

House Bill 410 Requirements

Districts and community schools must have local policies that outline their interventions and plans for students who miss too much school. Districts and community schools should review their policies and determine if they need to amend current policies or create a policy to satisfy HB 410.

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students' attendance. By using data to identify and support students who may need extra support and services, districts can target supports to get students to school every day.

In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Beginning with the 2017-2018 school year, several changes take effect. Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school.

Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian;
- Development and implementation of an absence intervention plan, which may include supportive services for students and families;
- **Counseling;**
- Parent education and parenting programs;
- Mediation;
- Intervention programs available through juvenile authorities; and
- Referral for truancy, if applicable.

Updated district policies and procedures should reflect the following changes.

DEFINITION OF TRUANCY AND EXCESSIVE ABSENCES

1. 'Chronic truant' is removed from the law;
2. Definition of 'habitual truant' changed from days to hours. The new definition is:
 - a. Absent 30 or more consecutive hours without a legitimate excuse;
 - b. Absent 42 or more hours in one school month without a legitimate excuse; or
 - c. Absent 72 or more hours in one school year without a legitimate excuse.
3. Includes 'excessive absences':
 - a. Absent 38 or more hours in one school month with or without a legitimate excuse; or
 - b. Absent 65 or more hours in one school year with or without a legitimate excuse.

TRUANCY IS DECRIMINALIZED WITH SEVERAL CHANGES

1. A district must remove 'excessive truancy,' from its zero tolerance policy for violent, disruptive or inappropriate behavior;
2. Students cannot be expelled or suspended (out of school) for being truant (beginning July 1, 2017); and
3. A district must take several steps to engage the student and his or her family before filing a complaint with juvenile court (including parental notification, an absence intervention team and an absence

intervention plan detailed below). Juvenile court should consider alternatives to adjudication and adjudication should be used as a last resort. A complaint cannot be filed until:

- a. the 61st day after failed implementation of an absence intervention plan; or
- b. A child has been absent without a legitimate excuse for 30 or more consecutive hours or 42 or more hours in a school month during the implementation of an absence intervention plan.

STUDENT DISCIPLINE CHANGES

1. Schools may permit students to make up missed work due to out-of-school suspensions per district policy; and
2. Schools cannot apply any remaining part or all of a suspension to the following school year, but the superintendent may require a student to participate in community service or an alternative consequence for the number of hours equal to the time left on the suspension.

EMIS REPORTING CHANGES

1. When a district notifies a parent that a student has excessive absences;
2. When a child has been absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in one school year;
3. When a child, who has been adjudicated an unruly child for being a habitual truant, violates the court order regarding that adjudication; and
4. When an absence intervention plan has been implemented for a child.

DISTRICT RESPONSIBILITIES WHEN A CHILD HAS EXCESSIVE ABSENCES

When a student is excessively absent from school, the following will occur:

1. The district will notify the student's parents in writing within 7 days of the triggering absence;
2. The student will follow the district's plan for absence intervention; and
3. The student and family may be referred to community resources.

DISTRICT RESPONSIBILITIES WHEN A CHILD IS HABITUALLY TRUANT

When a student is habitually truant, the following will occur:

1. Within 7 days of the triggering absence, the district will do the following:
 - a. Select members of the absence intervention team;
 - b. Make 3 meaningful attempts to secure the participation of the student's parent or guardian on the absence intervention team.
2. Within 10 days of the triggering absence, the student will be assigned to the selected absence intervention team;
3. Within 14 days after the assignment of the team, the district will develop the student's absence intervention plan; and
4. If the student does not make progress on the plan within 61 days or continues to be excessively absent, the district will file a complaint in the juvenile court.

Districts must establish an absence intervention team to be deployed when a student is deemed habitually truant

The purpose of the absence intervention team is to establish a student-centered absence intervention plan for every child who is habitually truant by identifying specific barriers and solutions to attendance. The team is cross-sector and ideally includes the participation of the student and the parent. This requirement is new and is aimed at breaking down barriers to attendance without filing criminal complaints against the student in juvenile court.

1. Districts with a chronic absenteeism rate of 5 percent or greater must establish absence intervention teams for students who are habitually truant beginning with the 2017-2018 school year;

2. **Schools are permitted to have their own absence intervention teams, but the district is responsible for developing a team if the school does not have one;**
3. **Membership of each team should vary based on the needs of each individual student, but each team MUST include:**
 - a. **A representative from the individual's school or district;**
 - b. **Another representative from the school or district who has a relationship with the child;**
 - c. **The child's parent (or parent's designee) or the child's guardian, custodian, guardian ad litem or temporary custodian.**
4. **The district or school may consult or partner with public and nonprofit agencies to provide assistance, as appropriate, to students and their families to reduce absences.**

Please send your questions and comments to school_improvement@education.ohio.gov to assist with the Department's development of guidance and training materials.

Goal Statement

During the 2025-2026 School Year West Park School will decrease its absentee rate by 3% from the previous school year (2023-2024).

West Park Intervention Plan for Chronic Absenteeism

Universal Support (Tier 1)	All Students	<ul style="list-style-type: none">● Track daily attendance and each day we reach an attendance rate of 91% or greater each classroom can put a green pom in their classroom pom jar● Attendance celebrations conducted each month to recognize students with excellent and perfect attendance● Monthly attendance raffle for students and staff● Teaching attendance expectations to students● Communication and promotion plan to students and families● Work with local businesses and organizations to promote regular attendance● Each classroom that obtains perfect attendance each day can put green poms in their pom jars to represent each child in attendance● Implement “Stay in the Game” attendance initiative during the first full month of school.
Moderate Support (Tier 2)	At Risk Students	<ul style="list-style-type: none">● Warning letters sent home● Implement “Success Intervention Plans”
Intense Support (Tier 3)	High Risk Students	<ul style="list-style-type: none">● Conference with family and develop an intervention absence plan● Families are referred to the Divergent Attendance Program through the Portage County Courts.



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Help Your Child Succeed in Preschool and Kindergarten Build the Habit of Good Attendance

DID YOU KNOW...

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10% of school (1 or 2 days every few weeks) can make it harder to:

- Gain early reading and math skills.
- Build relationships.
- Develop good attendance habits.

High quality preschool and kindergarten has many benefits!

- The routines your child develops will continue throughout school.
- Make the most of early grades by encouraging your child to attend every day.

WHAT YOU CAN DO

Work with your child and his/her teacher to develop your child's strong attendance.

Talk about it – sing about it – make it an adventure!

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Share ideas with other parents for getting to school on time.

Before the school year starts

- Find out what day school starts and begin a countdown!
- Keep your child healthy and make sure your child has the required shots.
- Attend orientation with your child to meet teachers and classmates and find out about health and safety procedures.

Ready, Set, GO!

- If you are concerned your child may have Covid-19, call your school for advice. Ask for resources to continue learning at home if needed.
- Ask family members or neighbors for assistance if you need help.
- Try to schedule non-urgent medical appointments and extended trips when school is not in session.
- If your child seems anxious about preschool or kindergarten, talk to the program director, teacher, your doctor or other parents for advice.





Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

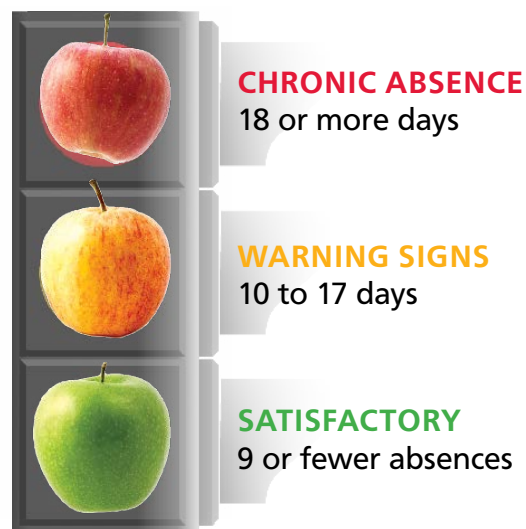
- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just 1 or 2 days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-Covid-19 related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home.

When Do Absences Become a Problem?



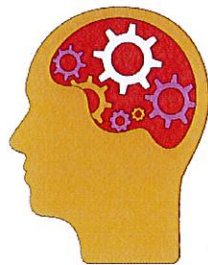
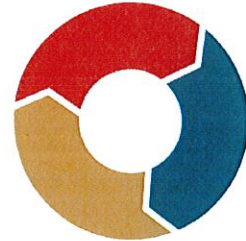
Note: These numbers assume a 180-day school year.

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Facts about SCHOOL ATTENDANCE

1 EXCUSED AND UNEXCUSED ABSENCES

EXCUSED AND UNEXCUSED ABSENCES HAVE THE SAME NEGATIVE AFFECT ON STUDENT ACADEMIC PERFORMANCE

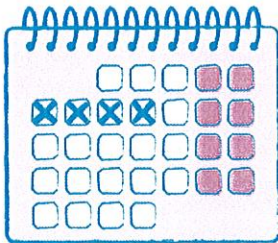


2 READING PROFICIENCY

POOR ATTENDANCE CAN INFLUENCE WHETHER CHILDREN READ PROFICIENTLY

3 TARDINESS

IN ONE SCHOOL YEAR, BEING FIVE MINUTES LATE EACH DAY EQUALS THREE WHOLE DAYS ABSENT.



4 MISSED DAYS STARTING IN SEPTEMBER

HALF OF THE STUDENTS WHO MISS 2-4 DAYS IN SEPTMEBER WILL GO ON TO MISS NEARLY A MONTH OF SCHOOL A YEAR

5 GRADUATION

BY 6TH GRADE, CHRONIC ABSENCE BECOMES A LEADING INDICATOR THAT A STUDENT WILL DROP OUT OF HIGH SCHOOL. WHEN ATTENDANCE IS IMPROVED, CHANCES OF GRADUATING ARE IMPROVED.

