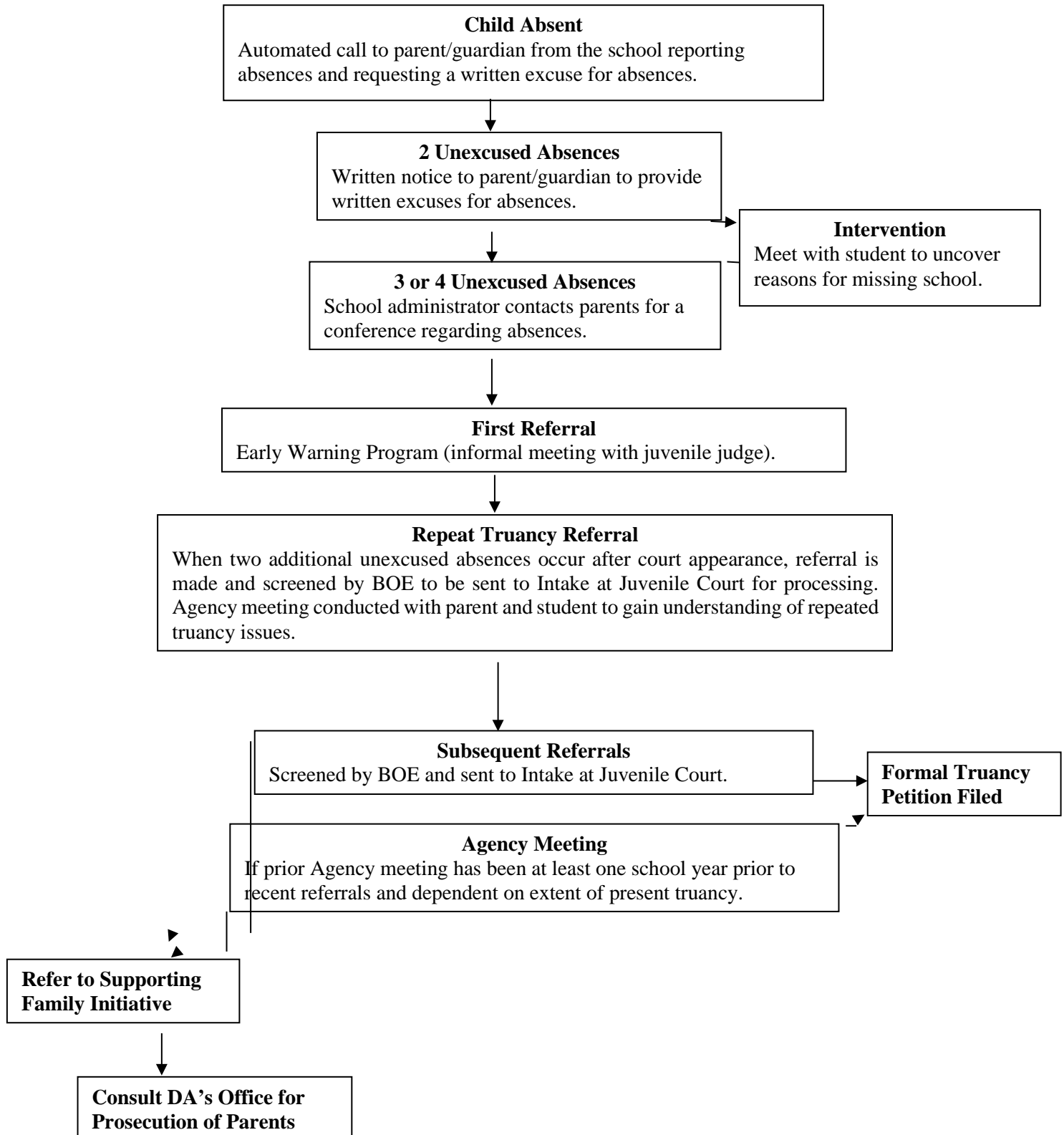
| Period | Subject | 9 Week Grade to Date | Comments/Assignments | Teacher Signature |
|--------|---------|----------------------|----------------------|-------------------|
| 0 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |

Administrator Signature

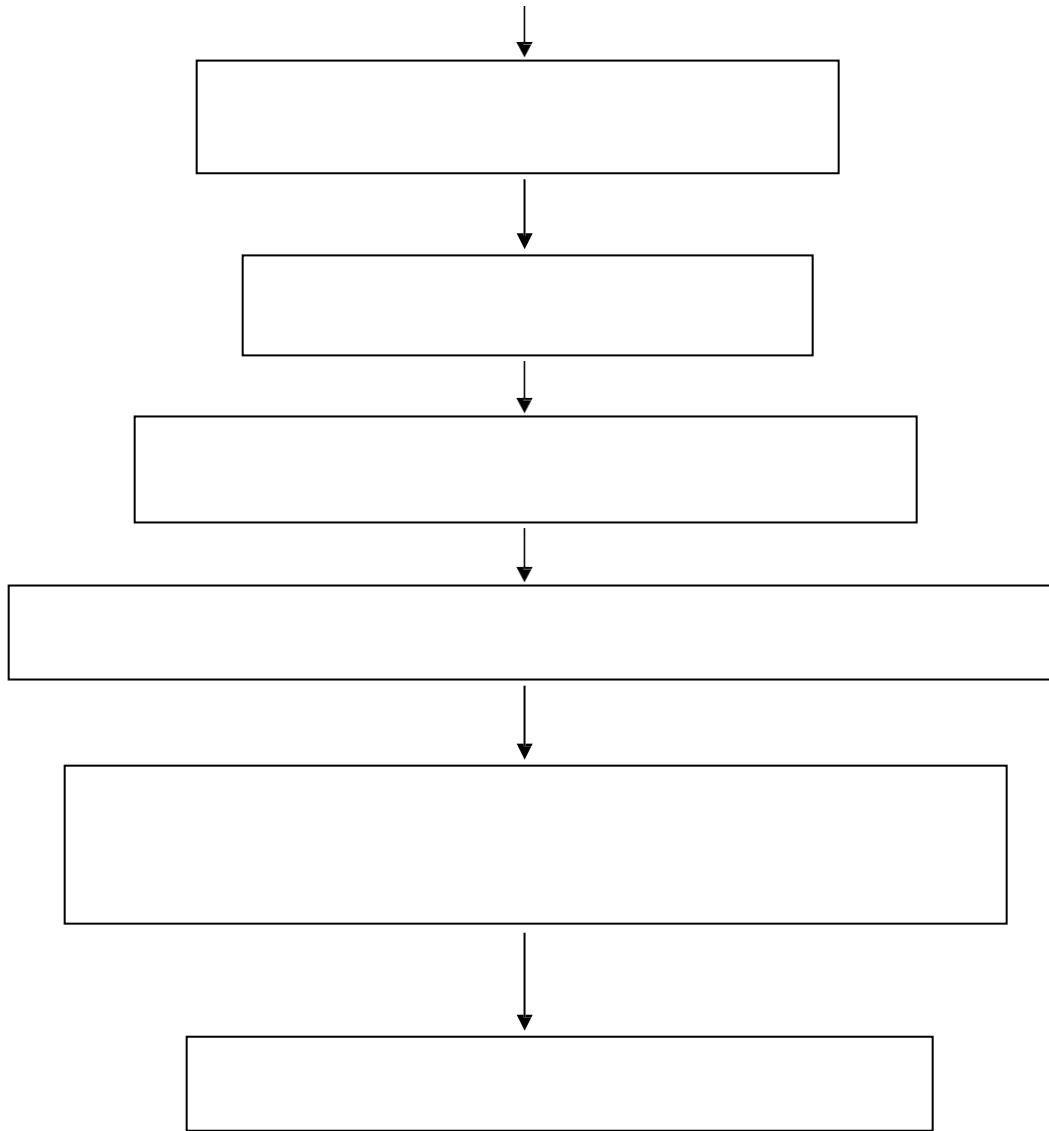
Date

APPENDIX Q

EARLY WARNING FLOW CHART Attendance

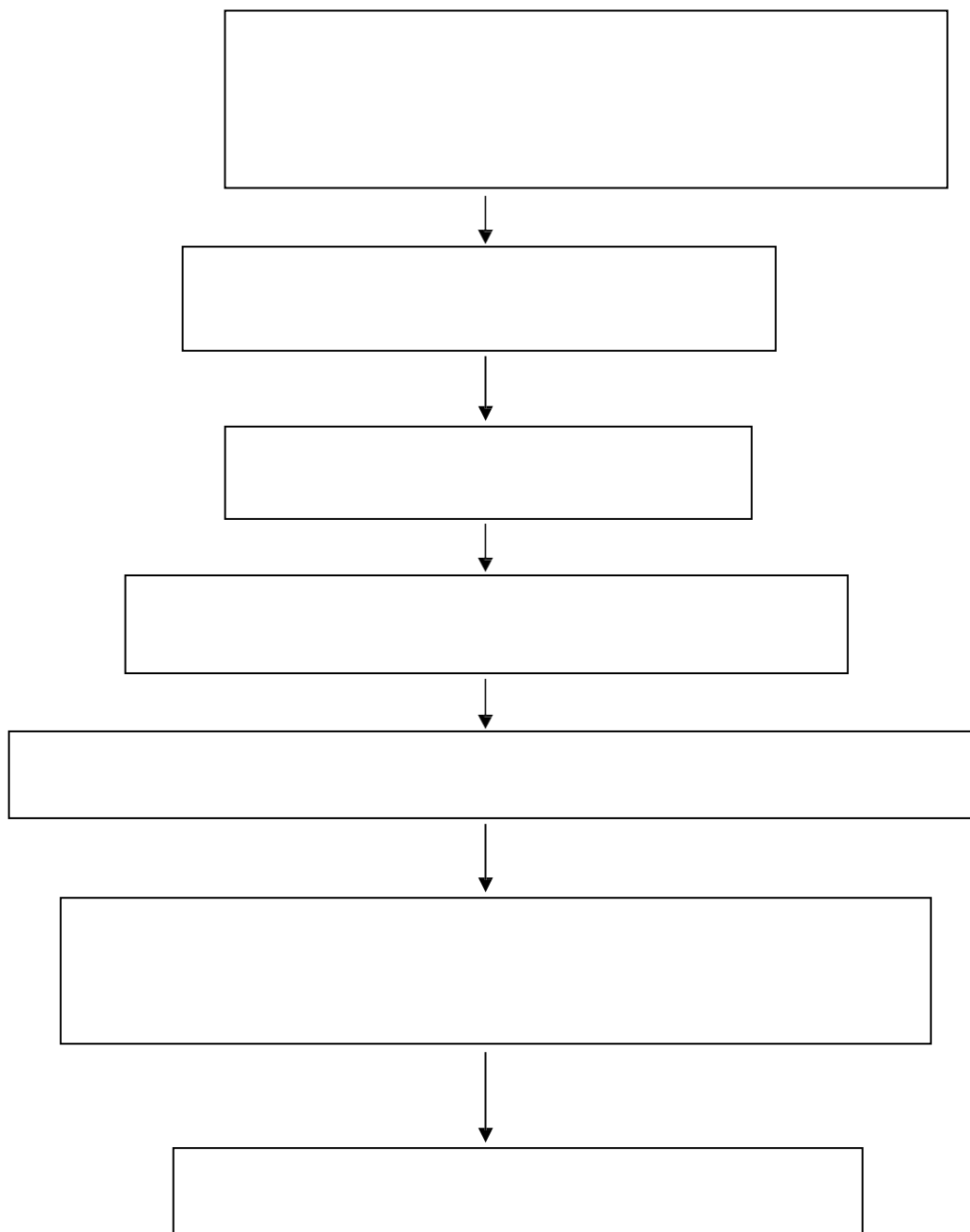


EARLY WARNING FLOW CHART - WORKSHEET



APPENDIX R

Chronic Absenteeism Flow Chart



APPENDIX S**PRE-EARLY WARNING INTERVENTION Form****FOR UNEXCUSED/TRUANCY ABSENCES ONLY**

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.

| | |
|---|--|
| <input type="checkbox"/> Documentation of Absences | <input type="checkbox"/> Student Employment Interfering with School |
| <input type="checkbox"/> Student Refusal to Attend | <input type="checkbox"/> Needed at Home |
| <input type="checkbox"/> Failure to Attend Due to Physical/Mental Illness | <input type="checkbox"/> Relationship with Fellow Students and/or School Staff |
| <input type="checkbox"/> Teen Pregnancy | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Teen Mom/Dad: Childcare Issues | |
| <input type="checkbox"/> Harassment/Bullying at School | <input type="checkbox"/> Academic Difficulties/Credit Loss |
| <input type="checkbox"/> Dislike of School Experience | <input type="checkbox"/> 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, 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