



# RAICES DEL SABER XINACHTLI

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## COMMUNITY SCHOOL

Four Tiers Of Support

### **Tier 1: Whole School Prevention**

**Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.**

*Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.*

Provide description of supports and resources available to all schools in district to further implementation of attendance for Tier I.

#### **Action Step 1:** Generate and act on absenteeism data.

- Prioritize the development of early warning prevention and intervention Systems.
- Identify both the students who are, or are at risk of becoming, chronically absent from school as well as the underlying causes of absenteeism.
- Increase every student's access to support services to address absenteeism before any student misses so much school that it is nearly impossible to catch up.
- Explore and enter into partnerships—consistent with applicable Federal and State laws, including the Family Educational Rights and Privacy Act (FERPA)—between school districts and other important public and private organizations, such as public housing authorities and public health agencies, to increase and improve coordinated supports and interventions to address and eliminate chronic absenteeism.

#### **Action Step 2:** Create and deploy positive messages and measures.

- Implement positive and supportive engagement strategies—like mentoring, counseling, and positive behavioral interventions and supports—to improve students' attendance at, connection to, and success in school.
- Refrain from punitive messages and measures—for example, blaming or threatening students and families with punishment—which are often ineffective and can lead to disproportionate suspensions and expulsions.

**Action Step 3:** Focus communities on addressing chronic absenteeism.

- Raise awareness about the causes and effects of and potential solutions to chronic absenteeism, especially among youth and families.
- Prioritize trainings for school staff and affiliated community partners to conduct root cause analyses of absenteeism trends among students.
- Support the development of effective strategies to eliminate chronic absenteeism and use research and evidence-based tools and programs that work to engage and support student success.

**Action Step 4:** Ensure responsibility across sectors.

- Communicate that chronic absenteeism is a problem that affects the entire community.
- Drive and evaluate cross-sector system performance, at least in part, on progress toward eliminating chronic absenteeism.
- Work together as a community so that everyone feels responsible for successfully addressing underlying causes of chronic absenteeism.

## **Tier 2: Individualized Prevention**

**Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of class or school days for any reason.**

**Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.**

*Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences, barriers to attendance and increase school engagement.*

Provide description of supports and resources available to available to all schools in the district to further implementation of attendance for Tier 2.

The Raíces del Saber team will reach out to the family, do home visits and provide a way for the student to get to school. The community coordinator will also provide resources for the family such as: help paying utilities, finding low cost child care, translating, checking up on health, and finding an affordable shelter and providing food when needed.

### **Tier 3: Early Intervention**

**Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.**

*Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.*

Provide description of supports and resources available to all schools in the district to further implementation of attendance for students receiving early intervention at Tier 3.

Besides reaching out to the family, doing home visits and providing a way for the student to get to school, the community coordinator will also provide resources for the family such as; help paying utilities, finding low cost child care, translating, checking up on health, and finding a home or providing food if that is what is needed. This year we have also provided alternative ways to attend school by having laptops ready for home use and hot spots so that the child will not lose academic time if they absolutely can't make it to school.

### **Tier 4: Intensive Support**

**Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.**

*Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and family of consequences for further absences.*

Provide description of supports and resources available to further implementation of attendance for student receiving intensive support at Tier 4.

There is a letter sent on day five, seven and ten of being absent. The parents sign the letter and must meet with the principal. If the parent does not respond an email is sent and or the principal speaks with them at drop off or pick up. After 10 days of no show and no communication from the parent, CYFD is called to make a report.