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# Hillsboro Together

## Attendance Improvement and Truancy Reduction

### *FRAMEWORK for RECOMMENDATIONS*

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#### **Purposes**

##### **Vision**

Promote student academic success and increase graduation rates through effective strategies to improve school attendance [reduce truancy]

##### **Principles**

- Least restrictive intervention
- Early identification and access to services
- Family involvement
- Partnership and collaboration
- **Integration with existing services and larger school district plans**
- Cultural competence
- Research and evidence based intervention
- Commitment to evaluating results

##### **Work Group Purposes**

- Establish purposes and goals for attendance improvement strategies
- Define a continuum of service elements
- Define participant roles and means of communication and collaboration
- Develop a full connection with district wide planning
- Develop processes for data collection, program monitoring, and evaluation
- Review progress and recommend practices for improved services

*How do attendance improvement strategies differ from violence prevention strategies and where do they intersect?*

*How does the Attendance Improvement Initiative relate to recommendations from this work group?*

## **Data**

**PBS – Disciplinary Referrals** – provided to the work group each month as a basis for planning and progress review

*Recommendation: Include data on positive results in PBS schools*

**Student survey data** – collected annually from 6<sup>th</sup> grade and up

**Climate survey results** – collected at all levels from school staff

**Attendance data** [names of students with patterns of attendance problems]

*Recommendation: Monthly run of the names of students with patterns of attendance problems, excused and unexcused, and data showing correlations with academic grades to be available to all schools [requires coordination with technology staff]*

## **Policy**

**Definition of truancy**

*\*\*see Guidelines for Defining Truancy and Calculating Rates\*\**

**Recording of excused/unexcused absences**

**Parent education and engagement as a central element of strategies**

**Implement check-in / check-out policy at all schools**

**Develop means of intervening early with students in the middle section of the triangle pictured in the PBS reports – add to transition step in the counseling cohort grid – include middle school and Youth Contact staff in transition plan**

**Involvement of law enforcement early in the process** [parent education and/or family counseling as an alternative before citation]

## **Interventions**

**Incorporate District, all levels [elementary, middle, high schools], each school**

*\*\*see Truancy Prevention and Intervention Model\*\**

**\*\*see Truancy Prevention in Action: Best Practices\*\***

Consider how to incorporate interventions and procedures already in place and showing positive in specific schools

**Elementary Schools** [importance of focus on elementary for long term results]

**-Universal:** Second Step [social skills, conflict resolution curriculum]  
Steps to Respect [anti-bullying model for grades 4 through 6]

**-Indicated:**

**-Targeted:** SST; monthly interdisciplinary team meeting

**Middle Schools**

**-Universal:** Second Step to build on elementary school accomplishments

**-Indicated:**

**-Targeted:** Peer mediation

*Recommendation: Begin SRT as a pilot at Brown MS*

**High Schools**

**-Universal:** Breaking Down Walls; All Stars [health credit]

**-Indicated**

**-Targeted:** Century & Glencoe interdisciplinary team integrating reviews of attendance/behavior **\*\*see chart/description\*\***  
Support for student engagement and academic progress: Plato, SRT,  
tutoring, extracurricular activities

## **Implementation, Training and Communication Strategies**

**Consultation, resources (Adler, UCLA)**

**Student Input**

**Parent Education and Engagement**

*Recommendation: Implement a comprehensive parent education strategy that employs a variety of means simultaneously sending the same messages and offers information on resources*

- *Reach out to where parents are – workplace, farmers' market, Family Resource Centers*
- *Media sources – TV and newspapers; school newsletters ;columns in various formats to parents with information and opportunities for input, questions, issues; ads identifying issues and forums for participation with partners identified; web sites*
- *Reaching out to the business community and Chamber of Commerce*
- *Connect with institutions of higher education – practicum students*
- *Connect with the ministerial associations*

- *Involvement in parades, county fairs, other public events*
- *Connecting to state agencies [WIC, employment] – relating attendance to welfare, SSI funds while being sensitive to the pressures of child care needs, poverty, and other factors*
- *Create a video with educational purposes*
- *Explore extra credit to students for parent attendance at certain events*
- *Explore the potential for volunteers in making parent contacts on attendance issues – a script for those making calls to use, incorporating information on supportive services*
- *Create systems for recognizing positive accomplishments of students and parents*

### **Roles of Principals, Counselors, Teachers**

Starting with counselors, training counselors to train teachers to deliver universal curriculum  
Systems for creating awareness about interventions with siblings in other schools

### **Training**

Initial training on implementation, follow up training to promote integration of concepts as school norms

### **Communication throughout all schools**

Systematic process to ensure that school staff know services and how to access them  
Communications tool

## **Tracking and Evaluation**

**Individual student progress**

**Results of prevention and intervention strategies**

**Referrals to community resources and follow up on engagement**

**System impacts**

# **TRUANCY PREVENTION AND INTERVENTION**

## **Activities and Services to achieve the results in the Logic Model**

**PROGRAM PREPARATION:** Letter to parents, community education, volunteer recruitment

### **INTEGRATION OF ACTIVITIES IN PLACE WITH NEW PROGRAMS**

#### **1 IDENTIFICATION**

Children / Youth with Truancy Pattern

>> Definitions and criteria

>> Who is responsible?

[MH and Juvenile available for consultation and support at the first three levels described here]

[Importance of options to engage youth and families in school]

#### **4 MULTIDISCIPLINARY PLAN**

See BELOW for details

#### **2 INITIAL INTERVENTION**

School meets with student, calls parent

>> Content of meeting / call

>> Who is responsible?

>> Reporting on results

#### **5 DISCIPLINE / CITATION**

School policies

Referral to HPD /

Parent citation

Resources (counseling, community service)

>> Who is responsible?

>> Reporting on actions taken and results

#### **3 MEDIATION / CONTRACT**

Mediate agreement with student/parents - MANDATED

Monitor agreement

>> Contract template / elements

>> Who is responsible to mediate and monitor?

>> Reporting on results

#### **6 COURT**



Appearance in court


Mediation

Fines

>> Who is responsible?

>> Reporting on actions taken and results

<p>Level of Intervention </p> <p>12/4/06 version</p> <p>Program Component </p>	Elementary Schools					
	1	2	3	4	5	6
1. School Sends letter to parents of all students informing them of the program and of state educational attendance requirements. Letter is co-signed by the Principal, Police Chief/Sheriff, and by the Truancy Court Judge. The Standards of Student Conduct outlines the law, and the district/partnership policies and procedures regarding excused, unexcused, and excessive absences.	X					
2. District- wide education campaign to encourage regular attendance. District wide Poster contest. Building initiatives promoting and recognizing attendance.	X					
3. Every absence is presumed unexcused until the parent notifies the school of the reason for the absence and the reason meets the standard for an excused absence. Child has unexcused absence; parent is called by 11 am to notify them of the absence.		X				
4. School reviews, on a weekly basis, students with 3 or more unexcused, a pattern of absenteeism, or 14 school days absent. School staff meets with student and talks with parent. Give/send letter of concern with resource list. Coordinate with existing known service providers. Obtain consent to share/receive information with relevant service providers.		X				
5. If absences continue (additional 2 days), school requests parent meeting at school to set up contract. Student file, student academic status, current service usage are reviewed. Coordinate with existing known services. Youth is referred for academic assistance or assessed for IEP if required. Formal Attendance Notice is handed or certified mailed to parents.			X			
6. If the parent/child does not complete a contract, or if contract is broken, the school Interdisciplinary team staffs student. The interdisciplinary team will consist of School Staff, Hillsboro Together Care Coordinator (HTCC), SRO, and others. Coordinate and consult with existing known service providers. See attached detail regarding interdisciplinary team work. Dean, parent, counselor, Teacher, HTCC, or Juvenile Counselor meets with student monthly to recognize progress made, address any concerns, or add resources as needed.				X		
7. If Student is truant 8 or more half days in a 30 day period, e a Request for Services is sent by Principal, or designee, to Police Department with required documentation.					X	
8. Within 4 days of receipt of Request for services, Step 1 Letter delivered to Parents by Truancy Officer. School is notified of date of delivery and outcome.					X	
9. If child does not maintain consistent attendance, School notifies Truancy Officer. Truancy Officer delivers Mandatory Meeting Letter within four days; notifying school of delivery date. Parents are required to attend meeting at the specified time/date at the school with Truancy Officer and school official.					X	
10. If child does not maintain consistent attendance, School notifies Truancy Officer. Within four days, Truancy Officer issue citation to appear in court. School is notified of date of citation and court appearance.						X
<p>11. Family attends truancy court. Family may:</p> <ul style="list-style-type: none"> <li>• Engage in mediation, set over court appearance for 30/60/or 90 days. When reappear in court, if all is well, case may be dismissed.</li> <li>• Plead guilty, pay fine</li> <li>• Ask for trial</li> </ul>						X

Level of Intervention 12/6/06 version Program Component 	Secondary Schools					
	1	2	3	4	5	6
1. School Sends letter to parents of all students informing them of the program and of state educational attendance requirements. Letter is co-signed by the Principal, Police Chief/Sheriff, and by the Truancy Court Judge. The Standards of Student Contract outlines the law, and the district/partnership policies and procedures regarding unexcused or excessive absences.	X					
2. District- wide education campaign to encourage regular attendance. District wide Poster contest. Building initiatives promoting and recognizing attendance.	X					
3. Every absence is presumed unexcused until the parent notifies the school of the reason for the absence and the reason meets the standard for an excused absence. When a Child has an unexcused absence; auto-dialer notifies parent at close of school day.		X				
4. On a weekly basis, school reviews students with absentee patterns of 3 unexcused absences, 4 or more half-day unexcused absences in a week, a pattern of 4 or more absences for a given class period or 20% of school days absent. School staff meets with student, talks with parent, and coordinates with existing known service providers, obtain release of information consents.		X				
5. If absences continue (additional 2 days), school requests parent meeting at school to set up contract. Student file, student academic status, current service usage are reviewed. Consult with known service providers. Youth is referred for academic assistance or assessed for IEP if required. Formal Attendance Notice is handed or certified mailed to parents.			X			
6. If the parent/child does not complete a contract, or if contract is broken, the school Interdisciplinary team staffs student. The Interdisciplinary team will consist of School Staff, Hillsboro Together Care Coordinator (HTCC), SRO, Juvenile Officer, and Youth Contact. Consult with Service providers. The team may refer student to SRT group if available. See attached detail regarding interdisciplinary team work. Dean, parent, counselor, Teacher, HTCC, or Juvenile Counselor meets with student monthly to recognize progress made, address any concerns, or add resources as needed.				X		
7. If Student is truant 8 or more half days in a 30 day period, e a Request for Services is sent by Principal, or designee, to Police Department with required documentation.					X	
8. Within 4 days of receipt of Request for services, a Step 1 Letter is delivered to Parents by Truancy Officer. School is notified of date of delivery and outcome.					X	
9. If child does not maintain consistent attendance, School notifies Truancy Officer. Truancy Officer delivers Mandatory Meeting Letter within four days; notifying school of delivery date. Parents are required to attend meeting at the specified time/date at the school with Truancy Officer and school official.					X	
10. If child does not maintain consistent attendance, School notifies Truancy Officer. Within four days, Truancy Officer issues citation to appear in court. School is notified of date of citation and court appearance.						X
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