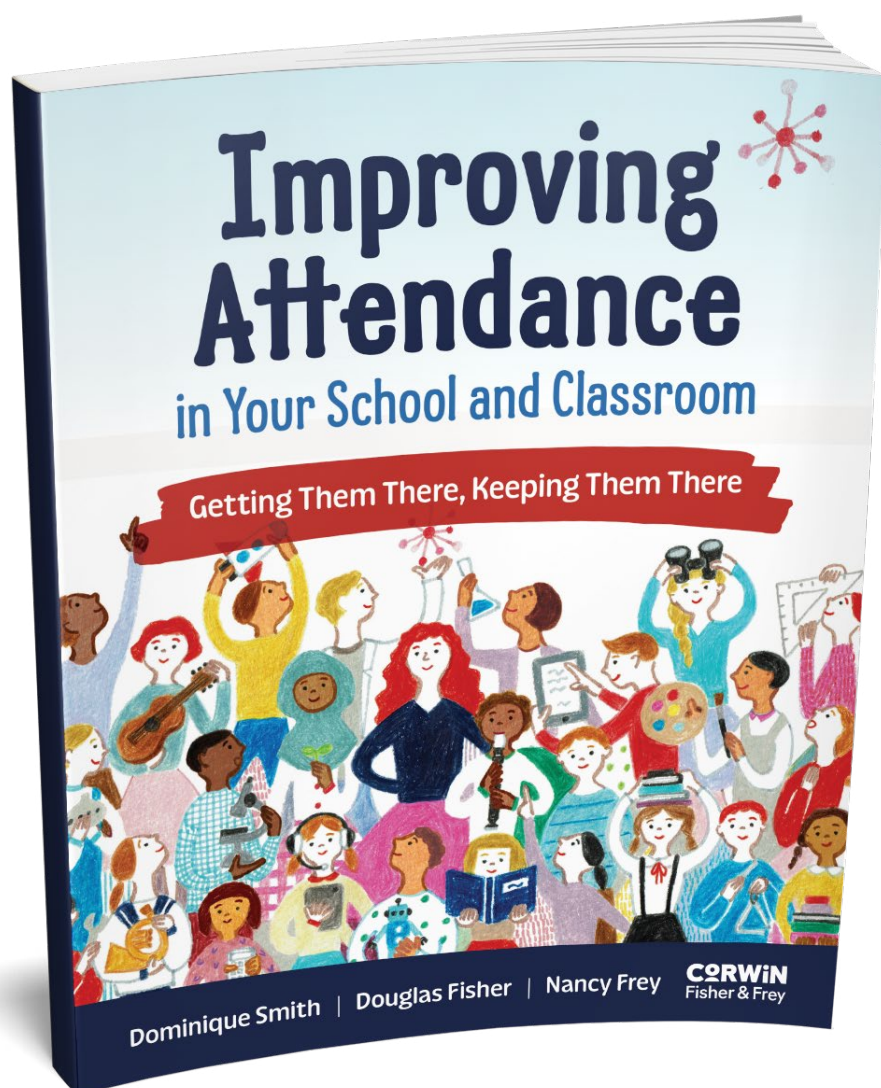


**Complimentary
excerpt**



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Would Students Say This About Our School?

Directions: In the tables that follow, rate each statement using the following scale:

Rating	Meaning
1	Not Yet
2	Emerging
3	Established
4	Exemplary

Creating the Conditions for Student Attendance

Statement	1	2	3	4
I know there is at least one adult who notices when I am absent.	☐	☐	☐	☐
I feel like I belong at this school.	☐	☐	☐	☐
I feel physically, emotionally, and psychologically safe.	☐	☐	☐	☐
Adults consistently communicate that my presence matters.	☐	☐	☐	☐

Making Every Day Worth Attending

Statement	1	2	3	4
My teachers make learning engaging.	☐	☐	☐	☐
I understand why what I am learning matters.	☐	☐	☐	☐
I have opportunities to contribute my ideas and make choices.	☐	☐	☐	☐
I feel safe from bullying and exclusion.	☐	☐	☐	☐
I have activities, clubs, or opportunities that help me feel connected.	☐	☐	☐	☐
Every school day feels worthwhile—not just some days.	☐	☐	☐	☐

Removing Barriers to Student Attendance

Statement	1	2	3	4
Adults notice attendance concerns early and respond quickly.	☐	☐	☐	☐
My family feels welcomed and supported.	☐	☐	☐	☐
My school is a predictable and emotionally safe place.	☐	☐	☐	☐
When I need help, someone connects me with the right support.	☐	☐	☐	☐
My school makes it easy for me to attend.	☐	☐	☐	☐
If I miss school, catching up feels possible.	☐	☐	☐	☐
Returning after an absence feels welcoming rather than overwhelming.	☐	☐	☐	☐

Leading for Lasting Attendance Improvement

Statement	1	2	3	4
Attendance information is used to improve decisions, not assign blame.	☐	☐	☐	☐
New students and families are intentionally welcomed.	☐	☐	☐	☐
Every student has an adult who checks in and follows up when needed.	☐	☐	☐	☐
I receive additional support during important transitions.	☐	☐	☐	☐
Discipline keeps me connected to learning whenever possible.	☐	☐	☐	☐
Learning continues even when teachers are absent.	☐	☐	☐	☐
My school celebrates attendance growth and persistence—not just perfection.	☐	☐	☐	☐