Special Education Department
Five Town CSD / MSAD 28
22 Knowlton Street
Camden, ME 04843

Student Absenteeism IEP Meeting Protocols

EXCUSED ABSENCES IEP MEETING PROTOCOL

Situation	Procedure
• Student accumulates 5 excused absences.	• Case manager should informally reach out to the parent to check in regarding student health and well-being. • Case manager should informally document contact in student contact log.
• Student accumulates 10 excused absences.	• Case manager should: o K-8: Work with Special Ed Admin Assistant to schedule a Manifestation Determination IEP meeting. o 9-12: Ask the IEP Coordinator to schedule a Manifestation Determination IEP meeting. • If absences **are** determined to be a manifestation of the child's disability, necessary programmatic changes should be considered. Additional IEP meetings may be necessary. • If absences **are NOT** determined to be a manifestation of the child's disability, IEP should be maintained as is. Additional IEP meetings may not be necessary.
• Students accumulates 10 additional excused absences.	• If absences **were** determined to be a manifestation of the child's disability at the previous 10-day manifestation determination meeting, a Program Review should be scheduled. o K-8: Work with Special Ed Admin Assistant to schedule a Program Review IEP meeting. o 9-12: Ask the IEP Coordinator to schedule a Program Review IEP meeting. o IEP Team should discuss further programmatic changes and interventions. IEP Team may make a "stand ready" determination if the Team agrees current program is appropriate. ▪ No additional IEP meetings are necessary (save for annual reviews, reevaluations, and parent requests). • If absences **were NOT** determined to be a manifestation of the child's disability at the previous 10-day manifestation determination meeting: o Case manager should informally reach out to the parent to check in regarding student health and well-being. o No additional IEP meetings are necessary (save for annual reviews, reevaluations, and parent requests).

UNEXCUSED ABSENCES IEP MEETING PROTOCOL

Situation	Procedure
• Student accumulates 5 nonconsecutive or consecutive unexcused absences.	• Student may be considered habitually truant. • Case manager should informally reach out to the parent to check in regarding student health and well-being.
• Student accumulates 8-10 nonconsecutive or consecutive unexcused absences.	• Student is habitually truant. • Case manager should ask social worker/guidance counselor to check in with student regarding nature of absences. • Case manager should: o K-8: Work with Special Ed Admin Assistant to schedule a Manifestation Determination IEP meeting. o 9-12: Ask the IEP Coordinator to schedule a Manifestation Determination IEP meeting. • If absences **are** determined to be a manifestation of the child's disability, necessary programmatic changes should be considered. • If absences **are NOT** determined to be a manifestation of the child's disability, IEP should be maintained as is.
• Student accumulates 8-10 additional nonconsecutive or consecutive unexcused absences.	• Student is habitually truant. • Case manager should ask social worker/guidance counselor to check in with student and/or parent regarding nature of absences. • Case manager should, regardless of the result of the manifestation determination meeting: o K-8: Work with Special Ed Admin Assistant to schedule a Program Review IEP meeting. o 9-12: Ask the IEP Coordinator to schedule a Program Review IEP meeting. • If absences **were** determined to be a manifestation of the child's disability at the previous 10-day manifestation determination meeting: o IEP Team will discuss further programmatic changes and interventions. IEP Team may make a "stand ready" determination if the Team agrees current program is appropriate. o No additional IEP meetings are necessary (save for annual reviews, reevaluations, and parent requests). • If absences **were NOT** determined to be a manifestation of the child's disability at the previous 10-day manifestation determination meeting: o Case manager should informally reach out to the parent to check in regarding student health and well-being. o No additional IEP meetings are necessary (save for annual reviews, reevaluations, and parent requests).
Regular Education Protocols	• Building administrators send attendance letters home when students hit the following: o 10 days o 18 days o 25 days

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	o 30 days They send these letters if students stop attending completely for extended periods of time.