COVID-19 ATTENDANCE POLICY 2020
May 15 2020

Student Attendance will be calculated based on 2 metrics per day:

1. Documented presence in one or more live zoom sessions with a teacher; and
2. Completion of the emailed attendance form sent every day by 3:30 PM.
3. On a weekly basis, the attendance is reviewed for children who have not checked in by one of the above methods for 3 or more consecutive days, and administrative assistants are asked to make calls to the families to check on these absences.

- If a child cannot attend a scheduled, live zoom session on any given day, the parent or guardian must email Michelle Cardona (michellecardona@rencharter.org) to let the school know the child will be absent (just as you would when a child cannot attend class in the school building.)
- If a child forgets to fill in the emailed attendance form, the parent or guardian must email Michelle Cardona to let her know that the child was in attendance, but forgot the form. An adjustment will be made once attendance in live sessions, or of presence in Google Classroom sessions, is verified by the child’s teacher.
- Renaissance will be making certain adjustments to attendance on an individual basis, that may take various circumstances into consideration.

Rationale:
We recognize that the effect of the coronavirus global pandemic has shifted our community drastically, and the need to adapt is necessary. The situation of each family is unique; family situations are constantly changing, and we recognize that our students do not have the same access, whether this be technology, resources, family support, etc. As such, we take a stand in favor of equity, to ensure that every student and family receives the support they need to be successful. Since the shift to remote learning in March 2020, our Renaissance community has witnessed the following:

- Families who have fallen sick with COVID-19 and its aftermath;
- Families dealing with food insecurity, job loss and the accompanying stress;
- Students who are struggling with executive functioning skills, despite the support of advisors and learning specialists;
- Special education and ELL students struggling to make progress on IEP goals (that were otherwise being attained in school), due of the untenable problems of remote learning;
- Students who are tasked to support younger siblings with their school work;
- Students who, even with family support, are dealing with depression and cannot produce the same high quality work they did in the building;
- Students with extraordinary family support, who are soaring and exceeding expectations during remote learning; and
- Students who are flourishing, due to limited peer distractions and social pressure.