

Attendance Activities School Year Plan (K-12)

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| School Name | | School Year | |
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Activities in the grid are examples. You can customize the plan for your school or program. For each activity, specify who is responsible for leading and how to measure the results. You can also recreate this chart in a larger format and use sticky notes to add activities as a group exercise. See the 3 Tiers of Intervention (<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>)

| Timing | Before Start of School Year (July/August) | Welcome Back (August/September) | Ongoing (Weekly) | Fall Semester (October/November) | Winter Semester (December - February) | Spring Semester (March/April) | End-of-Year (May/June) |
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| School Team | Establish school team to address attendance. Develop a yearly attendance plan and goals. Agree on metrics to monitor for in-person and distance learning. Utilize start-of-school year professional development days for teachers and school staff to discuss yearly plan and whole school strategies. | Conduct team meeting by the second week of school. | Hold team meetings. | Review early warning data . Ensure staff are prepared to discuss attendance in a caring manner in parent-teacher conferences, attendance improvement meetings, outreach calls and home visits. | Revisit data to measure progress and revise school-wide strategies as needed. Expand team as needed to address reasons for absence. | Ensure staff are prepared to discuss attendance in parent-teacher conferences. Assess strategies and write school improvement plan. | Review data. Share data with student's next teacher for smooth transitions and troubleshooting. |
| Foundational Whole School Supports | Plan welcoming traditions for incoming early grades, transition grades, and new students and their families. Ensure there is attention paid to students with disabilities and other student groups with historically high levels of absenteeism. | Disseminate in-person health and safety protocols. Promote immunization activities. Establish good and improved attendance recognition schedule/ process. Conduct welcoming traditions for students and families. | Coordinate with other school leaders to promote and maintain a positive school climate. | Provide a warm welcome for students who start later in the school year. Offer after-school programs with engaging and culturally responsive curricula. | Create opportunities for students, families and staff to recharge physically and emotionally. Increase the sense of belonging for specific student groups through clubs, history months and celebrations. | Boost excitement in learning – celebrate an event such as Earth Day. | Plan end-of-year traditions including opportunities for service, e.g., students in upper grades lead tours for students entering the school next fall. |
| Tier I (Universal) | Promote attendance messaging during registration/enrollment. Have home visits/phone calls to build relationships and remind families about the first day of school. | Share back-to-school messaging about the importance of attendance for in-person and distance learning. | Ask staff to establish daily, weekly and monthly routines to build relationships in the classroom and welcome students back after absences. Hold weekly/monthly recognition sessions. Ensure positive, regular | During parent-teacher conference , recognize good attendance and express concerns in a supportive manner if needed. Anticipate and plan activities/supports to minimize dips in attendance during holidays. Conduct a resource fair for students and their families. | Share messaging and engaging activities around winter holidays . Use data to identify attendance dips and align events to mitigate low attendance days. Schedule midyear activities to remind school community about attendance. | Hold parent-teacher conference student attendance check-in. Plan engaging activities and messaging to avoid the spring slump. | Communicate the importance of student attendance in last weeks of school. Acknowledge attendance successes. |

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| | | | communication with families about student attendance. Create Student Attendance Success Plans . | | | | |
| Tier 2 (Target – moderate chronic absence) | <p>Review previous year’s data for returning and incoming students. Update tiered strategies based on data and any new information about reasons for absences.</p> <p>Extend personal outreach to families and students in transition grades and those who were chronically absent in the prior school year.</p> | <p>Develop personalized relationships with students and families who are at risk for attendance issues.</p> <p>Ensure outreach is conducted in families’ home languages and draws upon family cultures.</p> | <p>Put in place strategies to connect to groups of students showing signs of attendance issues (e.g., Success Mentors).</p> <p>Ensure IEPs address attendance.</p> | <p>Develop school-wide Tier 2 strategies. During parent-teacher conferences raise concerns about attendance.</p> <p>Check in with students/families who have known medical conditions. Create personalized student plans. Identify common barriers for student groups and organize strategies to address barriers. Provide academic support as needed.</p> | <p>Identify moderately chronically absent students (missing 10-19%). Identify causes of absenteeism and assign appropriate interventions.</p> | <p>Hold parent-teacher conferences and discuss strategies to prevent attendance rate from getting worse or to continue with improvements.</p> | <p>Meet with transition grade (K, 6th, 9th) personnel to conduct a warm hand-off for students who are chronically absent.</p> <p>Develop a plan for summer and first day of school interventions. Include chronic absence as a factor in summer programs.</p> |
| Tier 3 (Target – severe chronic absence) | <p>Review previous year’s data for returning and incoming students. Flag students who were severely chronically absent, and learn about their challenges and strengths. Engage community partners.</p> | <p>Consider demographics of new student body to identify student groups at risk for chronic absence. Monitor disparities.</p> | <p>Make referrals to case workers as needed. Implement early interventions before taking more intensive measures.</p> | <p>Identify common barriers for students who need Tier 3 supports and engage external resources. Provide academic support as needed.</p> | <p>Convene case management conferences with all relevant stakeholders (e.g., mental health, child welfare).</p> | <p>Hold conferences with parents, legal guardians and community partners.</p> | <p>Meet with transition grade (K, 6th, 9th) personnel and assign mentors for the first day of school.</p> |