Response to Intervention Plan

Updated 2019

Madison Central School

7303 State Route 20
Madison, NY 13402

Response to Intervention Plan
Madison Central School

The following individuals serve on the Madison Central School Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

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Commitment to Excellence

The Madison Central School District educates all students to achieve their personal and academic potential

Lifelong Learners, Skilled Communicators, Critical Thinkers, Global Citizens

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SECTION 1:

INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for ==substandard academic performance== and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Madison Central School is to help students achieve their greatest potential by pushing them to meet grade level standards.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of the intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Eligibility

Response to Intervention (RTI) is provided for academic instruction and the related support needs that may impact student performance. Criteria are established in each area to identify students who need services. The criteria are based on multiple measures of evaluation and documentation. Similar criteria are used as exit benchmarks indicating services are no longer needed. The building principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention services. Evaluation of a students' strengths and needs is necessary to make appropriate recommendations to classroom teachers and support personnel. Specific circumstances automatically qualify a student to be considered for RTI services:

- Students who score below the designated performance levels on state assessments
- Teacher Recommendation
- STAR Assessments
- Fountas & Pinnell
- Behavioral Referrals/Discipline Issues
- Medical Concerns

District Support Services

We provide a wide variety of resources to support the academic, social.emotional, and behavioral needs of our students. The following list identifies some of the key support personnel that may be utilized for RTI supports.

- General Education Teachers
- Special Education Teachers
- Counselors
- School Nurse
- Occupational Therapist
- Speech Therapist
- Physical Therapist
- Psychologist
- AIS providers
- Administration

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Madison Central School District, a 3-tiered model is used. The graphic presented below provides a visual illustration of the district's RTI model. Further information for each tier follows the graphic.

Tier One

Tier One is considered the primary level of intervention at Madison Central School and always takes place in the general education classroom. Tier 1 involves appropriate instruction in the classroom delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at Madison Central School in terms of core program, frequency, and duration.

Tier 1

Prek	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading		Handwriting Without Tears	Games, activities, A-Z books, educational websites
Writing		Handwriting Without Tears Units of Study Writer's Workshop	
Math			Calendar routine, games, centers

K	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading	Literacy Centers 30 - 60 minutes Workshop: 30-40 minutes	Lucy Calkins Units of Study in Reading	Road to the Code (phonological awareness program) Road to Reading (phonics) ZooPhonics Eye Words (sight words)
Writing	Workshop: 30-40 minutes	Lucy Calkins Units of Study in Writing	Road to the Code (phonological awareness program) Road to Reading (phonics) Handwriting Without Tears ZooPhonics

			Eye Words (sight words)
Math	45-55 min.	Engageny-math	

1st Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading	Word Study: 30 min. daily Reading Workshop: 45 min. daily	Lucy Calkins Units of Study in Reading	*Road to the Code *Road to Reading *Words Their Way *Secret Stories
Writing	Writing Workshop: 45 min. daily	Lucy Calkins Units of Study in Writing	
Math	60 min. daily	Engage NY Modules	

2nd Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading	45 minutes	Reader's Workshop	Units of Study Comprehension Toolkit Reading A-Z LLI
Writing	40 minutes	Writer's Workshop	Word Study Road to the Code Words Their Way Secret Stories Orton Gillingham
Math	60 minutes	Engageny-math	

3rd Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading	60 min	Reading Workshop	Readworks Storyworks
Writing	45 min	Writing Workshop	Spelling: Words Their Way

			Spelling City
Math	60 min	Engage NY	Zearn

4th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading	60 minutes daily	Units of Study	Words Their Way Road to Reading Orton Gillingham Secret Stories
Writing	45-60 minutes daily Classroom Dependent	Units of Study	
Math	50-60 minutes daily Classroom Dependent	Engage NY Modules	

5th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
Reading	50 minutes	Units of Study	Words Their Way
Writing	40 minutes	Units of Study	
Math		Engage NY Modules	

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6th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 min.	Engage & Teacher created	ReadWorks
Writing	42 min.	Write Source & Engage	
Math	42 min.	Engage	

Science	42 min.	Teacher made & Glencoe text	

7th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 min.	Standards based: teacher created	Commonlit.org Newsela.org Readworks.com Freerice.com
Math	42 min.	Engage NY	Khan Academy, Freckle.com
Science	42 min	Teacher made and Next Gen Sci Standards	

8th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 Mins	Standards based: teacher created	Commonlit.org Newsela.org Readworks.com Freerice.com
Math	42 mins	Engage NY/Utah Middle School Math	Freckle.com AIS once a week
Science	42 min	Teacher made and Next Gen Sci Standards	

9th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 minutes	State Standards and Engage N.Y. drive teacher created curriculum	AIS - 30 minutes weekly
Math	42 minutes	CCLS supplemented by modules(some) and various textbook materials (most)	AIS once a week for 30 minutes
Living Environment	42 minutes	Teacher made, NYS Standards aligned	

World History 9	42 minutes	Prentis Hall: World History Ellis & Esler Volume 1 & 2	

10th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 Minutes	State Standards and Engage N.Y. drive teacher created curriculum	AIS - 30 minutes weekly
Math	42 min.	Geometry: Modified Engage Lessons	
Earth Science	42 min class every day & 1 lab per week	Teacher made and Next Gen Sci Standards	AIS - 30 or 42 min 4x per week
World History 10	42 minutes	Prentis Hall: World History Ellis & Esler Volume 1 & 2	

11th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 mins	English 11	AIS 30 mins.
Math	42 minutes	CCLS, very little use of modules, mostly textbook materials	"Trig Lab"

12th Grade	Duration of Class	Core Instructional Programs	Supplemental Programs
English	42 minutes	State Standards and Engage N.Y. drive teacher created curriculum	
Math	42 mins	Outline/Textbooks required by MVCC	

Economics 12	42 minutes	Glencoe: Economics Today & Tomorrow	
Government 12	42 minutes	McGraw Hill : Civics Responsibilities and Citizenship	

Tier Two & Tier 3

Within the Madison Central School District Tier Two is typically small group (between 5-8 students), supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process and basic skills in math.

Tier Three Intervention is the most intense level of intervention on the continuum of pyramid options. At Tier Three, the goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems. Many times Tier Three interventions are groups of 1-3 students at a time for more individualized support.

Examples of Interventions:
- Proximity to teacher
- Hand over hand for cutting/tracing
- 2-5 minute mini lesson when needed
- Additional repetition of concepts
- LLI
- Math push in support or pull out support
- modify number of problems
- extended time or as much time is needed
- rewrite math problems going horizontally to vertical
- Road to Reading

- 1:1 assistance or small group
- Counseling

Interventionists:
- Teacher Assistant
- Reading Specialist
- Math specialist
- Classroom Teacher
- Mentors (High School students or Colgate students)

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

An RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words, basic math facts) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures used at Madison Central School.

	Screening Tool(s)	Frequency of Administration	Screening Administrators
Prek	*Brigance *STAR	3x/year	Classroom teachers Teachers Assistant

K	*STAR Early Literacy *Running Records *Concepts of Print *PAST *letter/word inventory	3x/year 2x/year (Jan/June) throughout school year as teacher sees fit	Classroom teachers Teachers Assistant
1	*STAR Early Literacy * STAR Math *F & P *On-Demand Writing Samples *Module Assessments	3x/year	Classroom teachers Teachers Assistant
2	*STAR Reading & Math *F & P *Running Records *Spelling Inventory *On-Demand Writing Samples *Module Assessments	3x/year	Classroom teachers Teachers Assistant
3	*STAR Reading & Math *F & P *Running Records *On-Demand Writing Samples	3x/year	Classroom teachers Teachers Assistant
4	*STAR Reading & Math *F&P *Spelling Inventory *On-Demand Writing Samples *Module Assessments	3X/year	Classroom teachers Teachers Assistant
5	*STAR Reading & Math *Teachers College Running Records Assessment *Module Assessments	2x/year	Classroom teachers Teachers Assistant
6-11	*STAR Reading and Math * In class assessments & projects *State Assessments (grades 6-8) *Regents Exams (grades 9-12)	3x/year	Classroom Teachers

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Madison Central School District uses STAR Assessments to determine a student's movement across the tiers by examining the rate of progress and level of performance over time in reading and math. Grades K-5 also use Fountas & Pinnell to progress monitor students in reading. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at Madison Central School.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Once per month	Bi-weekly	Weekly
Administrator(s)	Classroom Teacher	Classroom teacher, teacher assistant, or content specialist	Classroom teacher, teacher assistant, or content specialist

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress. Within an RtI framework, two major decisions need to be made relative to student performance:

1.   Which student's may be at-risk for academic failure?
2.   How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at-risk, the Madison Central School uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

	Determining Who's At-Risk
Primary Data Source:	STAR Assessments (Early Literacy, Reading, Math)

Secondary Data Source:	Fountas & Pinnell
Purpose:	· Identify who's at risk · Identify the level of intervention a student requires · Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	SWAT Team Classroom Teachers
Frequency:	one week after each benchmark assessment at grade level meetings
Decision Options and Criteria:	● Push in support for reading and/or math ● Pull out support for reading and/or math ● Small group instruction

Determining Student Response to Intervention

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Madison Central School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the RtI Core Team can make an informed decision about a student's response to intervention.

Exit Criteria

A student may be dismissed from RTI when the student is proficient on a NYS assessment or evidence of any combination of the following:
- Local administered standardized testing is proficient
- Consistent report card progress of a 75% or better in RTI academic area
- Students has successfully maintained target behavior
- Designated stakeholders recommend dismissal from service

- Successful implementation of behavioral intervention plan that can be supported by classroom teacher/parent

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Appendix F includes an SED approved form that is used for LD documentation purposes.

Relationship of RTI and Special Education

RTI supports are considered general education program interventions. As a result, RTI should not be included in a student's IEP or 504 Plan. The CSE cannot recommend that a student with a disability receive RTI services. Special Education teachers and related service providers may provide RTI support when such services are in addition to any special education interventions that are listed on the student's IEP or 504 Plan. The specific manner in which RTI support will be provided to a student with an IEP or 504 Plan will be determined by the designated stakeholders in each building.
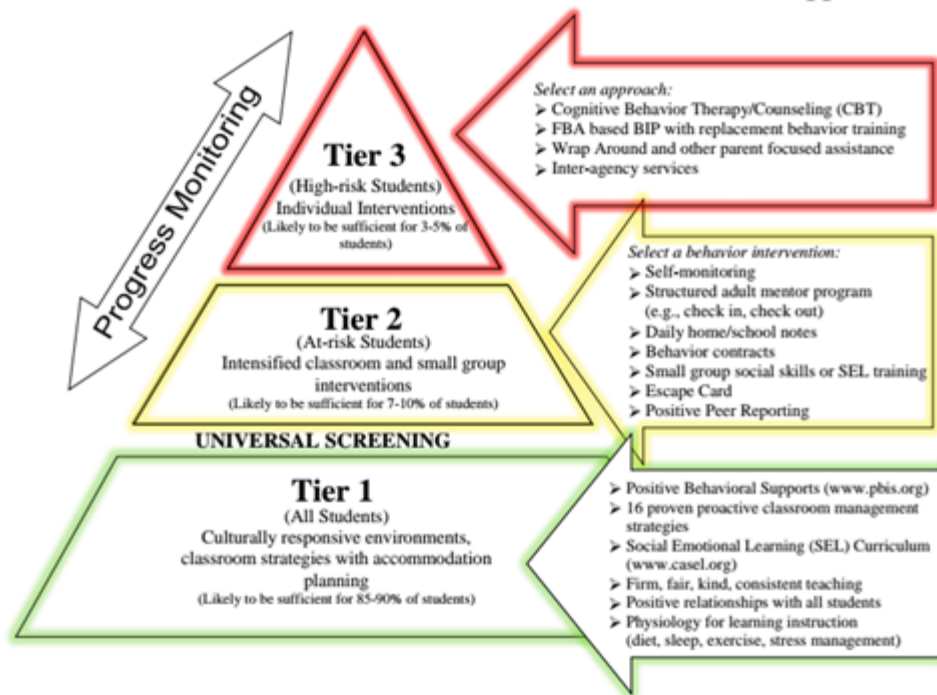
SECTION 5:

PARENT NOTIFICATION

In the Madison Central School District parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when it is determined that a child needs intervention services via a letter that indicates:

1) The nature of the intervention their child will be receiving
   - o Type of intervention
   - o Frequency
   - o Duration
   - o Interventionist
   - o Location
2) The amount and nature of student performance data that will be collected
   - o Type of data
   - o Screening tool
   - o Review date of progress
3) Strategies for improving the student's rate of learning
4) Their right to request an evaluation for special education programs and/or services

SECTION 6:

Social Emotional Support

Three-Tiered RtI Model for Behavior and Social/Emotional Support

Progress Monitoring

Tier 3
(High-risk Students)
Individual Interventions
(Likely to be sufficient for 3-5% of students)

Select an approach:
- Cognitive Behavior Therapy/Counseling (CBT)
- FBA based BIP with replacement behavior training
- Wrap Around and other parent focused assistance
- Inter-agency services

Tier 2
(At-risk Students)
Intensified classroom and small group interventions
(Likely to be sufficient for 7-10% of students)

Select a behavior intervention:
- Self-monitoring
- Structured adult mentor program (e.g., check in, check out)
- Daily home/school notes
- Behavior contracts
- Small group social skills or SEL training
- Escape Card
- Positive Peer Reporting

UNIVERSAL SCREENING

Tier 1
(All Students)
Culturally responsive environments, classroom strategies with accommodation planning
(Likely to be sufficient for 85-90% of students)

- Positive Behavioral Supports (www.pbis.org)
- 16 proven proactive classroom management strategies
- Social Emotional Learning (SEL) Curriculum (www.casel.org)
- Firm, fair, kind, consistent teaching
- Positive relationships with all students
- Physiology for learning instruction (diet, sleep, exercise, stress management)

The BIP Desk Reference
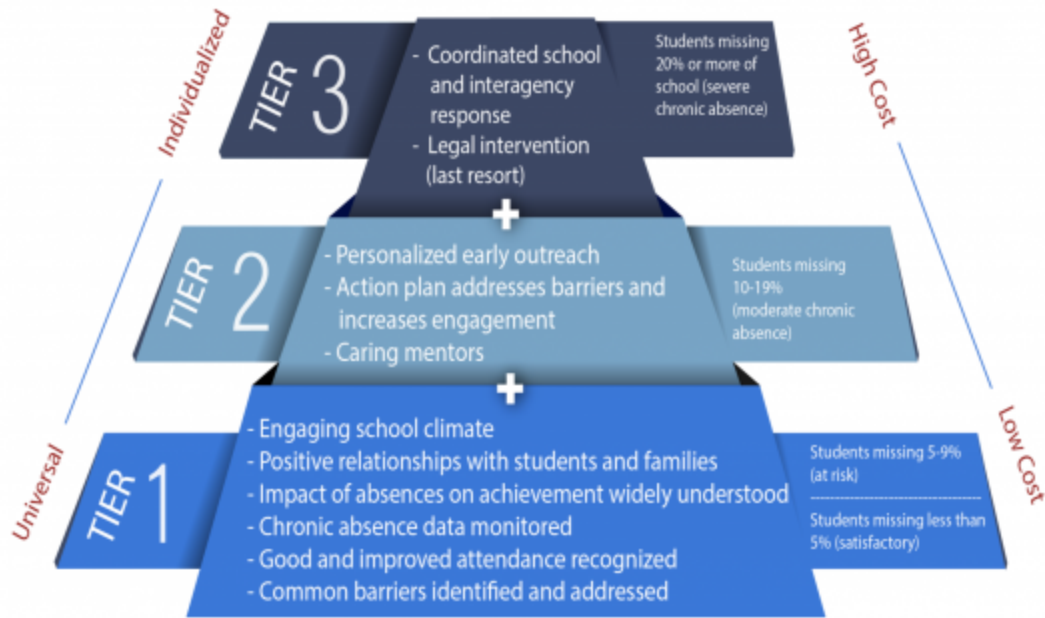See www.pent.ca.gov

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SECTION 7:

Tiered System of Supports for Improving Attendance

Attendance and RTI

Regular school attendance is a critical factor for RTI interventions. Without regular attendance, a child will not be able to receive the instruction they need to close the instructional gap. Regular attendance is necessary to ensure that interventions are implemented as intended and that the results of the progress monitoring reflect the students' actual progress, or lack of, and is not a reflection of lack of instruction. Decisions about the effectiveness of instructional interventions can only be accurately made if a child is attending school regularly, but if a child is not, the Instructional Support Team and the Committee on Special Education cannot determine whether a child's learning struggles are predominantly due to lack of appropriate instruction or the result of a learning disability.

Tiered System of Supports For Improving Attendance

TIER 3 (Individualized / High Cost)
- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)

+

TIER 2
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Students missing 10-19% (moderate chronic absence)

+

TIER 1 (Universal / Low Cost)
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Students missing 5-9% (at risk)

Students missing less than 5% (satisfactory)

Madison Central School has an established cut off rate of 80% for attendance. Students whose attendance is below the established cut-off rate will receive intervention services, unless there are extenuating circumstances that caused the absence(s). Extenuating circumstances could include, but are not limited to an unusual illness, hospital stay, or death in the family.

Examples of Interventions:
504 Plan Evaluation
Student/Parent Conference
Weekly Attendance Tracking
Mentorship Program
Home Visit
Psychoeducation Group
Individual Counseling

Interventions and Accommodations Explained

504 Plan Evaluation

Evaluation for a 504 Plan may be appropriate for students with chronic health issues,including mental health diagnoses. Students with severe health issues may miss a large number of school days due to treatment schedules, hospitalization, and recovery times. However, a number of students with less severe chronic health issues may be able to improve their attendance rate with implementation of a 504 Plan that allows accommodations throughout the school day. For example, a student with asthma-related absences may benefit from an accommodation allowing access to the school nurse to use a nebulizer during the school day; a student diagnosed with anxiety may benefit from social work services during the school day; etc.

Student/Parent Conference

Student/Parent conferences can be very helpful in identifying root causes for absenteeism. Sometimes, these conferences may reveal a parent who is just as frustrated with the absences as the school, and willing to partner to improve the situation. Other times, the conference may reveal a parent who is contributing to or even causing the student's chronic absenteeism. The Student/Parent conference is the first step in creating an individualized intervention for the student, parent, or both.

Key questions to ask at the Student/Parent Conference:
1. Why has the student had such a high number of absences this year?
2. Have absences been a problem for this student in the past?
3. Does the parent view the absences as problematic?
4. Does the student view the absences as problematic?
5. What barriers has the parent encountered in getting the student to school every
day?
6. How can the school help to remove those barriers?
7. Is the parent in need of additional resources in the community to assist with school attendance (e.g. bus pass, carpool, child care, counseling, etc.)?

Mentorship Program

For some students, absenteeism may be related to general apathy surrounding school, to a lack of connectedness to the school, or to a disorganized home life. A mentorship program is a great option for these students.

Identify possible staff mentors throughout the building. Hopefully, you work in a building where all staff would be willing to serve as a mentor, but in reality, some staff will have schedules and commitments that make mentorship difficult. Serving as a mentor will require a minimum of about 10 minutes per day, per student, perhaps longer.

Roles/responsibilities of the staff mentor:
- ➢ Check in with the student at the start and end of each and every school day
  (that each and every is important!).
- ➢ Build a trusting relationship with the student. For this program, mentorship is
  about serving as a trusted adult in the building, not about monitoring or
  tracking the student's progress or actions. Learn about the student's interests
  and challenges. Celebrate successes and offer support when the student
  encounters failure. Offer your unconditional positive regard for the student as
  a person, and show interest in him/her each time you talk.
- ➢ When possible, offer opportunities to spend time with and mentor the student
  at other times throughout the school day. Eat lunch with the student, or offer
  an opportunity to do something special with the student based on their
  questionnaire responses (for example, if the student says she enjoys chess,
  set up a chess match during study hall or after school with her and a few
  friends in your office or classroom). Seek out the student at after-school
  events like sports games etc. to say hello.
- ➢ When a student is absent from school, call the home and speak with the
  student. Let him know that you missed seeing him that day, and hope he
  is back to school tomorrow.

Distribute the mentorship questionnaire to students who are going to receive this

intervention. Try to assign students to a mentor that they list on their questionnaire, as long as it is not a teacher with whom they spend a majority of their day. The key to this intervention is for the mentor to be able to offer unconditional positive regard to the student, and to provide another way to feel connected to the school. Some students may request mentors that cannot provide unconditional positive regard—in that case, it is a good idea to find a different mentor for the student to work with. This person may be a staff member in the building that the student has never met before, and that is fine. The important thing is helping the student to build a positive relationship with another adult in the building. Often, it is beneficial when that adult is not responsible for giving the student a grade.

Home Visit

Like the Student/Parent Conference, a Home Visit can reveal a great deal about a

student's absenteeism. For parents who are unwilling or unable to come to school for a conference, meeting with the parent and student in their home may be a good option. A Home Visit may also be an option when schools have suspicions involving a student's absence. Consider dropping by an absent student's home during the day to bring homework and to check in on the student. You may be greeted with a host of different possibilities when you visit the home:

➢ Student is at home and truly sick
➢ Student is at home, but not truly sick (may be entirely well and enjoying a day
  of video games and television, or may have complaints that do not
  necessarily require absenteeism, such as feeling tired or having allergies)
➢ Student is not at home (may be at a doctor's appointment, or may be out
  on a shopping trip—check in with this student to get an explanation as
  soon as
    possible after they return to school).
➢ Parent is contributing to unnecessary absenteeism

➢ Student is at home, and has unexplained or suspicious bruises, cuts, etc.
  (possible sign of physical abuse being covered up by parents. Call child
  protective services if you see any possible signs or suspect that the child
is
  being abused).
➢ Student and/or parent is/are under the influence (again, call child
  protective
  services if you suspect abuse or unsafe living conditions).

For safety, it is always a good idea to have two or more staff members attend a
Home Visit, especially if you do not know the family well. Schools may have
security guards or liaison officers who can attend these visits as well, especially
if safety is a concern.

Weekly Attendance Tracking

This is a simple, although somewhat time-consuming, intervention that can be
done as a long-term intervention to help students improve their attendance.
Students should be old enough to have some control over their school
attendance. Kindergarteners and first grade students are typically at the mercy
of their parents to make attendance decisions for them, but some second
graders and up will be involved in those decisions. Decide on what grade is
appropriate to start implementing this intervention based on your own school.

1. Meet with students individually to review their current attendance data and to
discuss importance of attendance.

2. Set an attendance goal and timeline that is appropriate to the student's
developmental age. Younger students should have a shorter-term goal of a
month,
whereas older students can have a goal lasting a quarter or even a semester.
Goals should be realistic and attainable. A student who has been attending
school 2-3 times per week will probably not suddenly begin attending school 5
days per
week just because of this intervention. Smaller, attainable goals will help
students
gain pride and confidence in what they have accomplished, and set them up to
set
higher goals as they go along through the process.

3. Decide whether extrinsic incentives are required. If students do not have an intrinsic desire to improve their attendance, extrinsic incentives should be considered. Extrinsic incentives can be simple and free (allowing student to have

preferred activity time or a special recognition among his/her classmates, etc.), or

more extravagant (taking students who meet their goals on a special field trip, pizza party, etc.), but should be something that motivates the student.

4. Meet with students weekly to track progress (see progress chart). Help students

claim ownership of their attendance tracking by having them review and chart their own attendance data. Discuss any absences incurred with the students and

problem-solve as necessary around how to improve attendance.

5. At the end of the established timeline, meet with the student to review whether

he/she met their attendance goal. Decide whether it is appropriate to graduate the

student from the intervention, to set higher goals for the next intervention period, or to otherwise readjust goals for the next intervention period. If the student did not meet their goal, consider adding additional support.

Psychoeducation Group

A psychoeducational group can be run and managed by your school counselor, social worker, or psychologist. Groups ideally consist of about 6-8 students of similar age who all struggle with absenteeism. The goal of the group is to educate students about absenteeism so that they can buy in to the importance of attending school regularly.

Topics that you may wish to consider for your psychoeducational group:
  ➢ How does attendance affect grades?
  ➢ How does attendance affect test scores?
  ➢ How does attendance affect promotion to the next grade level?
  ➢ How does attendance affect participation in extracurricular activities?
  ➢ What are barriers to attendance that students face?
  ➢ What supports exist for students who are struggling with attendance?

➢ How can students access supports that are already in place?

➢ What should a student do if help is needed, but no support already exist?

Group schedules are at the discretion of the school, but for many schools, 1-4 sessions should be sufficient to cover relevant topics and to provide students with information that they may need to improve their attendance.

Individual/Small Group Counseling

Individual or Small Group Counseling can also be provided and managed by your school counselor, social worker, or psychologist. Unlike a psychoeducational group, small group and individual counseling focuses on students' own experiences. Small group or individual counseling may have an educational component, but will also help to support students' social-emotional needs and to foster the social-emotional growth needed to improve their attendance.