

## STUDENT ABSENCES AND EXCUSES

According to State law, it is the obligation of every parent/guardian to insure that every child under his/her care and supervision receives adequate education and training, and if, of compulsory attendance age, attends school.

By state statute, the Board establishes the school attendance period by adopting a school calendar. Secondary schools are required to schedule a minimum of 1,056 hours and elementary schools must schedule 968 hours during each school year which indicates the number of days attendance is required.

In order to be in good standing, a student must (1) demonstrate academic proficiencies and (2) exhibit positive behavior including good attendance.

The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance.
2. Prearranged absences shall be approved for appointments or circumstances of a serious nature, which cannot be taken care of outside of school hours.
3. A student who is absent for an extended period due to physical, mental or emotional disability, or bereavement.
4. Absences to observe religious holidays shall be excused. School may develop guidelines to limit the number of days missed.
5. Students obtaining pre-approved absences from the school administrator.
6. Students whose parents are concerned about unsafe road conditions.
7. A student who is suspended or expelled.

The district may require suitable proof including written statements from, medical sources.

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on a student absence record. The parents or guardian of the student receiving an unexcused absence shall be notified orally and/or in writing by the school of the unexcused absence or truancy.

The maximum number of unexcused absences or trancies a student may incur before proceedings are initiated to enforce compulsory attendance is ten (10) school days during a calendar year or four (4) unexcused absences per month.

For both excused and unexcused absences, make-up work shall be provided for any class in which a student has an absence. It is the responsibility of the student to pick up

any make-up assignments on the day he/she returns to school. The school determines the make-up work schedule.

If a student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant.

Adopted: July 1991

Revised: November 2005

Revised: October 1997

Revised: February 2007

Revised: October 2000

Revised: July 2012

Revised: December 2003

LEGAL REFS.: C.R.S. 22-2-114.1 (3) (9)  
C.R.S. 22-32-209 (1)(n), (w)  
C.R.S. 22-33-101 et. seq. (School Attendance Law of 1963)  
C.R.S. 22-32-109.1 (2)(a)  
C.R.S. 22-33-101 et seq.  
C.R.S. 22-33-105(3)(d)(III)  
C.R.S. 22-33-108

CROSS REFS.: IC, School Year/School Calendar  
JK, Student Discipline  
JKD, Student Suspension/Expulsion  
JHB, Truancy  
EBCD-R, Emergency Closures

Roaring Fork School District RE-1

## Tiered Attendance System

### TIER THREE INTERVENTIONS

- Tier Three is for any student who misses 10% or more of the current or previous school year or has been identified for Tier Three interventions. These interventions will need to be tailored to the student and the situation. Tier Three interventions may include, but are not limited to:
  - Adjusting the student's schedule
  - Student court
  - Home visit
  - Letter(s) home
  - SRO involvement
  - Support from outside resources
  - Attendance Contract
  - Court proceedings to enforce compulsory attendance

Students missing 10% or more of current or prior school year

### TIER TWO INTERVENTIONS

- Tier Two is for any student who has missed 6-9% of the current or previous school year or has been identified for Tier Two interventions. Tier Two interventions may include, but are not limited to:
  - Personal phone call home with each absence
  - Silent connection made with adult who follows up with every absence
  - Peer mentors, Attendance buddies
  - Letter(s) home
  - Determine needed supports, connect with outside resources - Family Resource Center, Valley Settlement Project
  - Create attendance contract
  - Home visit
  - Meetings with school counselor

Students missing 6-9%

### TIER ONE

- A school wide attendance plan should be in place for all students. This plan should include the features of a high reliability system and a focus on the first four weeks of school to establish strong attendance habits. This plan may include, but is not limited to:
  - recognitions/awards - perfect attendance, improved attendance, etc
  - competitions - between crews, between schools
  - data board - update regularly, in public space
  - attendance kick off plan - assembly, crew lesson, back to school night
  - attendance lessons
  - educate parents
  - making silent connections - for those that start with previous issues
  - consistent consequences in place- detention, after school work time, Sat. school, utilization of early release Wednesday
  - robo-calls for all absent students
  - beginning of year letter to set the tone

Base: District Policy and Attendance Guidelines/Coding in Infinite Campus  
Exemplary Attendance = 98% of school days attended  
Target Attendance = 95% of school days attended

Attendance is the strongest leading indicator of high school graduation rates. Can predict patterns as early as kindergarten and first grade.

Chronic absence is missing 10% or more of school days. This equates to missing 2 or more days of school per month. About 18 days absent in a school year. Severely reduces rate of graduation

1 in 7 students (14%) of students are chronically absent.

Important to start a pattern of school every day when they are young.

- 1) Positive engagement, welcoming environment
- 2) Looking at data- id early for solutions
- 3) Capacity building- partners for causes (medical, liaison)
- 4) Shared accountability (partnership)- parents, teachers, admin, secretaries, student, community partners

#### Solutions/Interventions

##### Universal

- 1) Relationship and culture.. Asking - we missed you, is everything ok?
- 2) Sharing impact with parents
- 3) Monitor
- 4) Recognize improved attendance and good attendance
- 5) Identify barriers to students attending school

##### Targeted

1. Personalized early outreach
2. Action plans for common reasons to miss school
3. Mentor relationship- success mentor (school or external partner, assigned a student or group of students), personalized outreach and follow-up with student and family
4. Crew teacher or core 1 teacher text family using IC a personal message

##### Intensive

1. Deeper intervention team- address health, housing, etc...