

## Attendance

The Independence School District is committed to quality education for every student. We recognize that preparing learners today for college or career readiness requires very competitive skills. In order to meet these learning goals for our students, attendance is extremely important. When a child misses out on instruction at school, even the best options we have to try and catch him/her up don't equal the effectiveness of being in class with peers and highly-qualified educators.

We know that when barriers exist preventing a student from regular school attendance and/or participation in class, it is our responsibility to address that situation. The Independence School District will use increasing levels of support as student absences or behaviors that prevent full participation at school increase. It is expected that the home, student, and school work together as a team in this process. Students are expected to come to school and attend each class.

**Students who stay home from school are required to have a parent/guardian call the school attendance office by 9:00 a.m. each day you are absent.** We encourage medical appointments to be made after school hours whenever possible to reduce the amount of learning time lost.

Parents/guardians of students who did not call the school will be contacted by the District to notify them of the student absence and request absence verification. Students who arrive late or check out early must sign in/out in the office. **Only persons listed on the data sheet or Power School will be permitted to check students out from school. ID's will be checked.**

**In order to participate in school activities and after-school events, students must attend at least three and one-half hours of school that day.** Excessive absences may affect your grades and will be addressed by school administrators, family school liaisons, and/or School Resource Officers.

It is the responsibility of the student to make arrangements with his/her teachers to make up work missed during an excused absence. Students will have one day for each excused absence, plus one more day to make-up missed work.

***Students who do not meet the aforementioned criteria will be considered to be in non-compliance with these attendance procedures and will be assigned an unexcused absence or time missed.***

### **10 Day Attendance Policy**

Regular attendance is one of the most important factors in determining a student's academic success. Due to this, students who accumulate in excess of ten days in any class are subject to loss of credit for that class (BOE Policy 2310). (Days of student suspension are not counted as days absent for purposes of this policy.) When unusual or extreme circumstances occur, exceptions to this stated policy will be made only by administrative discretion on an individual basis. Beginning the first day of school, attendance will be closely monitored.

### **ISD uses the following interventions to assist students in making up absences and instructional time:**

- Tutoring time (teacher tutoring time usually after school but also before school)
- Saturday School
- Recovery time, if not in combination with behavioral consequences
- Make up time for student absences if exceeding 10 to become compliant with BOE policy and regulation 2310 concerning denial of course credit
- Wednesday and Friday after school detentions
- After school attendance recovery time with an adult in the building, including in office area

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<b>Student Intervention Benchmarks</b>			
Attendance		Behavior	
<i># of absences per semester</i>	<i>Action Steps</i>	<i># of office referrals per semester</i>	<i>Action Steps</i>
4	<ul style="list-style-type: none"> <li>Letter to parent regarding absences and attendance goal</li> </ul>	5*	<ul style="list-style-type: none"> <li>Behavior team (SAT) radar</li> <li>Referral to appropriate team member (School Psychologist, FSL, Counselor, At-Risk Specialist, Nurse, SRO, etc.)</li> <li>Consider group interventions to address behavior challenges</li> <li>Implement individual interventions for more serious incidents</li> </ul>
6*	<ul style="list-style-type: none"> <li>Attendance Team (SAT) radar</li> <li>Personal contact to parent from team member to determine situation and barriers</li> <li>Referral to appropriate team member (FSL, Counselor, At-Risk Specialist, Nurse, SRO, etc.)</li> </ul>		
8*	<ul style="list-style-type: none"> <li>2<sup>nd</sup> letter to parents regarding absences and attendance policy</li> <li>Attendance Team (SAT) reviews past intervention(s)</li> <li>Plan is developed with parent and student involvement which includes as options:                             <ul style="list-style-type: none"> <li>Building level interventions</li> <li>FSL case management</li> <li>Home Bound services</li> </ul> </li> <li>Team actively tracks absences, interventions, and referrals for remainder of school year</li> </ul>	10*	<ul style="list-style-type: none"> <li>Behavior Team (SAT) reviews past intervention(s)</li> <li>Plan is developed with parent and student involvement which includes as options:                             <ul style="list-style-type: none"> <li>Building level interventions</li> <li>FSL case management</li> <li>Home Bound services</li> </ul> </li> <li>Team actively tracks behaviors, interventions, and referrals for remainder of school year</li> </ul>
12*	<ul style="list-style-type: none"> <li>Attendance Team (SAT) reviews plan with parent and student</li> <li>Consider sending 3<sup>rd</sup> letter alerting parent to the possibility of truancy court referral</li> <li>Consider altering plan to include Home Bound services if not previously included</li> <li>Team actively tracks absences, interventions, and referrals for the remainder of school year</li> </ul>	15*	<ul style="list-style-type: none"> <li>Behavior Team (SAT) reviews plan with parent and student</li> <li>Consider altering plan to include Home Bound services if not previously included</li> <li>Team actively tracks behaviors, interventions, and referrals for the remainder of school year</li> </ul>
*	<p>If at any point absences and total days of attendance drop the student attendance rate to:</p> <ul style="list-style-type: none"> <li>85% or below - consider sending third letter alerting parent to the possibility of truancy court referral</li> <li>80% or below - consider truancy court referral</li> </ul>	*	<p>If behaviors impact attendance (including OSS), interventions for attendance should be considered at appropriate levels</p>