

TIERED SYSTEM OF ATTENDANCE SUPPORTS

Version 2.5 | January 2021



Preface: This document is intended to provide teachers, school and district leaders, secretaries, support staff, and community partners with guidance about how best to support students and families as we work to improve attendance districtwide. Foundational to this work is the creation of positive relationships with students and families in order to provide support should attendance-related challenges arise. Through the Lansing School District’s Attendance Initiative, positive attendance messaging, attendance-related data reviews, and other proactive districtwide measures to reduce attendance barriers are being put into place. While we hope that this document provides some clarity and consistency for enacting these tiered strategies to support improved attendance, we also recognize that it does not capture all of the wonderful and creative ways in which teachers and schools may be working to improve attendance. In addition, we recognize that a document of this nature is not going to answer all of your questions about attendance. If you need additional clarity, we suggest first reaching out to your school administrator or direct supervisor. Remember, “Minutes matter, make them count!”

	TIER I: UNIVERSAL	TIER II: STRATEGIC	TIER III: TARGETED	
	Satisfactory Attendance	Moderate Chronic Absenteeism	Severely Chronically Absent <u>A</u>	Severely Chronically Absent <u>B</u>
Strategies in this TIER are applied to students that ... <i>See Crosstab below for additional details</i>	... are missing 2 or fewer days per month <u>OR</u> are missing 2 or fewer of the same class periods per month in MS/HS <u>OR</u> are missing less than 10% of the total number of school days/periods.	... are missing 3 to 4 days per month <u>OR</u> are missing 3 to 4 of the same class periods per month in MS/HS <u>OR</u> are missing 10% to 19% of the total number of school days/periods.	... are missing more than 4 days per month <u>OR</u> are missing more than 4 of the same class periods per month in MS/HS <u>OR</u> are missing 20% or more of the total number of school days/periods.	... meet all of the criteria to be Severely Chronically Absent A <u>AND</u> warrant this level of intervention after considering the circumstances and exhausting all of the other school and district-level supports.
The goal(s) of the strategies in this TIER are:	<ul style="list-style-type: none">To promote regular attendance habits through positive messaging, intentional education, and incentives; andTo create the conditions for regular attendance habits to form by minimizing potential attendance barriers.	<ul style="list-style-type: none">To connect, directly, with students and families in order to establish (or build upon) a relationship to assess whether their basic needs are not being met and whether there is anything that the school, district, or community can do to support improved attendance; andTo coordinate and mobilize resources to support improved attendance.	<ul style="list-style-type: none">To foster greater collaboration between the student, family, school, district, and community partners in order to ensure a significant, rapid, improvement in attendance habits in order to maximizing opportunities to learn and avoid escalation of interventions.	<ul style="list-style-type: none">To hold accountable adult parties that are responsible for ensuring a student(s) attend school regularly. <p><i>Note that this level of accountability is only sought after all other possible intervention strategies have been explored and exhausted.</i></p>

	TIER I: UNIVERSAL	TIER II: STRATEGIC	TIER III: TARGETED	
Classroom-Level Strategies	<ul style="list-style-type: none">Utilize, intentionally, school and district-provided resources to educate students and families about the benefits of regular attendance.Share information with students and families about the importance of regular attendance and attendance expectations through diverse communication channels such as classroom newsletters, parent emails, ParentVue, websites, etc.Create classroom visuals that emphasize the importance of regular attendance, and modify those visuals throughout the year in order to sustain impact.Inform parents about the proper ways to report absences and, request assistance with attendance-related barriers.Develop, with students, personalized attendance goals; involve and share those goals with parents; and have students monitor their own attendance.Establish a habit of daily greetings and one-on-one check-ins with students.	<ul style="list-style-type: none">Establish direct communication with students and families to positively reinforce the importance of students being present; provide data and resources to reaffirm the benefits of regular attendance; troubleshoot any attendance barriers; and reinforce attendance expectations.Refer students to the school-based CRPBIS Team (or its equivalent) for additional assessment of the situation, and to offer supports and services.Follow-up with the CRPBIS Team (or its equivalent) to ensure that the students are connected to positive supports and programs such as mentoring, Boys and Girls Club, YMCA, Big Brother/Big Sister, organized and/or district athletics, etc.Incorporate appropriate positive reinforcements for supporting students improved attendance including positive attendance communications (with students and families), and putting in place incentives based on improvement.	<ul style="list-style-type: none">Maintain direct communication with students and families to positively reinforce the importance of students being present; provide data and resources to reaffirm the benefits of regular attendance; troubleshoot any attendance barriers; and reinforce attendance expectations.Continue to follow-up with the CRPBIS Team (or its equivalent) to ensure that the students are connected to positive supports and programs such as mentoring, Boys and Girls Club, YMCA, Big Brother/Big Sister, organized and/or district athletics, etc.Continue to incorporate appropriate positive reinforcements for supporting students improved attendance including positive attendance communications (with students and families), and putting in place incentives based on improvement.	<ul style="list-style-type: none">Maintain direct communication with students and families to positively reinforce the importance of students being present; provide data and resources to reaffirm the benefits of regular attendance; troubleshoot any attendance barriers; and reinforce attendance expectations.Continue to follow-up with the CRPBIS Team (or its equivalent) to ensure that the students are connected to positive supports and programs such as mentoring, Boys and Girls Club, YMCA, Big Brother/Big Sister, organized and/or district athletics, etc.Continue to incorporate appropriate positive reinforcements for supporting students improved attendance including positive attendance communications (with students and families), and putting in place incentives based on improvement.

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School-Level Strategies	<ul style="list-style-type: none">Design and utilize resources to educate students and families about the benefits of regular attendance.Share information with students and families about the importance of regular attendance and attendance expectations through diverse communication channels such as school newsletters, parent emails, ParentVue, robocalls, text messages, social media, website, etc.Create school visuals that emphasize the importance of regular attendance, and modify those visuals throughout the year in order to sustain impact.Inform parents about the proper ways to report absences and, request assistance with attendance-related barriers.Create a school-wide attendance campaign and regular attendance incentives. These could include friendly competitions amongst classrooms with small prizes such as raffles, classroom parties, and public recognition.Invite Office of School Culture (OSC) – Attendance Team, other OSC staff, and/or community partners to positively message about attendance and present resources to attendance barriers.Review, regularly, attendance data, as a CRPBIS Team (or its equivalent), for all students and identify how many and which students fall into the different TIERS of support. Then, as a team, act upon that data accordingly.	<ul style="list-style-type: none">Schedule meetings with students and/or parents to develop an attendance success plan, representatives from the school, and district if necessary, should attend.Assess the student and family needs and clarify any barriers to attendance. This assessment <u>could</u> include:<ul style="list-style-type: none">Any academic/classroom barriers?Any social (i.e. bullying) barriers?Any IEP-specific barriers?Any transportation barriers?Any food or clothing needs?Any housing or utility barriers?Any health/mental health needs?Any before or after care barriers?Work to ensure that the students and families are connected to positive supports and programs based on the finding from needs assessment. Supports could include a variety of school, district, community partnerships.Incorporate appropriate positive reinforcements for supporting students improved attendance including positive attendance communications (with students and families), and incentives.Assign, based on the needs assessment, mentors and/or support staff for regular check-ins and follow-up.Enact strategic wake up and robocalls to families in need of a friendly nudge.Create, at the school-level, specific TIER II attendance incentive programs.	<ul style="list-style-type: none">Maintain direct communication with students and families to positively reinforce the importance of students being present; provide data and resources to reaffirm the benefits of regular attendance; troubleshoot any attendance barriers; and reinforce attendance expectations.Continue to follow-up with the CRPBIS Team (or its equivalent) to ensure that the students and families are connected to positive supports and programs based on the needs assessment.Refer students and families to the district’s Office of School Culture (OSC) - Attendance Team for additional supports and services including T.E.A.M. Attendance, other truancy intervention programs, parent/student meeting, etc.	<ul style="list-style-type: none">Maintain direct communication with students and families to positively reinforce the importance of students being present; provide data and resources to reaffirm the benefits of regular attendance; troubleshoot any attendance barriers; and reinforce attendance expectations.Continue to follow-up with the CRPBIS Team (or its equivalent) to ensure that the students and families are connected to positive supports and programs based on the needs assessment. <p><i>Note that strategies in this TIER beyond this point represent external accountability measures that should only be enacted in the most extreme cases. Other supports and services should be exhausted prior to moving to the strategies listed below.</i></p> <ul style="list-style-type: none">Refer students and family to the LSD’s Dept. of Public Safety to issue a truancy ticket and/or require participation in the Juvenile Accountability Restorative Justice Program.

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District-Level Strategies	<ul style="list-style-type: none">Design, utilize, and distribute across the district, resources to educate students and families about the benefits of regular attendance.Create a district-wide attendance initiative to coordinate resources and supports to improved attendance.Create a communitywide multimedia messaging campaign, that emphasizes the importance of regular attendance.Create districtwide regular attendance incentive programs. These could include friendly competitions amongst schools with small prizes such as raffles, school parties, and public recognition.Review attendance data monthly, as an ET, for all schools and identify areas in need of additional resources/supports.Continue to proactively offer resources that minimize attendance barriers including transportation, before and after school care, health resources, etc.Provide supports/professional learning opportunities for teachers, leaders, and support staff around TIER I strategies and resources designed to promote regular attendance habits.	<ul style="list-style-type: none">Send nudge letters home that reinforce the importance of regular attendance, share information and/or data about the impact of absenteeism, offer assistance to barriers, and reinforce expectations.Explore creative and effective ways to communicate, directly, with students and families about attendance.Enact robocalls to students and families based weekly attendance.Support schools as they assess student and family needs and clarify barriers to regular attendance.Mobilize district and community resources to support improved attendance.Provide supports/professional learning opportunities for teachers, leaders, and support staff around TIER II strategies and resources designed to improve regular attendance habits.	<ul style="list-style-type: none">Support schools as they maintain direct communication with students and/or families to positively reinforce the desire for the student to be present, troubleshoot attendance barriers, and reinforce attendance expectations.Support schools as they continue to assess student and family needs and clarify any barriers to attendance.Follow-up on, or initiate, referrals to the district’s Office of School Culture (OSC) - Attendance Team for additional supports and services including T.E.A.M. Attendance, truancy intervention program, parent/student meeting, etc.	<ul style="list-style-type: none">Support schools as they maintain direct communication with students and/or families to positively reinforce the desire for the student to be present, troubleshoot attendance barriers, and reinforce attendance expectations.Support schools as they continue to assess the student and family needs and clarify any barriers to attendance. <div></div> <p><i>Note that strategies in this TIER beyond this point represent external accountability measures that should only be enacted in the most extreme cases. Other supports and services should be exhausted prior to moving to the strategies listed below.</i></p> <ul style="list-style-type: none">Follow-up on, or initiate, referrals to the LSD’s Dept. of Public Safety to issue a truancy ticket/require participation in the Juvenile Accountability Restorative Justice Program.Initiate referrals to the Ingham, Eaton, or Clinton County Juvenile Court for Educational Neglect (K-6) or Truancy Court (7-11 up to the age of 17).

YTD ABSENCES & ATTENDANCE TIERS CROSSTAB*										
YTD Absences	September	October	November	December	January	February	March	April	May	June
1	I	I	I	I	I	I	I	I	I	I
2	I	I	I	I	I	I	I	I	I	I
3	II	I	I	I	I	I	I	I	I	I
4	II	I	I	I	I	I	I	I	I	I
5	III	II	I	I	I	I	I	I	I	I
6	III	II	I	I	I	I	I	I	I	I
7	III	II	II	I	I	I	I	I	I	I
8	III	II	II	I	I	I	I	I	I	I
9	III	III	II	II	I	I	I	I	I	I
10	III	III	II	II	I	I	I	I	I	I
11	III	III	II	II	II	I	I	I	I	I
12	III	III	II	II	II	I	I	I	I	I
13	III	III	III	II	II	II	I	I	I	I
14	III	III	III	II	II	II	I	I	I	I
15	III	III	III	II	II	II	II	I	I	I
16	III	III	III	II	II	II	II	I	I	I
17	III	III	III	III	II	II	II	II	I	I
18	III	III	III	III	II	II	II	II	I	I
19	III	III	III	III	II	II	II	II	II	I
20	III	III	III	III	II	II	II	II	II	I
21	III	III	III	III	III	II	II	II	II	II
22	III	III	III	III	III	II	II	II	II	II
23	III	III	III	III	III	II	II	II	II	II
24	III	III	III	III	III	II	II	II	II	II
25	III	III	III	III	III	III	II	II	II	II
26	III	III	III	III	III	III	II	II	II	II
27	III	III	III	III	III	III	II	II	II	II
28	III	III	III	III	III	III	II	II	II	II
29	III	III	III	III	III	III	III	II	II	II
30	III	III	III	III	III	III	III	II	II	II
31	III	III	III	III	III	III	III	II	II	II
32	III	III	III	III	III	III	III	II	II	II
33	III	III	III	III	III	III	III	III	II	II
34	III	III	III	III	III	III	III	III	II	II
35	III	III	III	III	III	III	III	III	II	II
36+	III	III	III	III	III	III	III	III	III	III
*This crosstab provides general guidance for determining what TIERED strategies a student would need based on year-to-date (YTD) attendance. Note that it may not align <u>exactly</u> with some Synergy reports.										

Directions: The final section of this document is designed to provide a short list of curated resources that can be used by teachers, school and district leaders, and community partners in order to learn more about (a) the importance of regular attendance, (b) effective ways to set up attendance incentive programs, and (c) high-pact communication strategies that can be used with students and families, etc. Our intent is to update the resources in this section regularly.

Curated List of Attendance Resources	<p>Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era: Produced by the FutureEd think tank at Georgetown, the attendance playbook offers research informed and evidence based ideas for how to encourage and track attendance during distance learning and includes more than two dozen effective and readily scalable approaches to reducing chronic student absenteeism in the wake of the Covid-19 outbreak. It stresses the importance of effective messaging about attendance, particularly the need to focus on the totality of student absences not just those that are unexcused, and the role attendance plays in promoting student achievement. The playbook addresses barriers to getting to school, the importance of creating a welcoming school climate once students arrive and building a sense of belonging among students and parents alike.</p>
	<p>Puget Sound Attendance Toolkit: Attendance has been proven to be one of the most powerful predictors of academic achievement and can have a dramatic impact on key milestones, including third grade reading, ninth grade achievement, high school graduation, and postsecondary persistence. Chronic absenteeism is missing 10% of school, regardless of the reason. A focus on chronic absenteeism examines the link between loss of class time, academic achievement, and educator practice, including cultivating authentic relationships with students, families, and community organizations. An awareness of chronic absenteeism and its potential impact will empower students, families, and communities to make informed decisions regarding missing school.</p>
	<p>Lansing School District’s Student Handbook: Our children are our most precious natural resource. Their experiences in school can shape their lives forever. The Lansing School District is committed to a mission of making sure those experiences are positive and nurturing. However, from time to time, children explore the “boundaries” of behavior and it’s necessary for us to provide guidance when that happens. The Lansing School District’s Student Handbook helps students, staff, and families better understand our expectations for behavior and the consequences when those expectations are stretched or broken. Bonus Content: Lansing School District’s Attendance FAQ.</p>