

Please note: This interim early childhood guidance is subject to revisions in accordance with discussions between the DOE and labor unions.






What Defines Attendance for Children in 3-K and Pre-K?

Summary: All early childhood programs are expected to track daily student attendance. This applies to all learning models (fully in-person, blended, or fully-remote) on both in-person and remote days and all settings (NYCEECs, District Schools, Pre-K Centers). See this document to understand what types of activities can be considered “present” for attendance purposes.



- **In Person:** Child is physically present in the classroom / school learning environment for instruction during the scheduled school day.
- **Remote:** There is flexibility for 3-K and pre-K teachers to work with school leaders and teams to define what daily remote activities look like according to the Blended Learning Guidance Document.
 - While attending school remotely, 3-K and pre-K children could engage in synchronous or asynchronous activities ([as defined in the principals playbook](#)):
 - Synchronous means that live instruction is provided simultaneous with child participation. With children ages 2-5, this may include a video chat where a teaching team reads a story and children ask questions.
 - Asynchronous means that instruction is provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore with their family member/caregiver at home. With children ages 0-5, this may include at-home play or a family member/caregiver reading a child a story.
 - Please note that early childhood programs are required to limit screen time each day ([see here for guidelines](#)) and much of the remote learning day should be spent on asynchronous activities, which means that the definition of present for remote learning should include synchronous as well as asynchronous activities for students in 3-K and pre-K classes.
 - **District Schools and Pre-K Centers are expected to record daily attendance for all children on in-person and remote learning days. For 3-K and pre-K, participation in either asynchronous or synchronous activities can count as present for daily attendance.** Please see below for suggestions for checking in with families during remote learning.
 - The following are examples of meaningful family/child interactions that could qualify for remote attendance for families participating in remote days of blended learning and 100% remote learning (please note District Schools and Pre-K Centers are not limited to these examples and should be flexible when working to engage families):
 - Family and/or child participation in a synchronous activity



- 
- 
- 
- Phone, email, and/or other digital communication with a family member about family and child interaction/engagement in an asynchronous activity
 - Phone, email, and/or other digital communication with a family member and their child (example: a mother and child participate in a brief Zoom meeting with teacher)
 - Families sharing digital list of completed activities
 - Supporting families in creating a daily routine/schedule or other direct family contact in support of a child
 - Other evidence of participation as determined by the principal/school leader
 - Please refer to the Division of Early Childhood Education’s [Birth-to-Five Blended Learning Implementation Guidance](#) for examples and details of synchronous and asynchronous engagements/interactions.

How Should District Schools and Pre-K Centers Record Attendance?

District Schools and Pre-K Centers should follow the [DOE’s published attendance guidance](#). All attendance must be recorded daily in STARS Classroom according to this guidance.

Please note that District Schools and Pre-K Centers may use their own platforms and methods for tracking interactions with families but are still required to record daily attendance in STARS Classroom.

