

Lowell Public Schools

District Attendance Intervention Plan Snapshot

Per Mass General Laws-Chapter 222: Section 7 Chapter 76 - Action Steps for Student Attendance
Updated 7/24/2023

Annually

Communicate with families in home language

Newly Enrolled: Provide parents with attendance information at time of registration.

Prior to the Start of School: Send a letter/email home to families explaining the importance of attendance including the district attendance policy.

During First Week of School: Distribute/post on-line Lowell Public School Student Handbooks and collect signed student and parent pages from handbooks to acknowledge review of the attendance policy

Following Each Absence

Require excused absences to have a parent note, valid doctor's note, court document, etc. Refer to Lowell Public Schools Student Handbook for definition of excused absence.

Daily

Monitor school-wide attendance daily. Contact parent/guardian on or before third absence to review the attendance and failure policies. Document all attendance in the attendance field in Aspen and document interventions in Journal.

3rd unexcused absence in a quarter

Send attendance warning letter with Aspen progress report if available.

4th unexcused absence in a quarter

Move to Tier II Support. See Tiered Intervention Menu
Schedule in person or remote School-Based Attendance Team meetings with parent/guardian and student if age dictates to discuss absences and develop an attendance action plan to parent/guardian to notify them of absences.

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5th unexcused absence in a quarter

Hold a formal TAT/School Based Attendance Team Meeting (SBATM) with parent/guardian, student as age dictates and school officials to develop an intervention plan

Conduct a **HOME VISIT** if parent is not able to be contacted and/or attend a TAT meeting. Leave attendance home visit letter

*HOME VISIT should ensure: proof family is residing at address: Family name(s) visible on mailbox/door

9th unexcused absence

Move to Tier III Support. See Tiered Intervention Menu

Initiate School Refusal Assessment Tools:

Google form: for Parent and Child/Student

For hard copy: Parent_and Child/Student

How to score the school refusal assessment scale Link

Source: Christopher A. Kearney, Anne Marie Albano When Children Refuse School: Assessment.

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14th unexcused absence

Following repeated unsuccessful attempts to resolve attendance concerns, reconvene TAT team using data from previous interventions, screening tools, and attendance reports.

If the child is on a 504, an IEP or in the process of an evaluation, contact Special Education to discuss case. In most cases a team meeting must be held to discuss absences relative to disability.

Initiate referral to LPS Court Diversion Program (AIM) Attendance Improvement Model: With support from LPS Attendance Office, schedule AIM meeting with parent/guardian, student as age dictates, school officials and/or community agency representatives to develop an Attendance Action Plan. Identify reasons for absences and determine specific interventions to resolve issues. If parent is not in attendance, conduct meeting and follow-up with a letter, email, phone call or home visit to share Action Plan.

When all interventions have been unsuccessful and student absences meets CRA/FTC qualifications

Submit Child Requiring Assistance (CRA)/Failure to Compel (FTC) applications to the Attendance Office for review/approval. When approved the court application will be submitted to the Lowell Juvenile Court by the Attendance Office. Court proceedings/info will be added to student journal in Aspen