Attendance
Supervision
Best Practices

LA County Office of Education

Student Support Services
Child Welfare and Attendance
Education Code 48240

– Promote a Culture of Attendance
– Establish a System to Track Attendance
– Raise Awareness to Staff, Parents, Students, and Community
– Interventions, Supports, and Consistency
– Applicable to Districts and Charter Schools
Chronic Absenteeism and Truancy
Attendance Supervisor Duties

– Identify grade level or pupil subgroup patterns
– Contributing factors to absences in your community: barriers
– Early identification to intervene and support
– Evaluate the effectiveness of strategies implemented
– Increase connectedness for students and families
– Refer to appropriate supports, assessments, or specialized programs
– School: nurse, counselor, psychologist, social worker, behavioral aide
– Collaboration: child welfare, law enforcement, mental and other health agency or providers
<table>
<thead>
<tr>
<th>TRUANCY</th>
<th>CHRONIC ABSENTEEISM</th>
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</thead>
<tbody>
<tr>
<td>Absent without a valid excuse</td>
<td>Absent – excused or unexcused</td>
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<tr>
<td>Tardy for more than 30 minutes on 3 occasions</td>
<td>10% of the school year – 18/180 days</td>
</tr>
<tr>
<td>Breaking the LAW: Compulsory Education- Age 6-18 must attend: Grades Kinder thru 12</td>
<td>As little as two days per month – does not matter if consecutive or not.</td>
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<tr>
<td>MAY Result in referral to District Attorney</td>
<td>Results in missing ONE MONTH of school</td>
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<tr>
<td>DA may choose to refer to Mediation or Prosecution</td>
<td>School Attendance Review Team – (SART) informs parents of neglect of parental duties</td>
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</tbody>
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Excused Absences

- Illness: Student or Child of Student
- Quarantine
- Medical Appointment
- Dental Appointment
- Chiropractic Appointment

- Personal: Local Administrative Discretion
- Precinct Election/Jury Duty
- Active Duty Deployment
- Pupil’s Naturalization Ceremony

Los Angeles County Office of Education 2019
Local Discretion of School Administrators: AB 2616

- What best determines a VALID excuse?
- What VERIFICATION is allowed?
- Equity in treatment of students?
- Consistency in all school sites?

- GOALS of Attendance Supervisors:
  - Limit Excused Absences
  - Eliminate Unexcused Absences
  - Update Local Policies
Refusal to attend

- **Parent:** inform and intervene
- **School Attendance Review Team (SART) Conference**
- **Child:** seek to remove barriers
- **Provide appropriate supports**
- **Refer to School Attendance Review Board (SARB) Meeting**

*PC 270.1 and EC 48263.6 Unexcused Absences*
School Anxiety: School Refusal

Digging Deeper into the Behavior
School Anxiety

– Parent is not sending child to school after SART
– School Anxiety is verified by Psychologist/Psychiatrist
– How do you address the absences?
– How do you describe the “Anxiety” with school staff?
– Shared Information Documentation
– 504 Plan or IEP depending upon eligibility
ABCs Review for Behaviors

A  Antecedent / Triggers
B  Behavior Expression
C  Consequence

Intensity  Frequency  Duration

Pattern  Setting  Time of Day

Los Angeles County Office of Education 2020
OBSERVE the OUTCOME:

What is desired by the student?

1. Sensory/Automatic
2. Escape
3. Attention
4. Tangible/Access
Examples of Behaviors of Concern

- Self Injury
- Aggression
- Tantrums
- Classroom Disruption
- Property Destruction
- Off-Task, Distractibility
- Socially inappropriate comments, statements, objections to directives
- Unsafe behaviors may harm self or others
Teaching Social Skills: What is missing for relationship building?

– dealing with frustration and anger
– compromising skills
– seeing another perspective
– expressing feelings and regulating emotions
– taking responsibility
– following directions
– understanding personal space
– using self-control
– being a good sport
– showing empathy in problem solving
– appreciating differences
– thinking before speaking
– reading social cues
– using coping strategies
– accepting consequences
– participating in group activities
– taking turns and sharing
504 Plan: Accommodations
IEP: Other Health Impairment

- **Consider Minimum Day**: 3 hours at school or 1 hour at home
- **Home/Hospital Support**: Transition / Doctor Note / IEP Team
- **AB 2109**: Blended program at-home & in-school, Services Noted
- **ONE attendance register (Home Teacher)** AND maintain classroom seat to allow return to full time at school over time.
- **Partner with psychologist/psychiatrist** for transition over time.
- **Total school time**: not to exceed 5 DAYS on ADA Collection
How will you address the current behavior?

Can you anticipate?

Is there a RESTORATIVE approach?
Engagement:
Student and Parents

- Recognize Good and Improved Attendance
- Engage Students and Parents
- Monitor Attendance Data
- Provide Personalized Outreach
- Community-Based Outreach

- Individuals, Classrooms, Grade Levels
- Positive Contacts
- At-Risk Group Meetings
- Home Visits, SART, Contracts
- SARB, Referral to Youth Services, Parent Classes
What is “Two-by-Ten” Relationship Building?

– *Consciously spend 2 minutes per day for 10 days*
  Concentrate on anything the student wants to discuss

– No agenda: just interaction and encouragement

– Attention Seeking is POSITIVE

– Forging a STRONG and SUPPORTIVE personal connection

– Focus on the GOOD

– Separates the PERSON from the BEHAVIOR
Challenges to the Two-by-Ten Strategy: “Teacher Worries”

– “The student doesn’t want to talk”: connect in non-verbal praise and build up to speaking. (wink, smile, head-nod) The lack of trust is usually based on past experiences with adults. Proceed with caution.

– “I don’t have time”: when monitoring the guided practice, linger at desk, look over shoulder, build time and speak quietly to individual. Build in “talk time” to re-explain a concept to elbow-partner – be there for that student.

– “I don’t know what to ask”: look for clues from the child, when does the misbehavior occur, preview lesson, ask all students to complete an interest survey on “what makes you different from other students”.

Los Angeles County Office of Education 2020
Communication with Families

- **Truancy Notification:** Tone is set for future communication
- **Chronic Absenteeism:** Tardy & Excused absences
- **Paying attention to** EVERY absence - connect

“We are here to support you and your child”
It’s all about TRUST and Relationship Building
Ways to Positively Connect with Students

- Mentorship
- Respectful Interaction
- Learn from Mistakes
- Propel to Make a Change
- Motivate
- Empathy

Los Angeles County Office of Education 2020
TIER 1: ALL
TIER 2: SART
TIER 3: SARB +
Universal Supports
Tier One

- Attendance Awareness Communication
- Monthly Campaign or Awards Assemblies
- Community Incentives
- Safe, Clean, Welcome Environment

- Back to School Family Night
- Staff Professional Development
- Positive Behavior Intervention & Supports
- Restorative Practices
Teacher – Student Relationships

Building Positive Teacher-Student Relationships

P Praise
O Openness
S Support
I Interest
T Trustworthiness
I Interact
V Validate
E Enjoyment

R Respect
E Empathize
L Listen
A Accept
T Teaching
I Individualize
O Observe
N Non-judgmental
S Share
H Help
I Imitate
P Play
S Sensitivity

By Dr. Phyllis S. Ohr
Interventions Menu
(McDevitt MS, Walham MA)

- **Parent Engagement**: Connect and Communicate
- **Student Engagement**: Connect with New Skills and Communicate well with staff and peers
- **Team Work**: Supervision and Encouragement
- **Socialization**: Comfortable setting with peers
Recommendations: Supports of Anxious Students

- Involve counselor, school psychologist, school nurse
- Assign a mentor: social and emotional support
- Create a SAFE ROOM: quiet reflection
- Create a LUNCH BUNCH: decompress and play
- Quiet STUDY HALL space: concentration free of distractions
- After School – TUTORING: academic support
Restorative Supports for ANXIOUS students

- Who is being harmed?
- What can we do to return student to REGULAR Attendance?
- What were the documented barriers?
- What supports are working (or not)?
- What plan can we agree upon in order to RESTORE positive attendance?
Other Attendance Issues

Attendance Reporting
“No Show” for Meetings
No Attendance – No Calls

– Student was enrolled but does not come to school
– Parent enrolled but did not call to change enrollment
– Student was due to return following a break
– How do you mark attendance?
– What are your next steps?

– Brandi Jauregui: bjauregu@cde.ca.gov
  CALPADS@CDE
Not in Attendance? Ten Days Absence

- Utilize the last EMERGENCY CONTACTS to locate child
- Conduct a HOME VISIT to determine if student still lives at last known address
- Invite to SART via US Mail: If mail is being forwarded, it will arrive at next address.
- If NO RESPONSE after 10 full days absent: Refer to SARB via US Mail
- Ask SARB board members to search in their DATA Base: Probation, Deputy DA, and DCFS to see if parent or student has been removed from the home or possibly deported
- Only after ALL above steps have been DOCUMENTED, may you disenroll

Los Angeles County Office of Education 2020
Work Permit / Studio Tutor
Independent Study

- Parent sends child to studio: work schedule
- Difference between auditions and studio work
- How do you address the absences?
Independent Study – Pending Verification

– Contract according to Studio Schedule
– While ABSENT – mark code for Independent Study
– Upon VERIFICATION and SIGNATURE of credentialed Studio Tutor, change to Independent Study completion
– Collect ADA only when verified work is complete
– **Auditions? Personal Reasons for absence.** Administrative Discretion for Excused or Unexcused. Contract limit?
Religious Retreat: Independent Study or Excused Absence?

- Parent sends child to retreat: verification
- Maximum of four hours per semester for excused absences
- How do you address the absences equitably?
Learning Supports

• Classroom Accommodations
• Student & Family Interventions
• Transitions
• Crisis Intervention
• Community Collaboration
• Family Engagement
“Students who are loved at home, come to school to learn, and students who aren’t, come to school to be loved.”

-Nicholas A. Ferroni
Send to SCHOOL:
- runny nose
- cough
- no fever
- diarrhea or vomiting

Keep at HOME:
- temperature over 100 degrees
- vomiting or diarrhea
- pink and crusty eyes

Go to DOCTOR:
- temperature over 100 degrees or rash
- vomiting or diarrhea for more than 2 days
- cough or runny nose one week +
Saturday School and Other Options for ADA Recovery

- Recovery for *partial* ADA funding
- Does not impact Dashboard
- Four hours or less, no snack or lunch
- Six hour school day – *earn 66% of ADA*
- Can be offered anytime outside of school hours
  - *Saturday*
  - *Sunday*
  - *Detention*

Credentialed instructor
Content for class is age appropriate
Supervision is provided in a safe environment

Los Angeles County Office of Education 2020
# DASHBOARD, DataQuest, and CALPADS

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<tr>
<th><strong>DASHBOARD</strong></th>
<th><strong>DataQuest</strong></th>
<th><strong>CALPADS</strong></th>
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<tbody>
<tr>
<td>Current Year Data compared to last year and whether there is an increase or decrease in results</td>
<td><strong>Summary of Reported Data</strong> Files for students, teachers, and schools showing Absenteeism in K-8 and Drop Out rates in Secondary Schools</td>
<td><strong>Individual data</strong> on students over time to maintain demographics, courses, discipline, assessments, and attendance</td>
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LEA Attendance Policy Checklist

*CDE Checklist Recommendations:*

- Sample SARB Policies and Regulations
- Board Policies
- Administrative Regulations
- Are you following EC 48240?
Legislative Update

2019-2020 Laws:
Related to Attendance
AB 982 Holden
Homework: Suspended Pupils

- Parent may request assigned homework while student is absent
  - student in grades 1-12
  - suspended for 2 or more school days
- Work is due upon return or when actual due date; whichever is later
- If not graded before end of term, then not admissible to overall grade
- Applies to all public schools: districts and charter schools
- Mark ATTENDANCE with code for SUSPENSION: Do NOT collect ADA
SB 223
Pupil Health

Jojo’s Act - Medicinal Cannabis Administration at School

– District may adopt policy that allows parent of student to possess & administer medicinal cannabis at school to avoid absences

Policy must include:

– No disruption of educational environment or exposure to other students
– Parent shall remove any remaining cannabis from school site after administration to student
– Parent must sign in at school site before administration
– Parent to provide written medical recommendation – keep on file
For more information on the new California laws: “Legislative Update”

Health: immunizations, cannabis, mental supports
Name and Gender Changes
Enrollment and Interdistrict Transfers
Discipline
Homeless and Foster Youth
Special Education
and MORE...
Attendance Supervision Webpage

https://www.lacoe.edu/Student-Services/Student-Attendance-Enrollment

Marian Chiara
Consultant II
chiara_marian@lacoe.edu

Melissa Schoonmaker
CWA Project Director
Schoonmaker_melissa@lacoe.edu

562-922-6233