2021-2022

Compulsory School Attendance Manual

School Social Services

School District of Volusia County

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Compulsory School Attendance

The following are district procedures adopted to comply with the changes to the Florida Compulsory Attendance Law, Chapter 1003, **Section 1003.24**, Florida Statutes. Patterns of non-attendance and truancy are identified as early warning signs of academic failure. The continuum of truancy to delinquency typically includes other behaviors that result in suspension, expulsion, and drop out. Students with the highest truancy rates are found to have the lowest academic achievement, which puts them at greater risk for dropping out of school.

All children who have attained the age of 6 years by February 1 of any school year, or who are older than 6 years of age but who have not attained the age of 16 years except as otherwise provided, are required to attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. *(See section on **Declaration of Intent to Terminate School Enrollment** page 20)* Students who attain the age of 18 years or who graduate before the age of 18 are not subject to the compulsory school attendance law.

"Regular school attendance means the actual attendance of a student during the school day as defined by law and rules of the State Board of Education. Regular attendance within the intent of F.S. **1003.21** may be achieved by attendance in: (a) a public school supported by public funds; (b) a parochial, religious, or denominational school; (c) a private school supported in whole or in part by tuition charges or by endowments or gifts; (d) a home education program that meets the requirements of Chapter 1002; or (e) a private tutoring program that meets the requirements of Chapter 1002."

Attendance, Attachment, and Achievement

Attendance is highly correlated to how students perform in school (student achievement). The **National Center for School Engagement** uses the "Theory of Change"… which means that success in school and school completion are based on the integration of: (a) the student's regular participation (attendance) in school, (b) the student and family's meaningful connection (attachment) with the school, and (c) the assurance that the student has the necessary tools and resources to complete courses and graduate from high school (achievement).

Chronic Absenteeism

In response to the President's call to action to improve the lives of all young people through the My Brother's Keeper Initiative (MBK), the Obama Administration launched ***Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism*** in October 2015**.** Chronic Absenteeism is defined as missing at least 10 percent of school days in a school year (approximately 18 days or nearly an entire month or more), regardless of whether the absences are excused or unexcused. With an estimated 5 to 7.5 million students chronically absent each year, chronic absenteeism is a national problem that seriously undermines collective efforts to improve education and life outcomes among youth, such as opportunities in post-secondary education and good careers. Chronic absenteeism is often confused with truancy, which can lead to disproportionate suspensions and expulsions from school and inappropriate referrals of students and families to law enforcement. Led by the White House, U.S. Departments of Education (ED), Health and Human Services (HHS), Housing and Urban Development (HUD), and Justice (DOJ), the Obama Administration has announced new steps to combat chronic absenteeism and has called

on states and local communities across the country to join in taking immediate action to address and eliminate chronic absenteeism by at least 10 percent each year, beginning in the 2015-2016 school year.

Within our school district, chronic absenteeism data has been made available to schools via end of year district attendance reports. Chronic absenteeism is a dropout indicator on the Early Warning System which identifies students who need additional support to improve school engagement and academic performance. Beginning in the 2016-2017 school year, the Superintendent of Volusia County Schools initiated an attendance campaign for the district, "Everybody Every Day." This initiative focused on improving student attendance and provided schools with strategies to combat chronic absenteeism. Volusia County Schools continues to focus on improving its chronic absenteeism rate.

Guidelines for Handling "Did Not Enter" (DNE's)

The following are recommended guidelines for handling DNE (did not enter) students that have not entered their assigned schools:

1. School personnel should follow the Days 1-10 Daily Student Data Maintenance List and cross-reference their records requests (from other schools) with their list of students who have not entered in order to determine if students have enrolled elsewhere.

2. If no records requests have been received, those students' attendance codes should be updated to NS (no show). Beginning on Day 3, school personnel should try to contact the parent/guardian at their last known home, work, and/or emergency phone numbers. At the end of Day 10, the district will run the DNE job to identify all students that are enrolled but have not attended within Days 1-10. The identified students will be withdrawn dated the first day of school with code DNE, and their schedules will be deleted.

3. On Day 11, school personnel should begin efforts to locate students and update DNE WD codes by running (export) report Students with Withdrawal Code "DNE" (SIS10012) in Focus to identify DNE students. Then, print the Did Not Enter (DNE) Letter for all DNE students from Print Letters & Send Email. *(See sample 21 – English or Spanish*, **Did Not Enter (DNE) Note**, form 2010039 found in Forms Management.) If no response is received from the letter, a referral should be made to the school social worker prior to the 20th day of school. The referral is the DNE list of students who have not entered. On the date the referral list is received, the school social worker will report the identifying information of the referred DNE students to the Court Liaison to be entered into the attendance database. Identifying information includes student name, student ID, school, grade, and ESE exceptionality (if applicable).

4. School social workers will take the necessary steps to determine the current whereabouts of the non-enrolled students and report back to the school with their findings as soon as they are aware.

5. When no valid reason for a student's non-enrollment is found, the school social worker shall prepare a **3-Day Non-Enrollment Letter** (*see sample 28*). This written notice may be delivered in person or mailed certified with return-receipt to the parent or guardian. The letter requires the student's enrollment and attendance within 3 days of receipt of the notice.

6. If the student does not enroll after the 3-Day Non-Enrollment Letter has been hand-delivered or received through certified mail, the school social worker may complete a court packet for violation of the compulsory school attendance law.

Excused Absences

Illness or other legitimate causes will be excused with the permission of the parent/guardian and the school principal, up to 15 days within the school year. After 15 days of absence, excused or unexcused, a student must have a doctor's verification for subsequent absences due to illness. In addition, the school shall also have the discretion to require that subsequent absences or tardiness be accompanied by a statement explaining the reason for such absences and tardiness. The legitimacy of a cause for being absent shall be determined by the building principal or designee based on the following criteria:

(a) whether the reason for absence is equivalent in importance to the student's need to be in attendance;
(b) the needs of the student and the student's family;
(c) the number of absences accumulated by the student;
(d) other justifiable rationale.

For an excused absence, a reasonable time will be allowed for the student to complete make-up work requirements for credit as set forth in individual school policy in accordance with **School Board Policy 206**.

Schools must be notified of excused absences by either personal communication or written explanation from the parent/guardian. If the parent/guardian fails to provide notification, the absence will be recorded as unexcused.

When a parent who has been deployed out of state or county is home on leave, an LEA must allow the student additional excused absences to visit with the parent.

For students with chronic illnesses that may require more than the allowed 15 days of absences, the parent/guardian must provide a letter from the student's doctor stating that the student suffers with a chronic illness that will likely require more than 15 days of absences each year. This letter must be provided to the school each year that the condition continues. The parent/guardian may then call in illnesses beyond the 15 days without providing additional medical documentation.

Medical and dental appointments should be made after school hours. When this is not possible, students may be excused to fill these appointments. An excuse from the doctor or parent/guardian is required.

Autism Spectrum Disorder Therapy: Absences for student appointments to receive autism spectrum disorder therapy will be excused upon parent request. The parent must notify the school on each day of the absence(s). Therapy includes, but is not limited to, applied behavioral analysis, speech therapy, and occupational therapy. Therapy must be provided by a licensed health care practitioner or behavior analyst who is certified for the treatment of autism spectrum disorder. If the student who is diagnosed with autism spectrum disorder is continually sick and repeatedly absent they must be under the supervision of a licensed health care practitioner or a certified behavior analyst for the absences to be excused.

Religious holidays or religious instruction: Students may be excused from school for observance of established religious holidays or for religious instruction in accordance with **School Board Policy 207**.

Unexcused Absences

A representative from the school (i.e., instructional, administrative, clerical and/or support staff) must contact the parent/guardian to determine the reason for each unexcused absence or absence for which the reason is unknown. The fact that the student's parent/guardian knew of the absence does not, in and of itself, require that the absence be recorded as an excused absence by school personnel. Absence without notification to school officials by the parent/guardian is considered an unexcused absence. Out-of-school suspensions are considered unexcused absences.

The school representative must initiate contact with the parent/guardian either in person, by telephone, or by Volusia Connect to determine the reason for the absence (**F.S. Section 1003.26**). If using Volusia Connect, on your message, please request that the parent/guardian contact the school attendance representative. For households with no phone or schools not using Volusia Connect, the **Parent Notification of Unexcused Absences letter** (form 2001099 – *see sample 1, English or Spanish*) may be used to contact parent/guardian. Given the requirements to obtain parent information regarding the reason for a student's absence, schools are advised to consider multiple communication strategies to satisfy compliance.

Make-up work for unexcused absences shall be governed by the terms established in each individual school's policy, which may include the assessment of a letter grade penalty. However, students who are suspended shall be provided with specific homework assignments to be completed in accordance with **School Board Policy 206**.

Sample Definitions of Excused and Unexcused Absences

Sample definitions of *excused and unexcused*, established by local policies have been provided below by the Department of Education in their **Technical Assistance Paper on Compulsory School Attendance (2015-40).**

Excused absence (parent notification/documentation required):

- brief student illness/injury;
- medical/ dental appointments;
- death of an immediate family member;
- religious holiday of the specific faith of the student (principal approved);
- compelled absence (i.e., judicial);
- natural/major disaster that would justify absence (principal approved);
- school-sponsored/related activity (principal approved);
- other advance notice absences (principal approved);
- insurmountable conditions (principal approved); and
- appointment for autism spectrum disorder therapy.

Unexcused absence:

- missing school bus/oversleeping;
- shopping/pleasure/vacation trips;
- excessive illness (without physician verification that medical condition justifies pattern); and
- failure to communicate the reason for the absence.

If a local district policy defines absence due to suspension as an unexcused absence, DOE advises to collect this data using a method to distinguish unexcused absence related to discipline from an unexcused absence not related to discipline. The distinction alleviates the double penalty problem (e.g.,

driving privileges and Learnfare) created by reporting a student using accumulated unexcused absences that include those due to suspension.

Tardies/Lates/Early Checkouts

Effective July 1, 2006, school boards were authorized to establish policies that allow accumulated unexcused tardies regardless of when they occur during the school day, and early departures from school to be recorded as unexcused absences – **F.S. 1003.02(1)(b).**

A student shall be considered tardy when he or she arrives to school after the beginning of the official school day or is not in the assigned class at the official beginning of a class period. A parent/guardian shall notify the school as to the reason of the tardiness. A late arrival by a student must be documented as part of the daily attendance procedure and must be added to the student's attendance in Focus. A tardy must be recorded under the period the student came in late, and the appropriate absence code for the preceding periods. The tardy must be identified as excused (T-tardy), unexcused (L-late), or late to class periods (LC). Reasons for excusing a student arriving late to school are determined by the principal.

Early checkouts occur when a parent/guardian removes a student from class prior to the official end of the day. Students that leave early are to be documented as part of the daily attendance procedure and must be added to the student's attendance in Focus. The checkout must be recorded under the appropriate period the student was checked out followed by the appropriate absence code for the remaining periods. All students checking out early are to be recorded on the checkout document maintained by the office. The checkout must be identified as excused (C) or unexcused (B). Reasons for excusing a student checking out early are determined by the principal.

Tardies and/or early checkouts will be excused with the permission of the parent/guardian and the school principal. The legitimacy of a cause for being tardy or checked out early shall be determined by the building principal or designee based on the following criteria: (a) whether the reason for absence is equivalent in importance to the student's need to be in attendance; (b) the needs of the student and the student's family; (c) the number of absences accumulated by the student; (d) other justifiable rationale.

Suggested Definitions for Excused or Unexcused Tardies/Checkouts

An excused tardy is given when a student is late to school/class due to sickness or injury, death in the family, automobile accident, medical or dental appointments with a note from the doctor, court date, school sponsored activities, or other reasons approved by the school principal. All the reasons above would be applicable for an excused checkout except the student being late for school/class due to sickness or injury.

An unexcused tardy is given as determined by the school principal or when a student is late to school/ class due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or an excessive number of tardies due to illness without a doctor's verification that the medical condition justifies the student's tardiness. An unexcused checkout will be given if the student is being released to avoid traffic congestion, going to work (not otherwise approved, i.e., on-the-job training), shopping trips, pleasure trips, or other reasons not approved by the principal.

Attendance Codes

Excused Absences

E – ABSENT (Excused Absence)

R – RELIGIOUS (Excused Absence) – This code is used when a student is absent due to attending off campus religious instruction or is absent for observance of a religious holiday.

V – Excused absence due to receipt of a Doctor's Verification. This code must only be used for students who have reached the 15-day criteria requiring a doctor's note for absences **due to illness**. For students that have not met the 15-day criteria and a doctor's note is received, use code 'E' – Absent – Excused.

Unexcused Absences

S – OUT OF SCHOOL SUSPENSION

U – ABSENT (Unexcused Absence)

X – EXCLUDED – Excluded from school due to lack of proper documentation of immunization.

Z – TRUANCY – Absence with or without the knowledge or consent of the parent or legal guardian constitutes truancy.

NS – NO SHOW (DNE)

Other

B – UNEXCUSED CHECKOUT
C – EXCUSED CHECKOUT
F – FUNCTION (Field Trip, School Activity – Off Campus)
G – GROUP ACTIVITY (On Campus)
I – IN- SCHOOL SUSPENSION (Excused)
L – UNEXCUSED TARDY
T – EXCUSED TARDY
J – PRESENT - EXCUSED QUARANTINE
K – ABSENT - EXCUSED QUARANTINE
M – ABSENT - VOLUNTARY PARENT REMOVAL (DOJ)
N – CHECKOUT - VOLUNTARY PARENT REMOVAL (DOJ)

Attendance Year Type

R – Regular School Year
S – Summer Session

Attendance History

The attendance history contains detailed attendance information for all students enrolled in Volusia County Schools for the current school year. The Attendance menu in Focus provides access to attendance actions, reports, and setup. A student's attendance history can be viewed in the Attendance Chart and Attendance Summary. The Attendance Chart is used to view and update records of student absences by period and in a specified frame of time. The timeframe can be a single day, or it can span days, weeks, or quarters. The Absence Summary displays a breakdown of all the attendance codes in use during a specified date range

selected in the header of the report. The report can be displayed for all students, a subgroup, or an individual student.

The student attendance system must be kept up to date each school day. Teachers take attendance in each class period in the Attendance tab and the system is updated immediately. Reports can be run on demand in Focus.

Compulsory Attendance Report

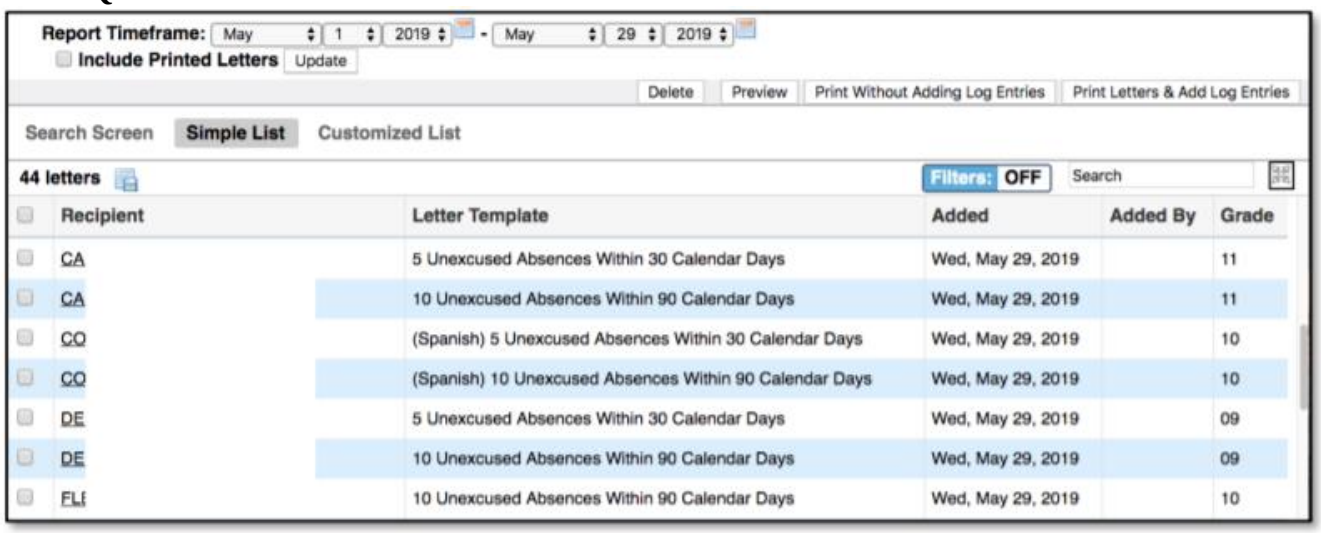
For schools to ensure the management of the attendance at their schools, they must run the VCS School Compulsory Attendance Information (SIS10102) in Focus. This report allows you to Customize parameters to meet your specific needs when assessing students' attendance and attendance history at schools.

Five (5) Unexcused Absences in a Calendar Month

When a student has 5 unexcused absences (excluding out-of-school suspensions), within a calendar month (calendar month equals a 30 day period), the student's attendance history shall be reviewed to see if a pattern of non-attendance is occurring. A student with fewer absences may be referred even earlier if a pattern of non-attendance is developing.

1. When a student reaches a total of 5 unexcused absences within a 30-day period, the school must notify parents/guardians (i.e., letters, report cards, and/or Volusia Connect messages). (*See sample 24 – English or Spanish,* **5 Unexcused Absences Within 30 Calendar Days Note**, form 2010041.) Students who have reached the 5th unexcused absence on that date of the month will be listed in the Attendance Letter Queue in Focus. The Letter Queue should be viewed daily and letters should be printed and logged as they appear.

   Letter Queue



2. The teacher/school staff should contact and/or conference with the parent and/or student about the attendance concern and plan to resolve it. Record of contact and/or conference should be kept. PST 2 can be used to document the parent contact and/or conference.

3. The school representative should review the VCS School Compulsory Attendance Information (SIS10102) Report to determine which students/cases are serious enough (i.e., historical cases) to address.

4. According to Florida Statute 1003, students who are exhibiting a pattern of non-attendance must be referred to the Child Study Team (i.e. Problem Solving Team [PST]) for assistance with the remediation of the problem.

Ten (10) Unexcused Absences in 90 Calendar Days

When a student has 10 unexcused absences (excluding out-of-school suspensions) within a 90-calendar-day period, by law, the student's attendance history must be reviewed to see if a pattern of non-attendance is occurring.

1. When a student reaches 10 unexcused absences within a 90-calendar day, the school must notify parents/guardians and may send the parent the following sample letter for further documentation of their efforts to communicate with the parent. (*See sample 25 – English or Spanish,* **10 Unexcused Absences Within 90 Calendar Days Note**, form 2010042.)
   Students who have reached the 10th unexcused absence on that date of the month will be listed in the Attendance Letter Queue in Focus. The Letter Queue should be viewed daily and letters should be printed and logged as they appear.

2. The school representative should review the VCS School Compulsory Attendance Information (SIS10102) Report to determine which students/cases are serious enough to forward to the PST. The **Request for Problem Solving Team Assistance PST 5** (form 2009014 – *see sample 2*) should be completed and forwarded to the PST Chair to initiate further assistance from the team. Only if it is determined that an ESE student's attendance issues are directly linked or related to their exceptionality, the school should contact their District Placement Specialist (DPS) or IEP Facilitator, if applicable, to schedule an IEP meeting.

3. According to Florida Statute 1003, students who are exhibiting a pattern of non-attendance must be referred to the Child Study Team (i.e. PST) for assistance with the remediation of the problem.

4. The principal's designee should invite the parent/guardian to the PST or IEP meeting to address the unexcused absences and develop an intervention plan to remediate the problem. The **PST Parent Invitation** letter (form 2009021 – *see sample 4, English or Spanish*) or IEP Meeting Notice should be utilized. At the secondary level, the student should be asked to join and participate in the attendance meeting.

Fifteen (15) Excused or Unexcused Absences

When a student has 15 (year to date) absences, excused or unexcused (excluding out-of-school suspensions), the student must have a doctor's verification to excuse subsequent absences due to illness.

1. Students who reached the 15th absence on that date of the month will be listed in the Attendance Letter Queue in Focus. The Letter Queue should be viewed daily and letters should be printed and logged as they appear. **Please note:** if school officials have previously received medical documentation of a chronic condition for which ongoing absences are anticipated, then there is no need to send a notification letter to the parent/guardian.

2. A notification letter is to be mailed to the parent/guardian regarding the absences requesting a doctor's excuse by using the **15-Day Doctor's Note** letter (*see sample 6, English or Spanish*). The letter must be printed on your school's letterhead with the principal's signature. Absences not due to illness (vacation, funeral, visiting college, etc.) do not require a doctor's excuse and may be excused according to district policy. Please note that the following codes are included in the logic to generate the 15-day Doctor's Note in the Letter Queue: Unexcused – **U, X, Z** and Excused – **E, R, V**.

Problem Solving Team

Problem solving is a research-based strategy that seeks to ensure that individual, class-wide, and school-wide problems are addressed systematically and that important educational decisions are based on data that is collected frequently over time. The foundation of problem-solving is to develop positive solutions for every child, not just for those students being considered for Exceptional Student Education (ESE). Within this context, Problem Solving Teams (PST) examine all factors that may be impacting academic success for students (i.e., Instruction, Curriculum, Environment, and Learner-centered variables).

Volusia County Schools Problem Solving Teams are intervention driven/progress monitoring teams at each school which assist students, families, and teachers in seeking positive solutions for all students. A critical component of the PST is the collaboration of all stakeholders within the school community. By tapping into the expertise of these professionals, as well as parents/guardians, the team is more likely to accurately determine the cause of the student's problem and subsequently develop effective solutions.

Procedures for Addressing Unexcused Absences

According to **Florida Statute 1003.26**, students who are exhibiting a pattern of nonattendance must be referred to the Child Study Team (PST/IEP Committee) for assistance with the remediation of the problem. The following guidelines are intended for PST Chairpersons, District Placement Specialists and/or IEP Facilitators, respective team members, and those addressing attendance within school sites. Student Accounting webpage on VCS Intranet, should be referenced for more specific, technical information regarding compulsory school attendance and district procedures.

1. Upon each unexcused absence, or absence for which the reason is unknown, the school representative (i.e., administrative, instructional, clerical, and/or support staff) must contact the parent/guardian to determine the reason for the absence. Communication with the parent is necessary to determine if the absence is excused or unexcused based on **School Board Policy 206**. Communication can be done through phone calls, Volusia Connect, letter, or personal contact with the parent/guardian. For households with no phone or schools not using Volusia Connect, the **Parent Notification of Unexcused Absences** letter (form 2001099 – *see sample 1, English or Spanish*) may be used to contact the parent/guardian. Parents/guardians should be encouraged to utilize the Parent Portal to access information about their child. If using Volusia Connect, on your message, please request that the parent/guardian contact the school attendance representative.

2. Teachers should take every opportunity to notify parents/guardians of developing patterns of non-attendance and determine the cause. Parent/guardian contact must be made or attempted prior to referral to the PST/IEP Committee. Record of contact and/or conference should be kept. The **Student Data Collection: Parent Contacts & Staff Consultations PST 2** (form 2009011 – *see sample 17*) can be utilized to document parent/guardian contacts and consultation with the school social worker. If the teacher or the school staff has exhausted all attempts to contact the parent/guardian and have failed (i.e., phone calls, phone messages, letters, notes, emails, etc.), a

Social Work Referral (form 2004261 – *see sample 15*) requesting assistance in communication may be generated.

3. If a student has had at least 5 unexcused absences within a calendar month (or an accumulation of unexcused tardies/early checkouts equaling 5 unexcused absences) or 10 unexcused absences (or an accumulation of unexcused tardies/early checkouts equaling 10 unexcused absences) within a 90-calendar-day period (excluding out-of-school suspensions), school personnel should evaluate the students' attendance to determine if patterns of non-attendance are developing and if these cases are serious enough to be forwarded to the PST/IEP Committee. Only if it is determined that an ESE student's attendance issues are directly linked or related to their exceptionality, the school should contact their District Placement Specialist (DPS) or IEP Facilitator, if applicable, to schedule an IEP meeting. A student with fewer absences may be referred for assistance from the team even earlier if a pattern of non-attendance is developing.

4. Schools must prioritize which students are referred to the PST/IEP Committee for attendance issues only. Suggestions for prioritizing students to be referred to these teams due to excessive unexcused absences include:

    - Consider the age of the student. Students who are under age 16 are to be given priority over those ages 16 and over. Schools may also want to consider whether students age 5 and under should be referred to the PST/IEP Committee or whether attendance issues for these students should be handled through parent/teacher conference. Please note that these students are not subject to compulsory attendance.

    - Consider the number of unexcused absences. Students with a high number of unexcused absences and a prior history of excessive absences are to be considered before those students who have no prior history and a low number of unexcused absences. Prior communication with the school administrator regarding unexcused absences and/or extenuating circumstances shall be taken into consideration.

    - The grade level of the student is to be considered. Schools can set their priorities and schedule students based upon those priorities.

    - Students whose parents/guardians request assistance should be given priority.

    - Students with excessive unexcused absences, along with excessive discipline referrals or poor academic progress, must be given priority.

5. If the PST/IEP Committee determines that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent/guardian must be scheduled to identify potential remedies. The **Request for Problem Solving Team Assistance PST 5** (form 2009014 – *see sample 2)* should be completed to alert the PST Chair to schedule a PST meeting.

6. The principal's designee should invite the parent/guardian to the PST/IEP Committee meeting to address the unexcused absences and intervention plan to remediate the problem. Parents/guardians should be invited to the meeting by using the **PST Parent Invitation** letter (form 2009021 – *see sample 4, English or Spanish*) or the IEP Meeting Notice. At the secondary level, the student should be asked to join and participate in the attendance meeting. The school social worker should also be invited to the meeting.

7. During the meeting, inform parents/guardians of Florida's Compulsory School Attendance Law, which states that children between the ages of 6 (on or before Feb 1 of the school year) and 16 must attend school regularly. Students over 16 years old are still compulsory school age until age 18, unless the parent and student complete a formal Declaration of Intent to Terminate School Enrollment. Parents are legally responsible for their children's school attendance.

   If the attendance is being addressed at a PST meeting, interventions developed throughout the problem-solving process and during the meeting which address the nonattendance issues should be documented on the **Problem Solving Team: Attendance/Homeless PST: 6 A/H** (form 2009060 – *see sample 19*). When addressing attendance concerns only, or if poor academic performance is hypothesized to be resulting solely from poor attendance, PST 6A/H is used in lieu of PST 6-8. When attendance concerns are occurring with academic and/or behavioral concerns, PST 6-8 is completed as well as PST 6A/H.

   If attendance is being addressed at an IEP meeting, the IEP Committee should utilize the following guiding questions to address the attendance concern and document the information in the Meeting Minutes of the IEP:

   - the # of absences (unexcused/excused), tardies (unexcused/excused), and early checkouts
   - what parent said was the reason for the absences/tardies/checkouts
   - how the attendance issue is affecting the student's academic progress
   - what interventions have been tried to address the attendance concern
   - what the plan is to remediate the problem

   In addition, the **ESE Request for Assistance/Attendance** (form 2004029 – *see sample 18, English or Spanish*) should be completed during the IEP meeting.

   For all students, the **Family Assessment Form** (form 2004239) may also be used to gather information about the family to assist with intervention strategies.

   During the meeting, recommended interventions to address the attendance concern may include, but need not be limited to:

   - Changes in the learning environment
   - Mentoring
   - School Counseling Services
   - Tutoring, including peer tutoring
   - Placement into a different class
   - Exploration of educational options
   - Referral to other agencies for family services
   - Follow-up Parent/Teacher Conferences
   - Referral to School Nurse

   For all students, an **Attendance Contract** (form 2001042 – *see sample 3, English or Spanish*) may be completed during the attendance meeting as an intervention tool, if appropriate, and a copy given to the parents/guardians. In addition, parents/ guardians should be advised of their right to appeal if they believe that the interventions recommended are inappropriate or unnecessary. The parent/guardian should sign the **Notice of Right to Appeal** (form 2001097 – *see sample 5, English or Spanish)* and be provided a copy. If a parent/guardian chooses to

exercise their right to appeal, then they should be given a copy of the **Notice of Intent to Exercise Right to Appeal** (form 2007188 – *see sample 8, English or Spanish*).

8. If a parent/guardian is unable to attend the meeting in person, it is beneficial to attempt to make contact via phone and conduct the meeting with the parent/guardian over the telephone. Communication with the parent/guardian regarding attendance concerns is essential to the success of the intervention strategies for the student.

9. If the parents/guardians are not in attendance at the meeting and cannot be reached during the meeting by telephone, the PST Chair or IEP Committee representative, should contact the parent/guardian to inform them of the interventions that have been recommended and provide them with a copy of the PST Minutes or IEP, other attendance forms, and the Notice of Right to Appeal.

10. After the attendance meeting, the student's attendance should be monitored by the school designee to ensure compliance with the recommended interventions. If the initial meeting does not resolve the problem, another meeting may be requested or other interventions may be implemented and documented. If attendance continues to be a concern despite the interventions, a referral to the school social worker for additional follow-up may be generated by using the **Attendance Referral** (form 2014002 – *see sample 34*).

11. When a student has accumulated 15 unexcused absences (excluding out-of-school suspensions) within a 90-calendar-day period, they have met the state's legal definition of habitual truancy. After appropriate interventions by the PST/IEP Committee have been implemented, and an **Attendance Referral** (form 2014002 – *see sample 34*) has been initiated for the school social worker, a referral may be forwarded to the agencies identified in **F.S. 1003.27**, if the truancy issue is not resolved. The school social worker will be responsible for taking the necessary steps to seek criminal prosecution for noncompliance with the compulsory school attendance law. This may involve a referral to adult court, ASAP, Teen Court, or CINS/FINS.

Procedures for Addressing Unexcused Tardies/Checkouts

1. The attendance clerk or designee monitors tardies using VCS School Compulsory Attendance Information (SIS10102) in Focus and utilize the appropriate parameters. (Refer to your assigned school social worker for assistance.)

2. When a student reaches a total of 5 unexcused tardies and/or 5 unexcused checkouts within a 30-day period the school must notify parents/guardians (i.e., letters, report cards, and/or Volusia Connect messages).

3. When a student's accumulated unexcused tardies/unexcused checkouts, and/or unexcused absences (or a combination of both) reach 5 unexcused absences within a calendar month, the student's attendance history shall be reviewed to see if a pattern of non-attendance is occurring. The school should send the parent a 5-day letter as documentation to communicate this information. (*See sample 24 – English or Spanish*, **5 Unexcused Absences Within 30 Calendar Days Note**, form 2010041.) A student with fewer accumulated unexcused tardies/checkouts may be considered for further intervention if patterns of non-attendance are developing.

4. When a student reaches 10 unexcused tardies and/or 10 unexcused checkouts within a grading period, the classroom teacher or principal's designee should invite the parent/guardian to a parent/teacher conference to address the tardy/checkout concerns. If after the meeting, the student

accumulates additional tardies and/or checkouts, the teacher or the principal's designee must take the necessary steps to refer the student to the Problem-Solving Team.

5. When a student has accumulated an excessive amount of tardies and/or checkouts (excused/ unexcused) due to illness, the principal has the discretion to request the parent/guardian present a doctor's note in order to excuse future tardies or checkouts. Other excuses for tardies or early checkouts will be at the discretion of the principal.

6. The Problem-Solving Team should make recommendations that are necessary to remedy tardy problems. The interventions may include but need not be limited to frequent communication between the teacher and parent/guardian, parent walking student into the front office/classroom, talking with students about effects of being tardy, mentoring, teacher helper, meeting with the principal, attendance groups, detention (as appropriate), development of an Attendance Contract, brainstorming reinforcements or incentives, referral to school social worker, or ASAP referral to the State Attorney's office generated by the school social worker.

7. Parents/guardians should be advised of the right to appeal if they believe that the interventions recommended are inappropriate/unnecessary. Parents/guardians should sign and date the **Notice of Right to Appeal** (form 2001097 – *see sample 5, English or Spanish*) and be provided a copy. If choosing to exercise their right to appeal, then they should be given the **Notice of Intent to Exercise Right to Appeal** (form 2007188 – *see sample 8, English or Spanish*).

NOTE: If attempts to contact the parent have failed or the parent is non-responsive to attempts/ interventions and a student continues to accumulate unexcused absences, a **3-Day Unexcused Absences Letter** (*see sample 29*) may be hand-delivered or sent via certified mail by the school social worker.

Please refer to these sample letters regarding tardies/checkouts:

Sample 20: **Tardy and Unexcused Absences Note** (form 2010043 – *English or Spanish*)
Sample 22: **Tardies/Early Checkouts/Absences Note** (form 2010040 – *English or Spanish*)
Sample 23: **Unexcused Tardies Note** (form 2010038 – *English or Spanish*)

Procedures for Calculating Unexcused Tardies/Checkouts for Court Action

The school board policy allows five (5) unexcused tardies and/or unexcused checkouts to be calculated as one (1) unexcused absence from school. Tardy is defined as when a student arrives to school after the beginning of the official school day or is not in the assigned class at the official beginning of a class period. Checkouts are defined as when a student is removed from class by a parent/guardian prior to the official end of the day.

Prior to court action, regular procedures addressing non-attendance (including unexcused tardies and checkouts) must be followed. School social workers review the student's attendance record for the current and previous school years to determine if compulsory school attendance violation criteria are met.

Florida Statute defines habitual truancy as an accumulation of 15 unexcused absences within 90 calendar days. A combination of unexcused tardies/checkouts and all day unexcused absences can constitute a violation of the compulsory school attendance law. For court purposes, the School Social Services Department will pursue a violation of the compulsory school attendance law only for unexcused tardies that occur at the beginning of the official school day as opposed to tardies at the beginning of class periods.

NOTE: Information Technology Services has already developed codes to identify unexcused tardies and unexcused checkouts that must be included on the student's attendance record. Compulsory attendance procedures have provided guidelines to assist schools in determining when tardies/checkouts should be coded as excused or unexcused.

Habitual Truancy

As defined in **Section 1003.01[8]**, Florida Statutes, a habitual truant is defined as a student who has accumulated 15 unexcused absences within a 90-calendar-day period with or without the knowledge or consent of the student's parent/guardian; and a student who is not exempt from attendance by the virtue of being over the age of compulsory school attendance by meeting criteria in **F.S. Sections 1003.21** or **1003.24**, or by meeting the criteria for any exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in **F.S. Sections 1003.26** and **1003.27**, without resultant successful remediation of the truancy problem before being dealt with as a "child in the need of services" according to the provisions of F.S. Chapter 984.

Parental Appeal of Strategies/Interventions Recommended by the PST or IEP Committee

Florida Statute 1003 requires parents to participate in interventions designed to remediate patterns of nonattendance exhibited by their child(ren). This statute gives parents/ guardians the right to appeal to the District Student Placement Committee (DSPC) if they believe the strategies or interventions recommended by the school are inappropriate or unnecessary. If the parents/guardians choose to exercise this right, they must notify the school PST Chair or ESE Administrator by completing and submitting the Notice of Intent to Exercise Right to Appeal (form 2007188 – see sample 8, English or Spanish). Schools are to submit all written requests for an appeal to the court liaison for attendance, in the School Social Services Department. If the parents/guardians are not satisfied with the action recommended by the DSPC, they have the right to request a hearing before the school board. If the board determines the strategies are appropriate and the parent/guardian still refuses to participate or cooperate, the superintendent may seek legal action.

Violation of Compulsory Attendance

If the notice and attendance requirements are ignored, the school social worker shall report the case to the superintendent's designee. The superintendent's designee shall take such steps as are necessary to bring legal action against the parent/guardian via a truancy petition (**F.S. Section 984.03**). The superintendent's designee shall give written notice, in person or by return-receipt mail, to the parent/guardian that legal action is being sought.

Achieving School Attendance Program (A.S.A.P.)

A.S.A.P. is a collaborative effort between the Office of the State Attorney and the Volusia County School District. This initiative is designed to assist schools with improving the attendance of students who meet specific criteria relative to their attendance concerns.

If the Problem Solving Team determines that a student's attendance has not improved despite interventions, the team may initiate an **Attendance Referral** (form 2014002 – *see sample 34*) to determine if an **Achieving School Attendance Program (A.S.A.P.) Referral Form** (form 2004038 – *see sample 16*) needs to be sent to the State Attorney's Office. The Office of the State Attorney generates communication via letters (Letter A or Letter B) requesting that the parent/guardian comply with the recommendations of the Problem Solving Teams. **Letter A** (*see sample 32*) is sent when the

parent fails to attend required meetings at the school. **Letter B** (*see sample 33*) is sent when the parent does not follow through with the interventions/recommendations suggested at the attendance meeting.

Teen Court

Teen Court is an educational diversion program through the Department of Juvenile Justice. The program holds juvenile offenders accountable for their actions by making them adhere to mandatory sanctions. These sanctions may include but are not limited to school tutoring, community service, weekly school progress reports, drug awareness classes, drug testing with parent consent, counseling, referrals to adolescent outpatient programs, book reports, personal success plans, social skills classes, and curfew monitored by parents.

The target group for referral to Teen Court includes middle and high school students. Elementary school students age 11 and above will be considered on a case-by-case basis. Eligible students are those students with 15 unexcused absences within 90 school days-that have a history of non-attendance as reflected on their enrollment history. If the Problem Solving Team determines that a student's attendance has not improved despite interventions, the team may initiate an **Attendance Referral** (form 2014002 – *see sample 34*) to determine if a **Referral for Teen Court** (form 2004037 – *see sample 26*) is appropriate.

Child in Need of Services/Family in Need of Services (CINS/FINS)

CINS/FINS is a prevention program that addresses the needs of youth, ages 6-17, who are truant or ungovernable or who persistently run away. Stewart-Marchman-Act Behavioral Healthcare (SMA) is the designated CINS/FINS provider in Volusia County. A CINS/FINS service manager assesses the problems of the youth, then works with the family to secure the best possible remedies. If the youth continues to exhibit the problem behaviors, a case staffing will be scheduled and a petition may be filed with the court to have the youth adjudicated CINS. The court may order placement at the BEACH House for up to 35 days. Other aspects of the program, including crisis counseling, are designed to help the youth achieve more control over his or her behavior.

Students with 15 unexcused absences within 90 school days should be referred to Problem Solving Team for appropriate interventions. If the team determines that a student's attendance has not improved despite interventions, the team may initiate an **Attendance Referral** (form 2014002 – *see sample 33*) to determine if a (*See sample 27,* **Referral Form for Centralized Intake Stewart-Marchman-Act Behavioral Healthcare** [CINS/FINS] – form 2004238.) is appropriate.

Truancy Petition vs. CINS Petition

A truancy petition, defined in s. **984.03, F.S.,** may be filed by a district school superintendent, or designee, when a school determines that a student of compulsory school age is either demonstrating early patterns of non-attendance and/or is determined to be a habitual truant. The case can only be reported to the superintendent or designee when all reasonable efforts to resolve the non-attendance behavior are exhausted.

S. 1003.27(3) states, if the district school superintendent chooses not to file a truancy petition, the superintendent or designee shall file a CINS petition, defined in s. **984.15, F.S.** The school representative, parent/guardian, law enforcement, a court, or DJJ representative, may refer the case to Stewart-Marchman-Act Behavioral Healthcare (SMA) who will convene a Case Staffing Committee to ensure prevention services are provided to a habitually truant student and the student's family. Reasonable time must be allowed to complete interventions to remedy conditions contributing to the

truant behavior and must comply with the requirements of s. **1003.26, F.S**. This committee may make the recommendation for a referral to court via a CINS or truancy petition (F.S. Section 984.15) which is filed by SMA.

Ungovernable Students

If a parent/guardian reports to the Problem Solving Team or other school representative that a student is ungovernable and will not comply with attempts to enforce school attendance, a referral shall be made to Stewart-Marchman-Act Behavioral Healthcare Centralized Intake for CINS/FINS services. A parent/guardian can initiate a call to the intake unit for ungovernable and runaway reasons.

Driving Privileges

Section 322.091, Florida Statutes requires students to attend school to maintain their driving privileges. This statute was enacted to reduce truancy and ensure that schools respond in a timely manner to student non-attendance. **Section 1003.27**, Florida Statutes requires schools to report the name, birth date, sex, and social security number of any minor who attains the age of 14 and accumulates 15 unexcused absences in a 90-calendar-day period to the Department of Highway Safety and Motor Vehicles (DHSMV). To comply or reinstate license, the student must attend 30 consecutive school days without any unexcused absences.

Schools must notify students and parents/guardians that filing a declaration of intent to terminate school enrollment will initiate action by DHSMV as follows: licensed minors will lose their driving privilege unless they comply with attendance requirements and unlicensed minors may not apply for a license until relevant attendance requirements are satisfied or the student reaches the age of 18.

A student may request a hardship waiver from the building principal for personal or family hardships (employment or medical care). If the request is denied, the student may appeal the denial to the District Student Placement Committee. If the appeal is denied, the student may then pursue the matter through a hearing before the school board.

For more information, please consult the 2021-2022 Driver's License Attendance Manual, which is available through the **School Social Services** department and on the webpage.

Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive temporary cash assistance (TCA). **Section 414.1251**, Florida Statutes requires the Department of Children and Families (DCF) to reduce the amount of TCA to families of students who are identified as habitual truants or dropouts. Implementation procedures require DCF to notify school districts of eligible students. School districts report to DCF those students who are habitual truants or dropouts. DCF then reviews the case record to make certain determinations. If good cause does not exist, the parent of a student who is habitually truant or a dropout receives notices of possible reduction of the benefit amount.

If a sanction is imposed to the benefit amount, the benefits may be reinstated when: the truant student's substantially improved attendance is confirmed during a subsequent grading period; or after a student who has dropped out of school re-enrolls in school, receives a high school diploma or its equivalent, enrolls in preparation for the GED, or enrolls in another educational activity approved by the district school board.

For more information, please consult the 2021-2022 Learnfare Program Manual, which is available through the **School Social Services** department and on the webpage.

School Attendance of Students 16 and 17 Years Old

When a student reaches the age of 16, in order not to be subject to compulsory school attendance, the student must file a formal **Declaration of Intent to Terminate Enrollment** (form 2007129, Sample 7) with the school district acknowledging their intent to terminate enrollment in the school district. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by both the student and the parent/guardian. The school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for their decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue their education in a different environment, including adult education and GED test preparation. DOE provides a format that district personnel may choose to utilize when conducting the Exit Interview. (**Florida Department of Education Exit Interview Designated School Personnel** – *Sample 13, English or Spanish*.)

Additionally, the student must complete a survey intended to provide data on their reason for terminating enrollment and the actions taken by the school to keep the student enrolled in school. The Department of Education provides a prescribed format for the Student Survey. (**Florida Department of Education Exit Interview Student Survey** – *Sample 12, English or Spanish*.)

This district has adopted the formats provided by the Department of Education. The school counselors and Information Technology Services maintain the compliance of these surveys being completed.

Declaration of Intent to Terminate School Enrollment

Prior to withdrawing a student between the ages of 16 to 18 for non-attendance, the student and parent/guardian must file a formal declaration acknowledging the student's intent to terminate school enrollment. This formal statement acknowledges that terminating school enrollment is likely to reduce a student's earning potential. (*See sample 7, English or Spanish,* **Declaration of Intent to Terminate Enrollment** – form 2007129.) The school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment including, but not limited to, adult education and GED test preparation. The Florida Department of Education provides a format that district personnel may choose to utilize when conducting the Exit Interview. (*See sample 13, English or Spanish,* **Florida Department of Education Exit Interview Designated School Personnel**.) Additionally, the student must complete a Student Survey form in a format prescribed by DOE, to provide data on the reasons for terminating enrollment and actions taken by the school to keep the student enrolled. The Student Survey contains specific questions and has been reformatted, for reporting purposes, to include a new data element. (*See sample 12, English or Spanish,* **Florida Department of Education Exit Interview Student Survey**.)

For students who are considering terminating school enrollment, the exit interview is the most appropriate forum to offer parents/guardians and students advisement on educational alternatives as well as making them aware of sanctions related to non-attendance. For example, possible sanctions for students who withdraw from school with a dropout withdrawal code include, but are not limited to, potential **loss of driving privileges** and possible **reduction of temporary cash assistance** for eligible Learnfare Program participants.

1. Once these forms have been completed by the student and the parent/guardian, the student can officially be withdrawn from school as **"W05"** – *Any student over compulsory attendance age who leaves school voluntarily with no intention of returning.* A student cannot be withdrawn due to non-

attendance unless a Declaration of Intent to Terminate Enrollment, Exit Interview, and Student Survey has been completed.

2. If the student and parent/guardian refuse to sign the declaration, the student must remain on the Attendance History File and be recorded as absent "unexcused" until the student returns to school or the declaration form is completed.

3. If a school administrator or school social worker obtains information that the student no longer resides at the address on file with the school and efforts to obtain the correct address are unsuccessful, the student may be withdrawn from school as **"W22"** – *Any student whose whereabouts are unknown*.

School Attendance of Students 18 Years Old or Older

A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age. Before withdrawing such students, please ensure that the attendance record verifies an all-day account of the absences. However, a school is not authorized to withdraw a student from enrollment due to nonattendance (W15) as long as the student attends school, albeit sporadically.

Guidelines for Withdrawing Students Due to Non-Attendance

According to DOE guidelines, a school is **not authorized** to withdraw a student for non-attendance as long as the student attends school, even if the student attends sporadically. When a student is withdrawn from enrollment without documentation of good faith efforts to satisfy state intervention and enforcement requirements (Sections **1003.26** and **1003.27**, Florida Statutes), the school's actions are in direct conflict with the intent and provisions of these state attendance laws and related mandates. Specifically, these mandates include attendance requirements to maintain driving privileges and obtain services upon referral to child-in-need-of-services (CINS) providers.

Schools may withdraw students who are 18 years old or older and not go through the compulsory attendance rules (i.e., Problem Solving Team meeting). ESE students who are 18 years old or older sign a Transfer of Rights Form which deems them responsible for their own education and ESE services. It is recommended that schools send a letter notifying parents that the student will be withdrawn giving them the opportunity to return the student to school prior to the withdrawal date by using the form, **Notification of Intent to Withdraw Students** (form 2008020 – see *sample 9, English or Spanish*) Once the student is withdrawn, schools may send ~~t~~ a letter notifying parents of the student's withdrawal by using the form, **Withdrawal Notice for Students** (form 2008021 – *see sample 10, English or Spanish*)

W05* Any student age 16 or older who leaves school voluntarily with no intention of returning and has filed a **Declaration of Intent to Terminate Enrollment** (form 2007129 – *see sample 7, English or Spanish*) per s. **1003.21, Florida Statutes**.

> **District Note:** Parent and student signatures are required for students through age 17. When a student turns 18 only the student's signature is required.

W15* Any KG -12 student who is withdrawn from school due to nonattendance after all procedures outlined in sections **1003.26** and **1003.27**, FL Statutes, have been followed. **Contact Student Accounting Services before using this code**.

District Note: Use this code for student whose age is 18 or older that is no longer attending and is not available to sign the **Declaration of Intent to Terminate Enrollment** (form 2007129 – *see sample 7, English or Spanish*). It is suggested to contact the guardian to verify status prior to withdrawing. If the student is available to sign the Intent to Terminate form, please refer to withdrawal code **W05**.

W22* Any KG-12 student whose whereabouts is unknown and required documented efforts to locate the student are maintained per **s. 1003.26**, Florida Statutes.

Example: This code may be used for students who are withdrawn because they cannot be located. These students will be counted and reported as dropouts.

Note: Use this code for students for whom every effort has been made to locate them. A school administrator or social worker **must** make the official determination of the student's status. If a parent/guardian does not respond to attempted contacts, i.e. letters, phone messages, etc., the investigating process **must** involve a social worker to verify status prior to using **W22**.

W23* Any KG-12 student who withdraws from school for any reason other than **W01-W22** or **W24-W27**. **Contact Student Accounting Services before using this code.**

Note: This code **should not** be used unless all other avenues have been exhausted and the district **specifically approves** its use. Students receiving exceptional education services who reach age 22 without receiving a standard diploma, special diploma, certificate of completion, or special certificate of completion should be assigned this withdrawal code.

Data accuracy is essential and should always be considered by viewing the student's attendance history prior to withdrawing due to non-attendance.

- If the school has been notified that the student has no intention of returning, or if the student has not been attending, the student should be referred to the school counselor to explore options. If the ultimate decision of withdrawing is made, then the Exit Interview and Student Survey must be completed. It is recommended that the student sign the **Declaration of Intent to Terminate Enrollment** (form 2007129 – *see sample 7, English or Spanish*), so that the student can be withdrawn with code **"W05."** *(See section on **Declaration of Intent to Terminate School Enrollment** for further details on this subject.)* When the student's age does not fall under compulsory attendance age, the signature of a parent/guardian is not required.

- If a student did not enter for the new school year as expected and is withdrawn with a Withdrawal Code of **"DNE,"** an inquiry should be attempted to verify status. **Please follow the Guidelines For Handling "Did Not Enter" (DNE's)**. If contact is made and it is determined the student will not be returning, follow the above directions. If the student refuses or is not available to sign the **Declaration of Intent to Terminate Enrollment** (form 2007129 – *see sample 7, English or Spanish*), Withdrawal Code **"W15"** may be used, but the **Student Accounting Services Department must be contacted prior to its use.**

If new information on the student's status is received at a later date, the Withdrawal Code should be updated (i.e. receipt of a records request).

Teenage Parent Students

Section 1003.54, Florida Statutes, states that students participating in teenage parent programs are exempt from minimum attendance requirements for absences related to pregnancy or parenting; however, they are required to make up work missed due to their absences. For absences other than those due to pregnancy or parenting, teenage parent program students are subject to district policy regarding regular attendance. Teenage parents who do not participate in the teenage parent program are not exempt from district minimum attendance requirements. In Volusia County Schools, teenage parents receive two weeks of excused absences for a normal delivery and three weeks for a caesarean section delivery unless more time is needed as documented by a doctor's note.

Married Students

In the absence of an Order of Emancipation, a married minor of compulsory school age is subject to compulsory attendance requirements. Students over the age of 16 are no longer required to attend school if the student formally terminates enrollment as prescribed in **Section 1003.21, F.S**. However, **Section 743.01**, removes the requirement to provide consent from a married minor. Therefore, if a married minor files the Declaration of Intent to Terminate School Enrollment, parental consent or notification is not required. In this case, only the minor is required to sign and file the declaration to officially terminate school enrollment.

Foster Care Students

State and federal laws for foster care students are based on evidence of need across a wide continuum, including but not limited to, educational stability, transition between schools, school attendance and completion, and truancy prevention. This provision associated with Florida law requires an interagency agreement between state agencies, including the Department of Children and Families, the Department of Education, the Department of Juvenile Justice (DJJ), and the Agency of Workforce Innovation (AWI). The agreement is intended to provide educational access for the purpose of facilitating the delivery of services or program to children who are in foster care.

Military Dependents

F. S. Section 1000.36, Article V(E**)**, **Interstate Compact on Educational Opportunity for Military Children**, states that a student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, or 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 school superintendent. The additional excused absences are to allow the student to visit with his or her parent or legal guardian for the reasons specified. The purpose of the Compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of parents. There is an assigned School Liaison Officer through the military who can be contacted for additional information. (Contact information is available through the School Social Services department.)

Section 1003.05(3), Florida Statutes, provides additional information regarding military dependents' smooth transition among school districts and gives first preference to special academic programs, including magnet programs.

Students Living in Homeless Situations

Students who meet the definition of homelessness often experience academic, attendance, and behavior problems. Since homeless students may frequently move to different schools due to housing instability, learning problems may not always be detected. The federal **McKinney-Vento Homeless Education Assistance Act** ensures educational rights and protections for children and youth experiencing homelessness. A **McKinney-Vento Educational Act – Checklist for School Personnel** (form 2006048 – *see sample 14*) should be completed on all homeless students when first identified. Then, school personnel should refer the situation to the designated homeless education school contact and to the appropriate members of the Student Services Team (school social worker, school counselor, and/or school nurse) when necessary.

Upon identification, homeless students are to be referred to the school's Problem Solving Team for the assessment of the student's educational needs. Forms PST 5 and **Problem Solving Team: Attendance/Homeless PST: 6 A/H** (form 2009060 – *see sample 19*) are to be used. The PST: 6 A/H is an appropriate tool to use for determining areas of concern and need and should be used for this purpose. For students who are having academic and/or behavioral concerns, targeted interventions should be implemented.

The *Education of Homeless Children and Youth* Technical Assistance Paper dated August 2005 provides additional information and technical assistance associated with educational opportunities for students who are homeless.

Planned or Unplanned Extended Absences from School

If a family notifies the school of their plans to leave for an extended amount of time, school staff should encourage them to enroll their child(ren) in the school district where they are temporarily residing. If they agree, withdraw the student(s) with the appropriate code.

If the family indicates that the student(s) will be returning on a specific date, then they must not be withdrawn. However, if the student has not returned on the specific date and the parent/guardian has not been in communication with the school to extend the date, the school should make at least 2 attempts to contact the parent/guardian to follow-up. If there is no contact after these attempts have been made, withdraw the student with the appropriate code of the last known destination.

If it is learned that a family has left, but the parent/guardian neglected to notify the school, the school should follow-up as with any attendance situation when a student is not attending. Attempt phone contact and/or send a letter, and if no response is received within a reasonable amount of time, the school is to follow-up with a **Social Work Referral** (form 2004261 – *see sample 15*) to the school social worker in attempts to obtain information on the status of the student.

If a student is not attending school even after proper procedures have been exhausted, schools must contact **Student Accounting Services** and School Social Services for consultation.

Parental Notification Regarding Non-Enrollment

When no valid reason for a student's non-enrollment is found, a school representative should complete a **Social Work Referral** (form 2004261 – *see sample 15*). The school social worker shall give written notice, via the **3-Day Non-Enrollment Letter** (*see sample 28*), in person or by return-receipt mail, to the parent/guardian requiring the student's enrollment and attendance within three (3) days of receipt of the letter.

Home Education

Pursuant to **F.S. Section 1002.41** the parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The written notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program.

If the parent/guardian of a child who has been identified as exhibiting a pattern of non-attendance enrolls the child in a home education program pursuant to Florida Statutes Chapter 1002, the principal/ designee or school social worker shall refer the parent/guardian to the District Home Education Contact for inclusion in the portfolio review process, as outlined in F.S. **Section 1003.26 (1)(f)**. The portfolio review process shall be implemented by the Home Education Office every 30 days until the Home Education Review Committee is satisfied that the student's home education program is in compliance with F.S. Section 1002.41. The first portfolio review must occur within the first 30 calendar days of the establishment of the home education program. The parent will be required to comply with the annual evaluation requirements of a home education program as is any parent involved in a home education program.

If a parent of a student who has been found to exhibit a pattern of non-attendance and who has been enrolled in home education fails to provide a portfolio for review, the Home Education Review Committee shall notify the superintendent or their designee who shall then terminate the home education program and require the parent to enroll the student in an attendance option provided under **F.S. Section 1003.01(13)(a), (b), (c), or (e),** within three days. Failure of a parent or guardian to enroll a student in an attendance option after termination of a home education program constitutes non-compliance with the compulsory attendance requirements and may result in criminal prosecution of the parent under **F.S. Section 1003.27(2)**. The School Social Worker will follow the procedures for parental notification regarding non-enrollment. When a student has been terminated from home education, under the compulsory school attendance law, they are not eligible for re-enrollment for 180 calendar days per F.S. Section 1003.26(2).

If a parent/guardian chooses to exercise their right to withdraw a home education student at age 16 years old or older, the parent needs to contact the Home Education Department. The student and parent/guardian must file a formal declaration acknowledging the student's intent to terminate school enrollment. When a student turns 18, only the student's signature is required. Additionally, the student must complete a survey intended to provide data on their reason for terminating enrollment. The Department of Education provides a prescribed format for the Student Survey. (**Florida Department of Education Exit Interview Student Survey** – *Sample 12, English or Spanish*.) The student should be withdrawn as W05.

Virtual Instruction

Statute 1002.45, F.S., specifies that students must meet compulsory attendance requirements. **Statute 1003.27, F.S.**, requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students and these students have the same guidelines related to truancy as students in brick-and-mortar schools. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics, such as student login data; lessons, assignments, projects, and assessments completed; email and phone logs; and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc.

Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state-required reporting to the FDOE Automated Student Information System during Surveys 3 and 5.

According to **School Board Policy 206**, the district full-time virtual instruction program is required by state law to report attendance for every student enrolled. The nature of a virtual course allows students the flexibility of working in their course at any time from any place; therefore, attendance is based on weekly monitoring of student progress and pacing in each course. Students enrolled in Virtual Off-Campus-Instruction are required to login to every course, every day of the school week. This means attendance must be taken for full-time virtual students and these students have the same guidelines related to truancy as students in brick-and-mortal schools.

Required Instructional Hours:

To meet the state's requirements, families are expected to have their student complete the following minimum hours of schooling each week:

Grade(s)	Expected Hours Per School Day	Expected Hours Per Week	Expected Hours Per Year
K – 3	4	20	720
4 – 12	5	25	900

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

A student demonstrating adequate participation (and therefore progress) in school is based on several criteria and is a combination of measures. These measures include the student daily logins, course percentage completion, and amount of communication with the teacher. Students are expected to submit assignments in each course every week school is in session. A student is in good academic standing based on weekly progress and work submissions as defined by course pace charts and percent complete, as well as regular communication with teachers. Therefore, failure to make adequate weekly progress and/or regular communication with teachers, in all courses, may place the student at risk for disenrollment.

Hospital/Homebound (H/H) Services

According to **Rule 6A-6.03020**, Florida Administrative Code (F.A.C.), the possibility of H/H services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged, or chronic illness. A parent, teacher, school social worker, school counselor, physician, and others may initiate the process as soon as it is anticipated that the student will be absent for the duration specified in the rule. There is no established waiting period that must be met when considering initiating the process. The physician must indicate that the estimated duration of absence from school will be three weeks or more, but no prior absence is required. Districts are encouraged to be proactive in initiating procedures to establish eligibility for hospital or homebound services to avoid any interruption of the student's education.

Because hospital or homebound students are provided instruction, even though it is not in a regular setting, districts are required to maintain daily attendance in their automated system. Unless the student is not present during the assigned instructional time, the student is assumed present for the duration that the student is assigned to the program. Therefore, the student should be counted as present on days when the teacher visits the student, is not scheduled to visit, or is scheduled but unable to visit the student.

The following procedures should be followed if a student does not access H/H services within a reasonable amount of time after determined eligible or does not continue to access services:

- H/H Teacher should attempt to contact parent/guardian regarding orientation/class attendance
- Program Administrator should attempt to contact parent/guardian regarding orientation/class attendance
- If no contact after diligent effort has been made, the Program Administrator may refer to the School Social Services Department for follow-up by using a **Social Work Referral** (form 2004261 – *see sample 15*) for Home/School Communication and send to the Attendance Social Worker assigned to the student's zoned school via e-mail and include the Coordinator of School Social Services and Attendance Court Liaison.
- Social Worker will follow-up with the family regarding attendance and provide findings to all parties involved. Follow-up may include a 3-day Hospital/Homebound letter (*see sample 30*) and/or court referral for violation of the compulsory school attendance law.

Home Instruction/Off Campus Instruction

According to the Code of Student Conduct and Discipline, off-campus instruction is an alternative educational program that may be used for students who are being considered for expulsion. Off campus instruction is offered to students whose suspension is extended beyond 10 days. Students assigned receive virtual instruction and are prohibited from entering any school during the period of suspension without express permission of the principal/designee. Students enrolled in Virtual Off-Campus-Instruction are required to login to every course, every day of the school week for tracking attendance per **School Board Policy 206**.

Home instruction is used for ESE students who have violated the Code of Student Conduct and Discipline and have a manifestation determination meeting. The IEP committee determines the need for services as established in the Code of Student Conduct and Discipline.

The following procedures should be followed if a student does not access Home Instruction/Off Campus Instruction services within a reasonable amount of time after determined eligible or does not continue to access services:

- Home Instruction/Off-campus Instruction teacher should attempt to contact parent/guardian regarding orientation/class attendance
- Program Administrator should attempt to contact parent/guardian regarding orientation/class attendance
- If unsuccessful contact has been attempted after diligent effort, the Program Administrator may refer to the School Social Services Department for follow-up by using a **Social Work Referral** (*form 2004261 – see sample 15*) for Home/School Communication and send to the Attendance Social Worker assigned to the student's zoned school via e-mail and include the Coordinator of School Social Services and Attendance Court Liaison.
- Social Worker will follow-up with the family regarding attendance and provide findings to all parties involved. Follow-up may include a **3-day Off-Campus Instruction/Home Instruction letter** (*see sample 31*) and/or court referral for violation of the compulsory school attendance law.

Alternative Education Placement

The District Student Placement Committee (DSPC) may determine that students who were referred to DSPC due to violating the Code of Student Conduct and Discipline are to enroll in an alternative education

placement, Highbanks Learning Center or Riverview Learning Center, in lieu of a recommendation for expulsion. For ESE students who have violated the Code of Student Conduct and Discipline, placement at Highbanks Learning Center or Riverview Learning Center may be determined to be the most appropriate educational setting through a manifestation determination meeting. Generally, these students are expected to complete 45 days at the alternative site or one grading quarter of the school year. Students assigned to alternative education placement are prohibited from attending or participating in other Volusia County Schools' events or activities, where the code of conduct is in effect. There are two School Social Workers assigned to assist the DSPC and schools with the students' transition to their alternative education placement. The monitoring of the transition process is noted below:

- The court liaison attends the DSPC meeting and alerts the respective School Social Worker via e-mail to a student's recommended placement into Highbanks Learning Center or Riverview Learning Center by the following day.
- The School Social Workers will follow-up with parents who have failed to schedule or attend the orientation appointment. Follow-up may include a **3-day Unexcused Absences letter** (*see sample 29*) to the parent, and/or referral to CINS/FINS, Teen Court, ASAP or court referral for violation of the compulsory school attendance law. The School Social Workers will communicate findings and next steps in resolution to enrollment to the court liaison and alternative placement staff within 10 school days of placement determination.

The Rilya Wilson Act

The Rilya Wilson Act (F.S. **Section 39.604**) requires that the Department of Children and Families (DCF) or the community-based care lead agency notifies operators of licensed early education or child care programs, including school districts' programs, when designated children are enrolled in their program. These measures are designed as an additional safeguard to ensure the safety of children between the ages of three and kindergarten entry age that are under court-ordered protective supervision or in the custody of the Family Safety Program of DCF or a community-based agency.

Students that meet the requirements established in the law will only be permitted to withdraw from a school district-operated program with written approval from the Family Safety Program of DCF or the community-based care lead agency.

It is the intent of the Department of Education that school districts report each unexcused absence or seven consecutive excused absences of children covered by the Act and enrolled in a district-operated early education or childcare program to the local staff of the Family Safety Program of DCF or the community-based care lead agency by the end of the business day following an unexcused absence or following the seventh consecutive excused absence. Consistent with the requirements in the Rilya Wilson Act, DCF or the community-based care lead agency will conduct a home visit upon receiving two consecutive reports of unexcused absences or a report of seven consecutive excused absences.

Immunization

Prior to admittance to or attendance in school, each child must present or have on file with the school a certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health. A homeless child shall be given a temporary exemption for 30 school days to meet this requirement.

Head Lice

If a student is identified as having head lice at school, the proper Pediculosis Control policy must be followed. Please refer to the **Student and Family Policy Guide and Code of Student Conduct and Discipline Manual** or the **Head Lice Information** link on the **Student Health Services webpage** for specific information. If properly treated, the student should be able to return to school within 72 hours or less. If the student's absence is prolonged, the absence will be unexcused, and the family must be contacted, and further assistance offered.

Contacts

School Social Services	Dianne C. Martin (ext. 20755) Coordinator, School Social Services
Compulsory School Attendance Court Liaison Driver's License and Learnfare Programs	Melissa Burke (ext. 38356) School Social Services
District Homeless Liaison	Jennifer Watley (ext. 20856) School Social Services
Student Accounting Services	Tina Skipper (ext. 20063) Information Technology Services
Home Education	Sandra Tweedy (ext. 20667) Specialist, School Choice & Charter Schools
Problem Solving Team	James Barringer (ext. 20757) Coordinator, School Psychological Services
Technical Assistance	Information Technology Services Mainframe Support (ext. 20000)

The Student Attendance Manual, distributed by **Student Accounting Services**, should be referenced for more specific, technical information regarding compulsory school attendance and district procedures.

Appendix A: Compulsory School Attendance Frequently Asked Questions and Answers

(Most of these **Attendance and Enrollment FAQ** are posted on the Florida Department of Education website.)

1. **Q: How is compulsory school attendance defined?**

   A: Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

2. **Q: Does the age of compulsory school attendance impact the percent of attendance calculation?**

   A: No. The attendance calculation is based on the days all students are present, not on the age of compulsory attendance. If a student who is over the age of compulsory attendance attends school, the student's attendance is counted.

3. **Q: Is it required for schools to have two Problem-Solving Team meetings with parents/guardians to discuss attendance concerns?**

   A: No, schools may have a second meeting with the parent/guardian if they feel it is indicated, but only one meeting is required. However, if the parent/guardian does not attend the first scheduled meeting, there may be a second attempt made to meet with the parent/guardian.

4. **Q: Do excessive tardies comprise a violation of the compulsory attendance law?**

   A: Legislation passed during the 2005-2006 legislative session identified excessive unexcused tardies as a violation of the compulsory school attendance law; however, each district must develop a policy defining when a violation has occurred. The Volusia County School District has determined 5 unexcused tardies equals 1 unexcused absence.

5. **Q: Should all students who accumulate 5 unexcused absences be brought before the Problem-Solving Team?**

   A: No, it is up to each individual school to determine which students' attendance is serious enough to be brought before the Problem-Solving Team. Parent/teacher and/or school staff conferences may be held at any time regarding attendance concerns.

6. **Q: Should an attendance referral be made to the school social worker prior to the Problem-Solving Team meeting?**

   A: No, a referral to the school social worker may be generated after the attendance procedures have been followed and interventions have proven to be ineffective.

7. **Q: If a student withdraws and re-enters, does the 15-day absence requirement for a doctor's excuse start over?**

A: No, the 15-day absence requirement for a doctor's excuse does not start over when a student withdraws and then re-enters school. According to Policy 206, after 15 days of absence, excused or unexcused, a student must have a doctor's verification for subsequent absences due to illness.

8. Q: Are absences not due to illness required to have a doctor's excuse?

A: No, absences not due to illness do not require a doctor's excuse. Principals should use their discretion in determining whether to excuse absences for reasons other than illness when the student has acquired 15 or more absences.

9. Q: Can a compulsory age student be withdrawn based on non-attendance?

A: Students cannot be withdrawn based on non-attendance. According to Florida Statute 1003, students exhibiting a pattern of non-attendance must be referred to the Problem-Solving Team (PST) for assistance with the remediation of the problem. A student must be 18 years old in order to be withdrawn for non-attendance although withdrawal procedures must be followed.

10. Q: Can schools refuse to allow a parent/guardian to withdraw a student who is 16 or older from school due to outstanding financial obligations that have not been paid?

A: No, schools should not refuse a request from parents/guardians to withdraw a student due to unpaid financial obligations.

11. Q: How long should the attendance records be kept by a school?

A: The attendance record should remain on file for three years.

12. Q: Does the parent/guardian have to sign the Declaration of Intent to Terminate Enrollment?

A: Yes, the parent/guardian **must** sign the Declaration of Intent form, because they must acknowledge that if their child withdraws from school the action is likely to reduce their child's future earning potential. The parent/guardian must also acknowledge that their child may lose driving privileges, because the school district is required to notify the Department of Highway Safety and Motor Vehicles of students who terminate school enrollment. Parent/guardian and student signatures are required for students through age 17. Student signature only is required once the student turns 18.

13. Q: If a student is withdrawing to attend another school, either in the district or out of the district, does the Declaration of Intent form have to be completed?

A: No, if a student is withdrawing to another school the Declaration of Intent does not have to be completed.

14. Q: If a student withdraws to attend the Daytona State College's Adult Education program, should the Declaration of Intent be completed?

A: No, if a student withdraws from school in order to attend Daytona State College's Adult Education program, the student is technically not terminating their education and the Declaration of Intent does not need to be completed.

15. Q: Does Florida law specify an age requirement for admission into a public school first grade?

A: No, however, Florida law does specify that all children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school term (**Section 1003.21[1][a][1.], Florida Statutes**). Although Florida law does not provide a specific age requirement for enrollment to public first grade, the provisions of Florida law related to Kindergarten admission and student progression dictate that first grade enrollment be limited to (1) students who turn six years old on or before September 1 who have successfully completed Kindergarten; and (2) out-of-state students who turn six years old after September 1 who meet the age requirement for public Kindergarten admission from the transferring state, and who have successfully completed Kindergarten.

16. Q: How is a truant defined?

A: Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent/guardian, and who is subject to compulsory school attendance.

17. Q: How do school districts determine if an absence is excused or unexcused?

A: Florida law requires local school districts to determine the meaning and conditions associated with excused absences, unexcused absences, and tardiness. In part, the statute requires each district school board to establish an attendance policy that includes the number of days a student must be in attendance per year and to determine whether an absence or tardy is excused or unexcused according to criteria established by the district school board.

18. Q: Is there an exception made for absences due to illness?

A: When a student is continually sick and repeatedly absent from school, the student must be under the supervision of a doctor in order to receive an excuse. The doctor's statement should confirm that the student's condition requires absences for more than the number of days permitted by the district school board policy.

19. Q: How are schools required to enforce regular school attendance?

A: Florida law (**Section 1003.26, Florida Statutes**) specifies steps for enforcement of regular school attendance. It is the responsibility of the school district superintendent to enforce school attendance of all children who are subject to compulsory school age requirements. The responsibility includes:

- Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.

- Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent/guardian justification for the absence.

- Evaluate each justification and, based on district policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.

- Track excused and unexcused absences.
- Identify and refer students who may be developing a pattern of non-attendance to the school child study team for intervention services.
- Schedule a meeting with certain identified parents/guardians to discuss their child's attendance.
- Implement prevention and intervention strategies to address truancy and attendance issues as required for drivers' licenses and related requirements for habitual truants.
- Send a notice to the superintendent of schools and to the district home education contact regarding patterns of non-attendance for specific students.
- Refer habitual truancy cases to the child-in-need-of-services (CINS) provider/case staffing committee for assistance.

20. Q: Can charges of violating the state's compulsory school attendance law be filed against the parents/guardians of secondary students without first referring the students to the CINS/FINS program?

A: Yes, however the law allows parents/guardians to use the fact that a child is out of their control as a legal defense against such charges. If charges are filed without the family having had an opportunity to receive services through the CINS/FINS program, this defense can be used, and it has been successful in previous cases. When cases are referred to the CINS/FINS program and the parents/guardians fail to follow through with services, we are able to document that they have not made a bona fide and diligent effort to get their child into regular school attendance as required by law. Prosecutions in such cases have been successful in the past. It is also best practice to exhaust all resources before referring cases to court as criminal prosecution is only used as a last resort.

21. Q: What is the minimum attendance requirement for awarding course credit?

A: **S. 1003.436(1)(a), F.S.**, provides that a course credit, for high school graduation purposes, is defined as a minimum of 135 hours of instruction. This definition refers to minimum instructional hours *provided* and does not imply that a student who is in attendance for fewer than 135 hours of instruction (i.e., due to excused or unexcused absences/tardiness, etc.) is not entitled to receive full course credit. Districts are encouraged to note this clarification and to revise attendance policies, which deny course credit to otherwise eligible students, based on this state definition as indicated.

According to **School Board Policy 206**, schools providing services to students in grades 9-12 shall have the discretion, on a school-wide basis only, to implement a requirement that where a student is absent more than nine days in a semester and does not have an overall grade of "C" or higher in a course, including make-up work, such student shall not be awarded credit in that course until the student demonstrates proficiency (70% or higher). If the determination is made to exercise this discretion, the school shall establish the method for demonstrating proficiency, e.g., attaining a grade of 70 or higher on the end of semester exam.

22. Q: How are schools using the driver license/school attendance program to encourage attendance?

A: Florida law (**Section 1003.27, Florida Statutes**) requires each school principal or designee to notify the district school board of each minor student accumulating 15 unexcused absences in a period of 90 calendar days or who drop out of school. The district school superintendent must provide the names and identifying information of these students to the Department of Highway Safety and Motor Vehicles. DHSMV may not issue a driver license or learner permit, or may suspend the driving privileges of any reported student until the student has satisfied regular school attendance requirements as outlined in **Section 322.091, Florida Statutes**.

23. Q: Are a significant number of high school students actually losing their drivers' licenses as a result of too many absences from school?

A: The driver license/school attendance program appears to have a positive impact. Students reported for non-compliance with attendance requirements are returning to school and improving their attendance. All 67 Florida school districts are transmitting data to the Department of Highway Safety and Motor Vehicles.

24. Q: Does compulsory school attendance apply to Voluntary Pre-Kindergarten (VPK)?

A: No, Florida's VPK Program has a separate set of enrollment and attendance requirements, which are not included under the authority of public K-12 compulsory school attendance laws. VPK is the result of a 2002 constitutional amendment, which required a voluntary Pre-Kindergarten program for all four year old children in Florida, by fall 2005. In January 2005, Governor Bush signed a VPK Program bill into law designed to prepare four-year-olds for successful entry into Kindergarten. The law allowed a parent/guardian to voluntarily enroll an eligible child (four years old by September 1 and residing in Florida) in a free VPK Program beginning in August or September of the 2005-2006 school year. The first summer VPK Program was offered in 2006. For information regarding registration and programs in your area, please visit **Florida's Voluntary Pre-Kindergarten Program** on the Office of Early Learning website at http://www.floridaearlylearning.com.

25. Q: What is the impact of the percent of attendance calculation for prekindergarten (PK) students with disabilities who may not be scheduled for a full 180-day school year?

A: The percent of attendance calculation is based on a comparison of the total days the student is present and the total number of days the student is scheduled to be present. When reporting the data to FDOE, the district must be careful to report only for those days that the student is scheduled.

26. Q: What information is required in order to enroll a student in a Florida public school?

A: The following information is required to enroll a student in a Florida school:

- Proof of age. A certified birth certificate for US citizens may be requested online at http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm. If a birth certificate is not available refer to 1003.21, FS, for other acceptable documentation.

  Parents/guardians may request vital records online at: http://www.cdc.gov/nchs/w2w.htm.

- A Florida Certificate of Immunization, form DH 680 (blue card), completed by a Florida physician or by a Florida County Health Department

  When a student comes from out of the state of Florida, parent/guardian should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available online at: http://www.doh.state.fl.us/Family/school/parent/parent_info.html

- Evidence of a medical exam completed no less than 12 months prior to the child's school entry date

  As long as the medical exam meets this 12-month requirement, parent/guardian may submit this information on the State of Florida School Entry Health Exam (DH 3040 Form) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at: http://www.doh.state.fl.us/Family/school/parent/parent_info.html

- Official documentation that the parents/guardians are legal residents of the school district attendance area

27. Q: What are the requirements for Florida public school Kindergarten admission?

A: Florida law (**Section 1003.21(1)(a)(2), Florida Statutes**) specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public Kindergarten during that school year based on rules prescribed by the school board. Students are eligible for Kindergarten attendance provided they meet the age requirement.

28. Q: If a child turns five years old after September 1, can a waiver be obtained from the Florida Department of Education to allow the child to attend Kindergarten?

A: No, Florida Statutes or State Board of Education Rules do not include any provision to waive the age requirement for Kindergarten enrollment.

29. Q: Can a child whose birth date is after September 1 who has completed a Florida non-public school Kindergarten program be admitted into a Florida public school first grade?

A: No, a child who has satisfactorily completed the requirements for a non-public Kindergarten from which the district accepts transfer of academic credit, but who does not turn six on or before September 1 of the school year, would be admitted into Kindergarten and progress according to the district's student progression plan (**Section 1003.21(1)(b), Florida Statutes**). Parents/guardians should contact the director of elementary education at the local school district to address concerns regarding progression and available curricula.

30. Q: Is it possible for a student who is enrolled in an out-of-state Kindergarten or first grade program, and who does not meet Florida's admission age requirements, to transfer and attend Kindergarten or first grade in a Florida public school?

A: Yes. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to Kindergarten or first grade when certain data are presented. A student who transfers from an out-of-state non-public school and who does not meet regular age requirements for admission to Florida public schools, may be admitted if the age requirements for the public schools in the transferring state is met, and if the transfer of the student's academic credit is acceptable under the rules of the school board. If a student is transferring from an out-of-state public or non-public school, the parents/guardians must provide the following data to the school district prior to admission:

- Official documentation that the parents/guardians were legal residents of the state in which the child was previously enrolled in school
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required in **Section 1003.22, Florida Statutes**
- Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes (Rule 6A-1.0985[1], Entry into Kindergarten and First Grade by Out-of-State Transfer Students, Florida Administrative Code.)

31. Q: Is there a set number of hours per day a child must attend a public Kindergarten program?

A: Florida law specifies that in order for a public Kindergarten student to be considered a full-time student, he or she must receive a minimum of 720 net hours of instruction or four hours per day, based on 180 school days (**Section 1011.61, Florida Statutes**). Florida school districts may offer a full day of instruction to Kindergarten students and the decision to do so is locally approved by each district school board.

32. Q: Is Kindergarten attendance required for a child that turns five before September 1?

A: No, a parent/guardian that chooses not to enroll their child in Kindergarten is not in violation of compulsory school attendance laws. However, Florida law, **Section 1003.21 [1][a]**, Florida Statutes, specifies that all children who have attained the age of six years or who will have attained the age of 6 years by February 1 of any school year are required to attend school regularly during the entire school term. If a child enters public school at age 6 without evidence of Kindergarten completion or an official transcript, then they will be placed in the district's student progression plan.

33. Q: What does a child need to know before entering Kindergarten?

A: Admission to a public Kindergarten is not contingent upon what a child knows. If the child meets the age requirement, he or she is eligible for admission. The Office of Early Learning (OEL) oversees the School Readiness Program, the Voluntary Prekindergarten Education Program, and Child Care Resource and Referral Services. The OEL has released the **Florida Early Learning and Developmental Standards**. The Standards can be found online at www.floridaearlylearning.com.

34. Q: How can I obtain information on individual school districts?

A: For information on a directory of schools and selecting schools, please visit http://www.fldoe.org.

Appendix B: Florida Statutes—Compulsory School Attendance and Related Requirements

S. 1000.36, Article V(E), Interstate Compact on Educational Opportunity for Military Children.

A student whose parent or legal guardian is an active-duty member of the uniformed 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 education agency superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

S. 1001.53 District school superintendent responsible for enforcement of attendance.

The district school superintendent shall be responsible for the enforcement of the attendance provisions of chapters 1003 and 1006. In a district in which no attendance assistant is employed, the district school superintendent shall have those duties and responsibilities and exercise those powers assigned by law to attendance assistants.

S. 1003.01 Definitions.

(8) "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s. 1003.21(1) and (2)(a), and is not exempt under s. 1003.21 (3) or s. 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s. 1003.26 and s.1003.27(3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services according to the provisions of chapter 984.

(13) "Regular school attendance" means the actual attendance of a student during the school day as defined by law and rules of the State Board of Education. Regular attendance within the intent of s. 1003.21 may be achieved by attendance in:

(a) A public school supported by public funds;
(b) A parochial, religious, or denominational school;
(c) A private school supported in whole or in part by tuition charges or by endowments or gifts;
(d) A home education program that meets the requirements of chapter 1002; or
(e) A private tutoring program that meets the requirements of chapter 1002.

S. 1003.02 District school board operation and control of public K-12 education within the school district.

As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school district. The district school boards must establish, organize, and operate their public K–12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

(1) Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students in the following fields:

(a) Admission, classification, promotion, and graduation of students. Adopt rules for admitting, classifying, promoting, and graduating students to or from the various schools of the district.

(b) Enforcement of attendance laws. Provide for the enforcement of all laws and rules relating to the attendance of students at school. District school boards are authorized to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day, and early departures from school to be recorded as unexcused absences. District school boards are also authorized to establish policies that require referral to a school's child study team for students who have fewer absences than the number required by s. 1003.26 (1)(b).

S. 1003.21 School attendance.

(1)(a)1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

(c) A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(d) Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. Consistent with s. 1003.54, pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma.

(e) Consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of 3 years shall be eligible for admission to public special education programs and for related services under rules adopted by the district school board. Exceptional children who are deaf or hard of hearing, visually impaired, dual sensory impaired, severely physically handicapped, trainable mentally handicapped, or profoundly handicapped, or who have established conditions, or exhibit developmental delays, below age 3 may be eligible for special programs; or, if enrolled in other school readiness programs, they may be eligible for supplemental instruction. Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 5 years of age must be adopted by the State Board of Education.

(f) Homeless children, as defined in s. 1003.01, must have access to a free public education and must be admitted to school in the school district in which they or their families live. School districts shall assist homeless children to meet the requirements of subsection (4) and s. 1003.22, as well as local requirements for documentation.

(2) (a) The State Board of Education may adopt rules under which students not meeting the entrance age may be transferred from another state if their parents have been legal residents of that state.
(b) Each district school board, in accordance with rules of the State Board of Education, shall adopt policies authorizing a parent to request and be granted permission for absence of a student from school for:

1. Religious instruction or religious holidays.
2. An appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17 for the treatment of autism spectrum disorder, including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

(3) The district school superintendent may authorize certificates of exemptions from school attendance requirements in certain situations. Students within the compulsory attendance age limits who hold valid certificates of exemption that have been issued by the superintendent shall be exempt from attending school. A certificate of exemption shall cease to be valid at the end of the school year in which it is issued.

S. 1003.23 Attendance records and reports. (Attendance defined)

(1) The attendance of all public K–12 school students shall be checked each school day in the manner prescribed by rules of the State Board of Education and recorded in the teacher's register or by some approved system of recording attendance. Students may be counted in attendance only if they are actually present at school or are away from school on a school day and are engaged in an educational activity that constitutes a part of the school-approved instructional program for the student.

S. 1003.24 Parents responsible for attendance of children; attendance policy.

Each parent of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. The absence of a student from school is prima facie evidence of a violation of this section; however, criminal prosecution under this chapter may not be brought against a parent until the provisions of s. 1003.26 have been complied with. A parent of a student is not responsible for the student's nonattendance at school under any of the following conditions:

(1) WITH PERMISSION.—The absence was with permission of the head of the school;

(2) WITHOUT KNOWLEDGE.—The absence was without the parent's knowledge, consent, or connivance, in which case the student shall be dealt with as a dependent child;

(3) FINANCIAL INABILITY.—The parent was unable financially to provide necessary clothes for the student, which inability was reported in writing to the superintendent prior to the opening of school or immediately after the beginning of such inability, provided that the validity of any claim for exemption under this subsection shall be determined by the district school superintendent subject to appeal to the district school board; or

(4) SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.—Attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a licensed practicing physician, or was impracticable because of some other stated insurmountable condition as defined by and attested to in accordance with rules of the State Board of Education. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician, or if the absence is related to the student having autism spectrum disorder, receiving services from a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17, in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board.

Each district school board shall establish an attendance policy that includes, but is not limited to, the required number of days each school year that a student must be in attendance and the number of absences and tardies after which a statement explaining such absences and tardies must be on file at the school. Each school in the district must determine if an absence or tardies is excused or unexcused according to criteria established by the district school board.

S. 1003.26 Enforcement of school attendance.

The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The responsibility includes recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, of students enrolled in the schools. District school board policies shall require the parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. The policies must provide that public schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement the following steps to promote and enforce regular school attendance:

(1) CONTACT, REFER, AND ENFORCE.—

(a) Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

(b) If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

(c) If an initial meeting does not resolve the problem, the child study team shall implement the following:

1. Frequent attempts at communication between the teacher and the family.
2. Evaluation for alternative education programs.
3. Attendance contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or recommendation for filing a truancy petition pursuant to s. 984.151.

(d) The child study team shall be diligent in facilitating intervention services and shall report the case to the district school superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

(e) If the parent refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent may appeal to the district school board. The district school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the district school board. If the district school board's final determination is that the strategies of the child study team are appropriate, and the parent still refuses to participate or cooperate, the district school superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

(f) 1. If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002, the district school superintendent shall provide the parent a copy of s. 1002.41 and the accountability requirements of this paragraph. The district school superintendent shall also refer the parent to a home education review committee composed of the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least 3 years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by s. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education

program is in compliance with s. 1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of subparagraph 2. do not apply once the committee determines the home education program is in compliance with s. 1002.41(1)(b).

2. If the parent fails to provide a portfolio to the committee, the committee shall notify the district school superintendent. The district school superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of "regular school attendance" under s. 1003.01(13)(a), (b), (c), or (e), within 3 days. Upon termination of a home education program pursuant to this subparagraph, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required by this subparagraph after termination of the home education program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s. 1003.21 and may result in criminal prosecution under s. 1003.27(2). Nothing contained herein shall restrict the ability of the district school superintendent, or the ability of his or her designee, to review the portfolio pursuant to s. 1002.41(1)(b).

(g) If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the district school superintendent or his or her designee shall refer the case to the case staffing committee pursuant to s. 984.12, and the district school superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151.

(2) GIVE WRITTEN NOTICE.—

(a) Under the direction of the district school superintendent, a designated school representative shall give written notice that requires enrollment or attendance within 3 days after the date of notice, in person or by return-receipt mail, to the parent when no valid reason is found for a student's nonenrollment in school. If the notice and requirement are ignored, the designated school representative shall report the case to the district school superintendent, and may refer the case to the case staffing committee, established pursuant to s. 984.12. The district school superintendent shall take such steps as are necessary to bring criminal prosecution against the parent.

(b) Subsequent to the activities required under subsection (1), the district school superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The district school superintendent may file a truancy petition, as defined in s. 984.03, following the procedures outlined in s. 984.151.

(3) RETURN STUDENT TO PARENT.—A designated school representative may visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse, and, when the student is found, shall return the student to his or her parent or to the principal or teacher in charge of the school, or to the private tutor from whom absent, or to the juvenile assessment center or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.

(4) REPORT TO APPROPRIATE AUTHORITY.—A designated school representative shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.

(5) RIGHT TO INSPECT.—A designated school representative shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually

working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

S. 1003.27 Court procedure and penalties.

The court procedure and penalties for the enforcement of the provisions of this part, relating to compulsory school attendance, shall be as follows:

(1) COURT JURISDICTION.—The circuit court has original and exclusive jurisdiction of all proceedings against, or prosecutions of, students under the provisions of this part. Proceedings against, or prosecutions of, parents or employers as provided by this section shall be in the court of each county having jurisdiction of misdemeanors wherein trial by jury is afforded the defendant.

(2) NONENROLLMENT AND NONATTENDANCE CASES.—

(a) In each case of nonenrollment or of nonattendance upon the part of a student who is required to attend some school, when no valid reason for such nonenrollment or nonattendance is found, the district school superintendent shall institute a criminal prosecution against the student's parent.

(b) Each public school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. Each designee of the governing body of each private school, and each parent whose child is enrolled in a home education program, may provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each minor student under his or her jurisdiction who fails to satisfy relevant attendance requirements and who fails to otherwise satisfy the requirements of s. 322.091. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

(3) HABITUAL TRUANCY CASES.—The district school superintendent is authorized to file a truancy petition, as defined in s. 984.03, following the procedures outlined in s. 984.151. If the district school superintendent chooses not to file a truancy petition, procedures for filing a child-in-need-of-services petition shall be commenced pursuant to this subsection and chapter 984. In accordance with procedures established by the district school board, the designated school representative shall refer a student who is habitually truant and the student's family to the children-in-need-of-services and families-in-need-of-services provider or the case staffing committee, established pursuant to s. 984.12, as determined by the cooperative agreement required in this section. The case staffing committee may request the Department of Juvenile Justice or its designee to file a child-in-need-of-services petition based upon the report and efforts of the district school board or other community agency or may seek to resolve the truant behavior through the school or community-based organizations or agencies. Prior to and subsequent to the filing of a child-in-need-of-services petition due to habitual truancy, the appropriate governmental agencies must allow a reasonable time to complete actions required by this section and s. 1003.26 to remedy the conditions leading to the truant behavior. Prior to the filing of a petition, the district school board must have complied with the requirements of s.1003.26, and those efforts must have been unsuccessful.

(4) COOPERATIVE AGREEMENTS.—The circuit manager of the Department of Juvenile Justice or the circuit manager's designee, the district administrator of the Department of Children and Family Services or the district administrator's designee, and the district school superintendent or the superintendent's designee must develop a cooperative interagency agreement that:

(a) Clearly defines each department's role, responsibility, and function in working with habitual truants and their families.

(b) Identifies and implements measures to resolve and reduce truant behavior.

(c) Addresses issues of streamlining service delivery, the appropriateness of legal intervention, case management, the role and responsibility of the case staffing committee, student and parental intervention and involvement, and community action plans.

(d) Delineates timeframes for implementation and identifies a mechanism for reporting results by the circuit juvenile justice manager or the circuit manager's designee and the district school superintendent or the superintendent's designee to the Department of Juvenile Justice and the Department of Education and other governmental entities as needed.

(e) Designates which agency is responsible for each of the intervention steps in this section, to yield more effective and efficient intervention services.

(5) ATTENDANCE REGISTER AS EVIDENCE.—The register of attendance of students at a public, parochial, religious, denominational, or private school, or of students taught by a private tutor, kept in compliance with rules of the State Board of Education is prima facie evidence of the facts which it is required to show. A certified copy of any rule and a statement of the date of its adoption by the State Board of Education is admissible as prima facie evidence of the provisions of the rule and of the date of its adoption.

(6) PROCEEDINGS AND PROSECUTIONS; WHO MAY BEGIN.—Proceedings or prosecutions under this chapter may be commenced by the district school superintendent, by a designated school representative, by the probation officer of the county, by the executive officer of any court of competent jurisdiction, by an officer of any court of competent jurisdiction, or by a duly authorized agent of the Department of Education or the Department of Juvenile Justice. If a proceeding has been commenced against both a parent and a child pursuant to this chapter, the presiding courts shall make every effort to coordinate sanctions against the child and parent, including ordering the child and parent to perform community service hours or attend counseling together.

(7) PENALTIES.—The penalties for refusing or failing to comply with this chapter shall be as follows:

(a) The parent.—

1. A parent who refuses or fails to have a minor student who is under his or her control attend school regularly, or who refuses or fails to comply with the requirements in subsection (3), commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

2. The continued or habitual absence of a minor student without the consent of the principal or teacher in charge of the school he or she attends or should attend, or of the tutor who instructs or should instruct him or her, is prima facie evidence of a violation of this chapter; however, a showing that the parent has made a bona fide and diligent effort to control and keep the student in school shall be an affirmative

defense to any criminal or other liability under this subsection and the court shall refer the parent and child for counseling, guidance, or other needed services.

3. In addition to any other punishment, the court shall order a parent who has violated this section to send the minor student to school, and may also order the parent to participate in an approved parent training class, attend school with the student unless this would cause undue hardship, perform community service hours at the school, or participate in counseling or other services, as appropriate. If a parent is ordered to attend school with a student, the school shall provide for programming to educate the parent and student on the importance of school attendance. It shall be unlawful to terminate any employee solely because he or she is attending school with his or her child pursuant to a court order.

(b) The principal or teacher.--A principal or teacher in any public, parochial, religious, denominational, or private school, or a private tutor who willfully violates any provision of this chapter may, upon satisfactory proof of such violation, have his or her certificate revoked by the Department of Education.

(c) The employer.—

1. An employer who fails to notify the district school superintendent when he or she ceases to employ a student commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

2. An employer who terminates any employee solely because he or she is attending school with a student pursuant to court order commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

(d) The student.—

1. In addition to any other authorized sanctions, the court shall order a student found to be a habitual truant to make up all school work missed and may order the student to pay a civil penalty of up to $2, based on the student's ability to pay, for each day of school missed, perform up to 25 community service hours at the school, or participate in counseling or other services, as appropriate.

2. Upon a second or subsequent finding that a student is a habitual truant, the court, in addition to any other authorized sanctions, shall order the student to make up all school work missed and may order the student to pay a civil penalty of up to $5, based on the student's ability to pay, for each day of school missed, perform up to 50 community service hours at the school, or participate in counseling or other services, as appropriate.

S. 1003.28 Continuation of truancy remedial activities upon transfer of student; retention of legal jurisdiction.

(1) If, during the activities designed to remedy truant behavior as described in s. 1003.27, the parent of the student who is the subject of such activities transfers the student to another school district in this state in an attempt to circumvent the remedial procedures which have already begun, the administration of the school from which the student transferred shall provide to the administration of the new school, at no charge, copies of all available records and documents relevant to such remedial activities, and the administration of the new school shall begin remedial activities in the program that most closely meets the transfer student's needs.

(2) In the event that a legal proceeding has commenced, as provided in s. 1003.27, against a student who has been determined to be a habitual truant, the movement of the student who is the subject of such

proceeding to another circuit court district in this state will not affect the jurisdiction of the court to proceed with the case under the law.

S. 1003.33 Report cards; end-of-the-year status.

(1) Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

(a) The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.

(b) The student's conduct and behavior.

(c) The student's attendance, including absences and tardiness.

(2) A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or nonpromotion. District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

S. 1006.09 Duties of school principal relating to student discipline and school safety.

(1)(b) No student shall be suspended for unexcused tardiness, lateness, absence, or truancy.

S. 984.151 Truancy petition; prosecution; disposition.

(1) If the school determines that a student subject to compulsory school attendance has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period pursuant to s. 1003.26(1)(b), or has had more than 15 unexcused absences in a 90-calendar-day period, the superintendent of schools may file a truancy petition.

(2) The petition shall be filed in the circuit in which the student is enrolled in school.

(3) Original jurisdiction to hear a truancy petition shall be in the circuit court; however, the circuit court may use a general or special master pursuant to Supreme Court rules. Upon the filing of the petition, the clerk shall issue a summons to the parent, guardian, or legal custodian of the student, directing that person and the student to appear for a hearing at a time and place specified.

(4) The petition must contain the following: the name, age, and address of the student; the name and address of the student's parent or guardian; the school where the student is enrolled; the efforts the school has made to get the student to attend school; the number of out-of-school contacts between the school system and student's parent or guardian; and the number of days and dates of days the student has missed school. The petition shall be sworn to by the superintendent or his or her designee.

(5) Once the petition is filed, the court shall hear the petition within 30 days.

(6) The student and the student's parent or guardian shall attend the hearing.

(7) If the court determines that the student did miss any of the alleged days, the court shall order the student to attend school and the parent to ensure that the student attends school, and may order any of the following: the student to participate in alternative sanctions to include mandatory attendance at alternative classes to be followed by mandatory community services hours for a period up to 6 months; the student and the student's parent or guardian to participate in homemaker or parent aide services; the student or the student's parent or guardian to participate in intensive crisis counseling; the student or the student's parent or guardian to participate in community mental health services if available and applicable; the student and the student's parent or guardian to participate in service provided by voluntary or community agencies as available; and the student or the student's parent or guardian to participate in vocational, job training, or employment services.

(8) If the student does not successfully complete the sanctions ordered in subsection (7), the case shall be referred to the case staffing committee under s. 984.12 with a recommendation to file a child-in-need-of-services petition under s. 984.15.

(9) The parent, guardian, or legal custodian and the student shall participate, as required by court order, in any sanctions or services required by the court under this section, and the court shall enforce such participation through its contempt power.

Appendix C: Matrix of Attendance Services

The School District of Volusia County
School Social Services
Matrix of Attendance Services

Ongoing Action	School Responsibility	District Support
2021-2022 SY	• Schools follow the Guidelines for Handling DNE's as noted in the Compulsory School Attendance Manual • Schools follow the Procedures for Addressing Unexcused Absences as noted in the Compulsory School Attendance Manual • Teachers record accurate attendance and tardiness daily • Attendance designee updates attendance records • Attendance designee views the FOCUS Letter Queue daily to show students with 15 absences (excused and/or unexcused) and mails/emails 15-Day Doctor's Note letter to parent(s) requesting doctor's verification for absences. If previous medical documentation or knowledge of a chronic condition for which absences are anticipated (i.e. COVID quarantine), there is no need to send this letter • PST or IEP Committee convenes to address attendance concerns and initiate/monitor interventions	• Assist schools with contact of DNE students prior to the Survey 2 submission to DOE and after until lists have been resolved to W02 • Generate monthly attendance reports for each school • Maintain ongoing contact with attendance designee and attendance committee members • Provide consultative services as needed • Contact parent/student as needed
	Excessive Unexcused Absences	
5 unexcused absences within 30 days	• Attendance designee views the FOCUS Letter Queue daily to show students with 5 unexcused absences within a calendar month and mails/emails letter to parent(s) • Teacher/school staff contacts and/or conferences with parent and/or student	• Review monthly attendance reports and provide consultative services to school staff
10 unexcused absences within 90 days	• Attendance designee views the FOCUS Letter Queue daily to show students with 10 unexcused absences within 90 calendar days and mails/emails letter to parent(s) • Attendance designee gives this list to the PST Chair or DPS/IEP Facilitator • PST Chair or DPS/IEP Facilitator contacts parent/guardian regarding an attendance meeting through the PST or IEP review process • At secondary level, include the student at the attendance meeting • Attendance referral may be submitted if the process has been followed and interventions have proven to be ineffective	• Review monthly attendance reports and provide consultative services to school staff • Participate in attendance meetings if available • Respond to attendance referrals and provide follow-up
	Excessive Unexcused Tardies/Early Checkouts	
	• School staff monitors tardies/checkouts using attendance reports and notifies parents (i.e. letter and/or Volusia Connect messages) and school personnel • For excessive tardies/early checkouts, follow the PST or IEP review process for addressing attendance issues • Attendance referral may be submitted if the process has been followed and interventions have proven to be ineffective	• Provide consultative services to school staff • Participate in attendance meetings if available • Respond to attendance referrals and provide follow-up

Sample 1 – Parent Notification of Unexcused Absences (English)

SCHOOL DISTRICT OF VOLUSIA COUNTY
Parent Notification of Unexcused Absences

_____
(Date)

_____

_____

_____

Dear _____ :

The staff at _____ is interested in your child's academic success in school.
(School)

Regular school attendance is necessary to achieve this goal. This letter is to inform you that according to our records, your child, _____,
has had the following unexcused absences from school: (Student's Name)

Month	Year	Dates Absent	Month	Year	Dates Absent
August	_____	_____	January	_____	_____
September	_____	_____	February	_____	_____
October	_____	_____	March	_____	_____
November	_____	_____	April	_____	_____
December	_____	_____	May	_____	_____
			June	_____	_____

Please call _____ at _____
(Name) (Phone Number)
to explain why your child was absent from school. We are available to offer our assistance to you, if needed, in getting your child into regular school attendance. We look forward to hearing from you soon.

Sincerely yours,

Principal

Revised: 1/7/2009
Owner: School Social Services

2001-099-VCS
Print Locally

Sample 1 – Parent Notification of Unexcused Absences (Spanish)

DISTRITO ESCOLAR DEL CONDADO DE VOLUSIA
Notificación a los padres de ausencias injustificadas

_____
(Fecha)

_____

_____

_____

Estimado/a _____ :

El personal de _____ le interesa el éxito académico de su hijo(a) en la escuela.
(Escuela)

La asistencia escolar regular es necesaria para lograr esta meta. Esta carta es para informarle que según nuestros registros, su hijo(a), _____, ha tenido las siguientes ausencias injustificadas de la escuela:
(Nombre del estudiante)

Mes	Año	Fechas de ausencias	Mes	Año	Fechas de ausencias
agosto	_____	_____	enero	_____	_____
septiembre	_____	_____	febrero	_____	_____
octubre	_____	_____	marzo	_____	_____
noviembre	_____	_____	abril	_____	_____
diciembre	_____	_____	mayo	_____	_____
			junio	_____	_____

Por favor llame a _____ al _____ Extension: _____
(Nombre) (Número de teléfono)

para explicar porqué su hijo(a) estuvo ausente de la escuela. Estamos disponibles para brindarle nuestra ayuda, si es necesario, para que su hijo(a) asista a la escuela con regularidad. Quedamos en espera de su respuesta.

Atentamente,

Director/a

Revised: 1/7/2009
Owner: School Social Services

2001-099-VCS
Print Locally

Sample 2 – Request For Problem Solving Team Assistance PST 5

Request for Problem Solving Team Assistance
PST 5

Student: _____DOB:_____ ID:☐☐☐☐ Grade: _____

Teacher:_____ School:_____

Referring Person: _____

Date of Request: _____

Area(s) of Concern:

- ☐ Academic
- ☐ Behavior
- ☐ Attendance

Based on attached data, how did the problem respond to interventions?

- ☐ Stayed the same
- ☐ Problem increased

1. What intervention(s) worked?

2. Are you continuing to implement this intervention? ☐ yes ☐ no

3. What didn't work?

Attach PST 1-4. Students will be scheduled for a PST meeting upon receipt of the completed referral packet. Incomplete packets will be returned.

Sample 3 – Attendance Contract (English)

Volusia County Schools
School Social Services
ATTENDANCE CONTRACT

Student: _____ D. O. B.: ___/___/___

School: _____ Grade: _____ Student ID: _____

Mother/Guardian: _____

Father/Guardian: _____

The undersigned student and/or parent/guardian agree to abide by the following terms in an effort to improve the student's attendance:

Student Agrees To:

- ☐ Attend school daily and on time.
- ☐ Abide by all school and classroom rules.
- ☐ Comply with parental rules regarding school attendance.
- ☐ Follow a consistent evening and morning school routine.
- ☐ Consult with teacher(s) about missing assignments and complete them.
- ☐ Attend school tutoring services (if available).
- ☐ Participate in a school mentoring program (if available).
- ☐ Other _____

☐ Student did not attend conference.

Parent Agrees To:

- ☐ Transport student to school daily, ensure safe boarding onto assigned school bus, or make other arrangements.
- ☐ Ensure student's daily and on time school attendance. School begins at _____ a.m.
- ☐ Call the school at least ____ times per week to check on child's attendance. Speak with _____.
- ☐ Call the school on the day of an absence, and when your child returns to school send a note to the Attendance Clerk: _____ explaining the absence.
- ☐ For all absences due to illness, provide a **doctor's written excuse** (include date[s], illness, and doctor's name/phone).
- ☐ Schedule a conference with your child's teacher or school counselor by ___/___/___ to check on school progress and the effect the absences may have on your child's academic success.
- ☐ Call me, _____ by ___/___/___ at ( ) _____ ext. _____ to discuss what progress has been made. If I am not in, please leave a message regarding how I may return your call.
- ☐ Other _____

I understand that failure to comply with the terms of this agreement may result in the filing of a CINS/FINS petition or a complaint to the Office of the State Attorney alleging violation of the state's compulsory school attendance law by the parent/guardian.

Signature: Mother/Guardian: _____ Date: ___/___/___

D.O.B.: ___/___/___ Driver's License #: _____ Social Security #: _____

Signature: Father/Guardian: _____ Date: ___/___/___

D.O.B.: ___/___/___ Driver's License #: _____ Social Security #: _____

Signature: Student: _____ Date: ___/___/___

Approved by: _____ Title: _____ Date: ___/___/___

Reviewed by: _____ Title: _____ Date: ___/___/___

Volusia County Schools/Rev. 8/7/13
Distributed by: School Social Services

Keep original in school file
Provide a copy to the parent/guardian and/or student

2001042 MIS

Sample 3 – Attendance Contract (Spanish)

Escuelas del Condado de Volusia
Servicios Sociales Escolares
CONTRATO DE ASISTENCIA

Estudiante: _____ F. D. N.: ___/___/___

Escuela: _____ Grado: _____ Student ID: _____

Madre/Encargada: _____

Padre/Encargado: _____

El estudiante abajo firmante y/o el padre/madre/encargado acuerdan cumplir con los siguientes términos con el fin de mejorar la asistencia del estudiante:

Estudiante acuerda:

- ☐ Asistir a la escuela diariamente y puntualmente.
- ☐ Cumplir con todas las reglas de la escuela y el salón de clase.
- ☐ Cumplir con las reglas de asistencia establecidas por el padre.
- ☐ Seguir una rutina consistente en la manana y la noche al referente la escuela.
- ☐ Consultar con maestro (s) las asignaciones pendientes y completar.
- ☐ Asistir servicios de tutoria (si están disponible).
- ☐ Participar en programa de mentoria (si están disponible).
- ☐ Otro _____

☐ Estudiante no asistió a la reunión.

Padre acuerda:

- ☐ Llevar al estudiante diariamente a la escuela, asegurar que su hijo/a tome el autobús asignado o hacer otros arreglos.
- ☐ Garantizar la asistencia escolar regular y puntual. Escuela comienza a las _____ a.m.
- ☐ Llamar a la escuela por lo menos ____ veces por semana para verificar la asistencia de su hijo/a. Hablar con _____.
- ☐ Llamar a la escuela el día de una ausencia y cuando su hijo/a regrese a la escuela, enviar una nota a la Secretario/a de Asistencia: _____ explicando la ausencia.
- ☐ Para todas las ausencias debidas a enfermedad, proveer una **nota escrita por el médico** (incluya fecha[s], enfermedad, y nombre/teléfono del médico).
- ☐ Programar una reunión con el maestro u orientador de su hijo/a para el ___/___/___ para ver el progreso escolar y los efectos que las ausencias podrían tener al éxito académico de su hijo/a.
- ☐ Llámar a _____ no mas tardar del ___/___/___ a _____ ext. _____ para discutir el progreso del estudiante. Si no me encuentra, por favor deje un mensaje que detalla cómo me puedo comunicar con usted.
- ☐ Otro _____

Entiendo que no cumplir con los términos de este acuerdo podría resultar en la presentación de una petición de CINS/FINS o queja a la Oficina del Fiscal General del Estado alegando una violación de la ley de asistencia escolar obligatoria del estado por el padre/encargado.

Firma: Madre/Encargada: _____ Fecha: ___/___/___

F.D.N.: ___/___/___ Licencia de Conducir: _____ #Seguro Social: _____

Firma: Padre/Encargado: _____ Fecha: ___/___/___

F.D.N.: ___/___/___ Licencia de Conducir: _____ #Seguro Social: _____

Firma: Estudiante: _____ Fecha: ___/___/___

Aprobado por: _____ Cargo: _____ Fecha: ___/___/___

Revisado por: _____ Cargo: _____ Fecha: ___/___/___

Volusia County Schools/Rev. 8/20/13
Distributed by: School Social Services

Keep original in school file
Provide a copy to the parent/guardian and/or student

2001042 MIS

Sample 4 – PST Parent Invitation (English)

VOLUSIA COUNTY SCHOOLS
PST PARENT INVITATION

Date: _____

School:_____

Dear Parent or Guardian,

We are committed to meeting the educational needs of all of our students so that each child in our district will have the opportunity to be successful in school. To ensure that we positively address the needs of students, we routinely schedule meetings to explore solutions for those students who may be having difficulties in school. Your child has been brought to the attention of our Problem Solving Team (PST) because of concerns in the area(s) of:

Our Problem Solving Team is made up a number of professionals who will be meeting with your child's teacher. During this meeting, we will discuss how your child is currently achieving and develop positive solutions to address the area of concern. Your input and involvement regarding your child is valuable and we look forward to you joining us for this important meeting. If you cannot attend this meeting, it will be held as planned. We will follow up with you to share the results and recommendations of the meeting. Please complete the form below indicating whether you will be able to attend and **return this form within 5 days to your child's teacher or within 5 days call _____ at this number_____ to indicate if you can attend.** If you need further information, please feel free to contact your child's school and ask to speak with the PST Chair.

Child's Name:_____

Date/Time of Meeting: _____

Location:_____

Parent/Guardian: Please check one of the following:

____ I will be able to attend.

____ I will not be able to attend.

_ _____

Parent/Guardian Signature Home/Work Phone Date

Note: Florida Statute 1003.26 requires a mandatory PST meeting with the parents of all students who develop patterns of nonattendance.

Sample 4 – PST Parent Invitation (Spanish)

ESCUELAS DEL CONDADO DE VOLUSIA
INVITACIÓN DEL PST A LOS PADRES

Fecha: _____

Escuela: _____

Estimado padre/madre o tutor legal,

Estamos dedicados a satisfacer las necesidades educativas de todos nuestros estudiantes y así lograr que cada niño en nuestro distrito tenga la oportunidad de tener éxito en la escuela. Con el fin de abordar positivamente las necesidades de los estudiantes, nos reunimos regularmente para buscar soluciones para aquellos estudiantes que tienen dificultades en la escuela. Su hijo(a) fue referido al Equipo de Resolución de Problemas (PST) por las siguientes áreas de preocupación:

El Equipo de Resolución de Problemas está compuesto por profesionales que se reunirán con el maestro de su hijo(a). Además de analizar el progreso y rendimiento actual de su hijo(a), en esta reunión también se formularán soluciones positivas para tratar las áreas de dificultad. Su participación y aportación son de gran valor y esperamos que usted participe en esta reunión. Si usted no puede asistir, la reunión se llevará acabo como programado. Posteriormente nos comunicaremos con usted para discutir los resultados de la reunión y las recomendaciones acordadas. Favor de completar el formulario que encontrará a continuación e indique si asistirá o no a la reunión. **Devuelva el formulario al maestro de su hijo(a) durante los próximos 5 días o llame a _____al número de teléfono siguiente _____durante los próximos 5 días.** Si desea más información, comuníquese con el Coordinador del Equipo de Resolución de Problemas de la escuela de su hijo(a).

Nombre del estudiante:_____

Fecha y hora de la reunión:_____

Lugar:_____

Padre/madre/tutor Legal: Favor de indicar una de las siguientes:

___Asistiré a la reunión

___No puedo asistir a la reunión.

_____

Firma del padre/madre/tutor legal Teléfono del trabajo/hogar Fecha

Nota: El Estatuto de Florida 1003.26 exige una reunión obligatoria del PST con los padres de todos los estudiantes que desarrollan patrones de absentismo.

Sample 5 – Notice of Right to Appeal (English)

SCHOOL DISTRICT OF VOLUSIA COUNTY
NOTICE OF RIGHT TO APPEAL

Student Name _____ Date of Birth _____

School Name _____ Student ID |___|___|___|___|___|

Florida Statute 1003 requires parents to participate in interventions designed to remediate patterns of nonattendance exhibited by their child(ren). This statute gives parent/ guardian the right to appeal to the school board if they believe the strategies or interventions recommended by the school are inappropriate or unnecessary. If you choose to exercise this right, you must notify the school Problem Solving Team or Individual Education Plan (IEP) Committee in writing.

I, _____, have read the above and understand my rights as outlined by the law.

_____ _____

Parent Signature **Date**

cc: Parent
Problem Solving Team/IEP Committee

Sample 5 – Notice of Right to Appeal (Spanish)

DISTRITO ESCOLAR DEL CONDADO DE VOLUSIA
NOTIFICACIÓN DEL DERECHO A APELAR

Nombre del Estudiante _____ Fecha de Nacimiento _____

Nombre de la Escuela _____ Identificación del Estudiante | | | | | |

Estatuto de la Florida 1003 requiere que los padres participen en las intervenciones designadas a remediar los patrones de absentismo mostrados por sus hijos. Este estatuto le otorga el derecho al padre/encargado de apelar a la junta escolar si él o ella cree que las estrategias o intervenciones recomendadas por la escuela son inapropiadas o innecesarias. Si elige a ejercer este derecho, usted tiene que notificar por escrito al Equipo de Resolución de Problemas o al Comité del Plan Educativo Individualizado (IEP).

Yo, _____, he leído lo anterior y entiendo mis derechos tal como lo estipula la ley.

_____ _____

Firma del padre/madre **Fecha**

cc: Padre
Equipo de Resolución de Problemas/Comité IEP

Distributed by School Social Services 09/25/02 2001097MIS
Revised: 2/11/09

After a student receives 15 absences, this letter is to be generated by the school requiring a doctor's note for subsequent absences due to illness.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We are interested in your child's success in school. We believe that regular school attendance is instrumental in achieving this goal. This letter is to inform you that according to district records, your child has had 15 or more days of absences, excused and/or unexcused, during the current school year within Volusia County Schools.

According to school attendance policy 206, in compliance with Florida Statute 1003.24, a parent/guardian must provide a doctor's verification for all absences beyond 15 days due to illness, to be considered excused.

Because your child has been absent more than 15 days this school year, please ensure that you provide the necessary doctor's excuse for all absences due to illness during the remainder of this school year. If you have already provided the school district with medical documentation of a chronic condition for which ongoing absences are anticipated this school year, please disregard this notice.

Please contact the Attendance Office at if you have questions or if we can offer assistance in helping your child attend school regularly.

Sincerely,

Principal

Sample 6 – 15-Day Doctor's Note (Spanish)

After a student receives 15 absences, this letter is to be generated by the school requiring a doctor's note for subsequent absences due to illness.

Print on School Letterhead

(Date)

(Address)

Estimado Padre/Madre/Tutor:

Nos importa el éxito escolar de su hijo(a). Creemos que la asistencia escolar es esencial para lograr esta meta. La presente es para informarle que según los registros del distrito, su hijo(a) ha acumulado 15 o más ausencias, ya sean justificadas o injustificadas durante este año escolar dentro de Volusia County Schools.

Según la política de asistencia escolar 206, y en cumplimiento con el Estatuto de Florida 1003.24, un padre/tutor debe presentar verificación de un médico para todas las ausencias de más de 15 días debido a enfermedad para que se consideren justificadas.

Debido a que su hijo(a) ha perdido más de 15 días durante este año escolar, asegúrese de presentar una nota médica para justificar todas las ausencias posteriores debidas a enfermedad durante lo que resta de este año escolar. En caso de que usted haya presentado al distrito escolar documentación médica que conste una condición crónica por la cual se prevén más ausencias este año escolar, favor de ignorar este aviso.

Si usted tiene preguntas o si podemos ayudar con la asistencia escolar de su hijo(a) para que él/ella asista a la escuela con regularidad, llame a la Oficina de Asistencia, al ( ) ___-____.

Atentamente,

Director(a)

Sample 7 – Declaration of Intent to Terminate Enrollment (English)

Prior to withdrawing students ages 16 to 18 for non-attendance, schools must obtain signed Declaration of Intent.

Print on School Letterhead

DECLARATION OF INTENT

TO TERMINATE ENROLLMENT

I HEREBY ANNOUNCE MY INTENT TO TERMINATE ENROLLMENT IN SCHOOL AND ACKNOWLEDGE THAT THIS ACTION IS LIKELY TO REDUCE MY FUTURE EARNING POTENTIAL. I ALSO UNDERSTAND THAT I MAY LOSE MY DRIVING PRIVILEGE BECAUSE THE SCHOOL DISTRICT IS REQUIRED TO NOTIFY THE DEPARTMENT OF HIGHWAY SAFETY AND MOTOR VEHICLES OF STUDENTS WHO TERMINATE SCHOOL ENROLLMENT.

STUDENT ID: _____

Print Name: _____ Date of Birth: _____
Student

_____ Date Signed: _____
Student Signature

_____ Date Signed: _____
Parent Signature

Parent Notification of Student's Declaration of Intent to Terminate School Enrollment

Name and title of person notifying parent: _____

School: _____ Date of Notification: _____

Method of notification: ☐ Conference ☐ Telephone ☐ Parent present when student withdrew

☐ Other: _____

Students must be withdrawn from attendance using the Withdrawal Code W-05.

Sample 7 – Declaration of Intent to Terminate Enrollment (Spanish)

Prior to withdrawing students ages 16 to 18 for non-attendance, schools must obtain signed Declaration of Intent.

Print on School Letterhead

DECLARACIÓN DE INTENCIÓN

DE TERMINAR MATRÍCULA

POR MEDIO DE LA PRESENTE NOTIFICO MI INTENCIÓN DE DARME DE BAJA DE LA ESCUELA Y ENTIENDO QUE ESTA ACCIÓN PROBABLEMENTE LIMITARÁ MI POTENCIAL DE GANACIAS O SUELDO EN EL FUTURO. TAMBIÉN ENTIENDO QUE PUEDO PERDER EL PRIVILEGIO DE CONDUCIR PORQUE EL DISTRITO ESCOLAR ESTÁ OBLIGADO A NOTIFICAR AL DEPARTAMENTO DE SEGURIDAD DE CARRETERAS Y VEHÍCULOS MOTORIZADOS DE LOS ESTUDIANTES QUE SE DAN DE BAJA.

Identificación del estudiante: _____

Letra impresa
Nombre: _____ Fecha de Nacimiento: _____

_____ Fecha: _____
Firma del Estudiante

_____ Fecha: _____
Firma del Padre/Tutor

Notificación a los padres de la intención del estudiante de darse de baja de la escuela

Nombre y título/cargo de la persona que notifica a los padres: _____

Escuela: _____ Fecha de Notificación: _____

Método de notificación: ☐ Reunión ☐ Teléfono ☐ Padre estuvo presente cuando el estudiante se dio de baja ☐ Otro: _____

LOS ESTUDIANTES DEBEN DARSE DE BAJA DE LA ASISTENCIA A LA ESCUELA UTILIZANDO EL CÓDIGO W-05

Sample 8 – Notice of Intent to Exercise Right to Appeal (English)

SCHOOL DISTRICT OF VOLUSIA COUNTY

NOTICE OF INTENT TO EXERCISE RIGHT TO APPEAL

Florida Statute 1003.26 (1e) grants parents/legal guardians the right to appeal any interventions recommended by schools that are designed to remedy habitual truancy problems. If parents believe that the strategies or interventions are inappropriate or unnecessary, they may appeal to the district school board. **(Return form to attendance clerk; to be forwarded on to the Court Liaison at EDC @ Atlantic, Portable 5)**

This is a formal notification that I, _____, wish to exercise my rights under this statute.
parent's signature

Date: _____

Street Address: _____

City, State, Zip: _____

Student's Name: _____ DOB: _____

Parent/Guardian's Name: _____

School: _____ STUDENT ID: _____

Please list intervention(s) being appealed: _____

_____

_____

Reason for appeal (please check one):

☐ Intervention is inappropriate ☐ Intervention is unnecessary

Please explain: _____

_____

_____

_____

What steps do you plan to take to resolve your child's truancy problem if the above interventions are waived?

_____

_____

_____

Created: 4/10/07 Revised 8/7/13
Owner: Student Services

2007-188-VCS
Print Locally

Sample 8 – Notice of Intent to Exercise Right to Appeal (Spanish)

DISTRITO ESCOLAR DEL CONDADO DE VOLUSIA
NOTIFICACION DE EJERCER EL DERECHO DE APELAR

El Estatuto de Florida 1003.26 (1e) le concede a los padres/tutores legales el derecho de apelar cualquier intervención recomendada por las escuelas diseñada para remediar los problemas de absentismo habitual. Si los padres creen que las estrategias o intervenciones no son apropiadas o innecesarias, ellos pueden apelar a la junta escolar del distrito. **(Devuelva el formulario al secretario/a de asistencia; a ser enviado al Court Liaison en EDC en Atlantic, Portable 5)**

Esta es una notificación formal que yo, _____, deseo ejercer mis derechos bajo este estatuto.
Firma del padre

Fecha_____

Dirección de Domicilio:_____

Ciudad, estado, zona postal: _____

Nombre del Estudiante: _____ FDN:_____

Nombre del Padre/Tutor legal: _____

Escuela: _____ STUDENT ID: _____

Favor de enumerar las intervenciones que apela contra:_____

_____

_____

Razón por la apelación (favor de marcar una):

☐ Intervención es inapropiada ☐ Intervención es innecesaria

Favor de explicar:_____

_____

_____

_____

¿Qué pasos planea tomar para resolver el problema de absentismo de su hijo/a si las intervenciones mencionadas anterior son exoneradas?

_____

_____

Created: 4/10/07 Revised 8/7/13
Owner: Student Services

2007-168-VCS
Print Locally

Sample 9 – Notification of Intent to Withdraw Students (English)

After a student becomes 18 years of age or older, this letter is to be generated by the school to provide notification of intent to withdraw the student due to non-attendance.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We believe that regular school attendance is crucial to your child's success in school. Unfortunately, your son or daughter is not in regular school attendance and has been absent _____ days unexcused. Since your child is 18 years old or older and is no longer subject to the state's compulsory school attendance law, we must inform you that your son or daughter will be withdrawn from school due to non-attendance.* If we do not hear from you or if your child does not return to school by _____, he or she will be withdrawn on that date.
Date

If you have any questions regarding this matter, please contact our school registrar, _____ at _____ as soon as possible.
Name Phone #

Sincerely,

Principal

cc: School Cum Record

*For those students receiving ESE services who have not graduated with a standard diploma and wish to return to school, the district will provide educational services to them until their 22nd birthday according to federal law.

Sample 9 – Notification of Intent to Withdraw Students (Spanish)

After a student becomes 18 years of age or older, this letter is to be generated by the school to provide notification of intent to withdraw the student due to non-attendance.

Print on School Letterhead

(Date)

(Address)

Estimado Padres o Tutores de:_____

Creemos que el éxito escolar de su hijo(a) depende de la asistencia regular. Desafortunadamente, su hijo o hija no asiste a la escuela con regularidad y ha estado ausente _____ días sin justificación. Como su hijo(a) tiene 18 o más años de edad y ya no está sujeto a la ley de asistencia escolar obligatoria, tenemos que informarle que su hijo(a) será retirado de la escuela por el absentismo*. Si usted no se ponen en contacto con nosotros o si su hijo(a) no regresa a escuela para la fecha _____, él o ella será retirado de la escuela para esa fecha.

Si usted tiene preguntas sobre este asunto, por favor comuníquese con la persona encargada de asistencia en su escuela, _____ al _____ tan
Nombre Teléfono

pronto le sea posible.

Atentamente,

Director(a)

Copias: Registro Escolar

*Para aquellos estudiantes que reciben servicios de Educación Especial que no se han graduado con un diploma estándar y además desean regresar a la escuela, el distrito le prestará servicios educativos hasta que cumplan los 22 años de edad según la ley federal.

Sample 10 – Withdrawal Notice for Students (English)

This letter is to be generated by the school when an 18 year or older student is being withdrawn due to non-attendance.

Print on School Letterhead

(Date)

(Address)

Dear Parent/Guardian:

This letter is to notify you that your child _____
Name

was withdrawn from _____ on _____
School Date

due to non-attendance.*

Sincerely,

Principal

cc: School Cum Record

*For those students receiving ESE services who have not graduated with a standard diploma and wish to return to school, the district will provide educational services to them until their 22nd birthday according to federal law.

Sample 10 – Withdrawal Notice for Students (Spanish)

This letter is to be generated by the school when an 18 year or older student is being withdrawn due to non-attendance.

Print on School Letterhead

(Date)

(Address)

Estimado Padres o Tutores de:

La presente carta es para notificarle que su hijo(a) _____

ha sido retirado de la escuela _____ el _____

por su absentismo.

Atentamente,

Director(a)

Copias: Registro Escolar

*Para aquellos estudiantes que reciben servicios de Educación Especial que no se han graduado con un diploma estándar y además desean regresar a la escuela, el distrito le prestará servicios educativos hasta que cumplan los 22 años de edad según la ley federal.

Sample 11 – 15-Day Doctor's Note – Multiple Schools (English)

After 15 absences, this letter is to be generated by the school requiring a doctor's note for a student due to illness which occurred at multiple schools.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We are interested in your child's success in school. Regular school attendance is instrumental in achieving this goal. This letter is to inform you that according to district school records, your child has had 15 or more days of absences, excused and/or unexcused, during the current school year. **Although all of these absences did not occur at our school, we are still required to notify you of the district's policy concerning such absences.**

According to school attendance policy 206, in compliance with Florida Statute 1003.24, a parent/guardian must provide a doctor's verification for all absences beyond 15 days due to illness, to be considered excused.

Because your child has been absent more than 15 days this school year, please ensure that you provide the necessary doctor's excuse for all absences due to illness during the remainder of this school year. If you have already provided the school with medical documentation of a chronic condition for which ongoing absences are anticipated, please disregard this notice.

Please contact _____ at _____
if you have questions or if we can offer assistance in helping your child attend school regularly.

Sincerely,

Principal

cc: School Cum Record

Sample 11 – 15-Day Doctor's Note – Multiple Schools (Spanish)

After 15 absences, this letter is to be generated by the school requiring a doctor's note for a student due to illness which occurred at multiple schools.

Print on School Letterhead

(Date)

(Address)

Estimado Padres/Tutores de:_____

Nos interesa que su hijo tenga éxito en la escuela. Pero para lograr esta meta, es fundamental asistir a la escuela con regularidad. La presente es para informarle que según los registros escolares del distrito, su hijo ha tenido 15 o más ausencias, justificadas y/o injustificadas durante este año escolar. **Aunque todas estas ausencias no ocurrieran en nuestra escuela, todavía estamos obligados a notificarle sobre la política del distrito referente a tales ausencias.**

Conforme a la política 206 de la asistencia escolar, y en cumplimiento con el Estatuto de Florida 1003.24, un padre/tutor deberá proveer verificación médica por todas las ausencias después que haya estado el alumno ausente 15 veces debido a enfermedad para que se considere una ausencia justificada.

Como su hijo ha estado ausente más de 15 días este año escolar, por favor asegúrese de entregar la excusa médica necesaria para todas las ausencias por motivos de enfermedad para el resto de este año escolar. Si usted ha entregado la documentación médica de una afección crónica por la cual se anticipa más ausencias, por favor ignore este aviso.

Favor de comunicarse con _____ al _____ si tiene preguntas o si podemos prestarle ayuda para que su hijo asista a la escuela con regularidad.

Atentamente,

Director/a

ccp: Registro Escolar

Sample 12 – Florida Department of Education Exit Interview Student Survey (English - page 1 of 2)

Florida Department of Education
Exit Interview Student Survey

School Name _____ School District _____

Student Name _____ Student DOB _____

Grade Level _____ Date _____

Directions: Please circle the response that best describes your experience or provide a description of your experience in the space provided.

1. Which of the following best describes your **primary** reason for terminating school enrollment?

A. Classes were not interesting/bored
B. Missed too many days and could not catch up
C. Did not like school
D. Failing classes/couldn't keep up with school work
E. Illness
F. Became a parent
G. Getting married
H. Felt like I did not belong
I. Suspended from school often
J. Expelled from school
K. Student-teacher conflict
L. Employment/have to work full-time
M. Friends dropped out
N. Failed to pass FCAT
O. Intimidated/Threatened/Bullied
P. Migrant
Q. Homeless
R. Family Problems
S. Other

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

A. Classes were not interesting/bored
B. Missed too many days and could not catch up
C. Did not like school
D. Failing classes/couldn't keep up with school work
E. Illness
F. Became a parent
G. Getting married
H. Felt like I did not belong
I. Suspended from school often
J. Expelled from school
K. Student-teacher conflict
L. Employment/have to work full-time
M. Friends dropped out
N. Failed to pass FCAT
O. Intimidated/Threatened/Bullied
P. Migrant
Q. Homeless
R. Family Problems
S. Other

3. What would have improved your chances of staying in school? (Circle all that apply.)

A. Opportunities for real-world learning (internships, service learning)
B. Better teachers
C. Smaller classes
D. More individualized instruction
E. Better communication with your teachers
F. Better communication with your parents
G. Increased parental involvement
H. Less freedom and more supervision from parents
I. Less freedom and more supervision from school officials
J. Other

Sample 12 – Florida Department of Education Exit Interview Student Survey (English - page 2 of 2)

4. What actions did your school personnel take to keep you enrolled in school? (Circle all that apply.)

A. Provided student counseling
B. Scheduled a conference with parent(s), guardian(s), student, and school staff
C. Discussed and offered options for tutoring
D. Discussed the consequences of dropping out
E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
F. Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
G. Conducted home visits
H. Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
I. Discussed and offered participation in a credit recovery course/program
J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
L. Changed or revised course schedule
M. Implemented intervention contracts (e.g. attendance or behavior)
N. Student reported that school staff took no action
O. Other

Please check and sign below to certify that each of the following statements was addressed by school personnel.

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel which addressed the following:

- ☐ Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.
- ☐ Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18.
- ☐ My reasons for leaving school prior to graduation.
- ☐ Possible actions that could keep me from leaving school prior to graduation.
- ☐ Options for continuing my education in a different environment, e.g., Adult Education or GED testing.
- ☐ For Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(if student is under 18 years of age)

School Personnel Signature: _____ Date: _____

Optional:

1. What is the highest level of education completed by your maternal parent/guardian? (circle one)

Elementary Middle School High School College Graduate School Unknown

2. What is the highest level of education completed by your paternal parent/guardian? (circle one)

Elementary Middle School High School College Graduate School Unknown

Sample 12 – Florida Department of Education Exit Interview Student Survey (Spanish - page 1 of 2)

Departamento de Educación de la Florida
Encuesta Estudiantil – Entrevista de Salida

Nombre de la Escuela _____ Distrito Escolar _____

Nombre del Estudiante _____ Fecha de Nacimiento del Estudiante _____

Nivel de Grado _____ Fecha _____

Instrucciones: Por favor trazar in círculo alrededor de la repuesta que mejor describe su experiencia o dar una descripción de una experiencia en el espacio proporcionado.

1. ¿Cuál de los siguientes mejor describe su razón **fundamental** por terminar su inscripción en la escuela?

A. Las clases no eran interesantes/eran aburridas
B. Faltó demasiados días y no pudo ponerse al día
C. No le gustó estar en la escuela
D. Reprobó clases/no pudo ponerse al día con la tarea
E. Enfermedad
F. Crianza de los hijos
G. Se casó
H. No sentí que pertenecía allí
I. Fue suspendido de la escuela a menudo
J. Expulsado de la escuela
K. Conflicto entre estudiante-maestro
L. Trabajo/tener que trabajar jornada completa
M. Amigos dejaron los estudios
N. No pasó el FCAT
O. Intimidado/Amenazado/Víctima de Acoso Escolar
P. Trabajador emigrante
Q. Sin techo
R. Problemas de familia
S. Otra razón

2. ¿Cuál de los siguientes mejor describe su razón **secundaria** por terminar su inscripción en la escuela?

A. Las clases no eran interesantes/eran aburridas
B. Faltó demasiados días y no pudo ponerse al día
C. No le gustó estar en la escuela
D. Reprobó clases/no pudo ponerse al día con la tarea
E. Enfermedad
F. Crianza de los hijos
G. Se casó
H. No sentí que pertenecía allí
I. Fue suspendido de la escuela a menudo
J. Expulsado de la escuela
K. Conflicto entre estudiante-maestro
L. Trabajo/tener que trabajar jornada completa
M. Amigos dejaron los estudios
N. No pasó el FCAT
O. Intimidado/Amenazado/Víctima de Acoso Escolar
P. Trabajador emigrante
Q. Sin techo
R. Problemas de familia
S. Otra razón

3. ¿Qué hubiera mejorado la probabilidad de quedarse en la escuela? (Trazar un círculo alrededor de las opciones que aplican.)

A. Oportunidades para el aprendizaje en el mundo actual (prácticas, aprendizaje-servicio)
B. Mejores maestros
C. Clases más pequeñas
D. Más instrucción individual
E. Mejor comunicación con sus maestros
F. Mejor comunicación con sus padres
G. Más participación por parte de los padres
H. Menos libertad y más supervisión por parte de los padres
I. Menos libertad y más supervisión por parte de los oficiales de la escuela
J. Otra razón

Sample 12 – Florida Department of Education Exit Interview Student Survey (Spanish - page 2 of 2)

4. ¿Cuáles acciones tomaron el personal de su escuela para que siguiera inscribido en la escuela? (Trazar un círculo alrededor de las opciones que aplican.)

A. Proporcionaron consejos estudiantiles
B. Programar una conferencia con padres, tutores legales, estudiantes, y personal de la escuela
C. Hablaron sobre y ofrecieron opciones para la tutoría
D. Hablaron sobre las consecuencias de dejar los estudios
E. Hablaron sobre y ofrecieron opciones para la educación continua en un entorno diferente (e.j. educación para adultos, "home school", escuela virtual, "hospital homebound")
F. Hablaron sobre y ofrecieron opciones alternativas para la graduación (e.j. opciones para obtener el diploma, GED opción de salida, o examen de GED)
G. Visitas a domicilio
H. Referirle al estudiante a agencias/programas para tratar problemas que interfieren con el éxito en la escuela (e.j. consejo sobre el abuso de drogas, consejo psicológico, consejero de la familia)
I. Hablaron sobre y ofrecieron participación en un curso/programa sobre la recuperación del crédito
J. Hablaron sobre y ofrecieron acceso a *Drop-out Prevention Program(s)* (Programa para Prevenir el Acto de Dejar los Estudios) (e.j. educación alternativa, disciplinario, padre adolescente)
K. Vigilar el progreso del estudiante (por un maestro, consejero, trabajador social, "graduation coach", etc.)
L. Programa de estudios cambiado o revisado
M. Implementaron contratos de intervención (e.j. asistencia o comportamiento)
N. Estudiante reportó que el personal de la escuela no tomó acción
O. Otra razón

Por favor revisa y firma abajo para certificar que cada de las declaraciones fueron tratadas por el personal de la escuela.

Yo tengo por lo menos 16 años e intento terminar mi inscripción en el colegio. Recibí orientación de un consejero estudiantil u otro personal de la escuela que trató lo siguiente:
□ Poner término a la inscripción en el colegio antes de graduarme probablemente reducirá mis ingresos potenciales y afectará de manera negativa mis opciones para una carrera.
□ Poner término a la inscripción en el colegio resultará en la revocación/denegación de mis privilegios de manejar hasta que cumple 18 años.
□ Mis razones por dejar los estudios antes de mi graduación.
□ Acciones que posiblemente me impedirán de dejar la escuela antes de mi graduación.
□ Opciones para continuar mi educación en un entorno diferente, e.j. educación para adultos o el examen de GED.
□ Para elegibilidad para Bright Futures, los estudiantes de GED deben completar los requisitos acerca de los créditos antes de tomar el examen de GED.

Firma del Estudiante: _____ Fecha: _____

Firma del Padre/Tutor Legal: _____ Fecha: _____
(si el estudiante tiene menos de 18 años)

Firma del Personal de la Escuela: _____ Fecha: _____

Opcional:

1. ¿Cuál es el nivel de educación más alto completado por su padre/tutor legal materno? (Trazar un círculo alrededor de su repuesta)

Escuela Primaria Escuela Intermedia Escuela Secundaria Universidad
Escuela para Graduados Desconocido

Florida Department of Education
Exit Interview
(Designated School Personnel)

To be completed by school counselor or other school personnel:

School Name _____ School District _____

Student Name _____ Withdrawal date: __/__/__

Grade Level _____ Student ID# _____

Student DOB _____ School Transcript (*Please Attach*)

What is the *primary* reason the student is terminating school enrollment? (check one)

___ Classes not interesting	___ Marriage	___ Employment
___ Student/teacher conflict	___ Parenting	___ Suspended too often
___ Friends dropped out	___ Illness	___ Homeless
___ Failing classes	___ Migrant	___ Truancy/Absenteeism
___ Did not like school	___ Expelled	___ Failed to pass FCAT
___ Family Problems	___ Intimidated/Threatened/Bullied	

Other:_____

_____

Was the student in an alternative program prior to withdrawal from school? ___ Yes ___ No
If no, was an alternative program available? ___ Yes ___ No

If yes, describe the alternative program? _____

Had the student received individual counseling prior to this meeting? ___ Yes ___ No
If no, was counseling made available to the student? ___ Yes ___ No

Has a child study team been convened on the student's behalf? ___ Yes ___ No

If yes, please list the interventions taken by the child study team. _____

_____

_____

_____

Was the student involved in school sponsored extracurricular activities? ___ Yes ___ No

Does the student have an IEP or Section 504 Accommodation Plan? ___ Yes ___ No

Has the student received any remediation services in the past two (2) years? ___ Yes ___ No

If yes, please describe the remediation services? _____

_____

What is the average number of days the student was absent over the past two (2) years?

Year 1 _____ Year 2 _____

How many unexcused absences or tardies has the student accumulated over the past two years?

Unexcused Absences: Year 1 _____ Year 2 _____
Unexcused Tardies: Year 1 _____ Year 2 _____

What interventions did the school attempt in response to unexcused absences or tardinesses of the student while enrolled?

A. Communication between the school/teacher and the family/student
B. Formal meeting with the parent/guardian
C. Changes to the learning environment
D. Student counseling
E. Tutoring
F. Attendance Contract
G. Mentoring
H. Referral to other agencies/services on behalf of family needs
I. Truancy Petition
J. Other (Please describe)

_____

_____

Has the student *ever* been suspended? ___ Yes ___ No If yes, how many times? _____

Has the student *ever* been expelled? ___ Yes ___ No If yes, how many times? _____

Is the student eligible for the free/reduced lunch program? ___ Yes ___ No

Does the student plan to earn a GED? ___ Yes ___ No

If yes, inform student, for Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Has the student been informed of options for continuing his/her education? ___ Yes ___ No

Has the parent been notified of the student's intent to terminate school enrollment? ___ Yes ___ No

If yes, provide the date of parent notification. _____

The student has identified the following as actions that could be taken to keep them in school.

A. Opportunities for real-world learning (internships, service learning)
B. Better teachers
C. Smaller Classes
D. More individualized instruction
E. Better communication with your teachers
F. Better communication with your parents
G. Increased Parental Involvement
H. Less Freedom and more supervision from parents
I. Less Freedom and more supervision from school officials

Other: _____

_____

Has the student completed the student survey? ___ Yes ___ No

If no, how many attempts did the school make to obtain a completed survey from the student? _____

The following section is included to encourage dropout retrieval efforts.
Three (3) month follow-up: (Please check all that apply.)

Method of contact:

___ Letter (Level I) ___ Phone call (Level II) ___ Home visit (Level III)

___ Contact Successful ___ Contact Unsuccessful

Employment status:

___ Employed full-time ___ Employed part-time ___ Unemployed ___ Unknown

Education status:

___Working on GED ___ Earned GED ___ Enrolled in another school (private/vocational)

___ Unknown

Other (Please explain) _____

Did the student return to school following this contact? ___ Yes ___ No

****

Final contact (prior to start of next school year):

Not applicable: Student returned to school _____/_____/_____

Method of contact:

___ Letter (Level I) ___ Phone call (Level II) ___ Home visit (Level III)

___ Contact Successful ___ Contact Unsuccessful

Employment status:

___ Employed full-time ___ Employed part-time ___ Unemployed ___ Unknown

Education status:

___Working on GED ___ Earned GED ___ Enrolled in another school (private/vocational)

___ Unknown

Other (Please explain) _____

Did the student return to school following this contact? ___ Yes ___ No

Departamento de Educación de la Florida
Entrevista de Salida
(Personal Designado de la Escuela)

Debe ser completado por el consejero estudiantil de la escuela u otro personal de la escuela:

Nombre de la Escuela _____ Distrito Escolar _____

Nombre del Estudiante _____ Fecha de Baja ___/___/___

Nivel de Grado _____ No. de Identificación del Estudiante _____

Fecha de Nacimiento del Estudiante _____ Transcripción de la Escuela *(Favor de Adjuntar)*

¿Cuál es la razón *fundamental* por la cual el estudiante va a terminar la inscripción en la escuela? (escoger una)

__ Las clases no eran interesantes
__ Conflicto entre estudiante/maestro
__ Amigos dejaron los estudios
__ Suspendió las clases
__ No le gustó la escuela
__ Problemas de familia
__ Matrimonio
__ Crianza de los hijos
__ Enfermedad
__ Trabajador Emigrante
__ Expulsado
__ Intimidado/Amenazado/ Víctima de Acoso Escolar
__ Empleo
__ Suspendido con mucha frecuencia
__ Sin techo
__ Absentismo Escolar/ Ausentismo
__ No pasó el FCAT

Otra razón: _____
_____

¿El estudiante estuvo en un programa alternativo antes de dar de baja de la escuela? Sí No
Si no, ¿hubo un programa alternativa disponible? Sí No
Si sí, describa el programa alternativo _____

¿El estudiante había recibido orientación individual antes de esta cita? Sí No
Si no, ¿fueron disponibles los servicios de orientación para el estudiante? Sí No

¿Un equipo de estudio ha sido reunido de parte del estudiante? Sí No
Si sí, favor de nombrar las intervenciones tomadas por el equipo de estudio del niño.
_____
_____
_____

¿El estudiante estuvo involucrado en actividades extracurriculares patrocinadas por la escuela? Sí No

¿El estudiante tiene un Plan Educativo Individual (IEP) o un Plan de Acomodación de Sección 504? Sí No

¿El estudiante ha recibido servicios de remedio en los últimos dos (2) años? Sí No
Si sí, por favor describir los servicios de remedio. _____
_____

¿Cuál es el promedio número de días que un estudiante estuvo ausente durante los últimos dos (2) años?
Año 1_____ Año 2 _____

¿Cuántas ausencias o tardanzas no autorizadas ha acumulado el estudiante durante los últimos dos años?

Ausencias No Autorizadas Año 1 _____ Año 2 _____
Tardíos No Autorizados Año 1 _____ Año 2 _____

¿Cuáles intervenciones utilizó la escuela como solución a las ausencias o tardanzas no autorizadas del estudiante mientras estuvo matriculado?

A. Comunicación entre la escuela/maestra y la familia/estudiante
B. Cita formal con los padres
C. Cambios al entorno de aprendizaje
D. Orientación estudiantil
E. Tutoría
F. Contrato de asistencia
G. Proporcionar un mentor
H. Referencia a otras agencias/servicios basados en las necesidades de la familia
I. Petición del absentismo escolar
J. Otra (Por favor describir) _____

_____

¿En algún momento ha sido suspendido el estudiante? Sí No Si sí, ¿cuantas veces?___

¿En algún momento ha sido expulsado el estudiante? Sí No Si sí, ¿cuantas veces? __

¿El estudiante es elegible para el programa de almuerzo escolar gratis/reducido? Sí No

¿El estudiante tiene planes de conseguir un GED? Sí No
Si sí, informarle al estudiante que para ser elegible para Bright Futures los estudiantes de GED tienen que completar los créditos requeridos antes de tomar un examen de GED.

¿El estudiante ha sido informado sobre opciones para continuar su educación? Sí No

¿Los padres han sido notificados de la intención del estudiante de terminar su matriculación?
Sí No
Si sí, proporcionar la fecha en que se notificó a los padres. _____

El estudiante ha identificado las siguientes acciones que lo pudieran haber mantenido en la escuela.

A. Oportunidades para el aprendizaje en el mundo actual (prácticas, aprendizaje-servicio)
B. Mejores maestros
C. Clases más pequeñas
D. Más instrucción individual
E. Mejor comunicación con sus maestros
F. Mejor comunicación con sus padres
G. Más participación por parte de los padres
H. Menos libertad y más supervisión por parte de los padres
I. Menos libertad y más supervisión por parte de dirección de la escuela
J. Otra acción

_____

_____

¿El estudiante ha completado la escuela estudiantil? Sí No

Si no, ¿cuántas veces trató la escuela de obtener una encuesta completada por el estudiante?

La siguiente sección está incluida para promover los esfuerzos de recuperación para los estudiantes que han dejado los estudios. Continuación a los tres (3) meses: (Por favor elija todos los que apliquen)

Método de Contacto:

__ Carta (Nivel I) __ Llamada por teléfono (Nivel II) __ Visita al Domicilio (Nivel III)

__ Se Pudo Comunicar __ No Se Pudo Comunicar

Situación Laboral:

__ Empleado a jornada completa __ Empleado de media jornada

__ Desempleado __ Desconocido

Educación:

__ Estudiando para el GED __ Consiguió el GED

__ Matriculado en otra escuela (privado/profesional) __ Desconocido

Otro (Por favor explique) _____

¿El estudiante volvió a la escuela después de haberlo contactado? SI No

---

Contacto Final (antes de que comenzara el próximo año escolar):

No aplica: El estudiante volvió a la escuela __/__/__

Método de Contacto:

__ Carta (Nivel I) __ Llamada por teléfono (Nivel II) __ Visita al Domicilio (Nivel III)

__ Se Pudo Comunicar __ No Se Pudo Comunicar

Situación Laboral:

__ Empleado a jornada completa __ Empleado de media jornada

__ Desempleado __ Desconocido

Educación:

__ Estudiando para el GED __ Consiguió el GED

__ Matriculado en otra escuela (privado/profesional) __ Desconocido

Otro (Por favor explique) _____

¿El estudiante volvió a la escuela después de haberlo contactado? SI No

Sample 14 – McKinney-Vento Educational Act – Checklist for School Personnel

Volusia County School District

McKinney-Vento Educational Act - Checklist for School Personnel

Once the form is completed send the original to the District Homeless Education Liaison, ESE/Student Services Office, EDC@ Atlantic High School – Portable 5. Retain a copy for the School-Based Homeless Contact.

School: _____ **Date Began:** _____

Student Name: _____ **Student ID:** _____

Completed By: _____ **Title:** _____ **Ext:** _____

The following checklist should be completed on each student when identified as homeless. Please record the date for each item in the space provided. Indicate N/A if an item does not apply.

Date or N/A

_____ Assess student's educational needs (designated/appropriate school personnel to complete within 24 hours)
- *Review registration information and enrollment history in Volusia County*
- *Request prior school records/cumulative folder and ESOL/ESE records, if applicable*
- *Make contact with prior schools and gather pertinent information needed for placement or services*
- *Follow-up on "in process" requests or referrals from prior school*
- *Refer to PST Problem-Solving Team for meeting when records are received*

_____ Complete in Cross Pointe on screen S316 the 4 fields on homeless

_____ Complete Student Residency Form for students who are already attending and just became homeless

_____ Notify the EN Clerk (via e-mail, note, or phone) that this student receives free meals immediately and once identified, remains eligible for the remainder of the school year

_____ Notify the classroom teacher(s) of the student's status (confidential information)

_____ Provide school supplies, if needed

_____ Identify additional family members enrolled in other Volusia County Schools (list names and schools)
_____

_____ Refer any student lacking required medical records (physical, birth certificate, immunizations) to the District Homeless Education Liaison (student has 30 **school** days to return information)

Types of records missing: _____

_____ Complete a variance form if student has moved out of his/her zoned school

_____ Coordinate transportation with the District Homeless Education Liaison for out-of-zone students
- *Bus routing*
- *VOTRAN passes/tokens*

_____ Make referral to any of the following, if there are additional significant concerns:
- *School Counseling services for academic, behavior or other concerns*
- *Health services for vision or hearing referrals, medication issues, etc.*
- *School Social Work Services for social service needs, home/school communication.*

Contact the District Homeless Education Liaison, ext. 20856, regarding any concerns or questions.

Revised by: School Social Services 8-7-13 2006-048-VCS
Distributed by: Local print/copy

Sample 15 – School Social Services – Social Work Referral

The School District of Volusia County
School Social Services

SOCIAL WORK REFERRAL

Student: _____ **Student ID:** _____ **Birth Date:** _____ **Age:** _____

School: _____ **Grade:** _____ **ESE Exceptionality:** _____

Homeless: Yes ☐ No ☐ Unknown ☐ **Information:** _____
DCF Involvement: Yes ☐ No ☐ Unknown ☐ **Information:** _____
DJJ Involvement: Yes ☐ No ☐ Unknown ☐ **Information:** _____
Agency Involvement: Yes ☐ No ☐ Unknown ☐ **Information:** _____

Reason for Referral

☐ Home/School Communication ☐ Linkage to Community Resources ☐ Crisis Intervention

☐ Behavior/Emotional ☐ Other: _____

Brief Description of the Problem: _____

School Interventions Attempted

Communication Method	Date(s)	By Whom	With Whom	Outcome
Telephone				
Email				
Face to Face				
Other Correspondence				

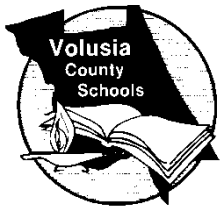
Date: _____ **Referred by:** _____ **Title:** _____ **Extension:** _____

Email this Social Work Referral to your designated School Social Workers and CC: School Administration.

Revised 8/20/13
Distributed by: School Social Services

2004-261-VCS

Sample 16 – Achieving School Attendance Program (A.S.A.P.) Referral Form



ACHIEVING SCHOOL ATTENDANCE PROGRAM (A.S.A.P.)
REFERRAL FORM

v

A. DEMOGRAPHICS

Parents: Mother/Guardian: _____

Father/Guardian: _____

Student Name: _____ Age: _____ D.O.B.: _____

School: _____ Grade: _____

Any special program?: _____ If yes, name of program: _____

Referring party: _____

Parent/guardian address: _____

City/State: _____ Zip: _____

Home Phone Number: _____ Work Phone Number: _____

Total number of unexcused absences during this school year to date: _____

SEE ATTACHED ATTENDANCE RECORD

Please send: ☐ Letter A (FTA) ☐ Letter B (NFT)

_____ _____

Date of Referral School Social Worker's Signature

B. INTERVENTIONS: The above-named child continues to miss school despite the completion of the following interventions during this school year:

1. Date/dates: _____

   Nature of intervention: _____

2. Date/dates: _____

   Nature of intervention: _____

3. Date/dates: _____

   Nature of intervention: _____

4. Parent explanation of absences: _____

   Nature of intervention: _____

Created: 7/2003 2004-038-VCS
Distributed by: School Social Services

Sample 17 – Student Data Collection: Parent Contacts & Staff Consultations PST 2

Student Data Collection: Parent Contacts & Staff Consultations PST 2

Student: _____ ID: _____ Grade: _____

Teacher: _____School:_____

Parent/Guardian Consultation(s):

	Date(s)	Plan/Outcome
1st Contact Phone ☐ In person ☐ e-mail ☐ Name of parent:		Signature of parent if in person:

2nd Contact Phone ☐ In person ☐ e-mail ☐ Name of parent:		Signature of parent if in person:

Staff Consultations:

	Date(s)	Plan/Outcome
PLC		
School Psychologist		
Guidance Counselor (Suggested for behavioral concerns)		
School Social Worker (Suggested for attendance concerns)		
Content Area Contact and/or Specialist (specify content area)		
Others (e.g., administrators, teachers, tutors)		

Sample 18 – ESE Request for Assistance/Attendance (English)

SCHOOL DISTRICT OF VOLUSIA COUNTY
ESE REQUEST FOR ASSISTANCE/ATTENDANCE

Student's Legal Name: _____ Grade: _____ DOB: _____ Student ID: _____

Date: _____ Referring Teacher: _____ School: _____

1. What are the student's strengths? _____

_____

2. What is the student's academic level? (*please check one*)
☐ On grade level ☐ Below grade level ☐ Passing ☐ Failing

If failing, identify subjects _____

3. What are the student's social/behavioral strengths and weaknesses? (*please check all that apply*)
☐ Makes friends easily
☐ Outgoing/sociable
☐ Follows school/classroom rules
☐ Involved in extracurricular activities
☐ Teased or picked on by others
☐ Isolated/withdrawn
☐ Poor peer relations
☐ Defiant/Disrespects adult authority
☐ Other (*please specify*) _____

4. Does the student have any identified health problems that you are aware of? ☐ Yes ☐ No

If yes, please describe. _____

5. Is the student currently taking any medication that you are aware of? ☐ Yes ☐ No

If yes, please list medications. _____

6. What is the number of unexcused absences for student to date? _____ *(attach attendance print-out)*

Has student or parent provided any explanation for absences? ☐ Yes ☐ No

If yes, please describe. _____

7. Have there been any parent/teacher conferences regarding the attendance issue? ☐ Yes ☐ No

If yes, please list dates of conferences. _____

If no, please list dates that parent failed to attend a scheduled conference. _____

8. Check all school level interventions tried.
☐ Mentoring
☐ Tutoring, Including Peer Tutoring
☐ Referral to Alternative Education Programs
☐ Attendance Contracts
☐ Teacher/Parent Conferences
☐ Curriculum/Class Change
☐ School Counseling Services
☐ School Nurse Referral
☐ Attendance Letter(s) to Parent
☐ Phone call(s) to parent
☐ Other (*please specify*) _____

What were the results of the above checked interventions? _____

Created by: School Social Services 7/2003
Revised: 8/7/13

2004-029-VCS

Sample 19 – Problem Solving Team: Attendance/Homeless PST: 6 A/H

Problem Solving Team: Attendance/Homeless
PST: 6 A/H

Student: _____ DOB: _____ Student ID: _____

School: _____ Grade: _____ Today's PST Meeting Date: _____

Teacher: (for elementary) _____

School Counselor/PST Chair: (for secondary) _____

Significance of Problem (i.e., number of absences/number of days in session for current school year): _____

_____

Based on data, to what extent does it appear the attendance problem is impacting academic performance?

☐ Not at all ☐ Somewhat ☐ Moderately ☐ Significantly

Previous interventions (i.e., mentoring, tutoring, attendance contract, guidance services, frequent communication with parent, class change, community referral, etc.)

What worked: _____

What didn't work: _____

Number of schools attended this year: _____

What are the student's social/behavioral strengths and weaknesses? (*please check all that apply*)

☐ Makes friends easily
☐ Outgoing/sociable
☐ Follows school/classroom rules
☐ Involved in extracurricular activities
☐ Teased or picked on by others
☐ Isolated/withdrawn
☐ Poor peer relations
☐ Defiant/disrespects adult authority
☐ Other (*please specify*) _____

Any known family crisis or situations that may be impacting student: _____

Medical concerns (i.e. health and mental health diagnosis): _____

What explanation has the parent provided for the absences: _____

Hypothesis: What is the most likely reason this attendance problem is occurring? (Consider ICEL, number of schools attended this year, family crisis, and/or health issues) _____

What is the goal? ☐ Student will attend school regularly and on time.

☐ Student will attend every class period daily and on time.

☐ Other (*please specify*)_____

Team decision(s):

☐ Begin/modify intervention (Specify interventions): _____

☐ Refer to Alternative Program: _____

☐ Refer for consideration of 504 Plan (documentation must be provided of health related issues and 504 process followed)

☐ Refer to PST to address academic and or behavioral concerns (PST 1-4 required)

☐ Other: _____

If the parent is not present at the meeting, who is responsible for parent contact? _____

Team Member Signatures (and Title for "Other"):

PST Chair: _____ Other: _____

Teacher: _____ Other: _____

Parent/Guardian: _____ Other: _____

Student: _____ Other: _____

Revised: 8/7/13
Owner: School Social Services

2009-060-VCS
Print Locally

Sample 20 – Tardy and Unexcused Absences Note (English)

After an unacceptable number of unexcused absences, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

Your child has been frequently late to school and has also had an unacceptable number of unexcused absences. Since the beginning of the school year, your child has been late _____ days and has had _____ unexcused absences. School begins at _____ a.m. and students need to be in the classroom ready to go to work by this time. If your child eats breakfast at school, he/she needs to be in the cafeteria by _____ a.m.

Directions and instructions for the entire school day are usually presented by the teacher at the beginning of the day. If not present for those instructions, your child's academic progress could be delayed. Students need to be punctual and in school on a regular basis if they are to be successful, and those who miss school regularly tend to have a higher failure rate. In addition, students coming into a classroom late are disruptive to the entire class.

It is important to establish good habits such as timeliness, which is vital to the success of the student. Please ensure that your child arrives on time to school in accordance with the Compulsory School Attendance Law and school board policy.

If you have any questions or if school staff can help in any way, please do not hesitate to contact _____ at _____ ext. _____. If we are not available, be sure to leave a message as to how we may return your call.

Sincerely,

Principal

cc: Classroom Teacher
School Social Worker
School Cum Record

Sample 20 – Tardy and Unexcused Absences Note (Spanish)

After an unacceptable number of unexcused absences, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Estimados Padres/Tutores de: _____

Con frecuencia su hijo(a) ha llegado tarde a la escuela, y además ha acumulado una cantidad inaceptable de ausencias injustificadas. Desde el inicio del año escolar, su hijo(a) ha llegado tarde _____días y ha tenido _____ ausencias injustificadas. La jornada escolar empieza a las _____ a.m. y los alumnos necesitan estar en el salón de clase listos para trabajar a esa hora. Si su hijo(a) desayuna en la escuela, él o ella necesita estar en la cafetería a más tardar a las _____a.m.

El maestro normalmente presenta las directivas e instrucciones para el día escolar al principio del día. Si no está presente para recibir estas instrucciones, el progreso académico de su hijo podría atrasarse. Para tener éxito en la escuela, los alumnos necesitan ser puntual y asistir a la escuela con regularidad. Aquellos alumnos que faltan periódicamente tienden a presentar un índice de fracaso más alto. Además, los alumnos que entran al salón de clase tarde interrumpen el aprendizaje de la clase.

Es importante establecer buenos hábitos como la puntualidad, algo que es esencial para el éxito del alumno. Por favor asegure que su hijo(a) llegue puntualmente en conformidad a la Ley de Asistencia Escolar Obligatoria y la política de la junta escolar.

Si tiene cualquier pregunta o si el personal escolar le pueda brindar ayuda, por favor no dude en comunicarse con _____ al _____. Si no estamos disponibles, asegúrese de dejar un mensaje con su número teléfono para así poder devolver su llamada.

Atentamente,

Director(a)

cc: Maestro(a) de Aula
Trabajador(a) Social Escolar
Expediente Escolar

Sample 21 – Did Not Enter (DNE) Note (English)

This letter is to be generated by the school when a student registered but did not enter on the first day of school.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

Our records show that your child was scheduled to begin school on _____ at _____School. However, your child has not shown up to school yet this school year.

Florida Statute 1003.21 requires the regular school attendance of children between the ages of 6 and 16. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This statute makes parents or legal guardians legally responsible for seeing that their children attend school.

Because your child did not enter school, we are required to withdraw your child as of _____ showing a withdrawal code of DNE (did not enter). This withdrawal code is considered a drop-out code as defined by the Florida Department of Education. Florida Statute 1003.27 requires schools to report the name of any minor who attains the minimum age of 14 and has a drop-out withdrawal code to the Department of Highway Safety and Motor Vehicles (DHSMV) for possible suspension of their driver's license or prevention from obtaining their driver's license.

As we are required to verify the status of your child's school enrollment/attendance, we are requesting that you contact the school and provide us with the information regarding where your child is attending school. Please contact your school registrar at _____ ext. _____ if you have any questions or if we can help in getting your child enrolled in school.

A school social worker will contact your home to verify the status of your child's school enrollment if a response is not received within 10 days of the date of this letter. Thank you.

Sincerely,

Principal

cc: School Social Worker
School Cum Record

Sample 21 – Did Not Enter (DNE) Note (Spanish)

This letter is to be generated by the school when a student registered but did not enter on the first day of school.

Print on School Letterhead

(Date)

(Address)

Estimados Padres/Tutores de: _____

Nuestros registros muestran que su hijo(a) estaba previsto(a) para empezar sus clases el_____ en la escuela _____. Sin embargo, su hijo(a) aún no se ha presentado a la escuela este año escolar.

El Estatuto de la Florida 1003.21 requiere que los niños entre los 6 y 16 años asistan con regularidad a la Escuela. Un(a) joven de 16 años no estará sujeto(a) a la asistencia escolar obligatoria si ha presentado una Declaración Formal de su Intención de Terminar la Matrícula Escolar. En dado caso, el o la joven y su padre/madre/tutor(a) deben firmar dicha declaración. El estatuto citado establece la responsabilidad legal de los padres de familia y tutores de procurar que sus hijos asistan a la escuela.

Debido a que su hijo(a) no ingresó a la escuela, estamos obligados a darle de baja a su hijo(a) a partir de _____ y su registro mostrará un código de baja (DNE, sigla que indica que no ingresó a la escuela). Este código es visto como un código de deserción escolar, tal como es definido por el Departamento de Educación de la Florida. El Estatuto de la Florida 1003.27 requiere que las Escuelas notifiquen al Departamento de Seguridad de Carreteras y Vehículos Motorizados (DHSMV) el nombre de todo menor de edad de 14 o más que tenga este código para la posible suspensión o la prevención de obtener la licencia de manejar.

Como estamos obligados a verificar la inscripción/asistencia de su hijo(a), le pedimos que usted se comunique con la escuela y nos dé la información sobre la escuela que su hijo(a) asiste actualmente. Favor de llamar a la oficinista de inscripción de su escuela al_____ extensión _____ si tiene preguntas o si podemos ayudar a matricular a su hijo(a) en la escuela.

Favor de tomar en cuenta que una trabajadora social escolar llamará a su hogar para verificar la inscripción de su hijo(a) si no recibimos una respuesta dentro de los 10 días posteriores a la fecha de esta carta. Gracias.

Atentamente,

Director(a)

cc: Trabajador(a) Social Escolar
Expediente escolar

Sample 22 – Tardies/Early Checkouts/Absences Note (English)

After an unacceptable number of tardies/early checkouts/ absences, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We believe that school attendance is a necessary part of your child's education and attending school in a regular and timely fashion enhances the educational process. Your child has been late _____ days, has had _____ early checkouts, and has accumulated _____ absences (_____ unexcused and _____ excused) thus far this school year. Florida's Compulsory School Attendance Law holds parents legally responsible for their children's attendance.

School begins at _____ a.m. and students need to be in the classroom ready to go to work by this time. If your child eats breakfast at school, he/she needs to be in the cafeteria by _____ a.m. School ends at _____ p.m. and students need to remain in school until the dismissal time. Students coming into a classroom late or leaving early can be disruptive to the entire class. Directions and academic instructions are presented by the teacher throughout the entire school day. If your child is not present for those instructions, his/her academic progress could be delayed.

It is important to establish good habits, such as timeliness and regular school attendance, which are vital to the success of all students. Please ensure that your child attends school daily, arrives on time, and remains the entire school day in accordance with the Compulsory School Attendance Law.

Your support and involvement is needed to ensure your child's regular school attendance. Please contact _____ at _____ ext. _____ if you have any questions or if we can offer assistance in helping your child attend school regularly.

Sincerely,

Principal

cc: Classroom Teacher
School Social Worker
School Cum Record

Sample 22 – Tardies/Early Checkouts/Absences Note (Spanish)

After an unacceptable number of tardies/early checkouts/ absences, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Estimados padres o tutores de: _____

Creemos que la asistencia escolar es una parte esencial de la educación de su hijo(a) y que asistir a la escuela puntualmente y con regularidad fortalece el proceso educativo. Hasta el momento, su hijo(a) ha llegado tarde _____ días, ha tenido _____ veces donde ha sido retirado temprano de la escuela y además ha acumulado _____ ausencias (_____injustificadas y _____ justificadas). La Ley de asistencia escolar obligatoria de Florida dispone que los padres son legalmente responsables por la asistencia de sus hijos.

La escuela empieza a las _____ a.m. y los alumnos necesitan estar en el salón de clase listos para trabajar a esa hora. Si su hijo(a) desayuna en la escuela, él o ella necesita estar en la cafetería a más tardar a las _____ a.m. El día escolar termina a las _____ p.m. y los alumnos necesitan quedarse en la escuela hasta la hora de salida. Alumnos que llegan tarde o salen más temprano pueden interrumpir la clase entera. Las directivas y las instrucciones académicas son presentadas por el maestro a través del día escolar entero. Si su hijo(a) no está presente durante esas instrucciones, su progreso académico podría atrasarse.

Es importante establecer buenos hábitos como la puntualidad y la asistencia escolar regular; ambas son esenciales para el éxito de todo alumno. Por favor asegure que su hijo(a) llegue puntualmente y que se quede por el día escolar completo en conformidad a la Ley de Asistencia Escolar Obligatoria.

Su apoyo y participación son necesarios para cerciorar la asistencia escolar regular de su hijo(a). Por favor llame a _____ al _____ ext. _____ si tiene cualquier pregunta o si podemos brindarle ayuda en la asistencia escolar regular de su hijo(a).

Atentamente,

Director(a)

cc: Maestro(a) de Aula
Trabajador(a) Social Escolar
Expediente Escolar

Sample 23 – Unexcused Tardies Note (English)

After an unacceptable number of unexcused tardies, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

Your child has been frequently late to school. Since the beginning of the school year, your child has accumulated _____ unexcused tardies. School begins at _____a.m. and students need to be in the classroom ready to go to work by this time. If your child eats breakfast at school, he/she needs to be in the cafeteria by _____ a.m.

Directions and instructions for the entire school day are usually presented by the teacher at the beginning of the day. If not present for those instructions, your child's academic progress could be delayed. In addition, students coming into a classroom late can be disruptive to the entire class.

It is important to establish good habits such as timeliness, which is vital to the success of the student. Please ensure that your child arrives on time to school in accordance with the Compulsory School Attendance Law and school board policy.

If you have any questions or if school staff can help in any way, please do not hesitate to contact _____ at _____ ext. _____.

Sincerely,

Principal

cc: Classroom Teacher
School Social Worker
School Cum Record

Sample 23 – Unexcused Tardies Note (Spanish)

After an unacceptable number of unexcused tardies, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Estimados Padres/Tutores de: _____

Con frecuencia su hijo(a) ha llegado tarde a la escuela. Desde el inicio del año escolar, su hijo(a) ha acumulado _____ tardanzas injustificadas. La escuela empieza a las _____a.m. y los alumnos necesitan estar en el salón de clase listos para trabajar a esa hora. Si su hijo(a) desayuna en la escuela, él o ella necesita estar en la cafetería a más tardar a las _____ a.m.

El maestro normalmente presenta las directivas e instrucciones para el día escolar al principio del día. Si no está presente para recibir estas instrucciones, el progreso académico de su hijo podría atrasarse. Además, los alumnos que llegan tarde podrían interrumpir a la clase entera.

Es importante establecer buenos hábitos como la puntualidad, algo que es esencial para el éxito del alumno. Por favor asegure que su hijo(a) llegue puntualmente en conformidad a la Ley de Asistencia Escolar Obligatoria y la política de la junta escolar.

Si tiene cualquier pregunta o si el personal escolar le pueda brindar ayuda, por favor no dude en comunicarse con _____ al _____ ext. _____.

Atentamente,

Director(a)

cc: Maestro(a) de Aula
Trabajador(a) Social Escolar
Expediente Escolar

Sample 24 – 5 Unexcused Absences Within 30 Calendar Days Note (English)

After 5 unexcused absences within 30 calendar days, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We believe that school attendance is a necessary part of your child's education and attending school in a regular and timely fashion enhances the educational process. According to Volusia County Schools Attendance Policy 206, schools must be notified of excused absences by either personal communication or written explanation from the parent/guardian. If the parent/guardian fails to provide notification, the absence will be recorded as unexcused.

Effective July 1, 2006, school boards were authorized to establish policies that allow accumulated unexcused tardies regardless of when they occur during the school day, and early departures from school to be recorded as unexcused absences – F.S. 1003.02(1)(b). Volusia County Schools Attendance Policy 206 states 5 unexcused tardies and/or early checkouts equals 1 unexcused absence, and these have been calculated into your child's attendance. District records indicate that your child has accumulated 5 unexcused absences within 30 calendar days within Volusia County Schools. Services are available to help you keep your child in school. Please let us know if you would like assistance.

Florida Statute 1003.21 requires the regular attendance of children between the ages of 6 and 16. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This statute makes parents or legal guardians legally responsible for seeing that their children attend school.

Your support and involvement are needed to ensure your child's regular school attendance. Please contact the Attendance Office at _____ if you have any questions or if we can offer assistance in helping your child attend school regularly.

Sincerely,

Principal

Sample 24 – 5 Unexcused Absences Within 30 Calendar Days Note (Spanish)

After 5 unexcused absences within 30 calendar days, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Estimados Padres/Tutor(a) de: _____

Creemos que la asistencia escolar es un aspecto importante de la educación de su hijo(a), y asistir a la Escuela de forma regular y oportuna fortalece el proceso educativo. De acuerdo con la Política 206 de Asistencia del Distrito Escolar del Condado Volusia, las Escuelas deben ser notificadas de ausencias justificadas mediante comunicación personal o por escrito del padre, madre o tutor(a) del Alumno(a). Si el padre, madre o tutor(a) no justifica una ausencia, ésta quedará registrada como injustificada.

A partir del 01 Julio 2006, las Juntas Escolares tienen la facultad de establecer políticas que permiten registrar como ausencias injustificadas las llegadas tardías (sin importar a qué hora ocurren durante el día lectivo) y salidas tempranas injustificadas que se acumulan [Estatuto de Florida 1003.02(1)(b)]. La Política 206 de Volusia County Schools establece que 5 (cinco) llegadas tardías y/o salidas tempranas injustificadas equivalen a una ausencia injustificada, por lo que han sido calculadas para efectos del registro de asistencia de su hijo(a). Los registros del distrito indican que su hijo(a) ha acumulado 5 (cinco) ausencias injustificadas durante 30 días naturales dentro de Volusia County Schools. Hay servicios disponibles para ayudarle a mantener a su hijo(a) en la Escuela. Favor de hacernos saber si quiere recibir dicha ayuda.

El Estatuto de Florida 1003.21 requiere que los niños entre los 6 y 16 años asistan regularmente a la Escuela. Un(a) joven que cumpla los 16 años no estará sujeto a la asistencia escolar obligatoria si ha presentado formalmente una Declaración de Intención de Terminar la Matrícula Escolar. En dado caso, el o la joven y su padre/madre/tutor(a) deben firmar la declaración. El Estatuto suscitado establece la responsabilidad legal de los padres de familia y tutores de procurar que sus hijos asistan a la Escuela.

Su apoyo y participación se necesitan para garantizar la asistencia regular de su hijo(a) a la Escuela. Favor de comunicarse con la Oficina de Asistencia al _____ en caso de que usted tenga dudas o si podemos ayudarle a su hijo(a) a asistir regularmente.

Atentamente,

Director(a) Escolar

Sample 25 – 10 Unexcused Absences Within 90 Calendar Days Note (English)

After 10 unexcused absences within 90 calendar days, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We believe that school attendance is a necessary part of your child's education and attending school in a regular and timely fashion enhances the educational process. According to Volusia County Schools Attendance Policy 206, schools must be notified of excused absences by either personal communication or written explanation from the parent/guardian. If the parent/guardian fails to provide notification, the absence will be recorded as unexcused.

Effective July 1, 2006, school boards were authorized to establish policies that allow accumulated unexcused tardies regardless of when they occur during the school day, and early departures from school to be recorded as unexcused absences – F.S. 1003.02(1)(b). Volusia County Schools Attendance Policy 206 states 5 unexcused tardies and/or early checkouts equals 1 unexcused absence, and these have been calculated into your child's attendance. District records indicate that your child has accumulated 10 unexcused absences within 90 calendar days within Volusia County Schools. Services are available to help you keep your child in school. Please let us know if you would like assistance.

Florida Statute 1003.21 requires the regular attendance of children between the ages of 6 and 16. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This statute makes parents or legal guardians legally responsible for seeing that their children attend school.

Florida Statute 1003.27 requires schools to report the name of any minor who attains the age of 14 and accumulates 15 unexcused absences within 90 calendar days to the Department of Highway Safety and Motor Vehicles (DHSMV) for possible suspension of their driver's license or prevention from obtaining their driver's license. For reinstatement of a driver's license, a student must attend school for 30 consecutive days. Hardship waivers may be granted upon request for a hearing.

Your support and involvement are needed to ensure your child's regular school attendance. Please contact the Attendance Office at _____ if you have any questions or if we can offer assistance in helping your child attend school regularly.

Sincerely,

Principal

Sample 25 – 10 Unexcused Absences Within 90 Calendar Days Note (Spanish)

After 10 unexcused absences within 90 calendar days, this letter is to be generated by the school.

Print on School Letterhead

(Date)

(Address)

Estimados Padres/Tutor(a) de: _____

Creemos que la asistencia escolar es un aspecto importante de la educación de su hijo(a), y asistir a la Escuela de forma regular y oportuna fortalece el proceso educativo. De acuerdo con la Política 206 de Asistencia del Distrito Escolar del Condado Volusia, las Escuelas deben ser notificadas de ausencias justificadas mediante comunicación personal o por escrito del padre, madre o tutor(a) del Alumno(a). Si el padre, madre o tutor(a) no justifica una ausencia, ésta quedará registrada como injustificada.

A partir del 01 Julio 2006, las Juntas Escolares tienen la facultad de establecer políticas que permiten registrar como ausencias injustificadas las llegadas tardías (sin importar a qué hora ocurren durante el día lectivo) y salidas tempranas injustificadas que se acumulan [Estatuto de Florida 1003.02(1)(b)]. La Política 206 de Volusia County Schools establece que 5 (cinco) llegadas tardías y/o salidas tempranas injustificadas equivalen a una ausencia injustificada, por lo que han sido calculadas para efectos del registro de asistencia de su hijo(a). Los registros del distrito indican que su hijo(a) ha acumulado 10 ausencias injustificadas durante 90 días naturales dentro de Volusia County Schools. Hay servicios disponibles para ayudarle a mantener a su hijo(a) en la Escuela. Favor de hacernos saber si quiere recibir ayuda.

El Estatuto de Florida 1003.21 requiere que los niños entre los 6 y 16 años asistan regularmente a la Escuela. Un(a) joven mayor de 16 años no estará sujeto a la asistencia escolar obligatoria si ha presentado formalmente una Declaración de Intención de Terminar la Matrícula Escolar. En dado caso, el o la joven y su padre/madre/tutor(a) deben firmar dicha Declaración. El Estatuto suscitado establece la responsabilidad legal de los padres de familia y tutores de procurar que sus hijos asistan a la Escuela.

El Estatuto de Florida 1003.27 requiere que las Escuelas notifiquen al Departamento de Seguridad Vial y Vehículos Automotores (DSHMV) el nombre de todo menor de edad de 14 años que acumule 15 ausencias injustificadas en un plazo de 90 días naturales, para la posible suspensión de su Licencia de Conducir o bien que impidan que obtenga una Licencia. Para recuperar su licencia suspendida, el Alumno(a) debe asistir a la Escuela durante 30 días consecutivos. Se puede pedir una audiencia ante circunstancias especiales.

Su apoyo y participación se necesitan para garantizar la asistencia regular de su hijo(a) a la Escuela. Favor de comunicarse con la Oficina de Asistencia al _____ en caso de que usted tenga dudas o si podemos ayudar a su hijo(a) a asistir regularmente.

Atentamente,

Director(a) Escolar

Sample 26 – Teen Court Referral

TEEN COURT REFERRAL

Volusia County Schools

1. Referred by: Name: _____

Title: _____

2. Referral Date: _____

IDENTIFIED CLIENTS:

3. Name of Student: _____

4. D.O.B.: _____ 5. Sex: _____ 6. Race: _____

7. Parent/Guardian: _____

8. Address: _____

9. Telephone: Home: _____ Work: _____

10. Residing with: _____

11. School: _____ 12. Grade: _____

13. School Counselor: _____ Phone: _____ Ext. _____

14. What reason has parent given for student's absences:

15. What reason has student given for absences:

16. Does the student receive ESE services? Yes ☐ No ☐ If yes, please specify exceptionality code _____

ADMISSION CRITERIA CHECKLIST:

17. Pending DJJ referral for delinquency?

Yes ☐ No ☐ Don't Know ☐

18. Pending DCF referral for abuse?

Yes ☐ No ☐ Don't Know ☐

19. Student/Family aware of referral?

Yes ☐ No ☐ Don't Know ☐

20. Attendance printout attached?

Yes ☐ No ☐

21. Attendance Contract attached?

Yes ☐ No ☐

22. Problem Solving Team Minutes or IEP notes attached?

Yes ☐ No ☐

23. Notice of Right to Appeal attached?

Yes ☐ No ☐

24. Sanction Recommendations attached?

Yes ☐ No ☐

Revised : 8/13/2011
Owner: School Social Services

2004-037-VCS
Print Locally

Sample 27 – Referral Form for Centralized Intake Stewart-Marchman-Act Behavioral Healthcare

REFERRAL FORM FOR CENTRALIZED INTAKE
STEWART-MARCHMAN-ACT BEHAVIORAL HEALTHCARE

1. Referred by: Name: _____

Title: _____

2. Referral Date: _____

IDENTIFIED CLIENTS:

3. Name of Student: _____

4. D.O.B.: _____ 5. Sex: _____ 6. Race: _____

7. Parent/Guardian: _____

8. Address: _____

9. Telephone: Home: _____ Work: _____

10. Residing with: _____

11. School: _____ 12. Grade: _____

13. Explain crisis/problem briefly: _____

_____

_____

_____

14. Does student receive ESE services? Yes ☐ No ☐ If yes, please specify exceptionality code _____

ADMISSION CRITERIA CHECKLIST:

15. Pending DJJ referral for delinquency?

Yes ☐ No ☐ Don't Know ☐

16. Pending DCF referral for abuse?

Yes ☐ No ☐ Don't Know ☐

17. Student/Family aware of referral?

Yes ☐ No ☐ Don't Know ☐

18. Attendance printout attached?

Yes ☐ No ☐

19. Attendance Contract attached?

Yes ☐ No ☐

20. Problem Solving Team Minutes or IEP notes attached? Yes ☐ No ☐

21. Request for Assistance/Attendance attached?

Yes ☐ No ☐

22. Notice of Right to Appeal attached?

Yes ☐ No ☐

Created: 3/2004; Revised: 8-13-2011
Owner: School Social Services

2004-238-VCS
Print Locally

Sample 28 – 3-Day Non-Enrollment Letter

VOLUSIA COUNTY SCHOOLS

School Board of Volusia County

Mr. Ruben Colón, Chairman
Ms. Jamie M Haynes, Vice Chairman
Mrs. Linda Cuthbert
Mrs. Anita Burnette
Mr. Carl Persis

Dr. Scott Fritz
Superintendent of Schools

Date

, Florida

Dear :

It has come to the attention of the Volusia County School District that your child, , is not currently enrolled in school.

Florida Statute, Chapter 1003, requires the regular school attendance of students between the ages of 6 and 16 years. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This Statute makes parents and legal guardians legally responsible for seeing that their children attend.

This letter is to advise you to see that enrolls at his/her zoned public school, School or another educational option defined under Florida Statute, Chapter 1003.01 (13) which includes a private school, including a parochial, religious, or denominational school, a home education program if eligible, or a private tutoring program. Your son/daughter must enroll and attend school regularly, within three days of your receipt of this letter. If not, you may be in violation of this Statute, and I will be required to notify appropriate legal authorities.

Please contact me at (386) 734-7190 ext. to advise me of your intent of school enrollment for your son/daughter. If you have questions, or if I can offer further assistance in getting your child into regular school attendance, feel free to call me.

Sincerely,

School Social Worker
Volusia County School District

☐ HAND DELIVERED: _____

☐ CERTIFIED MAIL RECEIPT REQUESTED

cc: School Principal
School Social Work File

P.O. BOX 2118 · 200 NORTH CLARA AVE
DELAND, FL 32720
(386) 734-7190 · (386) 255-6475
An Equal Opportunity Employer

Sample 29 – 3-Day Unexcused Absences Letter

VOLUSIA COUNTY SCHOOLS

Dr. Scott Fritz
Superintendent of Schools

School Board of Volusia County

Mr. Ruben Colón, Chairman
Ms. Jamie M Haynes, Vice Chairman
Mrs. Linda Cuthbert
Mrs. Anita Burnette
Mr. Carl Persis

Dear :

School has reported that your child, , is not attending school regularly. Your child has had unexcused absences. Services have been offered you to assist you in keeping your child in school.

Florida Statute, Chapter 1003, requires the regular school attendance of students between the ages of 6 and 16 years. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This Statute makes parents and legal guardians legally responsible for seeing that their children attend.

This letter is to advise you to see that attends school regularly within three days of your receipt of this letter or you may be in violation of this Statute, and we will be required to notify appropriate legal authorities.

Please contact me at (386) 734-7190 extension if you have questions, or if we can offer further assistance in getting your child into regular school attendance.

Sincerely,

School Social Worker

☐ HAND DELIVERED: _____

☐ CERTIFIED MAIL RETURN RECEIPT REQUESTED

cc: School Principal
School Social Worker file

P.O. BOX 2118 · 200 NORTH CLARA AVE
DELAND, FL 32720
(386) 734-7190 · (386) 255-6475
An Equal Opportunity Employer

Sample 30 – 3-Day Hospital/Homebound Letter

VOLUSIA COUNTY SCHOOLS

Dr. Scott Fritz
Superintendent of Schools

School Board of Volusia County

Mr. Ruben Colón, Chairman
Ms. Jamie M Haynes, Vice Chairman
Mrs. Linda Cuthbert
Mrs. Anita Burnette
Mr. Carl Persis

Date

, Florida

Dear :

It has come to the attention of the Volusia County School District that your child, , has not followed through with their educational services through the Hospital/Homebound program.

Florida Statute, Chapter 1003, requires the regular school attendance of students between the ages of 6 and 16 years. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This Statute makes parents and legal guardians legally responsible for seeing that their children attend.

This letter is to advise you to see that attends this program or another educational option defined under Florida Statute, Chapter 1003.01 (13) which includes a private school, including a parochial, religious, or denominational school, a home education program if eligible, or a private tutoring program. Your son/daughter must access this program and contact Cassie Chandler, Program Administrator with the Hospital/Homebound office at (386) 425-3964, within three days of your receipt of this letter. If not, you may be in violation of this Statute, and I will be required to notify appropriate legal authorities.

Please contact me at (386) 734-7190 ext. to advise me of your intent of school attendance for your son/daughter and if you have questions, or if I can offer further assistance in getting your child into regular school attendance.

Sincerely,

School Social Worker
Volusia County School District

☐ HAND DELIVERED: _____

☐ CERTIFIED MAIL RECEIPT REQUESTED

cc: Cassie Chandler, Program Administrator, Hospital/Homebound
School Social Work File

P.O. BOX 2118 · 200 NORTH CLARA AVE
DELAND, FL 32720
(386) 734-7190 · (386) 255-6475
An Equal Opportunity Employer

Sample 31 – 3-Day Off Campus Instruction/Home Instruction Letter

VOLUSIA COUNTY SCHOOLS

School Board of Volusia County

Mr. Ruben Colón, Chairman
Ms. Jamie M Haynes, Vice Chairman
Mrs. Linda Cuthbert
Mrs. Anita Burnette
Mr. Carl Persis

Dr. Scott Fritz
Superintendent of Schools

Date

, Florida

Dear :

It has come to the attention of the Volusia County School District that your child, , has not followed through with their educational services through the Off Campus/Home Instruction program.

Florida Statute, Chapter 1003, requires the regular school attendance of students between the ages of 6 and 16 years. A child who attains the age of 16 is not subject to compulsory school attendance if the child files a formal Declaration of Intent to Terminate School Enrollment with the school. The child and his or her parent or legal guardian must sign the declaration. This Statute makes parents and legal guardians legally responsible for seeing that their children attend.

This letter is to advise you to see that attends this program or another educational option defined under Florida Statute, Chapter 1003.01 (13) which includes a private school, including a parochial, religious, or denominational school, a home education program if eligible, or a private tutoring program. Your son/daughter must access this program and contact Cassie Chandler, Program Administrator with the Home Instruction office at (386) 425-3964, within three days of your receipt of this letter. If not, you may be in violation of this Statute, and I will be required to notify appropriate legal authorities.

Please contact me at (386) 734-7190 ext. to advise me of your intent of school attendance for your son/daughter and if you have questions, or if I can offer further assistance in getting your child into regular school attendance.

Sincerely,

School Social Worker
Volusia County School District

☐ HAND DELIVERED: _____

☐ CERTIFIED MAIL RECEIPT REQUESTED

cc: Cassie Chandler, Program Administrator, Home Instruction
School Social Work File

P.O. BOX 2118 · 200 NORTH CLARA AVE
DELAND, FL 32720
(386) 734-7190 · (386) 255-6475
An Equal Opportunity Employer

Sample 32 – Achieving School Attendance Program (A.S.A.P.) Letter A

OFFICE OF THE STATE ATTORNEY

SEVENTH JUDICIAL CIRCUIT OF FLORIDA
VOLUSIA, FLAGLER, PUTNAM & ST. JOHNS COUNTIES

R.J. Larizza
STATE ATTORNEY

251 North Ridgewood Avenue
Daytona Beach, Florida 32114-7509
Phone (386) 239-7710
Fax (386) 239-7716

June 14, 2018

[redacted]

Letter A

Dear Parent/Guardian of: [redacted]

The School District of Volusia County has informed us that you failed to attend an attendance improvement plan meeting. You have not contacted the school to set an alternative time to meet and discuss your child's attendance problem. Due to your child's chronic truancy and your lack of response to the school's request to help, you are now facing potential criminal charges.

This is your last opportunity to comply with Florida's mandatory school attendance law before court action is initiated. Please call (386) 255-6475, extension 38356, immediately upon receipt of this letter and set a time to discuss your child's chronic truancy.

Failure to appear and/or complete the items listed in the Attendance Contract may be used against you in any criminal proceeding the state institutes. Please give this urgent matter your immediate attention.

Sincerely,

Spencer S. Hathaway
Managing Assistant State Attorney

Cc: Melissa Burke, Attendance Court Liaison
Volusia County Schools
1250 Reed Canal Road, EDC-Portable 5
Port Orange, FL 32129

Sample 33 – Achieving School Attendance Program (A.S.A.P.) Letter B

OFFICE OF THE STATE ATTORNEY

SEVENTH JUDICIAL CIRCUIT OF FLORIDA
VOLUSIA, FLAGLER, PUTNAM & ST. JOHNS COUNTIES

R.J. Larizza
STATE ATTORNEY

251 North Ridgewood Avenue
Daytona Beach, Florida 32114-7509
Phone (386) 239-7710
Fax (386) 239-7716

June 14, 2018

[redacted]

Letter B

Dear Parent/Guardian of: [redacted]

The School District of Volusia County has informed us that despite your recent meeting, your child continues to have poor attendance. Due to your child's excessive truancy, you are now facing potential criminal charges.

This is your last opportunity to comply with Florida's mandatory school attendance law before court action is initiated. Please call (386) 255-6475, extension 38356, immediately upon receipt of this letter and set a time to discuss your child's attendance improvement plan.

Failure to appear and/or complete the items listed in the Attendance Contract will be recorded and may be used against you in any criminal proceeding the state institutes.

Please give this matter your immediate attention.

Sincerely,

Spencer S. Hathaway
Managing Assistant State Attorney

Cc: Melissa Burke, Attendance Court Liaison
Volusia County Schools
1250 Reed Canal Road, EDC-Portable 5
Port Orange, FL 32129

Sample 34 – Attendance Referral

VOLUSIA COUNTY SCHOOLS

Attendance Referral

Student: _____ Student ID: _____ Birth Date: _____ Age: _____
School: _____ Grade: _____ ESE Exceptionality: _____
Homeless: ☐ Yes ☐ No ☐ Unknown Information: _____
DCF Involvement: ☐ Yes ☐ No ☐ Unknown Information: _____
DJJ Involvement: ☐ Yes ☐ No ☐ Unknown Information: _____
Agency Involvement: ☐ Yes ☐ No ☐ Unknown Information: _____

Date(s) of PST Attendance Meeting or IEP Review Meeting for Attendance: _____
Did a parent/guardian attend the attendance meeting? ☐ Yes ☐ No
Was an Attendance Contract and Notice of Right to Appeal completed with the parent/guardian? ☐ Yes ☐ No

Letter Type	Date(s) Sent
5 Unexcused Absences Within 30 Days	
10 Unexcused Absences Within 90 Days	
* Doctor Verification (15 excused/unexcused absences)	
Unexcused Tardies and/or Checkouts	
Other Attendance Letters/Correspondence	

** Required*

Parent/Guardian Contact Type	Date(s)	By Whom	Outcome
Telephone			
Email			
Face-to-Face			
Other Attendance Correspondence			

Interventions Attempted	Yes/No	Date(s)	Information/Outcome
Student/School Staff Conferences/Contacts	☐ Yes ☐ No		
Attendance Contract with Student	☐ Yes ☐ No		
Exploration of Educational Options	☐ Yes ☐ No		
Individual/Group Counseling	☐ Yes ☐ No		
Mentoring	☐ Yes ☐ No		
Tutoring	☐ Yes ☐ No		
Curriculum/Class Changes	☐ Yes ☐ No		
Community Agency Referral	☐ Yes ☐ No		
Reported Student to DHSMV (ages 14-18)	☐ Yes ☐ No		

Additional information: _____
School Contact Person: _____ Title: _____ Extension: _____
Referral Date for School Social Work Services: _____

The Attendance Referral Packet should include (scanned copies):

- **PST Meeting Invitation Letter or IEP Meeting Notice**
- **PST 5 or ESE Request for Assistance**
- **PST 6 A/H Minutes or IEP Notes**
- **15 Day Doctor Verification Letter**
- **School correspondence regarding attendance, such as letters, phone logs, parent conferences, etc.**
- **Attendance Contract and Notice of Right to Appeal (if able to be completed with the parent/guardian)**

Send this referral page and entire packet to: mhburke@volusia.k12.fl.us.

Revised: 2/2021
Owner: School Social Services

Page 1 of 1

Form # 2014-002
Print Locally