



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Family Partnerships to Promote Attendance

Spring Convening
March 26, 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

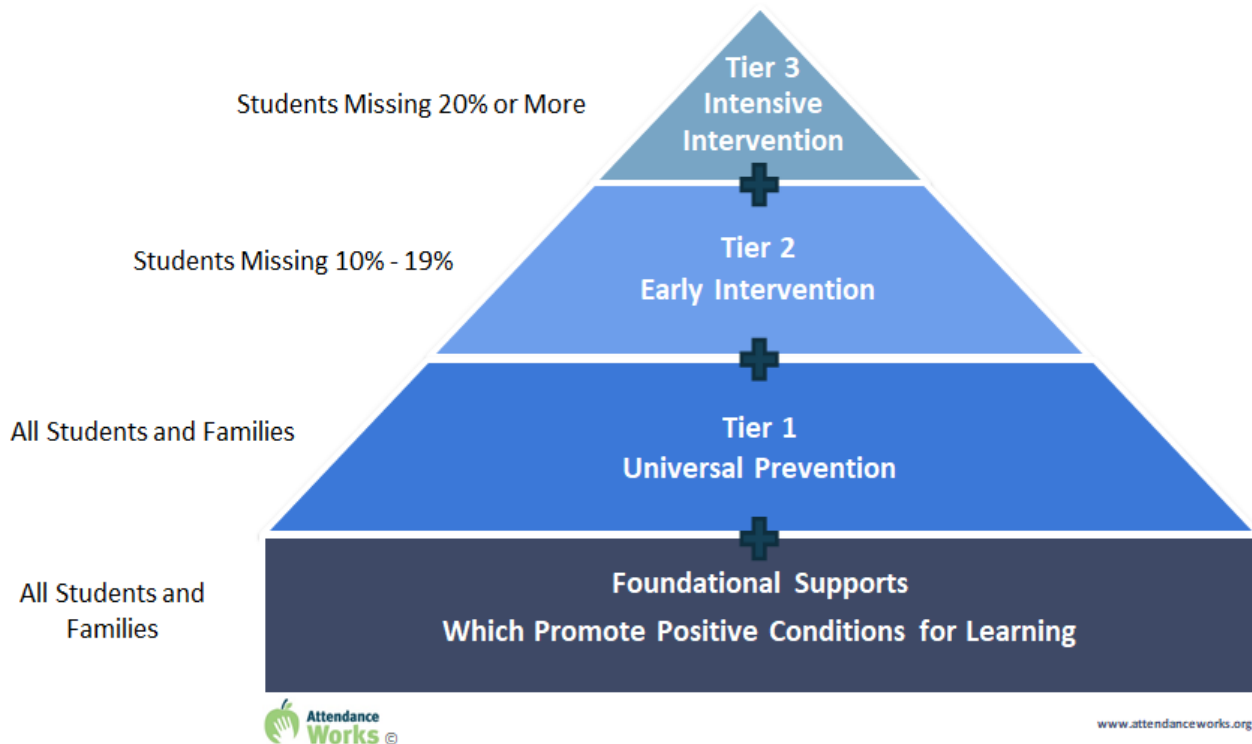


Source: Attendance Works

<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

| | Root Causes | Possible Solutions |
|------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Foundational Supports | Lack of sense of safety | Welcoming, safe school climate |
| Tier 1 | Lack of clear expectations and rationale for attendance (among both families and students) | Clear and concise communication about schedules and expectations |
| Tier 2 | Students not feeling connected to school, staff, or peers | Adult-child mentoring, peer-to-peer buddy system, social groups |
| Tier 3 | 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:

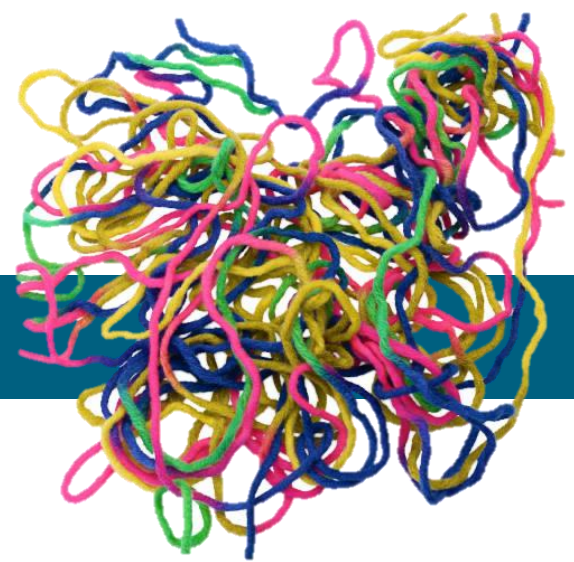
- Single-parent families
- Multi-generational families
- Grandparent-led families
- Linguistically diverse families
- Teenage parents
- LGBTQ+ families
- Military families
- Families with incarcerated members
- Foster families
- Adoptive families
- Families of someone with a disability

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?

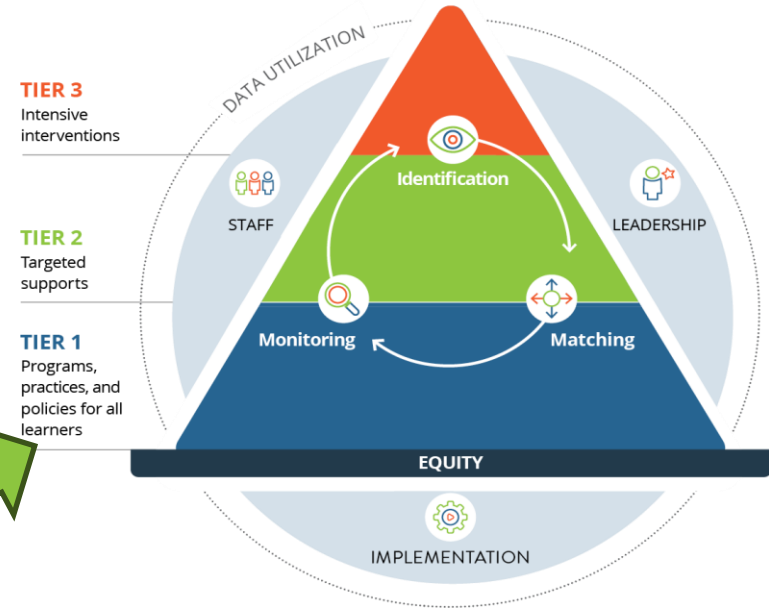
- **Student outcomes**

- 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 | | | | | | | |

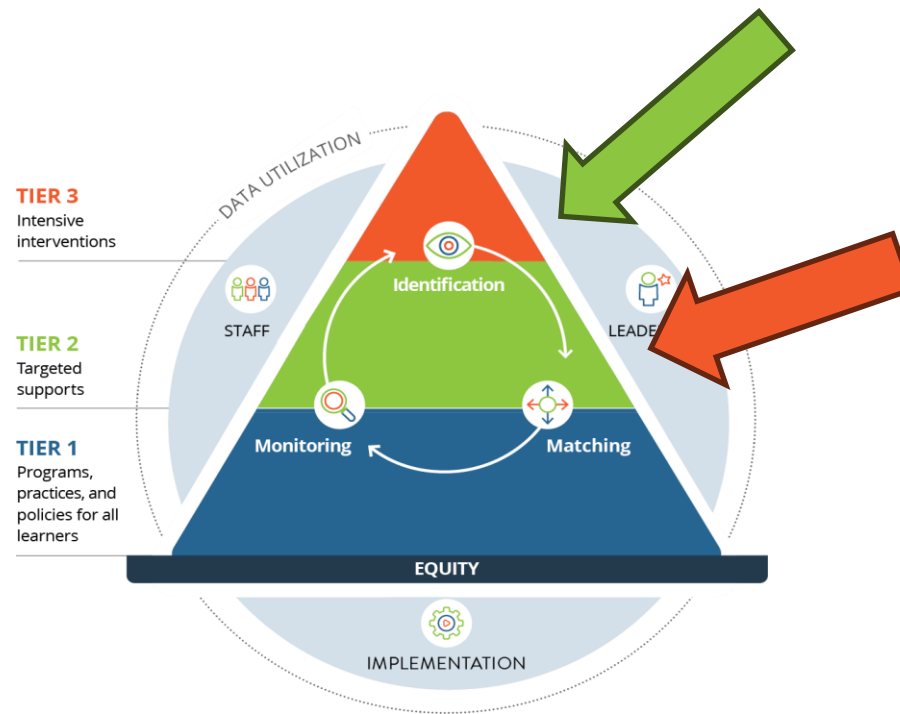
Source: Attendance Works

<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