Attendance Policy Overview

Attending school, participating in class, and demonstrating understanding are all essential components of student learning and achieving success in school and in life. It is the collective responsibility of the New York City school system to make every effort to remove barriers to attendance and to help every student attend and learn in school every day.

To this end, the DOE will align with the Chancellor’s priorities of reimagining the student experience and empowering families to be our true partners by creating policies and school experiences for every student that:

- Prevent absences
- Promote student engagement
- Build relational trust with families and communities
- Celebrate student success
- Meet the needs of the whole child
- Reduce chronic absenteeism

As such, the DOE’s 2022-23 Attendance Policy serves as the blueprint for ensuring that all New York City students are:

- Effectively engaged, connected to community resources and partnerships, and mentored and counseled, as appropriate.
- Receiving the right support at the right time to remove barriers to regular attendance.
- Provided with the necessary information and tools to facilitate their return to school.
Attendance Definitions and Expectations

During the 2022-23 school year, in accordance with New York State Law, the New York City Department of Education will use “attendance” as a measure of student engagement and instructional time in remote and in-person learning settings.

The definition of “present” for the day during the 2022-23 school year is as follows:

- **In Person:** Student attends (is physically present in the classroom/school learning environment) at least one full instructional period during the school day.
- **Remote:** Student attends (is virtually present for) synchronous or asynchronous instruction for the equivalent of at least one full instructional period during the scheduled program day.

Schools and programs must complete daily attendance, identify an Attendance Coordinator to oversee attendance at the school, and comply with attendance mandates, as applicable, in accordance with Chancellor’s Regulation A-210.

Schools are also expected to follow rules for calendar changes, releases, clearance of register, the Planning Interview process, the submission of the attendance section of the OSYD consolidated plan, and meet guidelines as set forth under the 2022-23 Transfer, Discharge and Graduation (TDG) guidelines and Chancellor’s Regulation A-240.

Automate the Schools (ATS) will serve as the attendance system of record and schools will take daily attendance for all NYC students across all grade levels via ATS bubble sheets or electronic attendance rosters available through the new DOE attendance application located on TeachHub. Schools may use ATS or their own systems to take period attendance, as applicable.

Improving attendance and reducing student chronic absenteeism is a priority for every school this 2022-23 school year. Schools are encouraged to implement attendance improvement efforts through every student every day and are expected to:

- Make all efforts to remove barriers to student attendance through the taking of attendance and the monitoring of chronic absenteeism;
- Collaborate with critical stakeholders across the school community for improved attendance and the reduction of chronic absenteeism;
- Communicate regularly with families and students about the benefits of regular attendance to academic achievement, and the joy and excitement of being in school; and
- Engage students in learning by personalizing supports that are differentiated, culturally responsive and meet the needs of the whole child.

For more information on attendance, refer to the Attendance InfoHub at schools.nyc.gov or contact the District Attendance Point or attendance@schools.nyc.gov with concerns or questions.

Attendance Taking

The NYCDOE will track daily student attendance in schools across all grade levels and districts. Schools will:

**Collect and record daily attendance in one of two ways:**
Using paper rosters (e.g. scantron bubble sheets) available through Automate the Schools (ATS); and/or
Using electronic rosters available through the new DOE attendance application located on TeachHub

Schools may elect to use either paper or electronic rosters on any given day (as determined by school policy).

Attendance Values

Attendance taken during the 2022-23 school year will include the values of:

P = Present
A = Absent

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Definition of Presence for Synchronous Remote Instruction

Synchronous instruction is defined as live interaction between the teacher and student(s) each day at a scheduled time, communicated in advance to parents/families and students.

A student should be marked present if virtually present for daily synchronous instruction during the school day.

Daily synchronous instruction may include but is not limited to the use of Google Meet, Microsoft Teams, Zoom, other DOE approved and school-determined online video conferencing platforms, and phone conferences to provide synchronous instruction in the following areas:

- Whole class, small group and/or individualized live instruction.
- Regular, dedicated time during which students and/or families can connect with teachers and support staff to get help with instructional activities.
- Daily activities that promote students' social and emotional wellness.
- Feedback on student learning and work progress check-ins with students.
- Conferences with students or families.

Definition of Presence for Asynchronous Remote Instruction

Asynchronous instruction is defined as instruction and learning opportunities that are not centered on students and teachers interacting at the same time. Asynchronous learning activities enable students to work at their own pace so they can learn the same material at different times independently. Examples include:
Project based learning where students work independently or with others using shared documents so that teachers can track activity and progress each day.

Viewing videos, whether the teacher created or provided, and asking students to respond in writing.

Students create pre-recorded videos as a way to share individual or group presentations, as opposed to live presentations.

Using digital tools to have online class discussions or using discussion boards.

Completing quizzes, entrance/exit tickets before and after lessons on asynchronous days as a way to assess student learning.

Reading and writing assignments that are downloaded/accessed and submitted into a platform, while the teacher provides ongoing feedback online to increase understanding.

Using online games or interactive videos to allow for independent practice with the content taught.

**Expectations for Synchronous and Asynchronous Instruction**

- Both synchronous and asynchronous remote instruction must include regular and substantive interaction between the student and teacher, meaningful feedback on student assignments, and a way of tracking student engagement.

**Remote Attendance**

Students who are eligible to attend remotely are to be marked “P” for present or “A” for absent in ATS using the following reason codes:

- 65 – PRESENT, LEARNING REMOTELY
- 35 – ABSENT, LEARNING REMOTELY

Students are eligible to attend remotely and be marked present or absent using codes 65 and 35 respectively in the following scenarios:

- Participating in virtual or hybrid instruction through approved DOE virtual learning experiences/programs such as A School Without Walls, Virtual Learning Classrooms, and Virtual Academy.
- Enrolled in Medically Necessary Instruction (MNI).
- Isolating for two or more days due to a positive COVID-19 test result.
- Participating remotely during full building emergencies and related closures (such as snow days).

Students who are absent for any other reason may not be marked P for present using code 65, and must be marked A for absent using the appropriate reason code (not code 35).

Schools may use the CIND function in ATS to (1) assign codes 65/35; (2) other reason codes; or (3) retroactively correct or update attendance.

**Absences**

For every absence, schools are expected to assign the appropriate reason code.

- Absences without a reason code are considered unexplained and unexcused.
- An excused absence is still an absence and a loss of instructional time.
Releases

Students may not be released from instruction altogether without prior approval from the Chancellor’s office, as this impacts State Aid.

Daily and Period Attendance

Daily Attendance: During the 2022-23 school year, teachers will take and collect student daily attendance using ATS bubble sheets or electronic attendance rosters and scanning procedures (as determined by school policy).

Consistent with Chancellor’s Regulation A-210, teachers are responsible for ensuring that accurate attendance records are kept for each student on register. Attendance scantron sheets and electronic attendance rosters must be signed by the teacher.

Period Attendance: In addition to daily attendance, schools may also take period attendance in one of several ways:

- ATS bubble scantron sheets
- The DOE’s electronic attendance app
- DOE-approved third-party vendors

Schools taking period attendance must also take daily attendance.

In-Person and Remote: Daily and period attendance is collected for both in-person and remote students, as applicable.

Daily Attendance Submission: Attendance should be taken by 10:00 AM each day, where possible, however all attendance must be taken and scanned or electronically uploaded into ATS by the end of each school day.

Late or Early Dismissal: Students who arrive late or leave early should be considered present, but are to be marked as Late or as Early Dismissal, per DOE guidance and as defined by the school-based attendance policy.

Attendance Monitoring

Schools are to collaborate with critical stakeholders across the school community for improved attendance, including by:

Establishing an Attendance Committee:

- The Committee is composed of the Principal or Principal’s Designee, key school staff, and other non-school staff* such as community organizations or success mentors.
- The Committee is expected to meet regularly (and is encouraged to meet weekly). During the meeting, the Committee is encouraged to track progress and interventions, use student-level data from DOE-approved tools (e.g.: Insight) to monitor trends in attendance and chronic absenteeism, and assign student interventions that are personalized to meet the needs of the whole child. Interventions are to be logged in ILOG.

Monitoring attendance and chronic absenteeism data for all students in several ways:
Using **Insight** ;
Using the attendance reports on the DOE **Data Hub** ; and/or
Using attendance reports generated through the school or district or through DOE-approved applications.

**Note:** When viewing or sharing student-level data with non-school staff, ensure compliance with FERPA and student privacy laws, including ensuring that non-school staff sign DOE-approved confidentiality agreements.

**Attendance Communication**

Schools are to communicate regularly with families and students about the attendance policy and the benefits of regular attendance to academic achievement, and the joy and excitement of being in school. Specifically, they are to:

**Follow up and communicate with every absent student every day through:**

- Text, phone calls, emails, home visits, and/or other shared communication pathways; and
- Document all outreach in ILOG.

**Publish School-Based Attendance Policies:**

- In accordance with Chancellor’s Regulation A-210, schools are expected to share the school’s attendance policy with students, families and communities in a public and clear way, including through the school’s website, through printed materials, email and other communication pathways used by the school community.
- The school’s attendance policy should mirror that of the DOE’s policy but should also include school-related specifics around the school’s expectations around lateness, participation in class, attendance in any remote learning, and attendance improvement strategies. It should make clear that attendance is a measure of instructional time.
- This policy must be shared as often as possible, including when updated, so that families and staff are aware of the school’s expectations regarding attendance.

**Attendance Engagement and Improvement**

**Reducing Chronic Absenteeism through Every Student Every Day**

Improving attendance and reducing chronic absenteeism is a priority for every school this 2022-23 school year.

The principal’s focus on chronic absenteeism—which is defined as missing 10% or more of the school year—makes the biggest difference for students and the broader school community.

Principals together with school staff and community partners should engage students in learning by personalizing supports that are differentiated, culturally responsive and meet the needs of the whole child.

To implement this work, schools are encouraged to:
• Create a school culture that promotes good attendance and supports the needs of the whole child. For example:
  ○ Implement advisory, if possible, to create communities of care and support for students.
  ○ Create healing centers where possible so that students have a place to reset and engage in mindfulness activities or restorative practices.
• Recognize and reward improved attendance.
• Personalize interventions for every student to ensure regular attendance. For example:
  ○ Leverage resources and interventions to meet the needs of students with disabilities, students in temporary housing and affected by homelessness, multi-language learners, and overage and under credited students.
  ○ Implement tutoring programs or other academic interventions to help students catch up or leap ahead.
  ○ Assign chronically absent students (students missing 2+ days per month) a Success Mentor.
• Draw on community partners for help and support by creating a contact list that can be used to support students and families as needed.

Attendance Policy: Frequently Asked Questions

What is the timeline of attendance compliance mandates?

Schools are expected to adhere to the attendance compliance mandates as set forth in accordance with Chancellor’s Regulations and related policies.

<table>
<thead>
<tr>
<th>Compliance Item</th>
<th>School</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>Clearance of Register Program</td>
<td>By October 31st of each year, the principal, in conjunction with the attendance coordinator, must develop a Clearance of Register program designed to locate and determine the status of, return to school, or appropriately discharge all students who are on the school register and who have not begun attending school for that school year.</td>
<td>Fall</td>
</tr>
</tbody>
</table>
ANDI (November Discharges)/ALOA (Low October Attendance) Audit

Schools review their enrollment and attendance in ATS, clear as appropriate their register, and provide documentation to verify student presence or discharge.

Consolidated Plan - Attendance Plans that Adhere to A-210 and A-240

Schools submit Consolidated Attendance Plans by the end of September 2022.

Comprehensive Education Plan - Chronic Absenteeism

Schools submit CEP chronic absenteeism plans in Plan by June 30, 2022

How do schools follow the Tiered Response Protocol (TRP) for child welfare involved cases, in accordance with Chancellor's Regulation A-750? What if the student is enrolled in a virtual/School without Walls program?

Take daily attendance for students who are enrolled in remote (include School with Walls) or in-person learning. For both remote and in-person students, for students indicated as:

- **Tier 1 (e.g.: students in active child-protective investigation)** for whom the reason for one daily absence is not adequate (see ATS Wiki), the school should call the Child Protective Specialist, the information for which is available to the Principal in ATS or through the lists that are provided through the District office.

- **Tier 2 (e.g.: students with indicated cases, which are cases founded as maltreatment and neglect in the past year)** for whom the reason/explanation for up to three consecutive days of absences is not adequate, should call the Preventive Agency or the Office of Education Advocacy, the contact information for which is available to the Principal in ATS or through the lists that are provided through the District office.

- **Tier 3 (e.g.: Foster Care students)** for whom the reason/explanation for up to three consecutive days of absences is not adequate, should call the Foster Care Agency, the contact information for which is available to the Principal in ATS or through the lists that are provided through the District office.

What do schools do if they are concerned about the safety of a child whether in-person or remote?
In accordance with C.R. A-750, as a mandated reporter, if the school staff member suspects abuse, maltreatment or neglect, they must call the State Central Register, which can be reached at 1-800-635-1522. If the child is in imminent danger, the school should contact the NYPD.

**Are excessive absences a reason to call the State Central Register for education neglect?**

School staff must exhaust all outreach efforts before calling the State Central Register for education neglect. For example (and this list is not exhaustive), schools should attempt to reach families several times over the course of the day, intervene with guidance, assign the student a success mentorship, track attendance and code absences as excused and unexcused, make connections to community partnerships and ACS preventative services that would help to remove barriers to attendance, resolve transportation challenges, conduct home visits with the support the Attendance Teacher, and creating spaces for healing and support for both family and students. More information is available on the [InfoHub](https://www.infohub.nycdoe.k12.ny.us/).

**How does my school take attendance for academic intervention that takes place outside of the regular school day during the 2022-23 school year?**

In addition to school-day attendance, schools that are providing academic intervention services and special education recovery services during sessions outside of the scheduled school day (e.g. afterschool or on weekends) are required to take "extended day" attendance for these programs.

To this end, the student should only be marked present if they have attended all interventions or recovery service sessions scheduled for that day/session.

Schools are to take attendance for students in the extended day sessions using the values of present (P) or absent (A). The definitions of P or A are the same as those used during the regular school day.

Students have the option to participate in extended day remotely, where appropriate. In contrast to the school day, schools do not need to use the reason codes of 35/65 when marking students as absent or present during remote extended day sessions.

Refer to the ATS Wiki to follow steps to take attendance for students participating in extended day programming.

**How can school staff access ATS remotely?**

School-based staff may access ATS from a work computer or may use the Windows Virtual Desktop (WVD)/Remote Desktop found in the [NYCDOE Workspace](https://www.nycdoe.k12.ny.us/). WVD allows users to access ATS from any operating system. It also allows users the ability to open ATS FTP Reports.

**Who at the school will be monitoring and following up on student absences, reasons for absences, and chronically absent students?**

In accordance with the DOE’s attendance policy, it is the responsibility of each school to monitor student attendance and ensure children have the support and resources they need to attend school regularly.
Schools should use creative strategies for following up with students like those offered through this guide and the Every Student Every Day guide and related resources.

Will students face punitive consequences for being absent?

Students will not be punished or face punitive consequences for being absent. Attendance—whether absence or presence—is data that the school will use to track student progress. The goal is to help every student attend school every day, and not to punish students for absenteeism.

Where can I find information regarding Attendance Teacher Home Visits and other related FAQs?

Please refer to the Central (Shared) Attendance Teacher

Attendance Resources

- NYCDOE Attendance Infohub page
- Attendance Coordinators page
- Attendance Teachers page
- Attendance Datahub
- ATS Wiki
- Web Connect