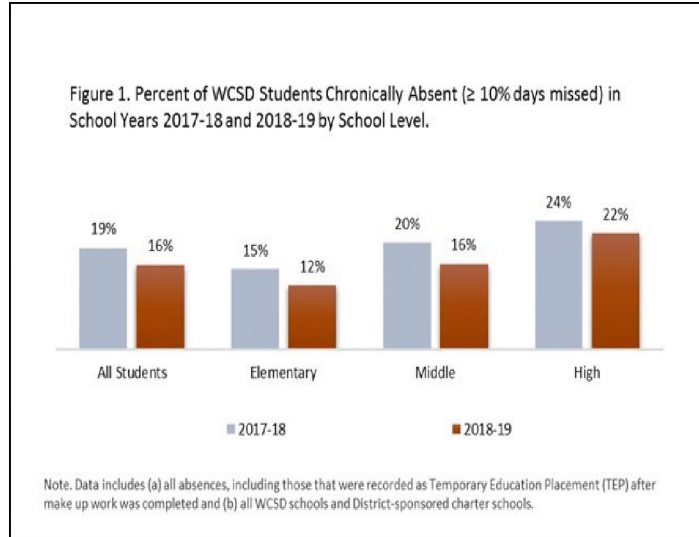


WCSD Attendance Systems and Intervention Practices

May 22, 2020

Overview

The Washoe County School District (WCSD) takes a proactive approach to targeting and reducing chronic absenteeism and truancy. In alignment with the goal and mission of WCSD, school staff seek to identify and monitor groups of students who are chronically absent and provide individualized support to meet the unique needs of each student and family. Through these formalized efforts, the WCSD has seen a reduction in chronic absenteeism rates over the last school year by 3%. The following are a variety of systemized interventions that WCSD staff utilize to reduce chronic absenteeism.



Multi-Tiered Systems of Support

In recognizing the intricate hardships students and families face within the scope of chronic absenteeism and truancy, attendance support and interventions are embedded within Multi-Tiered Systems of Support (MTSS) as an integral support system across schools in the district. School-based Intervention Assistance Teams review data and determine an appropriate level of intervention based on a tier 1, 2, or 3 level decision making process in response to student need and attendance barriers.

Trauma Informed Practice

The WCSD is committed to the implementation of trauma informed practice within a variety of educational settings across the district to include administrators, counselors, and teachers. School staff work towards integrating concepts and strategies within current professional development opportunities to expand knowledge and tools to appropriately respond to behaviors associated with students who have experienced pervasive violence or trauma.

Title IV-A Check and Connect Mentoring Pilot

Reengagement Facilitator positions are dedicated to Title IV-A identified schools to develop or strengthen current attendance intervention systems within the school, provide training, support

and implementation of the evidenced-based check and connect mentoring program and provide intensive case management to chronically absent students and families.

Elementary Student Attendance Review Board (ESARB)

ESARB is an interdisciplinary board of professionals (Mental Health representative, MTSS Coach, Social Worker, Special education, Family Resource Center, Juvenile Justice etc.) that meet with the student and family to develop an action plan to address academics, social-emotional learning and outside resources with goals of increasing rates of attendance, reducing tardies, improving engagement and access to community agency resources. A post-SARB case manager will then work in collaboration with the family to assist them in accessing resources, provide student mentoring and advocacy.

Middle/High School Student Attendance Review Board (SARB)

SARB is an interdisciplinary board of professionals (Mental Health representative, MTSS Coach, Social Worker, Special education, Family Resource Center, Juvenile Justice etc.) that meet with the student and family to develop an action plan to address academics, social-emotional learning and outside resources with goals of increasing rates of attendance, reducing tardies, improving engagement and access to community agency resources. The focus of SARB at a high school level not only works with the family, but provides a more focused approach with student mentoring, intrinsic motivation and school engagement. A post-SARB case manager then works in collaboration with the family to assist them in accessing resources, provide student mentoring and advocacy.

Central Office Staff Support

Attendance Officers provide low-level case management, hold a case load of formal attendance monitors, provide home visits, advocacy, mentoring, transports and issue attendance citations.

Re-engagement Specialists work with those high school students who are at tier 3 level and at immediate risk of dropping out or who have left school altogether. They provide intensive case management for the family, student advocacy, mentoring, academic placement assistance, home visit, and credit recovery options.

District Intervention Assistance Team (DIAT)

DIAT is a multi-disciplinary team that include central school staff and community agencies who develop a plan of intervention that addressed the specific needs of a student within the school setting. Plans may include behavior support, attendance support or community agency resource access.