



# Building Better School Attendance



**MURRAY CITY**  
SCHOOL DISTRICT  
*We Are Murray!*

USBA Conference | January 10, 2026

# Agenda

01

Foundation  
Stage

03

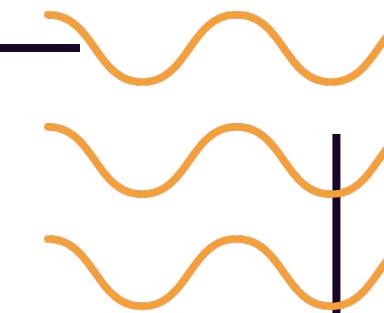
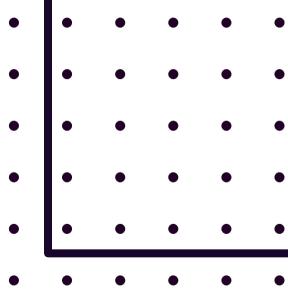
Refinement  
Stage

Implementation  
Stage

What information  
is notable?

What question(s)  
remain?

What action(s) will  
be taken?





# OBJECTIVES

- **Provide** actions and strategies for foundational attendance system
- **Share** high lever actions to support implementation efforts
- **Reflect** on refinement opportunities
- **Identify** key actions to take after the conference



# COLLABORATION

The power is in discussion

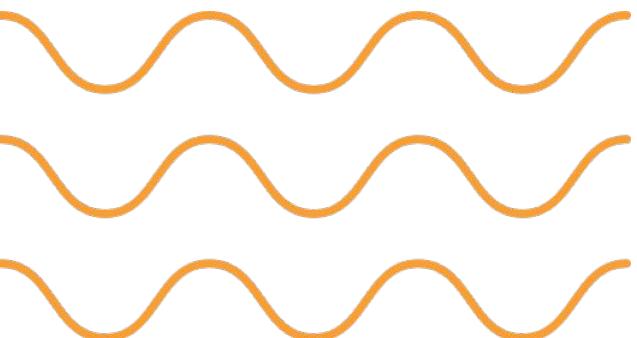
# DISCUSSION PROMPTS



- Share key ideas
- Clarify information
- Thought partners
- Collaboration and interaction
- Identify action items
- Ask questions

# INTERACT & QUESTION

- Ask questions
- Share feedback
- Interact with content, participants and presenters



Scan Me

# Getting to Know You

Raise your hand if...

- You are a Superintendent
- You are a school board member
- You work at a school district
- You know where to find your LEA's attendance policy
- You gave feedback or participated in creation of your LEA's attendance policy

Introductions with OSD and MCSD team



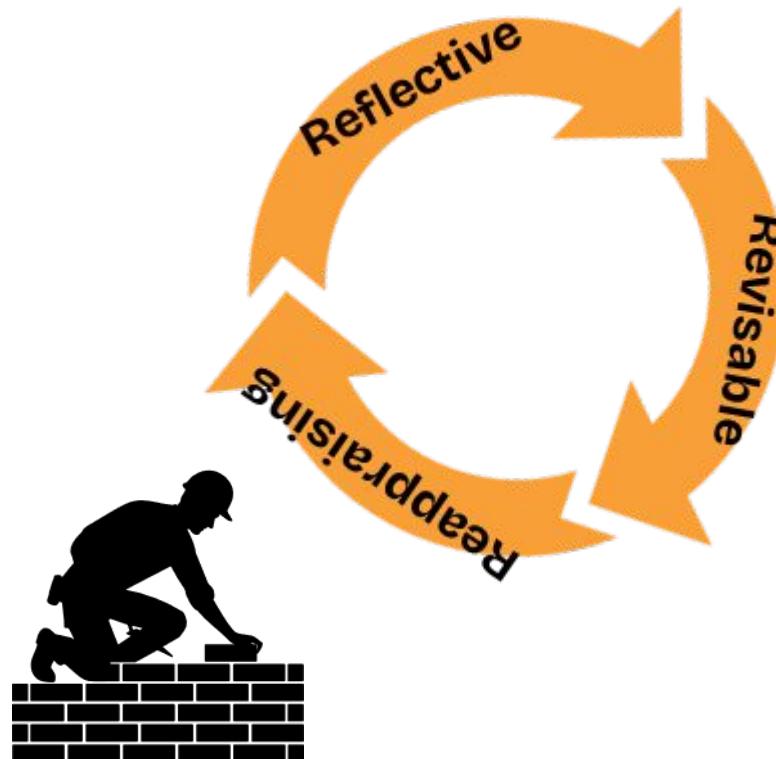
# FOUNDATION STAGE



Setting the stage

# Foundation Stage: Key Components

- Strategic Plan
- Attendance Policy
- District Attendance Team
- Data Tracking Tools
- School Board Involvement



# Targeted Planning

## Strategic Planning

- Attendance prioritized
- Goals, objectives, actions, indicators communicated

### **PRIORITY THREE - MULTI TIERED SYSTEMS OF SUPPORT**

## IMPLEMENTATION: ATTENDANCE SYSTEM

**Why it's important:** Consistent school attendance is a foundational factor in student academic success. Research shows that poor attendance negatively affects test scores, increases dropout rates, and reduces the likelihood of on-time graduation. Early patterns of absenteeism, even in elementary school, are strong predictors of lower academic performance in later grades, and sixth-grade attendance has been shown to correlate strongly with high school completion (Balfanz & Byrnes, 2012). Chronic absenteeism also correlates positively with high school completion rates at all educational levels.

A Multi-Tiered System of Supports (MTSS) framework uses a proactive, tiered approach to identify and respond to barriers affecting student attendance. Schools using MTSS have reported significant reductions in chronic absenteeism, as the model allows for early identification and intervention to address barriers to attendance (OIG, Department of Education, 2009).

Research emphasizes the importance of school-based mental health (SBMH) as a key component of interventions. Emotional well-being and psychological well-being are critical to both the development of academic achievement and resilience. According to the National Center for Safe Schools, Learning Environments, supporting students' mental health plays a vital role in improving attendance and educational outcomes. In fact, a study highlighted by K-12 Data found that students who receive mental health services are less likely to be chronically absent. Incorporating mental health supports into an MTSS framework addresses emotional and psychological barriers to attendance, which can further reduce absenteeism and promote pupil self-care well-being (Schepelien & Jurasin, 2021).

- **Attendance System Assessment, Reflection, Data Analysis and Action Planning:**
  - **District:** The OSD Student Advocacy team will guide and coach all key stakeholders at the building level to review attendance system implementation using various evidence-based tools. Data will be analyzed with reflection completed for development of targeted action plans specific to site needs.
  - **School:** All OSD elementary and secondary schools will engage in scheduled assessments (e.g. School Practice Self Assessment, SEAT) data analysis, and action planning and engage in on-going collaborative team meetings to review, share, and support findings and

MCSD Attendance Team: Yearly Mapping

<b>July</b> <input type="checkbox"/> Review policy and update if needed	<b>September</b> <input type="checkbox"/> Campaign: <input type="checkbox"/> Attendance Awareness Month <input type="checkbox"/> Homecoming (may be in October) <input type="checkbox"/> Positive personal outreach to Chronically Absent students	<b>at legislative level</b>
<b>August</b> <input type="checkbox"/> Campaign: Back to school messaging <input type="checkbox"/> Training <input type="checkbox"/> Secretaries: codes <input type="checkbox"/> Administrators <input type="checkbox"/> District goals and expectations <input type="checkbox"/> Campaign / Campaign package <input type="checkbox"/> Data collection <input type="checkbox"/> Interventions / Menu <input type="checkbox"/> Determine school plan and goals <input type="checkbox"/> Communicate with district attendance team about what support you need	<b>October</b> <input type="checkbox"/> Intervention class <input type="checkbox"/> Prevention Block Grant / Attendance Funding <input type="checkbox"/> Administrative / Attendance personnel check in <input type="checkbox"/> Site visits to attendance teams at schools	<b>February</b> <input type="checkbox"/> Campaign: <input type="checkbox"/> "spring slump" / March Madness Intervention class
<input type="checkbox"/> Campaign: Back to school messaging <input type="checkbox"/> Training <input type="checkbox"/> Secretaries: codes <input type="checkbox"/> Administrators <input type="checkbox"/> District goals and expectations <input type="checkbox"/> Campaign / Campaign package <input type="checkbox"/> Data collection <input type="checkbox"/> Interventions / Menu <input type="checkbox"/> Determine school plan and goals <input type="checkbox"/> Communicate with district attendance team about what support you need	<b>November</b> <input type="checkbox"/> Campaign: <input type="checkbox"/> 91Y vs. Utah <input type="checkbox"/> 6 weeks prior to winter break <input type="checkbox"/> Intervention class <input type="checkbox"/> Board Report <input type="checkbox"/> "How sick is too sick" messaging	<b>March</b> <input type="checkbox"/> Last Intervention class in early March <input type="checkbox"/> Board Report
<input type="checkbox"/> Campaign: Back to school messaging <input type="checkbox"/> Training <input type="checkbox"/> Secretaries: codes <input type="checkbox"/> Administrators <input type="checkbox"/> District goals and expectations <input type="checkbox"/> Campaign / Campaign package <input type="checkbox"/> Data collection <input type="checkbox"/> Interventions / Menu <input type="checkbox"/> Determine school plan and goals <input type="checkbox"/> Communicate with district attendance team about what support you need	<b>December</b> <input type="checkbox"/> Continue to work on intervention class <input type="checkbox"/> Celebration and registration of school success	<b>April</b> <input type="checkbox"/> Campaign: <input type="checkbox"/> Kindergarten registration <input type="checkbox"/> Campaign contest <input type="checkbox"/> Data collection for Prevention Block Grant <input type="checkbox"/> Flag students for support in upcoming year
<input type="checkbox"/> Campaign: Back to school messaging <input type="checkbox"/> Training <input type="checkbox"/> Secretaries: codes <input type="checkbox"/> Administrators <input type="checkbox"/> District goals and expectations <input type="checkbox"/> Campaign / Campaign package <input type="checkbox"/> Data collection <input type="checkbox"/> Interventions / Menu <input type="checkbox"/> Determine school plan and goals <input type="checkbox"/> Communicate with district attendance team about what support you need	<b>January</b> <input type="checkbox"/> Campaign: Back to school messaging <input type="checkbox"/> Intervention class <input type="checkbox"/> Administration check in <input type="checkbox"/> Campaigns for attendance and sick leave	<b>May</b> <input type="checkbox"/> Financial budgets corrected <input type="checkbox"/> Campaign: "End of year strong" <input type="checkbox"/> Celebrations and Recognition of school success <input type="checkbox"/> Analyze data <input type="checkbox"/> What students want <input type="checkbox"/> Return on intervention investment
<input type="checkbox"/> Campaign: Back to school messaging <input type="checkbox"/> Training <input type="checkbox"/> Secretaries: codes <input type="checkbox"/> Administrators <input type="checkbox"/> District goals and expectations <input type="checkbox"/> Campaign / Campaign package <input type="checkbox"/> Data collection <input type="checkbox"/> Interventions / Menu <input type="checkbox"/> Determine school plan and goals <input type="checkbox"/> Communicate with district attendance team about what support you need	<b>June</b> <input type="checkbox"/> Data finalization <input type="checkbox"/> Identify trends <input type="checkbox"/> Establish partnerships <input type="checkbox"/> Prevention Block Grant reporting <input type="checkbox"/> Board Report <input type="checkbox"/> Prep messaging for the upcoming school year <input type="checkbox"/> Get to schools <input type="checkbox"/> Campaign materials	

## MCSD ATTENDANCE EFFORTS: 2023-24 TIMELINE

Term 1	Term 2	Term 3	Term 4
<p><b>Identified attendance as part of Comprehensive Improvement Plan</b></p> <ul style="list-style-type: none"> <li>• Set attendance goal</li> <li>• Set goals yearly</li> <li>• Identified Attendance Specialists</li> <li>• Received grant funding for attendance monitoring</li> <li>• Developed attendance tracking calendar</li> <li>• Shared grant information with districts, calendar matches with chronic absenteeism data</li> </ul>	<p><b>Focus on MTSS Framework for Attendance</b></p> <ul style="list-style-type: none"> <li>• Continued pursuit on Tier 1 student level</li> <li>• Identified students/parents identified for Tier 2 and 3</li> </ul>	<p><b>District Wide Attendance Campaigns (continued)</b></p> <ul style="list-style-type: none"> <li>• January Spirit Week</li> <li>• February Attendance Competitions</li> <li>• Stickers in local businesses: "This business supports attendance"</li> </ul>	<p><b>Attendance Campaign</b></p> <ul style="list-style-type: none"> <li>• Poster contest in April, to use for the 24/25 school year</li> <li>• District wide calendar monitoring and tracking</li> <li>• District wide chronic absenteeism tracking</li> </ul>
<p><b>District Training Exclusions:</b></p> <ul style="list-style-type: none"> <li>• District Attendance Team</li> <li>• School-specific Attendance Team</li> </ul>	<p><b>Attendance Matters Class</b></p> <ul style="list-style-type: none"> <li>• that could not attend classes for families / students</li> </ul>	<p><b>Student Centred Intervention</b></p> <ul style="list-style-type: none"> <li>• Identified and used Cognitive Behavioral Techniques</li> </ul>	<p><b>Attendance Monitoring</b></p>
<p><b>Established Expectations for Schools / Principals:</b></p> <ul style="list-style-type: none"> <li>• Regular Data collection and goal setting</li> <li>• Focus on Fall Targets</li> <li>• Attendance Emergency</li> </ul>	<p><b>Focus on Attendance Performance Survey: Students</b></p> <ul style="list-style-type: none"> <li>• Cross referenced results with Attendance Intervention and Emergency Intervention needs. Purchased Annual Checks for students</li> </ul>	<p><b>Annual Report of Schools</b></p> <ul style="list-style-type: none"> <li>• Fall 1 Support for this will be aligned with a district wide intervention and emergency</li> <li>• Support at this time</li> <li>• Support for Attendance Matters Class/Teaching</li> <li>• skills needed for attendance success and future success</li> <li>• Scheduled TIRI Finalization in Fall 2024</li> </ul>	<p><b>Attendance Performance Services</b></p> <ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Student &amp; Staff Survey</li> </ul>
<p><b>Attendance Campaigns: We are Ready. We are</b></p> <ul style="list-style-type: none"> <li>• Identified and used Cognitive Behavioral Team</li> <li>• Focus on Fall Targets</li> <li>• School level attendance</li> </ul>	<p><b>Updated District Policy</b></p> <ul style="list-style-type: none"> <li>• Put together Policy of Intervention and Emergency Intervention</li> <li>• Updated district wide attendance codes to include</li> <li>• Updated attendance letters to families (added emergency and asked to match levels)</li> </ul>	<p><b>Attendance Matters Class 2.0</b></p> <ul style="list-style-type: none"> <li>• Developed and used focus on Motivation for attendance and success in student success</li> </ul>	<p><b>Assess 23/24 strategies and planning for the 24/25 school year</b></p> <ul style="list-style-type: none"> <li>• Presented Stoltz Grant: Additional Attendance Intervention and emergency school level support</li> </ul>
<p><b>Regular Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Monthly reports to Mayor's Board of Education, Superintendent, and Board of Education</li> </ul>	<p><b>Attendance Intervention &amp; Supports</b></p> <ul style="list-style-type: none"> <li>• Identified and used Intervention on interventions and supports identified (Phone call, cell, 2019, CIO, Classroom, etc.)</li> <li>• Established list of ongoing needs / continued tracking (Attendance, SF, Attendance Goal Setting)</li> </ul>	<p><b>Attendance Monitor Support</b></p> <ul style="list-style-type: none"> <li>• Regular meetings</li> <li>• Support for the implementation of Check &amp; Connect intervention</li> </ul>	<p><b>Attendance Monitor Support in Elementary Level</b></p> <ul style="list-style-type: none"> <li>• Goal setting support for individual students</li> </ul>

# Defined Policy

## Attendance Policy

- Compliance with legislation
- Cyclical review and updates
- Defined attendance codes for absence/tardy reasons
  - Used consistently across schools
- Supports/addresses fidelity in tracking data

9. STUDENTS | 9.1 Student Attendance and Enrollment  
9.1.102 Compulsory Attendance, Absences, Tardiness, and Truancies

Guiding Questions for Attendance Work Group:

- What is our philosophy for the intent of our policy?
- The overarching goal is to promote student engagement and reduce barriers to regular attendance, ensuring every student has the opportunity to succeed.
- What is the formal definition of habitual truancy? How do we use "truant" in our district?
- Review HB 362 language for a habitual truancy referral to court.
- Review the IC attendance reports and ask an attendance office staff member to look at the reporting. What feedback do you have for what we need?
- If you have custom attendance reports, what is the reason you use them? What data is given that we don't already have access to in IC?

The Ogden City School District Board of Education recognizes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, is an early warning sign of poor academic achievement and research suggests may put students at risk of dropping out of school. The Board desires all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the District.

The District shall establish a system to accurately track and monitor student attendance, including methods to identify students classified as chronic absences and truants, as defined in Utah Code and Administrative Rule. The District shall develop strategies that focus on prevention and early intervention of attendance problems. Preventative strategies may include efforts to provide a safe and positive school climate, relevant and engaging learning experiences, and school activities that help develop students' feelings of connectedness with the school and school personnel.

Legal Ref: [Utah Code 55-53G-5-201](#) through [55-53G-8-202](#) through 211  
[Utah Admin. Code R277-807](#)

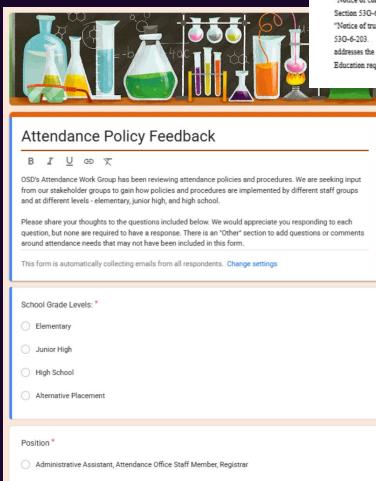
Approved by the Board of Education, June 28, 2006; revisions approved by the Board of Education, May 15, 2014 and March 19, 2020 and [Date of approved revisions](#).

"Notice of compulsory education" is a notice of violations to the parents of students in grades 1-4 consistent with Section 53G-4-202.

"Notice of truancy" is a citation issued to students and parents of students in grades 7-12 consistent with Section 53G-4-203.

addresses the interplay between absences for mental health or behavioral health and Free Appropriate Public

Education requirements or other educational service requirements for students under federal law including the IDEA.



**Attendance Policy Feedback**

OSD's Attendance Work Group has been reviewing attendance policies and procedures. We are seeking input from our stakeholder groups to gain how policies and procedures are implemented by different staff groups and at different levels - elementary, junior high, and high school.

Please share your thoughts to the questions included below. We would appreciate you responding to each question, but none are required to have a response. There is an "Other" section to add questions or comments around attendance needs that may not have been included in this form.

This form is automatically collecting emails from all respondents. [Change settings](#)

**School Grade Levels:**

Elementary  
 Junior High  
 High School  
 Alternative Placement

**Position:**

Administrative Assistant, Attendance Office Staff Member, Registrar

# District Based Team

- Who are the “best minds” to be at the table to address district-wide attendance needs/planning?
- How are resources prioritized to support district level attendance work?

## AGENDAS | Attendance Work Group 2024-2025

[EAB Attendance Pilot](#)

### Support Resources:

- [9.1.101 Compulsory Attendance Ages](#)
- [9.1.102 Compulsory Attendance, Absences, Tardiness, and Truancies](#)
- [Utah Code - Enrollment and Attendance Records](#)
- [IC - Available Reports](#)
- [10-Day Drop Memo](#)
- [EAB - Session 1 Workbook](#)
- [Targeted Outreach: Attendance Barrier Survey Option from WMHD](#)
- In the absence of policy/law, we use good judgment. How do we ensure consistency in “good judgment” that is realistic across all settings?
  - Ability to coach/support stakeholders - example: here are the things you do to prevent a student from 10-day drop
  - Build communication, connection, trust into policy - bridge policy/expectations with effective communication (strong relationships, 2-way communication)
  - Clear, accessible, easy to understand
- What is the why and key to taking attendance? What is the common understanding for each stakeholder group on the why behind what everyone is doing? Philosophy and mindset around having a policy
  - Equitable/fair treatment of stakeholders
- Transportation Options:
  - Walking School Bus
  - [VIA-Transit](#)
- Infinite Campus Questions:  
[How does OSD currently report ADM to the state at the High School level? Is it if a student is absent 3 or more class periods it counts as a whole day absence or is it a full day?](#)

ADM (Average Daily Membership) is not reported to the state. School Membership is reported for each student to the State. In short, a student's school membership would be the number of days a student is enrolled in a school, not the number of days a student attended. There is a separate field of "Days Attended" that is reported to the State. According to the UTREx specifications "Days Attended":

Days Attended: (Required) This represents the sum of days attended by the student in both regular settings (S1) and self-contained settings. A student should be counted as in attendance on a school day if the student was counted on the roll by a teacher as being "present":

- Grades 1 - 6: at any time during the day
- Grades 7 - 12: in at least one period of the day

As for the second part of this question, I assume that you are referring to half and whole day absences. Absences are reported to the State as either Excused, Unexcused or Absence Due to Suspension. Each is calculated/figured differently.

# Data Tracking

- What system are you using, how is data collected?
- What data do you want tracked (e.g. daily absences, tardies, excused/unexcused, chronic absenteeism)?
- How will this be reported out?
- How is the data tracking tool flexible to adapt as needs change?
- What strategies/tools are used to gather stakeholder input?

TAC	Q1 Regular Att.	First Quarter				Second Quarter			
		At Risk	80%-90%	<80%	Q2 Regular Att.	At Risk	80%-90%	<80%	
69%	45%	17%	20%	14%	32%	19%	25%	23%	
78%	64%	17%	12%	6%	52%	21%	19%	8%	
84%	50%	20%	16%	9%	44%	17%	23%	15%	
60%	51%	18%	17%	10%	39%	22%	25%	15%	
89%	56%	19%	13%	8%	52%	19%	18%	11%	
93%	46%	16%	20%	14%	42%	20%	22%	17%	
80%	46%	15%	19%	11%	39%	19%	26%	15%	
78%	57%	18%	15%	7%	50%	20%	23%	7%	
98%	66%	14%	13%	4%	59%	19%	17%	5%	
69%	53%	22%	13%	7%	50%	16%	22%	12%	
80%	53%	18%	18%	9%	46%	19%	22%	13%	
73%	36%	18%	20%	23%	31%	14%	25%	28%	
87%	43%	14%	19%	21%	40%	13%	21%	25%	
78%	53%	15%	17%	11%	42%	18%	22%	17%	
79%	44%	18%	18%	18%	38%	15%	23%	23%	
80%	38%	17%	16%	26%	27%	13%	22%	37%	
69%	20%	8%	11%	43%	13%	3%	10%	75%	
87%	46%	16%	16%	20%	31%	17%	23%	29%	
79%	35%	17%	14%	39%	24%	11%	18%	47%	
79%	44%	17%	18%	19%	36%	15%	21%	28%	

# School Board Support

- What part does the district's school board play in attendance initiatives/goals?
  - OSD supporting Tier 1 Attendance at schools
  - MCSD school board members part of district-based attendance team

## How School Board Members Can Support Attendance

### Greet Students at the Door

- Select a school in your constituency
- Email school administrator that you will be on campus to support
- Find start time on school website
- Arrive at the school 15 minutes early
- Greet students as they enter the school with a smile, "Good morning," "Welcome to school" message

### Participate in Attendance Incentive

- Select a school in your constituency
- Email school administrator asking for a day/time scheduled for attendance incentive  
*Many have something set for January 18th without a specific time until after Winter Break. Some schools have a weekly incentive (e.g. Odyssey hosts a Fun Friday).*
- Join incentive party (let Jer know if you are able to attend so we can share pictures on social media)
- Share OSD's post to your social media with messaging around our district and schools supporting attendance

### Message Constituents About Upcoming Attendance Initiatives

- Send messaging to your constituency about the importance of attendance and how students are celebrated in the district
- Share district-based incentive campaign as a resource
- Email administrator for information about upcoming attendance campaigns and share out that messaging to constituency
- Use Attendance Works messaging to share information about why attendance matters

### Join a School-Based Attendance Meeting

- Select a school in your constituency
- Email the administrator asking for the scheduled day/time for Attendance Support Meetings
- Schedule a visit with the school administrator
- Sit in on the meeting to observe the process
- Share with your constituency a general overview of how our school teams work together to support attendance needs of all students

# Foundation | Group Discussion

## STEP 1

### What is notable?

- Team members share out what information was notable based on current priorities/needs.

30 sec

## STEP 2

### Clarifying Questions

- At the table, discuss what questions are lingering based on the information shared.

30 sec

## STEP 3

### Application

- Participants share action steps that may be taken to support attendance system needs within their role and LEA.

30 sec

## STEP 4

### Reflection

- Take the time to add questions and/or feedback points to the padlet shared.

1 min.



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# IMPLEMENTATION STAGE

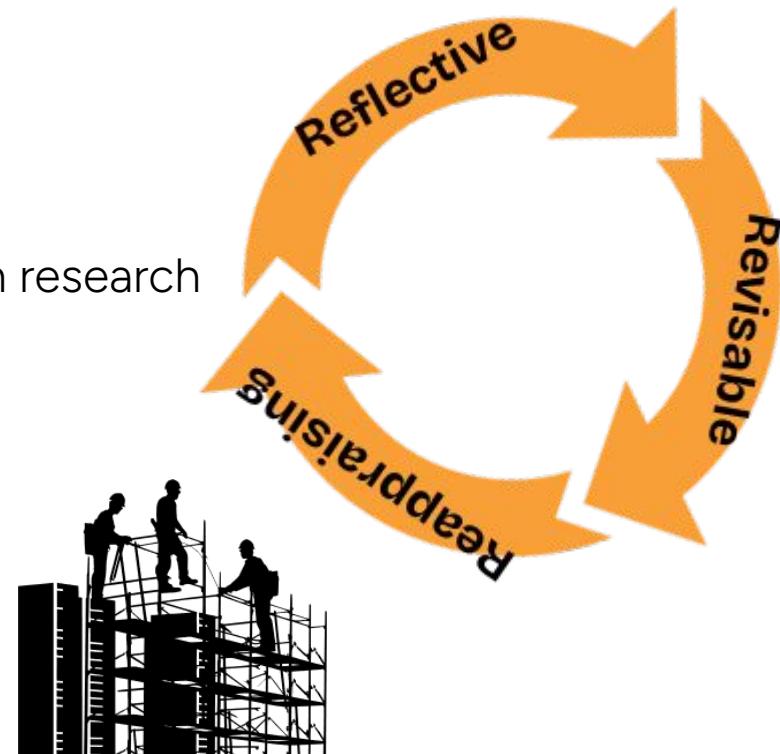


Putting theory into practice



# Implementation Stage: Key Components

- System/Flow chart
- Attendance procedures
- District-wide attendance campaigns
- Implementing best practices based on research
- Collaboration with USBE and LEAs
- Data to measure system development



# System Flowchart

- What are the foundational components of district- and school-based systems?
- How does the system align with the district attendance policy and resources?
- What components focus on prevention and early intervention?

## MCSD District Attendance Flow Chart

Schools should utilize the Tiered Attendance Checklist, the TFI, SEAT and student and parent surveys to ensure Tier 1 system components are in place.

### Tier 1 System Includes

Attendance Policy  
and Team  
(District and School)

Accurate Attendance  
& Tier 1 Data  
Collection

Consistent  
Stakeholder  
Communication

Strong  
PBIS

Welcoming  
Culture

Tier 1 System components are addressed at both the district and school level. From recent attendance survey data there is strong indication that classroom engagement and connection with teachers is a critical component of student attendance. Additionally, your PBIS structures need to include a focus on regular attendance.

### Tier 1 Support Sequence

Teacher  
Tardy/Attendance  
Talk with Student

Teacher  
2x10

Teacher  
Phone Call  
Home

Letters  
Sent Home

Home Visit /  
Parent Meeting

After 3 consecutive absences, the teacher will reach out to the family. After 5 unexcused non-consecutive absences; compulsory education letter / truancy notification letter sent by school. Parents will be required to meet with school officials. After 10 excused non-consecutive absences, a friendly letter home will be sent. Additional home visits / parent meetings may take place to address attendance challenges.

### Tier 2 Action & Intervention

Attendance 3P  
(Problem Solving)

Attendance Goal  
Setting

Attendance CICO  
or Check and  
Connect

District Attendance  
Matters Class  
(District Action)

Attendance Specialist  
Meeting (District  
Action)

Attendance Courses Assigned (Consultation  
with District Attendance Specialists)

After a school has tried Tier 2 Interventions without improvement, the school can refer that student to the district for additional Tier 2 and 3 district action.

### Tier 3 Intervention

Peer Court or other  
community service  
referral

District Attendance  
Hearing

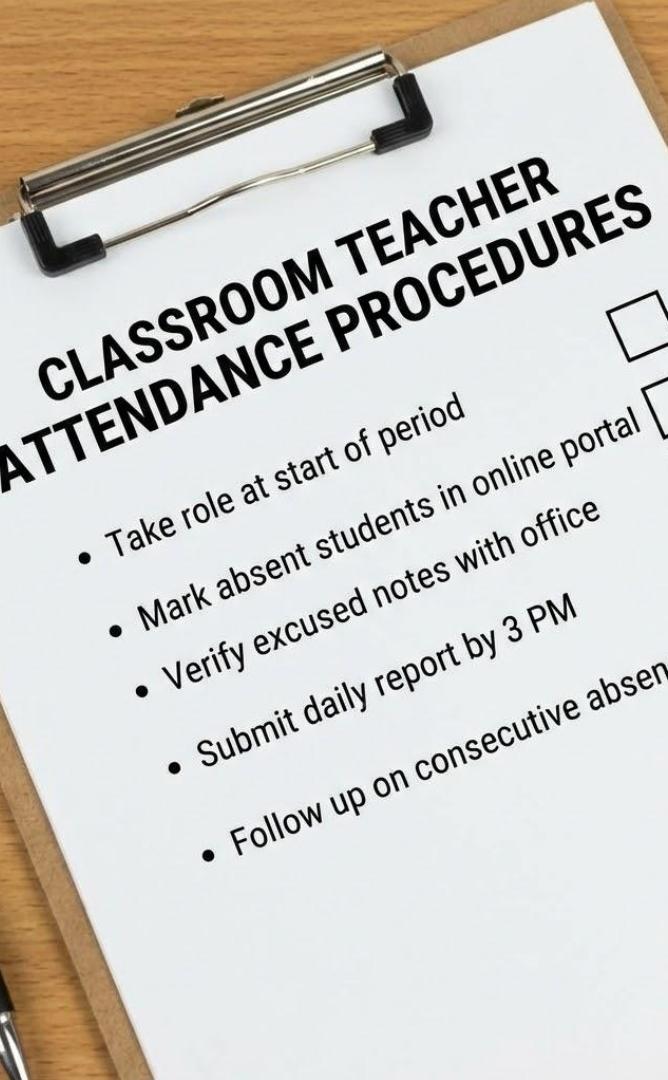
Attendance  
Success Plan

DFCS Referral

A Mental Health Referral can be made at any point in which it is deemed appropriate with parent/guardian consent.

Upon appropriate referral from the school, district office will set up an attendance hearing with the family. If attendance does not improve, then district will work with the school to make a DCFS referral.





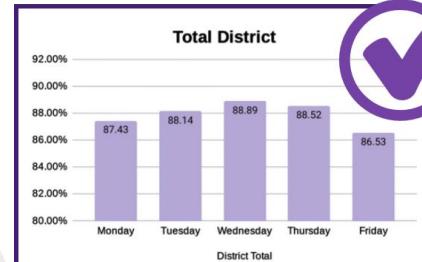
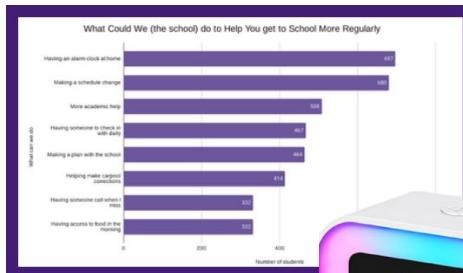
# Attendance Procedures

- How are attendance procedures (e.g. teachers taking attendance; office staff updates) defined?
- How do procedures align with needs (e.g. data tracking/analysis, prevention)?
- What barriers need to be addressed with revised procedures?



# District-Wide Campaigns and Information

- How do campaigns incorporate data as a driver for the initiative/goal?
- Lacking clear expectations can be a barrier to increasing attendance outcomes. In what way is your district sharing information to foster a culture of commitment and accountability?



# Ogden School District Campaign

**Did you know?** Starting in Kindergarten, students should miss no more than **9 days** of school per year to stay on track for graduation. That means missing **no more than one day per month!**

<b>Excused Absences Include...</b>	<b>Unexcused Absences Include...</b>
<ul style="list-style-type: none"><li>• Illness</li><li>• Medical appointments</li><li>• Dental appointments</li><li>• Doctor-recommended quarantine</li><li>• Funeral</li><li>• Religious holidays</li><li>• Legal appointments</li><li>• Jury duty (if over 18 years old)</li></ul>	<ul style="list-style-type: none"><li>• Vacation and trips</li><li>• Missing the bus</li><li>• Oversleeping</li><li>• Work</li><li>• Babysitting</li></ul>

**Too sick to come to school?**  
If your student will be absent, please let us know as soon as possible. Call the front office at 801-737-xxxx or email us at [attendance@district.edu](mailto:attendance@district.edu).

**Having trouble getting to school? We are here to help!**  

- Transportation
- Housing
- Mental health
- Other needs

**Not sure how many days your student has missed so far this year?**  
Don't let absences add up! Check your child's attendance monthly:

1. Visit
2. Login using your username and password
3. Click **Attendance**
4. [Add instruction here]

Resources and services are available to help your student get to school. Contact the front office at 801-737-xxxx for assistance.

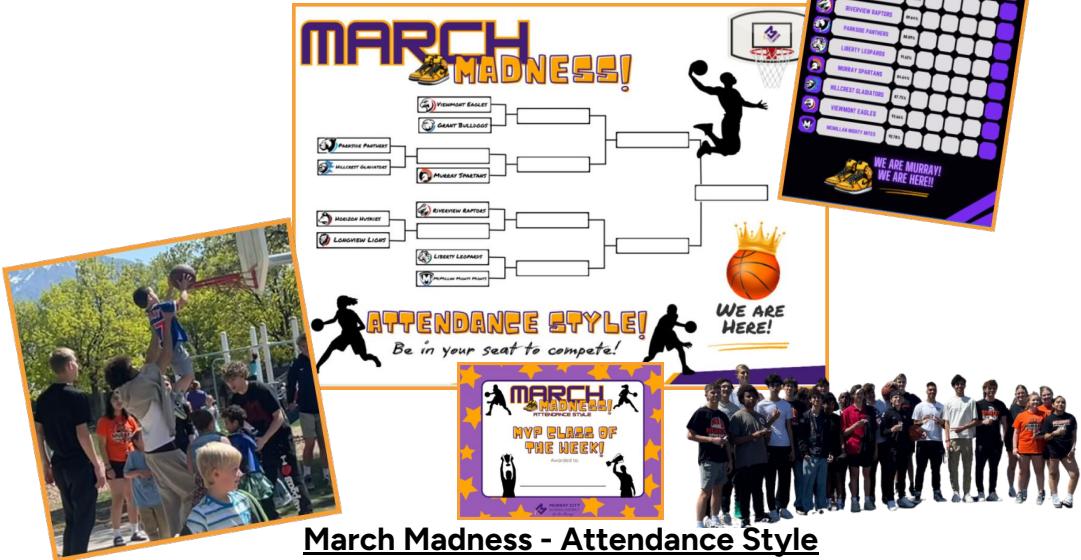
## Universal Communication

OSD refined attendance messaging to students and families. The focus was to provide clear expectations for attendance in family-friendly language. It was also important that messaging was consistent across settings.

# Murray School District Campaigns

## District-Wide Magnet

Had a District-wide fridge magnet made for every student. This was handed out with a attendance fact sheet. There is a place to track absences at the top.



The image shows the 'March Madness - Attendance Style' campaign. It features a bracket for the 'MARCH MADNESS' basketball tournament on the left and a bracket for the 'ATTENDANCE STYLE' competition on the right. The 'ATTENDANCE STYLE' bracket includes a note: 'Be in your seat to compete!' and 'WE ARE HERE!' with a basketball icon. In the center is a purple 'MARCH MADNESS ATTENDANCE STYLE MVP CLASS OF THE WEEK!' certificate. To the left is a photo of students playing basketball outdoors, and to the right is a photo of a large group of students standing together. The background is a purple and orange design with basketball motifs.

## March Madness - Attendance Style

This fun competition has quickly become a district favorite and has been especially effective in boosting attendance during the early stages of the "spring slide." We involved our High School Basketball teams this year and they helped make promotional videos and spent some recess time with our winning elementary schools.



# Campaign in Action

MURRAY CITY SCHOOL DISTRICT  
PRESENTS...

MARCH  
MADNESS

ATTENDANCE STYLE!

# Evidence-Based Strategies

- Teacher-led attendance conversations
- Access to community resources
- Attendance Matters class - parent involvement
- Motivational interviewing



**WE ARE HERE!**  
KEEP YOUR CHILD ON TRACK IN HIGH SCHOOL.  
PAY ATTENTION TO ATTENDANCE

**DID YOU KNOW...**

Showing up for school has a huge impact on a student's academic success. Even as children grow older, their attendance in school remains linked to their academic achievement. Missing school every day and understanding why absences are so important for success in school and on the job.

- Students should miss no more than 9 days of school each school year to stay engaged, successful, and on track for graduation.
- Frequent absences can be a sign that a student is losing interest in school, becoming disengaged, and at-risk for dropping out.
- In 4th grade, absenteeism is one of three signs a student may drop out of school.
- By 8th grade, students who miss 10% of school (about 10 days) are twice as likely to drop out as students who miss 5% of school.

**WHAT YOU CAN DO...**

**Attendance**

- Model a positive attitude about school.
- Encourage your child to attend school every day.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Take your child to school on time and avoid unnecessary absences on early-out days.

**Help your teen stay engaged**

- Find out if your children feel engaged by their classes and feel safe.
- Encourage your child to attend school every day.
- Remind your child to come to school on time and to catch up on work or tutoring when necessary. Make sure students know how to contact you or a teacher if they need help from home or tutors when necessary.
- Stay involved in your child's school and contacts. Peer pressure can lead to missing school, while students with involved parents are more likely to stay in school.
- Encourage your child to get involved in the happenings at the school, just managing off-campus activities, volunteering, or participating in school clubs, sports, and plays.
- Resist and support your children if they are showing signs of stress and anxiety.

**Communicate with the school**

- Get to know the school's attendance policy.
- Check in with your child's teacher regularly to catch any mistakes and to be sure absences are not adding up.
- Encourage your child to do the same.
- Keep in touch with your child's teacher. We are in this together! We are **Matters**.





**WE ARE HERE!**  
HELP YOUR CHILD SUCCEED IN ELEMENTARY:  
BUILD THE HABIT OF GOOD ATTENDANCE

**DID YOU KNOW...**

Starting in Kindergarten, too many absences can cause children to fall behind in school. Missing 10% of school (about 12 days every few weeks excused OR unexcused) can make it harder to succeed in school.

- Students should miss no more than 9 days of school each school year to stay engaged, successful, and on track for graduation.
- Frequent absences can be a sign that a student is losing interest in school, becoming disengaged, and at-risk for dropping out.
- In 4th grade, absenteeism is one of three signs a student may drop out of school.
- By 8th grade, students who miss 10% of school (about 10 days) are twice as likely to drop out as students who miss 5% of school.

**WHAT YOU CAN DO...**

**Attendance**

- Set a regular bedtime and morning routine.
- Get up and get dressed for school before.
- Establish a checklist for getting ready to school if something comes up, maybe calling on a family member for help.
- Try to schedule non-emergency medical appointments and extended trips when school is not in session.
- If your child seems anxious about school, talk to the teacher, principal, School Based Mental Health professional, or a mental health professional.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning.
- Keep open communication with your child's Teacher, let them know if your child needs extra support.

**Help your teen stay engaged**

- Find out if your children feel engaged by their classes and feel safe.
- Encourage your child to attend school every day.
- Remind your child to come to school on time and to catch up on work or tutoring when necessary. Make sure students know how to contact you or a teacher if they need help from home or tutors when necessary.
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**Transition discussion to Attendance**

Sample Script:

Introduce the topic gently: "One of the first things we discuss is attendance, as it plays a significant role in [Student's Name]'s overall success."

Provide some data or examples: "So far this [semester/year], [Student's Name] has missed [X days] and has been tardy [X times]."

**Explain Impact**

Share the impact on learning: "When students miss class, it can be challenging for them to stay on track, especially with [fill in the blank]. For example, if a student misses [fill in the blank], give a brief example of how an absence affected their understanding of a topic or skill."

Share empathy and understanding: "I understand that absences can happen for various reasons, and I just want to work with you to ensure [Student's Name] has the best opportunities to succeed."

**Collaborative Problem-Solving**

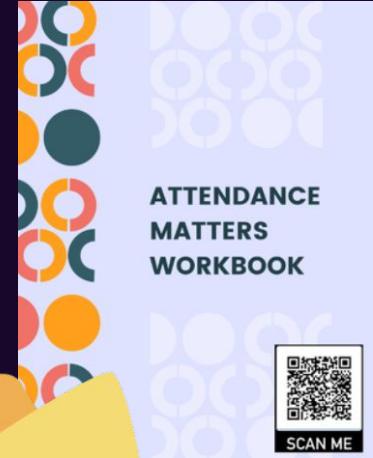
Invite dialogue: "Are there any challenges or circumstances affecting [Student's Name]'s attendance that I should be aware of?"

Suggest supportive strategies: "If it's helpful, we can discuss ways to address this together. For example, I can provide missed assignments or extra support to catch up on any material."

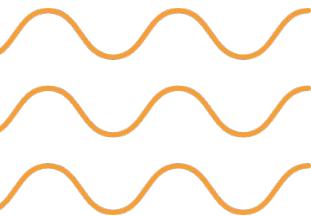
Encourage open communication: "Please let me know if you ever need assistance or if something comes up. We're all here to support [Student's Name]."

**Express gratitude**

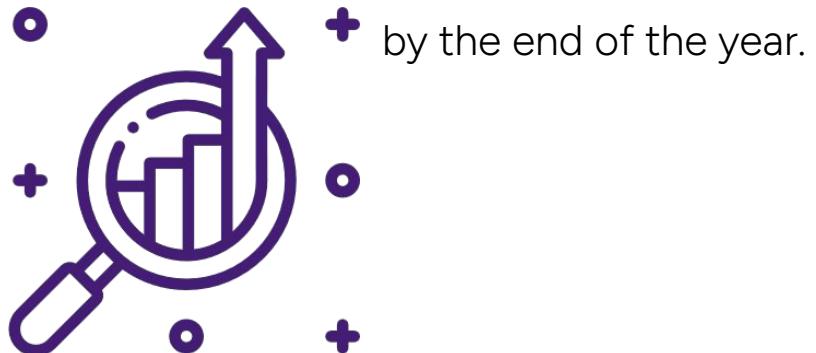
Express your support and involvement in [Student's Name]'s education. It truly makes a difference!



# Using Data to Drive Initiatives



\*National Data shows that students who miss more than 2 days in the first 20 days of school are 5 times more likely to be chronically absent



After 30 days, 53% of students who received a postcard showed improved attendance—rising to 58% after 60 days.



# Attendance System Implementation Data

- Use of evidence-based data tools
- Ongoing assessment windows
- Opportunities for analysis, reflection and action planning

<b>PBIS and Attendance Assessment Dates</b>		
<b>Survey</b>	<b>First Window</b>	<b>Second Window</b>
PBIS Building Walk-Through	September 29th - October 14th	January 20th - February 6th
Benchmarks of Quality	October 20th - October 31st	March 9th - March 27th
Tiered Fidelity Inventory (TFI)	<b>NA</b>	April 20th - May 8th
Tiered Attendance Checklist (TAC)	September 29th - October 14th	March 9th - March 27th
SEAT   Attendance CNA Focus Group	February 2nd - February 27th	<b>NA</b>

# Implementation | Group Discussion

<b>STEP 1</b>	<b>What is notable?</b> <ul style="list-style-type: none"><li>Team members share out what information was notable based on current priorities/needs.</li></ul>	30 sec
<b>STEP 2</b>	<b>Clarifying Questions</b> <ul style="list-style-type: none"><li>At the table, discuss what questions are lingering based on the information shared.</li></ul>	30 sec
<b>STEP 3</b>	<b>Application</b> <ul style="list-style-type: none"><li>Participants share action steps that may be taken to support attendance system needs within their role and LEA.</li></ul>	30 sec
<b>STEP 4</b>	<b>Reflection</b> <ul style="list-style-type: none"><li>Take the time to add questions and/or feedback points to the padlet shared.</li></ul>	1 min.



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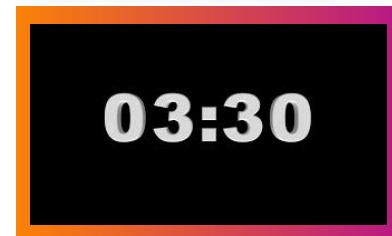
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# Implementation | Group Discussion

<b>STEP 1</b>	<b>What is notable?</b> <ul style="list-style-type: none"><li>Team members share out what information was notable based on current priorities/needs.</li></ul>	1 min
<b>STEP 2</b>	<b>Clarifying Questions</b> <ul style="list-style-type: none"><li>At the table, discuss what questions are lingering based on the information shared.</li></ul>	1 min
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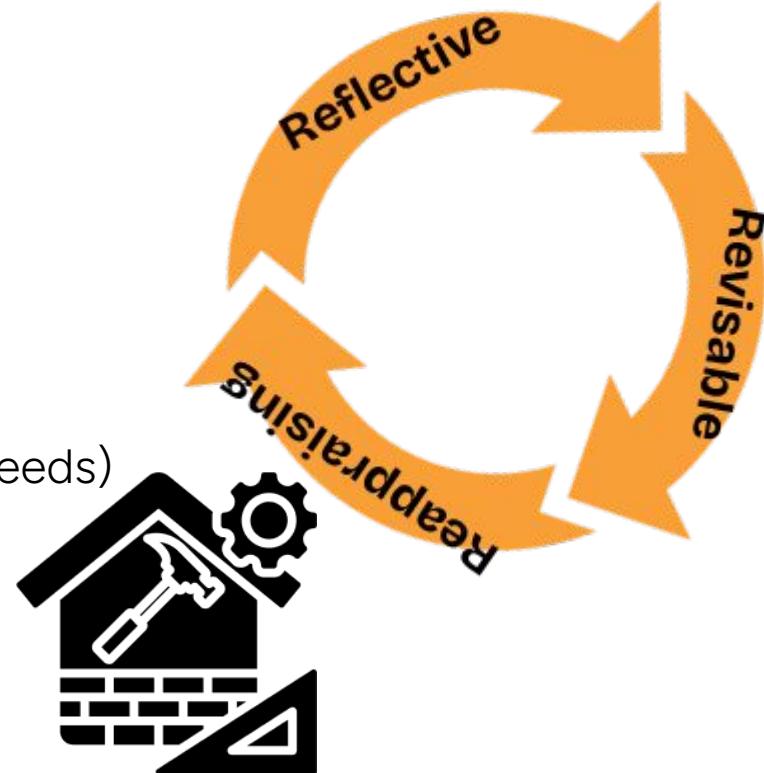
# REFINEMENT STAGE



Multi-tiered system of support

# Refinement Stage: Key Components

- Campaigns in schools
- Tier 2, Tier 3 flowchart
- School based attendance teams
- School based attendance staff
- Community resources
- Granular data tools (targeted support needs)



# School-Based Campaigns

- Targeted site-based reinforcement



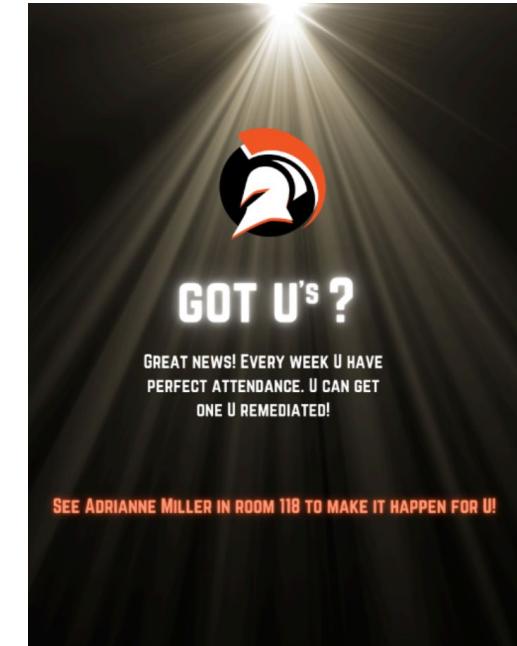
# Secondary Attendance Campaigns

- You have to get a bit creative—maybe even a little sneaky—to grab their attention. Humor tends to do the trick.

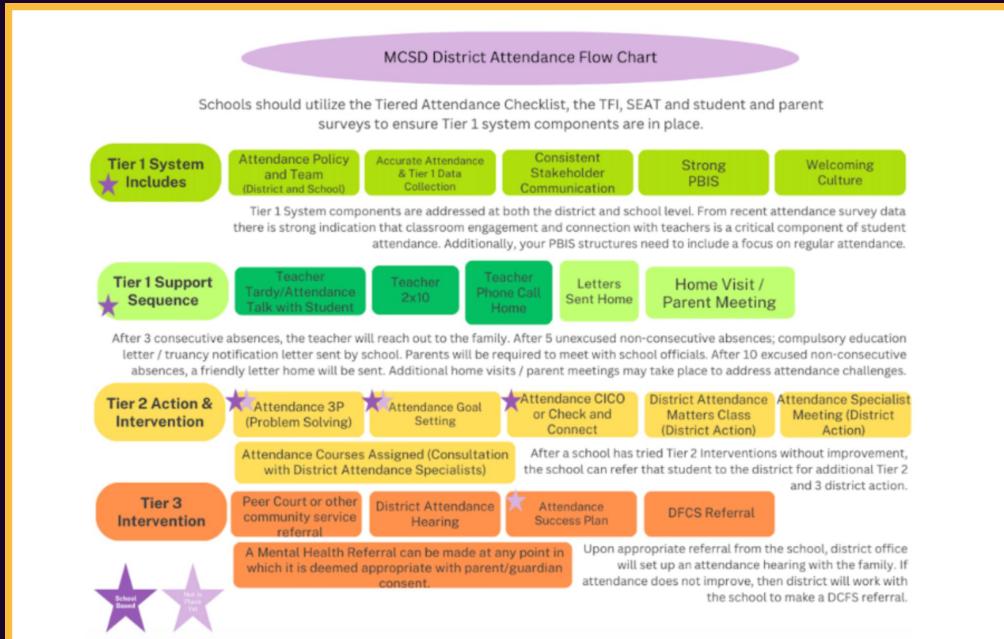
**School giving off  
a mad OPPS vibe?**



**Hamilton knew  
how to  
avoid FOMO...**



# Tiered Support System



Multi-tiered system of support (MTSS) includes:

- Clear policy and processes
- Explicit communication to stakeholders (staff, students, parents)
- Reinforcement and corrective measures
- Tier 2 and Tier 3 support strategies/actions

# School-Based Attendance Teams

- School staff member supported as attendance expert
  - Drives system implementation at school site
  - Coordinates with school team members and administration
  - Alignment to district initiatives and processes
- Process to address tiered support needs

24-25 Attendance Building Facilitator Stipend	
School Name:	
Facilitator:	
1. Attendance to district Tier I Attendance Meetings (Can miss one with no penalty)	Attended
PBIS/Attendance Facilitator Greensheet: Emily Drisdale-Cody	
September	✓
October	✓
November	✓
December	✓
January	✓
February	✓
March - Meeting was cancelled by District	✓
April	✓
May	✓
My Score	9
Total Possible	8
2. Attendance data / information shared with faculty, SLT, district team	Completed
September	✓
October   First Quarter	✓
November	✓
December	✓
January   2nd Quarter	✓
February	✓
March   3rd Quarter	✓
April	✓
May   4th Quarter*	✓
My Score	8
Total Possible	8
3. Assigned Attendance Action Plan Completed	Completed
September -	✓
October - Tiered Attendance Checklist (TAC) and action planning	✓
November - Attendance Policy sent out	✓
December - Action plan based on data / communication sent	✓
January - SEAT	✓
February - Action plan based on data / communication sent	✓
March - Action plan based on data / communication sent	✓
April - End of Year TAC	✓
My Score	8
Possible	8
4. Monthly Communication Shared with Stakeholders	Completed
September	✓
October	✓
November	✓
December	✓
January	✓
February	✓
March	✓
April	✓
May	✓
My Score	9
	9

# School-Based Attendance Support Staff

- Designated staff to implement attendance support/intervention



# Community Resources

- Develop and refine partnerships
- Address LEA needs in alignment with community partner initiatives

## AGENDA

01

Welcome and  
Introductions

02

Attendance  
Expectations

03

Attendance  
Data

04

Community Partner  
Presentations

05

Question and  
Answer Time

06

Partner Connection  
Action Planning



# Granular Data Tools

- Attendance Hot List | Moveable Middle Meetings

# Refinement | Group Discussion

## STEP 1

### What is notable?

- Team members share out what information was notable based on current priorities/needs.

30 sec

## STEP 2

### Clarifying Questions

- At the table, discuss what questions are lingering based on the information shared.

30 sec

## STEP 3

### Application

- Participants share action steps that may be taken to support attendance system needs within their role and LEA.

30 sec

## STEP 4

### Reflection

- Take the time to add questions and/or feedback points to the padlet shared.

1 min.



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02:30

# Refinement | Group Discussion

## STEP 1

### What is notable?

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1 min

## STEP 2

### Clarifying Questions

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1 min

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### Application

- Participants share action steps that may be taken to support attendance system needs within their role and LEA.

1 min

## STEP 4

### Reflection

- Take the time to add questions and/or feedback points to the padlet shared.

30 sec



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# Contact Us

## Murray School District

Brittany Roller | MCSD Attendance Specialist

[broller@murrayschools.org](mailto:broller@murrayschools.org)

Erin Adams | MCSD Attendance Specialist

[eadams@murrayschools.org](mailto:eadams@murrayschools.org)

## Ogden School District

Nicole Lovell | Director of Student Advocacy

[lovelln@ogdendsd.org](mailto:lovelln@ogdendsd.org)

# Five Challenges



- 1 Find and read your LEA's attendance policy - when was it last revised?
- 2 Read definitions for your LEA's attendance codes
- 3 Ask how to actively support your LEA's attendance campaign
- 4 Ask how your LEA reviews attendance data - regular/chronic
- 5 Build awareness of attendance code:  
Utah Code §§ 53G-6-201 through 211