Truancy and Tier 3 Interventions
Attendance Dropout Prevention Program
Leander Independent School District
Who We Are

Bryan Miller – Senior Director of Student Support Services
Cynthia Bode - Assistant Director of Student Support Services

Attendance/Dropout Prevention Team:
  Olga Alvarado
  Rachelle Arteaga
  Mark Choat
  Sandy Scott
  Sherri Sneed
  Carrie Tawil
Leander ISD - Texas

• K-12 School District in Williamson County
• 39,000 students
• 42 school sites
• 58.2% White
• 25.2% Hispanic
• 20.2% Eco Dis
• 11.0% Special Education
• 7.7% Asian
• 5.5% English Language Learner
• 3.9% African American
Leander ISD 2016-17 Truancy Prevention Measures

Level 1

**L1**

First Warning Letter (L1)
- At 3+ full or part days of unexcused absences (*within a 4 week period*)

L1 will include the Attendance/Behavior Improvement Plan and request parent and student signature. Letter will need to be turned in to attendance office to be filed in students’ folders.

A2A will email APs to inform them that letters will be mailed. (AP can suppress letters.)

Failure To Attend
- O - Unverified-Unexcused
- U-Unexcused
- 4-Truant On Campus
- 6-Late Unexcused Absence
- 7-Hours Made Up – Unexcused Absence

Level 2

**L2**

Second Warning Letter (L2)
- At 7+ full or part days of unexcused absences

A2A will email APs to inform them that letters will be mailed. (AP can suppress letters.)

- Conference Conducted by AP at Campus

At least **ONE** of the following measures will be utilized:
1. Ongoing non-compliance with attendance may constitute disciplinary actions (i.e. ISS, Saturday school)
2. Refer to campus, district and/or community resources
3. Impose school based community services (i.e. tutorials, volunteering at school activities)
4. Impose Attendance/Behavior Improvement Plan (Level 2)

AP documents in A2A meeting notes and closes the conference

Level 3

**L3**

District Warning Letter (L3)
- At 10+ full or part days of unexcused absences (*within a 6 month period*)

**L3 (District Warning Letter)**
- ONLY generates after L2 Conference has been CLOSED.

A2A will email ADPS that letters will be mailed. (ADPS can suppress letters.)

- ADPS will schedule an Attendance/Behavior Improvement Plan meeting (previously – Pre Court Meeting)

- ADPS will submit truancy referral to County Attorney
Assistant Principals
First Line of Intervention

• Identify the students needing interventions
• Identify and reduce barriers
• Identify resources needed
• Connect students to appropriate resources i.e. Counselor, FST, ADAPT, Twilight
• Educate parents and students about the laws and effects of truancy
• Provide consequences when appropriate i.e. Tiers of consequences, Saturday School, Lunch detention, ISS, tutorials
• Monitor on-going attendance
Level 2
Attendance/Behavior Improvement Plan

Student Name: ___________________  Student ID: ____________  Campus: ____________
D. O. B.: ___________________  Age: ________  Date: ____________
Parent Name: ___________________  Parent Address: ___________________
Student Address: ___________________  Parent Cell Phone: ___________________
Student Phone: ___________________  Parent email address: ___________________

Reason for referral to Level 2: ___________________

What are the reasons for non-attendance:

- Pregnancy
- Homelessness
- Foster care
- Principle income earner for family
- Transfer Student

Other: __________________________________________________________

Assistant Principal offers referrals to the following services (A=Accept or D=Decline):
- ADAPT Substance Abuse
- Family Services Team
- Guidance Counselor
- Other

This agreement is to encourage student compliance of compulsory attendance. The objective for implementing this plan is to provide the opportunity for the student and/or parent to sign an agreement to improve attendance and prevent a district truancy referral. Additionally, in accordance with Texas Education Code Section 25.0913, we are implementing the following Attendance/Behavior Improvement Plan:

1. The student shall comply with compulsory attendance laws.
2. The parent guardian will require the student to attend school.
3. A signed parent note and/or doctor's note shall be turned into the school within 48 hours of an absence.
4. Please note that if additional unexcused absences continue, the school may implement the following measures:
   - Disciplinary actions (i.e. ISS)
   - A referral to campus, district and/or community resources
   - School based community service
   - Level 3 Attendance/Behavior Improvement Plan
   - Referral to Truancy Court

☐ Student will make up ______ hours  ☐ Other
☐ Attend Academic Tutorials
☐ Before/After School Detention
☐ Saturday School Dates:

Student and/or parent/guardian agree to this plan voluntarily. Student’s attendance will be monitored by the campus administrator. This plan is effective for 45 school days.

Signed this ______ day of ______________, 20__

__________________________  __________________________
Student Signature  Assistant Principal

Parent/Guardian
ADPS - Roles and Responsibilities

Attendance Dropout Prevention Specialists

• Collaborate with campus administrators
• Identify students in need of additional interventions
• Monitor student improvement
• Facilitate Attendance Behavior Improvement Plan meetings with student, parent, assistant principal and counselor
• Facilitate HOPE Committee Meetings (monthly)
• Referrals to Evening Credit Recovery (Twilight)
• Referrals to New Hope High School
• Represent LISD in truancy court as needed
• Identify, prevent and recover students at-risk of dropping out
Attendance Behavior Improvement Plan Meetings

• Arranged after the parents of student have received the 3rd warning letter, AP has done at least 1 intervention, AP has conferenced with parents about truancy laws, etc., and unexcused absences are still occurring.

• Who attends the meeting?
  Student
  Parents
  ADPS
  Counselor
  Assistant Principal

• Student is placed on an ABIP contract in which no more unexcused absences are allowed, parent notes revoked, and other interventions are put in place.

• Court referral as an intervention
## Level 3
### Attendance/Behavior Improvement Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID #:</th>
<th>Campus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student DL#:</td>
<td>D.O.B.</td>
<td>Age:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Parent Name:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Student Cell Phone:</th>
<th>Parent Cell Phone:</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student email address:</th>
<th>Parent email address:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Reason for referral to Level 3: ___ unexcused full/part day absences in ___ month period.

What are the reasons for non-attendance:

- [ ] Pregnancy
- [ ] Homelessness
- [ ] In foster care
- [ ] Principle income earner for family
- [ ] Transfer Student

Other

ADPS offers referrals to the following services (A-Accept or D-Decline):

- [ ] A  D  CAPP Substance Abuse
- [ ] A  D  Guidance Counselor
- [ ] A  D  Previous Interventions
- [ ] A  D  Other
- [ ] A  D  Family Services Team

This agreement is to encourage student compliance of compulsory attendance. The objective for implementing this plan is to provide the opportunity for the student and/or parent to sign an agreement to improve attendance and prevent a truancy referral. The following are conditions of this improvement plan:

- Student’s attendance will be monitored by the Leander I.S.D. Attendance Dropout Prevention Specialist.
- Student shall attend school as required by Texas compulsory attendance laws.
- Student will not accrue additional unexcused absences.
- Student will obey the Leander ISD Student Code of Conduct.
- The parent/guardian will ensure the student attends school, on time, every day.
- Parent notes will no longer be accepted to excuse an absence. A physician’s statement or a school clinic evaluation of illness must be provided within two days of the student’s return to school.
- The student and family are responsible for informing the attendance office of any corrections needed to the attendance record.
- Additional conditions listed in the table below:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>q Student will make up</td>
<td>q Other</td>
</tr>
<tr>
<td>q Attend Academic Tutorials</td>
<td></td>
</tr>
<tr>
<td>q Before/After School Detention</td>
<td></td>
</tr>
<tr>
<td>q Saturday School Dates:</td>
<td></td>
</tr>
</tbody>
</table>

Student and/or parent/guardian agree to this plan voluntarily. It is understood that non-compliance with this plan will immediately activate a Truancy Court referral. This plan is effective for 45 school days.

Signed this ___ day of ____________, 20__.

Student Signature

Assistant Principal

Attendance/Dropout Prevention Specialist

Parent/Guardian

Counselor

NOTE: This agreement will be monitored by the school district. If the student and/or parent/guardian are in violation of this agreement, the next correspondence received will be from Williamson County JP 2 court.
Court as an Intervention

Before School Year and Ongoing
- Relationship with school district and Court is critical
- Annual Procedural Review and Improvement Meetings with Judge and County Clerk
- Annual meeting with County Attorney (laws and processes)
- Established Points of Contact
- Understanding of Expectations

At Court
ADPS Presents Student Summary with Recommendations

Possible Outcomes
- Court ordered to return to school
- Court ordered to participate with our school programs and/or community programs i.e. social workers, ADAPT, Life Bridges, CHINS, court mentoring
- Court workshops i.e. Twice Pardoned, Parent/Student Workshop
- Read and write reports
- Community Service and/or Fines
- Suspend Driver’s License
- Court ordered GED
A Campus Example of Why and How our Attendance Process Works

- **680 CWL 2**: AP Intervention occurs once Letter 2 is generated! AP CLOSES CONFERENCE ONCE PARENT CONTACT/STUDENT INTERVENTION IN PLACE.
- **596 Closed Conferences**: This demonstrates that campus interventions work to eliminate many attendance concerns! Close Conferences early!!!
- **280 CWL 3**: The ABIP is very effective in eliminating attendance concerns but campus interventions must occur first followed by closing the conference!
- **146 ABIP’s**: 96% of attendance concerns improved through this process!!
- **28 Court Referrals**: 80% Reduction in Attendance Concerns
- **53% Reduction in Attendance Concerns**: 48% Reduction inAttendance Concerns
## Dropout Data

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</thead>
<tbody>
<tr>
<td>LEANDER H S</td>
<td>23</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>CEDAR PARK H S</td>
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<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>VISTA RIDGE H S</td>
<td>15</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>ROUSE H S</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>6</td>
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<tr>
<td>VANDEGRIFT H S</td>
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<td>4</td>
<td>0</td>
<td>1</td>
<td>3</td>
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<tr>
<td>WILLIAMSON CO ACADEMY</td>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NEW HOPE H S</td>
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<td>11</td>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>WILCO DETENTION CENTER</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>64</strong></td>
<td><strong>53</strong></td>
<td><strong>28</strong></td>
<td><strong>32</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>
Working With Our SPED Population

• SPED Numbers are on the rise

• Diversity in SPED population continues to change (e.g. Emotional Disability, Medically Fragile, Other Health Impairment, Intellectual Disability, Autism Services)

• Services and programs are expanding to fit individual student needs

• Recognizing student special education services is receiving (e.g. psychological services, physical therapy, occupational therapy)
Special Education Attendance Procedures

• Same Process for Non SpEd
• Communicate with Assistant Principals & Campus SpEd Leads
• Collaborate with ADPS team and tracking teacher
• Review the student’s disability
  – Review Functional Individual Education Report (FIE)
  – Review Individual Education Plan (IEP)
• Determine if student is exempt from compulsory attendance
  law based on the Texas Education Code (Chapter 25 - Subchapter A: Admission and Enrollment)
SPED Interventions

• Students in special education receive the same opportunities for interventions as general education students.
• LISD uses a variety of visual transition planning tools to facilitate collaboration to help determine what plans, goals, and outcomes may need to be put in place to increase student achievement.
  — ADPS attends IEP/ARD meetings when appropriate
  — Access to SPED campus coordinator
  — Visual Interactive Support in Transition Meeting (VISIT)
  — Person Centered Planning (PCP) Referral
  — Act on Life Meeting Referral
  — Request for Individual Education Plan (IEP) Review
LISD - New Innovative Approach 2017-2018

- LISD to incorporate attendance documentation in the IEP by using an attendance supplement.
Summary - What We Believe

• Continuous Improvement of our processes is critical

• Using data to drive decision-making

• Continue to build on our school and community resources

• Build strong working relationships and collaboration with students, teachers, parents, counselors, administrators, courts

• Ongoing training for parents, teachers, administrators, ADPS

• District Focus on Attendance and Drop-out Prevention! 😊
Thinking differently about attendance to drive achievement.

For a copy of this presentation please email Cynthia.Bode@Leanderisd.org