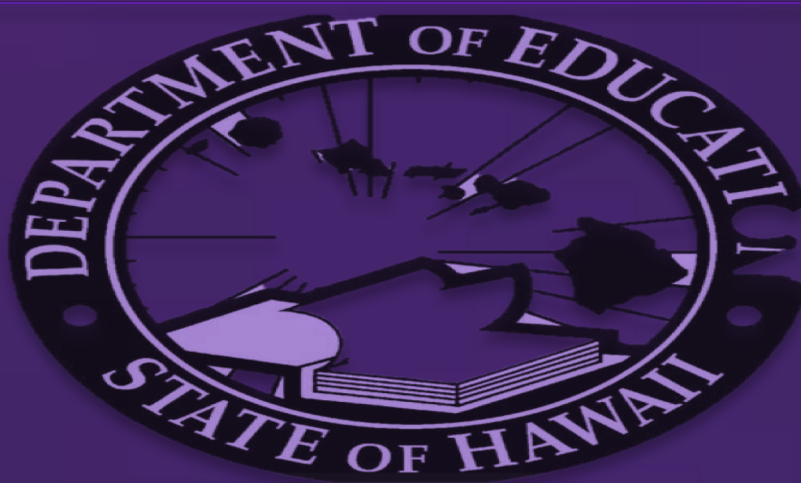


***OFFICE OF STUDENT SUPPORT  
SERVICES***

***ATTENDANCE GUIDANCE FOR  
REOPENING SCHOOL  
SY 2020-2021***



# OFFICE OF Student Support Services



## Attendance Guidance for Face-to-Face, Distance, and Blended Learning

### Hawaii Board of Education Policy:

#### Policy 106-3, Admission and Attendance

The Department shall establish procedures for the admission and attendance of students in the public schools of Hawaii in accordance with laws, rules, policies, and administrative regulations.

The Department shall make every effort to ensure and enforce student school attendance in accordance with the compulsory attendance law, Section 302A-1132, Hawaii Revised Statutes (HRS).

Accurate attendance records of all enrolled students shall be kept by the school and monitored regularly.

Pursuant to the Board of Education (BOE) resolution adopted on June 18, 2020, *“BE IT FURTHER RESOLVED that the Board decrees that public school students engaged in distance learning being delivered by the Department or a charter school shall be considered in attendance at a public school for compulsory attendance purposes, pursuant to Section 302A-1132, HRS, provided that the Department issues clear directives to Department schools and guidance to families and the public regarding how Department schools are to determine whether a student is engaged in distance learning and in attendance...”*

## Hawaii Revised Statutes 302A-1134. (HRS §302A-1134):

302A-1134, Exclusion From School, subsection (c), HRS, was amended during the 2014 Legislative session. The amended provision requires that unless otherwise required by the Individuals with Disabilities Education Act, 20 U.S.C. 1400, et. seq., no person who is twenty years of age or over on the first instructional day of the school year shall be eligible to attend a public school; provided that if a person reaches twenty years of age after the first instructional day of the school year, the person shall be eligible to attend public school for the full school year.

To satisfy the requirements of HRS §302A-1134, guidance titled “Revised School Attendance Procedures” was published to DOE Memos and Notices on December 8, 2014.

## Hawaii Revised Statutes 302A-251. (HRS §302A-251):

HRS § 302A-251, School year; student hours

Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include one thousand eighty student hours for both elementary and secondary school grades.

School attendance procedures shall support the variance of school models and learning opportunities. The school procedures for record-keeping shall include face-to-face, distance, and blended learning.

<b>Student Instructional Days</b> 180	<b>Weeks</b> 36	<b>Hours Per Week</b> 30	<b>Total Student Hours</b> 1080
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## Considerations:

While it may be challenging to monitor attendance in a distance and blended learning environment, it is critical that schools have a system to measure and track their students' attendance, not only for state reporting requirements but also to ensure the safety and well-being of all students.

Schools shall record face-to-face, distance, and blended learning student attendance as determined by their identified school model.

The following guidance is intended to promote flexibility and ensure transparency and accountability in the continued implementation of the instructional school model.

## Attendance Recording Methods for Distance and Blended Learning

After exploring different options for recording and calculating attendance rates, it was determined that there is no one-size-fits-all method that can be applied to all schools.

Below are some of the different methods that may be used for recording attendance:

- Minimum logged in time requirements
- Combination of Measures
  - Face-to-face, Logged in time and assignment/task completion
  - Logged in time and assignment/task completion
- Specific assignment/task completion within a given time

### **Synchronous and/or Asynchronous Learning**

Distance learning can occur, utilizing synchronous or asynchronous learning methods. Synchronous learning is online or distance learning that happens in real-time, whereas asynchronous learning occurs through online channels without real-time interaction. Many hybrid learning models will include a blend of both asynchronous and synchronous online learning.

Synchronous online learning is two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. Classes are scheduled, and the teacher can record attendance at that time. This method replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting. In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked present for that day, and students who are not logged in at the teacher's documented official attendance time are marked absent.

Asynchronous online learning is when classes are not scheduled but attendance measurements are in place for the teacher to determine to mark the student present or absent. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks which students complete on their own, and pre-assigned work or formative assessments made available to students on paper.

## Minimum logged in time requirements

Calculation: (Logged in time = 30 Hour Week) Pursuant to [HRS §302A-251](#)

- Asynchronous online learning - establishes a minimum amount of time that must be spent logged-in to coursework per day or by the week.
- Time logged-in will be equivalent to in-person instruction. This method provides a comparable measure to the “seat time” measure that is used to calculate attendance in a brick-and-mortar school.
- Synchronous online learning - classes would be scheduled and the teacher would have the ability to record attendance at that time.

### Considerations:

- Does the current online platform used for online instruction calculate student login time?
- How will this attendance model be communicated to students and parents?
- What will be the internal school process for posting attendance?
- A [Matrix for total student hours](#) for asynchronous online learning.
- Will remote learning be synchronous and/or asynchronous?
- Synchronous online learning will require teacher and student schedules. [Teacher Sample Schedule](#)

## Combination of Measures: Logged in time and Assignment/Task completion

Calculation: (Face-to-face and/or logged in time + Assignment/Task completion = 30 hours per week)

- The students logged in time for online learning could include synchronous and/or asynchronous online learning.
- Completed assignments may be given “time value” to calculate student attendance.
- Task completion may include a daily 3 point check-in (morning, mid-day and end of the day).

### Considerations:

- Does the current online platform used for online instruction calculate student logged-in time?
- What will be the internal school process for posting attendance?
- How will this attendance model be communicated to students and parents?

- How will this attendance model be communicated to students and parents?
- Asynchronous online learning [Attendance/Task combination matrix](#).
- Will remote learning be Synchronous and/or Asynchronous?
- Synchronous online learning will require teacher and student schedules. [Teacher Sample Schedule](#)
- A teacher may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or he or she fails to communicate regularly with the teacher, the student would not be meeting attendance requirements.

## Specific Assignment/Task Completion for Attendance

- Mandating that students complete a series of regularly scheduled tasks on a daily or weekly basis.

If the student completes all of the required tasks during the specified amount of time, he or she is considered in attendance. If the student does not complete all of the assignments/tasks, then he or she is not in attendance or is only partially in attendance.

[Completed Assignment/Task Matrix](#)

Tasks may include, but are not limited to:

- Contacting the teacher by phone or email.
- Completing a daily reflection journal.
- Peer reviewing or collaborative partner assignment.
- Participating in a discussion thread.
- Attending a virtual tutoring session or webinar.
- Submitting a video of an outside task.
- Submitting a specific assignment.

Any task or interaction (teacher/ student engagement) may be used for determining student attendance. Assignments/Tasks may be weighted to reflect the importance or difficulty of each task.

Measuring students by completing tasks over a timeline also allows for more flexibility. Students can be allowed to complete tasks at any time during the given timeline, or if more structure is required, the students can be asked to complete their assignments/tasks by a specific time of day or by the end of the week.

## Considerations:

- What will be the internal school process for posting attendance?
- How will students and teachers build relationships?
- How will IEP/504 and EL students be supported with online instructional learning?
- Is this delivery of instruction age -appropriate?
- Is there built-in progress manage-appropriate?
- How will this model be communicated to students and parents?
- Asynchronous online learning [Completed Assignment/Task Matrix](#)

## Attendance Recording Methods for School Models

For SY 2020-21, school leaders created elementary, middle/intermediate, and high school models for the reopening of the school year. Multi-leveled schools and boarding schools may consider any of the approved models within the grade-level bands that they serve (i.e., a K-8 school may consider adopting an elementary or middle school model).

## Guidance for Attendance Recording for Infinite Campus and Gradebook

The teacher will determine whether the student is absent or present using the Attendance Guidance for online and Blended Learning. If the student is supposed to be physically present at school, the teacher will mark attendance as usual. If the student is not physically at school, determine which Attendance Recording Method for Virtual and Blended Instruction apply for your instructional day and mark accordingly.

### Infinite Campus

For HIDOE Complexes that selected the Attendance Module, log into Infinite and mark attendance. Please see the following links for instructions and a video on how to take attendance using the Attendance Module in Infinite Campus:

Links to campus community videos on the intranet>Collaboration Areas>SIS>Elementary (or Secondary) Documents>Videos>  
[Campus Instruction Video Links for Elem](#)

[https://intranet.hawaiipublicschools.org/collabs/areas/sis/elementary\\_documents/Documents/Videos/Campus%20Instruction%20Video%20Links%20for%20Elem.pdf](https://intranet.hawaiipublicschools.org/collabs/areas/sis/elementary_documents/Documents/Videos/Campus%20Instruction%20Video%20Links%20for%20Elem.pdf)

## Gradebook

For HIDEO Complexes that selected the Gradebook Attendance Assignment option, log into Infinite Campus and navigate to Gradebook. A Hawaii specific customized video with instructions on how to take attendance will be provided to schools utilizing the Gradebook Attendance Assignment option on July 31st, 2020.

For assistance, please submit an incident at [help.hideoe.org](http://help.hideoe.org) or call the IT Help Desk at 564-6000 on Oahu. Neighbor islands may call 1-808-692-7250 (HATS), Monday through Friday from 7:45 a.m. to 4:30 p.m., excluding holidays.

## Elementary School Models

## Attendance Options

### Model A: Face-to-Face Learning Model

- All students on campus daily (full-time) for face-to-face instruction.

- Daily in-person attendance is taken by the teacher.

### Model B: Blended Rotation

- All students will be on rotation.
- Priority will be given to K-2 students and vulnerable students for daily face-to-face instruction to the greatest extent possible.
- Groupings of students on a rotation will best accommodate the needs of the school community.
- Example of groupings - A/B, A/B/C, A/B/C/D, AM/PM, alpha, geographic, other.
- One group of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning.

- In-person attendance taken by the teacher.
- Distance learning attendance may be acquired through logged in time and/or by assignment/task completion.



### **Model C: Hybrid (Face-to-Face & Blended Rotation)**

- Lower Elementary and Vulnerable Students: Face-to-face instruction daily (full-time)
- Upper Elementary: Blended Rotation

- In-person attendance taken by the teacher.
- Distance learning attendance may be acquired through logged in time and/or by assignment/task completion.

## **Middle School Models**

## **Attendance Options**

### **Model A: Face-to-Face Learning Model**

- All students on campus daily (full-time) for face-to-face instruction.
- The teacher would work with the family to determine if the student could work from home asynchronously.

- Daily in-person attendance taken by the teacher.

### **Model B: A/B Two-Day Rotation Learning Model**

- Face-to-face learning with online instruction that includes synchronous (occurring at the same, assigned times) and asynchronous (online tasks outside of scheduled class times may be completed at different times) learning along with projects and choice boards.
- Students report to school twice a week.

- In-person attendance taken by the teacher.
- Distance learning attendance may be acquired through logged in time and/or by assignment/task completion.

- Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.
- The teacher would work with the family to determine if the student could work from home asynchronously.

### **Model C: Combination Rotation Learning Model**

- This model is similar to the Two-Day Rotation Model.
- Schools determine the number of days in which students report to campus for face-to-face learning, such as once per week or five days over three weeks, depending on the school context.
- Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.
- The teacher would work with the family to determine if the student could work from home asynchronously.

- In-person attendance taken by the teacher.
- Distance learning attendance may be acquired through logged in time and/or by assignment/task completion.

## High School Models

### Model A: Face-to-Face Learning Model

- All students on campus daily (full time) for face-to-face instruction.
- Teacher would work with the family to determine if the student could work from home asynchronously.

### Model B: A/B Two-Day Rotation Learning Model

- Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.
- Blended learning strategies will be implemented to deliver lessons to students, Group A and B.
- One group of students to be present on campus receiving face-to-face instruction while the other group participates in distance learning, rotating twice a week.
- Principal will have the flexibility to determine the rotational schedule.
  - Possible rotations include, but are not limited to, alpha, grade level, [houses](#), academies, geographic.
- Teacher would work with the family to determine if the student could work from home asynchronously.

## Attendance Options

- Daily in-person attendance taken by the teacher.

- In-person attendance taken by the teacher.
- Distance learning attendance may be acquired through logged in time and/or by assignment/task completion.

### **Model C: Hybrid (Face-to-Face & Blended Rotation)**

- Most vulnerable students on campus daily for face-to-face instruction.
  - Blended learning strategies will be implemented to deliver lessons for the other students.
  - Group(s) of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning, on a rotational basis.
  - Provide flexibility to principal to determine rotational schedule.
    - Possible rotations: A/B/C, A/B/C/D, AM/PM, alpha, grade level, houses, academies, geographic
  - The teacher would work with the family to determine if the student could work from home asynchronously.
- In-person attendance taken by teacher
  - Distance learning day attendance may be acquired through logged in time and/or by assignment/task completion.

## **Examples of School Level Attendance Procedures**

- [https://www.newtoncountyschools.org/reopening\\_of\\_schools](https://www.newtoncountyschools.org/reopening_of_schools)
- <https://fchs.fcstn.net/sys/content/newspost/a463d0b82bc24bfe826b78bede402c5a>

**Addressing chronic absenteeism in distance learning environments.**