TUPELO PUBLIC SCHOOL DISTRICT

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TUPELO PUBLIC SCHOOL DISTRICT

Chronic Absenteeism Reduction Plan

2026–2027 School Year

A Districtwide Attendance MTSS Framework
for Prevention, Early Identification, Intervention, and Continuous Improvement

Prepared in alignment with Mississippi Department of Education chronic absenteeism reduction requirements and Tupelo Public School District attendance practices

Document Approval and Review

Item	Information
District	Tupelo Public School District
Plan	Chronic Absenteeism Reduction Plan
School Year	2026–2027
Review Cycle	Monthly school review; quarterly district review; annual plan evaluation
Effective Date	2026–2027 School Year

1. Executive Summary

Tupelo Public School District (TPSD) is committed to ensuring that every student has regular access to instruction, positive relationships, and the supports necessary to attend school consistently. This Chronic Absenteeism Reduction Plan organizes the District's existing attendance practices into a unified, districtwide framework for preventing chronic absenteeism, identifying students early, addressing barriers to attendance, and monitoring the effectiveness of interventions.

The plan is designed to complement—not replace—the attendance procedures already used by TPSD schools. Existing grade-band Attendance Success Plans, Student Attendance Tracking Forms, middle school attendance MTSS procedures, high school attendance intervention plans, parent/guardian communication, school-level intervention teams, and attendance/truancy officer processes serve as the operational foundation of this district plan.

The District will use a tiered approach. Universal prevention will establish clear expectations and a culture of attendance; targeted intervention will provide timely support to students beginning to demonstrate attendance concerns; and intensive intervention will coordinate individualized supports for students experiencing persistent or chronic absenteeism.

2. Alignment with Mississippi Department of Education Requirements

The plan incorporates the major elements identified in the Mississippi Department of Education attendance guidance supplied to the District: evidence-based practices; an implementation timeline; family and community engagement; measurable metrics; and continuous review and improvement.

MDE Plan Element	TPSD Plan Location / Response
Evidence-Based Practices	Sections 4–7: prevention, tiered interventions, attendance success plans, school-level and district supports.
Timeline for Implementation	Section 10: August–May implementation calendar with responsible parties and evidence of implementation.
Family and Community Engagement	Section 8: proactive communication, family conferences, barrier identification, referrals, and community partnerships.
Metrics for Measuring Progress	Section 9: outcome measures, implementation measures, data review schedule, and school/district monitoring.
Continuous Improvement	Section 11: monthly, quarterly, midyear, and end-of-year review processes.

3. Guiding Principles

- Attendance is a shared responsibility among students, families, schools, the District, and community partners.
- Early intervention is preferable to waiting until attendance problems become severe.
- Interventions should identify and address barriers rather than rely solely on punitive responses.
- Attendance data should be reviewed regularly and used to determine whether interventions are working.
- Students and families should understand attendance expectations and the supports available to them.
- School-level practices should be consistent while allowing interventions to be responsive to individual student circumstances.

4. District Attendance Goals

During the 2026–2027 school year, TPSD will:

- Reduce the districtwide percentage of students identified as chronically absent.
- Increase regular attendance and reduce patterns of repeated absences.
- Identify students at risk of chronic absenteeism as early as possible.
- Increase the percentage of identified students who receive documented interventions and follow-up.
- Improve the consistency and timeliness of family communication regarding attendance.
- Strengthen coordination among school personnel, district personnel, families, and community agencies.
- Use attendance data to identify trends by school, grade level, student group, and intervention tier.

5. Root Causes and Barriers to Attendance

TPSD will use its existing attendance documentation, family contacts, student conferences, and school-level intervention processes to identify the specific barriers contributing to student absences.

Potential Barrier	Examples of District Response
Transportation	Identify transportation barriers; coordinate with appropriate school/district personnel and community resources.
Health / Wellness	Coordinate with school nurse, counselor, family, and appropriate community resources.
Family Circumstances	Conduct problem-solving conferences; connect families with available services.
School Engagement / Belonging	Mentoring, relationship-building, positive recognition, student voice, and school climate supports.
Academic Difficulty	Teacher/counselor support, tutoring, intervention, and academic problem-solving.
Social-Emotional Needs	Counseling, student support teams, mentoring, and referral to appropriate services.
Bullying / School Climate	Prompt investigation and school-based response consistent with district policy.
Mobility / Enrollment Changes	Early outreach and transition support for students and families.
Other Individual Circumstances	Individualized Attendance Success Plan and coordinated problem-solving.

6. Districtwide Attendance MTSS Framework

Tier	Purpose	Core Practices	Documentation / Evidence
Tier I – Universal	Prevent attendance problems before they become chronic.	Clear expectations; family communication; attendance awareness; positive recognition; relationship-building; school climate; staff awareness.	Attendance communications, campaigns, recognition records, school procedures, data reviews.
Tier II – Targeted	Respond early to emerging attendance concerns.	Early parent contact; attendance monitoring; student conference; mentor/check-in; barrier identification; Attendance Success Plan; targeted referrals.	Contact logs, Student Attendance Tracking Form, Attendance Success Plan, intervention notes, progress checks.
Tier III – Intensive	Coordinate individualized support for persistent/chronic absenteeism.	Individualized Attendance Success Plan; frequent monitoring; intensive family engagement; counseling/community referrals; district attendance/truancy officer involvement when appropriate.	Individual intervention plan, referral documentation, case notes, review dates, outcome data.

7. Existing TPSD Attendance Practices Incorporated into the Plan

- K–5 Attendance Success Plan procedures.
- Student Attendance Tracking Form and related documentation of attendance concerns and interventions.
- Tupelo Middle School attendance MTSS procedures and attendance plan.
- Tupelo High School Student Attendance Success Plan / intervention process.
- Parent/guardian communication and attendance conferences.
- School-level attendance monitoring and intervention teams.
- Attendance/truancy officer referrals and follow-up procedures.
- Coordination of school-based and community supports when attendance barriers are identified.

These practices will be implemented as components of one districtwide framework. Schools may adapt the delivery of an intervention to meet developmental and individual student needs, but the District will maintain common expectations for identification, documentation, family engagement, monitoring, and review.

8. Attendance Identification and Response

The following framework establishes a progressive response. School personnel should use professional judgment and available data to accelerate intervention when the pattern, circumstances, or severity of absences warrants earlier action.

Attendance Indicator	Required / Recommended Response
Emerging concern	Review attendance pattern; verify records; communicate with student/family; identify possible barriers.
Repeated absences	Document family contact; student conference; monitor attendance more frequently; consider targeted supports.
Pattern of excessive unlawful absences	Use the District's established attendance/truancy referral process and continue supportive interventions.
Approaching / meeting chronic absenteeism level	Initiate or strengthen an Attendance Success Plan; identify barriers; assign responsible staff; establish review date.
Persistent / chronic absenteeism	Tier III review; individualized plan; frequent progress monitoring; coordinated family/community supports; district-level involvement as appropriate.

9. Attendance Success Plans

An Attendance Success Plan is an individualized agreement and intervention record that identifies the attendance concern, likely barriers, actions to be taken, persons responsible, progress-monitoring dates, and next steps. The plan may be used across grade bands with age-appropriate adaptations.

Component	Required Content
Student Concern	Current attendance pattern and why the student is being identified.
Barrier Analysis	Student/family perspective and documented barriers contributing to absences.
Student Actions	Specific, realistic attendance and engagement commitments.
Family Actions	Communication, routines, transportation planning, follow-through with referrals, or other agreed supports.
School Actions	Mentoring, check-ins, academic/counseling support, problem-solving, referrals, and staff follow-up.
Community / District Supports	Services or partnerships needed to address identified barriers.
Monitoring	Specific review date, attendance target, responsible staff member, and method of progress review.
Outcome	Continue, modify, intensify, or conclude the intervention based on documented progress.

10. Family and Community Engagement

TPSD will engage families as partners in improving attendance. Communication should be timely, respectful, clear, and focused on both attendance expectations and available supports.

- Provide attendance expectations and procedures to families at the beginning of each school year and throughout the year.
- Use multiple communication methods as appropriate, including phone calls, conferences, written communication, electronic communication, and school messaging systems.
- Contact families early when an attendance pattern begins to emerge rather than waiting until the student reaches a severe threshold.
- Ask students and families about barriers and incorporate their input into Attendance Success Plans.
- Provide clear information about available school, district, and community supports.
- Coordinate referrals to appropriate community agencies when school-based supports alone do not address the identified barrier.
- Provide opportunities for families to give feedback on attendance supports and barriers.

11. Roles and Responsibilities

Role	Primary Responsibilities
District Administration	Establish district expectations; monitor district outcomes; allocate resources; support school implementation.
Student Services / District Leadership	Coordinate district plan; monitor attendance data; support schools; coordinate attendance/truancy processes and community resources.
Principals / Assistant Principals	Lead school implementation; ensure timely identification and intervention; monitor staff follow-through.
Attendance Clerks / Data Personnel	Maintain accurate attendance records; monitor data; provide reports and documentation.
Teachers	Take accurate attendance; communicate concerns; support student engagement; participate in interventions as assigned.
Counselors / Student Support Personnel	Assist with barrier identification, student conferences, interventions, referrals, and progress monitoring.
Attendance Mentors / Assigned Staff	Build relationships; conduct check-ins; encourage attendance; document contacts and progress.
Students	Participate in attendance planning; communicate barriers; follow agreed attendance and engagement actions.
Parents / Guardians	Support regular attendance; communicate barriers; participate in conferences and plans; follow through with agreed supports.
Community Partners	Provide appropriate services and resources addressing barriers identified through the attendance process.

12. Data Collection, Metrics, and Progress Monitoring

TPSD will monitor both outcomes and implementation. Data will be used to determine whether students are attending more regularly, whether interventions are being implemented as intended, and where adjustments are necessary.

Metric	Frequency	Review Level	Use
Chronic absenteeism rate	Monthly / quarterly	School and District	Measure outcome trend.
Average daily attendance	Weekly / monthly	School and District	Monitor overall attendance.
Students with emerging attendance concerns	Weekly	School	Identify students for early intervention.
Students receiving Tier II/Tier III support	Monthly	School / District	Measure intervention reach.
Attendance Success Plans completed	Monthly	School	Measure implementation.
Family contacts / conferences	Monthly	School	Monitor family engagement.
Intervention outcomes	At each review point	School	Continue, modify, or intensify interventions.
Attendance patterns by subgroup / grade / school	Quarterly	District	Identify disproportionalities and resource needs.

13. 2026–2027 Implementation Calendar

Timeframe	Key Actions	Responsible Parties	Evidence / Benchmark
August 2026	Review attendance expectations; train staff; establish school attendance teams; identify universal communication plan.	District leaders, principals, attendance personnel	Training completed; teams identified; family communication distributed.
September 2026	Begin weekly attendance monitoring; identify emerging concerns; initiate early family contacts and supports.	Schools, teachers, counselors, attendance personnel	Weekly monitoring established; early contacts documented.
October 2026	Review first-quarter trends; identify students requiring Tier II/Tier III intervention; initiate/refresh Attendance Success Plans.	School attendance teams	Quarterly data review; plans documented.
November 2026	Monitor intervention fidelity; strengthen mentoring, family engagement, and referrals for persistent concerns.	School teams, counselors, district support	Intervention review records; referral follow-up.
December 2026	Midyear pre-break attendance push; review students with persistent patterns; coordinate supports before semester transition.	District and school teams	Midyear student list and action plans.
January 2027	Conduct midyear district review; revise strategies based on attendance data; re-engage families after winter break.	District leadership, principals, attendance teams	Midyear report and revised action steps.
February 2027	Target students with continued chronic patterns; intensify individualized supports and community referrals.	School teams, Student Services	Tier III reviews and documented referrals.
March 2027	Third-quarter data review; evaluate intervention effectiveness and address school/grade-level trends.	District and school teams	Quarterly review and improvement actions.

April 2027	Focus on preventing end-of-year attendance decline; identify students needing transition supports.	Schools, counselors, attendance personnel	Transition plans and attendance outreach.
May 2027	Evaluate outcomes; document successful practices; identify students requiring continued support; prepare annual summary.	District and school teams	End-of-year evaluation and recommendations.

14. Continuous Improvement Process

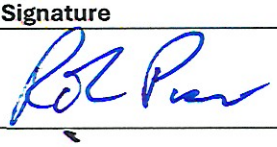
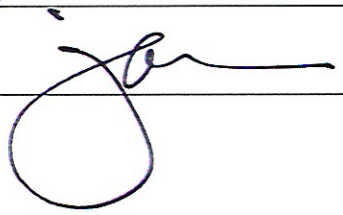
1. Collect accurate attendance data and identify students/schools/grade levels showing concerning patterns.
2. Review the likely barriers and determine whether the student is receiving the appropriate tier of support.
3. Implement the intervention with a clearly identified responsible person and review date.
4. Measure attendance and implementation indicators.
5. Determine whether to continue, modify, intensify, or conclude the intervention.
6. Share school- and district-level trends with appropriate leadership teams.
7. Use findings to revise practices, allocate resources, and update the following year's Chronic Absenteeism Reduction Plan.

15. Attendance Communication Plan

Audience	**Message / Purpose**	**Timing**	**Responsible Party**
Students	Importance of attendance; expectations; available supports; encouragement and recognition.	Beginning of year and throughout year	Schools / Teachers / Counselors
Parents / Guardians	Attendance expectations, procedures, early concerns, intervention options, and resources.	Beginning of year and as concerns emerge	Schools / Attendance Personnel
Staff	Attendance procedures, data expectations, intervention responsibilities, and escalation process.	Beginning of year and periodic refreshers	District / Principals
School Board / Community	District attendance trends, initiatives, outcomes, and areas for continued improvement.	Quarterly / annual	District Administration
Community Partners	Referral needs, available services, coordination expectations, and feedback.	As needed / quarterly coordination	Student Services

18. Plan Approval

The Tupelo Public School District Chronic Absenteeism Reduction Plan is adopted as the District's framework for reducing chronic absenteeism and coordinating attendance prevention and intervention efforts during the 2026–2027 school year.

Approver	Printed Name	Signature	Date
Superintendent	Rob Picou		10-6-26
Board President	Jon Milstead		10-6-26