



Support Chronically Absent Students in Returning to School

Essential Practices for Reducing Chronic Absenteeism at Scale

Today's Facilitator



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chron·ic ab·sen·tee·ism | *noun*

Missing **10% or more of the academic year** for any reason, including excused absences, unexcused absences, and suspensions

Objectives for Today



Pinpoint **what's changed about chronic absenteeism** and what's driving the problem today



Discuss the **three essential conditions** for addressing chronic absenteeism today



Support **your district's next steps** for addressing all three conditions into next school year

What Is the Cost of Chronic Absenteeism?

Most Research Emphasizes Impact on Chronically Absent Students...



Less likely to read at grade level by the end of 3rd grade

4x

more likely to drop out of high school than their peers

...But Chronic Absenteeism Harms All Students



The percentage of chronically absent classmates predicts low reading and math achievement for all students

Steep Funding Cuts Threaten District Resources

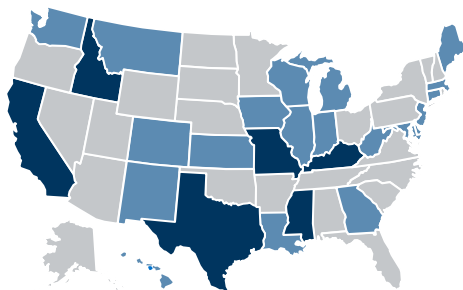
- States that fund schools based on Average Daily Attendance
- Non-ADA state where absenteeism may still impact funding¹

-\$1M

funding due to 2% chronic absenteeism growth, TX district

31%

of K-12 students live in ADA states, 2022



Funding Streams Tied to ADA in Various States:

- Special education
- Meal reimbursement
- Textbook purchases
- Transportation
- Summer programs

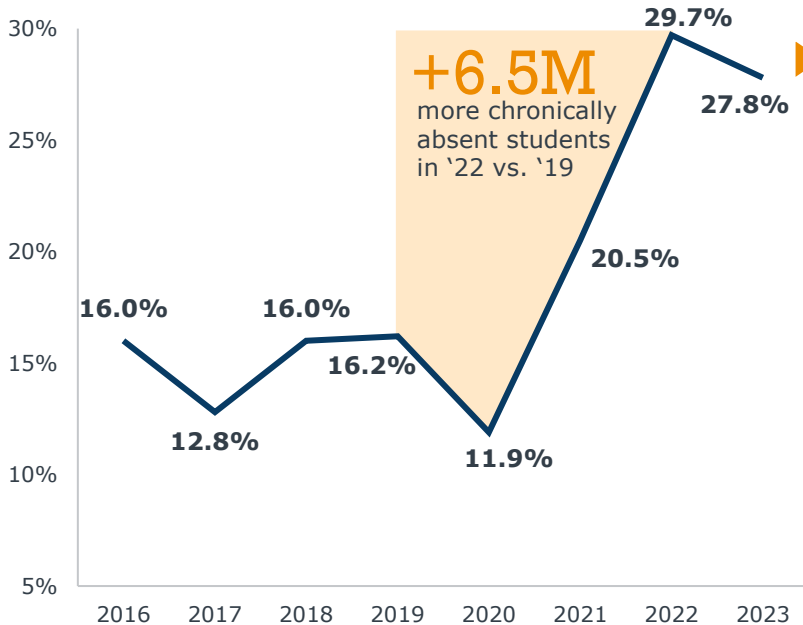
1) Funding calculated based on Seat Count(s): Students in seats on a given "count day."

School Is Back, But Students Are Not



Chronic Absenteeism Rate Spikes Following Pre-Pandemic Plateau

Chronic Absenteeism Rate of U.S. Public K-12 Students¹



District Leaders Remain Concerned, Despite Drop

2024 Voice of the Superintendent Survey²

92%

of respondents say chronic absenteeism a “very urgent” or “mild/ moderately urgent” issue that district must address in 2023-24

+6.5M
more chronically absent students in '22 vs. '19

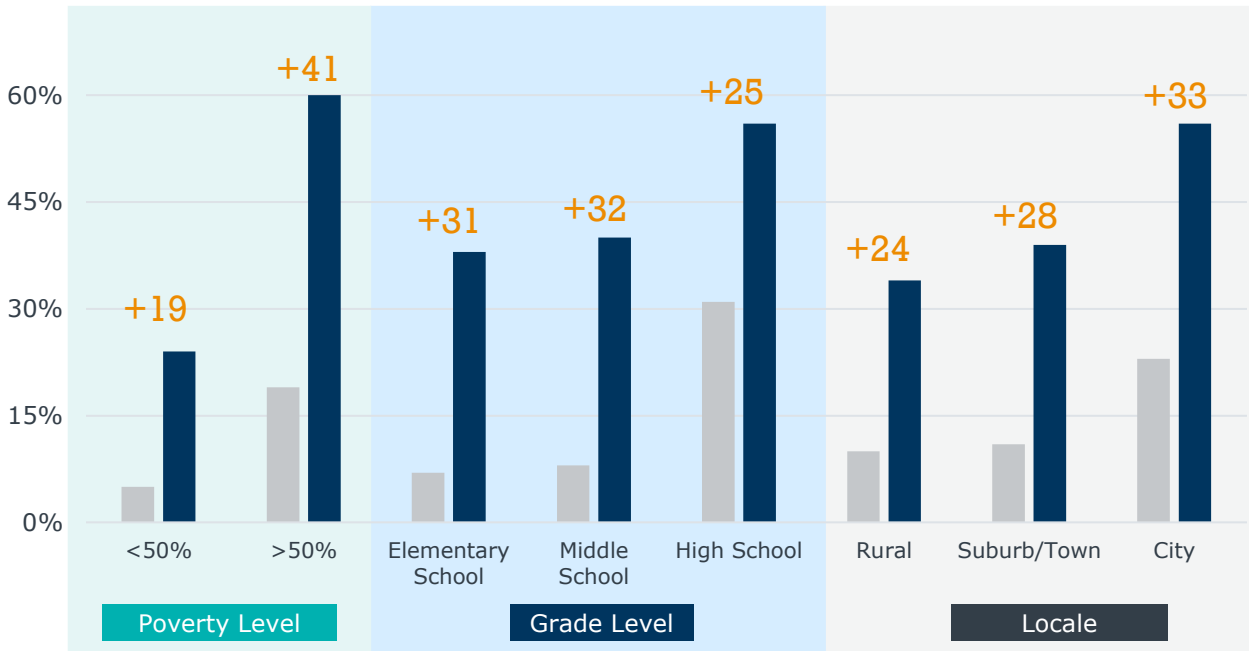
1) Years correspond to the end of each school year (e.g., 2016 = 2015-16 school year)

2) n=148

Despite Disparities, Absenteeism Rises Across All Groups

Post-Pandemic Sees Spike in Chronic Absenteeism in Schools of All Poverty Rates, Grade Levels, and Locales

Percent of schools where at least 30% of students are chronically absent



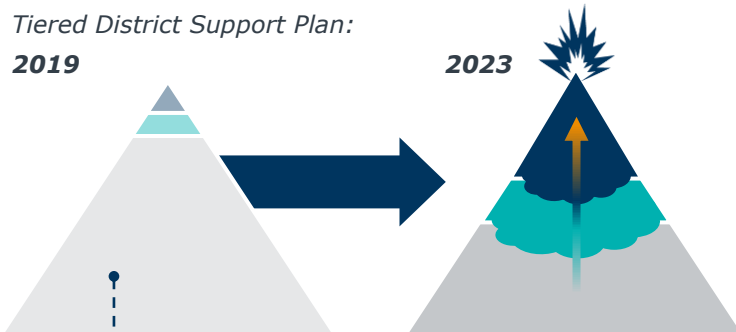
Source: Attendance Works, "All Hands on Deck: Today's Chronic Absenteeism Requires A Comprehensive District Response and Strategy," 2023. EAB interviews and analysis.

Chronic Absence Surge Exceeds Support Plan Capacity

Tiered District Support Plan:

2019

2023



- **Tier 1:** Students with <10% absence rate
 - *Incentivizing/recognizing good attendance*
 - *Monitoring attendance data regularly*
- **Tier 2:** Students with 10-19% absence rate
 - *Meeting students 1:1*
 - *Conducting home visits*
- **Tier 3:** Students with 20%+ absence rate
 - *Interagency case management*
 - *Truancy court*

**Districts Already Short-Staffed,
So Practices Must Change**

45%

of districts feel understaffed for
the 2023-24 school year



ESSER funds for additional labor
costs run dry in Sept. 2024



Districts funded by ADA may
already be looking at cuts

Three Essential Conditions for Reducing Absenteeism



Three Root Problems Require Three Solutions

Three **Root Problems** for Rising Chronic Absenteeism...

Parents

Less Likely to Send Children to School Since Pandemic

Students'

Reasons for Absence Go Unaddressed

Teachers

Underutilized in Fight Against Absenteeism

...Require **Three Essential Conditions** for Reducing Absenteeism



Parents

Know Why and When to Bring Their Kids to School



Students

Can and Want to Show Up to School



Teachers

Know and Embrace Role in Impacting Attendance

A Deeper Dive: Parents Have Lower Threshold for Missing School



Widespread Risk Factors for Chronic Absenteeism

+



Parents' Lower Threshold for Missing School

=



Increased Likelihood of Absence Due to Each Growing Risk Factor

- Physical illness
- Lack of transportation
- Housing mobility
- Threats to safety
- Loneliness & isolation
- Mental illness
- Academic struggles
- Lack of engagement

3 Reasons for Lower Threshold:

1. **Parents more uncertain of when to send kids to school**
2. **Parents increasingly doubt value of daily attendance**
3. **Parents underestimate frequency of children's absences**

“In parents' minds, the **benefits of absence** are beginning to **outweigh** the benefits of attendance.”

- California School Attendance Research Project

Students' New Reasons for Absence Go Unaddressed

11

Districts' Most Common Strategies...

Positive/Negative Incentives



- Attendance recognition programs
- Detention or suspension

Basic Needs Accommodations



- Free breakfast or laundry services
- "Late bus" pick-up

...Won't Address Students' Newest Reasons for Skipping School

Today's Students Feel...

...Unsupported

2/3

aren't comfortable telling an adult in the building about bullying

...Disconnected

1/2

say they don't belong at school

...Unsure

1/2

fear going to a teacher for academic help

...Skeptical

2/3

don't think classes connect to future



*We can remove every basic needs barrier to getting a student to come to school, but at the end of the day, **they need to believe that school is worth it.***

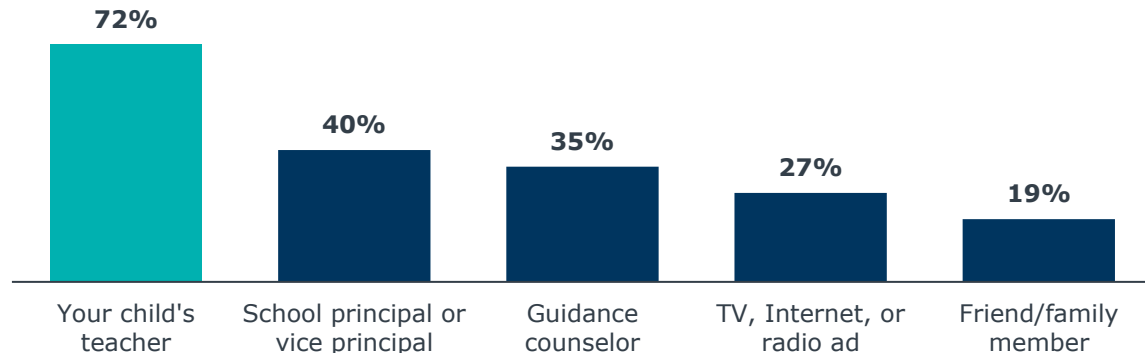
– Director of Student Services, Southwest School District

Teachers Underutilized in Fight Against Absenteeism

12

Parents Overwhelmingly Prefer to Discuss Attendance with Teachers¹

"Which of the following ways would you prefer to hear about the importance of school attendance?"



...Yet Most Teachers Don't Talk to Parents about Attendance...

42%

of parents reported that any school employee, including teachers, contacted them personally about attendance in the past 6 months

...And Few Have the Tools to Succeed

“When I get on the phone with a parent, **I don't know what to say.** I'm new this year, and I want parents to trust me.”

First-Year Teacher, Ohio

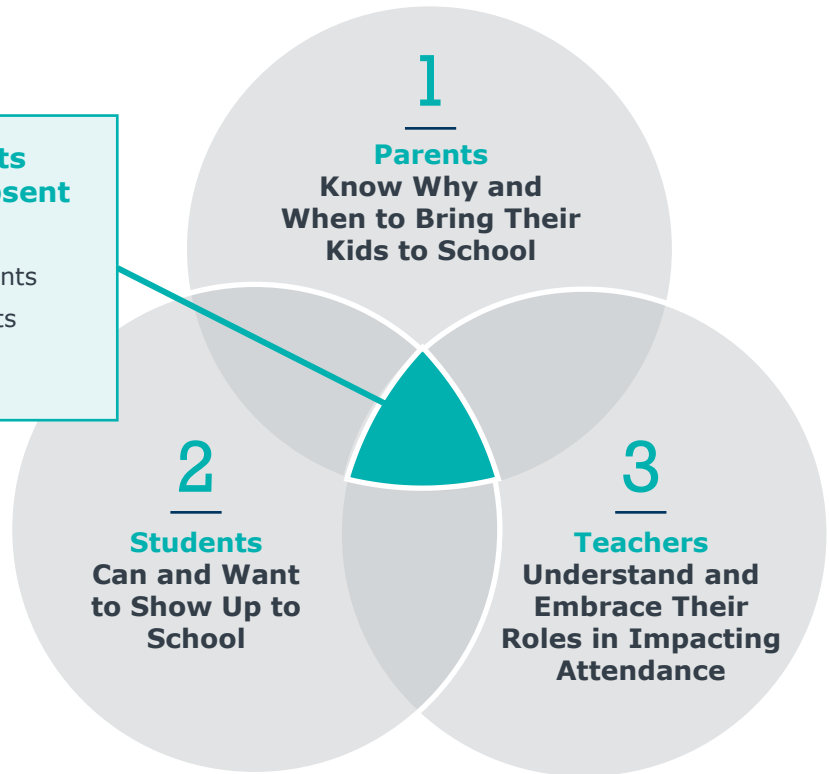
1) n=823

3 Essential Conditions for Reducing Absenteeism



Fewer students chronically absent

- Recover the influx of chronically absent students
- Proactively keep students from requiring intensive supports in the future



3 Essential Conditions for Reducing Absenteeism



1

Parents **Know Why and** **When to Bring Their** **Kids to School**

1. Tiered Parent Communication Plan
 - Attendance Checklist “Nudges”

2

Students **Can and Want to** **Show Up to School**

3. District Leader Checklist for Equitable Grading
4. Positive Relationship Mapping
5. Student Interest Conversations
6. Career Relevancy Root Causing
7. Group-Model Cognitive Behavioral Therapy

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Teachers **Understand and** **Embrace Their Roles in** **Impacting Attendance**

8. District-Wide Teacher Expectations for Combatting Chronic Absenteeism
9. Best-Practice Guide for Talking About Absenteeism

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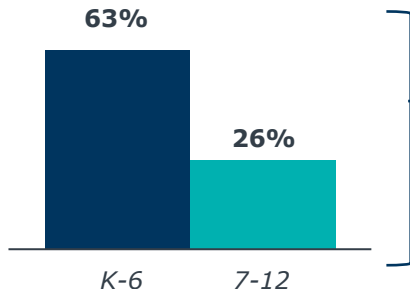
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More Parents Doubt Value of In-Person Education



Leaders Say Parents' Misconceptions Are Top New Cause for Chronic Absence

% District Leaders Ranking Parent Misconceptions as #1 Cause, Feb-Mar 2023



Despite Grade Level Split, Almost All Agree Parents Value Attendance Less

86% of district leaders "Agree" or "Strongly Agree" parent value of attendance is lower today than in previous years

91% of leaders that ranked a different cause as #1 still agreed with this statement

“

*Coming off the pandemic, the perception of parents is, 'Well, my kid made it. They're okay. **They can miss – it's probably not as critical that they're there.**'*

Superintendent,
Midwestern School District

”

Problematic Parent Beliefs Go Unaddressed by Districts

Parent Beliefs



Parents **uncertain** when to send kids to school

District Status Quo

Districts **haven't communicated clear guidelines** on when to keep "sick" kids home after fluctuating pandemic-era directives



Parents increasingly **doubt value** of daily attendance

Districts **haven't corrected** pandemic-era messaging **promoting virtual learning**



Parents **underestimate** frequency of children's absences

Parents **only hear deliberate messaging** about children's number of absences **when they are already truant**

The Science of Motivating a Behavior Change



Clinical Practitioners Rely on Four Key Actions



Express Empathy

Show understanding
without placing blame



Support Self-Efficacy

Empower others to
ask for help



Avoid Confusion

Remove room
for interpretation



Develop Discrepancy

Clarify the costs
of current mindset

Practice #1:



**"How Can We Help"
Self-Service Texts**

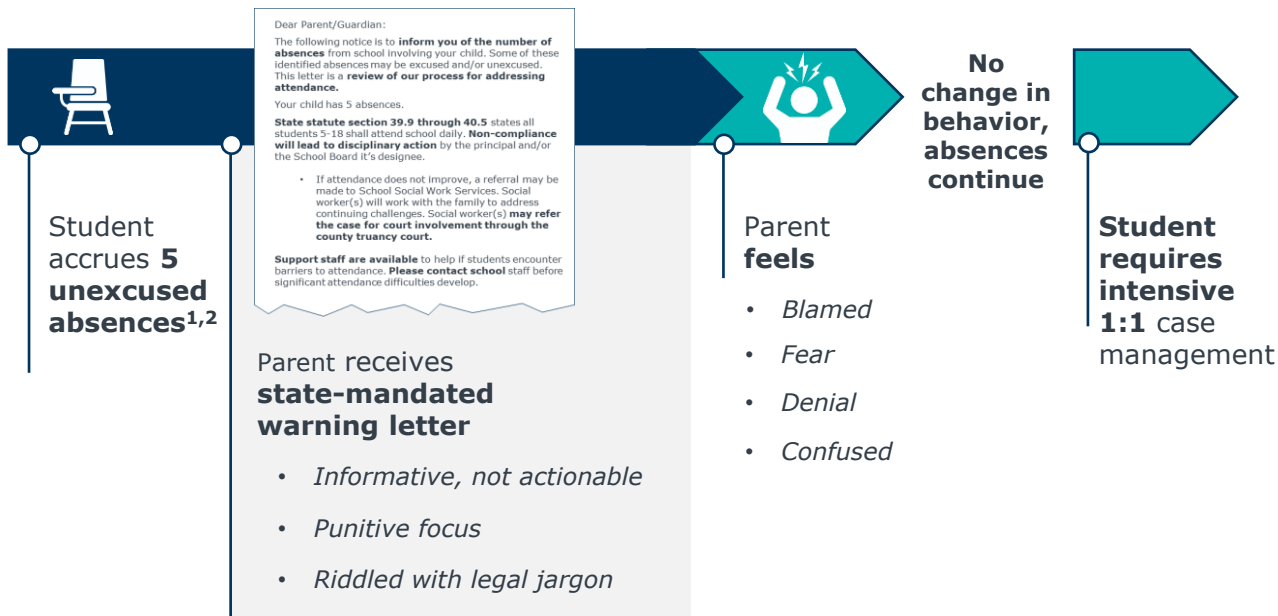
Practice #2:



**Attendance
Checklist "Nudges"**

Compliance Outreach Ignores Best Practice

Status Quo of Parent Outreach Timeline for Repeatedly Absent Students



✗ Simple

✗ Frequent

✗ Supportive

✗ Teacher-led

✗ Individualized

1) Truancy letter threshold varies by district and state.

2) Some districts also include phone call or robo-call on the days of unverified absences.

Re-imagine the Outreach Timeline If Absences Increase

Build Partnership with *More Frequent, Supportive* Outreach to Get Kids to School

**Outreach before
mandated
truancy letter**



**Targeted, teacher-led outreach in
response to increasing absences**



**Strategies to
improve partnership
with Tier 3 families**

As Absences Increase...



**State-mandated
letter**



**State-mandated
conference**

✓ Simple

✓ Frequent


✓ Supportive

✓ Teacher-led




✓ Individualized

Early Contact Helps Parents Choose Partnership

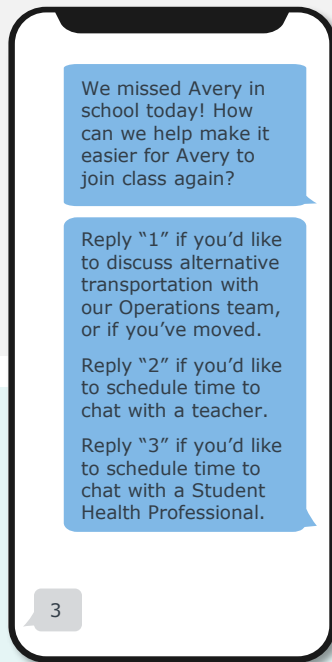
How This Works:

- 1 Source service ideas from school and district staff with stake in absenteeism
- 2 Identify number of consecutive absences to trigger automated text message
-  *We recommend setting the trigger **before the first mandated truancy contact.***
- 3 Triage replies and follow-up to appropriate staff

Why This Works:

-  Predetermined list of options prompts immediate action and support, aligned with best practice
-  Text messages more reliable and accepted than mail/email¹
-  Automated message scales school's ability to easily reach many families

Example text message:



1) Follow communication preferences for your community

Attendance Policy "Nudge"

What Districts Need:



Clear and simple attendance policies for parents



Just-in-time communication of attendance policies



A cohesive narrative about the costs of absence



See You in Class!

- Have a runny nose or a little cough, but **no other symptoms**
- No fever-reducing medicine for 24 hours, and no fever during that time (temp. of 100.4 or higher)
- No throwing up or diarrhea for 24 hours

Heading to school! What should I know?

A day of missed school is a lost opportunity for social development. By coming to school **every day they're not sick**, your child is gaining social skills that will land them their first job as an adult.

- ✓ *Time Management*
- ✓ *Collaboration*
- ✓ *Problem Solving*



Best to Stay Home.

- Temperature higher than 100.4 (with or without medicine)
- Persistent cough
- Throwing up or diarrhea
- Eyes are pink and crusty
- Instructed by doctor to isolate from others

My student is staying home. What should I do next?

- 1 Notify the school by phone (555-7483) or email (health@district.org).

*If possible, let us know **before 9am** on the day of the absence.*




- 2 Repeat this checklist every morning. We hope to see your student back soon!

“Nudge” Parents with the Right Info at the Right Time

How This Works:

- 1 Partner with district health professionals to translate attendance policy health guidelines into simple checklist
- 2 “Nudge” parents to reread the checklist once per month via email or text
- 3 Each month, embed a different cost of absence to build a district narrative around attendance

Why This Works:

-  Short checklists are proven to incite action and improve consistency
-  Repeated nudges are proven to change behavior toward intended goal
-  Consistent messaging builds a cohesive narrative

Examples from EAB:



The image shows three overlapping checklist cards from EAB. The top card is blue and titled "See You in Class!" with a thumbs up icon. It lists symptoms like runny nose, fever, and cough, and instructions to notify the school if symptoms persist. The middle card is green and titled "Best to Stay Home." with a thumbs down icon. It lists symptoms like persistent cough, throwing up, and pink eyes, and instructions to stay home and notify the school. The bottom card is brown and titled "Heading to school? What should I know?" with a thumbs up icon. It lists skills like time management, collaboration, and problem solving, and instructions to repeat the checklist every morning.

See You in Class!

- ✓ Have a runny nose or a little cough, but **no other symptoms**
- ✓ No fever-reducing medicine for 24 hours and no fever during that time (temp. of 100.4 or higher)
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- ✓ Time Management
- ✓ Collaboration
- ✓ Problem Solving

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- ✓ Time Management
- ✓ Collaboration
- ✓ Problem Solving

Best to Stay Home.

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- ✓ Persistent cough
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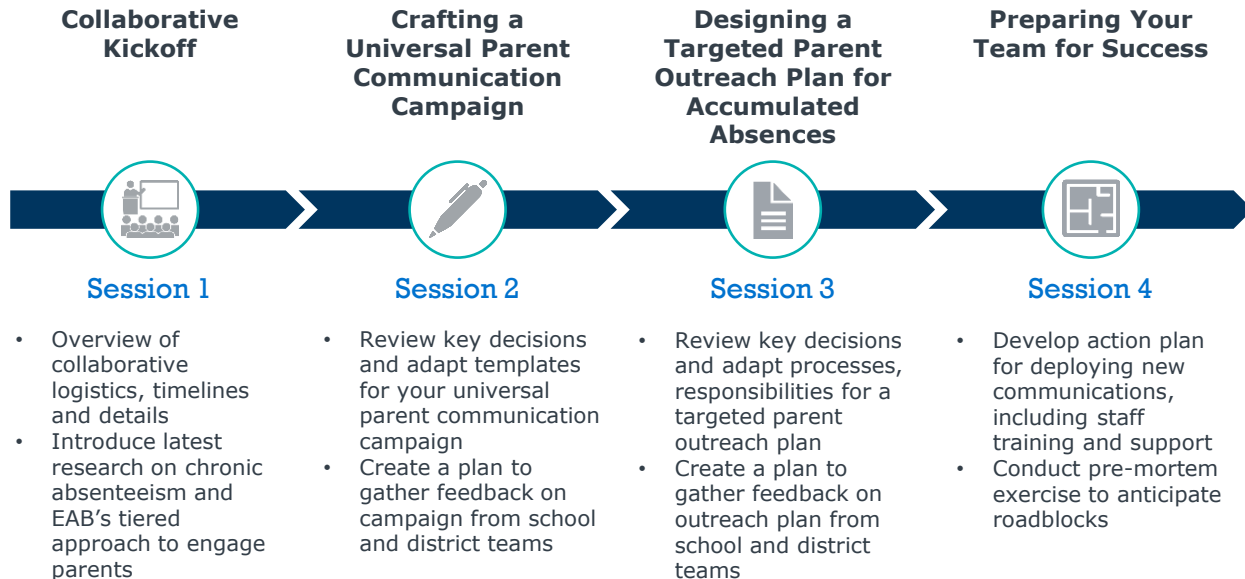
Best to Stay Home.

Repeat this checklist every morning. We hope to see your student back soon!

Repeat this checklist every morning. We hope to see your student back soon!

Overview: Collaborative to Hardwire Parent Communication ²⁸

Collaborative Provides Step-by-Step Resources and Support



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Pandemic Exacerbates Students' Low Motivation to Attend

30

To **Want** to Attend School, Students Need to Feel:



Competent and that success is possible



Connected to peers and adults in the school building



Engaged in their school community and activities



That school connects to their future aspirations



Support is available when needed

Pandemic, Remote Learning, and Limited Progress

After 3 Years of Limited Progress, Districts Worse Off in All Areas

71% of 13-19 year olds now say schoolwork makes them feel anxious or depressed

4 in 10 students feel less connected to peers or adults in their school

Only 39% of students have taken classes or participated in programs to explore careers

5 Practices to Increase Student Motivation to Attend School

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Engaged in their school community and activities



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Support is available when needed

1

District Leader Checklist for Equitable Grading

2

Positive Relationship Mapping

3

Student Interest Conversations

4

Career Relevancy Root Causing

5

Group-Model Cognitive Behavioral Therapy

Companion Practices

Supportive Relationships Integral to Student Success

Why Focus on In-School Relationships?

Controlling for all background characteristics, children with a caring adult outside of the home are:



10%

more likely to **show interest in learning**



21%

less likely to **bully another student** in the past month



28%

less likely to **feel sad or depressed**

Connections with Trusted Adults Keep Kids in School

“Two big reasons students leave school: they have no meaningful connection to an adult in the building, and no one knows their name or how to pronounce it. This work isn’t just feel-good: **We know through research that relationships and connections keep kids in school.**”

Administrator, Washoe County Public Schools

A School-Wide Review of Gaps in Positive Support

Excerpt from Relationship Mapping Exercise:

Indicate quality and depth of knowledge about each student, even if staff doesn't mark "trusted adult"

Mark staff as "Trusted Adult" if they have positively bonded with the student and believe student would come to them with a personal problem or concern

Student Name	Name/ Face	Academic Standing	Regular Positive Feedback	2 Non- Academic Facts	Family Story	Trusted Adult <i>Initials</i>	Absence Level
Dante B.	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	MS JN TB	Trending
Jenny D.	✓ ✓ ✓	✓	✓		✓ ✓	JN	Trending
Sara S.	✓ ✓ ✓ ✓	✓		✓			Chronic
Peter L.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	TB	-
Maria G.	✓ ✓	✓		✓	✓ ✓	MS TB	-

Show students at risk for chronic absenteeism according to attendance data (i.e., students trending toward chronic absence or students already chronic)

Make Sure Every Student Has a Connection



How It's Done



1 Convene School Staff

Most districts meet 6 weeks into the school year



2 Map Student/Staff Relationships

Have staff self-identify as trusted adults and depth of knowledge about each student



3 Review Results

Identify gaps in support for students at-risk for chronic absence



4 Discuss and Follow Up

Make a plan for filling gaps and deepening existing relationships

Results in Washoe County



Fewer in-school suspensions

2X

Students with identified relationships twice as likely to stay in school

+18%

Growth in district graduation rate from 2012 to 2017

EAB's Positive Relationship Mapping Toolkit



[Download the Toolkit to:](#)

- ▶ Launch a district policy for school-based relationship mapping
- ▶ Choose from a range of strategies to interact with students who lack a meaningful connection to educators at their building

EAB

Promoting Positive Adult-Student Connections

Identify and Engage Disconnected Students with

This Guide Will Help Users:

- Promote greater engagement between adults and students at school
- Create an effective forum for discussing each student's connection to adults
- Implement a range of strategies to interact with students who lack a meaningful connection to educators at their building

Executive Summary

Sample Relationship Mapping Grid

Use this grid as a guide to conducting a relationship mapping exercise at your school. Downloadable Excel file available at [eab.com](#).

Student Name	Name/Face	Academic Standing	Regular Positive Feedback	Two Non-Academic Facts	Family Story	Trusted Adult	At Risk

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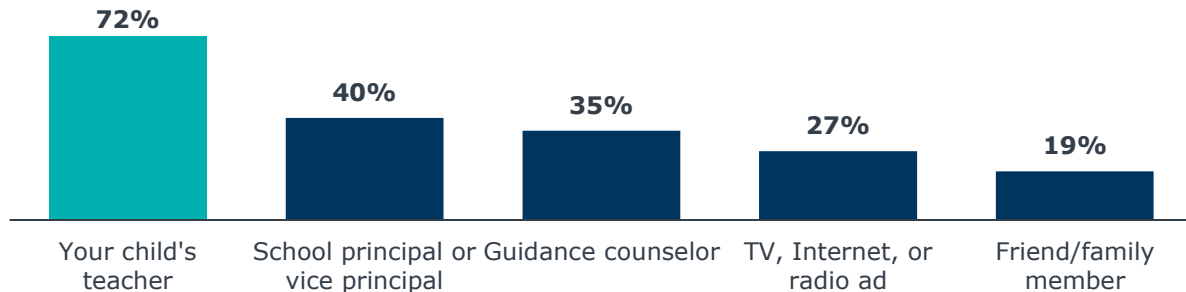
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Teachers Hold Untapped Opportunity to Improve Attendance

Parents Overwhelmingly Prefer to Discuss Attendance with Teachers¹

"Which of the following ways would you prefer to hear about the importance of school attendance?"



...But Despite Leaders Recognizing Their Potential, Many Teachers Have a Limited View of their Role in Improving Absenteeism

"Teachers play a vital role. When I was in school, my attendance only improved when my teacher didn't want me to be absent anymore."

VS.

"Teachers have felt that **attendance is not their responsibility beyond taking roll in the morning.** After that, it's up to administrators."

- *Midwestern District Leader*

1) n=823

Clarify How Teachers Should Prioritize Attendance

Amid Myriad Responsibilities...



...Teachers Need Clarity on **What** to Do and **How**

"Should I be contacting absent students? Should I be contacting their parents?"

"When is the best time to talk to students and parents about attendance?"

"What do I say to absent students or their parents that won't make things worse?"

Practice 1

Clear and Consistent What:

District-Wide Expectations for Promoting Consistent Attendance

Clarify the roles all teachers play in
reducing chronic absenteeism

Clarify Teacher Expectations for Promoting Attendance

Example of Expectations:

Sundale Heights¹ School District

Teacher Tasks for Combatting Absenteeism

Every Day:

- Log attendance in PowerSchool
- Personally welcome back students returning from absence

Every Week:

- Call parents of students absent more than 2 days
 - Use language from *Absenteeism Conversations* resource

Every Quarter:

How This Works:

- 1 Define 1-2 teacher actions every day, every week, and every grading period that impact attendance
- 2 Have teachers post list in a visible place (i.e., desk)
- 3 Encourage instructional coaches to discuss expectations in coaching sessions

Why This Works:



Short, simple directives improve likelihood of teacher fidelity to expectations



Consistent discussions with coaches reinforces importance of reducing absenteeism

Consider including what teachers are **not** expected to do (e.g., host punitive conversations with parents of truant students)

1) Anonymized district name.

EAB's Resource for Defining Staff Roles

Download the Resource to:

- ▶ Clarify expectations for staff in combatting absenteeism through simple, actionable checklists
- ▶ Ensure fidelity to daily, weekly, and quarterly tasks that coordinate across the school

EAB

Defining Staff Roles: Combatting Absenteeism

Shareable Checklists to Reinforce Expectations for Teachers, Principals, and Administrators

Instructions for District and School Leaders

Why should districts/schools combat absenteeism?

- ▶ Combating absenteeism is a critical, accurate attendance task, and most districts lack a role – yet most do not have guidance on why different staff should play a role.

Instructions for District
Follow the steps below to help:

- 1 Identify one leader at your district to recommend starting with upcoming faculty meetings
- 2 Review and revise the checklist to fit your district's organization or role titles
- 3 Share (and re-share) the checklist semester to reinforce the role of various staff roles for combatting absenteeism

Instructions for School
Follow the steps below to help:

- 1 Review and revise the checklist. You may need to edit the attendance process. **Key to success: Staff fidelity; try to have all staff use the checklist.**
- 2 Disseminate pages 3-5 (meeting or professional development) to all school staff roles that can reinforce the role of various staff roles for combatting absenteeism

Staff Role

- Teachers (pages 3 and 4)
- Principals (page 5)
- Attendance and Administrative Staff (page 6)

- 3 Share (and re-share) the checklist with all staff. Encourage them to use the checklist page.

Grades Pre-K to 5: Tasks to Combat Absenteeism

Instructions

Cut out and display the checklist below in a visible place, close to where you typically take attendance (on the side of your desk, computer, or table). Complete each checklist item as instructed each grading period. For more information on why each task is important, review the information on the checklist item.

Teacher Tasks for Combatting Absenteeism
Grades Pre-K to 5

Every Day:

- Take attendance and log it in Student Information System
- Personally welcome back students returning from absence

Every Week:

- Call parents or guardians of students absent more than 2 days in a row
 - ✓ Refer to the [Teacher Guide for Discussing Absenteeism](#)
- Remind parents and students of attendance expectations by using [Attendance Policy Audits](#) in weekly communications

Every Grading Period

- Identify and record which of your students are chronically absent. Refer to attendance reports provided by your principal.

Why Each Task Is Critical to Combatting Absenteeism

- ▶ Accurate attendance data is an emergency where accuracy is critical, accurate attendance data is more important than quantity.
- ▶ More than half of students returning from absence do not return to school.
- ▶ 72% of parents prefer that attendance come from teacher administrators. Communication and families increases student attendance.
- ▶ Research shows that sending parents about when their child is absent can reduce rates of chronic absenteeism. Sending parents about when their child is absent prevents unnecessary absences.
- ▶ Chronically absent students are more likely to be identified as at-risk and go unidentified by teachers. Making sure that all students are identified as at-risk makes it easier for them to get the support they need to change their behavior.

Display your checklist in a visible place, close to where you typically take attendance (on the side of your desk, computer, or table).

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Practice 2

Support for How:

Best-Practice Guide for Talking About Absenteeism

Provide teachers precise language to use when
discussing attendance with parents

What We Heard From Partners: Teachers Need Better Tools

“ ***If we could just give teachers the right words to say, they’d be much more likely to contact parents of absent students.***”

- Superintendent,
Western School District

“ ***You know what would be helpful? A communication guide for teachers.***

- Superintendent,
East Coast School District

What Districts Need:



Research-based teacher talking points that build trust with parents



Consistent district narrative around costs of absence



Easy-to-access materials for when teachers need them most

Help Teachers Become Experts on Student Absenteeism

Clarify expectations



Take out the guesswork



How This Works:

- 1 Disseminate teacher guide during a faculty meeting or PLC
- 2 At least once a grading period during faculty meetings or PLCs, host a discussion about these conversations:
 - *How many times did teachers reference the guide this grading period?*
 - *What can be revised in the guide according to new student or parent needs?*
 - *How did students or parents respond?*

Why This Works:



Prepared guide reduces teacher cognitive load



Consistent use across grade levels creates a district-wide expectations around attendance



Team discussions ensure consistent use and revision of teacher guide

EAB's Teacher Guide for Communicating About Absences

[Download the Guide to:](#)

- ▶ Give teachers and staff research-backed language for discussing student absences with parents and tools for following up on concerns
- ▶ Build a consistent narrative around attendance conversations in the district

EAB

Teacher Guide for Communicating with Parents and Guardian Student Absences

Improve Student Attendance by Helping Teachers Become Experts on Discussing Absenteeism

Teacher Instructions: How to Use This Guide

First Things's

- ▶ **Parents:** receive this when our student is

- 1 Review this**
These are all communication
- 2 Prepare to refer to this**
- 3 Pass along**
to a parent / forward any notes/directs marked for

Important Information

- ▶ When about absent student unexcused / email form
- ▶ What methods follow up by
- ▶ How should administrative via email / principal

Communication Outline for Phone, Email, and Text

After a student exceeds the number of absences set by your district, contact the parent or guardian via phone, email, or text message. Structure your communication using the 6-point outline below. Reference the icons to the left of each language example to choose phrasing appropriate for each type of communication.

- 1 Start with a friendly introduction**
Greet the parent or guardian by name (double-check pronunciation, if necessary), and always reintroduce yourself. Whether your first or fourth communication, a parent or guardian might need to be reminded of your relationship to the student.
📞 "Hi Ms. Ellis, this is Mr. Wells, John's biology teacher. Is this a good time for a quick conversation?"
✉️ "Dear Mrs. Lenz, My name is Ms. Park, and I am the guidance counselor at Piedmont High School."
📱 "Hi Mr. Yang - This is Mrs. Harmon, John's homeroom teacher."
- 2 Share a positive note**
Establish a positive tone by complimenting the student's social skills (good friend to others, sense of humor), academic progress (growth as a reader, eagerness to learn), or another anecdote (funny story from class).
📞 "First off, I'm really impressed with John's progress in math this quarter."
✉️ "I really enjoy seeing John in class."
- 3 Inquire about student wellbeing**
Emphasize care for the student. Avoid implying that parents or guardians should send their child to school if the student is ill.
📞 "I wanted to check-in and see how John is doing. [Is he feeling better?]"
✉️ "How is John [doing/feeling]?"
- 4 Reference the absence and what the student missed**
State the cost of absence - don't just reiterate the importance of attendance. Most parents and guardians already agree that attendance is important, and it's less impactful to reiterate something they already believe.
📞 "We missed John last week when he was absent. We finished presenting book reports, which would have been a great opportunity to practice John's public speaking skills."
✉️ "We missed him last week when the class shared science fair projects."
- 5 Pinpoint barriers to attendance**
Ask if the parent or guardian has concerns about common barriers to attendance (e.g., transportation, work conflicts, etc.).
📞 "I wanted to ask - is there anything I can do to make it easier for John to be in school every day? Did he mention anything about our classroom that is keeping him from school?"
✉️ "Is there anything John needs in order to return to school?" **▶ Social caregivers using the template on page 5 and elevate concerns requiring follow-up to an administrator**
- 6 Keep communication lines open**
Give the parent or guardian clear next steps at the end of your communication.
📞 "Thank you for taking the time to speak today. What is the best way for us to keep in touch?"
✉️ 📱 "I'm available via phone or email between 8am and 5pm. Please feel free to reach out."

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In Summary: What Are We Trying to Change?



Problem 1

- Parents think value of some absences outweighs value of attendance
- Parents unsure of fluctuating attendance protocols post-pandemic

Problem 2

- Students don't feel:
- Competent
 - Connected
 - Engaged
 - Supported

Problem 3

- Teachers unsure of role in combatting chronic absenteeism
- Teachers feel unprepared to discuss absenteeism with parents

1

Parents

**Know Why and
When to Bring Their
Kids to School**

2

Students

**Can and Want to
Show Up to School**

3

Teachers

**Understand and
Embrace Their Roles in
Impacting Attendance**



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