

Board Member Name:

Date:



**Utah State Board of Education**

What do you already know about the Attendance Audit Report?

**POLICY:**

How do you see USBE Admin Rules impacting Attendance?

**PERSONNEL:**

Where do you see USBE agency staff building their capacity and expertise?

DATA AND FUNDING:

What questions do you have about attendance and what types of data do you think the state should collect in order to answer those questions?

ACCOUNTABILITY AND PARENTAL INVOLVEMENT:

What do you hope USBE's efforts accomplish for parents and students?

# Call to Action

What defines a <b>"school day"</b> ?	The audit claimed that "not all school days are equal" , noting that days with parties, activities, and testing are treated the same for funding purposes as days of high-quality instruction. The Board could decide what activities and minimum length of time qualify as a "school day".
What defines an <b>"absence"</b> in the modern era?	The Board could decide how to "redefine what it means to be absent". The audit specifically asks the Board to consider if a student who does not attend in-person but "accesses the material online and completes the required work" is the same as "a student who does nothing".
Should <b>types of absences</b> be standardized?	Should schools all have the same list of excused absence? Should there be a state-wide definition of suspension and expulsion?

<p>The Level of <b>State vs. Local</b> Accountability</p>	<p>What is the appropriate balance between granting LEAs "autonomy, flexibility, and client choice" and the need to strengthen "accountability at all levels... including use and enforcement of existing state law related to compulsory education"?</p>
<p>The Core <b>Funding</b> Model</p>	<p>Is attendance-based allocation of taxpayer funds... prudent". The audit questions this model because new educational concepts like "competency-based education... challenge the need for attendance to achieve stated objectives".</p>