

ATTENDANCE – FACE TO FACE /IN-PERSON INSTRUCTION

Taking and Tracking Attendance

- Teachers and Substitute Teachers will take attendance for each day/class period.
- Attendance will be entered into the Student Information System (SIS) daily. It is important for safety of students to take attendance within the first 30 minutes of the day/class period in order to support safety calls to families.
- Data Clerks will have until 14 days to record absences (e.g. to tardy, or to excused).
- Face-to-Face Attendance will be reported to the New Mexico Public Education Department through STARS as directed by NMPED.

Interventions

- **School-Wide Expectations**
 - Schools will develop a School Attendance Plan, which will be submitted as directed by/to the New Mexico Public Education Department. Plans will include processes, strategies, and staff assignments that both school wide activities, as well as targeted outreach and intervention to students based on their chronic absence rate.
 - Plans will include Whole School Prevention strategies for all students, including students who have missed less than five percent of classes or school days for any reason.
 - Schools will implement their School Attendance Plan utilizing the (new) four (4) tiered model of attendance supports. (see attached)
 - Schools will designate staff, who will be responsible for monitoring, connecting with, and coordinating interventions for groups of assigned students (no more than 100 per person).
 - Designated staff will track assigned students' in person attendance, and adequate progress of remote learning and will support the following face-to-face and remote learning expectations
- **Face-to-Face In-Person Instruction Expectations**
 - Both excused and unexcused absences, as well as out of school suspensions, will be measured to identify each student's chronic absence rate.
 - Students who are In Need of Individualized Prevention, due to having a 5% - 9% chronic absence rate, will receive outreach from school staff (Tier 2).
 - School staff will ensure students will complete an Individual Prevention Plan on why it is important to be in school every day. This plan can be facilitated through individual and/or classroom discussion, student reflection, and other activities.
 - School level phone calls to families is highly encouraged.
 - Students who are Chronically Absent, due to having a 10% – 19% chronic absence rate, will receive Early Intervention Strategies from school staff.
 - Staff will work with students and/or families to determine the root causes for the student missing school, and will then develop and implement a Student Attendance Success Plan, which includes interventions and resources to support school attendance. (Tier 3)
 - Students who are Excessively Absent, due to having a chronic absence rate of 20% or more, will receive Intensive Support Strategies from school staff. (Tier 4)
 - Staff will work with students and families to determine the root causes for the student missing school, and will then develop or update and implement a Student Attendance Success Plan, which includes interventions and resources to support school attendance.

- Students will be referred to an appropriate school team, where the student will receive wrap around services and interventions that will remove barriers to attending school.
- Students who do not respond to interventions and wrap around services within 10 instructional days may be referred to Juvenile Probation Services (JPO) or Children Youth and Families Department (CYFD) for more intensive wrap around services and interventions.

ATTENDANCE - REMOTE LEARNING

Attendance during remote learning is based on the extent to which a student has engaged in remote learning. This is not indicative of the amount to which the student understands the content, nor their grade in the class, but instead, is a measure of a student's engagement during the remote learning time period. The main reasons by which students will make contact include:

- Attending scheduled classes (as applicable)
 - Logging into Google Meets, See Saw, Google Classroom, and other on-line learning platforms
- Accessing assignments (on-line or via other methods)
 - Logging into See Saw, Google Classroom, and other on-line learning platforms
 - Contacts with Teachers via other modes (e.g. phone, in-person, email, etc.)
- Engaging in / spending time on learning (regardless of content mastery)
- Accessing Teacher / school learning supports
 - Contacts with Teachers / EAs during office hours, and support sessions
- Handing in assignments (on-line upload, email, in-person)

It is **recommended** that during planning time, Teachers identify and schedule opportunities for students to have contact with them, course materials, learning supports, etc. (keeping in mind students without internet access). Developing a scope and sequence for student engagement opportunities during remote learning will support tracking of student engagement and eventually taking attendance. It is highly recommended that Teachers / schools provide students and families with a rubric to measure attendance.

Taking and Entering Attendance

Teachers / Substitutes can devise their own methods and timelines for tracking student contacts throughout the week. One option is to make notations in their Grade Book daily.

By noon on each Monday Teachers shall enter remote learning attendance into Synergy. Student attendance shall be based on the previous week.

Teachers will login to Synergy TeacherVUE to take attendance for remote learning each Monday (for the previous week's attendance). They will record, one of the following absence codes based on the number of contacts for the week:

1. Present for 4 or 5+ contacts
2. Present for 2 or 3 contacts
3. Present for 1 contact
4. Not Present

Remote Learning absence code data will be recorded in the Synergy database attendance tables, but will not be counted towards Chronic Absenteeism.

Reports will be developed and made available to schools and the district Attendance Supports Unit to detail all remote learning absences recorded, by student, school, and grade level.

Monitoring

- Schools will monitor staff data entry of attendance for remote learning each Monday.
- Teachers and School Attendance Teams will access SIS reports to monitor students who have had low numbers of contacts in one or more weeks, and will provide outreach and intervention as necessary. Examples include:
 - Students with 0-1 contacts for any week, receive outreach from designated school staff to discuss what barriers are getting in the way of engaging in their remote learning.
 - Students with 0-1 contacts for any 2 weeks in a row, receive outreach from designated school staff and develop a Student Attendance Success Plan (individual progress plan) to understand what is getting in the way of their engagement, and to receive interventions that will reduce barriers to engagement in their remote learning.
 - Students with 2-3 contacts during any 2 weeks in a row, receive outreach from designated school staff to discuss what barriers are getting in the way of engaging in their remote learning.
 - Students with 2-3 contacts during any 3 weeks in a row, receive outreach from designated school staff and develop a Student Attendance Success Plan (individual progress plan) to understand what is getting in the way of their engagement and to receive interventions that will reduce barriers to engaging during remote learning.