

RIS Intervention Tiers and Supports based on Students' Cumulative Absences

Absences for any reason, excused or unexcused	Attendance Interventions	Quarter 1 8/11- 10/14 Q1 = 46 days	Quarter 2 10/17- 12/16 Q2 = 41 days Cumulative = 87	Quarter 3 1/3- 3/3 Q3 = 42 days Cumulative = 129	Quarter 4 3/6 - 5/25 Q4 = 52 days Cumulative = 181
TIER 1: Whole School Prevention: for students who have missed less than five percent of classes or days	Universal attendance supports may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/ classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others.	Missed 3 or fewer days	Missed 5 or fewer days total	Missed 7 or fewer days total	Missed 9 or fewer days total
WHOLE SCHOOL PREVENTION	<p>Universal, whole-school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.</p> <p>Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.</p> <p>*Resource: https://docs.google.com/presentation/d/1E7oFLrg0s0HRJbTL9VuhVLG6lnAa0g2bPhptblySbkU/edit?usp=sharing</p>	<ol style="list-style-type: none"> Each building in the district will provide through PBIS, clear, concise, and consistent communication about schedules and expectations. Each building will provide predictable daily/weekly routines in each classroom and celebrations acknowledging attendance. Ensuring that all teachers take and document attendance that is accurate and timely. Individual outreach and communication to families when all students are absent by the classroom teacher. PBIS recognition of good and improved attendance. School counselors will ensure all students have access to food, healthcare, and support for other basic needs. Principal will conduct regular monitoring of students' school attendance data to activate supports and identify trends. 			
TIER 2: Individualized Prevention: for students who have missed five percent or more, but less than 10 percent of classes or days	In addition to whole-school prevention strategies and other supportive interventions, for Tier 2 elementary students, the attendance team shall talk to the parent/family and inform the parent/family of the student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences.	Missed between 4 - 5 days	Missed between 6 - 9 days total	Missed between 8 - 13 days total	Missed between 10 - 18 days total
INDIVIDUALIZED PREVENTION	<p>Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than 10% of classes or school days for any reason.</p> <p>Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.</p>	<ol style="list-style-type: none"> Once a student reaches 5 missed days, a phone call and the 5-day letter should be sent home to the family to explain attendance expectations. The school principal. The attendance officer and counselor will assess the obstacles to chronic absenteeism to decrease or remove the obstacles. The school principal, attendance officer, social workers, and the counselor will rule out more serious problems (bullying, home, mental health, etc.) Each school will involve the school nurse in follow-up for any medical-related absences. Small group social skills instruction will be provided by the school counselor or social worker. 			

	<p>Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences, barriers to attendance and increase school engagement.</p>	<ol style="list-style-type: none"> Each school may need to refer to outside or community agencies to aid with food, shelter, or health issues. Remediation tutoring and enrichment programs are offered after-school to all students An initial referral to the SAT team may need to be considered at this point. 			
<p>TIER 3: Early Intervention: for students who have missed 10 percent or more, but less than 20 percent of classes or days</p>	<p>In addition to whole-school prevention strategies and other supportive interventions, for Tier 3 students, the attendance team shall notify the parent/family in writing of the student's absenteeism. The notice shall include a date, time, and place for the parent/ family to meet with school officials/staff to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. To the extent appropriate, given the student's age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.</p>	<p>Missed between 6 - 9 days</p>	<p>Missed between 10 - 18 days total</p>	<p>Missed between 14 - 26 days total</p>	<p>Missed between 19 - 37 total</p>
<p>EARLY INTERVENTION</p>	<p>Early intervention includes interventions for students who are considered chronically absent and missing 10% or more but less than 20% of classes or school days for any reason.</p> <p>Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.</p>	<ol style="list-style-type: none"> Once a student reaches 7 missed days, a phone call, the 7-day letter, and a contract for attendance should be developed. Families will be required to come to the school for an attendance meeting to discuss concerns and next steps. At high school, this is the role of the attendance officer along with the principal. Each building will use absenteeism data to activate targeted supports. Each building will provide tailored physical and mental health support. Each school will prioritize participation in expanded learning. 			
<p>TIER 4: Intensive Supports: for students who have missed 20 percent or more of classes or days</p>	<p>In addition to wholeschool prevention strategies and other supportive interventions, for Tier 4 students, the attendance team shall give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, and establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and apprise the student and the parent/family of the consequences of further absences</p>	<p>Missed 10 or more days</p>	<p>Missed 19 or more days total</p>	<p>Missed 27 or more days total</p>	<p>Missed 38 or more days total*</p>
<p>INTENSIVE SUPPORTS</p>	<p>Intensive support includes interventions for students who are considered excessively absent and missing 20% or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.</p> <p>Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level. Identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and family of consequences for further absences.</p>	<ol style="list-style-type: none"> Once a student reaches 9 missed days, a phone call, the attendance contract and a 9-day letter should be developed. Families will be required to come to the school for another attendance meeting along with CYFD/JPP0 to discuss continued concerns and next steps. Each building will attempt to make Intensive outreach to locate each student and family and assess the situation for appropriate supports and interventions. Each building will provide coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice. 			