

1. Universal Attendance Supports - Choose a 'current status' for your school and 'priority level' for each option below:

	Current Status	Priority
1. The school environment is generally perceived by students and staff as safe from verbal and physical threat.	<input type="text"/>	<input type="text"/>
2. Within the past 12 months all students in the school have received direct instruction related to physical health factors related to absenteeism including such topics as healthy sleep schedule, hand washing, breakfast, etc.	<input type="text"/>	<input type="text"/>
3. The school has a school nurse or other health professional who evaluates student requests to miss school with health complaints and who assists in analyzing patterns of school absence due to illness.	<input type="text"/>	<input type="text"/>
4. Positive interventions (not just punitive consequences) are systematically used for students with attendance problems (e.g. verbal reinforcement, talking with student to problem solve, phone call home, development of attendance contract, etc.)	<input type="text"/>	<input type="text"/>
5. In my school it is an expectation that school adults develop relationships such that every student has at least one meaningful "connection relationship" with a school adult.	<input type="text"/>	<input type="text"/>
6. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to tardiness.	<input type="text"/>	<input type="text"/>
7. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to attendance.	<input type="text"/>	<input type="text"/>
8. Policies and practices delineate the attendance-related responsibilities of parents, school staff and administrators.	<input type="text"/>	<input type="text"/>
9. 90% or more of the students can clearly state the expectations and consequences for unexcused absences and tardies.	<input type="text"/>	<input type="text"/>
10. 90% or more of the staff can clearly state the expectations and consequences for unexcused absences and tardies.	<input type="text"/>	<input type="text"/>
11. Students are taught skills related to attendance and punctuality at the beginning of the school year and periodically throughout the school year.	<input type="text"/>	<input type="text"/>
12. Over the past 12 months there have been several significant staff discussions or training opportunities re: both attendance and tardies.	<input type="text"/>	<input type="text"/>
13. Over the past 12 months all staff have had training related to equitable treatment of all students; including recognizing and responding to implicit bias and "push out" tendencies in school systems.	<input type="text"/>	<input type="text"/>
14. Systems are in place whereby a responsible adult is aware of each student's whereabouts at all times during the school day.	<input type="text"/>	<input type="text"/>
15. Adults, including teachers and administrators, are regularly in the hallways during passing periods and as classes begin; reminding and encouraging students to be to class on time.	<input type="text"/>	<input type="text"/>
16. All adults in the school share and act upon the responsibility to approach a student and inquire if that student is potentially skipping a class.	<input type="text"/>	<input type="text"/>

Current Status

Priority

17. If the school has "open" or "unassigned" class periods for some students, there is an area designated for those students coupled with the expectation that they remain in that area.

18. If students are permitted to leave the school campus due to an open period, their exit from the school is monitored and clear procedures are in place to insure that only authorized students leave campus.

19. Teachers report attendance with 98% accuracy and in a timely manner such that front office and other key attendance staff are aware of unexplained absences within one or two periods of the absence.

20. The school is set up such that all students have access to engaging, relevant activities and learning options that are tailored to their specific needs and interests.

**If "Not In Place" or "Partial In Place" for question 20: a) What activities and learning options are not in place that need to be added?
b) What would need to happen so that engaging, relevant activities and learning options are in place for all students?

2. Parent Communication Systems- Choose a 'current status' for your school and 'priority level' for each option below:

Current Status

Priority

1. Parents are informed of policies at the beginning of the year and at appropriate times throughout the year. The school has a mechanism in place to assure that parents have reviewed policies and procedures.

2. Parent information about policies and practices is presented in such a way that all parents are likely to receive, review and clearly understand it (e.g. appropriate reading level, materials in parent native language, invitational language, etc.).

3. Parents are contacted via person-to-person contact within two class periods of a report that a student is absent without substantiated explanation (parent note, parent phone call, pre-authorization, etc.).

4. Parents of chronically truant students receive occasional positive phone calls when their student is beginning to show a pattern of improved attendance.

3. Consequence Systems- Choose a 'current status' for your school and 'priority level' for each option below:

	Current Status	Priority
1. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to tardiness.	<input type="text"/>	<input type="text"/>
2. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to attendance.	<input type="text"/>	<input type="text"/>
3. 90% or more of the staff can clearly state the expectations and consequences for unexcused absences and tardies.	<input type="text"/>	<input type="text"/>
4. 90% or more of the students can clearly state the expectations and consequences for unexcused absences and tardies.	<input type="text"/>	<input type="text"/>
5. Consequences for truancy and tardiness occur within 24 hours of the student behavior.	<input type="text"/>	<input type="text"/>
6. Consequences systems in this school are designed such that tardiness consequences are not so severe as to promote truancy ("this will happen if I'm late so I may just as well skip class")	<input type="text"/>	<input type="text"/>
7. Consequences for truancy and tardiness are coupled with problem-solving/instruction relative to attendance expectations.	<input type="text"/>	<input type="text"/>
8. Frequency of consequence implementation is tracked so that students who experience the consequence system multiple times are referred on for individual assessment and support.	<input type="text"/>	<input type="text"/>

4. Individual Assessment & Support- Choose a 'current status' for your school and 'priority level' for each option below:

	Current Status	Priority
1. A team is in place in this school which regularly reviews schoolwide and individual student attendance data, notes individual, sub-group and school-wide patterns/trends and develops appropriate interventions.	<input type="text"/>	<input type="text"/>
2. Data is systematically collected and reported for students with chronic attendance or tardiness issues in such a way that patterns are clearly evident to students and parents.	<input type="text"/>	<input type="text"/>
3. Attendance contracting is available for students and families.	<input type="text"/>	<input type="text"/>
4. Mentoring is available for students as needed.	<input type="text"/>	<input type="text"/>
5. A range of alternative education options are available for students.	<input type="text"/>	<input type="text"/>
6. Intervention plans with students and families contain a follow-up component to insure that plans are implemented with fidelity and adjusted over time as needed.	<input type="text"/>	<input type="text"/>
7. When students begin to demonstrate a pattern of chronic truancy or tardiness which is not responsive to universal, parent, and consequence systems, the school systematically implements an individual attendance assessment and intervention process.	<input type="text"/>	<input type="text"/>

**If question 7 is "In Place" or "Partial In Place": How are individual attendance challenges assessed and addressed in this school's intervention process?

5. In your experience, which of the following do you see as the top three barriers to regular student attendance at this school?

- Mental Health Issues (depression, anxiety, etc.)
- Drug/Alcohol Issues
- Physical Illness
- Family Finance Issues
- Family Problems (divorce, family conflict, etc.)
- Bullying/Harrassment
- Lack of Meaningful Connection with School Adult
- Non-Engaging or Non-Relevant Curriculum
- Students Simply Unmotivated, Unwilling and/or Discouraged

Other (please list)

6. Community Supports & Legal Consequences Choose a 'current status' for your school and 'priority level' for each option below:

	Current Status	Priority
1. System mechanisms are in place in the school whereby students with patterns of chronic and non-responsive truancy are referred to attendance officer and/or community support teams.	<input type="text"/>	<input type="text"/>
2. There are staff accessible in the building (counselors, administrators, others) who are familiar with the local community health and social service providers and how to access their services.	<input type="text"/>	<input type="text"/>
3. The community has an interagency team which meets regularly to review and plan for the needs of children, youth and families who interface with multiple community agencies.	<input type="text"/>	<input type="text"/>
4. Community-level plans are developed using a strengths-based perspective.	<input type="text"/>	<input type="text"/>
5. Families are full and active partners in any community level plan development related to their family/child with supports and services reflecting family priorities and choice.	<input type="text"/>	<input type="text"/>
6. Attendance officers are available for the school and are trained to provide positive support and community resource access, as well as legal consequences and accountability.	<input type="text"/>	<input type="text"/>