

SHOW UP BUT DON'T SHOW OUT:

Attendance & Discipline during COVID

Presented by:
Geneva Jones

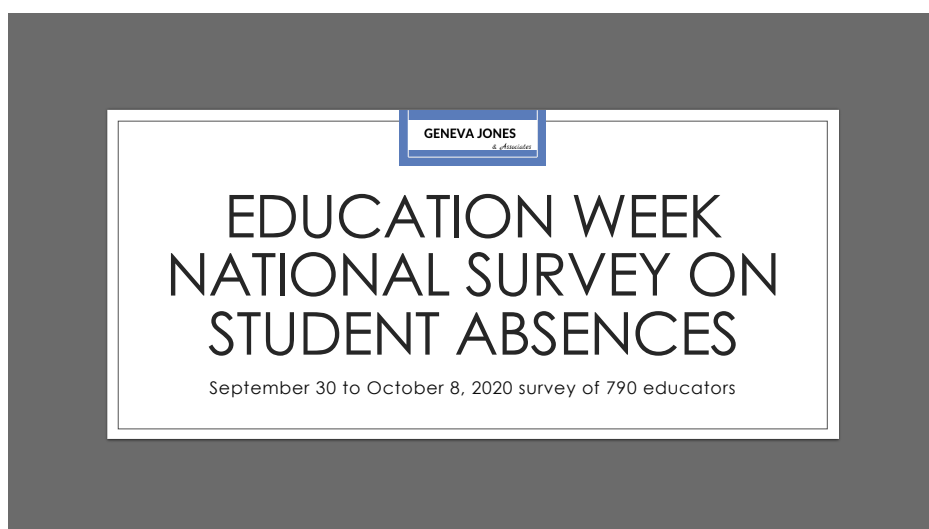
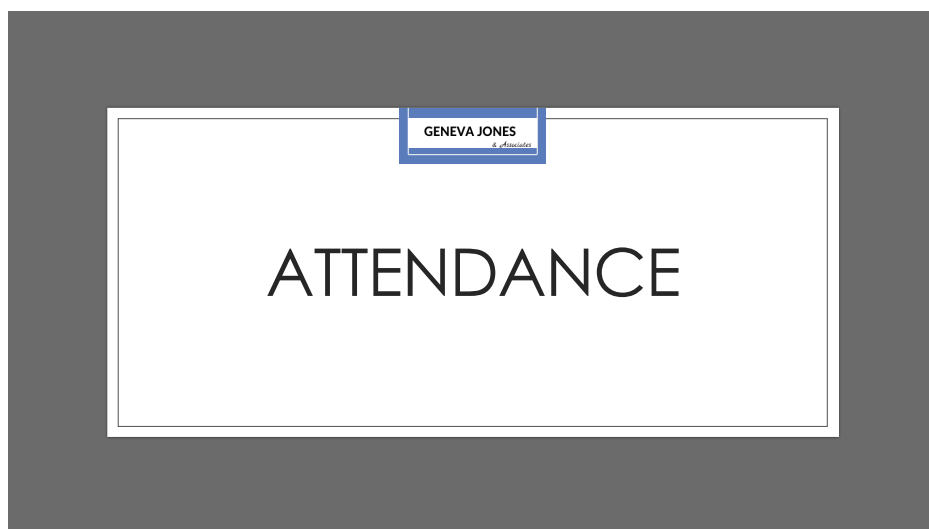


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1. STUDENT ABSENCES HAVE DOUBLED DURING THE PANDEMIC

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2. ABSENCES ARE UP FOR STUDENTS IN FULL-TIME IN-PERSON INSTRUCTION

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3. ACCOUNTABILITY FOR UNEXCUSED ABSENCES

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4. SUBURBAN SCHOOLS RESPOND DIFFERENTLY TO ATTENDANCE THAN RURAL SCHOOLS

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5. VERY FEW STUDENTS FACE SUSPENSION, EXPULSION, OR LEGAL CONSEQUENCES FOR UNEXCUSED ABSENCES

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WHAT ARE WE
MISSING?



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SPECIAL EDUCATION STUDENT STATISTICS

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**TEA**
Texas Education Agency

SY 20-21 Attendance and Enrollment FAQ
December 10, 2020

**STRONG
START**
2020-21

(512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

Attendance



ON CAMPUS
ATTENDANCE REMOTE
ATTENDANCE HYBRID
ATTENDANCE

GENEVA JONES
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HOW SHOULD WE TAKE ATTENDANCE FOR
 OUR SPECIAL EDUCATION STUDENTS
 WHEN COVID-19 PREVENTS TEACHERS
 FROM PROVIDING IN-PERSON
 INSTRUCTION?

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ATTENDANCE TAKING FOR SPECIAL
 EDUCATION STUDENTS SHOULD TRACK AS
 CLOSELY AS POSSIBLE TO THE
 REQUIREMENTS FOR NON-SPECIAL
 EDUCATION STUDENTS.

GENEVA JONES
Attorney at Law

IF A STUDENT RECEIVING REMOTE
 INSTRUCTION IS STRUGGLING
 ACADEMICALLY, WITH ATTENDANCE, OR
 IN ANY OTHER WAY, CAN A DISTRICT
 REQUIRE THE INDIVIDUAL STUDENT TO
 COME ON CAMPUS?

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YES, BUT...

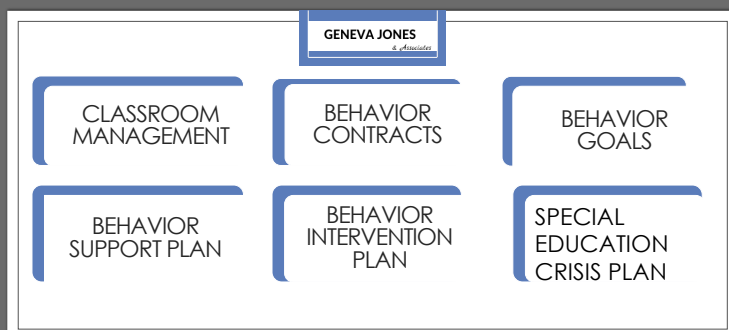
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1. THERE ARE HOOPS TO JUMP THROUGH
2. SPECIAL EDUCATION GUIDANCE IS LIMITED

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GENEVA'S GUIDANCE

1. Conduct an ARD or Section 504 Meeting.
2. If there are reports of medical issues: ask parents/guardians to give written authorization to obtain medical records and speak to the medical provider.
3. Ask parents/guardians, teachers, service providers, and the student about outside factors: transportation, internet, changes in the home.
4. If there are behavior issues: collect data, conduct an evaluation, or conduct a screening/teacher guidance.
5. If attendance is caused by behavior: address the behavior. Behavior contracts, behavior goals, BSP, and when necessary BIP.

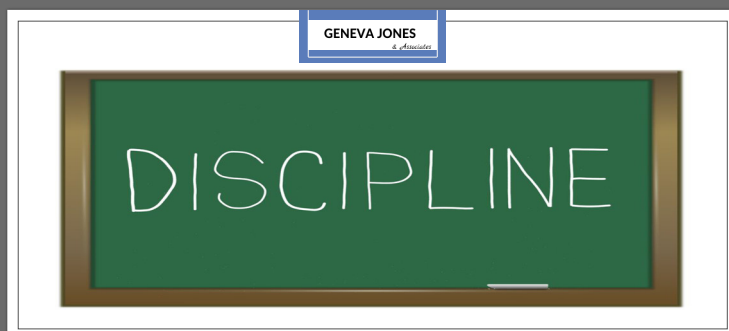


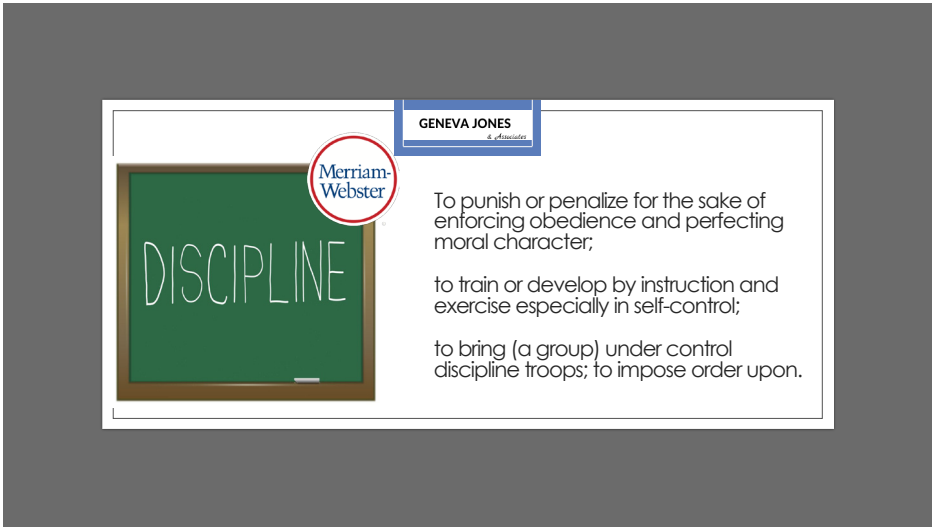
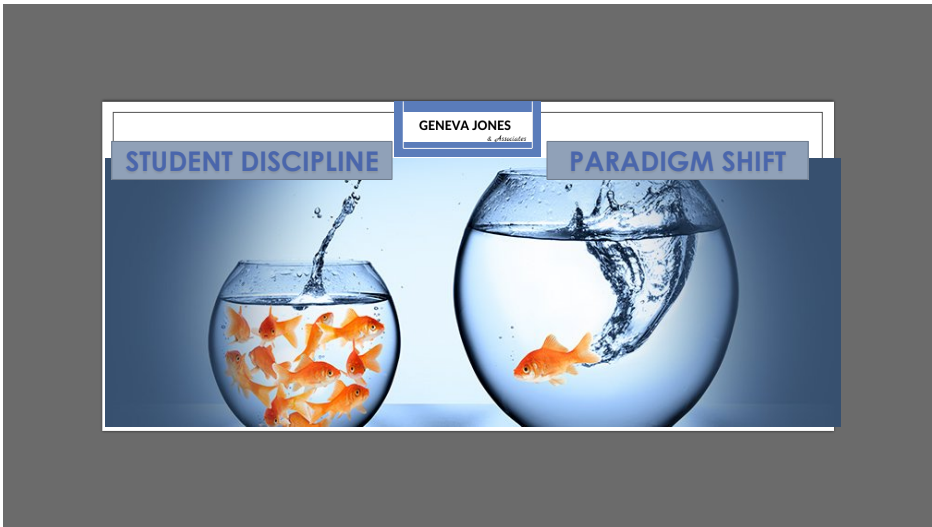
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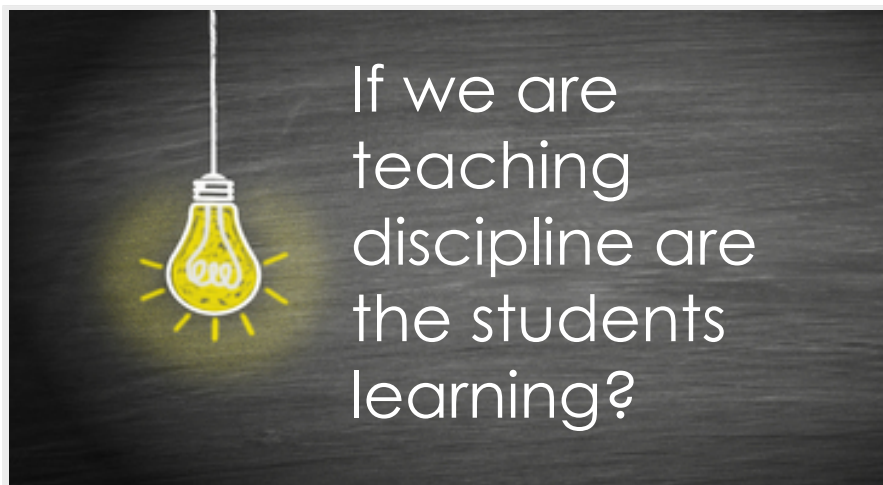
Behavior Support Plan

What tools will the student need to support their positive behavior/learn discipline?


- Environment/Opportunities
 - Break cards or verbal/visual cues or schedules
 - Self-reinforcers and self-directed breaks with a timer
 - Reminders or list of appropriate behaviors
 - Rational thinking questions/checklist (Appropriate level of frustration?)
- Teach and Reinforce
 - Appropriate language and response
 - Processing frustration







GENEVA JONES
Attorney



What Does The Law Say?

What Is Best For Students?

GENEVA JONES
Attorney

United States Department of Education
Office of Special Education and Rehab. Servs. August 1, 2016

"During the 2013-2014 school year, 10 percent of all children with disabilities, ages 3 through 21, were subject to a disciplinary removal of 10 school days or less, with children of color with disabilities facing higher rates of removal.

For instance, nineteen percent of black children with disabilities, ages 3 through 21, were subject to a removal of 10 school days or less within a single school year.

In light of research about the detrimental impacts of disciplinary removals, including short-term disciplinary removals, the Department is issuing this guidance to clarify that schools, charter schools, and educational programs in juvenile correctional facilities must provide appropriate behavioral supports to children with disabilities who require such supports in order to receive FAPE and placement in the least restrictive environment (LRE)."


GENEVA JONES
Speaker, Trainer, Consultant

EQUALITY IN DISCIPLINE


Discipline is not one size fits all.

Are your special education students learning discipline?


Attendance



ON CAMPUS
ATTENDANCE



REMOTE
ATTENDANCE



HYBRID
ATTENDANCE



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