



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. ● 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. 	<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.

Administrative Procedure 330 – Appendix A – Attendance Continuum of Supports

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 	<ul style="list-style-type: none"> ● Classroom Teacher ● School Administrators ● School based I-Coach ● School based Indigenous Education lead ● Consultation with Learning Services Team ● OSAR 	<ul style="list-style-type: none"> ● Classroom Teacher ● School Administrators ● School based I-Coach ● Divisional I-Coaches ● Divisional Indigenous Education Coordinator ● OSAR ● Attendance Review Board
Checklists			
<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 – flyers, newsletter, website, social media. 3. Establish positive and engaging school climates. 4. Build relationships with students/families. 5. Monitor and communicate attendance data. 6. Optional: Offer attendance incentives. 	<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. Teacher contacts and connects with student/parent to develop processes for attendance. 2. School Team monitors strategies tailored to student need. 3. Monitor attendance data. 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. Have a family/team meeting to develop an attendance plan. <ol style="list-style-type: none"> a. Clarify whether the student cannot, will not, or does not attend b. Are family supports needed? 2. Create school based interventions. Please reference the admin folder in docushare. 3. Involve divisional supports such as social workers, if applicable. 4. Consider community services/interventions. 5. Contact the Office of Student Attendance & Re-Engagement (OSAR). Phone: (780) 644-2980. 	<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 the documentation with divisional contact. 3. Decide on next steps. <ol style="list-style-type: none"> a. Arrange a “community conference” or have an elder facilitate a sharing circle that includes all stakeholders b. Contact the Office of Student Attendance & Re-engagement c. Arrange for an Administrative Review d. Referral to the Attendance Board

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