Welcome to Today’s Supportive School Discipline Webinar Series Event!

Addressing Truancy: Innovative Approaches to Systemically Increasing Attendance and Reducing Chronic Truancy

This event will start at 4:00 p.m. ET.
If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.
Federal Partners Welcome

Linda Rosen
Member, Supportive School Discipline Working Group
State Representative, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention
SSD Webinar Series

- Increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system.
- Provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.
Available Technical Assistance

Office of Juvenile Justice and Delinquency Prevention’s State Training and Technical Assistance Center (STTAC)
U.S. Department of Justice
www.juvenilejustice-tta.org

Supportive School Discipline Communities of Practice (SSDCOP)
U.S. Department of Education
http://ssdcop.neglected-delinquent.org

National Center on Safe Supportive Learning Environments (NCSSLE)
U.S. Departments of Education and Health and Human Services
http://safesupportivelearning.ed.gov
Polling Question

• Which of the following best describes your role?
  ▫ School/district administrator
  ▫ School/student support staff
  ▫ Teacher
  ▫ School resource officer
  ▫ Probation/parole officer
  ▫ Law enforcement
  ▫ Judge or court administrator
  ▫ Family member
  ▫ Youth
  ▫ Community stakeholders
## Presentations

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why Chronic Absence Matters and Key Ingredients for Improving Student Attendance</td>
<td>Cecelia Leong</td>
</tr>
<tr>
<td>2</td>
<td>Court-School Partnerships to Reduce Truancy: The King County and Washington Experience</td>
<td>Justice Bobbe Bridge (Ret.) and Leila Curtis, J.D./M.I.T.</td>
</tr>
<tr>
<td>3</td>
<td>Community Truancy Board Study and Replication Report</td>
<td>Bonnie Bush, Larry Bush and Martin Kolodrub</td>
</tr>
<tr>
<td>4</td>
<td>National Truancy Model and Connecticut Initiatives</td>
<td>Kathryn Scheinberg Meyer, Esq.</td>
</tr>
</tbody>
</table>
Why Chronic Absence Matters And Key Ingredients for Improving Student Attendance

Cecelia Leong, Associate Director of Attendance Works
Unpacking Attendance Terms

Avg Daily Attendance
- The % of enrolled students who attend school each day. It is used in some states for allocating funding.

Truancy
- Typically refers only to unexcused absences and is defined by each state under No Child Left Behind. It signals the potential need for legal intervention under state compulsory education laws.

Chronic Absence
- Missing 10% or more of school for any reason – excuse, unexcused, etc. It is an indication that a student is academically at risk due to missing too much school starting in Kindergarten.
Moving into Action Requires Knowing if Chronic Absence is a Problem

Chronic Absence For 6 Elementary Schools in Oakland, CA with @ 95% ADA in 2012

Most Schools Only Track Average Daily Attendance and Truancy. Both Can Mask Chronic Absence.

98% ADA = little chronic absence
95% ADA = don’t know
93% ADA = significant chronic absence
Chronic Absence Versus Truancy

(Note: SFUSD identified chronic truants as 10 unexcused absences)
Sporadic—Not Just Consecutive—Absences Matter

A 407 alert is issued when a student misses 10 consecutive days or 20 days over a 40 day period. It misses more sporadic absence.

1 out of 5 elementary school children were chronically absent.
Chronic Absence—a Hidden National Crisis

- Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That’s 135 million days of lost time in the classroom.
- In some cities, as many as one in four students are missing that much school.
- Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- Poor attendance isn’t just a problem in high school. It can start as early as kindergarten and pre-kindergarten.
Impact of Chronic Absence

Percent Students Scoring Proficient or Advanced on 3rd Grade ELA Based on Attendance in Kindergarten and in 1st Grade

- **No Risk**: Missed less than 5% of school in K & 1st
- **Small Risk**: Missed 5-9% of days in both K & 1st
- **Moderate Risk**: Missed 5-9% of days in 1 year & 10% in 1 year
- **High Risk**: Missed 10% or more in K & 1st
Chronic Absence in PreK + K = Significantly Worse Outcomes

For children chronically absent in PreK & K, the Baltimore Education Research Consortium found:

- Greater likelihood of continued poor attendance. 50% were chronically absent again in Grade 1, 45% in Grade 2
- Lower outcomes in Grade 1, Grade 2 in reading and math, and math in Grade 3
- More often retained (26% compared with 9% of students with no chronic absence)
- More likely to be identified as needing special education

By contrast, children who participated in Head Start had better attendance and higher 3rd grade test scores.
The Long-Term Impact of Chronic Kindergarten Absence is Most Troubling for Poor Children

5th Grade Math and Reading Performance By K Attendance for Children Living In Poverty.

Academic performance was lower even if attendance had improved in 3rd grade.
There Is a Clear and Consistent Relationship Between Early Attendance and Later Achievement

(Note: 23% of students statewide in Oregon were chronically absent)
The Effects of Chronic Absence on Dropout Rates Are Cumulative

With every year of chronic absenteeism, a higher percentage of students dropped out of school.
What Are the Implications for Agencies Charged with Truancy Prevention and Reduction?

- Attendance interventions need to start much earlier in a student’s life.
- Chronic absence in addition to truancy is a key indicator to track.
- Partnership with school districts that have created systematic ways of reducing chronic absence is essential to reducing truancy as well as chronic absence.
Increased Attendance Involves a 3-Tiered Approach that Fits with Most Reform Efforts

Students who were chronically absent in prior year or starting to miss 20% or more of school

Students at risk for chronic absence

All students in the school

Recovery Programs

Intervention Programs

Universal/Preventative Programs

Low Cost

High Cost

A small fraction of a school’s students

Some of a school’s students

All of a school’s students

Citation → 120
Solutions Only Work if Grounded in Understanding of What Leads to Chronic Absence

Discretion
- Parents or students don’t know attendance matters
- School lacks a strong culture of attendance

Aversion
- Child is struggling academically
- Lack of engaging instruction
- Child is being bullied

Barriers
- Lack of access to health care
- No safe path to school
- Poor transportation

Special thanks to Dr. Robert Balfanz, Everyone Graduates Center, Johns Hopkins University, Baltimore, MD for providing this framework.
Universal Strategies for School Communities

- Recognize Good and Improved Attendance
- Engage Students and Parents
- Provide Personalized Early Outreach
- Monitor Attendance Data and Practice
- Develop Programmatic Responses to Barriers
Variation Across Schools Helps Identify Good Practice and Need for Intervention

**Chronic Absence Levels Among Oakland Public Schools (2009-10)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td># Schools with 0%-5% Chronic Absence</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Schools with 5.1%-10% Chronic Absence</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td># Schools with 10.1%-20% Chronic Absence</td>
<td>25</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td># Schools with &gt;20.1% Chronic Absence</td>
<td>9</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Total No. Schools</td>
<td>60</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest % of Chronic Absence</td>
<td>31.5%</td>
<td>32.8%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Lowest % of Chronic Absence</td>
<td>0.3%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Median</td>
<td>12.7%</td>
<td>14.9%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Mean</td>
<td>11.9%</td>
<td>15.6%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>
Ingredients for Success & Sustainability in a District

Positive Messaging
- Conveys importance of building a habit of attendance & explains what is chronic absence

Capacity Building
- Expands ability to interpret data and adopt best practices

Actionable Data
- Is accurate, regularly reported and easily obtained

Shared Account-ability
- Conveys importance of building a habit of attendance & explains what is chronic absence

Strengthens Family/School Relationship
- Ensures monitoring & incentives to reduce chronic absence
Examples of Successful Efforts

**Baltimore**: Fewer unnecessary suspensions, reduced middle school transitions, expanded monitoring of attendance data, and a citywide campaign have helped cut middle school chronic absence in half. Baltimore is now turning its attention to preschool and elementary school.

**New York City**: School wide incentives, celebrity wakeup calls, data dashboards, and success mentors for at-risk students have reduced chronic absence in pilot elementary, middle and high schools. Students with success mentors gained 11,800 additional days of school.

For additional examples: [http://www.attendanceworks.org/what-works/](http://www.attendanceworks.org/what-works/)
The Campaign for Grade Level Reading

The Campaign for Grade-Level Reading is focusing on three challenges to reading success that are amenable to community solutions:

- The Readiness Gap: Too many children from low-income families begin school already far behind.
- The Attendance Gap (Chronic Absence): Too many children from low-income families miss too many days of school.
- The Summer Slide (Summer Learning Loss): Too many children lose ground over the summer months.
The Superintendents Call to Action

Own the Issue

Mobilize the Community

Drive With Data

To sign-up for the Call to Action or to learn more, please visit: www.attendanceworks.org/superintendents-call-to-action
Questions?

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.
Court-School Partnerships to Reduce Truancy: The King County and Washington Experience

**Justice Bobbe Bridge (ret.),** President/CEO, Center for Children & Youth Justice Chair, Washington State Becca Task Force

**Leila Curtis, J.D./M.I.T.,** MfC Truancy Project Coordinator, King County Prosecutor’s Office Staff, Washington State Becca Task Force
“It is the paramount duty of the State to make ample provision for the education of all children residing within its borders.”

--Article IX, Section 1, Washington State Constitution
Key Dates in Washington’s History

- **1871**: Washington State’s Compulsory Attendance laws are enacted.
- **1995**: Washington State’s Compulsory Attendance laws (RCW 28A.225) require the school/district and the juvenile court to take specific actions when youth are truant.
- **2002**: Washington State Becca Task Force is formed.
The mission of the Becca Task Force is to keep kids in school and out of the juvenile justice system.
Washington State Becca Task Force (Cont’d)

- Founded in 2002
- Chaired by Justice Bobbe Bridge (ret.)
- Approximately 80 members from multi-disciplinary fields
- Voluntary, statewide organization
- Activities:
  - Regular meetings
  - Annual Statewide Becca Conferences
  - Legislative “Education Sessions”
  - Policy development
Collaboration is **Essential** to Combat Truancy

“Truancy programs that include a broad-based collaborative as part of their approach are stronger and last longer.”
-- National Center for School Engagement

“Chronic truancy is a community problem that can best be addressed by collaboration among various systems in the community.”
-- Office of Juvenile Justice and Delinquency Prevention
Washington Models for Change Approach to Truancy Reduction

• Strong partnerships and collaborations between schools/districts and juvenile courts

Examples

Benton-Franklin Counties
- Principal’s Summits
- Community Truancy Boards

Clark County
- Clark County Truancy Project

Spokane County
- Community Truancy Boards

King County
- Youth R.E.A.C.H.
Youth R.E.A.C.H.

- Three-tiered, graduated diversion & intervention program
- Partners:
  - King County Prosecuting Attorney Office
  - King County Juvenile Court
  - 2 school districts
  - Service providers (legal, community)
  - WA-MfC NRB
- Oversight
  - Center for Children & Youth Justice
  - WA State Becca Task Force
- 2-year pilot
Youth R.E.A.C.H.

School Districts
- Monitor & facilitate attendance
- Truancy intervention
- Case diversion to Youth R.E.A.C.H.
- Legal action

Juvenile Court
- Stay truancy actions
- Ensure accountability
- Jurisdiction

KCPAO
- Coordinate & schedule referrals
- Technical assistance
- Gatekeeper for legal action
Youth R.E.A.C.H.
(Re-Engaging in Education through Action and Coordinated Help)
King County Truancy Post-Filing Diversion Pilot Program

Legend

| Pre-Filing | Petition Filing | Post-Filing Diversion | Post-Filing Court Hearing | System Exit |

Youth attending school?

- Yes
  - No Intervention

- No
  - Truancy Pre-filing Interventions:
    - Becca Requirements (RCW 28A.225.020)
    - Other interventions
    - Accommodations
  - Continuing truancy?
    - Yes
      - Truancy Petition referral prepared
      - Youth Reach referral form completed/filed with truancy petition
      - Youth Reach or bypass request?
        - Yes
          - Bypass (preliminary hearing) request referred to Prosecutor
          - Request Approved?
            - Yes
              - Court Hearing
            - No
              - Next Tier
        - No
          - Tier 1
            - Intervention Successful?
              - Yes
                - No further intervention
              - No
                - Next Tier or Court Hearing?
                  - Yes
                    - No further intervention
                  - No
                    - Tier 2
                      - Intervention Successful?
                        - Yes
                          - Next Tier or Court Hearing?
                            - Yes
                              - No further intervention
                            - No
                              - Tier 3
                                - Intervention Successful?
                                  - Yes
                                    - No further intervention
                                  - No
                                    - Court Hearing
                                - No
                                  - Next Tier
                          - No
                        - No
                      - Next Tier
          - No
            - No further intervention

No further intervention

Referred to Youth Reach

Bypass request

Request Approved?

Youth Reach or bypass request?
Youth R.E.A.C.H. (cont.)

- Pilot Recap (Evaluation by Vera Institute of Justice):
  - Approximately 600 referrals total
  - Majority referred to Tier One
  - Primary issues identified:
    - Lack of school engagement
    - Family stressors
  - Differential results in return to school rates between year one and year two

- Lessons Learned:
  - Quality assurance & accountability
  - Program staffing & leadership
  - Data collection & quality
  - Youth-provider interaction
  - Cultural competency
Contact Us!

Justice Bobbe Bridge (ret.)
BJBridge@ccyj.org

Hannah Gold
HGold@ccyj.org

Center for Children & Youth Justice
www.ccyj.org

Washington State Becca Task Force
www.ccyj.org/initiatives/becca-task-force
Questions?

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Spokane County Juvenile Court and West Valley School District
Community Truancy Board Study and Replication Project

**Bonnie Bush**, Juvenile Court Administrator
**Larry Bush**, Principal West Valley School
**Martin Kolodrub**, Juvenile Court Truancy Specialist
The Washington State Becca Bill

Rebecca Hedman
Born 1980 | Murdered in Spokane in 1993
Spokane County *Models for Change Reform Effort*

- It was the community's priority to address the needs of drop-out, truant, and at-risk youth.
- Three major goals were to:
  1. Study and report the effectiveness of the West Valley School District Community Truancy Board (WVSD-CTB).
  2. Ensure Spokane County Juvenile Court implements a best practice model designed for truant youth (Check & Connect Model).
  3. Increase alternatives to formal court processing through replication efforts and the design of the CTB Toolkit.
Community Truancy Board Developmental Phases and Outcomes

- **PHASE 1**: School Based (1996-2004)
  - 68% of truant youth became court involved

- **PHASE 2**: Community Based (2004-2008)
  - 20% of truant youth became court involved

- **PHASE 3**: Multi-systems Collaboration (2008-2011)
  - 6% of truant youth became court involved
Community Truancy Board Membership

- A School District Administrator who will preside over the board hearing
- School District Truancy Coordinator
- Staff from the school, the parent and the student
- Service providers and community members examples are:
  - Juvenile Court (Truancy PC, WARNS and Check & Connect Model)
  - Work Source
  - Next Generation Zone
  - Job Corp
  - Local Food Banks
  - Faith Base Community
  - Community Centers
  - Community Volunteers
  - Community Minded Enterprises (medical needs)
  - Department of Children and Family Services
  - Mental Health
  - YMCA
  - Boys and Girls Club
Role of Community Truancy Board

- **Community Truancy Board Members** help create an atmosphere of support to help keep truant students from falling “through the cracks” and dropping out of school.

- **What does Truancy Board look like?**
  - Room Set Up
  - Process
  - Student explanation
  - Creative Problem Solving
  - Signed Agreement
  - Follow Up
Juvenile Court “Truancy Specialist”
Probation Counselor and Check and Connect Model

- The Truancy Specialist was housed in West Valley School District to pilot the Check and Connect Model.
  - Monitors or “checks” a student’s attendance, grades, behavior, etc.
  - Connects a student to personalized data-based interventions
  - Mentors students for a minimum of two years
  - Facilitates student access to and participation in school
Truancy Specialist (Probation Counselor)

- Participates as a member of the West Valley School District Community Truancy Board.
- Meets with the truant youth and his/her family to assess the youth’s needs and strengths.
- Refers the truant youth to necessary services.
- Monitors truant youth’s attendance and behavior at school.
- Acts as a liaison between West Valley School District and the Juvenile Court.
- Educates the community on Truancy issues.
# Project Demographics

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<th>Characteristics</th>
<th>Project Year *</th>
<th>Total</th>
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<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>Number of Cases</td>
<td>139</td>
<td>179</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Male</td>
<td>47%</td>
<td>52%</td>
</tr>
<tr>
<td>• Female</td>
<td>53%</td>
<td>48%</td>
</tr>
<tr>
<td>Median Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15 and younger</td>
<td>16.0</td>
<td>16.0</td>
</tr>
<tr>
<td>• 16 and older</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>Grade in School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 6th to 8th Grades</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>• 9th and 10th Grades</td>
<td>41%</td>
<td>65%</td>
</tr>
<tr>
<td>• 11th and 12th Grades</td>
<td>45%</td>
<td>29%</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• West Valley HS</td>
<td>55%</td>
<td>47%</td>
</tr>
<tr>
<td>• Spokane Valley HS</td>
<td>19%</td>
<td>18%</td>
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<tr>
<td>• Contract (CBE)</td>
<td>14%</td>
<td>29%</td>
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<tr>
<td>• Centennial MS</td>
<td>12%</td>
<td>6%</td>
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<tr>
<td>IEP**</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Employed**</td>
<td>21%</td>
<td>15%</td>
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<tr>
<td>Prior Truancy Petitions***</td>
<td>38%</td>
<td>46%</td>
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*Non-white and/or Hispanic  
**Determined at first meeting underestimates actual due to missing data  
***Since September 2006
# Spokane County Juvenile Court Risk Assessment Results

<table>
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<tr>
<th>Total Number Petitions</th>
<th>448</th>
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<tbody>
<tr>
<td>Number completed assessments</td>
<td>330</td>
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</tbody>
</table>

## Risk Element: Peers
- All antisocial or gang: 7%

## Risk Elements: Substance Abuse
- Substance use (not disruptive): 60%
- Drugs/alcohol disruptive: 4%

## Risk Element: Mental Health
- Mental health risk factor: 32%

## Risk Element: DSHS
- One or more placements: 10%

## Risk Element: Runaways/placements
- One or more events: 25%

## Risk Elements: Abuse
- Victim of abuse: 19%

## Risk Element: Family/siblings
- Jail or imprisonment: 48%
Spokane County Juvenile Court/West Valley School District Outcomes

- An example of success spotlighting one school in West Valley School District:
- Out of a total of 51 students:
  - Eight (8) seniors with truancy petitions graduated, one having made up considerable credit deficiencies to do so.
  - Ten (10) of 14 juniors were on target by the end of the year with credits; the other four (4) students were within two credits of being on target.
  - There were greater deficiencies among the 9th and 10th graders. Of these 29 students, 11 were on target by the end of the year. All earned credits after the Truancy Board, but many were still quite credit-deficient.
    - (While deficient, the Truancy Specialist reports that many of the students were enrolled in summer school and set to begin the next year on target.)
Community Truancy Board Replication Efforts

- The Washington State University study of the WVSD-CTB, concluded:
  - Students who attended WVSD had a higher rate overall of graduating or obtaining a GED and correspondingly lower dropout and transfer rates than truant students in comparison districts.
  - Probation Counselor using Check & Connect model increased success rates
  - The WVSD-CTB is an effective and promising intervention for truancy.
  - The WVSD –CTB is an attractive program for replication and sustainable because start up and on-going costs can be kept minimal through re-allocation of existing resources.

- Replication sites include:
  - East Valley School District
  - Mead School District
  - Spokane Public Schools District

- Statewide Replication efforts include:
  - Okanogan County
  - Jefferson County
More Information

For (1) more information from the WSU study and (2) a copy of the CTB tool kit, or to view the 9- minute video summarizing Spokane’s truancy efforts:

- Visit: http://www.spokanecounty.org/Juvenile
- Or contact:
  
  **Bonnie Bush**  
  Juvenile Court Administrator  
  1208 W. Mallon, Spokane, WA 99201  
  (509) 477-2406  
  bbush@spokanecounty.org
Questions?

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National Truancy Models and Connecticut Initiatives

Kathryn Scheinberg Meyer, Esq.
Staff Attorney

Center for Children’s Advocacy
CT Families With Service Needs (FWSN) Reform

1. Youth who commit status offenses are NOT incarcerated, even if they violate court orders.

2. Schools are required to initiate a series of escalating interventions to address truant behavior PRIOR to court involvement.

3. FWSN complaints, even when filed, are diverted from the Juvenile Court through a variety of channels.
Public Act 05-250

(a) Notwithstanding any provision of this chapter:

(1) No child whose family has been adjudicated as a family with service needs in accordance with section 46b-149 may be processed or held in a juvenile detention center as a delinquent child, or be convicted as delinquent, solely for the violation of a valid order which regulates future conduct of the child that was issued by the court following such an adjudication; and (2) no such child who is found to be in violation of any such order may be punished for such violation by commitment to any juvenile detention center.
Public Act 06-188

- Created Families With Service Needs (FWSN) Advisory Board charged with the following tasks:
  1. Monitor the progress being made by the Department of Children and Families in developing services and programming for girls from families with service needs and other girls,
  2. Monitor the progress being made by the Judicial Department in the implementation of the requirements of Public Act 05-250
  3. Provide advice with respect to such implementation upon the request of the Judicial Department or the General Assembly, and
  4. Not later than December 31, 2007, make written recommendations to the Judicial Department and the General Assembly
FWSN Advisory Board, Truancy Subcommittee

- Included members representing: Department of Children and Families (DCF), CSSD, Chief Court Administrator, Juvenile Prosecutors and Public Defenders, Juvenile Court Judges, Legislators, Advocates, and more
- Promulgated a 2008 Report inc. Truancy Recommendations
- “An Act Concerning Truancy” included the following recommendations:
  - Mandate FWSN filings within certain timeframe
  - Require State Department of Education (SDE) to define “excused” and “unexcused” absences
  - Require SDE to report to governor and General Assembly on truancy data and school district truancy programs
Responsibilities of the Schools

• Required to notify parents of the truancy policies, notify parents of absences, schedule parent meetings when students becomes legally “truant,” attempt community interventions prior to FWSN filing

• “An Act Concerning Truancy” added the following:
  ▫ Mandate FWSN filings within certain timeframe
  ▫ Require State Department of Education (SDE) to define “excused” and “unexcused” absences
  ▫ Require SDE to report to governor and General Assembly on truancy data and school district truancy programs
Other Structural Diversions

- Probation can refer lower-risk FWSNs to the Juvenile Review Board.
- Probation refers high-needs FWSNs to the Family Support Centers.
- Probation will send FWSN complaints back to the school district if they do not attempt prior interventions.
- Probation usually handles cases “non-judicially.”
Truancy Publication

Truancy Intervention: National Models and Connecticut Initiatives

Center for Children’s Advocacy
65 Elizabeth Street, Hartford, CT 06105
www.kidscounsel.org
December 5, 2011
© Center for Children’s Advocacy 2011
Truancy Court Prevention Project

"My schedule doesn’t allow me to take on just any volunteer opportunity. My deep respect for the partners in this collaborative project was what drove me to say yes to the Truancy Court Prevention Project.

I admit I have wondered if my participation really makes a difference. But when I went to the graduation and saw the parents beaming with pride about their kids’ progress, I realized how important this program has been to these families."
Truancy Court Prevention Project

- Partnership between the Center for Children’s Advocacy (CCA), the Judicial Department, School District, and Mental Health Agency:
  - Work with 6th-8th grade students who have exhibited a certain # of absences.
  - Bimonthly court sessions with volunteer “mentor” judges who help students set and achieve goals (pro-social activities, educational achievement, and attendance).
  - CCA provides legal advocacy in a range of issues that affect truancy: special education, school discipline, benefits, living situations, immigration, etc.
  - CFG provides case management to child and family.
Highlight: New Britain Consolidated School District

- Efforts led by Joe Vaverchak, Director of Attendance and Residency, New Britain, CT
- New focuses on K-2 truancy and chronic absenteeism
  - Received a grant from the state to hire Kindergarten Monitors: specialized case mgrs.
  - Partnering with Attendance Works.
  - Encouraging suburban districts to shine the light on chronic absenteeism (vs. Average Daily Attendance #s).
Take Aways

• Truancy can be prevented—Act now!
• Truancy can be addressed.
  ▫ Collaborate cross-agency.
  ▫ Partner with community stakeholders.
  ▫ Use data to understand the issue and track progress.
Next SSD Webinars

- Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to School Discipline Practices
  March 20, 2013, 4 p.m.–5:30 p.m., ET
  
  **Dr. Mara Schiff**, Associate Professor of Criminology and Criminal Justice at Florida Atlantic University  
  **Ms. Rita Alfred**, Co-founder of the Restorative Justice Training Institute  
  **Ms. Lorraine Stutzman Amstutz**, Restorative Justice Coordinator for the Mennonite Central Committee

- SRO Roles and Responsibilities (April)
Questions?

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.
Citations


Citations (cont.)


