

TARDY INTERVENTION POLICY

For Sierra High School

Fillmore, California

OVERVIEW

The following document sets forth the intervention plan for reducing school unexcused tardies. The following policy shall be communicated to parents and students prior to the commencement of studies at Sierra High School by appropriate school personnel. This policy is applicable to the Sierra High School quarter system.

GOAL

Tardies by students has become a major barrier to student success. Tardies not only affect the late arrivals to school, but are also disruptive to the learning process for those students who consistently arrive on time to school and are prepared to learn. Getting tardiness under control is a major goal for Sierra High School. A substantial amount of students are attending Sierra High School because throughout their educational careers poor attendance and tardiness has been a challenge.

Getting tardiness under control and maintaining control is a priority for our school. The issue of tardiness not only impacts the unpunctual, but also office staff, students and teachers. This policy holds students accountable, sets forth consequences, encourages consistent improvement, outlines procedures for parental involvement, and provides the protocol for administrative procedure.

Student Expectations and Operational Definition of Tardy

- Students are expected to be in their classroom and in their seats at 7:55 a.m., shortly after the first bell rings.
- At the beginning of class students are to obtain their school provided breakfast and begin working on teacher directed instruction or activity.
- Students who arrive after the 8:00 a.m. second bell are tardy.
- Sierra High School has a closed door policy. If a student is tardy they will be required to obtain a pass from the office. If a student is late, they are late. If a student is on campus prior to the ringing of the 8:00 a.m. bell and is not in class, they are late and will be deemed tardy.

- This policy will minimize classroom interruptions for students whom have shown up on time and prepared for class. This policy establishes clear, consistent expectations for students. It provides for a consistent process for teachers to follow with late arrivals.

Consequences for Tardies and the Progressive Discipline Path

The following delineates the process in which unexcused tardies will be managed at Sierra High School. The policy follows the Positive Behavioral Intervention Supports system, Levels 1, 2, and 3. The policy is a progressive discipline model in which tardies are first treated with warnings and subsequently escalates to more aggressive disciplinary actions, such as parental contact, detention, Saturday school, and parental meetings. The policy will be administered as follows:

- At the beginning of each quarter Teachers will communicate to the students the attendance policy at Sierra High School. The school tardy policy will be expressed in the Sierra High School Student Handbook. The tardy policy will be expressed in all course syllabi. The language will read as follows:
- **1st unexcused tardy**- Student will be given a warning. This will constitute a **Level 1** intervention. This intervention will be logged by office personnel.
- **2nd unexcused tardy**- Student will be advised of the unexcused tardy and parental contact will be made by office personnel. This will constitute a **Level 2** intervention. This intervention will be logged by office personnel.
- **3rd unexcused tardy**- Student will be advised of the unexcused tardy. Parental contact will be made by office personnel. Student will be required to serve a one hour detention and student must make arrangements with the Principal, Teachers, or the School Counselor. This arrangement and serving the detention must occur within two school days from the time student receives notice of the detention. Failure to serve the detention will result in in the further consequences as set forth in the 4th unexcused tardy.
- **4th unexcused tardy**- Student will be advised of the unexcused tardy. Parental contact will be made by office personnel. A Level 3 intervention parental meeting may be scheduled if a student has 4 tardies early in the quarter. Student will be required to serve a two hour detention and must make arrangements with the Principal, Teachers, or the School Counselor. The two hour detention will be served by one hour detention with a Certificated staff member and one hour Community Service arranged with the Principal. Failure to serve the detention will result in further consequences as set forth in the 5th unexcused tardy below.

- **5th unexcused tardy-** Student will be advised of the unexcused tardy. Parental contact will be made by office personnel. A mandatory **Level 3** intervention meeting between student, parent, staff, and administration will be held. Student will be required to attend the intervention meeting and perform two hours of Community Service. Community Service hours will be arranged with the Principal. Failure to attend the mandatory meeting or perform the scheduled Community Service will result in further consequences deemed appropriate by the Principal.
- **6th or more unexcused tardy-** Student will be advised of the unexcused tardy. Parental contact will be made by office personnel. The Principal will determine the appropriate consequence(s) for the excessive tardies.

Parent Engagement

- Parent or guardian will be notified of each tardy after the first unexcused tardy and will be informed of the consequences of being late, by each tardy, and the Level of intervention.
- Parent or guardian may be required to participate in a conference after the student's 4th tardy and will be required to participate in a mandatory conference after the 5th unexcused tardy by the student.
- Parent or guardian will execute a behavior contract at the Level 3 intervention meeting.

The anticipated outcome of this policy is to effectively address tardiness through a positive behavioral program. It is not the intent of this policy to affect the grades for students being late, but allow the opportunity for students to earn credits and teach students the life skills necessary for students to be successful in college and in their career.

Draft by Jose Luis Lomeli and William T. Chavez, December 9, 2016, Second draft December 14, 2016. Third draft revised by staff and Principal August 14, 2018.