

Walter J. Harvey, School Board Attorney

SUBJECT: **FINAL READING: PROPOSED AMENDMENTS TO SCHOOL BOARD POLICIES 2111, PARENT INVOLVEMENT, 5112, ENTRANCE REQUIREMENTS, 5200, ATTENDANCE, & 5230, LATE ARRIVAL AND EARLY DISMISSAL**

COMMITTEE: **ACADEMICS, INNOVATION, EVALUATION & TECHNOLOGY**

LINK TO STRATEGIC PLAN: **SAFE, HEALTHY, & SUPPORTIVE LEARNING ENVIRONMENT**

At its regular Board meeting of April 13, 2022, the School Board approved Agenda Item H-6, *Review of Student Enrollment and Parental Participation Practices and Policies*, sponsored by Vice-Chair, Dr. Steve Gallon, III, which directed the Superintendent to review, in consultation with the School Board Attorney, district policies and school-based practices governing parental engagement in the education of their child, access to relevant and requisite student information, and active participation in educational decisions at the school and district level; initiate a working group comprised of school principals, district administrators, representatives from the School Board Attorney's Office, and invitees such as Family Court and parent representatives; and if necessary and appropriate, initiate rulemaking proceedings to develop and/or amend Board policy and related practices and requisite forms to help clarify certain matters of parental involvement and decision-making about educational issues.

The H-6 directives were completed as follows:

- District staff from the Office of Family & Community Engagement and School Board Attorney's Office participated in "Fathers in Education Week," during the week of April 18, 2022, by attending various workshops related to parental participation in education;
- District staff from the Federal and State Compliance Office, Office of School Leadership and Performance, Office of Family & Community Engagement, and School Board Attorney's Office conducted virtual meetings to identify and discuss common issues brought forth by school administrators related to parental participation at the school level. Policies, practices, handbooks, and forms governing parental participation were identified and reviewed;
- Proposed revisions were prepared and reviewed by District administrators and School Board attorneys;
- Proposed revisions were shared, and feedback was solicited from lead principals;
- A virtual meeting was held with various parent/parent advocate invitees, District administrators from the above-referenced departments and the School Board Attorney's Office to share proposed revisions;
- A virtual meeting was held with three Circuit Court judges, including the Administrative Judges of the Family Court and Unified Court Divisions of the Eleventh Judicial Circuit Court in and for Miami-Dade County, as well as a family law attorney and children's rights advocate; and

- Draft policies, practices, handbooks, and forms were modified based on feedback from the collective working group.

Through the review, the working group identified common issues and questions that arise about parental access, participation, and educational decision-making. The issues that pose questions for parents and administrators most often involve parents who would like to receive notifications of school events and/or access to information and records; parents who seek to withdraw their child from school to attend another school but are not identified in the District's Student Information System (DSIS) as the registering parent; and authorization by registering parent of which other individuals may pick up their child from school.

Revisions are recommended to Policy 2111, *Parent Involvement*, to emphasize that parents and family members are important in the education of students and to reference the broad definition of parent under state law subject to verification. Additionally, recommended revisions include statutory updates resulting from HB 1557, *Parental Rights*, with regard to the fundamental rights of parents to: consent for available health services that the parent wishes the student to receive from the school; bring complaints to the attention of the school principal in accordance with any corresponding procedures that may be required by statutes, rules, and/or Board policies; access any of their student's education and health records created, maintained, or used by the school district; be notified if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student; and that school staff will encourage students to discuss issues related to the student's well-being with the student's parent or facilitate discussion of the issue with the parent, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect. The policy is also recommended to be revised to conform to other policies regarding parental exemption rights. The title of the policy is modified as *Parent and Family Engagement*.

With regard to receiving notifications of school events, District staff is working to resolve technical limitations for automated processes that are used to communicate information to parents about District and school events. The District will continue to transmit information and train staff that any verified parent may receive information about their child, access to the parent portal, and notification of events. Current District policies, handbooks, forms, and practices do not exclude a verified parent from obtaining information or records related to their child's education. Revisions to Policy 5200, *Attendance*, are recommended to reiterate this information, but also clarify that valid documentation evidencing parentage must be provided to the District for a parent to be listed in DSIS. This includes evidence of guardianship where applicable. The working group determined that birth certificates and court orders are valid methods of establishing parentage. Additionally, parents are encouraged throughout the revised policies, handbooks, forms, and practices to utilize the Miami-Dade County Family Court Self-Help Program to formally resolve all parenting issues. These processes were endorsed by the parent advocates and judicial invitees.

With regard to the withdrawal of students from school and authorization for pick up, the working group determined that the District's longstanding practice of requiring a designated registering parent is essential for maintaining consistency of the child's school experience and ensuring the safety of students. The practice is consistent with Florida Statutes, Section 61.13(2)(b)3.b. which requires that any parenting plan approved by the court designate who will be responsible for school-related matters, including the school boundary address to be used and registration. However, revisions to Board policies 5112, *Entrance Requirements*, 5200, *Attendance*, and 5230, *Late Arrival and Early Dismissal*, and corresponding, handbooks, forms, and practices are recommended to notify parents of the requirement that one parent is designated as a registering parent for authorizing withdrawal and pick-up from school and to clarify that any person verified as a parent in DSIS is presumed to be authorized to pick up the student unless otherwise indicated. The

Emergency Student Data form is recommended for modification to include notice of this practice. Revisions are also recommended to implement a new process whereby parents can agree to change the registering parent at any time. A new District form has been created for the purpose of accepting the parents' agreement to formally change the registering parent in DSIS. These revisions are recommended to avoid misinterpretations of custody orders by school staff, minimize parental disagreements at school, maintain consistency, and ensure the safety of all students. The recommended revisions to highlight information about the Miami-Dade County Family Court Self-Help Program also pertain to a parent who contests the information provided on the Initial Registration forms or the Emergency Student Data form. This process was endorsed by the judicial invitees.

In totality, the recommended revisions outlined herein are consistent with the practices of the parent advocates and judges, who specialize in cases brought before the Miami-Dade Circuit Court, Family and Unified Court Divisions. Additionally, all Board policies and District practices remain neutral with respect to the sex of the parents.

The Notice of Intended Action was published in the Miami Daily Business Review on August 22, 2022, posted in various places for public information, and mailed to various organizations representing persons affected by the adopted and amended Board policies and individuals requesting notification. The time to request a hearing or protest the adoption and amendment of these policies has elapsed.

The policy amendments were drafted in collaboration with, and reviewed by, the Superintendent, Cabinet, and District staff. The Notice of Intended Action and proposed policies with strikethroughs and underlines are attached.

RECOMMENDED:

That The School Board of Miami-Dade County, Florida, amend Board Policies 2111, *Parent Involvement*, 5112, *Entrance Requirements*, 5200, *Attendance*, and 5230, *Late Arrival and Early Dismissal*, and authorize the Superintendent to file the policies with The School Board of Miami-Dade County, Florida, to be effective October 19, 2022.

NOTICE OF INTENDED ACTION

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, announced on August 15, 2022, its intention to amend Board Policies 2111, *Parent Involvement*, 5112, *Entrance Requirements*, 5200, *Attendance*, and 5230, *Late Arrival and Early Dismissal*, at its meeting of October 19, 2022.

PURPOSE AND EFFECT: Board Policies 2111, *Parent Involvement*, 5112, *Entrance Requirements*, 5200, *Attendance*, and 5230, *Late Arrival and Early Dismissal*, are proposed for revision to address district policies and school-based practices governing parental and family engagement in the education of students, access to relevant and requisite student information, and active participation in educational decisions at the school and district level.

SUMMARY: Board Policy 2111, *Parent Involvement*, is proposed for revision to emphasize that parents and family members are important in the education of students and to reference the broad definition of parent under state law subject to verification, as well as to update statutory requirements related to fundamental rights of parents to consent for available health services that the parent wishes the student to receive from the school; bring complaints to the attention of the school principal in accordance with any corresponding procedures that may be required by statutes, rules, and/or Board policies; access student education and health records created, maintained, or used by the school district; be notified if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student; and that school staff will encourage students to discuss issues related to the student's well-being with the student's parent or facilitate discussion of the issue with the parent, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect. The policy is also proposed to be revised to conform to other policies regarding parental exemption rights. The title of the policy is modified as *Parent and Family Engagement*. Board Policies 5112, *Entrance Requirements*, 5200, *Attendance*, and 5230, *Late Arrival and Early Dismissal*, are proposed for revision to notify parents of the requirement that one parent is designated as a registering parent for authorizing withdrawal and pick-up from school and to clarify that any person verified as a parent in the District's Student Information System is presumed to be authorized to pick up the student unless otherwise indicated; to clarify that verified parents may obtain information or records related to their child's education; to implement a new process whereby parents can agree to change the registering parent at any time; and to highlight information about the Miami-Dade County Family Court Self-Help Program for any parent to formally resolve parenting issues or contest the information provided on the Initial Registration forms or the Emergency Student Data form.

SPECIFIC LEGAL AUTHORITY UNDER WHICH RULEMAKING IS AUTHORIZED: Fla. Stat. ss. 1001.41(1), (2); 1001.42(8); 1001.43(1).

LAWS IMPLEMENTED INTERPRETED OR MADE SPECIFIC: Fla. Stat. ss. 61.13(2); 1001.42(8); 1002.20; 1002.22; 1003.02(1); 1003.21; 1003.22; 1014.05.

IF REQUESTED, A HEARING WILL BE HELD DURING SCHOOL BOARD MEETING OF October 19, 2022, which begins at 1:00 p.m., in the School Board Auditorium, 1450 N.E. Second Avenue, Miami, Florida 33132. Persons requesting such a hearing or who wish to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative as provided in Section 120.54(1), F.S., must do so in writing by September 14, 2022, to the Superintendent, Room 912, at the same address.

ANY PERSON WHO DECIDES TO APPEAL THE DECISION made by the School Board of Miami-Dade County, Florida, with respect to this action will need to ensure the preparation of a verbatim record of the proceedings, including the testimony and evidence upon which the appeal is to be based. (Section 286.0105, Florida Statutes)

COPIES OF THE PROPOSED AMENDED POLICY are available at cost to the public for inspection and copying in the Citizen Information Center, Room 158, 1450 N.E. Second Avenue, Miami, Florida 33132.



Book	Policy Manual
Section	October 19, 2022 - <u>Final</u> Reading
Title	PARENT INVOLVEMENT- A HOME-SCHOOL-DISTRICT PARTNERSHIP
Code	2111
Status	<u>Final</u> Reading
Adopted	May 11, 2011
Last Revised	April 25, 2018

2111 - ~~PARENT AND FAMILY ENGAGEMENT INVOLVEMENT~~ - A HOME-SCHOOL-DISTRICT PARTNERSHIP

Strong, continuing parent, family, and community ~~engagement involvement~~ in all aspects of school programs and activities provides support for measurable improvement in student achievement. "Parent" refers to the natural, adoptive, foster or surrogate parents, the party designated by the courts as the legal guardian or custodian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent. (See also Policy 0100 for the definition of "parent"). The District welcomes and values the participation of any adult--mother, father, older sibling, aunt, uncle, grandparent, guardian/foster parent, mentor--who plays a significant role in the care of a student or students enrolled in the District. Families are necessary participants in the life of the school and should be encouraged to connect with each other, with school staff and with what students are learning and doing in class. Board Policy 5112, Entrance Requirements, provides further guidance about information that must be received by schools to verify parental status. Although parent and family engagement is the specific focus of this policy, all those concerned with the education of students must work together cooperatively to meet the needs of students.

A collaborative environment is encouraged in which the parents and families of District students are invited and encouraged to be ~~engaged involved~~ stakeholders in the school community. This policy establishes the framework and responsibilities for implementation of strategies to increase family and community ~~engagement involvement~~. A copy of this policy must be distributed to all parents (e.g., by providing paper copies, electronic copies, or other appropriate means of distribution).

~~"Parent" refers to the natural, adoptive, foster or surrogate parents, the party designated by the courts as the legal guardian or custodian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent. The District welcomes the participation of any adult--mother, father, older sibling, aunt, uncle, grandparent, guardian/foster parent, mentor--who plays a significant role in the care of a student or students enrolled in the District. Although parental involvement is the specific focus of this policy, all those concerned with the education of students must work together cooperatively to meet the needs of students.~~

"School" is defined in the broadest possible sense. It refers not only to the customary kindergarten through grade 12 programs, but also to the early childhood, adult education, and community schools' programs.

The Superintendent shall implement administrative procedures by which a school-parent partnership can be established and maintained throughout the student's career in the District.

I. Parent Responsibilities

The importance of parents as teachers shall be recognized by parents and supported by the school. Schools will provide parents with the appropriate support and assistance needed in understanding and meeting the expectations of this role. Parents are expected to:

- A. set guidelines and clear expectations with their children of good behavior and academic performance;
- B. ensure that their children have a quiet place and time to read, study, and complete homework;
- C. discuss daily work assignments, progress reports, and report cards with their children;
- D. ensure that their children attend school on time every day and promptly report any absences or tardiness;
- E. communicate with the school through written and electronic messages, telephone, and/or conference meetings;
- F. ensure that their children have the materials needed to complete class work and home learning;
- G. take an active part in school activities, such as Open Houses, PTA meetings, participating in workshops, and parent/student activities, etc.;
- H. keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care;
- I. bring to the attention of appropriate school personnel any problem or condition that negatively affects their children, or other children in the school community;
- J. help their children develop a good self-image by providing care, discipline, support, interest, and concern;
- K. provide the school with current and accurate home, work, and emergency contact information; and
- L. foster in their children a positive attitude towards school and learning.
- M. provide consent for available health services that the parent wishes the student to receive from the school system.
- N. exercise parental exemption rights when desired, as outlined in law and policy.

II. Parents as Advisors, Advocates, and Participants in Decision Making

District and school procedures reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children.

A. Advisors

Parents are encouraged to participate in and influence decisions, raise issues or concerns, appeal decisions, and resolve problems. Parents should first bring complaints to the attention of the school principal in accordance with any corresponding procedures that may be required by statutes, rules, and/or Board policies.

B. Advocates

Parents are encouraged to become advocates for children on issues that affect children. They are urged to join and take a leadership role in a PTA, PTSA or other parent organization.

C. Educational Excellence School Advisory Councils

Parents must be elected to serve as active members of Educational Excellence School Advisory Councils (EESAC) and in other important decision-making bodies, where required by State and Federal statutes. This will include the engagement of parents and families involvement-of-parents in the development of the Local Educational Agency Title I Plan required under The Every Student Succeeds Act as well as their engagement-involvement in the process of school review and improvement required by the Act.

D. Title I School-Parent Compacts

In each school implementing the Title I Schoolwide Program, parents shall, jointly with the school, develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

E. Title I School-Level Parent and Family Engagement Plan

In each school implementing the Title I Schoolwide Program, parents and families shall jointly with the school develop the Title I School-Level Parent and Family Engagement Plan. Additionally, parents in the Title I Schoolwide Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

III. School Level Strategies and Responsibilities

- A. Parent Outreach Liaisons. Each school principal will identify one (1) or more individuals who will serve as a liaison to all parents in the school community. Responsibilities include: assessing the needs of **familiesparents**; communicating this information to the school's principal and the school's advisory group(s); and informing **familiesparents** of school and District services, offerings, and programs in their primary language. This individual may be a Community Involvement/Liaison Specialist, or another staff member, ~~or a certified volunteer~~.
- B. Space for Parents. School principals will provide a Family Resource Center as a place for parents to meet and review current bulletins, and exchange information.
- C. Access to Schools. Reasonable efforts will be made to make the school building a welcoming place, clearly accessible to parents. Parents should recognize, however, that their right to access does not transcend the rights of students and teachers to an orderly educational environment.
- D. **Access to School Records. Schools may not prohibit verified parents from accessing any of their student's education and health records created, maintained, or used by the school district.**
- E. Sensitivity to Exceptionalities. Reasonable efforts will be made to assist parents in understanding the needs and rights of their children. Reasonable efforts should be made to assist school personnel, students, and parents in understanding the needs and rights of children with different exceptionalities.
- F. Accommodations for Parents. School personnel should use flexible and creative methods to accommodate the schedules of parents, and, with the assistance of businesses, agencies, and organizations, to encourage participation by addressing the need for child-care, transportation and other resources. Every reasonable accommodation should be made for Board employees who are parents to participate in the education of their children.
- G. Communication. Communication between parents and the school shall be encouraged at all grade levels, including regular parent/teacher communication, and providing parents with meaningful scope of student work. Reasonable efforts will be made to communicate with parents in their primary language. The mode of communication should also be adjusted when necessary to promote comprehension, acceptance, and trust. Additionally, schools implementing the Title I Schoolwide Program will distribute annually to parents, at the onset of the school year, the Title I Schoolwide Program Parent Notification Letter, in a format, and to the extent practicable, in a language such parents understand.
- H. **Parental Notification Related to Student Well-Being. School personnel shall notify a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. Additionally, school personnel must encourage a student to discuss issues related to the student's well-being with the student's parent or facilitate discussion of the issue with the parent, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect. (See also Policies 1213, 3213, 4213, Student Supervision and Welfare).**
- I. Parent Orientation. Schools will conduct orientation meetings that provide information about school procedures and programs as well as opportunities for active participation. Additionally, schools implementing the Title I Schoolwide Program should conduct the Title I Annual Parent Meeting at the onset of the school year to inform parents of their school's participation in the Title I Schoolwide Program, to explain the parental requirements in the Every Student Succeeds Act, and to explain the rights of the parents to be involved in the decision making process.
- J. Educational Excellence School Advisory Councils. Schools must ensure that parents are included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies as required by Federal and State statute. To ensure that parents are knowledgeable about this **engagement opportunity involvement**, all parents must receive information regarding the role of EESAC, meeting schedules, and parent elections. With the

support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.

- K. Title I School-Parent Compacts. Each school implementing the Title I **Schoolwide** Program shall ensure that parents in the Program are involved in jointly developing, and receive, the annual Title I School-Parent Compact as required in the Every Student Succeeds Act that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
- L. Title I School-Level Parent and Family Engagement Plan. In each school implementing the Title I **Schoolwide** Program, parents shall jointly with the school create a plan. Additionally, parents of student attending schools implementing the Title I **Schoolwide** Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.
- M. Learning Opportunities for Parents. With the assistance of The Parent Academy and other appropriate District offices, schools should identify and implement community-centered, parent friendly programs and affiliations for parents to learn. The learning opportunities should target appropriate student age levels, including the needs of children from birth to age six as well as the developmental and cognitive needs and expectations of students. ~~Additional learning opportunities should be provided for young adults, including those who are already parents, to learn how to be effective parents.~~
- N. Volunteers. Principals should utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, principals will identify staff who will actively recruit, train, appropriately place, support, and monitor parents during volunteer activities. Volunteer procedures and online registration will be made available throughout the year.
- O. Resources for Parents. In order to assist parents, resources should be made available for check-out at the school site or through the District web site or Parent Portal, such as: audio/visual, print, computer, and web-based programs; "how-to" programs broadcast on educational television and radio; materials developed especially to aid the parent-as-teacher; copies of class schedules, coursework, and homework assignments; grade level course objectives, requirements, and student performance; calendars; and standards and student performance on Statewide assessments. Additionally, the Title I Handbook should be made available to parents of students attending schools implementing the Title I **Schoolwide** Program.
- P. Advocacy. Schools, regional centers, and the District will support parents to become advisors and advocates for their children. They will provide understandable, accessible, and well-publicized opportunities as well as information about student and parent responsibilities and rights in order that parents may advocate effectively. Title I Community Involvement/Liaison Specialists or Parent Liaisons will provide information and assistance to parents including the parents of children with exceptionalities.

IV. District Level Strategies and Responsibilities

- A. District Offices and Support for Family Engagement Strategies. Family engagement, advocacy, and community outreach is provided collaboratively by the **Office of Family & Community Engagement and Parent Academy**; the Department of Title I Administration, ~~and the Office of Community Engagement~~. These Offices shall provide the coordination, technical assistance, and other support necessary to assist schools, the regions and other District offices including, but not limited to, Early Childhood Programs, Bilingual Parent Outreach Program, and State and District-run Voluntary Pre-kindergarten (VPK) programs in planning and implementing effective family engagement activities to improve student academic achievement and school performance, as well as to build schools' and **families' parents'** capacity for strong **family engagement parental involvement** as defined in the Every Student Succeeds Act. Their shared responsibility is to promote family engagement practices, facilitate implementation of this policy, and maintain contact with various groups and individuals representing parents.

Additionally, schools implementing the Title I **Schoolwide pP** Program will receive support and assistance through the following Title I components: parental District Advisory Council's general and executive board meetings, the Parent Outreach Program, Community Involvement/Liaison Specialists, Parent Advisory Councils, and District and school-site Parent Resource Centers.

- B. Family Engagement Training. The Office of **Family & Community Engagement**, in cooperation with ~~the Parent Academy~~, the Department of Title I Administration, and other appropriate District offices, where applicable, will develop and provide training programs to give parents the information, tools, and resources on how to be successful advisors, advocates, and partners in the decision-making process. The training programs must include assistance to parents to understand such topics as the Florida Standards and other assessments, the requirements of the Every

Student Succeeds Act, ways to monitor a child's progress, and ways to work with educators to improve student achievement. The District should also facilitate parent-to-parent training programs.

- C. Support for Communication. Appropriate District offices will develop and implement effective communication methods to ensure that all families receive and share school-to-home and home-to-school communications, regardless of whether they are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Additionally, the Department of Title I Administration will provide to schools implementing the Title I **Schoolwide pP** Program the sample Title I **Schoolwide** Program Notification Letter, to be distributed to their parents annually, at the beginning of the school year.
- D. **Parental Notification Related to Student Well-Being. District personnel shall develop procedures for schools to notify a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student; encourage a student to discuss such issues with the parent; and not prohibit or discourage notification to the parent of such information unless a reasonably prudent person would believe that such disclosure would result in abuse, abandonment, or neglect. (See also Policies 1213, 3213, 4213 Student Supervision and Welfare).**
- E. Staff Development. Training and professional learning should include the importance of parent and family engagement **as a strategy for student achievement**. Training programs will be identified by the Office of **Family & Community Engagement**, the Department of Title I Administration, ~~the Parent Academy~~, and other appropriate District offices, to assist personnel in acquiring techniques that promote effective communication with ~~parents and~~ families, and implementation of ~~parent and~~ family engagement strategies with the goal of improving student performance.
- F. Frequently Asked Questions – Q&A Resource Guide. A resource guide will be developed for school staff members, parents, and the community, to include best practices and a directory of contact information for programs, and persons with expertise in the area of **family engagement** ~~parental involvement~~. Additionally, the Title I Handbook is an appropriate resource to support schools implementing the Title I **Schoolwide pP** Program, in this area.
- G. Title I School-Parent Compacts. The Department of Title I Administration will ensure that all schools participating in the Title I **Schoolwide pP** program jointly with parents develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Department of Title I Administration will assist with ensuring that schools distribute the Compacts to all parents of students attending schools implementing the Title I program.
- H. Title I District-Level Parent and Family Engagement Plan. This plan serves as the official District-Level Parent and Family Engagement Plan required by Section 1116 of the Every Student Succeeds Act for schools implementing the Title I **Schoolwide pP** Program. This plan has been developed jointly with, and agreed upon by and distributed to, parents and family members of children attending schools participating in the Title I **Schoolwide pP** Program. The Department of Title I Administration will assist in ensuring that this plan is distributed to all parents of students attending schools participating in the Title I **Schoolwide pP** Program.
- I. Evaluation. The Office of **Family & Community Engagement** and the Family and Community Involvement Advisory Committee, on which the majority of the members are parents, will annually assess the implementation of the **Parent and Family Engagement** ~~Parent Involvement~~ Policy, using outcome-based data, including, but not limited to, the School Climate Survey and the Title I Parent and Family Engagement Survey, and will make written recommendations for improvement. This assessment will identify barriers to greater participation by parents in **family engagement** ~~parental involvement~~ activities, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be used to design strategies for more effective parental **engagement involvement** and to revise existing parental **engagement involvement** policies.
- J. Business **Engagement** ~~Involvement~~. The active cooperation of the community's municipalities, businesses, agencies, organizations, post-secondary institutions, and other individuals with expertise in engaging parents and family members in education will be sought to partner with the District to provide on-site opportunities for parents to learn more about the School District, the educational needs of students, and about parenting in general. These entities may be asked to partner with the District to provide educational experiences at the school sites. Members of the community will be encouraged to assist students by participating in programs such as Dade Partners and School Volunteers. Businesses will be encouraged to provide flexible time or release time for employees to actively engage at their children's school.

- K. Resolving Parent Concerns. District staff shall develop procedures to address parent complaints. Such procedures shall include methods for parents to appeal principal decisions to the Region and/or District for resolution as required by any applicable statutes, rules, and Board policies.

Effective 7/1/11
Revised 4/25/18

©Miami-Dade 2018

Legal

- F.A.C. 6A-1.094125
- F.S. 1002.22
- F.S. 1014.05
- F.S. 1002.20
- F.S. 1001.42(8)
- F.S. 1000.03
- F.S. 1002.23
- Title I, Section 1118
- 20 U.S.C. 6301 et seq.



Book	Policy Manual
Section	October 19, 2022 - <u>Final</u> Reading
Title	ENTRANCE REQUIREMENTS
Code	5112
Status	<u>Final</u> Reading
Adopted	May 11, 2011
Last Revised	December 9, 2020

5112 - **ENTRANCE REQUIREMENTS**

All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1st of any school year or who are older than six (6) years of age but have not attained the age of sixteen (16) years, except as otherwise provided in Florida law, are required to attend school regularly during the entire school term. All children enrolling in a District school shall meet the immunization requirements in F.S. 1003.22 and provide evidence of a physical exam. The person enrolling the student shall report in person to the school to enroll their school age child.

A child who attains the age of sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which s/he attains that age if the child files a formal declaration of intent to terminate school enrollment with the 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 child. The District must notify the parent of the child's declaration of intent to terminate school enrollment.

I. Kindergarten

Any child who will have attained the age of five (5) years on or before September 1st of the school year shall be eligible to enroll in kindergarten at any time during the year.

A transferring kindergarten student is eligible to be enrolled in the District if the entrance age requirements have been met outside Florida and the child had been regularly enrolled there.

Children entering kindergarten in the District for the first time must comply with F.S. 1003.21 regarding entry age. A child must be five (5) years old on or before September 1st, in order to meet the Florida age requirement for kindergarten. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

II. First Grade

Any child who has attained the age of six (6) years on or before September 1st of the school year and satisfactorily completed the requirements for kindergarten in a public school according to the District's Student Progression Plan (Policy 5410) or in a nonpublic school from with the 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 be admitted or promoted to the first grade at any time during the school year.

A transferring first grade student is eligible to be enrolled in the District if the entrance-age requirements have been met outside Florida and the child had been regularly enrolled there.

Children entering first grade in the District for the first time must comply with F.S. 1003.21. Any child who has attained the age of six (6) years on or before September 1st of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1st and has satisfactorily completed the requirements for

kindergarten in a non-public school, 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 (Policy 5410).

III. Initial Entry and Registration

The school shall abide by information provided by the parent who completes the Initial Registration documents or "registering parent." Any person verified as a parent in the District's Student Information System is presumed to be authorized to pick up the student unless otherwise indicated. Parents have the right to change the registering parent by agreement. Any subsequent change to the registering parent listed in the District's student information system must be verified by both parents in accordance with District procedures. Only the registering parent will be permitted to withdraw the student from the school and enroll the student in another M-DCPS school. Any parent contesting the information on the Initial Registration forms may seek assistance from the court to compel the registering parent to revise the information on the forms. School staff shall provide such persons with the website for the Family Court Self-Help Program at <http://www.jud11.flcourts.org/Family-Court-Self-Help-Program>. Parents may agree to change the registering parent and submit an *Agreement to Change of Registering Parent Form (FM-7600)* at any time.

Anyone who knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty is guilty of a second-degree misdemeanor under F.S. 837.06. In addition, anyone who knowingly makes a false verified declaration is guilty of perjury, a third-degree felony under F.S. 92.525.

Every child initially entering a District school must prove age by an authentic document issued by a governmental agency. The school should attempt to verify age at the time of spring registration. State law (F.S. 1003.21) specifies the evidence which may be used for this purpose and also indicates that if the first prescribed evidence is not available, the next evidence obtainable in the order below shall be accepted:

- A. a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- B. a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- C. an insurance policy on the child's life which has been in force for at least two (2) years;
- D. a bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- E. a passport or certificate of arrival in the United States showing the age of the child;
- F. a transcript of record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth; or
- G. if none of this evidence can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the Board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.
- H. Children entering the District for the first time must comply with F.S. 1003.21 and with the District's Student Progression Plan (Policy 5410). Students must have an immunization record on file at the school. Any student who does not have the proper immunization shall be temporarily excluded from attendance until compliance has been documented.
- I. Upon a child's initial entry to a District school, the principal shall require evidence of a physical examination performed within one (1) year prior to the date of entry. An appointment for a physical examination by a county health officer, licensed physician, or chiropractor may be accepted provided the principal is given evidence of the physical examination within one (1) week of such examination. Students transferring into the District from a school within the State of Florida who have completed physical examination form as part of their school record need not be re-examined. Examinations taken out-of-state may be accepted if performed within one (1) year of entry and include documentation and reported on the official forms of the physician.
- J. A child may be exempt from the required physical examination and/or immunization upon written request of the parent or guardian of such child stating objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.

If a parent's name is not listed on the birth certificate, the parent must provide a court order/legally binding instrument evidencing parentage or guardianship, to be listed as a parent in the District's student information system.

IV. Proof of Age

If acceptable proof of age is not presented when the child first seeks admission, the principal should enroll the student temporarily and give the parent thirty (30) calendar days to secure proper proof.

V. Birth Certificate

The Division of Attendance Services will supply appropriate forms for making application for a birth certificate. Some parents may need help from school personnel in completing these applications. Providing such assistance will enable the school to be sure that the proper procedure has been followed. Original copies of birth certificates usually have an embossed seal imprinted on them. All photostatic copies not bearing this seal should be carefully evaluated to determine authenticity.

If questions arise which the school cannot answer regarding birth certificates, the principal should call the appropriate region director.

VI. Student Disclosures

Each student at the time of initial registration for school shall note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by a school district that the student previously attended.

VII. Verification of Residence

Verification of a parent's residence via a Statement of Bonafide Residence - FM-7444 shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the Superintendent. The student shall reside with the parent placing the student in the attendance area of the school.

In addition, submission of two (2) of the following items are required:

- A. broker's or attorney's statement of parents' purchase of residence, or properly executed lease agreement;
- B. current Homestead Exemption card;
- C. electric deposit payment receipt or electric bill, bottom portion, showing name and service address.

If verification is not provided or acceptable, the Superintendent may verify the student's residence.

If an electric deposit payment receipt is used as verification, the electric bill, bottom portion, must also be submitted to the school within forty (40) calendar days after registration. If the parent is unable to furnish the school with the requested electric deposit payment receipt, the student will be allowed to enroll in the new school, but must submit the electric bill, bottom portion, to the school within forty (40) calendar days.

When a change of family residence occurs after ninety (90) school days in which a student is enrolled in a school which would place the student in a different attendance area, the student, upon the request of the parent, may complete the year in the present school. No transportation will be provided.

When a change of family residence occurs after ninety (90) days in which a student is enrolled in grades 11 through 12, or is enrolled in the last grade offered at a school, which would place the student in a different attendance area, the student, upon the request of the parent, may remain in the present school through graduation (for grades 11 through 12), or the last grade offered at the school. No transportation will be provided.

Dependent children whose parents are transferred or are pending transfer to a military installation within the state, while on active military duty, pursuant to an official military order, shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process (Policy 5131).

The Board authorizes the Superintendent to create, generate, communicate, store, process, use, and rely upon electronic signatures from a parent. District staff and parents shall comply with all the provisions of F.S. 668.50 regarding electronic records and electronic signatures.

Anyone who knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty is guilty of a second-degree misdemeanor of the second degree under F.S. 837.06. In addition, anyone who knowingly makes a false verified declaration is guilty of perjury, a third-degree felony under F.S. 95.525.

Effective 7/1/11
Revised 4/15/15
Revised 3/9/16
Revised 4/25/18
Revised 4/17/19
Revised 9/4/19
Revised 4/29/20
Revised 12/9/20

© Neola 2009

Legal	F.S. 1002.22
	F.S. 1002.20
	F.S. 61.13(2)
	F.S. 1003.31
	F.S. 92.525
	F.S. 837.06
	F.S. 1002.31
	F.S. 1003.01
	F.S. 1003.05
	F.S. 1003.21
	F.S. 1003.22
	F.S. 1006.07(1)(b)
	F.S. 1006.15



Book	Policy Manual
Section	October 19, 2022 - <u>Final</u> Reading
Title	ATTENDANCE
Code	5200
Status	<u>Final</u> Reading
Adopted	May 11, 2011
Last Revised	April 25, 2018

5200 - **ATTENDANCE**

Parents and students are responsible for attendance which shall be required of all students during the days and hours that the school is in session.

I. Reporting Absences to School

Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable. The Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The District reserves the right to verify such statements and to investigate the cause of each single absence.

Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent.

Accordingly:

- A. if the parent who has legal custody of a student requests that no one else be permitted to confer with the child at school the principal and/or teacher is required to honor this request;
- B. students are not to be taken out of their regular classes to prepare for programs other than school-sponsored activities;
- C. when a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated by the school principal or at any other time if deemed necessary;
- D. the parent or adult student shall report absences to the school as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The principal shall have the final authority for determining acceptability of the reason for the absence(s).

Each school should establish procedures to ensure good attendance. A student, who is absent more than nine (9) days within a semester or more than four (4) days for schools on a block schedule, will not receive a passing grade for the semester unless:

- A. medical evidence is presented to the principal in writing justifying a specific number of days absence, absences are for approved school activities, or absences are approved by the Principal, and
- B. the student demonstrates mastery of the student performance standards in the course(s) as identified in curriculum guides and/or adopted textbooks.

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have a reasonable amount of time, up to three (3) school days, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement, and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

II. Attendance Defined

- A. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
- B. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- C. Tardiness - A student is considered tardy if they are not present at the moment the school bell rings for the class assigned. NOTE: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
- D. Early Sign-outs -No student shall be released within the final thirty (30) minutes of the school day unless authorized by the principal or principal's designee (i.e., emergency, sickness).

Each student who is scheduled at a school center for instructional purposes for a partial day, and at an area vocational-technical center, a vocational school or a community college for a partial day shall, if present at the school center, be reported as present one-half day.

Reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the Principal for absences exceeding five (5) consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, s/he must be under the supervision of a health care provider in order to receive excused absences from school.
- B. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
- C. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the Principal.
- D. An approved school activity (absences recorded but not reported).
- E. Other absences with prior approval of the Principal.
- F. Attendance at a center under Department of Children and Families supervision.
- G. Significant community events with prior permission of the Principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
- H. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed.
- I. Death in the immediate family.
- J. School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the Principal. The student must receive advance written permission from the Principal. Examples of special events include: public functions, conferences, and regional, State, and national competitions.
- K. Outdoor suspension.
- L. Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

- M. Other individual student absences beyond the control of the parent or student, as determined and approved by the Principal, requires documentation related to the condition.

Unexcused absences include absences due to:

- A. vacations, personal services, local non-school event, program, or sporting activity;
- B. older students providing day care services for siblings;
- C. illness of others;
- D. non-compliance with immunization requirements (unless lawfully exempted).

Absences not included in excused absences listed above shall be unexcused. Any student who has been absent from school will be marked unexcused absent until s/he submits the required documentation. Failure to provide required documentation within three (3) school days upon the return to school will result in an unexcused absence. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school but may result in detention or placement in existing alternative programs.

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians. Chronic truancy or deliberate nonattendance in excess of fifteen (15) school days within a ninety (90) calendar day period shall be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

The Superintendent shall develop administrative procedures that:

- A. ensure proper procedures are established so the student and his/her parents are provided the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board policies;
- B. ensure a school session which is in conformity with the requirements of the rules of the State Board;
- C. govern the keeping of attendance records according to State Board rules;
- D. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- E. ensure that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

The regulations should provide that a student's grade in any course is based on performance in the instructional setting and is not reduced for reasons of conduct. If students violate the attendance or other rules of the school, they should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the students can demonstrate they have learned.

III. Access to Student Records

Pursuant to Policy 8330, *Student Records*, the District presumes that an eligible student or either parent of the student has the right to inspect, review, and receive copies of the education records of the student or eligible student unless the Board, its staff, or the individual school has been provided a legally binding instrument or court order that expressly revokes those rights.

If a parent's name is not listed on the birth certificate, the parent must provide a court order/legally binding instrument evidencing parentage or guardianship, to be listed as a parent in the District's

student information system.

IV. Attendance Records and Reports Required

All officials, teachers, and other employees shall keep all records and shall prepare and submit promptly all reports that may be required by law, State rules, and District policies. These records shall include a register of enrollment and attendance and all persons named shall make reports. The enrollment register shall show the absence or attendance of each child enrolled for each school day of the year in a manner prescribed by the State Board. The register shall be open for inspection by the Superintendent. Violations of this section shall be a misdemeanor of the second degree, punishable as provided by law.

V. Falsification of Attendance Records - Penalty

The presentation of reasonable and satisfactory proof that any teacher, principal, any other school personnel or school officer, has falsified or caused to be falsified attendance records for which they are responsible shall be sufficient grounds for the revocation of his/her teaching certificate by the Department of Education, or for dismissal or removal from office.

The principal shall require:

- A. attendance/tardiness is taken and recorded by authorized persons at a designated time every official school day;
- B. a review of classes that have excessive absences in order to determine if the quality of instruction is a factor in the failure of students to attend class on a regular basis;
- C. an authorized person(s) to determine the status of each absence/tardiness;
- D. parents be notified each time their child is absent from school possible;
- E. the steps outlined in F.S. 1003.26 regarding regular school attendance are implemented;
- F. an Attendance Review Committee is established at the school;
- G. consideration of appeals made by students and/or parents regarding recommendations of the Attendance Review Committee.

The teacher shall:

- A. encourage school and class attendance with challenging and rigorous instruction and curriculum and by demonstrating an interest in the welfare of students;
- B. take attendance during homeroom and whenever students change instructors in elementary schools and take attendance each period of the school day in secondary schools, and report absences as required by the school;
- C. at the request of the student or parent, provide make-up assignments for excused absences/tardinesses.

The student shall:

- A. attend classes 180 days each school year;
- B. request the make-up assignments for all excused absences/tardinesses from teachers upon return to school or class within three (3) days;

It should be noted that all classwork, due to the nature of instruction, is not readily subject to make-up work.

- C. complete the make-up assignments for classes missed within the equivalent number of days absent;
Failure to make up all assignments will result in a lower assessment of the student's academic and/or effort grade.
- D. be reported as present for the school day in order to participate in athletic and extra-curricular activities.

The parent shall:

- A. be responsible for their child's school attendance as required by law and stress the importance of regular and punctual school attendance with their child;
- B. report and explain an absence or tardiness to the school;

- C. ensure that the child has requested and completes make-up assignments for all excused absences/tardinesses from the teachers upon return to school or class;
- D. appear before the Attendance Review Committee at the scheduled time to provide information relating to their child's absences and to support prescribed activities.

VI. Truancy

If a child does not comply with efforts to enforce school attendance, the Superintendent may file a truancy petition. Any student who has a total of fifteen (15) days of unexcused absence from school within a ninety (90) calendar day period will be considered habitually absent. The Superintendent shall inform the student and parents of the record of excessive absences as well as the District's intent to notify the Department of Highway Safety and Motor Vehicles.

If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, the student's primary teacher shall report to the school principal or his/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 with the child study team to identify potential remedies.

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

- A. frequent attempts at communication between the teacher and the family;
- B. evaluation for alternative education programs;
- C. attendance contracts.

VII. Emergency Student Data Form

The registrar/attendance clerk is responsible for all student assignment and student accounting procedures during the school year. At the end of the first day, each homeroom teacher will submit to the main office the corrected and alphabetized sets of Emergency Student Data Forms. After the first day of school, all new enrollees must register in the main office and have on file an Emergency Student Data Form completed with truthful and accurate information. **The school shall abide by information provided by the registering parent who must sign the Emergency Student Data Form with regard to pick-up and withdrawal of the student from school. Any person verified as a parent in the District's Student Information System is presumed to be authorized to pick up the student unless otherwise indicated.** Anyone who knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty is guilty of a second-degree misdemeanor under F.S. 837.06. In addition, anyone who knowingly makes a false verified declaration is guilty of perjury, a third-degree felony under F.S. 92.525. The registrar/attendance clerk will also be notified of any transfer or withdrawal so that the files may be purged as changes occur. In addition, changes of address must be reflected on student records.

Where parents are **unmarried**, divorced or separated, the parent who enrolled the student is responsible for completing the Emergency Student Data Form with truthful and accurate information that is consistent with the most recent court order governing their divorce, separation, or custody matters. Any parent contesting the information on the Emergency Student Data Form may seek assistance from the court governing their divorce, separation, or custody matters to compel the enrolling parent to revise the information on the form. **School staff shall provide such persons with the website for the Family Court Self-Help Program at <http://www.jud11.flcourts.org/Family-Court-Self-Help-Program>.**

VIII. Legal Names of Students

Requests from a parent to enroll a child in a public school under a name other than the legal name may be granted on a temporary basis provided court action is in process to make the assumed name legal. Official school records must list both the legal name and assumed name of the student. **The school shall abide by information provided by the registering parent.** Students entering a District school for the first time must have an Emergency Student Data Form completed with both legal and assumed names shown.

IX. Principal's Report on Attendance

The dates to be covered by the Principal's Report on Attendance are announced annually by the Federal and State Compliance Office. Reports are to be certified on-line by the principal by the fifth working day after the close of a reporting period. Attendance reports shall be accurate and current according to the State-approved recording and reporting system.

X. Full-Time Equivalent (FTE) Surveys

During each of several school weeks during the fiscal year, a program membership survey of each school shall be made by aggregating the full-time equivalent student membership of each program by school. The District's full-time equivalent (FTE) membership shall be computed and currently maintained according to rules of the State Department of Education. Instructions will be distributed by the Federal and State Compliance Office prior to each survey. These surveys are the basis of State monies forwarded to the District according to prescribed cost factors and base funds under the Florida Education Finance Program. For FTE Surveys 2 and 3, FTE will be prorated and allocated to schools based on student enrollment/attendance.

Effective 7/1/11
Revised 4/15/15
Revised 4/25/18

© Neola 2017

Legal

- F.S. 61.13(2)
- F.S. 984.151
- F.S. 1002.20
- F.S. 1003.02
- F.S. 1003.21
- F.S. 1003.23
- F.S. 1003.24
- F.S. 1003.26
- F.S. 1003.27
- F.A.C. 6A-1.044, Pupil Attendance Records
- F.A.C. 6A-1.09512, Equivalent Minimum School Term for Compulsory Attendance Purposes
- F.A.C. 6A-1.09513, Parents' Responsibility for School Attendance
- F.A.C. 6A-1.09514, Excused Absences for Religious Instruction or Holiday



Book	Policy Manual
Section	October 19, 2022 - <u>Final</u> Reading
Title	LATE ARRIVAL AND EARLY DISMISSAL
Code	5230
Status	<u>Final</u> Reading
Adopted	May 11, 2011
Last Revised	April 15, 2015

5230 - LATE ARRIVAL AND EARLY DISMISSAL

Students shall be in attendance throughout the school day. If a student will be late to school or dismissed before the end of the school day, the parent shall notify the school in advance and state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the principal. Students will be counted absent if they are not present in class for at least half of the class period. To be counted "present" for the day, the student must be in attendance for a minimum of two hours of the day unless extenuating circumstances exist as determined by the Superintendent.

The name of any individual who is authorized or unauthorized by the registering parent to pick up a student from school must be contained on the Emergency Student Data Form for that student to be released to the individual by school staff (See Fla. Stat. 1000.21(5) and Policy 0100 for definitions of "parent"). The school shall abide by the information provided on the Emergency Student Data Form. Any person verified as a parent in the District's Student Information System is presumed to be authorized to pick up the student unless otherwise indicated. The registering parent who completes the Emergency Student Data Form is responsible for providing information that is truthful and accurate – and in the case of unmarried, divorced, or separated parents, consistent with any court order in effect governing their divorce, separation, or parenting matters. Any parent contesting the information provided in the Emergency Student Data Form by another parent may seek assistance from the court governing their parenting matters to compel the registering parent to revise the information. School staff shall provide such persons with the website for the Family Court Self-Help Program at <http://www.jud11.flcourts.org/Family-Court-Self-Help-Program>. Parents may also agree to change the registering parent and submit an Agreement to Change Registering Parent Form (FM-7600) at any time.

No student shall be permitted to leave school prior to dismissal at the request of or in the company of anyone other than a school employee, a police officer with judicial authority, a court official, or the parents of the student unless the permission of the parent is provided. Where parents are divorced or separated, only the enrolling parent may provide permission. Parents may have access to the student and/or his/her student records, unless the school has been provided with evidence that there is a legally binding instrument or court order governing such matters as divorce, separation, or custody, which provides to the contrary. ~~The parent — and in the case of divorced or separated parents, the enrolling parent — shall indicate on the Emergency Student Data Form the individual(s) to whom the student may be released during the school day.~~

~~The Emergency Student Data Form governs the early release of a student. The person completing the Emergency Student Data Form is responsible for providing information that is truthful and accurate — and in the case of divorced or separated parents, consistent with the most recent court order governing their divorce, separation, or custody matters. Any divorced or separated parent contesting the information in the Emergency Student Data Form may seek assistance from the court governing their divorce, separation, or custody matters to compel the enrolling parent to revise the information.~~

No student shall be sent from school grounds to perform an errand or act as a messenger except with the approval of the principal and only for urgent and necessary school business and with the consent of the student's parent.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone not authorized by the parent.

Effective 7/1/11
Revised 4/15/15

© Neola 2004

Legal	F.S. 1003.31
	F.S. 1003.02(1)
	F.S. 61.13(2)
	F.S. 1001.43