

With regard to attendance, as mentioned in the “Assessment, Grading and Attendance Guidance” document shared last week on Friday, April 3, tracking student participation, performance, and progress can support the effectiveness of remote learning and ensure student welfare during the time they are out of school. Ways students can show participation for learning include, but are not limited to the following examples:

- Participating in a facilitated learning session,
- Commenting on a class post (Zoom, Google Classroom, or DoJo, etc),
- Submitting an assignment (Zoom, Google Classroom, DoJo, etc), or
- Joining a teacher’s Google Hangout, Zoom, etc.

Conclusively, student attendance will be taken in Synergy no less than weekly to account for the care and well-being of students.

The guidance is for teachers to take attendance at the end of each week on Friday. As each week concludes and student participation is tracked, as mentioned above, on Friday, teachers will mark “absent” for students that don’t haven’t any documented or recorded participation/demonstration of engagement in learning during the week.

To access Synergy from home click: <https://synergy.stocktonusd.net/>.

During distance learning, students who are marked “absent”, teachers are encouraged to take similar actions as if a student was absent under normal circumstances:

- Contact parents/guardians to attempt to partner a solution. Record contact in Synergy in the “Student Contact Log”.
- Should multiple attempts at contacting the parent/guardian go unanswered, reach out to support staff for assistance (counselor, Student Services Technician (SST), school administration, Child Welfare and Attendance (CWA), etc).
- Attendance data will be progress monitored weekly to assess the District’s effort, outreach and support to increase student participation and engagement in learning.

Link to: [Assessment, Grading and Attendance Guidance Document](#)