

STUDENT ATTENDANCE Supplemental for REMOTE LEARNING

The Superintendent is to assess the effectiveness of each of the following rubrics of participation and attendance based upon the currently available remote instruction capability within the District by grade and special circumstances, including teaching methodology and programmatic necessities. The rubrics which apply, for the purpose of reporting and implementing interventions required by the Attendance for Success Act, shall be selected in accord with the best instructional practices and circumstances available. They will be listed according to the grade or subject to which the rubric more specifically applies and will be used to submit reports on attendance and to determine chronic absence for purposes of intervention in so far as that is possible. All actions regarding implementation of the Attendance for Success Act following the identification of attendance or non attendance shall be considered by applying policy and procedures JEA and JHB.

Remote learning environments can be characterized by whether instruction is happening in real time (synchronously, as in a virtual classroom) or without real time interaction (asynchronously, as in viewing a video remotely or following a learning packet). These environments each present unique participation measurement hurdles that are also affected by the level of technology available. Specific measures may vary according to technological capacity and instructional design, below are some guiding principles:

- Students should have multiple opportunities to demonstrate their participation, potentially in any given instructional day.
- Measures should be easily tracked by teachers or administrators.
- To the extent possible, measures should readily indicate whether a student or group of students is engaging in remote learning content and activities.

Tracking attendance and participation

Taking attendance is still important for tracking who is participating and whether they are doing it synchronously or asynchronously. Below are listed some examples:

Synchronous (real time)

- 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

Asynchronous (not real time)

- Text (including group text)

- E-mail with question or other student-initiated contact
- Packet pick ups and returns
- Submission of an assignment
- Posting in a discussion forum or online academic discussion with time-stamp
- Completion of online web forms or surveys

General synchronous or asynchronous

- Requiring a response. If you are doing a live class through Zoom or other architectures, you likely have the ability to create polls (The Zoom polling feature for meetings allows you to create single choice or multiple choice polling questions for your meetings). You can use this function to take attendance. Using live polls or questions is a good way to keep track of who can attend synchronously as well as who may be having a difficult time with the course content.
- Pre-class assessments. For live and asynchronous instruction, pre-class assessments or quizzes can be a good way to both record who is showing up to engage with course content as well as promote learning. Additionally, they are useful for gauging students' prior knowledge or the level of understanding with which they are approaching the week's instruction.
- Incorporate some kind of written reflection activity into the instruction. It breaks up the presentation, but also gives students an opportunity to engage more critically with the course content and give instructors a chance to check-in regarding whether students are thriving or struggling.

For students who are unable to complete online assignments or assessments, the district may furnish offline instructional resources like pre-loaded flash drives assigned to each student or work packets. In those instances, the student will submit the flash drive or packet to the teacher within 1 week of completing the assignment for grading. The school principal shall identify the approved offline resource that is available for the students or alternative non electronic means to be made available for remote instruction.

This Supplement to Policy JE is to provide interim suggestions for attendance taking for remote instruction and application of that attendance for purposes of applying policy JHB which implements the "Attendance for Success Act".

LEGAL REF.: 22-8-2 NMSA (1978)
 22-12A-9 NMSA
 22-12A-11 NMSA
 22-12A-12 NMSA
 6.10.8.7 NMAC
 6.10.8.8 NMAC
 6.10.8.9 NMAC
 6.10.8.10 NMAC

CROSS REF.: JE - Student Attendance
 JEA - Compulsory Attendance Ages
 JH - Student Absences and Excuses
 JHB - Truancy / Chronic Absence