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KEY=ATTENDANCE - MARLEY CHAVEZ

Absent from School

Understanding and Addressing Student Absenteeism

<u>Harvard Education Press</u> *In Absent from School, Gottfried and Hutt offer a comprehensive and timely resource for educators and policy makers seeking to understand the scope, impact, and causes of chronic student absenteeism. The editors present a series of studies by leading researchers from a variety of disciplines that address which students are missing school and why, what roles schools themselves play in contributing to or offsetting patterns of absenteeism, and ways to assess student attendance for purposes of school accountability. The contributors examine school-based initiatives that focus on a range of issues, including transportation, student health, discipline policies, and protections for immigrant students, as well as interventions intended to improve student attendance. Only in the past two or three years has chronic absenteeism become the focus of attention among policy makers, civil rights advocates, and educators. Absent from School provides the first critical, systematic look at research that can inform and guide those who are working to ensure that every child is in school and learning every day.*

School Attendance, Absenteeism, and Student Success

Managing School Attendance

Successful intervention strategies for reducing truancy

<u>Routledge</u> *Teachers and governments all agree that if you wish to raise educational standards then it's imperative to improve school attendance, and yet an average of around ten per cent of secondary pupils are missing school on a daily basis. Despite governments around the globe trying to address this situation, any improvements have been negligible and improvements in school attendance have been stubbornly hard to achieve. As an internationally recognised expert on this topic, Professor Ken Reid offers workable, practical solutions to help schools improve attendance and to reduce non-attendance and truancy at government level, school and local authority level, individual pupil level and at the family level. Underpinned by the very latest research, but expanded upon with an accessible, practitioner focus, the issues covered by this topical text include: The causes of non-attendance and truancy Successful interventions and the evidence from research Reflections on the attempts to find national solutions Implementing home-school solutions An agenda for the future Supporting throughout with case-studies and workable solutions to the most demanding of situations, this book will be essential reading for head teachers, deputy head teachers, teachers and any educational professional eager to raise standards for all.*

Factors Contributing to the Problem of Student Absenteeism in a Rural School

Student attendance would seem to be a vital link in measuring student success in school. If students are not in school, they miss instruction from the teacher. Without instruction it seems incredibly difficult to complete the work needed to pass classes and be successful in school. The research explored the problem of practice of student absenteeism in a rural school. The study was conducted using mixed methods research methodology, specifically a sequential mixed methods research design. The research questions were as follows: (1) What explicit or implicit messages are parents and the school sending about school attendance? (2) What is the perceived effectiveness of the current attendance policy? (2) What is the perceived value held by teachers, administrators, and parents of student attendance in school? Quantitative data was collected to answer the question of whether or not the participating school had an attendance problem and to create a demographic profile of students who are chronically absent. Qualitative data was collected to better understand the nature of the problem, potential causes of the problem, and how to possibly create interventions to help solve the problem. In answering the research questions findings suggest the participating school does have an attendance problem and can be related to three major themes: (1) The messages sent and received by families and employees of the school, (2) the frustrating nature of an unenforced attendance policy, (3) the attitudes and values of parents and employees of the school regarding attendance and how they communicate those values with students. Specific recommendations are made to address the implications of continuing with an attendance policy perceived to be ineffective and in regards to interventions that may be successful at slowing the tide of chronic absenteeism in the participating school.

A Case Study on Absenteeism among 4Ps Students

School Attendance and Financial Support

<u>GRIN Verlag</u> *Research Paper (undergraduate) from the year 2019 in the subject Communications - Research, Studies, Enquiries, grade: 95, , course: Senior High School, language: English, abstract: This is a study on the absenteeism committed by the 4Ps beneficiaries despite the support from the government. Consistent school attendance is critical if students are to build and maintain a foundation for ongoing learning and academic success throughout life. When students are not in attendance, they miss essential instruction, which often cannot be replicated. This case study describes the experiences of five (5) high school students identified with chronic student absenteeism from a purposefully selected junior and senior high 4Ps student beneficiaries of T. National Agricultural School. Through a semi-structured interview process the study sought to understand the reasons of absenteeism of those students identified with chronic student absenteeism, along with the voices of their parents and teachers. The findings reveal that despite the support from the government through the 4Ps fund, students do make absences due to peer influence, financial problem, family concerns, lack of interest and illness. These show a clear manifestation of an existing program that needs a thorough evaluation in coming up with a rational solution to the problem. With the prevailing absenteeism problem among the 4Ps beneficiaries, their academic performance suffered a big blow on their grades prompting them to do some measures to pass the subjects. Hence, to compensate what they have missed, special projects and activities were done to cope with the situation. In light with the findings, teachers should come up with a more serious and strict monitoring mode of attendance of the 4Ps beneficiaries. With this, a strong bond between the parents and the teachers to work together should be developed to closely monitor the students' activities regularly. Likewise, the school should involve the students in academic awakening activities as one of the measures used to reduce absenteeism and ultimately, increase academic performance. Because of poverty, many families are left deprived of their basic needs. The children are forced to stop going to school to help their families. With this as the main ground, the Philippine government initiated a program called the Pantawid Pamilyang Pilipino Program (4Ps) to address poverty in response to the country's commitment to the Millennium Development Goals (MDGs). This program aims to provide cash assistance to the less fortunate to alleviate their immediate needs and break the intergenerational transmission and cycle of poverty.*

Chronic Student Absenteeism: Implications for School Leaders

Teacher's Guide to Tackling Attendance Challenges

<u>ASCD</u> *Students can succeed in school—but they must be in school to do so. Addressing absenteeism is as important as addressing problematic behavior and academic difficulties in the classroom. To address the pervasive issue of chronic absenteeism—that is, missing 10 percent of school days for any reason—educators must begin to move away from a model of reliance on reactive and punitive approaches and toward one that is preventive and positive, and that uses proven principles of behavioral change. Teacher's Guide to Tackling Attendance Challenges, by nationally known educators Jessica Sprick and Tricia Berg, provides teachers with the information and resources they need to build a strong classroom-based initiative to improve the attendance of all students, creating a classroom culture of attendance with easy-to-implement strategies. Sprick and Berg provide concrete and practical strategies for teachers to implement in their own classrooms to address chronic absence and improve the attendance of all students, including: A framework for implementation Sample lesson plans Examples and reproducibles for reinforcement systems Talking points for use with students and families Real-world examples of successful classroom-based approaches Handouts for parents on establishing routines, dealing with technology and more When teachers apply the easy-to-implement and minimally invasive presented, they will see significant improvements in student attendance. This book is a copublication of ASCD and Ancora Publishing.*

School Leader's Guide to Tackling Attendance Challenges

<u>ASCD</u> *"For students to be successful in school, they first have to be in school." With that simple statement, Jessica Sprick and Randy Sprick launch a compelling case for prioritizing student attendance. This comprehensive guide provides school and district-level administrators and teams with the background information, strategies, and tools needed to implement a multitiered approach to improving attendance and preventing chronic absence. The authors use the results of their work in schools throughout the United States to dispel the myth that educators have little control over student attendance and provide success stories from elementary and secondary schools that have reversed longstanding patterns of absenteeism. Citing extensive research, Sprick and Sprick share details about the shocking prevalence of chronic absence in U.S. schools and its effects on students, teachers, families, and the school community. They explain how to replace punitive approaches to absenteeism with effective methods that begin with universal supports and continue through Tier 2 and Tier 3 interventions for students with more persistent problems. Specifically, they explain how to Build an effective school team*

to address absenteeism . Create systems to collect accurate data and set priorities. Develop an attendance initiative that generates student enthusiasm as well as staff, parent, and community support. Design and implement strategies that are tailored to specific schoolwide concerns and demographics that reach all students. Equipped with the information and tools presented in this book, educators can ensure wise use of staff and other resources—and create a culture of attendance that is the foundation of successful schools. This book is a copublication of ASCD and Ancora Publishing.

School Attendance and Problematic School Absenteeism in Youth

<u>Frontiers Media SA</u>

School Leader's Guide to Tackling Attendance Challenges

<u>ASCD</u> *"For students to be successful in school, they first have to be in school." With that simple statement, Jessica Sprick and Randy Sprick launch a compelling case for prioritizing student attendance. This comprehensive guide provides school and district-level administrators and teams with the background information, strategies, and tools needed to implement a multitiered approach to improving attendance and preventing chronic absence. The authors use the results of their work in schools throughout the United States to dispel the myth that educators have little control over student attendance and provide success stories from elementary and secondary schools that have reversed longstanding patterns of absenteeism. Citing extensive research, Sprick and Sprick share details about the shocking prevalence of chronic absence in U.S. schools and its effects on students, teachers, families, and the school community. They explain how to replace punitive approaches to absenteeism with effective methods that begin with universal supports and continue through Tier 2 and Tier 3 interventions for students with more persistent problems. Specifically, they explain how to Build an effective school team to address absenteeism . Create systems to collect accurate data and set priorities. Develop an attendance initiative that generates student enthusiasm as well as staff, parent, and community support. Design and implement strategies that are tailored to specific schoolwide concerns and demographics that reach all students. Equipped with the information and tools presented in this book, educators can ensure wise use of staff and other resources—and create a culture of attendance that is the foundation of successful schools. This book is a copublication of ASCD and Ancora Publishing.*

Parents and Schools

A Source Book

<u>Routledge</u> *First Published in 1993. Routledge is an imprint of Taylor & Francis, an informa company.*

Roll Call

The Effects of Absenteeism on Students Achievement in the Elementary Grades

Student attendance is very important to the success of all students. However, truancy rates continue to raise. With the increased influence and dependency of technology on our students is regular school attendance is needed to succeed? The purpose of this research project was to explore the effects of absenteeism on student achievement in the elementary grades. This research found student attendance does impact student achievement. As the number of days out of school increased the student's achievement score on the end of the year state assessment decreased.

Advances in Education Research

Welcoming Practices

Creating Schools That Support Students and Families in Transition

<u>Oxford University Press</u> *"At a time when schools are increasing attention to students' social and emotional development, this book gives educators practical strategies for supporting a specific segment of their population--highly mobile students. The practical guide also helps schools consider the experiences of parents in the school transition process"--*

The On-track Indicator as a Predictor of High School Graduation

The First Year Of High School Is A Critical Transition Period For Students, Those Who Succeed In Their First Year Are More Likely To Continue To Do well in The Following Years And Eventually Graduate. Because A Successful Transition Into High School Is So Important, In 1999 The Consortion Developed An Indicator To Gauge Whether Students Make Sufficient Progress In Their Freshman Year Of High School To Be On-Track To Graduate Within Four Years. The Evidence Presented Here Suggests That The On-Track Indicator Can Be A Valuable Tool For Parents, Schools, And The School System As They Work To Improve Students Likelihood Of Graduating.

Comprehensive Reform for Urban High Schools

A Talent Development Approach

<u>Teachers College Press</u> *This text offers the Talent Development Approach as an alternative to contemporary US educational reform efforts. It details organizational, curricular and instructional strategies to provide practitioners with a workable blueprint for whole school reform.*

A Guide to School Attendance

<u>Routledge</u> *Improving school attendance remains a contentious topic and is a high priority for the DCFS, local authorities and schools. Thousands of sessions are missed every day; a waste of money, resources and, most of all, of opportunity. A school's practice is now subject to scrutiny as never before, with targets and standard procedures required. A Guide to School Attendance provides a detailed practical guide for school leaders and managers, teachers, Education Welfare Officers and other attendance workers in schools and local authorities. New Registration Regulations have been force since September 2006. All state-maintained schools have a legal duty to combat unauthorised absence, to maintain a twice-daily attendance record for every pupil and have attendance policies and procedures ready for OFSTED inspections. These should define everyday practice in all schools but are not always widely known about by those on the front-line. Ben Whitney draws together twenty years of education welfare experience to provide a wealth of ideas to benefit any school. The book provides: summaries of the legal requirements extended case studies Question and Answer sections group work activities model policies and procedures*

Exploring how School Absenteeism is Linked to Achievement Gaps in Suburban High School Students

A Quantitative Study

There is a problem in large, suburban high schools that relates to reduced degrees of student success. This problem occurred due to poor student attendance which led to low academic achievement, high rates of student discipline, and decreased graduation rates. This problem also led to poor scores on state benchmark tests that can negatively impact district accreditation and cause a loss of state and federal funding. This study addressed the association between student attendance to three specific indicators of students' success. A quantitative correlational methodology was used to explain the degree of association between the students' attendance and the three outcome variables of academic achievement measured by grade point average (GPA), student discipline as measured by the number of office referrals, and graduation rates at a large, suburban hgih school in the Midwest. Archived data from a single school year are used in the research. As student attendance rates increased, the mean grade point average increased and mean discipline referral rates decreased. The results showed the impact in graduation rate was not significant. The results of this study have corroborated the previous research and literature on the topic of attendance on student success. The research found a significant correlation between attendance and student success. The data and conclusions can be used to advocate for programs and services and for the allocation of resources for educational programming; particularly programs that support increased student attendance, improved academic achievement, decreased discipline incidents, and enhanced rate of graduation.

Chronic Absenteeism

A Key Indicator of Student Success. Policy Analysis

Research shows that chronic absenteeism can affect academic performance in later grades and is a key early warning sign that a student is more likely to drop out of high school. Several states enacted legislation to address this issue, and many states are currently discussing the utility of chronic absenteeism as an indicator of school quality or student success (SQSS) in their accountability systems under the Every Student Succeeds Act (ESSA). This policy brief provides information for policymakers and state education leaders on the research, key issues, and policy options available to address chronic absenteeism and improve attendance.

Building a Bridge to Success

From Program Improvement to Excellence

R&L Education This book looks at what successful principals do to close the achievement gap and move their schools from one that needs improvement to one that is succeeding for all students. Principals reading this handbook will have at their fingertips detailed descriptions of the behaviors needed to build success.

Safe and Successful Schools

A Compendium for the New Millennium

AuthorHouse

Telling Tales Over Time

Calendars, Clocks, and School Effectiveness

Springer Science & Business Media How do calendars and clocks influence considerations of school effectiveness? From the creation of compulsory education to the future of virtual schooling, Weiss and Brown trace two centuries of school practices, policies and research linking the concept of time with 'opportunity to learn'. School calendars and clocks are shaped by both the physical and social worlds, and the 'clock of schooling' is shown to be one of the 'great clocks of society' that helps to frame school effectiveness. School time does not operate in a vacuum, but within curriculum, teaching and learning situations. The phrase 'chrono-curriculum' was devised by the authors as a metaphor for exploring issues of school effectiveness within the time dimension. Using American and Canadian sources, stories are created to illustrate four themes about time and school effectiveness. The first three stories utilize access, attendance and testing as criteria associated with these eras of schooling. How will the story read in the fourth era, the digital age, which forces us to a reconsideration of time and its influence on education? Quoting David Berliner in his Foreword: " this is an opportune time for these authors to bring us insights into the reasons we in North America created our public school systems, and how the chrono-curriculum influences those systems. The authors' presentation of our educational past provides educators a chance to think anew about how we might do schooling in our own times."

Student Absenteeism, Truancy, School Dropout

The Toolbox Revisited

Paths to Degree Completion from High School Through College

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

25 Ways to Keep Your Child Safe, Healthy and Successful

Lessons from a School Counselor

Trafford Publishing 25 Ways to Keep Your Child Safe, Healthy and Successful: Lessons from a School Counselor was written to provide parents with the knowledge and tools needed to help their children stay safe and healthy and find success in today's society. The lessons discussed are derived from the author's 20 plus years of experience working with children and parents. Parents are provided with information, tools and resources on 25 important topics including: learning difficulties; behavior challenges; peer pressure; drug and alcohol abuse; technology influences; bullying; healthy relationships; higher education and career planning; the importance of family relationships; adolescent mental health; gangs; eating disorders; and a host of other issues which can impact a child's ability to stay safe, be healthy and find success. Parents provide the crucial guidance and teachings that children need to maneuver through the challenges of school and childhood issues. Parents must be aware of the issues that can affect their children's happiness and well-being. This book is a handbook for all parents to learn about what issues impact today's children and what they can do to keep their children safe, healthy and successful.

Chronic Absenteeism in Rhode Island Public Schools

A Crisis in the Making

Regular school attendance is imperative for students to be successful. Today, many school districts focus on a deeper analysis of attendance data due to rising chronic absenteeism (Chang, 2014). Chronic absenteeism occurs when a student misses 10% or more of days in a school a year (Chang, 2008). Truancy reflects only unexcused days of absence and is a narrower definition. Patterns of chronic absenteeism exist across the country. Since research has begun to study chronic absenteeism, entire schools are now being recognized as chronic absentee schools where almost one third of their student population is chronically absent during the school year (Balfanz, 2014). Chronic absenteeism is an important factor to track and is considered a better indicator for student success than standardized testing (CDC 2016). School districts are now forced to rethink practices, policies, and resources to motivate students, families, and communities to understand the importance of addressing chronic absenteeism and its far-reaching effects. The following research questions guided this study: 1.To what extent is chronic absenteeism occurring in Rhode Island? 2. Is there a significant relationship between a student's attendance and the following variables: grade level, socio-economic status, ethnicity, adult perceptions of attendance, the demographics of the school district and of the community where the child attends? 3. What do educational, family and community members believe are possible solutions to address chronic absenteeism? This mixed method design study explored chronic absenteeism in Rhode Island and nationwide to gain a better understanding of the underlying causes of chronic absenteeism. A quantitative post hoc data review of student attendance was conducted on Rhode Island school districts for years 2013–2017. The qualitative descriptive studies explored the perceptions of adults regarding chronic absenteeism. Using findings from the study and research a focus group was conducted to triangulate the data. Findings revealed chronic absenteeism is rising everywhere, ethnicity and poverty play a role, and there are inconsistencies between adult perceptions on chronic absenteeism. The findings give better insight to the complexities of chronic absenteeism and will benefit school and state leaders in determining strategies, policies, and practices to end chronic absenteeism.

Truancy, First Step to a Lifetime of Problems

Managing School Absenteeism at Multiple Tiers

An Evidence-based and Practical Guide for Professionals

Oxford University Press School absenteeism is a pervasive and difficult problem faced by mental health and school-based professionals. Even in mild forms, school absenteeism has been shown to be a significant risk factor for social, behavioral, and academic problems in middle childhood and adolescence, as well as psychiatric, economic, and occupational difficulties in adulthood. Problematic absenteeism has been examined for decades by professionals of many different disciplines, leading to a considerably fractured literature. Managing School Absenteeism at Multiple Tiers provides an integrative strategy for preventing, assessing, and addressing cases of youth with school absenteeism at multiple levels of severity and complexity. Dr. Christopher Kearney presents a multi-tiered framework based on prevention (Tier 1), early intervention for emerging cases (Tier 2), and more extensive intervention and systemic strategies for severe cases (Tier 3). Each tier is based on empirically supported strategies from the literature, and emphasis is placed on specific, implementable recommendations. This approach is based on a Response to Intervention model that has emerged as a powerful guide to prevention, assessment, and treatment of social and academic problems in schools. Response to Intervention is based upon tenets that parallel developments in the school absenteeism literature:

(1) a proactive focus on early identification of learning and behavior problems and immediate, effective intervention, (2) universal, targeted, and intensive interventions, (3) frequent progress monitoring, (4) functional behavioral assessment, (5) empirically supported treatment procedures and protocols to reduce obstacles to academic achievement (including absenteeism), and (6) a team-based approach for implementation. This user-friendly, practical guide will be useful to mental health professionals, school administrators, guidance counselors, social workers and psychologists, as well as others who address kids with problematic absenteeism such as pediatricians and probation officers.

Managing and Improving School Attendance and Behaviour

New Approaches and Initiatives

Routledge *This new book on school attendance and behaviour brings an international flavour to the field, with contributions on some of the latest empirical research and thinking from around the world. It includes contributions from Canada and the USA, Hong Kong, Europe, the United Kingdom and Ireland. Some of the interesting, wide-ranging, and often unique topics covered in the book include: truancy and well-being, disaffection, pupil absenteeism, social mediation, aggression in primary schools, bullying, emotional barriers to learning, behaviour management training, exclusion, reintegration, the role of educational psychologists, and ethnic diversity and classroom disruption in the context of migration policies. The book should prove both helpful and useful for a wide range of professionals, students, and academics, across a wide range of educational, care, and social policy disciplines. This book was originally published as a special issue of Educational Studies.*

Community/Public Health Nursing - E-Book

Promoting the Health of Populations

Elsevier Health Sciences *Master the knowledge and skills you need to succeed in community health nursing! Community/Public Health Nursing, 8th Edition discusses the nurse's role in population health promotion with a unique upstream preventive focus and a strong social justice approach, all in a concise, easy-to-read text. It shows how nurses can take an active role in social action and health policy -- especially in caring for diverse and vulnerable population groups. This edition integrates the NCSBN Clinical Judgment Measurement Model to help you prepare for the Next Generation NCLEX(R). Clinical examples and photo novellas show how nursing concepts apply to the real world. Active Learning boxes test your knowledge of the content you've just read, helping provide clinical application and knowledge retention. UNIQUE! Social justice approach promotes health for all people, emphasizing society's responsibility to protect all human life and ensure that all people have their basic needs met, such as adequate health protection. UNIQUE! Veterans' Health chapter presents situations and considerations unique to the care of military veterans. Genetics in Public Health boxes reflect increasing scientific evidence supporting the health benefits of using genetic tests and family health history to guide public health interventions. UNIQUE! Upstream focus addresses contributing factors of poor health and promotes community efforts to address potential health problems before they occur. Case studies present the theory, concepts, and application of the nursing process in practical and manageable examples. UNIQUE! Photo novellas -- stories in photograph form -- show real-life clinical scenarios and highlight the application of important community/public health nursing roles. Consistent pedagogy at the beginning of each chapter includes learning objectives, key terms and chapter outlines to help you locate important information and focus your study time. Clinical Examples present snippets of real-life client situations. Theoretical frameworks common to nursing and public health aid in the application of familiar and new theory bases to problems and challenges in the community. Research Highlights introduce you to the growing amount of community/public health nursing research literature. Ethical Insights boxes present situations of ethical dilemmas or considerations pertinent to select chapter topics. NEW! Online case studies for the Next Generation NCLEX(R) Examination (NGN) provide you with the necessary tools to prepare for the NGN. NEW! Overview of the NCSBN Clinical Judgment Measurement Model provides information on the latest recommendations to promote evidence-based client decisions. NEW! Healthy People 2030 boxes highlight the most current national health care goals and objectives throughout the text.*

The School Services Sourcebook

A Guide for School-Based Professionals

Oxford University Press *This comprehensive sourcebook covers every aspect of school service delivery, arming practitioners with the nuts and bolts of evidence-based practice. Each of the 114 chapters serves as a detailed intervention map, beginning with a summary of the problem area and moving directly into step-by-step instructions on how to implement an evidence-based program with distinct goals in mind and methods to measure the outcome. School-based professionals in need of ready access to information on mental health disorders, developmental disabilities, health promotion, child abuse, dropout prevention, conflict resolution, crisis intervention, group work, family interventions, culturally competent practice, policy, ethics, legal issues, community involvement, accountability, and funding can now find high-quality and easy-to-implement strategies at their fintertips. A concise, user-friendly format orients readers to each issue with a Getting Started section, then moves smoothly into What We Know, What We Can Do, Tools and Practice Examples, and Points to Remember. Quick-reference tables and charts highlight the most important information needed for daily reference, and lists of further reading and Web resources guide readers in gathering additional information to tailor their practice to suit their students' needs. Each chapter has been specifically crafted by leaders in their fields with the ultimate goal of giving school-based practitioners the tools they need to deliver the best mental health and social services possible to students, families, and communities. This is a must-have reference for all school-based social workers, psychologists, counselors, mental health professionals, and educators.*

Intervention Strategies to Increase the Success Rate on the General Educational Development Examination for Adjudicated Youths

University Press of America *In Intervention Strategies to Increase the Success Rate on the General Educational Development Examination for Adjudicated Youths, Floyd A. Johnson provides a unique model that significantly increases the changes for at-risk and adjudicated youths to earn a GED. The population of this study consists of students who may not have ever completed a standard high school diploma curriculum or a general GED program. Johnson's study outlines unique methods for instructions, expanding instructions, motivating students to learn, improving school and class attendance, and creating a broad base support system which will help facilitate the effectiveness of the total process. This book relates to the educational goals and objectives that are being attempted through the use of standard GED programs for at-risk youths who are confined to juvenile detention centers, group homes, shelter houses, community-based facilities and those participating in adult education programs, night schools or other alternative schools.*

School Success

An Opportunity for Population Health: Proceedings of a Workshop

National Academies Press *Education and health care significantly influence well-being and health outcomes, especially throughout adolescence. In fact, doctors note that performance in school is highly reflective of a child's current and future health. Despite knowledge of this connection, pediatricians are rarely aware of their patients' school performance and have a limited understanding of the education system. Fostering collaboration and aligning efforts within the health and education sectors is a critical step towards building stronger and healthier communities. On June 14, 2018, the National Academies convened a workshop to discuss how efforts within the health sector can support children's education from pre-kindergarten through 12th grade and to explore the barriers between these sectors. The committee also examined case examples of health-education collaboration and opportunities in policy. This publication summarizes the presentations and discussions from the workshop.*

Hearings

Secondary Schools in Canada

The National Report of the Exemplary Schools Project

Canadian Education Association *Program examines exemplary practices in seven of the schools studied in the Exemplary Schools Project.*

Indian Education

Hearings, Ninetieth Congress, First and Second Sessions, on the Study of the Education of Indian Children

Reviews responsibilities of Federal Government to provide quality education to Indian children. Recognizes cultural and economic problems surrounding Indian education.

EBOOK: Improving Behaviour and Attendance at School

McGraw-Hill Education (UK) *Behaviour remains a huge issue of concern at all levels of education. This book draws together research and practice to uncover the complexities of improving behaviour and attendance in school and offers a range of practical solutions aimed at tackling behavioural issues and its prevention for schools, teachers, non-teaching staff, and those working to support them in Local Authorities. It considers current concerns relating to the behaviour of children and young people, the theoretical underpinnings of possible approaches to improving behaviour and attendance, as well as what we know about the causes of disaffection. In exploring ways that behaviour and attendance can be improved, the authors examine a range of perspectives including school management and whole school policies, and behaviour in and around the school, in the classroom, and of individual pupils, particularly those at risk of exclusion from school. It discusses the work of Behaviour and Educational Support Teams, teacher coaches, learning mentors and nurture groups as ways of supporting children and young people, particularly those identified as being 'at risk'. It also outlines ways of improving relationships between the school and home, as well as the ways that parents can be supported to assist in changing their children's behaviour and attendance. Alternatives to exclusion and new curricula are discussed in relation to their success in maintaining students in education. The final chapters focus on attendance and what can be done to improve it in the general school population and those students who are persistent absentees. Throughout the book case studies are used to illustrate examples of good practice and the impact on children, parents and teachers. The book concludes with an overview of key issues emerging for practice.*

The Effects of an Intervention Program on Tardiness, Absenteeism, and Academic Achievement of At-risk High School Students

This year-long study investigated whether intervention programs can have a significant effect on improving student attendance, tardiness, and academic achievement. The students chosen for this study attend a large comprehensive high school in California's Central Valley and were enrolled in the Students for Success Intervention Program. The students in the intervention program were comprised of 34 sophomore, junior, and senior students who were recommended by school counselors because of poor grades and attendance. Students who participated in the Student for Success Intervention Program met with the intervention teacher weekly for 20 minutes. Students' GPA, attendance, and tardy records were used for quantitative data. Attendance, tardy, and GPA data that were collected from the 2011-2012 school year before the program was initiated were compared with attendance, tardy, and GPA data from the 2012-2013 school year, after implementation of the Students for Success Intervention Program. Data were entered into the Statistics Package for Social Sciences (SPSS). A paired samples t-test was completed to determine if there was a significant change between pre- and postintervention GPA, attendance, and tardy rates. The results suggest that the intervention program had a positive effect on improving student tardy rates and academic achievement. The data analysis also suggested that absenteeism was not significantly reduced by this program and continues to be a complex problem for this school as well as other schools.

Student Absenteeism

College Now! What Needs to be Done to Give Urban Students a Real Path to Success

Teachers College Press *This remarkable, first-hand account reveals the impediments and challenges to educating inner-city secondary students when so much is arrayed against them and how believing in all kids helped save a school and change education in the state of Colorado. In 2 years, Principal Scott Mendelsberg took his school from a 17% to a 73% college matriculation rate. He didn't get new teachers, a new building, different kids, or a new curriculum. He just made sure students realized that college was an option for them. Advance Praise for College Now! "Through funny, sad, and triumphant stories, Mendelsberg lays out the power of high expectations; the need to support and hold educators accountable; and the strategies for creating a learning environment that embraces rigor and engagement. Additionally, he makes the case for competency-based learning with digital resources, self-paced learning, and performance gateways where students demonstrate readiness." —From the Foreword by Tom Vander Ark, CEO of Getting Smart "School reform, up close and personal from the desk of a principal. Lively. Insightful. Honest." —Brad Jupp, Senior Program Advisor, United States Department of Education "If you're suffering a bit from reform fatigue and wondering whether anything works in really changing schools, you must absolutely read this book because it will give you renewed hope." —David Longanecker, executive director, Western Interstate Commission on Higher Education, and former Assistant Secretary of Education under President Clinton "Scott is truly a 'principal's principal.' His experience in the urban high school setting provides new principals with a guide for exploring their own thinking about how to lead their schools in increasing studentachievement." —Lynn Fair, principal, Aurora Central High School, Aurora, CO "Brilliant! With the skill of a master storyteller, Scott Mendelsberg has written a primer for all school administrators. His grasp of leadership principles is keen and his insights right on the mark, making College Now! a must-read for educators." —Mike Miles, superintendent, Dallas Independent School District*