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COMMISSION ON EDUCATION

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Authority: IC 2-5-38.1-2

MEETING MINUTES¹

Meeting Date: August 16, 2013
Meeting Time: 1:00 P.M.
Meeting Place: State House, 200 W. Washington
St., Senate Chamber
Meeting City: Indianapolis, Indiana
Meeting Number: 3

Members Present: Rep. Robert Behning, Co-Chairperson; Rep. Rhonda Rhoads; Rep. Lloyd Arnold; Rep. Woody Burton; Rep. Edward Clere; Rep. Dale DeVon; Rep. Todd Huston; Rep. Jeffrey Thompson; Rep. Sue Errington; Rep. Shelli VanDenburgh; Sen. Dennis Kruse, Co-Chairperson; Sen. James Banks; Sen. James Buck; Sen. Luke Kenley; Sen. Jean Leising; Sen. Pete Miller; Sen. Frank Mrvan; Sen. Greg Taylor.

Members Absent: Rep. James Lucas; Rep. Vernon Smith; Rep. Kreg Battles; Sen. Carlin Yoder; Sen. Scott Schneider; Sen. Earline Rogers; Sen. John Broden.

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative>. Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

Co-Chairperson Kruse called the meeting to order at 1:00 p.m. and called upon the members to introduce themselves.

Adrienne Shields, FSSA, provided information concerning Temporary Assistance for Needy Families (TANF) and how truancy is handled in families receiving TANF benefits (Exhibit A). Truancy for students whose families are receiving TANF benefits is defined as three unexcused absences during a semester or grading period; truancy results in a monetary sanction of benefits being withheld.

Scott Hanbeck, Superintendent, Tippecanoe County School Corporation, provided information concerning voluntary agreements between school corporations and courts having juvenile jurisdiction to address truancy. Tippecanoe County has a truancy mediation program that involves the juvenile court and all three school corporations within the county (Exhibit B). The program is funded by the county, the participating school corporations, and grants.

Rebecca Humphreys, Tippecanoe County juvenile alternatives program, stated that the purpose of the voluntary agreements is to keep children out of the juvenile justice system. Families work with the juvenile alternatives program to address barriers to school attendance. The program has been successful in that since 2009, 88% of the students referred to the program were not referred back into the juvenile justice system. Ms. Humphreys provided a handout with data from the 2012-2013 school year concerning the program (Exhibit C).

Dena Cushenberry, Superintendent, Warren Township MSD, introduced James Taylor, who is a social worker and assistant principal in Warren Township. Mr. Taylor stated that his school corporation uses its own resources to address truancy, with counselors, social workers, principals, and teachers working together with parents and the community to get students into the classroom using positive behavioral interventions (Exhibit D).

Ray Azar, Director of Student Services, Vigo County Schools, discussed a program developed in Vigo County with the juvenile justice system to address truancy issues (Exhibit E). Deborah Kessler, Juvenile Probation Officer, Vigo County, discussed the role of the probation officer in monitoring the students who are participating in the program.

Kathleen Steele, Superintendent, Crawfordsville School Corporation, provided information concerning the Montgomery County court supervised attendance program (Exhibit F). Students who would otherwise be expelled from each Montgomery County school corporation attend school in a central, supervised location, where they receive classes and training from social services agencies.

Robert Taylor, Superintendent, Lebanon Community School Corporation, discussed the efforts of the three Boone County school corporations to work with the juvenile justice system. School officials refer students with disciplinary problems, including truancy, to the court for assignment to the alternative school program. The program has been in place for nineteen years, and has been successful, particularly for attendance problems.

John Barnes, IDoE, distributed a copy of the memorandum IDoE provides to school corporations concerning absenteeism and the suspension and expulsion report which school corporations complete (Exhibit G).

Terry Spradlin, Center for Evaluation and Education Policy (CEEP), presented information concerning CEEP's study of chronic absenteeism, which is defined as missing more than 10% of the school year (Exhibit H). Chronic absenteeism includes both excused and

nonexcused absences, but does not include suspensions or expulsions. In an average year, about 55,000 Indiana students are chronically absent. High levels of chronic absenteeism have a negative impact on both graduation rates and ISTEP passage rates.

Cathy Danyluk, IDoE, stated that a state agency is looking at methods of assisting court/community partnerships in reducing absenteeism.

John O'Neal, ISTA, pointed out that Indiana is improving in school attendance, and expressed concerns about having a state-wide definition of approved and unapproved absences.

Frank Bush, ISBA, distributed information ISBA provides to school boards to assist them in carrying out their responsibility of establishing attendance policies in school corporations (Exhibit I). He cautioned about setting a state-wide definition of excused and unexcused absences, which would not take into account local social issues. He feels the current policy of allowing school boards to determine excused and unexcused absence definitions is working.

The next meeting of the Commission will be Wednesday, August 28 at 1:00 p.m. in Room 233 of the State House. The meeting was adjourned at 3:55 p.m.



Indiana Family and Social Services Administration

TANF School Attendance Policy

August 16, 2013

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16 AUGUST 2013
EXHIBIT A*





What is TANF?

- Temporary Assistance for Needy Families (TANF) is a program that provides cash assistance and supportive services to assist families with children under age 18, helping them achieve economic self-sufficiency.
- For mandatory participants in the Indiana Manpower Placement and Comprehensive Training program, TANF cash benefits are limited to 24 months.



Who is eligible for TANF cash assistance?

- Children under 18 who are living with their parent(s) or relative such as a grandparent, aunt, uncle etc., who meet specific nonfinancial criteria and whose countable family income meets the following income guidelines.

Assistance Group Size	Gross Monthly Income Limit
1	\$ 286.75
2	\$ 471.75
3	\$ 592.00
4	\$ 712.25
5	\$ 832.50
6	\$ 952.75
7	\$ 1,073.00
8	\$ 1,193.25
9	\$ 1,313.50
10	\$ 1,433.75
Each Additional Member	
	\$ 120.25



TANF Cash Benefits

Assistance Group Size	Recipient Parent And Child(ren)	Children Only
1	\$ 139.00	\$ 139.00
2	\$ 229.00	\$ 198.00
3	\$ 288.00	\$ 256.00
4	\$ 346.00	\$ 315.00
5	\$ 405.00	\$ 373.00
6	\$ 463.00	\$ 432.00
7	\$ 522.00	\$ 490.00
8	\$ 580.00	\$ 549.00
9	\$ 639.00	\$ 607.00



Indiana Code

- **IC 12-14-2-17**

Mandatory school attendance

Sec. 17. (a) To retain eligibility for TANF assistance under this article, a recipient of TANF assistance and a dependent child who is a recipient of TANF assistance must attend school if all of the following apply:

- (1) The recipient or the dependent child meets the compulsory attendance requirements under IC 20-33-2.
- (2) The recipient or the dependent child has not graduated from a high school or has not obtained a high school equivalency certificate (as defined in IC 12-14-5-2).
- (3) The recipient or the dependent child is not excused from attending school under IC 20-33-2-14 through IC 20-33-2-17.
- (4) The recipient or the dependent child does not have good cause for failing to attend school, as determined by rules adopted by the director under IC 4-22-2.
- (5) If the recipient or the dependent child is the mother of a child, a physician has not determined that the recipient or the dependent child should delay returning to school after giving birth.

(b) A recipient or the dependent child of a recipient described in subsection (a) who has more than three (3) unexcused absences during a school year is subject to revocation or suspension of assistance as provided in section 18 of this chapter.

(c) The director, in consultation with the department of education, shall adopt rules under IC 4-22-2 to establish a definition for the term "unexcused absence".



FSSA Policy - Definition

- If a TANF recipient child aged seven through seventeen has more than three (3) unexcused absences as defined by the school district during a semester or grading period, his/her recipient caretaker relative is required to comply with a written improvement plan.
- The procedures used to verify the number of unexcused absences are developed by each school corporation.
- FSSA is dependent upon the local school systems to provide notification.



FSSA Penalty

- The non-compliance penalty is a fiscal penalty assessed against the TANF payment of the assistance group
- Non-compliance is not an eligibility sanction
- Penalties against parent/caretaker relatives last until compliance or the child's attendance is satisfactory whichever is earliest. Penalties against a child last until the end of the grading period.
- Compliance exists and no penalty is imposed on the parent or caretaker relative if he/she cooperates with the written improvement plan.



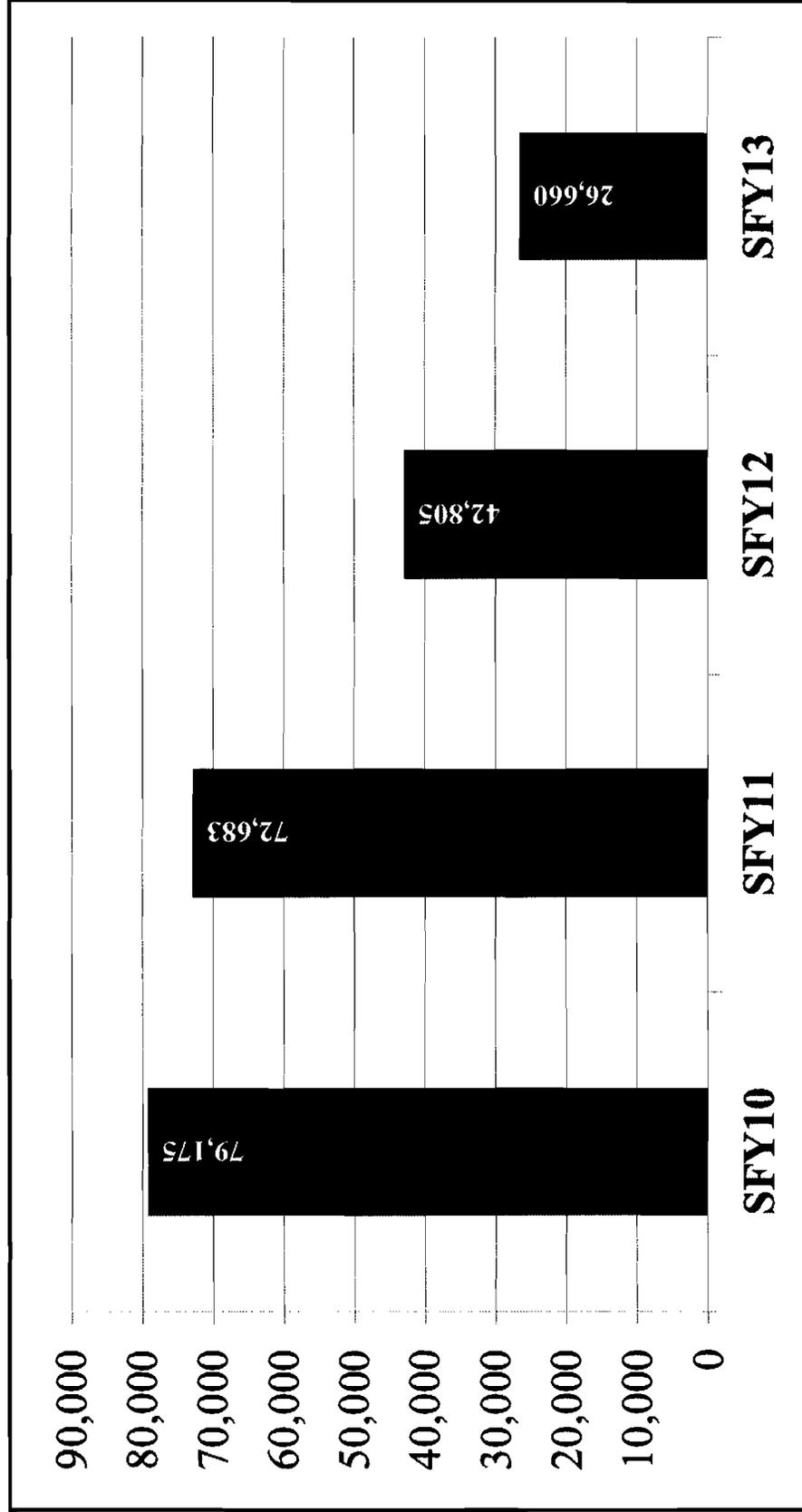
Policy-Exemptions

Exemptions

- A recipient caretaker relative is considered to have good cause for non-compliance with the written plan if:
 - The child is suspended or expelled for behavior problems and the school has verified that no alternative educational situation exists.
 - The child has a mental or physical condition as determined by a licensed health care professional, that prohibits the child from integrating into the normal school environment and there is no alternative educational situation;
 - The actions required in the improvement plan were beyond the capability of the recipient caretaker relative.

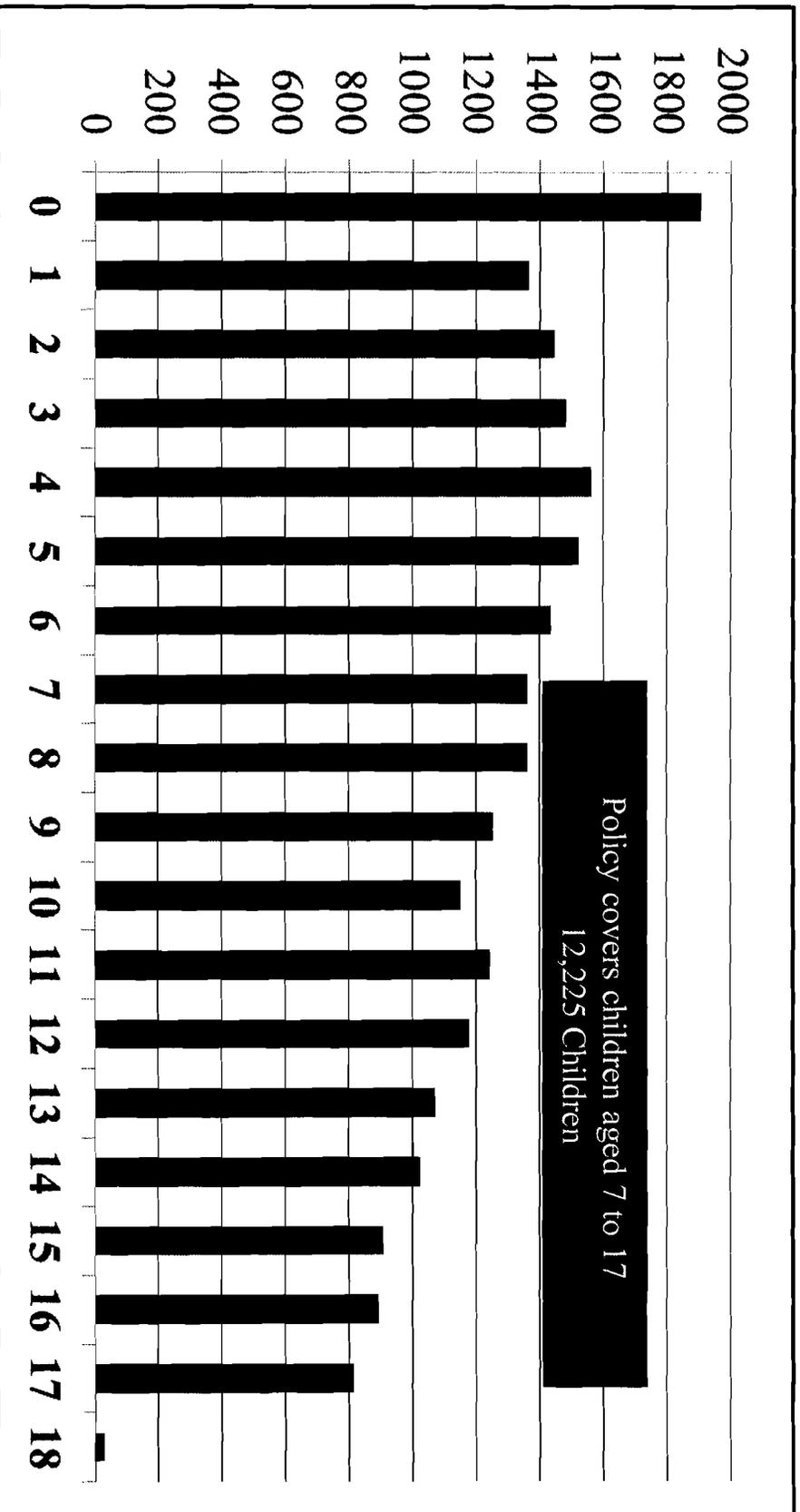


TANF Case Load



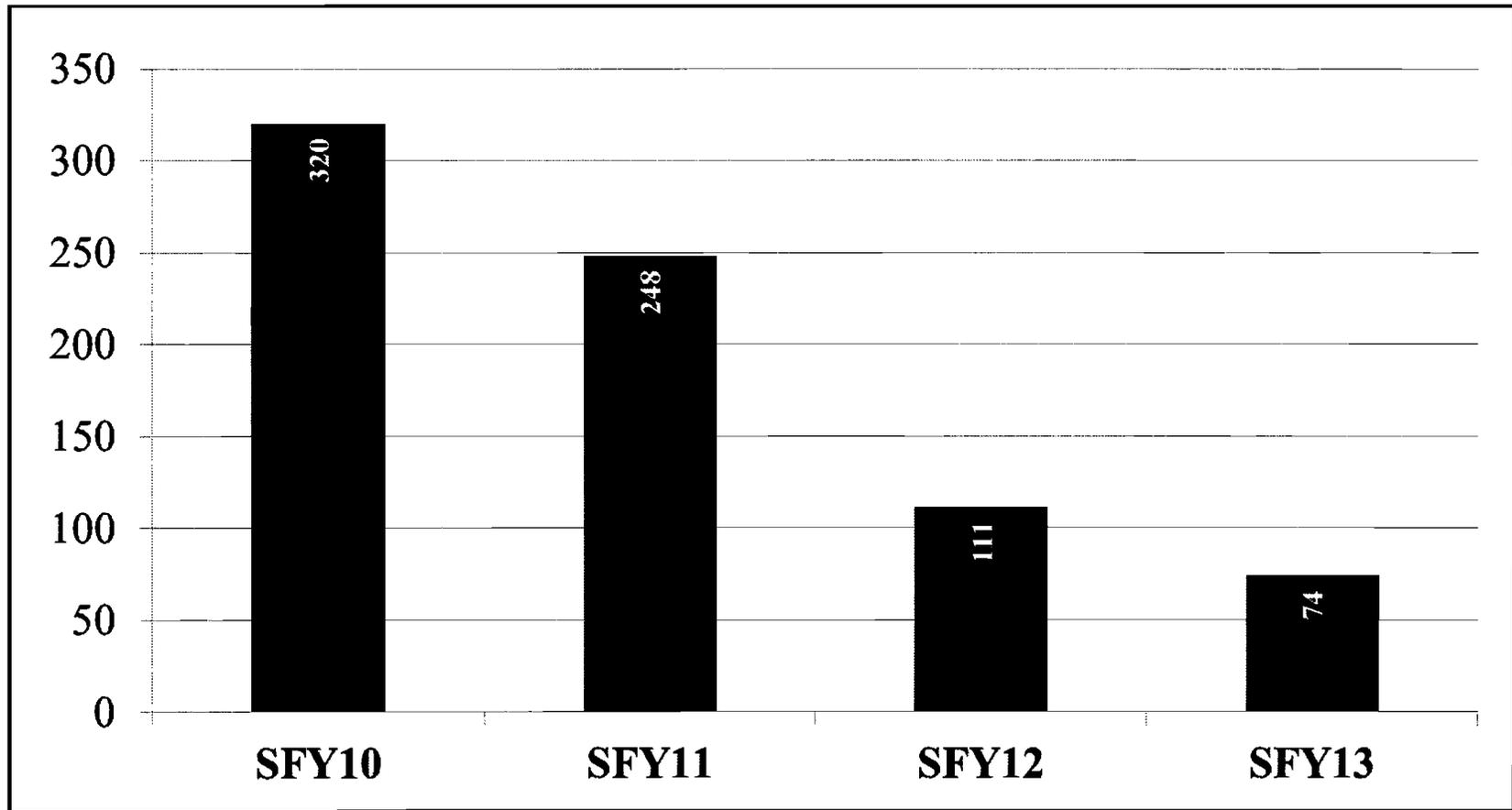


Eligible Children in TANF Cases – June 1, 2013



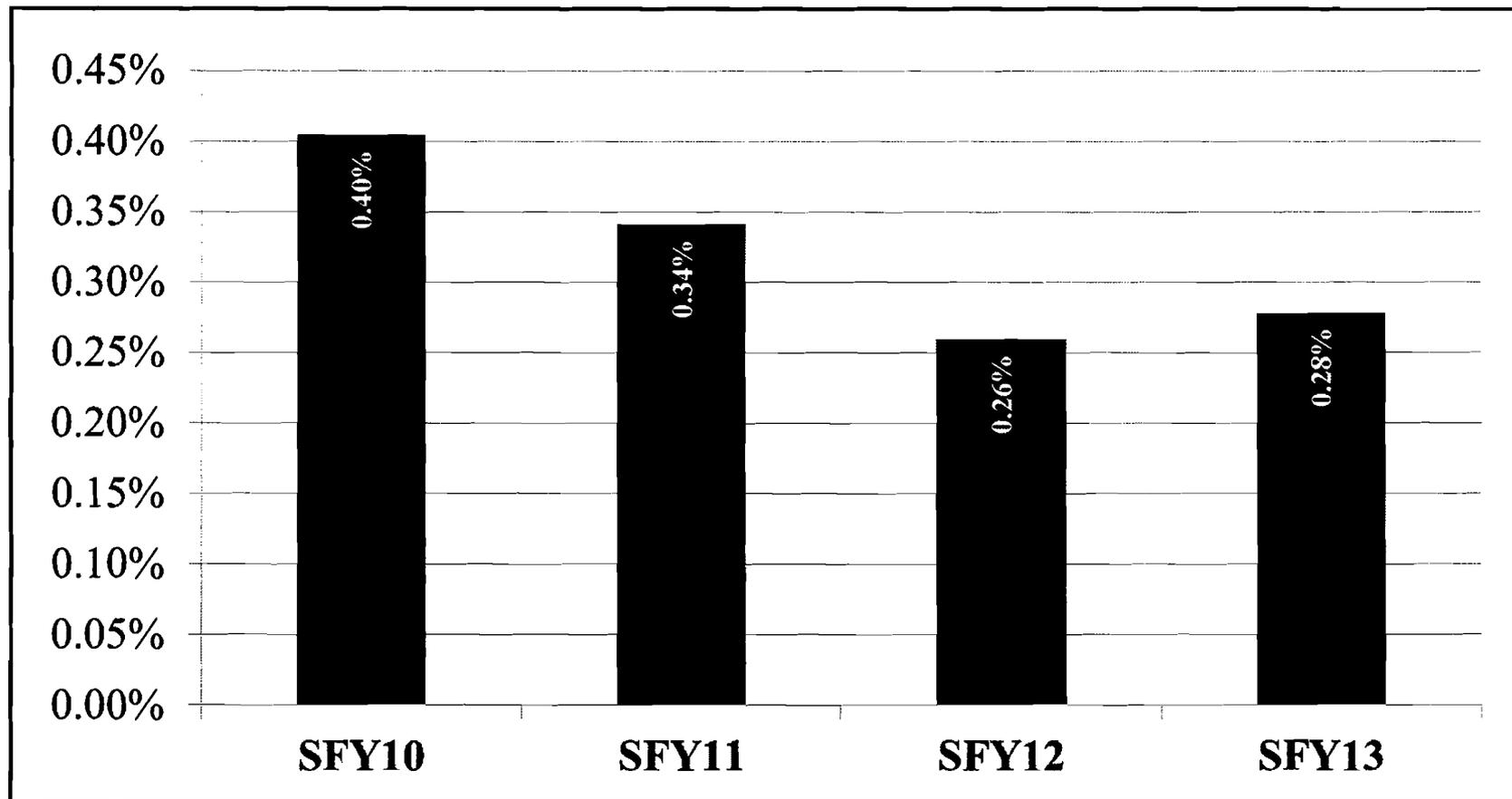


TANF Cases Sanctioned





% of TANF Cases Sanctioned





TANF as a Percentage of DOE K-12 Enrollment

- 2013 K-12 Enrollment: 960,967
- 2013 TANF Eligible Children: 12,225
- Eligible Children in TANF Cases as a % of K-12 Enrollment: 1.27%



FSSA / DOE Data Sharing

- A data exchange agreement exists which provides for monthly data exchange between Family and Social Services Administration (FSSA) and the Department of Education (DOE).
- Information is provided regarding coverage under Supplemental Nutrition Assistance (SNAP), Temporary Assistance to Needy Families (TANF), and Medicaid.
- Under the terms of the agreement, this data is used for the DOE to determine student eligibility for the free and reduced lunch program.
- An amendment to the data sharing agreement would be required for DOE to use this data to determine compliance with the TANF truancy school attendance policy.



Michigan

- New TANF Truancy Policy Implemented October 2012
- Schools determine:
 - The level of enrollment (such as full-time, half-time, or part -time).
 - Attendance compliance.
 - Suspensions (such as reasons for/duration).
- Age 6 to 15 -must attend school full-time. If a dependent child age 6 through 15 is not attending school full-time, the entire TANF group is not eligible to receive TANF.
- Age 16 or 17 - who is not attending high school fulltime is disqualified from the TANF group and the TANF amount is reduced for the disqualified child.
- Full-time school attendance is mandatory for 21 consecutive calendar days before regaining TANF after a loss of eligibility or disqualification.
- Michigan has had 96 instances to date with truancy closures with a Case load of \$42,000

Max 10 minutes

School Response: Dr. Hanback

Court Response:The three largest school corporations in Tippecanoe County (accounting for a total of 21,734 youth) include Tippecanoe School Corporation, Lafayette School Corporation and West Lafayette School Corporation. Each of these three schools in addition to one Charter School voluntarily participates with Tippecanoe County Juvenile Alternatives to partially fund and receive services from a Truancy Mediation Program. (27 schools served). Truancy Mediation is Tippecanoe County's response as a next step to get kids back attending and succeeding in school and ultimately preventing entrenchment in the juvenile justice system and school dropout/failure.

As Dr. Hanback described the school has the first line of responsiveness in doing everything they can to keep youth in school and most of the time that works. But when it doesn't, referrals from the local school district are made to Truancy Mediation after a pre-determined and school set cutoff of absences. After a referral is received, an intake appointment occurs very quickly so that the root cause of absences is determined and remediated with case management, referrals and daily monitoring and even transports to school and other appointments as necessary. Youth can remain in Truancy Mediation programming for as long as 9 months, however we try really hard to help determine the core issues, resolve them and get youth on the right track in very short periods of time. We serve all school-aged youth, regardless of race, gender, or ethnicity for services. The success of the program is measured by youth successfully completing the terms of Truancy Mediation, and by those youth who are not re-arrested or repeat truant after completion of services. **We have been VERY successful in that of the 866 cases handled by Truancy Mediation since 2009, 88% of cases were not referred back to Truancy Mediation. Of all the cases handled by Truancy Mediation, less than 25% move forward into a more formal system such as the Department of Child Services or Juvenile Probation.**

Provided a handout with more information on our outcomes and specific data related to serving Tippecanoe School Corporation. Overall for the 2012-2013 academic year, our 2.5 staff received and served 252 referrals from our school corporations.

Our Success Stems from:

- **Partnerships with mental health, faith based, community social service providers for resources and of course the schools!**
- **Truancy Risk Assessment to ensure the right services in the right intensity to the right kids and families**
- **Case Management for field work and home visits to determine core issues related to school attendance and remedy them**
- **Swift Case Handling – Court Hearings twice a month to ensure compliance and a strong continuum of responsive for those few clients who are non-responsive**
- **Incentives – we have small prizes for youth to case cards to reward compliance and engage youth and families**
- **Education classes as a prevention tool so everyone understands the long-term consequences of school absences.**
- **Quarterly Meetings to bring stakeholders together:** As an outgrowth of the collaboration between the schools, a quarterly Truancy Forum is held with 30 people typically in attendance.

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16 AUGUST 2013
EXHIBIT B

The focus of the forum is to bring school officials, service providers and other key stakeholders of the juvenile justice system together to identify and strategically think about the effectiveness of truancy programming, learn new resources to help combat truancy, gain insight into crosscutting issues for all schools in our community, and increase awareness of best practice models and interventions with regard to truancy prevention and reducing repeat offenses.

THANK YOU for hearing testimony about this important topic! OJJDP has well established and our experiences clearly show that truancy is the gateway to Delinquency and by intervening early we can help youth engage with their schools and have educational success and we all very well know what a cornerstone to life success school success is! Add to that the host of troubles that a youth not in school can find him or herself in (higher instances of drug use, robbery and teen pregnancy). it is no surprise that Truancy Mediation is one of the most vitally important services we offer our community

We come before you today to educate you about what we do in Tippecanoe County and to also encourage you to encourage voluntary truancy programming. Allow each jurisdiction to develop a program that works for them AS LONG as it includes what research shows and what we know to work: targeting problems before they start; offering a helping hand at the school level and engaging youth and families; assessing needs and issues surrounding truancy and absences and intervening upon them; offering educational programming about the consequences of continued absence. If you want to make a mandate - REQUIRE each jurisdiction to have one probation officer assigned to status offenses – to streamline communication, ownership and quicken the process. MANDATE and FUND one point person at each school to serve as a Truancy Resource Specialist to engage families and prevent truanies.

Having choice and developing our interventions works for us – we are demonstrating improvements in school attendance and decreased arrests and caseloads. To leave you with one last stat: our Truancy Probation Officer's Case Load reduced from 92 in 2011 to 36 truant youth as of yesterday JUST by adding an additional case manager to our staff and improving our efforts to engage families, reward success and remedy core issues. Truancy intervention at the school and court level most definitely work – we are proof of that and more youth are succeeding in school and staying out of the juvenile justice system because of that. We are pleased to have the opportunity to share our success with you!

**Truancy Mediation
2012-2013 School Year Data Report**

Prepared by:

Savita Bokil, BA

Truancy Mediation Coordinator
Juvenile Alternatives

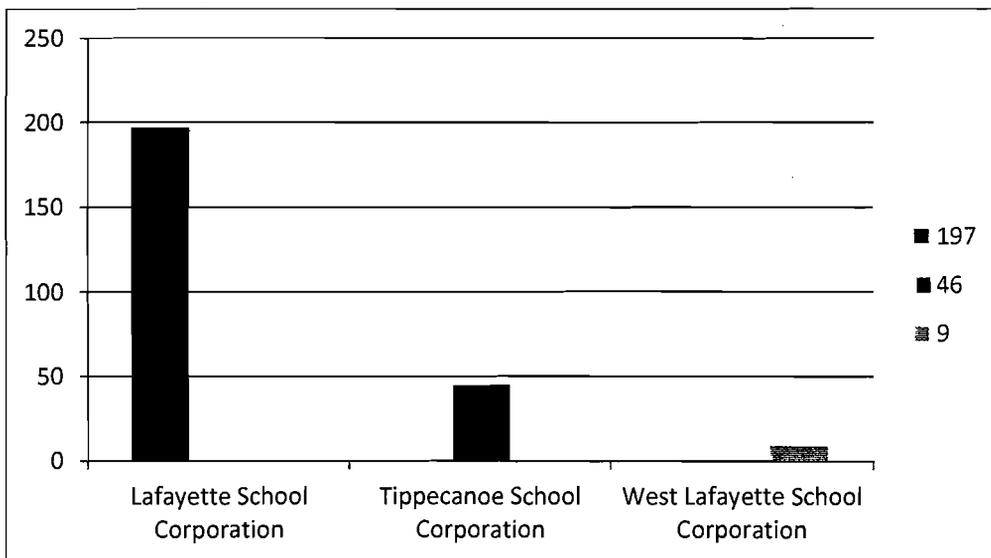
1530 South 18th Street (Cary Home)
Lafayette, IN 47905

E-Mail: sbokil@tippecanoe.in.gov

Ph: (765) 423-9224 Fax: (765) 477-7806

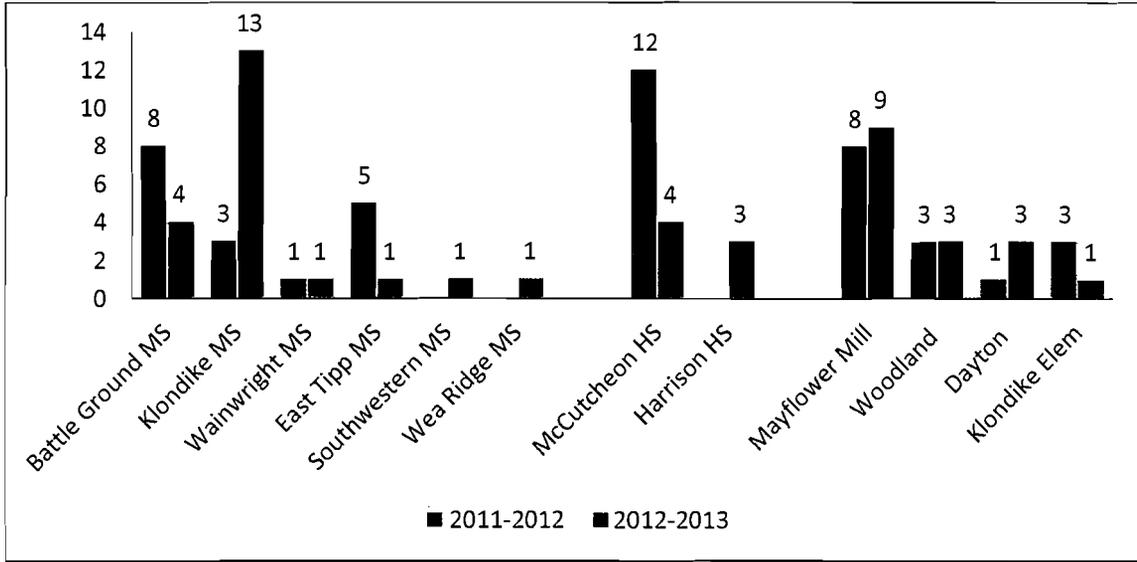
Reporting Period: 7/1/2012 – 6/7/2013

Truancy Mediation referrals received 2012-2013 School Year



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EXHIBIT C*

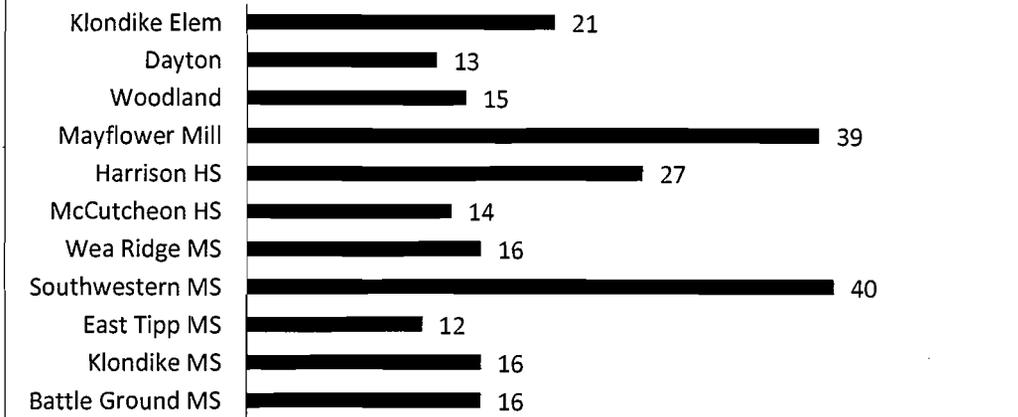
Referrals received from Tippecanoe School Corporation



In 2012-2013, cases have been opened on average within 17 calendar days of the referral being received by Truancy Mediation. Factors that delay this process include families rescheduling appointments and no showing initial appointments. Additionally, families that do not present for a Truancy Mediation intake are forwarded to CPS or Juvenile Probation though some cases are sent back to Truancy Mediation and subsequently complete an intake. This also accounts for a delay in completing an intake from the date a Truancy Mediation referral was initially received.

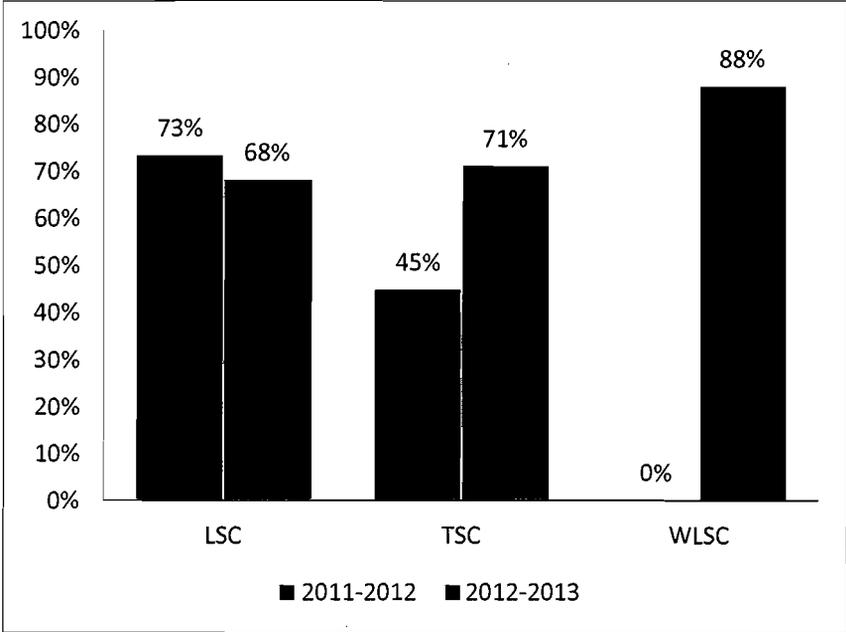
TSC Referral to Intake

■ Days Between Referral and Case Opened

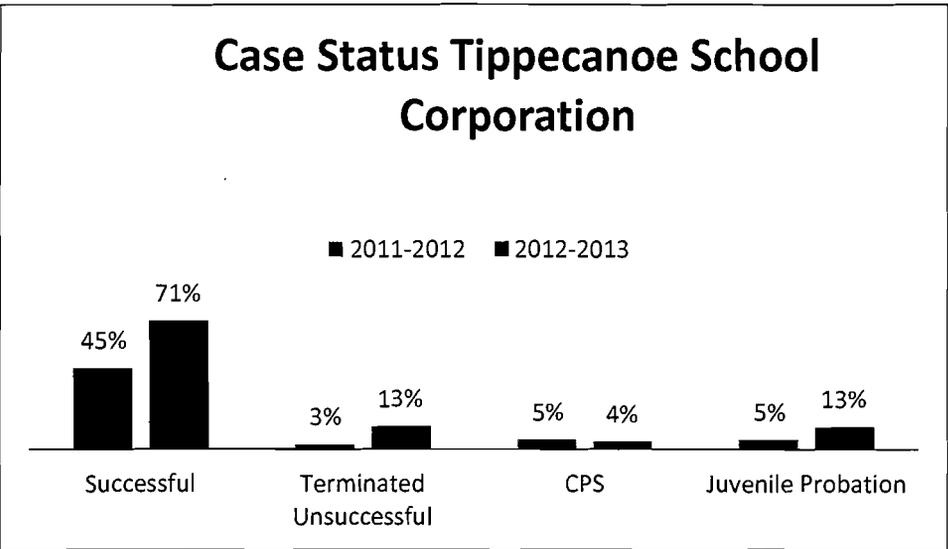


Truancy Mediation’s daily monitoring of attendance, referral to community resources, case management services and frequent contact with families including school, office and home visits, have contributed to an overall 76% success rate for students/families who participate in the program.

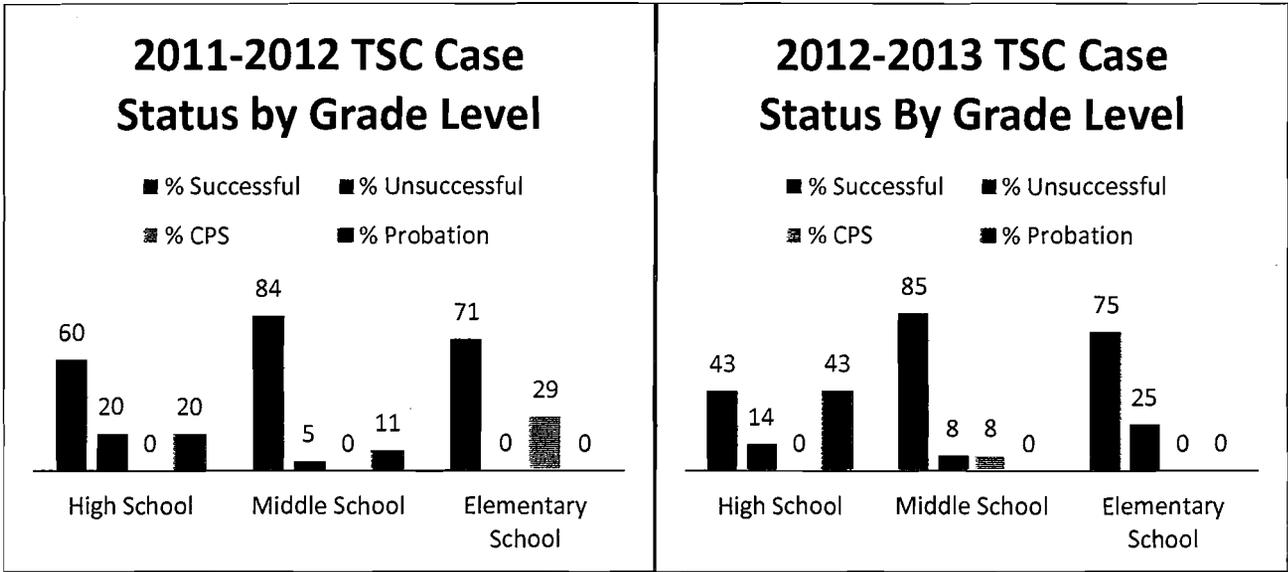
Cases that Successfully Completed Truancy Mediation 2012-2013:



Those cases that did not successfully complete were referred to Child Protective Services, forwarded to Juvenile Probation, moved out of Tippecanoe County or the Truancy Mediation referral was withdrawn by the school. ****The following data does not include those cases that are currently active on Truancy Mediation.***



Of the 24 TSC cases handled and closed during the 2012-2013 school year, 17 cases completed successfully. 1 case was referred to CPS and 3 cases were forwarded to Juvenile Probation. At this time last year, 38 TSC cases were handled and closed.

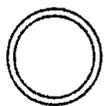


Tippecanoe School Corporation

Items to highlight:

- Recidivism: Of the 866 cases handled by Truancy Mediation since 2009, 100 cases were re-referred to Truancy Mediation at a later date. 88% of cases have not been referred back to Truancy Mediation.
- Of all the students/families who are referred and participate in the Truancy Mediation program, only 2% of cases are referred to Child Protective Services and 20% are forwarded to Juvenile Probation.
- There are currently 25 active Truancy Mediation cases from Tippecanoe School Corporation.

School Collaborative Pilot Project



MARION COUNTY, INDIANA

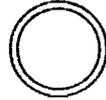
2012-2013

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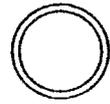
EXHIBIT D

Juvenile Detention Alternatives Initiative



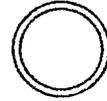
- Eliminate the inappropriate or unnecessary use of secure detention;
- Minimize re-arrest and failure-to-appear rates pending adjudication;
- Ensure appropriate conditions of confinement in secure facilities;
- Redirect public finances to sustain successful reforms; and
- Reduce racial and ethnic disparities

Key Steps



- Creation of a Detention Risk Assessment Instrument
- Re-engineering of Initial Hearing Court
- Creation of a Reception Center
- Reduction of the Detention Center population
- Community engagement
- Implementation of Alternatives to Detention
- Partnership with the W. Haywood Burns Institute to address Disproportionate Minority Contact

Key Concepts

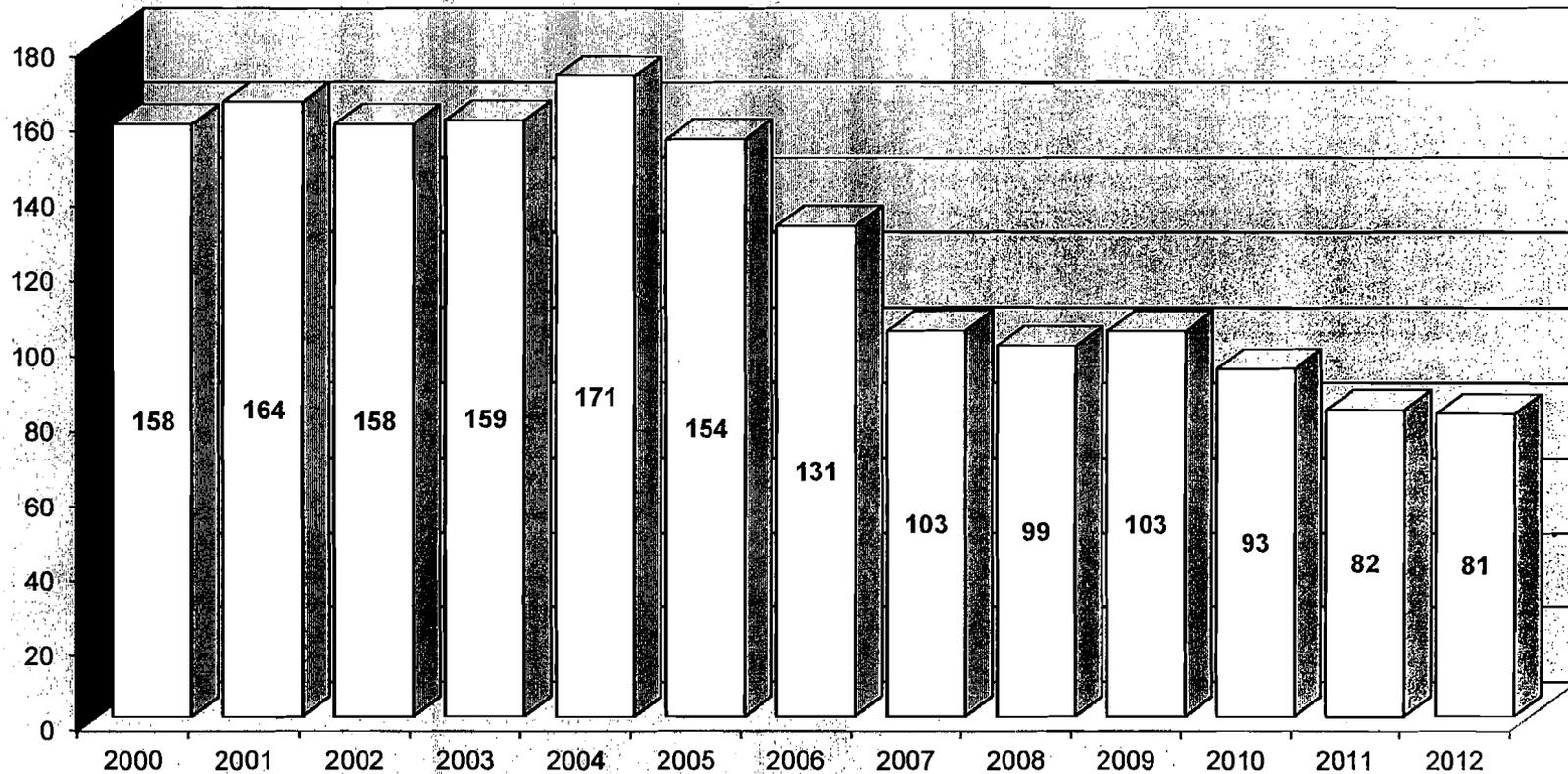


- Almost all adolescents participate in “delinquent” behavior at some point in their teenage years
- Almost all adolescents grow up to be productive adults
- The deeper a child is rooted in the system the more difficult it is for him/her to get out
- The community is a better teacher than the Juvenile Justice System
- Arrest, detention, and commitment interrupt the development and education process for children & youth
- Youth should not be criminalized for the purpose of accessing treatment

Outcomes: Detention Statistics

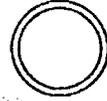


Average Daily Population

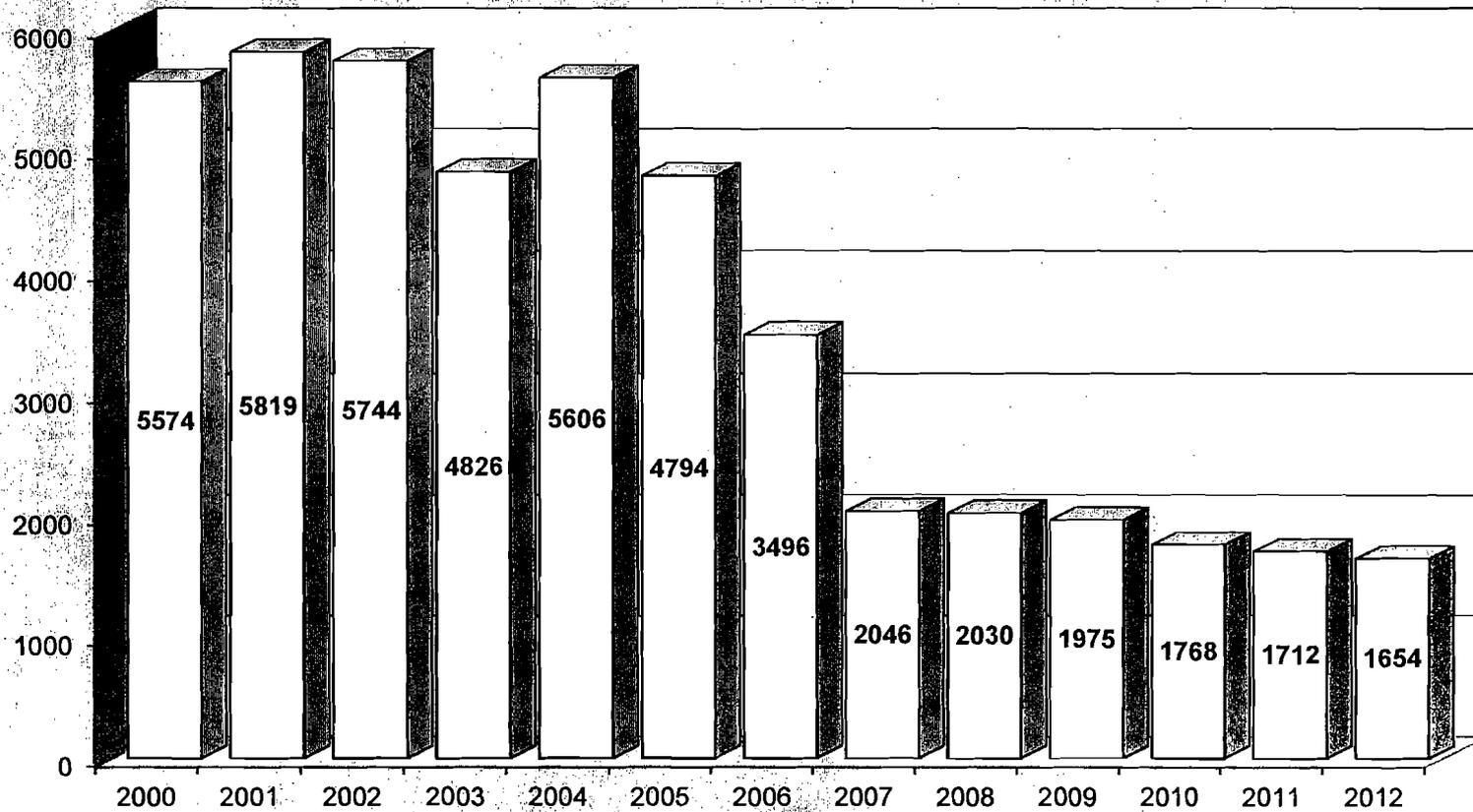


48.7% reduction in Average Daily Population

Outcomes: Detention Statistics

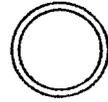


Admissions to Detention



70.3% reduction in total admissions

Effect on Public Safety



- Total # of detention admissions:

- 2005 = 4,794

- 2012 = 1,654

65.5% REDUCTION

- Average daily population in secure detention:

- 2005 = 154

- 2012 = 81

47.4% REDUCTION

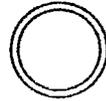
- Total # of delinquency referrals:

- 2005 = 8,365

- 2012 = 6,180

26.1% REDUCTION

The School Connection

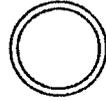


- **Total # of referrals from Schools 2010: 1,505**
 - 21% of the total referrals to the court were from Schools
 - 72% of referrals from schools were misdemeanors and status offenses
 - 80% of youth referred were Minorities

- **Total # of referrals from Schools 2011: 1,652**
 - 24% of the total referrals to the court were from Schools
 - 75% of referrals from schools were misdemeanors and status offenses
 - 77% of youth referred were Minorities

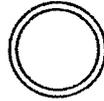
Only 21% of the 1,505 referrals from schools in 2010, were processed through the court and found true.

Site Visit to Clayton Co. Georgia



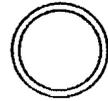
- 11 Delegates from Marion County:
 - Magistrate
 - Prosecutor
 - Public Defender
 - Probation
 - Service Provider
 - IMPD Officer
 - Office of Public Safety
 - Juvenile Justice Advocate
 - Representatives from Warren and Wayne Townships and the IPS District

Clayton Co. Model



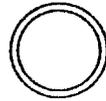
- Alternatives to suspension and arrest
- A three-tier graduated response process focused on specific misdemeanor offenses
- Services and remedial education in response to inappropriate behavior
- Increased presence of behavioral interventionists, therapists, and psychologists on school grounds

Outcomes



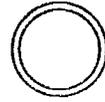
- Graduation rates increased and serious juvenile crime in schools decreased
- A reduction of referrals to the court by 67.4%
- Suspensions decreased by 8%
- Graduations rates have increased by 20%
- Felony rates in the community fell by 51%
- 73% decrease in weapons on campus
- A decrease in racial and ethnic disparities by 58%
- The detention rate of youth of color decreased by 38%

Marion County Model



- Three-tier graduated response (three chances per school year)
- Alternatives to arrest, suspension, and expulsion
- Community agencies: Password Mentoring, Inspire Mediation Center, and Reach for Youth providing services to youth on school grounds
- School determines to what service youth is referred
- Agencies report back to school and the court that youth completed the services

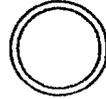
\$\$\$ Who is paying for this? \$\$\$



- Prevention Funds awarded through the Marion County Regional Services Council
- 12 month contract for each of the service providers
- No promise that the funding will be renewed for the next year
- Need data to support the effectiveness of the process
- Service providers must seek out private funding for subsequent years

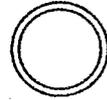
Neither the school nor the families pay a dime!

Inspire Mediation Center



- **Victim-Offender Mediation**
 - Teaches conflict resolution skills
 - Empowers students to be better able to handle day to day conflicts and disagreement with their peers
 - 90% of their cases resulted in an agreement with positive outcomes for the schools and the students
 - 95% of all students and parents participating in the mediation found the process extremely valuable and helpful
 - Schools that have used Inspire Mediation Center's services:
 - ✦ George Washington, Arlington, and John Marshall Community High Schools,
 - ✦ Emmerich Manual, Arsenal Tech., Ben Davis, Broad Ripple, and Decatur Central High Schools,
 - ✦ New Horizons and Julian D. Coleman Alternative Schools
 - ✦ HL Harshman, Willard Gambold, Emma Donnan, and Beech Grove Middle Schools

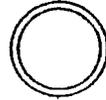
Password Mentoring



- **Password Diversions**

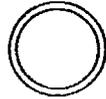
- Five core values of individualized, strengths-based, family driven, culturally competent, and collaborative care direct the services provided to youth and their families
- The mentors provide skill building, case management, crisis intervention, and other mentoring services
- Mentors offer practical help in home, school, and community settings to youth and families referred

Reach for Youth



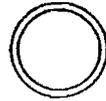
- **Workshops**
 - Covering conversion and conflict resolution
- **Alternative to Suspension/Expulsion**
 - Priority evaluation with one parent present
 - Treatment recommendations which may include educational program and/or individual or family therapy
 - Upon successful completion the expulsion is waived and the youth is allowed to return to school

Purpose



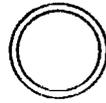
- To reduce the number of youth being referred to the Juvenile Court
- To reduce the overall number of arrests in schools
- To reduce suspensions and expulsions in school
- To improve safety and behavior of youth while in school
- To support school Administrators in identifying and providing alternatives to arrest and suspension/expulsion
- To reduce disproportionality

Process



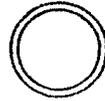
- Township identifies the offenses that are eligible for this process
- Training for teachers, officers, counselors, and administrators on the new process
- Each can recommend a youth for an intervention rather than suspension or expulsion
- The referral to the agency should come from an officer or an administrator

Process Continued



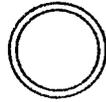
- **First offense: Family Conference and/or service referral**
 - Process explained to parents and they confirm their understanding and consent through the signing of a document
 - Complete the referral form and send to the appropriate agency
 - The agency will contact the family and begin coordinating the services
 - The agency will maintain communication with the school regarding the youths successful completion of the service or intervention
- **Second offense: Service referral**
- **Third offense: Paperwork referral to the Court**

Benefits to Schools



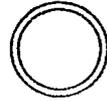
- Time saved for officers who have to transport youth and write up probable cause affidavits
- Officers are more present on school grounds because they are no longer transporting youth to the Juvenile Center
- Additional supports from community agencies to address and correct negative behavior
- Improved school environment due to the decrease in low level offenses being committed by youth
- HB 1419 is addressed
- Decrease in suspensions and expulsions
- Should reduce future behavior problems as services are provided to address the true underlying issues/needs of the child

Benefits to Youth



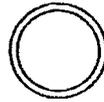
- Behaviors are addressed appropriately and in a timely manner
- Youth are held accountable for their actions and learn to take responsibility for themselves
- Parents are invited to be part of the process
- Youth learn how to behave as part of a community based on trust and respect
- Students do not see officers making as many arrests and therefore are more trusting of the officers and willing to share information with them

Why is this better than what we do now?

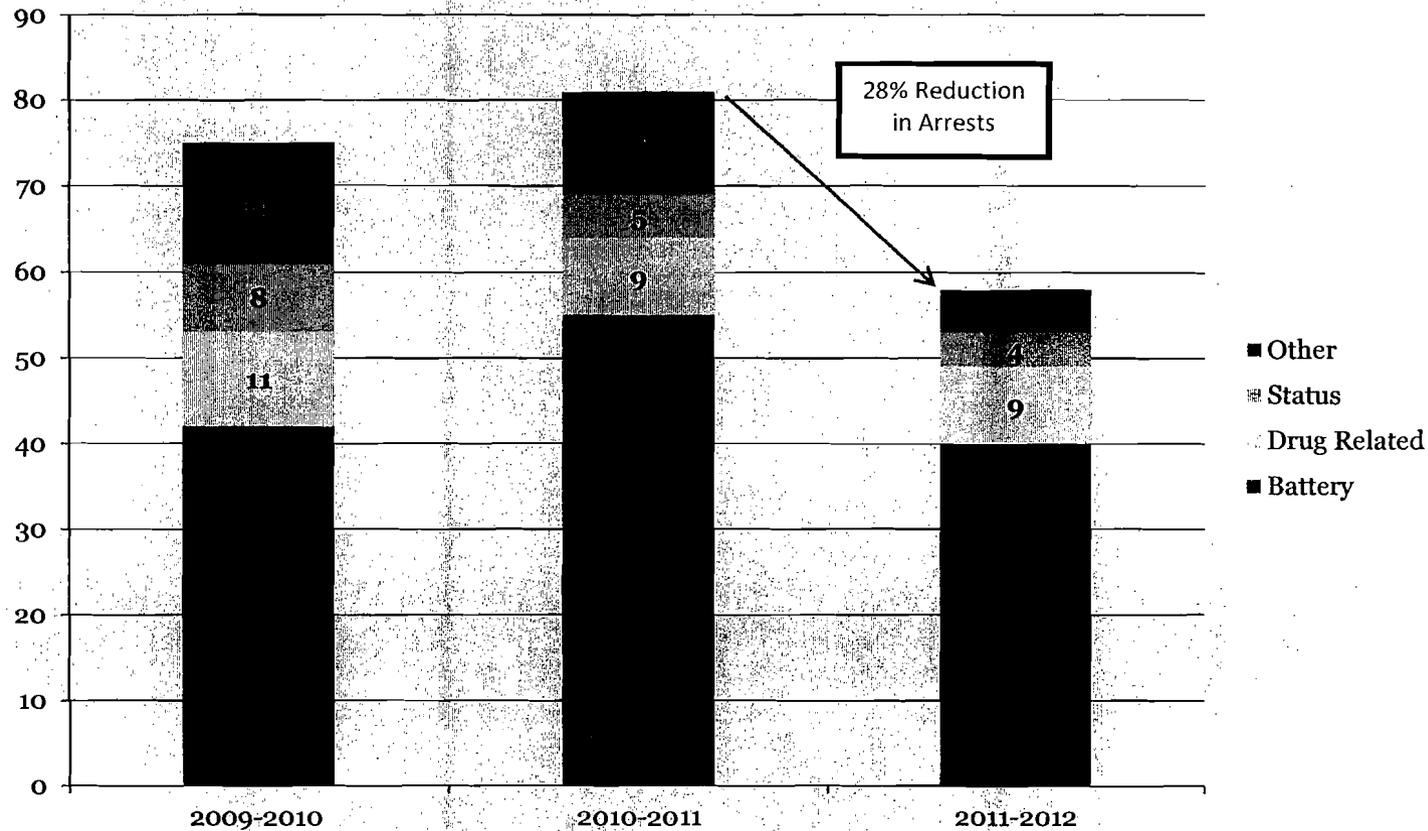


- Research shows that arresting and detaining youth does not deter them from future criminal behavior
- Youth who are arrested and detained actually have worse outcomes than youth who are not
- Many times the court takes no action on the cases referred from schools because the offenses are relatively minor; therefore, the problem that does exist is not adequately addressed
- The youth returns to school after serving his/her suspension with no follow up for further services and the behavior continues

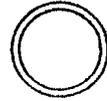
Year 1: Promising Outcomes



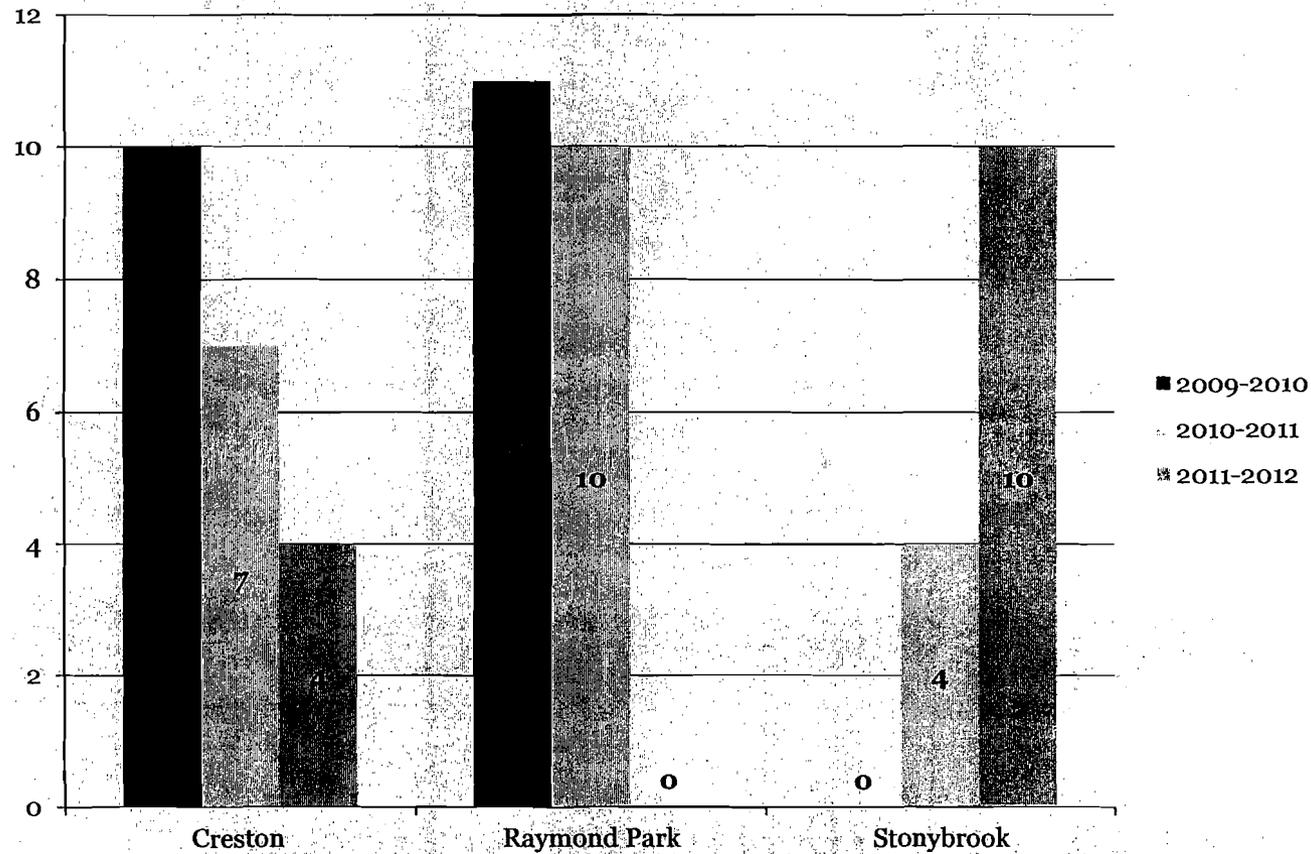
• Warren Township High School: Arrests



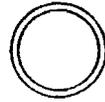
Promising Outcomes Continued



- Warren Township Middle School: Arrests

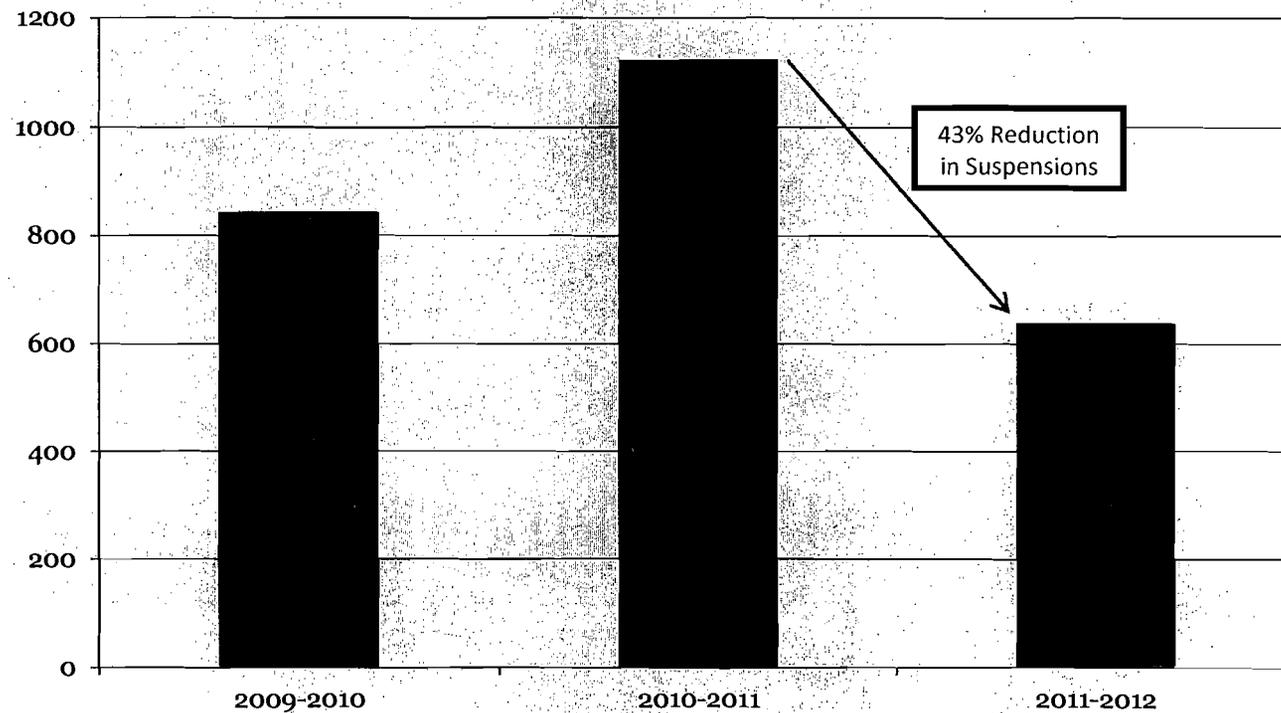


Suspension Reductions

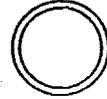


- Warren Central High School

Total Suspensions

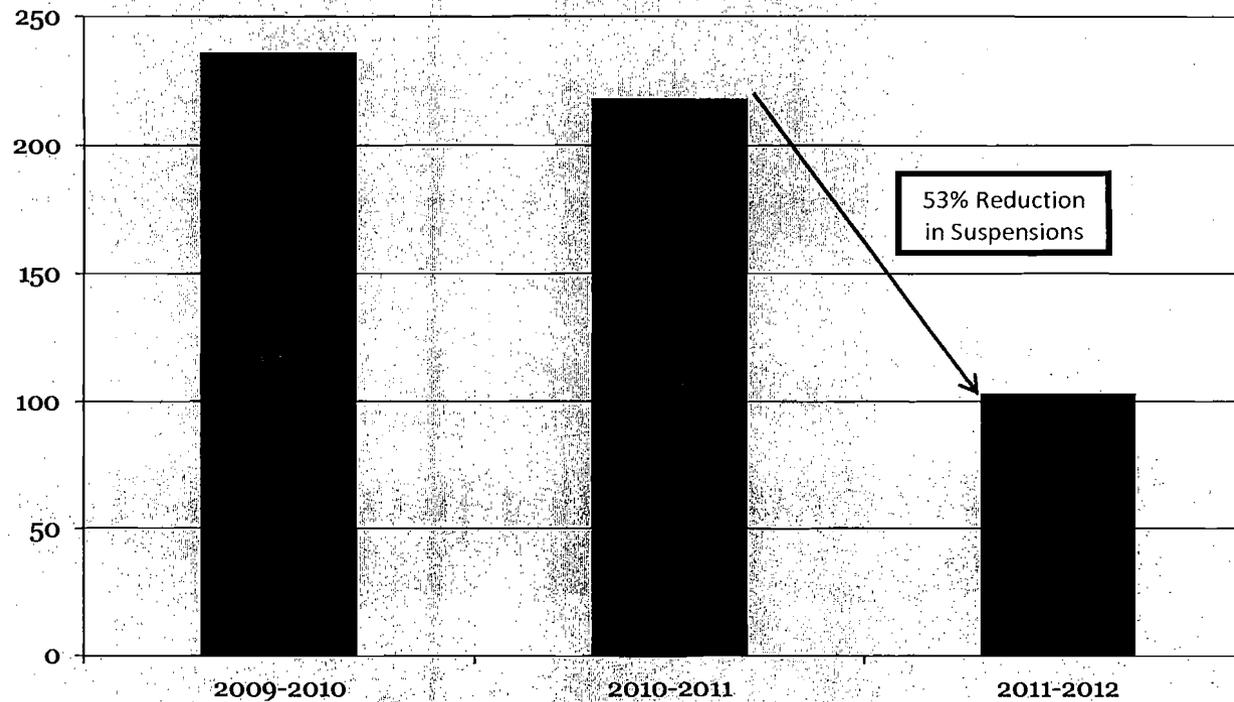


Suspension Reductions Continued

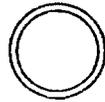


- Raymond Park Middle School

Total Suspensions

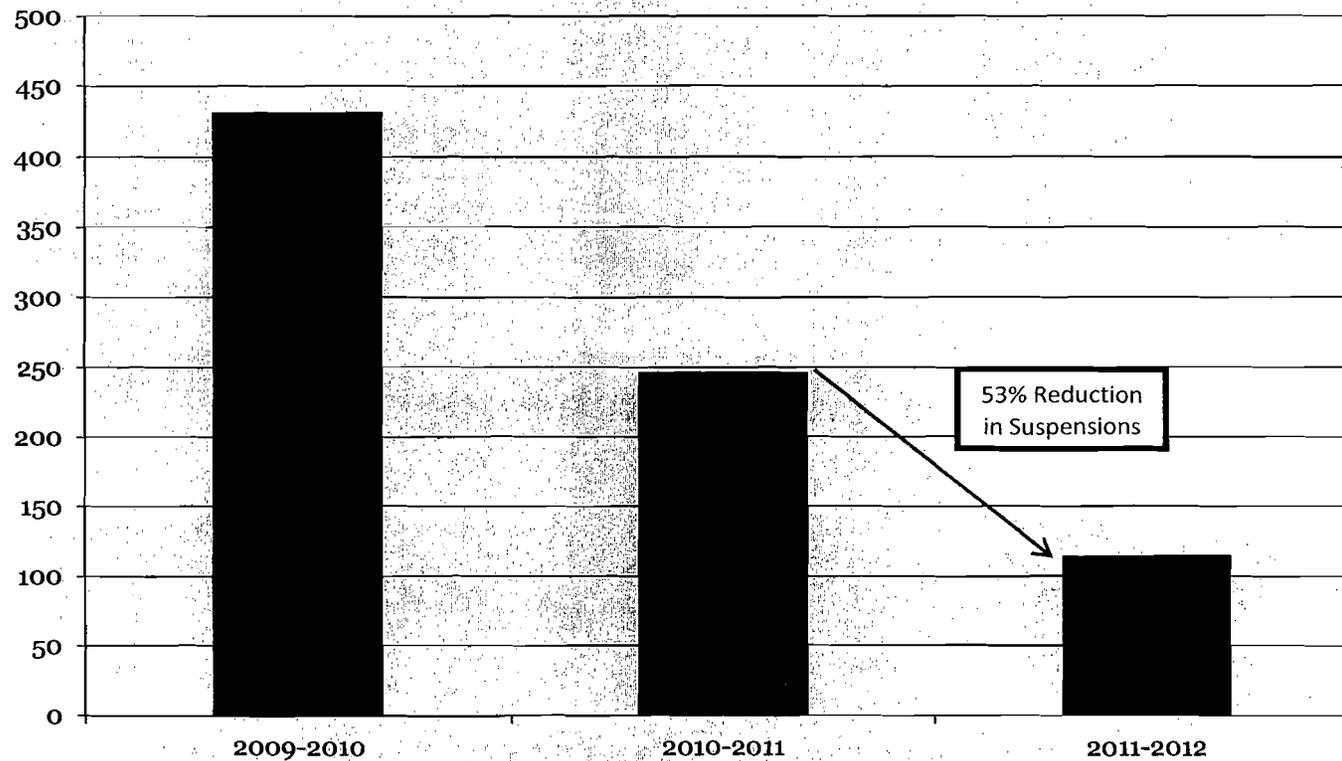


Suspension Reduction Continued

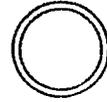


- Creston Middle School

Total Suspensions

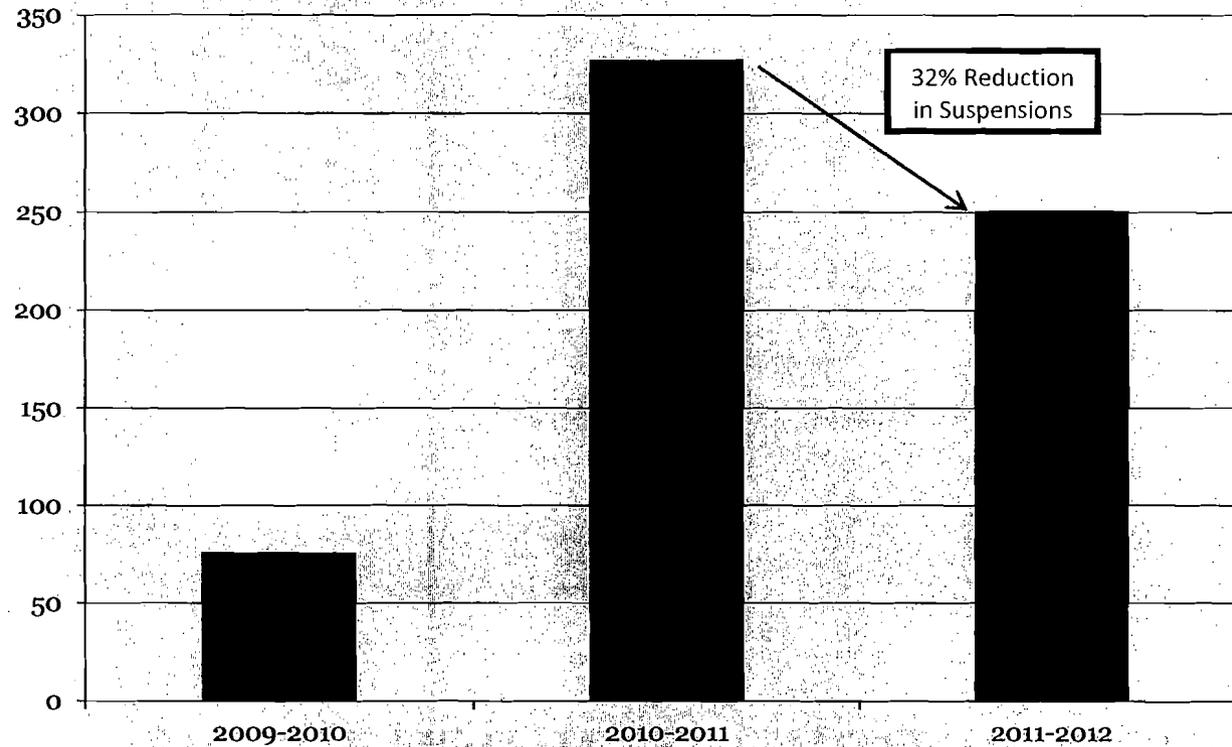


Suspension Reductions Continued

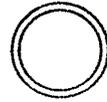


- **Stonybrook Middle School**

Total Suspensions

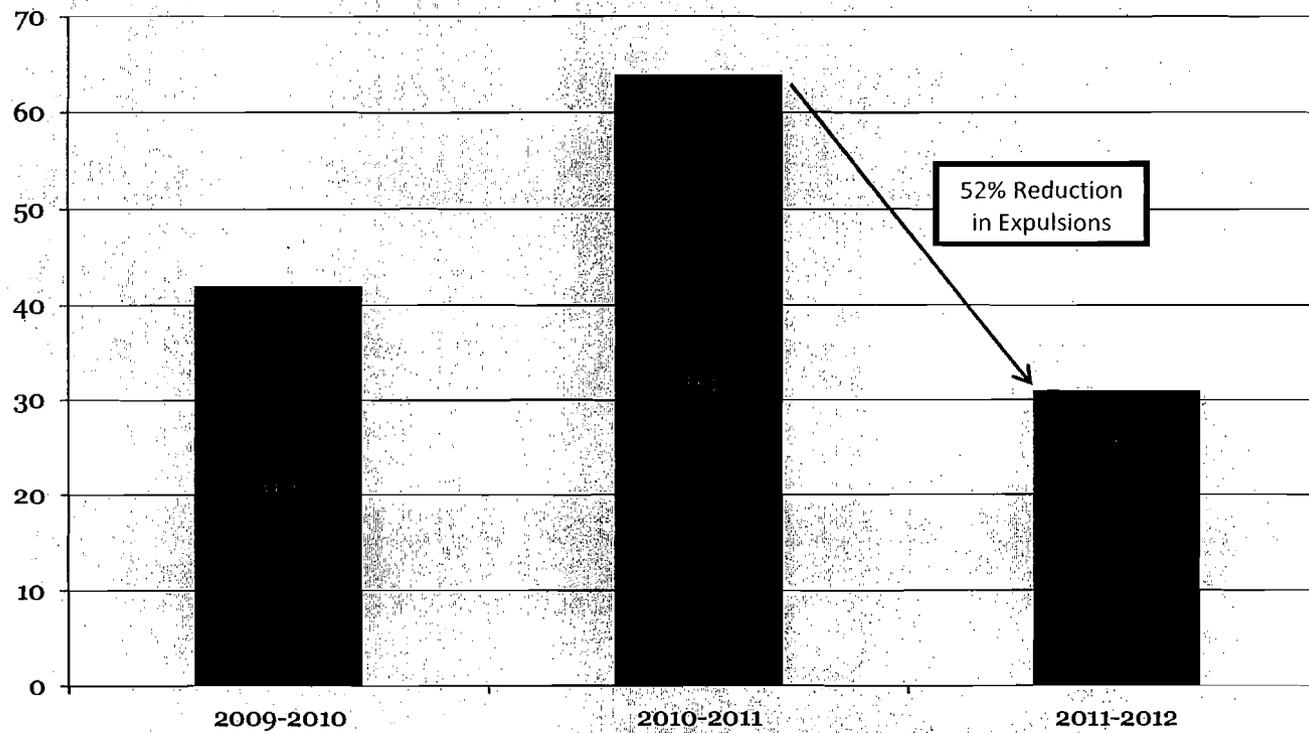


Expulsion Reduction

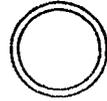


- Warren Township Overall

Total Township Expulsions



References



- *When did making adults mad become a crime? The Courts Role in Dismantling the School-to-Prison Pipeline* by Judge Steven C. Teske & Judge J. Brian Huff
- *The Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Facilities* by Barry Holman & Jason Ziedenberg



TRUANCY AND ABSENCE REDUCTION PROGRAM

The Vigo County School Corporation in cooperation with the Vigo County Juvenile Probation Department has been involved with a truancy reduction program for the past two years. As we begin the third year of this project, we feel that progress is being made to reduce absences and truancy for students in grades 6-12. In past years, it was not unusual for our schools to refer several hundred students to the juvenile probation department for failure to attend school in accordance with the law. We would send in the referrals and may see little change in a student's behavior. There were simply too many referrals going to the probation department and their staff could not keep up with the numbers along with the other important job that they do in monitoring students on probation. During the 2011-12 school year, both agencies agreed that a better system was needed. A small grant was obtained from the Indiana Criminal Justice Institute to fund a part time employee of the probation department to monitor student attendance. The process began to take shape as follows:

Schools monitor attendance according to the Vigo County attendance policy. At certain points, the school is required to contact parents, set up meetings, make home visits and sign attendance contracts with parents. These are effective with some students but not with others. When all of the efforts fail, the schools send in a truancy face sheet to our Student Services office. The attendance is checked and the referral is screened to make sure that our policy has been followed. If a "Certificate of Incapacity" is appropriate, the school is directed to send that before the referral is sent on to the probation dept.

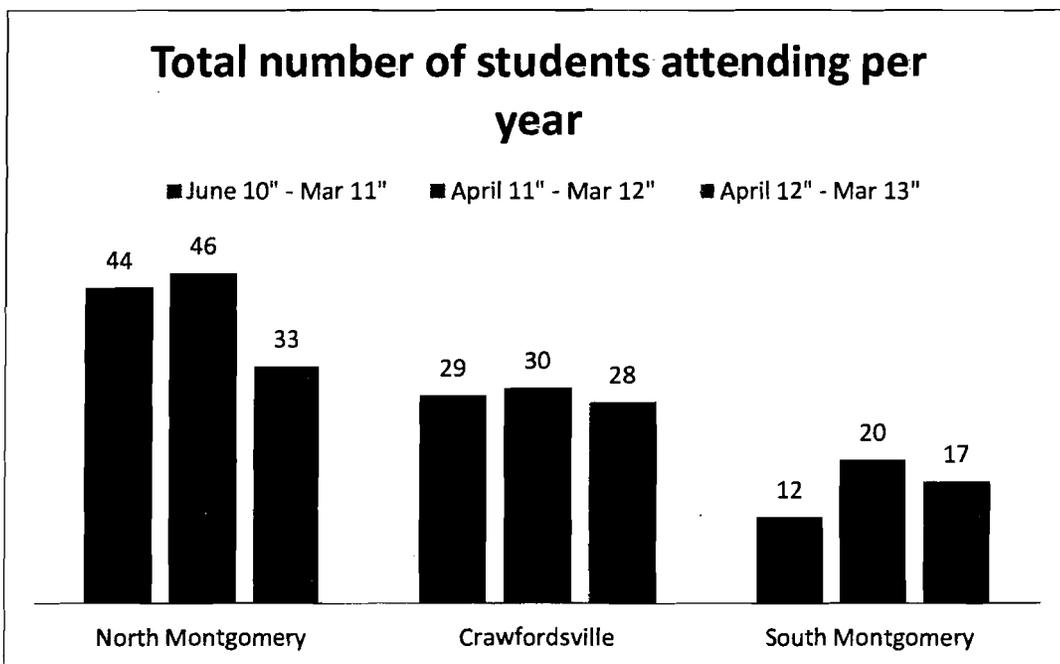
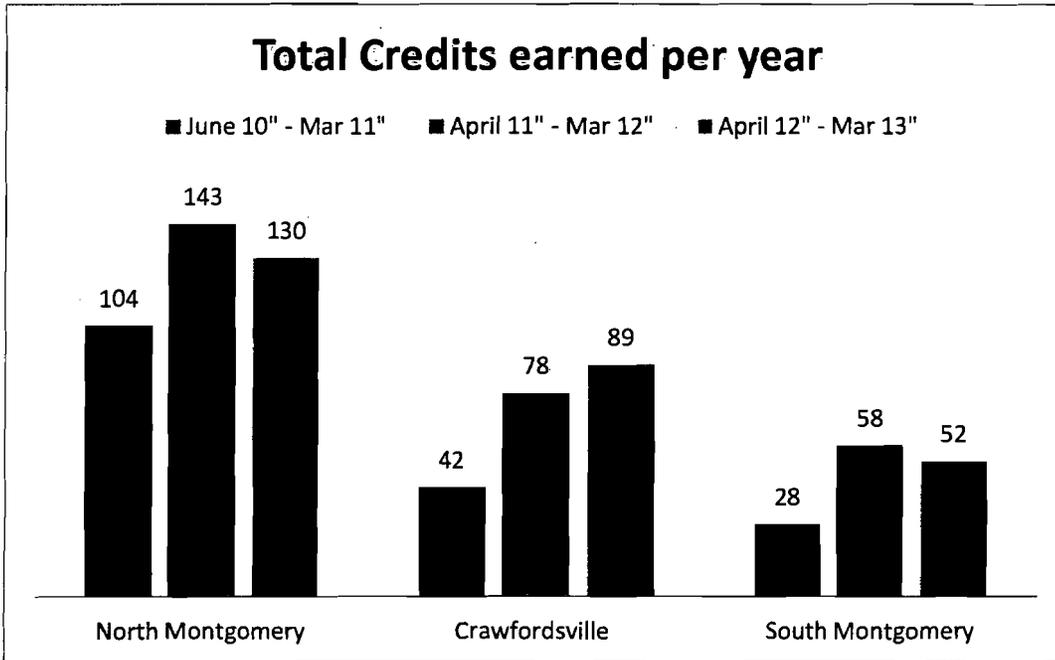
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EXHIBIT E

After the referral is sent to the probation department, the Chief Probation Officer works with the Court to set up a group meeting with the students, parents and with school representatives. A letter on official letterhead of the probation department is mailed to the parent and student. The parents are advised to be at the Court House for the meeting. At the group meeting, the parents are advised of the laws of school attendance and of the possible consequences for non-attendance. The parents learn that continued non-attendance will have a financial impact if the student is placed on probation. Having the meeting in a court room adds to the importance of school attendance. Parents and students are also advised that the school has the right to file for expulsion for violation of the attendance policy but they are offered a chance to put that on hold by signing a waiver agreeing to comply with the attendance rules. The Chief Probation officer further explains that this is only a deferral meeting and that the student will be placed on monitoring list. The student will be visited by an employee of the probation department at school at regular intervals. If the student continues to violate the attendance policy, he/she will be issued a summons to come to truancy court and the Judge will then hear the case. The student is told that for every day of school missed up to 180 days, the judge may order the student into juvenile detention where they will make up the missed days of school with an instructor provided by the VCSC.

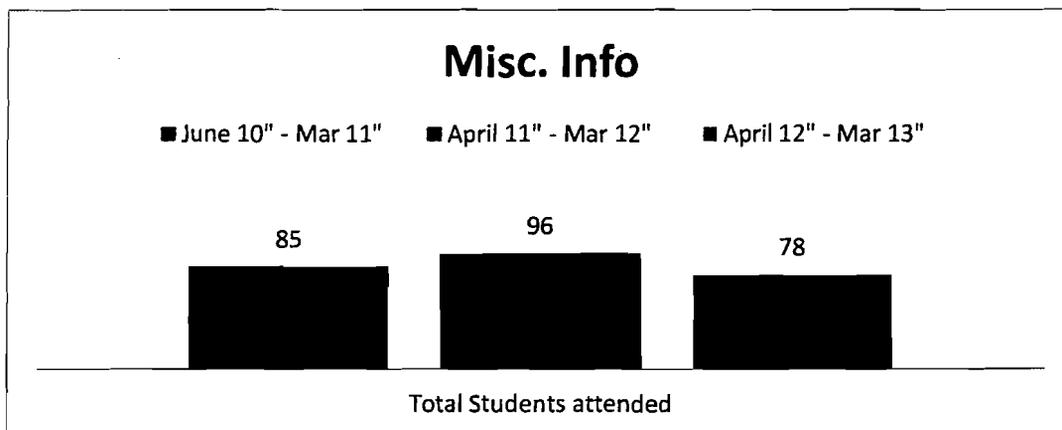
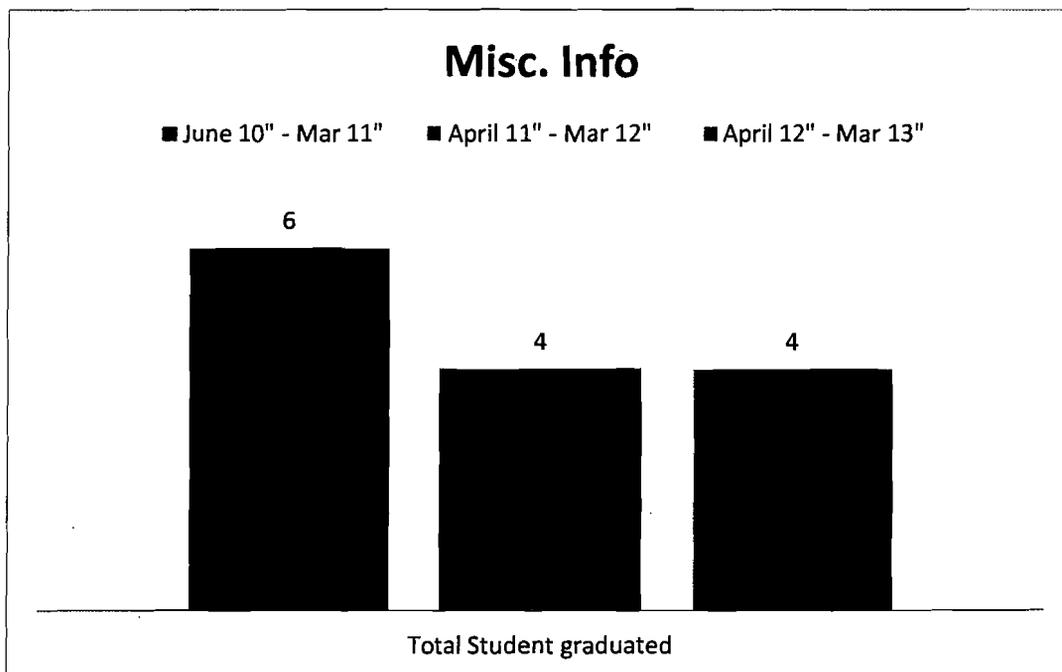
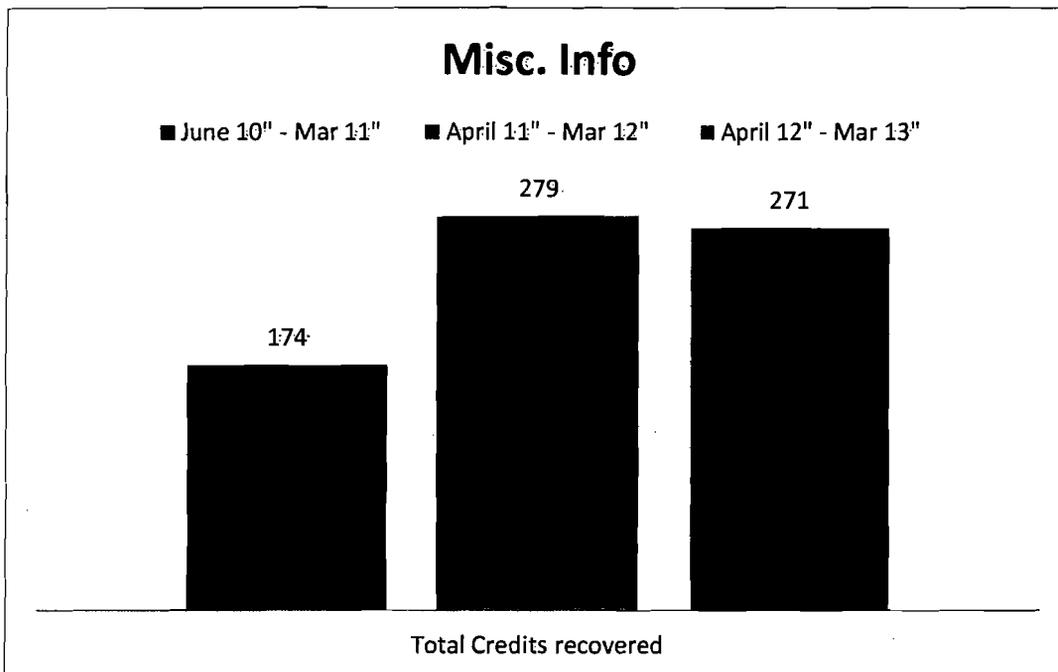
After all of the paperwork is signed, the students leave and are free to return to school. They are monitored by the probation department for attendance. The process has evolved over two years and we continue to refine what we do. We communicate the process with the school where the student attends so that everyone is on board with the focus of the project. We are beginning to see progress and improvement in student attendance for those students who are taken into the program.

Montgomery County Court Supervised Program

2010-2013



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16 AUGUST 2013



Skill Building Program

1) History:

The Probation Department observed a negative trend with youth not engaged in a formal education setting, that they are more likely to re-offend. This trend is inclusive of youth who are suspended or expelled, as well as, those who are asked to leave school and participate in home-based school services. There is no central or standardized place for these students to stay engaged in academic programming and, as a result, they have difficulty transitioning back into a regular school setting or even completing school.

To address this problem, the Probation Department implemented a program called the Skill Building Program. The program began in April 2010 and offers morning students 3.5 hours of education, 45 minute lunch, and 2 hours of afternoon programming; which consists of: substance use education, Life Skill classes through Purdue Extension, Truthoughts, and youth programs, such as Yar and Teen Court. An additional group of students attend another 3 hour education session that is offered in the afternoon.

The underlying motivation for the Skill Building Program is to keep delinquent and pre-delinquent youth engaged in structured academic and social services to prevent further delinquency.

2) Overview:

The program operates with 15 Plato secondary education credit recovery licenses, which are maximized by dividing them up into 4 groups. Group A attends education sessions from 8:30-noon, supervised lunch from noon-12:45 pm, and afternoon programming from 12:45-2:45 pm. Group B attends afternoon education sessions from 1-4 pm. Group C works from home from 4:30-6:30 pm and Group D work at home from 6:30-8:30 pm, with the later two groups scheduling time to come in and have their tests proctored by the classroom teacher.

The program is operated with very strict classroom requirement, but also is incentive based. After the students recovers their first credit they earn a sling-backpack, their second credit they get to sit in a padded business office chair, 3rd maybe a ice cream cone or cheeseburger (whatever donations we have) and the 5th is their school of legal settlements t-shirt, 8th is a ball cap from their school. The student's school of legal settlement retains jurisdiction over the student and the school is the entity that actually confers the credits recovered, as well as issues the High School Diplomas earned.

3. Review of charts

The first year (June 10" to Mar 11") is somewhat artificial in the report as it included summer school attendance, which is also the only year we have been able to provide summer school. However, referrals from the second to third year are clearly down. This is our 4th year and we have several open seats at this time. I am not sure if this is a sign that the program is no longer needed in the community.

However, you can see that the overall numbers of total credits recovered the first 3 years was 724. Total students attending is 259, and total students graduating high school that may otherwise not have is 14. Actually, we have had an additional 3 students that meet the requirement to graduate since our 4th year has began; making a total of 17 high school graduates.

4. What is on the horizon?

(1) When we began the program we did not have a school hot lunch program, students were to bring their lunch. However, so many students arrived everyday to school with no lunch, that we had to do something different. So, we partnered with Crawfordsville School Corporation and we are now a part of the National School Lunch Program (and all of our kids are either on free or reduced lunches). What we have noticed as we have continued to run the program is that there are several kids that leave school on Friday and they don't eat anything, or they eat very little, until the return to school on Monday. So, now we are beginning to research how we might be able to provide a successful weekend backpack food program for those most in need families.

(2) Secondly, we are ready to transition the program to a youth service providing agency within the community. We stand firm in our believe that Montgomery Counties at-risk and high-risk youth population is in fact, one population, with many different youth serving agencies attempting to reach them. If we combined efforts we should be able to reduce administrative costs and maximize service delivery.



MEMORANDUM

TO: Superintendents and Principals
FROM: Catherine Danyluk, Chief State Attendance Officer
DATE: July 1, 2013
RE: Updated Attendance Guidelines

The Indiana Department of Education (IDOE) has updated the Attendance Guidelines memorandum.

Rationale:

Pursuant to I.C. 20-33-2-3.2, "'attend' means to be physically present: (1) in a school; or (2) at another location where the school's educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered."

Currently, school districts locally define "excused" and "unexcused" absences. The lack of state-level guidance on this issue has led to discrepancies in the ways that excused and unexcused absences are defined and reported. In some cases, school districts have adopted policies that define excused and unexcused absences (and attendance in general) in such a way that the school's attendance rate is artificially inflated. In other cases, school districts have defined "absence" in such a way that their attendance rate is artificially deflated, thus negatively affecting their AYP ratings.

Although school corporations are not required to count excused and unexcused absences in the same way, below are some recommended policies for excused and unexcused absences.

Recommendations:

Habitual Absence

Under I.C. 20-33-2-25, the "Superintendent or an attendance officer having jurisdiction **shall** report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court **or the department of child services**. The intake officer or the department of child services shall proceed in accord with IC 31-30- through IC 31-40."

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16 AUGUST 2013
EXHIBIT G*

Indiana Department of Education

Indiana State Capitol • 200 W Washington Street, Room 225 • Indianapolis, IN 46204

Additionally under I.C. 20-33-2-14, the "governing body of each school corporation shall have a policy outlining the conditions for excused and unexcused absences. The policy must include the grounds for excused absences required by Sections 15 through 17.5 of this chapter or another law. Any absence that results in a person not attending at least one hundred eighty (180) days in a school year must be in accordance with the governing body's policy to qualify as an excused absence."

Effective July 1, 2013, SEA 338 amends IC 20-20-8-8. Habitual truancy includes students absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school. Chronic absenteeism includes students absent from school for ten percent (10 percent) or more of a school year for any reason.

Excused Absences

Excused absences are defined as absences that the school corporation regards as legitimate reasons for being out of school, as included in the school policy. These could include:

- Illness verified by note from parent/guardian
- Illness verified by note from Physician
- Family funeral
- Maternity
- Military Connected Families (e.g. absences related to deployment and return)

Unexcused Absences

An unexcused absence is any absence not covered under the definition of excused or exempt.

Exempt

Under certain circumstances, the law requires the school to authorize the absence and excuse of a student: serving as a page or honoree of the General Assembly (IC 20-33-2-14); serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15); when subpoenaed to testify in court (IC 20-33-2-16); serving with the National Guard for no more than 10 days (IC 20-33-2-17); or serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2). In each of these circumstances, the student is excused from school and is not to be recorded as absent, and is not to be penalized in any way by the school. The governing body of a school corporation may authorize the absence and excuse of a student who attends any educationally related non-classroom activity if the activity is consistent with and promotes the educational philosophy and goals of the school corporation; facilitates the attainment of specific educational objectives; is part of the goals and objectives of an approved course or curriculum; represents a unique educational opportunity; cannot reasonably occur without interrupting the school day; and is approved in writing by the school principal. (IC 20-33-2-17.5) Certain school trips fall under this exception, as well as individual student absences. Students have been excused from attendance to participate in various academic bowls, band or orchestra trips, for attendance at local, state, or federal government proceedings, or to hear various public speakers or performers. To review this statute in its entirety, refer to: <http://www.in.gov/legislative/ic/code/title20/ar33/ch2.html>.

For additional information, contact Catherine Danyluk, Chief State Attendance Officer, 317/232-9150 or cdanyluk@doe.in.gov.

Purpose

The purpose of this data collection is to gather student expulsion and suspension information as a form of disciplinary action. This data is used for State and Federal Reporting.

Audience

This is a required collection for:

- ✓ Public schools
- ✓ Charter schools
- ✓ State Operated Schools (Indiana School for the Blind and Indiana School for the Deaf)
- ✓

Collection Year: 2012-2013

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POSITIONAL FORMAT 5

XML FORMAT..... 5

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Instructions

During the collection period report those students expelled or suspended during the current academic year, July 1, 2012– June 30, 2013 for your corporation 180 day academic year. Report each student from the school in which the student was expelled or suspended. If a student was expelled or suspended more than once in a school year, report each expulsion and each suspension separately. The required data should be collected, combined into a file, and submitted to the Department of Education through the Application Center. The file may be any of the formats contained in this document and must contain all the fields in the order described.

Collection Window

When a collection closes and the data are considered final by the state, no corrections or additions are allowed.

The required **collection period** will begin on **February 4, 2013**, and last until **August 4, 2013**, which is the **final** date for submission. During this time you are required to submit the data, review the processing results for errors and accuracy of submission.

The **required clean-up/sign-off** period will begin on **August 5, 2013** and ends on **September 6, 2013**. The Expulsion and Suspension Reports are provided under Data Verification > Reports > Expulsion Suspension and should be reviewed by the responsible person(s). If there are any errors or inaccuracies you may correct your data file and transmit the file again until the end of the day on September 6, 2013. Alternately, you will have an Input Form to enter data by student in the Application Center under Data Transfer > Input Forms > Expulsion/Suspension.

Note: Any suspension or expulsion involving handguns, rifles, shotguns or other firearms (reason codes 04, 05 or 06) will require the description of the firearm used to be reported. The **Firearm Verification Form** will be available in the Application Center under Data Verification. Length of expulsion for firearms is one year; any modified days of expulsion for firearms will also be **required** on the verification form.

When a collection closes and the data are considered final by the state, no corrections or additions are allowed.

Expulsion and Suspensions Data Layout

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
1 A	School Number	4	State Assigned School ID Required Field: Yes	School building number from where the student was suspended or expelled.
2 B	Student Test Number (STN)	9	Official Student Test Number (STN) assigned to student. Required Field: Yes	Nine (9) character Student Test Number (STN)
3 C	Grade Level	2	Allowable values are: PW= Pre-School Ages 0-2 PK = Pre-Kindergarten KG = Kindergarten 01 = Grade 1 02 = Grade 2 03 = Grade 3 04 = Grade 4 05 = Grade 5 06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12 13 = Grade 12+/Adult Required Field: Yes	Grade 13: These may be students who received <i>Certificates of Completion</i> or <i>Course Completion</i> and who have returned for further education and to possibly earn a regular or other diploma. These may be special education students who return for further education after their intended graduation year. Adult students attending Adult Education Programs and being reported to Adult Education should not be reported.
4 D	Type of Expulsion or Suspension	1	Allowable Codes are: 1 = In-School Suspension 2 = Out-of-School Suspension 3 = Expulsion Required Field: Yes	In-School Suspension: Student is removed from an assigned class or activity to another setting within the school in order to maintain an orderly and effective educational system. See Important Note Section for more information.
5 E	Beginning Expulsion or Suspension Date	8 or 10	First day of suspension or expulsion. Allowable Date Formats Are: MMDDYYYY and MM/DD/YYYY Where MM = Month (01-12) DD = Day (01-31) YYYY = Year (2012-2014) Required Field: Yes	Dates will be checked to ensure valid calendar dates.
6	Ending Expulsion or Suspension Date	8 or 10	Last day of suspension or expulsion. Allowable Date Formats Are: MMDDYYYY and MM/DD/YYYY Where MM = Month (01-12)	Dates will be checked to ensure valid calendar dates.

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
F			DD = Day (01-31) YYYY = Year (2012-2014) Required Field: Yes	
7	Length of Expulsion or Suspension (# of Days)	5	Total number of instructional days, including days that carry over into the next school year that the student was expelled. OR Total number of instructional days suspended during beginning date/ending date period. Allowable Formats Are: NNN Whole number (1-365) Required Field: Yes	Total days of expulsion, including days that carry over into the next school year: Students suspended or expelled any portion of the day is counted as 1 full day. Note: this field intentionally left at length of 5.
8	Reason for Expulsion or Suspension	2	Allowable Codes are: 1-7, 9-17 01 = Alcohol 02 = Drugs 03 = Deadly Weapons (other than firearms) 04 = Handguns (includes BB/Pellet Gun) 05 = Rifles or Shotguns (does not include BB, Gas or Spring-loaded guns) 06 = Other Firearms 07 = Tobacco 09 = Legal Settlement – I.C. 20-33-8-17 10 = Other 11 = Fighting – Incident does not rise to the level of Battery. 12 = Battery – Student knowingly or intentionally touches another person in a rude, insolent, or angry manner causing or intent to cause bodily injury I.C.35-42-2-1 13 = Intimidation – Communicating a threat with the intent that the other person engage in conduct against their will or be placed in fear of retaliation. I.C.35-45-2-1 14 = Verbal aggression or profanity 15 = Defiance 16 = Attendance 17 = Destruction of Property	Codes 04, 05 and 06 will require further identification in the Application Center under Firearm Verification. Code 04 = Handguns include: <ul style="list-style-type: none"> • BB/Pellet Gun-Gas/Spring-loaded • .22 Pistol/Revolver • .25 Pistol • .32 Pistol/Revolver • .357 Magnum • .38 Special Revolver • .380 Pistol • 9MM Pistol • .44 Magnum Revolver • .40 Pistol/Revolver Code 05 does not include BB gun, Gas or Spring-loaded Code 06 = Other Firearms include: <ul style="list-style-type: none"> • Starter gun/weapon which will or may readily be converted to expel a projectile by the action of any explosive. • The frame or receiver of a starter gun/ weapon which will or may readily be converted to expel a projectile by action of any explosive. • Rocket having a propellant charge of more than four ounces. • Missile having an explosive or incendiary charge of more than one-quarter ounce. • Mine or similar device. • Any weapon which will or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. • A combination of parts either designed or intended for use in converting any device

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
H				<p>into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.</p> <ul style="list-style-type: none"> • Firearm muffler or silencer • Pipe Bomb • Bottle Bomb • Molotov Cocktail • M-120 • M-80 • Black Powder (Pycadex) • Taser (fires a projectile attached by wire) • Grenade <p>08 = Code no longer used</p> <p>10 = Other</p> <ul style="list-style-type: none"> • Ammunition/Bullets (no gun) • Paintball Gun • Air Soft Gun <p>15 = Defiance</p> <ul style="list-style-type: none"> • Refuse to bring books to class
9	Services Provided During Removal	1	<p>Was the student that was <u>removed from school</u> provided services during the term removal?</p> <p>Allowable Codes are:</p> <p>1 = Referred, did not receive services for the entire length of the removal. 2 = Referred but refused services. 3 = No services provided. 4 = Referred and received services throughout the term of removal.</p> <p>Required Field: Yes</p>	<p>Codes 1-4 are for Expelled or Out-of-School Suspended Students only.</p> <p>Blank or Not applicable for in-school suspended students.</p>
10	Special Education Participant	1	<p>Does the student have an individualized education plan (IEP)?</p> <p>Allowable Codes are: Y = Yes N = No</p> <p>Required Field: Yes</p>	<p>The student is officially considered to be participating in a Special Education Program.</p>

Definitions:

(1). **In-School Suspension:** Student is removed from an assigned class or activity to another setting in order to maintain an orderly and effective educational system. During this removal to another setting, the suspension must meet the definition of "instructional time," pursuant to IC 20-30-2-1. Instructional time is time in which students are participating in an approved course, curriculum, or educationally related activity under the direction of a teacher. Instructional time includes a reasonable amount of passing time between classes within a single school building or on a single school campus, but does not include lunch or recess. If the instruction provided to a student who is suspended meets the definition of instructional time, the suspension should be counted as an in-school suspension. If instruction provided to a student who is suspended **does not** meet the definition of instructional time, the suspension should be counted as an out-of-school suspension.

(2). **Detention:** Student experiences disciplinary action at a time other than during instructional time (e.g., before school, after school, and weekends) in order to maintain an orderly and effective educational system. Because such actions do not occur during instructional time, detentions are not counted on the DOE-ES report.

(3). A student can be suspended while waiting on the hearing to determine expulsion.

IC 20-33-8-23 The superintendent or the person designated by the superintendent under section 19(a) of this chapter may continue suspension of a student for more than the ten (10) school day period of the principal's suspension and until the time of the expulsion decision under section 19 of this chapter if the superintendent or the designated person determines that the student's continued suspension will prevent or substantially reduce the risk of:

(1) interference with an educational function or school purposes; or

(2) a physical injury to the student, other students, school employees, or visitors to the school.

However, a student may not be suspended from school pending a meeting on a student's proposed expulsion if the expulsion is ordered under section 17 of this chapter. As added by P.L. 1-2005, SEC. 17.

Note: Students who are suspended while waiting an expulsion hearing and then expelled for the same incident should only be reported for the incident once. A student in this situation should be reported as expelled with the beginning date (Field 5) of the expulsion as the first day the student was suspended while waiting for the expulsion hearing.

Common Scenarios

The following section contains several likely scenarios pertaining to expulsions and suspensions and a description of how they would be reported.

Scenario #1: Student Placed in Alternative Program in Lieu of Expulsion

Scenario: The student's behavior would normally result in an expulsion, but in lieu of expulsion, the student is placed in an alternative education program.

Reporting Result: The student is not reported on the DOE-ES. In instances where a student is attending an alternative education program in lieu of expulsion, students are not reported on the DOE-ES. However, if a student is expelled and attends an alternative education program in order to be provided educational services during an expulsion, the student should be reported on the DOE-ES.

Scenario #2: Student in Special Education is placed in an Interim Alternative Educational Setting (IAES)

Scenario: The student has an IEP and committed an act that resulted in an immediate placement to an interim alternative educational setting pending a suspension or expulsion in order to continue the student's educational program and address the problem that resulted in the suspension or expulsion.

Reporting Result: The student is reported on the DOE-ES as having an expulsion (Field 4). The student should be coded as "Yes" in Field 11 to indicate that the student was placed in an interim alternative education setting.

Scenario #3: Incident Number involving multiple students

Scenario: The incident the student was expelled for was a group incident involving more than two students.

Reporting Result: The incident is assigned a number and the same number is reported on each student expelled. If five students were expelled five (5) records are submitted with the same incident number.

Scenario #4: Incident Number

Scenario: The incident the student was expelled for was a conflict involving only two students. This is a new incident for this school.

Reporting Result: The incident number is assigned and reported on both students involved. **The number must be unique to the incident and not the student.** For incidents involving one student, another new incident number should be assigned. Do not report students with the same incident number unless they were involved in the incident together (scenario #3).

Scenario #5: Student suspended for one-half day.

Scenario: The student that is suspended was in attendance for one-half (1/2) day.

Reporting Result: Suspensions (and expulsions) are reported as whole days, while attendance can be reported in half-day increments. A student suspended any portion of the day is counted as 1 full day on DOE-ES. When reporting DOE-AT a student in attendance during any part of the day, up to and including one-half (1/2) of the day may be counted on one-half (1/2) day on attendance. A student in attendance more than one-half (1/2) of the day may be counted as one (1). DOE-ES and DOE-AT are two separate collections of data and will not match one for one for students suspended.

Frequently Asked Questions

REPORTING REQUIREMENTS

1. **Q. Which corporations should submit the Expulsion and Suspension data collection (DOE-ES)?**
 - A. The DOE-ES is a required collection for all public school corporations, charter schools, the Indiana School for the Blind and the Indiana School for the Deaf.
2. **Q. My school corporation does not have any expulsions or suspensions to report. Does my school corporation still have to submit the DOE-ES?**
 - A. Yes, all school corporations must submit the DOE-ES. The report has a "No records" option that should be selected and then submitted if you do not have any expulsions/suspensions. In this instance, you should go to Data Verification > Collection Management to report no records.

IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION and DETENTION

1. **Q. What constitutes an in-school suspension?**
 - A. An in-school suspension occurs when a student is removed from an assigned class or activity to another setting for any length of time, in order to maintain an orderly and effective educational system. During this removal to another setting, activities that occur during the suspension must meet the definition of "instructional time," pursuant to IC 20-30-2-1. Instructional time is time in which students are participating in an approved course, curriculum, or educationally related activity under the direction of a teacher. If the instruction provided to a student who is suspended meets the definition of instructional time, the suspension should be counted as an in-school suspension and the student should be counted in attendance.

Students with disabilities must also receive the special education and related services specified in the student's IEP. If a student with disabilities receives both instruction and the services outlined in his or her IEP during the in-school suspension, the suspension does NOT constitute a day of removal under 511 IAC 7-44-1. If a student with disabilities does not receive BOTH instruction and the services outlined in his or her IEP during the in-school suspension, the suspension IS considered a day of removal and should be reported as such on the DOE-RT (Real Time) and DOE-AT (Attendance).

2. **Q. What constitutes an out-of-school suspension?**
 - A. An out-of-school suspension occurs when instruction is not provided to a student or when instruction in the general education curriculum does NOT meet the definition of "instructional time," pursuant to IC-20-30-2-1, during a student's removal to another setting (even if that setting is located within the school building or corporation). Instructional time is time in which students are participating in an approved course, curriculum, or educationally related activity under the direction of a teacher. Even if the student is still located in a school corporation building, but the school or corporation determines that the suspension did not meet the definition of instructional time, the suspension is an out-of-school suspension and the student should not be counted in attendance. **Homework does not** meet the criteria for "instructional time".
3. **Q. What is the difference between a detention and suspension?**
 - A. A detention is when a student experiences a disciplinary action at a time other than during instructional time (e.g., before school, after school, and weekends) in order to maintain an orderly and effective educational system whereas a suspension (either in-school or out-of-school) occurs during the regular school day. Because detentions do not occur during instructional time, they are not counted in reports to the state.
4. **Q. How do I report a student that is serving an in-school suspension but is not receiving instruction from a licensed teacher or certified substitute?**

- A. In order for a suspension to be counted as an in-school suspension, the suspension must meet the definition of "instructional time" (see question # 3). It is the responsibility of the school or corporation to interpret the definition of "instructional time" and determine if the suspension should be counted as in-school or out-of school.
5. **Q. *Our school has a student who is being sent to another school as a disciplinary action for a couple of Saturdays in a row. When we send a student there during the regular school week, we call this an in-school suspension. Since this disciplinary action is occurring outside of school hours, is it considered a detention rather than a suspension? As a detention, we do not need to report it, correct?***
- A. That is correct; because the disciplinary action is occurring outside of school hours, it is considered a detention, not a suspension. As a detention, you will not need to report it.
6. **Q. *If a student is removed from the classroom and is getting homework, is this an in-school suspension?***
- A. For general education students, it is a local decision, made by the school or corporation, to determine whether or not working on homework during a suspension is considered an in-school or out-of-school suspension. It is the responsibility of the school or corporation to interpret the definition of "instructional time" (see question #1 in this section) and determine if the suspension should be counted as in-school or out-of school. If the school or corporation decides that this meets the definition of "instructional time," then the student should be reported as having an in-school suspension. If the school decides that this does NOT meet the definition of "instructional time," then the student should be reported as having an out-of-school suspension.

For students with disabilities, working on homework is not sufficient to consider the student serving an in-school suspension (see question #1 in this section). If a student with an IEP is removed from the classroom and is merely provided homework, the student should be reported as serving an out-of-school suspension because this does not meet the definition of an in-school suspension for students with disabilities.

7. **Q. *We have a few students who are removed from their normal classroom setting for disciplinary reasons for 1 or 2 hours. This does not constitute a half-day, so should this information be reported as in-school suspensions? If not, then how should it be reported?***
- A. Regardless of the amount of time outside of the normal classroom, if removal to another setting is the result of disciplinary action, the incident is considered a suspension. If the student receives instruction during the time he or she is removed from the regular classroom, the school or corporation must decide if the suspension meets the definition of "instructional time" (see question # 1 in this section). If the school or corporation decides that this meets the definition of "instructional time," then the student should be reported as having an in-school suspension. If the school decides that this does NOT meet the definition of "instructional time," then the student should be reported as having an out-of-school suspension.

LENGTH and DATES of EXPULSIONS and SUSPENSIONS

1. **Q. *Our school corporation has a student who was suspended for more than 10 days due to waiting on an expulsion hearing. How should this student be reported on the DOE-ES?***
- A. The manner in which the student should be reported depends on whether or not the decision made at the expulsion hearing was to expel the student. If the student was not expelled, then the student should be reported as suspended for the length of time he or she was suspended leading up to the expulsion hearing. If the decision made at the expulsion hearing was to expel the student, then the student should *only* be reported as expelled. The suspension leading up to the expulsion should be counted as time that the student was expelled. The student should **NOT** be reported as both suspended and expelled.
2. **Q. *A student is expelled for reason code 16 (legal settlement). How do we report the begin date and the end date?***
- A. You will report the begin date as the day the student was last in attendance at your school. The end date will be reported as your last day of school for the year. If the student moves into your school corporation boundaries and returns to school, then count the last day of the expulsion as the day before the first day the student returns.
3. **Q. *How do we report a student who was suspended during summer school? Do we count the student on this year's DOE-ES or next year's report?***
- A. You will report the student according to your academic year. For example, if you included summer school of 2013 as part of your 2012-13 academic school year, then you will report the incident on the 2012-13 DOE-ES. If you consider summer school of 2013 as part of your 2013-14 school year, then you will wait to report the incident until the 2013-14 reporting period for the DOE-ES.
4. **Q. *We have a student who was suspended through 02/21/2013 but moved to another school on 02/20/2013. Should I change the suspension dates and the withdrawal date back to 02/19/2013?***
- A. No, the student's move should not change the length or end date of the suspension. The student's enrollment, however, should end the day before the student starts at another school.

5. Q. ***If an expulsion or suspension is carried over to the next year, should we report the student on multiple years of ES?***
- A. No, both expulsions and suspensions should be reported on the DOE-ES only for the reporting year in which the disciplinary action was imposed on a student.
6. Q. ***We had a student who was expelled for 30 days at the end of the 2011-2012 school year; however, at the time of the expulsion, there were only 10 days left in the year. We reported the student on the 11-12 DOE-ES report. It was determined at the beginning of the 2012-2013 school year that the student could come back to school on a behavior contract. After a few days, the student violated the behavior contract and the remainder of the expulsion was put into effect. Would we report this student on the 2011-2012 ES report? In other words, should we consider this a new discipline incident?***
- A. No. The original expulsion was put into effect in the 2011-12 school year. Although the student was allowed to come back to school in 12-13 and then was removed from school again, the removal was still a result of the original expulsion, which occurred in 2011-12. This is not a new discipline incident **and will not be reported for the 12-13 school year.**

REMOVAL TO AN ALTERNATE SETTING AND SERVICES PROVIDED DURING REMOVAL

1. Q. ***What is an interim alternative education setting (IAES)?***
- A. An interim alternative education setting is applicable only to students with an IEP. An interim alternative education setting is the student's placement when the school removes the student from the student's IEP identified placement as the result of: (1) suspensions for more than ten (10) cumulative instructional days that do not constitute a change of placement; (2) a case conference committee decision that services during the period of suspension or expulsion should be provided in a particular setting; (3) the setting into which the school places a student for up to forty-five (45) instructional days as the result of an offense involving weapons, drugs, or serious bodily injury. In an IAES, the student continues to receive special education services.
2. Q. ***What is the difference between an interim alternative education setting and an alternative education program?***
- A. An interim alternative education setting generally refers to the student's placement when, in certain disciplinary situations, the student is removed from the student's IEP identified placement (see question #1 of this section). An alternative education program is a state-approved program designed to meet the needs of eligible students who are at-risk of academic failure because of one or more of the following reasons: the student intends to withdraw or has withdrawn from school before graduation; the student has failed to comply academically and would benefit from instruction offered in a manner different from the manner of instruction available in a traditional school; the student is a parent or expectant parent and unable to attend the traditional school program; the student is employed and employment is necessary for support and interferes with a part of the student's instructional day; or the student is disruptive (as defined in IC 20-10.1-4.6-1.6). Field 11 of the DOE-ES only refers to special education students in an interim alternative education setting.
3. Q. ***We have a general education student who was expelled and then referred to an alternative education program for services a few hours a day. How would I report this student on the ES report?***
- A. In these types of situations, if a student was expelled and then referred to an alternative education program for services, then the student should be reported as expelled and also reported using the appropriate code in Field 9 (Services Provided During Removal). Field 9 asks a school corporation to determine whether a student was referred for services and whether or not a student received or refused services. However, if a student is referred to an alternative education program *in lieu of expulsion* and was never actually expelled, the student should not be reported on the DOE-ES.
4. Q. ***We have a special education student who was expelled for more than 10 days. Our school continued to provide services to this student (as per the law) during the period of expulsion. How do we report this student on the ES report?***
- A. This student should be reported as expelled (Field 4) and as a special education student (Field 10). Under Field 9 (Services Provided During Removal), the student should be coded as 4 (Referred and received services throughout the term of removal). Please also indicate in Field 10 whether the student was referred to an interim alternative educational setting prior to the expulsion (see question #1 of this section).
5. Q. ***If an expelled special education student is referred to an alternate setting for services and completes the term of expulsion in the alternate setting, do we report the student on the ES report?***
- A. Yes, the student should be reported on the ES report. Special education students who are expelled are required by law to receive educational services. However, these students are still expelled.
6. Q. ***Our corporation has some students who were expelled later in the 12-13 school year for the remainder of the year. These students were referred to our alternative school for the 13-14 school year. How should these students be reported?***

- A. You will report a record for the 12-13 school year for the amount of time that each student was expelled. However, if the students were referred to an alternative education program *in lieu of expulsion* and were never actually expelled, the students should not be reported on the DOE-ES at all.

OTHER SPECIFIC REPORTING QUESTIONS

1. **Q. If a student is expelled from 02/03/2013 through 03/03/2013 but does not return to school, what should this student's withdrawal date be?**

A. You will report the student on the DOE-ES and on the DOE-RT (Real Time). The withdrawal date will be the first day after the student completed the expulsion (03/04/2013).
2. **Q. If a student was suspended and then expelled should the DOE-ES records have the same incident number?**

A. If the student was suspended and then expelled for the same incident, the student should only be reported as having been expelled (see question #1 under Length and Dates of Expulsions and Suspensions).
3. **Q. We have a student that was suspended for 5 days, 2 days were in-school and 3 days were out-of- school. How do we report this?**

A. Submit 2 records, one record for the in-school suspension and one record for the out-of-school suspension. Use the same incident number for both records.

References

Indiana Code Requirements:

Students with firearms on school property require that the student be expelled.

IC 20-19-3-4 House Enrolled Act No. 1794

IC 20-33-8-16 Possession of firearms, deadly weapons, or destructive devices

IC 20-33-8-17 Legal Settlement

IC 20-33-8-23 Suspension pending expulsion decision

IC 35-41-1-8 Deadly weapon

IC 35-47.5-2-4 Destructive device

20 U.S.C. 1415 Students with disabilities who possess a firearm on school property

Document Change History

Version Number	Change History
05.23.13	Updated XML format
01.30.13	Collection dates updated
	Start of 12-13 Collection
01.20.12	Collection dates updated
12.12.11	Changes for posting to Learning Connection
	Start of 2011-12 Collection
03.23.11	Updated firearms descriptions (field 6)
03.17.11	Collection dates updated
	Start of 2010-11 Collection
06.09.10	Collection dates updated Changed notes on grade level code 13 to allow for special education students only Changed name of Field 9 to Services Provided During Removal; changed definitions for codes 1-3 and added code 4; changed instructions Changed name of Field 11 to Interim Alternative Education Setting for better compliance with federal reporting requirements; changed instructions Scenarios 1 and 2 changed Important Note section changed on In-School suspensions, incident number Comma delimited and positional values changed for replaced fields XML tags changed
	Start of 2009-10 Collection
06.24.09	Added PW to Grade level for consistent reporting between collections Collection dates updated Collection Window added

Version Number	Change History
07.03.08	Scenario #4 heading changed and reposted on 07.03.08 Updated collection dates and added sign-off dates. Removed trial period Changed layout from DOE-EXSU to DOE-ES Changed notes on field 8 Changed note section of field 12 Important note change on in-school suspensions without instruction Important note, added note on incident number for suspensions waiting on expulsion Scenario #3 changed
Start of 2008-09 Collection	
09.17.07	Independent Hearing Officer, field 11 changed for students expelled or suspended Important Notes number 4 changed
06.12.07	Added Pre Kindergarten to grade level Changed dates on Trial Period and Collection Period
03.29.07	Added scenario #5 ½ day suspensions
03.27.07	XML tag of Special Education corrected. XML tag of Grade instead of Grade Level Positional, comma delimited and XML format examples added
03.05.07	Field 7 format and note added for field length of 5 Data File Format positional and comma delimited, removed ½ days from example
01.30.07	Field 10 and Field 11 required statement changed for clarity.
09.13.06	Corrected Indiana Code for Legal Settlement, added to References. Important Note 3 additional information on suspension pending expulsion.
09.12.06	Two data collections, DOE-EX and DOE-SU were combined. Original posting
Start of 2007-08 Collection	

Coming to Terms with Attendance In Indiana

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CEEP CENTER FOR EVALUATION
& EDUCATION POLICY

COMMISSION ON EDUCATION
16 AUGUST 2013
EXHIBIT H



2011-12 Study Coalition Partners

- ✓ The Indiana Partnerships Center (sponsor of study)
- ✓ Center for Evaluation & Education Policy, Indiana University
- ✓ Marion County Commission on Youth
- ✓ Net Literacy
- ✓ Attendance Works, National Partner
- ✓ WFYI, American Graduate: Campaign Awareness Partner
- Funders: USA Funds and State Farm



2012-13 Awareness Campaign: Coalition for Missing School Matters Indiana



**The Indiana
Partnerships Center**

ENGAGE • EQUIP • EMPOWER



**CENTER FOR EVALUATION
& EDUCATION POLICY**



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence



NETLITERACY





Unpacking Attendance Terms

Average Daily Attendance

- **Definition:** The % of enrolled students who attend school each day
- **Answers:** What resources are needed to serve typical number of students who show up to school?

Truancy

- **Definition:** Typically refers only to unexcused absences and is defined by each state and sometimes LEA.
- **Answers:** How many/which students are skipping school and breaking the law?

Chronic Absence

- **Definition:** Missing 10% or more of school for any reason – excused, unexcused, etc.
- **Answers:** How many and which students are missing so much school they are academically at risk? Do we need to improve attendance in order to raise achievement?

Major Findings from Indiana Study

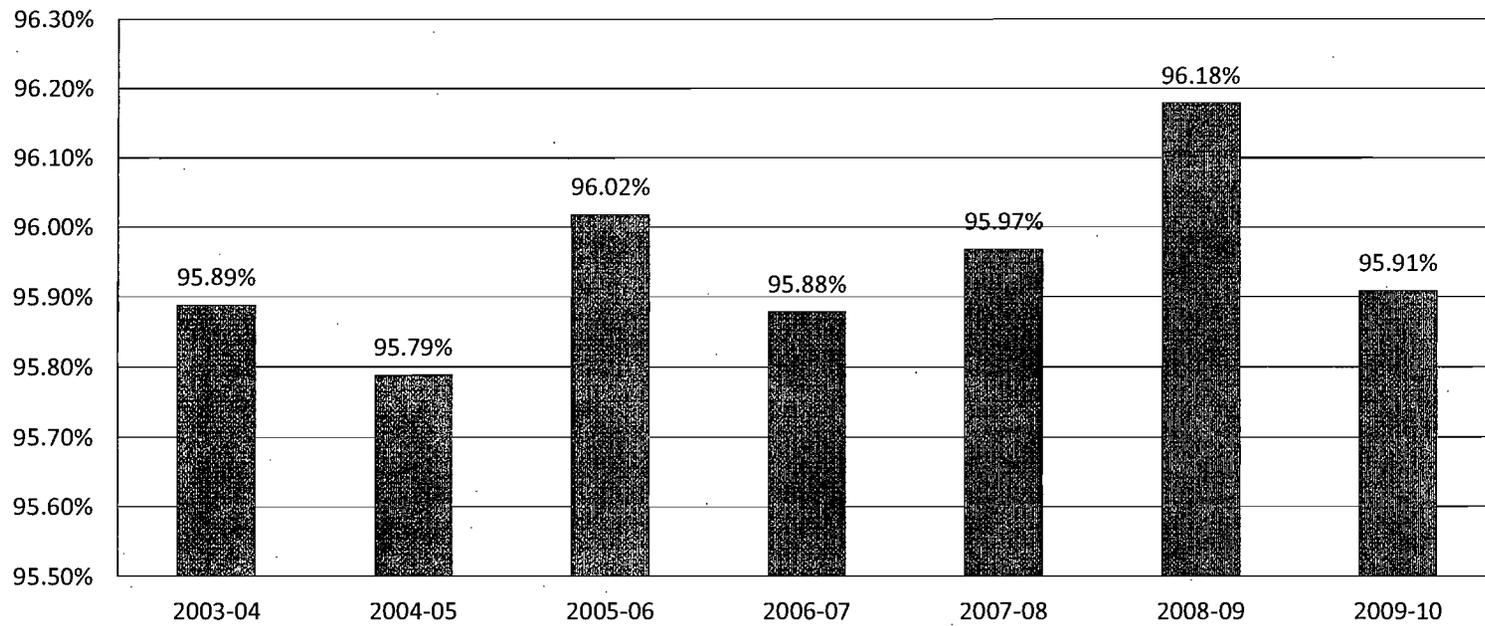
- 1. At-risk attendance and chronic absence are early warning signs of academic trouble and drop out for students of all ages and demographic backgrounds in Indiana.**
- 2. Available data shows that problematic attendance affects a significant number of Indiana public school students (55,000 students annually). Due to the exclusion of suspensions from attendance and absence data, this is likely to be an underestimate especially of older students.**
- 3. Chronically absent students are found throughout Indiana in all school settings regardless of school demographics or zip code. However, certain characteristics are associated with a higher prevalence of chronic absence.**

Major Findings

- 4. When looking at ADA, poor attendance is concentrated in approximately 220 of Indiana schools; Chronic absence can help identify especially challenged schools.**
- 5. Problematic attendance in Indiana is associated with higher levels of poverty.**
- 6. Chronic absence can be reduced when schools, communities and families work together to build a culture of attendance and remove barriers to school attendance.**

Chronic absenteeism has largely been maintained by a statewide ADA rate of 95-96%

Indiana's Attendance Rates



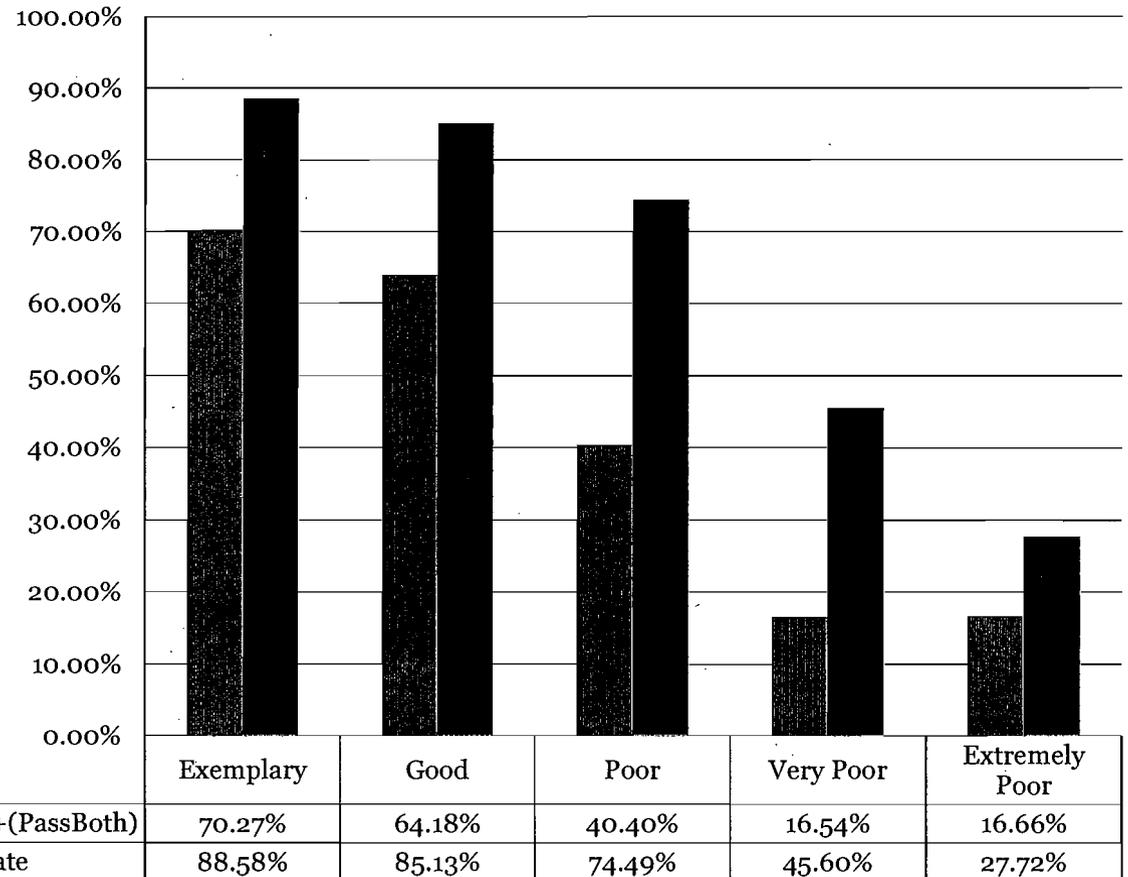
Sample of Indiana schools with significant chronic absence rates compared to ADA rates

Name	2010-11 % Chronic Absence	2009-10 Attendance Rate
High Schools		
School A	.52	82.1
School B	.40	87.6
School C	.36	86.9
School D	.26	86.3
Middle Schools		
School E	.43	*
School F	.27	91.9
School G	.15	94.8
Elementary Schools		
School H	.37	92.4
School I	.28	93.5
School J	.20	92.7
School K	.18	95.1

ISTEP+ and Graduation Rates for Schools by ADA Attendance Category (7-Year Average)

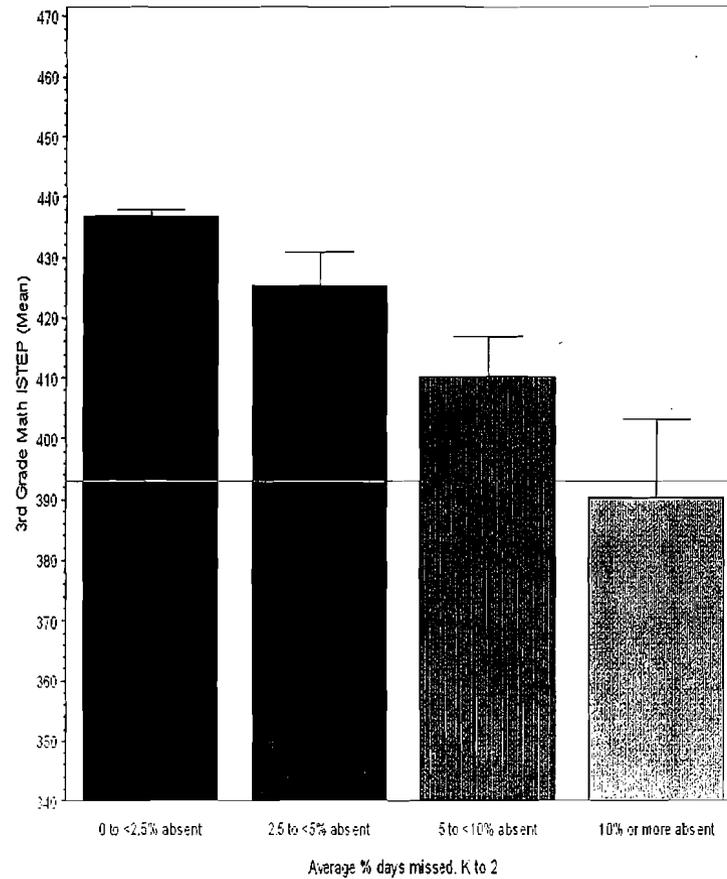
- Attendance has an impact at the school level.
- In Schools with Very Poor Attendance (ADA < 90%) only 45.6% of students graduated and only 16.5% passing the ISTEP+ tests.

ISTEP+ and Graduation Rates

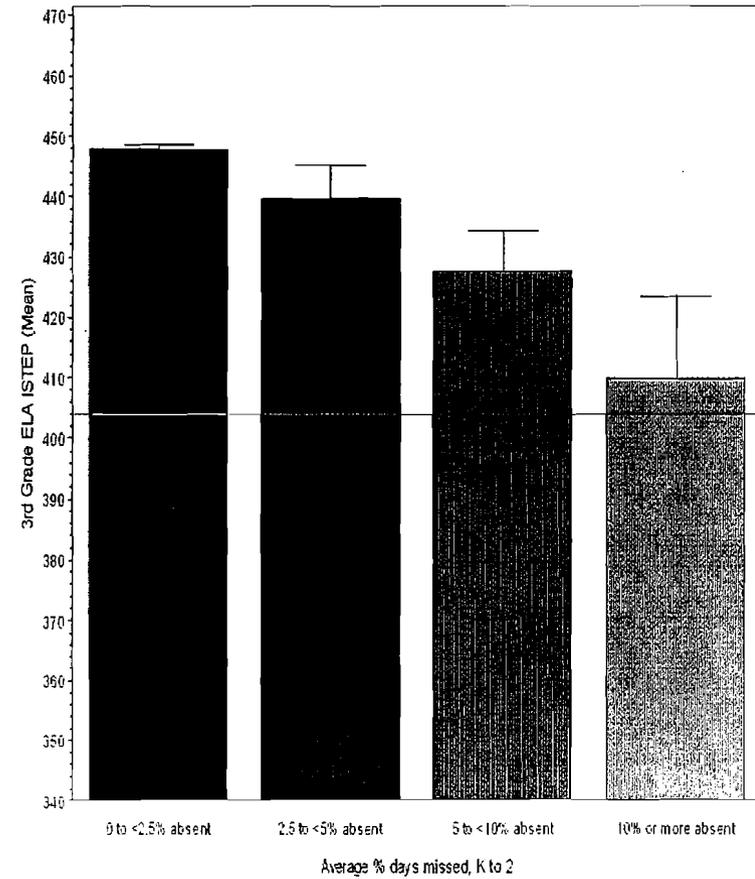


Indiana data confirms chronic absence is an early warning sign of academic trouble

Grade 3 ISTEP Math Scores vs. Attendance

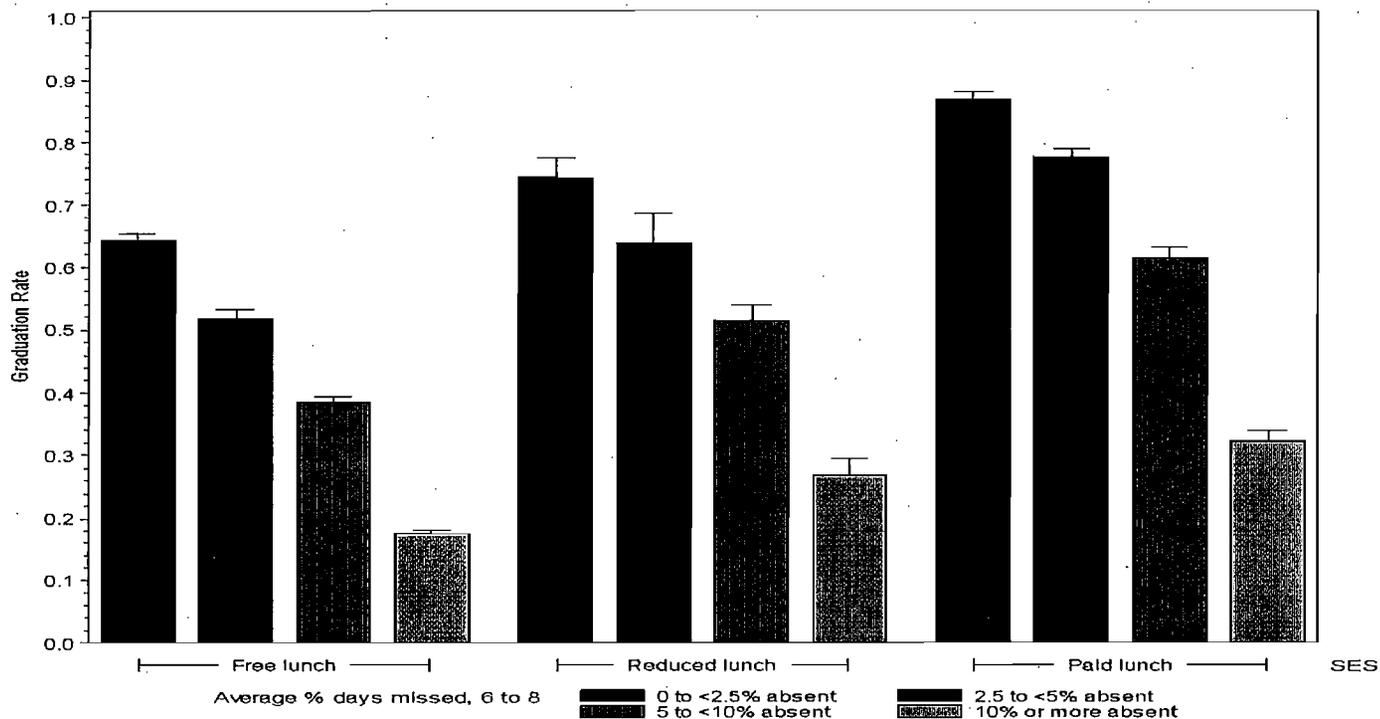


Grade 3 ISTEP ELA Scores vs. Attendance



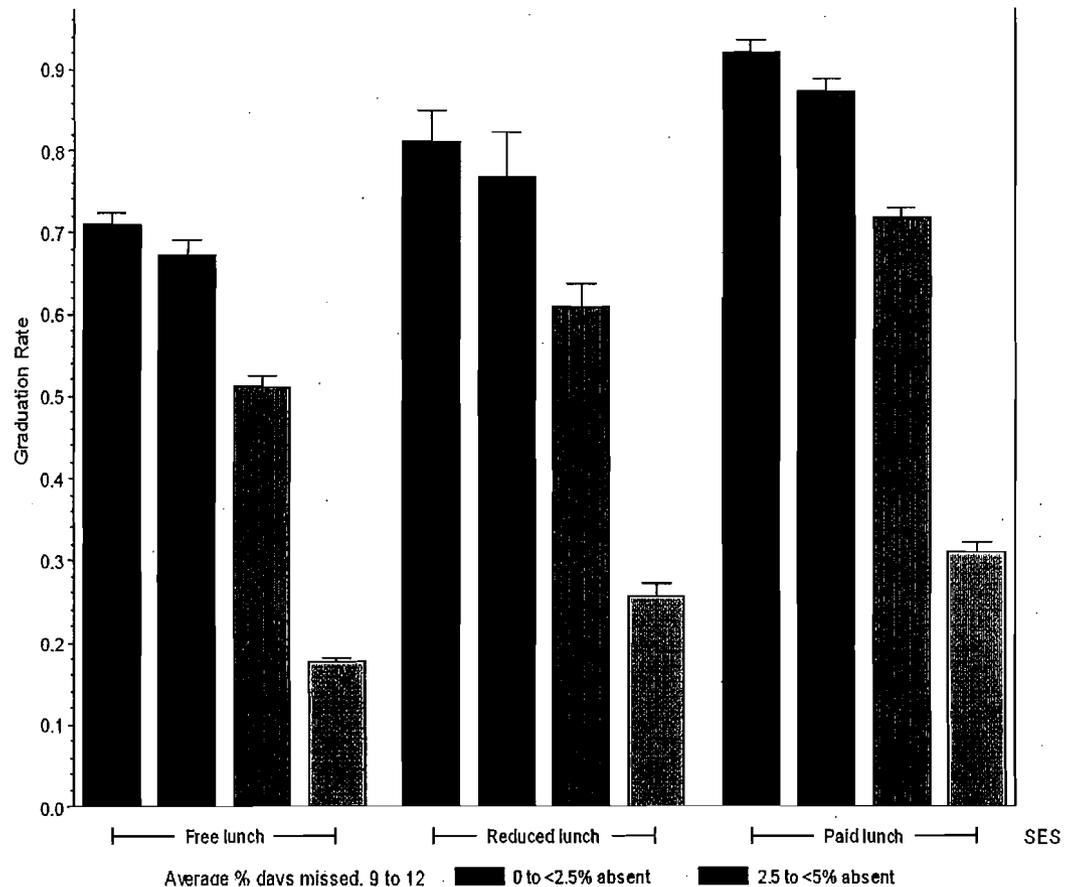
At risk & chronic absence in middle school predict lower rates of graduation across income levels

Grades 6-8 Graduation Rates by SES



Grades 9-12 Graduation Rates by SES

- Attendance matters for all SES Groups. For example, 93% of students not receiving FRL assistance and with good attendance graduated in the Class of 2010, while only 33% of students from that cohort group graduated if they were chronically absent.



Estimated levels of chronic absence are an underestimate due to the exclusion of suspensions. Better data is needed to compare across schools.

- ❖ In the 2010-11 school year a total of 81,403 students were suspended at least once and over half this number was generated in grades 7-10.
- ❖ These students accumulated a total of 412,816 days of suspension for an average of 5 days missed due to said suspensions.

Policy Recommendations Considered in 2013 via SEA 338

1. Adopt missing 10% or more of the school year for any reason as the definition of chronic absence. **PASSED**
2. Modify the statutory definition of chronic absence, which is 10 days of unexcused absences, to serve only as a definition of truancy (amend IC 20-33-2-11). **PASSED**
3. Change the policy and practice of excluding out of school suspensions (OSS) from attendance and absence calculations and reporting. Count days missed for an OSS as an excused absence; if receiving court supervision and educational services during the OSS then count as present. **NOT INCLUDED IN SEA 338**

Policy Recommendations (cont.)

4. Encourage districts to develop clear and consistent rules for defining excused v. unexcused absences by providing guideposts in statute via IC 20-33-2-14. **NOT INCLUDED IN SEA 338**
5. Identify chronic absence as an attendance measure to be tracked, reported, and monitored at the school, district, and state level. **PASSED**
6. Require school improvement plans to identify and address the educational needs of students who have been identified to be chronically absent or habitual truant from school. **PASSED**

2013 Survey of Superintendents on Court-Assisted Resolution or Diversion Programs

- » CEEP administered a survey of Indiana public school corporation superintendents between July 29 to August 9, 2013
- » Per SEA 338, identified the number and types of programs in place, the effects of the programs on students, and successes in reintegrating students into the classroom
- » 178 respondents of 290 superintendents (61.4% response rate)

1. Does your school incorporate the use of voluntary agreements with a local private juvenile jurisdiction in your county for delinquency and/or status offenses diversion or resolution programs, including alternative education programs?

#	Answer	Response	%
1	Yes	54	30.3%
2	No	124	69.7%
	Total	178	100%

School Corporation Profile

- » Of the 54 superintendents indicating the existence of a program, 38 reported school corporation profile information
- » Average ADM of 3,972 students per school corporation (range from 720 to 15,400 students)
- » 43.3% of students qualify for FRL program
- » Average length of program existence is 7 years with range from new program to 20 years

What locale type is your school corporation?

#	Answer	Response	%
1	Urban	4	11%
2	Suburban	13	34%
3	Town	5	13%
4	Rural	16	42%
	Total	38	100%

Number of students served per semester

- » Average number of students served per program per semester is 30 with range from 3 to 150 students

What are the primary objectives of your program? (Check all that apply)

#	Answer	Response	%
1	a. Diversion services to students in lieu of suspension or expulsion	32	80%
2	b. Resolution programs to provide supervision and educational services to students who are habitually truant from school or who have been suspended or expelled	28	70%
3	c. Alternative education programs with instruction by a licensed teacher	15	38%
4	d. Other: (Please describe)	1	3%

5. What are the primary features of the program?
 ((Check all that apply))

#	Answer	Response	%
1	Student counseling	24	60% (1)
2	Parent/family counseling	18	45% (3)
3	Academic advising	14	35% (5)
4	Credit recovery	17	43% (4)
5	GED or continuing education	8	20%
6	Subject-specific curriculum and instruction	19	48% (2)
7	Transportation	2	5%
8	Food service	5	13%
9	Other: (next slide)	10	25%

5. What are the primary features of the program?
(Check all that apply)

Other: (Please Describe)
alternate location for suspended students; not just at home
Maintaining existing subject requirements and participating in community service.
community service
One half day academic study and one half day community service. Parent transports and pays a fee to the court.
SOC-System of Care
Truancy only
Community Service
community service
Oversees assignments sent by classroom teachers. Behavior redirection. Community service.
wrap around family services

6. Who are the students served by the joint program? (Check all that apply)

#	Answer	Response	%
1	a. Students chronically absent (missing 10 percent or more of the school year for any reason)	16	40% (5)
2	b. Habitual Truants (10 days or more of unexcused absences)	24	60% (3)
3	c. Students who are at risk of suspension from school	19	48% (4)
4	d. Students who have been suspended from school	27	68% (1)
5	e. Students who are at risk of expulsion from school	27	68% (1)
6	f. Students who have been expelled from school	11	28% (6)
7	g. Other: (Please describe)	3	8% (7)

Goals of the Program

- 1) Promote parental involvement, responsibility, cooperation
- 2) Graduation/dropout prevention
- 3) Supervised services for suspended students
- 4) Continued educational services
- 5) Social supports
- 6) Improved attendance
- 7) Credit recovery
- 8) Avoid suspension
- 9) Deterrent to poor behavior/promote positive behavior
- 10) School/classroom reintegration

Average length of assignment/participations

- » Two semesters (3)
- » One semester (4)
- » Months (average 4.4 months for 5 respondents)
- » Weeks (average 15 weeks for 4 respondents)
- » Days (9.2 days for 15 respondents)
- » Hours (12-20 hours/1 respondent)

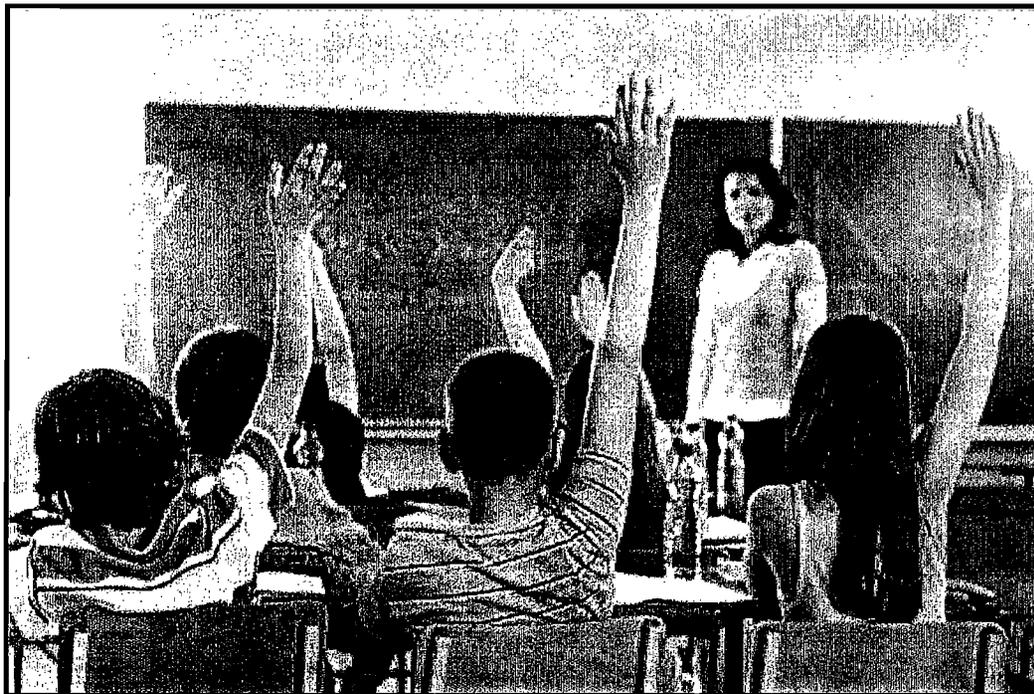
What percentage of standards assigned to the program are performed into the school's regular classroom setting after completion of the requirements of the program?

» Average = 85%

» Range = 30% to 100%

10. On a scale of 1 to 5, with 1 representing "Highly Ineffective" and 5 representing "Highly Effective," how effective do you think the program has been?

#	Answer	Response	%
1	Highly Ineffective	4	11%
2	Ineffective	0	0%
3	Neither Ineffective nor Effective	0	0%
4	Effective	21	55%
5	Highly Effective	13	34%
	Total	38	100%



Why does Addressing Chronic Absence Matter? What we know from practice and research



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence



Chronic Absence is a Hidden National Crisis

- Nationwide, as many as 7.5 million students 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.



What Causes Chronic Absence?

Discretion

Parents don't know attendance matters

School lacks a strong culture of attendance

Aversion

Child is struggling academically

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.



Schools + Communities CAN Make a Difference

Characteristics of Successful Attendance Initiatives

- Partner with community agencies to help parents carry out their responsibility to get children to school.
- Make attendance a priority, set targets and monitor progress over time.
- Examine factors contributing to chronic absence, especially from parent and student perspectives.
- Clearly communicate expectations to parents and students.
- Begin early, ideally in Pre-K.
- Combine universal strategies that create an engaged learning environment & build a culture of attendance with targeted interventions.
- Offer positive supports before punitive action.



Progression of Strategic Programs – broadly stated

- Monitoring and reporting chronic absence
- Universal prevention programs
- Early intervention programs
- Tiered and intensive interventions
- Court-assisted resolution programs



Next Steps on Technical Assistance Project with IDOE

- Review literature to identify effective strategies and best practices, i.e., “What works and doesn’t work” (including court-assisted resolution/diversion programs)
- Identify components to comprise a model chronic absence reduction plan for schools to consider, adopt or adapt
- Technical assistance research project will conclude in October and IDOE will launch new information as a feature on its website



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Indiana School Boards Association Policy Service Student Absenteeism and Excused/Unexcused Absences

The Indiana School Boards Association provides policy services to school boards on education issues, of which one is school attendance and student absences. ISBA examples of policies relating to student attendance on excused and unexcused absences are:

Example A

DEFINITIONS - Absences shall be classified as excused or unexcused in accordance with the following definitions:

- (a) **Excused Absences** - The student is absent from school by approval and/or consent of the assistant principal or his designee and/or Indiana law. Credit for classwork missed will be given provided all make-up is completed within five (5) school days of last absence.
- (b) **Unexcused Absence** - The student is absent from school without approval and/or consent of the assistant principal or his designee and/or Indiana law. Credit for classwork missed will be given provided all make-up is completed within five (5) school days of last absence.

The Superintendent in conjunction with each building principal shall annually review guidelines for the implementation of this policy. The Board will approve the guidelines annually prior to the start of each school year.

Legal Reference: 511 IAC 6-2-1(c)(12)

Commission on Education
16 AUGUST 2013
EXHIBIT I

Example B

EXCUSED ABSENCES: Excused absences and tardies are: (a) personal illness; (b) death in the immediate family; (c) home emergencies or other conditions where parents make arrangements which are approved by the principal; (d) exclusion because of exposure to contagious disease; and (e) exceptions as designated in the law. Excused absences are recorded.

Exceptions to compulsory attendance designated in the law and for which the student's absence is not to be recorded or penalty awarded (IC 20-8.1-3-18) are service as a page or as an honoree of the Indiana General Assembly, secondary school (high school) students service on the election board, or who help a political party or candidate on election day, appearance by subpoena in court, and ordered service on active duty in the Indiana National Guard (IC 20-8.1-3-18).

UNEXCUSED ABSENCES: All absences and tardies not designated as excused absences shall be considered as unexcused. (Examples of more common unexcused absences are work, missing bus, trips, car trouble, oversleeping, and truancy.)

Example C

Exempt Absences:

The following absences are exempt and, therefore do not count toward the nine-day limit:

1. Personal illness with a note from a doctor
2. Service as page in the Indiana Legislature
3. Serving as a poll worker on election day or helper to a political party or candidate
4. Death in the immediate family
5. Court appearances with subpoena
6. Absences due to medical or dental appointment (with doctor note)
7. School-sponsored field trips (student will be considered in attendance at school)

Whenever exempt absences are scheduled in advance, the student should notify all teachers in advance to arrange for make-up work.

Non-Exempt Absences:

All absences not designed as Exempt shall be considered as Non-Exempt. All Non-Exempt absences will count toward the nine-day limit.

Absences due to school disciplinary suspension will **not** count toward the nine-day limit.