



Illinois State Board of Education

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December 13, 2019

TO: The Honorable William E. Brady, Senate Minority Leader
The Honorable John J. Cullerton, Senate President
The Honorable Jim Durkin, House Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Darren Reisberg, Chairperson, State Board of Education

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

SUBJECT: Report of the Attendance Commission

Pursuant to its obligations under Public Act 99-0432, the Attendance Commission submits this annual report to the General Assembly and State Board of Education. If you have questions or comments, please contact Amanda Elliott, Director of Legislative Affairs, at (217) 782-6510.

cc: The Honorable JB Pritzker, Governor
John W. Hollman, Clerk of the House
Tim Anderson, Secretary of the Senate
Legislative Research Unit
State Government Report Center

ATTENDANCE COMMISSION



Report to the Illinois General Assembly and the State Board of Education

December 15, 2019

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EXECUTIVE SUMMARY

Public Act 99-0432 called for the creation of a commission to study chronic absenteeism in Illinois schools and to map a blueprint for actions to limit its occurrence. This commission was directed to identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the Illinois State Board of Education (ISBE) address and prevent chronic absenteeism. The commission must make recommendations to the General Assembly and ISBE in order to achieve five outcomes designed to remediate attendance issues across the state:

1. A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment
2. Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans
3. Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting
4. Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career
5. New initiatives and responses to ongoing challenges presented by chronic absenteeism

In the four years since the Illinois Attendance Commission (the commission) began to meet, there has been much movement toward fulfillment of the five legislated outcomes that were conceived to forecast a sequential pattern of events to guide change. Defining the problem, tracking the data, assuming accountability for what the data reveals, providing tiered supports for students identified through data for interventions, and accepting the challenge to launch initiatives to assist students and their families resolve the issues that contribute to missed school days provided a tactical approach to a mounting problem that has garnered national attention.

The commission held six meetings during 2019 in which pending and newly passed legislation was examined, the need to legislate the definition of a school day in whole and in part was discussed, and solutions to chronic absence and truancy were researched and elicited from successful practitioners and consultants. The commission additionally has progress to report on many of the earlier recommendations made in the four previous reports to the General Assembly.

Recommendations of the Attendance Commission 2019

The commission has several recommendations to make in this fifth annual report to the General Assembly to continue to raise public awareness about the problem of chronic absenteeism, promote accountability, encourage use of the state's data storehouse, support students and their families, and to advance practical solutions. These recommendations include the following:

1. The Attendance Commission recommends studying the implementation and use of the newly defined school day during calendar year 2020 to determine its adequacy for the purpose of collecting and acting in response to student attendance data.
2. The Attendance Commission continues to recommend that every school district in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who needs attendance supports and interventions. Currently, 88 percent of school districts in Illinois participate in [Ed360](#).
3. The Attendance Commission recommends that chronic absence data remain an accountability factor in the determination of school quality and student success in the Illinois Every Student Succeeds Act (ESSA) Plan. Through research and discussion, the commission understands and seeks to communicate the message that students reap huge dividends in academic and developmental outcomes when they are encouraged to attend school on time every day. As stated in Framing the Issue on page 8, "The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society."
4. The Attendance Commission wishes to continue to recognize the [Illinois Multi-tiered System of Support Network](#) for its provision of support models for students in need of assistance for any reason – attendance, academic, or behavioral problems – in order to maximize their educational experience and enhance their readiness for college and career.
5. The Attendance Commission recommends the implementation of the advisories within the Kindergarten Transition Advisory Committee (KTAC) report to expand quality preschool programming; support best practice in the kindergarten transition process for all students, including those with disabilities and cultural/linguistic needs; and incorporate early learning in the school improvement process. Every effort should be expended to provide every child with an early learning opportunity to mitigate the effects of family instability and health risk factors that affect a child's access to quality programming and ability to be ready for kindergarten.
6. The Attendance Commission continues to recommend that schools develop or expand protocols for greater communication and enduring partnerships with the

families of students whose attendance numbers trigger concern in order to facilitate students' academic growth and developmental progress.

7. The commission additionally recommends that districts and schools develop/expand family engagement efforts to build relationships among parent peers to give parents more of a voice, especially those who may be reticent about engaging directly with district and school personnel.
8. The Attendance Commission recommends that all school districts clearly enunciate school attendance policies, including the effects of absence on a student's achievement and well-being, procedures for district/school response to student absence, and identification of supports and resources for families.
9. The Attendance Commission continues to recommend an expansion of current public relations efforts and endeavors to move beyond the governmental level to elicit and encourage statewide adoption of the "Every Child, Every Day" campaign in communiques with all stakeholders.

Chronic Absence as an ESSA Plan Indicator of Accountability

Two compelling reasons for the legislative launch of the Attendance Commission were the parallel needs to define and measure chronic absenteeism. The convergence of national concern over this issue, which was acknowledged in ESSA, and the collaboration of the Attendance Commission with other governmental advisory bodies, such as the Illinois Balanced Accountability Measurement (IBAM) Committee, resulted in a legal definition of chronic absence in Illinois and the mandate to collect and review the data to determine who is in school and who is not.

The current school year, 2019-20, marks the second time chronic absence is a statistic in student/school/district records and has been included in the revised Illinois Report Card for each school and district. Chronic absence is additionally incorporated into a logarithm as an indicator of school success and a priority area for students of specific, at-risk populations. The school success accountability measurement was also included in the state Report Card and each school was provided with a school success ranking that ranged from Exemplary, Commendable, and Underperforming to Lowest Performing. Schools in the Underperforming category receive targeted support via IL-EMPOWER, ISBE's system of support, and schools that were ranked as Lowest Performing receive comprehensive support under IL-EMPOWER. (Appendix E)

News that ISBE was considering removing chronic absence from the school success accountability measure in the Illinois ESSA Plan, announced at the State Board's September meeting, caught many involved in the effort to stem chronic absence unaware. Furthermore, it was noted that the suggestion was made at the behest of 18 people whose objections to the inclusion of chronic absence statistics were summarized as follows:

... chronic absenteeism can be understood to measure the behaviors and practices of parents and caregivers which are outside the scope of what the school can control. For instance, commenters noted how many of the factors that drive chronic absenteeism, including illness and family mobility, are entirely outside the control of schools.

It was determined at the State Board of Education meeting on November 22, 2019, that chronic absence will remain part of the accountability logarithm to measure school quality and student success.

Definition of a School Day for Consistency Across Districts

Another obstacle faced by the commission in the execution of one of its legislated mandates was the situation that arose regarding the loss of a statewide definition of a school day. An unfulfilled mandate of the commission was to recommend a specific “calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment.” Such a definition becomes more elusive when one considers the alternative educational programming options available to a variety of students, from potential dropouts in credit recovery programs to gifted students engaged in independent learning projects.

The difficulty of this task was exacerbated when ISBE issued guidance on what constitutes a school day in the aftermath of the passage of the Evidence-Based Funding for Student Success Act, which was signed into law on August 31, 2017. This act sunsetted or provided cause to terminate Section 18-8.05 of the School Code that previously defined the school day. ISBE’s guidance stated, “There is no statutory minimum number of hours or minutes that constitutes an instructional day” and advised each district to determine its own guidelines to allow for greater creativity in educational programming. Members of the commission foresaw dramatic complications for chronic absence measurements in a state with multiple determinations of the school day concept.

Senator Jennifer Bertino-Tarrant, with House sponsorship by Representative Fred Crespo, filed Senate Bill 0028 on January 10, 2019, to amend the School Code with a provision that sought to restore the original definition of a school day. The bill was passed by both Houses on May 21, 2019, was signed into law by Governor JB Pritzker on May 24, and became effective on July 1, 2019 as [Public Act 101-0012](#). (Appendix F)

The *5 clock hour* concept survived as the standard for a traditional school day in a traditional school, but exceptions were made to accommodate students for whom learning cannot be defined by a simple *5 clock hour* rule. This rule is consistent with technological advances in learning, new concepts in educational programming, and alternative education opportunities for dropouts and others facing any number of challenges.

The Definitions work group within the commission continued to meet in the interim between the loss of the school day definition and the passage of the new definition and advocated for the *5 clock hour* rule to ensure there would be a uniform standard for students in traditional learning programs.

Data Systems

Progress on the remainder of the commission's legislated mandates has been ongoing and successful. ISBE's provision of the avenue for an improved, comprehensive data system that would give the desired accessibility and the potential for report production and sharing through Ed360 has enabled the efforts of districts to monitor and track chronic absenteeism and identify trends from prekindergarten through grade 12. This system is a free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse and is updated on a daily basis. (Appendix I)

MTSS

The incorporation of Multi-tiered Systems of Support (MTSS) in the legislation in which chronic absence was defined ([Public Act 100-0156](#)) has created public awareness and spurred efforts to implement tiered levels of support for chronically absent students and their families. The use of MTSS to respond to students' chronic absenteeism was demonstrated at commission meetings and is depicted in an informational PowerPoint (Chronic Absence: Definition, History, Effects, and Solutions) on the commission's [web page](#). (Appendix H)

Early Childhood

Among the initiatives and responses to ongoing challenges presented by chronic absenteeism is a focus on school attendance patterns of our youngest students, particularly those children in government-funded preschool programming who miss school at an alarming rate. Studies have shown that uneven preschool attendance results in reduced outcomes for these early learners, sometimes with lifelong effects. These children are not only on record for achieving below their same-grade peers as they move through elementary school, they also develop the lifelong habit of irregular attendance. This unreliability affects their ability to not only stay in school, but to maintain employment as well.

Dr. Jamilah Jor'dan, deputy director of the Governor's Office of Early Childhood Development (GOECD), explained at a commission meeting that attendance matters in early learning environments and if you do not respond to absences, you are missing the opportunity to use early educational experiences to build an essential skill -- showing up on time every day to school. Attendance habits established during early childhood experiences can have long-term outcomes on school readiness and child outcomes. A habit of attendance is a school readiness skill. Children who are chronically absent in preschool are far more likely to be chronically absent in later grades. (Appendix J)

Commission members also learned the sobering realities of kindergarten readiness when ISBE Board member Dr. Christine Pacione-Zayas presented the Erikson Institute's Illinois Risk and Reach Report, a collection of data indicators representing risk factors in three domains (family stability, health, and early care and education) that impact child development and, by consequence, affect student attendance. The report found that 76.1

percent of kindergartners in Illinois did not demonstrate readiness for kindergarten due to the high percentage of children whose development is affected by a variety of risk factors stemming from family instability and health risk factors, such as poverty, maternal education level, parental employment, housing costs, child care costs, homelessness, maltreatment, maternal morbidity, preterm births, lead poisoning, and exposure to violence and drug use.

Dr. Pacione-Zayas also presented the findings of the Kindergarten Transition Advisory Committee (KTAC) report, which advised that K-12 educators and administrators partner with early childhood programs in their communities, promote best practices for supporting kindergarten transitions and ensuring a continuity of care for children with special needs, define early learning in school improvement processes, and address the cultural and linguistic needs of early learners. (Appendix K)

School District Attendance Policies

Ongoing research and discussion of best practice and the survey responses of district and school administrators and practitioners regarding family engagement and the practices they implement in response to students who are at risk for chronic absence in general and for other reasons specifically has revealed disparities in responses. The results of the 2017 survey demonstrated that school districts that maintain lists of community resources for families to access in times of need demonstrated greater degrees of family engagement than other districts that were unaware of local services.

On a related note, commission Chairperson Dr. Antoinette Taylor raised the issue about the need for all districts to enunciate policies related to chronic absenteeism mainly for the purpose of communicating with families. She said that throughout the state there are many parents and teachers that profess little knowledge about issues related to attendance, including available resources for students struggling to attend school.

Family Engagement

Every consultant, practitioner, administrator, or researcher who has either researched the problem of chronic absenteeism or employed successful tactics to encourage improved levels of school attendance among formerly chronically absent students acknowledges the importance of one particular action – the engagement of families. The family holds not only the key to a student’s absence, but the key to the solution as well. For chronic truancy to be resolved, parents must first be informed about the importance of school attendance, notified when their child is missing from school, and engaged in meaningful dialogue as to the reason for the missed school days. School officials and staff must be familiar with available resources through the district and within the community to refer the family for any assistance they may need to resolve whatever problem interferes with their student’s regular school attendance

Dr. Jor’dan of the GOECD took family engagement a step further when she stated that the importance of relationship building cannot be minimized. A parent who is experiencing

homelessness or some other problem that presents an impediment to school attendance would benefit from a relationship with someone at a school, a district, or a community group -- someone the parent is comfortable with in order to confide and seek help. A relationship can also enable the parent to glean an understanding of child development. Frequent absences are early warning signs of problems, and parents need a relationship to help them overcome obstacles brought on by homelessness, dangerous environments, or transportation from someone who supports them from a position of strength. Not every family has ideal circumstances, and one must consider what a parent needs to hear at a vulnerable moment.

The Illinois P-20 Council Subcommittee on Family, Youth, and Community Engagement, which is co-chaired by commission member Matthew John Rodriguez, has made increasing parents' understanding of and awareness about school attendance and chronic absenteeism one of its priorities this year and plans to collaborate with the Attendance Commission to connect parents to resources they can use to understand the impact of chronic absenteeism and how to support their students.

Public Relations

There has been progress in the effort to address and remedy chronic absenteeism, but much remains to be accomplished. The commission believes a good portion of the unfinished work is rooted in the need to communicate with and involve families. Part of this endeavor could be accomplished with a broad public relations campaign, while the remainder of the effort to welcome and involve families should be incorporated into accepted policy on the school level.

Insofar as a public relations campaign is concerned, the following was stated in the 2017 annual report: *The commission continues to acknowledge something else is needed to change minds and to foster a public awareness that every day does indeed count, that each missed school day is a loss of precious time. The members of the commission have determined that a public relations campaign can help accomplish what state laws, federal studies, and educator involvement cannot completely do: It can change minds.* This belief remains unchanged. The commission seeks to increase awareness of the “Every Child, Every Day” campaign to promote a broad commitment to this pledge of awareness and action.

I. FRAMING THE ISSUE

Education is, simply stated, a vital preparatory process for life. An education enables the acquisition of facts and skill mastery and also fosters the development of higher-order thinking skills and provides a context for socialization. The life that beckons a young person after 12th grade is meant to offer choices about college, training, employment, and “for living within a family ... within a community ...and for participating effectively in the democratic process.”¹ The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society.

Conversely, the incremental effect of missed school days renders a young person ill-equipped to compete or contribute. Chronic rates of absence and truancy portend prospects that provide less of a transition but rather an eventual erosion of choices, possibilities, and hope.

Diminished dreams were the reality for 13 percent of Illinois students who were chronically truant during the 2018-19 school year, compared to 1.9 percent reported for the 2002-03 school year. Chronic truants include students subject to compulsory attendance who have been absent without valid cause for nine or more of the past 180 school days. (The Illinois chronic truancy rate calculation was changed in July 2011 from missing 10 percent of school days to 5 percent.)

It is the chronic absence rate, however, that has caused alarm among educators, as growing numbers of students are absent from school at a skyrocketing rate. Nationwide, an estimated 5 million to 7.5 million students are chronically absent each year, meaning they miss 10 percent or more of the school year in excused and unexcused absences. That is typically 18 days in a typical year.²

The overall chronic absence rate in Illinois was 18 percent during the most recent completed school year, 2018-2019. That means that 360,000 students in our state missed 10 percent or more of their school days. The rates were highest for students who are Black (31 percent), Native American (21 percent), and low income (20 percent). Students with Individualized Education Programs (IEPs) (28 percent) and students with other disabilities that do not impede learning or require an IEP (25 percent) had chronic absence rates that exceeded their nondisabled peers.

The Office of Civil Rights (OCR) within the U. S. Department of Education issued the first national report on chronic absence in 2016. The report was subtitled “*An unprecedented look at a hidden educational crisis*” because of the alarming lack of national focus on this problem. The report cites the fact that 6 million students missed 15 or more days of school in 2013-14, a figure that represents 14 percent of the population, or one in seven students overall. One in five adolescent high school students is chronically absent, and students with

¹ Harvey, James. Center on Reinventing Public Education at the University of Washington.

² Attendance Works. Balfanz, R., and Byrnes, V. The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools. Johns Hopkins University Center for Social Organization of Schools, Baltimore, Maryland. 2012.

disabilities miss school at a rate one-and-a-half times more than their nondisabled peers. OCR explained, “Education can only fulfill its promise as the great equalizer — a force that can overcome differences in privilege and background — when we work to ensure that students are in school every day and receive the supports they need to learn and thrive.”³

Here in Illinois, the Chicago Tribune laid bare school attendance issues in districts across the state, but most notably in the Chicago Public Schools (CPS). The newspaper produced an investigative series of stories in November 2012 titled *An Empty Desk Epidemic*, which reported that during the 2010-11 school year, 32,000 CPS students missed at least four weeks of school. When the data was disaggregated, it revealed that 20 percent of African-American students missed at least four weeks of school, as did large percentages of students with disabilities -- 42.2 percent of those with emotional disorders; 15.4 percent of those with learning disabilities; and 21.7 percent of students with cognitive impairments, autism, and sensory disabilities. This data did not include students with disabilities requiring 504 Plans for classroom accommodations. It is believed that including these students would actually increase the percentages of student with disability absences.

Perhaps one of the more shocking statistics highlighted in this series was the fact that 36 percent of African-American kindergartners missed at least four weeks of school. Students who are chronically absent in kindergarten and first grade are less likely to read proficiently by the time they finish third grade. Preliminary data in California found that 17 percent of students with demonstrated school attendance difficulties were reading at grade level by the end of third grade, compared to 62 percent who attended regularly.⁴

Researchers have also trained their lenses on preschool attendance irregularities. A recent report by the University of Chicago’s Consortium on School Research highlights a nearly 40 percent spike in absenteeism among preschoolers in Chicago because of either illness or family logistics. The loss of valuable school time is naturally a concern, but research demonstrates that irregular preschool attendance fosters a lifelong pattern of absence, as these are the children who later drop out of school.⁵

In response to the stunning revelations in the Chicago Tribune series and national absence and truancy findings, State Representative Linda Chapa LaVia sponsored a bill (HJR 0001) to identify the scope of truancy within Chicago and convene a task force to address these pressing issues. The Truancy in Chicago Public Schools Task Force met monthly for eight months and issued a report in July 2014 with recommendations to address the issues of truancy and absenteeism within CPS. Task force recommendations included the need for a review of terminology related to school absence, the development of an improved and accessible database for accurate and timely tracking of student attendance, the necessity of a broad-based marketing campaign to encourage greater school attendance, the use of staff

³ *Chronic Absenteeism in the Nation's Schools: An unprecedented look at a hidden educational crisis*. U. S. Department of Education. 2016.

⁴ Jackson, David; Marx, Gary; and Richards, Alex. *An Empty Desk Epidemic*. Chicago Tribune. 2012.

⁵ Ehrlich, Stacy B.; Gwynne, Julia A.; Pareja, Amber Stitzel; and Allensworth, Elaine M.; with Moore, Paul; Jagesic, Sanja; and Sorice, Elizabeth. *Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences*. University of Chicago’s Consortium on Chicago School Research. 2013.

to serve as attendance liaisons to interact with students and parents on issues related to chronic absence and truancy, provision of prevention outreach and targeted interventions that embrace an MTSS framework, and the need for the establishment of a permanent statewide commission to continue the work started by the task force.

Shortly after the task force concluded its work, Representative Chapa LaVia moved to facilitate the establishment of an attendance commission to operate statewide for a five-year period to provide a longer time frame for representatives from educator and administrator professional organizations and affiliations, state agencies with education and child welfare relevance, and several nonprofits that advocate for children and families to research, analyze, propose, and implement the means through which absenteeism and truancy could be sharply curtailed in our state.

Finally, the spotlight on chronic absence and truancy was expanded when ESSA was signed into law on December 10, 2015, by President Barack Obama. This legislation marks the first time lawmakers have inserted the requirement that states must report chronic absenteeism rates. ESSA is notable for reducing the federal government's control over education by increasing states' accountability for student achievement. This law recognizes the need to count and report the numbers of students who are not in school and, therefore, not on track to be prepared to lead productive, fulfilling lives.

ILLINOIS PUBLIC ACT 99-0432 AND THE DUTIES OF THE COMMISSION

Pursuant to Public Act 99-0432, the Attendance Commission is created to study chronic absenteeism in this state and make recommendations for strategies to prevent chronic absenteeism. The commission shall have the following duties:

- A. Identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:
 - 1. A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;
 - 2. Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;
 - 3. Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting;
 - 4. Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and
 - 5. New initiatives and responses to ongoing challenges presented by chronic absenteeism.
- B. Hold hearings on a periodic basis to receive testimony from the public regarding attendance.
- C. Submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year through December 15, 2020.

House Bill 4343, filed on November 24, 2015, by Representative Chapa LaVia delayed the filing deadline for the commission's initial report to March 15, 2016, since the commission did not begin to meet until December 2015. This bill was enacted as Public Act 99-0601 and was approved by Governor Bruce Rauner on July 22, 2016.

III. CURRENT STATUTORY AND REGULATORY LANDSCAPE RELATED TO SCHOOL ATTENDANCE

DEFINITION OF A SCHOOL DAY (New in 2019)

105 ILCS 5/10-19.05

Section 10-19.05. Daily pupil attendance calculation.

- (a) *Except as otherwise provided in this Section, for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18. Days of attendance by pupils through verified participation in an e-learning program adopted by a school board and verified by the regional office of education or intermediate service center for the school district under Section 10-20.56 of this Code shall be considered as full days of attendance under this Section.*
- (b) *A pupil regularly enrolled in a public school for only a part of the school day may be counted on the basis of one-sixth of a school day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment, unless a pupil is enrolled in a block-schedule format of 80 minutes or more of instruction, in which case the pupil may be counted on the basis of the proportion of minutes of school work completed each day to the minimum number of minutes that school work is required to be held that day.*
- (c) *A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional superintendent of schools and approval by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.*
- (d) *A session of 3 or more clock hours may be counted as a day of attendance*
- (1) *when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 10 days per school year, provided that a district conducts an in-service training program for teachers in accordance with Section 10-22.39 of this Code, or, in lieu of 4 such days, 2 full days may be used, in which event each such day may be counted as a day required for a legal school calendar pursuant to Section 10-19 of this Code;*
- (2) *when, of the 5 days allowed under item (1), a maximum of 4 days are used for parent-teacher conferences, or, in lieu of 4 such days, 2 full days are used, in which case each such day may be counted as a calendar day required under Section 10-19 of this Code, provided that the full-day, parent-teacher conference consists of*

- (i) *a minimum of 5 clock hours of parent-teacher conferences,*
 - (ii) *both a minimum of 2 clock hours of parent-teacher conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences, or*
 - (iii) *multiple parent-teacher conferences held in the evenings following full days of student attendance in which the time used for the parent-teacher conferences is equivalent to a minimum of 5 clock hours; and*
- (3) *when days in addition to those provided in items (1) and (2) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that*
- (i) *such sessions of 3 or more clock hours are scheduled to occur at regular intervals,*
 - (ii) *the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and*
 - (iii) *a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock hours fall short of 5 clock hours. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences may be scheduled separately for different grade levels and different attendance centers of the district.*
- (e) *A session of not less than one clock hour of teaching hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as a half day of attendance; however, these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.*
- (f) *A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils and pupils in full-day kindergartens, and a session of 2 or more hours may be counted as a half day of attendance by pupils in kindergartens that provide only half days of attendance.*

- (g) *For children with disabilities who are below the age of 6 years and who cannot attend 2 or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as a half day of attendance; however, for such children whose educational needs require a session of 4 or more clock hours, a session of at least 4 clock hours may be counted as a full day of attendance.*
- (h) *A recognized kindergarten that provides for only a half day of attendance by each pupil shall not have more than one half day of attendance counted in any one day. However, kindergartens may count 2 and a half days of attendance in any 5 consecutive school days. When a pupil attends such a kindergarten for 2 half days on any one school day, the pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens that provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted, except in the case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under rules of the State Board of Education. On the days when the State's final accountability assessment is administered under subsection (c) of Section 2-3.64a-5 of this Code, the day of attendance for a pupil whose school day must be shortened to accommodate required testing procedures may be less than 5 clock hours and shall be counted toward the 176 days of actual pupil attendance required under Section 10-19 of this Code, provided that a sufficient number of minutes of school work in excess of 5 clock hours are first completed on other school days to compensate for the loss of school work on the examination days.*
- (j) *Pupils enrolled in a remote educational program established under Section 10-29 of this Code may be counted on the basis of a one-fifth day of attendance for every clock hour of instruction attended in the remote educational program, provided that, in any month, the school district may not claim for a student enrolled in a remote educational program more days of attendance than the maximum number of days of attendance the district can claim (i) for students enrolled in a building holding year-round classes if the student is classified as participating in the remote educational program on a year-round schedule or (ii) for students enrolled in a building not holding year-round classes if the student is not classified as participating in the remote educational program on a year-round schedule.*
- (k) *Pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day:*
- (1) *Instruction in a college course in which a student is dually enrolled for both high school credit and college credit.*
 - (2) *Participation in a Supervised Career Development Experience, as defined in Section 10 of the Postsecondary and Workforce Readiness Act, in which*

student participation and learning outcomes are supervised by an educator licensed under Article 21B.

- (3) *Participation in a youth apprenticeship, as jointly defined in rules of the State Board of Education and Department of Commerce and Economic Opportunity, in which student participation and outcomes are supervised by an educator licensed under Article 21B.*
- (4) *Participation in a blended learning program approved by the school district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under Article 21B.*

COMPULSORY SCHOOL ATTENDANCE

105 ILCS 5/26-1

Section 26-1. Compulsory school age; exemptions.

Whoever has custody or control of any child (i) between the ages of 7 and 17 years (unless the child has already graduated from high school) for school years before the 2014-2015 school year or (ii) between the ages of 6 (on or before September 1) and 17 years (unless the child has already graduated from high school) beginning with the 2014-2015 school year shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1, and during a required summer school program established under Section 10-22.33B; provided, that the following children shall not be required to attend the public schools:

1. *Any child attending a private or a parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools, and where the instruction of the child in the branches of education is in the English language;*
2. *Any child who is physically or mentally unable to attend school, such disability being certified to the county or district truant officer by a competent physician licensed in Illinois to practice medicine and surgery in all its branches, a chiropractic physician licensed under the Medical Practice Act of 1987, a licensed advanced practice registered nurse, a licensed physician assistant, or a Christian Science practitioner residing in this State and listed in the Christian Science Journal; or who is excused for temporary absence for cause by the principal or teacher of the school which the child attends; the exemptions in this paragraph (2) do not apply to any female who is pregnant or the mother of one or more children, except where a female is unable to attend school due to a complication arising from her pregnancy and the existence of such complication is certified to the county or district truant officer by a competent physician;*

3. *Any child necessarily and lawfully employed according to the provisions of the law regulating child labor may be excused from attendance at school by the county superintendent of schools or the superintendent of the public school which the child should be attending, on certification of the facts by and the recommendation of the school board of the public school district in which the child resides. In districts having part-time continuation schools, children so excused shall attend such schools at least 8 hours each week;*
4. *Any child over 12 and under 14 years of age while in attendance at confirmation classes;*
5. *Any child absent from a public school on a particular day or days or at a particular time of day for the reason that he is unable to attend classes or to participate in any examination, study or work requirements on a particular day or days or at a particular time of day, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day. Each school board shall prescribe rules and regulations relative to absences for religious holidays including, but not limited to, a list of religious holidays on which it shall be mandatory to excuse a child; but nothing in this paragraph 5 shall be construed to limit the right of any school board, at its discretion, to excuse an absence on any other day by reason of the observance of a religious holiday. A school board may require the parent or guardian of a child who is to be excused from attending school due to the observance of a religious holiday to give notice, not exceeding 5 days, of the child's absence to the school principal or other school personnel. Any child excused from attending school under this paragraph 5 shall not be required to submit a written excuse for such absence after returning to school;*
6. *Any child 16 years of age or older who (i) submits to a school district evidence of necessary and lawful employment pursuant to paragraph 3 of this Section and (ii) is enrolled in a graduation incentives program pursuant to Section 26-16 of this Code or an alternative learning opportunities program established pursuant to Article 13B of this Code;*
7. *A child in any of grades 6 through 12 absent from a public school on a particular day or days or at a particular time of day for the purpose of sounding "Taps" at a military honors funeral held in this State for a deceased veteran. In order to be excused under this paragraph 7, the student shall notify the school's administration at least 2 days prior to the date of the absence and shall provide the school's administration with the date, time, and location of the military honors funeral. The school's administration may waive this 2-day notification requirement if the student did not receive at least 2 days advance notice, but the student shall*

notify the school's administration as soon as possible of the absence. A student whose absence is excused under this paragraph 7 shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose absence is excused under this paragraph 7 must be allowed a reasonable time to make up school work missed during the absence. If the student satisfactorily completes the school work, the day of absence shall be counted as a day of compulsory attendance and he or she may not be penalized for that absence; and

8. *Any child absent from a public school on a particular day or days or at a particular time of day for the reason that his or her parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. Such a student shall be granted 5 days of excused absences in any school year and, at the discretion of the school board, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian. In the case of excused absences pursuant to this paragraph 8, the student and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his or her return to school from such period of excused absence.*

STUDENTS OUTSIDE COMPULSORY ATTENDANCE AGES

Public Act 100-825

105 ILCS 5/26-2

Section 26-2. Enrolled pupils not of compulsory school age.

- (a) *For school years before the 2014-2015 school year, any person having custody or control of a child who is below the age of 7 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause him to attend the public school in the district wherein he resides when it is in session during the regular school term, unless he is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1. Beginning with the 2014-2015 school year, any person having custody or control of a child who is below the age of 6 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he or she resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code.*

DEFINITIONS RELATED TO ABSENCE AND TRUANCY

Public Act 100-0810

105 ILCS 5/26-2a

Section 26-2a

A "truant" is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days.

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

"Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

"Truant minor" is defined as a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

A "dropout" is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

"Religion" for the purposes of this Article, includes all aspects of religious observance and practice, as well as belief.

CHRONIC ABSENCE DEFINED; FAMILY SUPPORT ENCOURAGED

Public Act 100-0156

105 ILCS 5/26-18

Sec. 26-18. Chronic absenteeism report and support.

(a) *As used in this Section:*

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

- (b) *The General Assembly finds that:*
- (1) *The early years are a critical period in children's learning and development. Every child should be counted present every day. Every day of school matters.*
 - (2) *Being absent too many days from school can make it difficult for students to stay on-track academically and maintain the momentum to graduate from high school in order to be college-or career-ready.*
 - (3) *Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.*
- (c) *Beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district, charter school, or alternative school or other school receiving public funds.*
- (d) *School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.*

PRESCHOOL ATTENDANCE AND SUPPORTS
Public Act 100-0819

105 ILCS 5/26-19

Sec. 26-19. Chronic absenteeism in preschool children.

- (a) *In this Section, "chronic absence" has the meaning ascribed to that term in Section 26-18 of this Code.*

- (b) *The General Assembly makes all of the following findings:*
- (1) *The early years are an extremely important period in a child's learning and development.*
 - (2) *Missed learning opportunities in the early years make it difficult for a child to enter kindergarten ready for success.*
 - (3) *Attendance patterns in the early years serve as predictors of chronic absenteeism and reduced educational outcomes in later school years. Therefore, it is crucial that the implications of chronic absence be understood and reviewed regularly in all publicly funded early childhood programs receiving State funds under Section 2-3.71 of this Code.*
- (c) *Beginning July 1, 2019, any publicly funded early childhood program receiving State funds under Section 2-3.71 of this Code shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.*
- (d) *Publicly funded early childhood programs receiving State funds under Section 23.71 of this Code are encouraged to do all of the following:*
- (1) *Provide support to students who are at risk of reaching or exceeding chronic absence levels.*
 - (2) *Make resources available to families, such as those available through the State Board of Education's Family Engagement Framework, to support and encourage families to ensure their children's daily program attendance.*
 - (3) *Include information about chronic absenteeism as part of their preschool to kindergarten transition resources.*
- (e) *On or before July 1, 2020, and annually thereafter, an early childhood program shall report all data collected under subsection (c) of this Section to the State Board of Education, which shall make the report publicly available via the Illinois Early Childhood Asset Map Internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.*

**AVERAGE DAILY ATTENDANCE;
INCLUSION OF STUDENTS WITH IEPS AND 504 PLANS**
Public Act 100-0448

105 ILCS 5/10-17a

Section 10-17a. State, school district, and school report cards.

For the purposes of paragraph (A) of this subsection (2), "average daily attendance" means the average of the actual number of attendance days during the previous school year for any enrolled student who is subject to compulsory attendance by Section 26-1 of this Code at each school and charter school.

The school district report card shall include the average daily attendance, as that term is defined in subsection (2) of this Section, of students who have individualized education programs and students who have 504 plans that provide for special education services within the school district.

AVERAGE DAILY ATTENDANCE BY GRADE LEVEL
Public Act 100-0147

105 ILCS 5/18-8.05

Section 18-8.05

Compilation of Average Daily Attendance.

- (1) *Each school district shall, by July 1 of each year, submit to the State Board of Education, on forms prescribed by the State Board of Education, attendance figures for the school year that began in the preceding calendar year. The attendance information so transmitted shall identify the average daily attendance figures for each month of the school year for each grade level served.*

TRUANCY LEGISLATION
Public Act 100-0810

105 ILCS 5/26-12

Section 26-12. Punitive action.

- (a) *No punitive action, including out of school suspensions, expulsions or court action, shall be taken against chronic truants for such truancy unless appropriate and available supportive services and other school resources have been provided to the student.*
- (b) *A school district may not refer a truant, chronic truant, or truant minor to any other local public entity, as defined under Section 1-206 of the Local Governmental and Governmental Employees Tort Immunity Act, for that local public entity to issue the child a fine or a fee as punishment for his or her truancy.*

- (c) *A school district may refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity, as defined under Section 1-206 of the Local Governmental and Governmental Employees Tort Immunity Act, for that local public entity to issue the person a fine or fee for the child's truancy only if the school district's truant officer, regional office of education, or intermediate service center has been notified of the truant behavior and the school district, regional office of education, or intermediate service center has offered all appropriate and available supportive services and other school resources to the child. Before a school district may refer a person having custody or control of a child to a municipality, as defined under Section 1-1-2 of the Illinois Municipal Code, the school district must provide the following appropriate and available services:*
- (1) *For any child who is a homeless child, as defined under Section 1-5 of the Education for Homeless Children Act, a meeting between the child, the person having custody or control of the child, relevant school personnel, and a homeless liaison to discuss any barriers to the child's attendance due to the child's transitional living situation and to construct a plan that removes these barriers.*
 - (2) *For any child with a documented disability, a meeting between the child, the person having custody or control of the child, and relevant school personnel to review the child's current needs and address the appropriateness of the child's placement and services. For any child subject to Article 14 of this Code, this meeting shall be an individualized education program meeting and include relevant members of the individualized education program team. For any child with a disability under Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. 794), this meeting shall be a Section 504 plan review and include relevant members of the Section 504 plan team.*
 - (3) *For any child currently being evaluated by a school district for a disability or for whom the school has a basis of knowledge that the child is a child with a disability under 20 U.S.C. 1415(k)(5), the completion of the evaluation and determination of the child's eligibility for special education services.*
- (d) *Before a school district may refer a person having custody or control of a child to a local public entity under this Section, the school district must document any appropriate and available supportive services offered to the child. In the event a meeting under this Section does not occur, a school district must have documentation that it made reasonable efforts to convene the meeting at a mutually convenient time and date for the school district and the person having*

custody or control of the child and, but for the conduct of that person, the meeting would have occurred.

Public Act 100-0825

105 ILCS 5/26-2

Section 26-2. Enrolled pupils not of compulsory school age (older returning students).

- (b) *A school district shall deny reenrollment in its secondary schools to any child 19 years of age or above who has dropped out of school and who could not, because of age and lack of credits, attend classes during the normal school year and graduate before his or her twenty-first birthday. A district may, however, enroll the child in a graduation incentives program under Section 26-16 of this Code or an alternative learning opportunities program established under Article 13B. No child shall be denied reenrollment for the above reasons unless the school district first offers the child due process as required in cases of expulsion under Section 10-22.6. If a child is denied reenrollment after being provided with due process, the school district must provide counseling to that child and must direct that child to alternative educational programs, including adult education programs, that lead to graduation or receipt of a high school equivalency certificate.*
- (c) *A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met:*
- (1) *The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester.*
 - (2) *The student and the student's parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester.*
 - (3) *The student's parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.*
 - (4) *The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services.*
 - (5) *The student is absent without valid cause for 20% or more of the attendance days in the current semester. A school or school district may not deny enrollment to a student (or reenrollment to a dropout) who is at*

least 17 years of age or older but below 19 years for more than one consecutive semester for failure to meet attendance standards.

- (d) No child may be denied reenrollment under this Section in violation of the federal Individuals with Disabilities Education Act or the Americans with Disabilities Act.*
- (e) In this subsection (e), "reenrolled student" means a dropout who has reenrolled full-time in a public school. Each school district shall identify, track, and report on the educational progress and outcomes of reenrolled students as a subset of the district's required reporting on all enrollments. A reenrolled student who again drops out must not be counted again against a district's dropout rate performance measure. The State Board of Education shall set performance standards for programs serving reenrolled students.*
- (f) The State Board of Education shall adopt any rules necessary to implement the changes to this Section made by Public Act 93-803.*

105 ILCS 5/26-12

Sec. 26-12. Punitive action.

No punitive action, including out of school suspensions, expulsions, or court action, shall be taken against truant minors chronic truants for such truancy unless available supportive services and other school resources have been provided to the student.

Notwithstanding the provisions of Section 10-22.6 of this Code, a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available support services, compel the student to return to school.

IV. RECOMMENDATIONS OF THE ATTENDANCE COMMISSION

Illinois is a leader among states in that it has a commission in place to study and resolve chronic absenteeism and truancy among its youngest residents. Members of the Illinois Attendance Commission held six meetings over the last year to lay the foundational groundwork for informed discussion; collaboration with stakeholders; and recommendations for legislation, data collection, best practices, and heightened public awareness.

The statutory provisions related to school attendance, absenteeism, what constitutes a school day, truancy, and supports for families experiencing school attendance problems as delineated within the Illinois School Code continued to be examined over the span of several meetings. Legislation was passed in 2019 that redefined the concept of a school day, reinstating the *5 hour rule* that had been employed in previous legislation that was subject to sunset due to the passage in 2017 of the Evidence-Based Funding for Student Success Act.

Since the earliest days of the Attendance Commission, legislative reviews have demonstrated the existence of definitions in statute for nearly every term associated with attendance, except for “chronic absence.” The enactment of ESSA gave Illinois a renewed opportunity to craft a formal, legislative definition of this phrase since one of the accountability measures in this legislation is the responsibility of each state to report its chronic absenteeism numbers. [Public Act 100-0156](#) (Appendix H) was signed into law on August 18, 2017. This amended the Illinois School Code to reflect a definition of “chronic absenteeism” that applies when a student misses 10 percent of school days for any reason – excused, unexcused, or days missed due to a suspension.

The collection of student absence data is not new, but the calculation to determine chronic absence is. The 2018-19 school year in Illinois marked the first time the terms specified in [Public Act 100-0156](#) were to be followed by all schools and school districts in the state. Not only must chronic absence data be tracked, school and district personnel must intervene with chronically absent students and their families to offer the supports they may need to encourage improved rates of school attendance. Tiered supports, such as those offered by the Illinois MTSS Network, are recommended in the legislation. ISBE’s Family Engagement Framework, the best practices of districts throughout the state, and the examples of many community-based agencies also contribute to solutions to family problems that interfere with a child’s regular attendance at school.

The Illinois mandate to measure chronic absence levels was later incorporated into the measure of school quality/student success ratios in the state’s implementation of ESSA.

The commission has heard over the years from many partners in various endeavors related to education and the well-being of children, all of whom share a common purpose -- the provision of a full, equitable educational experience for all students from early childhood to post high school. Many educators, researchers, and social scientists have arrived at the same conclusion, however, about the early childhood population and the need to invest in expanded programming and intervene with families for greater engagement. The Executive Summary in this report and the narrative for commission outcome Number 5 below present evidence of the enormous need there is to reach children and their families during their

earliest school days to provide access to expanded quality programming and encourage early academic growth and support the development of lifelong habits of participation and attendance.

Attitudes and perceptions about the importance of school attendance are not changed through legislation and district policy revisions alone, however. Public opinion is very often swayed by strategic marketing and intentional advertising as has been demonstrated by the anti-smoking campaign and heightened public awareness about the importance of recycling. The commission advocates a public relations campaign initiative to inform parents and students about the importance of being in school every day. The commission seeks to partner with many entities in the business, communication, civic, and government sectors to design and launch a major promotion across the state to make it “cool to be in school.”

More recommendations follow on the next pages in this fifth annual report by the commission to the General Assembly. In accordance with the legislation that created the commission, the appointed members met six times to study chronic absenteeism in this state and have made and will continue to make recommendations for strategies to prevent chronic absenteeism after gathering and analyzing data, exploring various resources, holding hearings, consulting experts, and collaborating for solutions. The commission is uniquely populated with knowledgeable practitioners/stakeholders who are educated about student attendance. The commission stands ready to assist in regulatory and legislative matters regarding changes needed under Illinois law pertaining to student attendance issues.

The legislation included five main goals/outcomes for action that provide a sequential thread for deliberation and action:

- Outcome 1: Standard definitions for attendance in terms of what constitutes an instructional day and chronic absenteeism
- Outcome 2: Mechanisms to improve data systems to monitor absenteeism
- Outcome 3: Mechanisms for districts and schools to report the data and be accountable
- Outcome 4: Utilization of the data to intervene with students and families to increase attendance and improve student outcomes
- Outcome 5: New initiatives in response to chronic absenteeism

Factored into the legislation is the identification of various tiers of participants in the process to remedy chronic absenteeism in Illinois -- parents, educators, principals, superintendents, the community, and ISBE.

In the words of commission Chairperson Dr. Antoinette Taylor, “The work of the Attendance Commission can be successful only through significant and intentional engagement with parents, educators, students and community members including the faith-based community and the business community.”

The commission opted to form several work groups in order to facilitate specific efforts to realize anticipated commission outcomes:

- Definitions - Outcome 1 - facilitated by Harold Sweeney

- Data Systems - Outcomes 2 and 3 - facilitated by Jeff Aranowski
- Best Practices – Outcomes 4 and 5 – facilitated by Elizabeth Crider
- Attendance Awareness Campaign – Outcome 5 – facilitated by Karen Fox
- Special Populations – Outcomes 1-5 – facilitated by Molly Uhe
- Legislative Bridge – Outcomes 1-5 – facilitated by Dr. Antoinette Taylor

ATTENDANCE COMMISSION OUTCOMES AND RECOMMENDATIONS

Outcome 1

A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment

Status Update, Standard for Chronic Absenteeism

The Attendance Commission, in collaboration with the Illinois Balanced Accountability Measure (IBAM) Committee, the Governor's Office, and the General Assembly successfully fulfilled the portion of Outcome 1 that required a standard for chronic absenteeism in 2017 as explained below.

Previous Recommendation (2018)

The definition of a whole and a half day remains an unfulfilled mandate of the legislation that created the Attendance Commission despite ongoing research, consultation, and collaborative discussions with other advisory bodies. It remains a high priority for the Attendance Commission.

Status Update, Standard for Attendance (Full and Half School Day)

The need to define *attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment* has intersected with the legislative endeavor to redefine the school day as explained in the following section.

The Illinois School Code [105 ILCS 5/18-8.05(F)(1)(c)] had previously defined the school day to consist of *not less than 5 clock hours of school work per day under the direct supervision of: (i) teachers, or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising* exclusive of recess, lunchtime, or passing periods as it only includes instructional time. The Code enumerated exceptions to the *5 clock hour* rule, such as programming for early learners, remote educational programs, home-schooling, home/hospital instruction, in-service training days, etc. This *5 clock hour* rule was a source of concern to many since Public Act 100-0465 (Senate Bill 1947), also known as the Evidence-Based Funding for Student Success Act, was signed into law on August 31, 2017. This act sunsetted or provided cause to terminate Section 18-8.05 of the School Code, which was officially repealed in Public Law 100-0582, effective March 23, 2018.

On November 9, 2018, ISBE issued a clarification of the definition of an instructional day that states, *...there is no statutory minimum number of hours or minutes that*

constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students.

The advisory explained further that a school day need not be limited to classroom-based instruction, and districts *may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that center on student competencies and mastery of subject matter.*” (Appendix O)

On January 10, 2019, Senator Jennifer Bertino-Tarrant, with House sponsorship by Representative Fred Crespo, filed Senate Bill 0028 to amend the School Code with the provision *that for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in instances specified under the Code*, providing for exceptions. In other words, they sought to restore the original definition of a school day that was in the portion of the Illinois School Code that was rescinded in the elimination of the portion of the Code that dealt with funding prior to the passage of the Evidence-Based Funding for Student Success Act.

The bill was passed by both Houses on May 21, 2019, was signed into law by Governor on May 24, and became effective on July 1, 2019. (Appendix F)

The *5 clock hour* concept survived as the standard for a traditional school day in a traditional school, but exceptions were made to accommodate students for whom learning cannot be defined by a simple *5 clock hour* rule. This rule is consistent with technological advances in learning, new concepts in educational programming, and alternative education opportunities for dropouts and others facing any number of challenges. Additionally, there were changes made to the provisions for e-Learning days ([105 ILCS 5/10-20.56](#)) and alternative learning opportunities ([105 ILCS 5/13B-45](#)). The full text of [105 ILCS 5/10-19.05](#) is available via this prompt and on pages 13-16 of this document.

Recommendation of the Attendance Commission

The Attendance Commission recommends studying the implementation and use of the newly defined school day during calendar year 2020 to determine its adequacy for the purpose of collecting and acting in response to student attendance data.

Standard for Chronic Absenteeism Background

A standard for chronic absenteeism was incorporated into the Illinois School Code when House Bill 3139 passed the General Assembly and was signed into law (Public Act 100-0156) by Governor Rauner on August 18, 2017. (Appendix H)

"Chronic absence" means absences that total 10 percent or more of school days of the most recent academic school year, including absences with and without valid cause as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student. This amendment to the Illinois School Code *provides that beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. Provides that school districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-Tiered Systems of Support Network. Requires schools to make resources available to support and engage students.* (Illinois General Assembly synopsis)

Standard for Truancy Background

A standard for truancy was incorporated into the Illinois School code when House Bill 5795 was passed by the General Assembly and was signed into law (Public Act 100-0918) by Governor Rauner on August 17, 2017. (Appendix N)

"Truant" was previously defined in the Illinois School Code as *a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.*

The Illinois School Code (105 ILCS 5/26-2a) was amended to include the following statement: *A "truant" is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days.*

Several related definitions were included in this legislation and were also incorporated into the Illinois School Code:

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

"Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

"Truant minor" is defined as a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

A "dropout" is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country. (Appendix M).



Outcome 2

Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans

Previous Recommendation

The Attendance Commission had previously recommended that every school district in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who needs attendance supports and interventions.

Status Update

Data collection and the availability of that data is central to any effort to monitor student attendance and react when absences mount or trancies occur. In previous reports, the Attendance Commission recommended the use of improved data systems that would enable ongoing monitoring and analysis of and responses to troubling patterns of student absence.

The Attendance Commission learned in January 2018 about ISBE's launch of [Ed360](#), an improved, comprehensive data system that would provide the desired accessibility and the potential for report production and sharing. Ed360 is a free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse. There is a variety of state support systems under the ISBE Web Application Security (IWAS) umbrella through which districts report data that is incorporated into Ed360-- the Employment Information System (EIS), the Educator Licensure Information System (ELIS), the Student Information System (SIS), the Entity Profile System (EPS), the Illinois Student Tracking and Reporting System (I-Star), and the 5Essentials Survey. Data is updated on a nightly basis. Ed360 gives administrators and educators from across the state immediate access to actionable, current data to make timely, informed decisions about students, including the degree to which they may be missing from school. Across the state, 749 of 852 (88 percent) school districts have signed on to Ed360 via a single sign-in solution in G Suite and the Office 365 application.

According to the FAQ on the ISBE website, Ed360 gives educators a place to view near real-time data from multiple sources and helps educators:

- Identify students' academic strengths and weaknesses.
- Identify and address potential recurring impediments to student learning (e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills) before they negatively affect student success.
- Make more informed, data-driven decisions designed to improve student learning.

- Increase student achievement and close achievement gaps.
- Quickly create targeted differentiation groups and cohorts.

The Attendance Commission had recommended that all school districts in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who needs attendance supports and interventions. The 88 percent participation rate indicates that most districts in Illinois have discovered that the tools and options within this data system are useful in their efforts to access their most recent data on many different platforms.

Recommendation of the Attendance Commission

The Attendance Commission recommends the continued use of the Ed360 system to report, access, and monitor data to track patterns of chronic absenteeism and respond appropriately with notices of absence, parental interaction, and interventions.

Early Childhood Absence Data Project

The commission learned in January 2019 that Northern Illinois University had concluded a study about early childhood absence data and expressed the importance of using data to inform on large policy issues, such as chronic absenteeism. In the words of team members Amy Jo Clements, director of the Center for P-20 Engagement; Dr. Benjamin Creed, assistant professor in Educational Administration; Dr. Thomas Pavkov, chair and professor in the School of Family and Consumer Services; Charlie Rosemond, data and outcomes manager in the Education Systems Center; and Dr. Kelly Summers, assistant professor in Educational Administration:

Our research team was recently tasked with studying early childhood using state data systems and we have some recommendations for the Attendance Commission as they craft a vision for data collection, analysis and use.

- *Create a process that collects standardized attendance data for Pre-k populations across different programs and funding streams*
- *Generate incentives for providers who submit accurate, detailed attendance data*
- *Maintain a common statewide framework in providing locally differentiated systems of interventions for children and families*
- *Promote a shared expectation that data will be used by researchers to provide information for policy makers as well as practitioners*
- *Underscore the fact that good data, standardized collection and high-quality research processes are needed to identify and address inequities throughout the system*



Outcome 3
**Mechanisms for reporting and accountability for schools and districts
across this state, including creating multiple measure indexes for reporting**

Previous Recommendation

The Attendance Commission recommended in the 2017 annual report that chronic absence statistics should be annually reported on the state's Report Card since chronic absence had been defined in statute.

The Attendance Commission additionally recommended that truancy data be reported on the new school Report Card.

Status Update, Part One

The recently redesigned ISBE Report Card does now incorporate data related to chronic absenteeism and to truancy as well. The new Illinois Interactive Report Card debuted on October 31, 2018. It identifies the chronic absenteeism and truancy rates for each school, in addition to a wide variety of student and school performance metrics.

Status Update, Part Two

In the 2018 Annual Report to the General Assembly, the Attendance Commission was happy to report the inclusion of chronic absence rates as an indicator to measure school quality and student academic growth. Academic performance was weighted significantly more heavily than other indicators. In Illinois, the weighting skewed to 75 percent for academic growth and 25 percent for school quality, with chronic absence rates to be factored into the latter category. Ten percent of a school's school quality score in grades 3-8 was based on chronic absenteeism as defined by the commission and drafted into Illinois law. The percentage is 7.5 percent for high schools.

However, ISBE presented some changes at the September 18, 2019, Board meeting that the the agency wished to make to its indicators of academic growth and school quality. Among its recommendations for change were adding English language arts and math growth as an indicator at the high school level in addition to proficiency; decreasing growth measures and increasing proficiency measures; and removing chronic absenteeism from the equation completely, as indicated below.

Remove Chronic Absenteeism. There were eighteen comments submitted about chronic absenteeism, and a number of comments made during the listening tours. The comments were almost all requesting that ISBE

reconsider the inclusion of this metric. While chronic absenteeism is a strong predictor of student success, in that we know that students cannot receive instruction if they are not at school, it nonetheless represents an inequity in the accountability system. The accountability system is meant to provide a single summative designation that is an indication of school quality. Conversely, chronic absenteeism can be understood to measure the behaviors and practices of parents and caregivers which are outside the scope of what the school can control. For instance, commenters noted how many of the factors that drive chronic absenteeism, including illness and family mobility, are entirely outside the control of schools. Several suggested changing chronic absenteeism to chronic truancy, but truancy was rejected as an indicator in the initial development of the plan for lack of consistency and comparability. Truancy includes only “excused” absences; the definition of an “excused” absence is a matter of local district policy and varies widely across the state.

Current Status

Throughout this process, State Senator Jacqueline Collins expressed her concerns about this issue and the fact the Attendance Commission was not engaged as a stakeholder in the discussion. This situation prompted a letter to State Superintendent Dr. Carmen Ayala by State Senator Jacqueline Collins in which Senator Collins requested a meeting with the Superintendent and asked that Dr. Taylor, the commission chairperson, be Senator Collins’ representative at any meetings with advisory bodies about this matter.

It was determined at the State Board of Education meeting on November 22, 2019, that chronic absence will remain part of the accountability logarithm to measure school quality and student success.

Recommendation of the Attendance Commission

The Attendance Commission recommends that chronic absence data remain an accountability factor in the determination of school quality and student success in the Illinois ESSA Plan. Through research and discussion, the commission understands and seeks to communicate the message that students reap huge dividends in academic and developmental outcomes when they are encouraged to attend school on time every day. As stated in Framing the Issue on page 8, “The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society.”

IL-EMPOWER – Accountability Mechanism

[IL-EMPOWER](#) is the statewide system of accountability and support that enables schools to have a choice and a voice in the school improvement process. Schools, districts, partners, and ISBE work collaboratively to promote shifts in practice and build capacity, according to Dr. Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, and Allison Sherman, newly hired executive director of IL-EMPOWER at ISBE. Dr. Helfer spoke to

the commission in early 2018 and Ms. Sherman spoke at the Attendance Commission's November 8, 2018, meeting. IL-EMPOWER is a school improvement vehicle within ISBE for schools that fall into Tiers 3 and 4: Tier 3 schools receive targeted supports and Tier 4 schools receive comprehensive supports.

Schools, districts, partners, and the state work collaboratively to promote shifts in practice based on a school's/district's improvement needs. IL-EMPOWER builds the capacity of schools/districts in three areas:

- Governance and management
- Curriculum and instruction
- Climate and culture

Differentiated supports are provided and customized for local context with a focus on equity within every school and for every child, according to ISBE administrators. The data for the improvement process is informed by a collaborative inquiry process. There are peer-to-peer learning opportunities, and the process is educator-led but state-supported. IL-EMPOWER signals a shift from telling schools what they need to do to working with schools in an iterative process that allows for continuous growth and development.

Additional federal funding is provided from the Title I School Improvement 1003(a) Grant, and participating schools work with experienced ISBE project managers and have their choice of Learning Partners to facilitate their improvement process. (Appendix E)



Outcome 4
Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career

Previous Recommendation (2018)

The Attendance Commission continues to recommend that tiered supports be applied in every school, including publicly funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance. Recommended methodologies for tiered supports include those available through the Illinois MTSS Network and the Attendance Works national initiative.

Status Update – Multi-Tiered Systems of Support

The Attendance Commission has recommended from the beginning that tiered supports be applied in every school, including publicly funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance. Recommended methodologies for tiered supports include those available through the Illinois MTSS Network and the Attendance Works national initiative.

[Public Act 100-0156](#), which defined chronic absence, also included the following directive regarding tiered supports for students:

School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved school attendance.

The Attendance Commission continues to receive updates from the Illinois MTSS Network and heard from Statewide Director Dr. Melissa Hannasch at the November 14, 2019, meeting. She informed the commission about how MTSS has been used effectively in some school districts in Illinois to address and respond to chronic absences with Tier One interventions for entire school populations and Tier Two and Three interventions for students whose attendance patterns dictate the need for more support.

The utilization of an MTSS framework to respond to chronically absent or truant students, in requires district organizational support for funding and policy determination. A district

leadership team is charged with the task of developing individual building capacity to provide tiered interventions through professional development, coaching, and evaluation. Interventions should be data-based and targeted to specific student need, implemented faithfully, and progress-monitored to determine effectiveness. Trainings are offered statewide either in person or by virtual means through webinars and voice-over PowerPoints. There is content available on its [website](#).

West Chicago School District 33 and MTSS

The May 17, 2019, Attendance Commission meeting featured the participation of administrators from West Chicago School District 33, who presented a PowerPoint depicting their success with their incorporation of the MTSS model in combating chronic absence.

The district utilized MTSS for academic purposes but was not accustomed to applying tiered interventions to behavior and attendance. District administrators developed an early warning system called a heat map to detect areas of concern and found an interrelationship among the sectors. Data is pulled usually once a month. They have three areas of emphasis they refer to as their district drivers for high-impact strategies -- MTSS, Student and Family Engagement, and Core Programming.

Dr. Patricia Graczyk of the University of Illinois at Chicago provided training to the district on the incorporation of the MTSS process to provide tiered support systems pertaining to attendance. Eighty to 90 percent of students at a school that has a strong Tier One model (absent for 5 percent or less of school days) for attendance will have their needs met. Staff at Tier Two schools (absent between 5 and 10 percent of the time) will be focusing on preventive strategies for students who are starting to show signs of problematic absenteeism to determine the cause of the problem and strategies to work with students' families. Supports at Tier Three schools (absent for 10 percent of school days or more) are the most intensive and will often involve community partners in order to work effectively and individually with students and their families to ensure improved school attendance. West Chicago School District 33 saw a 13 percent drop in the number of students who were chronically absent after just one semester of MTSS interventions.

Please visit the [Attendance Commission's webpage](#) to find more information on West Chicago School District 33's efforts to stem chronic absence through the application of the MTSS model. The minutes of the May 17, 2019, meeting and the PowerPoint the district presented to commission members are located there. This information can also be accessed in Appendix L.

Recommendation of the Attendance Commission

The Attendance Commission wishes to continue to recognize the Illinois MTSS Network for its provision of support models for students in need of assistance for any reason – attendance, academic, and behavioral problems – in order to maximize their educational experience and enhance their readiness for college and career.

West Chicago School District 33 and the Community School Component

Interspersed throughout the PowerPoint West Chicago School District 33 leaders showed to the Attendance Commission about their implementation of the MTSS model to remediate chronic absenteeism in the district were items that related to their community school component. Student and family engagement is a central theme within this district.

Their Tier One universal interventions included contact with area church leaders, doctors, and dentists to solicit their assistance in promoting the benefits of regular school attendance. Tier One interventions also include a dental van, access to immunizations and flu shots, vision screenings by the Lions Club, a food pantry, cooking classes, parent coaching, numerous clubs/activities sponsored by the school and local organizations, and wellness walks with the mayor.

Susan Stanton, a new commission member who represents Act NOW Illinois, says West Chicago is a statewide leader in the community school model. Ms. Stanton explained further that community schools, particularly those with after-school programs, are a research-based best practice for improving attendance.

Ms. Stanton cited the following summary of evidence-based practices in support of the community school initiative: "Research supports schools' collaborating with after-school programs and using a community schools' model to increase student attendance. These programs are often a gateway for family engagement in a setting where parents feel comfortable and provide engaging learning opportunities that make students want to come to school every day. We encourage school districts to adopt these models or find local programs for collaboration."

Durlak, J. A., & Weissberg, R. P. (2010). *Afterschool programs that follow evidence-based practices to promote social and emotional development are effective*. Retrieved from http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf.

Oakes, J., Maier, A., & Daniel, J. (2017). Community schools: An evidence-based strategy for equitable school improvement. Retrieved from <http://nepc.colorado.edu/publication/equitable-community-schools>.



Outcome 5
New initiatives and responses to ongoing challenges
presented by chronic absenteeism

Previous Recommendation (2018) – Early Childhood Attendance Challenges

The Attendance Commission recommends the adoption of indicators regarding chronic absence in prekindergarten programming as a predictor of whether or not a student will transition successfully into kindergarten, as is being considered by the state’s Kindergarten Transition Advisory Committee.

Previous Recommendation (2018) – Family Engagement

The Attendance Commission continues to recommend that schools develop or expand protocols for greater communication and enduring partnerships with the families of students whose attendance numbers trigger concern in order to facilitate students’ academic growth and developmental progress.

Previous Recommendation (2018) – Public Relations

The Attendance Commission recommends an expansion of current public relations efforts and endeavors to elicit and encourage statewide adoption of the “Every Child, Every Day” campaign in communiques with all stakeholders.

Early Childhood Attendance Challenges Update

From its earliest days, the Attendance Commission found that a focus on the attendance habits of Illinois’ youngest students was a priority. Not only are children absent from government-funded programs at an alarming rate, but these chronic absences are predictors not only of student success in later school years but of future success in a working environment. The early onset of a pattern of missed school days can have lifelong effects.

The following summary of this problem was presented in the 2017 annual report: Legislation, research studies, government programs, and practitioner and parent testimony all seek to provide remedies to a problem that is now viewed as a predictor of diminished expectations for the youth of our state and throughout our nation. The toughest battle, however, in the recently proclaimed war on chronic absence and truancy is one that cannot be fought with the usual weapons of punitive measures and educator pleas for compliance. Much of the struggle lies within the perceptions people have about missed school days, particularly for our youngest students. Many perceive it is okay for a student to miss an occasional day of school, but a loss of just two attendance days a month tallies to an amount

that equals the chronic absence standard. Children who are not taken to school because of some family logistics or who meet little resistance from their parents when they want to stay home are not only on record for achieving below their same grade peers, they also develop the lifelong habit of irregular attendance. This unreliability affects their ability to not only stay in school, but to maintain employment as well. Older students who may be worn down from the cycle of missed school days and low achievement are uninspired to meet the challenge of regular school attendance and are unable to grasp the connection between school success and career readiness.

Kindergarten Readiness

ISBE Board member Dr. Christine Pacione-Zayas provided the commission with an overview of the Erikson Institute's Illinois Risk and Reach Report at the Board's October 17, 2019, meeting. The report is a collection of data indicators representing risk factors in three domains (family stability, health, and early care and education) that impact child development and, by consequence, affect student attendance. The report found that 76.1 percent of kindergartners in Illinois did not demonstrate readiness for kindergarten due to the high percentage of children whose development is affected by a variety of risk factors stemming from family stability and health factors, such as poverty, maternal education level, parental employment, housing costs, child care costs, homelessness, maltreatment, maternal morbidity, pre-term births, lead poisoning, and exposure to violence and drug use. (Appendix K)

Dr. Pacione-Zayas pivoted to the Kindergarten Transition Advisory Committee (KTAC) report from 2018 intended to review best practices regarding transition. The KTAC report advised that K-12 educators and administrators partner with early childhood programs in their communities, promote best practices for supporting kindergarten transitions and ensuring a continuity of care for children with special needs, define early learning in school improvement processes, and address the cultural and linguistic needs of early learners.

Recommendation of the Attendance Commission

The Attendance Commission recommends the implementation of the advisories within the KTAC report to expand quality preschool programming; support best practice in the kindergarten transition process for all students, including those with disabilities and cultural/linguistic needs; and incorporate early learning in the school improvement process. Every effort should be expended to provide every child with an early learning opportunity to mitigate the effects of family instability and health risk factors that affect a child's access to quality programming and ability to be ready for kindergarten.

Status Update – Family Engagement

The Attendance Commission recommends that schools develop or expand protocols for greater communication and enduring partnerships with the families of students whose attendance numbers trigger concern in order to facilitate students' academic growth and developmental progress. These partnerships, however, are difficult to establish and may often benefit from the assistance of community-based and nonprofit advisory agencies.

It was stated in the 2017 annual report that parents should be informed about the connection between school attendance and student achievement and provided support for their role in their home languages. Attendance data should be shared with families in real time (phone call, text, or email). Principals should designate a school contact person with whom parents can develop a relationship regarding attendance. Appropriate data should be shared with parents to foster collaboration and to reinforce and support student and parental engagement.

Every consultant, practitioner, administrator, or researcher who has either investigated the problem of chronic absenteeism or employed successful tactics to encourage improved levels of school attendance among formerly chronically absent students acknowledges the importance of one particular action – the engagement of families. The family holds not only the key to a student’s absence, but the key to the solution as well. For chronic truancy to be resolved, parents must first be informed about the importance of school attendance, notified when their child is missing from school, and engaged in meaningful dialogue as to the reason for the missed school days. School officials and staff must be familiar with available resources through the district and within the community to refer the family for any assistance they may need to resolve whatever problem interferes with their student’s regular school attendance.

The Attendance Commission learned in 2019 that member Matthew John Rodriguez was reappointed as the co-chair of the Illinois P-20 Council Subcommittee on Family, Youth, and Community Engagement. He said subcommittee members are focused on looking for a way to communicate consolidated information throughout the state to parents about a variety of topics, including early childhood, chronic absence, changes to the Illinois Report Card, ESSA, parent involvement, etc. They are collaborating with several organizations, including ACT Now, to develop resources and set up hosting sites for webinars and trainings in areas with technology challenges.

Family Engagement in the Early Childhood Community

As explained in Outcome 4, family engagement efforts are viewed as the single most productive solution to absence in early childhood programming. Agencies, organizations, and schools that have dealt successfully with the problem of chronic absence among the youngest students in the state have done so by communicating with parents about the benefits of regular school attendance and the reasons the parents withhold their children from school. Dialogue with parents usually reveals the parents are struggling with issues related to the need for services and interventions from community-based and governmental agencies to remedy problems related to clothing, school supplies, unemployment, mental and physical health, housing, and nutrition.

Dr. Jor’dan of the GOECD spoke at the October 17, 2019, meeting on attendance issues and family engagement in early learning. The GOECD leads the state’s initiatives to create an integrated system of quality early learning and development programs to help give all Illinois children a strong educational foundation before they begin kindergarten. It seeks to

ensure access, equity, and partnerships and to guarantee alignment across policy, services, and programming.

Dr. Jor'dan's comments extended to several topics, including the Preschool Development Grant Birth-5, which aims to maximize parental choice and knowledge. Dr. Jor'dan also cited several ideas behind strengthening families, which included a focus on the resilience of parents, social connections with peers, provision of support in times of need, and information about child development and children's social/emotional competence.

Included within Preschool Development Grant-Birth to 5 was funding for parent cafes, which provide the means for intimate and informative conversations to take place among parent peers and provide parents with the opportunity to share their own wisdom and resources with one another. Grant coordinators have found that these cafes help parents feel welcome in a school community, a factor that has increased school attendance. The GOECD has a partnership with the Illinois Head Start Association that has a two-generation program and approach. It is piloting community and parent cafes to emphasize the importance of school attendance and help parents understand solutions to their children's school attendance issues in an indirect way so as not to censure parents. In addition, GOECD also sponsors a parent leadership institute and develops parent leaders to serve as hosts and facilitators (peer-to-peer) and shines a spotlight on school attendance. The parent leaders must be peers. You must have a dad leading a group of dads, for example, or teen parents leading a group of their peers.

Dr. Jor'dan explained that attendance matters in early learning environments because if you do not emphasize it, you are missing the opportunity to use early educational experiences to build an essential skill -- showing up on time every day to school. Attendance habits established during early childhood experiences can have long-term impact on school readiness and child outcomes. A habit of attendance is a school readiness skill. Children who are chronically absent in preschool are far more likely to be chronically absent in later grades.

Dr. Jor'dan said the importance of relationship building cannot be minimized. A parent who is experiencing homelessness or some other problem that presents an impediment to school attendance would benefit from a relationship with someone at a school, a district, or a community group -- someone the parent is comfortable with in order to confide and seek help. A relationship can also enable the parent to glean an understanding of child development. Frequent absences are early warning signs of problems, and parents need a relationship to help them overcome obstacles brought on by homelessness, dangerous environments, or transportation from someone who supports them from a position of strength. Not every family has ideal circumstances, and one must consider what a parent needs to hear at a vulnerable moment. (Appendix J)

Recommendations of the Attendance Commission

The Attendance Commission continues to recommend that schools develop or expand protocols for greater communication and enduring partnerships with the families of

students whose attendance numbers trigger concern in order to facilitate students' academic growth and developmental progress.

The commission additionally recommends that districts and schools develop/expand family engagement efforts to build relationships among parent peers to give parents more of a voice especially those who may be reticent about engaging directly with district and school personnel.

Youth in Care in Illinois and Absenteeism

Molly Uhe, deputy director of Education and Transition Services for the Department of Children and Family Services (DCFS) and new commission member, presented at the November 14, 2019, meeting on the problems children in state care have with school attendance, achievement, and graduation. This presentation provided a glimpse into the concerns of an often-overlooked population group, the children in state care.

Compared to their peers, children in foster care experience lower high school graduation rates, lower scores on academic assessments, and higher rates of grade retention, chronic absenteeism, suspensions, and expulsions. A student can lose four to six months of academic progress with a change in school; school stability contributes to increased graduation rates and can be a positive counterweight to abuse, neglect, and separation. (Appendix M)

Attendance Awareness Campaign Efforts

As was stated in the previous annual reports:

High rates of absenteeism continue into the kindergarten and early elementary grades. The commission continues to acknowledge something else is needed to change minds and to foster a public awareness that every day does indeed count, that each missed school day is a loss of precious time. The members of the commission have determined that a public relations campaign can help accomplish what state laws, federal studies, and educator involvement cannot completely do: It can change minds.

Such an undertaking requires the collaborative efforts of Illinois residents who are willing to commit their time, talent, and expertise to a public relations campaign that needs to have broad appeal and extensive media coverage. State and municipal leaders, state legislators, civic leaders, advertising companies, marketing agencies, newspaper outlets, television and radio stations, public transit companies, and area celebrities must be contacted to volunteer their services to communicate to parents and students that it is cool to be in school, that every day counts, and that school attendance can be the ticket to a life of promise and fulfillment.

The Attendance Awareness Campaign work group endeavors to communicate the message of "Every Student Counts, Every Day Matters," the message embodied in House Joint

Resolution 0011 (May 31, 2017) through the combined efforts of State Representatives Linda Chapa LaVia and Carol Sente and State Senator Jacqueline Collins. (Appendix V)

There was also an introductory promotion in 2017 to increase public awareness of the necessity of regular school attendance. Merri Dee, an author and Chicago TV news and radio veteran, participated in the filming of this opening for the Attendance Awareness Campaign. The short public relations video was produced by Uplift Productions of Bloomington, Illinois. It incorporates the language within HJR 0011 to *encourage the Illinois State Board of Education and each school district in this State to consider the benefits of the attendance awareness campaign ‘Every Student Counts, Every Day Matters’ encouraged by the Illinois Attendance Commission.* You may access this video on the Attendance Commission’s web page at <https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx> under Resources and Links.

Recommendation of the Attendance Commission

The Attendance Commission continues to recommend an expansion of current public relations efforts and endeavors to move beyond the governmental level to elicit and encourage statewide adoption of the “Every Child, Every Day” campaign in communiques with all stakeholders.

Best Practices

Since its first meeting in 2015, the Attendance Commission has researched and discussed best practice in the survey responses of district and school administrators and practitioners regarding family engagement and the practices they implement in response to students who are at risk for chronic absence in general and for other reasons specifically related to a variety of factors, such as a disability, a mental health issue, homelessness, domestic abuse, substance abuse, or involvement with the juvenile justice system. The results of the 2017 survey revealed that school districts that maintain lists of community resources for families to access in times of need demonstrated greater degrees of family engagement than other districts that were unaware of local services.

On a related note, Dr. Taylor raised the issue about the need for all districts to enunciate policies related to chronic absenteeism mainly for the purpose of communicating with families. She said that throughout the state there are many parents and teachers that profess little knowledge about issues related to attendance.

In response, Jeff Aranowski, executive director of Safe and Healthy Climate at ISBE, cited the Illinois School Code to demonstrate the statutory requirement that school districts offer supportive services to truants and chronic truants.

(105 ILCS 5/26-13) (from Ch. 122, par. 26-13) Sec. 26-13. Absenteeism and truancy policies. School districts shall adopt policies, consistent with rules adopted by the State Board of Education, which identify the appropriate supportive services and available resources which are provided for truants and chronic truants. (Source: P.A. 84-1420.)

He said ISBE's rules implement the policy a little bit further and say that every district must (as opposed to *shall* in the Code) have a policy that has a definition for a valid cause of absence, the diagnostic procedures the district will undertake to determine why absences (chronic absence, truancy, and chronic truancy) are happening, and identify support services to be used once children are identified. A lot of districts identify these items in their handbooks, but it is not mandatory.

Deanna Sullivan of the Illinois Association of School Boards addressed the commission to explain that her organization provides advisory services regarding school board policies to nearly every one of Illinois' 852 school districts and to education providers such as regional schools, special education co-operatives, charter schools, and school attorneys, as well. Alison Maley of the Illinois Principals Association (IPA) served as the proxy representative for the IPA's Benjamin Collins at the September 19, 2019, meeting. She explained that the IPA also offers model student handbook recommendations as a subscription service to its membership that reflects absence procedures.

Recommendation of the Attendance Commission

The Attendance Commission recommends that all school districts clearly enunciate school attendance policies, including the effects of absence on a student's achievement and well-being, procedures for district/school response to student absence, and identification of supports and resources for families.



V. COMMISSION COLLABORATION

Dr. Antoinette Taylor in her role as chairperson of the commission has sought out partners in her mission to effect change in schools to enable all children to have access to the opportunity to learn and grow, develop, and prosper. Through the years, commission members have heard from representatives from assorted neighborhood nonprofits, philanthropic foundations, other advisory councils, university researchers, school district personnel, ISBE administrators, state legislators, legal clinicians, consultants from graduate level programs, and anyone else with a heart and a plan. Dr. Taylor has been invited to speak at numerous conferences, including the ESSA Conference held this past February in downtown Chicago and ISBE's Special Education Directors' Conference held this past July in Springfield, and at countless advisory meetings, training events, and symposiums.

Calendar year 2019 was no different. Each meeting this year featured outside speakers who were provided the opportunity to explain their projects, plans, and research results, all designed to guide the commissioners whose job now, in the final year of the commission's lifespan, is to communicate best practice to district personnel and impart sage advice to the general public about what is best for the children of our state.

Early Childhood Absence Data Project

The commission learned in January that Northern Illinois University had concluded a study on early childhood absence data and expressed the importance of using data to inform on large policy issues, such as chronic absenteeism. In the words of team members Amy Jo Clements, director of the Center for P-20 Engagement; Dr. Benjamin Creed, assistant professor in Educational Administration; Dr. Thomas Pavkov, chair and professor in the School of Family and Consumer Services; Charlie Rosemond, data and outcomes manager in the Education Systems Center; and Dr. Kelly Summers, assistant professor in Educational Administration:

Our research team was recently tasked with studying early childhood using state data systems and we have some recommendations for the Attendance Commission as they craft a vision for data collection, analysis and use.

- *Create a process that collects standardized attendance data for Pre-k populations across different programs and funding streams*
- *Generate incentives for providers who submit accurate, detailed attendance data*
- *Maintain a common statewide framework in providing locally differentiated systems of interventions for children and families*
- *Promote a shared expectation that data will be used by researchers to provide information for policy makers as well as practitioners*
- *Underscore the fact that good data, standardized collection and high-quality research processes are needed to identify and address inequities throughout the system*

Revision to Truancy Policies

Commissioners heard from Eve Rips, Clinical Teaching Fellow for the Civitas ChildLaw Center at Loyola University, and Miranda Johnson, clinical law professor and director of the Education Law and Policy Institute at Loyola University, at the May 17, 2019 meeting. They provided an update on the status of legislation they had advocated for Public Act 100-0810 (SB 3466), which was signed into law on August 10, 2018, and became effective January 1, 2019. The Civitas ChildLaw Center advocated for this legislation because it was concerned that fines for truancy were hurting families without addressing the underlying challenges some families face in getting their children to school. Another motivating factor was research that suggested that supportive interventions for families are more effective to reduce truancy than punitive action. The Civitas ChildLaw Center was concerned that some communities were disproportionately impacted by punitive responses.

According to the [synopsis](#) provided by the General Assembly, Senate Bill 3466:

Requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence means a circumstance which causes reasonable concern to the parent for the mental, emotional, or physical health or safety of the student, amongst other meanings (rather than concern for the safety or health of the student). Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the child a fine or fee as punishment for his or her truancy. Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the person a fine or fee for the child's truancy only if the school district's truant officer, regional office of education, or intermediate service center has been notified and all appropriate and available supportive services and other school resources have been offered to the child; specifies appropriate and available services for certain children referred to a municipality. Provides that before a school district may refer a person having custody or control of a child to another local public entity, the school district must document any appropriate and available supportive services offered to the child.

MTSS and Chronic Absenteeism: West Chicago School District 33

Dr. Taylor invited Dr. Patricia Graczyk of the University of Illinois at Chicago to present the results of her consultation and collaboration with West Chicago School District 33 regarding the use of MTSS to address districtwide chronic absenteeism challenges. Along with

Kristina Davis, assistant superintendent for Learning; Jennifer Tapia, principal of Indian Knoll School; and Ciara Burns, community school liaison, Dr. Graczyk detailed the application of universal supports to the whole district to familiarize students and parents with information regarding the importance of school attendance and an introduction to new school measures to reward attendance. Tier Two and Tier Three supports were provided, in increasing increments, to students whose attendance patterns placed them at risk and reflected a careful monitoring of data and timely responses to situations of need.

MTSS – Implementation of Legislative Guidance

As stated previously, Dr. Hannasch, statewide director of the Illinois MTSS Network, spoke at the November 14, 2019, commission meeting and informed members how effectively MTSS has been used in some school districts in Illinois to address and respond to chronic absences. Tier One interventions for entire school populations have been effective, as have Tier Two and Three interventions for students whose attendance patterns dictate the need for more support.

Youth in Care in Illinois and Absenteeism

As stated previously, Ms. Uhe of DCFS presented at the November 14, 2019, meeting on the problems children in state care have with school attendance, achievement, and graduation.

Compared to their peers, children in foster care experience lower high school graduation rates, lower scores on academic assessments, and higher rates of grade retention, chronic absenteeism, suspensions, and expulsions. A student can lose four-six months of academic progress with a change in school; school stability contributes to increased graduation rates and can be a positive counterweight to abuse, neglect, and separation. (Appendix M)

Kindergarten Readiness

At the October 17, 2019 meeting ISBE Board member Dr. Christine Pacione-Zayas provided the commission with an overview of the Erikson Institute’s Illinois Risk and Reach Report, a collection of data indicators representing risk factors in three domains (family stability, health, and early care and education) that impact child development and, by consequence, affect student attendance. The report found that 76.1 percent of kindergartners in Illinois did not demonstrate readiness for kindergarten due to the high percentage of children whose development is affected by a variety of risk factors stemming from family stability and health factors, such as poverty, maternal education level, parental employment, housing costs, child care costs, homelessness, maltreatment, maternal morbidity, preterm births, lead poisoning, and exposure to violence and drug use.

Dr. Pacione-Zayas pivoted to the Kindergarten Transition Advisory Committee (KTAC) report from 2018 intended to review best practices regarding transition. The KTAC report advised that K-12 educators and administrators partner with early childhood programs in their communities. It also suggested that best practices for supporting kindergarten

transitions and ensuring a continuity of care for children with special needs be promoted, early learning in school improvement processes be defined, and the cultural and linguistic needs of early learners be addressed.

Early Learning and Family Engagement

Dr. Jor'dan of the GOECD spoke at the October 17, 2019, meeting on attendance issues and family engagement in early learning. Dr. Jor'dan said the importance of relationship building cannot be minimized. A parent who is experiencing homelessness or some other problem that presents an impediment to school attendance would benefit from a relationship with someone at a school, a district, or a community group -- someone the parent is comfortable with in order to confide and seek help. A relationship can also enable the parent to glean an understanding of child development. Frequent absences are early warning signs of problems, and parents need a relationship to help them overcome obstacles brought on by homelessness, dangerous environments, or transportation from someone who supports them from a position of strength. Not every family has ideal circumstances, and one must consider what a parent needs to hear at a vulnerable moment.

Attendance Works Annual Superintendents Call to Action Effort

Attendance Works, a national organization, each year announces the names of the superintendents from across the country who had signed the Superintendents Call to Action against chronic absenteeism. These local superintendents commit to raising their voices to lead the effort to improve attendance starting in the early grades. Dr. Taylor reached out to many Illinois district superintendents to participate in this annual call to action, and many heeded her call. The Attendance Works press release regarding this national effort is in Appendix R.

1. Julie Brua - Gavin School District 37
2. Richard Decman Herscher - Community Unit School District No. 2
3. Scott Goselin - Bradley School District 61
4. Lisa Harrod - Manteno Community Unit School District No. 5
5. Kristin Humphries - East Moline School District 37
6. Carol Kelley - Oak Park Elementary School District 97
7. Reginald Lawrence - Rock Island-Milan School District 41
8. Jay Morrow - United Township High School District #30
9. Theresa Plascencia - Waukegan Public School District #60
10. Nick Polyak - Leyden High School District 212
11. Andy Richmond - Carbon Cliff-Barstow School District #36
12. Dan Riordan - Reavis High School District 220
13. Jesse Rodriguez - Proviso Township High School District 209
14. Gabrielle Schwemmer - Sparta Community Unit School District #140
15. Darryl Taylor - Lincoln Elementary School District 156
16. Amy Warke - LaGrange Highlands District 106

VI. IN SUMMARY

The Illinois Attendance Commission had its inaugural meeting in early December 2015 and has since laid a solid foundational groundwork to initiate dialogue and effect change. The participation of commission appointees from various educational affiliations, state agencies, and public service nonprofits ensures a collaboration that is fortified through informed discussion and strategic partnerships in the formulation of strategies, mechanisms, and approaches to address and prevent attendance-related difficulties among the student population in our state. An additional component in the commission's progress is the willingness of the members to collaborate with representatives from the Illinois State Board of Education, other state commissions, and advisory councils with the intention to enhance student achievement and launch initiatives to realize common goals.

Central to the work of the commission in its fifth year of meetings was a continuation of the legislative review to provide adequate coverage of all laws in the state that pertain to school attendance in the School Code, including compulsory school attendance, truancy, and what constitutes a school day. The legislative review in 2019 also encompassed a review of the legislation related to the work of the Attendance Commission and included Public Act 101-0012, which restored the concept of the *5 hour rule* to the definition of what constitutes a school day. Exceptions were made for a variety of alternative school programs consistent with technological advances in learning, new concepts in educational programming, and alternative education opportunities for dropouts and others facing any number of challenges.

ESSA's emphasis on chronic absenteeism as a measure of school quality and the commission's collaboration with other governmental advisory bodies drove a successful legislative effort to define "chronic absence" in Illinois in 2017 and to hold school districts accountable for tracking attendance data and providing necessary interventions to students and families from all population groups. In the revised Illinois Interactive Report Card, which was rolled out on October 31, 2018, chronic absence and chronic truancy data were included for each school district. School rankings were assigned according to a logarithm that incorporated chronic absence data. There was discussion in the latter part of 2019 to remove chronic absence as an accountability indicator in the logarithm, but it was retained during the State Board of Education meeting on November 22, 2019.

The effort to find mechanisms to improve data systems to monitor and report chronic absenteeism was enhanced by ISBE's Ed360, which is a free, mobile-friendly, easily accessible secure web application that incorporates all student and staff data in the state data warehouse. Ed360 is free and updated on a nightly basis, allowing administrators and educators easy access to the latest data, including data related to absences and trancies. As of the date of this annual report, 749 of 852 Illinois school districts (88 percent) have opted into Ed360.

Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting, comprise the third legislated outcome for the commission. This effort was greatly enhanced by ISBE's launch of its new Interactive Report Card to accommodate the state's design for implementation of ESSA,

which meets the challenge to incorporate attendance as an accountability factor by according 10 percent to elementary school attendance and 7.5 percent to high school attendance to the overall formula for determining academic growth and student success at a particular school.

Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career are in the process of development. The Best Practices work group is developing an advisory on what constitutes best practice in every school/district based on its survey of district and school practitioners regarding academic support, family engagement, and community resources in reaction to a student's chronic absence pattern.

New initiatives and responses to ongoing challenges presented by chronic absenteeism are being developed by the Attendance Awareness Campaign work group that began meeting in late 2017. Members concurred that there should be a special emphasis on the youngest students and their families in order to encourage early patterns of regular school attendance.

At this juncture, commission members have begun to execute a number of plans, including implementing methods to plumb student attendance data to understand the scope and causes of the problem, providing targeted interventions to rectify patterns of nonattendance, continuing a broad public relations campaign to bring a message of the importance of school attendance into every Illinois household, and formulating new policies to decrease the likelihood that so many Illinois students will diminish their prospects for fulfilling and productive lives by missing time in class.

VI. APPENDICES

- Appendix A: Public Act 99-0432 – Creation of the Attendance Commission
- Appendix B: Roster of Commission Members and Attendance Roster
- Appendix C: Meeting Agendas
- Appendix D: Meeting Minutes
- Appendix E: IL-EMPOWER - PowerPoint Presentation
- Appendix F: Public Act 101-0012 (Senate Bill 0028) - Definition of a School Day
- Appendix G: Illinois Multi-Tiered Systems of Support Materials
- Appendix H: Public Act 100-0156 (House Bill 3139) – Definition of Chronic Absence
- Appendix I: Ed360 PowerPoint Presentation and Materials
- Appendix J: Governor’s Office of Early Childhood Development, Dr. Jamilah Jor’dan, PowerPoint
- Appendix K: Erikson Institute, Dr. Christine Pacione-Zayas – Illinois Risk and Reach Report
- Appendix L: West Chicago School District 33 and Multi-Tiered Systems of Support PowerPoint with Dr. Patricia Graczyk
- Appendix M: Department of Children and Family Services, Molly Uhe, PowerPoint
- Appendix N: Public Law 100-0918 (House Bill 5795) – Truant Definition
- Appendix O: Illinois State Board of Education Advisory on a School Day
- Appendix P: “Every Student Counts, Every Day Matters”: House Joint Resolution 0011 PowerPoint
- Appendix Q: Attendance Commission PowerPoint “Chronic Absence: Definition, History, Effects, and Solutions”
- Appendix R: Attendance Works’ Press Release Highlighting Illinois Participation in the Annual Call for Action by Superintendents on Chronic Absence

Appendix A

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by adding Section 2-3.163 as follows:

(105 ILCS 5/2-3.163 new)

Sec. 2-3.163. Attendance Commission.

(a) The Attendance Commission is created within the State Board of Education to study the issue of chronic absenteeism in this State and make recommendations for strategies to prevent chronic absenteeism. The Commission shall consist of all of the following members:

(1) The Director of the Department of Children and Family Services or his or her designee.

(2) The Chairperson of the State Board of Education or his or her designee.

(3) The Chairperson of the Board of Higher Education or his or her designee.

(4) The Secretary of the Department of Human Services or his or her designee.

(5) The Director of the Department of Public Health or his or her designee.

(6) The Chairperson of the Illinois Community College

Board or his or her designee.

(7) The Chairperson of the State Charter School Commission or his or her designee.

(8) An individual that deals with children's disabilities, impairments, and social emotional issues, appointed by the State Superintendent of Education.

(9) One member from each of the following organizations, appointed by the State Superintendent of Education:

(A) A non-profit organization that advocates for students in temporary living situations.

(B) An Illinois-focused, non-profit organization that advocates for the well-being of all children and families in this State.

(C) An Illinois non-profit, anti-crime organization of law enforcement that researches and recommends early learning and youth development strategies to reduce crime.

(D) An Illinois non-profit organization that conducts community-organizing around family issues.

(E) A statewide professional teachers' organization.

(F) A different statewide professional teachers' organization.

(G) A professional teachers' organization in a city having a population exceeding 500,000.

(H) An association representing school administrators.

(I) An association representing school board members.

(J) An association representing school principals.

(K) An association representing regional superintendents of schools.

(L) An association representing parents.

(M) An association representing high school districts.

(N) An association representing large unit districts.

(O) An organization that advocates for healthier school environments in Illinois.

(P) An organization that advocates for the health and safety of Illinois youth and families by providing capacity building services.

(Q) A statewide association of local philanthropic organizations that advocates for effective educational, health, and human service policies to improve this State's communities.

(R) A statewide organization that advocates for partnerships among schools, families, and the community that provide access to support and remove barriers to learning and development, using schools as hubs.

(S) An organization representing statewide programs actively involved in truancy intervention.

Attendance Commission members shall serve without compensation but shall be reimbursed for their travel expenses from appropriations to the State Board of Education available for that purpose and subject to the rules of the appropriate travel control board.

(b) The Attendance Commission shall meet initially at the call of the State Superintendent of Education. The members shall elect a chairperson at their initial meeting. Thereafter, the Attendance Commission shall meet at the call of the chairperson. The Attendance Commission shall hold hearings on a periodic basis to receive testimony from the public regarding attendance.

(c) The Attendance Commission shall identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:

(1) a standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;

(2) mechanisms to improve data systems to monitor and track chronic absenteeism across this State in a way that

identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;

(3) mechanisms for reporting and accountability for schools and districts across this State, including creating multiple measure indexes for reporting;

(4) best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and

(5) new initiatives and responses to ongoing challenges presented by chronic absenteeism.

(d) The State Board of Education shall provide administrative support to the Commission. The Attendance Commission shall submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year.

(e) The Attendance Commission is abolished and this Section is repealed on December 16, 2020.

Section 99. Effective date. This Act takes effect upon becoming law.

Appendix B

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

Illinois Attendance Commission
Appointment Roster as of December 2, 2019

James R. Thompson Center
100 West Randolph Street
Chicago, Illinois 60601



Alzina Building
100 North First Street
Springfield, Illinois 62777

Jeff Aranowski
Illinois State Board of Education

Mackenzie Montgomery
Illinois Community College Board

Jean Becker
Illinois Department of Public Health

Alyssa Phillips
Chicago Coalition for the Homeless

Stephanie Bernoteit
Illinois Board of Higher Education

Matthew John Rodriguez
Illinois PTA

John Burkey
Large Unit District Association

Sarah Rothschild
Chicago Teachers Union

Benjamin Collins
Illinois Principals Association

Tomorrow Snyder
Stand for Children

Elizabeth Crider
Illinois Association of Regional Superintendents of Schools

Susan Stanton
Act Now Illinois

Karen Fox
United Way

Deanna Sullivan
Illinois Association of School Boards

Jennifer Gill
Illinois Association of School Administrators

Harold Sweeney
Truants' Alternative Optional Education Program

Aaron Graves
Illinois Education Association

Antoinette Taylor
Exceptional Needs Consultant

Nakisha Hobbs
Department of Human Services

Molly Uhe
Department of Children and Family Services

Shenita Johnson
Illinois State Charter School Commission

Katherine Yager
Healthy Schools Campaign

Cathy Mannen
Illinois Federation of Teachers

Several appointments are pending.

Illinois Attendance Commission Attendance Roster

James R. Thompson Center
 100 West Randolph Street
 Fourteenth Floor, V-Tel Room
 Chicago, Illinois 60601



Alzina Building
 100 North First Street
 Third Floor, V-Tel Room
 Springfield, Illinois 62777

Attendance Commission Member	01/18/18	03/22/18	04/19/18	06/28/18	09/06/18	11/08/18	01/10/19	02/15/19	05/17/19	09/19/19	10/17/19	11/14/19
Aranowski, Jeff <i>Illinois State Board of Education</i>	PP	PC	NP	PP	PP	PC	PC	PC	NP	PC	PC	PC
Becker, Jean <i>Illinois Department of Public Health</i> Appointed January 27, 2017	PS	PS	NP	PS	PS	PS	PPX	PP	PP	PP	NP	NP
Bernoteit, Stephanie <i>Illinois Board of Higher Education</i> Appointed March 18, 2016	PP	PC	NP	PC	PC	NP	PPX	PPX	PPX	PPX	PPX	PP
Burkey, John <i>Large Unit District Association</i> Appointed February 9, 2018		PC	PC	PC	NP	PP	NP	NP	PP	NP	PP	PP
Campos, Christina <i>Family Focus</i> Appointed May 27, 2016 Resigned June 2019	NP											
Benjamin Collins <i>Illinois Principals Association</i> Appointed September 2019										PSX	PP	P
Elizabeth Crider <i>Illinois Association of Regional Superintendents of Schools</i>										PP	NP	PP

Illinois Attendance Commission Attendance Roster

James R. Thompson Center
 100 West Randolph Street
 Fourteenth Floor, V-Tel Room
 Chicago, Illinois 60601



Alzina Building
 100 North First Street
 Third Floor, V-Tel Room
 Springfield, Illinois 62777

Appointed September 2019												
Fanello, Lori <i>Illinois Association of Regional Superintendents of Schools</i> Resigned June 2019	PP	PP	NP	PP	PP	PP	PP	PP	PP			
Fox, Karen <i>United Way</i>	PP	PP	PC	PC	PC	PC	PP	PP	PP	PP	PP	PP
Gill, Jennifer <i>Illinois Association of School Administrators</i> Appointed Fall 2015	PP	PP	PP	PP	PP	NP	PP	PP	NP	NP	NP	NP
Aaron Graves Illinois <i>Education Association</i> Appointed September 2019										PP	PP	PP
Grigsby-Jackson, Diane <i>Illinois Department of Human Services</i> Resigned June 2019	NP	PPX	NP									
Nakisha Hobbs <i>Department of Human Services</i> Appointed October 2019											PC	PC
James, Madelyn <i>Voices for Illinois Children</i> Appointed Fall 2015	PP	NP	PP	PP	PP	NP	NP	NP	NP			

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Resigned June 2019												
Johnson, Shenita <i>Illinois State Charter School Commission</i> Appointed October 25, 2016	NP	NP	NP	NP	PC	NP	NP	PC	PPX	pp	PC	PC
Malik, Elizabeth C. <i>Law Project of the Chicago Coalition for the Homeless</i> Appointed Fall 2015 Resigned June 2019	PC	PC	PC	NP	NP	PC	NP	PP	PP			
Mannen, Cathy <i>Illinois Federation of Teachers</i> Appointed February 19, 2019									PS	PS	PS	PS
McMahon, Joseph <i>Kane County State's Attorney</i> Appointed March 24, 2016 Resigned June 2019	PP	NP	PPX	PPX	PPX	PPX	PPX	PPX	NP			
Mackenzie Montgomery <i>Illinois Community College Board</i> Appointed May 19, 2017	NP	PP	PP	PP	NP	PS	PP	NP	NP	PP	NP	NP
Rodriguez, Matthew <i>Illinois Parent Teacher Association</i> Appointed Fall 2019	PCX	PPX	NP	NP	PPX	NP	PP	NP	PP	PP	PC	PP

Illinois Attendance Commission Attendance Roster

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Rothschild, Sarah <i>Chicago Teachers Union</i> Appointed December 12, 2017	PC	PC	PC	PC	PC	PP	PC	PP	NP	PC	NP	NP
Snyder, Tommorrow <i>Stand for Children</i> Appointed September 2019										PC	PP	PC
Susan Stanton <i>Act Now Illinois</i> Appointed September 2019										PC	PC	PP
Sullivan, Deanna <i>Illinois Association of School Boards</i> Appointed Fall 2019	PS	PP	PS	PS	PS	PS	NP	PS	PPX	PS	PS	PS
Sweeney, Harold <i>Truants Alternative Optional Education Program</i> Appointed Fall 2019	PP	PP	PP	PP								
Taylor, Antoinette <i>Exceptional Needs Consultant</i> Appointed Fall 2019	PC	PC	PC	PC								
Molly Uhe <i>Department of Children and Family Services</i> Appointed September 2019										PS	PS	PS

Illinois Attendance Commission Attendance Roster

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Wakeley, Scott <i>High School District Organization of Illinois</i> Appointed Fall 2015 Resigned June 2019	NP											
Weitekamp, Crysta <i>Illinois Education Association</i> Appointed Fall 2015 Resigned June 2019	NP											
Westall, Kevin <i>Illinois Principals Association</i> Appointed February 25, 2015 Appointed Fall 2015 Resigned June 2019	NP											
Yager, Katherine <i>Healthy Schools Campaign</i> Appointed February 20, 2018		PC	PC	PP	PC	NP	PC	NP	PP	PC	PP	NP

Code:

PC -Present in Chicago

PS - Present in Springfield

PP - Present via telephone

NP - Not Present

PX - Present by Proxy (effective July 29, 2016 after roll call vote to amend the Rules of Procedure)

Appendix C

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

Attendance Commission

Meeting Agenda

January 10, 2019

10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the November 8, 2018 Meeting
 - IV. Illinois District and Board Policy Manual and Administrative Procedure Process
 - V. Teacher Attendance/Absence and Student Attendance/Absence Correlation Project Update
 - VI. ESSA Implementation and Students with Disabilities (National and State Implications)
 - VII. Triple I Hearing Summary
 - VIII. Illinois Specific Attendance/Chronic Absence Research
 - IX. Attendance Commission Hearings, Events, and Awareness: Chairperson Taylor and Mary Gallagher
 - X. Attendance Commission PowerPoint Presentations: Mary Gallagher
 - XI. Illinois Attendance Commission Statutory Outcome 1 (Defining a Day of Attendance)
 - XII. Public Comment
 - XIII. New Business
 - XIV. Adjourn

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Attendance Commission

Meeting Agenda
February 15, 2019
10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the January 10, 2019 Meeting
 - IV. ESSA 2019 Conference Attendance Sessions Update
 - V. Illinois ESSA Special Population (Documented Disability) Review and Discussion: Jeff Aranowski
 - VI. RDA Federal Initiative, SSIP State Initiative: Students with Disabilities (IEPs): Antoinette Taylor
 - VII. Illinois' Board Policy and Administrative Procedure Legislative Review and Discussion (Attendance/Truancy): Jeff Aranowski
 - VIII. Instructional Day Update and 101st General Assembly Update
 - IX. IAC Statutory Outcome #1 - Instructional Day: Best Practices/Definitions Facilitators Harold Sweeney and Lori Fanello
 - X. Public Comment
 - XI. New Business
 - XII. Adjourn

Attendance Commission

Meeting Agenda

May 17, 2019

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call (2.5 minutes)
 - II. Welcome and Opening Remarks (2.5 minutes)
 - III. Approval of Minutes from the February 15, 2019 Meeting (2.5 minutes)
 - IV. Punitive Actions Related to Truancy: Eve Rips, Clinical Teaching Fellow for the Civitas ChildLaw Center at Loyola University (15 minutes)
 - V. MTSS and Chronic Absenteeism: West Chicago School District 33 Personnel: Kristina Davis, Assistant Superintendent for Learning; Jennifer Tapia, Principal, Indian Knoll School; and Ciara Burns, Community School Liaison; with Dr. Patricia Graczyk of the University of Illinois at Chicago, Consultant and Professional Learning Provider (25 minutes)
 - VI. Governor Pritzker Appointment Update: Antoinette Taylor (5 minutes)
 - VII. 101st General Assembly Legislator Update: Antoinette Taylor (7.5 minutes)
 - VIII. Instructional Day Review and Update: Antoinette Taylor (20 minutes)
 - IX. Illinois Board Policy and Administrative Procedure (Attendance/Chronic Absenteeism/Truancy) discussion (10 minutes)
 - X. Illinois Attendance Commission Community of Practice PowerPoint presentation: Mary Gallagher (10 minutes)
 - XI. Public Comment (12 minutes)
 - XII. New Business (6 minutes)
 - XIII. Adjournment (2 minutes)

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Attendance Commission

Meeting Agenda
September 19, 2019
10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the May 17, 2019 Meeting
 - IV. Attendance Commission Appointment Updates
 - V. Illinois Attendance Commission Community of Practice PowerPoint Presentation: Mary Gallagher
 - VI. Requests for Attendance Commission to Share Information with other Advisory Bodies: Antoinette Taylor
 - VII. Illinois P-20 Council Subcommittee on Family, Youth, and Community Engagement - Illinois PTA Update: Matthew Rodriguez
 - VIII. Illinois Board Policy and Administrative Procedure (Attendance/Chronic Absenteeism/Truancy): Antoinette Taylor
 - IX. Update on Instructional Day Legislation and Next Steps: Antoinette Taylor
 - X. 101st General Assembly Legislator Update: Jeff Aranowski
 - XI. Public Comment
 - XII. New Business
 - XIII. Adjournment

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Attendance Commission

Meeting Agenda

October 17, 2019

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the September 19, 2019 Meeting
 - IV. Illinois House of Representatives Update
 - V. Erikson Institute's Illinois Risk and Reach Report and the Kindergarten Transition Advisory Committee Report: Dr. Cristina Pacione-Zayas of the Erikson Institute
 - VI. Attendance Issues and Family Engagement in Early Learning: Dr. Jamilah Jordan, Deputy Director of the Governor's Office of Early Childhood Development
 - VII. Illinois Board Policy and Administrative Procedure Update (Attendance/Chronic Absenteeism/Truancy): Antoinette Taylor with Reports from ISBE, IASB, IPA, and IFT
 - VIII. 101st General Assembly Legislator Update: Jeff Aranowski
 - IX. Chronic Absenteeism Update
 - X. Changes to the Attendance Commission Rules of Procedure: Jeff Aranowski
 - XI. Instructional Day Update: Harold Sweeney and Antoinette Taylor
 - XII. Public Comment
 - XIII. New Business
 - XIV. Adjournment

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Attendance Commission

Meeting Agenda
November 14, 2019
10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the October 17, 2019 Meeting
 - IV. Illinois House of Representatives Update: Dr. Antoinette Taylor
 - V. IL-MTSS Network Chronic Absence/Attendance per Public Act 100-0156: Dr. Melissa Hannasch, IL-MTSS Network Statewide Director
 - VI. Youth in Care in Illinois and Absenteeism: Molly Uhe, DCFS Deputy Director of Education and Transition Services
 - VII. 101st General Assembly Legislator Update Conclusion: Jeff Aranowski
 - VIII. Instructional Day of Attendance (Definitions Workgroup Update): Harold Sweeney
 - IX. Every Student Succeeds Act and the Chronic Absenteeism Accountability Indicator Nationally: Kate Yager, Director of State Policy and Advocacy at the Healthy Schools Campaign
 - X. Illinois ESSA Plan Chronic Absenteeism Amendment Update: Dr. Antoinette Taylor
 - XI. Changes to the Attendance Commission Rules of Procedure: Dr. Antoinette Taylor
 - XII. Ethics, Sexual Harassment, and OMA Training Requirements Update: Mary Gallagher
 - XIII. Public Comment
 - XIV. New Business: Attendance Commission Initiatives Post December 2020
 - XV. Adjournment

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Appendix D

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

Attendance Commission

Meeting Minutes

January 10, 2019

10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Jean Becker – telephone
Stephanie Bernoteit – telephone
(proxy Sophia Gehlhausen Anderson)
Lori Fanello – telephone
Karen Fox – (telephone)
Jennifer Gill - telephone
(proxy Nicole Irwin)
Joseph McMahon – telephone
(proxy Jessica Michaels)
Mackenzie Montgomery – telephone
Matthew Rodriguez - telephone
Sarah Rothschild - Chicago
Harold Sweeney - telephone
Antoinette Taylor – Chicago
Katherine Yager - telephone

Not Present

John Burkey
Christina Campos
Diane Grigsby-Jackson
Madelyn James
Shenita Johnson
Beth Malik
Deanna Sullivan
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

Chairperson Antoinette Taylor opened the meeting at 10:04 a.m. and expressed her gratitude to outgoing Governor Rauner for his assistance with bills related to the Attendance Commission and for the collaboration he encouraged among different education policy and advisory groups across the state.

Ms. Taylor also thanked Representative Robert Pritchard for his assistance and for reaching across the aisle as he steps away from Illinois politics, having chosen not to run for reelection.

Ms. Taylor additionally recognized Representative Linda Chapa La Via as she has become the assistant majority leader in the House.

Jeff Aranowski and Ms. Taylor recognized the administrator of the commission for her work on the commission's 2018 Annual Report to the General Assembly.

III. Approval of Minutes from the November 8, 2018 Meeting

Matthew Rodriguez moved to approve the minutes from the previous meeting and his motion was seconded by Lori Fanello. A voice vote confirmed approval by the entire body.

IV. Illinois District and Board Policy Manual and Administrative Procedure Process

Ms. Taylor brought up the fact that school boards across the state are to maintain board policy and administrative procedure manuals. She suggested that the Attendance Commission should discuss and make recommendations around school attendance that could be adopted by school boards across the state. The Illinois Association of School Boards (IASB) provides many advisories of this nature to member school boards and would likely be a partner in this effort. In viewing legislation, the language is specific around charter schools and alternative schools and Ms. Taylor wondered where alternative schools fall into this as well as charter schools that are their own LEA.

Ms. Taylor asked Jeff Aranowski if there is a legislative policy in Illinois that requires districts to adopt policies on absenteeism or if IASB provides advisories just because it is best practice. She feels because of the emphasis ESSA places on absenteeism, there should probably be an examination of regulations governing district responsibilities to maintain policy manuals that are aligned with ESSA standards and are current. She said we may want to start issuing guidelines for best practice and do a legislative review.

Mr. Aranowski responded that there is a legislative mandate for school boards to have policies around absenteeism that employs the word 'shall.' It is a regulation, nonetheless, with the force of law. He added that there is no statement of law that requires boards to state administrative procedures.

105 ILCS 5/26-13. Absenteeism and truancy policies. School districts shall adopt policies, consistent with rules adopted by the State Board of Education, which identify the appropriate supportive services and available resources which are provided for truants and chronic truants. (Source: P.A. 84-1420.)

The regulation that implements this, Mr. Aranowski explained, says that every school district must develop an absenteeism truancy policy that has a definition of valid cause that is consistent with law, a description of the diagnostic procedures to be used to determine excused and unexcused absences, and support services.

Ms. Taylor expressed her concern specifically over the Chicago Public Schools' outdated policy manual that dates back to a bygone era when CPS was headquartered on Pershing Road in Chicago. In consideration of the fact that there have been so many legislated definitions and mandates in the intervening years, especially those surrounding student attendance measures, she feels the commission must do something to make sure all schools in the CPS system are up-to-date on attendance matters.

Mr. Aranowski asked that any discussions the commission has should be in conjunction with the IASB as they are an awesome resource for more than 90 percent of the districts in the state.

V. Teacher Attendance/Absence and Student Attendance/Absence Correlation Project Update

The 2018 Annual Report of the Attendance Commission to the General Assembly recommended that this research project into the correlation of teacher absence rates with those of students be continued. The Illinois Federation of Teachers (IFT), however, said the way data is collected from school to school and district to district varies, and the organization expressed concerns about data sources and alignment with Illinois statute.

Sarah Rothschild said the ramifications are huge if data is not consistent across the state and misinterpreted as many people seize opportunities to criticize teachers. Teacher vacancies correlate to school conditions as stable school environments have neither teacher attendance/staffing problems nor high turnover rates. Schools in troubled areas have these problems, but vacancies are the not the same as absences. ISBE data reflects all school vacancies (clerical, aides, etc.) not just teachers. Ms. Taylor said that the study will have to sharpen its focus in order to be valid.

Ms. Taylor read a statement from Cynthia Riseman of the IFT because there was a concern about the way ISBE was collecting teacher attendance data:

I wanted to follow up and let you know that the IFT had a conversation with Patrick Payne (of ISBE) earlier this week about teacher attendance data collection at the State Board of Education. Patrick and his team shared that the agency has been in compliance with the teacher attendance reporting statute since 2017 (even though PA 97-671 called for the data to be in compliance beginning in October 2013). The IFT has not yet received written confirmation of this but wanted to caution the Attendance Commission as you further explore teacher attendance to keep in mind that only the 2017 and 2018 data is in compliance with the law. We are happy to talk about this further.

Cathy Mannen from the IFT was present for the meeting in Springfield, and she commented about data concerns and cautions around the consistency of data. She said the IFT is having internal conversations around their capacity for further involvement in this project.

VI. ESSA Implementation and Students with Disabilities (National and State Implications)

Ms. Taylor cited the 2016-18 National Health Statistics Report (Number 118, September 26, 2018, published by the U.S. Department of Health and Human Services' Centers for Disease Control and Prevention on the school attendance patterns of students with certain developmental disabilities (DD).

In this nationally representative sample of children aged 5–17 years, children with ADHD, autism spectrum disorder, and intellectual disability were more likely to have had chronic school absenteeism compared with children who did not have these conditions even after controlling for demographic and selected physical health conditions. Similarly, as the number of DDs increased, the odds of chronic school absenteeism increased. These findings show that both the type and number of DDs are associated with school attendance.

Ms. Taylor also cited the Chicago Tribune series on student absence from 2012 that revealed the high rate of absence among students with disabilities in Chicago public schools who miss more school than their nondisabled peers. The Chicago Tribune data at that time did not include the absence rates for students with 504 Plans which likely would have caused absence rates to be even higher. This series of articles spurred action in Illinois which resulted in legislation creating the Truancy in Chicago Public Schools Task Force and later the Attendance Commission. The Office of Civil Rights has collected data that differentiates between IEPs and 504 plans, and she wants the commission to not lose sight of the students with disabilities. Ms. Taylor reminded commission members of Senate Bill 1532, enrolled as Public Law 100-0448, that calls for

separate ADA attendance statistics on the school report cards for students with IEPs and 504 Plans.

Bellwether Education Partners, in partnership with the Collaborative for Student Success, issued a report in December 2017 titled “An Independent Review of ESSA State Plans” in which it was stated that there was a lack of attention to students with disabilities in states’ ESSA plans but did acknowledge that -

The Department of Education did not ask states to discuss in their plans how they were working to ensure students with disabilities are taught grade-level content standards and measuring their progress. States missed an opportunity to explain how their ESSA plans align with other work they’re doing to support students with special needs. All states have alternate academic achievement standards and assessments for students with the most significant cognitive disabilities, but states barely mentioned them in their plans. ESSA also codified a rule that only 1 percent of students could take these assessments, but no state took the opportunity to articulate how it would manage that process and ensure that this cap was not exceeded.

Ms. Taylor commented that ESSA was written very broadly and referenced *all* students rather than specify the various subgroups of students who require supports. She said that a reference to *all students* is insufficient when you consider the heightened needs of students with IEPs or 504 Plans. Federal law requires explicit action on behalf of these students

The report, however, singled out Illinois for its effort to track the progress of former students with disabilities and English learners.

The state’s unique strategy of identifying separate subgroups of former students with disabilities and former English-language learners (as well as current students with disabilities and ELLs) and reporting on their progress is worthy of replication by other states. Including these individuals as their own group will allow educators and policymakers to easily see how those students perform after they are no longer receiving services.

[https://bellwethereducation.org/sites/default/files/Bellwether ESSA PlanReview IL Final.pdf](https://bellwethereducation.org/sites/default/files/Bellwether_ESSA_PlanReview_IL_Final.pdf)

Ms. Taylor cautioned, however, that many do not like to see different subgroups paired as the pairing of students with disabilities and English learners is problematic because of the over identification of EL students as disabled.

Ms. Taylor also referenced the section of the Bellwether Report that rated Illinois insofar as whether or not there are adequate checks in place to ensure all students (including all subgroups of students) receive a high-quality education. She would like to see more dialogue and action in Illinois around an increased focus on students with disabilities rather than herding them under the “all students” category. Specifically, with regard to the Chicago Public Schools, she referenced the hearings that had been held in 2018 regarding the inadequacy of the services provided to students with disabilities and worried that poor academic achievement leads to increased levels of absenteeism.

Mr. Aranowski suggested getting in touch with Heather Calomese, Executive Director of Special Education Services at ISBE, as well as Jason Helfer, Deputy Superintendent of Teaching and Learning at ISBE for their input.

VII. Triple I Hearing Summary

Mr. Aranowski summarized the hearing that had been organized by Deanna Sullivan and indicated that Ms. Taylor, Jennifer Gill, and Scott Wakeley were also present to represent the commission. Session attendees were provided with an overview of the Attendance Commission, and administrators were invited to share their stories about the barriers and successes they have experienced with respect to student attendance and parent engagement. A Q&A session on the flexible school day issue followed as Ralph Grimm, acting ISBE chief education officer, was present at the hearing. Mr. Grimm suggested highlighting some of the superintendents in Tony Smith's weekly letter to superintendents to create a community of action through shared ideas.

Also at the hearing were people from TAOEP (Truants' Alternative and Optional Education Program) who expressed their problems with funding for their truancy programs.

Sarah Rothschild informed the commission that CPS high schools are accountable for the attendance of all students on their rolls even those who never showed up. They have shrinking budgets because of dwindling enrollments as they are accountable for all children on their enrollment lists even if their whereabouts are unknown. This is a problem for the schools who have diminished resources as it is incumbent upon these schools to learn where these students are in order to have them removed from their official enrollment lists, a difficult task for a school with decreased staffing.

VIII. Illinois Specific Attendance/Chronic Absence Research

Ms. Taylor said she has been asked by many people about research that is specific to Illinois insofar as attendance is concerned. She explained there have been studies done by the University of Chicago Consortium on Chicago School Research on early learners and high schoolers, but she is unaware of anything more recent from this group whose interest is Chicago only.

She explained that Northern Illinois University (NIU) intends to complete a study and read a statement from the NIU researchers about the importance of planning for data to be used by researchers to inform both practitioners and policymakers. This explanation had been sent to the Attendance Commission by NIU, specifically from the following people:

- Amy Jo Clements, Director of the Center for P-20 Engagement
- Dr. Benjamin Creed, Assistant Professor in Educational Administration
- Dr. Thomas Pavkov, Chair and Professor in the School of Family and Consumer Services
- Charlie Rosemond, Data and Outcomes Manager in the Education Systems Center
- Dr. Kelly Summers, Assistant Professor in Educational Administration

Northern Illinois University values and celebrates the different and essential roles of the local practitioner, the researcher, and the policymaker within the state educational system. Collaboration and cooperation is the hallmark of our work and we have found that each role is a crucial component in attaining program improvement and student success. While practitioners focus on the local use of data, researchers look at the generalizability of the data for informing the "big picture." The researcher will use the local data to inform the larger policy decisions needed to address an issue such as absenteeism. Specifically, researchers familiar with issues related to school success

strategies can guide and advise on the formulation of data collection processes and analysis, especially in using standardized longitudinal data strategies.

Our research team was recently tasked with studying early childhood using state data systems and we have some recommendations for the Attendance Commission as they craft a vision for data collection, analysis and use.

- *Create a process that collects standardized attendance data for Pre-k populations across different programs and funding streams*
- *Generate incentives for providers who submit accurate, detailed attendance data*
- *Maintain a common statewide framework in providing locally differentiated systems of interventions for children and families*
- *Promote a shared expectation that data will be used by researchers to provide information for policy makers as well as practitioners*
- *Underscore the fact that good data, standardized collection and high-quality research processes are needed to identify and address inequities throughout the system*

Bringing together the local practitioner, the researcher and the policy maker will create a synchronized and integrated process for data usage that will inform knowledge and the translation of knowledge into practical settings. In sum, the collaboration of these groups will amplify the efforts of any one group and all of our Illinois children will benefit.

Ms. Taylor said the information this research group will provide will inform many early learning strategies and the transition to kindergarten, and there will be many partners who will opt to assist in this effort. She also expressed her appreciation of the fact that this research will result in greater use of Multi-tiered Systems of Support (MTSS) which is supported by NIU as the means to effect change.

Patricia Graczyk, a researcher with the University of Illinois in Chicago (UIC) said UIC would like to be a partner as well.

Zakieh Mohammed of CPS said she was also interested in partnering in this research to enhance the conversation and wishes to know more about the continuity of education for students.

IX. Attendance Commission Hearings, Events, and Awareness: Chairperson Taylor

The ESSA conference will be held at the Chicago Grand Sheraton on February 11-13, 2019 and will feature Ms. Taylor as the keynote speaker on February 12. Following her keynote address, s. Taylor will host a break-out session for further discussion. Mr. Aranowski said it would be nice if a cross-section of Attendance Commission members would be present at that hearing to show attendees from around the state the face of the commission, the collaborators from a variety of different backgrounds who are working to ensure children are in their seats every day engaged and ready to learn.

The Early Childhood community is engaged in the work of the Attendance Commission and is planning for the implementation of the preschool chronic absence bill (Public Act 100-0819) which goes into effect on July 1, 2019. A key element of this legislation is the following statement:

Beginning July 1, 2019, any publicly funded early childhood program receiving State funds under Section 2-3.71 of this Code shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.

Publicly funded early childhood programs receiving State funds under Section 2-3.71 of this Code are encouraged to do all of the following:

- (1) Provide support to students who are at risk of reaching or exceeding chronic absence levels.*
- (2) Make resources available to families, such as those available through the State Board of Education's Family Engagement Framework, to support and encourage families to ensure their children's daily program attendance.*
- (3) Include information about chronic absenteeism as part of their preschool to kindergarten transition resources.*

Ms. Taylor related to the commission several upcoming events and developments related to school attendance issues:

- She has a meeting on January 18 with the director of ISBE's Early Childhood Division, Carissa Hurley, and Cindy Berrey, director of the Illinois Resource Center, to discuss the implementation of the new law.
- Dr. Cynthia Tate, executive director of the Governor's Office of Early Childhood Development, part of the PFA federally-granted program, included the Attendance Commission's recommendation to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance in their grant.
- On February 26, Ms. Taylor will represent the Attendance Commission at a Birth-to-Third Grade networking event for Preschool Expansion and Preschool for All Expansion (PFAE) programs at Illinois State University (ISU). "The event will deliver insight into birth-to-third grade alignment strategies, provide expansion updates, and include an opportunity to network with others across the state working on a birth-to-third grade continuum," according to the ISU website. Chronic absence will also be discussed.
- Hope for the Day, a suicide prevention group, will hold a mental health awareness summit and will address how mental health among students affects student attendance in September 2019 at UIC.
- The Illinois MTSS Network distributed the Attendance Commission's annual report to all their coaches to underscore the importance of positively addressing chronic absence in all their districts.
- ABC Channel 7 News has been looking at the Attendance Commission website and wanted to know what upcoming events there may be that the station could feature.

X. Attendance Commission PowerPoint Presentations: Mary Gallagher

The administrator created two PPTs, one of which was a slide representation of the joint resolution introduced by Representative Linda Chapa LaVia and Senator Jacqueline Collins (House Joint Resolution 0011 - *Every Student Counts, Every Day Matters*).

The second PPT was created toward the end of 2018 due to the fact the commission had harvested a great quantity of information about interventions for chronically absent students as well as a greater understanding of the need for family engagement practices through the

information provided by various speakers at commission meetings and the input of the commission's Best Practices work group. In fact, since the Commission began to meet, Ms. Taylor has arranged for a variety of speakers from whom the commission has learned much and with whom they have collaborated in order to create greater public awareness of the issue of absenteeism and to remedy the situations that cause a child to miss precious school time. The commission administrator decided to distill all this information and present it via a PowerPoint to be available soon on the commission's web page.

Ms. Taylor reminded commission members that in the closing portion of another media product related to the work of the Attendance Commission, the video that was created with the help of Merri Dee, formerly of WGN TV, to promote "Every Student Counts, Every Day Matters" is an important message. In the video, Ms. Dee exhorts viewers to know what resources are available to ensure students are in school every day where they belong.

XI. Illinois Attendance Commission Statutory Outcome 1 (Defining a Day of Attendance)

Ms. Taylor read a statement of concern into the minutes regarding recent ISBE guidance on what constitutes a school day as a result of the fact the Evidence-based Funding for Student Success Act had sunsetted the previous school day definition. Since a legislated outcome of the Attendance Commission is the definition of a full day and a half day of school, the situation has created some concern among commission members and others in the state. The statement of concern was derived, in part, from discussions within the Definitions and Best Practices workgroups and after consultation with Representative Chapa LaVia and Senator Collins whose legislation created the Attendance Commission.

Following the October 2018 webinar concerning SIS entries of school attendance data and the subsequent memo to district and regional superintendents (Definition of an Instructional Day, dated November 9, 2018), the Illinois Attendance Commission has some concerns regarding the definition of a school day, what constitutes a day of attendance, and what constitutes a partial day of attendance as these are now to be determined by each individual school district.

This concern begins with the statutory charge of the commission to establish a definition of a school day (Per Public Act 099-0432: Outcome 1 - A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment) which appears to have been administratively removed by ISBE.

Secondly, with a potential of 852 different definitions, comparison among schools and districts will become meaningless, and the weighting effect for chronic absence on the school report card will possibly become controllable by each of the 852 districts when making their definition.

Thirdly, the different definitions will make attendance standards different depending on the zip code which is not allowed by law and will be unenforceable by the courts.

This also goes against the research the commission has studied that indicates consistent, set definitions are important when making comparisons between schools. For these reasons, the Illinois Attendance Commission is concerned with the outline as presented in the October 2018 webinar and the November 9 memo.

Additionally, it has come to the attention of the commission chairperson that attendance hearings had been scheduled across the state to gather input and feedback from the community-at-large in this regard. It is the understanding of the chairperson that these hearings were set to begin in December. This too is a concern of the Attendance Commission as the commission has been given a statutory charge to plan public hearings on attendance across the state. Without a cooperative and collaborative effort regarding such hearings, the danger of inconsistent messaging that could be confusing to children and families, educators, and school districts is very real. Since its inception, the Attendance Commission has successfully collaborated with state councils, commissions, and committees, including but not limited to, the P-20 council, IBAM, and ISBE in support of creating and implementing ESSA requirements related to attendance. It is the hope of the commission that this process will continue as we seek to work with and hear from stakeholders across the state with regard to fulfilling this and all other statutory outcomes related to the Illinois Attendance Commission for the greater good of the citizens of Illinois.

Mr. Aranowski informed the commission that he had just received word that Representative Fred Crespo, a vice chairperson of two education-related legislative committees, introduced a bill (HB 0247) on January 8, 2019, the first day of the new session, to reintroduce a five-hour school day.

Synopsis as Introduced: Amends the School Code. Provides that for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in instances specified under the Code; provides for exceptions. Makes conforming changes, including in the Vocational Academies Act. (Illinois General Assembly website)
<http://www.ilga.gov/legislation/billstatus.asp?DocNum=247&GAID=15&GA=101&DocTypeID=HB&LegID=114185&SessionID=108>

Mr. Aranowski also said ISBE is working on a new memorandum regarding the school day and reminded everyone that the old definition was sunsetted and repealed because of the Evidence-based Funding Bill and mechanism. He said ISBE did not administratively remove anything from the School Code.

Ms. Taylor commented that the relationship between ISBE and the Attendance Commission has always been a collaborative, collegial one on behalf of the students in Illinois.

XII. Public Comment

Ms. Graczyk commented that she reviews data from the Office of Civil Rights within the U. S. Department of Education. She said the rates of absence for students with disabilities is the highest among other student groups and any discussions of equity should include students with disabilities.

XIII. New Business

There was no new business.

XIV. Adjourn

Sarah Rothschild made a motion to adjourn the meeting, and Matthew Rodriguez seconded that motion. There was no one opposed, and the meeting ended at 12:10 p.m.

Attendance Commission

Meeting Minutes

February 15, 2019

10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Jean Becker – telephone
Stephanie Bernoteit – telephone
(proxy Sophia Gehlhausen Anderson)
Lori Fanello – telephone
Karen Fox - telephone
Jennifer Gill – telephone
Diane Grigsby-Jackson - telephone
(proxy Javon Gregoire)
Shenita Johnson – Chicago
Beth Malik - telephone
Joseph McMahon – telephone
(proxy Jessica Michaels)
Sarah Rothschild - telephone
Deanna Sullivan - Springfield
Harold Sweeney - telephone
Antoinette Taylor – Chicago

Not Present

John Burkey
Christina Campos
Madelyn James
Mackenzie Montgomery
Matthew Rodriguez
Scott Wakeley
Crysta Weitekamp
Kevin Westall
Katherine Yager

II. Welcome and Opening Remarks

The meeting was called to order at 10:15 a.m.

III. Approval of Minutes from the January 10, 2019 Meeting

A motion to approve the minutes was advanced by Jeff Aranowski and seconded by Deanna Sullivan. A voice vote confirmed all present members approved.

IV. ESSA 2019 Conference Attendance Sessions Update

Ms. Fanello said that she explained her research project on the best practices employed by statewide administrators in response to the chronic absence of students. Some of those participating in the session also contributed some of their own practices in this regard.

Harold Sweeney explained that he addressed the group about House Bills 190 and 907. HB 190 provides that school boards would be required to ensure schools offer academic supports to at-risk students, while HB 907 would require the Department of Mental Health to provide services for students at risk for mental health problems. Mr. Sweeney thinks students should be able to avail themselves of these services anonymously via school libraries.

Deanna Sullivan was also present at the conference and acknowledged Ms. Taylor's successful keynote delivery as did Lori Fanello who said Ms. Taylor also provided conference attendees with a thorough overview of the Attendance Commission and its work and accomplishments. She explained that Jeff Aranowski spoke about the instructional day and said that the state will probably go back to the five-hour day with concessions around adjusted school day options for children in alternative programming. Ms. Fanello also reported that some people expressed concerns over time missed from school due to family vacations and wondered if these missed school days should be reported differently and if parents could be more intentional about vacations to incorporate learning opportunities for the children. Some barriers to school attendance were raised within the group attending the post-keynote session, and these included the lack of transportation and safe routes to school through unsafe community areas. A question was raised about changing the standard for bus service to include children who live within a reasonable distance from school but in neighborhoods plagued by crime. An issue pertaining to physicians' authorization of school excusals was raised as some feel this service is abused. Ms. Fanello concluded that this exchange of ideas was very interactive and worthwhile.

Ms. Taylor commented on the fact that although the weather in Chicago was challenging the morning of February 12, attendance at the conference was very high.

Ms. Sullivan commented that there so many wonderful presentations at the ESSA Conference and wondered about the availability of some of these presentations for distribution. Ms. Taylor commented that she could certainly check with ISBE on the availability of some of these presentations.

Mr. Aranowski also commented on the success of Ms. Taylor's keynote address and the expansiveness of the material she presented. He added that he had recently delivered comments on exclusionary discipline and disproportionality as ISBE is reviewing data to identify districts with these issues to offer targeted supports.

V. Illinois ESSA Special Population (Documented Disability) Review and Discussion: Jeff Aranowski

This presentation was postponed until the May 17, 2019 meeting.

VI. RDA Federal Initiative, SSIP State Initiative: Students with Disabilities (IEPs): Antoinette Taylor

Results-driven Accountability (RDA) has changed the landscape for outcomes for students with Individualized Education Programs (IEPs) since Illinois wrote its state improvement plan based on RDA with the goal to have students reading at or above grade level by third grade. Ms. Taylor said she will reach out to Jodi Fleck of ISBE for more detailed information about this initiative and will present on this topic at the May 17, 2019 meeting.

VII. Illinois' Board Policy and Administrative Procedure Legislative Review and Discussion (Attendance/Truancy): Jeff Aranowski

Mr. Aranowski referred to the January meeting and the brief discussion that was held with respect to district obligations to have board policies and administrative procedures around chronic absenteeism. He referred to 105 ILCS 5/26-13:

Absenteeism and truancy policies. School districts shall adopt policies, consistent with rules adopted by the State Board of Education, which identify the appropriate supportive

services and available resources which are provided for truants and chronic truants.
(Source: P.A. 84-1420.)

The associated administrative rules which are in response to that statutory requirement are essentially a directive to follow the legislated requirements. The rules do not say what supportive and diagnostic services need to look like; the rules say that given the vague nature of the law, districts have to have something in place regarding diagnostic and supportive services for absenteeism and truancy issues. There is no particular state law that requires administrative procedures for any board policy that is required by law. School boards do, however, have a corresponding set of procedures for board policies. An administrative procedure is simply the method to comply with the requirements of a board policy. Mr. Aranowski said he suspects upwards of 90 percent of school boards in the state subscribe to the press policies of the Illinois Association of School Boards and that organization's board procedures.

Ms. Taylor brought up the board policies of the Chicago Public Schools since that issue was never resolved during the tenure of the Truancy in Chicago Public Schools Task Force which terminated in 2014. That task force had examined the CPS policy manual at that time and recommended that it be updated to address chronic absence and truancy issues. Since the implementation of the state's ESSA plan which incorporates chronic absence in a tabulation of student success and school quality and the legislation of a formal definition of chronic absence and the mandate to offer supports for chronically absent students, Ms. Taylor thinks it is important for the Attendance Commission to look at the issue of whether school board policy manuals are aligned with current law and policies. The bill defining chronic absence stipulated that the mandate to count chronic absence and to remedy it applied to every school in the state receiving public funds. Although most school boards in the state follow the guidance of the IASB, there are some that do not and that includes CPS. She said the Attendance Commission would be remiss if it did not recommend a review of the CPS policy manual.

Mr. Aranowski said he recalls a meeting that was held after the release of the final report of the Truancy in Chicago Public Schools in July 2015 to discuss an updated policy manual. Ms. Taylor said she has pursued this issue even to the point of meeting with Janice Jackson when she was chief academic officer and again last fall in her position of CEO.

Mr. Aranowski said he was not comfortable talking about CPS without representation at the meeting and wondered if a conversation between CPS and the Attendance Commission could be initiated with a de facto member of the commission.

Deanna Sullivan recommended that a committee be formed that could involve policy people from the IASB and ISBE to study the issue.

Ms. Taylor concurred and said it would be a proactive measure. She said there would be a follow-up on this matter at the May 17 meeting. Mr. Aranowski asked Ms. Sullivan if he could obtain the IASB's press policy on absenteeism. Ms. Sullivan said they create model policies for districts which then can be modified by districts, charter schools, and alternative schools to fit their individual circumstances. What the IASB produces is not adopted wholesale by schools.

Ms. Taylor said she thinks the Attendance Commission needs to be aware of any local educational agencies that have not followed through on the development of policy in adherence to current law so conversations can begin to ensure compliance.

VIII. Instructional Day Update and 101st General Assembly Update

Mr. Aranowski reminded the members that the Evidence-based Funding Bill sunsetted portions of the School Code that required an instructional day to be five hours in length in August 2017 and was officially repealed in March 2018. ISBE had been fielding questions about what this means in the field, so a memorandum was issued that provided school districts with some flexibility in the absence of a legislated definition of the length of an instructional day. ISBE was preparing to issue another memorandum with an FAQ but first had to determine if the calendar reflected what the current state of the law was, and there were two bills introduced on the first day of the legislative session in January 2019: House Bill 247 introduced by Fred Crespo and Senate Bill 28 introduced by Jennifer Bertino-Tarrant. Both bills would revert the length of the instructional day back to five hours, exactly as it was previously. House Bill 247 is currently up for a second reading, and Senate Bill 28 is moving along a little more quickly.

Provides that for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in instances specified under the Code; provides for exceptions

There have been some extensive negotiations with stakeholders unrelated to the main portion of the bill, mainly about eLearning time when there are emergency days such as for weather-related reasons. Right now there is an eLearning pilot program for up to three districts in the state to participate, a process which involved an application and approval process through ISBE. Currently there is negotiation to lift that cap and allow any district to engage in eLearning during emergency days outside the application and approval process via ISBE but through a verification process by the superintendent of the regional office of education to ensure basic programming requirements are met such as holding a public hearing about eLearning and assuring all students have access. Mr. Aranowski explained eLearning is a relatively new concept and is meant to only be used in lieu of school attendance on a day when inclement weather forces the cancellation of the regular school day. He explained further that there are also negotiations underway about expanding the competency-based pilot to accommodate more school districts as well in order to offer some non-traditional learning opportunities while still going back to the original five-hour instructional requirement.

Cathy Mannen of the Illinois Federation of Teachers was present at the meeting in Springfield, and she voiced the frustration of teachers who wanted more guidance on the school day issue.

IX. IAC Statutory Outcome #1 - Instructional Day: Best Practices/Definitions Facilitators Harold Sweeney and Lori Fanello

Mr. Sweeney provided a document to meeting attendees that explained how a proposed definition of an instructional day was established by a working group representing the districts of Boone and Winnebago County, represented by Regional Office of Education #4. He said the court judges needed a uniform definition of an instructional day so that the court would be able to enforce mandatory attendance statutes.

He said the work group, which represented approximately 80 percent of the Boone and Winnebago counties schools, wanted a working definition but one that would permit flexibility in offering creative, alternative solutions to students struggling to stay in school. It was

additionally necessary to come up with a base amount of instructional time for truancy intervention purposes.

Mr. Sweeney also said the 300-minute calculation for an instructional day is aligned with the standard set by the Teachers Retirement System for a day of service for teachers. The national school lunch program is also built around a 300-minute school day. To accommodate students in alternative online or community college programming, they formulated the means by which these students would be monitored. He additionally explained that the group considered the situations faced by some students who were counted as absent for missing school on election days because they had volunteered to work at polling places, and others who were counted as absent for completing court-ordered activities.

He said this information was shared with Representative Fred Crespo who introduced legislation to reinsert the concept of a mandatory five-hour school day into the School Code. Senator Jennifer Bertino-Tarrant introduced a similar bill (which has since been amended to include flexible accommodations for alternative learning opportunities), and Mr. Sweeney feels neither bill offers the flexibility of the agreement that was reached in Boone and Winnebago Counties which would dovetail nicely with the truancy programs which operate there.

Ms. Sullivan asked if this information had been shared with district staff or administrative organizations, and Mr. Sweeney said that it had not been shared. Mr. Aranowski asked if this agreement was connected officially to ICEARY (Illinois Coalition for Educating At-Risk Youth), and Mr. Sweeney said there is official alignment between the decision of the work group and that organization. He added that ICEARY may support it but does not endorse the agreement. It is being advanced only to secure more stakeholder input. Mr. Aranowski asked that the Attendance Commission be removed from the document Mr. Sweeney shared at the meeting regarding this agreement as the commission had neither discussed nor endorsed the agreement.

Ms. Taylor commented that during a recent meeting of the commission's Definitions and Best Practices work group, the question was raised about communicating ideas for consideration about legislation focused on reinstating the five-hour school day, and it was agreed that the movement on this issue is quite brisk in the legislature as it is of high importance to many.

Shenita Johnson raised the question of the relationship between a 300-minute school day and student outcomes. She also expressed her concern over the issue of students missing school because of civic activities and being counted as absent rather than being provided with excused absences.

Mr. Aranowski said the School Code is clear about what constitutes an excused absence.

Ms. Sullivan said she had been asked to come to the table when Fred Crespo's HB 247 went to committee since she is an attendance commissioner. She informed them that the Attendance Commission should really be looking at these issues and the issue of the definition of an instructional day should not be fast-tracked without commission input.

Cathy Mannen, a member of the public representing the Illinois Federation of Teachers, said the loss of the minimal standard of what an instructional day, coupled with the information ISBE released to the field which broadly defined the resulting flexibilities, and the confusion that it caused in the field as to what constitutes absence, constitutes a problem. When someone looks

through the chronic absenteeism lens, she explained, one of the public's concerns is that if there is not a standard there, it is going to be something that disproportionately impacts students of color and students living in poverty where potential instances of chronic absenteeism will fall through the cracks.

Ms. Sullivan stated that every administrative group in Illinois education is involved in the discussion of what should constitute a school day with legislators.

Ms. Taylor said it was too early for the Attendance Commission to offer comments or an endorsement at that time as the discussion of instructional school day parameters had barely begun. She did say that anyone on the commission can express their point of view on behalf of the organization or agency they represent but not as a member of the commission.

X. Public Comment

There was no comment from the public.

XI. New Business

Ms. Taylor was on a national attendance call with Attendance Works on February 13, 2019, and learned that the American Academy of Pediatricians had released their report on student absenteeism, *The Link Between School Attendance and Good Health*.

<https://pediatrics.aappublications.org/content/143/2/e20183648>

Ms. Taylor said she will be able to resume her study of early childhood absenteeism now that the Illinois Longitudinal Data System was able to renew its funding.

Ms. Sullivan asked if Ms. Taylor could assemble some Attendance Commission materials for her to distribute to Illinois school boards in order to promote school attendance.

XII. Adjourn

Mr. Aranowski moved to adjourn the meeting and was seconded by Shenita Johnson at 12:00 p.m. No one opposed this action.

Attendance Commission

Meeting Minutes

May 17, 2019

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jean Becker – telephone
Stephanie Bernoteit – telephone
(Sophia Gehlhausen Anderson, proxy)
John Burkey - telephone
Lori Fanello – telephone
Karen Fox - telephone
Shenita Johnson – telephone
(Robbie Curry, proxy)
Beth Malik – telephone
Cathy Mannen – Springfield
Matthew Rodriguez - telephone
Deanna Sullivan – Springfield
(Zach Messersmith, proxy)
Harold Sweeney - telephone
Antoinette Taylor – Chicago
Katherine Yager - Telephone

Not Present

Jeff Aranowski
Christina Campos
Jennifer Gill
Diane Grigsby-Jackson
Madelyn James
Joseph McMahon
Mackenzie Montgomery
Sarah Rothschild
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

The meeting began at 10:00 a.m.

Chairperson Taylor welcomed new member Cathy Mannen from the Illinois Federation of Teachers to the commission. Ms. Taylor explained that other appointments to the commission were in process to fill vacancies created by members who moved into other positions, retired, or were not able to participate due to other responsibilities. .

III. Approval of Minutes from the February 15, 2019 Meeting

Matthew Rodriguez moved to approve the minutes from February 15, 2019, and his motion was seconded by Karen Fox. No one was opposed.

IV. Punitive Actions Related to Truancy: Eve Rips, Clinical Teaching Fellow for the Civitas ChildLaw Center at Loyola University and Miranda Johnson, Clinical Law Professor and Director of the Education Law and Policy Institute at Loyola University

Public Act 100-0810 (SB 3466) was signed into law on August 10, 2018 and became effective January 1, 2019. Loyola University's Civitas Law Center advocated for this legislation because they were concerned that fines for truancy were hurting families without addressing the underlying challenges some families face in getting their children to school. Another motivating factor was research that suggested that supportive interventions for families are more effective to reduce truancy than punitive action. They were concerned that some communities were disproportionately impacted by punitive responses.

In order to address the underlying causes of truancy, the law requires that districts make reasonable efforts to provide teachers, administrators, school board members, school resource officers, and other staff with professional development on appropriate and available supportive services to help encourage student attendance and family engagement. The law additionally clarifies that when a parent is reasonably concerned about the mental or emotional health or safety of a child, that may count as a valid cause for absence.

The law prohibits schools from referring students to municipalities for the purpose of having that municipality issue a fine or fee to the child as a punishment for truancy unless the truant officer, regional office of education, or intermediate service center have been notified and have offered all "appropriate and available" supportive services and school resources to the child. It additionally requires that the district must document any appropriate and available supportive services provided to the child before making a referral.

The law also encourages supporting populations with special needs. When a child experiences homelessness, before his or her parent or guardian can be referred to a municipality, the parent or guardian, relevant school personnel, and a homeless liaison must meet to discuss barriers to the child's attendance and create a plan to remove those barriers. When a child has a documented disability, before a parent or guardian can be referred to a municipality, an IEP meeting or Section 504 plan review must happen to discuss the child's current needs and address the appropriateness of the child's placement and services. If a child is being evaluated for a disability, the evaluation and determination must be completed before a parent or guardian can be referred to a municipality.

While the Civitas ChildLaw group is buoyed by the successful passage of this legislation and enactment into law, they have concerns about the dissemination of the law's tenets and the implementation that must occur at the district level. They closed their presentation by asking several pertinent questions:

- What resources, particularly training opportunities, would be helpful to share with districts when it comes to supportive responses to truancy?
- Are there other ways they should be working to ensure that districts provide adequate training for teachers, administrators, board members, and SROs on supportive responses?
- Are there additional stakeholders they should be speaking with about this new law?

It was agreed that their first steps would be to engage with the Illinois State Board of Education and also with the Illinois Association of School Boards and the Illinois Principals Association, both represented on the Attendance Commission. Lori Fanello also suggested sharing the results of the commission's best practices survey with Civitas.

V. MTSS and Chronic Absenteeism: West Chicago School District 33 Personnel: Kristina Davis, Assistant Superintendent for Learning; Jennifer Tapia, Principal, Indian Knoll School; and Ciara Burns, Community School Liaison; with Dr. Patricia Graczyk of the University of Illinois at Chicago, Consultant and Professional Learning Provider

The district decided to work with Dr. Patricia Graczyk as part of their equity work and to further develop their MTSS process.

West Chicago School District 33 serves a population of 4,500 students that is largely Hispanic (81 percent), low income (56 percent), and non-English speaking (53 percent). They also have a growing world relief population of refugees that they serve.

The district utilized MTSS for academic purposes but was not accustomed to applying tiered interventions to behavior and attendance. They developed an early warning system called a heat map to detect areas of concern and found an interrelationship among the sectors. Data is pulled usually once a month. They have three areas of emphasis they refer to as their district drivers for high impact strategies: MTSS, Student and Family Engagement, and Core Programming. In between each of these are support systems that overlap such as curriculum, instruction, and assessments; values, behavior, and expectations; attendance; and cooperative learning. What this means is that the interrelated areas such as attendance concern the main drivers. If attendance is an issue, it involves Students and Family Engagement, Core Programming, and MTSS. Dr. Graczyk provided training on the incorporation of the MTSS process to provide tiered support systems around attendance.

Training began with three half-day sessions with a focus on data, an understanding of the process, and the importance of a coordinated response to attendance issues and the effect of absenteeism on student success, and evidence-based practices which can be incorporated into their MTSS process. She said it is nice that many teachers and administrators are already very familiar with the MTSS framework for academic and behavior interventions and their knowledge can be applied to the use of MTSS for chronic absence issues.

If a school has a strong Tier One model (absent for 5 percent or less of school days) for attendance, 80-90 percent of the students will have their needs met. On Tier Two (absent between 5 and 10 percent of the time), staff will be focusing on preventive strategies for students who are starting to show signs of problematic absenteeism to determine the cause of the problem and strategies to work with students' families. At Tier Three (absent for 10 percent of school days or more), supports are the most intensive and will often involve community partners in order to work effectively and individually with students and their families to ensure improved school attendance.

District 33 adopted an attendance monitoring system which serves two purposes: establishing what the non-negotiables are across the district as far as expectations and practices are concerned and providing a definition of terms. This system identifies a timeline for action and specifies required tasks, responsible parties, administrators to whom staff is accountable, modes of communication, and target audiences for specific measures. This document is also used to measure the fidelity of the district to the MTSS framework.

Ms. Tapia explained the district's Tier One strategies to communicate to children and their families the importance of regular school attendance: use of Attendance Works suggested messaging, participation in Attendance Awareness Month, district newsletter, newspaper articles, and social media. They also employ the use of "nudge" letters if a student's attendance begins to falter and call families on a daily basis when their children are not in school. As a result, parents are more forthcoming about planned absences from school in the event of travel plans. The district is also very mindful of student health with supportive programming (dental van, health visits, immunizations and flu shots, vision screenings by the Lions Club, health walk with the mayor, food pantry, cooking classes, parent coaching, and clubs/activities). The district also provides culturally-relevant school programming. To bolster attendance, some district schools have a program whereby each day a homeroom has perfect attendance, a homeroom representative places a paper representation of a popcorn kernel in the school's "popper." When the popper is full, a school-wide dance party is held with popcorn treats. Other district schools use a gumball machine theme.

For Tier Two interventions, the district works with the families as partners when students are at risk for chronic absence. They receive a referral from a school counselor or social worker and develop an attendance success plan (adopted from the Attendance Works site) and point parents to community resources as needed. They also employ a "Check-in Check-out" program that pairs a student at risk for chronic absence with a school mentor with whom the child can interact on a daily basis, tutoring programs, and on-site community partners. The district reinforces improvements in attendance patterns with "Good News" letters for those students who improved their attendance and were removed from the at-risk list and personal positive reinforcement contact with deans (middle school) and teachers.

Tier Three strategies offer more intense supports such as functional behavior assessment (FBA) to identify the reason why the behavior is occurring and to help develop effective behavior improvement plans, cognitive-behavioral strategies relevant to school attendance issues, and the Summer Bridges credit recovery program. At this level, family partnerships are even more critical, communication is frequent, and solutions are collaborative. There are also community partnerships (60 in number) that are necessary to address student and family needs and a checklist to guide planning for re-entry following extended absences or psychiatric hospitalizations. Mental health supports are frequently needed.

In MTSS, data are used to inform practice and the results of this adaption of MTSS for chronic absence issues. After just one semester of MTSS interventions, the district saw a 13 percent drop in the number of students who were chronically absent. Data also informed the district that parents had a greater understanding of the impact of an extended winter break. This project also assisted the district in the clarification of practices related to attendance taking and reporting.

They also learned the value of family liaisons to address chronic absence and provide linkage and access to other services. Finally, the district had to clearly define protocols and survey for implementation integrity as part of their system of fidelity.

In summation, Dr. Graczyk and the West Chicago 33 administrators would like to share that there are evidence-based practices to promote attendance that align well with an MTSS framework, schools can use data for strategic decision-making and to monitor effectiveness, and attendance should be a major focus of district and school strategic plans.

VI. Governor Pritzker Appointment Update: Antoinette Taylor

Ms. Taylor informed commission members that former State Representative Linda Chapa LaVia whose legislative efforts led to the creation of the Attendance Commission was appointed by Governor Pritzker to be the Acting Director of Illinois Department of Veterans' Affairs. On behalf of the commission, Ms. Taylor offered her congratulations on this appointment.

Matthew Rodriguez, commission member, was reappointed as Co-chair of the Family, Youth, and Community Engagement Committee of the P-20 Council.

VII. 101st General Assembly Legislator Update: Antoinette Taylor

State Senator Jacqueline Collins co-sponsored many legislative bills with Ms. Chapa LaVia, including the creation of the Attendance Commission, and continues her work in the General Assembly as the chief sponsor of any legislation related to the Attendance Commission. Senator Collins also serves as the Majority Caucus Whip in the Illinois State Senate.

Former State Representative Robert Pritchard, now retired, expressed his interest in being an external stakeholder of the Attendance Commission and lend his voice and support in his new role as a consultant.

VIII. Instructional Day Review and Update: Antoinette Taylor

Ms. Taylor read the following notice into the minutes:

Following the October, 2018 webinar concerning the SIS entry of school attendance data and the subsequent ISBE memo to District Superintendents and Regional Superintendents of Schools regarding Definition of an Instructional Day dated November 9, 2018, the Illinois Attendance Commission has some concerns regarding the definition of a school day, what constitutes a day of attendance, and what constitutes a partial day of attendance to be determined by each individual school district. This concern begins with the statutory charge of the commission to establish a definition of the school day (Outcome 1: A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equals a full day based on instructional minutes for both a half day and a full day per learning environment), which appears to have been administratively removed by ISBE. Secondly, with a potential of 852 different definitions, comparisons between schools and districts will become meaningless and the weighting effect for chronic attendance on the school report card will possibly become controllable by each of the 852 districts when making their definition. Thirdly, the

different definitions will make attendance laws at best different depending on zip code, not allowed by law, and at worst unenforceable by courts. This also goes against the research the commission has studied that indicates consistent, set definitions are important when making comparisons between schools. For these reasons the Illinois Attendance Commission is concerned with the outline as presented in the October 2018 webinar and the November 9 memo.

Additionally, it has come to the attention of the commission chairperson that attendance hearings have been scheduled across the state to gather input and feedback from the community-at-large in this regard. It is the understanding of the chair that these hearings are set to begin this December (December 2018). This too is a concern to the Illinois Attendance Commission as the Attendance Commission has been given the statutory charge to plan public hearings on attendance across the state. Without a cooperative and collaborative effort regarding such hearings, the danger of inconsistent messaging that could be confusing to children and families, educators, and school districts is very real. Since its inception, the Illinois Attendance Commission has successfully collaborated with state councils, commissions, and committees, including but not limited to, the P-20 Council, IBAM, and ISBE in support of creating and implementing ESSA requirements related to attendance. It is the hope of the commission that this process will continue as we seek to work with and hear from stakeholders across the state with regard to fulfilling this and all other statutory outcomes related to the Illinois Attendance Commission for the greater good of the citizens of Illinois.

This notice had been sent to the offices of then State Representative Linda Chapa LaVia and State Senator Jacqueline Collins in November 2018. Senator Collins is making the current administration is aware of this issue. Subsequently, at the Triple I conference in November, Ms. Taylor had the opportunity to speak with then acting ISBE Chief Education Officer Ralph Grimm. The above comments were drafted after the Attendance Commission was not invited to participated in ISBE's road tour about the school day definition., A PPT had been created to be shown on the road show which references the AC on slide 11. It says

Moving Forward ...

The information in this presentation and associated documents are subject to change based on:

- *Statutory or regulatory changes*
- *Recommendations from the Attendance Commission*
- *Ongoing engagement with schools and school communities*

It should be noted, Ms. Taylor said, that while the Attendance Commission welcomes opportunities to collaborate, the opportunity to do so with the acting chief education officer of ISBE has not occurred. The Attendance Commission has not offered a definition of the school day and has not been consulted by ISBE in any way. A new chief education officer has since been appointed by Superintendent Ayala, and Senator Collins will be reaching out to that person after July 1.

In January of 2019, noting that a second memo was coming out and ISBE was seeking review comments from stakeholders, Ms. Taylor consulted with Representative Chapa LaVia and

Senator Collins and submitted comments but has not received any feedback regarding those comments. The Attendance Commission has a statutory requirement to address the instructional day issue. The following communique was sent to Representative Michelle Mussman, chair of the Elementary and Secondary Education: School Curriculum and Policies Committee:

The Definitions Work Group of the Illinois Attendance Commission (IAC) would like to inform the committee that we are currently working toward the legislative goal of the IAC to have a recommendation for the definition of a “Day of Instruction” for the public schools of Illinois. In the interim, we would like to express our support for Amendment 1 to Senate Bill 28 which is before committee. We believe this amendment provides a clear, measurable definition that will serve the students and schools of Illinois until the IAC has an opportunity to make fuller recommendations for possible change.

Once the Definitions Work Group completes its deliberations on a definition, that recommendation must be forwarded to the entire IAC for consideration and input. This process will take some time as there are many stakeholders in this issue that must be heard and their positions considered. We are glad to report the Illinois Attendance Commission includes members from many areas of the education community of Illinois. We expect our finished definition will be one that will serve current and future needs of the educational system as technology becomes a greater part of education, forcing schools to gain flexibility to meets changing needs while still maintaining a basic structure for the school system.

While the IAC understands the immediate need to address the lack of a definition for a school day due to the repeal of 18-8.05, we would also like to capitalize on the momentum of this issue and hope to secure support for a bill later in the 2019 legislative session to address several issues surrounding the definition of a school day that accommodates the IAC’s charge in PA 99-0432 to research and develop the following in Outcome #1: “A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment.”

Thank you to yourself and your committee members for their consideration.

Signed by Ms. Taylor and Harold Sweeney

Copies were sent to Senator Jennifer Bertino-Tarrant and Representative Fred Crespo, both lead sponsors of Senate Bill 0028 which is on its third reading and seeks to define an instructional day. Senator Collins is scheduling meetings with incoming gubernatorial appointments, legislators, and ISBE about this bill.

Zach Messersmith, proxy representative of the Illinois Association of School Boards voiced his organization’s opposition to Senate Bill 28 because of the loss of flexibility in educational programming for students. Harold Sweeney, chair of the Definitions work

group, added that there was not unanimous support within his work group for Senate Bill 28.

Ms. Taylor said the Attendance Commission has always operated by consensus and not everyone on the commission agrees on the definition of a school day. A consensus is the desirable outcome but sometimes people need to realize that while they may not get what they came for, they may be able to live with what they received. She explained further that so many groups - the P-20 Council, College and Career Readiness, IL-EMPOWER, etc. - all need to know how to measure a school day.

IX. Illinois Board Policy and Administrative Procedure (Attendance/Chronic Absenteeism/Truancy)

This item was tabled until the September 17 meeting.

X. Illinois Attendance Commission Community of Practice PowerPoint Presentation

This item was tabled until the September 17 meeting.

XI. Public Comment

There was no public comment.

XII. New Business

Superintendent Ayala was planning on holding a Support and Accountability Listening Tour across the state to gather feedback that will inform an amendment to the Illinois Every Student Succeeds Act plan to adjust the indicators not ready for implementation.

Harold Sweeney informed the commission that the educational support bill is HB 190 and is on the second reading in the Senate.

The Mental Health Bill is SB 907 and it has passed both Houses already.

XIII. Adjournment

Matthew Rodriguez moved to adjourn the meeting at 12:00 p.m., and Lori Fanello seconded his motion. No one was opposed.

Attendance Commission

Meeting Minutes

September 19, 2019

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Jean Becker - telephone
Stephanie Bernoteit - telephone
(Proxy, Sophia Gelhausen)
Benjamin Collins - Springfield
(Proxy, Alison Maley)
Elizabeth Crider - telephone
Karen Fox - telephone
Aaron Graves - telephone
Shenita Johnson - telephone
Cathy Mannen - Springfield
Mackenzie Montgomery - telephone
Matthew John Rodriguez - Chicago
Sarah Rothschild - Chicago
Tomorrow Snyder - Chicago
Susan Stanton - Chicago
Deanna Sullivan - Springfield
Harold Sweeney - Chicago
Antoinette Taylor - Chicago
Molly Uhe - Springfield
Katherine Yager - Chicago

Not Present

John Burkey
Jennifer Gill

II. Welcome and Opening Remarks 10:05

Chairperson Antoinette Taylor welcomed the Attendance Commission members to the meeting at 10:05 a.m.

II. Approval of Minutes from the May 17, 2019 Meeting

Matthew John Rodriguez moved to accept the minutes, and his move was seconded by Kate Yager. There was no one opposed.

III. Attendance Commission Appointment Updates

Ms. Taylor explained that all members of the various commissions, advisory councils, and task forces had to resubmit their credentials to retain their appointments, per the office of the new governor. Ms. Taylor asked the commission administrator for specifics on what trainings needed to be completed by the members of the Attendance Commission, and the administrator said all new members had to complete the Open Meetings Act (OMA) training, a one-time requirement. All members of the commission, whether newly appointed or simply reappointed, must complete the ethics and sexual harassment trainings on an annual basis. Details to this effect had been emailed to the members, including the training programs for each category. Upon completion of the various trainings, members must complete the training certificate attached to each training and email the completed certificate to the commission administrator.

Ms. Taylor asked the new members to introduce themselves.

Molly Uhe-Edmunds introduced herself as the Deputy Director of Education and Transition Services for the Department of Children and Family Services (DCFS)

Elizabeth Crider explained she was the Regional Superintendent for the Peoria County Regional Office of Education (ROE). Ms. Crider is replacing Lori Fanello who retired from the Boone County ROE in June 2019.

Susan Stanton said she is the Network Lead for ACT Now! Afterschool for Children and Teens, a statewide organization that supports afterschool programming for children which is part of a 50-state network.

Tomorrow Snyder is the Regional Organizing Director for STAND for Children Illinois, an advocacy group that works with area schools promoting educational equity and family engagement.

V. Illinois Attendance Commission Community of Practice PowerPoint Presentation: Mary Gallagher

Ms. Taylor said she wanted there to be a site that people could visit to learn about the work of the Attendance Commission and its efforts to research and understand the problem of chronic absenteeism and promote solutions; hence, the Attendance Commission's web page was developed and features a variety of information and resources pertaining to the development of the commission and its activities since that time.

Ms. Gallagher explained that during the years, she has administered the commission, she has been privy to a great many presentations and discussions as well as the results of a survey of administrators and practitioners around best practice in the response of schools and districts to chronic absence and truancy. Through these and many other resources, she said she had learned much about chronic absence - the causes, the effects, and the solutions. After an inspirational presentation last winter by a group funded by a local foundation to work with families in the

Lawndale community to boost the attendance of the community's children and provide the parents with services they may need to ensure a better life for their families, she decided to assemble an informational PPT for anyone to access on the Attendance Commission website that provides the history of this movement in Illinois to tackle this problem, what the effects of absence are, and ways this problem can be solved, all in practical terms.

A PowerPoint which was shown by a team of administrators from West Chicago Elementary School District 33 and Patricia Graczyk of the University of Illinois at Chicago at the Attendance Commission's May 17, 2019 meeting is also posted on the Commission's website as it provides details of the application of the MTSS process to the chronic absence problem.

The Civitas ChildLaw Center at Loyola University was sent the commission's best practice survey, and they are developing a PowerPoint for the Attendance Commission website.

Ms. Taylor mentioned Carisa Hurley, ISBE's Director of Early Childhood, and asked the commission administrator to display the Early Childhood page on the ISBE website to show how strategic this department was being in anticipating the questions Preschool for All and Preschool Expansion project participants would have about chronic absence. She explained they are seeking to inform program participants how to deal with situations of chronic absence, how to work with families whose children are absent frequently rather than simply removing the children from the program. Ms. Taylor asked the commission administrator to work with Early Childhood staff to list their information about chronic absenteeism on the AC website.

Harold Sweeney said there was a change to the law in Illinois regarding dropping a child from a school roster after an extended unexcused absence, from 10 days to 15 days. Jeff Aranowski said there was never a statutory reference to 10 days. He explained that because the definition of chronic truancy references missing school on an unexcused basis for 5 percent of the school year which translates into 9 days, many people considered the tenth such day a marker.

VI. Requests for Attendance Commission to Share Information with other Advisory Bodies: Antoinette Taylor

As the chairperson of the Attendance Commission, Ms. Taylor is frequently asked to speak at many conferences and meetings. The annual ISBE Special Education Directors' Conference on July 24-26 in Springfield was one such event. Ms. Taylor was asked to speak about the effects of absence on students with disabilities.

On August 25, Early Childhood for Professional Learning asked Ms. Taylor to address their Program Support Specialists at their annual PFAE (Preschool For All Expansion) kick-off meeting about chronic absenteeism and PA 100-0819 which became effective July 1. They want their support specialists to understand chronic absenteeism as it relates to early childhood programming and the effects of repeated absences on a preschooler's academic success. They particularly wanted the message to reach the publicly funded community-based programs that are not connected with school districts and may not be aware of the K-12 chronic absence legislation that became effective July 1, 2018.

On September 7, Hope for the Day, which focuses on mental health awareness and suicide prevention, held its premiere conversation summit at the University of Illinois at Chicago. One of their sessions focused on student mental health and its impact on school attendance. This session was facilitated by the Schultz Foundation for Advancing Counseling. Ms. Taylor was invited to attend on behalf of the Attendance Commission. The summit sessions were student-centered and were led by student speakers. During the session attended by Ms. Taylor, one of the questions asked was, “What could you do to be a part of the solution?” Ms. Taylor said Hope for the Day, Shultz Foundation, and State of Emerge-A-City will be present at the October 17 Attendance Commission meeting to share some of their insights regarding the connection between mental health and school attendance.

Sharing a Vision is a biannual conference (October 2-4) that is planned to meet the needs of early childhood professionals and families in the state and is coordinated by the Illinois Division for Early Childhood of the Council for Exceptional Children, in collaboration with ISBE and the Illinois Department of Human Services. They have included a slot in their conference schedule for a session on pre-kindergarten absenteeism (title “What’s New In Illinois”), and they are working with Carisa Hurley of ISBE and have asked her to discuss PA 100-0819.

Susan Stanton asked if the Attendance Commission had any goals, and Ms. Taylor advised her that the legislation that created the commission also determined five outcomes that must be met by December 2020.

VII. Illinois P-20 Council Subcommittee on Family, Youth, and Community Engagement - Illinois PTA Update: Matthew John Rodriguez

Mr. Rodriguez was reappointed as the co-chair of the Illinois P-20 Council Subcommittee on Family, Youth, and Community Engagement. He said they are focused on looking for a way to communicate consolidated information throughout the state to parents about a variety of topics including early childhood, chronic absence, changes to the Illinois Report Card, ESSA, parent involvement, etcetera. They are collaborating with several organizations including ACT Now and COFI, developing resources, and seeking to set up hosting sites for webinars and trainings in areas with technology challenges.

Susan Stanton suggested that the information is effective only if the pathways to communication are effective such as listserv messaging or short videos on social media platforms, particularly in the instance of working parents with limited amounts of time in their day.

Tommorrow Snyder said she is working on an attendance campaign with two schools in the Burnside neighborhood because at Stand for Children they believe in having their boots on the ground and doing canvassing. She said the parents are their partners and they are engaged in all their efforts, whether it is a meeting with a principal or going door-to-door. She explained many parents do not understand why their children should be in school every day and how school funding is attached to attendance and enrollment. She said you have to utilize varied methods to reach people in order to touch the untouchables.

Ms. Taylor said the conversation has to be kept alive all year long. Everyone is on board with the message about the importance of education when a new school year begins, and the supplies are shiny and new, but the commitment fades as the school year progresses.

Family and Community Engagement (FACE) efforts within the Chicago Public Schools (CPS) provide parents and community stakeholders with updates in order to empower them to become leaders within their schools and community as well as to provide tools to support student achievement. Ms. Taylor attended one such meeting at Wendell Phillips Academy High School one especially warm summer day and found families wrapped around the block waiting to enter the school for the meeting. She was very impressed by the meeting itself during which parents and students met administrators and teachers and learned what the new school year would offer them.

Dr. Zakieh Mohammed, Senior Manager of CPS' Attendance and Truancy Department, addressed the commission to discuss FACE as it is operational within CPS. She said they do specific outreach around back-to-school efforts. They try and make the kids feel engaged and connected and even have medical vans on the premises to provide vaccinations and required checkups. They are trying to figure out different vehicles for the purpose of sharing information and engagement. They also reach out to students who have been identified with attendance problems to be proactive about solutions. She said this organization provides parents with an authentic voice.

Sarah Rothschild offered her opinion that events which feature free giveaways like backpacks and vaccinations are not really doing anything to promote family engagement. She said another problem is the fact that the most proactive parents get chased away and are silenced by CPS. She said that CPS is the only district in the state with an appointed school board, so that factor alone makes them unrelatable to other districts. She also said that the voices not being heard are those of the families who face real obstacles in getting their children to school every day. They do not have a voice and the schools are unaware of their issues.

Ms. Stanton wondered what ISBE is doing to promote evidence-based practices to solve the problems faced by families who have difficulty getting their students to school each day.

VIII. Illinois Board Policy and Administrative Procedure (Attendance/Chronic Absenteeism/Truancy): Antoinette Taylor

Ms. Taylor said now that the state has a formal definition for chronic absenteeism, she wondered if the commission needs something in statute to say that LEAs must have policies related to chronic absenteeism in place mainly for the purpose of communicating with families. She said that throughout the state there are many parents and teachers that profess little knowledge about issues related to attendance.

Jeff Aranowski cited the Illinois School Code to demonstrate the statutory requirement that school districts offer supportive services to truants and chronic truants.

(105 ILCS 5/26-13) (from Ch. 122, par. 26-13)
Sec. 26-13. Absenteeism and truancy policies. School districts shall

adopt policies, consistent with rules adopted by the State Board of Education, which identify the appropriate supportive services and available resources which are provided for truants and chronic truants.
(Source: P.A. 84-1420.)

He said ISBE's rules implement the policy a little bit further and say that every district must have a policy that has a definition for a valid cause of absence, the diagnostic procedures the district will undertake to determine why absences (chronic absence, truancy, and chronic truancy) are happening, and identify support services to be used once children are identified. A lot of districts identify these items in their handbooks, but it is not mandatory.

Deanna Sullivan addressed the commission to explain that the Illinois Association of School Boards (IASB) provides advisory services regarding school board policies to over 500 of the 852 Illinois school districts.

Alison Maley, proxy representative for Benjamin Collins, explained that the Illinois Principals Association also offers model student handbook recommendations as a subscription service to its membership that reflects absence procedures.

Shenita Johnson said the Charter School Commission is the charter school authorizer until July 2020 at which time ISBE will assume that position. In the meantime, she said the commission makes sure the charter schools identify and update policies on a regular basis and such information is part of their annual review.

A discussion arose about whether this is a policy issue or a practice issue. Mr. Aranowski said if we concern ourselves with policy, we are considering it as a compliance issue. Practice is altogether different.

Ms. Taylor said the policy has to be in place and updated regularly to ensure practice. There is evidence that some districts do have updated policy manuals, but there is also evidence to the contrary as well.

Ms. Taylor asked Mr. Aranowski and Ms. Sullivan to check and see if there is any kind of a mandate for districts to review and update their policy guides on a regular basis from their particular vantage points at ISBE and IASB. She also included the members from the Illinois Federation of Teachers and the Illinois Principals Association to conduct a similar review.

Mr. Aranowski mentioned that the state's legislation on bullying has a provision for districts to regularly review and update their administrative procedures, but there is nothing in place for this regarding chronic absenteeism.

Ms. Taylor stressed the importance of remembering that PA 100-0156 includes every school district, charter school, alternative school, or any school receiving public funds. The goal is to make sure there is something in place that supports all the above-mentioned types of schools having administrative procedures in place to support this legislation.

Mr. Aranowski said outcomes are important as well, and a district can maintain a successful policy around an issue for years if it yields good outcomes.

Ms. Sullivan commented that many districts will do a policy review when they receive legal updates.

There was some discussion about the number of children who miss school time because of doctor appointments, and it was concluded that oftentimes it is a necessity because not every doctor has late afternoon appointments. Ms. Taylor asked the commission administrator to redistribute to members the American Association of Pediatrics' report on [*The Link Between School Attendance and Good Health*](#) as this resource offers interventions to help improve the physical and mental health of students in order to decrease the number of days students feel unable to attend school.

IX. Update on Instructional Day Legislation and Next Steps: Antoinette Taylor

Harold Sweeney was asked to summarize the work of his Definitions subgroup insofar as the concept of an instructional day is concerned. He said despite the small size of his subgroup, there is a wide variety of opinions in this regard. He said it is time to have some public hearings to gather some public comment on this issue.

Ms. Sullivan advocated for flexibility in the definition of what constitutes a school day because of the diverse needs in many communities. She emphasized also the importance of community support in issues related to the school day and school attendance.

Cathy Mannen asked why the commission is still deliberating about the instructional day when legislation has been passed. Ms. Taylor said the definition of what constitutes a whole school day as well as a half school day is one of the legislated outcomes for the Attendance Commission, so it is an issue that still needs to be explored to ensure proper coverage of the issue.

X. 101st General Assembly Legislator Update: Jeff Aranowski

Tabled until October

XI. Public Comment

There was no public comment aside from Dr. Muhammed's comments about FACE.

XII. New Business

Ms. Taylor brought up the fact that ISBE seeks to modify its ESSA plan. In the original plan, chronic absence is included as a measure of school quality and student success. In consideration of changes to the ESSA plan, Superintendent Ayala conducted a listening tour of the state and there was a virtual tour as well as surveys. At the state Board of Education's meeting on September 18, ISBE provided its recommendation based on survey data and public comment. There was a recommendation to remove chronic absence as a quality indicator, but this is simply

a draft and the State Board is continuing to collect feedback on this issue. In the next month the State Board will meet with various constituent groups and gather additional feedback which will be shared at the October Board meeting as to whether chronic absence would be removed from the accountability measure. The Board will vote at either the October or November meeting as the deadline for revised ESSA plans is in December.

In the recommendation, it said there were 18 comments against the inclusion of chronic absenteeism in the accountability measure while there were hundreds of comments on other issues.

Sophia Gelhausen, proxy for Stephanie Bernoteit, said she was at the board meeting and there was talk of embedding the chronic absenteeism data within other accountability measures. She added, however, that the feedback at the meeting was such that she felt the proposed measure had not been well-received.

XIII. Adjournment

Mr. Rodriguez moved to adjourn and was seconded by Susan Stanton. The meeting ended at 12:00 p.m.

Attendance Commission

Meeting Minutes

October 17, 2019

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Stephanie Bernoteit – telephone
(Proxy, Sophia Gelhausen)
John Burkey - telephone
Benjamin Collins - telephone
Karen Fox - telephone
Aaron Graves – telephone
Nakisha Hobbs - Chicago
Shenita Johnson - Chicago
Cathy Mannen - Springfield
Matthew John Rodriguez - Chicago
Tomorrow Snyder - telephone
Susan Stanton - Chicago
Deanna Sullivan - Springfield
Harold Sweeney - telephone
Antoinette Taylor - Chicago
Molly Uhe - Springfield
Katherine Yager - telephone

Not Present

Jean Becker
Elizabeth Crider
Jennifer Gill
Mackenzie Montgomery
Sarah Rothschild

II. Welcome and Opening Remarks

II. Approval of Minutes from the September 19, 2019 Meeting

On page 6, the minutes reflected the following statement:

Alison Maley, proxy representative for Benjamin Collins, explained that the Illinois Principals Association also distributes policy to its membership.

Deanna Sullivan and Ms. Maley asked that the minutes be adjusted to reflect the fullness of Ms. Maley's statement to the commission:

Alison Maley, proxy representative for Benjamin Collins, explained that the Illinois Principals Association also offers model student handbook recommendations as a subscription service to its membership that reflects absence procedures.

Jeff Aranowski moved to accept the minutes and was seconded by Susan Stanton. There was no objection to adopting minutes in their corrected state.

IV. Illinois House of Representatives Update

Chairperson Taylor explained that State Representative Karina Villa of Batavia will provide support to the Attendance Commission since longtime commission partner, former state Representative Linda Chapa LaVia accepted the position of directors with the Illinois Office of Veterans' Affairs.

V. Erikson Institute's Illinois Risk and Reach Report and the Kindergarten Transition Advisory Committee Report: Dr. Cristina Pacione-Zayas of the Erikson Institute

Ms. Taylor introduced Dr. Kristina Pacione-Zayas to the commission as a representative of the Erikson Institute, an independent institution of higher education committed to ensuring that all children have equitable opportunities to realize their potential. She cochaired the Kindergarten Transition Advisory Committee and believes the focus should be on early childhood and the P-2 (preschool to grade 2) indicators.

Dr. Pacione-Zayas provided the commission with an overview of the Illinois Risk and Reach Report, a collection of data indicators representing risk factors in three domains (family stability, health, and early care and education) that impact child development in comparison to the "reach of publicly funded program and services that support early childhood well-being." She said the reason this report is so important is because though the indicators they are looking at are not centered on attendance, they do, however, influence attendance. These are all the risk factors that present barriers to children and families who are trying to access high quality care and education. These risk factors show up in their environment and they are studied in relationship to the public investments that are made to mitigate those risk factors. It is necessary to view the risk factors and examine the expenditures that are provided to ease the effect of risk factors and circumstances. The report itself was a collaborated effort between Erikson Institute and Voices for Illinois Children with support from several foundations (Harris, McCormick, and Stone).

Dr. Pacione-Zayas explained the population of Illinois is 12.8 million people comprised of the following ethnic categories: 61.7% White, 17% Hispanic, 14% Black, and 7% Other (Asian, Native American, etc.). Ms. Pacione-Zayas is not happy with the latter designation as it gathers together people with distinct identities and experiences, but data constraints left them little choice. When the population of the state under the age of five is viewed, the demographics reflect a shift in the distribution of ethnic representation: 51% White, 24% Hispanic, 16% Black, and 9% Other. Children under five represent 7.8% of the state population and number 946,000.

Erikson Institute assembled an advisory council which included advocates and leaders from the legislative body, community organizations, state agencies, and philanthropic organizations who organized the risk factors (32) around the three domains that can either undermine or enhance

child development: family stability, health, and early care and education. Data is at the individual county level.

Family stability included the following risk factors:

- Poverty
 - 21.5% of all Illinois children under age 5 lived in families with income below the poverty level.
 - Among Black households, 48% have incomes below the poverty line.
 - National average is 19.5%.
- Maternal education
 - 9.1% of births in 2016 were to mothers with less than a high school diploma.
 - Mothers in this category faced more struggles than their peers with high school diplomas with stable employment, living wages, access to high quality healthcare, etc., all those things that are necessary for a child to thrive.
 - For Hispanic moms, the percentage is 24%.
 - National average is 13.8%.
- Parental employment
 - 7.4% of Illinois children under age 5 had both parents out of work.
 - 18% of Black children under five had unemployed parents
 - National average is 9.2%.
- Childcare cost
 - 10.6% of a family's median income goes to childcare costs.
 - National average is also 10.6%
- Housing cost
 - 32.8% of households have housing costs that exceed 30% of income.
 - Among Black households, 50% have housing costs that exceed 30% of income; among Hispanics the percentage is 44%.
 - National average is 32.9%.
- Homelessness
 - 1.8% of kindergartners were reported as homeless per McKinney Vento liaisons.
 - National average is 3.1%.
- Maltreatment
 - 14% of Illinois children under the age of 5 have experienced at least one substantiated maltreatment incident.
 - National average is 13%.
- Drug overdose deaths
 - Overall in Illinois there were 19 drug deaths per 100,000 people in 2016.
 - National average is 20 per 100,000.

The health domain included the following risk factors:

- Maternal morbidity
 - 51 per 10,000 births
 - 102 per 10,000 births for Blacks
 - The maternal morbidity rate reflected an absence of data in many Illinois counties, and legislation was introduced by State Representative Mary Flowers ensure the collection of accurate data.

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- 199 per 10,000 births nationally
 - Pre-term births
 - 10.3% of children in Illinois were born premature in 2016.
 - Among Blacks, the percentage was 15%.
 - Nationally, the percentage was 9.9%.
 - Lead exposure
 - 3.5% of Illinois children under 6 tested positive for elevated blood lead levels.
 - National average was 4%.
 - Violence exposure
 - Overall, 436 per 100,000 people in Illinois were exposed to criminal violence.
 - Nationally, the rate is 386 per 100,000.

Early care and education included the following risk factors:

- Kindergarten readiness
 - 76.1% of Illinois kindergartners did not demonstrate readiness for kindergarten.
 - There were no national statistics.
- Third grade proficiency – language arts
 - 63.8% of third graders did not meet or exceed standards.
 - The national average was 61.8%.
- Third grade proficiency – math
 - 60.8% of Illinois third graders did not meet basic math standards.
 - 57.5% did not meet basic standards nationally.

All the risk indicators have an influence on a child’s development which then connects to their access to education and their participation in education, all the family contexts and conditions that pack up to show why children are not showing up in school in the best way ready to learn. She said the maps would show that risk factors and strengths exist in our counties and are not just concentrated in one geographical area. Dr. Pacione-Zayas said we have to find our strengths to mitigate the risks. Leaders and practitioners are not going to see a difference in kindergarten readiness and third grade achievement unless they see the need to allocate and distribute resources in a way that is deliberate and intentional and equitable.

The overall risk score revealed that -

- 81% of counties rated as “High Risk” on at least one indicator
- 96% were rated as “High Moderate Risk” on at least one indicator
- 75% of “High Risk” counties had at least 2 “Low” or “Low Moderate Risk” indicators

68% of Illinois children under the age of five live in high moderate or high risk counties. There are not that many distinctions in the distribution across the state.

The map also shows that many preschool age children in Illinois do not have access to quality preschool programming. Community level leaders are the ones who can articulate solutions. Risk shows up all over the state and presents as barriers to resources.

Dr. Pacione-Zayas pivoted to the Kindergarten Transition Advisory Committee report from 2018 intended to review best practices around transition.

1. Addresses the value of K-12 educators and administrators **partnering** with early childhood programs in their communities, including Head Start, Preschool for All, home visiting, and childcare
2. Will **not be prescriptive** and will **not place any burdensome requirements** on school districts
3. Encourages best practices for supporting **kindergarten transitions**, including aligned professional development, data collection, data sharing, and family engagement, among others
4. Could define the capacity needed and potential incentives for LEAs and early childhood programs to **implement** these practices
5. Promotes best practices related to the **continuity of care** between early childhood (including between infant-toddler programs and programs for preschool-aged children), early childhood special education, and special education in the early elementary grades
6. Could define the role of early learning in required **school improvement processes**, including the role of kindergarten readiness data in school needs assessments and the expansion of high-quality early learning as a school improvement strategy
7. Reinforces the state's commitment to the importance of **social and emotional learning** for children of all ages
8. Promotes best practices for **dual language learners**, which address the cultural and linguistic needs of young children as they transition into kindergarten and ways in which to engage underserved immigrant and mixed status families

The report also organized findings under three categories: Aligned Teaching and Learning Aligned Assessments and Data Strengthened Cross Sector Partnerships and also identified critical success factors and policy levers:

- Aligned Teaching and Learning
 - Aligned professional development during protected release time
 - Aligned, developmentally appropriate, play-based, child-directed practices
- Aligned Assessments and Data
 - Educators examine assessment results alongside administrators during protected release time and set plans accordingly across the transition
 - Schools and districts gather feedback to determine how best to share information and data
- Strengthened Cross-Sector Partnerships
 - Children and families are invited into schools prior to and throughout the transition
 - Schools and districts are supported in developing structural connections across the transition

Kindergarten readiness is not a reflection of the teachers' input. It is a reflection of the access a child had to early learning opportunities. Early intervention services were available to 4.5% of at-risk children under the age of two in Illinois. Among children between the ages of 3 and 5,

7.6% of those at risk had early childhood education services. The map shows that many preschool age children in Illinois simply do not have access to quality preschool programming. Dr. Pacione-Zayas added that the question is, “How do we enable our children to thrive, how do we build schools that enhance natural born talents and gifts?”

Ms. Taylor wondered how we could support early learning teachers in math instruction since third grade outcomes demonstrate that nearly 40% do not reach proficiency standards at this grade level.

VI. Attendance Issues and Family Engagement in Early Learning: Dr. Jamilah Jor’dan, Deputy Director of the Governor’s Office of Early Childhood Development

The Governor’s Office of Early Childhood Development (GOECD) leads the state’s initiatives to create an integrated system of quality early learning and development programs to help give all Illinois children a strong educational foundation before they begin kindergarten. They seek to ensure access, equity, and partnerships and to guarantee alignment across policy, services, and programming. Dr. Jor’dan explained her comments were going to touch on several topics, including Preschool Development Grant Birth-5 (PDG B5) continuation and maximizing parental choice and knowledge.

Dr. Jor’dan also cited several ideas behind strengthening families which included a focus on the resilience of parents, social connections with peers, provision of support in times of need, and information about child development and children’s social/emotional competence.

Included within their Preschool Development Grant - Birth to 5 (PDG B5) was funding for parent cafes which provide the means for intimate and informative conversations to take place among parent peers and provide parents with the opportunity to share their own wisdom and resources with one another. They have found that these cafes help parents feel welcome in a school community, a factor that has increased school attendance.

The GOECD has a partnership with the Illinois Head Start Association that has a two-generation program and approach. They are piloting community and parent cafes to emphasize the importance of school attendance and help parents understand solutions to their children’s school attendance issues in an indirect way so as not to censure parents. In addition, GOECD also sponsors a parent leadership institute and develops parent leaders to serve as hosts and facilitators (peer-to-peer) and shines a spotlight on school attendance. The parent leaders truly have to be peers. If it is a group of dads, you must have a dad leading the group, the same for teen parents.

Dr. Jor’dan asked, “Why does attendance matter in early learning environments?” There is much national attention related to school attendance starting in the preschool years because people have realized that unless we pay attention to attendance even among young children, we are missing the opportunity to use early educational experiences to build an essential skill: showing up on time every day to school. Attendance habits established during early childhood experiences can have long-term outcomes on school readiness and child outcomes (e.g., literacy

development). A habit of attendance is a school readiness skill. Children who are chronically absent in preschool are far more likely to be chronically absent in later grades.

Dr. Jor'dan said you cannot minimize the importance of relationship building. A parent who is experiencing homelessness or some other problem that presents an impediment to school attendance would benefit from a relationship with someone at a school, a district, or a community group, someone the parent is comfortable with in order to confide and seek help. A relationship can also enable the parent to glean an understanding of child development. Frequent absences are early warning signs of problems, and parents need a relationship to help them overcome obstacles from homelessness, dangerous environments, or transportation from someone who supports them from a position of strength. Not every family has ideal circumstances, and one must consider what a parent needs to hear at a vulnerable moment.

A good resource is Harvard's National Center for Rural Education Research especially since they are launching a pilot to research the particular ways rural schools experience chronic absenteeism. Another good resource is No Kid Hungry, a group that links school breakfast to higher test scores and lowers chronic absenteeism. Finally, the American Academy of Pediatrics is directing care providers to ask about missed school days to optimize patient care.

Dr. Jor'dan said people should be mindful of who the "influencers" are and said they should be invited to make public service announcements about the benefits of regular school attendance. Social media posts are also very important, and all technology should be leveraged to communicate messages. She added that teacher preparation programs must incorporate more information about social/emotional development and family engagement. In a final note, Dr. Jor'dan said the AARP should be involved since so many grandparents are raising children.

Susan Stanton relayed information about a community center in Palatine that offers families a plethora of services to remove barriers: legal services, donated clothing, counseling, pre-natal care for pregnant teens, food pantry, etc. They maintain contact with schools to facilitate partnerships to benefit children and families.

**VII. Illinois Board Policy and Administrative Procedure Update
(Attendance/Chronic Absenteeism/Truancy): Antoinette Taylor with Reports from ISBE,
IASB, IPA, and IFT**

Tabled due to time constraints.

VIII. 101st General Assembly Legislator Update: Jeff Aranowski

Mr. Aranowski said the Attendance Commission's annual report must include additions and changes to the legislative landscape. These additions include the following Public Acts:
Public Act 101-0007

- Includes \$8.88 billion in General Funds appropriations to the State Board of Education
 - EBF increased by \$375 million, \$50 million of which is for the Property Tax Relief Grant.
 - Early childhood funding was increased by \$50 million, the minimum amount required to meet federal grant requirements.

-
- Transportation increased by 10%.
 - New Grants
 - YouthBuild Illinois (\$2.5 million)
 - School of the Art Institute of Chicago (\$30,000)
 - Metropolitan Family Services for parenting education pilots (\$175,000)
 - Grants to rural school districts for mental health (\$1 million)
 - Grants to school districts for STEM programming (\$200,000)
 - Simon Wiesenthal Center for mobile tolerance centers (\$1 million)

PA 101-0010

- Includes four changes that impact education:
 - Makes changes to the Evidence-Based Funding for Student Success Act to include (receive tier funding) alternative education programs operated by Regional Offices of Education and Intermediate Service Centers;
 - Creates a School Construction Task Force;
 - Increases the cap on end-of-career salary increases from 3 percent to 6 percent;
 - Allows private special education schools that serve Chicago Public Schools (CPS) students to receive additional funds to make up for adjustments made as a result of the elimination of the CPS Block Grant in PA 100-465 (EBF).

PA 101-0220

- Both sunset/eliminate the test of basic skills.
- SB 1952 also allows student teachers to be paid and allows, subject to appropriation, educators who work in Tier 1 school district to apply for a refund of edTPA fees.

PA 101-0443

- Requires the salaries of teachers to be no less than \$40,000 by the 2023-24 school year.
- Four-year phase-in period beginning with the 2020-21 school year.

PA 101-0450

- Applies licensure and evaluation requirements to driver education instructors employed at facilities contracted by school districts to provide driver education to students.

PA 101-0591

- Creates a local appeals process for unsatisfactory evaluations.

PA 101-0543

- The State Charter School Commission is abolished on July 1, 2020
- All of the powers, duties, assets, liabilities, contracts, property, records, and pending business of the commission are transferred to the State Board of Education on that date.
- Removes the appeal process and provides that final decisions of a local school board are subject to judicial review under the Administrative Review Law.
- Effective January 1, 2020

PA 101-0050

- Creates the Seizure Smart School Act.

-
- Requires the parent or guardian of a student with epilepsy who seeks assistance with epilepsy-related care in a school setting to submit a seizure action plan with the student's school.
 - Effective January 1, 2020.

PA 101-0455

- Requires districts to create behavioral threat assessment procedures

PA 101-0180

- Beginning with the 2020-2021 school year, makes completion of a Free Application for Federal Student Aid (FAFSA) a graduation requirement.
- A waiver will be made available by the State Board of Education for students and parents who do not want to fill out a FAFSA for any reason.
- FAFSA monies are available to states based on the number of applicants from the previous year. Public Act 101-0180 is designed to create a larger applicant pool in order to increase the federal allocation.

Due to a time constraint, Mr. Aranowski will finish his presentation at the November 14 meeting.

IX. Chronic Absenteeism Update

Chairperson Taylor read a letter to ISBE Superintendent Carmen Ayala from State Senator Jacqueline Collins from October 9, 2019 about her concerns about the lack of communication between ISBE and the Attendance Commission and her office in matters relating to the statutory outcomes of the commission and the suggested Illinois ESSA plan revision to remove chronic absence as an accountability measure of school quality and student success.

Dear Dr. Ayala:

The purpose of this communication is to inform you of the concerns that I have regarding the Illinois State Board of Education's most recent recommendation of chronic absenteeism as it relates to the proposed amendment to Illinois's Every Student Succeeds Act plan. For the past several years, starting with the former Task Force on Chronic Absence in the Chicago Public Schools and the current Illinois Attendance Commission, chronic absenteeism, attendance, and truancy have been a major initiative of my office. As the chief sponsor of the Illinois Attendance Commission, I am concerned about decisions that could possibly undo or undermine the work of this office without my being included in conversations or informed in advance of recommendations such as those discussed at the September State Board meeting. The Illinois Attendance Commission's statutory outcomes are of great concern to me and are taken very seriously. For this reason, I am asking that before the upcoming October State Board meeting that every attempt be made to schedule a meeting so that the proposed amendment regarding chronic absence can be discussed. Also include my office in all matters related to the Illinois Attendance Commission, the attached statutory outcomes, and any other matter that could have unintended consequences to this initiative that I have embraced these past seven years. I have asked the Attendance Commission chairperson, Dr. Antoinette

Taylor, to make every effort to work collaboratively with the cross sector of committees, councils, and commissions in Illinois whenever and wherever it is possible to do so. Until further notice, I have asked Dr. Taylor to do so directly on my behalf. This includes but is not limited to meetings she will attend such as the P-20 Council, subcommittees, and State Board meetings.

I look forward to meeting with you and collaborating with you soon.

Sen. Jacqueline Collins

Chairperson Taylor added that the Attendance Commission has always advocated for policies around family engagement and supports for students rather than punitive measures. She said school districts frequently contact her to inform her of their positive, family-friendly practices around chronic absence. She also asked why, if there were concerns over the inclusion of chronic absence as an accountability measure, were these concerns not brought to Senator Collins or the Attendance Commission.

Susan Stanton mentioned the fact the decision to consider removing chronic absence statistics from the school quality/student success measure was based on the comments of 18 people which hardly seems to be a consensus.

A discussion arose because some of the 18 people in favor of removing chronic absence as an indicator felt teachers have no control over whether or not students come to school. The commission administrator said the teachers would feel like they had some control over student attendance if they were engaging with the families. Ms. Stanton wondered if teachers were being supported in this regard because it would be difficult to interact with all the families of the students on the average roster. Cathy Mannen added that this should be a school-wide issue and requires time and personnel resources. Ms. Taylor said this is part of an ongoing conversation to inform districts of the impact of chronic absence on students and district statistics and what they can do about it, particularly engaging families. She added that there has been much research about the benefit of tracking chronic absence as an accountability factor and no research to the contrary.

X. Changes to the Attendance Commission Rules of Procedure: Jeff Aranowski

This item was tabled due to time constraints.

XI. Instructional Day Update: Harold Sweeney and Antoinette Taylor

Mr. Sweeney was unable to unmute his telephone, so he communicated to the commission administrator that he would send his instructional day update to her to be disseminated to staff.

XII. Public Comment

There was no public comment.

XIII. New Business

There was no new business.

XIV. Adjournment

Cathy Mannen moved to adjourn, and Nakisha Hobbs seconded the motion. No one was opposed to the adjournment.

Appendix E

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019



Presentation to the Illinois Attendance Commission

Illinois State Board of Education
November 8, 2018



ISBE

VISION

- Illinois is a state of whole, **healthy children nested in whole, healthy systems** supporting communities wherein all people are socially and economically secure.

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and **ensure equitable outcomes for all students.**



ISBE

GOALS

- *Every child in each public-school system in the State of Illinois deserves to attend a system wherein...*
 - All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.
 - Every school offers a safe and healthy learning environment for all students.



IL-EMPOWER is the statewide system of accountability and support that **empowers schools with choice and voice** in the school improvement process. Schools, districts, partners, and **ISBE works collaboratively** to promote shifts in practice and build capacity.

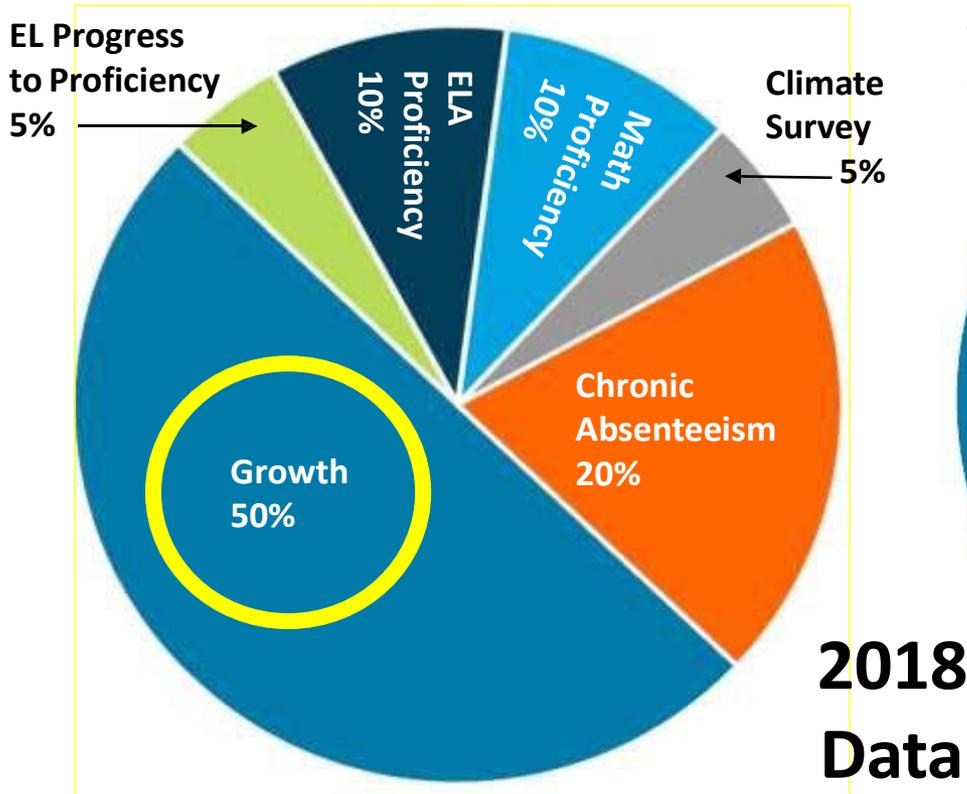


IL-EMPOWER Guiding Principles

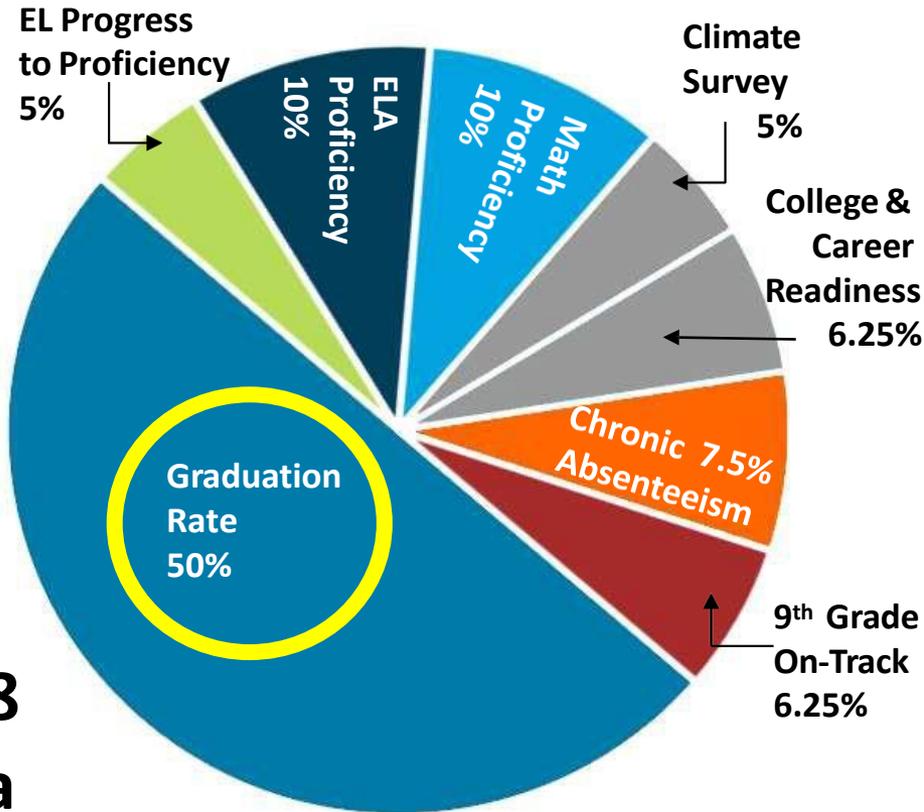
- Capacity development in the areas of **Governance and Management**, **Curriculum and Instruction**, and **Climate and Culture**
- Differentiated supports, customized for local context
- **Focus on equity** within every school and for each and every child
- Data informed by a collaborative inquiry process
- Peer-to-peer learning opportunities
- **Continuous growth** and development for results as an iterative process
- Shift from doing *to* schools to doing **with schools**
- Educator-led, state-supported
- **Assumes positive intent**



K-8 Band



9-12 Band



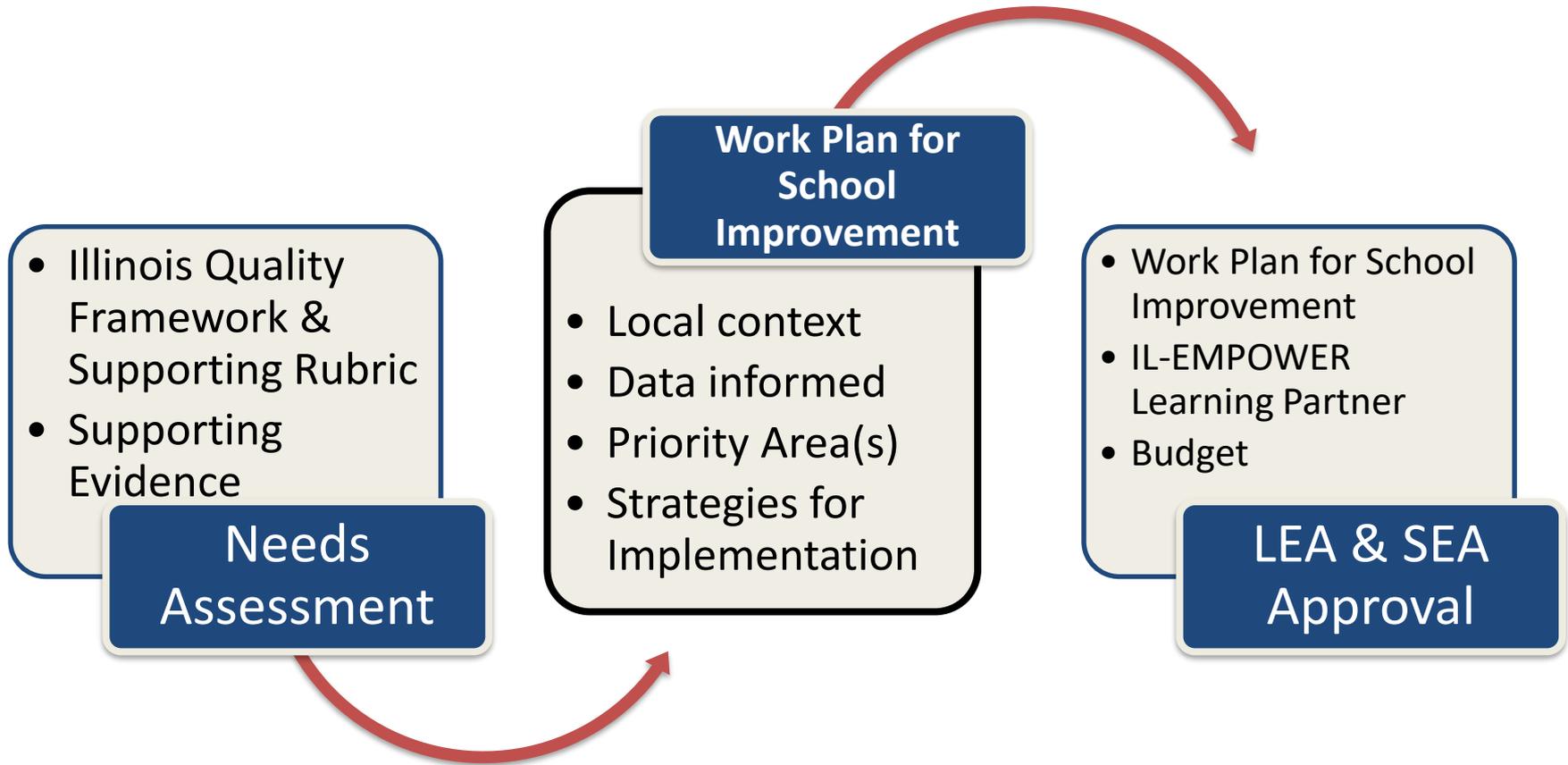
Summative Designation Indicators



<h2>Exemplary</h2>	<ul style="list-style-type: none"> ■ Performance in the top 10% of all schools ■ High schools with graduation rate higher than 67% ■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
<h2>Commendable</h2>	<ul style="list-style-type: none"> ■ Performance not in the top 10% of all schools ■ High schools with graduation rate higher than 67% ■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
<h2>Underperforming</h2>	<ul style="list-style-type: none"> ■ One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least three indicators <table border="0" data-bbox="683 761 1624 1029"> <tr> <td data-bbox="683 761 1045 1029"> <p>STUDENT GROUPS</p> <ul style="list-style-type: none"> – Economically disadvantaged students – Students with disabilities – <i>Students formerly with a disability (coming soon)</i> – English Learners – Former English Learners </td> <td data-bbox="1103 761 1624 1029"> <p>RACIAL AND ETHNIC GROUPS</p> <ul style="list-style-type: none"> ○ Hispanic or Latino ○ American Indian or Alaska Native ○ Asian ○ Black or African American ○ Native Hawaiian or Other Pacific Islander ○ White ○ Two or More Races </td> </tr> </table> <p> Completes a Work Plan for School Improvement and may choose to receive targeted support through IL-EMPOWER process</p>	<p>STUDENT GROUPS</p> <ul style="list-style-type: none"> – Economically disadvantaged students – Students with disabilities – <i>Students formerly with a disability (coming soon)</i> – English Learners – Former English Learners 	<p>RACIAL AND ETHNIC GROUPS</p> <ul style="list-style-type: none"> ○ Hispanic or Latino ○ American Indian or Alaska Native ○ Asian ○ Black or African American ○ Native Hawaiian or Other Pacific Islander ○ White ○ Two or More Races
<p>STUDENT GROUPS</p> <ul style="list-style-type: none"> – Economically disadvantaged students – Students with disabilities – <i>Students formerly with a disability (coming soon)</i> – English Learners – Former English Learners 	<p>RACIAL AND ETHNIC GROUPS</p> <ul style="list-style-type: none"> ○ Hispanic or Latino ○ American Indian or Alaska Native ○ Asian ○ Black or African American ○ Native Hawaiian or Other Pacific Islander ○ White ○ Two or More Races 		
<h2>Lowest-Performing</h2>	<ul style="list-style-type: none"> ■ In the lowest-performing 5% of Title I eligible schools statewide ■ High schools with graduation rate at or below 67% <p> Completes a Work Plan for School Improvement and receives comprehensive support through IL-EMPOWER process</p>		



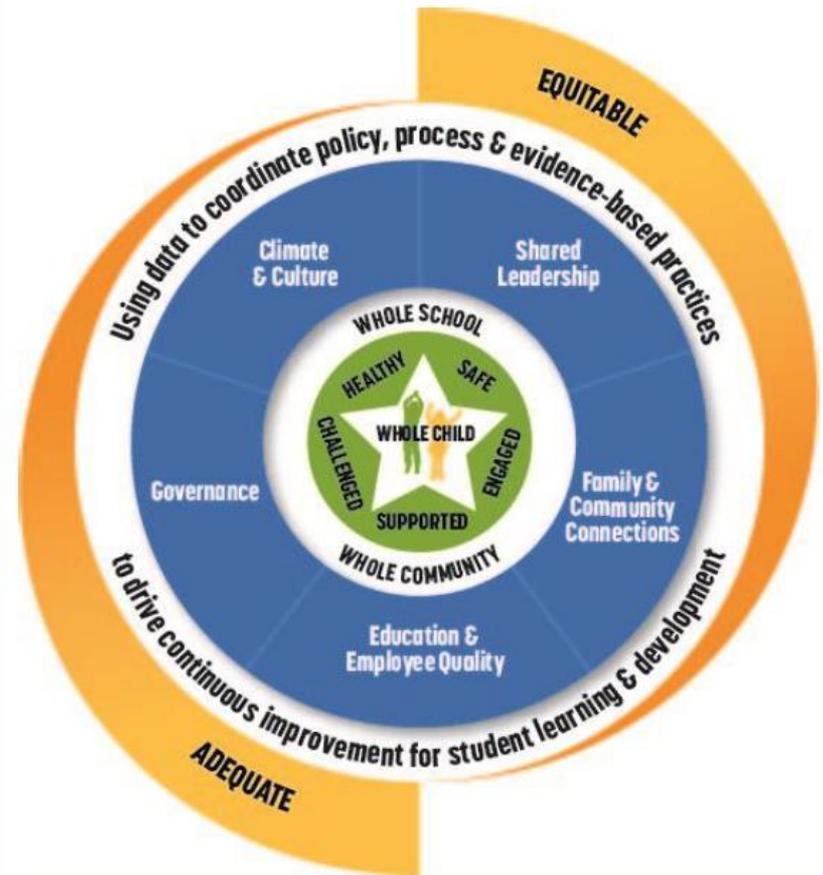
Structure for School Improvement

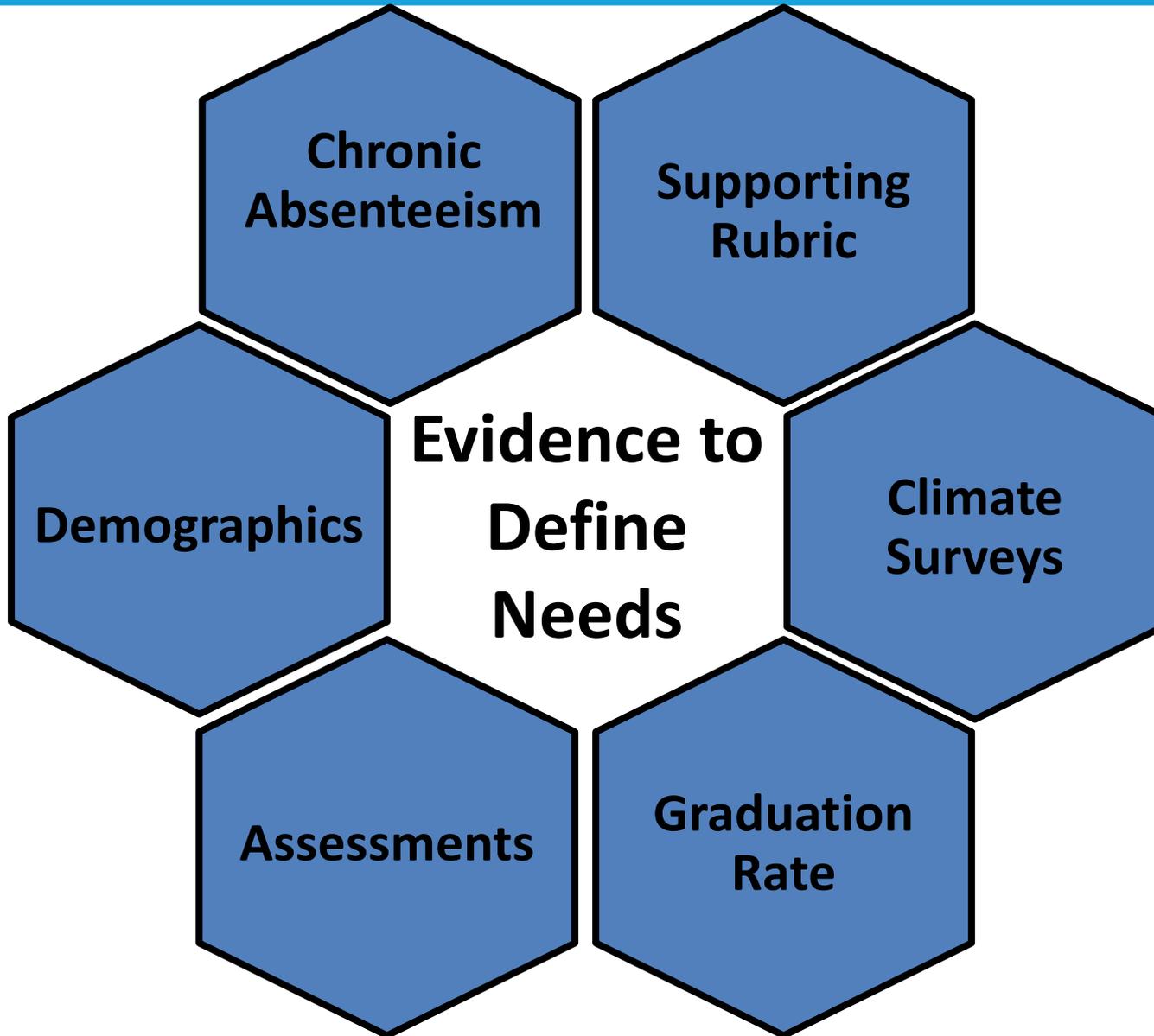




Illinois Quality Framework

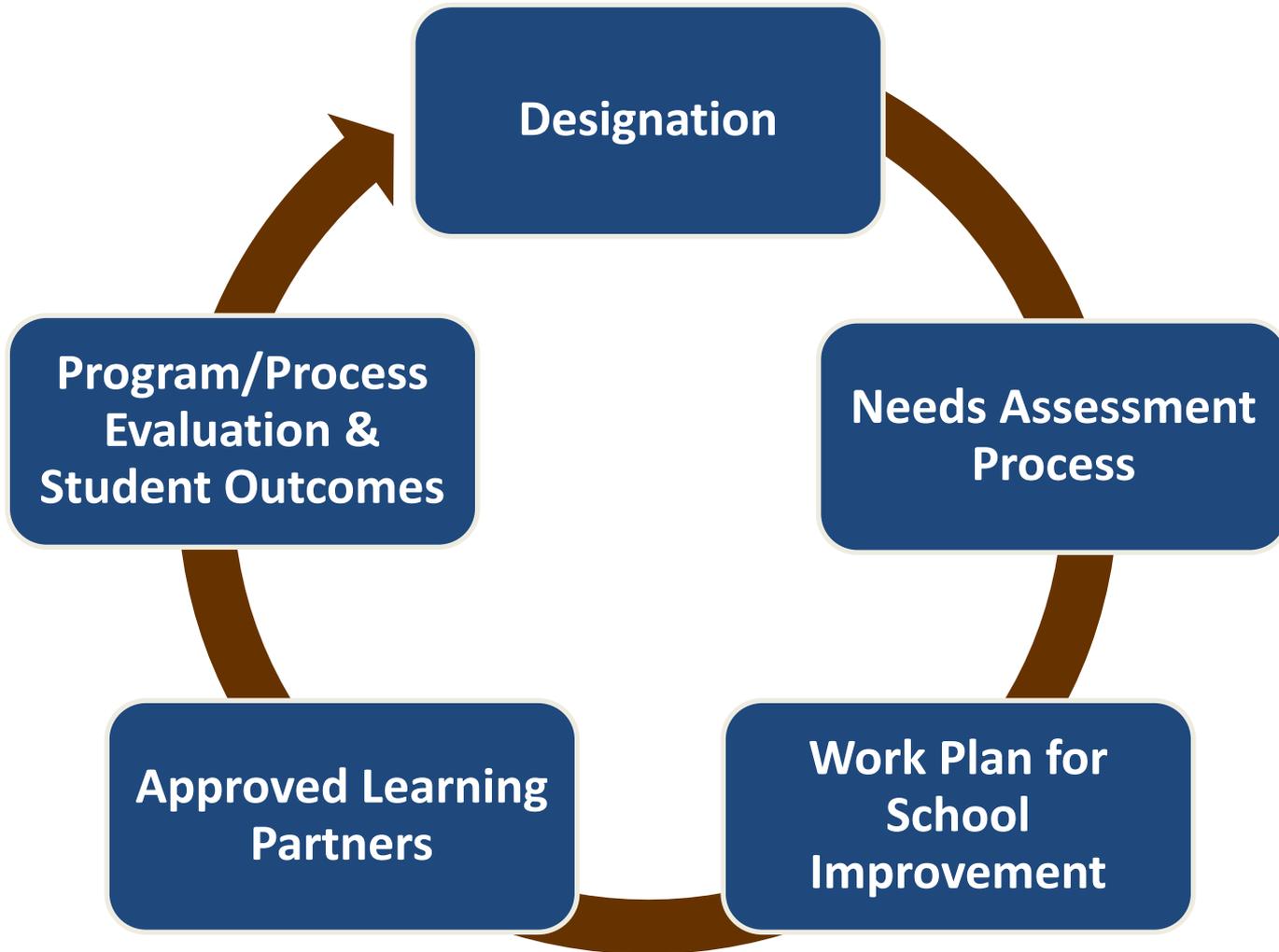
Continuous Improvement
 Culture and Climate
 Shared Leadership
 Governance
 Education and Employee
 Equity
 Family and Community
 Connections
 Student and Learning
 Development







Continuous School Improvement Cycle





Utilizes a cycle of continuous improvement

Supports schools with the greatest needs

Provides a structure for school Improvement

Accountability System



Support and Accountability Email Campaign

Information about the
Report Card,
IL-EMPOWER, and
summative designations.

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SUPPORT & ACCOUNTABILITY
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The 5Ws

Illinois' system of support and accountability helps us identify which schools need the greatest assistance to meet our shared goals. The system launches statewide with the 2018 Illinois Report Card.

ISBE is sending a series of emails to ensure you have the information you need about the Report Card, IL-EMPOWER, and summative designations. Please share these emails and materials with your networks. You can reply back to this email to request resources or ask questions on a topic. We are grateful for your partnership to build a fairer system to support the whole child, whole school, and whole community.

Who	All public schools
What	Snapshot of student growth and success & an opportunity to tell your school's story
Why	Identify schools for additional support & provide transparency for families and communities
When	October 31, 2018
Where	IllinoisReportCard.com

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Illinois State Board of Education [isbe.net/support](https://www.isbe.net/support)



Allison Sherman
Executive Director

IL-EMPOWER

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Appendix F

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Sections 2-3.66b, 10-19, 10-20.56, 13B-45, 13B-50.5, 29-6.3, and 34-18 and by adding Section 10-19.05 as follows:

(105 ILCS 5/2-3.66b)

Sec. 2-3.66b. IHOPE Program.

(a) There is established the Illinois Hope and Opportunity Pathways through Education (IHOPE) Program. The State Board of Education shall implement and administer the IHOPE Program. The goal of the IHOPE Program is to develop a comprehensive system in this State to re-enroll significant numbers of high school dropouts in programs that will enable them to earn their high school diploma.

(b) The IHOPE Program shall award grants, subject to appropriation for this purpose, to educational service regions and a school district organized under Article 34 of this Code from appropriated funds to assist in establishing instructional programs and other services designed to re-enroll high school dropouts. From any funds appropriated for the IHOPE Program, the State Board of Education may use up to 5% for administrative costs, including the performance of a

program evaluation and the hiring of staff to implement and administer the program.

The IHOPE Program shall provide incentive grant funds for regional offices of education and a school district organized under Article 34 of this Code to develop partnerships with school districts, public community colleges, and community groups to build comprehensive plans to re-enroll high school dropouts in their regions or districts.

Programs funded through the IHOPE Program shall allow high school dropouts, up to and including age 21 notwithstanding Section 26-2 of this Code, to re-enroll in an educational program in conformance with rules adopted by the State Board of Education. Programs may include without limitation comprehensive year-round programming, evening school, summer school, community college courses, adult education, vocational training, work experience, programs to enhance self-concept, and parenting courses. Any student in the IHOPE Program who wishes to earn a high school diploma must meet the prerequisites to receiving a high school diploma specified in Section 27-22 of this Code and any other graduation requirements of the student's district of residence. Any student who successfully completes the requirements for his or her graduation shall receive a diploma identifying the student as graduating from his or her district of residence.

(c) In order to be eligible for funding under the IHOPE Program, an interested regional office of education or a school

district organized under Article 34 of this Code shall develop an IHOPE Plan to be approved by the State Board of Education. The State Board of Education shall develop rules for the IHOPE Program that shall set forth the requirements for the development of the IHOPE Plan. Each Plan shall involve school districts, public community colleges, and key community programs that work with high school dropouts located in an educational service region or the City of Chicago before the Plan is sent to the State Board for approval. No funds may be distributed to a regional office of education or a school district organized under Article 34 of this Code until the State Board has approved the Plan.

(d) A regional office of education or a school district organized under Article 34 of this Code may operate its own program funded by the IHOPE Program or enter into a contract with other not-for-profit entities, including school districts, public community colleges, and not-for-profit community-based organizations, to operate a program.

A regional office of education or a school district organized under Article 34 of this Code that receives an IHOPE grant from the State Board of Education may provide funds under a sub-grant, as specified in the IHOPE Plan, to other not-for-profit entities to provide services according to the IHOPE Plan that was developed. These other entities may include school districts, public community colleges, or not-for-profit community-based organizations or a cooperative partnership

among these entities.

(e) In order to distribute funding based upon the need to ensure delivery of programs that will have the greatest impact, IHOPE Program funding must be distributed based upon the proportion of dropouts in the educational service region or school district, in the case of a school district organized under Article 34 of this Code, to the total number of dropouts in this State. This formula shall employ the dropout data provided by school districts to the State Board of Education.

A regional office of education or a school district organized under Article 34 of this Code may claim State aid under Section 18-8.05 or 18-8.15 of this Code for students enrolled in a program funded by the IHOPE Program, provided that the State Board of Education has approved the IHOPE Plan and that these students are receiving services that are meeting the requirements of Section 27-22 of this Code for receipt of a high school diploma and are otherwise eligible to be claimed for general State aid under Section 18-8.05 of this Code or evidence-based funding under Section 18-8.15 of this Code, including provisions related to the minimum number of days of pupil attendance pursuant to Section 10-19 of this Code and the minimum number of daily hours of school work required under Section 10-19.05 and any exceptions thereto as defined by the State Board of Education in rules.

(f) IHOPE categories of programming may include the following:

(1) Full-time programs that are comprehensive, year-round programs.

(2) Part-time programs combining work and study scheduled at various times that are flexible to the needs of students.

(3) Online programs and courses in which students take courses and complete on-site, supervised tests that measure the student's mastery of a specific course needed for graduation. Students may take courses online and earn credit or students may prepare to take supervised tests for specific courses for credit leading to receipt of a high school diploma.

(4) Dual enrollment in which students attend high school classes in combination with community college classes or students attend community college classes while simultaneously earning high school credit and eventually a high school diploma.

(g) In order to have successful comprehensive programs re-enrolling and graduating low-skilled high school dropouts, programs funded through the IHOPE Program shall include all of the following components:

(1) Small programs (70 to 100 students) at a separate school site with a distinct identity. Programs may be larger with specific need and justification, keeping in mind that it is crucial to keep programs small to be effective.

(2) Specific performance-based goals and outcomes and measures of enrollment, attendance, skills, credits, graduation, and the transition to college, training, and employment.

(3) Strong, experienced leadership and teaching staff who are provided with ongoing professional development.

(4) Voluntary enrollment.

(5) High standards for student learning, integrating work experience, and education, including during the school year and after school, and summer school programs that link internships, work, and learning.

(6) Comprehensive programs providing extensive support services.

(7) Small teams of students supported by full-time paid mentors who work to retain and help those students graduate.

(8) A comprehensive technology learning center with Internet access and broad-based curriculum focusing on academic and career subject areas.

(9) Learning opportunities that incorporate action into study.

(h) Programs funded through the IHOPE Program must report data to the State Board of Education as requested. This information shall include, but is not limited to, student enrollment figures, attendance information, course completion data, graduation information, and post-graduation information,

as available.

(i) Rules must be developed by the State Board of Education to set forth the fund distribution process to regional offices of education and a school district organized under Article 34 of this Code, the planning and the conditions upon which an IHOPE Plan would be approved by State Board, and other rules to develop the IHOPE Program.

(Source: P.A. 100-465, eff. 8-31-17.)

(105 ILCS 5/10-19) (from Ch. 122, par. 10-19)

Sec. 10-19. Length of school term - experimental programs. Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance, computable under Section 10-19.05 ~~18-8.05~~ ~~or 18-8.15~~, except that for the 1980-1981 school year only 175 days of actual pupil attendance shall be required because of the closing of schools pursuant to Section 24-2 on January 29, 1981 upon the appointment by the President of that day as a day of thanksgiving for the freedom of the Americans who had been held hostage in Iran. Any days allowed by law for teachers' institutes but not used as such or used as parental institutes as provided in Section 10-22.18d shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1, the board may not extend the school term beyond such closing date unless that extension

of term is necessary to provide the minimum number of computable days. In case of such necessary extension school employees shall be paid for such additional time on the basis of their regular contracts. A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this Section. Nothing in this Section prevents the board from employing superintendents of schools, principals and other nonteaching personnel for a period of 12 months, or in the case of superintendents for a period in accordance with Section 10-23.8, or prevents the board from employing other personnel before or after the regular school term with payment of salary proportionate to that received for comparable work during the school term.

A school board may make such changes in its calendar for the school term as may be required by any changes in the legal school holidays prescribed in Section 24-2. A school board may make changes in its calendar for the school term as may be necessary to reflect the utilization of teachers' institute days as parental institute days as provided in Section 10-22.18d.

The calendar for the school term and any changes must be submitted to and approved by the regional superintendent of schools before the calendar or changes may take effect.

With the prior approval of the State Board of Education and subject to review by the State Board of Education every 3

years, any school board may, by resolution of its board and in agreement with affected exclusive collective bargaining agents, establish experimental educational programs, including but not limited to programs for e-learning days as authorized under Section 10-20.56 of this Code, self-directed learning, or outside of formal class periods, which programs when so approved shall be considered to comply with the requirements of this Section as respects numbers of days of actual pupil attendance and with the other requirements of this Act as respects courses of instruction.

(Source: P.A. 99-194, eff. 7-30-15; 100-465, eff. 8-31-17.)

(105 ILCS 5/10-19.05 new)

Sec. 10-19.05. Daily pupil attendance calculation.

(a) Except as otherwise provided in this Section, for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18. Days of attendance by pupils through verified participation in an e-learning program adopted by a school board and verified by the regional office of education or intermediate service center for the school district under

Section 10-20.56 of this Code shall be considered as full days of attendance under this Section.

(b) A pupil regularly enrolled in a public school for only a part of the school day may be counted on the basis of one-sixth of a school day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment, unless a pupil is enrolled in a block-schedule format of 80 minutes or more of instruction, in which case the pupil may be counted on the basis of the proportion of minutes of school work completed each day to the minimum number of minutes that school work is required to be held that day.

(c) A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional superintendent of schools and approval by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.

(d) A session of 3 or more clock hours may be counted as a day of attendance (1) when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 10 days per school year, provided that a district conducts an in-service training program for teachers in accordance with Section 10-22.39 of this Code, or, in lieu of 4 such days, 2 full days may be used, in which event each such day may be counted as a day required for a legal school calendar pursuant to Section 10-19 of this Code; (2) when, of the 5 days allowed

under item (1), a maximum of 4 days are used for parent-teacher conferences, or, in lieu of 4 such days, 2 full days are used, in which case each such day may be counted as a calendar day required under Section 10-19 of this Code, provided that the full-day, parent-teacher conference consists of (i) a minimum of 5 clock hours of parent-teacher conferences, (ii) both a minimum of 2 clock hours of parent-teacher conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences, or (iii) multiple parent-teacher conferences held in the evenings following full days of student attendance in which the time used for the parent-teacher conferences is equivalent to a minimum of 5 clock hours; and (3) when days in addition to those provided in items (1) and (2) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that (i) such sessions of 3 or more clock hours are scheduled to occur at regular intervals, (ii) the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and (iii) a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock

hours fall short of 5 clock hours. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences may be scheduled separately for different grade levels and different attendance centers of the district.

(e) A session of not less than one clock hour of teaching hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as a half day of attendance; however, these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.

(f) A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils and pupils in full-day kindergartens, and a session of 2 or more hours may be counted as a half day of attendance by pupils in kindergartens that provide only half days of attendance.

(g) For children with disabilities who are below the age of 6 years and who cannot attend 2 or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as a half day of attendance; however, for such children whose educational needs require a session of 4 or more clock hours, a session of at least 4 clock hours may be counted as a full day of attendance.

(h) A recognized kindergarten that provides for only a half day of attendance by each pupil shall not have more than one half day of attendance counted in any one day. However, kindergartens may count 2 and a half days of attendance in any

5 consecutive school days. When a pupil attends such a kindergarten for 2 half days on any one school day, the pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens that provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted, except in the case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under rules of the State Board of Education.

(i) On the days when the State's final accountability assessment is administered under subsection (c) of Section 2-3.64a-5 of this Code, the day of attendance for a pupil whose school day must be shortened to accommodate required testing procedures may be less than 5 clock hours and shall be counted toward the 176 days of actual pupil attendance required under Section 10-19 of this Code, provided that a sufficient number of minutes of school work in excess of 5 clock hours are first completed on other school days to compensate for the loss of school work on the examination days.

(j) Pupils enrolled in a remote educational program established under Section 10-29 of this Code may be counted on the basis of a one-fifth day of attendance for every clock hour of instruction attended in the remote educational program,

provided that, in any month, the school district may not claim for a student enrolled in a remote educational program more days of attendance than the maximum number of days of attendance the district can claim (i) for students enrolled in a building holding year-round classes if the student is classified as participating in the remote educational program on a year-round schedule or (ii) for students enrolled in a building not holding year-round classes if the student is not classified as participating in the remote educational program on a year-round schedule.

(k) Pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day:

(1) Instruction in a college course in which a student is dually enrolled for both high school credit and college credit.

(2) Participation in a Supervised Career Development Experience, as defined in Section 10 of the Postsecondary and Workforce Readiness Act, in which student participation and learning outcomes are supervised by an educator licensed under Article 21B.

(3) Participation in a youth apprenticeship, as jointly defined in rules of the State Board of Education and Department of Commerce and Economic Opportunity, in which student participation and outcomes are supervised by an educator licensed under Article 21B.

(4) Participation in a blended learning program approved by the school district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under Article 21B.

(105 ILCS 5/10-20.56)

Sec. 10-20.56. E-learning days.

(a) The State Board of Education shall establish and maintain, for implementation in ~~selected~~ school districts, a program for use of electronic-learning (e-learning) days, as described in this Section. ~~The State Superintendent of Education shall select up to 3 school districts for this program, at least one of which may be an elementary or unit school district. On or before June 1, 2019, the State Board shall report its recommendation for expansion, revision, or discontinuation of the program to the Governor and General Assembly.~~

(b) The school board of a school district ~~selected by the State Superintendent of Education under subsection (a) of this Section~~ may, by resolution, adopt a research-based program or research-based programs for e-learning days district-wide that shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of this Code. The research-based program or programs may not exceed the minimum number of emergency days in the approved

school calendar and must be verified by the regional office of education or intermediate service center for the school district ~~submitted to the State Superintendent for approval~~ on or before September 1st annually to ensure access for all students. The regional office of education or intermediate service center ~~State Superintendent~~ shall ~~approve programs that~~ ensure that the specific needs of all students are met, including special education students and English learners, and that all mandates are still met using the proposed research-based program. The e-learning program may utilize the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners. The e-learning program shall address the school district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program. If a proposed program does not address this responsibility, the school district must propose an alternate program.

(c) Before its adoption by a school board, the school board must hold a public hearing on a school district's initial proposal for an e-learning program or for renewal of such a program ~~must be approved by the State Board of Education and shall follow a public hearing~~, at a regular or special meeting of the school board, in which the terms of the proposal must be

substantially presented and an opportunity for allowing public comments must be provided. Notice of such public hearing must be provided at least 10 days prior to the hearing by:

(1) publication in a newspaper of general circulation in the school district;

(2) written or electronic notice designed to reach the parents or guardians of all students enrolled in the school district; and

(3) written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and all those employees not in a collective bargaining unit.

(d) The regional office of education or intermediate service center for the school district must timely verify that ~~a~~ ~~A~~ proposal for an e-learning program has met ~~must be timely approved by the State Board of Education if~~ the requirements specified in this Section and that ~~have been met and if, in the view of the State Board of Education,~~ the proposal contains provisions designed to reasonably and practicably accomplish the following:

(1) to ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day;

(2) to ensure access from home or other appropriate remote facility for all students participating, including

computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program;

(2.5) to ensure that non-electronic materials are made available to students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology;

(3) to ensure appropriate learning opportunities for students with special needs;

(4) to monitor and verify each student's electronic participation;

(5) to address the extent to which student participation is within the student's control as to the time, pace, and means of learning;

(6) to provide effective notice to students and their parents or guardians of the use of particular days for e-learning;

(7) to provide staff and students with adequate training for e-learning days' participation;

(8) to ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning

day; and

(9) to review and revise the program as implemented to address difficulties confronted; and -

(10) to ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.

The school board's ~~State Board of Education's~~ approval of a school district's initial e-learning program and renewal of the e-learning program shall be for a term of 3 years.

(e) The State Board of Education may adopt rules ~~governing its supervision and review of e-learning programs~~ consistent with the provision of this Section. ~~However, in the absence of such rules, school districts may submit proposals for State Board of Education consideration under the authority of this Section.~~

(Source: P.A. 99-194, eff. 7-30-15; 99-642, eff. 7-28-16; 100-760, eff. 8-10-18.)

(105 ILCS 5/13B-45)

Sec. 13B-45. Days and hours of attendance. An alternative learning opportunities program shall provide students with at least the minimum number of days of pupil attendance required under Section 10-19 of this Code and the minimum number of daily hours of school work required under Section 10-19.05 ~~10-19.05 or 10-19.15~~ of this Code, provided that the State Board

may approve exceptions to these requirements if the program meets all of the following conditions:

(1) The district plan submitted under Section 13B-25.15 of this Code establishes that a program providing the required minimum number of days of attendance or daily hours of school work would not serve the needs of the program's students.

(2) Each day of attendance shall provide no fewer than 3 clock hours of school work, as defined under ~~paragraph (1) of subsection (F) of Section 10-19.05 ~~18-8.05~~~~ of this Code.

(3) Each day of attendance that provides fewer than 5 clock hours of school work shall also provide supplementary services, including without limitation work-based learning, student assistance programs, counseling, case management, health and fitness programs, or life-skills or conflict resolution training, in order to provide a total daily program to the student of 5 clock hours. A program may claim ~~general State aid or~~ evidence-based funding for up to 2 hours of the time each day that a student is receiving supplementary services.

(4) Each program shall provide no fewer than 174 days of actual pupil attendance during the school term; however, approved evening programs that meet the requirements of Section 13B-45 of this Code may offer less than 174 days of actual pupil attendance during the school term.

(Source: P.A. 100-465, eff. 8-31-17.)

(105 ILCS 5/13B-50.5)

Sec. 13B-50.5. Conditions of funding. If an alternative learning opportunities program provides less than the daily 5 clock hours of school work required under Section 10-19.05 ~~daily~~, the program must meet guidelines established by the State Board and must provide supplementary services, including without limitation work-based learning, student assistance programs, counseling, case management, health and fitness programs, life skills, conflict resolution, or service learning, that are equal to the required attendance.

(Source: P.A. 92-42, eff. 1-1-02.)

(105 ILCS 5/29-6.3)

Sec. 29-6.3. Transportation to and from specified interscholastic or school-sponsored activities.

(a) Any school district transporting students in grade 12 or below for an interscholastic, interscholastic athletic, or school-sponsored, noncurriculum-related activity that (i) does not require student participation as part of the educational services of the district and (ii) is not associated with the students' regular class-for-credit schedule or required 5 clock hours of instruction under Section 10-19.05 shall transport the students only in a school bus, a vehicle manufactured to transport not more than 10 persons, including

the driver, or a multifunction school-activity bus manufactured to transport not more than 15 persons, including the driver.

(a-5) A student in any of grades 9 through 12 may be transported in a multi-function school activity bus (MFSAB) as defined in Section 1-148.3a-5 of the Illinois Vehicle Code for any curriculum-related activity except for transportation on regular bus routes from home to school or from school to home, subject to the following conditions:

(i) A MFSAB may not be used to transport students under this Section unless the driver holds a valid school bus driver permit.

(ii) The use of a MFSAB under this Section is subject to the requirements of Sections 6-106.11, 6-106.12, 12-707.01, 13-101, and 13-109 of the Illinois Vehicle Code.

(b) Any school district furnishing transportation for students under the authority of this Section shall insure against any loss or liability of the district resulting from the maintenance, operation, or use of the vehicle.

(c) Vehicles used to transport students under this Section may claim a depreciation allowance of 20% over 5 years as provided in Section 29-5 of this Code.

(Source: P.A. 96-410, eff. 7-1-10; 97-896, eff. 8-3-12.)

(105 ILCS 5/34-18) (from Ch. 122, par. 34-18)

Sec. 34-18. Powers of the board. The board shall exercise

general supervision and jurisdiction over the public education and the public school system of the city, and, except as otherwise provided by this Article, shall have power:

1. To make suitable provision for the establishment and maintenance throughout the year or for such portion thereof as it may direct, not less than 9 months and in compliance with Section 10-19.05, of schools of all grades and kinds, including normal schools, high schools, night schools, schools for defectives and delinquents, parental and truant schools, schools for the blind, the deaf and persons with physical disabilities, schools or classes in manual training, constructural and vocational teaching, domestic arts and physical culture, vocation and extension schools and lecture courses, and all other educational courses and facilities, including establishing, equipping, maintaining and operating playgrounds and recreational programs, when such programs are conducted in, adjacent to, or connected with any public school under the general supervision and jurisdiction of the board; provided that the calendar for the school term and any changes must be submitted to and approved by the State Board of Education before the calendar or changes may take effect, and provided that in allocating funds from year to year for the operation of all attendance centers within the district, the board shall ensure that supplemental general State aid or supplemental grant funds are allocated and applied in accordance with

Section 18-8, 18-8.05, or 18-8.15. To admit to such schools without charge foreign exchange students who are participants in an organized exchange student program which is authorized by the board. The board shall permit all students to enroll in apprenticeship programs in trade schools operated by the board, whether those programs are union-sponsored or not. No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic athletic programs supported from school district funds or denied participation in comparable physical education and athletic programs solely by reason of the student's sex. Equal access to programs supported from school district funds and comparable programs will be defined in rules promulgated by the State Board of Education in consultation with the Illinois High School Association. Notwithstanding any other provision of this Article, neither the board of education nor any local school council or other school official shall recommend that children with disabilities be placed into regular education classrooms unless those children with disabilities are provided with supplementary services to assist them so that they benefit from the regular classroom instruction and are included on the teacher's regular education class register;

2. To furnish lunches to pupils, to make a reasonable charge therefor, and to use school funds for the payment of such expenses as the board may determine are necessary in conducting the school lunch program;

3. To co-operate with the circuit court;

4. To make arrangements with the public or quasi-public libraries and museums for the use of their facilities by teachers and pupils of the public schools;

5. To employ dentists and prescribe their duties for the purpose of treating the pupils in the schools, but accepting such treatment shall be optional with parents or guardians;

6. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat, and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, under such provisions and control as the principal of the affected attendance center may prescribe;

7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment

schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of

the Consent Decree and Desegregation Plan cited in Section 34-1.01;

8. To approve programs and policies for providing transportation services to students. Nothing herein shall be construed to permit or empower the State Board of Education to order, mandate, or require busing or other transportation of pupils for the purpose of achieving racial balance in any school;

9. Subject to the limitations in this Article, to establish and approve system-wide curriculum objectives and standards, including graduation standards, which reflect the multi-cultural diversity in the city and are consistent with State law, provided that for all purposes of this Article courses or proficiency in American Sign Language shall be deemed to constitute courses or proficiency in a foreign language; and to employ principals and teachers, appointed as provided in this Article, and fix their compensation. The board shall prepare such reports related to minimal competency testing as may be requested by the State Board of Education, and in addition shall monitor and approve special education and bilingual education programs and policies within the district to assure that appropriate services are provided in accordance with applicable State and federal laws to children requiring services and education in those areas;

10. To employ non-teaching personnel or utilize

volunteer personnel for: (i) non-teaching duties not requiring instructional judgment or evaluation of pupils, including library duties; and (ii) supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media such as computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities. The board may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities; provided that the teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them. The general superintendent shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be assigned to such personnel;

10.5. To utilize volunteer personnel from a regional School Crisis Assistance Team (S.C.A.T.), created as part of the Safe to Learn Program established pursuant to Section 25 of the Illinois Violence Prevention Act of 1995, to provide assistance to schools in times of violence or other traumatic incidents within a school community by providing crisis intervention services to lessen the

effects of emotional trauma on individuals and the community; the School Crisis Assistance Team Steering Committee shall determine the qualifications for volunteers;

11. To provide television studio facilities in not to exceed one school building and to provide programs for educational purposes, provided, however, that the board shall not construct, acquire, operate, or maintain a television transmitter; to grant the use of its studio facilities to a licensed television station located in the school district; and to maintain and operate not to exceed one school radio transmitting station and provide programs for educational purposes;

12. To offer, if deemed appropriate, outdoor education courses, including field trips within the State of Illinois, or adjacent states, and to use school educational funds for the expense of the said outdoor educational programs, whether within the school district or not;

13. During that period of the calendar year not embraced within the regular school term, to provide and conduct courses in subject matters normally embraced in the program of the schools during the regular school term and to give regular school credit for satisfactory completion by the student of such courses as may be approved for credit by the State Board of Education;

14. To insure against any loss or liability of the

board, the former School Board Nominating Commission, Local School Councils, the Chicago Schools Academic Accountability Council, or the former Subdistrict Councils or of any member, officer, agent or employee thereof, resulting from alleged violations of civil rights arising from incidents occurring on or after September 5, 1967 or from the wrongful or negligent act or omission of any such person whether occurring within or without the school premises, provided the officer, agent or employee was, at the time of the alleged violation of civil rights or wrongful act or omission, acting within the scope of his employment or under direction of the board, the former School Board Nominating Commission, the Chicago Schools Academic Accountability Council, Local School Councils, or the former Subdistrict Councils; and to provide for or participate in insurance plans for its officers and employees, including but not limited to retirement annuities, medical, surgical and hospitalization benefits in such types and amounts as may be determined by the board; provided, however, that the board shall contract for such insurance only with an insurance company authorized to do business in this State. Such insurance may include provision for employees who rely on treatment by prayer or spiritual means alone for healing, in accordance with the tenets and practice of a recognized religious denomination;

15. To contract with the corporate authorities of any municipality or the county board of any county, as the case may be, to provide for the regulation of traffic in parking areas of property used for school purposes, in such manner as is provided by Section 11-209 of The Illinois Vehicle Code, approved September 29, 1969, as amended;

16. (a) To provide, on an equal basis, access to a high school campus and student directory information to the official recruiting representatives of the armed forces of Illinois and the United States for the purposes of informing students of the educational and career opportunities available in the military if the board has provided such access to persons or groups whose purpose is to acquaint students with educational or occupational opportunities available to them. The board is not required to give greater notice regarding the right of access to recruiting representatives than is given to other persons and groups. In this paragraph 16, "directory information" means a high school student's name, address, and telephone number.

(b) If a student or his or her parent or guardian submits a signed, written request to the high school before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the high school) that indicates that the student or his or her parent or guardian does not want the student's directory

information to be provided to official recruiting representatives under subsection (a) of this Section, the high school may not provide access to the student's directory information to these recruiting representatives. The high school shall notify its students and their parents or guardians of the provisions of this subsection (b).

(c) A high school may require official recruiting representatives of the armed forces of Illinois and the United States to pay a fee for copying and mailing a student's directory information in an amount that is not more than the actual costs incurred by the high school.

(d) Information received by an official recruiting representative under this Section may be used only to provide information to students concerning educational and career opportunities available in the military and may not be released to a person who is not involved in recruiting students for the armed forces of Illinois or the United States;

17. (a) To sell or market any computer program developed by an employee of the school district, provided that such employee developed the computer program as a direct result of his or her duties with the school district or through the utilization of the school district resources or facilities. The employee who developed the computer program shall be entitled to share in the proceeds of such sale or marketing of the computer program. The distribution

of such proceeds between the employee and the school district shall be as agreed upon by the employee and the school district, except that neither the employee nor the school district may receive more than 90% of such proceeds. The negotiation for an employee who is represented by an exclusive bargaining representative may be conducted by such bargaining representative at the employee's request.

(b) For the purpose of this paragraph 17:

(1) "Computer" means an internally programmed, general purpose digital device capable of automatically accepting data, processing data and supplying the results of the operation.

(2) "Computer program" means a series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

(3) "Proceeds" means profits derived from marketing or sale of a product after deducting the expenses of developing and marketing such product;

18. To delegate to the general superintendent of schools, by resolution, the authority to approve contracts and expenditures in amounts of \$10,000 or less;

19. Upon the written request of an employee, to withhold from the compensation of that employee any dues, payments or contributions payable by such employee to any labor organization as defined in the Illinois Educational

Labor Relations Act. Under such arrangement, an amount shall be withheld from each regular payroll period which is equal to the pro rata share of the annual dues plus any payments or contributions, and the board shall transmit such withholdings to the specified labor organization within 10 working days from the time of the withholding;

19a. Upon receipt of notice from the comptroller of a municipality with a population of 500,000 or more, a county with a population of 3,000,000 or more, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or a housing authority of a municipality with a population of 500,000 or more that a debt is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority by an employee of the Chicago Board of Education, to withhold, from the compensation of that employee, the amount of the debt that is due and owing and pay the amount withheld to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority; provided, however, that the amount deducted from any one salary or wage payment shall not exceed 25% of the net amount of the payment. Before the

Board deducts any amount from any salary or wage of an employee under this paragraph, the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority shall certify that (i) the employee has been afforded an opportunity for a hearing to dispute the debt that is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority and (ii) the employee has received notice of a wage deduction order and has been afforded an opportunity for a hearing to object to the order. For purposes of this paragraph, "net amount" means that part of the salary or wage payment remaining after the deduction of any amounts required by law to be deducted and "debt due and owing" means (i) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority for services, work, or goods, after the period granted for payment has expired, or (ii) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago

Transit Authority, or the housing authority pursuant to a court order or order of an administrative hearing officer after the exhaustion of, or the failure to exhaust, judicial review;

20. The board is encouraged to employ a sufficient number of certified school counselors to maintain a student/counselor ratio of 250 to 1 by July 1, 1990. Each counselor shall spend at least 75% of his work time in direct contact with students and shall maintain a record of such time;

21. To make available to students vocational and career counseling and to establish 5 special career counseling days for students and parents. On these days representatives of local businesses and industries shall be invited to the school campus and shall inform students of career opportunities available to them in the various businesses and industries. Special consideration shall be given to counseling minority students as to career opportunities available to them in various fields. For the purposes of this paragraph, minority student means a person who is any of the following:

(a) American Indian or Alaska Native (a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment).

(b) Asian (a person having origins in any of the

original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).

(c) Black or African American (a person having origins in any of the black racial groups of Africa). Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American".

(d) Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

(e) Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).

Counseling days shall not be in lieu of regular school days;

22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;

23. Except as otherwise provided in the Abused and Neglected Child Reporting Act or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child

abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;

24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;

25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;

26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;

27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;

28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;

29. (Blank);

30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;

31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance

ratings or evaluations, and any other factors relating to an employee's job performance;

32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;

33. (Blank); and

34. To establish a Labor Management Council to the board comprised of representatives of the board, the chief executive officer, and those labor organizations that are the exclusive representatives of employees of the board and to promulgate policies and procedures for the operation of the Council.

The specifications of the powers herein granted are not to be construed as exclusive but the board shall also exercise all other powers that they may be requisite or proper for the maintenance and the development of a public school system, not inconsistent with the other provisions of this Article or provisions of this Code which apply to all school districts.

In addition to the powers herein granted and authorized to be exercised by the board, it shall be the duty of the board to review or to direct independent reviews of special education expenditures and services. The board shall file a report of such review with the General Assembly on or before May 1, 1990. (Source: P.A. 99-143, eff. 7-27-15; 100-465, eff. 8-31-17; 100-1046, eff. 8-23-18.)

Section 10. The Vocational Academies Act is amended by

changing Section 10 as follows:

(105 ILCS 433/10)

Sec. 10. Establishment. A school district, in partnership with community colleges, local employers, and community-based organizations, may establish a vocational academy that is eligible for a grant under this Act if the vocational academy meets all of the following requirements:

(1) The vocational academy must have a minimum 5-clock-hour day, as required under Section 10-19.05 of the School Code, and be under the direct supervision of teachers.

(2) The vocational academy must be a 2-year school within a school program for grades 10 through 12 that is organized around a career theme and operated as a business-education partnership.

(3) The vocational academy must be a career-oriented program that uses the direct involvement of local employers to provide students with an education and the skills needed for employment.

(4) The vocational academy must be a standards-based educational program that prepares students both academically and technically for entrance into postsecondary education or careers in a selected field.

(5) The curriculum of the vocational academy must be based on the Illinois Learning Standards, and work-site

Public Act 101-0012

SB0028 Enrolled

LRB101 02854 AXK 47862 b

training must provide students with learning experiences for entry-level employment in the local job market and lifelong learning skills for higher education.

(Source: P.A. 94-220, eff. 7-14-05.)

Section 99. Effective date. This Act takes effect July 1, 2019.

Appendix G

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

Illinois MTSS Network: Statewide support and resources to improve attendance in Illinois

Presentation to the Illinois Attendance Commission

Dr. Melissa Hannasch, Statewide Director

November 14, 2019



Illinois MTSS Network
Multi-Tiered System of Supports

**Empowering
educators to
create and
sustain
improved
positive
outcomes for
the whole
child.**

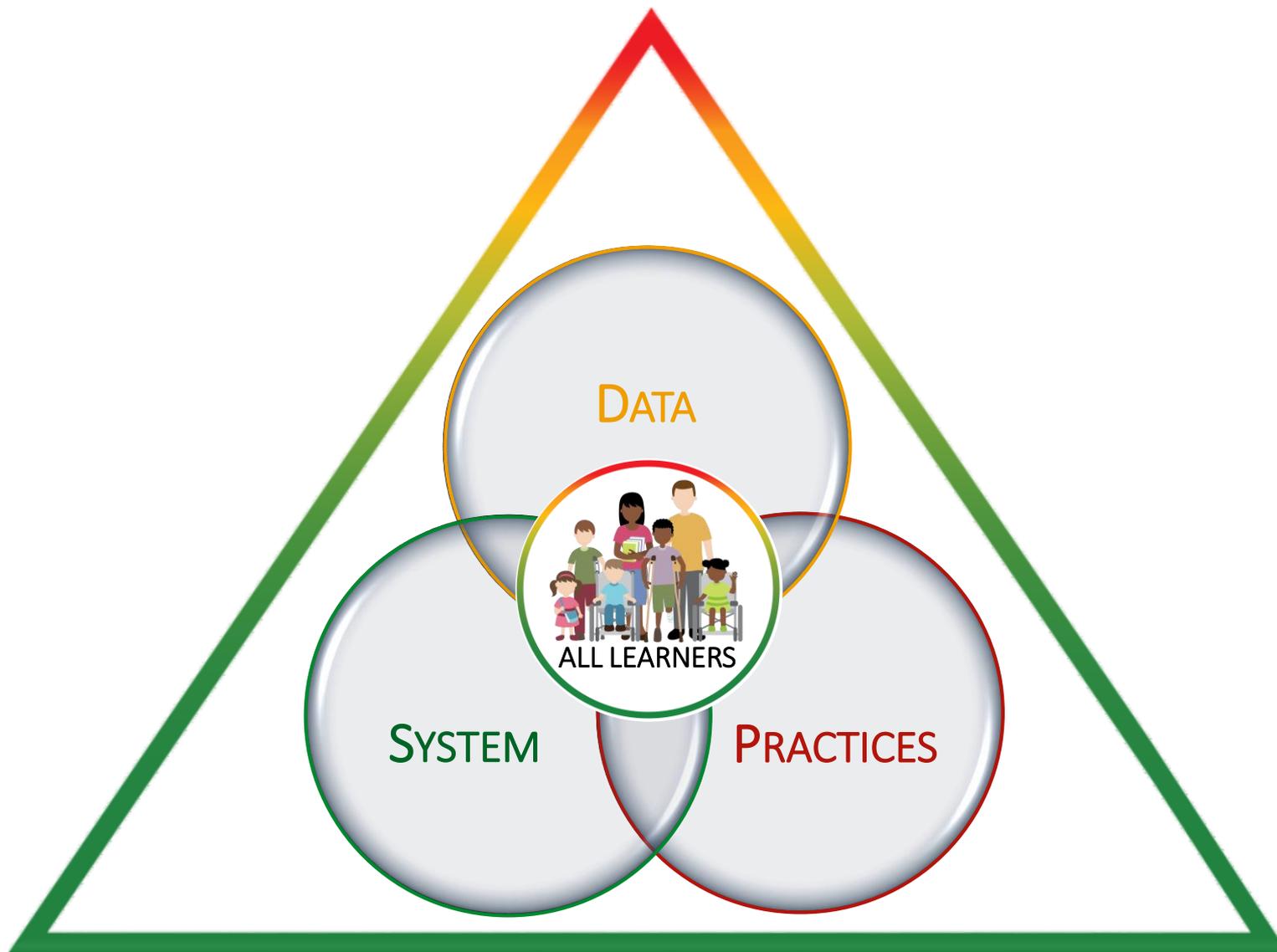




Illinois MTSS Network

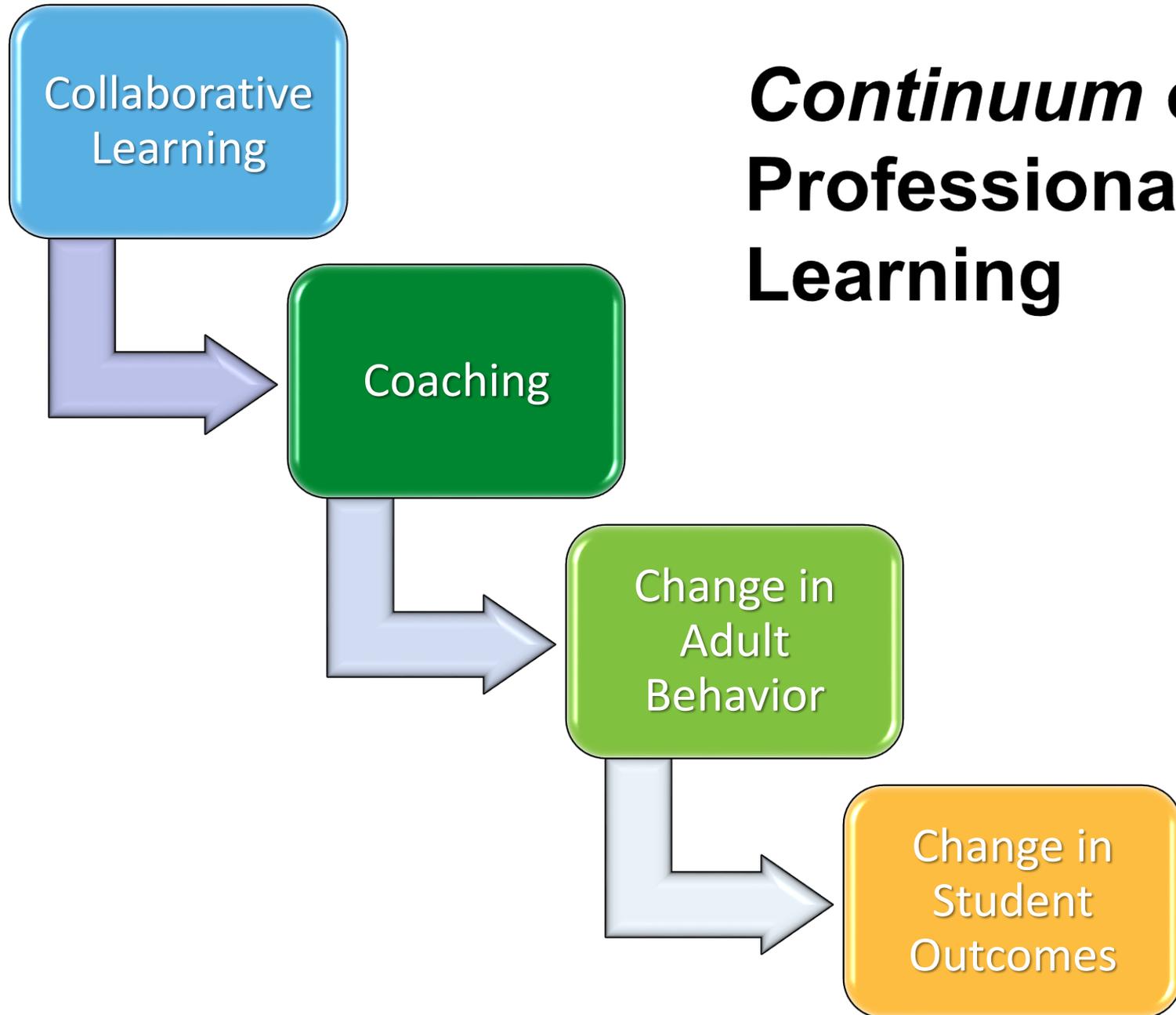
A Multi-Tiered System of Supports

is a **framework** for continuous improvement that is **systemic, prevention-focused,** and **data-informed,** providing a coherent continuum of **supports responsive to meet the needs of ALL learners.**

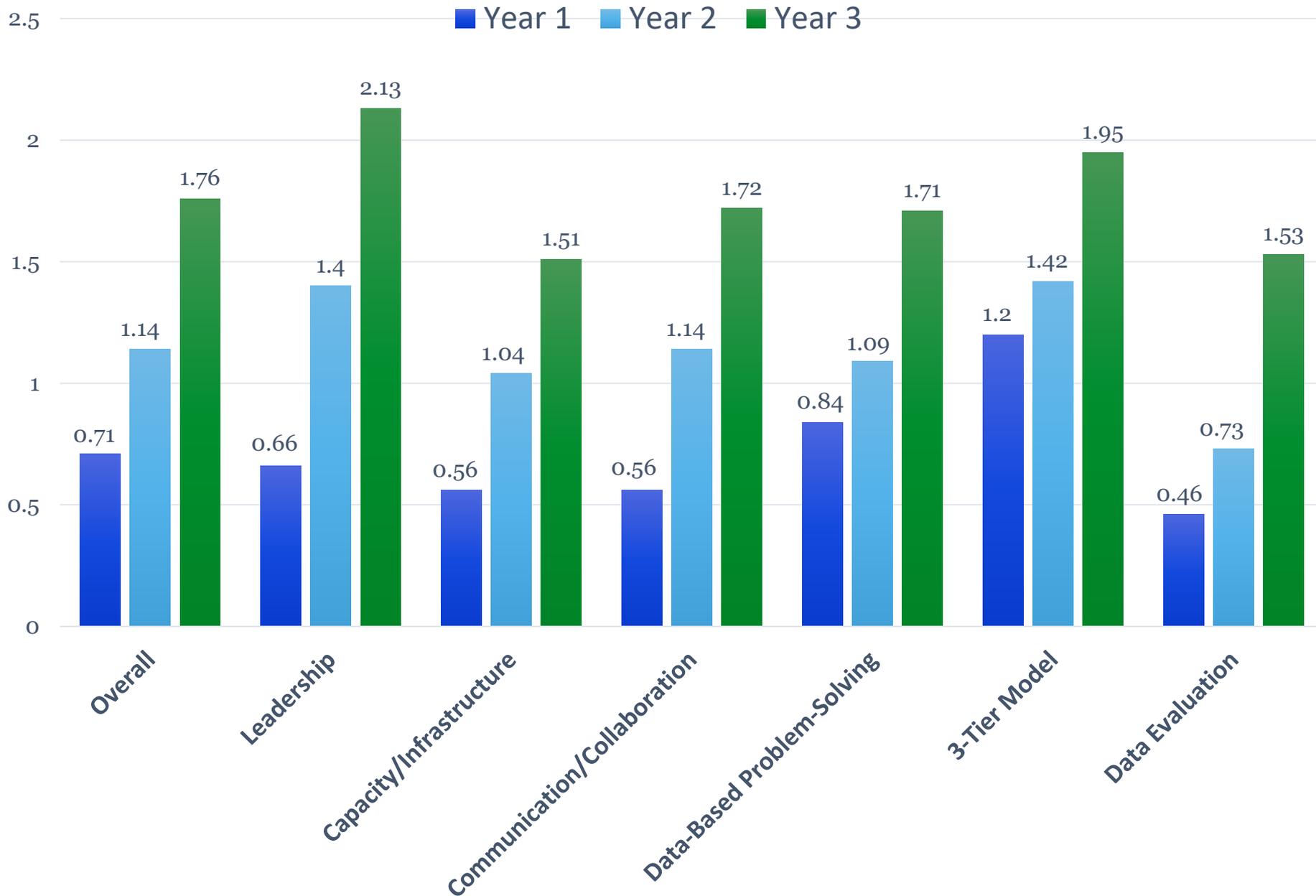


MULTI-TIERED SYSTEM OF SUPPORTS FRAMEWORK

Continuum of Professional Learning



Average MTSS Implementation Scores



Staff Can Apply What They Already Know about MTSS to Attendance

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

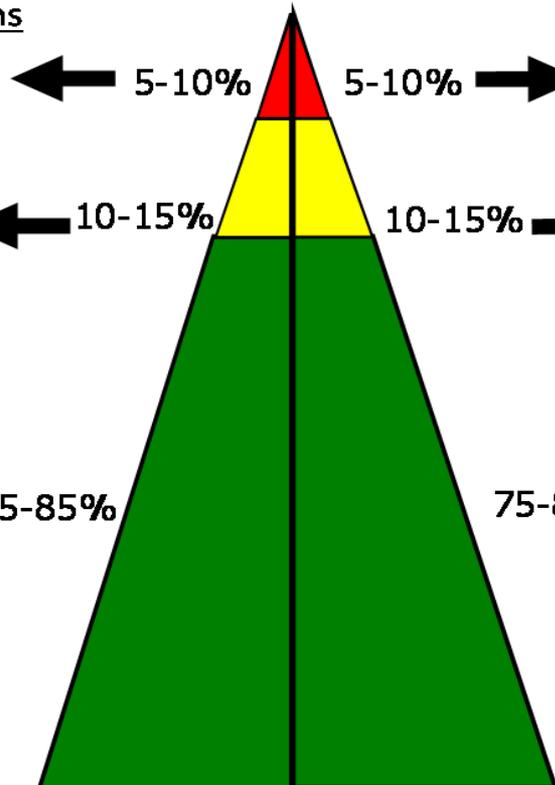
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

Absenteeism of Student Groups

Illinois Overall: 18%

Chronic Absenteeism IS an Equity Issue!

Asian	9%
White	13%
EL	17%
Pac. Is.	18%
Hispanic	20%

Am. Indian	24%
Low Income	25%
SWD/IEPs	26%
SWD/504	25%
Black	31%

*Practical
Strategies for
Improving
Attendance*

ATTENDANCE PLAYBOOK
SMART SOLUTIONS FOR REDUCING CHRONIC ABSENTEEISM

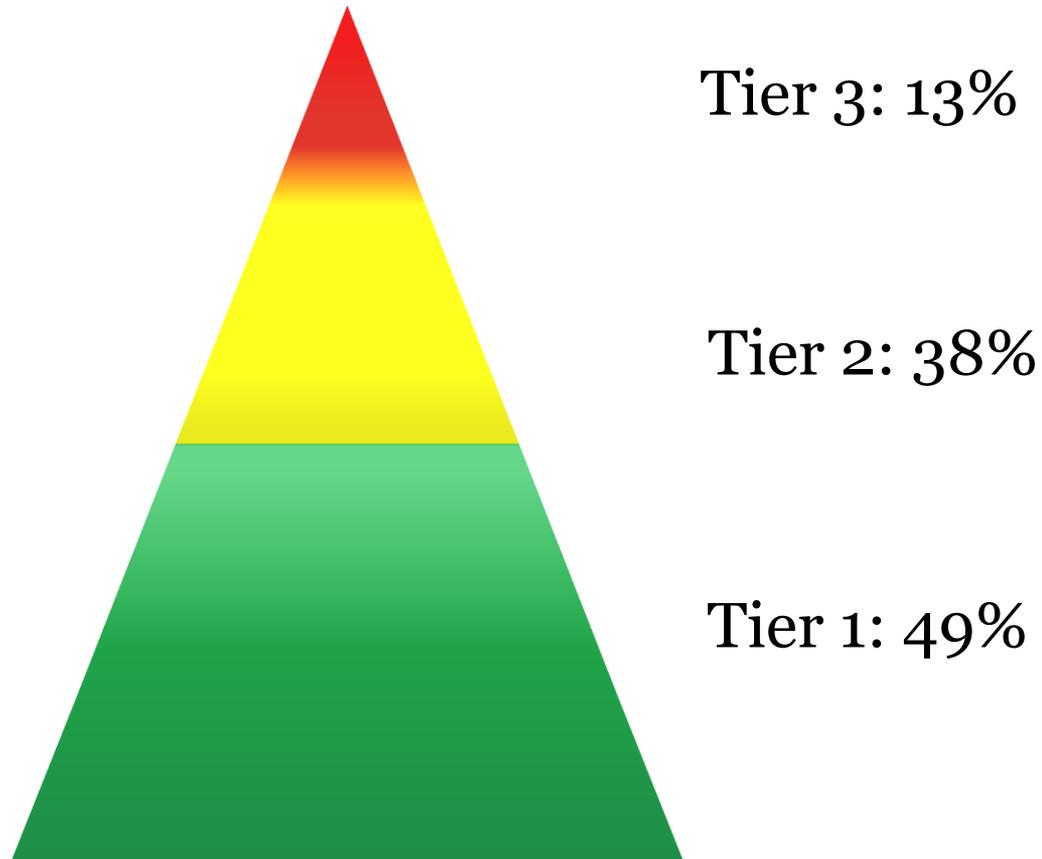
Study Design Results of the Study Findings From Related Studies Sample Size & Setting Match

FutureEd
GEORGETOWN UNIVERSITY

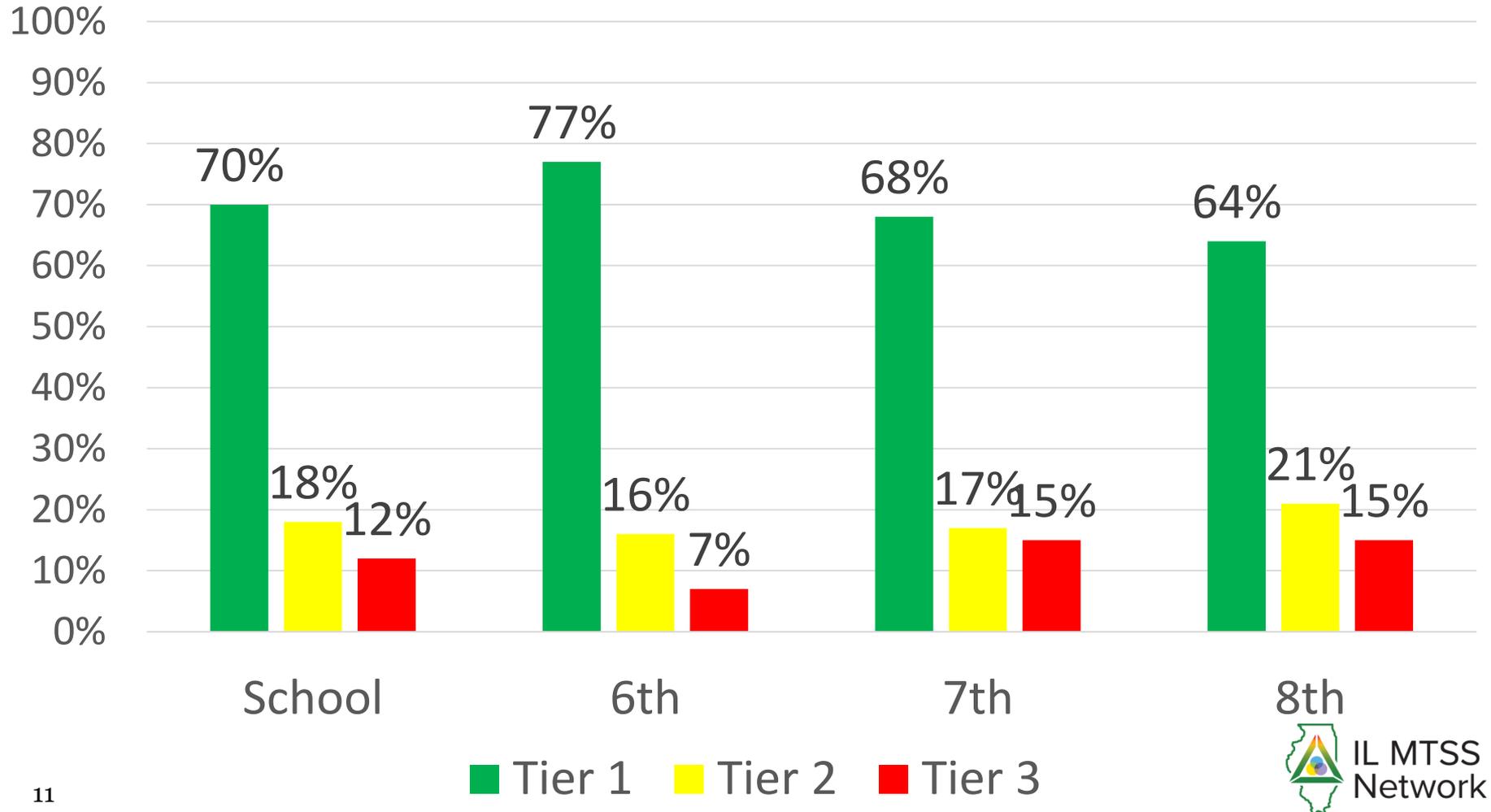
 **Attendance Works**
Advancing Student Success By Reducing Chronic Absence

*Evaluated For
ESSA Levels
of Evidence*

Example 1: Percent Attendance by Tiers for Kindergarten



Example 2: Middle School Percent Attendance by Tiers





Report to the Illinois Attendance Commission

NOVEMBER 14, 2019

This handout contains examples of IL MTSS-N Network Capacity Coaches' work in supporting their districts to address chronic absenteeism through a multi-tiered system of supports to improve student outcomes for each and every student. Some schools have been identified, with their permission, while other schools have chosen to remain as anonymous examples.

NORTH REGION OF ILLINOIS

Summary of work at two Elementary Schools (above the state average of 17%):

As part of the IL EMPOWER learning partnership and a TZ district, I met with the principal of the elementary school. Reviewed some data and trends in their absenteeism. As an area on the Illinois Quality Framework and action plan was developed. The Network Capacity Coach (NCC) shared some materials with the principal to take to the next administrator meeting at the district. Some steps that were taken by the network:

- Met with Building Leadership Team (BLT) to review the data and develop some hypotheses about why the numbers are above the state average and look at the student groups most impacted in the data.
- Provided some articles and research on attendance for the BLT to review and discuss
- Brainstorming of possible ideas for the leadership to investigate
- Dialogue around the multi-tiered system of supports for chronic attendance happened.
 1. How do we collect the data weekly?
 2. What percentage leads to an action by school?
 3. How do we inform parents and staff of the importance of attendance?
 4. What reinforcements could be put in place for students who come to school regularly and those who have improved attendance over time?
 5. What resources are needed to accomplish our action items?
 6. What are our student engagement strategies?
- The NCC began by showing all staff a video on the importance of attendance and how it affects student learning.
- The NCC shared the "Attendance Works" website to generate some ideas for the action plan.
- An action plan was created by the team to follow through with their ideas for success.
- The NCC met with secretaries to determine the best way to track daily-weekly- monthly data in their current system.
- The NCC presented on student engagement with all staff at the end of the school year.
- Purchases of an attendance banner outside and bulletin board in the office for all who enter to see the data. A bulletin board outside the cafeteria was also used to show weekly data for all to see.
- Celebrations were planned out to support the attendance focus monthly and align with their behavior system of supports.

Learn about
our work with
chronic
absenteeism
across the
state.



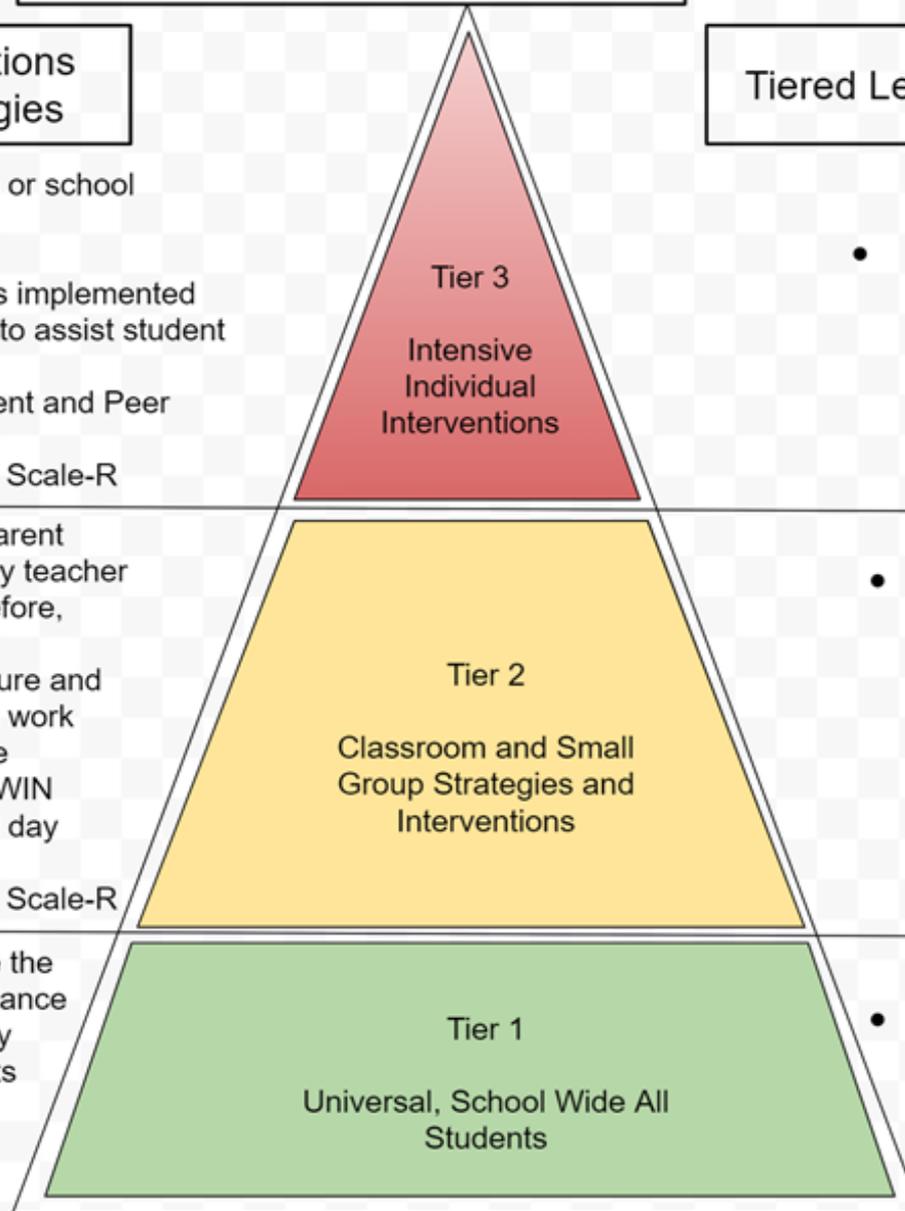
Attendance MTSS Matrix

Tiered Level Interventions and Proactive Strategies

- Home visit by administration or school resource officer
- One on one social work
- School consequence options implemented
- Use of Hallway Supervisors to assist student in getting to class on time
- Schedule meeting with student and Peer Support Team
- School Refusal Assessment Scale-R
- Nudge Letters mailed and parent communication from advisory teacher
- Partner with mentor adult before, during, or after school
- Small group reteaching, culture and climate circles, and/or social work
- Time management/executive functioning supports during WIN
- Enrollment in outside school day group support programs
- School Refusal Assessment Scale-R
- Administration communicate the importance of regular attendance to parents/guardians monthly
- Advisory attendance contests
- Recognition for perfect, or improved attendance during Advisory

Tiered Level Criteria

- Absent 10% or more
- Absent greater than or equal to 5%, but less than 10%
- Absent less than 5%



What questions do you have?





Thank You

For additional
information contact:

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Statewide Director

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815-625-1495

Or visit:

www.ilmtss.net



Illinois MTSS Network

Multi-Tiered System of Supports

The Illinois Multi-Tiered System of Supports Network is an IL-EMPOWER approved Learning Partner and State Personnel Development Grant (SPDG) professional learning initiative of the Illinois State Board of Education. All funding (100%) is from federal sources. The contents of this presentation were developed in part under a grant from the U.S. Department of Education, #H323A150003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.





Report to the Illinois Attendance Commission

NOVEMBER 14, 2019

This handout contains examples of IL MTSS-N Network Capacity Coaches' work in supporting their districts to address chronic absenteeism through a multi-tiered system of supports to improve student outcomes for each and every student. Some schools have been identified, with their permission, while other schools have chosen to remain as anonymous examples.

NORTH REGION OF ILLINOIS

Summary of work at two Elementary Schools (above the state average of 17%):

As part of the IL EMPOWER learning partnership and a TZ district, I met with the principal of the elementary school. Reviewed some data and trends in their absenteeism. As an area on the Illinois Quality Framework and action plan was developed. The Network Capacity Coach (NCC) shared some materials with the principal to take to the next administrator meeting at the district. Some steps that were taken by the network:

- Met with Building Leadership Team (BLT) to review the data and develop some hypotheses about why the numbers are above the state average and look at the student groups most impacted in the data.
- Provided some articles and research on attendance for the BLT to review and discuss
- Brainstorming of possible ideas for the leadership to investigate
- Dialogue around the multi-tiered system of supports for chronic attendance happened.
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- An action plan was created by the team to follow through with their ideas for success.
- The NCC met with secretaries to determine the best way to track daily-weekly- monthly data in their current system.
- The NCC presented on student engagement with all staff at the end of the school year.
- Purchases of an attendance banner outside and bulletin board in the office for all who enter to see the data. A bulletin board outside the cafeteria was also used to show weekly data for all to see.
- Celebrations were planned out to support the attendance focus monthly and align with their behavior system of supports.

EXAMPLES FROM ELEMENTARY CHRONIC ABSENTEEISM (CA) PLAN



Purpose	Ideas	What	Where	When	Who	Evidence
Reach Parents	Attendance matters handout	Handouts on CA	School	Open house night	assigned	Handouts available for various activities
Reach Parents	Open House	Video	School	Open house night	assigned	Agenda of Open H.
Reach Parents	Nudge Letters	@ 5% absent	School	September 15th	Principal	Letters developed with school logo
Reach Parents	Phone Blasts	Celebrations, Competitions	School		Principal	Scripts developed
Reach Parents	Parent Survey	Survey of reasons students are absent	Home	August 2019	assigned	Survey results
Student Voice	Student Survey	Belonging at school Safe at school	School	May 2019	assigned	Survey results
Reach Staff, Students and Parents	Bulletin Board in front hallway	Percentages of each grade and staff	School	'August 2019	assigned	Board in hallway and process in place to update daily
Reach Staff, Students and Parents	Weekly data inside/outside for all to see.	Board to put in office of weekly data and outside board for those who are at drop off	School	August 2019	assigned	Boards in place with process to update daily Used a tripod stand to encourage attendance instead

Reach Community	Brochure	Doctors offices, Public Housing office, mental health agencies	Community			Brochure and list of locations
Reach Community	Website	Make page for CA on home page of school with links	district	August 2019	Principal	Webpage- District has put information on Attendance on district site
Reach Community	Participate in local Parade with attendance banner	Banner and kids in parade	community			Banners purchased
Perfect attendance	Quarterly and end of year	100 % attendance	school	August 2019	assigned	Certificate/Picture with Principal

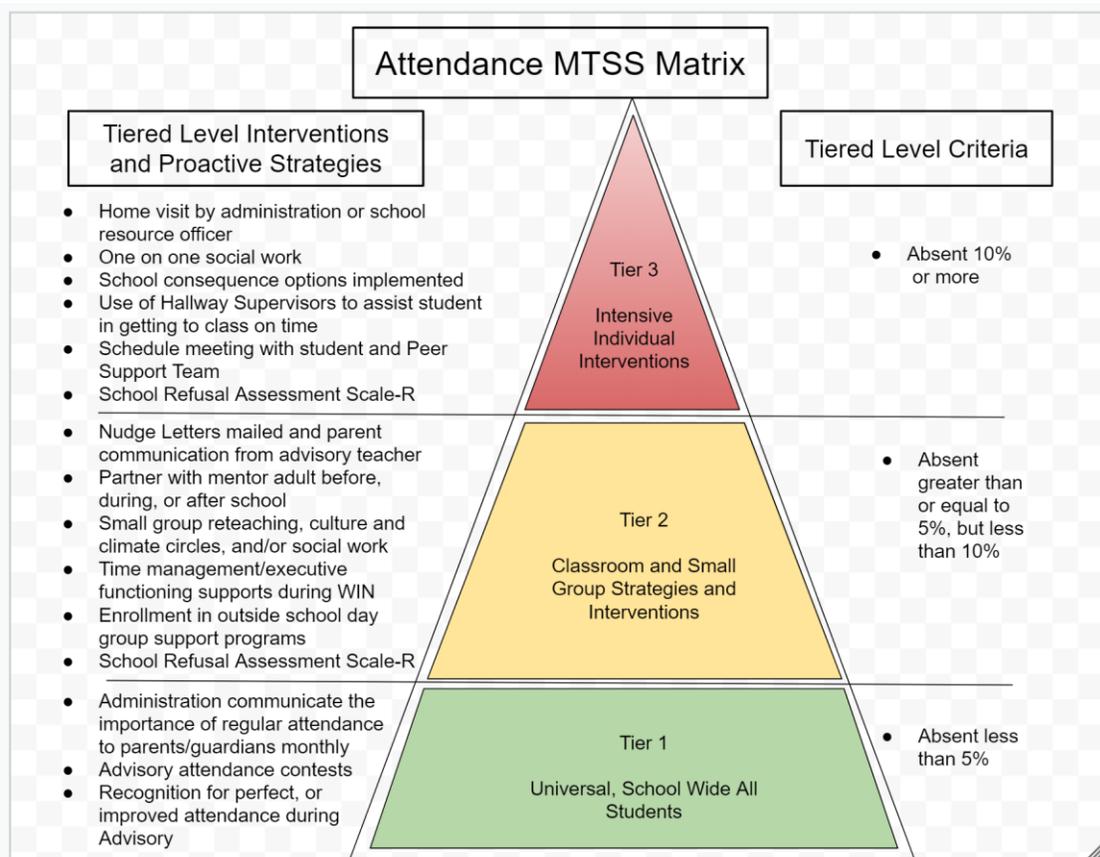


NEAR WEST SUBURBS: MIDDLE SCHOOL

Attendance Update: Middle school (grades 6-8) located on the outskirts of the city of Chicago. According to the Illinois School Report Card, this school had a 10% chronic absenteeism rate in 2019 and 2018, less than the state average of 17% in 2018 and 18% in 2019, but more than the district average of 8%.

Initially, IL MTSS Network provided the district with cut scores and helped the administrators create decision rules for attendance tiers and procedures. That then led to creating an **attendance matrix** (see example below) that was used to summarize and clearly outline procedures for all staff. Within this matrix, other supportive measures IL MTSS Network provided are outlined. These included, among others, Nudge Letters, the idea of recognizing perfect attendance as well as improved attendance, and family communication documents.

Example Attendance MTSS Matrix:



IL MTSS Network also provided training for administrators and social workers on the School Refusal Assessment Scale-R, a psychological assessment tool designed to evaluate school refusal disorder symptoms in children, in order to identify and remediate specific reasons for avoiding school. Currently, this school and the IL MTSS Network are using monthly attendance and tardy data to identify and tier students, determine the why, create hypotheses, gather additional data to support or refute the hypotheses, and put an intervention and progress monitoring tool in place.

BERWYN NORTH SCHOOL DISTRICT 98

Summary of Efforts to Improve School Attendance and Decrease Chronic Absenteeism, November 7, 2019 : Berwyn SD 98's efforts to improve their school attendance rates began in earnest early this summer when their data showed that the district chronic absenteeism (CA) rate increased from 15 to 18% from the previous year.

Together with the Network Capacity Coach (NCC) from the Illinois MTSS Network the district administration's first efforts were focused on adopting a multi-tiered approach to attendance and analyzing their attendance data by tiers. The district adopted the following criteria for defining tiers: Tier 1 – Absent 5% or less of the time, Tier 2 – Absent greater than 5% but less than 10%, and Tier 3 – Absent 10% or more of the time (i.e., Illinois' definition of chronic absenteeism). The district set up their Student Information System (SIS), including color-coding their data by tiers, so staff could readily ascertain what percent of their students were attending on a regular basis (Tier 1), 'at-risk' for serious attendance problems (Tier 2), and those who were chronically absent (Tier 3). Once the data were analyzed in this fashion it was evident that all four schools needed to focus on strengthening Tier 1, i.e., the supports and practices they are using to promote a culture of attendance and increase the number of students who were attending school on a regular basis.

The data were then shared with the district MTSS committee that has representatives from each school. At that meeting the NCC provided committee members with an overview of an MTSS approach for attendance and how to interpret their data. Committee members were provided their school's attendance data to begin to analyze and to then share with their building leadership teams. As a result of analyzing their attendance data by tiers, attendance became a major focus of the district strategic planning process and each school completed and submitted an Attendance Action Plan and incorporated an attendance goal into their School Improvement Plan to guide their work this school year. Schools are utilizing many of the resources from Attendance Works (www.attendanceworks.org). The NCC is currently in the process of meeting with each school's BLT to provide additional coaching support on evidence-based practices they can incorporate into their work and to answer any questions they might have moving forward. She is actively encouraging schools to disaggregate their data in a variety of ways, including by grade level and student groups. This initiative will continue to be facilitated by the district's MTSS committee members, the District MTSS Coach, and the Illinois MTSS Network Capacity Coach under the direction of the District Superintendent.

SOUTHERN ILLINOIS: METRO EAST

A metro east school district with a student population of approximately 6,000 students has a chronic absenteeism rate of around 30%. The district is concerned that the absenteeism rate is affecting the student achievement rate in the district. The district is looking at various ways to put multi-tiered systems of support in place for climate, culture and academics. Therefore the district made it a priority for the reduction of chronic absenteeism to be a district goal.

The district does a monthly drawing for students with perfect attendance at each school for a family movie pass per school. The district has increased efforts with outreach to parents and increasing family involvement activities in hopes of impacting attendance.

Each of the elementary schools also has the reduction of chronic absenteeism as a SMART goal in their school improvement plan. Each building is developing an incentive type of program. The building leadership teams look at attendance data to problem solve for the building and build support systems.

Several of the elementary schools have attendance contest. One of the schools chose to call their initiative- *Attendance Heroes*. Each class that has perfect attendance will earn a letter. Classes can earn 1 letter per day by ALL students in the class being at school, not late, and not leaving early. The first class of each grade level to spell out *Attendance Heroes* will earn a pizza party. A bulletin board displays each class, so the students can see what letters make up ATTENDANCE HEROES and what letters they have earned.

Each school is working on putting in a multi-tiered support system and layering on supports for the students to help increase attendance, social emotional and academics for the whole child.

Appendix H

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 27A-5 and by adding Section 26-18 as follows:

(105 ILCS 5/26-18 new)

Sec. 26-18. Chronic absenteeism report and support.

(a) As used in this Section:

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

(b) The General Assembly finds that:

(1) The early years are a critical period in children's learning and development. Every child should be counted present every day. Every day of school matters.

(2) Being absent too many days from school can make it difficult for students to stay on-track academically and

maintain the momentum to graduate from high school in order to be college-or career-ready.

(3) Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.

(c) Beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district, charter school, or alternative school or other school receiving public funds.

(d) School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and

improved daily school attendance.

(105 ILCS 5/27A-5)

(Text of Section before amendment by P.A. 99-927)

Sec. 27A-5. Charter school; legal entity; requirements.

(a) A charter school shall be a public, nonsectarian, nonreligious, non-home based, and non-profit school. A charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois.

(b) A charter school may be established under this Article by creating a new school or by converting an existing public school or attendance center to charter school status. Beginning on April 16, 2003 (the effective date of Public Act 93-3), in all new applications to establish a charter school in a city having a population exceeding 500,000, operation of the charter school shall be limited to one campus. The changes made to this Section by Public Act 93-3 do not apply to charter schools existing or approved on or before April 16, 2003 (the effective date of Public Act 93-3).

(b-5) In this subsection (b-5), "virtual-schooling" means a cyber school where students engage in online curriculum and instruction via the Internet and electronic communication with their teachers at remote locations and with students participating at different times.

From April 1, 2013 through December 31, 2016, there is a

moratorium on the establishment of charter schools with virtual-schooling components in school districts other than a school district organized under Article 34 of this Code. This moratorium does not apply to a charter school with virtual-schooling components existing or approved prior to April 1, 2013 or to the renewal of the charter of a charter school with virtual-schooling components already approved prior to April 1, 2013.

On or before March 1, 2014, the Commission shall submit to the General Assembly a report on the effect of virtual-schooling, including without limitation the effect on student performance, the costs associated with virtual-schooling, and issues with oversight. The report shall include policy recommendations for virtual-schooling.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) For purposes of this subsection (d), "non-curricular health and safety requirement" means any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel. "Non-curricular health and safety requirement" does

not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education.

A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois. On or before September 1, 2015, the State Board shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet. The list shall be updated annually no later than September 1. Any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Nothing in this subsection (d) precludes an authorizer from including non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing local school board.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks,

instructional materials, and student activities.

(f) A charter school shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of each charter school's finances shall be conducted annually by an outside, independent contractor retained by the charter school. To ensure financial accountability for the use of public funds, on or before December 1 of every year of operation, each charter school shall submit to its authorizer and the State Board a copy of its audit and a copy of the Form 990 the charter school filed that year with the federal Internal Revenue Service. In addition, if deemed necessary for proper financial oversight of the charter school, an authorizer may require quarterly financial statements from each charter school.

(g) A charter school shall comply with all provisions of this Article, the Illinois Educational Labor Relations Act, all federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English learners, and its charter. A charter school is exempt from all other State laws and regulations in this Code governing public schools and local school board policies; however, a charter school is not exempt from the following:

(1) Sections 10-21.9 and 34-18.5 of this Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent

Offender Against Youth Database of applicants for employment;

(2) Sections 10-20.14, 10-22.6, 24-24, 34-19, and 34-84a of this Code regarding discipline of students;

(3) the Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) the Abused and Neglected Child Reporting Act;

(6) the Illinois School Student Records Act;

(7) Section 10-17a of this Code regarding school report cards;

(8) the P-20 Longitudinal Education Data System Act;

(9) Section 27-23.7 of this Code regarding bullying prevention;

(10) Section 2-3.162 of this Code regarding student discipline reporting; ~~and~~

(11) Section 22-80 of this Code; and ~~—~~

(12) Section 26-18 of this Code.

The change made by Public Act 96-104 to this subsection (g) is declaratory of existing law.

(h) A charter school may negotiate and contract with a school district, the governing body of a State college or university or public community college, or any other public or for-profit or nonprofit private entity for: (i) the use of a

school building and grounds or any other real property or facilities that the charter school desires to use or convert for use as a charter school site, (ii) the operation and maintenance thereof, and (iii) the provision of any service, activity, or undertaking that the charter school is required to perform in order to carry out the terms of its charter. However, a charter school that is established on or after April 16, 2003 (the effective date of Public Act 93-3) and that operates in a city having a population exceeding 500,000 may not contract with a for-profit entity to manage or operate the school during the period that commences on April 16, 2003 (the effective date of Public Act 93-3) and concludes at the end of the 2004-2005 school year. Except as provided in subsection (i) of this Section, a school district may charge a charter school reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other

costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

(k) If the charter school is approved by the Commission, then the Commission charter school is its own local education agency.

(Source: P.A. 98-16, eff. 5-24-13; 98-639, eff. 6-9-14; 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff. 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; 99-30, eff. 7-10-15; 99-78, eff. 7-20-15; 99-245, eff. 8-3-15; 99-325, eff. 8-10-15; 99-456, eff. 9-15-16; 99-642, eff. 7-28-16.)

(Text of Section after amendment by P.A. 99-927)

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From April 1, 2013 through December 31, 2016, there is a moratorium on the establishment of charter schools with virtual-schooling components in school districts other than a school district organized under Article 34 of this Code. This moratorium does not apply to a charter school with virtual-schooling components existing or approved prior to April 1, 2013 or to the renewal of the charter of a charter school with virtual-schooling components already approved prior to April 1, 2013.

On or before March 1, 2014, the Commission shall submit to the General Assembly a report on the effect of virtual-schooling, including without limitation the effect on student performance, the costs associated with virtual-schooling, and issues with oversight. The report shall include policy recommendations for virtual-schooling.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) For purposes of this subsection (d), "non-curricular health and safety requirement" means any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel. "Non-curricular health and safety requirement" does not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education.

A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois. On or before September 1, 2015, the State Board shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet. The list shall be updated annually no later than September 1. Any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow

the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Nothing in this subsection (d) precludes an authorizer from including non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing local school board.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks, instructional materials, and student activities.

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reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

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Public Act 100-0156

HB3139 Enrolled

LRB100 09668 MLM 19837 b

eff. 6-1-17.)

Section 95. No acceleration or delay. Where this Act makes changes in a statute that is represented in this Act by text that is not yet or no longer in effect (for example, a Section represented by multiple versions), the use of that text does not accelerate or delay the taking effect of (i) the changes made by this Act or (ii) provisions derived from any other Public Act.

Appendix I

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019



Illinois State Board of Education



Introducing Ed360

2

Ed360 is a **free**, mobile-friendly, secure web application built to support student instruction through the use of the state data warehouse.

Features

- Custom, in-house developed dashboards and reports
- Single sign on via G Suite for Education
- Metrics include educator, student, class rosters, and state assessment scores with performance levels
- Opt-in Services > provide access to educational resources



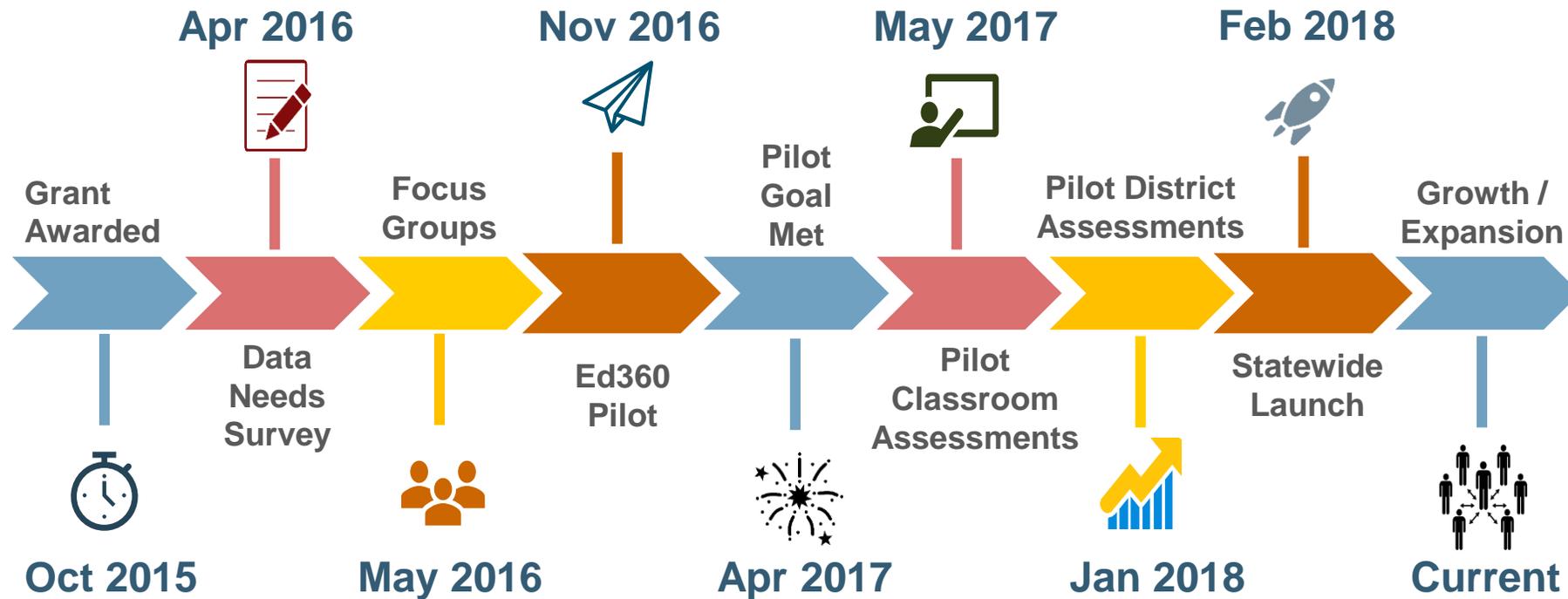
Introducing Ed360

3

Important facts

- Requires a district administrator to opt in
 - Districts decide how to implement
- No new data submissions
- Data is refreshed daily
- Role-based security following FERPA guidelines
- Ed360 vs Illinois Report Card

Ed360 Timeline



Developing Ed360

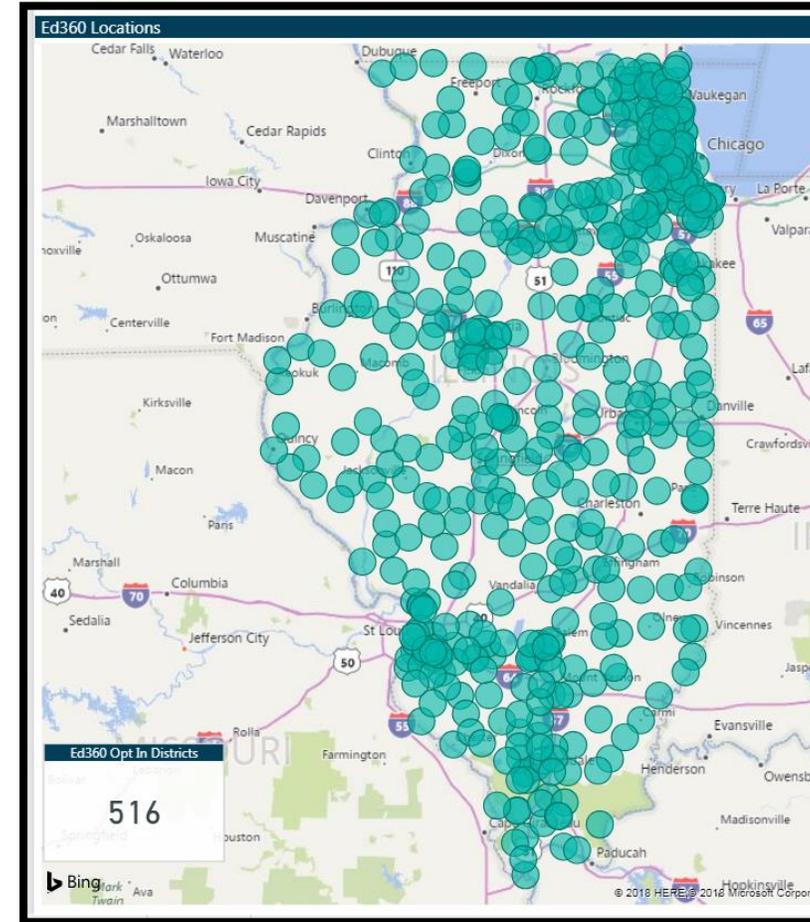
5

Outreach

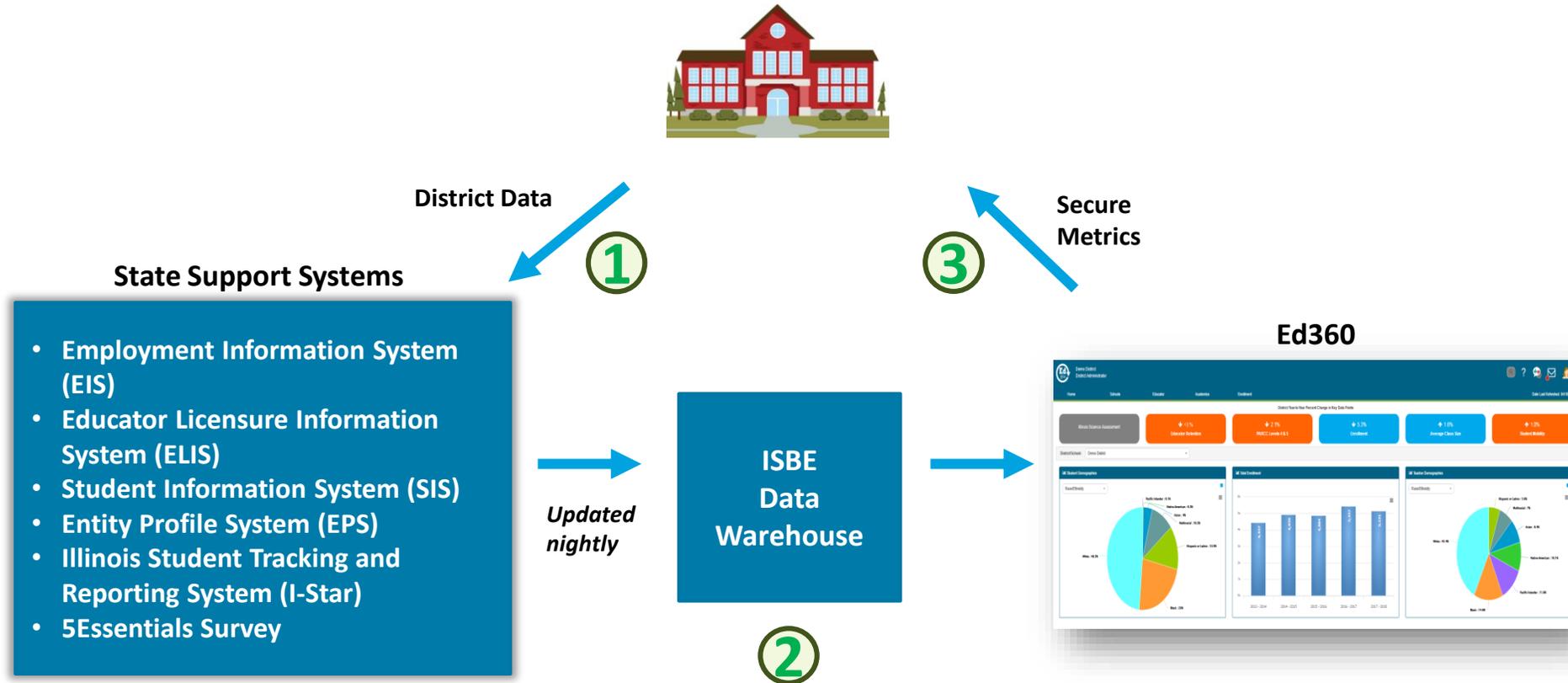
- Data needs survey
- Focus groups
- On-site visits
- Webinars
- Conference presentations

Opted In Districts

- 500+ school districts
- 2,270+ users

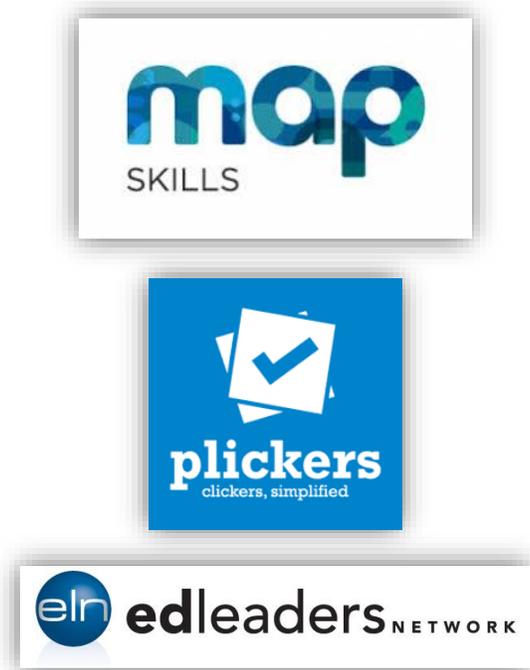


Obtaining Data for Ed360



Connecting the Dots

7



Integrated Resources

- Opt In Services
 - Measures of Academic Progress (MAP)
 - Classroom Assessments (Plickers)
- Ed Leaders Network (ELN)*
** coming soon*



Contact Us

8



Ed360 Outreach Team
ed360@isbe.net

Ed360 webpage
<https://www.isbe.net/ed360>



Illinois
State Board of
Education

Whole Child • Whole School • Whole Community

Appendix J

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

Illinois Attendance Commission

October 17, 2019

Jamilah R. Jor'dan, Ph.D.

Deputy Director



Governor's Office of
Early Childhood Development

ATTENDANCE AND FAMILY ENGAGEMENT IN EARLY LEARNING ENVIRONMENTS



Governor's Office of
Early Childhood Development

About GOECD

- **The Governor's Office of Early Childhood Development (GOECD) leads the state's initiatives to create an integrated system of quality, early learning and development programs to help give all Illinois children a strong educational foundation before they begin kindergarten.**



Illinois Attendance Commission

- **Preschool Development Grant Birth-5 (PDG B5)/Continuation**
- **Center for the Study of Social Policy**
- **Protective Factors Framework**
- **Community and Parent Cafes: Pilot and Implementation**

Preschool Development Grant Birth to 5 (PDG B5)



Governor's Office of
Early Childhood Development

Required Activities

- **Birth-5 Statewide Needs Assessment Plan**
- **Birth-5 Statewide Strategic Plan**
- **Maximizing Parental Choice and Knowledge**
- **Sharing Best Practices Among B-5 Providers**
- **Improving Overall Quality of Programs, Providers, and Services**

Activity 3: Maximizing Parental Choice and Knowledge

Center for the Study of Social Policy

- Strengthening Families Framework
- Strength-based approach
- Protective Factors Framework



Four big ideas behind Strengthening Families

Focus on protective factors

An approach, not a model

A changed relationship with parents

Alignment with developmental
science

Family Protective Factors

CENTER FOR THE STUDY
OF SOCIAL POLICY'S

strengthening families™
A PROTECTIVE FACTORS FRAMEWORK

Parental
resilience

Social
connections

Knowledge of
parenting
and child
development

Concrete
support in
times of need

Social and
emotional
competence
of children

COMMUNITY AND PARENT CAFES



Governor's Office of
Early Childhood Development

COMMUNITY AND PARENT CAFES

- Intimate, energetic conversations in which parents build protective factors that strengthen families.
- Any parent can participate, and Parent Cafes are useful for primary caregivers who are grandparents, aunts or uncles, or stepparents.
- Held in welcoming environments.
- Parents can, must, and do tap into their own wisdom and resources.

COMMUNITY AND PARENT CAFES

- **Partnership with the Illinois Head Start Association.**
- **Two-generation program and approach.**
- **Pilot Community and Parent Cafes-Importance of School Attendance (Support the work of the Illinois Attendance Commission).**
- **Parent Leadership Institute-Parent leaders developed to serve as hosts and facilitators (peer-to-peer).**

Why does attendance matter in Early Learning Environments?

- National attention related to school attendance starting in the preschool years.
- Unless we pay attention to attendance even among young children, we are missing the opportunity to use early educational experiences to build an essential skill: showing up on time every day to school.

Why does attendance matter in Early Learning Environments?

- Attendance habits established during early childhood experiences can have long-term outcomes on school readiness and child outcomes (e.g. literacy development).
- A habit of attendance is a school readiness skill. Children who are chronically absent in preschool are far more likely to be chronically absent in later grades.

Family Engagement: I am your parent

- Relationship-building
- Parent understanding of child development
- Frequent absences are an early warning sign
- Not every family has ideal circumstances
- What would you say to me if I was having a hard time?
- What would you want to hear?



Resources



Governor's Office of
Early Childhood Development

Resources

- **Harvard's National Center for Rural Education Research-researching the particular ways rural schools experience chronic absenteeism**
- **No Kid Hungry-link school breakfast to higher test scores and lowers chronic absenteeism**
- **American Academy of Pediatrics-directing care providers to ask about missed school days to optimize patient care**

What can LeBron James teach us about chronic absenteeism?

- “Moving from home to home...living across town from his school with no car or bus route...James missed 83 days in fourth grade”.
- Source: future-ed.org

In Closing...



Thank you

Contact Information:
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Governor's Office of
Early Childhood Development

Appendix K

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019



Illinois Risk and Reach Report

**Erikson
Institute**

I ILLINOIS

IECAM
Illinois Early Childhood Asset Map


VOICES
FOR ILLINOIS CHILDREN



IRVING HARRIS
FOUNDATION

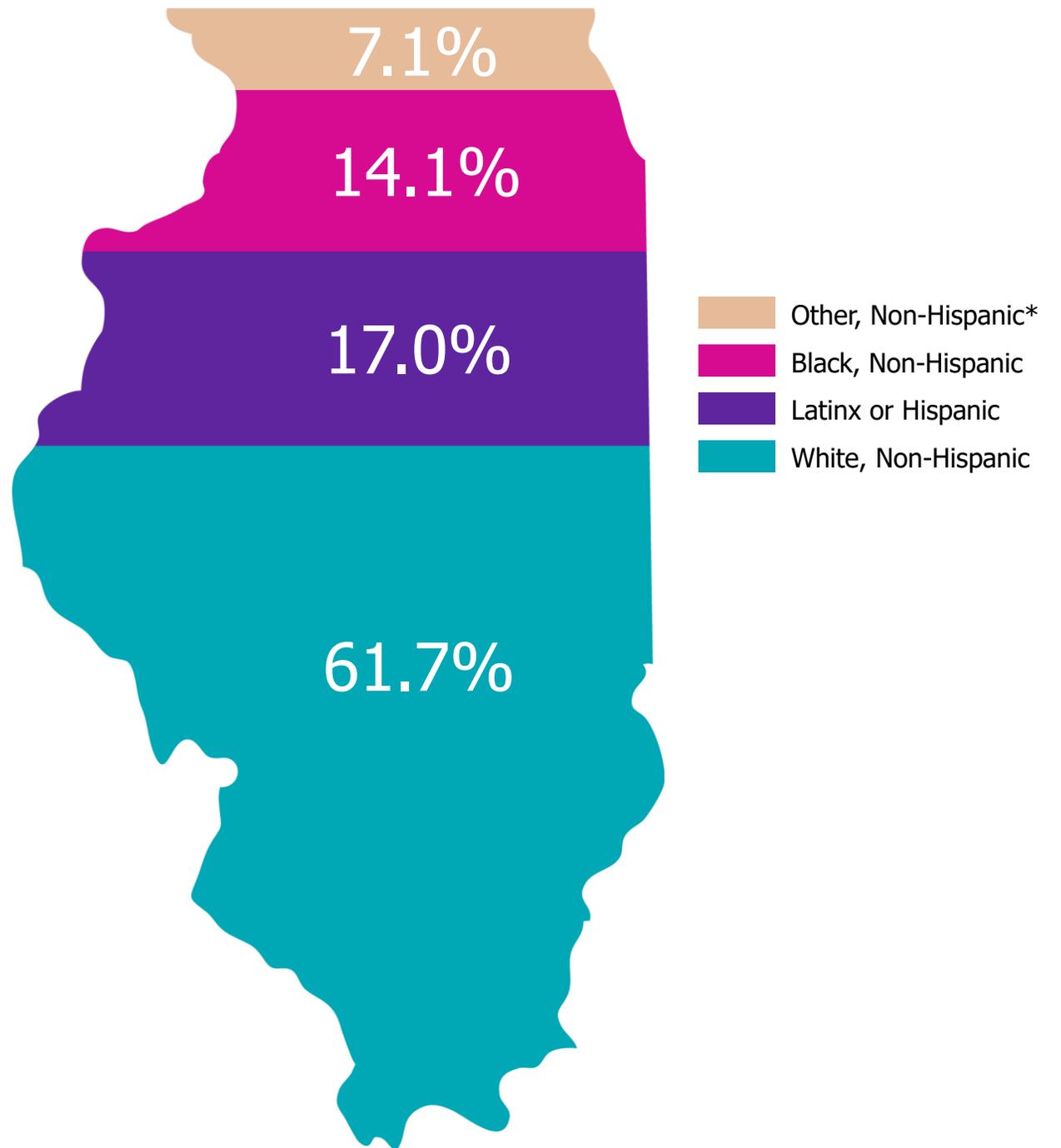
PRITZKER
Children's Initiative

ROBERT R.
McCORMICK
FOUNDATION

W. Clement & Jessie V. Stone
FOUNDATION

TOTAL ILLINOIS POPULATION, BY RACE & ETHNICITY

12,801,539

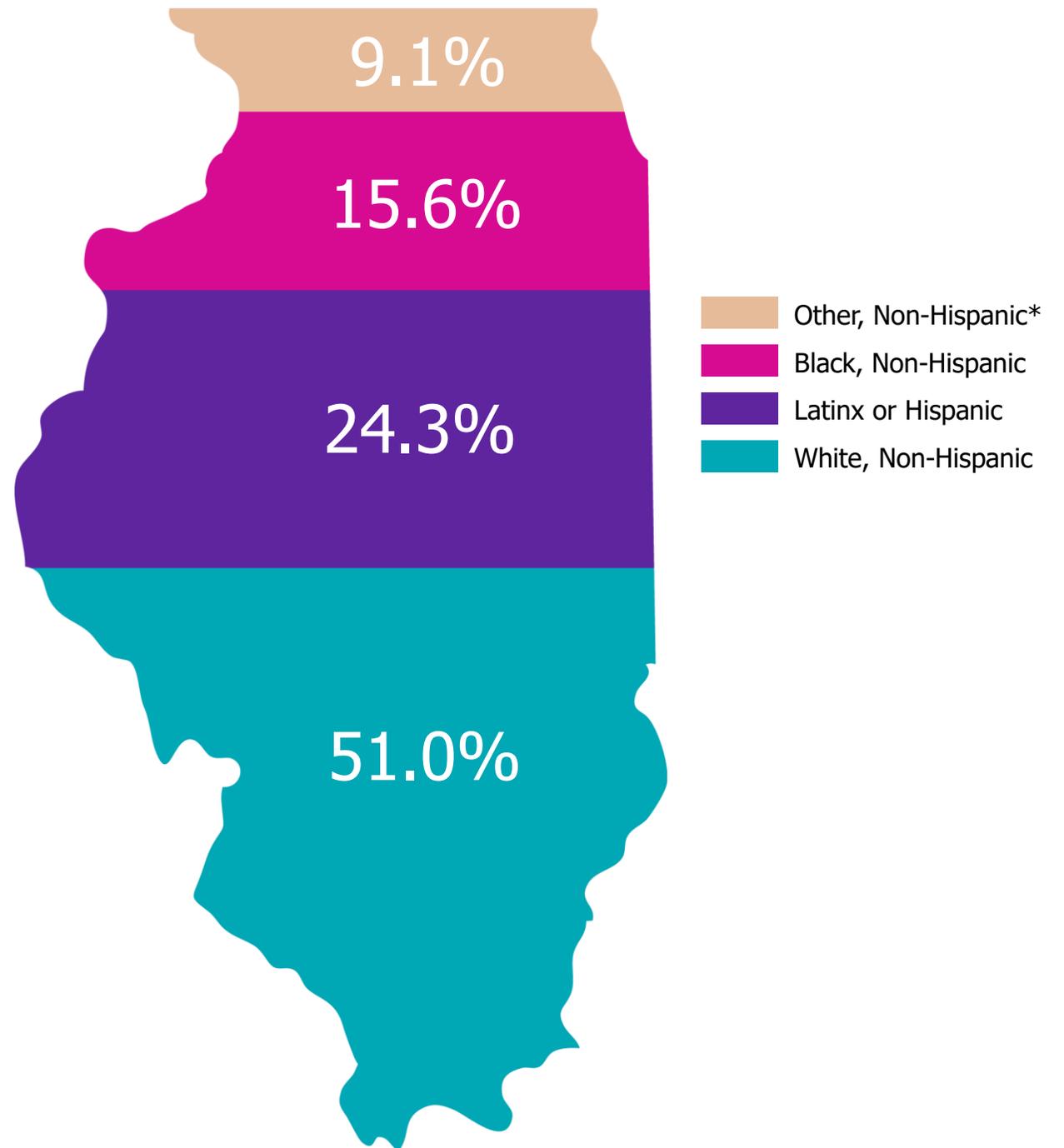


Source: U.S. Census Bureau, 2016

*Other, Non-Hispanic is defined as Asian, American Indian or Alaska Native, Two or more Races, Native Hawaiian or Other Pacific Islander.

CHILDREN AGE 5 AND UNDER BY RACE & ETHNICITY

945,752

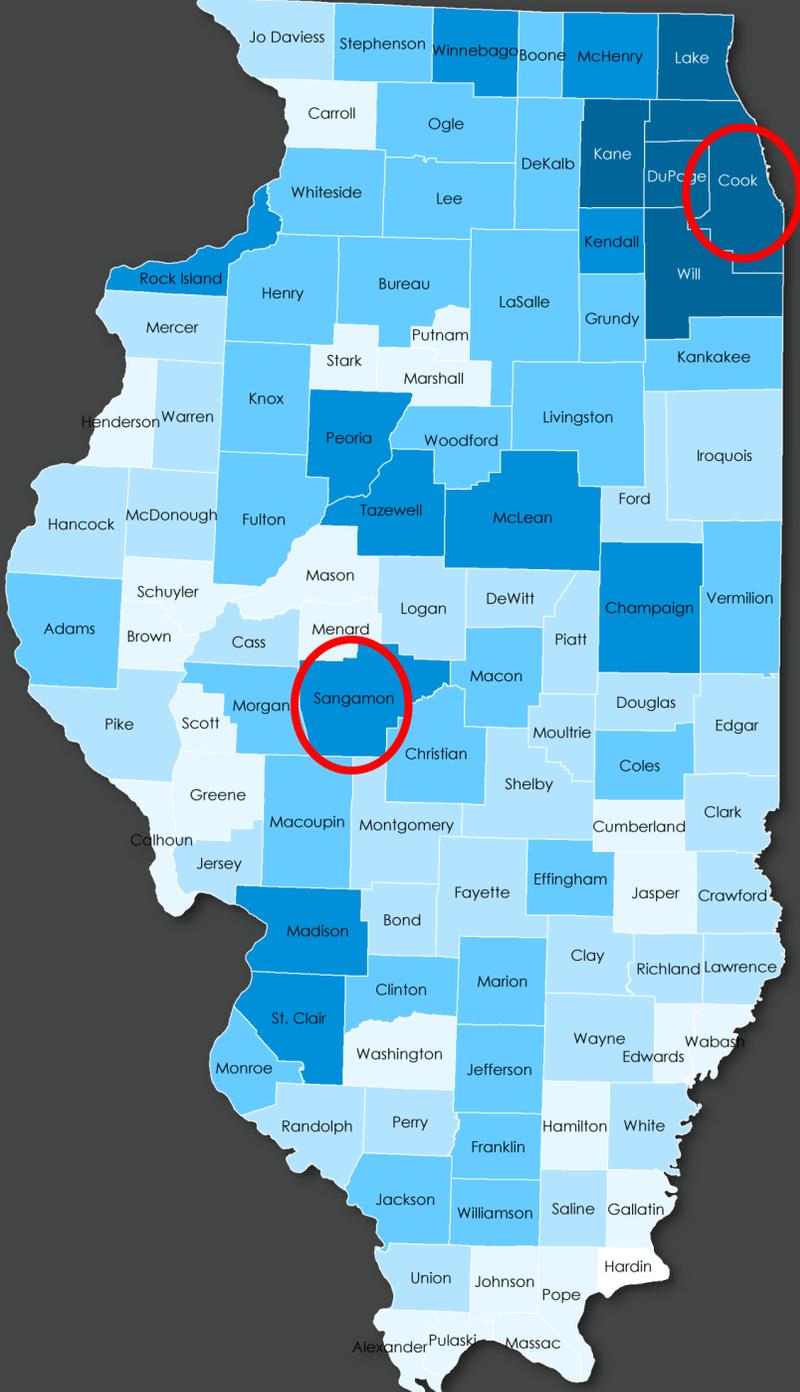


Source: U.S. Census Bureau, 2016

*Other, Non-Hispanic is defined as Asian, American Indian or Alaska Native, Two or more Races, Native Hawaiian or Other Pacific Islander.

CHILD POPULATION

Number of children age 5 and under, 2016



- 165 – 1,000
- 1,001 – 2,000
- 2,001 – 10,000
- 10,001 – 40,000
- 40,001 – 395,080

STATE TOTAL: 945,752

Source: ACS 2016 5-year estimates.

ESTIMATING RISK

Family Stability	Health	Early Care & Education
Poverty	Maternal Morbidity	Kindergarten Readiness
Maternal Education	Preterm Births	Third Grade Proficiency – Language Arts
Parental Employment	Lead Exposure	Third Grade Proficiency – Math
Child Care Cost	Violence Exposure	
Housing Cost		
Homelessness		
Maltreatment		
Drug Overdose Deaths		

MATERNAL EDUCATION

Family Stability

RISK: MATERNAL EDUCATION

Maternal education is one of the strongest predictors of disparities in child health, behavioral, and cognitive outcomes. Children of mothers with more educational attainment have decreased incidence of low birth weight and infant mortality and are more likely to be up-to-date on their immunizations.²⁶

Mothers with less than a high school degree often experience financial strain, which can affect their mental health, level of stress, and quality of interactions with their children.²⁶ Low maternal education is associated with children who are less likely to experience cognitive stimulation and high-quality child care during sensitive periods of development.²⁶

Higher levels of maternal attainment are strongly associated with increased school readiness and educational achievement.²⁶ In fact, parental education is more strongly related to academic achievement in childhood than income.²⁶

Map 3 shows that 9.3 percent of all births in 2016 were to mothers with less than a high school degree. Douglas County had the highest percentage (31.3 percent) while Monroe County had the lowest percentage (1.2 percent). Ten counties fall in the High Risk category on this measure.

TABLE 7. Number and percent of births to mothers age 20 and above who are not high school graduates, 2016

RISK LEVEL: Low - L, Low Moderate - LM, High Moderate - HM, High - H

County	#	%	County	#	%	County	#	%
Adams	60	7.1	Hardin	5	14.3	H Morgan	21	6.5
Alexander	8	10.1	Henderson	4	5.6	Holt	48	25.9
Bond	11	2.4	Henry	46	6.6	Ogle	27	4.8
Boone	68	11.8	Imperial	30	5.0	Peoria	233	9.2
Brown	3	4.4	Jackson	62	9.4	Peru	24	11
Bureau	30	8.6	Jasper	5	4.3	Phillips	9	4.2
Cahoon	5	6.3	Jefferson	46	9.1	Pike	14	3.1
Carroll	31	8.0	Jenney	8	2.7	Pope	3	2.7
Cass	26	15.4	Jo Daviess	7	4.3	Pulaski	10	18.9
Champaign	88	11.0	Johnson	9	2.3	Pulmon	9	6.0
Christian	22	6.8	Kew	304	13.5	Richland	26	10.1
Clark	9	4.4	Knox	76	6.6	Richardson	16	6.7
Clay	13	8.2	Randall	47	2.9	Rock Island	272	12.0
Clinton	25	3.1	Reno	48	6.4	St. Clair	268	8.3
Coles	44	9.3	Lake	708	9.2	Saline	38	11.6
Cook	6,877	10.2	LaSalle	119	9.4	Sangamon	175	7.8
Crawford	27	12.4	Lawrence	15	8.6	Schuyler	1	1.7
Cumberland	7	3.6	Lee	19	5.3	Scott	3	6.0
DeKalb	67	8.1	Livingston	34	6.7	Shelby	14	5.5
DeWitt	7	4.2	Ligon	25	8.4	Stark	27	10.9
Douglas	79	31.3	McDonough	33	11.6	Stephenson	30	7.7
DuPage	379	5.5	McHenry	196	6.3	Tazewell	16	5.1
Edgar	19	10.3	McLean	88	4.4	Union	22	12.4
Edwards	2	2.6	Mason	101	11.4	Vermillion	112	13.9
Effingham	19	4.2	Macoupin	34	3.2	Wabash	9	5.4
Fayette	32	12.1	Madison	199	6.0	Warren	45	20.5
Ford	8	6.8	Manitowish	78	15.5	Washington	1	7.2
Franklin	48	10.2	Marshall	14	12.0	Wayne	26	15.3
Fulton	28	7.6	Mason	13	9.9	White	8	5.2
Gallatin	3	9.8	Menard	10	6.1	Whiteside	43	11
Greene	17	12.9	Merced	7	5.3	Will	530	6.8
Groves	26	4.3	Monroe	1	2.5	Williamson	32	6.6
Harrison	8	12.0	Monroe	4	1.2	Winnebago	486	13.1
Hancock	7	2.6	Montgomery	28	9.0	Woodford	12	2.9

Source: IDPH

Footnote: Data include individuals who did not graduate high school or complete the GED

FIGURE 10. Maternal Education by each Race/Ethnicity



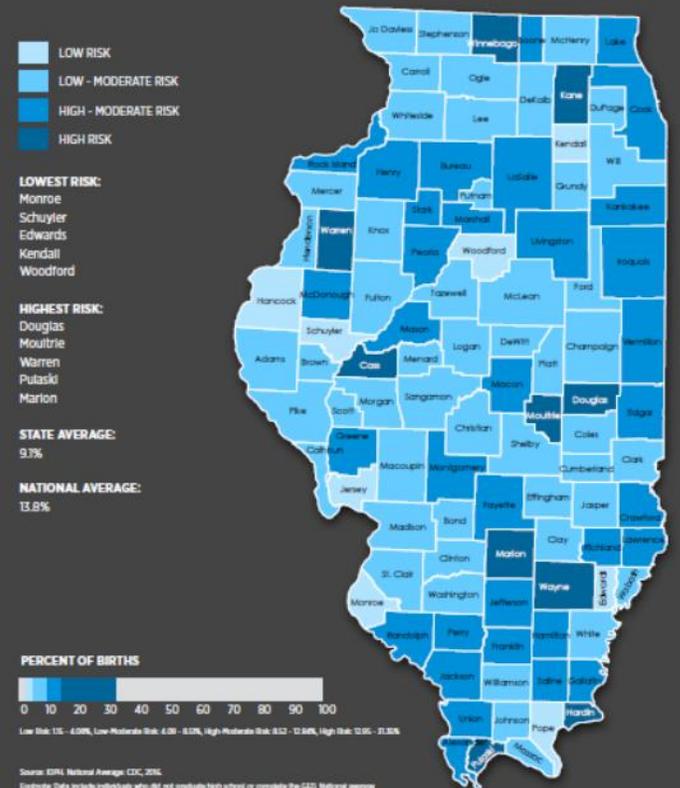
Source: IDPH, 2016

²⁶Due to lack of data for detailed racial and ethnic categories, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Two or more races are grouped into category of "Other, Non-Hispanic."

Family Stability

RISK: MATERNAL EDUCATION

MAP 3. Percent of births to mothers age 20 and above who are not high school graduates, 2016



LOWEST RISK:

Monroe
Schuyler
Edwards
Kendall
Woodford

HIGHEST RISK:

Douglas
Moultrie
Warren
Pulaski
Marion

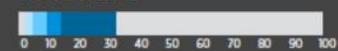
STATE AVERAGE:

9.3%

NATIONAL AVERAGE:

13.8%

PERCENT OF BIRTHS



Low Risk: 1% - 4.0%, Low-Moderate Risk: 4.0% - 6.0%, High-Moderate Risk: 6.1% - 12.0%, High Risk: 12.0% - 31.3%

Source: IDPH, National Average: CDC, 2016

Footnote: Data include individuals who did not graduate high school or complete the GED. National average refers to all new mothers, regardless of their age. Data and county-level data are for new mothers age 20 and above.

MATERNAL EDUCATION TABLE

TABLE 7. Number and percent of births to mothers age 20 and above who are not high school graduates, 2016

RISK LEVEL: Low - L, Low Moderate - LM, High Moderate - HM, High - H

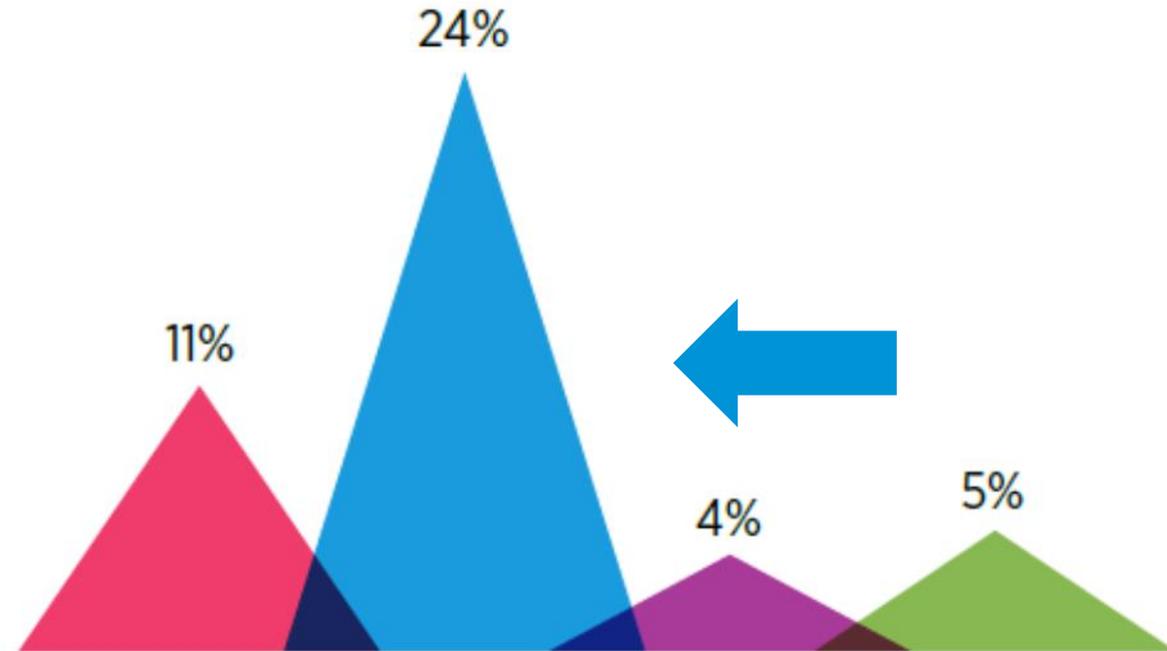
County	#	%		County	#	%		County	#	%	
Cook	6,837	10.2	HM	LaSalle	119	9.4	HM	Sangamon	175	7.8	LM
Crawford	27	12.4	HM	Lawrence	15	9.6	HM	Schuyler	1	1.7	L
Cumberland	7	5.6	LM	Lee	19	5.5	LM	Scott	3	6.0	LM
DeKalb	67	6.1	LM	Livingston	34	8.7	HM	Shelby	14	5.5	LM
DeWitt	7	4.2	LM	Logan	25	8.4	LM	Stark	7	10.9	HM
Douglas	79	31.3	H	McDonough	33	11.6	HM	Stephenson	36	7.7	LM
DuPage	579	5.3	LM	McHenry	196	6.3	LM	Tazewell	76	5.1	LM
Edgar	19	10.3	HM	McLean	88	4.4	LM	Union	22	12.4	HM
Edwards	2	2.8	L	Macon	151	11.4	HM	Vermilion	132	12.9	HM

MATERNAL EDUCATION BY RACE/ETHNICITY



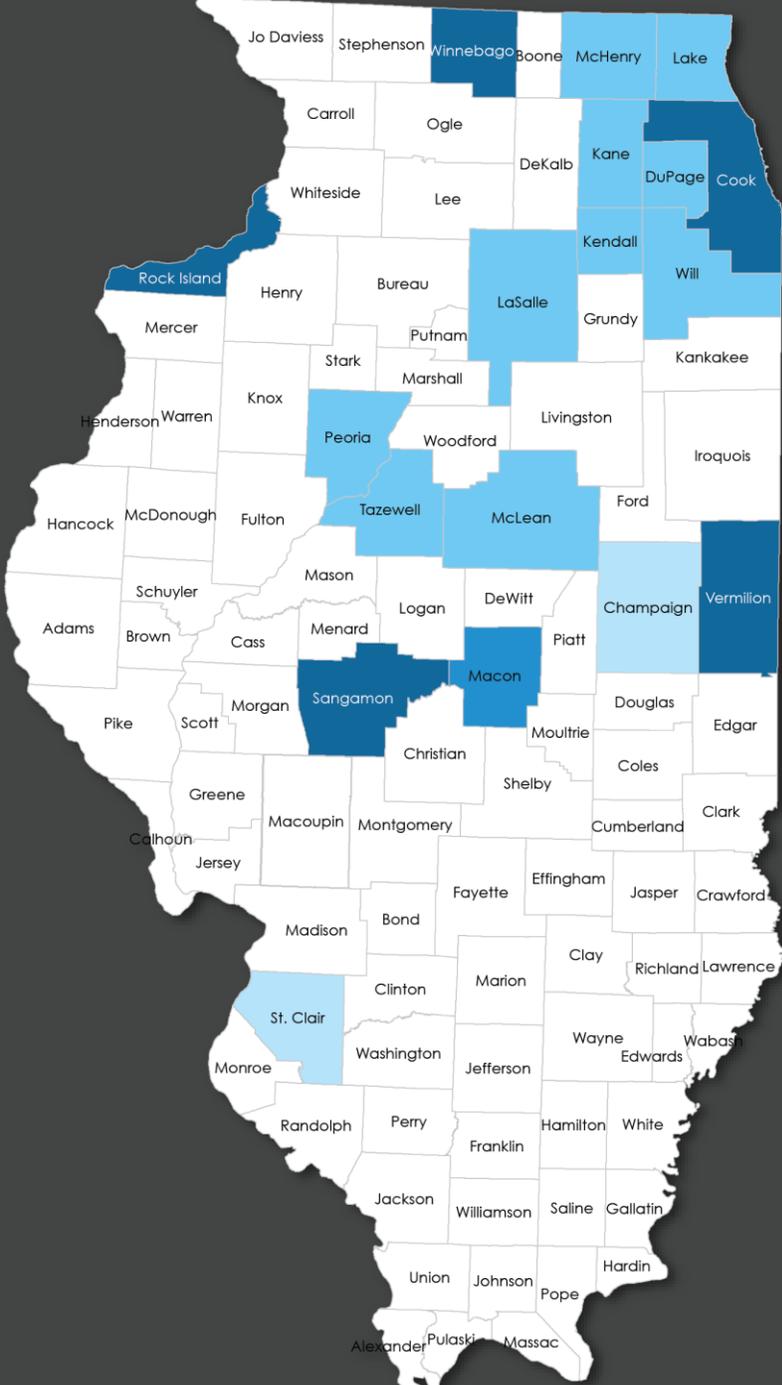
FIGURE 10. *Maternal Education by each Race/Ethnicity*

-  Black, Non-Hispanic
-  Latinx or Hispanic
-  White, Non-Hispanic
-  Other, Non-Hispanic*



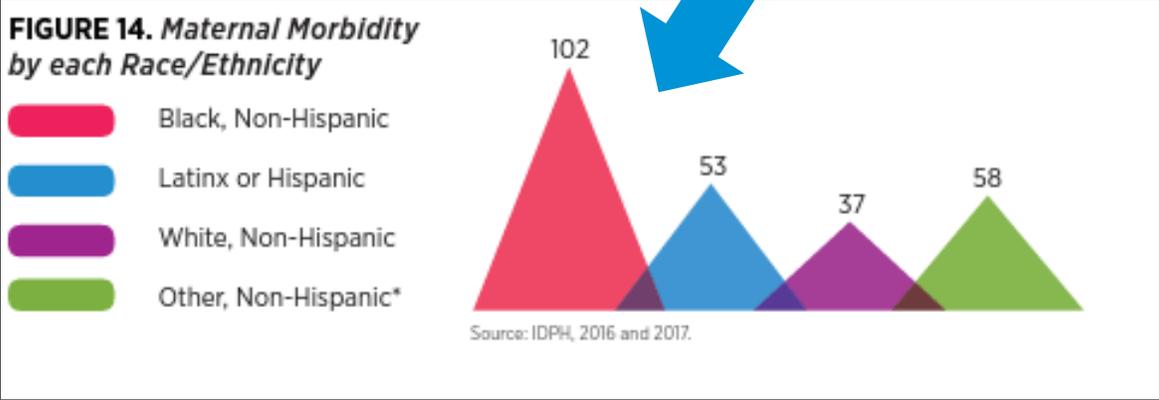
Source: IDPH, 2016.

MATERNAL MORBIDITY

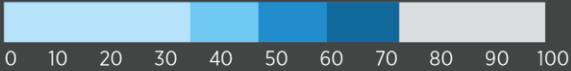


- LOW RISK
- LOW – MODERATE RISK
- MODERATE – HIGH RISK
- HIGH RISK
- NO DATA AVAILABLE

STATE RATE: 51



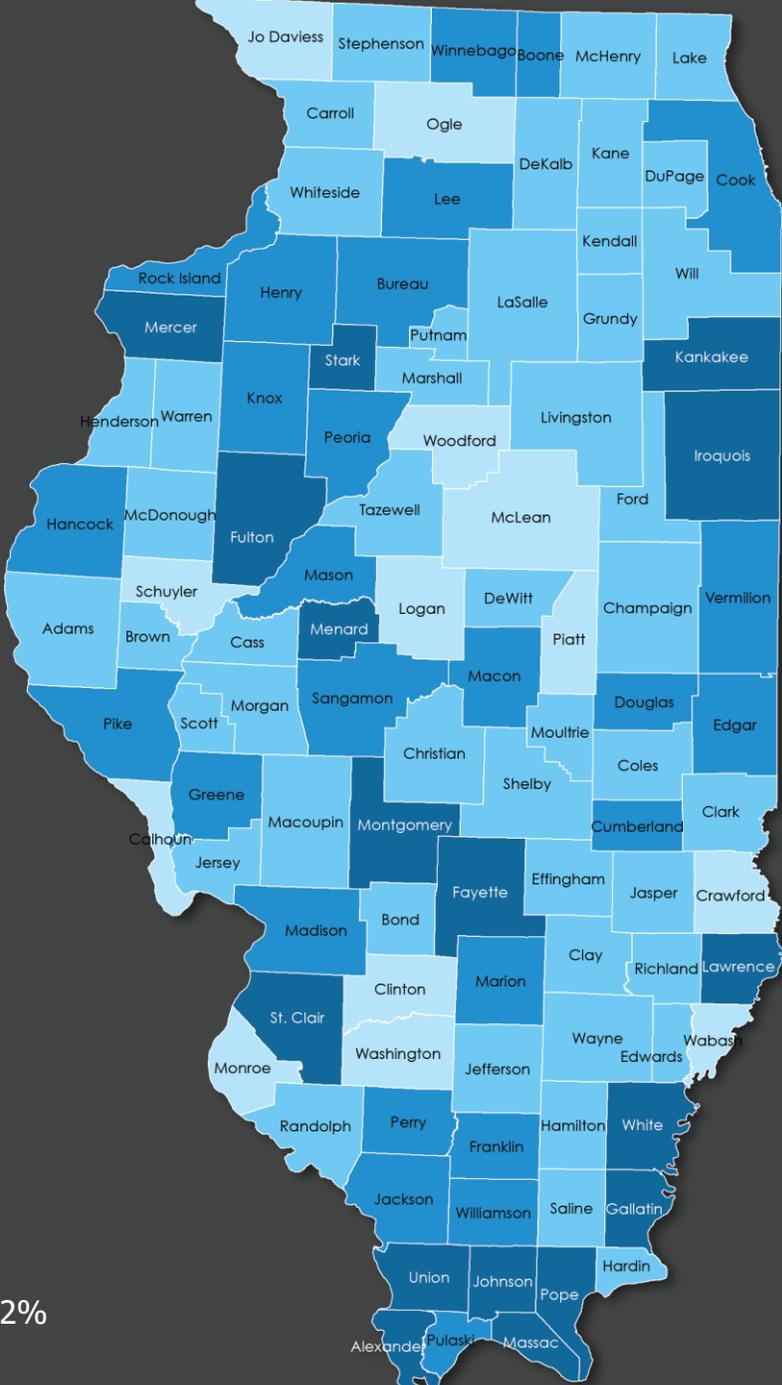
RATE



Low Risk: 0.01 - 34.39%, Low-Moderate Risk: 34.40 - 47.01%, High-Moderate Risk: 47.02 - 59.63%, High Risk: 59.64 - 73.00%

Source: IDPH
 Footnote: Data include 2016 and 2017 Illinois hospital discharge data. Severe maternal morbidity includes unintended outcomes of the process of labor and delivery that result in significant short-term or long-term consequences to a woman's health. Data are unavailable for some counties because IDPH does not report data for areas with fewer than 10 cases.

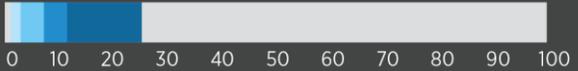
PARENTAL EMPLOYMENT



- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 7.4%
 NATIONAL AVERAGE: 9.2%

PERCENT OF CHILDREN



Low Risk: 1.01 - 2.85%, Low-Moderate Risk: 2.86 - 7.15%, High-Moderate Risk: 7.16 - 11.46%, High Risk: 11.47 - 25.23%

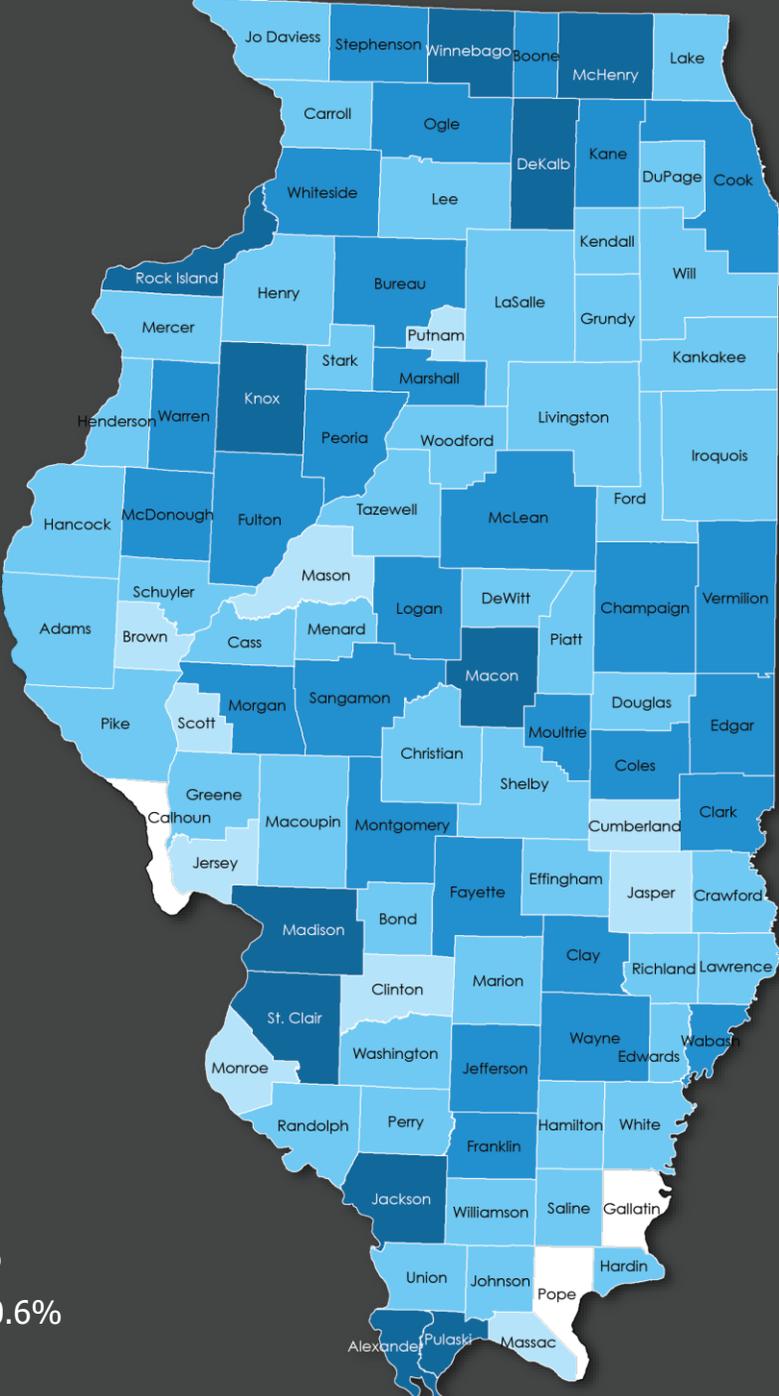
Source: ACS 2016 5-year estimates
 Footnote: Data include children living with two parents, children living with father only, and children living with mother only.

CHILD CARE COST

- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK
- NO DATA AVAILABLE

STATE AVERAGE: 10.6%

NATIONAL AVERAGE: 10.6%



SHARE



Low Risk: 7.00 - 9.15%, Low-Moderate Risk: 9.16 - 12.29%, High-Moderate Risk: 12.30 - 15.43%, High Risk: 15.44 - 30.00%

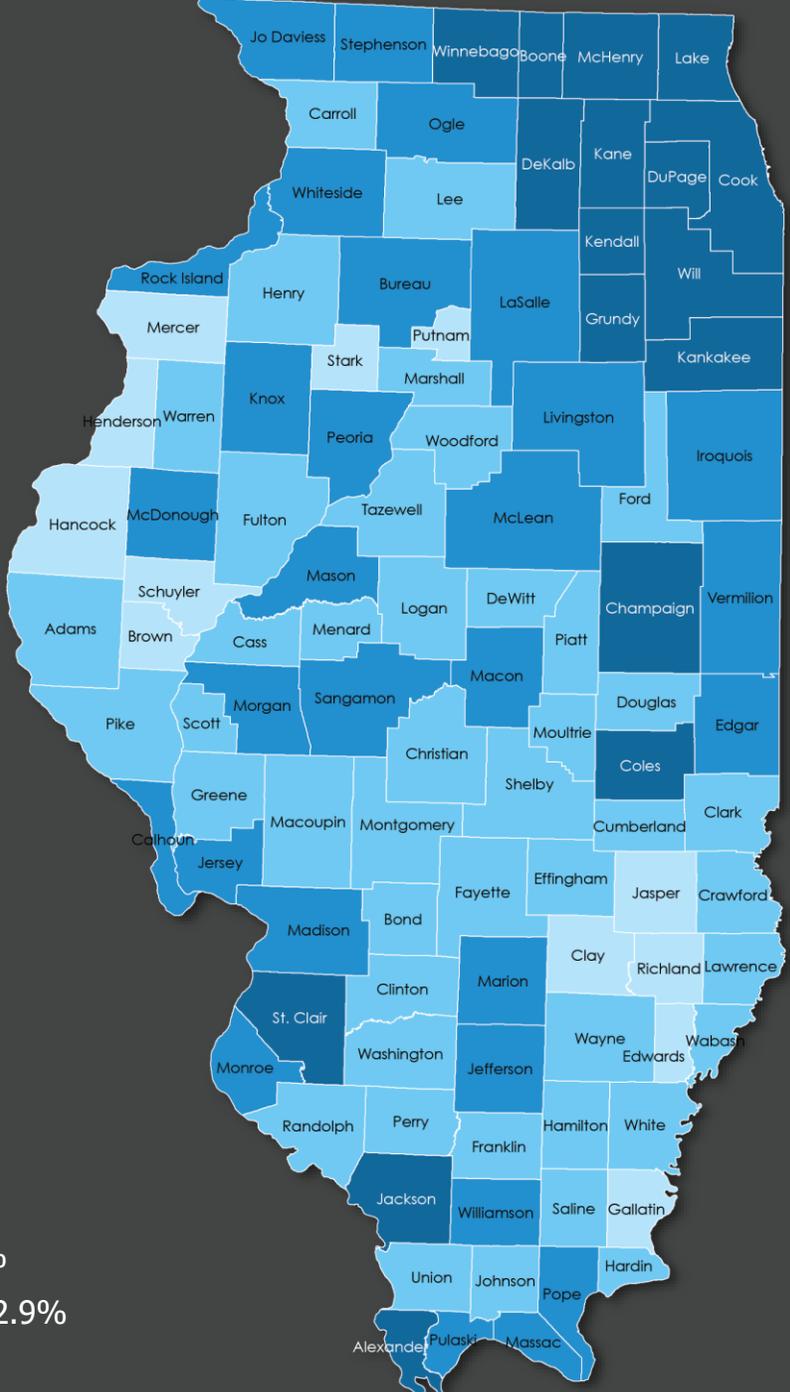
Source: IDPH and ACS

Footnote: Child care cost is the average of the daily market rate medians of three types of licensed child care providers: child care centers, family child care homes, and group child care homes. Data are unavailable for some counties because they were not included in the INCCRR database, no provider from that county met the criteria for inclusion in the sample, or rates are based upon fewer than 3 slots.

HOUSING COST

- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 32.8%
 NATIONAL AVERAGE: 32.9%



PERCENT OF HOUSING UNITS



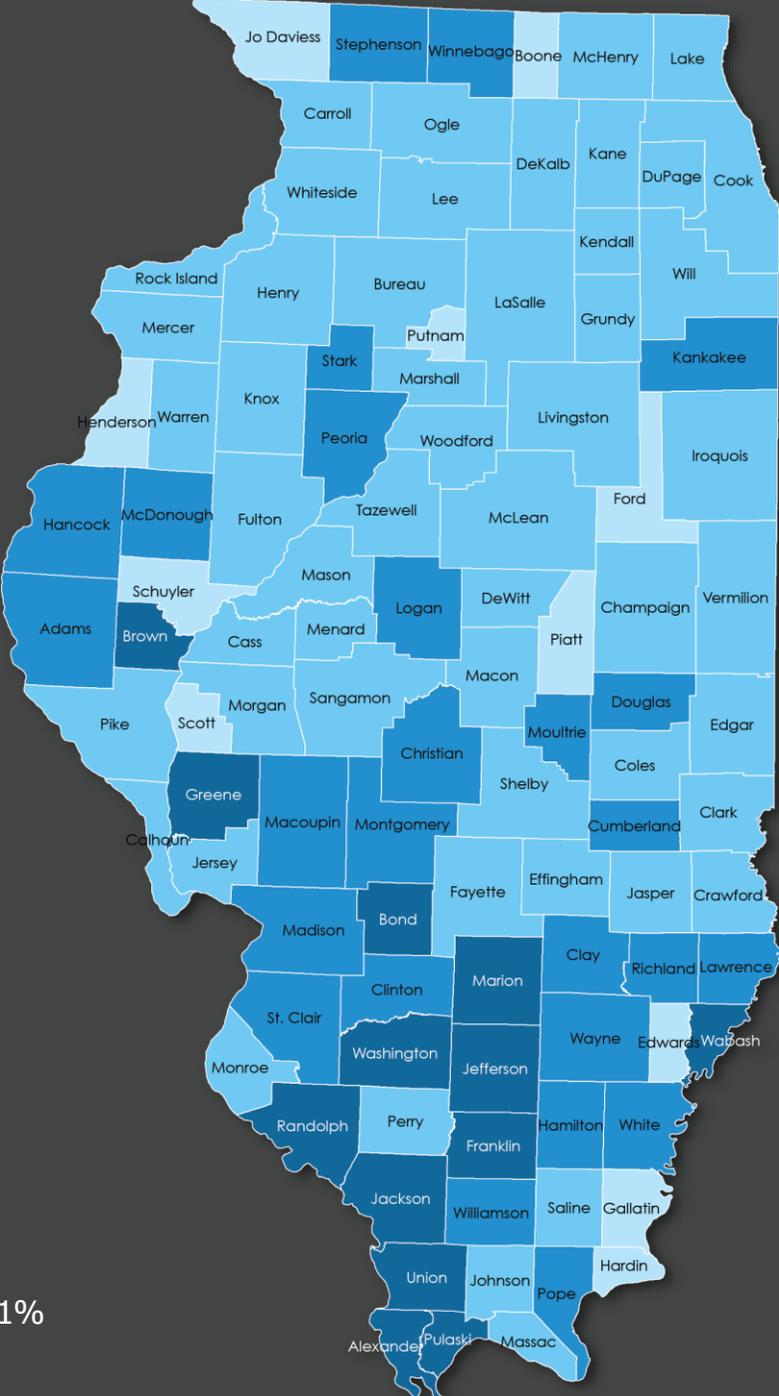
Low Risk: 13.86 - 17.61%, Low-Moderate Risk: 17.62 - 22.86%, High-Moderate Risk: 22.87 - 28.11%, High Risk: 28.12 - 39.31%

Source: ACS 2016 5-year estimates
 Footnote: Housing units include both owner-occupied and renter-occupied units.

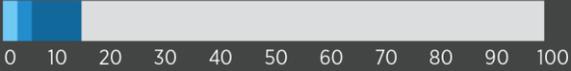
HOMELESSNESS

- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 1.8%
 NATIONAL AVERAGE: 3.1%



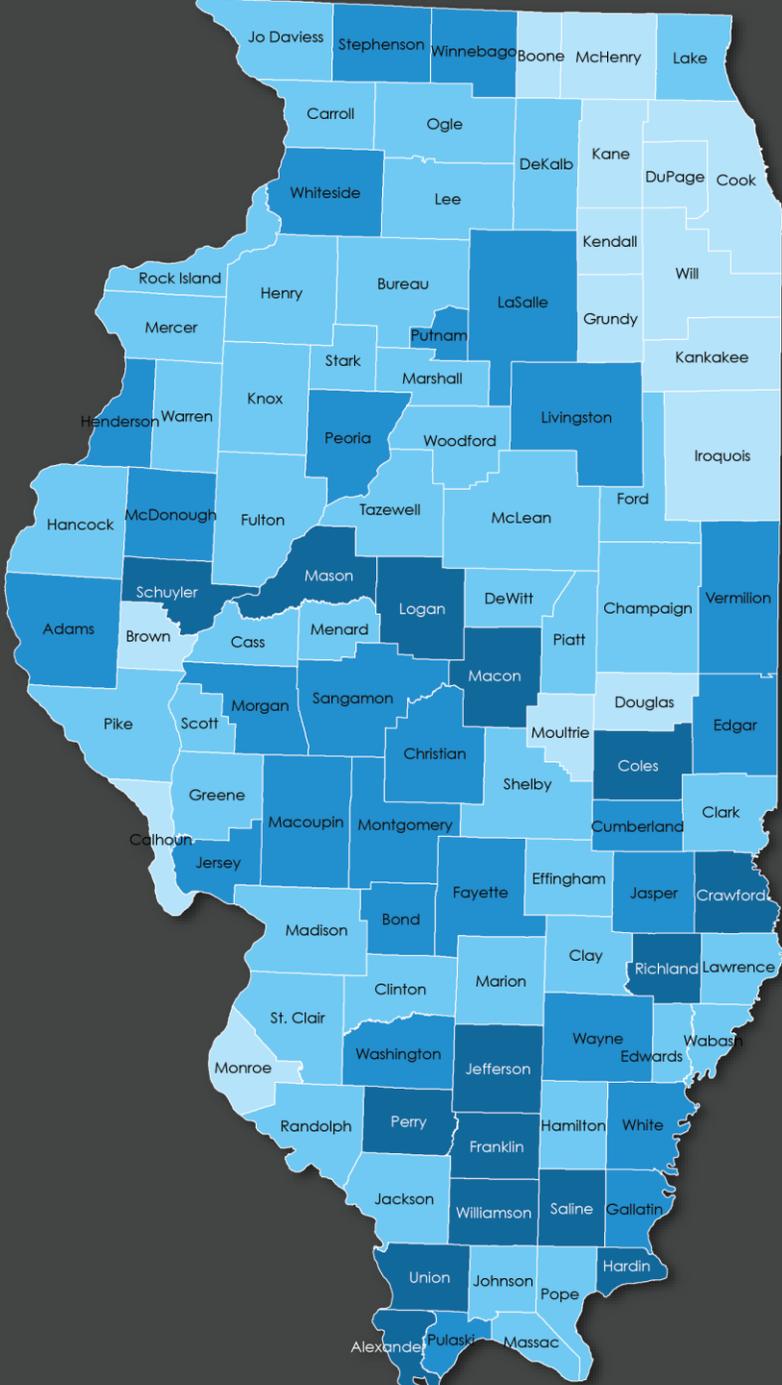
PERCENT OF CHILDREN



Low Risk: 0%, Low-Moderate Risk: 0.01 - 2.61%, High-Moderate Risk: 2.62 - 5.27%, High Risk: 5.28 - 14.43%

Source: ISBE
 Footnote: Homelessness is defined by the McKinney-Vento Homeless Assistance Act.

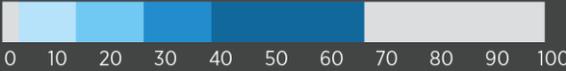
CHILD MALTREATMENT



- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE RATE: 14
 NATIONAL RATE: 13

CHILD MALTREATMENT RATE

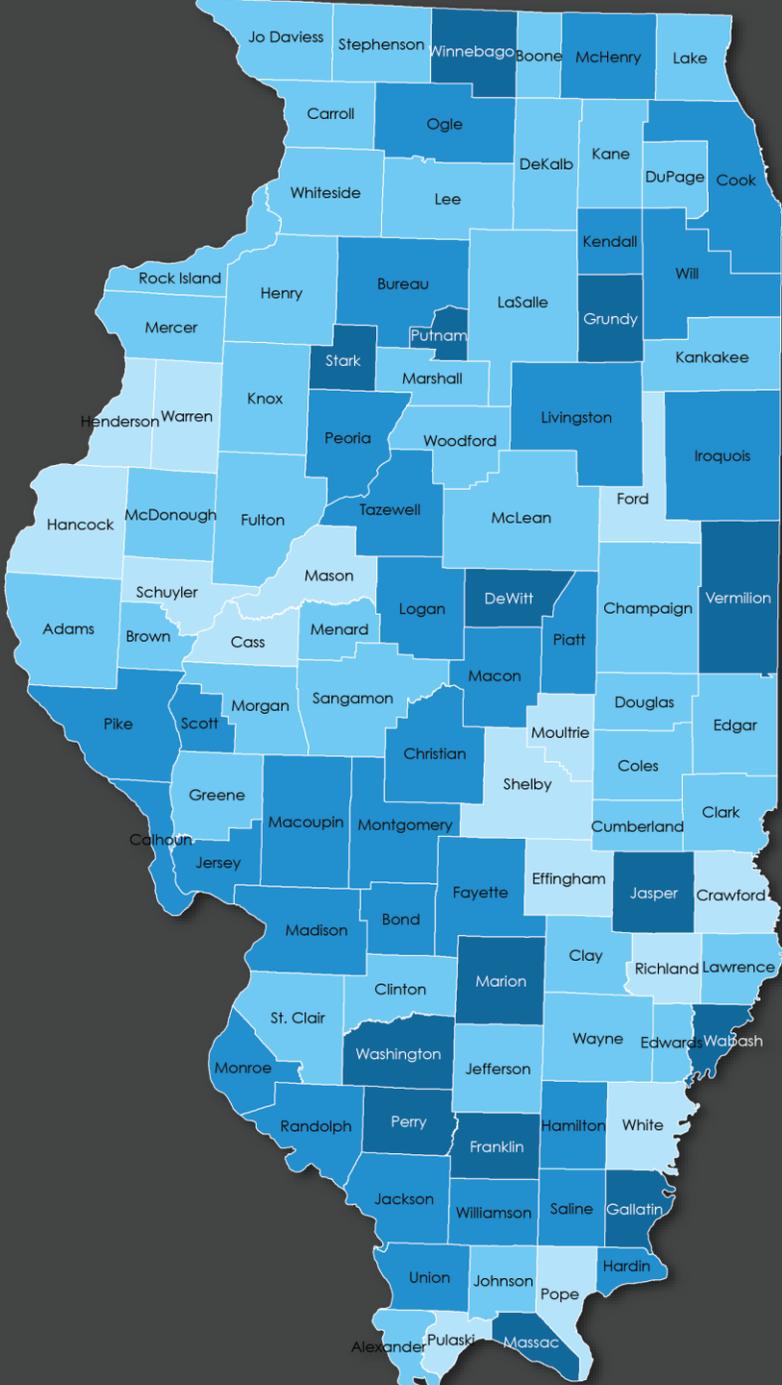


Low Risk: 3.0 - 13.5%, Low-Moderate Risk: 13.6 - 26.0%, High-Moderate Risk: 26.1 - 38.5%, High Risk: 38.6 - 66.

Source: DCFS and ACS

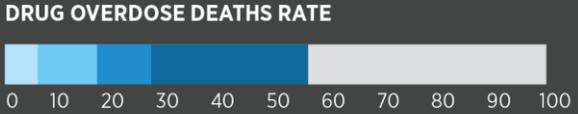
Footnote: Illinois differentiates between substantiated and indicated determinations. A substantiated determination means that the allegation of maltreatment or risk of maltreatment was supported or founded according to state law or policy. An indicated determination means that maltreatment could not be substantiated but there was a reason to suspect that at least one child may have been maltreated or was at-risk of maltreatment.

DRUG OVERDOSE DEATHS



- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE RATE: 19
 NATIONAL RATE: 20



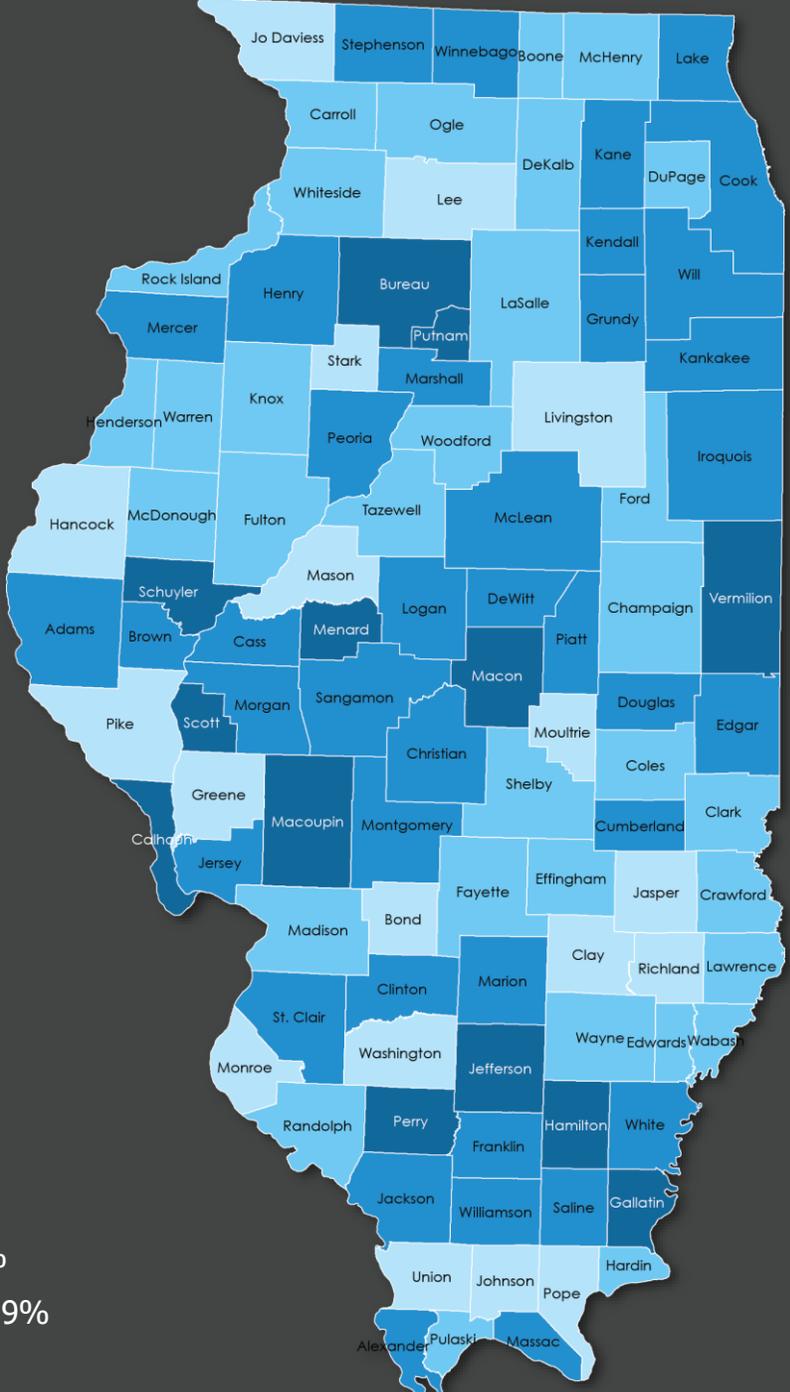
Low Risk: 0 - 6, Low-Moderate Risk: 7 - 17, High-Moderate Risk: 18 - 27, High Risk: 28 - 56

Source: IDPH and ACS
 Footnote: Deaths in which drug overdose (poisoning) was reported as the underlying cause of death. Data include overdose from any drug.

PRETERM BIRTHS

- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 10.3%
 NATIONAL AVERAGE: 9.9%



PERCENT OF PRETERM BIRTHS



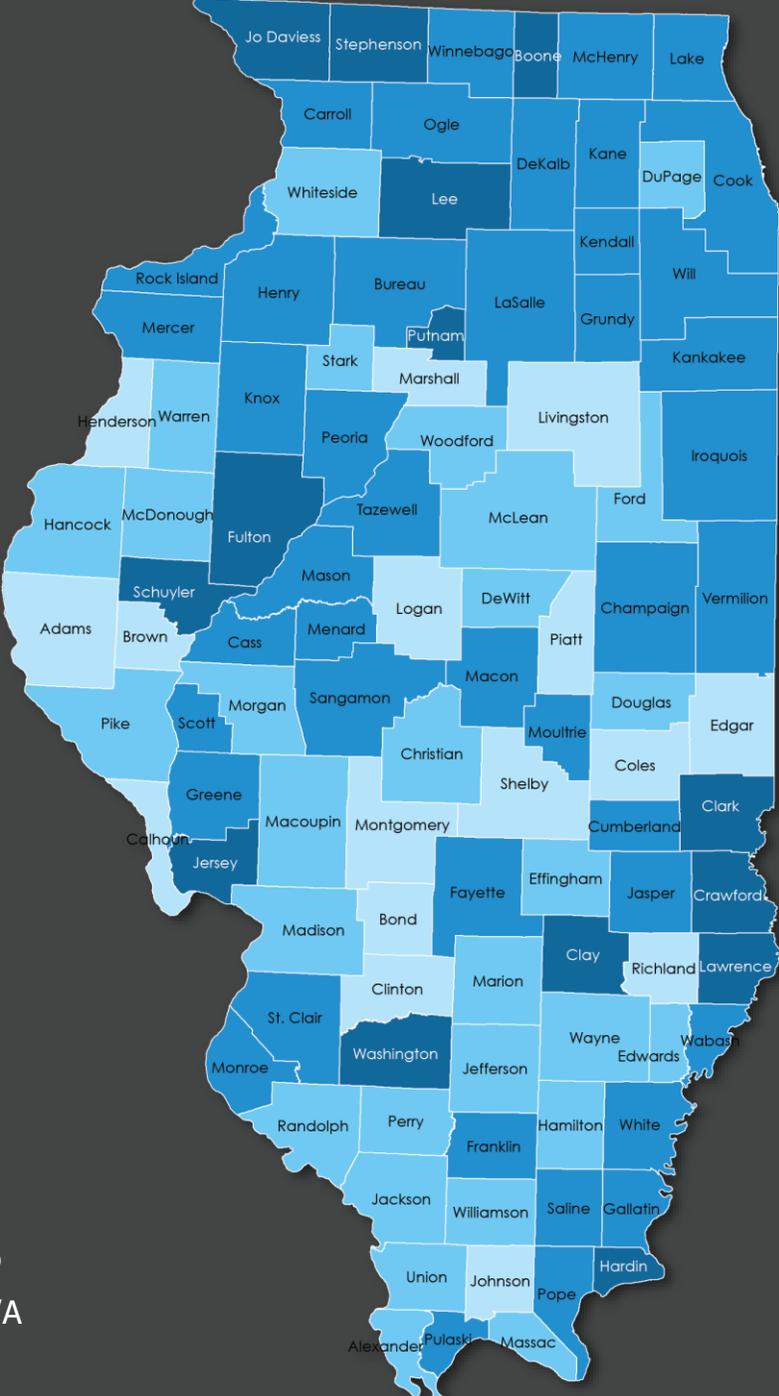
Low Risk: 4.98 - 7.68%, Low-Moderate Risk: 7.69 - 9.98%, High-Moderate Risk: 9.99 - 12.28%, High Risk: 12.29 - 16.00%

Source: IDPH
 Footnote: Preterm births include infants born before 37 weeks.

KINDERGARTEN READINESS

- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 76.1%
 NATIONAL AVERAGE: N/A



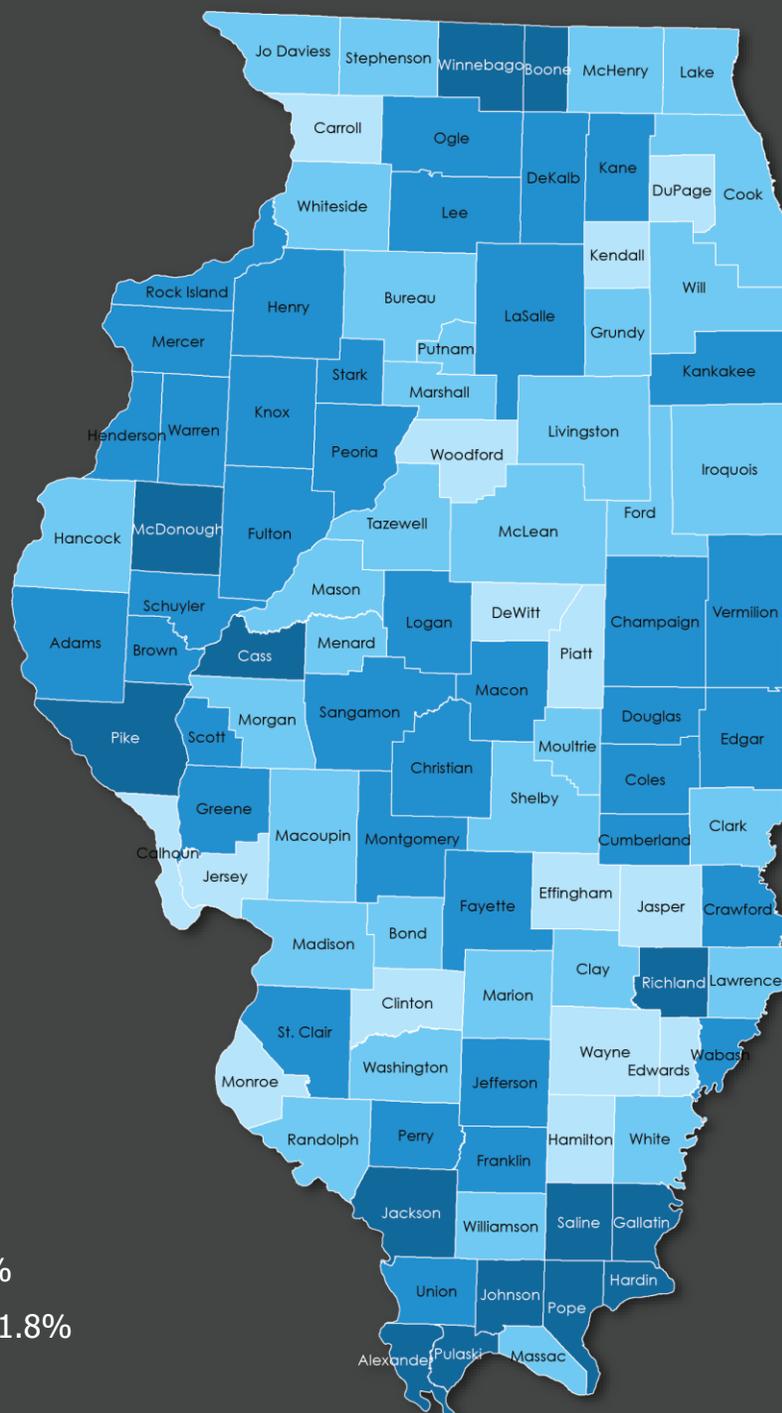
PERCENT OF KINDERGARTENERS



Low Risk: 48.65 - 64%, Low-Moderate Risk: 64.01 - 73.9%, High-Moderate Risk: 73.91 - 83.81%, High Risk: 83.82 - 100%

Source: ISBE
 Footnote: Data include kindergarten students without demonstrated readiness in three of the Kindergarten Individual Development Survey (KIDS) development areas: social and emotional development, language and literacy development, and cognition/math.

THIRD GRADE PROFICIENCY, LANGUAGE ARTS



- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 63.8%

NATIONAL AVERAGE: 61.8%

PERCENT OF STUDENTS

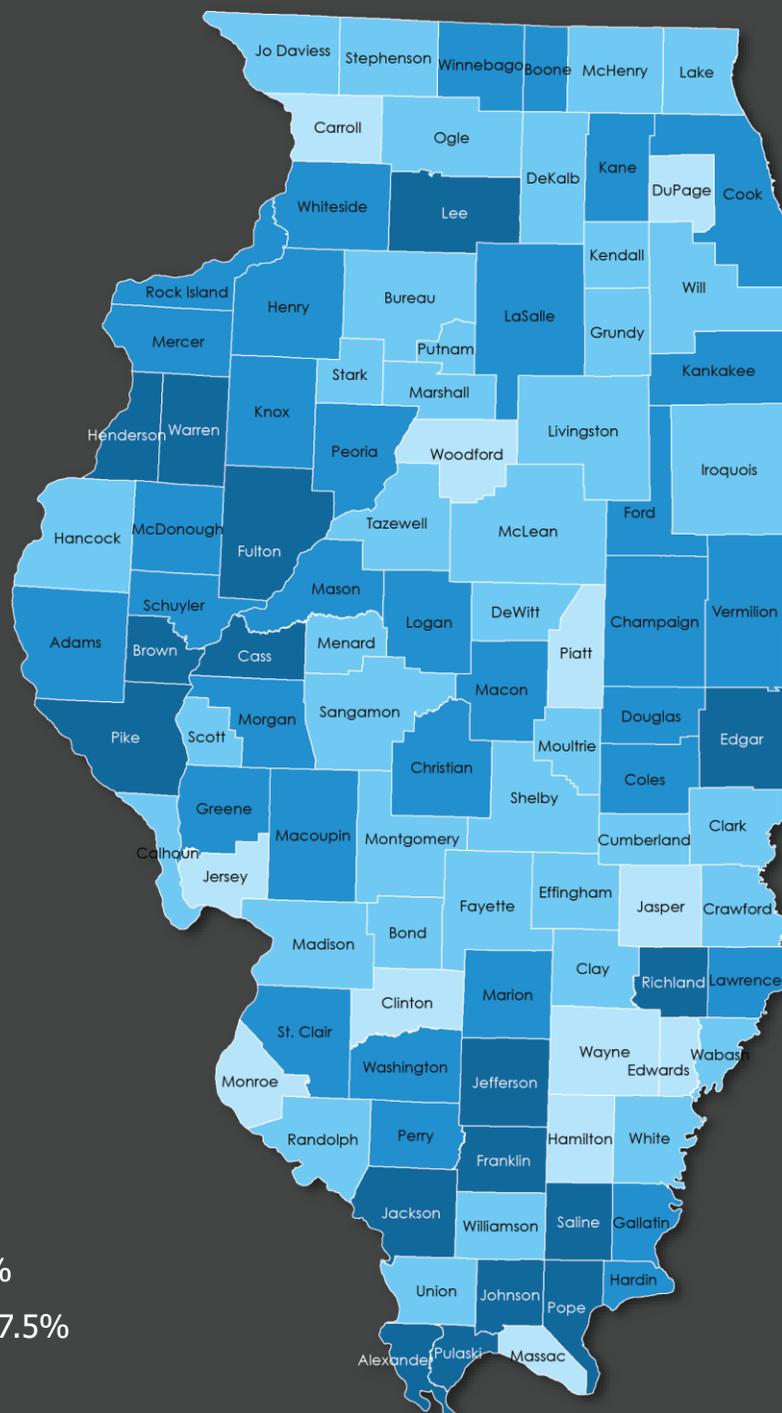


Low Risk: 39.10 - 55.33%, Low-Moderate Risk: 55.34 - 65.73%, High-Moderate Risk: 65.74 - 76.13%, High Risk: 76.14 - 93.20%

Source: ISBE, Illinois Report Card

Footnote: Student performance measured using the Partnership for Assessment of Readiness for College and Careers (PARCC).

THIRD GRADE PROFICIENCY, MATH

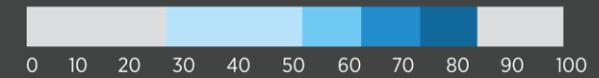


- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 60.8%

NATIONAL AVERAGE: 57.5%

PERCENT OF STUDENTS



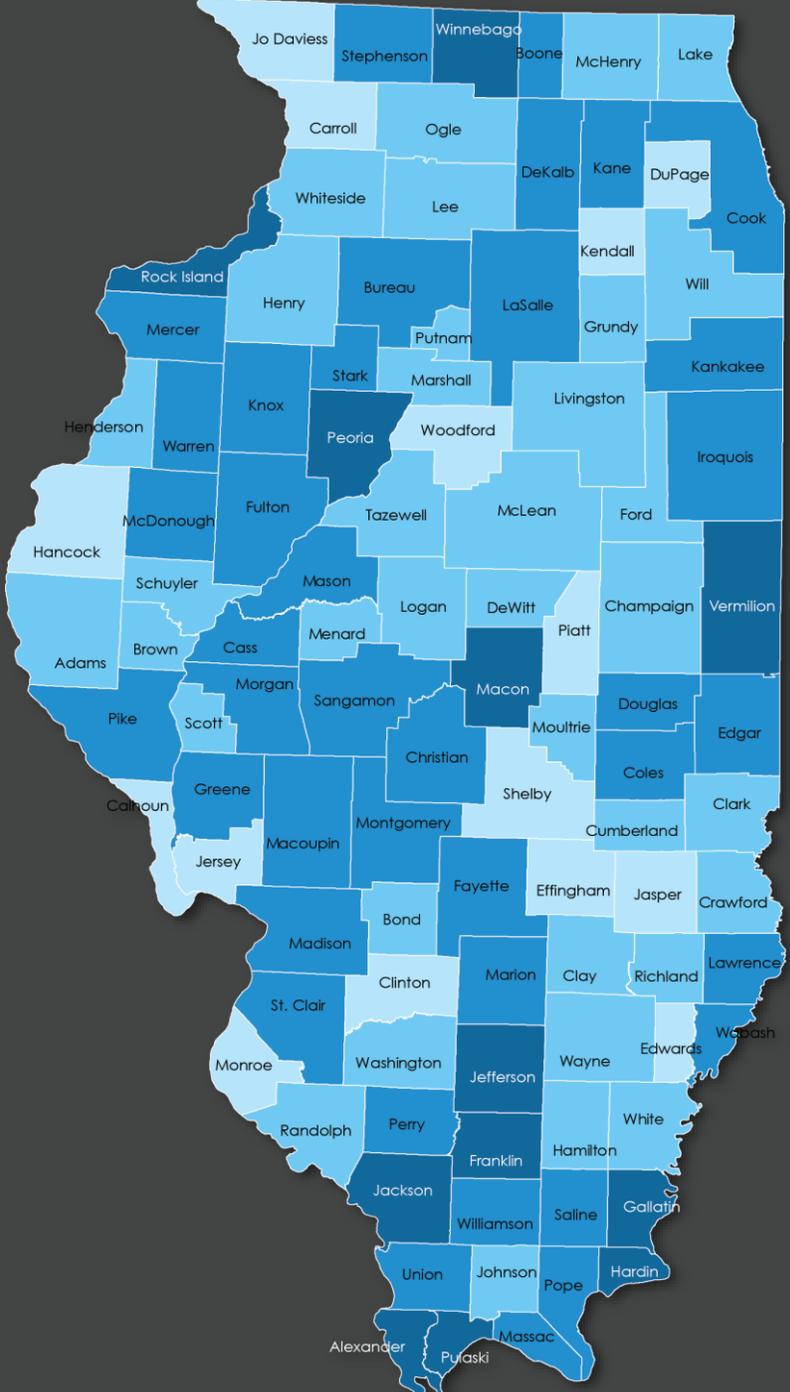
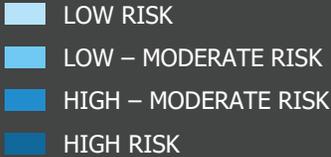
Low Risk: 25.90 - 51.28%, Low-Moderate Risk: 51.29 - 62.27%, High-Moderate Risk: 62.28 - 73.26%, High Risk: 73.27 - 83.90%

Source: ISBE, Illinois Report Card

Footnote: Student performance measured using the Partnership for Assessment of Readiness for College and Careers (PARCC).

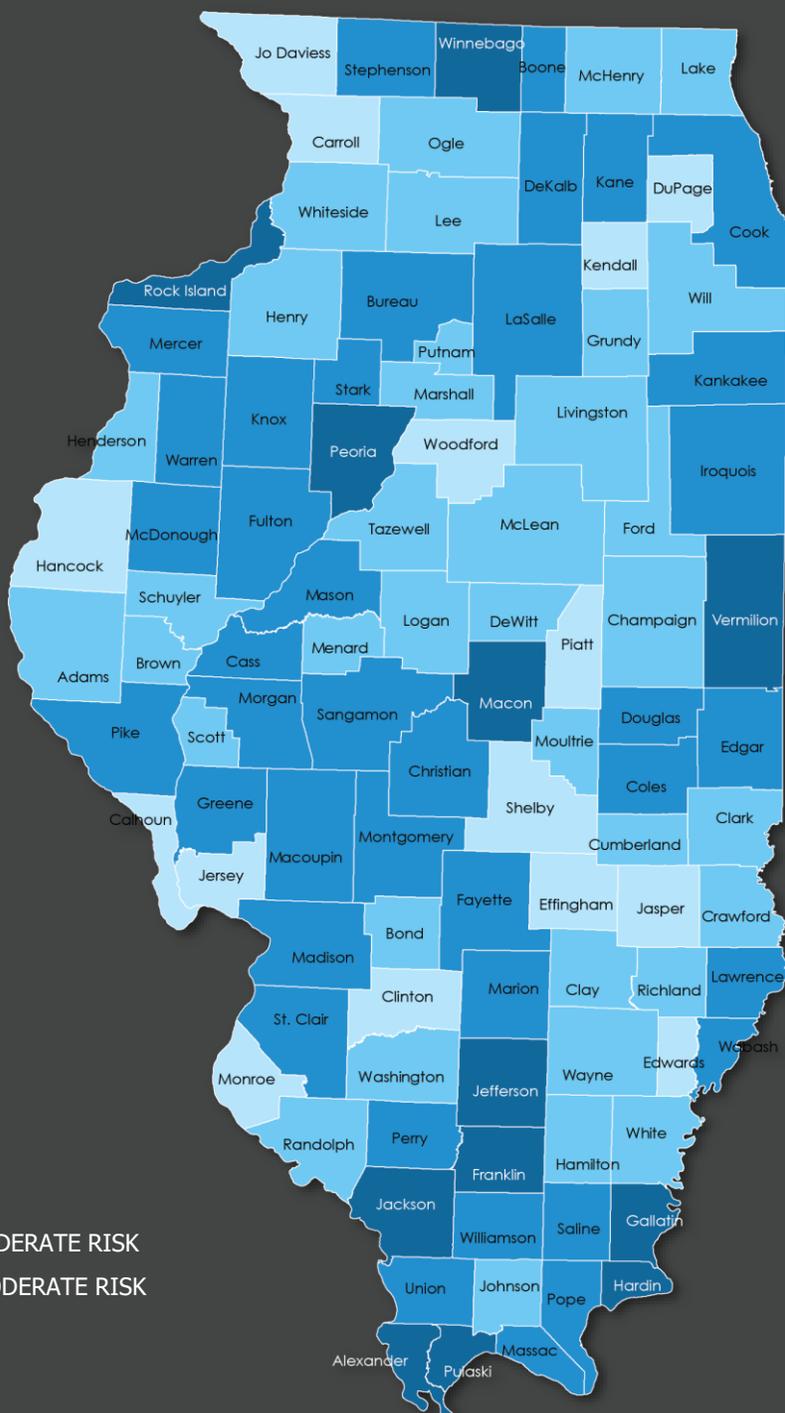
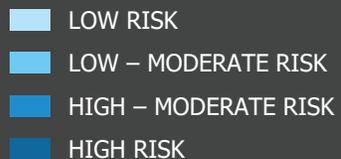
OVERALL RISK

- Maternal Education
- Parental Employment
- Poverty
- Child Care Cost
- Housing Cost
- Homelessness
- Child Maltreatment
- Substance Use Deaths
- Maternal Morbidity
- Preterm Births
- Lead Exposure
- Violence Exposure
- Kindergarten Readiness
- Third Grade Proficiency – Language Arts
- Third Grade Proficiency – Math

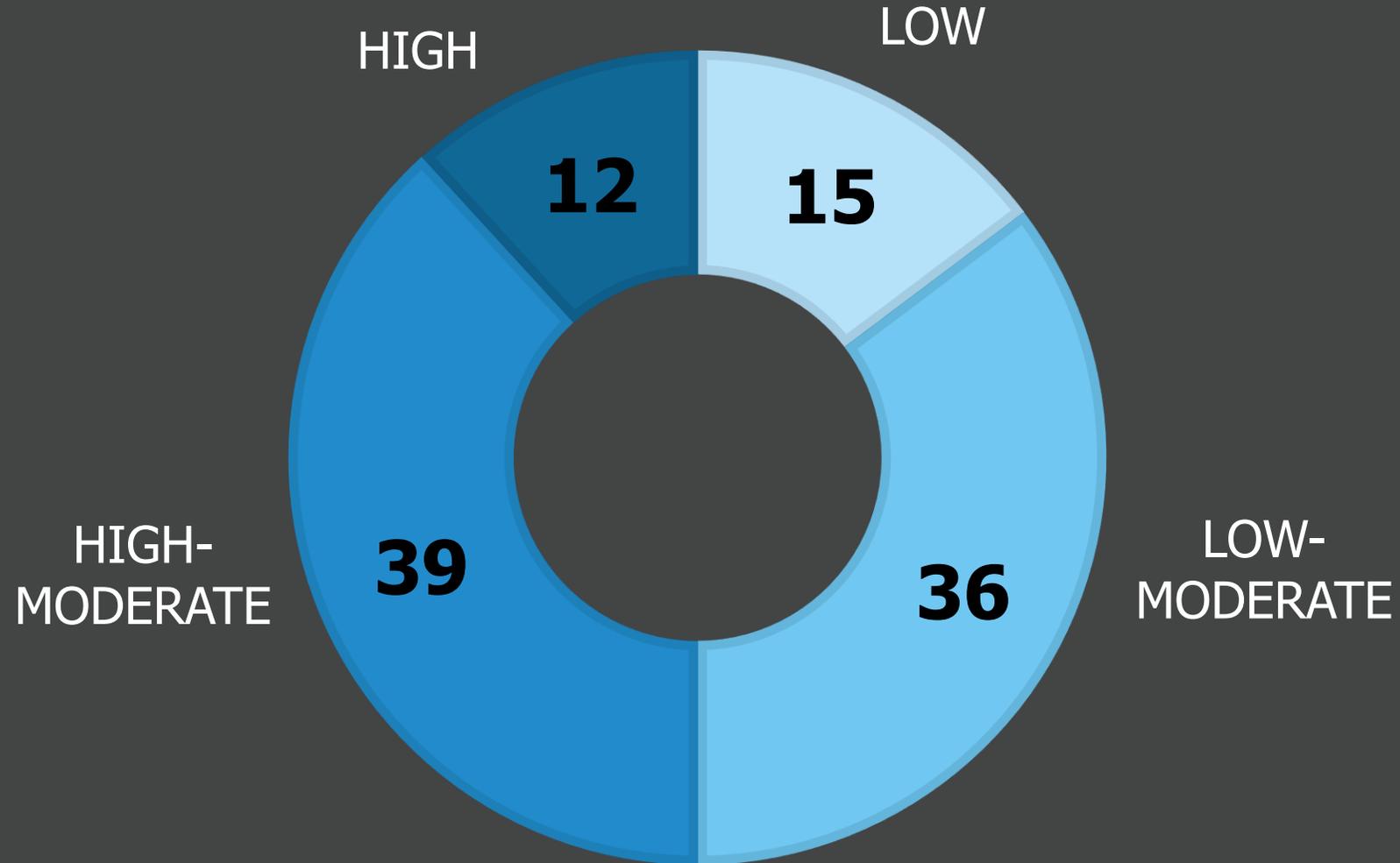


OVERALL RISK

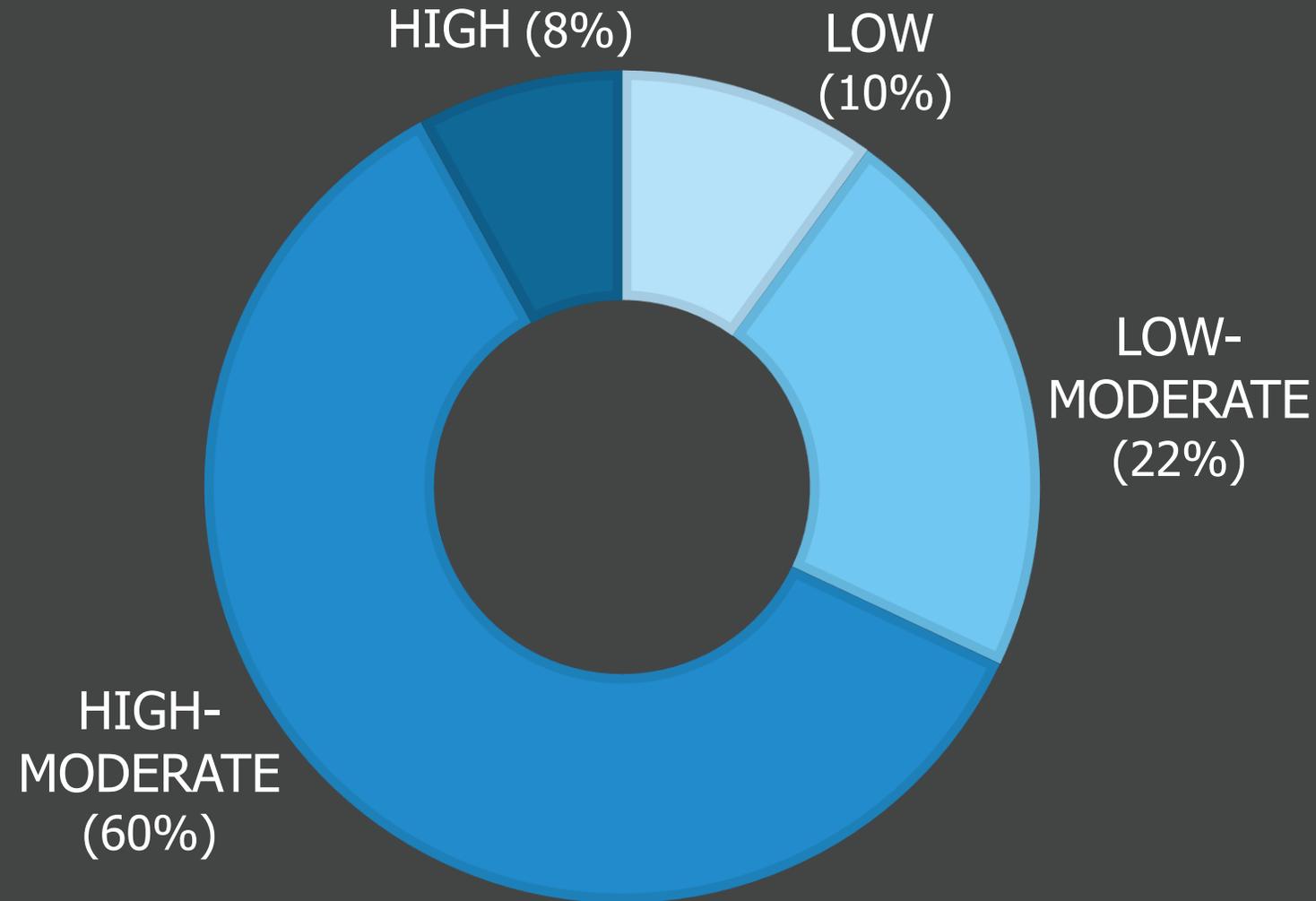
- Good News and Not so Good News
- 81% of Counties rated as “High Risk” on at least one indicator
- 96% “High-Moderate Risk”
- 75% of “High Risk” Counties had at least 2 “Low” or “Low-Moderate Risk” indicators



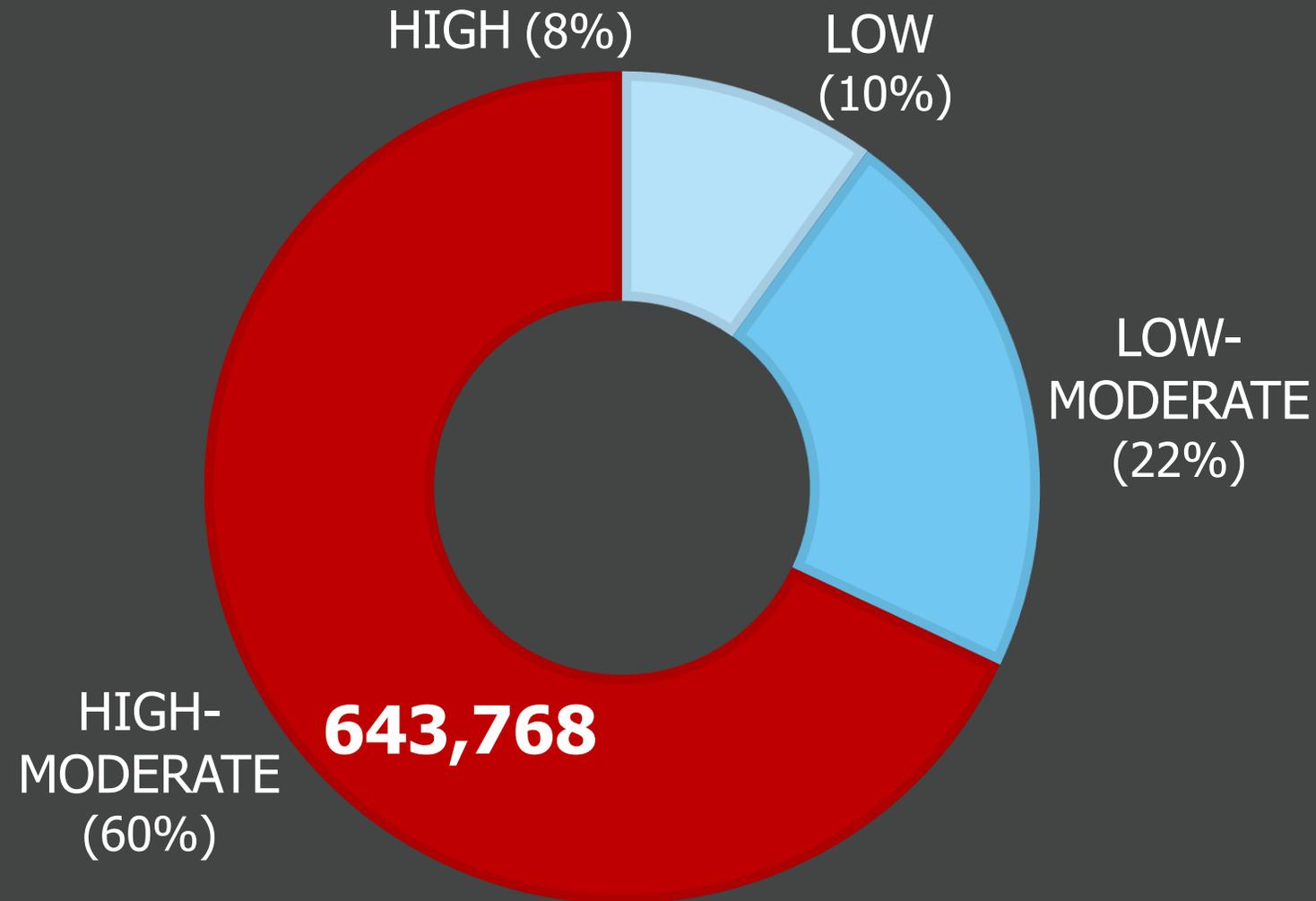
OVERALL RISK - COUNTIES



OVERALL RISK - CHILDREN

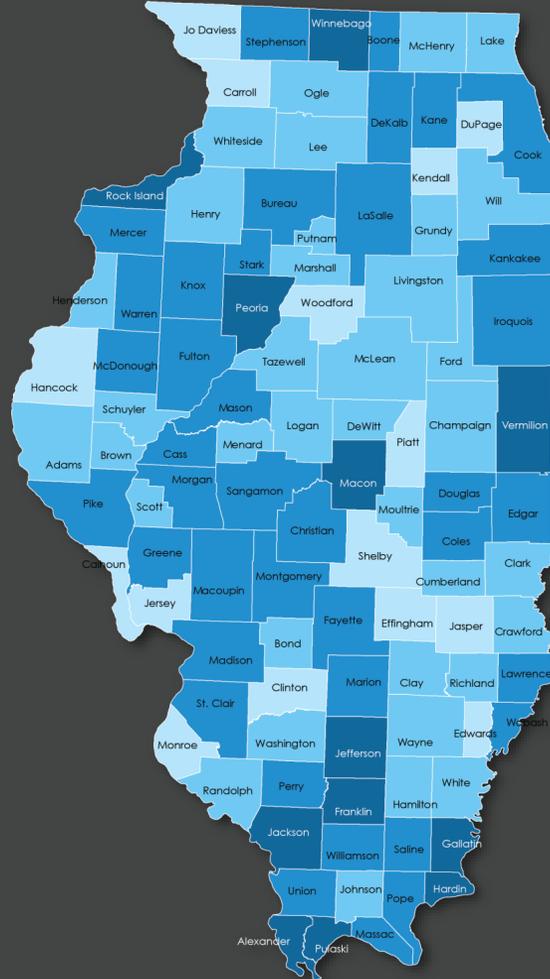


OVERALL RISK - CHILDREN

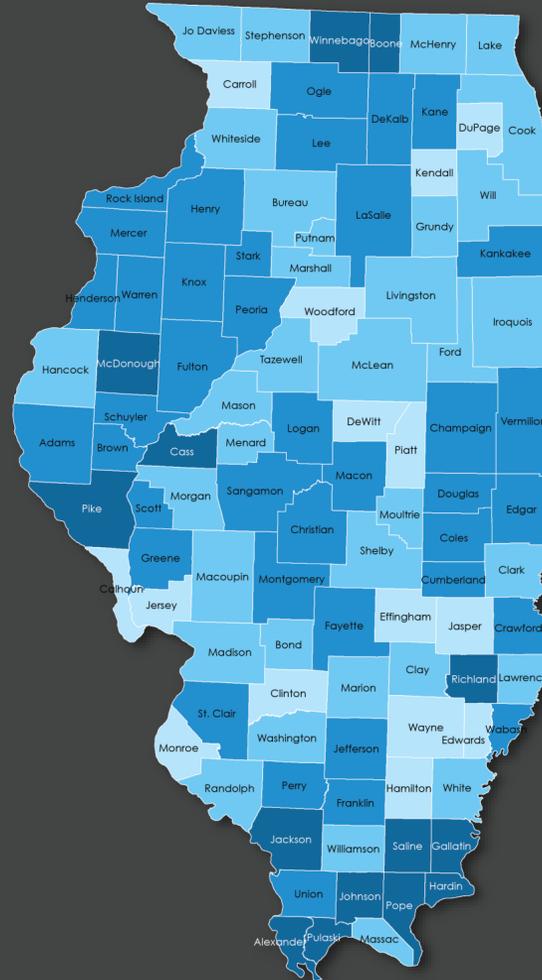


RISK —

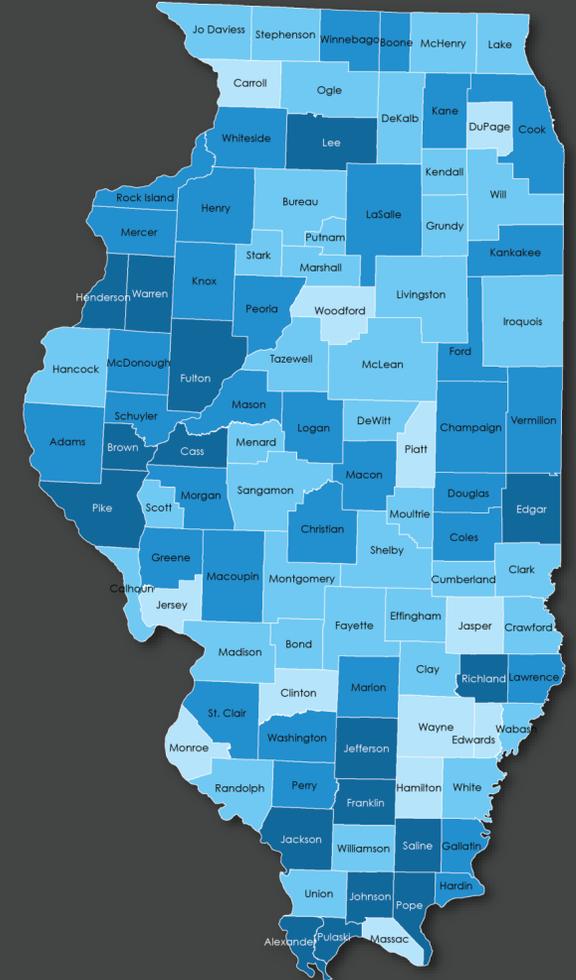
OVERALL RISK



THIRD GRADE PROFICIENCY, LANGUAGE ARTS



THIRD GRADE PROFICIENCY, MATH

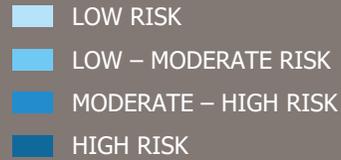


ASSESSING REACH

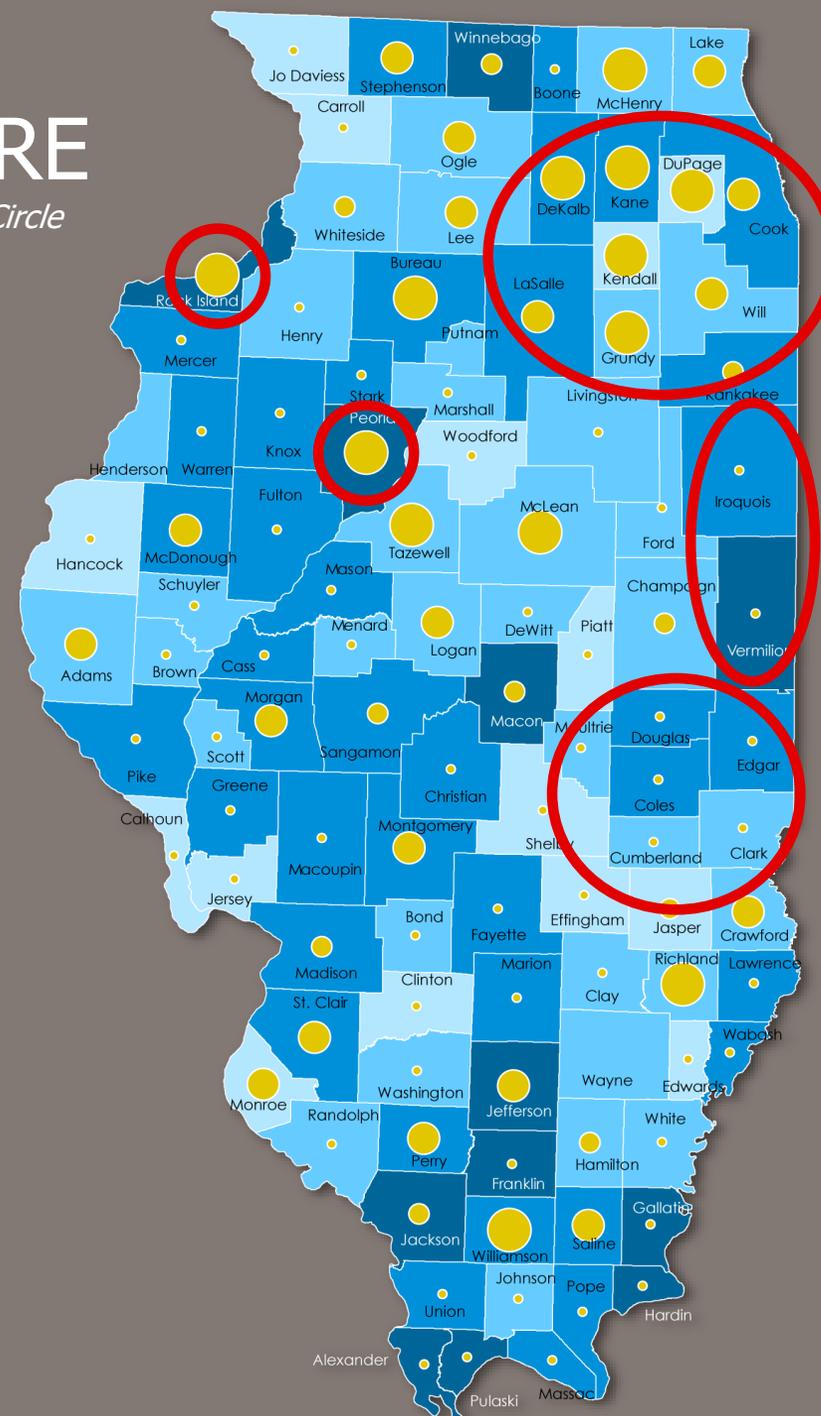
Family Stability	Health	Early Care & Education
Income Assistance (TANF)	Prenatal Care	Home Visiting
Child Care Assistance Program (CCAP)	Child Nutrition (WIC)	Developmental Screening
Housing Assistance	Immunization	Early Intervention
Food Assistance (SNAP)	Lead Testing	Early Childhood Special Education
	Mental Health Services	High Quality Child Care
		Publicly funded Preschool

HIGH QUALITY CHILD CARE

Percent of children receiving child care subsidies who were in Gold Circle of Quality program, Fiscal Year 2017



STATE AVERAGE: 15.5%

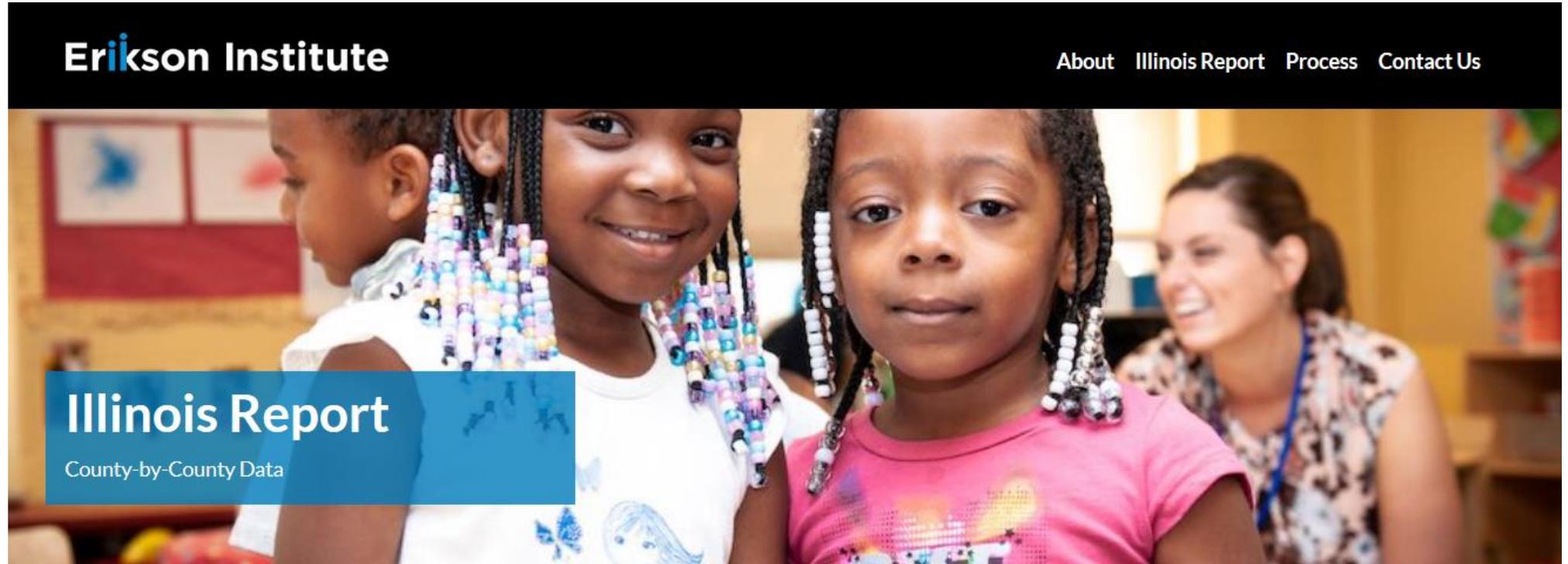


Source: IDHS and INCCRRA

Footnote: Analysis limited to children receiving subsidies through the Child Care Assistance Program (CCAP). Programs include both licensed child care centers and licensed family child care homes. Henderson and Putnam counties did not have any children receiving CCAP in FY2017. Data for Wayne County are not verified.

*Note: Percent ranges vary with each map.

Interactive Website



Illinois Report

County-by-County Data

The Illinois Risk and Reach Report presents a set of curated data indicators representing risk factors that undermine optimal child development and compares them to the reach of publicly funded programs and services that support early childhood well-being. This analysis is conducted at the county level with the intention of understanding the extent to which programs and services for young children and their families are reaching

Key Messages—Framing

- Risk is situated in the environment, not the child or family
 - Shows up as barriers or lack of access to resources
- Risk factors show up all over the State
 - Not unique to one county, corner, or region
- Local context needs to inform solutions
 - Deeper conversations with key stakeholders

Data Discussions

- What stands out on this map?
- What patterns do you see across indicators for a given county?
- Can connections be made by looking at different combinations of indicators? Which ones call more attention?
- What is happening in the county or region that might explain trends?
- Does this indicator present a regional or pocketed problem?

Equity-driven Discussions

- Are all children being served equitably (or equally)? If not, who needs more support?
- What data do you want to disaggregate (by race, gender, location, etc.) to understand if there are inequities/disparities in your community?
- What changes in existing policies, programs, budgets would reduce racial inequities?
- What steps can ensure input and participation by racial/ethnic stakeholders experiencing risk factors in developing policy and program changes?

Kindergarten Transitions Advisory Committee

- **Origin:** House Joint Resolution 24, 2017
- **Purpose:** “...the P-20 Council in collaboration with the Early Learning Council shall establish an Advisory Committee for the purposes of reviewing kindergarten transitions...”
- **Membership:** Appointed by P-20 Council Chair (Secretary Beth Purvis)
- **Structure:** 2 Co-Chairs, 35 original invitees
- **Timeline:** Report submitted to Governor, General Assembly, and State Board of Education on September 29, 2018

“Report shall include recommendations aimed at informing the creation of legislation that...”

1. Addresses the value of K-12 educators and administrators **partnering** with early childhood programs in their communities, including Head Start, Preschool for All, home visiting, and child care;
2. Will **not be prescriptive** and will **not place any burdensome requirements** on school districts;
3. Encourages best practices for supporting **kindergarten transitions**, including aligned professional development, data collection, data sharing, and family engagement, among others;
4. Could define the capacity needed and potential incentives for LEAs and early childhood programs to **implement** these practices;
5. Promotes best practices related to the **continuity of care** between early childhood (including between infant-toddler programs and programs for preschool-aged children), early childhood special education, and special education in the early elementary grades;
6. Could define the role of early learning in required **school improvement processes**, including the role of kindergarten readiness data in school needs assessments and the expansion of high-quality early learning as a school improvement strategy;
7. Reinforces the State's commitment to the importance of **social and emotional learning** for children of all ages; and
8. Promotes best practices for **dual language learners**, which address the cultural and linguistic needs of young children as they transition into kindergarten and ways in which to engage underserved immigrant and mixed status families.

Kindergarten Transitions Advisory Committee

Report Structure

Summary of Findings (p. 6):

Aligned Teaching and Learning

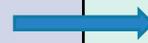
Aligned Assessments and Data

Strengthened Cross-Sector Partnerships

Framework of Recommended Practice and Capacity to Implement (p. 7-17)

In a successful kindergarten transition, **children, families, and communities...**

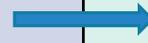
Critical Success Factors



Policy Levers (state and local)

In a successful kindergarten transition, **educators of children ages 0-8...**

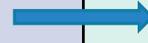
Critical Success Factors



Policy Levers (state and local)

In a successful kindergarten transition, **schools and districts educating children ages 0-8...**

Critical Success Factors



Policy Levers (state and local)

In a successful kindergarten transition, **the State of Illinois...**

Critical Success Factors



Policy Levers (state and local)

Summary of Findings: Highlights

➤ Aligned Teaching and Learning

- Aligned professional development during protected release time
- Aligned, developmentally appropriate, play-based, child-directed practices

➤ Aligned Assessments and Data

- Educators examine assessment results alongside administrators during protected release time and set plans accordingly across the transition
- Schools and districts gather feedback to determine how best to share information & data

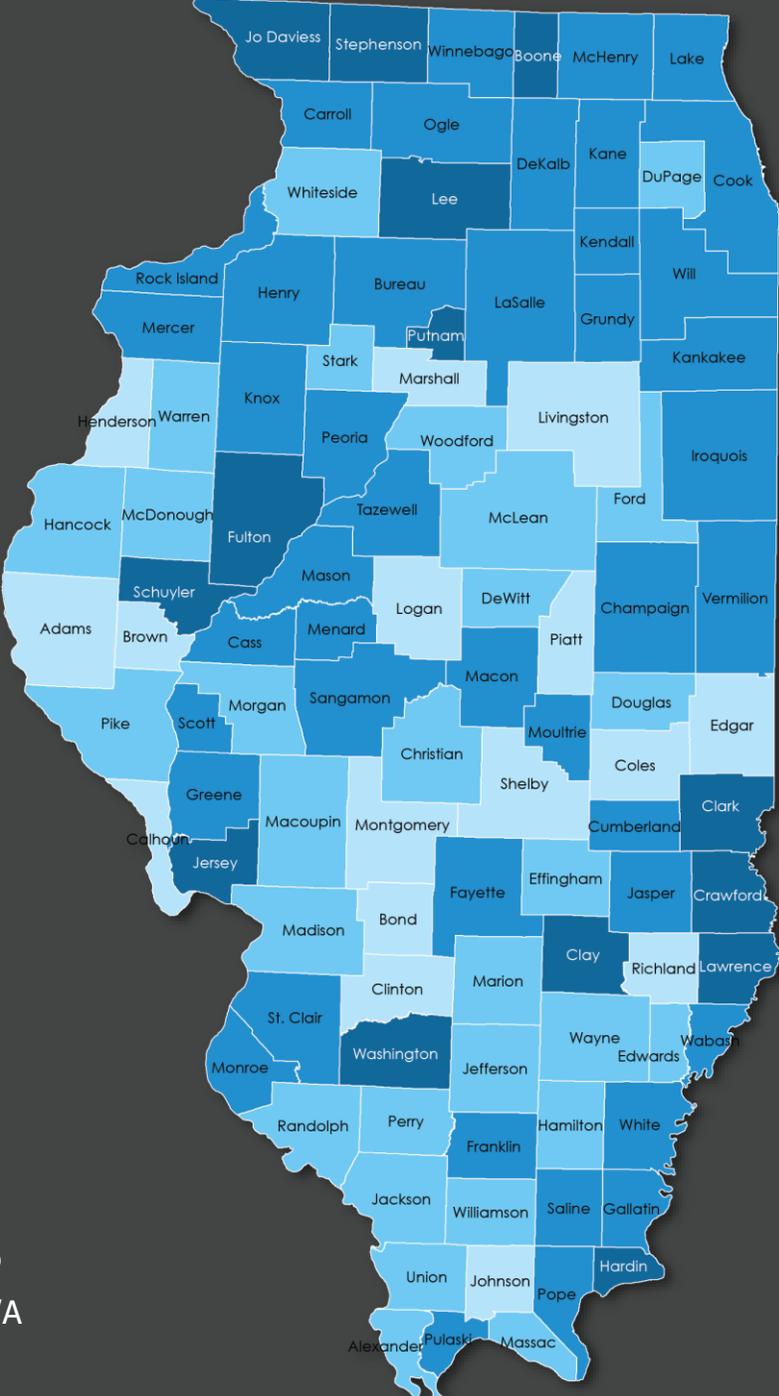
➤ Strengthened Cross-Sector Partnerships

- Children and families are invited into schools prior to and throughout the transition
- Schools and districts are supported in developing structural connections across the transition

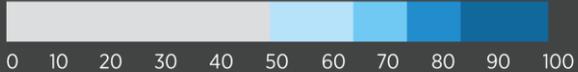
KINDERGARTEN READINESS

- LOW RISK
- LOW – MODERATE RISK
- HIGH – MODERATE RISK
- HIGH RISK

STATE AVERAGE: 76.1%
 NATIONAL AVERAGE: N/A



PERCENT OF KINDERGARTENERS

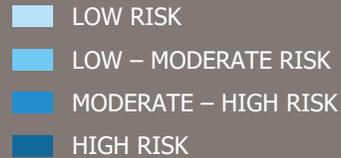


Low Risk: 48.65 - 64%, Low-Moderate Risk: 64.01 - 73.9%, High-Moderate Risk: 73.91 - 83.81%, High Risk: 83.82 - 100%

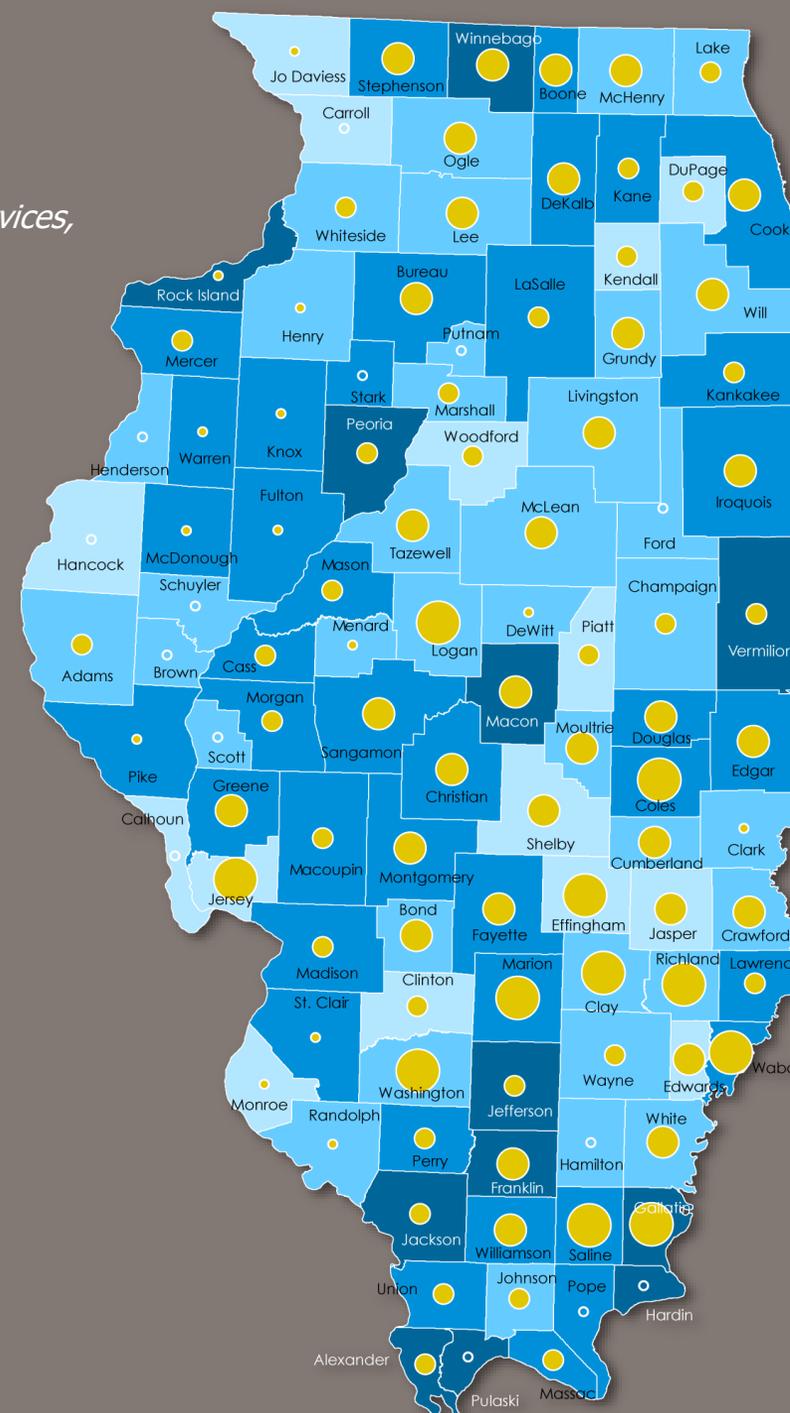
Source: ISBE
 Footnote: Data include kindergarten students without demonstrated readiness in three of the Kindergarten Individual Development Survey (KIDS) development areas: social and emotional development, language and literacy development, and cognition/math.

EARLY INTERVENTION

Percent of children age 2 and under receiving Early Intervention services,
Fiscal Year 2016



STATE AVERAGE: 4.5%



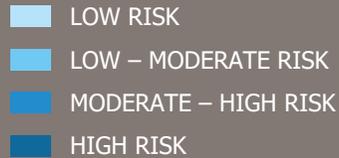
Source: IDHS

Footnote: Receipt of Early Intervention services defined as children with an active Individualized Family Service Plan implemented in accordance with Part C of the Individuals with Disabilities Education Act. Data are unavailable for some counties because IDHS does not report data for areas in which fewer than 10 children received services.

*Note: Percent ranges vary with each map.

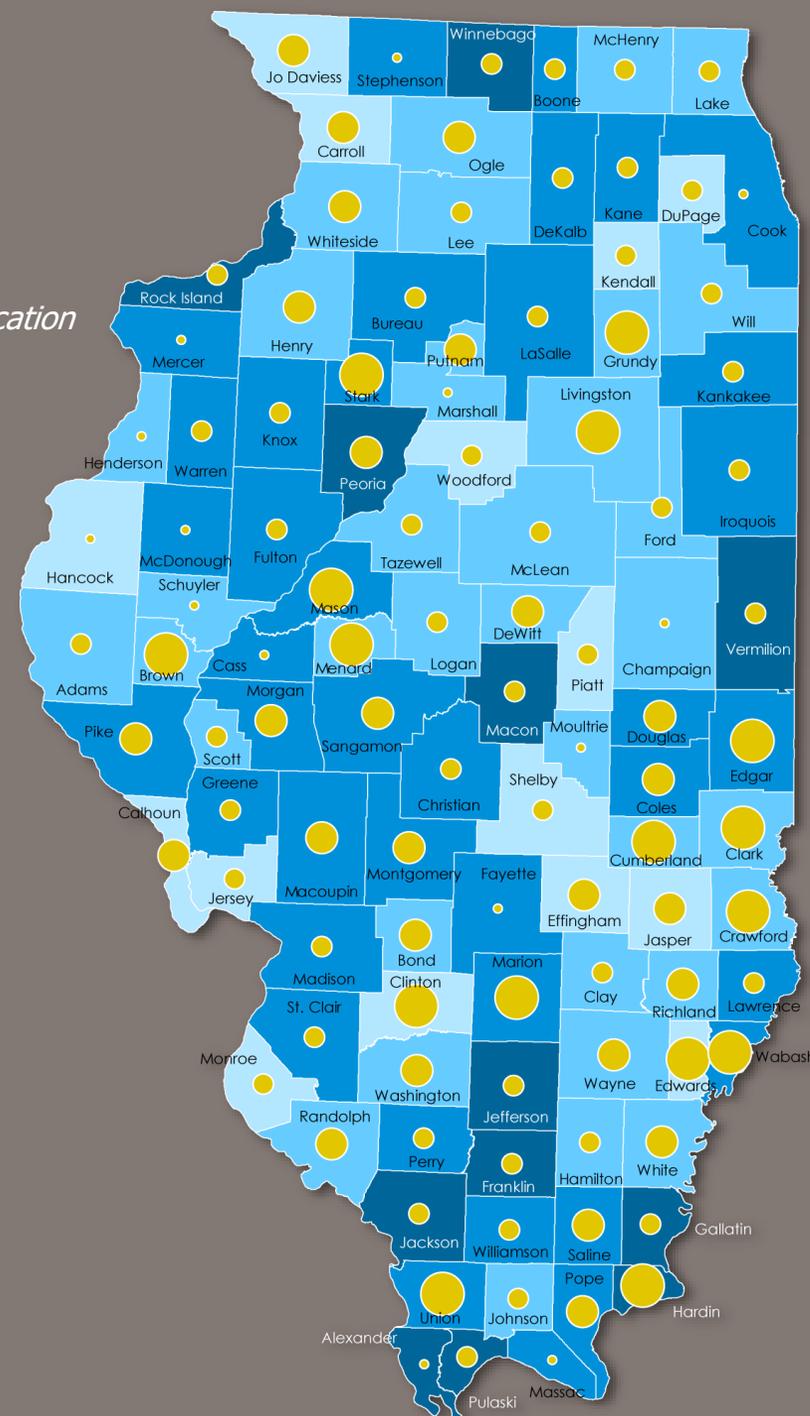
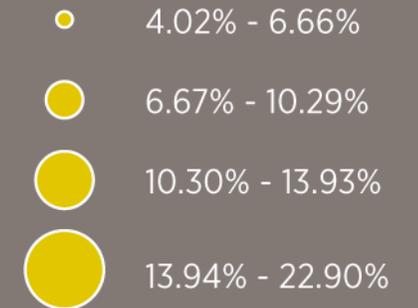
EARLY CHILDHOOD SPECIAL EDUCATION

Percent of children age 3 to 5 receiving Early Childhood Special Education services, Fiscal Year 2016



STATE AVERAGE: 7.8%

REACH LEVEL



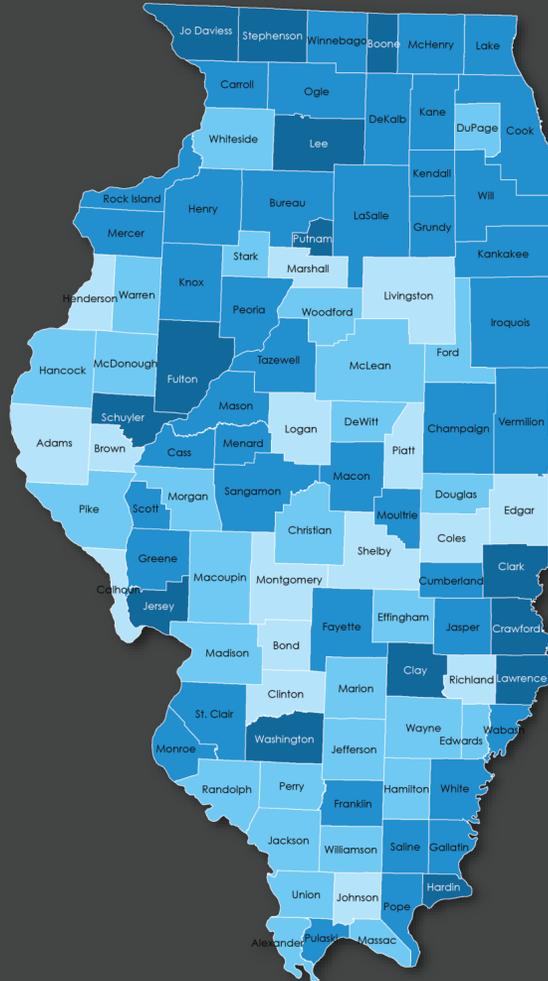
Source: ISBE and ACS.

Footnote: Receipt of Early Childhood Special Education services defined as children served under Part B of the Individuals with Disabilities Education Act.

*Note: Percent ranges vary with each map.

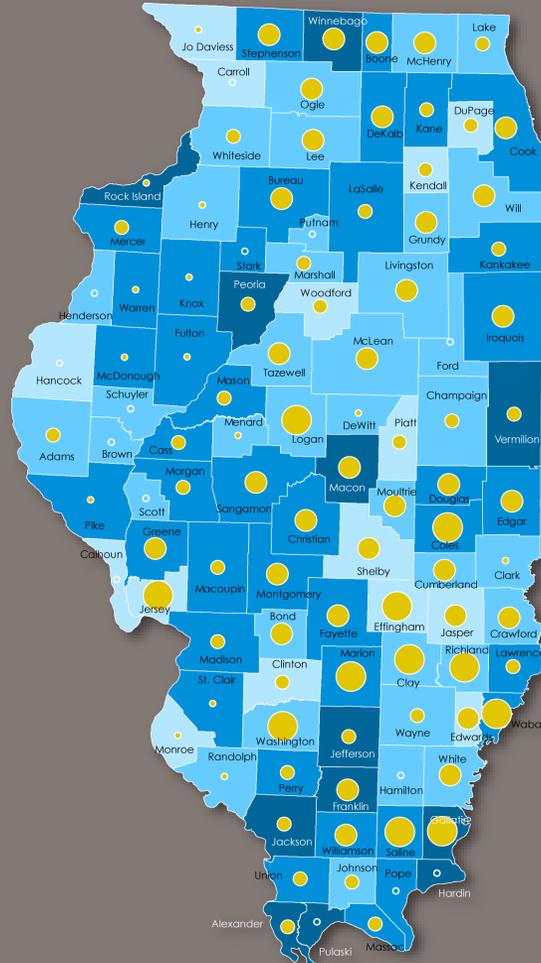
RISK —

KINDERGARTEN READINESS

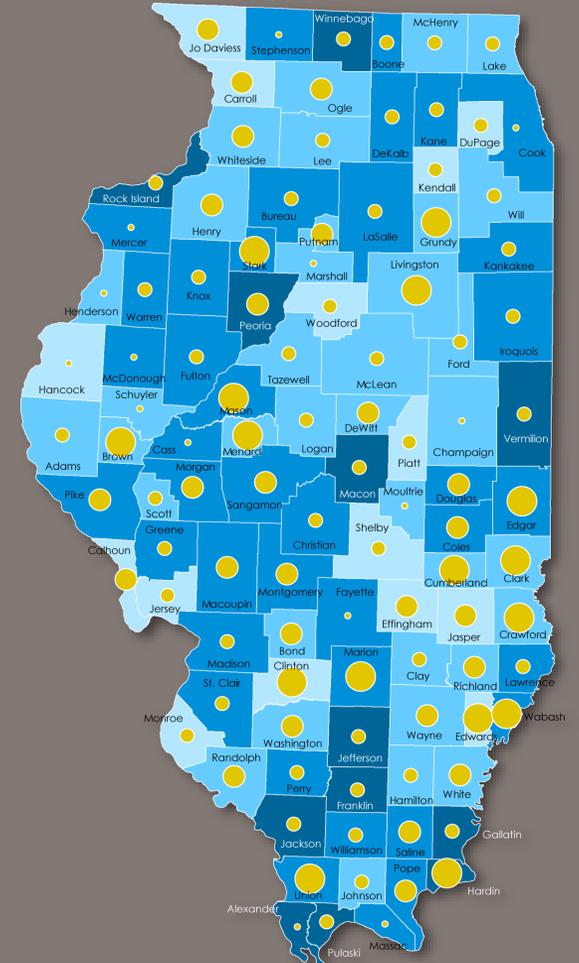


REACH —

EARLY INTERVENTION



EARLY CHILDHOOD SPECIAL EDUCATION



Visit us: www.RiskandReach.erikson.edu

Send us a note: policy@erikson.edu

Appendix L

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019

A collage of school-related items including a keyboard, books, a smartphone, and stationery. The background features a white keyboard, a stack of colorful books, a smartphone displaying an app grid, a notebook with a pencil, and a small decorative object. The text is overlaid in the center.

Promoting School Attendance in West Chicago District 33 Illinois Attendance Commission May 17, 2019

Presenters

Kristina Davis

Interim
Superintendent of
West Chicago
Elementary School
District 33
West Chicago,
Illinois
davisk@wego33.org

Patricia Graczyk, PhD

Assistant
Professor at
The University of
Illinois at Chicago
Chicago, Illinois
pgraczyk@uic.edu

Ciara Thomas

Community School
Coordinator for
Leman Middle
School
thomasc@wego33.org

Jen Tapia

Principal of
Indian Knoll
Elementary School
tapiaj@wego33.org



Who We Are

West Chicago SD 33: Who We Are

- District serves 4,458 students in 1 Middle School, 6 Elementary Schools, 4 Preschools
- Demographics: 81% Hispanic, 13% White, 3% Black, 3% Asian
- 53% English learners, 56% Low Income, 16% Students with IEPs

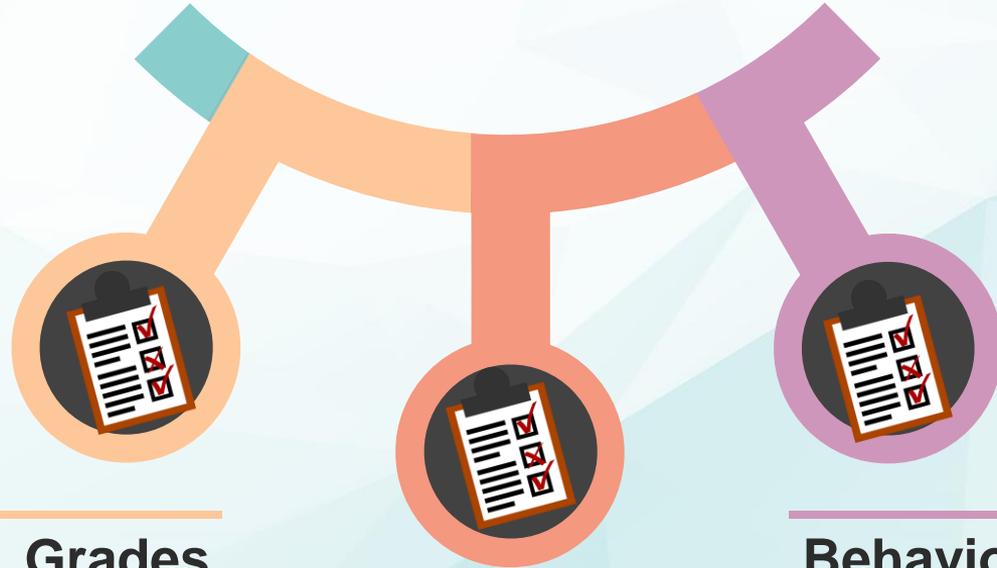




West Chicago's Model for Improving School Attendance

Heat Map

Early Warning System



Grades

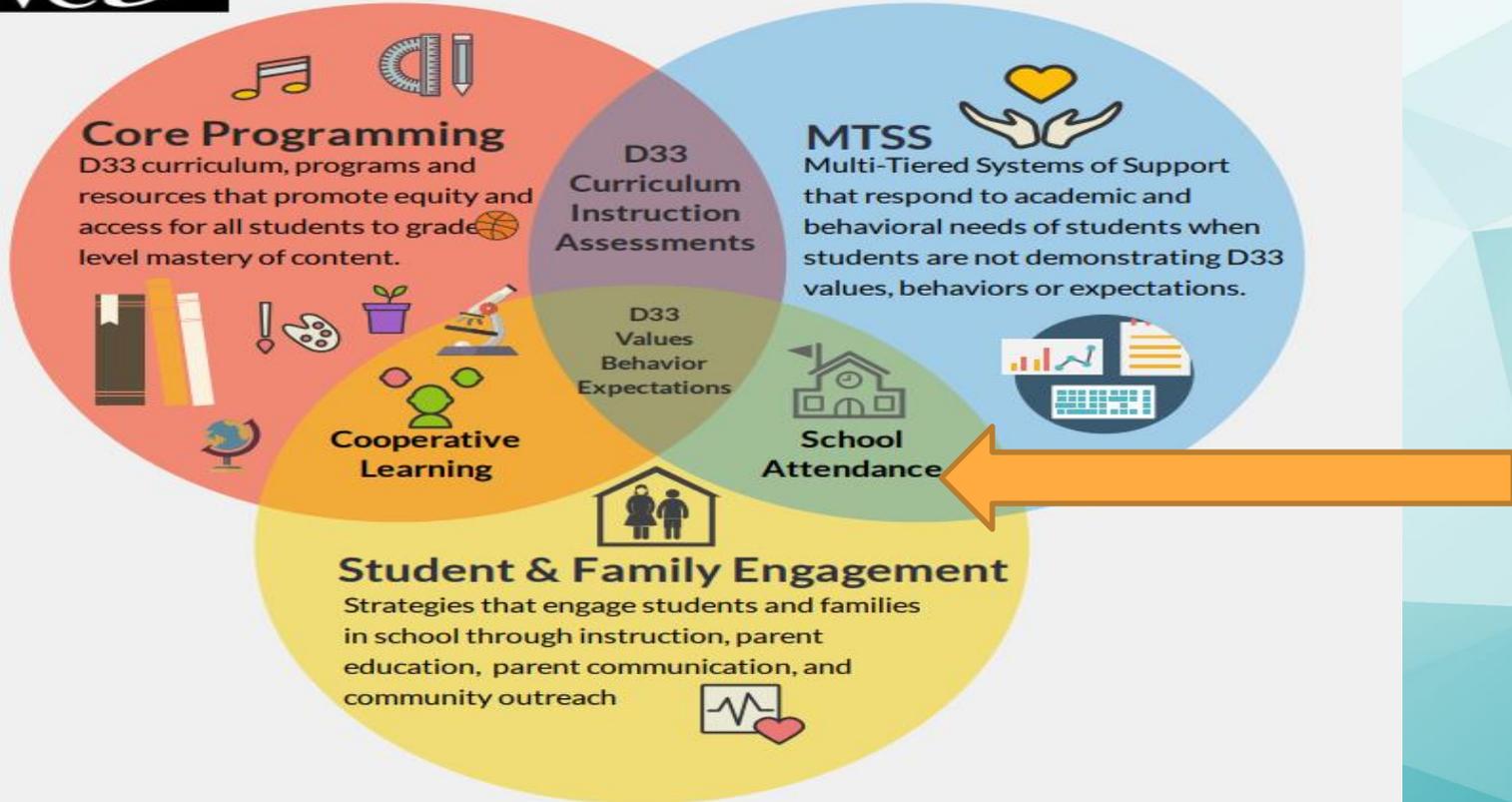
Attendance

Behavior



DISTRICT DRIVERS

High Impact Strategies

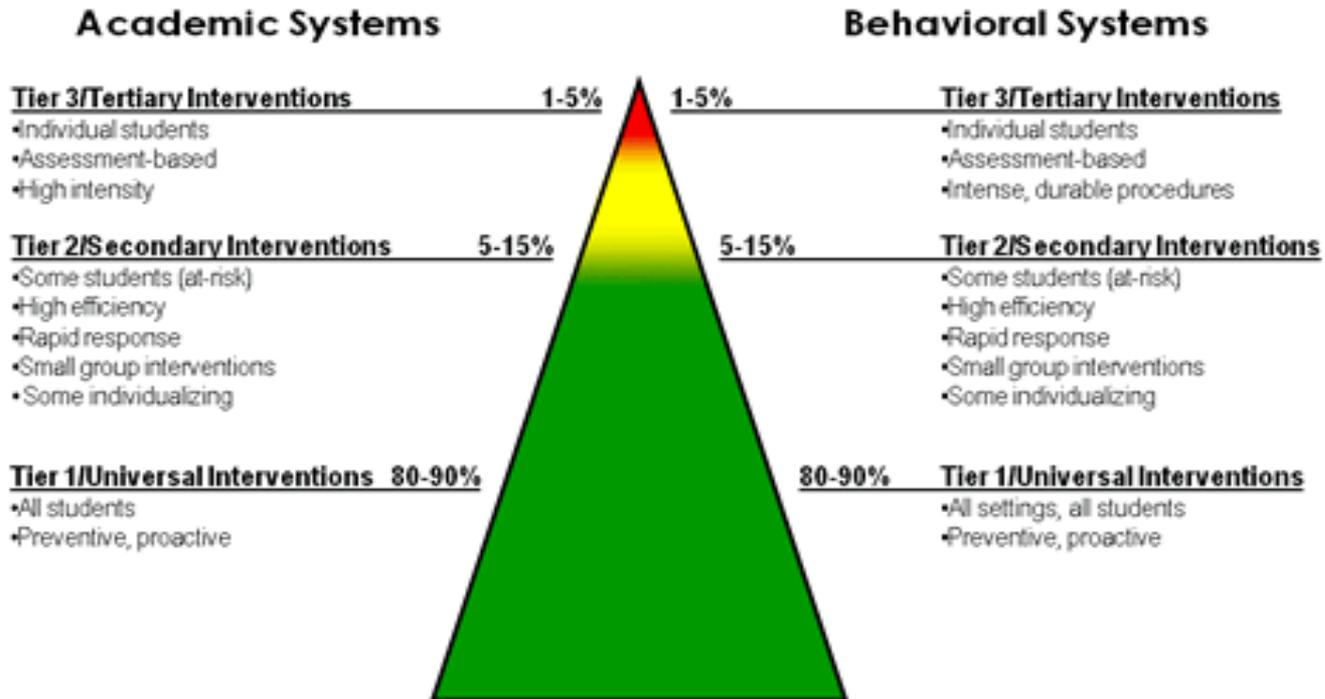


Getting Started

Initial Professional Development and Strategic Planning

- Initial professional development provided by Drs. Graczyk and Celinska in Spring 2018
 - Focus: Evidence-Based Practices organized within a Multi-Tiered System of Supports framework
 - Three ½-day workshops for district and school administrators and other staff who would have major responsibilities in implementing plan
- “Roll-out” plan developed by district administrators and Drs. Graczyk and Celinska, currently being implemented, the **“D33 Attendance Monitoring System”** – to be discussed later

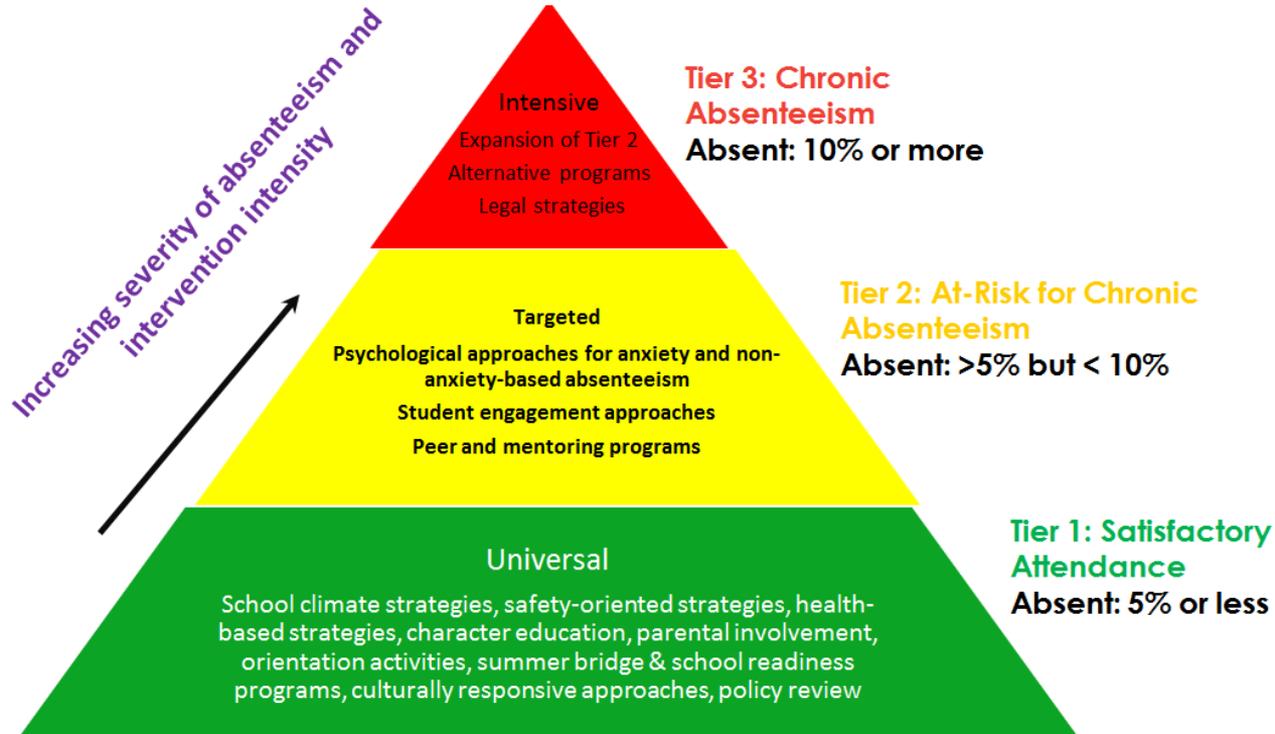
School Staff Can Apply What They Already Know about RTI/MTSS to Attendance



D33's Foundational Model of MTSS

RTI/MTSS model for problematic school absenteeism with Cut Scores

Kearney & Graczyk (2014)



District 33 Attendance Monitoring System

- Provides definition of key terms
- Specifies “non-negotiables”

Illinois Non-negotiables in Monitoring Attendance

The following represents tasks that need to occur in monitoring and addressing attendance:

- **Intervention Team:** principal or designee, school psychologist, school social worker, school nurse, MS counselors, classroom teacher(s)
- **Tier 1** – absent 5% or less

Timeline	Required Tasks/ Non-negotiables	Responsible	Accountable	Communi- cation Format	Inform
Yearly	School attendance will be incorporated into the annual district Improvement Plan (DIP) and School Improvement Plans (SIPs) as a goal area	Principals, Dep't for Student Services	Ad Council	SIP Status Visits, Data Retreat	Parents, Teachers, Students, Community
Quarter 1 (Beginning of school year)	Principal designates Intervention Team: Staff member responsible for attendance data, school social worker, school nurse, MS counselors, teacher reps	Intervention Team	Principal	Electronic Template	Sup't., Classroom Teachers
Quarter 1	Establish problem-solving process to identify potential barriers and additional supports and practices to improve attendance for all students	Intervention Team	Principal	MTSS Agendas	Principal, Classroom Teachers
Weekly	Weekly attendance data review by administrator or administrator designee	Admin Designee	Principal	Electronic Template	Intervention Team
Monthly	Monthly attendance data review by intervention team	Intervention Team	Admin Designee	Team Data Meeting, Electronic Template	Building Level Teams

Examples of Strategies by Tiers

Tier 1: Promoting a Culture of Attendance – Examples of Tier 1 Strategies

- Participates in Attendance Works' Attendance Awareness Month
- Newsletter
- Newspaper article
- Social Media

A Letter from the Superintendent



Across the district, schools are making goals to reduce the number of students who are chronically absent - those who miss more than 10% of active school days.

One area of concern is the rate of absenteeism in the early grades. We are seeing particularly high rates of children being absent during the first few weeks of kindergarten. This is troubling because kindergarten is a critical transition for learning. Evidence suggests that academic readiness acquired in pre-school and at home can lose its effectiveness with high levels of absenteeism in the early years.

Universal

Tier 1

Tier 1 Examples :

- “Nudge” letters
- Dental/Medical Offices (letter to offices) – “Attendance Friendly” offices
- Churches – enlisting support from religious leaders about the importance of school attendance

Universal

Tier 1



Leman Middle School

238 E Hazel St
West Chicago, IL 60185
Phone: (630)293-6060
Lea Deluca

November 14, 2018

Natalia Romero Juan Perez
48125 Norris Ave
[Redacted Address]

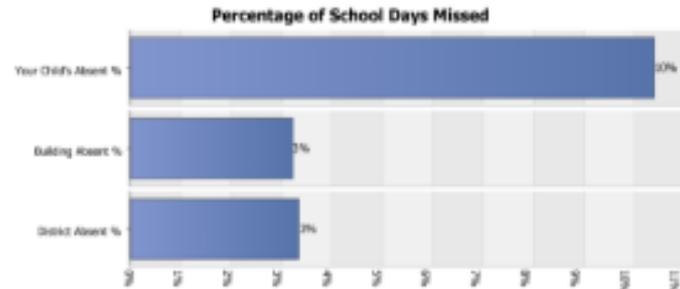
Student ID: 20325
Grade: 08
Homeroom: [Redacted]-LIT
Teacher: Joshua J Rollins

Dear Parents/Guardians,

In District 33 we care about your child and are concerned about his/her school attendance and progress. It has been shown that regular school attendance would help your child do well in school.

A review of our attendance records show that so far, Tania Perez has missed 5.5 out of 53 days this school year - or 10%. This is more than the typical student at our school or in the district for the same grade.

This causes us great concern because research shows a clear relationship between school attendance and a student's academic success. In fact, that same research shows a relationship between poor attendance and students dropping out of school. As a district, our goal is to have all students in school at least 95% of the time.



We would like to work with you in maintaining the best possible attendance record for your child. We will contact you to discuss any assistance that you might need. If you have any questions, please call the school.

Sincerely,

Lea Deluca
Principal

Tier 1 Examples: Community Schools Component

- Dental van
- Health visit
- Immunizations and flu shots
- Vision screenings by Lions Club @ Community Events
- “Walk with the Mayor”
- Food pantry
- Cooking classes
- Parent coaching
- Clubs and activities (school and partners)

Universal


Tier 1

Tier 1: Culturally Relevant Educational Programming





IK's Attendance is Poppin'!

In an effort to improve IK's attendance, our Community Schools Committee has created a new initiative to get students excited.

Each day that your child's classroom has perfect attendance, their class will earn one piece of popcorn to add to IK's giant popcorn machine bulletin board. Once the school has collectively filled up our popcorn machine, we will have a school-wide dance party with popcorn! We hope you will encourage your child to help us reach this goal and keep good attendance a priority!

Thank you!



Tier 2: Examples of Targeted Interventions

Strategies

- Family as partners
- Check In, Check Out
- Mentoring
- Tutoring
- On-site community partners
- Summer School
- Re-entry conference for “majors”

Reinforcements

- “Good News” letters for those improving and off the at-risk list
- Personal positive reinforcement contact with deans (middle school)

Targeted

Tier 2

Tier 3: Examples of Intensive Supports

- Functional behavior assessment (FBA) to ID reason why behavior is occurring and to help development of effective behavior improvement plans
- Cognitive-behavioral strategies relevant to school attendance issues
- Summer Bridges program

Intensive

 Tier 3

Tier 3: Examples of Intensive Supports

- Family Partnerships even more critical
- Community Partnerships even more necessary to address student and family needs
- Checklist to guide planning for re-entry following extended absences or psychiatric hospitalizations

Intensive



Tier 3

Results

Our Results So Far...

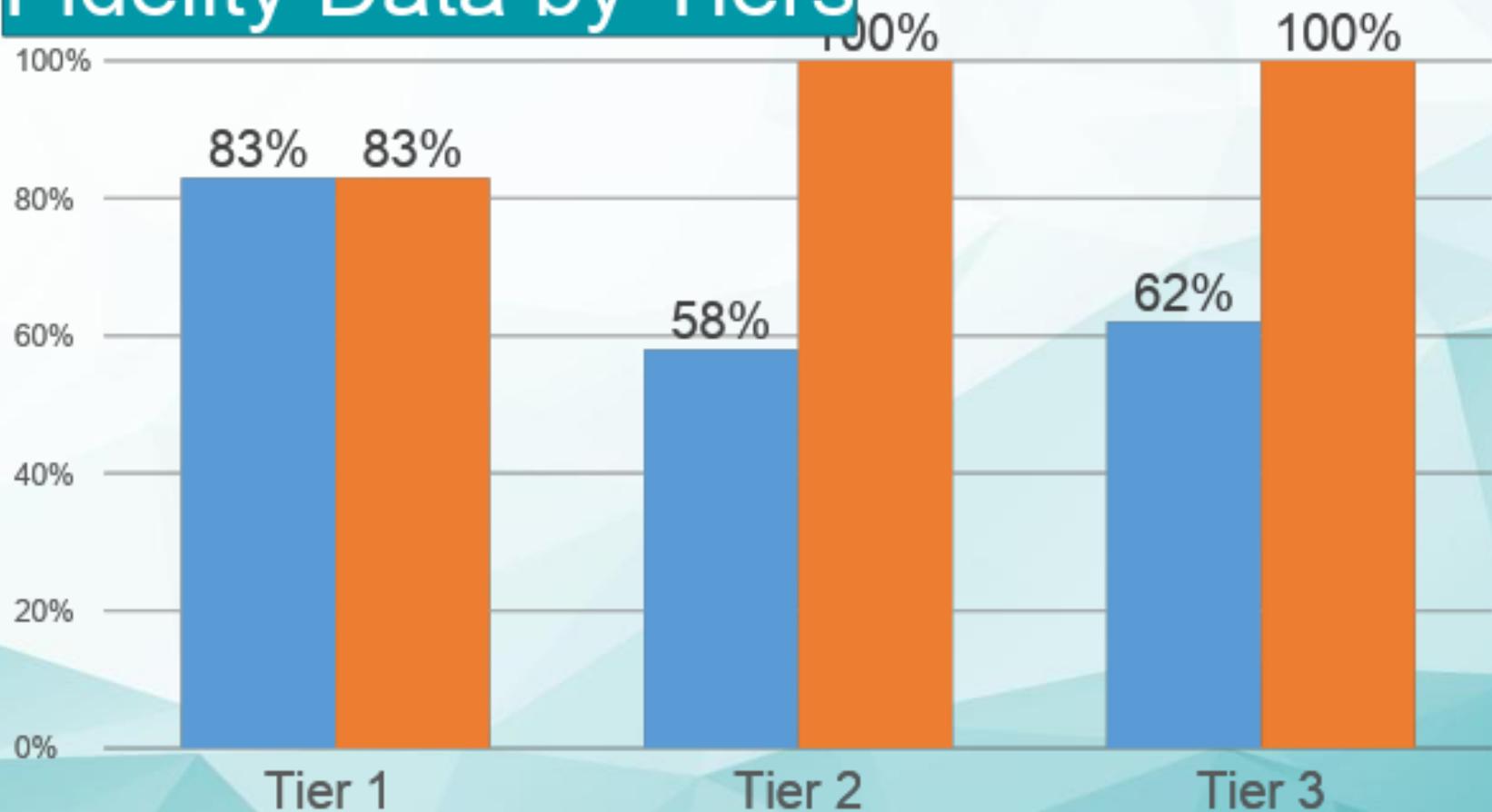
	Number of Student Chronically Absent - District		
	Fall Semester 2018	Fall Semester 2019	Change
Reported	499*	470	-29 (-5.8%)
Including “Winter Drops”	540	470	-70 (- 12.96%)

* Does not include student disenrolled due to extended winter breaks (10 successive days)

Our Results So Far...

- Clear understanding of the impact of extended Winter Break
- Clarified practices related to attendance taking and reporting
- Developed system for Family Liaisons to address chronic absenteeism and provide linkage and access to other services
- System of Fidelity: Clearly defined protocols, survey of implementation integrity

Fidelity Data by Tiers



■ % of Schools - Required + As Needed ■ % of Schools - Required



Take Home Points

- There are *evidence-based practices* to promote attendance that align well with a *Multi-Tiered System of Supports* framework
- Schools can use *data* for strategic decision-making and to monitor effectiveness
- Attendance should be a major focus of district and school *strategic plans*

Appendix M

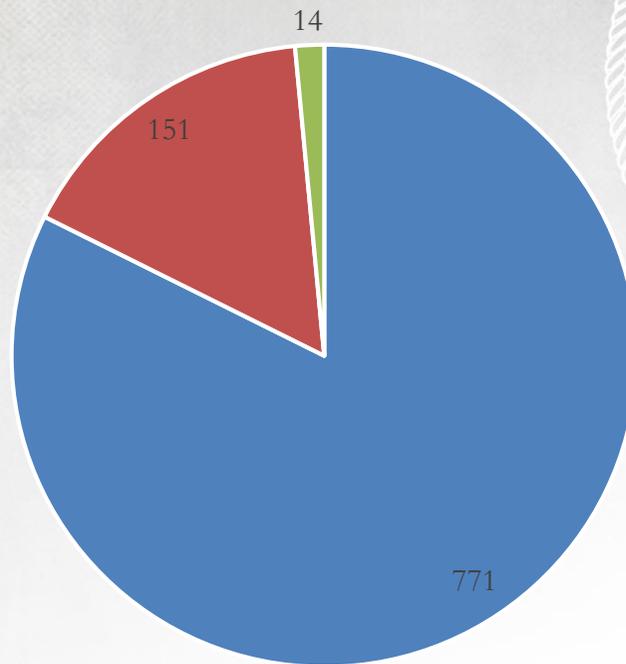
Attendance Commission
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December 15, 2019

ESSA and Youth in Care



Youth Breakdown in Congregate Care

Congregate Care Settings

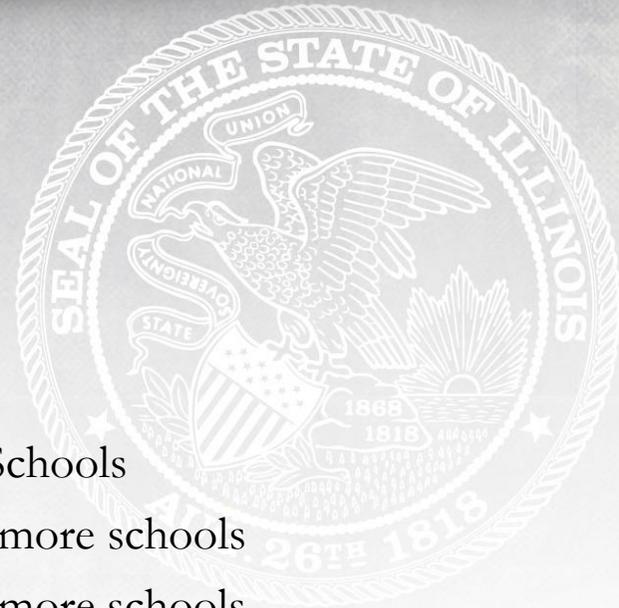
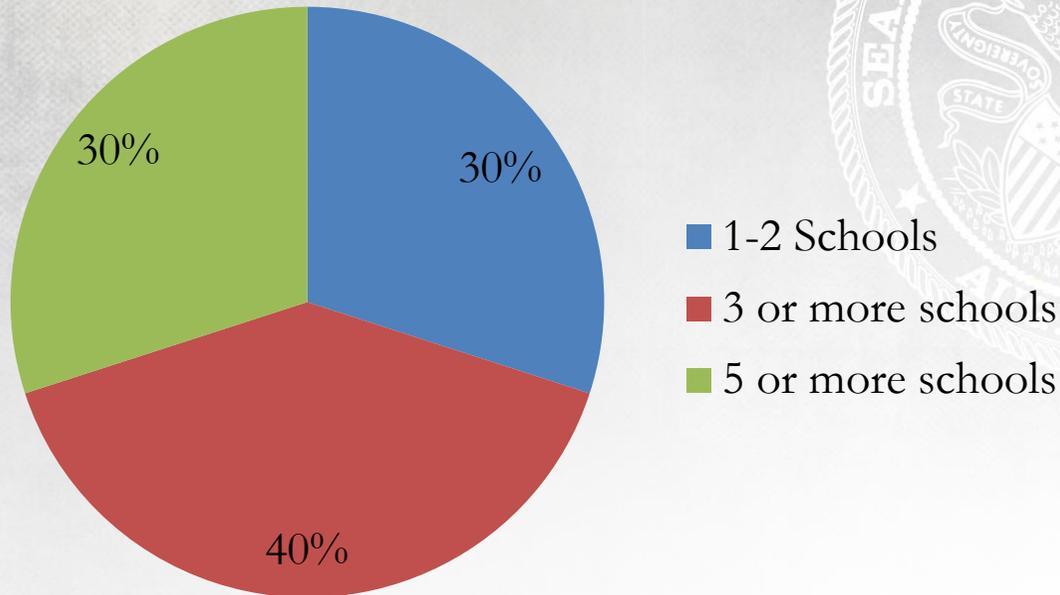


■ Residential Facility ■ Group Home Setting ■ Shelter



Congregate Care Mobility Rate

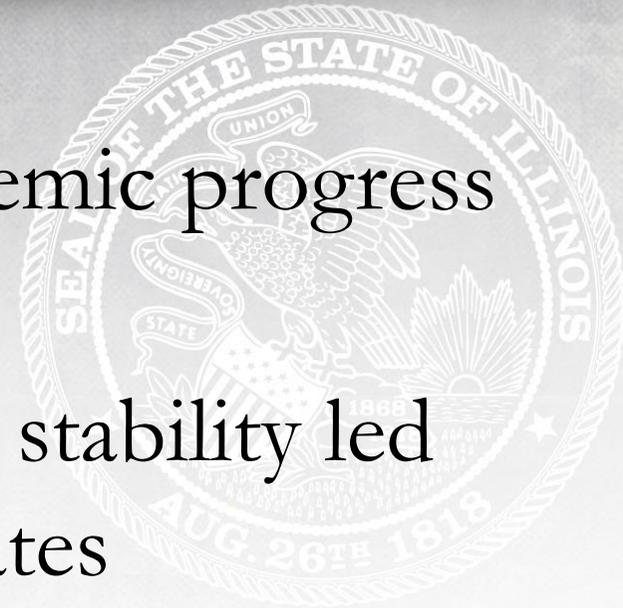
District Change



Graduation Rates

Academic School Year	State Graduation Rate	Foster Care Graduation Rate
2009-2010	82%	34%
2010-2011	81%	36%
2011-2012	83%	34%
2012-2013	82%	31%
2013-2014	86%	34%
2014-2015	86%	35%
2015-2016	86%	38%
2016-2017	87%	39%
2017-2018	85%	41%

- Lose 4-6 months of academic progress per school change
- Studies found that school stability led to increased graduation rates
- School can be a positive counterweight to abuse, neglect, & separation



Compared to their peers, children in foster care experience:

- **LOWER** high school graduation rates
- **LOWER** scores on academic assessments
- **HIGHER** rates of grade retention, chronic absenteeism, suspensions, and expulsions

Appendix N

Attendance Commission
Report to the Illinois General Assembly
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December 15, 2019

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 26-2a as follows:

(105 ILCS 5/26-2a) (from Ch. 122, par. 26-2a)

Sec. 26-2a. A "truant" is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days ~~a school day or portion thereof.~~

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

"Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

"Truant minor" is defined as a chronic truant to whom

supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

A "dropout" is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

"Religion" for the purposes of this Article, includes all aspects of religious observance and practice, as well as belief.

(Source: P.A. 96-1423, eff. 8-3-10; 97-218, eff. 7-28-11.)

Section 99. Effective date. This Act takes effect July 1, 2018.

Appendix O

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

MEMORANDUM

To: District Superintendents
Regional Superintendents of Schools

From: Ralph Grimm, Acting Chief Education Officer

Re: Definition of an Instructional Day

Date: November 9, 2018

The implementation of [Public Act 100-0465](#) has resulted in the Illinois State Board of Education (ISBE) receiving a number of questions from the field regarding requirements for a minimum number of instructional hours or minutes for a day to be considered a day of student attendance. This memorandum seeks to provide preliminary clarification to those inquiries and provide districts with support for their approach to student engagement and learning. Additional guidance on this particular issue will be forthcoming. We also have received questions regarding chronic absenteeism and student absences; additional guidance on those issues will also be forthcoming.

Background

Signed into law on August 31, 2017, [Public Act 100-0465](#), also known as the Evidence-Based Funding for Student Success Act (the "Act"), made sweeping changes to education funding in Illinois. In making changes to state financial support to schools, the Act also repealed Section 18-8.05 of the School Code, which required an instructional day to be a minimum of five hours. As such, there is no current statutory minimum number of hours or minutes that constitutes an instructional day. This change provides districts with maximum flexibility to ensure that student needs determine the method and timelines of instructional days rather than the needs of regulatory and compliance systems.

What constitutes an instructional day?

As noted above, there is no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students.

Must all instruction be classroom-based?

No. An instructional day need not be confined to classroom-based instruction. Students learn in a variety of ways and settings. Districts may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that center on student competencies and mastery of subject matter.

What constitutes student attendance?

Attendance can be counted when the student is participating in learning anywhere and anytime. Students who are engaged in learning for any portion of an instructional day may be counted for purposes of attendance.

What constitutes a student absence?

Students are absent when they have not engaged in learning, as defined by the district, for a given instructional day.

Must all students be engaged in educational programming and learning for the same schedule each day?

No. Students learn in a variety of ways and environments. They may have different schedules and modes of instruction, depending upon individual student needs.

How are Individualized Education Programs (IEPs) impacted by the flexibility afforded by the Act?

Instructional and related services within IEPs designed to meet the needs of students with disabilities are not impacted by the changes in law. The needs of the students, as specifically detailed in his/her IEP, provide the basis for the method, mode, and timelines of instruction.

How is truancy impacted by this flexibility?

Pursuant to Section 26-2a of the School Code, “[a] ‘truant’ is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days.” [\[105 ILCS 5/26-2a\]](#) Therefore, a student who has not engaged in learning, as defined by the district, without valid cause for more than 1% but less than 5% of the past 180 school days is considered to be truant.

What are considered valid causes for student absences?

Pursuant to Section 26-2a of the School Code, a “[v]alid cause for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.” [\[105 ILCS 5/26-2a\]](#)

What is chronic absenteeism?

As defined in Section 26-18 of the School Code, “ ‘chronic absence’ means absences that total 10% or more of school days of the most recent academic school year, including absences with and without a valid cause and out-of-school suspensions for an enrolled student.” [\[105 ILCS 5/26-18\]](#)

Have changes been made to the required number of days in the school calendar?

Pursuant to Section 10-19 of the School Code, districts must have a “minimum term of at least 185 days to insure 176 days of actual pupil attendance.” [\[105 ILCS 5/10-19\]](#) The Act eliminated certain provisions related to teacher inservice trainings and parent-teacher conferences being creditable toward a district’s minimum number of instructional days. Section 3-11 of the School Code remains unchanged. It allows the regional superintendent to “arrange for or conduct district, regional, or county institutes, or equivalent professional educational experiences, not more than 4 days annually. Of those 4 days, 2 days may be used as a teacher’s and educational support personnel workshop, when approved by the regional superintendent, up to 2 days may be used for conducting parent-teacher conferences, or up to

2 days may be utilized as parental institute days as provided in Section 10-22.18d. Educational support personnel may be exempt from a workshop if the workshop is not relevant to the work they do. A school district may use one of its 4 institute days on the last day of the school term.” [\[105 ILCS 5/3-11\]](#)

How will this affect submission of school calendars?

ISBE will change the calendar system for the 2019-20 school year to collect the number of days in a calendar, but will no longer require that calendars reflect the number of minutes in an instructional day.

Is there a need to code half days on school calendars?

No. Districts are free to determine the minimum number of hours for instructional days. Any day reported by a district to involve student engagement and learning will be recognized as an instructional day, regardless of the length of the day or method of student participation.

The law previously allowed school districts to plan for 174 instructional days with specific combinations of instructional minutes, teacher inservice trainings, and parent-teacher conferences. Is this still allowed?

No. The Act made significant modifications to the structure of instructional time but no longer allows for a calendar with fewer than 176 instructional days. However, calendar provisions are in transition, so districts that have approved calendars for 174 instructional days for the 2018-19 school year will not be required to modify calendars for this school year.

Must a district modify the current (2018-19) school year calendar if it does not have 176 days?

No. A district’s 2018-19 school year calendar currently approved and on file with ISBE will be accepted as filed for this school year.

How are collective bargaining agreements impacted?

Districts are encouraged to work with legal counsel to determine how this flexibility impacts collective bargaining agreements.

Must districts make up interrupted days?

A district will not be required to make up instructional days interrupted due to reasons beyond their control (e.g., weather-related issues), provided student learning has occurred. Districts are encouraged to make efforts to maintain the continuity of the learning environment during such interrupted days, where possible, when all students have access.

Must a school district make any changes to current instructional times and formatting in response to these changes?

No. Districts are not required to make any changes to instructional times in response to the flexibility afforded by the Act. Decisions as to whether or not to make changes should be based on student outcomes and the best interests of the children being served.

For More Information

Should you have questions or concerns, please email instructionalday@isbe.net and we will provide technical assistance and support.

Appendix P

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019



Illinois State Board of Education

Illinois Attendance Commission

House Joint Resolution 0011

Every Student Counts, Every Day Matters

State Representative Linda Chapa LaVia

State Senator Jacqueline Collins

State Representative Carol Sente

Every Student Counts, Every Day Matters

- WHEREAS, The early years are a critical period in a child's learning and development, and set the foundation for higher-level thinking skills later in life; and
- WHEREAS, Missing too many days of school can make it difficult for youth to stay on track in classes and maintain momentum for graduation from high school; and



Every Student Counts, Every Day Matters

- WHEREAS, Chronic absenteeism is a powerful predictor of the students who may eventually drop out of school; and
- WHEREAS, Chronic absenteeism can lead to poor educational and life outcomes for children; and



Every Student Counts, Every Day Matters

- WHEREAS, Students with documented disabilities are more likely to be absent from school than their same-aged peers; and
- WHEREAS, Children and youth who are homeless benefit from being in school and yet are more likely to be chronically absent; and



Every Student Counts, Every Day Matters

- WHEREAS, The hard work of educators is undermined by chronic absenteeism among students; and
- WHEREAS, Positive re-engagement strategies can decrease chronic absenteeism and youth involvement in the juvenile justice system; and



Every Student Counts, Every Day Matters

- WHEREAS, Children with involved families have better school attendance, lower suspension rates, and overall higher graduation rates; and
- WHEREAS, Students who are in school every day are much more likely to engage in positive behaviors; and

Every Student Counts, Every Day Matters

- WHEREAS, Community involvement decreases chronic absenteeism and potentially increases the local quality of life; and
- WHEREAS, School attendance promotes college and career readiness, thereby increasing the number of students in Illinois with high quality degrees and credentials; therefore, be it



Every Student Counts, Every Day Matters

- RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE ONE HUNDREDTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE SENATE CONCURRING HEREIN, that we encourage the Illinois State Board of Education and each school district in this State to consider the benefits of the attendance awareness campaign -



Every Student Counts, Every Day Matters

“Every Student Counts, Every Day Matters”

encouraged by the Illinois Attendance Commission; and be it further RESOLVED, That suitable copies of this resolution be delivered to the Illinois State Board of Education and the Regional Offices of Education.

May 31, 2017



Every Student Counts, Every Day Matters

Illinois Attendance Commission

Created by **Public Act 099-0432** within the State Board of Education, the Illinois Attendance Commission studies the issue of chronic absenteeism and makes recommendations for strategies to reduce chronic absenteeism among Illinois schoolchildren.

<https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx>



Appendix Q

Attendance Commission
Report to the Illinois General Assembly
and the
State Board of Education
December 15, 2019



Illinois State Board of Education

Illinois Attendance Commission

Chronic Absence:

- Definition
- History
- Effects
- Solutions

What is Chronic Absence?

- *"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause ... – 105 ILCS 5/26-18*
- This definition was signed into law on August 18, 2017
- This translates into two missed school days each month!



When Do Absences Become a Problem?



**Chronic Absence:
18 or more days**



**Warning Signs:
10 to 17 days**



**Satisfactory:
Less than 9 absences a year**

These numbers presume a 180-day school year.



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence



**Illinois
State Board of
Education**

Hiding in “Plain Sight”

- States have focused on average daily attendance (ADA) figures as the basis for school funding.*
- ADA figures hide the attendance patterns of students whose attendance rate is below average.
- It all depends whether absences are due to most students missing a few days or a significant minority with excessive absences.

* Illinois no longer uses ADA figures for school funding purposes.

Charles Bruner, Anne Discher, and Hedy Chang. *Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight*. November 2011.



Background

- State Representative Linda Chapa LaVia and State Senator Jacqueline Collins collaborated on legislation in the wake of a 2013 Chicago Tribune series, *Empty Desk Epidemic*, that detailed the stories and cited the statistics about chronic absence and truancy in the Chicago Public Schools.
- Their legislation created the Truancy in Chicago Public Schools Task Force that met from December 2013 until July 2014 and provided a report with recommendations to the Illinois General Assembly.



Background, continued

- This report detailed multiple recommendations regarding data collection and analysis, prevention policies, and interventions but also specifically highlighted the need for a permanent commission to address chronic absence statewide and serve as a clearinghouse for resources to ameliorate the problem.
- The Attendance Commission was created with the signature of the governor on August 21, 2015 to legislation that had been sponsored jointly by Representative Chapa LaVia and Senator Collins.



Background, continued

- The Attendance Commission has been meeting since December 2015 and will terminate in 2020.
- Over time, the Commission has studied the problem of chronic absenteeism, collaborated with other advisory councils to advance policy, and lobbied to encourage legislation to amend current School Code law around definitions and the need for supports for families.



Changes to the Illinois School Code

- Public Act 099-0432 - Creation of the Attendance Commission
- Public Act 100-0156 – Definition of Chronic Absenteeism
- Public Act 100-0147 - Average Daily Attendance by Grade Level
- Public Act 100-0448 - Average Daily Attendance on Report Card for Students with IEPs and 504 Plans
- Public Act 100-0819 - Preschool Attendance and Supports
- Public Act 100-0825 - Revised Provisions in the Denial of Enrollment to Truant Students
- Public Act 100-0918 - Definition of a Truant

Focus on Chronic Absence

- Recent legislation (Public Act 100-0156) mandates the review of absence data to determine the chronic absence status for students and to provide supports for afflicted families.
- The Illinois ESSA plan incorporates student attendance numbers as part of the logarithm to determine school quality and student success beginning with the 2018-2019 school year.



Chronic Absence Statistics

- According to data collected by Attendance Works, a national initiative on chronic absence, **16.5% of Illinois students** were chronically absent during the 2015-2016 school year.
- Illinois data from the 2017-2018 school year demonstrates **17%** of students missed 10% or more of school days in a single school year.
- Chronic absence in Illinois is increasing.

Chronic Absence Statistics, continued

According to the 2018 Illinois Interactive Report Card, the following four groups of students have the highest rates of chronic absence:

- 33% of Native American students
- 27% of Black students
- 25% of students with disabilities
- 23% of low income students



Chronic Absence Statistics, continued

Across the nation, these students miss more school than their peers:

- Children from homes below the poverty level
- Native American, Hispanic, African-American, and Hawaiian/Pacific Islander students
- **Students with disabilities**
- Those enrolled in alternative programs or vocational schools
- **The youngest of students as well as the oldest**



States Are Not Alone

- **Attendance Works** is a national initiative led by Hedy Chang that provides states with data and advisories to tackle chronic absenteeism.
- Robert Balfanz, a professor and the director of the **Everyone Graduates Center** at Johns Hopkins University, is a leading researcher into student absence.
- The University of Chicago Consortium on Chicago School Research builds the capacities of Chicago schools to problem-solve around attendance issues and other areas of concern.

All have contributed greatly to the research into the problem and advocacy for data-driven solutions.

Effects of Chronic Absence

- “The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society.
- Conversely, the incremental effect of missed school days renders a young person ill-equipped to compete or contribute. Chronic rates of absence and truancy portend prospects that provide less of a transition but rather an eventual erosion of choices, possibilities, and hope.”

Attendance Commission Annual Report. March 15, 2016

Effects of Chronic Absence, continued

- Chronic absence in kindergarten is associated with lower academic performance in first grade. The impact is twice as great for low-income students.
- 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.

Robert Balfanz and Vaughan Byrnes. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. 2012



Effects of Chronic Absence, continued

- “If children aren’t in school, they don’t learn. Improving school attendance improves success in school.” Hedy Chang
- A 2013 study by the University of Chicago’s Consortium on Chicago School Research concluded that preschoolers who were chronically absent had weaker social-emotional development and more trouble with basic academic skills later on when compared to their peers with better attendance rates.

Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences. September 2013.



A Word About Early Childhood

- The ill effects of absence from school for our youngest students cannot be emphasized enough.
- Study after study have demonstrated the deleterious effects of missed school time in prekindergarten and kindergarten programming.
- The effect of poor academic outcomes lingers through life.
- The routine of missed school days in early life disposes a child to develop a lifelong pattern of absence, unreliability, and poor work habits.



Fixing the Problem

- “The history of attendance in this country has been looking at attendance as a matter of compliance ...which is, in fact, the opposite of what we know works. What we know works is taking a positive, problem-solving approach.
- They (schools) should use the data to identify where they can target support and resources to fix the problem.”

Hedy Chang, as quoted by Blad, E. “1 in 7 students found to be 'chronically absent,' report finds.”
Education Week, 38(3), 10.

Fixing the Problem, continued

- ESSA advises increased accountability for states to ensure every child is in school and working toward a productive future.
- ESSA requires that chronic absence must be reported.
- The new definition of chronic absence in the Illinois School Code mandates that chronically absent students must be identified and supports must be provided to address the reasons for their absences.

Looks Like They Are All Here!

- Look beyond average daily attendance figures.
- **Don't look at the forest; look at the trees.**



Data and Dialogue Drive the Diagnosis

- Were any trees missing? 😊
- A reliable data system that is updated continually and can be accessed easily will inform you who is missing.
- Dialogue with the student and the family will reveal the reasons for the absence.

Data Drives Action

At the September 6, 2018 Attendance Commission meeting, Hedy Chang of Attendance Works said,

- Having accurate data systems is key to support for students.
- A data-driven, systemic approach has the benefit of inducing accountability
- Actionable data that is accurate, reliable, and accessible works in conjunction with strong policies which build school and district capacity to problem solve and implement best practices toward solutions.



Data Access

- ISBE recently launched a data retrieval system that incorporates data from six ISBE systems, is updated on a nightly basis, and provides users with access to live, actionable data, including student attendance numbers.
- Ed 360 is a free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse.

Data Access, continued

- Of the 852 school districts in Illinois, 701 (4-24-19) have joined Ed 360.
- In its 2018 Annual Report to the General Assembly, the Attendance Commission recommended that every school district in Illinois take advantage of Ed 360's unique and comprehensive web-based data storehouse to access student attendance data and identify who is in need of attendance supports and interventions.

<https://www.isbe.net/ed360>

Ensuring Data Quality for Use

- Attendance data must be recorded and updated for accuracy by trained clerks and teachers throughout the school day via a reliable system.
- School staffs and district leaders should be able to access and use the data effectively.
- Data that indicate a truancy or a pattern of absence should trigger an immediate response and action by staff.



Problem Solving Time

- Your data will tell you who, but it will not tell you why. The “why” is the key to the solution.
- Only the family can tell you why.
- Only the family can ultimately fix the problem.
- They will most likely **need your help**, however.



Family Engagement Prologue: Why Do Students Miss School?

- Some students **cannot attend** school due to illness, family responsibilities, housing instability, the need to work, or involvement with the juvenile justice system.
- Some students **will not attend** school to avoid bullying, unsafe conditions, harassment, and embarrassment.
- Some students **do not attend** school because they, or their parents, do not see the value in being there, they have something else they would rather do, or nothing stops them from skipping school.

Robert Balfanz and Vaughan Byrnes. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. 2012.



Family Engagement

- Children thrive when their education and development is supported and encouraged in school and at home.
- The school environment must be warm and welcoming to all.
- Communication between school and home must be frequent and embedded in school policy.
- Parents must be included in all decisions.

ISBE Family Engagement Framework: A Guide for Illinois Districts, Schools, and Families

<https://www.isbe.net/Documents/fe-guide.pdf#search=Family%20Engagement%20Guide>



Solving the Problem

- Established family engagement protocols enable expedient solutions of most student problems.
- Tiered interventions that incorporate the family will yield improved student outcomes.
- Tiered interventions which are tailored to students' specific needs will remove barriers to learning, including the reasons for chronic absenteeism.



In-school Tiered Interventions

- “The Illinois Multi-Tiered System of Supports (MTSS) is a framework for continuous improvement that is systemic, prevention focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of all learners.”
<https://www.ilmtss.net/about/>
- Multi-tiered frameworks allow for universal screening and progress monitoring to accurately identify the problem, improve outcomes, and sustain improvements.



In-school Tiered Interventions (continued)

Tier Three: Chronically Absent Students

Tier Two: At-risk Students

Tier One: Entire School Community



Interventions in General

Tier One interventions are universally applied to lay the groundwork for clear policy communication and family engagement.

Tier Two interventions are specific to students at risk for chronic absence and are the result of dialogue to determine the causes for absence.

Tier Three interventions are targeted to the unique problems of chronically absent students and are rooted in daily communication and inter-agency involvement (may also include law enforcement).

Tier One Interventions

Tier One interventions for the **entire** school community include the following measures:

- Foster an engaging school climate.
- Build positive relationships with students and families.
- Communicate the relationship between school attendance and academic achievement.

Heidi Chang of Attendance Works at September 6, 2018 Attendance Commission Meeting

Tier One Interventions (continued)

- Communicate district attendance policy often and in varying formats (flyers, parent handbook, parent meetings).
- Recognize good and improved attendance.
- Identify and address common barriers to attendance.
- **Think of parents as partners** in the effort to educate and guide their children.



Tier One Interventions (continued)

- United Way in the Quad Cities (Rock Island and Moline in Illinois and Davenport and Bettendorf in Iowa) undertook efforts to improve students' ability to read at grade level.
- They found patterns of chronic absence contributed to low academic achievement.
- They started a public relations campaign to inform parents and children about the importance of school attendance.
- United Way provided funding to several schools to use in any way they wanted to support improved attendance.

Tier One Interventions (continued)

- Some of the money remained unspent.
- Several participating schools purchased stickers and trinkets to give to children who came to school. Some gave them tickets toward an end-of-the-school year raffle of a bike or electronics.
- The schools that gave out stickers and trinkets showed the most gains in student attendance levels.
- Immediate gratification won!



Tier Two Interventions

Tier Two interventions include the following:

- Small group activities
- Increased amount of personalized outreach to student and family
- Action plan to address barriers and increase engagement
- Caring mentors

Tier Two Interventions (continued)

- Personalized outreach
 - Phone call, email, or home visit
 - Scheduled meetings between parents and staff
 - Determination of reason for absences
 - Link student/family to appropriate resources in the district and/or the community
 - Follow-up with student and family

Tier Three Interventions

Tier Three interventions include the following:

- Coordinated school and inter-agency response to isolate the problem and offer solutions (legal, medical, mental health, housing, financial, safety, etc.)
- Legal response is necessary if student and/or parent unwilling to cooperate.

Tier Three Interventions (continued)

- Schools and districts should maintain a referral list of area agencies and organizations that have the capacity to help families with mental and physical health problems, addiction, unemployment, homelessness, and safety issues.
- Tier Three interventions should be intensive, individualized, and targeted to provide the unique support a student and the family require for change.



Final Thoughts

- Develop a timely, effective, and accessible system for recording student attendance data.
- Access the data frequently and program your data system for automatic alerts and messaging in response to student absence and truancy.
- Initiate dialogue immediately with students and parents over repeated absences or a truancy occurrence.
- Be accountable. Be equitable. Be supportive.



Sage Advice



Sage Advice

NO MATTER HOW YOU FEEL:
GET UP. DRESS UP.
SHOW UP AND
NEVER GIVE UP



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Illinois
State Board of
Education

Sage Advice

ATTEND TODAY
ACHIEVE TOMORROW



ATTENDANCE WORKS

www.attendanceworks.org



Contact Information

For more information, please email the

Attendance Commission at

attendancecommission@isbe.net

or visit us at

<https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx>



Illinois
State Board of
Education

Appendix R

Attendance Commission
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December 15, 2019



Press Release

Contact:

Catherine Cooney
202-487-0048
catherine@attendanceworks.org

Record-breaking 803 Superintendents Pledge to Prioritize Attendance in 2019-20 School Year

District leaders pledge to engage families and communities while using data to ensure absences don't add up .

SAN FRANCISCO, October 16, 2019 – Today Attendance Works and nine national Attendance Awareness Campaign partners are pleased to announce that 803 superintendents across the country have signed the [Superintendents Call to Action](#). These local superintendents are raising their voices to lead the effort to improve attendance starting in the early grades.

The top ten states with the most superintendents who signed the Call to Action are: California (133), Oregon (97), Kentucky (49), Washington (49), Connecticut (35), Georgia (35), West Virginia (27), Mississippi (26), Iowa (25), and Michigan (25). Find the complete list of superintendents on pages 3-11 of this press release. The names are also listed on [our website](#).

We salute the superintendents who have launched this new school year with a commitment to:

1. **Prioritize Attendance:** By making reducing chronic absence a top priority in their districts from the superintendent to the teachers, from the school staff to the families.
2. **Mobilize the Community:** By ensuring student attendance is a broadly owned and widely shared civic priority. That includes engaging families and tapping civic and elected leaders, local businesses, health providers, housing authorities, clergy members and more.
3. **Drive with Data:** By using data to determine how many and which students are chronically absent in each grade, school and population, then intervening to ensure absences don't add up.

“When the majority of urban and rural public school families live at or below the federal poverty level, and many parents are working two or three jobs to make ends meet, getting students to school every day can be a challenge,” said Jonathan Raymond, executive director of the National Association of School Superintendents. “The Superintendents Call to Action offers online resources to support district leaders in their work with community partners to help families and students overcome barriers to getting to school.”

Nearly 8 million students in the nation were chronically absent in the 2015-16 school year, missing nearly a month of school in excused and unexcused absences that erode student achievement. Children living in poverty are two to three times more likely to be chronically absent, although many lack the resources to make up for lost time in class. Students from communities of color (African American, Native American, Pacific Islander, Latinx) and those with disabilities are also disproportionately affected, according to data from the U.S. Department of Education.

“Across the country, local superintendents have pledged to guarantee all students have a chance to learn and succeed by making sure every day counts, starting in kindergarten,” said Hedy N. Chang executive director of Attendance Works. “By determining who shows signs of chronic absence starting in the first month of school, schools and community partners can work together to help students get to class before they have missed so much instruction that they require academic remediation.”

Attendance Works defines chronic absence as missing 10 percent of the school year, in excused and unexcused absences and suspensions. Too many absences in the early grades can leave children unable to master reading by the end of third grade, a key indicator of school success. By middle and high school, chronic absence becomes a red flag that a student may not graduate from high school.

The Superintendents Call to Action is a component of the Attendance Awareness Campaign, led by Attendance Works and nine national non-profits.

Attendance Works is a national and state initiative that works to advance student success and help close equity gaps by reducing chronic absence. Learn more at www.attendanceworks.org.



NAME & DISTRICT

Alabama

Rodney Green
Blount County Schools
Eric Mackey
Alabama State Department of Education
Ann Roy Moore
Montgomery Public Schools
Gale Satchel
Colbert County Schools
Shun Williams
Midfield City Schools
David Wofford
Chickasaw City School System

Alaska

Kathy Ahgeak
North Slope Borough School District

Arizona

Lily DeBlieux
Pendergast Elementary School District
Curtis Finch
Deer Valley Unified School District
Chad Gestson
Phoenix Union High School District
Betsy Hargrove
Avondale Elementary School District
Jerry Jennex
Globe Unified School District No. 1
Bill Johnson
Laveen Elementary School District
Kathy Prather
Pima County Joint Technical Education District
Antonio Sanchez
Wilson Elementary School District #7
Lori Shough
Liberty Elementary School District No. 25
Jeffrey Smith
Balsz School District
Paul Stanton
Washington Elementary School District
Gabriel Trujillo
Tucson Unified School District
Mario Ventura
Isaac School District
Larry Weeks
Phoenix Elementary School District #1
Mark Yslas
Alhambra Elementary School District

Arkansas

Bobby Ashley
Blytheville School District
Debbie Atwell
Mountainburg Public Schools
Sally Bennett
Rivercrest School District
James Caton
Arkansas School for the Blind
Andy Chisum
West Side School District
Josh Daniels
Dover School District
Bryan Duffie
Jacksonville North Pulaski School District
Joe Fisher
Atkins School District
Tyrene Gardner
Shirley School District

NAME & DISTRICT

Bobby Hart
Hope School District
Wes Henderson
Yellville-Summit School District
Karla Neathery
Arkadelphia School District
Stephanie Nehus
Hot Springs School District
Mike Poore
Little Rock School District
Owen Powell
Berryville School District
Ken Ramey
Siloam Springs School District
Jim Rollins
Springdale School District
Lee Smith
Horatio Public Schools
Mary Ann Spears
Lincoln Consolidated School District
Melissa Speers
Jessieville School District
Dennis Truxler
Quitman Public Schools
California
Robert Adams
Redding School District
Stacey Adler
Mono County Office of Education
Jorge Aguilar
Sacramento City Unified School District
Ted Alejandre
San Bernardino County Superintendent of Schools
Jerry Almandarez
Colton Joint Unified School District
Susan Andreas-Bervel
Wilsona School District
Ward Andrus
Central Union High School District
Stephanie Anello
Antioch Unified School District
Donald Austin
Palo Alto Unified School District
Scott Bailey
Desert Sands Unified School District
Mary Barlow
Kern County Office of Education
James Berardi
Twin Ridges Elementary School District
Glen Billington
Yosemite Unified School District
Michele Bowers
Lancaster School District
James Brescia
San Luis Obispo County Office of Education
Mike Brown
Lucerne Elementary School District
Bruce Burns
Moraga School District
CJ (Christopher) Cammack
Martinez Unified School District
Mark Campbell
Calaveras Unified School District
Ronan Collver
Brisbane School District

NAME & DISTRICT

Craig Conte
Old Adobe Union School District
Jim Coombs
Lowell Joint School District
Juan Cruz
Heber Elementary School District
David Curry
Union Hill School District
Terrence Davis
Beaumont Unified School District
Terry Deloria
Jefferson Union High School District
Debra Duardo
Los Angeles County Office of Education
Richard DuVarney
Tehama County Department of Education
David East
Reef-Sunset Unified School District
Dana Eaton
Brentwood Union School District
Torie England
Penn Valley Union Elementary School District
Lisette Estrella-Henderson
Solano County Office of Education
Chris Evans
Natomas Unified School District
Brock Falkenberg
Lake County Office of Education
Todd Finnell
Imperial County Office of Education
Tanya A. Fisher
Selma Unified School District
Deborah Flores
Gilroy Unified School District
Rauna Fox
San Pasqual Valley Unified School District
Eric Fredrickson
Grass Valley School District
Russell Freitas
Firebaugh-Las Deltas Unified School District
Chris Funk
East Side Union High School District
Gayle Garbolino-Mojica
Placer County Office of Education
Reyes Gauna
Byron Union School District
Brett Geithman
Larkspur Corte Madera School District
Carol Geyer
Pierce Joint Unified School District
Kathy Granger
Mountain Empire Unified School District
Merrill Grant
Sierra County Office of Education
Jose Gonzalez
Planada Elementary School District
Miguel Guerrero
Lamont Elementary School District
Patrica Gunderson
Lassen County Office of Education
Jeff Harris
Del Norte Unified School District
Patrick Hefflin
Julian Union High School District

NAME & DISTRICT

Mike Heffner
Bonny Doon Union Elementary School District

Craig Helmstedter
Ocean View School District

Steven Herrington
Sonoma County Office of Education

Greg Hetrick
Oakley Union Elementary School District

Christopher Hoffman
Elk Grove Unified School District

Cheryl Hunt
Lemoore Union Elementary School District

Michele Huntoon
Aromas-San Juan Unified School District

Linda Irving
Sebastopol Union Schools

Michelle John
Paradise Unified School District

Kyla Johnson-Trammell
Oakland Unified School District

Doug Kaelin
Biggs Unified School District

Nancy Kelly
Upland Unified School District

Steve Kennedy
Menifee Union School District

Linda Kimble
Vista Unified School District

Diann Kitamura
Santa Rosa City Schools

Douglas Kline
Calipatria Unified School District

Scott Lay
Nevada County Superintendent of Schools

Robert Leri
Tahoe Truckee Unified School District

Joshua Lightle
Eastside Union School District

Michael Lin
Corona-Norco Unified School District

Peter Livingston
Lucerne Valley Unified School District

Krystal Lomanto
San Benito County Office Of Education

Lynn Mackey
Contra Costa County Office of Education

Raul Maldonado
Palmdale School District

Stan Mantooth
Ventura County Office of Education

Dale Marsden
San Bernardino City Unified School District

Cindy Marten
San Diego Unified School District

Norma Martinez
Centralia Elementary School District

Steve Martinez
Kernville Union School District

Michael Matsuda
Anaheim Union High School District

Vincent Matthews
San Francisco Unified School District

Michael McCormick
Val Verde Unified School District

Trevor McDonald
Lompoc Unified School District

NAME & DISTRICT

Mike McLaughlin
San Leandro Unified School District

David McQueen
Kelseyville Unified School District

Tracy McSparren
Bellflower Unified School District

Froilan Mendoza
Baldwin Park Unified School District

Paul Meyers
Standard School District

Charles Miller
John Swett Unified School District

L. Karen Monroe
Alameda County Office of Education

Jenny Montoya
Gerber Union Elementary School District

Marie Morgan
Walnut Creek School District

Barbara Nemko
Napa County Office of Education

Amy Nguyen-Hernandez
Adelanto Elementary School District

Gregory O'Brien
Centinela Valley Union High School District

Doreen Osumi
Yuba City Unified School District

Trevor Painton
Romoland School District

Adrian Palazuelos
Fillmore Unified School District

Cathy Parker
Tuolumne County Superintendent of Schools

Marc Patterson
East Whittier City School District

Dana Pedersen
Guerneville School District

Contessa Pelfrey
Jamestown School District

Diane Perez
San Jacinto Unified School District

Vahn Phayprasert
Millbrae School District

Benjamin Picard
Sunnyvale School District

Audra Pittman
Bayshore Elementary School District

Robert Pletka
Fullerton School District

Andrew Pulver
Los Alamitos Unified School District

Ruben Reyes
Robla Elementary School District

Alfredo Rubalcava
Magnolia Public Schools

Terri Rufert
Sundale Union Elementary School District

Bryon Schaefer
Kern High School District

Janet Schulze
Pittsburg Unified School District

Richard Sheehan
Covina-Valley Unified School District

Mary Sieu
ABC Unified School District

Anne Silavs
Cypress School District

NAME & DISTRICT

Paula Silva
Big Valley Joint Unified School District

Kevin Skelly
San Mateo Union High School District

Kari Skidmore
Santa Clara Elementary

Amy Slavensky
Amador County Unified School District

Brenda Smith
Hughson Unified School District

Kelly Staley
Chico Unified School District

Julia Tidball
Mark Twain Union Elementary School District

Patrick Traynor
Alpine County Unified School District

Bernardo Vidales
Jefferson Elementary School District

Jason Waddell
Susanville School District

Christine Walker
Hueneme Elementary School District

Kermith Walters
Siskiyou County Office of Education

Michael Watenpaugh
Cotati-Rohnert Park Unified School District

Jim Yovino
Fresno County Office of Education

Dan Zeisler
Clear Creek Elementary

Colorado

Rocco Fuschetto
Ignacio School District 11JT

Chris Fiedler
School District 27J

Connecticut

Mark Benigni
Meriden Public Schools

Carol Birks
New Haven School District

Maureen Brummett
Plainville Community Schools

Patricia Buell
Brooklyn Public Schools

Neil Cavallaro
West Haven Public Schools

Matt Conway
Derby Public Schools

Catherine Carbone
Bristol Public Schools

Francine Coss
Thomaston Public Schools

Christopher Drezek
Enfield Public Schools

Erica Forti
East Haven Public Schools

Matthew Geary
Manchester Public Schools

Thomas Giard
Waterford Public Schools

Michael Graner
Groton Public Schools

Jason Hartling
Ledyard Public Schools

Aresta Johnson
Bridgeport Public Schools

NAME & DISTRICT

Toni Jones
Greenwich Public Schools

Joseph Macary
Vernon Public Schools

Ralph Mayo
Greenwich Public Schools

Sean McKenna
Griswold Public Schools

Steven Moccio
Stafford Public Schools

Thomas Moore
West Hartford Public Schools

Jeffrey Newton
East Lyme Public Schools

Maryann O'Donnell
Clinton Public Schools

Sal Pascarella
Danbury Public Schools

Nathan Quesnel
East Hartford Public Schools

Van Riley
Stonington Public Schools

Cynthia Ritchie
New London Public Schools

Janet Robinson
Stratford Public Schools

Lorrie Rodrigue
Newtown Public Schools

Nancy Sarra
The Consolidated School District of New Britain

Melinda Smith
Thompson Public Schools

Kristen Stringfellow
Norwich Public Schools

James Thompson Jr.
Bloomfield Public Schools

Leslie Torres-Rodriguez
Hartford Public Schools

Jack Zamary
Monroe Public Schools

District of Columbia

Lewis Ferebee
District of Columbia Public Schools

Florida

Greg Adkins
School District of Lee County

Todd Bowden
Sarasota County Schools

Kurt Browning
Pasco County Schools

Alberto Carvalho
Miami-Dade County Public Schools

Adrian Cline
School District of DeSoto County

Steve Dionisio
Charlotte County Public Schools

Jeff Eakins
Hillsborough County Public Schools

Danny Glover
Taylor County School District

Michael Grego
Pinellas County Schools

Russell Hughes
Walton County School District

Barbara Jenkins
Orange County Public Schools

NAME & DISTRICT

Larry Moore
Jackson County School Board

Traci Moses
Franklin County School District

Mark Porter
Monroe County School District

Robert Runcie
Broward County Public Schools

Cynthia Saunders
School District of Manatee County

Georgia

Morcease J. Beasley
Clayton County Public Schools

Chuck Bell
Elbert County Schools

Jay Brinson
Wayne County School System

Rosemary Caddell
Wilkes County Schools

William Cason
Valdosta Board of Education

Scarlett Copeland
Appling County Schools

Melody Day
Chickamauga City Schools

Rudolph Falana
Burke County Schools

Samantha Fuhrey
Newton County Schools

Robert Griffin
Meriwether County Schools

Johnnie Grimsley
Clay County School System

April Howard
Jackson County Schools

Molly Howard
Jefferson County Schools

Curtis Jones
Bibb County Schools

John Lairsey
Charlton County Board of Education

Morris Leis
Coffee County Schools

Samuel Light
Lincoln County School System

Bubba Longgear
Candler County Schools

Chris McMichael
Barrow County School System

Franklin Perry
Liberty County School System

Noris Price
Baldwin County School District

Angela Pringle
Richmond County School System

Damon Raines
Walker County Schools

Vickie Reed
Brooks County Schools

Grant Rivera
Marietta City Schools

Mark Scott
Houston County Board of Education

Bill Settle
Worth County Schools

Kevin Smith
Pierce County Schools

NAME & DISTRICT

Steve Smith
Bleckley County Schools

Wes Taylor
Lowndes County Schools

Glenn Tidwell
Marion County Board of Education

Barry Waller
Toombs County Schools

Martin Waters
Evans County Schools

Jeremy Williams
Gainesville City Schools

Jute Wilson
Lamar County Schools

Hawaii

Ann Mahi
Nanakuili-Waianae Complex

Illinois

Julie Brua
Gavin School District 37

Richard Decman
Herscher Community Unit School District No. 2

Scott Goselin
Bradley School District 61

Lisa Harrod
Manteno Community Unit School District No. 5

Kristin Humphries
East Moline School District 37

Carol Kelley
Oak Park Elementary School District 97

Reginald Lawrence
Rock Island-Milan School District 41

Jay Morrow
United Township High School District #30

Theresa Plascencia
Waukegan Public School District #60

Nick Polyak
Leyden High School District 212

Andy Richmond
Carbon Cliff-Barstow School District #36

Dan Riordan
Reavis High School District 220

Jesse Rodriguez
Proviso Township High School District 209

Gabrielle Schwemmer
Sparta Community Unit School District #140

Darryl Taylor
Lincoln Elementary School District 156

Amy Warke
LaGrange Highlands District 106

Indiana

Amanda Alaniz
Portage Township Schools

Keith Nance
West Washington School Corporation

Mary Roberson
Perry Central Community School Corporation

David Smith
Evansville Vanderburgh School Corporation

Iowa

Thomas Ahart
Des Moines Public Schools

Steve Bass

NAME & DISTRICT

Urbandale Community School District
 Matt Berninghaus
 Center Point-Urbana Community School District
 Brad Buck
 Cedar Rapids Community School District
 Mark Dohmen
 North Cedar Community School District
 Paul Gausman
 Sioux City Community School District
 Steve Gettel
 Iowa School for the Deaf
 Mary Hainstock
 Vinton-Shellsburg Community Schools
 Ed Hawks
 Underwood Community School District
 Chris Hoover
 Maquoketa Community School District
 Lou Howell
 Treynor Community Schools
 Angela Huseman
 Tri-Center Community School District
 Jane Lindaman
 Waterloo Community Schools
 Susie Meade
 Winterset Community Schools
 Tom Meyer
 Bellevue Community School District
 Timothy Mitchell
 Riverside Community School District
 Vickie Murillo
 Council Bluffs Community School District
 Lisa Remy
 West Des Moines Community Schools
 Mark Schneider
 Mid-Prairie Community School District
 Theron Schutte
 Marshalltown Community School District
 Mark Schweer
 Lewis Central Community Schools
 David Schweitzer
 Saint Albert Catholic Schools
 Deron Stender
 Clarinda Community School District
 Brian Strusz
 Pleasant Valley Community School District
 Joe Stutting
 North Scott School District

Kansas

Michael Argabright
 Southern Lyon County USD 252
 Susan Beeson
 Centre USD 397
 John Bergkamp
 Valley Heights USD #498
 John Black
 Augusta Public School
 Dan Brungardt
 Bonner Springs/Edwardsville Unified School District 204
 John Burke
 Haysville Public Schools

Jason Crawford
 Elk Valley School District
 Alan Jamison
 USD 360 Caldwell Schools

NAME & DISTRICT

Jeff Jones
 Western Plains USD 106
 Joel Lovesee
 Bluestem Unified School District #205
 Nathan Reed
 Winfield Public Schools USD #465

Kentucky

Houston Barber
 Frankfort Independent Schools
 Buddy Berry
 Eminence Independent Schools
 Ken Bicknell
 Paris Independent School District
 Tim Bobrowski
 Owsley County Schools
 Michael Borchers
 Ludlow Independent Schools
 Nicholas Brake
 Owensboro Independent Schools
 Mickey Brangers
 West Point Independent School District
 Nick Carter
 Breckinridge County Schools
 Emmanuel Caulk
 Fayette County Public Schools
 Vince Clark
 Crittenden County Schools
 J. Robin Cochran
 Washington County Schools
 Thom Cochran
 Johnson County Schools
 Aaron Collins
 Fulton County Schools
 Dennis Davis
 Mercer County Schools
 Keith Davis
 Bullitt County Public Schools
 Kay Dixon
 Barbourville Independent Schools
 Gary Fields
 Bowling Green Independent School District
 Michael Ford
 Russell County Schools
 Mary Ann Gemmill
 Christian County Schools
 Keith Haynes
 Cloverport Independent School District
 Casey Henderson
 Hickman County Schools
 Sean Horne
 Russell Independent Schools
 Sandra Johnson
 Hazard Independent Schools
 Vicki Jones
 East Bernstadt Independent School District
 Mark Kopp
 Franklin County Schools
 Ron Livingood
 Carroll County Schools
 Bo Matthews
 Barren County Schools
 Lisa McCane
 Augusta Independent School District
 Misty Middleton
 Williamstown Independent Schools
 John Millay
 Meade County Schools

NAME & DISTRICT

Matt Morgan
 Grant County Schools
 Paul Mullins
 Logan County Schools
 Edwin Oyler
 Todd County School District
 Randy Poe
 Boone County Schools
 Martin Pollio
 Jefferson County Public Schools
 David Raleigh
 Larue County Schools
 Wayne Roberts
 Wayne County Schools
 Rick Ross
 Mason County Schools
 Jeffery Saylor
 Estill County Schools
 William Sexton
 Clay County Schools
 Donald Shively
 Paducah Independent Schools
 Jay Simmons
 Carlisle County Schools
 Robb Smith
 Bellevue Independent Schools
 Timothy Spencer
 Menifee County Schools
 Kelly Sprinkles
 Knox County Public Schools
 Marganna Stanley
 Henderson County Schools
 Harvey Tackett
 Bath County Schools
 Sarah Wasson
 Lee County School District
 Phillip Watts
 Breathitt County Schools

Louisiana

Henderson Lewis, Jr.
 New Orleans Public Schools

Maine

Xavier Botana
 Portland Public Schools
 William Braun
 Eastern Maine Area School System - AOS 90
 Chris Clark
 Zion-Benton Twp. High School District 126
 Andrew Dolloff
 Yarmouth School Department
 Marc Gousse
 Mount Desert Island Regional School System
 Katy Grondin
 Auburn School Department
 Patricia Hopkins
 Maine School Administrative District 11
 Ken Kunin
 South Portland School Department
 Maria Libby
 Five Town School District

Heather Perry
 Gorham School Department
 Jeff Porter
 Maine School Administrative District 51

NAME & DISTRICT

Sanford Prince
Windham-Raymond School System
Matt Schmidt
Bangor Township Schools
Gwen Smith
Greenbush Public Schools

Maryland

Daniel Curry
Calvert County Public Schools
Donna Hanlin
Wicomico County Public Schools

Massachusetts

Maureen Binienda
Worcester Public Schools
Pam Gould
Sandwich Public Schools
Robert Jokela
Fitchburg Public Schools
Brandi Kwong
Methuen Public Schools
Barbara Malkas
North Adams Public Schools
Matthew Malone
Fall River Public Schools
Margaret Marotta
Haverhill Public Schools
Jason McCandless
Pittsfield Public Schools
Michael Richard
West Springfield Public Schools
Daniel Warwick
Springfield Public Schools
Stephen Zrike
Holyoke Public Schools

Michigan

Adam Bayne
Holton Public Schools
Andrew Brodie
Flat Rock Community Schools
Geoff Bontrager
Northwest Community Schools
Jamie Cain
Port Huron Schools
Kimberly Carter
Battle Creek Public Schools
Brady Cook
Michigan Center School District
Steve Doerr
East Jackson Community Schools
Steve Edwards
Reeths-Puffer Schools
Bill Fetterhoff
Godwin Heights Public Schools
Dan Funston
Concord Community Schools
Clarence Garner
Grand Blanc Community Schools
Jeffrey Hartel
Cass City Public Schools
David Hornak
Holt Public Schools
Amy Kruppe
Hazel Park Schools
Sandy Maxson
da Vinci School District
Marjie McAnally
Romulus Community Schools

NAME & DISTRICT

Jerry McDowell
Whitehall District Schools
Ryan McLeod
East Detroit Public Schools
Kevin Oxley
Jackson County Intermediate School District
Kevin Polston
Godfrey-Lee Public Schools
George Rierson
Unionville-Sebewaing Area School District
James Schwarz
Avondale School District
Lori Tubbergen Clark
Newaygo County Regional Educational Service Agency
Teresa Weatherall Neal
Grand Rapids Public Schools
Kelley Williams
Pontiac School District

Minnesota

Kimberly Belcastro
Wrenshall School District
Randal Bergquist
Osakis Public Schools
David Bottem
Barnum Public Schools ISD 91
Robert Brandl
Cedar Mountain School District
Joseph Brown
Fairmont Area Schools
Gwen Carman
Carlton School District
Paul Durand
Rockford Area Schools
Aaron Fischer
Esko Public Schools
William Gronseth
Duluth Public Schools
Matt Grose
Deer River ISD 317
Robert Indihar
Moose Lake Community School
Nathan Libbon
Cromwell-Wright ISD #95
Scott Monson
Marshall Public Schools ISD 413
Gregg Parks
Nevis Public School ISD 308
Noel Schmidt
Virginia Minnesota Public Schools
Patrick Walsh
Belgrade-Brooten-Elrosa School District

Mississippi

Donna Boone
Forrest County Agricultural High School District
Wendy Bracey
Marion County School District
Frank Campbell
South Tippah School District
Amy Carter
Meridian Public School District
Tony Cook
Houston School District

NAME & DISTRICT

Debra Dace
Sunflower County Consolidated School District
Billy Ellzey
Kosciusko School District
Carla Evers
Pass Christian School District
Jay Foster
Senatobia Municipal School District
Brian Freeman
Forrest County School District
Jason Harris
Columbia School District
Brian Harvey
Oxford School District
James Henderson
Holmes County Consolidated School District
Teresa Jackson
Winona-Montgomery Consolidated School District
Jessie King
Leland School District
Alan Lumpkin
Pearl River County School District
Delesicia Martin
Hinds County School District
Larry Mitchell
Alcorn School District
Brock Puckett
Pontotoc County Schools
Adam Pugh
Lafayette County School District
Vivian Robinson
Coffeetown School District
Chad Shealy
Vicksburg Warren School District
Tess Smith
Lamar County School District
Shannon Vincent
Moss Point School District
Jimmy Weeks
Lee County Schools
Robert Williams
Hattiesburg Public Schools

Missouri

Mark Bedell
Kansas City Public Schools
Yolanda Cargile
Hickman Mills C-1 School District
Matt Ruble
Farmington R-7 School District
Rob Picou
Tupelo Public Schools
Renee Sagaser
Fair Play R-II School District
Jason Snodgrass
Fort Osage School District

Montana

Craig Barringer
Libby Public Schools
Laurie Barron
Evergreen School District
Bob Connors
Glasgow School District
Mark Flatau
Kalispell Public Schools

NAME & DISTRICT

Judy Jonart
Butte School District

Tammy Lacey
Great Falls Public Schools

Tobin Novasio
Lockwood Schools

Nebraska

Mark Adler
Ralston Public Schools

Tawana Grover
Grand Island Public Schools

Terry Haack
Bennington Public Schools

Bary Habrock
Elkhorn Public Schools

Ron Hanson
North Platte School District

Melissa Polonic
DC West Community Schools

Brett Richards
Springfield Platteview Community Schools

Andrew Rikli
Papillion La Vista Community Schools

Jeff Rippe
Bellevue Public Schools

Jim Sutfin
Millard Public Schools

Nevada

Kristen McNeill
Washoe County School District

New Hampshire

Ruth Ellen Vaughn
Farmington School District

New Jersey

Edwin Acevedo
Long Hill Township School District

Paul Casarico
Waldwick School District

Jennifer Cenatiempo
Lafayette Township School District

Vanessa Clark
Lacey Township School District

James DiDonato
Mount Holly Township Public Schools

Nancy Hudanich
Cape May County Technical Schools

Beverly MacKay
Ramapo Indian Hills Regional High School District

Diane Mandry
Pohatcong School District

Scott McCue
Eatontown Public Schools

Fred McDowell
Trenton Public Schools

Beth Norcia
Maple Shade School District

Rene Rovtar
Montville Township Public Schools

Jared Ramage
Red Bank Borough Public Schools

Michael Salvatore
Long Branch Public Schools

Eileen Shafer
Paterson Public Schools

Stephanie Snyder
Holland Township School District

NAME & DISTRICT

Tony Trongone
Pemberton Township Schools

Michelle Vella
North Plainfield School District

Troy Walton
Township of Franklin Public Schools

New Mexico

TJ Parks
Hobbs Municipal Schools

New York

Kriner Cash
Buffalo City Schools

Thomas Douglas
Horseheads Central School District

Mary Beth Fiore
Elmira Heights Central School District

Patricia Follette
Whitney Point Central School District

Linda Goewey
Hudson Falls Central School District

Daniel Mannix
Beekmantown Central School District

Brian Pulvino
Fulton City School District

Edwin Quezada
Yonkers Public Schools

Ray Sanchez
Ossining Union Free School District

Jason Smith
Lyndonville Central School

Susan Vickers
Hunter-Tannersville Central School District

Angela White
Biondi Education Center
Rising Ground

North Carolina

Chad Beasley
Alleghany County Schools

Marvin Connelly
Cumberland County Schools

Catherine Gentry
Thomasville City Schools

Derrick Jordan
Chatham County Schools

Ethan Lenker
Pitt County Schools

Cathy Moore
Wake County Public School System

Patrick Miller
Greene County Schools

Ohio

Ty Ankrom
Pickaway County Educational Service Center

Eugene Blalock, Jr.
North College Hill City School District

Melvin Brown
Reynoldsburg City Schools

Josh Englehart
Painesville City Local Schools

Thomas Gill
Ursuline Community School

Eric Gordon
Cleveland Metropolitan School District

Kathy Greenwich
Knox County Career Center Schools District

NAME & DISTRICT

Edward Kurt
Findlay City Schools

Kirk Koennecke
Graham Local Schools

Katherine Sabo
Norwood City School District

David Toth
Crestwood Local School District

Dwayne Thompson
Piqua City Schools

Greg Williams
New Lebanon Local Schools

Chad Wyen
Mad River School District

Oklahoma

Shelly Arrott
Ponca City Public Schools

Darrell Floyd
Enid Public Schools

Geri Gilstrap
Stilwell Public Schools

Deborah Gist
Tulsa Public Schools

April Grace
Shawnee Public Schools

Oregon

Paul Andrews
High Desert Education Service District

Doug Ardiana
Bandon School District

Candy Armstrong
North Wasco County School District

Gustavo Balderas
Eugene School District

Brent Barry
Phoenix-Talent School District

Andy Bellando
Dallas School District

Brian Berry
Yoncalla School District

Scott Beveridge
Southern Oregon Education Service District

Buzz Brazeau
Philomath School District

Sam Breyer
Multnomah Education Service District

James Brookins
Blachly School District

Beth Burton
Stanfield School District

Gary Carpenter
Fern Ridge School District

Paul Coakley
Centennial School District

Darrick Cope
Helix School District

Jared Cordon
Roseburg Public Schools

Shannon Criss
Harney County Educational Service District

Danna Diaz
Reynolds School District

Larry Dwyer
Oregon City School District

Dirk Dirksen
Morrow County School District

NAME & DISTRICT

Lance Dixon
North Powder School District
Reta Doland
Oakridge School District
Darin Drill
Cascade School District
Aaron Duff
Milton-Freewater Unified School District
Tonja Everest
Linn Benton Lincoln Education Service District
Chris Fritsch
Pendleton School District
Andy Gardner
North Santiam School District
Brian Gardner
Central Linn School District
Michelle Geer
Condon School District
David Gianotti
Riddle School District #70
Dan Goldman
Northwest Regional Education Service District
Karen Gray
Lincoln County School District
Don Grotting
Beaverton School District
Penny Grotting
North Central Education Service
Andrew Grzeskowiak
Siuslaw School District 97J
Nanette Hagen
Myrtle Point School District
Sara Hahn-Huston
Hood River County School District
Todd Hamilton
Springfield School District
Jack Henderson
Dufur School District
Paul Hillyer
Klamath Falls City Schools
Art Houghtaling
Falls City School District
Jay Hummel
Wallowa School District
Doug Jantzi
Prospect School District
Michael Johnson
Creswell School District
Kirk Kolb
Grants Pass School District #7
Jennifer Kubista
Central School District 13J
Angie Lakey-Campbell
Imbler School District
Michael Lasher
Douglas Education Services District
Phil Long
Jackson County School District 91 (Butte Falls)
Michael Lopes-Serrao
Parkrose School District
Patti Lovemark
Oakland School District
Tony Mann
Molalla River School District

NAME & DISTRICT

Johnie Matthews
Lowell School District
Malcom McRae
Crow-Applegate-Lorane School District
George Mendoza
La Grande School District
Kevin Miller
Winston-Dillard School District #116
Todd Miller
Santiam Canyon School District
Tricia Mooney
Hermiston School District
Mark Mulvihill
InterMountain Education Service District
Ryan Noss
Corvallis School District
Dave Novotney
Willamette Education Service District
Jodi O'Mara
Mapleton School District
Wes Owens
Sherman County School District
Chris Parra
Bethel School District
Ken Parshall
Jefferson County Education Service District & Jefferson County Schools 509J
Karen Patton
Wallowa County Education Service District
A. Katrise Perera
Gresham-Barlow School District
Steve Perkins
Port Orford-Langlois School District 2CJ
Jon Peterson
Ione School District
Laure Quaresma
Athena-Weston School District
Brian Recht
Dayton School District #8
Ginger Redlinger
North Marion School District
Mark Redmond
Malheur Education Service District
Bill Rhoades
Woodburn School District
Ken Richardson
David Douglas School District
Cynda Rickert
Eagle Point School District 9
Kathleen Rodden-Nord
Junction City School District
Jada Rupley
Clackamas Education Service District
Maryalice Russell
McMinnville School District
Tony Scurto
Lane Educational Services District
Heidi Sipe
Umatilla School District
Bryan Starr
Harrisburg School District
Dandy Stevens
Gervais School District
Troy Stoops
Mt. Angel School District
Pat Sublette
Columbia Gorge Education Service District

NAME & DISTRICT

Steven Sugg
Sheridan School District 48J
Jack Thompson
Lake County Education Service District
Lane Tompkins
McKenzie School District
Matt Utterback
North Clackamas School District
Robert Waltenburg
Grant County Education Service District
Bill Watkins
Marcola School District
Joe Wehrli
St. Paul School District
Tenneal Wetherell
South Coast Education Service District
Mark Witt
Baker School District
Ryan Wrought
South Wasco County School District
Bo Yates
Lebanon School District
Carrie Zimbrick
Willamina School District
Pennsylvania
Sean Aikin
Shaler Area School District
Christopher Dormer
Norristown Area School District
Shawn Ford
Purchase Line School District
William Hite
The School District of Philadelphia
James Konrad
Washington School District
Jerri Lynn Lippert
West Allegheny School District
John Reinhart
Easton Area School District
Joseph Roy
Bethlehem Area School District
Rhode Island
Phil Auger
North Kingstown School Department
Colleen Burns Jermain
Newport Public Schools
Laurie Dias-Mitchell
Little Compton School Department
Stephanie Downey-Toledo
Central Falls School District
Ken Duva
Jamestown School District
James Erinakes
Exeter-West Greenwich School District
Mark Garceau
Westerly Public Schools
Joseph Goho
North Providence School Department
Patrick McGee
Woonsocket Education Department
Robert Mitchell
Cumberland School District

Jeannine Nota-Masse
Cranston Public Schools
Judy Paolucci
Smithfield Public Schools

NAME & DISTRICT

Barry Ricci
Chariho Regional School District

Ana Riley
Portsmouth School Department

Peter Sanchioni
Tiverton Public Schools

Karen Tarasevich
West Warwick Public Schools

Philip Thornton
Warwick Public Schools

South Carolina

Bill Cook
Rock Hill School District

South Dakota

Joel Bailey
Platte-Geddes School District

Quinton Cermak
Highmore-Harrold School District

Robin Dutt
Newell School District #9-2

Jeremy Hurd
Hoven School District

Dan Martin
Timber Lake School District 20-3

Mark Naugle
Custer School District

Trent Osborne
Ipswich Public School District 22-6

Summer Schultz
Dell Rapids Public School District

Lori Simon
Rapid City Area Schools

Carol Veit
Eagle Butte School District 20-1

Tennessee

Mark Florence
Benton County Schools

Linda Gilbert
Murfreesboro City Schools

James Griffin
Millington Municipal Schools

Texas

Hafedh Azaiez
Donna Independent School District

Blair Brown
Panhandle Independent School District

Jim Chadwell
Eagle Mountain-Saginaw Independent School District

James Cowley
Groesbeck Independent School District

Paul Cruz
Austin Independent School District

Walter Jackson
Brenham Independent School District

Neil Jeter
Troy Independent School District

Reynaldo Madrigal
Harlandale Independent School District

Greg Ollis
Channelview Independent School District

Sylvia Rios
Laredo Independent School District

Michelle Schwind
Italy Independent School District

Veronica Vijil
Fabens Independent School District

NAME & DISTRICT

Rodney Watson
Spring Independent School District

Angi Williams
Galena Park Independent School District

Morgan Wright
Spurger Independent School District

Utah

Martin Bates
Granite School District

Jennifer Covington
Murray City School District

Lexi Cunningham
Salt Lake City School District

Jill Gildea
Park City School District

Sunshine Pray
Soap Lake School District

Virginia

Brian Austin
Lee County Public Schools

Robert Benson
King George County Schools

Rita Bishop
Roanoke City Public Schools

Carol Carter
King and Queen County Public Schools

Jeffery Cassell
Waynesboro City Public Schools

Mervin Daugherty
Chesterfield County Public Schools

Tameshia Grimes
Nottoway County Public Schools

Chris Holland
Accomack County Public Schools

Mark Mear
Montgomery County Public Schools

Greg Mullins
Wise County Public Schools

Michael Perry
Westmoreland County Public Schools

Maria Pitre-Martin
Petersburg City Public Schools

Victor Shandor
York County School Division

Sandy Strayer
Henry County Public Schools

Jason Van Heukelum
Winchester Public Schools

Kari Weston
Dinwiddie County Public Schools

Washington

Kevin Alfano
Fife Public Schools

Shane Backlund
Selah School District

Bryon Bahr
Rainier School District

Krestin Bahr
Eatonville School District

Wayne Barrett
Concrete School District

Laurel Browning
Burlington-Edison School District

Kevin Chase
Educational Service District 105

Debra Clemens
North Thurston Public Schools

NAME & DISTRICT

Donna Colosky
Mercer Island School District

Jeff Davis
Onalaska School District

Laurie Dent
Sumner School District

Michael Farmer
Dieringer School District

Susan Enfield
Highline Public Schools

Kim Fry
Rochester School District

Lance Gibbon
Oak Harbor Public Schools

Lance Goodpaster
Franklin Pierce School District

Lisa Grant
Mossyrock School District

Trevor Greene
Yakima School District

Curt Guaglianone
Mt. Adams School District

Steve Holland
Raymond School District

Douglas Johnson
Dayton School District

Marci Larsen
Mukilteo School District

Aaron Leavell
Bremerton School District

Jerry Lewis
White Salmon Valley Schools

Margarita C. Lopez
Granger School District

Buck Marsh
Darrington School District

Linda Martin
Thorpe School District

Nathan McCann
Ridgefield School District

Kevin McKay
Sunnyside School District

Whitney Meissner
La Conner School District

Patrick Murphy
Olympia School District

Michael Nelson
Enumclaw School District

Damien Pattenaude
Renton School District

John Polm
Port Townsend School District

Sunshine Pray
Soap Lake School District

Linda Quinn
Ferndale School District No. 502

Dana Rosenbach
North Mason School District

Ed Rothlin
Chehalis School District

Chris Rust
Toledo School District No. 237

Jane Stavem
Lake Washington School District

Rich Stewart
Kittitas School District

NAME & DISTRICT

Erik Swanson
Omak School District
Jason Thompson
Marysville School District
Rick Thompson
Chimacum School District
Eric Webb
Orcas Island School District 137
Kathi Weight
Steilacoom Historical School District
Brian Wharton
Yelm Community Schools
Michelle Whitney
Pasco School District
Vance Wing
Washtucna School District
West Virginia
Todd Alexander
Wayne County Schools
Joetta Basile
Monroe County Schools
Jim Brown
Ritchie County Schools
Jeff Bryant
Greenbrier County Schools
Adam Cheeseman
Doddridge County Schools
Deirdre Cline
Wyoming County Schools

NAME & DISTRICT

Scott Cochran
Webster County Schools
Jack Cullen
Mason County Schools
Ronald Duerring
Kanawha County Schools
Richard Duncan
Roane County Schools
Randall Farley
Marion County Schools
Bondy Shay Gibson
Jefferson County Schools
Blaine Hess
Jackson County School District
Will Hosaflook
Wood County Schools
John Hudson
Putnam County Schools
Robin Lewis
Lewis County Schools
Patricia Lowther
Gilmer County Board of Education
Patricia Lucas
Logan County Board of Education
Mark Manchin
Harrison County Schools
Kimberly Miller
Ohio County Schools

NAME & DISTRICT

MaryJane Pope Albin
Wirt County Schools
Ryan Saxe
Cabell County Schools
Don Spence
Mingo County Schools
Nelson Spencer
McDowell County Schools
Sara Stankus
Upshur County Schools
Kelli Whytsell
Calhoun County Schools
Stephen Wotring
Preston County Schools
Wisconsin
James Heiden
School District of Cudahy
Marty Lexmond
West Allis - West Milwaukee School District
Jeff Nelson
Grafton School District
Larry Ouimette
Lac du Flambeau School District
Jeffrey Walsh
Wabeno School District
Wendell Waukau
Menominee Indian School District