

Enrollment, 10-Day Inactive and Withdraw Guidance

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Introduction

Oregon's school finance rules¹ state that schools must move students into an inactive enrollment status after ten consecutive days of absence. This is an administrative process that ensures accurate reporting to ODE for the purpose of maintaining valid ADM/ADMr membership counts, which are used to generate accurate distribution of State School Fund (SSF) allocations. The framework for this rule predates the 21st century and has been updated over time as part of Oregon's student accounting and membership reporting system.

While the 10-day threshold originates in ADM funding and reporting rules (not compulsory education or attendance statute), the current systems for attendance, funding, and service delivery are intertwined and create confusion around the 10-day rule. ADM reporting requirements are frequently treated as a proxy for:

- Whether instruction **may** be provided
- Whether staff **may/should** continue outreach
- Whether students **may** participate in learning activities, including online activities/learning platforms

This document is intended to provide supplemental guidance, in addition to the [Average Daily Membership \(ADM\) manual](#), in the specific circumstance of prolonged student absences exceeding 10 days.

This guidance:

- Provides recommended practices for reengaging students and families before withdrawal.
- Highlights important civil rights and equity considerations.
- Describes procedures for reenrolling students who return to school.

This guidance also addresses considerations for non-traditional educational models, including expectations for substantive interactions with students, and outlines how this rule applies to charter schools and school choice programs. Additional considerations and resources are included to support consistent implementation of state requirements while promoting continued student access to educational services.

¹ [OAR 581-023-006](#)⁴, commonly referred to as the 10-day rule, requires that students be moved to inactive enrollment status after ten consecutive days of absence. This process is commonly referred to as the "10-day drop rule." [OAR 581-021-0255](#), requires districts enrolling a student transferring from another school to request records from the previous school within 10 days, which indicates withdrawal from the prior district and ties to accurate enrollment reporting and state funding processes.

Background and Context

Misunderstanding about the relationship between ADM collection and positive enrollment practices can lead districts to believe that students who have been moved to inactive status can no longer receive services or participate in learning. However, ADM Collection was designed to allocate State School Fund resources, *not to define who may learn or how students should be served*. This guidance does not supersede the ADM manual. It is intended for use in conjunction with the manual to offer best practices on how to re-engage students, how to reach out to families, what factors to consider, and how to easily move students back to an active enrollment status after a prolonged absence.

While the phrase “10 Day Drop” has been developed over time as colloquial language within Oregon schools, the term is misleading and can be alarming to families because it suggests that a student is being penalized and permanently removed from school. The term refers to an administrative enrollment process required for and only relevant to ADM reporting and state funding purposes. Under [OAR 581-023-006](#), commonly referred to as the 10-day rule, districts must move students to inactive enrollment status after ten consecutive days of absence. [Communication](#) with families should clearly articulate the reasons behind this shift to inactive enrollment, and should be grounded in strengths-based, relationship focused messaging.²

Current practices may have far-reaching consequences for students and families. For example, movement to inactive status after 10 days may unintentionally signal to families that the student is no longer welcome, disrupting the relationships between the school and the family. Students may experience extended interruptions in learning opportunities as well as lack of connection with the social-emotional supports needed in trying to re-integrate into the school system after navigating prolonged absences, which can be especially harmful to students with complex family/social situations. This impact increases the likelihood that a temporary absence becomes permanent disengagement. The more extended, long-term consequences of these practices include an increased level of student disengagement that can be difficult to reverse. The most disproportionately impacted student groups include students experiencing disability, chronic illness, pregnancy/parenting, housing instability, immigration-related fear, or bullying and harassment.

² Please refer to the [10 day rule explainer](#), which can be found in multiple languages on the [Every Day Matters webpage](#).

Language and Terms

When describing enrollment status with students, parents, and guardians, it is important to use language that is both accurate, asset-based, and trauma-informed. Districts are encouraged to describe students' enrollment status as active, inactive, or withdrawn vs. language like dropped.

Term	Definition	Implications
Active ³	A term used to describe a student who, once enrolled in a school and attending classes, is in active membership in the school and is listed on the active roll.	A student will stay on the active roll until they withdraw and must be placed on the inactive roll on the weekday following the withdrawal. Students may remain active through engagement in substantive interactions via a remote learning educational model during a prolonged physical absence.
Inactive ³	A term used to describe students enrolled for purposes of credit but not attending the school or program. Includes students attending private alternative or Job Corps programs, students withdrawn after ten consecutive days' absence, and students served on a tutorial basis outside the classroom.	Students on the inactive roll may still be granted access to the district's learning material and educational platforms and engage in learning activities virtually or through other interactions.
Withdraw	This term is not specifically defined in rule, but is used to describe the action that happens as a result of a student being made inactive.	The district is not relieved of its obligation to educate that student if the student still lives in the district's attendance area or otherwise still within the jurisdiction of the district (ex. student protected under the McKinney-Vento Act).
10 Day Inactive/ Withdraw	Interchangeable terms used for the purposes of describing the action of moving students from enrollment reporting ("active roll") after 10 consecutive days of absence, per the rules for Cumulative ADM and funding.	Districts should refrain from using the phrase "10 Day Drop" with students or families as it connotes a "drop out" status and can cause unnecessary alarm, fear, or disengagement.

³ See [OAR 581-023-0006\(1\)\(a\) and \(l\)](#).

Enrollment Requirements

School-age children are obligated to attend school (public, private, or homeschool) in Oregon. Every person having control of a child between the ages of 6 and 18 who has not completed 12th grade is required to send the child to and have regular attendance in school.⁴ Additionally, public schools in Oregon are obligated to admit, free of charge, all persons between the ages of 5 and 19 who reside within the school district.⁵ A person whose 19th birthday occurs during the school year shall continue to be eligible for the remainder of that academic year.

This means that parents and guardians are required to enroll students in school, and schools/districts are required to accept students⁶. Enrollment practices are generally governed by district policies and procedures. Districts are encouraged to reduce barriers to returning a student to active status, especially those that may have a chilling effect on re-engaging the student with their learning. Schools should not place any undue burden on students attempting to enroll. This includes students who were previously placed on inactive status due to an extended absence. Re-enrollment should be a quick, efficient, and easy process that in no way dissuades or discourages families from attempting to re-engage a student with their learning.

These barriers may include (but are not limited to):

- Requiring families or students to fill out enrollment paperwork again,
- Requiring families or students to provide unnecessary paperwork like copies of mortgages/lease agreements, proof of citizenship, birth certificate, social security card, hard copies of bills to demonstrate residency, etc.
- Requiring families or students to come into the school to register their student or meet with administrators,
- Requiring the student or family to sign an attendance contract or agreement,
- Delaying or failing to address barriers for language access or accessibility supports,
- Delaying the start date,
- Failing to address concerns about privacy or safety, or
- Encouraging families to consider an online option vs. returning to in-person instruction.

ADM Requirements

Average Daily Membership (ADM) is a data collection designed to ensure accurate data for the purposes of allocating the State School Fund. In addition, data from the ADM collection is used for accountability reporting for a variety of measures, such as the School and District-At-A-Glance Profiles, National Center for Education Statistics (NCES) Dropout Rates, and Regular Attenders Reporting. ADM collection provides information for many state and federally

⁴See [ORS 339.020\(1\)](#) (requiring regular school attendance for most children ages 6–18).

⁵ See [ORS 339.115\(1\)](#) (requiring districts to admit resident students ages 5–19 free of charge).

⁶ This applies to resident students. Students attending through inter-district transfers must comply with school district policy and state laws related to these transfers.

required reports, so all students receiving public education in grades K-12 should be reported in the Cumulative ADM Collections.

ADM is important for reporting and for the State School Fund. However, ADM is not:

- A framework for identifying and addressing attendance barriers,
- Used to determine appropriate services, or interventions, including providing substantive interactions for students,
- A proxy for dictating the amount of instructional time a student receives.

ADM reporting processes and requirements should not drive decisions about service delivery or student support. As a result, moving a student to inactive status for ADM reporting purposes does not prohibit a school from continuing to engage with that student. While the district may be limited in its ability to claim State School Fund resources for the student, there is nothing in rule or statute that prevents a school from maintaining outreach efforts, providing substantive interactions, or supporting re-engagement. Schools and districts are encouraged to work with community partners to support outreach and connection and to continue working with students and families to re-establish connection and participation, regardless of a student's ADM status.

State School Fund and Enrollment Status

A student's enrollment status does not determine whether a district may continue to provide educational services, maintain contact with the student, or support the student's learning. However, enrollment status does affect whether the district may claim the student for State School Fund reimbursement.

Non-Traditional Educational Models

When students experience a prolonged absence from school, it may be necessary to consider non-traditional educational models to maintain students' access to critical opportunities that enhance their well-being and expand their educational experiences. The model chosen for any particular student should be individualized and account for the unique circumstances affecting school attendance. School teams should consider the student's learning needs, including access to specialized instruction and access to a free appropriate public education (FAPE), pregnancy or parenting status, immigrant or migrant status, language needs, home-life circumstances, and physical and/or mental health when making such determinations. Engagement in these models maintains a student's status as active for enrollment purposes.

Full-Time Students Enrolled in Only Online Classes

For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24-hour window that the school establishes and

communicates to families prior to the school year. The 24-hour window is not required to be from 12:00 a.m. to 11:59 p.m. Attendance for remote instructional models includes both participation in class activities *and* substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and [Tribal Attendance Promising Practices](#) (TAPP) family advocates that support meaningful learning and/or attend to student mental health and wellbeing. (See [Substantive Interactions](#)).

Full-time Students Receiving Temporary Online Instruction (e.g. extended leave)⁷

School districts or charter schools may offer online instruction to students who will be temporarily absent from school for more than 10 consecutive school days. This instruction is intended to provide the student access to instruction and regular feedback from the classroom teacher that they would receive if they were not absent. If the student is out of the state or country, the student's parents, guardians, or persons in parental relationship must remain residents of the school district in which the student normally attends. The duration of the absence must be temporary. Temporary online instruction may not exceed sixty calendar days. Students who are absent beyond the end of the stipulated period must be moved from the active roll starting with the first school day after the allowable time in accordance with the 10-day rule. For ADM reporting, the school district would need to ensure that the student's education was uninterrupted and met the requirements for [remote learning](#).

Tutorial Instruction

Tutorial instruction means instruction provided to a student receiving a comprehensive instructional program consistent with Oregon's content standards⁸ by a licensed district staff member and placed by a school district in an alternate instructional program approved by a school district. The ADM reimbursement of a student receiving tutorial-based instruction is not necessarily equivalent to what is required to provide the student with equal educational access. The number of tutorial hours should match the educational needs of the student. This instruction may occur in a student's home but is not the same as home-schooling under Oregon statute.

⁷ See [Average Daily Membership Manual](#), p. 112.

⁸ See [OAR 581-022-2030](#).

Substantive Interactions

Attendance for remote instructional models include both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that support meaningful learning and/or attend to student mental health and wellbeing.

Substantive interactions can be evidenced by any of the following or reasonable equivalents:

- Active participation in a video class;
- A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email;
- A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Charter and Choice Schools

Charter schools in Oregon are public schools. As such, they are subject to the same requirements, rules, and laws as other public schools. Charter schools and other choice programs should therefore ensure that students are not quickly unenrolled or moved to inactive status as well. Many charter and choice school programs are lottery based and/or have lengthy waiting lists. Students who miss cumulative days should not lose their “spot” at a choice or charter school unless the school has considered all factors under the “[Civil Rights Considerations](#)” heading in this guidance. Additionally, charter schools should consider any substantive interaction from the student as participation in educational programming, and refrain from moving a student to inactive status.

Civil Rights Considerations

Districts should be sure to carefully consider any civil right implications before moving a student to inactive enrollment. Students may be cumulatively absent for a variety of reasons, including those related to health, disability, harassment, or medical procedures, including pregnancy and/or childbirth. These absences have implications for students’ civil rights.

- **Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of race, color, and national origin in education programs receiving federal funding. Racial harassment that creates a hostile environment that is tolerated, accepted, or left uncorrected by the school is a violation of the law.

- **Example:** A student is experiencing racial harassment at school. Other students call him racial slurs and threaten him. His mother reports harassment to the school, but it does not stop. The student stops wanting to attend school, and his mother no longer feels safe sending him as she believes her previous concerns were not addressed. His mother calls the school and says that, unless her student has an appropriate safety plan, she doesn't think she can send him back. Accordingly, the school unenrolls the student due to ten consecutive absences with no attempt to find alternative solutions to address parent concerns.
- **Explanation:** This may be a civil rights violation because rather than correcting the hostile environment for the student, the school unenrolled him. Now, the hostile environment the student was experiencing is confounded by lack of educational access and the student faces additional barriers to reengage.

National Origin Discrimination

With increased immigration enforcement activities in our communities, some students may feel unable to attend school safely. This may occur in waves as enforcement activities ebb and flow. Denying a student access to a program or activity due to school attendance when it is unsafe for them to attend school because of their national origin may be discrimination under Oregon law.

- **Section 504 of the Rehabilitation Act of 1973** prohibits discrimination on the basis of disability in education programs receiving federal funding. Disability harassment that creates a hostile environment that is tolerated, accepted, or left uncorrected by the school is a violation of the law. Additionally, any bullying, intimidation, or harassment that interrupts a student's access to a free appropriate public education (FAPE) when they have a disability requiring a 504 Plan or IEP necessitates that the 504 or IEP Team address the FAPE violation.
 - **Example:** A student with an IEP for a communication disability receives weekly speech-language services. The student is severely bullied by older students on the bus for wearing off-brand clothing. The student stops wanting to ride the bus to school and therefore no longer attends school. The guardian calls the school to inform them of the situation. The school follows ADM requirements and unenrolls the student due to ten consecutive absences.
 - **Explanation:** *If a school does not address the bullying* and convene the IEP team to evaluate the student's access to a FAPE, this may be a civil rights violation. Now the student would not have equal access to educational opportunity and has been denied a FAPE which is guaranteed under the law for students with qualifying disabilities.
- **Title IX of the Education Amendments of 1972** prohibits discrimination on the basis of sex in education programs receiving federal funding. Sex discrimination includes different treatment on the basis of a student's sex, which includes (but is not limited to) different treatment based on pregnancy/parenting status and sexual harassment. Any

harassment on the basis of sex that creates a hostile environment that is tolerated, accepted, or left uncorrected by the school is a violation of the law.

- **Example:** A pregnant student who attends a specialized magnet program within her local school district is due to give birth in the middle of October. After the student gives birth, her doctor recommends six weeks at home to recover from delivery. When the parents reach out to the school, the school tells them that the student will be dropped from the magnet program after 10 days and will have to enroll in a different high school when she returns. They offer the family the option of having the student complete work remotely while she is at home to stay enrolled, but the parents are concerned she will not be able to rest and adequately recover from giving birth if she does so.
- **Explanation:** This may be a civil rights violation because under Title IX, schools must offer pregnant students leave related to pregnancy, childbirth, and other related conditions as recommended by their medical provider and must reinstate the student to the status they had when their leave began upon their return. Unenrolling the student and *not allowing* her to continue to access the magnet program upon her return denies her equal access based on her sex.

Reengaging Students and their Families

The district is not relieved of its obligation to educate a student with a prolonged absence if the student still lives in the district's attendance area or is otherwise still within the jurisdiction of the school or district, despite removing the student from active enrollment.⁹ The district must make efforts to reengage the student and their parents or guardians. Engagement strategies may include, but are not limited to:

- **Phone calls and voice messages.** Call in the language spoken by the student, parent, or guardian. Consider having a trusted staff member call rather than an administrator or authority figure. Also, consider calling from a number other than the school's phone number if calling from the school has not proven effective. Reach out to all phone numbers in the student's profile, including emergency contacts.
- **Text messages.** Send text messages in the language spoken by the student, family, or guardian. Reach out to all phone numbers in the student's profile, including emergency contacts.
- **Emails.** Send emails in the language spoken by the student, family, or guardian. Consider having a trusted staff member email rather than an administrator, authority figure, or an anonymous email address. Pay attention to the subject line and assure that the message communicates openness and care. Reach out to any or all email addresses in the student's profile, including emergency contacts.
- **Education apps.** Students, parents, and guardians may be signed up for school-based apps to track student progress or school communications. Utilize those apps to their

⁹ See Appendix A for resources to support school attendance teams in reviewing efforts, identifying barriers, and ensuring that all reasonable steps have been taken to reconnect the student to educational opportunities.

fullest potential. Consider how removal from active status impacts the ability to connect with these families and seek to mitigate barriers to ongoing communication via this route.

- **Letters or certified letters.** Send written communication in the language spoken by the student, family, or guardian. Send letters to any or all addresses in the student's profile, including emergency contacts. Pay attention to the tone of the letter and assure it communicates openness and care.
- **Family outreach.** This may be relevant for students who have family members attending school in your district. Siblings, cousins, and other family members may be able to inform the school on the contextual issues that are impacting the student's ability to attend school.
- **Home visits.** Visits should be conducted by trusted staff members who are best suited to help address barriers to attendance or reengagement in school, such as a school counselor, school social worker, or family advocate. Bring interpreters as appropriate. Give consideration to the time of day of the home visit. At times, it may be appropriate to visit the parent or guardian at their place of work. Be intentional and utilize this strategy only if it is likely to strengthen school-family relationships.
- **Community Partner collaboration.** Community partners often have trusted relationships with students and families that can support successful re-engagement. When appropriate and permissible, coordinate with partners who are already involved with the student and family to better understand strengths, needs, and barriers to attendance, and to align supports through planning or wraparound services.
- **Welfare check.** A welfare check, also known as a wellness check, is a law enforcement response to a request for someone to check on an individual's well-being. This may be relevant if the school has received no notice as to why the student has a prolonged absence and other methods of contact have been unsuccessful. Utilize this strategy only if the safety, abuse, or neglect of the student is a legitimate concern and a home visit by school staff is not possible or appropriate.

When reengaging students through these outreach methods, it is important to consider a warm, welcoming, and supportive tone of outreach and messaging. Avoid punitive and deficit-based language. Be prepared to offer nontraditional educational models as the student rejoins the school community. Be ready with a variety of resources to support a family to return to school.

- If a chronic health or mental health condition is the barrier to school attendance, be prepared to offer a variety of solutions such as transportation, assistance signing up for [OHP](#), getting vaccines, or other basic needs. The team should also be prepared to offer an individualized evaluation or 504 eligibility meeting to determine the student's status and support needs.
- If the pregnant or parenting status of the student is the barrier, engage the Title IX Coordinator to assure that the district is offering appropriate services and support.
- If bullying or harassment, including discriminatory harassment or a bias incident, is the barrier to school attendance, be prepared to create an appropriate safety or support plan to transition the student back into school attendance.

- If concerns or an incident related to immigration-status is the barrier, provide families with clear information about confidentiality protections under FERPA¹⁰ and Oregon’s sanctuary laws¹¹, and assign a family liaison or counselor who can confidentially assist with questions and connect families to help.

Considerations When Contact Cannot be Made

There are times in which districts cannot successfully reengage students. During this time, continue efforts to engage the student and caregivers and document those efforts.

- Within the 10 day period, engage in outreach in at least three *different* manners and document the attempts made.
- On day 11, withdraw the student for ADM purposes and move the student to the inactive roll
 - Maintain a student’s access to online learning applications, such as Canvas, online learning platforms, etc.
 - Send notice to the parent or guardian regarding their student’s inactive status, the access to learning applications they continue to have, and how to communicate to the school when the student will be returning to school.
- If the student returns to school at any point during or after removal from the inactive roll, re-enroll the student with as few administrative burdens and as quickly as possible.

Returning Students to Active Status

When the student engages to return to active status, enrollment should be done with as few administrative burdens as possible. See the “Enrollment” (p. 6) section above to intentionally minimize barriers. Moving the student to the active role should be a simple process. Once a student is in the Student Information System (SIS), it may be as simple as adding a start date. Adding barriers to this process may put an undue burden on the student and/or caregivers as well as school staff. This is especially salient when a prolonged absence is related to illness, disability, pregnancy or parenting status, trauma, safety concerns, and/or homelessness.

Additional Considerations

Unfortunately, barriers for students with prolonged absences are often imposed unknowingly by individuals and systems and often with good intentions but harmful impacts. Districts should consider how to remove or reduce those barriers through documentation and analysis of data, training, and advocacy.

Real-Time and Longitudinal Data Analysis: Regular analysis of attendance, engagement, and withdrawal data can help schools identify trends that may signal systemic barriers for students,

¹⁰ See US Department of Education, [Protecting Student Privacy](#).

¹¹ See Oregon Department of Justice, [Sanctuary Promise Guidance](#).

including those who are eventually unenrolled. This analysis should include disaggregating data by focal student groups, reviewing the timing and circumstances of withdrawals, and examining patterns in attendance, engagement, and access to instruction. These insights can help identify underlying barriers and highlight opportunities where earlier intervention may have supported student success. Engaging in this continuous improvement cycle is considered a best practice for all school systems.

Staff Training: Public-facing staff who support students and families, such as registrars, secretaries, and administrative assistants, are charged with making on-the-spot decisions regarding student enrollment. Without adequate training, they may not recognize when concerns about a student's prolonged absence should be elevated to school leadership. They may also unintentionally create barriers that make reenrollment difficult for families. In some districts, training on enrollment practices may be limited or inconsistent. Because districts are responsible for staff professional development, it is important to ensure that employees in these highly visible and influential roles receive robust training. Emphasis should be placed on creating welcoming, supportive experiences for students and families throughout enrollment and reenrollment processes. For more information, check with your ESD or request training from ODE's Cross-Office Attendance Team (ODE.EII@ode.oregon.gov).

Student Information System (SIS) Vendors: Student and district needs should drive SIS capabilities, not the other way around. When districts identify limitations that make it more difficult to accurately account for or support students experiencing prolonged absences, those insights should be shared with vendors. District feedback can be a powerful catalyst for improvement, particularly when it highlights opportunities to better support student success. Vendors value strong partnerships with their customers, and districts often have significant influence in shaping more responsive, student-centered systems. Ongoing advocacy can help ensure that technology serves as a support, rather than a barrier, to meeting student needs.

What if I have specific, detailed inquiries?

Inquiry Topic	Email
Questions related to best practices related to attendance improvement	ode.eii@ode.oregon.gov
Questions related to attendance reporting in ADM	Amanda Leopard amanda.leopard@ode.oregon.gov
Questions related to Regular Attendance calculation	Paul Skomsvold paul.skomsvold@ode.oregon.gov
Questions related to ADM enrollment reporting, Achievement Data Insight (ADI)	Robin Stalcup robin.stalcup@ode.oregon.gov

Review Tool: Supporting Students with 10+ Consecutive Absences

Purpose: This tool is intended to support school attendance teams in reviewing efforts to engage a student and family, identifying barriers to attendance, and ensuring that all reasonable steps have been taken to reconnect the student to educational opportunities.

[\[Printable version\]](#)

Student Name: _____

School: _____

Date of Review: _____

Attendance Team Members Present: _____

1. Re-Engagement Efforts

Have comprehensive attempts been made to contact and re-engage the student and family?

Strategy	Completed	Date(s)	Notes
Phone calls	☐		
Emails	☐		
Letters mailed	☐		
Text messages	☐		
Home visit	☐		
Contact through community partner	☐		
Communication in home language	☐		
Other (specify)	☐		

Reflection Questions

- Have communication attempts been made using the language preferred by the student and family?
- Have multiple staff members or trusted adults attempted contact?
- Has the school explored alternative methods of communication when traditional outreach was unsuccessful?

2. Understanding Barriers to Attendance-Root Cause Review

What barriers may be contributing to the student's prolonged absence?

- | | |
|---|--|
| ☐ Physical health concerns | ☐ School climate or belonging concerns |
| ☐ Mental or behavioral health concerns | ☐ Bullying, harassment, or discrimination |
| ☐ Disability-related needs | ☐ Safety concerns |
| ☐ Transportation barriers | ☐ Academic challenges |
| ☐ Housing instability | ☐ Other: _____ |
| ☐ Family responsibilities | |

Questions for Team Discussion

- What information do we have about why the student has been absent?
- What evidence supports our understanding of the barrier(s)?
- What interventions have been attempted?
- What additional supports or partners should be engaged?

3. Disability and Health Considerations

- Is the student experiencing health concerns that may affect attendance?
☐ Yes ☐ No ☐ Unknown
- Is there reason to suspect the student may have a disability requiring evaluation?
☐ Yes ☐ No ☐ Unknown
- If appropriate, has the team considered:
 - Special education evaluation (IDEA)?
 - Section 504 eligibility?
 - Homebound, tutorial, virtual, or other alternative access options?
 - Other accommodations and supports?

Notes: _____

4. School Climate and Safety Review

- Is there any indication that bullying, harassment, discrimination, or exclusion may be contributing to the absence?
☐ Yes ☐ No ☐ Unknown
- If yes, what actions have been taken?
 - Have concerns been investigated and addressed?
 - Has the student been offered supportive services?

Notes: _____

5. Current Family and Student Connection

Most recent successful contact with student or family:

Date(s)	Method	Person contacted

Review Questions	Y/N/Uncertain	Notes
Has the student engaged with the school in any way during the absence?		
Has the family engaged with the school in any way during the absence?		
Does the school know the student's current whereabouts?		
Does the school have information that the student may have moved?		

6. Student Location Efforts

Strategy	Completed	Notes
Contacted emergency contacts	☐	
Contacted siblings' schools	☐	
Contacted known relatives	☐	
Contacted community partners	☐	
Contacted friends or peer connections	☐	
Home visit completed	☐	
Other	☐	

Reflection: What additional strategies could reasonably be attempted to locate and reconnect with the student?

7. Enrollment Status Review

Is there evidence that the student has enrolled in another educational setting?

☐ Yes ☐ No ☐ Unknown

If yes, specify: _____

Documentation Reviewed

☐ Student information system

☐ Family verification

☐ Records request received

☐ Other documentation

8. Team Determination

Based on this review:

- ☐ Continue intensive re-engagement efforts
- ☐ Engage additional community partners
- ☐ Modify support plan and interventions
- ☐ Confirm enrollment elsewhere
- ☐ Refer for additional evaluation or services
- ☐ Other action:

Next Steps

Action	Responsible Person	Timeline

Final Reflection

Can the team confidently say that:

1. The school has made a full and comprehensive effort to re-engage the student and family?
☐ Yes ☐ No
2. The team has taken reasonable steps to identify and address barriers to attendance?
☐ Yes ☐ No
3. The student's health, disability, safety, and belonging needs have been considered?
☐ Yes ☐ No
4. All available information regarding the student's whereabouts and enrollment status has been reviewed?
☐ Yes ☐ No