

Attendance Activities SCHOOL YEAR PLAN (K-12)

Summer (July-August)

- Promote attendance messaging throughout registration and enrollment process, from Kindergarten through grade 12
- Identify students who were chronically absent during the previous school year
- Conduct personalized outreach to remind families about the first day of school and the importance of consistent daily attendance, giving special attention to students who were chronically absent the previous year
- Integrate attendance best practices into districtwide professional development
- Plan welcoming activities for all students and families
- Implement personalized engagement plans for students in transition grades (e.g. grades 1, 6, and 9)
- Establish a school team, led by an administrator, to track and monitor attendance
- Develop a back-to-school community building calendar for elementary and secondary grades
- Develop a recognition program to celebrate both good and improved attendance

Welcome Back (August-October)

- Send a “Welcome Back” letter emphasizing the importance of attendance
- Promote greetings by the door that can continue all year
- Distribute district-wide health guidance to families and staff
- Identify students missing 10% of school days in the first month and identify root causes and barriers to attendance

- Request that teachers make personalized calls to families when students miss 2-3 days of school for any reason
- Partner with students and families to create personalized Student Success Plans
- Engage community partners to implement a multi-tiered system of attendance support
- Incorporate attendance messaging into parent-teacher conferences

Fall/Winter (November-February)

- Analyze attendance trends to identify days with high absenteeism (e.g. days before or after holidays)
- Conduct outreach through positive letters or calls to families, emphasizing partnership to address attendance concerns
- Communicate with families about the importance of attendance around holidays, vacations, winter break, hunting season, tournaments, etc.
- Identify students who are moderately chronically absent (missing 10-19% or 12-24 hours) and not connected to a caring adult
- Use data to prioritize connections for student groups with high levels of absenteeism and assign mentors
- Share positive messaging with families when students return from vacation
- Connect students with chronic absence to expanded learning opportunities

Spring (March-April)

- Identify students with moderate chronic absence and conduct relationship-building home visits
- Analyze attendance trends to identify days with historically high absenteeism (e.g. April when the weather gets warm)
- Use data to identify students with moderate chronic absence for small group interventions.

- Implement a schoolwide approach to address the “Spring Slump” that affects all staff and students.
- Create school competitions to boost spring attendance (e.g. March Madness competitions).
- Send letters to families about the importance of returning to school after spring break.
- Ensure family attendance letters are friendly and easy to understand.
- Facilitate case management meetings with community partners for students needing more individualized supports.

End of Year (May-June)

- Use chronic absence data as a factor in determining which students could benefit from summer learning opportunities.
- Develop strategies to engage students and promote attendance in the last weeks of school.
- Organize school competitions to encourage end-of-year attendance.
- Celebrate schools that reach attendance goals.
- Meet with transition grade staff (e.g. Kindergarten, 6th, and 9th grades) to conduct warm hand-offs for students who are chronically absent.
- Work with case managers and community partners to ensure smooth transitions for students moving to a new school.
- Identify students with severe or excessive absences (20-49%) and assign staff to conduct outreach over the summer