

## CREATING STUDENT ATTENDANCE PLAN

### WHEN TO USE AN ATTENDANCE PLAN

- **Tier 2 Intervention → Implement before student has missed 10% of days**  
*Includes excused, unexcused absences*
  - Sets individual attendance goals
  - Precedes punitive measures, referrals to court, etc.
  - If student does not respond to Tier 1 Interventions
    - Advisory / Morning Meeting Structure
    - Check-ins Following Absence
    - Attendance Incentives
  - If student does not respond to Tier 2 Strategies
    - Assess & Support Student Academic Needs
    - Develop Catch-Up Plan

### HOW TO USE AN ATTENDANCE PLAN

For student specific planning, seek to answer:

- *Why* is the student chronically absent (barriers; aversion; disengagement)?
  - Cannot work to solve the problem until it is fully understood
- *Who* does this student trust?
  - Trusted adults at school are critical for student reengagement, and for accountability with students and their families/caregivers
- *Where* does this family/caregiver feel most supported? *Why*?
  - Families/caregivers are critical stakeholders in student attendance; empowering their participation is important to improve absenteeism

### ATTENDANCE PLAN ROLES & RESPONSIBILITIES

Who	What		
	Early Childhood	Elementary	Upper Grades
<b>Student</b>	Attend meeting	Identify patterns, needs <b>Set goals</b>	<b>Set goals</b>
<b>Parent/Caregiver</b>	<b>Set goals</b>	<b>Set goals</b> Attend meeting	Attend meeting
<b>Teacher / School</b>	Facilitate meeting <b>Set goals</b>	<b>Set goals</b> Attend meeting	Hold meeting
<b>Other</b>			

BARRIERS	AVERSION	DISENGAGEMENT
<p>Students <b>cannot</b> attend school for these reasons</p>	<p>Students <b>will not</b> attend schools as an avoidance strategy</p>	<p>Students <b>do not</b> attend school due to disinterest, lack of connection, or parent mindset</p>
<p><b>Illness / Chronic Disease</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• behavioral</li> </ul> <p><b>Family Responsibilities</b></p> <ul style="list-style-type: none"> <li>• childcare/caring for siblings or other family members</li> <li>• difficulty supporting learning)</li> <li>• Parent incarcerated</li> </ul> <p><b>Unmet Basic Needs (Maslow's)</b></p> <ul style="list-style-type: none"> <li>• housing instability</li> <li>• poor transportation</li> <li>• no safe path to school</li> <li>• natural disasters/ property loss</li> </ul> <p><b>Involvement with Juvenile Justice System</b></p> <p><b>Trauma</b></p>	<p><b>Academic Struggles</b></p> <ul style="list-style-type: none"> <li>• avoidance of challenging work (**student may be academically behind)</li> </ul> <p><b>Social Struggles</b></p> <ul style="list-style-type: none"> <li>• Avoidance of embarrassment</li> <li>• Fear of stigma or being teased</li> <li>• Language barriers</li> </ul> <p><b>Mental Health Struggles</b></p> <ul style="list-style-type: none"> <li>• PTSD</li> <li>• Acute anxiety</li> <li>• Depressive or manic episode</li> </ul> <p><b>School Climate</b></p> <ul style="list-style-type: none"> <li>• Avoidance of bullying</li> <li>• Avoidance of unsafe conditions</li> </ul> <p><b>Parent Concerns</b></p> <ul style="list-style-type: none"> <li>• Fear of COVID</li> <li>• Parents' poor experiences with school</li> </ul>	<p><b>Lack in Cultural Competence (Academic)</b></p> <ul style="list-style-type: none"> <li>• Irrelevant curriculum</li> <li>• Unengaging curriculum</li> </ul> <p><b>Poor Relationships</b></p> <ul style="list-style-type: none"> <li>• No trusted adults</li> </ul> <p><b>Discipline Patterns</b></p> <ul style="list-style-type: none"> <li>• School discipline rates</li> <li>• Frequent discipline referrals</li> <li>• Personal experience with suspension</li> </ul> <p><b>Questioning Value of Attending School</b></p> <ul style="list-style-type: none"> <li>• No perceived consequences for skipping</li> <li>• Peer pressure to skip</li> <li>• Interest in entering workforce/trade</li> </ul> <p><b>Student is Overage</b></p>

(Adapted from [Attendance Works](#), 2014)