

# Attendance Awareness Reminders

## Summer (July/Aug)

- ☐ Promote attendance messaging throughout registration and enrollment process, from Pre-Kindergarten through grade 12.
- ☐ If not done already, 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 regular and improved attendance.

## Welcome Back (Aug./Oct.)

- ☐ Send a "Welcome Back" letter emphasizing the importance of attendance. Consider using the NJDOE Sample letter templates.
- ☐ Promote friendly greetings by the door that can continue all year.
- ☐ Distribute district-wide health guidance to families and staff to help them determine when a student should attend school or when a student should stay home.
- ☐ Identify students missing school days in the first month and identify root causes and barriers to attendance.
- ☐ Make personalized calls to families when students miss 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 (Nov/Feb)

- ☐ Analyze attendance trends to identify days with high absenteeism (e.g. days before or after holidays) and plan student engagement activities.
- ☐ 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, tournaments, etc.
- ☐ Identify students who may be at risk or are chronically absent and connect them 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 who are chronically absent to expanded learning opportunities.



# Attendance Awareness Reminders

## Spring (March/April)

- ☐ Identify students who may be at risk or are chronically absent and conduct relationship-building home visits.
- ☐ Analyze attendance trends to identify days with historically high absenteeism (e.g. April when the weather gets warm) and plan student engagement activities.
- ☐ Use data to identify students who may be at risk or are chronically absent for individual and group interventions.
- ☐ Implement a schoolwide approach to address the “Spring Slump” that can affect staff and students.
- ☐ Create engaging 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 engaging 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 welcome students to new school buildings.
- ☐ Work with case managers and community partners to ensure smooth transitions for students who were chronically absent that are moving to a new school.
- ☐ Identify students with severe or excessive absences (10% and higher) and assign staff to conduct outreach over the summer.

## Notes

(Adapted from <https://education.ohio.gov/getattachment/Topics/Student-Supports/Attendance-Support/Attendance-School-and-District-Supports/Attendance-Activities-Plan-Calendar.pdf.aspx?lang=en-US>)

