

## Student Absences

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

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

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy.

Much of what is expected of students in today's schooling involves active participation during the school day. Examples include the following; labs, interactive videos and Smart Board lessons. For students to get the most out of school, it is critical that they be present during the school day. To ensure this, we have an expectation that students maintain a 95% attendance rate, missing a maximum of 8 days per school year.

### Excused absences

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 on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a *serious nature only* which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to physical, mental or emotional disability.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

If a student is in out-of-home placement (as that term is defined by C.R.S. 22-32-138(1)(e)), absences due to court appearances and participation in court-ordered activities shall be excused. The student's assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.

### Unexcused absences

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 the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused.

The administration shall develop regulations to implement appropriate penalties.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

1. Upon a student's fifth *non-school* related absence, the campus administrator shall contact a parent/guardian by "5-Day Letter" notifying the parent of the absenteeism and reminding the parent of the need to comply with the Compulsory Attendance Law and the importance of consistent attendance.
2. Upon the student's tenth *non-school related* absence, the campus administrator will send a "Ten-Day Letter" requesting a meeting with the parent. In this meeting, the parent, student, and administrator will develop a plan to help the student make a better choice about school attendance. The plan can involve, but not be limited to, consequences applied at home and at school. In the meeting, the administrator will advise the parents of the Compulsory Attendance Law explain the School Attendance and Review Board (SARB) and the potential for municipal court involvement.
3. Upon the student's fifteenth *non-school related* absence, the student shall be referred to the Student Attendance Review Board (SARB). The SARB will be composed of the student's teacher(s), the school counselor, *the student, his/her parent/legal guardian, a representative from the department of social services and a representative from the Municipal Court* and a building administrator. The SARB will review the academic and attendance record of the referred student and will develop intervention strategies and resources to assist in gaining the desired effect of maintaining a regular pattern of class attendance with resulting academic success. In the course of the review, an improvement plan is to be completed to address the needs and responsibilities of the individual student, as well as the support to be provided by the parents, the school district, and other agencies. The primary goal of the SARB process is to effect significant improvement through structure and supportive measures.
4. Should the student's attendance problem continue after the SARB hearing, upon the student's twentieth *non-school related* absence a referral will be made to law enforcement to enforce the Compulsory Attendance Law. In addition to law enforcement referral, the District, through recommendation by the building principal may address habitual absenteeism under the school district policy of willful disobedience or open and persistent defiance of proper authority.

### **Make-up work**

Make-up work shall be provided for any class in which a student has an absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be one day allowed for make-up work for each day of absence. Make-up work shall be allowed following an absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. However, this work may receive only partial credit.

Unless otherwise permitted by the building administrator, make-up work shall not be provided during a student's expulsion. Rather, the district shall offer alternative education services to the expelled student in accordance with state law. The district shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

## Tardiness

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

Adopted: April 13, 1999  
 Revised: November 12, 2002  
 Revised: August 9, 2005  
 Revised: November 10, 2009  
 Amended: November 10, 2011

LEGAL REFS.: C.R.S. 22-14-101 *et seq.* (dropout prevention and student re-engagement)  
 C.R.S. 22-32-109 (1)(n) (length of school year, instruction & contact time)  
 C.R.S. 22-32-109.1 (2)(a) (conduct and discipline code)  
 C.R.S. 22-32-138 (6) (excused absence requirements for students in out-of-home placements)  
 C.R.S. 22-33-101 *et seq.* (School Attendance Law of 1963)  
 C.R.S. 22-33-105 (3)(d)(III) (opportunity to make up work during suspension)  
 C.R.S. 22-33-203 (educational alternatives for expelled students and determination of credit)  
 1 CCR 301-67, Rule 2.01 (7) (definition of "dropout" student)  
 1 CCR 301-78 Rules 1.00 *et seq.* (standardized calculation for counting student attendance and truancy)

CROSS REFS.: IC/ICA, School Year/School Calendar/Instruction Time  
 JEA, Compulsory Attendance Ages  
 JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)  
 JFC, Student Withdrawal from School/Dropouts  
 JHB, Truancy  
 JK, Student Discipline  
 JKD/JKE, Suspension/Expulsion of Students  
 JLIB, Student Dismissal Precautions

*Note 1: The law requires the local Board of Education to designate an attendance officer for the district to enforce the provisions of the compulsory attendance law, counsel students and parents and investigate the causes of nonattendance and report those findings to the Board.*

*NOTE 2: Penalties for unexcused absences may be approved by the Board or administration.*

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*NOTE 3: State law requires that the attendance policy specify the maximum number of unexcused absences that it takes to trigger enforcement of compulsory attendance. In determining that number, it may be helpful to refer to the rules of the State Board of Education, which define "habitual truant" as a child who has attained the age of 6 on or before August 1 of the school year in question and is under the age of 17 and who has four days of unexcused absences from school in a month or 10 days of unexcused absences during the school year.*

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*NOTE 4: State law arguably requires boards to consider absences due to suspension or expulsion as excused absences. See C.R.S. 22-33-104(4)(a). It is up to the local Board to allow, deny or give partial credit for make-up work completed following an unexcused absence and for make-up work completed during a period of suspension. CASB recommends that the district's philosophy regarding make-up work be consistent throughout the attendance and discipline policies. In accordance with state law on educational opportunities during suspension, the objective should be to reintegrate the student back into the classroom after sufficient remediation opportunities are provided. The penalty should not be so severe as to limit the student's ability to succeed academically in the future. See C.R.S. 22-33-105 (3)(d)(III). In accordance with state law on educational opportunities during expulsion, the school district shall determine the amount of credit the student shall receive toward graduation for educational services provided during the student's expulsion. See C.R.S. 22-33-203(1)(a). Educational services provided shall be designed to provide a second chance for the student to succeed in achieving an education. C.R.S. 22-33-203(1)(b).*

*NOTE 5: Beginning in the 2009-10 school year, districts must report the number of students identified as "habitually truant" to the Colorado Department of Education (CDE), in accordance with the State Board of Education's rules regarding the calculation of student attendance and truancy, 1 CCR 301-78. CDE must then make this information accessible to the public by posting it on its website. The State Board's rules also specify how districts shall record and aggregate student absences.*