

402: Academic Performance, Attendance, and Behavioral Intervention Policy

1. Purpose:

To specify St George Academy's intervention policies when a student's performance, attendance, and behavior are impeding the learning environment and/or are affecting the student's progress toward graduation.

2. Philosophy:

A student's successful academic performance is affected by consistent attendance and behavior that positively contributes to the culture of St George Academy. All interventions will be within the purview of SGA Policies 406: Attendance and Truancy, 407: Safe Schools Policy, 502: Bullying, Hazing, Retaliation and Abusive Conduct Policy, 511: Parental Grievance, SGA S.B 219-Truancy Enforcement Memorandum, Utah C53G-6-2-Compulsory Education, Title IX, and the St George Academy Behavioral Framework.

3. Procedure:

3.1 Academics

3.1.1 Level one interventions include any student who is at risk of failing or failing one or more core courses. Core courses may include math, English, science, social studies, and foreign language. At minimum, students will be evaluated at midterms. If it is determined that the student needs additional support the parents will be notified, and students will be referred to either a response to intervention team or to the special education department to begin modifications and/or tutoring.

3.1.2 Level two interventions include any student who did not make improvements with level one academic interventions. Parents will be notified that the student has been placed on an Academic Success Plan. This plan may include a referral to Title I services, placement in support courses, schedule adjustments, and more intensified tutoring.

3.1.3 Level three interventions include any student who fails a course at the end of the term. Any student placed into level three academic interventions must have a parent/guardian meeting. Parent(s)/ Guardian(s) will be notified that credit recovery courses and/or summer school will be available to students.

3.2 Attendance

3.2.1. Level one interventions for attendance include any student who has been identified at risk by accumulating between 8 and 18 periods absent during one quarter. Students who are 15 minutes or more late to a class will be marked unexcused. Parent(s)/Guardian(s) will be notified

via email that their student has been placed in level one interventions. This email will include the number of absences and resources regarding the impact of absences on achievement. Interventions will include but are not limited to identifying and addressing common attendance barriers, recognizing improved attendance, monitoring absence data, strengthening relationships with the student and family, and encouraging the student to actively participate in the school climate at St George Academy.

3.2.2. Level two interventions for attendance include any student who has been identified as having moderate chronic absences by accumulating between 18 and 34 periods absent in one quarter. Parent(s)/Guardian(s) will be notified via email that their student has been placed in level two interventions. All level two interventions include a parent/guardian meeting and an Attendance Success Plan to help improve attendance. The Attendance Success Plan will address attendance barriers and ways to increase engagement, the student will be assigned a mentor, and the parent(s)/guardian(s) will be notified that if the absences continue the student will be placed into level three interventions.

3.2.3 Level three interventions include absences exceeding 35 periods in one quarter. Parent(s)/Guardian(s) will be notified via certified mail that their student has entered level three interventions and the parent will be issued a notice of truancy, which will not include marks due to tardiness. More intensive outreach to locate the student and family in coordination with local law enforcement, child welfare services, homelessness services, along with referrals for mental health may be a part of this intervention process. The student and parent(s)/guardian(s) will be required to cooperate with St George Academy's Board of Directors to secure regular attendance in compliance with H.B. 14 School Absenteeism and Truancy Amendments. As a last resort, if the intervention with the Board of Directors is not successful and it is after June 1, 2022, the student and parent(s)/guardian(s) will be referred to the Washington County Juvenile Courts.

3.3 Behavior

3.3.1 Level one interventions include but are not limited to the Least Restrictive Behavioral Responses as listed in the St George Academy Behavioral Framework. Level one interventions may be implemented within the classroom setting. If the teacher and the student are not successful with these interventions a student referral form must be completed and submitted to student services. After the referral is received by student services the student will move into level two interventions.

3.3.2 Level two interventions include Moderately Intensive Responses as listed in the St George Academy Behavioral Framework. Parent(s)/Guardian(s) will be notified via email that their student has been placed in level two interventions. All level two interventions must be accompanied with a parent/guardian meeting and a Behavioral Success Plan. This plan will address behavioral expectations and supports. Student Services will monitor the Behavioral Success Plan and adjust with the student and parent(s)/guardian(s) as necessary. The parent(s)/guardian(s) will be notified that if the Behavioral Success Plan is not successful as per [Utah Code 53G-8-202](#), the student will be placed into level three interventions.

3.3. Level three interventions include the Highly Intensive Responses as listed in the St George Academy Behavioral Framework. Accompanied parental attendance is a requirement for all Behavioral Success Plans that are not successful. If after the accompanied parental attendance or if after an out of school suspension the behaviors continue, the student will be referred to St George Academy's Board of Directors for expulsion as listed in [Utah Code 53G-8-205](#).

4. Parental Grievance

A parent/guardian who wants to file a grievance should follow the procedures outlined in SGA Policy 511: Parental Grievance. Policy 511: Parental Grievance provides a means by which parents may present for administrative resolution, unresolved questions, dissatisfactions, or disputes regarding interpretation or application of St George Academy Policies and procedures.