



Regulation of the Chancellor

Number: A-210

Subject: STANDARDS FOR ATTENDANCE PROGRAMS

Category: STUDENTS

Issued: June 18, 2026

SUMMARY OF CHANGES

This regulation supersedes Chancellor's Regulation A-210 dated September 28, 2017.

Changes:

- Remove outdated references to Field Support Centers (FSCs).
- Replace references to the Office of Safety and Youth Development with the Office of Community Supports and Wellness, consistent with current organizational structure.
- Identify ATS, OASIS, or any successor system as the system of record for attendance records.

Section I. Attendance Law

- Clarify school attendance requirements consistent with Education Law § 3205, including distinguishing between students who are entitled to enroll and those who are required to attend school.
- Clarify applicability of Regulation requirements to students enrolled in DOE-operated Pre-K and 3-K programs when parents elect enrollment.

Section II. Responsibilities for Attendance Services

- Update and clarify the roles and responsibilities of District Attendance Coordinators/attendance designees, including their responsibility for monitoring attendance data.

Section III. Attendance Program Standards for Schools

- Update requirements for schools to communicate attendance policies to staff, students, and parents by October 31st of each school year and provide a template.
- Update and clarify requirements for recording attendance, including:
 - Clarifying the use of the electronic attendance application and paper scan sheets
 - Permitting secure disposal of scanned paper sheets
 - Providing the document retention period for attendance records of six years
- Clarify expectations regarding schools' responsibility to learn the reasons for student absences and to document reasons in ILOG using reason codes.
- Explain what constitutes chronic absenteeism and risk of chronic absenteeism.
- Provide examples of interventions and supports to reduce chronic absenteeism.

- Update responsibilities of attendance coordinators and attendance committees.
- Update requirements for parent outreach, including primary and secondary methods of outreach, and creation of attendance success plans for chronically absent students.

Section IV. Investigation of Reasons for Absence and the Form 407 Tracking System

- Update process for conducting Form 407 investigations, including consideration of barriers to attendance, provision of resources to support students with returning to school, and creation of attendance success plans.
- Clarify documentation requirements.

Section V. Procedures for Reporting Maltreatment Based on Educational Neglect

- Remove specific elements for determining reasonable cause to suspect maltreatment based on educational neglect and refer to Chancellor's Regulation A-750.
- Emphasize that poor school attendance, in and of itself, is not reasonable cause to suspect maltreatment/educational neglect.

Section VI. Clearance of Register

- Require a Missing Address investigation, documented in ILOG, when the whereabouts of a student are unknown.



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ABSTRACT

This regulation supersedes Chancellor's Regulation A-210 dated (September 28, 2017). The tracking and follow-up of attendance and chronic absenteeism is one of the New York City Public Schools most important responsibilities as it relates to the safety, welfare, and educational success of the students of New York City. This regulation sets forth standards for school attendance programs, including requirements for meeting state attendance mandates, and establishes the policies for school attendance services, attendance reporting and follow-up procedures.

I. ATTENDANCE LAW

- A. Each minor from 5 to 17 years of age in New York City is subject to the following school attendance requirements.
 - 1. Children who turn 5 on or before December 31st of the school year are entitled to enroll in kindergarten at the beginning of that school year.
 - 2. Children who turn 6 on or before December 31st of the school year are required to enroll in school at the beginning of that school year. These students must be enrolled in first grade, regardless of whether they attended kindergarten in the prior school year.
 - 3. Students who turn 17 on or after July 1st are required to attend full time instruction through the end of the school year in which the student turns 17.
 - 4. Students who are in DOE-operated Pre-K and 3-K programs are not legally required to attend school. If the parent¹ elects to enroll their child into such programming, the requirements of this regulation shall apply.
- B. Exceptions to the age requirements for attendance are as follows:
 - 1. Students who have graduated from high school prior to reaching the age of compulsory attendance as set forth in Section I.A.3; or

¹ The term parent as used in this regulation means the student's parent or guardian or any person in a parental or custodial relationship to the student. The definition of parent includes: birth or adoptive parent, step-parent, legally appointed guardian, foster parent and "person in parental relation" to a child attending school or as otherwise defined in Chancellor's Regulation A-101. The term "person in parental relation" refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, living outside the state, or abandonment of the child.

2. Students 16 or 17 years of age who have been issued a full-time employment certificate.

II. RESPONSIBILITIES FOR ATTENDANCE SERVICES

- A. The Chancellor is responsible for setting the standards for school-based attendance policies and procedures and issuing guidelines related to attendance issues and support services.
- B. Principals are responsible for ensuring that their school's attendance policies and procedures meet the standards for attendance services, as mandated by state requirements and as required by this regulation and other New York City Public Schools (NYCPS) guidelines. This includes approving an annual Attendance Plan, ensuring the accurate recording of attendance, appointing a school-based attendance coordinator and supervising the attendance coordinator and Attendance Committee, as set forth in Section III.
- C. Under the direction of the Superintendent, the District Attendance Coordinator (DAC) or attendance designee is responsible for providing support and assistance to schools in order to ensure that attendance program requirements are met. This includes, but is not limited to:
 1. assisting schools in the development and review of attendance policies and procedures that will allow for the effective implementation of attendance tracking, outreach, follow-up and support services.
 2. facilitating training for school and district staff involved in implementing attendance policies and supports, including, but not limited to, attendance teachers, attendance coordinators, principals, assistant principals, guidance counselors, support staff, pupil accounting secretaries, family assistants, para-professionals and attendance committee members; and
 3. monitoring attendance data.

III. ATTENDANCE PROGRAM STANDARDS FOR SCHOOLS

- A. Annual Attendance Policy and Plan: Schools must develop attendance policies and procedures that are designed to ensure regular attendance and that address attendance-related objectives and responsibilities, including, but not limited to: maintaining accurate records of student attendance; monitoring patterns of student lateness and absence; and using effective intervention strategies to lower chronic absenteeism and improve school wide attendance. By October 31st of each year, each school is required to submit an annual Attendance Plan as a component of the Office of Safety and Youth Development (OSYD)'s Consolidated Plan. The Plan must describe how schools implement their attendance policies and procedures. Note: Until schools' Attendance Plans are reviewed and approved by the Superintendent through the process required by OSYD, schools' Attendance Plans from the previous school year remain in effect.
- B. Communicating Attendance Policies: Schools must communicate their attendance

- policies to staff, students and parents by October 31st each year. Schools may use this [template](#) to communicate their attendance policies to staff, students, and families.
- C. Recording Attendance: Student daily attendance must be recorded in Automate the Schools (“ATS”), OASIS or any successor system designated as the system of record for attendance each day. In grades 9–12 and in departmentalized schools (a school that is organized around academic subject departments), attendance also must be recorded for each period of scheduled instruction, in ATS or OASIS, or another recording method, in accordance with procedures defined in the school’s Attendance Plan. Teachers are responsible for ensuring that accurate attendance records are kept for each student on register. Attendance must be submitted by either scan sheets or through the electronic attendance application and must be signed off by the teacher. All paper scan sheets must be entered into the electronic attendance application. Once scanned, paper scan sheets may be disposed of by securely shredding or otherwise securely destroying the sheets to ensure confidential information is destroyed. Attendance records must be maintained for six years.

Changes to attendance records, whether submitted via paper scan sheet or electronically, may only be made by the person who originally recorded and signed off on the attendance. If changes are made to a scan sheet, they must be initialed by that same person. All other changes of attendance must be documented on the Change of Attendance Form or similar record and entered into ATS or OASIS. 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. Principals must make these records available to those authorized to review, inspect, or audit them, consistent with applicable law.

1. Recording Reasons for Absence: Schools must follow the procedures herein and in the school’s attendance plan to learn the reasons for student absences and should document the reasons for student absences in ILOG using reason codes. A student is considered present for the day if the student attends at least one instructional period. School policy must define the kinds of absences that will be excused and those that will not be excused and identify the supporting documentation that must be collected and maintained.
2. Recording Lateness/Early Departure: School policy must define what constitutes a late arrival and early departure and which late arrivals and early departures are excused and not excused. Schools must keep records of late arrivals and early departures in ATS/OASIS in accordance with school-defined policies. A student who is marked late or leaves early must be considered present for the school day if the student attends at least one instructional period. Frequent or unexcused lateness or early departure require the same follow-up and intervention procedures as absence.
3. Religious Accommodations: Schools must follow Chancellor’s Regulation A-630 (Religious Accommodation of Students) for recording early departures and

excused absences due to religious instruction and/or observance.

- D. Ensuring Regular Student Attendance: Schools must establish and maintain a system for recognizing patterns of student absence. A student whose attendance rate is 90% or less is chronically absent. A student is at risk of becoming chronically absent when their attendance rate is between 91-93%. Schools must establish and implement specific interventions to reduce the number of students who are chronically absent and/or need support, such as Success Mentors, extracurricular activities, mental health support, referrals to support services, a walking school bus, etc.
- E. Attendance Coordinator: At each school, the principal must appoint an attendance coordinator, who must be either an administrator or pedagogue. The attendance coordinator is responsible for the overall operation of the school attendance program, under the supervision of the principal/designee. This includes, but is not limited to: ensuring that student attendance is recorded accurately; all documentation is appropriately signed and available for review; parents are contacted when their student is absent except when the reason for the absence is already known; reason codes for absences are entered; outreach and interventions are entered in ILOG; all documents related to attendance tracking are filed appropriately; and all Form 407 procedures, as specified in Section IV, are followed.
- F. Attendance Committee: Each school must have an Attendance Committee consisting of school personnel including, but not limited to, teachers, administrators, attendance teachers, and guidance counselors. The Attendance Committee is responsible for implementing weekly attendance team meetings, using NYCPS data systems and case studies to identify and resolve the underlying reasons or barriers to attendance for latenesses and absences to improve attendance policies and procedures. Attendance Committees are also responsible for monitoring that reason codes, outreach, and interventions are entered into ILOG for student absences.
- G. School Avoidance Liaison: Each school must designate a staff member to serve as the school-based resource for issues related to school avoidance behaviors. This staff member must be a pedagogue, school administrator, guidance counselor, or social worker who works at the school full-time. The school avoidance liaison must be a member of the Attendance Committee and must receive training on school avoidance.
- H. Parent Outreach: Schools must contact parents each day that a student is absent to determine the reason for the child's unexplained absence. Every effort must be made to conduct outreach to parents on the first day of a student's absence. The primary method of outreach to parents is personal phone calls. Schools must maintain communication with parents to develop and implement measures to ensure regular attendance, and such outreach must continue until the underlying attendance issue is resolved. In addition to the primary method of outreach on the first day of absence, secondary methods of parent outreach must be implemented as appropriate, including letters home, personalized advisory calls or conferences to address the reasons for absence, communication via the school's electronic

communication system (e.g., emails, texts, or app push notifications), and/or home visits. For chronically absent students, schools should work with parents and students to create attendance success plans to identify barriers to attendance and create strategies and goals to prevent future absences. All outreach and intervention efforts must be entered into the ILOG system in ATS/OASIS. Schools are responsible for maintaining up-to-date parent and emergency contact information (address and phone numbers) in ATS/OASIS.

- I. **Monitoring the Attendance of Elementary and Middle School Students with Child Welfare Involvement:** The principal/designee or attendance coordinator is responsible for ensuring that staff monitor the daily attendance of their students with child welfare involvement and take appropriate action in response to the unexplained absences of such students in accordance with Chancellor's Regulation A-750 (Tiered Response Protocol) and implementation guidance issued by the Chancellor. For purposes of this regulation, a NYCPS student in foster care and/or a NYCPS student who is named in a report of suspected child abuse or maltreatment made to the State Central Register (SCR) that is or recently was under investigation by the Administration of Children's Services (ACS) or whose family is under Court-Ordered Supervision is referred to as a student with child welfare involvement. Monitoring of students with child welfare involvement requires same-day outreach for each absence, and such outreach must be accomplished through personal phone calls. Automated calling systems may not be utilized as part of outreach to students with child welfare involvement.

IV. INVESTIGATION OF REASONS FOR ABSENCE AND THE FORM 407 TRACKING SYSTEM

- A. The Form 407 attendance follow-up and outreach referral (hereinafter referred to as a Form 407 referral) and Form 407 attendance investigation (hereinafter referred to as a Form 407 investigation) is an elevated attendance tracking and intervention measure for students who remain absent that must be implemented after standard follow-up and outreach measures (including calls on the day of absence) have been utilized and there are no documented reason codes for absence, as set forth in this section. The purpose of a Form 407 investigation is to identify the reason a student remains absent, identify appropriate follow-up action and return the student to school or, where appropriate, discharge the student.
- B. A Form 407 referral is automatically generated in ATS under the following circumstances:
 1. when a student has been absent for 10 consecutive days;
 2. where there has been a prior 407 investigation for a student, and such student is subsequently absent for 8 consecutive days or 15 aggregate days; or
 3. for students in pre-kindergarten through grade 8, when a student has been absent for 20 aggregate days over a four-month period.
- C. If the reason for the student's absence has not been identified at the time the Form 407 referral is generated in ATS as set forth in Section IV.B, a Form 407 investigation must be conducted. For all Form 407 investigations, the school must record all information, outreach efforts, and interventions using the ILOG function in ATS or

- OASIS. While intervention notes can be written directly on the Form 407, all intervention notes and supports provided must be entered in ILOG.
- D. If the reason for absence is known and a reason code has been assigned, a 407 investigation may not be needed. The Form 407 can be closed or remain open with the assignment of the appropriate 407 Comment Code.
- E. When a Form 407 investigation is conducted, schools must consider the barriers to attendance and provide resources to support the student with returning to school. During Form 407 investigations, schools should work with parents and students to create attendance success plans for students to identify the barriers to attendance and create strategies and goals to prevent future absences. If there is reasonable cause to suspect educational neglect or other maltreatment or child abuse as described in Section V, this must be reported in accordance with the procedures set forth in Chancellor's Regulation A-750 and documented in ATS as set forth below in Section IV.K.
- Outreach and intervention notes must be documented in ILOG. The notes must address each of the factors set forth below.
1. Parent notification: the school's efforts to provide notification of the child's absences to the parent. Primary and secondary methods of outreach must be implemented as appropriate (see Section III.H).
 2. The role of the parent: including whether the school has been unable to make contact with the parent despite outreach efforts, whether the parent has resisted or rejected the school's requests for information and assistance; and whether the parent cannot provide an explanation for a child's absences.
 3. The role of the school: when barriers to regular attendance are identified, school's efforts to reengage and support the student and family with resources must be documented.
 4. Other considerations: including whether the investigation of reasons for absence reveals indicators or raises reasonable suspicion of child abuse or maltreatment.
- F. A Form 407 referral is also automatically generated in ATS/OASIS, and a Form 407 investigation must be conducted 20 school days after a student has been discharged to a non-NYCPS school without documentation of enrollment or 30 school days after a student has been discharged as "Address Unknown." The purpose of this Form 407 investigation is to ensure that the "Address Unknown" designation is still appropriate and/or ascertain if any additional information concerning the student's or family's whereabouts has become available.
- G. A Form 407 referral may also be generated manually and a Form 407 investigation conducted whenever the principal/designee determines that elevated intervention measures (e.g., home visit) are necessary.
- H. A Form 407 investigation is complete when the whereabouts of a student are confirmed and/or the issue preventing attendance is identified. When the investigation is complete, a comment code describing the student's status must be

- entered into ATS/OASIS.
- I. All Form 407 investigations that are conducted for students in pre-kindergarten through grade 8 and must be completed within 10 days. If the investigation cannot be completed within 10 days, the Form 407 case must be reviewed by the attendance coordinator and/or principal. The purpose of this review is to: determine whether outreach and investigation efforts have addressed relevant factors, including the factors listed in Section IV.E as applicable; identify the issues obstructing resolution; and determine the appropriate action or intervention that will either return the student to school or, where appropriate, properly discharge the student.
 - J. For all investigations, if the whereabouts of the student cannot be confirmed and/or the issue preventing attendance is not identified at the school level, the case must be given to a NYCPS attendance teacher for further investigation. School officials must cooperate with NYCPS attendance teachers conducting the investigation and provide access to student records, including but not limited to the student's permanent and attendance records.
 - K. All Form 407 cases must remain open and attendance outreach must continue, in accordance with NYCPS policies and procedures, until resolved. A Form 407 case is resolved when the student returns to school, the student is discharged in accordance with NYCPS procedures and policy, or the school enters a code indicating the result of the follow-up for students discharged under the circumstances described in Section IV.F, when the school enters a code indicating the result of the follow-up investigation. When the Form 407 case is resolved it must be closed by entering the resolution code and date of closure into ATS/OASIS and filing the Form 407 at the school. For Form 407 investigations that cannot be closed, schools must enter a comment code in ATS/OASIS indicating the status of the student or investigation and update the student's ILOG record with the investigative notes and a summary of the findings.
 - L. For all investigations, if the school or person conducting the investigation has reasonable cause to suspect educational neglect or any form of child abuse or maltreatment, the school or person conducting the investigation must make a report to SCR, comply with all reporting and notification procedures set forth in Chancellor's Regulation A-750, and enter the appropriate code in ATS to reflect that the report to SCR was made.
- V. PROCEDURES FOR REPORTING MALTREATMENT BASED ON EDUCATIONAL NEGLECT**
- A. A report of educational neglect must be filed in accordance with the requirements and procedures set forth in Chancellor's Regulation A-750 whenever the absences of a student of compulsory attendance age cause the mandated reporter to reasonably suspect educational neglect, regardless of whether a Form 407 investigation was conducted. Poor school attendance, in and of itself, is not reasonable cause to suspect maltreatment/educational neglect. Regardless of whether educational neglect is suspected, a report to the SCR must be made whenever school officials have reasonable cause to suspect child abuse or other

forms of maltreatment, in accordance with Chancellor's Regulation A-750.

- B. All questions regarding reports of child abuse, educational neglect, or other forms of maltreatment should be addressed to the Citywide Coordinator, Child Abuse and Neglect Prevention Program (212-374-0805).

VI. CLEARANCE OF REGISTER

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. When the whereabouts of a student are unknown, a Missing Address investigation must be conducted with the steps and results of all actions taken to locate the family documented in ILOG.

VII. TRAINING AND TECHNICAL ASSISTANCE

The Office of Community Supports and Wellness provide training, technical support, and assistance to schools and districts on all Attendance-related concerns.

VIII. INQUIRIES

Inquiries pertaining to this regulation should be addressed to:

Office of Community Supports and Wellness
N.Y.C. Department of Education
52 Chambers Street
New York, NY 10007
attendance@schools.nyc.gov