

AED: Help the Heart of Your Schools Re-establish an Effective Rhythm Through Attendance, Engagement, and Discipline



December 6, 2023

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Child Welfare and Attendance Liaison

Agenda

- Introductions
- Call to Purpose
- Morning Inspiration & Activity
- AED Sessions
 - Attendance - 8:15-9:30 am
 - Engagement - 9:50-11:00 am
 - Discipline - 11:15 am-12:15 pm
- Plan of Action
- What now? What's next?



Introductions

- Introduce yourself utilizing one word that illustrates your “why.”



Call to Purpose

“The children are waiting!”



Morning Inspiration



Morning Inspiration



Reflection and Activity

- What does attendance look like at your school?
- What does engagement look like at your school?
- What does discipline look like at your school?



AED: Help the Heart of Your Schools Re-Establish an Effective Rhythm Through Attendance, Engagement, and Discipline

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Presentation

Attendance

Chronic Absence vs. Truancy



Chronic Absence vs. Truancy

Chronic Absenteeism - incorporates all absences: excused, unexcused and suspensions. The focus is on the academic consequences of this lost instructional time and on preventing absences before students miss so much school that they fall behind.

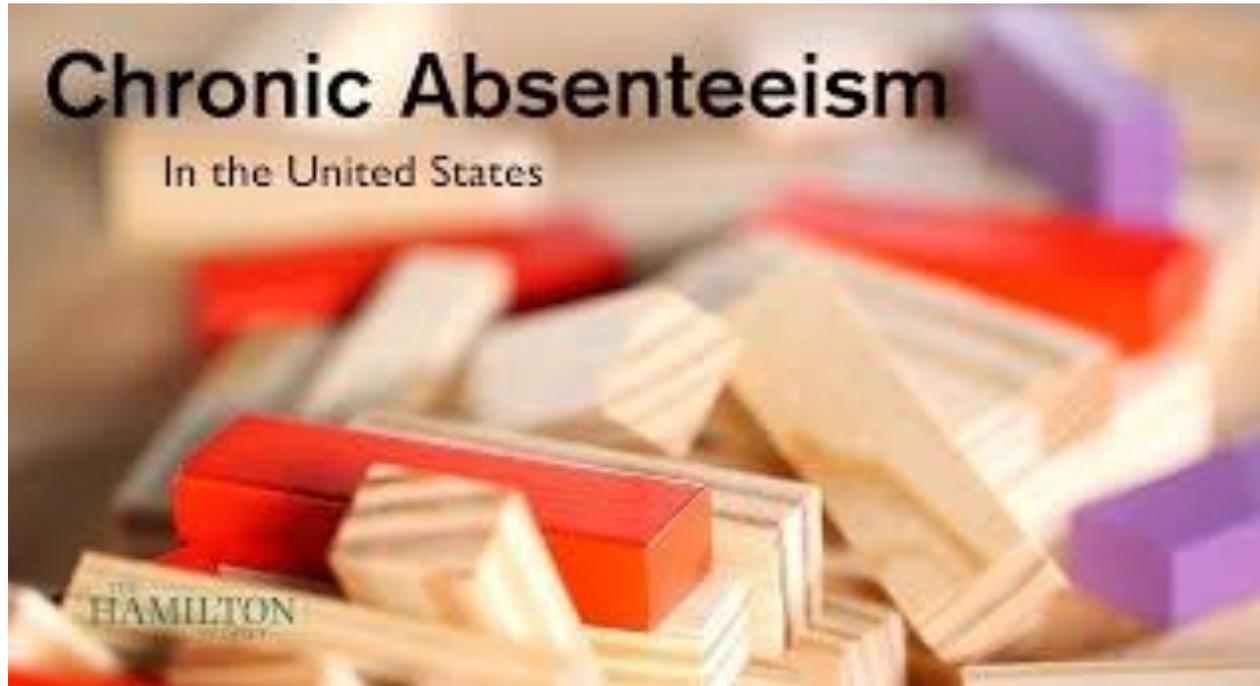
A student is considered chronically absent if there are 15 or more absences or 10 percent of the school year.

Truancy - a term that generally refers to unexcused absences. In the past, federal law required states to track truancy but left it to states to come up with the definition.

Truancy is defined as students who have 5 tardies or 5 unexcused absences in a semester.



Chronic Absence



Early Grades

Students who are chronically absent are **less likely to read on grade level** by third grade than students who are not chronically absent.

Middle School

Students who are not proficient readers are **4 times more likely to drop out** of school.

High School

A student who is chronically absent any year between 8 and 12 is **7 times more likely to drop out**.

After Graduation

A student who drops out of high school **lives 9 years less** than a college graduate.



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

TIER 3: CHRONIC ABSENTEEISM (students missing 10+ days)

Case management
Home visits
Individual attention / problem solving
Conduct ACEs
External referrals

Retention Warnings
Truancy Referral
Community partner referral: TASC, FINS, Wraparound

Individual Interventions

TIER 2: EARLY INTERVENTION (3-5 days: Individualized Prevention; 5-9 days: Early Intervention)

Attendance conferences
Needs assessments
Increased contact (Parents)
Check-in / Check Out
Mentor
Case management
Trusted adult (for check-in)

Personalized incentive system
Workshops for families
Increased communication
Increased social, emotional, or behavioral support
Increased academic support
Community partner referral: TASC, FINS, Wraparound

Group Interventions Problem Solving

TIER 1: UNIVERSAL SCHOOL-WIDE PREVENTION (students missing <3 days)

Engaging school culture
Positive school climate
Positive attendance culture
PBIS and other incentives
Open houses & report card nights
Clubs, field trips, afterschool programs

Advisory or morning meeting
Positive calls & texts Home
Weekly newsletters
Community events

Prevention, Relationships, Positive School Climate, Family Engagement, Student Voice & Empowerment

TEAMING & Adult Wellness and Development

Data Analysis

Family Inclusion

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Tiered Interventions

Develop Tier 1 Interventions

- Three interventions to promote good attendance.
 - One must address climate and culture
 - One must include a universal incentive
 - One must use communications other than positive calls home



Engagement

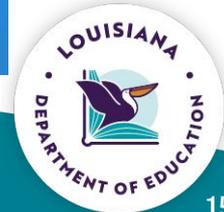
Student, Family, Community



Engagement



[Every Opportunity](#)



Engagement

- What are your observations about the video?
- What are some similarities at your schools that you noticed in the video?
- What are some differences?



Student Engagement

- Engaged students care about what they are learning, are motivated to learn, and take ownership of their of their learning.
- Behavioral Evidence
 - Attendance - they show up!
 - Academic investments - they come prepared and do their work.
 - School spirit - they participate in class and school activities.
- Emotional Evidence
 - When they like school.
 - When they show interest.
 - When they identify with the school culture.

Family Engagement

- A full, equal, and equitable partnership among families, educators, and community partners.
- This partnership promotes learning and development from birth through college/career.
- Improves outcomes by increased achievement, decrease in disciplinary issues, improved relationships, and improved school environment.
- Traditional form of family engagement limit families to helping with homework, attending conferences, and volunteering in class.
- What does family engagement look like in your schools?



Develop a Family Engagement Plan

- List three actions to promote family engagement.
 - Cannot be a traditional form of family engagement.
 - Cannot be a “one and done.”
- Who will be responsible for implementation of each action?
- How will you monitor this portion of your AED?



Community Engagement

- Community partners can increase learning outcomes and resources for schools.
- Four levels
 - Sharing information
 - Consulting
 - Planning together
 - Acting together
- How do you include community partners?



Discipline

RESET: Restoring Every Student Every Teacher



Discipline



How Psychosocial Issues Affect Attendance

Safety

School Avoidance/Refusal

Fear/Stress



Chronic Absence

Anger

Bullying



Truancy

Aggression



Dropout

Self-esteem

WE GOT GOALS. LLC



RESET: How and Where?

- Referral
- Restorative questions for teachers and students (iirp.org)

WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

WHEN CHALLENGING BEHAVIOR:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

RESET: How and Where?

- Feedback form for teacher
 - Offense(s) and Consequence(s)
 - Return date and Opportunities for support
- Re-entry Circle
- Check-Ins
 - Safe person – Student
 - Admin – Teacher
 - Teacher – Family



Develop a Tier 2 Intervention

- Tier two identifies small groups and individuals.
 - How will you identify students?
 - How often will you meet?
 - How will you monitor interventions?
- For every punitive action, two non punitive actions must be identified.
- How will attendance and engagement support discipline?



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

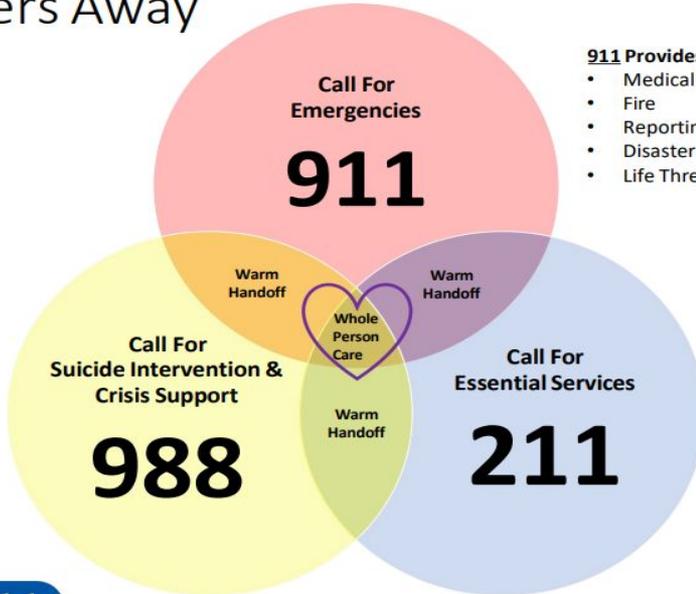


ViaLink 2-1-1

Help is 3 Numbers Away

988 Provides Crisis Support for:

- Thoughts of Suicide
- Mental Health Crisis
- Substance Use Crisis
- Emotional Distress



911 Provides First Responder Dispatch for:

- Medical Emergency
- Fire
- Reporting a Crime
- Disaster Response
- Life Threatening Situation

211 Maintains a Comprehensive Community Resources Database and Provides Information & Referrals for:

- Food
- Housing & Shelter
- Utility Assistance
- Healthcare Services
- Government Services
- Transportation
- Legal Services
- Counseling & Support Groups
- Disaster aftercare
- & Everything Else



www.vialink.org

Vialink



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 a yellow pencil, and the text 'SUMMIT 2024' in large, bold letters. Below the main title is the tagline 'LEADING THE NEXT LEVEL' and the dates 'MAY 28-30, 2024 • NEW ORLEANS' in a dark purple banner.



#LATEACHERLEADERS





Questions?

What Now? What's Next?

- How will you use the resources provided to you today?
 - Who else would benefit from what was learned today?
 - How do you plan to share with them?
- Save The Date:
 - Families In Need of Services (FINS) Conference
 - May 8-10
 - International Network for School Attendance (INSA)
 - October 28-November 1

You Are Appreciated!

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