

Alabama Attendance Manual

2025-2026



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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 **2025-2026 Alabama Attendance Manual** provides guidance for involving the role of the Attendance Officer/Supervisor as an integral component in this process. The manual's goal is to provide guidance to support equity, consistency, and accuracy in the attendance reporting of Alabama students. Additionally, this document will assist the Attendance Officer/Supervisor: (1) to understand the role within the model of a multi-tiered system of support (MTSS) and (2) to share relevant knowledge required to efficiently operate within the local education agency (LEA).

Disclaimer: This material is primarily for reference to Alabama public schools. It should be complemented by local board policies and procedures. It does not substitute for the advice of local board members.

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

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ATTENDANCE

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

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

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

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

NINTH-GRADE ABSENCES DRAMATICALLY REDUCE GRADUATION RATES

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

This chart shows the correlation between the number of student absences for ninth-grade students and the projected percentage for those students graduating on time. This data was compiled by Johns Hopkins University, the 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 of attainment of school failure. These issues are identified in a systematic, directive, and timely manner.

THE SYSTEM/SCHOOL ATTENDANCE OFFICER

The System/School Attendance Officer is a vital member of the education community and the entire process of supporting students attending school. Each school system in Alabama must employ at least one Attendance Officer responsible for securing the enrollment and attendance of all mandatory school-age children within his/her attendance district. Due to some systems' size, the Attendance Officer may also hold additional school system duties.
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.

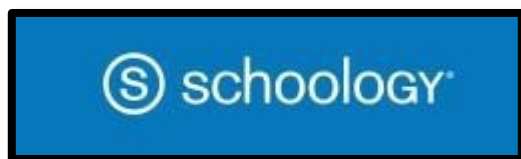
Ala. Code §16-28-16(1975) Act 2001-344, p. 446, §1

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 at district meetings and attend the Alabama Association of Prevention Attendance and Support Services (AAPASS) annual conference. The sharing of best practices and concerns at the local/regional/state levels supports a strong network of professional opportunities for staff development and professional growth. Refer to the Council for Leaders in Alabama ([CLAS](#)) website for regional attendance district maps and contact information for AAPASS. Refer to Appendix A, AAPASS District Map.

SCHOOLGY FOR THE ATTENDANCE OFFICER



Schoolology, a PowerSchool product, is a learning management system (LMS) provided to the LEA by the Alabama State Department of Education. Schoolology is a comprehensive teaching and learning platform designed to create a digital learning environment for students. Content placed in Schoolology 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 Schoolology. Attendance tracking is available through a customized feature.

The LEA is responsible for communicating 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 Schoolology or if permissions have been granted to the user by the LEA. Schoolology 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 a LEA decision as to the need to assess student attendance and engagement requirements of virtual learners.

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

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

~Mel Riddle, NASSP

RECOMMENDED RESPONSIBILITIES AND TIMELINE

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

- Ask the Technology Coordinator to position as an LEA Attendance Officer in the 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 User's Guide.
- Secure a copy of the LEA/School Continuous Improvement Plan (ACIP).
- Secure a copy of the Student Handbook and System Code of Conduct.
- Implement school system policy and procedures for attendance to include Chronic Absenteeism and the Early Warning process, credit recovery, summer school, and learning options available for academic interventions.
- Read the school system policy and procedure for credit recovery, summer school, and making up courses.
- Read the school system Promotion/Retention policy.
- Utilize social media to bring awareness of 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), AIM Portal, and PowerSchool Analytics and Insights.
- 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 regional/state meeting dates.
- Review portals such as PowerSchool, AIM Portal, PowerSchool Analytics and Insights, and Level Data Reports to generate the current student information system (SIS) to include attendance, comprehensive progress reports, student demographic information, and report cards.
- Keep a list of resources available to help school leaders, teachers, and parents with student attendance.
- Acquire the names and contact information of the school-level personnel who oversee attendance at the school.
- Review memorandums in the Superintendent's Corner on the ALSDE website, [Alabama Achieves](#) current information.
- Conduct training with school-level attendance personnel on state and local attendance policies and procedures. Emphasize effective interventions prior to the official Early Warning Process to reduce chronic absenteeism and truancy.
- Collaborate with the local schools and communities to implement an incentive program at each school to recognize and encourage student attendance.
- Familiarize yourself with the system's learning options (E-Learning, Hybrid, Remote, Virtual) and educate school registrars/attendance clerks as to how attendance should be coded.

- Attend PowerSchool training and utilize resources available through PowerSchool regarding attendance.
- Conduct/Coordinate on-going training for local staff on attendance coding, laws, registration, and withdrawals.
- Meet with the school system's Special Education Supervisor, Counseling Supervisor, Safety Coordinator, Social Worker(s) and Mental Health Service Coordinator to discuss at-risk students and consider action plans to address students with attendance issues.
- Review composite-colored charts located under Student Overview Chronic Absences to identify students trending chronic.

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

- Identify students who were chronically absent in the previous school year to determine tiers of intervention.
- Review composite-colored charts located under Student Overview Chronic Absences to identify students trending chronic.
- Ensure that an article regarding the data on improvements, chronic absenteeism, and attendance rates is highlighted and displayed in the school bulletin, local newspaper, or website.
- Ensure that the local school/school system process to register students includes required documents; specific times and dates, and location of registration are shared with the public.
- Obtain the names and contact information of the Problem-Solving Team leaders at each local school to include personnel focused on attendance.
- Distribute the schedule of Early Warning meeting dates, times, locations, and expectations of first outcome.
- Review memorandums in the Superintendent's Corner on the ALSDE website, [Alabama Achieves](#), for latest information and the Midweek Matters publication.
- Collaborate with local social agencies and community organizations that support and assist the school system with student success (academics and attendance).

During the school year the Attendance Officer must:

- Review composite-colored charts located under Student Overview Chronic Absences to identify students trending chronic.
- Use the current SIS to research individual students.
- Communicate patterns and trends in attendance to support the needs analyzed and included within the Alabama Continuous Improvement Plan (ACIP) at the school/system level.
- Suggest interventions and resources for students to be implemented as part of a multi-tiered instruction plan to the Problem-Solving Team or considered with 504 or Individualized Healthcare Plans.
- Maintain attendance documentation to include Chronic Absenteeism and Truancy.

- Utilize various media sources to communicate and provide awareness of student attendance's impact on academic achievement.
- Implement incentive programs at each school to recognize students, including most improved, and encourage student attendance.
- Review memorandums in the Superintendent's Corner on the ALSDE website, [Alabama Achieves](#), for latest 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 the AAPASS.
- Submit to the ALSDE for best practices for increasing the attendance rate. Refer to Appendix B, Best Practices for Student Success: Building Capacity template.
- Support the registrar in monitoring the status of students who are conditionally enrolled, with respect to the timeline of custodial transitions as outlined by the local school board and/or juvenile courts.
- Submit quarterly and annual reports to the Superintendent and Principals.

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.

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

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

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

B. CERTIFICATE REQUIRED

No person shall be employed in the state's public schools as an attendance officer unless they hold 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

prosecuted, and all other services performed and shall make an annual report of the same to the county board of education or to the city board of education by whom he/she is employed.

Authority: Ala. Code §16-28-18(1975)

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

SCHOOL CALENDAR/SCHOOL DAY

General Provisions/Definitions

A. SCHOLASTIC DAY

The scholastic day shall not be less than six hours of actual teaching, exclusive of all recesses or intermission periods unless otherwise ordered by the county or city board of education. County and city boards of education and the Alabama Institute for Deaf and Blind must provide each teacher with at least 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 twenty 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 first 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 flexible contract with the Alabama State Department of Education to waive the parameters noted in Items A-D.

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

E. FISCAL YEAR

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

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

F. SCHOOL TERM

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

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

FULL-DAY ATTENDANCE

A. FULL-DAY ATTENDANCE REQUIRED

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. Exceptional 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 hardships.

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



ADMISSION TO PUBLIC SCHOOL

A. ENTRANCE

1. ADMISSION

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

Authority: Ala. Code §16-28-3(1975)

Amended by Alabama Act 2019-447, §1, eff. 9/1/2019

2. ATTENDANCE ZONES/DISTRICTS

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

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

3. BARRIER FREE ENROLLMENT

All language-minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (*Plyler v. Doe*). Application forms to obtain social security numbers may be distributed, but the option of completing the forms must be left to the parents. The school should use procedures described in the Alabama Administrative Code (AAC) to create a student number.

Enrollment of 18-Year-Old English Learners (April 30, 2024)

What is our obligation to enroll 18-year-old English learners? Under [Federal law](#), State and local educational agencies are required to provide all children with equal access to public education at the elementary and secondary level. School officials may request documentation that a student falls within the school district's minimum and maximum age requirements.

- 1) **With school records:** Enroll students with high school records from their previous school. Obtain and translate transcripts, audit transcripts with student interviews to interpret prior schooling experience, identify student's educational goals, make decisions about placement, and award credits. If you have questions about grade placement, cohort, or unaccompanied minors, contact a member of the Instructional Services team that works with attendance and high school graduation requirements.

- 2) **Without school records:** For prospective students that are 18 years and older that do not have copies of their school records, you must conduct a family interview with the student to review their educational history and educational goals. Re-create student academic histories through intake forms and interviews with family or guardians. Administer appropriate competency-based exam to make credit and placement decisions.
- 3) **Limited or interrupted schooling or no prior secondary schooling:** For prospective students that do not have secondary schooling, you must conduct a family interview with the student to gather information about their schooling history and determine their educational goals. If they desire to obtain a high school diploma, discuss the time commitment including any summer study needed to graduate with their cohort. Helping your potential student identify their goals and clearly outlining the time commitment and attendance expectations to meet high school graduation requirements will determine if they are ready to work toward a high school diploma or if they are better suited to an adult ESL and GED learning path. Provide information about available adult ESL and citizenship classes in your area. Our community college system offers free adult ESL classes as well as many churches and organizations across our state. Click [Alabama Community College](#) to locate adult education information.

B. AGE

1. REQUIRED TO ATTEND

Every child between 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 time limit from the current date of on or before September 1 **for first grade only** – it does **NOT** extend the time limit for enrollment in kindergarten.

Authority: Ala. Code §16-28-4(1975)

- 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)

- 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, effective 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, effective 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, effective 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, effective 5/10/2016.

- c. An underage child who transfers to Alabama from a public school in 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, effective 5/10/2016.

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

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

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

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

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

(B) includes examples of –

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

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

- (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 (a) through (iii).

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

- (1) Each State Education Agency (SEA) shall ensure that each child of a homeless individual and homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to the other children and youths.
- (2) In any State where compulsory residency requirements or other requirements, in laws, educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
- (3) Homelessness is not a sufficient reason to separate students from the mainstream school environment.
- (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

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

Authority: McKinney-Vento Homeless Assistance Act 42 U.S.C. §11431 et seq, a 42 U.S.C. §11432(g)(1)(J)(ii) ii 42 U.S.C. §11432(g)(6)(A)(a) iii 20 U.S.C. §1401(3)(A); 20 U.S.C. §1434(1) and 1435(a)(2) iv 42 U.S.C. §11434A (2), 42 U.S.C. §11434a (1) Alabama Administrative Code 290-3-1-.02(7)(i) Pub. L. 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

Except as otherwise provided in subsection (b), every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided the child complies with enrollment and reporting procedures specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under the rules as the board may prescribe; provided, a person who is under 19 years of age and on track to graduate from public school may not be denied admission to public school solely on account of his or her age. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling his or her child in school at the age of six years by notifying the local school board of education, in writing, that the child will not be enrolled in school until he or she is seven years of age.

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

- (a) If a child returns to a public school, semester exams shall be given to the child to determine grade placement.
- (b) This subsection does not and should not be interpreted to create online schools. However, if a student chooses to attend an accredited, state authorized online school, that student’s former school should not be penalized by the student being classified as a dropout.

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

C. DOCUMENTATION REQUESTED FOR ADMISSION

1. IMMUNIZATION CERTIFICATES/MEDICAL OR RELIGIOUS EXEMPTION

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

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

2. 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 precondition for the child being admitted to the school. A school may not refuse to admit a child merely because a parent is unable to obtain a birth certificate. If it is determined that a child does not have a birth certificate or such certificate cannot easily be obtained in time for the child to be admitted to school at the normal time, the school may accept other evidence of proof of the age of the child such as an affidavit from the parent. In short, a school may require proof of a child's age to be made in a reasonable manner but may not use the inability of the parent to obtain a birth certificate as a reason for excluding a child from attendance at school.

3. ADDITIONAL REQUIREMENTS

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

4. 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)

5. GUIDANCE FOR PARENTS/GUARDIANS IN PREPARATION FOR ENROLLMENT

A. Proof of age – one of the following:

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

B. Immunization status – one of the following:

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

C. Proof of residency:

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

1. Apartment or Home Lease (required for enrollment)
 - Apartment lease
 - Apartment rent receipt
 - House lease
 - House rent receipt
 - Mortgage receipt
2. Utility Bills or Deposit Receipts
 - Electric bill or deposit receipt
 - Gas bill or deposit receipt
 - Landline telephone bill or deposit receipt
 - Water bill or deposit receipt
 - Trash pickup
3. Property Tax Record or Deeds
 - Deed
 - Tax receipt record
4. Income Tax Records
 - Copy of W2 form
 - Copy of check from the IRS
 - Correspondence from the IRS

5. Bank Records

- Loan statement
- Investment certificate from bank
- 6. Employment Records
 - Company check
- 7. Tax Records or Receipts
 - Business tax records
- 8. Other Official Proof of Residence Documents
 - Social Security records (check from the Social Security Office) or correspondence from other US Government Agencies
- 9. Registration Records
 - Voter registration
 - Auto registration
- 10. Notarized Certificate of Residence
 - Sworn statement—Statement of Legal Residence—30-day Expiration (Form: Residence/Affidavit)

A student may be admitted provisionally to a school system based on a sworn statement from a homeowner certifying that the student's parent or guardian resides in the identified school system, in the proper school zone. ***All sworn statements must be completed at the local school board of education, or as prescribed by local school board policy.***

Other Documents

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

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

ALTERNATIVE LOCATIONS

A. PLACEMENT

1. NOTICE OF DELINQUENT ACTS BY THE COURT

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

Authority: Ala. Code §12-15-217(1975)

2. BY THE SCHOOL SYSTEM

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

Authority: Ala. Code §16-1-14(1975)

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

Authority: Ala. Code §16-1-16(1975)

3. VIRTUAL SCHOOL LEARNING

- a. Alabama Code 16-46A-1 requires each local board of education to adopt a policy providing at a minimum a virtual education option to eligible students in grades 9-12, inclusive. 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 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 the 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*
5. Any virtual school or program operating in this state may administer state-required assessments in a virtual setting that aligns with the regular academic instruction of the student (HB95).

B. READMISSION TO SCHOOL

1. AFTER COURT-ORDERED 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, restoring local school board's discretion to determine the appropriate

educational setting and placement of students on an individualized basis, as required by federal law. See 20 U.S.C. §1414(d) (2008); 20 U.S.C. §1412(a)(5)(B) (2008).

Authority: Ala. Code §12-15-215(1975)

C. STUDENT RECEIVING SPECIAL EDUCATION SERVICES

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

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

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

School personnel may remove a student to an interim alternative educational setting for not more than forty-five 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 a school function under the authority 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 authority 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 authority 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)

D. Specialized Treatment Centers – (STC)

A Specialized Treatment Center (STC) provides various levels of specialized services to students who demonstrate needs not typically addressed in a regular educational setting. These STCs could address behavioral, mental health, rehabilitation, and intervention needs. Students may be court ordered to attend an STC. These state-endorsed STCs receive appropriations from the Education Trust Fund to provide educational services to students in grades P-12.

*Authority: Ala Code §16-4-13 (1975), Chapter 290-8-8, Specialized Treatment Centers
Effective 2/21/14, Amended 11/10/21, Effective 1/15/22*

To obtain a listing of the approved Alabama Specialized Treatment Centers, go to the ALSDE website, support services, Specialized Treatment Centers.

Student Placements

· Placed by the LEA

- A student placed by an LEA at an approved STC will remain enrolled at the LEA of origin.
- A student placed in an approved STC by an LEA and meets the requirements for receiving a high school diploma will receive the diploma from the LEA placing the student in the facility.
- For children with disabilities who have been placed by an LEA, it is the responsibility of the LEA who placed the student to ensure that a free and appropriate public education (FAPE) is provided.

Placed by a State Agency

- A student placed by a state agency at an approved STC shall be enrolled in the LEA **where the facility is located within seven business days.**
- A student placed in an approved STC by a state agency and meets the requirements for receiving a high school diploma should receive a high school diploma from the LEA in which the facility is located.
- For children with disabilities who have been placed by a state agency or determined to be wards of the state, it is the responsibility of the LEA where the facility is located to ensure that FAPE is provided.

Placed by a Parent

- Must enroll with the LEA where the approved STC is physically located within seven business days.
- May earn a diploma from the LEA if the student meets all requirements
- The LEA (where the approved STC is located) is responsible for the IEP.
- Private school students shall not earn a diploma from the public school.

If your school system serves as the fiscal agent for an ALSDE Educational Endorsed STCs approved and registered Specialized Treatment Center in your school zone, your school system is required to:

- Enroll students within seven business days
- Set (Non-Traditional - NT) status in PowerSchool
- All students in STCs must participate in state assessments
- Provide services for students with IEPs, 504s, and ELL plans and maintain compliance
- Accountability data is not included with LEA's reporting

The LEA and STC should collaborate to ensure a successful placement and transition plan. If a student is agency placed in STC:

- STC contacts previous LEA of record
- Former LEA withdraws student to the STC (WD5)
- LEA enrolls student & codes as non-traditional
- STC performs an academic review and replicates student schedule
- Transition plan and progress monitoring

The expectation of the Specialized Treatment Centers [STCs] in PowerSchool:

- Enroll students
- Record attendance
- Record grades
- Maintain compliance with IEPs- Special Programs, 504s, and ELL plans

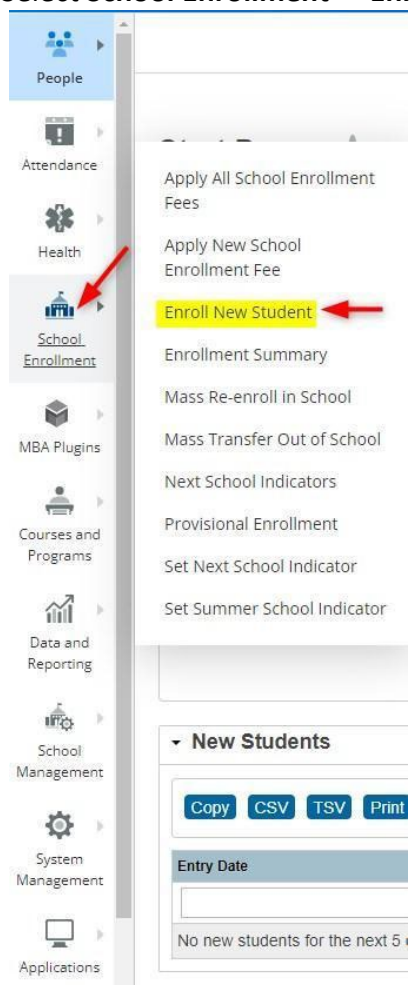
ENROLLMENT

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: [LiveBinders](#)

School Enrollment > Enroll New Student > Review Entry Code drop down.

Select Student > School Enrollment > Enrollment History > Click Entry Date > Review Entry Code drop down.

1. Select **School Enrollment** -> **Enroll Student**.



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

Enroll New Student ★

Student Information

Name (Last, First Middle Suffix) *
▲ Missing required field

Legal Name (Last, First Middle Suffix) *

DOB MM/DD/YYYY *

Gender *

Student Number (If this field is left blank, the system will

Social Security Number ✓

Phone Number *

Enrollment Date 04/23/2024 ✓

Full-Time Equivalency * These choices are Term Year specific. Plea

Grade Level K ✓

Entry Code *

Track

Select Student > School Enrollment > Transfer Out of School > Review Exit Code drop down.

Select Student > School Enrollment > Enrollment History > Click Entry Date > Review Exit Code drop down.

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

PowerSchool SIS Search

Start Page ★

Students All

Student search by name or student number

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

-3 PK3 PK4 K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 F M All ☐ Include Remote Enrollments

Stored Searches Stored Selections View Filter List Advanced MultiSelect Schedule Search Homeroom Search

Current Student Selection (0)

There are no search results.

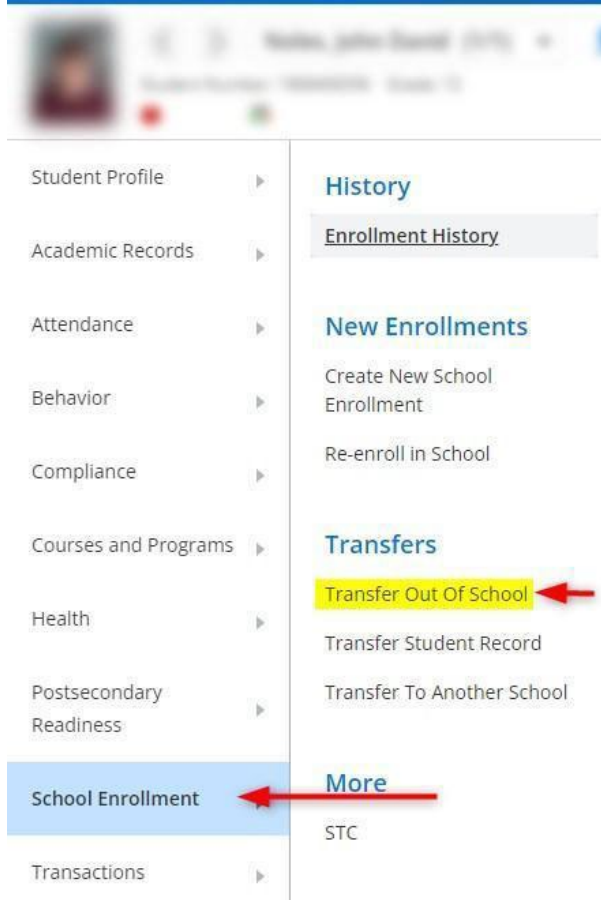
Select By Hand Print a Student Report

Daily Bulletin - Tuesday, April 23, 2024

No bulletin items were found for this date.

Comments? Something to put in the bulletin? Email to

2. Select **School Enrollment** -> **Transfer Out of School**



3. Review **Exit Code** drop down.

A screenshot of the 'Transfer Out Of School' form. The form has a sidebar menu on the left with 'School Enrollment' highlighted. The main content area is titled 'Transfer Out Of School' and contains several sections. The 'Who will be transferred out' section includes a 'Transfer comment' text box. The 'Date of transfer' section includes a date picker (MM/DD/YYYY) and a calendar icon. The 'Exit code' section includes a dropdown menu with a red arrow pointing to it. The 'Transfer Destination Information' section includes 'Destination District' and 'Destination School' text boxes. At the bottom, there is a checkbox labeled 'Check here if student(s) intend to enroll in school during next school year.*'. 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 indic'.

STC Enrollment Directions

[ALSDE Data Code Manual - LiveBinder \(livebinders.com\)](#)

Enrolling STC Students in PowerSchool

- Select Student
- In left column under “information”, select State/Province – AL

Information

- Access Accounts
- Addresses
- Attachments
- Contacts
- Custom Screens
- Demographics
- Emergency/Medical
- Family
- Health
- Modify Info
- Student Email
- Parents
- Photo
- State/Province - AL**
- Transportation
- Special Programs
- Student Alerts

Alabama State Reporting Information

AL Custom | Special Programs | Federal Program | Home Language Survey

College and Career Ready

AP Attainment ☐ IB Attainment

WorkKeys Attainment ☐ Accepted for Active Military

Personal

Birth Certificate # Birth Certificate Country

Other Educational Barrier ☐ Single Parent

- Scroll down. Next to Non-Traditional Student Type, select Add/Edit

Personal

Birth Certificate # Birth Certificate Country Birth Certificate State

Other Educational Barrier ☐ Single Parent ☐

Driver's License/Permit # State Issued

Non-Traditional Student Type Add/Edit

Start Date: End Date:

- Select New
- A drop-down box will appear
- Select Specialized Treatment Services (STS)
- Enter the start date and end date
- Hit Submit

Legend
Icons * - Required Field | - Date Entry

Add Non-Traditional Student Type

Non-Traditional Student Type
Start Date
End Date

Home Schooled (HS)
Headstart (HST)
Local PK (LPK)
OSR/1stClass (OSR)
Private School Services (PS)
PK Special Ed Services (SES)
Specialized Treatment Services (STS)

Select Student > STC > Review Placement Reason drop-down

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

PowerSchool SIS

Start Page

Students All

Student search by name or student number

PK3 PK4 K 1 2 3 4 5 6 7 8 F M All

Student search by grade

Current Student Selection (0)

There are no search results.

Select By Hand Select Function

2. Select **STC**.

Enrollment

Activities

All Enrollments

Digital Equity & Learning Preferences

Functions

Special Programs

STC

Transfer Info

Transfer Student Record

Scheduling

Bell Schedule View

List View

Matrix View

Modify Schedule

Request Management

Scheduling Setup

3. Review **Placement** drop down.
Specialized Treatment Center (STC)

Aragon, Noe Peter 3 1973875619 AEMS

| | | |
|--------------------|---|-----------------------------------|
| STC Site | <input type="text"/> | * |
| Date of Assignment | <input type="text" value="MM/DD/YYYY"/> | <input type="button" value="Go"/> |
| End of Assignment | <input type="text" value="MM/DD/YYYY"/> | <input type="button" value="Go"/> |
| Placement Reason | <input type="text"/> | <input type="button" value="Go"/> |
| Assigned By | <input type="text"/> | |
| Case # | <input type="text"/> | |
| Judge/Agent Name | <input type="text"/> | |
| Return Date | <input type="text" value="MM/DD/YYYY"/> | <input type="button" value="Go"/> |
| Return Reason | <input type="text"/> | |

Conditional Enrollment

Enrollment of a Student by a Non-Legal Guardian in Alabama

In the state of Alabama, the enrollment of a student in a public school by an individual who is not the legal guardian is subject to specific conditions and procedures outlined under Alabama State Law, primarily governed by the Code of Alabama, Title 16 (Education), Chapter 28 (School Attendance). The following steps outline the process for a non-legal guardian to enroll a student, ensuring compliance with compulsory attendance requirements and local school board policies.

Establishment of Custodial Authority:

Under Alabama law, admission to public school is typically initiated "on the application of the parents, legal custodian, or guardian of the child" (Code of Alabama § 16-28-3). If the individual seeking to enroll in the student is not the legal guardian, they must demonstrate lawful custodial authority or permission to act on behalf of the child. This may include a court order granting temporary custody or guardianship and/or custody to the individual (e.g., through probate or juvenile court proceedings). Local districts may allow conditional enrollment to the school if the individual seeking to enroll in the student has initiated the process (and can verify with proper documentation) to seek guardianship and/or custody of the child.

Verification of Residency:

Alabama local boards of education require proof of residency within the school district or attendance zone for enrollment. The non-legal guardian must provide documentation (e.g., utility bills, lease agreements) showing that the student resides with them in the district. The Alabama Administrative Code (Chapter 290-3-1) delegates authority to local boards to establish admission policies, which may specify acceptable residency proof when the enrolling adult is not the legal guardian.

Special Circumstances:

Kinship Care or Informal Custody: If the non-legal guardian is a relative (e.g., grandparent, aunt) caring for the child without formal guardianship, some districts may accept a sworn statement of residency and care, subject to the local board's discretion.

Homeless or Unaccompanied Youth: Under federal law (McKinney-Vento Act) and Alabama implementation, a student lacking a fixed residence or legal guardian may be enrolled by a caregiver or school liaison without traditional guardianship documentation.

Foster Care: If the child is in foster care, the foster parent, acting under state custody, may enroll the student with documentation from the Alabama Department of Human Resources (DHR).

Local Board Approval:

The local board of education has the authority to prescribe rules for admission (§ 16-28-3) and may review the non-guardian's application on a case-by-case basis. The board may request additional evidence of the non-guardian's relationship to the child or legal authority to act, ensuring the enrollment aligns with the state's interest in educating all eligible students.

References to Alabama State Law and Attendance Manual:

Code of Alabama § 16-28-3: Specifies compulsory attendance ages and admission by parents, legal custodians, or guardians.

Code of Alabama § 16-28-12: Holds persons in loco parentis (acting in place of a parent) accountable for attendance.

Notes:

Conditional enrollment procedures assume the non-legal guardian acts in good faith and with some form of verifiable authority. Schools may deny enrollment if the individual cannot substantiate their custodial role or residency, as upheld by federal precedent (Martinez v. Bynum, 1983) and Alabama's local board. For precise requirements, the enrolling individual should consult the specific policies of the local school district, as these may impose additional steps or documentation not detailed in state law.

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 should make such reports as the State Board of Education may require.

Authority: Ala. Code §16-28-5(1975)

C. RE-ENTRY TO PUBLIC SCHOOL

1. Any student that is re-entering or enrolling in public school from a private school, private tutor, or home school must adhere to the following:
 - i. A student may be required to take a placement test for grade placement.
 - ii. If the parent is unable to obtain an official transcript, the student may be required to take a placement test for grade-level placement.
 - iii. Each LEA may request additional enrollment documents.
2. Any student returning to public school from private school will not be part of state assessment accountability reporting for three years.

D. SUGGESTED FORM FOR STUDENTS INSTRUCTED BY A PRIVATE TUTOR

SAMPLE

System _____ Name of Child's Previous School _____

Full Name of the Private Tutor _____

Alabama Professional Educator Certificate Number _____

Elementary _____ Secondary _____

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

| Name | Age | Grade |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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

On what days of the week: Mon. _____ Tue. _____ Wed. _____ Thur. _____ Fri. _____

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

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

Name of Parent (Please Print)

Name of Superintendent (Please Print)

Signature of Parent

Date

Signature of Superintendent

Date

NON-ENROLLMENT

A. LIST OF STUDENTS

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

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

B. LIST PREPARATION

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

Authority: Ala. Code §16-28-10(1975)

C. INVESTIGATION REQUIRED

It shall be the county superintendent of education or the city superintendent of schools' duty 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 who has control of the child. Where the parent, guardian, or person in charge or control of the child is not at his or her regular residence, the attendance officer may leave the written notice with a person over 12 years of age residing at the usual place of residence, with instructions to hand the notice to the parent, guardian, or other person having control of the child.

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

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

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

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

Authority: Ala. Code §16-28-22(1975)

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

ABSENTEEISM

A. ATTENDANCE REQUIRED

Every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7. Admission to public schools 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, effective 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 recognized as excusable.

Authority: Ala. Code §16-28-13(1975)

School Code 1927, §306; Code 1940, T. 52, §303

- d. Military Compact – Absence as related to deployment activities – A student who has military affiliation, or whose parent or legal guardian is an active duty member of the uniformed services, as defined by the compact (“Uniformed service(s)” means: the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the

National Oceanic and Atmospheric Administration, and Public Health Services), and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the local educational agency superintendent to visit with his or her parent or legal guardian relative to such leave deployment of the parent or guardian.

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

2. EXAMPLES OF EXCUSED ABSENCES

- Illness that endangers the student's health or the health of others.
- Students that are deemed ill by the school nurse on a given day.
- Death of an immediate family member.
- Students that receive healthcare are hospitalized, etc.
- Exempt from exams.
- Inclement weather would be dangerous to the life and health of the child as determined by the LEA.
- Legal requirements for students are met.
- Military duty- student or parent
- Emergency conditions as determined by the LEA.

See attendance codes and descriptions for a more comprehensive list.

ATTENDANCE CODES AND DESCRIPTIONS

| Description | State Code Symbol | Presence Status in PowerSchool | Chronic Absenteeism Indicator | Truancy Indicator Unexcused – Excused | Description |
|---------------------------------|--------------------------|---------------------------------------|--------------------------------------|--|---|
| Present | (blank) | Present | | | On campus at least 51% of the day |
| 504/IEP | SP | Present | No | E | Absence specifically related to Section 504/Individualized Education Plan with documentation. (Surgical, accident, other health, mental, behavioral issue as the plans dictate) |
| Alternative Placement | AP | Present | No | E | Students placed in alternative school/setting in the local LEA and documenting the number of days anticipated for placement. (Alternative to suspension, therapeutic, etc.) |
| Delayed Start | DS | Present | No | E | Delay the start of school as determined necessary 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/Release | EDL | Present | No | E | Early dismissal/release as determined necessary by the LEA/Superintendent. Requires submission of School Closure Notification Form located at AIMS under School Notification for Public tab. After completion of the Notification Form, the superintendent must complete the School Day Make-Up Form and submit it to the State Superintendent of Education for approval. (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 | No | E | As determined by the Governor of Alabama. (Severe weather, tornadoes, snow, ice, pandemic, etc.) |
| Exemption | EXE | Present | No | E | A student is not at school because they are exempt from exams or testing. (Semester Exams, etc.) |
| Field Trip | FT | Present | No | E | A school event supervised by LEA for curriculum associated with trips, school club, athletics, etc. |
| Homebound | HB | Present | No | E | Determined by 504, IEP, or supporting health care plan documentation. (Students have a medical condition that requires them to remain at home, IEP changes their LRE to be at home, etc.) |

| Description | State Code Symbol | Presence Status in PowerSchool | Chronic Absenteeism Indicator | Truancy Indicator Unexcused – Excused | Description |
|------------------------|-------------------|--------------------------------|-------------------------------|---------------------------------------|---|
| In School Suspension | ISS | Present | No | E | Determined at local level by school administration and the district’s student code of conduct. (Students are placed in assigned areas within the assigned school/system to serve the ISS). |
| Legal | LG | Present | No | E | Required appearance as ordered by a government agency, <u>or absence from school as documented by law enforcement or court officials</u> . (May include DHR documentation, pending court documentation, runaway reports, and/or immigration documentation.) Could be used for absences associated with pending ALSDE Registered STC placement. |
| Religious Instruction | RI | Present | No | E | Released time for student participation in religious instruction. Ala. Code 16-1-20.6 |
| School Activity | SA | Present | No | E | On campus extracurricular events sponsored by school or off-campus school events not supervised by a school employee. An activity that is school related, representing the school/district. (College visit, military induction, military funeral, extended learning opportunities, college and career fairs, recruitment opportunities for college/athletic/employment with documentation etc.) |
| Tardy Excused | TE | Present | No | E | Tardy creating a student check-in and/or out. A tardy is determined by a set percentage or number of minutes a student misses in the school day. |
| Tardy Unexcused | TU | Present | No | U | Tardy is used when creating a student's check-in and/or out. A tardy is determined by a set percentage or number of minutes a student misses in the school day. |
| Military Affiliate | MA | Present | No | E | Absences associated with deployments of a Military Member—documentation required—as reflected in the Military Compact of Alabama. |
| Administrator Approved | AA | Absent | Yes | E | Principal’s discretion for excusing absences (be extremely cautious in this area because it is a Chronic Absenteeism Contributor). (Anticipated absence utilizing parent notes for documentation.) |
| Doctor/Nurse Excuse | DE | Absent | Yes | E | An excuse provided by a medical professional, i.e., doctor, school nurse, therapist, chiropractor, Teladoc, (Note from doctor, “please excuse the following days.”) This code is a full day absence . |

| Description | State Code Symbol | Presence Status in PowerSchool | Chronic Absenteeism Indicator | Truancy Indicator Unexcused – Excused | Description |
|---|--------------------------|---------------------------------------|--------------------------------------|--|--|
| Expulsion | EX | Absent | Yes | E | When a student is officially expelled from school. Students are no longer allowed on campus, but due to an Individualized Educational Plan, services must be provided. |
| Out of School Suspension | OSS | Absent | Yes | E | The temporary removal of a student from the regular education setting for violation of school policies or rules is necessary. (Students awaiting alternative placement could be placed OSS temporarily while waiting for expulsion hearing or alternative placement.) |
| Parent/Guardian/ Custodial Excuse, Written or Verbal | PE | Absent | Yes | E | 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 of Immediate Family, Legal, 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. |
| Skippping | SK | Absent | Yes | U | Students are not where they are scheduled to be. (Student present for all periods but second period.) |
| Unexcused Absence | UA | Absent | Yes | U | An unexplained absence, not an excusable absence. (Exceeded parent notes, no notes received, etc.) |

3. EXCUSING ABSENCES WITH ADMINISTRATOR APPROVAL

- a. It is recommended that each LEA determine the guidelines for administrator approval in excusing student absences (See Appendix K). Following are calculations that should be considered in the LEA's guidelines for the school principal to examine the overall impact on the student's learning and reduce chronic absenteeism problems in the system:
 - The total number of excused absences accumulated with the addition of the requested days.
 - Calculate the rest of any additional excused absences allowable for the student according to system policies like unused parent notes.
 - Truant days accumulated by the students.
 - Impact of requested absences on current grades.
 - Impact of requested absences on current attendance.

4. ATTENDANCE BEYOND THE CLASSROOM

- a. The following situations beyond the classroom may not be counted as absences:
 - Any student serving in-school suspension and receiving educational services.
 - Any student receiving homebound instruction.
 - The student has a modified schedule due to an IEP or 504 health plan accommodations that specifies an attendance exception.
 - An alternate placement within the system has been assigned to a student for disciplinary reasons.
 - Any student participating in standardized assessments or a mandated pre-induction physical examination for the armed services.
 - The student is traveling during the school day between the school and another education facility, such as a (career and technical education) center, internship, work experience, job shadowing, or postsecondary education facility either within or across district boundaries if the facilities are used as a part of the regularly scheduled instructional program approved by the local board.
 - Any student participating in an Extended Learning Opportunity (ELO) is approved by the LEA.
 - State of Emergency as determined by the Governor of Alabama.
 - Full-day attendance exception. See pages 37-38 for a complete listing.
 - A student participating in a postsecondary school visit may include travel days. LEA board policy may have additional parameters such as a limit to the number of days.
 - Any student participating in an allowable school activity, such as field trips, athletic or academic team competitions, school-related clubs or events, and band or choir competitions.

5. ALLOWABLE SCHOOL ACTIVITIES DEFINED

- a. Allowable school activities are school-directed, school-supervised and/or school-related. Examples of allowable school activities are field trips, athletic or academic team competitions, school-related clubs or events, and band or choir competitions.

(1) Allowable school activities are coded with a PowerSchool status of present.

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

6. STUDENTS COUNTED ABSENT

- a. Students are considered absent in the following situations:
- Students off school grounds, unapproved, or have an unknown location on a day they are scheduled to attend school.
 - The student is serving an out-of-school suspension including any days missed immediately preceding the discipline.
 - Family vacations or any administrative approved code.
 - Any student scheduled to be in class, who is not in a school-related or extracurricular on or off campus activity.
 - A student not attending for unknown reasons, although scheduled to attend.

7. VIRTUAL LEARNING ATTENDANCE

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

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

- b. It is suggested, although not required by law, that each LEA has a clear procedure/process to determine both success, attendance, and progress with participation in a virtual learning experience in an identified environment (home, school, alternative location).
- c. Guidelines for virtual learning opportunities should be clear and reasonable considering the nature of the flexibility of virtual learning.
- d. Guidelines to be considered may include, but are not limited to the following:
- Login time and requirements with flexibility
 - Academic and foundational wellness benchmarks
 - State testing and accountability
 - Requirements through the 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.
- 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 the student and family regarding the requirements and expectations of virtual learning.

8. PRESCHOOL ATTENDANCE

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

C. INVESTIGATING NON-ATTENDANCE

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

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

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

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

D. NO SHOWS (Zero Day Enrollment)

1. On the first official school day of the academic year, students registered in the LEA SIS but were not in attendance on the first day regardless of the reason. They 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 the student returns to the LEA.
2. Any student not attending the first school day must re-enroll through the school office on their 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

Standardized Codes are identified on pages 33-34. The committee aims to provide and encourage coding consistency throughout the state to reflect a fair and equitable measure of accountability. Weekly printing and comparing accurate use of codes with the Daily Code Calculations report may support continued consistency.

F. CHRONIC ABSENTEEISM

1. Chronic absence refers to students who are repeatedly absent during the school year for both excused absences (e.g., suspension, illness, death in the family, etc.) and unexcused absences. This accumulation of total absences is the major difference from truancy, which only calculates unexcused absences. Sporadic, not just consecutive, absences matter. Missing just two days every month can cause a student to fall behind.
2. Chronic absence level (how many students do not attend school regularly) differs from average daily attendance (how many students typically attend school each day).

3. Alabama's calculations are reflected in the Alabama ESSA Plan, are measured, and reported as a school quality indicator on the Report Card. Currently, eighteen 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 support they need, ideally before they fall behind academically. Reducing chronic absence is a major component of a LEA multi-tiered support system model.

5. Multi-Tiered Systems of Support (MTSS)

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 support is 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 students who miss school. It slows down instruction for other students, who must wait while the teacher repeats material for absentee students. This makes it harder for students to learn and teachers to teach. Reducing chronic absence can help close achievement gaps.
7. Reducing chronic absenteeism is key to realizing the benefits of investments in improved instruction and curriculum. Addressing and managing chronic absences ensures that students have an equal opportunity to succeed in a global economy, where graduation from school and advancing to college, or gainful employment with specific skills, is 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 who has 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 child's attendance at the school within three days of the date.

*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. In case any child becomes 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 as provided in Section 16-28-13, stating that he is unable to control such child, the attendance officer must file a complaint before the judge of the juvenile court of the county, alleging the facts, whereupon such child must be proceeded against in the juvenile court for the purpose of ascertaining whether such child is a dependent, neglected or delinquent child.

Authority: AL Code § 16-28-14 (2022)

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 more than one-half (51%) of the instructional day to be counted and reported present.

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

B. ADDITIONAL ATTENDANCE RECORDKEEPING

1. The registry of attendance of pupils kept by any public school, in compliance with the provisions of law or any rule and regulation promulgated by the State Board of Education shall be admissible as evidence of the existence or nonexistence of the facts it is required to show.
2. The role of the registrar or designee to enter data is critical to accurate records. Recommendations for pacing and tasks to support this accountability are cited in Appendix E, 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 when they enter the school for enrollment and attendance purposes. No student should be enrolled based on 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, including the development of PowerSchool Analytics and Insights (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.
- 4. Evidence of recordkeeping and attendance support is a vital component of compliance monitoring. The following list of artifacts/evidence may be used to satisfy this requirement: agendas and sign-in sheets from school wide or community attendance awareness events, individual student attendance support plans, School Attendance Plans, minutes from the School Attendance Team meetings, parent letters (Nudge Letters, Early Warning or Request for a Conference) and related minutes or documentation of communication, agendas or fliers of planning sessions for chronic absenteeism related events, identified objectives/tasks in Alabama Continuous Improvement Plan, documentation of celebrations (social media, special events, competitions, student/teacher lead) for perfect as well as most improved attendance, competitions among schools/ grades/ or classes/departments for Attendance. Evidence could also include examples of several types of instructional delivery such as project-based, cooperative learning, or Lead the Way, or evidence of various LEA board policies to support attendance positively. Documentation of letters/forms submitted to ALEA for delay of driver's permit or driver's license due to lack of attendance in school.
- 5. Review and record accurate student attendance data to be submitted by the LEA on the last day of school. See the [End-of-Year and Key Dates](#) memorandum for more details.

C. WEEKLY UNEXCUSED REPORT

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

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

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

D. STUDENT REPORT CARDS

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

E. PARENT PORTAL

The student information system (SIS) provides access for parents to view their child's attendance history. Access is granted through the children currently enrolled in 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 Consolidated State Performance Report (CSPR) to the United States Department of Education. In addition, ESSA requires states to identify at least one indicator of Student Success/School Quality that is included in their federal accountability system. Alabama has chosen state-defined Chronic Absenteeism and College and Career Readiness (CCR) data to meet the requirements 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 a student checks in or checks out.

Meeting Attendance – same as Period-by-Period Attendance

(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 coordinated. - 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 a 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 one attendance period and the two-way bridge set, the Daily Code and the Meeting Code will stay coordinated. - 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 appear 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 poll 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 a full day, and the Secondary (HR) period would be set as the actual minutes (e.g., 10 min). |

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

ABSENCE

1. Proceed to the 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 the 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. Once submitted, the plugin will calculate the daily code for you. Submit unless you would like to override the daily code calculation.

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

1. Proceed to the Meeting Attendance page to clock in/out students.

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) |
| | 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. Once submitted, the plugin will calculate the daily code for you. Submit unless you would like to override the daily code calculation

Available Attendance Reports

System Reports

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

Level Data Reports

| Menu/Location | Report Name | Use |
|------------------------------------|----------------------------------|--|
| Start Page => Real Time Reports | Daily Attendance Details | Daily attendance data, by student, for selected date range |
| | Daily Attendance Summary by Code | Summary of daily attendance codes, by student, for selected date range |
| | Daily Attendance Summary by Date | Summary of the calculated daily attendance values, by student, for selected date range |
| | Unexcused Absences by Date | Displays student's total amount of unexcused absences by date range |

| Optional Reports for Purchase | | |
|--------------------------------------|------------------------------------|--|
| | ADA/ADM – Chronic Absenteeism | Student's attendance percentage for selected date range |
| | ADA/ADM by Lunch Status | Shows ADA and ADM totals by lunch status |
| | Meeting Attendance Details | Detailed period attendance data, by student, for selected date range |
| | Meeting Attendance Summary by Code | Summarizes period attendance codes by course |

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

Enterprise Reporting

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

***ALSDE Only* School [Apple Grove High]> Select Student 1964259548> Attendance > Attendance Overview > Click Meeting > Select Date Range > Review the week/day for current attendance code.**

LEAs: Select Student > Attendance > Attendance Overview > Click Meeting > Select Date Range > Review the week/day for current attendance code.

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

2. Select **Attendance**.

| Exp | Last Week | | | | | This Week | | | | | Course |
|------|-----------|---|---|---|---|-----------|----|---|---|---|--|
| | M | T | W | H | F | M | T | W | H | F | |
| 1(A) | | | | | | | SA | | | | Trad + Emer Ens, Concert Band III (.5) Levan, Matthew B - Rm: R-305 |
| 2(A) | | | | | | | SA | | | | Algebra II w/Statistics (1 cr) Cole, Alice L - Rm: R-300 |
| 3(A) | | | | | | | SA | | | | Business Essentials Gunn, Amy E - Rm: R-407 |

3. Select **Attendance Overview**.

Student Profile | Academic Records | **Attendance** | Behavior | Compliance | Courses and Programs | Health | Postsecondary

[Attendance History \(PSCB\)](#)

Attendance Overview

Modify Attendance

Truancies

Truancy Details

Truancy Dashboard

Troubleshooter

3(A)

4(A)

5(A)

6(A)

7(A)

PE

SA

E: 08/07/2024 L: 05/23/2025

Team Sports

E: 08/07/2024 L: 05/23/2025

4. Select the **Meeting**.

Attendance Overview [Change History](#)

Meeting Daily

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

| Course | Expression | 8/5-8/9 | | | | 8/12-8/16 | | | | 8/19-8/23 | | | | 8/26-8/30 | | | | 9/2-9/6 | | | | 9/9-9/13 | | | | 9/16-9/20 | | | | 9/23-9/27 | | | | 9/30-10/4 | | | |
|--|------------|---------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|---------|---|---|---|----------|---|---|---|-----------|----|----|----|-----------|----|----|----|-----------|--|--|--|
| | | 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 | | | | | | |
| Trad + Emer Ens, Concert Band III (.5) | 1(A) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | | | | | |
| E: 01/07/2025 L: 05/23/2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra II w/Statistics (1 cr) | 2(A) | - | - | | | | | | | | | | | | | - | | | | | | | | | | FT | - | | SA | | SA | | | | | | |
| E: 08/07/2024 L: 05/23/2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Essentials | 3(A) | - | - | | | | | | | | | | | | | - | | | | | | | | | | | FT | - | | SA | | SA | | | | | |
| E: 08/07/2024 L: 05/23/2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Computer Science Principles, AP | 4(A) | - | - | | | | | | | | | | | | | - | | | | | | | | | | | | FT | - | | SA | | SA | | | | |
| E: 08/07/2024 L: 05/23/2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology, AP | 5(A) | - | - | | | | | | | | | | | | | - | | | | | | | | | | | | | FT | - | | SA | | SA | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

5. Review the week/day for the current attendance code.

EXIT/WITHDRAWAL CODES

[ALSDE Data Code Manual](#)

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

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

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

[Click Here for Screenshots](#)

| Exit Code | Definition/Guidance | State Code |
|---|--|------------|
| Transfer in System - Public | Transfer within the same LEA | WA1 |
| Transfer in System - Private | Transfer within the same LEA to private institution | WA2 |
| Transfer in System - Church or Home School | Transfer within the same LEA to a church or homeschool | WA3 |
| Transfer in 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 in State-Alabama Independent Public School | Transfer within the state to an Alabama public independent residential/partial residential school. | WB4 |
| 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 the student does not return to school. Disciplinary action resulting in expulsion; no option to return. | D14 |

| | | |
|---|--|------------|
| Other Known Reason | <ul style="list-style-type: none"> Withdraw/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. It is in an institution that does not offer a secondary educational program. | D15 |
| Reason Unknown | <ul style="list-style-type: none"> Has not graduated, completed an approved program, or educational status after leaving school. | D16 |
| Non-Return in Fall No Show/ Zero Day Enrollment | Entry date, enroll date, and exit date are the same | NS1 |
| General Diploma | | 01 |
| Exited - GED document | | 09 |
| Essentials/Life Skills Pathway | | 16 |
| Alt Achievement Standards (AAS) | | 17 |
| Promoted | | P |
| Retained | | R |
| School Choice Transfer in System - Public | | TA1 |
| School Choice Transfer in System - Private | | TA2 |
| School Choice Transfer in System - Church or Home | | TA3 |

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

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

For additional information, refer to the *ALSDE Data Code Manual* [ALSDE Data Code Manual - LiveBinder \(livebinders.com\)](https://livebinders.com)

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

A. REPORTING

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

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

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

B. SCHOLASTIC DAY

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

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

C. MINIMUM NUMBER OF DAYS MISSED

Any days missed must be made up to 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 an abbreviated period. 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.

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 return 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.
- The length of time for remote learning is communicated to students and parents.

Select student -> Student Profile -> Digital Equity & Learning Preference

- To add a new Learning Preference, click on New.
To edit, click the Effective Date.

The screenshot shows the 'Student Profile' page with a sidebar on the left containing various categories like Academic Records, Attendance, Behavior, Compliance, Courses and Programs, Health, Postsecondary Readiness, etc. The 'Compliance' section is expanded, showing 'Digital Equity & Learning Preferences' as a sub-option. Below this, there is a table titled 'Digital Equity & Learning Preferences' with columns for Effective Date, Learning Preference, Requested Timeframe, and Paper Learning Packets. A red arrow points to the 'New' button in the top right corner of the table.

The screenshot shows the 'Edit Digital Equity & Learning Preferences' form. It contains several fields: Effective Date (07/06/2024), Learning Preference (Select Code), Requested Timeframe (Select Code), Start Date (MM/DD/YYYY), End Date (MM/DD/YYYY), Requesting Parent/Guardian (text area), Internet in Residence (Yes/No), Internet Access (Residential Broadband), Internet Performance (Yes/No), Device Access (Personal/Dedicated), Device Type (Desktop/Laptop), Device Serial Number (text area), Paper Learning Packets (Select Code), and Comment (text area). A red arrow points to the 'Effective Date' field with the text 'Click New or Effective Date to open this box.'

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, 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 responsibility. Identified roles and responsibilities are referenced throughout this document. Refer to Appendix E, Recommended Timeline of Responsibilities for the School Registrar/Enrollment Clerk or Attendance Data Designee; Appendix F, Student Exit Interview requirement; and Appendix G, Recommended Role of the School Principal/Leadership, “You Are in Charge of Attendance, Now What?”

A. FS195 – CHRONIC ABSENTEEISM FILE SPECIFICATIONS

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

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

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

Through meetings across the state including the Alabama ESSA Accountability Workgroup, and other groups, stakeholders have shared a personal stake 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 Grade 12 and for schools without Grade 12. Alabama has defined chronic absenteeism as the percentage of students having eighteen 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 enrolled and multiplying by 100.

C. ANALYSIS AND DATA

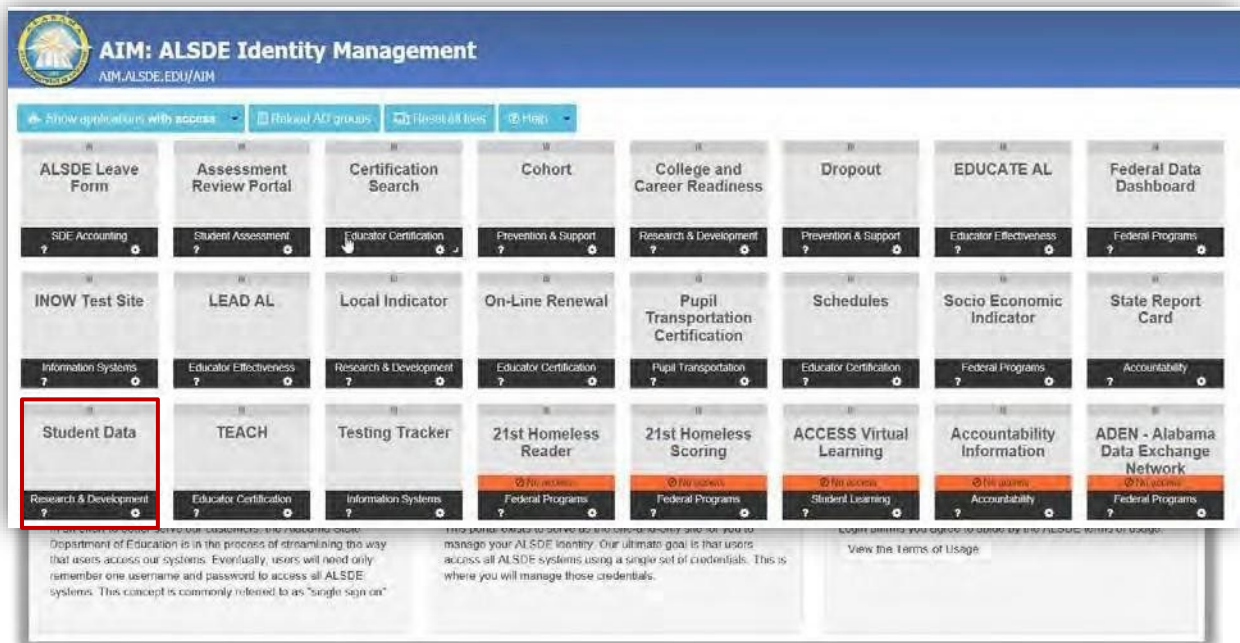
The Student Data Application compiles all student data. Student data from this application is pulled into other applications. End-users will have view-only access, and data corrections must be made at the district level using the SIS. Because this application contains various sets of student data, end-users 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 been approved for access, you must log in.
3. On the AIM homepage, select the **Student Data** tile.



- 

Student Data

[App Home](#)
[Student Enrollment Data](#)
[Federal Programs](#)
[Prevention and Support](#)
[Special Education](#)
[Career Tech](#)
[Instructional Services](#)
[Others](#)
[Help](#)

Student Data Summary - Last Enrollment

SYSTEM SELECTION

| | |
|---------------|-----------------|
| School Year | 2017; 2016-2017 |
| School System | |
| School | |

STUDENTS STATUS

| | |
|----------------------|--|
| EL DEP = 1, 2 & 6j | |
| Handicaps | |
| Target Assistance | |
| Schoolwide | |
| Migrant | |
| Immigrant | |
| Foreign Exchange | |
| 21st Century | |
| Total Exceptionality | |
| Spec Ed | |
| Gifted Primary | |
| Gifted Secondary | |
| Lunch - Free | |
| Lunch - Reduced | |
| Lunch - Plant | |
| Lunch - DC | |
| Athlete | |

| Grade | Enrolled | Grad | Completer | Withdrawn | Dropout | EL | Homeless | TA | SW | Excpn | Spec Ed | CCR | Fr Lunch | Red Lunch | Dir Cert |
|-----------------------|----------|------|-----------|-----------|---------|----|----------|----|----|-------|---------|-----|----------|-----------|----------|
| Agess 0 to 2 (97) | | | | | | | | | | | | | | | |
| Agess 3 to 5 (96, 99) | | | | | | | | | | | | | | | |
| Grade K (96) | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | |
| | 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 | |
| Hispanic | |
| Two or more races | |
| Other races | |
| Not Specified | |
| TOTAL | |

STUDENTS GENDER

| | |
|--------|--|
| Female | |
| Male | |
| Other | |
| TOTAL | |
- ### All Student Data

Choose fields
Export to XLS

| # | History | System | School | SSID | Last Name | First Name | Gender | Race | Osule | Civilized | Withdrawn Date | Creditable | Completer | Other Exits | Still Enrolled | Withdrawn | Dropout | EL | Homeless | Target Assistance | Schoolwide | Migrant | Immigrant | Foreign Exchange | 21st Century | Summer School |
|---|---------|--------|--------|------|-----------|------------|--------|------|-------|-----------|----------------|------------|-----------|-------------|----------------|-----------|---------|----|----------|-------------------|------------|---------|-----------|------------------|--------------|---------------|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |

No data to display

-
- Student Data**
AP.ALSDE.EDU/STUDENTDATA
- App Home **Student Enrollment Data** Federal Programs Prevention and Support Special Education
- Student Enrollment**
- Student - Last Enrollment
Student - Enrollment History
Student - Counts
Student - 9th Month
Student - Fall
- | School Year | School System | School |
|-------------|---------------|--------|
| | | |
| | | |
| | | |
| | | |
- | STUDENTS STATUS | | |
|--------------------|--|--|
| EL (EL = 1, 2 & 6) | | |
| Homeless | | |
| Target Assistance | | |
| Schoolwide | | |
| Migrant | | |

- Complete the **System Selection** of information fields.

The screenshot shows the 'Student Data' application interface. At the top, there is a header with the Alabama Department of Education logo and the text 'Student Data' and 'AP.ALSDE.EDU/STUDENTDATA'. Below the header, there are navigation links: 'App Home', 'Student Enrollment Data', 'Federal Programs', and 'Prevention and Support'. The main section is titled 'Student Data Summary - Snapshot Collection Data'. Under this title, there is a 'SYSTEM SELECTION' section with three dropdown menus: 'School Year' (set to '2019; 2018-2019'), 'School System', and 'School'. These three dropdown menus are highlighted with a red border.

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

The screenshot shows the 'Student Data' application interface with the '9th Month Collection' data displayed. The page has a header with the Alabama Department of Education logo and the text 'Student Data' and 'AP.ALSDE.EDU/STUDENTDATA'. Below the header, there are navigation links: 'App Home', 'Student Enrollment Data', 'Federal Programs', 'Prevention and Support', 'Special Education', 'Career Tech', 'Instructional Services', 'Child Nutrition', 'Fupil Transportation', 'Others', and 'Help'. The main section is titled 'Student Data Summary - Snapshot Collection Data'. Under this title, there is a 'SYSTEM SELECTION' section with three dropdown menus: 'School Year' (set to '2019; 2018-2019'), 'School System', and 'School'. Below the 'SYSTEM SELECTION' section, there is a table titled '9th Month Collection'. The table has 20 columns: Grade, Enrolled, Female, Male, Hispanic, Asian, Black, Indian, White, Pacific Islander, Multi, Grad, Complet, EL, Homeless, Schoolwide, Excpn, Spec Ed, Gifted, Poverty, Fr Lnc, Red Lnc, and Pd Lnc. The table is highlighted with a red border. Below the table, there is a section titled 'All Student Data' with a 'Choose fields' button and an 'Export to XLS' button. Below these buttons, there is a table with 20 columns: #, History, System, School, SSID, Last Name, First Name, D.O.B, Gender, Race, Hispanic, Grade, Enrolled, Withdrawn, Withdraw Reason, Exit Code, Graduate, Completer, Withdrawn, Dropout, EL, Homeless, and Schoolwide. The table is highlighted with a purple border.

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 these 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 box is a file download prompt: "Do you want to open or save StudentLastEnrollment_2018_ - [11_8_2017].xls (12.5 KB) from ap.alsde.edu?". The prompt includes "Open", "Save", and "Cancel" buttons. Below the prompt, a note states: "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 H 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 I, 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 are feeling well each day. As a collaborative part of the educational process, a comprehensive approach must be taken to produce a whole child, as the whole school and the whole community need to work together.



F. TRACKING CHRONIC ABSENTEEISM DATA IN THE AIM PORTAL

To help LEAs track the number of chronic absenteeism throughout the school year, a report can be accessed through the ALSDE Identity Management (AIM) Portal and/or Unified Insights Powerups. You must have access to either the Student Data tile or the Official State Collections tile on the AIM Portal and permission in PowerSchool to access Unified Insights Powerups. The list can then be reviewed to see which students are at risk of chronic absenteeism.

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

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

G. CHRONIC ABSENTEEISM PREVENTION TOOLS

1. Review composite-colored charts located under Student Overview Chronic Absences to identify students trending chronic.
2. Enforcement of effective hand hygiene practices in schools includes increased frequency of handwashing and use of hand sanitizers.
3. School-located influenza vaccination programs have been shown to reduce school absenteeism during influenza season.
4. School immunization requirements have been shown to increase immunization coverage in the community, and elevated levels of coverage are necessary for the prevention of outbreaks of vaccine-preventable diseases that could lead to school absenteeism.
5. 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.
6. School-Based Health Collaborative Center (SBHCC) can include preventive services such as dental, mental, or behavioral health services. Research has shown that the SBHSC can reduce absenteeism. Reference, Web Resource Section, *The Link Between School Attendance and Good Health*, M. Allison, E. Alisha, and Council on School Health.
7. The sample forms in this section are powerful tools to aid school personnel and parents in the prevention of chronic absenteeism. Refer to Appendix J for Sample Medical Information Release Form and Appendix K for Sample Anticipated Absence Form Cover Sheet and Sample Anticipated Absence Form.
8. LEAs review CDC or state/local health department for guidance on procedures and best practices to ensure student safety.



TRUANCY

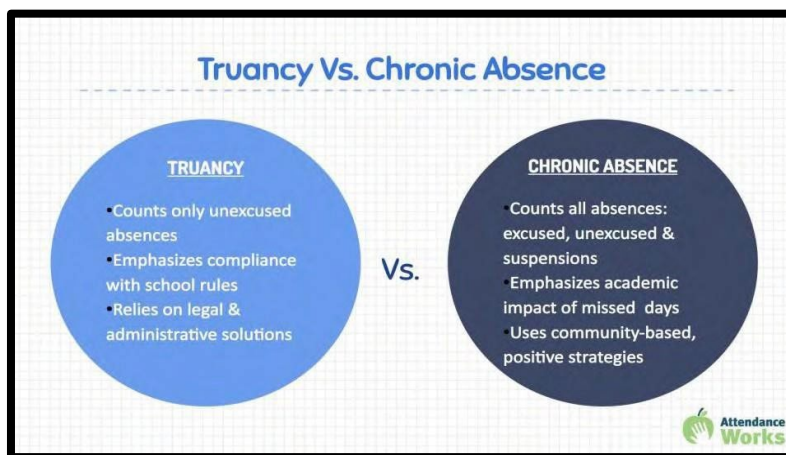
The definition of Truancy is **unexcused absences** or skipping school/class for a day or portion thereof. The difference between chronic absenteeism and truancy is that chronic absenteeism identifies, and totals excused and unexcused absences whereas, truancy identifies only unexcused absences. The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

Decades of research have identified the link between truancy and serious offenses, both violent and non-violent, in later life. Truancy affects not only the student and school, but also society. 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, 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 L, Attendance Flow Chart and Appendix M, Chronic Absenteeism Flow Chart to be used during intervention development. Refer to Appendix N, Pre-Early Warning Intervention Form as the academic and behavioral issues impacting a student's ability to attend school regularly are identified and aligned with appropriate interventions.

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



SAMPLE

FOR UNEXCUSED/TRUANCY ABSENCES ONLY

Pre-Early Warning Intervention Form

This conference is to address student's academic, social, and/or behavioral issues impacting their ability to regularly attend school.

Parent / Guardian _____

Student _____

School _____

Date of Conference _____

Please check the problem areas below.

☐ Documentation of Absences

☐ Student Employment Interfering with School

☐ Student Refusal to Attend

☐ Needed at Home

☐ Failure to Attend Due to Physical/Mental Illness

☐ Relationship with Fellow Students and/or School Staff

☐ Teen Pregnancy

☐ Transportation

☐ Teen Mom/Dad: Childcare Issues

☐ Academic Difficulties/Credit Loss

☐ Harassment/Bullying at school

☐ Other

☐ Dislike of School Experience

Please indicate if you are interested in attending a *Loving Solutions®/Parent Project®* workshop.

____ Yes, I am interested in attending a *Loving Solutions®/Parent Project®* workshop.

____ No, I am not interested in attending a *Loving Solutions®/Parent Project®* workshop currently.

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 _____

____ Parents were notified to attend the school conference but did not participate.

____ Second attempt to contact or meet with parents.

School Representative _____

Date _____

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

**School Level Intervention*

ATTENDANCE TRACKING AND NOTIFICATION (ATN)

Attendance Tracking and Notification (ATN) is used with the basic PowerSchool attendance setup. The additional setup elements allow for tracking 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.

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 Unexcused Status: Absent |

A. PARENTAL NOTIFICATION OF COMPULSORY SCHOOL ATTENDANCE LAWS

RECOMMENDATION:

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

SAMPLE

Dear Parents:

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

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.*

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.

B. TRUANCY REPORTING

TRUANCY DEFINITION

A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following return to school. A failure to provide such an 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 to file 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. Parents/guardians 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 if 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 a 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 more rigorous policy than the State policy.

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

C. TRUANCY REFERRAL PROCEDURE

1. RECOMMENDATION

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

SAMPLE

Truancy Referral Procedure

The following procedures shall be used in making truancy referrals to the Juvenile Court of _____ County

Juvenile Truancy Referrals

Where a child has been truant from school, the school attendance officer shall file a truancy information sheet and a complaint with the juvenile court's intake office.

The juvenile court intake office is at the library.

Telephone No. _____

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

Recommended Policies and Procedures for Court/School Truancy Prevention Program

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

Adult Proceedings

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

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

If you have any questions concerning the filing of truancy cases in the Juvenile Court of _____ County, please call the juvenile intake office.

D. COMPLAINT INFORMATION

1. When it becomes necessary to file a complaint with the juvenile courts, a form like 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 ☐ Delinquent ☐ Dependent ☐ Child In Need of Supervision (CHINS)

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

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

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

☐ Additional pages
 ☐ Other (describe) _____

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

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

Address or Agency _____

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

Complainant's Signature _____ Date _____

SWORN TO AND SUBSCRIBED BEFORE ME: _____

Date _____ Intake Officer or Notary Public _____

COMPLAINT RECEIVED: _____

Date _____ Time _____ Intake Officer _____

ACTION TAKEN:

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

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

NOTICE OF NON-COMPLIANCE

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

Reasons to use Notice of Non-Compliance

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

SAMPLE

NOTICE OF NON-COMPLIANCE WITH ALABAMA COMPULSORY ATTENDANCE LAW

School System _____ School _____
To _____ Parent/Guardian of

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

1. No valid reason for non-enrollment or non-attendance of your child/children at school has been found. State law, *Ala. Code* §16-28-3(1975), requires all children between the ages of six and seventeen to attend school. It is your responsibility under the law to ensure the attendance of your child.
2. Your child/children must attend school within three days of 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 of hard labor for the county for a period not to exceed 90 days (about 3 months) or both.

Date

Attendance Supervisor

E. TRUANCY CHARGE SHEET-ADULT

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

SAMPLE

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

2. Relation to the child? Parent Other

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

Name _____ Age _____ Sex _____

Name _____ Age _____ Sex _____

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

Address: _____

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

Address: _____

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

Address: _____

7. Child(ren) lives with: Mother _____ Father _____ Both _____ Other _____

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

Name: _____ School _____ Grade _____

Name: _____ School _____ Grade _____

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

School _____ Name _____

School _____ Name _____

10. Number of unexcused absences this school year:

Name _____ No. of Unexcused Absences: _____

Name _____ No. of Unexcused Absences: _____

11. Has the person to be charged been given notice of noncompliance with the compulsory school attendance law? Yes _____ No _____

Date served _____ Place of service. _____

Response to notice: _____

12. Is there a history of failing to attend school for this child or children? ☐ Yes ☐ No

If yes, explain: _____

- A. Has this person been charged before? Yes _____ No _____

- B. Additional comments: _____

- C. Witness List:

School Attendance Officer: _____

Principal: _____

Other: _____

Summons Approved By: _____

Date Prepared: _____

School Attendance Officer: _____

School System _____ School _____

F. TRUANCY CHARGE SHEET - JUVENILE

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

SAMPLE

TRUANCY CHARGE SHEET

1. Name of Child: _____ Child lives with: Mother ___ Father ___ Both ___ Other ___
2. Mother's Name: _____ Phone (H) _____ Phone (W) _____
Address: _____
3. Father's Name: _____ Phone (H) _____ Phone (W) _____
Address: _____
4. Guardian's Name: _____ Phone (H) _____ Phone (W) _____
5. What school does the child attend? _____ Grade Level: _____
6. Name of person in charge of attendance records for the school:
Name: _____ School: _____
7. Number of unexcused absences this school year: _____
8. Is there a history of failing to attend school for this child? Yes ___ No ___
If yes, explain: _____
9. Has a complaint about truancy been filed before? Yes, ___ No ___
10. Are charges being filed against the parent(s) or guardian for failing to assure the child attends school? Yes ___ No ___
11. Has the person to be charged been given notice of non-compliance with the compulsory school attendance law? Yes ___ No ___
12. Has this person been charged before? Yes ___ No ___
13. Additional comments:

14. Witness List:
School ___ Attendance ___ Officer ___ Principal ___ Other ___

Summons Approved by: _____

CHILD LABOR

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

Authority: Ala. Code §25-8-53(1975)

A. ELIGIBILITY TO WORK FORMS

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

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

Authority: Ala. Code §25-8-46(1975)

1. Child Labor Certificates Required

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

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

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

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

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

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

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

- (1) The application for the child labor certificate shall contain all 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 for 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 regulations.
- (2) The Class I and Class II Child Labor Certificates shall contain all 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 regulations.
- (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

1. 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.

2. No person 16, 17, or 18 years old, 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 before a school day. The appropriate county or city superintendent of schools, or where there is no superintendent, the school principal, 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. People 14 or 15 years of age, when school attendance has been waived, may, upon recommendation of the local superintendent of education and approval by the child labor inspector, be permitted to work in a non-hazardous occupation.
2. Employment authorized by this section shall not be for more than eight hours in any one day, or for more than 40 hours in any one week, or for more than six days in any one week, and not before 7:00 a.m. or after 9:00 p.m.

Authority: Ala. Code §25-8-37(1975)

ATTENDANCE / DRIVER LICENSE / LEARNER PERMIT

A. DENIAL OF DRIVER LICENSE / LEARNER LICENSE

1. The Alabama Law Enforcement Agency shall deny a driver license or a learner license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation issued to the person from a secondary high school of this state or any other state, or documentation that the person:
 - a. Is enrolled and making satisfactory progress in a course leading to a General Educational Development (GED) certificate from a state-approved institution or organization or has obtained the certificate.
 - b. Is enrolled in a secondary school in this state or any other state and has not at the time of application accumulated disciplinary points while a student in school would extend the age of eligibility for the student to apply for a driver's license.
 - c. Is participating in a job-training program approved by the State Superintendent of Education.
 - d. Is gainfully and substantially employed.
 - e. Is a parent with the care and custody of a minor or unborn child.
 - f. Have a physician certify that the parents of the person depend on him/her as their sole source of transportation; or
 - g. Is exempted from this requirement due to circumstances beyond his or her control.

Authority: Ala. Code §16-28-40(1975)

B. LOCAL EDUCATION AGENCY (LEA) RESPONSIBILITIES

1. Each student shall provide adequate information concerning the rights, penalties, and guidelines provided in this legislation.
2. The superintendent or his designee shall, upon the 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 applicant's control 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 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 consistent with the State Department of Education guidelines.
- e. The school system shall implement an appeals policy which:
 - (1) Provides the student to appeal within 15 days of enrollment status issuance.
 - (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) You 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 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 (about 6 months) 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 a firearm in a school, on school grounds, on school buses, or at other school-sponsored functions, shall be expelled for 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 Enrollment/Exclusion Form

[DL1-93 SCHOOL ENROLLMENT FORM 2022.pdf \(alea.gov\)](#) f as of October 11, 2022



TAYLOR'S LAW

Taylor's Law states that students with excessive disciplinary incidents may be able to get their driver's permit/license delayed based on the number and frequency of their disciplinary incidents.

Within PowerSchool SIS, the user can run a report natively built into PowerSchool that will return the number of points accumulated for Taylor's Law and the number of days students are delayed in getting their driver's permit/license.

To run this report, follow the steps below.

1. Select the students you wish to examine from the main page of PowerSchool SIS.
2. Click on the "Data and Reporting" option on the left side menu.
3. In the flyout, select "Reports".
4. In the next flyout, select "Compliance Reports".
5. In the menu that opens, Select the "Taylor's Law Report."
6. The report has options you may select before you run the report. Make the selections you want to use to run your report.
7. Click "Submit".
8. The report will be generated in the report queue. Depending upon the number of students selected, it may take several minutes to complete.
9. When the report is generated, click on the hyperlinked "Completed" underneath status. This will send the finished report to your downloads folder where it can be opened.



ALABAMA LAW ENFORCEMENT AGENCY
ENROLLMENT / EXCLUSION FORM

To Implement Sections 16-28-40 through 16-28-45, Code of Alabama, 1975



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

I. APPLICANT*

Driver's 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, GED, or Job Training Program) ☐ Job Training Program

Address: _____ ☐ Secondary School
Street City State Zip

Telephone No.: _____ Signature: _____

Title: _____

Total Number of Disciplinary Points imposed
in school for disciplinary action _____

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

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

IN COMPLIANCE

NOT IN COMPLIANCE

The applicant:

_____ Is enrolled.

Date: _____

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

Date: _____

_____ Has obtained a GED Certificate.

Date: _____

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

Date: _____

The applicant:

_____ Is not enrolled.

Date: _____

_____ Has accumulated more than 10 consecutive
or 15 cumulative unexcused absences during
a single semester.

Date: _____

(Only for students enrolled in secondary school)

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

Date: _____

III. EXCLUSION

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

The applicant:

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

Date: _____

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

Date: _____

Physician/Health Department: _____

Street: _____

City: _____

State: _____

Zip: _____

Phone: _____

Physician's Signature: _____

Enter the beginning date of employment.

The applicant:

_____ Is gainfully and substantially employed.

Date: _____

Place of Employment: _____

Street: _____

City: _____

State: _____

Zip: _____

Phone: _____

Employer's Signature: _____

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

APPLICANT

SCHOOL OFFICIAL

PHYSICIAN/HEALTH OFFICIAL

EMPLOYER

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) . Act 2022-300 provides the term "qualified student" refers to a student meeting the definition of a "homeless child or youth" as provided by 42 U.S.C. § 11434(a)(2).

GENERAL INFORMATION/INSTRUCTIONS

1. Individuals under the age of 19 applying for, renewing, or seeking reinstatement of a driver's license or learner's permit to operate a motor vehicle must present to the area driver's license examiner a diploma or other certificate of graduation, a GED Certificate, or an Enrollment/Exclusion Form.
2. Print or type all information.
3. Part I must be completed for all reports. Note: *The driver's license number may not be available. This is the only information in Part I which may be left blank.*
4. The attendance officer or chief attendance administrator, upon request, shall provide documentation of enrollment status (complete Part I and Part II) for any student 15 years of age or older who is properly enrolled in a school under the jurisdiction of the official. The applicant should submit this form to the area Driver's License Examiner.
5. Whenever a student **16 years of age or older** withdraws from school without meeting the exclusionary conditions of this legislation, the attendance officer or chief attendance administrator should complete Part I and Part II of this form and submit to the Department of Public Safety, Driver Improvement, P.O. Box 1471, Montgomery, Alabama 36102-1471. *No other report should be submitted unless the individual changes categories from noncompliance to compliance.*
6. Appeals relative to secondary school enrollment status should be filed with the local school principal in accordance with local board of education policies.
7. Exclusion status for individuals claiming an exemption from this legislation should be completed by the health official as identified in Part III of this form. The applicant is responsible for securing proper documentation for presentation to the Department of Public Safety.

DEFINITIONS

1. **Applicant**-An individual between the ages of 15 and 19 applying for, renewing, or seeking reinstatement of a driver's license or a learner's permit for the operation of a motor vehicle.
2. **Circumstances beyond the control of applicant**-Valid reasons for exemption from this legislation:
 - a. Students who are mentally or physically unable to attend school
 - b. Students who are regularly and legally employed under the provisions of the Child Labor Law
 - c. Students who, because of the distance they reside from school and the lack of public transportation, are compelled to walk more than two miles to attend a public school (Does not include suspension or expulsion from school or imprisonment.)
3. **Enrollment**-The status of an individual who is:
 - a. Enrolled in a school;
 - b. Enrolled in a GED program; or
 - c. Enrolled in a job training program approved by the County Superintendent of Education.

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 various times and locations, particularly for each learner. The teacher usually sets a learning path, in which students engage at their own pace.

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

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

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

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 various times of the year to satisfy local, state, and federal requirements.

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

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

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

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

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

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

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

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

Due Process – Each local board of education, consistent with Section 16-28-12, Section 16-1-24.1, Section 16-1-24.3, Section 16-1-14, and all other laws, shall adopt written rules with respect to behavior and discipline of students enrolled in the schools under its jurisdiction, commonly referred to as a student code of conduct.

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

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

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

Enrolled – any student that has fulfilled all the system 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.

Extended Learning Opportunities (ELO) – an approved out-of-classroom learning experience that provides a student with enrichment opportunities; career readiness or employability skills opportunities, including internships, pre-apprenticeships, and apprenticeships; or any other approved educational opportunity.

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

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

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

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

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

Intervention – a systematic response that provides support to students following a specified number of absences (e.g., conference, realignment of schedule, etc.)

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

LEA – Local Education Agency

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

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

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

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

Power Teacher Pro – Web-based gradebook for teachers.

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

Authority: Ala. Code §16-28-5(1975)

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

Registered – any student that has applied 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 rather 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. This could include extended learning opportunities (ELO).

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 order, rehab, intervention, and special needs.)

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

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

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

Tardy – arriving or leaving school/class before or after the specified starting time/not attending a full instructional day (i.e., checking in/out, late to school, late to class, etc.).

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

Tier 2 Interventions – high-quality, evidence-based academic, mental wellness, 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, mental wellness, 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 assume authority over a student/parent and issue an order for compelling school attendance of a student.

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

Zero Day Enrollment (No Show) – a student registered for a new academic school year but not physically present on the first day of the academic calendar day.

0 – equates to daily attendance value as absent

1 – equates to daily attendance value as present

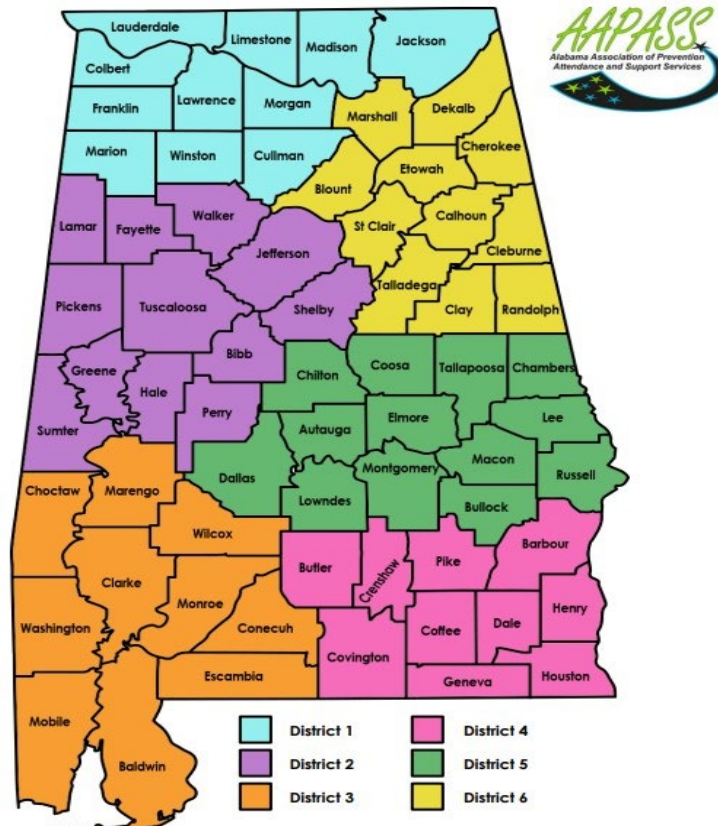
APPENDIX A

Alabama Association of Prevention Attendance and Support Services (AAPASS) District Map

Mission:

The Alabama Association for Prevention, Attendance, and Support Services invites you to join our diverse organization. Active AAPASS membership consists of those current CLASS members who are presently engaged in work in the student services support area in Alabama schools. Honorary membership consists of those persons who have retired from student services and support supervision. The following are examples of jobs that can join our affiliation—attendance, technology, student discipline, transportation, athletics, at-risk, safe, and drug-free schools, Children's First, character education, counselors, nurses, assistant principals, etc. Membership is open to professionals who work in any of these areas, either at the local school or district levels. Education personnel who work in these areas of student support are encouraged to consider joining AAPASS, as regional meetings and state conferences focus on equipping administrators with knowledge and information to ensure student support in all areas of education.

Alabama Association of Prevention, Attendance and Support Services
District Map



APPENDIX B

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 Tracey Goreed, tracey.goreed@alsde.edu.

These processes, practices, and programs supporting student success will be compiled and shared with the LEAs on the ALSDE website, [Alabama Achieves](#).

APPENDIX C

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:

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 seventeen to attend school. It is your responsibility under the law to ensure the attendance of your child.

1. Your child/children must attend school within three days of the date of this notice.
2. If your child/children miss one more day of school without a valid excuse or good reason and intentionally, I am required by state law and school board policy to bring a criminal prosecution against you.
3. If criminal prosecution occurs, you will be charged with violation of the *Code of Alabama (1975)* §16-28-12, violation of parental authority. This offense is punishable by a fine of up to \$100 or a sentence of hard labor for the county for a period not to exceed 90 days or both.

Date

Attendance Supervisor

APPENDIX D

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 through Friday.
- Complete coursework assigned by homeroom or course teacher according to daily and or class schedule.
- Complete all weekly assignments on time or as assigned.
- Contact the teacher and seek tutoring services offered if additional support is needed.

Teacher Responsibilities

- Email 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 it to the school administrator or designee.
 - Attempts should span four days at various 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 in the communication log.
 - Assess why and if support is required and refer accordingly.
- If the parent cannot be reached after three consecutive attempts and/or the student continues to not log in and does not make satisfactory weekly progress, refer to the attendance department.
 - Attempts should span three days at various times of the day.
- Scan and email (as one file) the completed Attendance Department Communication Logs each Thursday (or as scheduled) to the 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 reach after three consecutive attempts, a home visit may be conducted.
 - Attempts should span three days at various times of the day.
- Assess why and if support is required and refer accordingly.

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.

APPENDIX E

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

**Please note: It is recognized that this 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 manage 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's enrollment.
- Learn about 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.
 - Monitor the status of students who are conditionally enrolled, with respect to the timeline of custodial transitions as outlined by the local school board and/or juvenile courts.
- 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.

- Ensure 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.
 - Review and record accurate student attendance data to be submitted by the LEA on the last day of school. See the [End-of-Year and Key Dates](#) memorandum for more details.
- Creates, manages, and maintains student withdrawals from the school in the current SIS.
 - Shares a report of withdrawn students with counselors as follow up to new school requests for student records.
 - 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.
 - Confer with the principal and any other key personnel regarding if you need to provide them with a daily attendance report.
 - Performs other job-related duties assigned by the supervisor.

APPENDIX F



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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

June 29, 2022

MEMORANDUM

TO: City and County Superintendents of Education

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

RE: Student Exit Interview
Senate Bill 334, Alabama Act 2009-564

Many students experienced increased opportunities to be employed during the challenges of COVID and may decide to detour from the traditional K-12 pathway. Summertime exemplifies a period when parents and students decide to embrace non-traditional pathways and to visit local schools to withdraw students. As we work diligently on the opportunities and process to support student success, a conversation or Exit Interview with the parent/student allows for an awareness of alternative/non-traditional pathways to be shared and explored.

In an attempt to decrease the number of students who drop out of school and to increase the age of students that are required to attend public school, the Alabama Legislature passed Senate Bill 334, Alabama Act 2009-564. This law amends several sections of the *Code of Alabama, 1975*, regarding mandatory school attendance and also adds Section 16-28-3.1 as follows:

1. Written consent is granted by the child's parent or legal guardian.
2. An exit interview is conducted with the student and the student's parent and or legal guardian.

The student who withdraws from school prior to receiving a diploma shall be provided information regarding the detrimental impacts and negative effects of early withdrawal from school. Additionally, information including available training, enrollment in the Alabama Community College System (ACCS) Adult Education and Skills Training programs through its non-traditional high school diploma or high school equivalency options such as the General Educational Development (GED) diploma, and employment programs shall be provided where available. Other possible options and available community resources or programs should also be provided.

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June 29, 2022

The Student Exit Interview Process has demonstrated a positive impact on hundreds of Alabama students. This document may be customized for your local education agency and located on our website at www.alabamaachieves.org by clicking on Division Offices/Support Services/Prevention and Support Section. Click the Student Exit Interview link for 2022 to download the document. Should a student fail to return to school without completing the official withdrawal process, attempts to contact the student and his/her parent or guardian should be documented on the Student Exit Interview form.

Should you have questions regarding the Student Exit Interview process or other aspects of the Senate Bill 334, Alabama Act 2009-564, please contact Dr. Kay Atchison Warfield by email at kaw@alsde.edu or Mrs. Shenitra Dees by email at shenitra.dees@alsde.edu or by telephone at 334-694-4717.

EGM/KAW/SB

cc: Guidance Counselors
Counseling Coordinators
Grades 9-12 High School Principals
Mental Health Service Coordinators

FY22-2058

APPENDIX G

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 of schools regarding attendance, behavior, and course performance (ABC's). Regarding 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 chronic absenteeism students by running reports in PowerSchool and AIM portal.
- 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.
- The Code of Conduct Review Committee meets during this time, and recommendations for revisions for the Code of Conduct for the next academic year are considered. Review the attendance portion of the Code of Conduct and consider suggestions for recommended changes such as the number of parent notes allowed.
- Review and record accurate student attendance data to be submitted by the LEA on the last day of school. See the End-of-Year and Key Dates memorandum for more details.

Summer Activities in Preparation for the Upcoming School Year

- Organize a planning meeting to develop an attendance awareness campaign and incentive program.
- Review attendance indicators to support Alabama Compliance Monitoring.
- 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 51% of the day.
- Develop a chronic absenteeism letter for registrars to send during the school year when a student reaches a select number of absences.
- Update parent email groups to use email communications focusing on attendance.
- Attending local organizations and agency meetings to solicit financial support incentives for the attendance campaign. (This may include the Chamber of Commerce, City Council, County Commissioner, etc.

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 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 L and M.
- Conduct professional development training 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 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 level. 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 every 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 community schools. Consider highlighting students with improved attendance.
- Develop an attendance awareness statement that can be utilized for all extracurricular 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 help in registering parents who may need additional help. The Parent Portal will allow parents to track attendance and grades daily.
- Discuss with staff the importance of attendance. Provide attendance training for new teachers. Daily absences must be recorded. Make sure your registrar/attendance clerk checks to see that attendance has been posted for each period. First-period posting of attendance is critical. Follow the procedures in place to make sure parents are notified of their absences. Make sure to give your school nurse/counselor a copy of the students' absence lists 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, Mental Health Service Coordinator, and 504 Coordinator/Supervisor to discuss these students during the Problem-Solving Team (PST) meetings. 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 H

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 is noticeable when students miss time. Our records indicate that your child, **Sally, was** chronically absent from school this past academic school year. In Alabama, a student is chronically absent from school when they have 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.

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 drop-off. 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 improve his or her school attendance.

Sincerely,

Principal, XXXXXX School

APPENDIX I

SAMPLE LETTER FOR PARENT/STUDENT HANDBOOK

Dear Parent/Guardian:

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

Showing up for school has a massive 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 of 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!

Going to school regularly matters!

We do not 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 to a regular bedtime and establish a morning routine.
- Lay out clothes and pack a backpack the night before.
- Ensure your children go to school every day unless they are truly sick.
- Avoid scheduling vacations or doctor 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 other parent to take your child to school.

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

Sincerely,

Principal, _____ School

APPENDIX J

SAMPLE MEDICAL INFORMATION RELEASE FORM

Release of Information Authorization and Consent Physician Confirmation of Medical Diagnosis

Name_____DOB_____School_____

This authorizes only _____ to release to _____.

(Agency/Facility/Person)

(School Designee)

Requested Information

- | | |
|---|--|
| <input type="checkbox"/> Medical Summary/Diagnosis | <input type="checkbox"/> Medications Prescribed |
| <input type="checkbox"/> Medical Recommendations/Orders | <input type="checkbox"/> Dates of Treatment |
| <input type="checkbox"/> Treatment Plan/Goal | <input type="checkbox"/> Cumulative Record Information |
| <input type="checkbox"/> Special Education Records | <input type="checkbox"/> Other: |

This information will be used for the purpose(s) of:

- ☐ Attendance/Absences/Tardies
- ☐ IEP/Development/Educational Planning and/or Placement
- ☐ Individualized Health Plan
- ☐ Educational Plan Related to Academic/Behavioral Plan
- ☐ Other Specify:

This authorization and request are fully made voluntarily, and I understand that I will send quarterly attendance reports to my health provider for verification. This release of information will expire one year from the date of signature. This release may be canceled at any time by giving written notice except to the extent that action has been in response to authorization.

Notice: This information has been disclosed to you from records whose confidentiality is protected by federal and state laws that prohibit making any further disclosure without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations. General authorization for the release of medical or other information is not sufficient for this purpose. Information released will become part of the education system. Only the requested information should be sent. This form meets all Federal Regulation (42 CFR, Part). 09/2018

Date _____

Parent/Guardian Signature _____

School Designee

Student Signature

[illegible]

Physician Statement-Please complete and return to the school.

Medical Diagnosis

Anticipated Absences

Anticipated Tardies

Are parent-excused absences exceeding the system limit of six per year acceptable?

☐ YES ☐ NO

APPENDIX K

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 XXXXXXXX Schools Code of Conduct, you may request that the days missed be coded as excused. Please be aware of the following essential 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 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 before 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 to be Excused (You may attach an 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.

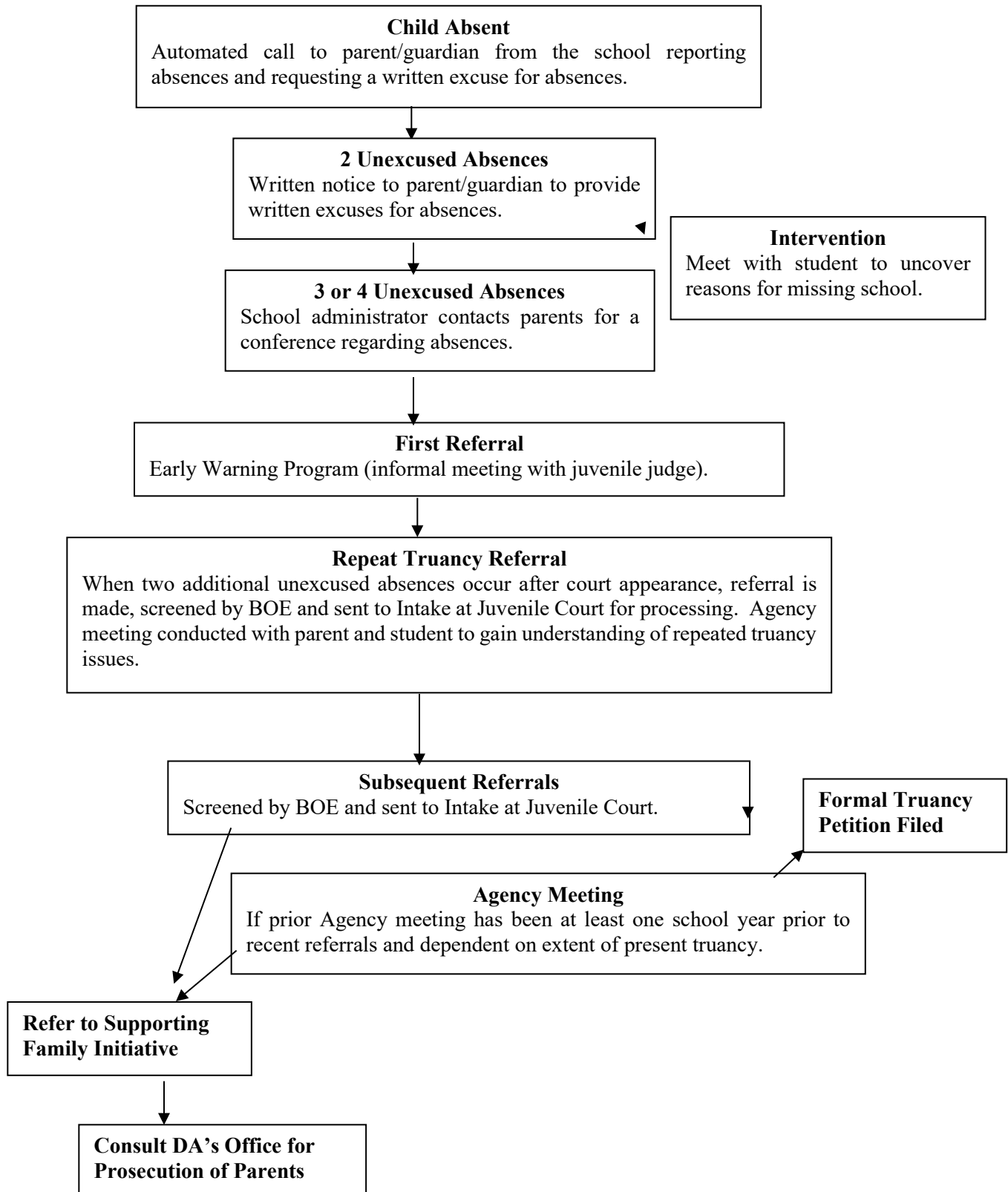
Parent Signature

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 | | | | |

APPENDIX L**ATTENDANCE FLOW CHART SAMPLE**

ATTENDANCE FLOW CHART--WORKSHEET



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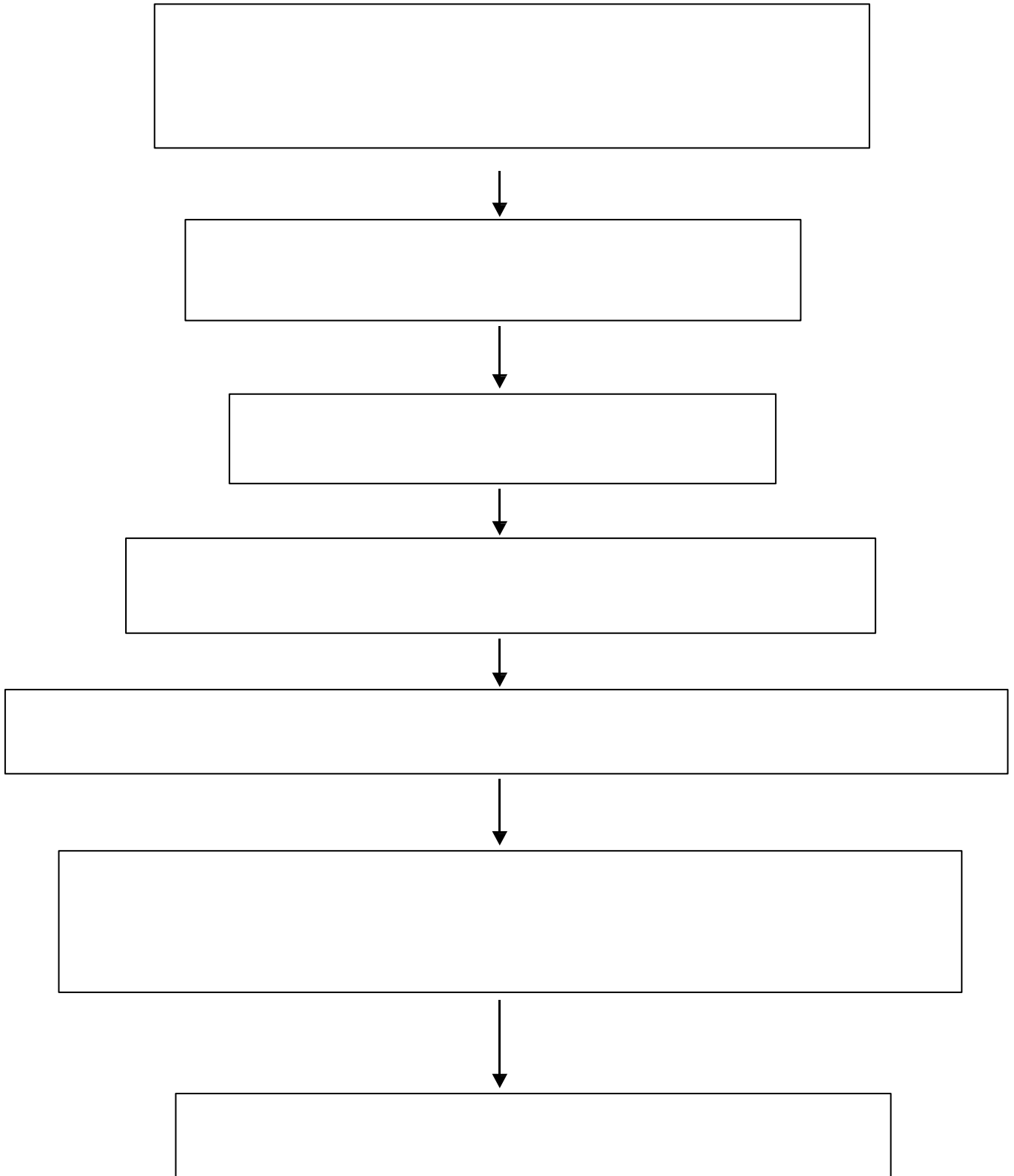
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APPENDIX M

Chronic Absenteeism Flow Chart



APPENDIX N

PRE-EARLY WARNING INTERVENTION Form

FOR UNEXCUSED/EXCUSED ABSENCES

This conference's purpose is to address student academic, foundational wellness, and/or behavioral issues that impact their ability to regularly attend school.

Parent/Guardian: _____ Student: _____
School: _____ Date of Conference: _____

Please check the 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"/> Academic Difficulties/Credit Loss |
| <input type="checkbox"/> Harassment/Bullying at School | <input type="checkbox"/> Other |
| <input type="checkbox"/> Dislike of School Experience | |

Please indicate if you are interested in attending a *Loving Solutions®/Parent Project®* Workshop.

___ Yes, I am interested in attending a *Loving Solutions®/Parent Project®* Workshop.

___ No, I am not interested in attending a *Loving Solutions®/Parent Project®* Workshop currently.

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** _____

___ **Parents were notified to attend the school conference but did not participate.**

___ **Second attempt to contact or meet with parents.**

School Representative: [Signature]

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.