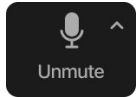
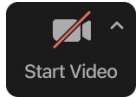


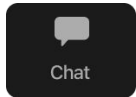
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Child Welfare and Attendance Monthly Call



December 7, 2023

Agenda

- Introduction / Sign In
- Monthly Call Purpose
- Morning Inspiration & Activity
- Virtual Resource Fair Presenters
 - Jodi Dodds Kinner - Hazel Health
 - Stephan Karnauch - School Innovations and Achievement
 - Dr. Gwen Murray - Baker City Schools Attendance Initiative Pilot
- Updates



Monthly Call Purpose

- Focus: Agency, Belonging, and Connection
- Purpose: To cultivate a viable network for state CWA's to discuss evidence based best practices and offer support amongst colleagues.

Contact shelneka.adams@la.gov with questions.



Morning Inspiration



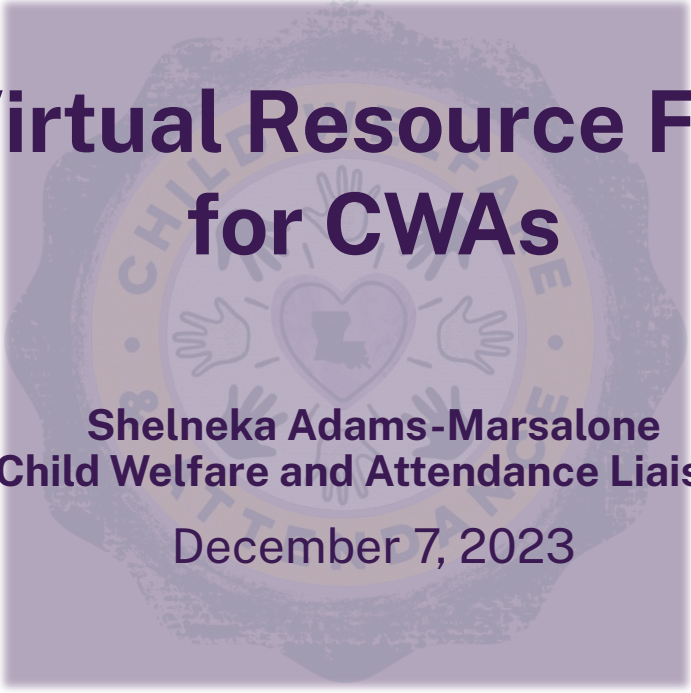
Morning Inspiration
Are you okay?



Reflection and Activity

- What does the “purple goo” represent and how does that contribute to absenteeism?
- What measures do your schools/system have in place to address the “goo?”
- What are interventions we can implement and what tier would you categorize the interventions?



The background of the slide features a large, semi-transparent seal of the Department of Children and Family Services, State of Louisiana. The seal is circular with a scalloped edge and contains a heart in the center with the outline of Louisiana inside it. Two hands are positioned on either side of the heart. The words "CHILDREN AND FAMILY SERVICES" and "STATE OF LOUISIANA" are visible around the perimeter of the seal.

Virtual Resource Fair for CWAs

**Shelneka Adams-Marsalone
Child Welfare and Attendance Liaison**

December 7, 2023

Presentation

Hazel Health

Jodi Dodds Kinner





Eliminating Barriers to Attendance through Teletherapy

Powered by Hazel Health



The largest and most trusted telehealth solution for K-12 schools



Accessible to all students

Regardless of insurance status, immigration status, or ability to pay

Hazel Health bills insurance for Hazel services. This ensures that the visit cost is covered by insurance, and there are no out-of-pocket costs for the family.



HIPAA compliant



FERPA compliant



Mental Health



Physical Health



At Home



At School



Mental health access



20% of children have a mental, emotional or behavioral disorder, but only 1 in 5 of those children receive care (CDC)

Through our partnerships with schools, we have the opportunity to reach the remaining 4 out of 5





Why these students may not be able to connect to services

Parents not identifying the signs

Lack of insurance or health system savviness

Stigma around mental health

Appointment logistics (getting time off work, transportation, etc.)

Waitlists for services



How Hazel is uniquely addressing this

School staff members can refer

Services provided at no cost to family

Skilled team of Family Resource Managers & Enrollment Coordinators to guide families

Services provided at home and at school, with ability to join virtually

Focus on capacity to support shorter waitlists than other options in the community



Pillars of a Hazel Health program



Sustainable model

Hazel works with the district to become a component of their existing health services ecosystem and bills insurance to drive program sustainability



Ability to serve all students

Hazel is available to every student, regardless of insurance status, immigration status, or ability to pay



Integrated whole-child care

Hazel services include scheduled mental health appointments



School-based partnership

Hazel aligns with the district's MTSS framework and follows district health protocols



Care coordination

Hazel helps families navigate the health care landscape and supports with coordinating care to local resources



What to expect from a Hazel partnership

Services

- ✓ **Mental health services**
Initial assessment, short-term evidence based counseling, and case management
- ✓ **Physical health services**
On demand medical care, treatment recommendations, and care navigation
- ✓ **Care coordination**
Recommendations for ongoing care when needed

Supports

- ✓ **Frequent program reviews**
Live data dashboards and regular review of program data and impact metrics
- ✓ **Dedicated account management**
Account managers and client success managers work with district and schools to build and sustain a successful program
- ✓ **Equipment & tech**
Hazel provides all equipment and ongoing trainings to support staff utilization

Incorporating Hazel into your MTSS framework

When needed, Hazel Health helps to coordinate care to higher-level interventions, like long-term counseling or psychiatry

3

Hazel Health licensed therapists help students achieve mental wellness through virtual therapy

2

← PRIMARY IMPACT

Hazel Health supports school staff with detecting early signs of mental health issues to enable early intervention and prevention

1



Hazel at Tier I

Physical Health Services

All students have access to PH services

When indicated, PH providers can refer student to HEART™ services

MH, and PBIS Programming

Students explore feelings with peers and trusted adults

Students learn about support available to them

Class and family materials highlight HEART™

Universal Screening

Students are screened for social, emotional and behavioral needs

If data indicates a need for additional support and district decision rules warrant, a HEART™ referral is initiated

Attendance Monitoring

Families may be provided HEART™ information as part of truancy response

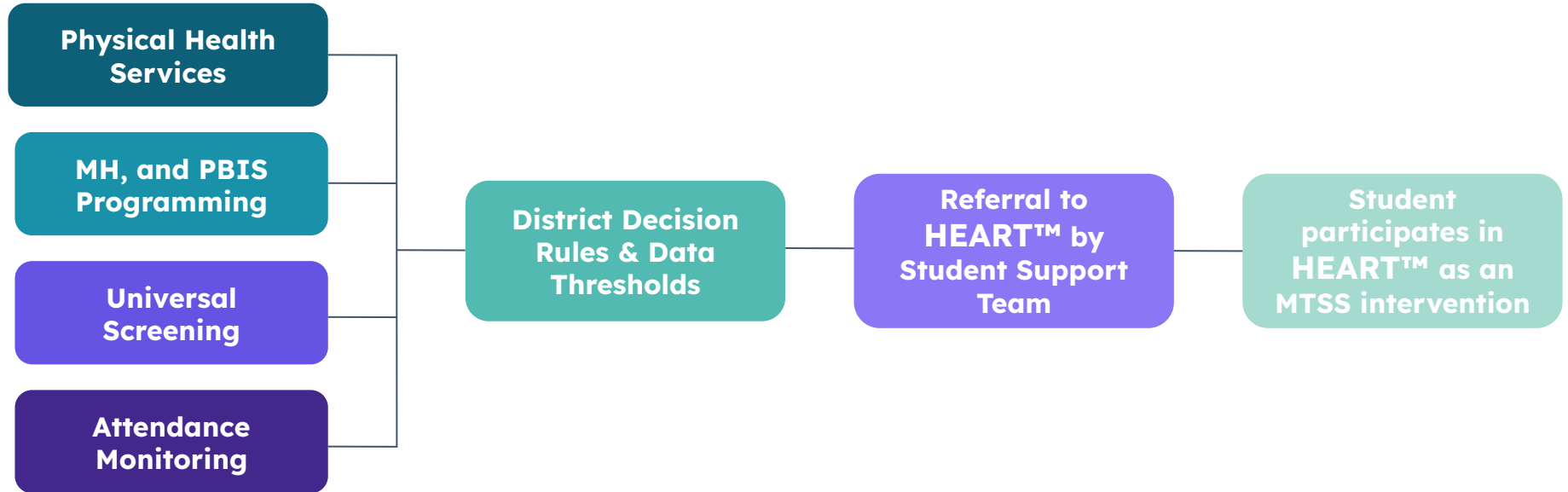
Recommendations for PH can be made to evaluate overall health concerns

HEART™ referrals may be initiated by school staff when warranted



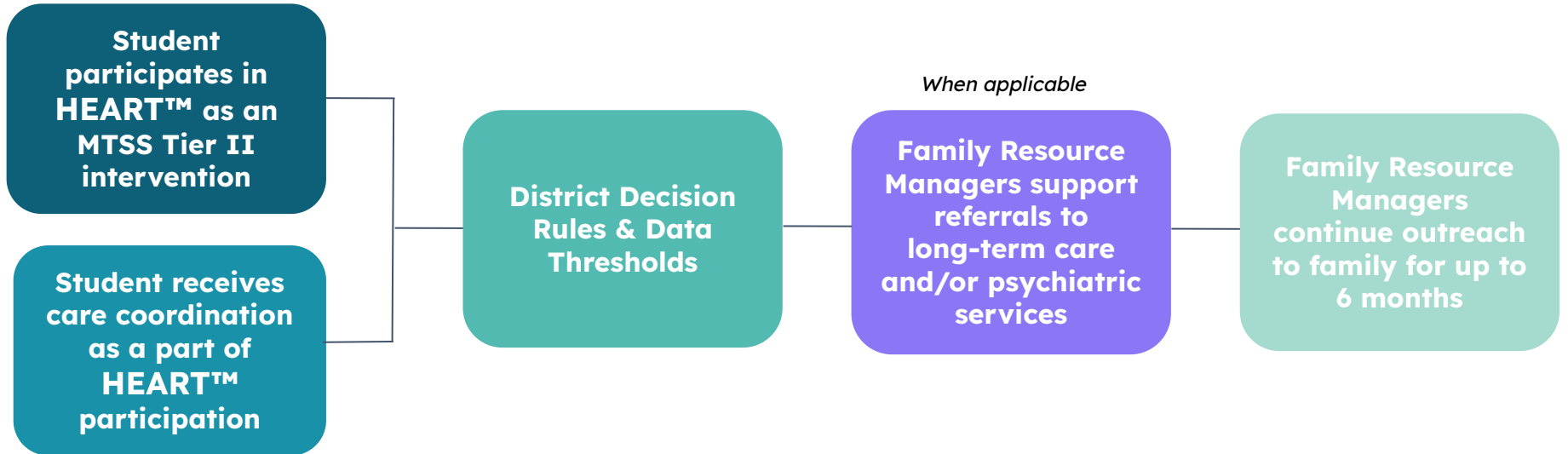
Hazel at Tier II

Hazel HEART™ Therapy Program



Hazel at Tier III

Care coordination to longer-term care



Continuous Improvement

1. Define

Students are universally screened, student data is collected, and students meeting specific, standardized criteria are identified.

2. Analyze

Team review of student data, analysis, and intervention plan is developed. Necessary referrals are made by a member of the student support team.

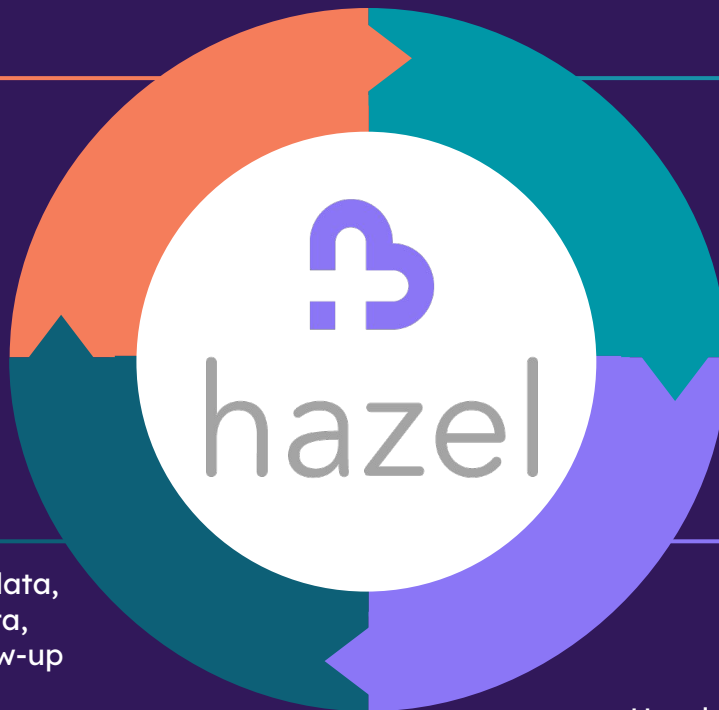
3. Implement

Student may be referred to PH to ensure baseline health needs are met.

Hazel HEART™ as an intervention at Tier II may be initiated.

4. Evaluate

Hazel program evaluation data, discharge data, student data, and when appropriate follow-up screener is evaluated.





How our model works

Mental health
Care coordination



HEART Protocol™

Hazel Early Assessment, Response, and Treatment

Behavioral Health Assessment

Early identification & screening (PHQ-9, GAD-7, ACEs)

Student Assistance Program

Short-term evidence-based counseling, treatment planning, psychoeducation

Crisis Consultation

On-demand clinical decision support for staff & de-escalation strategies to support students in crisis

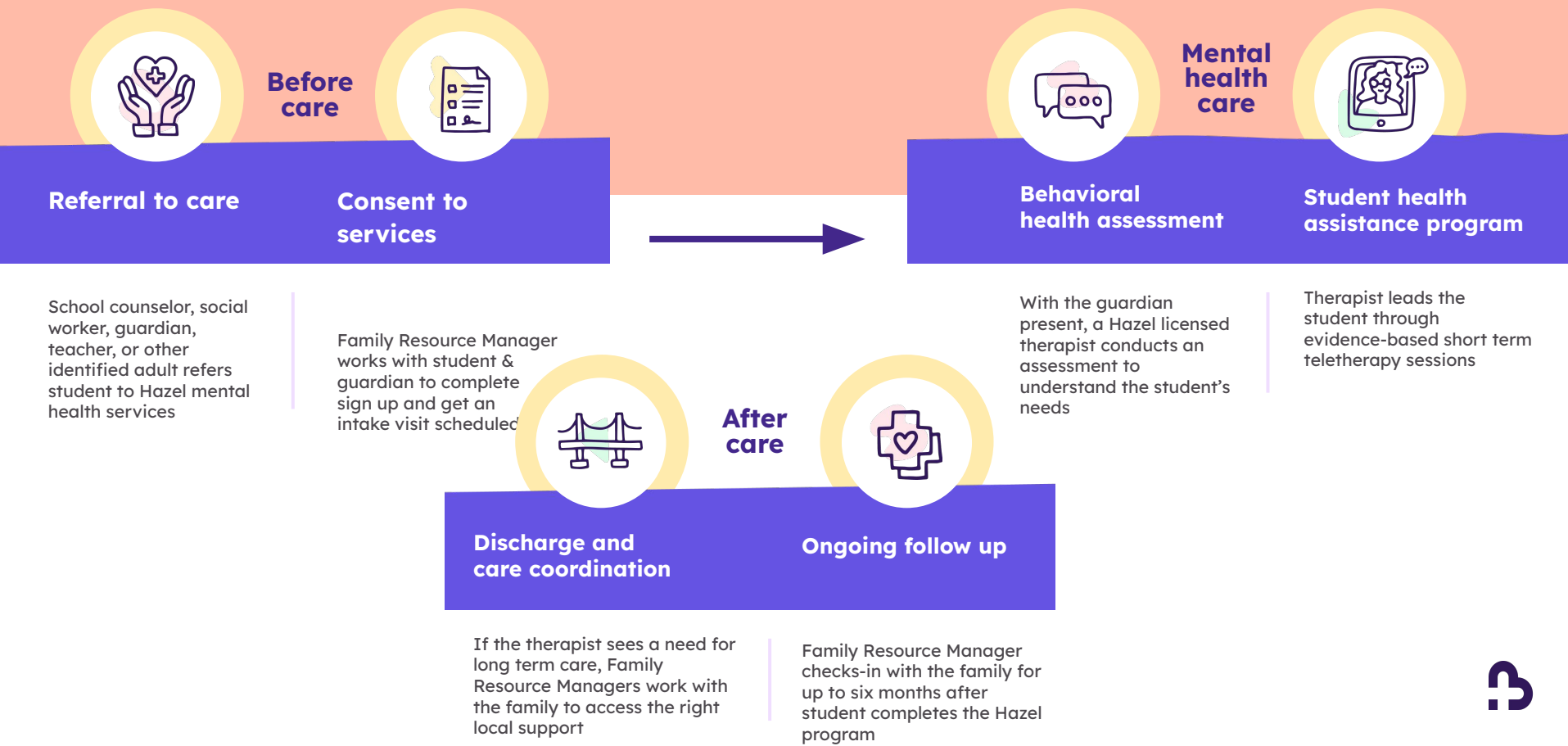
Family Resource Managers

Transition to long-term provider & ongoing monitoring for up to 6 months by licensed case managers

Staffed by licensed
mental health therapists



How students access mental health services



Culturally humble, licensed therapists

Diverse, experienced, mission-driven

50%+

of providers identify as Black, Indigenous, People of Color (BIPOC)

40%+

of providers are bilingual, speaking over 15 languages

Areas of expertise

Foster youth, ADHD, immigration, race, LGBTQ+, body image, sexual abuse, self-harm, domestic violence, attachment disorders, military families, and more



Traci Muramoto
Licensed Marriage and Family Therapist



Olivia Centuori
Licensed Clinical Social Worker



Janethia Buckley
Licensed Professional Counselor



Lizbeth Cortez Sosa
Licensed Clinical Social Worker



Cindy Dorestant
Licensed Marriage and Family Therapist



Stephanie Gonzalez
Licensed Mental Health Counselor



Derek Durst
Licensed Professional Counselor



Ashley Usita
Licensed Mental Health Counselor



Dr. Travis Gayles
Chief Health Officer

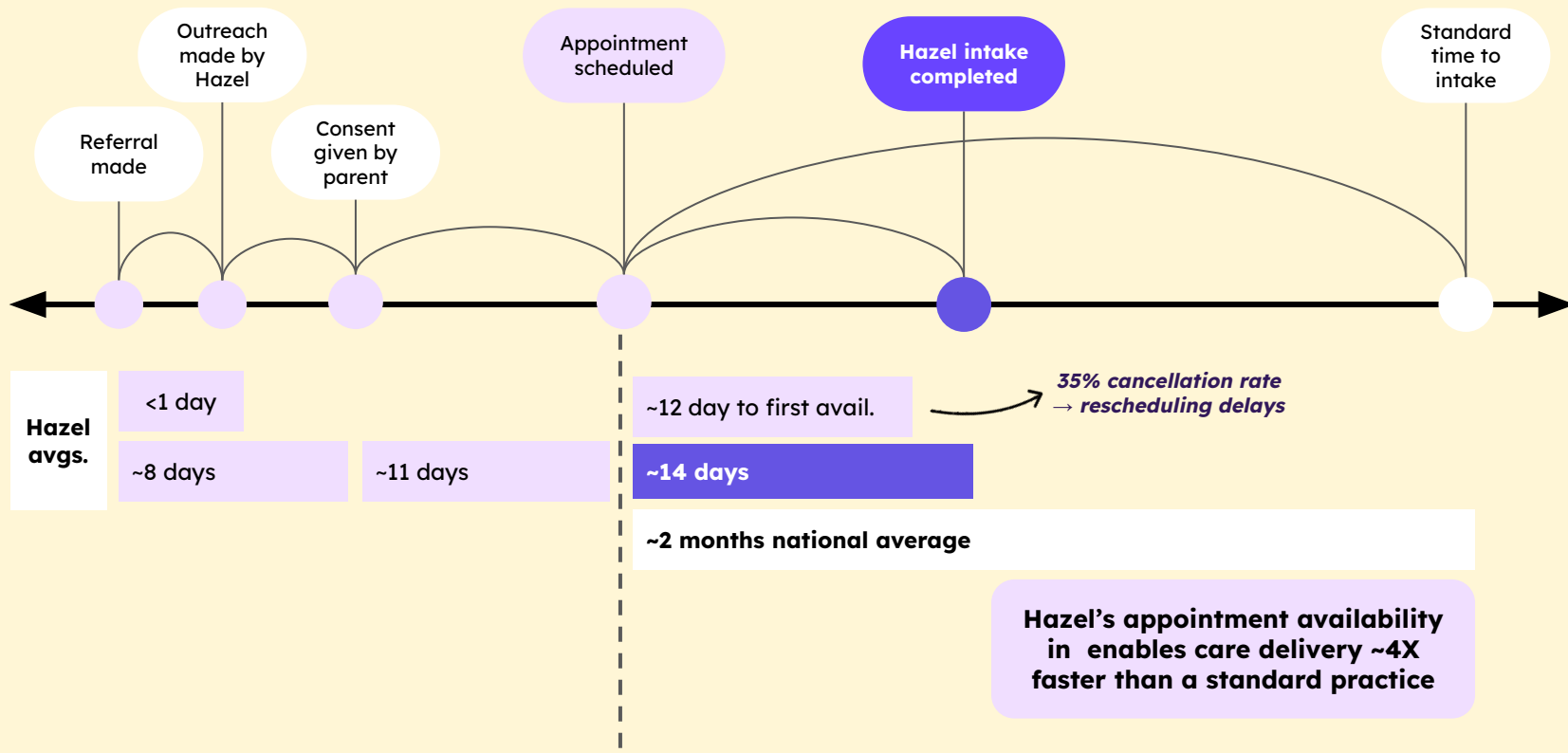


Locally licensed

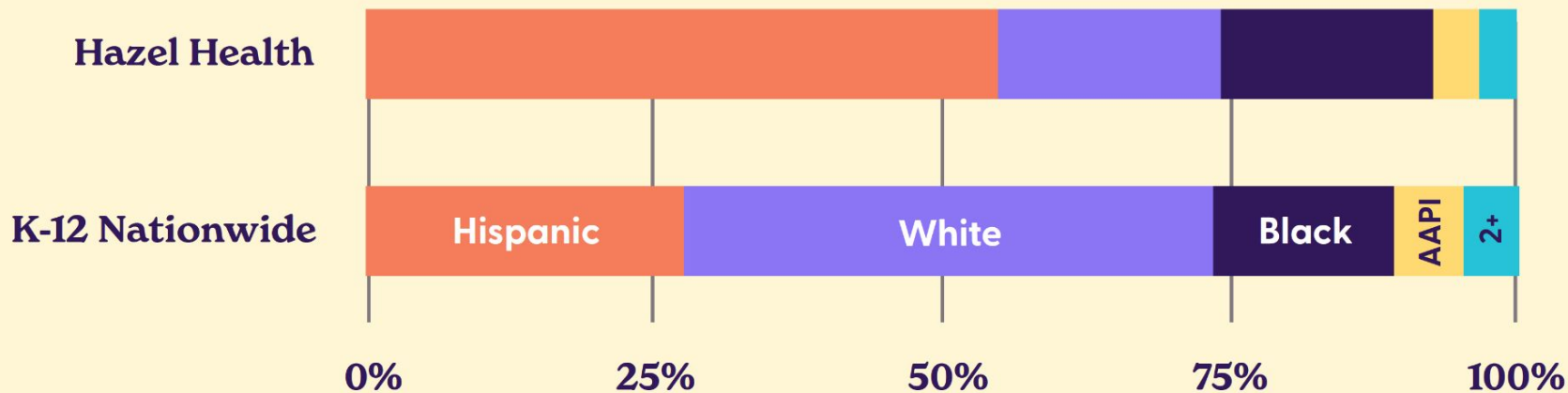


Evidence-based

We quickly connect students to care



We foster equitable access to culturally humble care



And we ensure seamless, comprehensive care

79%
HEART
completion
rate

Short-term
teletherapy



Long term
referrals

36%
referred
externally

K-12 schools



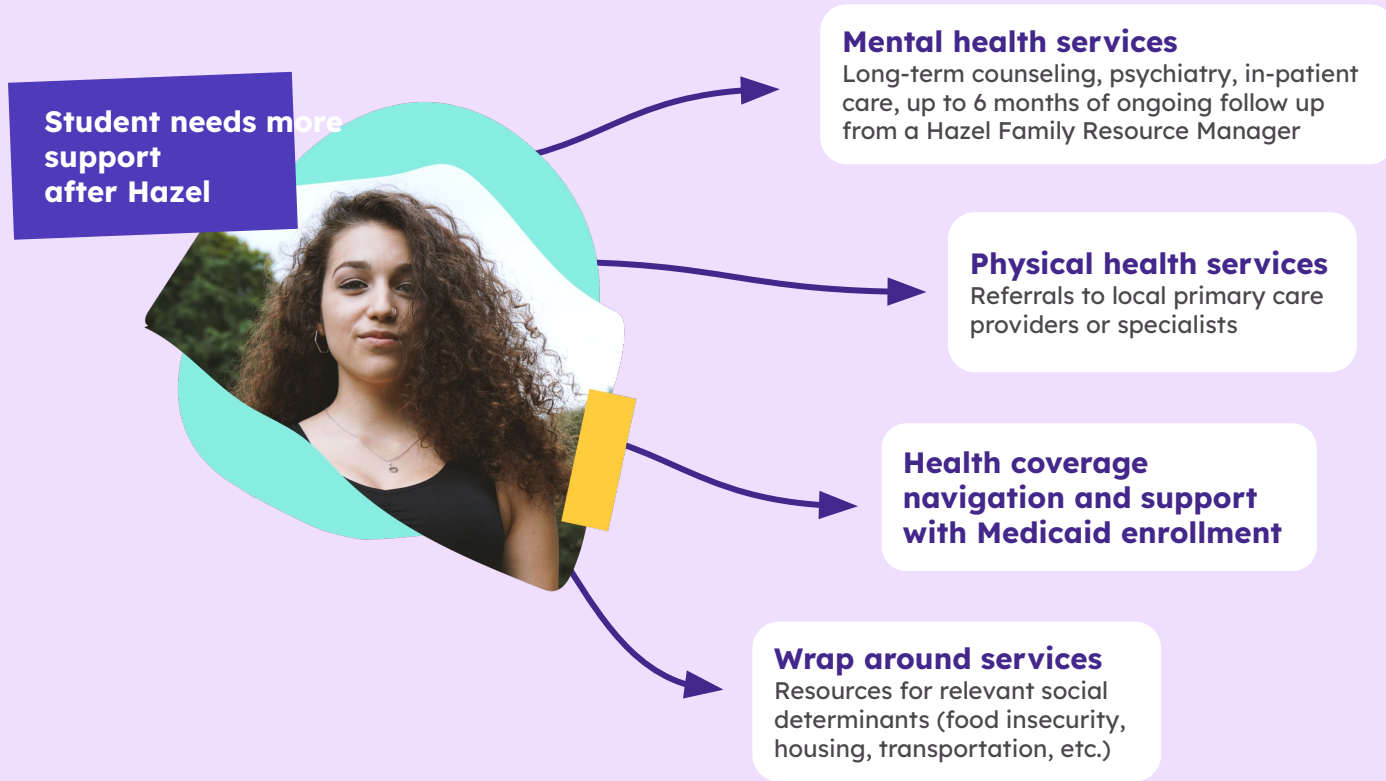
Self-referral

Staff referral



Care coordination:

Our integrated approach





Outcomes data and reporting



School district ongoing reporting: sample mental health district

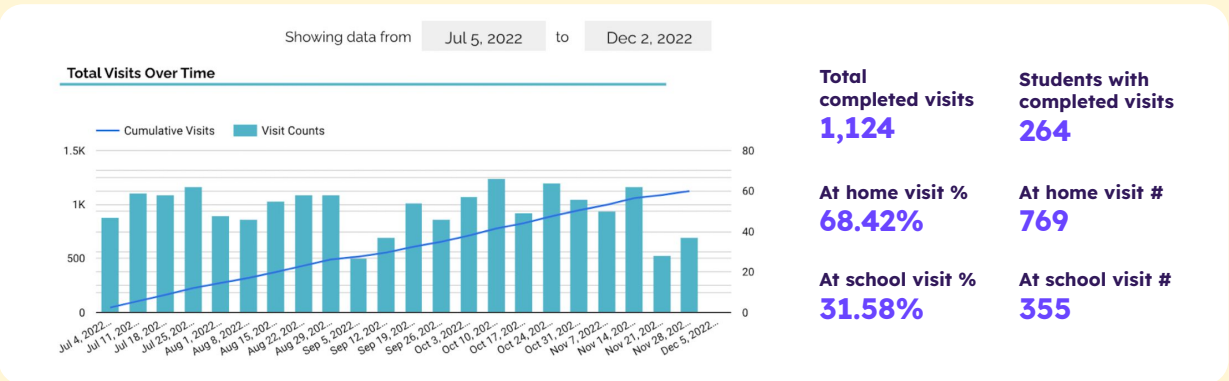
Hazel Account Managers provide custom district reporting that tracks utilization and impact



Therapy referrals



Mental health engagement



Summary of impact:

Learning & engagement



84%

of students safely returned to class after a physical health visit

44k

hours of instructional time saved (nearly 7,000 days of school)

68%

of guardians say their child looks forward to school more since starting therapy



Summary of impact:

Mental health



71%

of guardians say their child's relationship with family and friends has improved since starting therapy

48

avg amount of time it takes Hazel to schedule first appointment

29%

of visits result in a referral to long-term counseling or psychiatry



Mental health: Clinical insights

50% of Hazel therapy sessions have the goal of exploring reactions/feelings and are Solution Focused

Session goals	% Visits
Exploring Reactions / Feelings	50%
Positive Coping Skills	37%
Symptoms	26%
Psychoeducation / Understanding Dx	24%
Triggers	23%
Consequences	12%

Interventions	% Visits
Solution Focused	50%
Cognitive Behavioral Therapy	42%
Motivational Interviewing	20%
Dialectical Behavioral Therapy	3%
Functional Family Therapy	1%





Thank you!

Questions?

Please reach out to Jodi Dodds Kinner

jodidoddskinner@hazel.co



School Innovations & Achievement

Stephan Karnauch



SI&A's Attendance Management System (AMS)

The Achievement Initiative

*Creating a culture of achievement,
starting with creating a culture of 'showing up'*

Achievement



Attendance

Attendance

Build the Habit of Good Attendance

- ★ Set a regular bedtime and morning routine
- ★ Lay out clothes and backpacks night before
- ★ Encourage your child to attend every day

Why is this important?

- ★ The routines we establish in elementary school set habits for a lifetime.
- ★ Too many absences result in falling behind.
- ★ Students can fall behind if they miss just 1-2 days every few weeks!

Attendance

Did you know...

- ★ Missing 10%, or just 2 days each month, over the course of a year makes it harder for students to learn to read.
- ★ Over time, at this rate, students will miss one full year by the time they graduate
- ★ Students' attendance in school is mandatory and required by law.
- ★ Excused absences include:
 - Child's illness
 - Child's medical or dental appointment (child can arrive late or leave early as well)
 - Death in family
 - Court appointments
 - Military obligations
- ★ Family trips are not excused absences.

Creating a culture of achievement, starting with *creating a culture of showing up*

The Achievement Initiative with Attention2Attendance (A2A), is a data-driven platform that helps track and improve student attendance.

- 20+ years partnering with School Districts
- Millions of students, all demographics (large/small, rural/urban)

Goals in Partnering:

- Increase student achievement
- Improve school culture
- Prevent and reduce missed learning time

What We Know

- Due to the volatility of the last 3+ years, **bad attendance habits have been created.**
- Our schools are dealing with families that **lack trust in the educational system.**
- School staff, teachers and leaders are exhausted, yet **motivated to turn this around.**
- A focus on attendance, **early and often,** is essential for learning recovery.
- Purposeful communication is key in **changing behavior and shaping culture.**

Equity is Process Driven

PERSONNEL DEPENDENT

INCONSISTENT
STUDENT
OUTCOMES



Software alone is staff dependent

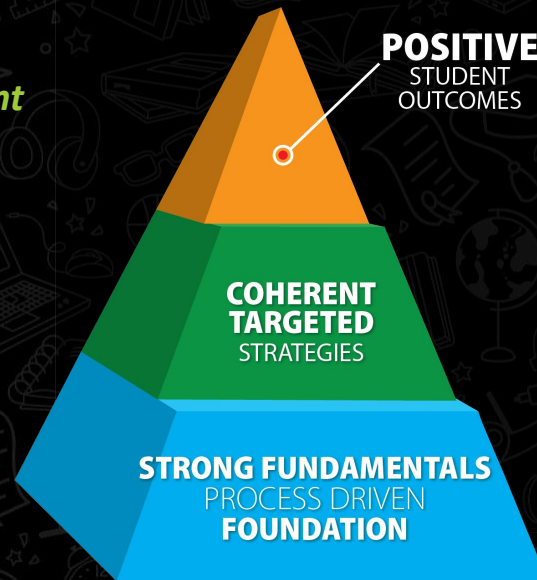
Design Matters:

Bias-free processes,
measurement & oversight

Administrative &
performance reporting

PROCESS DRIVEN

POSITIVE
STUDENT
OUTCOMES



The Achievement Initiative: Designed to Build Good Habits



You are not alone

Up To **75%**

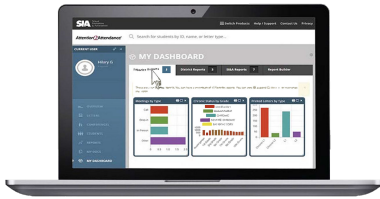
Self-reported reduction in district
staff time spent on notifications

Estimated Time Savings for Districts

- School Districts typically spend **8 hours per week**, per site managing their attendance notification process
 - 320 hours per school site annually
- Our partners spend just **15 minutes per week** on Attendance Reporting and Notifications
 - 10 hours per school site annually

The Achievement Initiative

ATTENTION2ATTENDANCE SOFTWARE (A2A)



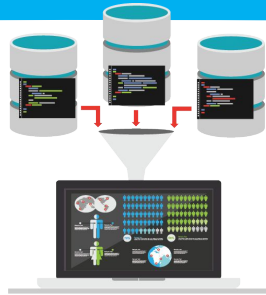
District Attendance Policies ▶
Customized to fit

User Adoption ▶ 100%
Districtwide

Dashboards ▶ Workflow driven

Upgrades/Enhancement ▶
No additional fees

DATA EXTRACTION & DATA SCRUBBING



Your IT time ▶ Less than 1 hr.
annually

SIS ▶ Compatible with all

Clean SIS Data ▶ Over 1800
scrubbing rules

Privacy & Security ▶ Highest
level/Above Military Grade

ANALYTICS & REPORTING



Actionable Attendance
Data

Analytics ▶ Real Time

Trends ▶ Comparative
and Historical

Results ▶ Inspire Action

SERVICE TEAMS



Implementation & Training

Data & IT Development

Dedicated Help Desk

Day-to-Day Support

Account & Intervention
Managers

Letter Production

Leadership Reporting

Bringing The Data and Oversight To Our Campuses

Easy-To-Use A2A Platform

SIA School Innovations & Achievement
Richardson Independent School District (057916)

Search for student by ID or name...

CONTACT US

District Overview

CURRENT | CREATE GROUPS | BOWIE ELEMENTARY (122)

0 days to review | Attendance Through: 12/16/2022 | Review Period: 01/11/2023 - 01/12/2023 | Sent Date: 01/13/2023

Interventions

Sort Data By ▾

Type	To Be Sent	Suppressed	Sent
Tardy L2	3	0	0
Tardy L1	9	0	0
Warning Letter 2	3	0	0
Warning Letter 1	13	1	0
Excessive Excused L2	5	0	0
Excessive Excused L1	18	16	0
Total	51	17	0

VIEW ALL INTERVENTIONS (51)

Conferences

VIEW ALL CONFERENCES (1)

DISTRICT REPORTS (1) | SIA & REPORTS (11) | OVERSIGHT REPORTS (2)

These are reports provided by School Innovations & Achievement.

FILTERS

Attendance Summary

Chronic by Ethnicity

Year over Year Chronic

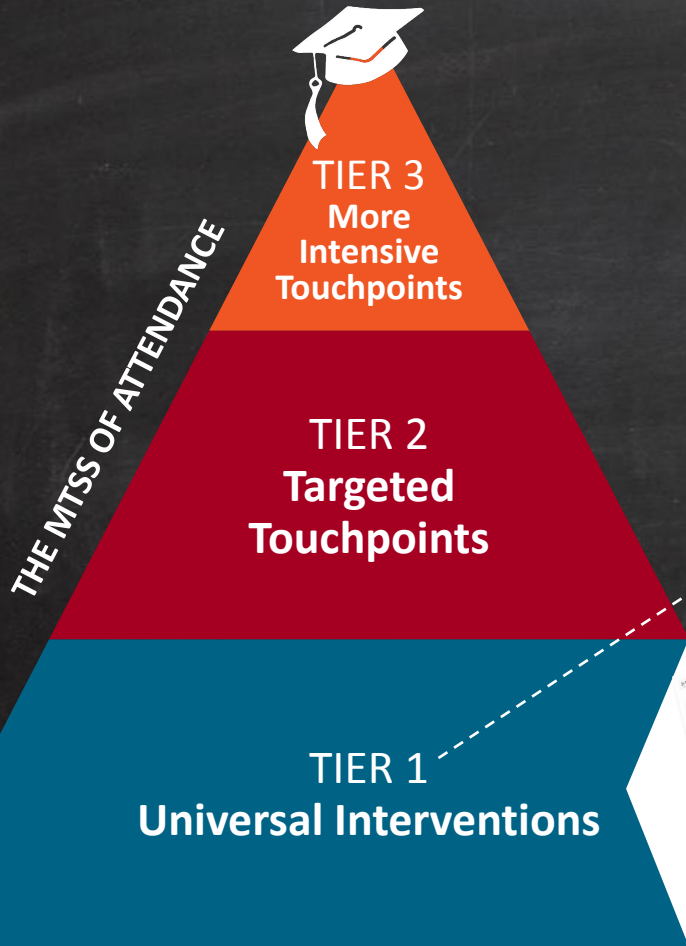
Absence Summary Rep.

Chronic Status by Grade

Chronic Status by Ethnic

Chronic Status by Gender

SI&A's Attendance Management System (AMS) The Achievement Initiative



Tier 1 Interventions

- 3** Unexcused
- 2** Excused
- 1** Leadership Letter
- 1** Chronic Absenteeism
- 1** Conference Notification

Truancy, Unexcused & Excessive Excused Absence Letters

Conference Notifications

Chronic & Tardy Notifications

Staff Recognition Program

Press Releases

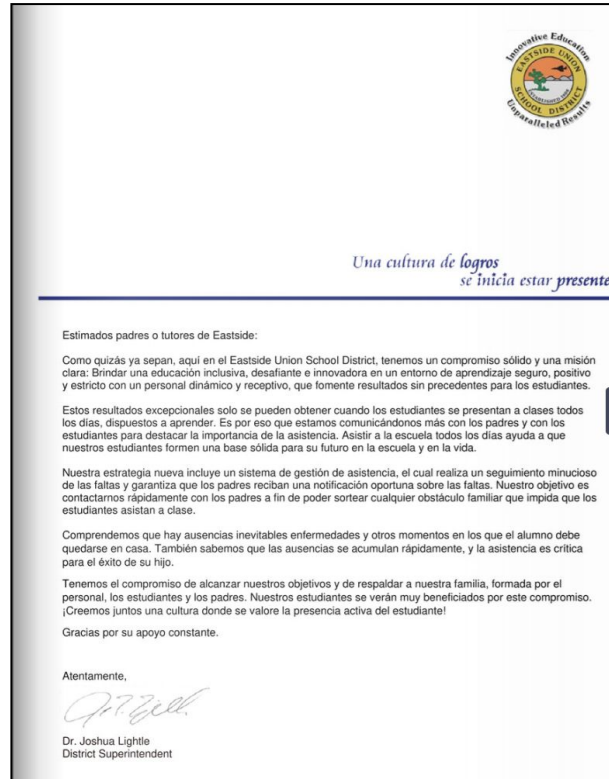
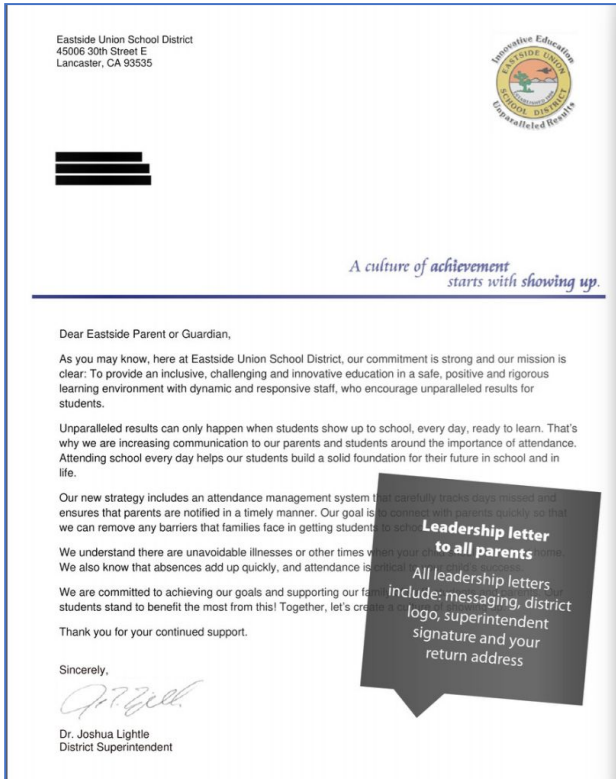
Texts

Social Media Posts

Emails

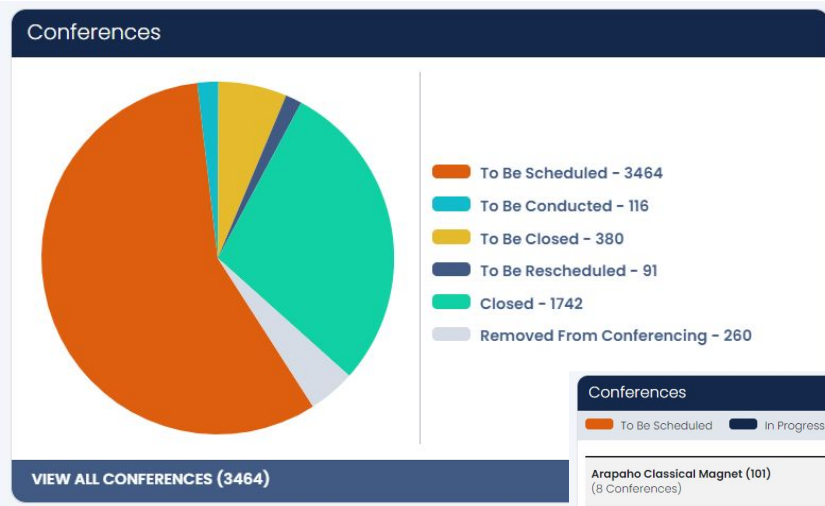
Leadership Letters

A2A in action- translated



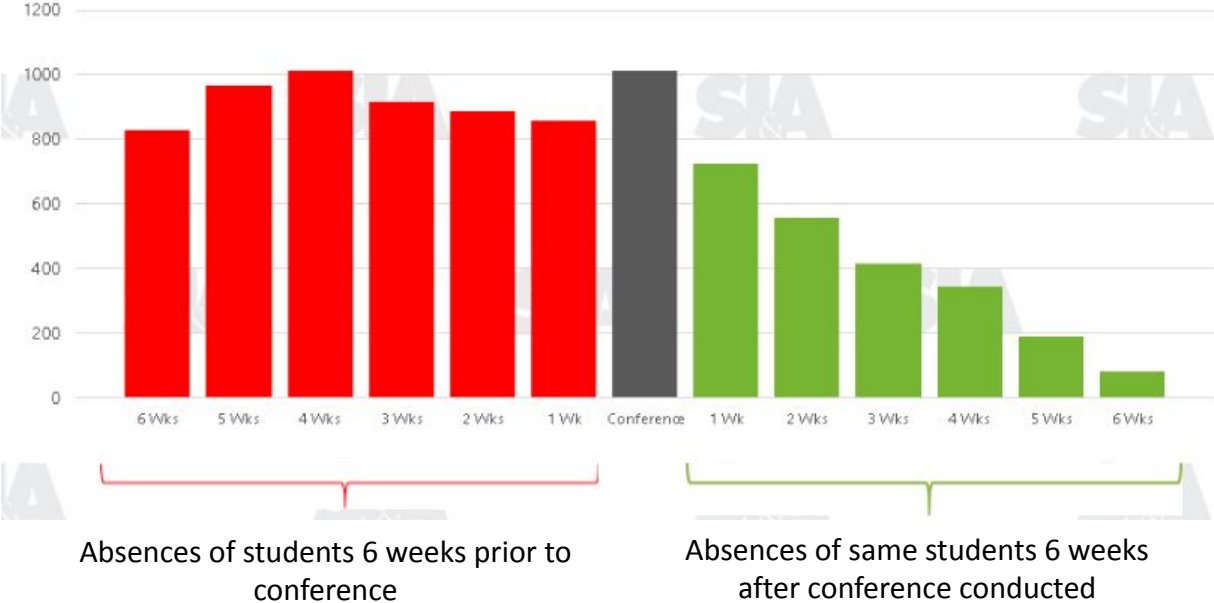
- Any language - professionally translated
- Implementation process will review languages in your SIS data
- Letter templates will be set up accordingly

Conferencing Oversight At Our Fingertips



Are Our Interventions Effective?

Conferencing has an immediate and long-term impact on student attendance

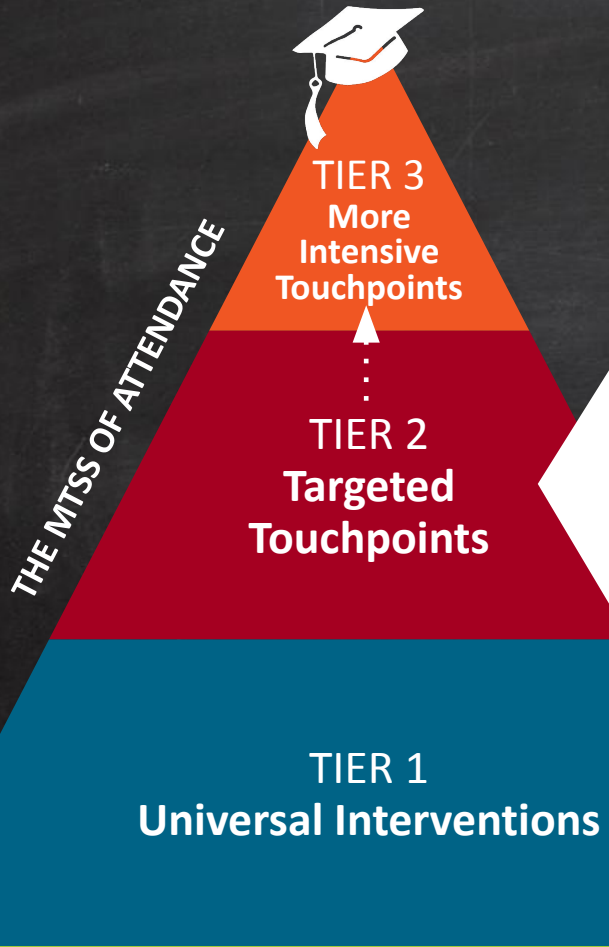


School Type	Improvement Rate
Elementary	55%
Junior High	54%
High	61%

SI&A's Attendance Management System (AMS) The Achievement Initiative

*Strategic – Targeted – Informative – Encourage – Celebrate –
Congratulate – Proactive – Positive*

Tier 2/3 Interventions (Optional Add-On Package)



CAMPAIGN

Every Day Counts

A Program to Promote Attendance and
Prevent Chronic Absenteeism



Every Day Counts – Tipping Point Campaign

Prevent Chronic Absenteeism

- Focused positive and personalized messaging
- Sent to all students missing between 5% – 9.99% of school
- Educating and encouraging students to prioritize attendance and avoid chronic absenteeism

RESULTS On average our clients saw:

 **28%**

OVERALL IMPROVEMENT
Students ending the year in the Satisfactory group, only missing 1%-5% of the school year.

 **41%**

FIRST GRADERS SHOWED THE BIGGEST IMPROVEMENT
All grade levels showed attendance improvement ranging from 17%-41%.

PRO
AP
CHA
STU
HAB
Encour
Celebra
Congratulate
Proactive
Positive

ENJOY EVERY MOMENT
Find YOUR OWN Path
BE BRAVE

Let's
Celebrate
Congratulate
Proactive
Positive
this year

The Act



Return Address Sample
0000 Street Name
City, ST 00000-0000

Mailing Address Sample
0000 Street Name
City, ST 00000-0000



WORK HARD Dream BIG STAY FOCUSED

PRINCIPAL'S MESSAGE

Dear RUSD High School Students,
Staying focused, or focusing at all right now, can feel impossible. It's not unusual for everyone to have difficulty focusing - I think it's safe to say, we're all a little bit tired.

Even though we know the importance of focus - increases our knowledge, determines what gets done, and helps us become successful faster - the challenge is how to do it.

We think a great way to tackle this challenge is to learn more about how you can increase your focus and overcome distractions.

We are here to support you and look forward to continuing to be a part of your success.

Let's end the year strong together!

Signature
(Principal) NAME, Principal

MULTI-TASKING What is it?

- ✓ Working on two or more tasks at the same time.
- ✓ Switching back and forth from one thing to another.
- ✓ Doing multiple tasks in rapid succession.
- ✓ Multitasking means you are not giving your full attention to one thing.

This will surprise most of you but, multi-tasking can have a number of negative effects on learning.

When multitasking while doing homework or studying, research has shown that you:

- ✓ Have poor retention of the information being studied
- ✓ Understand and remember less
- ✓ Have weaker grasp on the information being learned
- ✓ Are not effective at absorbing the information
- ✓ Have higher levels of stress and frustration
- ✓ Have "brain drain" from tackling too many tasks at once

50%
Families limit or restrict TV for one hour a day

60%
Kids are not doing homework

Not one student who multitasks, 72% say they don't think watching TV, texting, or using social media while doing homework makes any difference to the quality of their school work.



Distractions

It's easy to get distracted, they are always "knocking on your door":
being social with friends
texting/group messaging
scrolling social media
checking your phone for email
playing video games



It IS possible to make some small changes to help you avoid distractions:

- 1 Turn off the cell phone or leave it in another room (with the notifications turned off).
- 2 Put away any books or materials that aren't needed to complete the assignment you are focused on.
- 3 Don't study in front of the TV.
- 4 Follow a schedule that blocks out time for each assignment and stick to using that time for any specific task.
- 5 Take a 5 to 10-minute break for every 30 minutes to an hour of studying or doing homework (see "purposeful break" section)
- 6 Work in a quiet place that is clutter-free.



4 "PURPOSEFUL BREAK" & THE SCIENCE BEHIND IT



Many studies have found that pausing to relax and reboot is essential for success. Regular, short "brain breaks" can help you focus, increase productivity and reduce stress. These same studies also found there are effective and ineffective ways to reboot so that you feel refreshed and focused:

HELPFUL

Old-fashioned exercise: Exercise actually changes the structure of our brains that improve our memory and attention, enhances our mood and our ability to cope with stress. You can take a walk, do jumping jacks or even just stretch your body.

Meditate: Focusing on simple breathing exercises can really revive the mind. Doing this for as little as 2-5 minutes calms your mind and helps you feel more relaxed and focused.

Organize your workspace: Some people find it relaxing to tidy up.

Daydream.

Laugh!

Draw, doodle, color...

Dance!

Phone a friend: When you haven't spoken to anyone for hours, calling someone to actually have a conversation out loud can help.

NOT HELPFUL

Taking a nap: This can actually make you more tired and slow you down. If you must take a nap during your break, keep it to no longer than 20 minutes.

Sorry, social media doesn't work well as a "purposeful break".

Watching TV.

Surfing the web.

Playing video games.

When you take a break, your brain isn't idle.

Instead, it's actually hard at work processing memories and helping us make sense of what we just studied or read.

Breaks keep our brains healthy.

Be sure to set a timer for when your break is over so you know when it's time to get back to work.

SIMPLE BREATHING EXERCISE

Box Breathing (aka four-square breathing)

- 1 Exhale to a count of four
- 2 Hold your lungs empty for a four-count
- 3 Inhale to a count of four
- 4 Hold the air in your lungs for a count of four
- 5 Continue to repeat steps 1 through 4

SLEEP

Yeah, yeah... everyone says to get more sleep... but for a teen, it's really true!

Teens need more sleep because your bodies and minds are growing.

Sleep benefits the brain and helps with attention, memory and analytical thought - it's essential for making your thinking sharper!

How much sleep?

Research confirms that teens need between 8 and 10 hours of sleep every day.

How much are you getting?

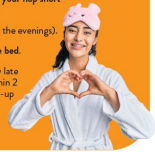
Probably not enough! Research also confirms this!

Want to try to get more sleep?

(Here are some suggestions)

- 1 Try to go to bed at the same time each night.
- 2 Use your bed for sleeping only. Try to avoid doing homework, using your smart phone, watching TV or playing video games in bed.
- 3 Again, if during the day, keep your nap short (no longer than 20 minutes).
- 4 Exercise everyday (but not in the evenings).
- 5 Limit your screen time before bed.
- 6 On weekends, no matter how late you stay up, try to get up within 2 to 4 hours of your usual wake-up time in the morning.

When you think about all of the things you need to do in a given day, it's understandable why you may not be getting enough sleep - some are within your control, others are not.

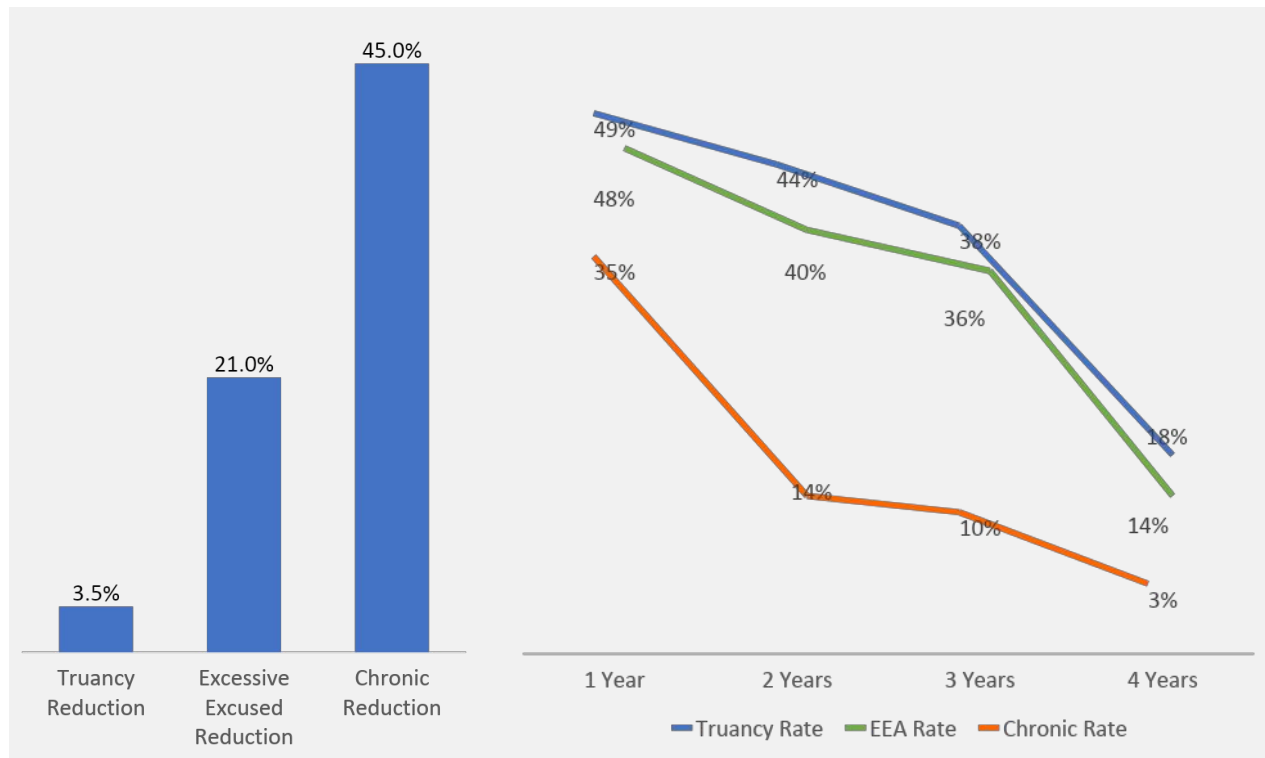


LONGTERM IMPROVED STUDENT OUTCOMES

Targeted Campaigns Effectiveness

Results from 17 school districts, including more than 57,000 K-3 students with The Achievement Initiative.

Results: Tier 2



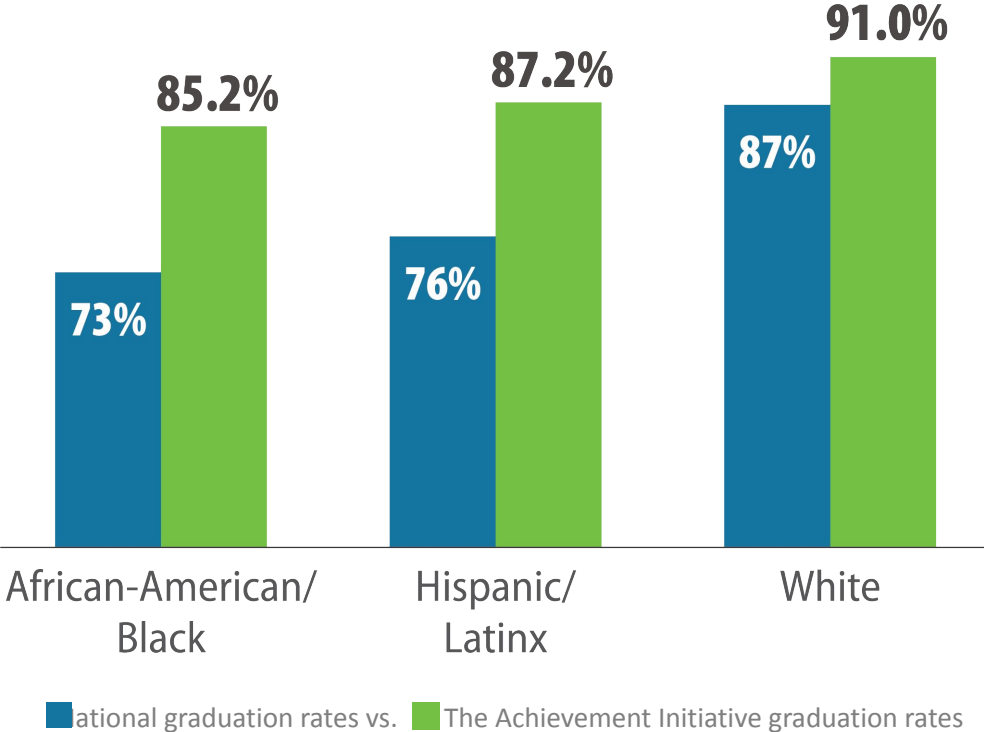
Closing the Equity Gap

RESULTS: IMPROVED STUDENT OUTCOMES

Closing the Grad Gap

Compare national graduation rates (lower) and The Achievement Initiative graduation rates (higher).

The Achievement Initiative rate is based on 21 diverse school districts over 7 consecutive years.

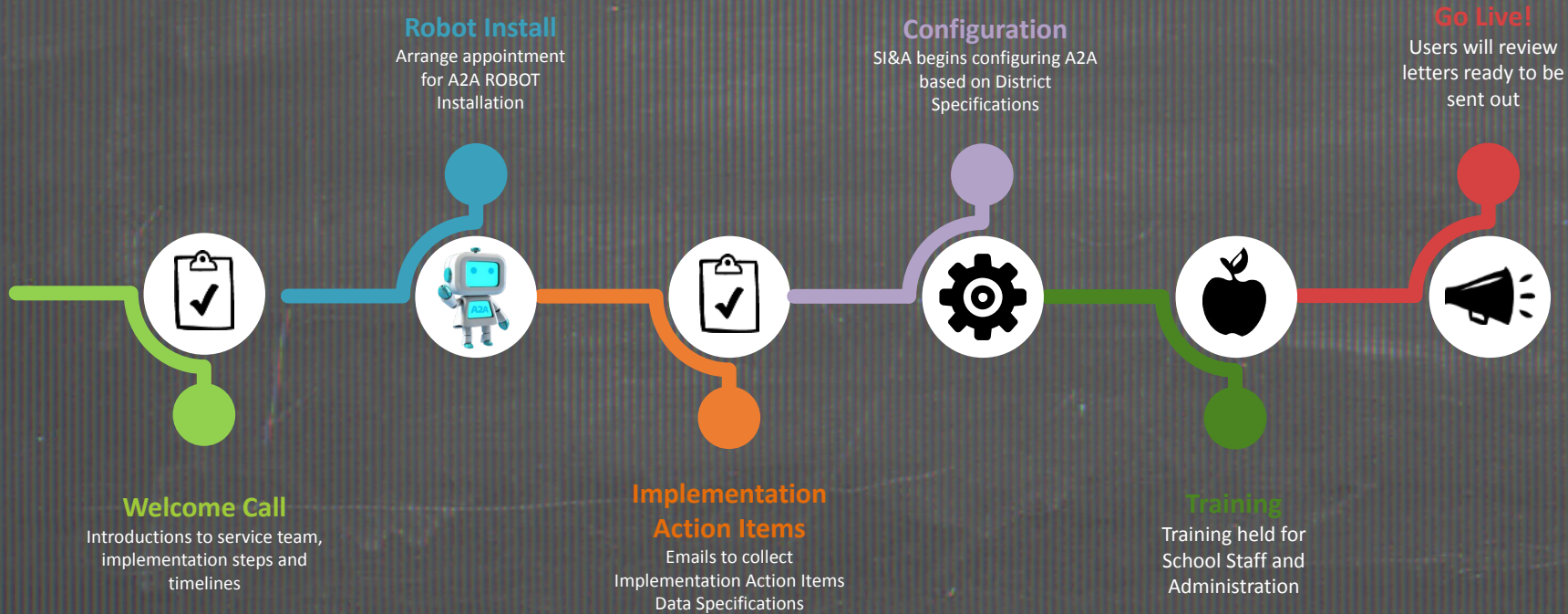


SaveRATE

You are
not alone. **48%**

of students do not require
a second attendance intervention with
The Achievement Initiative.

“Easiest Implementation Ever!” –Lubbock ISD



Our Partners Say It Best!

“We have been working diligently for the past 7 years at attaining growth. Our AMS, along with the support of the wonderful SI&A Staff, has been a **cornerstone of our success.**”

“SI&A supports our district’s goals to decrease the dropout rate, improve the graduation rate, close the achievement gap, and ensure the **success of each and every student.**”

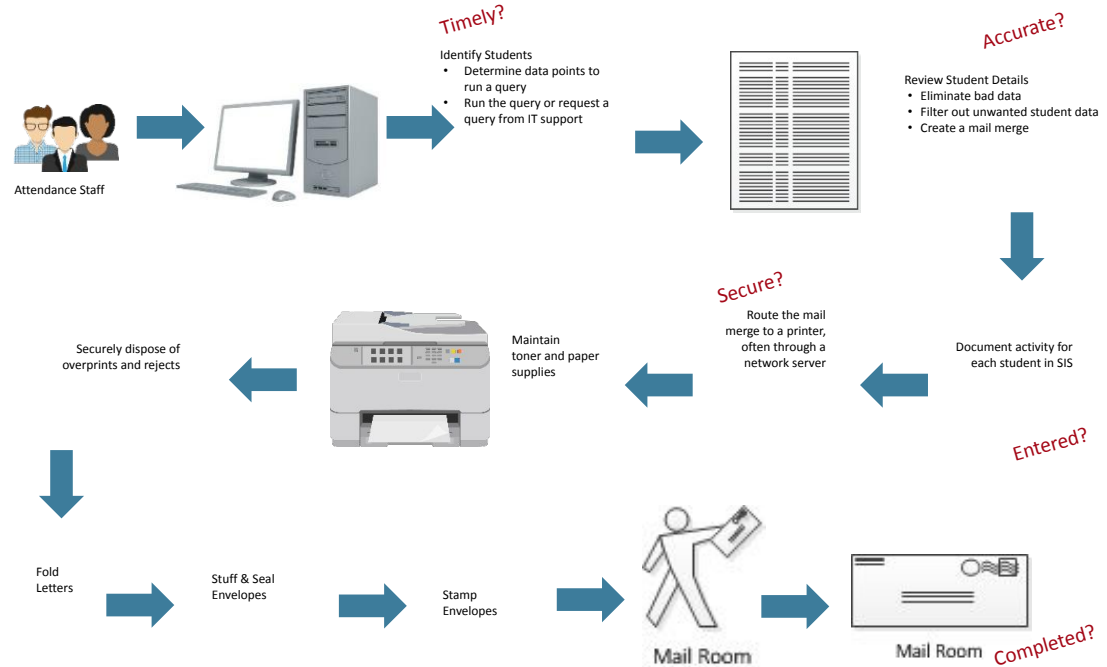
“The Achievement Initiative promotes, encourages and makes it **easy for staff to communicate with families** to increasing their student(s) attendance. Families are now thanking us for our notifications - they not only know when there student is absent, but a total of how often! We couldn't do our job in the amount of time we are allotted without SI&A's commitment to the concept of education as a **partnership.**”

“SI&A has made a positive difference in our district’s efforts to communicate the **importance of school attendance** to parents.”

“The overhead and administrative burden our schools had with the sheer volume of attendance letters was a big issue. They weren't able to keep up with it. Now we have **totally take that off their plate** with The Achievement Initiative.”

It Sounds Simple But... For A District/School to Send Intervention Communications

- We have found that districts typically have a multi-step, multi-person, multi-departmental personnel dependent way to send out one **negative** (punitive, Ed. Code-driven) letter
- Needs to occur **daily** at each school site
- Attendance staff decides: without oversight, **equity isn't built into the process**



We Communicate Differently

Districts need to communicate **differently**

Promote your programs and schools to your community, set the expectation. Connect early and often.

- Simple, concise, relevant and direct
- Positive (5:1=positive:negative)
- Home language, accessible language (not legalese)
- Multiple modalities, not 'one and done' (effective frequency)

The purpose of communication is to **change behavior**

- Tier 2 & 3 communications with parents and students changes behavior with messaging that educates, congratulates, encourages, and celebrates the importance of showing up.
- Address early grades, transition years, missing students, chronic absenteeism, and kids with excellent attendance just to name a few of our targeted interventions.

Show how much the district **cares**

- “We want you to come here!” and “These are the programs we have for you.”

SI&A's The Achievement Initiative

Let's change the trajectory together!

Contact:

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stephan.karnauch@schoolstatus.com

Cell: 904-574-7315

Baker City School System Attendance Initiative Pilot

Dr. Gwen Murray
LSU Social research and Evaluation Center





LOUISIANA ATTENDANCE ALLIANCE DECEMBER

2023-2024

7 DECEMBER 2023

ENHANCED IMPLEMENTATION

CITY OF BAKER SCHOOLS

OBJECTIVES



**DISCUSS PROJECT
GOALS
& SUPPORTING DATA**

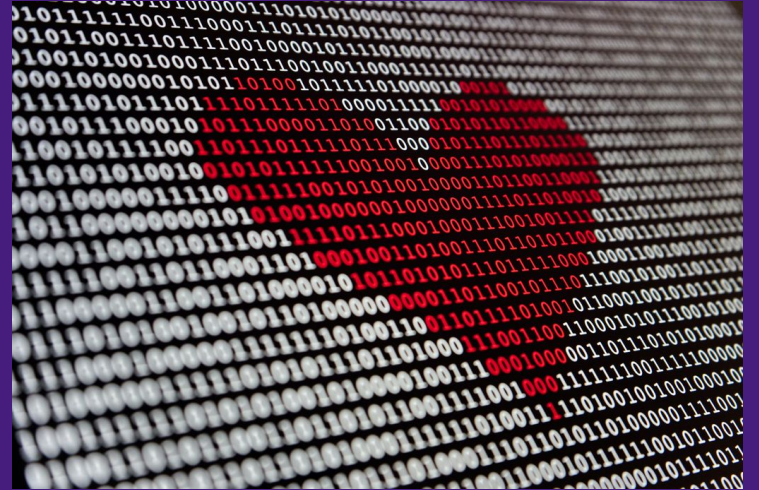
**ANALYZE PROBLEM
IDENTIFICATION -
PATTERNS FOR SELF
REVIEW**

**ASSESS CURRENT
ACTIONS - WHAT IS
REPLICABLE FOR YOUR
SCHOOL OR DISTRICT?**

1

DATA --> GOALS

DEFINING THE NEED



DATA & VISION

THE NEED

22-23 Attendance Data:

- 798 students at 7+ absences
- 471 at 20+

DISTRICT VISION

- Recruit & retain **excellent** educators (second highest paid in the district)
- Get kids back to school to benefit from excellent teaching

PROJECT GOALS

- Build **capacity in schools & district** to provide evidence-based tiered attendance interventions systematically and with fidelity

2. Build **capacity in families** to assist in building community and positive attendance culture

2 IDENTIFYING GAPS



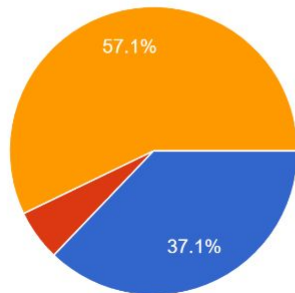
COMMON THEMES: THREE YEARS OF THIS WORK

Theme	Evidence
Stuck in Existing Practices	<ul style="list-style-type: none">• Wearing too many hats• Bottleneck of students at arrival, dismissal• Unclear transportation policies• Unclear attendance codes
Stuck in Busy Work	<ul style="list-style-type: none">• Reacting to need• Stuck in existing <u>systems</u>• Limited personnel → core staff pulled into arrival and dismissal, or <u>enrollment</u><ul style="list-style-type: none">○ Less time for planning○ Less time for interventions○ Less time to assess needs
Limited Big Picture Thinking	<ul style="list-style-type: none">• Key personnel are wearing many <u>hats</u>• Constant “fires” → difficulty building strategic framework

CHRONIC ABSENTEEISM

Is there one set of factors (barriers, aversions, dis others?)

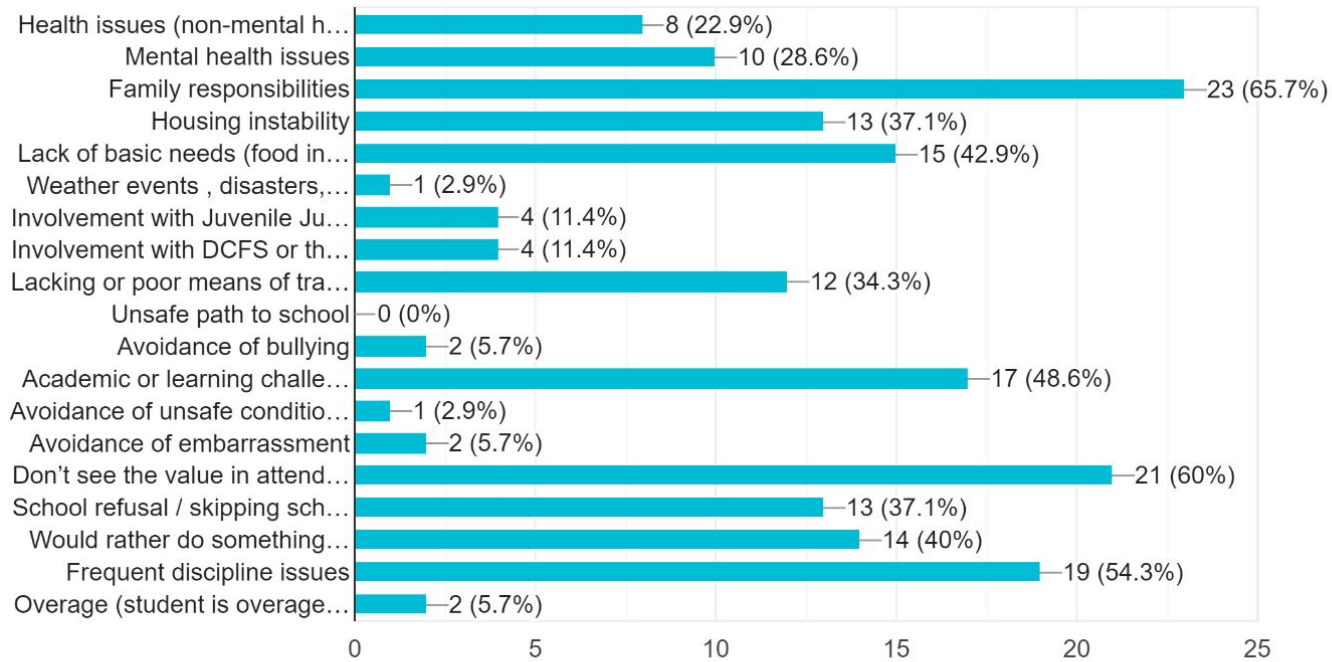
35 responses



- Barriers: illness, family responsibilities, transportation, unmet basic needs, housing insecurity, juvenile justice
- Aversion: depression, anxiety, bullying, negative school climate, parent concerns (fear of COVID)
- Disengagement: poor relationships with teachers/admin, chronic discipline patterns, student is overage, parents who don't support value of education

Causes. Which of the following factors are most impactful on student attendance? Think pre- and post-pandemic. Check the TOP 5.

35 responses



3

CURRENT ACTIVITIES



ATTENDANCE POLICY & HANDBOOK

- Committee formation
- Aligning district policy to LDOE guidelines
- Breaking policies into accessible language (4th grade functional level; translation as needed)
- Clarifying attendance codes: simplifying quantity, norming entry
- Addressing transportation policy re: walkers

DISTRICT SYSTEMS

DATA

- Determine the full capabilities of JCampus --> what custom reports are available?
- How can the system be automated so it is more easily used for tiered interventions? (and so it limits the amount of busywork to access data)

RESPONDING TO NEEDS DATA

- Needs data (teacher, leader) show that the number 1 reason for chronic absenteeism is student disengagement
- Climate surveys (Delaware) to assess student and teacher perspectives on climate
- Discuss question, “What makes students want to come to our school?”
- Thinking beyond tangible incentives

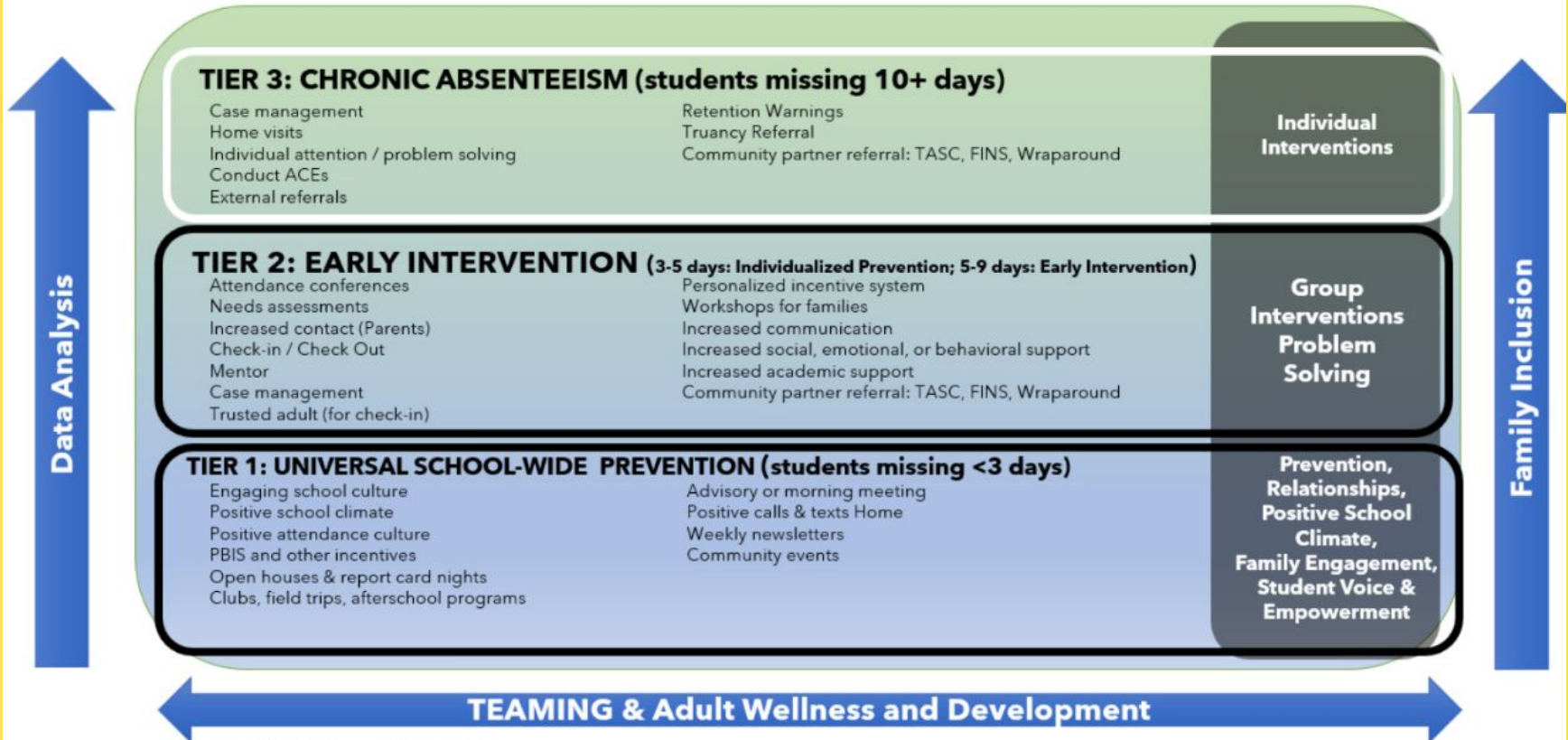
SCHOOLS

INTERVENTION SYSTEMS

- Inventory current interventions at each tier
- Build out Tier 2
- Assess student assistance team or SBLC structures to readily incorporate attendance data
- Work to embed SAT structure within already occurring meeting times

TIERED INTERVENTIONS

MTSS Screening and Progress Monitoring; Evidence-based Instruction & Intervention; Data-based Decision Making; Tiered Interventions; Teaming



SAT/SBLC

The Student Assistance Team (SAT):

- is a school-based team that convenes weekly to review student attendance, behavior, and coursework data;
- the team should include (recommendation) : 2 administrators, 2 teachers, other support personnel
- can happen during first 10 of PLCs/teaming time
- creates and executes targeted, Tier II intervention plans for students who do not currently have an IEP or a 504 plan; (though it can include them, as needed);
- monitors the impact of these interventions over time.

Students who will benefit from SAT plans:

- fail to respond to Tier I (Universal) interventions, including:
 - **Attendance: engaging school climate; recognition of outstanding attendance**
 - Behavior: proactive classroom management; PBIS incentive systems

Planning Step	Who, <u>When</u> , How
Who are the members of the team? <ul style="list-style-type: none">• 2 administrators• 2 teachers• 1-2 additional support personnel	
When will the team meet? (day of week, time of day)	
How long will the meeting last? (meeting duration; or designated time embedded into existing development structure—leadership team; PLCs/teaming/collaboration time)	
How will students be referred to SAT? (Is there a form? Who oversees collecting and reviewing referrals?)	
Where will the data come from? With what frequency? Who will pull?	

<https://tinyurl.com/LouisianaAttendancePlanning>

SAT/SBLC

INTERVENTION PLAN

Targeted interventions, approaches, strategies

Student: _____

Component	Description
Summary of Concern <i>Why is this student going on an intervention plan?</i>	
Intervention <i>What will you try to address the primary concern? List no more than two</i>	
Implementation <i>Who will provide the intervention? When? In what setting?</i>	
Data <i>What will you look at to measure the effectiveness of the intervention?</i>	
Data review <i>Who will collect the monitoring data? How often?</i>	
Date for review <i>When will you look at the plan?</i>	
Case Manager <i>Who is the primary person in charge of monitoring?</i>	

Student	SAT Exit Date	Primary area of SAT qualification	Case Manager (Accountable Adult)	Initial Student Meeting	Family Contact	Intervention/ Plan	Meeting	Meeting Date	Meeting Date
Student Name	Date Exited from SAT	Why is this student being referred to SAT	Which adult on campus is point person for this student's support plan?	When did the case manager meet with the student to review their individualized support plan?	Log whether you spoke with family about intervention concerns: Y, N, Attempt	Sample plan template; hyperlink for student	Include date / week in Column 2	Include date / week in Column 2	Include date / in Column 2
AAABBB	10/1/23	Attendance	Adult A	10/6/23	Y		Progress	Progress	Progress
CCDDDD		Multiple Concerns	Adult B	10/20/23	Attempt		No Progress	No Progress	No Progress
EEEEFF	10/15/23						Intervention not provided	Progress	Progress
GGGHHH							No Progress	No Progress	No Progress

ATTENDANCE SUCCESS PLANS

WHEN TO USE AN ATTENDANCE PLAN

- **Tier 2 Intervention** → Implement before student has missed 10% of days

Includes excused, unexcused absences

- Sets individual attendance goals
- Precedes punitive measures, referrals to court, etc.
- If student does not respond to Tier 1 Interventions
 - Advisory / Morning Meeting Structure
 - Check-ins Following Absence
 - Attendance Incentives
- If student does not respond to Tier 2 Strategies
 - Assess & Support Student Academic Needs
 - Develop Catch-Up Plan

HOW TO USE AN ATTENDANCE PLAN

For student specific planning, seek to answer:

- *Why* is the student chronically absent (barriers; aversion; disengagement)?
 - Cannot work to solve the problem until it is fully understood
- *Who* does this student trust?
 - Trusted adults at school are critical for student reengagement, and for accountability with students and their families/caregivers
- *Where* does this family/caregiver feel most supported? Why?
 - Families/caregivers are critical stakeholders in student attendance; empowering their participation is important to improve absenteeism

Pattern	YES	NO
I am late in the mornings.		
I check out early in the afternoons.		
I have had at least one long absence.		
I have had lots of little absences.		
I miss a couple of days of school every week.		
I miss the same days of school every week.		

Check the boxes that explain your reasons for being absent.

Sometimes, it is hard for me to be able to attend school	Sometimes I won't go to school.	Sometimes I don't feel like going to school.
I get sick a lot.	I don't come when I am sad.	I don't like my classes.
I oversleep.	I don't come when I am worried.	I don't like my teachers.
I can't always get to school.	I don't come when I have a test.	My teachers don't care about me.
I can't always come prepared.	I don't come in when I owe work.	I'm allowed to stay home when I want to.
I have some trouble at home.	I don't feel safe at school.	I don't come when I have detention.
My chores that take a lot of time.	I don't come in when I am fighting with my friends or avoiding other students.	I get fussed at too much.
I don't have clean uniforms.	I get bullied.	I'm too far behind and won't catch up.
OTHER:	OTHER:	OTHER:



QUESTIONS

ATTENDANCE@LSU.EDU



Questions?

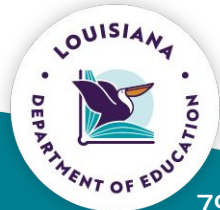
Resources

Louisiana Attendance Planning

- Attendance Action Planning Workbook
- Toolkit Slides
- Chronic Absenteeism Rate Report
- Attendance Action Plans
- Peer-learning Surveys



Please contact shelneka.adams@la.gov



Updates

- The next monthly meeting will be January 11, 2024 at 8 am.
- Save The Date:
 - Jumpstart Convention / CWA Summit - CWALeader!
 - Date: January 23
 - Location: Cajundome; Lafayette, LA

You Are Appreciated!

Contact shelneka.adams@la.gov for more information.

Save the Date

Share the excitement! Be sure to let everyone know that Teacher Leader Summit 2024 will take place May 28-30, 2024 at the New Orleans Convention Center.



SAVE THE DATE

TL SUMMIT 2024

LEADING THE NEXT LEVEL

MAY 28-30, 2024 • NEW ORLEANS

The graphic features a teal and purple color scheme with a textured background. It includes a stylized 'TL' logo with a pencil and stars, the event title 'SUMMIT 2024', the tagline 'LEADING THE NEXT LEVEL', and the dates and location 'MAY 28-30, 2024 • NEW ORLEANS'.



#LATEACHERLEADERS

