Attendance Pyramid of Interventions

Tier IV

(top level of pyramid)

Students who drop below 85% are considered to have "severe chronic attendance" and will receive more intensive interventions.

Intense support for struggling students at Tiers I, II, and III strategies PLUS:

- Truancy referral to Juvenile Office with diversionary conference
- Consider modified schedule, homebound, virtual, System of Care
- Referral to Children's Division to be made after 10 consecutive absences with no parent communication, or a safety concern
- Family/home visit

Tier III

(second level from top of pyramid)

Students ranging between 85%-87.49% are considered to have "chronic attendance" and will receive a variety of interventions.

Direct support for struggling students at Tiers I and II strategies PLUS:

- Parent phone call regarding attendance concerns once they fall below 87.5%
- Parent meeting if attendance gets close to 85%
- Refer to CARE team
- Student Success Plan — Revisited by grade level counselor and student and share with the parent via email
- Check In/Check Out with Caring Adult
- Attendance letters continuing at 85%

Tier II

(third level from the top of pyramid)

Students ranging between 87.5%-89.99% are considered to have "at-risk attendance" and will receive a variety of interventions.

Intermediate support for students on the margin Tier I strategies PLUS:

- Parent phone call regarding attendance concerns once they fall below 90%
- Parent meeting if attendance gets close to 87.5%
- Student Success Plan — Completed by the student with grade level counselor and shared with the parent via email
- Check In/Check Out with Caring Adult
- Attendance letters beginning at 87.5%

Tier I

(bottom level of pyramid)

Students at or above 90% are considered to have "on pace attendance" and we will continue to monitor their attendance.

Best practices provided for all students:

- Communicate attendance expectations, individualized attendance updates and education about the importance of attendance
- Build relationships to ensure students are connected with a caring adult
- Provide opportunities for school engagement through activities and involvement
- Implement trauma-informed approach
- Recognize good and improved attendance

Foundational Supports

- Warm and welcoming school climate
- Positive relationships with students and families
- Clear expectations and communication about attendance
- Clean school campuses
- All students have access to a challenging and engaging curriculum

Francis Howell SCHOOL DISTRICT

HOME SCHOOL COMMUNITY

LEARNING TOGETHER