



**CANYONS**  
SCHOOL DISTRICT

A DECADE OF EDUCATIONAL EXCELLENCE

# Canyons School District's Tiered Interventions for Attendance

September 19, 2025



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# Removing Barriers to Attendance

<b>TIER 1</b> Missing Less than 5% of School	<b>TIER 2</b> At Risk of Missing 5-10% of Days	<b>TIER 3</b> At Risk of Missing 100% or more Days
<ul style="list-style-type: none"><li>• Each of our schools serve <b>breakfast daily</b></li><li>• 5 high schools have <b>Teen Centers</b> with showers, laundry access, provide food pantries, clothing and hygiene options, multiple supports for families</li><li>• 8 elementaries are <b>Community Schools</b>, provide food pantries, clothing and hygiene options, multiple supports for families</li><li>• District provides <b>food pantry, clothing and hygiene options</b> for all families</li><li>• Every school in CSD has a <b>safe walk route</b> to address community safety</li><li>• <b>10 vaccine clinics</b> and <b>pack out vaccinations</b> by nurses in all schools as well as <b>hearing and vision screenings</b> provided</li><li>• <b>Telehealth</b> with 23 nurses across all of our schools and the district office</li><li>• 5 Title One schools have full time nurses</li><li>• <b>OTC medication standing order</b> implemented in all schools</li></ul>	<ul style="list-style-type: none"><li>• <b>Telehealth/hearing and vision referrals, transportation supports, cost of medications</b></li><li>• School <b>nurses follow-up</b> on medical related absences</li><li>• Partnerships with dental providers for checkups and other services</li><li>• All but two schools have <b>School Based Mental Health</b> providers located in our schools</li><li>• Wellness staff provide families with information on <b>community resources</b> to help overcome barriers</li><li>• Connect families with school-based resources that can support good attendance</li></ul>	<ul style="list-style-type: none"><li>• Implement agreed upon family intervention plan. Monitor for progress</li><li>• Connect students with chronic physical and mental health issues to medical providers</li></ul>

# Monitoring Absenteeism Data

<p style="text-align: center;"><b>TIER 1</b> Missing Less than 5% of School</p>	<p style="text-align: center;"><b>TIER 2</b> At Risk of Missing 5-10% of Days</p>	<p style="text-align: center;"><b>TIER 3</b> At Risk of Missing 10% or more Days</p>
<ul style="list-style-type: none"> <li>● <b>Building Leadership Teams</b> regularly review attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support</li> <li>● Each school in CSD develops a <a href="#"><u>School Wide Attendance Plan</u></a> for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice</li> <li>● School teams use <b>Early Warning System data</b> to identify common barriers to attendance</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Refer to SST</b>, review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance</li> <li>● Look for qualitative data to assess the underlying cause for a student’s continued absences</li> <li>● Evaluate whether students with persistent chronic absence need an appropriate tier 3 response</li> </ul>	<ul style="list-style-type: none"> <li>● Identify students with a history of missing 20% or more of school and or at risk due to other major challenges (involvement in DCFS, JJYS, McKinney Vento etc.)</li> <li>● Review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention</li> </ul>

# Engaging Students and Parents

<p style="text-align: center;"><b>TIER 1</b> Missing Less than 5% of School</p>	<p style="text-align: center;"><b>TIER 2</b> At Risk of Missing 5-10% of Days</p>	<p style="text-align: center;"><b>TIER 3</b> At Risk of Missing 10% or more Days</p>
<ul style="list-style-type: none"> <li>● CSD Administrators have been charged to create <b>school climate</b> that encourages students to come to school everyday</li> <li>● They create a <b>welcoming culture of attendance</b></li> <li>● They provide <b>activities that engage students and families</b></li> </ul>	<ul style="list-style-type: none"> <li>● We have <b>12 McKinney Vento Assistants</b> in schools with <b>2 district liaisons</b></li> <li>● <b>Home visits</b> from school staff to provide information and attention that share concern for children and families</li> <li>● <b>Utilize FBAAT</b> to provide appropriate interventions, identify and provide family needs</li> <li>● Maintain contact with families to ensure they are receiving necessary support</li> <li>● Identify academic needs of student and develop a plan</li> </ul>	<ul style="list-style-type: none"> <li>● Assess student and family needs and intensify outreach</li> <li>● <b>Refer to DCFS/JJYS/Peer Court</b> to involve families and student in needed services and interventions</li> <li>● Work to ensure that the student is connected to positive supports and programs - <b>Check and Connect Mentors</b></li> <li>● Utilize lessons learned from working with families and students in tier three to inform tier one and two prevention and intervention efforts</li> </ul>

# Recognize Good/Improved Attendance

<b>TIER 1</b> Missing Less than 5% of School	<b>TIER 2</b> At Risk of Missing 5-10% of Days	<b>TIER 3</b> At Risk of Missing 10% or more Days
<ul style="list-style-type: none"><li>• Several schools have created <b>friendly competitions</b> among classrooms (building a Yeti), celebrations and public recognition for good and improved attendance (Dawg Wednesdays)</li><li>• Schools <b>celebrate progress through recognitions</b> using announcements, sandwich boards, certificates, verbal and written acknowledgement</li><li>• Students and parents are recognized at <b>special assemblies</b></li></ul>	<ul style="list-style-type: none"><li>• Students and families <b>set attendance goals</b> and time frames</li><li>• Students <b>track their own attendance</b></li></ul>	<ul style="list-style-type: none"><li>• <b>17 Check and Connect Mentors</b> in 10 schools and 4 District-wide establish specific individual goals and provide recognition as they are met</li><li>• <b>Positive reinforcements</b> are incorporated into plans for supporting the student's improved attendance</li></ul>

# Provide Personalized Early Outreach

<b>TIER 1</b> Missing Less than 5% of School	<b>TIER 2</b> At Risk of Missing 5-10% of Days	<b>TIER 3</b> At Risk of Missing 10% or more Days
<ul style="list-style-type: none"> <li>● <b>Parent Square messages</b> are sent each period/date that a student is absent</li> <li>● <b>Nudge letters</b> are sent after 5 days with information about chronic absenteeism</li> <li>● Attendance is included on <b>report cards/progress reports and in parent conferences</b></li> <li>● <b>Kindergartner Orientations</b> are held with families new to school to help them learn about their child’s new school, get to know their teachers, and to set expectations about attendance including clearly communicating how absences can add up and impede learning, along with helping families to understand all of the learning that</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Nudge letters</b> are sent after 10 days with information about chronic absenteeism</li> <li>● Recruit students for engaging after school activities. Provide morning check-ins for students</li> <li>● Schedule <b>Parent/School Staff Conference</b> to discuss absences (Principal, Assistant Principal, Teacher, Guidance Counselor, etc.)</li> <li>● Families are <b>referred to appropriate services</b> e.g. social services, Medicaid Outreach, and health services</li> <li>● Arrange transportation to and from school with other families or staff</li> <li>● <b>Make home visits</b> and connect families</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure continued positive and regular contact with the family</li> <li>● Check in on agreements at appropriate intervals</li> <li>● Follow through on commitments of support to the family</li> <li>● When the student misses school ensure assigned personnel is following up on each absence</li> </ul>

# Resources

1. [USBE Attendance Updates 2025-26](#)
2. ["Every Day Counts!"](#)
3. [School Attendance Matters aboard the Elementary Starship Otterprize](#)

4. [Policy–500.35–Student Attendance](#)

Policy was updated to align a Board-Approved absence with Utah Code for **scheduled pre approved education leave**. **HB 42 Education Sunset Extension (2022) extends the sunset deadline from June 1, 2022 - June 1, 2027.**

5. [Policy–500.35–2 School Wide Attendance Plan & Parent Plan Summary Attendance](#)

Each school shall develop a schoolwide attendance plan that complies with state and District policies. Development of a schoolwide attendance plan shall include use of research findings, faculty and staff consensus, community input, and involve the respective School Performance director.



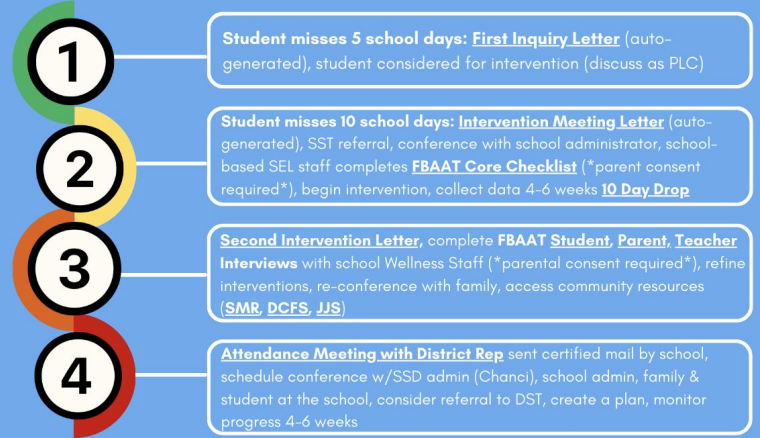
# Resources

6. [Flow Chart for Chronic Absenteeism](#)
7. [Attendance Letters](#)
8. [Attendance Type and Reason Codes](#)
9. [Action Plan](#) for BLT
10. [As chronic absenteeism skyrockets amid reopenings, how can states and districts reengage students?](#)
11. [Attendance Works.org Establishing-School-wide-Attendance-Incentives.pdf](#)
12. [CSD Absenteeism & Truancy: Interventions & Universal Procedures.pdf](#)

## CSD Flow Chart for Chronic Absenteeism



Create a school climate that encourages all students to come to school everyday, a welcoming culture of attendance, and provide activities that engage students and families.



**Interventions:** SST referral to consider academic/behavior/mental health interventions, adjust curriculum/schedule, Check-in/Check-out, Check and Connect/peer mentor, Meaningful Work, Mediation/Restorative Conference, Referral to Canyons Family Center, Parent Training, Peer Court, Social Skills



# Resources

## 13. Functional Behavior Assessment of Absenteeism and Truancy:

- a. [FBAAT Core Checklist](#) ,
- b. [Summary Core Checklist](#) , &
- c. Interviews:
  - i. [Parent Interview](#)
  - ii. [Student Interview](#)
  - iii. [Teacher Interview](#)

## 14. From the book [Absenteeism and Truancy Universal Procedures and Interventions](#)

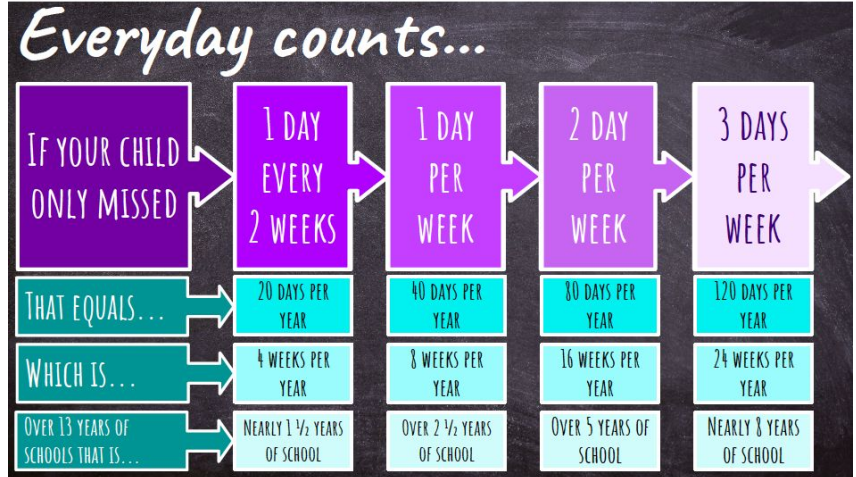
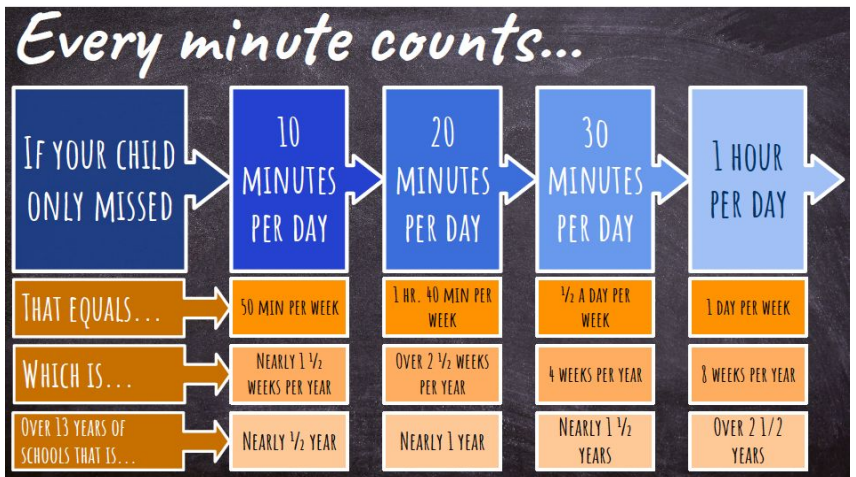
Here are some interventions to implement:

- a. Cognitive Behavior Therapy to Reduce Anxiety (page 90)
- b. Group Contingency (page 118)
- c. Increased Supervision/Structure (page 140)
- d. Parent Training: Type 1 (page 182)
- e. Problem Solving (page 232)
- f. Self-management Training (page 262)
- g. Social Skills Training (page 282)

## 15. [Overcoming Entrenched School Refusal](#)



# Resources



16. <https://hs.utah.gov/smr>
17. <https://dcfs.utah.gov/>
18. <https://ijys.utah.gov/referral/>
19. [attendanceworks.org/chronic-absence/addressing-chronic-absence-3-tiers-of-intervention/](https://attendanceworks.org/chronic-absence/addressing-chronic-absence-3-tiers-of-intervention/)