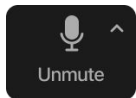
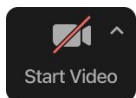


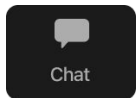
# Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact [LDOEcommunications@la.gov](mailto:LDOEcommunications@la.gov).





**THE POWER OF PRESENCE**  
◆ **LDOE ATTENDANCE** ◆

# August 2025 Attendance Meeting

Enhancing Academic Success Through a Statewide Attendance Strategy

# Agenda

- Introduction / Sign In
- Monthly Call Focus & Purpose
- Presentation
- Updates

Please email [attendance@la.gov](mailto:attendance@la.gov) with questions.



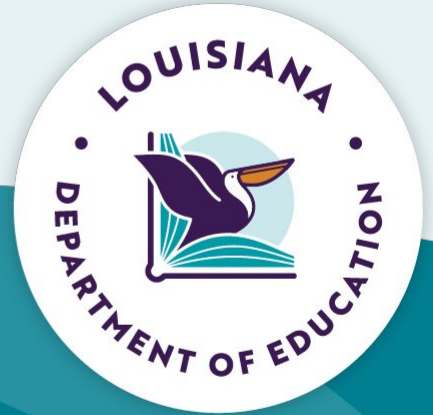
# Defining The Purpose

- **Focus:** LDOE Attendance Strategy
- **Purpose:** To cultivate a knowledgeable network of attendance stakeholders to create and support attendance teams who implement evidence-based best practices and resources to improve student attendance.

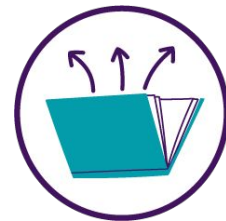
Please email [attendance@la.gov](mailto:attendance@la.gov) with questions.



# Attendance Definitions



# Attendance Definitions



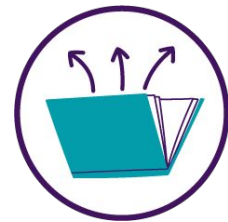
## Attendance Definitions

**Chronic Absenteeism**— When a student is enrolled for at least 10 days and is absent 10% or more of days enrolled. This incorporates all absences: excused, unexcused, suspensions, and expulsions.

**Truancy**— A student is considered truant once he or she receives five unexcused absences or five unexcused tardies in a semester.

\*All definitions come from policy located in Bulletin 741 and can also be found in our P.O.P. document

# Attendance Definitions



## Attendance Definitions

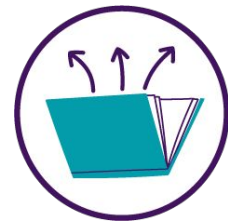
**Attendance (Whole Day)**— A student is considered to be in attendance for a whole day when he or she:

1. is physically present at a school site or is participating in an authorized school activity; and
2. is under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the student's instructional day.

**Attendance (Half Day)**— A student is considered to be in attendance for one-half day when he or she:

1. is physically present at a school site or is participating in an authorized school activity; and
2. is under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the student's instructional day.

# Attendance Definitions



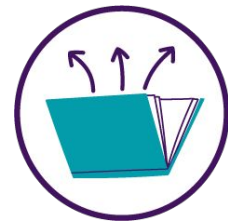
## Attendance Definitions

**Excused Absences** — Absences which are not considered for purposes of truancy, including absences incurred due to extenuating circumstances in accordance with §1103 of [Bulletin 741](#).

**Unexcused Absence**— Any absence not meeting the requirements set forth in the excused absence definition, including but not limited to absences due to any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program.



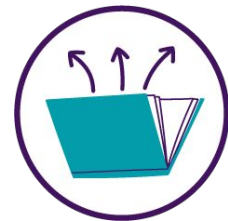
# Attendance Definitions



## Attendance Definitions

**Suspension/Expulsion**— Absence in which a student is not in attendance in the regular instructional setting due to disciplinary actions imposed by the school. The absence is not considered for purposes of truancy unless the student was assigned to an alternative site and is not in attendance at the assigned alternative site.

# Attendance Definitions

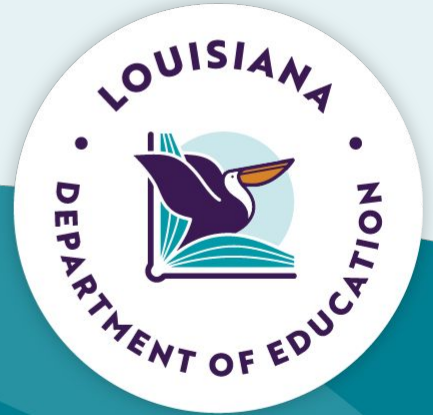


## Attendance Definitions

**Habitual Absence/Tardiness**—A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any school semester.

**Tiered Attendance Strategy**— An organized strategy that prioritizes evidence-based, proactive, early, and comprehensive interventions to minimize chronic absence and truancy.

# Attendance Recording



# Attendance Recording

## Daily

- Student attendance must be taken and recorded daily, at the beginning of each class period, and verified by the teacher. It must also be reported **daily** to LDOE, per [Bulletin 741 § 1105](#).
- Schools must immediately report unexplained, unexcused, or illegal absences, or habitual tardiness. The principal or designee must make reasonable efforts to notify the parent of any prohibited student absence.
- The LDOE Data Governance & Strategy team will monitor attendance submissions bi-weekly and contact school systems who have not met Bulletin 741 submission requirements. Non-compliance with daily attendance reporting will be shared with the Attendance team for follow up and potential field-based support.



# Attendance Recording

## Third Unexcused Absence/Tardy Occurrence

- The principal of a school, or their designee, **notifies** the parent or legal guardian **in writing**.
- The principal or designee holds a conference with the student's parent or legal guardian.
- This notification includes information about the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy.
- The student's parent or legal guardian signs a receipt for the notification. Document attempts (even if unsuccessful with capturing a signature).












# Attendance Recording

## Fifth Unexcused Absence/Tardy Occurrence

- A student is considered habitually absent or habitually tardy when this condition continues after all reasonable efforts by school personnel, truancy officers, or other law enforcement personnel have failed to correct it.
- Any student who is a juvenile and who is habitually absent from school or habitually tardy is reported by supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child.

# Putting It All Together



Prompt	Required Action	Attendance Support
Daily 	<ul style="list-style-type: none"> <li>Take attendance</li> <li>Report absences to parents</li> <li>School report to LEA</li> <li>LEA report to SEA</li> </ul>	 <ul style="list-style-type: none"> <li>Establish an attendance team</li> <li>Collect &amp; analyze attendance data</li> <li>Implement phone call, text, and email communication procedures</li> </ul>
3rd Unexcused Absence/Tardy 	<ul style="list-style-type: none"> <li>Formal written and/or in-person notification to parents</li> </ul>	 <ul style="list-style-type: none"> <li>Implement early intervention strategies</li> <li>Identify and address attendance barriers</li> </ul>
10% Absences 		
5th Unexcused Absence/Tardy in a semester 	<ul style="list-style-type: none"> <li>Formal written and/or in-person notification to parents</li> <li>Report student to the appropriate judicial office</li> </ul>	 <ul style="list-style-type: none"> <li>Implement comprehensive intervention strategies</li> <li>Connect with appropriate community partners</li> <li>Collaborate with FINS or TASC officers</li> </ul>
Continued Habitual Absence/Tardies 	<ul style="list-style-type: none"> <li>Formal written and/or in-person notification to parents</li> <li>Engage with the appropriate judicial office</li> </ul>	 <ul style="list-style-type: none"> <li>Adjust comprehensive intervention strategies based on response protocol</li> </ul>

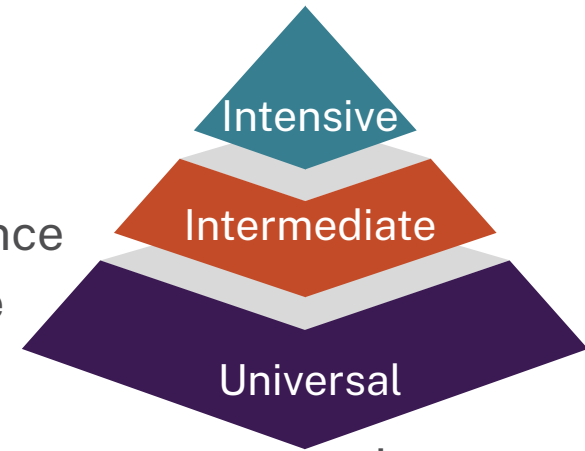
# Proactive Attendance Strategies





# Proactive Attendance Strategy

- Providing **relevant, engaging** instruction
- Addressing parental **misconceptions** about attendance
- Utilizing clear and timely processes to **communicate** information about attendance with parents
- Incentivizing attendance through **recognition** programs, contests, and rewards
- Cultivating student **belonging** through **engagement** with activities and organizations
- Fostering family and community **involvement** through targeted engagement opportunities



# Proactive Attendance Strategy

- **Establish uniform school system attendance policies** that define and utilize the states definition of excused and unexcused absences, tardiness thresholds, and intervention timelines, ensuring consistency across all schools.
- **Create student and family handbooks** that clearly outline attendance requirements, consequences, and support services available, translated into multiple languages for diverse communities.
- **Implement transparent attendance tracking systems** that allow students and families to monitor attendance in real-time through online portals and mobile applications.
- **Develop grade-level appropriate attendance messaging** that helps students and families understand how their presence directly impacts their academic success and future opportunities.

# Proactive Attendance Strategy

- **Deploy automated communication systems** that send immediate notifications to families when students are absent, including text messages, emails, and phone calls in preferred languages.
- **Establish regular attendance data sharing** between schools, families, and students through weekly reports and monthly conferences that highlight patterns and progress.
- **Create multilingual family engagement materials** that explain attendance policies, available support services, and how families can partner with schools to improve attendance.

# Proactive Attendance Strategy

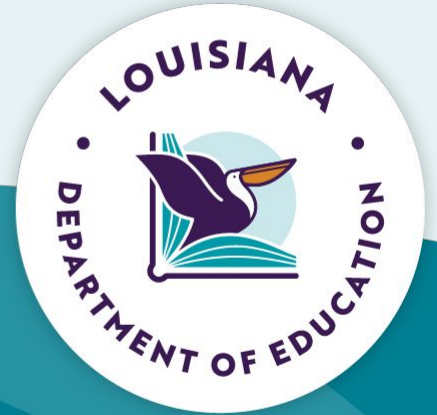
- **Implement tiered intervention protocols** with automatic triggers at 3, 5, and 10 absences that escalate support services and engage families before chronic absenteeism develops.
- **Deploy attendance early warning systems** that use predictive analytics to identify students at risk based on previous patterns, academic performance, and demographic factors.
- **Utilize school based attendance teams** including various staff and family liaisons who can immediately address barriers to attendance when they first appear.

# Proactive Attendance Strategy

- **Implement recognition programs** that celebrate attendance improvements and consistent attendance through certificates, privileges, and community partnerships rather than only perfect attendance.
- **Create attendance incentive systems** including classroom rewards, school-wide celebrations, and individual recognition that motivate students to maintain good attendance habits.
- **Partner with local businesses and organizations** to provide meaningful rewards and experiences for students who demonstrate improved or excellent attendance.
- **Develop restorative practices** that focus on repairing relationships and re-engaging students rather than punitive measures when attendance issues occur.



# District-Level Attendance Teams



# Attendance Guidance - Best Practices

## Best Practices for Effective District and School Attendance Teams

### District Attendance Team

A district-level team plays a crucial role in setting the vision, providing resources, and ensuring consistency in attendance practices across all schools in a system. This diverse team should include leaders with various capabilities, such as Child Welfare and Attendance personnel, district administrators, attendance specialists, data analysts, and representatives from student support services and special education. Examples of district-level attendance team responsibilities include:

- Establishing data-informed, district attendance goals, expectations, and action plan.
- Developing and maintaining district-wide data systems for tracking and analyzing attendance data.
- Providing professional learning and training on attendance best practices.
- Allocating resources to support school-level attendance initiatives.
- Facilitating communication and collaboration between schools.
- Establishing community partnerships focused on attendance support.
- Monitoring overall district attendance trends and the effectiveness of action plan interventions.



# Best Practices for Effective District Attendance Teams

## Immediate District-Level Team Actions:

- **Analyze District and School-Level Data for Trends and Patterns:** Define and implement standardized metrics for tracking absenteeism rates, truancy rates, demographics, and common absence reasons across all schools. Examine attendance data across the district and within individual schools to identify overarching trends, recurring patterns, and school-specific challenges. Based on this analysis, district attendance teams may need to prioritize schools with challenges that warrant more intensive support.
  - Identify students before school starts
  - Reach out to families
  - Establish measures of supports



# Best Practices for Effective District Attendance Teams

## Immediate Action Steps for District teams

- **Develop an Attendance Action Plan:** Once goals have been established, create a strategic plan with tiered support for students with attendance concerns that includes targeted action steps and processes for evaluating the impact of the support actions on student attendance and subsequent academic outcomes.
  - Create Strategic Tiered Intervention
  - Establish Targeted Action Steps and Timelines
  - Implement Data-Driven Evaluation Processes

# Best Practices for Effective District Attendance Teams

## Immediate Action Steps for District teams

- **Provide Attendance-Focused Professional Learning:** Develop and implement professional learning sessions for school personnel that communicate district attendance goals and expectations. These learning events should promote the implementation of best practices and a tiered strategy approach for improving attendance.
  - Establish Clear District Vision and Expectations
  - Implement Evidence-Based Best Practices
  - Deploy Multi-Tiered Support Systems



# Best Practices for Effective District Attendance Teams

## Immediate Action Steps for District teams

- **Monitor the Effectiveness of District-Wide Initiatives and Support Systems:**  
Evaluate the impact of district-led attendance programs and resource allocation on overall attendance improvement.
  - Review your data
  - Determine what is effective and what needs to be reassessed

# Updates with LDOE's Attendance Team

- LDOE's Attendance team has conducted initial meetings with school systems that are receiving intermediate attendance support and scheduled follow-up meetings.
- LDOE's Attendance team has enjoyed meeting with our systems and establishing goals and next steps.
- LDOE's Attendance team is speaking with stakeholders across the state informing them of our Power of Presence initiative.





**Questions?**

# System Leader Regional Collaboration 25-26

## Pathway-Attendance

**Intended Audience-** Child Welfare and Attendance Supervisors

**Description-** Student Services Leaders System leaders will learn about key elements of the Department's comprehensive, targeted attendance strategy that supports consistent school attendance resulting in improved academic outcomes for all students. Session topics will include attendance data analysis, goal setting, progress monitoring, and best practices for improvement.

**Registration-** System leaders should complete an individual registration using this [registration link](#).



# Resources

## Louisiana Attendance Planning

- Attendance Strategy
- Attendance Policy and Statutes
- Attendance Data
- Attendance Team Documents
- Attendance Tiered Strategy

[Power of Presence Attendance Webpage](#)



Please email [attendance@la.gov](mailto:attendance@la.gov) with questions.





# Updates

- June Presentation can be found on the [LDOE Monthly Calls](#) webpage
- Attendance Office Hours
  - 8:30am, August 21, 2025
- September Attendance Monthly Call
  - 8:00 am, September 4, 2025