

# (3) PPR Module 3: Attendance

---

Please fill out the following questions about your school or district.

---

1. Is there broad interest in improving school attendance rates? *(Select one option)*

- Yes (1)
  - Somewhat (2)
  - No (3)
  - Unsure (4)
- 

2. Are teachers in your school required to take attendance? *(Select one option)*

- Yes (1)
  - No (2)
  - Unsure (3)
- 

3. Is there a written policy or procedure regarding students remaining enrolled in the school or being withdrawn after a number of days of non-attendance and non-communication? *(Select one option)*

- Yes (1)
- No (2)
- Unsure (3)

---

4. Is there a written policy in place to help students make up work missed due to absence? *(Select one option)*

- Yes (1)
  - No (2)
  - Unsure (3)
- 

5. When students are absent from class due to court-ordered treatment or other services scheduled during the school day, are these absences excused or unexcused? *(Select one option)*

- Excused (1)
  - Unexcused (2)
  - Varies (3)
  - Unsure (4)
- 

6. Are absences due to suspension and expulsion considered excused in your attendance policy? *(Select one option)*

- Yes, they are always excused. (1)
  - Yes, until a student has been suspended for more than a designated number of days. (2)
  - No, they are unexcused. (3)
  - Unsure (4)
-

7. If your high school has an open campus, are there effective procedures in place to ensure that students are monitored leaving campus and that students return to campus when they are supposed to? *(Select one option)*

- N/A - no open campus. (1)
  - Yes (2)
  - No (3)
  - Unsure (4)
- 

8. Does a person at the **school** have the specific responsibility to support teachers with attendance interventions? These positions are often called Attendance Advocates or Attendance Coaches, but may have other titles as well. *(Select one option)*

- Yes (1)
  - No (2)
  - Unsure (3)
- 

9. Does the person in charge of attendance routinely work with other school staff such as the McKinney-Vento Liaison and the Child Welfare Educational Liaison to identify absences that may be due to homelessness or living transitions? *(Select one option)*

- Yes (1)
  - No (2)
  - Unsure (3)
-

10. At what levels of absence are you required to intervene with students and/or their families? *(Select one option)*

1 day (1)

2-3 days (2)

4-5 days (3)

6-9 days (4)

10 or more days (5)

Unsure (6)

---

11. In your school, how often are the following activities implemented to address repeated **excused** absences. (Select one option for each statement)

	Frequently (1)	Sometimes (2)	Rarely (3)	Never (4)	Unsure (5)
a. Automated phone call to home. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Automated text message or phone call to parent/guardian's cell phone. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Automated email to parent. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Live phone call to parent/guardian(s). (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Letter to parent/guardian(s). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Face to face meeting with family. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Individual attendance plans. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Intervention with child. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intervention with family. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Referral to truancy reduction program or SARB Board. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Referral to County social services to pursue educational neglect. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In your school, how often are the following activities implemented to address repeated **unexcused** absences. (Select one option for each statement)

	Frequently (1)	Sometimes (2)	Rarely (3)	Never (4)	Unsure (5)
a. Automated phone call to home. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Automated text message or phone call to parent/guardian's cell phone. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Automated email to parent. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Live phone call to parent/guardian(s). (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Letter to parent/guardian(s). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Face to face meeting with family. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Individual attendance plans. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Intervention with child. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intervention with family. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Referral to truancy reduction program or SARB Board. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Referral to County social services to pursue educational neglect. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

13. Do you make regular use of attendance contracts signed by the student, the parent/guardian and a school representative? (*Select one option*)

- Yes (1)
  - We use them in some cases. (2)
  - No (3)
  - Unsure (4)
- 

14. Do the attendance contracts seek to identify the root cause of the absences, and do they specify the responsibilities of the student, the parent/guardian and the school? (*Select one option*)

- Yes (1)
  - Sometimes (2)
  - No or not usually. (3)
  - Unsure (4)
- 

15. Do you regularly make use of positive incentives (carrots) to motivate good attendance, and not just punitive responses (sticks) to absences? (*Select one option*)

- Yes (1)
  - To some extent. (2)
  - No or not usually. (3)
  - Unsure (4)
-

16. Do you implement a tiered approach to providing positive incentives and, when needed punitive responses, to attendance and absence? (*Select one option*)

- Yes (1)
  - To some extent. (2)
  - No or not usually. (3)
  - Unsure (4)
- 

17. Can students make up classroom work and missing homework due to an **excused** absence? (*Select one option*)

- Yes, per policy. (1)
  - No, per policy. (2)
  - Varies, teachers decide. (3)
  - Unsure (4)
- 

18. Can students make up classroom work and missing homework due to an **unexcused** absence? (*Select one option*)

- Yes, per policy. (1)
  - No, per policy. (2)
  - Varies, teachers decide. (3)
  - Unsure (4)
-



19. In your school, do students lose credit in a class, either by getting an incomplete or an “F”, when a specified threshold of unexcused absence is reached in that class regardless of the quality of their graded work? *(Select one option)*

- Yes, by policy. (1)
  - Varies by teacher. (2)
  - No (3)
  - Unsure (4)
- 

20. Does your school refer habitually truant students to truancy court? *(Select one option)*

- Yes (1)
  - No (2)
  - Sometimes (3)
  - Unsure (4)
- 

21. If you refer habitually truants to truancy court, is there a person at your school with the responsibility to follow up with students and support them in complying with the judge's orders? *(Select one option)*

- N/A: We do not make court referrals. (1)
  - Yes (2)
  - No (3)
  - Unsure (4)
-

22. Does your district define chronic absence\*? \* If not defined, for purposes of this document, chronic absence is defined as students who miss more than 10% of instructional time. (Select one option)

- Yes (1)
  - Somewhat. We are currently working on this. (2)
  - No (3)
  - Unsure (4)
- 

23. Are more than 10% of your students chronically absent? (Select one option)

- Yes (1)
- No (2)
- Unsure (3)

Submission Confirmation. Thank you for filling out the Policy and Practices Review Module 3. If Module 3 is complete and ready to be submitted for review by the CDE staff, please click submit. You will not be able to come back to your survey once you click the submit button.

---