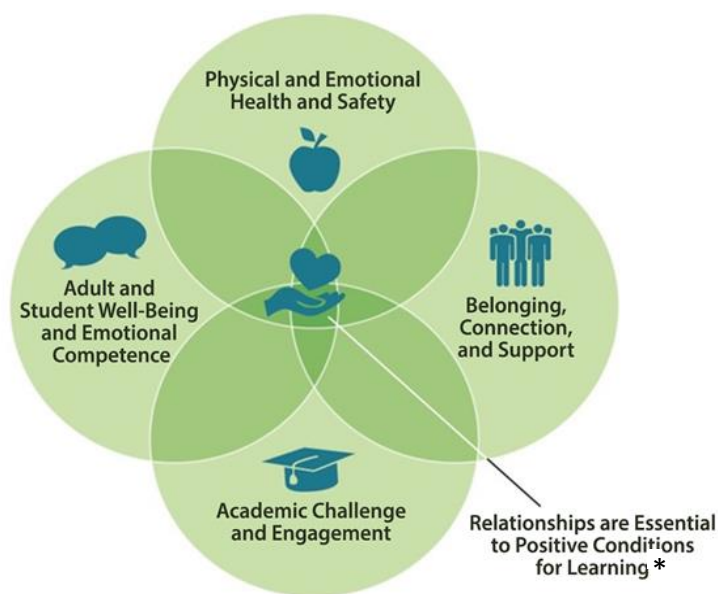


Student Absenteeism Worksheet



When identifying the causes for absenteeism for the students in your classroom or school, consider the positive conditions for learning (see image at left) and which of those conditions are missing for the student(s) who are chronically absent.

Use these questions in the worksheet below to help identify the likely causes of absenteeism. Understanding why students are missing too much school can help determine the best course of action. How are the reasons for absences aligned with the conditions for learning? Are there one or more conditions for learning that are not fully realized for the student(s) who are chronically absent?

Healthy Relationships	
Does the student have a positive connection with at least one adult at the school? If yes, who is that person?	Y / N
Does the student belong to any clubs, programs or other activities at the school?	Y / N
Is the student part of a positive peer group at school?	Y / N
Does the student exhibit any worrisome anti-social behaviors?	Y / N
Have you met with the parent/caregiver to discuss attendance concerns?	Y / N

Academic Challenge and Engagement	
Is the student struggling academically? Consider what skills and content the student has missed because of their absences as well as other instructional needs.	Y / N
Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to computer, breaks, material presented in different ways, etc.)	Y / N
Is the student having trouble accessing the classroom material due to language barriers?	Y / N
Do you suspect that the student has an unidentified disability?	Y / N
Are there barriers to studying at home?	Y / N

Belonging Connection and Support	
Are there any clubs, programs or resources before or after school that might help engage the student?	Y / N
Are there cultural, language or other types of barriers that require extra effort on the part of the school to work with the parent/caregiver?	Y / N
Do the parents/guardians recognize the importance of and support regular school attendance?	Y / N
Is the student exposed to race, disability, cultural or LGBTQ biases?	Y / N
Has the IEP/504 team met recently to review and revise the student's educational plan?	Y / N

Adult and Student Well-Being and Emotional Competence	
Does the student exhibit anxiety due to separation from parent/caregiver?	Y / N
Does the student struggle with organizational tasks?	Y / N
Does the student avoid difficult social or academic situations by staying away from school?	Y / N
Has the student identified the reasons for missing school?	Y / N
Has the parent/caregiver identified specific barriers to attendance?	Y / N

Physical and Emotional Health and Safety	
Are there conditions in the classroom, cafeteria or other school areas that affect the student's health or safety? (e.g. mold or other asthma triggers, animal dander, food allergens)	Y / N
Does the student require health or mental health-related treatment that interferes with attendance?	Y / N
Are there problems in the home that contribute to frequent absences? (e.g. parental illness, homelessness, childcare, the health or mental health of the parent/caregiver)?	Y / N
Are transitions difficult for the student? (e.g. entering the school building, moving from class to class)	Y / N
Have there been any reports of bullying?	Y / N

*Created with AIR (<https://www.air.org/>)