

# RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

2008-2009



---

## ATTENDANCE POLICY

---

ADMINISTRATIVE PROCEDURES

# Introduction

In October of 2002, the Board of Regents amended section 104.1 of the Regulations of the Commissioner of Education concerning pupil attendance. The amendment requires each public school district, Board of Cooperative Educational Services (BOCES), charter schools, county vocational education and extension boards and nonpublic elementary, middle, and secondary schools to adopt a comprehensive attendance policy on or before June 30, 2002.

The purpose of the policy shall be to ensure the maintenance of an adequate record verifying the attendance of all children, in accordance with Education Law sections 3205 and 3210. This policy will establish a mechanism by which the patterns of pupil attendance can be examined to develop effective intervention strategies to improve school attendance.

The State Education Department has determined that the development of this policy shall be done in a collaborative manner. To that end, the Rush-Henrietta policy was formulated in the spirit of inclusion and collaboration. The new regulations were reviewed by a leadership team of district administrators in order to examine current practice, create new protocols to fit the new regulations, and to make sure all stakeholders were clear on the requirements of the new attendance mandates. The following steps were completed:

- Members of the leadership team attended the State Education Department technical assistance workshop on February 27, 2002.
- Members of the leadership team met with members of the District Instructional Council.
- Members of the leadership team met with all building-level principals, most assistant principals, several attendance clerks, mental health professionals and other building level personnel.
- Members of the leadership team met with over 30 junior and senior high school students, sharing information and seeking their input and advice.
- Members of the leadership team met with the District Parent Advisory Council to seek parent input on the development of the new policy.
- Members of the leadership team met with the District-Wide Safety Committee for their inclusion in the process and for stakeholder input.

A public hearing providing for the participation of school personnel, parents, students and other interested parties must be held before adoption of the policy. The public hearing for the Rush-Henrietta Comprehensive Attendance Policy was held on May 7, 2002, prior to adopting the draft version on June 11, 2002.

Full implementation of this regulation goes into effect on July 1, 2003.

# **COMPREHENSIVE ATTENDANCE POLICY**

## **TABLE OF CONTENTS**

### **INTRODUCTION**

### **COMPREHENSIVE ATTENDANCE POLICY**

STATEMENT OF OVERALL OBJECTIVES.....	pg 1
SPECIFIC ATTENDANCE STRATEGIES.....	pg 2
DETERMINATION OF EXCUSED AND UNEXCUSED ABSENCES ILLUSTRATIVE LIST OF EXCUSED AND UNEXCUSED ABSENCES.....	pg 5
ATTENDANCE CODES.....	pg 7
SCHOOL POLICY REGARDING PUPIL ATTENDANCE AND A PUPIL'S ABILITY TO RECEIVE COURSE CREDIT.....	pg 9
DESCRIPTION OF INCENTIVES AND DISCIPLINARY SANCTIONS.....	pg 10
PARENT/GUARDIAN NOTIFICATION.....	pg 11
DESCRIPTION OF THE PROCESS TO DEVELOP FUTURE INTERVENTION STRATEGIES.....	pg 12
IDENTIFICATION OF THE PERSON(S) DESIGNATED TO REVIEW PUPIL ATTENDANCE RECORDS AND INITIATE APPROPRIATE INTERVENTION STRATEGIES/ACTIONS.....	pg 12
ANNUAL REVIEW BY THE BOARD OF EDUCATION.....	pg 13
SCHOOL/COMMUNITY AWARENESS.....	pg 13

### **APPENDIX**

WRITTEN REQUEST FOR EXCUSE.....	pg 16
ELEMENTARY NEGATIVE ATTENDANCE LETTERS.....	pg 18
SECONDARY NEGATIVE ATTENDANCE LETTERS.....	pg 22
MACSCHOOL ATTENDANCE REPORT SAMPLES.....	pg 25

## Statement of Overall Objectives

The Rush-Henrietta Central School District is committed to providing students with the opportunity to attend a safe and orderly school environment where they can receive a quality educational program. School attendance is both a right and a responsibility. The Rush-Henrietta Board of Education, in partnership with administrators, teachers, other staff members and parents, is working to ensure that all students meet or exceed New York State Learning Standards. School and community members who participate in the education of children recognize that consistent school attendance, academic success, and school completion have a positive correlation. Therefore, this Comprehensive Attendance Policy has been developed to meet the following objectives:

1. Maintain adequate attendance records for each of our school-aged pupils in grades K-12 (in order to increase the possibility that academic standards are met by each student)
2. Increase school completion rates for all children.
3. Review general attendance of all students for the purpose of early identification of negative attendance patterns and the implementation of improvement and/or intervention strategies.
4. Establish a practical mechanism to account to the parents of all children enrolled in Rush-Henrietta Schools for the attendance of their children throughout each school day.
5. Determine the district's average daily attendance for State Aid reimbursement.
6. Verify that individual students are complying with Education Law in relation to compulsory attendance. \*

\* Minors who turn six years old on or before December 1 in any school year must receive full-time instruction from the first day that school is in session in September of such school year. Minors who turn six years old after December 1 of a school year must receive full-time instruction from the first day of school in the following September. All children must remain in attendance until the last day of the school year in which they reach the age of 16. (§3205) (Students who turn 16 years of age on or after July 1 of any school year must attend up to and including the last day of instruction of that current year.) (§3205(1)(c))

# Specific Attendance Strategies

## Attendance Clerks

- All schools have a designated Attendance Clerk whose responsibilities are to record, verify, and track student attendance within the building.
- Attendance Clerks will call the legal parent/guardian at home or work, using the telephone numbers provided by the parent/guardian, to verify all occurrences of absence K-12; late arrival, and early dismissal 10-12.
- Attendance Clerks will record an overall daily attendance code into the building's Student Information System (SIS).
- Attendance Clerks will provide a variety of reports to the Principal to assist in the monitoring and tracking of student attendance (Appendix page 25).

## Teachers

- Teachers will verify daily attendance in each class and communicate student attendance to the building's Attendance clerk. The method used to communicate these absences may include:
  - Individual Student Attendance Cards (Grades K-5);
  - Class Attendance Rosters (Grades 6-12).
- Teachers in buildings that change classes will take attendance at the beginning of each class and update their records as changes to attendance occur. The attendance will be recorded using one of the following methods:
  - Manual Method: Attendance will be manually entered into the teacher's Class Attendance Book;
  - Electronic Method: Attendance will be entered into the Student Information System.
- The Class Attendance Book will contain student attendance for each of the teacher's classes. The pages of the Class Attendance Book must be bound together in one of the following formats: spiral bound, tape bound (NPC), or three-ring notebook. The student's identification number, student name, class section, and all attendance information must be clearly written in black ink.

## Attendance Verification

- The Attendance Clerk will distribute a list of all students who have been found to be absent or tardy from school each day. On a daily basis, each teacher will check this list and notify the Attendance Clerk of any discrepancies. The teacher and Attendance Clerk will work together to determine the cause of absence or tardiness.
- If the Attendance Clerk and teacher cannot verify the attendance of a student, the building Principal or Assistant Principal will be notified. In grades K-8, this notification will take place immediately.

## Excuses

- A written note is required for each absence, late arrival, or early dismissal. The note must provide a reason for the absence, and must be signed and dated by the student's legal parent or guardian.

- In the event that the parent/guardian does not provide a written note, a verbal excuse from the legal parent/guardian will serve as the legal excuse. In this case, the Attendance Clerk will document the date, name of caller, and content of the telephone conversation. Any absence, late arrival, or early dismissal for which the parent/guardian has not provided a valid excuse will be recorded as unexcused. Written notification from the Attendance Office will be sent to the parent/guardian regarding the need for verification of the unexcused absence.
- The District may require documentation from a licensed medical provider for students whose negative attendance is based on health concerns.
- Written excuses and documentation of phone excuses shall be kept on file for one year.

### Late Arrivals/Early Dismissals

- Students in grades 9– 12 who arrive late to school are required to sign in at the Attendance Office. For students in grades K-8, the legal parent/guardian must sign the student in at the Attendance Office or Main Office.
- In those buildings where students change classes, the Attendance Clerk will provide the student with a pass that will allow them to be admitted to class. The pass will be dated with the time noted and signed by the Attendance Clerk, and will include a reason for the student’s late arrival. The time of arrival is entered into the Student Information System (SIS) and the teacher’s Class Attendance Book.
- Students in grades 9-12 who must leave early from school must sign out at the Attendance Office. For students in grades K-8, the legal parent/guardian must sign the student out at the Attendance Office or Main Office. The time of departure is entered into the Student Information System (SIS) and the teacher’s Class Attendance Book.

### Student Information System (SIS)

- The Rush-Henrietta Central School District uses the Mac School Student Information System by Chancery Software to record and track daily and period student attendance.
- All schools have designated a primary and secondary person to back up the data files for the SIS on a daily basis. In addition, the District’s Computer Service Department will back up the SIS on at least a weekly basis.
- All data files in the SIS, including the attendance data, will be archived for a period of six years. Data files will be stored in a fireproof safe.
- SIS system documentation, user manuals, training, and support will be supplied by the District’s Information Systems Department for all SIS Attendance functions.

### Daily Attendance Registers

- A Daily Attendance Register will be printed for each student at the end of the school year. This register will be generated from the SIS. It will include the overall daily attendance code for each day that the student was enrolled.

- The Principal will sign an Oath of Affirmation to validate the authenticity and accuracy of the daily attendance register.
- The Daily Attendance Registers and Oath of Affirmation shall be microfilmed and kept on file for 6 years.

### Period Attendance Registers: Manual Method

- The Class Attendance Book will be collected at the end of the school year from each teacher who uses this method to record period attendance.
- The teacher will sign an Oath of Affirmation to validate the authenticity and accuracy of the Class Attendance Book.
- The Class Attendance Book and Oath of Affirmation shall be kept on file for six years.

### Period Attendance Registers: Electronic Method

- A Period Attendance Register will be printed for each student at the end of the school year. This register will be generated from the SIS. It will include the period attendance code for each instructional period that the student was enrolled.
- If the Attendance Clerk has entered the period attendance into the computer, the Principal will sign an Oath of Affirmation to validate the authenticity and accuracy of the Period Attendance Register.
- If the Teacher has entered the period attendance into the computer, the Teacher will sign an Oath of Affirmation to validate the authenticity and accuracy of the Period Attendance Register.
- The Period Attendance Register, all supporting documentation, and the Oath of Affirmation shall be kept on file for six years.

## Excused and Unexcused Absences

The following absences shall be considered **Excused** for any part of the school day:

Reason	Definition
Sickness	Student is absent due to illness.
Family illness or death	Student is absent due to sickness or death in the family.
Impassable Roads	Student is absent due to impassable roads or other weather-related conditions that prevent an individual student from attending school.
Personal	Student is absent due to any of the following reasons: <ul style="list-style-type: none"><li>• Religious observance</li><li>• Religious education</li><li>• Quarantine</li><li>• Required to be in court</li><li>• Attendance at health clinic (includes doctor and dentist appointments)</li><li>• Approved cooperative work program</li><li>• College visitation (Juniors/Seniors only)</li><li>• Military obligation</li></ul>
Bus Tardy	Student arrived late due to a bus delay.
In District Placement	Student is assigned to In-District suspension or tutoring center within the District.
Home Instruction	Student has been approved for home tutoring by the district.
Time Out	Student is assigned to Time Out Room within the building.
Educational Day	<ul style="list-style-type: none"><li>• Educational trips are planned as an integral part of a particular course or program. A teacher must accompany the pupil.</li><li>• “Take Your Child To Work” will be considered an Educational Day, provided that the absence occurs on the nationally recognized date.</li></ul>



The following absences shall be considered **Unexcused** for any part of the school day:

Reason	Definition
Truant	Truancy occurs when a student is absent from school for a full day without the knowledge and consent of his parent/guardian for other than excused reasons.
Class Cut	A class cut occurs when a student is absent from school for Part of the day without the knowledge and consent of his Parent/guardian for other than excused reasons.
Unlawful Detention	Unlawful detention occurs when a student is absent with the knowledge and consent, stated or implied, of his parent/guardian, for other than excused reasons. Such reasons may include but are not limited to: <ul style="list-style-type: none"><li>• Visiting</li><li>• Vacation</li><li>• Shopping</li><li>• Needed at home</li><li>• Babysitting</li><li>• Caring for siblings</li><li>• Work</li></ul>
Tardy	Student is late without a valid excuse.

## Attendance Codes


The following codes shall be used to record Daily and Period Attendance:

<b>Reason</b>	<b>Daily Code (Attendance Clerk)</b>	<b>Period Code (Teachers)</b>
Sickness	AS (full) PS (partial)	S
Family illness or death	AF (full) PF (partial)	F
Impassable Roads	AW (full) PW (partial)	W
Personal	AP (full) PP (partial)	P
Bus Tardy	BT	B
In District Placement	ID	I
Home Instruction	HI	H
Time Out	TO	O
Educational Day	ED	D
Truant	AR (full day only)	R
Class Cut	PC (partial day only)	C
Unlawful Detention	AU (full) PU (partial)	U
Tardy	T	T
First Day of Attendance	E	E
Last Day of Attendance	L	L


## Manual Attendance Codes:

Teachers will use the following symbols when entering period attendance into the Class Attendance Book.


**Full Absences:** The chevron will be used to indicate a full absence from class or school. The letter code will be written inside the chevron, indicating the reason for absence. Example:

 =Absent due to Sickness


**Partial Absences:** The slash will be used to indicate a partial absence from class or school. The letter code will be written to the side of the slash, indicating the reason for absence. Example:

 =AM Absence       =PM Absence


The “X” will be used to indicate that the student was absent in the middle of the day or class.

 =Student arrived late and left early due to personal reasons.

**First Day in Class:** The letter code E will be used to indicate the first day of enrollment in the class. Example:

 =First day in class

**Last Day in Class:** The letter code L will be used to indicate the last day of enrollment in the class. Example:

 =Last day in class

## School Policy Regarding Pupil Attendance and A Pupil's Ability to Earn Course Credit

Section 104.1 of the Regulations of the Commissioner of Education allows each school district, if they so choose, to establish minimum levels of attendance for the purpose of receiving course credit. It also allows for school districts to determine which pupil absences, tardiness and early excusals will be excused and which will not be excused.

Most school districts who elected to establish minimum standards of attendance for course credit have selected 85% as their cut off point. Rush-Henrietta students in grades K-12 average between 93% and 98% percent daily attendance and have for many years. Therefore, we as an educational agency, do not see a benefit to adopting a standard that is significantly below our current attendance practice and may, in effect, lead to a reduction in average daily attendance. After significant discussion by members of the Rush-Henrietta Instructional Council, it was determined that this school district will not opt to establish minimum levels of instruction for the purpose of receiving course credit and issued this statement:

*The Rush-Henrietta teaching staff firmly believes that student attendance and participation in class significantly impacts the learning process. Our district standards and core beliefs speak to the importance of developing students who value learning and see themselves as life-long learners. Therefore, our teaching faculty includes in their classes a variety of class participation structures, such as home learning; in-class, as well as out-of-class projects, and expectations for individual and group demonstrations/participation.*

*Therefore, students who have an unacceptable rate of attendance are at serious risk of academic failure and the ability to receive course credit. As a result of the State's new Comprehensive Attendance Policy, we engaged staff in a discussion concerning whether we should adopt minimum levels of attendance for the purpose of receiving course credit. After extended debate, it was agreed that a district policy should reflect a proactive, preventive, early intervention approach to attendance issues, rather than a punitive approach. We are fearful that minimum attendance standards would result in a decrease in overall percentage. We would rather establish practices that help to create an expectation that we will develop and nurture a culture where learning and participation are valued; where instruction successfully engages all students; and where teachers and students create a caring community of learners.*

## **Description of Incentives/Disciplinary Sanctions**

The Rush-Henrietta Central School District believes that positive student attendance is imperative to the academic, social and emotional growth and stability of our students. Although some school buildings may choose to recognize perfect or outstanding attendance, it is the responsibility of the student and the parent to ensure that an attendance pattern appropriate to meet these needs is established. A positive attendance pattern will result in its own rewards. The following are incentives to positive attendance:

- **ability to maximize improved academic performance**
- **eligibility to attend extra curricular activities**
- **opportunity for socialization with peers**
- **eligibility for participation in interscholastic sports**
- **opportunity to develop positive relationships with school personnel**

Student attendance is tracked daily, and every effort is made to contact parents of students who are not in attendance for all or part of the day, to establish the reason for the absence and to determine if it is excused or unexcused. If a pattern of negative attendance begins to develop, school personnel including the School Nurse-Teacher, Counselor, Social Worker, Psychologist, Teacher, or Administrator may make a contact with the student and/or parent to discuss the issue and attempt to help the student be in attendance on a regular basis. If intervention at this level is not successful, the following disciplinary sanctions may be applied to students with unexcused absences:

- **parent contact (see appendix pages)**
- **referral to the attendance team**
- **administrative intervention**
- **a verbal reprimand**
- **detention**
- **in-school suspension**
- **referral to Child Protective Services for educational neglect**
- **PINS petition**

po/4/02

## **Parent/Guardian Notification**

The Rush-Henrietta Central School District recognizes that timely communication with parents/guardians, both verbal and written, is essential to improving attendance. In seeking a positive working relationship as part of an effective intervention strategy the district uses the following notification methods:

- verbal communication (See Page 2, Attendance Clerk Responsibilities)
- written communication (See Appendix Pages 16 - 24, Negative Attendance Letters, Request for Excuse)

## Description of the Process to Develop Specific Intervention Strategies

The Rush-Henrietta Central School District (District) acknowledges that parents and guardians have the primary responsibility for ensuring that students arrive to school daily and on time; informing the school that their child will be absent or is absent from school or classes; and encouraging students to remain in school.

As a Partnership School District, our continued strategy will be to inform, communicate, and establish a positive working relationship with each of our parents. Attendance Clerks will attempt to verify on a daily basis with each parent/guardian (who has not done so) whose child did not report for school, has come in late, or is seeking to leave early. We will periodically review the attendance of each child and seek to engage the support of parents/guardians to improve any negative attendance patterns. District teaching personnel will report any cuts or unexcused class absences within the guidelines of the building's Codes of Conduct.

Principals will seek the support and assistance from various building-level professionals in addressing poor attendance. In addition to classroom teachers, principals may access school psychologists, school social workers, school nurse-teachers, school counselors, and/or other in-school resources. In some schools, Building Resource Teams and Attendance Teams have been put in place to address negative attendance issues. When appropriate, principals may access outside support from the Monroe County Sheriff's Juvenile Counselor, Family Court, practicing community psychologists and social workers, BOCES professionals, or other family members.

The District will continuously seek to improve our current intervention practices and to implement new strategies by working within the framework of collaboration. District administrators, principals and building staff will seek input from the District Parent Advisory Council, the District Instructional Council, the Administrative Council, and with individual students and Student Council representatives. Our continued efforts will be focused on:

- early identification of negative attendance or class cutting
- immediate communication with parents/guardians
- implementation of appropriate intervention techniques
- establishing a positive working relationship with parents/guardians to eliminate unexcused absences/truancy as soon as possible
- completing all teacher-assigned make-up work, projects, quizzes, tests, or other missed work

The Director of Student Services will convene a committee of stakeholders during the 2002-2003 school year to:

- discuss, describe, identify new intervention strategies
- seek the consistent application of the Comprehensive Attendance Policy at three levels (elementary, middle, secondary)
- review, refine and adopt policies, protocols, and procedures in the first version of the Comprehensive Attendance Policy recommended as appropriate adjustments and/or changes based on experiences during the trial year 2002-2003 in preparation for full implementation July 1, 2003

## Identification Of The Person(s) Designated In Each School Building Who Will Be Responsible For Reviewing Pupil Attendance Records And Initiating Appropriate Action To Address Unexcused Pupil Absence, Tardiness, Or Early Departure

Commencing with the 2003-2004 school year, the building principal, in conjunction with the building attendance clerk and other designated staff, will review attendance records minimally at the end of each five week marking period. 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 Director of Information Services has provided each attendance clerk with multiple attendance report formats, which may be accessed through the SIS database. Building staff may identify immediate patterns of negative attendance for individual students and should report those to the building principal or designee as soon as they occur.

## Annual Review By The Board Of Education

The Rush-Henrietta Board of Education will annually review the building-level pupil attendance records and, if such records show a decline in pupil attendance, the Board shall revise the Comprehensive Pupil Attendance Policy and make any revisions to the policy deemed necessary to improve pupil attendance. This review will take place during the August meeting of the Board of Education to guarantee that all attendance data is submitted before the review takes place.

## School Community Awareness

The Rush-Henrietta Board of Education shall promote community awareness of its Comprehensive Attendance Policy by requiring the following action steps:

1. Building principals will provide a plain language summary of the policy to the parents/guardians of students at the beginning of each school year and take other such steps deemed necessary to promote the understanding of such policy by students and their parents/guardians.
2. Building principals will provide each teacher with a copy of the policy and any amendments as soon as practical following initial adoption or amendment of the policy. Principals will provide new teachers with a copy of the policy upon their employment.
3. Copies of the policy will be made available to other members of the community via:
  - a) the main office of each school
  - b) the office of the Superintendent of Schools
  - c) the office of the Director of Student Services
  - d) Henrietta, Rush, and Brighton public libraries
  - e) the District Web site



# APPENDIX

## COMPREHENSIVE ATTENDANCE POLICY

# Request for Excuse Letter

Letterhead

Date

Parent Name

Address

Dear (Parent Name):

According to our records, your child, (Name) was absent on:

Dates

My attempts to reach you by phone to verify the absence were unsuccessful. Please return the tear-off below to the (Attendance Office) at (School) with the reason for the absence.

Sincerely,

(Attendance Secretary)

(Principal)

.....

(Student Name) was absent on: (Dates)

due to: \_\_\_\_\_

(Parent Guardian signature)

Negative Attendance Letters  
Elementary

# Negative Attendance Letter #1 Elementary

Date:  
Student:  
Teacher:  
Grade:

Dear ,

We continually monitor the attendance pattern of all students in our school. As of (date), (student name) has been absent or tardy **XX** days out of **XX** days. His/her absence and partial absence rate is **XX%**, which is well above the average rate for elementary students of 5%.

When a child is absent he/she stands to miss the general flow of instructions from one day to the next and may miss out on whole pieces of knowledge from a particular lesson on that day. It is often difficult for the child to get organized and caught up once she returns to school.

In addition, when a child is tardy it is often difficult for the child to get organized and started once the day has begun. Your child may have a less than successful day, which can compound any anxiety about returning to school the next day.

We are interested in working with you to develop strategies to build a positive attendance pattern. You may wish to contact us to discuss this issue.

Thank you for your help and support. We look forward to working with you on improving the instructional program for your child.

Sincerely,

(Principal)  
(phone #)

(Social Worker)  
(phone #)

(School Nurse-Teacher)  
(phone #)

po/4/02

## Negative Attendance Letter 2 Elementary

Date:  
Student:  
Teacher:  
Grade:

Dear,

This is the second time this year that we are contacting you regarding the negative attendance pattern of your child, (name). As of (date), (name) has been absent or partially absent **XX** days out of a possible **XX** days of attendance. His/her absence/tardy rate is **XX%** which is well above the average rate for elementary students of 5%.

In order to help your child partake of the complete educational experience, it is important that your child's attendance show an immediate improvement. By (date), please contact (Social Worker's Name), at (phone #) so that we may discuss strategies to assist you in ensuring that your child has acceptable, regular school attendance. If we do not hear from you by (date), (Social Worker's Name) will contact you by phone or in person.

Sincerely,

(Principal's Name)  
(phone #)

po/4/02

## Negative Attendance Letter 3 Elementary

(Date)

(Parent/Guardian Name)  
(Address)

Dear,

Education Law and the Regulations of the Commissioner of Education require school attendance of all children who are of legal school age. This letter is to again inform you that your child, (name), is exhibiting excessive absenteeism which is negatively impacting his/her educational experience. As of (date), (name) has been absent **XX** days and tardy **XX** days out of a possible **XX** days. His/her absence and partial absence rate is **XX%** which is well above the average rate for elementary students of 5%.

The Rush-Henrietta Central School District is dedicated to insuring that every child has access to the educational opportunities that will enable him/her to develop to his/her fullest potential. We are eager and willing to assist you in fulfilling your legal obligation to have your child in attendance on a regular, acceptable basis. Please call your Building Principal immediately to discuss this important matter.

**If your child's attendance does not begin to meet an acceptable rate, the district will be forced to take further action which may include filing a formal petition of educational neglect with the Child Protective Services Unit of Monroe County.**

It is important to realize that this is the last option we wish to exercise. We must, as professional educators, follow all mandates and regulations handed down through Education Law and the Commissioner's Regulations.

Thank you for your anticipated cooperation in this important matter.

Sincerely,

(Superintendent of Schools)  
(phone #)

(Director of Student Services)  
(phone #)

po/4/02

# Negative Attendance Letters Secondary



# Negative Attendance Letter 1 Secondary

(Date)

(Parent/Guardian Name)  
(Address)

Dear,

The (school name) Attendance Team has met to review (student name) school attendance. We are writing to you out of concern for his/her attendance pattern. (Name) has had **XX** days of missed or incomplete instruction out of a possible **XX days** of school so far this academic year. This attendance pattern represents **XX%** of the school instructional time which is well above the average absence rate of 7% for secondary students. This pattern can have a significant negative impact on (name) academic progress. Even when students miss part of a school day due to late arrivals or early dismissals, the results of missed classroom time are reflected in their performance.

The school is interested in working with you and (name) in whatever way we can to improve his/her attendance and promote academic success. We ask that you contact us at your earliest convenience to set up a time to meet together.

Please feel free to call me with any questions, concerns, or information which you may have.

Sincerely,

(Assistant Principal)  
(phone #)

(Other Staff as Necessary)

po/4/02

## Negative Attendance Letter 2 Secondary

(Date)

(Parent/Guardian Name)  
(Address)

Dear,

This is the second time this year that we are contacting you regarding the negative attendance pattern of your child, (name). As of (date), (name) has been absent or partially absent **XX** days out of **XX** possible days of school attendance. This absenteeism rate is **XX%** which is well above the average rate of 7% for secondary students.

In order to help your child partake of the complete educational experience, it is important that your child's attendance show an immediate and dramatic improvement to an acceptable rate. Please contact me no later than (date) so that we may discuss strategies to assist your child in attending school regularly.

Sincerely,

(Assistant Principal)  
(phone #)

po/4/02

## Negative Attendance Letter 3 Secondary

(date)  
(name parent/guardian)  
(address)

Dear,

Education Law and the Regulations of the Commissioner of Education require school attendance of all children who are of legal school age.

This letter is to again inform you that your child, (name), is exhibiting excessive absenteeism which is negatively impacting his/her educational experience. As of (date), (name) has been absent **XX** days and tardy **XX** days out of a possible **XX** days. His/her absence and partial absence rate is **XX%** which is well above the average rate for secondary students of 7%.

The Rush-Henrietta Central School District is dedicated to insuring that every child has access to the educational opportunities that will enable him/her to develop to his/her fullest potential. We are eager and willing to assist you in fulfilling your legal obligation to have your child in attendance on a regular, acceptable basis. Please call your Building Principal immediately.

**If your child's attendance does not improve, the district will be forced to take further action which may include filing a formal petition of educational neglect with the Child Protective Services Unit of Monroe County.**

It is important to realize that this is the last option we wish to exercise. We must, as professional educators, follow all mandates and regulations handed down through Education Law and the Commissioner's Regulations.

Thank you for your anticipated cooperation in this important matter.

Sincerely,

(Superintendent of Schools)  
(phone #)

(Director of Student Services)  
(phone #)

po/4/02

## Mac School Attendance Report Samples

<b>Report #</b>	<b>Report Name</b>	<b>Description</b>
1	Attendance Code Register	This is a daily attendance list of students who are not present. The list groups the students by attendance code so you can quickly see which students are truant, out sick, etc.
2	Student Cumulative Register (Matrix format)	This student attendance register lists the student's absences in a matrix form. The report is designed to assist in detecting absence patterns.
3	Student Cumulative Register (List format)	This student attendance register lists the student's absences in a list format.
4	Statistical Summary: Student List	This report lists students by homeroom and displays the total days enrolled, late, absent, and present. It also includes a percent of attendance for each student. This report allows the user to enter date range selection criteria.
5	Statistical Summary: Building statistics	This report will print at the end of the Statistical Student Summary (see description above). This summary will show total attendance occurrences for all attendance codes. The report also breaks the totals down by gender and grade. This report allows the user to enter date range selection criteria.
6	Daily Absence Summary	This is a flexible query report that allows the user to enter a variety of date range and attendance occurrence criteria. This particular sample lists the students who were tardy or absent (for any reason) 5 or more times during the month of September.
7	Exception Register	This is another flexible query report that allows the user to enter a variety of date range, attendance occurrence, homeroom, grade, and gender criteria. The output can also be formatted in a variety of ways. This particular sample lists the students who were absent for unexcused reasons 3 or more times during the month of September. The output options were set to display in a matrix format.

**RUSH-HENRIETTA  
Central School District**

2034 Lehigh Station Road  
Henrietta, New York 14467  
Phone: [585] 359-5000  
Fax: [585] 359-5045  
[www.rhnet.org](http://www.rhnet.org)

**2007-2008 Board of Education**

Mr. Edward A. Lincoln, President  
Mrs. Susan E. Banker, Vice President  
Mrs. Diane E. McBride  
Mrs. Pamela J. Reinhardt  
Mrs. Sue A. Smith  
Dr. William B. Stroud  
Mrs. Phyllis P. Wickerham

**Superintendent of Schools**

Dr. J. Kenneth Graham, Jr.