

Statement of Overall Objectives

School attendance is both a right and a responsibility. The Granville 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 Granville Central School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the Granville Central School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy and Regulation to meet the following objectives:

- To increase school completion for all students;
- To raise student achievement and close gaps in student performance;
- To identify attendance patterns in order to design attendance improvement efforts;
- To know the whereabouts of every student for safety and other reasons;
- To verify that individual students are complying with education laws relating to compulsory attendance;
- To determine the District's average daily attendance for State aid purposes;
- Close gaps in student performance, given research that shows attendance and achievement are connected.

Description of Strategies to Meet Objectives

The Granville Central School District will:

- Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community.
- Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

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

- The following are considered excused absences: Any absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits (two (2) days maximum), approved cooperative work programs
- At the discretion of administration, students who are chronically absent or late or early dismissal from school will not be allowed to participate in extracurricular activities.
- At the discretion of administration, doctor notes may be required for a chronic student absence to be excused.
- Excuses for absences must be turned in within 2 days of the absence.
- Students who are absent from school on a given day for more than 50% of the scheduled day or 3 1/4 hours due to a non school related activity may not participate in any after school extra-curricular activities (ex: athletic participation, school dances, clubs and use of senior passes). Medical appointments verified by the medical provider or exceptions made by administrators will be excused.
- School created conflicts will be resolved on an individual basis by the teachers and/or administrators involved and will not be counted as an absence. Arrangements for these conflicts should be completed in advance whenever possible. (For example, when a speaker or lesson for one class conflicts with another class, it is not an absence.)
- If a student is removed from a class for disciplinary reasons, the student may be considered absent from that class. If the student attends the ALC room for an in-school suspension or tutoring during out of school suspension, they will be counted as present.
- Students more than ten (10) minutes late to a class without staff approval will be considered absent from that class for the day.

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.

Attendance shall be taken and recorded in accordance with the following:

- All students in the Granville Central School District presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.
- Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this administrative regulation.
- In the event that a student at any instructional level 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 administrative 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 beginning of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this administrative regulation, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period, a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

For grades 7 through 12, any student with more than eighteen (18) absences in a full course year and nine (9) absences in a half course year will be required to complete course recapture time as per administrative approval. Please note that block classes are counted as 2 absences. However, it is District administrative regulation that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

For summer school, students will adhere to the attendance policy of that school and courses meeting 1/2 year or 1/4 year, the same administrative regulation will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- Physically present in the classroom, working under the direction of the classroom teacher during the class scheduled meeting time; or

- Working pursuant to an approved independent study program; or
- Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following any absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher. Prior to returning to school a parent can contact the school also.

In cases where a student has been given a long-term (i.e. greater than five consecutive days) out-of-school suspension for disciplinary reasons, the days suspended will count against the student in an Attendance Hearing unless arrangements are made for a supervised course of study delivered by certified tutors acceptable to the District Superintendent. The cost of the supervised course of study and the tutors may be required to be paid by the parent or guardian of the suspended student and where the student is 17 years old or older. For any suspended secondary student, every two hours of supervised tutoring will count as a day of attendance for the student.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

In order to ensure that parents/persons in parental relation and students are informed of the District's administrative regulation regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines shall be followed:

- Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District. A digital copy of this regulation is also available on the school website.
- School newsletters, website, and publications will include periodic reminders of the

components of the District's Comprehensive Student Attendance Policy and Regulation. Copies of the Attendance Policy will also be included in parent/student handbooks.

- At periodic intervals, the school social worker will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- At the direction of administration the school social worker, school psychologist, guidance counselor and/or the School Resource Officer (SRO) will conduct outreach visits with families. The purpose of these visits are to meet with families and discuss strategies and form a plan to help them increase their child's attendance. Outreach meeting places include; meeting in the home, at the parent's workplace or a mutually agreed upon location **that is convenient to the parent.**
 - K - 12 home visit guidelines
 - 12+ absences and failing at least 1 class = “Red” Immediate action, an automatic homevisit
 - 6-11 absences and failing at least 1 class = “Yellow, on watch,”an automatic phone call, possible meeting if warranted, discussion of student at grade level meetings, student, counselor, administration meeting.
 - 0-5 absences = “Green” watch, but no formal action
- The school official(s) that visit the parent/caregiver will review the District's Attendance Regulation with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Review Plan

- When a student reaches or surpasses 6 full days absent, 6 individual class absences for full year courses, or 3 individual class absences for half-year courses, the Principal will notify students and parents or guardians by letter of this Attendance Regulation. Again, please note that block classes count as 2 absences.

- When a student reaches or surpasses 12 days total absences, 12 individual class absences for full year courses, or 6 individual class days for half-year courses, an Attendance Review Meeting will be held and may involve the school counselor, social worker or psychologist, student, parent and school administration. Again, please note that block classes count as 2 absences. The purpose of this meeting will be to review attendance records, to give students and parents an opportunity to verify absences, to assess the underlying causes of absences, and to develop a plan to improve attendance. The emphasis in this meeting will be on helping the student to correct the problems leading to his/her absences. This may include referral to an appropriate social service agency, referral to counseling, participation in a dropout prevention program, among others.
- When a student exceeds the maximum number of yearly absences allowed, 18 total days,(18 for a full year course, and 9 for a half year course) an Attendance Hearing will be held. Again, please note that block classes count as 2 absences. This hearing will be conducted by the Principal, School Counselors and/or School Social Worker, who will determine the appropriate course of action suited to the individual circumstances of the student. The consequences may include retention, referral to Family Court for additional support for parents, full or partial academic credit loss, and discipline, among others. An appeal process is available. Action involving agencies outside the district should not be initiated until the appeal has concluded at the Board of Education level.
- An appeal of the Attendance Hearing decision may be started by the student or the parents within five days of receipt of notification or of refusal to accept notification of the Attendance Hearing decision. A written request for this review should be made to the Principal for a meeting of the Building Attendance Committee. This committee will consist of the Principal, Assistant Principal (where existing), Counselor (or social worker or psychologist), School Nurse, and other pertinent members to the situation. If the student is displeased with the decision of the Building Attendance Committee then he or she may appeal the decision to the Superintendent at 58 Quaker Street Granville New York, (518) 642-1051, ext. 1310; then to the Board of Education via the Clerk of the Board of Education at 58 Quaker Street Granville New York, (518) 642-1051, ext. 1310; and finally, the Commissioner of Education at the New York State Education Department, Education Building, Albany, New York 12234, (518) 474-3852.

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

The School Nurse shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse on a daily basis about the absence. Should it be necessary, 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. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the information about the attendance will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the administrative regulation.

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 including, but not limited to:

- Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;
- Monthly drawings for prizes (ex: tickets to events) at each grade level to reward perfect attendance;
- Students who improve their attendance will be recognized;
- Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- Grade-level rewards at each building for best attendance;
- Classroom acknowledgment of the importance of good attendance (e.g., individual

certificates, recognition chart, bulletin boards);

- Annual poster/essay contest on importance of good attendance;
- Assemblies collaboratively developed and promoted by student council, administration, PTA/PTO and other community groups to promote good attendance.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in students being required to participate in course recapture time as decided at the attendance meeting. 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

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);
- Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- Discuss strategies to directly intervene with specific element;
- Recommend intervention to Superintendent or his/her designee if it relates to change in District administrative regulation or procedure;
- Implement changes, as approved by appropriate administration;

- Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- 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

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.

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 Administrators shall promote necessary community awareness of the District's Comprehensive Student Attendance Regulation by:

- Providing a plain language summary of the administrative regulation to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a administrative regulation to students and their parents/persons in parental relation;
- Providing each teacher, at the beginning of the school year or upon employment, with a copy of the administrative regulation; and

- Providing copies of the administrative regulation to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206,
3210, 3211 and 3213
8 New York Code of Rules and Regulations (NYCRR)
Sections 104.1, 109.2 and 175.6