

**MTSS** Screening and Progress Monitoring; Evidence-based Instruction & Intervention; Data-based Decision Making; Tiered Interventions; Teaming

**TIER 3: CHRONIC ABSENTEEISM (students missing 10+ days)**

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|--|--|
| Case management                        | Retention Warnings                                 |
| Home visits                            | Truancy Referral                                   |
| Individual attention / problem solving | Community partner referral: TASC, FINS, Wraparound |
| Conduct ACEs                           |  |
| External referrals                     |  |

**Individual Interventions**

**TIER 2: EARLY INTERVENTION (3-5 days: Individualized Prevention; 5-9 days: Early Intervention)**

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|------------------------------|--|
| Attendance conferences       | Personalized incentive system                      |
| Needs assessments            | Workshops for families                             |
| Increased contact (Parents)  | Increased communication                            |
| Check-in / Check Out         | Increased social, emotional, or behavioral support |
| Mentor                       | Increased academic support                         |
| Case management              | Community partner referral: TASC, FINS, Wraparound |
| Trusted adult (for check-in) |  |

**Group Interventions Problem Solving**

**TIER 1: UNIVERSAL SCHOOL-WIDE PREVENTION (students missing <3 days)**

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|--|-----------------------------|
| Engaging school culture                  | Advisory or morning meeting |
| Positive school climate                  | Positive calls & texts Home |
| Positive attendance culture              | Weekly newsletters          |
| PBIS and other incentives                | Community events            |
| Open houses & report card nights         |                             |
| Clubs, field trips, afterschool programs |                             |

**Prevention, Relationships, Positive School Climate, Family Engagement, Student Voice & Empowerment**

Data Analysis

Family Inclusion

**TEAMING & Adult Wellness and Development**

**What data practices do you currently use at each tier?**



Use the template below to plan how you will respond to student absences. You should determine whether you would like to plan for 9-weeks, semester, or annually. Attendance Works defines chronic absence as missing 15 or more days of school for any reason—meaning an excused or unexcused absence. You should consider whether your protocol will include all absence types. LDOE MTSS guidance indicates that students missing 10 or more days require intensive support.

**Consider: (1) Who will collect data? (2) Who will analyze data? (3) Who will provide interventions? (4) Who will monitor that interventions are successful?**

<b>Attendance #</b>	<b>Actions / Interventions</b> What is the preventative action/intervention? What is the punitive action or intervention?	<b>Owner / Participants</b> Who is the primary person in charge of ensuring the action occurs? Who supports?	<b>Timeframe</b> When does this need to happen? Who is responsible for holding action owner(s) accountable?	<b>Paperwork / Logging</b> How will you monitor the intervention or action? Where will you record it? Where will you track data?
<b>3 Absences</b>				
<b>5 Absences</b>				
<b>7 Absences</b>				
<b>10 Absences</b>				