



SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

# Family Partnerships to Promote Attendance

Spring Convening  
March 19<sup>th</sup> 2025



# Introductions

- **Name**
- **School/District**
- **Role**



# Session Agenda

- 01 Attendance Policies and Practices
- 02 MTSS Approach
- 03 Family Partnerships
- 04 Attendance Pyramid Worksheet
- 05 Action Steps



## Turn and Talk

- ❖ Share a policy or practice related to attendance in your school/ district.
- ❖ What is the impact of this strategy (positive/negative/other?)

Virtual  
Participants  
will be placed  
in breakout  
rooms!

# Framing the Attendance Issue





# Language Matters!

## Truancy Vs. Chronic Absence

### TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

Vs.

### CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies

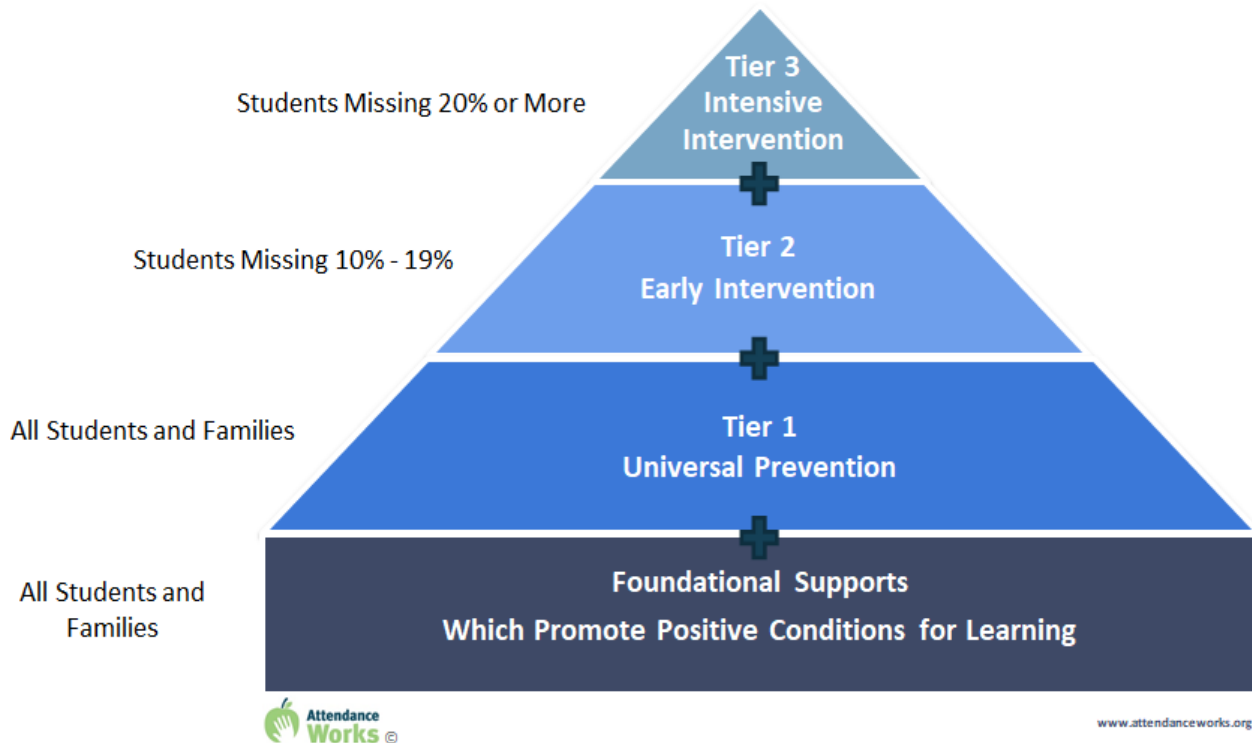


Source: Attendance Works

<https://www.attendanceworks.org/chronic-absence/the-problem/>



# Looking at attendance through an MTSS Framework



Source: Attendance Works

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>



## Examples of Tiered Approach to Attendance using MTSS

	<b>Root Causes</b>	<b>Possible Solutions</b>
<b>Foundational Supports</b>	Lack of sense of safety	Welcoming, safe school climate
<b>Tier 1</b>	Lack of clear expectations and rationale for attendance (among both families and students)	Clear and concise communication about schedules and expectations
<b>Tier 2</b>	Students not feeling connected to school, staff, or peers	Adult-child mentoring, peer-to-peer buddy system, social groups
<b>Tier 3</b>	Family challenges related to poverty, lack of transportation	Community-based interagency case management, housing stability support,

Family Partnerships







## Who do we engage?

ALL Families... this includes:

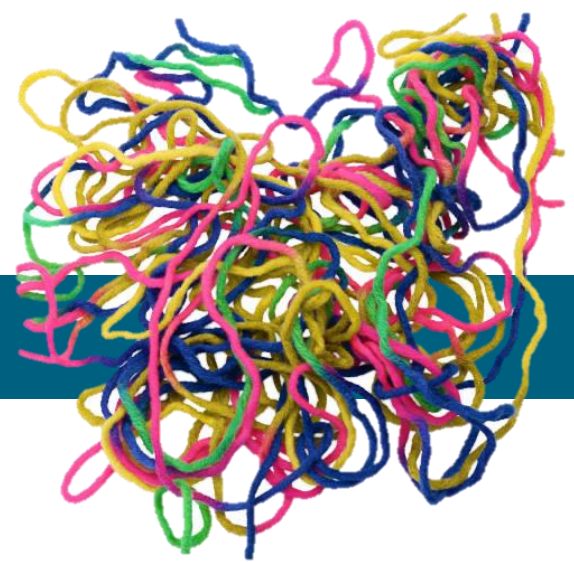
- Single-parent families
- Multi-generational families
- Grandparent-led families
- Linguistically diverse families
- Teenage parents
- LGBTQ+ families
- Military families
- Families with incarcerated members
- Foster families
- Adoptive families
- Families of someone with a disability

## Family

This term is the network of individuals responsible for, or possessing a significant role in, the life of a student outside of school.



## A Brief History of the Continuum of Terms



**Family Involvement**

**Family Engagement**

**Family-School Partnerships**





## Why are Family-School Partnerships Important?

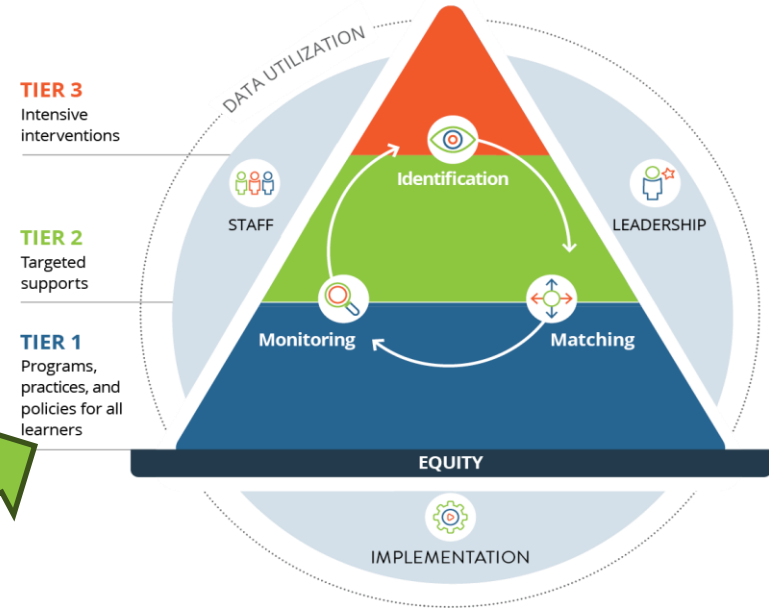
- **Student outcomes**

- Academic performances (Barton & Coley, 2007; Cox 2005; Camarero-Figuerola et al., 2020; Desforges & Abouchaar, 2003; Eccles & Harold, 1993; Epstein 2001; Fan & Chen, 2001; Jeynes, 2005)
- Student classroom behavior (Fantuzzo et al., 2004)
- Decreased absenteeism and school drop-out (Barnard, 2004)
- Increased student self-regulation (Stormshak et al., 2010; Wang et al., 2014)
- Increased sense of security and belonging (Morgan, 2016)
- Positive impact on teen's access to college (Camarero-Figuerola et al., 2020)



## Small Group Discussion: Tier 1

- How does your school or district partner with ALL families?
- Which strategies have been most engaging?
- What does a successful strategy look like?



“Tackling absenteeism isn’t any one group’s responsibility. When educators cultivate positive, trusting relationships with families and foster a positive school climate, students are better positioned to attend school regularly at any age.

Research shows that family engagement offers immense benefits, particularly to students from traditionally underserved backgrounds who may face more challenges with school attendance than their peers. When educators build connections with caregivers as active partners in their child’s education, student attendance rates increase.”

ParentPowered.com

*Attendance and Engagement: 4 Tips for Family Partnership to Reduce Absenteeism*

<https://parentpowered.com/blog/k12-attendance/attendance-and-engagement/#:~:text=Tackling%20absenteeism%20isn't%20any,have%20on%20absenteeism%20in%20school.>



## How do family-school partnerships contribute to improved attendance?

### For schools:

- Increased awareness of the root causes of absenteeism
- Stronger relationships □ more productive conversations about absences
- Connections with harder-to-reach populations

### For families:

- Greater understanding of the importance of regular attendance for student success
- More likely to seek support at school when their students are struggling
- Increase trust in school system and with educators



# How can Schools and Families Partner to Reduce Absenteeism?

## Examples by Tiers

**Tier 1:** Educators and Parents provide consistent messaging to children about importance of school attendance, starting with beginning of school year.

**Tier 2:** Educators and parents engage in discussion, including brainstorming solutions to address emerging challenges to chronic absenteeism.

**Tier 3:** Educators and parents meet to identify specific supports needs to address chronic absenteeism (e.g., wrap around support for families, mental health support to address school avoidance)



## Attendance Pyramid Worksheet

	Family Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
Tier 3: Intensive Intervention							
Tier 2: Early Intervention							
Tier 1: Universal Prevention							
Foundational Supports							

Source: Attendance Works

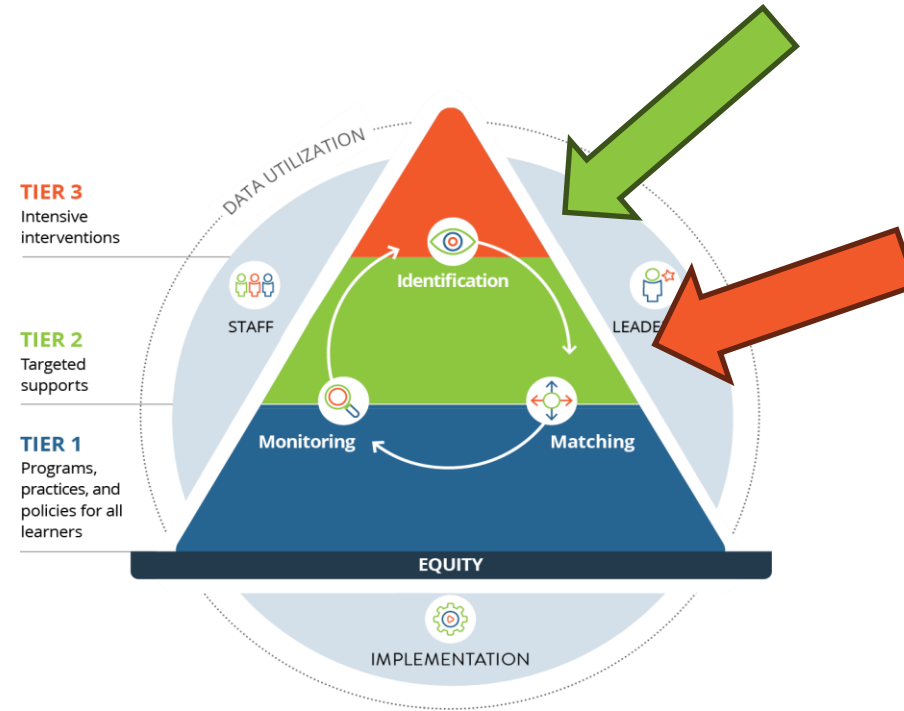
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>





## Small Group Discussion: Tiers 2 and 3

- How do you use attendance data to identify students in need of Tier 2 or Tier 3 supports for absenteeism?
- What are your Tier 2 supports, and how do you partner with families?
- What does Tier 3 look like?





Next Step or insight to bring back to your school?





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➤ Thank You