

SSHS Teleconference on Truancy Prevention and Intervention

Hillsboro Together

The Hillsboro School District 1J

SSHS Partnership

April 24, 2007

Introductions

- Liza Andrew-Miller – Project Director
- Dr. Joseph Christy – Director Washington County Juvenile Department
- Scott Perry – Director of Services, Linn Benton Lincoln Educational Services District
- Martha Guise, Vice Principal Century High School
- Greg Mitchell, Vice Principal Glencoe High School
- Ed Vance – Hillsboro Police Department, Youth Services Detective
- Dawn Montgomery, Executive Director School Improvement Team

How to Contact Us

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Historical Overview

- Hillsboro Police Department led the way
- Development of Truancy Court
- Support of HPD Mediation Services
- Addition of SROs as Truancy resource
- Department of Justice resources on Truancy
- Juvenile Office interest in SRT groups and the Character Development Systems work on truancy
- Addition of Juvenile Officers as early intervention resource
- Dr. Christy chairs the Attendance Improvement and Violence Prevention Team for Hillsboro Together

Hillsboro Together Attendance Improvement Model elements

- Truancy prevention is driven by law enforcement partners as a crime prevention and early intervention opportunity.
- Best Practice delineates the key role of school staff and school systems as key elements of the prevention/intervention model. Reframe the issue as Attendance Improvement.
- Attendance Improvement and Violence Prevention Team brings everyone together at a system level.
- CARE team brings everyone together at a building level.

Hillsboro Together Attendance Improvement Model Elements

- Differences between elementary and secondary schools.
- Attendance Improvement Model developed by Linn Benton Lincoln ESD
- Role of Data
- *Every Day on Time* - Social marketing initiative

Attendance Improvement and Truancy Reduction

ATTENDANCE IMPROVEMENT WORK GROUP

Dr. Joseph Christy

KEY PRINCIPLES

- **Connection to academic achievement**
- **Integration with existing services and comprehensive plans**
- ◇ **Policy**
- ◇ **System of learning supports**
- ◇ **Infrastructure at the school level**
- ◇ **Systemic change**
- **Collaborative planning and implementation**
- **Early identification and access to services**
- **Family/parent involvement**
- **Cultural competence**
- **Research and evidence based practices**
- **Commitment to evaluation of results**

CONCEPTUAL FRAMEWORK

ELEMENTS

- Principles and purposes
- Data
- Policy
- Interventions
- Implementation, Training, Communication
- Evaluation

CHARACTERISTICS

- ◇ Maps direction, goals, activities, resources
- ◇ Incorporates policy and practice
- ◇ Addresses the full continuum – Prevention /
Early Intervention / Intensive Intervention
- ◇ Is a means, not an end

WHAT WE'VE LEARNED

- Real change happens in schools
- All partners and levels need to be represented
- Success depends on policy, practice, resource, communication– all are necessary
- Change is built on respect for the *status quo*
- Sustaining positive change over the long term should guide planning
- Communication is a key to success
- It takes more than getting students back in school
- Transitions need attention

SUCCESSFUL SYSTEMS CHANGE

- **Is more than coordination or adding something on**
- **Faces the challenge of bringing different cultures together**
- **Arises from shifting mindsets**
- **Requires understanding and clarity about roles**
- **Requires a long-term view**
- **Demands patience and respect**
- **Needs to be connected to academic achievement and comprehensive school improvement**

FRAMEWORK for RECOMMENDATIONS

The Attendance Improvement and Violence Prevention Team are currently working on recommendations in the following areas:

- Data collection and reporting
- Policy and procedure modifications
- Interventions
- Implementation, Training, and Communication Strategies
- Tracking and Evaluation

See the ***Christy Attachment*** for the full framework, the Truancy prevention flow chart, and the Elementary and Secondary Levels of Intervention Charts.