
Student Attendance Pilot Program School District's Strategies & Goals

Report to the Minnesota Legislature

As required by Minnesota Statutes, section 20, subd. 4

December 31st, 2024

For more information:

Colleen Kabel, Director of Student Retention & Recovery

Student Support Services

Minneapolis Public Schools

1250 West Broadway Av.

Minneapolis, MN 55411

612-386-2748

Colleen.Kaibel@mpls.k12.mn.us

www.mpschools.org

Eric Vanden Berk, Data Scientist

Research, Evaluation & Assessment

Minneapolis Public Schools

1250 West Broadway Av

Minneapolis, MN 55411

612-668- 0000

[Eric.VandenBerk@mpls.k12.mn.](mailto:Eric.VandenBerk@mpls.k12.mn)

www.mpschools.org

Table of Contents

Legislative Charge.....	3
Membership.....	3
Executive Summary.....	4
Counting and Coding Late Arrivals and Absences.....	5
Appendix A: Special School District No. 1, Minneapolis Goals & Strategies.....	6
Appendix B: Independent School District No. 13, Columbia Heights Goals & Strategies	12
Appendix C: Independent School District No. 38, Red Lake Goals & Strategies.....	19
Appendix D: Independent School District No. 47, Sauk Rapids-Rice Goals & Strategies.....	21
Appendix E: Independent School District No. 77, Mankato Goals & Strategies.....	24
Appendix F: Independent School District No. 152, Moorhead Goals & Strategies.....	27
Appendix G: Independent School District No. 166, Cook County Goals & Strategies.....	29
Appendix H: Independent School District No. 177 Windom Goals & Strategies.....	32
Appendix I: Independent School District No 191, Burnsville Goals & Strategies.....	35
Appendix J: Independent School District No. 535, Rochester Goals & Strategies.....	39
Appendix K: Independent School District No. 659, Northfield Goals & Strategies.....	45
Appendix L: Independent School District No. 695, Chisholm Goals & Strategies.....	52

Legislative Charge

The Student Attendance Pilot Program was established in 2024 by Minnesota Laws 2024, Chapter 115, Article 1, Section 20. The Student Attendance Pilot Program was established to support districts in developing and implementing innovative strategies to improve student attendance. Twelve school districts were selected to develop strategies to help policymakers determine how to effectively support district efforts to improve student attendance and engagement.

Membership

Special School District No. 1, Minneapolis, Colleen Kaibel, Director, Student Retention & Recovery

Special School District No. 1, Minneapolis, Eric Vanden Berk, Data Scientist

Independent School District No. 13, Columbia Heights, Bondo Nyenbwe, Assistant Superintendent

Independent School District No. 38, Red Lake, Delana Smith, Principal

Independent School District No. 47, Sauk Rapids-Rice, Karrie Boser, Director, Teaching & Learning

Independent School District No. 47, Sauk Rapids-Rice, Londa Wagner, School Counselor

Independent School District No. 77, Mankato, Scott Hare, Director of Student Support Systems

Independent School District No. 77, Mankato, Sam Steinman, Assistant Director of Special Education

Independent School District No. 152, Moorhead, Isaac Lundberg, Supervisor of Federal Programs

Independent School District No. 166, Cook County, Sara Lakosky, Dean of Students

Independent School District No. 177, Windom, Bryan Joyce, Principal

Independent School District No 191, Burnsville, Amy Piotrowski, Director of Student Support Services

Independent School District No 191, Burnsville, Morgan McDowell, Teacher On Special Assignment

Independent School District No. 535, Rochester, Anji McAndrews, Director of Student Engagement

Independent School District No. 659, Northfield, Carrie Duba, Systems & Instructional Coach

Independent School District No. 695, Chisholm, Ryan Bennett, Attendance Pilot Coordinator

Independent School District No. 695, Chisholm, Carrie McDonald, Director of Teaching and Learning

Minnesota Department of Education, Ivy Wheeler, Director of COMPASS

Minnesota Department of Education, Joe Curiel, Results Measurement Specialist

Executive Summary

Student Attendance Pilot Districts held their first meeting on July 29th, 2024. Pilot district representatives convene virtually on the third Wednesday of each month.

Pilot districts started with a review of attendance data and an exploration of current school and district attendance practices. Commonly identified challenges in responding to chronic absenteeism include inconsistencies in coding, tracking, and responding to absences, inefficient or lack of communication channels with families, difficulty in identifying and providing interventions across all tiers, especially for students who are most chronically absent, and inconsistent application of responses to absences.

Identifying approaches to reduce chronic absenteeism is challenging as students miss school for multiple reasons. The level of innovation in strategies identified by pilot districts has been guided by best practice and knowledge of a core set of effective strategies. What is an innovative strategy to one district may be a routinely practiced strategy in another district. Pilot districts are aiming to identify what works locally for their students, under what circumstances, what the results are, and how to evaluate, energize, and continually improve. Most of the strategies require significant person power to organize, serve, and evaluate the work. Strategies must also foster accountability and responsibility in the delivery of service.

Pilot districts conducted a needs assessment and found direction with use of attendance data, staff insight, family engagement, student voice, and community/county/tribal partners. Each pilot district was given the opportunity to meet with the MDE Results Measurement Specialist to review strategies and goals. To date, six districts have completed their first meeting virtually, three communicated via email, and three are still in process. Pilot districts are at varying stages of implementation of strategies and gaining clarity on short- and long-term goals. While a few districts are in the early stages of development, most districts have begun implementation of their strategies.

Pilot districts are aiming to reimagine and redesign strategies to boost daily attendance, starting with a focus on the capacity of schools to rapidly identify and respond to chronic absenteeism. This includes use of data systems that both monitor attendance and allow staff to enter and track the effectiveness of intervention strategies and the impact on attendance (ex. eduCLIMBER). Pilot districts are strategizing the goal of attendance teams in every school. It was identified that many schools have staff working in silos addressing a single dimension of absenteeism when the root cause is multi-dimensional. Attendance teams will work in tandem with Multi-Tiered Systems of Support (MTSS) teams in several districts. To help attendance teams and MTSS teams be effective, pilot districts have included professional development to assist staff in understanding the framework of attendance prevention and intervention, along with their role with responding to absences and improving student attendance and engagement.

Shared strategies across pilot districts:

- Mentoring/Success Coaches: Mentors identified for the pilot include existing staff, newly employed mentors, and partnership with the Minnesota Alliance With Youth for AmeriCorps Promise Fellows.
- Communication with Families: Techniques that communicate the relevance of attendance. Text messaging, nudge letters, linguistically appropriate messaging.
- Home visits. Family navigators, Student Engagement Specialists, Student Support Staff.
- Student voice. Student led attendance teams, surveys,
- Community partnerships. County, city, tribal, and non-profits.
- Family engagement. Surveys, outreach, family engagement specialist.
- Mental health supports. Internal and external partnerships.
- Alignment of attendance procedures, coding, and policy.

Counting and Reporting Late Arrivals and Absences

In order to gain a complete understanding of how absenteeism is coded and reported across pilot sites, each pilot district was asked to submit the Student Information System used by their district, attendance codes, procedures used to select a code, and how they identify when a student is absent or tardy to class. Across the twelve districts, four student information systems are used. The capability of each student information system to tally absences is similar, but not exact. Each student information system has settings that define how individual period attendance is combined to create an absence value that feeds into the attendance summary which calculates chronic absenteeism. It is possible to create definitions that all student information systems could follow in creating defined whole and half day absence counts.

A review was done to identify the amount of learning time absent each pilot district counts toward a student being a full or partial day absent. The discovery was made upon review of this data that some districts are coding differently internally, allowing each school within a district to make their own determination on coding and counting absences. All districts expressed value in having a statewide definition to determine what amount of time absent converts to a full or partial day absent, what amount of time is considered tardiness or absent, and a clear definition of absence codes that are exempt. Pilot districts will continue to explore the coding and counting of absences after review and each district has time for the correction of internal counting and coding procedures. This will include recommending manageable coding definitions and counting guidelines that allow comparable data between schools and districts.

Appendices

Appendix A: Special School District No. 1, Minneapolis Goals & Strategies

Minneapolis Public Schools
Colleen Kaibel
Director, Student Retention & Recovery

December 2nd, 2024

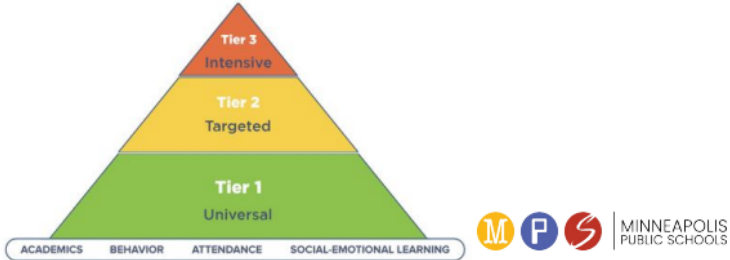
**Minnesota
State
Attendance
Pilot
Presentation**

1



MPS State Attendance Pilot Objectives

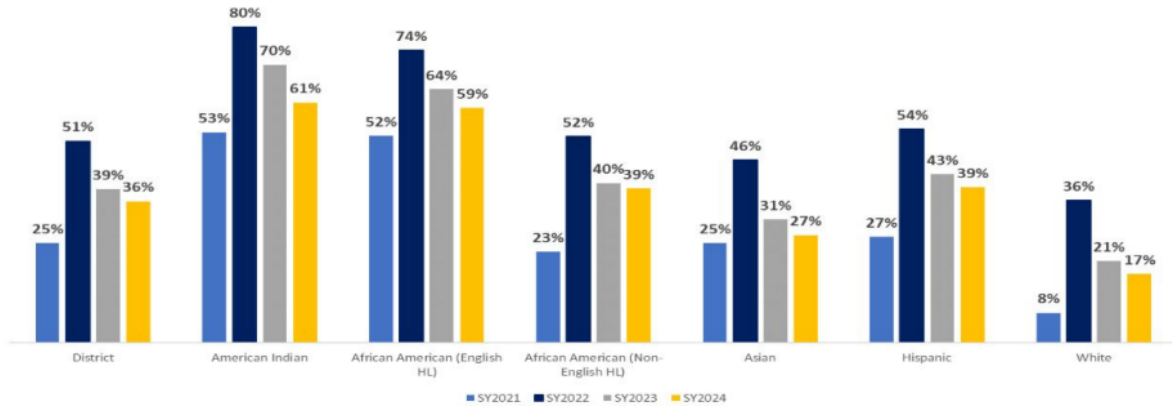
- Support schools in prevention of absences and the ability to rapidly identify and respond to students who are chronically absent using best practices with the understanding that attendance efforts are about engagement and partnership, not solely about compliance.
- Foster the development of student, family, school, and community partnerships to create strong, ongoing working collaborations addressing student attendance, engagement, and well-being.



2

State Attendance Pilot objectives are to promote student attendance and assure that absences are effectively addressed. Pilot funds will be used to promote prevention and early intervention for student absenteeism at Tier 1 and Tier 2. In Tier 3 pilot funds will support the delivery of long-term, intensive support that is personalized to the needs of each student and their family.

Review of MPS Chronic Absenteeism



3



To identify needs a review of attendance data by district, school, ethnicity, special populations, and grade level was done. With pilot funds we aim to create equitable systems and opportunities that are strength-based and considerate of language, culture & history.

Student Led Attendance Teams – Tier 1

Empowering students to actively participate in building the culture of their school and positively impact daily attendance and the overall well-being of students.

Deliverables: Student Led Attendance Teams will

- become informed and understand the impact absences have on their peers and school.
- engage peers in identifying obstacles to daily attendance.
- develop ideas/actions that create a sense of belonging, positively impact daily attendance, and are inclusive to all students.
- implement ideas.
- review outcomes and identify next steps.

4



Teams are universal, school-wide foundational supports, focused on prevention. Students are given charge to bring voice, become innovators of solutions, and be a central part of building warm, welcoming schools that feel safe and promote connections, achievement, and overall wellness to thrive. Fourteen schools are part of the pilot, serving all grade bands. Teams meet a minimum of bi-weekly.

Caring Adult, Mentoring – Tier 2

Check, Connect, & Expect will be implemented with existing school staff to promote engagement in learning by creating a sense of belonging through a meaningful, intentional relationship.

Deliverables: Check, Connect & Expect will

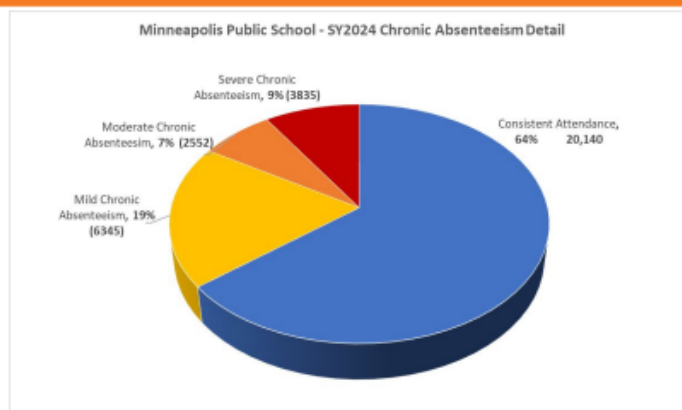
- create positive adult relationships with disengaged learners.
- foster a sense of belonging.
- allow students to identify a caring adult at school.
- address daily attendance and barriers to success.
- promote strength-based development.
- review outcomes and identify next steps.

5



Tier 2 implementation is personal outreach & early intervention with staff members mentoring students. We will connect students who are chronically absent with a caring adult. The target range for students served is 80 - 85% attendance. We have sixteen schools, all grade bands serving a minimum of 20 students per site. Each school has a facilitator whose role is to recruit staff to mentor students, identify students to be mentored, and provide feedback and support to mentors.

MPS Chronic Absenteeism – Tier 3



- Mild Chronic Absenteeism attending 80% – 90%
- Moderate Chronic Absenteeism attending 70% – 79%
- Severe Chronic Absenteeism attending <70%

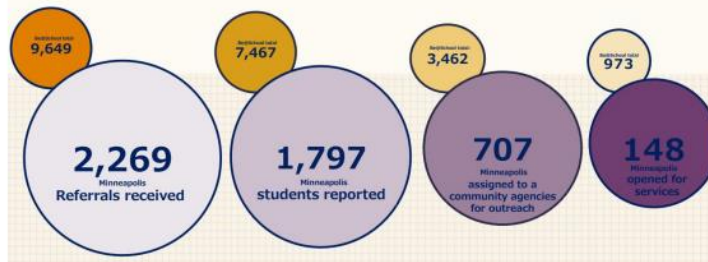
11



To build Tier 3 support, we reviewed who our most chronically absent students are, and the services currently offered and provided to them.

MPS Be@School Referral Outcomes

Minneapolis Student Report Totals: 23/24 school year



-
- 39.3% (707) of 1797 students were referred to an agency.
- 20.9% (148) of the 707 referred to an agency accept service.
- 8.2% of MPS 1797 reports served by an agency.

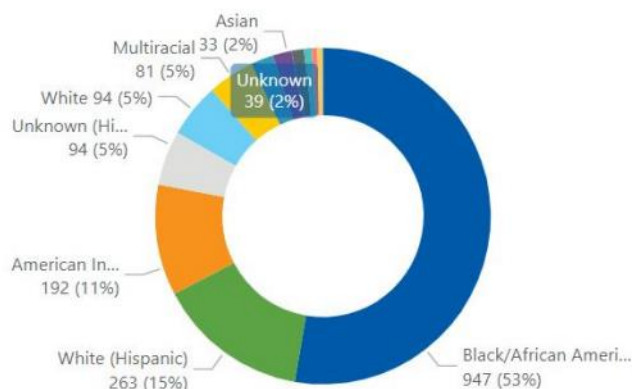
6



County referrals occur when all internal measures of intervention have been exhausted. MPS referrals have decreased due to a change in our student information system and the low number of families accepting service. This slide is school year 2024 data from Hennepin County Be@School.

MPS BASIL Reported Students Race/Ethnicity

Count of Reported Students by Race/Ethnicity

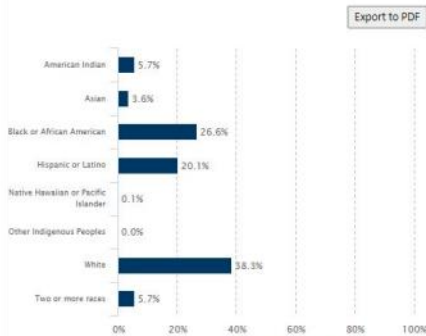


Minneapolis Public School District

Year: 2024 Demographics: All Students

2024 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).



7



Racial identity of MPS students referred to Be@School on left. MPS enrollment by race on right. A disproportionate number of American Indian and Black students are referred to the county. School staff express concern about the impact of county referrals on marginalized populations, their history with government services, and the impact this may have on their decision to accept or decline county services.

MPS BASIL Reported Students

Minneapolis District data

Highly mobile/
Homeless:

447
students

Be@School total: 930

Were eligible for
Medical Assistance:

425
students

Be@School total: 2358

Sent to child protection via
Be@school:

103
students

Be@School total: 417

8



Student Engagement Specialists

Mentor, Advocate, Case Manager

Student Engagement Specialists will serve our most chronically absent students by working directly and collaboratively with a caseload of students and their families, school site staff, MPS district staff, county service units, and community service providers to implement comprehensive and inclusive strategies that address engagement with learning and a sense of belonging.

Students and their families will be served for
a minimum of one year.

A Caring Adult

9



Tier 3 intervention will be Student Engagement Specialists. Specialists will provide an intense level of service, persistent and collaborative, working across the spheres of home, school, and community. Referrals will come directly from school staff and students who were referred to Be@School but declined Hennepin County services. Rather than serving only the student who received the referral, all students in the household will receive Student Engagement Specialist support as needed.

Special School District No. 1, Minneapolis Strategies:

Tier 1 - Student Led Attendance Teams. Focused on preventative measures. Empower students to identify, problem-solve, and implement attendance solutions. Students will have grade level appropriate information shared with them regarding student attendance in their school. Students will be charged in contributing to creating a positive school climate that fosters student engagement in learning and regular attendance. Teams will meet a minimum of bi-weekly. Will be led by SSW, Counselor, or other Support Staff.

Tier 2 - Staff:Student Mentoring. Focused on early intervention. Recruit school staff to mentor students with attendance concerns. Training is provided by the Director of Student Retention & Recovery. Mentors will meet at least 20 minutes a week with students. Will be led by SSW, Counselor, Psychologist, or other support staff. Serve 20 students per school.

Tier 3 - Student Engagement Specialists. Focused on intense, long-term intervention and mitigation efforts. Using the Check & Connect model as a framework for support, Student Engagement Specialists will work as a mentor, advocate and case manager to provide support to families/students who have educational neglect or truancy reports filed with Hennepin County and decline service. Lead Student Engagement Specialist will monitor district-wide school attendance, provide outreach support prior to 15-day withdrawal, make referrals to Student Engagement Specialists, coordinate We Want You Back team outreach. Provide alternate pathways and academic support to achieve graduation requirements for seniors who left without a diploma who resist returning to assigned school. Coordinate response to MDE “Unenrolled” student list. Provide support to students who are withdrawn for 15 consecutive absences. Provide attendance support to schools regarding interventions and Hennepin County Be@School referrals.

Special School District No. 1, Minneapolis Goals:

1. Every school has a functional attendance team, meeting regularly with a selection of prevention, early intervention, and intensive intervention strategies.
2. Increase in student retention rates in all racial categories (decrease in 15-day withdrawals).
3. Decrease in American Indian and Black chronic absenteeism rates to below 30%.

Appendix B: Independent School District No. 13, Columbia Heights Goals & Strategies



Attendance Project

Columbia Heights Public Schools

Bondo Nyembwe, Assistant Superintendent

December 2, 2024

Creating College and Career-Ready Graduates

OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner.



OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner

"All Belong, All Succeed"



CORE VALUES

Community <i>Where we all belong and believe in ourselves and each other</i>	Excellence <i>Being our best, expecting our best, every day</i>	Collaboration <i>Working together for common goals</i>	Integrity <i>Doing what is right, even when no one is watching</i>	Respect <i>Celebrating who we are, honoring our differences, treating others well</i>	Courage <i>Facing challenges with hope and persistence</i>	Innovation <i>Finding new ways to excel and grow</i>

The CHPS Core Values are aligned with the CHPS Board of Education Equity Statement.

OUR MISSION

Columbia Heights Public Schools
Creating worlds of opportunity for each and every learner
 "All Belong, All Succeed"

Enrollment

American Indian	2%
Asian	3%
African American	27.3%
Hispanic	48.1%
White	14.6%
Two or more races	5.1%

Attendance GOAL

To increase the percentage of students who are consistently attending school from 68% in 2024 to 80% in 2026 district wide.

5 Strategies

Strategy #1

Increase communication about attendance using various platforms.

Strategy #2

Establish an attendance team (AT) at each school site

Strategy #3

Increase sense of belonging for students to prevent chronic absenteeism

Strategy #4

Implement Nudge Letters

Strategy #5

Establish a 6:00 am health line for parents or guardians to call and talk to a medical professional.

Strategy #1 Progress

Increase communication about attendance using various platforms.

- Send text using TalkingPoints
- Post "Attendance Matters" on every school marquee
- Use School events to remind students about attendance
- Send written communication weekly

- Create Attendance Matters videos in three languages for parents
- Create information sheets posted in key locations (English/Spanish)
- Create Attendance Matters videos in three languages for parents
- Send ALL calls three times per month

Strategy #2 Progress

Establish an attendance team (AT) at each school site

- Identify students with chronic and consistent absences
- Identify reasons why students are consistently absent
- Create strategies for supporting students
- Complete weekly phone calls for absent students
- At the end of the quarter send an Attendance Postcard

100% of the schools have completed this strategy

Aviso de asistencia para su estudiante de CHPS

Columbia Heights Public Schools
 1400 15th Ave. NE
 Columbia Heights, MN 55401

If your child misses...	That equals...	Which is...	And over 13 years of schooling...
1 day every 2 weeks	20 days per year	4 weeks per year	Almost 1.5 years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Almost 8 years

To the Parent/Guardian of _____

You are being notified that your child has missed school without a valid, legally justifiable excuse throughout this school year. Columbia Heights Public School knows that showing up on time, every day leads to student success. CHPS staff members want to see your child here at school each day, learning alongside their peers.

ABSENCES

Total Unexcused Days

Attendance Line Number: _____

ATTEND TODAY

AND ACHIEVE GREAT HEIGHTS

Strategy #3 Progress

Increase sense of belonging for students to prevent chronic absenteeism

- Identify students with poor attendance, behavioral issues and low grades
- Assign a mentor to build strong relationships (Take Five Initiative)
- Monitor student performance across attendance, behavior and academics
- Provide personalized and timely interventions and build skills in specific areas

100% of Licensed staff have been assigned 5 students to support.

Non licensed staff have been assigned 3 students to support.

Strategy #4 Progress

Implement Nudge Letters

- Engaging parents or guardians in their child's school attendance
- Reducing student absenteeism by providing actionable insights and encouragement through letters
- Sending letters home starting in the second quarter

Not yet implemented

Strategy #5 Progress

Establish a 6:00 am health line for parents or guardians to call and talk to a medical professional.

- Identify a qualified person
- Create a magnet and distribute to families
- Post information on CHPS attendance website
- Provide magnet or other information to teachers (facilitate communication with parents)

A licensed Registered Nurse has been identified

Magnets is under development

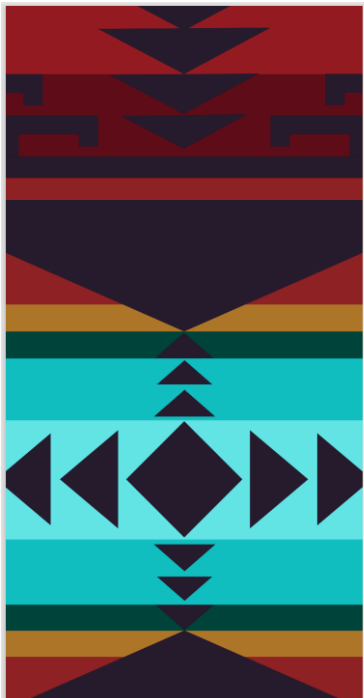
Allocation of funds

- Hiring of Promise fellows (4)
- Home visit stipends for Home School Liaisons
- Training for Home School Liaisons
- Purchase of TalkingPoints for secondary schools
- Contracting Registered Nurse
- Production of postcard
- Printing of Marketing materials
- Postage

Impact on attendance

1. School staff attendance communication has improved
2. Parents awareness of attendance expectations has improved
3. Students referred for truancy have decreased in quarter 1
4. Students referred for truancy have received services
5. Staff involvement to support attendance initiatives has increased

Educational Neglect filed in Q1	Truancy filed in Q1	Total
4	26	30



Red Lake School District Attendance Pilot Program Presentation

Presented by: Dr. Delana Smith, Red Lake Secondary Complex Principal



Introduction

The Red Lake School District is located on the Red Lake Indian Reservation in northern Minnesota.

We are also located in Beltrami County.

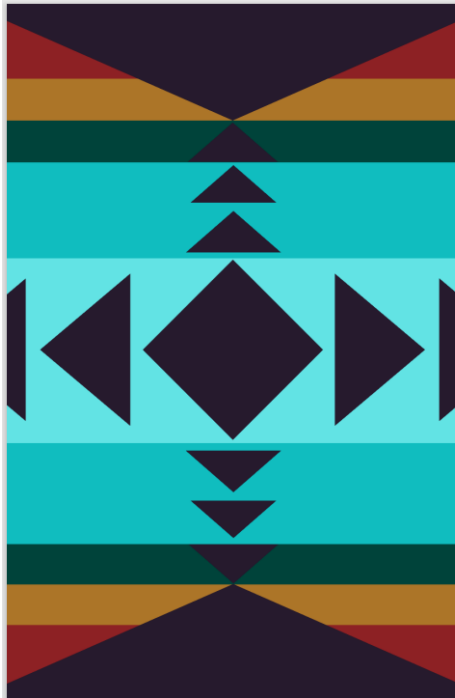
We are unique because we are a Sovereign Tribal Nation.

We are a closed reservation which means we own the land in common. We are not a checkerboard reservation like most reservations throughout Minnesota and the country.





Our intervention strategy will be informed by our student and community/teacher/parent survey. We also will inventory our current efforts and align them to what needs we learn about through the surveys.



Tribal vs. County

Most of our work collaborates with the tribe vs. the county.

We work closely with the tribal council and tribal programs within the reservation.

Some of the programs we work with:

Red Lake Tribal Council	Red Lake Tribal Courts
Chemical Health	Truancy Court
Comprehensive Health	Healing to Wellness Court
Family and Children Services	
Red Lake Youth Shelter	
Group Home	
Oshkimajitahdah	

Goals and Strategies for Funding

Red Lake School District plans to utilize the Attendance Pilot funding in the following way (draft):

Home School Liaison	Universal Process for District	Surveys	Tribal Court and Community	Inventory	Charter School
Use for .5 for a home school liaison and supplement with .5 from American Indian Education. Attendance and truancy training for home school liaisons in the district.	Develop a process so everyone across the district will be reporting and managing attendance the same way.	Create a survey with approximately 5 questions which may include: Why did they choose to leave school? What are ideas to assist us with skipping? Teen Parents: How do we better assist them to progress to graduation?	Work with AIPAC to develop a truancy prevention program with their input. We have weekly meetings with Tribal Court.	Take inventory and assess the programs we have within the district and how we can integrate them into a better working system. We have the diversion program, weekly meeting with tribal court, RLES attendance program, Beltrami Area Service Collaborative attendance incentive program, Thrill share app for parent communication, PBIS, MN MTSS cohort, and peer leaders.	Meet with leaders from the charter school to discuss their attendance needs and set parameters around the grant. Serve as the fiscal host.

We have met with the charter school and have a plan to move forward. We are also going to take inventory of what we are already doing and develop a plan on how we can better align them. We will develop an agreement with the charter school based on our meeting and their needs.

School District No. 38, Red Lake Goals: Improve attendance for all students at Red Lake.

Sauk Rapids-Rice

Karrie Boser
Director of Teaching and Learning



Sauk Rapids-Rice Public Schools

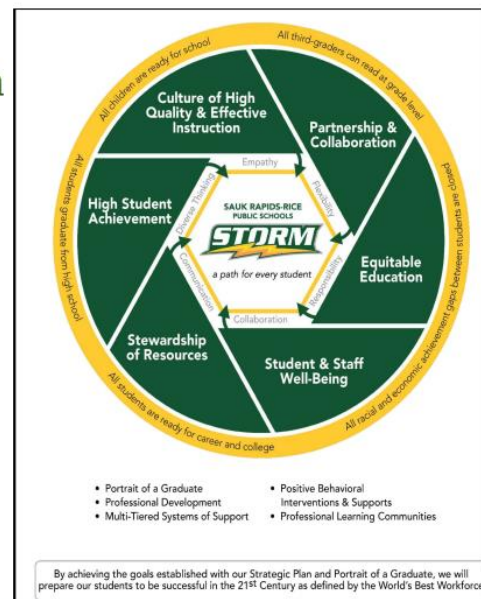
A path for every student

Sauk Rapids-Rice (SRR) Strategic Plan

Improving Attendance Pilot Project

Goal:

By June 2027, Sauk Rapids-Rice Public Schools will achieve a consistent district wide attendance rate of 90% or greater.



Sauk Rapids-Rice Public Schools

A path for every student

SRR Why...

“Parents, schools, and communities must work together to ensure that students understand the importance of making every school day counts. The earlier that absences are identified and addressed, the more successful students will become.”

— Carey M. Wright, EdD. State Superintendent of Education for Mississippi



Sauk Rapids-Rice Public Schools

A path for every student

Sauk Rapids-Rice Strategies Overview

-  Address the inconsistent coding throughout our district
-  Provide training for social workers and counselors to lead a multi-tiered system of support in the area of attendance
-  Advocate for recognizing the value and cultural/lived experiences of students and the impact on attendance



Sauk Rapids-Rice Public Schools

A path for every student

Sauk Rapids–Rice Strategies Overview

-  Research barriers and develop a plan to address system wide and individual transportation needs
-  Develop and train building attendance teams (1 EC, 3 Elementary, 1 MS, 1 HS)
-  Research and engage community partners including cultural liaisons, school-linked mental health, and local and county resources



Sauk Rapids-Rice Public Schools

A path for every student

Independent School District No. 47, Sauk Rapids-Rice Goals & Strategies (aligned with State Attendance & Truancy Legislative Workgroup topics of exploration recommendations)

Strategies:

- Train and empower social workers and counselors and family engagement specialist to lead attendance focused MTSS implementation and support schools in reducing chronic absenteeism (Recommendation 6).
- Promote attendance improvement by incorporating and valuing students' cultural and lived experiences into engagement strategies and school practices (Recommendation 3).
- Implement diverse transportation solutions tailored to system-wide and individual student needs, informed by a comprehensive needs assessment. (Recommendation 7).
- Establish and train attendance teams in key schools to actively monitor and address attendance barriers, ensuring consistent practices across grade levels (Recommendation 6).
- Engage and partner with community organizations, cultural liaisons, school-linked mental health providers, and local/county resources to create wraparound supports addressing attendance-related challenges (Recommendations 2 and 8).

Goals:

- Increase consistent attendance for all students and American Indian, students that qualify for free or reduced lunch, BIPOC, and English Learner students.
- Develop an expansive transportation plan based on student need.
- Establish building attendance teams.
- Engage community partners in providing wraparound services.
- Training staff to understand student lived experiences and to connect to students with empathy.

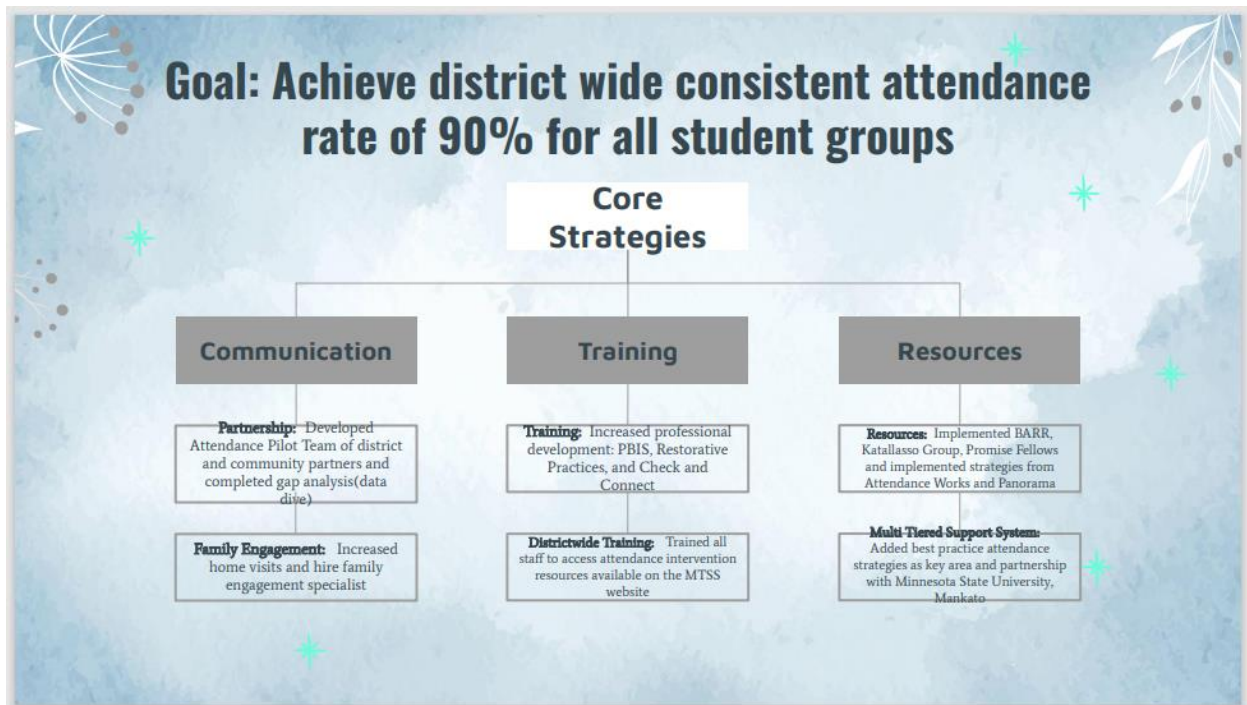
Appendix E: Independent School District No. 77, Mankato Goals & Strategies



Attendance Pilot

...

A New Journey
July 1, 2024



Gap Analysis and Addressing Barriers

Organization/ Reason	Parent Issue/ Home Barriers	Physical Health/ Doctor's Appts	Chronic Skipping- In school, but not class	Motivation	Mental Health
MAPS	- Building level attendance teams - Building teams adhering to policies and communication related to attendance issues - Various forms of communication utilized to prevent and respond to attendance concerns - Home visits by student support staff - County/District partnership and increased referrals (TIP/SART) - School Social worker supports: Individualized for families - Following attendance responses with fidelity	- Required medical verification - Partnering with our school nurses and development of effective health plans - Accommodations offered to students who have medical conditions that may impact participation at the classroom level. (Class pass, access to private bathrooms, etc.)	- Staff contact to encourage students to go into class - Success Coaches or admin team walking students to class, going through bathrooms, being in hallways - Staff visibility - Consequences connected to extracurricular participation (no pass list, behavior referrals,	- HS level- students are tired, burned out, recently attended therapy, avoid because they think they are doing okay in a class - Proactively- circulate with IC, meet students in hallways to talk about grades, supports, etc. - ADSSIS- Individual goals for students to attend - Athletic consequences- tardies, absences - Food rewards	- Groups and as individuals- school counselors, social workers, meeting with parents to remain connected - Connecting to resources- echo, YMCA, summer programs - HOPE Squad/Mental Health Connections - Referral to mental health navigator - School linked mental health - Relationships with all outside resources- clinics, YMCA, YW, backpack food program, county resources, housing resources - Referrals to therapy
County	- County staff conducting regular meetings (in-person) - Additional staff, juvenile probation officer, children's mental health case management - Strong incentive programs		- Limited on agents - Taking away cell phone for an unexcused absence, follow home and school rules, may look at out-of-home placement (avoided if possible) - BEC ankle monitor/house arrest	- Discharge - Gift cards, bikes, passes	- Children's mental health referrals, connecting students with therapists - Court order mental health diagnostic, follow recommendations
Other	CFS/ Prairie Care				

Key Strategies

1. Meet quarterly with principals to review attendance data and strategies being utilized to increase attendance.
2. Work to implement attendance support plans
3. Use positive reinforcement for increased attendance.
4. Increase home visits for students needing more support.
5. Student support team working with students to reinforce SEL targets with focus on attendance.
6. Student Success Coaches working one on one with students with check and connect.
7. Collaborate with partner agencies including mental health. School Linked Mental Health, Youth Mental Health Navigator, and Prairie Care
8. Implement BARR and Katallasso
9. Hire Family Engagement Specialist

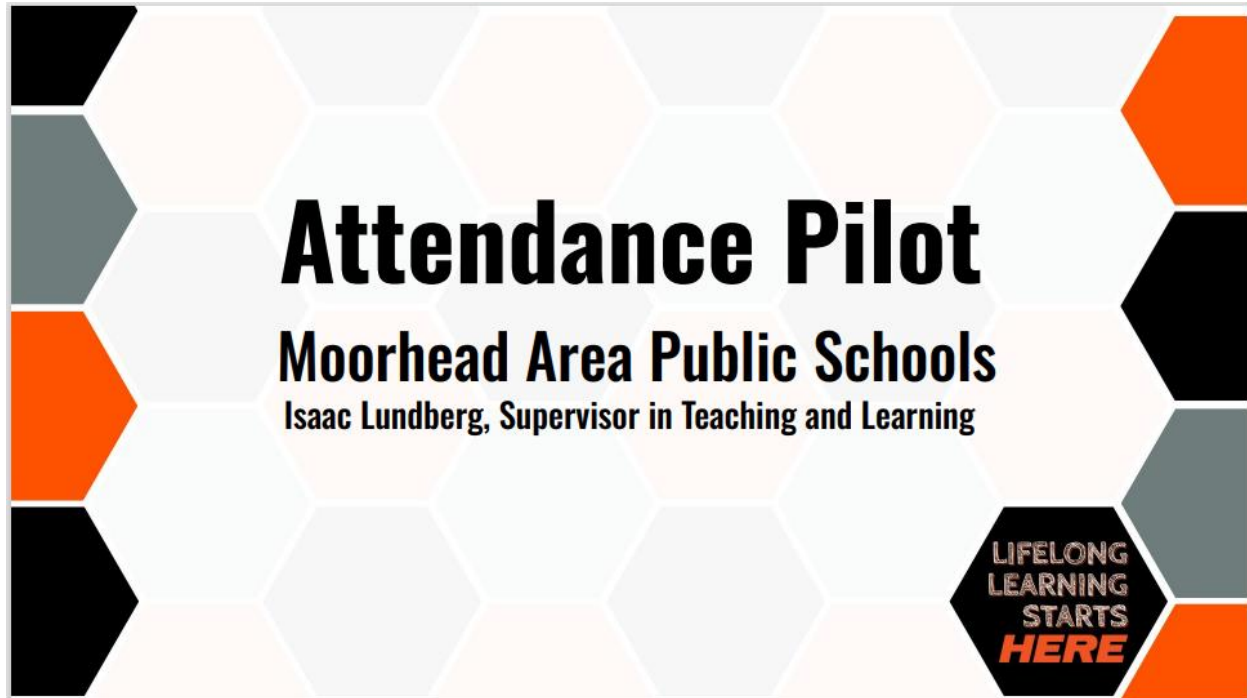


Independent School District No. 77, Mankato Strategies:

- Staffing a Family Engagement Specialist to coordinate attendance efforts.
- Monthly review by principals with their attendance teams which results in attendance plans and increased home visits.
- Katallasso Group for holistic dispute resolution.
- Building Assets, Reducing Risks model to focus on building meaningful relationships with students.
- Check and Connect for dropout prevention.
- Promise Fellows:
 - Build capacity to address education inequities such as the achievement and opportunity gaps.
 - Coordinate efforts that bridge and build the integration of school and community wide support for youth.
 - Actively engage youth as agents of change in closing the opportunity and achievement gaps in their communities.
- Incentives for attendance through Positive Behavioral Interventions and Supports.
- Collaboration with partner agencies with an emphasis on student mental health.

Independent School District No. 77, Mankato Goals:

1. Develop community - school partnership team.
2. Analyze Data through a gap analysis and determine action plan.
3. Set up schedule of consistent attendance review at building level.
4. All students (student group) will have consistent attendance at 90%.



Overview

- Layered approach
- Review of attendance related practices, procedures, and outcomes in district
- Team: district admin, principals, social workers, counselors, teachers, support staff
- Funding devoted to:
 - Purchase of data visualizer to streamline data analysis
 - Support for BARR process through staffing



What was uncovered?

- Inconsistency in reporting/attendance coding
- Inconsistency in building-level attendance interventions and criteria
- Inconsistent MTSS-B processes, generally
- Unclear roles and responsibilities related to attendance monitoring and intervention
- Desire to better partner with the county and community agencies

Goals and related action steps

1. By June of 2027, establish improve attendance rate from 67% (MDE Data Center) to 85% or better.
 - a. Establish District MTSS-B Team with sub-focus/committee
 - i. Consistent district attendance coding
 - ii. Review of district-wide attendance data and goals
 - iii. Collaborate with community partners
 - iv. Establish Consistent PowerSchool Insites dashboards for aggregate and per pupil attendance metrics
 - b. Establish consistent building level MTSS-B processes
 - i. Clarify building-level attendance interventions
 1. Finalizing goals around building level interventions in December
 - ii. Clarify Student Support Team roles in MTSS-B processes, specifically attendance
 - c. District Communication Attendance Campaign
 - d. Communications campaign
 1. Survey - student and family
 2. Social media/communication information campaign
2. Initiate and collaborate with county and community about attendance review board

Independent School District No. 152, Moorhead Strategies

1. Attendance related communications campaign to include family education and clarification of attendance procedures in school district.
2. Employment of Promise Fellows at 3 school sites.
3. Establish phone call and home visit protocol related to attendance.

Cook County Schools

ISD 166, Grand Marais, MN

Nov 27, 2024 Attendance Pilot Update ~ Sarah Lakosky, Dean of Students



Cook County, MN



- Cook County Schools ISD 166 has 470 students in Preschool through 12th grades
- Approximately 100 staff/faculty
- Our students travel a distance, from the northern Canadian border, from the Grand Portage Band of Chippewa, from the Gunflint and Sawbill Trails, and from the southwest near Schroeder, MN to our school in Grand Marais.

ISD 166 Focus

- The 2024-2025 school year has seen improved focus on attendance protocols, data collection, communication, and follow through.
- Attendance and tardies continue to be a work in progress.

ISD 166 Action Items

- A full time position was created and filled for the Check and Connect program. This person is in training.
- We work steadily with the Assistant County Attorney's office to share data, schedule Diversion meetings, and file truancy petitions.
- We communicate with families to support students who may benefit from more access to resources.

ISD 166 Goals

- We want every child in Cook County to have access to education.
- We want to build and strengthen relationships between Cook County families and the ISD 166 community.
- We strive to recognize the challenges and differences in culture, mental health, and socio-economic disparities and will work hard to bridge the gaps many of our students experience.

Independent School District No. 166, Cook County Strategies:

- Implement the Check and Connect program to use the power of caring adults in student lives.
- Coordinate with the Assistant County Attorney's office in truancy prevention measures including to sharing data, diversion meetings, and truancy petitions.
- Implement a communications plan with families to support students who may benefit from more access to resources.

Independent School District No. 166, Cook County Goals:

- Improve attendance at Cook County Schools for all students.
- Every child in Cook County will have access to education.
- Build and strengthen relationships between Cook County families and the ISD 166 community.
- Understand the challenges and differences in culture, mental health, and socio-economic disparities and work hard to bridge the gaps many of our students' experience.



Windom Area Schools

Attendance Pilot Implementation



Goals & Strategies

- Decrease federal chronically absence totals by .25% per year.
- Increase family engagement using our learning management system as well as our overall communication regarding student whereabouts.
- Help students create connections to school and form a sense of belonging by increasing the amount of students involved in extracurricular activities by 2% over the course of the pilot.
- Employ an attendance coordinator to focus on attendance for all students K-12 and carry out duties listed below.



Progress Thus Far

- Successes
 - Hired attendance coordinator - 25 hours per week
 - Huge growth in building relationships and helping students succeed
 - Supporting students
 - Mental health supports available on site through school counselors/social workers as well as partners from our community, Greater MN & SWWC - all these connections have a positive impact on attendance
 - Ensuring students have adequate resources, in and out of school
 - Our buildings are safe and welcoming of all
 - Our buildings have minimal disruptions to the learning environment
 - Communication with families has grown with our attendance coordinator position



Progress Thus Far

- Struggles
 - Encouraging consistent and efficient parent communication and engagement
 - Students who work to support their families - sometimes 40 hours/week



Daily Duties of Our Attendance Coordinator

- Pick students up (roughly 8:00-8:45 daily)
 - As needed
- High School attendance rounds (roughly 8:45-9:45 daily)
 - Contacts - HS Secretary, HS Principal, Social Worker
- Middle School attendance support (roughly 9:45-10:15 daily)
 - Contacts - MS Secretary, MS Behavior/Attendance Support Dean, MS Principal, Social Worker
- Elementary attendance support (roughly 10:30-11:00 daily)
 - Contacts - Elementary Secretary, Elementary Principal, Social Worker
- Student support activities
 - Making phone calls
 - Driving to homes to meet with families/pick students up
 - Setting up attendance meetings
 - Relationship building with students at lunches - 11-1 daily as able
 - Making connections with families using our LMS

Independent School District No. 177 Windom Strategies:

We have hired an Attendance Coordinator to coordinate services to students around attendance. With our focus on individual students in the past we have had success, but the capacity to do so has been limited and we were unable to implement change systemically. The duties of the attendance coordinator include:

- Providing transportation
- Daily attendance rounds at each site including coordinating with each sites secretary and social worker:
 - High School attendance rounds.
 - Middle School attendance rounds.
 - Elementary attendance rounds.
- Student support activities attendance support
- Communicating and connecting with families:
 - Making phone calls.
 - Home visits to meet with families and/or pick students up.
 - Setting up attendance meetings.
 - Relationship building with students.
 - Making connections with families using our data system.
- Coordinating with the Family and Community Engagement Coordinator (FACE), whom also serves as a translator for our Spanish speaking students (over 17% of our students are English Learners)

Independent School District No. 177 Windom Goals:

- Decrease federal chronically absence totals by .25% per year for all students.
- Increase family engagement using our learning management system to identify students in need of interventions and creating direct, timely messaging via the system to inform families of attendance needs (absences, tardies, etc.).
- Help students create connections to school and form a sense of belonging by increasing the number of students involved in extracurricular activities by 2% over the course of the pilot.



School District 191 Burnsville-Eagan-Savage Attendance Pilot

Amy Piotrowski, Director of Student Support Services
Morgan McDowell, Multi-Tiered Systems of Support Teacher on Special Assignment
December 2, 2024

Vision



In 2024-26, One91 will create a three pronged approach to system redesign around the question:

How might we proactively decrease the amount of chronically absent students in our system?

In the three pronged approach, we will:

- Cultivate inclusive partnerships
- Integrate Multi-Tiered Systems of Support
- Collectively leverage data systems

Resource needs identified:

- Coordination and facilitation
- Proactive strategies
- Development and training

Our Students

7,500 K-12 Students

72% Students of Color, 28% White

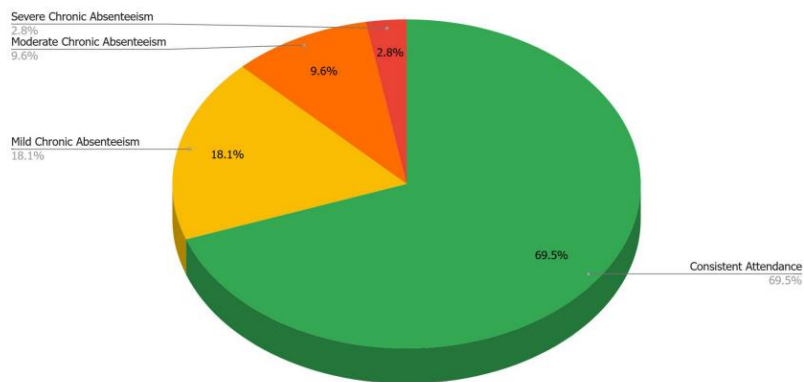
17% Special Education Services Eligible

27% Limited English Proficiency Eligible

56% Free/Reduced Meal Eligible

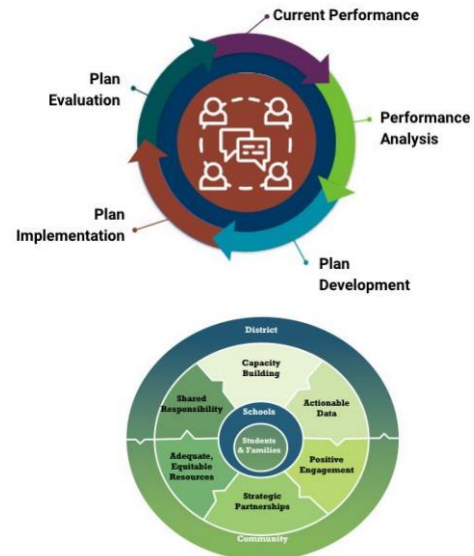


Current Reality



Process

- Understanding Root Cause
 - Staff Focus Groups
 - Social Workers, Cultural Liaisons, Clerical Staff
 - District Systems Self Assessment
 - Pilot Sites School Self Assessment
 - Chronic Absenteeism Data



We hosted focus groups with Cultural Liaisons, social workers, and clerical staff. A District Team completed a District Systems Self Assessment. School pilot sites completed a School Self Assessment. We reviewed disaggregated chronic absenteeism data.

Inclusive Partnerships

- Scott County & Dakota County - Prevention Partnerships
- Communications - Tier 1 Communication, Parent Square
- Clerical Staff - Consistent Guidance
- Support Staff - Data Based Decision Making
- Family Engagement



Next Steps

- Engage with students, families, and community
- Partner with District Attendance Team and School Pilot Sites to develop comprehensive plan



Independent School District No 191, Burnsville Strategies

- A District Attendance Team that will implement a comprehensive plan attendance improvement plan based on our root causes consisting of the assistant superintendent, director of communications, social workers, clerical staff, assistant principals, director of community education, and data and assessment coordinator.
- Attendance Teams at each of the three pilot schools that will implement a comprehensive plan attendance improvement plan based on our root causes.
- Collaboration our local counties (Dakota and Scott) on proactive strategies and supports.
- Creating a consistent system and policies for tracking attendance more accurately district wide.

Independent School District No 191, Burnsville Goals

- Create a District Attendance Team.
- School pilot sites will create attendance teams.
- Create an attendance improvement comprehensive plan between the District Attendance Team school pilot Attendance Teams based on root causes.
- Creating a consistent system and policies for tracking attendance more accurately district wide.
- Developing a tiered response to attendance. Defining Tier I practices and preventions.
- Increase family engagement by building a culture of positive attendance.
- Reduce the number of chronically absent students in our system.

Appendix J: Independent School District No. 535, Rochester Goals & Strategies



Student Attendance & Truancy Legislative Study Group Presentation

Angi McAndrews, Director of Student Engagement & School Climate

December 2, 2024

Chronic Absenteeism Key Initiative

Develop and begin to implement a comprehensive strategy to reduce chronic absenteeism.

County Collaboration

- Connection
- Ed Neglect process
- Truancy process
 - 15 Day Drop
- Team members



Create a Data System

- Review historic data
- Aligning our data processes
- System for documentation
- Dashboard
 - eduCLIMBER



Clarify Processes - Elementary

- Handbook
- Regular attendance team meetings
 - Attendance alone
 - Integrated team
- Educational Review Team (ERT)



Clarify Processes - Secondary

- Handbook
- Attendance team meetings
- Truancy Process
 - Parent Information Meeting
 - School Attendance Review Team
 - Truancy Petition



Consider External Partners

- Considering external partners
 - Dashboard
 - Interventions
 - Norm setting
- Preference to internal processes
 - Sustainable



Interventions

- Select
- Launch
- Study



Media Campaign

- Social Norm Theory
 - Making families aware
- Why attendance matters



Youth Voice

- Student School Board
 - Focus Group
 - Gather feedback from students
- Anticipate a broader conversation about engagement



Study the Data

- Ongoing review of data
 - Cleaner reporting immediately
 - Better picture of improvement over time



Independent School District No. 535, Rochester Strategies

Our intervention involves staffing an Attendance Coordinator. The Attendance Coordinator will:

- Use the Tiered intervention system to support students at risk of chronic absenteeism.
- Ensure all schools have attendance support teams.
- Facilitate communication with families.
- Navigate services from the county to students.
- Communicate social norms at the district around attendance (e.g. “98% of students miss no more than X days of school; indicating that attending school regularly is widespread).

Independent School District No. 535, Rochester Goals

- Increasing the consistent rate for all students
- Closing the attendance gap for all student groups
- Create consistent and effective processes for how we respond to students needing Tier I or Tier II interventions.
- Preventing students, particularly high school students, from reaching the 15 day drop by:
 - Keeping students enrolled through graduation.
 - Working with county on finding students who do reach the 15-day drop.

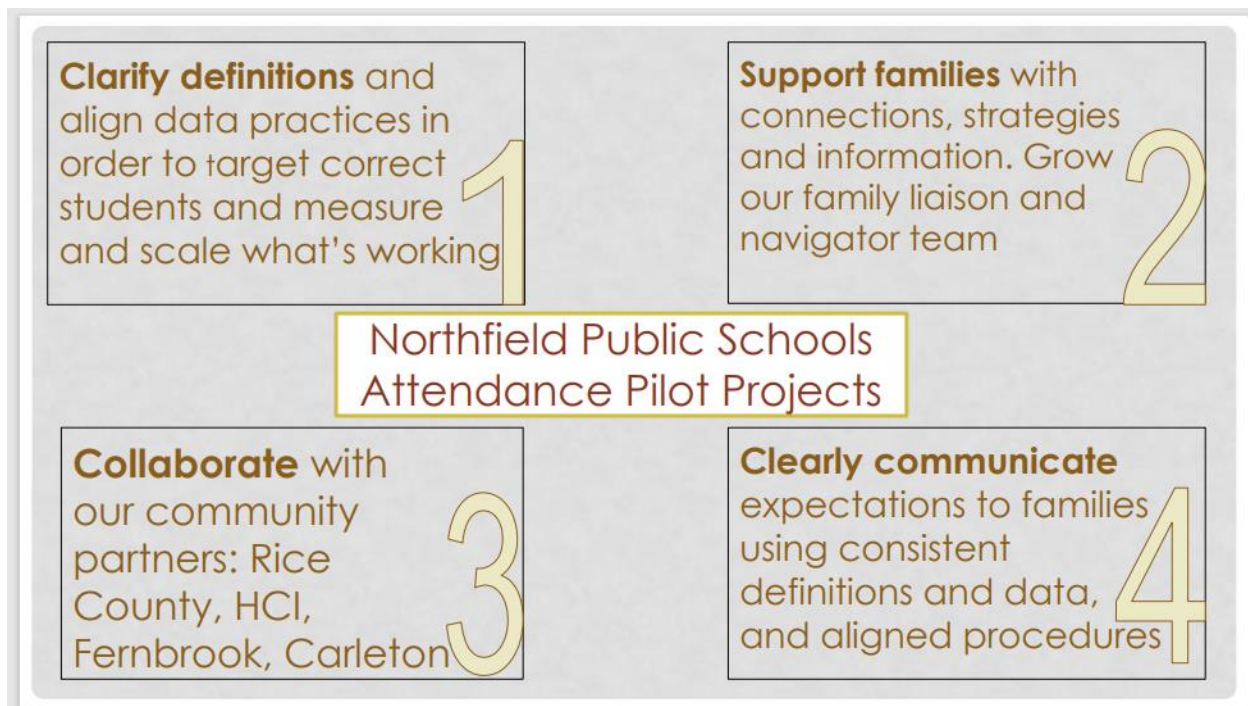
Rochester Public Schools had a 62.3% consistent attendance rate in 2023, -12.2% below statewide averages. An internal review of our attendance data shows that more consistent procedures should be in place to properly track attendance. By adjusting both our policies and consistency of attendance coding we will have a better picture of attendance at our district and be able to implement preventative action more accurately and fluidly for students needing intervention.

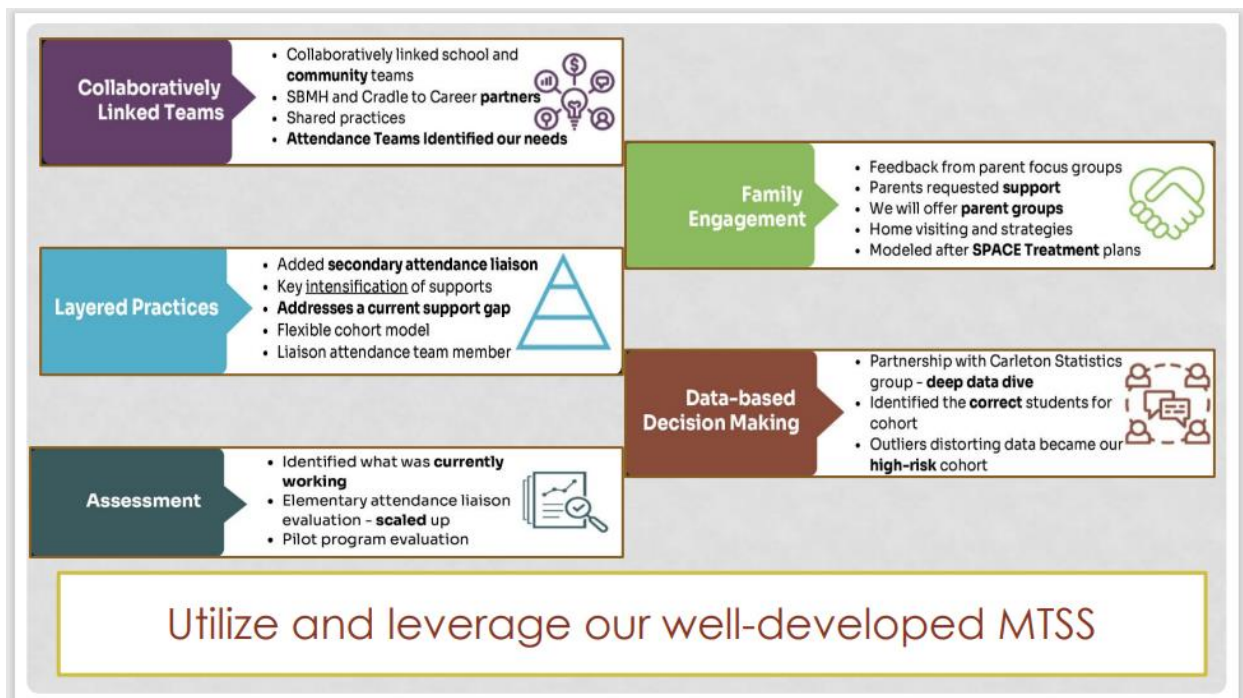
Appendix K: Independent School District No. 659, Northfield Goals & Strategies

Northfield Public Schools

ISD 659

Carrie Duba, EdS, NCSP Systems Coach/MTSS Coordinator

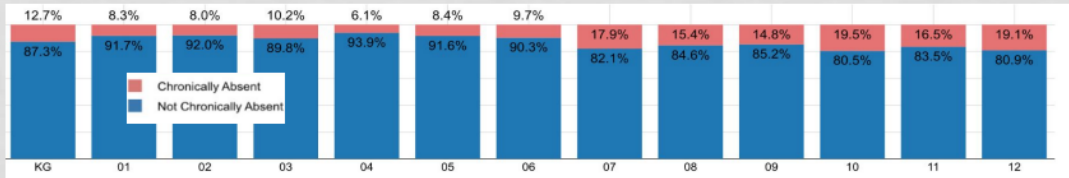




Consistent definitions to guide discussions about the who, when, where and why

- ➔ Absent/Attending
- ➔ Consistent Attendance
- ➔ Chronic Absence
- ➔ Habitually Truant
- ➔ Excused
- ➔ Unexcused
- ➔ Tardy

What does it mean to be in attendance, or absent, or tardy and why does it matter?



Students who are chronically absent and referred to the Rice County SARB are more likely to be:

- At the secondary level
- Students of color
- Multilingual learners
- Low income students

Additional deep dive into our data yielded important clarification:

- The averages for SOC and low income much higher than medians
- Median rates much closer to white and non-low income students rates
- Data suggest that there are more significant outliers in the SOC and low-income groups.

Barriers for Students and Families

- Transportation
- No medical insurance
- New to country families
- Academic challenges for - students and guardians
- Mental health concerns - students and guardians
- Limited awareness of attendance expectations
- Lack of information about how to help their child (support group)

Family Engagement Navigator/Attendance Liaison Roles

1. Go to the student and family - supportive 'hopes and dreams' home visits
2. Develop relationships with cohort group
3. Advocate for cultural understanding of attendance patterns
4. Coach and support access to school learning platforms and offering paperwork assistance
5. Connect family to community resources so that they may re-prioritize school
6. They are a trusted resource and consistent point of contact

Family Engagement Navigator Program Evaluation Data

25%

Reduction in number of students
meeting the threshold for Chronic
Absenteeism

75%

Of students in the cohort improved
their rate of attendance year over
year

Data Gathering to Plan Outcomes

Data Review

- FEN evaluation data
- Carleton Statistics Research Group
- MnMTSS team data reviews
- Family focus meetings

Learnings

- Families need help
- Families need information
- Our FEN model is effective
- We are lacking support at the secondary level

District Plan

- Secondary Attendance Navigator
 - ◆ Home Visits
 - ◆ Parent Groups
 - ◆ Student Groups
- SPACE: Supportive Parenting for Anxious Childhood Emotions training for SWs and SLMH
- Cohesive and intentional communication push

- Attendance Works designed messaging
- Information about our local data on attendance and absence impact
- Awareness about attendance policies, expectations and procedures
- Consistent messaging district-wide

Consistent Definition

Examined our own district practices and have identified a need to bring the definition of elementary tardy into standard alignment

- Students arriving before 9:30 am are tardy
- Students arriving after 9:30 am are half-day absent
- Students leaving after 2:00 pm have 'left early'
- Students leaving before 2:00 pm are half-day absent

Current district language: Any student that arrives after the bell rings or leaves school early, for any reason, will be counted tardy. You must call the attendance line to report that your child will be tardy.

We continue our work of bringing consistency to our attendance definitions and recording habits. So that we have clear actionable data.

Next steps:

1. Further development of student and family cohort for the liaison
2. Identify processes for increased family support with the SPACE strategies
3. Per pilot guidance, develop logic frames and robust progress monitoring and consistent data reporting strategies
4. Continue to bring our attendance tracking and reporting practices into coherence
5. Edit, finalize and roll - out attendance messaging

Independent School District No. 659, Northfield Strategies

Expand the Family Engagement Navigator and Attendance Liaison roles. The roles will:

- Develop relationships with cohort group of students identified through a Tiered process and coordinate supports for those students.
- Advocate for cultural understanding of attendance patterns.
- Coach and support students individually and within identified groups.
- Connect family to community resources and provide strategies to promote attendance through parent groups and home visits.
- Be a trusted resource and consistent point of contact.

Our strategies also include:

- Utilize Supportive Parenting for Anxious Childhood Emotions (SPACE) strategies to promote attendance.
- Implementation of a comprehensive attendance awareness and expectation communication plan for students, families, community partners and businesses so that all messages about school attendance are clear and consistent.

Independent School District No. 659, Northfield Goals

- By June 2026 we will expand the implementation of the SPACE curriculum to a wider group of families and refine intervention strategies based on Year 1 feedback and data by increasing family participation in the SPACE program to 50% of the targeted cohort by the end of Year 2 so that school refusal due to anxiety rates for the cohort will decrease by an additional 5% by the end of Year 2
- By June of 2026, attendance will improve year over year by 7% for identified cohort and at least 50% of families surveyed will report increased knowledge of attendance strategies.
- By spring 2026, 100% of our buildings will have high functioning SLTs with goals that align with the district vision and DLT goals and that utilize a data-based decision-making framework for monitoring and supporting the implementation and integrity of high-quality instruction and systematic and aligned instructional intensification in Tiers II and III.
- By June 2026 we will ensure long-term sustainability of attendance improvements and scale successful interventions to support additional at-risk students and cohorts and we will see a 7% decrease in absences for the identified cohort.
- By June 2027, the Attendance Specialist will have successfully implemented a sustainable attendance improvement model, with clear systems in place for identifying and supporting students at risk of chronic absenteeism. Our rate of chronic absenteeism will be 10% or less.
- By 2027, we will have increased the number of students who sustain an attendance rate of 90% or better, from a current level of 80% to a level of at least 90%.
- Over the next three years, we aim to reduce school refusal identifiable as due to anxiety by 10% through a partnership with families and the implementation of the SPACE (Supportive Parenting for Anxious Childhood Emotions) curriculum
- By June 2027 we will ensure sustainability of the SPACE curriculum and scale the program to support all students with anxiety-related school refusal across the school by expanding the availability of the SPACE curriculum to include all families whose children exhibit school refusal behaviors, ensuring the program is fully integrated into school support systems and training more staff members (e.g., teachers, counselors, administrators) on the SPACE approach, ensuring that strategies are embedded into the school's overall approach to student well-being, so that 90% of families of students with anxiety-related school refusal will have participated in the SPACE program by the end of Year 3 and school refusal due to anxiety will decrease by 15% across the entire cohort by the end of Year 3



Chisholm Public Schools

ISD 695
Attendance Pilot

Chisholm 695 Attendance Pilot
Presented by:
Carrie McDonald/Director of Teaching & Learning
Ryan Bennett/Attendance Pilot Coordinator



Financial Impact of Attendance Pilot for ISD 695

- Funding allowed the district to hire an Attendance Pilot Coordinator
- Attendance Coordinator's role - solely to improve student attendance by implementing effective practices

Attendance Pilot Coordinator

Family & Administration Communication and Support

Supportive conversations are the foundation that will motivate family engagement in the school and community and build relationships. The Attendance Coordinator is dedicated to increasing student attendance, removing barriers, assisting in accessing community and school-wide support, and acting as a liaison for families and students.

Students & Family

Having conversations with families daily through phone calls, texts, and emails. These conversations build relationships and allow families to gain an understanding of procedures & policy, share barriers, and learn about community supports.

School Staff

Daily conversations with administration, teachers, support staff, and secretaries are required for understanding and accurately reporting student attendance. These conversations assist in finding strategies to support the student and family to ultimately increase student attendance.

Chisholm Attendance Policy K-6th Grade - Elementary

- 3 unexcused absences or a combination of 7 unexcused/excused prompts the 1st Attendance Letter and a Phone Call home from the School Attendance Coordinator.
- 5 unexcused absences or a combination of 10 unexcused/excused prompts the 2nd Attendance Letter and a Phone Call home from the School Attendance Coordinator.
- 7 unexcused absences or a combination of 10 unexcused/excused prompts an Intervention Meeting with administration, school staff, and the family.
- 7 Unexcused Tardies Documented as an Unexcused Absence.
- All Communication is documented by the School Attendance Coordinator to tell the student/family's story.
- Minnesota State Law defines Habitually Truant as 7 or more unexcused absences which may result in an Ed Neglect Referral or Truancy Petition.

Chisholm Attendance Policy

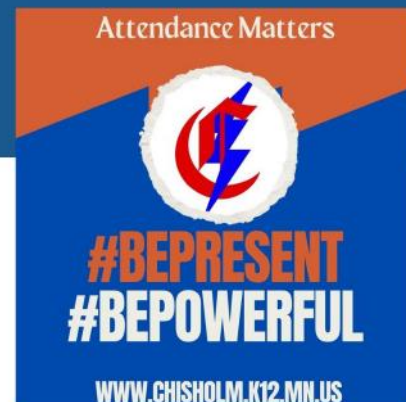
7th-12th Grade - Secondary

- 3 unexcused absences prompt the 1st Attendance Letter and a Phone Call home from the School Attendance Coordinator.
- 5 unexcused absences prompt the 2nd Attendance Letter and a Phone Call home from the School Attendance Coordinator.
- 7 unexcused absences prompt an intervention meeting with a representative from the county, administration, school staff, and the family.
- 7 Unexcused Tardies Documented as an Unexcused Absence.
- All Communication is documented by the School Attendance Coordinator to tell the student/family's story.
- Minnesota State Law defines Habitually Truant as 7 or more unexcused absences which may result in an Ed Neglect Referral or Truancy Petition.

Year Round Attendance Campaign

Using social media and instant alerts sent directly to families weekly. These notifications share:

- Health tips relating to school
- Family/Student routine strategies
- School academic deadlines & conference information
- Reminders on what documentation is needed for absences
- Reminders to log into the School Communication Apps and Accounts



Recognition and Positive Affirmations

- Parent and student good attendance recognition by letter, certificate, or instant alerts sent directly to families.
- Participating in PBIS and supporting a positive mindset to earn rewards at the school store, setting positive goals for the student body around being in school, and building in-school engagement.
- Creating motivation for being present in school.
- Acknowledging students and families who stay after school for homework help, ask for make-up work, and call the school to report absences with face-to-face recognition or a phone call.
- Celebrating the students and families who have improved attendance and call them and praise them for achieving goals.



Strategies

MTSS System Component

- Running attendance reports to identify what students are reaching attendance thresholds
- Supporting and assisting in interventions
- Recognizing the student's level of engagement at school
- Reviewing data and discussing student progress
- Referring students to MTSS Team

Attendance Plan

Working with students and families to create a plan that will focus on individual challenges:

- Creating attainable goals and meaningful strategies with students and families
- Providing time management resources and skills to achieve goals
- Consistent school and family communication: reminders, progress, and identifying solutions
- Alternative transportation, when necessary, by staff with a Type 3 license in a school vehicle



Possible Barriers

Working with the school, community, students and families to reduce barriers.

- Time management skills
- School and family consistent communication
- Transportation
- Engagement
- Sense of belonging
- Academic challenges
- Social Emotional challenges



Stage 1

- Relationship building with the students, families, school, and community
- Identifying barriers
- Improving consistent procedures & coding within the district
- Identifying support systems within the city & county
- Sharing recommendations and feedback as data is collected

Stage 3

- 3-year data collection report
- Implementing updated procedures & policies for the state, county, school as changes are made

Timeline

2024/2025

2026/2027

2025/2026

Stage 2

- Full implementation of consistent procedures & coding throughout the district
- Problem solving to reduce barriers
- Implementing student & family interventions
- Working alongside community and county supports
- Collecting data and understanding the county and school roles for data sharing
- Working with the state to understand and support discussion of statutory changes

Topics for Consideration

- 1** Consistent definitions & reporting procedures for attendance at MDE
 - Period to Day Attendance Conversions for FTE Regular
- 2** Consistent school/county collaboration & procedures
 - Meeting with County Commissioners & Judge
 - Meeting with St. Louis County & Local Schools

Independent School District No. 695, Chisholm Strategies:

- Staffing an Attendance Coordinator to coordinate efforts.
- Policy and Procedures – As described above, we will create consistency with how we record and track attendance at the district level. This will help us create potential tiers of intervention depending on student need.
- Attendance Plans – Individualized attendance plans created for students and families (including goals, strategies, skill building, transportation, etc.). These plans will coordinate with other supports for students.
- County interventions – While most interventions will focus on prevention, when attendance issues become elevated to the county level (Saint Louis County) we will coordinate effort with the county and define roles and responsibilities.
- Tracking – Our PowerSchool data management system will help us better track attendance and create various risk thresholds for a tiered intervention process for our MTSS team.
- Family Communication and updates – Students can rapidly move between severity of intervention needs (tiers) so we will develop rapid and fluid communication with families starting with phone calls and text messages and letters sent home, and helping with transportation if necessary and other supports.

Independent School District No. 695, Chisholm Goals:

- Update policies and procedures and create consistency between buildings.
- Continue to build family engagement: build relationships using other school functions and community engagements. Engage families in our tiered response.
- Identify barriers for students and families.
- Improvement consistent attendance from previous years.

Establishing working relationships with the county and community supports to identify services and understand how to ideally connect families with resources. Full implementation in tracking attendance in Powerschool.