

ACADEMIA DEL PUEBLO

Attendance Intervention Process

Progressive Support for Tardies and Unexcused Absences

PURPOSE

Regular and timely attendance is essential to student success. This process establishes a consistent, supportive, and progressive response to attendance concerns while strengthening communication among students, families, and school staff. The school will work collaboratively with families to identify barriers, connect families to available resources, and document interventions before moving to formal attendance contracts or legal remedies.

Academia del Pueblo expects students to attend school every scheduled day, arrive before 8:00 a.m., and remain for the full instructional day unless an absence or early departure is authorized. Attendance concerns will be addressed promptly, consistently, and with consideration for individual circumstances.

Guiding Principles

Early intervention	Address attendance patterns before they become chronic.
Family partnership	Work with parents and guardians to understand and resolve barriers.
Progressive response	Increase the level of intervention when attendance does not improve.
Documentation	Record contacts, meetings, notices, supports, and agreed-upon actions.
Student support	Use counseling, transportation planning, incentives, and community resources when appropriate.
Legal compliance	Apply Arizona compulsory-attendance requirements and referral procedures when necessary.

1. Tardy Intervention Process

Students arriving after 8:00 a.m. are considered tardy. A parent or guardian must sign the student in through the front office, and the student must obtain a late pass before reporting to class. **Tardies are monitored by quarter**. School administration may accelerate an intervention when a pattern is severe, persistent, or connected to other attendance concerns.

Tardy intervention thresholds reset at the beginning of each quarter as outlined below:

Quarter 1: August 3 – October 2

Quarter 2: October 3 – December 18

Quarter 3: January 5 – March 5

Quarter 4: March 15 – May 14

Threshold	Required Action	Procedure
3 tardies	Courtesy Reminder	Parent/guardian receives a telephone call, text, email, or written reminder explaining the importance of on-time arrival and the next steps in the progressive process.
5 tardies	Formal Written Warning	The school issues a written warning documenting the student's tardy total, restating expectations, and encouraging the family to contact the school if assistance is needed.
7 tardies	Required Parent Meeting	The parent/guardian is required to attend an in-person conference with school administration. The team identifies barriers, reviews arrival routines, and documents an initial improvement plan.
10 tardies	Final Formal Notification	The school issues a final written notification advising that any additional tardies will result in a formal Tardy Attendance Contract and ongoing monitoring.
12 tardies	Tardy Attendance Contract	The student and parent/guardian meet with administration to sign a formal contract that establishes specific arrival expectations, responsibilities, supports, review dates, and consequences for continued noncompliance.
Continued tardies	Additional Intervention	Administration may provide or require additional supports, increase monitoring, restrict attendance-dependent privileges when appropriate, or take other actions permitted by school policy and law.

Possible Tardy Supports

- Transportation assistance or route review
- Morning routine and alarm planning
- Before-school supervision information
- Counselor or family-resource referral
- Weekly progress check-ins

Students who reach the 12-tardy Attendance Contract threshold during any quarter will NOT be eligible for a quarterly reset of their tardy status. An individualized Attendance Improvement Plan will be developed and monitored by the Academia del Pueblo Student Support Team in partnership with the student and parent/guardian.

2. Unexcused Absence Intervention Process

An absence is unexcused when the student is absent from school, class, assembly, or one or more instructional periods and the school has not received timely parent/guardian notification or acceptable documentation. An unexcused absence may become truancy. The following steps apply cumulatively during the school year unless administration determines that earlier escalation is appropriate.

Threshold	Required Action	Procedure
1 unexcused absence	Immediate Notice	The school sends an automated or personal notification and reminds the family to contact the front office regarding the absence.
2 unexcused absences	Personal Contact	Office staff or the student's teacher contacts the parent/guardian to discuss the reason for the absences, reinforce expectations, and offer support.
4 unexcused absences	Formal Attendance Warning	The school provides a written warning documenting the absences, applicable attendance requirements, and the next intervention threshold.
6 unexcused absences	Required Attendance Conference	The parent/guardian and student meet in person with school staff to identify barriers and complete an Attendance Improvement Plan with measurable actions and a review date.
8 unexcused absences	Final Formal Notification	The school issues a final notice explaining that continued absences will result in a formal Attendance Contract and may lead to truancy-related referral or other legal action.
10 unexcused absences	Attendance Contract	The parent/guardian, student, and school sign a formal Attendance Contract. Attendance is monitored weekly, and supports, responsibilities, and follow-up dates are documented.
11-17 total absences	Intensive Monitoring	The school continues weekly monitoring, intervention meetings, resource referrals, and documentation. Medical verification may be requested for future absences when permitted by policy and law.
18 total absences / 10%	Chronic Absence Review	The student is considered chronically absent. Administration conducts a formal attendance review and may require medical documentation, revise the Attendance Contract, refer the family to community resources, or initiate a CUTS or other legally permitted referral.

3. Attendance Contract Expectations

A Tardy Attendance Contract or Attendance Contract is a formal improvement agreement. It is intended to clarify responsibilities, provide support, and establish measurable expectations, not simply to punish the student or family.

Student Responsibilities	Parent/Guardian Responsibilities	School Responsibilities
- Attend every scheduled school day. - Arrive before 8:00 a.m. - Submit documentation promptly. - Complete missed assignments. - Participate in progress reviews.	- Ensure daily and timely arrival. - Notify the school promptly. - Attend required meetings. - Provide requested documentation. - Work with the school to remove barriers.	- Monitor attendance weekly. - Maintain regular family communication. - Provide appropriate school-based supports. - Refer families to community resources. - Recognize and document improvement.

4. Documentation and Implementation

Attendance records: The Student Information System will serve as the official record of tardies, absences, and attendance codes.

Family contacts: Staff will document the date, method, person contacted, result, and any follow-up action.

Notices and forms: Copies of warning letters, meeting forms, improvement plans, and contracts will be maintained in the student's school record.

Review cycle: Students on a plan or contract will be reviewed at least weekly until the concern is resolved or the intervention is revised.

Special circumstances: Before formal escalation, staff should consider disability-related needs, chronic illness documentation, homelessness, transportation issues, family emergencies, and other circumstances requiring individualized support.

Administrative discretion: The principal or designee may adjust or accelerate steps when warranted by the severity, frequency, timing, or circumstances of the attendance concern.

IMPORTANT IMPLEMENTATION NOTE

Attendance interventions should be supportive, consistent, and documented. No student should be denied access to instruction because of tardiness. Any attendance-related consequence must comply with applicable law, student due-process rights, special education requirements, Section 504, and protections for students experiencing homelessness.

Approved by: _____

Date: _____

Effective school year: _____

Review date: _____