



# CHICAGO PUBLIC SCHOOLS' ATTENDANCE PROCESS PROTOCOL

**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.

<b>LEVEL 1: STANDARD STUDENT ATTENDANCE</b>		
<ul style="list-style-type: none"> <li>• One of the six valid causes of absence (e.g., sick days, death in the family) applies for excused absences.</li> <li>• School-level universal ("Tier I") systems in place to create a positive attendance culture ("Every Day On-Time") within the school.</li> <li>• Student/Parent Portal is leveraged to ensure strong communication between parents and school.</li> <li>• When students are absent, schools make appropriate daily calls home; robocalls are programmed for elementary and high schools.</li> <li>• Reason for absence notes are collected and retained in student attendance file for both elementary and high school students.</li> </ul>		
<b>LEVEL 2: AT-RISK STUDENTS</b>		
<ul style="list-style-type: none"> <li>• Multiple days of absences – students at-risk of becoming chronically truant/absent.</li> <li>• School uses the CPS Attendance Dashboard data tools to identify and strategically address students who are trending toward chronic behavior.</li> </ul>		
<b>Level 2 - Phase 1: Root Causes Analysis</b>		<b>Level 2 - Phase 2: Establish Student Attendance Improvement Plan</b>
<ul style="list-style-type: none"> <li>• For high school students, daily school-to-home calls begin.</li> <li>• School gathers additional information as foundation for Root Cause Analysis:               <ul style="list-style-type: none"> <li>○ Are there siblings?</li> <li>○ Is the student homeless? Does the student's housing situation classify them as a Student in Temporary Living Situation (STLS)?</li> <li>○ Does the child have an IEP? 504? ELL consideration?</li> <li>○ What is the child's enrollment history?</li> <li>○ What information can the child's teachers share?</li> <li>○ What information can a student's specialist(s) (STLS Liaison, Case Manager, School Counselor, Bilingual Coordinator) provide?</li> </ul> </li> <li>• Establish if support needs to be reinforced or reviewed.</li> <li>• Make necessary modification and monitor for progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Student-Parent-School conference #1 at school to establish attendance improvement plan.</li> <li>• 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).</li> <li>• Monitor with daily school-to-home calls.</li> <li>• Place student on Multi-Tiered Systems of Support (MTSS) team intervention committee; enact action steps.</li> <li>• Engage school's Behavior Health Team (BHT) or CARE Team.</li> </ul>
<b>LEVEL 3: HIGH-RISK STUDENTS</b>		
<ul style="list-style-type: none"> <li>• For the following phases, <b>provide a reasonable amount of time to determine if the interventions have an impact.</b></li> <li>• 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.</li> </ul>		
<b>Level 3 - Phase 1: Revise Attendance Improvement Plan</b>	<b>Level 3 - Phase 2: Progress Monitoring Plan</b>	<b>Level 3 - Phase 3: Escalate to Network Office</b>
<ul style="list-style-type: none"> <li>• Reassess student attendance data.</li> <li>• If no attendance improvement, reconvene Student-Parent-School Team for conference #2.</li> <li>• 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.</li> <li>• Refine goals, set new benchmark, and tighten up interventions.</li> <li>• Continue to engage and include school's BHT/CARE Team and other school-based specialists (STLS Liaison, Case Manager, etc.).</li> <li>• Monitor with daily school-to-home calls.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor student attendance on daily basis.</li> <li>• Progress monitor attendance goals and continue to improve and refine interventions.</li> <li>• Make daily school-to-home calls if absence occurs.</li> <li>• Continue work through MTSS team.</li> <li>• 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.</li> <li>• If at any point contact is lost, follow the "Unable to Locate/Lost Child Process".</li> <li>• If at any point, new information is gathered that changes the narrative on a case, proper steps must be followed (e.g., homelessness occurs).</li> </ul>	<ul style="list-style-type: none"> <li>• Review of attendance data shows student's attendance is still not improving after, at minimum, 2 weeks of solid implementation of each intervention.</li> <li>• Make daily school-to-home calls if absence occurs.</li> <li>• Escalate to Network Office.</li> <li>• Network Office provides recommendation and support for next steps. This may include SEL, FACE or outreach interaction.</li> </ul>
<b>LEVEL 4: CHRONIC STUDENTS</b>		
<ul style="list-style-type: none"> <li>• Assumes schools have all systems and supports from Levels 1 – 3 in place, documented and executed with fidelity.</li> <li>• Schools should not escalate cases without having followed through with consistent and sound intervention efforts.</li> </ul>		
<b>Level 4: Case Escalation to Attendance &amp; Truancy Department</b>	<p>It is important to remember:</p> <ul style="list-style-type: none"> <li>• Frustration is a common feeling for the school when addressing students who move into chronic behavior.</li> <li>• Students who become chronically absent have a harder time re-engaging.</li> <li>• 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.</li> <li>• 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.</li> <li>• Further, with consistent execution, the impact of the intervention is greater.</li> </ul>	
<ul style="list-style-type: none"> <li>• Network coordinates with Central Office Attendance and Truancy Department.</li> <li>• The student case is reviewed; this includes what steps have been taken and what opportunities for further intervention from Chicago Public Schools exist.</li> <li>• A plan is established, documented, and executed.</li> <li>• The school, Network, and Central Office work as a unit to continue to align with the student and family for reengagement.</li> </ul>		