

## Appendix B: Attendance Concern Intervention Process

<p><b>Tier One</b></p>	<p><b>Tier One responses must be implemented when:</b></p> <ul style="list-style-type: none"> <li>• Student absenteeism or punctuality has negatively impacted student achievement.</li> </ul> <p>Research suggests that 2 days/classes of absenteeism each month will have a negative impact on student achievement over time.</p>	<ul style="list-style-type: none"> <li>☑ Classroom teacher shall contact parent/guardian/adult student to share the concern, identify reasons for the irregular attendance or punctuality, and to problem solve collaboratively.</li> <li>☑ Classroom teacher shall implement strategies intended to support improved attendance and follow up on the success of the strategies in a timely manner. Strategies may include actions such as completing an Absenteeism Worksheet to gather information; using the 2x10 communication strategy to build a connection with the student; and meeting with the student weekly to review progress.</li> <li>☑ If the strategies do not support improved attendance, the classroom teacher shall inform the school principal for Tier 2 follow up.</li> </ul>
<p><b>Tier Two</b></p>	<p><b>Tier Two responses must be implemented when:</b></p> <ul style="list-style-type: none"> <li>• Tier One strategies have not been successful in improving attendance and the teacher has reported the concern to principal/vice principal; OR</li> <li>• Principal/vice principal identifies habitually absent students through a review of attendance summaries; OR</li> <li>• Student has reached 5 days of consecutive absence.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Principal shall convene a Student Success Team/School-based Team meeting to explore support options.</li> <li>☑ Principal shall link student to available student supports (CYW, ISW, Guidance, SST, MHW, MHAN).</li> <li>☑ Principal and/or Guidance Counsellor shall review the student timetable/schedule to identify potential concerns and options that could support improved attendance.</li> <li>☑ Principal/Vice principal shall meet with the parent/guardian and student (when age-appropriate) to discuss the attendance concern, collaborate on strategies to improve attendance, implement the strategies, and monitor the impact on attendance. Written documentation of the meeting outcomes shall be provided to the parent/guardian.</li> <li>☑ At any time during Tier Two intervention, the Principal may elect to consult with the Re-Engagement Counsellor.</li> </ul>
<p><b>Tier Three</b></p>	<p><b>Tier Three responses must be implemented when:</b></p> <ul style="list-style-type: none"> <li>• Tier Two strategies have not been successful in improving attendance; OR</li> <li>• Student has reached 11 – 15 days of consecutive absence.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Principal/Vice Principal shall refer a student with 11 – 15 consecutive absences to the Re-Engagement Counsellor. The Re-Engagement Counsellor will manage follow-up for all formal referrals.</li> <li>☑ For students who have not been referred, the Principal/Vice Principal shall work collaboratively with the Re-Engagement Counsellor to create and implement an Attendance Support Plan that includes consideration of: <ul style="list-style-type: none"> <li>○ Modified Day/Reduced timetable</li> <li>○ Application to Supervised Alternative Learning</li> </ul> </li> <li>☑ Principal/Vice Principal and/or Re-Engagement Counsellor shall ensure that the parent/guardian receives written notification of the attendance concern, the school's response, and the expectation for improvement.</li> </ul>