

School Attendance

Tiered Interventions and Supports Manual



Positive Behavior Interventions and Support Program
Bend/La Pine Schools
PBIS District Attendance Committee

Spring, 2017

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The Importance of Attendance

THE IMPORTANCE OF GOOD ATTENDANCE

Goal:

To provide tiered supports and structures so all students feel safe, welcomed, healthy, and encouraged to attend school consistently.

What is Chronic Absenteeism:

Missing 10% or more of school days and severe chronic absenteeism as missing 20% or more of school days, including excused, unexcused, and discipline-related absences.

Chronic Absenteeism Linked to:

- Low reading performance
- Future discipline issues
- Low graduation rates
- Drop out
- Predictor of on-time graduation and drop-out rates

Also linkage of larger issues, including:

- Transportation
- Housing
- Bullying
- Negative school experiences
- Behavioral, mental, or physical health challenges

Chronic Absenteeism Rates In Oregon

- Highest among 9 – 12 grade students
- Next highest – kindergarten students

Quick Fact:

Students that attend school regularly are 172% more likely to graduate than those who do not. (ODE, 2014)

Root Causes of Absenteeism

Barriers – Students who cannot attend school due to illness, family responsibilities, housing instability, lack of medical or dental care, poor transportation, trauma, the need to work, or involvement with the juvenile justice system are absent because they are experiencing barriers or “Can’t Go” to school.

Aversion – Students who will not attend school to avoid bullying, unsafe conditions, harassment and embarrassment, at times due to a lack of culturally responsive teaching, an unidentified disability, and ineffective discipline. These students are experiencing aversion or “Won’t Go” to school.

Myths – Students who do not attend school because they, or their parents, do not see the value in being there, whose parents do not understand the importance of attendance in the early grades, have something else they would rather do, or not one stop them from skipping school accrue absences that are supported by myths and they “Don’t Go” to school.

Disengagement – Students who are disengage from the school community, do not have a meaningful relationship with at least one adult in their school building, do not see relevance to their lives in the curriculum, and do not go to school because it has failed to engage them.

What Can We Do

A Framework to Address Absenteeism: Multi-tiered systems of Support

- Data system
- Universal screening
- Cross-sector team-based problem-solving
- Continuous progress monitoring
- Data-based decision-making
- Fidelity monitoring
- Coaching/Specialist support
- Professional development
- Intensifying levels of interventions support

Tier I: Universal systems, practices, and policies for all students and families

Tier II: Additional and targeted supports for those students who are already missing more than 10% of school days (by less than 20%)

Tier III: Individualized and intensive supports for students with significant absenteeism rates (missing 20% or more of school days)

Decision Rules

Attendance Decision Rules:

Bend/La Pine Schools Chronic Absentee Threshold Percentage: 90%

Decision Rules for Considering Interventions:

Tier I	For all students	91 – 100%
Tier II	For some students	86 – 90%
Tier III	For individual students	85% or less

Behavior and Attendance Instructional Interventions

	Behavior	Attendance	Progress Monitoring Tips
Tier III	For Few Students: 6 or more office referrals	Less than 85%	
	<ul style="list-style-type: none"> • FBA (Functional Behavior Assessment) • BIP (Behavior Intervention Plan) • Evaluation/Assessment • SPED/SDI services, if eligible • 504/PEP • Community Services/Wrap Around • Mentoring program 	<ul style="list-style-type: none"> • Parent contact and meetings • Possible home visit • Attendance letter sent home • Involve/contact school district attendance manager, as appropriate • FBA (Functional Behavior Assessment) • See PBIS Attendance Manual for further interventions 	<ul style="list-style-type: none"> • Student improvement data review • Progress data from community services/Wrap Around
Tier II	For some students: 2 – 5 office referrals	86% - 90%	
	<ul style="list-style-type: none"> • Re-teach school rules & behavior expectations • Check In/Check Out program • Social Skills groups • Academic groups • Mentoring program • First Steps • Tutoring/skill-based groups: recess games, re-teaching, extra support, etc. • Newcomers Group • Progress reports • Engagement Opportunities 	<ul style="list-style-type: none"> • Student small groups/focus groups – brainstorm barriers, solutions and strategies • Provide students with beginning of day opportunities, such as morning jobs, mentoring opportunities, etc. • Communication with family • Mentoring • Check-in/Check-Out • File review/speak with previous teachers and/or schools • See PBIS Attendance Manual for further interventions 	<ul style="list-style-type: none"> • Check-in/Check-Out program data review • Other targeted intervention program review • Student improvement data review • BIP data review • Review data at EBISS Grade Level Mtgs.
Tier I	For all Students: 0 - 1 office referrals	91% – 100%	
	<ul style="list-style-type: none"> • 3 – 5 school rules are developed • School rules and behavior expectations are taught to all students • An acknowledgement system is developed and consistently implemented for students demonstrating positive behaviors • A correction system is developed and consistently implemented for behaviors of concern • A school-wide social/emotional/character education curriculum is taught 	<ul style="list-style-type: none"> • Maintain a welcoming school environment • Establish positive relationships with families and students to promote good attendance • Teach correlation of good attendance with academic progress to students and families • Have students and parents know attendance targets • Regular public attendance announcements (newsletter, phone calls, etc.) • Acknowledge students with good attendance • See PBIS Attendance Manual for further interventions 	<ul style="list-style-type: none"> • Run office referral data at least monthly (Synergy & DART) <ul style="list-style-type: none"> • Team review • Staff review • Problem solving • Run attendance data at least monthly (Synergy & DART) <ul style="list-style-type: none"> • Team review • Staff review • Problem solving • Chart behavior and attendance data visually • Review school PBIS implementation and fidelity data • Minor Incidents review • Student recognition numbers

Communication and Public Relations Interventions

ATTENDANCE COMMUNICATION AND PUBLIC RELATIONS INTERVENTIONS:

- Newsletters – monthly education and data
- Bulletin Boards – visual representation of attendance, education about number of days present each month to meet outcome measure, tips, where to seek assistance, etc.
- Open House/Evening Events – table, session, etc for share facts about attendance, strategies, importance of, goals and data, etc.
- Reader Board – Posting data, encouraging good attendance, etc.
- Site Council – Monthly topic, share data, brainstorm interventions and ideas for public relations and importance of good attendance
- Community Business Partners – They might be able to extend the education and support of good attendance at school
- Conferences – Table, brochure, session, attendance data, support offered
- Back to School Materials – include a page on attendance
- School Website and Facebook – great place to education, share, and reinforce the importance of good attendance

Tier I Interventions

TIER I ATTENDANCE INTERVENTIONS:

- Explicit teaching/direct instruction to students about attendance – expectations, attendance research, why/when to miss school, effects of missing school, and strategies
- Systematic data review – at EBISS meetings, and/or other school committees
- Morning/outside greeters at front door of school (administrators, building staff, volunteers, etc.)
- Engagement activities/morning meetings
- Visible tracking charts
- Weekly classroom meetings
- Educate parents and families – attendance expectations, why/when to miss school, effects of missing school, strategies, research and data sharing, beliefs around attendance, graduation rates, etc.
- Home/school connection – build in an instructional component to attendance letters
- Home/school connection – positive letter home
- Awareness and education at conferences and back-to-school functions
- Be strategic – hold school functions on days that typically have poorer attendance rates
- Reinforce good attendance for all who meet goal – recognition, certificates
- Increased supervision during passing periods so all feel safe and supported
- Greet students at the classroom door
- Use of assemblies – opportunity to speak to whole school – to educate and reinforce
- Breakfast prior to start of day
- Regular data sharing and attendance activities review at staff meetings
- Magnets with attendance information given to all families

- Family Calendars with attendance information (number of days per month students need to attend to meet goal, facts about attendance, encouragement, etc.)
- Social emotional learning – building community and engagement
- Positive messaging about attendance when intercom announcements are done
- Whole class attendance reinforcement – school mascot, extra recess, party, etc.
- Classroom competitions between classes or grade levels for best attendance
- Have every class keep a Catch-up Binder. Put your handouts for each day in the binder. Students who have missed know exactly where to find their assignments and materials
- Empower their friends to support. Have students list their trusted friends, who they know they can ask for class information and assignments they may have missed
- Keep classroom and assignment information on a class blog or google doc that families and students can access

Tier II Interventions

TIER II ATTENDANCE INTERVENTIONS:

- Attendance Club/Skills Training
- Mentor Program
- Home/School Connections – increased communication, friendly calls home
- Friendly Building Attendance Letters/FYI Educational Letters
- Use of district letters
- Small group activity for first 10 minutes of school – positive, connections made (both with staff and other students), reinforce coming to school, etc.
- Attendance Meetings with parents – support, encouragement, problem solving, etc.
- Engagement opportunities – clubs, sports, helper role, morning job, etc.
- Check-In/Check-Out program – provides systematic feedback, reinforcement, and connections with an adult
- Check and Connect – 3 purposeful connections with a student everyday by an adult
- Provide Supports – alarm clock. Etc.
- FAN engagement and supports
- Use of attendance punch card – help parents track their child’s attendance – reinforcement tied to it as well
- Use of automated phone calls for both improved and concerning attendance patterns
- Restorative Justice Circles
 - Attendance Circle
 - Problem Solving Circle
 - Social Skills/Behavioral Circle

Tier III Interventions

TIER III ATTENDANCE INTERVENTIONS:

- Provide supports - alarm clock, etc.
- Engagement opportunities – helper, aide, morning job, etc.
- Meetings with parents – on-going scheduled meetings to support student and family
- Home/school connections – frequent communication and support – phone calls, emails, meetings, etc.
- Educational Attendance letters – continued concern/offering support
- District letters
- Functional Behavior Assessment (FBA)
- Attendance Intervention Plan – with stronger reinforcement for coming to school
- Attendance support plan with school and family
- Use of automated phone calls for both improved and concerning attendance patterns
- Attendance contracts/understanding when student is on an area change request
- School Resource Officer involvement
- Outside agency support and collaboration, as appropriate (DCMH, Juvenile, DHS, etc.)
- Home visits

Examples of Friendly and Instructional Letters



52350 Yaeger Way
 PO Box 3360
 La Pine, OR, 97739
 Ph 541-355-8100

Rochelle Williams, Principal

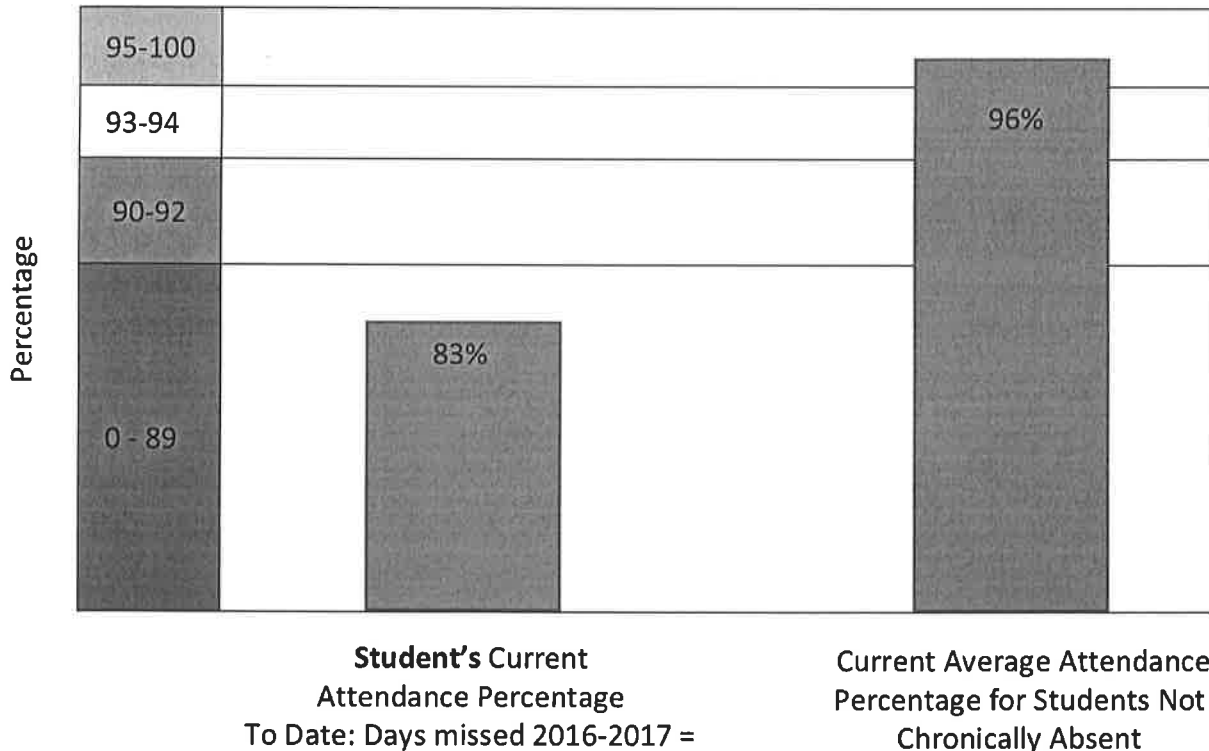
Date:

RE: Student Name

Attendance is an important component of your child’s education. Research shows that students with good attendance are more likely to graduate from high school and earn more money in their lifetime than their peers with poor attendance. Research also shows that students with good attendance are more likely to have positive social interactions. Students with poor attendance often struggle with making and keeping friends.

Oregon also has laws pertaining to attendance. Regular school attendance is attending 90% or more of the school year. Truancy, or chronic absenteeism, is missing more that 10% of the school year. If your child has attendance below 90%, he or she is considered truant. If positive steps are not taken to improve attendance, we may have to begin the citation process under ORS 339.020.

This letter serves as a notification of your student’s current attendance rate. Below is a comparison of your student’s attendance compared to his or her peers.



Please contact Leslie Reif if you have any questions or concerns about attendance. You can also request a meeting to discuss attendance and ways we can work together to improve attendance.

Email: leslie.reif@bend.k12.or.us
 Phone: 541-355-8160

Bear Creek Elementary

51 SE 13th St.
Bend, OR 97702
p. 541.355.1400 f. 541.355.1410
Joan Warburg, Assistant Principal



March 1, 2017

Dear Parents,

We are sending you this letter because your child has missed more than 15% of the school year due to absences. We know you are probably well aware of this already, but we have found that in our busy lives, it is easy to lose track of how the days absent can add up in a single year. As you know, school absences and tardiness affect school performance. Students miss out on valuable instruction time that cannot be made up.

The chart below helps show the cumulative effect of school absences. For example, if your child misses an average of 15 days a year, they will miss a total of 1.2 years by the end of the 12th grade. Missing school really adds up!

If your child averages this many days absent per year:	Multiply by 13 Years for their K-12 th grade career:	Equates to this many total days absent:	Equates to this Number of Years Absent:
10	X 13	130	.78
15	X 13	195	1.2
20	X 13	260	1.6
25	X 13	325	1.9
30	X 13	390	2.3
35	X 13	455	2.75

Research shows that **chronic absenteeism** is linked to low reading performance, low graduation rates and increased chances of dropping out of school. We hope that this pattern of absenteeism and/or of being late/leaving early does not continue.

Oregon Statutes-Chapter 339 address mandatory school attendance; ..."Except as provided in ORS 339.030, all school children between ages of 7 and 18 years who have not completed the 12th grade are required to attend regularly a public full-time school of the school district in which the child resides."

Please contact the school at 541-355-1400 if we can help you in any way with attendance. Our goal is to have our students at school and learning. If you have any questions about the information in this letter or would like to look at the actual attendance rate for your student, please talk with Terri in the front office.

Sincerely,

Anissa Wiseman
Principal

Joan Warburg
Assistant Principal

Bear Creek Elementary

51 SE 13th St.
Bend, OR 97702
Tel. 541.355.1400 Fax. 541.355.1410
Joan Warburg, Asistente de Dirección



1^{ro} de marzo, 2017

Estimados Padres de Familia:

Le enviamos esta carta porque su hijo(a) ha perdido el 15% del año escolar debido a sus inasistencias. Sabemos que usted probablemente es consciente de esto. Durante el año escolar y con nuestras vidas tan atareadas es fácil perder la cuenta de los días de inasistencia que van sumando. Como usted sabe, las inasistencias escolares y las tardanzas afectan el desempeño de su hijo en la escuela. Los alumnos pierden tiempo de instrucción valiosa que no puede recuperarse.

El siguiente cuadro nos demuestra el efecto acumulativo de las inasistencias escolares. Por ejemplo, si su hijo pierde un promedio de 15 días en un año escolar, perderá un total de 1.2 años al terminar el 12^{vo} grado. La pérdida de clases realmente se va acumulando.

Si el promedio de inasistencias de su hijo por año escolar es de:	Multiplicado por 13 años desde Kínder a 12 ^{vo} grado	Es igual a este número de inasistencias:	Es igual a este número de años en inasistencias:
10 días	X 13	130	.78
15 días	X 13	195	1.2
20 días	X 13	260	1.6
25 días	X 13	325	1.9
30 días	X 13	390	2.3
35 días	X 13	455	2.75

Las investigaciones demuestran que el ausentismo crónico está relacionado con un bajo rendimiento en la lectura, un índice bajo de alumnos graduados y aumentan el riesgo de abandono de escuela. Esperamos que este patrón de ausentismo y/o tardanzas no continúen.

El capítulo 339 del Estatuto de Oregon aborda el tema de la asistencia obligatoria en las escuelas; ..."A excepción de lo dispuesto en ORS 339.030, todos los menores de edad de 7 a 18 años que no hayan terminado el 12^{vo} grado, tienen la obligación de asistir a la escuela del distrito en el que viven de manera regular y a tiempo completo".

Por favor, comuníquese con la escuela al 541-355-1400 si cree que podemos ayudarlos de alguna manera con la asistencia. Nuestro objetivo es que los alumnos vengan a la escuela a aprender. Si tienen preguntas acerca de esta carta o desean ver el índice de asistencia de su hijo(a); por favor, converse con Terri en la oficina principal.

Sinceramente,

Anissa Wiseman
Directora

Joan Warburg
Asistente de Dirección

We Miss You at _____!

Dear Parents,

I am sending you this letter because your child has missed more than 15% of the school year due to absences. I know you are probably well aware of this already, but I have found that in our busy lives, it is easy to lose track of how the days absent can add up in a single year. As you know, school absences and tardiness affect school performance. Students miss out on valuable instruction time that cannot be made up. The chart below helps show the cumulative effect of school absences. For example, if your child misses an average of 15 days a year, they will miss a total of 1.2 years by the end of the 12th grade. Missing school really adds up!

Average Days Absent in a School Year	Times the Number of Years in School	Equals This Many Days Absent	<u>OR</u> the Number of School Years Missed
10	x 13 years	130	.70
15	x 13 years	195	1.05
20	x 13 years	260	1.40
25	x 13 years	325	1.76
30	x 13 years	390	2.10
35	x 13 years	455	2.50
40	x 13 years	520	2.81

** Students in K-12 go to school for 13 years. Each school year is approximately 185 days.

Please contact the school if we can help you in any way with attendance. Our goal is to have our students at school and learning. If you have any questions about the information in this letter or would like to look at the actual attendance rate for your student, please talk with _____.

Thanks,

We Miss You at _____!

Dear Parents:

I am sending this letter after a recent review of our attendance records indicates that your child has been absent from school for 10% or more of school days during the _____ school year. 10% of school days equates to at least 8 school days absent so far this year. I know you are probably aware of this already, but I have found that in our busy lives, it is easy to lose track of how the days absent can add up in a single year.

A pattern of being absent, arriving late, or leaving school early impacts academic growth and performance as your child misses valuable instructional time that cannot be made up. This level of absenteeism can also negatively impact social relationships and reinforces behavior patterns that can be harmful to future school and work success.

Please also consider the cumulative effect of your child missing this many school days. Assuming your child continues at the same rate of attendance, they will miss approximately 15 days this school year. Over the course of 13 years (amount of time a K-12 student is enrolled) your child could miss the equivalent of over a year of school. Missing school days really adds up.

The chart below communicates the cumulative effect of school absences:

<u>Average Days Absent</u>	<u>x 13 years</u>	<u>Equals This Many Days Absent</u>	<u>or # of School Years Missed (based on 180 day school year)</u>
10	x 13 years	130	.72
15	x 13 years	195	1.1
20	x 13 years	260	1.45
25	x 13 years	325	1.8

It is our hope that this pattern of absenteeism does not continue.

Refer to the document included with regards to your child's specific absences, late arrivals, and early leaves.

At _____, we desire to have a strong and supportive relationship with all of our families. If you have any questions regarding this letter or have special circumstances that you would like to discuss around this matter, please feel free to contact _____.

Sincerely,

Date

To the Parents of _____:

We understand that sometimes absences happen because of family illness and special circumstances. However, we also know that coming to school regularly is very important for students and their ability to learn. Our school records indicate that **NAME** has been absent ___ days so far this school year.

Our goal at _____ Elementary School is to have every child learn every day in order to be prepared for the next grade level. To do this, we need to have **NAME** in school with friends on a regular basis.

Below is a visual of your student's attendance percentage this year. As you can see it falls below the State of Oregon's acceptable attendance percentage. We want to make you aware of this now so that positive changes can be made before we are required to move to the formal process of citing families who are in violation of the State of Oregon's Compulsory Attendance Laws.

Your child's current rate is %



Our goal at _____ Elementary is to have every student be at school 94% or more of the time. We thank you in advance for your attention to your child's attendance, as it will contribute to their success in school. As stated in the parent handbook and to ensure the safety of students, the school must be notified of the absence and the reason for the absence. Unreported absences are recorded as unexcused until the school is notified.

If you have any questions, or we can help in any way, please contact us at 541-355-8100.

Thank you,

To the Parents of _____,

Date: _____

Our goal at _____ Elementary School is to have every child learn every day in order to be prepared for the next grade level and his or her future. We are concerned about the amount of instruction **NAME** has missed since beginning school. Below is a visual of his historical attendance. I understand there are sometimes circumstances that may keep **Name** from regular attendance, but we wanted to make you aware of his attendance to help support a positive change.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
School Year													
%													
Days Absent per year													

*to date

Total number of days missed _____ divided by 5 = _____ Total number of missed instructional weeks

His current attendance percentage is ____%. As you can see it falls below the State of Oregon's acceptable attendance percentage. We want to make you aware of this now so that positive changes can be made before we are required to move to the formal process of citing families who are in violation of the State of Oregon's Compulsory Attendance Laws.

Your child's current rate is %



0- 92%	92- 93.9%	94-100%
--------	-----------	---------

Our goal at _____ Elementary is to have every student be at school 94% or more of the time. We thank you in advance for your attention to your child's attendance, as it will contribute to their success in school. As stated in the parent handbook and to ensure the safety of students, the school must be notified of the absence and the reason for the absence.

If you have any questions, please contact me at 541-355-_____.

Thank you,

Positive and Instructional Intervention Examples

LA PINE HIGH SCHOOL GOOD ATTENDANCE AWARD

PRESENTED TO

FOR

92% OR BETTER ATTENDANCE 2nd TRIMESTER

Congratulations!

Your name will be put in a drawing for a reward at the assembly
Friday April 3, 2015

MUST BE PRESENT TO WIN

LA PINE HIGH SCHOOL GOOD ATTENDANCE AWARD

PRESENTED TO

FOR

92% OR BETTER ATTENDANCE 2nd TRIMESTER

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Friday April 3, 2015

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MUST BE PRESENT TO WIN



You did it!



You did it!

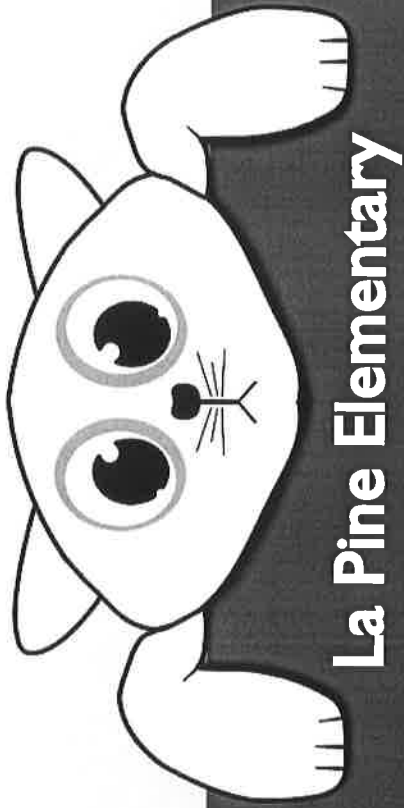


You did it!



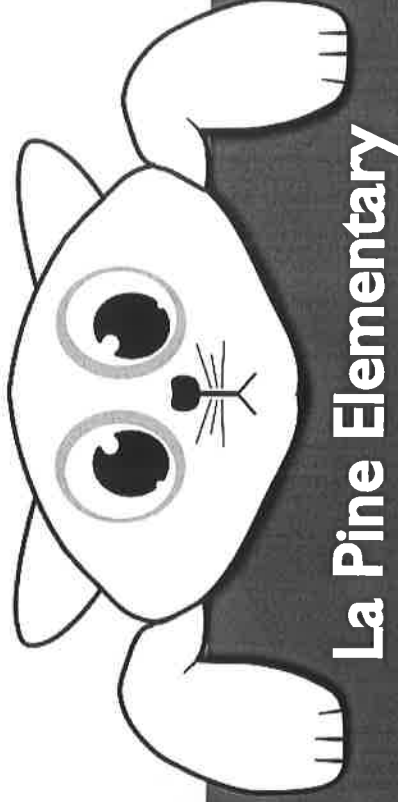
You did it!

We Miss You When
You're Gone



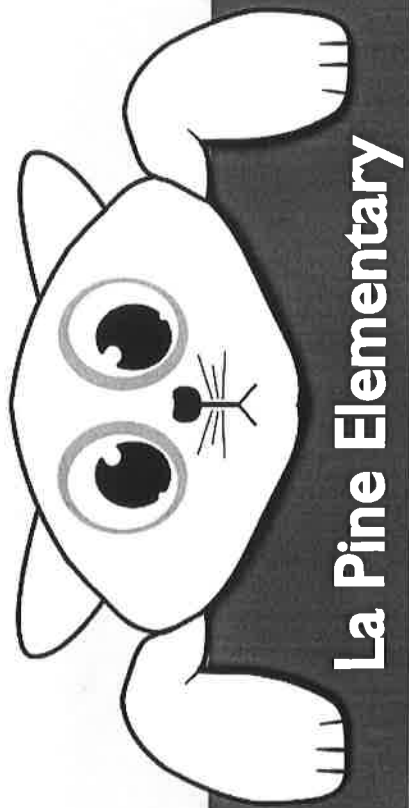
La Pine Elementary

We Miss You When
You're Gone



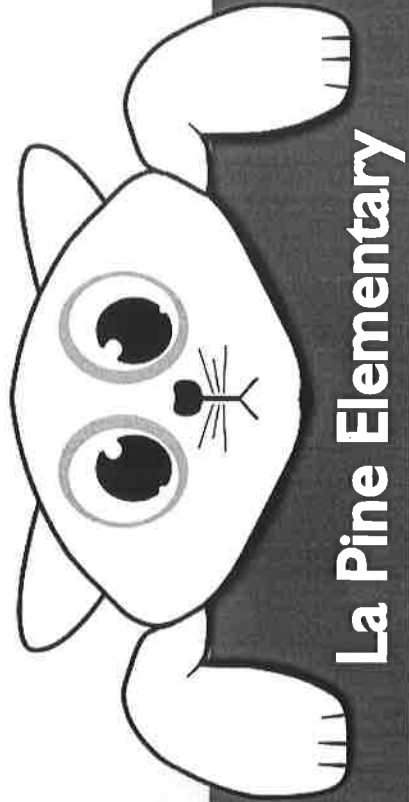
La Pine Elementary

We Miss You When
You're Gone



La Pine Elementary

We Miss You When
You're Gone



La Pine Elementary

La Pine Elementary School

Congratulations! Your child has achieved an attendance rate of over 95% between Oct. 26 and November 15. That means he/she received a pencil and was in a drawing for an iPod nano.

Our next attendance incentive runs from Dec. 1-19, where all students with 95% attendance or better during those dates will get a special prize and one lucky winner will win an iPod nano.

The best prize of all, is a solid education, without holes in his/her learning. Keep up the good work!

Love,

All the Staff at La Pine Elementary

La Pine Elementary School

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All the Staff at La Pine Elementary

La Pine Elementary School

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La Pine Elementary School

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Love,

All the Staff at La Pine Elementary

EXERCISE: CREATING A FAMILY PLAN FOR STUDENT SUCCESS

Time: 20-25 minutes

Part I: Review Student Attendance Success Plan

Hand out the Student Attendance Success Plan worksheets and Academic Calendars to participants and walk through the different parts of it so that they know what you'll be discussing:

- » My child's attendance goal
- » Strategies to reach the attendance goal
- » Your family's help bank
- » Discuss the value of creating a Student Attendance Success Plan.

Say: What we do every day in our family matters. As parents and caregivers, we can have a powerful impact on our child's attendance and success in school.

Let's acknowledge that sometimes families face particularly challenging circumstances that require formal services, but right now, we are focusing on what families can influence.

I am going to guide you through to creating your family's Student Attendance Success Plan. At the end of this process, you will have clear goals for your child's attendance, strategies you will use to support your child's attendance, a backup plan for when you need help getting your child to and from school and a way to know whether your child is on track to meeting his attendance goal.

Part II: Setting Attendance Goals

Helping families develop a Student Attendance Success Plan begins with examining students' current attendance rate and absences and formulating goals for improvement. To go through this step, you can either provide school attendance data to families (if you have access to it and the family has signed a consent form), or have families self-report.

- » Direct families to the Student Attendance Success Plan. Ask them to fill out the first part of the first section of the worksheet, titled My Child's Attendance Goal. The questions included in this section are:
 - My child was present _____ days. My child was absent _____ days.
 - The number of school days that have passed is: _____

To be ready for the next grade, my goal is to ensure my child misses no more than _____ days for the rest of the year.

- » Stress that 9 or fewer absences a year equals satisfactory attendance.
- » Stress that 5 or fewer absences a year equals good attendance
- » Go around the room to see if anyone needs help picking a goal for improvement.

Part III: Identify Concrete Strategies Each Parent Can Take

Review with the group some of the possible strategies suggested on the Student Attendance Success Plan worksheet:

Possible Strategies To Reach Your Child's Attendance Goal

- ✦ I will keep an attendance chart at home. At the end of the week, I will reward my child for attending school every day with _____ (i.e. a visit to the park, a new book, a break from chores, a special treat).
- ✦ I will make sure my child is in bed by ____ p.m. and the alarm clock is set for ____ a.m.
- ✦ If my child consistently complains of a stomach or head ache, I will send him/her to school anyway and call _____ to check in with my child during the school day.
- ✦ If my child has a cold but no fever (lower than 100 degrees), I will send him/her to school anyway. If I don't have a thermometer, I will purchase or borrow one.
- ✦ I will find a relative, friend, or neighbor who I can call on take my child to school if I can't or if he/she misses the bus.
- ✦ If my child is absent, I will contact his/her teacher to find out how he/she can make up missed schoolwork.
- ✦ I will set medical and dental appointments for weekdays after school.

Ask participants if they can think of additional strategies not included on the worksheet that they would imagine could be helpful (to them, or to their peers) in reaching their attendance goal. Chart their ideas on a flipchart or white board.

Ask families to take time to think about 1 or 2 action steps they will commit to taking to support their child getting to school on every day on time. Have them write it down on their Student Attendance Success Plan.

Ask for 3-4 volunteers to share what actions steps they are committing to with the group. Chart them on the flipchart or white board. Alternatively, ask them to go around in a circle at their tables and share their commitments within their small groups.

Worksheets for the Student Attendance Success Plan begin on the next page.

[Insert your logo]

MY ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO MY ATTENDANCE GOALS

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____ a.m.
- I will attend school every day unless I'm truly sick with a temperature of 100 degrees or more.
- I will find a relative, friend or neighbor who can take me to school if I miss my bus.
- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day I will try to attend school the majority of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

To improve my attendance, I commit to the following:

1. _____
2. _____
3. _____

We will review progress to meet this goal in one month.

Student Signature: _____ Date: _____

School Staff Signature: _____ Date: _____

- I have been present _____ days.
- I have been absent _____ days.
- My goal is to improve my attendance. I will ensure that I miss no more than _____ days for the rest of the year. (*9 or fewer absences = satisfactory attendance*)

2016-2017 ACADEMIC CALENDAR

August 2016						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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	31			

September 2016						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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	

October 2016						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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	31					

November 2016						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

December 2016						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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	31

January 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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	31				

February 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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				

March 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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	31	

April 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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						

May 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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	31			

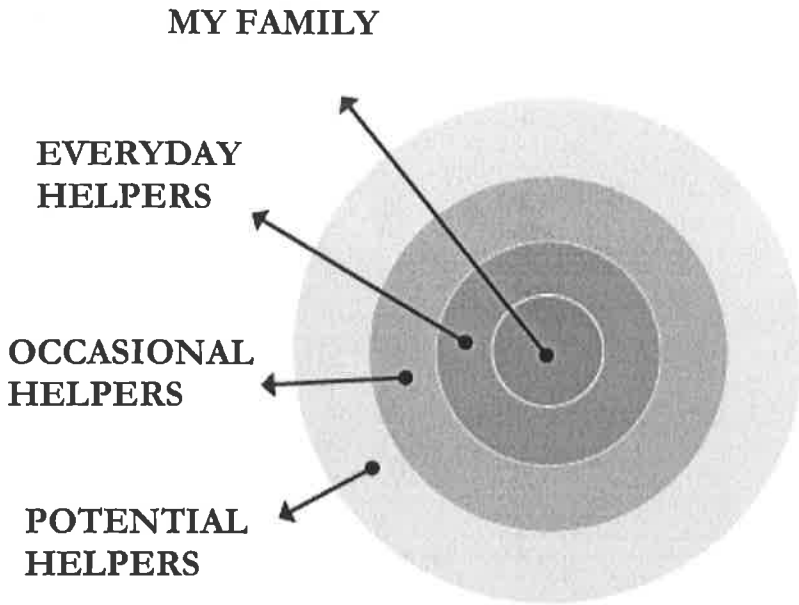


CHRONIC ABSENCE = 18 absences
(10% of school

year)

Warning Signs = 10 to 17 absences

MY HELP BANK



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbors, school staff, 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 to and from school or with a barrier to attendance, I will ask the following people help me out:

Name: _____

Best Contact Number: _____

Name: _____

Best Contact Number: _____

Name: _____

Best Contact Number: _____

Positive Attendance Check-In System

1. On a daily basis check in with the student when he/she arrives and congratulate them for being at school and on time.
2. At the end of the day award a sticker if the student was on time, ready to learn and stayed for the entire day.
3. On Fridays, or when the student has earned 5 stickers, send the student to Mrs. Roberts in the library between 3:15-3:30 PM to check in and receive an award. Please let Leah know if you are sending someone on a day other than Friday.
4. She will give the student a small award and sign the contract and record any notes on the back of the paper.
5. Awards will increase in size each 5 day increment.
6. At the end of the month please place the contracts in Joan's box.

Student Name _____

Teacher _____

Positive Attendance Monthly Tracker

Month:

Dates	Monday	Tuesday	Wednesday	Thursday	Friday
May 1-5					
May 8-12					
May 15-19					
May 22-29					

Week 1 Reward:

Week 2 Reward:

Week 3 Reward:

Full Month Reward:

Attendance Resources

ATTENDANCE RESOURCES and RESEARCH

RESOURCES:

- Attendance Works
 - www.attendanceworks.org
 - Attendance Works Materials Include:
 - Count Us In! Working Together to Show That Every School Day Matters Toolkit
 - Teaching Attendance: Everyday Strategies to Help Teachers Improve Attendance and Raise Achievement Toolkit
 - Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence Toolkit
 - Bringing Attendance Home Video – great for parent education
 - The Power of Positive Connections Toolkit
 - Handouts: For Elementary School and Middle and High School. Available in English and Spanish

- Communities Supporting Youth Attendance Toolkit:
<https://multco.us/file/8299/download>

- September is Attendance Awareness Month – Info, posters, buttons to download, etc.
<http://awareness.attendanceworks.org/>

- Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism - <https://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>

- Be Here! Tool Kit – School Attendance: Focusing on Engagement and Re-engagement
<http://www.dodea.edu/attendance/upload/school-attendance-research.pdf>

- Oregon Department of Education: Oregon’s Statewide Chronic Absenteeism Plan

- U.S. Department of Education
 - Truancy: A Serious Problem for Students, Schools, and Society
<http://www.ed.gov/admins/lead/safety/training/truancy/problem.html>
 - School Connectedness and Meaningful Student Participation
http://www.ed.gov/admins/lead/safety/training/connect/school_pg3.html
 - Dropout Prevention: A Practice Prevention Guide
<http://ies.ed.gov/ncee/wwc>
 - Approaches to Truancy Prevention
<http://www.vera.org>

- National Center for Schools Engagement/Co Foundation for Families and Children
 - <http://www.schoolengagement.org>
 - Guidelines for a national definition of truancy and calculating rates
 - School policies that engage students and families
 - Youth out of school: linking absence to delinquency

- National Dropout Prevention Center – <http://www.drop-outprevention.org>
 - Planning, collaborations, and implementation strategies for truancy programs
 - Legal and economic implications of truancy
 - Best practices and model truancy programs
 - Guidelines for evaluating truancy programs
 - Fifteen effective strategies for improving student attendance and truancy prevention

- Northwest Regional Educational Laboratory – <http://www.nwrel.org>
 - School improvement research series, reducing the dropout rate
 - Increasing student attendance: strategies from research to practice

RESEARCH and PUBLICATIONS:

Being in School Matters: A New Report on Chronic Absenteeism in Oregon (May, 2016)

The Connection Between Missing School and Health: A Review of Chronic Absenteeism and Student Health in Oregon (2014)

The Condition of Education for Members of Oregon’s Indian Tribes (February, 2014)

Rural Education in Oregon: Overcoming the Challenges of Income and distance (January, 2016)
Chronic Absenteeism Report (May, 2016)

Showing Up, Staying In: How Oregon Schools Partner with Students, Families, and Communities to Beat Chronic Absenteeism (Winter, 2014-15)

Is Your Kid Absent More Than Classmates? School ‘Nudge’ Letters Tell Parents Just How Much (Education Week, March 3, 2017)

PBIS Attendance Committee Members

2017 PBIS Attendance Committee Members

Gary Timms, Executive Director of Elementary Programs

Jim Boen, Executive Director of Middle School Programs and South County

Dan Wolnick, Principal – Juniper Elementary

Joan Warburg, Asst. Principal – Bear Creek Elementary

Kevin Gehrig, Principal – Pine Ridge Elementary

Jesse Rasmussen, Asst. Principal – Jewell Elementary

Brooke Catterson, Asst. Principal – Ponderosa Elementary

Frank Hanson, Asst. Principal – Elk Meadow Elementary

Karla Luff-Lopez, Sped Teacher/Students Services – Marshall High School

Tammy Doty, Principal – Silver Rail Elementary

Leslie Reif, Kindergarten Teacher/Student Services – Rosland Elementary

Mara Stephens, Project HELP Coordinator

Tracy Reynolds, District PBIS Coordinator/Behavior Specialist – Teaching and Learning Center