

# Increasing Student Attendance

October 16, 2024 - Prevention Webinar

# Agenda for Webinar

1. Utah State Board of Education's (USBE's) Supports to Local Education Agencies (LEAs)
2. Utah Best Practices
3. Current Work for Future Support
4. Next Steps
5. Resources
6. Questions

# USBE's Support to LEAs

# Engagement and Attendance (1)

USBE engages LEAs in yearly cohorts. These are called Engagement and Attendance learning cohorts, where they engage in a year long focused sustainable attendance systems implementation. The focus of each cohort changes each year depending on the individual needs.

# Engagement and Attendance (2)

Year 1 - LEA Level Teaming, Systems, Stakeholder Messaging, Data, Multi-Tiered System of Supports (MTSS)

Year 2 - Stakeholder Surveys, Community Engagement, Pilot Schools, Attendance Campaign, MTSS

# Monthly Attendance Newsletter

USBE Attendance Specialists are sending out information to LEA Attendance Leads each month with important updates, research, articles, and Utah success stories.

If you are not receiving these as an Attendance Lead, please reach out to [Megan Menlove](#) to be added to the mailing list.

# Check and Connect for Prevention

Check and Connect is the only **Tier 2** evidence based mentoring program. Utah identifies at-risk students based on their ABC's (Attendance, Behavior, and Course Performance).

Mentors work with students and families to set-goals to help students re-engage with schools with the goal of graduation.

# Check and Connect for Prevention (Continued)

For more information on Check and Connect Trainings please reach out to:

[Garrett Russell](#)



# Utah Best Practices

# What is being done in Utah? (1)

LEAs across Utah are doing incredible work to curb their Chronic Absenteeism and working with students and families to re-engage in schools.

- Community Resources - This is the #1 thing that is moving attendance in a positive direction. Connecting schools to resources throughout the community can promote positive attendance conversations with a variety of stakeholders.

## What is being done in Utah? (2)

- District Level/LEA Level and School Level Attendance Teams - These should have multiple stakeholders from various departments and even community representatives.
- Monthly Tier 1 Attendance Meetings - These should be for 1 hour total (can be monthly, bi-monthly, or weekly) with an agenda and action items that are being worked on with assignments given across the team members.

## What is being done in Utah? (3)

- Attendance Specialists at the District Level and school level - This provides top down support and dissemination of information and resources.
- Consistent Stakeholder Messaging - Monthly communication specific to attendance (i.e., goals, data, current campaign, impact on missed days, how sick is too sick, etc.).

## What is being done in Utah? (4)

- Stakeholder Surveys - These help to gauge climate around attendance and also address barriers to attendance specific to the LEA/school where the survey is being conducted.

# What is being done in Utah? (5)

- Attendance MTSS Structure - Tier 1 Universal Practices for all students, Tier 2 target supports for at-risk students, Tier 3 intensive supports for families and students.
- Revised Policy and Procedures - Policies should be revised every 5 years and many have not done this post Covid. Procedures help all stakeholders access and understand policy and expectations.

# What is being done in Utah? (6)

- Attendance Matrix - This identifies the steps and who is responsible for them while handling attendance (i.e., 3 absences teacher makes a phone call, 5 absences a friendly letter goes home, etc.).

# What is being done in Utah? (7)

- Family Engagement Nights - Bring identified (at-risk for attendance) families together for an educational opportunity to teach about the impacts of attendance.
- Student and Family Education Videos/ Classes - Students that reach a certain attendance level and their families can take a course to learn about attendance impacts, supports, and ideas for improvement.



# What is being done in Utah? (8)

- Teachers being the first contact for parents - Studies show that teachers are the more trusted contact for families, their communication could be the difference.
  - Support teachers with scripts and times to call.
  - Help teachers be part of the process and explain where they fit in and why, for more buy-in.

# Breakout Session #1

In your Breakout room discuss:

1. What are your LEAs doing for attendance this year at the district level?
2. What has your LEA tried since COVID-19 to boost attendance?
3. What are some of your attendance wins this year?

# Current Work for Future Support

# Attendance Toolkit (1)

USBE attendance specialists are working with a group of LEAs and other departments within USBE to develop a usable [toolkit](#) for LEAs to help with their Attendance Teaming and Systems Development.

# Attendance Toolkit (2)

The Toolkit will include:

1. Teaming
2. Stakeholder Engagement
3. Data
4. MTSS
5. Reflect, Adjust, Celebrate
6. Board Rule and Legislation

# Community Resources (1)

USBE attendance specialists are partnering with the USBE family and student engagement specialists to develop a Community Resource Map to help LEAs engage with their community in assistance of attendance.

## Community Resources (2)

- Addressing Barriers (Transportation, Mental Health, Family Services, Hygiene, Clothing, Food, Language, Substance, Parenting, etc.).
- These are Statewide entities - LEAs are encouraged to map local resources available and commonly used by their stakeholders.

# Research and Collaboration

USBE Attendance Specialist are taking part in Multi-State Learning cohorts through the U.S. Department of Education, Student Engagement and Attendance Center (SEAC), and Attendance Works.

- These provide new research on attendance
- Current best practices
- Statewide Implementation processes
- Attendance Systems Development



# Partnerships with DCFS and Utah Courts (1)

USBE Attendance Specialists are working with the Division of Child and Family Services (DCFS) and the Utah Courts to discuss steps towards creating referrals to court and outcomes from those referrals.

# Partnerships with DCFS and Utah Courts (2)

- What happens when and Educational Neglect referral is made?
- What happens when a Habitual Truancy referral is sent to the courts?
- What is Truancy Mediation and how is it supported by Utah Courts?
  - [UT Courts - Truancy](#)

# Legislative Guide

USBE Attendance Specialists are collaborating to disseminate information on Board Rule and Updated Legislation. This work will identify:

- What LEAs are responsible for
- What LEAs are NOT responsible for
- New changes and impacts

# Next Steps

# Looking Forward to 2025/2026...

- USBE will be releasing their “Toolkit” to support LEA’s for the start 2025/2026 school year.
- USBE is working to create a Statewide Attendance Campaign to Support LEAs attendance growth goals with multiple stakeholders.
- USBE will be partnering with LEAs across Utah that are leading in Attendance work to highlight success throughout the state and to share positive impacts.

# Breakout Session #2

In this Breakout Session discuss:

1. What can you bring back to your LEA from this training?
2. What can you start before Winter Break to set you up for a win by the end of the year?
3. What can you develop this year to make a larger impact next school year?

# Resources

# Attendance Resources (1)

Step 1: Create an Attendance Team

Step 2: Take a Self-Assessment

- [LEA team self-assessment](#)  
(Attendance Works)
- [School team self-assessment](#)  
(Attendance Works)



# Attendance Resources (2)

## Teaming

- [LEA-level team best practices](#) - team functions, members, roles and responsibilities, and common pitfalls (Attendance Works)
- [School-level team best practices](#) - sample agenda, team members, functions (Attendance Works)

# Attendance Resources (3)

## Calendaring

- [Sample LEA Calendar](#) and [Blank LEA Calendar](#)  
(Attendance Works)
- [Sample School Calendar](#) and [Blank School Calendar](#)  
(Attendance Works)

## Matrix

- School Level Absence Continuum - [Sample](#) and [Blank](#) (Attendance Works)

# Attendance Resources (4)

## Community Resources

- [Resource Mapping](#) (Harvard Graduate School of Education)
- [Review Available Resources](#) (Attendance Works)

## DCFS and Court Referrals

- [DCFS Referral Document](#)
- [Court Referral](#)
- [Habitual Truancy Services](#)

# Attendance Resources (5)

## MTSS

- [Examples of Tiered Practices](#) (Attendance Works)

## Evidence Based Practices

- [Check and Connect](#) - Tier 2 Mentoring program for Prevention and Youth in Care (YIC)
- [3 Tiers of Intervention](#) (Attendance Works)
- [Attendance Playbook](#) (FutureEd and Attendance Works)

# Attendance Resources (6)

Updated Attendance Legislation

[Senate Bill \(S.B.\) 177 - Absenteeism Prevention Amendments \(2024\)](#)

[House Bill \(H.B.\) 362 - Habitual Truancy \(2024\) = 20 days \(starts at line 204\)](#)

# Attendance Resources (7)

## Surveys

- [Scan of Environment and Attendance \(SEAT\)](#)  
(Attendance Works)

## Scripts

- [Phone Call Script \(Attendance Works\)](#)

# Questions

# USBE Attendance Specialists

- [Garrett Russell](#)

garrett.russell@schools.utah.gov

- [Megan Menlove](#)

megan.menlove@schools.utah.gov