***Ideas for Leveraging MTSS Framework to Promote School***

***Attendance and Decrease School Absenteeism***

**Tier 1: Universal Supports to Promote School Attendance**

* School Climate Data
* Student Voice (leadership team, student climate data action planning)
* SEL – high engagement and intentional relationships
* School-Connectedness Practice and cross-reference with EW data
* Back to school night or orientation includes a piece on why attendance is important and school procedures (recognition and intervention)? Include pre-k and K
* Attendance campaign
* Protocol for recognition and intervention – each teacher has a group of assigned kids (advisory, home room, etc.) there are clearly procedures for low-level absenteeism and attendance – develop relationship with families
* Clearly defined decision-making rules for referral to Tier 2

**Tier 2: Targeted Interventions for At-Risk Students**

* Use the antecedent attendance form and/or School Refusal Assessment Scale-Revised to identify root cause of absenteeism
* Increase parent-partnership
* Team reviews special consideration of factors – academic, behavioral, social, family…do outside referrals need to be made?
* Use standardized treatment protocols to apply interventions to groups of students (CICO, recognition) truancy diversion at middle school – group mtgs weekly, incentive based, positive, skill building – missing assignments, etc.
* there are clear procedures for mid-level absenteeism and attendance – develop relationship with families.
* Clearly defined decision-making rules for referral to Tier 2 (what gets them in, what gets them in and what gets them out) and who does it? How does a classroom teacher access refer or is it triggered somewhere else. What is the remaining role of classroom teacher?
* CICO (with family too)
* Academically diversifying credit recovery and missed instruction – how do you help with missing work? Lunch or after school options at minimum, Saturday, intercession, etc.
* Decide roles of staff and do a role audit – are multiple people doing the same intervention? i.e., calls. Differentiate and evaluate intervention
* Formally assign adult mentor, consider peer mentoring

**Tier 3: Intensive Interventions for Chronically Absent Students**

* Individualized and intensive
* Supporting family involvement
* Access Truancy Officer
* SARB
* DIAT
* School-safe professionals
* Formally assign mentor, consider peer mentoring
* Does your team know when to consider or what to do for home-hospital?
* Decide roles of staff and do a role audit – are multiple people doing the same intervention? E.g., calls. Differentiate and evaluate intervention
* Clear procedures for high-level absenteeism and attendance. Clearly defined decision-making rules for referral to Tier 3 (what gets them in, what gets them in and what gets them out) and who does it? How does a classroom teacher access site-based IAT or is it triggered elsewhere? What is the remaining role of classroom teacher?