



ALBUQUERQUE SCHOOL OF EXCELLENCE

13201 Lomas Blvd. NE Albuquerque, NM 87112 ♦ Phone: 505. 312.7711 ♦ Fax: 505.312.7712

2020-2021 Albuquerque School of Excellence Attendance Manual

This Manual is established to implement the requirements of New Mexico State Statutes 22-12A-1 et. Seq. NMSA for “Attendance for Success Act.”

It provides a process for prevention of absences and early intervention for students who are absent or chronically absent.

The State of New Mexico requires that students between the ages of 5 and 18 attend a public or private school (including charter and alternative schools) or register with the Public Education Department if a parent is providing home school or the student is in a state institution.

A "school-age person" means a person who is at least five (5) years of age prior to 12:01 a.m. on September 1 of the current school year and who has not received a high school diploma or its equivalent and who has not reached the person's twenty-second (22) birthday on the first day of the school year. Any parent, guardian or person having custody and control of a person subject to the provisions of the Attendance for Success Act is responsible for the school attendance of that person until that person has reached at least eighteen (18) years of age unless the person has graduated from high school, received a school equivalency credential, or withdrawn on a hardship waiver.

Each local school board and governing authority of a public school shall enforce the provisions of the Attendance for Success Act for students enrolled in their respective schools. The regular school attendance of a child is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include but are not limited to illness, injury, and bereavement of a family member, other family emergencies, and observance of major religious holidays of the family's faith or religious instruction and tribal obligations. Absent means not in attendance for a class or school day for any reason, excused or not excused except for interscholastic extracurricular activities. An unexcused absence means an absence from a class or a school day (half of the student's approved program) for which the student does not have an allowable excuse. In the event of a necessary absence known in advance, parents/guardians are asked to inform the school. For religious instruction and tribal obligations, written consent of a parent and approval of the principal are required. A student may be excused for authorized reasons and time shall be provided for the student to make up work.



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Schools shall comply with state statute when determining excused and unexcused absences. Unexcused and excused absences and out-of-school suspensions all count toward student absences that require student intervention plans when the number of absences reach the standards for chronic or excessive absenteeism. Differentiating between excused and unexcused absences is only helpful in informing student attendance intervention plans. Students may obtain make-up work for any absence, excused or unexcused with the exception of long-term suspensions and expulsions. Suspension shall not be used as a consequence for absences.

Each school district or charter school shall maintain an attendance manual that:

Provides for the early identification of students with chronic absences (both excused and unexcused) and provides intervention strategies that focus on keeping absentee students in an educational setting and prohibit out-of-school suspension and expulsion as the punishments for absenteeism (22-12A-8, 11, 12, 13 NMSA); use withdrawal as provided in 22-12A-8, 11, 12, 13 NMSA only after exhausting efforts to keep student in an educational setting; and require that attendance be taken for every instructional day in every public school or school program in the district. ***10-consecutive absences drop:*** The School Finance Act includes a requirement to withdraw students who have 10 consecutive absences. *Students are to receive all required interventions prior to withdrawal.*

School District and Charter Schools shall report chronic absentee rates to the NM Public Education Department in a form and at such times as the department determines and shall document efforts to keep absentee students in educational settings.

Definitions

Absent means not in attendance for a class or school day for any reason, whether excused or not, provided that "absence" does not apply to participation in interscholastic extracurricular activities.

Attendance Improvement Plan means a tiered data-informed system for public schools and school districts to identify students who are chronically or excessively absent and to aid public schools in developing whole-school prevention strategies and targeted interventions. Each of the tiers is defined as follows: (1) "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; (2) "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; (3) "early intervention" means interventions



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for students who are missing ten percent or more, but less than twenty percent of classes or school days for any reason; and (4) "intensive support" means interventions for students who are missing twenty percent or more of classes or school days for any reason.

Attendance Team means a group of school-based administrators, teachers, staff, other school personnel, and community members who collaborate to implement an attendance improvement plan.

Chronic Absent rate means the percentage of students, in the aggregate and disaggregated by the subgroups, required for reporting pursuant to the federal Every Child Succeeds Act, in the public school and school district who have been enrolled for at least 10 days and who have missed 10 percent or more of the school days since the beginning of the school year.

Chronically Absent or Chronic Absenteeism means that a student has been absent for 10 percent or more of the classes or school days for any reason, whether excused or not, when enrolled for more than 10 days:

- Counts all-day absences: excused, unexcused and out-of-school suspensions

- Emphasizes missed instructional days

- Focuses on prevention

Excessively Absent or Excessive Absenteeism means a student who is identified as needing intensive support and has not responded to the intervention efforts implemented by the public school.

Excused Absence means an 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. The following criteria are to be used for documenting an Excused Absence:

- Doctors' appointment

- Religious commitment

- Illness

- Death in the family

- Diagnostic testing

- Family emergencies

- Extenuating circumstances

Medical Absence or Medically Absent means that a student is not in attendance for class or a school day for a parent or doctor-authorized medical reason, or the student is pregnant, or a parenting student.

School Day means a portion of the school day that is at least one-half of a student's approved



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program.

Student Assistance Team (SAT) means a tiered, data-informed system for public schools and school districts to identify students who are chronically or excessively absent and to aid public schools in developing whole-school prevention strategies and targeted interventions.

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 local school board.

If there are questions regarding the determination of absences, the Principal will make the final determination.

PROGRAM FOR PREGNANT/PARENTING STUDENTS (22-12A-9 NMSA)

Pregnant and Parenting Students should have the same educational opportunities as their peers. Such students may also need additional counseling and health services that are available through public schools. Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program, provided, however, that reasonable safeguards are maintained both for the school's and the student's best interest. Pregnant students shall notify school authorities of their status as soon as it is ascertained. At least ten (10) days of medical absence may be approved for a student who provides documentation of the birth of the student's child; and time shall be provided for the student to make up the work. Parenting Student includes both the mother and father of the child. Pregnant and parenting students of children under thirteen (13) shall be permitted four (4) days of excused absences for a child needing care upon proper documentation in accordance with this Manual and statute. Time shall be provided for the student to makeup school work missed during the absence. The Superintendent will establish procedures as necessary to implement this Manual. Parenting students shall not bring their children to school during the regular school day. Students' children will only be permitted in specific classes when requested by the instructor, and with the approval of the building administrator. They are not to be in any other area of the school campus.

INTERVENTION TIERS AND SUPPORTS AND RESOURCES AVAILABLE TO IMPLEMENT ATTENDANCE FOR SUCCESS PLAN

TIER 1-WHOLE SCHOOL PREVENTION: Universal, whole-school prevention for all students, including those who missed less than 5% of classes or school days for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism. Strategies include an engaging student climate, developing positive relationships



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with students and families, sharing the impact of absences so that it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.

SUPPORTS AND RESOURCES FOR TIER 1:

Develop positive relationships with students with his/her families

Investigate reasons for absences and address the root cause

Counselor/SSA's review of Attendance Manual with parent/guardian

Positive behaviors supports in the school

School site recognition of good/improved attendance

TIER 2-INDIVIDUALIZED PREVENTION: Targeted intervention strategies for students who have missed five percent or more, but less than 10% of classes or school days for any reason. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences. Strategies include personalized outreach, assessing student and family needs, service coordination with health and social services providers to meet needs, and individualized action plans that address chronic absences, barriers to attendance, and increase school engagement.

SUPPORTS AND RESOURCES FOR TIER 2:

Student Assistance Team (SAT) is convened with students and parents/guardians

Review of Attendance History, grades, and behaviors to identify barriers

Student and family needs are to be assessed to make necessary referrals to appropriate private or public agencies for support including, but not limited to, the Engage New Mexico program.

Individual counseling with a school site counselor/social worker.

Discuss potential consequences of further absences with parent or guardian.

TIER 3-EARLY INTERVENTION: Interventions for students considered chronically absent and missing 10% or more, but less than 20% classes or school days for any reason. Strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.



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SUPPORTS AND RESOURCES FOR TIER 3:

Student Assistance Team (SAT) meeting with parent/guardian, student, and SAT Team.

Establish non-punitive consequences for the student.

Develop a specific intervention plan for the student to address absences.

Develop weekly progress monitoring and evaluation of intervention plan.

Develop an Attendance Contract to be signed by the student, parent/guardian, and SAT Team members.

TIER 4-INTENSIVE SUPPORTS: Interventions for students considered excessively absent and missing 20% or more of classes or school days for any reason. It focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD. Strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and notifying the student and family of consequences for further absences.

SUPPORTS AND RESOURCES FOR TIER 4:

Student Assistance Team (SAT) meeting with parent/guardian, student, principal, and SAT Team.

Establish non-punitive consequences for the student.

Identify appropriate specialized supports needed to help the student address the underlying causes of excessive absenteeism.

Make appropriate referrals to service providers if necessary.

Apprise the student and parent/guardian of consequences for further absences.

Consequences for excessive absences shall not include out-of-school suspension or expulsion, but should focus on intervention and fostering retention of students in the educational setting.

Only after exhaustion of interventions will Albuquerque School of Excellence consider



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withdrawal of a student from membership in the school. Consulting Juvenile Probation Services (JPO) or the caseworker for child services (CYFD) should be accomplished before such action

INDICATORS	INTERVENTION STEPS TO ADDRESS ABSENCES
<p>Tier 1: Early Warning (<5%) 3-6 absences within a school year</p>	<ul style="list-style-type: none"> ● Call and/or email is made to parent or guardian ● Parent/guardian is to meet with School Counselor/Dean to investigate reasons for absenteeism ● School Counselor/Dean will review Attendance Manual with parent/guardian and have them confirm that the Attendance Manual was reviewed with them
<p>Tier 2: Individual Prevention (5-9%) 9 absences or missed classes within a school year</p>	<ul style="list-style-type: none"> ● Student Information System Letter is generated and given to parents (2 copies are made with one for parents and the other for parents to sign and give to the attendance clerk). ● Student is placed within the Student Assistance Team (SAT) Process for Attendance Issues: <ul style="list-style-type: none"> ❖ student's attendance history, grades and behavior are reviewed ❖ student and family needs to be assessed to make necessary referrals to appropriate private or public agencies for support ❖ consequences of further absences reviewed with parents
<p>Tier 3: Early Intervention (10-19%) 18 absences or missed classes within a school year</p>	<ul style="list-style-type: none"> ● Student Information System Letter is generated and given to parents (2 copies are made with one for parents and the other for parents to sign and give to the attendance clerk). ● Meeting to take place with the parent/guardian, student and SAT Team to establish non-punitive consequences for the student ● SAT Team establishes the following: <ul style="list-style-type: none"> ❖ a specific intervention plan for the student ❖ weekly progress monitoring ❖ a contract for attendance is put into place and signed by the student, parent/guardian and SAT Team members
<p>Tier 4: Intensive Support (>20%) 36 absences or missed classes within a school year</p>	<ul style="list-style-type: none"> ● Student Information System Letter is generated and given to parents (2 copies are made with one for parents and the other for parents to sign and give to the attendance clerk). ● Meeting to take place with the parent/guardian, student and SAT Team ● SAT Team establishes the following: <ul style="list-style-type: none"> ❖ non-punitive consequences for the student at the school level ❖ identify appropriate specialized supports needed to help the student address the underlying causes of excessive absenteeism ❖ apprise the student and parent/guardian of the consequences for further absences
<p>Failure to Respond to Intensive Support</p>	<ul style="list-style-type: none"> ● Student Information System Letter is generated and given to parents (2 copies are made with one for parents and the other for parents to sign and give to the attendance clerk). ● Superintendent notifies the Governing Council of Next Steps ● student will be referred to probation services (JPO) of the



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	<p>appropriate judicial district or CYFD for the purpose of investigation</p> <ul style="list-style-type: none">• the office of the JPO will determine whether the student should be considered a neglected child or a family in need of services• judgement is based upon Children's Code
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Intensive Intervention Strategies during Remote and Hybrid Learning

- Conduct intensive outreach to locate student and family and assess situation
- Conduct virtual or physically distanced family meetings
- Provide coordinated case management with multiple systems
- including child welfare, mental health, health,
- housing/homelessness, and juvenile justice

Student Referral to CYFD

- Report excessively absent students with continued unexcused absences to the judicial district in which the student resides
- Schools are required to report to PED the students who were referred to the Children, Youth and Families Department for each reporting date and at end of the year
- To report students who have been referred to CYFD for excessive absences in STARS, schools should provide the student with a discipline infraction code of: Referred to CYFD for Excessive Absenteeism
- No response code is required for the infraction



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