

# Everman Independent School District Comprehensive Attendance Plan

## **I. Statement of Objectives**

It is the goal of the Everman Independent School District to promote consistent school attendance by its students since there is a clear connection between student academic success and consistent school attendance. Toward this goal, the Everman Independent School District hopes to promote a partnership with parents and students to maximize school attendance. With this in mind, the District Objectives in establishing a Comprehensive District Plan for Attendance are to:

- A. Increase student performance and the completion of school by students.
- B. Be able to identify the whereabouts of every student for safety purposes.
- C. Insure compliance with the State of Texas Compulsory Education Laws.
- D. Determine the district's average daily attendance for state funding purposes.
- E. Identify attendance patterns to design strategies for improvement.
- F. Promote a sense of responsibility on the part of students, parents and staff to insure maximum attendance by students.

## **II. Strategies to Meet Objectives**

The Everman Independent School District will seek to improve attendance for students through a partnership with parents, staff, and students. It will examine and analyze data related to attendance to identify areas for improvement. Based on this data, it will seek to develop/update new specific strategies to address these issues.

- A. Notification to parents at the beginning of each school year regarding the importance of daily attendance through the distribution of the Annual Notification Letter, Student Handbooks and letters from the principals.
- B. Use of direct contact by teachers with parents through telephone calls, teacher conferences, and notes home.
- C. Use of direct contact by administrators with parents through telephone calls and conferences.

- D. Use of the automated call system to alert parents when students are absent daily.
- E. Counseling by Guidance Counselors of students and parents.
- F. Use of District personnel for home visits to chronically absent students.
- G. Attendance Committee discussions for appropriate interventions.
- H. Assistance from the Truancy Court
- I. Each school provides attendance incentives for those students who maintain positive attendance.
- J. Compulsory Attendance Law meetings for parents and students.

### **III. Excused and Unexcused Absences**

We recommend that parents call the school when their child is going to be absent or tardy. It is required that when a child returns from school from an absence, is tardy/late to school, or departs school early that the child have a written note explaining the reasons for the absence, tardiness, or early departure.

A. **Excused Absences:** Are defined as absence from class or school due to personal illness, illness or death in the family, or religious observance, required court appearance, attendance at health clinics, approved college visits, participation in approved school programs, military obligations.

B. **Unexcused Absences:** All other absences are considered unexcused.

All absences must be accounted for through a note by the parent. Without a written note, all absences are unexcused.

### **IV. Record Keeping/General Procedures**

A. Attendance is taken each day at 10:00 AM in all schools. It is taken each period of the day at the Jr. High and High School.

B. The nature of the absence, tardiness, or early departure is recorded on the student's record. Excused and Unexcused absence, tardiness, and early departure are denoted through TxEIS.

C. Parents will be called by the school on the first day of each absence; this can be accomplished by the use of the automated call-out system or by direct contact from

school personnel.

D. Upon their return to school, students are required to bring a note, dated and signed by parents, explaining the reasons for their absence or tardiness.

## **V. Attendance and Course Credit**

EISD recognizes an important relationship between class attendance and student performance. Consequently, each six weeks, a student's final grade may be based on class participation as well as student's performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Students are expected to attend classes 90% of the time the class is offered. Consistent with the importance of the classroom participation, unexcused absences, tardiness, and early departures will affect a student's class participation grade for the six weeks.

When students are absent, it is expected and required that work will be completed; work that is not completed will receive a failing grade.

In considering the retention of students in grades K-12, the student's record of attendance is one of the factors that will be considered by the principal and the attendance committee in retaining a student.

## **VI. Incentives and Sanctions**

A. **Incentives:** To encourage students to maintain and improve their school attendance, the school recognizes student's success by:

- Providing attendance incentives through various awards.

B. **Disciplinary Consequences:** Unexcused Absences, Unexcused Tardiness, and Unexcused Early Departures will result in disciplinary action consistent with the district's code of conduct. Those penalties may include, but are not limited to:

1. Letters to parents when the student has reached the 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> absence.
2. Lunch Detention
3. After school detention
4. In-school suspension
5. Saturday School
6. Filing Truancy on the Parent

## 7. Filing Truancy on the Student

In addition, designated staff members, including teachers, guidance counselors, assistant principals, and principals, will contact parents regarding the ramifications of Absences, Tardiness, and Early Departures and stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

## **VII. Notification of Parents, Students, and Staff**

A. Parents will receive a plain language summary of this plan at the start of the school year.

B. Principals will provide all faculty and staff with a copy of the attendance plan at the beginning of the school year.

C. All faculty and staff will meet at the beginning of each school year to review the attendance plan to clarify individual roles in its implementation.

D. Copies of this plan will also be made available to any community member upon request.

E. Principals will meet with students at the beginning of the school year to discuss the plan.

F. At Open Houses or meeting with parents, the importance of attendance will be reviewed with parents. These will be opportunities to reinforce the importance of good attendance by students.

## **VIII. Intervention Strategies:**

A. Conference with student

B. Letters are sent to parents of students with attendance problems at the 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> absence.

C. Designated staff members, including teachers, guidance counselors, assistant principals, and principals, will contact parents regarding the ramifications of Unexcused Absences, Tardiness, and Early Departures, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

D. Meetings with parents to discuss strategies for improving student attendance such as:

- Barriers that inhibit the student's success
- Student's current academic level and needs
- Social, emotional, physical, mental and behavioral health issues

- Issues concerning family and home environment and any other issues affecting the student's attendance

E. In each school, Attendance Committee, a team composed of the building principal or designee; teachers will meet and discuss interventions where appropriate.

F. The Principal designee, at the direction of the building principal, will file truancy on chronic absentee problems.

G. Daily phone calls to parents using the call-out system when the students are absent.

### **IX. Responsibilities:**

A. Attendance information shall be taken by a teacher and/or designated attendance clerks. The record shall include the student's presence, absence, tardiness and/or early departure. TxEIS codes will delineate the specific reason for absence.

B. Information on the attendance register shall be entered by the designated attendance clerk in each building. The register shall include the name, date of birth, full name of parents, address where the pupil resides, telephone number(s) to contact parents, date of pupil's enrollment, record of pupil's attendance, date the pupil withdraws or is dropped from school, record of days school was closed for all or part of the day because of extraordinary weather conditions.

C. Student attendance records will be reviewed by the principal of each school building.

**Everman Independent School District  
Truancy Interventions  
Letter of Certification**

In accordance with Texas Education Code Section 25.0915, I certify that the following Truancy

Prevention Measures were applied in the case of \_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student ID Number

\_\_\_\_ Daily Phone Call when Absent

\_\_\_\_ Student and Parent conference

\_\_\_\_ Student assigned to Saturday School

\_\_\_\_ Student assigned to In-school suspension

\_\_\_\_ Principal's designee made: \_\_\_\_ Phone Contact, \_\_\_\_ Home Visit, \_\_\_\_ Held Parent Conference

\_\_\_\_ Student and Parent assigned to attend Compulsory Attendance Law meeting

I certify that Everman Independent School District applied the truancy prevention measures adopted under the Texas Education Code Section 25.0915(a) to the student, and the truancy prevention measures failed to meaningfully address the student's attendance.

Pursuant to the Texas Education Code Section 25.0915(b)(2) and in compliance with the Family Education privacy Rights Act (FERPA) regulations as provided in 34.C.F.R. 99.31(a)(9)(iii)(A), Everman Independent School District provides the following information:

\_\_\_\_ This student is eligible for and receives special education services under Chapter 29 of the Texas Education Code, and has received the procedures and substitute protection guaranteed under the Individuals with Disabilities Education Act (IDEA).

\_\_\_\_ This student is not eligible to receive special education services under Chapter 29 of the Texas Education Code.

Sworn or Affirmed before me on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Principal or Designee Signature

\_\_\_\_\_  
Notary Public for the State of Texas

\_\_\_\_\_  
Printed Name