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COAHOMA
COUNTY SCHOOL DISTRICT

School Attendance & Chronic Absenteeism Reduction Plan

2026-2027 School Year

STRONG ATTENDANCE | BRIGHTER OPPORTUNITIES | STRONGER STUDENTS | BRIGHTER TOMORROWS

BOARD APPROVED DATE: October 19, 2026

Plan Purpose
This plan establishes the districtwide system for monitoring attendance, preventing chronic absenteeism, supporting students and families, and meeting Mississippi attendance requirements under Senate Bill 2103 and Mississippi Code Section 37-13-91.

Plan Status and Required Decisions

This plan is ready for district review and board submission. It incorporates the requirements and procedures contained in the six source documents listed at the end of the plan and the districtwide chronic absenteeism results received for the three most recent school years. Coahoma County School District improved from 25.04 percent in 2023-2024 to 21.4 percent in 2025-2026. School, grade-level, and subgroup data must still be added before final board presentation so the district can direct interventions to the students and barriers with the greatest need. The district should also revise Policies JBA, JBAC, and JBD and the student handbook so that all governing documents use the same definitions, thresholds, and procedures.

Required Actions Before Final Adoption

- Insert current chronic absenteeism rates by school, grade level, and student subgroup and identify the leading attendance barriers for each priority group.
- Confirm the district staff member who will serve as district attendance coordinator and each school's attendance lead.
- Approve revised policy language that replaces the 63 percent full-day threshold with 66 percent.
- Approve local documentation standards, including the submission timeline, acceptable verification, parent-note limit, and privacy protections.
- Present the plan and aligned policy revisions to the Board of Trustees no later than November 1, 2026, then post the approved materials on the district website.

Document Control

Item	District Entry
Plan owner	District Attendance Coordinator or Superintendent's designee
Approval authority	Coahoma County School District Board of Trustees
Approval date	To be completed
Review cycle	Annual implementation review and formal policy review at least every three years
Public location	District website attendance page

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Mrs. Latasha Turner	Director of Curriculum/District Testing
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Mrs. Tyinika Shaw, Principal Coahoma County High School
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Mrs. Maggie White-Gamble, Principal Jonestown Elementary School
Mrs. Chiquitia Moore-Phillips, Principal Friars Point Elementary School
Ms. Johnesha Matthews, Principal Lyon Elementary School

Non-Discrimination Policy

The Coahoma County School District prohibits discrimination based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age (40 or older) or genetic information (including family medical history). Discrimination for any of these reasons is considered illegal and will not be tolerated.

Purpose and Legal Framework

Coahoma County School District will use this plan to improve daily attendance and reduce chronic absenteeism through early identification, family partnership, barrier removal, tiered support, and accurate enforcement of compulsory attendance requirements. The plan applies to every district school and to all enrolled students. It distinguishes chronic absenteeism, which counts all absences, from truancy enforcement, which counts only unlawful absences.

Governing Requirements

Requirement	District Response
Monitor chronic absenteeism	Track student-level rates and disaggregate results by school, grade level, and subgroup. Include the data in annual accountability reporting and district and school improvement plans.
Notify at three or more absences	Provide timely, multichannel, translated notice when a student reaches three absences and is at risk of chronic absenteeism.
Offer conferences and supports	Provide a parent or guardian conference, identify barriers, refer the family to school or community supports, and assign an individualized attendance success plan when concerns continue.
Engage families proactively	Communicate throughout the year, train staff in culturally responsive family engagement, and partner with community, faith-based, and business organizations.
Adopt a reduction plan	When any school grade level or subgroup exceeds a 10 percent chronic absenteeism rate, submit a written reduction plan to the board and post it publicly.
Maintain a separate enforcement process	Report the fifth unlawful absence to the School Attendance Officer by close of business on the next business day and make later referrals according to the MDE referral schedule.

Two Attendance Pathways

Pathway	Absences Counted	Purpose	Progression
Prevention and support	All absences, excused and unexcused	Prevent and reduce chronic absenteeism	Notice at 3 or more absences, conference, support referral, individualized plan
Compulsory attendance enforcement	Only unlawful absences	Enforce compulsory attendance law	SAO referral at 5 unlawful absences, notice and investigation, prima facie case at 8 unlawful absences, youth-court action when required

Do not merge the pathways
A student may be chronically absent even if every absence is excused. Conversely, an unlawful-absence referral does not replace school-based prevention and support. Schools must track and document both pathways accurately.

District Goals and Measures

The district reduced chronic absenteeism by 3.64 percentage points over the last two years, including a 2.7-point decline from 2024-2025 to 2025-2026. For 2026-2027, the district will reduce the rate from 21.4 percent to 20 percent or less. Reaching 20 percent requires at least a 1.4-point reduction, or approximately a 6.5 percent relative improvement from the 2025-2026 rate. School, grade-level, and subgroup targets will be set after disaggregated data are entered, with the expectation that each priority group improves and receives interventions matched to its leading barriers.

Goal	Measure	2026-2027 Target
Reduce chronic absenteeism	Percent of students absent for 10 percent or more of enrolled school days	20 percent or less districtwide; measurable reduction for each priority school, grade, and subgroup
Respond early	Percent of students receiving documented notice within 48 hours of the third absence	95 percent or higher
Identify and address barriers	Percent of students with continued concerns who receive a documented conference and barrier review	90 percent or higher
Deliver intensive support	Percent of assigned individualized plans reviewed at least every two weeks	95 percent or higher
Meet enforcement timelines	Percent of fifth-unlawful-absence referrals sent by close of the next business day	100 percent
Improve data quality	Percent of attendance records and excuse codes verified through monthly audits	98 percent or higher

Three Year District Trend

School Year	Chronic Absenteeism Rate	Change from Prior Year
2023-2024	25.04 percent	Baseline year
2024-2025	24.1 percent	Down 0.94 percentage points
2025-2026	21.4 percent	Down 2.7 percentage points
2026-2027 goal	20 percent or less	At least 1.4 percentage points below 2025-2026

The district improved by 3.64 percentage points from 2023-2024 through 2025-2026. Monthly monitoring will determine whether the current-year trajectory is sufficient to reach 20 percent or less and whether additional support is needed at particular schools, grade levels, or student groups.

Disaggregated Baseline To Be Completed

School	Overall rate	Grades above 10 percent	Subgroups above 10 percent	Priority root causes
Jonestown Elementary	_____	_____	_____	_____
Friars Point Elementary	_____	_____	_____	_____
Lyon Elementary	_____	_____	_____	_____
Coahoma County Junior High	_____	_____	_____	_____
Coahoma County High School	_____	_____	_____	_____

Leadership and Responsibilities

Role	Core responsibilities
Board of Trustees	Adopt the locally tailored policy and this plan; receive the annual disaggregated attendance report; review implementation and authorize revisions.
Superintendent	Ensure district compliance; designate the district attendance coordinator; approve extenuating circumstances beyond the semester excuse cap when appropriate; submit required items to the board.
MSIS & District Attendance Coordinator	Maintain district procedures and forms; monitor school, grade, subgroup, and student data; coordinate training; audit documentation; coordinate with the School Attendance Officer; prepare quarterly and annual reports.
Principals	Ensure accurate daily attendance; designate school attendance leads; oversee notifications, conferences, interventions, referrals, and individual plans; include attendance actions in school improvement planning.
School Secretaries	Enter and verify attendance daily; process documentation; run threshold reports; send notices; maintain contact logs; prepare timely SAO referrals; protect confidential records.
MTSS EWS or TST Team (Lead Teacher)	Review flagged students; analyze root causes; select tiered interventions; assign an adult owner; set follow-up dates; monitor results and adjust supports.
Counselors	Conduct barrier-focused conferences; coordinate counseling, health, housing, transportation, and community referrals; help develop individual success plans.
Teachers	Record attendance accurately and on time; report patterns; welcome returning students; provide make-up work; participate in student support plans when assigned.
Families and Students	Communicate absences promptly; submit documentation within the district timeline; participate in conferences and plans; inform the school of barriers and changes in contact information.
School Attendance Officer	Support prevention when requested and lead the statutory response to unlawful absences, including investigation, written notice, counseling, service coordination, and court action when required.

School Attendance Team

Each principal will maintain a school attendance team consisting, at minimum, of an administrator, counselor or student-support representative, teacher representative, and the secretary or attendance clerk. The team will use existing MTSS, Early Warning System, or Teacher Support Team structures rather than create a separate committee when those structures can perform the work.

School team activity	Minimum Frequency
Review student-level absence flags and intervention status	At least monthly; biweekly is recommended for grades 7 through 12
Review grade-level and subgroup chronic absenteeism	Monthly
Review individualized attendance success plans	At least every two weeks
Report implementation concerns to district coordinator	Monthly or immediately for compliance concerns

Attendance Definitions and Documentation

Term	District Definition
Full-day attendance	A student is present for at least 66 percent of the student's individual instructional day.
Full-day absence	A student is absent for more than 33 percent of the student's individual instructional day.
Chronic absenteeism	A student is absent for 10 percent or more of the school days in which the student is enrolled, regardless of whether the absences are excused or unexcused.
Unlawful absence	A full or partial school day missed by a compulsory-school-age child without a valid excuse under law and district policy.
School-sponsored activity	An authorized school activity. It does not count toward the five excused absences per semester.
At risk of chronic absenteeism	A student whose accumulation or pattern of absences indicates a risk of reaching the 10 percent chronic-absence threshold. Three absences triggers timely notice and review.

Excused Absence Rules

Students may receive up to five excused absences per semester, excluding school-sponsored activities. After the fifth excused absence (5 days), an additional absence is unexcused unless the superintendent or designee approves it because of extenuating circumstances. An excuse does not remove the absence from chronic-absence calculations.

Excuse category	Acceptable verification	District procedure
Illness or injury	Parent or guardian note within the local limit; medical-provider documentation when required; school-nurse or other district-approved health documentation	Beyond the third illness absence, obtain medical-provider documentation as described connect families to health resources when documentation access is a barrier.
Isolation order	Written order or verification from the county health officer, State Board of Health, or appropriate school official	Record the dates covered by the order and protect health information.
Death or serious illness in immediate family	Parent statement, obituary, program, provider statement, or other reasonable verification approved by the principal	Apply consistently and avoid collecting information beyond what is necessary.
Medical or dental appointment	Provider note, appointment verification, discharge instructions, or other approved documentation	Planned appointments should receive prior approval when feasible; emergencies may be documented afterward.
Court or administrative proceeding	Subpoena, court notice, or official verification	Student must be a party or subpoenaed witness.
Religious observance, educational opportunity, or other condition	Prior written request and approval from the superintendent or designee	Approval will follow law and consider the effect of the absence on the student's education.

Local Documentation Decisions

Decision	Recommended district standard for board consideration
Submission deadline	Documentation submitted within three school days after the student returns, with reasonable exceptions for emergencies or circumstances beyond the family's control.
Parent-note limit	Retain the current limit of three parent or guardian notes per school year unless the board chooses a semester limit.
Privacy	Limit access to staff with a legitimate educational interest; store records securely; disclose only as permitted by FERPA and other applicable law; collect only necessary information.
Appeal or review	Allow a parent or guardian to request principal review of a coding decision and superintendent or designee review when the issue remains unresolved.

Data Monitoring and Review

Attendance will be entered daily in the district student information system and treated as the official record. Schools will monitor current-year attendance, not only prior-year accountability data. The district will examine both attendance outcomes and whether required interventions were delivered.

Required Data Views

- Individual student absence count, attendance percentage, excused and unlawful totals, tardies, early dismissals, and absence patterns by day or class period.
- Chronic absenteeism rates by school and grade level.
- Chronic absenteeism rates by every subgroup available in the district's accountability and student information systems.
- Notification, conference, referral, individualized-plan, and SAO-referral completion rates.
- Patterns associated with transportation, health, school climate, course performance, behavior, and mobility when the data are available and appropriate to use.

Early Warning Categories

Status	Per quarter (Nine Weeks)	Per year	School response
On Track	0 to 2 absences	0 to 9 absences	Monitor and reinforce regular attendance
Sliding	3 to 5 absences	10 to 18 absences	Provide outreach, review barriers, and begin targeted supports
Off Track	5 or more absences	18 or more absences	Intervene intensively and develop or revise an individualized intervention plan

Data Review Protocol

1. Pull current attendance and implementation reports.
2. Verify coding and resolve missing or conflicting documentation.
3. Identify students, grades, schools, and subgroups approaching or exceeding risk thresholds.
4. Analyze likely root causes, including transportation, health, housing, school avoidance, bullying, academic difficulty, discipline, and family circumstances.
5. Assign a support, responsible adult, completion date, and follow-up date.
6. Review whether attendance improved and continue, revise, intensify, or close the intervention.

Absence Prevention Pathway

The prevention pathway counts every absence, whether excused or unexcused. The district will use a tiered, evidence-informed approach that combines early warning data, personalized family communication, relationship-based mentoring, problem-solving conferences, and barrier-specific supports. Schools may act earlier or provide more intensive support when a student's pattern or circumstances warrant it.

Trigger	Required school action	Documentation
Enrollment and universal prevention	Explain attendance expectations; verify contact information and preferred language; provide family-friendly attendance information; teach students how absences affect learning and credits.	Registration record, handbook acknowledgement, communication log
Each absence	Use same-day outreach when feasible to confirm safety, determine the reason, explain documentation needs, and offer help.	Attendance record and contact attempt
Third total absence	Within 24 to 48 hours, send personalized notice through at least two appropriate channels and in the family's preferred language. Review the student for risk and offer a conference.	Copy of notice, delivery methods, language, response provided
Continued or patterned absences	Hold a parent or guardian conference; review attendance and other indicators; identify root causes; agree on actions; refer to school or community supports.	Parent Conference records (SAM), barrier assessment, referrals, follow-up date
Ongoing concern after initial supports	Develop an individualized attendance success plan with for student with family input. Plan will be reviewed every two weeks.	Signed plan, progress notes, review decisions
Chronic threshold reached	Continue or intensify the individual plan; review academic recovery needs; include the student in school, grade, and subgroup monitoring; notify district MSIS coordinator and district attendance officer.	Updated plan, intervention data, team minutes

Parent or Guardian Conference

The conference is a problem-solving meeting, not a disciplinary hearing. Schools will offer in-person, telephone, or virtual options; arrange translation or interpretation; and include the student when appropriate. Staff will review absence patterns, prior contacts, academic and behavior indicators, known circumstances, student strengths, and family priorities. The meeting will end with specific actions, named owners, and a follow-up date. (See Appendix C)

Evidence Based Tiered Practices for Improving Student Attendance

The district will use practices supported by federal attendance research and continuous-improvement guidance. Universal practices will reach all students, targeted practices will support students showing early warning signs, and intensive practices will provide individualized case management for students with persistent or complex barriers. Implementation fidelity and student attendance response will be reviewed together so the district can expand effective practices and revise those that do not produce improvement.

Tier	Evidence-informed Practice	District Application	Measure of Response
Tier 1 Universal	Accurate early warning data and positive attendance culture	Review attendance weekly; teach families that all absences count; recognize improved and strong attendance without excluding students facing legitimate barriers.	Attendance rate, students with 0-2 absences, and family awareness
Tier 1 Universal	Personalized family messaging	Send concise texts or letters that state the student's current absences, explain the effect on learning, provide a named contact, and offer help. Avoid generic or punitive wording.	Delivery rate, family response, and change in absences after message
Tier 2 Targeted	Trusted-adult mentoring and check-ins	Assign a staff mentor (member of leadership team) to students with emerging patterns. Use brief weekly check-ins, goal setting, encouragement, and problem solving tied to attendance, behavior, and coursework.	Weekly contacts completed and attendance change over 30 days
Tier 2 Targeted	Barrier-focused conference and coordinated support	Use student and family voice to identify the reason for absence, make a warm handoff to the appropriate support, and set a short-term attendance goal.	Conference and referral completion; progress toward the short-term goal
Tier 3 Intensive	Individual case management	Use an **Individualized Attendance Success Plan**, responsible individual, coordinated services, frequent monitoring, and biweekly team review. Apply, Check and Connect principles when appropriate.	Days present between reviews Service connection Academic progress Plan status

Referral to Support Services

Identified barrier	Matched intervention strategy	Follow-up evidence
Physical health, chronic illness, or limited access to care	School-nurse care plan; referral to a clinic, telehealth, or approved provider; medication or accommodation review; make-up learning plan; help obtaining acceptable documentation when access is a barrier.	Appointment or service connection, care-plan implementation, and days attended after support
Behavioral health, anxiety, or school avoidance	Counselor assessment; gradual re-entry plan; predictable morning check-in; trusted-adult mentor; mental-health referral; safety and coping plan developed with the student and family.	Check-ins completed, successful arrivals, class participation, and attendance trend
Bullying, conflict, or safety concern	Prompt investigation; safety plan; schedule or supervision adjustment when warranted; restorative or disciplinary response consistent with policy; daily check-in until the student reports safety.	Safety plan completed, student feedback, incidents resolved, and attendance trend

Identified barrier	Matched intervention strategy	Follow-up evidence
Transportation	Review route, stop, and pickup reliability; correct district transportation problems; develop a backup plan with the family; connect to approved community transportation when available or other available options	Transportation issue resolved, on-time arrivals, and missed days linked to transportation
Housing, food, clothing, or family instability	Immediate referral to the McKinney-Vento liaison when applicable; warm handoff to food, clothing, housing, utility, childcare, or social-service supports; flexible meeting options.	Referral connection, needs addressed, stability indicators, and attendance trend
Academic difficulty, course failure, or loss of confidence	Diagnostic review; tutoring or instructional intervention; make-up work plan; credit recovery; schedule review; progress feedback that connects attendance to achievable academic goals.	Assignment completion, course performance, tutoring participation, and attendance trend
Disengagement or weak connection to school	Student-interest interview; staff mentor; club, athletics, CTE, leadership, or service connection; student goal setting; recognition for improvement rather than perfect attendance alone.	Mentor contacts, activity participation, belonging feedback, and attendance trend
Family misconception or communication barrier	Personalized attendance summary; clear explanation that excused absences count toward chronic absenteeism; two-way text, call, or home-school conference in the preferred language; named staff contact.	Successful contact, family understanding, and attendance change after outreach
Disability-related need	Convene the appropriate Section 504 or IEP team when absences may be related to disability; review accommodations, services, placement, transportation, and health supports without predetermining a decision.	Team review completed, services implemented, and attendance response

Individualized Attendance Success Plan

Each plan will include the following:

- primary cause of absences
- student strengths
- actions for the school and family
- student commitments when appropriate
- assigned supports
- one adult owner
- monitoring schedule
- measurable short-term goal
- exit criteria

The team will review the plan at least every two weeks and record whether it will continue, change, intensify, or close.

Enforcement Pathway for Unlawful/Unexcused Absences

The enforcement pathway applies only to unlawful absences. The district determines whether an absence is unlawful by applying its approved excuse and documentation rules. The School Attendance Officer does not recalculate days or decide whether an excuse is valid. School staff must complete the excuse review before sending the referral.

Threshold	District action
Five unlawful absences	Submit the referral to the School Attendance Officer by close of business on the next business day. Begin or continue school-based interventions and share accurate documentation. Upload all documentation in SAO Portal
Eight unlawful absences	Submit the next referral; continue and strengthen interventions; provide contact, conference, referral, and plan records. Under the MDE playbook, eight unlawful absences establish a prima facie case in the enforcement process.
Twelve unlawful absences	Submit another referral; review the effectiveness of interventions; continue family engagement and supports.
Fifteen unlawful absences	Submit another referral with complete intervention documentation.
Every additional five unlawful absences	Submit additional referrals at 20, 25, 30, and each later five-day threshold.
Suspension or expulsion	Report to the School Attendance Officer when it occurs. Record the absence as unexcused for reporting, while continuing required instruction and make-up-work procedures.

Referral Quality Check

- Student identity, enrollment, address, and current parent or guardian contact information are correct.
- The attendance record distinguishes total, excused, and unlawful absences.
- Submitted documentation has been reviewed and coding decisions are complete.
- The referral date meets the required timeline.
- Contact attempts, notices, conferences, interventions, referrals, and individual-plan records are attached or available.
- The school continues support after referral and coordinates with the School Attendance Officer.

Family and Community Engagement

The district will communicate before attendance problems become chronic and will treat families as partners in identifying and removing barriers. Communications will use clear language, multiple channels, accessible formats, and translation or interpretation when needed.

Timing	District and school practice
Beginning of year	Share attendance expectations during registration, open house, orientation, family meetings, and handbook distribution. Explain that chronic absenteeism includes excused and unexcused absences.
Monthly or quarterly	Send reminders, attendance updates, positive messages, and information about available supports.
After each absence or emerging pattern	Use personal outreach from a teacher, counselor, attendance clerk, or administrator who knows the student.
At three absences	Provide personalized multichannel notice within 24 to 48 hours and offer a conference.
When barriers are identified	Make a warm handoff to the appropriate district or community service and follow up to determine whether the family connected with the resource.
Throughout implementation	Invite student and family feedback through conferences, surveys, listening sessions, advisory groups, and school events.

Community Partnership Structure

The district attendance coordinator and/or home-school liaison will maintain a current support directory organized by health, behavioral health, transportation, housing, food and basic needs, mentoring, and youth services. Each listing will include a contact person and contact information as well as services offered and referral criteria. Partnerships include community organizations, faith-based institutions, local businesses, health providers, and public agencies that can address identified barriers.

Staff Training

- Definitions, thresholds, absence coding, documentation, confidentiality, and prevention versus enforcement.
- Using student-level, grade-level, and subgroup data in MTSS and Early Warning System reviews.
- Culturally responsive and strengths-based family engagement.
- Conducting barrier-focused conferences, making warm referrals, and developing and monitoring individualized attendance success plans.

Implementation Timeline

Timeframe	Action	Owner	Evidence
September 2026	Name district and school attendance leads; complete policy and handbook gap review; enter district, school, grade, and subgroup baseline data; analyze leading barriers; collect initial family and student input.	Superintendent and district coordinator	Appointments, gap analysis, baseline table, barrier analysis, feedback summary
By October 2026 board cycle	Present revised locally tailored policies and this plan for board consideration; approve documentation standards and procedures.	Superintendent and Board of Trustees	Agenda, board packet, approved minutes
No later than November 1 2026	Implement approved policies and plan; post both on the district website; distribute family summary; train staff.	District coordinator, principals, technology and communications staff	Website page, distribution record, training roster
Monthly	Review student, grade, subgroup, and implementation data; audit absence coding; assign and monitor interventions.	School attendance teams	Dashboards, team minutes, audit logs
Quarterly	Review districtwide patterns, school implementation, referral timeliness, and intervention results; provide feedback and technical support.	District leadership team	Quarterly report and action log
At least annually	Report disaggregated attendance data and implementation progress to the board; update district and school improvement plans; post required updates.	Superintendent and district coordinator	Board report, improvement plans, public update
At least every three years	Conduct formal policy review using current law, MDE guidance, outcome data, and student and family feedback.	Superintendent, board policy committee, stakeholders	Review record and revised policy if needed

Progress Monitoring and Reporting

Monthly School Dashboard

Outcome measures	Implementation measures
Average daily attendance; number and percent chronically absent; current trajectory toward 20 percent or less; students approaching 10 percent; rates by grade and subgroup; absence patterns; changes from prior review	Notices sent on time; successful family contacts; conferences held; barriers identified; matched interventions delivered; referrals completed; individual plans active and reviewed; SAO referrals sent on time

Continuous Improvement Questions

- Which schools, grades, and subgroups are improving, remaining unchanged, or worsening?
- Which barriers account for the largest share of current attendance concerns?
- Were required actions completed on time and in the family's preferred language?
- Which interventions were delivered as designed, and which were not?
- Did attendance improve after each intervention or referral?
- What should continue, change, expand, or stop before the next review?

Annual Board Report

The superintendent or designee will present an annual report that includes chronic absenteeism by school, grade, and subgroup; comparison with prior years; identified causes and disparities; implementation of tiered supports; family and community engagement; unlawful-absence referral compliance; progress toward plan targets; and recommended changes. The report will protect student privacy and use suppression or aggregation when needed.

Appendices and Forms

School Attendance Workflow

Step	Action	Owner	Deadline
1	Record and verify daily attendance	Teacher and attendance clerk	Daily
2	Conduct same-day outreach when feasible	School designee	Day of absence
3	Send multichannel notice and offer conference	Attendance lead	Within 24 to 48 hours of third total absence
4	Review barriers and assign support	Attendance or MTSS team	When absences continue or pattern indicates risk
5	Develop individualized success plan	Assigned adult with student and family	After initial supports do not resolve concern
6	Submit first unlawful-absence referral	Principal or designee	By close of next business day after fifth unlawful absence
7	Submit later unlawful-absence referrals	Principal or designee	At 8, 12, 15, and every additional 5 unlawful absences
8	Review plan and data	School team and district coordinator	Biweekly for individual plans; monthly for school data

COAHOMA COUNTY SCHOOL DISTRICT
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Three-Absence Family Notice Recording Form

Field	Entry
Student Name	
Grade Level	
School	
Total absences to date	_____ Excused _____ Unlawful _____ TOTAL
Date threshold reached	
Date notice sent	
Communication channels **Select all that apply*	☐ Text ☐ Phone ☐ Email ☐ Letter ☐ In person ☐ Other _____
Preferred language and translation provided	
Staff contact named in notice	
Conference offered	☐ Yes ☐ No Date or options offered _____
Family response and next action	

COAHOMA COUNTY SCHOOL DISTRICT
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Parent Conference Notes Form

*Attach any sign-in sheets, agendas, or other information shared to this notes page before filing or uploading to SAO Portal.

Field	Entry
Student Name	
Family members and participants present	
Date of conference	
Format of conference	☐ In-Person ☐ Virtual ☐ Via Telephone
Attendance reviewed	Total Absences_____ Excused _____ Unlawful _____ Attendance rate _____%
Patterns identified	
Primary barrier categories	☐ Health ☐ Transportation ☐ Housing or family ☐ Anxiety or avoidance ☐ Safety or bullying ☐ Academic ☐ Disengagement ☐ Misconception ☐ Other _____
Student and family strengths	
Agreed school actions	
Agreed family or student actions	
Referrals and warm handoffs	
Responsible adult(s)	
Follow-up date	

Appendix D

COAHOMA COUNTY SCHOOL DISTRICT

Individualized Attendance Success Plan

Student Information	Entry
Student Name	
School	
Grade Level	
Current concern	
Plan Start Date	
Assigned Staff Monitor	

Root Cause of Absences

☐ Barrier (circle all those that apply)

Health Transportation Housing

☐ Aversion (circle all those that apply)

Anxiety Bullying Academic Difficulty

☐ Disengagement

☐ Misconception

☐ Other _____

Prompt	Plan Entry	
Brief root-cause description	_____ _____	
Student strengths interests and motivators	_____ _____	
School actions with owner and deadline	ACTIONS & OWNER	DEADLINE
	1.	
	2.	
Family actions with school support	_____ _____	

COAHOMA COUNTY SCHOOL DISTRICT

Prompt	Plan Entry
Student commitments when appropriate	_____ _____
Assigned supports and referrals	
Short-term attendance goal	
Review frequency and next date	☐ Weekly ☐ Bi-Weekly ☐ Monthly ☐ Quarterly Next Review Date: _____
Exit Criteria	

_____ _____

Parent/Family Signature Student Signature (if applicable)

_____ _____

Attendance Team Member/Recorder School Administrator

Plan Review Decision

Date of Review _____ Attendance since last review: _____ Total Absences

_____ Excused _____ Unlawful

☐ Continue

☐ Revise

☐ Intensify

☐ Close

Notes

_____

_____

_____

_____

_____ _____

Parent/Family Signature Student Signature (if applicable)

_____ _____

Attendance Team Member/Recorder School Administrator