

# **HR 180 (2025)**

# **Truancy Study Group**



**November 20, 2025**

# Agenda

---

## Opening

- Call to Order
- Roll Call
- Recognition of Guests

## Approval of the Minutes of the Meeting Held October 10, 2025

## Informational Reports

- Impact of Average Daily Attendance on the Minimum Foundation Program (MFP)
- Power of Presence Guidance
- Judicial/FINS Presentation on Best Practices and Reporting

## New Business

- Study Group Recommendations in Response to HR 180 (2025)

# Opening

---

- Call to Order
- Roll Call
- Recognition of Guests

# Approval of the Minutes

---

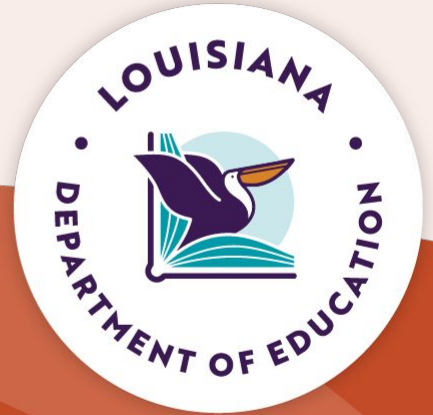
- For Meeting Held on October 10, 2025

# Informational Reports

---

- Impact of Average Daily Attendance on the Minimum Foundation Program (MFP)
- Power of Presence Guidance
- Judicial/FINS Presentation on Best Practices and Reporting

# Impact of Average Daily Attendance on the Minimum Foundation Program (MFP)

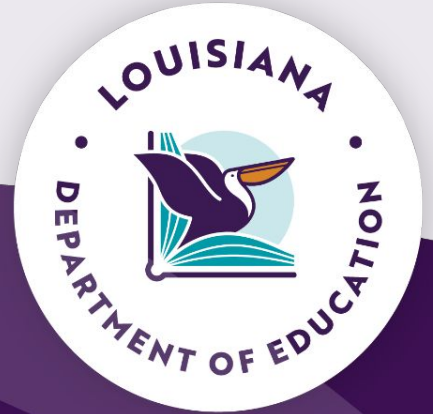


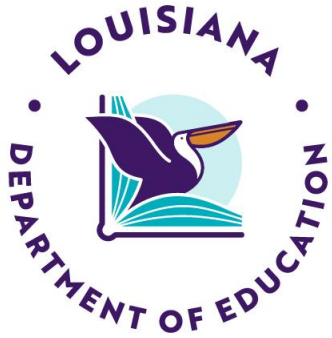
# Impact of Average Daily Attendance on the MFP

An MFP formula simulation was created utilizing ADA rather than the February 1 enrollment base count.

- Data issues revealed during review of ADA included:
  - ADA count is less than February 1 enrollment base count
  - ADA count includes students present at any point throughout the entire year and so includes students not currently eligible to be counted in the February 1 enrollment count
  - ADA is not able to be calculated by residency
- Findings: Total estimated reduction in the MFP allocation equals, at a minimum, more than \$208 Million.

# Power of Presence Guidance





**THE POWER OF PRESENCE**  
◆ **LDOE ATTENDANCE** ◆

# Definitions, Expectations, and Best Practices

# Attendance Definitions

Terminology information from policy



# ***Bulletin 741 Attendance Definitions***

A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. Attendance shall be checked and recorded for each student on each school day and at the beginning of each class period in accordance with R.S. 17:232.B.(1).



# Bulletin 741 Attendance Definitions

**Whole-Day Attendance** - Students are considered to be in attendance for a whole day when they:

- are physically present at a school site or are participating in an authorized school activity; and
- are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

**Half-Day Attendance** - Students are considered to be in attendance for one-half day when they:

- are physically present at a school site or participating in authorized school activity; and
- are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.



# Bulletin 741 Attendance Definitions

The days absent for elementary and secondary school students shall include excused absences, unexcused absences, and suspensions/expulsion.

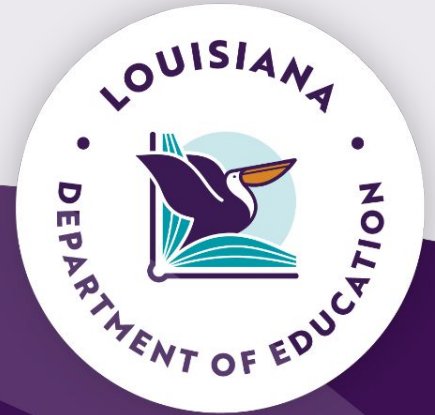
**Excused Absences** - absences which are not considered for purposes of truancy, including absences incurred due to extenuating circumstances in accordance with *Bulletin 741 §1103*.

**Unexcused Absence** - any absence not meeting the requirements set forth in the excused absence definition, including but not limited to absences due to any job unless it is part of an approved instructional program.

**Suspension/Expulsion** - absence in which a student is not in attendance in the regular instructional setting due to disciplinary actions imposed by the school. The absence is not considered for purposes of truancy unless the student was assigned to an alternative site and is not in attendance at the assigned alternative site.

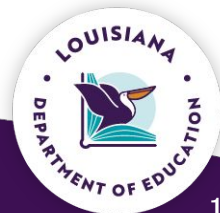
# District and School Attendance Teams

Reducing absenteeism requires a team approach.



# District Attendance Teams

A district-level team plays a crucial role in **setting the vision**, **providing resources**, and **ensuring consistency** in attendance practices across all schools in a system. This diverse team should include **leaders with various capabilities**, such as Child Welfare and Attendance personnel, district administrators, attendance specialists, data analysts, and representatives from student support services and special education.



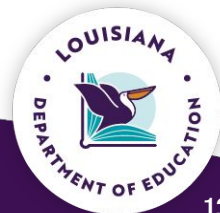
# Examples of District Attendance Team Responsibilities

- Establish data-informed, district attendance goals, expectations, and action plan.
- Develop and maintain district-wide data systems for tracking and analyzing attendance data.
- Understand barriers and identify targeted interventions to address them.
- Provide professional learning and training on attendance best practices.
- Allocate resources to support school-level attendance initiatives.
- Facilitate communication and collaboration between schools.
- Establish community partnerships focused on attendance support.
- Monitor overall district attendance trends and the effectiveness of action plan interventions.



# School Attendance Teams

A **group** of school-level stakeholders, often part of an existing school team, must use data to **identify needs** and **implement interventions** that improve student attendance within the school. While school-level attendance team composition will vary based on context, this team typically includes a school administrator, as well as a counselor or social worker, data manager, attendance clerk, special education teacher and/or another staff member with access to student data.



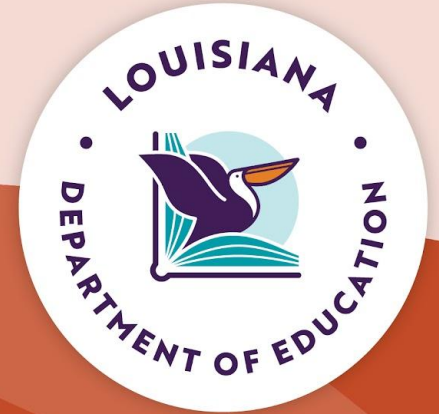
# Examples of School Attendance Team Responsibilities

- Establish school attendance goals and expectations.
- Develop a tiered attendance strategy.
- Analyze data to identify students in need of support.
- Identify factors influencing attendance and develop plans to minimize barriers.
- Engage families and communities.
- Evaluate the impact and outcomes of implemented strategies and interventions.



# Best Practices for Improving Attendance

Intentional actions to support students and families



# Developing Tiered Student Support

Impactful attendance management requires a **multi-tiered system** that **proactively encourages consistent presence** in school while providing **targeted support** for students facing chronic absenteeism challenges.

Developing a tiered attendance strategy begins with a needs assessment.



# Proactive Attendance Strategies

Focus on all students and **prevent absenteeism before it affects achievement.**

Examples include:

- providing relevant, engaging instruction;
- addressing parental misconceptions about attendance;
- utilizing clear and timely processes to communicate information about attendance with parents;
- incentivizing attendance through recognition programs, contests, and rewards;
- cultivating student belonging through engagement with activities and organizations; and
- fostering family and community involvement through targeted engagement opportunities.



# Early Interventions

**Focus on students with 3 or more unexcused absences** per semester and **students with a 10% or higher absence rate**. Interventions are implemented to improve attendance and reduce the risk of truancy and chronic absenteeism.



# Communication Requirements

## Third Unexcused Absence/Tardy Occurrence

- The principal of a school, or their designee, **notifies** the parent or legal guardian **in writing**.
- The principal or designee **holds a conference** with the student's parent or legal guardian.
- This notification includes information about the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy.
- The student's parent or legal guardian signs a receipt for the notification. Document attempts, even if unsuccessful with capturing a signature.



# Early Intervention Strategies

## Examples of early interventions include:

- address identified attendance barriers with targeted solutions;
- group students who may benefit from the same interventions;
- partner a student with a school-level mentor;
- develop student attendance support plans to meet academic needs; and
- provide opportunities for attendance recovery and missed learning recovery.

# Comprehensive Intervention Strategies

Focus on students with 5 or more unexcused absences per semester. Interventions are implemented to **support students and correct truancy/chronic absenteeism**.

## Fifth Unexcused Absence/Tardy Occurrence Statute Requirements (RS 17:233):

- A student is considered habitually absent or habitually tardy when this condition continues after all reasonable efforts by school personnel, truancy officers, or other law enforcement personnel have failed to correct it.
- Any student who is a juvenile and who is habitually absent from school or habitually tardy is reported by supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child.



# Comprehensive Intervention Strategies

## Examples of comprehensive interventions include:

- increase academic support, including weekly academic check-ins;
- conduct home visits;
- communicate with parents regarding attendance concerns and available supports;
- promote interagency collaboration;
- notify parents of intent to report habitual unexcused absence/tardiness to juvenile court and request the need for attendance documentation (excused absences); and
- make legal referrals outlined in statutes and policies.

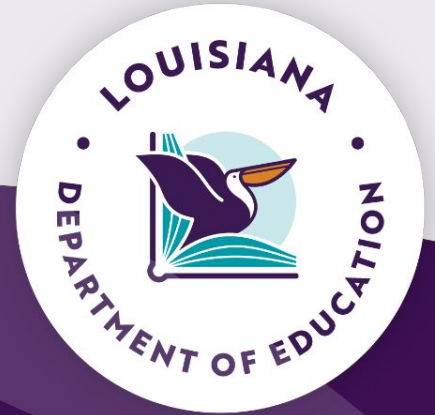


# Putting It All Together



| Prompt                                      | Required Action                                                                                                                                                      | Attendance Support                                                                                                                                                                                     |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily                                       | <ul style="list-style-type: none"> <li>Take attendance</li> <li>Report absences to parents</li> <li>School report to LEA</li> <li>LEA report to SEA</li> </ul>       | <ul style="list-style-type: none"> <li>Establish an attendance team</li> <li>Collect and analyze attendance data</li> <li>Implement phone call, text, and email communication procedures</li> </ul>    |
| 3rd Unexcused Absence/Tardy OR 10% Absences | <ul style="list-style-type: none"> <li>Formal written and/or in-person notification to parents</li> <li>Conference with parents</li> </ul>                           | <ul style="list-style-type: none"> <li>Implement early intervention strategies</li> <li>Identify and address attendance barriers</li> </ul>                                                            |
| 5th Unexcused Absence/Tardy in a semester   | <ul style="list-style-type: none"> <li>Formal written and/or in-person notification to parents</li> <li>Report student to the appropriate judicial office</li> </ul> | <ul style="list-style-type: none"> <li>Implement comprehensive intervention strategies</li> <li>Connect with appropriate community partners</li> <li>Collaborate with FINS or TASC officers</li> </ul> |
| Continued Habitual Absence/Tardies          | <ul style="list-style-type: none"> <li>Formal written and/or in-person notification to parents</li> <li>Engage with the appropriate judicial office</li> </ul>       | <ul style="list-style-type: none"> <li>Adjust comprehensive intervention strategies based on response protocol</li> </ul>                                                                              |

# Judicial/FINS Presentation on Best Practices and Reporting



# New Business

---

- Study Group Recommendations in Response to  
HR 180 2025

# Future Meeting Dates

---

December 10, 2025

- Time: 1:00 P.M.
- Where: State Library (Seminar Room)

