Colorado charter school institute | 1525 Sherman Street, b76, Denver, CO 80203

Attendance Guidance

policY, accountability AND data submissions



Table of Contents

[FORWARD 2](#_Toc174619605)

[PART I: SCHOOL ATTENDANCE POLICY 3](#_Toc174619606)

[I. Excused vs. Unexcused Absences 3](#_Toc174619607)

[II. Truant, Habitually Truant and Chronically Absent 4](#_Toc174619610)

[III. Attendance Consequences 6](#_Toc174619612)

[IV. Policy Components Checklist 7](#_Toc174619617)

[PART II: ATTENDANCE AND ACCOUNTABILITY 8](#_Toc174619618)

[PART III: ATTENDANCE AND DATA SUBMISSIONS 9](#_Toc174619619)

[I. School Calendar 9](#_Toc174619620)

[II. Attendance Set Up within your SIS 10](#_Toc174619621)

[III. Taking Attendance 10](#_Toc174619622)

[IV. Monitoring Attendance 11](#_Toc174619623)

[V. Attendance and State Reporting 11](#_Toc174619624)

[VI. Dropout/Early Exit and State Reporting 12](#_Toc174619625)

# FORWARD

The following is an overview of requirements for school attendance policies, accountability implications, and data submissions. It is provided for informational purposes only and is not to be construed as legal advice or a formal legal opinion on behalf of the author or CSI. All CSI Schools should review their policies and practices to ensure compliance with the requirements established in law, rule and regulation.

# PART I: SCHOOL ATTENDANCE POLICY

Compulsory school attendance laws apply to all students age 6 (on or before August 1 of each year) through 17.[[1]](#footnote-2) Each school’s board must adopt a written policy setting forth the school’s attendance requirements.[[2]](#footnote-3) A [sample policy](https://resources.csi.state.co.us/sample-policies/) is provided for use by CSI schools.

## Excused vs. Unexcused Absences

A school’s attendance policy should define what constitutes an excused versus an unexcused absence.[[3]](#footnote-4) These definitions help to ensure that attendance expectations are clear to families and that the policy can be implemented in a uniform manner.

### Excused Absences

State law recognizes the following as **excused absences**:

* A student who is temporarily ill or injured or whose absence is approved by an administrator;
* A student who is absent due to a physical disability or a mental or behavioral health disorder;
* A student who is temporarily absent due to behavioral health concerns;
* A student who is suspended or expelled in accordance with C.R.S. 22-33-105,106, and 106.1;
* A student to whom a current age and school certificate or work permit has been issued pursuant to the Colorado Youth Employment Opportunity Act of 1971;
* A student who is in the custody of a court or law enforcement authorities;
* A student who is pursuing a work-study program under the supervision of a public school;
* A student who is excused from school for a therapy, medical, legal or victim services appointment related to harassment or discrimination, as described in C.R.S. 22-1-143(2)(f), or for behavioral or mental health concerns related to harassment or discrimination[[4]](#footnote-5); and/or
* A student in out-of-home placement (as that term is defined by C.R.S. 22-32-138 (1)(h)), absent due to court appearances and participation in court-ordered activities so long as the student´s assigned social worker verifies the student´s absence was for a court appearance or court-ordered activity.[[5]](#footnote-6)

A school’s attendance policy may also recognize additional absences as excused, such as funerals, legal obligations, medical procedures and religious observations.[[6]](#footnote-7) A school may require suitable proof regarding the above exceptions, including written statements from medical sources.

### Unexcused Absences

State regulations define **unexcused absences** as absences that occur when the student is absent from school without a valid and verifiable excuse from the parent/guardian that is consistent with the school’s attendance policy or the student leaves school or a class without permission of authorized school staff.[[7]](#footnote-8) If authorized school officials determine that the parent’s excuse is not valid or verified, the absence is unexcused.[[8]](#footnote-9)

**A Note on Special Education**

It is important to note that federal and state special education laws prevail over state laws and regulations for attendance. Students qualifying for an IEP or 504 Plan have certain rights afforded to them through law, and those rights must be considered in a school’s attendance policy. For example, a student with home-bound services would not be counted as “absent” from school when the student is receiving those home-based services. If a student with an IEP or 504 Plan is missing significant amounts of school, it may be necessary to revisit an IEP or 504 Plan to ensure that Free Appropriate Public Education (FAPE) is provided.

When applying attendance policies to students qualifying for an IEP or 504 Plan, the school must consider those special education rights first. If a student with an IEP or 504 Plan is removed from the school through suspension, expulsion or otherwise, certain rights and protections are triggered (e.g., manifestation determination review) and CSI must be notified. In making any placement decisions, the IEP Team (including the CSI Director of Special Education) must identify an appropriate alternative placement for the student.

## Truant, Habitually Truant and Chronically Absent

The distinction between an excused and unexcused absence becomes important when classifying a student as truant, habitually truant, or chronically absent. The definitions are as follows:

* **Truancy:** Truancy is synonymous with “unexcused absence.” A truant student is a student who is absent from school without a valid and verifiable excuse from the parent/guardian that is consistent with the school’s attendance policy or a student who leaves school or class without permission of authorized school staff. [[9]](#footnote-10)
* **Habitually Truant:** A habitually truant student is one who accrues 4 total days of unexcused absences in a calendar month, or 10 total days of unexcused absences in a school year. [[10]](#footnote-11) Absences due to suspension or expulsion are considered excused for purposes of calculating habitual truancy.[[11]](#footnote-12) Habitually truancy is reported by schools to CDE annually through the Student End of Year data collection.
* **Chronically Absent:** A chronically absent student is a student who misses 10 percent or more of a school year. [[12]](#footnote-13) All absences are included—excused, unexcused and suspensions. The Colorado Department of Education calculation is as follows:

(Total Unexcused + Total Excused) / Total Days Possible

If the result it 10% +, then the student is considered chronically absent.[[13]](#footnote-14)

### Attendance Monitoring and Supports

Schools should consider adopting the following strategies outlined in state law to ensure attendance is effectively monitored and attendance concerns are appropriately communicated:

* Annually at the beginning of each school year and upon any enrollment during the school year, notifying the parent of each child enrolled in the school of compulsory attendance requirements and requesting that the parent acknowledge in writing awareness of such obligations;
* Annually at the beginning of each school year and upon any enrollment during the school year, obtaining from the parent of each child a telephone number or other means of contacting such parent during the school day;
* Establishing a system of monitoring individual unexcused absences of children which shall provide that, whenever a child who is enrolled in the school fails to report to school on a regularly scheduled school day and school personnel have received no indication that the child's parent is aware of the child's absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify by telephone such parent; and
* Creating procedures to monitor the attendance of each child enrolled in the school to identify each child who has a significant number of unexcused absences and to work with the local community services group and the child's parent to identify and address the likely issues underlying the child's truancy, including any nonacademic issue.[[14]](#footnote-15)

State law requires schools establish policies and procedures for working with **habitually truant** students. This must include provisions for the development of a plan to assist the student to remain in school and, when practicable, include full participation of the student’s parent/guardian.[[15]](#footnote-16) The school must make all reasonable efforts to meet with the parent/guardian to review and evaluate the root causes contributing to the student’s truancy, and is encouraged to work with local community services groups when developing a plan to support the student.[[16]](#footnote-17) State law also encourages schools to establish policies and procedures for identifying students who are **chronically absent** and implementing best practices and research-based strategies to improve the attendance of those students.[[17]](#footnote-18)

For information and best practices for addressing and responding to attendance concerns, see the Attendance Works [Attendance Playbook](https://www.future-ed.org/wp-content/uploads/2023/05/Attendance-Playbook.5.23.pdf) and the Colorado Department of Education’s [Attendance Best Practices](https://www.cde.state.co.us/dropoutprevention/attendancebestpractices) webpage.

## Attendance Consequences

Schools should prioritize early interventions and supports for students with excessive absenteeism but may also consider appropriate consequences for the absenteeism and include such consequences in the attendance policy. Schools should keep the following in mind when considering attendance consequences:

### Initiating Truancy Proceedings

A school’s attendance policy must specify the maximum number of unexcused absences a child may incur before truancy proceedings are commenced by the school.[[18]](#footnote-19) CSI schools may be able to work with the student’s district of residence to initiate truancy proceedings or ask the district of residence to delegate authority to the school’s attorney to initiate the proceedings. However, a school is not required to do so. Because there is no evidence that truancy proceedings result in improvements to attendance, CSI schools are encouraged to develop their own internal procedures for identifying the root causes of the absence and addressing truancy concerns.

### Student Retention

In some cases, it may be necessary for a student to repeat a grade due to excessive absences where the absences have significantly impacted the student’s learning. This may be addressed in a school’s attendance policy and handled in accordance with the school’s retention policy.

### Mandatory and Voluntary Withdrawals

Schools cannot require that parents agree to “voluntary withdrawal” for certain offenses as part of a registration packet, parent contract, or otherwise. General education students being removed from the school have the same due process rights as a student who is expelled. This means that there must be notice to the family plus an opportunity for a hearing. Students with an IEP or 504 Plan have a right to a manifestation determination review whenever the student is being removed from school for more than 10 days. Schools must also not use “mandatory withdrawal” as a solution to excessive absenteeism – this is contrary to state law**.**

### Students Who Drop Out

A school’s attendance policy should outline procedures for working with students who drop out of school. The policy must specify the timeframes by which the school will send notification to the student and the student’s parent/guardian of the student’s dropout status. The notification must include an explanation of educational alternatives available to the student to assist in reengaging in school. The policy must require school personnel to attempt to meet with the student and the student’s parent/guardian, with the goal of encouraging the student to re-enroll and conveying to the student the long-term ramifications to the student of dropping out of school.[[19]](#footnote-20)

## Policy Components Checklist

Based on the foregoing, a school Attendance Policy should, at a minimum:

1. Define excused versus unexcused absences consistent with state law;
2. Define habitual truancy and set forth procedures for working with students who are habitually truant;
3. Define chronic absenteeism and set forth procedures for working with students who are chronically absent (recommended but not required);
4. Set forth procedures for working with students who drop out of school;
5. Define in school suspensions for the purpose of documenting attendance (ex: excused absence or present based on educational services provided).

The policy cannot require mandatory withdrawal due to excessive absenteeism and must not violate the rights of students with disabilities, due process rights, or other rights afforded by state law.

A [sample policy](https://resources.csi.state.co.us/sample-policies/) is provided for use by CSI schools.

CONTACT INFORMATION

For questions related to the school attendance policy, please contact Stephanie Aragon the CSI Director of School Policy and Compliance at LegalandPolicy\_CSI@csi.state.co.us.

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# PART II: ATTENDANCE AND ACCOUNTABILITY

Numerous studies suggest strong links between chronic absenteeism and key indicators of performance and student success, such as academic achievement, increased graduation rates, and lower dropout rates.[[20]](#footnote-21) Not only is regular attendance important for the growth of each and every student, but rates of absenteeism are used in various accountability frameworks.  The following are a few examples:

* Chronic absenteeism will be an indicator in the state’s federal accountability framework under the Every Student Succeeds Act (ESSA).  The state will measure and report out the number of students categorized as chronically absent (absent 10% or more of the school year). The most recent revision to the Colorado ESSA plan included changing the definition of chronic absenteeism to exclude excused absences for federal accountability purposes.
* Chronic absenteeism will be included for the elementary and middle school levels and high schools will report disaggregated dropout rates.
* Attendance and truancy rates are included in School Performance Frameworks for Alternative Education Campuses (AECs).
* The reporting of chronic absenteeism was required for the first time for 2016-2017 as part of the School Discipline and Attendance data submission for every Colorado public school.  This requirement established a comparable system both longitudinally and among Local Education Agencies (LEA). It is now collected as part of the Student End of Year data collection.
* The U.S. Department of Education’s Office for Civil Rights (OCR) now requires states to report a measure of chronic absences. Thus, the obtained chronic absenteeism data will be comparable across LEAs and among states.

CONTACT INFORMATION

For questions related to attendance and accountability, please contact Ryan Marks the CSI Chief of Authorizing and Accountability at ryanmarks@csi.state.co.sus.

# PART III: ATTENDANCE AND DATA SUBMISSIONS

## School Calendar

Each year, prior to the start of the school year and with public input from parents and staff regarding the scheduling of in-service programs, CSI schools must develop and adopt (the school board and/or administration) a school calendar that meets or exceeds state requirements for minimum teacher-pupil instruction and contact hours and length of school year.[[21]](#footnote-22) Refer to the [CSI School Calendar and Instructional Hours](https://resources.csi.state.co.us/data-submissions/calendar-hours/) webpage for more detail on the following requirements.

The state requires that, at a minimum,

* Schools must be scheduled for a minimum of hours of planned teacher-pupil instruction and contact hours as listed below (and found in the CDE Calendar and Instructional Hours Guidance):
	+ 1,080 hours for middle and high school students
	+ 990 for elementary students
	+ 900 for full-day kindergarten; 450 hours for half-day kindergarten; and
* Schools must be in session for at least 160 days during a school year, unless there is prior approval of the commissioner of education to operate on less than 160 days.[[22]](#footnote-23)

The minimum actual instructional hours *once the school year begins* may be reduced, by up to 24 hours, for the following reasons: (1) parent/teacher conferences; (2) staff in-service programs, and (3) closings deemed by the board to be necessary for the health, safety, or welfare of pupils

CSI collects and audits school calendars annually in May. Any changes to the calendar, except those resulting from emergency closures, must be communicated to CSI and should be communicated to the school community at least 30 days in advance of the change in order to meet the intent of state law. Calendar changes that are more material (i.e., a reduction of 10% or more of instructional time, shift to a 4-day week) require notification to CSI in accordance with the [Program and Contract Modification Process](https://resources.csi.state.co.us/charter-modification/).

## Attendance Set Up within the SIS

The purpose of setting up attendance within each school’s student information system (SIS) is to accurately reflect and report on a student’s attendance within each course for which the student is scheduled. Each SIS has specific instructions for setting up attendance. Set up of attendance requires the setup of the school’s annual calendar within the SIS, creation of terms for the year, bell schedule to identify periods for each day, and courses that require attendance. Each SIS provides a variety of guidance on ensuring these components are appropriately set up.

At a minimum, schools are required to have the following attendance codes within their attendance policy and set up within their SIS:

* Excused Absence
* Unexcused Absence

Schools may also consider including additional attendance codes:

* Tardies**:** CCR 301-78 states that tardies may be defined by local school board policy, “generally meaning a student entering classes after the scheduled start time.”

## Taking Attendance

State regulations set forth specific criteria and requirements for recording and reporting attendance. These include the following:

* Schools must report attendance as specifically as the SIS allows (i.e. by periods, minutes, hours);
* Attendance must be taken at a minimum of one time per day;
* A student absent for 50% or more of a period must be considered absent for the full period; and
* Absences due to suspension or expulsion of a child must be considered excused absences.[[23]](#footnote-24)

Attendance should be taken regularly, accurately, and ideally, within the period for which it is being reported. While there are a variety of ways to take attendance within the SIS, one option for each SIS is listed below:

* **PowerSchool:**

<https://ps.powerschool-docs.com/pssis-admin/24.3/take-attendance>

* **Infinite Campus:** <https://content.infinitecampus.com/sis/Campus.1717/video/learn/complete-attendance-for-a-specific-period/>

## Monitoring Attendance

Schools typically assign a staff member to monitor not just the attendance of students but also that staff are taking attendance regularly and accurately. Systems may default students as “Present” when attendance is not taken, leading to inaccurate reporting. Accordingly, it is essential to ensure that attendance is taken for each required class on each required day. While there are a variety of ways to monitor attendance within the SIS, one option for each SIS is listed below:

* **In PowerSchool:** Attendance à Teacher Attendance Submission Status
* **In Infinite Campus:** Attendance à Classroom Monitor à Incomplete Teacher Attendance

## Attendance and State Reporting

**Attendance is one major component for determining a student’s eligibility for funding on the annual Pupil Count Day.** A student that meets attendance criteria (in attendance on Count Day OR in attendance prior to Count Day in the given school year and resumes attendance within 30 calendar days following Count Day) would meet one of the criteria necessary to be considered eligible for funding. While not specifically part of the October Count data collection, attendance documentation is required as part of the annual audit that CDE conducts on CSI schools. This audit seeks to confirm that students claimed for funding in the October Count data collection have adequate documentation to support the claim for funding. A variety of built-in attendance reports can be used to satisfy this requirement. More information about required attendance documentation for October Count Audit purposes can be found in the annual [CDE October Count Resource Guide](https://www.cde.state.co.us/cdefinance/auditunit_pupilcount).[[24]](#footnote-25)

CSI encourages schools to create a process to ensure attendance is complete and accurate particularly during the 11-day count window with backup documentation such as dated assignments or dated logs that students sign each day. All students claimed for funding, including students engaging in part-time homeschool enrichment or a contracted education offering through the school, should have attendance taken.

Attendance is not only considered when determining funding eligibility on Count Day for the October Count data collection, attendance is collected at the **student level** via the Student School Association (SSA) file used in the October Count and End of Year (EOY) Collections.

For the End of Year Collection CDE will create an [Attendance Snapshot](https://www.cde.state.co.us/datapipeline/datapipelinesnapshots-attendance) which compiles and calculates attendance information on all students enrolled in the school at any point in the given school year.  Regular state reporting release updates ensure that the SSA file extract has all the necessary attendance fields and is using the appropriate programming to ensure the calculations required in 1 CCR 301-78 are being performed automatically. In reviewing each student’s attendance, the Attendance Snapshot pulls and calculates data including:

* Total days attended
* Total days excused
* Total days unexcused
* Total possible attendance days
* Habitually Truant Status
* Chronically Absent Status
* Total days missed due to out of school suspensions

These data points are reported by various subgroups including race/ethnicity, gender, disability, 504, English Learner, Homeless, Migrant, Foster, Gifted, Free and reduced lunch eligibility statuses and are used to calculate attendance rates and truancy rates.  The fields collected as part of the Student End of Year data collection can be found on the annual File Layout and Definition document released by CDE.[[25]](#footnote-26)

## Dropout/Early Exit and State Reporting

The following scenarios are examples of exit coding for students that dropout or exit school early for minimal effects on state reporting.

**Potential Dropout or Discontinued School**

10+ unexcused absences with no communication from family

The number of unexcused school days before a student can be withdrawn is set according to the school policy. CSI recommends withdrawing a student after 10 consecutive days of unexcused absences with no successful attempts to reach the family. The exit date used should be the date after the 10 consecutive days of unexcused absences to track attendance, truancy, and mobility.

Exit code "25” can be used if the student is expected to return and the extended absence is no longer than 6 weeks. If the student is not expected to return, use exit code "06” (for students PreK-6th grade) or “40” (for student's 7th grade – 12th grade).

**Note:** If the student returns to your school or another district within the current school year, the exit date can be updated to the day after the last day the student attended, or the school can leave the 10 days of unexcused absences for truancy tracking. If the student is returning to your school, entry code of “25” will be used if the student was exited as “25” and their absences were 6 weeks or less. If the student was exited as “06” or “40”, the entry code will be “06” or “40”. If the student is found to be attending another educational setting during the current school year, the exit code can be updated.

**Potential Dropout or Discontinued School**

Tracking Truancy

Some schools will choose to keep a student enrolled well past the 10 consecutive unexcused absent days to track truancy, continue automated attendance calls, keep class schedules in case student returns, etc. In these cases, the student can remain enrolled with unexcused absences while the school is pursuing truancy.

For these students, the student’s exit date will need to be entered and backdated at some point during the current school year if the student does not return to school. If unexcused attendance runs into the End of Year collection, schools will need to backdate the exit date to clean up attendance for that collections.

**October Count** - If a student is unexcused absent for over 10 consecutive days, absent throughout the OC window, and within 30 calendar days after the count day, the student should be withdrawn to exclude the student from the October Count collection. An exception might apply if the school is pursuing legal action related to truancy. Details are located in Student October Count Audit Resource Guide located on the CSI October Count Resources webpage: <https://resources.csi.state.co.us/october-count/>.

Exit code "25” can be used if the student is expected to return and the extended absence is no longer than 6 weeks. If the student is not expected to return, use exit code "06” (for students PreK-6th grade) or “40” (for student's 7th grade – 12th grade).

The exit date should be 10 school days after the last day the student attended to include 10 consecutive days of unexcused absences flagging that the student is habitually truant.

**End of Year** - If a student is unexcused absent for over 10 consecutive days and the school year is coming to an end, the school will need to withdraw the student using an exit date of 10 school days after the last day the student attended to include 10 consecutive days of unexcused absences.

Use exit code "06” (for students PreK-6th grade) or “40” (for student's 7th grade – 12th grade).

**Note:** If the student returns to your school or another district **the following school year** after being coded as discontinued school or dropout in EOY, the exit code can be updated during the EOY Cross LEA phase in the Fall. CSI will receive errors in these cases so we can work with schools to update prior year EOY records.

**Potential Dropout or Discontinued School**

Confirmation of Enrollment/Records Request Received

In situations where a student appears to have dropped out or discontinued school, but the school then receives a records request and/or confirmation of enrollment stating that the student started at the new school:

The student can be exited based on the new school’s start date, but schools should not include more than 10 days of attendance after the student last attended your school. For example, if a school notifies you that a student started attending their school 4 weeks after they last attended your school, the exit date should be 10 school days after the last day the student attended your school to include 10 consecutive unexcused days and not the new school start date. If the school notifies you that the student started their school 1 week after they attended your school, the exit date can be the day after the student the student last attended your school.

Your school can use an exit date of the day after the student last attended your school OR keep 10 unexcused absences to show truancy if your exit dates **do not overlap** with the new school’s start date. The previous school and new school cannot have overlapping attendance.

Update the exit code to the appropriate code.

**Potential Dropout or Discontinued School**

Late Parent Withdraw

In situations where a student appears to have dropped out or discontinued school, but the school later receives communication from the parent of the student withdraw:

The student can be exited based on the parent withdraw notification but the exit date should be no more than 10 school days after the last day the student attended your school to include 10 consecutive unexcused days. If the parent notifies you after 10 unexcused days, your school can choose to exit the student the day after the last day the student attended your school based on your policy and the parent reason.

Update the exit code to the appropriate code.

**Potential Dropout or Discontinued School**

Confirmation of Enrollment & Late Parent Withdraw

In situations where a student appears to have dropped out or discontinued school, but the school then receives a records request and/or confirmation of enrollment stating that the student started at the new school & the parent completes a withdraw form:

The student can be exited based on the new school’s start date if that date is prior to the parent withdraw form but not more than 10 days after the student last attended your school. If a parent completes a withdraw form prior to the student starting a new school, the parent withdraw date can be used to withdraw the student but not more than 10 days after the student last attended.

Your school can use an exit date of the day after the student last attended your school OR keep 10 unexcused absences to show truancy if the 10 unexcused absent dates do not overlap with the new school’s start date.

Update the exit code to the appropriate code.

**Parent Notification of Early Withdraw**

3 Weeks (or less) Prior to the End of School

**Course Completion** - Schools can determine their own grading policies and should have procedures for determining how and when students can make up work, whether to give in progress, incomplete, pass-fail or an actual grade. When a student withdraws for any reason, the school should document grades according to the grading policy. The school’s retention policy should be followed if the school plans to retain the student.

**Data Entry** – With parent withdrawal notification, and regardless of if a student completes coursework, if a student withdraws within the last 3 weeks of school, the EOY data should show the student as a ZERO FILLED exit date (00/00/0000) and ZERO FILLED exit code (00) resulting in data stating that the student completed the school year at your school. By zero filling the student’s exit date and code, your school’s mobility rate will not be affected.

However, schools can enter a temporary exit date using the day after the student last attended so the student will not continue to show up on attendance. If just an exit date is added with NO exit code, an error for the missing exit code will serve as a reminder to zero fill the exit date after school ends.

In addition, it is not recommended to show excused or unexcused absence after the student withdraws because of the impact on your school’s attendance.

**Parent Notification of Early Withdraw**

3 Weeks+ (or more) Prior to the End of School

With parent withdrawal notification for students that exit more than 3 weeks and 1 day before the end of the school year, the exit date of the day after the last day the student attended and exit code should be entered to officially withdraw the student.

NOTE: An exit code “13” cannot be used unless there is confirmation that the student will start school in the current school year. Many times, schools must code students as “06” or “40” until another school picks the student up in the following school year. When the student enrolls at another district **the following school year** after being coded as discontinued school or dropout in EOY, the exit code can be updated during the EOY Cross LEA phase in the Fall. CSI will receive errors in these cases so we can work with schools to update prior year EOY records.

CONTACT INFORMATION

For questions related to attendance and data submissions, please contact the Data Submissions Team at submissions\_csi@csi.state.co.us.

1. C.R.S. 22-33-104(1). [↑](#footnote-ref-2)
2. C.R.S. 22-33-104(4). NOTE: Charter schools receive an automatic waiver from C.R.S. 22-33-104(4). The waiver permits a charter to adopt its own attendance requirements in accordance with applicable laws and regulations (e.g., C.R.S. 22-33-104; 1 CCR 301-78). [↑](#footnote-ref-3)
3. C.R.S. 22-33-104(4); 1 CCR 301-78, Rule 3.01. [↑](#footnote-ref-4)
4. C.R.S. 22-33-104(2). [↑](#footnote-ref-5)
5. C.R.S. 22-32-138(6) [↑](#footnote-ref-6)
6. 1 CCR 301-78, Rule 2.00(7). [↑](#footnote-ref-7)
7. 1 CCR 301-78, Rule 2.00(14). [↑](#footnote-ref-8)
8. 1 CCR 301-78, Rule 302(2)(b) [↑](#footnote-ref-9)
9. 1 CCR 301-78, Rule 2.00(13). [↑](#footnote-ref-10)
10. 1 CCR 301-78, Rule 2.00(8). [↑](#footnote-ref-11)
11. 1 CCR 301-78, Rule 3.02 (1)(c) [↑](#footnote-ref-12)
12. *See e.g.,*  https://www.cde.state.co.us/dropoutprevention/studentattendancefaq2022 [↑](#footnote-ref-13)
13. *See e.g.,*  <https://www.cde.state.co.us/datapipeline/2019-2020filelayoutsanddefinitionsofattendancesnapshot> [↑](#footnote-ref-14)
14. C.R.S. 22-33-107. [↑](#footnote-ref-15)
15. C.R.S. 22-33-107(3)(b). NOTE: Some schools have waiver from C.R.S. 22-33-107, which waives certain requirements related to district attendance policies. However, as with every waiver, CSI schools must have a replacement plan that meets the intent of the law.1 CCR 301-78 Rule 3.01(3) [↑](#footnote-ref-16)
16. C.R.S. 22-33-107(3)(b). [↑](#footnote-ref-17)
17. C.R.S. 22-33-104(4)(b.5). [↑](#footnote-ref-18)
18. C.R.S. 22-33-104(4)(b). [↑](#footnote-ref-19)
19. C.R.S. 22-14-108 [↑](#footnote-ref-20)
20. *See e.g.,* <http://schoolengagement.org/wp-content/uploads/2014/03/TruancyFactSheet.pdf>. [↑](#footnote-ref-21)
21. C.R.S. 22-32-109(1)(n)(II)(B). NOTE: CSI schools have waiver from C.R.S. 22-32-109(1)(n)(II)(B), which waives certain requirements related to adopting the district calendar. However, each CSI school must still meet the intent of the statute by developing its own policies and procedures to meet minimum state law requirements. [↑](#footnote-ref-22)
22. C.R.S. 22-32-109(1)(n)(I). NOTE: CSI schools have waiver from C.R.S. 22-32-109(1)(n)(I), which waives certain requirements related to the school calendar. However, each CSI school must still meet the intent of the statute by developing its own policies and procedures to meet minimum state law requirements. [↑](#footnote-ref-23)
23. 1 CCR 301-78. [↑](#footnote-ref-24)
24. *See e.g.,* <https://www.cde.state.co.us/cdefinance/auditunit_pupilcount>. [↑](#footnote-ref-25)
25. *See e.g.,* <https://www.cde.state.co.us/datapipeline/filelayoutattendancesnapshot>. [↑](#footnote-ref-26)