

## STUDENT ATTENDANCE

### Objectives

School attendance is both a right and responsibility. The School District is an active partner with students and families in the task of ensuring that all students meet or exceed the New York State Learning Standards. The Board of Education, in accordance with New York State Education Law, requires that each minor regularly attend school fulltime.

Attendance is important, and research supports its relationship to student achievement and completion of a high school diploma. Regular and uninterrupted classroom attendance is vital to the learning process, and a major factor in the success of any child in both school and subsequent career pursuits. Regular and timely attendance is necessary for learning, and to establish the whereabouts of every student for safety and school management reasons. Attendance data will be utilized to identify student attendance patterns for the purpose of planning timely and appropriate interventions, incentives, rewards, and sanctions. Average daily attendance will be employed to compute state aid.

### Notice/Strategies

To be successful, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of non-compliance. To ensure that students, families, teachers and administrators are notified of, and understand, this policy, the following procedures shall be implemented:

- Provide a plain language summary of this policy to families and students;
- At the beginning of each school year, all faculty and staff will meet to review the attendance policy to clarify individual roles in its implementation. New staff will receive a copy upon their employment;
- The District will share this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused ATEDs [Absences, Tardiness, and Early Departures] and to work toward identifying and addressing cases of educational neglect;
- School newsletters, publications, and the district website will include periodic reminders of the components of this policy;
- Attendance data will be analyzed for the purpose of tracking individual and group trends, and identifying student attendance problems. If patterns emerge, district resources will be targeted to understand and eliminate barriers to attendance;
- Early intervention strategies will be developed to improve school attendance for all students;
- Early interventions will be reviewed at each building level at least annually; and
- A District Attendance Review Committee will be established and meet regularly to review student attendance data.

### Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

**Excused absences include:** Personal illness, death in the family, school-approved education trips, religious observations, impassable roads or weather, quarantine, required court appearances, music lessons, approved college visitations, emergency doctor or dental appointments, attendance at a health clinic, military obligations, approved cooperative work programs, circumstances related to student homelessness or such other reasons as may be approved by the appropriate building administrator.

**Unexcused absences include:** Any unauthorized absence (full day or class absence), leaving school without permission, or absence without a valid or written documentation submitted to the main or attendance office. Any absence, tardiness, or early departure will be considered unexcused unless valid written documentation is provided according to the administrative regulations for student attendance. Note: In-school suspension and night school suspension are counted as days of attendance for students.

Family vacations require prior approval by administration, may not exceed ten days, and will not be approved during periods of state testing. At the discretion of the teacher, projects may be assigned during family vacations, in lieu of regularly assigned homework.

Students whose parent or legal guardian has been called for military deployment, is on leave from, or is returning from a combat zone or combat support, may be excused an additional five [5] days, but work must be made up according to the rules applicable to other excused absences. Persons in parental relation are asked to notify the Building Principal no less than three [3] days before the intended absences.

**\*\*\*KCS D recommends that persons in parental relation send notes to the attendance office communicating an absence, however students should not be penalized if they are unable to provide these.**

#### General Procedures/Data Collection

1. Attendance will be taken each school day, and period-by-period at the secondary level. At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated staff member responsible for attendance;
2. The nature of an ATED shall be coded on a student's record;
3. Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules;
4. Where consistent with other school practices, teachers and staff can refer students who are absent from a class period without excuse and refer the students to the Building/Assistant Principal; Any student will be considered chronically absent if they miss ten percent or more of the school year. Satisfactory attendance is missing five percent or less of school over the course of the year.
5. If a pattern of ATEDs for an individual student is identified, teachers and support team will follow-up in accordance with this policy; and
6. If a student is absent from school or a class without an excuse, the person(s) in parental relation will be notified. In addition, the person(s) in parental relation will be notified if the student may

not receive credit due to excessive absenteeism. At the secondary level, cohort teams will intervene, if not already involved, to create a credit recovery plan

### Intervention Strategies

Students who exhibit an excessive number of days absent, class cuts, or tardiness will be referred by the teacher to the school student service professional team, i.e., school counselor, social worker and/or psychologist, to identify the cause, and seek solutions to the problem. Persons in parental relation will be part of the discussion and implementation of all intervention strategies.

Attendance incentives will be designed and implemented to acknowledge a student's efforts to maintain or improve attendance, and to achieve a goal of attendance as an inherent value and life skill. For the high school, credit acquisition interventions include making up course work during 9<sup>th</sup> period, using the credit recovery lab, completing quarter credit recovery, completing work virtually, attending night school, and/or completing seat time requirements, as dictated by the classroom teacher.

### Consequences of Excessive ATEDs (Absences, Tardies, Early Dismissals)

Teachers and the support team will contact the student's persons in parental relation and the student's school counselor in the event that a student's record reveals excessive ATEDs, excused and/or unexcused. Each school determines what excessive ATEDs are for their students using grade level and credit hours. Such staff member(s) shall remind persons in parental relation of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation.

Unexcused ATEDs may result in disciplinary action consistent with the district's code of conduct.

In addition, the teachers and support team will contact local Child Protective Services (CPS) if they suspect that the child meets the criteria of educational neglect. Teachers and support teams will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation #5460 *Child Abuse in a Domestic or #5470 Child Abuse in an Educational Setting*, and notify the building principal of said report.

Excessive ATEDs may impact a student's employment and educational record. This could be reflected if school staff is asked to be a reference, write a letter of recommendation, or comment on the student's overall performance.

### Course Completion and Awarding of Credit

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student performance on homework, tests, papers, projects, etc.



5460 Child Abuse in a Domestic or Educational Setting  
4765 Online, Distance, and Remote Learning

Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225  
8 NYCRR §§104.1; 175.6  
Social Service Law §34-a

**1<sup>st</sup> Reading of Revised Policy:** **September 2, 2015**  
**Adoption Date:** **September 16, 2015**  
**May 6, 2020 suspended** Course Completion and Awarding of Credit during COVID-19  
**1<sup>st</sup> Reading of Revised Policy:** **September 16, 2020**  
**Adoption Date:** **October 7, 2020**  
**1<sup>st</sup> Reading of Revised Policy:** **May 17, 2023**  
**Adoption Date:** **June 7, 2023**