

JEFFERSON COUNTY PUBLIC SCHOOLS

Pupil Personnel Manual





Pupil Personnel

For the district to achieve its goals and strategies for ensuring the success of all students, it is imperative that students be in attendance every day. Pupil Personnel staff members partner with families and schools to help reduce any barriers preventing students from being in school. By being located in the eight Louisville-area Neighborhood Places, staff members are able to work with local agencies to provide families with the services they might need—physical, social, or emotional. Also, since Kentucky’s compulsory attendance law defines a truant as any student having three unexcused absences—and a habitual truant as any student having six or more unexcused absences—the Department of Pupil Personnel has the responsibility of investigating cases of non-attendance and enforcing all aspects of state and federal attendance laws. Staff members make home visits and work closely with Child Protective Services (CPS), court support workers, and family court judges to ensure students remain in school.

(Note: This manual is a compilation of policies and procedures developed by various departments throughout the district, not just those under the jurisdiction of the Department of Pupil Personnel.)

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I. Attendance



Mandatory Enrollment

Kentucky Law KRS 158.030, states “...any child who is six (6) years of age, or who may become six (6) years of age by August 1, shall attend public school or qualify for an exemption as provided by KRS 159.030. Any child who is five (5) years of age, or who may become five (5) years of age by August 1, may enter a primary school program” or may wait until the child is six (6) years old.

Enrollment of children into the Primary Program at the age of 5 is voluntary; however, once a child is enrolled, Kentucky law makes attendance mandatory. If, however, within two pupil months after enrollment a child is found to be immature or by mutual agreement by the parent, guardian, or other custodian and the school, the student may withdraw with a withdrawal code of W17.

Enrollment Procedures

All students who enroll in any Jefferson County public school must complete a Student Information Form and, for **initial Jefferson County Public Schools (JCPS) enrollment**, provide the following:

- **Proof of guardianship** if other than the parent or legal guardian or the Kentucky AOC-796 *Standard Power of Attorney for Medical/School Decision Making* form is provided by the local school to those requesting one. Students being enrolled by persons not having proof of guardianship/Standard Power of Attorney shall be temporarily enrolled provided they present a **Caregiver Affidavit or a Non-Parental Enrollment Affidavit** issued by the JCPS Office of Student Services, Lam Building (485-3340). The Caregiver Affidavit, authorized by KRS 158.144 and KRS 405.024, permits an *adult caregiver*, defined in the statute as a grandparent, step-grandparent, step-parent, aunt, uncle, or any other adult relative of the minor to authorize health-care treatment and make school-related decisions. The Caregiver Affidavit is valid for one year and may be renewed annually unless revoked by the minor's parent/guardian or when the minor ceases to reside with the caregiver. The Non-Parental Enrollment Affidavit grants a temporary 15-day enrollment allowing the child to attend school while guardianship/custody/Standard Power of Attorney is being completed.
- **Proof of residence**
 - Utility bill: Current gas/electric or water bill (must have current address)
 - Authentic lease agreement, closing statement, or other home dwelling document (The student must reside at the address when the school year begins in order to enroll using that address.)
 - Current employee paycheck or paycheck stub (must have current address)
 - Government agency correspondence (must have current address)
 - Other items of credible proof as accepted by the school principal or the director of Pupil Personnel.

Proof of residence can be any one of the above items but must be in the parent's/guardian's name and match the enrolling address. The credibility for proof of residency may be subject to review or be deter-

mined by the district. Students being enrolled not having one of the above proofs of residence requirements shall be enrolled temporarily. Schools should allow parents/guardians a reasonable amount of time to provide the school with the required residency documentation. If no proof of residence is provided in a reasonable time, school attendance clerks/registrar should submit an Address Verification check via the Student Attendance Referral System (SARS). **Current is defined as within the past 30 days.**

- **Certified copy of the child's birth certificate** or other reliable proof (e.g., passport or baptismal record) of the child's identity and age along with an affidavit of the inability to produce a copy of the birth certificate*
- **School records** if the child has been enrolled elsewhere (or if the parent/guardian was unable to obtain the records from the former school, the name and address of the person to whom the receiving school may write to obtain the records directly)
- **Health Documents**
 - **Initial-entry and grade-six students** must present evidence of a recent preventative healthcare examination **within 60 days.**
 - Current immunization certificate **within two weeks**
 - Proof of an eye exam **by no later than January 1** of the school year for **ages 3, 4, 5, and 6**
 - Proof of a dental exam **by no later than January 1** of the school year for **ages 5 and 6**

*JCPS schools must enroll children regardless of immigration status and/or a fixed, regular, and adequate nighttime residence.

Students being enrolled by persons not having one of the above proofs of residence requirements may enroll temporarily while their addresses are being verified by the Department of Pupil Personnel. An Address Verification Request must be entered online by school staff via the JCPS Student Referral System located on the Infinite Campus Index Tab. Permission for access to the tab is obtained by completing Student Referral System training. **Parents are not to be sent to Pupil Personnel to request an address verification.** Clearance will then be given by the JCPS coordinator of Homeless Education (485-3650) if the child is homeless as defined by the Stewart B. McKinney-Vento Homeless Assistance Act and is

living with someone other than his or her parent or guardian or living outside his or her resides area.

Residence is defined as: Students in the custody of a parent or guardian who resides in the district, or as otherwise provided by state or federal law, shall be considered residents and entitled to the privileges of the district's schools. All other students shall be classified as non-residents for school purposes.

Minor Student Not Residing With Parent or Legal Guardian

There are occasions when a minor student resides with an adult who is not a parent or legal guardian. The district has several processes to assist the adult in enrolling the student in school.

The first option is ACO-796 Standard Power of Attorney for Medical/School Decision Making. The parent of the legal guardian completes the form. This document is valid until the student turns 18 or until revoked by the parent in writing.

The second option is the Caregiver Affidavit, authorized by KRS 158.144 and KRS 405.024, which permits an *adult caregiver*, defined in the statute as a grandparent, step-grandparent, step-parent, aunt, uncle, or any other adult relative of the minor, to complete an affidavit establishing the caregivers ability to authorize healthcare treatment for a minor and make school-related decisions for a minor. The affidavit is valid for one year and may be renewed annually unless it is revoked by the minor's parent or guardian or the minor ceases to reside with the caregiver. This document is usually used when the parent or legal guardian is not available to complete the Standard Power of Attorney (ACO-796).

Important Note:

- If you have questions about the use of any of these documents, call the Office of Student Assignment at **485-6250**.
- These documents can be completed at the school. It is not necessary for the family to be directed to the Parent Assistance Center.
- These documents may not be used to enroll students in a JCPS Early Childhood program. Call the Early Childhood program at **485-3919** for more information.

- When there is not an adult who will be seeking legal guardianship of the student (such as when a teen mother is living with another family), the student may be considered an unaccompanied minor, as defined under the McKinney-Vento Homeless Education Act. Call the Homeless Education Office at **485-3650** for information.

Late Enrollment

There have been several instances where telephone calls have been made to the Superintendent's Office and to the Pupil Personnel Department regarding students who have been refused admittance to school until the beginning of the next semester. **Under Kentucky law, this practice is illegal.**

If a pupil resides in a school district and has not reached his or her twenty-first birthday, nor has he or she graduated from high school, he or she is eligible to enroll in the school of his or her residence. State law makes no provision for waiting until the next academic term. A pupil residing in a school district is eligible to enroll on the first day or any other day of the school year (KRS 158.100).

If the student is 18 years of age or older, he or she should be counseled concerning chances of successfully completing the work if he or she enrolls after the semester begins. However, even though the student has little or no chance of successfully completing the academic requirements for the grading period, the student cannot legally be refused enrollment if he or she is a proper resident of that district.

If a student is enrolling from a **private school** from either Kentucky or another state/country, the student cannot enroll as underaged in the grade that he or she was in at the former private school. In these situations, call and consult with the director of Pupil Personnel for any possible options.

Students who are under the age of 21 at the date of enrollment may enroll in a Kentucky public school. Even though a student may turn 21 during the school year, JCPS allows the student to finish that year.

Early Admission to P1 (Kindergarten)

The first year for Primary school for JCPS begins with students who turn age 5 on or before August 1 beginning with the 2017-18 school year. In accordance with KRS 158.031(6), JCPS has established criteria for early entrance to Primary 1 (P1), also known as kindergarten, for those students who have mastered P1 benchmarks before age 5. Students who turn 5 years old between **August 2 and October 31** will be eligible to enroll provided that the student meets the criteria established by the Jefferson County board of Education (JCBE). The deadline to submit the petition for Early Entrance to P1 (Kindergarten) is **April 1** of each year.

Criteria for Early Entrance to P1 (Kindergarten)

- Child must be a resident of Jefferson County, Kentucky; and
- Child must turn 5 between August 2 and October 31 of the admission year; and
- Child must score at or above the 95th percentile on the BRIGANCE Kindergarten Screen Three Core assessments, self-help, and social-emotional scales; and
- Child must score at or above the 95th percentile on an intelligence test.

Contact the Parent Assistance Center at **(502) 485-6250** for additional information.

State Regulations to Officially Classify a 5-Year-Old P1 Student as a P2 (702 KAR 7:125 Section 12.1)

The school must contact its assigned regional assistant superintendent or his or her designee to facilitate the following process:

- The local board of education shall have determined that the student is eligible for enrollment into the second level of the Primary Program after academic, social, and developmental progress records from multiple data sources are reviewed by a team and determined to support accelerated placement. These sources shall include the following:

- Anecdotal records
- A variety of student work samples, including evidence of student self-reflection
- Standardized test results
- The team shall comprise three members who have knowledge of the student's developmental skills and abilities. Team members shall be chosen from these categories:
 - Teachers
 - Parents
 - Psychologists
 - Principals
 - District specialists
- At least one team member shall represent the district office and have an understanding of early childhood development and knowledge of developmentally appropriate practice.
- If a student is recommended by the local board of education for accelerated placement into the second level of the Primary Program, the district shall forward that recommendation to the department for approval with the following:
 - A list of data sources used in making the decision
 - A list of all individuals who submitted the data sources
 - A list of team members
 - The data needed to create a pupil attendance record

JCPS Procedure for Standard Power of Attorney for Medical/School Decision Making

In the 2006 legislative session, a bill was passed requiring the Administrative Office of the Court to develop a Standard Power of Attorney or guardianship form (Appendix I) granting a designated person the authority to consent to medical treatment and to make school-related decisions for a child. This form (ACO-796) specifically states that the child must live with the guardian and that the address can be used for school placement.

The Parent Assistance Center staff will meet with persons requesting to use this form to enroll students in order to ensure that the proposed guardians un-

Understand the requirements of the document and deter fraudulent use of the form.

When a parent or guardian arrives at your school with the Power of Attorney form, you may direct him or her to the Parent Assistance Center at the Lam Building, 4309 Bishop Lane, to meet with Parent Assistance Center staff. They will review the form and guidelines with the proposed guardian.

The Parent Assistance Center will:

- Ensure that the parent/guardian listed on the Power of Attorney matches the name on the birth certificate or other documentation which shows guardianship of the minor child.
- Require a photo ID of the person seeking Power of Attorney.
- Counsel the person seeking Power of Attorney of the residency requirements.
- Require proof of address for the person seeking Power of Attorney.
- Notify the school that the documentation requirements have been met.

There may be times when the Power of Attorney form is not applicable. If that is the case, the Parent Assistance Center staff will work with the proposed guardian regarding the special circumstances of the student and advise the proposed guardian of the appropriate procedure.

Foreign Students With Visas Guidelines

J-1 Visa Guidelines (Foreign Exchange Students)

Any Foreign Exchange Student (FES) agency contacting a high school must be referred to Pupil Personnel. Pupil Personnel will check the most current Counsel on Standards for International Education Travel (CSIET) to determine if the FES agency has Full Approval Status or will verify that the FES agency has the proper U.S. State Department-sponsored program credentials for FES placement in JCPS. JCPS accepts only foreign students through an approved agency because they have the J-1 Visa. The J-1 Visa is for the student and the U.S. organization that hosts the student. The FES agency must be designated as a J-1 sponsor by the U.S. State Department.

The FES agency will provide for review by Pupil Personnel the complete student application with the following information:

- Host family—full name, address, and phone number, and, if appropriate, the names and ages of their high school students currently attending JCPS
- FES full application package for CSIET-approved agency
- Evidence of a valid passport
- Health immunization records, documentation of current physical, and signed parent/guardian authorization to provide any medical treatment
- School records, including a transcript of academics (in English)
- Acceptable proficiency of the English language as indicated by the English Language Test for International Students (ELITiS) with a raw score between 40 and 44 and a standard score between 226 and 230

Based on the host family's address, Pupil Personnel will contact the residence school's principal to request placement of the FES.

The principal has the right to accept or deny the FES school placement. If denied, Pupil Personnel will attempt to place the FES at another high school, beginning with schools in the same career theme network. If transportation is needed because the placement is not at the residence school, Pupil Personnel will contact Transportation to make necessary bus arrangements.

Upon appropriate placement, Pupil Personnel will contact the FES agency and email or fax verification that the student has been accepted for enrollment in a JCPS high school.

Schools exempt from FES placement are Brown, Butler, Central, duPont Manual, and Louisville Male High schools.

(See Appendix II for Foreign Exchange Student Placement Guidelines.)

All Other Visa Guidelines

Students with I-20 Visas (including F-1 Visas) or visitor Visas (including B-1 business and B-2 pleasure, tourism, or medical treatment Visas) must be referred to the English as a Second Language (ESL) Office to facilitate enrollment.

Students From Non-English Language Background

The U.S. Department of Education Office for Civil Rights obligates school districts receiving federal funds to identify and locate all students coming from a Non-English Language Background (NELB) in order to determine if these students are eligible to receive special English-language classes and support services offered by the district. An NELB student could be a:

- Student not born in the United States and for whom standard American English is not the primary language.
- U.S.-born student whose family is migratory and English is not the primary language spoken by the parent(s) or the primary caregiver in the home.
- Student who is Native American or Alaskan Native who comes from an area where English is not the primary language.

Based on the designated language provided on the JCPS Enrollment Information Form, each student identified as speaking a language other than English should be referred to the ESL Office. Please call **485-3623** for assistance.

Recognition of Credits

For information regarding the recognition of credits for students lacking a transcript, please refer to JCPS Student Progression, Promotion, and Grading or contact the Office of Academic Services at **(502) 485-3476**.

Birth Certificates and Flagging Records of Missing Children

According to JCBE policy, a birth certificate or other documentary evidence is required for a student's initial enrollment in school. For parents enrolling students without a birth certificate, KRS 158.032—a law passed to help locate missing children—specifies the process to follow:

- When principals receive Missing Children Notifications from KDE, it is imperative that they comply with KRS 156.495 and KRS 158.032 by flagging the student's educational records in Infinite Campus to ensure all appropriate school and district personnel are aware of the situation. The school

shall immediately report to local law enforcement or the Kentucky State Police if any of the following occurs:

- Someone in the school knows of the student's whereabouts;
- The identified student is currently present at the school; or
- An individual or a school requests the student's records.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. However, FERPA is not intended to be an obstacle in addressing emergencies and protecting the safety of students. Missing children and runaways should be considered an emergency situation, and school officials should contact law enforcement immediately if any of the three above situations occur.

If principals receive a Notification of Cancellation, they need to end date the flag from the student's record.

For additional resources and guidance, visit the KDE Missing Children website.

Entering Missing Children Into Infinite Campus

Assign flag to student via Student Information | General | Flags tab

Name: Missing Child

Code: MC—This code must be entered exactly as shown so the flag will sync to State Edition.

Description: Enter Student reported missing by KY State Police.

Flagged: Select flagged indicator.

State Reported: Select state-reported indicator.

Flags: Select “Missing Child” from the drop list.

Start Date: Enter the date the notification was received.

User Warning: Enter “KY State Police have notified the school that this student is missing. Contact KSP immediately with any information regarding the student.”

End Date: If schools receive a Notification of Cancellation, enter the date the notification was received.

Note: This will stop the flag from displaying beside the student's name.

The flag will display within Infinite Campus beside the student's name .

Homeless Children

Kentucky law (704 KAR 7:090, Section 1) defines *homeless child*, *homeless children*, and *homeless student* as a child or children who are between the ages of 5 and 21 inclusive and who are:

- Living with their families in hotels, motels, public or private shelters, or other temporary living arrangements due to the lack of a fixed, regular, and adequate residence.
- Residing in special care homes, such as runaway shelters or spouse abuse centers, due to the lack of a fixed, regular, and adequate residence.
- Placed by parents under the care of relatives or nonrelatives due to the homeless situation of the family or due to their impoverished condition which may cause the family members to live separately from one another.
- Sleeping in a public or private place not ordinarily used as a regular sleeping accommodation for human beings.
- Sick or abandoned children staying in hospitals, who would otherwise be released if they have a place to go.
- Living in campgrounds or similar temporary sites because they lack living accommodations that are fixed, regular, and adequate. Those living in campgrounds on a long-term basis in adequate accommodations shall not be considered homeless.
- Runaway or throwaway youth who have been "thrown out" of their home environment and who are living in a shelter, on the street, or who move from one friend's house to another in a cycle of transiency.

JCPS supports all of the provisions of the Stewart B. McKinney-Vento Homeless Assistance Act under the No Child Left Behind (NCLB) Act legislation. JCPS has employed a full-time liaison to assist homeless children/youth and their families (485-3650). The student assignment plan for students in Jefferson County is in effect for all students. All students have the right to file for a transfer to request placement in

a school that is out of their local resides area. Transfers allow for the appropriate placement of all JCPS students.

When a JCPS student loses housing, the parent/guardian or unaccompanied youth (with the assistance of the district homeless liaison) is to complete a transfer form with the district's homeless coordinator with the district's homeless coordinator to request that the student remains in the *school of origin*, defined as "the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled." This transfer allows the district to process the continued placement of a homeless student who may be attending a school outside of the local resides area. Proof of homelessness can be provided to parents/guardians or unaccompanied youth by the district homeless coordinator's office working in collaboration with the student assignment staff.

If the district is unable to place a homeless student in the requested school, a letter will be sent to the parent/guardian. The parent/guardian has the right to appeal the decision to the district homeless coordinator's office under the McKinney-Vento Act under NCLB legislation. If the parent/guardian disagrees with the decision made, he or she has the right to appeal the decision to the state homeless coordinator's office at the Kentucky Department of Education (KDE).

Contact the coordinator for Homeless Education (485-3650) for assistance and placement of students who are homeless or are living with others due to being homeless. Once a child is designated with the homeless status, "the status is retained for the entire school year, even if he or she obtains housing."

Opening of School Year "No Shows" and Unsubstantiated Withdrawals

To ensure the safety of all students (kindergarten through grade twelve) and for accurate reporting of school dropouts (grades seven through twelve), it is the responsibility of each school to designate staff members to attempt to reach a responsible adult (a family member over the age of 14, sibling, neighbor,

etc.) to document the leaver status of beginning-of-the-year “no shows” as well as students withdrawn as a W24 throughout the year. Emergency contacts/ Household members listed in the student information system and on past enrollment forms may be invaluable to accomplish this task. When successful, and the responsible adult has firsthand knowledge of the student’s school enrollment, the **Withdrawal Code Responsible Adult Verification** process (Appendixes IIIa and IIIb) fulfills the required documentation requirement for the change of a W24 withdrawal dropout code to a W21/W22/W29 substantiated school enrollment withdrawal code. This process is to also be used if the school is unable to procure written documentation for withdrawal codes W07, W08, W12, W17, W26, W27, and W29.

Attendance-Related State Department of Education and JCPS Regulations

Kentucky law requires attendance to be taken by teachers once at the beginning of the instructional day by those in elementary schools, and daily attendance of students in middle and high school shall be determined by checking their attendance by class period and maintaining a Student Entry and Exit Log at each school.

The school records of daily attendance (the teacher records period attendance in the student information system), teachers’ monthly attendance reports, substitute teachers’ attendance rosters, and Student Entry and Exit Logs (See Appendix) are the original source of attendance data for all students enrolled in all public schools.

The Student Entry and Exit Logs must include the date, pupil’s legal name, grade, time of late arrival and/or time of early departure (with the reason for both listed), parent’s or legal guardian’s signature for elementary students, and any other information that may be required by the local board of education.

The school’s records of daily attendance and teachers’ monthly attendance reports are required to be retained at least 20 years. Substitute absentee lists, period attendance recorded on paper, and Student Entry and Exit Logs are to be retained at least two full school years.

When a teacher’s homeroom and period attendance are recorded in the state’s Student Information System, the archival of these records is accomplished electronically.

The school’s most current completed school year attendance books are to be kept in the local building for one year. The attendance books for the prior school year are to be delivered to the Data Control Office for archiving. (See end-of-year instructions.)

Students shall be physically present in the school to be counted in attendance except under the following conditions:

- The student is a participant in a co-curricular instructional activity that has been authorized by the local board of education and is a definite part of the instructional program of the school.
- The student is a participant in an activity as provided in either KRS 158.240 or KRS 159.035.

Trips qualifying as an **Educational Enhancement Opportunity (EHO)** are determined by the principal. EHOs may be granted by the principal provided the date(s) do not conflict with state or district testing periods. Students may be granted an excused absence for up to ten school days to pursue an EHO determined by the principal to be of significant educational value. This opportunity may include, but is not limited to, participation in an educational foreign exchange program or an intensive, instructional, experimental, or performance program in one of the core curriculum subjects of English, science, mathematics, social studies, foreign language, and the arts. The principal’s determination may be appealed to the superintendent/designee whose decision may then be appealed to the board of education. A student approved to pursue an EHO shall be marked EHO, which does not count against the student’s attendance. (See Appendix.)

Students having a parent/guardian who is an active member of the armed forces may have a one-day **Armed Forces Day (AFD)** absence when the member is deployed and an additional one-day absence when the service member returns from deployment. If a student’s parent/guardian is stationed out of the country and is granted an **Armed Forces Rest and Recuperation (AFR)** leave, the student will be allowed up to ten excused absences for visitation. A student receiving an absence for an AFR or AFD

attendance code shall be considered present in school during the excused absence, which does not count against the student's attendance. (See Appendixes)

House Bill 327 allows high school students two days of excused absences to participate in a state-sanctioned regional or state tournament as specified below. The days are coded in the Student Information System as **Athletic Tournament Attendance (ATA)**.

- a. The Kentucky Board of Education, or the organization or agency designated by the local board to manage interscholastic athletics, shall be encouraged to schedule athletic competitions outside of the regularly scheduled school day.
- b. Any member of a school-sponsored interscholastic athletic team who competes in a regional tournament or state tournament sanctioned by the Kentucky Board of Education, or the organization or agency designated by the board to manage interscholastic athletics, and occurring on a regularly scheduled school day may be counted present at school on the date or dates of the competition, as determined by local board policy, for a maximum of two days a student year. The student shall be expected to complete any assignments missed on the date or dates of the competition.
- c. The school attendance record of any student for whom paragraph (b) of this subsection applies shall indicate that the student was in attendance on the date or dates of competition.

Religious/Special Days Absences

- Religious holidays are marked absent excused.
- Students applying for an absence for attendance at the Kentucky State Fair shall be granted one day of excused absence.
- 4-H activity students are present for attendance purposes with documentation from the group leader.
- Students participating in the national Take Our Daughters and Sons to Work Day are to be marked TWD (which is present for attendance purposes) after presenting the next school day documentation on the worksite's letterhead that he or she was a participant, per board policy.
- College visits are marked as CV and do not count against the student's attendance.

Even if a student's absence is due to factors beyond the student's control, such as inclement weather or failure of the transportation system to operate, the student shall be counted absent (702 KAR 7:125).

According to district policy, a student receiving an excused absence shall have the opportunity to make up missed schoolwork and shall not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence. A student returning to school after an excused absence may request make-up work within three days of his or her return to each class. The student shall have the number of school days of absence or suspension plus one school day from the time he or she receives the make-up work to turn it in to the teacher.

The local School-Based Decision Making (SBDM) Council, or if none exists, the principal, with input from teachers and parents, shall establish rules regarding make-up work for unexcused absences other than suspensions.

Attendance Calculations

Kentucky law (702 KAR 7:125, Section 1 [6]) states that "the local board of education shall determine by local board policy what constitutes an excused and an unexcused absence" and therefore does not fall under the authority of local SBDM Councils. The most current JCBE policy can be found in the *Student Support and Behavior Intervention Handbook*.

Students' daily attendance (as of the 2010-11 school year) is calculated as per 702 KAR 7:125:

- A full day of attendance shall be recorded for a pupil who is in attendance more than 84 percent of the regularly scheduled school day for the pupil's grade level.
- A tardy shall be recorded for a pupil who is absent less than 35 percent of the regularly scheduled school day for the pupil's grade level.
- A half-day absence shall be recorded for a pupil who is absent 35 to 84 percent of the regularly scheduled school day for the pupil's grade level.
- A full-day absence shall be recorded for a pupil who is absent more than 84 percent of the regularly scheduled school day for the pupil's grade level.
- The percentages described in this subsection shall apply to the standard school day approved by the

board of education and shall be applicable to entry level through grade level twelve.

The *JCPS Student Support and Behavior Intervention Handbook* states that a student who has accumulated more than ten full-day excused absences due to illness must request an extension for additional days from a medical professional (See Appendix).

A **Parent/Guardian Request for Extension** form (See Appendix) needs to be completed and submitted to the school. The school will forward the request form with the **Physician Form** to the medical professional. The physician will complete the form and return the authorization document to the school.

The **Principal Form for an Exemption of Parent Notes to Excuse Absences** (See Appendix) is a form used to grant **unlimited** parent notes for the current school year only.

Early Dismissal

Any student who leaves school early and properly signs out, as required by state law, will be counted tardy or absent based on the percentage of the school day missed.

Nonresident Contract Students

All students who attend JCPS and legally reside in other school districts in Kentucky must be reported to the KDE as Nonresident Contract Students. **Residence is defined as students in the custody of a parent or guardian who resides in the district, or as otherwise provided by state or federal law, shall be considered residents and entitled to the privileges of the district's schools. All other students shall be classified as nonresidents for school purposes. The acceptance of Tuition Students in Jefferson County is based on the following:**

- Approval of the school's principal and the director of Student Assignment
- The school must be in compliance with district policies on desegregation and class/school capacity.
- Student(s) must maintain satisfactory attendance, grades, and behavior as indicated in the *JCPS Student Support and Behavior Intervention Handbook*.
- Exceptional Child Education (ECE) services are billed at the ECE tuition rate.

- Tuition must be paid in full **prior** to admittance.

Students included in this category are the following:

- All tuition students who return to their out-of-Jefferson County residence each day
- All Anchorage Independent students. Jefferson County, by contract with Anchorage, is the official public high school provider for Anchorage students. Anchorage provides kindergarten through grade-eight education in its local district.

Contact the Attendance/Data Control supervisor (**485-3294**) regarding all students not residing in Jefferson County.

The following are excluded:

- Students who are placed in state facilities
- Students residing with adults other than parents/guardians who are their legal power of attorneys

Students having an out-of-Jefferson County address will have a tuition override entered in the database by the Attendance/Data Control supervisor. Contact the supervisor (**485-3294**). The Resident District field in the Student Information System will then be filled in for these students. Any required tuition is paid to our school district either by the home district or by individuals.

Tuition Students

JCBE policy 09.124 states "Based on a fee schedule approved by the Board, tuition shall be charged for non-resident children who attend District schools. The Superintendent and Board Chair are authorized to sign tuition contracts. Enrollment shall be permitted based on available space and acceptable behavior, grades, and attendance."

A request for a student to attend a JCPS school on tuition shall be directed to the director of Student Assignment. The director of Student Assignment reviews the request and determines if space is available in the requested school and if the student meets the criteria for behavior, grades, and attendance. The director of Student Assignment confers with the Chief of Data Management, Planning, and Program Evaluation regarding the request.

If a request is approved, the director of Student Assignment notifies the Office of Attendance Systems,

Data Control/Student Records to create an out-of-county household in Infinite Campus. The Financial Services Division is responsible for collecting the board-approved tuition, which must be paid in advance of enrollment.

Partial-Day Reporting Procedure

Private (ECE) Students

In order to record and report attendance for students enrolled in a nonpublic school and receiving special class services in a public school, the student is enrolled with a service type of “N” Special Education Services and marked state exclude at the school where the student is receiving services. *Special class* is defined as special education, technical, or any other class not available in the nonpublic school.

JCPS Students

Students who attend one or more schools for a portion of the day are placed in a Partial-Day Attendance Group with the start and end time of their scheduled day. The scheduler will only schedule for the periods the student attends on a daily basis.

If the student has an Individual Education Program (IEP) that requires the student to attend a partial day, the student is marked as Full Funding on the student’s enrollment in the “Special Education” section. Contact the Attendance Office at **485-3294** with questions.

Districtwide Database

The district maintains an annual database of all school-age children, through grade twelve, living in Jefferson County who attend public, private, parochial, and home schools.

Field Trips

Students who participate in a school-approved activity away from the school or an approved field trip are counted present for the day if the activity meets the following criteria:

- Students report to school before departing on the trip or meet the official, school-designated sponsor at a designated area.

- The activity is under the supervision of a faculty member who certifies that the students did participate.
- A list of students participating in the activity must be provided to the school office immediately prior to departing in order for their attendance to be entered by the school’s designated person in the Student Information System.

Attendance-Related Codes and Definitions

Transportation Codes

- T1** Over one mile twice daily
- T2** Under one mile twice daily
- T3** Over one mile once daily
- T4** Under one mile once daily
- T5** Disabled student transported by special vehicle (must be written in the student’s IEP)

N/T Non-transported

Transportation codes must be continually updated. The Department of Pupil Personnel will conduct transportation code audits twice a year.

Entry, Re-Entry Codes

The following entry, re-entry, and withdrawal codes shall be used to indicate the enrollment status of pupils:

- E01** A pupil enrolled for the first time during the current year in either a public or nonpublic school in the United States
- E02** A pupil previously enrolled during the current school year in either a public or nonpublic school in another state who has not previously enrolled in Kentucky during the current school year
- E03** A pupil enrolling for the first time during the current school year in either a public or nonpublic school, who withdrew as a W24, or W25 for previous school year
- NS** A pupil who has an enrollment for your school and does not show on the first day

(The appropriate withdrawal code/end status is required when using the NS entry code/start status. It is important to reflect the accurate withdrawal code for accountability purposes.)

- R01** A pupil received from another grade or grade level in the same school year or having a change in schedule structure or enrollment service type
- R02** A pupil received from another public school in the same public school district
- R06** A pupil reentering the school after dropping out, discharge, or expulsion from a school district in Kentucky during the current school year who has not entered any other school during the intervening period
- R20** A pupil previously enrolled in a home school in Kentucky during the current school year
- R21** A pupil previously enrolled in any public or nonpublic school (excluding home schools) in Kentucky during the current school year

Withdrawal Codes

- C01** A pupil who completes the school year in the school of the most current enrollment (**C01 is automatically generated in Infinite Campus for nongraduates after the end of the school year as part of the end-of-year rollover process.**)
- G01** A pupil who graduates in less than four years
- G02** A pupil who graduates in four years
- G03** A pupil who graduates in five or more years
- G04** A pupil who graduates in six or more years
- W01** A pupil transferred to another grade in the same school or with grade-level changes in the same school midyear or with a change in schedule structure or enrollment service type. The re-entry code to use with W01 shall be R01.
- W02** A pupil transferred to another public school in the same public school district. The re-entry code to use with W02 shall be R02.
- W07** A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, Section 1(1), accompanied by a doctor's statement certifying the condition, or any other health-related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services, or if the student has obtained a doctor's statement certifying the condition. The reentry code to use with W07 shall be R06.

- W08** A pupil withdrawn due to death
- W12** A pupil under the jurisdiction of the court. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court. The re-entry code to use with W12 shall be R06. For accountability purposes, a W12 shall be considered a dropout if the district cannot substantiate enrollment in the proper educational setting as designated by the court. In the event that a student is under the jurisdiction of the court and has not attended school for a continuous period of time longer than ten days, the school may contact the Pupil Personnel staff member who wrote the referral as to the possibility of withdrawal under the W12 code, back to the day a petition against the student was filed.
- W17** An entry-level student in the Primary Program, withdrawn during the first two months of enrollment due to immaturity or mutual agreement by the parent, guardian, or other custodian and the school in accordance with 704 KAR 5:060
- W20** A pupil transferred to a home school (must be verified by Pupil Personnel). The re-entry code to use with W20 shall be R20.
- W21** A pupil transferred to a nonpublic school (excluding home school). The re-entry code to use with W21 shall be R21.
- W22** A pupil who has transferred to another Kentucky public school district and for whom a request for pupil records has been received or enrollment has been substantiated

Substantiated enrollment includes the following:

- Formal Notices
 - Requests for transcripts (or other written documentation)
 - Notes from an exit interview with a school official
 - Letters from parents and the like if they document an actual enrollment status, not just an intent to enroll
- Notification by Responsible Adult (must complete Responsible Adult Form)
 - Includes parent or guardian, school official, faculty member, or other adult with responsibility

for the student (such as a medical doctor, corrections official, etc.). Written documentation of phone calls, conferences, etc., will suffice.

- Responsible adults can also include a family member (grandparent, sibling, aunt, etc.), responsible neighbor, or friend or local community member at least 14 years of age who can verify the whereabouts of the school leaver. The person must have direct knowledge of the school leaver's whereabouts. Secondhand information is not valid.

- W23** A pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year
- W24** A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated
- W25** Dropout—above minimum age for withdrawal
- W26** A pupil who has withdrawn from school after completing a secondary General Education Development (GED) certificate program and receiving a GED certificate (completed while actively enrolled regardless of age)
- W27** A student who has withdrawn from school and subsequently received a GED (regardless of age)
- W28** A pupil who has reached the maximum age for education services without receiving a diploma or certificate of attainment
- W29** A pupil who has moved out of state or out of the United States
- W30** A pupil with an IEP enrolled in grade fourteen who has previously received an alternative high school diploma, reenrolled, and withdrew in the middle of the reporting school year

Entry, re-entry, and withdrawal codes (complete code including letter and number) must be recorded in the Student Information System. Withdrawal documentation must be retained in the student's permanent folder, and a copy should be made for the school to keep on file.

When auditors examine attendance information to determine if you are using the state-mandated withdrawal codes properly, they check to see that you have documentation of a request for student records from the student's new resides school or documentation from a responsible adult (refer to Appendix I).

School Closings/Inclement Weather/Disaster Days

Inclement weather and disaster days are not shown on the Teacher's Record of Pupil Attendance if schools are closed. In these instances, the school month must be extended to make a 20-day month, inclusive of professional-development (PD) days and paid holidays. Inclement weather will change the calendar month and also affect the number of days in the semester and grading period.

Disaster days or closings at a specific school(s) shorten the monthly membership days by the total number of days the school(s) is closed. The annual membership for this school(s) will be shortened or extended by KDE in Frankfort, Kentucky. Contact the Attendance/Data Control supervisor at **485-3294**.

Changing Racial Classification

Students of any racial/ethnic categories (see definitions below) desiring to change their racial classification must submit a request for change (Appendix VI) to the school. The following ethnic codes shall be used to indicate the ethnic origin:

- Is the student Hispanic/Latino (i.e., persons of Cuban, Mexican, Puerto Rican, South Central American, or Spanish culture or origin, regardless of race)? Yes No
- Is the student from one or more of these races? (Check all that apply.)
 - **American Indian or Alaska Native** (i.e., a person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment)
 - **Asian** (i.e., persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam)
 - **Black or African American** (i.e., persons having origins in any of the black racial groups of Africa)
 - **Native Hawaiian or Pacific Islander** (i.e., persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
 - **White** (i.e., persons having origins in any of the original peoples of Europe, the Middle East, or North Africa)

Students Who Move During the Year/Senior Overrides/Students Caught Using a False Address

When a student moves during the year or is caught using a false address, it is the responsibility of school personnel, the counselor, or principal/principal designee to fully explain the options available to the student and parent.

Senior Overrides

Juniors who move within Jefferson County during the school year may finish that school year at the current school and may return for their senior year. Contact your Data Control attendance clerk for senior overrides.

Students Caught Using a False Address

When a student moves during the year or is caught using a false address, it is the responsibility of school personnel, the counselor, or principal/principal designee to fully explain the options available to the student and parent.

Students Who Move During the Year

If a student begins the school year and then moves within Jefferson County, the parent has the option of (1) keeping the student enrolled at the current school as long as the parent can arrange transportation **which includes an existing JCPS bus, provided there is space and a safe route from the new address**, or (2) enrolling the student at the new resides school or elementary cluster.

Students who move within Jefferson County may finish that school year at the current school, but must enroll in the district resides school or elementary cluster the following school year. (For a sample letter, see Appendix.)

High school juniors who move within Jefferson County during the school year may finish that school year at the current school and may return for their senior year.

(School officials will need to contact their Central Office data control/attendance clerk for senior overrides.)

False Address

If a student is discovered to be using a false address and **still resides** in Jefferson County, the principal may (1) keep the student enrolled by immediately filing a transfer request, (2) require the student to move to the correct resides school/cluster if the false address is discovered during the first semester (for a sample letter, see Appendix), or (3) if the false address is discovered during the second semester, the student may stay at his or her current school, but must move to the correct resides school/cluster for the next school year, unless a transfer is granted. (For a sample letter, see Appendix.)

School staff should contact the director of Pupil Personnel (485-3338) if a student is believed to be residing outside of Jefferson County. Depending on the findings of the review by the Department of Pupil Personnel, the parent/guardian of the student may be subject to (1) immediate withdrawal from JCPS, (2) reimburse JCPS a prorated tuition rate for enrolled days, or (3) pay the full nonresident tuition rate and remain enrolled in JCPS.*

***If residing in another Kentucky school district, JCPS must have a current nonresident contract with the county in which the student/family is determined to reside. Students attending JCPS magnet schools who are determined to reside outside of the JCPS district, shall be excluded from attending JCPS magnet schools or programs.**

JCPS Home/Hospital (H/H) Program Overview

H/H Contact Information

Home/Hospital Office
Exceptional Child Education Department
Fifth Floor, VanHoose Education Center
Phone: **485-6054**
Fax: 485-6317

H/H Eligibility

When a student is expected to be absent from school for at least five consecutive school days due to a documented medical or psychological condition, Home/Hospital instruction should be considered. To be eligible for Home/Hospital educational services, an application (Appendix VIII, pgs. 1 and 2) must be submitted, which includes a medical statement with a specific diagnosis completed and signed by a licensed medical professional. Also included in the application shall be verification that the illness confines the student to a hospital, nursing facility, or home and a statement that the student is physically unable to attend school even on a part-time basis. Intermittent home instruction is offered to students who have a chronic illness that causes inconsistent school attendance. The doctor has indicated that the student may attend school when he or she is well enough but that there will be periods of time when the student will be too ill to attend school. As with full-time Home/Hospital, intermittent home instruction will be activated when a student is anticipated to miss a minimum of five consecutive days. For intermittent home instruction to occur, the student must have already completed an application for home instruction, been approved for intermittent services, and been assigned a teacher.

H/H Enrollment and Attendance

The teacher who agrees to serve the student will contact the parent as soon as possible to schedule the first lesson and will work with the student's counselor to determine which classes should be taught. Immediately following the student's first lesson, the home instruction teacher will fax the KDE Attendance Sheet showing the date of the first lesson to the Home Instruction Office (485-6317). Until the home instruction teacher is assigned and sends in the attendance sheet documenting the first home visit, all ab-

sences accrued by the student will be charged to the school so it is imperative that the teacher schedule the first visit as soon as he or she is assigned. **Students are to be taught for two 60-minute sessions scheduled on two separate days each five-day period.** KRS statutes state that these two 60-minute sessions are the equivalent of five school days in terms of attendance, so it is important that the teacher make every effort to ensure the student receives all of his or her instructional minutes. Teachers may not provide home instruction on days that are not part of the JCPS instructional calendar (weekends, Gold Days, Parent-Teacher Conference Days, etc.).

Students who are approved for Home/Hospital services and are already JCPS students will be added into the Home/Hospital Attendance Group in the student information system and marked with the HH attendance code. This Home/Hospital Attendance Group will function much like other attendance groups used for students who do not attend school in a regular attendance pattern, such as students enrolled in the Partial-Day Attendance Group. The Home/Hospital student's enrollment, attendance, and withdrawal from the attendance group are coordinated through the Home/Hospital Office.

This coordination is facilitated through a series of contacts made from the Home/Hospital Office to the local school attendance clerk. The Home/Hospital Office will also be available for assisting attendance clerks and other school personnel through this process, upon request.

H/H ECE Students

If the student receives ECE services, it will be necessary to hold an Admissions and Release Committee (ARC) meeting to place the student into Home Instruction. The school counselor is responsible for scheduling and chairing the ARC. Kentucky regulations state that "eligibility for Home/Hospital Instruction for students with disabilities shall be determined by the ARC in accordance with the IEP." **A representative of the Home/Hospital Office must be invited to attend any ARC in which placement in Home/Hospital is being considered.**

H/H Grades

Home instruction teachers are responsible for maintaining accurate daily grades for all subjects taught to

each student. They may devise an evaluation system compatible with their teaching style, the school's requirements, and district procedures. The weight of the grades accrued during the time that the student is on home instruction should be equivalent to the amount of time that the student was enrolled in home instruction. For example, if a student is enrolled in home instruction for three weeks during a six-week grading period, the weight of the grades given should equal one-half of the six-week grades. Teachers should provide the parents with the appropriate report card at times commensurate with the school's grade report dates. Teachers should also send a copy of the grades to the student's counselor and the home instruction office. Additionally, grades should be sent to the student's counselor and the home instruction office when:

- The student withdraws from home instruction.
- The school year is over.
- The semester ends (high school students and only for students in those high schools that issue semester grades).

Teachers should keep a copy of the grades for their records. School counselors are responsible for posting the student's grades in the Student Information System and for maintaining the student's transcript.

H/H Testing and Portfolios

Home/Hospital students will have three options during the testing window:

- Test at their school
- Test in their home
- Medical exemption from state testing

Information will be sent to parents, schools, and home instruction teachers well in advance of testing. The Home Instruction Office coordinates all testing in conjunction with the JCPS Testing Unit. Home instruction teachers need to assist students with individual items for their portfolios as requested by the school. Teachers should keep a copy of portfolio entries as proof of student completion and return the completed items to the student's counselor and/or the Home/Hospital Office on or before the prescribed deadline.

School Counselor's Role With H/H Students

School counselors will serve as the direct contact for accessing a student's schedules, textbooks, and IEP or 504 Plans. The student's counselor will also maintain all permanent records (School-Based Admissions and Release Committee [SBARC] folder, VISI record, immunizations, etc.) and will post all grades and other transcript information. In addition, school counselors will continue to schedule and chair all ECE meetings regarding the home instruction student. Please note that there may be a few cases in which a student receiving long-term home instruction may not have enrolled in his or her resides school, but the resides school may still be contacted to provide counseling services for that student. The Home Instruction Office will contact the school counselor to discuss these unique situations, as these are handled on a case-by case basis.

H/H Frequently Asked Questions

- Q1:** The student's physician has written that the student can attend school only three hours a day. Can the student attend school for three hours and then receive Home/Hospital to supplement the remaining instructional time?
- A1:** No. Students must be enrolled in only one location, either the local school or Home/Hospital. They cannot receive services from both at the same time.
- Q2:** The student has a medical condition that causes sporadic school attendance, but the absences are not in five-day blocks. Instead, the student may only miss one or two days a week but attends school the other days. Can he or she qualify for intermittent Home/Hospital?
- A2:** No. Although intermittent home instruction is offered to students who have a chronic illness that causes inconsistent school attendance, they must still meet the state requirement of missing five consecutive school days with every enrollment into Home/Hospital. However, there is no limit to the number of times a student receiving intermittent home instruction can be enrolled into the program as long as he or she meets admission requirements.

- Q3:** Can students request Home/Hospital Instruction to stay home to care for their newborn infant?
- A3:** No. Home/Hospital regulations state that eligibility is to be determined on the medical condition of the student and cannot be granted to care for dependent children or other family members.
- Q4:** Who is qualified to provide Home/Hospital Instruction?
- A4:** Any currently employed JCPS teacher who has a current Kentucky teaching certificate may teach K–12, ECE, or non-ECE students receiving Home/Hospital Instruction. If an ARC determines that it is necessary for an ECE teacher to provide Home/Hospital Instruction to an ECE student, one will be provided.
- Q5:** Does a local school teacher have to provide work for a student receiving Home/Hospital services if he or she is not the Home/Hospital teacher?
- A5:** No. However, the local school teacher will probably be contacted upon a student’s initial enrollment into the program in order to gauge where the student is in the core content. Additionally, the Home/Hospital teacher may offer the local school teacher the opportunity to provide assignments if the student’s enrollment in Home/Hospital is short-term and it would be in the best interest of the student to follow the assignment schedule of his or her classmates.
- Q6:** Is it necessary to convene an ARC meeting for every ECE student receiving Home/Hospital services?
- A6:** Yes. Since Home/Hospital is a change of placement, an ARC must meet to decide if the placement is appropriate as well as to review the goals and objectives for implementation in a home setting. A member of the Home/Hospital Office should be invited to attend all ARC meetings where placement on Home/Hospital is being considered.
- Q7:** How much do teachers get paid to provide Home/Hospital services?
- A7:** Teachers are paid at their hourly rate for two 60-minute sessions per five-day period, starting with the date of enrollment. In addition, they are paid for 15 minutes of planning for each 60-minute session.
- Q8:** What is meant by “two 60-minute sessions per five-day period”?
- A8:** Using the Home/Hospital attendance form, mark the date of enrollment as Day 1. Count down five days; this is a five-day block. The Home/Hospital teacher must see the student one more hour during those five days in order to comply with state attendance laws. The teacher must continue seeing the student for two 60-minute sessions per five-day block until the student withdraws from Home/Hospital.
- Q9:** What happens if the Home/Hospital teacher or the student must cancel a scheduled instructional visit?
- A9:** Any student who does not receive two 60-minute sessions during a five-day block must be marked absent, whether the absence was a result of a student cancellation or a teacher absence. Therefore, in the event of a teacher absence, it is important that the Home/Hospital teacher make every effort to reschedule the instructional session on another day in the five-day block to avoid having to mark a student absent. If a student misses more than four Home/Hospital sessions, the Home/Hospital Office may withdraw the student from the program.
- Q10:** How does a student withdraw from Home/Hospital?
- A10:** When a student is ready to return to school, or his or her eligibility for the program has ended, the home instruction teacher will mark a “W” on the appropriate date on the KDE Attendance form. The withdrawal date will be the day after the home instruction teacher last sees the student. The form is then faxed to the Home Instruction Office no later than the end of the school day following the withdrawal date.
- Q11:** Is there a maximum amount of time a student may remain on Home/Hospital?
- A11:** Home/Hospital is designed to be a short-term, temporary program that provides instruction for students who are experiencing a medical crisis until they can safely return to a school setting. While no specific number of days can be set due to the many complex variations

among children, the “temporary” requirement is based on the premise that instruction should take place in the school setting to the fullest extent possible. Students receiving Home/Hospital should return to the school setting as soon as medically possible.

Q12: Can a student receiving Home/Hospital services participate in extracurricular activities?

A12: No. Home/Hospital regulations state that eligibility for home/hospital instruction shall cease if the student works or participates in athletic activities. However, students may be allowed to participate in “once-in-a-lifetime” school activities, such as Junior Ring Ceremony, Senior Prom, Senior Graduation, etc., with the prior approval of the Home/Hospital Office and local school administration. These determinations will be made on a case-by-case basis.

Q13: Who reviews the Home/Hospital applications and decides if a student is approved or denied for services?

A13: Three Central Office staff members, who verify compliance with the state laws regarding Home Instruction, review all information. These three staff members are: (1) the Home/Hospital administrator (2) the director of Pupil Personnel (or designee), and (3) a registered nurse (for students requesting medical exemptions) or clinical psychologist (for students requesting mental health exemptions).

Direct inquiries to the Home Hospital Office at **485-6054**.

II. Student Folders and Transcripts



The Right to Confidentiality/Access to Student Education Records

These procedures are written pursuant to JCBE Policy, Students 09.14: Student Records. They may not address issues resulting from unusual circumstances. If there is a conflict between these procedures and JCBE policies, the JCBE policies shall govern.

Direct questions regarding these procedures to:
Supervisor, Data Control/Attendance/Records
Jefferson County Public Schools
P.O. Box 34020
Louisville, KY 40232-4020

Revised 08/2012

Procedures for Confidentiality of Student Education Records

The JCPS District has developed the following procedures concerning confidentiality of student education records in compliance with state law and regulations: KRS 158.153, KRS 610.320, KRS 610.340, KRS 610.345, Page 3 of 4, KRS 7.110, KRS 15A.067, KRS 158.032, KRS 159.160, KRS 159.250, KRS 160.990, KRS 161.200, KRS 161.210, 702 KAR 1:140, 702 KAR 3:220, 20 U.S.C. 1232g, 34 C.F.R. 99.1-99.67, 20 U.S.C. 1232h (Protection of Pupil Rights Amendment); 34 C.F.R. 98, OAG 8033, OAG 85-130, OAG 85-140, OAG 86-2, OAG 9335,

Kentucky Family Educational Rights and Privacy Act (FERPA) (KRS 160.700, KRS 160.705, KRS 160.710, KRS 160.715, KRS 160.720, KRS 160.725, KRS 160.730), Individuals With Disabilities Education Improvement Act of 2004, Kentucky Education Technology System (KETS), and P. L. 107-110, Sections 1061 and 9528 (NCLB Act of 2001). These procedures are in accordance with Jefferson County Board of Education (JCBE) Policy, Students, 09.14: Student Records.

Types and Locations of Education Records

Except as otherwise provided by law, *student education records* refers to those records recorded in any medium that are directly related to a student and are maintained by the district or by a party acting for the school district. Such records, as defined by law, may include, but are not limited to, the following:

- Personal and family data
- Evaluation and test data
- Medical, psychological
- All records of school achievement, progress reports, and portfolios
- Records of conferences with students and/or parents (including IEPs for exceptional children)
- Copies of correspondence concerning a student
- Photographs/Video records of a student
- Discipline records
- Other information or data that may be useful in working with a student and/or is required by law

Education records shall be located in each student's permanent record at each school and shall be stored at the location designated by the principal of each school. The principal shall be responsible for the confidentiality of education records. Additional records and/or copies of records may be maintained in a separate file at the discretion of the principal or the superintendent. However, parents inspecting their child's records must be informed of the type and location of such additional records, if maintained.

Certain juvenile court records concerning students adjudicated youthful or violent offenders may be received by the principal from the superintendent via the courts pursuant to KRS 610.345. Such records are not education records and must be maintained, stored, and secured according to KRS 610.345. The procedures set out elsewhere in this handbook do not apply to those records or the information contained in those records. Court records must be kept in a locked file. The principal is permitted to release information in juvenile court records only to school administrative, transportation, and counseling personnel and to teachers or other school employees with whom the

student may come in contact. **Since disclosure of juvenile court records is strictly limited by law, consult the Department of Pupil Personnel before disclosing any information contained in juvenile court records.**

Parent Review of Education Records

Parents shall have the right to inspect and review any education record relating to their minor child. That right shall include the right to a response to reasonable requests for explanations and interpretations and the right to have a representative inspect and review the records of their exceptional child. Both parents shall be presumed to have these rights unless the district has been advised that the parent(s) does not have that right under applicable state laws governing such matters as custody, separation, and divorce. The student shall acquire the sole right to review or grant review and/or inspection of such education records at age 18 or upon entrance into an institution of post-secondary education unless the district has been notified of a court order establishing full guardianship or limited guardianship for educational services.

Requests to review and inspect education records shall be addressed to the local school principal. The request shall be granted within a reasonable period of time not to exceed 45 calendar days and before any ARC meeting concerning the identification, evaluation, or placement of an exceptional child. If any record contains information on more than one student, the parent(s) may inspect and review only information relating to his or her child. If copies of the records are requested, a fee of 10 cents a page may be charged, unless the fee would prevent the parent(s) or eligible student from reviewing the records.

Amendment of Education Records

Parents or eligible students may request an amendment of any education record believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Requests to amend the student's education records shall be addressed in writing to the local school principal and must indicate the specific

record for which the amendment is requested. The local school principal/designee will review the request for amendment within ten calendar days after the request is received. If the amendment is refused, the parent or eligible student shall be notified of his or her right to a hearing.

Hearings

Parents or eligible students may request a hearing to challenge information in the education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the student's privacy rights. The request must be addressed in writing to the supervisor of Data Control/Attendance/Records, who shall appoint a hearing officer. The hearing officer shall be a school official who has no direct interest in the outcome of the hearing. The hearing officer shall conduct the hearing in accordance with the following procedures:

1. The hearing officer will set the date for the hearing, which must be held within 30 working days after the request is received. The hearing officer shall notify the parent or eligible student at least seven working days in advance of the exact date, place, and time of the hearing and of these hearing procedures.
2. The parent or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by one or more individuals at his or her own expense, including an attorney.
3. The decision of the hearing officer shall be based solely upon evidence presented at the hearing by both the parent/eligible student and school officials.
4. The hearing officer will issue a decision within 14 calendar days after the conclusion of the hearing. The parent or eligible student shall be notified, in writing, of the decision. This notice shall include a summary of the evidence presented and reasons for the decision.
5. If the decision is that the records are not inaccurate, misleading, or in violation of the student's privacy rights, the parent or eligible student shall be informed of the right to place in the student's

education records a statement commenting on the information in the records and/or setting forth any reasons for disagreeing with the decision. Such statements shall be maintained as a part of the education records as long as the contested portion of the records is maintained, and if the contested portion is disclosed to another party, the statement will also be disclosed to such party.

Disclosure of Education Records

Student education records are confidential and shall not be disclosed or the contents released except as allowed by state and federal law.

Disclosure means permitting access to, or the release, transfer, or other communication of, student education records or personally identifiable information contained therein orally or in writing or by any other means. Written consent of the parent(s) or eligible student shall be required for disclosure of any education records to any party or agency or under any condition other than those specified below. Disclosure will be made to the following individual(s) or under the following conditions without written consent:

- Parent(s) of the child or the eligible student
- School officials (such as teachers, instructional aides, and administrators) and other service providers (such as contractors, consultants, and volunteers used by the district to perform institutional services and functions). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Parents and other non-educational persons who are elected or appointed to SBDM Councils or committees thereof, or other voluntary boards, shall not be considered school officials.
- Officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or is already enrolled, so long as the disclosure is related to the student's enrollment or transfer, upon the condition that the parent(s) or the eligible student may receive a copy of the record if they desire, at their expense, and have an opportunity for a hearing to challenge the content of the record.

- Between schools in cases where the student is enrolled in more than one school or receives services from more than one school
- Personally identifiable student information may be released to those other than employees who are designated by the superintendent in connection with audit, evaluation, enforcement, or compliance activities regarding federal or state programs. Such designation must be executed in writing with the authorized representative and specify information as required by 34 CFR Part 99.35.
- Organizations conducting studies for or on behalf of the district as authorized by law
- Accrediting organizations in order to carry out their functions
- Appropriate parties in health and safety emergencies
- In connection with a student's application for or receipt of financial aid
- Entity or person designated in a judicial order or lawfully issued subpoena. Prior to complying with a lawfully issued court order or subpoena requiring disclosure of personally identifiable student information, school authorities shall make a documented effort to notify the parent or eligible student. However, in compliance with FERPA, when a lawfully issued court order or subpoena requires disclosure be made without notification of the student or parent, the district shall comply with that requirement. If the district receives such an order, the matter may be referred to the general counsel for advice.
- Parents of a dependent student of such parents, as defined in Section 152 of the Internal Revenue Code of 1986 (26 U.S.C. Section 152)
- The superintendent/designee is authorized to release student directory information to organizations or individuals with a legitimate educational interest and purpose upon written request. A student's name, address, grade level, honors and awards, photograph (excluding video records), and major field of study constitute directory information. A student's date of birth constitutes directory information only for purposes of the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) Completion Project. The district provides a Directory Information Opt-Out Form to permit parents and eligible students to opt out of the release of directory information. Disclosure of

directory information is only allowed by the district to specific parties for specific purposes. Such limitations are specified in the student directory information notification.

- Unless the parent/guardian or secondary school student requests in writing that the district not release such information, the student's name, address, and telephone number shall be released to Armed Forces recruiters upon their request.

A Record of Disclosure (access) must be maintained on all requests for and disclosures of student education records except disclosures to the parent(s), eligible students, and school officials and requests for directory information. This record shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. This record shall be kept in the student's permanent record (and SBARC folder and ECE Permanent Record, if applicable) and may be inspected by the parent(s), the eligible student, or school officials.

Education records are disclosed to an authorized third party only on the condition that the party to whom the information is disclosed will not disclose the information to any other party (except officers, employees, or agents of the organization) without the prior written consent of the parent(s) or eligible student, and that the information will be used only for the purpose for which it was disclosed.

If it is determined that the district cannot comply with any part of FERPA or its implementing regulations due to a conflict with state or local law, the district is required to notify the Family Policy Compliance Office (FPCO) within 45 days of the determination and provide the text and citation of the conflicting law.

Records of Missing Children

Upon notification by the Commissioner of Education of a child's disappearance, the district shall flag the record of such child in a manner that whenever a copy of or information regarding the child's record is requested, the district shall be alerted to the fact that the record is that of a missing child. Instead of forwarding the records of a child who has been reported missing to the agency, institution, or individual making the request, the district is to notify the Justice Cabinet.

Destruction of Education Records

Education records may be destroyed according to the *Jefferson County Public Schools Archives and Records Center Procedures Manual and Records Retention Schedule*, except when there is an outstanding request to inspect and review them. Explanations placed in records as a result of a hearing and the record of disclosures must be maintained as long as the education records to which they pertain are maintained.

Records of a child who has graduated or otherwise left the district and who was formerly enrolled in a program for exceptional children, including personally identifiable student information collected, maintained, or used for the identification, evaluation, or placement of the exceptional child, may be destroyed when they are no longer needed to provide educational services to a child and after five years from the date of the last activity. The parent of the child shall be informed by individual or public notice prior to the destruction of these records. A parent may also request that the information be destroyed. This request shall be addressed in writing to the director of Pupil Personnel. The parents shall be informed that these records may be needed by the child or the parent(s) for Social Security benefits or other purposes and that a permanent record of a child's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitations.

Notification of Rights and Policy

Annually, by means of the *JCPS Student Bill of Rights* or other districtwide publication, parents and eligible students receive public notice containing the following:

- A summary of the rights and procedures afforded under FERPA
- A statement of the district's policy with regard to transfer of records and release of directory information
- A statement of the right to file a complaint with the U.S. Department of Education, Family Policy Compliance Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520, concerning alleged failures of the district to comply with FERPA

Written notification given to the parent(s) prior to the identification, evaluation, or placement of an exceptional child shall include a statement of the rights and procedures concerning education records.

Students With Disabilities

The district's special education policy and procedures manual shall include information concerning records of students with disabilities.

Safeguards

The local school principal shall ensure the confidentiality of any personally identifiable information at the collection, storage, disclosure, and destruction states of student education records in the local school.

That responsibility shall include the maintenance for public inspection of a current directory of the names and positions of all school personnel who may have access to education records and the training and instruction of such personnel concerning these policies and procedures. At the districtwide level, the director of Pupil Personnel shall be responsible for maintaining the confidentiality of student education records.

Records generated and stored in the education technology system shall be protected and preserved.

Surveys of Protected Information

The district shall provide direct notice to parents/guardians to obtain prior written consent for their minor child(ren) to participate in any protected information survey, analysis, or evaluation, if the survey is funded in whole or in part by a program of the U.S. Department of Education. Parents/Eligible students also shall be notified of and given the opportunity to opt their child(ren) out of participation in the following activities:

- Any other protected information survey, regardless of funding
- Any nonemergency, invasive physical exam, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for any physical exam or screening permitted or required under state law

- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

Parents/Eligible students may inspect, upon written request and prior to administration or use, materials or instruments used for the collection, disclosure, or use of protected information.

These requirements do not apply to evaluations administered to students in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA).

Forms

- Record of Disclosure
- Education Record Release Notice
- Student Educational Request Form

Jefferson County Public Schools

Record of Disclosure

Student Name: _____ **Date of Birth:** _____

Record the following information for any request for access to and each disclosure of the student's education records to any party other than the parent, eligible student (age 18 or over), school official, party with written consent from the parent or eligible student, or party receiving records pursuant to a judicial order or lawfully issued subpoena where the issuing party has ordered that the existence of the order or subpoena not be disclosed. *Disclosure* means inspection, release, or transfer of the education records.

Education records shall be disclosed to the named party only on the condition that such party will not permit any other party to have access to the education records without the written consent of the parent or eligible student (age 18 or over).

Date	Name of Party Requesting Records	Purpose of Request	Access Granted Y/N	List of Records Inspected, Reviewed, or Copied

Note: This record of disclosure may not be viewed by any party other than the parent, eligible student, or school officials without the written authorization of the parent or eligible student.

Jefferson County Public Schools Education Record Release Notice

This form should be used when forwarding student education records to another entity authorized by law to receive student records without the consent of the parent(s) or eligible student.



To Whom It May Concern:

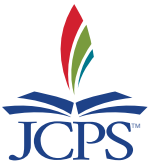
The Jefferson County Public School District is required by federal law to follow certain procedures to safeguard the privacy rights of students. We have determined that you have a legitimate educational interest in the enclosed records and that you are entitled to receive these education records without the consent of the parent or eligible student.

We are transferring these education records to you on the condition that you will not permit any other party to have access to these records without the consent of the parent(s) or eligible student.

School/Department

Custodian of Records

Date



Jefferson County Public Schools
Student Educational Request Form

This form should be used by parent(s) or eligible students requesting to view, copy, or transfer student education records.

The Family Educational Rights and Privacy Act (FERPA) and the Kentucky Education Rights and Privacy Act guarantee to parents/guardians of students under age 18 and to eligible students (age 18 or over or upon entrance to an institution of postsecondary education) the right to inspect and review the student's education records.

To: [] Principal: _____ School Name: _____
[] Director of Pupil Personnel

I, as parent/guardian of the student listed below or the eligible student listed below:

- [] Hereby request to view or copy the student's education records.
[] Hereby authorize the release of the student's education records to the person/entity listed below.

Person/Entity Authorized to Receive Records
Address
City, State, ZIP Code

The records to be released are:

- [] All Permanent Records
[] Grades and/or Academic Standing, Credits/Units
[] Individual Standardized Achievement Test Results
[] Health Forms
[] Key to Grading System
[] Exceptional Child Education Records, Including Individual Education Programs, Due Process Forms, and Psychological Evaluation
[] Other (Please specify.) _____

Purpose of Release: _____

Student Name: _____

Birthdate: _____

Address: _____

Signature: _____ Date: _____

Parent/Guardian or Eligible Student (age 18 or over):

The Right to Confidentiality/ Access

FERPA and KRS 160.700–160.730 guarantee to parents of students younger than age 18 or eligible students (age 18 and older) the right to:

- Inspect and review the student’s educational records within 45 days of the day the school receives a request for access.
- Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- Request an amendment of the educational records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights.
- File with the U.S. Department of Education, Family Policy Compliance Office, 400 Maryland Avenue, S.W., Washington D.C. 20202-8520, a complaint concerning alleged failures by the district to comply with the requirements of FERPA.

School records of active students at all times are to be maintained and kept by the school office in a secure location. Records include credits earned, standardized test results, academic portfolios, grade point averages (GPAs), behavioral and psychological evaluations, screening and health records, attendance records, and directory information. The file may contain temporary disciplinary records.

In order to inspect, review, or transfer educational records, the eligible student and/or the parent/guardian must complete the Student Educational Request Form (Appendix IXf). To request an amendment of educational records, the parent/guardian or eligible student must submit a request in writing to the school principal.

Under the provisions of FERPA, the district may release, without written consent, a student’s educational records to school officials with a legitimate educational interest; to other school systems, colleges, and universities to which the student intends to enroll or transfer; and to certain other agencies specified by state and federal law. A *school official* is a person employed by the district, a person serving on the JCBE, a person or company with whom the district has contracted as its agent to provide a service instead of

using its own employees, or a person serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. No other person may inspect, review, or transfer a student’s educational records without the following:

- The written consent of the eligible student
- The written consent of the parent/guardian if the student is under 18 years of age
- A properly released issued court order or subpoena
- Photo ID with signature

The district has designated a student’s name, address, grade level, honors and awards, photograph (excluding video records), and major field of study as directory information. A student’s date of birth constitutes directory information only for purposes of the U.S. Department of Education FAFSA Completion Project. The district may release directory information without written consent to organizations or individuals with legitimate educational interest and purpose unless the eligible student and/or parent/guardian submits the Directory Information Opt-Out Form found in the *JCPS Student Support and Behavior Intervention Handbook* to the school office within one month after enrollment.

Unless the parent/guardian or secondary school student submits the Military Recruiter Opt-Out Form found in the *JCPS Student Support and Behavior Intervention Handbook* to the school office within one month after enrollment, the student’s name, address, and telephone number will be released to armed forces recruiters upon their request.

Student Cumulative Record Folder (Permanent Record) Grades P1–12

General Guidelines for Student Cumulative Record Folder (formerly known as VISI as well as Permanent Record)

Every student in membership at each school should have a Student Cumulative Record Folder.

Each school must officially designate a person to be in charge of student folders. That person will be ultimately responsible for the folders and must sign off on the Elementary, Middle, or High Student Cumulative Record Check List (See Appendix).

Each school's records clerk or designated records person should attempt to consolidate duplicate folders. Labels and test scores can be removed with a hot iron and transferred to a single folder. Before making a new folder, the clerk must check in the Student Information System (SIS) to see if the student has ever attended a JCPS school. If so, a new folder is not to be made but a request submitted for the original folder. An inventory of records should be done each school year to make sure you have a record for each student enrolled in your school and none for students who have withdrawn from your school.

Student Cumulative Record Folders **must** be stored in a secure (locked) place in the counselor's office or the main office (**not in the classrooms**).

If private or parochial schools refuse to send grades because of an outstanding debt, a notation should be made on the Student Cumulative Record Folder that records were requested but not received.

Counselors and records clerks are to follow through to make sure Home/Hospital, independent study, and JCPS*SeSchool* grades are included in the Student Cumulative Record Folder.

Folders of students no longer enrolled are to be sent to the Records Office within ten days of withdrawal along with a completed folders check-off list (See Appendix A list of students' missing folders should be made and a search should be conducted to locate these folders. The previous school should first be contacted to retrieve the folder.

If folders are still missing and the student has ever been enrolled in a district school, an electronic records request should be submitted via the JCPS website to see if they may be found there.

When enrolling a student new to your school and he or she was last enrolled in a JCPS school, the student's permanent record folder is requested and directly sent to the requesting JCPS school by the former school. To request folders on students enrolling from schools outside the district, the Out-of-County Student Folders Request Form (See Appendix) is completed and forwarded to the last enrolled school or school district. If the student was previously enrolled in JCPS, request the record online from the Records Office. District schools are to 1) maintain a continuous log of folders sent to any requesting

schools as well as records received and 2) maintain a file of records requests received from out of the district or district schools during the school year.

Note that the following folders are not sent to the Records Office when a student withdraws from JCPS:

- SBARC files are sent to the ECE records room.
- ESL files are sent to the ESL Department.
- Portfolio materials are to be archived at the school and forwarded to the student's new school upon receiving a request for records. If no request is received, they may be destroyed once the student reaches the age that he or she would no longer qualify for enrollment at that school level. For high schools, the age for retention would be until the student reaches the age of 21.
- For the Elementary Work Folder (formerly known as Cumulative Folder), containing whatever information the elementary schools deem necessary for their programs, follow the same procedures as for portfolios.

Information Included Inside and Outside of the Student Cumulative Record Folders

When a student withdraws from JCPS, always include the appropriate checklist when forwarding the Student Cumulative Record Folder to the Records/Transcript Office. Student names can only be changed with legal proof. Former names are not to be removed via white-out but should be removed by drawing a line through it to preserve the history. Names should be updated in SIS via the Identities tab.

Elementary and Middle School Student Cumulative Record Folder

Outside of Record Folder

- A preprinted label, generated from the JCPS VISI Label report, must be at the top of the student record folder. Ink must be in black. (Student information on the label includes the student's address, telephone number, district ID number, race, sex, and birth date.)
- School name (School column, do not abbreviate.)
- Entry code/date (Entry Code and Date column; do not include no-show enrollments.)
- Withdrawal code/date (WD Code and Date column)
- Include all course names and grades (not recorded on transcript).
 - Elementary school grades must be written on the front of the permanent record folder if not included on the transcript. (If the transcript is included, write "See attached.")
 - Middle school grades, including summer school grades (Print final transcript for students transitioning to high school or leaving the district.)
 - Labels should not be adhered to or information stamped on the transcript.
- Middle school Assessments labels (on the back below middle school grade tabs)

Inside of Record Folder

Do not staple anything to the record folder. The old record folder is placed inside the new record folder; no staples, tape, or glue are to be used.

- Health Card (green)—Staple (only one staple) health documents to card, including immunization certificate, physical forms, eye exams, dental exams, birth certificate, Social Security card, and, if applicable, Medication Administration Record, Primary Care Provider Authorization form, and the Health Services Log (if not requested by ECE). Health records, birth certificate, and Social Security card may be scanned and attached in Infinite Campus. Exception: Each Medication Authorization Record is only kept for one year in the student's health record.

Also, include any of the following inside the elementary/middle school record, as applicable:

- 504 Plan
- Advance Program placement/permission (includes test scores, evaluations, classes attended, etc.)
- Attendance certificates (perfect attendance awards)
- Cumulative test record—Include labels and testing reports for all state and district assessments.
- Grade reporting—Grades from kindergarten through the eighth grade should be recorded on the permanent record or transcript. Also include grades from outside of the district and private and home schools as well as grades converted from report card to folder. Please do not include progress reports. Transcripts for transitioning students must be signed by the principal or an administrator.
- Legal documents—Includes adoption papers, legal name changes, change of custody or guardianship, student marriage, etc. The permanent student record should reflect the legal name of student.
- P5 forms, promotion/retention agreements
- Program Services Plan (PSP) current plan only—for Limited English Proficiency (LEP) students
- Record of disclosure (only one per student, not one per school)
- Record requests (from outside of the district)
- Withdrawal forms, including Responsible Adult Verification Form

High School Student Cumulative Record Folder

Outside of Record Folder

Graduates and Nongraduates

- A preprinted label from the JCPS VISI Label Report must be at the top of the student record folder. Ink must be in black. (Label must include student's address, telephone number, district ID number, race, sex, Social Security number, birth date, and guardian's name.)
- School name
- Entry code/date (Entry Code and Date column—Do not include no-show enrollments.)
- Withdrawal code/date (WD Code and Date column)
- Grade reporting (Write "See attached" on lower half to indicate the transcript is enclosed.)

Graduates Only

- School stamp (under Local School Name and Address)
- Students who earn an alternative high school diploma (Write the appropriate graduate withdrawal code and “Alternative” at the top of the student record folder, next to the graduation date.)
- Principal’s signature (under Official Signature)

Transcript for Graduates

- Include all course names and grades (including JCPS*eSchool*, summer school, and independent study grades).
- Principal’s signature (Other than the signature, all other information must be preprinted.)
- Graduation date and type (prepopulated graduation ‘date’ and ‘type’ — pulled from the Graduation tab)

Non-grad high school transcripts do not need to be signed.

Inside of Record Folder

Do not staple anything to the record folder.

- Health Card (green)—Staple (only one staple) health documents, including immunization certificate, physical forms, eye exams, dental exams, birth certificate, Social Security card, and, if applicable, Medication Administration Record, Primary Care Provider Authorization form, and the Health Services Log (if not requested by ECE). Health records, birth certificate, and Social Security card may be scanned and attached in Infinite Campus. Exception: Each Medication Authorization Record is only kept for one year in the student’s health record.

Also include any of the following inside the high school record, as applicable:

- Elementary/Middle School Record Folder (and below contents, if applicable)
- 504 Plan
- Advance Program placement/permission (includes test scores, evaluations, classes attended, etc.)
- Attendance certificates (perfect attendance awards)
- Cumulative test record
- Include labels (adhered to student folder) and testing reports for all state and district assessments.

- Dropout questionnaire
- Grade reporting (Include JCPS grades available from kindergarten through the student’s senior year, not entered on his or her permanent record or transcript. Include withdrawal forms. Do not include progress reports.)
- Legal documents—Includes adoption papers, legal name changes, change of custody or guardianship, student marriage, etc. The permanent student record should reflect the legal name of the student.
- PSP current plan only—for LEP students
- Release of Directory Information to Military Recruiters (retained only if the student is under 18 years of age)
- Record of disclosure (only one per student, not one per school)
- Record requests
- Withdrawal forms, including Responsible Adult Verification Form

Transcript Requests

When a transcript is sent to a college, it should only be logged in your records log. It is not recorded in the student’s permanent record folder.

Note when and where official transcripts are sent in the record log. Certificate type should be noted for those students who do not receive a diploma next to graduation date at the top of the Student Cumulative Record Folder.

Transfer of Student Record Folders—End of Year

Early Childhood

- The end-of-year process for the ECH folder is based on the next school year’s grade and location of the student and whether the student will be active or inactive.
- If an ECH student is continuing in the ECH program for the next school year, no action is needed at the end of the school year.
- If an ECH student becomes **inactive**, the school needs to create a red ECH folder if there is not one already and send it to the Data Control Records Office. Check Infinite Campus for scanned documents, and if there is not a copy of the scanned

documents in the student's folder, print the most up-to-date version of each document and place it in the student's record folder. See the Early Childhood Record Folder Checklist for appropriate documents.

- If the student is transitioning into kindergarten for the next school year and has an ECH folder, run the JCPS Gain/Lost List at the end of the school year and select 'Lost' students (report located under Student Information/Reports) to get the projected school location:
 - For students who have a gaining location, place red ECH folders in the Pony to the gaining school location. Address the envelope to "Records Clerk—Important Student Records." Log in your Records log book the date and school location that the record was sent to.
 - For students who have a gaining location of '0000,' the ECH folder is retained in the current school's main office until the beginning of next school year. The JCPS Gain/Lost list is not valid after June, so these students will need to be looked up in Infinite Campus after school begins to determine their location.
- If the student is transitioning into kindergarten for the next school year and does not have an ECH folder because his or her health documentation has been scanned, **no** action is necessary.
- If an out-of-district records request is received, process the request and send the inactive record to the Data Control Records Office. To process the request, create a red ECH folder, print the scanned documents, and forward documents to the out-of-district school.

Please remember: If there is an ECH record, **only the birth certificate, Social Security card, and health and legal documentation should be included in the folder for an Early Childhood student.** Refer to the Early Childhood Student Cumulative Record Folder Checklist for appropriate documents.

Elementary

All Student Cumulative Record Folders of transferring elementary students into another Jefferson County public elementary school should be retained at the student's present location until school personnel return for the fall semester and it is determined where the student actually enrolled. If the student is transferring outside of JCPS, an up-to-date transcript must be printed and filed in the student's folder before forwarding to the Records Office. If the student's health documentation has been scanned, the most up-to-date health documentation must be printed and filed in the student's folder.

Students Leaving Elementary School for Middle School

The elementary work folder (formerly known as the cumulative folder) is to be archived at the elementary school for one year and then destroyed. Do not send the folder to the middle school. As has always been the policy, after the last day of school and before leaving for the summer, elementary counselors are to box and hand-deliver students' completed permanent records (formerly known as VISIs) and ECE folders to the students' next assigned school along with two copies of an alpha list of the students whose records are being delivered. **Records are not to be sent to the middle school via the Pony. All elementary students should have a final transcript printed, signed, and filed in the student's folder.** Upon delivery of the records and the inventory list, a staff member from the receiving school is to ensure the accuracy of the list in comparison with the folders received. The list is to be signed, copied, and retained by both parties (i.e., the receiving staff member and the sending/delivering counselor).

Middle

All Student Cumulative Record Folders of transferring middle students into another Jefferson County public middle school should be retained at the student's present location until school personnel return for the fall semester and it is determined where the student actually enrolled. If the student is transferring outside of JCPS, an up-to-date transcript must be printed and filed in the student's folder before forwarding to the Records Office. If the student's health record has been scanned, the most up-to-date health documentation must be printed and filed in the student's folder.

Students Leaving Middle School for High School

As has always been the policy, after the last day of school and before leaving for the summer, middle school counselors are to box and hand-deliver students' completed permanent records (formerly known as VISIs) and ECE folders to the students' next assigned school along with two copies of an alpha list of the names of the students whose records are being delivered. **Records are not to be sent to the high school via the Pony.** Upon delivery of the records and the inventory list, a staff member from the receiving school is to ensure the accuracy of the list in comparison with the folders received. The list is to be signed, copied, **and retained by both parties** (i.e., the receiving staff member and the sending/delivering counselor).

High

All Student Cumulative Record Folders of transferring high school students into another Jefferson County public high school should be retained at the student's present location until school personnel return for the fall semester and it is determined where the student actually enrolled. If the student is transferring outside of JCPS, an up-to-date transcript must be printed and filed in the student's folder before forwarding it to the Records Office. If the student's health record has been scanned, the most up-to-date health documentation must be printed and filed in the student's folder.

Graduates

Graduate records are picked up in a special Pony run or hand-delivered to the Transcript Office along with the graduate's final transcript, printed and signed. If the student's health record has been scanned, the most up-to-date health documentation is to be printed and filed in the student's folder.

Transfer of Student Cumulative Record Folders During the School Year

- In accordance with KRS 159.170 and 703 KAR 2:030, Student Cumulative Record Folders of students transferring from one school to another school are to be forwarded to the requesting school within five days. In keeping with this statute and regulation, the Student Cumulative Record Folder, other Student Cumulative Record Folder materials, and the health documentation of any pupil withdrawing from your school should be forwarded to the Records Office within ten days, if not requested by another school.
- When a student withdraws from your school to drop out or to attend a school other than a Jefferson County public school, send the Student Cumulative Record Folder to the Records Office within ten days, whether or not a request for records was received. Print health documentation if scanned and attached in SIS.
- Keep a log of all folders you transfer, including the date that you sent them and where they were sent. Folder log books and End-of-Year Folders transferred to middle/high school lists are to be archived at the school for a minimum of five years.
- All out-of-county records requests are kept in the Student Cumulative Record Folder.
- Student Cumulative Record Folders and health documentation are never to be retained in the school because of unpaid library fines, lost textbooks, or any other discrepancy. **No school should have on file the Student Cumulative Record Folder and health documentation of students no longer in membership.**

Educational Passport—Students Transferring Under the Jurisdiction of the Cabinet for Health and Family Services

In accordance with KRS 158.137 and KRS 605.110, the following procedures are to be followed for students under the jurisdiction of the Cabinet for Health and Family Services (foster children/state agency children) when they leave one school placement for another:

- When a child leaves one school or educational facility to attend another, the student’s worker will request that the sending school or facility prepare the Educational Passport (See Appendix) for the child and provide it to him or her within two days of the child leaving the school.
- The student’s worker will then present the completed Educational Passport to the new school or educational facility within two days of the child’s enrollment.
- The Educational Passport provides demographic, developmental, educational, and social information to the new school. The worker will include information from an Educational Passport in a case meeting and address services that meet the child’s needs in the Child/Youth Action Plan section of the Case Plan.
- Indicate that the student is in foster care on the Foster Care tab in SIS.

Processing Requests From Out-of-District Schools

When you receive a request from an out-of-district school:

- Check to see if you have the Student Cumulative Record Folder at your school. If you do, make a copy of the file and mail it to the requesting school district.
- File the request in the front of the folder, and send the entire original folder to the Records Office. (See the appropriate checklist.)
- Print health documentation if scanned and attached in SIS.
- Never, under any circumstance, send an original folder in the U.S. Postal Service.

Requesting Folders From the Records Office

- Request the folders of students by using the Records Request found on the Pupil Personnel website.
- If the Records Office does not have the folders, staff will indicate that they do not have the folders and the date they looked for them. The school would next try locating the folders elsewhere.

Example: Check the school where the child last attended. Ask if they still have the folders. Ask where they sent the folders. Check where the child was projected to attend this school year.

- If you are still unable to locate the folders, resubmit your request online after ten days to see if the folders have been sent to the Records Office since the earlier request.
- If the Records Office still does not have the folders, staff will again notify the school that the folders are not in the Records Office. At this time, the folders will need to be reconstructed or new folders will need to be made.

Graduate Records

Folders for graduating seniors along with the completed checklists will be picked up at your school by a special Pony run. If your folders are not ready on this date, it is your responsibility to hand-deliver your folders to the Lam Building, Room 219. (Refer to end-of-year documentation.)

- Enclose three copies of the graduation program. On one copy, nongraduates need to be marked off the program with a **pencil**. The other two copies should be left clean.
- All information on each student folder must be typed or have a name label, and must be checked for correctness and completeness. Do not place any name label on top of others; iron off if necessary.
- Folders must contain all information listed on the High School Student Cumulative Record Folder Graduate Checklist (See Appendix). This will change.
- Do not staple anything to folders; this interferes with scanning.
- Senior folders are sometimes incomplete or inaccurate. Should this occur, folders will be returned to the principal for correction before scanning.
- After senior folders are scanned, they will be sent to Archives by Data Control.
- Transcripts must be signed by the principal.

Suggestions for Maintaining Uniformity in Archiving Student Cumulative Record Folders

- After independent grades are recorded in SIS, the Grade Sheet from Independent Study should be filed in the student's folder.
- When recording grades from another system, record the grades into SIS along with the name and the location of the school. Be sure to leave the final transcript in the Student Cumulative Record Folder.
- Grade corrections should be entered in SIS and printed via a new transcript.
- When stamping the name of the school and principal's signature, make sure your stamp is well inked so that it will copy when scanned.
- When recording courses, please be sure to give the course name, course grade, and quality points.
- All dates of birth and names should correspond in the folder; that includes Student Cumulative Record Folders for elementary, middle, and high school as well as JCPS transcripts. If an error is found, check the student's birth certificate to confirm the date of birth and name.
- Name changes should only be made based on legal documentation as of the effective date. Draw a line through the previous name. Do not use white-out.

Requests for Transcripts

A student transcript for any Jefferson County public school can be obtained by picking it up in person between 7:30 a.m. and 4:15 p.m. at 4309 Bishop Lane or through a mail-in request. **There is a \$5 fee per high school transcript/written verification of graduation or an \$8 fee for elementary through high school transcript payable by cash, check, or money order.** Most colleges and employers only require a high school transcript.

The student requesting the transcript needs to provide a written request with the following:

- Student signature on the request for records
- Copy of a photo ID with signature to verify student's identity
- The name under which the student attended school (such as maiden name)

- Student's date of birth
- The name of the school from which the student graduated (school name on diploma)
- The year of graduation
- The address to which the transcript should be mailed
- The type of transcript needed—high school, or elementary through high school

Note: If the student wishes to have someone pick up the transcript for him or her, such as a parent or guardian, the parent/guardian must have a signed release from the student with the student's picture ID.

For mail-in requests, mail the student information (along with the check/money order made out to Jefferson County Public Schools) to:

**JCPS Student Transcripts
Lam Building
P.O. Box 34020
Louisville, KY 40232-4020**

Miscellaneous

For inquiries regarding inactive records of students under 18 years of age, call the Records Office at **3213**.

For inquiries regarding inactive records of graduates and students 18 years of age and older, call the Transcript Office at **3211**.

Direct inquiries to the Attendance Systems/Records/Data Control supervisor at **485-3294**.

III. Assessment Counseling Unit



Assessment Counselor

The assessment counselor provides a broad variety of guidance services to any student in, or returning to, the JCPS District as well as referral and informational services to any local school administrator, other JCPS departments, or any other public or private agency.

The assessment counselor is responsible for the placement and the referral of students where cases may involve referral to alternative programs within and outside the JCPS District from institutions, or dropouts desiring to resume their education. These are not average students, however, but those who may be experiencing any number of problems in school, at home, or in the community.

Direct inquiries to the Assessment counselor at **485-3102**.

IV. Child Abuse

General Information on Child Abuse, Neglect, and Dependency

The Child Protective Services (CPS) Program is mandated by statute, which means there are state laws that declare a child's right to be free from abuse and neglect. These laws are called the Kentucky Unified Juvenile Code and are contained in KRS Chapters 600 to 645. The code requires the reporting of neglect; physical, sexual, or emotional abuse; and dependency of children whether it occurs in the home, the school, or other community settings. It requires that these reports be assessed and investigated and that social services be provided to children found to be experiencing maltreatment. Inherent in the code are two basic principles: a child's fundamental right to be safe and nurtured, and a child's basic right to be reared by his or her own parents, whenever possible. Also included in the body of the code are provisions for interviewing children who are the alleged victims.

It is the district's policy (JCPS Policy: JHFE) that school district personnel who know or have reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause a report to be made to the proper authorities in accordance with state law. Under Kentucky law, there are several authorities to whom abuse or neglect can and should be reported, including the Department for Social

Services—CPS. Both civil immunity and criminal immunity from prosecution are given to any person making a report or assisting legal authorities or the CPS Program in making an assessment, as long as that person is acting in good faith.

CPS workers and Crimes Against Children Unit (CACU) officers have the authority to investigate child abuse, neglect, and dependency at schools without parental consent. When interviewing a child at school, the worker or officer should inform appropriate school personnel of the need to interview a child regarding a referral and should show proper identification and sign in using the school's log for CPS/CACU workers.

If a CPS worker or a CACU officer wishes to interview a child alone, school personnel are to comply after receiving proper identification from the CPS worker or CACU officer. Please document the CPS worker's or CACU officer's name in the log and allow the child to be interviewed. A child may request to have a teacher or counselor present. Details of the investigation and the allegation should be limited to appropriate school personnel who have a legitimate interest in the case.



Reporting Child Abuse

If the neglect or abuse is caused by the child's parents, guardian, or other persons who have the permanent or temporary care, custody, or responsibility for the supervision of the child, school personnel shall call the Department for Social Services Child-Abuse Hotline (**595-4550**) immediately and report the incident and the name, address, and other pertinent information as requested by hotline personnel.

If you are unable to reach someone at the CPS Hotline, call the CACU at the Louisville Metro Police Department (**574-2465**).

Duty to Report Child Abuse Who Must Report

The law states that it is the duty of anyone who has reasonable cause to believe that a child is dependent, abused, or neglected to report this information.

Immunity

Anyone acting upon reasonable cause in the making of a report or acting under KRS 620.030 to KRS620.050 in good faith shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed.

Penalty for Failure to Report

Failure to report child abuse or neglect is a Class B misdemeanor and can result in criminal charges.

Child-Abuse Reporting Involving a JCPS Staff Member

In the event that the person who is alleged to have committed the abuse or neglect is an employee of the district, the principal must also contact CACU. Neither the principal nor the person making the initial report should inform the employee of the allegations of abuse or neglect prior to the principal CACU contact. After all contacts have been made, if the principal intends to confront the employee on the reported allegations, CACU and/or CPS must be given the opportunity to be present when that meeting is held. In the event that CACU and/or CPS is unwilling or unable to send an officer to that meeting, the principal may proceed with the meeting in a timely fashion.

Remember

- Do not delay your report to further investigate suspected abuse or neglect.
- Do not inform the person or persons suspected of abuse or neglect of the allegation made against them or that you have called in a report to the CPS Hotline.
- Do not mark, write, or otherwise alter any writings, photos, pictures, or other tangible information that is related to the suspected abuse or neglect.
- Everyone is responsible for reporting abuse, neglect, or dependency.

Agency Staff School Sign-In Sheet

Under an agreement with our social services agencies to protect the confidentiality of students involved in at-school investigations, schools are to maintain a separate visitor sign-in sheet for the use of case investigators (Appendix XII). Schools are to ask for worker identification prior to allowing students to meet with them. Also, schools have the right to copy workers' IDs and maintain the copy in their Agency Staff Sign-In binders.

Direct inquiries to the director of Compliance and Investigations at **485-3506**.

V. Forms



JEFFERSON COUNTY PUBLIC SCHOOLS POWER OF ATTORNEY

IDENTIFICATION OF PARTIES

Parent/Guardian Name _____ Relationship to Student _____
 Student's Name _____ Student's Date of Birth _____

INDIVIDUAL TO SERVE AS ATTORNEY IN FACT (INDIVIDUAL RECEIVING STUDENT)

Name of Attorney In Fact _____
 Address _____ City, State, Zip _____
 Phone _____ Email _____

POWER OF ATTORNEY

I hereby make, constitute, and appoint _____ as my true and lawful Attorney in Fact for me and in my name, place and stead, in their sole discretion, to transact, handle, and dispose of the limited matters set forth herein, specifically :

_____ To consent to medical treatment for the above named student, including any medical, chiropractic, optometric, or dental
 Initial examination, diagnostic procedure, and treatment

_____ To make school related decisions for the above named student, including decisions related to the student's enrollment. This
 Initial includes obtaining access to Parent Portal, applying for school placement or transfer of the student, checking the student out of school during the school day or after school, and signing permission slips for field trips and extracurricular activities.

This instrument is intended to, and does hereby, grant to my attorney full power and authority to do and perform each and every act and thing whatsoever requisite, necessary, and proper to be done, in the exercise of the rights and powers herein granted, as fully, to all intents and purposes, as I might or could do personally present, hereby ratifying and confirming all that my attorney shall do or cause to be done by virtue thereof.

_____ I understand that because I have appointed this individual as my attorney in fact, JCPS will consult this individual before me in
 Initial the event that medical treatment decisions or school related decisions, as applicable, must be made.

_____ I understand that JCPS Pupil Personnel reserves the right to audit my child's residency, and that should my child not
 Initial be residing at the address(es) listed above, JCPS reserves the right to reassign my student, remove my student from enrollment in a JCPS school, and take legal action to collect unpaid tuition, as applicable.

Parent/Guardian Signature _____ Date _____
 Subscribed and sworn before me, by _____ on _____, 20____.
 _____ Notary Public. My commission expires _____, 20____.

TO BE COMPLETED BY THE INDIVIDUAL LISTED AS ATTORNEY IN FACT

JCPS student enrollment and student assignment is based on the student's residence, meaning where the student actually lives. This form will not be honored for student assignment purposes unless this section is completed.

I, _____, do hereby affirm that the student listed above lives with me at _____ and is a resident of Jefferson County, Kentucky.

_____ I understand that JCPS Pupil Personnel reserves the right to audit the child's residency, and that should the child not
 Initial be residing at the address(es) listed above, JCPS reserves the right to reassign the student accordingly, remove the student from enrollment in a JCPS school, and take legal action to collect unpaid tuition, as applicable.

Attorney In Fact Signature _____ Date _____
 Subscribed and sworn before me, by _____ on _____, 20____.
 _____ Notary Public. My commission expires _____, 20____.

The permissions you grant on this form remain in effect until revoked by either party in writing or until the child turns 18. You may revoke these permissions in writing at any time. It may take up to 3 business days to process a revocation of Parent Portal rights. If this Power of Attorney is revoked, the student returns to the Parent/Guardian's residence. Please see the reverse of this form to revoke.

This form is to be maintained in the student's cumulative folder.

JEFFERSON COUNTY PUBLIC SCHOOLS POWER OF ATTORNEY REVOCATION

REVOCATION BY PARENT/GUARDIAN

I _____ request that Jefferson County Public Schools revoke (cancel) the authorization on the reverse of this form which grants _____ educational and medical decision making rights regarding my student, _____.

_____ I understand that signing and submitting this form will end my previous Power of Attorney and will terminate all rights
Initial provided to the Attorney in Fact under the previous Power of Attorney.

_____ I understand that revocation of Parent Portal rights will require processing time, and my revocation of Parent Portal
Initial rights will be effective three business days after JCPS receives this signed revocation.

_____ I understand that the individual to whom I previously granted access may have redisclosed any information released
Initial prior to this revocation or may do so in the future without my knowledge or consent.

Parent/Guardian Signature Date
Subscribed and sworn before me, by _____ on _____, 20____.

Notary Public. My commission expires _____, 20____.

REVOCATION BY ATTORNEY IN FACT (PERSON WHO RECEIVED THE STUDENT)

I _____ request that Jefferson County Public Schools revoke (cancel) the authorization on the reverse of this form which grants me educational and medical decision making rights regarding the student, _____.

_____ I understand that signing and submitting this form will end my rights received under the previous Power of Attorney.
Initial

_____ I understand that revocation of Parent Portal rights will require processing time, and my revocation of Parent Portal
Initial rights will be effective three business days after JCPS receives this signed revocation.

_____ I hereby affirm that the student no longer lives with me and has returned to the residence of
Initial _____ at _____.

Attorney in Fact Date
Subscribed and sworn before me, by _____ on _____, 20____.

Notary Public. My commission expires _____, 20____.

FOR INTERNAL USE ONLY

Revocation forwarded to:

_____ Student's cumulative file (VISI) _____ ECE Records Department _____
Initial Date Initial Date

- I have revoked the Parent Portal access provided by the Power of Attorney Date _____
- Parent/Guardian provided school with a revocation of the Power of Attorney on a separate paper. This revocation has been stapled to this form.
- Attorney in Fact provided school with a revocation of the Power of Attorney on a separate paper. This revocation has been stapled to this form.
Date revocation was received by school _____

Staff Member Signature Date

Staff Member Title

This form is to be maintained in the student's cumulative folder.

Affidavit to Authorize a Caregiver to Authorize Health Care Treatment and to Make School-Related Decisions for a Minor

(as authorized by KRS 158.144 and KRS 405.024)

This form is for use when a minor resides with a relative, including a grandparent, step-grandparent, step-parent, aunt, uncle or any other adult relative. Complete Part A, if applicable; Part B, if applicable; Part C, section 1 or 2; and Part D. This document must be signed in the presence of a notary. You may wish to consult an attorney before completing this document.

Name of Minor: _____ Date of Birth _____ / _____ / _____
LAST FIRST MIDDLE MONTH DAY YEAR
 Name(s) of Minor's Parent(s), De Facto Guardian or Legal Custodian: _____

Caregiver Name: _____
 Caregiver's Address : (Street) _____ (Apt#) _____ (City) _____ (State) _____ (Zip) _____
 Caregiver's Relationship to Minor: _____
 Caregiver's Relationship to the Minor's Parent(s), De Facto Custodian, Guardian or Legal Custodian: _____

Part A. Affidavit of Caregiver (Health Care Authorization Portion) Complete this Part if applicable.

I, the caregiver named above (the "Caregiver"), am over the age of eighteen, and I shall be allowed to authorize the provision of health care treatment to the Minor named above (the "Minor"), who resides in my home, or to withhold such authorization. No other party has legal standing in custody issues for the Minor other than the party or parties identified above as the Minor's parent(s), de facto custodian, guardian or legal custodian. I understand and acknowledge the statutory requirements set forth in Part D of this affidavit.

Caregiver's Signature _____ **Date** _____

Part B. Affidavit of Caregiver (Education Authorization Portion) Complete this Part if applicable.

I, the caregiver named above (the "Caregiver") am over the age of eighteen, and I shall be the person responsible for enrolling the Minor named above (the "Minor"), who resides in my home, in school and acting as the Minor's legal contact with the school and the school district for the purposes of making decisions on enrollment, attendance, extracurricular activities, discipline, and all other school-related activities. No other party has legal standing in custody issues for the Minor other than the party or parties identified above as the Minor's parent(s), de facto custodian, guardian or legal custodian. I understand and acknowledge the statutory requirements set forth in Part D of this affidavit.

Caregiver's Signature _____ **Date** _____

Part C. Affidavit of Parent(s), De Facto Custodian, Guardian or Legal Custodian Complete either Section 1 or Section 2.

Section 1

I/we am/are the parent(s), de facto custodian, guardian or legal custodian of the Minor and I/we approve the Caregiver's ability to authorize the provision of health care treatment to the Minor and/or to make school-related decisions for the Minor, and I/we acknowledge the statutory requirements set forth in Part D of this affidavit.

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Section 2

The parent(s), de facto custodian, guardian or legal custodian of the Minor is/are unavailable to sign this affidavit for the reason(s) set forth below, and I have made reasonable efforts to locate them as set forth below:

Caregiver's Signature _____ **Date** _____

Part D. Statutory Requirements for this Affidavit

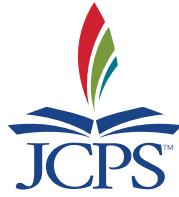
The following statutory requirements pertain to this affidavit:

- A person making a false statement in this affidavit shall be subject to criminal penalties.
- This affidavit is valid for one (1) year and may be renewed annually unless revoked by the minor's parent(s), de facto custodian, guardian, legal custodian or caregiver.
- This affidavit does not confer upon the Caregiver the status of a de facto custodian, guardian, or legal custodian of the Minor.
- The Caregiver must notify any health care provider and/or school to which this affidavit was presented if the Minor ceases to reside with the Caregiver, or if this affidavit is revoked by the Minor's parent or parents, de facto custodian, guardian, legal custodian, or the Caregiver.

Notarization of Signatures to Affidavit

Subscribed and sworn before me, on _____, 20_____.

_____, Notary Public. My commission expires: _____, 20_____.



WITHDRAWAL CODE
RESPONSIBLE ADULT VERIFICATION

AS PER THE KENTUCKY DEPARTMENT OF EDUCATION'S *NONACADEMIC DATA REPORTING GUIDELINES* A STUDENT WITHDRAWAL MAY BE DOCUMENTED THROUGH A REQUEST FOR RECORDS OR OTHER DOCUMENTATION GIVING EVIDENCE OF A STUDENT'S ENROLLMENT STATUS. THIS DOCUMENT IS USED BY JEFFERSON COUNTY PUBLIC SCHOOL STAFF MEMBERS AS A FORMAL NOTICE TO VERIFY ENROLLMENT AND/OR WITHDRAWAL INFORMATION FROM A RESPONSIBLE ADULT.

STUDENT NAME: _____ DATE OF WITHDRAWAL: _____

DATE OF BIRTH: _____ GRADE: _____

NAME OF PARENT(S)/GUARDIAN(S): _____

NEW ADDRESS OF STUDENT (IF KNOWN): _____

WITHDRAWAL CODE THAT WAS VERIFIED:

- W07 Communicable Medical Condition W08 Death W12 Pupil Personnel Verified Court Jurisdiction
- W17 Entry Level Primary Program Withdrawal W21 Non- Public School W22 Public School Out of County
- W26 Graduate Secondary GED Program W27 GED Received After Withdrawal W29 Out of State or Country

FOR W21, W22 ONLY - NAME OF SCHOOL/SCHOOL DISTRICT STUDENT IS CURRENTLY ATTENDING OR CURRENT OUT OF THE U.S. RESIDE COUNTRY:

LAST ENROLLED JCPS SCHOOL: _____

NAME OF RESPONSIBLE ADULT SOURCE: _____

(SOURCE MUST BE AT LEAST 14 YEARS OF AGE AND HAVE DIRECT KNOWLEDGE OF THE STATUS OF THE STUDENT'S SCHOOL ENROLLMENT)

RELATIONSHIP OF RESPONSIBLE ADULT:

___ PARENT/GUARDIAN ___ SCHOOL OFFICIAL ___ OTHER ADULT WITH RESPONSIBILITY FOR THE STUDENT (E.G., MEDICAL DOCTOR, CORRECTIONS OFFICIAL, ETC.) ___ FAMILY MEMBER (E.G., GRANDPARENT, SIBLING, AUNT, ETC.) ___ NEIGHBOR ___ FRIEND ___ LOCAL COMMUNITY MEMBER

Parent/Legal Guardian's Name (printed)

Parent/Legal Guardian's Signature

Subscribed and sworn before me on. . 2.



ARMED FORCES REST AND RELAXATION REQUEST FORM

An Armed Forces Rest and Relaxation (AFR) allows students having a parent or guardian who is member of the United States Armed Forces, including a member of a state National Guard or a Reserve unit, stationed out of the country and granted a rest and recuperation leave have up to ten (10) excused absences for visitation but be counted present in attendance. To request such absences please complete this application and return it to your school principal prior to the event for approval. Approved students will be allowed to make up all school work and his/her grades will not be affected by lack of attendance or participation in classes.

Students Full Legal Name: _____

Date of Application: _____

School Name: _____ First Period Teacher: _____

Address: _____

Date of Requested AFR: _____

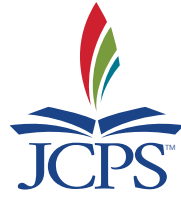
Name of Parent/Guardian Deployed/Returning from Deployment:

Signature of Student **Date**

Signature of Parent/Guardian **Date**

Principal Approval **Date**

Equal Opportunity/ Affirmative Action Employer Offering Equal Educational Opportunities



PARENT/GUARDIAN REQUEST FOR EXTENSION OF PARENT NOTES FOR EXCUSED ABSENCES

Date: _____ Phone: _____

School Name: _____

Student Name: _____ Date of Birth: _____

Parent/Guardian Name: _____

Address: _____
Street City State Zip

Physician's Name: _____

Address: _____
Street City State Zip

Phone Number: _____ Fax Number: _____

The physician's Fax Number Must Be Included

I, as parent or guardian of _____, authorize and approve the
Student's Full Name

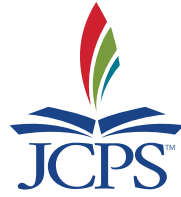
release of medical information concerning my above mentioned child as it relates to my request for an extension of the Jefferson County Public Schools' policy JED (Excused Absences) stating that after a total of ten (10) cumulative full day absences due to illness, parents are required to present a written statement from a medical professional (doctor, dentist, psychologist, etc.) for additional absences during the current school year to be excused.

Parent/Guardian Signature: _____

Typed or Printed Name: _____

COMPLETE THEN MAIL OR FAX TO YOUR CHILD'S SCHOOL

EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYEE
OFFERING EQUAL EDUCATIONAL OPPORTUNITES
Revised 8/2017



PRINCIPAL FORM FOR AN EXEMPTION OF PARENT NOTES TO EXCUSE ABSENCES

Date: _____

Student Name: _____ **Date of Birth:** _____

School Name: _____

Principal Name: _____

I am granting an exemption from Board Policy JED, which requires after a total of ten (10) cumulative full day absences due to illness, parents are required to present a written statement from a medical professional (doctor, dentist, psychologist, etc.) for additional absences during the current school year to be excused, based on the severe medical condition of the above named student for the current _____ school year. This exemption applies to the current school year only and must be reviewed each year.

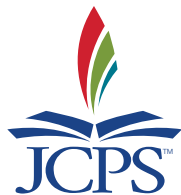
By granting this exemption I understand this allows the parent/guardian to sign unlimited parent notes for the student’s illness during this school year.

COMMENTS:

PRINCIPAL SIGNATURE: _____

INSERT IN THE STUDENT’S PERMANENT RECORD

**EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYEE
OFFERING EQUAL EDUCATIONAL OPPORTUNITES
Revised 8/2017**



Racial Classification Change Application

Date: _____
 Student's Name: _____
 Date of Birth: _____ Current Listed Race: _____ JCPS I.D. Number _____
 Name of Parent/Guardian: _____
 Address: _____
 Current School: _____

Category Request:

- Is the student **Hispanic/Latino**? (i.e., persons of Cuban, Mexican, Puerto Rican, South Central American or Spanish culture or origin, regardless of race.)
- Yes
- No
- Is the Student from one or more of these races? (Check all that apply)
- **American Indian or Alaska Native***(i.e., a person having origins in any of the original peoples of North America, including Central America, and who maintains a tribal affiliation or community attachment.)
- **Asian** (i.e., persons having origins in any of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
- **Black or African American** (i.e., persons having origins in any of the black racial groups of Africa.)
- **Native Hawaiian or Pacific Islander** (i.e., persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
- **White** (i.e., persons having origins in any of the original peoples of Europe, the Middle East or North Africa.)

**Parents of students desiring to change the racial classification to American Indian/Alaskan Native must attach a certified copy of the Roll Number and Tribal Designation assigned by the Bureau of Indian Affairs, Department of the Interior or other certified documentation of cultural identification through tribal affiliation or community recognition.*

 Signature of Parent/Guardian Telephone Numbers: Home – Cell

Subscribed and sworn to before me in Jefferson County, Kentucky, this _____ day of _____, 20____. My Commission expires _____, 20_____.

 Notary Public

NOTE: A STUDENT'S RACIAL CLASSIFICATION IS PERMITTED TO BE CHANGED ONE TIME DURING THE STUDENT'S SCHOOL CAREER.

MAINTAIN FORM IN STUDENT'S VISI RECORD

**Sample Letter for Schools to Send to Parents:
False Address Discovered Before Cut-off Date**

Dear Parent/Guardian:

It has come to our attention that the address used to enroll your child _____ is not you and your child's accurate address. In keeping with District policy, your child will be reassigned to the school or elementary cluster that serves your correct address.

Please contact _____ at _____ immediately to arrange for the withdrawal of your child and transfer of records to the correct school. If you believe that an error has been made, please contact _____ at _____ immediately to resolve this issue.

Sincerely,

**Sample Letter for Schools to Send to Parents:
False Address Discovered After Cut-off Date**

Dear Parent/Guardian:

It has come to our attention that the address used to enroll your child _____ is not your and your child's accurate address. In keeping with District policy, your child will be reassigned for next school year to the school or elementary cluster which serves your correct address.

Please contact _____ at _____ to confirm your correct address so that records will be transferred to the appropriate school at the end of the year. If you believe that an error has been made, please contact _____ at _____ immediately to resolve this issue.

Sincerely,

Application for Home/Hospital Instruction
(Please type or print neatly)

Section I

To be completed by the parent(s)/guardian(s) prior to full completion by the authorized health professional.

School District _____ School _____ Last Date Attended _____

Name of Student _____ Date of Birth _____ Grade _____

Home Address _____ City _____ State _____ Zip _____

Home Telephone _____ Emergency Telephone _____ County of Residence _____

Sex _____ Race _____ Social Security # _____ Special Education Student _____ Yes _____ No

List any Special Education programs in which your son or daughter may be enrolled: _____

Full Name of Father/Guardian _____ Work/Cell Phone _____

Full Name of Mother/Guardian _____ Work/Cell Phone _____

Pursuant to KRS 159.030, Section (2), before granting an exemption under paragraph (d) of subsection (1) of this section, the board of education shall require satisfactory evidence, in the form of a signed statement of a licensed physician, advanced registered nurse practitioner, psychologist, psychiatrist, chiropractor or public health officer, that the condition of the child prevents or renders inadvisable attendance at school or application to study. On the basis of such evidence the board may exempt the child from compulsory attendance. Eligibility for home/hospital instruction for students with disabilities shall be determined by the Admissions and Release Committee (ARC) in accordance with their Individual Education Program (IEP). In lieu of this application, the ARC chairperson shall provide written notice of this eligibility to the local Director of Pupil Personnel (DPP) for purposes of program enrollment. Any child who is excused from school attendance more than six (6) months must have two (2) signed statements from two different local health personnel which can be a combination of the following professional persons: A licensed physician, advanced registered nurse practitioner, psychologist, psychiatrist, chiropractor and health officer. If a medical professional certifies that a student has a chronic physical condition unlikely to substantially improve within one (1) year, then the one signed statement is sufficient for services that extend beyond six (6) months. This exemption does not apply to students with mental health conditions. Exemptions of all children under the provisions of subsection (1)(d) of this section must be reviewed annually with the evidence required being updated, except that children with disabilities certified by a medical professional to have a chronic physical condition unlikely to substantially improve within three (3) years may continue to be eligible for home/hospital instruction services, based on the admissions and release committee's (ARC) annual review of documentation to determine if updated evidence is required. Updated documentation of evidence of need for home/hospital services for children with chronic physical condition shall be provided as requested by the ARC, or at least every three (3) years. Pursuant to 704 KAR 7:12C, the condition of pregnancy is not to be considered a physical or health impairment in and of itself and the nature and extent of any complication shall be delineated prior to consideration of home/hospital instruction for this condition.

RELEASE OF INFORMATION

I understand that the Home/Hospital Review Committee may request a review of the information provided on these forms by local health personnel. I hereby authorize this committee to have access to pertinent information regarding this request.

Parent/Guardian Signature Date

Section II

This section is to be completed by the Home/Hospital Review Committee.

Date Application Received _____ Approved _____ Denied _____ Incomplete _____

If approved, date of services will be from _____ until _____

If eligibility for services is denied, reason for denial _____

If incomplete application, type of additional information requested _____

Date of Request _____ Person Contacted _____

Signatures of Committee Members

Director of Pupil Personnel _____ Date _____

Home/Hospital Program Director _____ Date _____

Local Health Personnel _____ Title _____ Date _____

Comments _____

Professional Statement

Section III

This section is to be completed by the authorized and appropriate health professional.

It shall be determined that a child or youth is to be provided home/hospital instruction if the condition of the child or youth prevents or renders inadvisable attendance at school as verified by a signed professional statement in accordance with KRS 159.030 (2) and 704 KAR 7:120. **Please Note: Home Instruction (homebound) is short-term instruction provided in a home or other designated site for a student who is temporarily unable to attend school. According to state guidelines, two hours of home instruction each week is equivalent to one full week of school attendance. Home instruction is not designed to take the place of a more appropriate school placement.**

1. Name of Student _____

2. Please check one of the following:

_____ The student can attend school without any type of modifications or special provisions. (If checked, please skip to #3)

_____ The student can attend school only with modifications or special provisions. (If checked, please skip to #3)

_____ Describe modifications needed _____

_____ The student is unable to attend school at this time due to health concerns, and I do support home/hospital instruction. (If checked, please skip to #4)

3. _____ I do not support home/hospital instruction for this student. If you do not support home/hospital instruction at this time, please state your concerns and/or recommendations _____

4. _____ I do support home/hospital instruction for this student. **If you do support home/hospital instruction at this time, please complete all of the following information:**

Diagnosis _____ DSMV Code _____ Prognosis: Good _____ Fair _____ Poor _____

Specific reason(s) the student is unable to attend school at this time: _____

Approximate length of time student will need Home/Hospital instruction _____

How long have you been seeing the student for the diagnosis listed? _____

Please summarize test and all other data collected that supports the need for Home/Hospital Instruction at this time _____

What is the treatment plan for the student? _____

Expected duration of treatment _____ **OR** _____ Check here if the student has a chronic physical condition that is unlikely to substantially improve within one (1) year.

Name	Specialty	Phone
_____	_____	_____
_____	_____	_____

Will you be following the patient? _____ Yes _____ No- If not, please list who will be following the patient below:
 Name _____ Phone _____
 Address _____

Anticipated date of student's return to school _____

What are your recommendations to assist this student in his/her return to school? _____

 Signature of Licensed Professional Title Date

Please print the name of the professional: _____

Office Address _____ Phone Number _____

_____ Fax Number _____

SOY IXa	Jefferson County Public Schools Elementary & Middle School Student Cumulative Record Folder Check List
For _____ -__-_____ (print student name) (Birth date)	
<i>Please CHECK boxes if required items are included in student's record folder, SIGN and DATE.</i>	
STUDENT CUMULATIVE RECORD FOLDER (Outside)	
<ul style="list-style-type: none"> <input type="checkbox"/> A pre-printed or typewritten label must be at top of record folder. Ink must be in black and readable. (Student information must be on label and/or typed, including student's address, telephone number, student's district ID number, race, sex, and birth date.) <input type="checkbox"/> School name ('School' column, do not abbreviate) <input type="checkbox"/> Entry Code/date (Start status in Infinite Campus is written in 'Entry Code and Date' column.) <input type="checkbox"/> Withdrawal Code/date (End status in Infinite Campus is written in 'WD Code and Date' column; i.e., students leaving at end of school year have an end status of COI-Close of Year.) <input type="checkbox"/> Include all courses and grades <ul style="list-style-type: none"> Elementary school grades (must be written on front of permanent record) Middle school grades, including Summer school grades (print final transcript for students transitioning to high school or leaving the district) <input type="checkbox"/> Middle school Assessments labels (on back below middle school grade tabs) 	
STUDENT CUMULATIVE RECORD FOLDER (Inside) <i>DO NOT STAPLE anything to record folder. The old record folder is placed inside the new record folder, no staples, tape, or glue.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> Health Card (green) Staple (only one staple) health documents to card, including Immunization Certificate, Physical forms, Eye Exams, Dental exams, Birth Certificate, SS card, and if applicable, Medication Administration Record, Primary Care Provider Authorization form, and the Health Services Log (if not requested by ECE). <i>Exception: each Medication Authorization form is only kept for one year in the student's health record.</i> 	
INCLUDE ANY OF THE FOLLOWING INSIDE, AS APPLICABLE:	
<ul style="list-style-type: none"> <input type="checkbox"/> 504 Plan <input type="checkbox"/> Advance Program Placement/Permission (includes test scores, evaluations, classes attended, etc.) <input type="checkbox"/> Attendance Certificates (Perfect Attendance Awards) <input type="checkbox"/> Back up Grades - Grades from out of district schools, including withdrawal forms <input type="checkbox"/> Cumulative Test Record - If label is not available for a particular test (i.e., ACT, SAT, PSAT, Plan, Explore, etc.), test sheet must be included. <input type="checkbox"/> Grade Reporting - Includes any report card grades available from preschool thru the eighth grade, not entered on permanent record or transcript (i.e. private or home school) and for grades that have been converted from report card to folder. Please do not include progress reports. <input type="checkbox"/> Legal Documents - Includes adoption papers, legal name changes, change of custody or guardianship, student marriage, etc. <input type="checkbox"/> P5 Forms <input type="checkbox"/> PSP (Program Services Plan) current plan only - for LEP (Limited English Proficiency) students <input type="checkbox"/> Record of Disclosure (only one per student, not one per school) and Record Requests <input type="checkbox"/> Withdrawal Forms 	
REMOVE any preschool work not listed above before forwarding record to Pupil Personnel.	
_____ <i>Signature of Teacher (Elementary ONLY - MS optional)</i>	_____ <i>Date</i>
_____ <i>Signature of Counselor (for both ESC & MSC)</i>	_____ <i>Date</i>
03/29/12	

SOY IXb

JEFFERSON COUNTY PUBLIC SCHOOLS
 HIGH SCHOOL
 STUDENT CUMULATIVE RECORD FOLDER
GRADUATE CHECK LIST

For _____ (print student name) _____ (Birth date)

Circle diploma type (if other than 'General')
 Certificate of Attainment / Commonwealth Diploma / Secondary (Adult) GED

Please CHECK boxes if required items are included in student's permanent record, clean record, sign, and date.

STUDENT CUMULATIVE RECORD FOLDER

- School name
- A pre-printed or typewritten label must be at top of student record folder. (Label must include student's address, telephone number, student's district ID number, race, sex, social security number, birth date, and guardian's name.)
- Anything hand written on record must be in black ink and readable. (colors will not scan)
- Withdrawal date entered (use only state approved graduate code in 'WD Code and Date' column)
- School stamp
- Principal signature
- Certificate of Attainment (If student receives a certificate, write the appropriate graduate withdrawal code and 'Certificate' at top of student record folder, next to graduation date.)
- 'See Attached' (written on lower half of the permanent record, to indicate the transcript is enclosed)

TRANSCRIPT (Infinite Campus Report)

- Include all course names and grades (including eSchool, Summer school & Independent study grades)
- Principal signature
- Transcript reflects the appropriate number of credits to graduate
- Graduation date and type (Graduation 'date' and 'type' pulled from Graduation tab)

 Signature

 Date

ALSO INCLUDED IN GRADUATE'S RECORD FOLDER (Do NOT staple to student record folder)

- ELEMENTARY & MIDDLE SCHOOL STUDENT RECORD FOLDER (folder and below contents, if applicable)
- ADVANCE PROGRAM PLACEMENT/PERMISSION
- CUMULATIVE TEST RECORD
 - o If label is not available for a particular test (i.e., ACT, SAT, PSAT, etc.), test sheet must be included.
- DROPOUT QUESTIONNAIRE
- GRADE REPORTING
 - o Includes any grades available from preschool thru the student's senior year, not entered on permanent record - progress reports not included
 - o Write 'see insert' in appropriate area on the permanent record if grade sheets are included
 - o Grades from out of district schools, including withdrawal forms
- HEALTH CARD (green) - one staple ONLY
 - o As of March, 2012, health documents of graduates are to be retained in permanent record folder.
 - o Birth certificate and social security card should also remain in permanent record folder.
- LEGAL DOCUMENTS (only related to student's identity)
 - o Includes adoption papers, legal name changes, student marriage, etc.
- RELEASE OF DIRECTORY INFORMATION TO MILITARY RECRUITERS
 - o Retained ONLY if graduate student is under 18 years of age
- RECORD OF DISCLOSURE and RECORD REQUESTS
- WITHDRAWAL FORMS
- 504 Plan -purged 4 years after graduation

Transcript Requests - When a transcript is sent to a college, it should only be logged in your records log. It is not recorded in the student's permanent record.

03/29/12

SOY IXc

JEFFERSON COUNTY PUBLIC SCHOOLS
HIGH SCHOOL
STUDENT CUMULATIVE RECORD FOLDER
NON-GRADUATE CHECK LIST

For _____ - -
(print student name) (Birth date)

Please check boxes if required items are included in student's record folder, 'clean' record, sign, and date.

STUDENT CUMULATIVE RECORD FOLDER (Outside)

- School name
- A pre-printed or typewritten label must be at top of student record folder. (Label must include student's address, telephone number, student's district ID number, race, sex, social security number, birth date, and guardian's name.)
- Anything hand written on record must be in black ink and readable. (colors will not scan)
- Withdrawal date entered (use only state approved withdrawal code in 'WD Code and Date' column)
- 'See Attached' (written on lower half of the permanent record, to indicate the transcript is enclosed)

TRANSCRIPT (Infinite Campus Report)

- Include all course names and grades (including eSchool, Summer school & Independent study grades)

Signature

Date

ALSO INCLUDED IN NON-GRADUATES RECORD FOLDER (Do NOT staple to folder)

- HEALTH CARD (green)** Staple (only one staple) health documents, including Immunization Certificate, Physical forms, Eye Exams, Dental exams, Birth Certificate, SS card, and if applicable, Medication Administration Record, Primary Care Provider Authorization form, and the Health Services Log (if not requested by ECE).
Exception: each Medication Authorization form is only kept for one year in the student's health record.

INCLUDE ANY OF THE FOLLOWING INSIDE, AS APPLICABLE:

- ELEMENTARY & MIDDLE SCHOOL RECORD FOLDER** (and below contents, if applicable)
- ADVANCE PROGRAM PLACEMENT/PERMISSION** (includes test scores, evaluations, classes attended, etc.)
- ATTENDANCE CERTIFICATES** (Perfect Attendance Awards)
- CUMULATIVE TEST RECORD**
 - o If label is not available for a particular test (i.e., ACT, SAT, PSAT, etc.), test sheet must be included.
 - o Test labels must be adhered to student cumulative record folder.
- DROPOUT QUESTIONNAIRE**
- GRADE REPORTING**
 - o Includes any grades available from preschool thru the student's senior year, not entered on permanent record - progress reports not included
 - o Write 'see insert' in appropriate area on the permanent record if grade sheets are included.
 - o Grades from out of district schools, including withdrawal forms
- LEGAL DOCUMENTS**
 - o Includes adoption papers, legal name changes, change of custody or guardianship, student marriage, etc.
- PSP (Program Services Plan)** current plan only - for LEP (limited English Proficiency) students
- RELEASE OF DIRECTORY INFORMATION TO MILITARY RECRUITERS**
 - o Retained ONLY if student is under 18 years of age
- RECORD OF DISCLOSURE and RECORD REQUESTS**
- WITHDRAWAL FORMS**
- 504 Plan** - will be purged at age 25

Transcript Requests - When a transcript is sent to a college, it should only be logged in your records log. It is not recorded in the student's permanent record.

Jefferson County Public Schools
Out of County
Student Records Request

Date: _____

School Releasing Records: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

The following student(s) has/have enrolled in a Jefferson County public school. Please send a copy of all educational records, including grades, health documents, and Exceptional Child Education (ECE) information, to the address listed below.

Student's Name	Date of Birth	Grade
_____	____ - ____ - ____	_____
_____	____ - ____ - ____	_____
_____	____ - ____ - ____	_____

School Requesting Records: _____

Address: _____

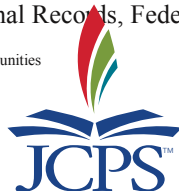
City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

 Signature of Authorized School Personnel

Records are not to be released when records are requested by authorized school personnel. (Family Educational Rights and Privacy Act, Federal Register, June 17, 1976, Vol. 41, No. 118, p. 24673.)

1 Educational Opportunities



Jefferson County Public Schools Student Educational Request Form

This form should be used by parent(s) or eligible students requesting to view, copy or transfer student education records.

The Family Educational Rights and Privacy Act (FERPA) and the Kentucky Education Rights and Privacy Act guarantee to parents/guardians of students under age eighteen (18) and to eligible students (age 18 or over or upon entrance to an institution of post-secondary education) the right to inspect and review the student's education records. Requests to inspect and review the education records shall be addressed to the school principal where the records are housed, or to the Director of Pupil Personnel if the records are housed at the district level. The request shall be granted within a reasonable period of time not to exceed forty-five (45) calendar days and before any Admissions and Release Committee meeting concerning the identification, evaluation or placement of an exceptional child.

To: Principal: _____ School Name: _____
 Director of Pupil Personnel

I, as parent/guardian of the student listed below or the eligible student listed below:
 Hereby request to view or copy the student's education records
 Hereby authorize the release of the student's education records to the person/entity listed below.

Person/Entity Authorized to Receive Records

Address

City, State, Zip Code

- The records to be released are:
- All Permanent Records
 - Grades and/or Academic Standing, Credits/Units
 - Individual Standardized Achievement Test Results
 - Health Forms
 - Key to Grading System
 - Exceptional Child Education Records including Individual Education Programs, Due Process Forms and Psychological Evaluation
 - Other (Please Specify) _____

Purpose of Release: _____

Student Name: _____

Birthdate: _____

Address: _____

Signature: _____ Date: _____
 Parent/Guardian or Eligible Student (age 18 or over):

COMMONWEALTH OF KENTUCKY
 Cabinet for Health and Family Services
 Department for Community Based Services

(R.12/05)

APPENDIX XI

EDUCATIONAL PASSPORT

This form is for the purpose of enrolling the student in school and is to be completed by the school/facility from which the student is leaving. This form is mandated by KRS 158.137 and KRS 605.1 10(3)(e), and shall be presented to the receiving school or educational facility within two (2) days of enrollment. **Information contained on this Passport is subject to confidentiality laws.**

STUDENT NAME: _____ **STUDENT I.D.#** _____
BIRTH DATE: _____ **GRADE:** _____ **TOTAL CREDITS EARNED STUDENT**
WITHDRAWAL DATE: _____ **TO DATE:** _____

TRANSFERRING SCHOOL: _____
 (Induce District Name) _____
 Phone: _____ Fax: _____

TOTAL DAYS ENROLLED AT TRANSFERRING SCHOOL: _____

EMERGENCY CONTACT'S ADDRESS: _____

PHONE NUMBER: _____
RELATIONSHIP TO STUDENT: _____

RECORDS (Please indicate if the following are in the student's school record)			
Physical Exam	___ Yes ___ No	I.E.P	___ Yes ___ No
Immunization Certificate	___ Yes ___ No	504 Plan	___ Yes ___ No
Expiration Date	_____		
Tuberculin Skin Test	___ Yes ___ No	Official Transcript	___ Yes ___ No
		Record	
Birth Certificate	___ Yes ___ No	Current Report Card	___ Yes ___ No
Social Security Card	___ Yes ___ No	<u>Current Classes</u>	<u>Withdrawal Date</u>
Psychological Evaluation	___ Yes ___ No	_____	_____
Ind. Graduation	___ Yes ___ No	_____	_____
Plan/Transition Plan		_____	_____
Vocational Test	___ Yes ___ No	_____	_____
Achievement Test	___ Yes ___ No	_____	_____
CTBS Results	___ Yes ___ No	_____	_____
C.A.T.S. Results	___ Yes ___ No	_____	_____
Portfolio	___ Yes ___ No	_____	_____
Specific Health Needs	___ Yes ___ No	_____	_____
Specific Medications	___ Yes ___ No	_____	_____
		Specific Safety Issue (s):	___ Yes ___ No

Person Providing Information: _____ **Date:** _____
SIGNATURE OF SCHOOL OFFICIAL: _____

Attendance Policies and Procedures



Abstract

This policy and procedure manual will help school attendance teams build and increase positive relationships with families and communities to establish a strong climate and culture that will increase student attendance.



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Equal Opportunity/Affirmative Action Employer
Offering Equal Educational Opportunities

Working Together to Promote Positive Student Attendance

A Reference Guide for School Sites



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Purpose of Attendance



Mandatory Enrollment

Kentucky Revised Statute (KRS), states: "... any child who is six (6) years of age, or who may become six (6) years of age by August 1, shall attend public school or qualify for an exemption as provided by KRS 159.030. Any child who is five (5) years of age, or who may become five (5) years of age by August 1, may enter a primary school program" or may wait until the child is 6 years old.

Enrollment of children into the Primary Program at the age of 5 is voluntary; however, once a child is enrolled, Kentucky law makes attendance mandatory. If, however, within two pupil months after enrollment, a child is found to be immature or by mutual agreement of the parent, guardian, or other custodian and the school, the student may withdraw with a withdrawal code of W17.

Importance of Attendance

The Jefferson County Public Schools (JCPS) objective is for every student to attend school every day on time. To meet this objective, the following goals have been established:

- Reduce chronic absence to 5% of students at every school.
- Ensure that 85% of students attend school 95% of school days annually.
- Reach an Average Daily Attendance (ADA) rate of 96% at every school.

Attending school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as students grow older and more independent, families play a key role in making sure students get to school safely every day. It's important that all parties involved understand why attendance is important for success in school and in life.

Nationally, more than 14 percent of our students are chronically absent due to **excused absences, unexcused absences, and suspensions**. A student is chronically absent if he or she has missed 10% (17.5 days) of the school year whether the absence is unexcused or excused. The impact on academics and graduation rate is well documented. The fiscal impact of low attendance can be devastating and impair the district's ability to provide needed programs and resources to our students.

JCPS is committed to reducing student absences regardless of the reason. Students who attend school today will succeed tomorrow.

Tardies

A tardy shall be recorded for a pupil who is absent less than 35 percent of the regularly scheduled school day. All tardy students will sign in and give the exact time on the school's entry log. In turn, the attendance clerk will enter this information in Infinite Campus, including the excused/unexcused status of the tardy for each parent/guardian note. In the event that a total of three unexcused tardies have been accumulated, a letter may be sent to the parent/guardian and, if the problem persists, in increments of three thereafter. A half-day absence shall be recorded for a student who is absent 35 to 84 percent of the school day. A full-day absence shall be recorded for a pupil who is absent more than 84 percent of the school day.

Purpose, Background, and Education Laws

Purpose

Too many JCPS students are chronically absent. Chronically absent students miss 17.5 or more days of school each year. The school site's Attendance Plan is the first line of defense in the fight to reduce chronic absenteeism and truancy.

Schools are required to **take** accurate attendance through Infinite Campus, **identify** chronically absent students, and **provide** interventions designed to improve the attendance of these identified students.

This manual has been developed to assist school district personnel in understanding and putting into practice procedures consistent with federal, state, and JCPS District attendance policies and procedures. JCPS *Vision 2020* implementation is also necessary to meet the needs of students and families. The following JCPS *Vision 2020* goals are related to attendance:

- Strategy 1.1.7: Eliminate achievement, learning, and opportunity gaps.
- Strategy 2.1.3: Improve culture and climate.
- Strategy 3.2.1: Engage with families.
- Strategy 3.2.4: Listen and respond to stakeholders.

The *Attendance Policies and Procedures Manual* provides general information, procedural information, and forms to be used by staff. The manual should be used in accordance with state regulations and district policies and serve as the following:

- A guide for implementing attendance policies
- A reference for answering questions
- A staff development tool
- A resource guide

Background

Senate Bill (SB) 97 states that beginning with the 2014-15 school year, each local board of education, on the recommendation of the superintendent and approval of the Kentucky Department of Education (KDE), shall require children residing in the school district's attendance area to attend school from the age of six until the child has reached his or her eighteenth birthday.

Kentucky Education Laws

KRS 159.150: Definitions of *truant* and *habitual truant*—Attendance record requirements—Adoption of truancy policies by local school boards—Implementation of early intervention and prevention programs

- Any student who has attained the age of six (6) years, but has not reached his or her eighteenth birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his or her twenty-first birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- Any student who has been reported as a truant two (2) or more times is a habitual truant.
- For the purposes of establishing a student’s status as a truant, the student’s attendance record is cumulative for an entire school year. If a student transfers from one (1) Kentucky public school to another during a school year, the receiving school shall incorporate the attendance information provided under KRS 159.170 in the student’s official attendance record.

A local board of education may adopt reasonable policies that:

- Require students to comply with compulsory attendance laws.
- Require truants and habitual truants to make up unexcused absences.
- Impose sanctions for noncompliance.
- Collaborate and cooperate with the Court of Justice, the Department for Community Based Services, the Department of Juvenile Justice, regional community mental health centers, and other service providers to implement and utilize early intervention and prevention programs, such as truancy diversion, truancy boards, mediation, and alternative dispute resolution to reduce the number of referrals to a court-designated worker.

KRS 158.030: *Common school defined*—Attendance at public school and primary school program—Advancement without regard to age—Local boards to adopt policy establishing petition and evaluation process for students who do not meet age requirements

- Common school means an elementary or secondary school of the state supported in whole or in part by public taxation. No school shall be deemed a “common school” or receive support from public taxation unless the school is taught by a certified teacher for a minimum school term as defined by KRS 158.070 and every child residing in the district who satisfies the age requirements of this section has had the privilege of attending it. Provided, however, that any child who is six (6) years of age, or who may become six (6) years of age by October 1, shall attend public school or qualify for an exemption as provided by KRS 159.030. Any child who is five (5) years of age, or who may become five (5) years of age by October 1, may enter a primary school program, as defined in KRS 158.031, and may advance through the primary program without regard to age in accordance with KRS 158.031(6).
- Any child who is six (6) years of age, or who may become six (6) years of age by August 1, shall attend public school or qualify for an exemption as provided by KRS 159.030. Any child who is five (5) years of age, or who may become five (5) years of age by August 1, may enter a primary school program, as defined in KRS 158.031, and may advance through the primary program without regard to age in accordance with KRS 158.031(6).
- Each local school board shall adopt a policy to permit a parent or guardian to petition the board to allow a student to attend public school who does not meet the age requirements of subsection (1) or (2) of this section.
- The policy shall include an evaluation process that will help determine a student’s readiness for school and shall ensure that any tuition amount charged under this policy is the same amount charged to a student who meets the age requirements of subsection (1) or (2) of this section. Students enrolled under this policy shall be included in a school’s average daily attendance for purposes of funding as provided in KRS 157.310 to 157.440.

KRS 159.030: Exemptions from compulsory attendance

The board of education of the district in which the child resides shall exempt from the requirement of attendance upon a regular public day school every child of compulsory school age:

- Who is a graduate from an accredited or an approved four (4) year high school; or
- Who is enrolled and in regular attendance in a private, parochial, or church regular-day school. It shall be the duty of each private, parochial, or church regular-day school to notify the local board of education of those students in attendance at the school. If a school declines, for any reason, to notify the local board of education of those students in attendance, it shall so notify each student's parent or legal guardian in writing, and it shall then be the duty of the parent or legal guardian to give proper notice to the local board of education; or
- Who is less than seven (7) years old and is enrolled and in regular attendance in a private kindergarten-nursery school; or
- Whose physical or mental condition prevents or renders inadvisable attendance at school or application to study; or
- Who is enrolled and in regular attendance in private, parochial, or church school programs for exceptional children; or
- Who is enrolled and in regular attendance in a state-supported program for exceptional children;
- For purposes of this section, *church school* shall mean a school operated as a ministry of a local church, group of churches, denomination, or association of churches on a nonprofit basis.

Before granting an exemption under subsection (1)(d) of this section, the board of education of the district in which the child resides shall require satisfactory evidence, in the form of:

- A signed statement of a licensed physician, advanced practice registered nurse, psychologist, psychiatrist, chiropractor, or public health officer, that the condition of the child prevents or renders inadvisable attendance at school or application to study. On the basis of such evidence, the board may exempt the child from compulsory attendance. Any child who is excused from school attendance more than six (6) months shall have two (2) signed state-

ments from a combination of the following professional persons: a licensed physician, advanced practice registered nurse, psychologist, psychiatrist, chiropractor, and health officer, except that this requirement shall not apply to a child whose treating physician, advanced practice registered nurse, chiropractor, or public health officer certifies that the student has a chronic physical condition that prevents or renders inadvisable attendance at school or application to study and is unlikely to substantially improve within one (1) year; or an individual education plan specifying that placement of the child with a disability at home or in a hospital is the least restrictive environment for providing services.

- Exemptions of all children under the provisions of subsection (1)(d) of this section shall be reviewed annually with the evidence required being updated, except that for an exceptional child whose treating physician, advanced practice registered nurse, chiropractor, or public health officer certifies that the student has a chronic physical condition unlikely to substantially improve within three (3) years, the child's admissions and release committee shall annually consider the child's condition and the existing documentation to determine whether updated evidence is required. Updated evidence shall be provided for a child upon determination of need by the Admissions and Release Committee (ARC), or at least every three (3) years.
- For any child who is excluded under the provisions of subsection (1)(d) of this section, home, hospital, institutional, or other regularly scheduled and suitable instruction meeting standards, rules, and regulations of the Kentucky Board of Education shall be provided.

Chronic/Habitual Truancy Absence Intervention

Chronic Absence vs. Truancy—Definitions

Explanation	Students with chronic absences require interventions to change behavior and maintain positive attendance patterns. In order for interventions to have an impact, it is important to follow consistent protocol that is responsive to each student’s unique circumstance.	
	Chronic Absence	Truancy
What is the difference between chronic absence and truancy?	Missing 10% of school days for any reason—excused or unexcused—in one school year	<p>KRS.159.150—Any child who has attained the age of 6, but has not reached his or her 18th birthday</p> <ul style="list-style-type: none"> • Enrollment of children into the Primary Program at the age of 5 is voluntary; however, once enrolled, Kentucky law makes attendance mandatory. • Absent without a valid excuse for more than 3 full days in one school year • Absent from class without a valid excuse on 3 or more occasions in one school year • Any combination of the above <p>Habitual Truancy</p> <ul style="list-style-type: none"> • A student who has reached 6 unexcused absences

What Systems Must Be in Place at My School?

<p>This protocol is dependent on three basic systems and expectations at your school site.</p>	<ul style="list-style-type: none"> • Every teacher must take attendance for every student every day. Elementary teachers must take attendance daily. Middle and high school teachers must take attendance in every period, as this is a Jefferson County Teachers Association (JCTA) requirement. • Each step in this process must be documented and entered into Student Attendance Referral System (SARS). • Each school must have an administrator (principal/assistant principal) who oversees attendance protocol in addition to the clerical, student support, and other staff who implement it.
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For School-Based Attendance Teams (Elementary Level)

What Are Effective Interventions for Addressing Chronic Absences/Habitual Truancy?

When a student is absent for: School staff will:	
Any Day of Instruction (excused or unexcused)	<ul style="list-style-type: none"> • Make a personal phone call to the parent/guardian. • Document the reason for the absence. • Enter the appropriate absence code in Infinite Campus. • Verify accuracy of all contact numbers and update student information in Infinite Campus. • Refer family to appropriate school-based resources or support agencies.
3 Days	<ul style="list-style-type: none"> • See prior section for foundational interventions. • Encourage classroom teachers to make personal contact to inquire about the student's absence. • The school attendance clerk will mail a First Truancy Notification Letter and document it in SARS.
4–5 Days	<ul style="list-style-type: none"> • Refer family to school-based Family Resource Center (FRC), school counselor, assistant principal, AmeriCorps, school nurse, and/or school mental health counselor. Personal contact will then be made by the assigned staff via phone, home visit, conference, or letter. • Send an Administrative Notice of Truancy Letter and document it in SARS.
6 Days (unexcused)	<ul style="list-style-type: none"> • See prior section for foundational interventions. • Consult with school counselor/school administrator. • Implement strategies outlined in the school attendance plan. • The Attendance Committee will review the student's attendance at a scheduled attendance meeting (SARS In-School Referral 6AU's). • Notify the school nurse if absences are health-related. • Schedule a parent conference. • Generate a Central Office referral once required interventions have been met.
9 Days (unexcused)	<ul style="list-style-type: none"> • See prior sections for foundational interventions. • Review prior absence data to determine if a pattern exists. • Monitor students. • Conduct a home visit. • Refer to the Central Office referral after two additional interventions have been implemented and documented in SARS.
12 Days or More (unexcused)	<ul style="list-style-type: none"> • See prior sections for foundational interventions. • Refer to the Central Office referral after two additional interventions (total of 6 interventions) have been implemented and documented in SARS. • The Attendance Committee will review and discuss the student's attendance.

With continued unexcused absences, the school (A/C, Administration, Youth Services Center (YSC)/FRC, teacher) will continue efforts to contact the parent/guardian to address absences.

For School-Based Attendance Teams (Secondary Level)

What Are Effective Interventions for Addressing Chronic Absence/Habitual Truancy?

When a student is absent for:	School staff should:
3 Days (excused or unexcused)	<ul style="list-style-type: none"> • The attendance clerk or classroom teacher(s) makes a personal phone call home (Teachers should document this in Infinite Campus under the Parent-Teacher Conference tab) • Verify accuracy of all contact numbers and update student information in Infinite Campus as needed. • Refer family to appropriate school-based resources as needed. • Mail a letter of concern to family.
6 Days (unexcused)	<ul style="list-style-type: none"> • See prior sections for foundational interventions. • Refer to the school counselor or FRYSC. • Mail a second letter of concern to family. • Notify health services of absences as appropriate. • Refer to the Central Office after a minimum of three interventions have been implemented and documented in SARS.
9 Days (unexcused)	<ul style="list-style-type: none"> • See prior sections for foundational interventions. • Hold a student conference with the FRYSC, counselor, administrator, or other school support personnel. • The FRYSC, home school coordinator, AmeriCorps worker, and/or social worker should conduct a home visit. Document it in SARS. • Participate in an Attendance Committee meeting. • Refer to the Central Office after two additional interventions have been implemented and documented in SARS.
12 Days or More (unexcused)	<ul style="list-style-type: none"> • See prior foundational interventions. • Review student Attendance Plan data and interventions and adjust as needed. • Refer to the Central Office after two additional interventions (a total of seven interventions) have been implemented and documented in SARS. • Attend a Family Engagement meeting as scheduled by the assistant director of Pupil Personnel (ADPP) or school social worker (6th grade only).

*All interventions **must** be documented in SARS.

ADPP Interventions for Unexcused Absences

The interventions schedule above is intended as a guide for ADPPs to use. Pupil Personnel staff will use professional judgment when determining appropriate support for individual students. A review of individual student data should drive the interventions for individual students. As a reminder, those closest to the students and families are best equipped to provide support for students. The goal of the department is to provide proactive support to schools to ensure that students return to regular school attendance so that they may graduate from high school college- and career-ready.

Although the JCPS Department of Pupil Personnel works closely with the Jefferson County Family Courts and Court Designated Workers office, staff members will exhaust all efforts to ensure that only those students and families beyond the scope of district personnel support and expertise have petitions filed against them for Educational Neglect and/or Habitually Truant status charges. The JCPS Department of Pupil Personnel understands that we are the child's best support and will act in a manner consistent with that belief.

For School Social Workers

What Are Effective Interventions for Addressing Habitual Truancy?

When a student is absent for:	Pupil Personnel staff will:
6 Days (unexcused) First Referral From School	<p>Standard</p> <ul style="list-style-type: none"> • Truancy Notice <p>Options</p> <ul style="list-style-type: none"> • Phone call • Face-to-face contact with parent/guardian (e.g., home visit, Family Engagement Meeting [FEM]) • Student conference • Refer family to an appropriate outside agency. • Educational Neglect Referral; based on previous year Pre-CPS Notice (Final Notice) • Consultation with the Attendance Committee
9 Days (unexcused) Second Referral From School	<p>Standard</p> <ul style="list-style-type: none"> • Pre-CPS Notice (Final Notice) • Personal contact with parent/guardian (e.g., home visit, FEM, parent conference) <p>Options</p> <ul style="list-style-type: none"> • Phone call • Student conference • Refer family to an appropriate outside agency. • Educational Neglect Referral • Consultation with the Attendance Committee
12 Days (unexcused) Third Referral From School	<p>Standard</p> <ul style="list-style-type: none"> • Face-to-face contact with parent/guardian if all other attempts have been unsuccessful • Review all attendance information and previous intervention responses. • Review sibling information and appropriate Pupil Personnel staff. <p>Options</p> <ul style="list-style-type: none"> • Educational Neglect Referral • Refer family to alternative programs, community agencies/resources, etc. • FEM • Consultation with the Attendance Committee
15 Days or More (unexcused) Fourth or More Referral From School	<p>Options</p> <ul style="list-style-type: none"> • Educational Neglect Referral • Case presented for Peer Review • Notify assigned CPS worker and/or supervisor of additional unexcused absences.

All interventions provided by a social worker will be documented in SARS.

For Assistant Directors Pupil Personnel (Secondary Level)

What Are the Effective Interventions for Addressing Habitual Truancy?

When a student is absent for:	ADPPs should:
First Referral From School 6 Days (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Mail a Truancy Notice. <p>Options</p> <ul style="list-style-type: none"> • Phone call to family • Provide positive research-based attendance information. • Face-to-face contact with family (e.g., home visit, Family Engagement Meeting [FEM]) • Student conference • Refer family to an appropriate outside agency. • Consultation with the school Attendance Committee
Second Referral From School 9 Days (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Final Notice • If a sixth-grade student, refer to SSW assigned to the school. • Schedule FEM <p>Options</p> <ul style="list-style-type: none"> • Phone call to family • Face-to-face contact with family (home visit) • Student conference • Truancy Diversion Committee Meeting • Refer family to an appropriate outside agency. • Final notice, if needed, upon review of student data • Consultation with the school Attendance Committee
Third Referral From School 12 Days or More (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Final Notice (if not already conducted) • Home visit (if not already conducted) • Truancy Diversion Committee Meeting • Habitually Truant Petition/Educational Neglect Referral <p>Option:</p> <ul style="list-style-type: none"> • Phone call to family • Face-to-face contact with family • Student conference • Refer family to appropriate outside agency. • Final Notice, if needed, upon review of student data • Consultation with school Attendance Committee

When a student is absent for:	ADPPs should:
Subsequent Referrals From School: 15+ days (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Follow up from previous interventions. • Continue previous interventions as appropriate. • Habitually Truant Petition/Educational Neglect Referral if not already submitted <p>Options</p> <ul style="list-style-type: none"> • Phone call to family • Face-to-face contact with family • Student conference • Truancy Diversion Committee Meeting (6–8) • Refer family to an appropriate outside agency. • Consultation with school administration/Attendance Committee

All interventions made by ADPPs will be documented in SARS.

*Only one truancy notice should be sent to a student’s family.

**Family Engagement Meeting (FEM) Team Members may include ADPP, school attendance team members, parents, students, school personnel with knowledge of the student (e.g., FRYSC, counselor, assistant principal, principal, teachers), and the school social worker (middle school).

Interventions for 16- and 17-Year-Old Students

When a student is absent for:	ADPPs should:
First Referral From School 6 Days (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Mail a Truancy Notice. <p>Options</p> <ul style="list-style-type: none"> • Phone call to family • Provide positive research-based attendance information • Student conference • Refer family to an appropriate outside agency. • Consultation with school Attendance Committee
Second Referral From School 9 Days (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Final Notice • Phone call to family <p>Options</p> <ul style="list-style-type: none"> • Face-to-face contact with family/home visit • Student conference • Refer family to an appropriate outside agency. • Consultation with school Attendance Committee • Provide Success Pathways or Alternative Educational Programming Information
Third Referral From School 12 Days (unexcused)	<p>Standard</p> <ul style="list-style-type: none"> • Provide Success Pathways or Alternative Educational Programming Information • Final Notice (if not already conducted) • Face-to-Face contact/Home visit (if not already conducted) • Student Conference (if not already conducted) <p>Options</p> <ul style="list-style-type: none"> • Conference with school administrators • Consultation with school Attendance Committee • Refer family to an appropriate outside agency.
Subsequent Referrals From School	<p>Standard</p> <ul style="list-style-type: none"> • Face-to-face contact with family (if not already conducted) • Family Engagement Meeting (if not already conducted) • Home visit (if previous attempts for face-to-face contact are unsuccessful) • Refer to the assessment counselor. <p>Options</p> <ul style="list-style-type: none"> • Alternative Educational Programming Information • Conference with school administrators

Dropout Prevention Information (17-Year-Old Students)

Students must be 18 years of age to drop out of school. Below is a flowchart of prevention strategies that must be used for students at risk of not graduating high school. Student success is the goal of JCPS. For those students who have been determined to be at risk of not completing school, alternative educational programs are available.

When a student (17 years old) is absent for:		School Staff will:
6 Unexcused Days	Standard <ul style="list-style-type: none"> • Mail a dropout letter of concern and document it in SARS. • Make a personal phone call and document the reason for absences in SARS. 	
9 Unexcused Days	Standard <ul style="list-style-type: none"> • Meet with the school guidance counselor to explore options through the creation of a graduation plan. • Explore JCPS choice with student and family. • Explore nondistrict programs with the family. 	
12 or More Unexcused Days	Standard <ul style="list-style-type: none"> • Complete online referral for JCPS Choice Schools. • Contact the Department of Student Relations to discuss options that best fit student's needs. 	

Available drop-out prevention programs range from those operated by the district to federal government instructional program efforts. Depending on individual needs, possible options may include the following:

Program Name	Program Address	Program Phone Number
Liberty High School	3307 East Indian Trail Louisville, KY 40213	(502) 485-7100
Jefferson County High School (JCHS) and JCPS <i>eSchool</i> (must be 18 years old)	Dawson Orman Education Center 900 South Floyd Street Louisville, KY 40201	(502) 485-3173
Adult and Continuing Education	Dawson Orman Education Center 900 South Floyd Street Louisville, KY 40201	(502) 485-3400
Job Corps	Several locations around Kentucky depending on vocational trade	1-800-733-5627
Bluegrass Challenge	714 Dixie Street, Bldg. 296 Fort Knox, Kentucky 40121	1-877-599-6884
Appalachian Challenge	465 Grays Branch Road P.O. Box 539 Grays Knob, KY 40829	1-855-596-4927
The Phoenix School of Discovery	3741 Pulliam Drive Louisville, KY 40218	(502) 485-7700
Westport TAPP (Teenage Parent Program)	8800 Westport Road Louisville, KY 40242	(502) 485-8347
South Park TAPP (Teenage Parent Program)	1010 Neighborhood Place Fairdale, KY 40118	(502) 485-8748

When Can I Drop a Chronically Absent Student?

In accordance with KRS 159.150, you may not drop a student under the age of 18 for chronic absences. Regardless of the number of days absent (consecutive or otherwise), students may only be dropped if they are 18 and older and the school attendance team has followed the Chronic Absence Intervention protocol displayed below.

Withdrawing Chronically Absent Students Over 18 to a W25

When a student is absent for:	School staff will:
6 Consecutive Days	<p>Standard</p> <ul style="list-style-type: none"> • Mail a dropout letter of concern (provided by the Department of Pupil Personnel) and document it in SARS. • Make a personal phone call and document the reason for absences in SARS. • Schedule and hold a student conference between the family and school counselor to review the Kentucky Department of Education (KDE) dropout survey, other options, and the outlook of employment for those without a diploma. Document it in SARS.
9 Consecutive Days	<p>Standard</p> <ul style="list-style-type: none"> • Mail a dropout letter of concern and document it in SARS. • Make a personal phone call and document it in SARS.
12 or More Consecutive Days	<p>Standard</p> <ul style="list-style-type: none"> • Mail a letter stating that the student has been dropped due to attendance and document it in SARS.
After W25:	School staff shall:
1 week after W25	<ul style="list-style-type: none"> • Mail a letter provided by the Department of Pupil Personnel to the student outlining options available for the student to further his or her education (GED Program, JCHS, etc.). • Document the intervention.
2 weeks after W25	<ul style="list-style-type: none"> • The school administrator will make a personal phone call to the student to follow up with options provided in the letter mailed home. • Document the intervention.

What Are the Effective Interventions for Addressing Chronic Absences?

- A letter will be sent to the parent/guardian from the school administrator regarding attendance. (This letter should not be sent for a child with documented illness unless the school’s administrator or ADPP/school social worker determines that it is necessary. In addition, an administrator shall confer with the ADPP/school social worker to determine whether a referral is warranted at this time.)
- Consult with Health Services if there is a documented health condition.
- Referral for Home/Hospital Instruction if the student’s health condition prevents him or her from attending school for more than 5 consecutive days.
- The student attendance profile should be presented to the Attendance Committee to determine appropriate interventions.

Promoting Positive Attendance Through Attendance Teams



Strategies for Promoting Positive Attendance

Schools and communities are working together to promote regular attendance and reduce chronic absence.

Teachers can:

- Ensure that they take attendance accurately so that students and families know someone cares when they miss school (also JCTA contract compliance).
- Ensure that all classrooms are welcoming, nurturing, and engaging so that students want to come to school every day. Greet each student by name as he or she enters the classroom.

Schools can:

- Invest adequate staff time in accurate collection and entry of attendance data in Infinite Campus.
- Analyze chronic absence and good attendance to discern patterns of students.
- Partner with families and community groups to develop and address attendance challenges affecting individual students and large numbers of students.
- Educate parents and students about the importance of attendance starting in the early years; reinforce messages throughout middle and high school and pre-teach attendance strategies as needed.
- Develop and implement a schoolwide system of incentives and regards for good attendance, such as holding assemblies and awarding certificates.
- Reach out in a supportive manner to frequently absent students to find out why they are missing school and what would help them attend more regularly.
- Invest in professional development (PD) to help teachers, staff, and administrators understand chronic absence.
- Consider how to engage your community partners and brainstorm how to promote positive attendance.

Source: *Attendance Works*
www.attendanceworks.org

School Attendance Teams

Attendance Teams at school sites are responsible for providing and overseeing interventions for individual students who are chronically absent or truant. It is important to ensure that the individual needs of each student are being met using all available resources at the school level.

An effective Attendance Team includes the following:

- A designated chairperson or facilitator and administrator
- Administrator and school site personnel (ADPP, school social worker, FRYSC, AmeriCorps, home school coordinators) who understand and can analyze attendance data for individual students and the entire school
- School guidance counselor

Attendance Teams at school sites work on two levels.

Individual Student Level: Attendance Teams monitor individual students who are chronically absent and ensure that their needs are being met using all available resources. At the individual student level, Attendance Teams:

- Examine the list of students with attendance issues every week to ensure that each student receives appropriate supports.
- Look at other student data (e.g., grades, test scores, behavioral referrals, and health issues) to develop a full picture of what is happening in a student's life, especially for those students with more severe attendance problems.
- Use data on attendance and chronic absences to determine the nature and intensity of needed supports. Supports can range from a personal call home or a truancy letter to a more intensive intervention.
- Review outcomes of prior interventions to determine if supports were effective or not.

School Level: Attendance Teams monitor school trends and patterns of attendance for the entire school and subgroups.

- Communicate the importance of attendance to the entire school staff, clearly outlining how each staff member can work with the Attendance Team to help students who are chronically absent.

- Establish expectations for good attendance with students and their families. This includes creating a culture of attendance as well as defining what happens when a student misses school. This will include tiered interventions to provide needed support as well as consequences.
- Examine trend information, and seek out information about unusual attendance trends and patterns every month.
- Compile data across individual students and multiple data sources to ascertain barriers to attendance.
- Assess the impact of such efforts as attendance incentives on reducing rates of chronic absence, and implement as appropriate.

Attendance Teams should meet at least every other week to assess the effectiveness of the process, review attendance data, and modify the plan as needed.

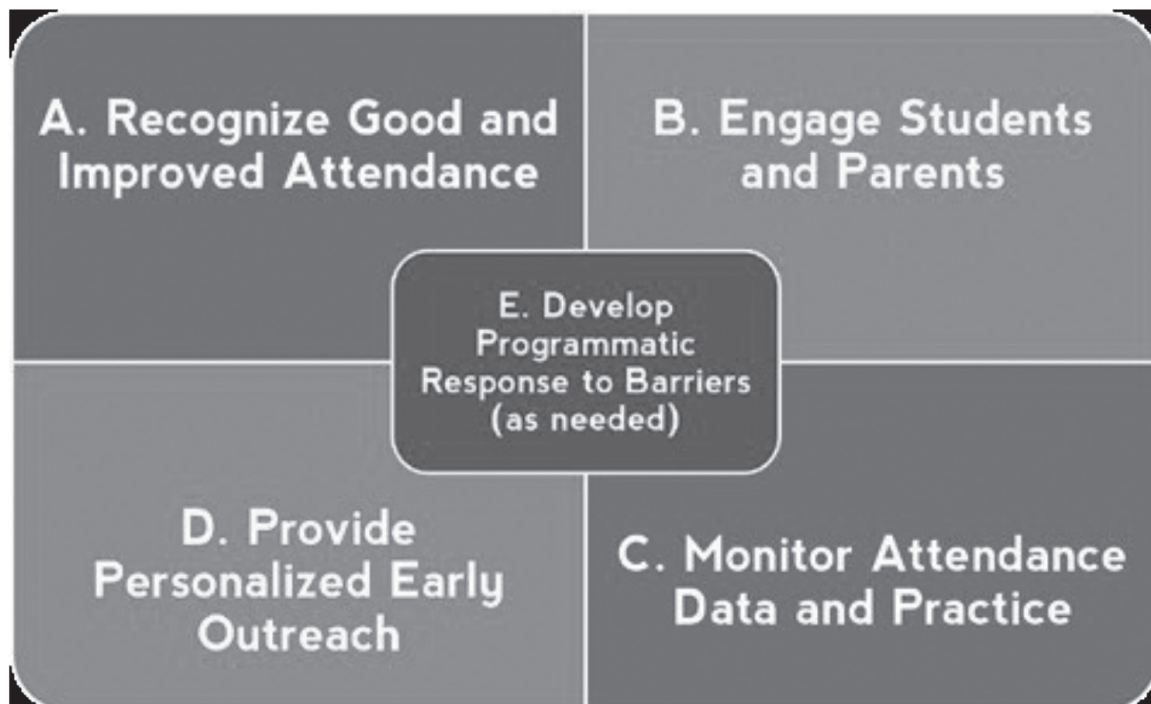
School Attendance Plans

The School Attendance Plan is required to identify how the schools are going to promote positive attendance and reduce chronic absenteeism.

The four components of an effective School Attendance Plan are as follows:

- **School Attendance Team in Place:** The Attendance Team develops the Attendance Plan and oversees the implementation of the plan.
- **Parent and Student Engagement:** Engaging parents and students about the importance of daily attendance
- **Recognizing Good and Improved Student Attendance:** Students who have good or improved attendance should be recognized by their school. The School Attendance Plan should identify how that recognition should take place.
- **Early Outreach:** Processes need to be in place from the beginning of the year and throughout the year to identify students who are at risk for chronic absences and how they will be supported.

Core Components of a School Attendance Plan



Response to Attendance Interventions for School Attendance Teams



Tiers of Intervention to Reduce Chronic Absence

Overview

The information below is intended to help the school analyze alignment between its strategies and level of student need. The list of strategies is not exhaustive but suggestive and intended to inspire schools' own ideas about what could be in place.

Levels of Student Needs

This chart assumes that students can be divided into tiers reflecting the level of anticipated need for supports.

Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention oriented supports are in place

Tier 2 = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g., a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports

Tier 3 = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (e.g., involvement in the child welfare or juvenile justice system, homelessness, or having a parent who has been incarcerated)

Intervention	Tier 1	Tier 2	Tier 3
<i>Trips and activities:</i> Connect already planned year-end trips or activities to attendance.	X	X	
<i>Breakfast and recess:</i> Turn breakfast, lunch, or recess into an attendance celebration by providing a special treat, such as snacks or extra recess time.	X	X	
Morning announcements: Acknowledge classrooms or students with perfect, good, and improved attendance during the schoolwide morning announcements.	X		
<i>Bulletin boards:</i> Use school bulletin boards to highlight classrooms or students with perfect, good, and improved attendance.	X	X	
<i>One Call Now:</i> Use the One Call Now automated phone system to send positive and fun messages to families, congratulating students who have good attendance or are improving their attendance.	X		
<i>PTA/School Family Council:</i> Ask your Parent Teacher Association (PTA) or School Family Council to host an event or competition that focuses on attendance.	X	X	
<i>Community partners:</i> Ask your community partners to sponsor an event at your school focused on attendance.	X	X	
<i>Attendance visuals:</i> Encourage staff to work in teams with students to create posters that highlight the importance of attendance. Posters can be hung throughout the school. Sponsor an unveiling and invite parents and district staff to view the posters throughout your building.	X	X	
<i>School newsletters:</i> Include articles about attendance, what's being taught in school, or that highlight recent attendance activities in your regular newsletters.	X	X	
<i>Grade-level or classroom attendance contests:</i> Create friendly competition among classrooms or grades. Classes can compete for most-improved attendance or highest attendance in a certain timeframe (such as the 4th quarter). Challenge classes to take a "classroom selfie," and reward the classroom that has the most students present for its selfie.	X	X	X

Intervention	Tier 1	Tier 2	Tier 3
<i>Staff competition:</i> Create friendly competition among teachers. For example, teachers who submit attendance on time every day for three full weeks could win extra prep time.	X	X	
<i>Field day:</i> Host a field day as an incentive to encourage perfect attendance. Sports and craft activities are a great way to excite students of all ages.	X	X	X
<i>Period 1 fun:</i> Make the first period of the day fun. Offer a special breakfast treat, host a morning dance for the first 10 minutes of class, and bring in a karaoke machine. This can also be used to encourage students to arrive at school on time.	X	X	X
<i>Free play:</i> Reward students whose attendance has improved with free activity time.	X	X	X
<i>Schoolwide assemblies:</i> Host grade-level assemblies that focus on attendance. Provide attendance awards and certificates to teachers and parents for their efforts to get students to school daily.	X	X	X
<i>Student tracking:</i> Create student attendance trackers in classrooms that allow students to mark their daily attendance on a public display.	X	X	X
<i>Awesome attenders:</i> Reward students who have good or improved attendance with special time with a school staff member of their choice. For example, winners could eat lunch with their favorite staff member.	X	X	X
<i>All hands on deck:</i> Phone calls or home visits can be more effective when they are conducted by individuals who have an existing positive relationship with the student or family. Staff in the following positions can assist with phone calls and home visits: administrators, teachers, guidance counselors, social workers, psychologists, school resource officers (SRO)s, coaches, secretaries, crossing guards, and parent advocates.	X	X	X
<i>Student Support Team:</i> Ensure that every Tier 3 student has been referred to the existing Student Support Team (SST) and has a comprehensive SST plan ready to be implemented.			X
<i>Grade-level meetings/content area meetings:</i> Use attendance data to identify grade-level attendance concerns, patterns, and best practices. Findings can be used to target a particular group of chronically absent students.	X	X	X
<i>Research-based strategy:</i> Use indicators derived from student data to identify students at risk of becoming chronically absent. Students who have indicators (e.g., prior year's chronic absence, in-transition grades, entering kindergarten without pre-k or Head Start) can be targeted by your team.	X	X	X
<i>School-based strategy:</i> Use school data to inform early outreach strategies. The following questions can guide the review of the data: Which students had the highest chronic absence rate in the past three quarters? Did these students have attendance challenges in previous school years? Do these students walk to school or take the bus? Where in the city do these students reside?	X	X	X
<i>Home visits:</i> Organize a home visit campaign with members of the school staff. Using attendance data, identify a targeted group of students to visit at home (e.g., students in a specific grade who have missed more than seven days in the past two weeks).		X	X
<i>Attendance folders:</i> Create folders for students who have poor attendance habits. Have the attendance clerk maintain these folders. Use the folders to track communications and interventions.	X	X	

Intervention	Tier 1	Tier 2	Tier 3
<i>Morning sessions:</i> Have school staff members facilitate morning sessions with students who are at risk for being chronically absent. Create a list of targeted students to distribute to every adult in the building. When students on the list arrive at school, the nearest adult should escort them to the morning session.	X	X	X
<i>Student rap:</i> Allow upper-year students with good attendance to facilitate rap sessions for younger students struggling with daily attendance.	X	X	X
<i>Peer mentoring:</i> Assign upper-year students with good attendance to younger students struggling with attendance. Provide a quiet, safe, and private space for the two to have weekly check-ins.	X	X	X
<i>School community:</i> Organize members of the school community to discuss systemic barriers to daily attendance. Identify how each member may contribute to mitigating the barriers (e.g., the issue of safe routes to school could be addressed by a watch plan created by school police).	X	X	X
<i>Community partners:</i> Host an informal session in a classroom at the beginning or end of the day for community partners and selected school staff. Have partners introduce themselves and their work. Identify one or two schoolwide barriers to student attendance—and don't leave the room until an action plan has been created that involves all community partners	X	X	X
<i>District and network staff:</i> Host a data-sharing meeting and invite your student support liaison and a staff member from the district's Attendance and Truancy department. Share data trends and schoolwide observations to get support with developing programmatic barriers. Ask your Family and Community Engagement Specialist for help coordinating a community event to engage school staff, families, and local businesses. Tap into the Homelessness department for attendance concerns related to homelessness or the Exceptional Child Education (ECE) department for attendance concerns among students with special needs.	X	X	X
<i>Home/Hospital:</i> Host an information fair for parents and staff, where staff from the Home/Hospital program discuss parent supports for students with health concerns. Coordinate a session on asthma and allergy management.	X	X	
<i>Focus on climate:</i> Everyone responds positively to being respected, celebrated, and engaged. Make school climate a priority. Bring together a few staff members to create a cool, calm, and collected climate. Focus on welcoming students, having positive conversations with students, and hosting activities and events that merge learning and having fun.	X		
<i>District office:</i> Partner with a team or department at the district office to coordinate an event or activity that promotes student attendance.	X	X	X
<i>Community businesses:</i> Present a proposal to a local business requesting a donation of incentives or sponsorship of a school event (e.g., use food donations from a local business as an incentive or reward for the first 100 students who arrive to school in the morning).	X	X	X
<i>Make school the rule:</i> Start a campaign that targets businesses and organizations with store fronts in your community. Create signs that read "Have a great day at school!" Ask businesses to hang the signs and commit to not allowing students to hang out on their premises during school hours.	X	X	

Intervention	Tier 1	Tier 2	Tier 3
<i>Parent advisory group:</i> Identify a group of parents willing to focus on improving student attendance. Encourage them to meet regularly and share data trends (instead of individual student data) with the group (e.g., grades with highest rates of chronic absence, days of the week when students are most frequently absent).	X	X	X
<i>Plan for reengagement:</i> Create a plan for how your school will support students who return after an extended period of absence. Identify who will connect with these students, and put plans in place to help students compensate for missed instruction.			X
<i>Maintain contact:</i> Create a grade-level competition to encourage parents to update the contact information on file for them at school. Create information forms that also request email addresses for family members. The grade level that submits the highest number of completed forms within a two-week period wins a prize. Make sure to update phone numbers in Infinite Campus as they come in: Remember that One Call Now calls about absence only work if the phone number in Infinite Campus is correct!	X	X	X
<i>Know your school:</i> If the school's attendance is worse on a certain day of the week or time of year, create a special event for that time. If some families struggle with finding a safe path to school, work with a community partner to create a walking school bus. If many of your students miss school because they need to work, consider creating an alternative schedule or tap into partners to find paid internships for after-school hours.	X		

*Adapted from Baltimore City Schools and Attendance Works

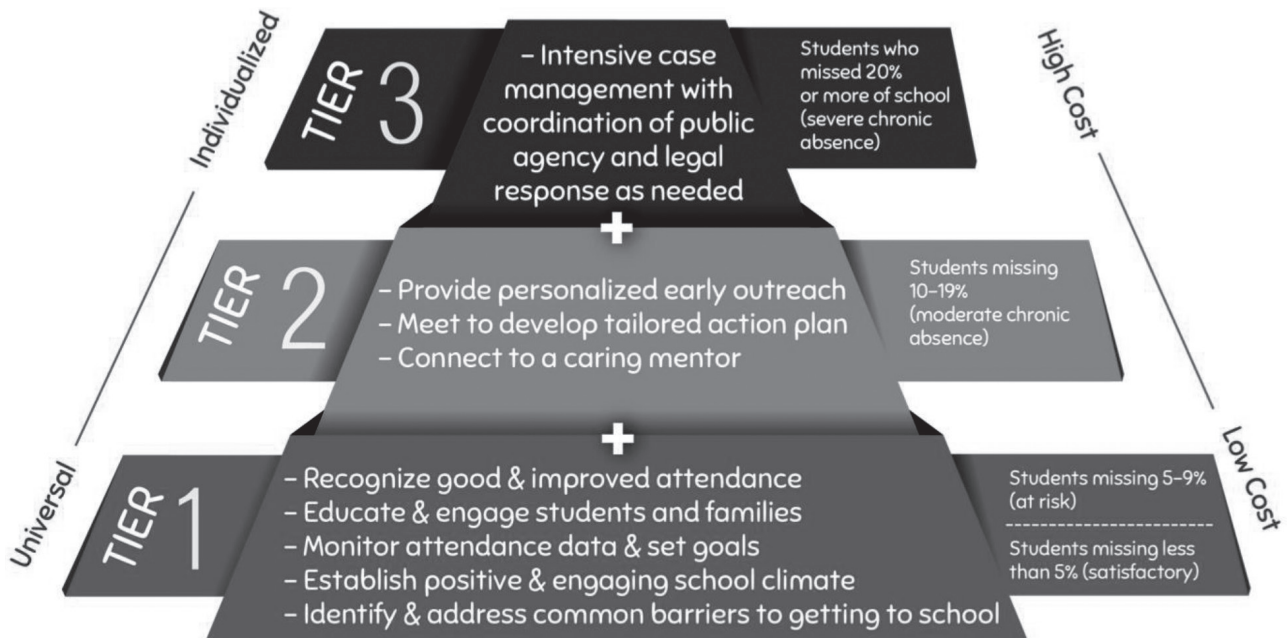
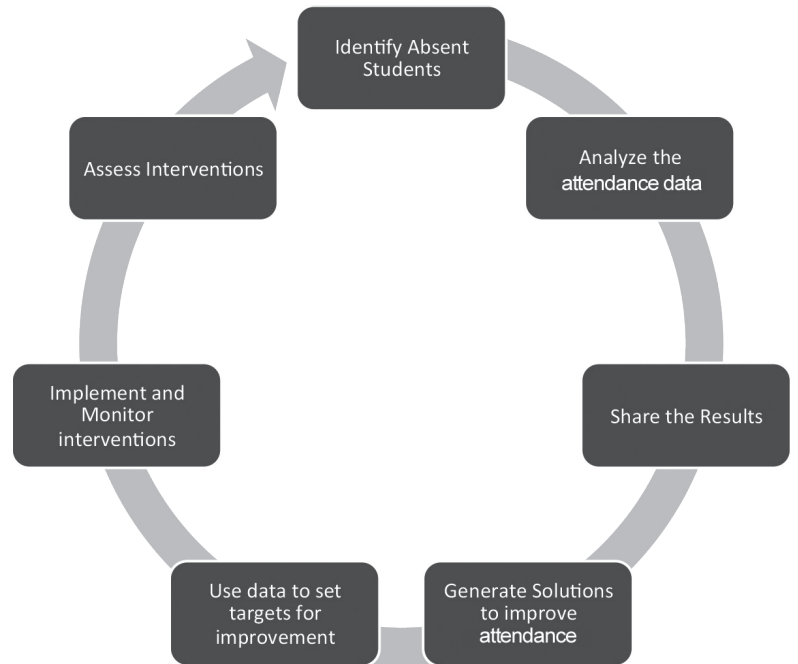


JCPS Attendance Cycle of Inquiry

The JCPS Attendance Teams work to ensure that attendance is maintained by performing a cycle of activities that analyzes student absences, looks for solutions, sets targets for improvement, seeks working interventions, and assesses solutions.

Levels of Student Support

It is our goal to provide a continuum of support to ensure high attendance levels. This support can be shown on a framework that addresses three levels: Universal/Preventative, which targets the whole student population; the level of early intervention that identifies students who need support to maintain attendance (approximately 10% of school population), and more intensive interventions for a small percentage (1 to 5%) of the student population.



Truancy Diversion Committee—For Middle Schools Only

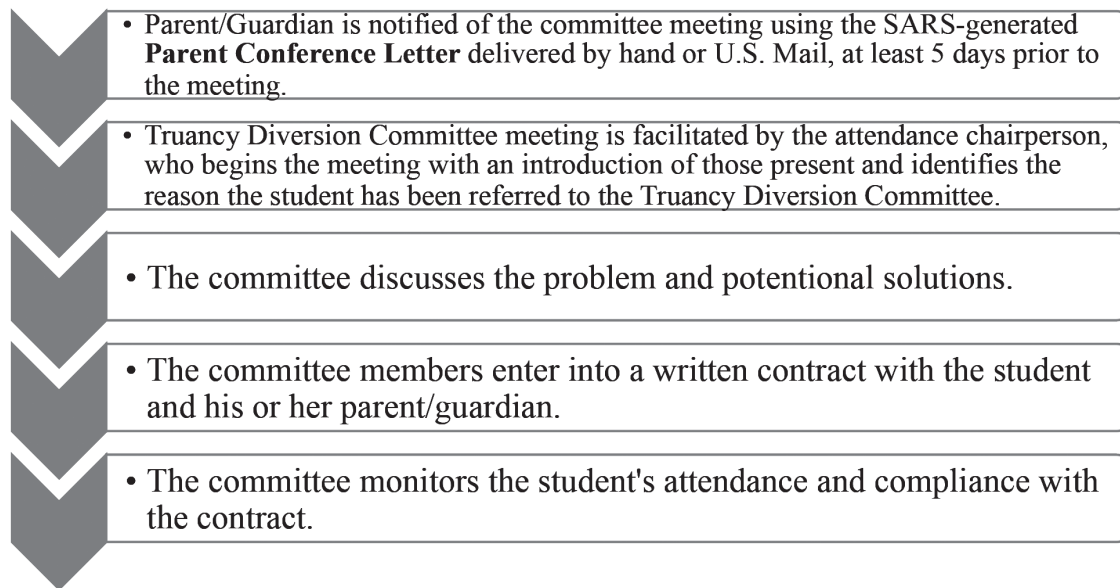
Purpose

The Truancy Diversion Committee is a school site team that works to improve the attendance of identified students and to interrupt patterns of chronic absences and suspension. The Truancy Diversion Committee accepts referrals for screening and resolution of individual students' patterns of attendance and seeks to actively involve parents/guardians in resolving their child's attendance problems.

The Truancy Diversion Committee brings a strengths-based approach and provides a setting where all participants work together to identify strategies that will improve the student's attendance, addressing the needs of the whole child and the individual root causes of attendance issues.

Truancy Diversion Process

A basic overview of the process is summarized below in the Process Flow Chart:



Who should participate in the Truancy Diversion Committee meetings?

The Truancy Diversion Committee meeting participants should include **the middle school** student, parents/guardians, staff, and community members who know the student. If possible, professional staff and community members who can provide needed support services to the student and/or family should also be invited to the Truancy Diversion meeting.

Depending on the anticipated needs of the student and parent/guardian, at least three of the following people should be in attendance at the Truancy Diversion meeting:

- Parent(s)/Guardian(s)
- Truancy Diversion chairperson
- Teacher(s)
- Counselor
- FRYSC
- AmeriCorps
- School social worker(s)
- School-based mental health counselors
- Resource specialist
- Attendance clerk
- School nurse
- Administrator
- ADPP/School social worker assigned to school
- JCPS Homeless Education representatives
- Student

Materials

The following materials should be prepared prior to the meeting and be used to support the meeting process:

- Student Truancy Intervention and Prevention Agreement
- Copy of Student Attendance Intervention Plan
- Current/Prior Attendance Report
- Attendance Profile (from Infinite Campus)
- Current grades and assessment results
- Graduation requirements
- List of student's physical/mental/emotional issues and/or academic challenges
- List of school and community resources

What should I expect at a Truancy Diversion Committee meeting?

The Truancy Diversion Committee meeting brings a strengths-based approach similar to Response to Intervention (RTI) or case management models, where all participants work together to identify strategies that will improve the student's attendance by addressing the root causes and addressing the whole child.

During the Truancy Diversion Committee meeting, the Attendance Agreement is signed by all parties and a copy is given to the student and the parent/guardian.

Before conducting the meeting, review the agreements and clarify, if needed. Thank everyone for their participation. **Meetings should last no longer than 20 minutes for each student.**

Record Keeping

A clerical Truancy Diversion Committee member updates all student information in SARS. The Truancy Diversion chairperson sends out a notice to all staff notifying them of students with agreements and review dates.

In cases where a parent/guardian does not attend the Truancy Diversion Committee meeting, he or she did not communicate with the school to reschedule, and a second intervention was initiated but failed, the Central Office referral can still be made. However, if communication has not been made due to disconnected phone lines or inaccurate mailing addresses, **do not refer to Central Office without making a personal contact.**

Attendance Committee Review

The Truancy Diversion Committee review allows the team to do the following:

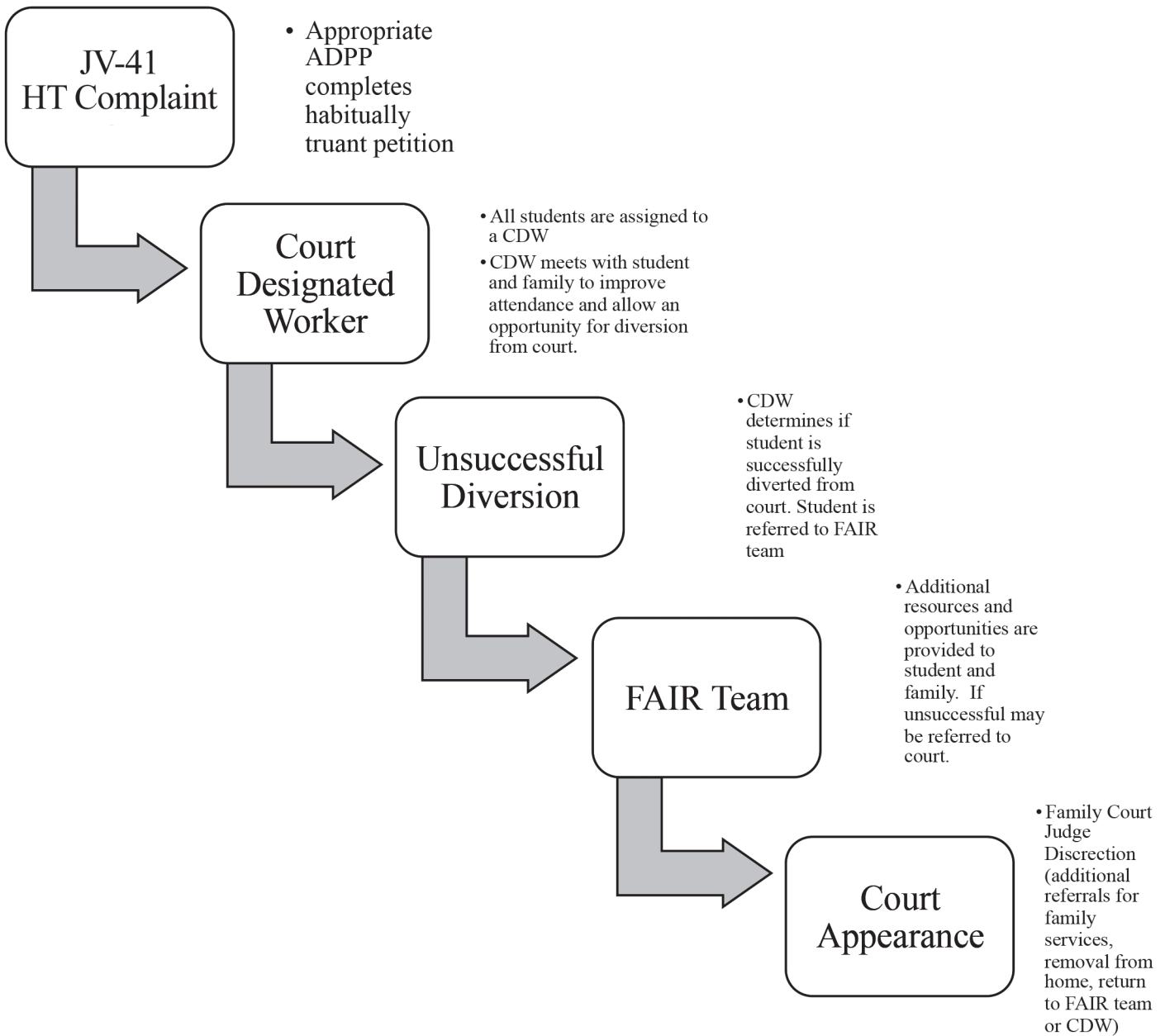
- Check attendance (unexcused and excused absences)
- Ensure that the family has accessed recommended services
- Conduct regular monthly reviews

Central Office Referral

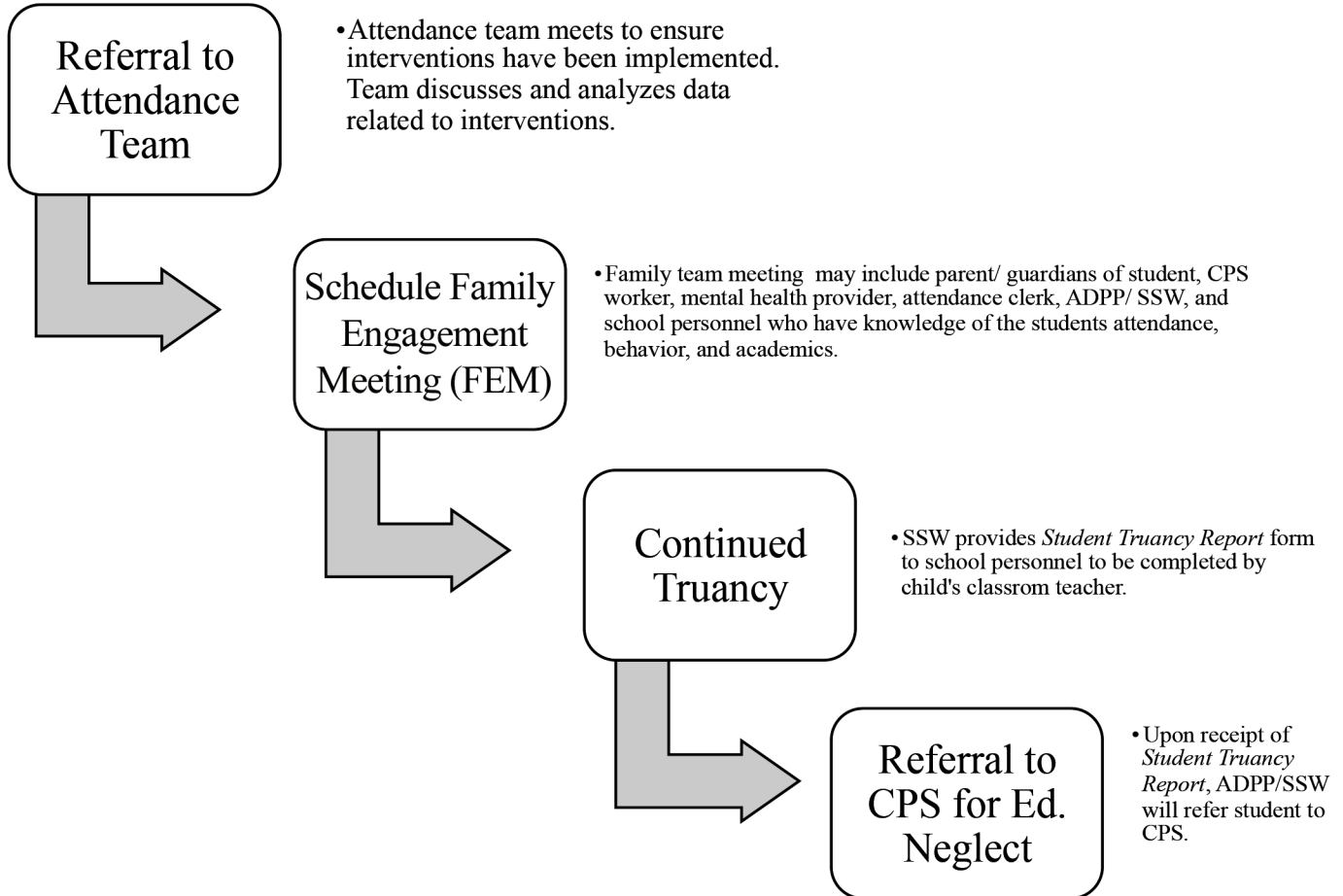
A Central Office referral only occurs after the school has made at least two meaningful and documented attempts at intervention. Interventions can include the following:

- Truancy Diversion Committee meetings
- Personal phone calls (does not include autodialer)
- Letters
- Conferences with the student
- Conferences with the parent/guardian
- Home visits

Truancy Process Steps for a Habitual Truant Status Complaint (12–17 Years Old)



Truancy Process Steps for an Educational Neglect Petition (5–11 Years Old)



Intervention Codes for the Department of Pupil Personnel

Interventions are entered after the intervention has occurred. If the date is different from the input date, specify the date the intervention was completed.

Phone Calls	All phone calls
Truancy Notice/Letter	Truancy letter(s) (specify the number of AUs in comments); all written correspondence with exception of final notice
Conference	Conference with student and face-to-face contact/conference regarding student/student attendance
Home Visit	Visit to home; travel to specific address in an attempt to contact parent (attempted—clarify outcome; completed—specify outcome)
FRC/YSC	Referral to FRC/YSC
Final Notice/Pre-CPS	Final Notice/Pre-CPS Letter (specify number of AUs in comments)
FEM/Truancy Diversion Committee	Meeting that includes parent/family, community resources, school staff
Substantiated Educational Neglect	Document court date of substantiation and specific mandate from judge
Court Referral	ADPP action
CPS/Educational Neglect	Referral to CPS for educational neglect; specify referral number or wed number and name of worker spoken to; only for student being referred for educational neglect; CPS educational neglect is only documented when completing the Educational Neglect Form, sibling form does not apply
Neighborhood Place Referral	Referrals for clothes closet or other community resources; Lice Referrals
Safety Concerns	Dogs; aggressive parents; unsafe home conditions that may affect the worker
Other	Any information relating to the student and/or the case
CPS Active	CPS active upon receipt of referral; CPS worker name and phone number; document CPS activity (current and prior)
Email/Fax	Email/Fax regarding student

APPENDIX I: Information and Support School Attendance Plan

School Attendance Improvement Plan

School Attendance Improvement Plan

Name and Title of Person Completing Attendance Improvement Plan:

Name: _____ Title: _____ _____

ATTENDANCE GOAL FOR THE 2017-18 SCHOOL YEAR: _____%
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Attendance Information

Attendance Percentage for the year _____%

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10

Chronic Absences for the year _____ students

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10

Attendance Percentage for the year _____%

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10

Chronic Absences for the year _____ students

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10

1. Attendance team members for the 2017-18 school year:

Name	Role
	Administrator
	School Attendance Clerk
	FRYSC
	Social Worker
	ADPP
	Administrator
	Administrator
	Program Specialist

2. Collaboration of the attendance team should be continuous and meet at minimum 1x a month. School attendance teams shall meet to evaluate data and review SMART goals as needed.

Month	Calendar Dates	Time Scheduled
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		

3. Identify successes, strengths, weaknesses and issues that you identified from 2016-2017 and want to address in the 2017-18 School Attendance Improvement Plan.

4. Create your attendance SMART goal for the 2017-18 school year. Please look at the attachment regarding SMART goals.

5. What are the steps/strategies your attendance team is taking to implement your SMART goal for 2017-18 school year?

6. How will the attendance team work together to evaluate the effectiveness of your school's SMART goal and implementation strategies?

7. How are you going to communicate your plan to **staff, students, and parents**?

To Staff:
To Students:
To Parents:

8. Please attach and return the following information with your plan:

- a. a copy of the page(s) of your **student handbook** that address attendance and
- b. any **school document(s) or forms** not already requested in the items above available to or used with students, staff or parents that discuss student attendance

Creating a School's Watch List

- **Review data** – data can be presented from SARs, Infinite Campus, and Dashboards
 - **Unexcused Absences**
 - Are there students in your building that had attendance issues that you want to intervene with early in the school year?
 - **Excused Absences**
 - Are there some students that may have benefited from Home Hospital services?
 - Are there many students that had more than ten excused absences?
 - How might you address any concerns with students that have a significant number of excused absences?
 - **Chronic Absences**
 - Are there some students that may have benefited from Home Hospital services?
 - How might you address any concerns with students that have a significant number of absences?

9. Please share something that you do or something that is done at your school that has positively impacted your school attendance?

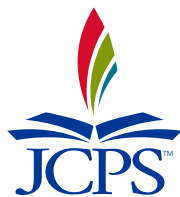
10. What can the Pupil Personnel Department do to help you and your staff increase attendance within your building?

I understand any student that leaves the school building, at any time during the school day, for any reason other than an instructional or planned activity the student must be signed out on the Entry - Exit Log and that data must be entered in the student information system / Infinite Campus.

Principal

Attendance Clerk

Person Completing Plan if other than the Principal



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Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

49439 Pupil Personnel Manual 11.17rj