GUIDELINES FOR

Attendance Improvement and Truancy Reduction

IN CHICAGO PUBLIC SCHOOLS

Chicago Public Schools

A RESPONSIVE APPROACH

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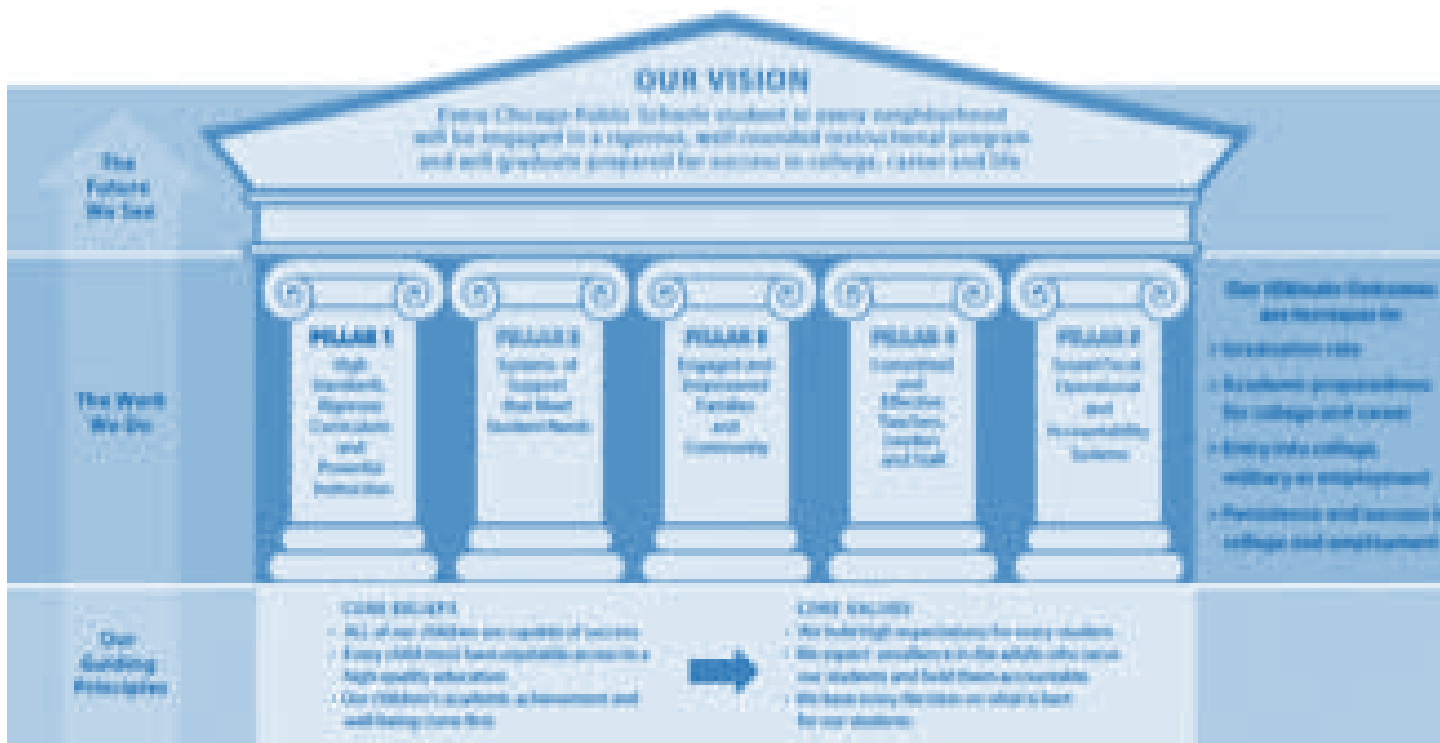
Office of College and Career Success Mission Statement

The Office of College and Career Success (OCCS) works with schools, networks and communities to ensure that every student at every grade level is provided individualized supports and opportunities to keep them engaged, on-track and accelerating toward success in college, career and life.

Attendance Guidelines Glossary of Acronyms

YTD:	Year-to-Date	DNA:	Did Not Arrive
EOY:	End of Year	SOAR:	Student Outreach and Reengagement Center
MTSS:	Multi-Tiered Systems of Support	DQI:	Data Quality Index
ILT:	Instructional Leadership Team	CIWP:	Continuous Improvement Work Plan
OSS:	Out of School Suspension	BHT:	Behavioral Health Team
STLS:	Students in Temporary Living Situations	LSC:	Local School Council

What We Know About Attendance

Chicago Public Schools strives to support students and their specific needs. It is important to have unified procedures so everyone has the same resources and access to better support and connect with their school.

IF WE PROVIDE:

– A data-driven, decision-making framework to construct vertical and horizontal alignment of standards.

– Clear and concise rules and expectations.

– Targeted strategies, regular reviews and specific criteria to evaluate progress.

– Protocols and tools to support families. and schools around attendance needs.

THEN:

– Students, teachers, school administrators and communities will synchronize their work towards clear goals and expectations of achievement.

– Schools and networks will engage in regular qualitative- and quantitative-based dialogues that focus on identifying students in need of attendance interventions, as well as identifying students who may need intervention to prevent escalating attendance issues.

– Schools will identify areas of need and areas with potential for growth.

– The school and family will be a cooperative unit on behalf of the student.

RESULTING IN:

– A schoolwide culture that revolves around student-centered, positive and professional behaviors.

– Holistic and transparent measures of school growth.

– The reduction of absenteeism and truancy.

– Established and effective professional learning communities that continually strive to increase student achievement.

CORE BELIEFS ABOUT ATTENDANCE

Low attendance is a symptom of deeper student need.

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A systems approach targeting whole-child responsiveness is critical to improving attendance and preventing drop-outs.

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Whole-child diagnosis is highly complex and requires a review of current practices and the development of strategic solutions.

—

Whole-child responsiveness requires the collaboration of families and community. The district alone cannot solve our attendance challenges.

Why Attendance Matters

From preschool through high school, absenteeism has serious implications for academic outcomes.

STUDENTS WHO ARE CHRONICALLY ABSENT HAVE:*

– Lower test scores.

– Lower likelihood of being on-track in high school.

– Lower likelihood of graduating.

– Lower course grades, limiting college acceptance and hindering college completion.

STRONG ATTENDANCE IS THE FOUNDATION FOR SUCCESS IN COLLEGE, CAREER AND LIFE

– Attendance is a pre-requisite to engage in instruction.

– Helping chronically absent students to catch up through remediation is a more challenging and expensive way of educating them than if they move through the system engaged and on-track at every grade level.

– Students who are absent often struggle socially to find a sense of community within school.

Attendance impacts school funding, which is driven by the number of students enrolled and present.

Best Practice Solutions for Increasing Attendance: What the Research Says

– Creating a culture of attendance in every school unifies the school, the student and the student's family around the importance of being present and engaged.

– Providing strong, Tier 1 instruction in the classroom increases student engagement.

– Setting expectations as early as Pre-K communicates to students and their families the importance of being at school every day.

– Establishing clear attendance procedures for all stakeholders creates a universal language for enhancing best practices.

– Utilizing data to inform decision-making guides schools in taking more meaningful action to tackle attendance challenges.

– Building student-support and attendance teams helps schools to be proactive in their identification of students who are falling off track.

– Connecting community resources (e.g., mentors, social workers, health services) with student and family needs supports sustained engagement.

– Marketing campaigns engage families and communities around attendance as a priority and pre-condition for student success.

*Chicago Consortium on School Research, 2013

Root Causes of Absenteeism

SCHOOL-BASED FACTORS:

– School behavioral expectations and systems unclear or not established.

– School does not have a welcoming culture.

– School utilizes exclusionary discipline measures.

– School does not actively promote good attendance.

– Clerical issues keep records from providing essential data.

– Curriculum and instruction is not engaging or accessible to students

OUT-OF-SCHOOL FACTORS:

– Home- or family-related factors.

– Transportation.

– Physical and mental health.

– Community-based challenges and/or safety.

– Availability of resources and interventions.

– Ability to connect targeted resources and interventions with identified needs.

Two Core Strategies for Absenteeism Prevention and Intervention

UNIVERSAL SYSTEMS

Using the MTSS (Multi-Tiered Systems of Support) lens, establish universal systems that strengthen the attendance culture in our schools.

TARGETED INTERVENTIONS

Establish and target resources and partnerships to provide interventions that meet the unique needs of students who are chronically absent/truant or at risk.

CPS Core Strategies for Absenteeism Prevention and Intervention

1

Using the MTSS (Multi-Tiered Systems of Support) lens, establish universal systems that strengthen the attendance culture in our schools. Key Initiatives:

a. Data Tools: Create and automate essential, standardized, data reports and student "watch lists" for all schools/networks to support attendance improvement.

b. Attendance Teams and Plans: Create attendance plan templates and attendance team norms; develop and coordinate school-based teams (e.g., BHT, ILT) to make attendance data collection, review and planning as routine and efficient as possible, and to guide implementation of school-based attendance plans.

c. Training and Guidelines: Develop attendance guidelines to serve as a comprehensive reference for attendance policies, expectations, reporting, plan development, team implementation and best practices; partner with networks to build capacity, implement plans and audit attendance; provide a public-facing website for access to tools and information; work with internal CPS offices (e.g., ECE, ODLSS, FACE) to collaborate and align work around attendance efforts.

d. Data Sharing Partnerships: Improve data exchanges between archdiocese and suburban districts to account for "transfers out" in order to aid in the recovery of all lost children; investigate data sharing with strategic partners, e.g., homeless shelters, to support attendance.

2

Establish and target resources and partnerships to provide interventions that meet the unique needs of students who are chronically absent/truant or at risk. Key initiatives:

a. Targeted Funding Support: Support struggling schools through an attendance grant that can fund targeted attendance intervention supports (e.g., mentors, supplemental after school programming, professional development).

b. Intervention Guidance: Provide support for all stakeholders to guide decision-making around best courses of action for unique student needs.

c. Family and Community Engagement: Conduct targeted family outreach regarding the importance of attendance, how family can support student attendance and resources available to help; partner with FACE to establish citywide network of partner agencies/organizations (e.g., DFSS, CPD, homeless shelters) to assist with attendance and truancy challenges and re-establish and revive truancy hotline.

d. Strategic Program Alignment: Align Out-of-School-Time programs, Community School programs, as well as strategies from ODLSS and OSEL, to schools with highest rates of chronic absenteeism/truancy to ensure student needs (e.g., physical and mental health) are met and students are engaged.

e. Re-engaging Lost Students: Expand and enhance Student Outreach and Re-engagement (SOAR) centers by improving district visibility and capacity to triage all students who have left CPS or are on the verge of dropping out, including offering courses and credits.

f. Targeted Interventions for Priority Groups: Support priority groups — STLS (Students in Temporary Living Situations), Diverse Learners, early childhood, juvenile justice students, over-age — through inter-departmental collaboration.

Grades K-12: Critical Attendance Metrics for Schools and Networks

AVERAGE DAILY ATTENDANCE RATE	**Definition:** Average daily attendance rate of the school.
HOW IT IS CALCULATED	**Numerator:** Total number of present days for students during the year. **Denominator:** Total number of student membership days for students during the year. (Membership days are the number of days a student is enrolled.)
INCLUDED STUDENTS	All students in grades K-12. For schools serving elementary and high school grades, the K-8 and 9-12 attendance rates will be calculated separately and applied to the school's elementary and high school ratings, respectively. For Options Schools, only one attendance rate will be calculated, which will include all students. Students are attributed to each school in which they were enrolled, but only for the days in which they were enrolled in that school.
SCHOOL QUALITY RATING POLICY (SQRP) NOTE	For the SQRP rating only, students are removed from the calculation if they qualify for the medically fragile adjustment, or are in 8th or 12th grade subsequent to the first date on which CPS permits graduation.

CHRONIC TRUANCY RATE	**Definition:** Chronic Truancy Rate refers to the number of students at a school who have nine or more unexcused absences (about 5% of school days, annually) in the current school year.
HOW IT IS CALCULATED	**Numerator:** Total number of students who are chronically truant at a school. **Denominator:** Total number of students enrolled at a school.
INCLUDED STUDENTS	All students in grades K-12.
RELATED METRICS	
AT RISK FOR CHRONIC TRUANCY	**Numerator:** Total number of students with an unexcused absence rate of 2.5% or higher, but less than 5% year-to-date. **Denominator:** Total number of students enrolled at a school.
HIGH RISK FOR CHRONIC TRUANCY RATE	**Numerator:** Total number of students with an unexcused absence rate of 5% or higher year-to-date. **Denominator:** Total number of students enrolled at a school.

CHRONIC ABSENCE RATE	**Definition:** Chronic Absence Rate refers to the number of students at a school who have 18 or more absences, excused or unexcused (about 10% of school days, annually), in the current school year.
HOW IT IS CALCULATED	**Numerator:** Total number of students who are chronically absent at a school. **Denominator:** Total number of students enrolled at a school.
INCLUDED STUDENTS	All students in grades K-12.
RELATED METRICS	
AT RISK FOR CHRONIC ABSENCE	**Numerator:** Total number of students with an absence rate of 5% or higher, but less than 10% year-to-date. **Denominator:** Total number of students enrolled at a school.
HIGH RISK FOR CHRONIC ABSENCE	**Numerator:** Total number of students with an absence rate of 10% or higher year-to-date. **Denominator:** Total number of students enrolled at a school.

ATTENDANCE MANAGEMENT	
PERCENT OF SCHOOLS ON TRACK ON 5-DAY AND 10-DAY LETTER DISTRIBUTION	**On Track =** School has distributed >33% of outstanding letters. **Behind =** School has distributed <= 33% of outstanding letters (this metric only includes schools using Verify).
PERCENT OF STUDENTS WITH ONE OR MORE PARENTS REGISTERED ON THE PARENT PORTAL	**Numerator:** Total number of students with one or more parents with active Parent Portal accounts. **Denominator:** Total number of students currently enrolled (this metric only includes schools using Gradebook).

Grades PE/PK: Critical Attendance Metrics for Schools and Networks

AVERAGE DAILY ATTENDANCE RATE	**Definition:** Average daily attendance rate of the school.
HOW IT IS CALCULATED	**Numerator:** Total number of present days for students during the year. **Denominator:** Total number of student membership days for students during the year. (Membership days are the number of days a student is enrolled.)
INCLUDED STUDENTS	All students in grades PE and PK. Students are attributed to each school in which they were enrolled, but only for the days in which they were enrolled in that school.
SCHOOL QUALITY RATING POLICY (SQRP) NOTE	Grades PE and PK are not part of the SQRP rating process.

CHRONIC TRUANCY RATE	**Definition:** Chronic Truancy Rate refers to the number of students at a school who have nine or more unexcused absences (about 5% of school days, annually) in the current school year.
HOW IT IS CALCULATED	**Numerator:** Total number of students who are chronically truant at a school **Denominator:** Total number of students enrolled at a school.
INCLUDED STUDENTS	All students in grades PE and PK.
RELATED METRICS	
AT RISK FOR CHRONIC TRUANCY	**Numerator:** Total number of students with an unexcused absence rate of 2.5% or higher, but less than 5% year-to-date. **Denominator:** Total number of students enrolled at a school.
HIGH RISK FOR CHRONIC TRUANCY RATE	**Numerator:** Total number of students with an unexcused absence rate of 5% or higher year-to-date. **Denominator:** Total number of students enrolled at a school.

CHRONIC ABSENCE RATE	**Definition:** Chronic Absence Rate refers to the number of students at a school who have 18 or more absences, excused or unexcused (about 10% of school days, annually), in the current school year.
HOW IT IS CALCULATED	**Numerator:** Total number of students who are chronically absent at a school **Denominator:** Total number of students enrolled at a school.
INCLUDED STUDENTS	All students in grades PE and PK.
RELATED METRICS	
AT RISK FOR CHRONIC ABSENCE	**Numerator:** Total number of students with an absence rate of 5% or higher, but less than 10% year-to-date. **Denominator:** Total number of students enrolled at a school.
HIGH RISK FOR CHRONIC ABSENCE	**Numerator:** Total number of students with an absence rate of 10% or higher year-to-date. **Denominator:** Total number of students enrolled at a school.

When viewing attendance at the district level, calculations are based on absences recorded while enrolled at the district. While viewing attendance at the network level, calculations are based on absences recorded while enrolled at the selected network only. While viewing attendance at the school level, calculations are based on absences recorded while enrolled at the selected school only.

Student and School Attendance Goals

Chicago Public Schools has ambitious, but realistic, attendance goals for every school and every child. Attendance is an effort of the family, the school, the community and the city. For a student to succeed, s/he must be present in the day-to-day experiences of a school.

STUDENT AND SCHOOL ATTENDANCE GOALS

– For students and schools under **95% average daily attendance**, increase attendance to **95%**

– For schools above **95% average daily attendance**, decrease number of absences by **10%**.

– **Decrease %** of students identified as chronically truant in elementary schools.

– **Decrease %** of students identified as chronically absent in elementary schools.

Internal Partners

Joint efforts to solidify the attendance system are done in cooperation with the following CPS departments:

NETWORKS	Provide implementation and accountability support to schools in the execution of core attendance strategies, in partnership with central office.
SOCIAL AND EMOTIONAL LEARNING	Assist in communicating resources available and develop schools to support students' social and emotional development; create a positive and supportive school culture.
FAMILY AND COMMUNITY ENGAGEMENT (FACE)	Serve as liaison between school, network, central office, and community-based organizations to create meaningful and monitored partnerships and to support school-based implementation.
ACCOUNTABILITY	Provide accurate and quality data reports and communication to support data-based decision-making at schools, network and central office.
INFORMATION TECHNOLOGY SERVICES	Create and maintain data systems that provide quality information for data-based decision-making around attendance.
TEACHING AND LEARNING	Offer guidance and support around engaging, high-quality, meaningful instruction based on the universal design principles for all grades Pre-K through 12.
SAFETY AND SECURITY	Support management of safe environments in schools and in neighborhoods through security and Safe Passage.
HEALTH AND WELLNESS	Provide training, guidance, and direct health services that support healthy school environments and the individual needs of students facing health-related absences.
PROCUREMENT	Support budgetary oversight and assist in contract work around truancy reduction.
TRANSPORTATION	Facilitate commuting for qualified students and support relationship with CTA.
RELATED HEALTH SERVICES	Inform and support attendance interventions in coordination with nurses psychologists and social workers.
SCHOOL COUNSELING AND POSTSECONDARY ADVISING	Apply knowledge of students and their needs to support attendance interventions.
STUDENTS IN TEMPORARY LIVING SITUATIONS	Support schools and networks with solutions to attendance barriers to STLS students, including the provisions of services such as transportation, school uniforms, school supplies, fee waivers and referrals to community services.
POLICY AND PROCEDURES	Provide clarity and guidance around district policy in order to maintain consistent and fair messaging and execution.
LEGAL	Provide guidance to ensure student, family and school interactions are fair and aligned with city, state, and/or federal law.

External Partners

Joint efforts to solidify the attendance system are done in cooperation with the following external agencies:

ISBE / MAYOR'S OFFICE	Establish statewide/citywide interagency Attendance and Truancy Task Force (e.g., Illinois Governor's Office, Illinois State Legislature, Department of Corrections, Department of Juvenile Justice, Chicago Coalition for the Homeless) to champion initiatives, i.e., to emphasize inter-agency data/resource sharing and to build resources to meet student/family needs.
IL DEPT. OF HUMAN SERVICES	Investigate potential mechanisms to enhance accountability.
DEPARTMENT OF CHILDREN AND FAMILY SERVICES	Collaborate to improve the referral and response process for educational neglect.
DEPARTMENT OF FAMILY AND SUPPORT SERVICES	Collaborate with social service agencies for resources and support
CHICAGO HOUSING AUTHORITY	Ensure that CHA residents with truant children are appropriately made aware and directed to CHA social service agencies for resources and support.
COMMUNITY-BASED ORGS/BUSINESSES/CHURCHES	Utilize community-based organizations to meet unique student needs and thereby create collective impact on children and the wider community.
CHICAGO PARK DISTRICT/OUT OF SCHOOL TIME PARTNERS	Create quality opportunities for students to spend after-school time that supports safety, academics and interest/skill-building.
CHICAGO POLICE DEPARTMENT	Establish communication and protocols for truancy support and response.
COLLEGES AND UNIVERSITIES	Articulate curricular pathways that build direct links to the workforce; expand college and career exposure to drive increased student engagement.
RESEARCH CENTERS/FOUNDATIONS	Utilize research facilities and philanthropic organizations to build more robust data systems and partnerships for predictive analytics around truancy prevention.
ARCHDIOCESE/SUBURBAN DISTRICTS	Establish data sharing partnerships to ensure all students are connected to a school system.

CITY

DISTRICT

COMMUNITY

NETWORK

SCHOOL

TEACHER

STUDENT'S FAMILY

STUDENT

STAKEHOLDERS	ROLES
STUDENT	– Come to school every day. – Be on-time for school and your classes. – Come prepared to learn. – Talk to your teachers. – Ask for help. – Stay informed. – Be a positive peer. – Know you are our number one priority.
STUDENT'S FAMILY	– Get your student(s) to school every day. – Get your student(s) to school on-time. – Check that your student(s) is ready to learn. – Encourage your student(s) to come ready to learn. – Ask questions and know your student(s)'s school. – Stay informed with what is happening with your student(s) and their school experience. – Attend important events at your student(s)'s school. – Check Parent Portal regularly to stay updated on your student(s)'s progress. – Know you are our partner in your student(s) success.
TEACHER	– Expect your students every day. – Expect your students to be on time every day. – Be excited about the learning that will happen each day; plan engaging, meaningful instruction. – Have structures in place to respond to tardies, absences and good attendance. – Build positive relationships with students and their families that promote student accountability (behavior, attendance, academics). – Take action when students are tardy or absent. – Update Gradebook regularly and on time so families can stay informed as to their student's attendance and grades. – Use your school as a support to handle attendance hurdles.
SCHOOL	– Be prepared to greet students every day. – Start the school day on time. – Let no distractions take the school off the goal of learning. – Ensure there are procedures and protocols for all attendance needs, including but not exclusively, tardies and truancy. – Maintain and be consistent about discipline procedures so student behavior is managed fairly beyond suspensions. – Have a clear, consistent and public attendance policy. – Reinforce the attendance policy regularly and apply it consistently. – Support teachers with resources for struggling students with attendance issues. – Provide engaging clubs, teams and activities that appeal to multiple student interests. – Establish a viable team to respond to attendance needs and to be proactive about data trends. – Review and share data for timely, evidence-based decision making.

STAKEHOLDERS	ROLES
NETWORK	– Let no distractions take the school off the goal of learning. – Ensure there are procedures and protocols for all attendance needs, including but not exclusively, tardies and truancy. – Ensure fair and consistent discipline procedures exist and are supported at your schools so student behavior is managed beyond suspensions. – Emphasize a culture of communication for maximizing student attendance. – Emphasize that culture regularly and apply it consistently. – Support schools with resources. – Guide and train teams to respond to attendance needs and to be proactive around data trends. – Ensure your schools review and share data for evidence-based decision making. – Review data and communicate with network schools to support strategy and action development.
COMMUNITY	– Be prepared to support all students and their efforts to get to school. – Unite with the purpose of having all students be successful and present at their neighborhood school. – Help support efforts to have no distractions that take the school away from the goal of learning. – Be proactive in the community about helping neighbors get students to school. – Report concerns and offer solutions to support student growth. – Partner with the schools and neighborhood families to create a culture of attendance in and out of the school building. – Step forward to provide opportunities for students to be rewarded for their success.
DISTRICT	– Let no distractions take the Networks off the goal of learning. – Ensure that all Networks have established attendance procedures and protocols for all schools. – Ensure that all Networks have established fair and consistent discipline procedures and they are supported so student behavior is managed fairly beyond suspensions. – Emphasize a culture of communication for maximizing student attendance. – Review data and communicate with Networks to support strategy and action development. – Support schools with resources and streamline access to said resources. – Guide and train teams to respond to attendance needs and be proactive around data trends. – Ensure Networks and schools review and use data for evidence-based decision making. – Monitor and ensure all stakeholders are held accountable.
CITY	– Let no distractions take the schools off the goal of learning. – Support a culture of communication for maximizing student attendance. – Promote interagency cooperation to maximize student, family and community engagement in public schools. – Support schools with resources and city services. – Partner with the district to streamline processes to best serve students and their families. – Monitor and ensure all stakeholders are held accountable.

Multi-Tiered Systems of Support (MTSS) for Attendance and Truancy

TIERS	ATTENDANCE THROUGH AN MTSS LENS
TIER 1: Universal Instruction and Positive Learning Climate for All Students	**Build schoolwide systems and structures to support attendance:** – Build an attendance plan into your CIWP (Continuous Improvement Work Plan). – Be deliberate about creating an attendance culture. – Know and follow attendance procedures. – Utilize the Attendance Dashboard page to closely follow and act upon attendance trends by student or group. – Utilize the monthly attendance reports to review progress and identify areas to address. – Identify attendance needs through the Problem Solving Process. – Consistently use progress monitoring to ensure students are being effectively targeted with attendance strategies and supports. **Adopt proactive and positive behavior management strategies for attendance:** – Create a positive environment that celebrates both attendance growth and success. – Regularly incorporate attendance-related topics in your meeting structures to proactively prevent absenteeism and truancy, and encourage attendance. – Establish a climate of clear expectations with consistent adult practices including positive relationships, restorative practices, and multi-tiered systems of social and emotional support. **Implement best practices for student engagement to support attendance:** – Implement social-emotional learning (SEL) best practices around student engagement; ensure each student has a positive relationship with at least one adult. – Adults should be encouraged to "notice" students' absences, i.e. when they return, say to the student, "I noticed you weren't here yesterday, is everything okay?" to show students they are missed and it matters. – Create a school-year calendar that benchmarks progress with recognitions, events and other rewards. – Acknowledge schoolwide classroom and individual student progress. – Include parent/guardian communication as part of the engagement strategy. – Enroll students and parents/guardians in Student and Parent Portal so students and parents can monitor attendance. – Utilize extracurricular, social and sports activities whenever possible to engage and maintain student involvement. **Support for adults to encourage an attendance culture:** – Recognize staff for attendance achievements. – Encourage shared leadership, adult learning and best-practice sharing. – Provide a clear system of support for teachers to activate when attendance concerns need additional support. – Support attendance issues by maximizing the expertise of resources in the building (i.e., case manager/counselor, STLS (Students in Temporary Living Situations) liaison, ELL (English Language Learners) coordinator, coaches). – Provide professional development focused on how to recognize early signs of student disengagement, precursors to truancy, etc. **Implement a comprehensive curriculum to support attendance:** – Adopt a cohort strategy to program students with teachers who can also serve as advisors. – Ensure an interactive curriculum to maintain engagement of all students. **Integrate social and emotional skills with core academic content to support attendance:** – Layer lesson plans with opportunities for students to scaffold their learning and to review skills that build to more complex concepts. – Regularly exchange ideas with teachers/peers who are finding strategies that are working well.

TIERS	ATTENDANCE THROUGH AN MTSS LENS
TIER 2: Targeted Supports for Some Students	**Identify students and implement structured interventions to improve attendance:** – Provide resources for students with behavioral health concerns through a behavioral health team (BHT). – Use the Dashboard tool to identify students who are trending towards chronic absence and chronic truancy. – Actively use a menu of social, emotional health and behavioral supports. – Utilize Restorative Practices. – Utilize Check-In/Check-Out. – Engage all stakeholders to truly understand what hurdles the student is facing in order to create appropriate responses. The student's family is an important member of the stakeholder team. – Review all current supports that exist and ensure that services are being received and progress monitored (i.e., 504, IEP, STLS supports).
TIER 3: Individualized Supports for a Few Students	**Identify specific student needs and deliver targeted interventions to improve attendance:** – Remember: low attendance is a symptom of other issues and disengagement comes prior to absence. – Analyze individual student patterns (qualitative and quantitative information) to identify root causes. – Determine what wraparound services need to be considered to support the student's needs by considering social, emotional, academic, health community, and familial factors. – Acknowledge schoolwide, classroom and individual student progress. – Ensure the student's family is engaged in the planning interventions to ensure that plans can be supported inside and outside of school. – Realize that all efforts are important, and asking for additional help or a thought partner to intervene is not a sign of failure, but a sign of strong resource management. – Engage Network support when needed. – Engage the support of the Attendance and Truancy Department when needed.

Supportive Learning Climate and Universal SEL Instruction

Advisory (Middle and High School) is a class in which students remain with the same advisor and peer community throughout middle or high school. It provides a venue to help students set goals, learn skills of self-management and relationship building, reflect on their academic growth, and plan for their lives in high school and beyond. All schools can access the Advisory Framework Toolkit and lesson plans at tinyurl.com/cpsadvisory, and OSEL offers ongoing professional learning community sessions for advisory leadership teams.

Caring School Community (K-6) is an evidence-based approach that focuses on strengthening students' connectedness to school. Class Meetings, a cross-age buddies program, Homeside Activities, and Schoolwide Community-Building Activities help students develop respect for each other and take ownership for their learning and behavior. OSEL provides professional development and coaching for a small cohort of schools to adopt this approach.

CHAMPS Classroom Management is designed to help the K-12 teacher develop or fine-tune an effective behavior support plan that is proactive, positive, and instructional. This model focuses on creating clear structure and routines, teaching expectations explicitly, interacting positively with students, and correcting classroom misbehavior in ways that are calm, respectful, and restorative. This training is offered periodically and is best for classroom teachers and those who support them.

Coaching Classroom Management is a model for a collaborative, partnership-based approach to coaching colleagues in positive and proactive classroom management. OSEL provides a one day training and is best for instructional coaches, mentor teachers, and department leads.

Cultivating SEL for Adults is a section of our website that contains ideas, resources, professional development activities, and a literature review focused on building positive relationships and strengthening social and emotional skills among school staff. Resources are broken out into six categories: strengthening staff connectedness, staff recognition activities, practices for school/network/central office leaders, self-care and re-energizing, reflecting on personal SEL skills, and building staff SEL skills/buy in for SEL.

Developmental Designs is an evidence-based approach that focuses on building student community and collaboration, promoting student self-management and critical thinking, and creating engaging learning experiences. Developmental Designs is specifically designed for Middle School. OSEL provides professional development and coaching for a small cohort of schools to adopt this approach.

Integrating SEL with Academic Instruction is a workshop designed for teacher teams who plan lessons and units together. In this workshop, teachers will learn to recognize what they are already doing to teach SEL, and how they can be more explicit and mindful in planning academic instruction that provides clear opportunities for students to practice social and emotional skills. This workshop can be conducted before or after school or during common planning time. A self-guided workbook is also available on OSEL's website at cps.edu/sel.

Morning Meetings/Class Meeting: Classroom-based morning meetings are a core component of many evidence-based SEL strategies, including Responsive Classroom and Caring School Community. They provide structured, daily opportunities for students to practice social skills and build a sense of community. OSEL offers an introductory session for teachers who wish to begin implementing morning meetings in their classrooms.

PATHS (K-5) is an evidence-based classroom program for teaching SEL skills, promoting positive behavior, and preventing risk behavior. The U.S Department of Education is funding Penn State University (PSU), The Collaborative for Academic, Social, and Emotional Learning (CASEL), and CPS to implement PATHS in 28 schools.

Responsive Classroom is an evidence-based approach that focuses on building student community and collaboration, promoting student self-management and critical thinking, and creating engaging learning experiences. The Responsive Classroom approach can be used in K-8 classrooms. OSEL provides professional development and coaching for a small cohort of schools to adopt this approach.

Restorative Conversations guide students through reflection, problem solving, and repairing harm after a behavior incident. Restorative Conversations help identify root causes and place responsibility on students to understand the impact of their behavior and take steps to make things better. OSEL offers professional learning on Restorative Conversations through district-wide Restorative Practices 101 training, school-wide Restorative Conversations PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

Restorative Mindsets and Language are the core components of Restorative Practices. A restorative mindset describes how a person understands community and one's role in the community. Restorative language encourages positive interaction through empathetic listening, "I" statements, and restorative questions. OSEL offers professional learning on Restorative Mindsets and Language through Restorative Practices 101 training, school-wide Restorative Practices PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

School Climate resources and professional development are coordinated through your network office. Please contact your network's SEL Specialist for more information, and visit cps.edu/sel to download the CPS School Climate Standards.

Second Step (PK-8) is an evidence-based social-emotional learning curriculum that helps students succeed both socially and academically. Second Step teaches skills for learning, empathy, emotion management, and problem solving— tools students need both inside and outside of the classroom. CPS schools can receive professional development and curriculum materials if they commit to fully implement the curriculum school-wide.

Talking Circles proactively build relationships within a classroom or team through a structured process. Talking circles may be used as daily check-ins, and to set classroom norms and agreements, teach social and emotional skills, provide feedback, and discuss pertinent issues and topics. OSEL offers professional learning on Talking Circles through district-wide Talking Circles training, school-wide Restorative Practices in the Classroom PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

Youth Mental Health First Aid is an eight-hour training designed to support any adult who spends time with adolescents. Participants review typical adolescent development, are introduced to the signs of common mental health challenges (e.g. depression, anxiety, eating disorders, suicidal ideation, nonsuicidal self-injury, psychosis, ADHD, etc.) for youth, and learn a five-step action plan for helping students in both crisis and non-crisis situations. Training is offered through OSEL.

Targeted Supports for Some Students

Anger Coping/Think First are cognitive behavioral group interventions that focus on developing social problem-solving and anger management skills in students exhibiting conduct problems and reactive aggression. This intervention is delivered by school counselors, social workers, psychologists, and/or community partners. OSEL offers professional development and support with implementation.

Alternatives to Suspension in schools provide meaningful opportunities for students to learn skills, repair harm caused by their actions, and take ownership over their behaviors. OSEL offers professional learning on Alternatives to Suspension through district-wide Alternatives to Suspension training, the Guidelines for Effective Discipline: An Administrator's Addendum to the CPS Student Code of Conduct, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

Behavioral Health Teams are collaborative-problem solving teams that support the identification, support and monitoring of students with social, emotional and/or behavioral needs through a multi-tiered approach. Behavioral Health Teams work to establish criteria for providing supports, referral and screening protocols and a menu of social, emotional and behavioral interventions for students. OSEL offers professional development and support with implementation.

Bounce Back is a skill-building trauma-focused intervention for young children (grades K-5) who have been exposed to significant stressful events. In this intervention, students and their parents learn normal reactions to stress and trauma, helpful ways to think about self, others and the world, and social problem-solving skills. OSEL provides professional development and support with implementation for a cohort of selected schools.

Check-In/Check-Out is a school-based, targeted intervention, which provides daily support and monitoring for students who exhibit low-level problem behaviors across multiple settings and/or have few positive connections with staff. It is based on a daily check in/check out system that provides students with immediate feedback on their behavior and increased positive adult attention via a teacher rating on a Daily Progress Report. OSEL offers professional development and support with implementation.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is a skill-based group intervention developed to relieve symptoms of Post-Traumatic Stress Disorder (PTSD), depression, and general anxiety in students who have been exposed to trauma. CBITS can be used with students in grades 3-12 and is delivered by school counselors, social workers, psychologists and/or community providers. OSEL offers professional development and support with implementation.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is a skill-based group intervention developed to relieve symptoms of Post-Traumatic Stress Disorder (PTSD), depression, and general anxiety in students who have been exposed to trauma. CBITS can be used with students in grades 3-12 and is delivered by school counselors, social workers, psychologists and/or community providers. OSEL offers professional development and support with implementation.

Evidence-Based Behavioral Strategies (EBBS) is a classroom-based intervention for individual students and can be delivered by teachers. The two-part training, offered by the Office of Diverse Learner Supports and Services (ODLSS) provides school staff with the tools to design, implement and evaluate customized individual interventions in the classroom setting.

Impact of Exposure to Trauma on Students, Staff and the School Community trains all school staff to increase awareness about the impact of trauma exposure on students' development and learning. The training supports school staff to adopt a "trauma lens" to be better able to recognize signs of trauma as well as develop effective school-wide and classroom-based strategies for creating an environment that is supportive of students. OSEL offers professional development.

Peace Circles are a planned, structured meeting between a person or people who caused harm, the person or people who were harmed, and both parties' family and friends, in which they discuss the consequences of wrongdoing and decide how to repair harm. OSEL offers professional learning on Peace Circles through district-wide Peace Circles training (day 2 of the two-day Restorative Circles training), school-wide Restorative Practices in the Classroom PD, the CPS Restorative Practices Guide and Toolkit, and intensive short-term Restorative Practices Coaching Projects.

Peer Conference is a voluntary, student-led process in which a small group of trained Peer Conference members provide a positive peer influence as they work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused. OSEL offers professional learning on Peer Conference through intensive short-term Restorative Practices Coaching Projects and Peer Conference Technical Assistance sessions for schools with existing Peer Conference.

Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) is a skill-building program geared towards adolescents (grades 6-12) who have been exposed to chronic stress or trauma who may still be living with ongoing stress and are experiencing problems in several areas of functioning. In this intervention, students learn to recognize the impact of trauma/stress on one's functioning, create meaning for one's life, increase communication and connectedness with others, and improve coping skills. OSEL provides professional development and support with implementation for a cohort of selected schools.

S.S.GRIN is an evidence-based small group intervention intended to address gaps in social skills and self-awareness for students in grades Pre-K through 2; specifically, it enhance children's confidence, communication, and cooperation skills. S.S. GRIN is facilitated by school counselors, social workers and psychologists. OSEL provides professional development and support with implementation.

Individualized Supports for a Few Students

Alternatives to Expulsion Behavior Intervention include programs from a range of community partners that provide complex interventions for students referred for infractions related to gang involvement, substance abuse, conflict-resolution, self-regulation, or decision-making. Participating students are able to continue to attend their home school while completing an intervention program. The intent of the program is to select an intervention that best matches the cause or function of the misconduct in order to meet the academic, social, emotional and behavioral needs of referred students.

SMART Program (Saturday Morning Alternative Reach-out and Teach) is an alternative to expulsion for students in 6th through 12th grade who violate categories 4, 5 or 6 of the CPS Student Code of Conduct. The SMART program works to mediate behavior by providing students with an educational alternative and provides a comprehensive and integrated multi-week program using a conflict resolution and social emotional skill development curriculum.

For a calendar of professional development opportunities, please visit cps.edu/sel.

Creating an Attendance Culture

Every school must emphasize the importance of attendance. Within the attendance plan, there should be rewards and recognitions to build the attendance culture. Best practices around recognizing attendance that are simple to execute and are not expensive are listed below. They can be applied to both elementary schools and high schools. **It is important to remember to celebrate improved attendance instead of solely focusing on perfect attendance.**

BULLETIN BOARDS

– Some schools have a Bulletin Board Club, or have the creation of a bulletin board as part of the ESPs' responsibility.

– These displays include attendance superstars and "the one's to watch" for those who are showing improvement.

– Main walkways, hallways and lunchrooms are great places to display encouraging attendance signage.

BENCHMARK EVENTS FOR SUCCESS

– The 95% Club, whereby students or classrooms with 95% or better are recognized by signage on the classroom door or on the student's locker.

– An attendance trophy is given to the classroom(s) with 95% or better overall or shown the most improvement.

– Free tickets to school events for an individual/a class/group of students who have strong or improved attendance.

– Establish recognition cycles that are weekly, monthly, or quarterly. Daily shout outs are also effective.

INDIVIDUAL HONORS

- Breakfast with Someone Special: Student with 95%+ attendance or improved attendance has an early morning pancake breakfast or after-school cocoa with a family member or friend of choice.

- Front-of-the-line pass in the cafeteria.

- Out-of-uniform pass.

- Accumulation of school store points.

- VIP pass to school games, dances, etc.

- Partnership with local establishments for coupons towards free eats, items, etc.

NOTE

It is also important to recognize teachers for their continued presence. The options above can be applied in different forms as well. For example:

- Cocoa brought to the classroom.

- Reserved parking space.

- Shout-out in the teacher lounge.

- Coupon for free service through a partnership with a local establishment.

RECOGNIZE PERFECT ATTENDANCE, EACH QUARTER, EACH SEMESTER, EACH YEAR

To do this, a student must have a daily attendance code of "P" (present), "T" (tardy), "ISS" (in-school suspension) or "SF" (school function) for every attendance day of the period that is being considered.

1. To generate a list of students with perfect attendance for the current school year, run the IMPACT SIM Report titled "CPS Perfect Attendance."

2. To identify students with perfect attendance for all school years, run the "CPS Perfect Attendance" report. Then generate the transcript for each student with current school year perfect attendance by running the IMPACT SIM Report entitled "CPS HS Official Transcript" (requires principal, counselor, grading coordinator or transcript registrar role assignment in IMPACT SIM). The transcript lists the number of days present and tardy by school year. The same applies for CPS ES transcript report.

RECOGNIZE IMPROVED ATTENDANCE

To do this, establish a cohort in Dashboard and track their movement. These cohorts can be those receiving specific interventions, students attached to specific teachers or those in after school programs.

School Attendance Teams

PURPOSE:

The school attendance team serves as a formal body that meets around attendance and the attendance needs of a school. The attendance team values and goals can follow the existing meeting structures (i.e., MTSS, ILT) already present at the school. Within this setting, school issues, district initiatives, data trends and specific students are discussed for the purpose of prevention, intervention and improvement.

Schools should aspire to reach 95% or better overall attendance, reduce chronic truancy and reduce chronic absenteeism. In order to do this, a group of participants who are invested in the day-to-day workings of the school should have designated time to discuss and determine necessary actions. CPS requires all schools to hold attendance team meetings on a bi-weekly basis.

CPS ATTENDANCE TEAM EXPECTATIONS:

The Attendance Team:

– Has an administrator as a present member who values the attendance team as a collaborative solution team.

– Consists of members that are representative stakeholders of the school (e.g., the attendance clerk).

– Meets twice a month at the minimum.

– Focuses on discussions around attendance.

– Is driven by data.

– Asks "tough" questions.

– Holds each member accountable.

– Assigns and follows up on action items with clear owners and deadlines.

– Establishes an environment of trust and a results-oriented team.

– Regularly submits documentation of their meetings and progress.

– Communicates regularly with the school community as to the progress and decisions of the Attendance Team.

– Follows professional protocols that allow for active listening and a safe, trusting environment.

– Asks thoughtful questions that will provide for reflection, improvement and/or sharing.

– Follows up on the recommendations of the review session to determine if action was taken.

– Collects documentation of the session.

– Is clear as to the expectations and/or format of the review sessions.

Attendance Team Roles Form

ATTENDANCE TEAM ROLE	DESCRIPTION	OWNER
FACILITATOR	Distributes the agenda before the meeting and secures any needed resources or materials as dictated by the agenda. During the meeting, the facilitator moves the team through the discussion of each item, ensures that the team remains task-oriented, keeps team members focused on the team goals, and promotes open discussion in order to resolve conflicts and develop consensus.	
DATA LEAD	A significant component of attendance team meetings entails reviewing information, which often requires accessing electronic data systems. The data lead accesses such information either during or in preparation for attendance team meetings. This person must have the technology skills and necessary permissions to access and report data that are important to the attendance team.	
RECORDER	Documents agenda items and all agreed-upon outcomes of the meeting, especially action items. The recorder asks for clarifications and summarizes the group discussion to ensure accurate reporting.	
TIMEKEEPER	Monitors time spent on each item according to how much time the team originally allocated for it. The timekeeper signals the group shortly before the time is up to allow the group to wrap up the discussion.	
PROCESS CHECKER	Supports the facilitator; monitors the process of the meeting, refocuses conversations that are tangential or distracting, and assists with using the "parking lot" strategy to maintain meeting focus.	
MEMBER	Honors the objective of the attendance team by attending regularly, communicating positively, thinking critically, following up consistently and valuing the representative nature of their role on behalf of their colleagues.	

Attendance Team Calendar Form

CPS schools are required to formally address attendance through a school meeting structure. Mapping out the attendance team's agenda for a school year serves to ensure that attendance remains a priority.

MONTH	DAY	PERIOD	FOCUS	LOCATION
SEPTEMBER	7	2nd		Rm 231
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				

Agenda Topics for Attendance Team Meetings Form

MONTH	MEETING Date/Time/Location	FOCUS	FOR CONSIDERATION
SEPTEMBER			
OCTOBER			
NOVEMBER			
DECEMBER			
JANUARY			

MONTH	MEETING Date/Time/Location	FOCUS	FOR CONSIDERATION
FEBRUARY			
MARCH			
APRIL			
MAY			
JUNE			

Agenda Topics for Attendance Team Meetings

		SAMPLE	
MONTH	**MEETING** Date/Time/ Location	**FOCUS**	**FOR CONSIDERATION**
SEPTEMBER	Meeting 1 Date/Time/ Location	– Establish norms. – Review prior year's data. – Establish attendance systems and their communication. – Set specific attendance goals.	– Has everyone been briefed on the attendance policies? – Are they working? – How do we know? – What does the data reveal about the prior year's attendance?
SEPTEMBER	Meeting 2 Date/Time/ Location	– Review minutes and action items. – Review structures and emerging hurdles. – Begin identifying potential attendance concerns with students. – Set specific attendance goals.	– Is the process to identify students easy and responsive? – How do we know? – What mechanisms are in place to check our system of attendance?
OCTOBER	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Review September attendance data by school, grade level, and period. – Troubleshoot. – Student referral status should be updated for the team.	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – What is the feedback? – How has our first month of attendance case management gone?
OCTOBER	Meeting 2 Date/Time/ Location	– Discuss progress of modification if implemented. – Discuss student list and discuss actions. Do any need to be referred? – Consider how to utilize upcoming report card day for enhancing attendance needs.	– Are student referrals being funneled properly? – Let's review the system.
NOVEMBER	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Determine schoolwide efforts to maintain attendance during the week of Thanksgiving break. – Review October attendance data by school, grade level and period. – Do any norms need to be added or changed?	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – What is the feedback? – How is case management working?
NOVEMBER	Meeting 2 Date/Time/ Location	– Review first-quarter goals and determine if modifications are needed.	– Are there any students who need winter wear to continue to come to school?

		SAMPLE	
MONTH	**MEETING** Date/Time/ Location	**FOCUS**	**FOR CONSIDERATION**
DECEMBER	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Determine schoolwide efforts to maintain attendance during the week of before winter break. – Review November attendance data by school, grade level and period. – Troubleshoot.	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – What is the feedback? – Was there any notable improvement in attendance with the attention given to the shortened week of Thanksgiving? – How is case management working?
	Meeting 2 Date/Time/ Location	– Do any attendance goals need to be reset when we return from winter break?	– Are we staying proactive, not reactive?
JANUARY	Meeting 1 Date/Time/ Location	– Review norms. – Consider if attendance procedures need to be reiterated to students. – Review current case management file and provide updates. – Review August through December data for probing questions and observations.	– Are we entering the new year with policies and expectations clear to all stakeholders? – Do we need to plan any events to rejuvenate or focus on attendance? – Are there any students who need winter wear to continue to come to school? – Are we staying proactive, not reactive? – Did any students not return from winter break?
	Meeting 2 Date/Time/ Location	– Review minutes and action items. – Integrate and process new case management referrals.	– Is the referral process identifying the proper students? – Are we asking staff if they are satisfied with the process? – Are the results appearing in our attendance totals?

		SAMPLE	
MONTH	**MEETING** Date/Time/ Location	**FOCUS**	**FOR CONSIDERATION**
FEBRUARY	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Review January attendance data by school, grade level, and period. – Troubleshoot. – Student referral status should be updated for the team. – Review first-semester/first-quarter process. – Review wins and adjustments.	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – What is the feedback? – Do we need to think of new recognitions? – Are we celebrating our wins?
	Meeting 2 Date/Time/ Location	– Review minutes and action items. – Integrate and process new case management referrals.	– Is the referral process identifying the proper students? – Are we asking staff if they are satisfied with the process? – What concrete improvements have we seen?
MARCH	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Determine schoolwide efforts to maintain attendance the week prior to spring break. – Review February attendance data by school, grade level and period. – Troubleshoot.	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – What is the feedback? – Are we meeting our goals?
	Meeting 2 Date/Time/ Location	– Review third-quarter goals and determine if modifications are needed. – Review minutes and action items. – Integrate and process new case management referrals.	– Is the process to identify students easy and responsive? – How do we know? – What mechanisms are in place to check our system of attendance? – How is our system for managing attendance cases working? Reflect.

	SAMPLE		
MONTH	**MEETING** Date/Time/ Location	**FOCUS**	**FOR CONSIDERATION**
APRIL	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Determine schoolwide efforts to maintain attendance in spring. – Review March attendance data by school, grade level, and period. – Troubleshoot.	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – How do we know? – What is the feedback?
	Meeting 2 Date/Time/ Location	– Review minutes and action items. – Integrate and process new case management referrals.	– Is the process to identify students easy and responsive? – How do we know? – What mechanisms are in place to check our system of attendance? – How is case management working?
MAY	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Determine schoolwide efforts to maintain attendance in spring. – Review April attendance data by school, grade level and period. – Troubleshoot.	– What red flags are notable? – What green flags are notable? – Were recognitions executed properly? – How do we know? – What is the feedback? – Are we meeting our goals?
	Meeting 2 Date/Time/ Location	– Review minutes and action items. – Integrate and process new case management referrals.	– Is the process to identify students easy and responsive? – How do we know? – What mechanisms are in place to check our system of attendance? – How is case management working?
JUNE	Meeting 1 Date/Time/ Location	– Review minutes and action items. – Conduct a year-in-review. – Are we ready to set goals for the coming year?	– What worked well? – What was a struggle? – How did we do? – Are we celebrating our work?

Attendance Team Meeting Agenda

SAMPLE				
Sample Meeting Objective:	Set norms to review prior year's data in order to create an actionable plan to improve upon attendance			
Date:	8/30	**Time:**	2:45-3:45	
Attendance Team Meeting Norms:	To be determined			
Attendance: (Indicate who is present; indicate who is not present.)				

TIME	TIME ALLOCATED	AGENDA ITEM	OWNER
2:45-2:47	2 min	Take attendance. (If this is not the first meeting, review norms and action items.)	Mr. Bennett
2:47-2:55	8 min	Establish meeting norms.	All
2:55-3:15	20 min	Prior year's data report: – Where are we? – What did we do well? – Where did we struggle?	AP Johnson
3:15-3:30	15 min	Set specific attendance goals: – For the whole school. – For grade levels. – For priority groups. – For identified cohorts.	All
3:30-3:40	10 min	Review attendance systems and communication.	Ms. Phelps
3:40-3:45	5 min	Review action items and adjournment.	Mr. Bennett

ACTION ITEMS		
NEXT STEPS	**OWNER**	**DUE DATE**
Review attendance goals with stakeholder groups; provide feedback at next meeting.	AP Johnson	9/6
Draft attendance procedures for school families and school staff; bring copies for review to next meeting.	Ms. Phelps	9/6
Provide draft plan for attendance assemblies; bring copies.	Mr. Bennett	9/6
Come with two ideas on how to market and build momentum around attendance goals.	All	9/6

Network Level Attendance Meetings*

– Networks are to share the monthly data reports (Monthly Summary and Priority Group Deep Dive), with schools as well as provide these reports at the attendance sessions for the purpose of discussion.

– Networks will also monitor progress of DQI and 0% students.

– To protect student privacy, individual student data should not be shared at network-level meetings.

  * Agenda topics can be used in the order that best suits the needs of the schools.

MONTH	FOCUS
SUMMER	– All attendance clerks should attend an attendance logistics PD and daily operations PD in the summer as organized by the Network. – All Networks are to host monthly attendance meetings.

SEPTEMBER	**STARTER TOPIC: HOW DOES EVERYONE PLAY A ROLE IN ATTENDANCE?**
	
	– Write the two questions below on a large sticky paper.
	  – At your school, who plays a role in attendance?
	  – What role do they play in attendance?
	– Have participants write their answers on Post-it® Notes and post their responses under each question.
	– Read responses and ask for comments. Push the audience to consider all personnel in the building (i.e., lunch lady, security guard, main office staff).
	
	WATCH: A&T Webinar on the Attendance Dashboard page.
	
	DATA:
	– Review A&T Monthly Attendance Report.
	– Review A&T Monthly Deep Dive Report.
	– Review Attendance Over Time on Dashboard.
	– What goal does your school have for the month of September? Consider: What was your month-end ADA value last year for September (check Dashboard)?
	– What will you do differently? What worked?
	– Remember goals should be steps, not leaps. If you were at 95.5%, 95.7% is achievable. If you were at 94.2%, 94.8% is achievable. There is always room for improvement, but remember that sustainable improvement needs to be strategic and consistent.
	– Communicate network expectations.
	
	MANAGEMENT:
	
	Ensure all attendees have Dashboard access.
	
	– Share copy of Attendance Office Review Tool.
	– Are universal systems in place? SEL Specialist at the network leads this portion.
	– Are attendance procedures clear and public? How is attendance messaged as a daily priority? What communication has been sent home for families to understand the school's procedures and expectations around attendance?
	– Has a fair and clear graduation contract been created for eighth and 12th graders? Are the expectations fair, but strong? Has a parent meeting been set for signing?
	– Are graduations scheduled as close to year-end as possible?

MONTH	FOCUS
OCTOBER	**STARTER TOPIC: HOW DOES YOUR SCHOOL USE PREVENTIVE ACTION TO LIMIT CHRONIC TRUANCY/CHRONIC ABSENTEEISM?** – Unpack the word "prevent." – Celebrate your first month wins. Everyone has to share a win they had with attendance. It is never too early to find success. The person who works at the oldest school begins. **DATA:** – Review A&T Monthly Attendance Report. – Review A&T Monthly Deep Dive Report. – Review Attendance Over Time on Dashboard. – Did your school meet your goal for the month of September? Where did you improve? What challenges surfaced? – What goal does your school have for the month of October? Consider: What was your month-end ADA value for October (check Dashboard)? – What will you do differently? What will you keep doing? – How is data shared with school teams? – Establish a culture of celebration. Recognize schools that are reaching their goals. **MANAGEMENT:** – How are you addressing the students who are trending towards chronic truancy/chronic absence? – What steps do you take to determine the causes behind students who are already chronically truant/chronically absent? – How does the attendance office work with the other school teams that are in place? – Reminder: set up a computer lab so parents/guardians can register for parent portal during report card pick up day. – Reminder: November attendance is challenging. Plan ahead by placing engaging events on the days of a difficult attendance week.
NOVEMBER	**STARTER TOPIC: HOW WOULD YOU CHARACTERIZE THE FAMILIES OF YOUR SCHOOL?** – Create two columns with the headings: Challenging and Cooperative. Have everyone call out terms for both categories until there are about eight terms in each column. – Ask for share outs as to why those terms were given. Interject with "How do you cultivate that cooperative relationship?" or "Do we have any ideas on how to address that challenging relationship?" **DATA:** – Review A&T Monthly Attendance Report. – Review A&T Monthly Deep Dive Report. – Review Attendance Over Time on Dashboard. – Did your school meet your goal for the month of October? Where did you improve? What challenges surfaced? – What goal does your school have for the month of November? Consider: What was your month-end ADA value last year for November (check Dashboard)? – What will you do differently? What will you keep doing? – How is data shared with school teams? – Establish a culture of celebration. Recognize schools that are reaching their goals; recognize schools that are showing growth.

MONTH	FOCUS

NOVEMBER

MANAGEMENT:

– November, December, and January are traditionally difficult attendance months. How is your school preparing proactively to maintain momentum? Determine schoolwide efforts to maintain attendance during the week of Thanksgiving break.

– **DEMONSTRATE:** Utilize the Attendance Over Time screen in Dashboard to show the decline in attendance in the prior year, and how it is important to shore that up early.

– **CHECK:** How are you addressing the students who are trending towards chronic truancy/chronic absence?

– **PRIORITY GROUPS:** Review STLS/IEP/ ELL/Early Childhood guidelines and best practices. (If possible, invite the coordinator for your network to come out and speak.)

– Are there any students who are in STLS who will need support in the cold weather?

– Have your network FACE manager discuss parent engagement.

DECEMBER

STARTER TOPIC: WHEN YOU HAVE A STUDENT WHO IS DEMONSTRATING LOW ATTENDANCE, WHAT QUESTIONS DO YOU ASK AND WHOM DO YOU ASK?

This topic is about engaging all stakeholders when troubleshooting an attendance issue. Use the following starter scenario to begin the questions to investigate:

A third-grade student has missed 10 days of school. Reason-for-absence notes do come in, and they all say the child is ill.

Guide them to asking questions to develop a clearer picture:

– Are there siblings? If so, how is their attendance?

– Does the child need STLS consideration?

– Does the child have an IEP, health condition or ELL consideration? Have the specialist(s) (e.g., STLS liaison, case manager, school counselor, bilingual coordinator) been participating in the conversation?

– What home interaction has occurred?

– What is the student's enrollment history?

– What information can the student's teachers share?

– Does the student have friends? Does the student seem happy in school?

The next step is to address any question that cannot be answered.

DATA:

– Review A&T Monthly Attendance Report.

– Review A&T Monthly Deep Dive Report.

– Review Attendance Over Time on Dashboard.

– Did your school meet your goal for the month of November? Where did you improve? What challenges surfaced?

– What goal does your school have for the month of December? Consider: What was your month-end ADA value last year for December (check Dashboard)?

– What will you do differently? What will you keep doing?

– How is data shared with school teams?

– Recognize schools that are reaching their goals; recognize schools that are showing growth.

MONTH	FOCUS

DECEMBER

MANAGEMENT:

– Discuss how November went as a network and at each school. Show data publicly. Discuss what you see and what could be shared. Is there a plan in place for December and January? Determine schoolwide efforts to maintain attendance prior to winter break.

– **CHECK:** How are you addressing the students who are trending towards chronic truancy/chronic absence?

– **PRIORITY GROUPS:** Review STLS/IEP/ ELL /Early Childhood guidelines and best practices. (If possible, invite the coordinator for your network to come out and speak.)

– **SQRP:** Have data strategist brief attendance personnel on how SQRP figures into the school report card. Present recent results.

JANUARY

STARTER TOPIC: IF SOMEONE CHARACTERIZED YOUR SCHOOL AS DOING "BUSINESS AS USUAL," WOULD THAT BE A POSITIVE OR NEGATIVE STATEMENT?

This topic is about avoiding ruts and recognizing frustration. People often look at the new year as a chance to do better. Do schools have this same attitude with their challenging students?

Ask the participants to think about this phrase from the lens of:

A third-grade student has missed 10 days of school. Reason-for-absence for absence notes do come in, and they all say the child is ill.

Guide them to asking questions through each of these different lenses to develop a clearer picture:

– A student at their school.

– A parent at their school.

– A community member near their school.

– A local business at their school.

– A teacher at their school.

Break the group up to mix the schools. Call out which lens they should apply, and have them discuss in their small group. Have them share out some of their results.

DATA:

– Review A&T Monthly Attendance Report.

– Review A&T Monthly Deep Dive Report.

– Review Attendance Over Time on Dashboard

– Did your school meet your goal for the month of December? Where did you improve? What challenges surfaced?

– What goal does your school have for the month of January? Consider: What was your month-end ADA value last year for January (check Dashboard)?

– What will you do differently? What will you keep doing?

– How is data shared with school teams?

– Recognize schools that are reaching their goals; recognize schools that are showing growth.

MONTH	FOCUS

JANUARY

MANAGEMENT:

– Discuss how December went as a network and at each school. Show data publicly. Discuss what you see and what could be shared. Is there a plan in place for January?

– Consider if attendance procedures need to be reiterated to students.

– **CHECK:** How are you addressing the students who are trending towards chronic truancy/chronic absence?

– Are we entering the new year with policies and expectations clear to all stakeholders?

– Do we need to re-evaluate Tier 1/universal systems? Do we have a positive attendance culture? How do we know?

– Because the semester is coming to an end, what are we doing at the high schools to ensure we are guiding students to credit recovery where necessary?

– Invite a speaker from SOAR to come and speak.

– **PRIORITY GROUPS:** Review STLS/IEP/ ESL /Early Childhood guidelines and best practices. (If possible, invite the coordinator for your network to come out and speak.)

FEBRUARY

STARTER TOPIC: HOW DO THE WARMER MONTHS IMPACT YOUR SCHOOL?

Break the room into four groups. Ask each group to:

• Identify four positive things that happen at your schools as the weather gets warmer.

• Identify four negative things that happen at your schools as the weather gets warmer.

• Have the whole group troubleshoot to address the negative outcomes.

DATA:

– Review A&T Monthly Attendance Report.

– Review A&T Monthly Deep Dive Report.

– Review Attendance Over Time on Dashboard.

– Did your school meet your goal for the month of November? Where did you improve? What challenges surfaced?

– What goal does your school have for the month of December? Consider: What was your month-end ADA value last year for December (check Dashboard)?

– What will you do differently? What will you keep doing?

– How is data shared with school teams?

– Recognize schools that are reaching their goals; recognize schools that are showing growth.

MANAGEMENT:

– Discuss how January went as a network and at each school. Show data publicly. Discuss what you see and what could be shared.

– Look at the network and schools from a Semester 1 lens, including DQI. Network data strategist should prepare cuts that provoke discussion around wins and opportunities to grow.

– Discuss steps and expectations around these areas.

– **CHECK:** How are you addressing the students who are trending towards chronic truancy/ chronic absence?

MONTH	FOCUS

MARCH

STARTER TOPIC: HOW DOES YOUR SCHOOL ADDRESS AN ANGRY PARENT?

Break the room into smaller groups or keep them together. Read the following scenario. Ask them to listen and consider whether they would change how the situation was handled and/or how they would respond.

Ms. Smith enters the main office asking to speak to the principal. The main office states the principal is not available, and asks what she needs. Ms. Smith starts waving a crumbled 10-day truancy letter while yelling the following:

"I just got a 10-day letter saying that I'm going to be prosecuted because my daughter is truant. Someone calls my house every day asking why Samantha (her daughter) is not in school. I tell them every time that she is sick. How is the school going to send a threatening letter when my child is ill? I don't want you calling my house anymore." The main office states, "Let me call the attendance office to help you."
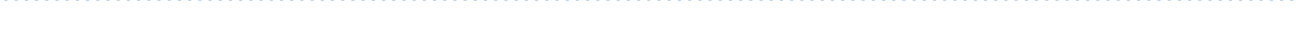
DATA:

- Review A&T Monthly Attendance Report.
- Review A&T Monthly Deep Dive Report.
- Review Attendance Over Time on Dashboard.
- Did your school meet your goal for the month of February? Where did you improve? What challenges surfaced?
- What goal does your school have for the month of March? Consider: What was your month-end ADA value last year for February (check Dashboard)?
- What will you do differently? What will you keep doing?
- How is data shared with school teams?
- Recognize schools that are reaching their goals; recognize schools that are showing growth.

MANAGEMENT:

- Discuss how February went as a network and at each school. Show data publicly. Discuss what you see and what could be shared.
- Look at the network and schools from a grade-level lens. Network data strategist should prepare data summaries that provoke discussion around wins and opportunities to grow.
- What preparation will be done to prevent any pre and post Spring break fall off?
- **CHECK:** How are you addressing the students who are trending towards chronic truancy/chronic absence?

APRIL

STARTER TOPIC: HOW DOES YOUR SCHOOL PROACTIVELY PLAN FOR MAINTAINING ATTENDANCE MOMENTUM?

- On a white board, large sticky or overhead, write the following:
  - Perfect attendance.
  - Quarterly improvement.
  - Individual improvement.
  - Grade level improvement.
  - Class improvement.
  - Weekly improvement.
- Ask the attendees to raise their hands to indicate whether their schools provide recognition for each of the areas. Write the totals next to each topic.
- Discuss how they provide recognition.
- Highlight cost free recognitions.
- Underscore thinking outside the box when encouraging students to improve. Limiting recognition to only "perfect" attendance creates a small pool of students who have to maintain momentum.

MONTH	FOCUS

APRIL

DATA:

– Review A&T Monthly Attendance Report.
– Review A&T Monthly Deep Dive Report.
– Review Attendance Over Time on Dashboard.
– Did your school meet your goal for the month of March? Where did you improve? What challenges surfaced?
– What goal does your school have for the month of April? Consider: What was your month-end ADA value last year for April (check Dashboard)?
– What will you do differently? What will you keep doing?
– How is data shared with school teams?
– Recognize schools that are reaching their goals; recognize schools that are showing growth.

MANAGEMENT:

– Discuss how March went as a network and at each school. Show data publicly. Discuss what you see and what could be shared.
– Discuss at-risk/high risk/chronic truancy and absence by school and network.
– How do your engagement efforts change at this time of the year? Network data strategist should prepare data summaries that provoke discussion around wins and opportunities to grow.
– Discuss steps and expectations around these areas.

MAY

STARTER TOPIC: WHAT IS "THE END OF THE YEAR"?

Ask the participants to think about this phrase from the lens of:

• A student at their school.

• A parent at their school.

• A teacher at their school.

Have them share out their different responses to the whole group or in small groups.

• Ask them why they have those attitudes. Is there a way to combat them?

• Does their school focus on SQRP data or ISBE data?

DATA:

– Review A&T Monthly Attendance Report.
– Review A&T Monthly Deep Dive Report.
– Review Attendance Over Time on Dashboard.
– Did your school meet your goal for the month of April? Where did you improve? What challenges surfaced?
– What goal does your school have for the month of May? Consider: What was your month-end ADA value last year for May (check Dashboard)?
– What will you do differently? What will you keep doing?
– How is data shared with school teams?
– Recognize schools that are reaching their goals; recognize schools that are showing growth.

MANAGEMENT:

– Discuss how April went as a network and at each school. Show data publicly. Discuss what you see and what could be shared.
– Look at the network and schools from a grade-level lens. Network data strategist should prepare data summaries that provoke discussion around wins and opportunities to grow.
– What preparation will be done to prevent any pre- and post-spring break fall off?
– **CHECK:** How are you addressing the students who are trending towards chronic truancy/chronic absence?

MONTH	FOCUS

JUNE (IF TIME PERMITS)	**STARTER TOPIC: HOW DOES EVERYONE PLAY A ROLE IN ATTENDANCE?**
	
	Write the two questions below on a large sticky paper.
	
	  – At your school, who plays a role in attendance?
	
	  – What role do they play in attendance?
	
	Have participants write their answers down on Post-it® Notes and post their responses under each question.
	
	Read responses and ask for comments. Then re-share the results from the very first session in September. Ask participants to determine if there were any changes.
	
	DATA:
	
	– Review A&T Monthly Attendance Report.
	– Review A&T Monthly Deep Dive Report.
	– Review Attendance Over Time on Dashboard.
	– Did your school meet your goal for the month of May? Where did you improve? What challenges surfaced?
	– What goal does your school have for the month of June? Consider: What was your month-end ADA value last year for May (check Dashboard)?
	– What will you do differently? What will you keep doing?
	– How is data shared with school teams?
	– Recognize schools that are reaching their goals; recognize schools that are showing growth.
	
	MANAGEMENT:
	
	– Discuss how May went as a network and at each school. Show data publicly. Discuss what you see and what could be shared.
	– Reflect as a whole network on what went well. Make this a session about success.

Chicago Public Schools' Attendance Process Protocol

FOR BEST RESULTS, SCHOOLS SHOULD APPLY THIS ATTENDANCE PROCESS WITH FIDELTY.

NOTES

- School attendance is compulsory in Illinois from age 6 to 17.

- Gradual escalation of interventions must be applied and soundly documented.

- Students cannot be dropped from school's enrollment due to absence.

- CPS Attendance Dashboard ensures all schools have access to real-time student attendance data.

LEVEL 1: STANDARD STUDENT ATTENDANCE

- One of the six valid causes of absence (e.g., sick days, death in the family) applies for excused absences.

- School-level universal ("Tier I") systems in place to create a positive attendance culture ("Every Day On-Time") within the school.
- Student/Parent Portal is leveraged to ensure strong communication between parents and school.
- When students are absent, schools make appropriate daily calls home; robocalls are programmed for elementary and high schools.
- Reason for absence notes are collected and retained in student attendance file for both elementary and high school students.

LEVEL 2: AT-RISK STUDENTS

- Multiple days of absences—students at-risk of becoming chronically truant/absent.
- School uses the CPS Attendance Dashboard data tools to identify and strategically address students who are trending toward chronic behavior.

LEVEL 2 - PHASE 1: ROOT CAUSES ANALYSIS

- For high school students, daily school-to-home calls begin.
- School gathers additional information as foundation for Root Cause Analysis:
  - *Are there siblings?*
  - *Is the student homeless? Does the student's housing situation classify them as a Student in Temporary Living Situation (STLS)?*
  - *Does the child have an IEP? 504? ELL consideration?*
  - *What is the child's enrollment history?*
  - *What information can the child's teachers share?*
  - *What information can a student's specialist(s) (STLS Liaison, Case Manager, School Counselor, Bilingual Coordinator) provide?*
- Establish if support needs to be reinforced or reviewed.
- Make necessary modification and monitor for progress.

LEVEL 2 - PHASE 2: ESTABLISH STUDENT ATTENDANCE IMPROVEMENT PLAN

- Student-Parent-School conference #1 at school to establish attendance improvement plan.
- Establish goals and clear expectations around concrete interventions and action steps. Plan must be given a minimum of two weeks to determine impact (i.e., Check-In/Check-Out Plan).
- Monitor with daily school-to-home calls.
- Place student on Multi-Tiered Systems of Support (MTSS) team intervention committee; enact action steps.
- Engage school's Behavior Health Team (BHT) or CARE Team.

LEVEL 3: HIGH-RISK STUDENTS

- For the following phases, *provide a reasonable amount of time to determine if the interventions have an impact.*
- Required 5 and 10 Day truancy letters must be issued and sent; 10 day letter must be sent via certified mail with return receipt—this is a State requirement.

LEVEL 3 - PHASE 1: REVISE ATTENDANCE IMPROVEMENT PLAN	LEVEL 3 - PHASE 2: PROGRESS MONITORING PLAN	LEVEL 3 - PHASE 3: ESCALATE TO NETWORK OFFICE
- Reassess student attendance data. - If no improvement in attendance, reconvene Student-Parent-School Team for conference #2. - Revisit student attendance improvement plan and review what was in the plan, what was followed, what has not improved. Ensure all appropriate stakeholders are at the table for the school and the student. - Refine goals, set new benchmark, and tighten up interventions. - Continue to engage and include school's BHT/CARE Team and other school-based specialists (STLS Liaison, Case Manager, etc.). - Monitor with daily school-to-home calls.	- Continue to monitor student attendance on daily basis. - Progress monitor attendance goals and continue to improve and refine interventions. - Make daily school-to-home calls if absence occurs. - Continue work through MTSS team. - Student-Parent-School Team convenes for conference #3. Review goals; determine concrete steps that can be taken. Ensure all appropriate stakeholders are at the table for the school and the student. - If at any point contact is lost, follow the "Unable to Locate/Lost Child Process". - If at any point, new information is gathered that changes the narrative on a case, proper steps must be followed (e.g., homelessness occurs).	- Review of attendance data shows student's attendance is still not improving after, at minimum, 2 weeks of solid implementation of each intervention. - Make daily school-to-home calls if absence occurs. - Escalate to Network Office. - Network Office provides recommendation and support for next steps. This may include SEL, FACE or outreach interaction.

LEVEL 4: CHRONIC STUDENTS

- Assumes schools have all systems and supports from Levels 1 – 3 in place, documented and executed with fidelity.
- Schools should not escalate cases without having followed through with consistent and sound intervention efforts.

LEVEL 4: CASE ESCALATION TO ATTENDANCE AND TRUANCY DEPARTMENT	IT IS IMPORTANT TO REMEMBER:
- Network coordinates with Central Office Attendance and Truancy Department. - The student case is reviewed; this includes what steps have been taken and what opportunities for further intervention from Chicago Public Schools exists. - A plan is established, documented, and executed. - The school, Network, and Central Office work as a unit to continue to align with the student and family for reengagement.	- Frustration is a common feeling for the school when addressing students who move into chronic behavior. - Students who become chronically absent have a harder time re-engaging. - Addressing the signs of potential disengagement is far more effective than trying to reengage a student who has lost their sense of community, fallen behind in their studies, and has not established relationships. - This is true for the student's family as well. Once the family loses sight of the school as a resource, the chance to partner with that parent/guardian is lessened. - Further, with consistent execution, the impact of the intervention is greater.

INTRODUCTION:

These preschool attendance and illness guidelines for supporting good and improved attendance are developed in alignment with the vision and mission statements of the Office of Early Childhood Education (OECE):

VISION STATEMENT

All children birth through 2nd grade will be engaged and empowered through exemplary, high quality early learning experiences in order to grow into joyful and successful lifelong learners.

MISSION STATEMENT

The Office of Early Childhood Education (OECE) is committed to engaging students in high quality learning experiences that support and respect the unique potential of each individual through best professional practices, and meaningful family and community engagement.

With these vision and mission statements guiding our work, OECE is committed to supporting its preschool programs in reducing chronic absenteeism. OECE provides guidelines on preschool attendance and illnesses to help school staff and families work together in bringing students to schools daily.

These guidelines include:

– Benefits of preschool attendance.

– Definition of chronic absence.

– Guidelines for identifying and addressing attendance issues.

– Explanation for preschool enrollment vacancy and illness procedures.

BENEFITS OF PRESCHOOL ATTENDANCE

Preschoolers who are chronically absent, represented by the dark blue bars in the graph below, demonstrate lower kindergarten readiness outcomes in math, letter recognition, pre-literacy and social-emotional development.
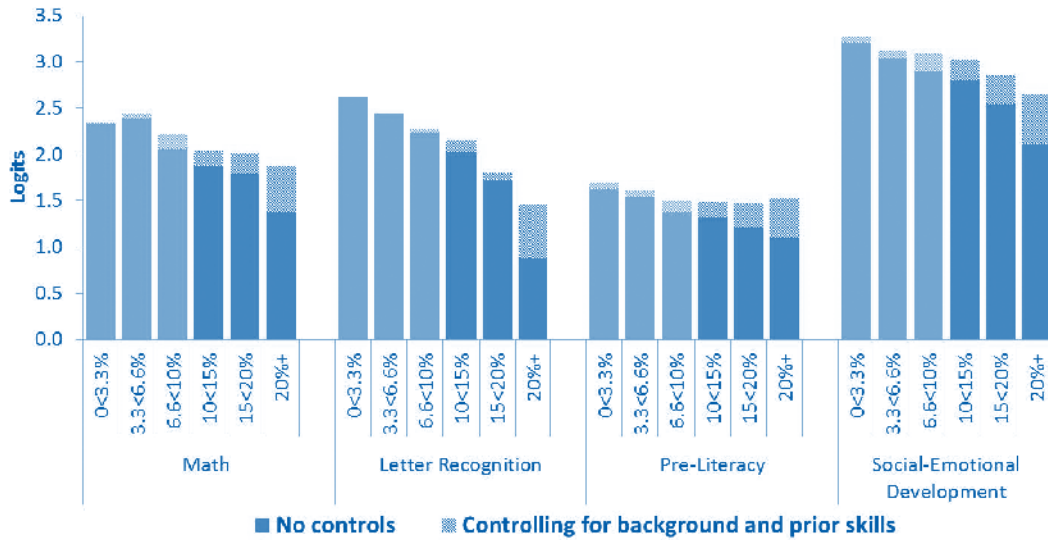
Preschoolers who are chronically absent are likely to continue to be chronically absent as they get older in school, as illustrated by the picture below.
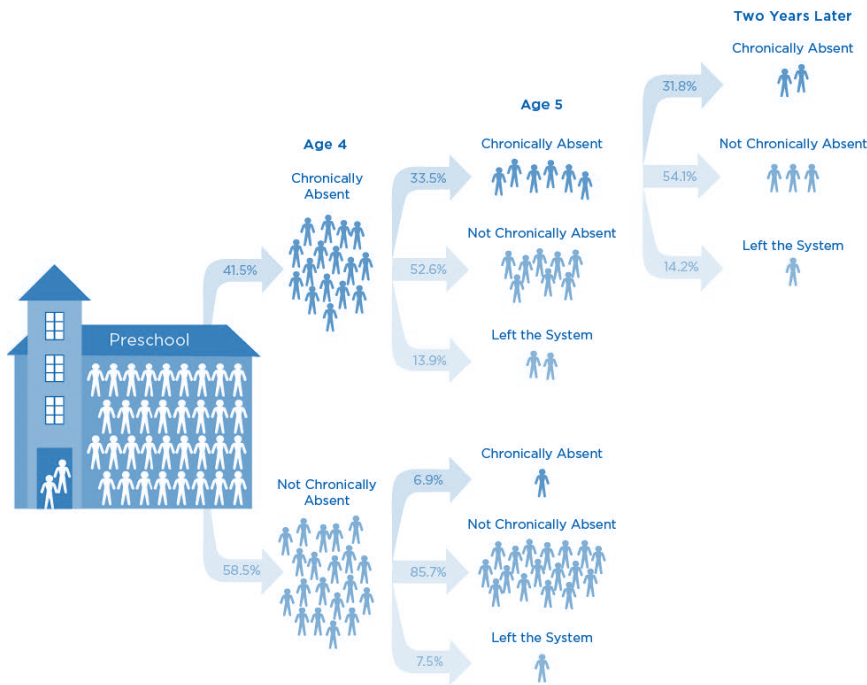
Note: Population includes students who were in preschool at age 4 in 2008-09; n=15,713

DEFINITION OF CHRONIC ABSENCE

Chronic absence is when a student is absent for 10% or more of the previous 180 regular attendance days.[1]

Consecutive absences are sequential or continuous days of absences. These absences — unexcused or excused — result in chronic status when they total 10% or more days of the 180 regular attendance days. For example, preschooler Kathy is absent every day for four weeks in the month of May. As illustrated in Figure 1, Kathy had a total of 20 consecutive absent days out of the total number of 180 regular attendance days, resulting in Kathy being absent about 11% of the school year.

Head Start Program Performance Standards and Other Regulations, 2006, 45 CFR 1305, 1305.8 describes the average daily attendance to be "in a center-based program is 85 percent."[2]

*Head Start standards 1305.8 for attendance state that: "the program must initiate appropriate family support procedures for all children with **four or more consecutive unexcused absences.** These procedures must include home visits or other direct contact with the child's parents."[2] PFA programs in CPS follow these standards.*

Figure 1. May Calendar: Kathy's Absences

MAY				
MON	**TUES**	**WED**	**THUR**	**FRI**
~~1~~	~~2~~	~~3~~	~~4~~	~~5~~
~~8~~	~~9~~	~~10~~	~~11~~	~~12~~
~~15~~	~~16~~	~~17~~	~~18~~	~~19~~
~~22~~	~~23~~	~~24~~	~~25~~	~~26~~
29	30	31		

Sporadic absences are non-sequential or scattered days of absences. These absences are also chronic when they total 10% or more of the 180 regular attendance days. For example, preschooler Johnny is absent several days per week throughout the months of April and May. (See Figure 2.) Like Kathy, Johnny is absent a total of 20 days. Unlike Kathy, he had a total of 20 sporadic absent days through the months of April and May.

Figure 2. April and May Calendars: Johnny's Absences

APRIL				
MON	**TUES**	**WED**	**THUR**	**FRI**
~~3~~	~~4~~	5	~~6~~	7
~~10~~	~~11~~	~~12~~	13	~~14~~
~~17~~	18	19	~~20~~	21
24	~~25~~	26	27	28

MAY				
MON	**TUES**	**WED**	**THUR**	**FRI**
1	2	3	4	5
~~8~~	~~9~~	~~10~~	11	12
15	~~16~~	17	18	~~19~~
~~22~~	23	24	~~25~~	~~26~~
29	~~30~~	~~31~~		

[1] Chicago Board of Education Policy Handbook. Chicago Public Schools Policy Manual. Absenteeism and Truancy. Sec. 703.1. Board Report 06-0222-P02. February 22, 2006. http://policy.cps.edu/download.aspx?ID=251.

[2] Office of Head Start (OHS), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS). Head Start Program Performance Standards and Other Regulations. 45 CFR 1305. § 1305.8 Attendance. AUTHORITY: 42 U.S.C. 9801 et seq., 5 U.S.C. 553(b). 2. SOURCE: FR Doc. 2015–02538, Feb. 10, 2015, unless otherwise noted. http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/1305/1305.8%20Attendance..htm .

STEPS TO IDENTIFY ATTENDANCE ISSUES

1) Identify chronic absences.

a. Use CPS Dashboard to determine which students are chronically absent. See Exhibit B.1 for instructions on how to use the Dashboard.

b. Use a Weekly Attendance Sign In/Out Log for parents to sign when they drop off or pick up their child at school to keep a record of daily attendance (see Exhibit B.2).

2) Collect data to determine the barriers to attendance, and if any strategies are used to overcome those barriers.

a. Fill out a Chronic Preschool Absenteeism Teacher Self Assessment tool (see Exhibit B.3).

b. Conduct classroom observations. Use the Attendance Classroom Observation Tool (see Exhibit B.4).

3) Determine what strategies and resources can be used to overcome barriers.

a. Use the MTSS Framework for Attendance Guidelines (see Exhibit B.5)
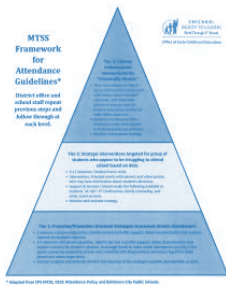
b. Use Attendance Flyer (see Exhibit B.6), Parent Agreement Form (see Exhibit B.7), Resources for Families (see Exhibit B.8), and "We Missed You" Postcard (see Exhibit B.9).
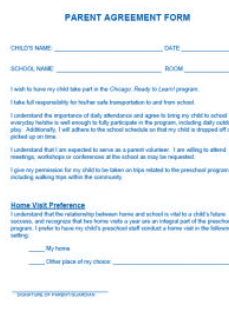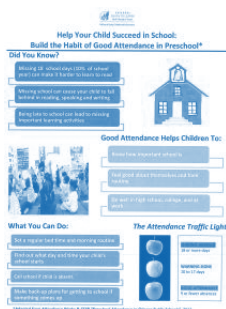
4) Collect data to monitor the effectiveness of these strategies and resources.

a. Use the MTSS Framework for Attendance Guidelines (see Exhibit B.5)

b. Fill out a Chronic Preschool Absenteeism Teacher Self Assessment tool (see Exhibit B.3). Then compare the findings with the assessment results collected earlier in the school year to help identify effective strategies and resources.

c. Use the Attendance Classroom Observation Tool (see Exhibit B.4) and compare the findings with the observation conducted earlier in the school year to help identify effective strategies and resources.

STEPS TO IDENTIFY ATTENDANCE BARRIERS

BARRIER TO ATTENDANCE	RECOMMENDED ACTIONS
Parents need more information on how attendance in preschool matters for later academic success	✔ Promote a culture of attendance that educates parents about the value of the learning/skill development that begins in preschool. – See p. 49 for "Why Is Preschool Attendance Important?" – See Exhibit B.5 for Attendance Flyer. ✔ Offer orientation for parents that emphasizes regular attendance.
Students need to be internally motivated to attend school	✔ Provide recognition for good/improved attendance. – See Exhibit B.11 for Attendance Reward Certificate. ✔ Remind students that they are wanted at school daily. – See Exhibit B.9 for "We Missed You" Postcard. ✔ Call home when student is absent to inquire about absence. ✔ At the start of class, students participate in an activity recognizing their friends who are present (e.g., during circle time students sing the hello song to greet each student).
Students have medical or mental health issues that keep them home regularly	✔ Inform parents on when and when not to keep their child home from school based on child's illness. – See Exhibit B.10 for When and When Not to Keep Sick Child at Home. ✔ See the Student Health and Wellness website for school-based health clinics and services.
Families need more transportation options	✔ Reach out to community agencies that can provide transportation to and from school (e.g., churches, day cares, etc.) – See Exhibit B.8 for Resources for Families. ✔ Connect families who live near one another so they can walk, take public transportation or carpool together safely to school.
More opportunities are needed for parents and teachers to establish relationships	✔ Make a home visit in order to meet/get to know the parent(s). – See Exhibit B.7 for Parent Agreement Form where preference and consent of two home visits is stated. ✔ Personally invite parents to attend school activities or volunteer. ✔ Call home to thank parents for bringing their child to school.

EXPLANATION FOR PRESCHOOL ENROLLMENT VACANCY AND ILLNESS PROCEDURES

Enrollment Vacancy

OECE strives to work with schools and families to help children come to school and avoid being dropped from a program. Students can be **dropped** from a program only if the child and family cannot be located or OECE has given approval. The child is **transferred** if the child enrolls in a different school or district.

See Exhibit B.12 for the Absence Letter and Exhibit B.13 for the Enrollment Vacancy Letter to mail as certified letters to families when needed.

Note: *Parents of preschool children may voluntarily choose to withdraw their child from a classroom.*

Withdrawal/Removal from Enrollment:

According to the CPS Board of Education Policy:[3]

A. All students are to be **removed from enrollment** *when they transfer to a different school (including home school) or graduate.*

B. All students are to be **removed from enrollment** *if their whereabouts cannot be determined after a school has completed all of the following:* (1) call all phone numbers on file for the student, including emergency contacts; (2) send a certified Enrollment Vacancy letter addressed to the student's last known address asking the parents to call or come to the school to discuss the student's absenteeism; and (3) visit the student's last known address without finding the student or the student's family.

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[3] Chicago Board of Education Policy Handbook. Chicago Public Schools Policy Manual. Absenteeism and Truancy. Sec. 703.1. Board Report 06-0222-P02. February 22, 2006. http://policy.cps.edu/download.aspx?ID=251.

EXPLANATION FOR PRESCHOOL ENROLLMENT VACANCY AND ILLNESS PROCEDURES

Illness Procedures

Caregivers/teachers should:[4]

– Encourage all families to have a backup plan for child care until the child is no longer contagious in the event of short- or long-term exclusion.

– Be sure the family emergency contact information is up-to-date.

– Review with family the inclusion/exclusion criteria and clarify that the school staff (not the family) will make the final decision about whether the child who is ill may stay in the classroom based on the program's inclusion/exclusion criteria, and their ability to care for the child who is ill without compromising the care of other children in the program.

– Information on the importance of attendance is included in the Preschool Handbook posted in the Early Childhood Education section of the Knowledge Center. Teachers are encouraged to discuss the importance of preschool attendance at the parent orientation, in class newsletters and parent teacher conferences.. Program offices can provide materials and resources to support preschool attendance.
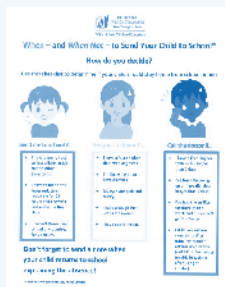
See Exhibit B.10: When and When Not To Keep Sick Child Home for a list of circumstances to keep the child home from school.

Students are considered homeless under the McKinney-Vento Homeless Assistance Act[5] if they lack a fixed, regular and adequate nighttime residence. This includes students who are living in a shelter, hotel or motel; sharing the housing of other persons due to loss of housing, economic hardship or a similar reason (i.e., "doubled-up"); sleeping in cars, parks, buses, trains, abandoned buildings, or other space not intended for human habitation. The definition of homelessness also includes refugees, migrant workers and unaccompanied youth in any of these situations.

When housing is unstable and families are experiencing homelessness and moving on a regular basis, it is difficult for a student to maintain educational continuity, which impacts his/her attendance and academic performance. Many homeless families have also experienced trauma, higher rates of illness, hunger, disability, and behavioral issues, and lower levels of family support and resources. As a result, the attendance rate for students in temporary living situations (STLS) is lower than their permanently housed peers. Individual attention to these youth and families can be critical to truly understanding and addressing obstacles to attendance. Furthermore, success in working with these families often comes as a result of efforts to build personal trust, listen, maintain consistent relationships and show respect. Below is a list of general school practices to address STLS absenteeism.

GENERAL SCHOOL PRACTICES TO PREVENT STLS ABSENTEEISM

Each CPS school must identity a school employee to serve as the school's STLS liaison. The school's STLS liaison is responsible for identifying and immediately enrolling homeless students into the STLS program, even if the student lacks health, immunization or school records, proof of guardianship, proof of residency or any other documentation normally required for school enrollment. All school staff members have the responsibility to help identify STLS students by looking for common signs such as unmet medical or dental needs, numerous absences, lack of participation in after-school activities or field trips, lack of basic school supplies, a marked change in behavior, difficulty trusting people, or other warning signs. If a staff member identifies an STLS student, he or she should contact the school's STLS liaison. Call the STLS program at 773-553-2242 for the name of your STLS liaison.

The first step in preventing attendance problems is to link the student or family to resources that address the most common barriers to attendance for students experiencing homelessness, including clothing, hygiene, housing and housing-related services, transportation, school fees, nutritional support and health care. To address barriers to student attendance, the STLS liaison should ensure STLS students are provided the following:

– **Transportation:** STLS students are provided transportation consistent with the policy of the Board of Education of the City of Chicago.

– **School Uniforms and Supplies:** All STLS students should be provided with uniforms (more than one uniform is often required to ensure the student has a change of clothes) and school supplies when necessary. No STLS student should be kept out of school for lacking a school uniform, supplies or funds to participate in activities.

– **Waiver of School Fees:** School-related fees must be waived for all students enrolled in the STLS program.

The STLS liaison should ensure that students have access to all the services and resources offered by the school and help them feel included, welcomed, connected to others and valued. The STLS liaison is also responsible for providing families referrals to community resources. If STLS liaisons need assistance navigating homeless services or otherwise accessing community resources, they should contact the STLS resource and training coordinator and/or visit STLS resource information on the Knowledge Center for troubleshooting ideas. STLS liaisons should find out if there are any homeless shelters in their attendance boundary, and if so, meet with the staff to develop a cooperative relationship between the school and shelter.

[5]United States Department of Education, Washington, D.C. Education for Homeless Children and Youth Program. Title V11-B of the McKinney-Vento Homeless Assistance. Amended by the No Child Left Behind Act of 2001. Non-Regulatory Guidance. July 2004. http://www2.ed.gov/programs/homeless/guidance.pdf.

MONITOR AND REVIEW STLS ATTENDANCE DATA

School leadership and STLS liaisons and clerks should monitor and review student level STLS attendance data on a regular basis to identify students in need of additional support. Please see page 56 for detailed instruction on how to track attendance for STLS students.

INCLUDE STLS LIAISONS ON TEAMS REVIEWING ATTENDANCE

As part of the team, the STLS liaison should track the attendance of STLS students and assist the team in addressing barriers that may be unique to students experiencing homelessness. As members of the attendance team, STLS liaisons should consider and investigate whether additional barriers to attendance are present within the family, such as individual or family mental health, childcare needs, safe passage to school and absences directly related to high residential mobility. If these barriers are present, the STLS liaison should work with the family and service providers to link to appropriate supports. Title I homeless set-aside funds may support much of this work.

If STLS liaisons and other attendance team members experience difficulty establishing a relationship with the STLS parent/student that facilitates open conversation about barriers to school attendance, they should contact the STLS coordinator for their network. Many STLS families feel more comfortable speaking to STLS staff about their family's challenges related to homelessness, rather than school staff whom they see on a regular basis.

STLS coordinators will gladly speak to parents to identify barriers to attendance and establish a bridge between the family and STLS liaison.

If absences persist after initial meetings have taken place, the STLS coordinator can be included in an attendance conference to speak with the family.

ENGAGE STUDENTS IN SCHOOL ACTIVITIES

Involvement in activities during and after school, such as reading programs, school clubs, service learning, athletics, music, drama and artistic activities, builds loyalty and makes children feel positive and valued. The more students experience positive relationships at school and productive ways of spending time, the more likely it is that they will value school, come to school on a consistent basis and experience academic success.

ENGAGE PARENTS IN SCHOOL ACTIVITIES

Involve parents and older youth in continuous and meaningful ways to learn what assistance they need from CPS to overcome barriers to attendance. Create roles for parents to be involved at school and in the community around reduction of absenteeism. Ensure schools focus on learning from parents and youth, and on directly addressing the needs families have identified.

Tracking Attendance of STLS Students

USING THE DASHBOARD TO TRACK ATTENDANCE FOR STLS STUDENTS

Five attendance-specific tabs are available under School Profile» Attendance. These tabs can be filtered to only show data for STLS students.

Tabs include Attendance, Attendance Over Time, Attendance Detail, HS Period Attendance, and Attendance – PE/PK.

> a) Go to *Dashboard.*
>
> b) Under *School Profile*, click on *Attendance.*
>
> c) On the left hand side of the page, click on the tab you'd like to see.

FILTER DATA TO ONLY SHOW STLS STUDENTS

Any Dashboard metric can be filtered by selecting from the drop down menus at the top of the page. Click on the STLS filter and select *YES*.

– Filters remain active until the user removes them. Multiple filters can be selected at once.

– The STLS data filter is located all the way on the right.

SLTS data filter set to Yes

GENERATING STLS STUDENT LISTS

In any metric, a list of students who make up that metric is generated by right-clicking and selecting _Drill to Student List_. To generate a list of STLS students, first set the STLS filter to _Yes_, and then right-click on the metric you are interested in.

With this feature, the user can create lists of students who are chronically truant or absent, lists of students absent by HS period, and so on, for each metric. On its own or combined with filters, this feature creates priority lists of students who may need targeted interventions.

Drill to student list by right-clicking on any metric
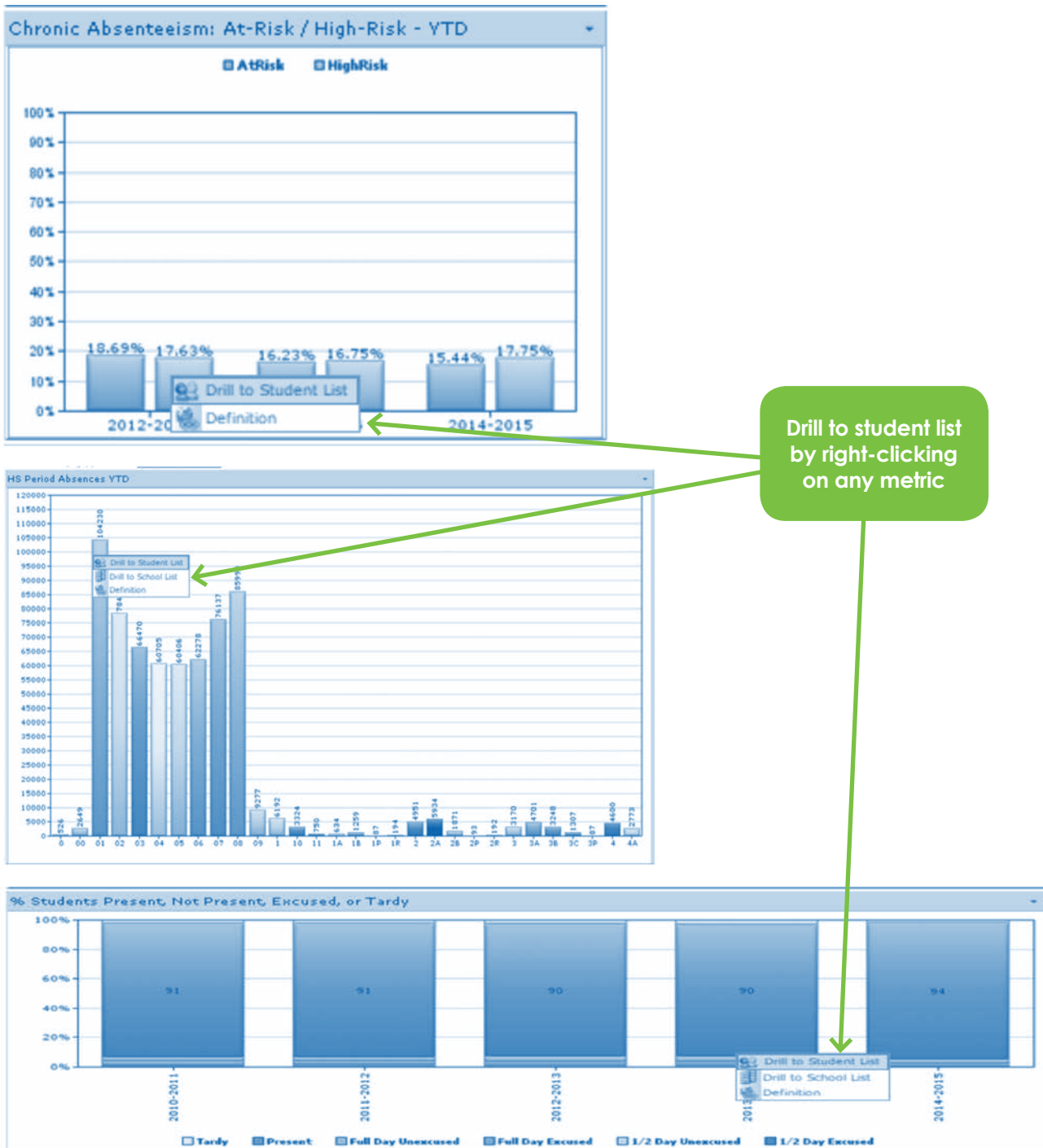
Healthy students are better learners. In Chicago, where students spend at least seven hours a day at school and nearly 90% of families are low-income, the school environment plays an especially critical role in ensuring student health and wellness. Student attendance is inextricably linked to a student's health status. Below is a list of general school practices provided by the CPS Office of Student Health and Wellness (OSHW) that will help schools view attendance issues through a health lens. The Office of Student Health and Wellness works closely with internal CPS departments including School Principals/Networks, Early Childhood, Nutrition Support Services, and the Office of Diverse Learners including ODLSS-School Nursing. Our sister agency, the Chicago Department of Public Health (CDPH), partners with the OSHW to address population health.

CPS OFFICE OF STUDENT HEALTH AND WELLNESS (OSHW)

OSHW's Healthy CPS Indicator helps you identify if your school is meeting key policies and initiatives in these four areas:[6]

– Chronic disease (i.e., asthma, diabetes, food allergy, AED/CPR).

– Instruction (i.e., physical education, sexual health education, nutrition education).

– Health care services (i.e., vision and hearing screening, vision and dental exams, and medical compliance).

– LearnWELL (i.e., wellness activities related to healthy foods and physical activities).

To learn more about how your school can become a Healthy CPS School, please visit the *www.cps.edu/healthycps.*

HEALTH'S IMPACT ON ATTENDANCE:

– Nationally, teen pregnancy is the number one reason girls drop out of school.

– CPS lesbian, gay, bisexual, transgender and questioning (LGBTQ) students are more likely to skip school due to fear of bullying.

– CPS students with documented diabetes and asthma experience below average attendance.

– According to a study conducted in LA Unified, students that experience dental pain miss a significant amount of school compared to their peers.

– Students who eat breakfast are associated with receiving better grades.

– Physical activity is associated with increased attendance, decreased suspensions and increased test scores.

– Access to health insurance and food security programs help with students being able to access much needed chronic illness medication and nutritious foods.

HEALTH AND WELLNESS STRATEGIES TO IMPROVE ATTENDANCE

1. Capacity Building:

a. **Build a School Wellness Team:** The School Wellness Team is responsible for ensuring that schools meet the required health and wellness policies, while also participating in initiatives that both improve the school wellness environment and achieve better student health outcomes.

b. **Nominate a Health Champion; a Wellness Champion; and a Medicaid Champion:** The Champions are responsible for driving implementation of the health and wellness policies, but can also be invited to participate on the school's attendance team to ensure that a health lens is incorporated into attendance action planning. The chief responsibilities of a Medicaid Champion are to distribute information to targeted students about the Medicaid Enrollment Project and to assist with scheduling and publicizing Medicaid Enrollment Events at your school.

c. **Achieve Healthy CPS status:** Visit the Healthy CPS Indicator page on the Student Health and Wellness Knowledge Center page to learn more about Wellness Teams and Champions, and the Healthy CPS Indicator.

[6]Healthy CPS. Office of Student Health & Wellness. Students Learn Better at Healthy Schools! http://cps.edu/SiteCollectionDocuments/HealthyCPSIndicator1_pager.pdf

2. Universal Health and Wellness Supports:

Many health and wellness policies are designed to universally support the health and wellness of all students. A healthy school environment helps to better engage students through physical activity, healthy foods and policies that promote health and keep students safe. The best way for a school to achieve universal health and wellness supports is to become a Healthy CPS School. The full checklist can be found on the Healthy CPS Indicator page on the Student Health and Wellness Knowledge Center page.

Examples of Universal Supports Include:

– School participates in Breakfast in the Classroom or Grab & Go Breakfast program(s).

– Student Medical Information Form is distributed to ALL students EVERY year.

– School participates in the no-cost dental and vision exam service program; school ensures that students in required grades receive vision and hearing screenings.

– All students receive sexual health education and nutrition education.

– School resources are designed to provide students with daily physical activity through physical education, recess and classroom-based physical activity in elementary schools, and daily physical education and physical activity before, during and after school in high schools.

– Ensure that students who are Medicaid (i.e., health insurance) eligible are enrolled and all students that qualify receive SNAP (i.e., food stamp) benefits.

3. Targeted Health and Wellness Supports:

When reviewing attendance data, attendance teams should remember to investigate if a health issue could be the cause of poor attendance.

– Does the student have a documented chronic condition (i.e., asthma, diabetes or food allergy)? If they have a documented chronic condition, do they need an evaluation to determine if they need accommodations? Has the student stated they have a chronic condition but it is not documented by the school?

– Does the student have health insurance to help with treatment and follow up for a chronic condition or other health condition?

– Does the school require access to medication, and is the school following the Administration of Medication Policy?

– Does the student have any dental issues or vision issues?

– Does the student require confidential services (i.e., sexual health services)?

– Is the student missing school due to illness?

Finding a Health Care Provider:

If a family needs support finding an affordable health care provider, use the HRSA Find a Clinic site: *http://findahealthcenter.hrsa.gov/* or call 311.

If the student IS enrolled in Medicaid, but does not know who the assigned provider is, the family may contact *http://enrollhfs.illinois.gov/* or call 877-912-8880.

If the family is not enrolled in Medicaid, but eligible, call the OSHW Children & Family Benefits team at 773-553-KIDS (5437) or visit *http://cps.edu/OSHW/Pages/HealthyCPS.aspx*

Remember that students with undocumented status; and students who are in the Students in Temporary Living Situations aged 14-18 y.o. and certified as Unaccompanied may qualify for Medicaid.

If a family needs help finding a referral site for dental, vision or hearing services, contact OSHW at 773.553.3560

4. Monitor and Review Health and Attendance Data

STUDENT HEALTH AND WELLNESS DASHBOARD

Student health data are available under School Climate » Health and Wellness. Tabs include Physicals and Immunizations, Chronic Conditions, Dental, Vision, Hearing and STI.

– Go to *Dashboard*.

– Under *School Climate*, click on *Health and Wellness*.

– On the left hand side of the page, click on the tab you'd like to see.

CHRONIC CONDITION DATA AND ATTENDANCE

The Chronic Condition tab on the Health and Wellness Dashboard allows schools to obtain a list of students with chronic condition and determine which students are also experiencing lower attendance. **In any metric, a list of students who make up that metric is generated by right-clicking and selecting *Drill to Student List.***

Obtain a list of students with chronic conditions

Use this graph to identify students with chronic conditions with low attendance

Use *Need Eligibility Mtg* metric to obtain a list of students with chronic conditions who need to be evaluated for a 504 or IEP Health Minutes
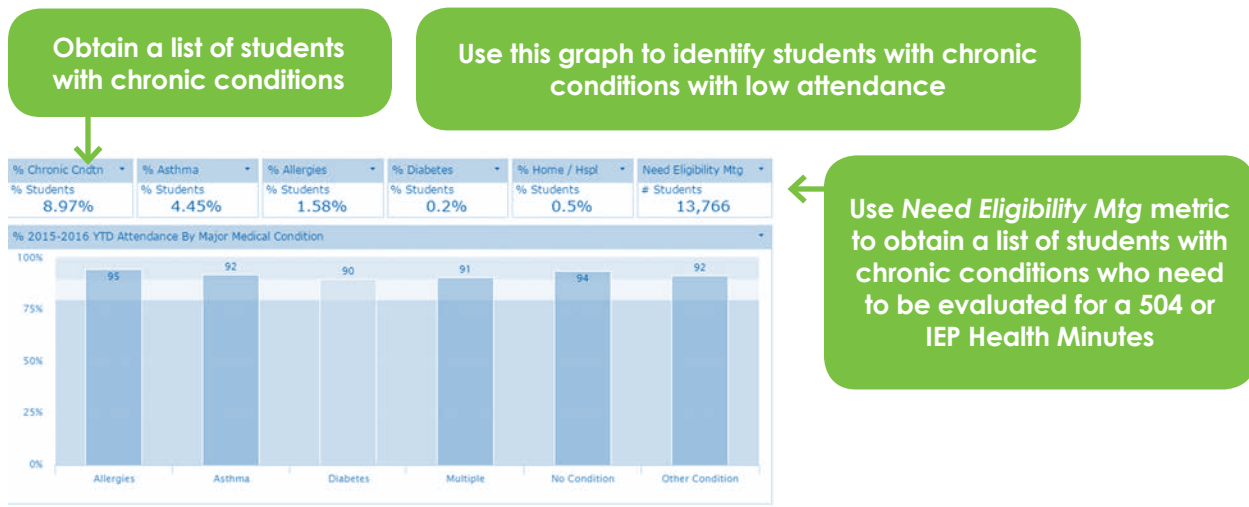
DENTAL DATA AND ATTENDANCE

The Dental tab on the Health and Wellness Dashboard allows schools to obtain a list of students who require follow-up dental care. Students who require dental follow-up have five or more cavities, or a more serious dental condition. These students may be missing school due to serious dental issues.

Follow-Up Dental Care shows students with serious dental issues

Dashboards	# Dental Hlth Prgrm	% Dental Hlth Prgrm	Follow-up Care SY15	Follow-up Care SY16	% Dental Exam	Need Dntl Exam
Physical & Immunizations	# Students	% Participation	# Students 2014-2015	# Students 2015-2016	% Stdts Compliant	# Students
Chronic Conditions	3,755	0.97%	4,061	370	20.79%	67,163

VISION DATA AND ATTENDANCE

The Vision tab on the Health and Wellness Dashboard allows schools to obtain lists of students who require screenings and exams. Students who are screened and "Referred for Exam" are a priority group because they may have vision issues that prohibit them from being fully engaged in the classroom, and therefore not fully engaged in school.

Students who fail a vision screening and need a follow-up exam

Dashboards	Vision Screening	% Vision Exam	Vision Exam	eyeglasses
Physical & Immunizations	% Stdts Compliant	% K Compliant	# Students	# Students
Chronic Conditions	30.33%	15.88%	32,253	17,299
Dental	1st Screen Req	2nd Screen Req	Vision Screen SY15	Vision Screen SY16
Vision	# Students	# Students	# Referred for Exam	# Referred for Exam
Hearing				
STI	285,164	5,070	16,657	8,812

HEARING DATA AND ATTENDANCE

The Hearing tab on the Health and Wellness Dashboard allows schools to obtain lists of students who require screenings and exams. Students who are screened and "Referred for Exam" are a priority group because they may have hearing issues that prohibit them from being fully engaged in the classroom, and therefore not fully engaged in school.

Students who fail hearing screening and need to be referred for a hearing exam

Dashboards	Hearing Screen	1st Screen Req	2nd Screen Req	Threshold T Req	Hearing Exam SY15	Hearing Exam SY16
Physical & Immunizations	% Stdts Compliant	# Students	# Students	# Students	# Students 2014-2015	# Students 2015-2016
	27.98%	278,086	0	109	2,113	1,219

Attendance Reports Overview

AVAILABLE METRICS BY SECTION

1. "ATTENDANCE" TAB

– **Student Attendance Rate:** Shows the overall current attendance rate, compared to previous years.

– **Student Attendance Rate by Grade:** Shows the current YTD attendance for students by grade, and compares against the previous year.

– **Chronic Absenteeism EOY:** Shows the percentage of students with 18 or more excused and/or unexcused absences (about 10% of total school days), EOY for previous years and YTD for the current year. *This metric is most useful as a year-end summary.*

– **Chronic Absenteeism: At Risk/High Risk:** Shows the percentage of students who have missed 10% (At Risk) / 5% (High Risk) of school days YTD. These students are likely to be chronically absent by year end if their absence pattern does not change. *This metric is most useful as an ongoing management tool.*

– **Chronic Truancy EOY:** Shows the percentage of students with nine or more unexcused absences (about 5% of total school days), EOY for previous years and YTD for the current year. *This metric is most useful as a year-end summary.*

– **Chronic Truancy: At Risk/High Risk:** Shows the percentage of students who have unexcused absences for 2.5% (At Risk) / 5% (High Risk) of school days YTD. These students are likely to be chronically truant by year end if their absence pattern does not change. *This metric is most useful as an ongoing management tool.*

2. "ATTENDANCE TREND OVER TIME" TAB

    a. % Student Attendance by Month: Shows attendance on a monthly basis.

    b. Weekly Attendance %: Shows the attendance rate for each individual week.

    c. Weekly Attendance % Rolling: Shows the overall attendance rate, and how it changes week by week.

3. "ATT DETAIL" TAB

    a. % Student Attendance by Year: Shows the overall current attendance, compared to previous years (*same as first metric in "Attendance" tab)

    b. % Students Present, Not Present, Excused or Tardy: Shows the percentage of students marked present, not present, excused or tardy, with previous years' comparisons.

4. "HS PERIOD ABS" TAB

    a. HS Period Absences YTD: Shows the total number of absences per period, YTD.

5. "ATTENDANCE – PE/PK" TAB

    Displays the same metrics as "Attendance" tab, but includes only students in PE/PK.

WHY ATTENDANCE DATA IS IMPORTANT

Access to comprehensive attendance data is critical to ensuring schools have what they need to take action to improve student attendance and decrease truancy.

ATTENDANCE SUMMARY REPORTS

The two attendance reports that have been developed to strategically address attendance over the course of the year are:

1. The Attendance Monthly Report
2. The Attendance Priority Group Deep Dive Report

REPORT #1: MONTHLY ATTENDANCE REPORT	
GOAL OF REPORT	The goal of this report is to provide schools with a comprehensive snapshot of all critical attendance metrics on the final day of each month throughout the school year (September – June). The report allows school to identify areas to focus upon as well as strategize around attendance trend data for the given school year.
DATA / METRICS INCLUDED	– Average Daily Attendance. – Chronic Absence Rates (includes At-Risk Indicators). – Chronic Truancy Rates (includes At-Risk Indicators). – Attendance Management Metrics (e.g., truancy letter distribution and Parent Portal). – Out-of-School Suspensions.
ACTION ITEMS FOR SCHOOLS	1. Consult the Monthly Attendance Guidance Document for strategy planning. 2. Leverage data report in attendance team meetings, MTSS meetings, ILT meetings, etc.

REPORT #2: MONTHLY ATTENDANCE PRIORITY GROUP DEEP DIVE	
GOAL OF REPORT	The goal of this report is to provide schools with a deep dive on critical attendance metrics for three priority groups of students (i.e., Students in Temporary Living Situations, Diverse Learners and English Learners) and compares the groups' attendance and truancy rates to all students at the school level and each grade. This breakdown is to ensure schools have proper insight to proactively support and respond to any potential attendance challenges or barriers facing any or all of the priority groups.
DATA/ METRICS INCLUDED	– Average Daily Attendance. – Chronic Absent Rate. – Chronic Truancy Rate.
ACTION ITEMS FOR SCHOOLS	1. Consult the Monthly Attendance Deep Dive Guidance Document for strategy planning. 2. Leverage data report in attendance team meetings, MTSS meetings, ILT meetings, etc.

Guidance for Attendance Monthly Reports

NETWORK/SCHOOL ATTENDANCE MONTHLY REPORT GUIDANCE

Attendance monthly reports are issued at the beginning of each month. The purpose of these reports is to provide a progress overview for schools and networks to use the data to help inform decisions around what is working, what needs to be modified or what needs to be installed to improve attendance and minimize truancy.

MONTHLY ATTENDANCE REPORT GUIDING QUESTIONS	
FOR SCHOOLS	**FOR NETWORKS**
AVERAGE DAILY ATTENDANCE	

– Consider the breakdown of your elementary school(s)/high school(s). Where did your network/school land overall? How is your YTD status in comparison to the YTD and EOY of the prior year?

FOR SCHOOLS	FOR NETWORKS
– For the schools, look at the breakdown by grade level. Which grade levels are doing well? What structures do you have in place to encourage attendance and discourage absence?	– On the network report, there is a comprehensive list of schools and the data that rolls up into the network totals. What stands out? Does the data reflect what you know about the school(s)?
	– Which schools need closer network support to help them strengthen attendance? Once those are identified, what is the plan?

– Have you done a gender, priority group and period breakdown using Dashboard? What other ways can you look at the data to hone in on areas that need troubleshooting?

CHRONIC ABSENCE	

– Chronic absence is an important metric because it identifies the students who are absent, regardless of excused or unexcused status. Students who miss 10% of their school year are less likely to find success in their academics, and are less likely to feel connected to their school.

– Consider the breakdown of your elementary school(s)/high school(s). Where did your network/school land overall? How is your YTD status in comparison to the YTD and EOY of the prior year?

FOR SCHOOLS	FOR NETWORKS
– For the schools, consider the students who already qualify as chronically absent. Do you and your team know who these students are? What conversations/ information inform you about the circumstance of each student? What supports can be put in place to re-engage a student who is already chronically absent at this point in the year?	– On the network report, there is a comprehensive list of schools and the data that rolls up into the network totals. What stands out? Does the data reflect what you know about the school(s)?
	– Which schools need closer network support to help them with chronic absenteeism? Once those are identified, what is the plan?

– Consider the students who are high risk for being chronically absent: are they on the school's radar? Do the school environment and classroom emphasize the need for a student to be present? What happens when a student is absent? Is there a process in place that makes it clear that attendance is a priority in the classroom and at the school?

– Consider the students who are at risk to be chronically absent. What interventions are in place to deter this? What communications have taken place with the student and family? What supports can be put into place to curtail this behavior?

CHRONIC TRUANCY

– Chronic truancy is an important metric because it identifies the students who are absent nine or more times without cause. While this could simply mean a parent/guardian did not write a note, it also means there is a disconnect between the student's home and school which manifests itself into a student falling behind, disengaging from the school and developing habits that may appear each year.

– Consider the breakdown of your elementary school(s)/high school(s). Where did your network/school land overall? How is your YTD status in comparison to the YTD and EOY of the prior year?

– Consider the students who already qualify as chronically truant. Do you and your team know who these students are? What conversations/information inform you about the circumstance of each student? What supports can be put in place to re-engage a student who is already chronically truant at this point in the year?	– On the network report, there is a comprehensive list of schools and the data that rolls up into the network totals. What stands out? Does the data reflect what you know about the school(s)?
– Consider the students who are high risk for being chronically truant: are they on the school's radar? Do the school environment and classroom emphasize the need for a student to be present? What happens when a student is absent? Is there a clear process in place that makes it clear that attendance is a priority in the classroom and at the school?	– Which schools need closer network support to help them with chronic truancy? Once those are identified, what is the plan?
– Consider the students who are at risk to be chronically truant. What interventions are in place to deter this? What communications have taken place with the student and family? What supports can be put into place to curtail this behavior?	

ATTENDANCE MANAGEMENT

PERCENT OF SCHOOLS ON-TRACK ON 5-DAY AND 10-DAY LETTER DISTRIBUTION

– It is important to note that the 5-day letter is not required, but schools should have some form to issue communication to homes. The 10-day letter is required.

– For the schools, are there clear procedures in place to inform homes when students reach the point where this action needs to be taken?	– For the networks, does your team know how to interpret and correct 5-day and 10-day letter distribution issues?
– Does your attendance team have the proper training to know how to process these letters?	

PERCENT OF STUDENTS WITH ONE OR MORE PARENTS REGISTERED ON PARENT PORTAL

– The Parent Portal is an important means of engaging families in students' academic success and cultivating them as partners. By registering parents on the Parent Portal we can ensure that they are kept abreast of developments with their child's attendance, behavior, grades and other happenings at the school.

– For the schools, how does your percentage of students with a parent registered on the Portal compare to last year's percentage? What steps can you take to ensure more parents are registered?	– For the networks, how can schools be made aware of the importance of Parent Portal registration? What steps can networks take to encourage more parents be registered?

BEHAVIOR

OUT OF SCHOOL SUSPENSIONS (OSS) PER 100 STUDENTS

– For the schools, which grade levels are doing well? Which ones are struggling? What structures do you have in place to prevent incidents that result in OSS? How many students who are receiving OSS are repeat offenders?

– For the schools, have you done a gender, priority group and period breakdown using Dashboard? What OSS percentage is issued to African American students compared to the overall student population? What other ways can you look at the data to hone in on areas that need troubleshooting?

– What infraction codes/groups are generating the most suspensions?

– Are schools completing and documenting alternative interventions prior to suspending students?

– On the network report, there is a comprehensive list of schools and the data that rolls up into the network totals. What stands out? Does the data reflect what you know about the school(s)?

– Which schools need closer network support to help them address the % of students receiving OSS? What infractions are resulting in OSS (e.g., fighting, gang activity)? Once those are identified, what is the plan?

Guidance for Attendance Priority Group Deep Dive Reports

School-level Priority Group Deep Dive Reports are issued by the Attendance and Truancy Department monthly. The purpose of these reports is to provide a progress overview of attendance, chronic absence and chronic truancy for each priority group at the school and the whole school population. Schools should use the data to form a targeted attendance strategy to improve attendance and minimize truancy for these groups.

PRIORITY GROUP DEEP DIVE REPORT GUIDING QUESTIONS

WHOLE SCHOOL GROUP

This group gives an overview of how the school is trending overall and by grade level. It also provides a good baseline against which to compare the performance of the priority groups.

PRIORITY GROUPS

STUDENTS IN TEMPORARY LIVING SITUATIONS

The STLS population at a school is often made up of a relatively small number of students that can be directly targeted; however, some schools may have larger populations. Each school has an STLS liaison in the building. Further, funds are allocated to schools to provide specific resources to students who are deemed STLS.

– How do the attendance, chronic truancy and chronic absence rates for the STLS students compare to the school as a whole?

– Within the STLS population, are there certain grades that are struggling more than others?

– Does this suggest the population as a whole needs to be targeted or only certain students?

– How can the STLS liaison be engaged in the conversation around these students to help improve their attendance?

– What unique challenges might this population face that cause a barrier to attendance?

STUDENTS WITH AN IEP

Students with IEPs are serviced by case managers who should be brought into the conversation around their attendance struggles. Some students may have attendance accommodations included as part of their IEP.

– How do the attendance, chronic truancy and chronic absence rates for the students with IEPs compare to the school as a whole?

– Within this population, are there certain grades that are struggling more than others?

– Does this suggest the population as a whole needs to be targeted or only certain students?

– How can the case manager be engaged in the conversation around these students to help improve their attendance?

– What unique challenges might this population face that cause a barrier to attendance?

ENGLISH LEARNER STUDENTS

This priority group is serviced by the bilingual coordinator at your school.

– How do the attendance, chronic truancy, and chronic absence rates for the English learner students compare to the school as a whole?

– Within this population, are there certain grades that are struggling more than others?

– Does this suggest the population as a whole needs to be targeted or only certain students?

– How can the bilingual coordinator be engaged in the conversation around these students to help improve their attendance?

– What unique challenges might this population face that cause a barrier to attendance?

METRICS

AVERAGE DAILY ATTENDANCE RATE

The average daily attendance rate is the total number of present days students have accrued at the school, divided by the total number of enrolled days they have accrued. Attendance earned by students while they are enrolled at the school will remain in the school's attendance rate for the remainder of the school year, even if those students transfer.

– In the "All Students" section, look at the breakdown by grade level.

– Which grade levels are below the ADA of the school? Which grade levels are struggling with attendance?

– Are the same grades or different grades struggling with chronic truancy/chronic absence?

– What structures do you have in place to encourage attendance and discourage absence?

STUDENTS WITH ATTENDANCE RECORDS

The number of attendance records may be different than your total enrollment. Attendance records count any students who earned attendance at your school at any point during this school year. The attendance they earned at your school remains in your school's attendance rate for this year, even if they are no longer enrolled.

Think about which groups you have the potential to impact. Are there certain grades or priority groups that have only a small number of students with attendance records? These may be easier students to target individually for intervention. On the other hand, targeting grades or priority groups that have a large number of students with attendance records can be done by putting broader strategies into place, and will have a larger impact on your overall data.

CHRONIC ABSENCE

Chronic absence is an important metric because it identifies students who are absent, regardless of excused or unexcused status. Students who are chronically absent are less likely to find success in their academics, and are less likely to feel connected to their school.

– What do you and your team know about the students who are chronically absent, or close to becoming chronically absent?

– What information or conversations are needed in order to address the root causes of these students' absence?

– What structures are already in place or could be put in place to address these causes?

CHRONIC TRUANCY

Chronic truancy is an important metric because it identifies the students who are absent nine or more times without cause. While this could simply mean a parent/guardian did not write a note, it also means there is a disconnect between the student's home and school, which manifests itself into a student falling behind, disengaging from the school and developing habits that may appear each year.

– What do you and your team know about the students who are chronically truant, or close to becoming chronically truant?

– What information or conversations are needed in order to address the root causes of these students' absence?

– What structures are already in place or could be put in place to address these causes? How might this differ (or not) from the chronically absent students?

Universal Steps to Ensure Your School Data is Accurate

1. Clear up Unsubmitted Attendance

Specific students, teachers, or classes that are outstanding can be found in the error lists in the Data Quality Index (DQI) report.

– Go to *Dashboard*.

– Click on *Data Quality*.

– Locate your network and your school.

The first category is Attendance; if you click on Unsubmitted Attendance located below the Attendance header, all of the classes and teachers are listed, indicating what has yet to be submitted.

Any unsubmitted attendance should be rectified immediately so it does not accumulate, and no one has to correct attendance when the information is no longer fresh.

Further, unsubmitted attendance does impact the overall accuracy of your attendance data.

The image below shows what you should see on your screen. IMPACT provides a guide on how to rectify the situation.

2. Clear up all "ghost" programs.

Specific classes or sections that are impacting your data can be found in the error list in the Data Quality Index (DQI) report.

– Go to *Dashboard*.

– Click on *Data Quality*.

– Locate your network and your school.

The fourth category is Scheduling; if you click on any of the subcategories (i.e., Classes Without Teacher, Homeroom N/A, Missing Schedules) the right side will indicate of what the error is comprised.

Despite the safeguards to avoid programming duplication and errors, sometimes programs that are not properly closed indicate classes, as well as student attendance.

The image below shows what you should see on your screen. IMPACT provides a guide on how to rectify the situation.

Location for Scheduling Errors on DQI Report

List of what specific errors exist appear on the right; this section is blocked to honor student confidentiality

3. Cross check Gradebook and SIM Rosters — High School

– Gradebook and SIM are supposed to reflect the same information. However, it is a common problem that the Gradebook rosters and SIM rosters do not mirror each other. Place them in the teachers' mailboxes, have them use their Gradebook rosters to cross-check for accuracy. Have teachers sign off on the rosters.

– Teachers should notate any significant difference such as student has never attended, student is on multiple rosters, student is a DNA in one class but present in another, and/or student is using an old program and a new one has been issued.

– Changes made to SIM are updated to Gradebook on a nightly basis. Because the flow of data between SIM and Gradebook is not "real-time", there may be instances — pending changes in SIM — where the Gradebook rosters and SIM rosters are not an exact match. Please proactively print all SIM rosters and place them in the teachers' mailboxes. The teachers can then use their Gradebook rosters to cross-check for accuracy and sign off on the rosters.

– Teachers should notate any difference between the two rosters. Examples would include the student never attended, the student is in the wrong section, the student is on multiple rosters, or the student is DNA in one class but present in another. Any of these differences should be reported to the scheduler for remediation in SIM. If a change in SIM is required, allow for an additional day for the new changes to manifest in Gradebook. If a change in SIM is not required and it is an actual error, please call the ITS Service Desk.

Correcting a CPS Dashboard Unverified Out-of-District Transfer DQI Error

WHAT IS AN UNVERIFIED OUT-OF-DISTRICT TRANSFER?
An Unverified Out-of-District Transfer is an enrolled K-12 student that is transferred from a CPS traditional, contract or charter school to a non-CPS school (withdrawal code 32-non-CPS school in Chicago; 33-public or private school outside the city of Chicago; and 34-a residential institution anywhere). That transfer has not been verified by the sending CPS school due to missing information in the student's IMPACT SIM enrollment record, thus generating a CPS Dashboard data quality index "DQI" error.

WHY IS THIS RELEVANT TO A SCHOOL?
Besides ensuring a transferring student is actually enrolled and receiving instruction, an out-of-district transfer that is not verified by the end of the school year counts as a dropout against the sending school.

HOW CAN YOU PREVENT ERRORS?

1. To facilitate any necessary post-withdrawal communication with the parent, a transferring school should obtain new parent contact phone numbers, new home address and new school name and location (if known), prior to issuing the parent/guardian a school transfer and ISBE transfer (to non-CPS schools in Illinois).

2. It is not uncommon for a student to transfer to a non-CPS school, not attend that school, and then return to the sending CPS school. The sending CPS school must call all parent/guardian contact numbers to ascertain the enrollment status of the transferred student. Avoid waiting for the transfer-to school to request the student's records.

3. Ensure that the student is issued an ISBE transfer if transferring to a school in Illinois. No Illinois public school district is required to admit a new student unless they can produce this form from the student's previous Illinois school district. Generate the "CPS_ISBE Transfer" via IMPACT SIM (status clerk role).

4. A school should review its DQI's at least once weekly. Longer review periods result in schools forgetting to verify transfers or contact information being dated and useless.

WHAT STEPS SHOULD BE TAKEN TO CORRECT ERRORS?

Attempt to determine the student's whereabouts. Follow the "Lost Child/Unable to Locate process" by taking the three actions listed below. If the student's whereabouts cannot be determined, the student is designated a "Lost Child/Unable to Locate"; the school completes a "Lost Child-Unable to Locate Report" and changes the withdrawal (codes 32, 33 and 34) to a code 86 as of the same day as the transfer. This action removes the DQI error.

1. Phone all known contact numbers (including the transfer-to school). If the parent/guardian:

   – Knows the whereabouts of the student, the child cannot be designated a "lost child."

   – Does not know the whereabouts of the student, the student can be designated a "lost child" after the school's receipt of a police "Missing Person" report.

2. Make a home visit to the last known address if the parent cannot be reached via a phone call. If the parent/guardian:

   – Knows the child's whereabouts, the child cannot be designated a "lost child."

   – Does not know the whereabouts of the student, the student can be designated a "lost child" after receipt of a police "Missing Person" report.

3. While conducting a home visit, if the address is invalid (i.e., wrong/non-existing address), the student can be designated a "lost child." Otherwise, the school shall mail the parent/guardian a certified letter. If the certified letter is returned to the school or the parent does not contact the school, the student can be designated a "lost child."

4. If the student is enrolled in the transfer-to school, a staff person with the status coordinator IMPACT system role assignment must enter the following information into the student's IMPACT SIM transfer record content fields:

   1. "Receiving School (name)"

   2. "Date Records Requested"

   3. "Type of Records Sent"

   4. "Date Records Sent"

   5. "Last modified by" (name of verifier).

This action removes the CPS Dashboard DQI error.

Attendance Dashboard Toolkit

The District Attendance Strategy is comprised of both Universal Systems and Targeted Supports. Effective data tools are critical to the success of both components. While the previous Attendance Dashboard page provided good static information, it was difficult for users to understand trends, flag struggling students or compare results from previous points in time.

The upgraded Dashboard automatically identifies attendance areas on which schools should focus, including real-time watch lists of students at risk or already struggling the most with attendance.

Where is attendance information located?

Attendance information is available under the "School Profile" tab.

– Go to *Dashboard*.

– Under School Profile, click on *Attendance*.

SIX METRICS ARE AVAILABLE ON THE ATTENDANCE HOMEPAGE:

1. **Student Attendance Rate:** Shows the overall attendance rate for the current year, compared to previous years.

2. **Student Attendance Rate by Grade:** Shows the current year-to-date (YTD) attendance for students by grade, and compares against the previous year.

3. **Chronic Absenteeism EOY:** Shows the percentage of students with 18 or more excused or unexcused absences, end-of-year (EOY) for previous years, and YTD for the current year.

4. **Chronic Absenteeism: At Risk/High Risk** – Shows the percentage of students who have missed 10% (High Risk) / 5% (At Risk) of school days YTD. These students are likely to be chronically absent by year end if their absence pattern does not change. *This metric is useful as an ongoing management tool.*

5. **Chronic Truancy EOY:** Shows the percentage of students with nine or more unexcused absences, EOY for previous years, and YTD for the current year.

6. **Chronic Truancy: At Risk/High Risk** – Shows the percentage of students who have unexcused absences for 2.5% (At Risk) / 5% (High Risk) of school days YTD. These students are likely to be chronically truant by year end if their absence pattern does not change. *This metric is useful as an ongoing management tool.*

DATA FILTERS

Data can be filtered to examine progress of priority groups.

Data can be filtered by:

– Student grade.

– Student gender.

– Student ethnicity.

– Student IEP, ELL or STLS status.

Filters remain active until the user removes them. Multiple filters can be selected at once.

GENERATING LISTS OF TARGET STUDENTS

In any metric, a list of students who make up that metric is generated by right-clicking and selecting *Drill to Student List*.

With this feature, the user can create lists of students who are chronically truant or absent, lists of students absent by HS period, and so on, for each metric. On its own or combined with filters, this feature creates priority lists of students who may need targeted interventions.
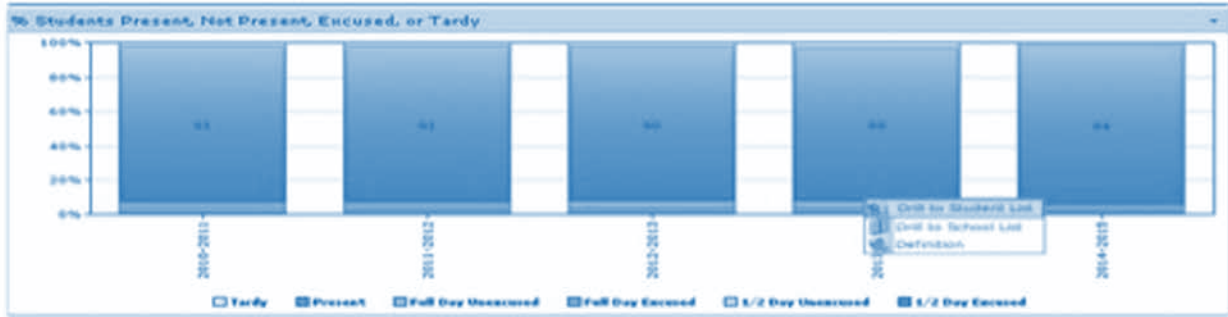
WHAT ADDITIONAL ATTENDANCE INFORMATION IS AVAILABLE?

In total, five attendance-specific tabs are available under School Profile » Attendance:

– Tabs include Attendance, Attendance Over Time, Attendance Detail, HS Period Attendance, and Attendance – PE/PK

– Data filters can be used within any tab

WHAT METRICS ARE AVAILABLE IN EACH SECTION?

Certain metrics provide an opportunity for teams to focus resources and expertise. For example, grade level teams may want to look at attendance by grade, while ILT or CARE teams may concentrate on high risk/at risk student lists.

"Attendance Trend Over Time" tab

– **% Student Attendance by Month:** Shows attendance on a monthly basis.

– **Weekly Attendance %:** Shows the attendance rate for each individual week.

– **Weekly Attendance % Rolling:** Shows the overall attendance rate, and how it changes week by week.

Note: trend data should be used to anticipate where attendance fall-off may occur, in order to plan boosters like spirit week, class attendance competitions, etc.
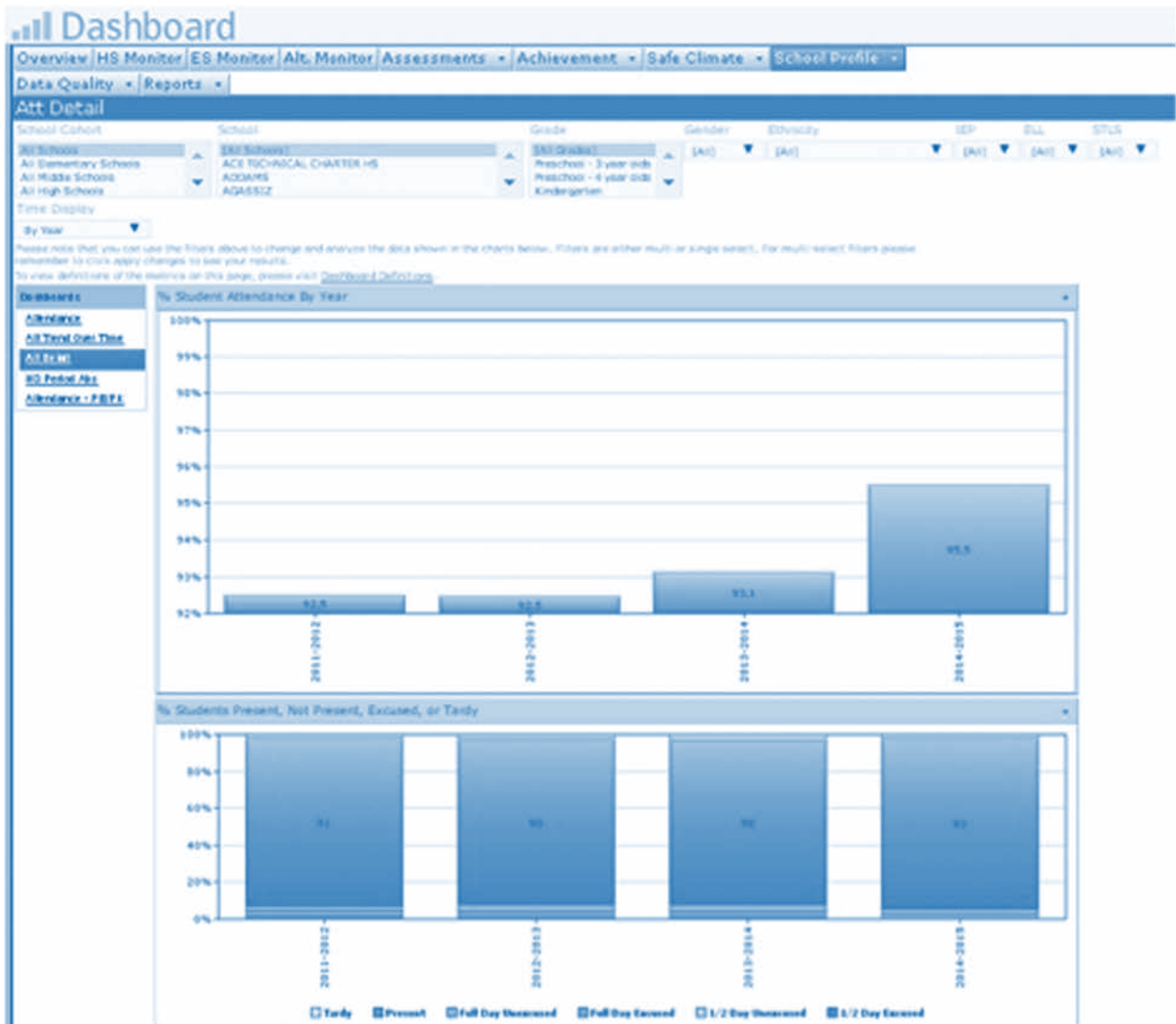
"Att Detail" tab

– **% Student Attendance by Year:** Shows the overall attendance rate for SY15, compared to previous years (same as first metric in "Attendance" tab).

– **% Students Present, Not Present, Excused, or Tardy:** Shows the percentage of students marked present, not present, excused, or tardy, with previous years' comparisons.
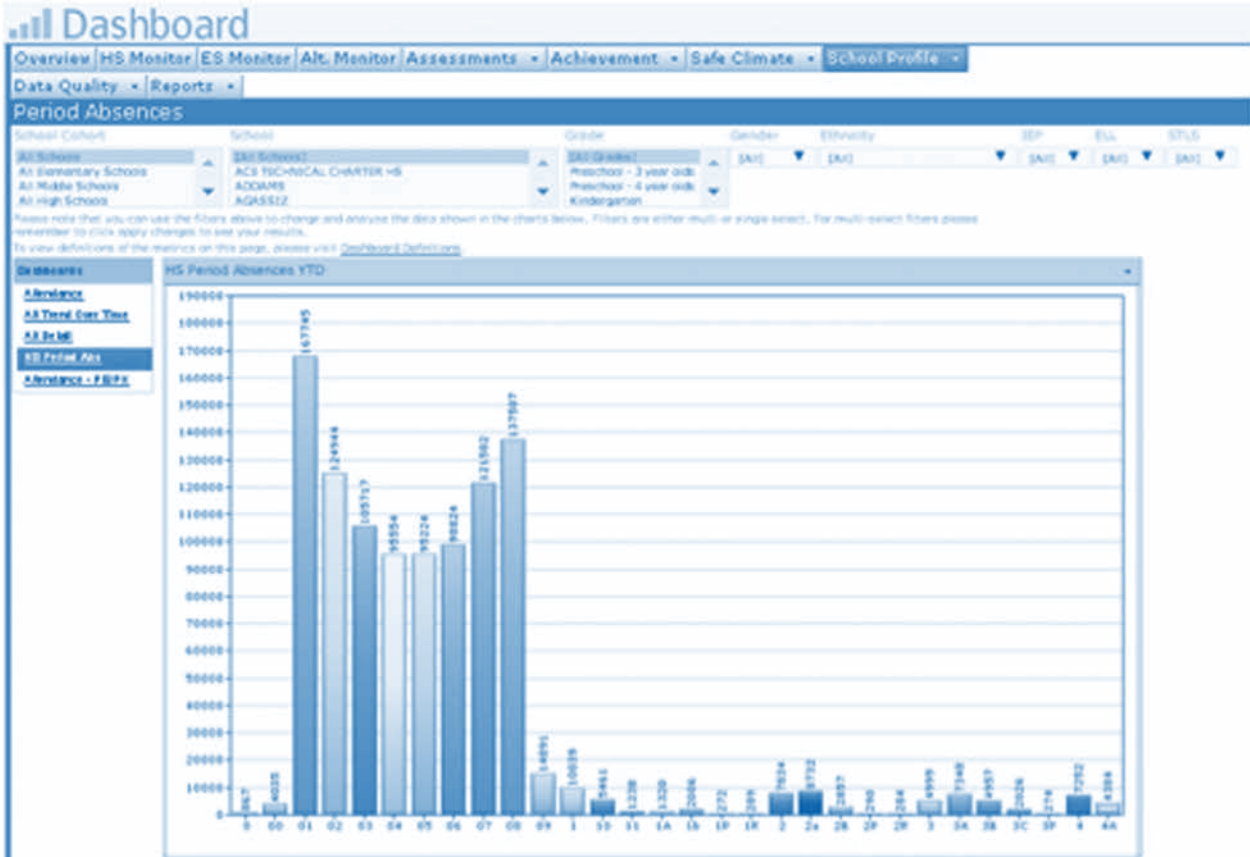
"HS Period Abs" tab

HS Period Absences YTD: Shows the total number of absences per period, YTD.

Note: typically, a school's period absences follow a U-shape, with higher rates of absence in the periods at the beginning and end of the day. In addition to this, schools should look for other patterns or spikes that might indicate further issues.

"Attendance – PE/PK" tab

Displays the same metrics as "Attendance" tab, but includes only students in PE/PK.

Overview | HS Monitor | ES Monitor | Alt. Monitor | Assessments ▾ | Achievement ▾ | Safe Climate ▾ | School Profile ▾ | Data Quality ▾ | Reports ▾

Overview

					Attendance Audit
					DNA
					Data Quality
					Data Quality Trend
					Grade Audit

School Cohort:
All Schools
All Elementary Schools
All Middle Schools
All High Schools

School:
[All Schools]
ACE TECHNICAL CHARTER HS
ADDAMS
AGASSIZ

Grade:
[All Grades]
Preschool – 3 year olds
Preschool – 4 year olds
Kindergarten

Gender: [All] ▾

IEP: [All] ▾

Please note that you can use the filters above to change and analyze the data shown in the charts below. Filters are either multi or single select. For multi-select filters please remember to click apply changes to see your results.
To view definitions of the metrics on this page, please visit Dashboard Definitions.

Ed. Units ▾	Students ▾	High Risk ▾	YTD Attn ▾	Misconducts ▾	Dropout % ▾	On-Track % ▾	Pot. Drop ▾	Unverified ▾
						Week 05		
680	395,885	1,072	95.37%	14.99	1.4%	57.1%	2.21%	17.71%

Current On Track Rate Week 05

☐ Off Track   ☐ On Track

Overview | HS Monitor | ES Monitor | Alt. Monitor | Assessments ▾ | Achievement ▾ | Safe Climate ▾ | School Profile ▾ | Data Quality ▾ | Reports ▾
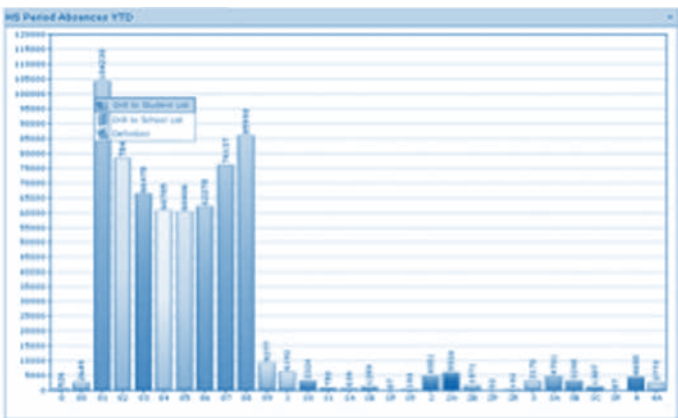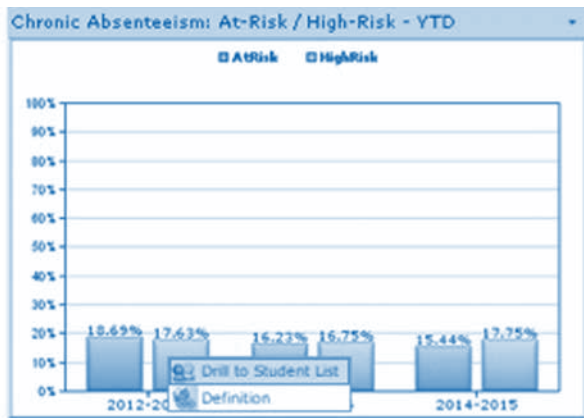
Data Quality / **Data Quality**

School Cohort:
All Schools
All Elementary Schools
All Middle Schools
All High Schools

School:
[All Schools]
ACE TECHNICAL CHARTER HS
ADDAMS
AGASSIZ

Measure: Unsubmitted Attendance ▾

Please note that you can use the filters above to change and analyze the data shown in the charts below. Filters are either multi or single select. For multi-select filters please remember to click apply changes to see your results.
To view definitions of the metrics on this page, please visit Dashboard Definitions.

Errors ▾	% Errors ▾
49,029	3.25%

Current Data Quality Index

A ⬤ <0% | B ◯ >0% and <=10% | C ◯ >10% and <=20% | D ◆ >20% and <=30% | F ◆ >30%
Click on a row of the scorecard to display data and description of the specific Data Quality item.

Measure	Weight	Errors	% Error	Grade
Attendance (1)				
Unsubmitted Attendance	100%	49,029	3.25% B	
Next Year Scheduling (4)				
Invalid Number of Terms in a Term Set (Planning)	25%	0	0.00%	
Invalid Term Sets and Terms (Planning)	25%	0	0.00%	
Planning Schedule Not Selected	0%	0	0.00% A	
Projected Enrollments Without Course Requests	20%	0	0.00%	
Registration and Enrollment (7)				
Invalid Enrollment Code	10%	0	0.00% B	
Invalid Leave Code	10%	2,084	7.20% B	
Missing Federal Race or Ethnicity	0%	3,627	0.92% B	
No Future Enrollment	10%	0	0.00%	
Potential Drop Out	15%	656	2.19% B	
Students Projected to Closed Schools	5%	0	0.00% B	
Unverified Out of District Transfers	15%	2,534	18.20% C	
Scheduling (6)				
Classes Without Teachers	20%	944	0.56% B	
Homeroom N/A	20%	770	0.19% B	
Invalid Number of Terms in a Term Set	10%	0	0.00% A	

Data Quality KPI Description

Measure	Unsubmitted Attendance
Measure Description	This metric identifies attendance bearing homerooms or classes at the school that have not had student attendance submitted. To understand how to resolve this, click here.

Unsubmitted Attendance Data Errors

Notes	School

WHAT DATA QUALITY METRICS ARE AVAILABLE FOR ATTENDANCE?

There are two Data Quality metrics related to attendance: the DNA page and the DQI page. They can be found under the Data Quality tab. Both network personnel and school-based personnel should constantly monitor this data.

1. "DQI" page

There are several data quality indicators that are important to attendance.

- **Unsubmitted Attendance:** attendance was not properly entered into the system.

- **Invalid Leave Code:** students coded either Left or Did Not Arrive.

- **Unverified Out of District Transfers:** students coded 32, 33 or 34 who are missing transfer verification data.

- Classes Without Teachers (implies that students' schedules are not entered correctly, suggesting other problems are likely).

- Missing Schedules (implies that students' schedules are not entered correctly, suggesting other problems are likely).

2. "DNA" page

DNAs are students who were projected to a school, but did not arrive on the first day, and should be targeted as potential dropouts. Students who are DNA need to be investigated and either their information must be updated, or a Lost Child report filed. Schools cannot simply transfer the child off their records, unless the transfer is verified.

- # of DNAs.

- DNA Counts by Network.

- DNAs by Grade Level.

First School Week Attendance Management Priorities

WHAT:

Check/Confirm Access to Critical Data Systems (IMPACT GRADEBOOK).

WHO:

Elementary and high school administration, attendance liaisons/clerks and teachers.

WHEN:

During Teacher Institute days / before the start of the 1st school day.

WHY:

To ensure critical school-based staff has access to report attendance starting the first day of school.

HOW:

1

ES AND HS
Have all teachers log-in to IMPACT GRADEBOOK to ensure they have access.

2

ES AND HS
Identify teachers that cannot log-in to IMPACT to submit attendance (includes all substitutes).

▶ **School notifies ITS (775-553-3925) immediately to resolve the issue.**
Note: this might take 24 hours to resolve, so be prepared to perform step #3.

3

For teachers who do not have access or substitute teachers, generate an IMPACT SIM "Substitute Class Roster" FOR HS, PRINT ROSTERS FOR EACH CLASS PERIOD.

4

ES AND HS
Designate a location and indicate a time when completed rosters will be dropped off in the attendance office by individuals using the "Substitute Class Roster."

WHAT:

Verify Daily/Period Attendance Submission Information in IMPACT GRADEBOOK.

WHO:

Elementary and high school administration, attendance liaisons/clerks and teachers.

WHEN:

Elementary Schools: 60 minutes after the start of the 1st day of school.

High Schools: After EVERY period.

WHY:

To ensure attendance data for every student is accurately reported each day.

HOW:

1

ES AND HS
Generate IMPACT GRADEBOOK "Display Teacher Progress" report to confirm that all teachers that can sign-in to IMPACT have recorded attendance.

2

ES AND HS
Verify that all "Substitute Class Rosters" have been returned to the attendance office by teachers that cannot sign-in to IMPACT applications.

3

ES AND HS
Notify teachers not in compliance. Notify administration of teachers not in compliance.

To Generate the IMPACT GRADEBOOK "Display Teacher Progress" report:

1. Go to the Gradebook Home Page.
2. Click on "Attendance."
3. Click on "Display Teacher Progress."
4. Enter correct information in "Date" and "Period" section.
5. Click "OK."

WHAT:

Generate "Did Not Arrive" Student List Each Day.

WHO:

Elementary and high school administration, attendance liaisons/clerks and teachers.

WHEN:

Daily, starting the second day of school for elementary and high schools.

WHY:

To guide and inform targeted outreach efforts to students projected to enroll, but have not shown up to school.

HOW:

1

ES AND HS
School:

1. Call all documented contact numbers in student's academic record.
2. Conduct and document a visit to the last known home address.
3. Mail a certified letter to the parent/guardian at last known address.

2

ES AND HS

If the student is located and SHOWS UP:
Re-enroll the student with a code 02 as of the day they show up by accessing SIM "Withdrawn This Year."

If the student is located and DOES NOT SHOW UP:
Begin interventions and parent/school communications to resolve. Note that a DNA is not a truant and will not be counted in any truant report.

Administrators can find the DNA list on Dashboard. To generate this list:

1. Go to the "Data Quality" tab and select the "Data Quality" option.
2. Click on "Invalid Leave Code" under "Registration and Enrollment."
3. A list of students with invalid leave codes including DNA/Code 99 students are listed on the right side of the screen.
4. Schools can export the list of students from Dashboard.

3

ES AND HS

If the student is NOT located, change the withdrawal code from 99 to 86, effective as of the first attendance day.
Code 86 withdrawal removes the code 99 DQI error listing.

The Lost Child/Unable to Locate Procedure must be completed.

WHAT:

Correct Recording Errors.

WHO:

Elementary and high school administration, attendance liaisons/clerks.

WHEN:

Each day of school starting the first day.

WHY:

To correct student-level attendance errors to ensure 100% accuracy.

HOW:

ES AND HS

If a first day **ABSENT** STUDENT is incorrectly coded either P (present), T (tardy), SF (school function) or ISS (in-school suspension), withdraw the student with a code 99. This can be done by schools for the first 90 days of the school year.

Procedures

ATTENDANCE CODING GUIDANCE FOR CPS ELEMENTARY AND HIGH SCHOOLS
All attendance documentation is a legal record; any and all actions associated with attendance taking must be accurate.

TERMS AND DEFINITIONS:

Student absence from school will be deemed an "excused absence" if it is for the following CPS approved valid reasons:

- **PRESENT:** A student has received a minimum of 300 instructional minutes.
- **FULL DAY ABSENT:** A student has received less than 150 instructional minutes.
- **HALF-DAY ABSENT:** A student has received between 150 and 299 instructional minutes.
- **EXCUSED ABSENCE:** A student is marked EXCUSED ABSENCE with a note that provides a reason that adheres to the CPS Policy for Valid Reasons for Absence. A student does not receive an EXCUSED ABSENCE until he/she returns with a signed note that aligns with the Valid Reasons for Absence. If a child is marked absent, and the child was with another CPS designee for a school-based purpose, the Attendance Coordinator is to amend the attendance record so it is accurate. A school assigned suspension (SUS) is deemed an EXCUSED ABSENCE.
- **UNEXCUSED ABSENCE:** A student is marked as an UNEXCUSED ABSENCE when they are not in school and not attached to a school-based function. Any explanation that falls outside of the CPS Policy for Valid Reasons for Absence is UNEXCUSED.
- **SCHOOL FUNCTION:** The code of SF (SCHOOL FUNCTION) can only be used when it meets TWO CRITERION: 1) the event the student is participating in outside the classroom has a school purpose AND 2) that event is managed by a certified CPS employee or with a CPS employee who is supervised by a certified CPS employee. SCHOOL FUNCTION should never be massed assigned for a school. The chart below provides examples of the application of this criterion.

Attendance coding guidance for all events that may cause a child to miss instruction starts on page 2 of this document.

ELEMENTARY SCHOOL		HIGH SCHOOL	
With Criteria Met, Examples of Events that **CAN** be Marked **"SF"** (School Function)	Examples of Events that **CANNOT** be Marked **"SF"** (School Function)	With Criteria Met, Examples of Events that **CAN** be Marked **"SF"** (School Function)	Examples of Events that **CANNOT** be Marked **"SF"** (School Function)
CPS School Sponsored/ Approved Field Trip	School-Based Health Center/Clinic Non CPS-Staff	Dental/Hearing/ Vision Test	Independent College Visit
	School Site Service for Medical Compliance (i.e., Medivan)- Non-CPS Staff	Counselor Visit	Independent High School Investigation
	Athlete Physicals- Non-CPS Staff	School Nurse Visit- CPS Staff	School-Based Health Center/Clinic Non CPS-Staff
	Kindergarten Graduation	Peer Jury Participation	Early Return from a CPS School Sponsored Field Trip

The following identified events may result in a student missing instructional time. Each event has guidance as to how a child should be marked in his/her attendance record. Instructions may vary between elementary school and high school. The CPS Policy regarding valid cause for absence and student travel (field trips) is provided at the end of the document.

Please note: every effort should be made for a student not to miss instruction.			
EVENT THAT REMOVES STUDENT FROM INSTRUCTION	**ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS**	**ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS**	**ADDITIONAL INFORMATION**
HEALTH RELATED EVENTS			
DENTAL/ HEARING/ VISION TESTING	No change in attendance record	– Period teacher marks student **Absent (AUX).** – **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	– A school designee coordinates in-school dental, hearing, and vision screenings. Screenings are performed by CPS employees. Exams are performed by CPS vendors. – Vision exams, Hearing exams, and Dental screenings need signed parental consent to participate, which serves as documentation for attendance. – SIM has a documented date inputted for all screenings and exams.
SCHOOL NURSE VISIT CPS STAFF	No change in attendance record	– Period teacher marks student **Absent (AUX).** – **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	
STI TESTING IN SPECIFIC SCHOOLS	– The ES student attends the appointment with the parent/guardian. – The amount of instructional minutes missed for the appointment is subtracted from the total instructional minutes for the child. – If the school-based health center appointment causes the child to fall below the 300 instructional minutes requirement for full-day attendance, the Attendance Coordinator will capture this in the student's attendance record as a **Half-Day of Absence.** – If the school-based health center appointment causes the child to fall below the 150 instructional minutes requirement for a half-day of attendance, the Attendance Coordinator will capture this in the student's attendance record as a **Full-Day of Absence.** – Documentation from the parent/guardian is required whether the child does or does not miss enough instructional time to impact their daily attendance. This documentation will also serve to change the **AUX (Absent Unexcused) to AE (Absent Excused).**	– Period teacher marks student **Absent (AUX).** – **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	– This program is typically part of health education. Students who take the option to provide a urine sample for STI testing will not be in class. – Students age 12 and over can provide their own consent to participate.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS	ADDITIONAL INFORMATION
SCHOOL-BASED HEALTH CENTER NON-CPS STAFF	1. The ES student attends the appointment with the parent/guardian. 2. The amount of instructional minutes missed for the appointment is subtracted from the total instructional minutes for the child. 3. If the school-based health center appointment causes the child to fall below the 300 instructional minutes requirement for full-day attendance, the Attendance Coordinator will capture this in the student's attendance record as a **Half-Day of Absence.** 4. If the school-based health center appointment causes the child to fall below the 150 instructional minutes requirement for a half-day of attendance, the Attendance Coordinator will capture this in the student's attendance record as a **Full-Day of Absence.** 5. Documentation from the parent/guardian is required whether the child does or does not miss enough instructional time to impact their daily attendance. This documentation will also serve to change the **AUX (Absent Unexcused) to AE (Absent Excused).**	1. The student who goes to the appointment during a class period is coded **AUX (Absent Unexcused) by the period teacher.** 2. **Upon receipt of proper documentation**, the Attendance Coordinator changes the period attendance from **AUX to an AE (Absent Excused).** 3. **The student CANNOT be marked School Function (SF).**	– As an onsite clinic is not staffed by CPS employees, it is deemed an external entity, and, therefore, treated as such. – Schools should work with the clinic to encourage students to make appointments during their lunch periods.
STI TESTING IN SPECIFIC SCHOOLS	1. The ES student takes the school option to take the required physical or immunizations with parent/guardian permission on file. 2. The amount of instructional minutes missed for the appointment is subtracted from the total instructional minutes for the child. 3. If the appointment causes the child to fall below the 300 instructional minutes requirement for full-day attendance, the Attendance Coordinator will capture this in the student's attendance record as a **Half-Day of Absence.** 4. If the appointment causes the child to fall below the 150 instructional minutes requirement for a half-day of attendance, the Attendance Coordinator will capture this in the student's attendance record as a **Full-Day of Absence.** 5. Documentation from the parent/guardian is required whether the child does or does not miss enough instructional time to impact their daily attendance. This documentation will also serve to change the **AUX (Absent Unexcused) to AE (Absent Excused).**	1. The student who goes to the appointment during a class period is coded **AUX (Absent Unexcused) by the period teacher.** 2. **Upon receipt of proper documentation,** the Attendance Coordinator changes the period attendance from **AUX to an AE (Absent Excused).** 3. **The student CANNOT be marked School Function (SF).**	Physicals and Medical Compliance Exams are required mandates for enrollment and/or participation; the fulfillment of the mandate falls to the student's family. The school's accommodation to meet this mandate does not mean it is a school-related function.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS
		Please note: every effort should be made for a student not to miss instruction.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS
MEDICAID ENROLLMENT	1. Student is to be coded **AUX (Absent Unexcused).**	1. Student is to be coded **AUX (Absent Unexcused).** 2. A student that is in the Students in Temporary Living Situation (STLS) program who is age 14-18 years old and certified as "Unaccompanied" by the Homeless/STLS Liaison or School Social Worker is allowed to apply for Medicaid on their own. Their absence is marked as **AUX (Absent Unexcused) by the period teacher,** and then, **upon receipt of proper documentation**, the Attendance Coordinator changes the period attendance from **AUX to an AE (Absent Excused).**
PRINCETON VISION CLINIC (OFFSITE EYEGLASS FITTING FOR PARTICIPATING SCHOOLS)*	1. Standard field trip protocol must be followed. 2. If a parent/guardian chooses to take their child to the clinic on their own, the child is coded **AUX (Absent Unexcused).** 3. **When proper documentation is provided,** the Attendance Coordinator changes the **AUX (Absent Unexcused) to AE (Absent Excused).**	1. Standard field trip protocol must be followed. 2. If a parent/guardian chooses to take their child to the clinic on their own, the child is coded **AUX (Absent Unexcused).** 3. When proper documentation is provided, the Attendance Coordinator changes the **AUX (Absent Unexcused) to AE (Absent Excused)**.
HIGH CONTAGION LEVEL FOR LICE OR PINK EYE	1. There is no change in the student's attendance record while s/he is removed from class. 2. The parent/guardian is contacted. 3. Attendance is marked as to when the parent/guardian picks up the child. 4. If the student is picked up below the 300 instructional minute mark, the student is coded as **Half-Day Absent Unexcused.** 5. If the student is picked up below the 150 instructional minutes mark, the student is coded as **Full Day Absent--AUX (Absence Unexcused).** 6. The absence is coded **AUX (Absent Unexcused)** until the child **returns with the appropriate documentation.** The Attendance Coordinator then amends the record to **AE (Absent Excused)**.	1. The period teacher marks student **Absent (AUX).** 2. The parent/guardian is contacted. 3. The Attendance Coordinator amends the period attendance to a **School Function (SF)** until the parent/guardian picks up the student. 4. Once the child has been picked up, the student is coded **AUX (Absent Unexcused)** for the subsequent periods 5. When proper documentation is provided, the Attendance Coordinator changes the **AUX (Absent Unexcused) to AE (Absent Excused).**
HOME HOSPITAL/ HOMEBOUND	1. Students who become eligible and approved for Home Hospital/Homebound instruction are indicated with HH. 2. Documentation by the homebound/hospital teacher or hospital team is recorded and filed with the school. 3. **A student receives a half-day of attendance only when s/he receives instruction from the homebound or hospital teacher only. This is determined by paperwork provided by the servicing person/agency.** 4. All other days that the student is designated HH are recorded as excused absences.	1. Students who become eligible and approved for Home Hospital/Homebound instruction are indicated with HH. 2. Documentation by the homebound/hospital teacher or hospital team is recorded and filed with the school. 3. **A student receives a half-day of attendance only when s/he receives instruction from the homebound or hospital teacher only. This is determined by paperwork provided by the servicing person/agency.** 4. All other days that the student is designated HH are recorded as excused absences.

* Field trip/student travel policy is included at the end of this document.

Please note: every effort should be made for a student not to miss instruction.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS	ADDITIONAL INFORMATION
COUNSELING, POST-SECONDARY AND ACADEMIC ENHANCEMENT EVENTS			
COUNSELOR VISIT (SCHEDULED)	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	
COUNSELOR VISIT (UNSCHEDULED)	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	
PEER JURY	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	– Whenever possible, interventions should be held during non-instructional times. – When not possible, students should first report to their class to receive a pass, and then attend an intervention that does not take up the entirety of the class period.
RESTORATIVE CONVERSATION/ PEACE CIRCLES	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	– Whenever possible, interventions should be held during non-instructional times. – When not possible, students should first report to their class to receive a pass, and then attend an intervention that does not take up the entirety of the class period.
SOCIAL EMOTIONAL & BEHAVIORAL INTERVENTIONS (I.E. ANGER COPING/THINK FIRST, SPARCS, ETC.)	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	– Whenever possible, interventions should be held during non-instructional times. – When not possible, students should first report to their class to receive a pass, and then attend an intervention that does not take up the entirety of the class period.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS
	Please note: every effort should be made for a student not to miss instruction.	
HIGH SCHOOL INVESTIGATION DAY*	1. A student participating in a HS Investigation Day **on their own is marked AUX (Absent Unexcused).** 2. The High School investigation Day is turned from an **AUX to an AE (Excused Absence) if the student is visiting a CPS school AND provides proof** (i.e., signed artifact) of participation. 3. If the program is a half-day program, the student is to return back to his/her school with physical documentation from the visited school (i.e., Passport); attendance is taken according to the 300 instructional minutes rule; if his/her return falls below the 300 instructional minute mark, s/he is marked **Half-Day Absent**; if his/her return falls below the 150 instructional minute mark, s/he is marked **Full-Day Absent.** 4. Visited private or non-CPS high schools are marked as an **AUX (Unexcused Absent).** The Attendance Coordinator can amend the AUX (Unexcused Absent) to an AE (Absent Excused) with **principal discretion;** documentation rules apply. 5. If the school is walking to a neighborhood HS or being bussed to the HS site, field trip and chaperone ratio rules apply.	NA
HIGH SCHOOL SHADOW DAY	1. A student participating in a Shadow Day is marked **AUX (Absent Unexcused) until proof** (i.e., signed artifact) is provided by the hosting CPS school. 2. **With proper documentation,** the student who attended a CPS Shadow Day, then has his/her **AUX (Absent Unexcused), changed to a SF (School Function). This only applies to CPS schools.** 3. If the child participating in a Shadow Day for a **non-CPS school, the student is marked AUX (Absent Unexcused), and it is left to the principal's discretion** whether s/he wants documentation to a non-CPS school Shadow Day to be deemed excused.	NA
COLLEGE FIELD TRIPS AND VISITS*	Standard field trip protocol must be followed.	1. Standard field trip procedures are followed for students participating in a school-sponsored college visit. 2. Students who return back from a field trip early--even if they have been signed out of classes--are required to go to class; the school must amend the students' attendance record accordingly. **The student cannot be marked School Function (SF) once they have returned from the field trip.** 3. A student participating in **a college visit on their own is marked AUX (Absent Unexcused) for the day**--without exception. **Upon receipt of proper documentation,** the Attendance Coordinator changes the **AUX (Absent Unexcused) to an AE (Absent Excused).**

* Field trip/student travel policy is included at the end of this document.

		Please note: every effort should be made for a student not to miss instruction.	
EVENT THAT REMOVES STUDENT FROM INSTRUCTION	**ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS**	**ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS**	**ADDITIONAL INFORMATION**
SCHOLARSHIP INTERVIEWS	NA	1. The student who goes to the appointment during a class period is marked **AUX (Absent Unexcused) by the period teacher.** 2. **Upon receipt of proper documentation,** the Attendance Coordinator amends the period attendance from **AUX (Absent Unexcused) to AE (Absent Excused).** 3. **The student CANNOT be marked School Function (SF).**	
SOAR PROGRAM	NA	1. School marks the student **AUX (Absent Unexcused)** while at the program. 2. Upon completion, SOAR provides the attendance record of the student to the school. 3. The Attendance Coordinator amends attended days to **AE (Absent Excused), unattended days remain as AUX (Absent Unexcused).** 4. **The student CANNOT be marked School Function (SF).**	– Student remains on the roster of the school while attending the SOAR program. – A school cannot drop a student who exits the SOAR program.
GALLERY 37	NA	1. Students who participate in Gallery 37 are provided a special schedule so they may leave their home school with enough time to reach the Gallery 37 site. 2. Student attendance is taken at the site. 3. If a student is absent at their school, the high school is to send an email to the Site Coordinator at Gallery 37. 4. The Site Coordinator should reference that communication. A student who is not reported as absent from the high school, but is absent from Gallery 37 must be reported to the school and parent/guardian immediately. 5. The full attendance roster from Gallery 37 is scanned and sent to the home school where attendance is entered upon completion of the day's class.	
DUAL ENROLLMENT	NA	1. Students who participate in an off-school site Duel Credit Course are provided a special schedule. 2. On days when the student is traveling to the college, the student should be scheduled in the college class course code. 3. On days when the student does not have the college class, the student stays at the high school, and his/her attendance is recorded in the attendance course that is scheduled. The student is not allowed to go home or be without supervision. 4. When the student has the off-school site college course, attendance is taken by the teacher of record for the college credit attendance course code. 5. Students are to sign in with the Duel Credit CPS Coordinator prior to leaving for their college class; this provides a record of the student's exit.	

Please note: every effort should be made for a student not to miss instruction.			
EVENT THAT REMOVES STUDENT FROM INSTRUCTION	**ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS**	**ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS**	**ADDITIONAL INFORMATION**
WORK-STUDY/ INTERNSHIPS	NA	1. Attendance is taken for participants either by the classroom teacher or by the organization managing the program. 2. If a student is attending Work-Study or an Internship that impacts school time, a special schedule is provided. 3. Students cannot attend the Internship or Work Study program if they are absent from school. 4. Students are to sign in with the CPS Program Coordinator prior to leaving for their Internship; this provides record of the student's exit. 5. Student attendance at the Work-Study or Internship is provided by the site; the school must update the student record accordingly.	
IN SCHOOL SUSPENSION (ISS)	1. If the student is attending ISS (In-School Suspension), the attendance record for the child would be noted as **ISS for the full day.** 2. The Student Code of Conduct should be referenced and the ISS environment must provide full instruction.	1. If the student is attending ISS (In-School Suspension), the attendance record for the child would be noted as **ISS for the full day.** 2. **IMPACT will generate a DQI error if an ISS is applied for a singular period.** 3. The Student Code of Conduct should be referenced and the ISS environment must provide full instruction.	
ROUTINE SCHOOL EVENTS			
MAKE-UP STANDARDIZED TEST	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	For HS, if the make-up test occurs with the scheduled period teacher, attendance is taken normally.
AP/IB TESTING	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	For HS, if the make-up test occurs with the scheduled period teacher, attendance is taken normally.
CLASS PICTURE/ YEARBOOK PICTURE	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	For HS, if the Class Picture/Yearbook Picture occurs with the scheduled period teacher, attendance is taken normally.

* Field trip/student travel policy is included at the end of this document.

Please note: every effort should be made for a student not to miss instruction.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS	ADDITIONAL INFORMATION
IEP SERVICES AND/OR MEETINGS	No change in attendance record	1. Period teacher marks student **Absent (AUX).** 2. **With proper documentation of student's participation,** the Attendance Coordinator amends the period attendance to a **School Function (SF).**	– All clinical evaluations are documented in SSM. – For HS, if the services/meeting occur with the scheduled period teacher, attendance is taken normally.
FIELD TRIP	1. Students who are on a field trip for 300 instructional minutes should be coded **SF (School Function)** for the day. **A notation should be made indicating the start and end time of the field trip.** 2. Students who are not on a field trip for 300 instructional minutes should be marked "Present" and **a notation should be made indicated the start time and end of the field trip in which the student is participating.**	No change in attendance record	Field trip/student travel policy is included at the end of this document.
SERVICE LEARNING PROJECT/DAY OF SERVICE	Attendance is taken as usual; if applicable, standard field trip protocol must be followed.	Attendance is taken as usual; if applicable, standard field trip protocol must be followed.	Field trip/student travel policy is included at the end of this document.
SCHOOL COMPETITIONS (I.E., SCIENCE FAIR)	1. School competitions only occur before or after school; attendance is captured in City Span. No modification to a student attendance record should be needed. 2. If a larger competition (i.e., regional Science Fair) is being attended, standard field trip protocols must be followed.	1. School competitions only occur before or after school; attendance is captured in City Span. No modification to a student attendance record should be needed 2. If a larger competition (i.e., regional Science Fair) is being attended, standard field trip protocols must be followed.	– For HS, a class may be scheduled during the student's school day. In such a case, standard attendance coding rules apply. – Field trip/student travel policy is included at the end of this document.

Please note: every effort should be made for a student not to miss instruction.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS
SCHEDULE CHANGES (I.E., SCHOOL ASSEMBLY, PEP RALLY) AND/ OR SPECIAL SCHEDULES (I.E., MIDTERM EXAMS)	No change in attendance record	1. If the students attend with their period teacher, attendance is taken normally by their period teacher. 2. If the assembly impedes upon regular period schedules, a Special Days Schedule in IMPACT SIM request must be submitted in order for attendance to be captured accurately. A completed Calendar Day Exception (Bell Schedule) Change Request form must be submitted via the IMPACT SIM Configuration mailbox to be processed. 3. If the student is attending as part of a period assembly, not with a specific teacher, paper attendance must be taken, and the Attendance Coordinator must input the attendance for all those who attend. Absent students are marked **AUX (Absent Unexcused).** With proper documentation, the Attendance Coordinator modifies the **AUX (Absent Unexcused) to AE (Absent Excused).** 4. Mass attendance entries are prohibited.
TARDY	1. **Schools are required to have a school tardy policy.** 2. The policy must be posted and communicated publicly. 3. Students who enter late must sign a Tardy Log that captures the student's name and time of entry. 4. Implemented procedures should ensure that minimal instruction time is lost due to tardy processing. 5. If the child brings a note explaining the reason for the tardiness, that note should be filed in the child's permanent folder.	1. **Schools are required to have a school tardy policy.** 2. The policy must be posted and communicated publicly. 3. Late entry must be captured via electronic entry log and/ or tardy log. 4. Implemented procedures should ensure that minimal instruction time is lost due to tardy processing. 5. If the child brings a note explaining the reason for the tardiness, that note should be filed in the child's permanent folder.
EARLY DISMISSAL	1. Early dismissal requests can only be made by a parent/guardian identified on the submitted school emergency form; students can only be released to a person on their emergency form. 2. A phone call requesting an early dismissal release to a person that is not indicated on the emergency form is not permitted. 3. Early dismissals must be captured in a log where the name of the student, the person who is picking the child up, as well as the date and time of pick up are all recorded. *Continued on next page*	1. Early dismissal requests can only be made by a parent/ guardian identified on the submitted school emergency form; students can only be released to a person on their emergency form. 2. A phone call requesting an early dismissal release to a person that is not indicated on the emergency form is not permitted. 3. Early dismissals must be captured in a log where the name of the student, the person who is picking the child up, as well as the date and time of pick up are all recorded. *Continued on next page*

* Field trip/student travel policy is included at the end of this document.

EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS
EARLY DISMISSAL	*Continued from previous page* 4. The Attendance Coordinator is to determine if the pick-up time causes the student to fall below the 300 instructional minute mark. 5. If the student is picked up below the 300 instructional minute mark, the student is coded **Half-Day Absent-Unexcused.** 6. If the student is picked up below the 150 instructional minutes mark, the student is coded **Full Day Absent-AUX (Absence Unexcused).** 7. The absence is unexcused until the child **returns with appropriate documentation.** The Attendance Coordinator then amends the record to **AE (Absent Excused).**	*Continued from previous page* 4. Period teacher marks the student **AUX (Absent).** 5. When proper documentation is provided, the Attendance Coordinator changes the **AUX (Absent Unexcused) to AE (Absent Excused).** 6. A student who has reached the age of 18 can sign themselves out for an early dismissal.
EARLY DISMISSAL FOR A SPORT*	Field trip procedures must be followed	Field trip procedures must be followed
KINDERGARTEN GRADUATION	Kindergarten graduation is not recognized; students are to attend a full day of school with a minimum of 300 instructional minutes.	NA
0 PERIOD/9TH PERIOD	NA	1. Students **MAY NOT** be scheduled for minutes to recapture missed class time. 2. Per the Legal Department, a student who misses a class can only make up the exact same class on the same day. A tutoring session does not qualify; non-certified staff supervision does not qualify. The same content must be delivered by the certified subject matter teacher on the day when the missed course occurred. 3. Prior to any school level action, coordination with Central Office Programming must be engaged for review. 4. All other attempts to put minutes on a child's schedule are not permissible.
GRADUATION PRACTICE	There is **no special schedule nor is there any early dismissal** on days where students practice for their graduation ceremony. Students are expected to receive the required 300 instructional minutes.	There is **no special schedule nor is there any early dismissal** on days where students practice for their graduation ceremony. Students are expected to receive the required 300 instructional minutes.

* Field trip/student travel policy is included at the end of this document.

Please note: every effort should be made for a student not to miss instruction.		
EVENT THAT REMOVES STUDENT FROM INSTRUCTION	ATTENDANCE CODE INSTRUCTIONS FOR ELEMENTARY SCHOOL STUDENTS	ATTENDANCE CODE INSTUCTIONS FOR HIGH SCHOOL STUDENTS
ES/HS GRADUATION ATTENDANCE	1. Graduation days are regular school days. 2. Per the Illinois State Board of Education. the requirement for 300 instructional minutes is still expected on a day where a graduation ceremony is held. 3. If a special schedule has been filed and approved, **AND** the ceremony lasts 180 minutes, the participating graduates can be marked as "Present" for the day. 4. Students are coded **AE (Absent Excused) every day after graduation, if they are not in attendance. If they are in attendance, regular attendance procedures are followed.**	1. Graduation days are regular school days. 2. Per the Illinois State Board of Education. The requirement for 300 instructional minutes is still expected on a day where a graduation ceremony is held. 3. If a special schedule has been filed and approved, **AND** the ceremony lasts 180 minutes, the participating graduates can be marked as "Present" for the day. 4. Students are coded **AE (Absent Excused) every day after graduation, if they are not in attendance. If they are in attendance, regular attendance procedures are followed.**

CHICAGO PUBLIC SCHOOLS ENROLLMENT AND WITHDRAWAL CODES

Use of Enrollment/Withdrawal Codes are legal entries and must reflect the true status of a child.
The codes that follow are the only permissible codes.

STATUS CODE	DESCRIPTION	NOTES
ENROLLMENTS—Status Code indicates student's last school of enrollment		
01-NO FORMER SCHOOL	Student has never been enrolled in a school.	Example: a student entering kindergarten, and has never attended a CPS school, pre-school, or state-run daycare
02-CHICAGO PUBLIC SCHOOL (CPS)	Student's last school of enrollment was a CPS traditional, contract, Option or charter public school.	Student cannot be withdrawn and enrolled on the same day.
03-CHICAGO PRIVATE SCHOOL	Student's last school of enrollment was a private/parochial school in the city of Chicago.	Example: a child has only been home schooled, and now is coming to CPS
04-IL PUBLIC SCHOOL, NOT CHICAGO	Student's last school of enrollment was a public school in the state of Illinois that is not a CPS traditional, contract, Option or charter public school.	Example: a student enrolling in CPS from an Illinois suburban district's public school
05-IL PRIVATE SCHOOL, NOT CHICAGO	Student's last school of enrollment was a private school in the state of Illinois that is not in the city of Chicago.	
06-US PUBLIC SCHOOL, NOT IL	Student's last school of enrollment was a public school in the Unites States this is not in the state of Illinois.	
07-US PRIVATE SCHOOL, NOT IL	Student's last school of enrollment was a public school in the United States that is not in the state of Illinois.	
08-NOT IN USA	Student's last school of enrollment was in another country.	

WITHDRAWAL CODES		
STATUS CODE	**DESCRIPTION**	**NOTES**
WITHDRAWALS—STATUS CODE INDICATES STUDENT'S WITHDRAWAL REASON		
31-TRANSFER WITHIN CPS	Transfer to a CPS traditional, contract, Option or charter public school; these are schools that have CPS school ID in SIM.	– Student cannot be enrolled in a CPS school on the same day as the withdrawal. – Students going to Nancy B. Jefferson are withdrawn by Nancy B. Jefferson. – A student participating in the SOAR program is not to be transferred, and must remain on a school's roll.
32-TRANSFER TO CHICAGO NON-PUBLIC SCHOOL	– Transfer to a school in Chicago that is not a traditional, contract, Option, or charter public school. – Transfer verification is required.	– A student transferring to a parochial school would have a 32 applied. – A Data Quality Index (DQI) error will result until the transfer is verified and the enrollment record is updated by the sending school.
33-TRANSFER OUTSIDE OF CHICAGO	– Transfer to a public or private school outside the city of Chicago – Transfer verification is required.	A Data Quality Index (DQI) error will result until the transfer is verified and the enrollment record is updated by the sending school.
35-LEGALLY COMMITTED TO A CORRECTIONAL INSTITUTION	– Legally committed to a county, state or federal correctional institution – Transfer verification is not required. Documentation will be provided by the receiving institution.	York and Nancy B. Jefferson are CPS schools and transfers should be indicated with a 31, not a 35.
40-HOME SCHOOLED	– Student will be home schooled by parent/guardian. – Transfer verification is not required.	A written, dated and signed statement from the parent/guardian indicating that they will be responsible for their child's education must be on file.
41- DEATH	Received written notification of student's death.	A copy of the obituary can serve as documentation.

WITHDRAWAL CODES cont'd		
STATUS CODE	**DESCRIPTION**	**COMMENTS**
WITHDRAWALS—STATUS CODE INDICATES STUDENT'S WITHDRAWAL REASON cont'd		
52-PE, PK ONLY: PROGRAM VOLUNTARILY ENDED	– Parent/guardian withdraws a student who in not subject to compulsory enrollment. – Transfer verification is not required.	Compulsory enrollment begins at age 6. Once a child is enrolled in kindergarten, the child cannot be withdrawn with a 52.
55-GRADUATES FROM A CPS HIGH SCHOOL	Student graduates from a CPS traditional, contract, Option or charter HS.	Schools cannot enter this code, but instead are to follow Autograd procedures.
67-AGE 21, GRADUATION REQUIREMENTS NOT MET	A student has aged-out. The student has turned 21 and has not met graduation requirements; this is applicable to both general education students and students receiving special education and related services.	An aged-out student is not subject to compulsory enrollment, and will not be counted as a dropout.
85- VERIFIED WITHDRAWAL; AGE 16 ONLY	Parent/Guardian withdraws the 16 year old only after providing an acceptance letter from a state recognized GED or job-skills program.	This includes Lincoln's Challenge, Job Corp programs, and/or GED programs that admit 16 year olds.
86-UNABLE TO LOCATE/LOST CHILD	– Student's whereabouts cannot be determined after following the "Lost Child" process. – Parent/guardian has filed a Missing Person's Report because the child's whereabouts are unknown.	For grades 9-12, a student who is identified as an "86" is counted as a dropout.
87-CONSENT TO WITHDRAW, AGE 17 OR OLDER	Student is 17 years of age or older and the parent/guardian/emancipated student has signed a Consent to Withdraw from School form.	– A student indicated with an 87 is **counted as a dropout.** Note: this code is to be used for the following situations: – A student consents to withdraw at age 17 and is completing their recovery credit in CPS Night School. – A student consents to withdraw at age 17 and is completing their education via a GED program. – A student consents to withdraw at age 17 and is completing their education via job-skills program (i.e., Lincoln's Challenge, Job Corp).
99-DID NOT ARRIVE	Student did not arrive the first day of the school year	Counted as a dropout for grades 9-12 if not resolved by the end of the school year. A student who has been 99'd may be allowed to reenroll.
34-POLICY DEPARTMENT APPROVAL REQUIRED: RESIDENTIAL INSTITUTION	– Transfer verification is required – This code is reserved for unique cases, and is not for standard use. – A Code 34 should never be applied without consultation from the Department of Policy and Procedure.	– Hartgrove or Riveredge Placement does not equal a transfer. The case manager should be consulted. – A Data Quality Index (DQI) error will result until the transfer is verified and the enrollment record is updated by the sending school.

WHY RECODE?

1. Attendance Code Edits

– IMPACT SIM and Gradebook are "exception attendance systems" that list all students present (the default) and require editing the attendance code for those students that are not present (P).

– Although teachers can edit present (P) to tardy (T) or period unexcused absence (AUX) until the end of the attendance day, teacher edits should be done before the end of class.

– Disciplinarians can enter in-school and out-of-school suspension edits (ISS/SUS) in IMPACT VERIFY that migrate (the next attendance day) to SIM and Gradebook. All other attendance edits must be entered by a staff member with the "attendance coordinator" role such as period excused absence (AEX) and religious holiday (RHOL). An attendance clerk or disciplinarian attendance edit overrides (replaces) the default or any teacher entered attendance edits.

– However, a teacher cannot edit an attendance clerk or disciplinarian edit. That is why an attendance clerk can enter "future attendance coding" such as for school functions (SF) or a religious holiday prior to the day of the function or holiday and know that the code cannot be changed by the teacher (and avoid the student receiving a home phone call from the CPS Absentee Outcaller system).

2. Attendance Clerk Reason for Editing Teacher Submitted Attendance

– Teachers are to enter and submit attendance during the first hour of the class. Teachers can edit and resubmit attendance for the duration of the attendance day. If a teacher fails to submit edited attendance before the end of the attendance day, it must be edited and submitted by the attendance clerk the next attendance day with the additional task of entering a "reason" for the edit (from the drop-down selection) into the system.

– No "reason" entry is required for same-day teacher entered attendance edits. Schools shall ensure that teachers same-day edit and re-submit attendance as required.

– No "reason" entry is required when an attendance clerk enters "future" attendance, such as for athletic team events/games.

ELEMENTARY SCHOOL ATTENDANCE CLERK RECODING FOR TARDY STUDENTS AND EARLY DISMISSALS

Board Mandated School Tardy Policy

Per Board policy 06-0222-P02, all CPS schools must develop and adopt a Tardy Policy that is updated before the beginning of each school year. Schools must accept all enrolled students who have not been (out-of-school) suspended (SUS) or expelled who present themselves for daily attendance. Students are not to be sent home or refused admission to school due to tardiness. Students who arrive late for any class period must be allowed to proceed to their classes after obtaining any required documentation of their tardiness. Schools must ensure their admittance to class. Schools may impose disciplinary sanctions pursuant to the Student Code of Contact for persistent tardiness to school or class. Out-of-school suspensions for persistent tardiness are prohibited. After entering the school building, tardy students shall be processed in a manner that minimizes additional lost instructional time; causes the least disruption to instruction when the student arrives at the assigned homeroom and results in the most accurate and timely attendance record recording/updating.

Schools shall ensure that teachers same-day-recode attendance for tardy students that report to their class instead of the attendance office.

TARDY/ABSENT/EARLY DISMISSAL PROCESSING

TARDY STUDENT PROCESSING PROTOCOL

Board Mandated School Tardy Policy

Per Board policy 06-0222-P02, all CPS schools must develop and adopt a "Tardy Policy" that is updated before the beginning of each school year. Schools must accept all enrolled students who have not been (out-of-school) suspended "SUS" or expelled who present themselves for daily attendance. Students are not to be sent home or refused admission to school due to tardiness. Students who arrive late for any class period must be allowed to proceed to their classes after obtaining any required documentation of their tardiness. Schools must ensure their admittance to class. After entering the school building, tardy students shall be processed in a manner that minimizes additional lost instructional time; causes the least disruption to instruction when they arrive at the assigned classroom and results in the most accurate and timely attendance record updating.

BOARD POLICY PROHIBITS ISSUING OUT-OF-SCHOOL SUSPENSIONS FOR PERSISTENT TARDINESS

In-Processing Tardy Students

1. Tardy students report to the attendance office regardless of their time of arrival.

2. All tardy students then proceed to their assigned classroom. The regular teacher shall change the student's attendance code in IMPACT GRADEBOOK to "T," and if necessary, resubmit attendance in IMPACT GRADEBOOK. Or, the classroom/substitute teacher shall change the attendance code to "T" on the "CPS Homeroom or Class Roster" which shall be taken to the Attendance Office after the class.

ABSENT STUDENTS PROCESSING GUIDELINES

– Student absence from school will be deemed an "excused absence" if it is for the following CPS approved valid reasons:

1. Student's illness.

2. Observance of a religious holiday.

3. Death in the immediate family.

4. Family emergency, with explanation.

5. Circumstances which cause reasonable concern to the parent/guardian for child's safety or health **as approved by the principal.**

6. Other situations beyond the control of the student **as determined by the principal.**

– Per Board Policy 12-0627-PO1, students serving out-of-school suspensions are not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. However, out-of-school suspended students must be allowed to take state assessments at school and may participate in test preparation activities with network chief approval. **The students' attendance will still be marked as suspended "SUS."** The network chief must approve any other exception to the out-of-school suspension guidelines.

– An out-of-school suspension (attendance code "SUS") is processed as an excused absence since the school has directed the student to not attend school (refer to School Setup Attendance Codes on the IMPACT SIM Home Page).

– A "cut" is an unexcused (class) period absence ("AUX"). Instructional minutes from "cut" classes are not included in a student's daily instruction total. Because cuts can generate student unexcused absences (truancies) they should be closely monitored and addressed with targeted interventions.

– Absent students are coded unexcused absent until the school's receipt and acceptance of a "Reason for Absence Note" signed by the parent/guardian identifying the valid reason for the absence.

– State law defines an unexcused K-12 student absence for all or part of a school day as a truant absence. Therefore, all half- and full-day unexcused absences are to be included in determining the total number of unexcused (truant) absences for a student. Attendance clerks must verify the accuracy of the truant day count.

SCHOOL ACCEPTANCE AND PROCESSING PROTOCOL-REASON FOR ABSENCE NOTES

– The standardized "Reason for Absence Note" in English, Spanish and Polish can be downloaded from the Attendance and Truancy website for local school duplication. It is preprinted with all board-approved valid reasons for an absence being deemed an excused absence. When appropriate, schools should photocopy the notes so that text on one side is English and the other side Spanish. Post the "Reason for Absence Note" on your school website and make available to parents/guardians in the school office, parent rooms, at events attended by parents/guardians (e.g., open houses, report card pickup days, etc.), and include in any school mailing to parent/guardians.

– All signed "Reason for Absence Notes" shall be taken to the Attendance Office the 1st day the student returns to school after an absence. The Attendance Office shall phone the home of students that return without a "Reason for Absence Note" to remind the parent/guardian of the requirement.

– Acceptance of "Reason for Absence Notes." Board policy requires the principal approve a student absence due to (valid reason number 5) "circumstances which cause reasonable concern..." and (valid reason number 6) "other situations beyond the control of the student..." In addition, if a pattern of absences exists or additional information/detail is needed, the principal/principal's designee can require the parent/guardian to provide additional information or have school staff (e.g. the school nurse) investigate the matter in order to deem the absence(s) excused. Attendance coding in IMPACT SIM shall not be changed until acceptance by the principal/principal's designee.

– Upon acceptance of a "Reason for Absence Note," the Attendance Coordinator shall enter the cause of absence into the Notes/Comments section of the student's IMPACT SIM Attendance Page and change the half- or full-day unexcused absence coding to a half- or full-day excused absence.

SCHOOL AND DISTRICT-TO-HOME TELEPHONE NOTIFICATION OF STUDENT ABSENCE

– Each school attendance day, the school attendance office or classroom teachers shall make their best effort to call the homes of students that have cut classes. Document the call and its results in

IMPACT VERIFY/Truant Dashboard or on their "Record of Phone Calls" form (included with these guidelines) that is filed in the student's attendance folder.

– To determine which homes require calling, the attendance clerk shall access IMPACT GRADEBOOK "Daily Attendance Summary" report which identifies all students for the school day that were not marked "Present" by teachers submitting attendance via IMPACT GRADEBOOK. Selecting "All" for the period results in cumulative cuts displayed.

SAMPLE SCRIPT FOR CALLING HOMES

1. State your name, who you are (e.g., attendance clerk, counselor, etc.), and from where you are calling.

2. Ask with whom you are speaking. Before giving any student information, make sure the person is listed as a contact on the student's record.

3. State the nature of your call (e.g., there is a missing form, the student is not in school, you need to set up a meeting, etc.).

4. Make sure to have in mind what you are asking from the parent/guardian: are you just communicating information, or are there next steps the parent/guardian needs to take?

5. Provide the parent/guardian with a name and phone number of the person they can contact if they have follow-up questions.

6. Remember to be polite and service-oriented, even if it is a challenging conversation.

– The CPS Absentee Outcaller system uses the IMPACT SIM daily school attendance submitted by 4 p.m. and calls the homes of high school students who have a daily attendance code of unexcused absent between the hours of 3 p.m. and 10 p.m.

– When a school is notified that calls from the CPS Absentee Outcaller system are being received by the wrong person, the school shall obtain the correct contact phone number for the identified student(s) from the parent/guardian and update IMPACT SIM/Contacts and remove the incorrect number.

ATTENDANCE HISTORY: STUDENTS THAT ATTENDED OTHER CPS SCHOOLS THIS SCHOOL YEAR

– To track the attendance history for students that have transferred (CPS) schools within the course of a school year, **and are currently attending your school,** the Attendance Clerk shall access the IMPACT GRADEBOOK "District Wide Attendance by School-Student" report to determine a student's attendance at their school and previous locations this school year.

GENERATING AND ISSUING TRUANT ABSENCE LETTERS

You must be assigned the attendance coordinator role in ODA to access the Truancy Dashboard in IMPACT VERIFY.

A truant absence is an unexcused absence by a K-12 student. An amendment to the Illinois School Code that was passed July 28, 2011 reduced the number of truant absences that result in a student being designated a chronic truant from 18 to nine. A revised "Truancy Intervention Timeline" must be approved by the CPS board. Until schools are notified of a different timeline and procedure, continue mailing "5-Day and 10-Day Truant Absence Letters" BUT discontinue issuing 18-Day Truant Absence Letters."

Daily, using IMPACT VERIFY, the attendance clerk shall perform the following procedure to identify students that are candidates to receive "5-Day and 10-Day Truant Absence Letters."

– Find Candidates for Absence Letters

1. Go to the Verify *Home Page*.

2. Click on *Truancy Analytics*.

3. Under Reports, select *5-Day* or *10-Day Report Generation*.

4. Click on *Check All* if you want all students printed or click on individual student(s).

5. Click *Generate Reports* and view the letters on the monitor.

6. Ensure that the selected students have (a) returned to school from absence, (b) all "Reason for Absence Notes" have been processed/attendance history updated, and (c) absence data on the report has been verified against the students' IMPACT SIM attendance records, and (d) students have not been sent previous 5-day or 10-day letters.

7. Print the letters

– Mail "5-Day Unexcused Absence Letters" via First Class Mail.

– Mail "10-Day Truant Absence Letters" via Certified Mail w/Return Receipt requested.
Note: Make a photocopy of the letter and do not open returned letters.

SCHOOL-MADE HOME VISITS

Home visits by school staff and school assigned non-staff, such as parent volunteers or social service agencies, are made to:

– Inform the parent/guardian of school related issues such as truancy or medical compliance that require their response or action.

– Inquire about a student's health status.

– Determine a student's whereabouts.

Document all home visit information.

SCHEDULING AND CONDUCTING PARENT/GUARDIAN CONFERENCES

– The attendance coordinator or an attendance clerk shall conduct and document parent/guardian conferences and other intervention efforts (e.g., social service agency intervention, planning/scheduling of home visits, student attendance improvement plans)

STUDENT ATTENDANCE FOLDER

All schools are required to maintain a Student Attendance Folder for every enrolled student. Folders shall be located in a central school location (i.e., not in a homeroom teacher's classroom), preferably in the attendance office. The contents and folder shall be forwarded to each elementary and high school of enrollment until the student graduates from high school or reaches the age of 22. Sharing of information contained in the student attendance folder is restricted.

Student Attendance Folders shall include any:

– Record of phone calls.

– Reason for Absence Note.

– Copy of "10-Day Letter" Certified Mail receipts.

– Attendance Improvement Plan.

– Truancy Intervention Case Plan.

– Parent/guardian conference documentation.

– Police escort documentation.

– Lost Child/Unable to Locate Report.

– Prior school (s) attendance history.

ELEMENTARY SCHOOLS ATTENDANCE COORDINATOR/CLERK TASKS GRID		
DAILY TASKS Minutes before/after start of school day	**TASK DESCRIPTION**	**COMMENTS**
-30	Generate "Homeroom Roster Reports."	
-15	Confirm all attendance from previous day has been submitted.	Prior day IMPACT GRADEBOOK "Display Teacher Progress" report.
0	Notify teachers not in compliance to confirm unsubmitted attendance.	Reference above report.
-15→+120	Record parent-to-school telephone notice of a student absence.	
+30	Determine which teachers have not submitted today's attendance.	IMPACT GRADEBOOK "Display Teacher Progress" report.
+40	Notify teachers who have not submitted attendance.	Teachers who did not submit to IMPACT or turned in a "Substitute Class Roster."
+60	Confirm all attendance has been submitted.	Inform administration of teachers who are not in compliance with attendance submission.
+60→+120	Make any tardy-to-absence attendance recodes.	
+60→+120	Generate a list of K-8 students coded "AUFD."	IMPACT GRADEBOOK "Daily Attendance Summary" report, code: "AUFD."
+60→+120	School calls homes of K-8 students coded unexcused absent "AUFD."	Do not call homes of parents who notified school of today's absence.
+120→	Make tardy-to-absence and early dismissal recodes.	Reference: A&T " Recoding ES Tardies and Early Dismissals to Absences."
+120→	Submit any unsubmitted attendance from the previous day.	Teacher must confirm accuracy of attendance prior to clerk's submission via IMPACT SIM.

ELEMENTARY SCHOOLS ATTENDANCE COORDINATOR/CLERK TASKS GRID

DAILY TASKS Minutes before/after start of school day	TASK DESCRIPTION	COMMENTS
+120→	Process "Reason for Absence Notes"	Edit SIM attendance. Discuss absence note acceptance issues with school administration.
+120→	Generate "5-Day and 10-Day Truant Absence Letters"	Confirm student absences by accessing attendance in SIM prior to generating the letters via Verify.
+120→	Schedule parent/guardian conferences	Generate A&T "Parent Conference Notification Letter," available in English and Spanish
EVERY MONDAY	Generate the "Weekly Attendance by Student Report" (as of the previous Friday)	
EVERY MONDAY	Generate an IMPACT SIM "CPS Attendance Percentage Report" as of the previous Friday	Click on "Show Homeroom Details" to list data by grade/homeroom
EVERY MONDAY	Resolve/correct all attendance submission Data Quality Index Errors	Reference A&T "Identifying and Correcting DQI Errors"

ELEMENTARY SCHOOLS ATTENDANCE CLERK DAILY TASKS

1. **Before the start of the school day,** generate a class roster for substitute teachers and teachers that cannot log in to IMPACT to record attendance and the following to the attendance office within the first hour of the school day:

   – Use IMPACT SIM "Homeroom Roster Report" for all elementary school grade levels.

2. **Before the start and during the first two hours of the school day,** review parent/guardian phone notification of student absences to avoid calling when making the state-required K-8 absent student notification phone calls during the second hour of the school day.

3. **Thirty minutes after the start of the school day:**

   – Generate the IMPACT GRADEBOOK "Display Teacher Progress" report (QuickView #12) to determine which (AM start) teachers should have submitted attendance in IMPACT GRADEBOOK and have not done so (their time of attendance submission is listed in the "Finished" column).

   – Determine which teachers who were given a "Homeroom Roster Report" have not returned them to the attendance office.

Note: The "Display Teacher Progress" report may not show the time attendance is submitted in IMPACT SIM by the attendance clerk.

4. **Forty minutes after the start of the school day,** notify all teachers that have not submitted attendance via IMPACT or forwarded their attendance roster to the attendance office to do so immediately.

5. **Fifty minutes after the start of the school day,** confirm that all (AM start) attendance has been submitted via IMPACT by teachers or you. Inform your assistant principal or principal of teachers who have not complied with the attendance submission schedule and request their assistance.

6. **One hour after the start of the school day,** identify all unexcused absent K-8 students:

   – Whose attendance was entered into IMPACT GRADEBOOK, by printing the "Daily Attendance Summary Report"

   – Whose attendance was entered into IMPACT SIM, by printing the "Interval Attendance Report" or "Phone Register Report" for the current day, selecting half day K rooms and all K-8 rooms whose attendance was submitted on a "Homeroom Roster Report" and entered by the attendance clerk.

7. **During the second hour of the school day,** the school, not necessarily the attendance clerk, shall phone the home of all K-8 students coded unexcused full-day absent and whose home has not already notified the school of the absence.

   – The school does not phone an absent student notification to the home of a K-8 student whose parent/guardian has notified the school of today's absence.

   – The home of all students coded unexcused absent will receive an absent student notification phone call by the CPS Absentee Outcaller system.

   – All students must provide the school a "Reason for Absence Note," signed by the parent/guardian on the first day the student returns to school.

8. **During the school day,** process all "Reason for Absence Notes" you receive during the day. If a phone number is entered on the form, determine if it is the same as that on file and update the student's contact information as required. Review incomplete "Reason for Absence Notes" or those that require further review (e.g., student's absence history or other concerns) with your school administrator to resolve. Edit attendance coding in IMPACT SIM after obtaining the school administrator's approval.

9. **During the school day,** determine if any students have reached the five or ten unexcused absence threshold for "5-Day and 10-Day Truant Absence Letters" processing by accessing IMPACT VERIFY/Analytics. Process all "Reason for Absence Notes" before generating truant absence letters. Do not send truant absence letters to PE and PK students.

10. **During the school day,** determine which students have (1) sufficient truant absences and (2) have returned to school and (3) have had all "Reason for Absence Notes" processed and IMPACT SIM updated to be considered for parent/guardian conference scheduling. Initiate scheduling conferences with the assistance of school administration.

11. **During the school day,** determine which late arriving (tardy) and early dismissal K-8 students should have the instructional minutes they missed deducted to determine their edited daily attendance code.

HIGH SCHOOLS ATTENDANCE COORDINATOR/CLERK TASKS GRID		
DAILY TASKS When	**TASK DESCRIPTION**	**COMMENTS**
BEFORE 1ST PERIOD	Generate "CPS Class Roster Report".	
BEFORE 1ST PERIOD	Confirm all attendance from previous day has been submitted.	Generate IMPACT SIM "CPS HS Unsubmitted Attendance by Period"report.
BEFORE 1ST PERIOD	Notify teachers, not in compliance to confirm unsubmitted previous day attendance.	Reference above report.
BEFORE 1ST PERIOD	Inform administration of teachers who did not submit all previous day attendance.	Share above report.
BEFORE 1ST PERIOD	Identify students that "cut" and/or were tardy to class the previous day.	Generate the IMPACT GRADEBOOK "Daily Attendance Summary" for all periods. Codes "T" and "AUX."
AFTER EACH PERIOD	Notify teachers not in compliance with attendance submission requirements to submit previous period's attendance.	Generate the IMPACT GRADEBOOK "Display Teacher Progress" report and "Substitute Class Roster" drop-off box.
DURING THE DAY	Submit unsubmitted attendance from the previous day.	Teacher must confirm attendance prior to clerks submission to IMPACT.
DURING THE DAY	Record parent-to-school telephone notice of a student absence.	
DURING THE DAY	Make phone calls to the homes of students with "cuts" and tardies where needed.	

HIGH SCHOOLS ATTENDANCE COORDINATOR/CLERK TASKS GRID		
DAILY TASKS When	**TASK DESCRIPTION**	**COMMENTS**
DURING THE DAY	Make early dismissal period attendance edits. IMPACT generates the daily code at the end of the day.	No attendance recode is required for periods the student attended all or part of. Non-attended periods after the early dismissal are coded "AUX" and changed to "AEX" upon receipt of a "Reason for Absence Note" signed by the parent/guardian. The daily attendance code must be edited if period attendance is not edited by the end of the day.
DURING THE DAY	Process "Reason for Absence Notes."	Edit SIM attendance as required. Discuss absence note acceptance issues with school administration.
DURING THE DAY	Generate "5-Day and 10-Day Truant Absence Letters."	Confirm student attendance in SIM prior to generating the letters via Verify.
DURING THE DAY	Schedule parent/guardian conferences.	
EVERY MONDAY	Generate an IMPACT SIM "CPS Attendance Percentage Report" as of the previous Friday.	Access via IMPACT /SIM/Reports/ Attendance Reports. Click on "Show Homeroom Details" to list data by grade/division.
EVERY MONDAY	Resolve/correct all attendance submission Data Quality Index Errors.	

1. **Before the start of the school day,** ensure that all substitute teachers and classroom teachers that cannot log into IMPACT receive an IMPACT SIM generated CPS Class Roster Report. Completed "CPS Class Roster Reports" are to be returned to an attendance office designated location (e.g. marked shelf or container) immediately after each class.

2. **Fifteen minutes after the start of each period of the school day,**

   – Generate the IMPACT GRADEBOOK "Display Teacher Progress" report to identify which teachers that should have submitted their period attendance in IMPACT GRADEBOOK have done so (their time of attendance submission is listed in the "Finished" column).

   – Identify which teachers who were given a "CPS Class Roster Report" have not returned them for the previous period to the attendance office.

   Note: The "Display Teacher Progress" report may not show the time attendance is submitted in IMPACT SIM by the attendance clerk.

3. **After each period,** enter attendance submitted on any "CPS Class Roster Report" received from teachers that could not submit attendance in IMPACT GRADEBOOK (including substitute teachers).

4. **After each period,** use IMPACT GRADEBOOK "Daily Attendance Summary" to identify students that have "cut" or are tardy to class. If your school assigns detention to students that "cut" classes, add the names of those students to your "detention roster."

   – For students that are assigned detention due to tardies, their attendance does not require recoding

5. **During the school day,** run the "CPS Daily Absence Report" for the previous school attendance day. This is a quick way to get a snapshot of student absences and absence trends. Share this report with your assistant principal and principal.

6. **During the school day,** determine if any students have reached the five or ten unexcused absence threshold for "5-Day and 10-Day Truant Absence Letter" processing by accessing VERIFY/Truancy Analytics Dashboard. Before checking the boxes that identify selected students for letter printing, ensure that the students have returned to school so that you can update their attendance records with any "Reason for Absence Notes."

7. **During the school day,** the school, not necessarily the attendance clerk, may begin phoning the home of students that have "cut" any classes. Inform the person who answers the phone (or leave a voice mail message) that they will get an auto outcall even though the attendance office has spoken with them. The auto outcall cannot be cancelled.

8. **During the school day,** process all "Reason for Absence Notes" you receive during the day. Review "Reason for Absence Notes" you challenge (e.g., student's absence history or other concerns) with your school administrator to resolve. Change attendance coding in IMPACT SIM as appropriate.

9. **During the school day,** determine which students have (1) sufficient truant absences and (2) have returned to school and (3) have had all "Reason for Absence Notes" processed and IMPACT SIM updated to be considered for parent/guardian conference scheduling. Initiate scheduling conferences with the assistance of school administration.

Attendance Procedures Review FORM

OBJECTIVES

OBJECTIVES:
- To better understand the needs of school attendance offices districtwide.
- To determine what areas of school attendance can be improved through norming.
- To provide strategic support once needs are identified.
- To utilize a review tool for attendance procedures as required by the Illinois State Board of Education.

FOR NETWORK USE ONLY: BEFORE THE VISIT

Provide the attendance office of the school to be visited at least five days' notice; cc the principal and assistant principal on the email.

FOR NETWORK USE ONLY: DURING THE VISIT

STEP 1: Preparation
Explain the objectives of the process. They are listed above. Ensure participants that the goal of this visit is to learn what supports need to be provided, and to collect best practices.

STEP 2: Documentation Review
Review the documents with the designee. Complete the documents as you proceed so you do not have to transfer information. The information will expand the box provided. Do not feel limited when filling in the "Summary Statements" and the "Next Step(s)" section.

STEP 3: Procedures and Next Steps Review
Proceed to the evidence components section. Complete the document as it is laid out. For each component, provide the component, and have them provide the artifact. If the artifact is available, indicate "evident," and for Next Step, indicate NA for Not Applicable. If the artifact is unavailable, discuss next steps with a due date with the designee.

FOR NETWORK USE ONLY: AFTER THE VISIT

When the review is completed, thank them for their time, and email the completed report before you leave to the principal, assistant principal, designee, and Attendance and Truancy. Communicate regarding follow up.

FORM

SCHOOL INFORMATION		
DATE OF REVIEW:	**SCHOOL NAME:**	**NETWORK:**
ADMINISTRATOR:	**ATTENDANCE CLERK/COORDINATOR:**	**NAME OF REVIEWER:**
TIME START:	**TIME END:**	

STARTING THE CONVERSATION					
#	**COMPONENT**	**STATUS** Received or Not Received	**SUMMARY STATEMENTS**	**NEXT STEPS**	**DUE DATE**
1	DQI report				
2	Monthly attendance summary				

PREPARATION AND TRAINING						
#	**COMPONENT**	**FORM(S) OF EVIDENCE** Recommended forms of evidence are below. Schools can provide alternatives	**STATUS** Evident/ Not Evident	**REVIEW OF DOCUMENT** Indicate if the evidence is "Complete", "Partial", or "Missing." Complete=the evidence is comprehensive and fully developed; Partial=the evidence exists but there is need for greater development; Missing=the artifact is not available	**NEXT STEP(S)** If the evidence is present, write "NA"; if evidence is missing, establish a next step with the school designee	**DUE DATE**
3	All attendance staff viewed attendance clerk webinar	*Dated memo about viewing times; dated agenda from staff development days*				
4	Teacher attendance PD conducted	*Dated memo about PD; dated agenda from staff development days*				
5	A schoolwide assembly is held at the beginning of the school year. Attendance is explained to students, including goals, policy, and incentives.	*Dated memo to staff about assembly schedule; dated planning agenda for assembly content*				

FORM

	PREPARATION AND TRAINING (CONT'D)					
#	COMPONENT	FORM(S) OF EVIDENCE	STATUS	REVIEW OF DOCUMENT	NEXT STEP(S)	DUE DATE
6	Attendance information, including goals, policy, and incentives is distributed during school open house and report card pick-up days	*Dated planning agenda for open-house and report card pick-up days content*				
7	Plan for school level programs, awards, policies to recognize good student attendance	*Dated program and process plan*				
8	ES: Kindergarten parent orientation includes attendance information	*Dated planning agenda for orientation content*				
9	ES: Attendance expectations are part of the PE/PK parent orientation	*Dated planning agenda for orientation content*				

Notes:

FORM

			STRUCTURES AND PROCEDURES			
#	**COMPONENT**	**FORM(S) OF EVIDENCE**	**STATUS**	**REVIEW OF DOCUMENT**	**NEXT STEP(S)**	**DUE DATE**
			AT THE COMPUTER			
10	Attendance clerk has access to IMPACT Dashboard	*Demonstration of login capacity*				
11	Attendance for students in home/hospital program	*Evidence of documentation of attendance and codes used in SIM (students participating in this program get a half day credit)*				
12	Early Dismissal Log; early dismissal attendance procedures are in place and implemented	*Sign-in binder for parent/guardian; have designee take last name on the list and show student record in IMPACT with proper coding in place*				
13	Substitutes and attendance	*Dated instructions for substitutes who come into the building about submitting attendance; if there is a substitute present, have designee show attendance input for the class*				
14	ES teachers submit attendance during 1st hour of class	*If visit is during first hour, observational evidence. If visit is not during 1st hour, ask designee to pull attendance submission report from Gradebook. Identify who has not submitted. Inquiry as to next steps.*				
15	HS: Teachers submit attendance each period	*Ask designee to pull attendance submission report from Gradebook. Identify who has not submitted. Inquire as to next steps.*				

FORM

STRUCTURES AND PROCEDURES (CONT'D)						
#	**COMPONENT**	**FORM(S) OF EVIDENCE**	**STATUS**	**REVIEW OF DOCUMENT**	**NEXT STEP(S)**	**DUE DATE**
AT THE COMPUTER						
16	Detention procedures are in place and implemented; use of alternatives to out-of-school suspensions, such as before/after-school detention; Saturday detention; In-School Suspension; before or after-school service and student peer juries.	*Detention calendar, detention log book, Student hand book with detention parameters. Have designee take last name on the list and show student record in IMPACT with proper coding in place*				
17	Outcaller is programmed to make reminder /update phone calls to parents	*Outcaller system is set up and designee indicates where it is set*				
18	Withdrawal protocols	*Provide standard procedures for withdrawing students and give student examples*				
19	Tardy attendance procedures are in place and implemented	*Dated procedure document for teachers/staff; tardy log; have designee take last name on the list and show student record in IMPACT with proper coding in place*				

Notes:

FORM

		STRUCTURES AND PROCEDURES (CONT'D)				
#	**COMPONENT**	**FORM(S) OF EVIDENCE**	**STATUS**	**REVIEW OF DOCUMENT**	**NEXT STEP(S)**	**DUE DATE**
			THROUGH DOCUMENTATION			
20	School-wide Attendance Plan includes: expectations, incentives, consequences, procedures, and contact information	*Attendance Plan for current school year*				
21	Tardy Policy	*Present in Attendance Plan AND posted for public viewing*				
22	Official student attendance folder location	*Visual check; is it secure? Is there a lock available?*				
23	Team that focuses on attendance related issues	*Binder with agendas, sign-in sheets, minutes and meeting calendar*				
24	Attendance Intervention list	*While this is not an official document, evidence of students who are being monitored and supported due to attendance concerns*				
25	Home visits	*Documentation/log of students who have received home visits. Documentation should share what was the result of the visit*				
26	The attendance goals, policy, and incentives are posted in the student handbook.	*Student handbook with section dedicated to attendance*				
27	Teacher communication	*Evidence of teacher communication to home*				
28	On-time mailing of 5-Day Truant Absence Letter or alternative	*Per monthly attendance report*				

FORM

			STRUCTURES AND PROCEDURES (CONT'D)			
#	COMPONENT	FORM(S) OF EVIDENCE	STATUS	REVIEW OF DOCUMENT	NEXT STEP(S)	DUE DATE
			THROUGH DOCUMENTATION			
29	On-time mailing of 10-Day Truant Absence Letter	*Per monthly attendance report*				
30	ES-to-home absent student phone calls within first 2 hours	*Dated daily call log*				
31	HS: School IDs	*Documentation around ID issuing and cost*				
32	Parent conferences scheduled after the 3rd truant absence	*Parent conference log and documentation from meeting. This can be a snapshot in Verify as well.*				
			THROUGH OBSERVATION			
33	The attendance goals, policy, and incentives are posted in the office, each hallway, and in each classroom	*Visual observation in office, hallway, and 5 classrooms*				
34	Attendance charts and graphs are maintained in classrooms as part of classroom routine cooperatively by teacher and students	*Visual evidence; stop in 5 random classrooms*				
35	Attendance Bulletin Board is evident and current, highlighting students, teachers, classrooms and/or grades	*Visual evidence; ask to see attendance bulletin board in prominent locations*				
36	Perfect Attendance Classroom flags, banners, or signs posted outside classroom doors or on student lockers	*Visual evidence*				

FORM

STRUCTURES AND PROCEDURES (CONT'D)						
#	COMPONENT	FORM(S) OF EVIDENCE	STATUS	REVIEW OF DOCUMENT	NEXT STEP(S)	DUE DATE
		THROUGH OBSERVATION				
37	What reports does your school utilize to inform practice around attendance?					
38	How does your school use Parent Portal?					
39	Who is the STLS contact for this school?					
40	What happens when attendance staff is out? Who maintains attendance procedures?					
41	How is good teacher attendance showcased?					
42	How are Head Start and Pre-K attendance supported by the attendance office and school?					

Notes:

Please share any insights around attendance challenges and/or best practices that would capture your experience with this work:

Attendance and Truancy and the CIWP

Attendance impacts all facets of a student's school experience. Students must be present in order for them to benefit from instruction and school culture. Schools with clear attendance systems and procedures in place provide the essential structure that expresses the importance of daily attendance to the school and the home. In developing an effective CIWP, identifying priorities and creating milestones for improving attendance, reducing truancy and ensuring a strong attendance, culture is important. The guidance that follows is designed to support schools to better understand their data, identify action steps that are critical levers in strengthening attendance and recognize how a clear system will enable a school to support attendance efforts.

Schools below a 95% Average Daily Attendance rate are required to develop a plan to increase attendance to 95%; schools above a 95% attendance rate are encouraged to develop a plan to maintain their standing. In addition, schools with chronic absence or chronic truancy rates of 10% or higher are required to develop a plan to reduce their chronic absence and/or chronic truancy rates.

DEFINITIONS:

- Chronic absentee = student who has missed 10% or more of days enrolled, excused or unexcused (18 or more days annually).

- Chronic truant = nine or more unexcused absences per year (5% or more of days enrolled).

- Chronic absence rate = percent of students enrolled who are chronically absent.

- Chronic truancy rate = percent of students enrolled who are chronically truant.

SCHOOL QUALITY RATING POLICY (SQRP) ATTENDANCE PERFORMANCE INDICATORS:

	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
AVERAGE DAILY ATTENDANCE RATE (GRADES K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
AVERAGE DAILY ATTENDANCE RATE (GRADES 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%

1. Developing a Strategic Priority

There are two options for including ATTENDANCE AND TRUANCY in your school's CIWP:

- Select a single and separate strategic priority using "Attendance and Truancy" in the title.
- Embed attendance into another strategic priority and detail how it will be addressed in that priority's action plan.

Attendance is a pre-requisite for instruction. Whether it is a stand-alone or embedded priority, attendance touches management, instruction, culture and familial components of a school.

ATTENDANCE AS A PRIORITY:

Attendance as a priority calls upon the school to look deeply at the culture and systems of their institution. Schools that do not meet the 95% goal should make attendance one of their priorities. Low or decreasing attendance is symptomatic of other issues, many of which can be positively influenced by proactive efforts of the school team.

ATTENDANCE EMBEDDED WITHIN ANOTHER PRIORITY:

Attendance as an embedded priority responds to the identification of a specific area that needs growth, with attendance as part of that effort. For example, if increasing the graduation rate is a priority, attendance could be an embedded priority. Students who are not on track to graduate are likely disengaging from the school and often not attending. Addressing why a student is disengaging provokes questions around college and career planning, instructional support, parental involvement, health and wellness, and even social aspects that are acculturated in a school's environment.

When establishing Attendance and Truancy as a priority, it is important to use quantitative and qualitative data to inform the development of actionable steps.

CONSIDER THE FOLLOWING QUESTIONS:

- What is your attendance rate over the last three years?

- Has it remained the same or have there been changes?

- If there have been changes, can you isolate what has driven the changes (e.g., grade level, period)?

- If you have maintained higher attendance (i.e., 95% and higher), where can you still identify areas to improve your attendance culture?

- If you have had declining or steadily low attendance (i.e., below 95%), is it a school-wide issue, a grade-level issue, specific classroom issue, truancy issue or other targeted area needing support?

- Review your chronic truancy and chronic absenteeism data: are there large numbers of students needing targeted, individualized supports to encourage their attendance?

- What are the most common concerns you hear regarding attendance and truancy at your school?

Depending on your school's data, consider the following to determine where you might direct attention.

ELEMENTARY SCHOOL	HIGH SCHOOL	CONSIDER
Attendance ≥ 95% Meeting CPS goal	Attendance ≥ 90% Meeting CPS goal	– How do you maintain enthusiasm and a positive attendance culture?
92% ≤ Attendance < 95% Nearing the CPS goal	85% ≤ Attendance < 90% Nearing the CPS goal	– What is preventing your school from reaching the goal? – Is it a grade-level issue? A time of day issue? A behavioral issue? – What structures are in place to encourage students to come every day?
Attendance < 92% Struggling to meet the goal	Attendance < 85% Struggling to meet the goal	– What concrete structures are in place to support good attendance practices? – How are attendance concerns addressed? – How is positive attendance behavior rewarded? Are incentives part of the routine or unique events? – How are the importance of attendance and specific student challenges messaged to the home? – What else does your data say? What specific areas of your data can you influence?

2. Milestone Categories

Whether your school decides to make Attendance and Truancy a priority or embed it within another priority, the milestones need to be deliberate in that you expect your data to be impacted. The following suggested sample items can be useful for those schools that select Attendance and Truancy as a priority, or for those that embed Attendance and Truancy within another priority.

ELEMENTARY SCHOOL SUGGESTED MILESTONES:

CATEGORY	SUGGESTED MILESTONES
INSTRUCTION	– Include Pre-K in attendance signage around the building. – Ensure that Pre-K, K and first grade have attendance highlight stations in their classrooms. – Evaluate middle school classroom location. Sixth grade infractions are highest during change of teachers. Locate sixth grade teachers in one section of floor. Start the year and continue with structured period changes.
SCHOOL CULTURE	– Utilize designated PD time to review attendance metrics and progress; gather feedback on best practices within classrooms; compile and share out with all teachers each quarter.
PROFESSIONAL DEVELOPMENT	– Summer: Review recognition plan in correlation with grade level data. – Summer and start of Q1: Strengthen recognitions for Pre-K, K and first grade; include grade level teachers on planning efforts; come to consensus and announce plan. – Q2, 3, and 4: Review data and efforts; adjust as needed.
AFTER SCHOOL/ EXTENDED DAY ACTIVITIES	– Allocate funds for K and first grade after school activities. These grades are usually excluded; so a joint K and first grade activity with parent involvement will be a useful way to build culture as well.
PARENTAL INVOLVEMENT	– Q1 and Q3: At the start of school, provide Pre-K, K and first grade a family orientation focusing on the need for students to be present for progressive learning and the development of good habits. – Q1: Share monthly family events calendar for Semester 1, highlighting positive behaviors of students and families. – Q3: Share monthly family events calendar for Semester 2, highlighting positive behaviors of students and families.

SCHOOL'S CURRENT LEVEL	SAMPLE FOCUS AREAS FOR SY15	MILESTONE EXAMPLES
– Elementary school has maintained at or above 95% average daily attendance rate.	– Kindergarten and first grade attendance is the focus as it is much lower than other grades. – Sixth grade has the largest number of infractions.	– Provide family orientation. – Work with the Pre-K through first to communicate around attendance and timeliness to start building attendance habits. – Include the Pre-K in all attendance discussions and initiatives. – Review recognition program for students and classes to continuously maintain the encouragement around being present. – Provide monthly opportunity for parent engagement at different times to be inclusive of all schedules. – Evaluate sixth grade movement schedule; relocate sixth grade classrooms to closer proximity to one another. – Professionally develop middle grade teachers on restorative justice practice.

CATEGORY	SUGGESTED MILESTONES
INSTRUCTION	– Require school attendance goals to be posted in all classrooms. – Meet weekly with the Attendance Team to review student data, and identify students who need extra support; review procedures and hurdles that are emerging. – Provide data updates to all school staff in an effort to make it a priority for all.
PROFESSIONAL DEVELOPMENT	– Partner with the Office of Social and Emotional Learning to provide Restorative Justice training in order to decrease the number of incidents that result in out of school suspensions. – Partner with the Office of Social and Emotional Learning to provide CHAMPS training in order to provide better support around behavior management.
SCHOOL CULTURE	– Install year-long recognition program tailored for each grade level; prepare in the summer with identified attendance team. – Display regular and updated signage around attendance expectations and growth in hallways, lunchroom and classrooms. – Identify classrooms/departments with positive attendance growth, and recognize teachers for their efforts.
AFTER SCHOOL/ EXTENDED DAY ACTIVITIES	– Provide ninth period accelerated online credit recovery to target demoted 10th graders. The goal is to stop the eighth period cutting, and to put the 10th graders back on track for their junior year. – Contract with community-based organization to reach out to students and their families who are identified by the attendance team.
PARENTAL INVOLVEMENT	– Q1 and Q3: Host an open house to talk about school level data, goals and expectations. – Sign up parents/guardians for Parent Portal during registration, report card pick up, and any opportunity where home communication is occurring. – Provide quarterly family nights hosted by the LSC (Local School Council).

The following is an example of a high school that has determined attendance and truancy will be the focus in the next year.

SCHOOL'S CURRENT LEVEL	SAMPLE FOCUS AREAS	MILESTONE EXAMPLES
– High school has consistently been at an 87% attendance rate	– Ninth, 11th, 12th grade attendance hovers around 88%. – 10th grade attendance has consistently been =<85%. – First-period attendance and eighth-period attendance has highest percentage of absences – Chronic truancy is at 30% YTD and 45% at EOY. – Chronic absenteeism is at 20% YTD and 28% EOY. – OSS rate is 20 per 100 YTD and 35 per 100 EOY.	– Provide attendance communication to enrolling freshmen and their families – Provide attendance communication to all grade levels and their families at the start of the school year – Utilize lunch periods in Semester 1 and Semester 2 to review attendance expectations quarterly – Survey students around interest for out of school time program options to encourage student engagement – Display regular and updated signage around attendance expectations and growth in hallways, lunchroom and classrooms – Allocate funds for weekly attendance team meeting to establish target lists, and timely interventions to address truancy and absenteeism early – Install tiered recognition program for each grade level – Establish ninth period credit recovery for off-track sophomores – Utilize support from LSC to garner stronger parent support; provide necessary workshops through PAC funds – Enroll 90% of parents/ guardians with Parent Portal – Acquire Restorative Justice training and CHAMPS training – Contract with a community-based organization for home outreach to identified students

Appendix A: Resources for Attendance and Truancy

ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES (IDCFS) RESOURCE DIRECTORY

A free and public website that houses a wealth of useful community resources by category.
https://illinoisspdinfo.wordpress.com

CHICAGO DEPARTMENT OF FAMILY SUPPORT SERVICES (DFSS)-CHICAGO NEIGHBORHOOD RESOURCE DIRECTORY

This directory is one of several resources listed in the "Community" section of the website. The directory has been compiled by and Chapin Hall to assist Chicago families in connecting to available resources in their communities. Assembled using public information, this Directory contains listings of services available to Chicago families in the areas of health care, nutrition, social services, education, senior services and employment organized geographically by Chicago's 77 Community Areas. The providers listed in this Directory are a combination of city- and state-funded providers as well as private schools and providers.
http://csdgroup.files.cyscopa.com/CSD_Website_Files_Archive/Web_Pages/Community/Chapin_Directory.pdf

THE CHILDREN'S ADVOCACY PROJECT

"The Children's Advocacy Project (CAP4Kids) was developed to help bridge the gap between quality social service agencies in various locales and the families that need their help the most." This site provides child advocates and families in need with the tools necessary to effectively connect with appropriate social service agencies in their area as well as providing tools that can more effectively empower families and children to make a positive difference in their lives.
http://www.cap4kids.org/

CATHOLIC CHARITIES

Catholic Charities provides strong leadership and support to enhance the work of local agencies in their efforts to reduce poverty, support families, and empower communities.
http://www.catholiccharitiesusa.org/

ILLINOIS DEPARTMENT OF HUMAN SERVICES

The Department of Human Services is one of Illinois' largest agencies, with more than 14,000 employees and an annual budget of more than $5.6 billion. Their goal is to achieve maximum self sufficiency all the way to integrating services for individuals, families, and communities.
http://www.dhs.state.il.us/

24-HOUR HOTLINES

Informational and crisis hotlines, most with toll free 1-800 numbers.
https://spdinfo-publicworkspace.pbworks.com/w/page/40436922/24-Hour%20Hotlines

BIG BROTHERS AND SISTERS OF METROPOLITAN CHICAGO

Big Brothers Big Sisters of Metropolitan Chicago targets the children who need us most, including those living in single parent homes, growing up in poverty and coping with parental incarceration. Starting something begins with finding a great match between a Big and a Little. It's also why we're able to offer such a wide variety of programs that pair children, ages 7 through 14, with role models in one-to-one relationships.
http://www.bbbschgo.org/

YOUTH READY CHICAGO (SUMMER JOBS, AGES14-24)

Approximately 14,000 young people will be placed in summer jobs in the public and private sectors through Mayor Daley's Youth Ready Summer Jobs Program. Also, approximately 9,995 youth will participate in educational and recreational programming sponsored by agencies funded by the Chicago Department of Family and Support Services.
http://www.youthreadychicago.org/

ONE SUMMER CHICAGO

A program that brings together private companies, government institutions and non-profit organizations to offer summer employment and internships for Chicago youth.
http://www.onesummerchicago.org/

FEDERALLY FUNDED HEALTH CENTERS

Federally funded health centers care for you, even if you have no health insurance. You pay what you can afford, based on your income.

Health centers provide:

– Checkups when you're well.

– Treatment when you're sick.

– Complete care when you're pregnant.

– Immunizations and checkups for your children.

– Dental care and prescription drugs for your family.

– Mental health and substance abuse care if you need it.

http://findahealthcenter.hrsa.gov

COMMUNITY HEALTH

Offers free primary and specialty care, preventive health screenings, vaccinations, diagnostic testing and services, case management and educational programs on-site. Services offered in Spanish and Polish.
http://www.communityhealth.org/programs-services/

CHICAGO PARK DISTRICT

The Community Recreation Department focuses on the Park District's core mission of providing high quality programs to Chicago residents and visitors. The Department provides these programs at the parks and coordinates and monitors the overall activities within the District to ensure that program goals and objectives are attained. The department consists of the following divisions:

– Region & Program Administration

– Aquatics

– Athletics

– Cultural, Arts and Nature

– Gymnastics

– Special Recreation

http://www.chicagoparkdistrict.com

CHICAGO PUBLIC LIBRARY

CPL is at the forefront of joining with cultural and educational partners, such as the Chicago Public Schools, Chicago's museums, nonprofit organizations, our sister city departments and the private funding community, to create innovative programs such as One Book, One Chicago, Kids Museum Passports and Teacher in the Library, which have become benchmarks for library programs across the country. The branch librarians create wonderful programs and partnerships that reflect the information and entertainment needs of their local community.
http://www.chipublib.org/eventsprog/programs/index.php

CHICAGO POLICE DEPARTMENT

– **The Chicago Police Department's Student Worker Program** is designed for students seeking hands on experience with one of the nation's largest law enforcement agencies. Students of all majors are welcome to apply. The Chicago Police Department has opportunities for students in a wide array of disciplines including, but not limited to, criminal justice, accounting, information services, law, finance, criminal psychology, industrial psychology, photography, audio and video production, journalism, marketing, art, social work, occupational health and many others.

– **The Chicago Police Department's Volunteer Worker Program** is designed for students seeking hands on experience with one of the nation's largest law enforcement agencies. Students of all majors are welcome to apply. The Chicago Police Department has opportunities for students in a wide array of disciplines including, but not limited to, criminal justice, accounting, information services, law, finance, criminal psychology, industrial psychology, photography, audio and video production, journalism, marketing, art, social work, occupational health and many others.

– **The School Visitation Section of the Chicago Police Department** coordinates school based programs such as the Drug Abuse Resistance Education (D.A.R.E.), Gang Resistance Education and Training (G.R.E.A.T.) and the Officer Friendly Program. For further information or to schedule any of these programs at your school, contact the Chicago Police Department at (312) 745-5841.

– **Officer Friendly Program**: We know the children of Chicago are our future, and the Officer Friendly program tries to make their future safer. Topics discussed include stranger awareness, street safety, how to use 911 and child protective behaviors. The structured programs are presented to children enrolled in kindergarten through third grade. Visits are made to all City of Chicago schools.

– **Gang Resistance Education and Training (G.R.E.A.T.) Program**: The G.R.E.A.T. program's goal is to decrease gang and youth violence. We use the G.R.E.A.T. program to make our young people aware of the consequences if they choose to become involved with gangs or criminal activity. It also provides them with positive alternatives, and ways to avoid involvement. In Chicago, the program is taught in the third, fourth, seventh, and eighth grade classrooms, by a uniformed police officer and federal agents. We also conduct a summer component where we mix the curriculum with life skills, self esteem building, sports and other social activities to reinforce the nine-week program. The third and fourth grade program is five weeks, and the seventh and eighth grade program (middle school) is 13 weeks. The middle school curriculum has been enhanced to address the concerns our young people confronted with prior to, and when they enter high school. *https://portal.chicagopolice.org/portal/page/portal/ClearPath/Communities/Crime%20Prevention/School%20Programs*

UCLA CENTER "SCHOOL MENTAL HEALTH PROJECT"

– Outcomes from interventions relevant to addressing barriers to learning, including truancy.

– Training and presentation resources.

– Guides to policy and program development.

– Tools and other resources.

http://smhp.psych.ucla.edu/

NATIONAL CENTER FOR SCHOOL ENGAGEMENT

The National Center for School Engagement was established based on over a decade of educational research conducted by Colorado Foundation for Families and Children. NCSE has generated many resources about school attendance, attachment, and achievement. NCSE provides training and technical assistance, research and evaluation to school districts, law enforcement agencies, courts, as well as state and federal agencies, to name a few.
http://www.schoolengagement.org

BANK OF AMERICA "THE STUDENT LEADERS® PROGRAM"

An eight-week summer experience for high school juniors and seniors. The program includes a paid internship with a local nonprofit organization as well as a Student Leadership Summit. The program gives Student Leaders® the opportunity to develop and apply leadership skills through hands-on community work experience while discovering their own talents for serving their community and leading others.
http://about.bankofamerica.com/en-us/global-impact/student-leaders.html

CHECK & CONNECT

Check & Connect is a comprehensive, targeted intervention designed to enhance student engagement for marginalized, disengaged students in grades K-12, through relationship-building, problem-solving and capacity-building, and persistence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a identified caseload of high-need students and families over an extended period of time. According to the US Department of Education's What Works Clearinghouse reviews of dropout prevention programs, Check & Connect is the only intervention found to have strong evidence of positive effects on staying in school.
www.checkandconnect.org

TITLE: **ABSENTEEISM AND TRUANCY**

SECTION: 703.1

BOARD REPORT: 06-0222-PO2   **DATE ADOPTED:** February 22, 2006

POLICY:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Amend the Comprehensive Policy on Absenteeism and Truancy, Board Report 05-0126-PO2 as follows:

POLICY TEXT:

I.   **DEFINITIONS**

As used in this policy, the following terms shall have the following meanings:

A.   **"Valid Cause For Absence"** shall mean:

(i)   illness;

(ii)   observance of a religious holiday;

(iii)   death in the immediate family;

(iv)   family emergency;

(v)   circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent's or legal guardian's concern is subject to evaluation by the principal, principal's designee, or other Board officials, on a case-by-case basis);

(vi)   other situations beyond the control of the student as determined by the principal, or principal's designee, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties. (Students who may be homeless should be referred to the Homeless Education Department of the Office of Specialized Services for additional assistance.)

B.   **"Excused Absence"** shall mean: an absence for which there is a valid cause either:

(i)   known to the principal or principal's designee, including suspensions issued pursuant to the Uniform Discipline Code; or

(ii)   attested by a letter (or note) signed by the parent or legal guardian setting forth such cause and approved by the principal or the principal's designee either before or after the date of the absence.

C.   **"Unexcused Absence"** shall mean: an absence for which there is no valid cause either:

(i)   known to the principal or principal's designee; or

(ii)   attested by a letter (or note) signed by the parent or legal guardian setting forth such cause and approved by the principal or the principal's designee either before or after the date of the absence.

D.   **"Immediate Family"** shall mean: parents, legal guardians, spouse, brothers, sisters, children, grandparents, parents-in-law, brothers-in-law, sisters-in-law, aunts and uncles.

E.   **"Truant"** shall mean: a student subject to compulsory school attendance and who is absent without valid cause for a school day or portionf thereof.

F.   **"Chronic Truant"** shall mean: a student subject to compulsory school attendance and who is absent from such attendance without valid cause for 10% or more of the previous 180 regular attendance days.

II.   **ATTENDANCE IMPROVEMENT**

A.   **SCHOOL-BASED INITIATIVES**

All schools whose overall attendance rate is below 95% shall develop an "Attendance Improvement Plan" ("Plan") to be implemented during the next school year. The Plan shall be included in, and made a part of, the school's School Improvement Plan for Advancing Academic Achievement for the next school year. The goals of the Plan shall be to:

(i)   reduce the number of student absences;

(ii)   increase student academic achievement;

(iii)   reduce the number of chronic truants/potential dropouts;

(iv)   increase parental and community involvement in these objectives; and

(v)   increase the use of alternatives to out-of-school suspensions, such as before- or afterschool detention; Saturday detention; before- or after-school service; and student peer juries.

The Plan may identify improved curriculum, expanded vocational educational programs, increased extracurricular activities, appropriate services to address the needs of homeless students, and other systemic changes to achieve the goals of the Plan. Principals are to refer to the Student Attendance Improvement Plan information guidelines, available from the Department of Instruction and School Management, for the development of their Student Attendance Improvement Plans, the identification of personnel to implement the plans, and the annual evaluation of the Plan. Attendance Improvement Plans may also incorporate references to the initiatives set forth in Parts II through V of this policy.

B.   SYSTEM-WIDE INITIATIVES

The Board shall implement system-wide initiatives to support the schools' Student Attendance Improvement Plans. Such initiatives shall include the following:

1.   **COMPUTERIZED ATTENDANCE:** All schools have the capability to report daily attendance on the CPS mainframe computer. Attendance shall be reported daily and monitored centrally.

2.   **ABSENTEE OUTCALLING SYSTEM:** The Absentee Outcalling System is an automated telephone system which may be programmed to call the home telephone numbers of absent students or other telephone numbers submitted by the student's parent(s) or guardian(s). (Schools should also place personal phone calls to absent students' homes if feasible.) A supplemental postcard mailing system may also be established to notify homes without telephones and homes that cannot be reached by the Absentee Outcalling System. Schools should also utilize the CPS mainframe system to generate five (5) and ten (10) day "unexcused absence" letters.

3.   **TRUANCY HOTLINE:** The Board has established a Truancy Hotline (773/553-4000) to give individual citizens and businesses a convenient means of reporting school-aged students who are on the streets or at home during school hours, 24 hours a day. The hotline shall forward this information to central office for processing.

4.   **HOMELESS EDUCATION LIAISONS:** Homeless Education Liaisons in each of the CPS clusters and each school shall assist in identifying and serving the needs of homeless students that may adversely affect their attendance.

5.   **STUDENT ATTENDANCE AUDITS:** Schools shall be subject to annual audits to determine whether they are in compliance with their Attendance Improvement Plans and are accurately reporting student attendance.

6.   **INTERVENTION:** Schools should employ the truancy intervention techniques, strategies, and procedures set forth in the Uniform Attendance Guidelines to maintain and improve their average daily attendance.

III.   INTERVENTION

In order to identify and address the cause(s) of unexcused absenteeism, a principal shall, as necessary: interview the student; meet with his or her parent(s) or guardian(s); meet with other Board officials or employees, including Area School Homeless Education Liaisons, or other parties who may have information about the reasons for the student's attendance problem. Schools may employ a variety of means to identify truant and chronically truant students and students at risk of becoming truant or chronically truant including, but not limited to, the School Police Patrol, Chicago Police Department School Absentee Reports, the Truancy Hotline, and other means as set forth in the Uniform Attendance Guidelines.

IV.   SUPPORTIVE SERVICES

Schools may make available a variety of supportive services to students identified as at risk of becoming truants or chronic truants, including, but not limited to, Early Childhood Cradle-to-Classroom. Except for violations which subject the student to the possibility of expulsion, schools may also impose sanctions other than out-of-school suspensions to address violations of the Uniform Discipline Code by students at risk of becoming truants or chronic truants. Those sanctions may include: in-school detention; before- or after-school detention; Saturday detention; before- or after-school service; student peer juries and truancy violation/prevention workshops.

Schools shall make the following supportive services available to truant or chronically truant students and/or their parents, as appropriate:

(i)   parent conferences;

(ii)   student counseling;

(iii)   family counseling and other social services;

(iv)   information about existing community services which are available to truant and chronically truant students and relevant to their needs;

(v)   intensive academic remediation, including, but not limited to, the summer bridge program;

(vi)   informing students and their parents of the enrollment rights of homeless students and the transportation services that may be available to assist homeless students in attending school.

V.   INTERAGENCY COLLABORATION

To assist the efforts of the Chicago Public Schools to improve school attendance rates and reduce truancy and chronic truancy rates, the Board and its schools may, as appropriate, request the assistance and cooperation of other governmental agencies, including: the Chicago Housing Authority (by including provisions in its leases requiring regular school attendance by school-age students); the Illinois Department of Public Aid (by redirecting to social service agencies, or withholding a portion of, the assistance it provides to parents of truant students, as allowed by statute); the Office of the State's Attorney of Cook County and the Circuit Court of Cook County, Juvenile Division (by requesting the expedited processing of truants on probation and the prosecution of chronic truants and their parents or legal guardians, as appropriate, pursuant to 105 ILCS 5/34-4.5); and the Illinois Department of Children and Family Services (by ensuring that its wards attend school regularly). The Board shall explore, and implement to the greatest extent feasible, opportunities for such interagency collaboration.

VI.   CHRONIC TRUANCY ADJUDICATION

Pursuant to Section 34-4.5 of the Illinois School Code, 105 ILCS 5/34-4.5, there is hereby established within the Board of Education a Department of Chronic Truant Adjudication, which shall be responsible for administratively adjudicating cases of chronic truancy and imposing appropriate sanctions. Also pursuant to Section 34-4.5, the Board shall appoint and employ hearing officers to perform the adjudicatory functions of the Department of Chronic Truant Adjudication. Principals and other appropriate personnel may refer students suspected of being chronic truants, as defined in this policy, to the Department of Chronic Truant Adjudication. The Department of Chronic Truant Adjudication

VII.   WITHDRAWAL/REMOVAL FROM ENROLLMENT

Students may be removed from enrollment under the following guidelines.

A.   All students are to be removed from enrollment when they transfer to a different school (including home school) or graduate.

B.   All students are to be removed from enrollment if their whereabouts cannot be determined after a school has completed all of the following:

1.   calling all phone numbers on file for the student, including emergency contacts;

2.   sending a letter addressed to the student's last known address asking the parents to call or come to the school to discuss the student's absenteeism; and

3.   visiting the student's last known address without finding the student or the student's family.

C.   No student under 17 years of age shall be permitted to withdraw from enrollment. Students 17 years of age require the express, written, and informed consent of their parent or guardian to withdraw from enrollment. Specific provisions for informed consent shall include, but not be limited to:

1.   an accommodation for limited English speaking populations;

2.   a general description of the rights to educational services being waived as a result of dropping out;

3.   a description of the rights to educational services withdrawing students retain under the law, including the right of dropouts to return to school and to a due process appeal if the right to return to school is challenged by the local school;

4.   information regarding adult and alternative educational services available in the community; and

5.   information provided to the student as well as the parent or guardian summarizing the likely adverse consequences that result from dropping out of school.

D. School administrators must comply with the following provisions regarding removing students from enrollment:

1. Students may not be removed from enrollment solely because of excessive unexcused absences, i.e., truancy, (for example, 20 consecutive unexcused absences).

2. Students with excessive absences may be removed from enrollment only if, following the procedures set forth above, their whereabouts cannot be determined.

3. Schools must complete a Lost Child Report for every student who cannot be located and is removed from enrollment after following the procedures set forth above.

4. For students who wish to withdraw from enrollment, the principal must complete all of the following before a student can be removed from enrollment at a CPS school: (a) verify that the student meets the age criteria for withdrawing, (b) verify that the student and, where applicable, the parent have completed and signed the Consent to Withdraw form, (c) sign the Consent to Withdraw form, and (d) immediately forward the fully signed Consent to Withdraw form to the Department of Drop-Out Prevention and Recovery.

5. Unless a student can be properly removed from enrollment as transferred (including to home school), graduated, lost or dropped out, they should be treated as truant.

    a. The school must make efforts to address and remedy the child's truancy.

    b. If the efforts of school officials are unsuccessful, the child must be referred for adjudication as a chronic truant.

E. Pursuant to the Illinois School Code, 105 ILCS 5/26-2, CPS shall not deny reenrollment to a student who is 19 years of age or above who seeks reenrollment after dropping out of school unless the student, due to age and a lack of credits, is unlikely to attend classes during the normal school year and graduate before his or her twenty first birthday. Such tudents shall be counseled regarding educational options that may best meet their individual needs. No student covered by this paragraph shall be denied reenrollment unless he or she first is offered due process as required in cases of expulsion under 105 ILCS 5/10-22.6.

VIII. TARDINESS

Schools must accept all enrolled students who have not been suspended or expelled who present themselves for daily attendance. All schools must develop and adopt a tardy policy prior to the beginning of each school year. Students are not to be sent home or refused admission to school due to tardiness. Students who arrive late for any class period must be allowed to proceed to their classes after obtaining proper documentation of their tardiness. Schools must ensure their admittance to class. Schools may impose disciplinary sanctions pursuant to the Uniform Discipline Code for persistent tardiness to school or class. Out-of-School suspensions for persistent tardiness are prohibited.

IX. SCHOOL UNIFORM OR DRESS CODE VIOLATIONS

Schools cannot bar students from daily attendance or send them home for violations of a uniform policy or dress code. Schools may impose disciplinary sanctions pursuant to the Uniform Discipline Code for uniform policy or dress code violations. Out-of-school suspensions for uniform or dress code violations are prohibited.

X. STUDENTS WITH DISABILITIES

Schools may not refuse enrollment to students with disabilities or other special needs on the basis that the school does not have the resources to service such students. Schools must contact the Office of Specialized Services for assistance in providing such services if they do not have pre-existing programs or resources to do so. Students with disabilities whose Individualized Education Plans ("IEPs") require services to address truancy may not be referred for chronic truancy adjudication unless they have received all the services called for in their IEPs to address their truant behavior.

TITLE: **STUDENT TRAVEL**

SECTION: Section: 604.3

BOARD REPORT: 10-0526-P01   **DATE ADOPTED:** May 26, 2010

POLICY:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board amend the Student Travel Policy.

PURPOSE: The objectives of this policy are to: (1) establish requirements for student travel and trips to ensure the safety and well-being of students and chaperones; and (2) establish a uniform set of procedures that govern the travel approval process.

POLICY TEXT:

I.   **DEFINITIONS**

Chaperone: Chaperones are assigned to a trip by the principal to assist with the supervision of student behavior and group activities. Chaperones may include certified teachers, educational support personnel, or parents or other volunteers. Chaperones must be at least 18 years old. In order to be eligible to serve on an overnight student travel trip, all chaperones must meet the requirements in the Board's Volunteer Policy (Board Report 06-0927-PO2), as may be amended, which includes a criminal background investigation and a tuberculosis check.

Educational trips: Educational trips are designed (1) to provide students with knowledge and experiences to supplement their curriculum or (2) to provide enrichment experiences. Educational trips that supplement the curriculum include, but are not limited to, visiting museums and zoos and going to theater productions, business/industry tours, cultural exhibits, and nature centers. Educational trips that provide enrichment experiences include, but are not limited to, trips outside the borders of the U.S. or trips that are part of an extracurricular activity. Educational trips fall into one of the following four categories which determine the applicable trip requirements:

Category 1 - Trips outside the borders of the U.S or its territories

Category 2 - Trips within the U.S. that may include an overnight stay or have a total value of $10,000 or more

Category 3 - One-day field trips with a total value of less than $10,000

Category 4 - Interscholastic competitions and other similar events with a total value of less than $10,000

Manager: The Manager means the Chief Area Officer or designee or the department head or designee who oversees the school's activities as determined by the Officer.

Non-educational trips: Non-educational trips are trips that have little or no educational value. They include, but are not limited to, trips to amusement parks and/or recreational facilities.

Officer: The Officer means the P-12 Management Officer or designee.

School Tour Supervisor: A School Tour Supervisor is a certified teacher designated by the principal to be the lead chaperone on a Category 1 or 2 trip and the point of contact for the principal while on the trip.

II.   **GENERAL REQUIREMENTS**

A.   Educational Travel - Only educational travel is permitted. The Officer acts as final arbiter of whether a trip is educational or non-educational.

B.   Applications for Student Travel - The principal must file a Student Travel e-Application for each travel event.

C.   Permission slips and release forms – The principal must verify that there is a signed parent/guardian permission slip for each participating student and when applicable, a signed release form for each participating student and for each participating adult chaperone. The school must retain originals of each of the permission slips and/or release forms. Each form must have original signatures (i.e., no stamps and no initials).

D.   Funds disbursement - No funds, including deposits, shall be disbursed by a school before the Manager approves the Student Travel e-Application.

E.   Contract Review – Principals are required to follow the applicable Board Rules when entering into contracts.

F.   Scheduling Restrictions - Schools may not schedule Category 1 or 2 trips during the first three weeks or the last two weeks of the school year, unless an Officer authorizes an exception prior to scheduling the trip. Further, no student is permitted to participate in a trip when that student is scheduled to take a standardized test. Trips may be scheduled during the summer.

G.   Supervision – All trips must conform to the chaperone requirements for their Category.

H.   Planning – In general, student trips are planned by a certified teacher or administrator for one school. However, if a trip involves students from multiple schools, it must be approved by all of the respective principals, Manager(s) and Officer(s) involved. If a trip is planned by a central office department (which may or may not be in conjunction with an outside entity) the central office department is responsible for insuring compliance with all applicable requirements in this policy and guidelines.

I.   Right to Rescind - The Manager or Officer retains the right to rescind approval of trips when, in the judgment of the Manager or Officer, circumstances may jeopardize the safety of students and chaperones.

J.   Student participants – Only enrolled students are eligible to participate in a student trip. Students are subject to the Student Code of Conduct while participating in a student trip. The principal may refuse to allow a student from participating in any trip, consistent with the travel guidelines, so long as the student is not denied participation solely due to a disability. A student/parent may appeal the decision to deny a student's participation to the Manager, who shall make the final determination.

K.   Additional Adult Trip participants – An adult who wishes to travel on a student trip, but who is not serving as a chaperone, must be approved by the principal and meet the requirements of the Board's Volunteer policy.

L.   Approval – Approval requirements and timelines are determined by the trip category and all trips must be approved prior to the date of travel and/or the disbursement of funds.

M.   Guidelines - The CEO or his/her designee shall develop guidelines to establish procedures and forms necessary to implement the requirements of this policy.

N.   Violations - Violations of this policy may lead to action under the Employee Discipline and Due Process Policy (Board Report 04-0728-PO1), as may be amended.

III.   SPECIFIC REQUIREMENTS

A.   Requirements for Category 1 Trips - Trips outside the borders of the U.S. or its territories

1.   Approval Procedures

    a.   The principal should complete and submit the Student Travel e-Application to the Manager for initial approval no less than sixty (60) calendar days prior to the date of travel.

    b.   The Manager will review and, upon finding it compliant with this policy, route the Student Travel e-Application to the Officer for final approval.

    c.   The Officer is responsible for granting the final approval of the Student Travel e-Application and reporting it to the Board in a monthly student travel report.

2.   Appeal

If the Manager does not approve the trip, the Manager shall cite the reasons in writing, and the principal may appeal the decision to the Officer.

3. Travel times and duration

    a.   The duration of travel for elementary school students is limited to no more than seven (7) school days.

    b.   The duration of travel for high school students is limited to no more than ten (10) school days.

    c.   No student is permitted to participate in a trip three (3) weeks leading up to and including system-wide testing.

4.   Location

    a.   No travel is permitted to any place where the U.S. Department of State has issued a Travel Warning or where the region is deemed unsuitable for student travel by the Officer.

    b.   No travel is permitted to any place where the Board's liability insurance is restricted.

5. Principal Responsibilities

    a.   During the planning period of the trip, the principal is responsible for:

1. Designating a School Tour Supervisor;

2. Completing and reviewing the Student Travel e-Application to verify that all requirements are met;

3. Verifying that the tour has educational value and reviewing the School Tour Supervisor's plan for students to complete classroom assignments;

4. Informing the Officer if the trip will include students in grades 6 or lower for approval;

5. Requesting approval from the Officer for any home-stay arrangements to house students with host families in private homes. Home-stays may only be requested for students in grades 7 through 12 in accordance with the travel guidelines;

6. Verifying that all student and chaperone trip participants have valid passports;

7. Regularly reviewing information about the destination country on the U.S. Department of State website (www.state.gov) to ensure that the students will not travel to any place where there is a Travel Warning. At a minimum, the review should occur: (1) at time of planning, (2) thirty (30) days prior to the trip and (3) the day prior to travel;

8. Notifying the Manager if there is a Travel Warning and canceling or rerouting the trip;

9. Upon Officer approval of the trip, registering the trip with U.S. Department of State (http:/ travel.state.gov/travel/tips/registration/registration_1186.html) and recording the confirmation number in the Student Travel e-Application;

10. Verifying that the School Tour Supervisor has the U.S. Consulate contact information for the destination countries; and

11. Identifying and specifying emergency procedures for School Tour Supervisor.

b. While the trip is in progress, the principal or designee must:

1. Maintain contact with the School Tour Supervisor on a daily basis and as needed during the trip;

2. Have readily available emergency information and copies of travel documents for all students and chaperones (e.g. copies of passports, copies of visas, medical information including allergies and medications, and contact persons and numbers);

3. Have available the name and telephone number of the tour operator or travel agency;

4. Have available the address and telephone number of the nearest U.S. consulate and/or embassy in the destination countries;

5. For home-stay arrangements, have available the name, address, telephone numbers and language capabilities of all host families; and

6. In case of an emergency, notify parents/guardians of the students involved, the Manager and Officer as soon as possible.

6. Supervision

a. School Tour Supervisor Responsibilities

1. Securing international cell phone;

2. Maintaining contact with the principal on a daily basis and as needed during the trip;

3. Holding all emergency information for all trip participants (passports, visas, medical information including allergies and medications, and contact persons and numbers in case of an emergency);

4. Having available the address and telephone number of the nearest U.S. consulate and or embassy;

5. Having available the name and telephone number of the tour operator or travel agency;

6. When applicable for home-stay arrangements, having available the name, address and telephone numbers of host families; and

7. Developing and implementing a plan to ensure that student-participants' classroom assignments are met.

b. Chaperone Responsibilities

1. Chaperones must accompany students during the trip and while in transit to and from the travel destination;

2. One (1) chaperone is required for every six (6) students. A minimum of two (2) certified teacher employees is required regardless of the number of students traveling; and

3. In case of an emergency, the chaperones must contact one of the following as soon as possibl in the order given and subject to availability: principal, Manager and Officer.

7. Insurance

1. The principal must require that each student and chaperone participant secure travel insurance to cover trip cancellation and medical coverage consistent with the travel guidelines. The Board is not responsible for any expense incurred due to the cancellation or rerouting of any trip for any reason.

B. **Requirements for Category 2 Trips - Trips within the U.S. that may include an overnight stay or trips having a total value of $10,000 or more**

1. Approval Procedures

a. The principal should complete and submit the Student Travel e-Application to the Manager thirty (30) calendar days prior to the trip.

b. The Manager will review and, upon finding it compliant with this policy, route the Student Travel e-Application to the Officer for approval.

c. The Officer is responsible for granting the final approval of the Student Travel e-Application and reporting it to the Board in a monthly student travel report.

2. Appeal

If the Manager does not approve the trip, the Manager must cite the reasons in writing, and the principal may appeal the decision to the Officer.

3. Supervision

a. The principal must appoint a School Tour Supervisor and identify trip chaperones in a ratio of one (1) adult to every six (6) students with a minimum of two (2) chaperones on every trip, one of whom must be a certified teacher employee.

b. For ROTC trips, an Officer may approve a Manager's request for an exception to the chaperone ratio requirement noted above and allow a ratio of one (1) adult to every ten (10) students with a minimum of two (2) chaperones on every trip, one of whom must be a certified teacher employee.

C. **Requirements for Category 3 Trips - One-day field trips (with a total value of less than $10,000)**

1. Approval procedures

a. The principal must submit the Student Travel e-Application to the Manager for review at least five (5) workdays prior to the trip.

b. The Manager is responsible for reviewing the Student Travel e-Application for compliance with this policy and giving final approval. The Manager's determination is final.

c. Notwithstanding the foregoing, a principal may grant approval of walking tours of areas in and around the school neighborhood (i.e. visits to nearby parks) if (1) parents/guardians have provided consent on file for walking tours for the school year, and (2) the principal records his her approval and completes a Student Travel e-Application for the walking tours.

2. Supervision

a. The principal must identify trip chaperones to accompany students in a ratio of one (1) adult to every ten (10) students, with a minimum of two (2) chaperones on every trip, one of whom must be a certified teacher employee.

b. If a trip involves one or two students, then one certified teacher or coach may chaperone with express permission from the principal and parent/guardian. If a trip involves a citywide event or activity, the principal must comply with the chaperone requirements specified for such event or activity in the travel guidelines.

c. The principal is responsible to verify and comply with the chaperone requirements of the facility or event being visited. If the facility or event requires a smaller chaperone ratio than this policy requires, the principal must appoint additional chaperones.

D. Requirements for Category 4 Trips - Interscholastic competitions and other similar events with a total value of less than $10,000

1. Approval Procedures

a. Season athletic schedules and ROTC semester or annual schedules must be recorded and approved via the Student Travel e-Application.

b. Non-scheduled interscholastic competitions, interscholastic athletic or ROTC events and other similar events, require the principal to complete and submit the Student Travel e-Application to the Manager for approval prior to the date of the trip.

c. Any request for participation in a sporting event outside of the Chicago city limits must also be approved by the Director of Sports Administration or his/her designee.

d. Any request for participation in an event that involves an overnight stay and/or has a total value of $10,000 or more is a Category 2 trip and shall require the principal to follow all requirements for Category 2 trips.

2. Supervision

a. Chaperones must accompany students in a ratio of one (1) adult to every ten (10) students with a minimum of two (2) chaperones on every trip, one of whom must be a certified, school assigned teacher or coach.

b. If a trip involves one or two students, then one certified teacher or coach may chaperone with express permission from the principal and parent/guardian.

IV. COSTS AND FEES

A. Parental Notice - A written description of all costs of the trip must be provided in advance to students and parents.

B. Fee waiver - Schools shall adhere to the Policy Regarding Waiver of School Fees (Board Report 94-1026-PO2), as may be amended, and provide a waiver of trip fees for Category 3 trips, if applicable.

C. Compliance with School Internal Accounts Manual - Schools must comply with the "School Internal Accounts Manual" for collecting, maintaining, and disbursing funds related to student trips.

D. Discretionary funds – Discretionary funds such as State Chapter 1 funds may be used for student trips when permitted under the State Chapter 1 Expenditure Guidelines (Board Report 96-0124-PO3), as may be amended.

IV. STUDENTS WITH DISABILITIES

Students with disabilities shall not be denied participation in a student trip solely based on their disability. These students may require additional staff and/or accommodations which shall be provided in accordance with the student's Individualized Education Program or Section 504 Plan at no additional cost to the student or parent/guardian. The principal must make special note of additional chaperones necessary for students with disabilities on the Student Travel e-Application.

V. TRANSPORTATION

The following transportation requirements apply to student trips authorized under this policy:

A. Licensed Carrier - When the total number of students is ten (10) or more, schools must use a school bus or licensed carrier appearing on the Department of Risk Management's Approved Field Trip Vendor list, or CTA or RTA vehicles, or other public common carrier (Greyhound, Amtrak, etc.), or U.S. Military.

B. Private Vehicles Use - Use of private vehicles for student trips is strongly discouraged. However, when use of a private vehicle is the only feasible method of travel, such vehicles may be used only if the total number of passengers per vehicle (including the driver) is ten (10) or fewer and the following requirements are met:

1. The private vehicle must be a motor vehicle designed to carry no more than ten (10) passengers (including the driver), with functioning seatbelts for each person;

2. No more passengers (including the driver) may be transported in the private vehicle than the vehicle was designed to carry; and

3. Any person requesting to transport students in a private vehicle must receive prior written approval from the principal and the parents or legal guardians or the students being transported. No employee may transport any student without written consent from the principal and parent/legal guardian of the student.

4. The principal shall ensure that the driver holds a valid driver's license and liability insurance of $300,000 for a vehicle manufactured to transport up to six (6) passengers or $500,000 for a vehicle manufactured to transport more than six (6) passengers.

5. The principal must retain a photocopy of the driver's license and insurance documentation.

C. Passenger Vans - No fifteen (15) passenger vans shall be used to transport students or staff.

VI.   WATER ACTIVITIES

A. The trip must comply with the Board's policy on Aquatic Activity Safety (Board Report 04-0324-PO2), as may be amended.

B. Non-applicability - This restriction does not apply to interscholastic swimming and diving competitions, nor to trips specifically arrdganged for swimming instruction taught by Red Cross-certified or comparably certified personnel as part of the physical education curriculum.

C. Under no circumstances are students allowed to use sailboats, rowboats, canoes or other recreational boats; this prohibition does not apply to student transport on U.S. Coast Guard approved commercial boat charters.
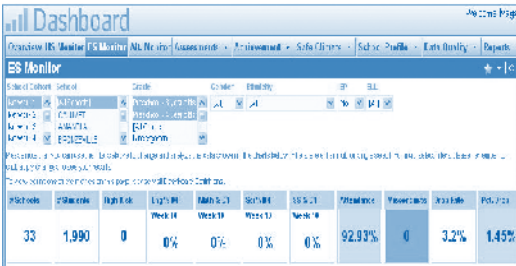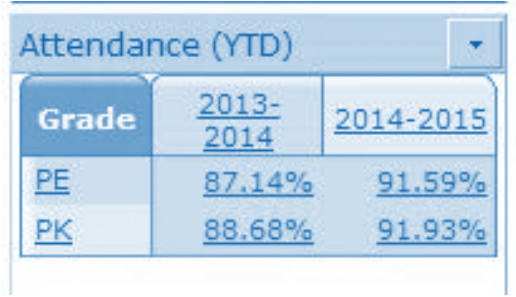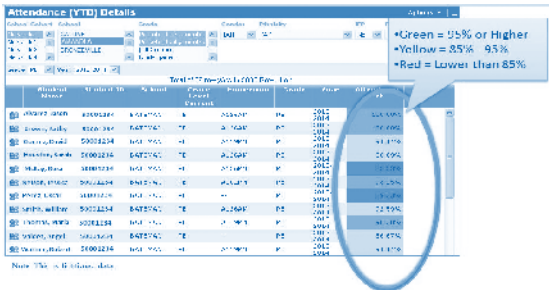
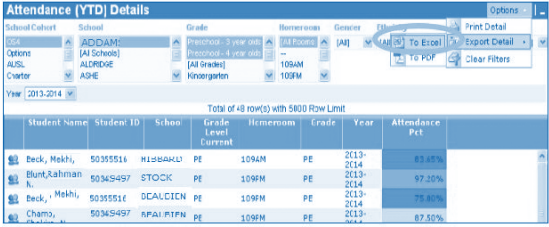**Amends/Rescinds:**   Amends

Amends/Rescinds: Amends 07-0725-PO1 Cross References: 03-0527-PO01; 02-0828-PO04; 01-0926-PO1; 97-1217-PO1

Legal References: 105 ILCS 5/29-3.1; 105 ILCS 5/34-18; 105 ILCS 5/10-20.13

Appendix B: Early Childhood Education

CPS Dashboard is a CPS system that is used to provide data and information about students' demographics, discipline, attendance rates, etc. Principals can request IT to grant teachers access to the Dashboard. The following steps are listed in order to help you better understand how to access and navigate attendance reports. Our goal is that you will find this information beneficial and use the data in order to identify needs within your classrooms.

STEP	VISUAL
Step 1: Login in to Dashboard >Select the ES Monitor tab.	https://dashboard.cps.edu/
Step 2: Select your: Network> School> Grade level (Hold down control and select both Preschool 3 year olds; Preschool 4 year olds)> Select **Apply Changes**	
Step 3: Scroll down to year-to-date attendance (YTD), then select from the following options: – School year 2014-2015 for overall school year data – PE for 3 year old data only OR – PK for 4 year old data only	
Step 4: The next pop-up will show student level YTD rates. Make sure all of your current students are listed in the student level chart.	
Step 5: Scroll up and at the top right corner, select Options> Export detail> 1) Excel or 2) PDF	

What do I do with the reports?

After accessing the report, be sure to make note of the following items in order to identify students who may be on the verge of becoming chronically absent or who are currently considered chronically absent:

STUDENT LEVEL ATTENDANCE CHART

– Each student enrolled in your program (a.m./p.m.) will be color coded based on their YTD attendance.

– **Red= 15% or more** of total enrolled days are absences; student is chronically absent.

– **Yellow= 5% to 15%** of total enrolled days are absences; see data if student is chronically absent (10% or more of excused and unexcused absences) or at-risk (5-9%).

– **Green= 5% or less** of total enrolled days are absences; student is not chronically absent or at-risk for chronic absenteeism.

OVERALL WEEKLY ATTENDANCE GRAPH

– Enables you to see overall attendance rates for each week of the school year.

– Allows you to identify which time of the school year has lower attendance rates.

BE AWARE

– Students may appear in red if they have not been attending for an extended period of time, i.e., months, which can bring the overall attendance percentage down.

– Use the OECE Attendance Guidelines as a resource to help you decide how to address these attendance issues.

EXHIBIT B.2: WEEKLY ATTENDANCE SIGN IN/OUT LOG

This handout can be used for parents to sign in/out their child when they drop them off at school. This information can be used to track and monitor students attendance patterns over the course of the school year.

Room _____

Name	Monday		Tuesday		Wednesday		Thursday		Friday		Total Days
	Time In	Sign Out	Time In	Sign Out	Time In	Sign Out	Time In	Sign Out	Time In	Sign Out	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

This self-assessment can be filled out by teachers in order to evaluate what attendance barriers, strategies, resources and data currently exist within their preschool classrooms. This evidence can be used to identify current needs and future plans related to attendance.

If you need further guidance on how to use your self-assessment results to identify needs and plans, please contact Program Resource Assistants or OECE Education Specialists.

Does Attendance Really Count in Our Early Education Program?

A Tool for Self Assessment
(August 2013)

Key Element	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	Implication(s) for Action
1. We have a clear and widely understood policy regarding expectations for on-time attendance.						
2. We take roll every day accurately and in a caring manner in every classroom.						
3. We regularly generate reports on chronic absence by child, classroom, the program and center.						
4. Attendance data for our program as a whole is regularly reviewed to identify positive and problematic patterns of absences for individual students, classrooms or particular groups of students,						
5. We reach out to chronically absent or tardy students and their families to see how attendance could be improved.						
6. We partner with health providers and community agencies that can help reach out and offer resources to assist chronically absent students and their families.						
7. We educate parents about the importance of cultivating good attendance habits starting in preschool and create opportunities for them to learn what they can do to support regular attendance.						
8. We teach young children about the importance of on-time attendance by offering rewards and acknowledgement for good and improved attendance.						
9. We partner with elementary schools to let them know which children have a history of problematic attendance so they can pay special attention to their needs in kindergarten.						

(Note: Chronic Absence = missing 10% or more of preschool or school for any reason)

Supporting Good Attendance Practice in Preschool Classrooms: A Tool for Site Observation

Instructions: The goal of this observation tool is to collect information about the strategies and practices used in the classroom to help decrease preschool absenteeism. Specifically, this tool has **three types of practices** you will observe <u>as families come into the classroom before and as class begins</u>: sign-in procedures, classroom environment and the attendance policy.

As you observe these practices, you will take notes about what you observe by completing the table below. Each practice in the table below lists examples of what these practices may look like. In the **EXAMPLES** column, check if any of the listed examples are what you see. Also, write down in the **EVIDENCE** column anything else you observe that is applicable to the practice you are observing. Finally, check in the **EVIDENCE** column whether you observed that "There is evidence" or "No evidence" for whether the listed practice is used or not used in the classroom. This information can be used to help identify effective strategies to help decrease preschool absenteeism.

Date: _____ Classroom: _____ Time: _____ Observer: _____

Receiving Students / Parents and Sign-In Procedures		
PRACTICE	**EXAMPLES: What this might look like** *Examples listed below are not exhaustive*	**EVIDENCE: What evidence do you see of this practice?**
Student attendance is taken accurately every morning/day	☐ Attendance and/or sign-in/sign-out sheet are easy to locate in classroom. ☐ Sign-in sheets have clear directions for signing students in or out. ☐ Sign-in sheets are legible. ☐ Students are accounted for every day/week. Staff can explain any blanks or unusual notation. ☐ Staff/site has a clear protocol for how attendance is tracked that parents/guardians all understand.	☐ **No evidence** ☐ **There is evidence** **Describe:**

Classroom Environment		
PRACTICE	**EXAMPLES:** What this might look like *Examples listed below are not exhaustive*	**EVIDENCE:** What evidence do you see of this practice?
Teachers create a sense of belonging for students through rituals and routines and encourage them to be a part of the class community every day	☐ Students are personally greeted at the start of class. If they were absent the previous day, teacher makes point to tell them how happy he/she is that student is back. ☐ At the start of class, students participate in an activity recognizing their friends who are present (e.g., during circle time the students sing the hello song to greet each student that is present, etc.). ☐ Pictures/nametags for each student are prominently displayed and incorporated into the morning ritual.	☐ No evidence ☐ There is evidence **Describe:**

Attendance Policy		
PRACTICE	**EXAMPLES:** What this might look like *Examples listed below are not exhaustive*	**EVIDENCE:** What evidence do you see of this practice?
Attendance policy is clear and understandable and is posted in a very visible, high traffic location.	☐ Policy is posted in public area where parents can see it. ☐ Policy clearly outlines expectations around attendance and process for tardies and absences.	☐ No evidence ☐ There is evidence **Describe:**

This flyer can be distributed to educate families on the impact of missing school on their child. It also gives tips on habits that promote good attendance.

Help Your Child Succeed in School:
Build the Habit of Good Attendance in Preschool*

Did You Know?

- Missing 18 school days (10% of school year) can make it harder to learn to read
- Missing school can cause your child to fall behind in reading, speaking and writing
- Being late to school can lead to missing important learning activities

Good Attendance Helps Children To:

- Know how important school is
- Feel good about themselves and their routine
- Do well in high school, college, and at work

What You Can Do:

- Set a regular bed time and morning routine
- Find out what day and time your child's school starts
- Call school if child is absent.
- Make back-up plans for getting to school if something comes up

*Adapted from Attendance Works & CCSR "Preschool Attendance in Chicago Public Schools", 2013.

Ayude a su Niño(a) Ser Exitoso en la Escuela:
Construya el Hábito de Buena Asistencia en el Preescolar*

¿Sabía Usted?

- Faltando 18 días (10% del año escolar) de la escuela se le puede hacer más dificil a los niños aprender a leer

- Faltando a la escuela puede causar atrazo en la lectura, el lenguaje y la escritura

- Llegando tarde a la escuela puede resultar en perdida de importantes actividades de aprendizaje

Buena Asistencia Promueve Niños a:

- Saber que tan importante es la escuela

- Sentirse bien de si mismo y sus rutinas

- Ser exitoso en la escuela secundaria, el colegio y en el trabajo

Lo Que Usted Puede Hacer:

- Establecer un horario regular de ir a dormir y una rutina por la mañana

- Sepa que día y hora empieza la escuela de su hijo

- Llamar a la escuela si su hijo va a estar ausente

- Crear un plan alternativo para llegar a la escuela si ocurre algo

*Adaptado de Attendance Works & CCSR "Preschool Attendance in Chicago Public Schools", 2013.

This form is also in the registration packet, but can additionally be used at orientation as a separate document in order to reiterate to parents their responsibilities and commitments. This form also gives parents the opportunity to document where they prefer two home visits to take place.

Parent Agreement Form

Child's Name: _____   Date: _____

School Name: _____   Room: _____

I wish to have my child take part in this preschool program. I take full responsibility for his/her safe transportation to and from school.

I understand the importance of daily attendance and agree to bring my child to school/agency everyday he/she is well enough to fully participate in the program, including daily outdoor play. Additionally, I will adhere to the school schedule so that my child is dropped off and picked up on time.

I understand that I am expected to serve as a parent volunteer. I am willing to attend meetings, workshops or conferences at the school/agency as may be requested.

I give my permission for my child to be taken on trips related to the preschool program, including walking trips within the community.

Home Visit Preference

I understand that my relationship between home and school/agency is vital to a child's future success, and recognize that two home visits a year are an integral part of the preschool program. I prefer to have my child's preschool staff conduct a home visit in the following setting:

☐ My home

☐ Other place of my choice: _____

_____
Signature of Parent/Guardian

This handout provides resources and contact information for families who are seeking outside resources in order to support their child to attend school every day.

Attendance Resources
for Families

The following resources are available for families who are seeking outside support in order to support their child to attend school every day.

Chicago Early Learning Hotline:
(312) 229-1690
www.chicagoearlylearning.org/families

Attendance and Truancy Department:
Chicago Public Schools (CPS)
(773) 553-3223

Illinois Action for Children:
(312) 823-1100

CPS FACE* Networks:
*Office of Family and Community Engagement
(773) 553-FACE
www.cps.edu/face

Rev. 6.19.2017

Use this postcard to let students who have been absent know that their class missed them. Mail it to the student's home, send it home with a sibling or give it to them when they return to school.

The card provides spaces to write in what students have been doing at school. Address the back of the postcard, insert postage and send it on its way!

***Note:** Make sure to print on card stock paper and print front and back pages of postcard double sided.

We Missed You!

Today _____ we:

Learned about	Played	Tomorrow we will

Please call _____ to let us know how you are doing.

Hope to see you back tomorrow! ☺

We Missed You!

Today _____ we:

Learned about	Played	Tomorrow we will

Please call _____ to let us know how you are doing.

Hope to see you back tomorrow! ☺

From: _____

_____

_____

To: _____

_____

_____

From: _____

_____

_____

To: _____

_____

_____

This flyer can be distributed to parents at *orientation* in order to educate families on when – and when not – to send their child to school based on their symptoms. This can also be displayed in the classroom.

When – and *When Not* – to Send Your Child to School*

How do you decide?

Use this **checklist** to determine if your child should stay home from school or not:

Send me to school if...

- I have a runny nose or just a little cough, but no other symptoms.

- I haven't taken any fever reducing medicine for 24 hours and I haven't had a fever in that time.

- I haven't thrown up or had any diarrhea for 24 hours.

Keep me at home if...

- I have a fever higher than 99.6 *degrees* F.

- I'm throwing up or have diarrhea.

- My eyes are pink and crusty.

- I have a cough that keeps me awake.

- I have a sore throat.

Call the doctor if...

- I have a fever higher than 99.6 F longer than 2 days.

- I've been throwing up or have diarrhea longer than 2 days.

- I've had the sniffles for more than a week and they aren't getting better.

- I still have asthma symptoms after using my regular asthma medication (call 911 if I'm having trouble breathing after using an inhaler).

Don't forget to send a note when your child returns to school explaining the absence!

*Adapted from Baltimore City Public Schools

Cuando – y *Cuando No* – Enviar a Su Niño a la Escuela*

¿Cómo puede decidir?

Use esta lista para determinar si su niño(a) debe quedarse en casa o no:

Envíame a la escuela si...

- Tengo una leve gripe o solo un poco de tos pero no tengo otros síntomas.

- No he tomado ninguna medicina para reducir la fiebre por 24 horas y no he tenido fiebre en ese tiempo.

- No he vomitado o tenido ninguna diarrea por 24 horas.

Déjame en casa si...

- Tengo fiebre más alta de 99.6 grados.

- Estoy vomitando o tengo diarrea.

- Mis ojos están enrojecidos, lagrimeo abundante o tengo secreción amarillenta.

- Tengo tos que me mantiene despierto durante la noche.

Llama al doctor si...

- Tengo fiebre más alta de 99.6 grados por más de 2 días.

- He estado vomitando o con diarrea por más de 2 días.

- He tenido estornudos por más de una semana y no mejoro.

- Todavía tengo síntomas de asma aun después de estar usando mi medicina regular para asma (llama al 911 si tengo problemas para respirar después de usar mi inhalador).

¡No olvides enviar una nota cuando su niño(a) regrese a la escuela explicando la razón de la ausencia!

*Adaptado de las Escuelas Públicas de la Ciudad de Baltimore

Every little bit counts! Encourage students to attend school by giving these certificates to children who have perfect, good or even improved attendance in order to offer internal motivation to attend school.

CHICAGO
Early Learning

Chicago
Public
Schools

Certificate of Achievement

©Attendance Works

To:

For: Good or Improved Attendance ☺

ATTENDANCE
AWARENESS MONTH
SEPTEMBER
2014

Teacher

Date

This letter on school letterhead is sent as certified mail and, if possible, emailed to the family.

ABSENCE LETTER TO PARENTS/GUARDIANS

Date: _____

Dear _____:

We value _____ as a part of our preschool program. Our mission is to give _____ the best possible learning experience, and one way that we can ensure this is to help your child come to school every day and on time.

This week _____ was absent on the following date(s):

_____

Please call your child's teacher, _____, at _____ to let us know how you are doing and to discuss your child's attendance.

Respectfully,

This letter on school letterhead is sent as certified mail and, if possible, emailed to the family.

ENROLLMENT VACANCY LETTER TO PARENTS/GUARDIANS

Date: _____

Dear _____:

Your child, _____, has not attended our preschool program since the first day of school on _____. In fact, _____ was absent on the following date(s): _____.

We have not been able to contact you. We called you by phone on _____, sent a letter to you on _____, and attempted to visit your home on _____.

Since we are unable to reach you and your child has not attended our preschool program for about two weeks since school started, your child is no longer enrolled in our program. If you have any questions, you may contact us at _____.

Respectfully,

This plan offers strategies which can be used by teachers and parents to ensure improved and successful school attendance.

My Child's Attendance Success Plan

//

– **My child was present ___ days.**

– **My child was absent ___ days.**

– **My goal is to improve my child's attendance. I will ensure my child misses no more than ___ for the rest of the year.**
(9 or fewer absences = satisfactory attendance and 5 or fewer absences = good attendance)

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS:

– I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending preschool every day with _____
(i.e. a visit to the park, a new book, a break from doing chores, a special treat)

– I will make sure my child is in bed by___ p.m. and the alarm clock is set for ___ a.m.

– If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to preschool anyway and call _____
so that he/she can check in with my child during the day.

– If my child has a cold but no fever (less than 100 degrees), I will send him/her to preschool anyway. If I don't have a thermometer, I will purchase or borrow one.

– I will find a relative, friend or neighbor who can take my child to preschool if I can't make it.

– If my child is absent, I will contact his/her teacher to find out what he/she missed.

– I will set up medical and dental appointments for weekdays after 3:30 p.m.

To improve my child's attendance, I commit to the following:

1. _____

2. _____

3. _____

We will review progress to meet this goal in two months.

Family Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

MY FAMILY'S HELP BANK

1. My Family: List who lives in your house.

2. Everyday Helpers: Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.

3. Occasional Helpers: Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.

4. Potential Helpers: Identify people who are part of your school community, church or neighborhood who are able to help — if you ask.

4. POTENTIAL HELPERS
3. OCCASIONAL HELPERS
2. EVERY DAY HELPERS
1. MY FAMILY

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

APPENDIX C: FORMS

ATTENDANCE POLICIES AND PROCEDURES OVERVIEW

To achieve, your child needs to be in school, on time, every school day, prepared to participate. Good attendance and good grades go hand in hand. The Chicago Public Schools and parents/guardians can work together to promote excellent student attendance at school. In order to promote cooperation and to help parents/guardians understand how the Chicago Public Schools' attendance policies work, key items and basic attendance procedures have been defined below.

- **Compulsory Enrollment and Attendance**
  From age 6 until reaching age 17, a child who resides in Illinois must be enrolled and attend a public school in the district where s(he) resides unless s(he) has graduated from high school, attends a private or parochial school or is physically or mentally unable to attend school.

- **Free Education Entitlement**
  Enrolled students are entitled to a free, full-time public education until the age of 21 (22 if a special education student) unless s(he) graduates from high school, is expelled for misconduct or withdraws from enrollment. CPS shall not deny re-enrollment of a student who dropped out of school and is less than 19 years old. CPS can deny re-enrollment of a student who is 19 or older that, due to age and a lack of credits, could not attend classes during the normal school year and graduate before his/her 21st birthday/22nd birthday for a special education student (aged-out).

- **Confidentiality of Records**
  Other than to CPS or Illinois State Board of Education (ISBE) employees/officials, no personally identifiable school student records or information may be released, transferred, disclosed or otherwise disseminated to any individual, agency or organization without the written consent of the student's custodial parent/guardian.

- **Parent/Guardian Contact Phone Numbers**
  A student's parent/guardian is required to supply (and update with changes) the school with at least one (1) working phone number at which the parent/guardian can be reached.

- **Emergency Contact Persons**
  Upon enrolling their child in school, the parent/guardian must provide emergency contact information that includes which contacts are authorized to pick up their child from school before the end of the school day (early dismissal).

- **School-to-Home Absent Student Notification Call**
  State Law requires *elementary schools* phone a student's home *within two hours* of the start of their school day *each day* the student is absent without prior notice from the parent/guardian to the school.

- **CPS District Automatic Absent Student Notification Call**
  The CPS Absentee (Robo) Outcaller system phones the home of all elementary and high school students that are absent without *prior written notice* from the parent/guardian. A parent/guardian who phones in an absence notification to the school *will not receive* a school-to-home absent student notification call but *will receive* the district absent student notification phone call.

- **Excused Absences**
  CPS Board approved valid causes for an absence being deemed excused are: **(1)** Student's illness, **(2)** observance of a religious holiday or event, **(3)** death in the immediate family, **(4)** family emergency, **(5)** circumstances which cause reasonable concern to the parent/guardian for child's safety or health *as approved by the principal* and **(6)** other situations beyond the control of the student *as determined by the principal.*

- **Unexcused Absences and "Reason-for-Absence Notes"**
  Each student absence is recorded as unexcused until the school's receipt and acceptance of a signed note from the parent/guardian identifying one of six CPS Board approved valid reasons for the absence. The student shall provide the school with the signed note on the first day s(he) returns to school from an absence. The Principal or Principal's

designee shall approve each note. A *"Reason for Absence Note"* available in English, Spanish and Polish preprinted with the six valid reasons for an absence to be deemed excused is available from your school.

- **Recoding Tardy and Early Dismissals to an Absence**
  A student that receives less than 300 minutes of instruction on a regular attendance day is deemed absent:
  - If the student has at least 150 minutes of instruction for the day, the student will be coded a ½ day unexcused absence "AUHD".
  - If the student has less than 150 minutes of instruction for the day, the student will be coded a full-day unexcused absence "AUFD".

- **Student Absence Due to "Cut" Classes**
  A high school student that attends all or part of a class receives credit for attending the entire class period. High school tardiness is a discipline (not attendance) issue, to which detention and in-school suspension can be assigned for excessive violations. A student that does not attend any portion of a class is deemed as having "cut" the class. The minutes of instruction of a "cut" class are not included in the student's total minutes of instruction. Recoding attendance due to "cut" classes is based on the same 300/150 minute thresholds in the above paragraph.

- **Truant Absence**
  A truant absence is an unexcused absence by a student in grades K-12.

- **Dropping Students**
  CPS Board Policy 04-0128-P03 prohibits schools from withdrawing students from enrollment (dropping) *due solely* to excessive absences.

- **Schools can withdraw a student from enrollment for the following reasons:**
  The student: (1) is absent on the first school day of the year- (Did Not Arrive), (2) transfers or graduates, (3) is legally committed to a correctional institution, (4) is home-schooled by parent, (5) whereabouts cannot be determined: *"lost child"* after calling all known phone numbers, mailing a certified letter with return receipt requested and visiting the last known address, (6) 17 years old and voluntarily withdraws from school with the signed approval of the parent/guardian and (7) 18 or more years old and voluntarily withdraws from school without the parent/guardian's approval.

CPS Truancy Hotline
(773) 553-FACE (3223)

CPS Crisis Intervention Hotline
(773) 553-1792

CPS Student Safety Hotline
(773) 553-3335

CPD Gang Hotline
(312) 746-4264

DCFS Missing Children Helpline
(866) 503-0184

DCFS Child Abuse Hotline
(800) 252-2873

Home School Registration
School Year Beginning in Fall _____ (provide year)

Please complete all areas of this form and return **one** signed copy to your Regional Office of Education and **one** signed copy to the Illinois State Board of Education at the address above. Please print.
    PLEASE REMEMBER TO REGISTER EVERY SEPTEMBER. (Registration is voluntary in Illinois.)

Name(s) of Parent(s) and/or Guardian(s): _____

Address: _____

City: _____ **County:** _____ **State:** _____

ZIP Code: _____ **E-mail** (if applicable)**:** _____

Telephone # (with area code)**:** _____ **Fax #** (if applicable)**:** _____

Provide the full name of each child being taught and information for the current school year:

Name	Grade	Gender	Race/Ethnicity	DOB	Race/Ethnicity Choices	
Name	Grade	Gender	Race/Ethnicity	DOB		
Name	Grade	Gender	Race/Ethnicity	DOB	**1** = White, Non-Hispanic	**4** = Asian/ Pacific Islander
Name	Grade	Gender	Race/Ethnicity	DOB	**2** = Black, Non-Hispanic	**5** = Hispanic
Name	Grade	Gender	Race/Ethnicity	DOB	**3** = American Indian/Alaskan Native	**6** = Multiracial/ Ethnic
Name	Grade	Gender	Race/Ethnicity	DOB		

Provide school and district information on the last public/nonpublic school attended (if applicable):

Child	School Name	District #	Dates of Attendance
Child	School Name	District #	Dates of Attendance
Child	School Name	District #	Dates of Attendance
Child	School Name	District #	Dates of Attendance
Child	School Name	District #	Dates of Attendance

Provide the name of the curriculum to be used: _____

Education areas being taught (check all that apply)**:**
(Section 26-1.1 of The School Code states that areas of education must be taught in the English language)

_____ Language Arts   _____ Mathematics   _____ Biological/Physical Science

_____ Social Sciences   _____ Fine Arts   _____ Physical Development/Health

Other (please specify) _____

_____
Signature of Parent/Guardian

REASON FOR ABSENCE NOTE

The first day an absent student returns to school, the parent/guardian must provide the school with a signed "Reason for Absence Note" that identifies the reason and date for each student absence.

_____   _____   _____
          (Student's Name)   **(Room/Division)**   **(Date(s) of Absence(s))**

Indicate below the valid cause for the student's absence(s):

☐ Student's illness

☐ Observance of a religious holiday

☐ Death in the immediate family

☐ Family emergency, Explain: _____

☐ Circumstances which cause reasonable concern to you for your child's safety or health,

    Explain: _____

           _____

☐ Other situations beyond the control of the student, Explain: _____

           _____

_____   _____   _____
    (Parent/Guardian Signature)   **(Phone)**   **(Date)**

-------------------------------------- *Tear here* --

REASON FOR ABSENCE NOTE

The first day an absent student returns to school, the parent/guardian must provide the school with a signed "Reason for Absence Note" that identifies the reason and date for each student absence.

_____   _____   _____
          (Student's Name)   **(Room /Division)**   **(Date(s) of Absence(s))**

Indicate below the valid cause for the student's absence(s):

☐ Student's illness

☐ Observance of a religious holiday

☐ Death in the immediate family

☐ Family emergency, Explain: _____

☐ Circumstances which cause reasonable concern to you for your child's safety or health,

    Explain: _____

           _____

☐ Other situations beyond the control of the student, Explain: _____

           _____

_____   _____   _____
    (Parent/Guardian Signature)   **(Phone)**   **(Date)**

NOTA DE RAZÓN DE AUSENCIA

Al siguiente día que un estudiante regresa a la escuela después de estar ausente, el padre o guardian debe completar la forma "Nota de Razón de Ausencia" e identificar la fecha y razón por cada ausencia.

_____   _____   _____
(Nombre Del Estudiante)   (Salón/Periodo)   (Fecha De La Ausencias)

Indique debajo la razòn valida para la ausencia:

☐ Enfermedad Del Estudiante

☐ Observaciòn Religiosa

☐ Muerte En La Familia Inmediata

☐ Emergencia Familiar, Explique: _____

☐ Circumstancias De Extrema Importancia Relacionadas A La Seguridad O Salud De Su Hijo/a,

  Explique: _____

  _____

☐ Otras Situaciones Fuera De Control Del Estudiante, Explique: _____

  _____

_____   _____   _____
(Firma Del Padre/Guardian)   (Numero de Telephone)   (Fecha)

-------------------------------------- *Tear here* --

NOTA DE RAZÓN DE AUSENCIA

Al siguiente día que un estudiante regresa a la escuela después de estar ausente, el padre o guardian debe completar la forma "Nota de Razón de Ausencia" e identificar la fecha y razón por cada ausencia.

_____   _____   _____
(Nombre Del Estudiante)   (Salón/Periodo)   (Fecha De La Ausencias)

Indique abajo la razòn valida para la ausencia:

☐ Enfermedad Del Estudiante

☐ Observaciòn Religiosa

☐ Muerte En La Familia Inmediata

☐ Emergencia Familiar, Explique: _____

☐ Circumstancias De Extrema Importancia Relacionadas A La Seguridad O Salud De Su Hijo/a,

  Explique: _____

  _____

☐ Otras Situaciones Fuera De Control Del Estudiante, Explique: _____

  _____

_____   _____   _____
(Firma Del Padre/Guardian)   (Numero de Telephone)   (Fecha)

ATTESTATION OF ENROLLMENT AND RESIDENCY

This attestation form may be used if you are an adult who has assumed responsibility for a pupil and provide the pupil with a fixed, nighttime abode, **for reasons other than access to the educational programs of the school district**.

This form should *not* be used, however, if you are the natural or adoptive parent of the pupil, have been granted court-ordered custody or guardianship, or are receiving public aid on behalf of the pupil. For these situations, you are only required to provide documentation (such as a birth certificate or court order), without the need of an attestation like this one.

This form is also *not* required for pupils who are sharing the housing of others due to lack of housing, economic hardship, or similar reason, or are otherwise homeless as defined in state and federal law. **Homeless pupils must be enrolled immediately.**

If you have **any** questions about residency, including homelessness, please contact the Illinois State Board of Education's Accountability Division at (217) 782-2948.

I,_____ , reside at _____
  Name of Adult   *Address*

which is located within the boundaries of_____ .
                                                                              School District

Provide the appropriate information and check each of the following:

☐ I am at least 18 years of age.

☐ I have provided proof in the form(s) of_____
                                                            Proof of Residency

  _____

  that I am a resident of _____ .
                                                  School District

☐ I have assumed and exercise responsibility for_____ .
                                                                  Name of Pupil

☐ I provide a fixed, night-time abode for _____ .
                                                          Name of Pupil

☐ _____ is not living with me for the purpose of having access to the
    Name of Pupil
  educational programs of the school district.

☐ I understand that knowingly or willfully providing false information to a school district regarding the residency of a pupil for the purpose of enabling that pupil to attend any school in that district without the payment of nonresident tuition is a Class C misdemeanor.

☐ I understand that knowingly enrolling or attempting to enroll a pupil in the school of a school district on a tuition free basis when I know that pupil to be a nonresident of the school district, unless the nonresident pupil has a lawful right to attend, is a Class C misdemeanor.

_____   _____   _____
Date   *Signature of Adult*   *Adult (Print Name)*

_____   _____   _____
Date   *School District Employee (Signature)*   *School District Employee (Print Name)*

CONSENT TO WITHDRAW FROM SCHOOL
(Students 17 years of age or older)

STUDENT NAME	ID NUMBER	SCHOOL NAME	SCHOOL ID

Chicago Public Schools Board Policy and State Law Requirements:

- Compulsory enrollment and attendance. Until reaching age 17, a child who resides in Illinois must be enrolled and attend a public school in the district where s(he) resides unless s(he) has graduated from high school, attends a private or parochial school or who is physically or mentally unable to attend school. In addition, all children, regardless of age, while enrolled in grades K through 12, are subject to compulsory attendance.

- Free Education Entitlement Enrolled students are entitled to a free, full-time public education until the age of 21 (22 if a Special Education student) unless s(he) graduates from high school, is expelled for misconduct, or withdraws from enrollment. By dropping out of school, a student forfeits their educational rights, privileges and opportunities.

- Re-enrollment. CPS shall not deny re-enrollment of a student who is 17 or over who has dropped out of school, unless the student, due to age and a lack of credits, is unlikely to graduate before his/her 21st birthday (22nd birthday if a Special Education student). If re-enrollment is denied, the student is entitled by state law and CPS policy to a due process appeal.

- Student withdrawal from enrollment – 17 years old. A student who is 17 years of age and has the informed and written consent of the "parent/legal guardian" (as identified on CPS records) as evidenced by the signing of this *"Consent to Withdraw from School"* form by the student and "parent/legal guardian" can withdraw from enrollment.

- Student withdrawal from enrollment – 18 or more years old. A student who is 18 years of age or older and who has signed this *"Consent to Withdraw from School"* form ***can withdraw from enrollment without parent/legal guardian consent.***

I, _____ confirm that I am 17 years of age or older and fully
                            (Student Signature)

Understand the consequences of withdrawing from enrollment and the right to re-enroll as described above.

I, _____ confirm that the ***above named student is***
      (Parent/Legal Guardian Signature of 17 year old student)

17 years of age and that the named student and I fully understand the consequences of withdrawing from enrollment and the right to re-enroll as described above.

I, _____ _____
           (Principal Signature)   *(Date)*

confirm that the above named student and (if applicable) parent/legal guardian have been fully informed by the school of the consequences of withdrawing from enrollment. I have informed them of alternative and adult education services that are available in the community and directed them to contact CPS Alternative Schools, (773) 553-4100 for additional information.

ORIGINAL - Student Attendance Folder   **COPY - Student**

CONSENTIMIENTO PARA RETIRAR DE LA ESCUELA
(Estudiantes de 17 años de edad o más)

NOMBRE DEL ALUMNO	NÚMERO DE IDENTIFICACIÓN	NOMBRE DE LA ESCUELA	ID DE LA ESCUELA

Política de Consejo de escuelas públicas de Chicago y requisitos de la ley de Estado:

- <u>Asistencia e inscripción obligatoria.</u> Hasta llegar a los 17 años, un niño que reside en Illinois debe estar matriculado y asistir a una escuela pública en el distrito donde se encuentra s(he) a menos que s(he) ha graduado de la escuela secundaria, asiste a un privado o escuela parroquial o que esté física o mentalmente incapaz de asistir a la escuela. Además, todos los niños, independientemente de su edad, mientras que los matriculados en los grados k a 12, están sujetos a asistencia obligatoria.

- <u>Libre derecho de educación</u> Estudiantes matriculados tienen derecho a una educación pública gratuita, a tiempo completo hasta la edad de 21 (22 si un estudiante de educación especial) a menos que s(he) graduados de escuela secundaria, es expulsado por mala conducta, o se retira de la inscripción. Por deserción escolar, un estudiante pierde sus derechos educativos, privilegios y oportunidades.

- <u>Reinscripción.</u> CPS no deberá negar la reinscripción de un estudiante que es 17 o más que ha caído de la escuela, a menos que el estudiante, debido a la edad y la falta de créditos, es poco probable que se graduó antes de su cumpleaños 21st (22 dend de cumpleaños si un estudiante de educación especial). Si se deniega la reinscripción, el alumno tiene derecho por ley del Estado y la política de CPS a un llamamiento de debido proceso.

- <u>Retiro de estudiante de matrícula – 17 años de edad.</u> Un estudiante de 17 años y tiene el consentimiento informado y por escrito del "padre/tutor legal" (como se identifican en los registros del CPS) como lo demuestra la firma de este formulario de *"consentimiento para retirar de escuela"* por el estudiante y "padre/tutor legal" puede retirarse de inscripción.

- <u>Retirada de estudiante de inscripción – 18 o más años de edad</u>. Un estudiante que es mayor de 18 años de edad y que ha firmado este formulario de *"consentimiento para retirar de escuela"* **puede retirarse de inscripción sin consentimiento de padre y jurídicas guardian.**

Yo, _____ confirmar que tengo 17 años de edad o más
<div align="center">*(Firma de alumno)*</div>

y comprender plenamente las consecuencias de la retirada de la inscripción y el derecho a volver a inscribir como se describió anteriormente.

Yo, _____ confirman que el *anteriormente llamado*
<div align="center">*(Legales y padre tutor firma del estudiante de 17 años)*</div>

estudiante es 17 años de edad y el estudiante con nombre y comprendo plenamente las consecuencias de la retirada de la inscripción y el derecho a volver a inscribir como se describió anteriormente.

Yo, _____ _____
<div align="center">*(Firma del obligado principal)*   *(Fecha)*</div>

confirmar que el anterior llamado estudiante y (si procede) padre/tutor legal han sido plenamente informados por la escuela de las consecuencias de la retirada de la inscripción. He informado a los servicios de educación alternativa y de adultos que están disponibles en la comunidad y dirigido a CPS alternativa escuelas, (773) 553-4100 para obtener información adicional de contacto.

ORIGINAL - Student Attendance Folder   **COPY** - Student

Attendance and Truancy Department

Office of Student Support and Engagement

EARLY DISMISSAL OF STUDENTS LOG

An Early Dismissal "ED" releases a student by the school before the end of the regular school day to a **person designated in the IMPACT SIM/Contacts Record as "having permission to pick up student"**. The parent/guardian designates all persons having the pick up permission.

Instructional minutes missed due to an ED should be deducted from the full day instructional minutes to determine whether the student's attendance that day needs to be recoded to a half or full day absence in IMPACT SIM. The recoding must be manually done. IMPACT does not automatically recode an ED to an absence

*If the ED results in an absence, the ED must be for one of the six CPS Board approved valid reasons for the absence to be deemed an excused absence.

DATE	TIME	STUDENT NAME	ROOM	RELEASED TO		*REASON FOR "ED"
				Printed Name	Signature	Relationship

UNABLE TO LOCATE / LOST CHILD REPORT

Designating a student as a "lost child" and withdrawing the student from enrollment with a code 86 should be a process of **last resort**. Filing an Unable to Locate/Lost Child Report means that the child's whereabouts are unknown to the school, and cannot be determined even after exhausting all possible methods and resources.

The unable to locate/lost child process consists of three steps a school must take:

(1) Attempting to contact the family via all known phone numbers.

(2) Conducting a home visit to the last known address.

(3) Mailing a certified letter with return receipt requested to the last known address.

If an Unable to Locate/Lost Child Report is filed, one copy of the report must be kept in the student's attendance folder, and one must be sent to the school's Network office. This includes all ISP, Contract, Charter and Option schools.

Note: All students withdrawn with a code 86 will count toward the school's dropout rate.

The breakdown below provides more details around the requirements of this process:

STEP 1:
Contact the family via phone, making use of all known phone numbers.

- If the parent/guardian is reached via phone, and:
    - The parent/guardian <u>knows</u> the whereabouts of the student, the child <u>cannot</u> be designated a "lost child".
    - The parent/guardian <u>does not know</u> the whereabouts of the student, and has no means to contact the student, the student can be designated a "lost child" and withdrawn after the school's receipt of a police Missing Person's report.

- If all known phone numbers are out of service, incorrect, or go unanswered, and any siblings of the student have been asked for updated contact information, yet the parent/guardian still cannot be contacted via phone, proceed to Step 2.

STEP 2:
Conduct a home visit to the last known address.

- If the parent/guardian is contacted at the home, and:
    - The parent/guardian <u>knows</u> the whereabouts of the student, the child <u>cannot</u> be designated a "lost child".
    - The parent/guardian <u>does not know</u> the whereabouts of the student, and has no means to contact the student, the student can be designated a "lost child" and withdrawn after the school's receipt of a police Missing Person's report.

- If the address is incorrect or does not exist, and all other means of contacting the family have failed, the student can be designated a "lost child" and withdrawn with a code 86.

- If the parent/guardian is not contacted at the home, but *no* clear evidence exists that they no longer reside at the home, proceed to Step 3.

STEP 3:
If all other attempts to contact the family have failed, the school shall mail the parent/guardian a certified letter with return receipt requested to the last known address. The letter should instruct the parent/guardian to immediately contact the school. The 10-day letter serves this purpose as well.

- If the certified letter cannot be delivered and is returned to the school, the student can be designated a "lost child" and withdrawn.

- If the letter is successfully delivered and/or the parent/guardian responds, and:
    - The parent/guardian <u>knows</u> the whereabouts of the student, the child <u>cannot</u> be designated a "lost child".
    - The parent/guardian <u>does not know</u> the whereabouts of the student, and has no means to contact the student, the student can be designated a "lost child" and withdrawn after the school's receipt of a police Missing Person's report.

Chicago Public Schools

1. Contact family via all known phone numbers

If the parent/guardian is reached via phone and:

- The parent/guardian knows the whereabouts of the student, the child cannot be designated a "lost child".
- The parent/guardian does not know the whereabouts of the student, and has no means to contact the student, the student can be designated a "lost child" and withdrawn after the school's receipt of a police Missing Person's report.

If all known phone numbers are out of service, incorrect, or go unanswered, and the student's siblings have been asked for updated contact information, yet the parent/guardian still cannot be contacted via phone, proceed to Step 2.

2. Conduct a home visit to last known address

If the parent/guardian is contacted at the home and:

- The parent/guardian knows the whereabouts of the student, the child cannot be designated a "lost child".
- The parent/guardian does not know the whereabouts of the student, and has no means to contact the student, the student can be designated a "lost child" and withdrawn with a code 86.

If the address is incorrect or non-existing, and all other means of contacting the family have failed, the student can be designated a "lost child" and withdrawn with a code 86.

If the parent/guardian is not contacted at the home, but no clear evidence exists that they do not reside at the home, proceed to Step 3.

3. Mail certified letter

If all other attempts to contact the family have failed, the school shall mail the parent/guardian a certified letter with return receipt requested to the last known address. The letter should instruct the parent/guardian to immediately contact the school.

If the letter is successfully delivered and/or the parent/guardian responds, and:

- The parent/guardian knows the whereabouts of the student, the child cannot be designated a "lost child".
- The parent/guardian does not know the whereabouts of the student, and has no means to contact the student, the student can be designated a "lost child" and withdrawn after the school's receipt of a police Missing Person's report.

If the certified letter cannot be delivered and is returned to the school, the student can be designated a "lost child" and withdrawn with a code 86.

** If a Lost Child Report is filed, one copy of this report must be kept in the student's attendance folder, and another must be sent to the school's Network office. **

** The process for sending 5- and 10-Day Truant letters must be followed at all times. **

UNABLE TO LOCATE / LOST CHILD REPORT

Chicago Public Schools

REQUIRED INFORMATION

SCHOOL INFORMATION

Report Date		School name	
School ID number		Network	
Principal name			
Principal phone number		Principal email	
Attendance clerk/ coordinator name			
Attendance clerk/ coordinator phone number		Attendance clerk/ coordinator email	

STUDENT INFORMATION

Student name			
Student ID number		Student date of birth	
Student age		Student grade	
Parent/Guardian name			
Student address			
Contact phone numbers			
Names and IDs of any siblings enrolled in CPS, and school(s) where they are enrolled			

STUDENT DATA

Student's average daily attendance percent for the current year and past 3 years (if available), at the time the investigation began	Total overall absences, total excused absences, and total unexcused absences at the time the investigation began	Number of days enrolled at the school
SY_____: Attendance % SY_____: Attendance % SY_____: Attendance %	Overall _____ Excused Absences _____ Unexcused Absences	
Last date the student was in attendance		
Last date contact was made with the student	(please type narrative of interaction below)	
Description of interaction		
Last date contact was made with the family	(please type narrative of interaction below)	
Description of interaction		
Free response space for any other relevant notes about this student		

Chicago Public Schools

UNABLE TO LOCATE / LOST CHILD REPORT

REQUIRED DOCUMENTATION

ACTION		BY WHOM	DATE	RESULT (describe the interaction, outcome, and planned next steps)
STEP 1: Phone calls made to all known contact numbers *(including checking with siblings for any other known numbers)*	List contact number #1:			
	List contact number #2 *(if applicable)*:			
	List contact number #3 *(if applicable)*:			
	List contact number #4 *(if applicable)*:			
STEP 2: Home visit made to last known address	List address #1:			
	List address #2 *(if applicable)*:			
STEP 3: Certified letter mailed, return receipt requested, to last known address	List address #1:			
	List address #2 *(if applicable:*			
Student withdrawn from enrollment with a Code 86 *(you must attach either a copy of the returned certified letter or a copy of the Missing Person's Report to this form)*				

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UNABLE TO LOCATE / LOST CHILD REPORT

Chicago Public Schools

PRINCIPAL CERTIFICATION AND APPROVAL

I certify that this school has completed an investigation to confirm _____'s status as a "lost child", prior to removing the student from enrollment with an IMPACT Withdrawal Code of 86.

Signature must be provided by hand; an electronic signature will not be accepted.

PRINCIPAL – PRINTED NAME	PRINCIPAL – SIGNATURE

SECOND STAFF MEMBER – PRINTED NAME	SECOND STAFF MEMBER – SIGNATURE

The original copy of this report, as well as the returned letter or Missing Person's report, must be filed in the student's Attendance Folder. Send a second copy to the school's Network office.

Parent Conference Notification

Date:

Dear Parent/Guardian;

In order to achieve, a student needs to be in class every school day, on time and prepared to participate and learn. Our school attendance records show that _____ has excessive tardies

(Name of Student)

and/or absences from school as indicated below. An absence is deemed unexcused when it is not for one of the following six valid reasons: (1) student illness, (2) observance of religious holiday, (3) death in the immediate family, (4) family emergency, (5) circumstances which cause reasonable concern to the parent/guardian for child's safety or health as approved by the principal and (6) other situations beyond the control of the student as determined by the principal.

State law requires a parent/guardian provide the school with a signed note identifying a valid reason for each absence when the student returns to school. In addition, the parent/guardian is required to supply, and update required, the school with at least one (1) working phone number at which the parent/guardian can be reached. Our school makes reasonable attempts to contact you by phone when the school has not been notified of an absence. As of the date of this letter your child has the following absence/tardy counts:

NUMBER OF ABSENCES	NUMBER OF UNEXCUSED ABSENCES	NUMBER OF TARDIES

A parent/guardian conference has been scheduled for you on _____ at _____

(Date)   *(Time)*

At the school that is located at _____ to discuss your child's

(School Address)

excessive tardies and/or absences from school and collaboratively develop strategies to improve your child's attendance. You will bee provided a report listing all dates of absences and tardies at the conference.

Please plan to attend this conference and come to the main office upon your arrival. If you cannot attend the scheduled conference, please phone the school at _____ to reschedule.

Sincerely,

_____   _____   _____

(Signature of School Official)   *(Title)*   *(School)*

Notificación de Conferencias de Padres

Fecha:

Estimados padres/tutores:

Para lograr un año exitoso, un estudiante debe estar en clase cada día escolar, a tiempo y listo para participar y aprender. Nuestros registros de asistencia escolar muestran que _____ tiene
(Nombre del estudiante)

ausencias y/o tardanzas excesivas de la escuela como se indica abajo. Una falta se considera injustificada cuando no es por uno de las siguientes seis razones válidas: (1) enfermedad del estudiante, (2) celebración religiosa, (3) muerte en la familia inmediata, (4) emergencia familiar, (5) circunstancias que causan una inquietud razonable a los padres/tutores por razones de seguridad y/o salud del niño, y aprobado por el director y (6) otras situaciones fuera del control del estudiante según determinado por el/la directora(a).

La ley estatal requiere que un padre o tutor provea a la escuela con una nota firmada, identificando una razón válida para cada ausencia cuando el estudiante regrese a la escuela. **Además, es necesario que el padre/tutor proporcione y actualice la escuela con al menos un número de teléfono valido en el cual se puede comunicar con el padre/tutor.** Nuestra escuela hace los intentos razonables para ponerse en contacto por vía telefónica cuando la escuela no ha sido notificada de una ausencia. A partir de la fecha de esta carta, su hijo tiene las siguientes ausencias y/o tardanzas:

NÚMERO DE DÍAS AUSENTES	NÚMERO DE AUSENCIAS SIN RAZON VALIDA	NÚMERO DE DÍAS TARDE

Una conferencia de padre/tutor se ha programado para el _____ de _____
(dia)   *(mes)*
en la escuela que se encuentra en _____ para hablar de su
(escuela de dirección)
hijo(a) y sobre las tardanzas excesivas y/o ausencias de la escuela y juntos desarrollar estrategias para mejorar la asistencia de su hijo(a). En la conferencia usted recibirá un informe detallando las fechas de las ausencias y tardanzas.

Por favor haga planes para asistir a esta conferencia y venir a la oficina principal a su llegada. Si no puede asistir a la conferencia programada, por favor llame a la escuela al _____ para concertar otra cita.

Sinceramente,

_____ _____ _____
      (Firma del oficial escolar)   *(Titulo)*   *(Nombre de la escuela)*

Acknowledgements

The Attendance and Truancy Department thanks everyone for their time and effort in being early readers of the CPS Guidelines for Attendance Improvement and Truancy Reduction. The thoughtful feedback provided key improvements and ensured that this document represented a variety of stakeholders and viewpoints.