

Attendance Intervention

Overall attendance communications:

Initial written communication shared at Open House
Quarterly Attendance School Messenger blast
January Attendance Postcard
Attendance Incentives per class at monthly character assembly
Pirate High 5 Class Incentive at monthly character assembly
Attendance Step Letters

Getting Started: Information shared 2016-17 to pilot Attendance Intervention

Below is the information shared with staff via the CRE Blog...

Attendance Intervention

We are launching an **attendance intervention** at data days this week. Big picture: if there are 60 kids at CRE who are below 90%, that is on average 2.2 students from each class that are in need of attendance intervention. Since the intervention model is working in all other areas of school success, we are going to mirror a similar system of management. Very simply, we will embed attendance updates and data tracking as part of each data day and monthly in literacy team meetings. We will use data tracking to mark the beginning of the intervention and check for growth in student attendance %. (line graph, Mrs. Sheets is working on this for us)

The intervention itself will be a systematic approach to connecting with families and communicating the importance of regular school attendance. I will provide talking points for teachers to use as a guide in hosting a variety of intervention phone calls, conferences, or written reminders. Periodic reminders will be shared in the blog to prompt an opportunity to revisit student attendance percentages and intervene as needed. Thank you in advance for your good work and well received feedback as you partner in this intervention.

We will revisit attendance intervention and progress monitoring during team meetings the week of 11-14.

1st- November 15th
2nd- November 16th
3rd- November 17

I have already heard great stories of how two of our CRE team members have taken the lead with digging in with an attendance intervention connection with families. Ms. Brummel came to the office to meet with a parent who brought a student in late and covered all the content that he/she had missed. Mrs. Brubaker took advantage of the 2nd grade family night to connect with a parent and learn more about their situation. Way to model expectations and follow through. Thank you all for your efforts thus far, I look forward to celebrating success at our next data day collaboration.

Below are talking points we shared with staff to use with parents...

Talking Points with parents

K-6 Handbook: Branson IV School Attendance Procedures

We believe that attendance in school is important. We believe when a student misses school, regardless of the reason, he/she is missing something of value. We believe all students need to learn the value of developing a pattern of good attendance and punctuality. Frequent absences of students from the learning experiences disrupt the continuity of the instructional process for everyone. There is no such thing as a completely excused absence, as all absences will affect a student's educational experience to some extent. It is strongly suggested that parents/guardians schedule special family events in conformity with the school calendar. Any time a student is absent from school, the parent/guardian needs to provide written or verbal documentation/verification/certification in reference to the absence and present it to the attendance office on or before the day the student returns. Students leaving for a doctor's appointment or other necessary reasons must be signed out by an approved party at the attendance office. All notified absences will be considered "confirmed." Students will be allowed one day to make-up any learning for each day of confirmed absence. An "unexcused" absence will be recorded for students who are truant, suspended or whose absence is not confirmed. Work missed during an unexcused absence will be made up according to each building's procedure. Options may include being assigned to the focus room, detention, early morning breakfast club, in-school suspension or Thursday school. As a school we are legally obligated to monitor student attendance and to report any cases that we feel qualify as educational neglect, regardless of whether the absences are confirmed or unexcused. (Board Policy JG-R) Therefore, as a student begins to accrue absences, a review of the student's progress will take place. Interventions such as scheduling parent conferences, contacting the district social worker for assistance, mandating summer school, requiring retention, notifying the Children's Division and/or the Prosecuting Attorney of Taney County may be considered. When Students Are Absent From School: 1. Parent needs to call the school before 9:30 a.m. (PreK-6) Cedar Ridge Primary 336-1887 Cedar Ridge Elementary 334-5135 Cedar Ridge Intermediate 334-5137 Buchanan Elementary 243-2530 Buchanan Intermediate 332-3201 2. STUDENTS WILL BE RESPONSIBLE FOR OBTAINING THEIR OWN MAKE-UP WORK. TARDY POLICY Students

who are late or leave early will be given a tardy slip. After five (5) tardies, parents will be notified and a letter regarding the problem will be put in the student's permanent file. After 10 tardies, school personnel may meet with parents concerning tardies. Parents will be notified at this time and school social workers along with the Taney County District Attorney's Office might be involved.

I believe this one excerpt from the parent/student handbook will be a sufficient reference tool when hosting a conversation about school attendance. Most often the conversation will not need to include much if any mention of necessary action, but a concern for the child's progress and an overall sense of awareness regarding school attendance. Let me know if you need any further information regarding specific situations.

Definitions

Tier 1 Intervention: 89.99% -80%

Student ADA falls at or below %, tier 1 interventions are initiated.

Responsible Party: classroom teacher/interventionists/ELL

Color Code: Green

Examples of Interventions: student communication, DoJo communication, newsletter communication, attendance status slip/note home, phone call, written note, etc.

Tier 2 Intervention: 79.99%-70%

Student ADA falls at or below %, tier 2 interventions are initiated.

Responsible Party: counseling department

Color Code: Yellow

Examples of Interventions: parent contact, phone call, conference, community resources, check in check out, DCFS, small group, mentor program, lunch buddy, etc.

Tier 3 Intervention: 69.99% and below

Student ADA falls at or below %, tier 3 interventions are initiated.

Responsible Party: administrator support

Color Code:Red

Examples of Interventions: parent contact, in-house team meeting, parent/all services meeting, educational neglect hotline, Prosecuting Attorney Referral, community resources, etc.

Data:

Google Sheets

SIS ADA

Group by teacher

Start date

Tiered color coding for identification

Per teacher report

Monthly attendance interventions during literacy team meetings and at the beginning of

Quarterly Data Day kid talk

Drops on separate google sheet in same folder