

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, and consequences. To ensure that all 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.

*****KCSD recommends that persons in parental relation send notes to the attendance office communicating an absence, however**

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 9th 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 reveal

The following attendance and course completion guidelines shall govern the awarding of course credit at Kingston High School, and for those students who are taking credit-bearing courses in the middle schools:

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