APPROVED ON
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DeSoto County
Board of Education

2026-2027 DeSoto County Schools Chronic Absenteeism Reduction Plan

Target Population: All Grade Levels

Measurable Objective: Increase Daily Attendance by 2% and decrease Chronic Absenteeism for the district overall by 4% for the 2026-2027 School year

Specific Practices / Strategies	Timeline	Measuring Metrics
• Parents/guardians were notified of how to select their preferred language in our messaging system before initial proactive communication was sent. After this, information was sent to all parents/guardians with details regarding Senate Bill 2103 so they could receive it in their preferred language. We also sent out the English and Spanish versions. We have created versions in many different languages. • Schools are using open house, parent nights, etc. to explain Senate Bill 2103 to parents/guardians as proactive communication. • Each school has access and/or an interpreter as needed for all communications. • Schools are putting incentives in place based on attendance metrics.	**Start Date:** 8/3/2026 **Completion Date:** 5/27/2027 **Implementation Phases:** *Before school starts/1st 3 weeks:* • Proactive communication regarding awareness of the law • Proactive communication regarding the implementation of incentives and why we have this law • Establishing the District and School Attendance Team • Set up and communicate notification requirements, investigation/intervention plans/requirements, and investigating/creating/updating individual student plans • Create necessary district forms and processes *Rest of the first semester:* • Discuss the prevention of chronic absenteeism at a School Wellness meeting	• Group attendance daily tracking: Continuously monitor daily attendance rates and compare them to baseline data • Student attendance daily tracking: Evaluating individual student intervention success for students at risk of chronic absenteeism as it relates to future absences (This is the most important indicator to determine if the plan is successful) • Review individual school attendance data and prioritize reviewing data for schools that have the highest chronic absenteeism rate • Specifically, measure the increase from the previous year in student daily attendance and the decrease in chronic absenteeism at the end of each semester

• Each school has an Attendance Team consisting of the following roles: -communications to/with the community -daily % questions -excused/unexcused questions within the first 5 for the semester and associated documentation -Limitation on Excused Absences Approval District Form and associated documentation -setting up conferences -third party resources -Individual Attendance Success Plans (IASP) -truancy/SAO questions/documentation -school events/trips absences -special education specific situations -504 specific situations -English Learner specific situations -CPS specific situations -filing of all documentation • Schools will discuss reducing chronic absenteeism at a School Wellness meeting as this group consists of a wide range of stakeholders. • Parents/guardians are notified of every absence in DeSoto County on the day of the absence.	• Implement plans for notifications, investigations/interventions, and individual student plans when necessary • Implement plans to follow the section on allowed excuses up to five and the plans to follow the law when students have five • Conduct regular meetings with members of the Attendance Team based on individual student investigations/interventions based on absences *Second semester:* • Reset each student's number of excuses allowed • Continue all other things from first semester *Short Term Goal:* • Increase average Daily Attendance by at least 1 percent each semester • Decrease Chronic Absenteeism by at least 2 percent each semester *Long Term Goal:* • Increase Daily Attendance for the district overall by 2% for the 2026-2027 School year • Decrease Chronic Absenteeism for the district overall by 4% for the 2026-2027 School year	

• Parents/guardians are notified with specific correspondence beginning at three (3) absences (excused and/or unexcused) and any absence thereafter. • Parents/guardians are offered a conference beginning at three (3) absences (excused and/or unexcused) in most cases and any absence thereafter. • Schools investigate each student by absence five (5) (excused and/or unexcused) to see whether third-party resources might be needed. These resources are offered if the school determines they may be needed. • Schools investigate each student by absence eight (8) (excused and/or unexcused) to see whether an individual attendance success plan might be needed. The plan is initiated if the school determines the plan is needed. • The individual student attendance plan is evaluated and/or adjusted with any added absence(s) throughout the year. • All documentation is updated and ready for the School Attendance Officer if requested at the intervals of 8/12/15 unexcused absences.		