

RCPS Attendance Multi-Tiered System of Supports (MTSS)

RCPS aims to provide support through a tiered approach to effectively intervene early, provide targeted interventions, and prevent chronic absenteeism. The Virginia Department of Education defines chronic absenteeism as missing 10% or more of the school year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month. Students who are chronically absent are at an increased risk for adverse outcomes such as falling behind in reading and math, social & emotional challenges, and dropping out of school.

Tier 1-Supports for attendance focus on universal strategies and practices that promote regular attendance for all students. These strategies are proactive and aim to prevent attendance issues before they escalate.

Attendance Threshold	Tier 1 Supports	Stakeholders
All Students	<ul style="list-style-type: none"> ● Establish Clear Attendance Policies: <ul style="list-style-type: none"> ○ Develop and communicate clear attendance policies that outline expectations for students, parents/guardians, and school staff. Policies include procedures for reporting absences, excused vs. unexcused absences, and consequences for excessive absenteeism. ● Promote Positive School Climate: <ul style="list-style-type: none"> ○ Foster a positive and welcoming school environment where students feel valued, safe, and connected. A positive school climate encourages students to attend regularly and engage in learning. ● Regular Monitoring and Data Collection: <ul style="list-style-type: none"> ○ Implement a system for monitoring daily attendance and collecting attendance data consistently. Use attendance data to identify trends, patterns, and areas of concern early on. ● Early Intervention and Support: <ul style="list-style-type: none"> ○ Identify students at risk of attendance issues early through regular monitoring of attendance data. Provide timely interventions and support to address potential barriers to attendance. ○ Teacher phone call to parent/guardian at 3-5 absences ● Educate Students and Families on the Importance of Attendance: <ul style="list-style-type: none"> ○ Conduct orientation sessions or resources at the beginning of the school year to educate students and families about the link between attendance and academic success. Emphasize the importance of regular attendance and punctuality. ● Attendance Recognition: <ul style="list-style-type: none"> ○ Implement recognition programs to reward students with good attendance. Examples include perfect attendance awards, monthly attendance celebrations, or class competitions. ● Use of Technology for Attendance Tracking: <ul style="list-style-type: none"> ○ Utilize attendance tracking systems or apps that allow for efficient recording and monitoring of student attendance. Technology helps streamline attendance processes and improve accuracy. Parents can access attendance in the PowerSchool Parent Portal. ● Positive Reinforcement Strategies: <ul style="list-style-type: none"> ○ Use positive reinforcement strategies to encourage and reinforce regular attendance behaviors. Provide verbal praise, certificates, or small rewards for students who demonstrate consistent attendance. ● School-wide Attendance Incentives: <ul style="list-style-type: none"> ○ Launch school-wide campaigns or initiatives focused on improving attendance. Engage students, staff, and families in activities that promote attendance awareness and commitment. ● Collaboration with Families and Community Partners: <ul style="list-style-type: none"> ○ Establish partnerships with families and community organizations to support attendance efforts. Communicate regularly with parents/guardians about their child's attendance and collaborate on strategies to address barriers. 	Principal, Assistant Principal, School & Division Staff, Parents, Students

Tier 2- Supports for attendance focus on targeted interventions for students who are at risk of chronic absenteeism but do not yet require intensive, individualized interventions.

Attendance Threshold	Tier 2 Supports	Stakeholders
<p>Missing 11 days regardless of reason.</p> <p>Demonstrating patterns of irregular attendance that raise concerns but do not yet require the intensive interventions of Tier 3.</p>	<ul style="list-style-type: none"> ● Letter Mailed Home from Principal at 10 Absences: Parents will receive notification that their child has been identified as being at risk of chronic absenteeism. Documentation (such as doctor's notes, court/legal documents, counseling appointment verifications, etc) will be required for future absences. Failure to provide documentation will result in future unexcused absences. ● Collaborative Problem-Solving Meeting: Convene a team made up of school staff (e.g., teachers, counselors, administrators), parents, and the student to review attendance data, identify barriers, and develop targeted interventions for students at risk of chronic absenteeism. <p>Some Possible Interventions May Include:</p> <ol style="list-style-type: none"> 1. Attendance Mentoring Programs: Assign mentors or trusted adults to students with irregular attendance patterns. Mentors can provide encouragement, support, and accountability to help improve attendance. 2. Check-In/Check-Out (CICO) Systems: Implement a daily check-in/check-out system where students meet with a designated staff member (e.g., counselor, teacher) at the beginning and end of each school day. This provides students with regular feedback and support related to attendance. 3. Group Interventions: Conduct small group sessions focused on improving attendance habits and addressing barriers to attendance. These sessions can include discussions on the importance of attendance, problem-solving around obstacles, and goal-setting for improved attendance. 4. Behavioral Contracts: Develop behavioral contracts with students and their parents/guardians outlining attendance expectations, consequences for absences, and rewards for improved attendance. Contracts should be clear, specific, and regularly reviewed. 	<p>Principal, Attendance Clerk</p> <p>Principal or Assistant Principal, Attendance Clerk, Attendance Officer Teachers, School Counselors, Parents, Student</p> <p>Teachers, School Staff & Administrators, Coaches, Division Staff, Volunteers</p> <p>Attendance Clerks, Mentors, School Staff, Teachers, Attendance Officer</p> <p>Counselors, School Social Worker, Mentors</p> <p>Teachers, School Administrators,</p>

	<p>5. Alternative Scheduling: Develop an alternative schedule to address barriers and transition into a regular schedule.</p> <p>6. Family Engagement and Support: Engage parents/guardians in discussions about attendance and involve them in developing strategies to support their child's attendance. Provide resources, workshops, or home visits to address family-specific barriers to attendance.</p> <p>7. School-Based Supports: Offer additional academic or social-emotional support during school hours for students struggling with attendance. This could include tutoring, counseling, or mentoring sessions tailored to meet individual student needs.</p> <p>8. School-wide Positive Behavior Interventions and Supports (PBIS): Implement PBIS strategies that reinforce positive attendance behaviors across the school environment. Recognize and celebrate students who demonstrate improved attendance through incentives or rewards.</p> <ul style="list-style-type: none"> ● Progress Monitoring: Regularly monitor the attendance of Tier 2 students to track their progress and determine if additional supports or adjustments to interventions are needed. 	<p>Counselors, Attendance Officer</p> <p>Admin, School Counselors Teachers, School Social Worker Teachers, Counselors, School Social Worker, Mentors</p> <p>Teachers, Attendance Clerks, School Administrators, Attendance Officer</p> <p>Attendance Clerks, School Administrators, Teachers</p>
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Tier 3- Supports for attendance are intensive interventions designed for students who exhibit severe and persistent absenteeism despite Tier 1 and Tier 2 interventions. Tier 3 supports require a coordinated and intensive effort from school personnel, families, and community partners to address the complex factors contributing to chronic absenteeism. These interventions are highly individualized and aim to address complex barriers to attendance.

Attendance Threshold	Tier 3 Supports	Stakeholders
<p>Accumulating 5 unexcused absences.</p> <p>Demonstrating patterns of irregular attendance that raise concerns of significantly impacting academic progress, regardless of the exact number of absences.</p>	<ul style="list-style-type: none"> ● Letter Mailed Home from Principal at 3 Unexcused Absences: Parents will receive notification that their child is at risk of reaching the tier 3 attendance threshold. Any absences with out approved documentation will be labeled as unexcused. The parent will be required to attend a SAM team meeting at 5 unexcused absences. ● Referral to the School Attendance Matters (SAM) Team: Parents will be required to attend a meeting with school and division personnel to review tier 2 interventions and develop strategies to prevent legal proceedings. <p>Strategies May Include:</p> <ol style="list-style-type: none"> 1. Parent Workshop: Parents are enrolled in a course to help address family-specific barriers to improve attendance outcomes. 2. Individualized Attendance Plans (IAPs): Develop detailed plans tailored to the specific needs of each student with chronic absenteeism. IAPs include clear goals, strategies, and supports to improve attendance, such as personalized incentives, alternative transportation arrangements, or modified schedules. The school division, parents, and students identify their responsibilities and sign the IAP. 3. Home Visits and Family Outreach: Conduct home visits by school staff (counselors, social workers, teachers, attendance officer) to understand and address family-specific barriers to attendance. Establishing positive relationships with families can help identify solutions and build trust. 4. Child Study Meeting or IEP Team Meeting: Referral to the Child Study Team or Individualized Education Plan (IEP) Team to identify any ways in which a student's disability may be impacting attendance and develop mitigation strategies. 5. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP): Conduct an FBA to identify the function of the student's absenteeism (e.g., avoidance of academic tasks, social anxiety). Develop a BIP that includes strategies to address these underlying behaviors and promote regular attendance. 6. Intensive Counseling and Mental Health Services: Provide ongoing counseling and mental health services to address emotional or psychological barriers to attendance, such as anxiety, depression, or trauma. Ensure access to qualified professionals who can support the student's well-being. 7. Alternative Education Programs: Offer alternative education settings or programs (e.g., alternative schools, virtual learning options) for students who struggle to attend traditional school settings due to health concerns, disabilities, or other reasons. These programs should still focus on academic progress and attendance improvement. 8. Transition Planning: Develop transition plans for students re-entering school after extended absences. Plan gradual transitions with supports in place to help students adjust and maintain regular attendance. 9. Collaboration with Community Agencies: Partner with community organizations, social services, or health providers to address underlying issues impacting student attendance, such as housing instability, health concerns, or family crises. Coordinate services and resources to support the student and their family. <ul style="list-style-type: none"> ● Data-Driven Decision Making and Monitoring: Continuously monitor attendance data and progress toward attendance goals. Adjust interventions based on ongoing assessment of effectiveness and the student's response to supports ● Legal and Truancy Interventions: Implement legal interventions as necessary, such as truancy court proceedings or involvement of juvenile justice system personnel. These interventions may provide additional supports and consequences to motivate improved attendance. 	<p>Principal & Attendance Clerk</p> <p>Attendance Officer, Principal, School Social Worker, Counselors, Case Managers Teachers, Parents, Student</p> <p>Parents/Guardians</p> <p>Attendance Officer, Principal, School Social Worker, Counselors, Case Managers Teachers, Parents, Student</p> <p>Attendance Officer, Principal, School Social Worker, School Resource Officer Principals, Teachers, Parents, Counselors, Case Managers, Student School Social Worker, Counselors, School Psychologist</p> <p>Counselors, School Social Worker</p> <p>Principal, Counselors, Division Administrators, Parents, Student</p> <p>Principal, Counselors, Parents, Student</p> <p>Principal, Counselors, Division Administrators</p> <p>Attendance Officer, Principal, School Social Worker, Counselors, Case Managers Teachers, Parents, Student</p> <p>Attendance Officer</p>