

Greater Albany SD 8J
Administrative Regulation

Code: **JE/JEA-AR(3)**
Adopted: 6/26/89
Revised: 3/12/01, 8/13/07
Orig. Code(s): AR 5316

High School Attendance Procedure

I. Expectation of Student Attendance

- A. Students are expected to attend school daily and to be punctual for all of their classes. Every effort should be made to avoid having students out of scheduled classes.
- B. Oregon law requires parents or guardians¹ to send students between the ages of 7 and 18 years to school for attendance during the entire school term.
- C. School officials should make every effort to provide an appropriate educational experience for each student.

II. Attendance Procedures

In order to ensure early and prompt parent or guardian notification of student absences and provide a consistent early warning system involving parents or guardians, procedures dealing with nonattendance and school actions in response to student absences will be standardized in the high schools as follows:

A. Parental Contacts

A call home attendance system will be used to notify parents or guardians when their student is not in attendance. The call home notification of absences to the parent or guardian will make **no distinction** between excused and unexcused absences. However, in determining the school's action in response to accumulated student absences, documentation of state-defined excused absences will be a key factor in weighing the outcome.

B. Parental Action

Parents or guardians are expected to provide a dated, signed and written note stating the reasons for the absence immediately upon the student's return to school, unless they have notified the school attendance officer by phone. Extended illness additionally may require

¹As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, and adult student to whom rights have transferred and foster parent as defined in OAR 581-015-0005 (18).

medical verification. Absences that have not been cleared with the school attendance officer within three days of the student's return to school will be considered unexcused absences.

C. Student Action

1. The student is expected to clear all absences with the school attendance officer and the classroom teacher within three days of returning to school.
2. The student is expected to confer with the teacher about missed learning opportunities, to receive make-up assignments from the teacher and to complete the assigned work by the date the teacher sets.

D. Teacher Action

1. The teacher will take attendance each day and keep an accurate accounting in the gradebook.
2. The teacher will see that practical and appropriate make-up learning activities are available for students who have missed class.
3. The teacher will confer with the student when a pattern of excessive absences is observed. The teacher is encouraged to contact the parent or guardian about the problem and to refer the student to a counselor or administrator.

E. Administrative Action

1. **Step 1.** Whenever a student is absent from class, the school will trigger the call home procedure.
2. **Step 2.** After a student accumulates four absences in any class in a semester, a written contact will be made with the parent or guardian and student.
3. **Step 3.** After a student accumulates six absences in any class in a semester, a letter is mailed by the high school to the student's home to invite the parents or guardians to schedule a conference with the vice principal to discuss the problem. The letter will also identify possible withholding of credit, a change in the student's program or other consequences will identified as potential administrative actions.
4. **Step 4.** After a student accumulates 8 in any class in a semester, a student **and** parent/guardian conference will be held with the vice principal or designee. The student's attendance record (i.e., number of absences, the nature of absences, reasons for the absences, the effect of the absences on the achievement of the student and of other students in the class, etc.) will be reviewed and one of the following corrective actions is implemented:
 - a. Continue the student in class; or
 - b. Continue the student in class under a written agreement that identifies both the expected student performance regarding attendance and work for a fixed period of time and the consequences should the student fail to meet the expectations; or

- c. Assign the student to probationary status in which course credit is held but will be restored if the student's classroom performance meets specified and agreed upon expectations for attendance and work for a fixed period of time; or
- d. Refer the student to an alternative program; or
- e. Withdraw the student from the class or from school.

F. Administrative Requirements

1. Before conducting a Step 4 parent/guardian conference for a special education student, the vice principal shall confer with the special education teacher.
2. Administrative actions must be documented by written summary at each step specifying the dates and the persons involved.

III. Due Process Procedures

In order to ensure the student's right to due process, procedures for appealing school decisions will be standardized in the high schools as follows:

A. The Appeal Process

1. The student and parent or guardian have the right to appeal a corrective action that involves a denial of credit or a loss of opportunity to earn credit only if, the student was passing or could pass the course in question.
2. The channel for appeals includes the building attendance review committee, the building principal or designee and the superintendent or designee.
3. To initiate an appeal, the student and parent or guardian must submit a written request for a hearing to the building principal no later than five school days after the student receives notice of the school action. The written request must be submitted on the form, available at the school office.
4. A hearing will be held within five school days after the student/parent or guardian submits the written request to the principal.
5. Both a parent or guardian and the student must attend the hearing to present pertinent information.
6. The committee or individual hearing an appeal will consider the following factors in reaching a decision:
 - a. Number and nature of unexcused absences;
 - b. Excused absences and school-related absences approved by the building administration;
 - c. Extenuating circumstances such as medical appointments, sickness and family problems;
 - d. Input from the student's teacher(s).

7. The decision will be made at the time of the hearing and will result in (a) a reaffirmation of the disposition at Step 4, (b) a selection of one of the other corrective actions listed in Step 4, or (c) an imposition of another appropriate plan of assistance for the student. A written record will be kept of the hearing and of the finding.
8. The student will remain in class until all appeal procedures through the superintendent's level are exhausted.

B. The Attendance Review Committee

1. The attendance review committee, which has five members, may be composed of administrators, counselors and teachers.
2. The attendance review committee will meet on an on-needed basis (i.e., within five school days after a request for a hearing or as the need arises) to hear student appeals and evaluate student attendance problems.
3. Attendance review committee findings will be made by majority rule. A member of the committee will make a written record of the hearing and decisions reached.