

Sample Absenteeism Prevention Plan

Pursuant to [SF2435](#) effective on July 1, 2024, in the event that a compulsory school-age student (a child who has reached the age of six and is under sixteen years of age by September 15) has been **absent 15% of school days or hours in a grading period**, the school will hold a student engagement meeting. The purpose of the school engagement meeting is to identify the barriers to attendance experienced by the child and the interventions that may be used to improve the child's attendance.

- A school engagement meeting must include 1) the child, 2) the child's parent, guardian, or legal or actual custodian, if the child is not an emancipated minor, and 3) a school official.
- Per Iowa Code, if the participants in the school engagement meeting fail to enter into an absenteeism prevention plan, or if the participants violate a term of the absenteeism prevention plan or fails to participate in the school engagement meeting, the county attorney may initiate a proceeding.

This SAMPLE Absenteeism Prevention Plan is solely advisory in nature and is provided at the request of education stakeholders to support school districts in meeting their statutory requirements.

Student Experiencing Chronic Absenteeism

Student Name: Susan Sample
Attending School: Sample Elementary School
Student Grade: 3rd grade
Parent(s) / Guardian(s): Sam and Sharon Sample
Date of Meeting: January 15, 2024

[The following sections of this plan are intended to be completed in the meeting together.]

Engagement Information

Student Strengths:

Susan excels in science and enjoys building with Legos, as well as coding the robots during Coding Hour. Susan also excels in music and has often volunteered for a solo role in performances.

Student Motivators:

Susan prefers to work independently or in a small group setting. A required choice reinforcement survey was completed with Susan and she prefers adult approval and independent rewards.

Student Connecting Adult at School:

Susan often seeks out and confides in the music teacher, Mrs. Loftin and the counselor, Mr. Harper.

Additional Information:

Susan currently receives reading support and has been non-proficient on the FAST assessment for the last three testing periods. Her growth is slower than the peers in her small group according to progress monitoring. She is highly engaged during her Amira tutoring sessions. Susan's parents reported that Susan often complains about coming to school and resists morning routines of coming to school.

Attendance History

Year	Grade	Missing Days	Rate
Current Year	3rd	15 of 97 school days	15%
Previous Year(s)	2nd	32 of 175 school days	18%
Previous Year(s)	1st	21 of 175 school days	12%
Previous Year(s)	Kdg.	18 of 177 school days	10%

Academic History

Year	Grade	Academic Summary
Current Year	3rd	<i>Does Not Meet to Approaching</i> academic standards, Continued <i>Persistently At-Risk</i> ELI status, FAST Winter aReading 465 (High Risk) Intervention Groups
Previous Year(s)	2nd	<i>Approaching</i> academic standards, <i>Persistently At-Risk</i> ELI status, Lit. and Math FAST Winter aReading 450 (Some Risk) Intervention Groups
Previous Year(s)	1st	<i>Approaching to Meets</i> academic standards, FAST Winter aReading 412 (High Risk)
Previous Year(s)	Kdg.	No significant history

[Please attach any additional relevant data reports, including automated reports, here.]

Barrier(s) to School Attendance (“Causes of the Child’s Absences”)

- Academic Progress and Success
- Basic Needs (e.g. food, clothing, communication)
- Physical Health
- Transportation
- Housing Insecurity
- Mental and/or Behavioral Health
- Challenging Behaviors
- School Connectedness
- Other Specific Short-Term Barrier
- Other Barriers _____

Describe:

Susan has struggled with reading and has been non-proficient over the last three testing periods on the FAST literacy screener. She has been receiving support in a small group setting with four other students. She has not been meeting her goal according to her progress monitoring. She needs additional time to complete the work in class and often is seen shutting down when she notices others finishing before her.

Susan doesn’t appear to have a close friend or strong relationship with peers. She does see the counselor to work on a growth mindset, connection with school, and developing friendships. Susan has identified two peers that she likes and is now playing with them at recess.

Susan’s parents report that they have a struggle getting Susan to school and often just let her stay home if she is arguing and crying.

Identified Areas of Need:

1. Academic Progress and Success
2. Challenging Behaviors and School Connectedness

Absence Intervention Plan (“Future Responsibilities of Each Participant”)

	Intervention #1	Intervention #2
Intervention	Check-In Check-Out	
Interventions to Address Identified Barrier(s)	<p>Barrier 1 (Academic Progress and Success):</p> <ul style="list-style-type: none"> ● Susan will continue to have a Personalized Reading Plan directed by Ms. Bookreader and progress monitored weekly for growth and progress towards proficiency. 	
<i>*Additional interventions could be added by the team as needed by the student.</i>	<p>Barrier 2 and 3 (Challenging Behaviors and School Connectedness):</p> <ul style="list-style-type: none"> ● Mr. Harper will facilitate a daily reflection sheet that will go home with the Sample family. The reflection sheet will include: <ul style="list-style-type: none"> ○ actively participating in class (academic), ○ coming to school with little or no challenging behaviors (behavior), ○ engaging with peers during recess (connectedness), and ○ Susan’s self-reflection. 	
Plan for monitoring success	<p>Weekly Monitoring (required by SF 2435):</p> <ul style="list-style-type: none"> ● In addition to daily interaction with Susan and the Sample family through reflection sheets addressing the three identified barriers to school attendance, the attendance team will track and compare change over time that will go home with the Sample family in: <ul style="list-style-type: none"> ○ attendance rates, and ○ indicators informed by student barriers including <ul style="list-style-type: none"> ■ unit post tests (academic), and ■ behavior referrals, both minor and major (behavior). 	
<i>Note to School Official: Iowa Code requires the school official to contact the participants at least once each week during the remainder of the school calendar to monitor the performance of the participants under the plan.</i>	<p>Monthly Monitoring:</p> <ul style="list-style-type: none"> ● In addition to the daily reflection sheets and weekly monitoring reports, the attendance team will engage in monthly meetings with the Sample family to review Susan’s progress on her APP plan. Adjustments to continue to meet Susan’s needs will be made. 	

	Intervention #1	Intervention #2
Implementation responsibilities	Student: <ul style="list-style-type: none"> I will come to school every day on time and check in with Mr. Harper as soon as I walk into school. I will set goals with Mr. Harper and reflect on my day during check out. 	
	Family: <ul style="list-style-type: none"> We will get Susan to school every day and call the school office or Mr. Harper if we need coaching and support. We will recognize the goals and celebrate successes with Susan every day. 	
	School: <ul style="list-style-type: none"> We will provide the Check In / Check Out structure for Susan, complete with goal setting and daily reflection on the goals. We will provide resources and strategies to the classroom teacher to help foster Susan's friendships in the classroom. 	

Implementation Details

School staff responsible for implementation of plan and weekly family communication:

Mr. Harper, school counselor, is responsible for the daily communication from the Check In/Check Out intervention.

School Contact if the parent, guardian, student have questions:

Mr. Harper, school counselor (school number: 123-456-7890)

Next Meeting Date:

March 14, 2024

Signatures of Attendees:

Student Signature (*if age appropriate): _____ Date: _____

Parent/Guardian Signature: Sharon Sample Date: 1/15/24

Parent/Guardian Signature: Sam Sample Date: 1/15/24

School District Representative: Mr. Harper Date: 1/15/24

***Age Appropriate:** It is age appropriate for a child to sign this agreement when it is generally accepted that children of the same chronological age or level of maturity have the ability to understand what they are signing.

Note to School Official: Per Iowa Code, each participant signing the absenteeism prevention plan shall receive a copy of the plan.

Note to Parent/Guardian: *This Absenteeism Prevention Plan is intended to identify barriers to attendance and actions the student, family and school will take to increase attendance. It is aimed to increase communication and identify an agreed upon plan. Please note this plan is part of the student's educational record and could be used in collaboration with the county attorney during truancy hearings, if warranted.*