

ATTENDANCE POLICY

This policy shall be shared with parents upon initial enrollment in the Lyon County School District and in accordance with NRS 392.040

Lyon County School District staff believe that regular school attendance is essential to a student's academic growth. The loss of classroom interaction because of absenteeism can never be fully regained, even if the absence is for a good reason. Therefore, the goal for all students is uninterrupted daily attendance. Through regular attendance, students will increase their classroom and academic skills, thereby reducing the possibility of failing.

It is the policy of Lyon County School District that enrolled students attend regularly in accordance with the Nevada Revised Statutes. It is the position of the Board of School Trustees that regular attendance is critical to the educational development of students and if a student is absent or misses instruction, the learning process is adversely affected since interaction in the classroom setting can seldom be duplicated by make-up work.

Therefore, it shall be the policy of the Lyon County School District that:

1. Students who are enrolled for a full school year in the Lyon County School District must be in attendance for ninety (90%) percent of the school days in a school year in order to be promoted to the next higher grade or earn high school credit. Students who are enrolled for less than a full year must be in attendance for ninety (90%) percent of the period of their enrollment in order to be promoted to the next higher grade. Extenuating circumstances may necessitate the school principal, School Attendance Advisory Committee (SAAC), or School Attendance Advisory Board (SAAB) exempting the student from retention or credit denial when other factors (e.g., grades, assessments, personal/family circumstances, etc.) indicate learning and competency in state standards.
2. State regulation deems a student absent when they miss 50% or more of the scheduled school day.
3. A student with a disability shall be excused from the requirements of this policy if the student is provided services in accordance with an Individualized Educational Program (IEP) requiring an attendance schedule different from the requirements stated in this policy.
4. A student shall be excused from the requirements of this policy if the student is provided services in accordance with a Section 504 Accommodation Plan requiring an attendance schedule different from the requirements stated in this policy.
5. A student in grades kindergarten through eighth may be exempt from the requirements of Section 1 of this policy if he/she meets the following criteria:
 - a. As determined through a conference between the teacher, administrator, parents, and the student (as appropriate), and;
 - b. Meeting the grade level standards and/or passing their classes, and;

- c. The student is at, or above the cut score for his/her grade level on the Board approved District assessment, and in the “Meet” score on all Smarter Balanced Assessment Consortiums (SBAC) assessments (if applicable); or
 - d. In grades 7 through 8, the student completes the designated summer instruction materials, (district credit recovery programs), and/or has fulfilled the credit requirements to be considered for promotion to the next grade or conditional promotion to the high school; and
 - e. If necessary, the student and his/her parent or guardian meet with the SAAC or District-level SAAB and agree to the conditions set forth by the committee/board.
- 6. A student in grades 9 through 12 may be exempt from the requirements of Section 1 of this policy if he/she meets the following:
 - a. The student and his/her parent or guardian meet with the principal or his/her designee and agree to a plan in writing to ensure improved attendance; and the student adheres to the requirements set forth in the plan; and
 - b. The student earns credit in the courses in which he/she is enrolled; and
 - c. If necessary, the student and his/her parent or guardian meet with the SAAC or District-level SAAB and agree to the conditions set forth by the committee/board.
- 7. The LCSD believes that family is the key to a successful education and a well- rounded student. Therefore, as coaches and advisors are creating attendance and participation expectations for their co/extra-curricular activities, family events or other extenuating circumstances will be considered. Each principal will work with the coach/advisor to ensure that expectations are reasonable and clearly communicated prior to the start of the activity or season.
- 8. Students participating in extra/co-curricular activities will be held to additional attendance requirements as outlined in *LCSD Board Policy IGDC - Extra/Co-Curricular Activities Expectations*.

LEGAL REFERENCE: NRS Chapter 392.040-220.

ATTENDANCE – ADMINISTRATIVE REGULATIONS

The school principal, or designee shall be the attendance officer for each site.

Duties include, but are not limited to:

1. Monitor student attendance records at least weekly;
2. Research and plan incentives for students to reinforce exemplary attendance;
3. Meet with students and parents/guardians to attempt to resolve excessive absences and implement an attendance improvement plan when necessary.
4. Investigate unexcused absences and incidents of unexcused missed instruction;
5. Notify parents via phone and in writing of all trancies;
6. Contact students and parents/guardians of students exceeding the LCSD Policy and meet with them to develop an attendance improvement plan;
7. Determine eligibility of promotion/retention based on attendance;
8. If credit/promotion is denied, notify parents/guardians in writing;
9. Track credit denials at the high school level; and
10. Refer habitually truant students to the Lyon County Sheriff's Office or the School Resource Officer using the LCSD form.

POSITIVE REINFORCEMENT

Each school is to find ways to assess daily student performance in the classroom, recognize, and acknowledge students whose attendance is exemplary. Accordingly, teachers are encouraged to assess student performance in daily classroom activities and report assessments to the principal upon request or if the teacher believes positive recognition is warranted. All staff are required to provide continued positive reinforcement and constant encouragement to students to attend on a consistent basis. In addition, the following activities represent additional considerations:

1. Have attendance be a consideration in selection of students for "Student of the Month" honors.
2. Issue certificates or other symbolic awards for excellent or perfect attendance.
3. Include a notation on the student's official transcript citing outstanding attendance.
4. Host an assembly for students with exceptional attendance records.
5. Provide media coverage or recognition through local papers, school social media or school publications.
6. Send positive letters to parents congratulating them for the attendance of their students.
7. Hold class competitions based upon best grade-level attendance percentages.

PERFECT ATTENDANCE

The following will not be counted as an absence for the purpose of perfect attendance recognition in the Lyon County School District:

1. School sponsored activities are coded "School Activity" (e.g., field trips, FFA trips, band trips, athletic trips, job shadow program, etc.)
2. School sponsored athletic events are coded "School Activity".

3. College visitations prearranged and approved through the attendance office are coded "School Activity".
4. Any other academic enhancement activity prearranged and approved through the attendance office of the school is coded "School Activity"
5. A religious holiday that is observed must not be counted as an absence. Absences due to a religious holiday do not count toward the 10 days limitation on absences or disqualify a student for perfect attendance.
 - If the pupil will be absent in observance of a religious holiday, the parent shall notify the principal at the school in writing at least 3 days before the absence. It shall be deemed an approved absence.
 - Not more than 5 absences in one school year shall be approved.

DEFINITION OF AN ABSENCE

For the purpose of these Administrative Procedures, accounting of student attendance shall be based on the Daily Attendance Totals in accordance with the definitions for reporting attendance to the Nevada Department of Education. A full day of attendance must be recorded for a pupil if he/she is in attendance for at least one-half of the required number of minutes in the daily session for his or her grade.

Additionally, if a student is present in a class for at least one half of the total minutes designated for that class period, he/she shall be counted present. A student who leaves prior to being in class for at least one half of the total minutes designated for that class period shall be marked absent (excused, unexcused, truant, or exempt depending upon circumstances and determined by the school administration).

The determination as to the status of any absence shall be made by the principal or his/her designee and in compliance with state guidelines.

ALTERNATIVE STUDIES & DISTANCE EDUCATION (LYONLINE)

Attendance for students participating in Alternative Studies or Distance Education will be kept according to NRS 385.080, 387.123; with documentation to support weekly 2-way meaningful contact for courses and will be reported as enrolled on monthly ADA reports. The reporting and monitoring of attendance for online students are monitored by the LyOnline staff in accordance with those laws. Details relating to Alternative & Distance Education are submitted to the State department of Education for review and approval in accordance with those laws.

SUSTAINED HEAD INJURY [SB 80 (2023)]

A pupil who has sustained an injury to the head that is diagnosed by a medical physician shall receive reasonable accommodation until the pupil is cleared by the physician to return to full participation in his or her course work. Such accommodations may include, without limitation:

- (a) Rest;
- (b) A modified schedule or curriculum; or
- (c) Monitoring by a school nurse, athletic trainer or other person qualified to monitor the mental and physical health of the pupil.

TRUANCY [NRS 392.130]

A student who has an absence for at least one period or the equivalent of, that is not excused or exempt, shall cause the administration of the school to investigate the cause of such absence. If it is determined that the absence occurred without the parent's knowledge or approval, or in judgment of the school administration was for unapproved reasons without mitigating circumstances, the school administrations shall:

1. Meet with the student regarding the truancy and discuss interventions to encourage attendance;
2. Assign the student an appropriate corrective action;
3. Call the parent/guardian and provide them with a written notice of truancy.

HABITUAL TRUANCY [NRS 392.140; 392.144]

Any child who has been declared truant three (3) or more times within one school year must be declared a habitual truant. Additionally, any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without the written approval of the child's teacher or the principal of the school; or notice of his or her parent or legal guardian or other person who has control or charge over the pupil may again be declared a habitual truant.

The principal of the school or his/her designee responsible for attendance shall notify the parent or guardian of any student who is declared truant.

- a. Students who have 1 truancy experience will require a parent/guardian meeting with the site administrator and possibly the school counselor, social worker and/or additional individuals to develop a plan to prevent a second truancy from occurring.
- b. Students who have 2 truancy experiences will require a parent/guardian meeting with the site administrator, school counselor, school resource officer (SRO), and/or additional individuals to develop a plan to prevent a third truancy from occurring. This plan must include the SAAB approved Student Engagement Interview Form.
- c. Students who have 3 truancy experiences will be referred to the SAAB as a "habitual truant." A truancy packet will be submitted to the SAAB providing the documented trancies, the interventions attempted, the parent/guardian contacts documented, the signed attendance improvement plan and any additional strategies implemented. A site administrator will be present when the student is required to appear at the SAAB hearing for being a habitual truant.
 1. A truancy experience is a confirmed unexcused absence where the parent was not aware of their child's absence and the student received proper due process. In order for an absence to be considered a truancy the site administrator must confirm with the parent that they were unaware their child was absent.
 2. If the parent knew their child was missing school without a valid reason as described in NRS 392.050, and they were unable to make their child attend school, then the absence will be identified as a truancy.
 3. If a student is truant for multiple consecutive days without receiving due process, the truancy will be counted as "1 truancy experience."

ATTENDANCE ACCOUNTING AND REPORTING TO PARENTS

It shall be the duty of the principal (or designee in sites that have assistant principals or deans) to review daily attendance and ensure that all attendance records are accurate. The principal or the administrator designated with the responsibility of attendance shall be the only authority to determine trancies, (missed instruction), and exempt or excused student absences. All staff involved in maintaining student attendance records must do so diligently and accurately.

PROCESS FOR DETERMINING LOSS OF CREDIT OR NON-PROMOTION TO NEXT HIGHER GRADE DUE TO ATTENDANCE DEFICIT

When a student who is bound by compulsory attendance law has been absent more than 10% of his/her enrollment period, the following procedure will be implemented:

1. The school administrator in charge of attendance will meet with the student and his or her parent or guardian to develop a plan to improve attendance for the remainder of the school year. The plan shall be signed by the student, the administrator and the parent or guardian.
2. The school administrator in charge of attendance shall review the available assessment data and grades to determine if the student meets the level of performance specified in this policy, numbers 5 and/or 6. If so, no further action is required under the attendance policy. However, the administrator must meet with the parents to develop or revise a plan to improve attendance for the remainder of the school year or the following school year. Additionally, the administrator must provide the parent with the LCSD Attendance Policy JED and stress the importance of regular school attendance.
3. If the student does not meet the performance criteria specified in this policy, numbers 5 and/or 6, the principal or designee shall deliver to the parent written notice that the student will not be promoted to the next higher grade or is being denied credits for the semester due to excessive absenteeism on the District designated form. The parent shall have ten (10) business days to submit a written appeal of the site level administrator's determination to the School Attendance Advisory Committee (SAAC).
4. No later than ten (10) days after receiving the appeal, the School Attendance Advisory Committee (SAAC) shall hold the appeal hearing. The SAAC is created by the principal or designee and shall be made up of at least one teacher, counselor, and parent/guardian from the school. The SAAC may also include a juvenile probation officer, social worker, law enforcement official or other person deemed necessary for the appeal. The SAAC will be made up of not less than the three (3) required members, but not more than nine (9) total members. All members of the SAAC are designated as school officials for the purpose of accessing student records per the Family Educational Rights and Privacy Act (FERPA). The SAAC may, upon review of the case, choose to approve the exemption of some or all of the absences and promote the student to the next grade or allow the student to retain their earned credits; or agree that the student is to be retained or have their credits denied. The

parent shall have ten (10) business days to submit a written appeal of the SAAC's determination to the LCSD School Attendance Advisory Board (SAAB).

5. No later than thirty (30) days after receiving the appeal, the School Attendance Advisory Board (SAAB) shall hold the appeal hearing. The SAAB requirements and membership are outlined in NRS 392.126-392.128. The SAAB is composed of a representative of the District Attorney's office, a juvenile probation officer, social worker, law enforcement official, school counselor and a parent or other person deemed necessary for the appeal. The SAAB is made up of not less than the three (3) required members, but not more than nine (9) total members. All members of the SAAB are designated as school officials for the purpose of accessing student records per the Family Educational Rights and Privacy Act (FERPA). The SAAB may, upon review of the case, choose to approve the exemption of some or all of the absences and promote the student to the next grade or allow the student to retain their earned credits; or agree that the student is to be retained or have their credits denied. The SAAB may also initiate further sanctions in accordance with NRS 392.

The decision of the SAAB is final and binding.

6. In the case of a Pre-K child, after meeting with the parents, if the child's attendance does not improve then they may be removed from the Pre-K program to allow another student that is on the waiting list to take that child's spot.

**LCSD ATTENDANCE IMPROVEMENT
PLAN**

DATE: _____

To the parents/guardians of: _____

Address: _____

The conditions outlined below were created for the student, parents/guardians and appropriate school staff to assist your child with improved school attendance. As discussed in the meeting, state law requires students to be in attendance for at least 90% of the school year and/or semester. Listed below are the interventions we agreed to in an effort to eliminate absenteeism:

- ☐ Check in at the office each day. No check-in will result in phone call to parent/guardian
- ☐ Refrain from missing any more school this semester/year unless verified by a doctor or the court.
- ☐ Come to the office to meet with _____ when feeling overwhelmed or frustrated.
- ☐ Make up missed time before/after school, or during lunch.
- ☐ Adjust class schedule to better meet instructional needs of the student.
- ☐ Send home a weekly report on attendance so parents/guardians can monitor.
- ☐ View Infinite Campus attendance records weekly and impose corrective action at home for any tardies/absences.
- ☐ Referral to School Counselor and/or Social Worker.
- ☐ Other: _____

We participated in the creation of this plan and will adhere to it.

Student's Signature

Date

Parent/Guardian Signature

Date

School Official Signature

Date

School Administrator Signature

Date

Appendix A

SAAC/SAAB Student Engagement Interview Form

Student Name: _____ School: _____ Date: _____
Interviewer: _____ Grade: _____

Section 1: Social Interactions

- Are you experiencing bullying, harassment, or intimidation about coming to school?

Yes _____ No _____

Notes: _____

- Are you experiencing any issues with your teachers?

Yes _____ No _____

Notes: _____

- Who is your friend group? Do you have a safe person/people at school?

Notes: _____

Section 2: Academic Progress & Classroom Experience

- Are you hearing, seeing, and understanding your classes?

Yes _____ No _____

Notes: _____

- Are you failing any classes? Do you feel so far behind that you can't catch up?

Yes _____ No _____

Notes: _____

Section 3: Connection & Home Dynamics

- What is your favorite part of school? _____

- What is your least favorite part of school? _____

- What makes you want to miss school?

Notes: _____

****Interviewer Note / Parent Advisory:** Advise parents/guardians to temporarily remove access to phones, gaming consoles, and other electronics until the student is fully caught up on schoolwork and no longer truant/chronically absent.

Section 4: Outlook & Goals

- Why is a high school diploma even important to you?

Notes: _____

- What is your end goal? Where do you want to be in 1 year? In 5 years?

- 1-Year Goal:

- 5-Year Goal / Career:

- What do you think are the next steps you need to take to achieve that career or goal?

Notes: _____

Action Plan / Follow-Up Date:
