

Douglas County School District Attendance Meeting

Airport Training Center
1126 Airport Road Building G-1
Minden, NV 89423

Tuesday, April 2, 2024
4:00 PM

Agenda

1. Call to Order

2. Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee's jurisdiction, control, or advisory authority. The Nevada Open Meeting Law prohibits the discussion of the character, conduct, or competency of any person without proper notice being given to that person.

3. Review and Approval of January 17, 2024, Meeting Minutes (For Possible Action) 3

4. Work Session (*Information, Discussion and for Possible Action*)

A. Welcome

B. Douglas High School Attendance Presentation 6 Presented by Kody Hathaway and Ivan Euceda Bernale

C. Discussion of District Absence Numbers and Categories 23

D. Discussion of Current Attendance Incentives at School Sites

E. Root Cause Presentation 26 Presented by Shannon Brown

F. Family Engagement Opportunities to Improve Attendance

5. Public Comment #2

Public comment will be taken during this agenda item on any matter within the Council's jurisdiction, control, or advisory authority. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as

an item on which action may be taken. The Nevada Open Meeting Law prohibits the discussion of the character, conduct, or competency of any person without proper notice being given to that person.

6. Adjourn

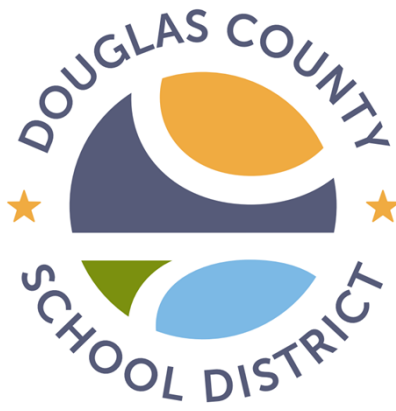
7. Notice

Notice to Individuals with Disabilities:

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In conformance with the Open Meeting Law, it is hereby noted that the agenda for the Douglas County School District Public Meeting has been posted at the following locations:

- Douglas County School District Office, Minden, NV
- District website: www.dcsd.k12.nv.us
- State website: <https://notice.nv.gov/>



**Douglas County School District
Attendance Committee Meeting**

Airport Training Center
January 17, 2024
4:00 PM

DRAFT
Minutes
1/17/2024

Minutes

PRESENT:

Trustees:

Susan Jansen, Board Member
Katherine Dickerson, Board Member

Personnel:

Jeannie Dwyer, Superintendent
Shannon Brown, Director, Education Services
Leslie Peters, Assistant Director, Education Services
John Meyer, SRO
Amy Carter, MES Assistant Principal
Jentri Hames, DHS Social Worker
Judith Lombard, DHS, Vice Principal
Kira Brown, DHS, Graduation Specialist
Sonia Alvarado-Lyons, GES, Secretary 1
Veronica Griffith, JVES Vice President

Parent/Student Representatives:

Jessica Brady, CCMES Parent
Kody Hathaway, DHS, Student
Madelynn Kennedy, DHS, Student
Ivan Euceda Bernales, DHS, Student

Meeting minutes are created and provided to the public in accordance with NRS 241.035. They are not a word-for-word transcript of the meeting. Audio and video of some meetings are maintained on the district website for public review.

1. Call to Order

Mrs. Peters called the meeting to order at 5:31 PM.

A. Pledge of Allegiance

Susan Jansen led the Pledge of Allegiance.

2. Public Comment #1

Mr. Brown called for public comment. There was none.

3. Work Session

A. Welcome, Introductions

Mr. Brown led the introductions of committee members.

B. Discuss the Purpose of the Committee.

Mrs. Peters asked Mrs. Jansen to discuss the purpose of the committee.

Trustee Jansen explained that Douglas County has one of the best attendance rates in the state, but looking at statistics, the attendance is getting worse in the state of Nevada and our district can still improve. The School Board wanted a diverse committee to discuss ideas that will help keep students in school.

The goal of the committee is to dig into root causes of chronic absenteeism and brainstorm what can be done to improve attendance at all school levels.

C. Establish Attendance Committee Norms

Mrs. Peters asked the committee to share thoughts on committee norms.

Open to new ideas

Respectful to everyone opinions

Coming prepared

Sharing what is on your mind

Everyone has an equal voice

D. Discussion of Board Policy, Administrative Regulations, NRS, District and State Chronic Absenteeism Data

Mr. Brown share that Assembly Bill 54 is changing and he hopes we will have that information for the next meeting.

John Meyer presented the following information to the committee regarding attendance:

1. A student is considered habitual truant after level 4.
2. Suspension or delay in driver's license is only if a citation is given.
3. Interventions during level 1-3 is to put the issue on students' radar not a prevention intervention.
4. If a parent calls and excuses child they are excused and do not have to give a reason.
5. If a student does an appeal they still get full credit.
6. DCSO has a statute that allows them to charge parents for not having students in school. It is easier for DCSO to charge parents using this then the NRS for Educational Neglect.
7. A student may not dropout until 18 years of age.

The committee agreed that schools took a big hit from COVID when attendance was not necessary. Now that it is necessary, students and parents don't understand why it is important. They discussed how to reach out to parents and students and talk about the importance of attendance and to inform them about attendance policies and procedures.

There was discussion about sending an anonymous survey to parents and students in order to gather data. They also discussed gathering absence code data from attendance secretaries at school sites to further narrow down reasons for absences.

The committee discussed having an event that provides dinner and some form of child care so parents and students can be informed of attendance policies. Parent groups might be willing to help fund this event. Possibly one night at PWLMS and one at CVMS for all school levels for a central location or possibly including information on a night that the school site has already dedicated to a family night.

School incentives was another topic that some committee members believe will help with chronic absenteeism. Jacks Valley Elementary and C.C. Meneley Elementary have a system in place and per Veronica Griffith, Vice Principal at JVES, has data that shows attendance has improved. She will bring this data to the next meeting.

Other ideas included posting policies on school websites and sending them home to parents at the beginning of the year; How to inform the parents how-to sign-up attendance notification in IC and teach students how to check their attendance in IC during Freshman Seminar.

Reaching out to Principals and Attendance Secretaries to find out why students are absent and what they are doing or what can be done to help with attendance. Mr. Brown will talk with Mr. Walling regarding the best way for attendance secretaries to keep track of student attendance.

5. Public Comment #2

Mrs. Peters called for public comment and there was none.

6. Adjournment

Meeting adjourned at 6:46 PM.

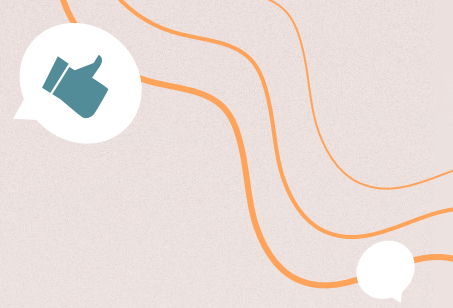
The next meeting will be on February 28th

Approved:

Shannon Brown
Executive Director, Education Services

Submitted by:

Tandy Erickson
Secretary, Education Services



Combating Absenteeism

Creators: Kody Hathaway, Ivan Euceda Bernaldes, Karan Seelbinder, Jennifer Mena Dedmon, Kendra Oakden

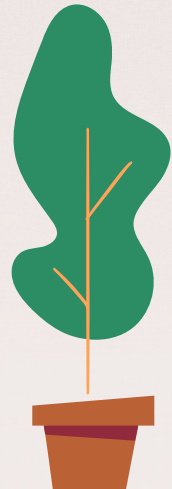




What Is Absenteeism?

The habitual or intentional failure to attend school. Several factors, including illness, family obligations, vacation, personal problems, or dissatisfaction of school can cause it.

Absenteeism can harm the individual and the school, leading to lower productivity and increased failure rates.



Types of Absenteeism



Approved

This is an absence that has been asked and given permission of. These absences include: vacations, holidays, medical leave, family urgency, etc.



Occasional

These are absences where time off cannot be approved in advance. Occasional absences can include: bereavement, sickness, family emergency,



Chronic

This refers to when a student is regularly absent without permission. These people are often disengaged, sick all the time, or show up late almost every day.

16.8%

Percentage of students chronically absent during the year
of 2018-2019

22.7%

Percentage of students chronically absent during the year
of 2021-2022

27.6%

Percentage of students chronically absent during the year
of 2022-2023



Agenda

01

Causes

This slide will discuss the main causes of absenteeism along with a brief description and analyzation

02

SEL Results

This slide overviews the Social Emotional Learning Survey and expresses those results in detail

10

03

Reducing Absenteeism

This slide will propose solutions to help prevent students from missing school in depth and detail

04

Sources Cited

All sources used are imprinted here, in MLA Format



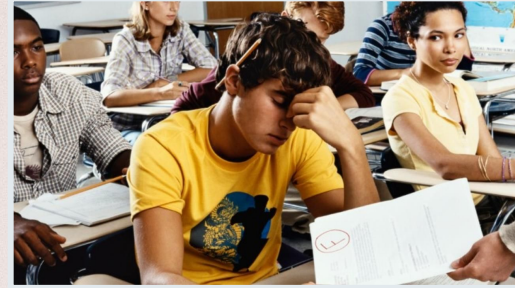
01

Causes

Why do students miss school?



Bad Grades - Struggling and performing poorly in school can be extremely demoralizing for many students in their respective core and elective classes. This struggle can force students to believe that there is no point in school, or it can enlist fear into the minds of those that are struggling by observing the success of their fellow classmates.



Bullying - There are some students who believe residing in school is unsafe for their well-being, many of these students feel they must retreat from their bullies. These bullies make students feel much safer in resting environment rather than their school environment. Furthermore, students fear they mustn't report their bullies due to potential threats.



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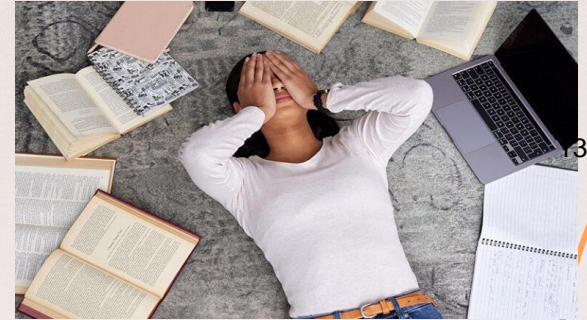
Caring For Another Family Member - Although this is a rare case, there are still some students who spend time helping their siblings, grandparent, or parent with special healthcare needs. Students who have struggling family lives like this realize they must miss school in order to maintain the welfare of their family members.



Difficulties With Housing Or Food - This case has one of the highest rarities, however, there are families that worry about whether their child has enough food to eat or a roof over their head. This situation leave certain students at a disadvantage, they may not have the required funding or the required availability to apply to schools.



Mental or Emotional Health Issues - This issue is very self-explanatory, but it is not just limited to family matters, it can stretch to a variety of relationships. If a student is exaggerating their emotional distress, they can decide to be excessively absent which can further deplete their health and their academics lowering productivity.



Illness - This is the most common cause for absenteeism and the most uncontrollable as well. This issue is also self-explanatory, when a student has to miss school they must due to illness. DHS staff want to reduce the risk of infection as much as possible and maintain the welfare of other students and staff in their facility. Thus, sending a student when ill is the correct course of action.



Parents - If parents believe that their student/child is actively doing well or at least passing high school they don't find an incentive of having their children go to school every single day. Parents can also choose to extend their child's vacation after the designated break time, thus the student will be missing school due to a vacation that should have been planned during the vacation. The student's parents also have the option to take their child out of school due to psychological impacts; they justify their child needs a personal day to break away from academics.



Extracurricular Activities - It is well known that student-athletes need any and all amounts of energy to perform at their peak performance. However, this action should not be justified by resting before the game during class-time. Student-athletes should not be skipping class to sleep and refuel before a game, and they should not use the game as an excuse to sleep during class-time because that holds significance to skipping the class.



02

SEL Results

The Nevada School Climate?



In emotional and linguistic competence as well as relationships, engagement is below district average. But, many students at this school can attest to the fact that staff and students alike present an atmosphere of equality of opportunity, within school boundaries. On the other hand, there are African American Students who are less favorable than other students.

Engagement

01

Unfortunately in physical and emotional safety, DHS is once again below the district average. A majority of students do agree that this school is a safe learning space; however, students do not feel safe sharing emotions with on another, and also believe that cyberbullying is a threat to this school. Once again, African American students are less favorable in the safety of this school than other students

Safety

02

Terrifically, DHS has an above district average in social and emotional competence. Many students agree they are able to apply their skills and knowledge available to manage to emotions in a well manner, although a majority of DHS students find it difficult to complete assessments when not in the mood. In addition, Native American audiences have the most difficulty with social and emotional competence

Emotional and Social Competence

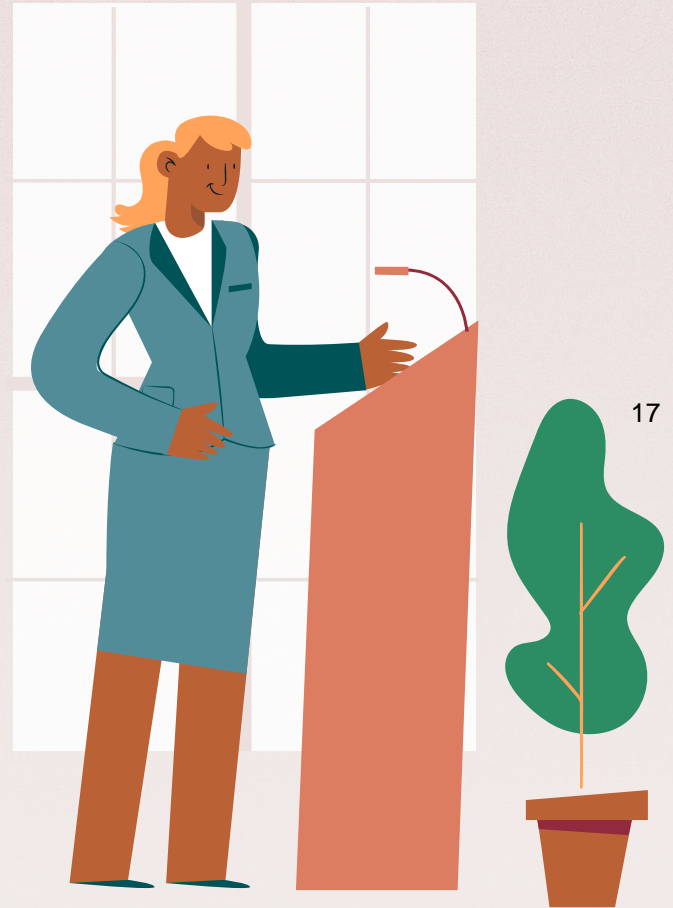
03



03

Reducing Absenteeism

How can we prevent students from missing school?



Possible Solutions

- Student athletes are required to show for every class they have on game day.
(unless absolutely necessary)
- Follow Through on rules put in place by admin/executive leaders.
- Make a attendance reward
(i.e. gift bags, gift cards, certificates. etc.)
- Become more strict with revoking driver's license
- Preparing a seminar or informational meeting with the parents to educate them on time management when planning vacations. And, the drawbacks of taking their child out of school.

04

Independent Research



05

Sources Cited



20



Sources

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- Panel®, Expert. “Council Post: Here’s How HR Leaders Are Reducing Employee Absenteeism.” *Forbes*, Forbes Magazine, 23 Mar. 2022, www.forbes.com/sites/forbeshumanresourcescouncil/2022/03/23/heres-how-hr-leaders-are-reducing-employee-absenteeism/?sh=14d7fa15e47c.
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- Firstup. “Absenteeism in the Workplace - Impact, Causes, & Prevention.” *Firstup*, 15 Sept. 2022, firstup.io/blog/what-is-absenteeism-in-the-workplace/.

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- NAESP. “Six Causes-and Solutions-for Chronic Absenteeism.” *NAESP*, 14 Jan. 2021, www.naesp.org/resource/six-causes-and-solutions-for-chronic-absenteeism/.
- Neugeboren, Eric, and Rocio Hernandez. “More than a Third of Nevada Students Chronically Absent, Continuing Pandemic-Era Trend.” *The Nevada Independent*, The Nevada Independent, 15 Oct. 2023, thenevadaindependent.com/article/more-than-a-third-of-nevada-students-chronically-absent-continuing-pandemic-era-trend.

6 year Chronic Absenteeism District Data (percentage by school)

	18-19	19-20	20-21	21-22	22-23	Current Year Data
CCMES	15.3	N/A	40.9	33	28.8	15.4
CVMS	10	N/A	7.1	21.1	23.1	18.1
DHS	163.8	N/A	17.5	22.7	27.6	22.3
GES	8.1	N/A	8.1	18.5	19.6	17.9
GWHS	22.7	N/A	23	39.5	35.1	32.8
JVES	11.3	N/A	7.6	21.8	17.2	17
MES	8.2	N/A	9	17.5	16.1	18.3
PWL	14	N/A	16.8	21.8	25.8	20.8
PHES	<5	N/A	5	13.5	14.7	12.5
SES	8.1	N/A	14.6	18.5	19.7	15.1
ZCES	11.9	N/A	20.7	34.4	36.7	37.2
Total Percentage	11.4	N/A	14.1	21.8	22	20.6

*Nevada Report Card

**Does not include ALT Ed, JHS or AAHS

Code	GES	ZCES	CCMES	JVES	SES	PHES	MES	CVMS	PWLMS	DHS	GWHS	ASPIRE	Grand Total
ACT					3			815	1,753	4,975	1,109	99	8,754
APP								214		222			436
ARR	114	58	159	226	148	312	90	509	566	1,166	322	23	3,693
COE	590		54	76	747		560		988				3,015
EOC	1		5	1	1		13	770	321	1,071	36	1,002	3,221
EXC	1,501	1,259	1,669	1,100	1,724	1,037	1,680	8,085	3,848	24,652	2,214	3,421	52,190
HDED	42			6				271	140	131		22	612
HDEN	32		74	22		24				349		27	528
HMB	66		64	4									134
ILL	2,401	1,399	2,359	2,208	2,467	1,625	2,478	11,155	6,810	16,194	2,720	1,081	52,897
ISS					6			1,040	400	1,457	12	89	3,004
MED	235	102	115	37	103	6	93	1,172	821	1,426	130	473	4,713
REL			10		11							4	25
SUS			2					885	266	1,015		343	2,511
SUS3								26	1		24		51
T<10	187	6	184	29	188	1	130	370	1,439	6,844	551	91	10,020
T>10	15	4	118	65	121		95	28	245	3	116	29	839
TAB			14		18	60	414	141	780	3,822	26	944	6,219
TEP			1					88	63	347		72	571
TEXC	728	287	709	372	439	434	405	2,213	692	4,959	84	207	11,529
UNV	26	173	11	374	25		56	15	96	412	60	294	1,542
Grand Total	5,938	3,288	5,548	4,520	6,001	3,499	6,014	27,797	19,229	69,047	7,404	8,221	166,506
	4,277	2,991	4,329	3,945	4,485	3,040	4,811	21,962	13,187	48,687	5,472	6,579	123,765

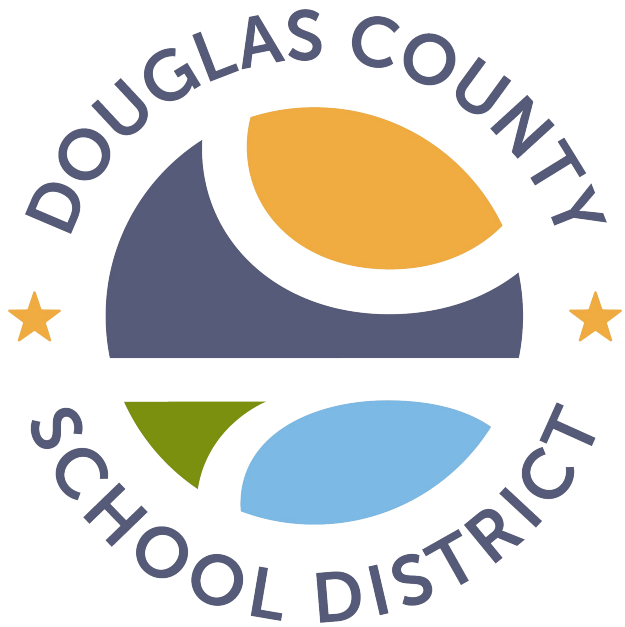
Douglas County School District (DCSD) - Attendance Codes

rev 8-28-2020

green = new or modified

State Code	DCSD Code	DCSD Description	Definition	Chronic Abs?	Status (IC)	Excused (IC)
SA	ACT	School Activity	School Activity - (EG) Sports, Music, Debate, intramural activities, club functions, internships	No	P	X
APP	APP	Attendance Appealed	Attendance Appealed - Absence due to identified chronic illness/severe medical condition/medically fragile. *Requires written note from a physician. **Requires signed site administrator approval.	No	A	X
CIR	ARR	Pre-Arranged Absence	Circumstance - (EG) family circumstance, family business, prearranged, personal business, or emergencies.	Yes	A	E
COE	COE	Check-out Early	Check-out Early - Parent picks up student early. Student misses less than 50% of the day.	No	A	X
EMI	EOC	Excused/On Campus	Exempt Missed Instruction - Student is on campus and missed classroom instruction due to testing, Counselor, Dean, or on campus activity.	No	P	X
EMG	EMG	Emergency Closure	School was closed due to an emergency (called by Superintendent or designee)	No	P	X
CIR	EXC	Excused Absence	Circumstance - (EG) family circumstance, family business, prearranged, personal business, or emergencies.	Yes	A	E
HOM	HMB	Homebound	Student is receiving homebound services from a licensed teacher. When services provided use PRESENT, when services unable to be provided use ABSENT.	No	P	X
MED	ILL	Illness	Parent provides excuse	Yes	A	E
ISS	ISS	In-School Suspension	In School Suspension (instructional services provided)	No	P	X
MDP	MED	Medical	Medical - *Requires note from a physician. **May become APP after admin review and signed site administrator approval.	Yes	A	E
SUS	SUS	Suspended - out of school	Suspended out of school	Yes	A	E
SUS3	SUS3	Suspended - out of school - instructional services provided	Suspended out of school with instructional services provided; school must proactively provide work upon suspension.	No	A	X
TEP	TEP	Temporary Educational Program	Student is placed in temporary on/off campus program. (EG - (1) TDC since certified instructor is present; used instead of JPO; (2) also for TAP)	No	P	X
T	T<10	Unexcused Tardy (Less Than 10 Mins.)	Tardy Unexcused	No	T	U
T	T>10	Unexcused Tardy (More Than 10 Mins.)	Tardy Unexcused	No	T	U
TRU	TAB	Truant Absence	An unapproved absence; typically converted from UNV after 3 days	Yes	A	U
TE	TEXC	Excused Tardy	Tardy Excused	No	T	X
UNV	UNV	Unverified	Unverified - absence reason unknown; after 3 days w/o excuse from parent convert to TAB (Truant Absence)	Yes	A	K
	HDED*	Health Dept Excluded Students Who Are Participating in Distance Learning	This is an exempt attendance code to be used when students who have been excluded from attending due to COVID who will be participating in distance learning and have met the requirements for attendance for the week. This code would map to a Present status. If the student does not participate and is absent, the HDEN code must be used.	No	P	E
	HDEN*	Health Dept Excluded Students Not Participating in Distance Learning	This is an attendance code to be used when students who have been excluded from attending due to COVID who will not be participating in distance learning. These students are absent. This code would map to ILL (Parent Provides Excuse – State Code - MED).	Yes	A	E
PC	VPV	Virtual Participation Verified	Verified that student participated in distance learning	No	P	X

**STATUS: Present (P), Absent (A), Tardy (T);
EXCUSED: Excused (E), Unexcused (U), Exempt (X), Unknown (K)**



Root Causes

26

Attendance Committee

February 2024

What is a Root Cause?

- The root cause is the core issue-the highest-level cause- that sets in motion the entire cause and effect reaction that ultimately leads to the problem(s).
- An identified reason for the presence of a defect or problem. The most basic reason, which if eliminated, would prevent recurrence.

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While there may be many reasons to explain why problems exist, it is important to remember to focus on root causes that are within the school's control



Root Cause Considerations

- Root cause analysis can help us push our thinking, embed data and research into our work, and surface ideas that we otherwise would not have focused on, leading to stronger hypotheses about the causes of our problems
- Consider physical, human and organizational causes within your control
- Root causes for one group of students often do not apply to ALL students
- Seek out the least heard voices
- Confirm or dismiss your assumptions about root causes with evidence

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Root Cause Analysis Tools

- The Five Whys

- Note your problem/performance challenge
- Ask “*why*” and answer “*because...*”
- Repeat this 5 times, asking “*why*” of whatever the “*because*” answer is. Stop asking “*why*” when you reach consensus on the root cause of the issue (5 is not a hard number)
- Create focus-what CAN you control and impact?

Getting to the “*root*”
of the problem

[Five Whys video](#)



Jefferson Memorial video



The Five Whys: Root Cause Identification

For each explanation, ask the question "Why?" and answer, "Because ____." Repeat this five times, asking why of whatever the "because" answer is. Stop asking "Why?" when you reach consensus on the root cause of the issue.

Explanation

1. *Why?*

Because:

4. *Why?*

Because:

2. *Why?*

Because:

5. *Why?*

Because:

3. *Why?*

Because:

5 WHYS TEMPLATE



DEFINE THE PROBLEM	Define problem here		
WHY IS THIS A PROBLEM?	PRIMARY CAUSE		
	Why is it happening?		
	1	It is happening because	
		Why is that?	
	2	It is happening because	
	Why is that?		
3	It is happening because		
	Why is that?		
4	It is happening because		
	Why is that?		
	5	It is happening because	
	<small>NOTE: If the final "Why" has no controllable solution, return to the previous "Why."</small>		32
			ROOT CAUSE
CORRECTIVE ACTION TO TAKE	CORRECTIVE ACTION Describe action here		PARTY RESPONSIBLE <input type="text"/> DATE ACTION TO BEGIN <input type="text"/> DATE TO COMPLETE <input type="text"/>