

# Every Day Counts: Attendance Strategies for Success

January 13, 2026 Attendance Webinar

# Agenda for Webinar

1. Upcoming Webinar Dates
2. Attendance Commonly Asked Questions
3. USBE Supports to LEAs/Schools
4. Statewide Attendance Campaign Update
5. Legislation
6. Attendance Policies
7. Utilizing Attendance Data
8. Best Practices, Questions & Exit Survey

# Upcoming Attendance Webinars

- March 10, 2026 at 10:30am
- May 5, 2026 at 10:30am

# Commonly Asked Questions

# What Are Some Commonly Asked Questions?

- What do we do when parents refuse to engage with the school when it comes to attendance issues?
  - What does your attendance policy state?
  - The law is very clear on this that parents have to engage and work with the school no matter the age of the student. (Utah Code [53G-6-202](#) & Utah Code [53G-6-203](#))
- What parenting resources are available?
  - [Statewide Attendance Campaign Family Handout](#)
  - [Attendance Works Family Handouts](#)

# USBE's Support to LEAs

# Engagement and Attendance Cohorts

USBE engages LEAs and schools in yearly cohorts. These are called Engagement and Attendance learning cohorts, where they engage in a year long focused sustainable attendance systems implementation. The focus of each cohort changes each year depending on the individual needs.

Example topics include: attendance policies, attendance systems, attendance teams, attendance messaging, attendance interventions, attendance incentives, attendance MTSS, attendance data, etc.

# Check & Connect for Prevention

Check and Connect (C&C) is the only **Tier 2** evidence based mentoring program. Utah identifies at-risk students based on their ABC's (Attendance, Behavior, and Course Performance).

Mentors work with students and families to set-goals to help students re-engage with schools with the goal of graduation.

For more information on Check and Connect Trainings please reach out to [Garrett Russell](mailto:Garrett.Russell@schools.utah.gov) at [garrett.russell@schools.utah.gov](mailto:garrett.russell@schools.utah.gov).

# Check & Connect

- The Prevention Block Grant will open in 2026 and has been utilized to fund C&C programs in Utah.
- Currently serving 2,834 students in 25 districts throughout Utah, in YIC and Prevention
- Prevention programs include:
  - Absenteeism
  - Migrant/ Refugee & Newcomer
  - Gang & Substance Abuse
  - Credit Accrual

# Attendance Toolkit

The attendance [toolkit](#) follows best practices for LEAs that are starting to look at or revising their attendance systems and procedures.

The Toolkit includes:

1. Teaming
2. Stakeholder Engagement
3. Data
4. MTSS
5. Reflect, Adjust, Celebrate
6. Board Rule and Legislation

# Statewide Attendance Campaign Update (1)

- If you are part of the Attendance Challenge, the deadline to submit survey and midyear data was January 9<sup>th</sup>, submit ASAP if you haven't.
- Check our shared google drive folder for many resources- especially as you are planning for next school year.
  - If you need access, email [Megan Menlove](mailto:Megan.Menlove@schools.utah.gov) at [megan.menlove@schools.utah.gov](mailto:megan.menlove@schools.utah.gov).

# Statewide Attendance Campaign Update (2)

- We are still looking for and welcoming new attendance ambassadors. These include students, parents, teachers, administrators, district leaders, and community partners. Everyone and anyone is welcome to help promote students attending school.
  - Simply fill out the [Statewide Attendance Ambassador Commitment Survey](#) to become an attendance ambassador.
  - There is no extra work, just adding your voice!

# Utah Legislation

# Utah State Legislature Session Schedule



- 45-day Session
- Session starts on Tuesday, January 20th
- Session to end on Friday, March 6th

# Overview of the Bicameral Utah State Legislature

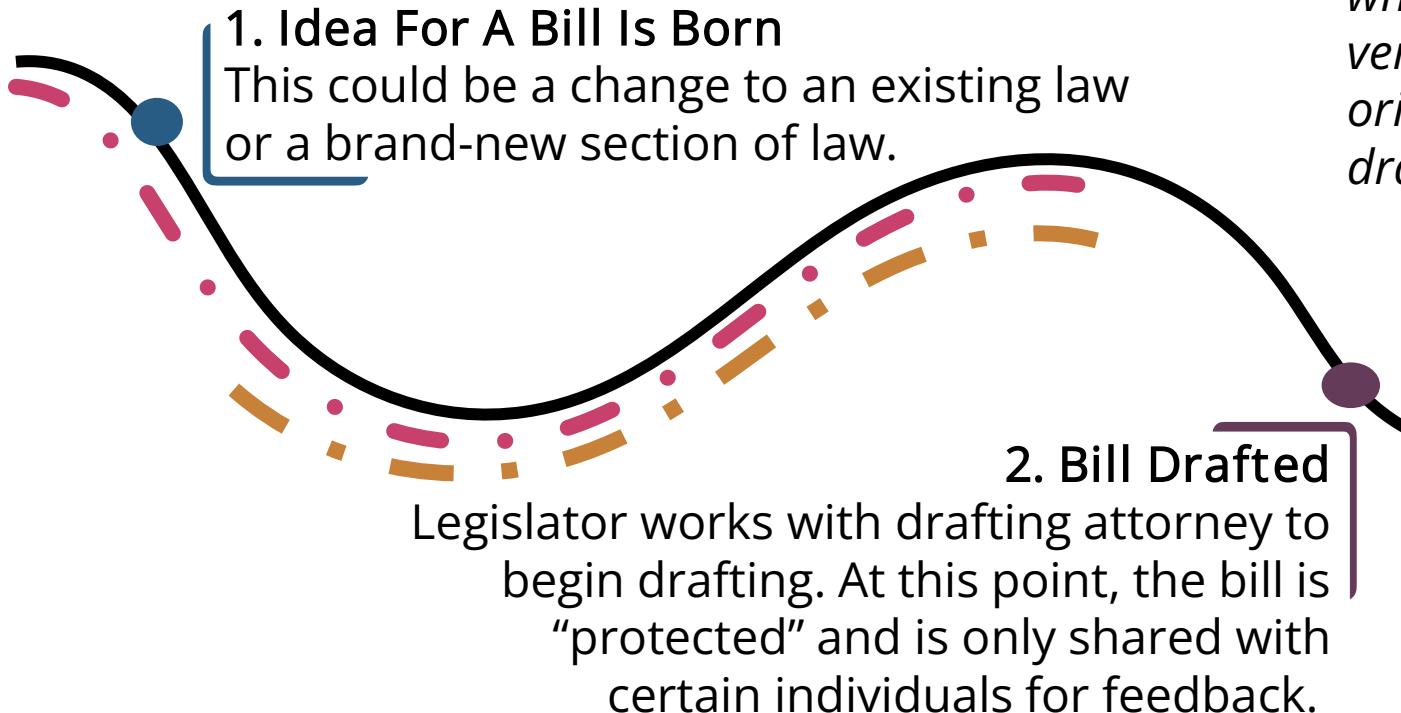
Utah House of Representatives:  
75 Representatives



Utah Senate: 29 State  
Senators



# Journey of a Bill (1)



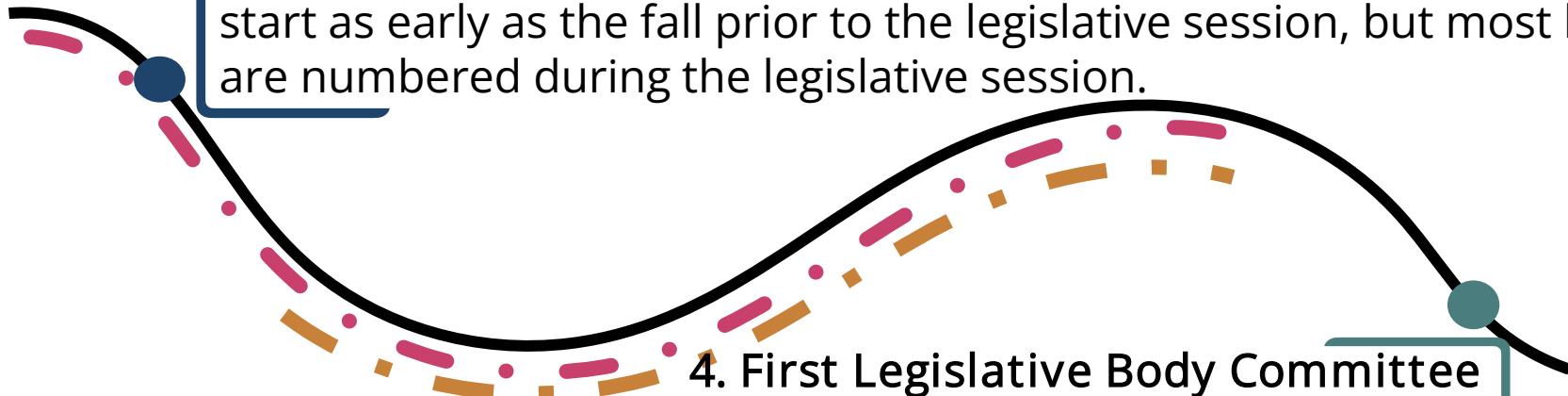
— *Substitute bills, which are modified versions of the original bill, are drafted and posted*

— *Legislators, constituents, groups, agencies give feedback and recommend changes*

# Journey of a Bill (2)

## 3. Bill Is Numbered

Bill is assigned a number (e.g., "S.B. 45" or "H.B. 90"). The bill is now public and is posted on the le.utah.gov webpage. Bill numbering can start as early as the fall prior to the legislative session, but most bills are numbered during the legislative session.



Bill sponsor presents the bill in a relevant legislative committee of the first legislative body (house or senate). Committee members discuss and vote whether to move the bill forward.

# Journey of a Bill (3)

## 5. First Legislative Body Floor

Bill goes to the floor of the first legislative body, meaning the entire body votes on the bill.

## 6. Second Legislative Body Committee

Bill sponsor presents the bill in a relevant committee in the other legislative body. Committee members discuss and vote whether to move the bill forward.

# Journey of a Bill (4)

## 7. Second Legislative Body Floor

Bill goes to the floor of the second legislative body. The entire body votes on the bill.

## 8. Governor Signature

If it passes both legislative bodies, the bill goes to the Governor's office for signing.

## 9. Bill Becomes Law, And Takes Effect

Bills usually take effect as law in May of the year they were passed, unless specified otherwise in the bill.

# 2025 Education Bills by the Numbers



Bills Introduced



Bills Passed

57%

Bill Passage  
Rate

80 total bills featured  
in the 2025 Public  
Education Summary

# Tracking Utah Legislation

Search  Settings  elisse.newey@schools.utah.gov 

Legislators Bills Code Committees Audits Budget Research and Legal



UTAH STATE LEGISLATURE

 Search le.utah.gov

# 2026 Attendance Legislation

## Senate Bill (S.B.) 58: Public School Attendance Amendments- Senator Fillmore

Summary: this bill establishes comprehensive student attendance monitoring and accountability requirements; requires local education agencies to implement enhanced attendance tracking and intervention programs; mandates performance metrics for attendance notifications and enforcement actions; creates data quality standards for student participation reporting; adds chronic absenteeism interventions as an allowed use of a school's School LAND Trust Program allocation; and makes technical changes.

## House Bill (H.B.) 106: School Attendance Changes- Representative Stoddard

Summary: this bill establishes chronic absenteeism data requirements and requires a chronic absenteeism study.

# Attendance Policies

# What Should Be Included In Your Attendance Policy? (1)

- Definitions used in policy (reference Utah Code [53G-6-201](#))
- General procedures and requirements
  - Attendance expectations, excusing absences (valid excuses), check-in/check-out procedures, attendance notifications
- Stakeholder Responsibilities
  - Students expectations, parent/guardian expectations, teacher expectations, administration/counselor expectations

# What Should Be Included In Your Attendance Policy? (2)

- Interventions and Support
  - Tier 1, Tier 2, Tier 3
  - Flowchart (what interventions happen at each absence)
- Promotion of Regular Attendance
  - Messaging, incentives, etc
- Appeals Process

# Where Do You Need To Share Your Attendance Policy? (1)

- Board Rule [R277-607](#)
- Share your attendance policy
  - Website
  - Letter home to parents
  - Back to school night
  - New student registration
  - Annually- beginning of the school year

# Where Do You Need To Share Your Attendance Policy? (2)

- Other Ideas
  - Pledge that parents and students sign every year with a commitment to come to school
  - Send policy with any attendance notifications

# What Supports Does USBE Offer With Attendance Policies?

- We are creating a Model Attendance Policy that will be published by the end of the school year.
- We will meet with you one-on-one to discuss questions you have about your specific policy.
- You can send us your policy and we will review it and make sure it matches with the law and send feedback.
- We have a shared Google Drive with policies from other LEAs/schools around Utah.

# Utilizing Attendance Data for Interventions/Incentives

# Examples of Utilizing Data with Attendance (1)

- LEAs and school utilize Panorama and the tools within that program to help identify students who need interventions.
- Others use Infinite Campus and there is an “early warning” screen that helps identify students based on attendance, behavior, curriculum, stability, and grad score. You can sort students within this list and see who is struggling the most.
- Schools have at-risk teams who meet to discuss students and possible underlying issues. Interventions are discussed at this meeting and implementation starts and barriers are identified for families.

# Examples of Utilizing Data with Attendance (2)

- Principal holds attendance meetings with parent and students. Interventions are individualized depending on circumstances.
- Run a report to see who has chronic tardiness and absences and then schedule meetings with those who have excessive absences and tardies.
- Run a report to see who has 95% or better attendance, and those students are entered into a drawing to earn rewards from the school.

# Examples of Utilizing Data with Attendance (3)

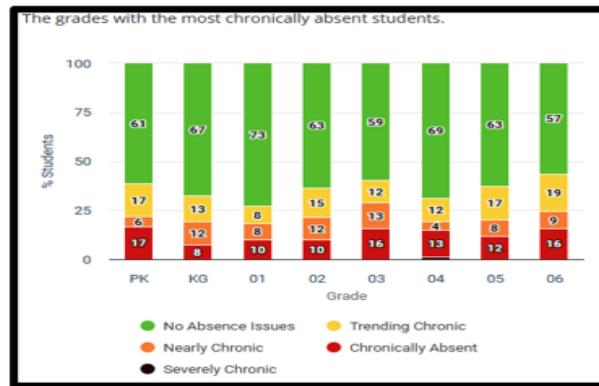
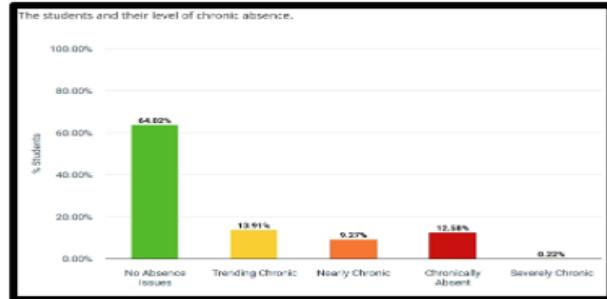
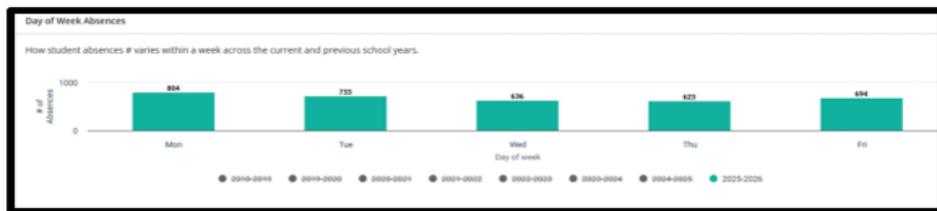
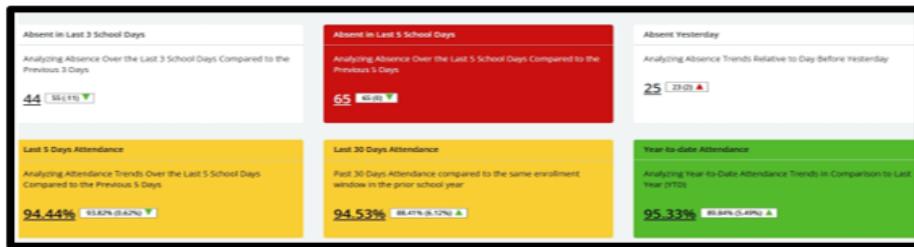
- Automated text message to parents, email from teachers, call from secretary or admin, then admin holds attendance meeting.
- Attendance secretary filters students who need attendance meetings and decides if it is better for the counselor or administrator to meet with the family.
- Our attendance team looks through attendance data weekly.

# Salt Lake District Example (Bri Conley)

- Early Warning System Platform -Analytics and Insights for K-12
  - Weekly Data
  - Absence Categories
  - Schoolwide Info, Goals, and Celebrations
  - Challenges between Schools
  - PBIS Incentives
  - District Level Celebrations
  - High School Focus
  - Disaggregated Data Dives

## Examples (1)

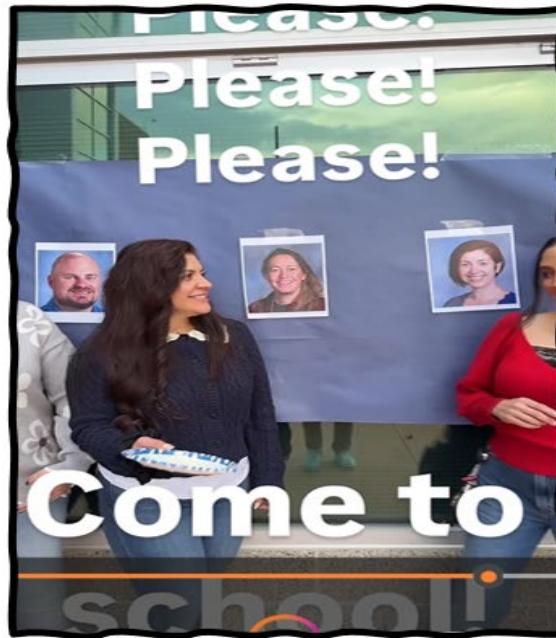
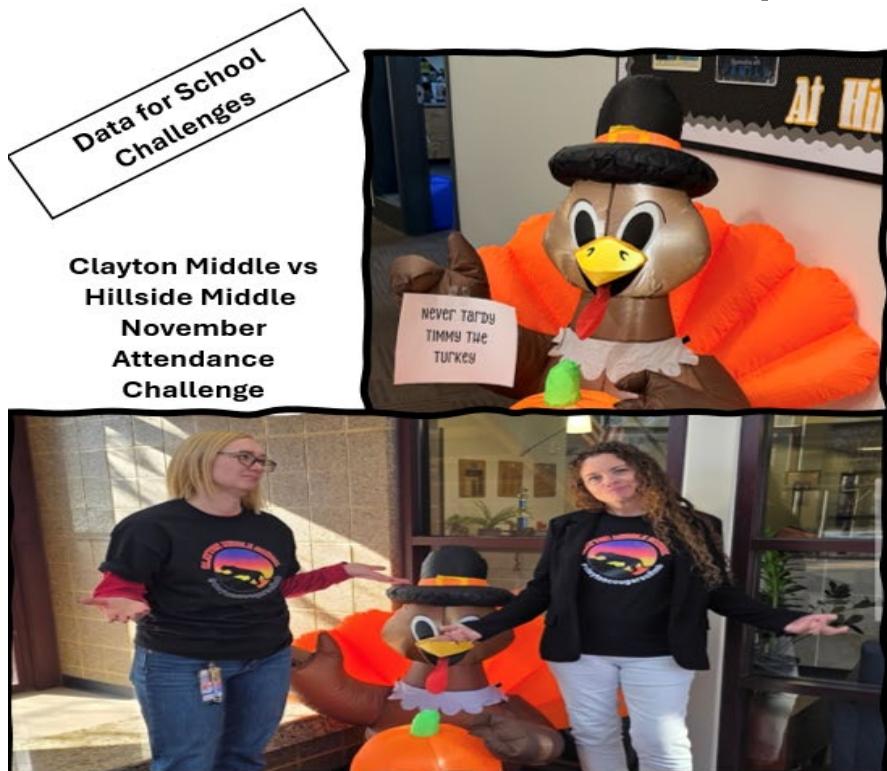
# PowerSchool: Analytics & Insights



# Examples (2)



# Examples (3)



**Northwest Middle vs Glendale Middle December Attendance Battle**

# Examples (4)

## Data for PBIS Incentives



**"GOLDEN SHOE" EXPECTATIONS**

- Top three classes with the highest attendance percentage will be recognized
- Most improved lower grade class and upper grade class will be recognized

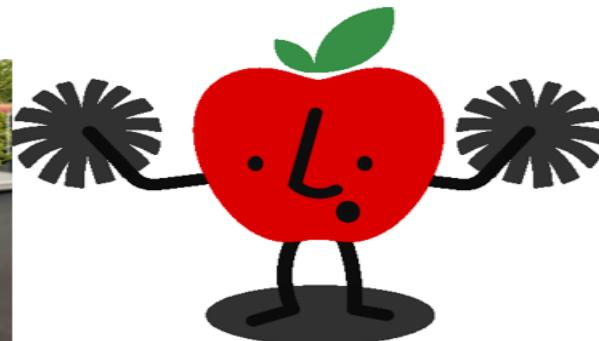


# Examples (5)

## Recognition: Most Improved Attendance December 2025

Elementary	Franklin
Middle	Hillside
High	--

Data for Monthly District  
Level Celebrations

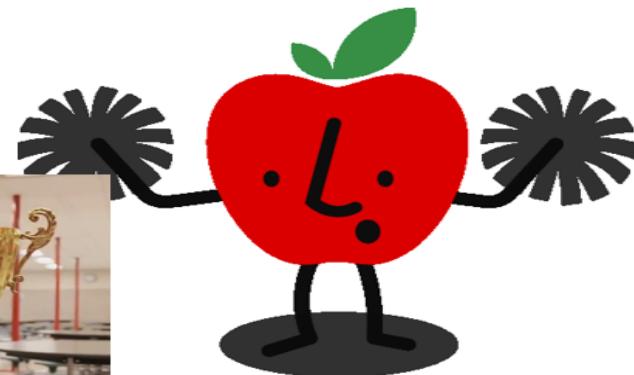


# Examples (6)

## Recognition: Chronic Absenteeism Reduction November 2025

Elementary	North Star
Middle	Glendale
High	West

Data for Monthly District  
Level Celebrations



# Examples (7)

## Attendance Data: High School Focus

West was getting about 65% of our teachers taking attendance before I sent out the message below on 11/05. We are now between 91%-93% each day. There are a lot of classes in a high school that prevent us from making 100%. [REDACTED] is working on collecting data so that we know exactly where we are but this is a great start!

Hello West Team,

I want to take a moment to remind everyone how important it is that we take attendance **each class period** — and to thank you for your consistency and care in doing so. Accurate attendance is more than just a procedural task; it's how we ensure student safety, support academic engagement, and stay aligned with **SLCSD Policy S-4: Student Attendance and Exemption from School**, which requires that attendance be recorded every period in secondary schools.

Currently, our "Attendance Taken" percentage is around **60% to 80%** depending on the day and period. Our goal at West is to reach **100%**. I fully understand that some teachers may have substitutes or unexpected situations arise; we'll be working closely with [REDACTED] to make sure those classrooms are properly accounted for.

To help us improve, [REDACTED] will be assisting by calling into classrooms approximately 10-20 minutes after class begins if attendance has not yet been entered. These calls are simply friendly reminders, brief, supportive, and meant to help us keep students accounted for in real time.

### SCHOOL-WIDE ATTENDANCE

Below is our school-wide attendance completion percentage update. Teachers who have not completed daily attendance will receive a reminder. Taking accurate daily attendance is not only good practice—it keeps parents informed and fulfills required state reporting expectations.

- 11/17: 98% completed
- 11/18: 99% completed
- 11/19: 98% completed
- 11/20: 98% completed
- 11/21: 97% completed

# Examples (8)

## Data Dive Templates

**November DLC-School Attendance Tiered Supports Graphic Organizer**

**TIER 1 – UNIVERSAL / WHOLE-SCHOOL (ALL STUDENTS)**

**Focus:** Prevention and conditions for learning

What is our current overall attendance rate?  
What schoolwide systems promote showing up every day (e.g., welcoming climate, recognition, communication)?  
Which of these are consistent across classrooms? Where do we see inconsistencies?  
What patterns or gaps exist by grade level or student group?  
How do we communicate why attendance matters to families and students?

**Schoolwide Action Steps: "To do" for staff?**

- 1.
- 2.
- 3.

**TIER 2 – TARGETED EARLY INTERVENTION (AT-RISK STUDENTS)**

**Focus:** Students missing 10-19% of school days

Which grade levels or groups are trending toward risk?  
What early interventions are already in place (check-ins, mentoring, incentives)?  
Which teacher actions are most connected to improvement?  
What barriers are most common among these students (transportation, anxiety, disengagement)?  
Which staff can best build consistent



**Title VI Presentation 2025-26 Graphic Organizer**

**What does our school data show about Native student attendance?**

<b>to access your school's attendance data:</b>	<b># of Native students enrolled:</b>
Go to Powerschool	# of Native Students
Open Analytics & Insights (waffle menu, top right).	chronically absent:
Go to Dashboard (left menu).	How does it compare to schoolwide rates?
Select Attendance Overview	
Filter: Ethnicity --> Native American/Alaskan Native	
Use Chronic Absenteeist:	
View by grade & % attendance.	
Hover bars = # of students.	
Click bar = student list.	

**Pattern or trend I notice:**

**Wonderings I have about this data:**

**Purpose of Title VI**

- The purpose of the program is to address the unique related academic needs of American Indian/Alaskan Native students.
- Who are our district Title VI coordinators?
  - i. Elementary Schools: \_\_\_\_\_
  - ii. Secondary Schools: \_\_\_\_\_

**Some reasons Native students are missing school include:**

1.	3.
2.	4.

**Circle the ones that resonate most with the Native students in your school\*\***

**Title VI coordinators provide support by:**

1.	3.
2.	4.

**At our school, we will focus on the following chronically absent students through the following:**

<b>Tier 1:</b> Universal strategies in place, or needed, for supporting all students, including Native students	1. 2.
<b>Tier 2:</b> Targeted Supports	Native students who can benefit from these supports: 1. 2.
<b>Tier 3:</b> Intensive Interventions	Native students who can benefit from these supports: 1. 2.

**My action commitments to support Native student attendance:**

- Build stronger relationships with: \_\_\_\_\_
- Ensure consistent implementation of: \_\_\_\_\_
- Celebrate Native student attendance by: \_\_\_\_\_
- Collaborate with Title VI team by: \_\_\_\_\_
- Engage Native families through: \_\_\_\_\_

**Our school goal is to reduce Native student chronic absenteeism from \_\_\_\_\_% to \_\_\_\_\_% by May 2026.**

# Attendance Data Discussion

- What attendance data do you have available at your school/LEA?
- How are you utilizing the data to make data-informed decisions about attendance?
- What trends have you observed with your attendance data?
- How are you using data to support individual students and families?

\*[October Cohort Data Worksheet](#)

# Breakout Room Discussion

We will put you in a breakout room. Discuss the questions on the previous slide and share ideas on how you are using data at your LEA/school to help with attendance interventions/incentives.

# Best Practices & Questions

# What Are We Learning About Attendance? (1)

- “We’ve found rewarding good attendance to be more effective than dealing with poor attendance.”
- “Our focus is first on building a positive school culture with a sense of belonging and student-teacher relationships and then creating a culture of attendance with positive messaging home and newsletters with a focus on the importance of attendance.”

# What Are We Learning About Attendance? (2)

- One school is shifting their attendance to a more structured team approach and feels like that has been very helpful.
- Many have mentioned that sometimes parents can be barriers to getting students to school. Partnering with them is so essential to improving attendance in our schools.

# Questions

# Exit Survey

We appreciate your attendance today and would  
love to hear about your experience!



# USBE Attendance Specialists

**Garrett Russell**

Phone: (385) 295-7923

Email: [garrett.russell@schools.utah.gov](mailto:garrett.russell@schools.utah.gov)

**Megan Menlove**

Phone: (801) 538-7969

Email: [megan.menlove@schools.utah.gov](mailto:megan.menlove@schools.utah.gov)