



April 11, 2026

DEVELOPING ENGAGED, WELL-BALANCED LEARNERS THROUGH COLLABORATIVE, CARING RELATIONSHIPS

Dear Acton-Boxborough Families,

We are pleased to provide you with an update on our ongoing efforts to address chronic absenteeism as part of our Student Opportunity Act plan. This school year, we have taken significant steps to ensure that all students have the support and opportunities they need to succeed.

Key actions we have engaged in during the 2025-26 school year include:

- *Implementation of ParentSquare Attendance Plus:* The district officially adopted and integrated the ParentSquare Attendance Plus module, significantly enhancing data analysis and notification capabilities related to student attendance.
- *Creation of a Standardized Attendance Intervention Plan Template:* To ensure consistency and effectiveness across all schools, a uniform Attendance Intervention Plan (AIP) template was developed.
- *Launch of the Tiered Framework for Attendance:* The district successfully launched a comprehensive Tiered Framework for Attendance. This framework establishes clear protocols for universal (Tier 1) supports for all students, targeted (Tier 2) interventions for students with emerging attendance concerns, and intensive (Tier 3) supports for students experiencing chronic or severe absenteeism.
- *Distribution of Monthly Attendance Reports:* Standardized monthly attendance reports are now generated and distributed to all families. These reports provide timely, disaggregated data and allows for more timely and efficient automated notifications to parents/guardians regarding absences and tardiness, improving overall awareness and engagement.
- *Establishment and Operation of School-based Attendance Teams:* Dedicated School-based Attendance Teams have been established at each school site. These teams are meeting and rigorously reviewing student attendance data on a quarterly basis.
- *Targeted Professional Development on School Refusal:* Specialized professional development sessions were conducted for all PK-12 special education and counseling staff. The training focused specifically on identifying the complex factors contributing to school refusal, understanding the psychological underpinnings of this behavior, and implementing evidence-based strategies and accommodations to successfully re-engage students experiencing significant emotional barriers to school attendance.

Although it is still early to determine the full impact of these initiatives, our initial data reflects some promising trends among most of the student groups that we have been monitoring as part of our plan. Our plan required us to identify specific student groups whose chronic absenteeism rates were disproportionately higher than our overall average. Below is a comparison of chronic absenteeism rates from the last few years for all students compared with our focused subgroups:

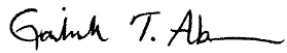
Student Group	2023	2024	2025
All students	12.6%	11.8%	10.9%
EL/FEL	30.8%	27.5%	27.2%

Low Income	29.7%	26.2%	26.1%
Special Education	22.3%	20.3%	20.8%
Hispanic/Latino	26.6%	27.9%	25.4%
African American/Black	19.6%	15.5%	14.4%

We remain committed to fostering strong partnerships with families as we continue this work. Your input and engagement are invaluable in ensuring that all students have access to a high-quality educational experience.

Thank you for your ongoing support. If you have any questions or would like to learn more about our efforts, please do not hesitate to reach out.

Sincerely,



Gabrielle Abrams, Ed.D.
Assistant Superintendent for Teaching and Learning
Acton Boxborough Regional School District