



5100 B

Attendance Expectations and Interventions

Regulation 5100 B

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I. PURPOSE

In a standards based education system, students are assessed on their ability to demonstrate knowledge and skills in a variety of ways. The primary consequence of absence is lost instruction time. Absences and tardiness interfere with the student's ability to demonstrate mastery of the standards taught in the class. In order to impress upon students, families and school staff the importance of regular attendance of students in their education, the District has established expectations regarding attendance for all students. The District has also identified interventions for those students whose attendance does not meet expectations with a view toward improving attendance and consequently academic achievement.

II. EXPECTATIONS FOR STUDENTS REGARDING ABSENCES AND TARDINESS

- A. **Attendance Expectations.** Attendance expectations of all Pre-Kindergarten – Grade 12 Minneapolis Public School Students are that students are expected to be in school and in class at least 95% of the time. Schools may develop school-wide positive attendance recognition plans that acknowledge those students with perfect attendance, meeting or exceeding attendance expectations, or significant improvement in attendance. Such recognitions, although they acknowledge individual performance shall not be considered personal celebrations under the policies of this district.
- B. **Tardiness.** Timeliness expectations of all Pre-Kindergarten – Grade 12 Minneapolis Public School students are:
1. Students are expected to be on time to school or to classes at least 95% of the time.
 - a) Schools shall develop their own procedures to address tardiness.
 - b) School tardiness rules and procedures must be consistent with the values and procedures described in the attendance policy and its regulations.
 - c) Notice of tardy rules established by a school shall be given to parents and adult students along with the attendance policy.
 2. Suspension or removal from instruction cannot be used as a consequence for tardiness.
- C. **Interventions for Pre-Kindergarten Students Who Do Not Meet Attendance Expectations**
1. Students who have an Individual Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP) may have modified attendance expectations, incentives, recognitions and interventions. Such modifications must be part of the written plan or program in order to supersede the general attendance expectations for students of a similar age and grade.



2. Schools must intervene with the student and the family to improve attendance. Interventions may include but are not limited to:
 - a) After any unexcused absence, the school will notify the parent of the absence;
 - b) Discussion with the parent regarding attendance after repeated incidents of tardiness;
 - c) At three (3) cumulative unexcused absences letters of information shall be sent to parents; and referral for additional interventions within the school or available community resources may be initiated;
 - d) At six (6) cumulative unexcused absences, attendance agreements shall be sent to parents requiring a return of a signed agreement acknowledging the importance of school attendance and the responsibility of the parent to notify the school when the student will be absent;
 - e) At nine (9) cumulative unexcused absences, letters of warning shall be sent to parents notifying the parent that at twelve (12) cumulative unexcused absences the student's placement in the program will be lost and the student dropped from enrollment. Parents will be notified that if the student is dropped from enrollment the parent will have to reapply for admission. Readmission and placement will be based on the availability of spaces at the time of readmission.
3. While attendance is important and absences may affect a student's learning, evaluation of progress toward achieving a standard shall not be based solely on a student's attendance.

D. Interventions For Elementary Students

1. Students who have an Individual Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP) may have modified attendance expectations, incentives, recognitions and interventions. Such modifications must be part of the written plan or program in order to supersede the general attendance expectations for students of a similar age and grade.
2. Teachers shall provide an opportunity for students to make up work missed due to excused absences.
 - a) Once the teacher has provided a clear opportunity for students to make up missed assignments, it is the student's responsibility to complete the assignments within the time allowed.
 - b) Schools shall communicate the process for making up assignments to families so they may assist their student.
3. Schools must intervene with the student and the family to improve attendance. Interventions will include but are not limited to:
 - a) After any unexcused absence, the school will notify the parent of the absence;
 - b) Discussion with the parent or guardian after repeated incidents of tardiness;



- c) Principals shall send letters of information to families after three (3) cumulative unexcused absences, and referral for additional interventions within the school or available community resources may be initiated.
 - d) Principals shall notify the proper authorities in the county of the student's residence of all students who have three (3) additional unexcused absences that occur after the date of the letter of information sent pursuant to ¶ II.D.3.c. above.
 - e) Principals shall comply with the procedures for reporting educational neglect and truancy to the proper authorities in the county of the student's residence after six (6) cumulative unexcused absences in a school year.
4. While attendance is important and absences may affect a student's learning, evaluation of progress toward achieving a standard shall not be based solely on a student's attendance.

E. ***Interventions For Secondary Students :***

1. Students who have an Individual Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP) may have modified attendance expectations, incentives, recognitions and interventions. Such modifications must be part of the written plan or program in order to supersede the general attendance expectations for students of a similar age and grade.
2. Teachers shall provide an opportunity for students to make up work missed due to excused absences.
 - a) Once the teacher has provided a clear opportunity for students to make up missed assignments, it is the student's responsibility to complete the assignments within the time allowed.
 - b) Schools shall communicate the process for making up assignments to families so they may assist their student.
3. Failure to complete the assignments may affect a secondary student's grade and assessment of progress toward achievement of graduation standards. While attendance is important and absences may affect a student's learning, evaluation of progress toward achieving a graduation standard, and granting course grades and credit shall not be based on a student's attendance or tardiness.
4. Schools must intervene with the student and the family to improve attendance. Interventions will include but are not limited to:
 - a) After any unexcused absence, the school will notify the parent of the absence;
 - b) Discussion with the parent or guardian after repeated incidents of tardiness;
 - c) Principals shall send letters of information to families after three (3) cumulative unexcused absences, and referral for additional interventions within the school or available community resources may be initiated.
 - d) Principals shall notify the proper authorities in the county of the student's residence of all students who have three (3) additional unexcused absences that occur after the date of the letter of information sent pursuant to ¶ II.D.3.c. above.



- e) Principals shall comply with the procedures for reporting educational neglect and truancy to the proper authorities in the county of the student's residence after six (6) cumulative unexcused absences in a school year.

Legal References:

20 U.S.C. §1681, et seq. (Title IX of the Education Amendments of 1972)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.28 (School Boards and Teachers, Duties)
Minn. Stat. § 120A.30 (Attendance Officers)
Minn. Stat. § § 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260C. 007, Subd. 19 (Habitual Truant defined)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian when Child is Continuing Truant)
Goss v. Lopez, 419 U.S. 565,95 S.Ct., 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MPS Policy 5200 (Citywide Discipline Policy)
MPS Policy 5560 (Co-Curricular Eligibility)
MPS Policy 5650 (Work Release and Student Internship Programs)
MPS Policy 5100 (Attendance)
MPS Policy 6510 (Work Based Learning)

MPS Regulation 5100 A

MPS Regulation 5100 C