

MPS Multi-Tiered Systems of Support for Attendance

Tier I (All students)

<u>General/Special Ed Teachers</u>	<u>Building/District Administrators</u>	<u>School Social Workers</u>
<ul style="list-style-type: none"> • Over communicate with your students and families regarding the importance of regular school attendance • Annual discussion of student handbook - highlight attendance • Teacher(s) include attendance expectations in syllabi • Attendance information distributed in (ie. newsletters, home room, morning meetings) • Attendance taken each block/class period • Implement and support school wide incentives for attendance (ie tardy parties, award ceremonies) • Staff member (ie. attendance secretary, teacher) inform counselor and social worker of student consecutive absences 	<ul style="list-style-type: none"> • Over communicate with your students, staff and families regarding the importance of regular school attendance • Annual discussion of student handbook - highlight attendance • Attendance information distributed in (ie. newsletters, home room, morning meetings) • Implement and support school wide incentives for attendance (ie tardy parties, award ceremonies) • District wide communication (ie superintendent messaging) • Increase staff awareness (ie staff education, building PD) 	<ul style="list-style-type: none"> • Over communicate with your students, staff and families regarding the importance of regular school attendance • Yard signs/posters visible in local businesses (ie. Partners in Education) • Implement and support school wide incentives for attendance (ie tardy parties, award ceremonies) • SSW pulls attendance reports weekly to monitor trends

Support Staff

- Daily attendance calls from the secretary
- Robo calls informing parents/guardians of students' absence
- Staff member (ie. attendance secretary, teacher) inform counselor and social worker of student consecutive absences

Tier II.1 (8-15 days)

<u>General/Special Ed Teachers</u>	<u>Building/District Administrators</u>	<u>School Social Workers</u>
<ul style="list-style-type: none"> • Communication home at 5-7 days of absence from classroom teacher (phone call, email, postcards) • Teachers notify parent and counselor when a student has reached 7-10 days of absences and any attendance trends 	<ul style="list-style-type: none"> • Counselor, social worker, administrator and SPED team (if applicable) collaboratively address attendance issues (ie. meet with students, call home, check ins, consult with teachers, discuss at MTSS, SAT, SAP) • Administrative consequence for students who are truant, during the school day, as needed 	<ul style="list-style-type: none"> • Counselor, social worker, administrator and SPED team (if applicable) collaboratively address attendance issues (ie. meet with students, call home, check ins, consult with teachers, discuss at MTSS, SAT, SAP) • Coordinate with community agencies (ie. community resources, juvenile justice, diversion, probation, child welfare)

Support Staff

- Attendance letters sent at 8 and 15 days for all absences not just unexcused

Tier II.2 (10-19 days)

<u>General/Special Ed Teachers</u>	<u>Building/District Administrators</u>	<u>School Social Workers</u>
<ul style="list-style-type: none"> • Attendance Improvement/Collaborative Planning meetings with parent/guardian, student, and school staff • Intensive School-Based attendance intervention (ex. Check and Connect) • Problem solving at MTSS team regarding attendance (ie. positive incentives, goals) • Academic interventions and schedule modifications within the school may be implemented to assist with academic issues/mental health (ie FBA, School-Refusal Assessment) 	<ul style="list-style-type: none"> • Attendance Improvement/Collaborative Planning meetings with parent/guardian, student, and school staff • Intensive School-Based attendance intervention (ex. Check and Connect) • As outlined in policy school may request medical documentation for excessive MPE (15+) - can send an additional follow up letter as needed • Problem solving at MTSS team regarding attendance (ie. positive incentives, goals) • Academic interventions and schedule modifications within the school may be implemented to assist with academic issues/mental health (ie FBA, School-Refusal Assessment) 	<ul style="list-style-type: none"> • Attendance Improvement/Collaborative Planning meetings with parent/guardian, student, and school staff • Resources offered (ie. attendance monitoring, mental health referrals, mentoring) • Intensive School-Based attendance intervention (ex. Check and Connect) • Home visits, OPD Truancy Officer, Well-Check/Co-Responder visits as needed • Problem solving at MTSS team regarding attendance (ie. positive incentives, goals) • Academic interventions and schedule modifications within the school may be implemented to assist with academic issues/mental health (ie FBA, School-Refusal Assessment)

Support Staff

<ul style="list-style-type: none"> • Intensive School-Based attendance intervention (ex. Check and Connect) • As outlined in policy school may request medical documentation for excessive MPE (15+) - can send an additional follow up letter as needed • Problem solving at MTSS team regarding attendance (ie. positive incentives, goals) • Academic interventions and schedule modifications within the school may be implemented to assist with academic issues/mental health (ie FBA, School-Refusal Assessment)

Tier III (20+ days)

<u>General/Special Ed Teachers</u>	<u>Building/District Administrators</u>	<u>School Social Workers</u>
<ul style="list-style-type: none"> • Continue to reach out to families. 	<ul style="list-style-type: none"> • 205 status in Synergy for 20 consecutive days if 18 years old (Follow the Enrollment Grid Directions) 	<ul style="list-style-type: none"> • Consider County Attorney referral once a student reaches 20+ unexcused absences • Ongoing coordinated case management with other systems (including community resources, mental health, juvenile justice, child welfare)

Support Staff

<ul style="list-style-type: none"> • 205 status in Synergy for 20 consecutive days if 18 years old (Follow the Enrollment Grid Directions)
