

GREECE CENTRAL SCHOOL DISTRICT 2013-2014



ATTENDANCE POLICIES and PROCEDURES

Table of Contents

<i>Attendance Procedures and Protocols</i>	3
<i>Attendance Procedures and Coding</i>	4
<i>Attendance Protocol</i>	5
<i>Attendance Procedures-Elementary Office/Nursing Staff</i>	7
<i>Attendance Procedures-Secondary</i>	8
<i>Strategies and Resources for Supporting Positive Attendance</i>	9
<i>Tutoring and Attendance</i>	14
<i>Tutoring Protocols</i>	15
<i>Tutoring Guidelines</i>	17
<i>Refusal of Tutoring Form</i>	18
<i>Home Tutoring/Bridges Homework Tracking Sheet</i>	19
<i>Home/Hospital Tutoring Attendance Record</i>	20
<i>Truancy Procedures, Letters, and Forms</i>	21
<i>Truancy Process (Elementary and Secondary) *</i>	22
<i>Attendance and Tardy Intervention Example</i>	24
<i>Request for Excuse Letter*</i>	25
<i>School Attendance Notice of Concern</i>	26
<i>20 Day Consecutive Absence Letter</i>	28
<i>Monroe County FACT Referral Checklist</i>	29
<i>School District Truancy Referral for PINS Diversion Services</i>	30
<i>Examples of Infinite Campus Attendance Reports</i>	32
<i>Consecutive Absence Report</i>	33
<i>Day Count</i>	34
<i>Sub Attendance Roster</i>	35
<i>Period Detail Batch</i>	36
<i>Period Count</i>	37
<i>Attendance Term Count</i>	38
<i>Unexcused Absences by Term</i>	39
<i>Board Approved Attendance Policies **</i>	40

* Sections are still under review

** Policies are being reviewed

ATTENDANCE PROCEDURES and PROTOCOLS

ATTENDANCE PROCEDURES AND CODING

REASONS FOR ATTENDANCE ACTIVITY

REASONS are not limited to the list below. Other situations arise daily. Care must be taken in making the decision about what CODE category the “reason” belongs in.

REASONS are to be posted daily in the COMMENT section of the attendance record.

EXCUSED REASONS:

APPROVED COLLEGE VISITS
COURT APPEARANCES
DR/DDS/ORTHO APPTS
FAMILY ILLNESS/DEATH
FIELD TRIPS
INCARCERATION
INCLEMENT WEATHER
LATE BUS ARRIVAL TO SCHOOL
RELIGIOUS OBERVATIONS
PERSONAL ILLNESS
TESTING DAY
STRUCTURED STUDY HALLS

UNEXCUSED REASONS:

VACATIONS
MISSED BUS
OVERSLEPT

ATTENDANCE CODING

AE	ABSENT EXCUSED	F	FIELD TRIP
AU	ABSENT UNEXCUSED	M	LESSON/MUSIC/BAND/OTHER
EX	EARLY RELEASE EXCUSED	O	OFFICE VISIT
EU	EARLY RELEASE UNEXCUSED	SS	STRUCTURED STUDY HALL
RET	RETURNED	TD	TESTING DAY
TE	TARDY EXCUSED		
TU	TARDY UNEXCUSED		
TRU	TRUANT		
SI	IN SCHOOL SUSPENSION		
SO	OUT OF SCHOOL SUSPENSION (Generally short term)		
SOSB	OSS @ BRIDGES		
SOSH	OSS @ OTHER LOCATION		
ASOB	OSS @ BRIDGES/ABSENT		
ASOH	OSS @ OTHER LOCATION/ABSENT		
SOT	SUSPENDED OUT OF TUTORING/BRIDGES		
TUT	TUTORING		

ATTENDANCE PROTOCOL

Attendance:

Attendance must be taken on each day of scheduled instruction

Attendance must be taken in each period of scheduled instruction

Commissioner's Regulation 104.1 (d) (7) (ii) (grades K-12 departmentalized)

Teacher takes attendance within the first **ten** minutes of each class period. Attendance for each class appears in the process in box. Teacher clicks on class, attendance opens.

If all are present, click save.

If students are absent or tardy, click radio button for A or T, click save. When completed, attendance has then been taken and sent to attendance clerk.

It is important to take attendance at the beginning of class so that each student can be accounted for in case of an emergency – i.e. vandalism, investigation, parental contact, etc.

Unit office or attendance clerk is responsible for entering the codes for the particular absences or tardy (when student signs in)

Out of School Suspension:

One day out of school suspension and NO tutoring or BRIDGES will be requested – attendance clerk marks the student **SO** for suspended out of school.

One to five days (short-term suspension) and sent to BRIDGES – attendance clerk marks the student **SOSB** (suspended out of school at BRIDGES)

BRIDGES will then be responsible for coding the student that was initially marked **SOSB**. If the student fails to attend, BRIDGES will make the student **ASOB** (suspended out of school BRIDGES – absent)

Tutored at another location – the student will be marked **SOSH** (suspended out of school other location – i.e. library, home, etc.)

If the student is suspended out of school or other location and with a tutor and the student does not allow the tutor entrance or does not show up at the other location, the tutor will contact the school's attendance clerk who will mark the student **ASOH** (suspended out of school other location – absent)

Out of School Suspension Involving a Superintendent's Hearing:

If the student is sent to BRIDGES for the first 1-5 days before the hearing, the student is coded as **SOSB** by the attendance clerk. BRIDGES again will use the **ASOB** code if the student does not show.

If the student is sent to "other location" (i.e. library, home, etc.) for the first 1-5 days before the hearing, the student is coded **SOSH** by the attendance clerk. The tutor will call the attendance office clerk who will use the **ASOB** code if the student does not show.

After the first five days, student is on long-term suspension. The student is coded **TUT** – long term tutoring for both BRIDGES bound students and home tutoring students. If the long-term suspension is at BRIDGES, BRIDGES will use **AE** for absent excused or **AU** for absent unexcused if the student is not in attendance.

For long-term suspension outside of BRIDGES, the tutor will call the attendance clerk in the home school to report absence. The attendance clerk will use either **AE** for absent excused or **AU** for absent unexcused as well.

SO – suspended out of school

SOSB – suspended out of school at BRIDGES

ASOB – suspended out of school at BRIDGES – absent

SOSH – suspended out of school other location

ASOH – suspended out of school other location – absent

TUT – long-term tutoring

AE – absent excused

AU – absent unexcused

ATTENDANCE PROCEDURES Elementary Office/Nursing Staff

1. Who will submit the lunch count at your school if students are on time?
 - **Classroom teachers** will submit this information.
2. Who will submit the lunch count at your school if the students arrive late?
 - **Office staff** will submit this information.
3. Who will record/document information in IC for students who are tardy?
 - Tardies should be recorded in the **main office**, since students check in there as they enter the school buildings.
4. Who will keep track of attendance when students leave school early?
 - Most **office staff** will record attendance if students are leaving early, though the **nurses** work together with this, if students are leaving early related to medical/health reasons.
5. Who will send Connect Ed messages related to attendance at your school?
 - **Nurses** send Connect Ed messages at the schools.
6. Who will complete follow-up phone calls when students are absent or when Connect Ed messages do not go through?
 - **Nurses** will do this at their school sites.
7. Who will follow up on letters from parents/guardians when they have not been received after a student has been absent?
 - This job is shared between the **nurses** and **office staff**. (Note: We are looking into the policy of having to provide a note as well as a phone call, but at this time, a note is still required.)
8. Who will send truancy letters at your school?
 - **Office staff** sends truancy letters.

NOTE: Grades K - 5 are now reporting attendance by period.

ATTENDANCE PROCEDURES - Secondary

	Late Student	Teachers
1 st Block	<ul style="list-style-type: none"> • Student to sign in at security desk and be directed to unit office (with pass) • Student to sign in at unit office and obtain pass to class • Unit office to enter tardy information (E/EU) ASAP in Infinite Campus including time stamp 	<ul style="list-style-type: none"> • Teachers to maintain accurate rosters in substitute folder • Teachers to take and record attendance <i>by the time set by your school site administrator</i> using Infinite Campus; updating tardy students as needed (students coming from unit office will be updated there)
2 nd - 4 th Block	<ul style="list-style-type: none"> • Student to sign in at security desk and be directed to unit office (with pass) • Student to sign in at unit office and obtain pass to class • Unit office to enter tardy information (E/EU) ASAP in Infinite Campus including time stamp 	<ul style="list-style-type: none"> • Teachers take and record attendance in Infinite Campus by the end of the block • Include a time, pass/no pass notation for tardy students

NOTE: ALL ATTENDANCE MUST BE RECORDED BY THE END OF THE SAME SCHOOL DAY.

**STRATEGIES and
RESOURCES for
SUPPORTING
POSITIVE
ATTENDANCE**

EVERY DAY COUNTS!

Regular school attendance is key.....
to your child's success now and in the future!

Attendance is Key to Academic Achievement:

- ❖ Students who go to school feel connected and are more likely to get good grades.
- ❖ Students learn best when they attend school every day.
- ❖ When students miss school, they miss important information and essential skills for academic success.
- ❖ Regular attendance directly relates to better learning, test taking, grades and self-esteem.
- ❖ When students miss one day of school, they get more than two days behind their peers because they must make up missed work AND continue with new lessons.

Positive Attendance Leads to Graduation and Future Life Success:

- ❖ Students who attend school consistently develop patterns of responsibility and commitment.
- ❖ Attending school regularly increases earning potential:
 - High school graduates earn more than 2 times as much as dropouts
 - College graduates earn \$336 more per week than high school graduates
- ❖ High school graduates increase their earning potential by \$240,000 in a lifetime compared to those who drop out.

Let Children Know that Good Attendance is Important:

- ❖ Good attendance starts at an early age. When children go to school regularly and on time, it helps them develop a positive view of school and recognize the importance of attendance.
- ❖ Talk to your child about how you think attending school is important and that you want them to do well in school.
- ❖ Become involved in your child's school life and school activities.
- ❖ Become involved with your child's school work and check to make sure he/she is completing homework.

Establish a Routine:

- ❖ Provide enough time for your child to get ready in the morning.
- ❖ Plan ahead the night before (choose clothes to wear, have backpack ready, homework in the backpack, etc.).
- ❖ Set a regular bedtime schedule and routine.
- ❖ Get proper rest and go to bed early.
- ❖ Provide a quiet area for doing homework and help your child to develop regular study times.

Keep in Communication with your Child's School:

- ❖ Attend Parent Teacher Conferences and Parent Meetings.
- ❖ Let the school know in advance if your child will be absent.
- ❖ If your child does not want to go to school, find out why and work with the school and your child to address the concerns right away.
- ❖ Keep a school year calendar to track important dates, holidays, and school events.

Ideas for Tardy Interventions for Schools

Based on number of tardies per student in your building, you should consider looking at the data to determine what 20% of the students with the most tardies have as a baseline to develop next steps.

- Tardy concern is identified by attendance personnel or other resource (i.e. classroom teacher)
- Individual meeting with student to discuss concerns
- Letter home
- Phone call home
- Detention assigned
- Conference with parent and student
- IST meeting held

Each part of this process is carefully documented.

Truancy Information for Schools/Parents:

Common reasons for truancy:

- School Problems: conflicts with teachers, classmates, anxiety, school is unimportant, fear of failure
- Personal Problems: low self-esteem, health problems, substance abuse, negative influences
- Family Problems: needs to help care for family member, no transportation, neglect/abuse in home, needs to work

Responding to truancy:

- Talk to your child about your concerns
- Share with your child the impacts of truancy
- Reassure your child you will help get them back on track
- Listen to your child and encourage them to open up

Possible solutions:

- Get any needed help with school work
- Speak to school staff for help to put solutions into action
- See a health-care/mental health provider about any health problems, substance abuse and/or mental health needs
- Encourage child to get involved at school or outside club

Helpful website about schoolwide attendance needs for schools:

www.attendanceworks.org

School Name: _____

Does Attendance Really Count in Our School?

A Tool for Self Assessment - (Revised June 2011)

Key Element	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How do you know?
1. Attendance is accurately taken and entered daily into the district data system in all classrooms.						
2. Our school has clear guidelines in place about when absences are excused versus unexcused and has clearly communicated them to staff, students and families.						
3. A team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendance patterns by grade, student sub-groups and classroom.						
4. Our school offers such rich and engaging learning activities that students do not want to miss school.						
5. Our school recognizes and appreciates good and improved attendance.						
6. Our school informs parents about the importance of attendance, works with parents to identify common barriers and encourages parents to help each other get their children to school.						
7. Our school identifies and reaches out to chronically absent students and their families in a caring manner to see how attendance could be improved.						
8. Our school partners with community agencies that offer resources (pre-K, afterschool, health services, volunteer mentors, transportation) that can help engage students & their families and remove barriers to getting to school .						
9. Individual learning plans are developed for high-risk students and address poor attendance along with low academic performance.						
10. Our school discipline policy and practice ensure students do not miss instruction due to suspensions for non-violent behaviors.						
11. Our strategies for supporting student attendance are reflected in our school improvement plan.						

Instructions for Conducting Self-Assessment With a Team

This self-assessment tool can be used by an individual to help them gain a deeper understanding of what is and could be happening to improve attendance at their school. It is also an excellent tool for laying the foundation for a team of key stakeholders to begin working together to reduce student absences. Below are suggested guidelines for engaging a team. If possible, identify one person who will assume responsibility for facilitating this process and dialogue.

1. Bring together a team of key stakeholders in your school to complete this self-assessment. Participants should include the principal, attendance personnel, classroom teachers, staff from partnering community agencies, and if possible, active parents. Feel free to expand this list to include others that you think might have valuable insights to offer about student attendance in your school.
2. Ask each participant to spend 10 minutes completing the tool.
3. Hand out an extra copy of the tool and ask participant to add in their responses with a hatch mark. Make copies of the version with everyone's responses. (An alternative option is to put up an enlarged copy of the tool on the wall and ask participants to add their responses using a marker. This approach allows everyone to see the collective responses without the need for additional copies.)

As a group review the collective results. Encourage participants to identify and explore where there appear to be differences in how stakeholders have ranked a particular element. Use this as an opportunity find out why the other person might have different perspectives. Keep in mind that the goal is to deepen understanding of why the differences of opinion might exist; agreeing upon a rating is not essential.

4. After comparing results, participants should discuss what they see as the biggest gaps or priorities to address in the near future. If needed, use dots or take hand vote to agree upon the top three next steps. For each one, discuss who needs to be involved in advancing this priority? What are immediate next steps? Who can take responsibility for ensuring follow-up occurs? Determine how to stay in communication with each other about progress on the next steps and decide whether a follow-up meeting is needed.

NOTE: Chronic Absence is missing >10% of school over a year including any type of absence;
Satisfactory Attendance is missing <5% of school over a year)

(Self-Assessment Tool from www.attendanceworks.org)

TUTORING and ATTENDANCE

TUTORING PROTOCOL

	Medical Tutoring	Short Term Suspension	Long Term Suspension	Special Education
At School Site	<p>When it has been determined that there is a need for medical tutoring, the school should: (Best practice would be to have one person at the school assigned to a single point of communication to the district office/parents/guardians).</p> <ul style="list-style-type: none"> • Provide the “Request for Modified Instruction Due to Medical or Emotional Disability” to the parent/guardian for the family doctor to complete • Completed form is sent to the Office of Student Services (from doctor directly or the school) • Additionally, a “Tutoring Request” form also needs to be completed if tutoring is being requested 	<p>Secondary requests are emailed directly to Coordinator and Secretary of Bridges program to request tutoring for 1-5 days while the student is being suspended. Work is sent to Bridges from the schools.</p> <p>Elementary requests for tutoring for 1-5 days of suspension are sent to the Office of Student Services.</p>	<p>When a request for a long term suspension hearing is made by the school:</p> <ul style="list-style-type: none"> • A “Request for Tutoring” form should also be completed and submitted to the Office of Student Services. This request should include the proposed penalty return date. <p>If a Contract for Conduct is completed, a copy should be sent to the Office of Student Services for the student’s file.</p> <ul style="list-style-type: none"> • If a student’s return date is shortened, the school will communicate this to the Office of Student Services and Tutoring Office. • If the student should break the contract, they will be returned to the long term suspension status. This change should be communicated to the Office of Student Services and Tutoring Office. • Schools CANNOT extend a long term suspension beyond what was recommended at the hearing and approved by the superintendent. 	<p>For students awaiting alternative placements (usually out of district):</p> <ul style="list-style-type: none"> • CSE and Coordinators of Special Education are involved in the discussion of appropriate student placement • If this placement is not readily available, the student is recommended for tutoring pending the placement • School completes “Request for Tutoring” form which is sent to the Office of Special Education.
At District Office	<p>When the form is received:</p> <ul style="list-style-type: none"> • The district nurse practitioner reviews the form and typically communicates with the family doctor to determine the medical need and the appropriate next steps to address the educational needs. 	<p>Secondary Schools - Office of Student Services is not involved in this process.</p> <p>Elementary Schools - Paperwork is processed and information is communicated with the Tutoring Office who sets up home tutoring.</p>	<p>When the form is received:</p> <ul style="list-style-type: none"> • “Tutoring Request” Form is approved or denied by the Director of Student Services. Approved tutoring requests are sent to the Tutoring Office. Denials or questions are communicated to the school. • The form is sent to the Tutoring Office who communicates with Bridges and/or home 	<p>When the form is received:</p> <ul style="list-style-type: none"> • The respective Coordinator of Special Education reviews the request and this request is approved or denied by the Assistant Superintendent of Student Learning and determines whether or not home tutoring or Bridges is appropriate

	<p>If necessary, the District Physician is consulted in this part of the process.</p> <ul style="list-style-type: none"> • District nurse practitioner completes the “Modified Instruction Notification” form which, if approved, is then sent by the Office of Student Services to the school and the Tutoring Office. Denials or questions are communicated to the school. • “Tutoring Request” Form is approved or denied by the Assistant Superintendent of Student Services. Approved tutoring requests are sent to the Tutoring Office. Denials or questions are communicated to the school. 		<p>tutors</p> <ul style="list-style-type: none"> • If changes are made to this return date after the hearing, the Office of Student Services will update the end date information and send an email to the contact person at the school and the Tutoring Office. 	<ul style="list-style-type: none"> • After this is approved, the form is sent to the Tutoring Office who communicates with Bridges and/or home tutor.
<p>Follow-up</p>	<ul style="list-style-type: none"> • After the specified length of time has passed, a reentry plan needs to be developed. • If additional tutoring is needed, the school should communicate with the district nurse practitioner who may communicate with the family doctor. 	<p>Work is sent back to the schools by Bridges and/or home tutor. Attendance is taken (see attachments).</p>	<ul style="list-style-type: none"> • If any changes are made, the schools need to communicate these changes with the Office of Student Services, Bridges Secretary, District Registrar and Tutoring Office. 	<ul style="list-style-type: none"> • Once the Office of Special Education is notified that an appropriate placement is started or there is an anticipated start date, this information will be communicated with the Tutoring Office and school site. • If additional tutoring is needed, communication should happen with the Office of Special Education.

Tutoring Guidelines

Short Term Tutoring at Bridges – 1 to 5 days of suspension with return to home school

- 1) Attendance to be taken at Bridges while student attends there. If student is not showing up, Bridges contacts the family and notifies the school that the student has not attended.

Long Term Tutoring at Bridges and Home

Note: The student will go on Short Term Tutoring before going to a Superintendent's Hearing and then placed on Long Term Tutoring. For medical reasons, a note from the doctor has to be obtained and approved by District Office.

Bridges Long Term – several weeks to all year

- 1) Attendance to be taken at Bridges while student attends there. If student is not showing up, Bridges contacts the family and notifies the school that the student has not attended.

Home Tutoring Long Term – several weeks to all year (medical, behavioral, etc.)

- 1) School Office Responsibility
 - a. Assign clerical staff to keep accurate attendance records in Infinite Campus on attendance for home tutored students. (Get attached form from tutors weekly.)
 - b. Contact home tutored students weekly to see if tutoring is happening.
 - c. Notify the Office of Student Services if a student does not show up for three or more tutoring sessions.

- 2) Home Tutor's Responsibility
 - a. Schedule time and location to meet with student.
 - b. Get student work from school office and sign work log.
 - c. Meet with student to complete work.
 - d. Return the work when completed, record in log, get new work, record in log.
 - e. If a student does not show up for two sessions in a row, report this to the school office.
 - f. Complete the attendance record sheet and return weekly to the school office (in order to be paid).

Refusal of Tutoring Form

I, Parent/Guardian, am refusing the tutoring that was offered to son/daughter, for the #DAYS that he/she is suspended for beginning on _____ and ending on _____. I understand that any missed class work will be the responsibility of my son/daughter to complete while on suspension.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Assistant Principal: _____ Date: _____

Principal: _____ Date: _____

Home Tutoring/Bridges Homework Tracking Sheet

Course	Assignment	Teacher Name (Dropped Off Work)	Date Of Teacher Drop Off	Tutor Name (Picked Up Work)	Date of Tutor Pick Up	Date Completed Work Returned by Tutor	Date Completed Work Picked Up by Teacher

Home/Hospital Tutoring Attendance Record

Name of Student: _____

Last

First

Middle

Directions: Please record student attendance below by indicating a P for present or an A for absent. This form should be returned or faxed to the school office at the end of every week the student is being tutored.

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
July																																	
August																																	
September																																	
October																																	
November																																	
December																																	
January																																	
February																																	
March																																	
April																																	
May																																	
June																																	

By my signature below, I affirm that the above entered information, to the best of my knowledge, is accurate.

Signature

Name Printed

Date

TRUANCY
PROCEDURES,
LETTERS
and FORMS

TRUANCY FOLLOW-UP PROCESS * *Process Still Under Review*

- I. On a regular basis (every other week or more often) student attendance data will be reviewed by the principal or assigned site administrator.
- II. When full school day absences are noted the following should take place:
 - i. 3 Illegal absences – Personal call home
 - ii. 5 Illegal absences – Letter sent home
 - iii. 8 Illegal absences – Meeting at school with School Attendance Review Team, letter sent home
 - iv. 10 Illegal absences – Home visit, letter sent home
 - v. 15 – 20 Illegal absences – FACT referral filed/Educational Neglect Referral made to CPS

ATTENDANCE TEAM PROCEDURES (Elementary)

Action	Person Responsible	Approximate Timeline (guidelines)
<p>When attendance concerns arise, the classroom teacher contacts the child’s parent to discuss the impact of absences and tardies on the student’s academic success.</p> <p>This provides families with a home-school connection and a reminder about the importance of regular and on time attendance. It might be helpful to remind parents that attendance:</p> <ul style="list-style-type: none"> • Directly impacts school performance • Is compulsory in NYS and we are required to follow up and intervene • Effects school funding when students are not there • Positive attendance patterns support success in school and at work in the future <p>Document the phone call (date, time, information shared, parent response, etc.)</p>	Classroom Teacher	After three illegal absences
The attendance team and site administrator schedule send appropriate letters home to families if attendance does not improve.	Administrator, Teachers, Counselor	After five illegal absences
Parent meeting with team is scheduled to develop interventions to support improved attendance.	Administrator, Teachers, Counselor	After eight illegal absences
Home visit	Admin, Teachers, Counselor	After ten illegal absences
If improvement is not seen, additional steps are tried.	Admin, Teachers, Counselor	Ongoing
After three letters have been sent home and several interventions have been tried, CPS (Child Protective Services) may be involved through an educational neglect referral. This is only after all possible interventions and attempts to have the student return to school have been tried, as competing demands in the CPS organization make educational neglect a lower priority for CPS personnel	Administrator, Counselor	After all other attempts to resolve attendance concerns have been exhausted.

FACT REFERRAL PROCESS (Secondary)

Action	Person Responsible	Approximate Timeline (guidelines)
<p>Student exhibits criteria that warrants a referral:</p> <ul style="list-style-type: none"> • Under age 16 • Pattern of illegal absences (documented) • Absences need not be consecutive and can be from prior school during same school year • Suspensions are NOT illegal absences • Parent does not support non-attendance • A pattern of acting out or incorrigible behavior • Truancy • Running away from home • Drug/alcohol possession • Drug/alcohol use • Emotional/behavioral changes 	<p>Teacher input Counselor input Parent Referral Other support service referral</p>	
Plan developed to collect data about student concerns	Administrator	Upon initial concern
<p>Administrator activates the documentation system which includes date, observable behavior, and intervention</p> <p>Parents are notified of concern and that documentation will be collected. It is important to engage parents in this process.</p>	Administrator activates	2 - 3 weeks of documentation
Review documentation to determine if a FACT referral is warranted. (see attached FACT packet)	Administrator and counselor	About three weeks after original assessment
<p>Referral completed with documentation.</p> <p>Referral is sent to Student Services for review by the Assistant Superintendent and then sent to the county.</p> <p>If cases go to court, it is very helpful and strongly encouraged to have a school site representative attend along with the Assistant Superintendent of Student Services.</p>	Administrator and counselor	About four weeks after original assessment

Example Form/Process

Arcadia Campus Attendance and Tardy Interventions

Date Initiated _____

Student Name _____

Grade/Team _____

<i>Attendance</i>		<i>Tardy</i>	
Dates Absent:		Dates Tardy:	
Date	Event	Date	Event
	Attendance concern identified by attendance report or other means. (5, 10, 15 by 10 week interval respectively) Counselor will notify unit office if documentation process should begin.		Tardy concerns identified by attendance personnel or other resource
	Letter sent home by unit office based on counselor recommendation. Cc. nurse, unit office		Third tardy results in /consequence meeting with administrator. <i>Notes:</i>
	If problem persists, counselor calls parent to discuss concern. Administrator notified. <i>Notes:</i>		After two more detentions (total of five tardies) Letter sent home. <i>Notes:</i>
	Second letter sent home if problem persists. <i>Notes:</i>		Sixth tardy meeting with Administrator. Second detention assigned. Parent contact by administrator/counselor
	Meeting between administrator/counselor and parent. (School/Home) <i>Notes:</i>		Further tardies will result in consideration of assigning Saturday School or other intervention.
	Third letter sent home. <i>Notes:</i>		
	Phone contact by Administrator communicating that FACT referral being filed <i>Notes:</i>		

NOTE: Parents/guardians will receive two calls and a letter and have two weeks with which to clear an absence before they become unexcused/illegal absences.

Request for Excuse Letter

Letterhead

Date

Parent/Guardian Name
Address

Dear *(Parent/Guardian Name)*:

According to our records, your child, *(Student's Name)*, was absent on:
List dates

Our attempts to reach you by phone to verify the absence were unsuccessful. Please return the bottom of this letter to the *(Attendance Office)* at *(School)* with the reason for the absence.

Sincerely,

(Attendance Clerk)

(Principal)

_____ was absent on:

Date:

Reason:

School Attendance Notice of Concern

Student: _____ Date: _____

Homeroom: _____ Team/Grade _____ Teacher: _____

New York State Compulsory Attendance Law (Section 3205) requires all students between the ages of 6 and 16 to attend school. Regular attendance is extremely important for success in school. We have found from experience that the longer poor student attendance patterns are allowed by parents and school officials the more difficult they are to change. Attendance habits established while in school have far reaching affects upon your child’s future. Compulsory attendance is the law and learning is enhanced by regular school attendance.

Referencing Sections 7110 and 7111 of the Greece Central School District Board of Education Directives, it is required that a parent/guardian provide a written excuse whenever a student is absent, tardy or needs an early dismissal. We ask that you provide these for the dates in question immediately.

Twenty consecutive absences will impact your child’s enrollment in this school. Your child’s attendance record for this school year is documented below. The action we are taking on this matter is checked below.

STUDENT ATTENDANCE SUMMARY			
<u>Absence</u>		<u>Tardiness</u>	
Total Possible Days of School	_____	Total Possible Days of School	_____
Number of Days Absent	_____	Number of Days Tardy	_____
Number of Unexcused Absences	_____	Percentage of Days Tardy	_____
Percentage of Days Absent	_____		

PLEASE READ ALL BOXES THAT APPLY REGARDING YOUR CHILD’S PATTERN OF SCHOOL ATTENDANCE.

- The classroom teacher and I are officially bringing to your attention our concern about your child’s inconsistent attendance pattern and the negative effect it is having on learning. We request that you take whatever steps you believe appropriate to ensure on time regular school attendance. We will be pleased to assist in any way we can to bring about improvement. Please call my office XXX-XXXX) to discuss this matter as soon as possible.
- It has been brought to my attention and confirmed by our school nurse, that health related issues may be causing your child to miss or be late for school and/or have excessive absences. Please contact your health care physician to assist us in accommodating your child’s medical needs. Please contact our school nurse (XXX-XXXX) and arrange a conference as soon as possible, so we may work together to improve attendance.

- We have been monitoring your child’s attendance pattern and alerting you to our concerns since _____ . There has been no improvement. I requested medical documentation if appropriate. Your lack of cooperation to ensure your child is in regular attendance at school represents a violation of the New York State Compulsory Attendance Law (section 3205) which we are mandated to enforce. It is of paramount importance that you contact my office (XXX-XXXX) within 48 hours to arrange a conference. If I do not hear from you by _____, I will be forced to file a petition with the Family Court of Monroe County for educational neglect and/or a PINS petition against your child for court oversight.

- Attendance since referral dates: Absent:_____ Tardy: _____
Percentage:_____ Percentage:_____

- We have been monitoring your child’s attendance pattern and alerting you to our concerns since _____ . There has been no improvement. This is to notify you we have filed the paperwork necessary to file a petition with the Family Court of Monroe County for educational neglect and/or a PINS petition against your child for court oversight. Our request was filed on _____.

If you wish to contact someone regarding this issue, you may reach me at XXX-XXXX. You may also call your child’s Assistant Principal and/or counselor.

Sincerely,

Attendance Officer
XXX-XXXX

COPY OF 20 DAY CONSECUTIVE ABSENCE LETTER

Letterhead

(Date)

(Parent/Guardian Name)
(Address)

RE: *(Student Name)*

Dear *(Parent/Guardian Name)*:

New York State Education Law requires students to attend school regularly. This requirement applies to students whether they are below or above the compulsory attendance age of sixteen (16) years. Section 3202 (1) (a) allows a principal to remove a student from the attendance register if the student is above twenty or more consecutive days.

We have been concerned for some time about your son, *(Student Name)* attendance record and have shared those concerns with you. To date, *(Student Name)* has been absent for 21 consecutive days.

Please call _____, Assistant Principal, at 966-xxxx if you wish to schedule a conference. If we do not hear from you by *(day/date)*, we will assume *(Student Name)* will not return and we will remove him from the attendance register.

Sincerely,

Principal

Assistant Principal

cc: Counselor
Student file
Attendance Clerk

Monroe County FACT Truancy Referral Checklist

_____ Student has demonstrated a significant pattern of **UNEXCUSED FULL DAY** absences (approximately 15 or more)

_____ Copy of Attendance Record is attached to referral with a Summary Total of student's full day unexcused absences.

_____ Student is less than 17 years old in the current school year (7/1-6/30)

_____ Student is less than 18 years old in the current school year (7/1-6/30)-
BROCKPORT, GATES-CHILI AND WEST IRONDEQUOIT CSDs ONLY

_____ Referral documents school/district's interventions to resolve truancy. **MINIMUM** attempts include letters to home, phone calls to home, meetings/interventions with parents/caretakers and student. (additional suggestions include referrals to student support services, special education and/or outside community agencies).

_____ Referral includes preferred school/district contact person information, including phone # and e-mail address.

_____ A referral to Child Protective Services for Educational Neglect has been made OR has been ruled out by school/district staff as inappropriate.

Failure to provide the above information may result in the referral being returned to the district with a request for more information.

****** NOTE: Completed packet must be sent to Student Services for review by the Assistant Superintendent of Student Services prior to being submitted to the county. ******



SCHOOL DISTRICT TRUANCY REFERRAL FOR PINS DIVERSION SERVICES

Maggie Brooks
County Executive

TO: Family Access and Connection Team (FACT)
1099 Jay Street, Bldg. J
Rochester, New York 14611
Attention: Truancy Referral

School District: _____
School: _____

Please complete all sections as indicated. Referral will not be accepted if information is incomplete.

Student's Name:

(Last Name) (First Name) (M.I.)
Address: _____ Zip Code: _____

Birth Date: _____ Age: _____ Male _____ Female _____ Current Grade: _____

Father's Name and Address:

Mother's Name and Address:

Home Phone: _____
Work Phone: _____

Home Phone: _____
Work Phone: _____

Siblings Names and Addresses:

DOB/AGE/SCHOOL ATTENDING:

Child's household includes: Mother Father Stepmother Stepfather
Other: _____

SPECIAL EDUCATION INFORMATION

Is child receiving Special Education services? Yes ___ No ___ 504 Plan? Yes ___ No ___

Classification/Accommodations: _____

Classroom Placement/Setting (e.g. 15:1:1, etc.): _____

Last CSE Date: _____ Next CSE/Annual Review Date: _____

REASON FOR PINS REFERRAL: _____

Staff Assessment of Causes of Absences: _____

Staff Assessment of what interventions with the student and/or family could be effective in improving the student's attendance:

Certified Copy of Attendance is required.

Document below strategies that have been implemented by the school to resolve this problem. (e.g: Parent/Student Conferences, Home Visits, in school Student Support Services referrals, school psychologist, referrals to outside community agencies, Child Protective Services, preventive services, counseling, or mental health). Please provide as much detail as possible on these interventions (including who participated in the interventions, name and titles of staff involved, and outcomes of the interventions) as well as barriers to success.

REPORT OF ATTEMPTS (Telephone calls, letters)

Date(s):	Outcome:
_____	_____
_____	_____
_____	_____

REPORT OF PARENT CONFERENCES

Date(s):	In Attendance:	Outcome:
_____	_____	_____
_____	_____	_____
_____	_____	_____

REPORT OF HOME VISITS

Date(s):	In Attendance:	Outcome:
_____	_____	_____
_____	_____	_____
_____	_____	_____

OTHER: _____

REFERRALS TO OUTSIDE AGENCIES/STUDENT SUPPORT CENTER

Date(s)	Agency/Contact Person	Outcome/Still Active?
_____	_____	_____
_____	_____	_____
_____	_____	_____

CPS Referral made? Yes ___ No ___ Date Made: _____ Referral Accepted? Yes ___ No ___
CPS Active? Yes ___ No ___ CPS Caseworker: _____

Permission is hereby granted by: _____ (parent signature)
to release school records to the Family Access and Connection Team.

If no parent signature, has the parent been notified of this referral? Yes: _____ No: _____

District Contact Person: _____ Telephone: _____

Signature/Date: _____ E-mail: _____

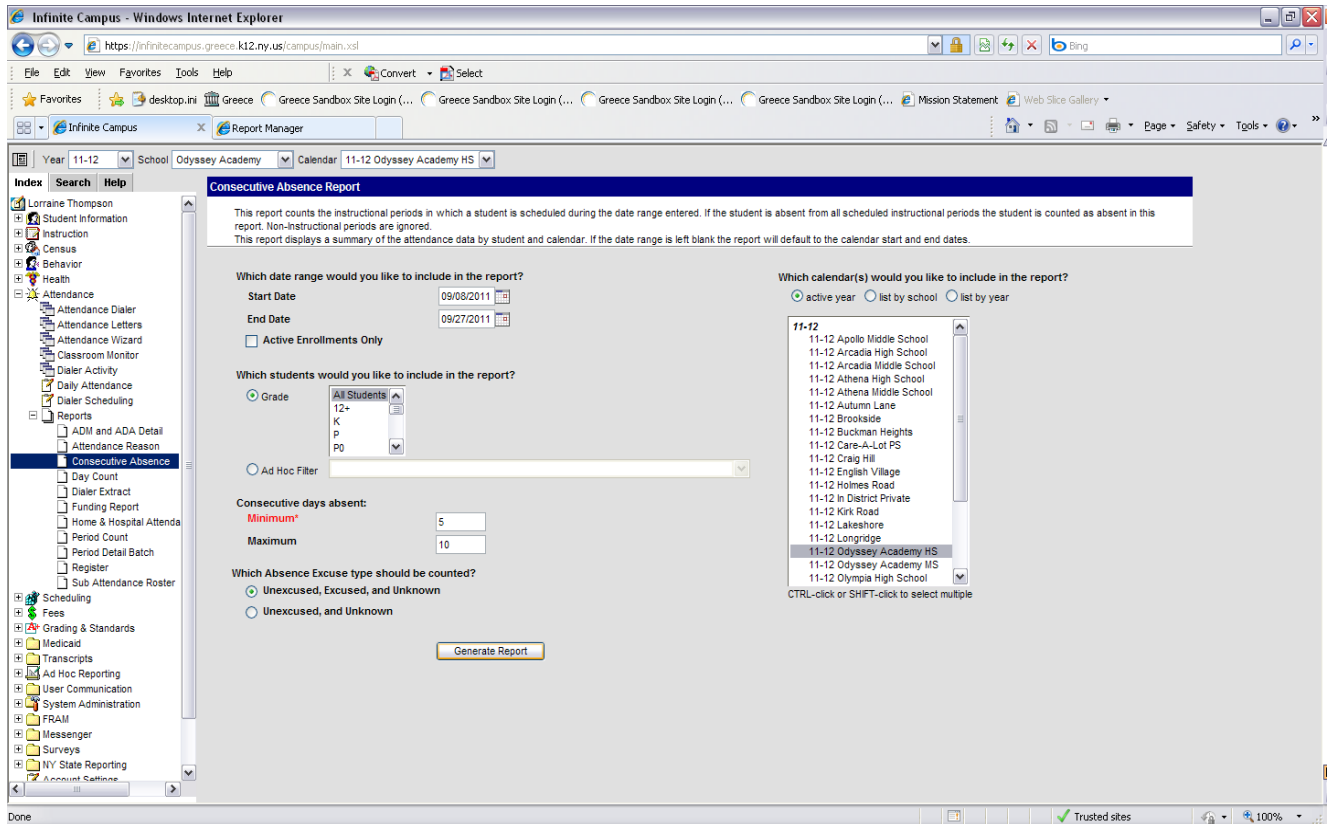
EXAMPLES OF INFINITE CAMPUS ATTENDANCE REPORTS

EXAMPLES OF INFINITE CAMPUS ATTENDANCE REPORTS

Consecutive Absence Report

Attendance>Reports>Consecutive Absence

Enter start and end dates, select all students, grade level or an ad hoc query (if applicable), select a minimum and maximum for consecutive days. If looking for ALL absences, leave the radio button on Unexcused, Excused and Unknown OR if only looking for Unexcused and unknown, select radio button. Generate Report: See example below

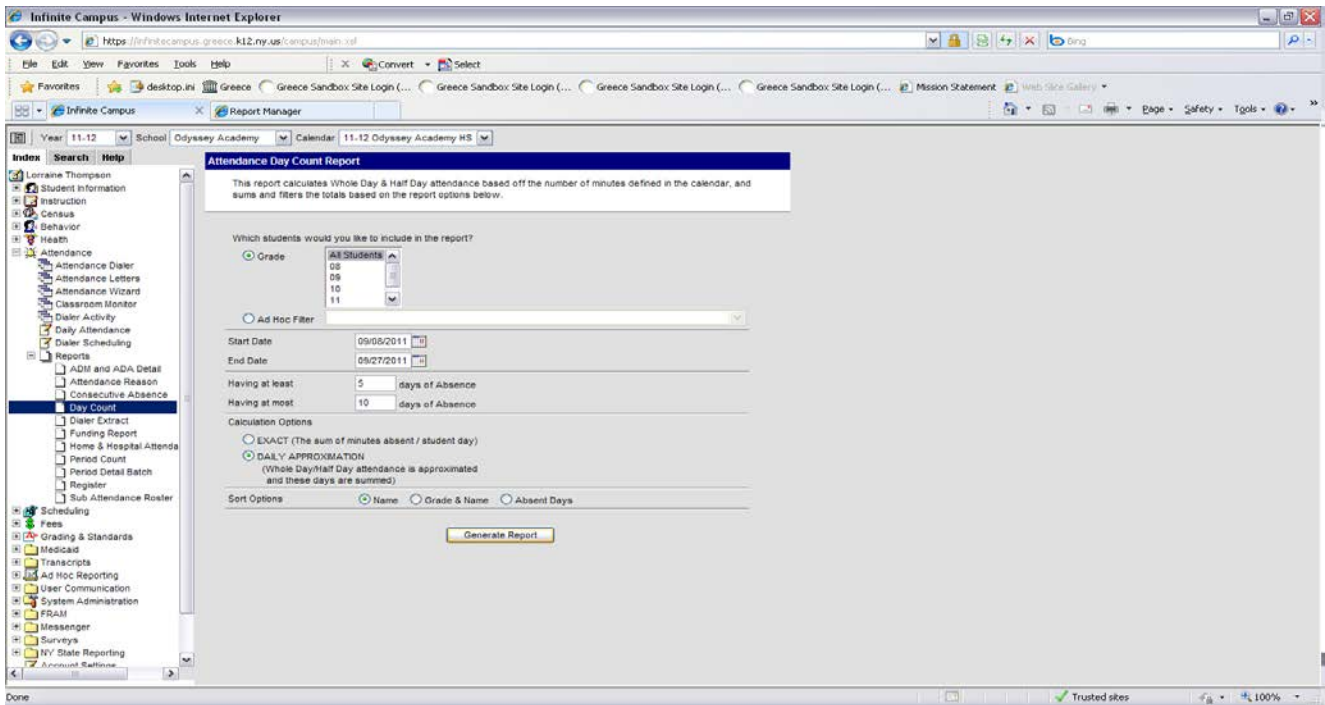


Output from above slide shows student 1 had 6 consecutive days absent starting 9/19 thru 9/26 (does not include today because today is not over yet....Student 2 8 Consecutive from 9/14 to 9/23

11-12 Odyssey Academy 133 Hoover Dr, Rochester NY 14615 Generated on 09/27/2011 02:52:59 PM Page 1 of 1		Consecutive Absence Report Start Date: 09/08/2011 End Date: 09/27/2011 All Grades Calendars: 1 Students: 2 Consecutive Days Absent: 5 to 10 Absent Excuses: Unknown, Excused, Unexcused			
11-12 Odyssey Academy HS Students: 2					
Grade	Student Name	Student Number	Start Date	End Date	Days Absent
09			09/19/2011	09/26/2011	6
10			09/14/2011	09/23/2011	8

Day Count:

Attendance>Reports>Day Count. This report shows how many days (non consecutive) a student has been absent. Use Daily Approximation radio button. This will round number from 7.5820 to 7.5. If you need exact minutes, use Exact radio button



Output of above slide: Shows student and number of days absent (rounded). This will include today at what ever point you are running the report

The screenshot shows the output of the 'Attendance Day Count Report'. The page header includes the following information:

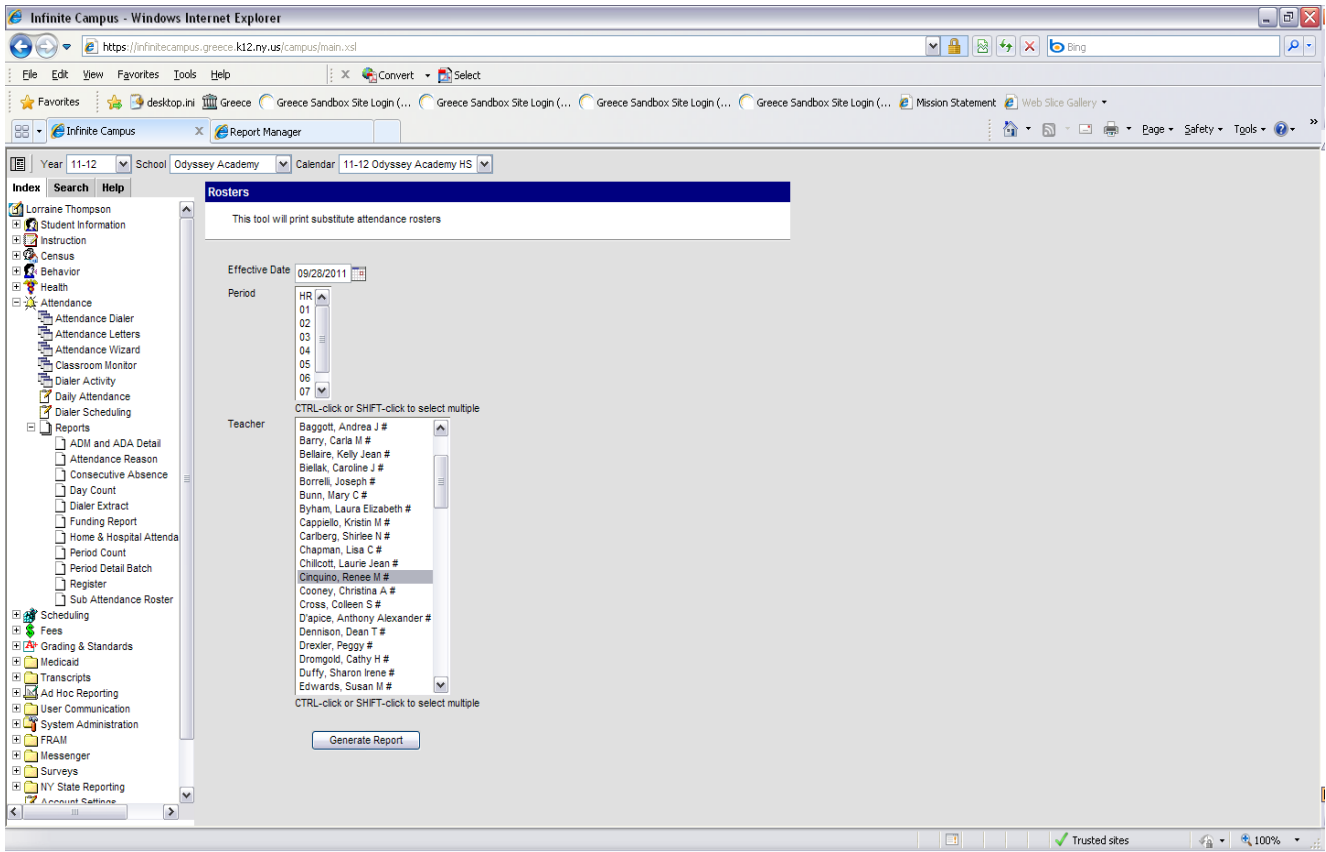
- 11-12 Odyssey Academy**
- 133 Hoover Dr. Rochester NY 14615
- Generated on 09/27/2011 03:01:59 PM Page 1 of 1
- Attendance Day Count Report**
- All Grades Calculation: Daily Approximation
- Date Range: 09/08/2011 - 09/27/2011 Absence Days: 5 - 10
- Total Students: 4 Sort By Student Name

The main content area displays a table with the following data:

Student	Student#	Grade	Days
		10	8.0
		09	6.5
		11	5.5
		11	5.0

Sub Attendance Roster:

Attendance>Reports>Sub Attendance Roster. To be printed when a teacher is absent for the substitute. These can be pre-printed by "Effective Date". Select Date, select period (s) or leave blank for all periods, select teacher, generate report

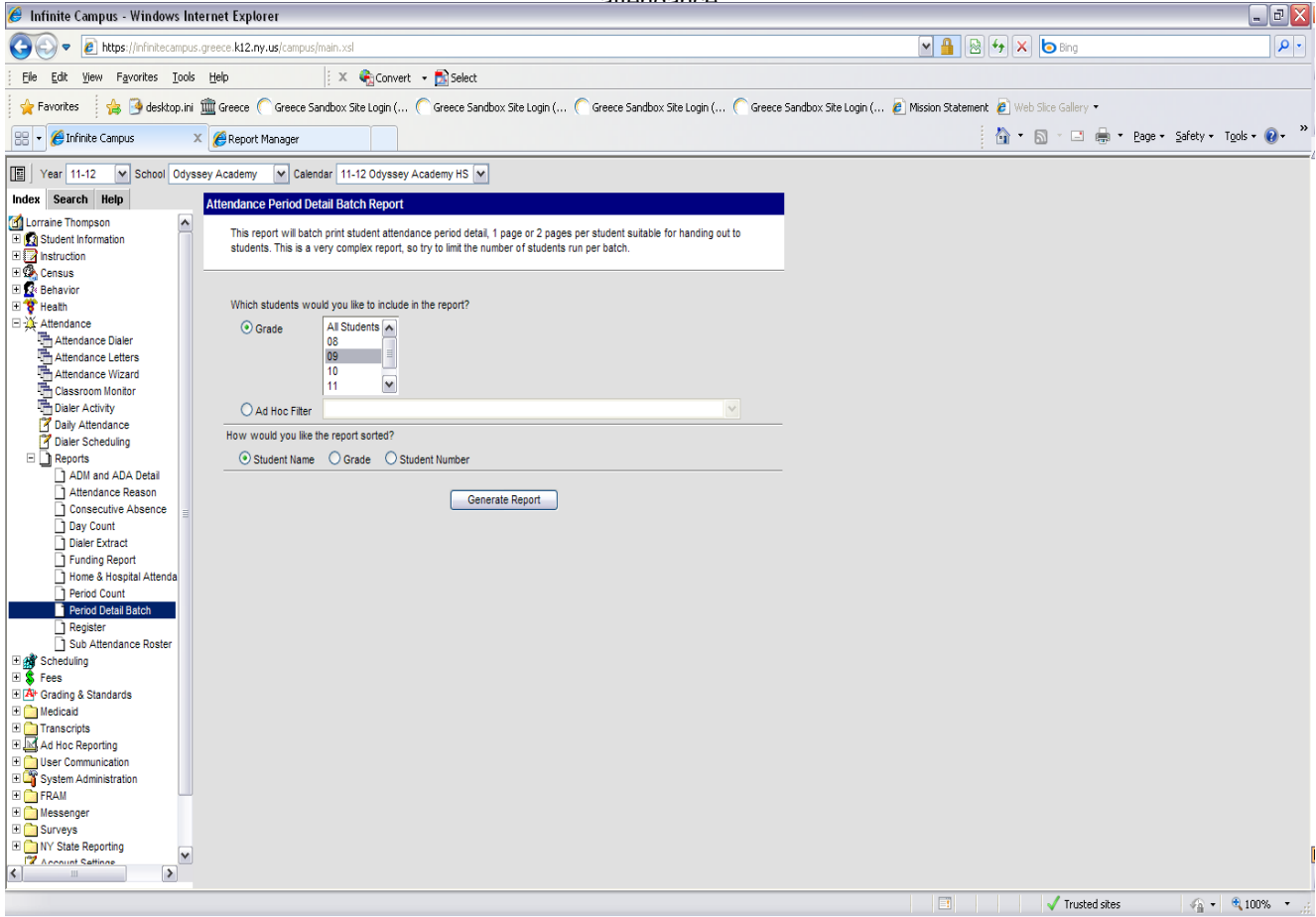


Output from above slide: All class lists will print for that day for subs to manually take attendance, sign bottom and return to the attendance office at end of day and/or period

Student	Student#	Grade	Absent	Tardy	Time In	Time out	Comments
		11					
		11					
		12					
		12					
		12					
		11					
		11					
		12					
		11					
		11					

Period Detail Batch:

Attendance>Reports>Period Detail Batch: This report prints by school or grade level a batch report for individual student attendance.



Output of above slide:
Sample of Grade 9 first student to appear on screen in report

Page 1 of 1
Generated: 09/27/2011 03:11:18 PM

ID#: [REDACTED] B: 10/20/1996

Date	01	02	04	05	06	*Description / **Comments						
09/22/2011 3	AE	TE				*Absent Excused **Tardy Excused ***9:55 Dr.						
Course	Excused	Unexcused	Tardy	Term	QTR1	01	02	04	05	06	Total	
ENG100-2 ENGLISH 9	0	0	1	Absent		0	0	0	0	0	1	
LTE204-1 SPANISH II	1	0	0	Early Release		0	0	0	0	0	0	
				Tardy		0	1	0	0	0	1	
				Term	QTR2	01	02	04	05	06	Total	
				Absent		0	0	0	0	0	0	
				Early Release		0	0	0	0	0	0	
				Tardy		0	0	0	0	0	0	
				Term	QTR3	01	02	04	05	06	Total	
				Absent		0	0	0	0	0	0	
				Early Release		0	0	0	0	0	0	
				Tardy		0	0	0	0	0	0	
				Term	QTR4	01	02	04	05	06	Total	
				Absent		0	0	0	0	0	0	
				Early Release		0	0	0	0	0	0	
				Tardy		0	0	0	0	0	0	

Period Count:

Attendance>Reports>Period Count

This report can print various information needed. Below screen set up will print all student absent from 9/8 thru 9/27 any

Output of above slide – Shows student who have missed a particular period due to a lesson

11-12 Odyssey Academy 133 Hoover Dr. Rochester, NY 14615 Generated on 09/27/2011 03:16:16 PM Page 1 of 1		Attendance Counts By Period All Grades Effective Date: 09/27/2011 Group By Period Start Date - End Date: 09/08/2011-09/27/2011 Absence Count: 1 - 10 Status: Absent Excuses: All Excuses Excuse Code: M: Music/Band Lesson Total Students: 8							
Student	HR	01	02	03	04	05	06	07	08
	1								
	1								
	1								
	1								
	1								
	1								
	1								
	1								

Attendance Term Count (ad hoc)

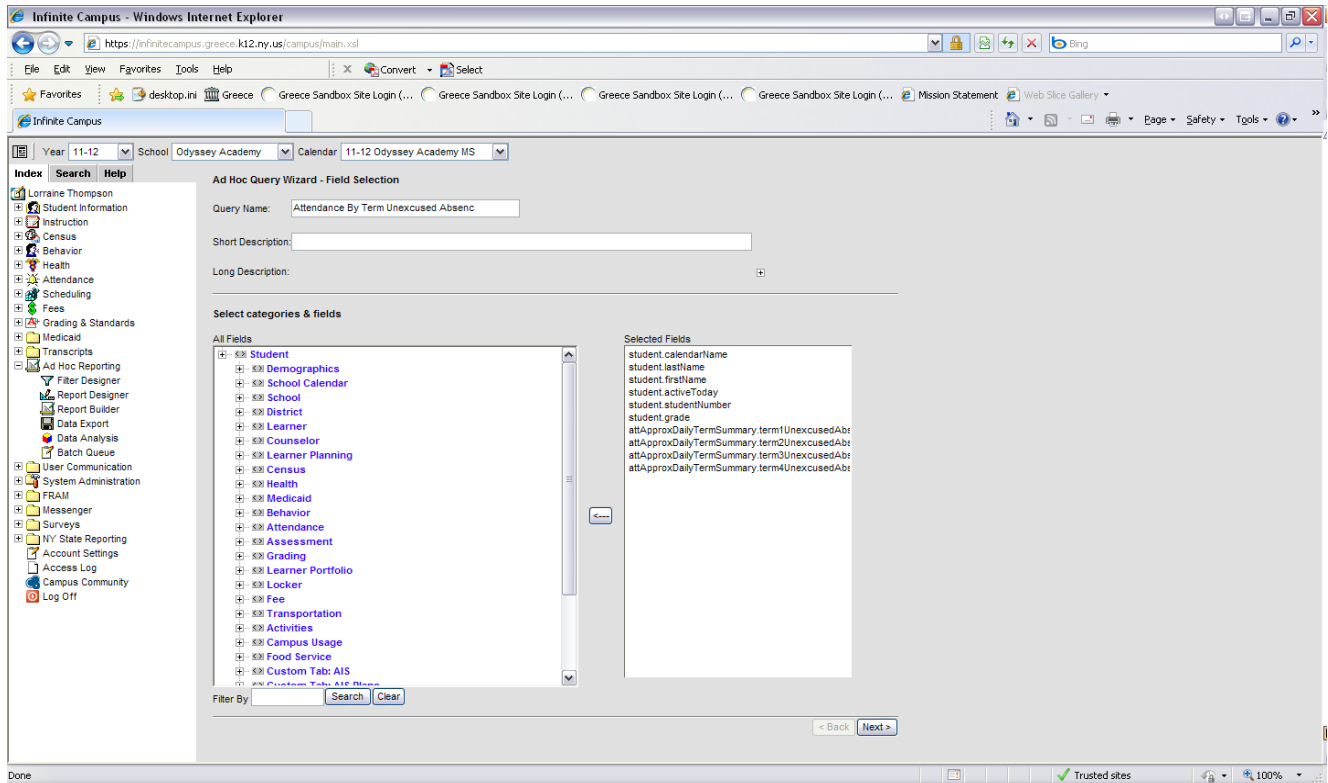
This report shows the approximate daily term count of absences This can be access in the Attendance Folder

The screenshot shows the 'Ad Hoc Query Wizard - Field Selection' screen in a web browser. The browser title is 'Infinite Campus - Windows Internet Explorer' and the address bar shows 'https://infinitecampus.greece.k12.ny.us/campus/main.xsl'. The page has a navigation bar with 'Year' set to '10-11', 'School' set to 'Odyssey Academy', and 'Calendar' set to '10-11 Odyssey Academy High'. A left-hand navigation pane lists various system folders, with 'Ad Hoc Reporting' expanded to show 'Filter Designer', 'Report Designer', 'Report Builder', 'Data Export', 'Data Analysis', and 'Batch Queue'. The main area is titled 'Ad Hoc Query Wizard - Field Selection' and contains a 'Query Name' field with the text 'Attendance Term Count'. Below this are fields for 'Short Description' and 'Long Description'. A 'Select categories & fields' section is divided into two panes: 'All Fields' and 'Selected Fields'. The 'All Fields' pane lists numerous categories such as Student, Demographics, School Calendar, School, District, Learner, Counselor, Learner Planning, Census, Health, Medicaid, Behavior, Attendance, Assessment, Grading, Learner Portfolio, Locker, Fee, Transportation, Activities, Campus Usage, Food Service, and Custom Tab: AIS. The 'Selected Fields' pane contains a list of fields: student.studentNumber, student.lastName, student.firstName, student.grade, student.activeToday, and attApproxDailyTermCount.absentDays. At the bottom of the wizard, there is a 'Filter By' field with 'Search' and 'Clear' buttons, and navigation buttons for '< Back' and 'Next >'. The browser's status bar at the bottom indicates 'Trusted sites' and a zoom level of '100%'.

Output of above slide:
all adhoc queries can be exported to Excel format

Unexcused Absences by Term (ad hoc)

This provides the total of approximate unexcused absence by term by student rounded to the nearest whole or half time period. This report can be found in the Attendance Folder



Output of above slide. All ad hoc report can be exported to excel.

BOARD APPROVED ATTENDANCE POLICIES

2010

7110

1 of 3

Students

STUDENT ATTENDANCE

Statement of Overall Objectives

School attendance is both a right and a responsibility. The Greece Central School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the district recognizes that consistent school attendance, academic success and school completion have a positive correlation, the district will develop, review and, if necessary, revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the district's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

The School District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school which, in turn, should lead to increased attendance.
- b) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- c) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- d) Develop early intervention strategies to improve school attendance for all students.

(Continued)

STUDENT ATTENDANCE (Cont'd.)

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

Based upon the district's education and community needs, values, and priorities, the Greece Central School District has determined that absences, tardiness, and early departures will be considered excused or unexcused as defined by administrative regulation.

Student Attendance Recordkeeping/Data Collection

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 Commissioner's Regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the district code for the reason.

Notice of Students who are Absent, Tardy, or Depart Early Without Proper Excuse

School staff shall notify the person in parental relation to a student who is absent, tardy, or departs early without proper excuse in accordance with procedures developed by building level staff.

Attendance Incentives

In order to encourage student attendance, the district will develop and implement grade-appropriate/building-level strategies and programs.

Disciplinary Consequences

Unexcused absences, tardiness, and early departures will result in disciplinary sanctions as described in the district's Code of Conduct.

Intervention Strategy Process

District personnel will employ a variety of specific intervention strategies to address identified patterns of unexcused student absence, tardiness, and early departures.

Building Review of Attendance Records

Commencing with the 2003-04 school year, the Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness, and early departures.

(Continued)

STUDENT ATTENDANCE (Cont'd.)

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the district's Comprehensive Student Attendance Policy.

The Assistant Superintendent of Student Services shall instruct administrative and instructional personnel of the district regarding procedures for implementing and enforcing this policy.

The Assistant Superintendent of Student Services is responsible for reviewing this policy every three years.

Education Law Sections 3024, 3202, 3205,
3206, 3210, 3211, and 3213

8 New York Code of Rules and Regulations
(NYCRR) Sections 104.1, 109.2 and 175.6

Approved: June 14, 1988
Revised: November 14, 1995
Revised: June 11, 2002
Revised: June 9, 2003
Reviewed: May 12, 2004
Reviewed: April 4, 2007
Reviewed: April 5, 2010
Next Review: 2013

Students

RELEASE TIME OF STUDENTS

In the event of early release from school, a written request from the student's parent or guardian must be presented to the homeroom teacher or unit office. Each student must sign out in the appropriate office before leaving the building. No student is to leave the building for any reason during the school day without permission from appropriate school authorities.

Schools may release a student from school to only those persons whose names appear on a list provided by the child's parent or guardian. Only law enforcement officials and child protective service workers may take custody of a child without this prior permission.

A school may presume that either parent of a child has authority to obtain the child's release, unless the district has been provided with a certified copy of a legally binding instrument, such as a court order or decree of divorce, separation or custody, that indicates the non-custodial parent does not have the right to obtain such release.

The Assistant Superintendent of Instruction and Assessment - Elementary Schools and the Assistant Superintendent for Curriculum, Instruction, and Assessment – Secondary Schools shall instruct administrative and instructional personnel of the District regarding procedures for implementing this policy.

The Assistant Superintendent of Instruction and Assessment - Elementary Schools and the Assistant Superintendent of Instruction and Assessment - Secondary Schools is responsible for reviewing this policy every three years.

Education Law Section 3210

8 New York Code of Rules and Regulations
(NYCRR) Section 109.2

Approved: November 14, 1995
Revised: June 9, 2003
Reviewed: May 12, 2004
Reviewed: May 9, 2007
Reviewed: February 22, 2010
Next Review: 2013

Students

COMPULSORY ATTENDANCE AGE

A child five (5) years old on or before December 1 of the year of enrollment is eligible for admission to kindergarten in September of that year.

According to Education Law, a student who becomes six (6) years of age on or before the first of December in any school year shall be required to attend full-time instruction from the first day that the district schools are in session in September of such school year. A student who becomes six (6) years of age after the first of December in any school year shall be required to attend full-time instruction from the first day of session in the following September.

(Except as otherwise provided in Education Law Section 3205(3), a student shall be required to remain in attendance until the last day of session in the school year in which the student becomes sixteen (16) years of age.)

All persons dwelling within the district who are between the ages of five (5) years and twenty-one (21) years and who have not received a high school diploma shall be entitled to enroll in the district.

The Assistant Superintendent of Student Services shall be responsible for coordinating these tasks.

The Assistant Superintendent of Student Services is responsible for reviewing this policy every three years.

Education Law Sections 1712, 3202, 3205, and 3212

Approved: June 14, 1988
Reviewed: November 14, 1995
Revised: June 9, 2003
Reviewed: May 12, 2004
Reviewed: April 4, 2007
Reviewed: April 5, 2010
Next Review: 2013

ATTENDANCE REGULATIONS

2010

7110R

1 of 4

Students

STUDENT ATTENDANCE

The Greece Central School District has developed a Comprehensive Student Attendance Policy the goal of which is to increase and encourage consistent school attendance, thereby positively impacting academic success and school completion.

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.

- a) Excused: An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or other such reasons as may be approved by the Board of Education.
- b) Students involved in school-sponsored field trips, music lessons, music trips, sports competitions, etc., will be considered present to school, but with an excused absence from any classes missed.

Students attending grade level trips (e.g. Eighth grade trip to Washington, DC) will be considered present in school, and present in class.

- c) Unexcused: If the reason for an absence, tardiness, or early departure does not fall into the above categories, it is an unexcused absence. Examples of unexcused absences are family vacations, hunting, baby-sitting, obtaining a learner's permit, taking a road test, oversleeping, etc.

Parents/person in parental relation must provide, in writing, the reason for a student's absence, tardiness, or early departure.

Student Attendance Recordkeeping/Data Collection

Each school principal is responsible for designating an individual to serve as the building's "Attendance Officer." In larger secondary schools, more than one Attendance Officer may be designated (e.g., one for each grade level). In most cases, the Attendance Officer will be the attendance clerk, school nurse, or unit secretary. The Attendance Officer is 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 Commissioner's Regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the district code for the reason.

(Continued)

STUDENT ATTENDANCE (Cont'd.)

- a) For students in non-departmentalized pre-kindergarten through grade five (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period.
- b) For students in grades six through twelve 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 paragraph "a" above.
- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this regulation.
- d) In the event that a student at any instructional level from pre-kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this regulation.

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 shall be compiled and provided to the Attendance Officer who is responsible for attendance. Within 48 hours, the nature of the absence, tardiness, or early departure shall be coded and entered into the student management system in accordance with the established district/building procedures.

Notice of Students who are Absent, Tardy, or Depart Early Without Proper Excuse

When a student is absent from homeroom, the Attendance Officer shall notify by telephone on the day of the absence the parent/person in parental relation to a student who is absent, tardy, or departs early without proper excuse.

The Attendance Officer shall call the parent/person in parental relation of any student who is absent for five (5) days within any five-week attendance period. The staff member shall explain the district's Comprehensive Student Attendance Policy, the district's/building level intervention procedures, and, if appropriate the relationship between student attendance and course credit. The Attendance Officer will follow-up such a telephone conference in writing. Further, the district's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

(Continued)

STUDENT ATTENDANCE (Cont'd.)

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation 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

In order to encourage student attendance, the district will develop and implement grade-appropriate/building-level strategies and programs.

Disciplinary Consequences

Unexcused absences, tardiness, and early departures will result in disciplinary sanctions as described in the district's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated district personnel at periodic intervals to discuss their child's absences, tardiness, or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

Each school Attendance Officer is charged with the responsibility of bringing to the attention of the school principal, assistant principals, and other appropriate staff, any pattern of excessive absences, tardiness, or early departures. In order to effectively intervene when an identified pattern of unexcused absences, tardiness, or early departures occur, school administrators and designated district personnel will pursue the following:

- a) Identify specific contributing factor(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness, or early departures);
- b) Contact the district staff most closely associated with the contributing factor. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted. For example, the Assistant Superintendent of Student Services for students who are habitually truant, the district Physician for students experiencing chronic illnesses, etc.;
- c) Discuss strategies to directly intervene with specific contributing factor;
- d) Recommend intervention to the Assistant Superintendent of Student Services if it relates to change in district policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate district and/or community resources to address and help remediate student unexcused absences, tardiness, or early departures.

(Continued)

STUDENT ATTENDANCE (Cont'd.)

- g) Make referrals to the Assistant Superintendent of Student Services in all cases of excessive unexcused absences. Proceed with Family Access and Connection Team (FACT) for all students whose parents or other person in parental relation are incapable of making the student attend school. If necessary, a formal PINS (Persons in Need of Supervision) will be filed. Proceed with referrals for educational neglect to Child Protective Services for any parents or other person in parental relation who are responsible for their child's excessive unexcused absences; (e.g. keeping their child home to provide daycare, keeping the child home for "company," etc.), and
- h) Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

Building Review of Attendance Records

Commencing with the 2002-03 school year, the building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each school year. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness, and early departures. The building principal may not delegate this responsibility.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education, through the school district's administration, shall promote necessary community awareness of the district's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of the each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) Providing copies of the policy to any other member of the community upon request.

Approved: May 12, 2004
Reviewed: April 4, 2007
Reviewed: April 5, 2010
Next Review: 2013

STUDENT ABSENCES AND EXCUSES

Absences

Students must:

- 1) Bring a note from home giving name, date, days of absence and reason for absence.
- 2) Present excuse on day of return to homeroom teacher.
- 3) Make immediate plans to make up work due to absence. If student is absent for an extended period of time, the student should call the Counseling Office for aid in obtaining assignments.

NOTE: Parents/guardians, if their child's surname is not the same as the parent/guardian, should include the child's last name on the note as well.

School attendance is required for all children who are of compulsory attendance age.

Absences, Tardiness, and Early Departures from School Which are Considered Excused and Unexcused

Excused and unexcused absences, tardiness, and early departures will be as enumerated in 7110R – Student Attendance Regulation.

Extended Illness

Students who have an extended illness may be placed on home-tutoring.

- 1) A doctor's statement on the district's form (Form 7110F – Information Sheet to Health Care Providers Regarding Tutoring Requests) indicating the need for, the dates and the length of the home-tutoring must be submitted by the parent/guardian before approval by the administration.
- 2) The request for home tutoring will be forwarded to the Superintendent/designee or Office of Special Education as the case may be, for approval, which will authorize the home-tutoring.
- 3) Under the directions of the tutor, the student will complete all missed assignments and continue assigned course work.

(Continued)

Students

STUDENT ABSENCES AND EXCUSES (Cont'd.)Truancy and Tardiness

Any student who is absent after the start of the scheduled school day is considered either absent or tardy. If a student arrives at school after homeroom has begun, he/she should report immediately to the appropriate office to sign in. A written excuse is required explaining why the student is late. If the student does not have an excuse explaining his/her tardiness, he/she must submit a note from his/her parents/guardians the following day explaining the reason for his/her tardiness.

Student absence without prior knowledge and consent of a parent/guardian is considered truancy, an unexcused absence. Truancy will be dealt with as outlined in the Code of Conduct.

Students who are absent from school as part of any organized activity that is not sanctioned by school officials will be considered truant and will be subject to the disciplinary consequences for truancy as outlined in the Code of Conduct.

Approved: May 12, 1004

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