

Student Attendance

K-12 Site Based Interventions Flow Chart

Local Education Agencies (LEAs) are required to develop written, tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. The engagement strategies may include transitioning specific students back to in-person instruction.

Teacher Intervention

STEP

01



Student absences exceeds 60% of week.

- Teacher inquires about absences via home phone call/text or email using Aeries Student Information System (SIS)
- Teacher must document all outreach attempts in Aeries under interventions.
- Teacher submits to School Principal/Vice Principal and attendance lead list of students who have missed 60% of weekly distant learning program. School site administration will be knowledgeable on how to obtain this information via Aeries SIS.
- Example: Run an attendance report/query.
- Students in this category are defined to have not responded to distant learning program for three consecutive or non-consecutive school days in one week equaling 5 days or missing 60% of an instructional week that is reduced due to holidays or board approved school calendar for students.

Example: Student missed 3 days out of a 5 day week and the teacher has called home and sent emails to express her concerns of the student's absences and the risks it places on the student's academic achievements. She has also documented in Aeries each contact she has made with the family.

Note: Admin to receive information regarding incorrect info

Principal/Vice Principal Intervention

STEP

02



Student's absences exceed 60% or more in one week cont. And do not respond to teachers attempted contact.

- Site Principal/Vice Principal will work with support staff such as attendance leads, School Counselors, and other support staff to contact families who have students in this category.
- All contact attempts must be documented in Aeries under interventions
- School officials will identify barriers and reasons as to why students missed 60% of the school week.

Example 1: student missed 60% of a school week because she was watching cartoons.

Example 2: Student missed 60% of a school week because he overslept.

- A personalized plan may/will be developed to identify and address barriers to increase attendance.

Example 1: Student will get 1 hour of TV time at the end of the day.

Example 2: Create a set bedtime schedule with alarm clock and a morning routine.

Admin and District Intervention

STEP

03



Student's absences exceeds 60% or more in one week and do not respond to attempted interventions from site administration and support staff.

- Site Principal/Vice Principal will work with support staff such as attendance leads, school counselors, and other support staff to compile a list of non-responsive families.
- School officials will submit to district Child Welfare & Attendance (CWA) officials list of non-responsive families for district level coordinated school and interagency response.

District Office Next Steps Flowchart

Local Education Agencies (LEAs) are required to develop written, tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. The engagement strategies may include transitioning specific students back to in-person instruction.

STEP

01



Identify the percent of homeless students needing McKinney-Vento support such as hygiene items, clothing, and school supplies.

- Date will come from housing questionnaire forms
- Last year's records
- School outreach to CWA Teams.

STEP

02



Provide schools with resources based on the percent of students who qualify for McKinney-Vento support.

- Additional students/families in need will need to fill out the HQ form (form can be downloaded online, completed at the school site or over the phone with school office staff or CWA staff)
- School site/office will reach out to CWA staff about families in need
- CWA team will connect with families to determine resources needed.

STEP

03



Distribution of resources

- CWA team will arrange to drop off items to the school if the option is available
- CWA team will arrange to drop off items to families staying in a shelter/motel
- CWA team will arrange to meet family in a safe location to provide items
- These options can be available to minimize stigma and public exposure