2025-2026

Compulsory School Attendance Manual

School Social Services

School District of Volusia County

P.O. Box 2118

DeLand, Florida 32721-2118

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Compulsory School Attendance

The following are district procedures adopted to comply with 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 18)* 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 October 2015 the Obama Administration launched ***Every Student, Every Day: A National Initiative to Address and Eliminate 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)**.** 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 announced steps to combat chronic absenteeism and 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.

Attendance Works, a non-profit national initiative that was born in 2010, collaborates with schools, districts, states, communities, and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities. For 10 years Attendance Works has found that chronic absence can be significantly reduced when schools, families and community partners work together to monitor data, promote good attendance, and address the hurdles that keep children from getting to school every day and continues to provide research based strategies and interventions about chronic absenteeism. (See **https://www.attendanceworks.org**)

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. During the 2019-2020 school year, the world was faced with COVID-19 pandemic. This greatly impacted our district's and the nation's attendance rates. Currently, we are working as a district to reduce the adverse impact of this pandemic by addressing gaps and implementing a comprehensive tiered approach (MTSS- Multi-Tiered Systems of Support) to improving student attendance and engagement with a rebranded attendance initiative, "All Day Every Day," that focuses on improving chronic absenteeism.

A series of letters was designed to progressively address student absenteeism, with the goal of preventing chronic absenteeism and promoting regular school attendance. Each letter corresponds to a specific number of absences and aims to:

1. Alert parents/guardians to their child's increasing absences early and often
2. Educate families on the impact of missed school days
3. Offer support and resources to address attendance issues
4. Encourage collaboration between the school, families and community
5. Emphasize the importance of daily attendance for academic success and social development

These letters that are automatically generated and sent to parents serve as a proactive communication tool, escalating in urgency as absences accumulate. They are part of the district's comprehensive strategy to ensure every student attend school "All Day, Every Day."*(See samples 35-48)*

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 20 – 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.

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 in VCS is found, the school social worker shall prepare a **3-Day Non-Enrollment Letter** (*see sample 27*). 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, an attendance meeting must be scheduled and the MTSS (IPST) process must be followed. The designated school representative may refer the case for FINS (families in need of services). The team must diligently facilitate intervention services and report the case back to the district superintendent within 15 days after referral of the case if reasonable efforts to resolve the non-enrollment behavior have been made and the child is still not attending school. If the parent refuses to cooperate or enroll the child in school within 15 days after referring the case to the MTSS (IPST), the district superintendent must make a report to law enforcement and refer the case to the Office of the State Attorney to bring criminal prosecution against the parent. The school social worker as the superintendent's designee will 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 notification 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 email, (Focus Communication) to determine the reason for the daily absence (**F.S. Section 1003.26**). When using Focus Communication, on your message, please request that the parent/guardian contact the school attendance representative. For households with no phone, 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). The T and L codes are only updated by attendance clerk or designee, whereas the LC is only used by the teacher when the student enters their classroom late. Best practice is to inquire the reason the student is tardy/late to school. 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 Daily Check In/Check Out Log maintained by the office and must be identified as excused (C) or unexcused (B) in Focus. 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 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.

H2 EXCUSED ABSENCE-INVOLUNTARY REMOVAL NON-PUNITIVE (DOJ)

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)

M ABSENT-VOLUNTARY PARENT REMOVAL (DOJ)

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

LC – LATE TO CLASS

T – EXCUSED TARDY
N – UNEXCUSED CHECKOUT - VOLUNTARY PARENT REMOVAL (DOJ)
H1 – INVOLUNTARY REMOVAL NON-PUNITIVE (DOJ)
O – PRESENT-ALTERNATE SETTING
W – HURRICANE

Attendance Year Type

R – Regular School Year
S – Summer Session

Classroom Removals

In accordance with **School Board Policy 206**, a classroom removal is defined as any time a student is excluded or isolated away from instructional time due to a behavior issue.

Any time a student with a disability (known or should have known) is removed from the classroom based on a behavioral incident that may be the result of, or manifestation of, the student's disability, the removal shall be documented and entered into the VCS SIS, and the event reported to the school's principal/designee for further tracking.

1. The removal shall be documented in the SIS noting the reason for the removal, the destination where the student was sent, the minutes the student is out of the learning environment (calculated using the time of the removal and the time of the return), the attendance code (e.g. Present – Alternate Setting) and the resultant action (e.g. Alternate Setting). The student's attendance for that period of time will then be updated by the SIS to "H". This code will allow the school and district teams to monitor how often the manifestation of the student's disability is removing the student from the classroom setting, and to make adjustments as needed to better support the student's engagement and participation in the learning environment.

2. When documenting the removal, the following information shall be entered into the comment box:
   a. How the behavior that caused the removal may have resulted from the student's disability.
   b. The date and time the parent(s)/guardian(s) were notified of the removal.

3. In the rare circumstance that it should be necessary to remove the student from campus because the student is at imminent risk of seriously harming self or others, involuntary removal code (H1-checkout or H2-absence) shall be used, and compensatory time shall be issued. These removals will not negatively impact the student but will allow the school to ensure proper training and support is available to meet the needs of the student.

4. if the parent(s)/guardian(s) is notified of a concerning behavior, and the parent(s)/guardian(s) elects to remove the student, the school shall obtain documentation (Parent Voluntary Student Removal Form) from the parent(s)/guardian(s) affirming the decision to remove the student from the classroom setting is voluntary. VCS may not require or coerce the parent(s)/guardian(s) into "voluntarily" removing the student from class.

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. All teachers entering attendance are required to enter attendance during the first 10 minutes of the day. Secondary teachers must report attendance in the first 10 minutes of each period. Reports can be run on demand in Focus. Focus is the official record of attendance.

Compulsory Attendance Report

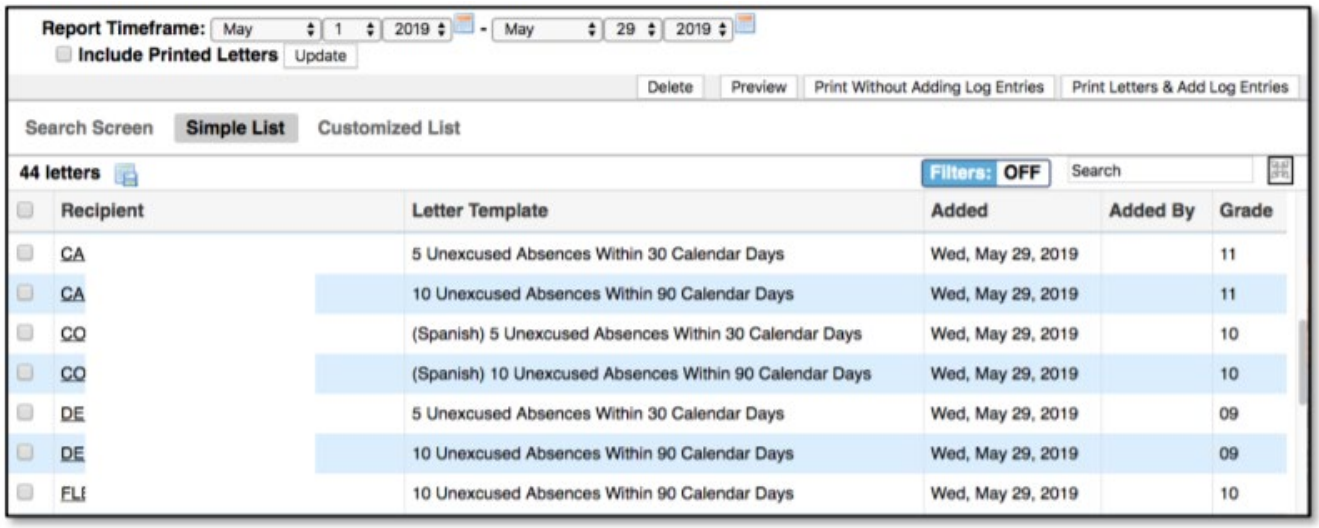
For schools to ensure the management of the attendance at their schools, they must run the VCS School Compulsory Attendance Information (SIS10102) in Focus. This report allows you to Customize parameters to meet your specific needs when assessing students' attendance and attendance history at schools.

Five (5) Unexcused Absences Within ~~a~~ 30 Calendar Days

When a student has 5 unexcused absences (excluding out-of-school suspensions), within 30 calendar days, 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 to the Multi-Tiered Systems of Support MTSS (IPST) even earlier if a pattern of non-attendance is developing.

1. When a student reaches a total of 5 unexcused absences within a 30-calendar day period, the school must notify parents/guardians (i.e., letters, report cards, and/or Focus Communication messages). (*See sample 23 – 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, sent/emailed to parents, 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 documented on the Parent Contacts and Staff Consultations (formerly IPST 2) to document the parent contact and/or conference.

3. The MTSS Chair should review the VCS School Compulsory Attendance Information (SIS10102) Report to determine which students to address through Multi-Tiered Systems of Support [MTSS (IPST)]. The **Request for Individual Problem Solving Team (IPST) Meeting (formerly IPST 5**) (form 2009014 – *see sample 2*) should be completed to initiate further assistance from the team. Only if it is determined that a student with disabilities' attendance issues are directly linked or related to their exceptionality, the school should contact the Case Manager first, then the Student Staffing Specialist (SSS) if applicable, to schedule an IEP meeting.

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. MTSS (IPST) for assistance with the remediation of the problem.

5. The MTSS Chair must invite the parent/guardian to the MTSS (IPST) or the Case Manager or Student Staffing Specialist (SSS) must schedule an IEP meeting to address the unexcused absences and develop an intervention plan to remediate the problem. The **Multi-Tiered System of Support (MTSS)-Individual Problem-Solving Team (IPST) Parent Meeting Notification** (*see sample 4*) or IEP Meeting Notice should be utilized. At the secondary level, the student should be asked to join and participate in the attendance meeting. Your Social Worker must be informed about the scheduled Attendance MTSS Meeting.

Ten (10) Unexcused Absences Within 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 send the parent the following sample letter for further documentation of their efforts to communicate with the parent. (*See sample 24 – 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, sent/emailed to parents, and logged as they appear.

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

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 will be listed in the Attendance Letter Queue in Focus. The Letter Queue should be viewed daily, and letters should be printed, sent to parents, 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**.

Multi-Tiered Systems of Support (Individual 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, Multi-Tiered Systems of Support (MTSS /IPST) examine all factors that may be impacting academic success for students (i.e., Instruction, Curriculum, Environment, and Learner-centered variables).

Volusia County Schools Multi-Tiered Systems of Support 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 Multi-Tiered Systems of Support 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 (MTSS (IPST)/IEP Committee) for assistance with the remediation of the problem. The following guidelines are intended for MTSS (IPST) Chairpersons, Student Staffing Specialists, and/or Case Managers, respective team members, and those addressing attendance within school sites. State Reporting and/or the Information Technology Services should be contacted 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, Focus Communication, letter, or personal contact with the parent/guardian. For households with no phone or schools not using Focus Communication, 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 Focus Communication, on your message, please request that the parent/guardian contact the school attendance representative.

2. Teachers should communicate with the attendance clerk and 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 MTSS (IPST)/IEP Committee. Record of contact and/or conference should be kept. The **Parent Contacts & Staff Consultations (formerly IPST 2** (*see sample 16*) 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 14*) 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.

   Only if it is determined that a student with disabilities' attendance issues are directly linked or related to their exceptionality, the school should first contact the Case Manager, then the Student Staffing Specialist (SSS), 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. If the MTSS (IIPST)/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. **At 5 unexcused absences within a calendar month, an Attendance MTSS Meeting must be scheduled.** The **Request for Individual Problem Solving Team (IPST) Meeting (formerly IPST 5)** (*see sample 2)* should be completed by the MTSS Chair.

5. The MTSS Chair or Case Manager/Student Staffing Specialist (SSS) should invite the parent/guardian to the MTSS/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 **Multi-Tiered System of Support (MTSS)-Individual Problem-Solving Team (IPST) Parent Meeting Notification** letter (*see sample 4*) or the IEP Meeting Notice. In addition to the Invitation Letter, a reminder phone call or email is suggested. At the secondary level, the student should be asked to join and participate in the attendance meeting. **The school social worker must also be invited to the meeting.**

6. 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 MTSS (IPST) meeting, interventions developed throughout the problem-solving process and the nonattendance issues should be documented on the **Individual Problem Solving Team: Attendance/Homeless IPST: 6 A/H** (*see sample 18*) in Focus during the meeting. When addressing attendance concerns only, or if poor academic performance is hypothesized to be resulting solely from poor attendance, complete documentation by using the Attendance/Homeless Problem Analysis and Intervention Plan (formerly IPST 6A/H). When attendance concerns are occurring with academic and/or behavioral concerns, complete the appropriate forms as well as the Attendance/Homeless Problem Analysis and Intervention Plan (formerly IPST 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 says was the reason for the absences/tardies/checkouts
- how the attendance issue is affecting the student's educational 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 17, English*) 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:

- Attendance Contract with parent and student
- Frequent teacher contact
- 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
- Providing information about the district attendance policy/procedures
- Establish a consistent bedtime and morning routine
- Follow up with your child's medical provider about ongoing health concerns
- Schedule a parent-teacher conference to build better communication
- Submit doctor's notes or written excuses for any absences
- Adhere to the signed attendance contract between school and family
- Contact The House Next Door for parenting support services
- Pack clothes, bookbags, and lunch the night before to avoid morning delays
- Set a morning alarm (or two) and post a checklist to stay on track
- Limit screen time and electronics one hour before bedtime
- Arrange transportation plans in advance
- Allow your child to pick a small reward for attending school all week
- Discuss with the school if a 504 Plan or IEP review is needed
- Check FOCUS weekly and talk to your child about their attendance
- Create a family calendar that includes school days and appointments
- Talk with your child about why school is important and listen to their concerns
- Reach out to the school counselor or social worker for future assistance

For all parents and students, an **Attendance Contract** (*see sample 3, English or Spanish*) should be completed during the attendance meeting as an intervention tool, 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** (*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*).

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

8. If the parents/guardians are not in attendance at the meeting and cannot be reached during the meeting by telephone or Teams, the meeting concerning the student's non-attendance must proceed. The MTSS (IPST) Chair or IEP Committee representative, **must** contact the parent/guardian to inform them of the interventions that have been recommended and provide them with a copy of the MTSS (IPST) Minutes or IEP, other attendance forms, and the Notice of Right to Appeal **within 7 days of the meeting.**

9. 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 should be generated by using the **Attendance Referral** (form 2014002 – *see sample 33*) in Focus and completing the referral packet.

10. 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 MTSS (IPST)/IEP Committee have been implemented, and an **Attendance Referral** (form 2014002 – *see sample 33*) 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.

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 28*) is sent via certified mail and/or hand-delivered by the school social worker.

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's accumulated unexcused tardies/unexcused checkouts, and/or unexcused absences (or a combination of both) reach 5 unexcused absences within a calendar month, the school should send the parent a 5-day letter as documentation to communicate this information. (*See sample 23 – 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.

3. When a student reaches 10 unexcused tardies and/or 10 unexcused checkouts, 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 MTSS (IPST).

4. 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.

5. The MTSS (IPST) 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, development of an Attendance Contract, brainstorming reinforcements or incentives, or referral to school social worker.

6. 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*) in Focus 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*).

Please refer to these sample letters regarding tardies/checkouts:
Sample 19: **Tardy and Unexcused Absences Note** (form 2010043 – *English or Spanish*)
Sample 21: **Tardies/Early Checkouts/Absences Note** (form 2010040 – *English or Spanish*)
Sample 22: **Unexcused Tardies Note** (form 2010038 – *English or Spanish*)

The school board policy allows five (5) unexcused tardies (L) and/or unexcused checkouts (B) 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. 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 (L) as opposed to tardies at the beginning of class periods (LC).

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 MTSS (IPST) 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 school board 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 MTSS (IPST) 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*). 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 parents still refuse to participate or cooperate, the district school superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

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 MTSS (IPST) 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 an **Achieving School Attendance Program (A.S.A.P.) Referral Form** (form 2004038 – *see sample 15*) needs to be sent to the State Attorney's Office by the school social worker. 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 MTSS (IPST) Team. **Letter A** (*see sample 31*) is sent when the parent fails to attend required meetings at the school. **Letter B** (*see sample 32*) 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 students with 15 unexcused absences within 90 school days (habitual truants). If the MTSS (IPST) determines that a student's attendance has not improved despite interventions, the team may initiate an **Attendance Referral** (form 2014002 – *see sample 33*) to the school social worker to determine if a **Referral for Teen Court** (form 2004037 – *see sample 25*) 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 can 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 who are developing a pattern of non-attendance should be referred to MTSS (IPST) 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 the school social worker to determine if a (*See sample 26,* **Referral Form for Centralized Intake Stewart-Marchman-Act Behavioral Healthcare** [CINS/FINS] – form 2004238.) is appropriate. The local CINS/FINS providers will determine eligibility during their intake process and will advise the school or school district making the referral if the child is not eligible for voluntary family services.

Truancy Petition vs. CINS Petition

Per s.1003.27 (4), Volusia County must establish a Truancy Court and enter a Memorandum of Understanding (MOU) with DJJ, DCF, Law Enforcement and Volusia County Schools' Superintendent.

A truancy petition, defined in s. **984.03, F.S.,** is a petition filed by the superintendent under s. **984.151** for the purpose of early intervention alleging 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, or has had more than 15 unexcused absences in a 90 calendar day period.

The new law permits the court to exercise jurisdiction over a truancy case, under s.**984.151**, for 180 days. The truancy court's power is limited to entering orders finding a student to be a "truant status offender," requiring the student to attend school, and requiring the student and family to participate in services to encourage regular school attendance. Options to include in a court order are:

- A requirement for the parent and student to attend meetings with school officials to address educational needs, classroom assignment, class schedule, and any other barriers to attendance.
- A requirement for the parent and student to participate in learning activities provided by a school board emphasizing why education is important and the potential impact on the child's future employment and education options if nonattendance continues.

The court must review the truancy case not less than every 45 days to determine compliance or if a referral to a case staffing committee is needed for consideration for the filing of a CINS petition. If there is evident compliance with the truancy court order, the court will close the truancy case.

The Truancy Court must assure the child has counsel during any contempt proceeding and if the child is found in contempt of court, the court may order the child placed in a secured shelter for up to five days for the first offense, and up to 15 days for the second or subsequent offense. Each contempt sanction must be given as a cumulative sanction. After the second finding of contempt, the court must refer the case to case staffing committee with a recommendation to file a CINS petition. It is still required the child must meet the definition of a CINS prior to filing a CINS petition (**984.09, 984.03** (7) and **984.15**. The Truancy Court may not order a child placed in shelter under this part unless the child is found in contempt of court (**984.151**(12)).

The DJJ service provider for CINS in Volusia County only offers voluntary services. The documented child study team meeting remains a prerequisite before a case can be referred to the school district for filing a truancy court case or proceeding with a CINS petition.

Ungovernable Students

If a parent/guardian reports to the MTSS (IPST) 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 2025-2026 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 option approved by the district school board.

For more information, please consult the 2025-2026 Learnfare Program Manual, which is available through the **School Social Services** department and on the webpage.

Declaration of Intent to Terminate School Enrollment

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. 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. 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 12, 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 11*, *English or Spanish,* **Florida Department of Education Exit Interview Student Survey**.)

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

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 enrolled, and attendance 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

The district superintendent, or a designated school representative must provide written notice in person or by return-receipt mail to the parent, requiring the student's enrollment or attendance within 3 days after the date of notice, when no valid reason is found for a student's nonenrollment in school if the student is under compulsory education requirements, and is not exempt. If the student is not enrolled or in attendance in school within 3 days after the notice being provided, the designated school representative must report the case to the district school superintendent, who must refer the case to the MTSS (IPST) at the school the student would be assigned according to district school board attendance area policies. In addition, the designated school representative may refer the case to DJJ'S authorized agent for families in need of services. The MTSS (IPST) must diligently facilitate intervention services and report back to the district superintendent within 15 days after the referral of the case if reasonable efforts to resolve the nonenrollment behavior have been made and the student is still not attending school. If the parent refuses to cooperate or enroll the child in school within 15 days after the referral of the case to the MTSS (IPST), the district school superintendent must make a report to law enforcement and refer the case to the Office of the State Attorney to bring criminal prosecution against the parent.

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 as they are no longer required to attend school and not go through the compulsory attendance rules (i.e., MTSS (IPST) meeting). However, best practice is to attempt communication with the student about their school attendance and other educational options. Students with disabilities (SWD) who are 18 years old or older sign a Transfer of Rights Form which deems them responsible for their own education and ESE services. For all students 18 years old or older, it is recommended that schools send a letter notifying the adult student and parents that the student will be withdrawn giving them the opportunity to return 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 a letter notifying the adult student and parents of the student's withdrawal by using the form, **Withdrawal Notice for Students** (form 2008021 – *see sample 10, English or Spanish*).

> **Note:** If a student has a signed Deferment Letter in the Compliance folder, the student **cannot be removed for attendance**. Once they receive their diploma, the student can be withdrawn.

No student will be subject to discrimination based on disability under the Title II of the Americans with Disabilities Act (ADA). VCS will make reasonable modifications in the policies, practices, or procedures set forth herein, when the modifications are necessary to avoid discrimination on the basis of a disability, unless making the modifications would fundamentally alter VCS' services, programs, or activities. VCS will not abridge the rights of students, staff members, and District community under the ADA, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, or any other applicable federal or state law.

Withdrawal Codes

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 State Reporting 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 State Reporting 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 **State Reporting 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, etc.).

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 parent 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 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.
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.

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 13*) along with **The Student Housing Questionnaire (located in the Homeless Manual)** *(see sample 34)* should be completed on all homeless students when first identified. These students must be enrolled in school immediately and has 30 days to provide necessary documentation. School personnel should refer the situation to the designated homeless education school contact and to the appropriate members of the Student Services Team (Project Manager for Homeless and Foster Care, school social worker, school counselor, and/or school nurse) when necessary.

Upon identification, homeless students are to be referred to the school's MTSS (IPST) for the assessment of the student's educational needs. The Request for Individual Problem Solving Team (IPST) Meeting (formerly IPST 5) and Attendance/Homeless Problem Analysis and Intervention Plan (formerly IPST 6A/H) (form 2009060 – *see sample 18*) are to be used. The Attendance/Homeless Problem Analysis and Intervention Plan 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 Technical Assistance Paper, ***Coordination of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and the Individuals with Disabilities Education Act*** dated January 31, 2013 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 14*) 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 **State Reporting** for consultation.

Parental Notification Regarding Non-Enrollment

School registrars are required to follow up on W02/W24 students with no records following by running the Students with a W01 or W02 Withdrawal Code and No Records Following (SIS10030) and Students with a W24 Withdrawal Code and No Records Following (SIS10181)Reports at minimum every week. They are to communicate contact efforts with the school social worker for students whose withdrawals are unresolved. When no valid reason for a student's non-enrollment is found, the school registrar should consult with the school social worker. The school social worker will follow-up on W02/W24 students. The school social worker shall give written notice, via the **3-Day Non-Enrollment Letter** (*see sample 27*), by return-receipt mail and/or in person 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 after 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 that meets the definition of the term "regular school attendance under **F.S. Section 1003.01(16)(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. Attendance in virtual school is determined by assignment completion. Since students have flexibility to choose the time to begin work each day, take their course work to remote locations, and determine the days of the week to complete assignments; Volusia Online Learning has a zero tolerance policy for truancy. Parents and guardians have the legal responsibility to ensure that their students are fully participating in online instruction by monitoring their progress and checking for assignments and assessment completion. 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 (Volusia Online Learning-VOL) 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	4-5	20-25	720-800
4 – 12	5-6	28-30	900-1000

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.

On average, students should complete approximately 7-8% of their coursework in each course every week. 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 revocation.

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 or is not scheduled to visit. If the teacher is scheduled but unable to visit the student, the absence would be unexcused. If the teacher is sick or the student is sick, the absence is excused.

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 14*) 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 Lead.
- 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 29*) 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 SWD 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 14*) 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 Lead.
- 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 30*) 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 SWD 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.

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 student shall be given a temporary exemption for 30 school days to meet this requirement. School enrollment should not be delayed for homeless students due to immunization concerns.

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 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
Attendance Lead Driver's License and Learnfare Programs	Melissa Fordham (ext. 50720) School Social Services
Project Manager for Homeless and Foster Care	Crystal Eubanks (ext. 20856) School Social Services
State Reporting	Sophia Torres-Pearsall (ext. 20458) Information Technology Services
Home Education	Rose Roland (ext. 50905) Coordinator, School Choice & Charter Schools
MTSS (IPST)	Yvonne Rushing (ext. 20643) MTSS Coordinator
Technical Assistance	Information Technology Services Mainframe Support (ext. 20000)

The Student Attendance Manual, distributed by State Reporting, 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 MTSS Individual Problem-Solving Team (IPST) 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 begin the MTSS process (Individual Problem-Solving Team)?**

   A: Yes, according to **F.S. 1003.26**, students who are exhibiting a pattern of non-attendance must be referred to the Child Study Team (i.e. MTSS (IPST) for assistance with the remediation of the problem. The MTSS Chair must invite the parent/guardian to the MTSS (IPST) or the Case Manager or Student Staffing Specialist (SSS) must schedule an IEP meeting to address the unexcused absences and develop an intervention plan to remediate the problem. Your Social Worker **must** be informed about the scheduled Attendance MTSS Meeting.

6. **Q: Should an attendance referral be made to the school social worker prior to the MTSS-Individual 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 Child Study Team (MTSS (IPST)) 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 is only 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. The appropriate withdrawal code should be applied.

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. The appropriate withdrawal code should be applied.

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 (**s. 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: Florida law **(Section 1003.436, Florida Statute)** defines a full credit as a minimum 135 hours of bona fide instruction in a designated course of study. This language, which is related to high school graduation, represents an instructional design and should not be interpreted to mean that a student who is in attendance for fewer than 135 actual hours of instruction should automatically be denied credit for a course. However, state law does not prohibit school district boards from imposing an academic penalty related to student attendance.

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 the 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 (SWD) 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 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 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 Florida Partnership for School Readiness has published "Performance Standards" for 3, 4, and 5 year olds. Those standards reflect what children should know and be able to do. You may access that information and other resources from the Partnership's website.

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

A: For information on a directory of schools and selecting schools, please visit https://web03.fldoe.org/Schools/schoolmap_text.asp

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
2025-2026 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 late to class 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, there is no need to send this letter • MTSS 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 • Attendance designee gives names to the MTSS Chair or SSS/Case Manager • MTSS Chair or SSS/Case Manager contacts parent/guardian regarding an attendance meeting through the MTSS or IEP review process • At secondary level, include the student at the attendance meeting • Attendance contract and notice of right to appeal are initiated at the meeting • Attendance referral may be submitted if the process has been followed	• 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
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 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 • 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 Focus Communication messages) and school personnel • For excessive tardies/early checkouts, follow the MTSS 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

Revised 9-3-25

Sample Forms / Letters

Sample 1 – Parent Notification of Unexcused Absences (English)

VOLUSIA COUNTY SCHOOLS

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)

VOLUSIA COUNTY SCHOOLS

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 _____
(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.

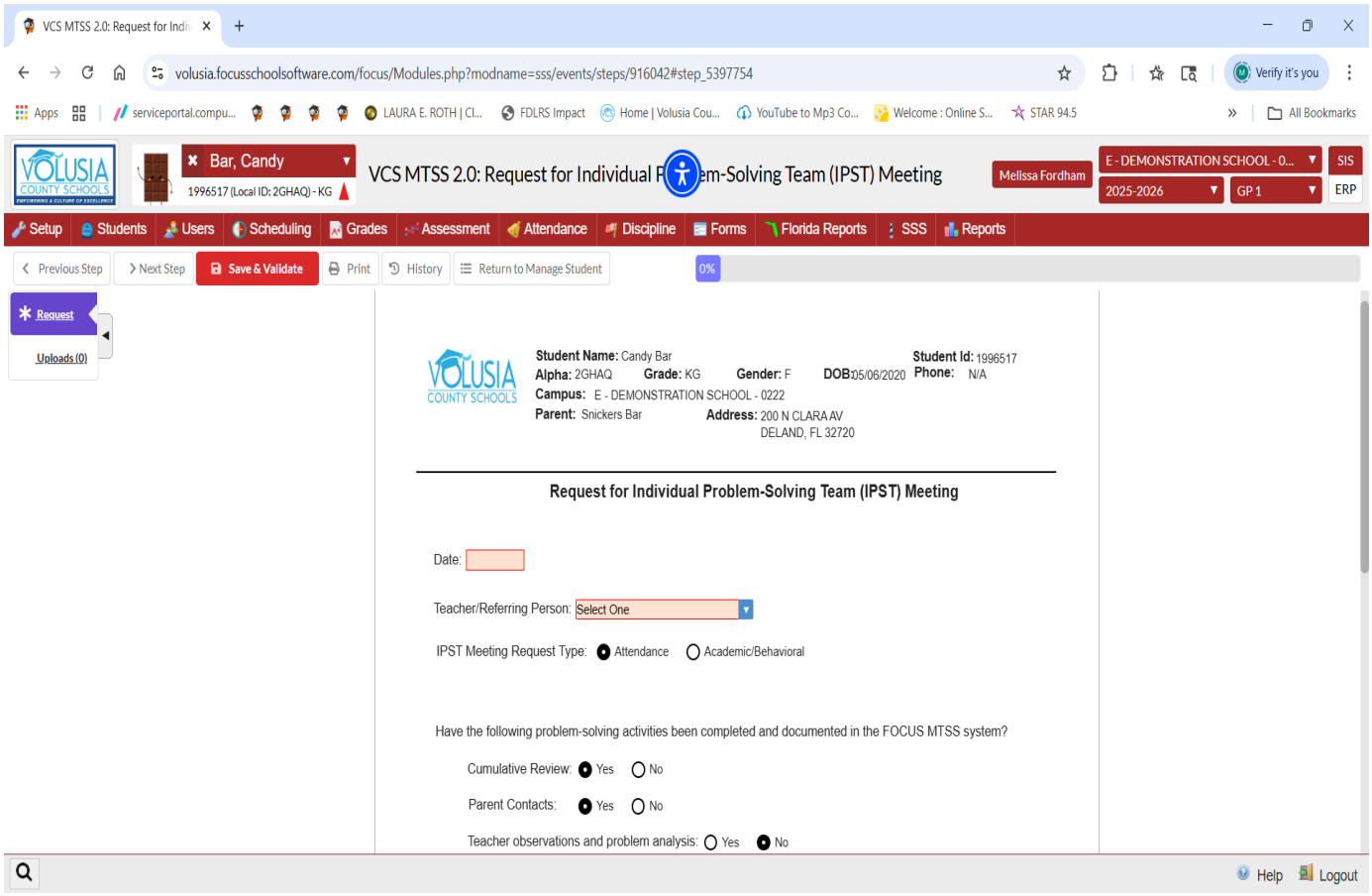
Atentamente,

Director

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

2001-099-VCS
Print Locally

Sample 2 – Request For Individual Problem Solving Team (IPST) Meeting



Sample 3 – Attendance Contract (English)

VOLUSIA COUNTY SCHOOLS

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. 8/20/13 — Keep original in school file — 2001042 MIS
Distributed by: School Social Services — Provide a copy to the parent/guardian and/or student

Sample 3 – Attendance Contract (Spanish)

VOLUSIA COUNTY SCHOOLS

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.
- ☐ Estudiante no asistió a la reunión.
- ☐ 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 _____

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 — Keep original in school file — 2001042 MIS
Distributed by: School Social Services — Provide a copy to the parent/guardian and/or student

Sample 4 – Multi-Tiered System of Support (MTSS)-Individual Problem-Solving Team (IPST) Attendance Meeting Parent Notification

VOLUSIA COUNTY SCHOOLS

Student Name: Annie Appleseed **Student Id:** 1865291
Alpha: 1TZLP **Grade:** 02 **Gender:** F **DOB:** 12/11/2015 **Phone:** 111-222-3333
Campus: E - DEMONSTRATION SCHOOL - 0222
Parent: Audrey Delio **Address:** 200 N CLARA AV
DELAND, FL 32720

Multi-Tiered System of Support (MTSS)-Individual Problem-Solving Team (IPST)
Attendance Meeting Parent Notification

Date Provided:

Dear

We would like to invite you to an important meeting about Annie 's attendance. We value your partnership in supporting your child's success.

Purpose
This meeting will allow us to review Annie 's progress and discuss our Multi-Tiered System of Supports (MTSS). This framework helps us provide personalized support to ensure every student can thrive.

Meeting Type:
- Attendance

Meeting Details:

Date:

Time:

Location:

Please detach and return this portion to your child's teacher

Child's Name: Annie

- ☐ Yes, I will attend the meeting in-person
- ☐ Yes, I will attend via phone. Please call _____
- ☐ Yes, I will attend virtually (link will be sent)
- ☐ I will not be able to attend the meeting; please proceed in my absence and inform me of team decision(s)
- ☐ I would like to attend but need a different date/time. Please contact me at _____

Parent Signature: _____ Date: _____

We're committed to working together to support Annie *'s success. Thank you for your partnership!*

Please note: Florida law requires schools to take action when a student has five or more unexcused absences in a calendar month. This meeting is part of our effort to support your child and comply with state guidelines.

Sample 4 – Multi-Tiered System of Support (MTSS)-Individual Problem-Solving Team (IPST) Attendance Meeting Parent Notification (Spanish)

VOLUSIA COUNTY SCHOOLS

Student Name: Annie Appleseed **Student Id:** 1865291
Alpha: 1TZLP **Grade:** 02 **Gender:** F **DOB:** 12/11/2015 **Phone:** 111-222-3333
Campus: E - DEMONSTRATION SCHOOL - 0222
Parent: Audrey Delio **Address:** 200 N CLARA AV
DELAND, FL 32720

Multi-Tiered System of Support (MTSS)-Individual Problem-Solving Team (IPST)
Attendance Meeting Parent Notification

Date Provided:

Dear

We would like to invite you to an important meeting about Annie 's attendance. We value your partnership in supporting your child's success.

Purpose
This meeting will allow us to review Annie 's progress and discuss our Multi-Tiered System of Supports (MTSS). This framework helps us provide personalized support to ensure every student can thrive.

Meeting Type:
- Attendance

Meeting Details:

Date:

Time:

Location:

Please detach and return this portion to your child's teacher

Child's Name: Annie

- ☐ Yes, I will attend the meeting in-person
- ☐ Yes, I will attend via phone. Please call _____
- ☐ Yes, I will attend virtually (link will be sent)
- ☐ I will not be able to attend the meeting; please proceed in my absence and inform me of team decision(s)
- ☐ I would like to attend but need a different date/time. Please contact me at _____

Parent Signature: _____ Date: _____

We're committed to working together to support Annie *'s success. Thank you for your partnership!*

Please note: Florida law requires schools to take action when a student has five or more unexcused absences in a calendar month. This meeting is part of our effort to support your child and comply with state guidelines.

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

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

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

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

After a student receives 15 absences, this letter is to be generated from the Letter Queue 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 deeply concerned about [[First]] 's success in school. This letter is to inform you that according to district records, [[First]] 's has had 15 or more days of absences, excused and/or unexcused, during the current school year within Volusia County Schools. This level of absenteeism is alarming and requires immediate attention.

The impact of missing 15 or more days of school is severe:

- It significantly increases the risk of academic failure and dropping out
- Students missing this much school are far less likely to graduate on time
- It can lead to long-term negative effects on future educational and career opportunities

According to Volusia County Schools 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, you must provide the necessary doctor's excuse for all future absences due to illness during the remainder of this school year.

Florida Statute 1003.21 mandates regular attendance for children between the ages of 6 and 16. As a parent or legal guardian, you are legally responsible for ensuring your child's consistent school attendance. Failure to comply with this statute may result in legal consequences.

Furthermore, Florida Statute 1003.27 requires schools to report students aged 14 and older who accumulate 15 unexcused absences within 90 calendar days to the Department of Highway Safety and Motor Vehicles. This will result in the suspension of their driver's license or prevent them from obtaining one. For reinstatement of a driver's license, a student must attend school for 30 consecutive days.

Our "All Day, Every Day" attendance initiative emphasizes that every school day is critical for your child's academic growth and future success. We urge you to take immediate action to ensure your child's regular attendance.

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. Otherwise, this situation requires your immediate attention and action.

Please contact the Attendance Office at [[Phone]] immediately to discuss [[First]] 's attendance issues and develop a plan for improvement. We are committed to working with you to address this serious concern and support [[First]] [[Last]] 's educational success.

Sincerely,

[[Principal]]
[[School Display Name]]

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

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

Print on School Letterhead

(Date)

(Address)

Estimado padre/tutor de [[First]] [[Last]] :

Estamos profundamente preocupados por el éxito de [[First]] en la escuela. Esta carta es para informarle que, según los registros del distrito, [[First]] ha tenido 15 o más días de ausencias, justificadas y/o injustificadas, durante el año escolar actual en las escuelas del condado de Volusia. Este nivel de ausentismo es alarmante y requiere atención inmediata.

El impacto de faltar 15 o más días a la escuela es grave:

- Aumenta significativamente el riesgo de fracaso académico y deserción escolar
- Los estudiantes que faltan tanto a la escuela tienen muchas menos probabilidades de graduarse a tiempo
- Puede tener efectos negativos a largo plazo en las oportunidades educativas y profesionales futuras

De acuerdo con la Norma de asistencia 206 de las escuelas del condado de Volusia, en cumplimiento con el Estatuto de Florida 1003.24, un padre/tutor debe proporcionar una verificación médica para todas las ausencias de más de 15 días debido a enfermedad para que se consideren justificadas. Debido a que su hijo ha estado ausente más de 15 días este año escolar, debe proporcionar la justificación médica necesaria para todas las ausencias futuras debido a enfermedad durante el resto de este año escolar.

El Estatuto de Florida 1003.21 exige la asistencia regular de los niños entre las edades de 6 y 16. Como padre o tutor legal, usted es legalmente responsable de garantizar la asistencia escolar constante de su hijo. El incumplimiento de este estatuto puede resultar en consecuencias legales.

Además, el Estatuto de Florida 1003.27 requiere que las escuelas informen a los estudiantes de 14 años o más que acumulen 15 ausencias injustificadas dentro de los 90 días calendario al Departamento de Seguridad Vial y Vehículos Motorizados. Esto resultará en la suspensión de su licencia de conducir o les impedirá obtener una. Para restablecer una licencia de conducir, un estudiante debe asistir a la escuela durante 30 días consecutivos.

Nuestra iniciativa de asistencia "Todo el día, todos los días" enfatiza que cada día escolar es fundamental para el crecimiento académico de su hijo y su éxito futuro. Le instamos a que tome medidas inmediatas para garantizar la asistencia regular de su hijo.

Si ya ha proporcionado al distrito escolar la documentación médica de una condición crónica por la cual se anticipan ausencias continuas este año escolar, ignore este aviso. De lo contrario, esta situación requiere su atención y acción inmediatas.

Comuníquese con la Oficina de Asistencia de inmediato para analizar los problemas de asistencia de [[First]] y desarrollar un plan de mejora. Nos comprometemos a trabajar con usted para abordar esta grave preocupación y apoyar el éxito educativo de [[First]] [[Last]] .

Atentamente,

[[Principal]]
[[School Display Name]]

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.

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

2007-188-VCS
Print Locally

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.

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.

Created: 7/2007
Revised: 7/2014
Owner: School Social Services

2008-020-VCS-SP
Print Locally on School Letterhead

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.

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.

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

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

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

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/ Victima 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? SI No
Si no, ¿hubo un programa alternativa disponible? SI No
Si sí, describa el programa alternativo _____

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

¿Un equipo de estudio ha sido reunido de parte del estudiante? SI 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? SI No

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

¿El estudiante ha recibido servicios de remedio en los últimos dos (2) años? SI 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? Sí 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? Sí No

Sample 13 – McKinney-Vento Educational Act – Checklist for School Personnel

McKinney-Vento Educational Act
Checklist for School Personnel

Once the form is completed send the original to the Homeless Education Program, Student Services, DeLand Transportation 1301 Shapiro Drive, Building #8. 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 FOCUS for homeless coding

_____ Complete Student Housing Questionnaire Form for students who are already attending and became homeless

_____ Notify the Café Manager (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 Project Manager for Homeless Education (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*

_____ 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 Project Manager- Homeless Education, ext. 20856 regarding any concerns or questions.

Form #2006-048

Sample 14 – 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

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

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 16 – Parent Contacts & Staff Consultations

VOLUSIA COUNTY SCHOOLS

Student Name: Annie Appleseed **Student Id:** 1865291
Alpha: 1TZLP **Grade:** 02 **Gender:** F **DOB:**12/11/2015 **Phone:** 111-222-3333
Campus: E - DEMONSTRATION SCHOOL - 0222
Parent: Audrey Delio

Parent/Guardian Contacts

Teacher/Staff	Contact Type	Date(s)	Plan/Outcome
	○ Phone ○ In Person ○ E-mail Name of Parent:		
	○ Phone ○ In Person ○ E-mail Name of Parent:		
	○ Phone ○ In Person ○ E-mail Name of Parent:		
	○ Phone ○ In Person ○ E-mail Name of Parent:		
	○ Phone ○ In Person ○ E-mail Name of Parent:		
	○ Phone ○ In Person ○ E-mail Name of Parent:		

Sample 17 – ESE Request for Assistance/Attendance

VOLUSIA COUNTY SCHOOLS

Student Name: Candy Bar **Student Id:** 1996517
Alpha: 2GHAQ **Grade:** KG **Gender:** F **DOB:** 05/06/2020 **Phone:** N/A
Campus: E - DEMONSTRATION SCHOOL - 0222
Parent: Snickers Bar **Address:** 200 N CLARA AV
DELAND, FL 32720

ESE REQUEST FOR ASSISTANCE/ATTENDANCE

Date: Referring Teacher:

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 activites
   - ☐ Other *(please specify)*:
   - ☐ Teased or picked on by others
   - ☐ Isolated/withdrawn
   - ☐ Poor peer relations
   - ☐ Defiant/Disrespects adult authority

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? (upload 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 Progrsm
   - ☐ Attendance Contract
   - ☐ Teacher/Parent Conference
   - ☐ Other (*please specify*):
   - ☐ Curriculum/Class Change
   - ☐ School Counseling Services
   - ☐ School Nurse Referral
   - ☐ Attendance Letter(s) to Parent
   - ☐ Phone call(s) to Parent

   What were the results of the above checked interventions?

Sample 18 – Individual Problem Solving Team (IPST) Attendance/Homeless Meeting Minutes

VOLUSIA COUNTY SCHOOLS

Student Name: Candy Bar **Student Id:** 1996517
Alpha: 2GHAQ **Grade:** KG **Gender:** F **DOB:**05/06/2020 **Phone:** N/A
Campus: E - DEMONSTRATION SCHOOL - 0222
Parent: Snickers Bar

Individual Problem-Solving Team (IPST) Attendance/Homeless Meeting Minutes

Today's IPST Meeting Date:

Teacher (for elementary):

School Counselor/MTSS 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
- ☐ Other (please specify):
- ☐ Teased or picked on by others
- ☐ Isolated/withdrawn
- ☐ Poor peer relations
- ☐ Defiant/Disrespects adult authority

Comments/Notes:

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

Medical concerns (i.e., health and mental 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):

- ☐ Refer to Alternative Program:
- ☐ Begin/modify intervention (Specify interventions):

- ☐ Refer for consideration of 504 Plan (documentation must be provided of health related issues and 504 process followed)
- ☐ Refer to IPST to address academic and/or behavioral concerns (IPST 1-4 required)
- ☐ Other

Recommendations (check all that apply):

- ☐ Attendance Contract
- ☐ Establish a consistent bedtime and morning routine
- ☐ Follow up with your child's medical provider about ongoing health concerns
- ☐ Schedule a parent-teacher conference to build better communication
- ☐ Submit doctor's notes or written excuses for any absences
- ☐ Adhere to the signed attendance contract between school and family
- ☐ Contact The House Next Door for parenting support services
- ☐ Pack clothes, bookbags, and lunch the night before to avoid morning delays
- ☐ Set a morning alarm (or two) and post a checklist to stay on track
- ☐ Limit screen time and electronics one hour before bedtime
- ☐ Arrange transportation plans in advance
- ☐ Allow your child to pick a small reward for attending school all week
- ☐ Discuss with the school if a 504 Plan or IEP review is needed
- ☐ Check FOCUS weekly and talk to your child about their attendance
- ☐ Reach out to the school counselor or social worker for future assistance
- ☐ Create a family calendar that includes school days and appointments
- ☐ Talk with your child about why school is important and listen to their concerns
- ☐ Other:

Date sent to parents: Method:

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

MTSS Chair:	Signature: _____
Teacher:	Signature: _____
Social Worker:	Signature: _____
Parent/Guardian:	Signature: _____
Parent/Guardian:	Signature: _____
Other:	Signature: _____
Other:	Signature: _____
Other:	Signature: _____
Other:	Signature: _____

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 19 – 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

This letter is to be generated by the school when a student registered but did not enter school on Day 1-10.

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

This letter is to be generated by the school when a student registered but did not enter school on Day 1-10.

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

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

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

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

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 23 – 5 Unexcused Absences Within 30 Calendar Days Note (English)

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

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We're reaching out because [[First]] 's daily, full-time attendance at school is crucial for their success. Our records show that [[First]] has accumulated 5 unexcused absences within the last 30 calendar days, and we want to work together to address this important matter.

Volusia County Schools Attendance Policy 206, in alignment with Florida Statute 1003.02(1)(b), emphasizes the critical nature of consistent, full-day attendance:
•Every school day, from start to finish, is essential for [[First]] 's academic growth
- 5 unexcused tardies or early checkouts equate to 1 unexcused absence
- Parents/guardians must notify the school of any excused absences through personal communication or written explanation
- Without proper notification, absences are recorded as unexcused

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

When [[First]] is present ALL day, EVERY day, your student will:
- Receive continuous, uninterrupted instruction
- Develop stronger relationships with teachers and peers
- Build a solid foundation for future academic and career success

We understand that challenges can affect attendance. Let's work together to ensure [[First]] 's regular, full-day attendance:
•Discuss any obstacles hindering attendance or causing tardiness/early departures
- Explore school resources to support consistent attendance
- Develop strategies for on-time arrival and full-day participation
- Review our attendance policies and procedures

Your involvement is vital. Even small improvements in attendance can significantly impact [[First]] 's achievement and future opportunities.

Please contact our Attendance Office at [[Phone]] to discuss how we can support [[First]] 's full-time, everyday attendance. We're committed to [[First]] 's educational success and are here to help.

Together, we can ensure [[First]] [[Last]] receives the full benefits of their education through consistent, all-day attendance.

Sincerely,

[[Principal]]
[[School Display Name]]

Sample 23 – 5 Unexcused Absences Within 30 Calendar Days Note (Spanish)

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

Print on School Letterhead

(Date)

(Address)

Estimado padre/tutor de [[First]] [[Last]] :

Nos comunicamos con usted porque la asistencia diaria y de tiempo completo de [[First]] a la escuela es crucial para su éxito. Nuestros registros muestran que [[First]] ha acumulado 5 ausencias injustificadas en los últimos 30 días calendario y queremos trabajar juntos para abordar este importante asunto.

La Norma de asistencia 206 de las escuelas del condado de Volusia, en consonancia con el Estatuto de Florida 1003.02(1)(b), enfatiza la naturaleza crítica de la asistencia constante durante todo el día escolar:

- Cada día escolar, de principio a fin, es esencial para el crecimiento académico de [[First]]
- 5 tardanzas injustificadas o salidas anticipadas equivalen a 1 ausencia injustificada
- Los padres o tutores deben notificar a la escuela sobre cualquier ausencia justificada mediante comunicación personal o explicación por escrito
- Sin la notificación adecuada, las ausencias se registran como injustificadas

El Estatuto de Florida 1003.21 requiere la asistencia regular de los niños entre las edades de 6 y 16. Un niño que alcanza la edad de 16 años no está sujeto a la asistencia escolar obligatoria si el niño presenta una Declaración formal de intención de terminar la inscripción escolar ante la escuela. El niño y su padre o tutor legal deben firmar la declaración. Este estatuto hace que los padres o tutores legales sean legalmente responsables de asegurarse de que sus hijos asistan a la escuela.

Cuando [[First]] está presente TODO el día, TODOS los días, su estudiante:

- Recibirá instrucción continua e ininterrumpida
- Desarrollará relaciones más sólidas con los maestros y compañeros
- Construirá una base sólida para el éxito académico y profesional futuro

Entendemos que los desafíos pueden afectar la asistencia. Trabajemos juntos para garantizar la asistencia regular de [[First]] durante todo el día:

- Discuta los obstáculos que obstaculizan la asistencia o causan tardanzas/salidas tempranas
- Explore los recursos escolares para apoyar la asistencia constante
- Desarrolle estrategias para llegar a tiempo y participar durante todo el día
- Revise nuestras políticas y procedimientos de asistencia

Su participación es vital. Incluso pequeñas mejoras en la asistencia pueden afectar significativamente el logro y las oportunidades futuras de [[First]] .

Comuníquese con nuestra Oficina de Asistencia para analizar cómo podemos apoyar la asistencia diaria de [[First]] . Estamos comprometidos con el éxito educativo de [[First]] y estamos aquí para ayudar.

Juntos, podemos garantizar que [[First]] [[Last]] reciba todos los beneficios de su educación a través de una asistencia constante durante todo el día escolar.

Atentamente,

[[Principal]]
[[School Display Name]]

Sample 24 – 10 Unexcused Absences Within 90 Calendar Days Note (English)

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

Print on School Letterhead

(Date)

(Address)

Dear Parents/Guardians of: _____

We are reaching out to you regarding an important matter concerning [[First]] ’s school attendance. Our records show that your child has accumulated 10 unexcused absences within the last 90 calendar days. This level of absenteeism is a significant concern, as it conflicts with our "All Day, Every Day" attendance initiative and can seriously impact your child's academic success.

Research has shown that missing just 10 days of school can have substantial negative effects on a student's academic performance:

- Students who miss 10% of school days (about 18 days in a school year) are considered chronically absent and are at high risk of falling behind academically
- Missing 10 days or more of school is associated with lower achievement scores and reduced chances of graduating on time

Volusia County Schools' "All Day, Every Day" initiative emphasizes that every school day, from start to finish, is essential for your child's learning and growth. When your child is present all day, every day, they:

- Receive continuous, uninterrupted, intentional instruction
- Develop stronger relationships with teachers and peers
- Build a solid foundation for future academic and career success

According to VCS Attendance Policy 206 and Florida Statute 1003.02(1)(b), schools must be notified of excused absences either through personal communication or written explanation from the parent/guardian. Without proper notification, absences are recorded as unexcused. It's important to note that 5 unexcused tardies and/or early checkouts are equivalent to 1 unexcused absence. Florida Statute 1003.21 mandates regular attendance for children between the ages of 6 and 16. As a parent or legal guardian, you are legally responsible for ensuring your child's consistent school attendance. For students who are 16 or older, there is an option to file a formal Declaration of Intent to Terminate School Enrollment, which must be signed by both the student and the parent/guardian.

We want to work with you to address any challenges that may be affecting your child's attendance and to support our "All Day, Every Day" initiative. Additionally, please be aware that Florida Statute 1003.27 requires schools to report students aged 14 and older who accumulate 15 unexcused absences within 90 calendar days to the Department of Highway Safety and Motor Vehicles. This could result in the suspension of their driver's license or prevent them from obtaining one. For reinstatement of a driver’s license, a student must attend school for 30 consecutive days.

We have resources and services available to help improve your child's attendance and align with our "All Day, Every Day" goals. Your involvement is crucial in addressing this issue. Please contact our Attendance Office at [[Phone]] to discuss how we can support [[First]] 's full-time, everyday attendance. We're committed to [[First]] 's educational success and are here to help. Together, we can ensure [[First]] [[Last]] receives the full benefits of their education through consistent support.

Sincerely,

[[Principal]]
[[School Display Name]]

Sample 24 – 10 Unexcused Absences Within 90 Calendar Days Note (Spanish)

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

Print on School Letterhead

(Date)

(Address)

Estimado padre/tutor de [[First]] [[Last]] :

Nos comunicamos con usted en relación con un asunto importante relacionado con la asistencia escolar de [[First]] . Nuestros registros muestran que su hijo ha acumulado 10 ausencias injustificadas en los últimos 90 días calendario. Este nivel de ausentismo es una preocupación importante, ya que entra en conflicto con nuestra iniciativa de asistencia "Todo el día, todos los días" y puede afectar gravemente el éxito académico de su hijo.

Las investigaciones han demostrado que faltar a la escuela tan solo 10 días puede tener efectos negativos sustanciales en el desempeño académico de un estudiante:

- Los estudiantes que faltan el 10 % de los días de clases (aproximadamente 18 días en un año escolar) se consideran ausentes crónicos y tienen un alto riesgo de quedarse atrás académicamente
- Perder 10 días o más de clases se asocia con puntajes de rendimiento más bajos y menores posibilidades de graduarse a tiempo

La iniciativa "Todo el día, todos los días" de las escuelas del condado de Volusia enfatiza que cada día escolar, de principio a fin, es esencial para el aprendizaje y el crecimiento de su hijo. Cuando su hijo está presente todo el día, todos los días, él:

- Recibe instrucción continua, ininterrumpida e intencional
- Desarrolla relaciones más sólidas con maestros y compañeros
- Construye una base sólida para el éxito académico y profesional futuro

De acuerdo con la Norma de asistencia 206 de VCS y el Estatuto de Florida 1003.02(1)(b), las escuelas deben ser notificadas de las ausencias justificadas ya sea a través de una comunicación personal o una explicación escrita del padre/tutor. Sin la notificación adecuada, las ausencias se registran como injustificadas. Es importante tener en cuenta que 5 tardanzas injustificadas y/o salidas anticipadas equivalen a 1 ausencia injustificada.

El Estatuto de Florida 1003.21 exige la asistencia regular de los niños entre 6 y 16 años. Como padre o tutor legal, usted es legalmente responsable de garantizar la asistencia escolar constante de su hijo. Para los estudiantes de 16 años o más, existe la opción de presentar una Declaración formal de intención de terminar la inscripción escolar, que debe estar firmada tanto por el estudiante como por el padre/tutor.

Queremos trabajar con usted para abordar cualquier desafío que pueda estar afectando la asistencia de su hijo y para apoyar nuestra iniciativa "Todo el día, todos los días". Además, tenga en cuenta que el Estatuto de Florida 1003.27 requiere que las escuelas informen a los estudiantes de 14 años o más que acumulen 15 ausencias injustificadas dentro de los 90 días calendario al Departamento de Seguridad Vial y Vehículos Motorizados. Esto podría resultar en la suspensión de su licencia de conducir o impedirles obtener una. Para restablecer una licencia de conducir, un estudiante debe asistir a la escuela durante 30 días consecutivos.

Tenemos recursos y servicios disponibles para ayudar a mejorar la asistencia de su hijo y alinearla con nuestras metas de "Todo el día, todos los días". Su participación es crucial para abordar este problema.

Comuníquese con nuestra Oficina de Asistencia para analizar cómo podemos respaldar la asistencia diaria y de tiempo completo de [[First]] . Estamos comprometidos con el éxito educativo de [[First]] y estamos aquí para ayudar. Juntos, podemos garantizar que [[First]] [[Last]] reciba todos los beneficios de su educación a través de un apoyo constante.

Atentamente,

[[Principal]]
[[School Display Name]]

Sample 25 – Teen Court Referral

STATE OF FLORIDA
SEVENTH JUDICIAL CIRCUIT
VOLUSIA COUNTY TEEN COURT PROGRAM

TEEN COURT PROGRAM REFERRAL FORM

Date of Referral: _____

INFORMATION ABOUT CLIENT

CHILD'S NAME: _____

CASE NO: _____

OFFENSE: _____

_____

PARENT/GUARDIAN: _____

ADDRESS: _____

PHONE: _____ **Email:** _____

CHILD'S SCHOOL AND GRADE: _____

STANDARD SANCTION:

Reflections Class (One-time 4-hour Class – The House Next Door)
2 - Jury Duty Sessions
Goal Setting Worksheet
Curfew – 7pm-7am (enforced by the parent/guardian)

SPECIAL CONDITION SANCTIONS

- ☐ **Workbook on Appropriate Subject**
  e.g. Getting into College workbook, Personal Success Plan, Education and Career, Life choices)
- ☐ **Weekly Progress Report or School Tutoring Worksheet**
  (Only if the student is in school a month or more from the date of referral)
- ☐ **Essay on Appropriate Subject (e.g., Benefit of School)**

AGENCY REFERRALS (WHEN APPROPRIATE)

- ☐ **SMA Healthcare Referral for Screening Mental Health or Substance Abuse w/Drug Testing**
- ☐ **Online Drug and Alcohol Course (Fee Associated)**

Referral from (Include name & number/email):

_____

_____

NOTE: SPECIAL CONDITION SANCTIONS/AGENCY REFERRALS WILL BE IMPLEMENTED AT THE DISCRETION OF THE COURT SERVICES OFFICER BASED ON WHAT WAS GLEANED FROM THE INTAKE CONFERENCE AND/OR DIRECT COMMUNICATION REQUEST FROM THE SCHOOL SOCIAL WORKER

Sample 26 – 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 27 – 3-Day Non-Enrollment Letter

VOLUSIA COUNTY SCHOOLS

Dr. Carmen J. Balgobin
Superintendent of Schools

School Board of Volusia County

Ms. Jamie Haynes, Chair
Mr. Ruben Colón, Vice Chair
Mrs. Donna Brosemer
Mrs. Krista Goodrich
Mrs. Jessie Thompson

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 28 – 3-Day Unexcused Absences Letter

VOLUSIA COUNTY SCHOOLS

Carmen J. Balgobin
Superintendent of Schools

School Board of Volusia County

Ms. Jamie Haynes, Chair
Mr. Ruben Colón, Vice Chair
Mrs. Donna Brosemer
Mrs. Krista Goodrich
Mrs. Jessie Thompson

Date

Name/Address

Dear Mr./Ms.:

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 29 – 3-Day Hospital/Homebound Letter

VOLUSIA COUNTY SCHOOLS

Dr. Carmen J. Balgobin
Superintendent of Schools

School Board of Volusia County

Ms. Jamie Haynes, Chair
Mr. Ruben Colón, Vice Chair
Mrs. Donna Brosemer
Mrs. Krista Goodrich
Mrs. Jessie Thompson

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 Efrain Alejandro, Program Specialist 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: Efrain Alejandro, Program Specialist, 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 30 – 3-Day Off Campus Instruction/Home Instruction Letter

VOLUSIA COUNTY SCHOOLS

Carmen J. Balgobin
Superintendent of Schools

School Board of Volusia County

Ms. Jamie M. Haynes, Chair
Mrs. Anita Burnette, Vice Chair
Mr. Ruben Colón
Mr. Carl Persis
Mrs. Jessie Thompson

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 Efrain Alejandro, Program Specialist, 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: Efrain Alejandro, Program Specialist, 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 31 – 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

October 17, 2025

Deland, FL 32724

Dear Parent/Guardian of:

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 50720, 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,

Michael Willard
Managing Assistant State Attorney

Cc: Melissa (Burke) Fordham, Attendance Lead
Volusia County Schools
3750 Olson Drive, Portable 522
Daytona Beach, FL 32124

Sample 32 – 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

October 17, 2025

Port Orange, FL 32129

Dear Parent/Guardian of:

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 50720, 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,

Michael Willard
Managing Assistant State Attorney

Cc: Melissa (Burke) Fordham, Attendance Lead
Volusia County Schools
3750 Olson Drive, Portable 522
Daytona Beach, FL 32124

Sample 33 – Attendance Referral

VOLUSIA COUNTY SCHOOLS

Student Name: Candy Bar **Student Id:** 1996517
Alpha: 2GHAQ **Grade:** KG **Gender:** F **DOB:** 05/06/2020 **Phone:** N/A
Campus: E - DEMONSTRATION SCHOOL - 0222
Parent: Snickers Bar **Address:** 200 N CLARA AV
DELAND, FL 32720

Attendance Referral

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

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 the documents below which are accessible in Focus:

- 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)

Sample 34 – Student Housing Questionnaire

VOLUSIA COUNTY SCHOOLS

Student Housing Questionnaire

SCHOOL Data Entry:
Date: _____
Code: R ____ U
Initials: _____

This questionnaire is intended to address the requirements of Every Student Succeeds Act: Title IX/Part A. The answers to questions below will assist us in determining if your student may qualify for additional educational support services. **PLEASE PRINT VERY CLEARLY, COMPLETE ONE FORM PER FAMILY, and return the questionnaire to your school's main office.**

1. How many other children/youths are in your household (even if not enrolled in school)? _____
2. Names of Students Enrolled in School (PK–grade 12) or not enrolled in school, including those ages 1-4 (If needed, use an additional sheet of paper.)
   a. Name of Student to be Enrolled:

First Name	MI	Last Name	Birth Date	Grade	School

   b. Other Children/Youth in Your Household (even if not enrolled in school):

First Name	MI	Last Name	Birth Date	Grade	School

3. Parent's, Guardian's, or Unaccompanied Youth's Name (Print): _____
   a. Street Address (Location of House): _____
   b. Length of time at this Address: _____
   c. Former Address: _____
   d. Mailing Address: _____
   e. Telephone: _____ Cell Phone: _____ Work phone: _____

The undersigned certifies that the information provided is accurate.

Parent's, Guardian's, or Unaccompanied Youth's Signature: _____ Date: _____

4. Place an "X" in the appropriate box to answer "Yes" or "No".

NIGHTTIME RESIDENCE	YES	NO	CODE
1. My family lives in an emergency or transitional shelter (e.g., FEMA Trailer).			A
2. My family is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; doubled-up.			B
3. My family is living in a car, park, temporary trailer park or campground due to lack of alternative adequate accommodations, public space, abandoned building, substandard housing, bus or train station, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings or similar settings.			D
4. My family lives in a hotel or motel due to lack of alternative adequate accommodations.			E
5. A child/youth in my home is under 18 years of age and an unaccompanied youth (youth not in the physical custody of a parent or guardian) or I am an unaccompanied youth under the age of 18 years.			U
6. A child/youth in my home is 18 years of age or older and an unaccompanied youth (youth not in the physical custody of a parent or guardian) or I am an unaccompanied youth 18 years of age or older.			C

5. If you marked "Yes" to any questions above, please indicate the cause by placing an "X" in the appropriate box.

- ☐ Man-made Disaster (Major) (D)
- ☐ Hurricane (H)
- ☐ Pandemic (Major) (P)
- ☐ Unknown (U)
- ☐ Earthquake (E)
- ☐ Mortgage Foreclosure (M)
- ☐ Tropical Storm (S)
- ☐ Wildfire (W)
- ☐ Flooding (F)
- ☐ Other Homelessness Causes(N)
- ☐ Tornado (T)

If you answered "Yes" to some or all of the questions above, an educational representative may contact you to find out whether your child is or you, as an unaccompanied youth, are eligible for additional educational services.

Directions for school staff: For students with positive responses to questions 1-6, complete data entry in FOCUS in the Homeless tab, complete school data entry box on this form to indicate data entry has been completed and then place the original in cumulative record.

Sample 35 – Attendance Awareness Letter – 2 Days Absent – Elementary

Subject: Absentee Awareness Letter #1 – Supporting Your Child's Success

Dear [Parent/Guardian],

We hope this message finds you well. We're reaching out to inform you that our records show [Student Name] has been absent for 2 days so far this school year. While we understand that absences occur for various valid reasons, we want to gently remind you of how important regular school attendance is for your child's academic success and social development.

Did you know? Missing just 2 days of school per month can lead to:

- Falling behind in reading and math
- Decreased likelihood of graduating on time
- Fewer opportunities to build strong social skills

As part of our **"All Day, Every Day"** attendance initiative, we are working together to reduce chronic absenteeism which is defined as missing 10% or more days of the enrolled school year, for any reason.

If your family is facing any challenges that may be affecting [Student Name]'s attendance, please don't hesitate to reach out to school personnel. We are here to help and can connect you with available resources to support your family's needs.

To keep [Student Name] on track:

- Contact their teacher(s) for any missed work or assignments
- Request additional support services or counseling referrals, if needed

Let's work together to help ensure [Student Name] is present, on time, and learning, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 36 – Attendance Awareness Letter – 4 Days Absent – Elementary

4 Days Absent – Elementary

Subject: Absentee Awareness Letter #2 – Encouraging Consistency in Attendance

Dear [Parent/Guardian],

We hope all is well. Our records show that [Student Name] has been absent for 4 days so far this school year. Regular school attendance is one of the strongest predictors of long-term academic success, and we want to partner with you to ensure [Student Name] stays on track.

When students miss school, even intermittently, it can lead to:

- Gaps in foundational learning
- Missed classroom interactions that build confidence and connection
- Difficulty catching up with assignments and new concepts

Please know we are here to support you. If your family is navigating any barriers to regular attendance, we encourage you to reach out. Together, we can find solutions.

Let's work together to support [Student Name] in being present, engaged, and learning, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!
Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 37 – Attendance Awareness Letter – 7 Days Absent – Elementary

7 Days Absent – Elementary

Subject: Absentee Awareness Letter #3 – Let's Work Together

Dear [Parent/Guardian],

We're reaching out with care and concern, as [Student Name] has now been absent for 7 days. These missed days can add up quickly and may begin to impact academic growth and classroom routines.

Chronic absenteeism is defined as missing 10% or more of the school year. At 7 days, we are beginning to approach this threshold. Now is the time to intervene together.

Please:

- Communicate with us if you need help or resources
- Review missed assignments and ask teachers for catch-up support
- Schedule any meetings needed with the school counselor or support team

We know that life happens, and we want to help. Your child's presence matters deeply to us and to their future.

We're here for you. Let's partner for [Student Name]'s success, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 38 – Attendance Awareness Letter – 9 Days Absent – Elementary

9 Days Absent – Elementary

Subject: Absentee Awareness Letter #4 – Strengthening Our Partnership

Dear [Parent/Guardian],

[Student Name] has now missed 9 days of school. We are concerned about how these absences may be affecting their academic performance and social connection with peers. We remain committed to supporting your family. If illness, transportation, housing, or other factors are playing a role, please reach out. Early action can make a big difference.

We encourage you to:

- Meet with our school team to discuss a support plan
- Share any medical or personal circumstances we should be aware of
- Consider strategies to promote daily attendance

We are here to walk with you, not judge you. Your involvement is key, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 39 – Attendance Awareness Letter – 11 Days Absent – Elementary

11 Days Absent – Elementary

Subject: Absentee Awareness Letter #5 – We're Concerned and Committed

Dear [Parent/Guardian],

As of today, [Student Name] has missed 11 days of school. This places them near or beyond the threshold of chronic absenteeism. Research shows that students who are chronically absent are at an increased risk for falling behind academically and socially. We understand that challenges arise. Whether it's health, family transitions, or access to support. Please let us know how we can assist.

Let's take steps now to avoid long-term consequences:

- Schedule a conference or phone call with school staff
- Provide any available documentation for excused absences
- Work together to build a consistent attendance routine

We are on your team. Let's work together to support [Student Name], "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 40 – Attendance Awareness Letter – 13 Days Absent – Elementary

13 Days Absent – Elementary

Subject: Absentee Awareness Letter #6 – Immediate Attention Needed

Dear [Parent/Guardian],

[Student Name] has now accumulated 13 absences. This puts them at significant risk of academic struggles and missing important instruction. We need your help. Our goal is not to punish, but to partner. Addressing this now can prevent further impact and help your child get back on track.

We urge you to:

- Contact the school immediately to discuss a plan
- Let us know about any ongoing concerns, emergencies, or barriers
- Review the importance of school attendance with [Student Name]

We are committed to working with you to create a path forward, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 41 – Attendance Awareness Letter – 14 Days Absent – Elementary

14 Days Absent – Elementary

Subject: Absentee Awareness Letter #7 – Let's Take Action Together

Dear [Parent/Guardian],

We're reaching out with deep concern as [Student Name] has now missed 14 days of school. At this stage, we must address this matter more seriously to ensure [Student Name] has the best chance at academic success this year. We believe in your child's potential and want to support you in every way possible. We may need to schedule an attendance meeting and develop a plan together.

Please call us at your earliest convenience to:

- Review the attendance record
- Discuss next steps and support options
- Collaborate on solutions to improve attendance

We remain your partner. Let's take steps now to prevent further loss of learning, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 42 – Attendance Awareness Letter – 2 Days Absent – Secondary

2 Days Absent Letter – Secondary

Subject: Absentee Awareness Letter #1 – Supporting Your Student's Success

Dear [Parent/Guardian],

We hope this message finds you well. We're reaching out to inform you that our records show [Student Name] has been absent for 2 days so far this school year. While we understand that absences can occur for various valid reasons, we want to gently remind you of how important regular school attendance is for your student's academic success, social connection, and long-term goals.

Did you know? Missing just 2 days of school per month can lead to:

- Falling behind in key subjects required for graduation
- Decreased likelihood of on-time graduation
- Disengagement from peer groups and school activities

As part of our **"All Day, Every Day"** attendance initiative, we are working together to reduce chronic absenteeism which is defined as missing 10% or more days of the enrolled school year, for any reason.

If your family is facing any challenges that may be affecting [Student Name]'s attendance, please don't hesitate to reach out to school personnel. We are here to help and can connect you with available resources to support your family's needs.

To keep [Student Name] on track:

- Contact teachers to gather any missed assignments
- Connect with school counselors for ongoing support
- Encourage daily routines that prioritize timely school attendance

Let's work together to ensure [Student Name] is present, engaged, and on a path toward future success, **"All Day, Every Day."**

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Sample 43 – Attendance Awareness Letter – 4 Days Absent – Secondary

4 Days Absent – Secondary

Subject: Absentee Awareness Letter #2: Keeping Momentum Strong

Dear [Parent/Guardian],

Our records indicate that [Student Name] has now missed 4 days of school. These early absences matter, and they can begin to affect academic growth and classroom engagement.

Students who miss 4 days:

- Score lower on standardized tests
- Are at risk of falling below grade level
- Risk potential retention or reduced credit

We want to partner with you. We offer:

- Individual attendance planning
- Counseling and mentoring as applicable
- Support with transportation or other needs

Let's work together to ensure [Student Name] is in school, on time, **"All Day, Every Day."**

Every Day Counts. Every Student Matters.

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 44 – Attendance Awareness Letter – 7 Days Absent – Secondary

7 Days Absent – Secondary

Subject: Absentee Awareness Letter #3: Preventing Learning Loss

Dear [Parent/Guardian],

We are becoming increasingly concerned about [Student Name]'s attendance. With 7 days missed it is important we pause to check in and ensure they are receiving the support they need.

We want to help prevent any negative impact on their academic progress or sense of belonging at school.

At this level:

- Academic gaps become harder to close
- Social and emotional development may suffer

We urge you to:

- Contact us for an attendance plan
- Share any challenges you're facing such as health, transportation, mental health
- Utilize support such as daily check-ins at school or tutoring

Let's act now, together we can help, **"All Day, Every Day."**

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 45 – Attendance Awareness Letter – 9 Days Absent – Secondary

9 Days Absent – Secondary

Subject: Absentee Awareness Letter #4: Let's Work Towards a Plan

Dear [Parent/Guardian],

[Student Name] has now been absent for 9 days. We are concerned about how these absences may affect their academic performance and ability to meet graduation or course requirements.

Missing 10% or more of the school year is considered chronic absenteeism which increases the likelihood of falling behind and can lead to:

- Course failure or grade retention
- Loss of privileges, such as sports eligibility or extracurricular activities
- Increased risk of dropout

We're here to help:

- Academic recovery plans
- Support or mentoring check-ins when applicable
- Assistance with barriers to transportation

We appreciate you recognizing the importance of this. We are committed to helping your child succeed, "**All Day, Every Day.**"

Every Day Counts. Every Student Matters!

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 46 – Attendance Awareness Letter – 11 Days Absent – Secondary

11 Days Absent – Secondary

Subject: Absentee Awareness Letter #5: We're Concerned and Committed

Dear [Parent/Guardian],

We're reaching out with increased concern as [Student Name] has now missed 11 days of school. These absences place them well within the range of chronic absenteeism and may impact their academic progress, social-emotional development, and ability to meet promotion or graduation requirements.

We would like to meet with you to:

- Review their attendance and academic progress
- Collaborate on a student-centered support plan
- Address any obstacles including transportation, illness, or family needs

We are not here to blame; we're here to partner. Let's take proactive steps to help [Student Name] finish the year strong, **"All Day, Every Day."**

Every Day Counts. Every Student Matters.

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 47 – Attendance Awareness Letter – 13 Days Absent – Secondary

13 Days Absent – Secondary

Subject: Absentee Awareness Letter #6: Immediate Intervention Required

Dear [Parent/Guardian],

[Student Name] has now missed 13 days of school. We are now seeing the effect of frequent absences including potential academic risks, lost learning opportunities, and missed social connections. This is a serious attendance issue with substantial academic and social consequences.

Consequences of this level of absences:

- Missed over 70 hours of instruction
- Risk of failing multiple courses
- Disengagement from the school community
- Risk of losing eligibility for driver's license or extracurricular programs

We offer:

- Support provided by your assigned school social worker
- Academic support, tutoring opportunities, and mentoring
- Collaboration with community partners for additional support

We want your student to feel seen, supported, and set up for success. Let's work together to help them reengage, **"All Day, Every Day."**

Every Day Counts. Every Student Matters.

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.

Sample 48 – Attendance Awareness Letter – 14 Days Absent – Secondary

14 Days Absent – Secondary

Subject: Absentee Awareness Letter #7: Let's Take Action Now

Dear [Parent/Guardian],

[Student Name] has now missed 14 days of school. At this point, we must act urgently to avoid academic consequences or loss of credit. Continued absenteeism may lead to referrals for intervention or additional steps.

As required by law and school policy:

- Continued absences may result in truancy interventions
- Driver's license eligibility may be suspended
- Retention or loss of course credit may occur

Your partnership is essential. Let's work together for a strong and consistent collaboration that supports student success, **"All Day, Every Day."**

Every Day Counts. Every Student Matters.

Principal
School Display Name
Phone

Note: This letter is automatically generated based on the number of absences, even if you have been calling in and providing the appropriate documentation to excuse absences. We appreciate your efforts in following the attendance procedures.