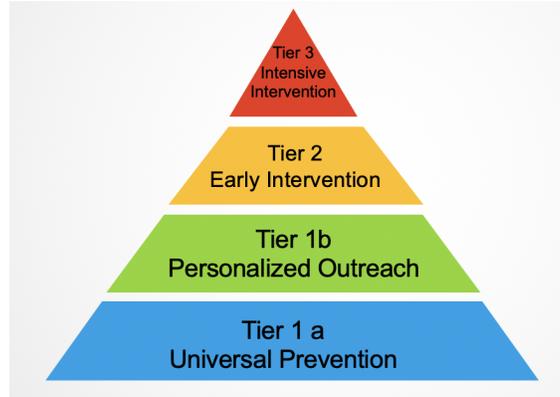


20-21 Tiers of Intervention for Student Absences and/or Lack of Participation/Engagement

Tiers of Intervention for Student Absences and/or Lack of Participation/Engagement



Tier 1a - Universal Prevention - Student absences or lack of online engagement for 1-2 days

1. The attendance clerk contacts family to confirm absence and to determine best way to contact the family
 - Text, phone call and/or email.
 - Parents are encouraged to update Aeries with this information.
1. Regular communication from classroom teacher to increase sense of belonging, engagement and participation
2. Regular positive attendance messaging from school sites to increase sense of belonging, engagement and participation
 - Postcards regarding the value of good attendance
 - Parent coffees
 - Weekly announcements or newsletters by the principal to update on resources
 - Parent education
 - Principals and members of SEL/Wellness Team "drop-in" to class meetings, to connect with students and classes

Tier 1b - Personalized Outreach - Student absence or lack of online engagement for 3 days

1. Classroom teacher contacts the family, expressing concern for the safety and well-being of the student and family.
 - Determines if there are any technology issues, Internet connectivity issues, access to learning platforms, etc.
 - Teacher updates the information in the student's attendance notes section of Aeries
 - The teacher completes service ticket if there is a technology issue
 - The teacher follows up with parent to ensure resolution of technology issues
 - The teacher will contact the family once a week until the student is consistently engaging online.
1. The teacher may contact the school counselor if they feel there is a social/emotional concern with the student
 - School counselor will reach out to the family to provide resources.
 - School counselor will update information in the Guidance section in Aeries.

Tier 2 - Early Intervention - Student absence or lack of online engagement for 5 days

1. Site SEL/Wellness team meets weekly to review student attendance/engagement and identifies students who have 5+ absences or is noted to have lack of engagement for 5+ days
2. A meeting scheduled with the family (via Zoom) or at the school site only if able to abide by the recommendations of State/County/District health guidelines
 - Possible members in attendance: Principal, counselor, teacher, attendance clerk, district nurse/health clerk, community liaison (if needed), ELD teacher, special ed (if on an IEP), a member of the SST team, if a student has one or needs one, etc.
 - **Emphasize** that the main reason for the meeting is to express concern for the safety and well-being of the student and their family.
 - Determine what factors are interfering with the student engaging in the class (food, shelter, environmental factors at home, social/emotional, etc.).
 - Develop an attendance plan to support the student (which may include school counseling) and provide resources for the family (food, lodging, medical, mental health, etc.)
 - The SEL/Wellness Team identifies a staff member to check in with the family weekly, then monthly, in addition to the teacher's regular daily teaching check-ins.

Tier 3 - Intensive Intervention - Student absence or lack of online engagement for 10 days

1. Site SEL/Wellness team meets weekly to review student attendance/engagement and identifies students who have 10+ absences or is noted to have lack of engagement for 5+ days

2. A School Attendance Review Team (SART) meeting scheduled with the family (via Zoom) or at the school site only if able to abide by the recommendations of State/County/District health guidelines.
 - Possible members in attendance: Principal, teacher, counselor, Coordinator of Student Services, attendance clerk, district nurse/health clerk, community liaison (if needed), ELD teacher, special ed (if on an IEP), a member of the SST team, if a student has one or needs one, etc.
 - Review previous attendance plan at the meeting and determine additional factors that may be interfering with attendance/engagement.
 - School members and family complete SART agreement
 - The SART Team identifies a staff member to have 1-1 contact (3-4 times per week) with the assigned student, in addition to the teacher's regular daily teaching check-ins.

1. Possible home visit (could include principal, school counselor, community liaison, teacher, other staff members)