

Administrative Procedure JED-AP(2): STUDENT ABSENCES AND EXCUSES - (Grades 6-12)

Status: DRAFT

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EXPLANATION

Editor's Note: changes made at the district's request.

As directed by the board, the following procedures will be used to implement the district's attendance policy.

Definitions

Attendance – A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the district.

Parent – A parent, guardian or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

Tardy – A student is tardy if the student arrives after the expected time class or school begins, as determined by the district. Tardiness will be counted as an absence in situations where the student arrives too late (misses more than half the class) to have meaningful participation in the class, lesson or activity and/or the student's arrival interferes with or disrupts the class, lesson or activity.

Truancy – Truancy is a type of unexcused absence. A student is truant if the student is absent from class or school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the principal or accumulates excessive unjustifiable absences, even with parental consent. In addition, students that are on campus but not in their assigned location without the consent of the teacher or school administrator are truant.

Attendance Standards

The following absences will be excused. Documentation must be provided as indicated. Where written/verbal excuse is indicated, written documentation is required upon request from school administration.

1. Illness or injury of the student, with written/verbal excuse from parent.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written/verbal excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written/verbal excuse from parent. The principal may require a program or other evidence of attendance as additional verification.
5. Religious observances, with written/verbal excuse from parent.
6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent.
7. Visits with a parent or legal guardian who is an active duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.
8. College visits for high school students, up to a combined total of three visits not to exceed five school days during the student's junior or senior years. College documentation of the planned visit is required prior to the student's absence.

All other absences and any absence for which required documentation is not provided are unexcused. Parents should notify the attendance office by phone each day of their student's absence. Students have two school days to provide verification or documentation of an excused absence; after that time, the absence is listed as unexcused. Absences not verified by a student's parents will be considered unexcused. The principal will make the final approval of excused absences.

Response to Student Absenteeism/Attendance Concerns

Grades 6-8

Students are expected to make up assignments from missed classes within the time period established by their teachers. Students who do not complete missed assignments in the required time may be required to attend academic support sessions outside of the regular school day.

Grades 9-12

The district will ensure that the building-level Tier system has been implemented for each individual student. District personnel may contact Children's Division (CD) if there is a reasonable suspicion that a student's lack of attendance constitutes educational neglect. In addition, all three cities (Raytown, Kansas City and Independence) in the Raytown School District have truancy ordinances. Continued chronic absences and failure of progress within the Tier 3 supports could result in court involvement.

Notice and Due Process

A summary of the board-adopted attendance policy and related procedures will be published in student and other handbooks and posted on the district's website. In addition, students and their parents will be notified prior to the imposition of any additional steps or consequences given.

Intervention and Engagement Strategies

The district will utilize the following intervention and engagement strategies as part of the district's overall approach to improve student attendance and achievement. The superintendent or designee will:

1. Conduct community-wide public relations efforts that stress the importance of school attendance.
2. Collaborate with community groups and other organizations that engage youth in activities to create a consistent message about the importance of education.

Building-level administrators and staff will ensure that the Tiered system is followed.

Tier 1 Supports: 85% to 100%

- Clear and consistent communication about attendance expectations and goals
 - Buildings will provide that the RQS expectation is for students to maintain at least 90% attendance for the year.
 - Building will provide that the RQS expectation is for consistent communication from parents and students concerning absences. (Why is attendance important?/Why do we do this?)
 - Handbook, parent-teacher conferences, back to-school night, on-boarding new students, etc.
- District transportation will be evaluated at the time of enrollment, based on mitigating factors, parent responsibility zone (finding nearest bus stop), change of living situation.
- Clearer expectations about arrival, passing time, dismissal
 - Guidelines and expectations clearly defined
 - Use Positive Behavior Interventions and Supports (PBIS)

- Celebrations of attendance (improved and perfect attendance)
 - Use of building attendance incentive programs
 - Individualized programs, PBIS, Raytown Educational Foundation (REF), Attend To Win (ATW)
 - Utilize TV, bulletin boards, district website, Twitter, Facebook
 - Weekly attendance; percentages by grade level and overall building
 - Monthly improvements
- Positive communication when students are absent
 - Daily automated by attendance office
 - Monthly Letter – 5, 10, 15 and 20 day
 - Teacher will make a meaningful contact to parents/student/guardian when student has multiple unexcused absences.
 - Can be done by parent's chosen method of communication (email/phone)
- Advisory class – monthly attendance check in
 - Teacher supported –make sure that the teachers have access to attendance/grade.
 - Report created by FocusSISK for Advisory teachers to run.
 - Each advisory will go over student attendance monthly, choose topic from outline below or other related topic based on class needs (must be related to attendance)
 - Send email to parent/Advisory teacher discussing attendance specifics
 - Log in parent/student contactSISK 12–teacher
 - **September** – Routines (bedtime routines, morning routines, self-care. Did you know – attendance facts)
 - **October** – Healthy Habits (what is too sick for school, eating habits, sleep habits)
 - **November** – Holiday stress relief (how to maintain good attendance through the holidays)
 - **December** – Self-Care (Plans for End of Course exams, plans for break, plan of how to return to school refreshed and ready)
 - **January** – Review Routines and Rituals (bedtime, morning, self-care)
 - **February** – Review personal attendance –how to set goals for EOY/Celebrate
 - **March** – Discuss barriers to attendance (focus on testing days, spring fever)
 - **April** – What specific needs will help attendance through May
 - **May** – Plans for summer, summer school, academic plans, relaxation

Tier 2 Supports: 70% to 85%

- Grade Level Support Team (GLST) will attempt to identify the cause of the decrease in attendance.
 - Community and school barriers identified

- Transportation, family care (babysitting, work, lack of support), basic needs, food
- Support of district offices – Family Support Service (FSS), English Language Development liaison (ELD), transportation, student support
- Grade Level Support Team (GLST) will work to make connections with students and families about the importance of attendance through various methods:
 - Use of student council, teacher assistants, sports teams, club presidents, ambassadors
 - GLST will identify staff members to triage with students to try and identify problems and encourage consistent attendance.
 - Personal phone call to parent/student discussing attendance
 - Interventionist, counselor, social worker or staff designee
 - Consistently until desired attendance is achieved
- Attendance plans created and supported
 - Individual Educational Plan
 - 504 Plan created – medical, mental health
 - Attendance improvement plans
 - Support may include, but not be limited to:
 - Personal automated wake-up call (staff designee to set up)
 - After-school meeting with teacher
 - Working with teams to support – manager-like things
 - Working with theater, art, music to support after-school programs
 - Academic (expanded learning opportunities)
 - Tutoring morning school, placed in a classroom during another time (ex.: PE (A) – work on history that hour in history teacher's class)
 - Flex Friday schedule – This will be determined with BELL SCHEDULE.
- Small groups assigned until desired attendance achieved (social worker/counselor/interventionist)
 - Discuss routines and self-care (trauma smart).
 - Discuss barriers and how to overcome them.
 - Discuss the need to be involved in a club or activity.
 - Complete an interest survey.
 - Provide alarm clocks and/or automated wake-up calls to student and parent.
 - Discuss possible community neighborhood supports for transportation.
 - Provide connections with families.
 - Connect student/families to resources needed.

- Home visit
- Home
- Site Intervention Team referral process and data gathering begins
Coordinator of Attendance and Dropout Recovery (CADR) referral – 0150 communication begins

Tier 3 Supports: Individualized Plans for Student below 70%

- Parent/Student (Site Intervention Team GLST) team meeting to discuss attendance – supports, needs, barriers
 - Including district offices – FSS, ELD, student support, SPED, CADR
 - Have an academic review to review credits/school progress
 - Set monthly goals and follow-up meetings
- Home Visits – CADR, school representative, district office representative
- Work with outside agencies to improve attendance and supports
 - Sisters in Christ, REAP, Rediscover, Swope, medical, Children's Division, etc.
 - Parent needs to sign release – if necessary.
- Site Intervention Team Student attendance hearing – District Level
 - Students may will be referred to the Site Intervention Team an attendance hearing after two consecutive months at or below n70% with no improvement or mitigating circumstances
 - Parents/Students may would be required to attend the Site Intervention Team meeting hearing at the designated school building district level.
 - Site Intervention Team will District office representatives, school personnel and hearing officer:
 - Complete H historical attendance review
 - Resource need evaluation completed (social worker)
 - Resources contacted prior to end of meeting hearing ending
 - Academic review completed
 - Alternative educational paths evaluated
 - Resources contacted prior to end of meeting hearing ending
 - Review date set for hearing continuation
 - Upon review, if no improvement is made, possible referral to:
 - Children's Division
 - KCMO, Independence and Raytown truant court
- Referral made to the appropriate municipality upon review of the Site Intervention Team and Coordinator of Attendance and Dropout Recovery hearing officer.
- Possible dates for hearing at RSECC:
 - October 5, 2023

- ~~November 2, 2023~~
- ~~December 7, 2023~~
- ~~January 11, 2024~~
- ~~February 8, 2024~~
- ~~March 7, 2024~~
- ~~April 4, 2024~~
- ~~May 2, 2024~~
- ~~Hearing will start at 9 a.m.~~
 - ~~15-minute prep team meeting will be held prior to family coming in.~~

Evaluation

Principals, with the assistance of building staff and ~~Focus~~SISK12, will conduct annual evaluations of all strategies used to improve student attendance. The evaluations will include:

1. A summary of movement between the tiers.
2. The number of students in each tier.
3. Changes in overall attendance rates.
4. Changes of attendance rates and academic achievement in students in Tier 2 and Tier 3.