



Student Absenteeism IEP Meeting Protocols

EXCUSED ABSENCES IEP MEETING PROTOCOL

Situation	Procedure
<ul style="list-style-type: none"> Student accumulates 5 excused absences. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Student accumulates 10 excused absences. 	<ul style="list-style-type: none"> Case manager should: <ul style="list-style-type: none"> K-8: Work with Special Ed Admin Assistant to schedule a Manifestation Determination IEP meeting. 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 <u>may be</u> necessary. If absences are NOT determined to be a manifestation of the child's disability, IEP should be maintained as is. Additional IEP meetings <u>may not be</u> necessary.
<ul style="list-style-type: none"> Students accumulates 10 additional excused absences. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> K-8: Work with Special Ed Admin Assistant to schedule a Program Review IEP meeting. 9-12: Ask the IEP Coordinator to schedule a Program Review IEP meeting. 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. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Case manager should informally reach out to the parent to check in regarding student health and well-being. No additional IEP meetings are necessary (save for annual reviews, reevaluations, and parent requests).

UNEXCUSED ABSENCES IEP MEETING PROTOCOL

Situation	Procedure
<ul style="list-style-type: none"> ● Student accumulates 5 nonconsecutive or consecutive unexcused absences. 	<ul style="list-style-type: none"> ● Student may be considered habitually truant. ● Case manager should informally reach out to the parent to check in regarding student health and well-being.
<ul style="list-style-type: none"> ● Student accumulates 8-10 nonconsecutive or consecutive unexcused absences. 	<ul style="list-style-type: none"> ● Student is habitually truant. ● Case manager should ask social worker/guidance counselor to check in with student regarding nature of absences. ● Case manager should: <ul style="list-style-type: none"> ○ K-8: Work with Special Ed Admin Assistant to schedule a Manifestation Determination IEP meeting. ○ 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.
<ul style="list-style-type: none"> ● Student accumulates 8-10 additional nonconsecutive or consecutive unexcused absences. 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ K-8: Work with Special Ed Admin Assistant to schedule a Program Review IEP meeting. ○ 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: <ul style="list-style-type: none"> ○ 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. ○ 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: <ul style="list-style-type: none"> ○ Case manager should informally reach out to the parent to check in regarding student health and well-being. ○ No additional IEP meetings are necessary (save for annual reviews, reevaluations, and parent requests).
<p>Regular Education Protocols</p>	<ul style="list-style-type: none"> ● Building administrators send attendance letters home when students hit the following: <ul style="list-style-type: none"> ○ 10 days ○ 18 days ○ 25 days

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



	<ul style="list-style-type: none">o 30 days <p>They send these letters if students stop attending completely for extended periods of time.</p>
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