



Presented by
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History of House Bill 410



- In December 2016, Ohio lawmakers passed House Bill 410 in an effort to decrease the number of students who wind up in the criminal justice system for school-related absences.
- The bill, took effect on April 6, 2017
- It made several changes to the law governing student truancy
- H.B. 410 changes the truancy definition to be based on instructional hours, rather than days of instruction.



Key points to the Bill

- Under the new definitions, the designation of “chronic truancy” has been eliminated,
- The designation of “habitual truant” is defined as any child of compulsory school age who has been absent without legitimate excuse for:
 - 42 or more hours in a school month, or
 - 30 or more consecutive hours
 - 72 or more hours in a year



Absences that are excused

If the student is absent, the parent or guardian must supply the school with...

- a verbal or written excuse within one week of the student's return from an absence.
- Any excuses after one week must be approved by the principal.
- If no valid excuse is received, the absence will be considered unexcused.



Absences that are excused

An absence is recorded as excused for the following:

- Personal illness or quarantine
- Illness or death in the immediate household
- Emergencies - Religious holiday - Medical or Dental appointment - College visitation

Note: A maximum of nine (9) student absences from school may be considered excused with parental notification. After nine (9) absences, supplemental information must be provided to be reviewed and approved by the principal.



Written Notice

Schools must provide written notice to parents within seven days of a child's unexcused absence of 38 or more hours in a month or 65 or more hours in a school year.

There are two types of letters that the parent may receive

1st: Parent notification Letter - for students on 38 or more hours in a month

2nd: Parent meeting letter- for students on 42 hour or more Unexcused hours in a month



Absence intervention procedures

Absence intervention team: Once a student has been designated a “habitual truant,” the school shall assign the student to an absence intervention team.

Within seven school days of this designation, the principal shall select the members of the team, which shall include a representative of the child’s school, another representative from the school who knows the child, and the child’s parents, custodian, guardian ad litem or temporary custodian.



Parent Participation

Within seven school days of the student's designation as a "habitual truant," the school shall make at least three meaningful, good faith attempts to secure the participation of the student's parent, or guardians in an absence intervention team meeting.

-Currently due to the pandemic we can meet with parents on zoom or via phone to create the plan.

If seven school days elapse and the parent/custodian/guardian fails to respond to the attempts to secure parental participation in the team meeting, the school shall instruct the absence intervention team to proceed with developing a plan for the child.



Absence Intervention Plan

- Within 14 school days after the student's assignment, the team shall develop an intervention plan for that student to reduce or eliminate further absence.
- Each intervention plan shall vary based on the individual needs of the student, but the plan shall state that the attendance officer shall file a complaint with FCCS or Juvenile Court not later than 61 days after the date the plan was implemented if the child has refused to participate or failed to make progress on the intervention plan.

A copy of the plan will be mailed or emailed to the parent within 7 days of creating the plan



FCCS Referral and Juvenile Court Referral

The attendance team shall file a complaint with FCCS or the juvenile court on the 61st day after implementation of the absence intervention plan if all of the following apply:

- The student was absent without legitimate excuse from the public school for 30 or more consecutive hours, 42 or more hours in one school month or 72 or more hours in a school year after the plan has been created
- The school has made meaningful attempts to re-engage the student through the absence intervention plan with no success
- The student and parent (s) have refused to participate in or failed to make satisfactory progress on the plan



Now that we understand the law.

What can parents do to improve their child's (children's) attendance?

Strategies to Improve Attendance

The Importance of Consistency and Routine



During remote learning...

- Parents should create a space for learning as this will help the student get ready to learn.
- Develop structured routine , which includes a fixed time to wake up each morning
- Parent should check-in student daily between 7am to 11pm via the parent portal if they have access
- Parent can request access to the parent portal by sending a picture ID to parentportalaccess@columbus.k12.oh.us



Strategies to improve attendance-The Importance of Consistency and Routine

- If parent does not have access to the parent portal, the student can check -in daily via the student portal between 7am to 11pm
- Parent should notify the school if the Chromebook is not working
- Parent should notify the school if they do not have access to internet connectivity

When students return in the building...

- Develop a structured routine
- Ensure health conditions are monitored
- Immediately notify school if absent



Strategies to Improve Attendance

The Importance of Consistency and Routine

- Monitor student's attendance online -
- Notify school of any changes in address.
- Notify school of health status changes
- Provide written excuses when absent
- Refuse student absences unless truly sick
- If student qualifies for transportation, utilize transportation and inform the school when the bus is late, so student can be excused



VIDEO TUTORIAL: CHECKING IN STUDENTS FOR VIRTUAL ATTENDANCE

<https://www.youtube.com/watch?v=xQC-YV4QoM0&t=36s>



Strategies to improve attendance

FACTOR: Lack of/inconsistent internet access at home

POSSIBLE STRATEGY:

Take your child/ren to a Learning Extension Center Here is a list of LECs in our Region

[https://www.ccsqh.us/site/handlers/filedownload.ashx?moduleinstanceid=19997&dataid=28329
&FileName=Region%20Four%20Map.pdf](https://www.ccsqh.us/site/handlers/filedownload.ashx?moduleinstanceid=19997&dataid=28329&FileName=Region%20Four%20Map.pdf)

Strategies to improve attendance

Learning Extension Centers

Provide safe learning environments with internet access, meals, and tutoring as students continue to receive instruction from their teachers online.

The Learning Extension Centers are open ...

- (Mondays, Wednesdays and Fridays)
- *Attend MORNING 9:30am-12:00pm
- Attend AFTERNOON - 1:30-4:00pm
- Attend EVENING - 5:30-8:00pm

Please call them to know the days and time they are open as it varies.





Did you know that Como Elementary School is a Title I School?

As a parent of a student attending a school that is receiving Federal Title I dollars, you have the right to know the professional qualifications of the teacher(s) and instructional paraprofessional(s) who instruct your child. Federal law requires every Title I school district to comply and to provide you with the requested information in a timely manner.



We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

• Information on policies regarding student participation in assessments and procedures for opting out, and Information on required assessments that include:

subject matter tested, amount of time it takes students to complete the test, and time and format of disseminating results,

purpose of the test, & source of the requirement (if applicable),

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Ohio state requirements.



Thanks for listening.

Any questions?

