



Wilson Central School

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WILSON CENTRAL SCHOOL DISTRICT WILSON, NEW YORK

District Shared Decision Making Team

September 20, 2023

Agenda

- 1. Welcome/Introductions/Sign-In**
- 2. Review of Minutes of 5/17/23**
- 3. Educational Study Council Grants-Update**
- 4. New Club Proposals-Spirit in Motion**
- 5. District Goals-Update**
 - a. Building Level SDMT Update**
 - b. 2023-2024 Goals**
 - c. CDEP Action Plans**
- 6. Review and Comment on Policy 7316- Student Use of Personal Technology (In Committee) Update**
- 7. Review and Comment on Policy 7135- Foreign Exchange Students**
- 8. Review and Comment on Policy 7110- Comprehensive Attendance Policy**
- 9. Curriculum Committee Report**
- 10. Round Table-**

Shared Decision Making Team

Meeting Minutes

May 17, 2023

Attendance: T. Carter, K. Peck (virtual), B. Simpson, S. Harvey (Virtual), J. Hardy (Virtual) T. Kent (virtual), P. Galgovich, C. McCarthy, M. Shank, J. Woolson, A. Schaus, S. Wheeler (virtual), S. Benton, D. Johnson

Mr. Carter brought the meeting to order at 3:34 pm in person and Google Meet.

April Meeting Minutes- **Approved**

New Business:

- **Educational Study Grant-** No new requests- balance of \$2,624.96 remaining- Any grant requests from WES send them to Jackie or Scott, Amy is going to check with the Science Dept. about eclipse glasses. Unused money will roll over to next year.
- **New Club Proposal-**None- need to determine if a stipend is appropriate. Seems dependent on how often the club meets.
- **District Goals-** BOE
 - a. **CDEP Report Out-**
 - b. **2022-2023 Goals-** Each individual department needs to pick 2 goal areas and create an action plan to bring the goal to life.
- **Building Level SDMT-**
 - a. MS-CDEP is done, just needs to be formatted.
 - b. HS- Will be meeting next week. They have some good ideas for CDEP already that just need fine tuning. Talked about student electronics and will circle back at their next meeting.
 - c. WES-Jackie will share what John shared with her.
 - a.
- **March 17, 2023- Superintendent Conference Day Reflection-** Color coded responses- Green-Good, Yellow- Okay, Red- Not good-
- **District Code of Conduct-**
 - a. Page 14- Do we want to be very specific on the dress code or more general? Ours is more specific than other districts. The reinforcement of the policy needs to be consistent. Parts seem subjective, based on a person's opinion of what is appropriate. Amanda will send out other policies to look at and we can revisit at the June Meeting. Will stay in draft form until it is sent to the BOE.
- **Review and Comment on Policy #7316- Student Use of Personal Technology (In Committee) Update-**It is still being looked at by the committee.
- **Review and Comment on Policy 7135-Foreign Exchange Students-** Took the one from Pioneer. Changes made at last meet are represented on the copy Tim sent out.

Remove **Expectations of School District** letter b.-pertaining to the screening of host families.

- a. We will all review it and bring it back to the next meeting.
- **Policy #7110- Comprehensive Attendance Policy (In Committee) Update-** This is still in committee.
- **Pre-Planning for End of the Year Plan**
 - a. Counselor Plan is in the editing stage
 - b. CTLE- Amanda will meet with Amy Seeley about some changes.
- **Curriculum Committee-**
- **Roundtable**
 - a. None

Meeting adjourned @4:17 pm

Next Meeting: June 21st @ 3:30

Submitted by,

Kate Peck

SEP 05 2023

**EXTRA-CURRICULAR CLUB PROPOSAL FORM**Wilson Central
School District

Congratulations on your decision to propose a student club! By taking an active role in the Wilson Middle/High School community, you are helping to improve students' educational experiences. Below you will find the necessary information needed for consideration of a club proposal. Please be sure to fill in all the required information along with any additional pertinent documentation for consideration and return the form to your Building Principal. Once your proposal has been received by the Building Principal it will be sent to the Superintendent. If approved by the Superintendent, the Board of Education makes final approval of new clubs. New club advisors will receive a letter of approval.

Applicants are advised that new clubs will operate the first year at a compensation of 2% as referenced in 20.4.2 of this Collective Bargaining Agreement. Upon successful completion of one year and review of the club by the District Level Shared Decision Making Team, recommendations for any adjustments to the stipend will be put forth to the Superintendent.

Name of Proposed Club: Spirit in Motion (Pom Style Dance Club)

Name of Faculty Member Proposing Club: Rachel Feeley

Faculty Member's Signature: Rachel Feeley

Contact for Club Officer (Email and Phone):

rfeeley@wilsoncsd.org (716) 329-3439

Club Mission/Brief Description of Proposed Club:

Middle school dance club - grades 6 - 8 / 6th grade level clubs are limited, this would provide an opportunity to interact with 7th and 8th graders as well. Interactive dance workout - cheer dance / zumba style / teach basics of cheer style / pom dance routines and performance skills as instructional to build Varsity Cheer Program. I have spoken with Kerri Atlas regarding intentions of dance club and she is enthusiastically on board.

Number of Anticipated Club Participants

15-20

Anticipated number of meetings/sessions/events (per school year):

approximately 30 - 35 / meetings and performance / fundraising efforts

Frequency of club meetings: 1x per week workouts, total of 4 - 6 performances per year

Number of Advisor(s) expected: 1

Please provide an overview of your experience/proficiency/background pertaining to proposed club:

National and International Cheer Champion, NCA All - American Cheerleader 2004

Cheer 13 years - youth, JV, Varsity, competitive, and Collegiate level. Coach and Choreography 6 years
at the youth, JV, Varsity, and competitive levels

Meeting Location: Gym or MS cafeteria w/ tables cleared

Events/Trips Planned: 4 - 6 total JV or Varsity half time performances during Football / Basketball

Are there any anticipated additional considerations related to this club? (i.e., travel/bus, special equipment, etc.):

Purchasing of club t - shirts as well as pair of pom-poms per participant

May take several weeks to build program, fundraise for shirts and pom poms in year 1 - likely
hold on performances until basketball season for the 23/24 school year

Will there be any funding requirements/fundraising associated with this club? If yes, please provide an explanation.

Fundraising ideas - Spirit Bracelets (donated by Mrs. Feeley), Popcorn (That Popcorn Shack),

50/50, Spaghetti Dinner



Principal

Superintendent

Board of Education Approval

Board Action: Approved _____ Denied _____ Date _____

Wilson Central School District Goals for 2023-2024

GOAL AREA	GOAL	PRIORITY TARGETS
<u>COMMUNICATION</u>	Communicate in a means that is succinct, clear, and easily understood to help prevent misconceptions and/or misinformation through the continued use of District-approved platforms to update the WCS employees and community members on pertinent information.	<ul style="list-style-type: none"> •Disseminating factual, District-related information through Blackboard(R), Class Dojo, email, and other District-approved means including the Wilson Central Schools' Twitter, Facebook, and other social media platforms. •Departments/Teams will develop a consensus on how they will best effectively communicate among themselves throughout the school year.
<u>FINANCIAL</u>	To be fiscally responsible with our State, Federal, and local resources while supporting our staff and students toward academic excellence.	<ul style="list-style-type: none"> •Staffing to meet needs. •Updating and analyzing our long-range plan. •Increase fiscal awareness for all stakeholders through communication. •Using data to evaluate the effectiveness of our grant-funded positions and assess any changes needed. •Investing reserve funds.
<u>BUILDING & GROUNDS/ SAFETY, WELLNESS, AND CAPITAL IMPROVEMENTS</u>	<p>Continue to have a clean, sanitary, and well-maintained learning environment.</p> <p>Ensure the nutritional wellness of all students.</p> <p>Utilize available District resources including the School Resource Officer to maintain a safe and protective school environment with emphasis on the safety and security of the District's stakeholders.</p>	<ul style="list-style-type: none"> •Building safety. •Continue to follow State and Federal Health Protocols. •Addressing current and future safety/building concerns from students, staff, and parents. •Ensuring proper nutrition is available for students with continued lobbying for Free Meals for Students. •Continued communication between the District and stakeholders about capital projects.
<u>CULTURE</u>	Build, nurture, and facilitate a culture of excellence at WCS.	<ul style="list-style-type: none"> •Academic excellence as demonstrated by graduation rate, Mastery level on NYS Regents Exams, Levels 3 and 4 on NYS 3-8 testing, local exams, and GPA. •Behavioral excellence among all stakeholders. •Increase student participation and involvement in extra-curricular activities. •Increase and encourage outreach and support to all WCS community. •Work towards building a parent education program
<u>STAFF and LEADERSHIP DEVELOPMENT</u>	Foster collaboration, growth, and effective communication within buildings across the District, and enhance stakeholders' voices through shared decision-making.	<ul style="list-style-type: none"> • Offer professional development opportunities. •Provide opportunities to network with others. •Allow time for collaboration. •Continue to utilize building-level shared decision-making teams.

Wilson Central School District Goals for 2023-2024 Continued

GOAL AREA	GOAL	PRIORITY TARGETS
<u>ACADEMIC</u>	Continue with our strong academic traditions during a time of change and uncertainty by maintaining and expecting high standards while focusing on student attendance, participation, and academic excellence in all learning models.	<ul style="list-style-type: none"> •Curriculum alignment and implementation across grade levels and departments. •Prioritize NYS Standards through curriculum implementation with a focus on: <ul style="list-style-type: none"> ○ 3-8 NYS Science Investigations ○ Social/Emotional Learning ○ NYS Seal of Civic Readiness ○ NYS Computer Science and Digital Fluency Learning Standards •Career and Community Exploration through: <ul style="list-style-type: none"> ○ BOCES/College program exploration ○ Student internships ○ Local field trips
<u>ACADEMIC</u> •AIS	Provide an academic intervention program for all students to develop the skills needed to demonstrate the confidence and knowledge necessary to meet the challenges of a rigorous academic curriculum.	<ul style="list-style-type: none"> •All students <ul style="list-style-type: none"> ○ Benchmark testing K-12 • At-risk students <ul style="list-style-type: none"> ○ Continue to improve the RTI Process ○ Progress monitoring ○ Literacy and reading small group instruction (K-8) ○ Math small group instruction (K-8) ○ Morning AIS (K-5) ○ Summer AIS (K-12) ○ Modify the HS AIS schedule to accommodate individual student needs
<u>EQUITY IN EDUCATION (EIE)</u>	Supporting and Strengthening the District's Mental Health and Social/Emotional Supports and Education for all stakeholders.	<ul style="list-style-type: none"> • Continue developing and promoting Student and Family Support Centers. • Building an EIE team to enhance a total sense of belonging for all stakeholders. • Enhancing Counseling and Guidance services for PreK-12 to provide transition support to returning students. • Targeted PD for staff and students. • Enhancing and Monitoring forward-moving progress for at-risk students.
<u>STUDENTS WITH DISABILITIES</u>	SWD will receive a continuum of support and services delivered by highly trained professionals across all grade levels.	<ul style="list-style-type: none"> •Strengthen the long-range continuum. •Professional Development – CT/ICT supports in the General Education Classroom. •Compliance with state/federal guidelines.

Students

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY

The Board seeks to maintain a safe and secure environment for students and staff. Advances in technology have made it possible to expand the learning environment beyond traditional classroom boundaries. Using personal electronic devices during instructional time can enable students to explore new concepts, personalize their learning experience, and expand their global learning opportunities. Additionally, the use of personal technology devices is ubiquitous in today's society and standards for student use during non-instructional time should adapt to this change. This policy defines the use of personal technology during instructional and non-instructional times and reinforces the standard that all use, regardless of its purpose, must follow the guidelines outlined in the Student Acceptable Use Policy (AUP), the District's *Code of Conduct*, and the Dignity for All Students Act.

Personal technology includes all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the Internet; and transmit or receive messages, telephone calls, or images. Examples of personal technology include, but are not limited to, iPods and MP3 players; iPad, Nook, Kindle, and other tablet PCs; laptop and netbook computers; personal digital assistants (PDAs), cell phones and smart phones such as BlackBerry, iPhone, or Droid, as well as any device with similar capabilities. Unacceptable devices include, but are not limited to, gaming devices or consoles, laser pointers, modems or routers, and televisions.

Instructional Purposes

Personal technology use by students is permitted during the school day for instructional purposes and/or in approved locations only. Teachers will indicate when and if classroom use is acceptable. Students are expected to act responsibly and thoughtfully when using technology resources. Students must first inquire with school administrators or teachers when they are unsure of the permissibility of a particular use of technology.

Instructional purposes include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework, and other activities as deemed appropriate by school staff.

Non-Instructional Uses

Appropriate use of personal technology during non-instructional time is also allowed if students follow the guidelines in the AUP and *Code of Conduct*. Non-instructional use includes texting, calling, and otherwise communicating with others during free periods and in common areas of the school building such as the hallways, cafeteria, study halls, buses, and student lounges. Other non-instructional uses include Internet searches, reading, listening to music, and watching videos. Use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must also be in silent mode to avoid disrupting others.

(Continued)

Students

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY (Cont'd.)**Liability**

The District will not be liable for the loss, damage, misuse, or theft of any personal technology brought to any of its schools. The District reserves the right to monitor, inspect, and/or confiscate personal technology when the administration has reasonable suspicion to believe that a violation of school policy or criminal law has occurred.

The Board expressly prohibits use of personal technology in locker rooms, restrooms, Health Offices, and any other areas where a person would reasonably expect some degree of personal privacy.

Prohibition During State Assessments

All students are prohibited from bringing electronic devices into a classroom or other location where a New York State assessment is being administered. Test proctors, test monitors, and school officials have the right to collect prohibited electronic devices prior to the start of the test and hold them while the test is being administered, including break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Students with disabilities may use certain devices if the device is specified in that student's IEP or 504 plan or a student has provided medical documentation that they require the device during testing.

Permission

Students will not be permitted to use personal technology devices in school or at school functions until they have reviewed the AUP, the applicable sections of the *Code of Conduct* and associated technology guidelines, and signed the Student Use of Personal Technology Permission Form with their parents. The District reserves the right to restrict student use of District-owned technologies and personal technology on school property or at school-sponsored events.

Students must follow the guidelines for use set out in the District *Code of Conduct* and the AUP at all times. Consequences for misuse are set forth in the District's *Code of Conduct*.

NOTE: Refer also to Policies #7314 -- Student Acceptable Use Policy (AUP)
#7534 -- Dignity for All Students
#8271 -- Internet Safety/Internet Content Filtering Policy

Adoption Date

SUBJECT: INTERNATIONAL STUDENT EXCHANGE

The Board of Education recognizes the cultural enrichment derived from welcoming foreign/exchange students into the educational program and encourages district participation into the educational program. Thus, the Board encourages the attendance of such students in the district's high school. Foreign students participating in a recognized Student Exchange Program may attend District schools without payment of tuition.

The Board retains sole discretion to deny admission to any student not meeting the requirements set forth in this policy and regulation. It may also terminate any approval of a foreign exchange student program when the Board believes that it would be in the best interest of the district to do so.

Timing of Placement Process

- a. The school asks that organizations and/or host families contact the school each year to indicate an interest in placing exchange students. Exchange organizations must provide schools with as much advance notice as possible of their intent to place. ~~This notice needs to occur at least two weeks prior to the start of the academic school year.~~ The school is to be notified as soon as Student and Host Family match-ups are confirmed.
- b. Recognizing the timing of school staffing and planning, exchange organizations should submit Student and Host Family applications as early as possible ~~or up to two weeks prior to the school's start date and no later than May 1st for admission the following September.~~ (Note: The U.S. State Department federal J-visa regulations permit the placement of exchange students up to August 31 of each year.)

Selecting Student Exchange Programs

- a. The school reserves the right to work with exchange organizations that have proved their commitment and responsiveness.
- b. The school will also be open to new organizations that demonstrate a serious commitment to the school and community.

School Expectations of Student Exchange Program

Wilson Central School District reserves the right of final approval on all student placements. Additionally, we require that each individual student exchange program must:

- a. Be included and approved on the International Education Travel and Exchange Program list from the National Association of Secondary School Principals (NASSP). ~~listed in the most current CSJET Advisory List (for the current list visit www.esiet.org)~~

- b. ~~Maintain a network of qualified and trained local representatives living in or near the community, with responsibility for each student and provide orientation and ongoing support for both the host family and student.~~
- c. Provide continuing hands-on monitoring and responsiveness - from local representative to national headquarters - including student selection and preparation, selection and screening of host families, ongoing contact with host family and student, and communication with the school and responsiveness to school needs.
- d. Receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy on timing and requirements.
- e. Screen and prepare exchange students while monitoring their progress during the school year, responding to issues or problems as they develop.
- f. Arrange host family placements before exchange students leave their home country. Exchange students are expected to be in their host family and school placements by the first day of classes.
- g. Personally interview and screen all potential host families, matching student and family interests and personalities.
- h. Not knowingly place exchange students based on their athletic abilities.
- i. In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it.
- j. Provide the school with a complete student application which includes the following:
 - 1. personal letter from the student
 - 2. detailed information on student and natural family
 - 3. proof that the student has sufficient language ability to function in an American classroom
 - 4. original transcript of student's high school grades, with English translation (and this must meet school requirements)
 - 5. necessary medical history, including proof of immunization as required by the school district, any medical/physical restrictions, and a recent physical exam with proof of required immunizations

School Expectations for Students on J-1 Visa Sponsorships

- a. Each exchange student must be qualified to participate in regular classes and maintain a typical schedule - this means an acceptable level of proficiency in the English language, a commitment to treat coursework as important, and the social skills to enjoy participation in social and extra-curricular activities.
- b. International exchange students must be aware that participating in interscholastic athletic teams means they must comply with district and state athletic eligibility regulations, and that many teams require try-outs.
- c. The school appreciates the difficulty of a student's plunge into a different language/culture/institution, but exchange students are expected to attain passing grades by the end of their first semester.
- d. Exchange students' enrollment eligibility will be for one-year only - exchange students and host families are expected to know and must follow all school policies and rules.
- e. Exchange students must have medical and accident insurance that meets or exceeds U.S. Department of State guidelines.
- f. Since there is a wide variation of graduation policies in the United States, exchange students will understand that they are not guaranteed the ability to graduate or be granted diplomas.

School Responsibilities

- a. Students on U.S. State Department-sponsored programs (J-1 visas) generally pay no tuition, but they are expected to pay all normal expenses, including standard course and extra-curricular activity fees. The school has no obligation to provide any special services, tutoring, supplies, or equipment.
- b. International exchange students have all rights and privileges accorded to community students - EXCEPT the right to a diploma.

The school will make every effort to integrate international exchange students into the school's social fabric. In turn, schools shall encourage international exchange students to participate enthusiastically in school activities, to make friends, to make a personal contribution to the school - and to help spread the word about their country and themselves, informally and by making presentations in classes and to community groups and talking to media when asked.

Adopted:

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE**Statement of Overall Objectives**

The New York State Education Department requires compulsory school attendance. The Wilson 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. The District recognizes that consistent school attendance, academic success and school completion have a positive correlation. The District has the following objectives:

- a) Facilitate a free and appropriate education for all students;
- b) Raise student achievement and graduation rates;
- c) Identify attendance patterns in order to design attendance improvement efforts;
- d) Know the whereabouts of students for safety and other reasons;
- e) Verify that individual students are complying with education laws relating to compulsory attendance;
- f) Determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The School District will:

- a) Maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourage respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of students connecting to the school, which in turn should lead to increased attendance.
- b) Maintain accurate record keeping by a suitable person other than a teacher employed by a public or nonpublic elementary, middle or secondary school in a position appropriate for the maintenance of pupil records 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)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)**Determination of Excused and Unexcused Absences, Tardiness and Early Departures**

The District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards and practices.

- 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) **Unexcused:** An absence, tardiness or early departure may be considered unexcused if the reason for the lack of attendance does not fall into the above categories as interpreted by the building administrator.

A written excuse, signed by a parent or person in parental relation should be presented by the student when returning to school following each absence.

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.

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

- a) For students in non-departmentalized kindergarten through grade 5 (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. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K through 12 must be recorded on a subject by subject and/or period by period basis for Teacher of Record Determinations.
- b) For students in grades 6 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.
- 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 policy.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- d) In the event that a student at any instructional level from grades K through 12 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 policy.

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 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 policy, 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.

At the middle school/senior high school level, any student with overly excessive absences in a course may not receive credit for the course. However, it is District policy 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 be considered in determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated.

However, the District may not deny course credit to a student who has exceeded the allowable number of absences but taken all tests, completed missed class work, and secured a passing grade.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

For courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly. Summer school policy is determined by the summer school itself; their attendance policy, their passing grades, etc.

Transfer students and students re-enrolling after having dropped out will be expected to attend in accordance with the policy.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) 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 a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

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

In order to ensure that parents or persons in parental relation and students are informed of the District's policy 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:

- a) As part of the District and Building Handbooks, the District's Comprehensive Student Attendance Policy will be available to parents or persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent or student/employee handbooks or posted on the District website.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent or person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent or person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) A designated staff member will review the District's Attendance Policy 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 recommended prior to the denial of course credit for insufficient attendance by the student.

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

A designated staff member shall notify by telephone the parent or person in parental relation to a student who is absent, tardy or departs early without proper excuse. 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 or person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy may be mailed to the parent or person in parental relation to promote awareness and help ensure compliance with the policy, if requested.

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

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)**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 classroom acknowledgment of the importance of good attendance.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of conduct. Negative consequences will not be imposed, however, where the absence, tardiness, or early departure is related to homelessness. Consequences may include, but are not limited to, in-school suspension (ALC Alternative Learning Center), detention and denial of participation in interscholastic and extracurricular activities. Parents or 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 or person in parental relation.

Intervention Strategy Process

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

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent or person in parental relation will be contacted. Absences will be subject to a telephone contact, letter or personal conference depending on the number and circumstances surrounding the absences. The building administrator has the authority to impose additional intervention techniques;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his or her designee 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;
- g) Monitor and report short and long term effects of intervention.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Appeal Process

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

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.

Annual Review by the Board of Education

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

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 NYCRR Sections 104.1, 109.2 and 175.6

NOTE: Refer also to Policy #7133 -- Education of Students in Temporary Housing

Adopted: 2/9/99
Revised: 6/11/02; 12/13/16; 12/12/17; 4/7/20