STUDENT SUPPORT SERVICES

Program Update 2024-25

June 2, 2025

Sean Halpin
Director of Student Support Services

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Plymouth
PUBLIC SCHOOLS
Making dreams come true
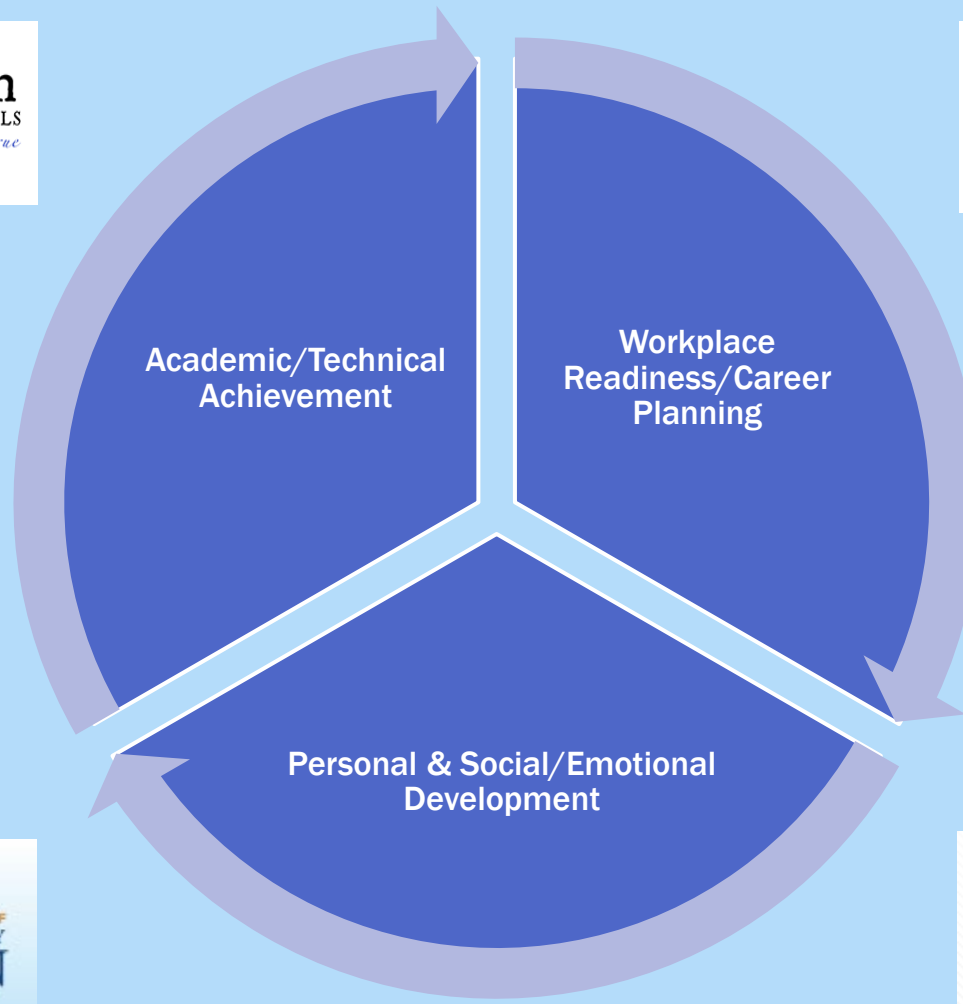
INTRODUCTION

Student Support Services

- School Counseling Services
- McKinney-Vento Homeless Education
- Foster Care Educational Stability
- Multilingual Learner (MLL)/English Learner Education (ELE)
- General Education Tutoring Services
- Home Education Plans
- Attendance Supervisor

SCHOOL COUNSELING
3 DOMAINS

Academic/Technical Achievement

Workplace Readiness/Career Planning

Personal & Social/Emotional Development

Student Support Services

SCHOOL COUNSELING PROGRAM HIGHLIGHTS

❖ **Group and Individual School Counseling: 3 Domains**
❖ **Equity of services: reach ALL students**
❖ **Proactive vs. reactive**

- **Master Calendars (PNHS, PSHS, PCIS, PSMS)**

- **Classroom Guidance: Naviance Curriculum including Student SMART Goals**
  - Grade 6 Transition to Middle School Survey: Developing Habits for Success
  - Grade 7 *Career Cluster Finder* Survey
  - Grade 8 *Strengths Explorer*
  - Grade 9 *Career Interest Profiler* Assessment and "What's Your Road?" Activity
  - Grade 10 *Do What You Are* Assessment and link Khan Academy to College Board
  - Grade 11 Build Resume & College SuperMatch Search
  - Grade 12 College Search, Postsecondary Applications, Senior Survey
  - Grades 8-11 Student Scheduling

- **Individual Annual Review Meetings**
  - Meetings to address specific developmental needs of individual students

- **Guidance Parent Night Programs**
  - Fall
    - Senior Information and Financial Aid Night
    - PPS Annual College Fair
    - FAFSA Workshops
  - Winter
    - Understanding Financial Aid Award Letters
  - Spring
    - College Planning Night
    - MEFA "After the Acceptance" Seminar
    - Financial Aid Night

SCHOOL COUNSELING PARENT PROGRAMS

Plymouth Public Schools Guidance Department

PARENT/STUDENT EVENING EVENTS

2024-2025

Plymouth PUBLIC SCHOOLS
Making dreams come true

Senior Financial Planning Seminars *(choose from any sessions)*	Tues., September 24 Weds., October 2 Thurs., October 10 Tues., October 15	6:30 - 8:00 PM 6:30 - 8:00 PM 6:00 - 7:30 PM 6:30 - 8:00 PM	Virtual *Registration links will be emailed and posted online*
PPS College Fair	Tues., October 15	6:00 - 8:00 PM	PNHS
PSAT School Day (Juniors)	Thurs., October 17		PNHS | PSHS | PHA
National Virtual College Fairs (NACAC)	Sun., September 15 Sun., October 13 Sun, November 3	1:00 - 6:00 PM 1:00 - 6:00 PM 1:00 - 6:00 PM	Virtual *www.nacacnet.org*
Parent FAFSA Demo Workshops	Thurs., October 3 Tues., October 22	6:00 - 7:00 PM 6:00 - 7:00 PM	PSHS PNHS
Armed Services Vocational Aptitude Battery (ASVAB)	Sat., November 16	8:00 AM	PSHS
Understanding Financial Aid Award Letters	Tues., December 10 Thurs., January 9 Tues., January 28	6:00 - 7:00 PM 6:00 - 7:00 PM 6:00 - 7:00 PM	Virtual *Registration links will be emailed and posted online*
College Admissions Seminar	Tues., January 14 Thurs., March 6 Weds., May 14	6:30 - 7:30 PM 6:30 - 7:30 PM 6:30 - 7:30 PM	Virtual *www.mefa.org*
SAT School Day (Juniors)	Weds., April 9		PNHS | PSHS | PHA
Financial Aid Night	May TBD	6:30 - 8:00 PM	Virtual

For additional FAFSA Parent Workshops, please access:
Massachusetts Educational Financing Authority (MEFA) 800-449-6332
MassEdCO at 508-586-3100 - Option 3

Please contact your child's Guidance Department with any questions.

@PNHSGuidance   @PSHSGuidance
(508) 830-4410   (508) 224-8769

SCHOOL COUNSELOR STAFFING 2024-25

Guidance Counselors: 15
School Psychologists: 14
Adjustment Counselors - General Education: 16.5
Adjustment Counselors - Special Education: 3.5

Elementary Schools
- Cold Spring:1 School Psychologist, 1 Adjustment Counselor
- Hedge: 1 School Psychologist, 1 Adjustment Counselor
- Federal Furnace: 1 School Psychologist, 1 Adjustment Counselor
- Indian Brook: 1.5 School Psychologist, 1 Adjustment Counselor
- Manomet: 1 School Psychologist, 1 Adjustment Counselor
- Nathaniel Morton: 1.5 School Psychologists, 1 Adjustment Counselor
- South: 2 School Psychologists, 1 Adjustment Counselor
- West: 1 School Psychologist, 2 Adjustment Counselors (includes CARE)
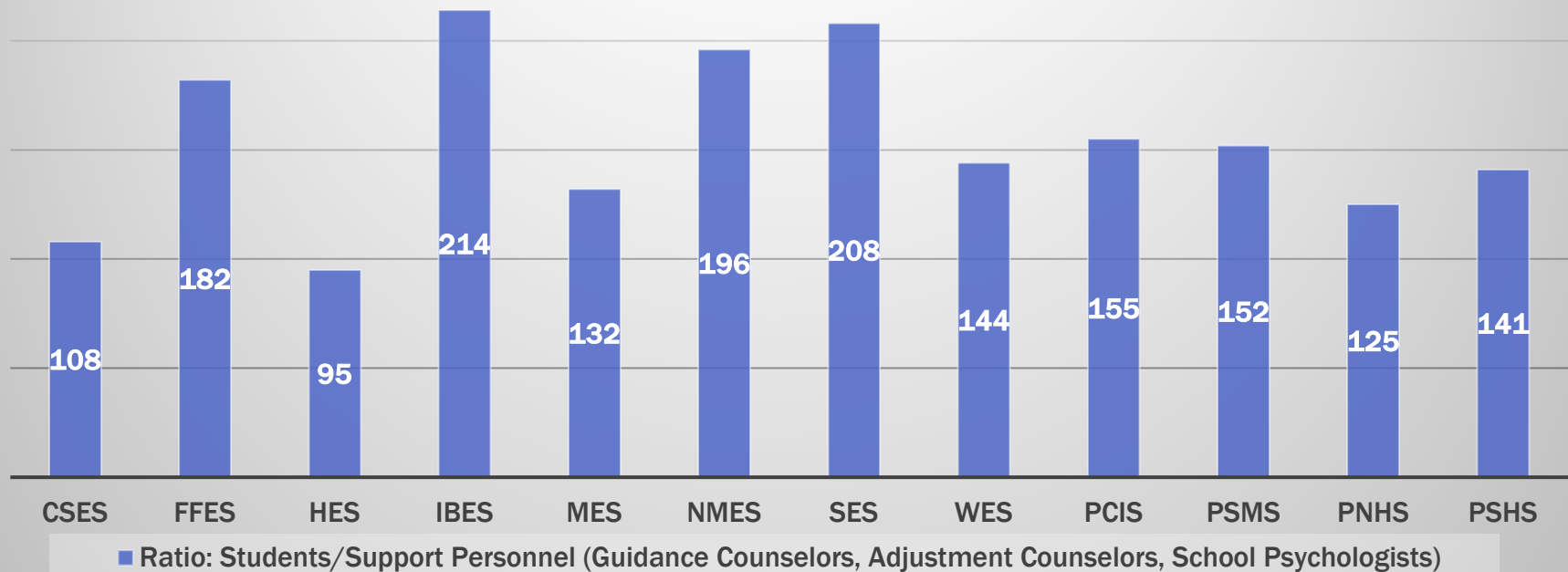
Middle Schools
- Guidance Counselors: PCIS (2), PSMS (3)
- 2 School Psychologists: PCIS (1), PSMS (1)
- 4 Adjustment Counselors: PCIS (3 - includes BRYT, CARE), PSMS (1)

High Schools
- Guidance Counselors: PNHS (5), PSHS (5)
- 2 School Psychologists PNHS (1), PSHS (1)
- 6 Adjustment Counselors: PNHS (4 – includes CARE), PSHS (1), PHA (1)

- PECC counselor - 10 hours/week

SCHOOL COUNSELOR STAFFING 2024-25

Ratio: Students/Guidance Counselor, Adjustment Counselor, School Psychologist

CSES	FFES	HES	IBES	MES	NMES	SES	WES	PCIS	PSMS	PNHS	PSHS
108	182	95	214	132	196	208	144	155	152	125	141

■ Ratio: Students/Support Personnel (Guidance Counselors, Adjustment Counselors, School Psychologists)

SCHOOL COUNSELOR STAFFING

School Counselor FTE Increase (general education) compared to student population

- 2008: 8312 students/37 counselors
- 2025: 7057 students/45 counselors
- 15% decrease in enrollment
- 22% increase in counseling staff
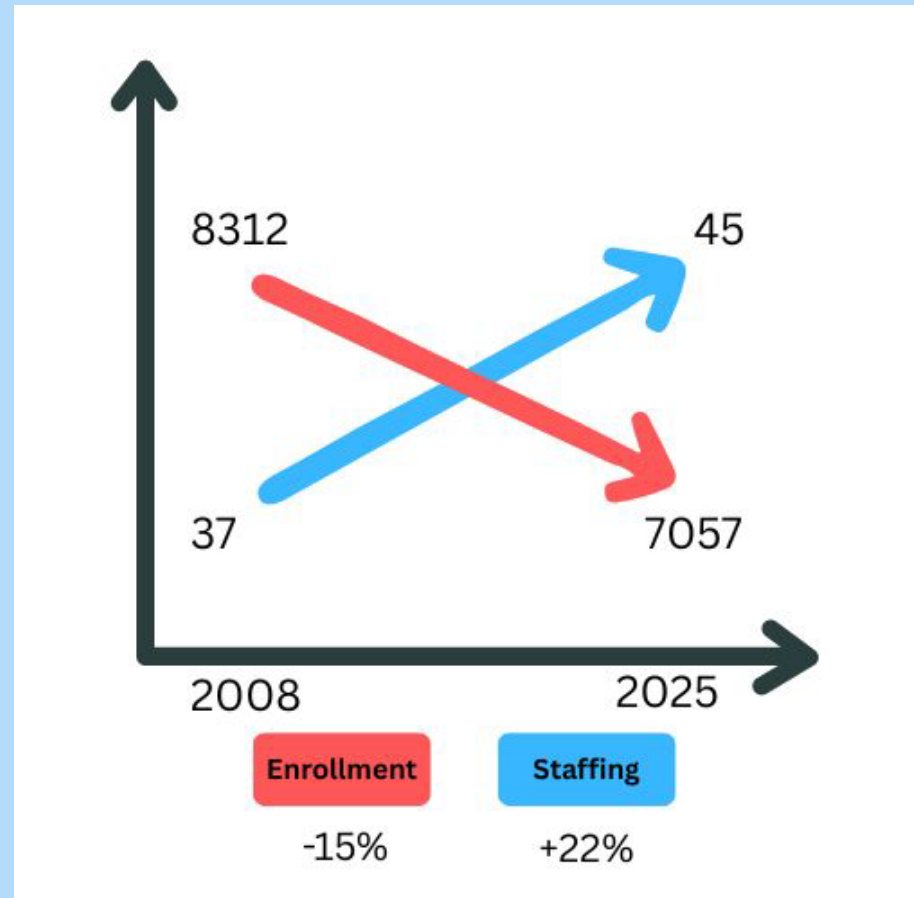
INCREASING ACCESS TO BEHAVIORAL & MENTAL HEALTH SERVICES 2024-25

Elementary Schools	Students Served
PECC	1
Cold Spring	9
Federal Furnace	14
Hedge	10
Indian Brook	17
Manomet	13
Nathaniel Morton	10
South	22
West	13
Total Elementary	**109**

Secondary Schools	Students Served
PCIS	10
PSMS	14
PNHS	7
PSHS	8
PHA	9
Total Secondary	**48**
Total PreK-12	**157**

7 Counselors
- 4 Gosnold (139 students)
- 3 High Point (51 students)

INCREASING ACCESS TO BEHAVIORAL & MENTAL HEALTH SERVICES

care solace

It's *okay* to ask for help

Key Performance Indicators (KPIs)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Inbound interactions	38	10	83	86	66	51	154	157	118	86	79	928
Communications saved	144	88	690	494	471	567	957	753	723	652	570	6,109
Warm Handoffs®	0	2	15	12	9	11	9	15	7	8	8	96
Family-initiated cases	0	1	4	0	0	1	6	1	6	0	1	20
Total Unreachable	0	2	5	5	4	5	5	6	3	2	1	38
Total Declined Services	0	0	4	2	0	1	2	1	4	1	1	16
Total appointments into care	7	0	8	3	3	3	3	11	8	2	3	51
Anonymous searches	1	0	7	5	9	5	7	6	9	4	4	57

PROFESSIONAL DEVELOPMENT

School Counselors

- McKinney-Vento Homeless Assistance
- Educational Stability for Students in Foster Care
- Supporting Student Mental Health: Best Collaborative Practices
- Concussions and the School-Age Child: The Impact on Health and Learning
- Engaging Families to Support Great Attendance
- Meeting Families Where They Are: Home Visits and Other Effective Strategies to Engage Families
- Community Resources: The Plymouth Family Resource Center
- Transitional Planning (Grade Levels/Schools)
- Scheduling Students for Success

MCKINNEY-VENTO
HOMELESS EDUCATION ACT

Every Student Succeeds Act (ESSA) October 1, 2016

Definition: the homeless student's primary nighttime residence – the basis for identifying a student as homeless – at the time of the initial identification by the school district. **Homeless children and youths**: individuals who lack a fixed, regular, and adequate nighttime residence, including:

- Shelters
- Doubled-up (sharing the housing of others due to loss of housing, economic hardship)
- Unsheltered (cars, parks, campgrounds, abandoned buildings, and substandard/inadequate housing)
- Hotels/motels
- Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because they are living in circumstances described above.

For all homeless students we must also identify if they are:

- Unaccompanied youth – a youth not in the physical custody of a parent or legal guardian

When a student obtains permanent housing, transportation to the school of origin must be provided until the end of the academic year, if it is in the student's best interest to remain in that school.

- **Cost-share** provisions apply

- February 2012 State Auditor determined it is an unfunded mandate: reimbursement to town averages about 30-35% of annual MV Transportation costs

FOSTER CARE
ENSURING EDUCATIONAL STABILITY

Every Student Succeeds Act (ESSA) – October 1, 2016

- "Awaiting Foster Care Placement" was deleted from the definition of "homeless children and youth"

- **Foster Care:** placement by DCF of a student into 24-hour out-of-home care, away from his/her parents or guardians. These placements include, among others:
  - foster family homes;
  - foster homes of relatives;
  - emergency shelters (including STARR programs and Transitional Care units);
  - residential facilities;
  - child care institutions;
  - group homes; and
  - pre-adoptive homes

- **School of Origin:** To promote educational stability, a student has the right to continue to attend the school of origin, unless it is determined not to be in the student's best interest. Students attending their school of origin should remain enrolled in their district of origin. If it is determined to be in a student's best interest to attend a school in the local school district, then in the event of a subsequent change in foster care placement, that school becomes the new school of origin.

- **Best Interest Determination (BID):**
  - If there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.
  - There is a "Foster Care School Selection Dispute Resolution Process" established by ESE and DCF.

- **Immediate Enrollment**

- **Transportation Costs:**
  - Absent other agreements between districts and DCF, the district of origin is responsible for providing transportation to and from the school of origin.
  - **No cost-share** provisions

- April 2019 State Auditor determined it is an unfunded mandate: reimbursement to town averages about 20% of annual FC Transportation costs

SUMMARY: REMOVING BARRIERS

McKinney-Vento/Homelessness

- School Placement: Best Interest
  - Parent/Guardian: final decision
  - DESE: Dispute Resolution Process
- Immediate Enrollment
- Transportation to and from school
- When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools
- Cost-Share Provisions apply

Foster Care

- School Placement: Best Interest
  - DCF: final decision
  - DESE: Dispute Resolution Process
- Immediate Enrollment
- Transportation to and from school
- ~~Can remain in their school of origin for the duration of their time in foster care or until all grades in the school are completed~~
- **When a student completes the final grade serviced by the school of origin, the next feeder school pattern becomes the school of origin**
- NO Cost-Share Provisions: School of Origin has full fiscal responsibility

MCKINNEY-VENTO/FOSTER CARE
TRANSPORTATION COSTS

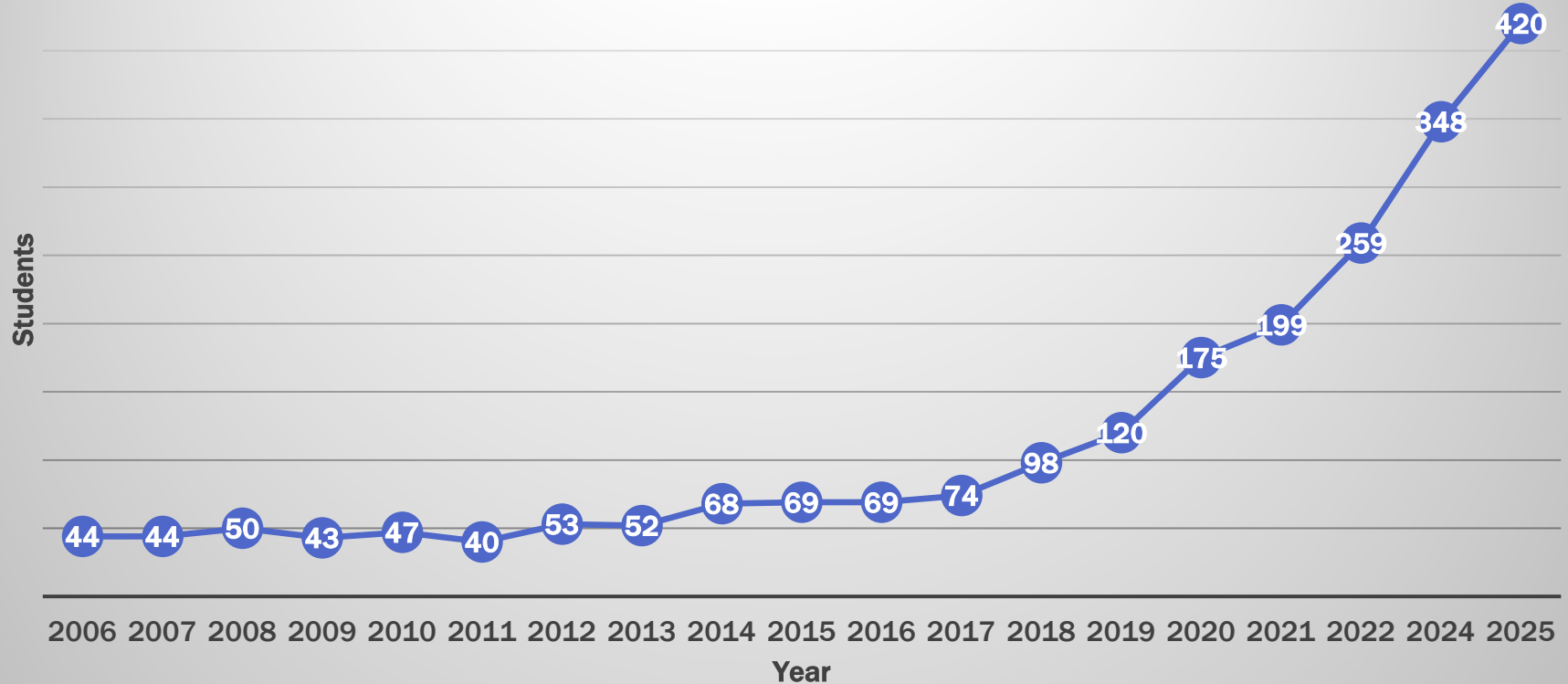| SY	PPS Students	Cost Shares	Transportation Costs
2024-25	60 McKinney-Vento 45 Foster Care	30	$213,108 McKinney-Vento $143,752 Foster Care $356,860 (as of April 30, 2024)
2023-24	82 McKinney-Vento 62 Foster Care	34	$311,043 McKinney-Vento $315,622 Foster Care $626,665
2022-23	68 McKinney-Vento 65 Foster Care	43	$201,826 McKinney-Vento $136,787 Foster Care $338,613
2021-22	66 McKinney-Vento 62 Foster Care	33	$170,465 McKinney-Vento $372,981 Foster Care $543,446
2020-21	51 McKinney-Vento 60 Foster Care	30	$107,066 McKinney-Vento $199,889 Foster Care $306,955
2019-20	71 McKinney-Vento 47 Foster Care	10	$ 46,679 McKinney-Vento $169,737 Foster Care $216,052
2018-19	86 McKinney-Vento 58 Foster Care	30	$220,714 McKinney-Vento $263,782 Foster Care $484,496

Student Support Services

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ENGLISH LANGUAGE EDUCATION (ELE)

The Multilingual Learner (MLL) and the English Learner (EL)

- Specific guidance from DESE on when these two terms should be used:

    - Multilingual Learners (MLs) when referring to students who are, or have been, consistently exposed to more than one language (including ELs, FELs, world language learners, heritage language learners, students in dual language programs, etc.).
    - English Learner (EL) for policy, data reporting, and other purposes referring to the specific subset of MLs who are classified as ELs; students whose home language is not English and are entitled to English language services based on the state's classification criteria.

ENGLISH LANGUAGE EDUCATION (ELE)

English Learners (ELs)

Line chart of English Learners (ELs) by Year. Y-axis: Students. X-axis: Year.

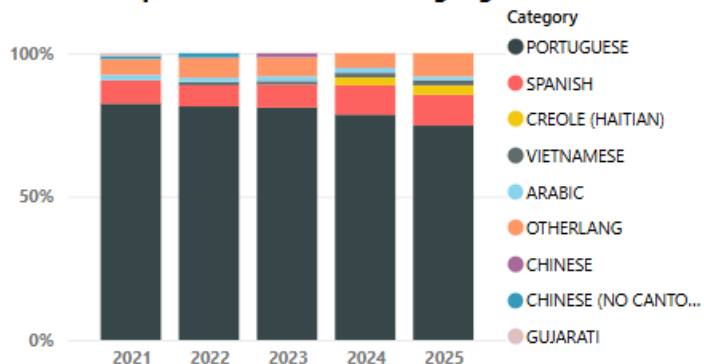| Year	Students
2006	44
2007	44
2008	50
2009	43
2010	47
2011	40
2012	53
2013	52
2014	68
2015	69
2016	69
2017	74
2018	98
2019	120
2020	175
2021	199
2022	259
2024	348
2025	420

ENGLISH LANGUAGE EDUCATION (ELE)

2024-25 English Learners
- 420 English Learners
  - 41 Opt-Outs
- 115 Former English Learners (FEL)

Home Communication Language
- 75% Portuguese
- 11% Spanish
- Arabic, Chinese, French, Haitian Creole, Hindi, Korean, Mandarin, Polish, Swahili, Tagalog, Ukrainian, Urdu, Vietnamese

Top five most common langauges in district

Category
- PORTUGUESE
- SPANISH
- CREOLE (HAITIAN)
- VIETNAMESE
- ARABIC
- OTHERLANG
- CHINESE
- CHINESE (NO CANTO...)
- GUJARATI

Category	2021	2022	2023	2024	2025
EL Enrollment - All Lang	199	259	348	392	420
PORTUGUESE	164	211	282	308	314
SPANISH	16	19	28	40	45
CREOLE (HAITIAN)				11	14
VIETNAMESE		3	4	6	7
ARABIC	4	4	6	7	6

Category	2021	2022	2023	2024	2025
PORTUGUESE	82.4%	81.5%	81%	78.6%	74.8%
SPANISH	8%	7.3%	8%	10.2%	10.7%
CREOLE (HAITIAN)				2.8%	3.3%
VIETNAMESE		1.2%	1.1%	1.5%	1.7%
ARABIC	2%	1.5%	1.7%	1.8%	1.4%

ACCESS for ELLs English Language Proficiency Test
2024 Proficiency Level Summary

District: Plymouth (02390000)
School: All Schools
Cluster:
Grade: All Grades

Total Tested:	395
Participation Rate:	100%
Included in Made Progress:	297
% Made Progress:	35%

Only students who complete all 4 sections of the Standard test are included.

Students who are absent or who take the Standard test or ALT are included.

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1 - Entering	64	16%	114	29%	128	32%	118	30%	81	21%	115	29%	84	21%	89	23%
2 - Emerging	47	12%	94	24%	110	28%	93	24%	73	18%	113	29%	110	28%	114	29%
3 - Developing	75	19%	124	31%	74	19%	160	41%	107	27%	124	31%	82	21%	132	33%
4 - Expanding	45	11%	42	11%	29	7%	23	6%	88	22%	41	10%	40	10%	52	13%
5 - Bridging	59	15%	9	2%	35	9%	1	0%	31	8%	2	1%	45	11%	7	2%
6 - Reaching	105	27%	12	3%	19	5%	0	0%	15	4%	0	0%	34	9%	1	0%

Combinations of Language Domains:

Oral Language = 50% Listening + 50% Speaking
Literacy = 50% Reading + 50% Writing
Comprehension = 70% Reading + 30% Listening
Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Proficiency Level Descriptions:

1 - Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support
2 - Emerging: Knows and uses some social English and general academic language with visual and graphic support.
3 - Developing: Knows and uses social English and some specific academic language with visual and graphic support.
4 - Expanding: Knows and uses social English and some technical academic language
5 - Bridging: Knows and uses social English and academic language working with grade level material
6 - Reaching: Knows and uses social and academic language at the highest level measured by this test

ENGLISH LEARNER (EL) PROGRESS

Districts Comparison of EL Students
Plymouth

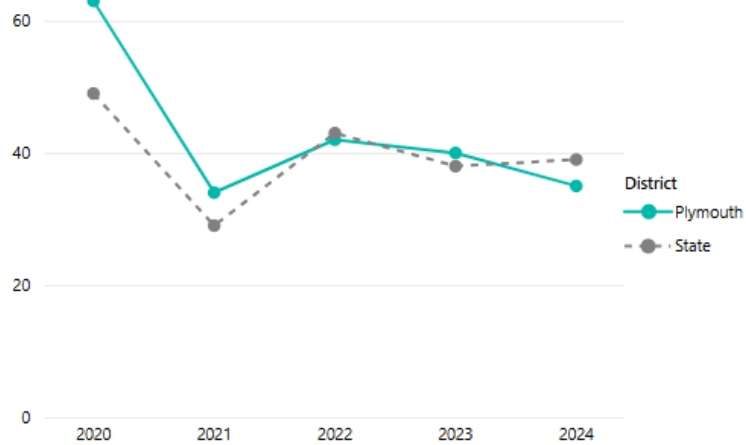**Category:** Assessments (ACCESS for ELs)

Indicator: Making progress

Grade: All Grades

⚠ Reset Grade to "All Grades" *when selecting indicators other than ACCESS for ELs or Next Gen MCAS.*

Making progress (All Grades)

District name		2020	2021	2022	2023	2024
Plymouth	N	98	154	166	264	297
	#	62	52	69	106	103
	% or Avg or Rate or Ratio	63.0	34.0	42.0	40.0	35.0
State	N	72,665	74,766	74,383	81,235	87,476
	#	35,516	22,012	32,182	30,962	33,723
	% or Avg or Rate or Ratio	49.0	29.0	43.0	38.0	39.0

District
— Plymouth
- - State

ELE TARGETED AND FOCUSED MONITORING REPORT (DESE)

- 6-Year Review on 12 ELE Criteria (implemented/partially implemented)
  - ELE 1: Annual English Language Proficiency Assessment
  - ELE 2: State Accountability Assessment
  - ELE 3: Initial Identification of ELs and FELs
  - **ELE 5: ELE Program Placement and Structure**
  - ELE 6: Program Exit and Readiness
  - ELE 7: Parent Involvement
  - ELE 8: Declining Entry to a Program
  - ELE 10: Parental Notification
  - ELE 13: Fallow-up Support
  - **ELE 14: Licensure Requirements**
  - ELE 15: Professional Development Requirements
  - ELE 18: Records of ELs

ELE TARGETED AND FOCUSED MONITORING (TFM) REPORT (DESE)

Improvement Area 1
Criterion: ELE 5 - Program Placement and Structure

Rating: Partially Implemented

Description of Current Issue: The Department conducted an on-site visit to the school district to evaluate the effectiveness of programs serving English learners as required by M.G.L. c. 71A, 7A. A review of data as a part of the evaluation of the district's ELE program indicated that English learners do not demonstrate sufficient growth in English language acquisition and the ELE program needs improvement to promote and support the rapid acquisition of English language proficiency by ELs. In addition, reviews of submitted documents and interviews indicated that the district does not have enough ESL staff to implement its ELE program with fidelity. Lastly, interviews and a review of documentation indicate that the district does not have an updated ESL curriculum aligned to Massachusetts standards; such a curriculum is integral to an effective ELE program in which ELs of all grades and proficiency levels become English proficient at a rapid pace.

Improvement Area 2
Criterion: ELE 14 - Licensure Requirements

Rating: Partially Implemented

Description of Current Issue: A review of documentation and the relevant SEI Endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not.

ELE TFM (DESE) FINAL QUARTERLY PROGRESS UPDATE 2024-25

ELE 5 Program Placement and Structure: **The Department thanks the district for its submission and requests that the June 30th progress update include the following:**

a) A clear determination of the path the district will pursue regarding the adoption of High-Quality Instructional Materials (HQIM) for its English Learner Education (ELE) program, including associated action steps and a projected implementation timeline.

b) End-of-year reflections and recommended next steps from Confianza.

c) A detailed analysis of the 2025 ACCESS for ELs results.

d) Reflections from participants in the NGESL Facilitated Cohort, including key lessons learned, effective practices, and identified areas for improvement.

e) 2025-2026 Program Initiatives

ELE 14 Licensure Requirements: **The Department thanks the district for its continued active monitoring efforts, the implementation of newly adopted procedures, and the launch of its new SEI course offering. For inclusion in the June 30th progress report, please provide the following:**

a) An update on the status of the 19 educators who have applied for their SEI endorsement.

b) Confirmation of the two educators scheduled for retirement, including their full names and official retirement dates.

c) A list of the nine remaining educators who still require completion of an SEI course or passage of the SEI MTEL.

d) A copy of the communication sent to the nine remaining educators (e.g., sample letter or notification).

ENGLISH LANGUAGE EDUCATION (ELE)

- The significant increase in number of students led to historically high EL transportation costs
- Over time we have shifted these funds to personnel and increased the number of ESL Teachers/Schools
- 14 ESL Teachers across all K-12 schools (except IBES)
- 3 ELL Para Educators Category 3
  - Cold Spring, Hedge, Nathaniel Morton
- Family Engagement Liaison (Title 1): District translation, interpretation needs
- ELPAC: English Learner Parent Advisory Committee
- ESL Summer Programming

Student Support Services

PROFESSIONAL DEVELOPMENT

English as a Second Language (ESL) Teachers

- ELE Student Performance Data Analysis
- Improving Instruction for MLLs/ELs
- ELSPs: ACCESS Benchmarks
- EL/FEL Monitoring
- ESL Best Practices Within and Across Grade Levels
- SEI Best Practices for Classroom Teachers
- Review of Updated 2024 DESE ELE Guidelines
- ELPAC: English Learner Parent Advisory Council (December/June)
- Confianza: PCIS, PNHS, Coordinators/Directors

TUTORING

- Physician's Statement for Home/Hospital Placement
- Collaboration with Special Education Department (IEP and 504 Plans)
- Tutors
  - LearnWell
  - PPS teachers
- 87 students
  - 62% high school
  - 22% middle school
  - 14% elementary school

- Tutoring
  - 91% Medical/Mental Health
  - 9% Ch. 222 Discipline Law

HOME EDUCATION PLANS

- **Requirements per (revised August 2024) School Committee Policy**
  1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects
  2. The competency of the parents/guardian to teach the children
  3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents/guardian
  4. Periodic standardized testing of children to ensure educational progress and the attainment of minimum standards

- **Parent Checklist with Helpful Reminders**

- **Annual process: spring mailing to remind parents**
  - **Evaluation/Assessment (for current school year)**
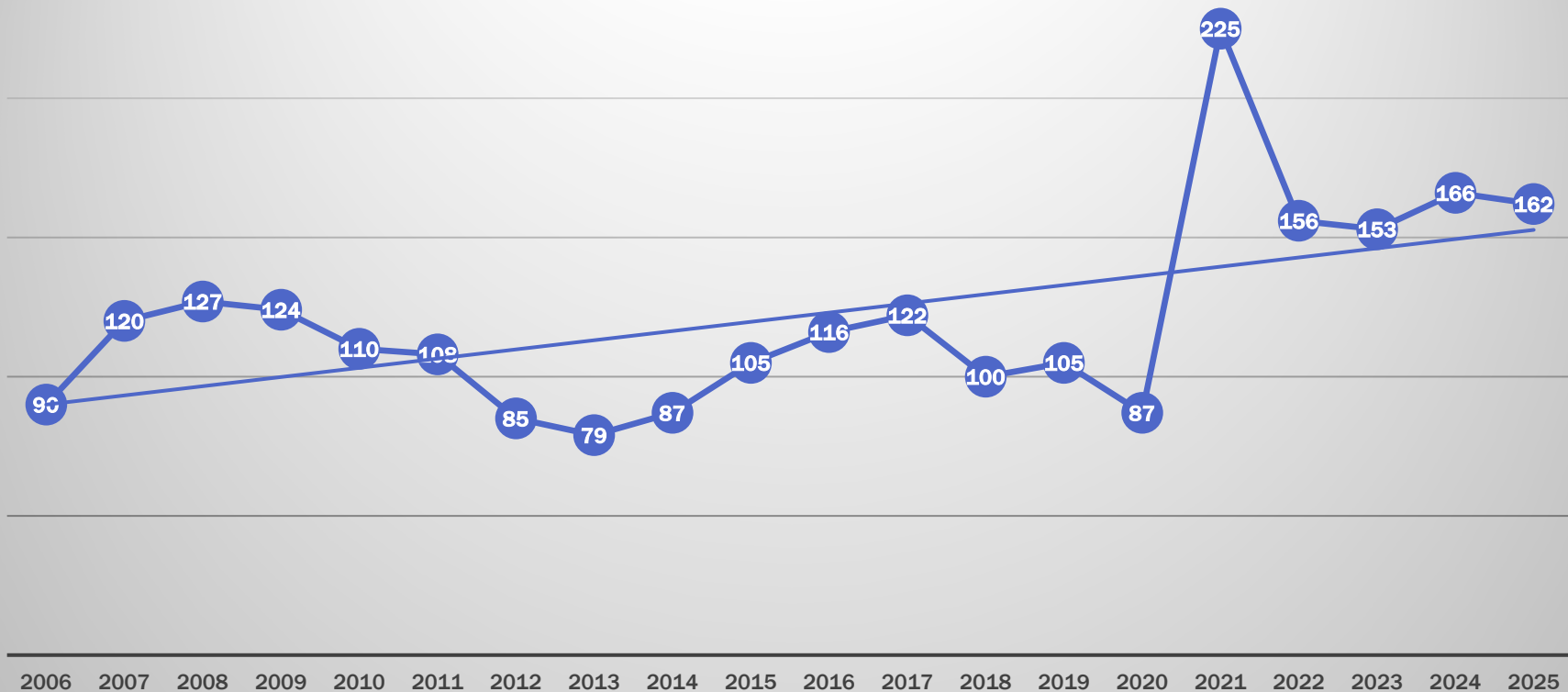 - **Updated Home Education Plan (for next school year)**

HOME EDUCATION PLANS 2024-25 (162 PLANS)

Elementary	Middle School	High School
K (8)	6 (16)	9 (6)
1 (12)	7 (14)	10 (15)
2 (15)	8 (12)	11 (5)
3 (14)		12 (6)
4 (18)		
5 (21)		
88 total (54%)	42 total (26%)	32 total (20%)

- 151 current active plans
- 7 students have moved outside of Plymouth
- 4 students have re-enrolled

HOME EDUCATION PLANS HISTORICAL DATA

Home Education Plans

ADVANCED PLACEMENT (AP)

Number of Exams Taken & Exam Scores of 3,4 or 5

Year	Exams Taken	Exams Scores of 3, 4 or 5
2013	438	305
2014	532	364
2015	707	450
2016	866	492
2017	910	508
2018	1096	523
2019	1096	563
2020	909	603
2021	984	595
2022	821	550
2023	796	524
2024	888	623

Student Support Services

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NEW & EXCITING

- **Continued Growth of MLL/ELE Department**
- **Improving Translation Capabilities**
- **Increasing EL Aspen Functionality: Year 2**
  - **ELSPs**
  - **FEL/Opt-Out Monitoring**
- **The NAN Project: Year 2**
  - **All 7th graders Tier 1 Social-Emotional Health**
  - **Mental Health Awareness: signs/risks and how to get help**
- **BRYT: Bridge for Resilient Youth in Transition**
  - **PNHS, PCIS**
- **PPS Local Scholarships**
  - **2025: $423,940**
  - **2024: $368,540**
  - **2023: $327,640**
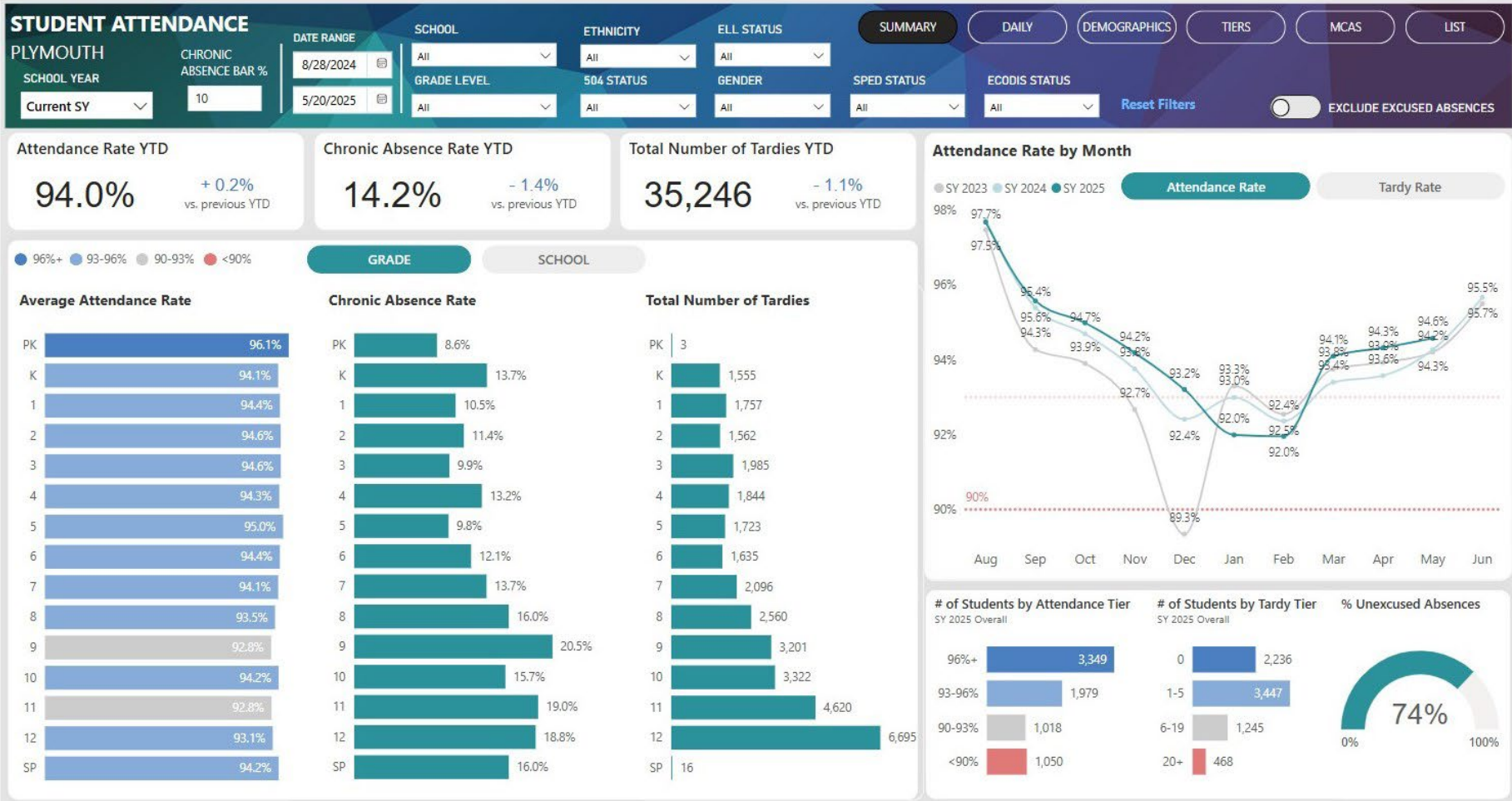- **Recognition: Cindy Scanlon, PNHS Guidance Secretary**

ATTENDANCE SUPERVISOR DATA & TRENDS

ATTENDANCE SUPERVISOR DISTRICT WIDE INTERVENTIONS

- Our Be Present campaign began in earnest this year with strong messaging throughout the district, but especially at the K/1 grade level.

- We developed common "5 Day" letters at the elementary and middle school levels, whereby families of students who have accumulated 5 unexcused absences receive a letter informing them of that fact and offering to meet to determine a plan to support better attendance.

- In collaboration with EdTV we developed four "Be Present" video shorts featuring staff and students. The emphasis for each was a focus on why every day attendance is important.

- Algonquin Truancy Summits – Monthly meetings in collaboration with community partners to help families understand the importance of everyday attendance and to support students to attend each day.

- Using Talking Points software to foster relationships with our EL families and to bridge language gaps.

QUEM FALTA, FAZ FALTA!

Plymouth
PUBLIC SCHOOLS

ATTENDANCE SUPERVISOR
CHILD REQUIRING ASSISTANCE

- In some cases we file a CRA (Child Requiring Assistance) with the local courts. A CRA is a supportive measure we use to help families and students meet attendance or behavioral standards.

- This year we filed 15 new CRA cases. 2 remained from the previous school year.

- Of the 17 students who were at one point on a CRA, 15 of those cases have been dismissed. Most cases are dismissed and expunged because the student meets attendance goals or improves their behavior at school.

QUESTIONS & COMMENTS

Thank you!

Please visit our web-pages at

www.plymouth.k12.ma.us