



Stronger Together: Combining Attendance and Behavior

The slide features a white background with a dark teal horizontal bar at the top and a green horizontal bar at the bottom. The text "Our Problem" is centered in a dark teal, bold, serif font.

Our Problem



The Challenge for Teachers

2024 RAND study:

- 4 out of 5 teachers report student behavior a serious problem.
- 44% of teachers cited student behavior as the top source of job stress

Source: [RAND 2024 State of the American Teacher Survey](#)



The Challenge for Students and Families

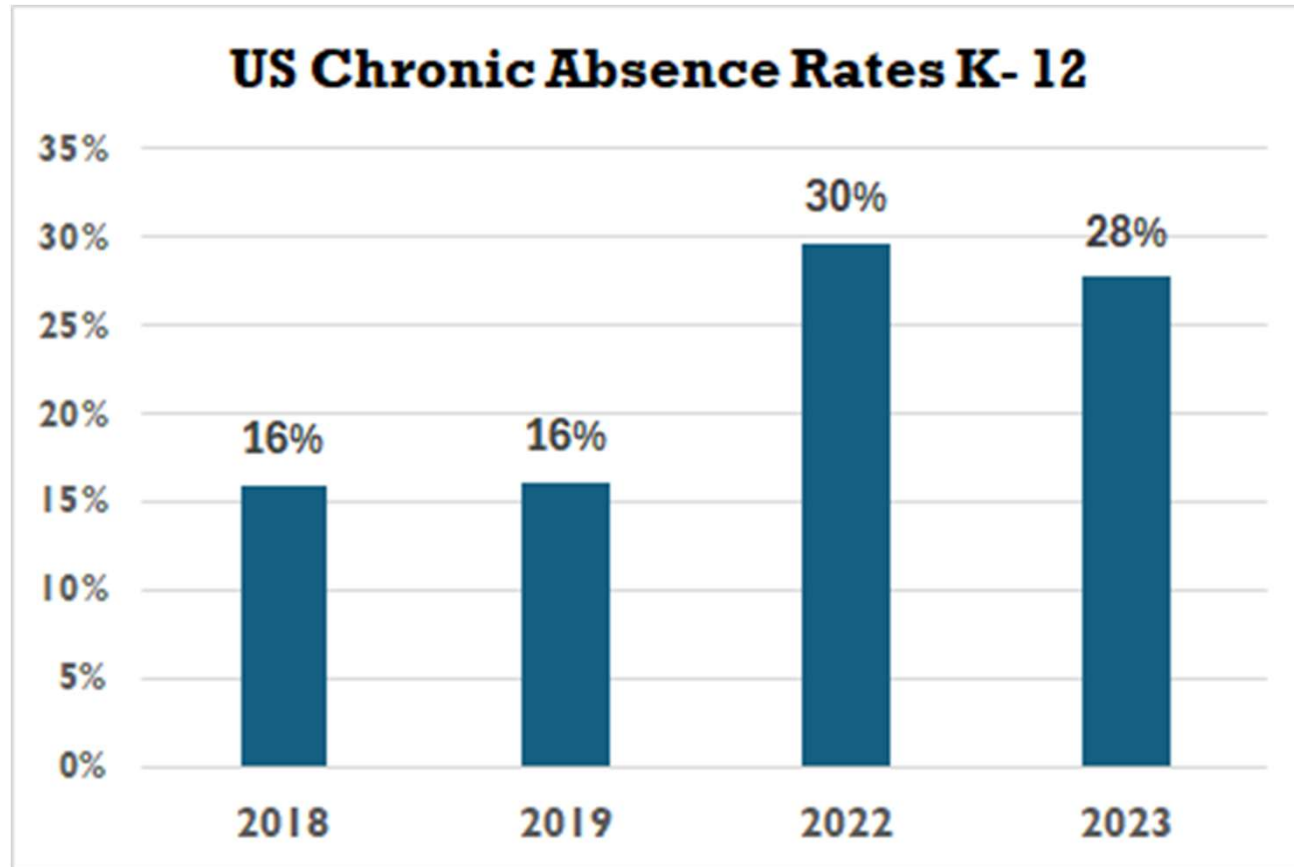
U.S. Department of Justice survey (2021-22) of 12-18 year olds:

- 19% of students reported being bullied
- 39% of bullying occurred in the classroom
- 22% of bullying occurred online

Pew survey of parents (2022):

- 75% of parents are concerned about bullying

National Chronic Absence Crisis



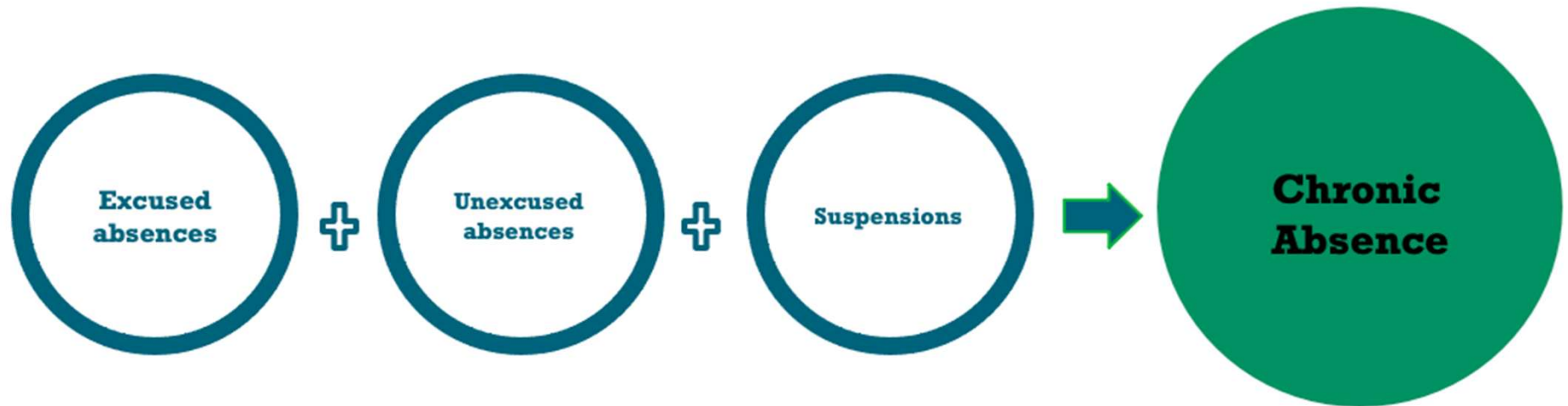
- ✓ The number of chronically absent students grew from 8.1 to 14.7 million in 2022. It still affected 13.4 million in 2023.
- ✓ 2024 data from states shows some decrease but still elevated.
- ✓ 2025 data not yet available.

Source: US Department of Education, Ed Facts



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as missing 10 percent or more days of school for any reason.



Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

What's the difference between ADA, truancy & chronic absence?

Average Daily Attendance (ADA)

- School level measure (not student level)
- Notices aggregate attendance at certain point in time (e.g., half-days, holidays, bad weather)
- Masks individual student chronic absences

Truancy

- ▲ Counts ONLY unexcused absences
- ▲ Emphasizes individual compliance with school rules
- ▲ Uses legal, typically more blaming and punitive, solutions

Chronic Absence

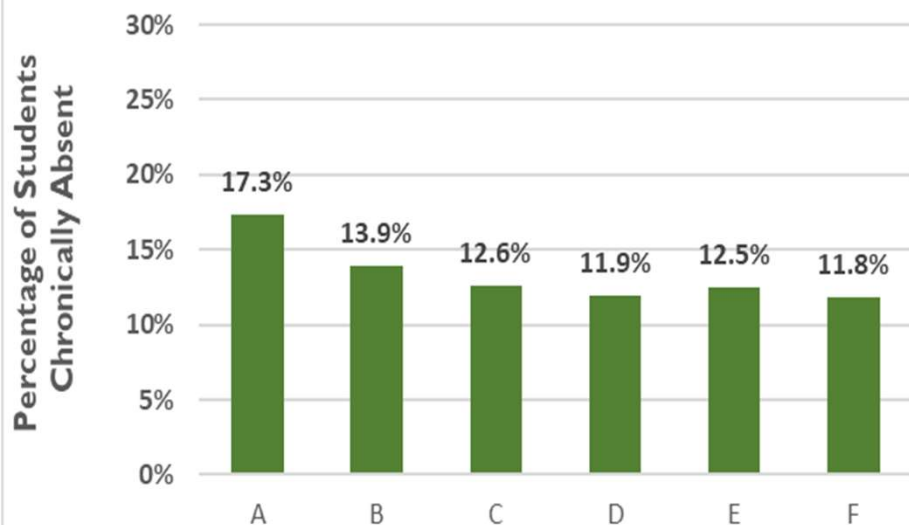
- Counts ALL absences (*excused, unexcused, and suspensions*)
- Emphasizes impact of missed days and the benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family and student engagement



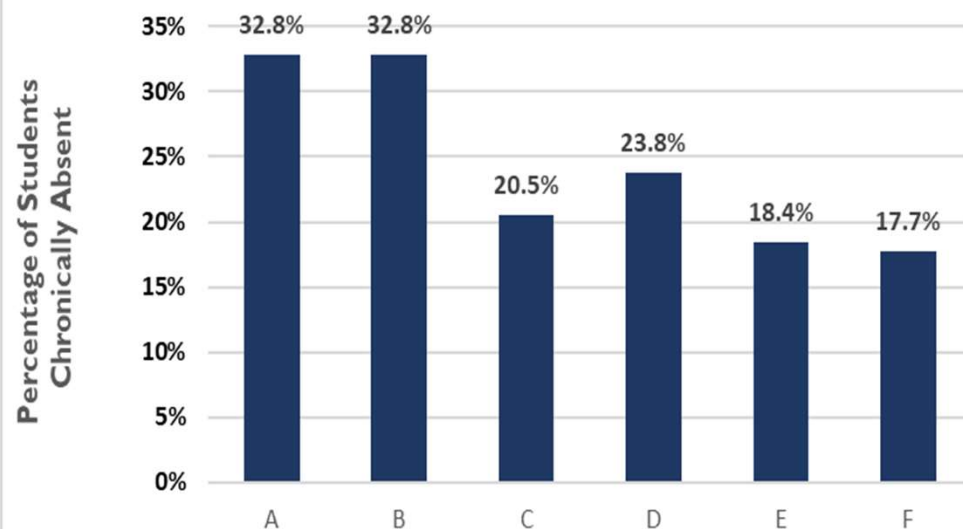
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% $\neq$ A

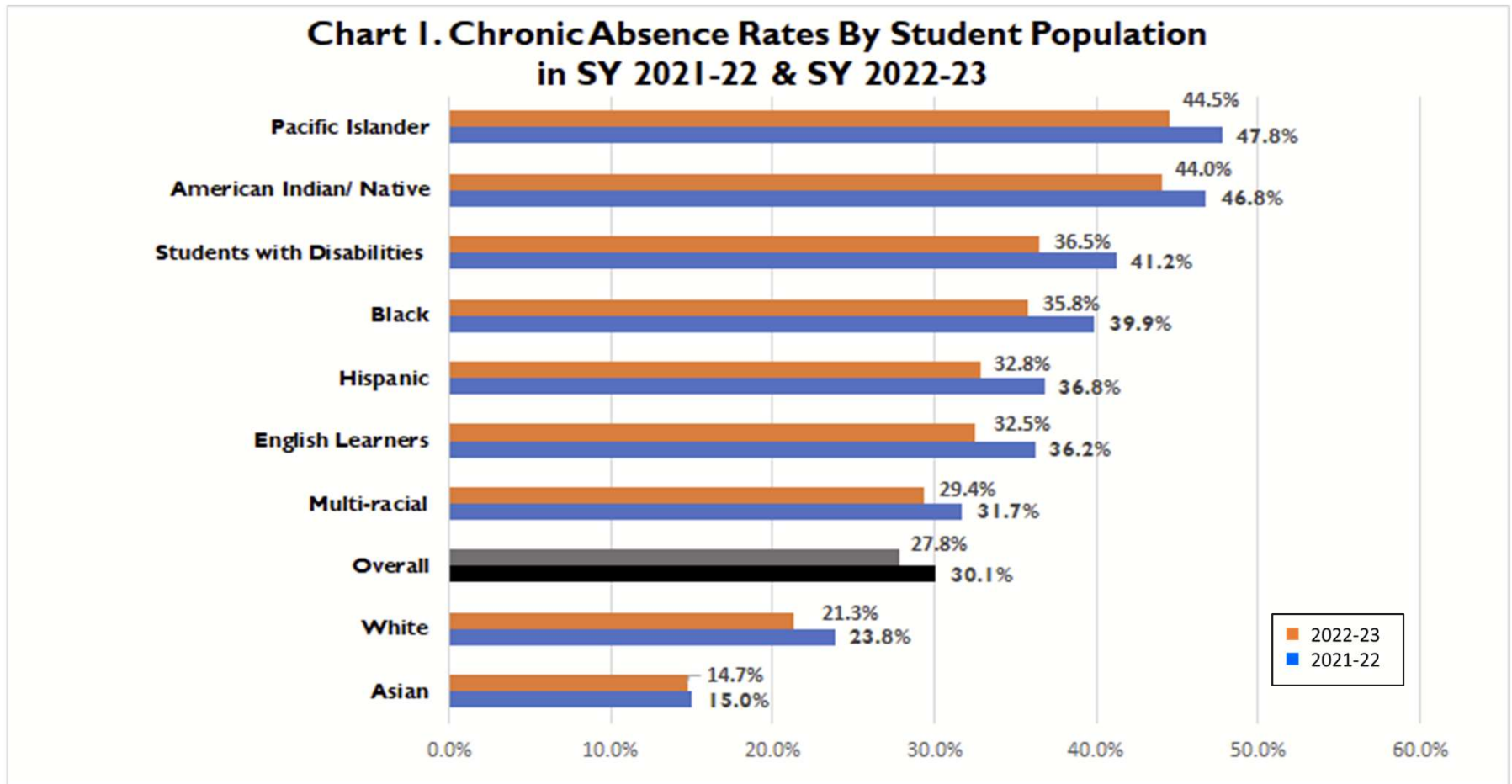
Chronic Absence for 6 Schools in Louisiana with 95% ADA in SY 2021-22



Chronic Absence for 6 Schools in Louisiana with 90% ADA in SY 2021-22

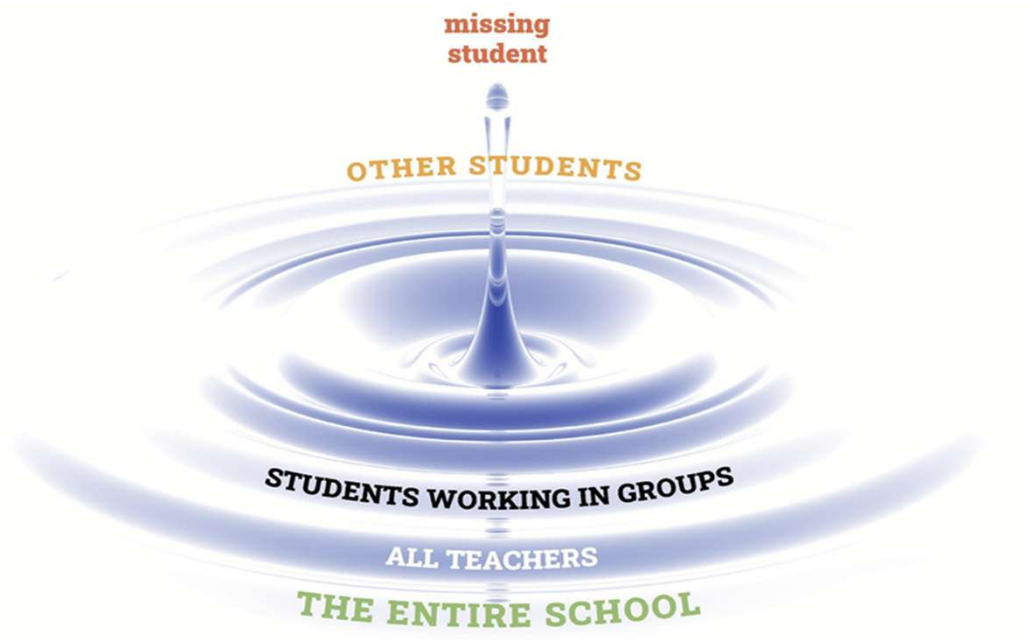


**Chronically absent students are from all backgrounds.
But some groups are more affected.**





When Multiple Students Miss School, the Impact Ripples

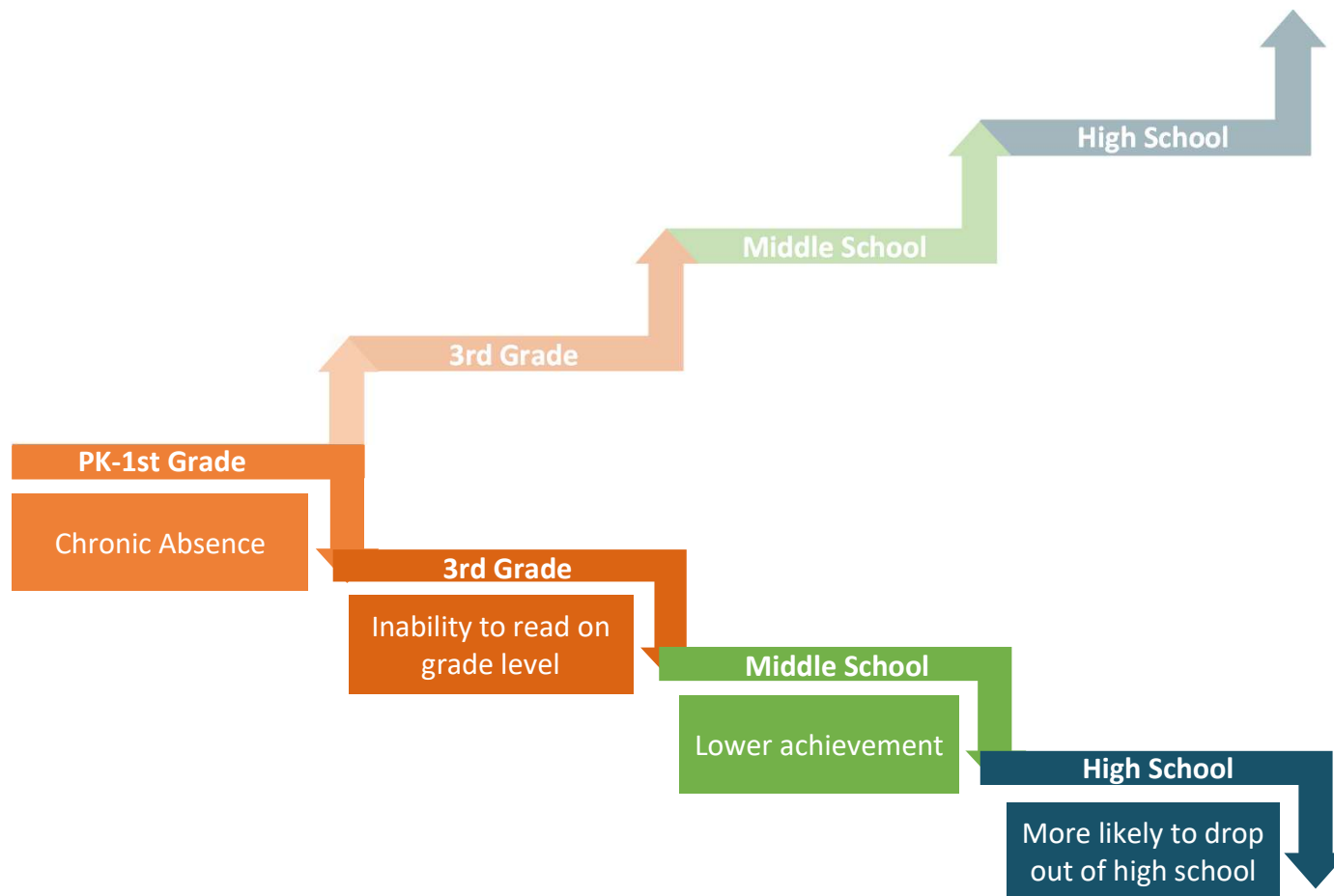


In SY 2022-23
61% of schools
had a chronic
absence rate of
20%+
versus
28% prior to the
pandemic

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The Potential

Improving Attendance Matters





Why are we stronger and better together?

- The scale of the attendance crisis calls for teamwork
- Maximize effectiveness and efficiency - fewer teams, fewer meetings
- Problem solve based on multiple sources of data (for intervention planning and continuous improvement)
- Many contributing factors of chronic absenteeism are already directly addressed with PBIS
- Improving attendance allows more time to support student social, emotional, behavioral, and academic needs.
- Shifts focus from punitive measures to instruction and support
- Focus on systems to ensure fidelity and sustainable implementation

PBIS Supports Attendance Outcomes

Improved Student Outcomes

academic achievement

(Angus & Nelson, 2021; Homer et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

prosocial behavior

(Metzler et al., 2001; Nelson et al., 2002)

attendance

(Flannery et al., 2020*; Freeman et al., 2015*)

emotional regulation

(Bradshaw, Waasdorp, & Leaf, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of drug/alcohol use

(Bastable et al., 2015*; Bradshaw et al., 2012)

social & academic outcomes for SWDs

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021*)

Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Homer et al., 2005; Homer et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010*; Freeman et al., 2015; *Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

racial inequities

(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)

Improved Teacher Outcomes

teacher efficacy & well-being

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

teacher-student relationships

(Condliffe et al., 2022)

student engagement & instructional time

(Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020*)

school culture & organizational health

(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

climate & safety

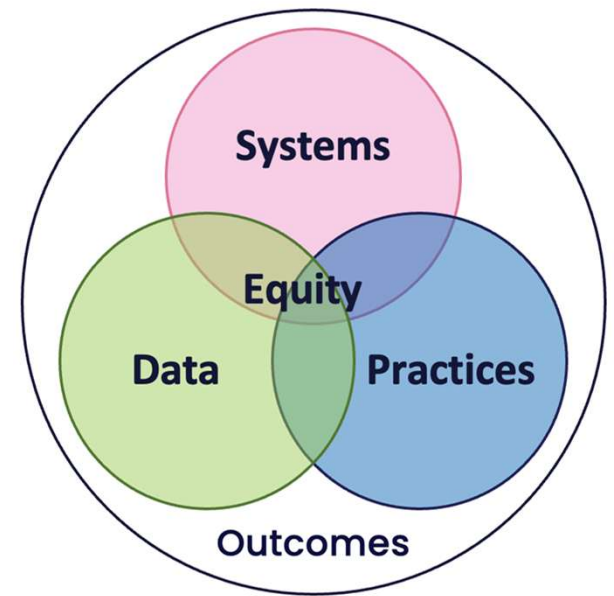
(Elrod et al., 2022*; Horner et al., 2009; McIntosh et al., 2021)

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

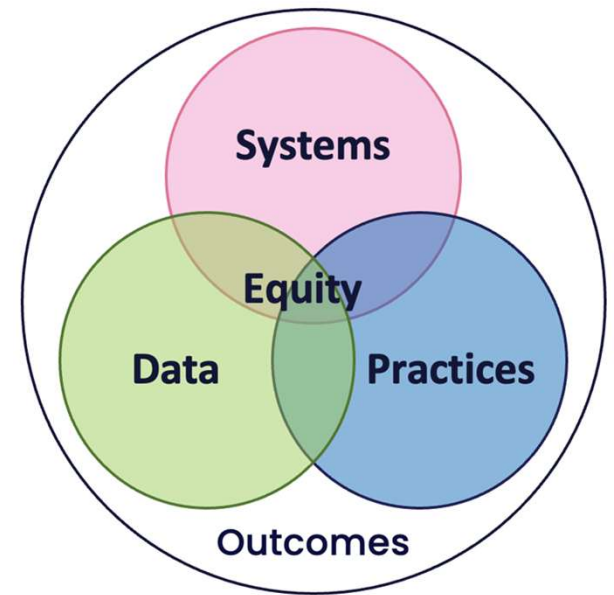


* identifies research conducted in high schools

**What would it look
like if we integrated
attendance and PBIS?**



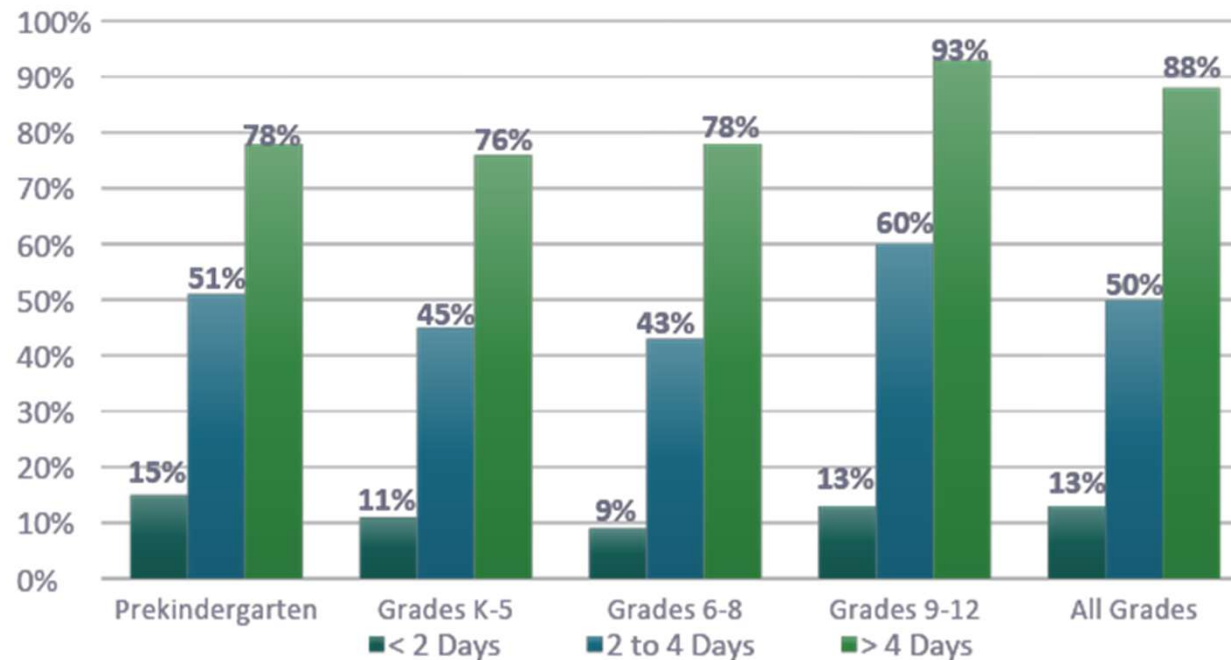
Integrating Attendance and PBIS: Data





The First Month of School Predicts Chronic Absence

- Baltimore students who missed 2-4 days of school in September were **5 times** as likely to be chronically absent.
- Students who missed 5 or more days of school in September were **16 times** as likely to be chronically absent.

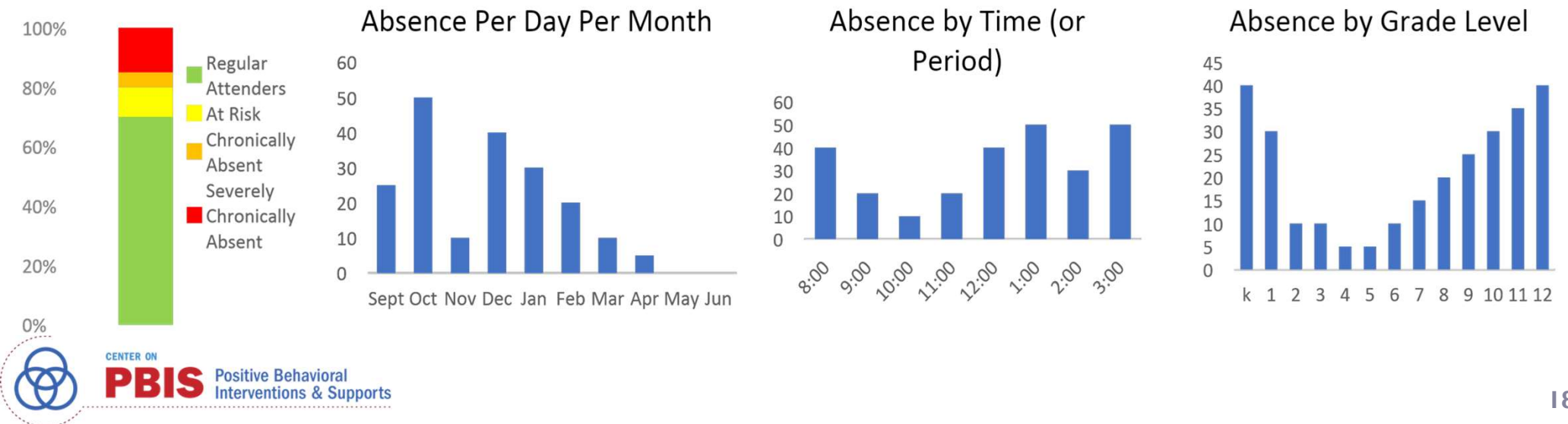


<http://baltimore-berc.org/wp-content/uploads/2014/08/SeptemberAttendanceBriefJuly2014.pdf>

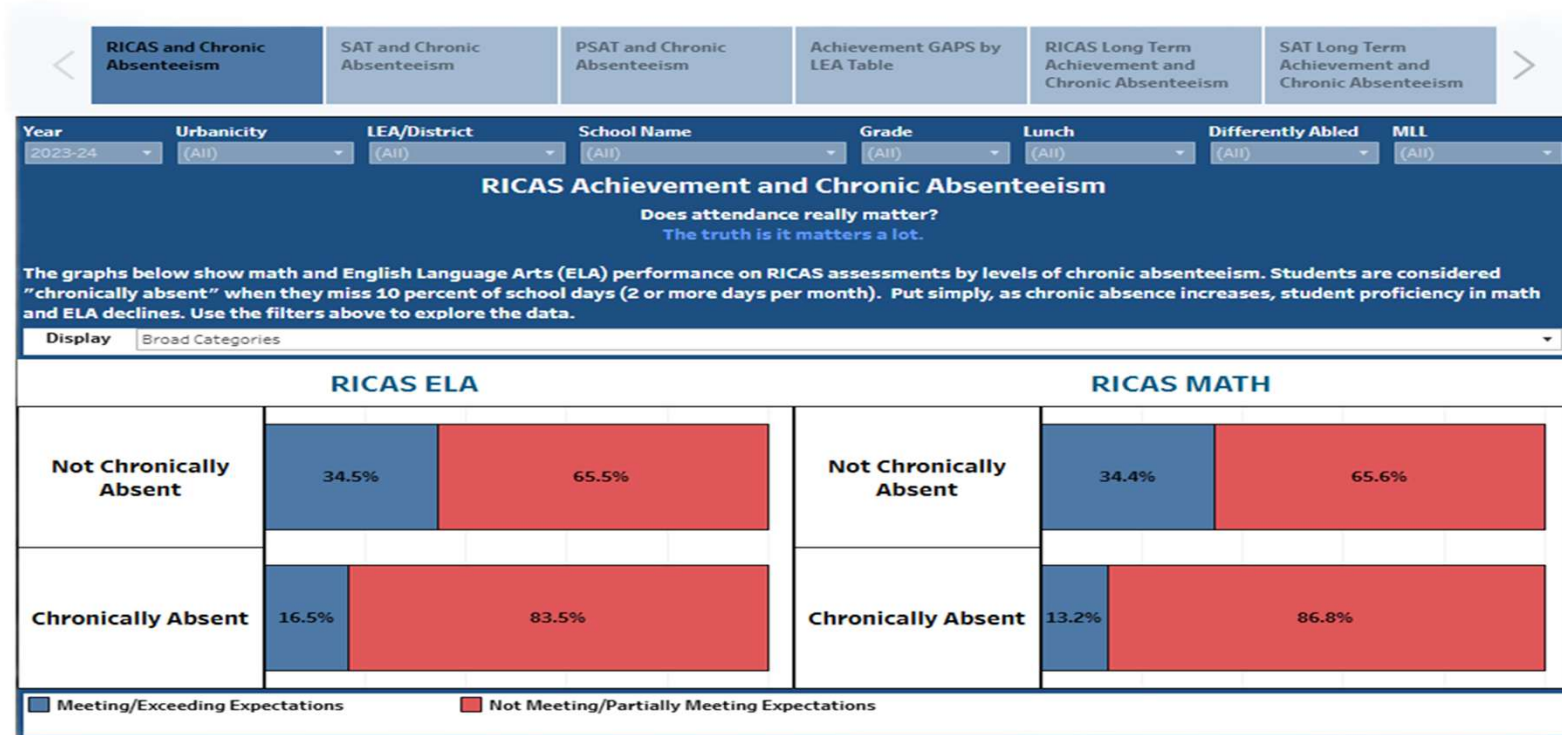
Use Data to Guide Intervention

- What percent of students are experiencing attendance problems at each level?
- What day of the week or month are the most problematic?
- What time periods are the most problematic?
- What grade levels or classes have the highest absence rates?
- What student sub-groups are most affected?
- Are attendance problems clustered in specific neighborhoods?

Triangle Data Report

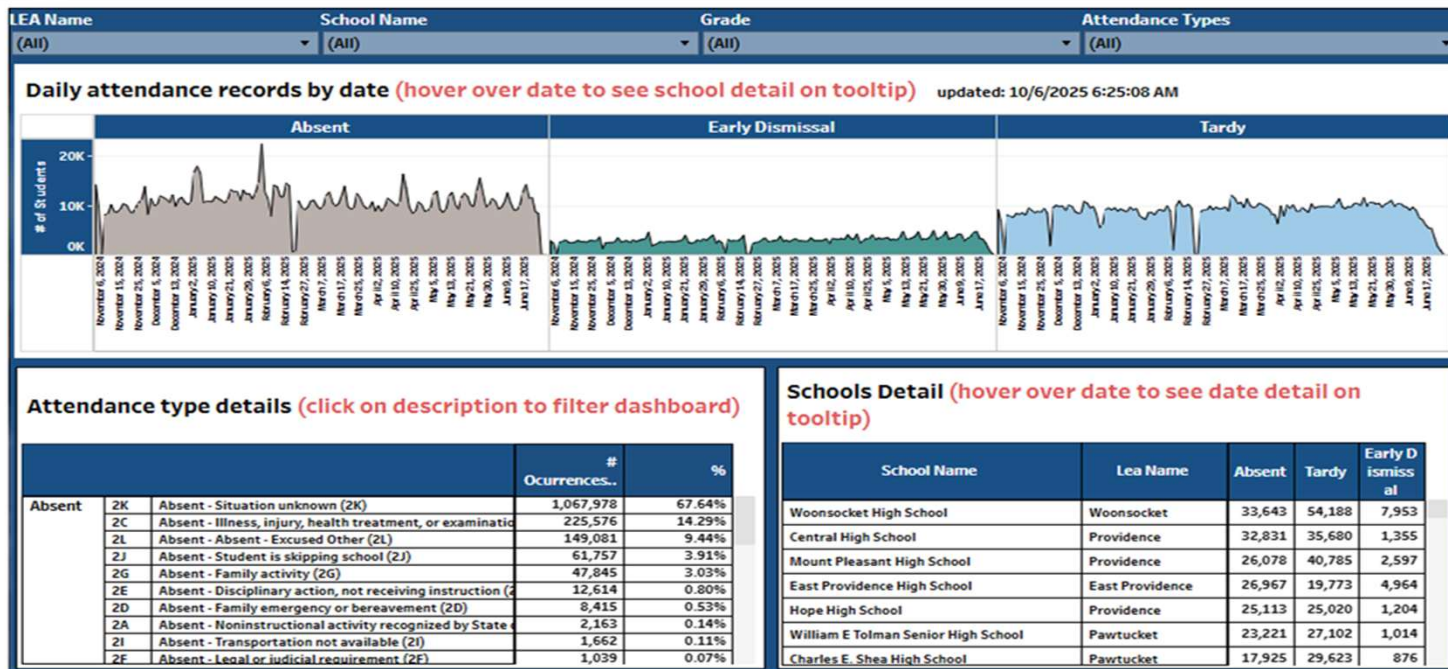


Use Data to Understand How Absences Affect Achievement



<https://www.attendancemattersri.org/attendance-achievement>

Use Data to See Patterns



<https://www.attendancemattersri.org/real-time-data>

Root Causes of Chronic Absence

Barriers	Aversion	Disengagement	Misconceptions
• Chronic and acute illness • Family responsibilities or home situation • Poor transportation • Housing and food insecurity • Lack of access to needed services • System involvement • Unpredictable schedules for learning • Lack of access to tech • Impact of trauma • Violence in the community	• Struggling academically and/or behaviorally • Unwelcoming school climate • Social and peer challenges • Anxiety • Unfair disciplinary and suspension practices • Undiagnosed disability and/or disability accommodations • Caregivers had negative educational experiences	• Lack of challenging, engaging instruction • Bored • No meaningful relationships to adults or peers in school • Lack of enrichment opportunities • Lack of academic and behavioral support • Failure to earn credits • Need to work conflicts with being in high school	• Absences are only a problem if they are unexcused • Missing two days per month doesn't affect learning • Lose track and underestimate TOTAL absences • Assume students must stay home for any symptom of illness • Attendance only matters in the older grades • Suspensions don't count as absence

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

Possible Factors that Contribute to Absenteeism

Factors contributing to Absenteeism	Possible Influencing contexts		
	School	Family	Community
Avoid uninteresting or engaging instruction	X		
Deficit academic skills leads to avoiding instruction	X		
Avoid fear regarding lack of security (e.g., not feeling safe)	X		
Avoid bullying behavior	X		X
Obtain peer rewards for truancy	X		X
Lack of communication regarding absenteeism	X	X	
Lack of Transportation	X	X	X
Poor healthcare (e.g., untreated asthma)		X	X
Poor mental health care (e.g., untreated anxiety)		X	X
Providing care for siblings (bring funds to family)		X	
Poor routine to wake up, get ready, and go to school		X	
Unsafe Pathways to school			X

Qualitative Data Tools

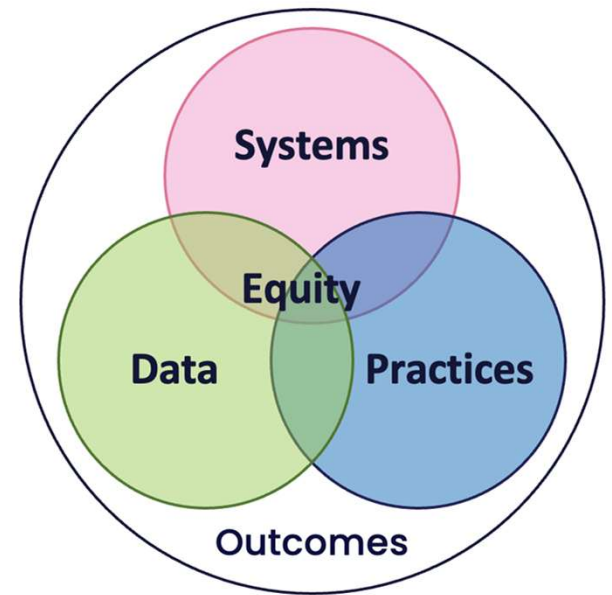
Gather information about why students do or don't attend school



<https://www.attendanceworks.org/resources/qualitative-data/>

- **Scan of Environment and Attendance Tool (SEAT):** Identify strengths and opportunities to promote positive school culture and strong attendance
- **Empathy Interviews:** Targeted, one-on-one conversations with a small group of students
- **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student
- **Student Focus Groups:** Moderated small group discussions to explore experiences and perspectives
- **Attendance Café:** Engage parents in discussions about attendance
- **Student and Parent Surveys:** Ask about reasons behind their absences
- **Shadow a Student:** See school through your student's eyes and find opportunities to improve

Integrating Attendance and PBIS: Systems





Raise Your Hand

How many of you have teams addressing:

- ☐ Attendance at the school level?
- ☐ Attendance at the district level?
- ☐ Attendance at the state level?
- ☐ Combined PBIS and attendance at the school level?
- ☐ Combined PBIS and attendance at the district level?
- ☐ Combined PBIS and attendance at the state level?

District and School Teams are Crucial for Attendance



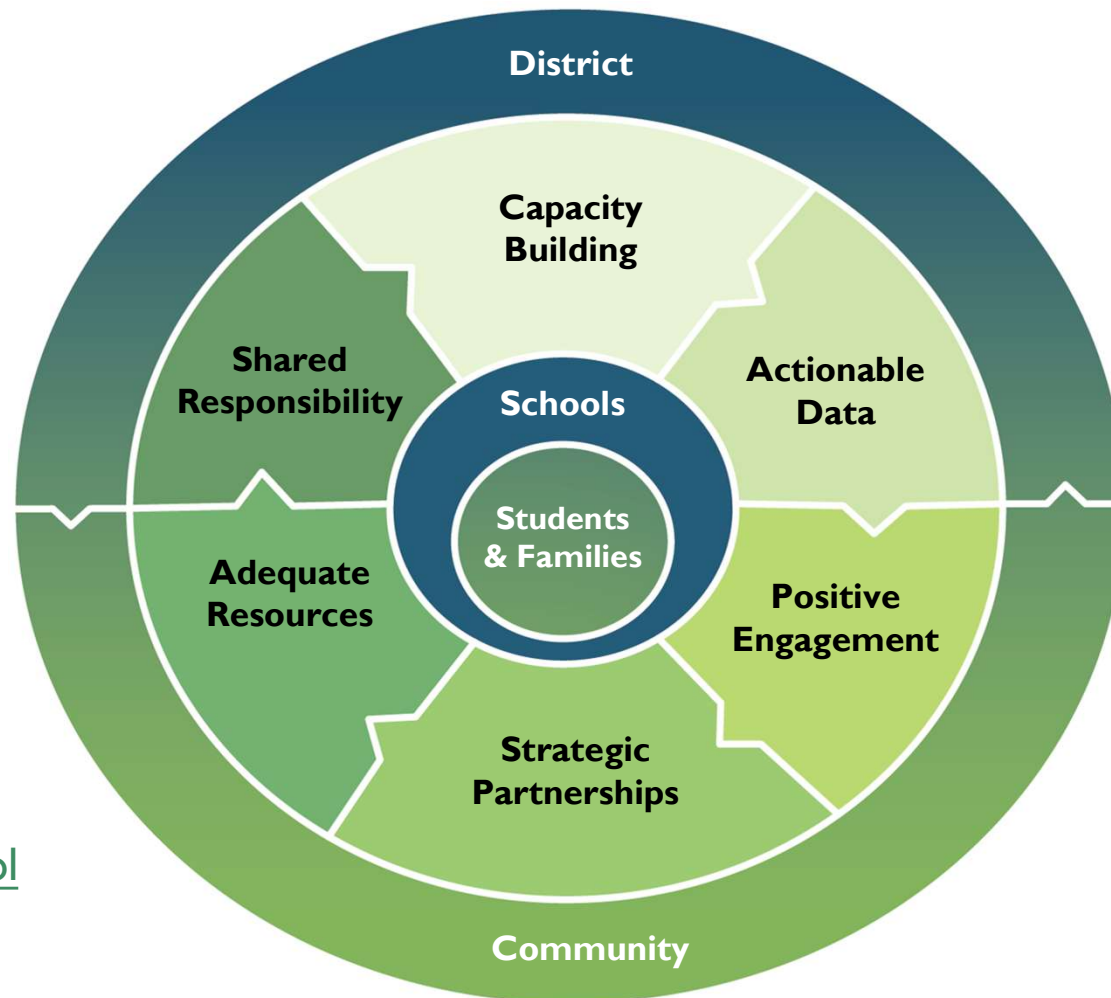
District Team

- ☐ Organize a systemic, districtwide response for policy and practice improvements
- ☐ Routinely unpack data, analyze and utilize data to inform district-wide action
- ☐ Equip site leaders in the implementation of effective school attendance teams
- ☐ Promote shared accountability and continuous improvement

School Team

- ☐ Coordinate the whole school's multi-tiered strategy to reduce chronic absence by implementing evidence-informed prevention & early intervention
- ☐ Match strategies with root causes that address the needs of individual & groups of chronically absent students using qualitative and quantitative data
- ☐ Ensure students and families receive needed supports

Key Ingredients of Systemic Change to Reducing Absenteeism



Self-assessment tool

Ensuring Attendance Requires a Team

The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school's:

- Nurse
- Counselor
- Social Worker
- Administrative support staff
- Special education staff
- Teachers
- Early education staff
- Sports coaches
- Community School Directors and Coordinators
- Expanded Learning program staff
- Family Resource Center Directors and Coordinators
- Attendance Officers



Members should be able to bring the perspectives of the student demographics. Teams should incorporate input from families and students along with the community.

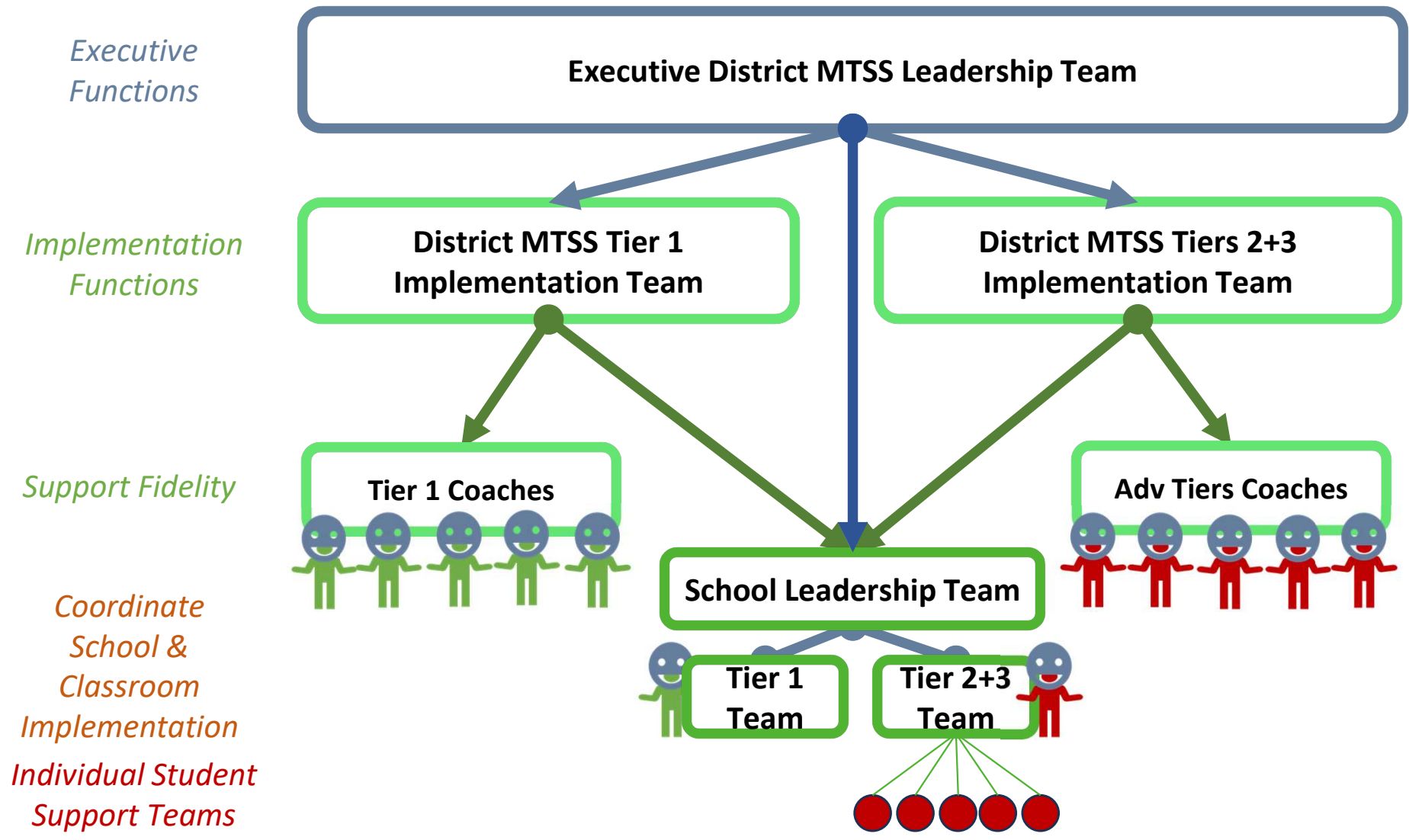
Membership of District Attendance Teams

The cross-departmental team is responsible for ensuring attendance is aligned with all existing initiatives to improve academic outcomes.

District department staff with the following responsibilities should be included:

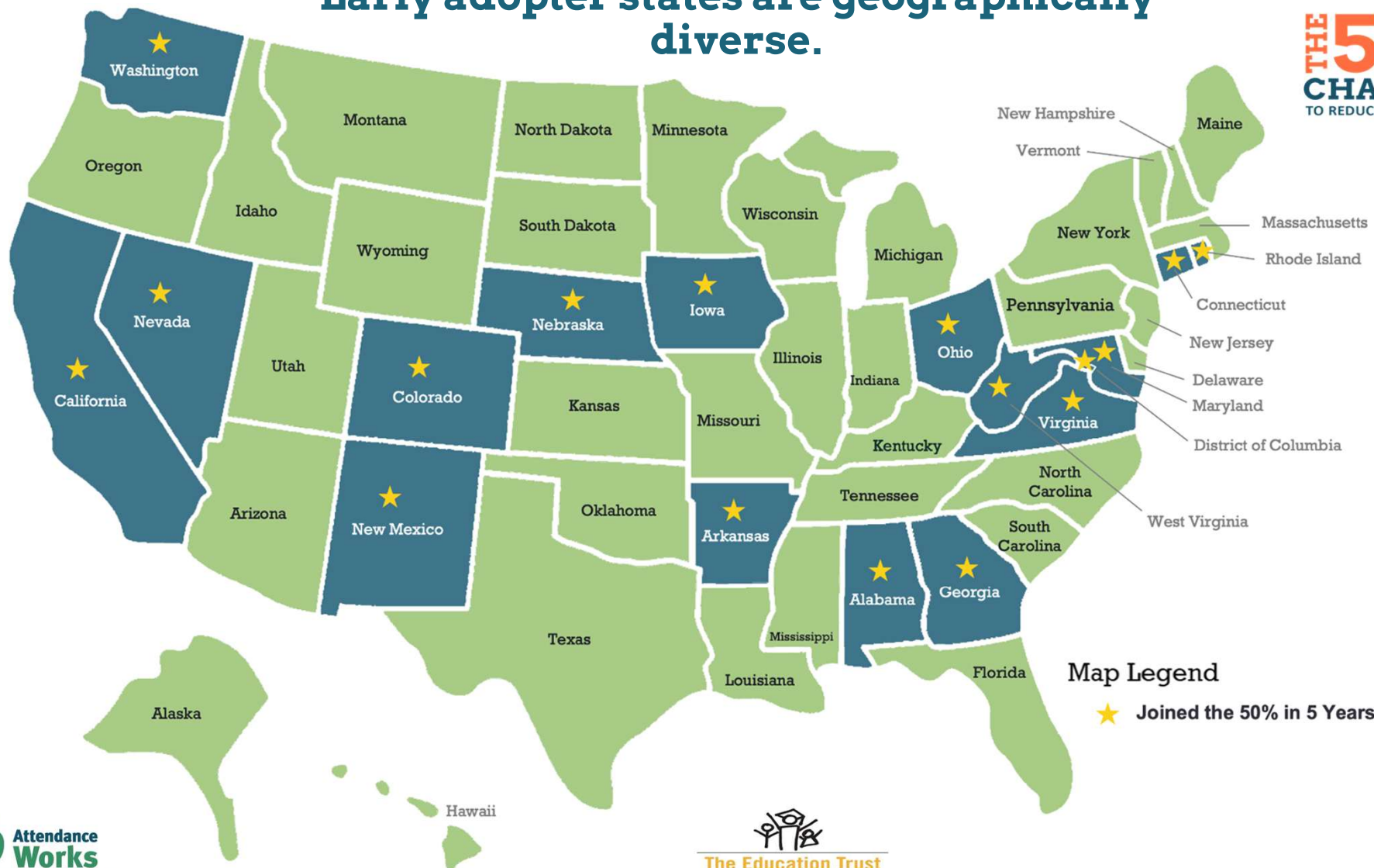
- Academics (Teaching & Learning)
- Student Supports (Social Work, Counselors, SEL, PBIS, MTSS)
- Communications
- Community Partnerships
- Data and Research
- Special Populations (SWD, ELL, Homeless)
- Health/Mental Health
- Family Engagement
- Professional Development
- Transportation Director
- Building Administrators, when possible





Early adopter states are geographically diverse.

THE 50%
CHALLENGE
TO REDUCE CHRONIC ABSENCE



Cut Chronic Absenteeism by 50% Over 5 Years

- Aspirational, yet Plausible
- A Clear Target
- Adapts to Different Contexts
- Trackable & Accountable
- Comprehensive Effort
- Commitment Over Time

Learn more: <https://www.attendanceworks.org/resources/the-50-chronic-absenteeism-challenge/>

Chronic absence goal calculator: <https://docs.google.com/spreadsheets/d/1g7G8lwccV0zCUpkK81xPSxfj48eb-OtePTOxjhd4f9c/copy>

Reducing Chronic Absenteeism: Strategies that Work

- **Removing/reducing barriers (high cost, high impact)**
 - Transportation, health, housing, basic needs, etc.
 - Maximizing school, family, community partnerships
- **Improving student experiences in school (School Climate)**
 - **Positive school climate, student engagement & belonging, school-family relationships continue to be effective**
 - *Note: Incentives are not always effective*
- **Multi-tiered System of Supports (MTSS/PBIS) approach: Focus on prevention & early intervention**
 - Driven by timely & accurate data collection & analysis
 - Understanding **WHY** students are absent
 - Clear policies & procedures & common understanding by all

USED's Stronger Connections Technical Assistance and Capacity Building Grant

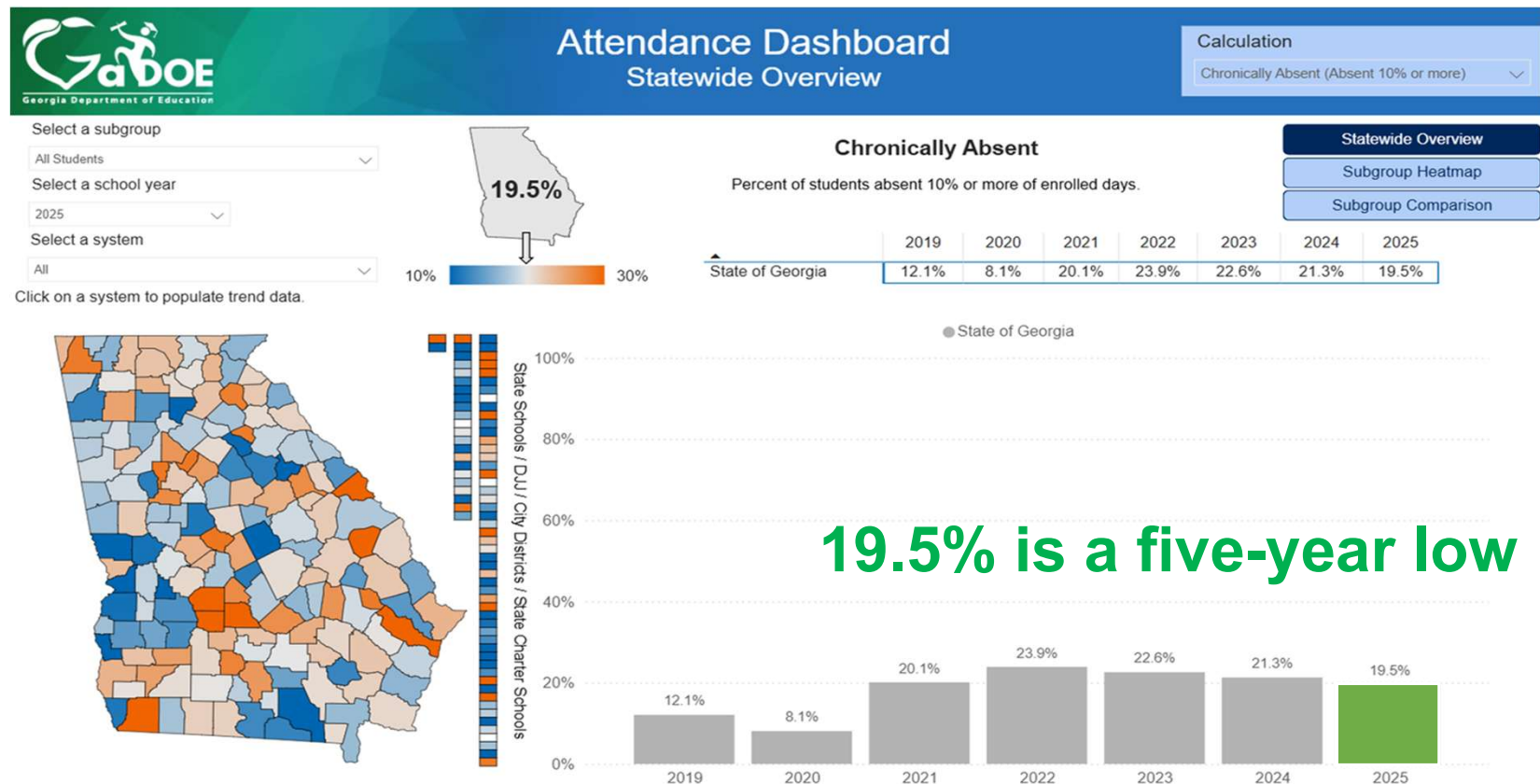
Amount \$500,000 for 3 years Project goals:

- Strengthen GaDOE's capacity to address chronic absenteeism through a whole child, tiered system of support lens (GaMTSS/PBIS).
- Decrease chronic absenteeism in high-needs districts in Georgia by increasing their capacity to implement a tiered system of supports and reduce non-academic barriers to learning.

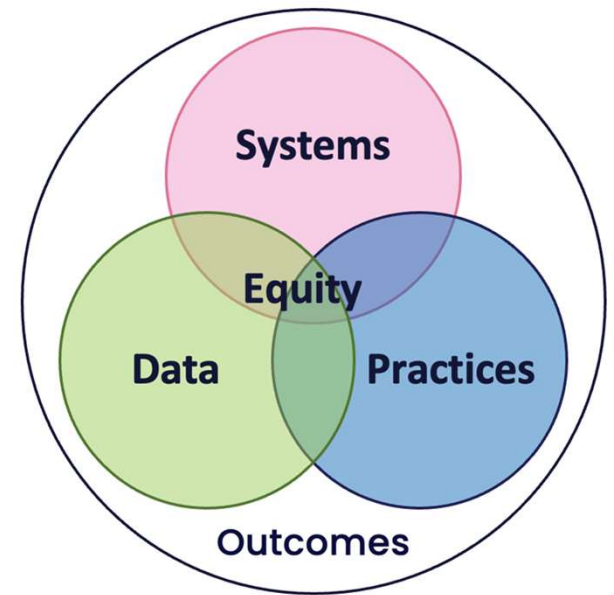
Primary components of the project:

- Data collection and analysis w/**Carl Vinson Institute**
- Resource development
- Professional development workshops for high-needs schools
- Extended partnership with **Attendance Works** for future training events

Promising Progress



Integrating Attendance and PBIS: Practices





Pathway for Change

Mindset

Actionable
Data

Capacity

Strategies

Outcomes

Change the Power Dynamics with Students and Families

Problem-focused

Approach family *only* to address a problem



One-way messaging to families



Focus *only* on barriers



Presume you have all the answers and know what is best for the family/student



Partnership-focused

Initial outreach focuses on building a relationship

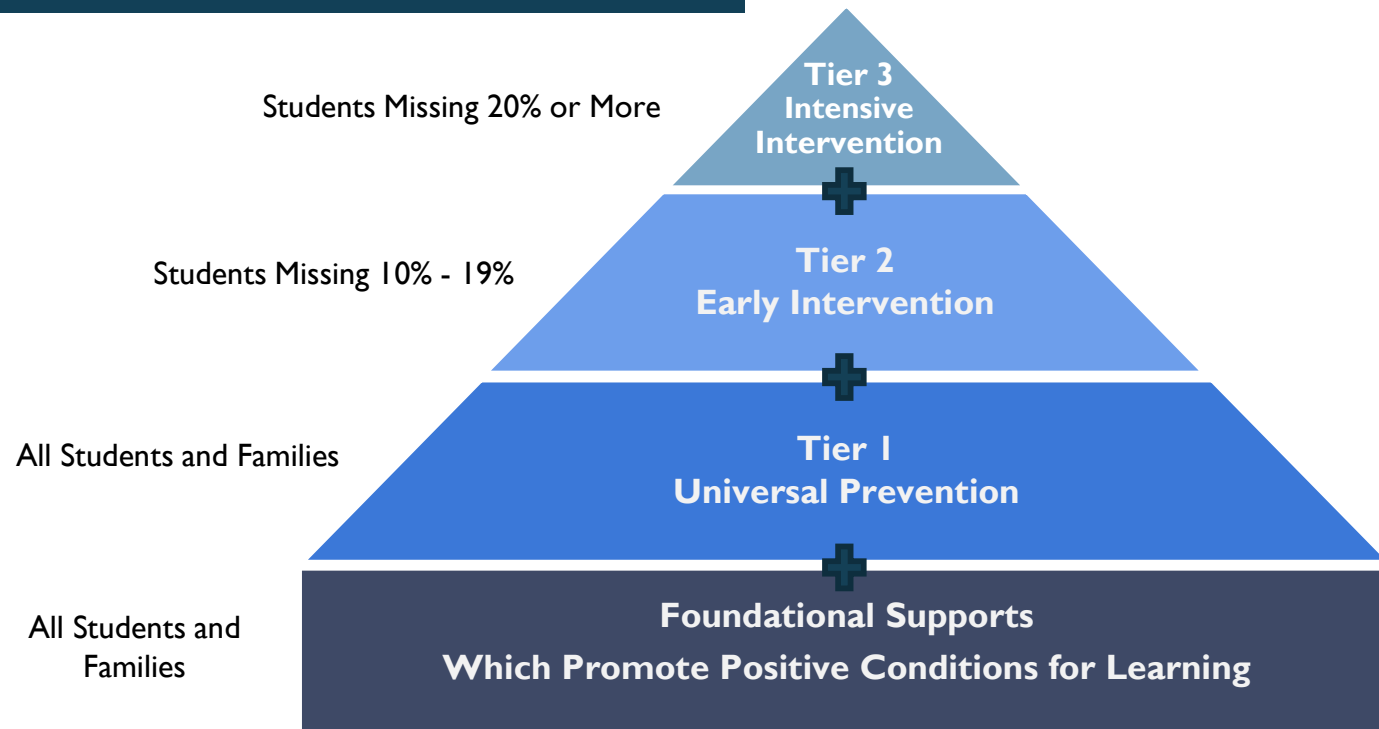
Start with listening to families; Find out hopes, dreams, assets and needs

Leverage student/family strengths to overcome challenges

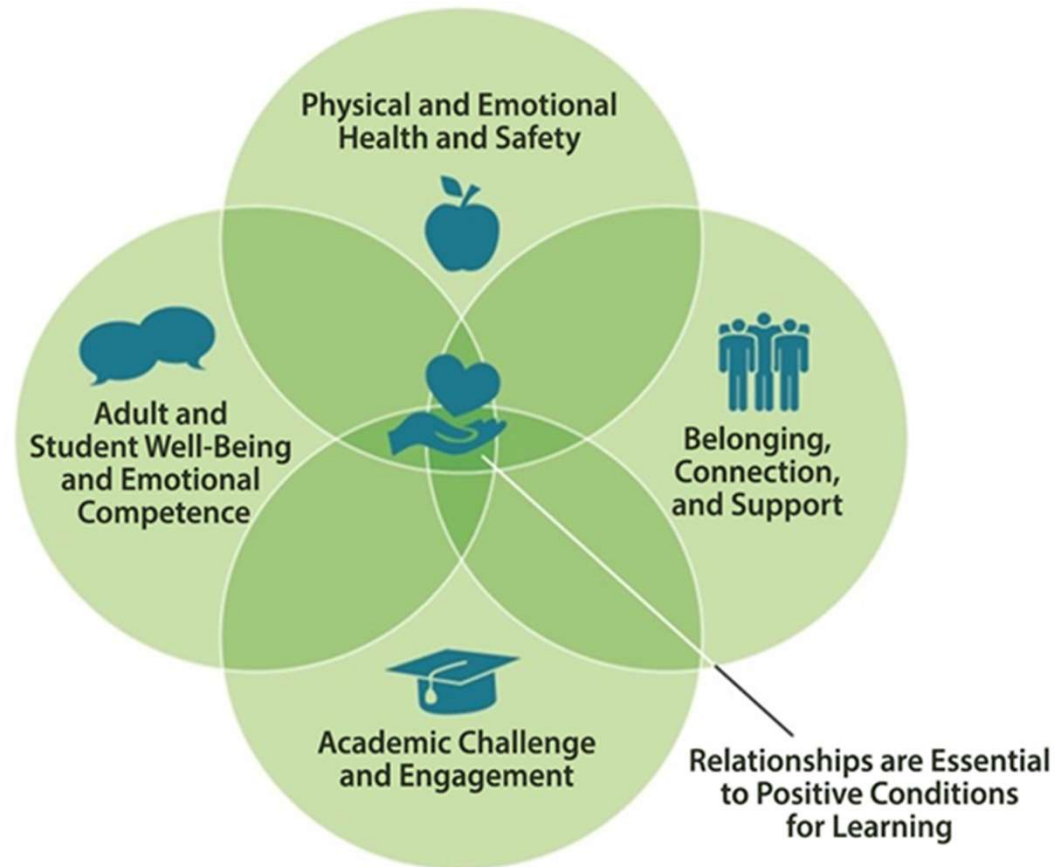
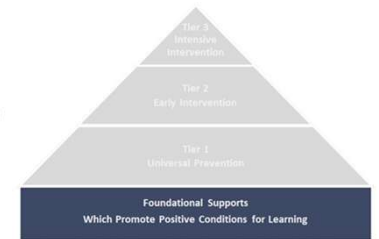
Collaborate with families and encourage practices that build upon their assets and priorities



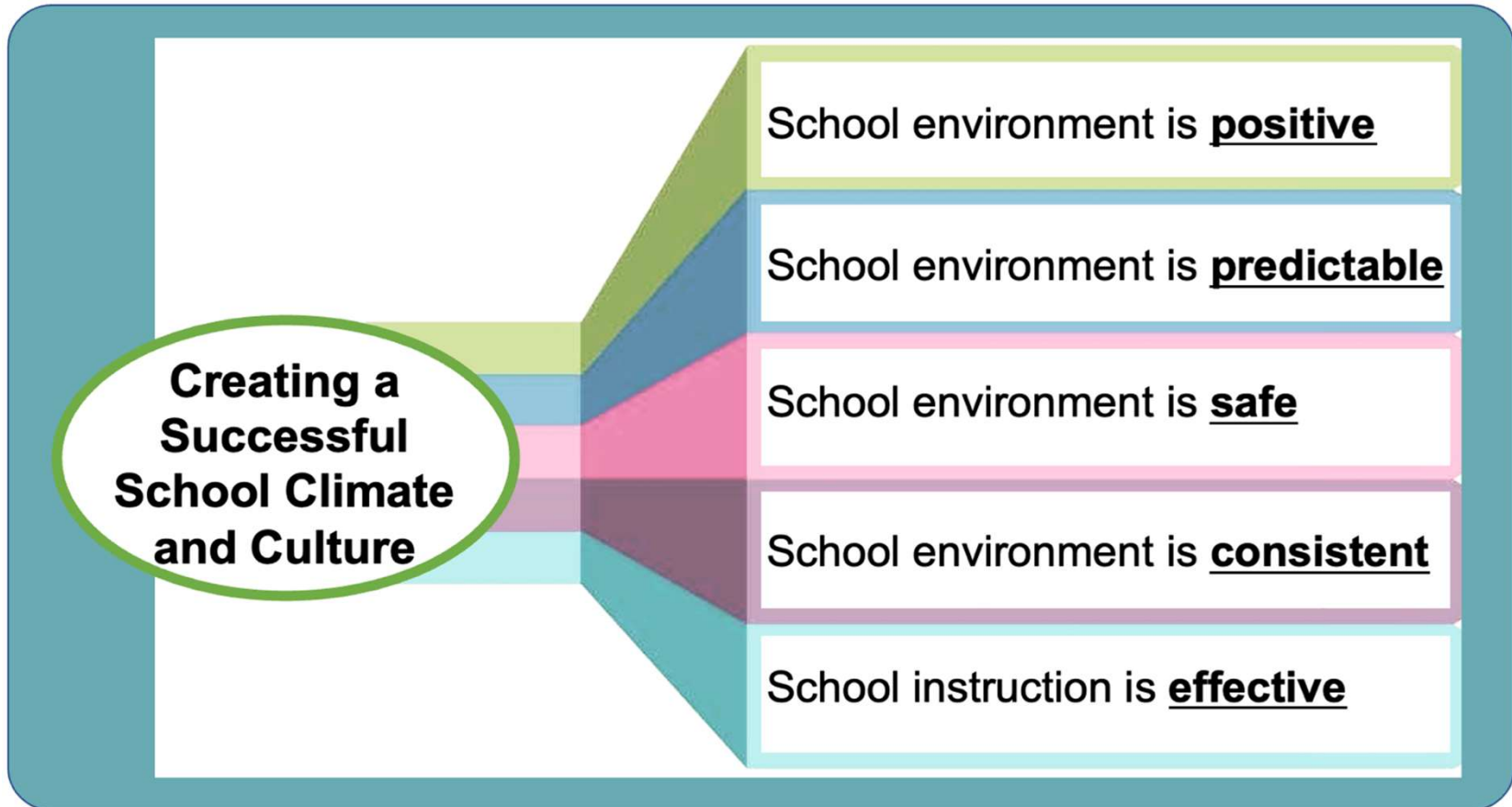
Multi-tiered System of Support for Attendance



Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



Tier 1 Supports from PBIS/MTSS



Dodge County Middle School

Subgroup	2019	2020	2021	2022	2023	2024	2025
All Students	10.2%	6.1%	10.2%	20.1%	15.4%	11.8%	8.7%

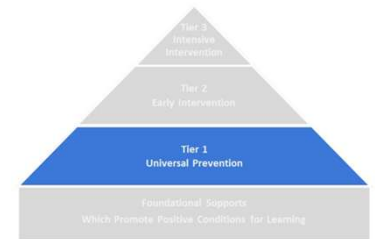


- **Students in FY25:** 593 students
- **Poverty Rate:** 75.8%
- **Demographics:** 6% Hispanic, 35% Black, 53% White
- **Star Climate Rating FY24:** 5 Stars
- **Climate Surveys:** % of Positive Responses 73.3% (3,4,or 5)
- **MTSS/PBIS Recognition Level:**
 - FY24 and FY25: Operational

What is Working

- **Engaging Classrooms:** Staff are encouraged to create dynamic, welcoming learning environments that make students excited to attend.
- **Grade-Level Competitions:** Friendly competitions across grades – factoring in attendance, academics, and behavior – culminate in a highly anticipated “Grade Level Champion” celebration.
- **Proactive Outreach:** Teachers and counselors regularly check in with students showing early signs of absenteeism, fostering strong connections with families.
- **Saturday School:** Monthly sessions from January to May offer students a chance to recover missed seat time and complete assignments.
- **PBIS Integration:** Attendance is now part of the school’s Positive Behavioral Interventions and Supports (PBIS) recognition system, reinforcing positive habits.

Tier 1: Universal Attendance Supports



- ❖ Clear, concise and consistent communication about schedules and **expectations**
- ❖ Routines, rituals and celebrations related to attendance and engagement
- ❖ Personalized, positive communication to families when students are absent
- ❖ **Recognition** of good and improved attendance
- ❖ Impact of attendance on whole child widely understood
- ❖ **Connection** to a caring adult in the school
- ❖ Every child and their family encouraged to develop a success plan that includes attention to attendance

Behavior Expectations Matrix

Location ⇒ Expectations ⇓	Hallways	Cafeteria	Restrooms	Classroom
Be Safe	✓ Walk ✓ Stay to the right ✓ Allow others to pass	✓ Keep all food to self ✓ Sit with feet on floor, bottom on bench, and facing table	✓ Keep feet on floor ✓ Keep water in sink ✓ Wash hands	✓ Keep hands and feet to yourself ✓ Sit with feet on floor, bottom on bench, and facing table ✓ Walk
Be Respectful	✓ Use quiet voices ✓ Hold door open for person behind you	✓ Wait your turn in lunch line ✓ Use quiet voices ✓ Ask before you borrow	✓ Knock on stall door ✓ Give others privacy ✓ Use quiet voices	✓ Use quiet voices ✓ Wait for your turn
Be Responsible	✓ Keep hallways clean ✓ Keep lockers closed ✓ Go directly to your location	✓ Get all utensils, milk etc. when first going through line ✓ Clean up after yourself	✓ Flush toilet after use ✓ Return to room promptly ✓ Report problems to an adult	✓ Return borrowed items ✓ Be on present and time ✓ Take care of your property

1

PBIS big ideas:

1. Identify and define positive expectations
2. Teach expectations and routines
3. Acknowledge and encourage expected behaviors
4. Correct behavioral errs.

AW, 10/1/2025



Resources from Attendance Works

Handouts for Families

- ✓ Preschool, Elementary & Secondary Grades
- ✓ Available in English, Spanish, Chinese, Vietnamese, Tagalog and Creole

<https://www.attendanceworks.org/resources/handouts-for-families/>



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.
- Keep in mind that complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

When Do Absences Become a Problem?



Absence Level	Days
CHRONIC ABSENCE	18 or more days
WARNING SIGNS	10 to 17 days
SATISFACTORY	9 or fewer absences

Note: These numbers assume a 180-day school year.

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

Health Handout

Tip sheet to help families/caregivers decide when a child can go to school or should stay home.

When is sick too sick for school?

A regular attendance routine is important for your child's well-being and learning. These tips can help you decide when to keep your child home when they don't feel well.



SEND ME TO SCHOOL IF...

- I have a **runny nose** or just a **little cough**, but no other symptoms.
- I have **NOT** had a **fever overnight** and have **NOT** taken **fever reducing medicine** during that time.
- I have a **mild stomach ache**.
- I have **not thrown up** overnight and can drink liquids without throwing up.
- I have a **mild rash** and no other symptoms.
- I have **eye drainage WITHOUT** fever, eye pain or eyelid redness.



KEEP ME AT HOME IF...

- I have a **temperature higher than 100.4**.
- I have **thrown up two or more times** in the past 24 hours.
- My **stool is watery** and I may not make it to the bathroom in time.



SEEK MEDICAL CARE IF...

- I have a **temperature higher than 100.4 AND any of the following:** ear pain, sore throat, rash, stomachache, headache or tooth pain.
- I have **stomach pain and fever**, I have **bloody or black stool**, or I am **dehydrated** (tired and sleepy, dry mouth) and/or I have **not urinated** in the last 8 hours.
- I have a **persistent cough** or **trouble breathing**, or have a fever with the cough.
- I have **eye swelling**, **eye pain** or an **eye injury**.
- I have a **rash that has blisters**, is draining, is painful, looks like bruises, and/or I have a fever with the rash.

If you don't know whether to send your child to school, have specific concerns regarding your child's physical or mental health, or are worried your child will spread illness, contact your child's health care provider, a local urgent care or the school nurse. These tips are not meant to take the place of local health department/school district health guidance including about contagious illnesses such as Covid-19 and the flu.



For more information visit [attendance works.org/resources](https://www.attendanceworks.org/resources)

<https://www.attendanceworks.org/resources/health-handouts-for-families/>

Better Truancy Notifications

- ✓ Started with positive language and moved punitive language to the end
- ✓ Fewer words
- ✓ Written at 5th grade reading level
- ✓ Formatted to help readers skim
- ✓ Makes connection between absences and achievement

We need your help. [STUDENT NAME]'s absences from school are concerning, and your partnership is critical. Students who miss just one or two days of school each month can fall seriously behind.

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:

Thursday, September 12, 2015

Thursday, September 19, 2015

Thursday, September 27, 2015

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

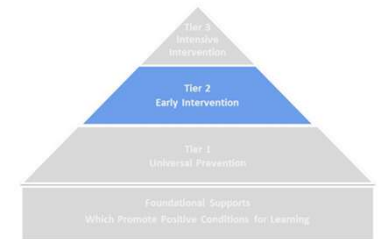
- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).

Please remember that every absence matters and just a couple days each month adds up. **You are key** to improving [STUDENT NAME]'s attendance.

Sincerely,
Principal X

Tier 2: Early Interventions Layer in Support and Remove Barriers to Attendance



- ❖ Common community and school barriers identified and addressed
- ❖ Individualized student success plan that includes attention to attendance
- ❖ Attendance strategies added to IEP
- ❖ Family visit
- ❖ Mentors (e.g., Success Mentors, Peer Group Connections)
- ❖ Intensive tutoring
- ❖ Check-In/Check-Out (CICO)
- ❖ Expanded learning opportunities
- ❖ Small group interventions and supports for students
- ❖ Restorative alternatives to discipline and suspension

Encourage All Students and Families to Create a Success Plan

MY FAMILY'S HELP BANK

MY FAMILY

EVERYDAY HELPERS

OCCASIONAL HELPERS

POTENTIAL HELPERS

- 1. My Family:** List who lives in your house.
- 2. Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
- 3. Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
- 4. Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

1. My Family: _____

2. Everyday Helpers: _____

3. Occasional Helpers: _____

4. Potential Helpers: _____

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!

MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

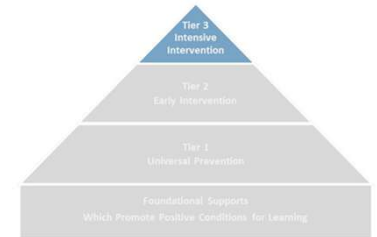
- I will talk to our child about how going to school every day will help them do well in school and achieve their hopes and dreams.
- I will keep an attendance chart at home. At the end of the week, I will assign my child the amount of money they will earn.
- I will take my child to the park, a movie, a family dinner, a special treat.
- I will make sure my child is in bed on time and the alarm clock is set for the next day.
- If my child completes a month of attendance, we will celebrate with a special dinner.
- If my child completes a month of attendance, we will celebrate with a special dinner.

2017-2018 ACADEMIC CALENDAR

September					October					November					December				
Sun	Mon	Tue	Wed	Thu	Sun	Mon	Tue	Wed	Thu	Sun	Mon	Tue	Wed	Thu	Sun	Mon	Tue	Wed	Thu
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11
18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

<http://www.attendanceworks.org/resources/student-attendance-success-plans/>

Tier 3: Intensive Interventions



- ❖ Educational support champions / advocates
- ❖ Interagency case management
- ❖ Housing stability supports
- ❖ Student attendance review board
- ❖ Community-based, non-criminal truancy court
- ❖ Individualized learning and success plan leading to graduation
- ❖ Legal Intervention (*as a last resort*)

Consider causes of absenteeism when building your continuum of supports

Disengagement / Misconceptions
Aversion
Barriers

- Promote wellness (e.g., hand washing, school cleaning procedures, nutrition)
- Remove barriers (e.g., transportation)
- Clear procedures for preventing and handling harassment and bullying
- Positive, predictable safe school climate
- Intentional focus on relationships
- School-wide attendance incentives
- Information about importance of attendance

- Promote family engagement and wellness and remove barriers for specific student groups or areas of the community
- Small group skills support
- Mentorship and friendship supports
- Intensify procedures for monitoring and addressing harassment and bullying.
- Small group incentive systems
- Mentorship and friendship supports
- Clarify connection between curriculum and “real life”

- Individualized problem solving and coordination with family and community agencies

Align Interventions to Reasons for Absences

Reason for Absence		Possible Interventions
Anxiety	➔	• Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills
Disengaged	➔	• Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery
Health	➔	• Messaging on how to stay healthy • School nurse educates on preventing spread of illness • Ensure hygiene supplies available (soap, tissues, hand sanitizer) • Onsite shots
Transportation Barriers	➔	• Walking School Bus • Free municipal bus passes • Carpools

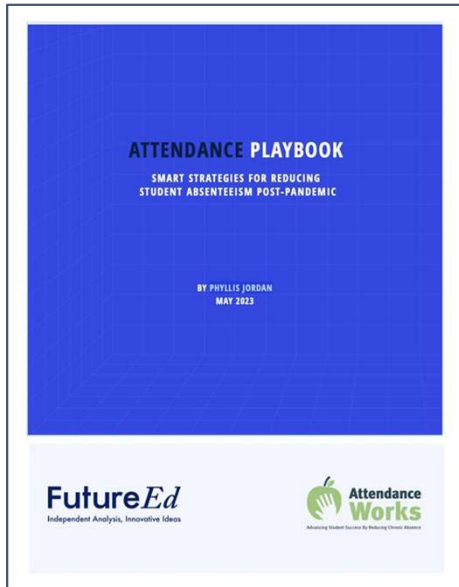


Actions vs. Interventions

Remember!

- ★ An Action is something that is done, like sending a letter or making a phone call. It is NOT an intervention.
- ★ An Intervention is designed to remove a barrier that prevents a student from attending school, change a behavior, or address the situation.

Interventions that can be found in the Attendance Playbook



TIER I: Foundational Support and Schoolwide Prevention

- Community Schools
- Engaging with Families
- Student-Teacher Relationships
- Relevant—and Culturally Relevant—Instruction
- Restorative Discipline Practices
- Summer Learning and Afterschool Strategies
- Positive Greetings at the Door
- Incentives
- Rethinking Recess
- Healthy School Buildings
- School-based Health Services
- Telehealth
- Free Meals for All
- School Buses and Public Transit
- A Safer Walk to School
- Laundry at School

TIER II: Targeted Support

- Early Warning Systems
- Targeted Home Visits
- Mentors and Tutors
- Targeted Youth Engagement
- Addressing Asthma
- Mental Health Support and School Refusal
- Students with Disabilities
- Immigrant Students

TIER III: Intensive Support

- Interagency Case Management
- Housing Insecurity
- Truancy

Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>

Attendance Pyramid Worksheet (examples)

Sample form: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-with-EXAMPLES-revised-June-2023.pdf>

	Family Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
Tier 3: Intensive Intervention	Assign family advocate to coordinate supports	1:1 connection with adult advocate (e.g. social worker)	Individual plan developed with psychologist/social worker	Coordinated care plans with local health provider	Individualized learning and success plan leading to graduation	Accelerated credit recovery	Provision of targeted resources, e.g. housing assistance
Tier 2: Early Intervention	Targeted, positive family visits	Clubs Success Mentors Check-In / Check-Out	Small group counseling	Plans for students with chronic illnesses such as asthma and diabetes	Attendance strategies added to IEPs and 504 plans Tutoring and intensive classroom supports	Music or art program prioritized for students who have experienced trauma	Bus passes, walking school bus, bike program, or ride sharing services
Tier 1: Universal Prevention	Clear communications about attendance expectations Recognition of good and improved attendance	Connection to a caring adult (<i>Relationship Mapping</i>) Establish positive, caring, daily attendance practices and routines	Open-door policy for students, families, and staff to seek mental health services	Build time into routines for students and staff to wash hands Immunization clinic Health screenings	Learning objectives are clear and students can make up work after they are absent	Summer enrichment for every student	School-based clothing closet
Foundational Supports	Family resource centers Universal family visits	Grade-level advisories or morning meetings	Schoolwide mindfulness	Clean school campuses with good ventilation P.E. and recess	All students have access to challenging and engaging curriculum	Plentiful, high-quality afterschool programs exist in the community	Universal free meal program

Blank form: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-BLANK-revised-June-2023-v2.docx>

3 Tiers of Intervention: <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Adapted from format created by Nancy Erbsstein, Associate Professor of Education in Residence, with the UC Davis Center for Regional Change and Sacramento City USD.

Year-Round Planning

Plan activities and events that keep a focus on improving attendance all year long.

- ❖ See sample activities for PreK, K-12 and district teams
- ❖ Use blank calendars to customize the plan for your community
- ❖ Remember to specify who is responsible for leading and how to measure the results



SAMPLE ACTIVITIES for K-12: rev. 3-28-23

Attendance Activities School Year Plan (K-12) ☒

School Name
School Year

Activities in the grid are examples. You can customize the plan for your school or program. For each activity, specify who is responsible for leading and how to measure the results. You can also recreate this chart in a larger format and use post-it notes to add activities as a group exercise. See the 3 Tiers of Intervention (<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>)

Timing	Summer (July/August)	Welcome Back (August/September)	Ongoing (Weekly)	Fall Semester (October – November)	Winter Semester (December – February)	Spring Semester (March-April)	End-of-Year (May/June)
School Team	Establish school team to address attendance. Develop a yearly attendance plan and goals. Agree on metrics to monitor for in-person and distance learning. Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies.	Conduct team meeting by the second week of school.	Hold team meetings.	Review <u>early warning data</u> . Ensure staff are prepared to discuss attendance in a caring manner in parent-teacher conferences, attendance improvement meetings, outreach calls and home visits.	Revisit data to measure progress and revise school-wide strategies as needed. Expand team as needed to address reasons for absence.	Ensure staff are prepared to discuss attendance in parent-teacher conferences. Assess strategies and write school improvement plan.	Review data. Share data with student's next teacher for smooth transitions and trouble shooting.
Foundational Whole School Supports	Plan welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure there is attention paid to students with disabilities and other student groups with historically high levels of absenteeism.	Disseminate in-person health and safety protocols. Promote immunization activities. Establish good and improved attendance recognition schedule/ process. Conduct welcoming traditions for students and families.	Coordinate with other school leaders to promote and maintain a positive school climate.	Provide a warm welcome for students who start later in the school year. Offer afterschool programs with engaging and culturally responsive curricula.	Create opportunities for students, families and staff to recharge physically and emotionally. Increase the sense of belonging for specific student groups through clubs, history months and celebrations.	Boost excitement in learning – celebrate and event such as Earth Day.	Plan end-of-year traditions including opportunities for service, e.g. students in upper grades lead tours for students entering the school next fall.
Tier 1 (Universal)	Promote <u>attendance messaging</u> during registration/enrollment. Have home visits/phone calls to build relationship and remind families about the first day of school.	Share back-to-school messaging about the importance of attendance for in-person and distance learning.	Ask staff to establish daily, weekly and monthly routines to build relationships in the classroom and welcome students back after absences. Hold weekly/monthly recognition. Ensure positive, regular communication with	During <u>parent-teacher conference</u> , recognize good attendance and express concerns in a supportive manner if needed. Anticipate and plan activities/supports to minimize dips in attendance during holidays. Conduct a resource fair for students and their families.	Share messaging and engaging activities around <u>winter holidays</u> . Use data to identify attendance dips and align events to mitigate low attendance days. Schedule mid-year activities to remind school community about attendance.	Hold parent-teacher conference student attendance check-in. Plan engaging activities and messaging to avoid the spring slump.	Communicate the importance of student attendance in last weeks of school. Acknowledge attendance successes.

<https://www.attendanceworks.org/resources/year-long-planning/>

Tiered Fidelity Inventory (TFI) ver. 3: Connections with Attendance and Tiered Supports

Direct Connection

- 1.18 Using School and Community Data to Inform Tier I
- 2.3 Screening
- 3.3 Screening
- 3.4 Comprehensive Assessment Protocol



Indirect Connection

- 1.1 Team Composition
- 2.10 Student engagement
- 1.11 Established Priority
- 1.15 Student engagement
- 1.16 Using School and Community Data to Inform Tier I
- 1.20 Evaluation Plan
- 2.11 Family and Community Engagement
- 2.13 Decision Making with student Performance Data
- 2.15 Evaluation Plan
- 3.5 Individual Support Plan Protocol

**"Alone we can do so little;
together we can do so much."**

- Helen Keller

Please Complete this Session's Evaluation

10/23

Keynote - Stronger Together: Combining Attendance & Behavior

Four options, pick one!

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Click "Take Survey" under the session description.

2. QR Code

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www.pbis.org/conference-and-presentations/pbis-leadership-forum

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National PBIS Leadership Forum



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