Remote/Hybrid Learning Attendance Plan
2020-2021

Buffalo City School District

Dr. Kriner Cash, Superintendent
Dr. Tonja M. Williams, Associate Superintendent
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Introduction

All students have a right to educational opportunities that will enable them to develop their fullest potential. Attendance policies are based on the principle that regular school attendance maximizes the students’ interaction with their teachers and peers and is a major component of academic success. Improved school attendance generally increases student achievement. Therefore, attendance policies that provide for the early identification of attendance problems and effective methods to address them are most likely to succeed. Successful implementation of any attendance policy requires cooperation among all members of the education community, including parents/persons in parental relation, students, teachers, administrators, and support staff (Pre K – 12 Comprehensive Student Attendance Policy, NYSED 2016).

While attendance and class participation remain essential components of a student’s learning experience, and schools are required to promote attendance and make every effort to ensure that students attend school and engage in learning, NYSED guidance during the 2020-21 school year indicates that seat time is not a requirement for earning credit. Instead, “…the instructional priority should be to prepare students to meet the learning outcomes for the course. It is required that students have substantive interaction with a certified teacher so that their learning is supported. Actual time spent to meet the learning outcomes may vary by student. Any high school student who achieves the learning outcomes for the course must be granted the unit of credit for such course, if applicable.” While schools must promote attendance, it cannot be counted against students when determining a student’s average.

Buffalo City School District’s (BCSD) Remote Engagement Attendance Plan includes:

▪ A system whereby parents are contacted on the first day of a student’s absence; records of these contacts will be recorded in Infinite Campus.

▪ Parent communication will include automated telephone calling systems to supplement contacts to parents of absent students. All parent communications should be recorded in Infinite Campus.

▪ A process for recognizing satisfactory and improved remote engagement.

▪ A system that brings an alert to high warning for potential problems with engagement.

▪ A tiered system that includes increased levels of intervention.

▪ A procedure to ensure that student remote attendance/engagement is appropriately noted and recorded in Infinite Campus.

*Due to the nature of the COVID-19 pandemic and the unprecedented times, this document is a working document and may require regular updates*
The BCSD’s Education Bargain is a partnership with students, parents and community-based partners that focuses on ensuring that supports are in place for students to gain equitable access to pathways that will lead to achievement. Attendance is a critical factor to ensure that success and it is the responsibility of all parents (caregivers), students, school and district staff, and community-based partners to reach the goal of increased student achievement.
The Remote/ Hybrid Learning Attendance Plan includes key school staff members comprised of the schools’ Attendance Support Team, including but not limited to:

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
<th>Attendance Teachers</th>
<th>WSCC/Tier 1 Teams</th>
<th>SST Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselors</td>
<td>Social Workers</td>
<td>Teacher Aides/Assistants</td>
<td>Parents</td>
</tr>
<tr>
<td>Community Partners</td>
<td>Administrators</td>
<td>Parent Engagement Liaisons and Parent Liaisons</td>
<td>School Clerks</td>
</tr>
</tbody>
</table>

**Daily Attendance Recording Procedures during Remote Learning**

During teacher-led remote learning (synchronous) and self-directed remote learning (asynchronous), attendance tracking may require multiple approaches to account for the differences. *(Please see Appendix B)*

**Synchronous and Asynchronous Learning:** Remote learning models require teachers to deliver synchronous and asynchronous instruction. Synchronous learning means that teachers deliver instruction in real time, whether in-person or in a virtual environment. Asynchronous learning refers to students' ability to access information, demonstrate what they have learned, and communicate with classmates and instructors at different times and at their own pace.

**Examples of Synchronous Instruction with Substantive Interaction:**

- Live, in-person instruction
- Live, virtual (remote) instruction
- Virtual office hours
Examples of Asynchronous Instruction with Substantive Interaction (Asynchronous instruction will be supported by consultation and communication via email/phone/virtual platform/other technology):

- Writing or other assignments posted in Schoology
- Group, partner, or individual work in Teams or other online platforms
- Self-paced Nearpod or Grad Point lessons
- Readings, videos, video-taped lessons accompanied by a means to verify participation, including responding to questions, completing assignments or exit tickets, or student participation in online discussion boards
- Completion of activities to complement core instruction using District-approved online programs including but not limited to: TEAMS, Zearn, Moby Max, Lexia Core5 or PowerUp, myON, Think Central, Pearson Realize, NextLesson, and Quill
- Hard copy learning packets aligned to grade level state standards

While establishing consistent and clear expectations for students, BCSD considers various forms of attendance as evidence of participation or lack thereof. Evidence of participation may include, but is not limited to:

- Assignments submitted that were due on that day
- Questions to answer via Teams and Schoology
- Participation in online discussions
- Class participation during the scheduled class time
- Student participation during scheduled related services
- Daily logins to learning management systems (Schoology, Teams, etc.)
- Interactions between student and the teacher or Related Services provider (Teacher Aide, Social Worker, CT/Resource, ENL teacher, School Counselor, or Administrator)
  - Examples of daily interactions between teachers and students may include, but are not limited to, live voice phone calls, messages, emails, video chats or other formats that enable teachers to engage with students.

*Teachers must enter Homeroom and period-by-period student attendance during the class period they are assigned to teach the child by no later than the end of the day (See Appendix B).*
**Staff person(s) responsible for attendance follow up:**

**Classroom Teachers:** should record both homeroom and period-by-period class attendance on a daily basis. Homeroom teachers must notify the School’s Clerk of any student that was tardy, so that the Clerk can change the HR absence to tardy. Teachers must enter any parent communications in IC and inform the School’s Clerk of entering registrations also to be recorded in IC. Teachers should complete an Attendance Referral Form (Appendix A) for any student exhibiting issues with daily/class attendance.

PK-1 students awaiting a 1:1 device are given until 11:59 p.m. to submit work for that day. Unless otherwise directed by the Principal, once it is determined which student assignments have been received from the prior day, the teacher will communicate with the school clerk to adjust the student attendance accordingly. It is recommended that teachers have a system for assigning and collecting work or monitoring engagement on phone apps such as Class Dojo to record a student as present/engaged or absent from class.

**School Clerks** will enter registration dates in IC as they are notified by teachers the date that student began instruction. Clerks must check classroom attendance and monitor daily and let the Principal know which homerooms have not taken attendance. *Only students that have notified the teacher or school that they are having log-in or technological issues should have their absence changed to code AT-35.*

*Changing a Student’s Attendance from Absent to Present or Vice Versa may happen as follows:*
- Classroom teacher will determine if the student’s attendance needs to be adjusted; for example- a student has been marked absent on an asynchronous day, but submits an assignment electronically.
- Classroom teacher will notify the school’s clerk that the student’s attendance coding needs to be adjusted.
- School Clerk will change the attendance code to reflect what the teacher has requested. *The functionality allowing teachers to make this change, will be available in the near future through the Weekly Bulletin.*

**Attendance Teachers** will make phone calls, referrals, conduct home visits and/or parent conferences to address student attendance. Attendance teachers, in collaboration with the school’s Attendance Team, may create a student success plan that will demonstrate help which addresses the removal of barriers to student attendance.
School Counselors/Social Workers/Psychologists will provide direct and indirect services by contacting students and parents (caregivers), conducting home visits, making appropriate referrals, and collaborating with members of the Attendance Support Team—ncluding families—to design a student success plan. School Counselors/Social Workers/Psychologists may conduct small groups, provide short- and long-term counseling to students, and analyze attendance and student performance data to identify student issues, needs and challenges. Lastly, school counselors must ensure that students are receiving the required seat time, per NYSED, for course credit and meeting of graduation requirements while School Social Workers and Psychologists provide mandated counseling services as outlined in a student’s Individualized Education Plan.

Student Support Teams (SST) primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems (e.g. academics, attendance, socio-emotional, etc.). SSTs collaborate with other teachers and staff members, analyze student problems, design student focused interventions, and make appropriate referrals to outside agencies. The functions and services the teams provide vary with the needs of the individual schools. Members of the SST may also serve as members of the Attendance Team and assist with contacting students and parents regarding student attendance as well as conducting home visits and/or parent conferences.

School Administration will communicate expectations for remote/hybrid attendance for all members of the school community, ensure the accurate taking of student attendance, monitor and follow up with integral staff to ensure students participate and engage in a remote learning environment.

Parent Liaisons will support the school’s Attendance Team with contacting parents regarding student attendance. This may include phone calls, dissemination of attendance information, and/or support with translation services (if possible).
Remote Learning Attendance

DID THE STUDENT LOG IN FOR SYNCHRONOUS LEARNING?

YES

Student marked present

NO

Was daily assignment/communication completed today?

YES

Student marked absent
(Tech issues marked separately)
robo-call not made home

NO

Was school informed of student’s absence?

*please indicate if student had technical difficulties

YES

Student marked unexcused absent;
call made home and/or additional intervention steps taken

NO

*ADDITIONAL INTERVENTION STEPS MAY BE TAKEN IF STUDENT HAS MULTIPLE ABSENCES
### Procedures Following an Unexcused Student Absence During Remote Learning

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<thead>
<tr>
<th># of days unexcused absent</th>
<th>Procedure following unexcused absence</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Calls and/or emails placed to the homes of the students who are absent&lt;br&gt;<em>robo-call placed to home at 10am, 12pm, and 2pm</em></td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; consecutive unexcused absence</td>
<td><strong>Phone Call</strong> – Parent will receive a phone call from the Homeroom Teacher indicating that the student has missed two days of school. Teacher MUST document phone call in Infinite Campus – Parent Teacher Correspondence.</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; consecutive unexcused absence</td>
<td><strong>Phone Call and Referral</strong> – Homeroom Teacher or school-based Attendance Designee will make a follow up phone call and submit referral form to Attendance Teacher.</td>
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<td>5 - 6</td>
<td><strong>Warning Letter</strong> – Parent will receive a warning letter from the Attendance Teacher signed by the Principal explaining that the student has missed ___ days of school and reminding the parent of the importance of regular school attendance.</td>
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<tr>
<td>7 consecutive unexcused absence</td>
<td><strong>Home Visit and / or Parent Conference</strong> – The Attendance Teacher will conduct a home visit (Hybrid Model) if the family cannot be reached by phone, access barriers to school attendance, and develop a plan to improve the student’s attendance. (Use home visit forms / postcards to leave with family)</td>
</tr>
<tr>
<td>15 consecutive unexcused absence</td>
<td><strong>Agency/Partner Referral</strong> – Contact Child Protective Services (for parent/guardian who won’t comply), Family Support Specialist or other partner.</td>
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Multi-Tiered Systems of Attendance Supports

Tier 3:
*Services for Students Requiring the Most Intensive Support*
Missed 20.01% or more days of school
Severe Absence

- Home visits
- Conduct home/family needs assessment
- Restorative Attendance Conferences
- Agency referrals

Tier 2:
*Services for Students Requiring Moderate Interventions*
Missed 5.01-10% (At-Risk Attendance)
Missed 10.01-20.00% (Chronically Absent)

- Family contact (letter and/or phone call) to discuss student attendance
- Document and monitor through Student Support Team (SST)
- Check and Connect / Mentor Contact

Tier 1:
*Services for All Students*
Missed less than 5% of school (Satisfactory Attendance)

- Monitor protocols and procedures for student attendance/engagement
- Articulate remote learning expectations with students/families
- Attendance promotion (social media, signs, school marquees, incentives)

Classroom teachers are the first lines of communication. The classroom teachers, attendance teachers, administrators, SSTs, school counselors, Parent Liaisons (school level volunteers), and Parent Engagement Liaisons, who are trained and funded (when appropriate) will follow up with the student and parent of at-risk student(s). Identification of students with chronic attendance/engagement problems and maintaining contact to mitigate the loss of contact with families in crisis, families who have high rates of residential transiency or families who have a history of parent or guardian inconsistency. Non-engaged students will be closely monitored by the building level Student Support Services Team and/or designated Attendance Team. The clerk keeps a log of all requests for student records, completes the paperwork to withdraw students who are no longer attending a Buffalo Public School, and forwards it to the Office of Student Placement.
Examples of Intervention Strategies

Check-In/Check-Out Mentor Contact:

- Identify school staff members who have a relationship with the absent student; staff members with this relationship could be teachers, coaches, non-profit partners or other school staff in the building.
- Divide the list of at-risk students who have not been contacted among school staff and assign student names to each staff person. Ask each staff person to contact their “mentees” at least weekly to see how they’re doing. These relationships can help to identify students who suddenly lose contact.
- Each staff person can reach out to students and families using all available modes of communication, such as email, phone, text message and social media. Try using these methods at different times of the day and on different days of the week.
- Engage Center for Youth advisor and other school partnerships to connect with parents and families.
- Tap into the expertise of school staff and community partners to communicate in families’ home languages if there is a need for interpreter.

Social Media:

- Hold virtual meetings with family members through online platforms.
- Identify friends and classmates of the students who have current contact information and ask them to reach out to the students you are not in touch with using the phone, social media or appropriate online game room chat features.
- Host virtual group lunch meetings for students with an adult that has a close relationship.

School Marquees and Sign Boards

- Use of your school marquees and sign boards to post messages and reminders.
- Reminders for parents to contact the school directly by calling or leaving a message.
Home Visits *(Adhering to guidance of local health officials and BCSD)*

- Administrators, Counselors, Social Workers, and Attendance Teachers will conduct home visits as needed (Hybrid); these staff members will serve on the school’s Attendance Team.
- We will require all school personnel to follow all safety distance protocol while conducting home visits,
- Messages and other information are not placed in mailboxes or taped on doors.

**Office of Shared Accountability**

**Every Student Succeeds Act (ESSA)**

**Chronic Absenteeism** is one of the indicators used to determine a school’s Accountability Status (Good Standing, TSI, or CSI). It is defined as the percentage of students who were enrolled for 10 or more days, attended at least one of those days, and were absent (excused OR unexcused) 10% of those days.

**Students enrolled 10 or more days, attended at least once, absent 10% of days = Chronic Absenteeism %**

Please note the following:

- Suspensions and medical leaves do not count, as students are expected to receive instruction in those circumstances.
- A student who is in attendance exactly 90.00% of enrolled days IS CHRONICALLY ABSENT based on the state's definition. A student who is in attendance 90.01% of the time is not.
- Students can be enrolled at any time during the school year.
- Students that transfer from one school to another and meet the criteria for inclusion (enrolled 10 days, attended at least once) at each school will be included in the calculation for each school.

To ensure Tardy students are not considered Absent, school clerks will continue to adjust attendance in IC to reflect students who entered at any time after HR to ensure that attendance is adjusted to be marked Tardy rather than Absent.

Although Average Daily Attendance (ADA) is reported for other reasons, it IS NOT used for accountability purposes.
Cohort Data

- If students are in Cohort 2017 and enrolled on BEDS Day, they will count towards the Composite Performance Indicator. Attendance before BEDS Day will not count if they then exit.
- High School students who are new to the district and are incorrectly marked as attending may impact graduation rates. Questions related to attendance and ESSA Accountability and Cohort Data should be directed to Laura Samulski-Peters, Instructional Specialist III of Shared Accountability (lsamulski-peters@buffaloschools.org) or Ann Zsebehazy, Supervisor of Data Analysis (azsebehazy@buffaloschools.org).
**Data Dashboard Visual:**

The Data Dashboard contains reports that allow schools to identify students who may require attendance intervention. The Dashboard has attendance information disaggregated by school, grade level, cohort, gender, Special Education status, ENL status, economic status and race/ethnicity. Within each category students are divided into four attendance categories: Satisfactory, At Risk, Chronic and Severe.

To create lists of students who are in each category, click on the bar you would like to report on and then right click. Select “Show data point as a table”. This will open an excel spreadsheet containing a list of students in that category.
Questions regarding attendance data and data dashboard should be directed to Laura Samulski-Peters (lsamulski-peters@buffaloschools.org)

Finance

Attendance counts are VERY IMPORTANT to our finances. Enrollment counts are the main driver of Foundation Aid. However, attendance counts also play a significant role in the District's Finances. Attendance counts impact the District State Aid ratios which are a component of foundation aid and also impact our building aid, transportation aid, CTE aid and Excess Cost aid. In addition, our Sales Tax revenues, are almost 100% dependent upon our Attendance counts.

Questions related to attendance and district finances should be directed to Jim Barnes, jrbarnes@buffaloschools.org or x3522.

Instructional Technology

Infinite Campus

Just as daily class attendance very important, so is Homeroom attendance. The school scheduler should ensure that all students have a HOMEROOM in their schedule. These images are examples of HR period set-up in Infinite Campus. The first image provides a high school perspective and the remaining examples provide an elementary view. Schools should mirror this set-up. Questions pertaining to class set up in IC should be directed to Mike Hume, mhume@buffaloschools.org or x3709.
## Period Schedule Placement

<table>
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<tr>
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<th>A</th>
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<th>D</th>
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## Period Schedule Info

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<th>Name</th>
<th>Sequence</th>
<th>Exception/Special Day</th>
<th>Instructional Minutes</th>
<th>School Day</th>
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## Period Info

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<th>Sequence</th>
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<th>End Time</th>
<th>Lunch Time</th>
<th>Non-Instructional</th>
<th>Responsive</th>
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**Instructional Minutes Preference for 2021 School Year**
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</table>
With over 5,000 multilingual learners in Buffalo Public Schools, all stakeholders must have the knowledge and expertise to work with multilingual learners and their families. As our district is a district of choice every single building has students identified as English Language Learners. All protocols related to attendance will remain the same for multilingual learners, including those enrolled in Bilingual Education programming, with the addition of the added layer of language supports, as needed. All stakeholders within the district have access to these resources. Services are provided independent of where the student attends school. Appendix C - ENL Language Supports outlines the appropriate sequence for accessing language services.

**Attendance for Stand-alone ENL Sections**

For students assigned to stand alone ENL classes, the ENL Teacher is the teacher of record tied to attendance for the stand-alone section. Therefore, it is the responsibility of the ENL Teacher to mark student attendance.

**Attendance for Integrated ENL Services**

For students assigned to integrated ENL classes, the content area teacher is the teacher of record tied to attendance for that course. Therefore, it is the responsibility of the content area teacher to mark student attendance.

Questions regarding attendance for Multilingual Learners should be directed to your Division of Multilingual Education liaison.
APPENDIX A

Attendance Referral Form

BUFFALO PUBLIC SCHOOLS

Attendance Support Center

428 City Hall- Buffalo New York 14202

Telephone: (716) 816-3547

Fax: (716) 851-3608

Dr. Kriner Cash
Superintendent of Schools

2020-2021 ATTENDANCE REFERRAL FORM

(PLEASE PRINT CLEARLY)

Please complete this form and forward to the Attendance Teacher/Designee

****Copy of this form must be filed in the student record

Student Name: ________________________________

(LAST NAME, FIRST NAME)

DOB and Grade: ___________________________

Student I.D.#: _______________ School ID and Telephone #: ________

Home Address: ____________________________________________

Name of Parent/Guardian: _______________________________________

Home Phone #: _____________ Emergency Phone #: _________________

Language Spoken at Home:

_____________________________________________________________
Information that may help attendance support personnel with this case:

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Description of school actions to prevent further absences (including all contact with parent/guardian):

1) __________________________________________________________________________

   Date  Action  Results

2) __________________________________________________________________________

   Date  Action  Results

Reported by: ____________________  Date: _______  Phone #: ______________

TO BE COMPLETED BY ATTENDANCE TEACHER:

In Infinite Campus, Attendance Teacher will document the results of the investigation via Parent Correspondence Tab in the students’ file.
## APPENDIX B
### Summarized Guidance for Attendance Taking

<table>
<thead>
<tr>
<th>Teacher Steps:</th>
<th>Synchronous:</th>
<th>Asynchronous:</th>
<th>Grades PK-1 (With Instructional Packets, upon receipt of technology devices please follow the Synchronized and A Synchronized Steps listed to the left ←)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Teachers understand that: All students’ attendance automatically defaults to present. Students attendance automatically defaults to present. Teachers understand that students may not have received their 1:1 device. Therefore, the attendance for students, from PK-1 may require adjustment based on the submission of Schoology assignments.</td>
<td>Teachers understand that students’ attendance automatically defaults to present. All students’ attendance defaults to present. Therefore, attendance only requires adjustment when a student is absent or tardy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students and Parents/Caregivers can log into Schoology to submit assignments and demonstrate engagement between 12:00 a.m. and 11:00 p.m. Teachers will monitor meetings with students, assignments received, and classwork – each period- to ensure that students have checked in and that students are properly recorded as present for these levels of engagement. If a student has not checked in but has submitted an assignment the teacher may log the student in as present. Teachers will have the ability to update student attendance records on Asynchronous days, if there is an incorrect code assigned in the near future. In the meantime, teachers will need to work directly with school clerks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principals (or schedulers) should have set up a “Homeroom Period” in Infinite Campus- it is recommended that this is assigned mid to late morning (Contact M. Hume if assistance is needed).</td>
<td></td>
<td>Parents/Caregivers can demonstrate their students’ engagement or attendance via Schoology using a family laptop or cell phone, Class Dojo, or responding to school generated phone calls. In addition, if the learning packet assignments are scanned or returned to the school/teacher attendance may be updated by the school clerk.</td>
</tr>
</tbody>
</table>
| Step 3: Principals will need to ensure that a teacher is assigned to each period. | • On Asynchronous days if a student meets with his or her teacher for office hours or submits an assignment the student will be counted as present (with a code of “Remote Learning Day”)
• Students will need to log in for that period to be counted as present for the class period.
• Parents may log in for their children on A-Synchronous days. | If no one logs in for the student on one of the platforms listed above, and if the family is not responding to school interventions, the student will be reported as absent. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4 Any student not present during class is to be marked absent in IC.</td>
<td>If the student reports after the first 5 minutes of class, the student will need to be marked tardy.</td>
<td>If no one logs in for the student (self, parent, teacher) and if there has been no engagement through Schoology, telephone, or the submission of assignments then the student will be marked absent.</td>
</tr>
</tbody>
</table>
Language Supports Fall 2020

Parental involvement in school can improve children’s academic performance and lead to positive social outcomes. In order to effectively reach all parents, it is important that we develop culturally sensitive and diverse outreach strategies. It is also critical to understand the rights that English Language Learners (ELLs), immigrant students, and their families have regarding access to information on schooling in their home languages.

In an effort to support our English Language Learners, it is important that internal, building-based language supports be used to facilitate conversations with multilingual families. Below is the sequence that is recommended to be followed in regard to communication.

(1) Utilize internal building staff who might speak multiple languages. Buildings might consider developing an internal language support plan that includes a roster of staff, the languages that they speak, and times they may be available to support.

(2) Talking Points; All teachers in the District have access to this multilingual communication tool. Click here to access Talking Points. Click here for a list of available languages.

(3) Join us on one of our Language Support Sessions offered in the district’s top languages. Please find the schedule attached here.

(4) Contact Journey’s End Refugee Services. They have support staff who speak multiple languages that are supporting our students and families. The contact information is below.

<table>
<thead>
<tr>
<th>Language</th>
<th>Name</th>
<th>Contact Phone</th>
<th>Contact Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Hagar Hafez</td>
<td>716-783-5976</td>
<td><a href="mailto:hhafez@jersbuffalo.org">hhafez@jersbuffalo.org</a></td>
</tr>
<tr>
<td>Karen &amp; Burmese</td>
<td>Myintcho Lay</td>
<td>544-6132</td>
<td><a href="mailto:mlay@jersbuffalo.org">mlay@jersbuffalo.org</a></td>
</tr>
<tr>
<td>Swahili</td>
<td>Grace Bashizi</td>
<td>536-6500</td>
<td><a href="mailto:bbashizi@jersbuffalo.org">bbashizi@jersbuffalo.org</a></td>
</tr>
</tbody>
</table>
(5) Call Language Line; All Teachers and administrators in the District have access to this multilingual communication tool. This tool is especially useful for languages for which the District does not have staffed personnel.

   Call 1.877.245.0386   Provide Client ID# 572056
   Access Code # Contact school administrator for access code

(6) Contact your building liaison from the Division of Multilingual Education if none of the aforementioned steps are successful in reaching specific students/families.