

## School Support Plan (SSP) Cheat Sheet

The School Support Plan was established as an assessment tool to engage the student and family around the student's chronic absenteeism. The SSP should be used for the school to build a relationship with the student and family to address reasons for the student's chronic absenteeism. As a reminder, engaging the student in a positive manner versus looking at punitive consequences has shown to be more successful in improving attendance.

### Common Questions:

#### **Q: Is the School Support Plan mandatory this year?**

A: No. This school year our office is piloting the SSP form. We are looking to get feedback and figure out best practices so that this form is helpful for students, school staff, and the County. We encourage schools to use the SSP this year whenever possible.

#### **Q: Our school already has us fill out intervention paperwork/alternative document, do we need to fill out the SSP as well?**

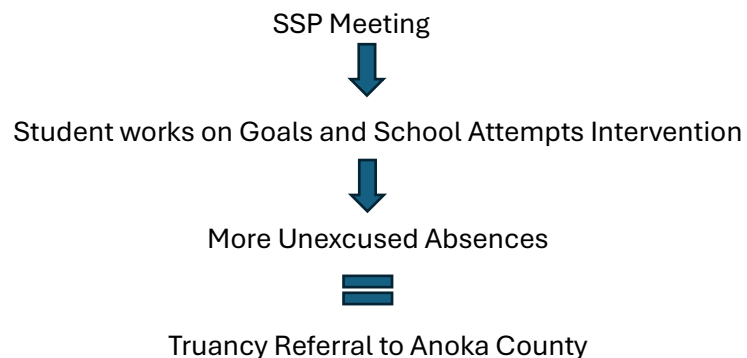
A: No, the SSP is not mandatory this year. However, please submit the intervention documentation that your school uses when submitting a truancy referral. The SSP will be mandatory next school year, so schools should transition to the SSP if possible.

#### **Q: I have not been able to reach a guardian to complete a SSP, what should my next steps be?**

A: Complete the SSP with the student on day they are in the school. Email or mail a completed copy to the student's guardian(s). If after the SSP has been completed, and continued attempts to contact guardian(s) through numerous means has been unsuccessful, submit a truancy referral. During screening, our office will review these intervention attempts and may expedite the case.

#### **Q: How long should I wait after the SSP meeting to submit the first truancy referral?**

A: As long as the student is making progress, keep working with the student. If the student and family is engaged and working with the school, consider not filing truancy. If the student continues to have a pattern of unexcused absences following the meeting, file a truancy referral so the County can start our intervention program. For example, the school met with the family when the student had 5 days of unexcused absences. The student identified the barrier to attendance was issues with their schedule. The school modified the student's schedule to address this concern. Despite the intervention attempt made by the school, the student has had 5 more days with unexcused absences. This would be a situation in which it would make sense to submit a truancy referral. Ultimately, it is at the school's discretion when to submit the referral after the SSP meeting.



# TIPS on How to Fill Out the SSP:

## SCHOOL SUPPORT PLAN

Student Name:

Meeting Date:

Names of those Present:

This plan is meant to be used as an assessment tool. Please use this at the school level to look at interventions to support attendance prior to referring to Anoka County's Truancy Diversion Program.

### HEALTH STATUS

Check all that apply

Does the family have a significant life event that may have contributed to the student's chronic absenteeism? (*Examples: chemical abuse, illness of family member, death of family member, recent divorce of parent, recent marriage of parents, etc..*)

Please describe:

Does the student have any mental health concerns that could be affecting their chronic absenteeism?

Please describe:

Does the student have a chronic health condition that could be affecting their chronic absenteeism.

Please describe:

Does the student have a chemical health concern that could be affecting their chronic absenteeism.

Please describe:

### Health Status Section:

Ask the student and/or guardian if the student is having any of these concerns.

-If student answers no, leave the section blank.

-If student answers yes, check the box next to that question and briefly describe the nature of the concern as reported by the student.

**STUDENT/FAMILY STRENGTHS**

Check all statements that are true

- |   |   |
|---|---|
| <input type="checkbox"/> Family has reliable transportation                             | <input type="checkbox"/> Student is respectful of staff   |
| <input type="checkbox"/> Family has stable housing                                      | <input type="checkbox"/> School has had CMH discussions   |
| <input type="checkbox"/> Family is able to meet financial needs                         | <input type="checkbox"/> Student feels supported at home  |
| <input type="checkbox"/> Family has food security                                       | <input type="checkbox"/> Student has academic success     |
| <input type="checkbox"/> Family understands attendance requirements                     | <input type="checkbox"/> Student has friends at school    |
| <input type="checkbox"/> Students and guardian value education                          | <input type="checkbox"/> Student has friends in community |
| <input type="checkbox"/> Student has a connection with an adult in the school building. |   |

If yes, please describe:

**Student/Family Strengths Section:**

Have a discussion about the things that are going well in the student's life.

-Check all boxes that apply.

The statements listed above are meant to facilitate a conversation, as such, it is not necessary to discuss all the statements in detail. It will be helpful to know what is going well in the student's life when brainstorming goals to improve attendance. For example, if the student reports that he/she has a good relationship with their band teacher, is there a way the student can check-in with the band teacher weekly to touch base?

**ACADEMIC ENVIRONMENT**

Does this student have an IEP  Yes  No  
Learning Disability  Yes  No

Does this student have a 504  Yes  No  
Emotional/Behavioral  Yes  No

*Note: Consider if IEP or 504 should be considered to address chronic absenteeism first.*

*If there is an IEP or 504 Plan in place, does it need to be modified to address chronic absenteeism? If there is no plan in place, consider if an evaluation for an IEP or 504 Plan should be initiated to address chronic absenteeism.*

**Academic Environment Section:**

Check yes or no for each of these questions.

Narrative from student/guardian(s) as to what is the barrier to the student's attendance:

Narrative from school as to what is the barrier to the student's attendance:

**Barriers Section:**

Ask the student to describe why he/she is having unexcused absences. Summarize what the student reports.

If the school and student identify the same barrier, fill out the student section only. The Barrier Section is meant to figure out what the issue is so that the goals will be focused on addressing those barriers.

GOALS FOR STUDENT AND/OR INTERVENTION ATTEMPTS MADE BY SCHOOL TO INCREASE SCHOOL ATTENDANCE
1.
2.
3.

Goals/Interventions Section:

This section is meant to be create a plan with the student on how to improve attendance. Briefly describe 1- 3 goals that are mutually agreed upon. Ideally, we are looking for at least one goal for the student and 1 intervention attempt that the school is going to do.

Please make sure that the goals/next steps to increase school attendance are personalized towards the student's needs and not just a cookie cutter response.

Here are some examples of goals/interventions:

- Working with teachers to support student to catch up on missing assignments, modify missing assignments/exams if needed
- Quiet test taking environment to avoid distractions
- Altered Due dates agreed upon by teacher/parent/student
- Scaffolding large assignments into smaller segments with clear deadlines.
- Breaks from class to address symptoms Ex; Breaks from class to address symptoms, for example: sensory breaks, using the time to meet with a social worker, counselor, or nurse, if unable to return to class promptly.
- Strategic seating determined through teacher/student partnership
- Ability to use quiet fidgets during class
- Support the student with test retakes if needed
- Daily/weekly check ins with an adult in the school who student has relationship with
- Modified assignments/exams moving forward
- Referrals/resources for mental health options
- Referrals/resources for chemical dependence options
- Make referral for Special Education services (IEP or 504)
- Assist parents with school portal sign in to monitor attendance
- Adjust schedule (enjoyable class for 1st hour to motivate morning attendance)
- Switch lunch time to be with friends
- Establish and document a plan for student to access if feeling overwhelmed in class
- Create a safe place for the student to be if overwhelmed in class
- Access Cultural Liaison to support the family and the student
- Explore alternative education options with family/student

- Establish in school incentives (lunch with favorite teacher, complete 5 assignments can skip one, etc)
- Increase time in Special Education classes if appropriate
- Altered passing times

Some Examples of goals that are not specific enough:

- Attend class
- Arrive to class on time
- Stay in class
- Participate in class
- Earn credits for graduation
- Continue to monitor attendance
- Attendance letters

<b>Page 3: Completed by the school after intervention has been attempted:</b>		
Please provide information regarding school intervention attempts and/or goals for the student to increase school attendance as discussed previously when you met with the family and filled out page 2 of this form.		
<u>Intervention/Goal 1</u>	<u>Intervention/Goal 2</u>	<u>Intervention/Goal 3</u>
<input type="checkbox"/> Attempted?	<input type="checkbox"/> Attempted?	<input type="checkbox"/> Attempted?
Comments:	Comments:	Comments:

Page 3 of the SSP is meant to be filled out once the school has decided to submit a truancy referral to the County. In this section, please indicate if the intervention was attempted and if so, what was the result? Did the intervention attempt improve attendance? Did the school see a change in the student's behavior? Did the student show progress? If the intervention was not attempted, what is the reason it was not attempted?

<b>ADDITIONAL INTERVENTIONS ATTEMPTED</b>
Check each intervention, if any, the school has attempted in addition to what is listed above in the boxes above.
<input type="checkbox"/> Staff attempts to engage student at time of return regarding reason for absence
<input type="checkbox"/> Met with student and guardians to address absences
<input type="checkbox"/> Communicated with guardians on day of absence (not robocall)
<input type="checkbox"/> Provided incentives/rewards for good attendance

- |   |   |
|---|---|
| <input type="checkbox"/> Arranged tutoring/academic mentoring services for student                      | <input type="checkbox"/> Arranged safe place for student  |
| <input type="checkbox"/> Engaged in in-school social/support groups                                     | <input type="checkbox"/> Student met with counselor       |
| <input type="checkbox"/> Referred family to community programs  | <input type="checkbox"/> Modified school day schedule     |
| <input type="checkbox"/> Encouraged involvement in extracurricular activities                           | <input type="checkbox"/> Modified homework                |
| <input type="checkbox"/> Arranged morning sign in procedures with staff person                          | <input type="checkbox"/> Initiated 504 accommodation plan |
| <input type="checkbox"/> Initiated IEP testing  |   |
| <input type="checkbox"/> Consideration of alternative education setting (ie ALC, Day Treatment, etc...) |   |
| <input type="checkbox"/> Other:   |   |

School Representative \_\_\_\_\_ Date \_\_\_\_\_

[Additional Intervention Attempted Section:](#)

Please check the boxes for any other intervention attempts made that are in addition. It is not necessary for you to check any of these boxes if not applicable. Then, sign and date the form.