



Attendance Policy

- I. Purpose. The purpose of this Policy is to provide support for students experiencing absenteeism and to ensure compliance with the Attendance for Success Act. The School will provide a copy of this Attendance Policy to all parents of students and publish the Policy on the School's website.

Pursuant to the Act it shall be the Policy of the School that beginning on the first day of school, a classroom teacher or that teacher's adult designee will be responsible for taking accurate attendance for every class and reporting absences to the attendance team.

- II. Definitions.
- A. "Absent" means not in attendance for a class or school day for any reason, whether excused or not; provided that "absent" does not apply to participation in interscholastic extracurricular activities.
 - B. "Chronically absent" or "Chronic absenteeism" means that a student has been absent for ten percent or more of classes or school days for any reason, whether excused or not, when enrolled for more than ten days.
 - C. "Early intervention" means interventions for students who are missing ten percent or more but less than twenty percent of classes or school days for any reason.
 - D. "Intensive support" means interventions for students who are missing twenty percent or more of classes or school days for any reason.
 - E. "Excessively absent" or "Excessive absenteeism" means a student who is identified as needing intensive support and has not responded to intervention efforts implemented by the School.
 - F. "Excused absence" means absence from a class or school day for a death in the family, medical absence, religious instruction or tribal obligations or any other allowable excuse pursuant to the policies of the local school board.
 - G. "Family Out of School Instruction" means non-traditional instruction achieved out of school including during family travel or family cultural activities or events.
 - H. "Individualized prevention" means targeted prevention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason.

- I. "Medical absence" or "Medically absent" means that a student is not in attendance for a class or a school day for a parent- or doctor-authorized medical reason or the student is a pregnant or parenting student.
 - J. "School day" means a portion of the school day that is at least one-half of a student's approved program. Absences of at least two or more classes and up to fifty percent of the school day shall be counted as one-half school day absence, and the absence of more than fifty percent of a school day shall be counted as one full school day absence.
 - K. "Unexcused absence" means an absence from a class or school day for which the student does not have an allowable excuse pursuant to the Attendance for Success Act or policies of the School.
 - L. "Whole school prevention" means universal, whole-school prevention strategies for all students, including students who have missed less than five percent of classes or school days for any reason.
- III. Attendance Monitoring
- A. The attendance clerk will run report a report daily that identifies each student who has missed 5% or more school days since the beginning of the School year. The attendance clerk will notify the head administrator daily of any students who are experiencing absenteeism under this Policy. After three or more days of absence the head administrator or designee will communicate with parent/guardian of student to remind them of the Policy and to discuss action steps that may be taken to prevent future absences.
- IV. Prevention strategies that will be implemented to ensure that students attend classes may include:
- A. Recognition for students with perfect attendance;
 - B. Communication to students by the head administrator on the importance of attendance; and
 - C. Regular communication with parents/guardians of students who have three (3) or more absences.
- V. Failing to adhere to the Attendance Policy carries consequences such as:
- A. Family meetings with school leadership to address absenteeism;
 - B. Development of a Personal Attendance Improvement Plan;
 - C. Referrals to appropriate governmental agencies and community organizations;
 - D. Continued and increasing intervention.
- VI. Attendance Improvement Plans.
- A. Beginning in the 2020-2021 school year, if the School has a five percent or greater of students with a chronic absence rate during the prior school year, or with five percent or greater of one or more subgroups of students with a chronic absence rate during the prior school year, the School shall develop an attendance

improvement plan to be submitted to the Public Education Department as part of the School's educational plan for student success.

- B. Beginning in the 2020-2021 school year, the School, regardless of its chronic absence rate, shall develop and implement a whole-school absence prevention strategy to be reported to the Department as part of the School's educational plan for student success.
- C. An attendance improvement plan shall include:
 - 1. Attendance data for each of the preceding two school years and the current school year, including:
 - a. The School's overall absence rate;
 - b. Chronic absence rates disaggregated by student subpopulation;
 - c. Chronic absence rates disaggregated by grade level; and (d) student attendance for every day of the school year;
 - 2. School-wide identification of potential root causes of chronic and excessive absenteeism through one or more of the following:
 - a. National or local research;
 - b. Analysis of supportive factors and barriers;
 - c. Student surveys or focus groups;
 - d. Youth participatory research; or
 - e. Other appropriate school-based research methods;
 - 3. Identification of strategies for each tier of the attendance improvement plan;
 - 4. Identification of performance measures for each strategy; and
 - 5. A data-collection plan for performance measures.
- D. Any attendance improvement plan developed by the School shall focus on:
 - 1. Keeping students in an educational setting;
 - 2. Prohibiting out-of-school suspension or expulsion as the punishment for absences;
 - 3. Assisting a student's family to remove barriers to the student's regular school attendance or attendance in another educational setting; and
 - 4. Providing additional educational opportunities to students who are struggling with attendance;
 - 5. Limit the ability of a student to withdraw to only after all intervention efforts by the School or the Children, Youth, and Families department to keep the student in an educational setting have been exhausted;
 - 6. Requires that accurate class attendance be taken for every instructional class and school day in the School;
 - 7. Provides that the School shall differentiate between different types of absences;
 - 8. Requires the School to document the following for each chronically or excessively absent student:
 - a. Attempts by the School to notify a parent that the student was absent from class or the school day;

- b. Attempts to improve attendance by talking to a student or parent to identify barriers to school attendance, identify solutions to improve the student's attendance behavior and discuss necessary interventions for the student or the student's family; and
 - c. Intervention strategies implemented to support keeping the student in an educational setting, including additional educational opportunities offered to the student;
- 9. Requires a student or the parent of a student who intends to claim excused absence because of medical condition, pregnancy or parenting to communicate the student's status to the appropriate school personnel and to provide required documentation; and
- 10. Encourages and supports compliant data sharing, pursuant to the federal Family Educational Rights and Privacy Act of 1974, between a public school and community-based organizations that provide services to students for the purpose of providing more personalized interventions and specialized supports as part of the School's attendance improvement plan.

VII. Interventions

- A. The School shall provide interventions to students who are absent or chronically absent, which may include:
 - 1. Assessing student and family needs and matching those needs with appropriate public or private providers, including civic and corporate sponsors;
 - 2. Making referrals to health care and social service providers;
 - 3. collaborating and coordinating with health and social service agencies and organizations through school-based and off-site delivery systems;
 - 4. Recruiting service providers and business, community and civic organizations to provide needed services and goods that are not otherwise available to a student or the student's family;
 - 5. Establishing partnerships between the School and community organizations, such as civic, business and professional groups and organizations and recreational, social and out-of-school programs;
 - 6. Identifying and coordinating age appropriate resources for students in need of:
 - a. counseling, training and placement for employment;
 - b. drug and alcohol abuse counseling;
 - c. family crisis counseling; and
 - d. mental health counseling;
 - 7. Promoting family support and parent education programs; and
 - 8. Seeking out other services or goods that a student or the student's family needs to assist the student to stay in school and succeed.
- B. The School shall provide a parent, within five days of the parent's written request, with access to the attendance data of that parent's child, including information

about any intervention strategies that have been employed to help the student improve the student's attendance.

VIII. Medical Appointments--Illness--Special Situations—Family Out of School Instruction.

- A. A student may be excused for parent or doctor authorized medical reasons. The School shall provide time for the student to make up the school-work missed during the absence.
- B. For a student who provides documentation of the birth of the student's child the School shall provide at least ten days of medical absences during the school year, as well as time for the student to make up the school-work missed during the absence.
- C. For a student who provides appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care the School shall provide four days of excused absences, as well as time for the student to make up the school-work missed during the absence.
- D. A student may, subject to the approval of the Head Administrator, be absent from school to participate in religious instruction for not more than one class period per school day with the written consent of the student's parent at a time that is not in conflict with the academic program of the school. The School shall provide time for the student to make up the school-work missed during the absence. The School shall not assume responsibility for the religious instruction of any student or permit religious instruction to be conducted on school property.
- E. The School, with the written consent of the student's parent and subject to the approval of the Head Administrator, may be absent from school to participate in tribal obligations.
- F. In order to participate in Family Out of School Instruction (FOSI) the parent(s) or legal guardian(s) of the student(s) must request prior approval from the Executive Director at least 30 calendar days in advance. This request must be submitted in writing. The request shall specify the FOSI itinerary, including the instructional aspects and value of the proposed FOSI. The Executive Director will respond to a request for FOSI within seven (7) business days of the request being properly submitted. Within one week of return, the student will be required to discuss with the classroom teacher what was learned during the FOSI.

IX. Progressive Interventions and Notifications for Absent, Chronically Absent, and Excessively Absent Students.

- A. The School shall provide interventions for students who are missing school, depending on the number of absences.
- B. The process for notification and interventions is:
 - 1. For a student who has been identified as in need of individualized prevention, the attendance team shall:

- a. For an elementary student, talk to the parent and inform the parent of the student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family and the consequences of further absences, which may include referral to the children, youth and families department for excessive absenteeism; and
 - b. For a middle or high school student, talk to the parent and the student about the student's attendance history and the impact of student absences on student academic outcomes, interventions or services available to the student or family and the consequences of further absences, which may include referral to the children, youth and families department for excessive absenteeism;
 - c. For a student who has been identified as in need of early intervention, the attendance team shall notify the parent in writing by mail or personal service on the parent of the student's absenteeism. The notice shall include a date, time and place for the parent to meet with the School to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance; and
2. For a student who has been identified as in need of intensive support, the attendance team shall:
- a. Give written notice to the parent, including a date, time and place for the parent to meet with the school principal and the attendance team;
 - b. Establish nonpunitive consequences at the school level;
 - c. Identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism; and
 - d. Apprise the student and the parent of the consequences of further absences.
- C. If unexcused absences continue after written notice of excessive absenteeism as provided in this Policy, the School shall report the excessively absent student to the probation services office of the judicial district in which the School sits. The School shall provide the documentation to the juvenile probation services office within ten business days of the student being identified as excessively absent.

X. Interscholastic Extracurricular Activities--Student Participation.

- A. A student shall have at least a 2.0 grade point average on a 4.0 scale, or its equivalent, either cumulatively or for the grading period immediately preceding participation, to be eligible to participate in any interscholastic extracurricular activity. For purposes of this section, "grading period" is a period of time not less

than six weeks. The provisions of this subsection shall not apply to students receiving C or D level special education services.

- B. A student shall not be absent from school for interscholastic extracurricular activities in excess of fifteen days per semester, and no class shall be missed in excess of fifteen times per semester for interscholastic extracurricular activities.
 - C. The Secretary of the New Mexico Public Education Department may issue a waiver relating to the number of absences for participation in any state or national competition that is not an interscholastic extracurricular activity.
- XI. Reporting.
- A. The School shall report absences, chronic absences and excessive absences data to the Public Education Department at each reporting date and the end of the school year and shall document intervention efforts made to keep students in an educational setting.
 - B. At the end of each school year, the School will report to its Governing Board and to the public on the School's website, the progress made on its attendance improvement plan if applicable. This report will include:
 - 1. A description of the supports and resources provided to public schools at each tier of the attendance improvement plan;
 - 2. the extent to which public schools with chronic absence rates greater than ten percent achieved their attendance improvement targets;
 - 3. the extent to which the School achieved its attendance improvement targets;
 - 4. barriers and challenges to reducing chronic absence rates, as reported by the School and its personnel;
 - 5. Effective school-based practices, as evidenced by decreased chronic absence rates; and
 - 6. Recommendations for improvement during the next school year at both the School and school district level.

Approved by the Coral Community Charter School Governing Council on July 6, 2021