Vaughn Municipal Schools



**Vaughn Municipal Schools**

**In meeting the mandate from the New Mexico Public Education Department here is our ATTENDANCE IMPROVEMENT PLAN:**

**Definitions: (defined by NMPED)**

**Absent**: Not in attendance for a class or school day for any reason, excused or not.

**Chronically Absent/Chronic Absenteeism**: Absent 10% or more of classes/days for any reason when enrolled more than 10 days.

**Excessively Absent/Excessive Absenteeism**: A student identified as needing intensive support & unresponsive to school-based interventions.

 **Chronic Absence Rate**: Percentage of students in school or district enrolled for at least 10 days who have missed 10% or more since school year beginning (aggregate & disaggregated by subgroups required by ESSA).

 Attendance at a school-sponsored event is NOT an absence.

1. A student that is absent 5% or less is in GOOD STANDING
2. **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.**

\* Implement and sustain a positive and engaging school climate to curb behavior and suspension challenges.

\* Having Implemented a BPIS program, we will update and improve our approach to creating a positive school culture and inviting learning environment.

\* All classrooms will reinforce norms and post norms/social contracts.

\*Recognize good and improved attendance of school, classes. and individual students

\*Schools will recognize perfect attendance quarterly

\*Schools will participate in yearlong attendance incentives competitions for EOY celebrations

\*Educate and engage all students with an awareness of school attendance

\*Monitor school attendance data regularly to measure individual and group progress

\*Schools will communicate with parents and notify parents/families of students who are absent.

##### C. ****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 classess 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.

##### \*Notify parents through mail at 3 days, 5 days, 7 days, 10 days. As well as notify them by a phone call from principal and/or counselor. Inform parents of the opportunities that are available to make up assignments.

##### \*At day 3: a conference with student will occur. At day 5 and beyond a parent/student/principal conference will occur.

##### \*A Principal/Counselor will follow up with the student to identify barriers and provide early support to students who may be in danger of becoming identified as chronically absent

##### D. ****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.

##### \* Post parent/ student conference support services will be provided and monitored for progress

##### \* Provide personalized early outreach:

##### \* Student and family referral to the district SAT/Attendance team to continue and follow up with families who are struggling.

##### \*Principals/counselors may conduct home visit when necessary

##### \* Counseling referral

##### \* Offer an attendance mentor or buddy at the school

##### \* Attendance team can formulate an attendance contract for the student that is individualized to their needs.

##### \*Plan will be monitored for progress on a weekly basis

##### E. ****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.

##### \* School Principal and Counselor will partner with students, families, and educators to help identify needs and reduce barriers to school attendance.

##### \* In partnership with families, the attendance team will develop written attendance contracts providing individualized remediation for all students requiring this level of support.

##### \*If not previously referred, the student will be referred to the school student assistance team for chronic absenteeism

##### \* As a last resort, families will be referred to Juvenile Probation (JPO) or Children Youth and Families Department (CYFD)

**Please refer to VaughnSchools.org for more information on the Attendance for Success ACT**

**9/29/2022**