# Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
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- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.
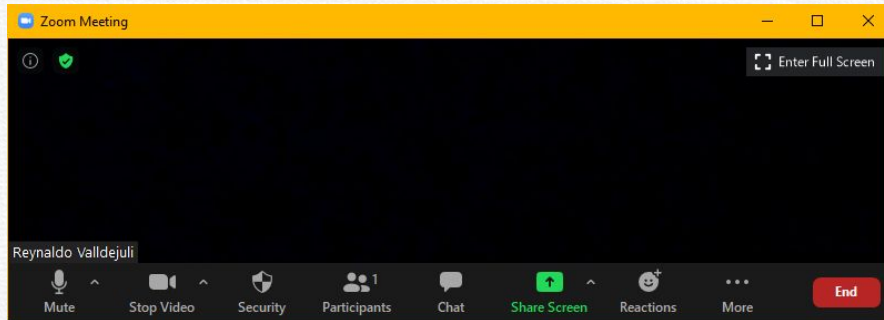
If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.

Reflection

As an action step from our September 7 toolkit, we asked you to:

- Form or broaden your Attendance Leadership Team (1.1)
- Finesse your why, vision, values (1.2)
- Analyze your data (1.3)

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Believes

Introduction

- Please provide your name and school system/association in the chat box.
- This webinar will be recorded, and slides will be available at the conclusion.
- You will be muted throughout the webinar, but feel free to post comments and questions in the chat box.
- At the conclusion of the webinar, you will be unmuted for dialogue.
- This webinar is about supporting students and families in Louisiana, so be encouraged and be inspired as work together to facilitate a *Louisiana Comeback!*

VISION for **SUCCESS**

Agenda

- Introduction / Sign In
- Monthly Call Purpose
- Morning Inspiration & Activity
- Presentation
    - LSU Social Research and Evaluation Center
- Updates

Monthly Call

- Focus: Enrollment, Engagement, & Encouragement
- Purpose: To cultivate a viable network for state CWA's to discuss evidence based best practices and offer support amongst colleagues.
- Location: Link will be sent.
- Dates: Every First Wednesday of the Month
- Time: 8:00 am - 9:30 am

Contact shelneka.adams@la.gov with questions.

Morning Inspiration

Reflection and Activity

- Think back to your high school years. What labels did others assign to you to carry?
- How did the negative labels make you feel? How did you react to those labels?
- Who empowered you to shed those labels? How did they empower you?

Presentation

Part 2:
Toolkit Training

for CWAs

LSU Social Research & Evaluation Center

October 5, 2022

Attendance Action Planning Workbook

AIMS

- Think holistically about the necessary inputs to change student attendance habits
- Align schools and districts through common language, goals, procedures
- Build positive, preventative attendance culture
- Form and lean on a team—no one can/should go it alone.

https://tinyurl.com/LouisianaAttendancePlanning

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Attendance Action Plan: Toolkit 2

1. Data Reflection

2. Assessing Strengths & Challenges

- 1.5 Assess current interventions & structures

3. Gap Analysis

- 2.1 Partner with the community

4. Developing MTSS

- 3.3 Develop MTSS menu

1. **Reflection**

As an action step from our September 7 toolkit, we asked you to:

- Form or broaden your Attendance Leadership Team (1.1)
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2. Assessing Strengths & Challenges

Strength: Collaboration with families; engagement with community partners

- Knowledgeable, experienced team
- Good relationships with community agencies
- Consistent communication with families

Challenge: Implementing a successful MTSS

- Need to coordinate MTSS models with schools
- Ensure stakeholders understand MTSS
- Good Tier 1, need work on other family supports

Believes

3. Completing a Gap Analysis

- Purpose: to assist your team in identifying current needs and resource gaps
- Steps to completion:
  - 1) Reflect on the needs of your school (Myths? Barriers? Aversions?)
  - 2) Reflect on whether the identified need is met by currently available resources
  - 3) Determine the priority level of addressing this need (high, medium, low)
  - 4) List out available or potential resources that might help address the need
  - 5) Create a plan to address the need; include as many details as possible

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Example

1. Identified Need	2. Need Met by Existing School- or Community-Based Resources? (Y/N)	3. Priority (Low, Medium, High)	4. Available or Potential Resources	5. Plan to Address Need
Poor school climate post-COVID	N	High	-Dedicated school staff -Potential to collaborate with caregivers who are affiliated with local businesses	-Support school staff to create incentives for attendance (e.g., prizes for improved attendance from one month to another) -Support school staff to create fun, morale-boosting events at school (e.g., free-dress Fridays) -Begin conversations with potential partnerships with local community organizations (e.g., rec centers, restaurants, coffee shops) that might be able to donate resources or time to school events - Begin conversations with potential community partners who would be willing to push attendance awareness (e.g., religious leaders, other community leaders)

1. Identified Need	2. Need Met by Existing School- or Community-Based Resources? (Y/N)	3. Priority (Low, Medium, High)	4. Available or Potential Resources	5. Plan to Address Need
Unmet basic needs of students	N	Medium	-Tightly knit community -Dedicated school staff -Possible community partnership with local grocery and drug stores -Empty storage closet available	-Create Care Closet at school -Seek donations from local community for hygiene supplies, clothing, and school supplies -Reach out to supportive local businesses to explain school needs and Care Closet project, and solicit donations
Low parent engagement	N	High	-Dedicated school staff -Availability of parent communication apps (e.g., Talking Points)	-Support school staff to create recurring, predictable parent-centered events (e.g., donuts at drop-off) -Create, implement, and monitor a plan for teachers to check in with parents of Tier 2 and 3 students each day through text or phone call

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Gap Analysis: Practice

Your need is parent engagement. Scenario:

Caregivers of students at your school are generally disengaged. It's even harder to engage caregivers of students who are frequently absent. Reaching out to these families seems impossible- many families don't even have updated, accurate contact information. When contact with families IS made successfully, they are resistant to school support and distrustful of school staff. They also perceive school absences as normalized, and they don't see the point of their kids having to attend school. Frustrated with these attitudes, school staff don't want to work through family issues, even with support from the district.

1. *What priority level would you assign this issue?*
2. *What are some available resources that could be used? What about potential resources?*
3. *What are some strategies to address this issue?*

Strategies for Tackling Disengagement

Full resource available in the appendix of your workbook!

CHALLENGE	OPPORTUNITY	STRATEGIES	INTERVENTIONS
Unresponsive Parents/Caregivers Negative Parental Mindsets	**Build relationships and community through affinity groups, skill-building, face-to-face contact.**	**TIER 1** 1. Create Positive School Climate 2. Positive Attendance Culture 3. Activities & Events **TIER 2** 1. Knowledge-Building 2. Needs Assessment 3. Increased Contact **TIER 3** 1. Needs Assessment: Agency Involvement 2. Courts (last resort)	**TIER 1** 1. Open Houses & Report Card Nights (Quarterly) 2. Weekly Newsletter 3. Positive Calls & Texts **TIER 2** 1. Attendance Conference → Develop Attendance Improvement Plan **TIER 3** 1. Case Management 2. Truancy Referral

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3. Attendance MTSS

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

Workbook Page 15

Data Analysis

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

Family Inclusion

TEAMING & Adult Wellness and Development

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Defining Each Tier

4. Defining strategies and interventions at each tier Example strategies & interventions – not an exhaustive list. **See Appendix C, D.**

Intervention or Strategy	Tier	What & How
Positive School Climate	Schoolwide / Universal TIER 1	**Schools that are trauma-informed and promote safety, connectedness, and resilience** o Rigorous, Tier 1 curriculum; differentiated for diverse learners as needed o Normed expectations for attendance, behavior, course performance o Culturally competent instruction that connects learning to lived experience o Variety of clubs, field trips, extracurriculars o Restorative approaches to challenging behavior
PBIS	Schoolwide / Universal TIER 1	**Systems that identify and reward attendance excellence** o Points are rewarded for normed behaviors o Focus on acknowledging excellence and not deducting poor attendance habits o Attendance Leadership Team monitors points and coach teachers accordingly o Rewards follow a clear and predictable calendar (i.e., end of semester or weekly events) o Menu or rewards or reinforcers (if the rewards are not stuff students will work for, they will be ineffective)
Advisory or morning meeting routine	Schoolwide / Universal TIER 1	**Routines that ground students, create community, promote reflection** o Occur consistently, i.e., Mood Meter Mondays, daily morning meeting, etc. o Discuss nonacademic topics → affirm student excellence and belonging o Offer safe spaces to express emotions or perspectives o Are rooted in acknowledgement and gratitude
Positive communication	Schoolwide / Universal TIER 1	**Proactive bidirectional communication between school and home** o Utilizes a variety of communication methods o Translates communication as necessary o Feedback to families is more positive than corrective (i.e., calling out student excellence over misbehavior) o Notifies families of community events, school-based events, and other opportunities to build community

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3.3 Develop MTSS Menu

Start with Tier 1, rate the degree to which you are using the following interventions.

Which interventions will you incorporate?

Workbook Page 15

https://tinyurl.com/Oc22Tier1

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Incentives & Activities

Best Practices

1. goals and expectations are **well defined and consistently reinforced** across classrooms,
2. data is **monitored consistently** and informs decision-making,
3. incentives are **relevant** and activities or rewards students want to work for, and
4. interventions **happen early**.

Incentives menu

- poll students, families
- think about free
- observe roll-out and provide feedback

Incentive	Details
Extra Time: Choice Activity	Students earn extra computer time, extra recess for hitting attendance goals.
First-in-line Privileges	Students can cut the lunch line.
School Store	Students can use points / "money" to purchase items from a classroom or schoolwide store.
Public Celebration	Using bulletin boards or morning meetings to celebrate growth and excellence in attendance.
Class Competitions	Competitions between grades or classes within a designated timeframe.
Homework Pass	Students can earn a homework pass for meeting an attendance benchmark (best for short-term).
Free Dress	Students can earn a dress down / free dress pass for meeting attendance benchmarks in given period.
Field Trips	Participation in special field trips can include an attendance goal—look for excellence and growth.
Newsletters	Messaging to teachers, families acknowledging attendance rates, goals, and improvement.
Award Ceremonies	End of 9-weeks awards for perfect, good, and improved attendance.
Teacher Awards	Celebrating teachers who consistently enter attendance on time (gift card; free coffee / smoothie, etc.).
Pep Rallies / Assemblies	Shout-outs for individual or group attendance excellence.
Sponsored Events	Engage the community to sponsor family events for meeting attendance goals.
Swag	T-shirts, buttons, other "wearables" that students can display at school.
Special Acknowledgement	Offer a special treat for students with improved attendance—something that rewards habit change.

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1. Develop pattern response protocol

Attendance #	Actions / Interventions What is the preventative action/intervention? What is the punitive action or intervention?	Owner / Participants Who is the primary person in charge of ensuring the action occurs? Who supports?	Timeframe When does this need to happen? Who is responsible for holding the action owner(s) accountable?	Paperwork / Logging How will you monitor the intervention or action? Where will you record it? Where will you track data?
3 Absences	Call or text home Proactive conference w/ student to discuss importance of attendance, to remind of attendance incentives, PBIS; facilitated by attendance leadership team, including trusted adult (student identified)	Front office call home *Trusted adult can text* Attendance leadership team head, student, trusted adult	Call within 24 hrs of 3 absence Conference when student returns to school	Log call/text home (regular content management platform) Attendance intervention tracking system (can be a system used for MTSS, RTI, etc.)

Questions?

Next Steps

A resource folder is available on Google Drive that has a range of resources for parents, teachers and administration to assist with action planning, collecting information and developing strategies, implementing actionable steps as well as training materials:

https://tinyurl.com/LAAIresources

Homework assignments HW

- Finish strengths, challenges 1.5
- Finish gap analysis 2.1
- Start Resource mapping 2.1
- Finish response protocol 3.1

Next "class"

- Obtaining community partners 2.1
- Engaging families 2.2
- MTSS Data systems 3.2
- Fleshing out interventions at each tier 3.4

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Updates

- The next monthly meeting will be November 2 at 8:00 am.
- Toolkit Training with LSU's SREC will conclude in November.

- December we will have a virtual CWA Resource Fair!

You Are Appreciated!

Contact Shelneka.Adams@la.gov for more information.