Keeping Kids Healthy and In School

*How School-Based Health Centers Can Help Reduce Chronic Absence*
Webinar Housekeeping

- Everyone is in “listen-only” mode.
- Two listen options: phone or web (phone tends to be better!)
- Call in #: (415) 655-0003 access code: 661 916 368
- Type questions in "chat box" located in the sidebar to the right.
- If you are having technical difficulties please be sure to address the panelists and we will do our best to help you.
- The webinar is being recorded.
- Supporting materials will be available on our website within one week of this webinar. www.schoolhealthcenters.org
Introductions

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California School-Based Health Alliance

The California School-Based Health Alliance is the statewide non-profit organization dedicated to improving the health and academic success of children and youth by advancing health services in schools.

Our work is based on two basic concepts:

- Health care should be accessible and *where kids are*
- Schools should have the services needed to ensure that poor health is not a barrier to learning.
Join us in putting health care where kids are.

BECOME A MEMBER

By becoming a member of the California School-Based Health Alliance, you help us realize our goal of making school-based health care an integral part of the educational and health care systems.
Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- Advances better policy
- Nurtures proven and promising practice
- Promotes meaningful and effective communication
- Catalyzes needed research

Since our launch in 2010, we have become the nation’s “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org
What is chronic absence and why does it matter?
What is Chronic Absence?

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

Chronic absence is missing so much school for any reason that a student is academically at risk. California defines it as **missing 10% or more of school for any reason**.
Improving Attendance Matters

- **K-1st Grade**: Chronic Absence
- **3rd Grade**: Inability to read on grade level
- **Middle School**: Failing grades
- **High School**: More likely to drop out of high school
Student Attendance is Strongly Associated with Academic Success

**K-1st Grade:** Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

**3rd Grade:** Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

**Middle School Success:** Students who attend school regularly are more likely to have passing grades in middle school.

**High School Completion:** Students who attend school regularly are more likely to graduate from high school.

**College Completion:** Students who attend school regularly in high school are more likely to persist in college and graduate.
Reducing Chronic Absence Can Help Close Equity Gaps

• Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages.

• Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.

• Vulnerable children are more likely to experience multiple years of chronic absence.
Chronic absence is a warning sign that a health-related condition may need to be addressed.

Chronic absence is a predictor of worse education and health outcomes.

Chronic absence: The Newest Social Determinant of Health?
Reciprocal Relationship between Health and Education

Health disparities:
- Poverty
- Physical environment
- Institutional racism

Educational disparities:
- Availability of and access to resources
- Family engagement
- Parental educational attainment
Accountability Measure for K-8 Schools

https://www.caschooldashboard.org/
How many students are chronically absent?

What we know from California Data
Chronic Absence A Significant Issue in California

702,531 students chronically absent in 2017-18
Source: California Department of Education
How Can School-Based Health Centers Help Reduce Chronic Absence?
The Attendance Team is responsible for the School Attendance Strategy

A team is essential to implementing a tiered approach

- **TIER 1**
  - Engaging school climate
  - Positive relationships with students and families
  - Impact of absences on achievement widely understood
  - Chronic absence data monitored
  - Good and improved attendance recognized
  - Common barriers identified and addressed

- **TIER 2**
  - Personalized early outreach
  - Action plan addresses barriers and increases engagement
  - Caring mentors

- **TIER 3**
  - Coordinated school and interagency response
  - Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)

Students missing 10-19% (moderate chronic absence)

Students missing 5-9% (at risk)

Students missing less than 5% (satisfactory)
The Attendance Team should be Led by the School Principal and have Diverse Representation.
Health Framework for Chronic Absence

**TIER 1**
- Provide access to school-wide health screenings
- Ensure a clean, healthy and safe school environment
- Educate families to prevent unnecessary health-related absences
- Monitor school health and attendance data

**TIER 2**
- Provide referrals to health care providers
- Include school nurse on student planning
- Develop school plans for students with chronic illness such as asthma

**TIER 3**
- Intensive case management with coordination of health providers and other school support

**Students who missed 20% or more of school (severe chronic absence)**

**Students with chronic absence (missing 10%) or 2-3 days per month**

**Individualized**

**Universal**
Different Health-Related Causes Require Different Interventions

**Acute Illness**
- Hand-washing campaign
- Health education
- When Sick is Too Sick

**Chronic Conditions**
- IEP/504s
- Collaboration with community providers

**Mental Health**
- Trauma-informed care
- Supportive school climate
- Access to school-based mental health services
Rosa Parks Elementary:
School Nurse Julieann Sparks MS, RCSN

Current Enrollment:
- 928 students Kindergarten - 5th Grade
- 107 students  State Pre-School onsite
Rosa Parks Health Center:
Mid-City Com. Clinic, SD Family Care
- 95.4% of students are Eligible (ORBIT)
- Based on Federal Poverty Guidelines and Household Size
  Ex/ Household of 4 makes < 33,000 a year before taxes
  (U.S. Dept. Agriculture, Food & Nutrition Service)
86% Non-English Primary Language: on the whole 70% Spanish and 7% Vietnamese (ORBIT)
Additional Factors:

• **Parent Education Level:**
  - 38.4% Not a high school graduate
    (additional 8.2% Decline to state)

• **Individualized Education Plan (IEP)**
  - 12.6% with an IEP & receiving services (ORBIT)
  - 1 in 8 students or 3 students in every classroom has Specific Learning Disability, Other Health Impairment (ADHD/ADD), or Speech services
At day 70 Chronic Absence at 14.5% compared to 8 neighboring SDUSD ES School-Based Health Clinics
At Risk Population & SBHC

Asthma, Anaphylaxis, ADHD/ADD, Daily Meds., Seizures, Diabetes, Toileting, Anxiety, Behavior, etc.

- **Poverty = Barrier to off-site care**
  - Families lack reliable transportation, $ for gas/bus passes, car-share for work (doubling-up)
  - School is centrally located, at a walkable distance

- **Parent Ed. Level/Primary Language = Barrier**
  - Translation needed, may be functionally illiterate, forms/websites/instructions/directions to alternate sites, lapses in insurance/MediCal enrollment
  - Spanish/Vietnamese bilingual staff for face-to-face verbal communication, form completion, live telephone translation in all languages
SBHC & Attendance

• **AM Assessment/Health Education** (aka Illness Verification) Ex/Asthma, Pink Eye, Rash, Lice, Headache/Stomachache, Anxiety via district protocol/fact sheets

  - Offered everyday to all tiers: parent pressure reduced, positive support/health ed. instead of follow-up, healthy habits/structure to aid acute/chronic illness

  - Results: -MD visit w/o barriers, -Pep-talk/modified school activity/ER paperwork review, -Home monitoring

- **Ex/Fever:**
SBHC & Attendance

• Care Coordination/Communication, MD orders:
  - **Ex/ Asthma Action Plan review/renewal at clinic**
    - Results: -Rescue Albuterol inhaler RX during school hours,
      -Routine follow-up appoint. to review effectiveness = Prevention of escalation & ER visits avoided!
  - **Ex/ Mandated IZ offered onsite**
    - Results: -Same-day enrollment -NO exclusions!
  - **Ex/ Counseling & Well-Child/Sick/RX exams onsite**
    - Results: -Hours, not days missed due to healthcare
  - **Ex/ IEP Assessments Initial/Triennial**
    - Results: -Open communication, unpresented team collaboration for behavior/developmental referral etc.
Attendance Team:

• Meet weekly w/ Community School Team & invited parents

- **Individual Records Review:** Identify “I” coded for Illness, if so Chronic/Acute, review any documentation (cum. file paperwork, alerts/office visits/communication)

- **Follow-up w/ Staff & Families:** Seek parent report, offer case-specific health education via SDUSD protocol, refer to clinic for care coordination/illness prevention & further medical evaluation

- **Community Needs Review:** Identify Chronic & Acute illness clusters, offer resources, address seasonal concerns, review universal precautions & health hygiene
Resources

• For more information:
  www.sandiegounified.org
  Under departments: Nursing and Wellness Program
  - Various Fact Sheets and Guidelines for Parents to Keeping Ill Students Home can be found under “Forms” & “Communicable Disease”

https://pricephilanthropies.org/
The Community School Model at Rosa Parks Elementary is made possible by Price Philanthropies’ City Height Initiative
https://cityheightsinitiative.org/
Additional Resources
What is Teaching Attendance?

Click on the course below and start learning today!

Module 1 - Why We Teach Attendance?
Module 2: Creating a Culture of Attendance (Primary and Secondary)
Module 3: Using Data for Intervention and Support (Primary and Secondary)

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Three Online Learning Modules:

1. Why We Teach Attendance

2. Creating a Culture of Attendance
   (Primary and Secondary versions)

3. Using Data for Intervention and Support
   (Primary and Secondary versions)
How to Register for Teaching Attendance

• To learn more, go to:

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/

• Click the self-registration button

• You will receive a confirmation email with an invitation to take the modules

• Enjoy!
Here and Healthy Initiative

Here + Healthy

Raise your voice to increase awareness about the connection between health, attendance and learning by signing on to Here + Healthy.

Healthy Schools Campaign – Here and Healthy Campaign
http://hereandhealthy.org/
Questions?

Type questions in "chat box" located in the sidebar to the right.
SAVE $45 WITH EARLY BIRD REGISTRATION
Members save even more
Thank you!

Reminder: All materials and a recording of this webinar will be available by the end of this week.