

Policy Committee - Regular School Board Meeting

Tuesday, June 16, 2020 6:30 PM

Historic Old Central High School - Board Room, 2nd Floor, 215 N 1st Ave E,
Duluth, MN 55802

1. AGENDA ITEMS

A. Discussion regarding prioritizing policies to
work on

2. Policies for First Reading

A. Deletion of Policy 6240 - Demonstration of
Mastery for Credit

3. Policies for Second Reading - None

4. Regulations - Informational

A. Revision of Regulation 513R - Student Promotion,
Retention, and Program Design

B. Deletion of Regulation 6240R - Demonstration of
Mastery for Credit

C. Revision of Regulation 503R Student Attendance
Regulation

~~6240 — DEMONSTRATION OF MASTERY FOR CREDIT~~

~~A student at any level is able to test out of a subject or course if they can demonstrate mastery of the learner outcomes of the course. The assessment of this mastery may include written examinations, interview examination, product or performance exhibitions, and teacher input. Subject area assessment procedures related to course level outcomes may be used as they become available through the district curriculum review cycle.~~

~~Adopted: 05-23-1995 ISD 709~~

~~09-17-2002 ISD 709~~

513R Student Promotion, Retention, and Program Design

Purpose

- The purpose of this regulation is to provide a student access to appropriate content when ready ahead of peers.

Acceleration Guidelines ~~Guidelines for Implementing Whole-Grade Acceleration in Grades K-5:~~

- ~~Whole-grade~~ Acceleration acknowledges that a student has already achieved at the requisite level to qualify for a higher grade placement overall or in a specific subject.
- ~~Whole-grade~~ Acceleration is seen as an intervention within the Multi-Tiered Systems of Support (MTSS) framework to be considered when the current grade level curriculum is a significant mismatch between the student's academic needs, motivation, and readiness.
- ~~Acceleration~~ decisions must involve a comprehensive team (Acceleration Team) discussion guided by an objective and timely process. The Acceleration Team will consist of the building principal, acceleration specialist, the student's classroom teacher, counselor, school psychologist and other personnel as deemed necessary by the individual student's needs (i.e. Special Education Case Manager, English Language (EL) Coordinator, Immersion Program Coordinator, Families in Transition (Homeless) representative, a representative from the Office of Education Equity, American Indian Education representative, social-emotional learning specialist, content specialist).
- The ~~gifted education/differentiation~~ acceleration specialist will maintain communication with the team during the evaluation period.
- The assignment of the student is the legal prerogative of the superintendent or ~~his/her~~ designee.

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Whole Grade Acceleration Procedure: (K-8)

1. The acceleration referral is made to the building principal by the parent/guardian or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time, but should be no later than April 15th for the following fall acceleration.
2. After the acceleration specialist has been notified by the building principal, ~~t~~The ~~gifted education/differentiation~~ acceleration specialist gathers existing student data including at least two documented strategies to meet the student's advanced academic ~~acceleration~~ needs, including curriculum compacting and extension/enrichment activities. previous test scores, work samples, teacher rating scales and a summary of classroom achievement.

~~3. The Acceleration Team, consisting of the building principal, gifted education/differentiation specialist, the student's classroom teacher and other personnel as deemed necessary by the principal, will review the existing data.~~

~~4. If acceleration is a consideration, written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration.~~

~~5.4. District personnel (gifted education/differentiation/acceleration specialist or school psychologist) will administer appropriate assessments which are included on the Iowa Acceleration Scale (IAS), which includes collection of parent information and perspective. If a student's home language is not English, an assessment will be made available in the home language.~~

- ~~6. Critical items to consider for successful grade acceleration include:~~
- ~~o The student's ability as measured by assessments chosen from IAS.~~
 - ~~o Whether the student would be accelerated into the same grade, or higher than a sibling, or whether the student presently has a sibling in the same grade.~~
 - ~~o The student's desire to be grade accelerated.~~

~~7.5. Following testing, the Acceleration Team will meet to discuss the results, keeping in mind research regarding critical items and criteria for successful grade acceleration as outlined in the assessment. Criteria for grade acceleration may include:~~

- ~~o Student scores consistently are 95% or higher on curriculum-based assessments.~~
- ~~o Student achievement skill of approximately two years above grade level in core subject areas as measured by local and/or state assessments.~~
- ~~o A full-scale ability score of 130 +/- the standard error of measurement.~~
- ~~o Information from the IAS.~~

~~8. 6. The Acceleration Team will make one or more of the following recommendations: Results of testing and Acceleration Team discussion will result in one or more of the following:~~

- ~~o The students will continue in regular programs with no changes.~~
- ~~o Enrichment. The students will receive curriculum-based services or extensions in one or more subjects to be determined by classroom teacher and gifted education/differentiation specialist.~~
- ~~o Acceleration. The student will accelerate in a specific subject.~~
- ~~o Acceleration. The student will accelerate one grade level.~~

~~9.1. 7. If grade acceleration is recommended a Written Acceleration Plan that includes class placement, standardized assessments, plan for class placement and transitions will be developed. The transition plan should address minor gaps that~~

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may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.

o Assessment:

i. A whole-grade accelerated student is required to take all standardized assessments for the grade in which they enroll.

~~o A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment). If placement in the advanced grade is necessary within the school year, it should occur at a natural transition time. Best time to accelerate is a year before a transition year (Example: from 3-5, as to not miss 5th grade transition year to middle school expectations, and responsibilities.)~~

~~o Evidence suggests the earlier acceleration happens, the easier for the child to adjust (reforming Gifted Ed - Karen Rogers)~~

o Transition Period:

i. A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

~~o The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.~~

~~o A supported six week transition period is recommended.~~

~~10. 8. If acceleration is not recommended the following will be considered.~~

~~o Recommendations for the current grade level will be developed as necessary.~~

~~o Classroom teacher and acceleration gifted education/differentiation specialist will monitor student progress.~~

~~o 9. Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or designee. If the need for further consideration is determined, the Acceleration Team will be reconvened and provided any additional information.~~

~~o Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or his/her designee.~~

Subject Acceleration Procedure (K-12)

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Note for Credit Bearing Courses: The goal of acceleration is appropriate placement. If a student accelerates beyond a course required for graduation, that graduation requirement will be considered met. The student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to accelerate beyond a course only once. Students who choose subject acceleration are then fully enrolled in the next course and expected to meet expectations. The grade impacts the GPA. In high school, there are many different ways for students to be challenged in specific subjects. Enriching and accelerated courses include honors, AP, CITS, and CTE. PSEO is also available for students who meet guidelines. We encourage you to explore these options for your high school age student. For more information, please visit <https://www.isd709.org/departments/curriculum-and-instruction/index>

1. The acceleration referral is made to the building principal/counselor by the parent/guardian, student, or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time. If acceleration is recommended, the timing of the acceleration will be determined by the Acceleration Team.
2. After the acceleration specialist has been notified by the building principal, the specialist gathers existing student data including at least two documented strategies to meet student's acceleration needs, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.
3. The Acceleration Team will review the existing data.
4. Subjects Eligible for Acceleration. The following subjects are eligible for acceleration consideration. Placement is dependent upon schedule and availability and class size.
 - a. English Language Arts (must be in English)
 - b. Math
 - c. World Language (must be in target language)
 - d. MusicFor students who have had an exceptional learning experience outside of ISD709, please refer to policy 620, credit for learning, for additional opportunities.
5. A student wishing to accelerate may be asked to take a placement assessment that may be written or performance based depending upon the subject. District personnel (acceleration specialist or content specialist) will administer appropriate assessments. The assessment may include a written and/or performance assessment. If a student's home language is not English, an assessment will be made available in the home language.
6. The Acceleration Team will make one or more of the following recommendations:
 - a. The student will continue in the regular class with no changes.
 - b. The student will continue in the regular class with further opportunities for curriculum compacting and/or extension/enrichment.
 - c. Placement. The student will be placed in the appropriate course.
 - d. Acceleration. The student will accelerate in a specific subject.

7. If acceleration is recommended, a Written Acceleration Plan that includes class placement, standardized assessments, and transitions will be developed. The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.

a. Assessment:

i. A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment).

b. Transition Period:

. A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

c. Transportation:

. Transportation is not provided to courses that are located at a site other than the student's home school. In some instances, a course may be available in an online format to help minimize this barrier.

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Elementary Retention:

1. Students who do not achieve at a level deemed acceptable by local and state standards may be retained at their current grade level. Efforts will be made to alter the student's program to better suit each student's needs.
2. Retention will be considered when professional staff, in cooperation with the parents, have determined that it is in the best interest of the student. Many factors will be considered prior to making such a decision. Some of the factors to be included are scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors, as well as attendance and age. It is also recommended that the Light Retention Scale be utilized as another tool to assist in the decision. Retention shall not be based on a single factor.
3. Conferences/discussions between school personnel and parents concerning retention should be initiated by the winter conferences and earlier if the situation warrants it.
4. Retention is a decision that must be made between school personnel and the parent (guardian). If school personnel and parents (guardian) disagree over the issue of promotion and/or retention, a conciliation meeting will be held in an attempt to resolve the differences. The Director of Curriculum or designee will conduct the conciliation meeting as soon as possible after it is obvious that the school and parents (guardians) cannot agree. The school of the parent (guardian) may initiate the conciliation meeting by contacting the Director of Curriculum or designee.

Early Admission to Kindergarten Testing Criteria:

1. Your child must score at or above the 90th percentile on the Wechsler Preschool and Primary Scale of Intelligence, Third Edition. Performance at or above the 90th percentile is a generally identified and agreed upon marker designating high ability in a given area.
2. Your child must demonstrate the ability to read 100 words from a list provided; as well as read fluently and comprehend a story appropriate for mid-level kindergarten. He/She must also achieve 80% accuracy on a letter identification sound-symbol relationship measure.
3. There must be evidence that your child has successfully completed two years in preschool. This addresses the area of social development. Your child's preschool teacher will be asked to complete the ABAS-II (Adaptive Behavior Assessment System) rating form.

Adopted: [5/16/2017 ISD 709](#)
Revised: [3/20/2018 ISD 709](#)

Acceleration Request Form
(Please submit to the student's principal)

Student Information

Student's Name: _____ Date of Birth: _____

School: _____ Current Grade: _____

Parent/Guardian Information

Name of person requesting this acceleration:

Relationship to student:

Phone and/or Email:

Acceleration Request

Type of Acceleration:

- Single Subject (K-12) Please indicate subject/course

- Whole Grade (K-8)

Name of teacher for current grade or course:

Please state rationale for this request including any interventions that have already been implemented to meet the student's advanced academic needs:

Please note, this form will initiate the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for acceleration and understand the process that will be followed to determine if acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if acceleration is appropriate.

Parent/Guardian Signature _____ Date

Grade Acceleration Request Form

Student's Name: _____ Date: _____

Date of Birth: _____ School: _____

Current Grade: _____ Current Teacher: _____

Name of person requesting grade acceleration: _____

Relationship to student: _____

To be filled out by parent/guardian:

I would like to request that _____ be considered for grade acceleration.

Please state rationale for this request: _____

Please feel free to include a letter of request with this form with additional anecdotal information to enable the Acceleration Committee develop a clear understanding of the student that will aid in determining appropriate placement.

Please note this form will start the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for whole grade acceleration and understand the process that will be followed to determine if grade acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if grade acceleration is appropriate.

Parent/Guardian Signature _____ Date _____

Acceleration 513R

June 11, 2020

Purpose of Acceleration

**provide a student access to
appropriate content when
ready ahead of peers**

Goal in Revision

Provide acceleration procedures that align to recommendations and guidance in order to better meet student needs.

Why make changes?

Current policy and regulation does not align with guidance, including:

- ❑ allow for elementary subject acceleration (currently only whole-grade acceleration is available)
- ❑ Provide for assessment to be in home language as necessary (EL access)
- ❑ Clarify process for accessing accelerated resources
- ❑ Current focus on “testing out” vs. readiness

Revision Process Overview

- Multiple groups of various stakeholders gathered to review guidance, existing policy and regulations and provide recommendations over the past two years.
- Revisions to existing regulation using the checklists available through the a collaborative national work group available in Developing Academic Acceleration Policies.
- Finalized draft reshared out for final feedback before redline version sent to school board

Improvements

- Clarification of process
- Statement of purpose
- Definition of the Acceleration Team members
- Language updates
- Revised form
- Expand whole grade acceleration from K-5 to K-8
- Allow for assessment in home language
- Allow for subject acceleration K-12
- Provide for a range of possible supports (rather than all or nothing)
- Be ready for implementation: have placement assessments created in advance

References

- [View Developing Academic Policies: Whole Grade, Early Entrance & Single Subject.](#)
- <https://education.mn.gov/MDE/fam/gifted/>
- <http://accelerationinstitute.org/>
- <https://www.nagc.org/>
- [15 Tips for Identifying Gifted EL students](#)

~~6240R — DEMONSTRATION OF MASTERY FOR CREDIT~~

~~Guidelines for Implementing Awarding Credit Through Assessment~~

~~PROCESS FOR APPLYING FOR AND RECEIVING CREDIT: GRADES 6-12~~

- ~~A. Student Initiation of the Process: When a student and/or parent/guardian(s) are considering the Credit Through Assessment option, the first step will be to contact a school counselor or, for current 5th grade students, building administrator to become aware of the options, and the process. This process should begin at least two quarters or one semester prior to the start of the regular class. The summer period will be treated as one quarter. The student shall complete the application process introduced and return it to the counselor or, for 5th grade students, to the elementary office. The application will then be forwarded to the appropriate Curriculum Specialist.~~
- ~~B. District Initiation of the Process: Once the application is received, the appropriate Curriculum Specialist, and a teacher or teachers of that course will prepare the necessary assessment(s). The process will consist of a written assessment and may require a performance assessment. At least one teacher who is teaching the course should be involved with the creation of this assessment even though that teacher may not be from the school where the student is attending.~~
- ~~C. Written and Performance Assessment: The student must successfully complete the written assessment prior to moving on to the performance assessment. The performance assessment may require that the student demonstrate skills, answer questions in an interview, exhibits a portfolio of tasks and/or be involved in some other type of performance task.~~
- ~~D. Student Completion: All portions of the assessment must be completed within the two grading period window after the start of the process. The student and parent/guardian(s) will be notified by the Curriculum Specialist in a timely manner as to when and where the assessment will begin and the expected completion date. The Curriculum Specialist will determine who will be responsible for grading the assessment and communicate to the student and parent/guardian(s) the criteria to be used in grading the assessment.~~
- ~~E. Grading: Successful completion of the assessment will mean that the student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to test out of a course only once.~~

~~Approved: 05-23-1995 ISD 709~~

~~Revised: 01-23-2001~~

~~06-16-2015 ISD 709~~

~~01/17/2017 ISD 709~~

503R STUDENT ATTENDANCE REGULATION

I. OFFICIAL RECORDS

The official attendance record will be kept by the attendance office.

II. SUPPLEMENTARY BUILDING REGULATIONS

Any individual building regulations developed by schools must be submitted to the Superintendent annually.

III. ATTENDANCE PROCEDURES AND PARENT NOTIFICATION

A. Elementary (K-5)

1. Any time a student is absent without prior notification, parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences parents will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After seven (7) unexcused absences, a student is deemed in educational neglect and the school attendance officer or other designated school officials will take appropriate action which may include a request to county social services.
4. After eleven (11) **excused and unexcused absences**, the students and family may be required to attend a meeting with administration, develop an attendance contract and/or be required to submit medical documentation for future absences in order to be excused.

Elementary School Tardiness

A student is considered tardy up to ~~fifteen (15)~~ **thirty (30)** minutes late for the morning or afternoon section. If a student arrives to either section more than ~~fifteen (15)~~ **thirty (30)** minutes late, the student is considered absent for the section.

B. Middle School (6-8)

1. Any time a student is absent without prior notification parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences the parent/guardian will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After seven (7) unexcused absences the student is deemed truant, the parent/guardian will receive a letter informing them of the absences, the student will be referred to the Truancy Action Project (TAP) advocate.
4. After fifteen (15) unexcused absences a student, the school attendance office or other designated school officials will take appropriate action which may include:
 - Student attendance contract
 - Mediation Contract through St Louis County court
 - Truancy referral to the Student Attendance Review Board (SARB)

- Truancy court ticket issued by St Louis County Court.

Middle School Tardiness

A student is considered tardy up to 10 minutes late for a class. After 10 minutes a student is considered absent. When a student has accumulated three (3) unexcused tardies per course, disciplinary action may occur.

C. High School (9-12)

1. Any time a student is absent without prior notification, parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences parents will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After (5) unexcused absences a student will be placed on an attendance contract, student may receive an Incomplete for the course.
4. After seven (7) unexcused absences, a student is deemed truant and the school attendance officer or other designated school officials will take appropriate action which may include a request to the county attorney (503-4) to file a petition with the juvenile court, pursuant to Minnesota statutes.
5. After a student accumulates nine (9) unexcused absences in a course, a student will lose credit for the course.

High School Tardiness

A student is considered tardy up to 10 minutes late for a class. After 10 minutes it is considered an absence. Three (3) unexcused tardies will equal one (1) unexcused absence.

IV. Distance Learning Attendance

A. Elementary (K-5)

1. Document - Each site will be using a daily attendance tracking document for Grades K - 5
2. The expectation of MDE is that "students receive daily interaction with their licensed teacher(s)" each day
3. Contact can be made through email, phone call, text, Google Classroom, a shared google document, and/or face-to-face
4. Daily documentation should be recorded into each building's Attendance Tracker by any teacher that has contact
5. Interventionists and Specialists should be working with classroom teachers to help with this daily contact task
6. SPED teachers providing services should mark attendance in the classroom teacher's tab
7. At the end of each work day, the classroom teacher should enter absences into Infinite Campus
8. Families and students may be working on content / contacting teachers outside of the teacher scheduled workday
9. Teachers would mark the attendance for the previous day into the daily attendance tracker

10. When packets are submitted online or in paper, the teacher can mark the whole week as positive attendance in the attendance tracker
11. Building clerical will update retroactive attendance in Infinite Campus each week
12. Questions should be directed to the building principal

B. Secondary (6-12)

1. Instructions for teachers:

- Interaction can be
 - The student completing the Check In Google Form
 - The student responding to or initiating an email
 - The student participating in the discussion in your classroom
 - A phone call interaction
 - Work completed and returned digitally
 - A paper packet returned and completed
- We recommend using a Teacher Check In Google Form each week (not each day) to check in with as many as possible. You can decide what to ask on the form (Do you need assistance? Did you send in something to grade? What is something new you learned? How are you doing? etc.)
 - [Sample Check In Form](#)
 - If a student doesn't complete the check in form, you will need to look for other interactions they may have had with you or the content. See above for definition of "Interaction"
- For interaction tracking purposes, create an assignment in Infinite Campus that is not factored into their grade.
 - This will allow parents/guardians to monitor their child's interactions from home.
 - On Friday, reach out to those students who haven't yet interacted in any way.

2. Each Tuesday after a packet has been assigned:

- Update the weekly check in assignment with any interactions that occurred over the weekend.
- After updating interactions for that week, each teacher will need to complete the Distance Learning Attendance google form one time for each student with whom you had no interaction. Responses will be used by clerical to create attendance records.
 - [Distance Learning Attendance Form for East High School](#)
 - [Distance Learning Attendance Form for Denfeld High School](#)
 - [Distance Learning Attendance Form for Ordean East Middle School](#)
 - [Distance Learning Attendance Form for Lincoln Park Middle School](#)
- If there is no interaction with you throughout the week, the student will be marked absent in your class period for the entire week.,
- Clerical will document attendance based on your Distance Learning Attendance form for the entire week. Clerical will modify attendance if a student eventually submits work, electronically or in paper packet.
- Completed work from a given week will clear attendance for that entire week regardless of when it is turned in.

3. Attendance is all or nothing for the week but can be updated, by clerical, at any time:

- 1 interaction = present for the week for that class
- 0 interactions = absent for the week for that class
- Attendance for the week will be updated after completed work is submitted.
 - Completed paper packets will be checked in by clerical staff who will update attendance.
 - If a student digitally completes the work for a previous week, the teacher must email clerical staff to update attendance.

Replaced: Regulation 5025R
Adopted: 03-22-2016
Revised: 04-21-2020 ISD 709
Revised: 06-16-2020 ISD 709

Attendance 503R Presented Information to ISD 709 Policy Committee 6/11/2020

Presenting:

Beth Shermoen, Principal of Piedmont Elementary

Jim Erickson, Principal of Laura MacArthur Elementary

503R regulation shared with Red line indicated

Elementary School Tardiness

A student is considered tardy up to ~~fifteen (15)~~ thirty (30) minutes late for the morning or afternoon section. If a student arrives to either section more than ~~fifteen (15)~~ thirty (30) minutes late, the student is considered absent for the section.

Key Points

- Team Discussions
 - Started two years (18/19 school year) as consistent attendance being required by ESSA
 - Data showed significant attendance problems.
 - MDE began identifying schools with chronic absenteeism and targeted specific sub groups needing intervention (i.e. students with two or more races, special education, F/R lunch, etc)
 - Many Duluth schools have been targeted in this area (primarily West End Schools at all levels)

- Who took part in discussions? Stakeholders?
 - Parents feedback
 - District Leadership with Supt & Asst Supt, principals at elem, middle School and high school, Kateri and Danielle, and Dr. Lake
 - The District MTSS Team has a sub group specifically working on attendance. Leading this work are principals and assistant principals at all levels.
 - All administrators have been provided a copy by the assistant superintendent of “School Leaders - Tackling Attendance Challenges” by Jessica and Randy Sprick
 - School attendance teams were provided information by building leaders for feedback.
 - 50/50 Attendance Grant work through Education Minnesota (Piedmont - school specific)

- Kateri Little and Danielle Dorn
 - Mars Coordinator, Kateri Little and Daniel Dorn, Infinite Campus coordinator provided state reporting information and technology student management information.
 - Reported that Tardies are a district controlled decision and not MDE or state.
 - Supported adding 15 minutes to Elementary tardies.
 - What reports are most accurate?
 - ADM and ADA Detail Report - this will be the most accurate and provide exact calculations
 - Under reports
 - ADM and ADA Detail
 - Fill in the blanks
 - Recommend -
 - Ad Hoc Reporting
 - To filter designer
 - Next you see grade level and select it for all grades. 2 digit numbers have to upload or it won't.
 - AM and PM report running
 - Do you have access to the minute? *Click on the date in IC and it drills down
 - Timing reports doesn't minutes (ADA/ADM) ADM - Membership Days and ADA -
 - ADM (Average Daily Membership) and ADA (Average Daily Attendance) in Infinite Campus (ISD 709s Platform Snapshot) - <https://content.infinitecampus.com/sis/latest/documentation/adm-and-ada-detail/>
 - Note: ADM is attached to funding.
- Consistency in Regulation - Comparison to Secondary to Elementary
 - Elementary-30 minutes total (2 - 15) minutes out of 360 minutes is less than 10% of the student total minutes in the day -
 - Secondary have 60 minutes of tardy minutes in the day due to 6 periods and passing time
 - Can miss 27% of the day for middle school and high school)
 - 3x as much room for absences!!!!!!!
- Attendance Data
 - Accuracy in the data

- Greater collaboration with IC district team to monitor
 - Problem with how it was been entered
 - Important to enter by the minute, not by the description of the absence (i.e. tardy, unexcused, excused absence etc.
 - What is the definition of a tardy?)
- Clerical Training
 - Recognized that some sites were entering absences for the morning, but not entering the minute that students arrived.
 - i.e. Students marked abs at 8:05, but then really marked absent until 11:00 when the PM session starts.This created many days of absence.
 - Clerical need to enter the exact time of arrival to accurately reflect the student ADM.
 - Consistency in Buildings and training for Clerical in August
 - Spoke with Nichele Canavan and Danielle Dorn to make sure consistent Tardy taking procedures were included in the August training for all clerical.
- Equity Tool (TEA)
 - Used to make sure adding 15 minutes to our elementary school tardy regulation would be equitable and an important next step in negatively impacting student attendance and building attendance.
 - All participants were active in the Equity Tool process.
- SEL Social Emotional Learning- What is being missed in the morning?
 - Morning Meeting Component (Meet and greet and preparing for the school day)
 - If students miss morning meetings, adults are finding students upon entry to get them breakfast and work on a one on one level to prepare a student to enter into their classroom (i.e. social worker, dean, principal, check and connect individual within the buildings)
- Attendance Teams
 - Building teams meet and review attendance data to address chronic absenteeism.
 - Intervene before letters are needing to be sent out (i.e. attendance conversations with students and families, whole group classroom interventions and education on attendance, and making attendance a priority initiative within our schools)

- Adding 15 minutes tardy to the elementary regulation will result in more tardies, but far fewer absences for students.
- Teams are required to report accurate attendance to families.
- 3 day/7 day letter/IIU etc.
- Focuses on school attendance celebrations, education, highlights and branding, etc.
- Attendance Concern Communication to families:
 - Postcards
 - Letters
 - Telephone calls
 - Attendance Contracts
 - Last resort - County report
 - Follow up with Families before letters sent out
 - Teacher first, Other adult supports from attendance teams, Principals, before a letter is even sent.
 - Individual work with most identified school chronic absenteeism students. Basic needs first - work to identify barriers, worries, needs, etc.
- Attendance Matters
 - Chronic Attendance primarily in Western Corridor Campus
 - A deeper look needs to be taken at a district level on identified schools and sub groups within.
 - Data trends show significant increase in chronic absenteeism
- Follow up Communication to Families if passed
 - If passed, will be important to get into the new printed student/Family Handbook for 20-21 in July
 - Need to begin collaborative work on next steps at a district level/building level under the MTSS model starting at Tier 1 - universal expectations, education, communication, partnership in home/school and branding.
- Resources
 - 503R Document from attendance team - https://docs.google.com/document/d/1SKXWX6w-FSI0slQjFAzD_w56zeC5VzBWl6h81ZS5tpE/edit
 - Includes TEA
 - Other schools practices on attendance

- MDE - Consistent Attendance
https://education.mn.gov/mdeprod/idcplg?IdcService=GET_DYNAMIC_CONVERSION&dDocName=MDE072612&RevisionSelectionMethod=LatestReleased
- Duluth Public Schools North Star Attendance Report -
<https://drive.google.com/drive/u/0/search?q=Attendance%20DATA>
- Attendance Works - <https://www.attendanceworks.org/>