ATTENDANCE

ATTENDANCE: MOVING FORWARD TOGETHER

Many students come to Challenger with a history of attendance challenges.

We don’t judge where students are starting.

We focus on where they can go.

Our commitment is to provide the **support, structure, and encouragement** students need to succeed.

01 Show up more

02 Engage more

03 Learn more

04 **Succeed more**

THE STRUGGLE IS REAL

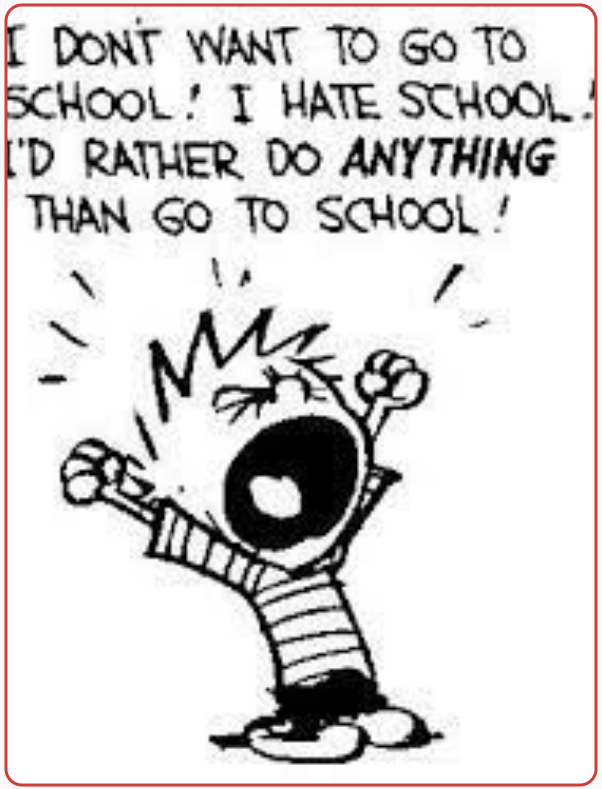
We KNOW it's not easy! Challenger is here to help!

Mental Health?
Depression? Anxiety? Our social worker can connect with you.

Transportation?
Our building secretary can help with busing

Safety Concern?
Our campus security or administration can help!

Family emergencies or general support?
Housing loss, medical emergency? Let us know so we can help arrange supports for your student.



Remember: Call or email the attendance office when absent. Students need to reach out to their teachers for missed work.

ATTENDANCE EXPECTATIONS

When Do Absences Become a Problem?



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.

Goal: Satisfactory Attendance

9 or fewer absences!

Attend: 43/45 days per quarter

Absences Add UP!

2 days a **month** = **18** days a year = **1 month** of **school!**

1 day per **week or 4** days per **month** =

40 days per **year or 2 months** of **school!!**

CHALLENGER SCHOOL-WIDE ATTENDANCE GOALS

CHRONIC ABSENTEEISM

Goal: Decrease schoolwide rate from 75.3% to 60% by June 2027.

Targeted Reductions:

- **10th-Grade:** Reduce from 85.3% to 65%
- **Mondays:** 20% reduction in Monday-specific absences

TARDY REDUCTIONS

Goal: Decrease overall tardies in key periods by June 2027.

Target Periods (1st & 5th):

- **Total Tardies:** Reduce from 5,300 to 3,000
- **Focus:** Maximizing instructional time right from the start of class

SCHOOL-WIDE FOCUS ON ATTENDANCE

TIER 1: SUPPORTING SCHOOLWIDE ATTENDANCE

System Component	Student Ownership	Teacher/Advisor Ownership	Admin / Leadership Ownership	Office/Support Staff Ownership
Monitoring & Reflection	• Review and reflect on personal attendance every 2 weeks • Track tardies and class period attendance • Complete monthly reflection: What's going well? What got in the way? What's my goal? What support do I need? • Participate in advisory lessons on attendance	• Facilitate (not complete) student attendance reflection during advisory • Model the reflection process • Provide a common tracker / template to students • Review students' attendance reflection with them & help craft small goals for improvement	• Pull attendance data weekly or bi-weekly, • Provide advisors with electronic attendance reports • Share data in user-friendly format via S'More, email, or other means, • Create a common tracker / template for student/advisor reflection • Monitor Tier 1 system effectiveness (Review monthly with Behavior Team) • Screen attendance data over the summer for fall intervention	• Pull and organize attendance data for admin, • Run daily absence reports (previous 2 days) to monitor for emergencies, mental health, safety concerns
Recognition & Celebration	• Create attendance success criteria in advisory class • Help create welcoming school culture by participating in community building activities (ex: learning everyone's name in class, participating in Success Academy, greeting others at the door) • Participate in recognition activities • Participate in monthly challenges	• Recognize good & improved attendance (Praise, raven points, stars, tickets, attendance parties, positive calls home) • Build strong relationships showing care about student presence, • Implement weekly recognition in classroom/advisory	• Define criteria for improved attendance (sustainable & realistic measures) • Determine who monitors: week-to-week, progress report to progress report, or quarter-to-quarter • Assign staff roles for weekly, monthly, quarterly recognition • Support building-wide recognition initiatives	• Learn student names • Support building initiatives to recognize attendance • Manage Tier 1 automated supports (robo calls, monthly letters, review absence reasons) • Build relationships through positive interactions

SCHOOL-WIDE FOCUS ON ATTENDANCE

System Component	Student Ownership	Teacher/Advisor Ownership	Admin / Leadership Ownership	Office/Support Staff Ownership
Family Partnerships	• Develop the judgement to distinguish between minor discomfort (cold) and true illness (fever/chills). • Take ownership of morning routines and habits • Communicate with families about their attendance goals • Reflect with their families during conferences on their attendance and tardy report	**Step 1:** Student misses 3 days in one week, • Make one brief, positive family contact out of care/compassion • Use provided script if needed • Log contact in synergy or common system **Step 2**: Student misses 3 days again the following week • Refer to attendance / admin for Tier 2 outreach • Continue standard outreach per ALE progress monitoring expectations	• Establish clear communication system for when student misses 3 days/week, 4+ days/month, 7 in quarter • Provide/create positive outreach scripts • Connect with families on safety/mental health/family emergency annotations, • Regularly communicate importance of attendance (orientation, S'more, conferences)	• Make educational outreach calls for first 3 unexcused absences to ensure families know how to excuse absences • Welcome students back after absences, • Connect students/families with appropriate resources/supports, • Support punctuality through proactive supervision
Proactive Support & Engagement	• Build connection and community with peers, • Engage in monthly schoolwide advisory lessons about attendance and habit-building	• Create relevant and engaging learning (discourse strategies, entry tasks, learning targets/success criteria, real-life connections) • Make daily connections through proactive/responsive support **ALE Progress Monitoring:** Student misses 4+ days in a month • Make initial family care/connect phone call to check on attendance barriers • Family communication per ALE guidelines	• Remove logistical barriers (scheduling, transportation via McKinney-Vento, services), • In coordination with behavior team, develop Tier 1 attendance lessons teaching importance and executive functioning/habit-forming skills, • Make daily connections through supervision (commons, hallways, events, FLEX Day, classroom visits), • Hold ongoing student intervention meetings, • Address issues as they arise (discipline, friend drama, etc.), • Solicit student feedback for voice representation	• Build strong relationships through positive interactions, • Learn and use student / family names • Provide friendly, welcoming greeting to all students, families, visitors from application through graduation, • Support punctuality through proactive/responsive supervision, • Connect students / families with resources as needs arise

BSD ATTENDANCE EXPECTATIONS

General Guidelines

Students are expected to attend all classes each day. The district informs students and parents/guardians about the importance of regular attendance, consequences of truancy, the district's role, and support resources.

Unexcused Absences

An absence is unexcused if it does not meet the established criteria for an excused absence.

Excused Reasons (1-7)

- **Health Issues:** Physical/mental health symptoms, medical or dental appointments.
- **Family Emergency:** Death or serious illness in the family.
- **Religious/Cultural:** Holiday observance or instruction.
- **Legal Obligations:** Court, judicial proceedings, or jury service.
- **Post-Secondary:** College visits, interviews, or apprenticeships.
- **State Activities:** Search & rescue participation.
- **Homeless/Foster:** Absences related to student's status.

Excused Reasons (8-13)

- **Military Deployment:** Activities related to parent's deployment.
- **School Discipline:** Suspensions/expulsions without services.
- **Safety Concerns:** Related to threats, assault, or bullying.
- **Migrant Status:** Absences due to migrant student status.
- **Approved Activities:** Mutually agreed by principal & parent.
- **Lack of Tools:** Missing instructional tools or internet.
- **Other:** Authorized school-approved activities.