



RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
ATTENDANCE POLICY
2022-2023





ATTENDANCE POLICY



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INTRODUCTION

The Rush-Henrietta Central School District is committed to providing students with the opportunity to attend a safe, inclusive, equitable 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.

In accordance with Education Law sections 3205 and 3210, each school district must adopt and enforce a comprehensive attendance policy for the maintenance of an adequate record verifying the attendance of all students, and to establish a mechanism by which the patterns of pupil attendance can be examined to develop effective intervention strategies to improve school attendance. Therefore, the board adopts this comprehensive attendance policy to meet the following objectives:

1. Maintain adequate attendance records for each of our school-aged students in grades K-12.
2. Increase school completion rates for all students.
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 for notifying parents/guardians about the expected level of 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. *

Compulsory Attendance Rules*

*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)).

COMPREHENSIVE ATTENDANCE POLICY

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 **and those who are placed on tutoring due to medical, long-term suspension or other approved type of tutoring.**
- Attendance clerks will call the legal parent/guardian at home or work, using the telephone numbers provided by the family, to verify all occurrences of absence K-12. In addition, late arrival, and early dismissal at grades 10-12 will be verified. *Note: attendance calls at the secondary level are automated, triggered by the attendance clerks.*
- 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 23).
- **Attendance clerks will use tutoring timesheets to record attendance for students on tutoring.**

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 will include:
 - Electronic Submission of Individual Student Attendance (K-6)
 - Electronic Submission of Period Attendance (Grades 7-12).
- 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 the following method:
 - Electronic Method: Attendance will be entered into the Student Information System.

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 designee will be notified. In grades K-9, this notification will take place immediately.

Excuses:

- A 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 parent or guardian.

- In the event that the parent/guardian does not provide a note, a verbal excuse from the 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 will be kept on file for one year.

Late Arrivals/Early Dismissals:

- Students in grades 10-12 who arrive late to school are required to sign in at the Attendance Office. For students in grades K- 9, 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 will be entered into the Student Information System (SIS).
- Students in grades 10-12 who must leave early from school must sign out at the Attendance Office. For students in grades K-9, the legal parent/guardian must sign the student out at the Attendance Office or Main Office. The time of departure will be entered into the Student Information System (SIS).

Student Information System (SIS):

- The Rush-Henrietta Central School District uses the SchoolTool Student Information System by Mindex Technologies, Inc. to record and track daily and period student attendance.
- Monroe One BOCES configures an automated backup of the SIS on a daily basis.
- All data files in the SIS, including the attendance data, are archived for a period of six years in a fireproof safe.
- SIS system documentation, user manuals, training, and support are supplied by the district's Office of Information Systems.

Daily and Period Attendance Registers:

- Daily and period attendance registers will be printed for each student at the end of the school year. These registers will be generated by the Office of Information Systems. The registers will include the overall daily and period attendance codes for each instructional day the student was enrolled.
- The principal and the teacher will sign an Oath of Affirmation to validate the authenticity and accuracy of the daily and period attendance registers.
- The daily and period attendance registers, supporting documentation, and Oath of Affirmation shall be microfilmed and kept on file for six (6) years.

DETERMINATION OF EXCUSED AND UNEXCUSED ABSENCES

ILLUSTRATIVE LIST OF EXCUSED AND UNEXCUSED ABSENCES

The following absences will 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"> • Religious observance • Religious education • Required to be in court • Attendance at health clinic (includes doctor and dentist appointments) • Approved cooperative work program • College visitation (Juniors/Seniors only) • Military obligation
Bus Tardy	Student arrived late due to a bus delay.
In-District Instruction	Student is assigned to In-District suspension or academic support center within the district.
In-School Instruction	Student is assigned to In-School suspension or academic support center within the school.
Approved School Activity	Student is participating in an approved activity within the school (such as counseling appointment, music lessons, appointment with teacher or support staff).
Home Instruction	Student has been approved for tutoring by the district. This may be conducted in-person at home, in a public setting or remotely.
Time Out	Student is assigned to Time Out Room within the building.
Educational Day	<ul style="list-style-type: none"> • Educational trips are planned as an integral part of a particular course or program. A teacher must accompany the pupil. • “Take Your Child To Work” will be considered an Educational Day, provided that the absence occurs on the nationally recognized date.
Quarantine Absent	Student has been placed into quarantine and cannot attend school remotely.
Quarantine Present	Student has been placed into quarantine and attends school remotely.
Isolation Absent	Student has been placed into isolation and cannot attend school remotely.
Isolation Present	Student has been placed into isolation and attends school remotely.

The following absences will 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/her 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/her parent/guardian for other than excused reasons.
Unexcused Absence	Unexcused absence occurs when a student is absent with the knowledge and consent, stated or implied, of his/her parent/guardian, for other than excused reasons. Such reasons may include but are not limited to: <ul style="list-style-type: none">• Visiting• Vacation• Shopping• Needed at home• Babysitting• Caring for siblings• Work
Tardy	Student is late without a valid excuse.

ATTENDANCE CODES

The following codes will be used to record daily and period attendance:

Reason	SIS Codes (Attendance Clerk and Teachers)
Sickness	AS (full) PS (partial)
Family Illness or Death	AF (full) PF (partial)
Impassable Roads/Weather	AW (full) PW (partial)
Absent Personal	AP (full) PP (partial)
Bus Tardy	BT
In-District Instruction	DI (full or partial)
In-School Instruction	SI (full or partial)
Approved School Activity	Y (full) PY (partial)
Home Instruction	HI(full) PH (partial)
Time Out	TO (full) PT (partial)
Educational Day	ED (full) PE (partial)
Truant	AR (full day only)
Class Cut	A (partial day only)
Unexcused Absence	AU (full) PU (partial)
Tardy	T
Emergency Day	EM (full) PM (partial)
Early Release	ER
Quarantine Absent	QA
Quarantine Present	QP
Isolation Absent	IA
Isolation Present	IP

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 student absences, tardiness and early dismissals 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% 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 AND 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/guardian 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/guardians 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 contact the student and/or parent/guardian to discuss the issue and attempt to help the student be in attendance on a regular basis. If strategies at this level are not successful, the following interventions/consequences may be applied:

- ✓ parent/guardian contact (see appendix pages)
- ✓ referral to the attendance team and/or behavior team
- ✓ administrative intervention
- ✓ a verbal reprimand
- ✓ detention
- ✓ in-school suspension
- ✓ referral to Child Protective Services for educational neglect
- ✓ Person In Need of Supervision (PINS) petition
- ✓ home visits

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 1, Attendance Clerk Responsibilities)
- written communication (See Appendix Pages 13-20, Request for Excuse, Attendance Letters, Truancy Notice)
- automated notifications through the district's broadcast messaging system (junior and senior high schools only)

DESCRIPTION OF THE PROCESS TO DEVELOP SPECIFIC INTERVENTION STRATEGIES

The Rush-Henrietta Central School 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/guardians. Attendance clerks will attempt to communicate 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 district's Code 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, Behavior and/or 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 its 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

IDENTIFICATION OF THE PERSON(S) DESIGNATED TO REVIEW PUPIL ATTENDANCE RECORDS AND INITIATE APPROPRIATE INTERVENTION STRATEGIES/ACTIONS

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 systems or designee provides professional development and support to each attendance clerk to properly access attendance reports 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 may revise the Comprehensive Pupil Attendance Policy and make any revisions to the policy deemed necessary to improve pupil attendance.

SCHOOL/COMMUNITY AWARENESS

The Rush-Henrietta Board of Education will 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 will take other 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 assistant superintendent of student & family services
 - c) Henrietta, Rush, and Brighton public libraries
 - d) the district website



ATTENDANCE POLICY



APPENDIX



WRITTEN REQUEST FOR EXCUSE

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)

ELEMENTARY ATTENDANCE LETTERS

Elementary Attendance Letter #1

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 misses the general flow of instruction 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 upon returning 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.

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 and we would be glad to speak with you.

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

Sincerely,

(Principal)	(Social Worker)	(School Nurse-Teacher)
(phone #)	(phone #)	(phone #)

Elementary Attendance Letter #2

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 #)

Elementary Attendance Letter #3

Date:
Student:
Teacher:
Grade:

Dear:

The Rush-Henrietta Central School District staff has contacted you on many occasions this year regarding the negative attendance and tardiness pattern of your child within the district. Education Law and the regulations from the Commissioner of Education require regular school attendance for all children who are of legal age.

The Rush-Henrietta Central School District is dedicated to ensuring that every child has access to the educational opportunities that will enable them to develop to their full potential. Inconsistent school attendance may impair your child's ability to learn and meet with later success. We are eager and willing to assist you in fulfilling your legal obligation by having your child attend school on a consistent, regular, and acceptable basis.

Note that if your child's attendance does not improve, the district may be forced to take further actions, which may include filing a formal petition of educational neglect with the Child Protective Services Unit of Monroe County. Although this is the last option we wish to exercise, it is important to realize that we as professional educators follow all the mandates and regulations required through Education Law and the Commissioner's regulations.

If you have any questions, I can be reached at 359-5018. Thank you for your anticipated cooperation in this matter.

Sincerely,

Nerlande Anselme
Assistant Superintendent of Student and Family Services

SECONDARY ATTENDANCE LETTERS

Secondary Attendance Letter #1

(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)

Secondary Attendance Letter #2

(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 #)

Secondary Attendance Letter #3 (Revised)

(Date)

(Parent/Guardian Name)

(Address)

Dear:

The Rush-Henrietta Central School District staff has contacted you on many occasions this year regarding the negative attendance and tardiness pattern of your child within the district. Education Law and the regulations from the Commissioner of Education require regular school attendance for all children who are of legal age.

The Rush-Henrietta Central School District is dedicated to ensuring that every child has access to the educational opportunities that will enable them to develop to their full potential. Inconsistent school attendance may impair your child's ability to learn and meet with later success. We are eager and willing to assist you in fulfilling your legal obligation by having your child attend school on a consistent, regular, and acceptable basis.

Note that if your child's attendance does not improve, the district may be forced to take further actions, which may include filing a formal petition of educational neglect with the Child Protective Services Unit of Monroe County. Although this is the last option we wish to exercise, it is important to realize that we as professional educators follow all the mandates and regulations required through Education Law and the Commissioner's regulations.

If you have any questions, I can be reached at 359-5018. Thank you for your anticipated cooperation in this matter.

Sincerely,

Nerlande Anselme
Assistant Superintendent of Student and Family Services

TRUANCY NOTICE

(Date)

Mr. & Mrs.
Address
Town, NY 14467

RE: Student Name

Dear Mr. and Mrs. X,

This is to advise you that your son or daughter, XXXXX was absent from XXXX School on (date) and is presumed to have been truant. Truancy occurs when a student is absent from school without the knowledge and consent of his parent/guardian for other than excused reasons. Education Law and the Regulations of the Commissioner of Education require school attendance of all children who are of legal school age.

The attendance clerk's attempts to reach you by phone to verify the absence were unsuccessful. When your child must miss school, please contact the school Attendance Line at 359-XXXX. You may leave a message on this line 24 hours a day. When such notification is not given, and the school is unable to reach a parent or guardian to verify the reason for absence, the student is presumed to be truant from school.

When we are unable to verify with a parent or guardian why a child is absent from school, we must consider whether or not the child is safe. Accordingly, steps such as home visits and referral to local law enforcement or social services may be necessary. Additionally, **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.**

Please note that District Policy 5161, 5180, and 5312 address truancy, and that it is expected that students will attend school on all scheduled school days unless they are legally excused by a call and/or note from a parent indicating awareness of the student's absence. **All incidents of truancy may result in a minimum of one day of in-school suspension** (Rush-Henrietta Code of Conduct p. 8). In appropriate circumstances, the District may seek to have your child adjudged a "Person in Need of Supervision" by the Monroe County Family Court. Such a determination can lead to the child's out of home placement.

The Rush-Henrietta Central School District is dedicated to ensuring 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 me at 585-359-XXXX immediately to discuss this important matter.

Sincerely,

X X
Principal

SCHOOLTOOL SIS ATTENDANCE REPORTS

Report Name	Description
New York State-AID Current Attendance Period Totals	This report is generated to supply information for the SA129 State Attendance report. This report includes only those students who are enrolled with an enrollment type designated as "State Aid Eligible."
Permanent Attendance Report	This report, in conjunction with the Aggregate Attendance Report and the Percentage Attendance Report, is generated to provide information necessary for the AT6 report.
Students By Institution Type Summary and Detail Report	This report provides a summary count of students, both in- and out-of-district, for each alternative provider. Details may also be generated.
Students by Category Detail Report	This reports detailed student information (Student ID, First Name, Last Name, and Grade), for each alternative provider, displayed by BEDS code category type.
Detail Report	This report shows student's absences and information that fall within the specified date range. Available options include the following: Attendance Type and Absentee Reason.
Aggregate Report	The Aggregate Report allows you to retrieve students who have had a specified number of occurrences of a particular type of absentee reason.
Percentage Report	The Percentage Report will show the exact percent of students, by grade, by number of students that are present during the specified date range.
Period Attendance Report	This report will show students who have skipped or missed class during a specific period during the specified date range.
Summary Report	This report will show each student's absence for the date range with additional information noted when they were absent with any comments that were attached to the record.
Summary of Attendance Report	This report will show a summary of students' attendance information for the specified date range. This report shows one student per page.
Daily Overview Report	This report will display student(s) attendance over the specified date range. The report will include both daily and period attendance codes.
Attendance Audit Reports	The Audit Reports sub-module allows attendance officers and school administrators to verify that homeroom and per-period attendance has been taken for each homeroom and for every class, per New York State requirements. Use this report to audit teachers who may perform this task, or to double check that an attendance officer has completed attendance for all homerooms, courses, and periods.
Daily Roster Reports	The Daily Roster Report sub-module allows attendance officers and school administrators to print out class rosters. This may be useful for teachers who are absent that day and may need a substitute to take attendance for them. Teachers will also have this option in their My Home view of their Home module.
Daily Attendance Letters	The Attendance Letters sub-module can be used to track the amount of Daily Absences, Course Absences, and Late Arrivals to generate letters to be mailed home, and attached to a student's permanent record based on the district's attendance policy.

Revised: July 18, 2022