

*\*Please keep these notes confidential*

### **Attendance Related**

[for more information on attendance WAC and other resources, visit: <https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy>]

Attendance is a critical building block for student learning. If students are not present, they cannot fully engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and identifies areas for system and school improvement. *Attendance is also the primary criteria that drives state funding and district staffing.*

### **Remote Learning Attendance**

OSPI defines an absence as a student not participating in planned instructional activities on a scheduled remote learning day. Evidence of student participation in remote learning may include, but is not limited to:

- Daily logins to the learning management system (e.g., Canvas); or
- Daily interaction with the teacher, or
- Evidence of participation in a task or assignment.

*Student participation above can be synchronous or asynchronous and span a 24-hour period to qualify as being present that day.* For example: a student can participate synchronously or asynchronously from the beginning of the school day to the beginning of the next school day (e.g., Monday at 7:30 am to Tuesday at 7:29 am) to qualify as present for Monday. Allowing students a 24-hour period of time to participate best matches the intent of asynchronous learning, providing maximum flexibility to students and families to demonstrate participation.

### **How to take attendance**

- **To monitor synchronous student participation**, teachers can access a Zoom report after the conclusion of the Zoom session.
  - Go to “reports”, then “usage”, and select the date and time range for the class. Teachers will see a detailed list of attendees for that session, including exact times they logged on, off, and the duration of their participation in the Zoom.
- **To monitor asynchronous student participation**, teachers can access a Canvas time-stamp report
  - Canvas time-stamps the last log-in for students when they have accessed the platform. It does not track where they have gone while within Canvas or how long they spend on the platform in general. When a student submits an assignment, that activity will be time-stamped. This participation meets the OSPI standard of being “present.”
  - Students are considered to have attended if they have participated in asynchronous learning prior to the start of the next school day, and for this reason Canvas time-stamps should be verified as close to the start of the next school day as possible.

- **Entering Daily Attendance in Gradebook**

- Once you have reviewed your student's participation in synchronous or asynchronous participation for the previous day, open up the LMS Gradebook and edit the attendance for the previous day for each class/period.
- Gradebook defaults each student to "present", so you will need to intentionally change any student to "absent" if you do not have any evidence that they participated in previous scheduled remote learning day.
- Attendance recording must be completed prior to the start of the next school day (e.g. submit Monday's attendance prior to the start of the school day on Tuesday).

### **Evaluation Related**

Q: What about student growth goals?

A: MOU sec. 9.H.: Student growth goal requirements will be modified if, and in the manner, permitted by subsequent OSPI guidance. The District will follow any OSPI guidance that may be issued related to student growth goals. In the absence of such guidance, evaluators will work in good faith to ensure minimum impact on the employee of this legal requirement.

From OSPI: Guidance on having a single Student Growth Goal (criterion 3 or 6) this year for teachers on a modified Comprehensive evaluation and criterion related ideas for teaching in a virtual setting will be released in early September.

Q: Can we get access to the Danielson Document that you just mentioned?

A: [Danielson Remote Teaching Guide](#)

### **Zoom Related**

Q: Can we have 1:1 meetings with staff and students?

A: Any 1:1 Zoom meeting should take into account privacy and boundary-related concerns. These can be assuaged by having a paraeducator or another adult in the virtual conference.

Q: Are specialists able to stipulate they will not provide live instruction or even prerecorded instruction they create? Specialist mentioned a difference in the amount of teaching responsibilities they have in comparison to the amount of teaching that classroom teachers will be doing each day.

A: MOU sec. 5.E. Employees shall utilize both synchronous and asynchronous to increase engagement with their students. sec. 5.F. Elementary classroom teachers are expected to virtually connect with their students on a daily basis. Sec. 5.G. The roles of elementary specialist and coaches will be retained. Elementary specialist will have a window to provide instruction each day, can coordinate with classroom teachers to deliver lessons and support within learning windows, and provide additional subject resources to students and parents. Coaches (ELA, math, EL, etc.) shall coordinate with administration and classroom teachers to provide student support.

### **Schedules Related**

Q. What flexibility do we have to modify the elementary schedule to accommodate specialists?

A. [From Appendix C, elementary staff expectations column] Schedules shall be coordinated with administration, classroom teachers, and support staff at each building.

Q: Do we still have the same amount of callbacks and extensions?

A: MOU sec. 6: The number and length of extensions shall remain the same. Call backs will be appropriately adapted to meet health and safety guideline during the distance teaching model. School administrators shall work with their school's leadership teams to determine the best call back model to meet the needs of the employees, students, school, and community.

### **Synchronous/Asynchronous Related**

#### Synchronous Engagement

- What: Live interaction between teacher(s) and students; examples include: direct instruction, demonstrations, virtual field trips, conferencing, small group work, engagement and feedback in an interactive document, web-based tool, etc.
- Why: Engage, learn, assess, attend to social/emotional needs, make human connections

#### Asynchronous Engagement

- What: Directed independent learning, pre-recorded instructional videos, accessible content delivery, clearly defined learning outcomes, etc.
- Why: Sustain learning and engage students beyond synchronous time; differentiate by providing manageable bites using different approaches

Elementary: Combination of synchronous & asynchronous daily instruction for math, ELA, and science

Secondary periods: Page 14 in Appendix C: Re: Flexible synchronous / asynchronous instruction: Time varies for each component within the class period; An average of 40 minutes of real-time engagement within the class period is a reasonable target

### **Substitutes Related**

Q. I know of one teacher who asked to pre-record a day she will be out. Wouldn't she need a sub for the synchronous learning portion?

A: This teacher would still need a sub, particularly for synchronous instruction. But pre-recording is a great idea to maintain continuity.

HR is developing a cadre of trained subs who can skillfully navigate the virtual environment.