

Attendance Manual

HILLSBORO SCHOOL DISTRICT 1J

Attendance Manual

Hillsboro School District 1J
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Table of Contents

Introduction.....	4
Why the focus on attendance?	4
Universal Systems Triangle.....	5
Universal System to Support Regular Attendance.....	6
Elementary-based.....	6
Secondary-based	6
Parent Communication System	7
Individual Assessment and Support.....	7
Consequence System.....	8
School/Community Support and Legal Consequences	8
Best Practices and Truancy Interventions.....	9
Policies and Attendance Definitions	9
Excused Absences.....	9
Unexcused Absence/Truancy.....	9
Irregular/Excessive Excused Absences	9
District Board Policies on Attendance	10
Attendance Approval Flow Chart	11
Steps to Improving Attendance and Reduce Truancy in Elementary Schools	12
Attendance Management Response.....	12
Refer Students with Attendance Issues	12
Interventions	13
Elementary School Attendance Process	14
Steps to Improving Attendance and Reducing Truancy in Secondary Schools.....	15
Attendance Management Response Team (AMRT):.....	15
A Sample Secondary Process	15
A Sample Secondary Schedule for Truancy Intervention	16
The CARE Team.....	17
Purpose	17
CARE Team Process	17
Pre-Meeting Responsibilities	17
CARE Team Procedures and Referral Process	17
Post-Meeting Responsibilities.....	18
School Interventions	19
Parent Communication	19
Academic Support and Interventions	19
Behavioral Contract	19
Care Coordinator.....	19
CARE Team Facilitator	19
Counseling	19
Gang Contract.....	19
PLATO.....	19
School Consequences	19
Student/Parent Conference.....	19

Student Study Team (SST)	20
Social Responsibility Training	20
Youth Contact	20
Community Interventions	20
Care Coordinator	20
Juvenile Officer	20
Hillsboro Police Officer	20
Truancy Team Intervention	20
Youth Contact	20
Law Enforcement Referral Process	21
Truancy Court	22
Resources and Duties of Responsible Parties	22
Juvenile Court Counselors	22
Care Coordinators	22
Hillsboro Police Department	22
Washington County Sheriff's Department	23
Youth Contact	23
Juvenile Crime Prevention (JCP)	23
Student Assistance Program (SAP)	24
Project Success	24
Appendices	26
Contact Directory for 2007-08.....	26
Irregular Attendance Notices	26
Student Assistance Action Form.....	32
HSD1J Gang Behavior Contract 1	33
HSD1J Gang Behavior Contract 2	34
Second Step Request for Attendance Officer Services	26
Fax Cover Sheet – Attendance Officer Services Request	26
Law Enforcement Compulsory Attendance Letter.....	26
Mandatory School Attendance Meeting – Formal notice to Parent	38
SS/HS Care Coordination Referral	39
Washington County Juvenile Officer Intake Form	42

Introduction

Why the focus on attendance?

“A school that does not attend to this factor risks undermining all other efforts at school improvement.”

-Robert Marzano (What Works in Schools)

A primary component of academic success is consistent school attendance. Students who are frequently absent miss important instruction and are likely to lag behind peers in achievement, feel disconnected from school, and eventually drop out.

In a 2002 report commissioned by the Colorado Foundation for Families and Children, juvenile delinquency is linked to school absenteeism. The report illustrates a synchronous chain of events from truancy, suspension, expulsion, and dropping out leading to delinquency, and cites the potential for diminished outcomes for students caught up in this cycle, such as lower lifetime earnings, adult criminality, family dysfunction, and unemployment (Gonzales, Richards, Seely, 2002, p.3).

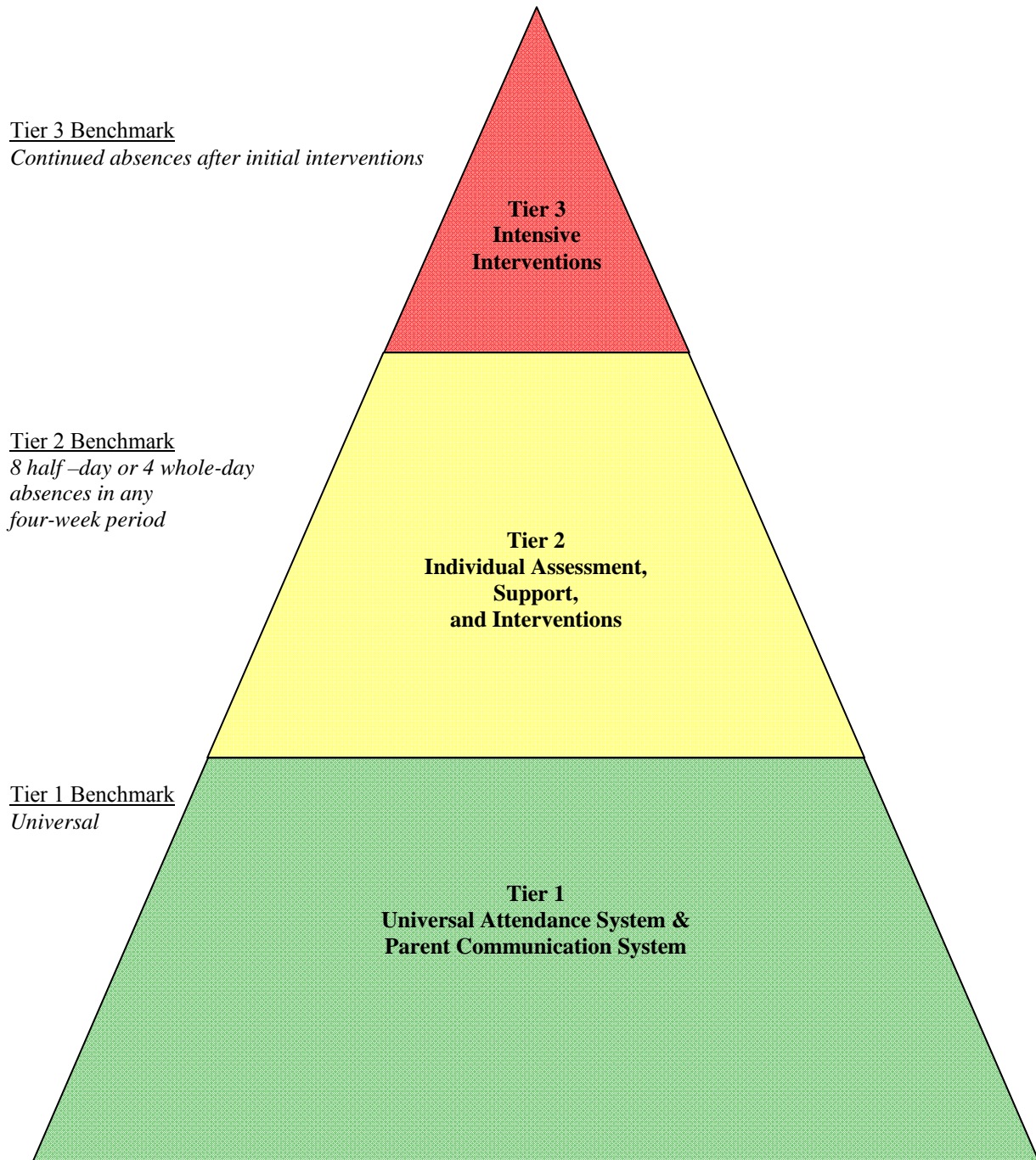
In its efforts to make the reduction of school absences a top priority, the Hillsboro School Attendance Improvement Committee has extensively discussed, researched, and collaborated on policies and practices related to school attendance. The members of the committee included school staff from both elementary and secondary levels, administrators, care coordinators, and representatives from community agencies, including Youth Contact, the Juvenile Department, the Youth Services Division of the Hillsboro Police Department, and the Washington County Sheriff's Department.

While focusing on responses to truancy, it is imperative to also consider the various causes behind it and to recognize that taking a proactive and individualized approach can be most effective to create schools where students feel welcomed and cared for, and where every staff person takes responsibility for building relationships that strengthen the bond between students and their school. A range of strategies must be implemented. Prevention and early intervention, especially in the provision of ongoing support, may help to promote the attendance of students whose absences may be related to family stress, difficulties with transitions, or disengagement from school due to learning behavior or emotional problems.

Due to the complexity of many school attendance issues, a team approach involving both school and community agencies and resources is strongly recommended. Suggestions for team process and practices are outlined in this document. Although these may differ somewhat between elementary and secondary levels, all schools are encouraged to use consistent and systematic plans to assist students with ongoing absenteeism (whether excused or unexcused). These should include an emphasis on clarifying the responsibilities and roles of parents, school staff, and community members (i.e., mental health, police) to be most effective in reducing school attendance problems.

This manual is designed to allow each school the opportunity to understand the key elements of an effective attendance system and how to set up the structure necessary for reducing truancy.

Universal Systems Triangle



Universal System to Support Regular Attendance

Elementary-based Supports

- A positive school environment exists that is perceived as safe, inclusive, and inviting.
- New students are given a school tour orientation and welcome (prior to their first day, if at all possible). Assign helpers or special “buddies” to help them learn class and school routines and to feel included. New students may be invited to meet the counselor and other new students at a special lunch.
- Attendance reminders and rewards can be included in schoolwide morning announcements (i.e., congratulations given to classes with perfect attendance for a week, sharing of statistics or goals).
- Daily phone calls are made to the parents of those students with unexcused absences.
- Students returning from being absent are warmly welcomed by teachers and other staff who are aware that they have been gone (i.e., office staff, counselor, principal).
- Counselor “check-ins” with frequently absent students can offer reinforcement for attendance improvement with possible goal setting (attendance contracts) and rewards.
- Alarm clocks can be provided for students when the need is significant.
- “Thank you” phone calls to parents after improvement of poor attendance patterns can encourage continued parent support.
- Recognition can be given to students with perfect attendance on a periodic basis (i.e., monthly, trimester) in the classroom, at an assembly, and/or in a school newsletter, along with a small reward (i.e., pencil, stamp, sticker, bookmark).
- Teachers make parent phone contacts and note attendance concerns on report cards.
- Frequently tardy or absent students can be given the “opportunity” to stay in at recess to complete work they have missed.

Secondary-based Supports

- A positive school environment exists that is perceived as safe, inclusive, and inviting.
- Schools have clear, consistent attendance policies and procedures which are reviewed at least annually. These procedures include a clear definition of the roles of all staff regarding student attendance. Responsibilities for intervening in attendance problems are clearly delineated. Teachers, counselors, administrators, and office staff clearly understand their respective roles and consistently follow through with responsibilities. Teachers report student attendance daily accuracy. Teacher reporting is monitored.
- A clear definition of acceptable reasons for excused absences is communicated to staff, students, and parents.
- Teachers teach attendance expectations and skills to all students at the beginning of each term and after vacations.
- Teachers are trained yearly on what is expected of them with regard to reporting attendance, encouraging positive attendance patterns, and providing effective and engaging instruction for all students.
- Positive interventions are systematically used at the classroom and building level to encourage and reward attendance.
- Teachers, students, and parents all understand the consequences for tardies and unexcused absences.

- A method for routinely reviewing, reporting, and acting on attendance data is in place at each school. Both schoolwide and individual student attendance issues are discussed.
- Systems are in place whereby a responsible adult is aware of each student's whereabouts at all times during the school day.

Parent Communication System

- Parents are informed of attendance/truancy policies at the beginning of the year. Parent information about policies and practices are presented in a way that all parents are likely to receive, review, and clearly understand the district's attendance system and the need to maintain regular attendance and punctuality.
- The school phone number and attendance procedures can be distributed to families at the beginning of the year on magnets.
- Each school has implemented a clearly defined process for notifying parents of unexcused absences, preferably within two hours of the report of the unexcused absence.
- Multiple unexcused absences trigger a person-to-person contact with parents to ensure the child's safety and to discuss the pattern/reason for absences.
- Schools have reviewed what are acceptable excuses for absences and have developed responses to unacceptable excuses.
- Parents are clearly informed of the school attendance policy and procedures at the beginning of the school year and are reminded at appropriate times throughout the year.
- Parents of students with a history of truancy receive periodic positive phone calls when the student begins a positive attendance pattern.
- Parents and students are aware and understand the consequence system.
- Parents can be invited for a special conference to help problem-solve attendance issues.
- Home visits can be made to emphasize the concern of school staff regarding a student's absences and to assist parents in understanding their responsibilities related to the child's regular school attendance and connect them with any outside resources (i.e., mental health) that might be needed.

Individual Assessment and Support

- A CARE Team is in place in the school which regularly reviews school-wide and individual student attendance data.
- When a student develops a pattern of truancy, the school implements an individual attendance assessment and intervention process which may include referral to the CARE Team. The CARE Team will consist minimally of a school administrator, counselor, special education representative, and care coordinator at the secondary level. Additional membership may include Youth Contact staff, Juvenile Officers, SST team members, and School Resource Officers, APBS member. The CARE team will staff and develop a plan for each referred student.
- Data on student attendance/truancy is retrieved for discussion within the team and with parents.

Consequence System

- A consequence system for unexcused school absences is clearly defined and communicated to staff, students, and parents.
- The consequence system is consistently implemented, preferably within 24 hours of the student behavior.
- Consequences for truancy are coupled with problem solving for attendance issues.
- Before/after-school or lunch detention or Saturday school are best practice consequences for tardiness and truancy.
- Suspensions for tardiness and truancy are not viewed as a best practice intervention.

School/Community Support and Legal Consequences

- The CARE Team will assist families in accessing relevant community services.
- For students with patterns of chronic or non-responsive truancy (truant eight full or half days in a four-week period), law enforcement truancy officer services are available and will be utilized.
- A clear method of communication between school officials and law enforcement has been delineated.

(Adopted from 2004 Linn Benton Lincoln Education Services District)

Best Practices and Truancy Interventions

Policies and Attendance Definitions

Excused Absences

Except when exempt by Oregon law (ORS 339.030), all students ages 7 to 18 who have not completed the 12th grade are required to attend school full time on a regular basis at the designated school within the attendance area. Criteria for excusing students for absences upon parent request may include:

- Student illness/injury/quarantine
- Bereavement
- Serious illness in the family
- Religious instruction
- Inclement weather
- Family emergencies
- Legal or court appointments requiring the student's attendance

The principal may also excuse student absences for necessary family travel. Medical professionals may request that a student be granted an excused absence, however, parents are encouraged to schedule medical appointments outside the school day when possible. Students are encouraged to pre-arrange absences for reasons other than illness or family emergency. See school handbooks for specific procedures.

Unexcused Absence/Truancy

Regular and punctual attendance is a major contributing factor to a student's progress in school and also helps the student develop habits of responsibility which are essential for success later in life.

An absence is considered unexcused and a student shall be considered truant if:

1. Student is absent without an excuse by the parent/guardian.
2. Student leaves school or a class without permission from the teacher or administrator in charge.

Irregular/Excessive Excused Absences

Excessive absences negatively affect a student's academic progress. Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance. A student may be excused by the district for a period not to exceed five days in a term of three months or not to exceed 10 days in any term of at least six months. Any such excuse shall be in writing directed to the principal and include documentation (ie/healthcare provider). (ORS 339.065) According to Oregon state law, any student absent from school for ten consecutive days must be dropped from school rolls (ORS 339.250, OAR 581-23-006).

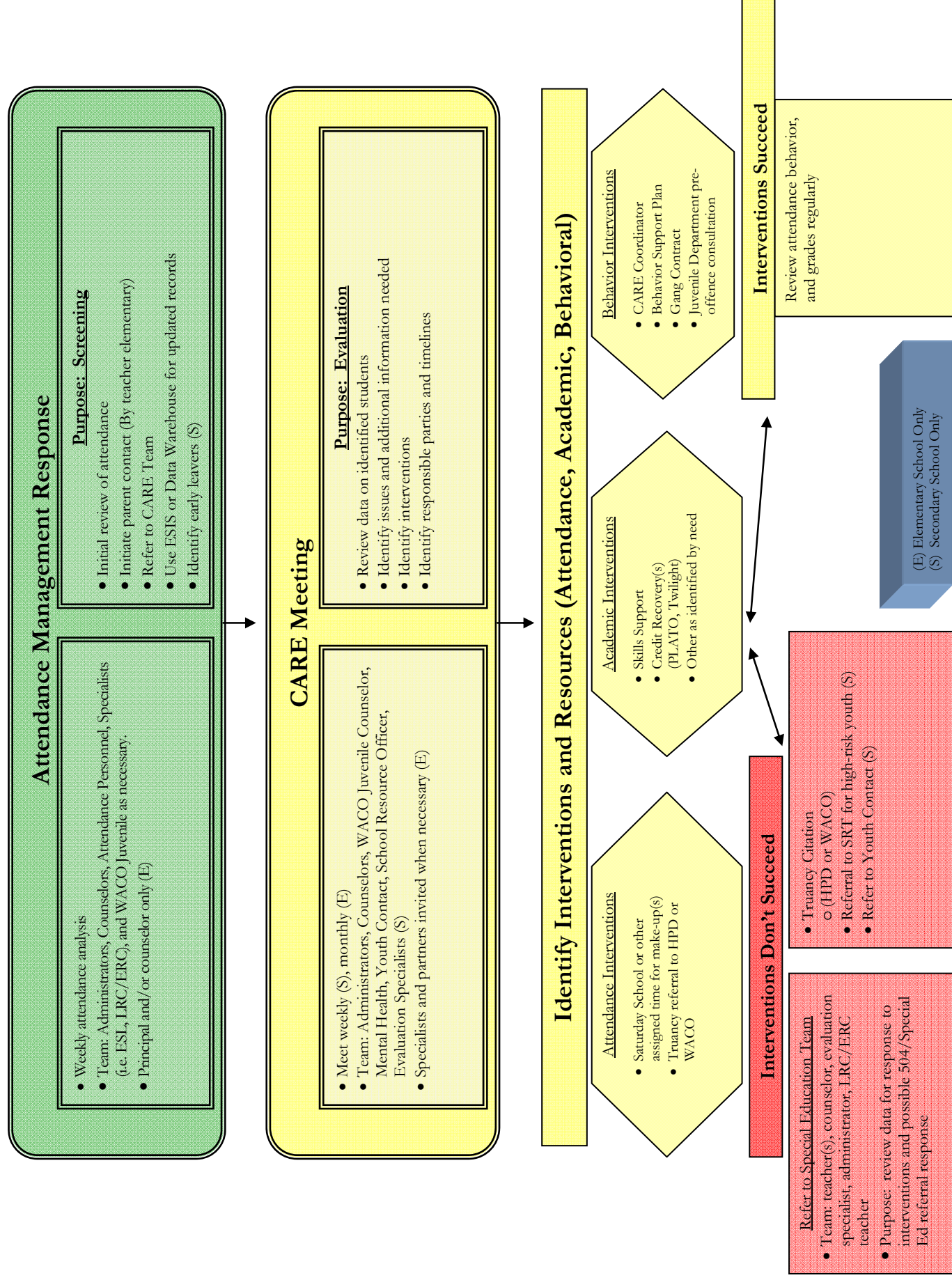
Persons having legal control of a student ages 7 to 18 who have not completed the 12th grade are required to have the student attend school as pursuant to ORS 339.020. Violation of this requirement is a Class C violation. If the school determines that a parent has failed to enroll the child and to maintain the child in regular attendance, written notification shall be given to the parent, requiring the

parent to attend a conference with a designated school official. If the parent does not attend or fails to send the child to school after the conference, state law and District policy allow the superintendent or designee to issue a citation to appear in Circuit Court. This citation may result in a fine of \$180 plus assessments.

District Board Policies on Attendance

Hillsboro School District Board Policies that refer to attendance include the following:

- JE – Attendance
- JEA – Compulsory Attendance
- JED – Excused Student Absences
- JEDA – Unexcused Student Absences and Truancy
- JEF/JEFB – Release Time For Students/Closed Campus
- JEG – Exclusions And Exemptions From School Attendance
- IKAD – Grade Reduction/Credit Denial
- IKAD/JE/JED/JEDA-AR – Grade Reduction Or Credit Denial Student Attendance & Absences



Steps to Improving Attendance and Reduce Truancy in Elementary Schools

Attendance Management Response

At the elementary level the counselor or principal reviews attendance. This team meets weekly to share preliminary information on truant students and determines which students are referred to the CARE Team.

1. Office staff runs an attendance report documenting all unexcused absences daily (no less than weekly). The report may be distributed to the principal, counselor, and specialists so they become aware of student absences and any patterns in absences, and can start investigating the reason for a student's absences prior to referring to the Attendance Management Response Team (this may be part of the PBS or SST team).
2. Each morning all students with unexcused absences receive automated phone calls asking parents to make contact with the school.
3. Teacher should make a parent contact for students who are chronically absent or are frequently tardy. If the problem persists after the call, the teacher should inform the counselor or principal. It may be decided that the student needs to be referred to the Attendance Management Response Team for problem solving and determining possible interventions.
4. The principal will call and/or send a letter of concern, citing persistent attendance problems.

Refer Students with Attendance Issues

1. Attendance Management Response Team (may include principal, counselor, office staff, and ESL representative) meets monthly, or more frequently if necessary, to share preliminary information on truant students. At this time students with ongoing absenteeism or tardiness will be discussed and an action plan will be developed to address problems. This should follow a cum file review and may also include a Hillsboro Irregular Attendance Letter from the principal to the parent(s) stating school concerns, district policy (applies to students 7 years or older), and data showing number of days absent and tardy. An action plan may also include a parent meeting, attendance contract, and/or care coordinator involvement. The team member responsible (principal, counselor, or designee), may complete a *Student Attendance Assistance Action Form*.

Note: A student is determined to be truant if absent without an excuse for four full days or eight half days in a four-week period.

2. The Attendance Management Response Team will decide which students should be referred for the care coordinator, Hillsboro Police Department Step One Truancy Letter, or other interventions.
3. Attendance Management Response Team reviews/monitors student progress on action plans from previous meeting. If unexcused absence continues to be a problem, the responsible person (administrator, counselor, or designee) will:
 - a) fill out a *Request for Attendance Officer Services*
 - b) attach the copy of the irregular attendance letter already mailed to the parents
 - c) be sure the administrator has placed his/her signature on the request
 - d) fax the form and requested data to the Hillsboro Police Department

4. After receipt of the Request for Service, the truancy officer will then make contact with the parents. Following the visit, he/she will fax to the principal a copy of the Step One Truancy Letter with the parent signature showing that the Truancy Officer has made contact.

Interventions

The Attendance Management Response Team will schedule a monthly meeting with the CARE Team (a team composed of school staff and representatives of collaborating agencies that may include principal, counselor, ESL representative, Washington County Juvenile, School Resource Officer, Youth Contact, care coordinator). The purpose is to review a list generated by the AMRT of students with ongoing attendance issues and/or emotional/behavioral issues. At this monthly meeting, plans for these students should be developed, monitored, or evaluated and possible services may also be accessed.

Elementary School Attendance Process

DAILY	
Teacher records absences daily no later than one hour after start of school day.	Classroom Teacher
Students who are tardy check in with the school office and receive a tardy slip for their teacher.	Office Staff
Office staff checks phone calls from the attendance line and records excused absences.	Office Staff
Office staff enters all students who are tardy for the day.	Office Staff
Office staff runs a daily schoolwide attendance report. Copies could be made available for principal, counselor, and specialists.	Office Staff
The parents of all students with unexcused absences are called by 11:00 a.m.	Automated Phone System
Office staff will notify counselor or principal regarding any concerns they have and/or patterns of absenteeism they observe.	Office Staff

FOLLOW UP	
As needed, teacher calls parents of students who are chronic non-attenders or are frequently tardy. If problem persists after the call, inform the counselor or principal.	Classroom Teacher
On a monthly basis the CARE Team (could be a part of PBS Team) reviews and evaluates attendance data. At this time students with ongoing absenteeism* or tardiness, will be discussed and an action plan will be developed to address problems. Action plan may include parent meeting, CARE coordinator involvement, attendance contract, or principal call/letter.	CARE Team
As needed, principal, counselor, or designee calls or sends a letter to parents of students with chronic absenteeism or tardiness.	Principal/Counselor Designee
Attendance team reviews/monitors student progress on action plans from previous meeting. If attendance continues to be a problem, the principal will send a letter to the parents stating school concerns, district policy (applies to students 7 years or older), and data showing number of days absent and tardy.	Attendance Team, Principal
If problem persists, a <i>Request for Services</i> is sent by the principal to the police department (sheriff department for county schools) within one week.	Principal
Truancy officer makes contact with parent and may be accompanied by a CARE coordinator or other resource person. At this time a <i>Hillsboro Police Department Step One Truancy Letter</i> will be delivered and possible interventions may be suggested.	Truancy Officer, CARE Coordinator
If attendance problems continue after police visit, notify the truancy officer. Through a second <i>Request for Attendance Officer Services Form</i> , he/she will pursue further action by scheduling a mandatory meeting with the parent.	Principal

Steps to Improving Attendance and Reducing Truancy in Secondary Schools

Attendance Management Response Team (AMRT):

At the secondary level this team is composed of *school staff* and may include:

- Administrators
- Counselors
- Project Success Teacher
- Attendance Secretary
- Registrar
- Specialists (i.e., ESL, LRC/ERC teachers)

A Sample Secondary Process

1. Identification of Truant Students

The attendance secretary prepares an attendance report documenting all unexcused absences during the preceding week. This report is distributed to members of the AMRT on Friday afternoons. This will allow team members the opportunity to begin gathering information on truant students prior to the weekly AMRT meeting. Because parents have 48 hours after student absence to excuse their student, the report will need verification. The team also reviews the Early Leaver Report to follow up immediately on ten-day drops.

2. Referral to the CARE Team

The AMRT reviews the report generated by the attendance secretary. The AMRT then determines which students are referred to the CARE Team and assigns an AMRT member to gather information about the student to share with the CARE Team.

3. Care Team Role

Students referred by the AMRT will be reviewed by the CARE Team. It is the CARE Team's responsibility to identify possible reasons for the student's truancy, look for targeted intervention strategies to increase the student's attendance, implement the interventions, and then monitor the student's attendance until an attendance rate of 92% for at least one month has been achieved.

A Sample Secondary Schedule for Truancy Intervention

Friday	Monday	Tuesday	Wednesday	Thursday
*Attendance secretary prints out the report of all unexcused absences (by period) for the week. The report is disseminated to administrators and counselors. If possible, parental contact is made regarding possible truancy.	The Attendance Management Response Team meets from 7:45 to 8:15 a.m. to discuss truant students from the previous week. From this meeting, students may receive an irregular attendance letter, have a student/parent conference, or be referred to the CARE Team.	For students who are referred to the CARE Team, the responsible person will gather important/relevant information regarding the student's truancy to share with the CARE Team.	Same as Tuesday	CARE Team meets from 10:00 to 11:00 a.m. to facilitate intervention strategies for truant students.

*The report generated by the attendance secretary will list some students who appear to be truant, but in fact, are not. This occurs because parents have 48 hours to excuse their student(s) from school and they have not have done so by the time this report is run.

The CARE Team

Purpose

The **CARE Team** is a building-level team that draws representatives from the school, community, and the district to review students of concern in order to develop targeted, comprehensive intervention plans for each student. The value of the CARE Team is the ability to develop plans that encompass community resources, district-level resources, and building-level targeted interventions. The professionals represented on the CARE Team represent a multitude of specialties and services. CARE Team representatives should include building administration, counselors/child development specialists, care coordinator, Juvenile Officer, School Resource Officer (when appropriate and possible), special education representative, behavior specialist, behavior support coach (for kinder and first grade students), Youth Contact workers assigned to the building (secondary schools), migrant education or ESL staff (when appropriate), and other representatives that are appropriate to the building or the student.

The purpose of the CARE Team is to research appropriate interventions and resources for students who are not attending school or are struggling in school. It is helpful to think of the CARE Team as a pre-referral to special education meeting that addresses the Child Find federal criteria. **The CARE Team must determine whether or not each student referred should be evaluated for special education services. If the answer is “Yes” then the student is referred to the Special Education Team.** The team focuses the attention of community and school resources on the needs of vulnerable students. Students that have reached the CARE Team have not yet responded to the universal attendance supports, parent communication system, and other consequences provided by the school.

The district is developing threshold criteria for attendance, behavior, and academic issues that would warrant staffing of a student at the CARE Team meeting. The basic threshold for an attendance CARE Team referral is when a student has unexcused absences of eight half or four full days in a 30-day period (formal definition of truancy). Other students with attendance issues that do not meet this threshold but warrant concern for other reasons may also be referred to the CARE Team.

CARE Team Process

Pre-Meeting Responsibilities

At the CARE Team meeting a **Student Assistance Action Plan** is developed for each student. The CARE Team facilitator is responsible for completing the necessary data/information form prior to the CARE Team meeting.

CARE Team Procedures and Referral Process

The primary function of the CARE Team is to gather information about the student's attendance, academics, and behavioral performance. Based on the information provided to the team, appropriate intervention strategies and referrals will be implemented. A student may be referred to one or more of the following services as deemed necessary by the CARE Team:

- a. Academic interventions within the school setting

- b. Care coordinator – If a referral is needed for a care coordinator, the responsible person will fill out the Safe Schools /Healthy Student *Care Coordination Referral* and give/fax the referral to the appropriate care coordinator.
- c. Juvenile Court counselor – If a referral is needed for a Juvenile Court counselor, it will be done at the CARE Team meeting, either verbally, or referral form will be filled out by the responsible person and given to the Juvenile Court counselor.
- d. Youth Contact – referral form
- e. Law Enforcement
- f. School specialists - behavioral specialist, case manager, school psychologist, etc.
- g. Refer to other intervention or recommended supports.

Post-Meeting Responsibilities

- a. The current tracking device used is the Student Assistance Action Plan. When a student is identified within the school as having truancy or violence issues, school personnel will fill out the plan. The team facilitator of the CARE Team will put the plans in chronological order and make sure that there is follow-up, with that student. Each time there is follow-up contact, a dated notation is made on the plan.
- b. It is recommended that the CARE Team facilitator conduct a quarterly or trimester assessment. This will determine whether interventions are improving student attendance.
 - A quarter would be considered a nine-week or trimester period.
 - Every student discussed at the CARE Team will be part of the assessment.
 - The areas being assessed may include:
 - Percentage of attendance increase or decrease
 - The number of referrals prior to and post interventions

School Interventions

Parent Communication

All parents of unexcused students will receive an automated phone call from their school and follow-up communication from staff if necessary.

Academic Support and Interventions

Reading and math support, PLATO (high school), tutorial, etc. (high school).

Behavioral Contract

(See Appendix)

Care Coordinator

A referral is made when there is suspicion that an underlying mental health issue either in the student or family is contributing to the student's poor attendance. The care coordinator will meet with the family to determine their needs and will then try to link the family to a community mental health agency, as well as other basic needs resources if necessary, for ongoing mental health support and intervention.

CARE Team Facilitator

This person (administrator, counselor, or designee) facilitates the CARE Team meeting. He/she will organize the agenda for the meeting and be responsible for completing the *Student Attendance Assistance Action* form.

Counseling

A student may receive counseling via the school counselor, a Youth Contact counselor (high school), or a community counselor to help alleviate problems contributing to his/her truancy.

Gang Contract

(See Appendix)

PLATO

This is a self-paced secondary instructional program that enables students to catch up on interrupted education and to enable them to get back on track for graduation (high school).

School Consequences

When a student receives a referral, the school administration will assign a consequence, which may include:

- Saturday school (secondary level only)
- Before/After-school or lunch detention

Student/Parent Conference

An administrator or designee will facilitate a student/parent conference when a student demonstrates a pattern of unexcused absences.

Student Study Team (SST)

A student with frequent absences whose academic work suggests possible needs for special education assistance can be referred to the SST.

Social Responsibility Training

Designed to teach high-risk students, parents, and families about decisions and life skills in a systematic class process that promotes responsibility and behavioral growth. SRT classes are open ended so students, parents, or families can enter at any time (high school).

Youth Contact

Evidence-based services target students who may have alcohol/drug/mental health risk factors related to delinquency, poor school performance, and/or family concerns. Programs include the Student Assistance Program (high schools), Project Success (high schools) and Juvenile Crime Prevention (middle schools).

Community Interventions

Care Coordinator

A referral is made when the care coordinator is needed to assist the student/families in receiving services. The care coordinator may do home visits to assess the environment and help the families contact recommended agencies for services.

Juvenile Officer

The juvenile officer helps the care coordinator and Hillsboro Police officer in conducting home visits. The juvenile officer can assist in gathering information outside of the school to help agencies understand the main presenting problems.

Hillsboro Police Officer

Hillsboro Police officers can assist with home visits and gather community information to assist the school in assessing the main presenting problems. Wellness checks are provided by SRO upon request.

Truancy Team Intervention

This team is made up of a care coordinator, juvenile counselor, and Hillsboro Police officer. If deemed necessary, this team will conduct home visits to assess any risk factors.

Youth Contact

Evidence-based services target students who may have alcohol/drug/mental health risk factors related to delinquency, poor school performance, and/or family concerns. Programs include the Student Assistance Program (high schools), Project Success (high schools) and Juvenile Crime Prevention (middle schools).

Youth Contact also provides a range of outpatient outreach, intervention, and treatment services for children and youth who may be experiencing mental health and/or alcohol and drug problems. Please call our main office (503) 640-4222 for more information.

Law Enforcement Referral Process

Step 4 – Irregular Attendance Letter

It is recommended that a Hillsboro School District *Irregular Attendance Letter* be sent to the parent/guardian of any student that has two full days or four half days of unexcused absences in a four-week period. However the law (ORS 339.020) states that once a student has been truant eight half days or the equivalent of four full days in a 30 day period, the Hillsboro School District *Irregular Attendance Letter* must be sent.

Step 5 – When to Request for Attendance Officer Services

If the student does not return to school after receiving the Hillsboro School District *Irregular Attendance Letter*, then the school must complete a *Request for Attendance Officer Services* form. Once a student receives a *Request for Attendance Officer Services* form, it is recommended that, if the student has yet to be referred to the CARE Team, they must now be referred.

Step 6 – Procedure for Requesting Attendance Officer Services

The person responsible for completing the *Request for Attendance Officer Services* will fax the form and requested data (parent contact information, attendance records, and a copy of the Hillsboro School District Irregular Attendance Letter) to the Hillsboro Police Department at 503-681-6107. The truancy officer will receive the request for service and then make contact with the parent/guardian. To show that the Hillsboro Police Department has made contact, the *Law Enforcement Compulsory Attendance Letter* will be faxed back using the Hillsboro Police Department Attendance Officer Services Response Fax Cover Sheet to the school indicating the date the contact with the parent/guardian took place.

Step 7 – Mandatory Attendance Meeting

If the student does not return to school within 24 hours and maintains regular attendance after police notification (*Law Enforcement Compulsory Attendance Letter*) to the parent, the school will refax the *Request for Attendance Officer Services* indicating to law enforcement that the student has not returned to school. Law enforcement will then schedule a Mandatory Attendance Meeting. The mandatory meeting will include law enforcement, parents/guardians, school administrator, or designee, and student. This meeting will be held at the Hillsboro Police Department unless otherwise requested by the school.

Step 8 - Truancy Citation and Truancy Court

If the student does not return to school within 24 hours and maintain regular attendance after the mandatory attendance meeting, the Hillsboro Police Department shall be notified immediately by a school representative. The Hillsboro Police Department will issue a citation to the parent/guardian referring them to truancy court at the Washington County Juvenile Department. If a court appearance is required, the administrator of record or responsible school representative must attend truancy court. Once a parent/guardian is referred to truancy court, they will have two options to answer the charges: 1) they may choose to pay the \$180 fine, or 2) attend truancy court.

- It is important to note that this is an ongoing process. If a parent/guardian elects to pay the \$180 fine, the process does not start over. If the student continues to be truant, subsequent citations can be issued.

Truancy Court

Historically, if a student was truant from school, a referral was made to the truancy officer from the Education Service District. Then the truancy officer would issue the student's parent/guardian a citation to appear in traffic court. The student's parent/guardian then had the choice of pleading guilty or not guilty in court. If the student's parent/guardian was found guilty in court, then he/she paid a fine of up to \$180. If the student's parent/guardian was found not guilty, then the citation was dismissed.

In 2004, the truancy process was moved from traffic court to Juvenile Court. With this move the juvenile judge decided to implement a mediation process. When a parent/guardian requests mediation, an independent mediator works with the parent, student, and the school to develop a plan that helps improve the student's school attendance. For example, the plan might include counseling for the student, transferring the student to another school, supervision of the student by an adult other than the parent/guardian, drug and alcohol counseling, attendance contracts, family counseling, community service, and/or other alternative placements deemed appropriate. If mediation is successful (i.e., student follows plan and begins to attend school regularly), then the citation is dismissed. If mediation is unsuccessful (i.e., student continues truancy) the parent/guardian must reappear in court for a hearing to plead guilty or not guilty to the original citation.

Resources and Duties of Responsible Parties

Juvenile Court Counselors

In cooperation with the school and families, Washington County juvenile counselors may conduct reviews of at-risk students and find ways to steer these students back to school. They supervise a delinquency caseload within the Hillsboro School District. They provide a strong presence in schools, lend parenting support, collaborate with school staff, and work with students exhibiting high-risk behaviors. They facilitate curricula, educate, and implement preventive strategies within the schools, homes, and communities. The juvenile counselors are available to elementary schools on an as-needed basis. (See Contact Directory)

Care Coordinators

The Care Coordinator Program is comprised of a team of mental health professionals. When the CARE Team suspects that a student's truancy is, in part, due to an underlying mental health issue in the student or student's family member, the team may refer the student to a care coordinator. After a referral is made a care coordinator will meet with the family to conduct an informal mental health and needs assessment to help identify the social/emotional factors contributing to truancy. The care coordinator will collaborate with parents and school staff to support the student academically and will try to link the family to an appropriate community mental health agency and/or other resource for ongoing support and intervention. The Care Coordinator Program phone number is 503-844-1062. To refer, please fax the completed referral form to 503-844-1040. (See Contact Directory)

Hillsboro Police Department

The Hillsboro Police Department currently has seven working detectives and one Sergeant that cover the Hillsboro School District. The primary duty of this unit is to assure the safety of both students and faculty on civil and criminal matters. Along with the criminal investigation and arrest procedures, the

unit enforces the truancy laws of the state of Oregon for the school district. To accomplish these duties, the officers work in conjunction with the CARE Teams, the Juvenile Department, Department of Human Services, and the school staff. The unit is tasked with teaching DARE and GREAT in the elementary and middle schools within the city limits. (See Contact Directory)

Washington County Sheriff's Department

The Washington County Sheriff's Department currently has one deputy and one sergeant that cover eight elementary schools within the Hillsboro School District. The primary duty of this unit is to assure the safety of both students and faculty on civil and criminal matters. Along with the criminal investigation and arrest procedures, the unit enforces the truancy laws of the State of Oregon in partnership district. To accomplish these duties, the unit works in conjunction with the CARE Teams, Juvenile Department, Department of Human Services, and school staff. (See Contact Directory)

Youth Contact

Youth Contact has an extensive history of implementing the practice method which has more recently cultivated the Brief Strategic Family Therapy (BSFT) model. This emphasis helps to provide clinical staff with an organized way to both assess and plan measurable intervention and treatment outcomes. This approach, which is approved by the State of Oregon as an evidence-based model for mental health treatment and alcohol and drug treatment and prevention, offers particularly promising results and is regarded as:

- “effective” by the American Youth Policy Forum and by Communities That Care – Developmental Research and Programs;
- an “exemplary” program by Strengthening America’s Families and by the Office of Juvenile Justice and Delinquency Prevention; and
- a “model” program by the Substance Abuse and Mental Health Services Administration.

All of the agency’s programs place a strong emphasis on including families in the assessment and counseling of youth throughout their involvement in services.

To contact program staff in your school, call 503-640-4222.

Juvenile Crime Prevention (JCP)

The JCP program is designed to address the needs of at-risk youth in order to reduce delinquency. Eligibility for the program is determined through utilization of the JCP screening tool, which determines a youth’s risk of delinquency by evaluating the following domains: family functioning, antisocial behaviors, substance abuse, school performance and peer relationships. Youth must meet three of the five aforementioned categories in order to participate in the program. Due to the varying needs of youths and families, the program’s therapists offer a variety of service options, which may include the following:

- screening assessment/service planning and referral;
- on-site (at each school) skill development groups which address those risk factors which are related to juvenile crime;
- family and individual sessions designed to motivate participants to utilize needed services, identify service barriers, and develop solutions;
- crisis intervention; and

- referrals to community resources.

Program staff also engage in outreach activities in order to recruit eligible clients and are expected to maintain current information on community resources.

Student Assistance Program (SAP)

The SAP program is designed to prevent alcohol, tobacco, and other drug use among youth. Students are deemed eligible for the program if they present risk factors that research indicates are correlated with substance abuse, including but not limited to: poor parent-child communication, family conflict, family disorganization, parental substance abuse, poor school performance, and emotional/behavioral problems. Program therapists perform the following duties depending on the needs of the student and family:

- alcohol and drug screening/assessment;
- skill-building groups which provide education regarding the consequences of substance abuse, help students develop refusal skills, and address other issues related to substance abuse, such as conflict resolution, stress management, etc;
- family and individual counseling designed to address risk factors;
- crisis intervention; and
- referrals to community resources.

Program staff also provide services targeted toward preventing substance use across the student body (regardless of a student's determined level of risk). This may include the following:

- delivering classroom presentations, which range from discussions of school district policy regarding drug and alcohol use to skill-building activities;
- training students to become peer mediators;
- facilitating parent education/support groups related to youth substance abuse; and
- providing expertise regarding substance abuse and prevention to school and/or community groups.

Program therapists also engage in outreach activities in order to recruit eligible clients and are expected to maintain current information on community resources.

Project Success (PS)

The PS program is designed to promote school retention among students at risk of academic failure and/or dropping out. Participants are identified by screening students for high disciplinary referral rates, poor attendance and/or grades, and low credit achievement. Program staff offer a variety of service options to meet the varying needs of students and their families. This may include the following:

- screening/assessment;
- short-term (six to twelve weeks) and/or long-term (semester or school year) skill-building groups for students which address factors that research has demonstrated are related to student retention, including peer relationships, study habits, self-esteem, communication skills, etc;
- family and/or individual counseling;

- providing expertise regarding effective intervention methods to address the factors related to school failure and drop out;
- training students to become peer mediators or participate in peer-helper activities;
- crisis intervention; and
- referrals to community resources.

Program staff also engage in outreach activities (particularly at the end of the school year and during the summer months) in order to recruit eligible clients and are expected to maintain current information on community resources.

Appendices

Contact Directory for 2007-08

Irregular Attendance Notices

Student Assistance Action Form

HSD1J Gang Behavior Contract 1

HSD1J Gang Behavior Contract 2

Second Step Request for Attendance Officer Services

Fax Cover Sheet – Attendance Officer Services Request

Law Enforcement Compulsory Attendance Letter

Mandatory School Attendance Meeting – Formal notice to Parent

SS/HS Care Coordination Referral

Washington County Juvenile Officer Intake Form

Hillsboro School District Attendance Contact Directory

2008-2009	Care Coordinator	Behavioral Support Coach/ First Step	SRO	Hispanic Outreach	WACO Juvenile Counselor	KEY Feeder Group
Supervisors	Keyla Smith 503-844-1062 Patti Book - ES 503-844-1500 Dawn Montgomery -MS/HS 503-844-1500	Patti Book 503-844-1500	HPD: Scott Hewetson 503-789-7553 WACO Sheriff's Office: Robert Phillippi 503-846-5984	Saideh Haghighi 503-844-1500	Michael Kruger michael_kruger@co.washington.or.us	Supervisors /Leaders
Brookwood	Kathy Wilson-Fey 503-969-2058 wilsonfk@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Lisa Erickson 503-849-1421 lisae@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	Century
Butternut	Melissa Vaillancourt 503-849-0174 vaillanm@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	Hilhi
Eastwood	Darla Harrison harrisod@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Denise Leech 503-209-7446 denisele@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	Glencoe
Farmington View	Kathy Wilson-Fey 503-969-2058 wilsonfk@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	Liberty
Free Orchards	Lisa Johnson 503-969-1100 johnsoli@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Mike Carey @NWRES 503-614-1279 mikeca@nwresd.k12.or.us	Mary Delgado 503-844-1140 X5505 delgadam@hsd.k12.or.us	Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Groner	Kathy Wilson-Fey 503-969-2058 wilsonfk@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Imlay	Melissa Vaillancourt 503-849-0174 vaillanm@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Lisa Erickson 503-849-1421 lisae@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Indian Hills	Melissa Vaillancourt 503-849-0174 vaillanm@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Jackson	Lisa Johnson 503-969-1100 johnsoli@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Ed Vance 503-201-9726 edv@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Ladd Acres	Melissa Vaillancourt 503-849-0174 vaillanm@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Lisa Erickson 503-849-1421 lisae@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Lenox	Darla Harrison harrisod@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	

Hillsboro School District Attendance Contact Directory

2008-2009	Care Coordinator	Behavioral Support Coach/ First Step	SRO	Hispanic Outreach	WACO Juvenile Counselor	
Lincoln Street	Lisa Johnson 503-969-1100 johnsoli@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Denise Leech 503-209-7446 denisele@ci.hillsboro.or.us	Marianna Roman 503-844-1160 X5654 romanm@hsd.k12.or.us	Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
McKinney	Lisa Johnson 503-969-1100 johnsoli@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Ed Vance 503-201-9726 edv@ci.hillsboro.or.us	Marianna Roman 503-844-1660 X2499 romanm@hsd.k12.or.us	Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Minter Bridge	Kathy Wilson-Fey 503-969-2058 wilsonfk@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Lisa Erickson 503-849-1421 lisae@ci.hillsboro.or.us	TBA	Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Mooberry	Darla Harrison harrisod@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Ed Vance 503-201-9726 edv@ci.hillsboro.or.us	Mary Delgado 503-844-1640 X2947 delgadam@hsd.k12.or.us	Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
North Plains	Lisa Johnson 503-969-1100 johnsoli@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Mike Carey @NWRES 503-614-1279 mikeca@nwresd.k12.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Orenco	Darla Harrison harrisod@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Ed Vance 503-201-9726 edv@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Patterson	Lisa Johnson 503-969-1100 johnsoli@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Ed Vance 503-201-9726 edv@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Quatama	Darla Harrison harrisod@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Ed Vance 503-201-9726 edv@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Reedville	Melissa Vaillancourt 503-849-0174 vaillanm@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Tobias	Melissa Vaillancourt 503-849-0174 vaillanm@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
West Union	Darla Harrison harrisod@hsd.k12.or.us	Sarah Turner 503-844-1754 turners@hsd.k12.or.us	Dale Reeves / WACO 503-572-6418 dale_reeves@co.washington.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Witch Hazel	Kathy Wilson-Fey 503-969-2058 wilsonfk@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Lisa Erickson 503-849-1421 lisae@ci.hillsboro.or.us	Rebecca Swayzee 503-844-1610 X4246 swayzeer@hsd.k12.or.us	Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
WL Henry	Kathy Wilson-Fey 503-969-2058 wilsonfk@hsd.k12.or.us	Ann Hargraves 503-844-1796 hargrava@hsd.k12.or.us	Lisa Erickson 503-849-1421 lisae@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	

Hillsboro School District Attendance Contact Directory

2008-2009	Care Coordinator	Behavioral Support Coach/ First Step	SRO	Hispanic Outreach	WACO Juvenile Counselor	
Brown MS	Leslie Rodgers 503-969-1064 rodgerle@hsd.k12.or.us		Pat Hess 503-209-6314 path@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Evergreen MS	Peter Knysak 503-969-1730 knysakp@hsd.k12.or.us		Adela Rios 503-209-7825 adelar@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Poynter MS	Kelly Caceres 503-849-0113 careresk@hsd.k12.or.us		Emory Souza 503-209-1193 emorys@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Thomas MS	Andrew Chipps 503-969-2058 chippsa@hsd.k12.or.us		Victor Castro 503-209-5339 victorc@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Century	Leslie Rodgers 503-969-1064 rodgerle@hsd.k12.or.us		Pat Hess 503-209-6314 path@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Glencoe	Peter Knysak 503-969-1730 knysakp@hsd.k12.or.us		Adela Rios 503-209-7825 adelar@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	
Hilhi	Andrew Chipps 503-969-2058 chippsa@hsd.k12.or.us		Victor Castro 503-209-5339 victorc@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Liberty	Kelly Caceres 503-849-0113 careresk@hsd.k12.or.us		Emory Souza 503-209-1193 emorys@ci.hillsboro.or.us		Arturo Peraza 503-846-3596 arturo_peraza@co.washington.or.us	
Care Coordinator Center JB Thomas MS	Keyla Smith 503-844-1062 503-780-4088 cell smithke@hsd.k12.or.us					
Miller	Leslie Rodgers 503-969-1064 rodgerle@hsd.k12.or.us		Denise Leech 503-209-7446 denisele@ci.hillsboro.or.us		Jon Biles 503-846-3598 jon_biles@co.washington.or.us	

Hillsboro School District 1J



IRREGULAR ATTENDANCE NOTICE

Date_____

Parent(s)/Guardian_____

Address_____

Dear_____
(Parent/Guardian)

A determination has been made that your student,_____, is not
(Student's Name)
maintaining regular attendance as required by ORS 339.065.

Regular attendance is defined by Oregon law as attendance which does not include more than eight (8) unexcused one-half day absences, or the equivalent, in any four (4) week period school is in session.

According to school attendance records, your student has had unexcused absences from school [] days on the following days: []

You are hereby notified that you must send your student to school no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the Superintendent and a fine by a court of up to \$180.

If you have questions, please contact [name] at [number].

Sincerely,

[Attendance Supervisor] [Principal]

Hillsboro School District 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

<<Date>>

<<Parent/Guardian Name(s)>>

<<Address>>

<<City>>, <<State>> <<Zip Code>>

Dear <<Title>> <<Parent/Guardian Last Name(s)>>:

Research has shown that attendance is important for the academic success of students in school. Students with irregular attendance are more likely to perform poorly and drop out of school. Furthermore, Oregon law (ORC.339.010) and School District policy (JEA) require regular attendance of every school-age child.

We certainly do not want parents to send students to school who are sick. However, we do encourage parents to allow only illness to keep their students from attending school and to schedule appointments, if possible, during non-school hours.

Criteria for excusing students for absences upon parent request shall include: illness/injury, bereavement, serious illness in the family, religious instruction, inclement weather, emergencies, and/or legal or court appointments requiring the student's attendance. The principal may also excuse students' absences for educational/occupational interviews and necessary family travel. Medical professionals may request that a student be granted an excused absence. The principal may deny a parent request to excuse a student's absence for travel and interviews if the student has excessive absences and his/her academic progress is in jeopardy.

Your student's attendance at school this year has become a concern. According to our records, <<Student's Name>> has been absent from school <<Days Absent>> days and tardy <<Days Late>> times since the beginning of the school year. The absences represent <<Percent of Absences>> and the tardiness represents <<Percent of Lates>> of the days school has been in session. Please see the enclosed attendance and tardiness record.

We need your support to help your student attend school on a regular and timely basis. We would be most willing to schedule a conference if we can help you in any way. Please call <<Counselor>>, counselor, at <<Telephone Number>> to make an appointment.

Sincerely,

<<Administrator's Name>>

<<Administrator's Title>>

Cc: <<Classroom Teacher>>

<<Counselor>>

<<File>>

Enc.

(First Elementary Attendance Letter)

Distrito Escolar de Hillsboro 1J



3083 NE 49TH PLACE
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

<<Date>>

<<Parent/Guardian Name(s)>>

<<Address>>

<<City>>, <<State>> <<Zip Code>>

Apreciados <<Title>> <<Parent/Guardian Last Name(s)>>:

Las investigaciones han demostrado que la asistencia a la escuela es importante para el buen desempeño académico de los estudiantes. Los estudiantes con una asistencia irregular, son más propensos a presentar un desempeño bajo y a abandonar la escuela. Además, la ley de Oregon (ORC.339.010), y la política del Distrito Escolar (JEA), requieren la asistencia regular a la escuela de cada niño en edad escolar.

Ciertamente, no queremos que los padres envíen a la escuela a los estudiantes que se encuentran enfermos. Sin embargo, les aconsejamos a los padres que solo permitan que una enfermedad, sea la causa para que los estudiantes no asistan a la escuela. También les solicitamos que, en la medida de lo posible, programen las citas en un horario que no se cruce con el de la escuela.

El criterio para aprobar las excusas de los estudiantes, solicitadas por los padres debe incluir: Enfermedad/lesiones, luto, enfermedad grave en la familia, observancia religiosa, inclemencias del estado del tiempo, emergencias, y/o citas legales o citas en la corte; las cuales requieren la presencia del estudiante. El director de la escuela también puede aprobar las excusas de los estudiantes que han estado ausentes debido a entrevistas relacionadas con su educación u ocupación, y debido a los viajes familiares imprescindibles. Los profesionales de la salud pueden solicitar que al estudiante le sea concedida una excusa por su ausencia. Si el estudiante tiene demasiadas ausencias, y su progreso académico está en riesgo, el director puede negar la aprobación de una excusa solicitada los padres, para un viaje del estudiante o para entrevistas.

Durante este año, la asistencia de su estudiante a la escuela se ha convertido en una preocupación. De acuerdo a nuestros registros, <<Student's Name>>, ha estado ausente de la escuela, <<Days Absent>> días y tiene una tardanza de <<Days Late>>, desde el inicio del año escolar. Las ausencias representan un <<Percent of Absences>>, con relación a los días en que la escuela ha estado funcionando. Por favor vean los registros adjuntos, en donde están relacionadas las ausencias y las tardanzas.

Nosotros necesitamos de su apoyo, para poder ayudar a su estudiante a que asista a la escuela de manera regular y a tiempo. Nosotros estamos en la disposición de programar una conferencia, para saber si podemos ayudar de alguna forma. Por favor llamen a <<Counselor>>, quien es el consejero/a, este es su número de teléfono <<Telephone Number>>, para que hagan un cita.

Atentamente,

<<Administrator's Name>>

<<Administrator's Title>>

c.c. <<Classroom Teacher>>

<<Counselor>>

<<File>>

Anexo.

First Elementary Attendance Letter

Hillsboro School District 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

<<Date>>

<<Parent/Guardian Name(s)>>

<<Address>>

<<City>>, <<State>> <<Zip Code>>

Dear <<Title>> <<Parent/Guardian Last Name(s)>>:

The Hillsboro School District believes regular school attendance is a major contributing factor to a student's progress in school. Consistent attendance at school also helps students develop habits of responsibility essential for success later in life. All students are expected to attend school as required by Oregon law (ORS.339.010) and School Board policy (JEA).

According to our records, <<Student's Name>> has been absent from school <<Days Absent>> days and tardy <<Days Late>> times since the beginning of the school year. The absences represent <<Percent of Absences>> and the tardiness represents <<Percent of Lates>> of the days school has been in session. Please see the enclosed attendance and tardiness record.

A student with 12 or more excused absences in a school year will be defined as excessively absent. Once the student meets the excessively absent threshold, additional absences will need documentation from a healthcare provider. According to Oregon state law, any student absent from school for ten consecutive days must be dropped from school rolls (ORS 339.250, OAR 581-23-006).

Please take appropriate measures to ensure your child attends school on a regular and timely basis. If it is necessary for your child to be absent from school, please call the attendance line at <<Telephone Number>>. All absences will be considered unexcused until notification is received and the reasons verified with parents.

We want to cooperatively work with parents to help their student maintain a good attendance record. Please call the school at <<Telephone Number>> or stop by the office to schedule a conference.

Sincerely,

<<Administrator's Name>>

<<Administrator's Title>>

Cc: <<Classroom Teacher>>
<<Counselor>>
<<File>>

Enc.

(Second Elementary Attendance Letter)

Distrito Escolar de Hillsboro 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

<<Date>>

<<Parent/Guardian Name(s)>>

<<Address>>

<<City>>, <<State>> <<Zip Code>>

Apreciados <<Title>> <<Parent/Guardian Last Name(s)>>:

El Distrito Escolar de Hillsboro, cree que la asistencia regular a la escuela es un factor de gran contribución al progreso de los estudiantes en la escuela. La asistencia consistente a clases, también le ayuda a los estudiantes a desarrollar hábitos de responsabilidad los cuales son esenciales para lograr el éxito más adelante durante sus vidas. Se espera que todos los estudiantes asistan a la escuela, tal y como lo requieren la ley de Oregon (ORS.339.010), y la política (JEA) de la Junta Directiva Escolar.

De acuerdo a nuestros registros, <<Student's Name>> ha estado ausente de la escuela <<Days Absent>> días y tiene una tardanza de <<Days Late>>, desde el inicio del año escolar. Las ausencias representan un <<Percent of Lates>>, con relación a los días en que la escuela ha estado funcionando. Por favor vean los registros adjuntos, en donde están relacionadas las ausencias y las tardanzas.

Un estudiante con 12 o más ausencias con excusa, durante un año escolar, será definido como excesivamente ausente. Una vez que el estudiante haya alcanzado el escalón de excesivamente ausente; las ausencias adicionales necesitarán documentación de un proveedor de servicios de salud. De acuerdo a la ley estatal de Oregon, cualquier estudiante ausente de la escuela durante 10 días consecutivos, debe ser retirado de la lista de la escuela, (ORS 339.250, OAR 581-23-006).

Por favor tomen las medidas apropiadas, para asegurar que su hijo/a asista a la escuela de forma regular y a tiempo. Si es necesario que su hijo/a esté ausente de la escuela, por favor llamen a la línea de asistencia al <<Telephone Number>>. Todas las ausencias serán consideraras sin excusa hasta que se reciba una notificación y las razones sean verificadas con los padres.

Nosotros deseamos trabajar en cooperación con los padres, para ayudar a que su estudiante mantenga un buen registro de asistencia. Por favor llamen a la escuela al <<Telephone Number>>, o pasen por la oficina para programar una conferencia.

Atentamente,

<<Administrator's Name>>

<<Administrator's Title>>

c.c. <<Classroom Teacher>>

<<Counselor>>

<<File>>

Anexo.

Second Elementary Attendance Letter

Hillsboro School District 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

<<Date>>

<<Parent/Guardian Name(s)>>

<<Address>>

<<City>>, <<State>> <<Zip Code>>

Dear <<Title>> <<Parent/Guardian Last Name(s)>>:

Research has shown that attendance is important for the academic success of students in school. Students with irregular attendance are more likely to perform poorly and drop out of school. Furthermore, Oregon law (ORC.339.010) and School District policy (JEA) require regular attendance of every school-age child.

We certainly do not want parents to send students to school who are sick. However, we do encourage parents to allow only illness to keep their students from attending school and to schedule appointments, if possible, during non-school hours.

Criteria for excusing students for absences upon parent request shall include: illness/injury, bereavement, serious illness in the family, religious instruction, inclement weather, emergencies, and/or legal or court appointments requiring the student's attendance. The principal may also excuse students' absences for educational/occupational interviews and necessary family travel. Medical professionals may request that a student be granted an excused absence. The principal may deny a parent request to excuse a student's absence for travel and interviews if the student has excessive absences and his/her academic progress is in jeopardy.

Your student's attendance at school this year has become a concern. According to our records, <<Student's Name>> has been absent from school <<Days Absent>> days and tardy <<Days Late>> times since the beginning of the school year. The absences represent <<Percent of Absences>> and the tardiness represents <<Percent of Lates>> of the days school has been in session. Please see the enclosed attendance and tardiness record.

We need your support to help your student attend school on a regular and timely basis. We would be most willing to schedule a conference if we can help you in any way. Please call <<Counselor>>, counselor, at <<Telephone Number>> to make an appointment.

Sincerely,

<<Administrator's Name>>

<<Administrator's Title>>

Cc: <<Counselor>>
<<Attendance Office>>
<<File>>

Enc.

Secondary Attendance Letter

Distrito Escolar de Hillsboro 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

<<Date>>

<<Parent/Guardian Name(s)>>

<<Address>>

<<City>>, <<State>> <<Zip Code>>

Apreciados<<Title>> <<Parent/Guardian Last Name(s)>>:

Las investigaciones han demostrado que la asistencia a la escuela es importante para el buen desempeño académico de los estudiantes. Los estudiantes con una asistencia irregular, son más propensos a presentar un desempeño bajo y a abandonar la escuela. Además, la ley de Oregon (ORC.339.010), y la política del Distrito Escolar (JEA), requieren la asistencia regular a la escuela de cada niño en edad escolar.

Ciertamente, no queremos que los padres envíen a la escuela a los estudiantes que se encuentran enfermos. Sin embargo, les aconsejamos a los padres que solo permitan que una enfermedad, sea la causa para que los estudiantes no asistan a la escuela. También les solicitamos que, en la medida de lo posible, programen las citas en un horario que no se cruce con el de la escuela.

El criterio para aprobar las excusas de los estudiantes, solicitadas por los padres debe incluir: Enfermedad/lesiones, luto, enfermedad grave en la familia, observancia religiosa, inclemencias del estado del tiempo, emergencias, y/o citas legales o citas en la corte; las cuales requieren la presencia del estudiante. El director de la escuela también puede aprobar las excusas de los estudiantes que han estado ausentes debido a entrevistas relacionadas con su educación u ocupación, y debido a los viajes familiares imprescindibles. Los profesionales de la salud pueden solicitar que al estudiante le sea concedida una excusa por su ausencia. Si el estudiante tiene demasiadas ausencias, y su progreso académico está en riesgo, el director puede negar la aprobación de una excusa solicitada los padres, para un viaje del estudiante o para entrevistas.

Durante este año, la asistencia de su estudiante a la escuela se ha convertido en una preocupación. De acuerdo a nuestros registros, <<Student's Name>>, ha estado ausente de la escuela, <<Days Absent>> días y tiene una tardanza de <<Days Late>>, desde el inicio del año escolar. Las ausencias representan un <<Percent of Absences>>, con relación a los días en que la escuela ha estado funcionando. Por favor vean los registros adjuntos, en donde están relacionadas las ausencias y las tardanzas.

Nosotros necesitamos de su apoyo, para poder ayudar a su estudiante a que asista a la escuela de manera regular y a tiempo. Nosotros estamos en la disposición de programar una conferencia, para saber si podemos ayudarles de alguna forma. Por favor llamen a <<Counselor>>, quien es el consejero/a, este es su número de teléfono <<Telephone Number>>, para que hagan un cita.

Atentamente,

<<Administrator's Name>>

<<Administrator's Title>>

c.c. <<Counselor>>

<<Attendance Office>>

<<File>>

Anexo.

Secondary Attendance Letter



Hillsboro School District 1J

STUDENT ASSISTANCE ACTION FORM

Name: _____ ID# _____

Referral Date: _____

Birth Date: _____ Grade: _____

Address: _____

Phone: _____ Lives with: Parent(s) _____

Other/Specify _____

Home Language _____

Attendance Response Team Contact _____

Pre-Intervention Attendance Rate _____

Number of Pre-Intervention Disciplinary Actions _____

Date	Concerns	Intervention/s	Responsible Person

Intervention Strategies – Place the number/s of each strategy utilized in the intervention box above

- | | | |
|-----------------------------------|-----------------------------------|---------------------------------|
| 1. Care Coordinator Referral | 5. Counselor | 9. Truancy Team |
| 2. Irregular Attendance Letter | 6. GED/Alternative Education (HS) | 10. In-School Discipline |
| 3. Youth Contact Facilitator (HS) | 7. Student Study Team | 11. Parent Contact (phn or ltr) |
| 4. Project Success (HS) | 8. Social Responsibility (HS) | 12. Parent/teacher Conference |

Post-Intervention Attendance Rate: _____

Number of Post-Intervention Disciplinary Actions: _____

Hillsboro School District 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

Date _____

Dear Parent:

Your student has been found in violation of the District's policy on gang-related behavior. As a school district, we are concerned about gang behavior in our schools and at school-sponsored events. Gang behavior breeds a climate of fear causing other students to feel unsafe. Students engaging in gang-related behavior are at risk for violent attacks by rival gang members. For these reasons, gang-related behavior will not be tolerated in the Hillsboro School District.

Gang behavior is not specific to any ethnic or socio-economic group. Gang behavior is not a fad or trend related to adolescence or being a young adult. Gang behavior is a direct challenge to the school's authority which, if left unchecked, will intimidate students and influence a student's ability to complete their education.

As parents, you can and must affect your student's behavior to ensure this type of violation does not occur again. Talk to your student about the following conditions for continued enrollment:

- Not belonging to a gang or associating with gang-influenced individuals
- Changing their dress to prevent projecting gang membership or support
- Ceasing verbal use of gang-related phrases or comments and monikers
- Ceasing use of gang signs or graffiti including marking their personal property
- Not engaging in intimidating, threatening, or violent behavior and/or
- Not bringing weapons to school or school events – weapons include, but are not limited to, firearms, knives, and blunt objects.

Continuation of gang-related behavior will impact your student's educational and future opportunities. Violations of the District Code of Student Conduct may result in suspension or expulsion from school. The District sincerely hopes your student can learn from this experience and, with your help, refrain from further violations.

I have read this letter and the attached contract and completely understand the conditions/standards asked of my student and me.

Student: _____ Parent: _____

School: _____ Other: _____

Date: _____

Hillsboro School District 1J



3083 NE 49TH PLACE, #202
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1782
WEB: hsd.k12.or.us

Date _____

Dear Parent:

In order to retain his/her status as a student of _____ and/or graduate, _____ will need to cease gang-related behavior, including:

- Cease belonging to a gang or associating with gang-influenced individuals.
- Change style of dress to prevent projecting as a gang-influenced individual.
- Cease verbal use of gang-related phrases or comments and monikers.
- Cease use of gang signs or graffiti including ceasing to mark personal property with graffiti or gang-style writing or symbols.
- Cease engaging in intimidating, threatening, or violent behavior.
- Cease use of weapons which include, but are limited to, firearms, knives, and blunt objects.

In addition to fulfilling the above conditions, _____ and/or parent will need to participate in the following Behavioral Action Plan items indicated:

- ___ Successful participation in Gang Education Seminars provided by Washington County Sheriffs and/or Hillsboro Police Department and/or Washington County Juvenile Department.
- ___ Consult with Care Coordinators for referral to individual and or family counseling with a recommended agency or professional.
- ___ Participate in Social Responsibility Training.
- ___ Other: _____

*I, _____, understand that this contract is offered to me as a **LAST CHANCE** to remain a student at _____ School. Furthermore, if I choose not to participate within the guidelines of this agreement, possible recommendation for pre-expulsion procedures could be considered.*

I have read this contract and completely understand the conditions/standards asked of my student and me.

Student: _____ Parent: _____

School: _____ Other: _____

Date: _____



Hillsboro Police Department
Youth Services Unit
250 SE 10th Avenue
Hillsboro, Oregon 97123
503-681-6107 fax



SECOND STEP REQUEST FOR ATTENDANCE OFFICER SERVICES

Student Name _____ Age _____ DOB _____

Parent(s) Name _____ Home Phone _____

Work Phone _____

Address: _____ Apt.# _____ City: _____

Additional Information: _____

Date: _____

School: _____

School Contact Name: _____ Phone #: _____

Administrator / Designee: _____ Signature: _____

Note - Please attach:

A copy of the student's personal information sheet involving parent/guardian names, address and phone numbers.

A current attendance report on total days absent

A copy of the Irregular Attendance Letter that has been sent to parents.

Please Fax request to Hillsboro Police Youth Services Unit at (503) 681-6107

Student has returned to school: **Yes** _____ **No** _____

Student returned to school (date) _____



Hillsboro Police Department
Attendance Officer Services Response
Fax Cover Sheet



From Officer: _____ **Fax # 503-681-6107**

To: _____

School: _____

To Fax #: _____ **Number of Pages** _____

Regarding student: _____ **Referral Date:** _____

Services provided:

☐ Step 2 Letter: ____ Hand Delivered
____ Mailed to (Name) _____ Date _____

☐ Mandatory Meeting: with Parent/Guardian (Name) _____
Date / Time: _____ Location: _____

Please ensure school representative is in attendance.

☐ Citation issued: Date: _____
Due to: ____ Ongoing truancy and/or ____ Failure of mandatory meeting.

☐ Court Date Set: Date: _____ Location: _____
Please ensure school representative is in attendance.

Comments:

Please note that to request additional services the school must send a new request for service to the Hillsboro Police Department at fax (503) 681-6107.

Law Enforcement Compulsory Attendance Letter



Hillsboro Police Department
Youth Services Unit
250 SE 10th Avenue
Hillsboro, Oregon 97123



To the parent or guardian of _____
(Child Name)

(Parent/Guardian Name)

(Street)

(City)

(School District)

Compulsory Attendance Law and Penalty

Oregon's law requires parents or persons in control of a child who has not completed the twelfth grade to enroll the child and maintain the child in regular attendance at school. Violation of this requirement is a Class C violation. If the school determines that a parent has failed to enroll the child and to maintain the child in regular attendance, written notification shall be given to the parent, requiring the parent to attend a conference with a designated school official. If the parent does not attend or fails to send the child to school after the conference, state law and district policy allow the superintendent to issue a citation to appear in Circuit Court. This citation will result in a fine of \$180.00 plus assessments.

Please contact me if you have any questions. You may leave a message at 503-681-6175

(Attendance Officer) (Date)

☐ Please sign and return this letter to the school as acknowledgment of receipt.

(Parent/Guardian Signature)

RETURN THIS SIGNED FORM WITH A PARENT

(School contact)

AT _____ BY ____/____/____.
(School) (Month) / (day) / (year)



Hillsboro Police Department
Youth Services Unit
250 SE 10th Avenue
Hillsboro, Oregon 97123



FORMAL NOTICE TO PARENT OR LEGAL CUSTODIAN OF CHILD
MANDATORY SCHOOL ATTENDANCE MEETING

CASE NUMBER		INCIDENT		ORS NUMBER		CLASS	UCR CLASSIFICATION
LOCATION OF OCCURRENCE				CLEARANCE	DATE / TIME REPORTED		
CODE	NAME (Last, First, Middle)						
HOME ADDRESS				RACE	SEX	DOB	
CRN	DRIVER LICENSE / STATE OR SSN			HOME PHONE		CITATION #	
REPORTING OFFICER		OFC ID NO.	APPROVED BY:		PROCESSED BY:		

YOU ARE NOTIFIED:

That in accordance with the provisions of Chapter 339, Oregon Revised Statutes:

CODE	NAME (Last, First, Middle)						
HOME ADDRESS				RACE	SEX	DOB	

Is a child subject to compulsory school attendance, and you are directed to cause said child to appear at _____ School at _____ (Address),

On the next school day following receipt of this notice, and that regular attendance at such school must be maintained during the remainder of the school year.

Compliance with attendance laws requires you and your child to attend a mandatory conference to discuss attendance issues. This conference has been scheduled with a school administrator and the Hillsboro Police Attendance Officer on

Month _____, Day _____, Time _____
at _____ School.

- **You are further notified that failure to comply with the requirements of this notice shall subject you to the penalties provided by law in Chapter 339, Oregon Revised Statutes as modified by House Bill 2091. Failure to maintain a student in regular attendance is a class C violation and will result in a citation of \$180.00 plus assessments and an appearance at the County Circuit Court.**

Note: The compulsory school attendance law of Oregon requires children between the ages of 7 and 18 years of age to attend school regularly. If you have any questions concerning this notice please contact: _____, Building Administrator

School _____ Phone No. _____

Attendance Officer _____

This form may be hand delivered to parent or other person having control of the child. Copies of this order are sent by both regular and registered mail to ensure delivery.



Hillsboro School District 1J
SSHS CARE COORDINATION REFERRAL

To Be Completed By Referral Source

For information regarding mental health services for HSD students, call Joanne Mabbott @ 503.844.1443.

1. IDENTIFYING INFORMATION

Referral date: _____ Student's HSD ID#: _____
Student name: _____ Gender: Female ☐ Male ☐
School: _____ Grade: _____ Birthdate: _____ Age: _____
Student address: _____ Zip: _____
Parent/Guardian name(s): _____
Home phone: _____ Work phone: _____ Other phone: _____
Does the student have a **current** IEP? Yes ☐ No ☐ Section 504 Plan? Yes ☐ No ☐
Has the student ever been identified Special Ed? Yes ☐ No ☐
Does student and/or parent/guardian require an interpreter? Yes ☐ No ☐ Language: _____

2. REFERRAL INFORMATION

Who is making this referral?: (Name) _____
Referrer is a : Student ☐ Teacher ☐ Parent ☐ Other _____
Referral source's phone #: _____ Email: _____
What prompted this referral? What are your concerns about risk?

3. CONCERN (including self report/peer reports)

Does this student exhibit any of the following warning signs for at-risk behaviors?

Early Warning Signs/ <u>low- to medium-</u> risk behaviors	
<input type="checkbox"/> Social withdrawal	<input type="checkbox"/> Intolerance for differences and prejudicial attitudes
<input type="checkbox"/> Patterns of impulsive and chronic hitting, intimidating	<input type="checkbox"/> Low school interest and poor academic performance
<input type="checkbox"/> Excessive feelings of isolation and being alone	<input type="checkbox"/> Affiliation with gangs
<input type="checkbox"/> Excessive feelings of rejection	<input type="checkbox"/> Drug use and/or alcohol use
<input type="checkbox"/> History of discipline problems	<input type="checkbox"/> Expression of violence in writing and drawings
<input type="checkbox"/> Victim of violence	<input type="checkbox"/> Access to, possession of, and use of weapons
<input type="checkbox"/> History of violent and aggressive behavior	<input type="checkbox"/> Uncontrolled anger
<input type="checkbox"/> Feelings of being picked on and persecuted	<input type="checkbox"/> Persistent sadness

Imminent Warning Signs/ <u>high-</u> risk behaviors	
<input type="checkbox"/> Serious physical fighting	<input type="checkbox"/> Setting fires
<input type="checkbox"/> Detailed threats of lethal violence	<input type="checkbox"/> Severe rage for seemingly minor reasons
<input type="checkbox"/> Possession and/or use of firearms, other weapons	<input type="checkbox"/> Sexually aggressive behavior
<input type="checkbox"/> Severe destruction of property	<input type="checkbox"/> Other self-injurious behaviors or threats of suicide

4. PARENT CONTACT

- A. Has the referral source notified the family yet that a referral for mental health care coordination services has been made? Yes ☐ No ☐ (if no, see 4B; otherwise skip to 4C)
- B. If the family has not been notified of the referral for mental health care coordination services, please list the reason(s) why: _____
- C. Name and phone # of parent/guardian contacted: _____
- D. Date parent/guardian was notified of this referral: _____
- E. Is parent/guardian supportive of a mental health assessment and services for the student? Yes ☐ No ☐

5. OTHER PROFESSIONALS INVOLVED WITH STUDENT (for each yes, enter corresponding information below)

Child Welfare Services Yes ☐ No ☐ Juvenile Court Yes ☐ No ☐
Mental Health Provider Yes ☐ No ☐ Other Yes ☐

<u>Name</u>	<u>Title</u>	<u>Agency</u>	<u>Phone number</u>
.....
.....
.....
.....
.....

6. SERVICES REQUESTED:

Consultation with Teacher Only ☐ Consultation with Parent ☐ Mental Health Assessment ☐ Other ☐

7. COMMENTS:

For Internal Use Only

Referral Processed By: _____ Date: _____
Care Coordinator Assigned to Case: _____



Directions for Accessing Care Coordinator Services

1. The Referral Source (ex: Teacher, Counselor, Bldg Admin, etc...) fills out the referral form for the identified student.
2. The Referral Source consults with his/her building's identified referral Point Person (ex: Vice/Principal, Counselor, etc...) to verify that the student has not already been referred to another program or service.
3. The Point Person faxes, e-mails, or interoffice mails the completed referral form to the Care Coordinators' Center at Thomas Middle School. *If the Referral Source believes the student's situation is urgent, please call the Care Coordinator Center phone number as well to alert staff to process your referral immediately.*

Thomas Middle School
Care Coordinator Center
645 NE Lincoln St
Hillsboro, OR 97124

Phone: (503) 844-1062
Fax: (503) 844-1040
Email: Careco@hsd.k12.or.us

4. The referral will be reviewed by the program's Director or Team Leader, Joanne Mabbott or Keyla Smith respectively, and then assigned to the appropriate Care Coordinator (CC). If the referral is deemed more appropriate for Special Education services, it will be forwarded to the appropriate Special Education Administrator.
5. The assigned CC will respond to a new referral within 14 days. If the referral is urgent, please refer back to # 3.
6. The assigned CC may make contact with the Referral Source to gather additional information regarding his/her concerns. The CC will contact the student's parent/guardian in order to obtain permission to work with the referred student and family prior to meeting with the student. If, after a period of time, the CC is unable to make contact with a student's family, the CC may enlist support from the Referral Source in reaching the student's guardian. In urgent situations, the CC may meet with the student while simultaneously attempting to make contact with the student's guardian.

Please feel free to call the Care Coordinator Center at the above phone number, or e-mail Joanne or Keyla, if you would like further assistance with this process!



**Washington County Juvenile Officer
Intake Form**

To Be Completed By Referral Source



1. IDENTIFYING INFORMATION

Referral date: _____ Student's HSD ID#: _____
Referred to: (Jon Biles or Arturo Peraza) _____
Student name: _____ Gender: Female ☐ Male ☐
School: _____ Grade: _____ Birth Date: _____ Age: _____
Student address: _____ Zip: _____
Parent/Guardian name(s): _____
Home phone: _____ Work phone: _____ Other phone: _____
Does student and/or parent/guardian require an interpreter? Yes ☐ No ☐ Language: _____

2. REFERRAL INFORMATION

Who is making this referral?: (Name) _____
Referrer is a: ☐ Student ☐ Teacher ☐ Parent ☐ School Admin ☐ Other: _____
Referral source's phone #: _____ Email: _____
Type of Referral (Individual Consultation, Case Management, MRT, Home Visit, Etc...): _____

What prompted this referral (Truancy or Violence)? Please specify the concerns that you have with this youth.

NOTES:

Please email (as an attachment) or fax this referral to:

Jon Biles: jon_biles@co.washington.or.us

-OR-

Arturo Peraza: arturo_peraza@co.washington.or.us

Fax: (503) 846-8886

