DPS EARLY TRUANCY PREVENTION

August 2013

Attendance Information System Manual

ATTENDANCE INFORMATION SYSTEM MANUAL

AUGUST 2013

Table of Contents

Overview

Purpose:

The purpose of the Attendance Information System is threefold. First, it helps teachers to keep track of important information related to their interactions with families—particularly as it relates to attendance. This includes reasons for student absences or tardies, actions taken to address these reasons, and a reminder of their communications with families. Second, the system facilitates knowledge sharing across school personnel by allowing authorized individuals to see who has been in contact with the family and what was discussed. Third, the system provides a means of communication between the teachers and the research team. Although the research team sees only de-identified data about students, the system provides real time information about which students teachers are working with to address attendance and for which students additional consultation services might be most helpful. The data system also provides valuable information for evaluating the effectiveness of the Early Truancy Prevention intervention and for improving it in the future.

Logging In

Web Address:

http://dps.ssri.duke.edu

Getting Started

In order to log in you will need a user account and a temporary password which Erika Hallerman can provide. (erika.hallerman@duke.edu).

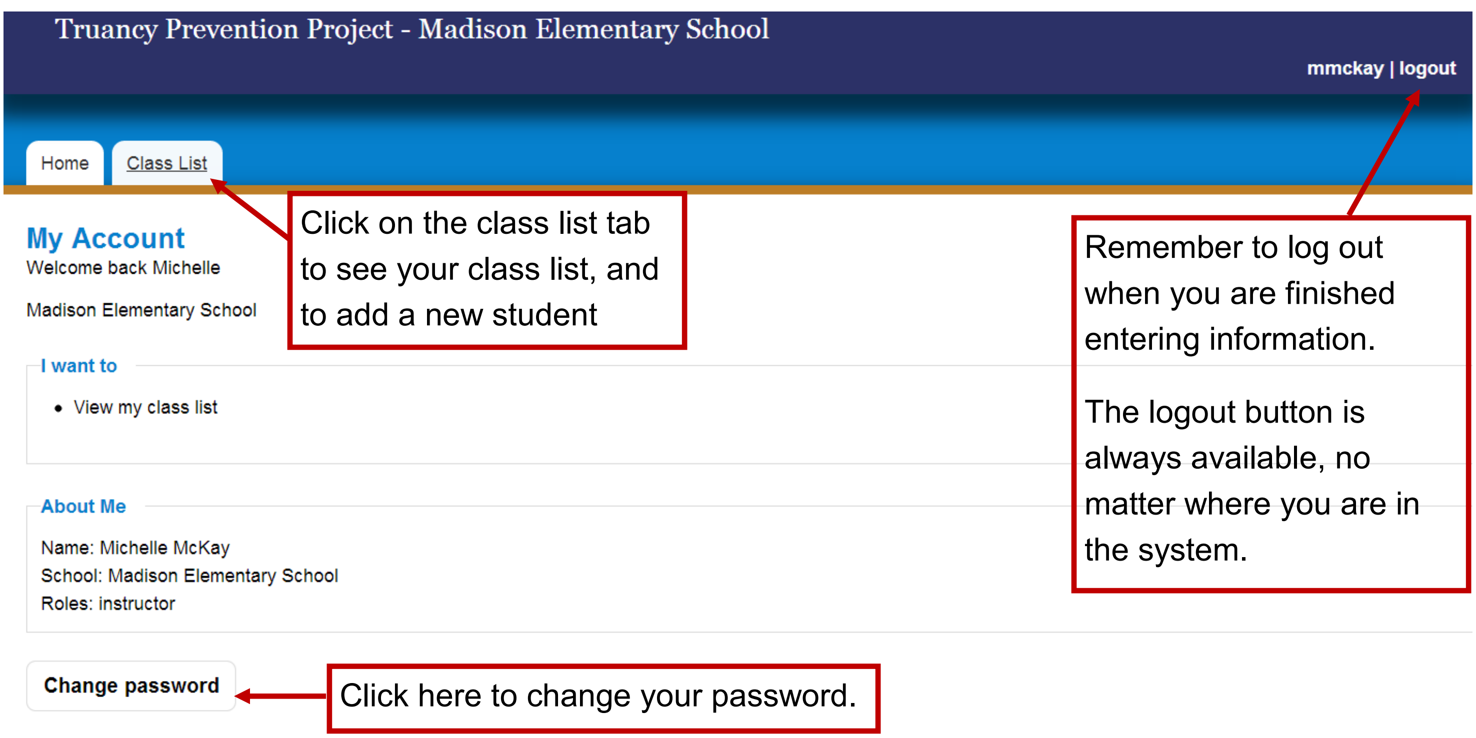
The first time you log in you will use the temporary password given to you.

**When you first log into the system, you will be required change your password. Do not share this password with anyone.

Your new password must be 8 characters long and include at least one non alphanumeric character (such as ! @ % ^).

Home Screen:

Here is an example of what the screen looks like when you log in.



Class List

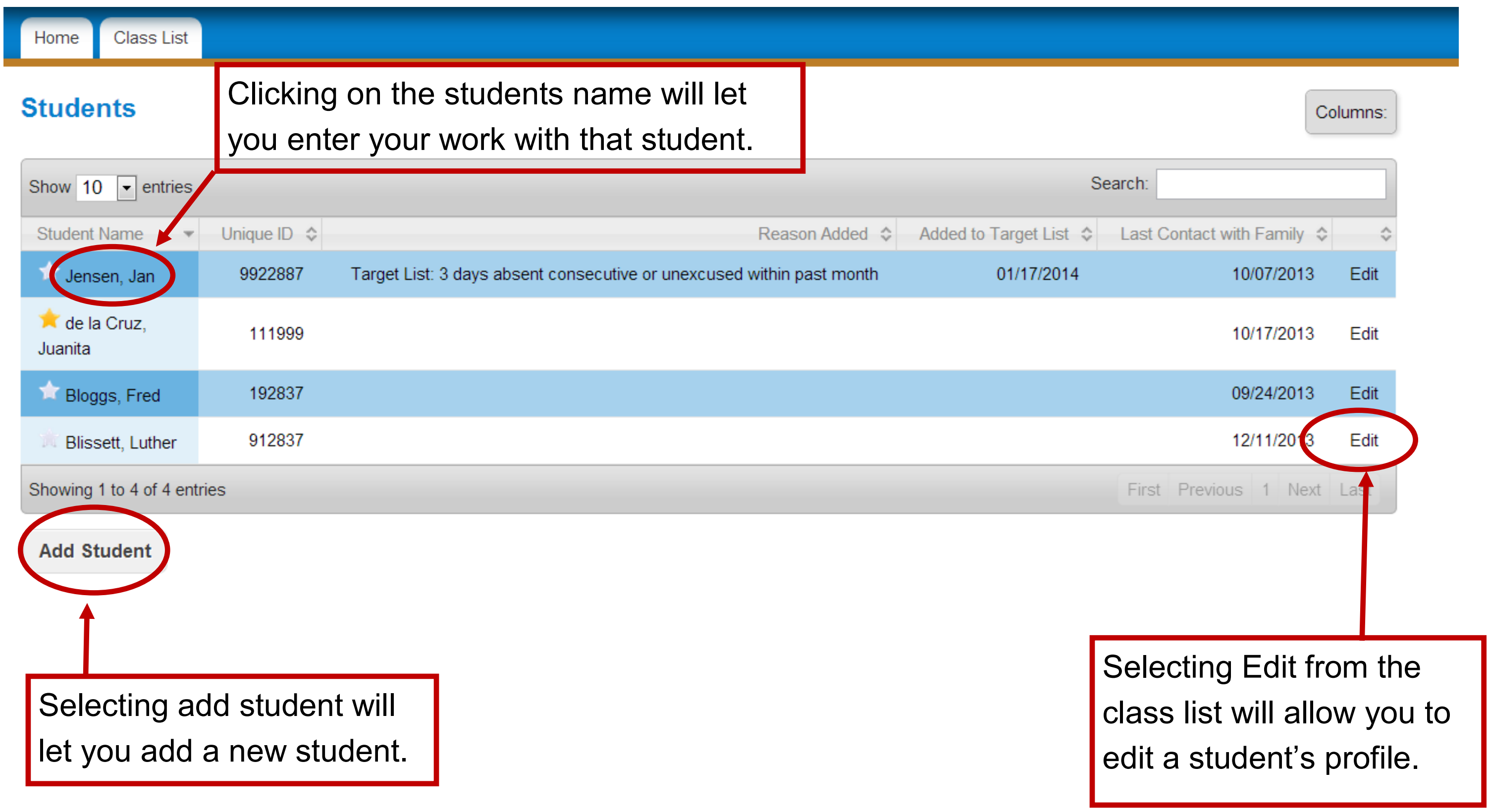
The class list provides a roster of all of the students in your classroom.

From this page you can:

- Add a new student to your class list
- Organize your class list
  - Choose which columns to appear
  - Sort your students by name, Unique ID, reason added to the target list
  - Search for a particular student
  - Star a student as a reminder to yourself for any reason
- Select a student to enter your work with that student
- Edit a student's profile

From the home screen select the "Class List" tab.

When you first log in, there will be no students listed. After you have entered students, it will look like the following.



Adding a New Student

To add a student to your class click “Add Student.”

When you add a new student you will be asked to complete a student profile by completing the information shown below.

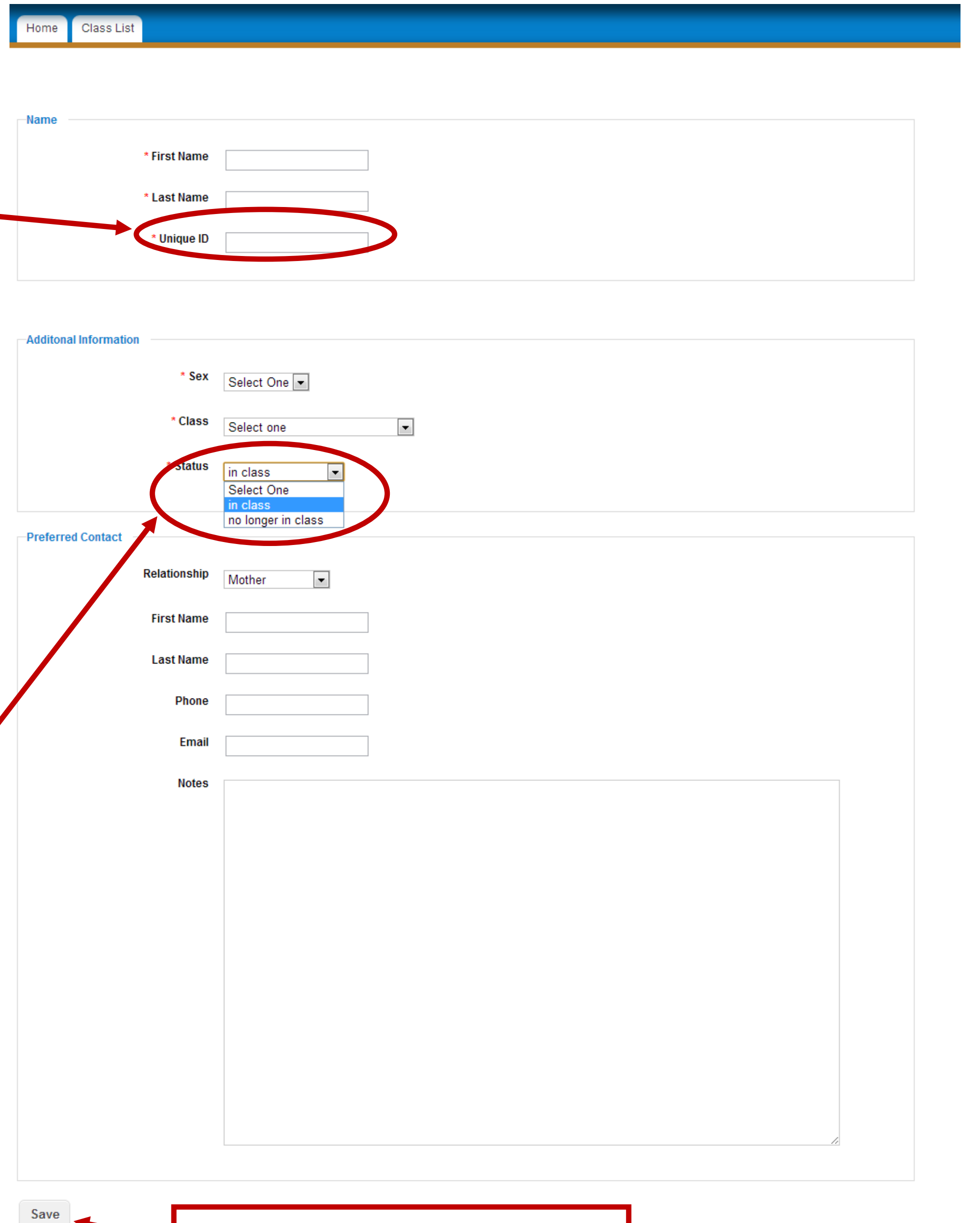
Most of the fields are clear (e.g. first name, last name). Two fields deserve a little more explanation.

The first is **Unique ID** which is the number assigned for research purposes. Barbara Goins should be able to provide this information.

The Unique ID is a very important field for teachers and school personnel to communicate with the research team because the research team will not have access to the students’ names. Therefore, this Unique ID will be the only means of communicating about particular students.

The second is **Status** which reflects whether or not the student is currently “in class” or “no longer in class”.

“No longer in class” would be appropriate for students who were at some point in your classroom but who have left your classroom for any reason.



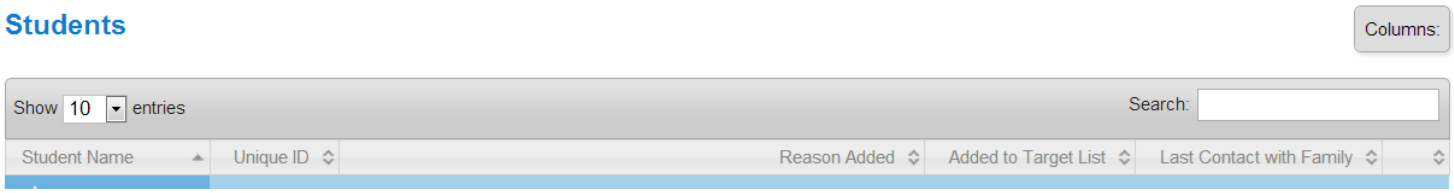
Click to save student profile.

Editing a Student’s Profile

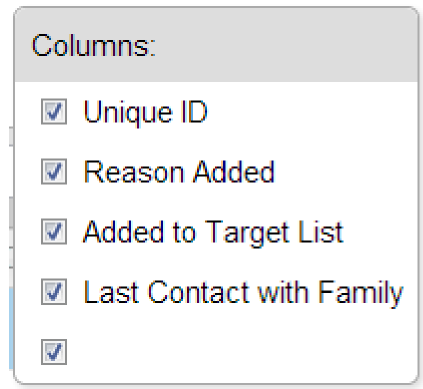
You can edit a student’s profile at any time by clicking “edit” from the class list.

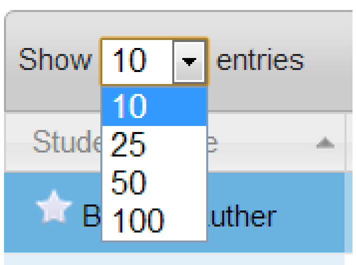
Organize Your Student List

There are several features to help you look through your student list.



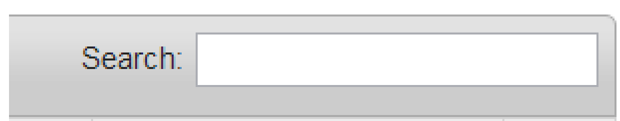
First, on the right hand side, above the table is a button that says "Columns:". If you click on this box you can select which columns appear in your table—items with a check next to them will appear.





Second, you can change the number of students that you view at a time by clicking on the arrows in the "Show entries" pane.

Third, you can search for any text that is entered into the system. For example, you can search by student's first or last name. You can also search by a barrier to attendance or information that you have hand entered into your notes. Clear the search box to return to your full list of students.



Fourth, each column in the table can be sorted in ascending or descending order by clicking on the column heading. For instance, student's can be sorted by last name, Unique id, or the most recent date that you contacted the family. Students can also be sorted by their status on the target list or the reason for being added to the target list.

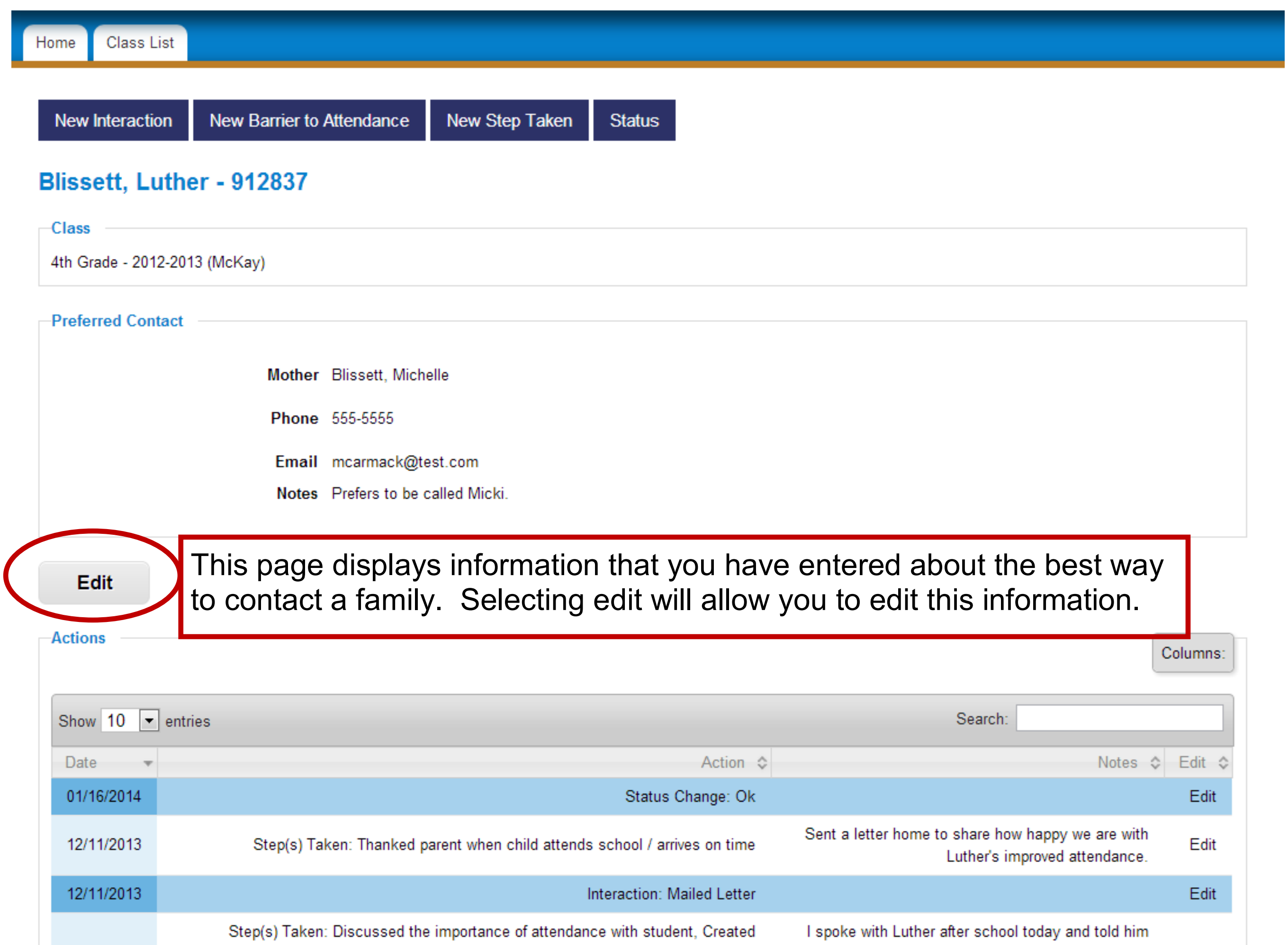
Working with Individual Students

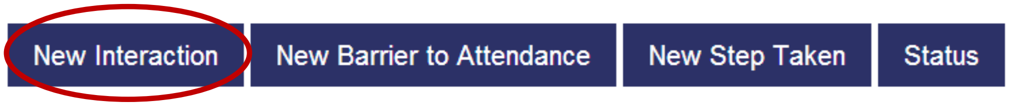
From the class list (see page 6), clicking a student's name will allow you to:

- View your work with the student and family
  - A student's preferred contact information
  - A list of actions that has occurred with the student
- Add a new interaction
- Add a new barrier to attendance
- Add a new step taken
- Change a student's status

View Your Work With the Student and Family

This page displays a summary of the data that you have already entered about this student. Similar to the class list, you can select which columns you view, the number of entries that you see, and the order in which the information is sorted.

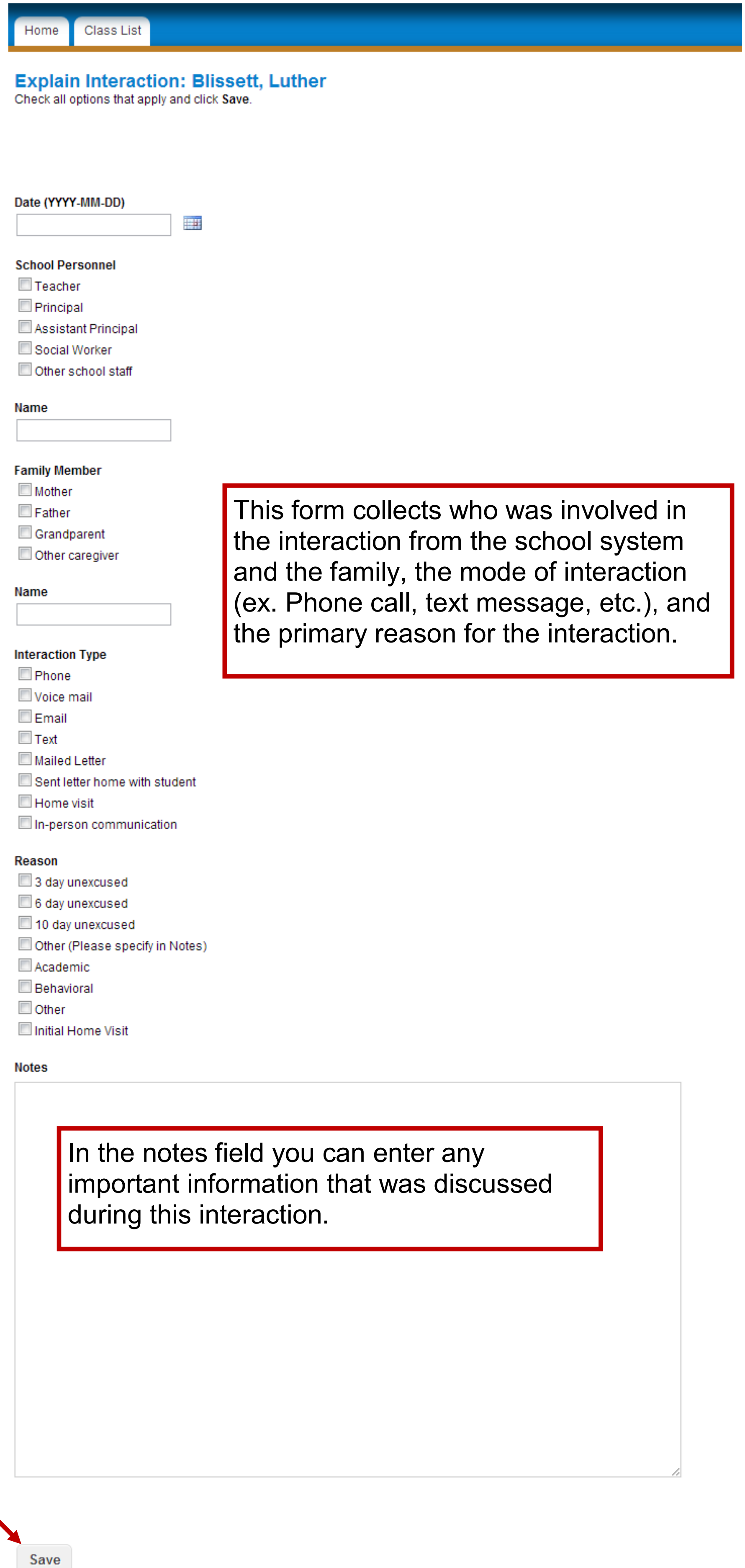




Adding a New Interaction:

The purpose of this form is to log the communication that occurs between school personnel and families.

Currently, you may be the only person in the school who has access to your class roster. However, over time other professionals such as the principal or the social worker may also want to log their interactions with families and view data that you have entered. This could help to coordinate efforts by school personnel on behalf of families.



This form collects who was involved in the interaction from the school system and the family, the mode of interaction (ex. Phone call, text message, etc.), and the primary reason for the interaction.

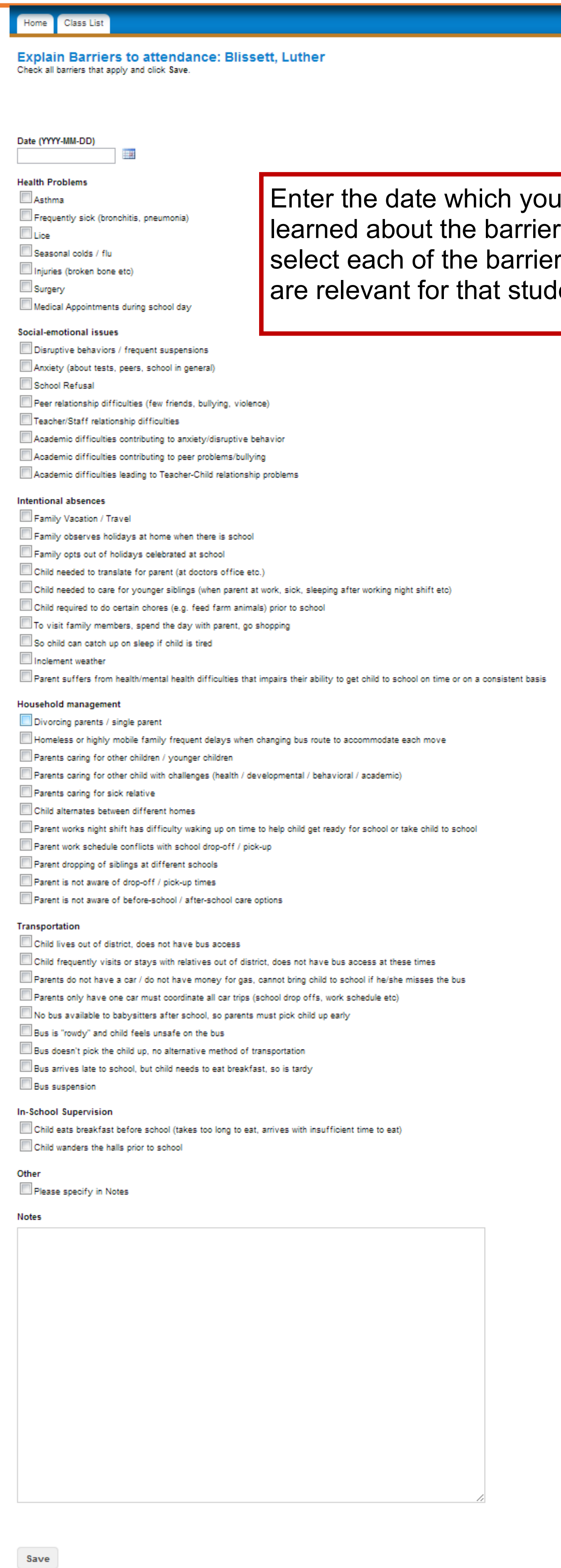
In the notes field you can enter any important information that was discussed during this interaction.

****Remember to click “Save” after you have entered information. Do NOT click save if you have not entered any information. Clicking the back button on your browser will return you to your class list.****

New Interaction | New Barrier to Attendance | New Step Taken | Status

Barriers to Attendance:

The purpose of this form is to track barriers that a student or family is experiencing which are causing the child to miss school, show up late, or to leave early.



Home | Class List

Explain Barriers to attendance: Blissett, Luther

Check all barriers that apply and click Save.

Date (YYYY-MM-DD)

Health Problems

- [ ] Asthma
- [ ] Frequently sick (bronchitis, pneumonia)
- [ ] Lice
- [ ] Seasonal colds / flu
- [ ] Injuries (broken bone etc)
- [ ] Surgery
- [ ] Medical Appointments during school day

Social-emotional issues

- [ ] Disruptive behaviors / frequent suspensions
- [ ] Anxiety (about tests, peers, school in general)
- [ ] School Refusal
- [ ] Peer relationship difficulties (few friends, bullying, violence)
- [ ] Teacher/Staff relationship difficulties
- [ ] Academic difficulties contributing to anxiety/disruptive behavior
- [ ] Academic difficulties contributing to peer problems/bullying
- [ ] Academic difficulties leading to Teacher-Child relationship problems

Intentional absences

- [ ] Family Vacation / Travel
- [ ] Family observes holidays at home when there is school
- [ ] Family opts out of holidays celebrated at school
- [ ] Child needed to translate for parent (at doctors office etc.)
- [ ] Child needed to care for younger siblings (when parent at work, sick, sleeping after working night shift etc)
- [ ] Child required to do certain chores (e.g. feed farm animals) prior to school
- [ ] To visit family members, spend the day with parent, go shopping
- [ ] So child can catch up on sleep if child is tired
- [ ] Inclement weather
- [ ] Parent suffers from health/mental health difficulties that impairs their ability to get child to school on time or on a consistent basis

Household management

- [ ] Divorcing parents / single parent
- [ ] Homeless or highly mobile family frequent delays when changing bus route to accommodate each move
- [ ] Parents caring for other children / younger children
- [ ] Parents caring for other child with challenges (health / developmental / behavioral / academic)
- [ ] Parents caring for sick relative
- [ ] Child alternates between different homes
- [ ] Parent works night shift has difficulty waking up on time to help child get ready for school or take child to school
- [ ] Parent work schedule conflicts with school drop-off / pick-up
- [ ] Parent dropping of siblings at different schools
- [ ] Parent is not aware of drop-off / pick-up times
- [ ] Parent is not aware of before-school / after-school care options

Transportation

- [ ] Child lives out of district, does not have bus access
- [ ] Child frequently visits or stays with relatives out of district, does not have bus access at these times
- [ ] Parents do not have a car / do not have money for gas, cannot bring child to school if he/she misses the bus
- [ ] Parents only have one car must coordinate all car trips (school drop offs, work schedule etc)
- [ ] No bus available to babysitters after school, so parents must pick child up early
- [ ] Bus is "rowdy" and child feels unsafe on the bus
- [ ] Bus doesn't pick the child up, no alternative method of transportation
- [ ] Bus arrives late to school, but child needs to eat breakfast, so is tardy
- [ ] Bus suspension

In-School Supervision

- [ ] Child eats breakfast before school (takes too long to eat, arrives with insufficient time to eat)
- [ ] Child wanders the halls prior to school

Other

- [ ] Please specify in Notes

Notes

Save

Enter the date which you learned about the barrier and select each of the barriers that are relevant for that student.

If you select "other" please describe in the notes what other is.

You can also enter additional information in the notes that would be helpful to your work with the family.

New Interaction | New Barrier to Attendance | New Step Taken | Status

New Steps Taken:

This form allows you to document the work you have done with families to alleviate any barriers that are preventing a student from attending school

Home | Class List

Explain Step(s) Taken: Blissett, Luther

Check all steps that apply and click **Save**.

Enter the date that you intervened on behalf of the family and select what step(s) you took.

Date (YYYY-MM-DD)

Student Interventions

- ☐ Discussed the importance of attendance with student
- ☐ Discussed concerns with student about his/her attendance
- ☐ Gave praise and positive attention when target student comes to school or arrives on time
- ☐ Created attendance calendar or sticker chart for target student to track attendance/on-time arrivals
- ☐ Created individualized incentive plan for student for attendance and/or on-time arrivals
- ☐ Other student intervention (Please specify in notes)

Parent Interventions

- ☐ Made a calendar for the child and document time of arrival each day and each absence
- ☐ Thanked parent when child attends school / arrives on time
- ☐ Other parent interventions (Please specify in notes)

Consult other professionals

- ☐ Consulted with prior teacher of target student, other teachers on grade level team
- ☐ Consulted with current teachers of target students' siblings
- ☐ Consulted with clinical/child psychologist
- ☐ Consulted with research team member
- ☐ Consulted with other school staff
- ☐ Consulted with others (Please specify in notes)

School-based Referrals

- ☐ Initiated an SAT meeting
- ☐ Referred child to the social worker
- ☐ Referred child to school counselor
- ☐ Referred child to school psychologist
- ☐ Referred child to school-based wellness center
- ☐ Truancy Court
- ☐ Referred to other school-based system (Please specify in notes)

Community Referrals

- ☐ Referred child and family to psychologist or counseling center
- ☐ Referred to pediatrician or medical professional
- ☐ Referred to dentist
- ☐ Referred to other outside the school system (Please specify in notes)

Transportation Interventions

- ☐ Established a "bus buddy" system
- ☐ Rotated adult on the bus in addition to driver
- ☐ Created a "late bus" to pick up children who missed the first bus
- ☐ Offered free before/after-school child care, or increase number of "scholarships" so needy families can access these services
- ☐ Helped families create "carpools" with nearby families who drive
- ☐ Other transportation system (Please specify in notes)

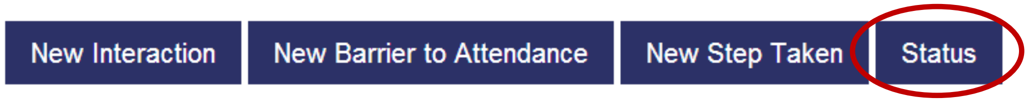
Other

- ☐ (Please specify in notes)

If the step you took is not listed please select other and complete the notes field. You can also use the notes to enter additional information about your work with the family.

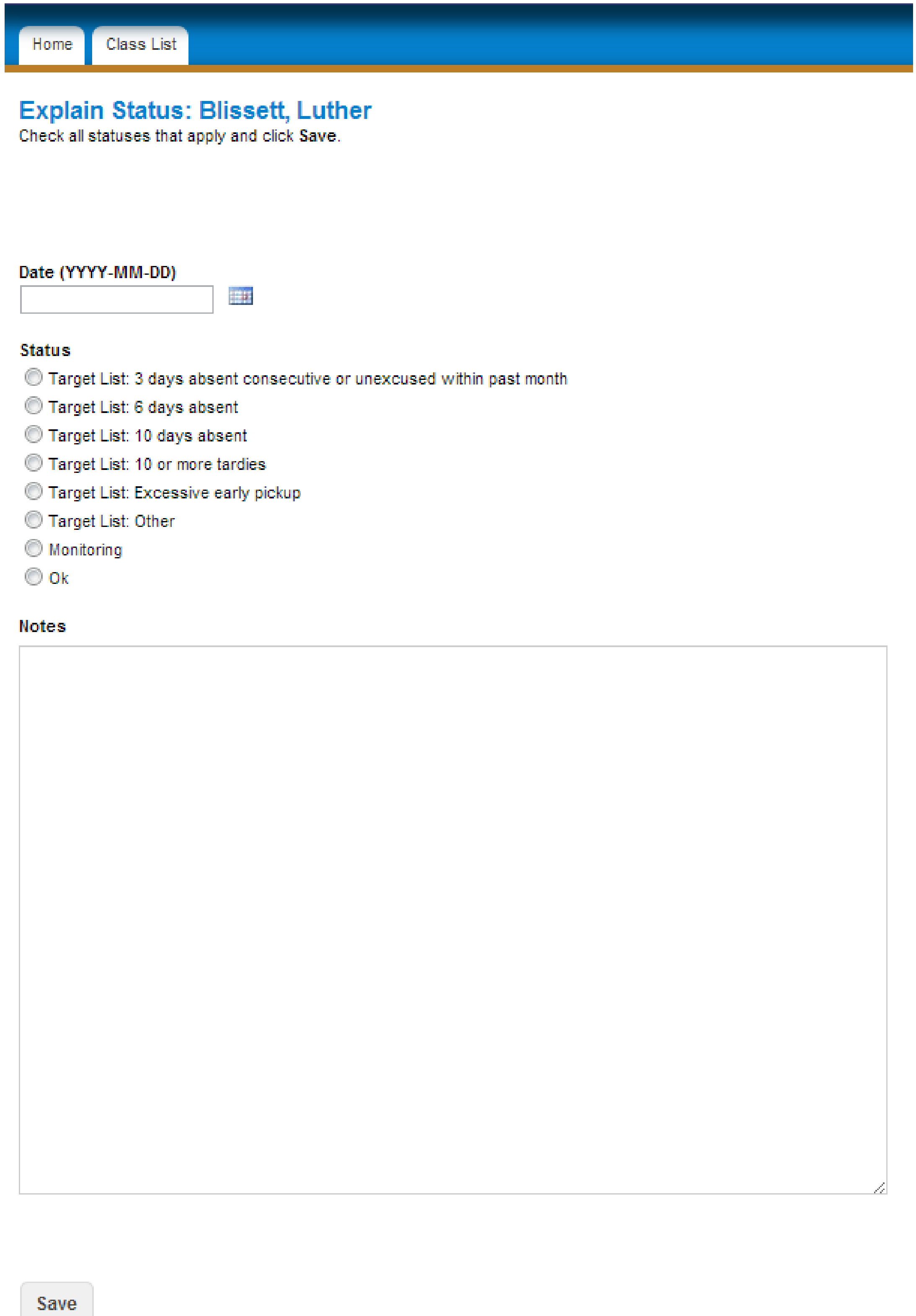
Notes

Save



Student's Status (Adding a Student to the Target List):

A key piece of the Early Truancy Prevention Program is identifying students who are on your target list. This form tracks the date that the student's status on the target list changed (e.g. not on list to on target list) and the reason for the status change.

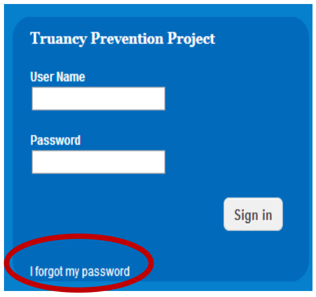


Frequently Asked Questions

If you have any questions about the Attendance Information System, please contact Erika Hallerman at Duke, erika.hallerman@duke.edu, Cell: 919-324-4168 or 919-684-1170.

I forgot my password.

Click on “I forgot my password” on the login screen. You will be sent an email giving you instructions on what to do next.



I can only see 10 entries in my student list or my list of interactions for each student.

You can change the number of entries that are shown on a page, please see page 8 of this manual for how to do that.

I don't't' see information I just added.

Make sure you entered the correct date. Sort by date to see the most recent entry.

How do I delete information?

Currently, once you have created a record, you can edit it, but you can not delete the record completely.

Duke

CENTER for CHILD
and FAMILY POLICY