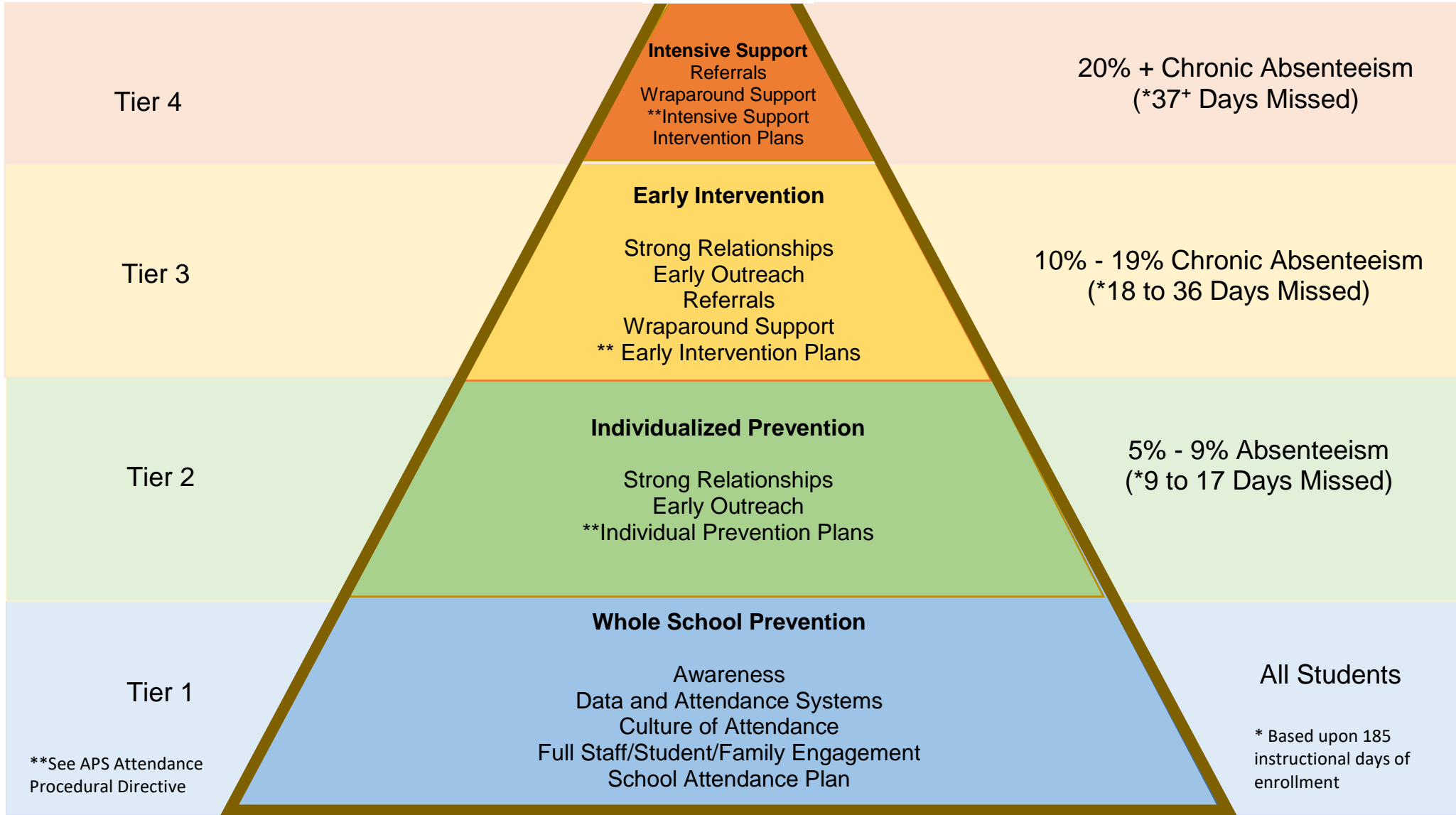




# Tiered Approach to Attendance

Referrals to CYFD (JPO FINS)

Only when the school has documented all contacts, interventions, and exhausted all resources.



\*\*See APS Attendance Procedural Directive

\* Based upon 185 instructional days of enrollment

### Awareness

Students, staff, families, and community are aware of the importance of high levels of attendance

### Outreach/Intervention

Outreach and interventions are provided to students and families in a systematic and targeted manner

### Attendance Team/Systems

Schools have Attendance Teams and data centered systems and processes to support the tiered approach (including a school plan and staff training)

## Critical School Strategies/Activities

### Requirements

- All schools will meet the requirements for the School Attendance Performance Framework
- All schools will conduct a school level data review, develop/implement/reflect on an annual School Attendance Plan, and shall submit the plan to NMPED

### General/Tier 1 Expectations

- School climate/culture of attendance (awareness, incentives, discussion, and parent/teacher conferences, etc.)
- Strong student, family, and staff engagement and partnerships
- Strong data systems (taking/entering attendance, analysis, use, etc.)
- All contacts, plans and interventions documented in Synergy
- Staff expectations, training, and support
- Directory of school, district, and community resources and services

### Specific Steps for Tiers 2-4

1. Establish clear protocols and expectations for which staff provide what forms of outreach and intervention to students/families at each tier.
2. Use data to identify students that meet the absence threshold for each tier.
3. Provide early outreach to students and family.
4. Conduct an assessment of the root causes of absences.
5. Develop attendance plan (as appropriate for each tier) with the student/family. Include both incentives, as well as discussion of consequences of continued absences.
6. Offer resources/support/referrals to reduce barriers to attendance.
7. Monitor progress; either celebrate success or review/ update plan.
8. Refer the student to the Health and Wellness / Student Assistance Team, etc. as needed for wrap around support and services.

## Student and School Benchmarks by Tier

### Tier 4

- Assessment of root causes of absences and resources to support attendance
- Specialized supports offered (e.g. substance use counseling, tutoring, etc.)
- Referral and coordination to/with school/district/community supports
- **Intensive Support Intervention Plan** developed/implemented with student and family

### Tier 3

- Assessment of root causes of absences and resources to support attendance
- Referral and coordination with school/district/community supports
- **Early Intervention Plan** developed/implemented with student and family

### Tier 2

- Families know that the school is concerned, wants to partner, will share resources
- Impact/consequences of absences are shared with student/family
- Student and/or family receive multiple outreach contacts and conversations
- **Individual Student Prevention Plan** developed/implemented with student/family

### Tier 1

- Families know how to report absences
- Students and families understand the importance of attendance
- Families understand that help is available
- All staff are trained, engaged and committed to conducting attendance activities