



Española Public Schools

Striving for Excellence

Attendance Policy

SCHOOL ATTENDANCE AREAS/In District (J-0250)

The attendance areas of the District will be established by the Board. Students will attend school in the attendance areas in which their respective residences are located. Exceptions to this policy may be made for open enrollment, special placements based on Individualized Educational Programs, disciplinary actions, available curricula and in the case of homeless students, continued attendance in their school of origin.

Elementary School Boundaries

Abiquiu Elementary	Physical Address: Hwy 84, Gate 21342; Abiquiu, NM 87510
Abiquiu Elementary is situated off SR 84 approximately two (2) miles North of the community of Abiquiu. The North boundary is at Ghost Ranch, and the South boundary is SR 233 and at the community of Medanales. The West side extends to the Abiquiu Dam, the East side covers all the way to the Rio Arriba and Taos County Line.	
Alcalde Elementary	Physical Address: St. Rd. 68, County Rd. 138A; Alcalde, NM 87511
Alcalde Elementary is located five (5) miles North of Espanola off SR 68. The North boundary is SR 68 at Cottonwood Ranch (CR39), and the South boundary is Delancy Street. The West boundary is Rio Grande River between Delancy Street and the Cottonwood Ranch, and the East boundary will be SR 68. *School Boundary extension BOE approved on: 10/13/2015. Boundary extended to include all Velarde areas.	
Chimayo Elementary	Physical Address: St. Rd. 76, County Rd 93, #31; Chimayo, NM 87522
Chimayo Elementary is localized on SR 76 East of Espanola. The west boundary is the Rio Arriba-Santa Fe County Line on SR 76. The East side goes as far as Cordova and Truchas (previous Mt. View Elementary East Boundary). This includes all the community of Chimayo on both the North and South sides of State Road 76.	
Dixon Elementary	Physical Address: 220 Highway 75; Dixon, NM 87527
Dixon Elementary is situated on SR 75 approximately 25 miles from Espanola. The North boundary will be Rinconada and the South will be the bridge that extends across the Rio Grande River south of Embudo. The East boundary includes the Rio Grande River and the West will be up to Cañoncito and Apodaca.	
Eutimio Salazar Elementary	Physical Address: 719 Calle Hacienda; Espanola, NM 87532
Eutimio Salazar Elementary is localized within the city limits off Riverside Drive and Calle Hacienda. The North boundary is the intersection of SR 68 (N. Riverside Dr.) and SR 291 (El Llano Rd). The East boundary runs on El Llano Road (SR291) up to the Santa Fe County Line at the Crisis Center. The South boundary is the North side of SR 76 between SR 106 (McCurdy Rd.) and SR 68 (Riverside Dr.). The West side runs parallel on both sides with Riverside Drive between Santa Claran Casino and SR 291 (El Llano Road/Snowbird)	
Hernandez Elementary	Physical Address: State Road 84/285 #19348; Espanola, NM 87532
Hernandez Elementary is situated about five miles North of Espanola on SR 84. The North boundary on SR 84 is all way up to SR 233 to include all the Rio Chama area. The South boundary is Garfield Gutierrez' road in El Guache, via Prince Drive. The East boundary on SR 285 is the Rio Chama River, and the West side of SR 84 is inclusive of the aforementioned.	
James H. Rodriguez Elementary / Los Niños Kindergarten Center	Physical Address: 420 N. Coronado Avenue; Espanola, NM 87532
Espanola Elementary is located on the West side of the city, and its North boundary is Garfield Gutierrez's road to include all of North Prince Drive in El Guache. The East side boundary will start at the Santa Claran Casino up to the Angel Hair Strand Salon (the Y Intersection). The South boundary will end at the school district line on SR 30 (Puye Cliffs). The West side boundary will include all of Paseo de Oate, Coronado Ave and Chavez Street.	
San Juan Elementary	Physical Address: 411 State Road 74; San Juan Pueblo, NM 87566
San Juan Elementary is localized about 4 miles North of Espanola between SR 68 and SR 84. North boundary is on SR 582 at El Guique up to Ancon, and on SR. 285 (District Line/Shadow Mountain). The South boundary is the intersection of SR 291 (El Llano/Snowbird) and SR 68 (Riverside) in Ranchitos to include both side of SR 68. The West side will be the El Duende Bridge in the Chamita area, inclusive of all students in the Chamita area. The East side will be the Rio Grande River up to Delancy Street.	
Tony E. Quintana Elementary	Physical Address: 20 East Sombrillo Frontage Road, Hwy 106; Espanola, NM 87532
Tony E. Quintana Elementary is situated South of Espanola. The North boundary includes the Santa Fe County line in El Llano at Crisis Center. The South boundary will be the school district line at David Dear Gallery. The East side includes Cuarteles and La Puebla, whereby the boundary ends at the Rio Arriba/Santa Fe County Line at Dan's Liquor (inclusive of the county line). The West includes students residing on the South side of SR 76 from Riverside Dr. up to SR 106 (McCurdy Rd.) Inclusive of all students living in the San Pedro, La Mesilla and Sombrillo areas up to Corlett Drive.	
Velarde Elementary	Physical Address: State Rd 68, County Rd 51 #14; Velarde, NM 87582
Velarde Elementary is situated about 11 miles North of Espanola on SR 68 and serves the community of Velarde. The North boundary extends to Flavio Salazar's residence on SR 68. The South boundary on the East side of the Rio Grande River will be the Cottonwood Ranch, and on the West side of the Rio Grande River the South boundary will be up to Ancon. The East and West boundaries include all who reside within the above description. *Students living within this boundary area may attend Alcalde Elementary. School Boundary extension BOE approved on: 10/13/2015.	



STUDENT ATTENDANCE (J-0500)

Any parent, guardian or person having custody and control of a "school-age person" 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. The school age person has the right to attend public school within the school district of residence. The school-age person shall attend school for at least the length of time of the school year that is established in the school district in which the child is a resident or enrolled. A "school-age person" means a person is at least five (5) years of age prior to 12:01 a.m. on September 1 of the then current school year. Pregnant and parenting students must have the same educational opportunities as their peers.

The regular school attendance of a child of school age 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.

- An **excused absence** reason may include, but are not limited to illness, injury, 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. 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 the work.
- An **unexcused absence** means an absence from a class or school day (half of the students approved program) for which the student does not have an allowable excuse.
- **Absent means** not in attendance for a class or school day for any reason, excused or not except for interscholastic extracurricular activities.

In the event of a necessary absence known in advance, the parent is expected to inform the school. If the absence is caused by emergency, such as illness, or injury the parent is expected to telephone the school office, if possible. When a student returns to school following an absence, a note of explanation from the parent is required, unless the parent notified the school in advance of the absence. School administrators are authorized to excuse students from school for necessary and justifiable reasons as determined from the circumstances surrounding the cause of the absence.

The District shall provide interventions for students who are missing school, depending on the number of absences. Intervention is called for if a student misses five percent (5%) or more of classes or days of school. A public school shall provide interventions to students who are absent or chronically absent, which may include:

- assessing student and family needs and matching those needs with appropriate public or private providers, including civic and corporate sponsors;
- making referrals to health care and social service providers;
- collaborating and coordinating with health and social service agencies and organizations through school-based and off-site delivery systems;
- 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;
- establishing partnerships between the public school and community organizations, such as civic, business and professional groups and organizations and recreational, social and out-of-school programs;
- identifying and coordinating age-appropriate resources for students in need of:
 - counseling, training and placement for employment;
 - drug and alcohol abuse counseling;



- family crisis counseling; and
- mental health counseling;
- promoting family support and parent education programs; and
- 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.

The attendance team may be convened to establish;

- a specific intervention plan for the student,
- weekly progress monitoring, and
- a contract for attendance.

If a student misses twenty percent (20%) or more of the classes or days of school. The attendance team shall:

- notify the parent in writing by mail or personal service;
- providing the date, time and place for a meeting to be held with the parent, principal of the school and the attendance team for the purpose of;
 - establishing nonpunitive consequences for the student at the school level;
 - Identifying appropriate specialized supports needed to help the student address the underlying causes of excessive absenteeism, and
 - apprising the student and the parent of the consequences of further absences.

Student-teacher incompatibility, if alleged, will require consultation with the teacher and a meeting initiated by the principal with the student, parent and teacher.

If a student does not respond to intensive support as implemented above but continues displaying excessive absenteeism, the School Board shall consult with the Superintendent in executive session on the issue and shall cause the student to be reported to the probation services office of the appropriate judicial district for the purpose of an investigation as to whether the student should be considered a neglected child or a child in a family in need of family services, subjecting the child to provisions of the Children's code.

The records supporting such action shall be provided to the juvenile probation services office by the Superintendent within ten (10) days of the identification of the student excessively absent.

Consequences 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 intervention strategies may the District consider withdrawal of the student from membership in the school. Consulting with the juvenile probation services office or the caseworker for child services should be accomplished before such action.

Upon a written request by a parent for attendance data the school shall provide the following information within five (5) days:

- absence data,
- preventive measures,
- resources to address the causes, and



- a corrective action plan and interventions including follow-up procedures.

STUDENT ATTENDANCE REGULATION (J-0511)

Attendance Records

Each time a class meets, the teacher shall check and formally record the attendance of all students assigned to the class or program for that period of instruction. The name of any absent student shall be entered on the prescribed attendance/absence report and be submitted to the office. A master list of student absences will be prepared daily from attendance reports received in the office. The school administrator is accountable for assuring that accurate and timely daily records of student membership and attendance are maintained and reported.

Record Keeping and Reports

The following records shall be kept for each student with absences exceeding the individual prevention level of five percent (5%) or more who have been enrolled for ten (10) days or more:

- Attempts to notify the parent of student absence on any given day,
- Attempts to improve attendance by a talk with parent,
- Attempts to meet with the parents to discuss intervention strategies, and
- Intervention strategies implemented to support keeping the student in an educational setting.

STUDENT ATTENDANCE REGULATION (J-0512)

An attendance team shall be established at each school in the District comprised of administrators, teachers, staff and community members whose responsibilities will include:

- Recommending evidence-based metrics to provide early identification of students at risk of chronic or excessive absenteeism.
- Developing and implementing an attendance improvement plan that;
 - keeps students in an educational setting.
 - assists a student's family to remove barriers to the student's regular school attendance or attendance in another educational setting.
 - provides additional educational opportunities to students who are struggling with attendance.
- Establishing intervention efforts to keep students in the educational setting which will permit withdrawal, suspension or expulsion only after exhaustion of these efforts for absence related actions.
- Examining for accuracy class attendance records, absence reports, and documentation required for chronically or excessively absent students and any other absence reports required by the Public Education Department per the Attendance for Success Act.
- Assessing community-based organizations that may provide services to students in the way of support and intervention regarding attendance issues and encouraging school sharing of compliant data in accord with the Family Educational Rights and Privacy Act exceptions.

COMPULSORY ATTENDANCE AGES (J-0550)

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 then 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 (22nd) birthday on the first day of the school year and meets other criteria provided in the Public-School Finance Act.



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. A person shall be excused from this requirement if, with the written signed permission of the parent, guardian or person having custody and control of the person to be excused, the person is excused from the provisions of this section by the Superintendent of schools for a hardship.

The school-age person shall attend school for at least the length of time of the school year that is established in the school district in which the child is a resident or enrolled and the school district shall not excuse a student from attending school except as provided in the Attendance for Success Act or for parent-authorized medical reasons.

STUDENT ABSENCES AND EXCUSES (J-1550)

The regular school attendance of a child of school age 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, 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. For religious instruction and tribal obligations, written consent of a parent and approval of the principal are required. A student may be excused for parent or doctor authorized medical reasons. Time shall be provided for the student to make up the work.

An unexcused absence means an absence from a class or school day (half of the students approved program) for which the student does not have an allowable excuse.

Absent means not in attendance for a class or school day for any reason, excused or not excused except for interscholastic extracurricular activities.

In the event of a necessary absence known in advance, the parent is expected to inform the school; if the absence is caused by emergency, such as illness or injury, the parent is expected to telephone the school office, if possible. When a student returns to school following an absence, a note of explanation from the parent is required, unless the parent notified the school in advance of the absence. School administrators are authorized to excuse students from school for necessary and justifiable reasons as determined from the circumstances surrounding the cause of the absence.

STUDENT ABSENCES AND EXCUSES (J-1561)

When Absent from School

If the parent(s)/guardian(s) have a telephone and provide the contact number to the school, the school may make a reasonable effort to give notification of absence within three (3) hours of the beginning of the school day if the school has not received confirmation of the student's absence. No right of being informed is established by this direction to staff.

State law mandates that parents are responsible for children to be in attendance during the period when school is in session. Therefore, when a student is absent, the parent shall call the school on or before the day of the absence in order to advise the school as to the reason for the absence if a telephone is available. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns by signed parental note, in time for the student to obtain an admission approval prior to class time. All absences not verified by parental or administrative authorization will be considered unexcused.



If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes. For absences greater than one (1) day in length, the school should be notified each day of the absence.

If a student is absent for three (3) or more successive school days, the school shall contact the student's parents, legal guardian or custodian by telephone, if possible, no later than the close of school on the school day next succeeding the three (3)-day period. A written notice shall be dispatched if telephone contact has not been made. The provisions of this section do not apply to any absence if the parent, legal guardian or custodian, prior to the end of the three (3)-day period, has contacted the school to explain the absence.

All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

- The scheduling of medical and dental appointments after school hours except in cases of emergency.
- The scheduling of family vacations during school vacation and recess periods.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

TRUANCY / CHRONIC ABSENCE (J-1650)

Chronic absence differs from truancy in that it tracks both excused and unexcused absences. The District shall provide interventions for students who are missing school, depending on the number of absences.

Individual prevention is called for if a student misses five percent (5%) or more but less than ten percent (10%) of classes or days of school. For elementary school absences the parent is to be contacted by the attendance team for discussion, middle school and high school absence discussions by the attendance team are to be with the parent and student. The discussions shall inform them of;

- the student's attendance history,
- interventions or services available to the student or family, and
- consequences of further absences which may include referral to the Children, Youth and Families Department for excessive absenteeism,

Early Intervention is called for if a student misses ten percent (10%) or more but less than twenty percent (20%) of classes or days of school. The attendance team shall;

- notify the parent in writing by mail or personal service,
- providing the date, time and place for a meeting to be held for the purpose of developing intervention strategies to keep the student in an educational setting.

The attendance team shall be convened to establish;

- a specific intervention plan for the student,
- weekly progress monitoring, and
- a contract for attendance.

Intensive Support is called for if a student misses twenty percent (20%) or more of the classes or days of school. The attendance team shall;

- notify the parent in writing by mail or personal service,



- providing the date, time and place for a meeting to be held with the parent, principal of the school and the attendance team for the purpose of;
 - establishing nonpunitive consequences for the student at the school level,
 - Identifying appropriate specialized supports needed to help the student address the underlying causes of excessive absenteeism, and
 - apprise the student and the parent of the consequences of further absences.

Student-teacher incompatibility, if alleged, will require consultation with the teacher and a meeting initiated by the principal with the student, parent and teacher.

If a student does not respond to intensive support as implemented above by continued absence (excessive absenteeism), the School Board shall consult with the Superintendent in executive session on the issue and shall cause the student to be reported to the probation services office of the appropriate judicial district for the purpose of an investigation as to whether the student should be considered a neglected child or a child in a family in need of family services, subjecting the child to provisions of the Children's code.

The records supporting such action shall be provided to the juvenile probation services office by the Superintendent within ten (10) days of the identification of the student excessively absent.

Consequences 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 intervention strategies may the District consider withdrawal of the student from membership in the school. Consulting with the juvenile probation services office or the caseworker for child services should be accomplished before such action.

An excused absence shall be as determined in Policy JH.

TRUANCY / CHRONIC ABSENCE (J-1661)

(Interventions for Student Absences)

Upon a written request by a parent for attendance data the school shall provide the following information within five (5) day:

- the absence data,
- preventive measures,
- resources to address the causes, and
- a corrective action plan and interventions including follow-up procedures.

Record Keeping

The following records shall be kept for each student with absences exceeding the individual prevention level of five percent (5%) or more but less than ten percent (10%) of classes or days of school:

- Attempts to notify the parent of student absence on any given day,
- Attempts to improve attendance by a talk with parent,
- Attempts to meet with the parents to discuss intervention strategies, and
- Intervention strategies implemented to support keeping the student in an educational setting.



Reporting

The following shall be reported as required by the State Public Education Department (PED):

- The total number of days each student:
 - has missed for excused and unexcused absences, and
 - was enrolled by school.
- Within which tier of the Attendance for Success Act did each absent student fall, and
 - what were the student's demographics?
- The number of students, by school, referred to Children, Youth and Families department for:
 - excessive absences, and by
 - aggregated and disaggregated subgroups.

TRUANCY / CHRONIC ABSENCE: INTERVENTIONS FOR STUDENT ABSENCES (J-1681)

A public school shall provide interventions to students who are absent or chronically absent, which may include:

- assessing student and family needs and matching those needs with appropriate public or private providers, including civic and corporate sponsors;
- making referrals to health care and social service providers;
- collaborating and coordinating with health and social service agencies and organizations through school-based and off-site delivery systems;
- 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;
- establishing partnerships between the public school and community organizations, such as civic, business and professional groups and organizations and recreational, social and out-of-school programs;
- identifying and coordinating age-appropriate resources for students in need of:
 - counseling, training and placement for employment;
 - drug and alcohol abuse counseling;
 - family crisis counseling; and
 - mental health counseling.
- promoting family support and parent education programs; and
- 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.

TRUANCY/CHRONIC ABSENCE: DEVELOPING A SCHOOL IMPROVEMENT AND ATTENDANCE IMPROVEMENT PLAN (J-1683)

School Improvement Plan

School districts shall differentiate public schools based on their chronic absence rates into no fewer than four (4) categories.

School districts shall differentiate student subpopulations based on their chronic absence rates into no fewer than four (4) categories.



Using the differentiation scheme pursuant to Attendance for Success Act, a school district shall develop attendance improvement plans that include the following elements:

- specific school district supports and resources available to public schools at each level to further the implementation of their attendance improvement plans;
- attendance improvement targets for public schools or subpopulations with chronic absence rates of ten percent or greater, developed in collaboration with each public school; and
- an attendance improvement target for the school district with chronic absence rates of ten percent (10%) or greater.

Each school district shall report its attendance improvement plan to the department no later than forty-five (45) days after the beginning of the school year. The department may allow a school district to report its attendance improvement plan as part of the educational plan for student success.

At the end of each school year, each school district shall report to the local school board and to the public on the school district's website, the progress made on its attendance improvement plan, to include:

- a description of the supports and resources provided to public schools at each tier of absence of the attendance improvement plan;
- the extent to which public schools with chronic absence rates greater than ten percent (10%) achieved their attendance improvement targets;
- the extent to which the school district achieved its attendance improvement targets;
- barriers and challenges to reducing chronic absence rates, as reported by the public school and school district personnel;
- effective school-based practices, as evidenced by decreased chronic absence rates; and
- recommendations for improvement during the next school year at both the public school and school district level.

Attendance Improvement Plan

A public school shall initiate the enforcement of the provisions of the Attendance for Success Act for its enrolled students. The enforcement policies of a public school shall focus on prevention and intervention.

Beginning in the 2020-2021 school year, a public school with five percent (5%) or greater of students with a chronic absence rate during the prior school year, or with five percent (5%) or greater of one (1) or more subpopulations of students with a chronic absence rate during the prior school year, shall develop an attendance improvement plan no later than thirty (30) days after the beginning of each new school year, and again no later than thirty (30) days after the beginning of the spring semester, to be submitted to the department and may be part of the public school's educational plan for student success.

A public 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 public school's educational plan for student success.

An attendance improvement plan shall include:

- attendance data for each of the preceding two (2) school years and the current school year, including:
 - the public school's overall absence rate;
 - chronic absence rates disaggregated by student subpopulation;
 - chronic absence rates disaggregated by grade level; and



- student attendance for every day of the school year;
- school-wide identification of potential root causes of chronic and excessive absenteeism through one (1) or more of the following:
 - national or local research;
 - analysis of supportive factors and barriers;
 - student surveys or focus groups;
 - youth participatory research; or
 - other appropriate school-based research methods;
- identification of strategies for each tier of the attendance improvement plan;
- identification of performance measures for each strategy; and
- a data-collection plan for performance measures.