



**Policy Brief**

# **Chronic Absenteeism**

**Regulatory Updates and Strategic Priorities**

**March 26, 2026**

**Issued by the Vermont Agency of Education**

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## Executive Summary

The Agency of Education (AOE), working alongside the Agency of Human Services, has prioritized tackling chronic absenteeism as a critical strategy for improving student success and fostering resilient communities across Vermont. Chronic absenteeism—defined as missing 10% or more of the school year—is one of the strongest early warning signs that a student is at risk of falling behind academically and disengaging from school. Research shows that frequent absences are linked to difficulty learning to read by third grade, lower achievement in middle school, reduced graduation rates, and poorer long-term outcomes. Students must be in school to benefit from Vermont's education investments, including instruction, school meals, mental health supports, special education services, and career pathways.

Improvements in school attendance will lead to stronger outcomes for our students, schools, and Vermont communities. The AOE has strategically realigned its work to elevate and strengthen these statewide efforts, with an emphasis on addressing the root causes of absenteeism in schools and engaging in early intervention systems over punitive approaches. Attendance must be considered as a core lever in any systems-level approach to advancing equity, improving student outcomes, and fostering inclusive, thriving school communities in Vermont.

Since 2023, the Agency has engaged in comprehensive work to better understand, prevent, and respond to chronic absenteeism. Student disengagement, lack of access to support and services, and health challenges are just a few of the many interconnected factors that contribute to chronic absenteeism (U.S Department of Education, October 1, 2025). Poverty amplifies much of this relationship in Vermont and across the US, with students living below the poverty level and those experiencing homelessness more likely to experience chronic absenteeism than their peers (Black LI, March 2024). The Agency has also heard clearly from superintendents, educators, and community partners about the significant impact of health, mental health, and school climate on student attendance. The causes and impact of chronic absenteeism are complex, and it is not possible for schools to solve this issue in isolation.

As data clearly indicate that school attendance predicts academic performance and long-term health and wellbeing for students and communities, our mission is clear and urgent: We must support all of our school communities to be healthy, present and ready to learn every day.

This document represents a summary of the work to date, and the introduction of a multi-year strategic plan to reduce chronic absenteeism in Vermont, including policy recommendations and key considerations for rigorous implementation.

## Section I: Chronic Absence as a Statewide Strategic Priority

Nationally, chronic absenteeism is seen as an early warning indicator for individuals and communities, and a pediatric vital sign of student and system wellbeing, and is met with major systemic barriers to change. Nationally, evidence-based models have amplified a public health approach to chronic absence, including elevating strategic partnerships and developing strengths-based policies and programs to promote attendance and reduce chronic absenteeism (Johns Hopkins University, June 2025). Ensuring that every child is present and ready to learn enables their future academic success and wellbeing, while also supporting vibrant communities where caregivers can attend their jobs and the future workforce is strengthened. Vermont has a unique opportunity to build on solutions that have been successful in other states, and to leverage our small, connected communities to support improvements in a collaborative, intentional way. In turn, improving attendance strengthens student outcomes, reduces inequities, and increases the return on Vermont's education investments while connecting us to larger goals for sustainable, healthy communities.

Better health outcomes for Vermonters, reduced substance use, and an improved, sustainable economy are all persistently named as priorities for Vermont. By leveraging chronic absenteeism as both an early indicator of risk, and an opportunity for early intervention, we can offer both short and long-term solutions to these major systemic challenges.

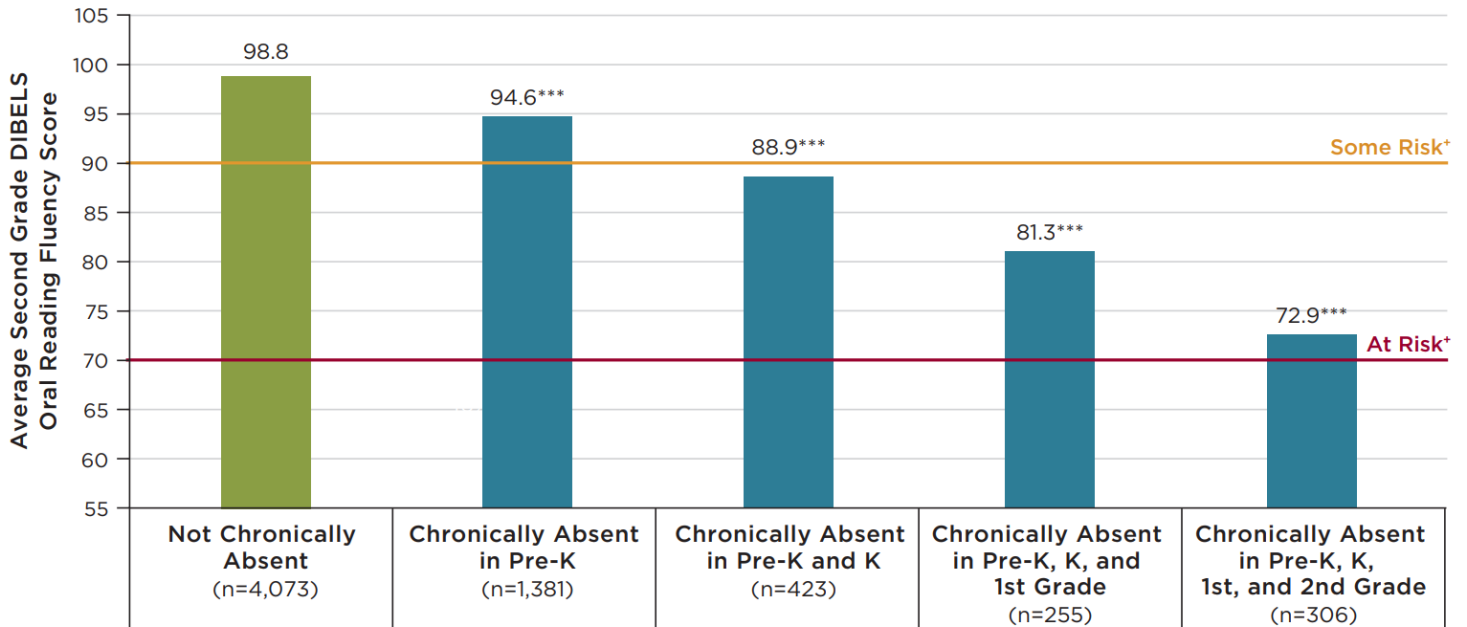
### Why Chronic Absence Matters to Student Learning and Other Outcomes

Chronic absenteeism, defined as missing 10% or more of the school year for any reason, has a direct connection to short and long-term outcomes for students and communities. Its lifelong impact can be traced to the earliest years of schooling and is felt not only for the student who is absent but across the school community.

Several of the key outcomes associated with chronic absence include:

- **Third grade reading level:** While many consider attendance a concern primarily in the secondary years, in fact, the relationship between attendance and performance begins in the earliest years of a child's schooling. A leading predictor of chronic absence in one year is chronic absence in a prior year, patterns that can begin as early as pre-kindergarten.
- Data have demonstrated that the more years a child was chronically absent in the earliest years (pre-K, kindergarten and 1st grade), the more at risk they became for needing a reading intervention by the end of second grade (Ehrlich et al, 2013).

**Figure 1: Relationship between chronic absence and need for reading intervention in early grades** - The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.

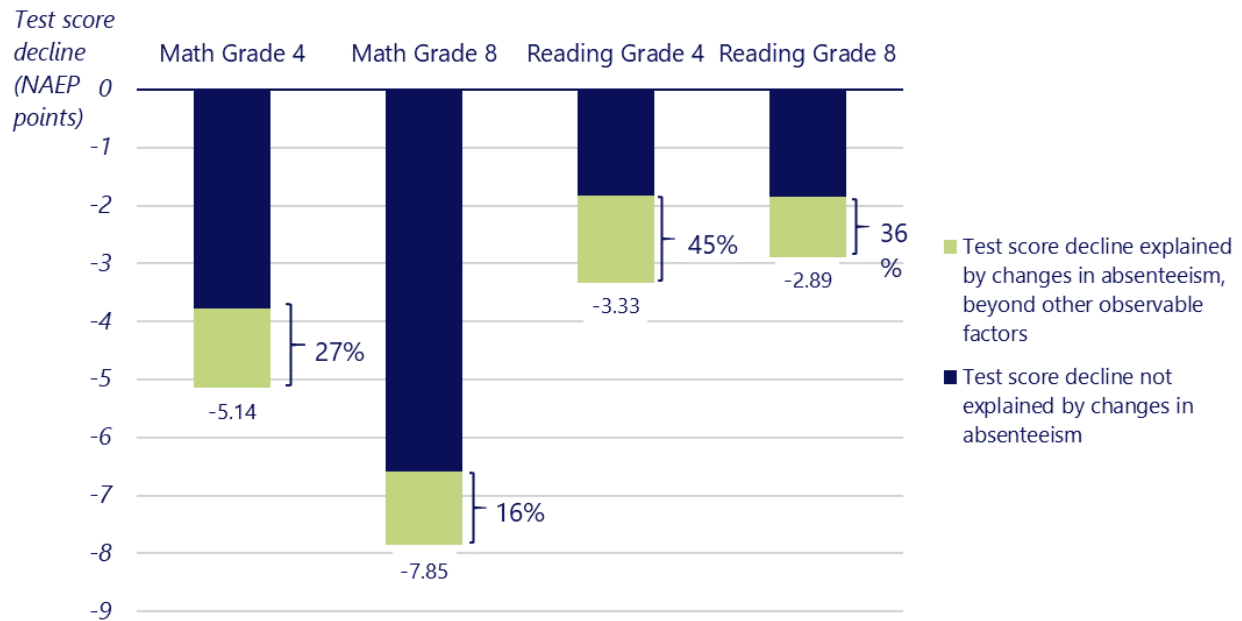


Note: \*\*\*Indicates that scores are significantly different from scores of students who are never chronically absent, at  $p < .001$  level.

+ As outlined in the DIBELS 6th Edition Assessment and Scoring Guide. 9 SOME RISK indicates the need for additional intervention. AT RISK indicates the need for substantial interventions.

(Ehrlich, S et al., September 2013)

**Loss of learning:** Absenteeism has been directly tied to learning outcomes in numerous studies. When assessing significant test score declines nationwide from pre- to post-pandemic, the US Council of Economic Advisors quantified in 2023 that absenteeism explained 16% to 45% of the declines in test scores on the NAEP, also known as the “nation’s report card,” after controlling for other variables.

**Figure 2: Role of Absenteeism in Test Score Declines, 2019-2022****Council of Economic Advisers**

Source: CEA and NCES calculations in NAEP score points.

Note: Control variables include race/ethnicity, gender, English language proficiency, free and reduced price lunch status, number of books at home, and disability status. Students self-report days absent over the past month.

As of September 1, 2023 at 3:44pm.

(Council of Economic Advisors, 2023)

**High school graduation:** Chronic absence in numerous grade bands has been tied to the likelihood of timely high school graduation. In one study in 2011, 6th grade students who missed 10 or fewer days of school were 2.5 times more likely to graduate on time than their 6th grade peers who missed 20 or more days of school (Baltimore Education Research Consortium, 2011).

By high school, regular attendance is a better predictor of graduation than test scores. A student who is chronically absent any year between grades 8 and 12 is more than 7 times more likely to drop out than their peer who was not chronically absent (Robert Wood Johnson Foundation, 2016).

**Community impact:** Chronic absenteeism has been found to not only have consequences for the absent student, but for the school community at large. Researchers have found that schools with high levels of school average absenteeism are associated with decreases in math and English Language Arts (ELA) scores. “When chronic absence is at very high levels, it is not only a challenge to educators but creates a larger erosion to the effectiveness of the organization,” write the study’s authors. “High levels of schoolwide chronic absence renders the organization less capable of persisting in its normal function, making it much more difficult to deploy resources to address learning loss due to absenteeism.” (May et al, 2024).

**Health and wellbeing:** Schools are hubs of services and opportunities beyond simple instruction. Students who are chronically absent lack consistent access to other important supports for healthy development and learning including social-emotional development, extracurricular activities, school nutrition programs, and school-based counseling and health support (Ansari & Gottfried, 2021; Ye et al., 2023).

Given the relationship between chronic absence and lower educational attainment, inconsistent attendance also correlates with poorer overall health and higher long-term risk behaviors—such as substance use and reduced life expectancy. This is not only mediated by socioeconomic factors, with higher rates of educational attainment often correlating with higher paying jobs, health insurance, and healthier neighborhoods, but also by the acquisition of critical thinking and health literacy skills gained during schooling (American Academy of Pediatrics, 2025). By focusing on chronic absenteeism as an early warning indicator of outcomes and high-risk behaviors, we aim to effectively reduce risk factors for both individuals and communities over time.

## Section II: Understanding Chronic Absence - Definitions & Paradigm Shift

### From Truancy to Chronic Absenteeism

The most critical shift in our approach is a shift from an emphasis on “truancy” to “chronic absenteeism”. This mindset shift is key to advancing state level strategies which de-center compliance as a primary outcome and more deeply consider the root causes behind absenteeism and the impact of chronic absenteeism on communities rather than individuals. While truancy is not eliminated in the proposed statutory changes, it is better positioned as a tool to be accessed in the most escalated cases, rather than the sole path to intervention.

**Truancy** counts unexcused absences. Truancy is rooted in compliance with attendance law and can result in legal action. These interventions are often late-stage tools that can only be engaged after a student has missed a substantial amount of school.

**Chronic absence** is defined as missing 10% of school, or about 2 days per month (or almost a full month of school), and counts all absences: excused, unexcused, and suspensions. Chronic absence emphasizes the impact of missed school, regardless of cause, and partnership with families to identify root causes of absence. It emphasizes the importance of early intervention and the importance of early-year attendance patterns.

Chronic absenteeism is focused on ensuring access to educational opportunities and services provided through schools. In contrast, truancy has historically focused on compliance with state compulsory attendance laws and is often viewed as a punitive process by families, which can lead to distrust in the school system as a critical partner in a child’s life.

## Regulatory Framework in Vermont

Chronic absence is a federal construct (though not defined in federal statute). The US Department of Education’s Office of Civil Rights defines it as missing 10% or more of the school days in an academic year for any reason, excused or unexcused. Each state is required to report to the federal government using this metric, and Vermont has chosen to report this information through the [Vermont Education Dashboard](#), as required by our [ESSA State Plan](#). Absenteeism data is reported by schools and school districts in 0.25 hourly increments, per student, per day. Total absences are then calculated to determine the rate of chronic absenteeism per school, and per district, each school year.

Current Vermont education statute (Title 16, Chapter 25) focuses primarily on the parental obligation to ensure children aged 6-16 attend school and on operational matters, such as appointment of truancy officers and what those officers need to do. Truancy is a state-level reporting metric, and AOE data reporting business rules distinguish between excused and unexcused absences. Title 33 of Vermont State law includes other provisions related to truancy, including “Child in need of care or supervision (CHINS)” proceedings. At this time, the Agency of Education is focused on the sections of state statute directly related to school and SU/SD obligations to promote attendance and respond to chronic absenteeism and truancy, which fall within the education title of Vermont law (Title 16).

## Inconsistencies in Truancy Escalation Practices

When a student’s absences reach a certain level, schools may initiate additional steps that can involve the Department for Children and Families or the state’s attorney. Some principals and superintendents have noted that they would benefit from clearer and more consistent guidance when making truancy referrals to the legal system or Family Services Division (FSD). Once cases enter the legal process, responses can vary by region, with different approaches taken to support students and families, which can lead to inconsistent experiences across the state.

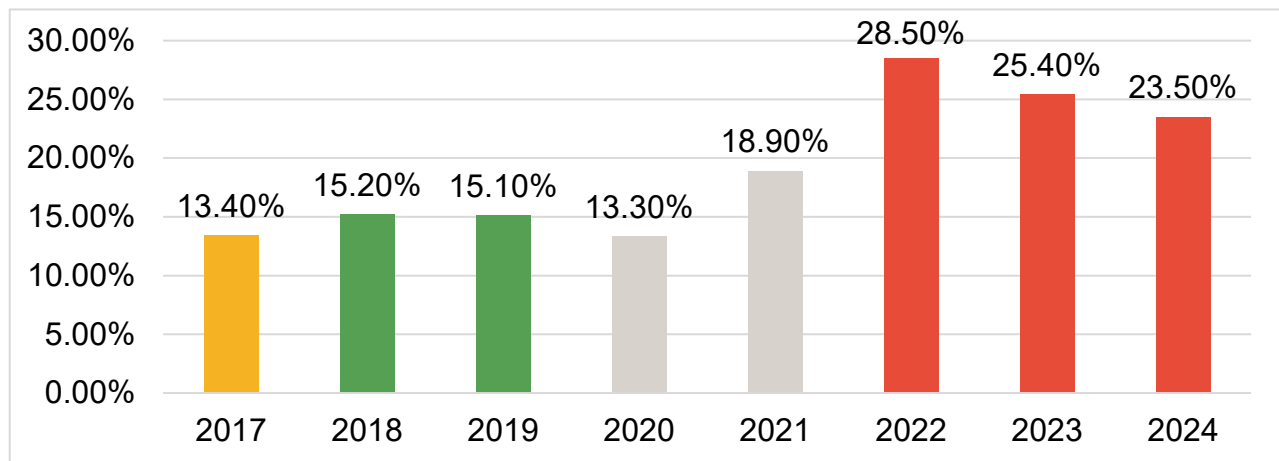
Families have also shared that attendance expectations and processes are sometimes unclear and that they would appreciate more communication and support from schools. At the same time, states attorneys have expressed a desire for stronger documentation of school-based or FSD interventions before cases are referred. When this information is limited, the options available through the legal system tend to focus on compliance measures, which may not always address the underlying causes of absenteeism or provide the most effective support for families.

## Section III: Current State of Chronic Absence

### National Context

Chronic absenteeism in U.S. public schools nearly doubled during the COVID-19 pandemic, rising from around 15 percent in 2018–19 to approximately 28 percent in 2021–22, before falling slightly the following two years, to 23 percent in 2023–24. Despite the modest recent decline, chronic absence remains more than 50 percent higher than pre-pandemic levels. This surge has disproportionately impacted students from low-income communities and racial or ethnic minority groups, widening longstanding equity gaps.

**Figure 3: US Chronic Absenteeism Rates: School Years 2017-24**



(Return to Learn, 2026)

The persistence of elevated absence rates underscores how student engagement and access to support have become key national challenges in education recovery. And yet, success stories have emerged across the country. In the 2023-24 school year, while most states showed improvements in their chronic absence compared to the prior year, Iowa demonstrated a 6 percent reduction. While no state has returned to pre-pandemic levels, Alabama is within 1 point. (DiMarco/ Future Ed, 2026) Several states, including Rhode Island and Indiana, have stood up state-level data dashboards that track in real time numerous detailed statistics related to chronic absence. And 14 states have signed on to reduce their chronic absence rates by 50 percent in 5 years, leveraging a state-level road map developed by the national organization Attendance Works (Attendance Works, 2026).

### Current State of Chronic Absenteeism in Vermont

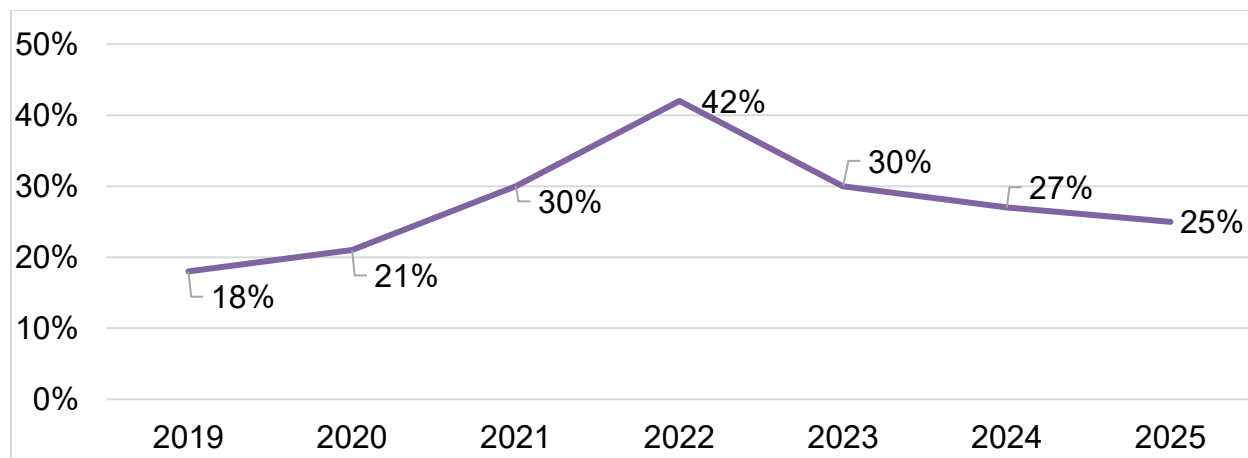
Chronic absenteeism in Vermont rose sharply following the pandemic, increasing by 67 percent—from approximately 18 percent in 2019 to nearly 30 percent in 2023, mirroring

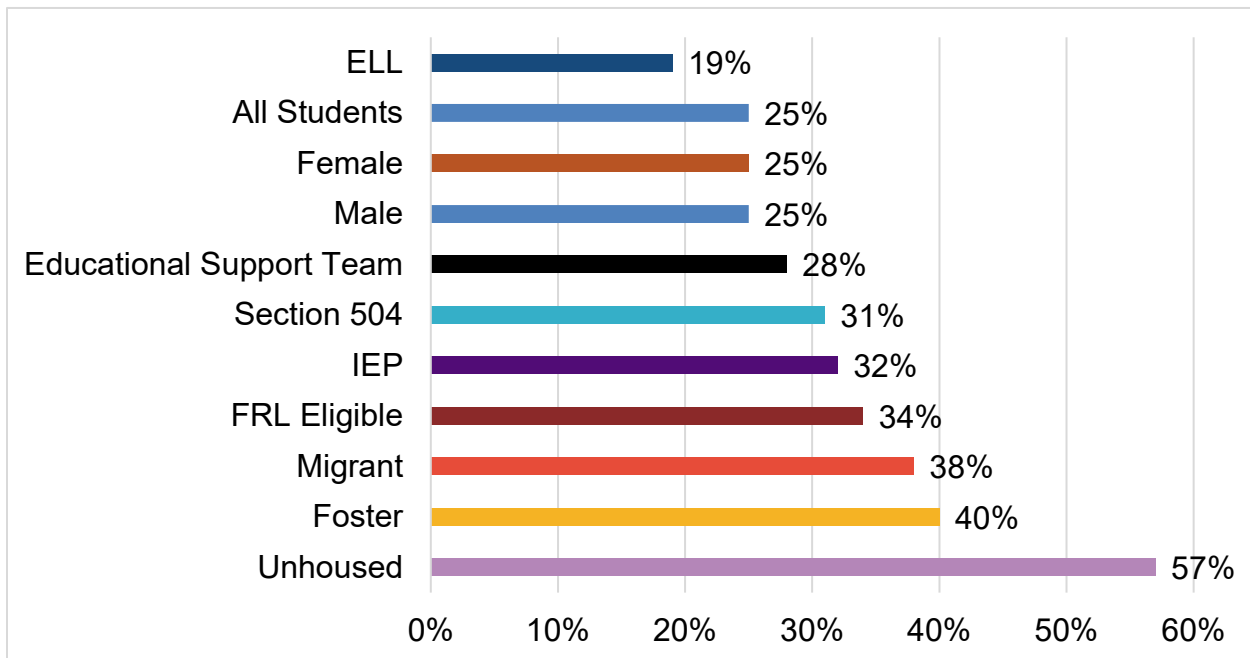
national trends. Absenteeism rates have consistently been highest among Vermont's most vulnerable student populations, including students living in poverty and students with disabilities. Students experiencing homelessness face the greatest barriers to regular attendance; in 2023, 63 percent of unhoused students were chronically absent. Housing instability and chronic truancy are closely linked, as disruptions in housing create significant obstacles to accessing public education.

Since 2023, Vermont's overall chronic absenteeism rate has declined, but the challenge remains substantial. In the 2024–2025 school year, one in four students missed enough school days to be classified as chronically absent. As in prior years, the chronic absenteeism rate for unhoused students remained more than double that of the overall student population.

Several student groups continue to experience higher-than-average rates of chronic absenteeism, including students eligible for free or reduced-price lunch, students in the foster care system, students receiving special education services, and migrant students. English language learners, however, were chronically absent at a lower rate than the overall student population in SY 2024–2025.

**Figure 4: Percent of Chronically Absent Students in Vermont Over Time**



**Figure 5: Percent of Students Chronically Absent, SY2024-2025**

## Section IV: Causes of Chronic Absence

National organizations have done research and engaged experts to classify the common causes of student absences, including as visualized below.

A range of out-of-school factors contributes to chronic absence, including chronic health conditions of students or family members, sibling care responsibilities, mental health or substance use challenges within the family, housing instability, and lack of reliable transportation to school. In addition, familial needs and narratives around the child's need/preferences to work and non-prioritization of school attendance can be contributing factors.

At the same time, in-school factors also play a critical role in chronic absence. Students report experiences with bullying, hazing, harassment and generally feeling unsafe. Social and academic anxiety, coupled with a perceived lack of social support or meaningful relationships with school personnel, diminishes the student's willingness to attend school. Some students also cite a perception of irrelevance of school/academic requirements. Additionally, school suspension policies can further disengage students, thus impacting their desire to attend.

Finally, many families may not fully understand how important regular attendance is, how many days their child has already missed, or how those missed days affect learning. Confusion about school illness policies—particularly when a child should stay home versus attend school—has also contributed to absences, especially since the pandemic.

## Section V: Systemic Obstacles

Through robust stakeholder engagement, the AOE has identified several thematic barriers to addressing chronic absence. Those findings include:

### Fragmented and Ineffective Attendance Systems

Although stakeholders expressed deep commitment and passion for addressing chronic absenteeism, some reported feeling disconnected from the process and confused about ownership of this work. This disconnect led to an overreliance on schools to lead and implement the interventions. Strengthening collaboration by clearly defining roles, addressing cross-sector accountability and utilizing community collaboration, can distribute the ownership more equitably and increase effectiveness in addressing chronic absenteeism.

### Inconsistent Definitions and Data Practices

Stakeholders emphasized inconsistent definitions, roles, and practices across districts—particularly around excused/unexcused absences and truancy enforcement. There is a strong need for standardized guidance, clearer thresholds, and well-defined processes to ensure equitable and predictable responses before court involvement. A consistent theme among educators was expressing frustration around the unclear, inconsistent and siloed data practices across the state. Stakeholders expressed a desire for enhanced training on definitions, cross-system data transparency (i.e. viewing the student’s absences prior to transferring schools) and up-to-date data sharing statewide around trends related to chronic absence.

### Inconsistent Truancy Escalation and Legal Responses

Across sectors, participants called for moving away from fines and punitive measures toward early, tiered interventions that prioritize prevention and support. This includes clearly defined escalation pathways, early identification of attendance issues, and structured tools to uncover root causes before legal action is considered. Participants highlighted the need for stronger coordination among schools, legal systems, healthcare providers, and community organizations. Barriers such as siloed systems, limited data sharing, and exclusion from planning inhibit effectiveness. Enhanced collaboration, integrated services (e.g., school-based health centers), and shared accountability were viewed as critical to improving attendance outcomes. Across multiple stakeholder groups, professionals expressed concern with regional variability of interventions at the school level, confusion among families and educators about legal or Department for Children and Families (DCF) involvement, poor documentation of interventions prior to referrals to State’s Attorneys and varied outcomes of interventions.

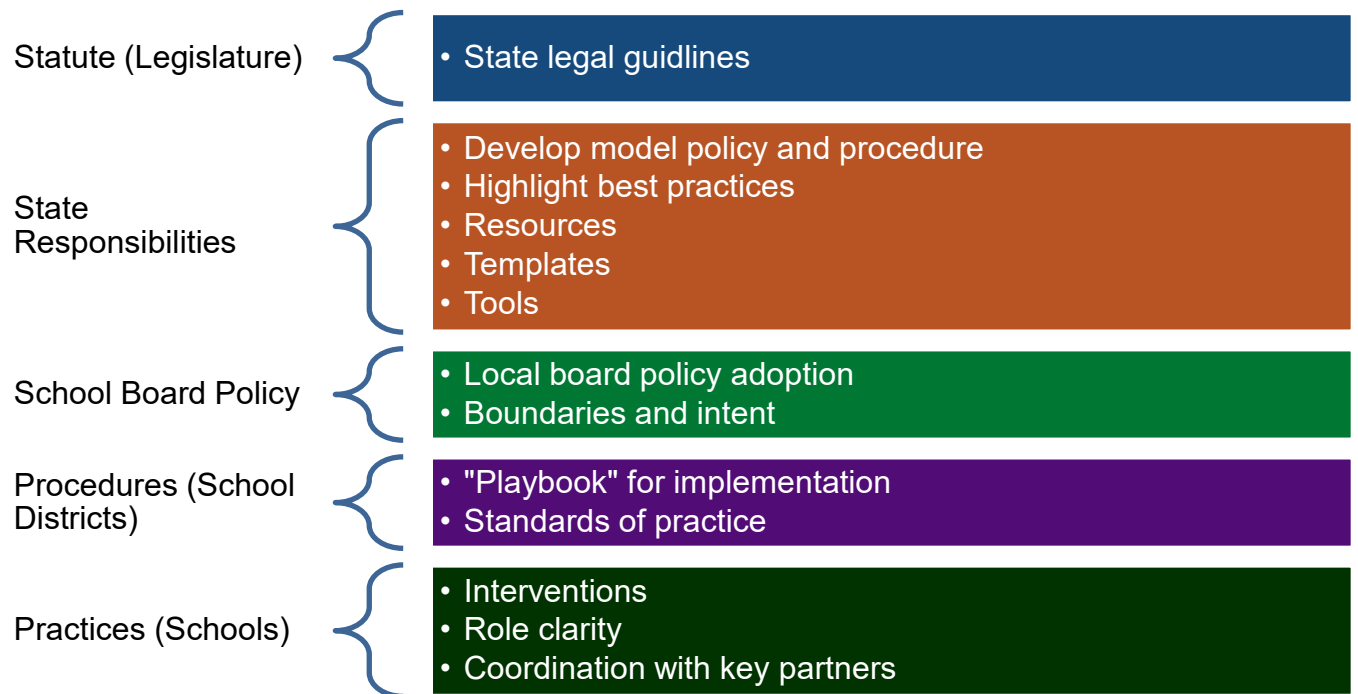
### Erosion of Trust with Families

Stakeholders consistently stressed that improving attendance depends on trust, communication, and collaboration with families. Non-punitive, culturally responsive

strategies, welcoming school environments, and sustained relationship-building were seen as essential to addressing barriers to attendance. Confusing processes and unclear expectations of families result in disengagement, mistrust and lack of follow through. In addition, stakeholders regularly spoke to the punitive and compliance focused messaging often utilized to communicate with families about their child's attendance.

## Section VI: Vermont's Strategy to Address Chronic Absence

### Overview of the State Strategy: A Phased System-Level Response



### Phase 1: Stakeholder Engagement (2023 – 2025)

Beginning in fall 2023 and continuing throughout winter and spring 2024, the AOE met with the Vermont Interagency Prevention Committee to gather initial input review of the research, data, root causes, and interagency responsibilities. These initial consultations highlighted the need for a two-pronged, collaborative approach: updating statute and developing state-wide model policies.

In summer 2024, AOE began to draft revisions to Title 16. AOE facilitated a review of these proposed changes by [key stakeholders](#). In July-November of 2025, the AOE hosted an additional eight meetings with stakeholders, inclusive of representatives from more than twelve SU/SDs and Independent Schools, to gather further data, input and broader feedback on the needs of partners regarding supporting student attendance.

2025 Stakeholder Meetings	Location & Dates	Number of Attendees
Legal	Virtual 9/12/25	5
Interagency	Virtual 9/9/25	13
Educator	Virtual 10/8/25	22
Community	Virtual 10/9/25	5
General/Open	St. Johnsbury 10/22/25	9
	Burlington 10/23/25	12
	Killington 11/17/25	41
	Rutland/Brandon 11/18/25	6

### Phase 2: Statutory Changes to Title 16 (January – April 2026)

Revision to existing provisions in Title 16, Education, are critical to the proposed strategy. First, proposed statutory updates will reframe truancy as one outcome of a continuum of chronic absenteeism involving expectations of both parents/guardians and schools, rather than centering the desired outcome around truancy. Additionally, proposed changes seek to clarify expectations for implementation of a consistent, documented, and equitable sequence of escalating absenteeism interventions to prevent loss of educational opportunities, including clarifying the process for filing truancy petitions when school efforts to rectify absence fail.

### Phase 3: Model Policy for Chronic Absenteeism

Informed by stakeholder group feedback and aligned with AOE's Strategic Plan, a model policy will be developed to provide statewide guidance on the management and operations of chronic absenteeism in schools. This policy will establish clear, consistent definitions and outline a framework of tiered interventions to support early identification and response.

A consistent theme across stakeholder groups was the need for greater clarity in definitions, improved accuracy in data collection, and more cohesive statewide guidance related to chronic absenteeism. Stakeholders highlighted significant inconsistencies across districts in definitions, roles, and practices—particularly regarding excused and unexcused absences and the enforcement of truancy requirements. Recent updates to Title 16 are expected to improve clarity around excused and unexcused absences, thereby promoting more consistent implementation

and standardizing attendance data. This increased consistency will support the use of data to determine and apply appropriate progressive interventions.

Stakeholders also noted substantial variation in how student attendance is tracked and in the types of interventions implemented across Supervisory Unions/Supervisory Districts (SU/SDs). While some SU/SDs have established systematic approaches to chronic absenteeism—including regular attendance monitoring and referrals to State’s Attorneys—others reported limited follow-up or interventions to support families or ensure accountability. These disparities underscore the need for a unified, statewide policy framework to promote equitable and effective practices.

Given that Vermont has not previously had a model policy on student attendance, the development of this policy is expected to strengthen and inform local practices while establishing a minimum standard of expectations and consistency statewide.

In addition, this policy will clarify roles, responsibilities and communication expectations for SU/SDs and the systems they interact with (i.e., DMH, DCF, State Attorney’s Offices). As part of this model policy, a crosswalk document will be included to show the changes made in Title 16. Prior to final publication, the AOE is committed to sharing the model policy for public comment and consideration, and we anticipate that the final document will be available to school boards by September 2026.

#### **Phase 4: Statewide Guidance, Resources, and Cross-System Collaboration**

In addition to model policy, many other state-level resources will need to be developed to ensure consistency and transparency across all Vermont schools. Vermonters feel strongly about maintaining an appropriate balance between local control and receiving direction and support from state and interagency partners. Stakeholder group feedback indicated that many SU/SDs are operating independently and are often unaware of chronic absenteeism initiatives underway in other regions. As a result, the Agency anticipates the release of model procedures and best practices to support the implementation of model policy and provide an additional level of detail and consideration for schools as they adopt new processes.

Further, establishing mechanisms for shared learning and resource exchange would strengthen statewide understanding of chronic absenteeism, increase awareness of available supports, promote effective attendance improvement strategies, and deepen the integration of restorative practices. As part of our ongoing support for this work, the AOE will offer various trainings, webinars, and informational sessions to ensure that educators and school community members are equipped with the knowledge needed to implement attendance procedures with consistency, rigor and fidelity.

Beyond model documents and technical assistance, the Agency will continue to explore the known root causes of absenteeism in Vermont and implement new strategies to improve attendance. Some such initiatives include investment in high quality instruction and student engagement, renewed vigor around improving school climate and culture,

and improvements to the State's mechanisms to prevent and address harassment, bullying, and hazing in schools.

State-level engagement will be essential to the development, vetting, and approval of comprehensive guidance and resources related to chronic absenteeism beyond model policies. This effort will be supported through the facilitation of a cross-sector working group that includes both governmental and non-governmental partners, such as Agency of Education and school district leaders, child welfare partners, justice-involved youth representatives, education data partners, public health agencies, health care providers, and university partners.

As a priority area of focus, interagency alignment will be key in the roll out of statewide learning, engagement, collaboration and sharing of knowledge and support.

Research demonstrates that interventions such as text messaging, home visits, early warning signs and data monitoring, mentoring and relationship building and tiered systems of support are the most effective interventions for reducing chronic absenteeism.

### **Evidence-based Practices to Address Chronic Absence**

A study in California (Attendance Works, 2020) found that rewriting truancy notifications to focus on clear, actionable data instead of state mandated legalistic language saw an increased effectiveness by 40%.

In South Carolina, a study by the Council of State Governments found that students involved in the juvenile justice system not only didn't improve their attendance but actually missed 5 or more days than they had the previous year (Weber, 2020).

Restorative justice efforts (specifically those shifting away from punitive, legal interventions) in Pittsburgh, Minnesota, and Houston reduced suspension and absence rates, with some sites also seeing reductions in differences by race and socioeconomic status (Gottfried, M., Page, L., Edwards, D., 2022).

A study focusing on the impact of mentorship with 10,000 chronically absent students found that these students gained almost 2 additional weeks of schooling in the year they had a mentor (Balfanz, R., & Byrnes, V. (2013).

### **Phase 5: Enhance Community Supports and Infrastructure, Cross-System Collaboration, and Data Monitoring (2027-ongoing)**

Strategic state-level engagement will focus on alignment across State's Attorneys, the development of a coordinated communication strategy, and the provision of training and professional development to sectors beyond school and district staff. In addition, this process will identify long-term infrastructure needs—including budgetary considerations, data systems, information technology, and evaluation capacity—to ensure sustainable implementation and continuous improvement.

Finally, improvements to statewide data collection are needed to ensure alignment of key data across partners to tell a comprehensive story about whether this work is successful over time. Our ability to monitor changes to attendance patterns, potential root causes both in and out of school, and whether new policies are being implemented thoroughly and appropriately will depend on available and accessible data and monitoring. The AOE will lead these changes for education data but will require strong partnership and alignment with other state Agencies, such as the Department for Children and Families, State’s Attorneys, and Departments of Health and Mental Health.

## **Section VII: Alignment with AOE Strategic Plan**

In 2025, AOE restructured internally around a new strategic framework for state education: Academic Excellence, College & Career Readiness, Safe & Healthy Schools, Operational Effectiveness, Special Education & Differentiated Support for All Learners. The framework for the AOE’s strategic plan was developed over the last year and was informed by AOE’s listen and learn tour (which engaged over 1000 Vermonters), educator and school administrator discussions, student engagement completed in partnership with Up for Learning, and community input during the 2025 legislative session.

Safe and Healthy Schools was identified as one of the pillars of the strategic plan, and managing chronic absenteeism has been recognized as an urgent and critical need under this priority. As a result, AOE is evaluating the many levers that drive success for all students, and the criteria that support safe, healthy, and inclusive schools. Absenteeism rates are a key indicator of the success of this work, most notably in the measurement of harassment, hazing and bullying (“HHB”), substance misuse prevention, school safety and security, and the effectiveness of mental health support systems in schools. This multi-year, community-based strategy emphasizes capacity building, integrated data systems, and a shift from compliance-driven implementation toward best practices that improve student outcomes.

## **Acknowledgements**

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Thank you to all educators, school or district leaders, community partners, state Agency subject matter experts, and all others who have offered their time, knowledge, and commitment to this important work.

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- Brave Journeys LLC
- Sweetbay Mental Health and Consulting, LLC

- Vermont Agency of Human Services (AHS)
- Vermont Department of State’s Attorneys and Sheriffs
- Vermont Governor’s Interagency Prevention Committee
- Leaders of state educational organizations, including VT Principal’s Association, VT Council of Special Education Administrators, Vermont School Boards Association, VT Superintendent’s Association, Vermont-National Education Association
- Representatives from the Vermont Restorative Justice community and organizations
- Vermont Child Health Improvement Program, UVM Department of Pediatrics, and broader Vermont pediatric community
- School and district administrators, counselors, community liaisons, special educators, school nurses, and educators representing more than 12 Vermont Supervisory Unions/Supervisory Districts.

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