

Mental Health Challenges, Truancy, and IEPs: Technical and Adaptive Considerations for Leadership

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Public Instruction
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Related to MH, IEPs, Truancy:

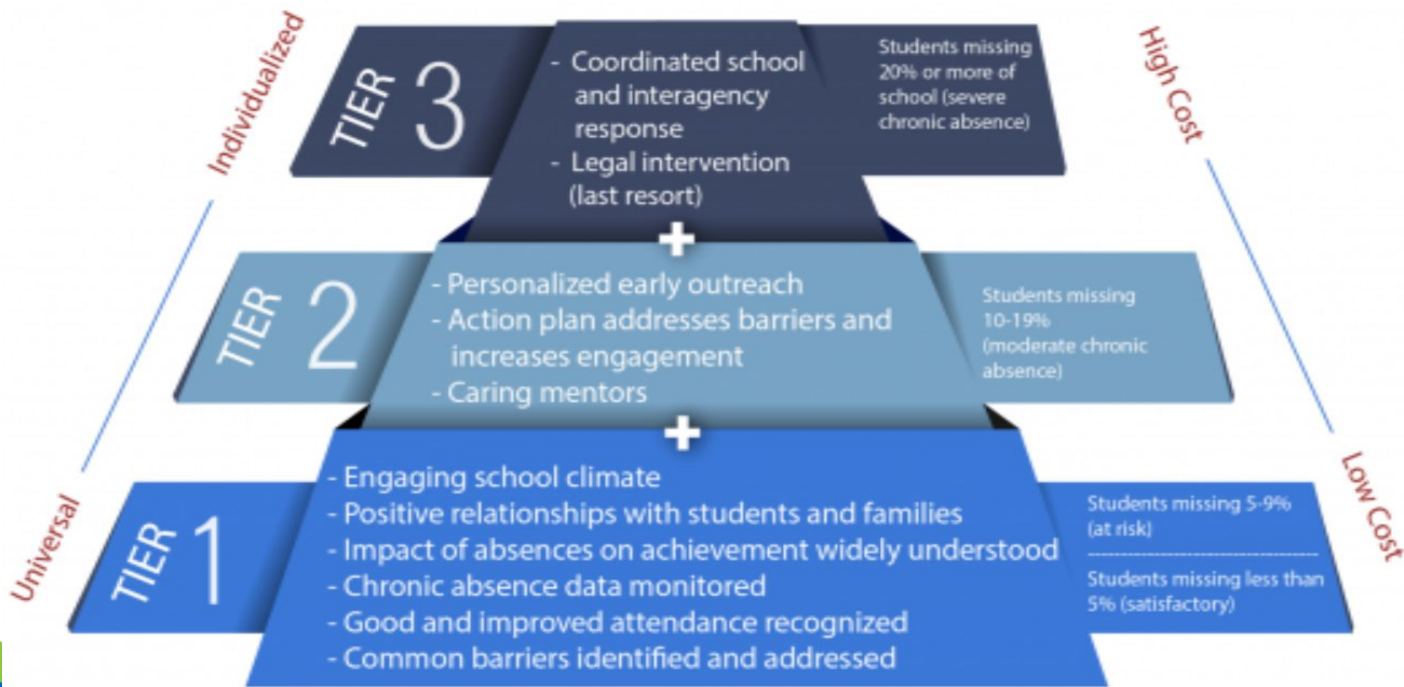
What questions do you need answered today?

Where are you/school stuck?

Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



A Continuum of Supports



Consider Your Data

- What are the reasons students are frequently missing school?
- What are the interventions we're offering to students who are habitually absent?
- Do our interventions address the reasons students regularly miss school?
- When students are referred for habitual truancy to a court or YJ/child welfare:
 - *Does their attendance improve?*
 - Does their sense of school belonging and engagement improve?
 - Do they ultimately graduate at a higher rate than those students who have struggles with truancy but who are not referred?
 - Do we know the type of students for which referrals are effective? Which groups of students have improved outcomes?

Technical Considerations



Serve Students Immediately

- School must enroll and serve a resident student immediately
- Note: Waiting for IEP info is **NOT** allowable.



Excused Absence Reasons



4 Separate Exceptions to Compulsory Attendance:

1. Students temporarily not in physical or mental condition (No limit on # of these excused days)
2. School board may excuse child with approval from parent in accordance with their own policies*
3. Parents may excuse child up to 10 times per year for any reason
4. Serving as an election official

Wis. Stat. § 118.15(3)

Students with MH Challenge



- Partner with family and clinician
- Recognize achievable goals and progress
- Consider Child Find responsibility
- Understand when a 504 Plan or special education evaluation is appropriate

What Activates Child Find?

When there are

1. significant absences and
2. reason to believe the absences are linked to a disability and a need for special education services under IDEA

Is Attendance an Exclusionary Factor?

No.

**The excessive absences
become one data point.**



Mental Health Concerns, Truancy, & IEPs



- IEP team investigates the root cause of the absences
- This may include additional annual IEP goals such as
 - supplementary aids and services
 - specially designed instruction (SDI)
 - related services

Mental Health Concerns, Truancy, & IEPs

- **SDI may address goals related to**
 - **Social and emotional learning**
 - **Academic skills, self-advocacy, or other areas**
- **Supplementary Aids and Services may include**
 - **various accommodations,**
 - **scheduling changes or**
 - **particular adult approaches to support the student's needs.**

Attendance Through IEP

- **Be consistent**
- **Attendance concerns?
Schedule IEP meeting**
- **An attendance
improvement plan should
be incorporated into the
IEP**



Shortened Day - Students with IEPs



- **Need**
 - **an explanation** of why
 - **a plan** for return to a full day
- **Not to manage a student's behavior.**



What's Coming Up for You?



Learning to Lead Attendance Adaptively



DPI Attendance Resources

- [Answers to Frequently Asked Compulsory School Attendance Questions](#)
- [Five-year-old Kindergarten Attendance and First Grade Admission](#)
- [Habitual Truancy and Virtual Schools](#)
- [Attendance: WISEdata](#)
- [Attendance in Online and Blended Learning Environments](#)
- [Reporting Student Attendance in Different Learning Environments PDF](#)
- [COVID-19 Regulatory Flexibility Framework](#)
- [Best Practice Approaches to Truancy Reduction: Information for School Attendance Officers](#)
- [Example Habitual Truancy Letter per 118.16\(2\)\(cg\)](#)
- [WISEdash for Districts Dropout Early Warning System \(DEWS\) Dashboards](#)

Thank You!



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