| REGULATION | REGULATION |
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**STUDENT ATTENDANCE**
**Supplemental for REMOTE LEARNING**

**( Remote Learning Daily Attendance )**

*The following should serve as an example only. It is not intended to be used as THE regulation for a school district. A Districts' regulation should reflect the best available method for describing the attendance information based upon the selected technology or other means of remote learning.*

Student attendance and daily participation remains a critical component of learning. This is particularly important in a remote learning environment. Parents should continue to call in to the school's attendance line to report absences.

Student attendance will be captured in the following ways, and will always be determined no later than 11:59 pm each night:

**For grades 4-12**

Every morning each student will be sent an e-mail, text to telephone or as otherwise individually arranged (this could be a predetermined code, or other medium) with a form that requires students to return the form (notice, information or other means) certifying that they are present in school for the day and ready to participate in their classes.

Students must also check in to each of their classes on the day that the class meets by 2:30 pm (the check in to be determined by instructions provided to the teacher). Attendance in a distance learning environment is defined as "engaged with the assigned material." This will be measured by the "check-in" assigned by the teacher, one for every class period that meets.

**For grades pre-K to 3**

Each student's parent or caregiver shall provide daily affirmation of the student's readiness and presence for instruction by a scheduled time indicated by the teacher. Each student will keep a portfolio of completed assignments to be returned to the teacher

Check-in's can be measured in a variety of ways, including:

- 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)
- 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
- 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.

IMPORTANT:  "Check-in's" related to class assignments do not need to be done DURING the "class" time unless that is a part of the direction.

**GUIDANCE OR REFERENCES APPLICABLE TO THE POLICIES AND DISCUSSION**

Guidance from PED original guidance on Attendance for Success Act
https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_AttendanceforSuccessAct.pdf

Latest change to PED guidance on Attendance for Success Act

Remote Learning Models For schools that enter remote only instructional models as a result of an emergency, such as the COVID-19 pandemic, the school's attendance policies, along with the Attendance for Success Act, shall provide the basis for how attendance is taken. Attendance during periods of remote only instruction must continue to be taken and reported to the NMPED.

Student ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment and support to participate in instructional activities remotely, others will not. School policies on attendance must account for those inequities when providing for how student attendance in remote learning is determined. For instance, if attendance is taken during a synchronous online learning activity, students should have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum.

Attendance policies should be updated to include how attendance will be taken during periods of remote learning and the revised policies should be adopted by school boards or governing councils by September 30, 2020. Pursuant to the Attendance for Success Act (Section 6.D) schools will provide a copy of the attendance policy to all parents of students enrolled in the school, and the schools will publish the policy on the school's website.

Videos of attendance taking
https://www.bing.com/videos/search?q=attendance+taking+for+remote+instruction&qpvt=attendance+taking+for+remote+instruction&FORM=VDRE

Attendance and engagement discussed
https://engagedteaching.ucsd.edu/_files/resources/attendance-and-engaging-students-remote-instruction.pdf

Tracking participation
https://www.galenaparkisd.com/cms/lib/TX02217083/Centricity/Domain/116/Tracking%20Student%20Participation.pdf

On line testing strategies for remote exams and participation
https://cteresources.bc.edu/documentation/emergency-remote-instruction/assessing-learning/

**Remote Instruction Resources**

Include links to online instruction, databases of curriculum, lessons, videos, and more, all designed to assist parents, teachers and schools in delivering content in a remote learning environment.


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- [Open Education Resources](#)
- [Curriki](#)
- [Eastern Michigan University Open Ed Resources](#)
- [GeoInquiries](#)
- [PBS Learning](#)
- [YouTube Learning](#)
- [National Geographic](#)
- [Illinois Online Network OER](#)
- [Imagine Learning (ESOL Resource)](#)
- [Scholastic Learning](#)
- [2Simple](#)
- [ABCMouse/Adventure Academy](#)
- [Alchemie](#)
- [American Chemical Society](#)
- [Boardmaker](#)
- [BookCreator](#)
- [BrainPop](#)
- [Breakout EDU](#)
- [Century](#)
- [Class Hook](#)
- [Conjuguemos](#)
- [Deck Toys](#)
- [Delta Math](#)
- [Discovery Education](#)
- [EduTogether](#)
- [FreeMath App](#)
- [Hippocampus](#)
- [Kami](#)
- [Khan Academy](#)
- [Libby](#)

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- [Minecraft Education](#)
- [Newsela](#)
- [Parlay](#)
- [PenPal Schools](#)
- [Prodigy](#)
- [Smart Music](#)
- [Typing Club](#)
- [Vroom](#)
- [Waterford UPSTART](#)