

# 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](http://www.schoolhealthcenters.org)

## Introductions



**Cecelia Leong, MPP**  
Attendance Works



**Julieann Sparks,**  
**MSRCSN**  
Rosa Parks Elementary School  
San Diego Unified



**Amy Ranger, MPH**  
California School-Based  
Health Alliance

# 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.





## About Us

**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](http://www.attendanceworks.org)

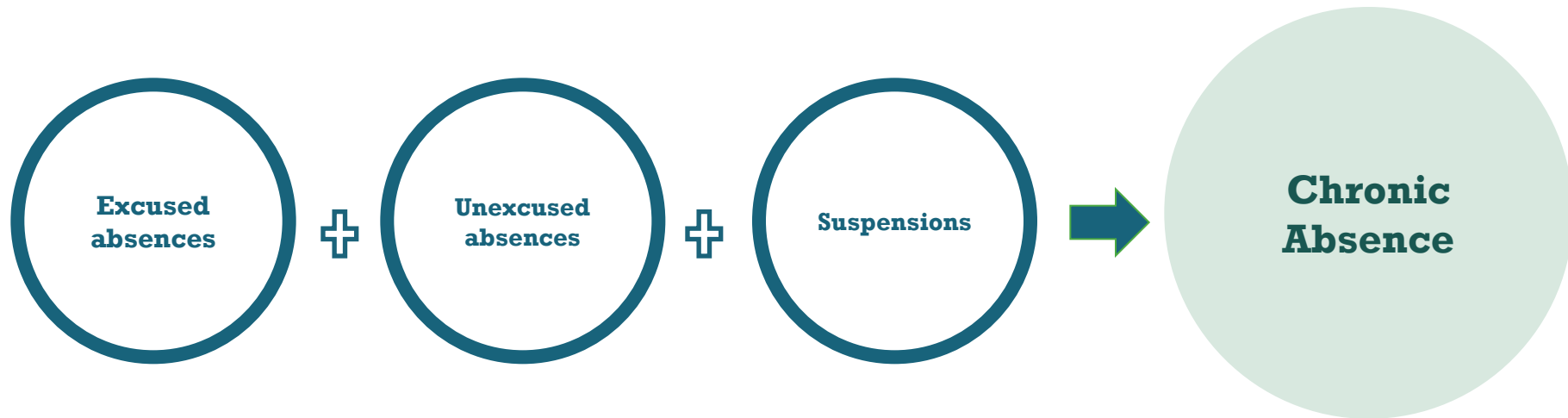
# What is chronic absence and why does it matter?





## What is Chronic Absence?

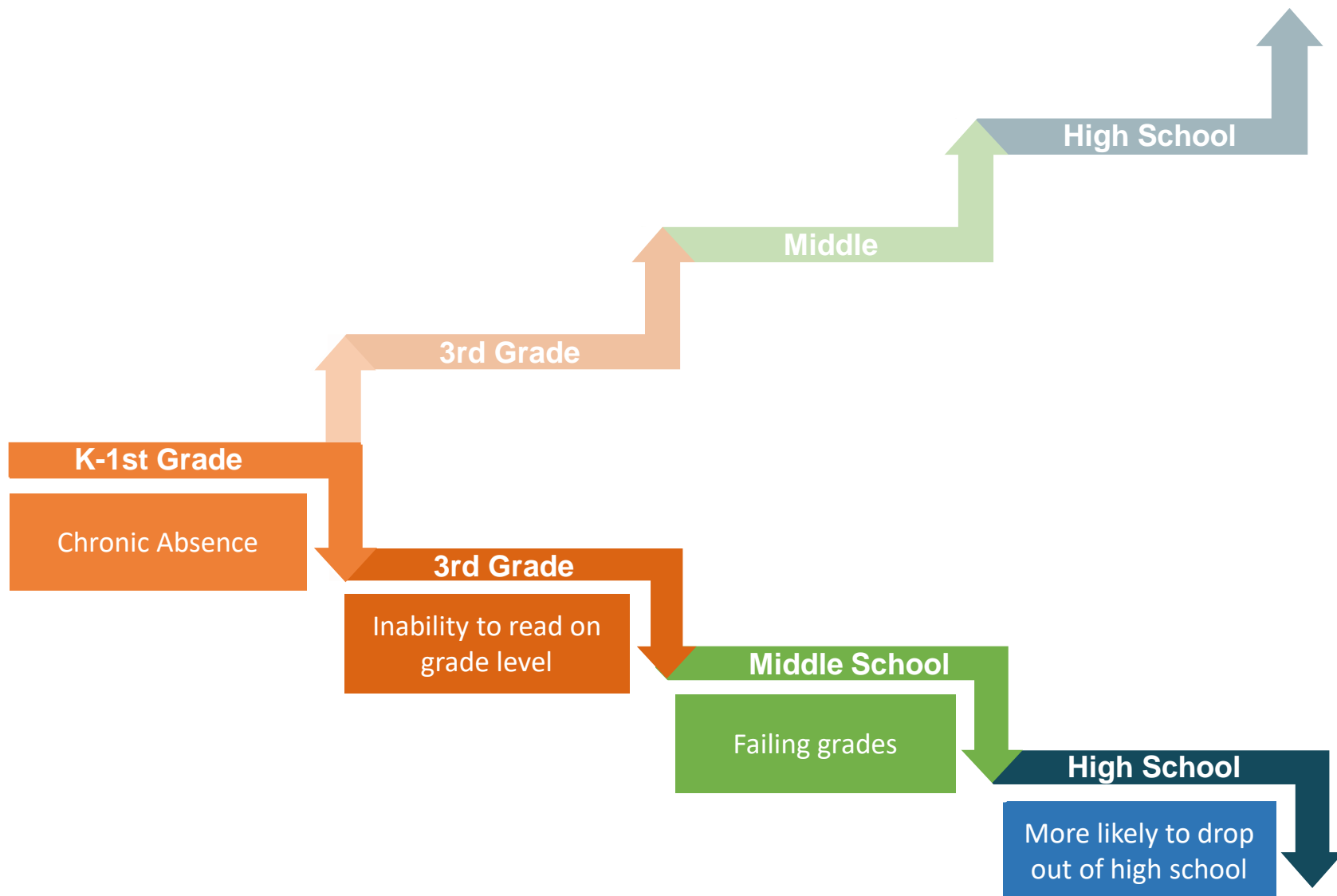
**Chronic absence** is missing so much school for any reason that a student is academically at risk. California defines it as **missing 10% or more of school for any reason.**



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



# Improving Attendance Matters





## Student Attendance is Strongly Associated with Academic Success

Chronic Absence = Warning Sign of Academic Risk

### K-1<sup>st</sup> Grade:

Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

### 3<sup>rd</sup> Grade:

Students who attend school regularly are more likely to be able to read proficiently by the end of 3<sup>rd</sup> grade.

### Middle School Success:

Students who attend school regularly are more likely to have passing grades in middle school

### High School Completion:

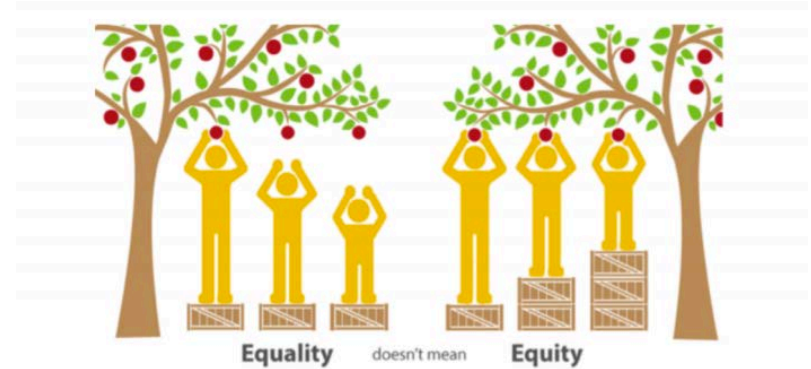
Students who attend school regularly are more likely to graduate from high school

### 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 Cross-Cutting Metric**

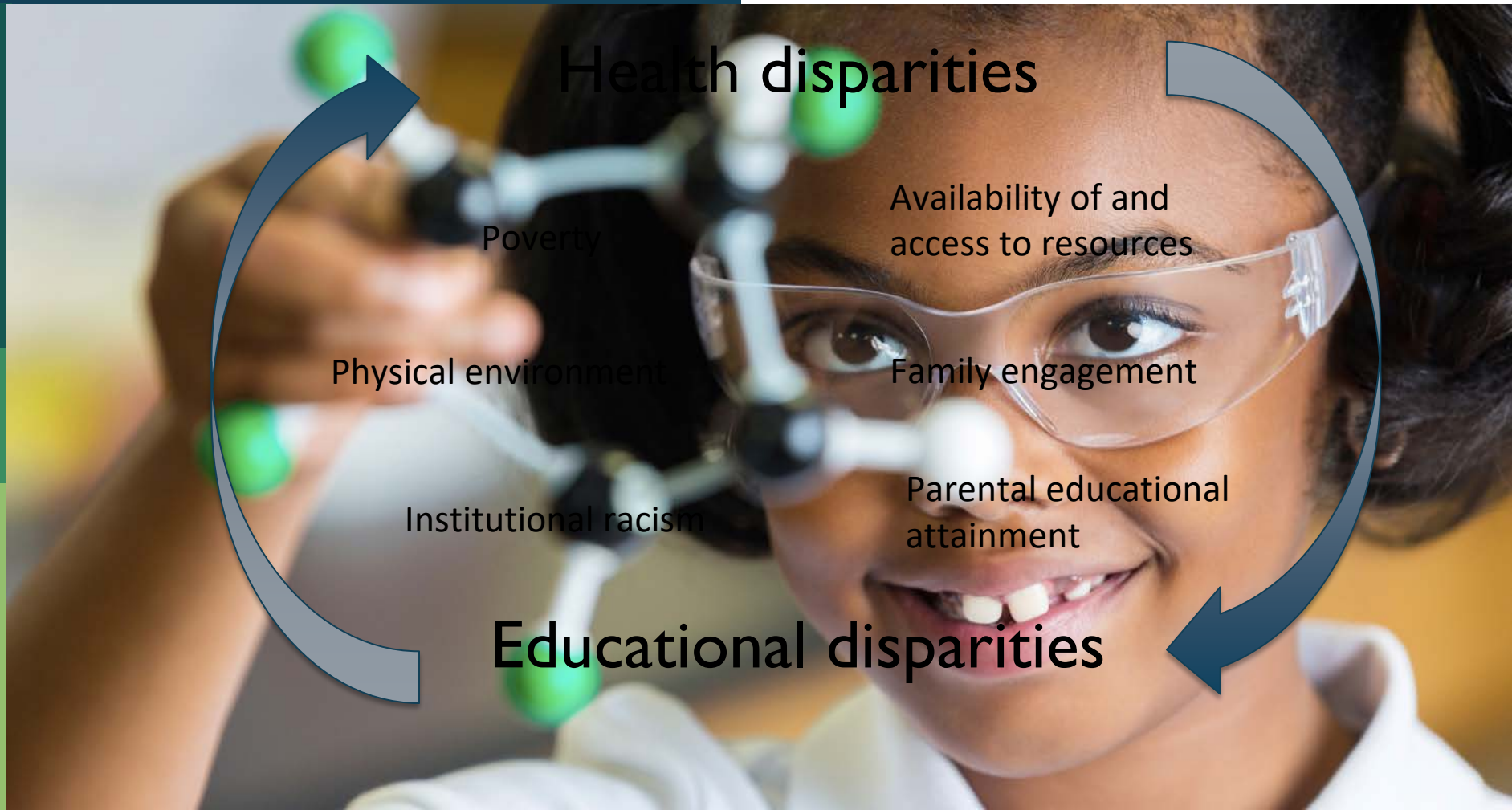
- ✓ Chronic absence is a warning sign that a health-related condition may need to be addressed.
- ✓ Chronic absence is a predictor of worse education and health outcomes



Chronic absence: The Newest Social Determinant of Health?

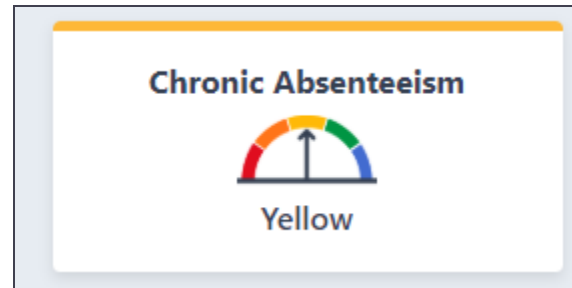


## Reciprocal Relationship between Health and Education





## Accountability Measure for K-8 Schools



<https://www.caschooldashboard.org/>



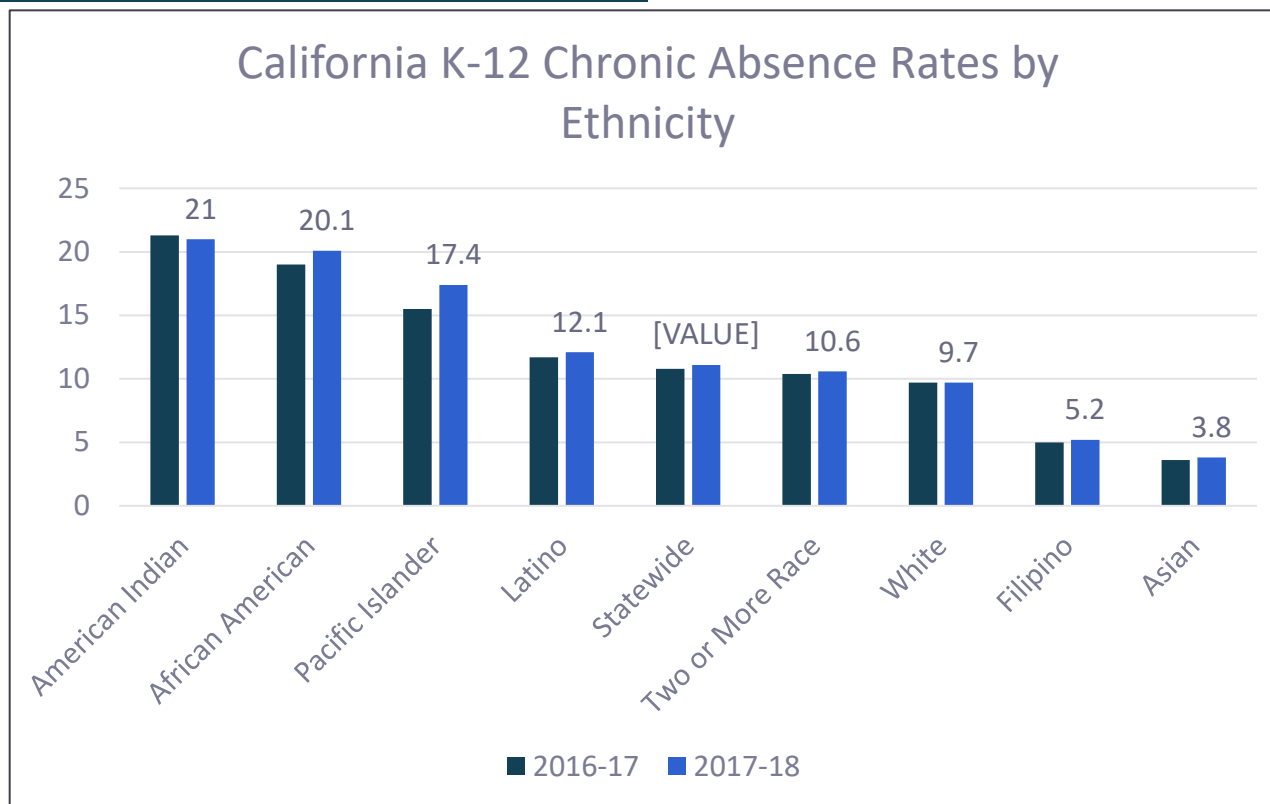
# How many students are chronically absent?

*What we know from California Data*





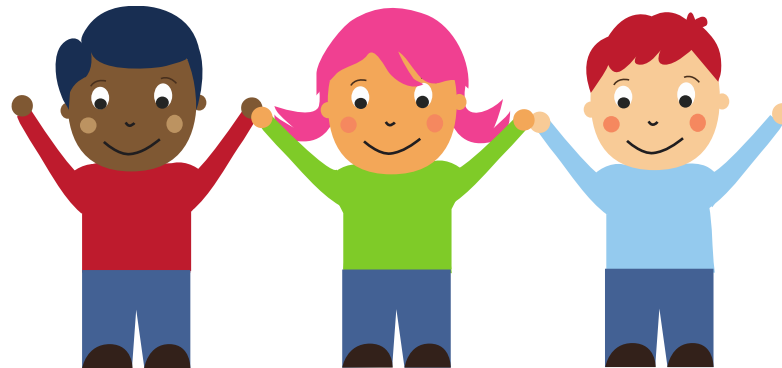
## Chronic Absence A Significant Issue in California



**702,531 students chronically absent in 2017-18**

Source: California Department of Education

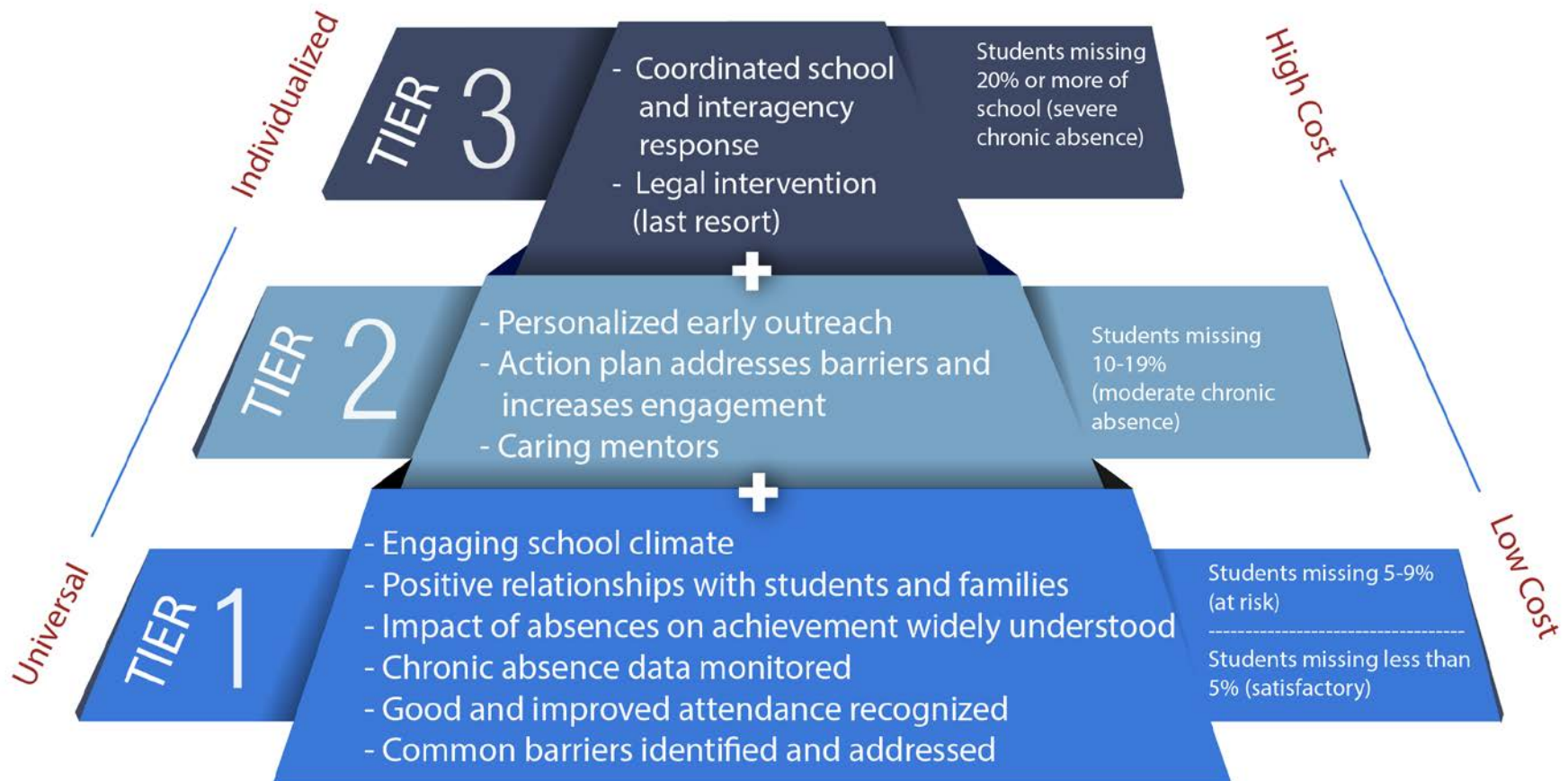
# How Can School-Based Health Centers Help Reduce Chronic Absence?



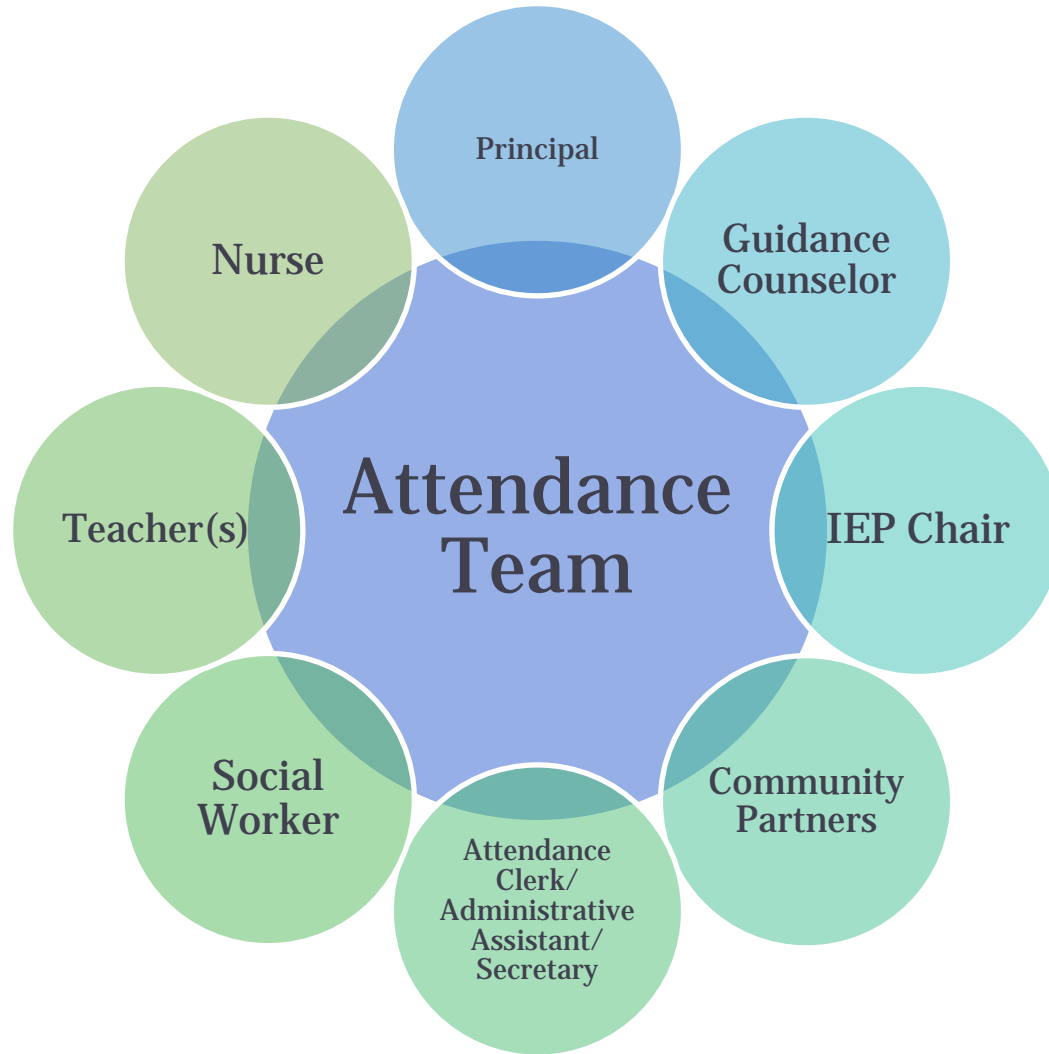


## The Attendance Team is responsible for the School Attendance Strategy

A team is essential to implementing a tiered approach

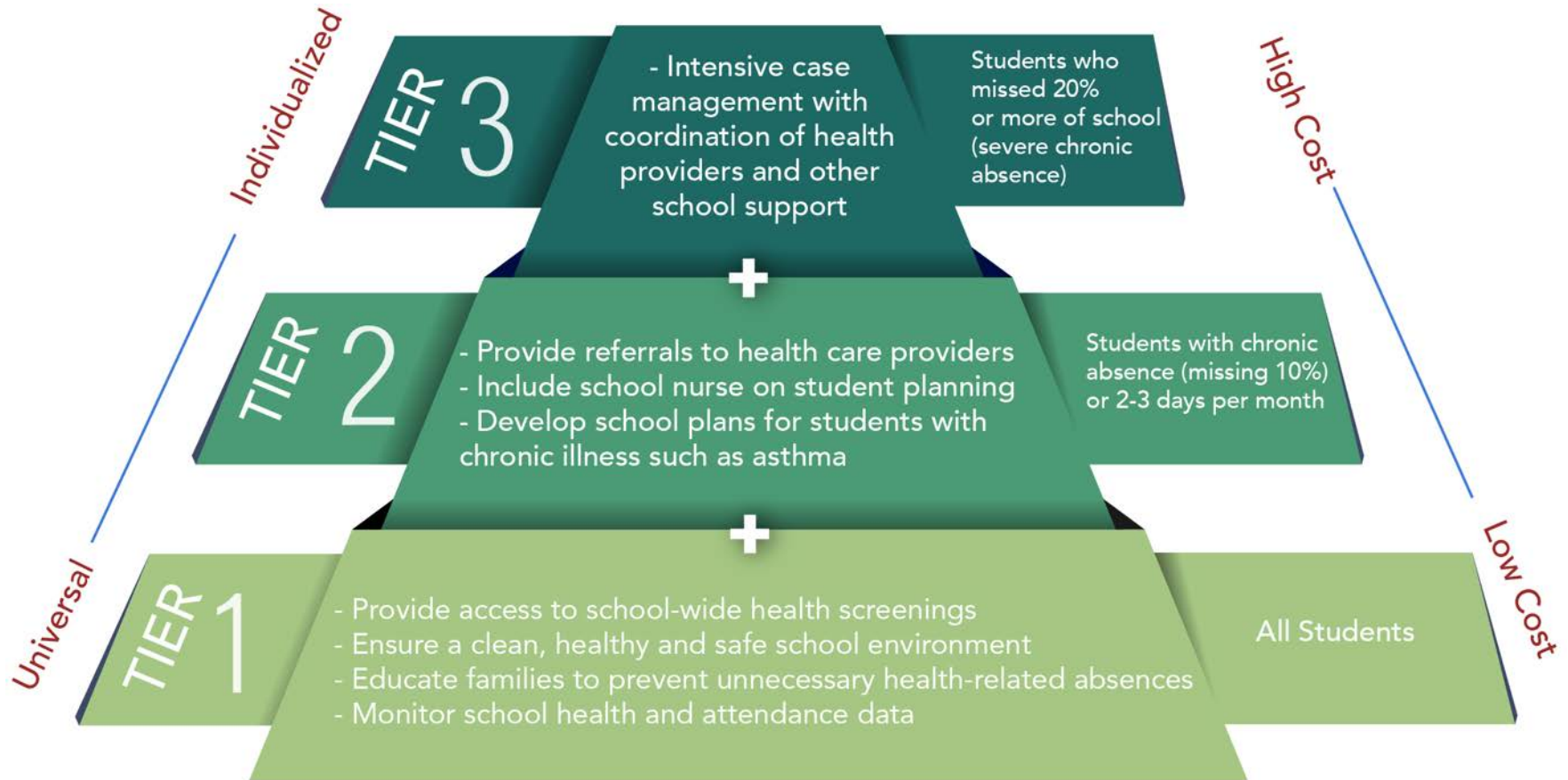


## The Attendance Team should be Led by the School Principal and have Diverse Representation





## Health Framework for Chronic Absence







## Different Health-Related Causes Require Different Interventions

### Acute Illness

- Hand-washing campaign
- Health education
- When Sick is Too Sick

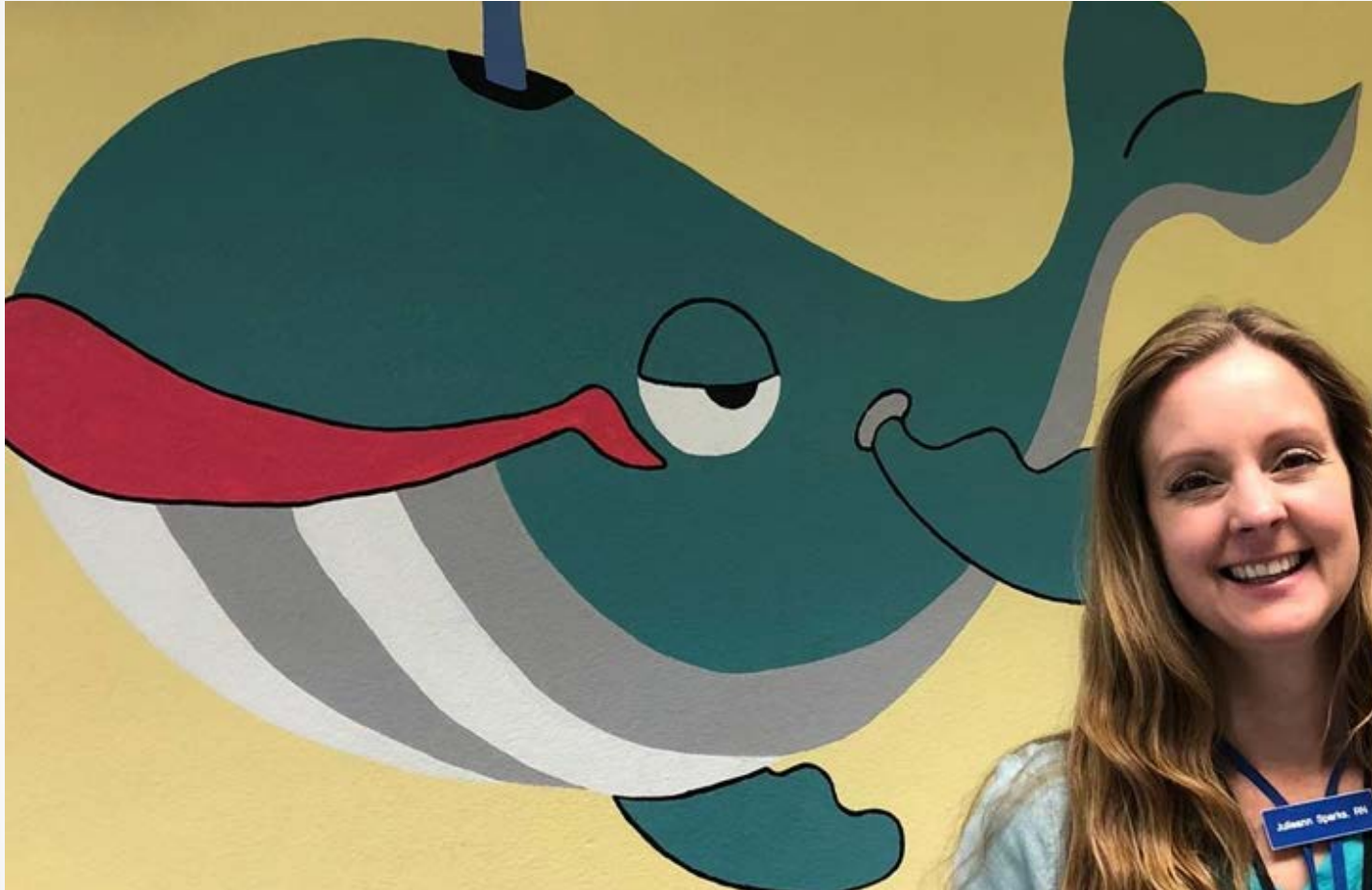
### Chronic Conditions

- 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



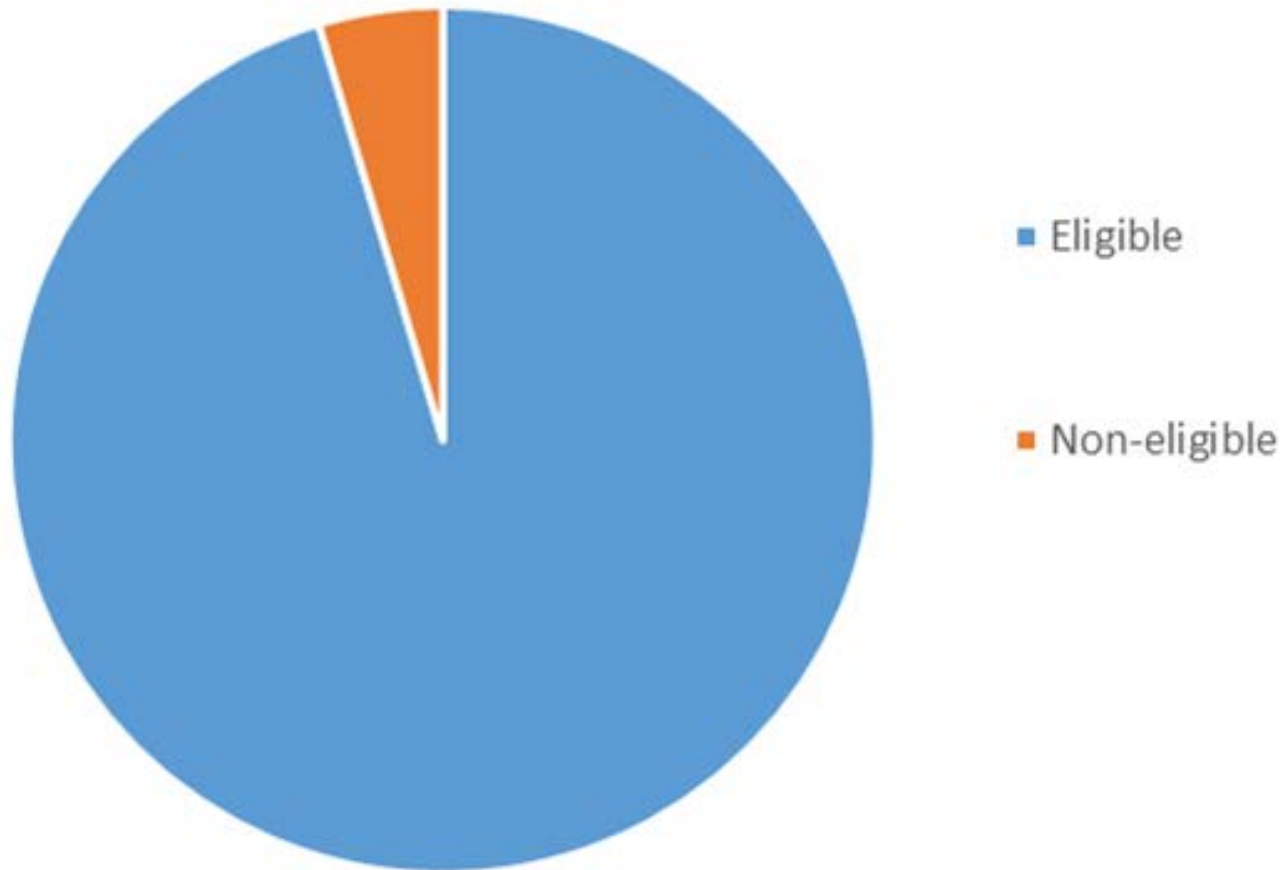
## Current Enrollment:

- 928 students Kindergarten - 5th Grade
- 107 students State Pre-School onsite

# Rosa Parks Health Center: Mid-City Com. Clinic, SD Family Care

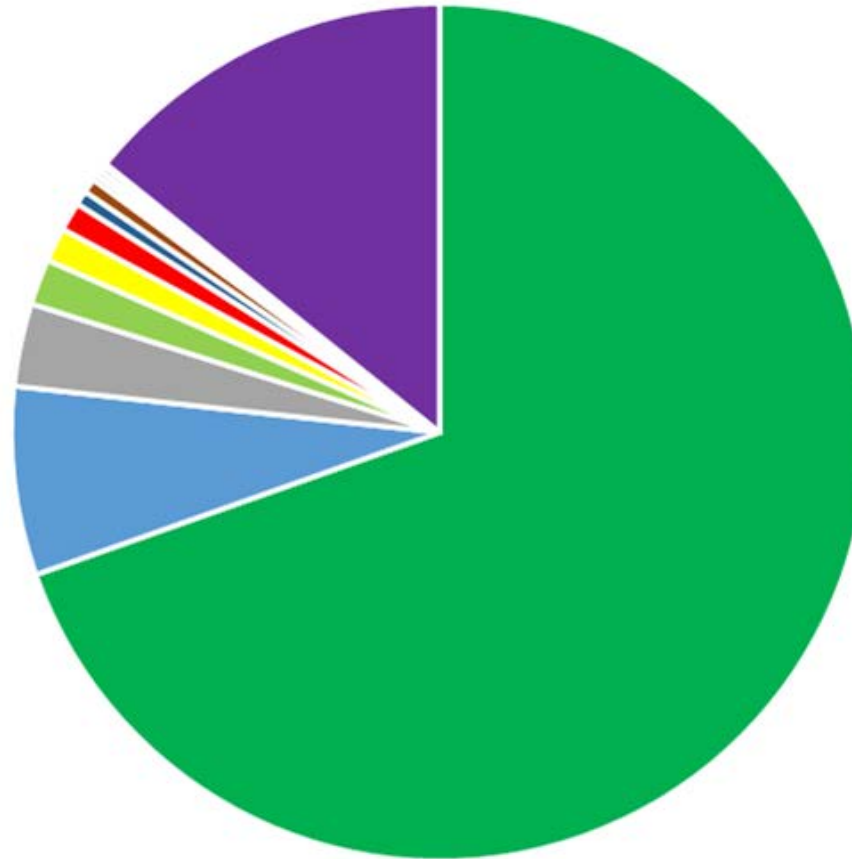


## Rosa Parks Meal Eligibility



- **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)

Primary Languages 2018-19



Spanish Vietnamese Other Khmer (Cambodian) Arabic  
Burmese Lao Somali Cantonese Filipino  
French Hmong English

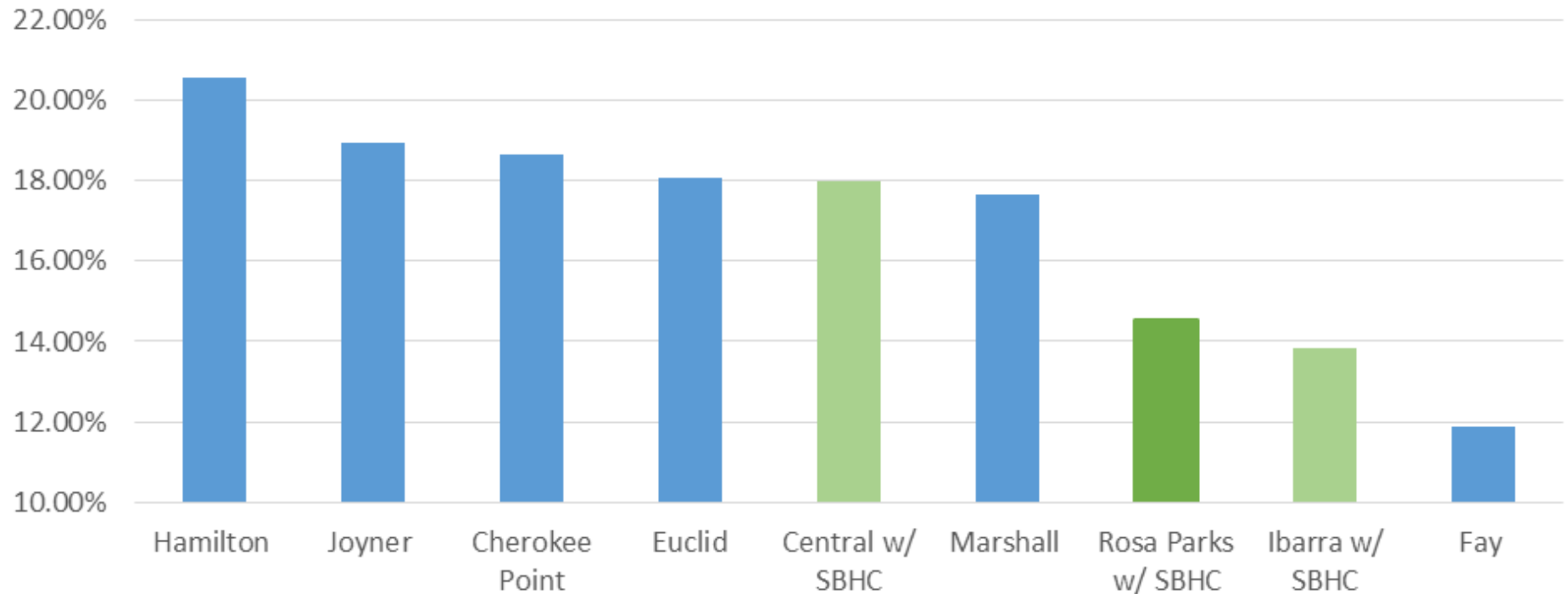
**86% Non-English Primary Language:**  
**on the whole 70% Spanish and 7% Vietnamese (ORBIT)**

# 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



## Chronic Absence December 2018



**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, unrepresented 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](http://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”

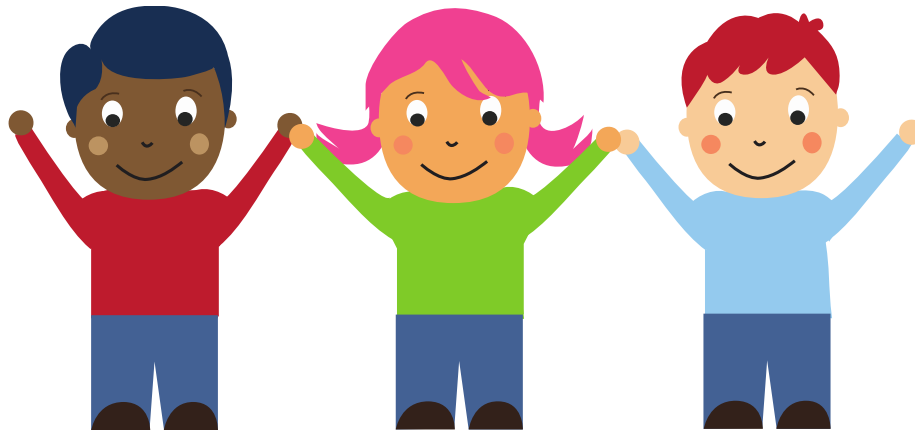
<https://pricephilanthropies.org/>

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?

## Attendance Works Learning

The mission of Attendance Works is to advance student success and reduce equity gaps by reducing chronic absence. Here you will find learning you can apply in the classroom.

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.



A group of five diverse school children, three boys and two girls, are smiling and looking towards the camera. They are standing in a hallway with a brick wall in the background. Each child is wearing a backpack. The boy in the bottom left has blonde hair and is wearing a grey shirt. The boy in the top left has dark hair and is wearing a blue and red striped shirt. The girl in the center has long dark hair with a colorful bow and is wearing a white shirt. The girl in the top right has blonde braids and is wearing a pink shirt. The boy in the bottom right has dark skin and is wearing a blue and white striped shirt.

**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.