

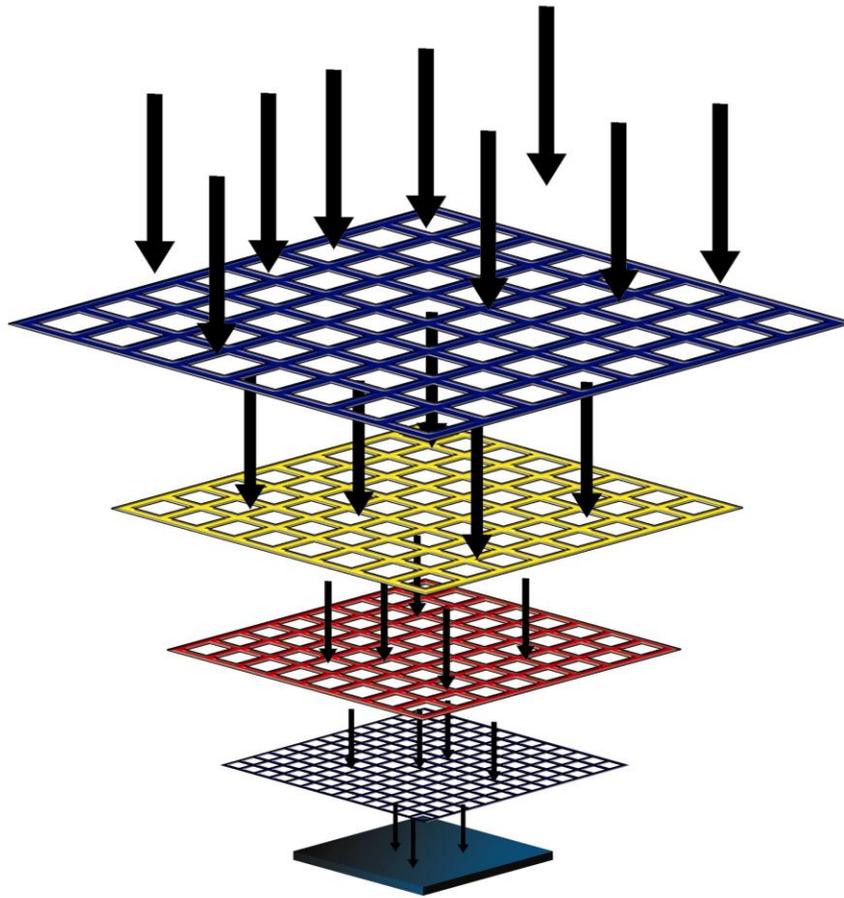
Why the focus on truancy?

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

Robert Marzano

What Works In School

Attendance Support Systems



- Universal Attendance Supports**
 - Effective Instruction
 - Schoolwide Staff Agreements
 - Systems of Reinforcement: School & Classroom

- Parent communication systems**
 - Same Day Response
 - Person-to-Person Contact

- Consequence Systems**
 - Clear
 - Consistent

- Individual assesment & support**
 - Barriers & Needed Supports
 - Mentoring
 - Alternative Education Options

- Community supports & legal consequences**
 - Interagency Staffing
 - Wraparound/Case Management
 - Attendance Officer Support

➤ Note: If you cannot see this slide, please refer to the section entitled Attendance Support Systems on the document Perry's Model for Attendance Improve (Copyright 2005, Linn Benton Lincoln Education Service District)

Common Challenges

Universal Level

- Staff intentionally or unintentionally dis-inviting to returning students
- Lack of school-wide emphasis on attendance
- Culture of punitive-only responses to attendance issues (lack of positive interventions)
- Grading & homework policies that fail to celebrate “renewed efforts”
- Policies not in line with practice
- Policies & expectations not clear to staff or students
- Inaccurate data collection
- Adults in building reluctant to “share” responsibility for intervening (he’s not one of “my students”)
- Hall pass system inconsistency

Common Challenges Parent Communication

- Parents intentionally or unintentionally dis-invited re: participation in attendance efforts for their child
- Parents not informed of attendance policies in a way that insures understanding
- Parents of chronically truant students not informed of positive changes
- Parents not informed of unexcused absences

Common Challenges Consequence Systems

- Negative consequence system viewed as “most important” or “only” system strategy
- Policies and procedures re: consequence system not clear to students, parents and/or staff
- Significant delay between infraction and consequence
- Lack of problem-solving element in consequence system
- Students repeatedly experience consequence system with no change in intervention or supports

Common Challenges Individual Systems

- No systematic way of identifying students in need of individual focus
- Lack of available assessment & intervention tools for providing more intensive intervention/support
- Minimal or no identified intervention personnel/resources
- Individual intervention personnel lack skills/training to provide more intensive supports
- Individual support personnel overwhelmed by referrals due to absence of earlier screens

Common Challenges Community Level

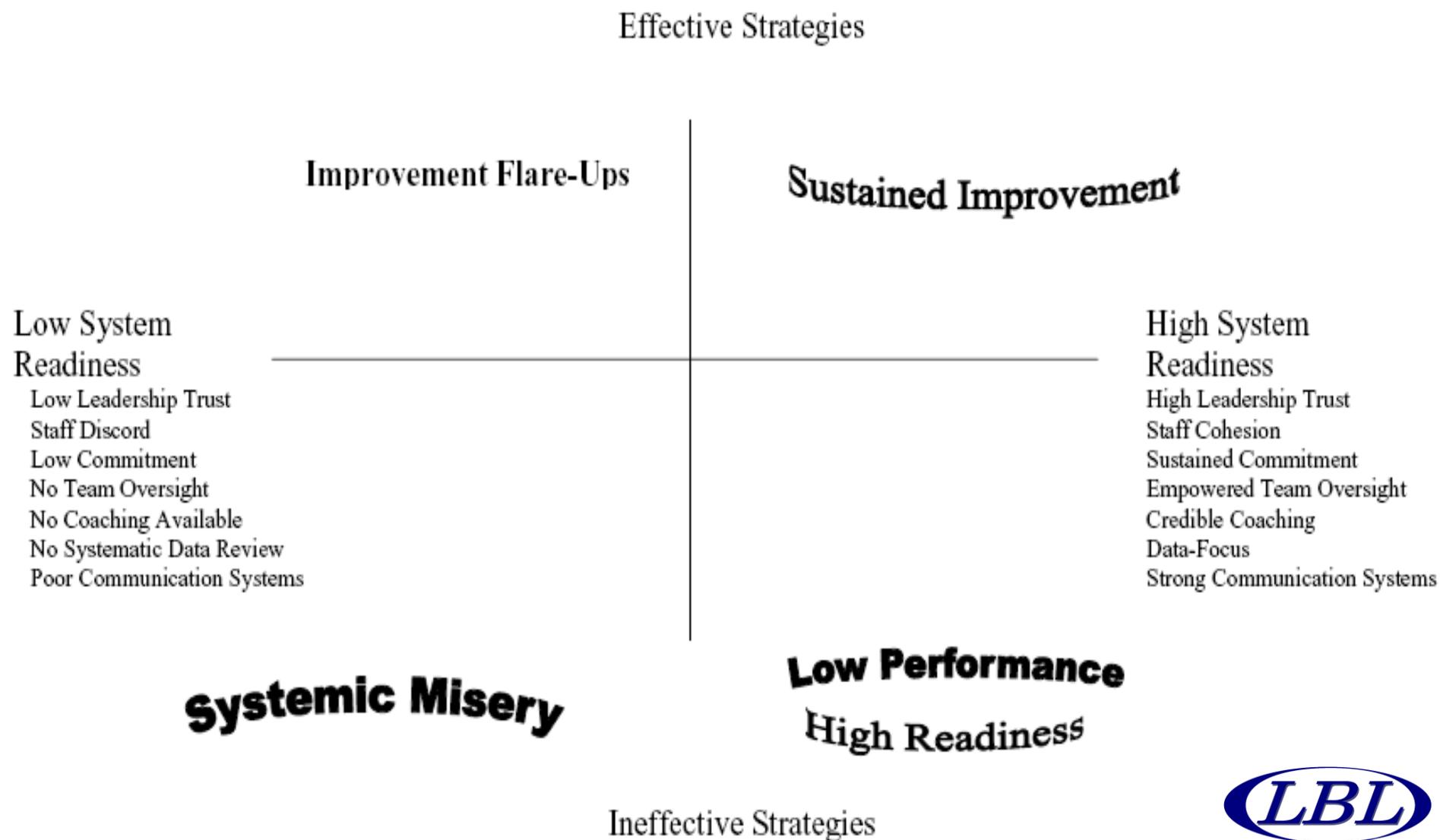
- No systematic way of identifying students in need of community focus
- Lack of strong school-community agency relationship
- Unfocused or unclear community system(s) for accessing supports
- Lack of case coordination
- Lack of judicial system support

Attendance Improvement Initiative

Scott Perry

- Assess for Readiness
- Identify School Team with Attendance Focus
- Train Team on Self Assessment process
- Analyze and report on the Self Assessment data
- Assist Team to develop a multifaceted plan based on the self assessment
- Assist Team in developing the data sets for monitoring and intervening on attendance
- Work with Team to revisit the plan, identify system barriers, make a plan to address barriers
- See the ***LBLESD Attendance Improvement Model*** Attachment for a more comprehensive review of the model and the ***LBLESD Staff Survey*** Attachment, one of the assessment tools that has been developed. See the ***Liberty Plan*** to see how one school is using the model.

Continuums of Capacity for Improvement



Century High School Attendance Model

- Weekly Monday AM review of prior week's attendance data, assign students of concern to school staff for follow-up, identify "high flyers" for Care Team staffing.
- Thursday AM Care Team, all community partners, Assistant Principals and School Counselors
- Linkage to in school and/or community services
- Follow up at subsequent Care Team meetings
- **See *Century Attachment* –This is the Century High School Attendance Intervention Flow chart.**

Law enforcement and Legal System contributions

- SROs are members of the secondary school CARE teams and are encouraged by some elementary principals to begin to talk to students or families early in the process
- SROs have articulated the formal truancy referral process and have trained school staff. Ongoing case related communication with schools is important. The formal truancy referral process has several stages: Step 1 letter, Mandatory meeting, Citation, Truancy Court, Mediation, Fines.
- SROs will at times make home visits with school staff, juvenile officer, or care coordinators (mental health professionals).
- If a truancy citation is issued to parents, parents are required to attend a special truancy court.
- The truancy court process leads to Mediation services provided through the Hillsboro Police Department.
- If the Mediation process is not successful, parents may be fined.