

**Champaign-Ford  
Regional Office of  
Education (ROE9)**

**Attendance Improvement  
Program (AIP)**

**TIERS OF INTERVENTION TO  
IMPROVE ATTENDANCE**

**OVERVIEW**

ROE9 Attendance Improvement Program (AIP) and schools within Champaign-Ford Counties will partner to help students improve their attendance. By working together, the Attendance Improvement Program case managers and school personnel can create alignment between intervention strategies and level of student need. The list of tiered strategies is not exhaustive but suggestive and intended to provide a starting point in working to improve student attendance. This document will be reviewed by the Attendance Review Council (ARC) Advisory Group twice a year and will serve as a strategic plan to meet the needs of the 14 member schools in Champaign and Ford Counties served by the TAOEP Grant.

**STRATEGIES (researched based approach)**

The columns represent three tiers of strategies. Tier 1 Strategies are Universal Strategies that should be available to every student in a school building. Tier 2 Strategies are aimed at early intervention and designed to help students who need slightly more support to avoid chronic truancy. Tier 3 Strategies are intensive supports offered to the students facing the greatest challenges to getting to school. All levels of strategies involve core principles such as:

- Monitor data,
- Engage students and families,
- Recognize good and improved attendance,
- Provide personalized outreach and
- Remove barriers.

**LEVELS OF STUDENTS' NEEDS**

This chart assumes that students can be divided into tiers reflecting the level of anticipated need for supports:

**Tier 1** = students whose good attendance can be maintained and cultivated as long as the universal, prevention oriented supports are in place.

**Tier 2** = students who have a past history of truancy (less than 5% (or 9 days) unexcused absences during the past 180 days) or face a risk factor (e.g. a chronic illness like asthma) that makes attendance more difficult and need a higher level of more individualized support in addition to benefiting from the universal supports. **Refer to the ROE – AIP for data monitoring.**

**Tier 3** = students who are chronic truants (5% or more/9+ days) unexcused absences during the past 180 days) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated). **ROE – AIP will begin to case manage and create an Attendance Improvement Service Plan.**

	<b>TIER 1</b> Supporting All Students	<b>TIER 2</b> Supporting Truant Students	<b>TIER 3</b> Supporting Chronic Truants
<b>A. Monitor Data</b>	<ul style="list-style-type: none"> <li>» Create a school team that regularly reviews attendance trend data for all students and identifies how many and which students fall into the different tiers of needed support</li> <li>» Establish a school plan for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice</li> <li>» Use qualitative and quantitative data to identify common barriers to attendance</li> </ul>	<ul style="list-style-type: none"> <li>» Review attendance every week for students who are absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma)</li> <li>» Look for patterns in attendance</li> <li>» Look for qualitative data to assess the underlying cause for a student’s continued absences</li> <li>» Evaluate whether students with persistent chronic absence need an appropriate tier 3 response.</li> <li>» <b>Contact the ROE – AIP</b> to begin monitoring attendance data.</li> </ul>	<ul style="list-style-type: none"> <li>» Identify which and how many students have a history of missing 5% or more of school without valid cause or at risk of missing school due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.)</li> <li>» Review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention</li> <li>» <b>Refer to the ROE – AIP.</b></li> </ul>
<b>B. Engage students and parents</b>	<p><b>Create a school climate that encourages students to come to school everyday</b></p> <ul style="list-style-type: none"> <li>» Cultivates an atmosphere where students feel respected and safe and all students feel as if they connect with at least one adult</li> <li>» Offer programs before and after school to engage students</li> <li>» Provide enrichment activities for students. <b>Invite ROE – AIP to Open Houses and Registration.</b></li> </ul>	<p><b>Provide information and attention that underscores concern for children</b></p> <ul style="list-style-type: none"> <li>» Call or send letter to alert family to attendance concerns and explore what help may be needed.</li> <li>» Suggest a home visit and/or conference to address barriers to attendance</li> <li>» Use the <b>ROE Attendance Improvement Service Plan</b> to help develop family strategies to support improved attendance</li> <li>» Set attendance goals with the students</li> </ul>	<p><b>Assess student and family needs and intensify outreach</b></p> <ul style="list-style-type: none"> <li>» Refer to the <b>ROE Attendance Improvement Program.</b></li> <li>» Set up a meeting to coordinate services</li> <li>» Refer students and families to appropriate service agencies: <ul style="list-style-type: none"> <li>○ Rosecrance Behavioral Health</li> <li>○ Prairie Center</li> <li>○ Family First</li> <li>○ SmileHealthy</li> <li>○ DHS</li> <li>○ Illinois WorkNet Center – job training</li> <li>○ CU One to One Mentoring</li> <li>○ Parenting with Love and Limits</li> </ul> </li> </ul>

<p><b>B. Engage students and parents (Continued)</b></p>	<p><b>Create a welcoming culture of attendance</b></p> <ul style="list-style-type: none"> <li>» Greet students and families at the door in the morning</li> <li>» Reinforce positive, welcoming experience in the front office</li> <li>» Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact</li> <li>» Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events</li> <li>» Tell parents how to report an absence</li> <li>» Ensure schools has opportunities for parental engagement and involvement including organized parent groups, learning at home, and volunteer opportunities</li> </ul> <p><b>Provide activities that engage students and families</b></p> <ul style="list-style-type: none"> <li>» Offer opportunities for before and after school programs</li> <li>» Call when students miss school to express concern</li> <li>» Welcome students back and identify any academic support needed</li> </ul>	<ul style="list-style-type: none"> <li>» Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified</li> <li>» Help parents understand and avoid legal consequences of extreme chronic absence</li> <li>» Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families</li> </ul> <p><b>Identify and provide for family needs</b> e.g. food pantry, clothing assistance, and literacy programs, Regional Planning LIHEAP</p> <p><b>Maintain contact with family to ensure they are receiving needed support.</b></p> <p><b>Identify academic needs of the student and develop a plan to provide appropriate tutoring and coaching services.</b></p> <ul style="list-style-type: none"> <li>» Determine if the student has make up work that is needed to keep up his/her grade point average and ensure the student and his/her family understand what make up work is due</li> </ul>	<ul style="list-style-type: none"> <li>o Champaign County Public Health</li> <li>o Ford County: CRCC</li> <li>o Champaign County: YAC</li> <li>o Cognition Works</li> <li>o CU Early</li> <li>o Care4U</li> <li>o Mahomet Area Youth Club</li> <li>o Rantoul Community Service Center</li> </ul> <p>Once the referrals are made to agencies, work with relevant agencies to develop a comprehensive <b>ROE Attendance Improvement Service Plan</b> that also address student and family needs</p> <p><b>If necessary, leverage the power of the courts to involve families and students in needed services and interventions</b></p> <ul style="list-style-type: none"> <li>» Determine if the Courts (Champaign and Ford County Court Services) have access to additional programs or services that would assist the family in overcoming barriers to attendance</li> </ul> <p><b>Work to ensure that the student is connected to positive supports and programs, e.g. mentoring:</b></p> <ul style="list-style-type: none"> <li>» University YMCA - Mentoring</li> <li>» YMCA passes</li> <li>» Boys and Girls Club</li> <li>» Girls on the Run</li> </ul>
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<p><b>C. Recognize Good &amp; Improved Attendance</b></p>	<ul style="list-style-type: none"> <li>» Create friendly competition among classrooms offering raffles, parties and public recognition for good and improved attendance</li> <li>» Celebrate individual progress through weekly, monthly and periodic recognition using bulletin boards, certificates, verbal and written acknowledgement)</li> <li>» Recognize students and parents at special assemblies</li> </ul>	<p><b>Establish specific individual goals and provide recognition as they are met.</b></p> <ul style="list-style-type: none"> <li>» Work with students and families to set attendance goals and time frames</li> <li>» Engage students in tracking their own attendance daily</li> <li>» Recognize good and improved attendance weekly</li> <li>» Develop strategies with students based on age, interest and other factors</li> </ul>	<p><b>Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance.</b></p> <ul style="list-style-type: none"> <li>» Once a student meets a goal on the ROE Attendance Improvement Service Plan, celebrate the success with both the student and family</li> </ul>
<p><b>D. Provide Personalized Early Outreach</b></p>	<ul style="list-style-type: none"> <li>» Place calls home each day that a student is absent</li> <li>» Include attendance on report cards and in report card conferences</li> <li>» Integrate information about chronic absence into parent programs and communications throughout the year</li> <li>» Host a transition meeting (i.e. incoming kindergartners and families new to the school) with incoming families to help them learn about their child's new school, get to know their teachers, and to set expectations about attendance</li> <li>» District personnel attend Attendance Review Council (ARC) meetings hosted by the ROE Attendance Improvement Program – meetings are held six times a year</li> <li>» Host ARC Advisory Board meetings</li> </ul>	<p><b>Assess student and family needs</b></p> <ul style="list-style-type: none"> <li>» Refer families to appropriate services e.g. social services, human resources, housing, and health services</li> <li>» Arrange transportation to and from school with other families or staff</li> <li>» Makes home visits and connect families with needed resources</li> <li>» Work with students and families to develop strategies for improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>» Ensure continued positive and regular contact with the family</li> <li>» Check in on agreements at appropriate intervals</li> <li>» Follow through on commitments of support to the family</li> <li>» When the student misses school ensure assigned personnel is following up on each absence</li> <li>» Share data with appropriate agencies and ensure that agencies are providing adequate services</li> <li>» Work with families to avoid legal consequences to the extent possible</li> </ul>