Increase Attendance with PBIS Strategies

Webinar Presenter: Kathryn Buchan & Tonia Stallions
Webinar Date: 8/27/2018

Introductions

Kathryn Buchan, MS, PPS, APCC
Tonia Stallions, MS, PPS
On-line Poll

Perception Data:
Rate your knowledge and application of strategies used to improve attendance at your school?

A.) I’m confused, I don’t know where to begin.
B.) I’m kind of understand and am ready to seek more information by participating today.
C.) I get it, what I do already works.
D.) I’m only participating to increase my knowledge without implementation.

Learning outcomes:

• List specific techniques to integrate PBIS with attendance procedures
• Increase your school’s attendance rates
• Examine similarities between PBIS and attendance policy and recognize how to integrate attendance policy into a tiered system of support
• Implement PBIS and attendance policy as an integrated system
The Superintendent or designee also may provide incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. He/she shall collaborate with community agencies, including, but not limited to, child welfare services, law enforcement, courts, and/or public health care agencies. Students shall be referred to a school attendance review board (SARB). Data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time.
“About 8 million students missed more than three weeks of school during the 2015-16 school year, up from 6.8 million the previous year.”

“Overall, almost 20% of students in high school are chronically absent compared to nearly 1 in 5 students in middle school. The chronic absenteeism rate was the lowest for elementary school students, at 11%.”
On-line Poll

What is your school’s absent rate, last year?

A.) 0%
B.) 5%
C.) 10%
D.) 15%
E.) 20%
F.) 30%
G.) I have no idea!

TRUANCY
(3 days)
Counts only unexcused absences

CHRONIC ABSENCES
(10%)
Counts all absences: excused, unexcused, and suspensions.

VS.
FACTS...

• The reality is an absence is an absence, excused or not, and that you are not in that classroom benefiting from the instruction on that day.

• Research shows that missing 10% of school or about 18 days in most school districts, negatively affect a student’s academic performance. **That’s just 2 days per month!**

• For every day of school missed, it takes three days to make up what was taught.

• By middle and high school, chronic absence is a leading warning sign that a student will drop out.
Background Knowledge - PBIS

“PBIS” is short for Positive Behavioral Intervention and Supports

...evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes

...maximize academic and social behavior outcomes for ALL students
Why Integrate PBIS and Attendance?

- Behavior and attendance are often related, especially if the student has missed days of school due to suspension.
- Using a tiered system of support for both behavior and attendance creates more efficient and effective systems.

Framework used to Integrate PBIS and Attendance

- PBIS and attendance policy can be conceptualized in the same framework.
- 3 tiered system of support:
  - Universal (80-100%)
  - Targeted (15-20%)
  - Intensive Services (5-15%)
Example of Attendance Process Integrated into 3 Tier System

- **Tier 1 Strategies**

  - Students who are chronically absent & habitually truant
  - High Cost
  - 5-15% of a school’s students

  - Students at-risk for poor attendance and/or with rising absence rates
  - Medium Cost
  - 15-20% of a school’s students

  - All students in the school
  - Universal/Preventative Initiatives and Programs
  - Low Cost
  - 80-100% of a school’s students
Overview of Tier 1 Strategies

1. Attendance Awareness Campaign
2. Attendance Recognition Program
3. Attendance Information on School Website & Social Media Accounts

Attendance Awareness Campaign

- Attendance Awareness Month
- Educate parents about the impacts of absences (Handout #1 & Handout #2)
- Provide staff talking points about attendance (Handout #3)
- Attendance Infographic - share with parents, staff, advisory council (Handout #4)
- Bulletin announcements during Attendance Awareness Month (Handout #5)
- Social media posts promoting attendance (Handout #6)
- Parent/Guardian reminder emails
- Information at Back-to-School Night
- Posters on campus promoting attendance
Examples of Posters on Campus

Handout #1 & #2
Handout #3 & #4

Handout # 5 & #6
Recognition Strategies

• Classroom competitions
  ➢ Best or Most Improved attendance for the month gets the “attendance trophy” or reward

• Postcards/Email/Certificates
  ➢ **Option #1:** For those with 96-100% Attendance
    • Monthly/Semester congratulatory contact sent to parents/student with % attendance
  ➢ **Option #2:** For those with 90-95% Attendance
    • Monthly/Semester congratulatory contact sent to parents/student, with # of days noted that the student can miss for the rest of the year to obtain 95% overall attendance for the year

Classroom Competitions
Examples of Congratulatory Items

Information for Websites & Social Media

- The importance of attendance
- Keep Me Home...(Handout #7)
- Information on how to contact school counselor
- Attendance process/procedures
- Function of SARB
- Attendance rules from Ed Code
- Twitter & Facebook posts
Example of Social Media Posts

RGSD Chilton @graddohilton - 18 Sep 2017
6.8 million students miss 10% of the school year. Let’s help all students be in
#SchoolEveryDay #WeRChilton
bit.ly/ChiltonCounsel...

Students are more likely to go to school if they know someone cares
whether they show up
#SchoolEveryDay

Handout #7

Keep Me Home If...

- I have a fever with a temperature of 100°F or more AND one of the following: rash, vomiting, diarrhea, or ear ache.
- 2 or more times within 24 hrs.
- That tickle the cough, itch, and cause irritability/lack of sleep.
- I have a runny nose.
- I have sore throat.
- I have yellow or greenish nasal discharge.
- I have a cold.
- I have a nose bleed especially with fever or itching.
- I have a fever.
- I have a runny nose or stuffy nose.
- I have pus draining from the eyes or have pink eye.
On-line Question

What Tier 1 Strategies does your school currently use to improve school wide attendance?

Tier 2 Strategies
Overview of Tier 2 Strategies

1. Small Group Counseling Booster Lesson
2. Nudge Postcards Reminders
3. Improved Attendance Recognition
4. School Site Absence Notification Letters

Small Group Attendance Booster Lesson (handout #8)

- Target students who have missed 10% or more of school
- Share facts
- Compare student to typical student’s attendance
- Discuss barriers to attendance
- Discuss possible solutions to those barriers
- Provide opportunity for self-referral
- Monitor attendance and if it does not improve move student to Tier III interventions
Handout #8

Attendance
Middle/High School

HOW YOU COMPARE TO YOUR PEERS

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above Average</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Peer</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chronic Absences Only – Student Absence Report: August - June
Chronic Absences Only - Student Absence Report:
Number of Absences within 2 Month Period

How You Compare to Your Peers

Truancy Only –
Student Absent Report: August - June
Nudge Postcards

- Postcards can be sent home reminding parents about good attendance and the role it plays in learning.

- Cards were sent to any student who was absent, excused or unexcused, 4 or more days on the 40th day of school.
  - On the 40th day of school, 4 absences = 10% of instructional days missed.

Recognition for Improved Attendance

- For 15-20% of students
  - Should be the number of students that are below 90% attendance rate

- Postcard/Email/Certificates
  - Semester/Monthly congratulatory information sent to parents/student as attendance rate improves, with the # of days noted that the student can miss for the rest of the year to obtain 90% overall attendance rate

- Provide positive incentives
  - Check out www.pbisworld.org & Pinterest for incentive ideas
On-line Question

What Tier 2 Strategies does your school currently use to improve attendance for students who are chronically absent/truant?
Overview of Tier 3 Strategies

1. Attendance Letter
2. Student Attendance Success Plan
3. Attendance Reward Tracker
4. Attendance Meetings
5. Home Visit/School Resource Officer Visit/Welfare Checks
6. Refer to County SARB

Success Plan (Handout #9 & #10)

1. For students who have missed 10% or more of school
2. Review student individual action plan and attendance data
3. Positive reinforcement is provided with student’s preferred incentive
4. Graduate from plan after goal is reached
Handout #9 & #10

Reward Tracker (Handout #11)

- Use individualized data

- Is part of student individualized attendance success plan

- Use google sheets or excel to calculate

- Provide positive reinforcement with the student’s identified incentive using Forced Choice Reinforcement Menu. (Handout #12)

- Student overall goal is to get to 10% of school missed, but scaffold the goal by rewarding small improvements towards reducing days missed to 10%
### Handout #11

#### Rewards

<table>
<thead>
<tr>
<th>Days Attended</th>
<th>Items</th>
<th>Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td>30 min of Computer Time</td>
<td></td>
</tr>
<tr>
<td>8.6</td>
<td>Candy</td>
<td></td>
</tr>
<tr>
<td>9.9</td>
<td>Bag of Chips</td>
<td></td>
</tr>
<tr>
<td>11.5</td>
<td>Ticket to School Event</td>
<td></td>
</tr>
<tr>
<td>13.4</td>
<td>Donuts &amp; Milk</td>
<td></td>
</tr>
<tr>
<td>16.1</td>
<td>Starbucks Drinks</td>
<td></td>
</tr>
<tr>
<td>19.5</td>
<td>Homework Pass</td>
<td></td>
</tr>
<tr>
<td>20.3</td>
<td>Pizza with Friends</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL DATE</th>
<th>School Days</th>
<th>Days Absent</th>
<th>% of Days Absent</th>
<th>Needed Days to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1/2018</td>
<td>116</td>
<td>19</td>
<td>16.4%</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15.4%</td>
<td>7.5</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>14.4%</td>
<td>8.6</td>
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<td></td>
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<td>13.4%</td>
<td>9.9</td>
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<td>11.4%</td>
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<td>10.4%</td>
<td>16.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.4%</td>
<td>19.5</td>
</tr>
</tbody>
</table>

### Handout #11 & #12

#### Formulas for Reward Tracker

\[
\begin{align*}
\text{=C3/B3} & =12/D4-B3 \\
\text{=D3-0.01} & =12/D5-B3-E4 \\
\text{=D4-0.01} & =12/D6-B3-E5-E4 \\
\text{=D5-0.01} & =12/D7-B3-E6-E5-E4 \\
\text{=D6-0.01} & =12/D8-B3-E7-E6-E5-E4 \\
\text{=D7-0.01} & =12/D9-B3-E8-E7-E6-E5-E4 \\
\text{=D8-0.01} & =12/D10-B3-E9-E8-E7-E6-E5-E4 \\
\end{align*}
\]
Attendance Meetings

- Meet with parent, student, counselor, and administrator
- Goal is to gather information & identify barriers to attendance
- Examine what resources are available for family
- Use 10 Talking Points (Handout #13)

Handout #13

10 TALKING POINTS ABOUT ATTENDANCE

1. Approach the issue of attendance with concern, rather than confrontation.
   - Make parents feel supported, rather than guilty and in trouble.
     - Say, "I'm concerned about your child's attendance. We're here to support your child and his education."

2. Refer to absenteeism by month, rather than by day.
   - Point out that "2 days missed per month" is 16 days missed per year.
   - Say, "Missing 2 days a month is too much."

3. Highlight the seriousness of absenteeism, not the upside of attendance.
   - Emphasize that consistent attendance is key to academic success and morale.
   - Say, "Your child needs to be here every day to reach his full potential."

4. Be realistic about what you are asking parents to do.
   - Avoid engaging in debates about absences or school when they're asked.
   - Say, "If your child is required to complete assignments and attend school, your child must be there."

5. Frame the discussion around "attention" rather than "attendance.
   - Talking about "attention" rather than "attendance" can make parents feel more comfortable and engaged.
   - Say, "We believe attendance is crucial, not just because of the impact on your child, but because it's the right thing to do."

   - Help parents understand that attendance is cumulative and can impact their child's future opportunities.
   - Say, "If your child is attending school regularly, he's more likely to succeed in the long run."

   - Say, "If your child is absent for too many days, he may miss important information or assignments."
   - Say, "Your child's success at school is critical to his future success in life."

8. Be positive and encouraging about the benefits of attending school.
   - Emphasize the importance of school attendance and its impact on future success.
   - Say, "We value your child's presence at school, and we're here to support him in any way we can."

9. Use "we" language when speaking to parents.
   - Make parents feel included and valued.
   - Say, "We value your input and support in ensuring your child's success at school."

10. Encourage parents to bring questions and concerns to the next meeting.
    - Ask parents, "What questions do you have about your child's attendance?"
    - Say, "We're here to listen and support you as we work together to improve attendance."
On-line Question

What Tier 3 Strategies does your school currently use to improve attendance for students who are habitually chronic/habitually truant?
Integrating Attendance into Tiered Systems of Support (Handout #14)

How did it look for us as we integrated attendance supports with behavior supports to create a comprehensive system that reached all students?

<table>
<thead>
<tr>
<th>Attendance letters, refer to SARB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
</tr>
<tr>
<td>Admin, teachers, parents, community resources</td>
</tr>
<tr>
<td>Data from attendance (PowerSchool for us), data from reward tracker</td>
</tr>
</tbody>
</table>

**Handout #14**

**Steps to Integrate Attendance into a Tiered System of Support**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Leading Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify how our site addresses absences.</td>
<td>What does our school site do to prevent or address absences?</td>
</tr>
<tr>
<td>2. Organize and plug prevention/intervention strategies into tiers.</td>
<td>At what tier does this prevention/intervention belong? How do we organize that?</td>
</tr>
<tr>
<td>3. Identify missed opportunities in service.</td>
<td>Where are we lacking prevention/intervention?</td>
</tr>
<tr>
<td>4. Brainstorm ideas that will work at our site with our school culture. Use evidence based practices when possible.</td>
<td>What interventions will work at our school site and with our school culture?</td>
</tr>
<tr>
<td>5. Collaborate with stakeholders.</td>
<td>What stakeholders can we collaborate with to maximize resources and success? Who can help?</td>
</tr>
<tr>
<td>6. Make an action plan and goal to implement attendance procedures/supports at each tier.</td>
<td>What will our school site do to implement these procedures/supports at each tier?</td>
</tr>
<tr>
<td>7. Implement the action plan and collect data.</td>
<td>How will we collect data that supports our action plan and goal?</td>
</tr>
<tr>
<td>8. Evaluate tiered system of support and examine the data. Make changes and updates as necessary.</td>
<td>Did we reach our goal using our action plan? Is this tiered system of support successful? What changes do we need to make it more successful?</td>
</tr>
</tbody>
</table>

Attendance letters = Tier 2, Refer to SARB = Tier 3

Attendance Awareness Campaign, Attendance Booster Lessons, Attendance Meeting

Put in a google calendar, share events with staff & advisory council, assign tasks, share new system with stakeholders

Yes! Nudge postcards showed an increase in attendance, we will keep doing it!
Case Study

Directions: Identify the tiered supports within the case study and name the tier.

Sarah is an 8th grade student. Over the course of the school year, Sarah has missed 41 days (23% absent rate) of school, both excused and unexcused. Her mother received a flyer about the importance of attending school in September. After some absences, the school sent a nudge postcard. Sarah participated in a small group to learn about how absences affect academic performance, and finally, Sarah worked with the counselor, filled out the attendance success plan and started an attendance reward tracker to earn rewards. With little improvement, Sarah was referred to SARB.
On-line Poll

Perception Data:
Rate your knowledge and readiness to implement these strategies to improve attendance at your school since participating in this webinar?

A.) I still don’t understand where to begin, I’m confused.
B.) I kind of understand and am ready to implement some PBIS strategies.
C.) I get it, I’m completely ready to get started.
D.) I understand, but am not going to implement any of these strategies.
Q & A

Works Cited


- Barksdale, Joye (August 2018). *neaToday. Top 10 Challenges Facing Educators, Where are My Students?*


- [http://www.gamutonline.net/district/rosevillecity/displayPolicy/598674/5](http://www.gamutonline.net/district/rosevillecity/displayPolicy/598674/5)
Contact Us...

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Help Your Child Succeed in School: 
Build the Habit of Good Attendance Early
School success goes hand in hand with good attendance!

DID YOU KNOW?

• Starting in kindergarten, too many absences can cause children to fall behind in school.
• Missing 10 percent (or about 18 days) can make it harder to learn to read.
• Students can still fall behind if they miss just a day or two days every few weeks.
• Being late to school may lead to poor attendance.
• Absences 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. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

• Set a regular bed time 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 child to her teachers and classmates before school starts to help her transition.
• Don’t let your child stay home unless she is truly sick. Keep in mind 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, or other parents for advice on how to make her feel comfortable and excited about learning.
• Develop back-up 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.

When Do Absences Become a Problem?

CHRONIC ABSENCE
18 or more days

WARNING SIGNS
10 to 17 days

GOOD ATTENDANCE
9 or fewer absences

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

For more on school readiness, visit attendanceworks.org and reachoutandread.org

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Pay Attention to Attendance:  
Keep Your Child On Track in Middle and High School

Showing up for school has a huge impact on a student’s academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student’s academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

WHAT YOU CAN DO

Make school attendance a priority
- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night’s sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don’t let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

Help your teen stay engaged
- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child’s social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

Communicate with the school
- Know the school’s attendance policy – incentives and penalties
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child’s attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you’re having trouble getting your child to school.
Help Your School and Community Improve School Attendance:

**PUSH FOR BETTER TRACKING OF CHRONIC ABSENCE DATA**

Every report card includes a box showing parents just how many absences their children have. But does your school look at absenteeism numbers for the whole student body? And can the principal tell you how many students are missing so much school that it interferes with their academic performance? Keep in mind, too much absenteeism isn’t just a problem for the students missing school but can disrupt learning for the whole classroom.

All parents should know this sort of information about their children’s school. But many schools and districts don’t track or release what’s known as chronic absence data – the percent of students missing 10% or 18 days over an entire school year. They look at the average number of students who show up for school, rather than at the number who are missing too much school due to any kind of absence, excused or unexcused. Average figures can mask large numbers of chronically absent, at-risk students.

*Parents can make a difference!*

**WHAT YOU CAN DO**

**In Your Community**

- **Get the data:** Ask your school and district to calculate chronic absence rates and share them with parents, teachers and principals.
- **Identify barriers to attendance:** Work with your school to find out from parents and students what prevents them from getting to school.
- **Make a plan:** Encourage your school to make a plan and partner with community agencies to address identified attendance barriers.
- **Create incentives:** Help your school recognize students and families for good and improved attendance. Assist with award ceremonies and certificates or even reach out to local businesses to contribute incentives like gift cards or food items.
- **Educate parents:** Help all parents in your school understand the importance of attendance and who to call for the health, transportation or social services resources they need.

**In Your State**

- **Encourage tracking:** State regulations or laws should ensure that more school districts track chronic absence data and report it to the state.
- **Urge better reporting:** Your state education department should release chronic absence data statewide, just like they release test scores for districts and schools.
- **Advocate for accountability:** Your state department of education and districts should hold schools accountable for addressing chronic absence in their school improvement plans.
1. **Approach the issue of absences out of concern, rather than compliance**
   ✓ Make parents feel supported, rather than guilty and in trouble

2. **Refer to absences by month, rather than by year.**
   ✓ Point out that just “2 days missed per month” has consequences, instead of “18 days missed per year”

3. **Use simple, easy-to-understand language**
   ✓ Avoid complicated statistics, hyperboles, or metaphors

4. **Be realistic about what you are asking parents to do**
   ✓ Avoid implying that parents should send children to school when they’re sick

5. **Frame the discussion around “absences” rather than “attendance”**
   ✓ Talking about “attendance” validates what parents already believe they do; talking about “absence” focuses their attention on what they’re missing

6. **Describe how elementary school builds a foundation for future success**
   ✓ Help parents understand that learning is sequential—an absence is a missed opportunity to learn something their child will need in order to understand more difficult material later

7. **Give parents specific reasons why absences matter, rather than making vague statements**
   ✓ Say things like…
     “You cannot make up for too many absences with homework or take-home assignments”
     “Too many absences will allow them to fall behind in reading, writing and math”
     “Too many absences now can actually make them less likely to graduate high school”

8. **Connect parents to the class curriculum to help them understand what their child may be missing**
   ✓ Say things like…
     “We are learning to identify numerators and denominators this week. Please make sure your child does not miss school because his/her understanding of this lesson will make him better prepared for next week’s lesson on adding fractions with common denominators”

9. **Encourage parents to do everything they can to ensure their child does not miss school**
   ✓ Ask for reasons why the child was out and connect them to appropriate resources (e.g. transportation issues, child care, etc.)

10. **Use text messages to communicate with parents about absences, as one component of ongoing and regular school-to-parent communications.**
    ✓ The vast majority of parents said that they trust teachers most when it comes to communicating about absences. Since many parents rely on text messages more than any other form of communication (including phone calls and emails), it can be used to help build trust and regular communication between parents and the school. If you’re considering this approach, take into account these tips for texting parents.
California's initiative for Attendance
In School + On Track

Federal Initiative for Attendance
Every Student, Every Day

What's the Number?
Research shows that missing only an average of 2 days a month negatively affects academic performance.

Chronic absences = 10% or 18 days of missed school per year.

Chilton's Attendance Goal = 97%

Chronic Absences Defined:

Fact 1
Completing make-up packets does not catch students up for missed days work.

Fact 2
Excused & unexcused absences have the same effect on student academic performance.

Fact 3
By 6th grade, chronic absences become the leading indicator that a student will drop out of high school.

Source: www.attendanceworks.com
Attendance Bulletin
Announcements

**Week #1**
Friday, August 31 - Attendance Awareness Month is September, but the campaign to end chronic absence starts now! It’s a bigger problem than you probably think. Learn more about chronic absence everyday next month!

Tuesday, September 4 – Attendance Awareness Month fact of the day: Chronic absenteeism is missing 10% of school days, just 2 days each month, can put students at risk of academic failure.

Wednesday, September 5 – Attendance Awareness Month fact of the day: When we reduce chronic absence we improve graduation rates, increase academic achievement and give young people the best chance at success in their adult life.

Thursday, September 6 – Attendance Awareness Month fact of the day: 7.5 million students miss 10% of the school year nationwide. That’s 135 million days total.

Friday, September 7 – Attendance Awareness Month fact of the day: Students who are chronically absent in high school are 7.4 times more likely to drop out.

**Week #2**
Monday, September 10 – Attendance Awareness Month fact of the day: 2.5 in 10 homeless kids are chronically absent.

Tuesday, September 11 – Attendance Awareness Month fact of the day: 3/4th of students who are chronically absent in 6th grade will drop out of high school.

Wednesday, September 12 – Attendance Awareness Month fact of the day: Students who miss too much school, score lower on school and state tests.

Thursday, September 13 – Attendance Awareness Month fact of the day: Students from low income families are 4 times more likely than peers to be chronically absent.

Friday, September 14 – Attendance Awareness Month fact of the day: Attendance Awareness Month fact of the day: Students who attend school regularly are more likely to graduate and find good jobs. In fact, a high school graduate makes on average $1 million more than a dropout over a lifetime.

**Week #3**
Monday, September 17 – Attendance Awareness Month fact of the day: Reducing chronic absence takes commitment, collaboration & a tailored approaches.
Tuesday, September 18 – Attendance Awareness Month fact of the day: The reality is an absence is an absence, excused or not, and that you are not in the classroom benefiting from the instruction on that day.

Wednesday, September 19 – Attendance Awareness Month fact of the day: Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in August go on to miss nearly a month of school.

Thursday, September 20 – Attendance Awareness Month fact of the day: Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student’s academic performance. That’s just two days a month!

Friday, September 21 – Attendance Awareness Month fact of the day: The academic impact of missing that much school is the same whether the absences are excused or unexcused. Suspensions also add to lost time in the classroom.

Week #4
Monday, September 24 – Attendance Awareness Month fact of the day: When students improve their attendance rates, they improve their academic prospects and chances for graduating.

Tuesday, September 25 – Attendance Awareness Month fact of the day: High levels of chronic absence are found in urban, suburban and rural communities. In some school districts, as many as one in four students are chronically absent.

Wednesday, September 26 – Attendance Awareness Month fact of the day: For every day of school missed, it takes three days to make up what was taught.

Thursday, September 27 – Attendance Awareness Month fact of the day: In the ninth grade, chronic absences are a better indicator than test scores of a student’s likelihood to graduate from high school.

Friday, September 28 – Attendance Awareness Month fact of the day: Students lose 14 million school days to asthma each year. Controlling asthma equals better attendance.

Extras
• Four in ten transient children miss too much school when families move too much.
• Health concerns, particularly asthma and dental problems, are among the leading reason students miss school in the early grades.
• Good attendance in preK & K builds academic & social skills for the future.
• By 6th grade chronic absence is a predictor that students may drop out.
• For lower income Students, chronic absence in kindergarten = lower academic achievement through 5th grade.
• One in 10 kindergarten & 1st grade students misses nearly a month of school each year.
Sample Social Media Posts

Twitter

Students who miss too much school score lower on @NAEP tests in every state and city tested [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

At least 6.8 million students miss 10% of the school year nationwide. Let’s help all Ss be in [SchoolEveryDay: [http://bit.ly/1oqfID7](http://bit.ly/1oqfID7)]

For poor kids, chronic absence in kindergarten = lower academic achievement through 5th grade. [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

Preschoolers who miss too much school don’t develop reading, math & social skills as quickly [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

Students lose 14 million school days to asthma each year. Controlling asthma = better attendance. [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

Low-income kids are 4X more likely than peers to be chronically absent & miss key lessons early on [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

FACT: By 6th grade chronic absence is a clear predictor that students may drop out. Read more here: [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

Students who are chronically absent in any year of high school are 7.4X more likely to drop out. [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

Chronic absence affects all kids, not just the absent ones. Learn how to get kids in [SchoolEveryDay here: http://bit.ly/1oqfID7](http://bit.ly/1oqfID7)

Missing 10% of school days, just 2 days each month, can put children at risk of academic failure. [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)

One in 10 kindergarten & 1st grade students misses nearly a month of school each year. [http://bit.ly/1oqfID7 #SchoolEveryDay](http://bit.ly/1oqfID7)
Join the Attendance Awareness Campaign today and end chronic absence in our schools: http://bit.ly/1oqfID7 #SchoolEveryDay

This September is Attendance Awareness Month, but the time to end chronic attendance is now! http://bit.ly/1oqfID7 #SchoolEveryDay

Help end chronic absence. Join the Attendance Awareness Campaign and get kids in #SchoolEveryDay http://bit.ly/1oqfID7

A school can have 95% daily attendance but still have 30% of students chronically absent: http://bit.ly/1oqfID7 #SchoolEveryDay

Find out how you can keep kids in #SchoolEveryDay – we can solve chronic absence: http://bit.ly/1oqfID7


Students who have a mentor growing up are more likely to graduate & enroll in college http://bit.ly/1VKK81p #schooleveryday

Youth who have a mentor are more likely to attend school & lead in a sports team or club bit.ly/1oqfID7 #schooleveryday

Facebook

Attendance Awareness Month is September, but the campaign to end chronic absence starts now! It’s a bigger problem than you probably think. Learn more about chronic absence and join the Attendance Awareness Campaign today! http://bit.ly/1oqfID7

When we reduce chronic absence we improve graduation rates, increase academic achievement and give young people the best chance at success in their adult life. Join the Attendance Awareness Campaign and make a difference for your community: http://bit.ly/1oqfID7

Improving attendance is not rocket science, but it does take commitment, collaboration and tailored approaches to the particular strengths and challenges of each school or community. Let’s do it! http://bit.ly/1oqfID7

Too often, we think of reducing absences as the job of parents or school clerks in the front office. But communities across the country have started helping schools address chronic absence by building public awareness and leveraging resources. http://bit.ly/1oqfID7

A growing body of research reveals the prevalence of chronic absence and its critical role in student achievement. This research also shows that chronic absence can be addressed
when school districts, communities, and policymakers work together to monitor the problem and implement solutions that target the underlying causes. Learn more here: http://bit.ly/1oqfID7

Chronic absence is easily masked by school attendance statistics, even when average daily attendance appears relatively high. Even in a school with 95% daily attendance, 30% of the student population could be chronically absent. How is that possible? Find out: http://bit.ly/1oqfID7
Keep Me Home If...

- **I have a FEVER**
  - with a temperature of 100°F or more **AND** sore throat, rash, vomiting, diarrhea, or ear ache.

- **I’m VOMITING**
  - 2 or more times within 24 hrs.

- **I have LICE/NITS**
  - that tickle the scalp, itch, and cause irritability/lack of sleep.

- **I have DIARRHEA**
  - 3 or more watery stools in 24 hrs.

- **I have a RASH**
  - especially with fever or itching.

- **I have a SORE THROAT**
  - with a fever or swollen glands.

- **I have an EYE INFECTION**
  - with thick mucus/pus draining from the eye or have pink eye.
Attendance
Middle/High School
Facts...

The reality is an absence is an absence, excused or not, and that you are not in that classroom benefiting from the instruction on that day.

Research shows that missing 10% of the school or about 18 days in most school districts, negatively affect a student’s academic performance. That’s just 2 days per month!

For every day of school missed, it takes three days to make up what was taught.

By middle and high school, chronic absence is a leading warning sign that a student will drop out.
TRUANCY (3 days)
Counts only unexcused absences

CHRONIC ABSENCES (10%)
Counts all absences: excused, unexcused, and suspensions.
How You Compare to Your Peers

Chronic Absences Only - Student Absence Report: August - June
Peer Comparison Over Time

Chronic Absences Only - Student Absence Report: Number of Absences within 2 Month Period
Students...

School is your first and most important job.

Students who attend school regularly are more likely to graduate and find good jobs.

School only gets harder when you stay home too much.
WHEN IS SICK TOO SICK FOR SCHOOL?

Send me to school if...
I have a runny nose or just a little cough but no other symptoms.
I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.
I haven't thrown up or had any diarrhea for 24 hours.

Keep me at home if...
I have a temperature higher than 100 degrees even after taking medicine.
I'm throwing up or have diarrhea.
My eyes are pink and crusty.

Call the doctor if...
I have a temperature higher than 100 degrees for more than two days.
I've been throwing up or have diarrhea for more than two days.
I've had the sniffles for more than a week, and they aren't getting better.
I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).
Tips from Your Peers...

Set a regular bedtime and morning routine. Most kids need 9-11 hours of sleep per night.

Choose clothes and pack backpacks the night before.

When lights go out, that includes cell phones, video games, and computers.

Make getting to school on time everyday a top priority.

Don’t stay home, unless you are truly sick. Headaches and stomach aches are not a reason to stay home.

Avoid medical appointments or extended trips when school is in session.

Apply for Independent Study
MY ELEM ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD’S ATTENDANCE GOALS

▪ I will talk to my child about how going to school everyday 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 recognize my child for attending school everyday with ____________________________________________________________.
  (i.e. a visit to the park, a new library book, a break from doing chores, a special treat, etc.)

▪ I will make sure my child is in bed by _______ p.m. and the alarm clock is set for _______ a.m.

▪ If my child complains of a stomach ache or headache, and medical concerns have been ruled out, I will send him/her to school anyway and call ________________________________ so that he/she can check in with my child during the day.

▪ If my child has a cold but no fever (less 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 can take my child to school if I can’t make it.

▪ If my child is absent, I will contact his/her teacher to find out what he/she missed.

▪ I will set up medical and dental appointments for weekdays after school.

To improve my child’s attendance, I commit to the following:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

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

Family Signature: ___________________________________________ Date: ____________

School Staff Signature: _______________________________________ Date: ____________

ASCA Handout #9 adapted from www.attendnceworks.org & www.childinst.org/our-initiatives/early-works
MY HELP BANK

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: ________________

Name: ___________________________  Best Contact Number: ________________
ASCA Handout #9  
K.Buchan & T.Stallions
adapted from www.attendnceworks.org & www.childinst.org/our-initiatives/early-works
MY MS/HS ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH 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 for 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: ____________

ASCA Handout #10
K.Buchan & T.Stallions
Adapted from www.attendanceworks.org & (http://www.childinst.org/our-initiatives/early-works)
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:

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- **My Family**: List who lives in your house.
- **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.
- **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.
- **Potential Helpers**: Identify people who are part of your school community, church or neighborhood who are able to help if you ask.
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# April 2019

<table>
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<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
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# May 2019

<table>
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</tbody>
</table>
### Sarah Student

<table>
<thead>
<tr>
<th>SCHOOL DATE</th>
<th>School Days</th>
<th>Days Absent</th>
<th>% of Days Absent</th>
<th>Needed Days to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1/2018</td>
<td>116</td>
<td>19</td>
<td>16.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Days Absent</th>
<th>Needed Days to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.4%</td>
<td>7.5</td>
</tr>
<tr>
<td>14.4%</td>
<td>8.6</td>
</tr>
<tr>
<td>13.4%</td>
<td>9.9</td>
</tr>
<tr>
<td>12.4%</td>
<td>11.5</td>
</tr>
<tr>
<td>11.4%</td>
<td>13.5</td>
</tr>
<tr>
<td>10.4%</td>
<td>16.1</td>
</tr>
<tr>
<td>9.4%</td>
<td>19.5</td>
</tr>
</tbody>
</table>

### Rewards

<table>
<thead>
<tr>
<th>Days Attended</th>
<th>Items</th>
<th>Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td>30 min of Computer Time</td>
<td></td>
</tr>
<tr>
<td>8.6</td>
<td>Candy</td>
<td></td>
</tr>
<tr>
<td>9.9</td>
<td>Bag of Chips</td>
<td></td>
</tr>
<tr>
<td>11.5</td>
<td>Ticket to School Event</td>
<td></td>
</tr>
<tr>
<td>13.5</td>
<td>Donuts &amp; Milk</td>
<td></td>
</tr>
<tr>
<td>16.1</td>
<td>Starbucks Drinks</td>
<td></td>
</tr>
<tr>
<td>19.5</td>
<td>Homework Pass</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Pizza with Friends</td>
<td></td>
</tr>
</tbody>
</table>

---

**Formulas for Reward Tracker**

- \( =C3/B3 \)
- \( =D3-0.01 \)
- \( =D4-0.01 \)
- \( =D5-0.01 \)
- \( =D6-0.01 \)
- \( =D7-0.01 \)
- \( =D8-0.01 \)
- \( =D9-0.01 \)

**Example Formulas:**

- \( =12/D4-SB3 \)
- \( =12/D5-SB3-E4 \)
- \( =12/D6-SB3-E5-E4 \)
- \( =12/D7-SB3-E6-E5-E4 \)
- \( =12/D8-SB3-E7-E6-E5-E4 \)
- \( =12/D9-SB3-E8-E7-E6-E5-E4 \)
- \( =12/D10-SB3-E9-E8-E7-E6-E5-E4 \)
Forced-Choice Reinforcement Survey

Name:

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. ______ Teacher writes "100" on your paper. (A)
   ______ Be first to finish your work. (CM)

2. ______ A bag of chips. (CN)
   ______ Classmates ask you to be on their team. (P)

3. ______ Be free to do what you like. (I)
   ______ Teacher writes "100" on your paper. (A)

4. ______ Classmates ask you to be on their team. (P)
   ______ Be first to finish your work. (CM)

5. ______ Be free to do what you like. (I)
   ______ A bag of chips. (CN)

6. ______ Teacher writes "100" on your paper. (A)
   ______ Classmates ask you to be on their team. (P)

7. ______ Be first to finish your work. (CM)
   ______ Be free to do what you like. (I)

8. ______ A bag of chips. (CN)
   ______ Teacher writes "100" on your paper. (A)

9. ______ Classmates ask you to be on their team. (P)
   ______ Be free to do what you like. (I)

10. ______ Be first to finish your work. (CM)
    ______ A bag of chips. (CN)

11. ______ Teacher writes "A" on your paper. (A)
12. Be the only one that can answer a question. (CM)
   A candy bar. (CN)
   Friends ask you to sit with them. (P)

13. Be free to go outside. (I)
   Teacher writes "A" on your paper. (A)

14. Friends ask you to sit with them. (P)
   Be the only one that answers a question. (CM)
   Be free to go outside. (I)

15. A candy bar. (CN)
   Teacher writes "A" on your paper. (A)
   Friends ask you to sit with them. (P)

16. Be the only one that can answer a question. (CM)
    Be free to go outside. (I)

17. A candy bar. (CN)
    Teacher writes "A" on your paper. (A)
    Friends ask you to sit with them. (P)

18. Be free to go outside. (I)
    Teacher writes "A" on your paper. (A)

19. Be free to go outside. (I)
    Friends ask you to sit with them. (P)

20. Be the only one that can answer a question. (CM)
    A candy bar. (CN)
    Teacher writes "Perfect" on your paper. (A)

21. Have only your paper shown to the class. (CM)
    A can of soda. (CN)
    Classmates ask you to be class leader. (P)

22. Be free to play outside. (I)
    Teacher writes "Perfect" on your paper. (A)

23. Classmates ask you to be class leader. (P)
    Have only your paper shown to the class. (CM)

24. Be free to play outside. (I)
    A can of soda. (CN)

25. Teacher writes "Perfect" on your paper. (A)
    Classmates ask you to be class leader. (P)

26. Have only your paper shown to the class. (CM)
    Be free to play outside. (I)
28. A can of soda. (CN)
   Teacher writes "Perfect" on your paper. (A)

29. Classmates ask you to be class leader. (P)
   Be free to play outside. (I)

30. Have only your paper shown to class. (CM)
   A can of soda. (CN)

31. Teacher writes "Excellent" on your paper. (A)
   Have your paper put on the bulletin board. (CM)

32. A pack of gum. (CN)
   Friends ask you to work with them. (P)

33. Be free to work on something you like. (I)
   Teacher writes "Excellent" on your paper. (A)

34. Friends ask you to work with them. (P)
   Have your paper put on the bulletin board. (CM)

35. Be free to work on something you like. (I)
   A pack of gum. (CN)

36. Teacher writes "Excellent" on your paper. (A)
   Friends ask you to work with them. (P)

37. Have your paper put on the bulletin board. (CM)
   Be free to work in something you like. (I)

38. A pack of gum. (CN)
   Teacher writes "Excellent" on your paper. (A)

39. Friends ask you to work with them. (P)
   Be free to work on something you like. (I)

40. Have your paper put on the bulletin board. (CM)
   A pack of gum. (CN)

Other suggestions about classroom rewards:

Thank you for taking the time to complete this survey.

________________________________________

Reinforcement Inventory
Scoring Key

__________ Adult Approval (A)

__________ Competitive Approval (CM)

__________ Peer Approval (P)

__________ Independent Rewards (I)

__________ Consumable Rewards (CN)
10 TALKING POINTS ABOUT ATTENDANCE

1.) Approach the issue of absences out of concern, rather than compliance
   ➢ Make parents feel supported, rather than guilty and in trouble
   ■ Say: “Thank you for talking/meeting with me today to discuss your student. With your help, we can support your child at school.”

2.) Refer to absences by month, rather than by year
   ➢ Point out that just “2 days missed per month” has academic consequences, instead of “18 days missed per year”
   ■ Say: “Missing 2 days a month is too much”

3.) Highlight the downsides of absences, not the upside of attendance
   ➢ Conversations framed around attendance cause the parents to think about what they are already doing, not what they are missing
   ■ Say: “We want your student to be successful at school and missing too many days can be harmful” instead of “attending everyday is beneficial”

4.) Be realistic about what you are asking parents to do
   ➢ Avoid implying that parents should send children to school when they’re sick.
   ■ Say: “Students get sick and should not attend school, but there might be times when your student wasn’t contagious and could attend”
   ■ “Can you think of a time when your child wasn’t contagious and missed school?”

5.) Frame the discussion around “absences” rather than “attendance”
   ➢ Talking about “attendance” validates what parents already believe they do; talking about “absence” focuses their attention on what they’re missing
   ■ Say: “The student missed the introduction to a new assignment, so they might feel lost when they return”

6.) Describe how elementary school builds a foundation for future success
   ➢ Help parents understand that learning is sequential - an absence is a missed opportunity to learn something their child will need in order to understand more difficult material later.
7.) Give parents specific reasons why absences matter, rather than making vague statements
   ➢ Say things like:
     ■ “You cannot make up for too many absences with homework or take-home assignments”
     ■ “How will your child complete these past assignments? He will still need to work extra hard to catch up once he returns to school”
     ■ “Too many absences will allow them to fall behind in reading, writing and math”
     ■ “Too many absences now can actually make them less likely to graduate high school”
     ■ “Students who are absent in elementary school miss out on key concepts that they will need for later grades, including high school”

8.) Encourage teachers to send out email messages to help connect parents to the class curriculum to help them understand what their child may be missing
   ➢ Say: “We are learning to identify numerators and denominators this week. Please make sure your child does not miss school because his/her understanding of this lesson will make him better prepared for next week’s lesson on adding fractions with common denominators”

9.) Encourage parents to do everything they can to ensure their child does not miss school
   ➢ Say: “For what reason, was your child out of school?”
     ■ Provide resources: transportation, financial (child care), mental health (depression, anxiety), physical health (arthritis, diabetes), etc.
Steps to Integrate Attendance into a Tiered System of Support

Directions: Integrate attendance supports with behavior supports to create a comprehensive system that reaches all students.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Leading Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify how our site addresses absences.</td>
<td>What does our school site do to prevent or address absences?</td>
</tr>
<tr>
<td>2. Organize and plug prevention/intervention strategies into tiers.</td>
<td>At what tier does this prevention/intervention belong? How do we organize that?</td>
</tr>
<tr>
<td>3. Identify missed opportunities in service.</td>
<td>Where are we lacking prevention/intervention?</td>
</tr>
<tr>
<td>4. Brainstorm ideas that will work at our site with our school culture. Use evidence based practices when possible.</td>
<td>What interventions will work at our school site and with our school culture?</td>
</tr>
<tr>
<td>5. Collaborate with stakeholders.</td>
<td>What stakeholders can we collaborate with to maximize resources and success? Who can help?</td>
</tr>
<tr>
<td>6. Make an action plan and goal to implement attendance procedures/supports at each tier.</td>
<td>What will our school site do to implement these procedures/supports at each tier?</td>
</tr>
<tr>
<td>7. Implement the action plan and collect data.</td>
<td>How will we collect data that supports our action plan and goal?</td>
</tr>
<tr>
<td>8. Evaluate tiered system of support and examine the data. Make changes and updates as necessary.</td>
<td>Did we reach our goal using our action plan? Is this tiered system of support successful? What changes do we need to make it more successful?</td>
</tr>
</tbody>
</table>
Our Tiered System of Supports for Attendance

For each tier, fill in the activities or supports in place.

School Name: ________________________________

How many students are in each tier?

<table>
<thead>
<tr>
<th>Tier 3</th>
<th>#</th>
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<tbody>
<tr>
<td>Tier 2</td>
<td>#</td>
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<tr>
<td>Tier 1</td>
<td>#</td>
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</tbody>
</table>

**Tier 3:** Missing more than 20% of school (4+ more days each month)

1.)
2.)
3.)

**Tier 2:** Missing between 10-20% of school (2-3 days each month)

1.)
2.)
3.)

**Tier 1:** Missing between 0-10% of school (0-1 day each month)

1.)
2.)
3.)

Low Cost
High Cost

ASCA Handout #15
adapted from www.attendanceworks.org
K. Buchan & T. Stallions