

Reducing Chronic Absenteeism: Parent Collaboration Process

THE CHALLENGE

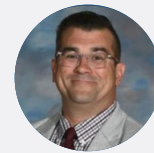
In 2022, 55% of students with disabilities in Corning Union Elementary School District were identified as being chronically absent; meaning they missed 10% or more of the days they were enrolled in school for that year. For example, if the school year is 180 days and the student was absent for 18 or more days, this student was chronically absent from school. This high rate of absenteeism underscored the need for focused supports to keep students engaged and connected to school.

THE SOLUTION

As part of California's Compliance and Improvement Monitoring (CIM) process, Corning Elementary School District set a goal to decrease chronic absenteeism for students with disabilities to below 20% in two years. Corning Elementary participated in SIL's Attendance Network, where the team developed a clear process for communication between the school and family, incorporating feedback loops to ensure ongoing, collaborative support for the student.

THE IMPACT

Chronic absenteeism for students with disabilities in Corning Union Elementary School District **decreased 38%**, surpassing the original goal.



"Collaborating as part of the attendance network allows us to share insights, get ideas, and implement strategies that make a real impact. We have seen a significant increase in student attendance both generally as well as with students with disabilities as a result of this work."

Andrew Fisher

*Assistant Superintendent for
Educational Services, Corning Union
Elementary School District*



PARENT COLLABORATION PROCESS

IMPLEMENTATION STRATEGIES AND TOOLS

1 Utilize the Resources Linked In This Document With The Steps Listed Below:

- Identify chronically absent students from the previous school year. Call families to establish a positive relationship and discuss attendance expectations.
- Contact the family after two or more unexcused absences or multiple 30-minute tardies to learn how the school can support the family with attendance. Reiterate the importance of consistent student attendance and provide parent education on attendance.
- If attendance does not improve, hold a parent meeting via phone to identify barriers to attendance and needed supports.
- If attendance improves, make a positive call home and provide student recognition at school.
- Continue to monitor the student's attendance throughout the year.
- If attendance does not improve, hold an attendance meeting, during which the team conducts an empathy interview, reviews attendance policies, and co-creates a plan to improve attendance.
- If attendance improves, provide a positive call home and provide student recognition at school. If not, follow up with parents about SARB as a next step.

Tips:

- 2 ■ Teachers/Case Managers/Counselors can follow this process for individually contacting parents.
- Attendance Liaisons can incorporate this process for contacting parents as part of a schoolwide plan.

