Background/Purpose

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

- **Method A**
  - 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.
  - Mark students absent in Gradebook who did not attend synchronous learning.
  - The next morning, check to see if any of the students who were marked absent participated in asynchronous learning such as Canvas, phone calls, and email.
  - 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).

- **Method B**
  - 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.

- Track synchronous attendance on a spreadsheet, class roster, or method you choose.
- The next morning, check to see if any of the students who were marked absent participated in asynchronous learning such as Canvas, phone calls, and email.
- 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).

How to monitor 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.