

2014-2015 Attendance Proposal

Revised July 16, 2014

I. Establishing the need for action

During the second semester of the 2013-2014 school year, the Santa Rosa School District's Elementary and Secondary MTSS teams conducted a series of problem-solving sessions. Each session was devoted to analyzing district academic, discipline, and attendance data. *The following tables provide a synopsis of the attendance data reviewed.*

Each team identified possible barriers to attendance proficiency as well as strategies to recommend to district leadership.

In June, 2014 district leadership reviewed the recommended strategies.

This review identified actionable items located in the fourth column of each table.

Elementary Attendance

Data	Barriers	Strategies to Address Barrier(s)	District Leadership Directives
As of February 26, 2014 1,074 of 11,480 (9%) had missed 10% of the school year.	Truancy court is not an option for students younger than mandatory attendance age.	Create a school or district-based panel to meet with parents of truant kindergarten children not responding to truancy plans.	Improving current truancy procedures with the goal of better attendance for <u>all</u> students will encompass these students and address this need. Additional panel not needed.
Kindergarten- 260 of 1880 (14%) had missed 10% of the school year.	Parent awareness of the long term impact of poor attendance.	Public Service Announcements District-provided information for all registering students (parents) outlining the long term impact of poor attendance. Advise of immediate consequences.	Work with PDC/high school media classes to create PSAs. Consider YouTube presence. Create district brochure on attendance-cite data, research-provide to schools.
	Inconsistent implementation of truancy policy across district.	Provide attendance /truancy staff training at all first of year faculty meetings and MTSS trainings District –provided agenda Create tiered process to address truancy with specific benchmarks, data points, and interventions.	Develop a “ tiered ” truancy process: <ol style="list-style-type: none"> 1. Initial meeting with parent- “<i>Attendance Improvement Meeting</i>”- advise parent of data - counsel parent to improve attendance 2. Use SMART to document 3. 2nd meeting- <i>Truancy Meeting</i> Needs: <ul style="list-style-type: none"> • district standard for doctor notes • district standard to trigger meetings • district provided agenda <i>Note -Truancy plans roll forward- no starting over</i>

Secondary Attendance

Data	Barriers	Strategies to Address Barrier(s)	District Leadership Directives
As of 2-26-14: 1570 of 13224 (12%) had missed 10% of the school year.	Truancy court is not an option for students older than mandatory attendance age.	Create a school or district-based panel to meet with parents of students with “Tier III” attendance issues.	Improving current truancy procedures with the goal of better attendance for <u>all</u> students will encompass these students and address this need. Additional panel not needed. Improve communication between school system and court.
The 10% absence is an at-risk indicator for potentially dropping out of school.	Awareness of and practice of viable alternatives to in and out of school suspension	Professional Development (<i>awareness</i>) on alternatives to ISS and OSS	Overall Goal- Increase time in class. While not implementing actual PBS, secondary schools could be advised of best practices for schoolwide and tiered behavior (attendance) interventions. <i>See MHS model</i> The key - structuring an atmosphere that allows for staff/ student relationship building.
	The excused absence implies missed class time has little or no impact on academic or behavior proficiency	Review the application of excused absences. Possibly moving to only “absent.”	Research statutes- likely not an option
	The lack of consistent positive role models for many students with poor attendance.	Research and implement various mentoring models at each secondary school for students with historical poor attendance.	During MTSS/SIP school discussions (June) principals will share various models currently used in Santa Rosa schools.
	The perception and own school experiences of the parents of students’ with poor attendance.	Professional development (<i>awareness</i>) for all staff on relationship building with parents, utilizing home visits as appropriate.	Remind and review the importance of relevance and relationships.
	Classes with little relevance or interest to students.	Institute programs with relevance to students.	Remind and review the importance of relevance and relationships.

II. Action Steps

The District Leadership Directives for attendance may be summarized as follows:

A. **Develop a formal District Attendance Improvement Plan.**

The plan would specifically describe procedures to maintain and improve student attendance. The plan would provide agendas for parent meetings, school resources for counseling, specific data triggers for truancy plans and doctor notes as well as other school-helps.

B. **Initiate a proactive media presence.**

PSA s would be produced to remind and educate our communities on the importance of good school attendance.

C. **Provide attendance training for all schools**

1. The development of a tiered attendance MTSS process
2. The importance of relationship building in maintaining and/or improving student attendance.

III. Budget requests – PSAs

Proposed- 10 weeks- August 11th - October 7th

1. **Radio-** Cumulus Media will run 10 weeks of PSAs for free.

Proposed

Cumulus Media Radio Stations:

- NASH FM 102.7 (WXBM)
- Soft Rock 94.1
- Magic 106.1
- Jet 100.7
- News Talk 1370 WCOA

2. **Television-** WEAR Channel 3

30 second slots

- 3 per week- 10 weeks= 30 slots X \$225 (evening slots)= \$6,750
 - 3 per week- 10 weeks= 30 slots X \$225 (6-7 AM)= \$6,750
 - 3 per week- 10 weeks= 30 slots X \$125 (5:30-6 AM)= \$3,750
 - 3 per week- 10 weeks= 30 digital slots X \$20 (we pick time)= \$600
- \$17,850**