Supervisor of Attendance
September 24, 2018

Mike Lombardo
Executive Director
Prevention Supports and Services
Placer County Office of Education

Anne Ashton
Program Manager
Prevention Supports and Services
Placer County Office of Education

Ruth Volpi-Lane
Program Analyst
Placer County Office of Education

Diana Sandoval
Family Support Liaison
Placer County Office of Education
Goals for Today:

• Supervisor of Attendance 101

• Ensure understanding of Supervisor of Attendance Education Code and its duties

• Provide strategies and tools to effectively carry out the responsibilities of the position.

• Clarify/answer any questions regarding chronic absenteeism, truancy, SARB, etc.
Housekeeping

- Restrooms
- Breaks
- Group Collaboration
- Parking Lot
- Evaluation
Warm Up:

- Name/District?
- Involvement with attendance?
- Hope to gain from today?
- Biggest struggle with attendance?
Supervisor of Attendance-- a Re-birth of sorts.....

1, 2, 3... NOT IT!
California Education Code: Supervisor of Attendance

• EC 48240-48246 (1976)

  • 48240: LEA Board must appointment Supervisor of Attendance
  • 48241: City/County (not LEA) Supervisor of Attendance must be certified by COE
    • Rare situation where SofA is hired by City/County government, not LEA
  • 48242: LEA Board may appoint a Supervisor of Attendance to act under the direction of the County Supervisor of Attendance
  • 48243: 2+ LEAs may appoint a joint Supervisor of Attendance
  • 48244: an LEA may contract with the County Superintendent of Schools for the supervision of attendance of pupils in the district.
  • 48245: Supervisor of Attendance in an LEA with <1000 ADA does not need COE certification.
  • 48246: Supervisor of Attendance or county probation officer may enter a place of employment to examine work permits or investigate Labor Code violation.
EC 48240: The Original (1976)

• (a) The board of education of any school district and of any county shall appoint a supervisor of attendance and such assistant supervisors of attendance as may be necessary to supervise the attendance of pupils in the district or county. The board shall prescribe the duties of the supervisor and assistant supervisors of attendance, not inconsistent with law, to include, among other duties that may be required by the board, those specific duties related to compulsory full-time education, truancy, work permits, compulsory continuation education, and opportunity schools, classes, and programs, now required of such attendance supervisors by this chapter and Article 4 (commencing with Section 48450) of Chapter 3 and Article 2 (commencing with Section 48630) of Chapter 4 of this part.

• District/county board shall appoint a Supervisor of Attendance and prescribe duties related to compulsory full-time education, truancy, work permits, compulsory continuation education and opportunity programs.
AB 2815...

“...would express the Legislature’s intent that a supervisor of attendance perform specified functions and would authorize the supervisor of attendance to provide support services and interventions, as provided.”
AB 2815 Translated into Ed Code:

- **EC 48240: (b)**“It is the **intent of the Legislature** that in performing his or her duties, the supervisor of attendance promotes a **culture of attendance** and **establishes a system** to accurately track pupil attendance in order to achieve all of the following:

  - Raise awareness about attendance (chronic absence/truancy)
  - Identify and respond to grade level/subgroup patterns
  - Identify and address contributing factors (incl. suspension/expulsion)
  - Ensure early identification
  - Evaluate effectiveness of current strategies
As well as.....

• (c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:
  • Conference
  • Co-curricular/extra-curricular activities (school connectedness)
  • Recognizing excellent or improved attendance
  • Referrals for school case management
  • Collaboration: CWS, law enforcement, public health, mental health, etc.
  • Collaboration: SSTs, SARBs, etc.
  • For high chronic absenteeism identify school-wide deficiencies
  • Referral for comprehensive psychosocial/psychoeducational assessment
Why Should Schools Address Chronic Absenteeism and Truancy?
Local Control and Accountability Plan Priorities

The LCAP must include a description of annual goals to be achieved for state priorities and any local priorities must be identified.
Chronic Absenteeism is a state indicator
Will be tracked year-to-year
• Chronic Absenteeism
  • the first time federal education law specifically mentions this measure of attendance
  • Key indicator for assessing school and student success
  • OCR will release chronic absenteeism data
  • Federal dollars may be spent to address chronic absenteeism
Art of Unpacking
Today’s Breakdown

• 48240 (b): Culture of Attendance

• 48240 (b): System to Track Attendance

• 48240 (c): Interventions
<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>In Place</th>
<th>Initiated/Partially in Place</th>
<th>Not in Place</th>
<th>Action Step(s)</th>
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<tbody>
<tr>
<td>Culture of Attendance</td>
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<tr>
<td>System to Track Attendance</td>
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<tr>
<td>Interventions</td>
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</table>
New:

• EC 48240: (b)“It is the intent of the Legislature that in performing his or her duties, the supervisor of attendance promotes a culture of attendance.......”

Tier I— All Students
Part I: Promoting a Culture of Attendance

“Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism/truancy and other challenges associated with poor attendance.”
What does this look like at your school?

You Tell Me......

Tier I Supports:
- Early Outreach
- Attendance Awareness Month
- Excellent/Improved Attendance Assemblies/Awards
- Incentives—local businesses, sports programs
- Engaging academics
- Safe, inviting, clean campuses
- Student/parent relationships with school staff
- Newsletters
- CHKS
- PD for Staff
Raising Awareness of School Personnel

- Importance of early grade intervention
  - K/1 pilot program
- Emphasizing the importance of school/district attendance practices
- Ensuring staff receives adequate training
Raising Awareness of Parents/Caregivers

- Outreach to families with prior year truancy
- Welcome Back Newsletter
- Attendance Awareness Month (September)
- Back to School Discussions
- Parent/Teacher Conferences
- Awards—invite parents! Celebrate families!
- Report Cards
Raising Awareness with Community Partners/Local Businesses

• Involve local businesses in student incentives

• Maintain communication with local sports organizations

• Appeal to community groups to celebrate good/improved attendance

• Other??

• The Chronic Illness Forms—Anne’s/Ruth’s Current Soapbox Issue
Activity:

• With an elbow buddy (or two):
  • discuss what your site/district does to “Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism/truancy and other challenges associated with poor attendance.”
  • 5-10 min: Be prepared to share...
<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>Ideal Goals</th>
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</thead>
<tbody>
<tr>
<td>Culture of Attendance</td>
<td>Multiple methods regularly used to communicate the importance of attendance and the dangers of poor attendance and to encourage good attendance</td>
</tr>
</tbody>
</table>
Part II: System to Track Attendance

• …”and establishes a system to accurately track pupil attendance”

Table/Buddy Activity (10 min: Share Out):

• What is your current “system” for tracking attendance?
• How do you use this system to monitor and address chronic absenteeism?
• What do you do with the data?
• How confident do you feel about the accuracy and effectiveness of this system?
Placer County Truancy Data

Placer County LEA Truancy Data (self-reported) 2014-2015

Placer County Total: 14.92%
California Total: 31.43%

Source: CDE
MOST ACCURATE WATCH

Ever.

funnyalltime.com

funnyalltime.com
To Clarify…..

<table>
<thead>
<tr>
<th>Truant</th>
<th>Habitual Truant</th>
<th>Chronic Absent</th>
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</thead>
<tbody>
<tr>
<td>EC Section 48260(a) Absent from school without a valid excuse three full days in one school year or tardy for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year</td>
<td>EC Section 48262: Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year (conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself)</td>
<td>EC Section 48263.6 Absent from school more than 10% of the school year from the date of enrollment (excused or unexcused)</td>
</tr>
</tbody>
</table>

While we only prosecute TRUANCY,

Chronic absenteeism is a much better metric to track
Audience Participation:

What components are necessary to have a reliable, valid student attendance tracking system?
Your attendance tracking system should.....

EC 48240: (b)“...accurately track pupil attendance in order to achieve all of the following:

• Raise awareness about attendance (chronic absence/truancy)
• Identify and respond to grade level/subgroup patterns
• Identify and address contributing factors (incl. suspension/expulsion)
• Ensure early identification
• (Evaluate effectiveness of current strategies)
## Extended School Attendance Review Board Report Form

### California Education Code Section 48273 Summary Report For School Year by a School Attendance Review Board (SARB)

Submitted by the SARB of School District(s) to the County Superintendent

<table>
<thead>
<tr>
<th>Population Served by SARB</th>
<th>Number of Cases Referred to SARB</th>
<th>Outcomes of SARB</th>
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>California Basic Educational Data System Enrollment</th>
<th>Number of Chronic Absentees (1)</th>
<th>Percent of Students who are Chronic Absentees (2)</th>
<th>Number of Students Referred to SART or SST Meeting (3)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Attendance (Chronic Absentee or Truancy)</th>
<th>Behavior</th>
<th>Number of Students Who Improved Attendance After SARB (4)</th>
<th>Number of Students Who Improved Behavior After SARB (5)</th>
<th>Number of Court Referrals By SARB</th>
<th>Number of Agency Referrals By SARB</th>
<th>Number of Transfers to Alternative Schools</th>
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Creating an Attendance Tracking System

CONSISTENCY IS KEY!

- Common DEFINITIONS
  - Excused vs. Unexcused
  - Tardy vs. Late
  - Truant (30 min unexcused) vs. habitual truant (3 truancies) vs. chronic truant (10% missed school due to truancies)
  - Chronic absence (10% missed school for any reason, incl. suspensions)
Creating an Attendance Tracking System

• **Common PROCESSES**
  • Do all teachers take attendance? With fidelity?
  • What if a child comes to school late?
  • What if a child leaves early?
  • How do your board policies address chronic absence/truancy?
  • What are your attendance thresholds (Dr. notes, letters home, conferences, chronic illness form, etc.)?
  • How do you track home hospital/home instruction?
  • How do you communicate policies and practices with parents:
    • District-wide consistency or site-by-site?
• **ANALYSIS**

  • Regular analysis of attendance data
    • For early identification of:
      • *Struggling students*
      • *Sub-groups (grade levels, geographic areas, etc.)*
      • *Contributing factors*
    • *interventions/referrals*
    • *suspensions/expulsions*
    • “to ensure pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.”
    • “to evaluate effectiveness of current strategies.”
The “How”

• Ensure district-wide understanding of definitions and processes:
  • District leadership review/create policies, train staff:
    • Example: “The following are the only legal excuses that will be accepted by the office for absences and/or tardies as outlined in EC 48205: 1) Personal illness; 2) Quarantine under the direction of the county or city health officer; 3) Medical, dental, optometric or chiropractic appointments, or court appearance; 4) Attendance at funeral services; or 5) Participation in religious exercises or to receive moral and religious instruction in accordance with district policy. The student shall be excused for this purpose on no more than four days per school month.”

• Create and implement clear practices on chronic absences/truancies. Train staff.
### Creating Common Processes:
- Truancy Matrix
- CDE SARB Handbook
- CSBA Sample BP/AR

<table>
<thead>
<tr>
<th>Excused Absences For Illness</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCUSED ABSENCE (after 30+ min)</td>
<td>UNEXCUSED ABSENCE (after 30+ min)</td>
</tr>
<tr>
<td>ILLNESS (30+ min excused absence to school or period)</td>
<td>UNEXCUSED ABSENCE (after 30+ min excused tardy)</td>
</tr>
<tr>
<td>INTERVENTION</td>
<td>INTERVENTION</td>
</tr>
<tr>
<td>5th</td>
<td>10th</td>
</tr>
<tr>
<td>Excused Illness Absence Letter; cc teacher</td>
<td>Excused Illness Absence Letter; cc teacher</td>
</tr>
<tr>
<td>Pre-SST</td>
<td>Pre-SST Follow-Up or SST</td>
</tr>
<tr>
<td>Illness Absence Letter; cc teacher</td>
<td>Illness Absence Letter; cc teacher</td>
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</table>

<table>
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<tr>
<th>15th w/o Doc Verification</th>
<th>16th w/o Doc Verification</th>
<th>17th w/o Doc Verification</th>
<th>18th w/o Doc Verification</th>
<th>19th w/o Doc Verification</th>
<th>20th w/o Doc Verification</th>
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<tr>
<td>1st Unexcused Absence</td>
<td>2nd Unexcused Absence</td>
<td>3rd Unexcused Absence</td>
<td>4th Unexcused Absence</td>
<td>5th Unexcused Absence</td>
<td>6th Unexcused Absence</td>
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<tr>
<td>Automated Phone Call to Parent</td>
<td>Automated Phone Call to Parent</td>
<td>Automated Phone Call to Parent</td>
<td>SST with Parent</td>
<td>Follow-Up SST or SAM Meeting (high school)</td>
<td>SARB Hearing (County/District)</td>
</tr>
<tr>
<td>Detention Notice - High School Only</td>
<td>Detention Notice - High School Only</td>
<td>SARB LETTER #1 (Student Declared a Truant; cc teacher)</td>
<td>SARB LETTER #2; cc teacher</td>
<td>SARB LETTER #3 (SAM for High School; cc teacher)</td>
<td>SARB Letter #4 (Student Declared a Habitual Truant/Hearing; cc teacher)</td>
</tr>
</tbody>
</table>

- **SARB Process resets one full school year after initial classification.**
- **Allow a few days between SARB letters to give opportunity for receiving notice.**
Communicate A Clear Message

Common language on all district and school websites, student/parent handbooks:

Unexcused Absence: Parents will be notified in a timely manner if their child is absent from school without permission. Education Code § 51101(a)(4).

Truancy: Upon a pupil’s initial classification as a truant, you will be notified of the following:
- (a) That the pupil is truant.
- (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- (c) That you may be guilty of a criminal infraction if you fail to meet this obligation.
- (d) That alternative educational programs are available in the district.
- (e) That you have the right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
- (f) That the pupil may be subject to arrest and prosecution.
- (g) That the pupil may be subject to suspension, restriction, or delay of the pupil’s driving privilege.
- (h) That it may be recommended that you accompany the pupil to school and attend classes with the pupil for one day.

Chronic Truancy: The parent or guardian of any pupil in grades 1 through 8 who is found to be a “chronic truant” may be found guilty of a misdemeanor. Education Code § 48263.6; Penal Code § 270.1.
How do you use attendance data at the District and Site levels?

- Review previous year’s attendance
- Site/district admin team meetings
- Intervention teams
- Student advisors/counselors
- PLC/Department meetings
- Parent-teacher conferences
- Report cards
- Attendance staff training

How often?
Activity: Complete with your team
5-10 min: Share Out

<table>
<thead>
<tr>
<th>What do we do with our data?</th>
<th>District</th>
<th>Site</th>
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<tbody>
<tr>
<td>Who</td>
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<td>What</td>
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<td>When</td>
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</tbody>
</table>
TRUANT TAG

Tag the student in Student Data 2 as ‘Truant’ once the student has met the criteria. Criteria can be queried from Attendance History, or the student can be tagged when they receive an attendance SARB letter.

ATTENDANCE HISTORY

<table>
<thead>
<tr>
<th>Year</th>
<th>Prog</th>
<th>Enrolled</th>
<th>Present</th>
<th>Absent</th>
<th>Tardy</th>
<th>Suspended</th>
<th>School</th>
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<td>E Y Cain (33)</td>
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</table>
### Aeries Analytics

**Attendance % (Chronic (>10%) vs Non Chronic)**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>NON</th>
<th>CHR</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.2%</td>
<td>89.4%</td>
<td>92.2%</td>
</tr>
<tr>
<td>90.8%</td>
<td>90.0%</td>
<td>89.9%</td>
</tr>
<tr>
<td>15.2%</td>
<td>10.0%</td>
<td>13.9%</td>
</tr>
<tr>
<td>54.8%</td>
<td>6.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>2.6%</td>
<td>13.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>1.4%</td>
<td>0.1%</td>
<td>0.1%</td>
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</table>

#### Students

<table>
<thead>
<tr>
<th>Id</th>
<th>Student</th>
<th>Set</th>
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<th>Qualifying</th>
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<tr>
<td>99400003</td>
<td>Abdo, Alice A</td>
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<td>9</td>
<td>Screaming Eagle HS</td>
<td>90.48%</td>
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<td>99400004</td>
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<td>Screaming Eagle HS</td>
<td>89.80%</td>
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<td>99400004</td>
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<td>Screaming Eagle HS</td>
<td>86.67%</td>
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<td>99400006</td>
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<td>10</td>
<td>Screaming Eagle HS</td>
<td>77.14%</td>
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<tr>
<td>99400063</td>
<td>Abyunan, Tracy</td>
<td>Set</td>
<td>10</td>
<td>Screaming Eagle HS</td>
<td>90.48%</td>
</tr>
</tbody>
</table>
Attendance % (Chronic (>10%) vs Non Chronic) - All Students in Chronic > 10%

- **Golden Eagle Elem**: 2.8 % (16)
- **Screaming Eagle HS**: 7.1 % (127)
- **Aeries Cont Schi**: 2.6 % (28)
- **Eagle Fight Schi**: 2.6 % (28)
- **Eagle Alt Education Schi**: 2.6 % (28)
<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>Ideal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System to Track Attendance</strong></td>
<td>All sites and staff have common understanding of attendance terms, codes, thresholds, practices, consequences, interventions and are entering attendance data consistently; attendance reports are generated and analyzed regularly by district and site teams.</td>
</tr>
</tbody>
</table>
## Supervisor of Attendance Components/Action Planning

<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>In Place</th>
<th>Initiated/Partially in Place</th>
<th>Not in Place</th>
<th>Action Step(s)</th>
</tr>
</thead>
</table>

| System to Track Attendance |  |  |  | Who: |
|                           |  |  |  | By when: |
Part III: Putting Interventions in Place
Truancy/Chronic Absenteeism as Symptom

“... for early identification of contributing factors.”
Root Causes of Excessive Absence/Truancy: Audience Participation

- Student/Parent Mental Health Issues
- Homelessness
- Caring for Family Members
- Lack of Parental Assertiveness
- Substance Abuse/Neglect
- Bullying
- Co-parenting Issues
- ACES (childhood trauma)
What to do....

EC 48240(c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:
Activity

• What interventions do you most commonly use to address attendance/truancy issues?
  • When do they kick in (Tier II, Tier III)?

• What factors do you take into account?
• Which interventions are most successful?
• How do you track intervention success?
Increased Attendance Involves a 3-Tiered Approach

- Universal/Preventative Initiatives and Programs (Low Cost)
- Intervention Programs
- Intensive Programs (High Cost)

Source: Attendance Works
Increased Attendance Involves a 3-Tiered Approach

- **Intensive Programs**: Students chronically absent/habitually truant (5-15% of a school’s students)
- **Intervention Programs**: Students at risk for poor attendance or students with rising attendance rates (15-20% of a school’s students)
- **Universal/Preventative Initiatives and Programs**: All students (65-100% of a school’s students)

Source: Attendance Works
What to do....

• EC 48240(c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:

  • Conference
  • Co-curricular/extra-curricular activities (school connectedness)
  • Recognizing excellent or improved attendance
  • Referrals for school case management (school nurse, school psych/socl worker)
  • Collaboration: CWS, law enforcement, public health, mental health, etc.
  • Collaboration: SSTs, SARBs, etc.
  • Identify school-wide barriers
  • Referral for comprehensive psychosocial/psychoeducational assessment
  • Referral to SARB, Probation or other truancy mediation program
The SARB Process

- September-May
- Santucci Center (Auburn Justice Center)
- Multi-agency Board Members
- Community Interventions
- Case Management
- Referrals to Probation Mediation Hearing
- Online referral
- MUST document attempted interventions
What to do...

• EC 48240(c) The Supervisor of Attendance may provide support services and interventions, which may include, but are not limited to:

  • Conference
  • Co-curricular-extra-curricular activities (school connectedness)
  • Recognizing excellent or improved attendance
  • Referrals for school case management (school nurse, school psych/socl worker)
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<tr>
<th>Foundational Components</th>
<th>Ideal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interventions</strong></td>
<td>District and sites have a host of interventions to choose from, depending on specific barrier to attendance. Emphasis on relationship and connection with both student and family.</td>
</tr>
</tbody>
</table>
## Multi-tiered Attendance Support System

### Tier 1: Universal
- **Welcome school environment reflecting family/student relationship:**
  - Regular updates on student progress and achievements.
  - Positive feedback to caregivers.
  - Attendance of family at school events.
  - Parent involvement in school activities.
  - School-wide “Every Day Counts” video/art contest and exhibit.

- **School-wide engagement:**
  - SEL curriculum and assemblies.
  - Student led meetings.
  - Student-lead focus groups.

- **Mental health services:**
  - Community building/anti-bullying focus.
  - Health insurance sign-up week.
  - Hand washing program.
  - Healthy food options.

- **PBIS efforts to create positive environments:**
  - Cafeteria and playground rules.
  - Activities fostering a welcoming environment.

- **Volunteer tutors:**
  - Parent-teacher conferences.

- **General provision of basic resources:**
  - Pencils, erasers, etc.
  - Clothes closet.
  - Free and reduced price meals.
  - Walking school bus.

### Tier 2: Strategic
- **Teachers:**
  - Call guardians to follow up on students approaching CA.
  - Meet with CA student to develop a plan.
  - Check attendance status.
  - Support students through the CA process.

- **School attendance letters with attendance summary:**
  - Keep students and their guardians informed.

- **Early PTHN for all students CA previous year:**
  - Engage students in the CA process.

### Tier 3: Intensive
- **Support Center:**
  - Student Support Team (SST) meeting review.
  - Support Center attendance/guidance.
  - SST/ISP include SEL focus.

- **Community monitoring of students in person (check-in/check-out):**
  - SST/ISP include SEL focus.

- **Restorative Justice to focus on repair of social/relational harm:**
  - SST/ISP include SEL focus.

- **Continuous monitoring of students:**
  - SST/ISP include SEL focus.

- **Group counseling/support groups:**
  - SST/ISP include SEL focus.

- **Attendance monitoring and reporting:**
  - SST/ISP include SEL focus.

### Positive Behavioral Support/Restorative Justice
- **Student connected with tutor, academic support needed:**
  - Tutor monitors, checks in.

- **Ensure safety:**
  - Provision of Targeted Resources.

### Academic Support
- **Assessment of Resources:**
  - Social worker, social worker and/or SSO.

### Basic Needs
- **Assessment of Resources:**
  - Food assistance,
  - Clothing

---

### Family & Student Engagement
- **SART/SARH:**
  - Case management support.
  - Connect with community leaders.

- **Social-Emotional Learning/Relationships:**
  - Connect with skilled mentor.
  - OST activity.

- **Mental/Physical Health:**
  - Student family assisted to contact community resources.
  - Community resources asked to reach out.

- **Attendance/Intervention Monitoring:**
  - Personal support teams/plans for student referrals.

- **Positive Behavioral Supports/Restorative Justice:**
  - Connect with counseling if needed.
  - Assess for social/relational harm.

- **Academic Support:**
  - Monitor SART/ISP.

- **Basic Needs:**
  - Watch out for signs of mental health issues.
  - Health insurance sign-up week.
  - Hand washing program.
  - Healthy food options.

---

### Teachers' Responsibility
- **Teachers:**
  - Call guardians to follow up on students approaching CA.
  - Meet with CA student to develop a plan.
  - Check attendance status.
  - Support students through the CA process.

### School Attendance Letters
- **Attendance Letters with Attendance Summary:**
  - Keep students and their guardians informed.

### Early PTHN
- **Early PTHN for All Students CA Previous Year:**
  - Engage students in the CA process.
## Supervisor of Attendance
## Components/Action Planning

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<td>Interventions</td>
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<td>Who:</td>
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<td></td>
<td></td>
<td>By when:</td>
</tr>
</tbody>
</table>
Where to From Here?

- Complete Action Planning Document
- Reevaluate District Attendance Matrix
  - Multiple voices, consistency, TRAINING
  - We can help 😊
- Create Data Tracking System (and accompanying policies and procedures); train district and site staff; IMPLEMENT!
- Request Team Action Planning training.
  - Deeper dive into foundational elements of EC 48240
THANK YOU for your attention and your dedication to the students you serve.