



Peace River School Division Attendance Continuum of Supports

Universal Supports	Targeted Interventions: Early intervention for students who have history of moderate non attendance	Specialized Intervention: Students with chronic non attendance who are at risk	Intensive Intervention
<p>The school should develop an attendance plan for all students and communicate this plan with the school community.</p> <p>TQS Expectations:</p> <ul style="list-style-type: none"> ● Communicate high expectations for students. ● Foster effective relationships. ● Act consistently with fairness, respect and integrity. ● Provide culturally appropriate and meaningful opportunities for parents/guardians, as partners in education, to support student learning. 	<p>The school should develop an attendance plan and communicate this with the school community. This should include classroom interventions to support student attendance.</p> <p>TQS Expectations:</p> <ul style="list-style-type: none"> ● Use appropriate universal and targeted strategies and supports to address students’ strengths, challenges and areas for growth. ● Recognize and respond to specific learning needs of individual or small groups of students. 	<p>Targeted supports ideally delivered in the classroom with outside support involvement.</p> <p>TQS Expectations:</p> <ul style="list-style-type: none"> ● Use appropriate targeted strategies and supports to address students’ strengths, challenges and areas for growth. ● Recognize and respond to specific needs of individual students. ● Engage in collaborative approaches to meet student needs. 	<p>Most intensive with internal and external support. This could include students with complex situations.</p> <p>TQS Expectations:</p> <ul style="list-style-type: none"> ● Maintain an awareness of, and respond in accordance with, requirements authorized under the Education Act and other relevant legislation. ● Engage in practices consistent with policies and procedures established by Peace River School Division.

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<ul style="list-style-type: none"> ● Build capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments. ● Use appropriate universal strategies and supports to address student strengths and areas for growth. 			
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Support Providers			
<ul style="list-style-type: none"> ● Classroom Teacher ● Administrator 	<ul style="list-style-type: none"> ● Classroom Teacher ● School Administrators ● Consultation with School Learning Team ● Success Coaches, Student Support Workers, Indigenous Education Support Workers 	<ul style="list-style-type: none"> ● Classroom Teacher ● School Administrators ● Consultation with Learning Services Team ● OSAR ● Social Workers ● Indigenous Education Program Coordinator (if appropriate) 	<ul style="list-style-type: none"> ● Classroom Teacher ● School Administrators ● Divisional I-Coaches ● Divisional Indigenous Education Program Coordinator ● OSAR ● Social Workers

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Checklists

<p>Checklists</p>	<p>Checklists</p>	<p>Checklists</p>	<p>Checklists</p>
<p>If there are concerns about a student in Tier 1, the teacher will implement school Tier 1 strategies.</p> <ol style="list-style-type: none"> 1. School attendance plan/procedures are clearly communicated with the school community. 2. Educate about the importance of school attendance – flyers, newsletter, website, social media. 3. Establish positive and engaging school climates. 4. Build relationships with students/families. 5. Monitor and communicate attendance data through collaborative response. 6. Daily automated phone calls. 7. Teachers work with Success Coaches / Student Support Workers / Indigenous Support Workers to provide universal programming that promotes attendance at school. 8. Principal or designate creates a monthly attendance report and identifies and follows up with 	<p>If there are concerns about a student in Tier 2, the teacher/school will implement school Tier 2 strategies.</p> <ol style="list-style-type: none"> 1. Parent/Guardian is contacted by the classroom teacher for unexplained absences (provide a script). If student is in high school and is unexcused for more than 3 classes (for example: 3 English classes) in a row, principal or designate will meet with student and teacher and discuss options and make a plan. 2. Teacher tracks contact and attempted contact with parents in log entry in Powerschool or other means of collection at the administrator’s discretion. 3. Support plan for attendance is developed in collaboration with the school team, parent, and student, if applicable. Please utilize Individual Attendance Plan. 4. Connect positively with student on a regular basis. 	<p>If there are concerns about a student in Tier 3, the School Learning Team/Administration will:</p> <ol style="list-style-type: none"> 1. Principal or designate will contact home if CR supports have been implemented for at least 6 weeks and are not effective. 2. Principal or designate will contact Divisional Contact (Director of Learning Services) to discuss further steps. 3. Principal or designate will arrange a team meeting or have an Elder facilitate a sharing circle that includes all stakeholders (This may include OSAR). 4. Principal or designate will contact the Office of Student Attendance and Re-engagement (OSAR), if this has not previously been done. 	<p>If there are concerns about a student in Tier 4, the Administration/Divisional Learning Team will:</p> <ol style="list-style-type: none"> 1. Collect and review all supports to this point. 2. Share and discuss next steps with the divisional contact. 3. Referral to the attendance board (if deemed appropriate).

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<p>students that have attendance concerns.</p>	<p>5. Communicate the importance of school attendance in a non-judgemental manner.</p> <p>6. Meet as a CR team to discuss students with identified attendance challenges, and identify strategies to support the student.</p> <p>7. The school team will work with Success Coaches / Student Support Workers / Indigenous Support Workers to provide targeted programming that promotes attendance at school.</p>		
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Additional Resources:
[Alberta Education Attendance Toolkit](#)
[Family Resource Network](#) – includes contact information to WJS family resilience

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