



**Pacific Elementary School District
Tiered Re Engagement Strategies for Distance Learning**

Reviewed by Teachers October 14, 2020

Board Approved October 20, 2020

**Tier 1 - Universal Prevention: School-wide strategies for improving attendance and engagement.
Applies to all students.**

- All teachers will provide multiple approaches for successful academic achievement, including synchronous classes, asynchronous assignments, screen-free assignments/paper packets, etc.
- Teachers or aides will notify parents daily when students have missed synchronous classes they were expected to attend or assignment deadlines they were expected to meet.
- The school will provide devices and connectivity (if possible) to students who need it.
- Teachers, aides, or other staff will provide training to students and families to overcome technical or other obstacles to participation.
- The school registrar, with help from other staff, will collect and keep updated contact information for multiple family members and support people for each student.

Tier 2 - Early Intervention: Student- and family-level supports. Applies to any student who is identified by a staff member as needing additional support AND any student who does not attend and/or engage in distance learning 60% or more of any given week, even if the absences are excused.

- The school secretary, Hillary Redding, will regularly produce attendance reports for teachers.
- Teachers will identify all students needing Tier 2 supports.
- Based on the language needs of needs of the family and the existing relationships between the student, family, and Pacific School staff, one of the following people will be selected to be the family's Attendance Support Lead:
 - The classroom teacher
 - A classroom aide
 - Chyna Darby, Registrar
 - Lori Postie, Resource Specialist

- As part of the re-engagement strategy, the Attendance Support Lead will attempt to reach out and determine and resolve the cause(s) for the absences. The Attendance Support Lead will:
 - Ensure that communication with the parent is working, including phone messages, emails, etc.
 - Determine if there is a breakdown in communication and take steps to reestablish communication and make any corrections to the school's contact information records if necessary. Steps to reestablish communication could include checking whether other staff, including school lunch staff, have had contacts with the family, communicating with the family's emergency contacts, etc.
 - Determine if the lack of participation is due to a lack of technology access and take the necessary steps to ensure any technology issues are resolved.
 - Determine whether assignments in a different format (e.g. paper packets, etc.) would be helpful.
 - Discuss other forms of support such as additional time needed, emotional or mental health supports, and/or potential increased academic supports or interventions such as tutoring.
 - Notify the parents that continued absences from distance learning could result in a conference with the superintendent/principal.

Tier 3 - Intensive Intervention: Intensive supports for families in need. Applies to any student whose attendance and/or engagement in distance learning continues to be poor despite use of Tier 2 supports.

- The superintendent/principal will schedule a meeting and/or make a home visit with the family, and may:
 - Explore creative ways to improve the relationships between the teacher, student, and curriculum.
 - Develop an attendance plan that includes incentives and consequences for future attendance.
 - Review family circumstances for outside connection with health and social services, including the Davenport Resources Services Center if appropriate.
 - If possible, explore increasing the student's access to in-person learning and/or other alternative approaches to accessing the curriculum.