* Action Activity

This activity will help the leadership team apply the Multi-Tiered System of Supports (MTSS) framework to attendance support.

# Step 1.

Reflect with your leadership team on which of the tasks have been completed and how to enhance attendance support for English Learners and Students with Interrupted/Inconsistent Formal Education (SIFE).

## Foundational Supports

| **Tasks** | **Do Not Do** | **Do Routinely** |
| --- | --- | --- |
| Ensure physical health and safety. |  |  |
| Cultivate a sense of student support and belonging. |  |  |
| Promote academic engagement. |  |  |
| Nurture emotional well-being. |  |  |

### Tier 1

| **Tasks** | **Do Not Do** | **Do Routinely** |
| --- | --- | --- |
| Set the expectation for regular school attendance through class discussions and recognition of regular attendance. |  |  |
| Watch for patterns of absence. |  |  |
| Investigate trends, such as specific days of the week or family patterns, to determine why absences are occurring. |  |  |

### Tier 2

| **Tasks** | **Do Not Do** | **Do Routinely** |
| --- | --- | --- |
| Identify students with attendance issues and involve the schoolwide SIFE team in reviewing possible underlying needs and then activate Tier 2 strategies. |  |  |
| Utilize a check-in form that provides rewards for attendance at set intervals, such as weekly or bi-weekly. |  |  |
| Offer tutoring for SIFE who need assistance to make up missing work; consider using a peer-to-peer model, creating a match with a student who speaks the SIFE student’s language and understands their background. |  |  |

### Tier 3

| **Tasks** | **Do Not Do** | **Do Routinely** |
| --- | --- | --- |
| For high school students who must work, consider alternative scheduling options that meet the requirements for graduation in the state of Ohio. |  |  |
| The SIFE team communicates on a regular basis with the student, and the family, when possible, to offer supports and discuss consequences of continued unexcused absences, which could include involvement with the court system. |  |  |
| Access individual counseling, family counseling and/or the administration of a [Functional Behavioral Assessment](https://teach.com/online-ed/psychology-degrees/online-masters-applied-behavior-analysis/functional-behavior-analysis) to provide concrete data to create an individual behavioral support plan.  |  |  |

# Step 2.

Identify tasks that will be prioritized to promote regular school attendance. For each task develop strategies, identify persons responsible, and a timeline to facilitate the effort to make program improvements.

## Task:

| **Strategies to promote regular school attendance** | **Persons Responsible** | **Target Date** |
| --- | --- | --- |
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*These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.*