

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **5000**
CATEGORY: **Students**
POLICY CODE: **5113/High School Attendance /
Loss of Credit**

HIGH SCHOOL ATTENDANCE / LOSS OF CREDIT

Policy Statement

The Trumbull Board of Education believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction. The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity.

Regular school attendance is both encouraged and mandated. The primary responsibility for adherence to regular attendance rests with the student's parents/guardians and the individual student. The District will comply with Connecticut State Statutes related to compulsory school attendance.

The Connecticut General Statutes requires students over five and under eighteen years of age to attend school on a regular basis, unless (1) they graduate from high school or (2) their parents/guardians consent to the youngster leaving school at age seventeen. The student's parent/guardian must appear at the high school to sign a form for withdrawing the student from school. The District will provide the parent/guardian with information about educational options available in the school system and in the community.

Trumbull Public Schools recognizes that students may occasionally miss school or class for legitimate reasons. These reasons, when documented by a parent/guardian/school administrator/physician, will be reviewed and may be taken into consideration when a student's absences become excessive.

Excessive absences will warrant appropriate follow-up action by the school and may lead to loss of credit.

The Board of Education strongly believes that family vacations should not take place when school is in session.

Adopted: 7/26/1988
Revised: 7/18/1989, 11/22/1994,
10/8/1998, 7/16/2002, 9/7/2004,
7/14/2009, 6/6/2012, 9/4/2012,
8/6/2013, 2/13/2018, 8/28/2018,
3/26/2019, 7/9/2019, 5/3/2022,
3/28/23, 2/20/24

References

- Connecticut Public Act 17-14, “An Act Implementing the Recommendations of the Department of Education”
- Connecticut Public Act 22-47, “An Act Concerning Children’s Mental Health”
- Connecticut General Statutes §§10-184, 10-186, 10-198a, 10-198b, 10-198c, 10-198d, 10-210, 27-103, 46b-149
- Connecticut State Department of Education, “Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention”
- Connecticut Public Act 21-46, “An Act Concerning Social Equity and the Health Safety and Education of Children”

- Trumbull Board of Education Policy Code 5131: Student Standard of Conduct
- Trumbull Board of Education Policy Code 6115.1: Protected Prayer
- Trumbull Board of Education Policy Code 6173: Homebound and Hospitalized Instruction

Regulations

The high school attendance policy follows the Response to Intervention (RTI) formula to offer a tiered approach to attendance monitoring and behavior correction. Each time a student reaches the next attendance threshold, more faculty members become involved in informing the student and the parent of the upcoming consequences and changing the student's behavior. The formal notification process will be supplemented with daily calls through an automated calling system to the homes of absent students. Additionally, schools may request a meeting with families to discuss interventions which may assist in preventing absenteeism. A pattern of absenteeism may also trigger referral to the Youth Service Bureau or a similar community-based service as outlined in Connecticut State Statutes §§10-198a., 10-19m, and 46b-149.

Annually at the beginning of the school year, and upon any enrollment during the school year, parents/guardians will be notified of their obligations pursuant to student attendance. (Please see Student Handbook, www.trumbullps.org, under "Trumbull High School.")

I. Regulations for THS Attendance toward Course Credit

A. General Principles

- Communication is essential for success in teaching and learning.
- Student seat time is important to learning.
- Intentionally missing class will incur penalties and affect grades.
- Attendance issues need to be resolved as soon as possible, but no later than one school day after the student's return to school.
- Attendance will be taken by teachers in each period of the day; however, attendance calls to students' homes will be based upon attendance in the designated official attendance period.

Classroom (period) attendance will be recorded electronically by the teacher. It is the student's responsibility to notify his/her teacher when the student will be absent from class and arrange to make up missed work if the absence has been verified by a parent/guardian to the appropriate House Office within one school day of the student's return.

B. Parent/Guardian Responsibility

It is the responsibility of the parent/guardian to monitor his/her child's attendance via the District parent portal at www.trumbullps.org, student report card, and/or contacting the student's House Office.

It is the responsibility of the parent/guardian to report his/her child's absence to the school each day by calling the student's House Office between 7:30 a.m. – 9:30 a.m. and speaking with school staff directly or leaving a message on voicemail. Notification must be sent to the student's House Office upon his/her return within one school day after the student has returned from his/her absence. Notification must include the student's name, date(s) of absence, and reason for the absence along with a daytime phone number where a

parent/guardian can be reached for verification. In addition, parents/guardians are encouraged to submit official verification of any activity for which verification is required in order for said activity not to count toward the student's absence bank; see Section I.C.1 below.

C. Absence Bank

For each course, students will have an absence bank, consisting of both excused/verified and unexcused/unverified absences, which is a set number of absences before credit is lost in the course. For more information, please see Appendix A of this policy with calculations for each credit type.

For all courses, the student will lose the amount of credit designated for that particular course once the absent bank reaches more than 11% of the class meeting periods.

A student who loses credit for a particular course due to excessive absences will need to seek approval from the student's House Principal and the THS Principal in order to retake said course in summer school.

1. Exclusions from Absence Bank Calculations

School-related activities do not count towards the absence bank limit. These include:

- bus delay or failure confirmed by the transportation provider;
- approved field trips, including curricular, cocurricular, and extracurricular trips, as well as athletic and other school-sponsored events;
- extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines (see Section IV below)
- meetings with school personnel such as a school nurse, the student's school counselor, the student's case manager, etc.; and
- suspension or expulsion from school.

Certain other activities also do not count towards the absence bank limit provided that official verification is provided to the school. These include:

- college visitations, up to two per year, for 11th- and 12th-graders (documentation from the college required);
- mandated court appearances (documentation from the court clerk or attorney required);
- death in family (documentation verifying relationship required);
- student illness requiring absence (documentation from treating health care professional required), not including non-illness-related appointments with health care professionals that can be made outside regular school hours; and
- religious observance (documentation of religious observance required)
- mental health days, up to two non-consecutive days, during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school (documentation from parental/guardian required), such absence(s) shall be identified as a "mental health wellness day."

A student will be exempt from the absence bank provisions of this policy if it is so noted on the student's IEP, Section 504, or Individualized Health Care Plan.

2. Excused/Verified Absences in the Absence Bank

Absences beyond those in Section I.C.1 above will be considered excused/verified provided that a parent/guardian note is presented to the House Office within the previously mentioned one-school-day timeframe.

Students with excused/verified absences from school or class will be given appropriate opportunity to make up class work they have missed in order to complete curriculum requirements. Failure on the part of the student to complete his/her responsibility in making up missed work will impact his/her grade.

3. Unexcused/Unverified Absences in the Absence Bank

Absences beyond those in Section I.C.1 above will be considered unexcused/unverified if a parent/guardian note is not presented to the House Office within the previously mentioned one-school-day timeframe. Class cuts will also count as unexcused/unverified absences. A class cut is defined as any time a student has reported to school but does not report to his/her designated class, and does not have staff permission to be in any other location. Class cuts may not be excused/verified by a parent/guardian phone call or note. Class cuts are subject to disciplinary action as set forth in Board of Education Policy 5131, "Student Standard of Conduct."

As a result of a class cut or an unexcused/unverified absence, a student will not earn credit for class work/assessments missed and will not be provided makeup privileges.

If unexcused/unverified absences, including class cuts, amount to more than 50% of a student's total absences, the student may not be eligible to retake said course in summer school.

D. Absences and Participation in Extracurricular Activities

Any student who has not reported to school or is not present for at least half of the scheduled school day is considered absent from school. Students who are considered absent from school will not be permitted to participate in any extracurricular activity (e.g., athletic practice, game, rehearsal, performance, etc.). Coaches and advisors will monitor attendance to ensure compliance with this regulation. Exceptions to this policy will be considered by the Principal or his/her designee only upon receipt of a written request from the parent/guardian and will be handled on an individual basis.

E. Tardiness to Class

Students who are tardy (both excused/verified and unexcused/unverified) and miss more than 20% (time) of a class will be marked as absent for the class. This absence will count towards the absence bank, and the excused/verified, unexcused/unverified designation will apply towards determining eligibility for making up work missed. Student tardies that are less than 20% (time) of a class will not count towards the absence bank, but may be considered by the Appeals Board if an appeal for reinstatement of lost credit is made. When students leave school and return to school for any reason, the House Office will note the time on the student's pass back to class so it can be recorded properly in accordance with the 20%-tardy designation. Please see *Student Handbook*, www.trumbullps.org, under "Trumbull High School" for procedures.

F. Late Arrival/Early Release (grades 11 and 12 only)

Students with assigned study halls either Time Slot 1, 2, 7, or 8 will be excused from school with parental permission and completion of necessary documentation. This privilege may be revoked as a result of disciplinary action or academic need/failure.

G. Early Dismissal

If an early dismissal request is for an excused/verified absence from an instructional period or periods, the student must submit the written request from a parent/guardian to the House Office on or before the day of the request. If the note is not received, the absence will be considered a class cut or an unexcused/unverified absence. The provisions of this section do not apply to early dismissals for unanticipated illness reasons, which should be processed through a school nurse in accordance with Section I.C.1 above.

H. Notification of Potential Loss of Credit

The parent/guardian will receive a formal notification letter from the school upon a student's crossing of each attendance threshold.

- The first notification will be sent once a student has missed 4% of the scheduled class meeting periods accumulated to the student's absence bank. See above section 1.C *Absence Bank* for a table with examples.
- The second threshold notification will be sent once a student has missed 8% of the scheduled class meeting periods accumulated to the absence bank. See above section 1.C *Absence Bank* for a table with examples.

I. Appeal Procedure

Once a student loses credit in a course, the student will have the opportunity to appeal the loss of credit through the submission of an appeals packet designed to provide evidence demonstrating that his/her excessive absences were necessary. Whatever is submitted at this time should be supplemental to any documents that were required as per the policy of reporting absences within a one-school-day time period after the student has returned from

his/her absence. The completed appeals packet must be received no later than the last class day of the semester in which credit has been lost, unless otherwise notified.

There will be one non-House-specific Appeals Board for the school. The Appeals Board will have five members made up of two general education teachers, one special education teacher, a school counselor, and an administrator. This Appeals Board will review submitted documents, make a decision, and rule on cases. If class cuts (unexcused/unverified) amount to more than 50% of a student's total absences, the student will automatically be disqualified for credit recovery. The Appeals Board will make its decision based on the data provided at the time the absences occurred and any pertinent supplemental documents. The Appeals Board will review pertinent student academic and attendance records maintained by the District before making a decision.

If at least three of the five Appeals Board members vote in favor of credit recovery, the student and parent/guardian will receive a phone call and a letter mailed to the home informing them of the Appeals Board's affirmative decision. If at least three of the five Appeals Board members vote against credit recovery, the student and parent/guardian will receive a phone call and a letter mailed to the home informing them of the Appeals Board's negative decision.

In rare cases of extenuating circumstances, an affirmative decision to grant credit recovery may be made by the student's House Principal after discussion with the THS Principal. The House Principal will document his/her decision in writing in a letter mailed to the home.

- J. Forms to support the implementation of this policy will be developed and reviewed periodically by the Assistant Superintendent or his/her designee.

II. Regulations for Determining Truancy

Solely for determining truancy, in accordance with Connecticut General Statutes, "absence" means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the Connecticut State Board of Education. For purposes of this definition, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the school day.

The Trumbull Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior, and for that purpose distinguishes between "excused absences" and unexcused absences" as follows:

A student's absence from school shall be considered "excused" if written documentation of the reason for the absence has been submitted within ten (10) school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

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- For absences one (1) through nine (9) in a school year, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation;
- For the tenth (10th) absence and all absences thereafter in a school year, a student's absences from school are considered excused for the following reasons: student illness if verified by an appropriately licensed medical professional; student's observance of a religious holiday; death in the student's family or other emergency beyond the control of the student's family; mandated court appearance if supported by appropriate additional documentation; the lack of transportation that is normally provided by a district other than the one the student attends; or extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines and Section IV below.

A student, age five to eighteen, inclusive, whose parent/guardian is an active duty member of the armed forces, as defined in Connecticut General Statutes § 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year. In the case of excused absences pursuant to this paragraph, such student and parent/guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such student prior to his/her return to school from such period of excused absence.

A student's absence from school shall be considered "unexcused" if it does not meet the criteria to be considered an "excused" absence and if it is not the result of school or District disciplinary action.

Based on the definitions above, a "truant" is a child age five to eighteen, inclusive, who has four (4) unexcused absences in one month, or ten (10) unexcused absences in one year.

Based on the definitions above, a "chronically absent" student is a child who has accumulated a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.

1. The school principal and/or his/her designee will hold a meeting with the parent/guardian of a child who is a "truant" or a "chronically absent" student as defined above. Such meeting will be held no later than ten (10) school days after the student's designation as "truant" or "chronically absent" based upon the definitions articulated earlier in this policy.
2. Whenever a student enrolled in school fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student's parent/guardian (or other person having control of the student) is aware of the child's absence, a reasonable effort to notify, by the automated calling system, the parent (or such other person) shall be made by the school personnel. Such notice shall include a warning that

two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the Youth Service Bureau or a similar community-based service pursuant to Connecticut State Statutes §§10-19m alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

3. A Planning and Placement Team meeting will be convened to determine the appropriateness of a special education evaluation of the truant or chronically absent student. In addition, there will be consideration of referral to the school's Early Intervention Team (EIT).
4. The school system will coordinate services with community agencies and referrals of truant and chronically absent students to agencies providing child and family services.
5. The school system will provide notice to the parents/guardian of information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

III. Chronic Absenteeism Prevention and Intervention

1. The Board, in compliance with State statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:
 - a) A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
 - b) A team for a school must be established when the school chronic absenteeism rate is 15 percent or higher.
 - c) A team for either the District or each school must be established when (i) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher; or (ii) the District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
2. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents/guardians. Each established attendance review team shall meet at least monthly.
3. The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.
4. The District shall annually report to the Connecticut State Department of Education data pertaining to truant and chronically absent children in schools under its jurisdiction.

5. The District shall ensure that any school with a disproportionately high rate of truancy will adopt and implement a truancy intervention model developed by the Connecticut State Department of Education.

IV. Extraordinary Educational Opportunities

1. An extraordinary educational opportunity is defined as an opportunity: (a) with a learning objective related to the particular student's coursework or plan of study; (b) not ordinarily available to the particular student; (c) appropriate to the age, grade, and development of the particular student; and (d) with content highly relevant to the particular student. The opportunity must come at no cost to the District.
2. A request for the approval of an extraordinary educational opportunity must be submitted in advance in writing, with the signature of the student and his/her parent(s)/guardian(s), to the appropriate building principal. The request must detail how the opportunity meets the criteria outlined above. All relevant documentation must be attached.
3. The decision to approve, or not approve, an extraordinary educational opportunity will be put in writing by the school principal after consultation with the Superintendent and/or his designee, and may be subject to withdrawal based on conditions outlined in the approval. Each request will be considered on a case-by-case basis and will set no precedent for the particular student or for other students.

Appendix A

Classes generally meet 3 out of every 4 cycle days. For threshold calculation, class meeting days should be used rather than school days. The school year also contains days on which special schedules are run, during which classes don't meet in the normal fashion. The table below contains adjusted figures:

Attendance Thresholds	Full Credit Course (1.0)	Half Credit Course (0.5)	Quarter Credit Course (.25)
Number of Classes	169 days: 127 meetings	85 days: 64 meetings	43 days: 32 meetings
Days Missed Threshold 1st Notification (4%)	6 classes (4.7%)	3 classes (4.7%)	2 classes (6.25%)
Days Missed Threshold 2nd Notification (8%)	11 classes (8.7%)	6 classes (9.4%)	3 classes (9.4%)
Days Missed Loss of Credit (11%)	14 classes (11.0%)	8 classes (12.5%)	4 classes (12.5%)