

Attendance Processes and Supports

Attendance Secretary Daily Process:

1. **PULL** daily student absence report
 - a. **CALL** parent/guardian (per BP) and record correct code (ILL, P, SUBS, MED, etc);
 - b. **LOG** entry with reason;
 - c. **RECORD** as U if there is no response; reconcile code if a parent or guardian calls back;
 - i. **ENSURE** that the person calling is listed in PS;
 - ii. **RECONCILE** incorrect numbers and other information as needed.
 - d. **REPORT** unusual absence circumstances (bullying, bereavement, medical, conflict, etc.) to the Student Support Team (nbhsoffice@nomeschools.org)
 - i. Subject line: Absence Follow Up
 - e. **REPORT** 5 or more excused absences to the Student Support Team.

Chronic Unexcused Absenteeism:

1. **LOG** 3rd attempt to reach parent/guardian
2. **FOLLOW UP** with phone call/email correspondence (if available)
 - a. **Unexcused absence template**
3. **NOTIFY** Student Support Team
 - a. Team will use the appropriate interventions which may include one or more of the following:
 - i. Conduct meeting at school with Parent/Guardian, Counselor, and Administration
 1. Transportation provided as needed
 2. Follow up plans of support (on as needed basis)
 - ii. Conduct family home visit
 - iii. Make phone contact
 - iv. Hold student meeting (Counselor/ Administration)
 - v. Make OCS report (as needed)/follow-up if relevant
4. **REPEAT** steps #1-3 (as needed or unless resolved) on day 5 (send a letter home on 5th consecutive unexcused absence), 7, 9
5. **COMPLETE** a 10-day drop per AK Statute and notify Student Support Team
6. **LOG** drop and send 10-day drop letter
 - a. Administration will do a final call to parent/guardian and log
 - b. Counselors/admin will do OCS report for students 16 years old and younger

Chronic Excused Absenteeism:

1. **NOTIFY** the Student Support Team (Counselors, Behavior Specialist, Administration) of **excessive excused absences** (2 or more days in a row or 2 or more per week) for appropriate interventions which may include one or more of the following:
 - a. Meeting at school with Parent/Guardian, Counselor, and Administration
 - i. Transportation provided as needed
 - ii. Follow up plans of support (on as needed basis)
 - b. Family Home Visit
 - c. Phone contact
 - d. Student meeting (Counselor/Administration)
 - e. OCS report (as needed)/follow-up if relevant

24 March 2026

Re: NPS School Board Work Session

From: Teriscovkya Smith, Principal; Holly Harlow, Assistant Principal

NPS School Board questions regarding student drop outs (from 24 Feb 2026):

- What happened?
- What were the interventions?
- To what extent were family involved?
- What are we going to do to make it better?

From 2024-March 2026:

- 18 students dropped out
 - 10 students re-enrolled and received some or all of the aforementioned interventions
 - 8 students dropped:
 - **Student A**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Upon turning 18, student moved out of home and refused to communicate with guardian or come to school;
 - Conducted follow up visits at new place of residence and requested welfare check with NPD;
 - Domestic violence issues were prevalent throughout school efforts to intervene/offer support.
 - **Student B**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Guardians relocated student to Anchorage; chronic absenteeism continued;
 - Student transferred back and refused to come to school;
 - Substance abuse issues were prevalent throughout school efforts to intervene/offer support;
 - **Student C**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Chronic substance abuse issues were prevalent throughout school efforts to intervene/offer support;

- Guardians were consistent partners in communications throughout with little to no follow-through.
- **Student D**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Chronic substance abuse issues were prevalent throughout school efforts to intervene/offer support
 - Guardians were consistent partners in communications throughout with little to no follow-through.
 - The student was ultimately suspended for fighting and never returned to school.
- **Student E**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Chronic substance abuse issues were prevalent throughout school efforts to intervene/offer support
 - Partnerships with OCS, placements, and NPD
- **Student F**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Student was the victim of a planned physical altercation at school was not able to return to school at full capacity and feel safe;
 - Guardians encouraged the student to pursue GED.
- **Student G**
 - Conducted aforementioned interventions upon initial absenteeism patterns;
 - Multiple home visits, parent communications, meetings with the student, and daily wake up calls to encourage attendance.
 - Student turned 18 and decided not to attend.
- **Student H**
 - Parents withdrew the student to pursue a GED

What are we going to do to make it better:

- Recognizing there is a limit to our capacity, develop stronger partnerships with regional entities to address issues the public school system cannot, such as:
 - Substance abuse & treatment programs

- Homelessness
- Higher level of building security to support student safety (i.e. SRO)
- Within our capacity we can:
 - Continue to educate students through our health curriculum and partnership with the hospital's CAMP department;
 - Support guardians in following through regarding school referrals:
 - BHS
 - Substance abuse programs