

# **Attendance Regulation**

## **Hybrid and Remote Settings**

**2020-2021**

### **Hybrid Learning:**

Attendance during in-school learning will be taken daily (2 days a week) and reported in Power School. During the remote portion of the hybrid week (3 days while not physically in school), attendance will be taken according to student engagement (see engagement examples below under remote instruction). Attendance will be taken on the following Wednesday for the preceding remote days.

### **Full Remote Learning:**

Students are expected to attend remote instruction, as provided by their school. For days in which students participate in a remote learning program, schools are required to track student participation, but will not be required to report this data to NMPED in the same manner as in-person attendance.

Attendance during remote learning is based on the extent to which a student has engaged in remote learning within a one week time period. Engagement is measured by the number of contacts that the student has demonstrated to their teacher. Contacts are benchmarks or indicators that objectively show that a student is engaging in the remote learning process. This is not the level in which the student understands the content, nor their grade in the class, but instead, is a measure of a student's engagement in remote learning. This process can be done by identifying both synchronous and /or asynchronous learning activities.

School sites will set expectations for the types of engagement/contact indicators they will use to track attendance. Having a range of engagement/contact opportunities provides an equitable approach, especially if students do not have access to the internet or otherwise cannot fully engage in learning online.

### **Examples of Engagement/Contact:**

- Participation in conference or other individual phone calls
- Participation in video conferencing with staff or live virtual classroom
- Participation in interactive tutorial
- Participation in an online study group
- Text (including group text)
- Email with question or other student-initiated contact
- Packet pick-ups and returns
- Submission of an assignment
- Remote learning activities/project-based progress/completion
- Posting in a discussion forum or online academic discussion with time-stamp
- Completion of online web forms or surveys requiring a response.

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Hybrid	In-School		Remote		
<b>Hybrid (In-School) Cohort A</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Student attends school on campus two days a week and participates in remote learning activities three days a week	Take attendance in Power School		On Wednesdays the teacher will track and record in Power School evidence of engagement from the previous Wednesday, Thursday, Friday, Saturday, and Sunday. For example, <b>Asynchronous activity:</b> <ul style="list-style-type: none"> <li>• Schoology check in</li> <li>• Schoology Assignment/discussion completion</li> <li>• Login to online learning platforms as prescribed by the school/teacher</li> <li>• Remote learning activities/ project-based progress/completion</li> <li>• Contact with teachers via text, phone, or email</li> </ul> <b>Synchronous activity:</b> <ul style="list-style-type: none"> <li>• Participation in Teams meeting (attendance report at end of meeting)</li> </ul>		
<b>Hybrid (In-School) Cohort B</b>	Thursday	Friday	Monday	Tuesday	Wednesday
Student attends school on campus two days a week and participates in remote learning activities three days a week	Take attendance in Power School		On Wednesdays the teacher will track and record in Power School evidence of engagement from the previous Saturday, Sunday, Monday, Tuesday, and Wednesday. For example, <b>Asynchronous activity:</b> <ul style="list-style-type: none"> <li>• Schoology check in</li> <li>• Schoology Assignment/discussion completion</li> <li>• Login to online learning platforms as prescribed by the school/teacher</li> <li>• Remote learning activities/project-based progress/completion</li> <li>• Contact with teachers via text, phone, or email</li> </ul> <b>Synchronous activity:</b> <ul style="list-style-type: none"> <li>• Participation in Teams meeting (attendance report at end of meeting)</li> </ul>		
<b>Full Remote</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Student participates in synchronous and/or asynchronous learning online five days a week	On Wednesdays the teacher will track and record in Power School evidence of engagement from the previous Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. For example, <b>Asynchronous activity:</b> <ul style="list-style-type: none"> <li>• Schoology check in</li> <li>• Assignment/discussion completion</li> <li>• Login to online class curriculum</li> <li>• Remote learning activities/project-based progress/completion</li> <li>• Text, Phone, email contact with student and/or caretaker</li> </ul> <b>Synchronous activity:</b> <ul style="list-style-type: none"> <li>• Participation in Teams meeting (print attendance report at end of meeting)</li> </ul>				
<b>No Technology</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Student does not attend school on campus and does not have technology to support remote learning	On Wednesdays the teacher will track and record in Power School evidence of engagement from the previous week based on phone calls, in-person contact, and/or learning packet pick up and returns				

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