The 2023 NYCDOE Attendance Policy
Understanding regulations and expectations

October 13, 2022

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Agenda

• The 2022-2023 NYCDOE Attendance Policy – Definitions & Expectations

• The School Without Walls & Attendance – Students’ Attendance

• The Work of Attendance In School

• What does the work look like this year? *Or what will it look like?*

• Clearance of Register

• Important Links
2022-23 NYCDOE/Central Attendance Policy

• https://infohub.nyced.org/nyc-doe-topics/Policies/attendance/nyc-attendance-policy
Attendance Definitions and Expectations

• The New York City Department of Education will use “attendance” as a measure of student participation and instructional time in remote and in-person learning settings during the 2022-23 school year.

• Schools must complete attendance in accordance with Chancellor’s Regulation A-210

• Schools are encouraged to implement attendance improvement strategies recommended under Every Student Every Day

• School Attendance Policy can be found at:
Attendance Definitions and Expectations

• Use 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.

• Complete daily attendance as determined by the school attendance policy:
  • Using paper rosters (e.g., scantron bubble sheets scanned in ATS); and/or
  • Using electronic rosters available through the new [DOE attendance application](#) also called [Grades Attendance Messages Application (GAMA)](#)

• Identify an **Attendance Coordinator** to oversee attendance at the school

• Comply with attendance mandates, as applicable, in accordance with [Chancellor’s Regulation A-210](#) and the 2022-23 NYCDEO Attendance Policy
Attendance Definitions and Expectations

• Automate the Schools (ATS) will serve as the attendance system of record.

• **Schools will take daily attendance** for all NYC students across all grade levels Daily

• **Schools may use ATS or their own systems to take period attendance (PATD menu, REVA…)**

• Schools are encouraged to take attendance by 10:00 AM and are expected to take and submit attendance daily by the end of the school day
Attendance Definitions and Expectations

• 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 strategies recommended under Every Student Every Day

• Schools are expected to:
  • Make all efforts to remove barriers to student attendance through the taking of attendance, identifying patterns of absence, 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;
  • Engage students in learning by personalizing supports that are differentiated, culturally responsive and meet the needs of the whole child.
Attendance Definitions and Expectations

• Attendance taken during the 2022-23 school year will include the values of:
  • P = Present
  • A = Absent

• For Students attending remotely or virtually The reason code values will be:
  • Present 65
  • Absent 35
Definition of Presence for Synchronous Remote Instruction

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

• 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.

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.

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.

• **Taking 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

• 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. use AUPD to update absent or late codes for multiple students. Reason code can be entered in the AM or PM attendance. use PUPD to update P Present for multiple students

Eligibility to Attend Remotely & be marked present or absent using reason codes 65 and 35

- **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). *(formerly home instruction)*
  - 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).*
Administrative Clarification for Schools

• **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.
  - **Schools must take daily attendance** & Schools taking period attendance **must also take daily attendance** (*implication for 3rd period*)
As a Reminder

• **Daily Attendance Submission**
  • Daily and period attendance is collected for both in-person and remote students.
  
  • *Attendance must be taken and scanned or electronically uploaded into ATS by the end of each school day.* Schools are encouraged to take & upload attendance by 10:00 AM.

  • Students who arrive late or leave early should be considered present, but are to be marked as Late or as Early Dismissal

  • Once a student has attended one instructional period, the student is to be considered present for the school day
Expectations for Schools

- Establishing an Attendance Committee
- Identify an Attendance Coordinator (a pedagogue)
- Conduct Attendance Committee Meetings and Monitor attendance and chronic absenteeism data for all students using Insight; New Vision, the DOE Data Hub; other data reports through DOE-approved applications...
- Ensure compliance with FERPA and student privacy laws
- Follow up and communicate with every absent student or family every day
- Publish School-Based Attendance Policies.
  - In accordance with Chancellor’s Regulation A-210, schools are expected to share the school’s attendance policy with their communities
  - The school’s attendance policy should mirror that of the DOE’s policy but should also include school-related specific expectations.
  - The policy should make clear that attendance is a measure of instructional time.
  - Schools should implement strategies as recommended under Every Student Every Day to address issues with students’ attendance
Schools Without Walls & Students’ Attendance

• “The school without walls” (33K960) is like program such as HOS or SUS or MNI. Students are shared between the “original” or more appropriately the “holding” school and the program.

• “The school without walls” is responsible to take attendance and follow up with the student & family in case of absence.

• Attendance value for the school without walls is P or A with reason codes 35 or 65 as appropriate since the program is a DOE approve remote/virtual program.

Ending Shared Instruction

If a student leaves the program or is transferring to a different holding school, A School Without Walls ends shared instruction by entering a shared instruction end date in SIGS. The “end shared instruction date” should be the last instructional date the student was enrolled in the program. The end day must be a valid school day for both A School Without Walls and the holding school. Students are then placed in their holding school’s temporary official class, “000.”

The Work of Attendance In School

• Attendance Staff and Supports in School
  Attendance Staff and Supports (nyced.org) or
  https://infohub.nyced.org/nyc-doe-topics/Policies/attendance/attendance-staff-and-
  supports

• School Roles in Attendance & Attendance Team Make-up
  Attendance Coordinators (nyced.org)
  https://infohub.nyced.org/nyc-doe-roles/other-school-staff/attendance-coordinator

• Chancellor’s Regulation A-210
  A-210_9-28-2017_final_remediated_WCAG2.0 (nyc.gov)
  https://www.schools.nyc.gov/docs/default-source/default-document-library/a-
  210-english
The Work of Attendance In School: A-210 (Some Highlights)

- Clarifies that schools must communicate their attendance policies to staff, students and parents (Section III.B).
- Clarifies that attendance scan sheets and other forms of attendance documentation must be kept on file at the school for six years from the time the records are generated and not from a student’s expected date of graduation (Section III.C).
- Clarifies that schools must define what constitutes an early departure and which early departures are excused and unexcused (Section III.C.2).
- Clarifies that schools must follow Chancellor’s Regulation A-630 for recording early departures and excused absences for religious instruction (Section III.C.3).

- Clarifies that schools must maintain up-to-date emergency contact information in addition to parent contact information (Section III.G).
- Clarifies that schools must continue parent outreach until the underlying attendance issue is resolved and that parent outreach, as that term is used in this regulation, includes: calls on the first day of absence, letters home, personal advisory calls or conferences to address the reasons for absence, communication via the school’s electronic system (e.g., emails, texts, or app push notifications), and/or home visits (Section III.G).

- Provides that the monitoring of attendance of elementary and middle school students with child welfare involvement is a required component of schools’ attendance programs (Section III.H).

- Clarifies that for all Form 407 attendance investigations, the school must record all information, outreach efforts, and interventions in the ILOG System, supplemented by notes directly on the Form 407 (Section IV.C).

- Clarifies that for all Form 407 investigations, if the whereabouts of the student cannot be confirmed and/or the issue preventing attendance is not identified at the school level, the Form 407 case must be given to a DOE attendance teacher for further investigation (Section IV.I).

- Provides that a Form 407 case must remain open and attendance outreach must continue, in accordance with DOE policies and procedures, until the case is resolved. A Form 407 case is resolved when the student returns to school, the student is discharged in accordance with DOE procedures and policy, or for a Form 407 investigation conducted when a student is discharged under the circumstances described in Section IV.E, the school enters a code indicating the result of the follow-up investigation (Section IV.J).

- Provides that the principal, in conjunction with the attendance coordinator, must develop a Clearance of Register program by October 31st of each year (Section VI).
The Work of Attendance In School (Some Important Points)

- Schools are required to know the status of all students on a school’s register who have not appeared at the beginning of school year.
  - Repeat this for new admits and students who stop attending.
- To make chronic absenteeism rates an accurate measure of students who miss ten percent or more of school, every student active on a school’s register must have a valid reason to remain active.

- Schools, students and families can contact DOE Referral Centers for High School Alternatives [link] to learn about all DOE high school options and HS Equivalency (HSE) Diploma programs.
- For students with IEPs interested in vocational training or career education, contact a transition/youth services counselor at a NY State ACCES-VR center [link].

- **DO NOT** close a 407 when a student returns to school one day.
  - The compliance metric for 407 (grades PK-8 only) is to complete an investigation within ten days. Within ten days, enter a Comment Code that explains the reason for continued absences.
  - Comment Codes can be updated on open 407s with better information.
  - A non-attending student (LTA) should have a single, open 407 with a Comment Code that best describes the reason for continued absences.

https://infohub.nyced.org/nyc-doe-roles/doe-roles/other-school-staff/attendance-coordinator
The Work of Attendance In School (Some Important Points)

- Any referral to a teacher to conduct a home visit must be in the context of the school’s previous outreach and with information about what school has already done to reach the family or mitigate the cause of the absences.

- Schools are responsible for ensuring that all students, including students absent for extended periods of time with whom the school is in contact, are provided with an academic program.
  - Under some circumstances (see the High School Academic Policy Guide Daily Session Time and Student Schedules) a student may have no program or an incomplete program and, if that is the case, the student must be assigned to a full academic program and a transition plan on the morning following a return to school.

- Schools typically require investigations for Clearance of Register, to locate students who do not report to school in September or who stop attending without notice.

- Schools and attendance teachers conduct investigations. Centrally-funded attendance teachers are referred to an investigation after schools have made reasonable efforts to contact the family or address the reasons for absences.

https://infohub.nyced.org/nyc-doe-topics/Policies/attendance/elevated-interventions
The Work of Attendance In School - Elevated Investigations

Home Visits by Centrally-Funded Attendance Teachers

- Home visits should be conducted after school-based personnel have exhausted all outreach possibilities, and ILOGed these outreach efforts as outlined in CRA-210.
- Before conducting a home visit, Centrally-Funded Attendance Teachers should exhaust all efforts to investigate and conduct outreach for students identified above and must document all outreach in ILOG.
- Investigation steps include but are not limited to using ATS, ensuring written correspondence has been sent, remote outreach, phone outreach, and compiling a complete array of potential contact information such as: phone numbers, emails and street addresses for family members and relatives.
- After the initial investigation is complete and outreach efforts have been exhausted, a Home Visit can be conducted.
- Please refer to this Centrally Funded Attendance Teacher Home Visit Guidance.

https://infohub.nyced.org/nyc-doe-topics/Policies/attendance/elevated-interventions
What does the work look like this year? ... what will it look like?

• Boroughwide support

• District Support - District Attendance Team – District Attendance Coordinator (DAC)

• The Attendance Teacher Job Description

• The Grade Attendance Messages App (GAMA)
  • call the service desk at 718-935-5100.
Clearance of Register – Ongoing Process

• “Clearance of Register”

Schools must determine the status of all students who are on a school’s register and who have not appeared at the beginning of school year.

Repeat the process for new admits during the school year (who do not appear after registration) and for students who stop attending during the school year.

There must be a conclusion to every no show, or non-attending student, case. Here are the four possible conclusions:

1. Administrative resolution (for example, duplicate student ID or error in programming).
2. Student returned to regular attendance.
3. Appropriate discharge or transfer to another school or identified location, per the Transfer, Discharge and Graduation Guidelines (TDG).
Important Links

• **NYC Attendance Policy (nyced.org)**
  https://infohub.nyced.org/nyc-doe-topics/Policies/attendance/nyc-attendance-policy

• **Academic Policy and Attendance Guidance for Students At A School Without Walls (nyced.org)**

• **Log In - DoE-WiKi (nycenet.edu)**
  https://wiki.nycenet.edu/login.action?os_destination=%2Fpages%2Fviewpage.action%3FsKEY%3DATSWiki%26title%3DATS%2BWiki%2BWelcome&permissionsViolation=true

• https://infohub.nyced.org/
Reference & Important Links

• Absence – Lateness – Special circumstances Present (Attending school part of the day) Reason Codes
  https://infohub.nyced.org/nyc-doe-topics/Policies/attendance/attendance-data#jump-to-heading-8

• Chancellor’s Regulation A-210 (Standards for Attendance Programs)

• Chancellor’s Regulation A-240 (Reason for Discharging Students)
Reference & Important Links

• Every Student, Every Day
  https://sites.google.com/mynycschool.org/newyorkcitycommunityschools/resources/every-student-every-day?authuser=0

• Transfer discharge and graduation (TDG) Guidelines
  https://infohub.nyced.org/nyc-doe-topics/Policies/discharges

• Planning Interview Information
  Planning Interview Procedures (nyced.org)

• Attendance Teachers’ Job Description
Q & A