Multi-tiered Attendance Support System: example

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Attendance/Intervention Monitoring	Positive Behaviorial Supports/Restor. Justice	Academic Support	Basic Needs

• SART/SARB
• Case management support
• Connect with community leaders to support family engagement (e.g., non-profits, faith based orgs)
• Connect with Health Services, CPS, foster care, etc. as appropriate
• Request police welfare check if unable to locate child
	• Connect with counseling if needed
	• Connect with skilled mentor, OST activity
		• Student/family assisted to contact community resources; community resources asked to reach out
		• Individual support teams/plans for student referrals
			Tier 3: Intensive
			
			• Student Support Team (SST) meeting review
			• Support Centers/counselors and/or VP provide case management, reach out to other relevant programs as appropriate (e.g. foster, homeless, probation, etc.), document in SIS
			• Monitor SARB if needed
			• Contact CPS, law enforcement for welfare check if needed
				• Connect with counseling if needed; assess for connection with mentor and/or OST activity… reach out and request attendance promotion support if these exist, if not facilitate connection
				• Attendance recognition
					• Student connected with tutor, other academic support needed; tutor monitors, checks in	• Ensure safety
						• Provision of Targeted Resources:
						  ◦ Bus passes
						  ◦ Food gift cards
						  ◦ Alarm clocks

• Teachers call guardians to follow up on students approaching CA • Admin meets with CA student to problem-solve attendance • Positive, trust-building SST or SART to id attendance barriers and motivators • School attendance letters with attendance summary • District attendance letters to truant students and their guardians (letters 1, 2, and 3) • Home visit if missing 3 consecutive days with no contact • Early PTHV for all students CA previous year	• Continuous monitoring of CA students in person (check/connect, City Year) • Restorative justice to focus on repair of social/emotional relationships harmed • SSTs/IEPs include SEL focus • Explore classroom change if teacher fit is an issue • Use of mentors, special time with staff to support socially isolated CA students during lunch/recess	• Group counseling/support groups • Individual check-in program • Coordinated student referral process/progress monitoring	**Tier 2: Strategic** • Attendance clerk alerts designated staff of students with frequent absences, tardies, and/or re-admits • In prep for support team meetings, generate CA list highlighting students CA in previous month(s) as well • At monthly Student Support Team meeting: 1) review current list of CA/approaching CA and compare to previous month; 2) triage each student for intervention/prevention, 3) document intervention plan, and 4) monitor intervention efficacy • Use SST or other forms of check in to gather additional information on attendance barriers/motivators • Identify in summer incoming and rising students with poor attendance to inform special outreach prior to/early in school year	• Restorative practices (healing circles and peer conflict mediation) are held to address root causes of behavior problems • Recognition for meeting attendance goals (e.g., "$" for use at school store)	• CA student academics assessed- SST/IEP scheduled if needed. All SST or IEP meetings include attendance goal in their plans • Travel packets prepped for student independent study if traveling to Mexico for winter break	• Assessment of Resources: ◦ Social worker and/or SSC Coordinator inquire about housing, food, transportation needs

• Welcoming school environment reflecting family/child school audit
• Staff cultural humility training
• Positive feedback to caretakers
• Attendance clerk/family liaison calls for unexcused abs, >2day abs
• Public attendance recognition
• Attendance policy and tips in Parent Handbook, Newsletters in key languages
• PTHV priority for incoming K, 1st, 7th, 9th, 12th graders and incoming transfers
• Transfer family welcome basket (attendance promotion resources)
• School-wide "Every Day Counts" video/art contest & exhibit
	• SEL curriculum & assemblies
	• School climate assessment
	• Student leadership in climate review/planning
	• Student ombudsperson that students can meet with for support in dealing with challenging adult relationships at school
	• Organized recess/lunch time activities for those who want to participate
		• School-based basic health services
		• Community-building/ anti-bullying focus with all
		• All staff trained to id signs of mental health issues, mental health first aid
		• Parents get multilingual info on when ill students should stay home
		• Health insurance sign up fair
		• Hand-washing program
		• Healthy food options
			Tier 1: Universal
			
			• School regularly reviews attendance promotion strategy, all school staff trained in roles/use of SIS, held accountable for accurate use
			• School staff welcome/connect with kids/families each day
			• Daily attendance monitoring & strategy for school outreach to absentees
			• Check attendance of incoming transfer students to id support needs
			• Designated staff generates monthly CA list
			• Designated staff share CA data with Admin, teachers and Student Support Team monthly
			• Use data system to track attendance rates and assigned interventions and assess for sub-population patterns
				• PBIS efforts to create positive environments to learn, play, and communicate:
				  ◦ Cafeteria and playground rules, activities foster welcoming environment
				  ◦ Friendship days, incentives for caring behavior
					• Volunteer tutors
					• Parent-teacher conferences to review student strengths and areas for improvement
					• Clear instructions to students/family on how to make up work if absent
						• General provision of basic resources:
						  ◦ Pencils, erasers, etc.
						  ◦ Clothes closet
						  ◦ Free and reduced price meals
						  ◦ Walking school bus