ARIZONA GEARUP

Absence Intervention
Toolkit

"Chronic absence—missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into third-graders unable to master reading, sixth-graders failing subjects and ninth-graders dropping out of high school. Children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those with disabilities are disproportionately affected."

— AttendanceWorks.org

Contents

Much of the information within this Toolkit was sourced from Attendance Works, and Arizona GEAR UP extends big thanks to the organization, which provides invaluable resources. Arizona GEAR UP created the Absence Intervention Toolkit to provide information and resources for GEAR UP Coaches, teachers, administrators, and other college access professionals. The Toolkit covers the possible causes as well as potential inverventions and solutions. Sample procedures and forms are also included. Direct any questions to GEAR.UP@nau.edu. You can also find additional resources at www.nau.edu/GEARUP.

Causes & Solutions

Education is the most powerful weapon to change the world. -Nelson Mandela

Common Causes for Absenteeism

- Illness

- School Issues – e.g., social media problems, bullying, not being prepared for a test or having their homework done

- Care Giving – Student misses to take care of a younger sibling or sick or elderly family member, working to help pay bills

- Family-related – financial problems, parent is incarcerated or in hospital, family/cultural events, trips, or funerals, no one at home in a.m. to ensure student gets up and to school, etc.

- Lack of transportation

- School-related activities and events

- Suspensions

- Lack of access to resources and services

- Technology issues, lack of a designated place to do schoolwork

- Lack of motivation due to less socializing, lack of extra-curricular activities to look forward to, learning loss

- Student may be the one to bring in money for the family

- Inconsistent with schedules
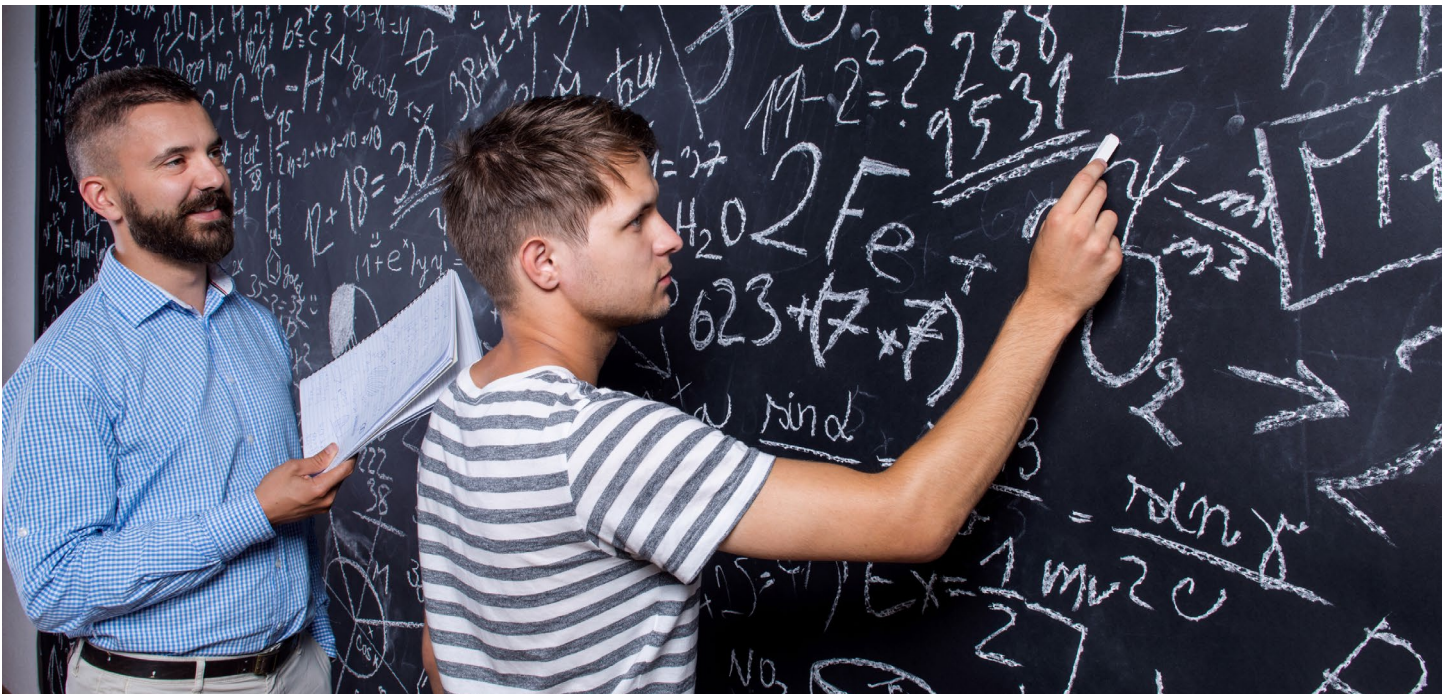
Tips for Effective Absence Intervention

1. It's important for Coaches to build a collaborative, empathic, and open approach with the student and his/her family, especially during COVID-19.

2. Often, it's difficult for students to disclose the reasons for absenteeism until they're comfortable with you. It may take a while to establish trust. Don't give up.

3. Once absences reasons are identified, work with the student to develop a plan moving forward (don't dictate a solution or plan). Be creative with ideas and solutions.

4. Many students (and families) may need additional school and community resources, which involves collaboration with counselors and administrators. It helps to be aware of community and school resources since students may need counseling, mentoring programs, or support groups.

5. Sometimes the solution is simple—providing practical info like a bus schedule or helping with forms and paperwork.

6. In instances of distance or hybrid learning, families may need support as they facilitate learning at home. Address questions and challenges to keep everyone engaged. Consistent communications helps, and recognize when things go well or students make improvements.

7. Provide resources to help students make up work and to reduce the negative consequences of any future absences. Things like GEAR UP open hours for homework help, computer resources, make-up work guidelines, parent-school links, and tutoring resources are a big help. See Missed Assignment Policy Form on page 19.

8. Give students ideas of ways to get involved at school and connect them to clubs and organizations in which they may be interested.

9. Provide families ways to get involved in the school. Explore different modalities during COVID-19.

10. Consider providing incentives for improved attendance for those students most at risk (e.g., name in a drawing for a prize; donated gift certificate to local restaurant, etc.) See page 13.

11. If your school serves breakfast, consider a before-school support group or mentoring program for students who have had attendance issues ("Breakfast Club").

12. Establish a process and timeline 'trigger' for absence intervention that meet or exceed the GEAR UP minimum standards for absence intervention. For example, a school may establish the following process/procedure:

Trigger	Intervention
4 absences in one semester (excused or unexcused; nonconsecutive)	GEAR UP Coach contacts student to discuss the importance of regular attendance to align with student goals. Coach will follow AZGU minimum standards to address behavior.
3 consecutive unexcused absences	GEAR UP Coach will conduct home visit with another support person if possible to hold honest, nonjudgemental conversation with family and student, following GEAR UP standards. (If COVID-19 restricts in-person meetings, hold meeting virtually.
6 consecutive unexcused absences	Registrar mails letter to explain 10-day drop policy copying GEAR UP Coach, who will call parent/student, following AZGU standards.

13. Think (and act) systemically:

Through interactions with students and families to determine the reasons for absenteeism (per GEAR UP minimum standards for absence intervention), evaluate if any school/district policies are inadvertently affecting students' ability to attend school, and/or succeed in school after being absent. Advocate for changing such policies.

Consider evaluating the district's suspension policy and suspension data and collaborate with administrators to implement preventative interventions for GEAR UP students most at-risk of being suspended.

Establish a plan and process for monitoring absence data not only to learn which students to target for absence intervention (per AZ GEAR UP minimum standards for absence intervention), but also to observe patterns and determine if a systemic issue may be contributing to absenteeism within your school.

14. Be aware that absence intervention takes time. You'll need to set aside time on a regular basis, perhaps daily, to complete this work.

"*Alone we can do so little; togetther we can do so much. -Helen Keller*

Virtual Considerations

Educators know better than anyone the impact that COVID-19 has had on attendance in both blended and remote settings. Attendance Works provides extensive information on new ways to address chronic absence during these unprecedented times. Whether your school uses a blended, virtual, or in-person model, Attendance Works provides additional metrics of Contact, Connectivity, Relationships, and Participation to create a holistic approach for your students.

	What are we trying to find out?	Responsibilities with community partners?	What data can we collect? (Possible Data Points)	What are the equity implications?
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% familites with working contact information % unreachable students disaggregated by race, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offer support and learning opportunities.
Connectivity	Do we ensure digital access and competency for all students and families?	Provide access to technology and effectively equip staff and families.	% students/families with computer, software, internet, etc. % staff with equipment and knowledge to support digital learning.	Lack of technology = less access to learning. Digital literacy requires in-home support in the home language.
Relationships	Have we established relationships with students/families to create connection and support?	Ensure students/families have meaningful two-way communications with staff and each other about how to improve learning conditions.	% students reporting positive relationships with at least one adult at school. % students participating in group relationship building activities/clubs led by peers or adults. % families reporting positive relationships with school staff. % families reporting the opportunity to give feedback on school decisions.	When students and families are connected to and suported by the school, students are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offer options.	% students participating at least 95% of the time. % students with 10% or more absenteeism.	Students who regularly participate are less likely to fall behind and more likely to graduate.

Complements of Attendance Works

www.attendanceworks.org

Five Key Areas for Monitoring

Contact:

The pandemic made clear that many schools lacked current contact-information for their students and families. In some cases, families moved suddenly because of lost jobs or health concerns. In others, contacts were outdated. As part of planning for any upcoming closures due to COVID-19, it's essential to maintain up-to-date contact information.

To assist schools and districts in locating students and families, Attendance Works developed a list of ideas and strategies to locate families during the pandemic, including text messages, phone calls, email, social media, and mail, as well as contacting friends and neighbors. Once contact is made, educators should focus on addressing barriers to attendance rather than absenteeism per se.

Connectivity:

Students and their families need internet access, proper equipment and online-learning training to participate in distance learning. An estimated 9 million U.S. students do not have internet access at home; about 11 million don't have access to a computer. The trends are worse in rural communities and for students living in low-income communities. School districts should determine which students have access and equipment and determine in partnership local and state government along with community partners how to access the resources to address gaps. Districts and schools should also assess whether school staff have access to needed technology and equipment as well as the skills to use them.

Relationships:

Research and experience show that strong reciprocal relationships with caring adults and educators are key to keeping students and families involved in school and learning. Schools and districts should invite student and family feedback on the relationship they have with their schools, including whether they are being invited to participate in decision making, whether there is at least one adult who they can go to for support, and whether they have access to opportunities that support enrichment, and other social interactions.

With support, teachers can make a huge difference by adapting traditional classroom relationship-building strategies to online settings. That can include taking attendance in a caring manner, noticing when students have been absent and welcoming them back, positive messaging, incentives, and social-emotional checkpoints—at either the classroom or individual-student levels. Teachers can also encourage connections among students in virtual classrooms, using group assignments and online chats to keep students engaged with each other. Teachers are especially well-positioned to monitor if students have responded to daily opportunities for interaction. Ideally, staff are connecting to students at least 3 times a week if not daily since the lack of response could be a sign that a family may be experiencing challenges that require support.

Schools can also monitor the extent to which families are responding to outreach and support including for example, picking up or receiving meals, responding to wellness checks, attending on-line office hours or participating in community events.

Participation:

Schools and districts should track whether students participate in online classes or access other remote learning. Ideally, participation is more than logging on. It is measuring at a human level whether a student is showing up for an entire class, including for breakout sessions with classmates. Doing so acknowledges that even if a school has been able to contact a family, ensure connectivity, and support engagement and relationship building, it is still important to monitor if a student is participating, such posting to chats, showing up to pick up learning materials and showing up to submit complete assignments. If this does not happen, outreach is needed to determine causes.

Within the first two weeks of school, schools and districts should identify students who experienced chronic absence the previous year. This data is a strong predictor of later absenteeism. Utilize this information to organize an outreach effort to find students and families and understand why they are not participating.

Chronic Absence:

As long as schools and districts continue to monitor attendance and participation, they can continue to determine if students are chronically absent. Ideally, districts will monitor when students miss 10% or more of learning opportunities across all modalities—in person, synchronous virtual, and asynchronous.

We don't yet know the full impact of the lost instructional time from COVID-19 on our students. We do know that showing up matters, and that when students show up to learn, they are more likely to to stay on-track, stay engaged, and meet major educational milestones. It is more essential than ever to measure attendance and notice which students are facing difficulties in showing up for learning. Our responsibility to use data for early warning, and ensure we are helping schools, students, and families solve the barriers to learning, is paramount to ensuring long-term recovery from this moment.

Steps to Take	What is it?	Additional considerations
1. Define the learning opportunities for the quarter/semester	A learning opportunity is an instructional or learning activity that takes place in person or distance learning.	
2. Track attendance or participation for each learning opportunity.	For in-person sessions and synchronous virtual sessions, staff or leaders take attendance. For asynchronous distance learning, establish participation standards and track.	What is measured for asynchronous learning (e.g., completed work or participation)? Develop standardized way to record attendance (SIS, google doc, etc.).
3. Calculate attendance and/or participation rates.	# learning opportunities attended compared to number of offered opportunities for period the student is enrolled.	
4. Calculate absence rate for each student.	Total # of absences from learning opportunities compared to total # of learning opportunities offered.	Data can be aggregated across quarters/semesters and across classes to determine chronic absenteeism.
5. Analyze for patterns.	Calculate the number and % of students with absenteeism rates 10% or higher by grade, classroom, and sub-population.	
6. Develop early warning indicators for preventitive action.	Establish appropriate indicators for intervention for each tier of response e.g. Tier 2 - missing 10% or more learning oportunities in a month or 40% in a week.	

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What to Say to Families

Absence is predictive of dropout and graduation rates. Each week of absence per semester in 9th grade lowers the likelihood of graduation 25%. Since this is a complex problem, Attendance Works provides pointers on how to talk to families. First, let families know that you care about their child and believe they can do well in school, but you're concerned that their child has begun to fall behind because of absenteeism. Let them know how many days their student has missed.

- **Almost all parents have hopes and dreams for their children. Consider asking them to share these dreams. Let them know that being in school every day will help their child do well in school and graduate ready for the work force or college.**

- **Ask them if they know that students who miss as little as two days a month are at risk of not graduating.**

- **Tell them that even strong students with good grades in elementary school can quickly fall behind. Lessons build on one another and move more quickly in the upper grades. They risk failing their classes.**

- **Let them know that while it may not seem like it, students can't make up for too many absences with take-home assignments.**

- **Suggest that the parents talk to their teen about being in school everyday. Many teens think that it doesn't matter to skip a class, but it does.**

- **Help caregivers identify the barries that keep their child from getting to school. Is the student staying home during the day to watch a younger sibling? Are they concerned about bullying? Ask what approaches might help address these challenges.**

- **Be sensitive when talking about tough challenges families may face, such as lack of access to healthcare or food, as well as unstable housing or poor transportation. Parents may feel embarrassed or ashamed about not being able to provide for their children. If your school has this information, offer to put the family in touch with community resources that can help the entire family.**

Engagement Strategies

Attendance Works encourages schools to revamp their registration and processes to update family contact information, so they're less likely to lose touch. Ask families to provide multiple ways to contact them. Explain changes are being made so schools can effectively notify families about schedule changes or COVID-19 information. This may involve changing district forms and database fields, but the effort is worth it.

Attendance Works also provides the options below to help locate students and families who haven't been in touch with your school during the pandemic. When reaching out, keep in mind the reason for making contact is to show concern for safety and wellbeing of each student and family. Ask what they need, and don't talk about missed attendance or school work at this time. If possible, translate messages into languages spoken in your comunity.

Idea 1: Multiple Modes of Outreach

- Divide the list of students who haven't been contacted and assign student names to each staff person.

- Each staff person can reach out to students and families using all available modes of communication such as email, phone, text message, and social media. Use these methods at different times of the day and different days of the week.

- Consider sending a letter via registered mail with delivery confirmation. Express concern for the student and family.

- Keep written comunications short and use simple language, so correspondence is understood by all. Consider using bullet points so message is easy to skim. If possible, translate messages in languages spoken in your community.

- Offer to hold virtual meetings on Zoom or other online services.

Idea 2: Media

- Prepare and distribute a public service announcement (PSA) asking families and students to get in touch with their school. Place the PSA with popular radio and talk shows that reach the community you serve.

- For families that don't speak English, work with the radio station to translate PSAs.

- Leverage social media platforms such as Facebook, Twitter, Instagram, etc. Search by first name or any nickname of the student you may know. Logging into the Facebook page of one student and looking at their friends may provide access to other students/families.

- Create school social media page on Instagram and other platforms popular in the community, or consider asking your afterschool provider or trusted partner to create a page for you. Post messaging for students/families to get in touch. Offer resources, such as access to food or health services, as incentives for engagement.

- Ask a local celebrity or trusted community leader to reach out via social media to ask students and families who haven't been in touch to call their school.

Idea 3: Leverage Personal & Social Networks

- Identify staff members who have relationships with "missing" students or others who might be in touch with the student.

- Each one, reach one. Identify friends and classmates of students you want to reach to ask them to help via phone, texting, social media, online gaming.

- If possible use the emergency contact listed on the student's file. Contact information should be documented and updated in the school database throughout the year.

- Have all staff (including social workers, secretaries, counselors, school liaison officers, etc.) maintain one-on-one contact with assigned students. Ask each staff person to contact their "mentees" weekly to see how they're doing. These relationships can help identify students who suddenly lose contact. These relationships might also help to ensure other students see you care and they will be missed.

- Engage established school partners, such as community organizations or after-school providers, to obtain students/family contact information.

- Tap into the expertise of school staff and community partners to communicate in families' home languages.

- Host virtual group lunch meetings for students with an adult who has close relationships with these students. This can be especially important for students who are home alone.

Idea 4: School Marquees & Sign Boards

- Use school marquees and sign boards to post messages. Messages can offer information about where to find meals, pick up lesson packets, access resources, etc.

- If districts can coordinate phone calls, the school can encourage families to call and leave a message on a district phone number. On this message, ask families if they're safe, have moved, and/or have new contact information.

Idea 5: Engage Public and Private Partners

- Consider creating a flyer asking students and families who haven't been in touch to contact the school. Be sure to include the school contact information.

- Contact local apartment and public housing complexes, churches and community agencies, open businesses such as corner stores and pharmacies, and the local urgent care or other public and private health care providers, to ask if they will post your flyer in high-traffic areas.

Idea 6: Home Visits

- Follow the guidance set by local health officials and school district. (See the safe home visiting protocols on the following pages.)

- Consider leaving a letter and information about how to obtain resource (e.g. food, internet access, other supports) and your request for the family to get in touch. Offer multiple response options including phone, text, and email.

- While in the neighborhood, first take all recommended safety precautions. If allowable, ask neighbors if they know where the student or family may be. Leave messages with neighbors letting them know that educators at the school are concerned about the student and family and would like them to contact the school. Remember to leave your contact information behind.

The strategies for connecting with students and families are adapted from Student Learning Supporter School Practioner Community of Practice (a national network), the UCLA Center for Mental Health in Schools, and Attendance Works' experience working with multiple schools and districts. www.attendanceworks.org

Home Visit Protocols

Home visits are a proactive way to engage students and families, and support student attendance. Home visits can be conducted while practicing social distancing and personal safety measures such as wearing gloves and masks, sending people in teams of two, etc. Be sure to follow school district and local health agency guidelilnes.

If contact is made at the home, bring along a paper copy of community and school resources. The following is a guide adapted from Parent Teacher Home Visits (www.pthvp.org).

Arrival
- Suggest an environment conducive to meeting. Visits can occur in the community if that will make the family more comfortable (coffee shop, library, community center, local agency).
- Set the tone (warm introduction, thank family for time and participation).
- Include all family members who would like to participate.

During Visit
- Review purpose of visit.
- Allow family to speak.
- Listen with intent.
- Share student information related to visit.
- Identify student and family strengths.
- Get feedback from family.
- Answer questions, provide information and resources.
- Establish goals; make a plan.

Visitation Conclusion
- Summarize meeting.
- Discuss next steps.
- Provide business card and contact information.
- Thank them for their time.

After Visit
- Document meeting.
- Evaluate meeting.
- Follow through on action steps identified in the plan.

Tips to Enhance Effectiveness
- Have specific goals for each visit.
- Be pleasant and flexible.
- Be prompt for your home visit.
- Remember that small improvements lead to big ones.
- Respect cultural and ethnic values.
- Monitor and manage your own behavior.

Safety Tips
- Dress appropriately.
- Leave jewelry at home.
- Leave purse at office or in trunk.
- Survey neighborhood in advance.
- Trust your instincts
- Travel in pairs when possible.

Complements of Attendance Works

www.attendanceworks.org

Attendance Incentives

School attendance is a simple, easily understood measure of student performance. One strategy for improving attendance is engaging students, parents, edcuators, and comunity members in a campaign that offers positive recognition for getting to school on time. Thanks to Attendance Works, we've provided some ways to think about attendance incentives.

What to Remember:

- Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives should be part of creating a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up.

- Incentives don't need to be costly. Simple rewards—recognition from peers and the school through certificates or assemblies, extra recess time, homework passes or even dancing in the hallways—go a long way toward motivating students. Ask students what they consider a meaningful incentive.

- Keep the long-term goal in mind: recognition and incentives are positive ways to help students internalize the value of showing up every day. Incentives are not meant to be bribes.

- Interclass competition is a powerful motivator. The sense of competition between classes (with rewards like a party for the class with the best monthly attendance) can be a powerful motivator. Such strategies encourage students to feel accountable to each other for attending class.

- Avoid recognizing only perfect attendance. Perfect attendance is not always the goal since it is not wise to encourage children to come to school when they're sick. Students should be recognized for good and improved attendance, not just perfect records. Offering weekly perfect attendance awards can allow students to still have a chance to succeed the next week if they are absent.

- Reward timeliness not just showing up to school. Since tardiness also has an adverse impact on learning, many schools only count on-time attendance toward rewards.

- Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive program and the importance of attendance for academic success, as well as school policies in which poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives.

- Offer recognition for families, not just students. Often, families appreciate access to resources such as food baskets, transportation passes, etc.

- Implement incentives school wide. To foster a culture of attendance, every classroom needs to participate.

- Make sure attendance incentives are aligned with the federal Healthy Hunger-Free Kids Act requirements and your local district wellness policy. Celebrations and rewards should offer healthy foods, or even avoid using food as a reward altogether. Alliance for a Healthier Generation has information and ideas for fun, healthy incentives.

Ideas for Incentives

Teachers can offer:

- Positive comments to children

- Positive notes home to parents that appreciate their efforts to get their children to school on time

- Extra time at the computer, PE, or recess

- Free homework pass

- First-in-line privileges for lunch or dismissal

- Pencils, pens, stickers, posters, book covers, book marks, etc.

- Team certificates for the best record or most improved record

- Name on the "Attendance Wall" in the classroom

- Chance to act as teacher's assistant

Administration, PTAs & Student Council can provide:

- Recognition during morning announcements

- Certificate/award at student assembly

- Breakfast/lunch with the principal, superintendent, school board president, mayor, or local celebrity

- School supplies (pencil with logo, or flash drives)

- Food coupons redeemable in school cafeteria

- Smoothie party for class with best attendance

- "School money" for the school store

- Choice of donated items (movie, tickets, gift certificate)

- Traveling trophy for grade-level homeroom with best monthly attendance

- Attendance T-shirts, hats, buttons

A few more ideas from other states:

With perfect attendance for a month, they become a STAR (Studious, Thoughtful, Accountable and Respectful) student. They earn a gold T-shirt saying "I am a STAR student." Their picture is displayed on the school television.

One California elementary school awards the class with the best attendance an extra 15 minute recess on Fridays supervised by the principal. The students enjoy the attention from their principal and the teacher gets an extra-long lunch break.

An Oklahoma elementary school gives "school dollars" to students for good and improved attendance. Students use the dollars at the school store to buy presents for family.

At a Chicago high school, students with good and improved attendance earn special access to the school's designated VIP lounge.

In Massachusetts, high school students who met attendance goals received free tickets to the homecoming game, simultaneously fostering strong school spirit and a culture of attendance.

Attendance Works is a national and state initiative working to improve the policy and practice around attendance. For more information go to www.attendancework.org.

Supporting Documents

On the next few pages, you'll find extra resources and sample documents to help you with Absence Prevention.

Don't hesitate to contact the Arizona GEAR UP office if you have any questions. Schools Coordinator Rebecca McIlvaine can be reached at (602) 776-4639 or Rebecca.McIlvaine@nau.edu. Other resources can also be found at www.NAU.edu/GEARUP.

Insert
School
Logo

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Memorandum

To: All Teachers, Administrators, Counselors and Staff at XXX School
From: Name, GEAR UP Coach
Date: MM/DD/YYYY
Re: Referring GEAR UP Students for Intervention

As discussed at the Teacher & Staff Orientation to GEAR UP in July, you are invited to refer GEAR UP students who you have concerns about because of excessive absences, poor academic performance, behavior issues in class, not turning in homework assignments, etc., to me for intervention.

Simply complete a GEAR UP Referral Form – available in the "GEAR UP Wall Tray" in the Mailroom — and place it in my mail cubby in that room, or deliver it to me personally in Room XXX.

A copy of the referral form is also attached for your convenience; you may make copies of it, as needed.

My role, as the GEAR UP Coach, in intervening with students who are struggling in any way, is to help identify the reasons for their struggles, and work with the student and his/her family to find solutions. I will provide resources and referrals to the student and his/her family, as needed, and will also commit to following up with students, based on the improvement plan we create to help ensure follow-through and success.

I also commit to reporting back to you the outcome of the intervention with your student.

Thank you. Together we make a mighty team, supporting every student when and how they need it.

Sample: Referral Form

**Teacher Referral
for
GEAR UP Support / Absence Intervention**

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**GEAR
UP**

*Instructions: Please complete the form below and return to:
Name, GEAR UP Coordinator – Phone; email address
Please return this form to my mailbox location.*

Upon receipt of this Referral Form, I, Coach Name, will meet with the student named below in a one-on-one setting to learn the reason(s) for the absences or other academic problems listed, and we will take actions to remedy the problem(s). This may include contacting the student's parent(s) and/or providing referrals and resources, as well as developing an attendance improvement plan with the student (and parent if applicable). I will also follow-up to let you know of my intervention efforts and any attendance plan that was developed.

Date: _____

Student: _____

Class:_____

Period: _____

Teacher: _____

Please check as applicable:

☐The above-named GEAR UP student has been having problems in my class as follows:

☐ Excessive Absences or Tardies
☐ Missing Assignments
☐ Poor Academic Performance
☐ Other _____

☐ Please see or call me to discuss the above-named GEAR UP student. I can be reached (indicate best days, times, place, etc. for the Coach to reach you):

Comments:

Sample: Parent Letter Student Absence (English)

Note: Some coaches have found adding a personal note to the letter increases likelihood of engagement

SCHOOL LETTERHEAD

Date

Dear Parent,

I have been trying to reach you by phone and/or text message without success. I need to talk with you about your child's attendance at school. I want you to know that your child's success at XXHS is important to us and we are here to support you and your child.

I would like to discuss with you the reasons for your child's absences and how we can help improve his/her attendance. I also want to listen to any concerns that you might have at this time so we can work together toward the best outcome. Please contact me at your earliest possible convenience at: XXX-XXX-XXXX (work phone), email address, or by text on my cell phone, XXX-XXX-XXXX.

Sincerely,

Name
GEAR UP Coach

Note: Some coaches have found adding a personal note to the letter increases likelihood of engagement

Date

Estimado Padre de Familia,

He estado intentando comunicarme con usted por teléfono y mensaje de texto sin éxito. Necesito hablar con usted sobre la asistencia de su hijo. Quiero que sepa que el éxito de su hijo en XXHS es importante para nosotros y estamos aquí para apoyarlo a usted y a su hijo.

Me gustaría discutir con usted las razones de las ausencias de su hijo y cómo podemos ayudarlo a mejorar su asistencia. También quisiera escuchar cualquier inquietud que usted pueda tener en este momento para que podamos trabajar juntos hacia el mejor resultado. Comuníquese conmigo lo antes posible al XXX-XXX-XXXX (teléfono del trabajo), email address, o por mensaje de texto en mi teléfono celular, XXX-XXX-XXX.

Atentamente,

Name
Entrenador de GEAR UP

Sample: Missing Work Form

ARIZONA GEAR UP

Missing Assignments Policies for My Classes

School attendance is very important. If you aren't in class, you can't learn! Sometimes, though, absences are inevitable. For example, if you're really sick, you shouldn't come to school and get your classmates sick, too. To prepare in the event you have to miss school, find out what you need to do to make up your work in each class. Not all teachers have the same policies and procedures for making up missed work. Some classes post the assignment online, while others might have an in-class folder that has the next day's assigned work. Ask each of your teachers what their policy and procedure is for making up work if you are absent. Communicating with your teacher will help you achieve your goals. List what you learn here:

1st hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:

. . . .

2nd hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:

. . . .

3rd hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:

. . . .

4th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:

(Continued on Back)

5th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:
. . . .

6th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:
. . . .

7th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class:

Websites I should know:

Insert School Logo

ARIZONA GEAR UP

> • I have been present _____ days.
>
> • I have been absent _____ days.
>
> • My goal is to improve my attendance. I will make sure I miss no more than _____ days for the rest of the year.
>
> • 9 or fewer absences = satisfactory attendance.

MY ATTENDANCE SUCCESS PLAN

Strategies to Reach My Attendance Goals:

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____ a.m.
- I will attend school every day unless I'm truly sick with a temperature of 100 degrees or more.
- I will find a relative, friend or neighbor who can take me to school if I miss my bus.
- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for the majority of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

To improve my attendance, I commit to the following:

1. _____
2. _____
3. _____

We will review progress to meet this goal in one month.

Student Signature: _____ Date: _____

School Staff Signature: _____ Date: _____

My Help Bank

My Family

Potential Helpers

Occasional Helpers

Everyday Helpers

1. **My Family:** List who lives in your house.

2. **Everyday Helpers:** Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbors, school staff, and relatives who can help regularly.

3. **Occasional Helpers:** Identify people who probably can't help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.

4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

1. **My Family:**

2. **Everyday Helpers:**

3. **Occasional Helpers:**

4. **Potential Helpers:**

If I need help getting to and from school or with a barrier to attendance, I will ask the following people help me out:

Name:_____ Best Contact Number: _____

Name:_____ Best Contact Number: _____

Name:_____ Best Contact Number: _____

2021-22 School Calendar

August '21
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July '22
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Chronic Absence = 18 (10% of school year)

Warning Signs = 10-17 absences

Satisfactory Attendance = less than 9 absences

- I was present _____ days.
- I was absent _____ days.
- My goal is to imrove attendance. I will ensure I don't miss more than _____ days for the rest of the year.

Plan de Éxito Para la Etudiante—Español

ARIZONA GEAR UP

- Mi hijo/a estuvo presente _____ días.
- Mi hijo/a estuvo ausente _____ días.
- El número de días de clases que ha pasado es: _____ %.
- Para estar preparado para el próximo grado, mi meta es mejorar la asistencia de mi hijo/a al _____ %.

Sugerencias Para Lograr La Meta de Asistencia de su Hijo/a

- Mantendré un cartel de asistencia en mi casa. Al terminar la semana, le daré el siguiente premio a mi hijo/a por asistir a la escuela todos los días: _____. (por ejemplo, una visita al parque, un libro nuevo, un descanso de hacer las tareas, un bocadillo especial).
- Aseguraré que mi hijo/a esté dormido/a a las _____ p.m. a más tardar y que la alarma esté lista para las _____ a.m.
- Si mi hijo/a se queja constantemente de dolor de estómago o cabeza, y se han eliminado razones medicas, lo mandaré a la escuela de todas maneras y llamaré a la Consejera para que hable con el/ella durante el día.
- Si mi hijo/a tiene resfrio (con menos de 100 grados de temperatura), lo mandaré a la escuela de todas maneras. Si no tengo un termómetro, compraré uno o pediré uno prestado.
- Encontraré un familiar, amigo/a, o vecino/a quien pueda llevar a mi hijo/a la escuela si yo no lo puedo hacer o si pierde el autobús.
- Si mi hijo/a está ausente, me comunicaré con su maestro/a para averiguar cómo puede reponer las tareas que perdió.
- Si necesito hacer citas médicas y dentales durante los días de semana, las pediré para después de las 3:30 pm.
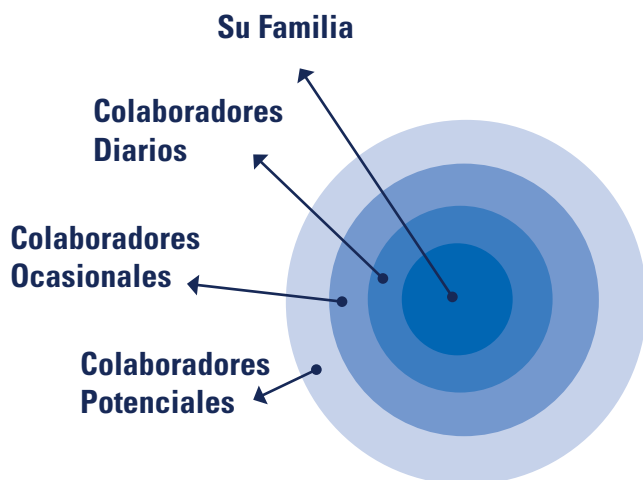
Para mejorar la asistencia en la escuela de mi hijo, puedo comprometerme a lo siguiente:

1. _____

2. _____

3. _____

Firma: _____ Fecha: _____

Información de Ayuda de Su Familia

Su Familia

Colaboradores Diarios

Colaboradores Ocasionales

Colaboradores Potenciales

1. **Su Familia:** Lista de personas que viven en su casa.

2. **Colaboradores diarios:** Identifique a las personas que puede llamar para llevar o recoger a su niño cuando usted no pueda hacerlo. Estas personas pueden ser amigos, vecinos y familiares que puedan ayudarle regularmente.

3. **Colaboradores ocasionales:** Identifique a las personas que probablemente no pueden ayudarle todos los días, pero sí en un caso de apuro. Podría ser un padrino, un familiar o un amigo que vive fuera de su barrio, pero pueden estar allí por rato.

4. **Colaboradores potenciales:** Identifique a las personas que son parte de su comunidad escolar, iglesia o vecindario que son capaces de ayudarle-si usted se los pide.

1. **Su Familia:**

2. **Colaboradores Diarios:**

3. **Colaboradores Ocasionales:**

4. **Colaboradores Potenciales:**

Si necesito ayuda para llevar o recoger a mi hijo/a de la escuela, le pediré a las siguientes personas que puedan respaldarme:

Nombre: _____Mejor número de contacto: _____

Nombre: _____Mejor número de contacto: _____

Nombre: _____Mejor número de contacto: _____

Calendario Escolar 2021-22

August '21
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22
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22	23	24	25	26	27	28
29	30	31				

June '22
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12	13	14	15	16	17	18
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26	27	28	29	30		

July '22
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Ausencia Crónica = 18 (10% del año escolar)

Señales de Aviso = 10-17 ausencias

Asistencia Satisfactoria = 9 ó ausencias

- Mi hijo/a estuvo presente _____ días.
- Mi hijo/a estuvo ausente _____ días
- Mi meta para el nuevo año escolar es el mejorar la asistencia de mis hijos al _____ %.

Additional Resources from AttendanceWorks.org

Attendance Works is a non-profit organization dedicated to advancing student success and reducing equity gaps by reducing chronic absence. Their three objectives entail 1) building public awareness and political will; 2) fostering state campaigns and partnerships; and 3) encouraging local practices — all aimed at addressing and reducing chronic absence. They provide a variety of excellent and free tools and resources on their website attendanceworks.org. While AZGU included a lot of information from Attendance Works, coaches and others responsible for absence intervention are encouraged to browse their site for additional information and resources.

Monitoring Attendance in Distance Learning
https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/

Talking points for families with teens:
https://www.attendanceworks.org/wp-content/uploads/2017/08/WhatToSayToFamiliesOfTeens_3-1.pdf

Strategies for connecting with students and families:
https://www.attendanceworks.org/wp-content/uploads/2019/06/Strategies-for-Connecting-with-Students-and-Families-rev-8-27-20.pdf

Attendance Success Planning:
https://www.attendanceworks.org/resources/student-attendance-success-plans/

Attendance Incentives:
https://www.attendanceworks.org/wp-content/uploads/2017/08/incentives1.9.17_2-1.pdf

Videos:
https://www.attendanceworks.org/resources/videos/