Volusia County Schools
Attendance Tiers of Intervention

	TIER 1 At Risk: Missing Less than 10% of School Days *(Satisfactory: Missing less than 5% of School Days)*	TIER 2 Moderate: Missing 10-19% of School Days	TIER 3 Severe: Missing 20% or more of School Days
A. Monitor Data	❖ Regularly run attendance reports, such as chronic absenteeism and compulsory attendance reports ❖ Create a school team that **regularly reviews** attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support, (i.e. school team members may include MTSS Chair, administration, attendance clerk, school counselor, academic coach, etc.) ❖ Establish a school plan for reducing chronic absence and identify individual role/responsibilities based on an analysis of strengths and challenges around school climate and attendance practice ❖ Identify common barriers to attendance based on individual school demographics (e.g. parent loop, zoning, etc.) and other qualitative and quantitative data	❖ **Review attendance data every week** for students who are chronically absent and look for patterns, including for those who have a historical pattern of chronic absence in previous school years ❖ Identify barriers to student attendance, including health challenges, and assess the underlying cause for a student's continued absences ❖ For those students who do not have a situational reason for being absent (e.g. acute medical reason, death in family, etc.), assess need for Tier 3 response	❖ Identify specific students who are missing 20% or more of school days for the current school year. **Monitor their attendance daily** and follow-up on each absence for further Tier 3 intervention. ❖ Identify specific students who have a history of missing 20% or more of school and continue to be at-risk due to other major challenges, such as homelessness, DCF involvement, DJJ involvement, etc. Monitor their attendance daily, provide follow-up on each absence, and coordinate with involved parties for further Tier 3 intervention.
B. Engage students and parents	**Create a school climate that encourages students to come to school every day.** ❖ Provide an engaging curriculum that draws students to school ❖ Ensure the school is kept clean and clear of health hazards that contribute to asthma and respiratory disease and coordinate with contracted cleaning agency ❖ Promote school-wide proper handwashing procedures to deter the spread of illness ❖ Cultivate an atmosphere where students and parents feel respected and safe ❖ Offer extra-curricular activities/programs before and after school to engage students, including clubs, band/chorus, sports, tutoring, mentoring, etc. ❖ Provide enrichment activities for students, such as field trips, assemblies, and dances **Create a welcoming culture of attendance** ❖ Greet students and families upon arrival to school in the morning (parent drop-off, walkways, classroom door, etc.)	**Provide information and attention that underscores concern for children** ❖ Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families ❖ Continue to call and send letters to alert families to attendance concerns and explore what help may be needed. (For students with a medical condition, utilize the nurse to make contact, if possible.) ❖ Schedule a parent/teacher conference or IPST meeting to address barriers to attendance and problem-solve solutions to re-engage the student in the learning environment ❖ Use the Student Attendance Success Plan to help develop family strategies to support improved attendance ❖ Provide parents with information/assistance in reaching out to community resources that may be helpful in addressing barriers (brochures and community agency listings are available through the School Social Work department)	**Assess student and family needs and intensify outreach** ❖ Determine if the student and their family is already involved with a community agency in order to coordinate services ❖ Refer students and families to appropriate community agencies for assistance (e.g. social service agencies, human services, food banks, counseling agencies, housing authority, medical/health services, career center, etc.) ❖ Work with relevant agencies to develop a comprehensive educational plan that also addresses student and family needs ❖ Share data with appropriate agencies and ensure that agencies are using chronic absence as a "must respond to" indicator **Work to ensure that the student is connected to positive supports and programs** ❖ Coordinate a School Mentoring Program (mentors may be school staff, community partners/volunteers, local college/university students, etc.)

	❖ Reinforce positive and welcoming experiences in the front office ❖ Create visuals (bulletin boards, banners, and posters) that reflect attendance messaging and modify during the year to sustain impact ❖ Notify parents about attendance/tardy policies and procedures at the beginning of the school year (back to school materials) and throughout the school year at events and via written/verbal communication **Provide activities that engage students and families** ❖ Provide opportunities for parental engagement and involvement, including parent resource centers, PTA, SAC, organized parent groups, learning at home, and volunteer opportunities ❖ Contact parents when students miss school to express concern and discuss how to remediate the missed instruction time/work ❖ Welcome students back upon their return from an absence and provide the appropriate academic support/makeup work	❖ Help parents understand the importance of regular school attendance and its impact on their child's educational progress ❖ Explain the Compulsory School Attendance Law to parents **Identify and provide for family needs** e.g. food pantry, clothing assistance, and literacy programs **Maintain contact with families to ensure they are receiving needed support through community resources** **Identify academic needs of the student and develop a plan to provide appropriate tutoring and coaching services** ❖ Determine if the student has makeup work that is needed to complete and ensure the student and the family understands what/when the makeup work is due ❖ Provide parents with information about accessing and monitoring their child's academic progress through Parent Portal ❖ Encourage students to monitor their work completion/grades on Student Portal	❖ Provide opportunities for students to have engaging roles/responsibilities each morning/day at school, e.g. teacher helper, Safety Patrol, peer tutor, etc. ❖ Connect students/families with school-related activities and extra-curricular activities/programs **Follow the Attendance Procedures in addressing truancy patterns and implement appropriate interventions.** If the procedures have been followed and interventions proven ineffective for a student or family, submit an Attendance Referral to the School Social Worker for further intervention and enforcement of the Compulsory School Attendance Law. School Social Worker may utilize Teen Court, CINS/FINS, and Adult Court as appropriate. **Utilize lessons learned from working with families and students in Tier 3 to inform Tier 1 and 2 prevention and intervention efforts.**
C. Recognize Good & Improved Attendance	❖ Create friendly competition among classrooms and grade levels offering raffles, parties, and public recognition for good and improved attendance ❖ Set school-wide attendance goal and recognize when the goal is met through various means, such as "free" class period ❖ Celebrate individual progress through weekly, monthly, and periodic recognition using bulletin boards, certificates, and verbal and written acknowledgements ❖ Recognize students and parents at special assemblies ❖ Acknowledge students and staff with Perfect Attendance Awards and/or ceremony ❖ Elicit community leaders to recognize students with good and improved attendance at the school ❖ Sponsor an AttenDANCE inviting only students who achieved 95% attendance in 9 week period/semester	**Establish specific individual goals and provide recognition as they are met** ❖ Recognize parents of their child's improved attendance by mailing home certificates or postcards of thanks/appreciation ❖ Work with students and families to set attendance goals and time frames, e.g. attendance success plan ❖ Engage students in tracking their own attendance daily ❖ Recognize good and improved attendance weekly e.g. Turn-Around Awards ❖ Develop strategies with students based on age, interest, and other factors	**Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance** ❖ Identify and recognize students with improved attendance with Turn Around Awards ❖ Monitor other relevant issues concerning the student to ensure the student continues to attend school regularly and is making academic progress

D. Provide Personalized Early Outreach	❖ Place calls home each day that a student is absent ❖ Send home "nudge letters" comparing the student's absences with that of their peers/district ❖ Include attendance on report cards and in report card conferences ❖ Integrate information about chronic absence into parent programs and communications throughout the year ❖ Notify parents of the school's attendance goals and initiatives and keep them abreast of the progress made ❖ Encourage participation in the Everybody Every Day Attendance Initiative and other district attendance initiatives throughout the school year ❖ During kindergarten orientation, talk to parents about setting regular school attendance expectations and how absences can add up and impede learning, which has long-term educational effects throughout the child's schooling years ❖ Ensure students/families are aware of school-related activities/clubs to support school engagement	❖ Assign school staff to a student to check in on each morning/day and encourage regular school attendance, e.g. "attendance buddy" ❖ Connect students/families with school-related activities to support school engagement and encourage students to be involved in after-school activities on campus ❖ Schedule Parent/School Staff Conferences (i.e. administration, teacher, school counselor, etc.) to discuss absences and missed instruction time **Assess student and family needs** ❖ Refer families to appropriate community resources/services ❖ Makes home visits and connect families with needed resources ❖ Work with students and families to develop strategies for improved attendance	❖ Ensure continued positive and regular contact with the family ❖ Review attendance contract with parents and students, discuss progress made on intervention plan, and identify any barriers to implementation ❖ Follow through with interventions to provide support to the family and student ❖ Ensure designated school staff contacts the parent when the student is absent
E. Remove Barriers to Attendance	**Invite parents and community members to help address the barriers that keep children from attending school** ❖ Address hunger and nutrition needs by providing dinner, in addition to breakfast, and a food pantry at the school site ❖ Address community safety for students walking to school by utilizing Crossing Guards and Safe Walk to School programs, e.g. Walking School Bus ❖ Address student health needs by providing prevention services, such as Flu Mist and dental sealants, and intervention services via Nursing Services in coordination with the student's physician upon receipt of Emergency Care Plans or Medication Disbursement forms ❖ Address clothing needs by coordinating with community partners for donations, having a clothing/coat drive, or facilitating a school uniform exchange ❖ Address a variety of student/family needs by maintaining a Family Center for school supplies, backpacks, clothes, shoes, academic practice tools, food pantry, etc. ❖ Improve approaches to student discipline other than out-of-school suspensions, e.g. Restorative Justice practices (writing apology letters, community service, etc.)	❖ Utilize the problem-solving team process to identify barriers to attendance and provide appropriate interventions to address the problem (learner vs. environment) ❖ Provide incentives/reinforcements to re-engage students in the learning environment ❖ Explore educational options/schedule change to address barriers to attendance ❖ Connect families with school-based resources that can support attendance ❖ Involve the school nurse with follow-up on medical related absences ❖ Provide families with information on community resources that can help overcome barriers (brochures and listing of community agencies are available through School Social Work department) ❖ Involve public agencies and community partners and resources as needed to address barriers to attendance, such as housing and transportation	❖ Complete and implement an agreed upon student/family intervention plan, e.g. attendance contract and/or attendance success plan, and monitor for progress ❖ Connect and/or refer families to CINS/FINS and Teen Court to address truancy/ungovernable behavior. (For truancy cases, the School Social Worker can submit referrals to CINS/FINS or Teen Court upon receipt of an Attendance Referral packet.) ❖ Connect and/or refer students/families to mental health providers ❖ Explore option of Hospital/Homebound for severe medical cases under physician's care, if applicable