



## 6.02 Attendance and Truancy Prevention Policy

Draft 1

Date of Last Change:
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Authorized By: Utah State Board of Education
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### 1. **Purpose**

- 1.1. This policy establishes attendance expectations and truancy prevention procedures for all students enrolled in USDB programs.
- 1.2. It is designed to promote regular, punctual attendance to maximize student learning, participation, and long-term success.
- 1.3. This policy is adopted in accordance with Utah Compulsory Education Law (Title 53G, Chapter 6, Part 2) and R277-607 – Absenteeism and Truancy Prevention, which directs local education agencies to define attendance standards, tiered interventions, and procedural safeguards for students and families.

### 2. **Definitions**

- 2.1. Absence / Absent – Failure of a school-age child to attend at least half of a class or school day as defined in R277-607-2.
- 2.2. Chronic Absenteeism – When a student misses 10% or more of enrolled school days for any reason (excused or unexcused), indicating a need for early intervention.
- 2.3. Habitual Truant – A school-age child who has been truant a defined number of times (e.g., at least 10) or who fails to cooperate with attendance interventions, consistent with Section 53G-6-201 and R277-607-2.
- 2.4. Intervention – A series of progressive, supportive actions implemented to assist families and students in resolving attendance concerns, consistent with Section 53G-6-206 and R277-607 requirements.
- 2.5. Truant / Truancy – A condition in which a school-age child is absent without a valid excuse, including when a student misses at least half of a school day or class period without a valid reason.
- 2.6. Unexcused Absence – An absence from school that is not covered by a valid excuse as defined above.

2.7. Valid Excuse – A reason for absence authorized under state law, including illness (mental or physical), family death, approved school activity, or an absence permitted under an IEP or Section 504 plan, among other reasons consistent with R277-607-2.

### **3. Guiding Principles**

- 3.1. Regular attendance is essential to academic achievement, inclusion, and student well-being.
- 3.2. USDB is committed to developing a comprehensive system of universal, targeted, and intensive supports to address absenteeism and truancy and to remove barriers to attendance.
- 3.3. Policies and interventions shall be implemented equitably and delivered in a culturally responsive manner that respects student and family circumstances.
- 3.4. USDB shall collaborate with families, community partners, and service agencies to support student attendance and long-term success.

### **4. Attendance Expectations**

- 4.1. Students are expected to attend all assigned classes and school activities in which they are enrolled, except for valid excused reasons.
- 4.2. Attendance shall be recorded daily in accordance with USBE pupil-accounting procedures.
- 4.3. USDB staff shall notify families promptly when attendance concerns arise.

### **5. Tiered Truancy Prevention and Intervention**

- 5.1. Universal Supports (Tier 1) – Strategies that promote regular attendance for all students, such as:
  - 5.1.1. Clear communication of attendance expectations to families at enrollment.
  - 5.1.2. Recognition of positive attendance patterns.
  - 5.1.3. Classroom and school-wide engagement strategies.
- 5.2. Targeted Supports (Tier 2) – For students exhibiting early signs of absenteeism or chronic absence:
  - 5.2.1. Meetings with school staff and families to address attendance.
  - 5.2.2. Collaborative development of attendance support plans.
  - 5.2.3. Referral to school counselors or support teams.
- 5.3. Intensive Supports (Tier 3) – For students with persistent absenteeism or truancy:

- 5.3.1. Individualized interventions focused on specific barriers.
- 5.3.2. Referrals for additional community resources.
- 5.3.3. Truancy specialist engagement consistent with Section 53G-6-208.

## **6. Notices and Procedural Steps**

- 6.1. Notice of Attendance Concern – When a student’s absences reach levels that warrant attention (e.g., multiple unexcused absences or chronic absenteeism), the school shall notify the student and family in writing detailing the concern and available supports.
- 6.2. Notice of Truancy / Compulsory Education Violation – For students meeting criteria under law (such as repeated unexcused absences), USDB may issue notices consistent with Section 53G-6-202, directing family engagement to resolve attendance issues.
- 6.3. Notices shall include:
  - 6.3.1. Dates and types of absences.
  - 6.3.2. Required actions by the family and student.
  - 6.3.3. Available resources and supports.
  - 6.3.4. Right to appeal the notice in accordance with Section 7.

## **7. Reporting and Data**

- 7.1. USDB shall annually collect and report attendance data to the Superintendent of Public Instruction as required by R277-607-3(2), including:
  - 7.1.1. Absences with valid excuses;
  - 7.1.2. Absences without valid excuses;
  - 7.1.3. Rates of chronic absenteeism;
  - 7.1.4. Number of truancy notices issued and
- 7.2. Attendance data shall be used to inform continuous improvement of truancy prevention strategies.

## **8. Roles and Responsibilities**

- 8.1. School Administrators – Implement and enforce attendance expectations, provide notices, and coordinate interventions.
- 8.2. Teachers and Staff – Record daily attendance accurately and partner with families to address emerging concerns.
- 8.3. Families/Guardians – Ensure their student’s regular attendance and engage in collaborative intervention planning.

## **9. Implementation and Review**

- 9.1. This policy shall be reviewed every 5 years and updated to remain consistent with changes in Utah law and board rule.

- 9.2. Families shall be informed of this policy annually through school handbooks, USDB websites, and direct communication at registration.