Universal Attendance Supports

Current Status			Feature	Priority		
In place	Partial In place	Not in Place		High	Medium	Low
			1. The school systematically works to insure that classrooms are inviting, instructionally sound, and lessons are presented in a positive and engaging manner.			
			2. The school environment is generally perceived by students and staff as safe from verbal and physical threat.			
			3. 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.)			
			4. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to **attendance.**			
			5. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to **tardiness.**			
			6. Policies and practices delineate the attendance-related responsibilities of parents, school staff and administrators.			
			7. 90% or more of the **students** can clearly state the expectations and consequences for unexcused absences and tardies.			
			8. 90% or more of the **staff** can clearly state the expectations and consequences for unexcused absences and tardies.			
			9. Students are taught skills related to attendance and punctuality at the beginning of the school year and periodically throughout the school year.			
			10. Over the past 12 months there have been several significant staff discussions or training opportunities re: both attendance and tardies.			
			11. Systems are in place whereby a responsible adults is aware of each student's whereabouts at all times during the school day.			
			12. 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.			
			13. 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.			
			14. 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.			
			15. If student 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.			
			16. 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.			

Parent Communication Systems

Current Status			Feature	Priority		
In place	Partial In place	Not in Place		High	Medium	Low
			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.			
			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.			

			Consequence Systems			
			1. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to **attendance.**			
			2. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to **tardiness.**			
			3. 90% or more of the **staff** can clearly state the expectations and consequences for unexcused absences and tardies.			
			4. 90% or more of the **students** can clearly state the expectations and consequences for unexcused absences and tardies.			
			5. Consequences for truancy and tardiness occur within 24 hours of the student behavior.			
			6. Consequences for truancy and tardiness are coupled with problem-solving/instruction relative to attendance expectations.			

Individual Assessment & Support

Current Status			Feature	Priority		
In place	Partial In place	Not in Place		High	Medium	Low
			1. A team is in place in the school which regularly reviews school wide and individual student attendance data.			
			2. 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.			
			3. 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.			
			4. Attendance contracting is available for students and families.			
			5. Mentoring is available for students as needed.			
			6. A range of alternative education options are available for students.			
			7. 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.			

Community Supports & Legal Consequences

Current Status			Feature	Priority		
In place	Partial In place	Not in Place		High	Medium	Low
			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.			
			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.			
			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.			
			4. Community-level plans are developed using a strengths-based perspective.			
			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.			
			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.			