



**Columbus City Schools**  
**Student Support Services**  
**ATTENDANCE TOOL KIT: SUPPORTS, PROGRAMS AND SERVICES**

**MISSING SCHOOL MATTERS**

Students need to attend school regularly to succeed. Being in school, leads to succeeding in school. Chronic absenteeism is most prevalent among low-income students, and it is low-income students who benefit the most from being in school every day. This indicates that one of the most effective strategies for providing pathways out of poverty is to do what it takes to get students who live in high-poverty neighborhoods to attend school every day, and that this alone, even without any additional qualitative improvements in the American education system, will drive up achievement, high school graduation, and college attainment rates and through them economic productivity and social progress. Balfanz, B., Byrnes, V. (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Baltimore: John Hopkins University Center for Social Organization of Schools.

- ❑ In a nationally representative data set, chronic absence in kindergarten was associated with lower academic performance in first grade. The impact is twice as great for students from low-income families.
- ❑ A Baltimore study found a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation.
- ❑ Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels.

Effective strategies must be in place to support student learning at all levels. The needs of the students drive the range and intensity of the interventions and strategies. The intensity of student support is represented by colors; green, yellow or red or a combination of those colors. The colored pyramid tiers are aligned with **Positive Behavior Intervention and Supports, (PBIS) and CCS' Student Assistance and Intervention for Learning (SAIL)** process to ensure students' needs are met academically, behaviorally and physically at every level.

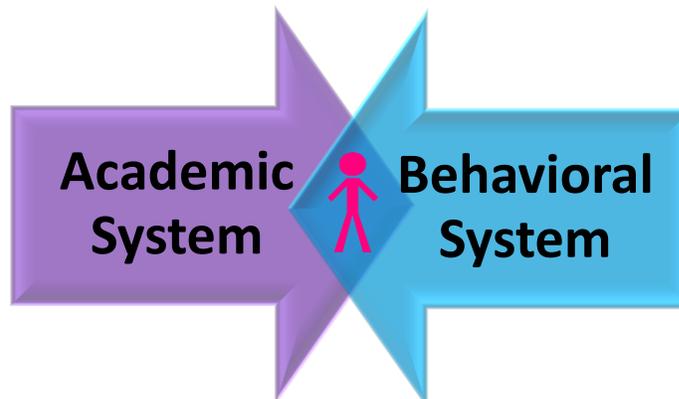
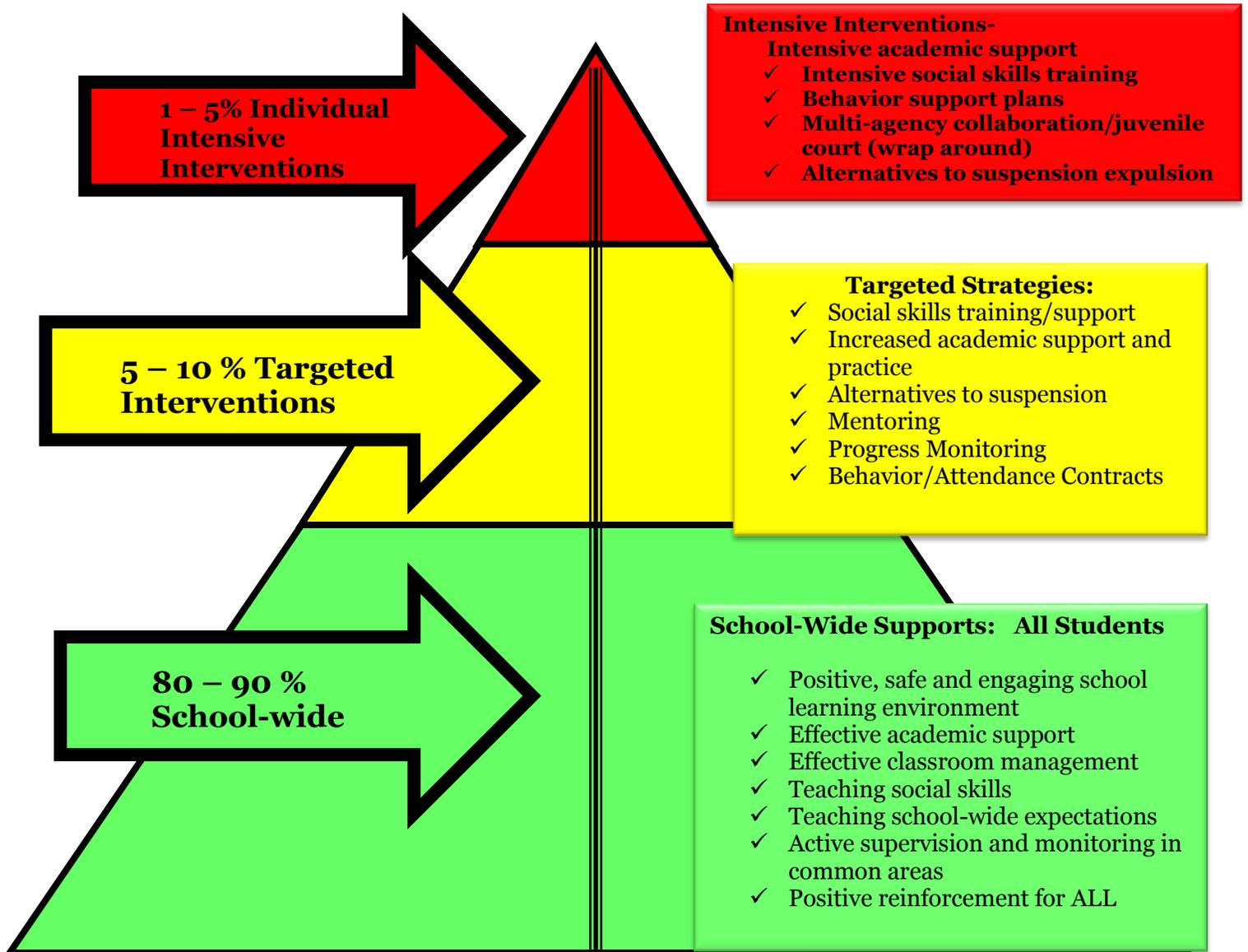
**Green: Tier 1: UNIVERSAL** - Promotion and prevention – universal programs and services for everyone;

**Yellow: Tier 2: TARGETED** - Early intervention - selective programs and services for specific populations with identifiable needs and risk factors; and

**Red: Tier 3: INTENSIVE** - Intensive intervention - cross-system programs and services for selected children with multiple, co-occurring issues (e.g., school problems, health or mental health needs, juvenile detention)

# Academic and Behavioral Support Pyramid

## Ohio's Comprehensive System of Learning Supports



## **Data: Select and Tailor Strategies**

An analysis of attendance data provides an opportunity to examine trends that offer insight into the underlying causes of absenteeism. It is critical that the collection, entry and monitoring of attendance data is consistent, accurate and timely to maximize the use of the data.

Regular “spot checks” to monitor the collection and entry will ensure gaps are addressed and data is accurate.

### **Guiding questions:**

- a) To what extent is chronic & severe chronic absence an issue throughout the school or is it concentrated in particular grades, periods/courses or subpopulations eg. ethnicity, gender, etc?
- b) How do satisfactory attendance, chronic and severe chronic absence levels vary across schools in your feeder pattern(elementary, middle or high)?
- c) What is the relationship between overall attendance patterns and school wide academic performance?

As attendance/leadership teams determine their school’s attendance trends and patterns, the next step is to review the current organizational structures that promote regular attendance and punctuality. What are the sources of evidence that support your findings?

### **Considerations:**

- Is the value placed on attendance clearly evident in your school? Is it an integral part of school culture? Is attendance talked about and celebrated?
- Does your school complete periodic “spot checks” to ensure data is accurately recorded?
- Does all staff clearly understand their responsibilities for student attendance based on their role?
- Are there reminders to staff of their responsibility to promote regular student attendance?
- How are parents and families made aware of attendance policies and procedures and of their responsibility? In the beginning of the year? Throughout the year?
- How are expectations communicated to students? How are consequences of non-attendance communicated to students? How are students involved in the decision making around improved school attendance?
- How does the school notify parents of their student’s absence? student’s tardy? student’s “internal truancy” ” (student is in school, not in class)?
- Do students and parents know their current attendance percent and targets?
- What system is in place to provide tutoring/make up work for students who were absent for any reason (including out of school suspension)?
- What system is in place for students arriving late to school? How is it communicated to students, parents and staff?
- What procedures are in place for “Internal Truancy” (student is in school, not in class)?
- Is your school actively implementing PBIS? SAIL?
- Are students given opportunities to be actively involved in a variety of school activities?
- Is health and wellness information disseminated to parents and students on a regular basis?
- Are staffs aware of potential non-attenders before the beginning of the school year? How do staffs reach out to these students/families prior to the beginning of the school year? During the school year?
- Do students know where to go to seek help?
- Is there an active bullying prevention program in your school?

Once procedural strengths, gaps and weaknesses are identified, prioritize needs to develop an attendance action plan. The following provides program ideas and strategies; it is not an all-inclusive catalog of attendance improvement strategies.

# PROGRAMS AND STRATEGIES FOR ATTENDANCE IMPROVEMENT

## **Green: Tier 1: UNIVERSAL:** Promotion And Prevention – Universal Programs And Services For Everyone

- Academic and Emotional Reintegration Program After Any Type Of Absence
- Attendance Campaign/Student Developed Public Service Announcements
- Attendance Team
- Bully Prevention Program
- CHAMPS/ACHIEVE
- Hall/Tardy Sweeps (Middle/High)
- Parent Attendance Communication
- Personal Contact
- Positive and Welcoming School Climate/Positive Behavior, Intervention and Support
- School-wide Attendance Incentives
- Student Engagement through Clubs, Activities, Sports, Etc.
- Transition Support Program

## **Yellow: Tier 2: TARGETED:** Early Intervention - Selective Programs and Services for Specific Populations

with identifiable needs and risk factors

- Adoptee/Invisible Mentoring Program
- Breakfast Clubs
- Conferences with Students/Parents: Develop Attendance Contracts
- Home Visits/Home Visit Campaign
- Incentive Program for Identified Students
- Peer Mentoring Program for identified Students
- Referral to SAIL: Level 3 Intervention Assistance Team
- Together in Parenting

## **Red: Tier 3: INTENSIVE:** Intensive Intervention - Cross-System Programs and Services for Selected Children with Multiple, Co-Occurring Issues (E.G., School Problems, Health or Mental Health Needs, Juvenile Detention)

- Directions for Youth and Families: SOS
- Truancy Filing/Educational Neglect Referral> Juvenile Court Intervention
- Truancy Intervention Center
- Wrap-Around Approach

## **Green: Tier 1: UNIVERSAL**

### **Academic and Emotional Reintegration Program After Any Type Of Absence**

When students have been absent for any length of time, integration back into school can at minimum be unsettling, but for some students the challenges presented can be so daunting that extending the absence seem to them the only option. Falling behind with school work can mean that students find themselves on a downward spiral, getting further and further behind, feeling increased level of stress, becoming less likely to seek help and more likely to disengage from school. A number of different factors impact the way that students respond to returning to school:

- Concerns about falling behind with work
- Level of confidence
- Relationships with peers
- Relationships with staff
- Length of absence/frequency of absences
- Reason for absence e.g. bullying

#### **ACTION STEPS / IMPLEMENTATION:**

1. Discuss as a staff, in grade level or content area teams the procedures the team will use to ensure students who are absent receive support; academically and emotionally.

Examples of good practice include:

- Support of an administrator or staff member who connects with the student through the first day of re-entry to determine concerns or issues
- Awareness of student support staff of student absences
- Positive verbal acknowledgement of student in attendance
- Opportunities for students to learn what they missed
- Assignments posted well in advance
- A staff belief that student absences should not be penalized
- Peer support – pupils are assigned a “buddy” to help them catch up with work
- Contacting parent to discuss student’s needs
- Information provided to student detailing where they can receive additional support

#### **RESOURCES NEEDED:**

Time for planning

Staff to work in grade level or content area teams

#### **TIMELINE:**

Prior to the start of the school year or beginning of second semester

#### **OUTCOME MEASUREMENT:**

School wide measure of attendance; reduction in chronic truant students, increase academic achievement

## **Green: Tier 1: UNIVERSAL**

### **ATTENDANCE CAMPAIGN/STUDENT DEVELOPED PUBLIC SERVICE ANNOUNCEMENTS**

Increasing public awareness is an important way to engage the school community in getting the word out about the importance of attending school (and/or not skipping class). Tools to raise public awareness include distributing information, creating knowledge, and building understanding. For a comprehensive campaign, multiple avenues should be used. A community-wide campaign can include posters in the windows of local businesses, flyers put in grocery bags at local stores, public service announcements on local radio and television stations, and poster contests in the schools representing the importance of attendance.

#### **ACTION STEPS / IMPLEMENTATION:**

- 1) Clarify goals of the campaign, target audience, and most effective message and media. (For example, "Every Day Counts" or focus on the first day of school "First Day, Every Day")
- 2) Involve students, community, parents, and school staff in planning the efforts
- 3) Identify multiple approaches to getting the word out
- 4) Involve radio stations to provide "wake up calls" to students
- 5) Plan for timeline of release of materials when they will be most impacting
- 6) Provide rewards and incentives for student participation from community resources. Initiate a school wide poster contest or video PSA that is judged and awarded by students and staff

#### **RESOURCES NEEDED:**

Time for planning

Staff to oversee campaign activities

Incentives or rewards for student involvement or awards for poster entries, may be financial or in-kind costs for radio or TV PSAs.

Printing costs for flyers, posters, or other paper materials associated with the campaign.

#### **TIMELINE:**

1-2 months needed for planning and identification of overall campaign strategy.

Best time to roll out is just before the beginning of the school year and then with less frequency throughout the school year.

#### **OUTCOME MEASUREMENT:**

School wide measures of attendance.

## **Green: Tier 1: UNIVERSAL ATTENDANCE TEAM**

A school based Attendance Team is an initial step any school should take to effectively address the improvement of school attendance. The team is typically chaired by an administrator, and could include the following: nurse, counselor, social worker, school attendance clerk or officer, teachers, prevention staff, students, and other designated professionals as deemed appropriate by the administrator. The team should review school attendance data and targeted cases regularly, and is responsible for implementing and monitoring strategies to reduce tardies, unverified absences, and truancy. The team should be directly responsible for reviewing all cases of students with patterns of chronic absence. The functions of an Attendance Team can be combined with the SAIL or Leadership Team.

### **ACTION STEPS / IMPLEMENTATION:**

- 1) Identify members of team and chairperson.
- 2) Set meeting schedule.
- 3) Assign roles and responsibilities for team members regarding data monitoring for school wide indicators, as well as for responsibility for "hot list" students that are approaching thresholds of chronic absences.
- 4) Set goals and plan activities for school attendance for the year e. g. count week, start of school year, harsh winter months, spring, etc.
- 5) Identify targeted groups of students for improvement efforts (by grade, attendance rate, or other risk factor).
- 6) Conduct weekly or bi-weekly meetings to monitor individual and school wide progress.
- 7) Plan and oversee school climate and engagement efforts.
- 8) Oversee incentives and rewards for attendance and improved attendance.

### **RESOURCES NEEDED:**

Staff members  
Time for meeting and planning strategies.

### **TIMELINE:**

Can be implemented immediately.

### **OUTCOME MEASUREMENT:**

School wide attendance rates as well as targeted student attendance rates.  
Tracking incentive and reward programs and student response through survey or anecdotal feedback

## **Green: Tier 1: UNIVERSAL BULLY PREVENTION PROGRAM**

**Bully Prevention-PBIS Stop, Walk and Talk** is evidence based, comprehensive, school-based program designed to reduce and prevent bully/victim problems among students in elementary and middle schools. Core components of the program are implemented at the school-wide level, classroom level, and individual level.

### **GOALS:**

1. Reduce existing bully/victim problems among school children;
2. Prevent the development of new bully/victim problems; and
3. Achieve better peer relations at the school.

### **ACTION STEPS / IMPLEMENTATION:**

School staffs are largely responsible for introducing and implementing the program, and their efforts are directed towards improving peer relations and making the school a safe and pleasant place to be. Prior to implementing BP-PBS in your school, it is important to understand the signals and layout most ideal for your specific setting. By giving these issues adequate consideration, the program will have a higher likelihood of being embraced by the students and staff.

Bully Prevention in Positive Behavior Support describes a 3 step response to problem behavior, including “Stop”, “Walk”, and “Talk. This terminology is adequate for most settings, but for some (particularly older students), this language may seem childish or “uncool”. Therefore, the language used for each of the three steps should be discussed prior to program implementation. Older students may wish to vote on the signals or staff may decide what signals will work best for their school.

### **RESOURCES NEEDED:**

Training in BP-PBIS is provided through the CCS Student Support Office. Please contact 365-5303 for training.

Staff time for training and planning.

### **TIMELINE:**

2 hour training for staff

6 student lessons and time for practice

- Lesson 1: 50 minutes
- Lesson 2: 30 minutes
- Lesson 3, 4, 5, 6: 15 minutes each twice a week (practice)

### **OUTCOME MEASUREMENT:**

Reduction in the frequency which students report being bullied; decrease in number of truant students; Increase in positive responses to student climate survey

## **Green: Tier 1: UNIVERSAL CHAMPS/ACHIEVE**

CHAMPS/ACHIEVE classroom management model, developed by Randall Sprick, is utilized as a way to extend PBIS principles and practices to the classroom setting. CHAMPS and ACHIEVE is based on the effective teacher research. CHAMPS is used at the primary and middle school level. ACHIEVE is focused on high school.

### **ACTION STEPS / IMPLEMENTATION:**

CHAMPS content is taught in several sections: Structure, Teach, Observe, Interact, and Correct (S.T.O.I.C). STOIC is an acronym for the skills that effective teachers utilize in classroom management. The Structure section focuses on structuring for success by highlighting best practices for implementing an attention signal, establishing class wide expectations and rules, developing routines and schedules, and designing the physical space of the classroom. In addition, teachers are taught to define their behavioral expectations for every activity and transition during the school day and teaching these expectations to their students. Teachers are taught to use the CHAMPS acronym (Conversation, Help, Activity, Movement, Participation, Success) when defining their behavioral expectations. In the Teach area, participants in CHAMPS design lessons to explicitly teach their rules and expectations. Participants are taught to utilize many tools to Observe their students' behavior as well as their own in order to make changes.

The Interact section teaches some basic information about motivation and how teachers can use various teaching strategies and encouragement procedures to enhance student motivation to learn and behave appropriately. Encouragement procedures include noncontingent attention, positive feedback, intermittent celebrations, and class wide motivation systems. The PBIS goal of maintaining a 4:1 ratio of positive to corrective interactions is extended to the classroom setting. Finally, in Correct, best practices for responding to misbehavior are taught, including what to do (consequence options and selection) and how to do it (communication styles). Strategies for avoiding power struggles and dealing with angry students are also included.

### **RESOURCES NEEDED:**

Training in CHAMPS/ACHIEVE is provided through the CCS Student Support Office. Please contact 365-5303 for training.

Staff time for training and planning.

### **TIMELINE:**

Full Day Training

May be implemented immediately after participating in training

### **OUTCOME MEASUREMENT:**

Increase in instructional time; decrease in number of classroom disruptions; increase in student attachment to school

## **Green: Tier 1: UNIVERSAL HALL/ TARDY SWEEPS**

During each passing period there will be some staff members in the hallways who do not have a class the next period. These staff members will be referred to as being on the “sweep team.” When teachers close their doors to begin class, the sweep team will instruct any students in the hall to accompany them to a designated area. Absence from the class is unexcused and parent is notified. Students should be provided an opportunity to make up missed work. Repeat offenders may receive Saturday School, In-School Suspension, or other progressive consequences.

### **ACTION STEPS / IMPLEMENTATION:**

- 1) Inform and educate all staff, students, and families of the hall sweeps, their purpose, and the ladder of consequences for repeated tardiness. Clarify student, staff, and family responsibilities for on time arrival to all classes.
- 2) Provide clear expectations to all staff and teachers of the ladder of consequences for being caught in the sweep.
- 3) Identify staff to perform sweeps for each period
- 4) Designate space for students to occupy when caught in a sweep.
- 5) Prepare materials for students to complete while in designated area, or plan for process to retrieve class work. When at this location, late students may be given a form that asks them to write a brief explanation of why they were late to class. The explanation will be written in the form of a letter to their parent/guardian and will be sent to parents/guardians so that families are kept informed.
- 6) When this letter is completed and given to the staff member on the sweep team, the student will may be escorted back to class, or may remain in the designated area and instructed to quietly read or work on homework.
- 7) Each sweep team make one copy of letters and deliver both sets to the main office. One will be mailed home, and the other will be kept in the student’s disciplinary file in the main office.

### **RESOURCES NEEDED:**

Space designated for students caught in sweep

Printing of forms used for students in designated area, and for forms to communicate within the school and with parents.

### **TIMELINE:**

Best implemented with notice at the beginning of the school year.

Can be done immediately after identification of staffing and ladder of consequences.

### **OUTCOME MEASUREMENT:**

Tardies per period, attendance rates per period.

## **Green: Tier 1: UNIVERSAL PARENT ATTENDANCE COMMUNICATION**

Research shows that children do better in school when parents talk often with teachers and become involved in the school. There are number of ways that parents and teachers can communicate with each other, rather than relying on the scheduled parent-teacher conferences. Close communications between parents and teachers can help the student and increase opportunities for student engagement in school.

### **ACTION STEPS / IMPLEMENTATION:**

- 1) Educate families about the adverse impact of poor attendance on school achievement through a variety of ways, newsletters, websites, phone calls, flyers, video, email, etc.
- 2) Inform parents about the positive incentives students receive for good attendance; consider recognizing parents as well for their role in their child's attendance.
- 3) Notify parents that their child's absence was noticed either through a call home or, if feasible, an email.
- 4) Notify parents
- 5) Reach out to families to find out what is happening if children begin to miss school regularly.
- 6) Where appropriate, refer families to available resources in the community.

### **RESOURCES NEEDED:**

Time for planning. Staff and parent consultants.

### **TIMELINE:**

Can be implemented immediately

### **OUTCOME MEASUREMENT:**

Increased school attendance

## **Green: Tier 1: UNIVERSAL POSITIVE AND WELCOMING SCHOOL CLIMATE/ POSITIVE BEHAVIOR, INTERVENTIONS AND SUPPORT (PBIS)**

School climate and culture is the set of beliefs, attitudes, and behaviors that characterize a school in terms of 1) how people treat and feel about each other; 2) the extent to which people feel included and appreciated; and 3) rituals and traditions reflecting collaboration and collegiality. A positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students. School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students can increase attendance and achievement levels, and reduce problem behavior.

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

### **ACTION STEPS / IMPLEMENTATION:**

- **District Mission**
- **Beliefs about Behavior**
- **3-5 Expectations**
- **Encouragement Procedures**
- **Corrective Procedures**
- **Common Area Plans**
- **Data Driven**

### **RESOURCES NEEDED:**

A school based team that includes teachers, administrators, parents and students should be dedicated to reviewing school wide data and developing PBIS expectations for all common areas, encouragement procedures and corrective procedures for school staff to review. The staff will need to plan for teaching and practicing expectations and corrective procedures for all common areas. Time for meetings and planning activities such as the survey

### **TIMELINE:**

Can be implemented immediately. Full process can take up to one full semester for assessment and planning.

### **OUTCOME MEASUREMENT:**

Decrease in school disciplinary incidents; increase in student's attendance and attachment to school.

## **Green: Tier 1: UNIVERSAL PERSONAL CONTACTS**

Research has shown that personal contact is more effective in engaging families in school and in their child's educational progress. Auto-dialer messages may be deleted by a student before a parent or guardian receives the information about student absence.

### **ACTION STEPS / IMPLEMENTATION:**

Divide calls to be made among teachers and other staff rather than just an attendance clerk; make calls to parent cell phones (or work if permitted) a priority over home telephone numbers. Maintain call logs to ensure proactivity if numbers have changed or been disconnected;

### **RESOURCES NEEDED:**

Administrative oversight and monitoring. Time for calls to be made within contract day.

### **TIMELINE:**

Can be implemented immediately. Best done at the beginning of the school year and reinforced in student-parent handbook and in sign off for school attendance policy.

### **OUTCOME MEASUREMENT:**

Phone logs; school wide attendance rates; targeted students attendance rates; parent feedback.

Source Adapted from : <http://attendancetoolkit.dpsk12.org/programs>

## **Green: Tier 1: UNIVERSAL SCHOOL WIDE ATTENDANCE INCENTIVES**

Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives should be part of creating a school-wide culture and emphasis on attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up.

### **ACTION STEPS / IMPLEMENTATION:**

- Incentives don't need to be costly. Simple rewards—recognition from peers and the school through certificates or assemblies, extra recess time, homework passes, even dancing in the hallways—go a long way toward motivating students. Ask students what they consider a meaningful incentive.
- Interclass competition is a powerful motivator. The sense of competition between classes (for example, a pizza party for the class with the best monthly attendance) can be a powerful motivator. Such strategies encourage students to feel accountable to each other for attending class.
- Avoid recognizing only perfect attendance. Perfect attendance is not always the goal since it is not wise to encourage children to come to school when they're sick. Students should be rewarded for improved attendance, not just perfect records. Offering weekly perfect attendance awards can allow students to still have a chance to succeed the next week if they are absent.
- Reward timeliness, not just showing up to school. Since tardiness also has an adverse impact on learning, many schools only count on-time attendance toward rewards. Consider taking this approach to ensure children are arriving to class on-time.
- Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive program, why school attendance matters for academic success and understand school policies when poor attendance results in failing a course or being retained. Sanctions should never be used without incentives.
- Offer incentives for families, not just students. Often, families appreciate access to resources such as food baskets, transportation passes, etc.
- Implement incentives school wide. In order to foster a culture of attendance, every classroom needs to participate!

### **RESOURCES NEEDED:**

Staff members and parents  
Time for meeting and planning strategies.  
Administrator oversight

### **TIMELINE:**

Beginning of the year and throughout the year

### **OUTCOME MEASUREMENT:**

School wide attendance rates as well as targeted student attendance rates.  
Tracking incentive and reward programs and student response through survey or anecdotal feedback

## **Green: Tier 1: UNIVERSAL STUDENT ENGAGEMENT THROUGH CLUBS, ACTIVITIES, SPORTS, ETC.**

Interest/activity clubs should be available to provide all students an opportunity to participate in an activity of their choice. The clubs can be run by teachers and staff during the school day for 45 minutes, or in more traditional after school formats. Each student should be in at least two clubs per year to maintain engagement to the school

### **ACTION STEPS / IMPLEMENTATION:**

- 1) Leverage connections with community volunteers or providers to organize and run clubs.
- 2) Encourage and incentivize school staff to devote time to school based clubs.
- 3) Encourage or require students to sign up for at least one club or activity during registration and at the semester break
- 4) Provide recognition to clubs, members, and their activities and accomplishments through daily announcements, monthly school assemblies, bulletin boards, newsletters, and local media.

### **RESOURCES NEEDED:**

Time for planning, sign up for staff and community volunteers

Media campaign through posters, newsletters, announcements, and other venues to promote awareness of clubs.

Printed materials for registration packets to allow sign up.

### **TIMELINE:**

Can be implemented immediately.

Best done at the beginning of the school year and/or at semester break.

### **OUTCOME MEASUREMENT:**

Tracking of school wide attendance rates.

Track students with problematic attendance in prior year that are now engaged with activity clubs to measure improvements.

HOME

## **Green: Tier 1: UNIVERSAL TRANSITION SUPPORT PROGRAM**

Starting a new school is a critical transition period for many students whether it is due to articulation, moving from elementary to middle or middle to high or whether it is due to being a new student. Specific supports are needed to establish welcoming procedures, social support networks and proactive transition supports for student and family members. Early intervention strategies are needed to address school adjustment problems as soon as they become evident.

### **ACTION STEPS / IMPLEMENTATION:**

As part of development of school improvement process, plan, develop and monitor a comprehensive program that addresses transition concerns confronting students and their families.

1. Clarify activities already "in place for welcoming and providing social support to students and their families
2. Find out about welcoming and social support activities carried out at other schools
3. Plan ways to enhance welcoming and social support for New Students and their families
4. Increase visibility of the activities
  - a. Make presentations to introduce the program to the rest of the staff
  - b. Design welcoming posters and other materials
  - c. Designate a mailbox for staff suggestions and communications
  - d. Establish locations for new students and families and staff to access welcoming and social support materials
5. Do a needs assessment "walk through"  
(What do new students and families see and experience?)
  - a. Are there appropriate Front Office welcoming messages and procedures? (e.g., Is anything more needed in terms of materials? other languages needed for communication with families?)
  - b. Are there tour procedures for new parents and students?
  - c. Are there procedures to welcome student into the classroom and introduce parents to teacher? (e.g., Are there peer greeters and buddies? Materials to welcome newcomers to the class?)

### **RESOURCES NEEDED:**

Staff and administration for planning

Time for planning

Printing materials

### **TIMELINE:**

Winter/Spring of upcoming school year

### **OUTCOME MEASUREMENT:**

Increased level of satisfaction with school per school climate survey

Increased attendance and enrollment

## **Yellow: Tier 2: TARGETED ADOPTEE PROGRAM/INVISIBLE MENTORING**

Students need to feel connected to and cared about at their school. When this feeling is absent, students can feel isolated, discouraged, and overlooked. Forming caring relationships with these students in particular can combat the feeling of alienation they are often experiencing. Students want teachers that will truly listen, notice when they are absent, and take an interest in them. It is with this very fact in mind that schools may decide to implement an invisible mentoring program. Invisible mentoring is an intentional effort to get acquainted with specific students. This is a systematic way of reaching out to kids who are quiet, unpopular, non-attending, not involved or have poor social or academic skills.

### **ACTION STEPS / IMPLEMENTATION:**

- 1) Identify the students based on poor student attendance, lack of motivation or students that staff have not connected with on a personal level.
- 2) Select the mentees for identified students based on natural connections that people already have, such as a close relationship with a sibling, consider common interests, ease of accessibility, natural connections, etc.
- 3) Mentees should begin by getting to know them by learning their name, using it, talking with them frequently, asking about them, asking for their help with something, etc. The key is to be intentional, patient, consistent, and committed.
  - Start off small, just saying hi, or asking how they are doing.
  - Talk to other adults in the school who know your mentee to learn more about their schedule, activities they are involved with or other interests.
  - When addressing the mentee be sure to use their name at least after the first few encounters.
  - Be curious about your mentee, ask them questions about themselves, or what they did over the weekend. If possible, ask them to help you out with something.
  - If you do not see your mentee, ask them about where they were.
  - Be frequent in your contact, at least once a week, if not daily.
- 4) Things to Remember:
  - Building a relationship takes time. The student was selected because of a lack of relationships, so they may have a particularly difficult time forming a connection or seem wary of it initially.
  - Don't let it fizzle. Be committed to making frequent contact.

### **RESOURCES NEEDED:**

Administrator oversight; committed staff, planning time

### **TIMELINE:**

Can be done immediately after school begins

### **OUTCOME MEASUREMENT:**

All people benefit from having positive relationships in their lives, and students especially benefit from having positive relationships with adults.

Schools that have implemented invisible mentoring notice that students become more engaged and have fewer discipline referrals and increased attendance.

## **Yellow: Tier 2: TARGETED**

### **BREAKFAST CLUBS/CHECK IN-CHECK OUT**

The goals of School Breakfast Clubs include providing breakfast for children who might otherwise start the school day without having eaten; establishing a positive relationship at the start of the school day, thereby improving attitude, behavior, and motivation to learn and helping to reduce lateness and poor attendance; and providing the opportunity for children to connect with a caring adult. This strategy works well with elementary students.

#### **ACTION STEPS / IMPLEMENTATION:**

- 1) Identify students for Breakfast Club (chronic non-attendees, chronic late or tardy)
- 2) Set criteria for Club meetings e.g. must be on time to school 3 days prior to Breakfast Club.
- 3) Provide incentives (sticker) for the days Breakfast Club is not in session
- 4) Provide student support staff mentors to check in/check out with students
- 4) During Breakfast Club (in designated "special" room) discuss morning routines and design routines for each student
- 5) Provide alarm clocks or wake up calls
- 6) Acknowledge their positive efforts of being on time or being in school

#### **RESOURCES NEEDED:**

Staff willing to initiate Breakfast Club  
Time for planning  
Small incentives

#### **TIMELINE:**

Any time during the school year

#### **OUTCOME MEASUREMENT:**

Increased attendance and punctuality for targeted students

## **Yellow: Tier 2: TARGETED**

### **CONFERENCES WITH STUDENTS/PARENTS: DEVELOP ATTENDANCE CONTRACT**

An attendance contract is a method to document the issues and interventions planned to support, encourage, and require students' attendance in school. There is little research that shows conclusively that the contract on its own is an effective intervention. Rather, the timely development of the contract, involvement of key parties (school, student, family depending on student age); and selection of appropriate measures that are linked to the reasons for student absence are what makes the contract an effective tool. The contract is most powerful when the student and family are part of the process and the underlying reasons for the absence are clearly identified and addressed. The contract should be specific as to 1) what the student, school, and family will do, 2) timeline for improvement, 3) the duration of the contract, 4) specific levels of improvement expected, and 4) consequences if attendance does not improve.

#### **ACTION STEPS / IMPLEMENTATION:**

- 1) Many template contracts are available. It is recommended that the contract be expanded and modified for each school to better reflect a complete assessment of student issues and specific responsibilities and steps to be taken. A simple sign off promising to improve attendance is likely not as effective.
- 2) Staff need to be identified to develop and monitor attendance contracts with students having a certain number of absences. These staff can include teachers, paraprofessionals, and administrators.
- 3) A computerized tracking system can be helpful to monitor the status of contracts and progress made by identified students.

#### **RESOURCES NEEDED:**

As contracts can be overseen by existing staff, the system can be very low-cost to implement. Staff time to meet with students and families, as well as monitor progress on the contracts. Age appropriate incentives for improvement can be motivating for younger and older students alike.

#### **TIMELINE:**

Can be implemented immediately.

#### **OUTCOME MEASUREMENT:**

Suggested measures: Period absences and tardies for targeted students.

## **Yellow: Tier 2: TARGETED HOME VISITS/HOME VISIT CAMPAIGN**

A home visit is a door to door visit of targeted students conducted to reach out to the student and family. The home visit is done by school staff and community volunteers whose sole purpose is to make face to face contact with adults in the household to let them know 1) their student has been chronically absent, 2) the impact of the absence on their grades and chances of finishing school, 3) available resources to help students get on track. The purpose of the visit is not to judge or be punitive in anyway, rather it is to provide information to families as well as a personal connection.

### **ACTION STEPS / IMPLEMENTATION:**

Plan for dates to visit; can be at the start of the school year for targeted incoming students or those with attendance issues in the prior year. Identify staff and volunteers and divide student list that fall in the target attendance range by geographic area. Provide overview of goals and communication to those participating in the walk. Keep log of homes visited and contacts made.

### **RESOURCES NEEDED:**

Staff and volunteers, administrative oversight, (maps, student lists, log sheet, informational brochures for parents and families contacted.)

### **TIMELINE:**

Can be implemented prior to start of the school year and throughout the year as needed.

### **OUTCOME MEASUREMENT:**

Individual targeted student attendance rates, school wide attendance rates; increased parental/family engagement

## **Yellow: Tier 2: TARGETED INCENTIVES AND RECOGNITION**

Incentives for improving or maintaining good school attendance can be helpful for students that do not have a strong doctrine of the value of education. Often, incentives can be motivating for students to improve their attendance, and the resulting improvements in academic and social functioning become motivating into the future. It is important to assess what is motivating for student, which will vary by age and other group and individual factors. Public recognition at assemblies, daily announcements, and postings on school bulletin boards can be highly motivating for some students. Time with important adults or engagement in special activities may also be reinforcers (lunchtime soccer club, lunch with principal or favorite teacher, etc.) Concrete reinforcers may be more motivating for older students.

### **ACTION STEPS / IMPLEMENTATION:**

- 1) Identify personnel to oversee incentives (may be Attendance Team, all teachers, student support staff, all of the above).
- 2) Identify meaningful incentives by asking students, and plan accordingly.
- 3) Identify donors in parent membership or the community for concrete reinforcers such as movie passes, toys, etc.
- 4) Coordinate school-based recognition with administration and front office for maximum exposure.
- 5) Invite parents and community to recognition events.

### **RESOURCES NEEDED:**

Resources for concrete incentives.  
Planning and time for recognition events.

### **TIMELINE:**

Can be implemented immediately.

### **OUTCOME MEASUREMENT:**

School wide and targeted student attendance rates.  
Track incentive and reward programs and student response through survey or anecdotal feedback.

## **Yellow: Tier 2: TARGETED**

### **PEER MENTORING (LINK CREW or WEB)**

Cross age peer mentoring is defined as an interpersonal relationship between two youth of different ages and in which the goal is for the older youth to promote one or more aspects of the younger youth's development, such as positive school engagement (attendance and involvement), as well as academic success. Typically, upper class members in middle school or high school act as mentors for targeted, younger, incoming students. The mentors can be through the **LINK CREW or WEB** student program. Mentors must be recruited, trained and supervised in an ongoing manner. Mentoring can include adoption of entire classrooms, individuals, or small groups. Activities after school, weekly meetings during school, and personal goal sheets are all ways to implement and organize the goals of the peer mentoring strategy.

#### **ACTION STEPS / IMPLEMENTATION:**

- 1) Identify staff that will oversee the mentoring program. This can be accomplished by teachers, community partners, or volunteers.
- 2) Recruit mentors at end of school year to participate in training prior to start of next year or at the beginning of the year.
- 3) Develop or adapt application for potential mentors to complete that includes specific expectations, incentives or pay provided, length of time for commitment, rules of confidentiality with mentees, etc. Some sites have used foundation support to provide \$ toward college for mentors that fulfill at least one year of commitment.
- 4) Develop and provide ongoing supervision for mentors that include exposure to leadership opportunities in the school and community through guest speakers, field trips, etc. Supervision should include suggested topics for mentors to discuss as well as how to both talk and listen to younger students.
- 5) Plan for mentor match by determining if the match will include one on one, small group, and/or classroom level mentoring.
- 6) If using one on one mentoring, assign underclass members based on prior year's attendance and academic record.
- 7) Provide ice breaking activity for mentors and mentees to initially meet and greet.
- 8) Mentors should meet with their mentees weekly, and have supervision weekly as well.

#### **RESOURCES NEEDED:**

Staff time for implementing and overseeing program

Incentives for mentors which can include special field trips, apprenticeships in the business community, etc.

Materials, activities, and exercises for mentors to implement with their mentee or mentee groups.

#### **TIMELINE:**

1-2 months for planning roll out, and identifying incentives, career exposure activities, field trips, and ice breakers. Begin recruitment 2 months prior to end of the school year with scheduled meetings and activities to commence with start of the new year.

#### **OUTCOME MEASUREMENT:**

Depending on model applied (classroom, small group, or individual), track attendance rates and other key academic outcomes.

## Yellow: Tier 2: TARGETED

### REFERRAL TO SAIL: LEVEL 3 INTERVENTION ASSISTANCE TEAM

The Intervention Assistance Process is a philosophy and a set of guidelines for addressing the needs of individual students. The foundation of this process is that all educators have the responsibility of providing service to EACH student. This process is designed to provide support for students experiencing difficulties and to assist students to become successful in the general education classroom.

<b>LEVEL 1</b> Classroom Based	The teacher provides accommodations, modifications and interventions that work to address the needs of an <b>individual student</b> . Level One interventions are strategies teachers put in place the first sign that a student is struggling academically or behaviorally.
<b>LEVEL 2</b> Seeking Support	The teacher strives to meet the needs of an <b>individual student</b> by seeking ideas, suggestions or assistance from district and building support staff.
<b>LEVEL 3</b> Intervention Assistance Team (IAT)	An individual student referral is made to a formal <b>Intervention Assistance Team (IAT)</b> . IAT is an interdisciplinary problem-solving team that works to address the concerns of an <b>individual student</b> through collective problem solving. As a result of the IAT meeting, a referral for <b>SAIL Outreach Services (SOS)</b> may be made. A referral to SOS may result in a mental health assessment and linkage to community resources for the student.
<b>LEVEL 4</b> Multi-Factored Evaluation (MFE)	As a result of the IAT meeting and student intervention plan a referral for a <b>Multi-Factored Evaluation (MFE)</b> may be made. A MFE may result in the identification of the student as having a disability and the development of an Individualized Education Program (IEP) to identify needed special education services.

#### ACTION STEPS / IMPLEMENTATION:

- 1) Identify a SAIL Coordinator or two staff as Co-Coordinators
- 2) Identify SAIL Committee members
- 3) Review SAIL process with SAIL Committee members
- 4) Provide SAIL Orientation to school staff
- 5) Set regular meeting times and agendas for the SAIL Committee and the Intervention Assistance Team
  - a. Identify timekeeper and recorder
  - b. Use appropriate district approved forms
  - c. Review roles and responsibilities of each SAIL Team member
  - d. Keep meetings focused on strengths
  - e. Keep parents informed
- 6) Provide required documentation to District SAIL/PBIS Coordinator
- 7) SAIL Coordinator attend monthly SAIL Coordinator meetings
- 8) Disseminate SAIL information provided at SAIL Coordinator meetings to staff
- 9) Include SAIL in the All School Improvement Plan

#### RESOURCES NEEDED:

Staff to serve as SAIL Coordinator and SAIL Team members

Access to data

Time for meetings, planning and case management

#### TIMELINE:

Beginning of the school year and throughout the school year.

#### OUTCOME MEASUREMENT:

Increase in students' needs addressed in a timely manner – increased student engagement, increased attendance and academic achievement.

**Yellow: Tier 2: TARGETED  
TOGETHER IN PARENTING**

Together in Parenting Workshop (TIP) helps help Franklin County families with students, who have violated their school's Code of Conduct, including attendance rules. This program is for middle and high school students who are habitually truant or tardy from school. Students and parents attend a 3-hour workshop offered throughout the school year. Participants will learn and practice skills in communication, decision-making, anger management and learn about the health effects of alcohol, tobacco and other drug use. Courts and agencies may make referrals to TIP when a student violates the school and community minor use laws, curfew and the state mandatory school attendance law.

Taking part in the four-hour, one session workshop educates parents about the mandatory school attendance law, Senate Bill #181, provides strategies to help parents take positive action to improve their child's behavior and reduce school suspension for these students.

**ACTION STEPS / IMPLEMENTATION:**

- 1) Referral is made through Truancy Intervention Center, IPASS, Juvenile Court or through school counselor
- 2) Referral form complete
- 3) Call (614) 915-0738 for additional information and fees.
- 4) Schedule session
- 5) Parent and student participate in session; develop family action plan

**RESOURCES NEEDED:**

Staff to provide TIP program  
Building site  
Call (614) 915-0738 for additional information and fees.

**TIMELINE:**

One 3 hour session offered throughout the school year

**OUTCOME MEASUREMENT:**

To help families take positive action when a student violates the school/community code of conduct and attendance rules/laws.

Reduction in student's repeat violation of school attendance laws

**Red: Tier 3: INTENSIVE**  
**DIRECTIONS FOR YOUTH AND FAMILIES: SOS**

Directions for Youth and Families provide assistance to SAIL committees with student/family issues that are beyond the scope of the SAIL process. A student may be referred after involvement in all 3 levels of SAIL and if the school has exhausted all available building and district resources.

**ACTION STEPS/IMPLEMENTATION**

- 1) The principal and/or the SAIL Coordinator may contact the designated SOS team member to request a consultation or mental health assessment for a student.
- 2) The DFYF SOS team member will make contact with the family and obtain written permission to complete the mental health assessment
- 3) Once the assessment is complete, a DFYF caseworker will work with the family to develop an action plan for needed services including negotiating the community-wide mental health system in order to obtain the appropriate services that the family requires.

**RESOURCES NEEDED**

There are 4 DFYF SOS staff members assigned to geographical regions of the district to work with school SAIL IAT teams.

An active SAIL team is required

**TIMELINE**

Throughout the school year; once a case is open, services continue throughout the entire year, including summer

**OUTCOME MEASUREMENT**

Increased referrals for SOS services

**Red: Tier 3: INTENSIVE****TRUANCY FILING/EDUCATIONAL NEGLECT REFERRAL > JUVENILE COURT INTERVENTION**

If a student accrues 15 or more unexcused absences, the district is required to file a complaint in the Franklin County Juvenile Court against both the truant student and the student’s caretaker. The complaint against the student might allege that, in behaving as a habitual or chronic truant, the student was unruly or delinquent. The complaint against the student’s caretaker might allege parental neglect for failure to attend a parental education program or for failure to compel the student to attend school.

The person or persons responsible for the student may be fined up to \$500, required to perform up to 70 hours of community service, or both. The repeated failure to make sure a truant student attends school also may result in criminal charges, a misdemeanor in the first degree, for contributing to the delinquency of a student. In addition, if a child is adjudicated unruly or delinquent for habitual or chronic truancy, the juvenile court may require the parent, guardian or custodian to participate in a community service or truancy prevention mediation program and either a parental education or training program.

**ACTION STEPS/IMPLEMENTATION**

# OF UNEXCUSED ABSENCES	DOCUMENTED ACTION/INTERVENTION	WHO ?
1 Day	CALL STUDENT’S HOME AND/OR COLLECT AND FILE EXCUSE	Building Principal and School Secretary
If 3 or more Days <b>ACCUMULATIVE</b> Absences	SEND WARNING LETTER	Building Principal and School Secretary
If 3 or more Days <b>CONSECUTIVE</b> Absences	SEND WARNING LETTER AND COMPLETE HOME VISIT IF APPLICABLE	Building Principal School Secretary: send letter School Social Worker: Phone Home Complete Home Visit
5 or more Days <b>ACCUMULATIVE</b> absences	SCHEDULE CONFERENCE AND COMPLETE ACTION PLAN	Building Principal School Social Worker Attendance Team Member
6 – 10 absences	<b>ACTION PLAN: FOLLOW-UP</b> (Is student attending school? Is the action plan being implemented? Does the plan need to be revised? Contact with parent?)	Building Principal School Social Worker Attendance Team Member
7 consecutive/10 in month/15 Days in a school	Complete documentation to refer the student to court for education neglect/truancy. Send notification of filing to parent. Document on TINA. Submit to Sue Garriott or Kathy Burton for notarizing. Complete filings and submit to Kathy Burton at Hudson.	Building Principal School Social Worker Court Liaison

**RESOURCES NEEDED:**

Staff, accurate data entry Infinite Campus, letter notifications, phone calls

**TIMELINE:**

See chart

**OUTCOME MEASURE:**

Decrease in number of truancy filings; increase in student attendance

## **Red: Tier 3: INTENSIVE TRUANCY INTERVENTION CENTER**

Truancy Intervention Centers were established through collaboration and partnership among the City of Columbus, Franklin County Juvenile Court, Franklin County Juvenile Services, YMCA of Central Ohio, and Columbus City Schools. This program is funded by the Alternative Education Grant from the State of Ohio. The Truancy Intervention Center is designed to place truancy intervention in the communities in order to facilitate relationships between CPS staff and local social service agencies that reach out to truant youths and their families.

### **ACTION STEPS/IMPLEMENTATION**

- 1) Columbus City Police pick up students who are on the streets and not in school during school hours. Students are taken to the Truancy Intervention Center.
- 2) Parents are contacted and parent and students are briefed on the district attendance policy, city truancy ordinance and state law regarding truancy offenses.
- 3) Students are then assessed and referred to follow-up services when appropriate.
- 4) Parents and students are requested to attend a workshop (Together in Parenting – Adolescents) as an intervention for this offense.

### **RESOURCES NEEDED**

Building site  
Staff to work with students and parents  
City police to pick up students  
School collaboration

### **TIMELINE**

Throughout the school year

### **OUTCOME MEASUREMENT**

To increase academic achievement by reducing truancy incidents.  
Improve district attendance rate.  
Reduce juvenile delinquency

## **Red: Tier 3: INTENSIVE WRAP-AROUND APPROACH**

Wraparound is a philosophy of care with defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities (EBD) and their families. It is community based, culturally relevant, individualized, strength based, and family centered. Wraparound plans are comprehensive and address multiple life domains across home, school, and community, including living environment; basic needs; safety; and social, emotional, educational, spiritual, and cultural needs. Another defining feature of wraparound is that it is unconditional; if interventions are not achieving the outcomes desired by the team, the team regroup to rethink the configuration of supports, services, and interventions to ensure success in natural home, school, and community settings. In other words, students do not fail, but plans can fail. Rather than forcing a student to fit into existing program structures, wraparound is based on the belief that services and supports should be flexibly arranged to meet the unique needs of the students and their families.

The wraparound process emphasizes that services are identified and designed based on the needs of the families and youth rather than what the system has available and is experienced with providing. The ultimate goal is success for the youth within the context of their families and their home schools.

### **ACTION STEPS/IMPLEMENTATION**

Identify community agencies that provide wrap-around services that will partner with the school.

#### **Phase I: Engagement and Team Preparation**

During Phase I, the facilitator works closely with the family, student, and teacher to build trust and ownership of the process. The first step is to reach out to the family and arrange a time and place to have an “initial conversation” with them to hear their story and begin the process of building a relationship and a team.

#### **Phase II: Initial Plan Development**

During Phase II, the facilitator moves from engagement and assessing strengths and needs with the family and other potential team members to guiding the team through the initial wraparound meetings. This shift into team meetings needs to occur as quickly as possible, typically within 2 weeks from the initial Phase I conversations. Needs are prioritized, and action planning begins as the facilitator guides team members to brainstorm strategies to increase strengths and meet needs. As strategies are developed, tasks and roles for all team members are clarified. A safety plan for school or home is developed if team members feel this to be an imminent need.

#### **Phase III: Ongoing Plan Implementation and Refinement**

During Phase III, data-based progress monitoring is used to review initial plans and revise interventions in response to ongoing efforts. The facilitator ensures a regular meeting schedule for the team and continuous data collection and review of results so that data informs the team when things are/not working, thus sustaining objectivity among team members.

#### **Phase IV: Transition From Wraparound**

The final phase of the wraparound process marks the formal point of transition when frequent/regular meetings are not needed. During this phase, accomplishments are reviewed and celebrated, and a transition plan is developed.

### **RESOURCES NEEDED**

Staff and administrator support and time  
Community Agencies/Partners

### **TIMELINE**

At any time

### **OUTCOME MEASUREMENT**

Increased student engagement in school

