

Student Group	STLS (Students in Temporary Living Situations)	EL (English Learners) and/or DL/IEP (Diverse Learners)	Students w/ 504s & Students Frequently Absent Due to Reported Illness
Common Assumptions Debunked	Students identified as STLS do not automatically have poor attendance	Students w/ an ELL or IEP flag may not respond to certain systems of support because they are not translating that support in the way intended	Students w/ a 504 often are given more leniency regarding regular attendance. However, students w/ a 504 have plans in place so they can have stable attendance.
SUPPORT AVAILABLE Are these specialists engaged when a priority flag student shows signs of disengagement?	The STLS Liaison/Advocate should be included to: 1) Determine what supports have been provided 2) Be clear about current state of housing stability 3) Determine if other supports can be provided; this can include tutoring It is their responsibility to ensure the student has access to resources & materials to engage in school.	The English Learner Program Teacher (ELPT) and/or Case Manager should be included to: 1) Ensure the needs are being met as outlined 2) Speak with the family 3) Determine if language or the diverse need is a barrier to engagement	Appropriate Related Service Provider (RSP) i.e., OT, PT, Social Worker, Nurse should be included to determine if the plan in place needs to be reviewed and modified. Further, serious mental health issues are being identified more; students with such symptoms should be considered for 504's so proper support can be provided To note: It is the school nurse's responsibility to engage the family of student's who are chronically absent due to illness

Student Group	Tiered interventions via CPS Success Bound Curriculum Support and Small Group Management
In-House Experts	Counselors
SUPPORT AVAILABLE Are these experts engaged?	● School Counseling teams can provide proactive Tier 1 interventions via counseling curriculum such as <u>CPS Success Bound</u> or other counselor created counseling curriculum. ● Tier 2 interventions may also include counseling curriculum to provide small group services to identified students. ● Students for whom Tier 1 & Tier 2 interventions have not been successful may receive Tier 3 services from counselors (i.e., Individual counseling, referrals to other service providers.) ● School counselors use data to determine which student groups are in need of intervention. This data & identified group are detailed in the ASCA Model Program (AMP). These tiered interventions can help improve outcomes related to achievement, attendance, and behavior.

Student Group	Students Returning From An Extended Absence or Significant Transition	Students Dealing w/ Stress, Trauma, Loss, & Anger Management	Students Involved in Behavioral Infractions
In-House Experts	Restorative Re-Entry Practitioner	Trained SEL or Mental Health Interventionists	Practitioners of Restorative Practices
SUPPORT AVAILABLE Are these experts engaged?	Identified staff have been trained & provided tools to build school capacity and help schools establish consistent protocols, w/ clear timelines & templates, restorative & welcoming language & practice to alter a student's experience w/ re-entry.	Counselors, social workers, and psychologists at schools across the district are trained on intervention support structures that address areas that could result in student disengagement.	Deans & identified staff have been trained in proactive restorative practices & restorative response. Students are more likely to be absent, & subsequently, disengaged, if the response to behavior results in a break between the student, family & school.

Target Resources	Out of School Time	Community Schools Initiative	Service Providers (Vendors)
Mobilizing your Support Investments	Out of School Time activities provide a way to deepen student connectedness & serve as an intervention. Before & when students show signs of disengagement, they should be intentionally identified & connected with a program of interest.	CSI Resource Coordinators, Lead Partner Agencies and the opportunities they oversee look to create a hub or resources for both students and families alike.	Service providers should be utilized for students showing signs of disengagement. Students needing small groups or one on one support should be aligned with vendors. Vendors should be progress monitored so they garner the results being sought.