

COMPREHENSIVE ATTENDANCE POLICY

The Corning–Painted Post Area School District (“District”) has developed and adopted the following Comprehensive Attendance Policy, the goal of which is to increase and encourage consistent school attendance. We believe that school attendance positively impacts academic success, school completion, and graduation.

Objectives

The District’s policy is that all students should attend school every day when school is open unless the student is ill or otherwise has an excused reason for absence. The objectives of this Attendance Policy are as follows:

- a) to know the whereabouts of every student for safety, school management, and other reasons;
- b) to raise student achievement;
- c) to identify attendance patterns in order to design attendance improvement efforts;
- d) to verify that individual students are complying with the New York Education Law related to compulsory attendance;
- e) to determine the District’s average daily attendance for New York State aid purposes; and
- f) to collect and analyze data to increase attendance and student performance.

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

Parents/persons in parental relation to students (“Parents”) must provide, in writing, the reason for each occasion of a student’s absence, tardiness, or early departure.

Absences of more than 6 consecutive days require a medical note or consultation with the school physician/building nurse.

Absences, tardiness, and early departures will be considered excused or unexcused according to the following standards.

Excused

An absence, tardiness, or early departure shall be excused if due to personal illness, serious illness or death of an immediate or close family member, impassable roads due to extreme inclement weather, religious observance, quarantine, required court appearances, medical or dental appointments that cannot be scheduled outside of school hours, approved college visitations, military obligations, approved cooperative work programs, or other reasons which are approved by the Board of Education.

Students participating in a school-sponsored field trip, music lesson, music trip, sports competition, or a District-administered examination, etc., shall be considered present at school but with an excused absence from any particular class session which may be missed.

Students attending grade-level trips shall be considered present in school and present in class

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If the reason for an absence, tardiness, or early departure does not fall into one of the above categories, it is an unexcused absence. Examples of unexcused absences include, but are not limited to, the following: family vacations, hunting, babysitting, taking a driving test for a learner's permit or other driver's license whether a written test or a road test, oversleeping, birthday, etc.

Student Attendance Record Keeping/Data Collection

The District shall have a District-Wide Attendance Officer. In addition, each school building shall have a Building-Level Attendance Officer.

Each school principal will serve as the Building Level Attendance Officer unless he/she designates the responsibility to another individual. In secondary schools, more than one Building-Level Attendance Officer may be designated (such as a separate Attendance Officer for each grade level). Attendance Officers shall be responsible for maintaining student attendance records. The record of each student's presence, absence, tardiness, and early departure shall be kept in a Register of Attendance in a manner consistent with the Regulations of the Commissioner of Education.

An absence, tardiness, or early departure will be entered as "excused" or "unexcused" according to and with the District's code for the characterization and reason for each entry.

For students in non-departmentalized pre-kindergarten through grade 5 (i.e., self-contained classrooms), each student's presence or absence shall be recorded after the taking of attendance once per school day.

For students in grades 6 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with the paragraph above.

Tardiness and early departures shall also be recorded.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each school day, all attendance information from each building shall be compiled and provided to the District-Wide Attendance Officer.

Notice of Students who are Absent, Tardy, or Depart a Period or Class without Proper Excuse

When a student is absent from homeroom or the first period/class of the day, the Building-Level Attendance Officer shall notify the guardian of the absence or late arrival. Notification for late arrival is at 9:00 a.m. for Elementary and 10:00 a.m. and 6:00 p.m. for Secondary. The guardian will be asked for the reason for the absence or late arrival. Similar notification shall be made concerning a student who departs early from school without a valid excuse.

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The Building-Level Attendance Officer shall explain the District's Comprehensive Attendance Policy, the District's and building-level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. The Building-Level Attendance Officer will follow up the telephone conference in writing. Further, the District's Comprehensive Attendance Policy shall be mailed to the Parent to promote awareness and help ensure compliance with the Policy.

If deemed necessary by appropriate school officials, or if requested by the Parent, a school conference shall be scheduled between the Parent and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Attendance Incentives

Teachers, administrators, and/or Building Leadership Teams will develop, with input from staff, students and parents, incentives that encourage and promote good student attendance. Examples of incentives that may be used include, but are not limited to, the following:

- Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with Parent consent, in community publications
- Special events (*e.g.*, assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (*e.g.*, Mondays, Fridays, day before vacation)
- Classroom acknowledgment of the importance of good attendance (*e.g.*, individual certificates, recognition charts, bulletin boards)
- Award certificates for outstanding attendance
- Assemblies collaboratively developed and promoted by student council, administration, PTA and other community groups to promote good attendance

Minimum Attendance for Course Credit for Students in Grades 6-12

A student must be reported as present or have an excused absence for a minimum of 80% of a course's scheduled classes in order to earn course credit. Alternatively, a student must have advanced written permission of a building principal to be absent from a course for more than 20% to earn course credit. For purposes of minimum attendance requirements, a student shall not be counted as present for a class if the student misses more than half (1/2) of the class period. Students suspended from school will not be marked absent during the period of suspension.

Intervention Strategies and Process

Each Building-Level Attendance Officer shall be responsible for bringing to the attention of the school principal, assistant principals and other appropriate staff any pattern of excessive absences, tardiness, or early departures. The building administrators shall develop specific intervention strategies and instruct teachers and other school employees in their use. Interventions will always include frequent contact between school officials and the student's Parent. In addition to the below strategies and process, in the event that a student is absent without a legal excuse for any period within a school day, the District may provide daily notification to the parent via an automated phone dialing system.

- a) Identify patterns of factors and situations in which excessive unexcused absences, tardiness, or early departures occur and design intervention strategies to alter those factors and situations and/or their impacts.

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- b) Identify specific elements(s) of the pattern (e.g., grade level, building, time-frame, type of unexcused absences, tardiness or early departures) of a group of students' absences. For example, is there a consistent absence of a group of students from a particular period, such as first period, the period after lunch, last period; or is there a consistent absence of several athletes on mornings following games.
- c) Contact the District staff most closely associated with any excessive absences, tardiness, or early departures. In specific cases where the pattern involves an individual student, the student and Parent will be contacted.
- d) Arrange for a conference with the Parent, and student where appropriate, where an attendance issue is identified with a particular class or activity, and have the teacher or staff member in charge of the class or activity confer with the Parent, and student where appropriate, to address any student apprehension and to set forth positives about the class or activity.
- e) Develop strategies to directly intervene concerning any excessive absences, tardiness, or early departures.
- f) Recommend strategies to the Superintendent of Schools or his/her designee if the issue relates to a need to change District policy or procedure.
- g) Implement changes as approved by appropriate administration.
- h) Utilize available community resources to address and help remediate student unexcused absences, tardiness or early departures.
- i) A PINS (Person In Need of Supervision) referral may be filed where appropriate and in accordance with legal requirements.
- j) Where appropriate and in compliance with legal requirements, a referral for educational neglect shall be made to Child Protective Services.
- k) Monitor and report short-term and long-term effects of interventions to building administrators, the Superintendent of Schools and the Board of Education.

Appeal Process

A Parent may request a building level review of their child's attendance record and may raise questions concerning the accuracy or appropriateness of entries. The review shall be made by the building principal or designee. The Parent may submit documentary information and request a review based on the documents submitted such as notes or reports from physicians, accident reports, travel documentation within the scope of allowable travel, etc. Alternatively, the Parent may request an informal in-person conference with the building principal or designee. Documentary information may be presented at an informal conference, but documentary evidence is not a prerequisite for requesting a conference and it is within the Parent's discretion whether or not to present documentary information in a conference. In all cases, the principal or designee shall make a written finding after the review. The written finding shall be provided to the Parent within 10 school days after (a) the receipt of documentary information only or (b) after completion of an informal conference.

COMPREHENSIVE ATTENDANCE POLICY**Building Review of Attendance Records**

The building principal will work in conjunction with the Building-Level Attendance Officer and other designated staff in reviewing attendance records periodically and in any event at the end of each school year. Reviews are conducted in order to identify individual and group attendance patterns and to initiate appropriate action to address problems of unexcused absences, tardiness, and early departures. The building principal may not delegate this responsibility.

Annual Review by the Board of Education

The Superintendent shall annually provide a review of the building level student attendance records and if the records show a decline in pupil attendance he shall consider revisions to this policy and provide information to the Board as deemed appropriate.

Community Awareness

The Superintendent shall promote community awareness of the District's Comprehensive Attendance Policy by the following:

- a) Taking appropriate steps to promote the understanding of the Policy by students and their Parent;
- b) Providing each teacher at the beginning of each school year and upon the beginning of the teacher's employment with a copy of the Comprehensive Attendance Policy and providing teachers with amendments on a timely basis when amendments are made; and
- c) Providing copies of the Comprehensive Attendance Policy to any member of the community upon request.

Additional Implementation and Review Actions

The Superintendent of Schools or his/her designee shall instruct administrative and instructional personnel of the District regarding procedures for implementing and enforcing this Policy.

Reference:

Education Law §§ 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 32138
New York Codes, Rules and Regulations (NYCRR) Parts 104 and 109 and §§ 100.2(j) and 175.2 and 175.6

New: July 1, 2015

Revised: July 1, 2016

Reaffirmed: July 7, 2017

Reaffirmed: July 6, 2018

Revised: July 1, 2019