DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VA 22203-1635

SEP - 1 2011

MEMORANDUM FOR ALL DODEA PERSONNEL

SUBJECT: DoDEA Regulation 2095.01, "School Attendance," August 26, 2011

I am pleased to announce the implementation of the first comprehensive DoDEA policy on student attendance. This policy is based upon the foundational principle that regular student attendance promotes higher levels of student achievement, school-connectedness, and readiness for colleges and careers. The new policy mandates school attendance, requires 180 instructional days per academic year, and recognizes the reality of unavoidable absences such as illness and emergency situations. The policy also aligns with the Interstate Compact on Educational Opportunity for Military Children standard that school systems respect the unique the needs of military families when considering requests for excused absences.

We are launching this policy with an educational campaign to assist our educators, parents, students and community members about the importance of attending school regularly. Our slogan, "Be Here!" emphasizes our core belief that attendance is the gateway to a successful Kindergarten through grade 12 educational experience. Our campaign encourages that appointments or other discretionary absences be scheduled outside of the school day to maximize student learning opportunities.

Key components of the new policy include:

- A requirement for students to complete an educational plan consistent with regularly planned school work during absences
- Increased communication with parents about the effect of absences on student performance
- Referral of students with 5 days of absences to the Student Support Team and with 7 days of absences to the local Command for appropriate intervention and support
- Daily record-keeping, review, and analysis of attendance

Recognizing that this is a new policy for DoDEA, we will elicit community and school feedback in early May 2012. Policy will be revised based upon an analysis of this feedback.

Additional information regarding the DoDEA Attendance Policy is available at http://www.dodea.edu. Our point of contact is Mr. David Cantrell, Chief, Special Education and Student Services Branch, who may be contacted by email: david.cantrell@hq.dodea.edu or phone at (703) 588-3147.

Marilee Fitzgerald
Acting Director

Attachment:
DoDEA Regulation 2095.01, "School Attendance," August 26, 2011

Department of Defense Education Activity

REGULATION

NUMBER 2095.01

AUG 2 6 2011 DATE

EDUCATION DIRECTORATE

SUBJECT: School Attendance

References: (a) DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2008, as amended
(b) DoD 5400.11-R, "Department of Defense Privacy Program," May 14, 2007
(c) DoDEA Regulation 2740.1, "Interscholastic Athletic Program," July 6, 2006
(d) DoDEA Manual 2051.2, "Student Responsibilities and Privileges," February 26, 1997
(e) DoDEA Regulation 2000.03, "Student Grade Level Placement," March 2, 2004

1. PURPOSE. This Regulation establishes policy and assigns responsibilities for student attendance in DoDEA schools.

2. APPLICABILITY. This Regulation applies to the Office of the Director, DoDEA; the Director, Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam), (hereafter collectively referred to as "DoDEA Area Directors"); and all DoDEA Area and District Superintendents, School Principals, Teachers, and Support Staff.

3. DEFINITIONS. See Glossary.

4. POLICY. It is DoDEA policy that:

a. Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, provides opportunities for important communication between teachers and students, and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college.

b. School attendance is mandatory.

(1) All students are required to attend school for 180 instructional days per school year (subject to exceptions noted within this policy) to ensure continuity of instruction, successfully meet academic standards and demonstrate continuous educational progress.

(2) Except for exigent circumstances, absences such as family vacations and absences during standardized testing will be unexcused.

(3) Medical appointments and other discretionary appointments should be scheduled during non-school time to maximize student learning.

(4) School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, and the school. The parent or sponsor should make every attempt to ensure their children attend school each day school is in session and also establish regular communication with the classroom teacher.

(5) A student educational monitoring plan shall be implemented during all pre-approved extended absences to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.

(6) Students with excessive school absences, as defined in this Regulation, will be monitored by the Student Support Team to assist students in the completion of all required work and successfully master course objectives.

5. RESPONSIBILITIES. See Enclosure 1.

6. EFFECTIVE DATE. This Regulation is effective immediately.

Marilee Fitzgerald
Acting Director

Enclosures
1. Responsibilities
2. Conditions Upon Which Student Attendance is Established
3. Importance of Parent or Sponsor Support for Regular Student Attendance
4. Student Data Management System Process of Calculating Attendance
Glossary

ENCLOSURE 1

RESPONSIBILITIES

1. DIRECTOR, DODEA. The Director, DoDEA shall:

a. Ensure fair and equitable administration of this Regulation.

b. Ensure all school attendance policies and procedures are in compliance with this Regulation and DoDEA Regulation 2051.1 (Reference (a)).

c. Review the annual area attendance report prepared by each DoDEA Area Director identifying excessive student absences and actions taken.

d. Direct DoDEA Area Directors, Superintendents, and Principals to monitor daily student attendance and develop appropriate intervention plans to improve school attendance.

e. Ensure that the DoDEA Headquarters Instructional Technology Branch develops a student data management system to record, store, track, and provide uniform attendance reports at the school, district, Area, and Headquarters levels.

2. DODEA AREA DIRECTORS. The DoDEA Area Directors shall:

a. Ensure compliance with the provisions of this Regulation.

b. Enlist Command support and cooperation on the implementation and monitoring of this Regulation, to include coordinating with district superintendents to ensure that installation commanders and DoDEA community stakeholders are informed and understand the educational benefits of the policies and procedures of this Regulation.

c. Exercise general supervisory control over the administration of school attendance procedures within their Area, ensuring that:

(1) Attendance procedures are administered consistently with this Regulation.

(2) Timelines specified in this Regulation are followed.

(3) Student attendance information and documentation is maintained in compliance with DoD Regulation 5400.11-R (Reference (b)).

d. Establish a monitoring procedure to ensure each district superintendent is held accountable for standards, policies, and procedures in this Regulation and References (a) and (b).

e. Provide to the Director, DoDEA, by July 15 of each year, an analysis of the DoDEA Annual Area Attendance Report. Analysis includes a review of each Annual District Attendance Report to include excessive student absences, actions taken, and verification that each district superintendent has fully implemented this Regulation.

3. DODEA DISTRICT SUPERINTENDENTS. The DoDEA District Superintendents shall:

a. Communicate with Commanders and community stakeholders to inform them of the attendance requirements, expectations, and responsibilities of this Regulation.

b. Ensure all principals adhere to the policies and procedures identified in this Regulation and References (a) and (b).

c. Ensure all principals monitor the daily student attendance rate and convene the Student Support Team (SST) when necessary.

d. Ensure the student data management system is appropriately utilized and student attendance data are recorded, stored, and analyzed in accordance with this Regulation.

e. Provide to the Area Director by June 30 of each year, an analysis of the DoDEA Annual District Attendance Report. Analysis includes a review of excessive student absences, actions taken, and verification that each district administrator has fully implemented this Regulation.

4. DODEA PRINCIPALS. The DoDEA Principals shall:

a. Monitor daily the student attendance rate to identify student attendance patterns that warrant administrator inquiry.

b. Exercise general supervisory control of the policies and procedures identified in this Regulation and References (a) and (b).

c. Principals shall ensure annually that all parents or sponsors and students are advised of the requirements of this Regulation.

d. Engage the faculty, the parents or sponsors, the students, and the community in the implementation of this Regulation.

(1) Implement procedures for students returning to school following an absence(s) to provide written documentation to the main school office identifying the reason for the absence(s).

(2) Contact at least one parent or sponsor of each student(s) who is (are) "absent unexcused" from school.

(3) Establish a protocol for documenting and reporting students arriving tardy to school and departing early prior to the end of the school day.

e. Ensure that the student's parent or sponsor receives a Student Educational Monitoring Plan, identifying all assignments to be completed during any extended absence from school. (See Appendix to Enclosure 2)

f. Ensure student attendance data are reliable and recorded daily by all teachers or attendance clerks in the student data management system and adjustments are made by school office personnel when students return to school following and absence.

g. Convene the SST to review the educational progress for students with 7 absences, or more, or excessive tardiness, as appropriate.

(1) The SST must review the student's academic and social emotional progress, to include a review of attendance data, disciplinary records, cumulative and confidential records and make appropriate recommendations.

(2) When appropriate, the SST shall develop an intervention plan to include sufficient supports to ensure the student regularly attends school.

(3) The school administrator may request Command assistance for students with chronic absenteeism and/or tardiness.

h. Provide to the district superintendent, by June 20 of each year, an analysis of the DoDEA Annual School Attendance Report. Analysis includes a review of excessive student absences, actions taken, and verification that each district administrator has fully implemented this Regulation.

i. Coordinate with the district superintendent and Information Technology personnel to ensure the student data management system is fully functional.

(1) Ensure school staff, to include registrars and classroom teachers, can functionally utilize the student data management system in accordance with this Regulation.

(2) Take prompt corrective action when the student data management system fails.

(3) Elementary schools (only) must update the 'schedule period start time' to reflect the local school start time.

5. DODEA TEACHERS. The teachers shall:

a. Record student attendance daily (elementary level) and at the beginning of each period (secondary level) so that the administration can monitor the attendance rate and take action when appropriate.

b. All information regarding student attendance or reasons for being absent from school, will be forwarded to the school office.

c. Communicate to the student and parent or sponsor regarding the student's attendance record and the impact of school absences on the students educational and social emotional progress.

d. Participate in the SST, as appropriate, to identify and discuss the student's educational and social emotional progress, and assist in the development of an intervention plan by the SST (when needed).

e. Provide the parent or sponsor with an outline of assignments (elementary) or course syllabus (secondary) that is to be completed during the student's absence from school and included as a component of the Student Educational Monitoring Plan. (See Appendix to Enclosure 2)

6. DoDEA STUDENTS. The student shall:

a. Adhere to the school attendance policies and procedures identified in this Regulation and DoDEA Manual 2051.2 (Reference (d)).

b. Inform the local school main office in the event of an absence, arriving late, or departing early from school.

c. Identify and make up all classroom activities, or assignments, which were missed as a result of the absence(s).

d. Understand the differences between excused and unexcused absences, to include possible consequences for excessive unexcused absences or tardies, in accordance with DoDEA Regulation 2051.1 (Reference (a)).

e. Comply with the intervention plan developed by the SST or Student Educational Monitoring Plan. (See Appendix to Enclosure 2)

ENCLOSURE 2

CONDITIONS UPON WHICH STUDENT ATTENDANCE IS ESTABLISHED

1. CALCULATION OF ATTENDANCE

a. Daily student attendance is identified based upon a quarter of the school day formula.

b. Students will be identified present or absent, based upon the following criteria:

(1) Absent up to 25% of the school day = absent one - quarter of the school day

(2) Absent between 26% to 50% of the school day = absent one - half of the school day

(3) Absent between 51% to 75% of the school day = absent three - quarters of the school day

(4) Absent between 76% to 100% of the school day = absent full - day

c. The school office will rectify (each morning) the reason for each and all student absences based upon information provided by the parent or sponsor. (See Enclosure 4)

2. PRESENT - SCHOOL SPONSORED ACTIVITIES

a. Curricular. Student attendance is recorded as "present school sponsored curricular activity."

b. Non-Curricular. Participation in Interscholastic Athletic Programs.

(1) Must be in compliance with DoDEA Regulation 2740.1 (Reference (c)).

(2) Students are required to be in school the full day on the day of a weekday game, pursuant to Reference (c). The only exception is for an appointment approved by the school administration in advance.

(3) A student cannot be absent from school and attend practice except for an excused absence approved by the administration in advance.

(4) A student who is "unexcused absent" on the day of a scheduled athletic program is ineligible for participation in that event.

(5) A student suspended from school is not eligible, at the minimum, for the next scheduled competition.

(6) Student attendance is recorded as "present school sponsored non curricular activity."

(7) Students are responsible for identifying and making up all classroom activities or assignments which were missed as a result of being out of school while traveling to or from, and participating in, an Interscholastic Athletic Program.

3. REQUESTS FOR STUDENT ABSENCE. School administrators must consider the following factors prior to approving an absence.

a. The student is in good academic standing.

b. The student has a record of consistent school attendance during the current school year.

c. Review of the impact previous extended absences from school have had on the student's educational program during the current school year.

d. Administration shall confirm with the parent or sponsors Command, if dates of any extended absence are mandatory or discretionary.

4. EXCUSED ABSENCE

a. The parent or sponsor should attempt to schedule appointments before or after the school day to minimize disruption of the educational environment.

b. DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. The principal has final authority to identify an absence as excused from school and institute a Student Educational Monitoring Plan to be completed during absences when appropriate. (See Appendix to Enclosure 2)

(1) Personal illness.

(2) Medical, dental, or mental health appointment.

(3) Serious illness in the student's immediate family.

(4) A death in the student's immediate family or of a relative.

(5) Religious holidays.

(6) Emergency conditions such as fire, flood, or storm.

(7) Unique family circumstances warranting absence and coordinated with school administration.

(8) College visits that cannot be scheduled on non-school days.

(9) Pandemic event.

(10) Students are responsible for completing and submitting all assignments identified in the course syllabus or class outline provided by their teacher(s) within a reasonable time period. The Student Educational Monitoring Plan shall be completed for excused absences. (See Appendix to Enclosure 2)

5. UNEXCUSED ABSENCE

a. Absence from school or a class without written verification from a parent or sponsor will be unexcused.

b. The parent or sponsor will be notified by the administration, or designee, each time a student is "absent unexcused" from school.

c. School personnel will work collaboratively with the student's parent or sponsor to identify the reason(s) for the truancy and in assisting parents or sponsors whenever possible.

d. Unexcused absences may result in disciplinary action (i.e., detention, in-school suspension, and expulsion), along with loss of credit, if the student does not comply with the intervention plan, pursuant to Reference (a).

6. CONSEQUENCES REGARDING UNEXCUSED ABSENCES. Unexcused absences may result in school disciplinary actions pursuant to Reference (a) (i.e., detention, in-school suspension, and expulsion).

7. EXCESSIVE SCHOOL ABSENCE

a. Students who are not physically present in school because they are hospitalized, or otherwise receiving homebound services, are excluded from identification of excessive school absence.

b. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year.

c. After 5 cumulative absences (excused or unexcused) in a semester, the school administrator shall review the student's academic performance, the reasons for the absences, and determine the impact of repeated absences on the student's academic and social emotional progress. Consideration shall be made for the student's unique circumstances to include illness, participation in extracurricular activities, or extended leave. If appropriate, a referral shall be made to the SST, an intervention plan may be developed by the SST to support the student's

advancement for the current school-year (elementary and middle school) or, successful completion of course credit (secondary).

d. If appropriate, after 7 cumulative absences (excused or unexcused) in a semester, the SST is convened to review the student's academic and social emotional progress and if appropriate, develop or revise the intervention plan. When appropriate, the principal shall request Command assistance to ensure that appropriate action or services are implemented to improve school attendance.

8. MONITORING STUDENT ATTENDANCE. This attendance policy is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect.

b. Students Identified as At-risk. Students who are identified by school administration or the SST as at-risk for not fulfilling the grade or course standards, shall be monitored throughout the school-year and the SST reconvened as necessary, to consider the student's unique circumstances and determine what additional educational supports are needed, such as:

(1) Meeting with parent or sponsor.

(2) Command assistance.

(3) Participation in make up class(es).

(4) Participation in summer school course(s).

(5) Recommendations, which may include the establishment of an attendance plan for the following school-year, by the SST.

c. Elementary and Middle School Students. The school administration shall meet with the parent or sponsor to discuss the student's educational, social and emotional development during the current school-year and develop an educational plan that may include non-routine placement, in accordance with DoDEA Regulation 2000.03 (Reference (e)). The grade level placement of students will be considered on an individual basis. Decisions will reflect the best interests of the student.

d. Secondary Students

(1) Separate from any discipline that may be imposed, students with excessive absences may be subject to loss of course credit.

(2) Students may lose credit when they have accumulated 7 or more unexcused absences in a class or course during a semester. The administration will verbally warn the student and parent or sponsor (via email or written notification) of possible loss of credit after 3 unexcused

absences. As appropriate, the administration will meet with the parent or sponsor to discuss the student's educational progress.

(3) Notification. The administration will send notification (via email or written notification) of possible loss of credit to a parent or sponsor of students who have 7 unexcused absences during a semester. The school principal shall conference (in person or telephonically) with the student, together with his/her parent or sponsor, to discuss the reasons for the absences, consider the student's unique circumstances, and discuss the possible loss of credit and options for making up the credit. If credit will be denied the principal shall provide official written notification to the parent or sponsor.

(4) Grade Level Placement and Loss of Credit. The grade level placement of students and loss of credit will be considered on an individual basis in accordance with Reference (e). Decisions will reflect the best interests of the student.

(5) Appealing Loss of Credit

(a) Students may appeal their loss of credit by submitting a written petition to the school principal within 10 days of official written notification.

(b) The appeal process must include a discussion between the classroom teacher(s) and principal.

9. TARDY

a. Late arrivals will be considered "tardy unexcused" unless the school receives written verification from the parent or sponsor consistent with the reasons for excused absences.

b. Students are expected to report to school each day on time and to report to all classes on time. Failure to do so constitutes tardiness.

c. Students are responsible for making up all missed work when arriving late to class.

d. Students missing less than ½ school day will be counted present, but will be marked "tardy excused", or "tardy unexcused."

(1) Excused Tardy. Conditions that constitute an excused absence also constitute excused tardy. (See section 4.b. of this enclosure)

(2) Unexcused Tardy

(a) Tardy from school or a class without written verification from a parent or sponsor will be unexcused.

(b) Students leaving school grounds without prior written parent or sponsor permission.

(3) Excessive Tardy

(a) School administration shall monitor daily attendance data to identify students who frequently arrive late to school. Appropriate interventions may be developed to improve on-time arrival to school, taking into consideration the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

(b) After 5 cumulative tardies (excused or unexcused) in a semester, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress. Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

(c) As appropriate, the SST is responsible for developing an intervention plan to support the student's successful completion and advancement for the current school-year.

10. EARLY DISMISSAL

a. All students must have written permission from a parent or sponsor before leaving school while it is in session.

b. Early dismissal will be documented based upon the time the student is dismissed from school. This will be counted as an absence from school using a quarter of the school day formula, in accordance with this Regulation. (See Enclosure 4)

11. ACCELERATED WITHDRAWAL FOR MILITARY SPONSORED REASONS

a. The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester.

(1) The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., permanent change-of-station orders).

(2) All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted.

b. This provision is permitted for early withdrawal with full Carnegie credit based solely on careful consideration of the unique circumstances that military families face. It recognizes that due to military requirements, families are occasionally required to make permanent change-of-

station moves prior to the end of the school year, and that the school-age dependents of military sponsors should not be penalized educationally for these required moves.

(1) The 20-day limitation provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content.

(2) This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only for permanent change-of-station moves.

c. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

Appendix to Enclosure 2
DoDEA Student Educational Monitoring Plan

APPENDIX TO ENCLOSURE 2

DoDEA Student Educational Monitoring Plan

SCHOOL: _____

Date Created: _____

Instructions:

This document is the student's unique Educational Plan to mitigate the impact of the student's pre-approved extended absence from school. The experiences, activities, or other assignments must be consistent with the course content objectives for each curricular area or course which the student participates in during the school day or week. A single plan should address all classes the student is currently taking. This plan is not required for students participating in school sponsored curricular or extracurricular activities, to include travel to/from such activities. A copy of this document is provided to the parent or sponsor and student (if appropriate) and maintained by the classroom teacher(s) along with the class or classroom grade book.

Student Information:

School-year: _____

Name of Student: _____ Grade: ____ Semester: _____

Number of days absent from school: Cumulative: (___) Excused: (___) Unexcused: (___)

Dates of the pre-approved school absence: _____ Total number of school days: ____

Dates of the Education Plan - Begins: _____ Ends: _____

Student Monitoring Plan:

During the student's absence from school, he or she is expected to complete all missed educational assignments or experiences identified in the attached outline of assignments (elementary) or course syllabus / outline (secondary). These assignments will be provided to the classroom teacher upon the student's return to school.

The Agreement:

The student and their parent or sponsor agree to the terms of this Educational Monitoring Plan to be completed during the student's approved extended school absence. The parents will review, date and sign the written work prior to the student returning to school and submitting the work to the classroom teacher(s).

Required Signatures:

Parent or Sponsor: _____ Student (as appropriate): _____

Administrator: _____

School Counselor (Secondary school only): _____

Teacher: _____ Teacher: _____

Teacher: _____ Teacher: _____

ENCLOSURE 3

IMPORTANCE OF PARENT OR SPONSOR SUPPORT FOR REGULAR STUDENT ATTENDANCE

1. REGULAR ATTENDANCE. Regularly attending school is critical to the educational success of DoDEA students.

2. PARENTS OR SPONSORS. Play a key role in establishing positive school attendance habits and routines, particularly at the kindergarten and elementary levels. Just as importantly, students at the secondary level must continue to receive encouragement to attend school. Parents or sponsors demonstrate support and commitment to their student's regular school attendance by:

a. Sending children to school every day, starting in kindergarten and instilling in them that attending school is non-negotiable unless they are truly sick.

b. Regularly monitoring children's attendance.

c. Establishing a strong communication link with teachers to enhance the educational experience.

d. Helping children get into the habit of attending school regularly and to value routines.

e. Identifying non-academic activities (e.g., drama, art, music, etc.) that can help motive a child's interest in school and learning.

f. Considering a child's academic needs prior to taking him or her out of school.

g. Informing teachers about any pending deployments and any special arrangements for care that may disrupt a child's normal routine.

h. Learning about the attendance policies identified in this Regulation and the differences between excused and unexcused absences and possible consequence for excessive unexcused absences or tardies.

ENCLOSURE 4

STUDENT DATA MANAGEMENT SYSTEM PROCESS OF CALCULATING ATTENDANCE

1. Student attendance will be identified using a quarter of the school day formula, in accordance with this Regulation. (See Enclosure 2)

2. ELEMENTARY SCHOOLS.

a. Student attendance is recorded as "daily attendance."

b. Classroom teacher marks student absent or tardy.

c. Office Personnel are Responsible for:

(1) Updating the 'schedule period start time' to reflect the local school start time.

(2) Recording the reason for student absence to include early dismissal or late arrival.

(3) Identifying and using the quarter of the school day attendance formula. (See Enclosure 2)

3. SECONDARY SCHOOLS.

a. Student attendance is recorded as "period attendance."

b. Teachers are responsible for marking students absent or tardy for each period.

c. Office Personnel are Responsible for:

(1) Recording the reason for student absence to include early dismissal or late arrival.

(2) Entering the reason for each and all period absences reported in the student management system and creating a daily absence record for each student.

(3) Verifying all period attendance upon receipt of additional information from the parent or sponsor, or teacher(s).

d. At the end of each school day, a software script will run to convert the period absences into one of the below listed attendance codes in accordance with this Regulation:

(1) Absent up to 25% of day = absent quarter day

(2) Absent between 26% to 50% of day = absent ½ day

(3) Absent between 51% to 75% of day = absent ¾ day

(4) Absent between 76% to 100% of day = absent full day

GLOSSARY

PART I. ACRONYMS

DDESS	Domestic Dependent Elementary and Secondary Schools
DODDS-E	Department of Defense Dependents Schools, Europe
DODDS-P	Department of Defense Dependents Schools, Pacific
DODEA	Department of Defense Education Activity

PART II. DEFINITIONS

assignment. A specified task, activity, or work assigned by a classroom teacher or teachers as part of a course.

consecutive days. School days which follow one after the other in order.

cumulative days. School days which increase by successive additions and do not have to follow in sequence.

elementary school. A school for the first four to six grades, and usually includes kindergarten.

excused absence. An acceptable absence which is identified as critical to a student's physical, social, or emotional well-being. An example is a medical appointment.

extended leave. Absence from school which is greater than 5 consecutive school days.

extracurricular activity. Relating to student activities that are officially approved and organized by the school, but usually carry no academic credit. This includes any school activities, that offer the student the opportunity to complement his or her classroom experiences (e.g., athletics, drama, music, school play, chess club).

instructional days. The identified number of instructional school days which DoDEA students are required to be in school during a typical school year.

intervention plan. A written plan, developed by the SST, identifying interventions to improve the student's daily school attendance. The plan may be short or long-term and includes participation of school administration.

school day. Refers to a full day of school, which extends from the beginning of the school day to the official departure of students at the end of the day.

secondary school. School for students above the elementary grades (preschool to 6th, 7th, or 8th grades) and below college level; usually refers to grades 7 to 12, or 9 to 12.

student educational monitoring plan. A written plan which includes the specific assignments or experiences to be completed by the student while not physically attending school. The plan will include a copy of the class outline or course syllabus identifying the assignments which must be completed upon the student's return to school.

student support team. A team convened to develop appropriate support for at risk students to include students with attendance concerns.

syllabus. An outline of lessons and assignments that relate to a specified period of class instruction.

tardy. Delayed beyond the expected or proper time; late.

truant. A student who stays away from school without the permission of a parent or sponsor.

unexcused absence. An absence from school without a written verification of an illness, medical, dental, or mental health appointment. All absences are considered unexcused until such time that a formal note is provided to the school.

written verification of student absence or written request for student absence. Written notification from a parent or sponsor of a student. Email communication will satisfy this requirement.