## 2024/25 Attendance Plan
## School Improvement Plan (SIP)
## Riverside Elementary School (3031)

This Attendance Plan takes a team approach to ensuring that students have a welcoming and supportive educational environment. This plan identifies school-based team members, SMART Goals, foundational supports, and 3 Tiers of interventions and support to help promote and improve student attendance.

Tiered strategies and interventions include these **5 core ingredients**:

A. Monitor Data
B. Engage Students and Families
C. Recognize Good and Improved Attendance
D. Provide Personalized Outreach
E. Remove Barriers

| Attendance Team | | |
|---|---|---|
| | **Student** | Varies by student |
| | **Parent** | |
| | **Position** | **Name** |
| 1 | **Teacher** | Varies by student |
| 2 | **Principal** | Ms. Lisa Balint |
| 3 | **Assistant Principal** | Mr. Vinson D. Jones |
| 4 | **Attendance Clerk** | Ms. Jessica Bardisa |
| 5 | **School Counselor(s)** | Ms. Kitti Magill |
| 6 | **ESE Specialist** | Ms. Vanessa Parker |
| 7 | **School Nurse** | Ms. Cristina Youngman |
| 8 | **School Social Worker(s)** | Ms. Kim Marr |
| 9 | **Other** (Optional) | |

| Attendance Goals | |
|---|---|
| **Goal 1: Excused Absence Rate** | District's goal is to meet or exceed an overall 50% excused absence rate. During the 23-24 school year, 60.84% of absences were excused. The elementary school average was 42.45%. **Our goal is to improve our excused absence rate by the end of the 24-25 school year.** |
| **Goal 2: Students with Attendance Above 90%** | The average for elementary schools was 50.62%. **Our goal by the end of the 24-25 school year is to maintain or exceed the elementary average.** |
| **Goal 3: Total Chronic Absenteeism** | The elementary school average was 27.47%. **Our goal is to decrease overall chronic absenteeism at our school by at least 1% by June 2025.** |
| **Goal 4: Severe Chronic Absenteeism** | During the 23-24 school year, 60.84% of absences were excused. The elementary school average was 42.45%. **Our goal is to improve our excused absence rate by the end of the 24-25 school year.** |

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Team Members: (1) Teacher, (2) Principal, (3) Assistant Principal, (4) Attendance Clerk, (5) School Counselor, (6) ESE Specialist, (7) School Nurse, (8) School Social Worker, (9) Other/optional staff.

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## Foundational "Whole School" Supports

The table below represents the foundation of our 3 Tiers of Intervention in the Attendance Plan. These foundational supports are the building blocks of good schools that promote attendance. When resources are not in place, it is the responsibility of the school and community to put them in place.

| Foundational "Whole School" Supports | | | |
|---|---|---|---|
| Physically healthy learning environment | Attendance is recorded daily, promptly and accurately | Positive relationships between school staff, students, and families | Support for all families to facilitate learning at home and at school |
| Welcoming, social-emotional safety, trauma-informed school climate | Access to Learning Supports | Access to technology | A culture of continuous improvement |
| Predictable daily/weekly routines, rituals and celebrations | School regularly communicates methods to report excused absences | Enrichment activities and clubs | Active engagement of parents and students in planning and problem-solving |

## Key Ingredients for Systemic Change

As the graphic below shows, improving attendance is a team sport, not a solo effort, and ultimately requires a systemic approach. While attendance improvements can begin in a single classroom or school, the most effective and sustainable approaches are data-driven, and are supported by strong district, school, and community leadership. These key ingredients of change support taking a systems approach and can be applied to district and state-level action and policy – which are ideally working in alignment with each other.

### Capacity Building
Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

### Actionable Data
Collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. In BCPS, school leaders have continuous access to BASIS with the most recent attendance data and quarterly summaries provided by the District Attendance Office.



### Positive Engagement
Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement and help everyone to understand why daily attendance matters from PreK-12th grade.

### Strategic Partnerships
Strengthen and expand partnerships between the District, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

### Adequate, Equitable Resources
Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

### Shared Accountability
Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. Create cross-departmental systems and infrastructure support for attendance and stakeholders (students, families, educators, agencies, and community partners) responsible for helping to reduce chronic absence.
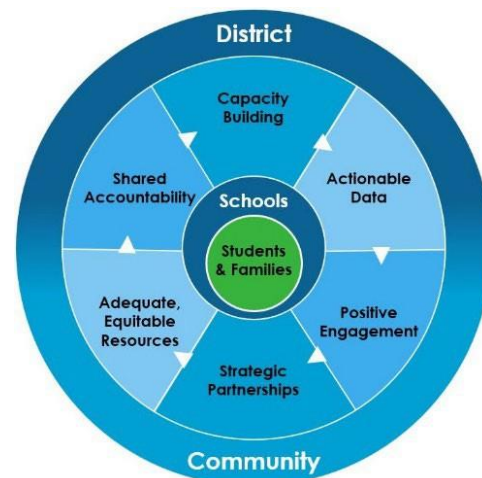
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**Tier 1: Schoolwide Attendance Campaign –** Successful Tier 1strategies rely on foundational supports and represent universal strategies intended to encourage good attendance for all students.

Superscripts at the end of each item indicate which Attendance Team members are most associated with the actionable item.

### A. Monitor Data (Tier 1)

- Teachers will record attendance at the beginning of the school day (K-12) and each class (grades 6-12). Teachers will update attendance as needed. [1]

- Excused absences are updated daily by the Attendance Clerk. (Absences are excused under the direction of the principal and designated staff according to School Board Policy 5.5: Attendance.) [4, 2, 3]

- Review schoolwide attendance data with the Collaborative Problem-Solving Team and/or Response-to-Intervention Team. [2, 3, 5, 6, 7, 8]

- Monitor and review attendance data from BASIS. Metrics include excused and unexcused absences, attendance categories, and percent of days absent for each student. [1, 2, 3, 4, 5, 6, 7, 8]

- Monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code for each school day. [2, 3, 4]

### B. Engage Students and Families (Tier 1)

- Our school website includes a page titled **"Report an Absence"** under the Contact menu to inform all stakeholders how parents can report an excused absence with the Online Absence Reporting Form, voice message, or a note. **[2]**

- Appropriate staff will call or email parents to verify excused absences as needed. [4, 3, 2, 5, 1, 7]

- Regularly share appropriate information regarding current data for student attendance at parent conferences, PTA/PTSA meetings, SAC meetings, SAF meetings, student assemblies, morning announcements, school newsletters, and ParentLink/BlackBoard communications. (SAC is the School Advisory Council; SAF is the School Advisory Forum.) [2, 3, 1, 5]

### C. Recognize Good and Improved Attendance (Tier 1)

- Regular attenders are at school more than 95% of school days. Promote regular attendance during morning announcements, lunch periods, afternoon announcements, a common bulletin board, and/or student assemblies. [3, 2, 1]

- Congratulate regular attenders and their parents using ParentLink/BlackBoard. School-based recognition through ParentLink/BlackBoard may include offers from community partners supporting good attendance with coupons or vouchers. [3, 2]

### D. Provide Personalized Outreach (Tier 1)

- Ensure that parent phone numbers and email addresses remain current. Outreach to parents when contact information needs to be updated. [3, 2, 4, 1, 5, 6, 7, 8]

- For each student absence, a robocall will be initiated to the parent of each absent student to include a voice message, text message, and email to notify the parent of a recorded absence and the expectation of the parent to report the reason for absence. [1, 2, 3, 4]

- Include attendance information on student report cards to display the number of days present, absent, and tardy. Accurate attendance recordkeeping helps facilitate this personalization. [1, 2, 3, 4, 5, 6]

### E. Remove Barriers (Tier 1)

- Promote awareness of the school breakfast program available (FREE) to all students. [1, 2, 3, 4, 5, 6, 7, 8]

- Invite parents and community members to community meetings to help address the barriers that keep children from attending school. Topics may include mental health, transportation, homelessness and the McKinney-Vento Act, child abuse, domestic violence, foster care, and other topics identified by stakeholders. [2, 3, 1]

- Provide or coordinate health interventions such as: flu shots, dental checkups, asthma management plans, Covid-19 screening, lice screenings. [7, 2, 3, 5, 6]

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**Tier 2: Strategies and Interventions to Improve Attendance –** Using attendance as an Early Warning Indicator, Tier 2 interventions can help prevent a student from falling into chronic absenteeism or help stabilize attendance.

### Identifying Tier 2 Students

**Tier 2 Warning Signs:** Early warning indicators include: prior year chronic absenteeism; 3 or more absences in the first 4 weeks of enrollment; and absent 10% or more school days at any time during the school year.

**Chronic Absenteeism:** Absent 10% or more school days. All absences count as missed days of instruction (including excused, unexcused, and suspensions). Early interventions for these students are recommended before the end of September and continuing throughout the school year.

### A. Monitor Data (Tier 2)

- Review the non-attendance report from Opti-Spool every school week. Students will be identified and teachers should be notified which of their students might be at-risk. [3, 2, 5, 6, 7, 8]
- Identify students with 5 unexcused absences within a 30-day period. Determine if there is an extenuating circumstance with the family for appropriate interventions if needed. [1, 5, 6, 7, 8, 2, 3]
- Teachers will monitor attendance using the online attendance book and BASIS. Consult with support staff for help identifying the root causes of the student's absenteeism. [1, 5, 6, 7, 8]

### B. Engage Students and Families (Tier 2)

- Utilize "Attendance Success Plans" and "Attendance Contracts" for students with excessive absences (excused or unexcused). Help families set attainable goals and establish successful home routines. [5, 6, 1, 7, 8]
- Contact the parents of the student by phone, email, or virtual meeting when there is a concern about the student's attendance. Communications with parents should be positive and supportive. [1, 5, 6, 3, 2, 7, 8]
- Refer the student to appropriate supports as soon as possible when barriers are identified (homelessness, food scarcity, physical or mental health issues, illness of family member, etc.). [1, 5, 6, 2, 3, 7, 8]

### C. Recognize Good and Improved Attendance (Tier 2)

- Recognize students who are improving their attendance. Short term attainable goals can help establish successful routines for students struggling with additional external barriers. [1, 2, 3, 4, 5, 6, 7, 8]
- Routinely recognize good and improved attendance schoolwide. Social expectations regarding attendance that are meaningful become a part of the school culture and encourage students to attend regularly. [2, 3, 1, 5, 6, 7, 8, 4]

### D. Provide Personalized Outreach (Tier 2)

- Assign an "Attendance Buddy" to an individual student. An *Attendance Buddy* will check-in with a student daily to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in the school or a reliable classmate who attends more than 95% of school days. [1, 5, 6, 3, 2, 8]
- Parent Conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional District support or community partners. [1, 5, 6, 7, 8]

### E. Remove Barriers (Tier 2)

- Involve public agencies, community partners, and resources as needed to address identified barriers. [5, 6, 7, 3, 2, 8]
- Involve the school nurse when necessary to follow-up on health-related absences and train staff to recognize signs of illness. [1, 2, 3, 4, 5, 6, 7, 8]
- Connect families with the School Social Worker to provide insight about the role of a School Social Worker as a family resource, establish a relationship, and provide clinical support and services. [1, 5, 6, 2, 3, 7, 8]

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**Tier 3 Interventions** – Tier 3 represents the highest level of intervention and support for students and families.

### Identifying Tier 3 Students

**Tier 3 Warning Signs:** Early warning indicators include prior year severe chronic absenteeism; 5 or more absences in the first 4 weeks of enrollment; and more than 15% of school days absent from the start of the student's enrollment.

**Severe Chronic Absenteeism:** Absent 20% or more school days. All absences count as missed days of instruction (including excused, unexcused, and suspensions). Early interventions for these students are recommended before the end of September and continuing throughout the school year.

### A. Monitor Data (Tier 3)

- August/September: Identify students with a history of severe chronic absenteeism (absent 20% or more days in a school year). [2, 3, 5, 6, 1, 7, 8]

- Routinely monitor attendance using BASIS and other reports available from the District to identify students with the most needs. [1, 2, 3, 4, 5, 6, 7, 8]

- For students whose parents are not responding to interventions, ensure that the primary teacher has logged frequent attempts at communication in BASIS under Tier 1 Behavior. The school should retain copies of attendance contracts and "Attendance Success Plans" that may be used as evidence of school interventions if legal interventions are needed in the future. [2, 3, 1, 5, 6, 7, 8]

### B. Engage Students and Families (Tier 3)

**Assess student and family needs and intensify outreach:**

- Personal communication that is positive and supportive early in the school year may mitigate the need for additional Tier 2/3 interventions later in the school year. [1, 2, 3, 5, 6, 7, 8]

- Determine if the student and their family is, or should be, agency involved. If they are, work to set up a meeting to coordinate services. [5, 6, 7, 8, 2, 3]

- Refer students and families to appropriate service agencies (e.g. social services, human resources, counseling, housing, and health services). [5, 6, 7, 8, 2, 3]

- Work with families to avoid legal consequences to the extent possible. [1, 2, 3, 4, 5, 6, 7, 8]

**If necessary:**

- Determine if a student/parent is appropriate for a referral to additional programs that may result in court involvement. [8, 2, 3, 5, 6, 7]

### C. Recognize Good and Improved Attendance (Tier 3)

- Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance. [5, 6, 7, 1, 8]

- Continue to recognize improved attendance in alignment with the individual student's success plan. [1, 2, 3, 4, 5, 6, 7, 8]

### D. Provide Personalized Outreach (Tier 3)

- Ensure continued positive and regular contact with the family. [1, 2, 3, 4, 5, 6, 7, 8]

- Check-in on agreements at appropriate intervals with the student and parents. [1, 5, 6, 7, 3, 2, 8]

- Follow through on commitments of support to the family. [1, 2, 3, 4, 5, 6, 7, 8]

- When the student is absent from school, ensure assigned personnel is following up on each absence. [2, 3]

### E. Remove Barriers (Tier 3)

- Implement agreed upon family intervention plan and monitor for progress. [1, 2, 3, 4, 5, 6, 7, 8]

- Connect students who have chronic physical and mental health issues to appropriate health providers. [5, 6, 7, 8]

- Work with the school social worker, Student Services Department, and the State Attorney's Office to determine next steps related to legal proceedings. [2, 3, 5, 6, 7, 8]

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