



Creating a Culture of Belonging and Engagement: Principals in Action

Attendance Awareness Campaign 2024 – Webinar 3 of 4

August 7, 2024

www.attendanceworks.org



Welcome!



S. Kwesi Rollins

Senior Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works



Hedy N. Chang

Executive Director
Attendance Works

About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic and social challenges or gaps exist.
- ✓ has developed, trained and supported thousands of leaders across various networks.
- ✓ works at the local, state and national level, investing in community leaders of all ages, stages and sectors.

To learn more visit: www.iel.org



About Attendance Works

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Agenda

I. Welcome

II. Attendance Awareness Campaign and Key Concepts

Kwesi Rollins, Senior Vice President for Leadership & Engagement, IEL
Hedy Chang, Executive Director, Attendance Works

III. The Role of Principals

- ❖ **John Dixon**, Principal, Glenfair Elementary School, Oregon
- ❖ **Kerri L. Reed**, Principal, Grand Rapids Montessori Academy, Michigan
- ❖ **Monica Murray**, Principal, John Marshall High School, Virginia

IV. Back to School Health Resources

- ❖ **Dr. Elliott Attisha**, Senior Fellow for Health, Attendance Works

V. Closing Reflections & Resources

Convening Partners AAC 2024!



See the full list of national and state campaign partners here: <https://awareness.attendanceworks.org/partners-2/>



**Welcome our new AAC
State Partner!**

Massachusetts Chapter

INCORPORATED IN MASSACHUSETTS

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®





Slogan for 2024!

Be Present, Be Powerful!



Attendance Awareness Campaign 2024 Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.

Webinar 1 On the Front Line of Attendance and Engagement: The Crucial Role of Teachers Wednesday, April 3, 12pm-1:30pm PT / 3pm-4:30 pm ET
(*recording available*)

Webinar 2 Essential Partnerships for Showing Up to School: Families, Youth and Community Wednesday, May 15, 12pm-1:30pm PT / 3pm-4:30 pm ET
(*recording available*)

Webinar 3 Creating a Culture of Belonging and Engagement: Principals in Action Wednesday, August 7, 12pm-1:30pm PT / 3pm-4:30 pm ET **Today!**

Webinar 4 Leadership for Sustainability: Superintendents Making a Difference Wednesday, September 25, 12pm-1:30pm PT / 3pm-4:30 pm ET

2024 Theme: Be Present, Be Powerful!

Selected Key Messages

- ❖ Ensuring students get to school provides opportunities for them to progress academically, develop socially and reach for their dreams.
- ❖ Building trusting relationships that promote belonging is critical for improving student attendance.
- ❖ Supporting the health and well-being of students, families and school staff improves attendance.
- ❖ An all-hands-on-deck, positive, problem-solving approach driven by data will improve attendance.



Thank You to Our Corporate Sponsors for this Webinar!



KAISER PERMANENTE®

Kaiser Permanente Thriving Schools brings together extensive health care expertise and partnerships with nationally recognized and trusted organizations to support schools in becoming a beacon of health in their community.

 **SCHOLASTIC**

Scholastic is the world's largest publisher and distributor of children's books, a leading provider of literacy curriculum, professional services, and classroom magazines, and a producer of educational and entertaining children's media.



SCHOOL TECHNOLOGY
associates, inc.

School Technology, exclusive partner of Skyward, provides a range of integrated hardware and software solutions to save staff time and improve data quality. From student attendance to employee time tracking, their solutions help streamline data collection so schools can focus on the bigger issues.



Support Attendance Works



We rely on contributors like you to help us keep Attendance Works resources free for everyone.

Join our movement and donate today!

DONATE

Defining Terms

Average Daily Attendance (ADA)

- School level measure (not student level)
- Notices aggregate attendance at certain point in time (e.g., half-days, holidays, bad weather)
- Masks individual student chronic absences

Truancy

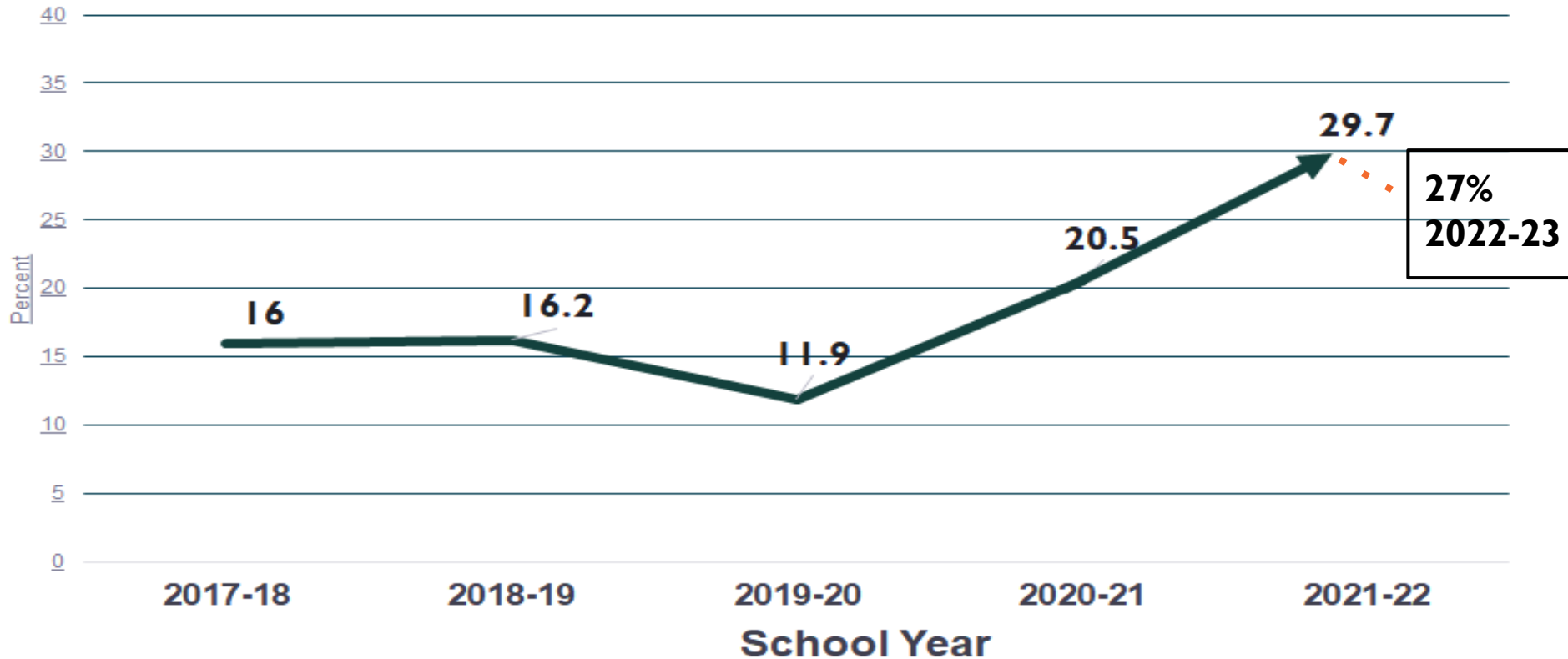
- ▲ Counts **ONLY** unexcused absences
- ▲ Emphasizes individual compliance with school rules
- ▲ Uses legal, typically more blaming and punitive, solutions

Chronic Absence

- Missing 10% counts **ALL** absences (*excused, unexcused, & suspensions*)
- Emphasizes impact of missed days and the benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family and student engagement

National Chronic Absence Crisis

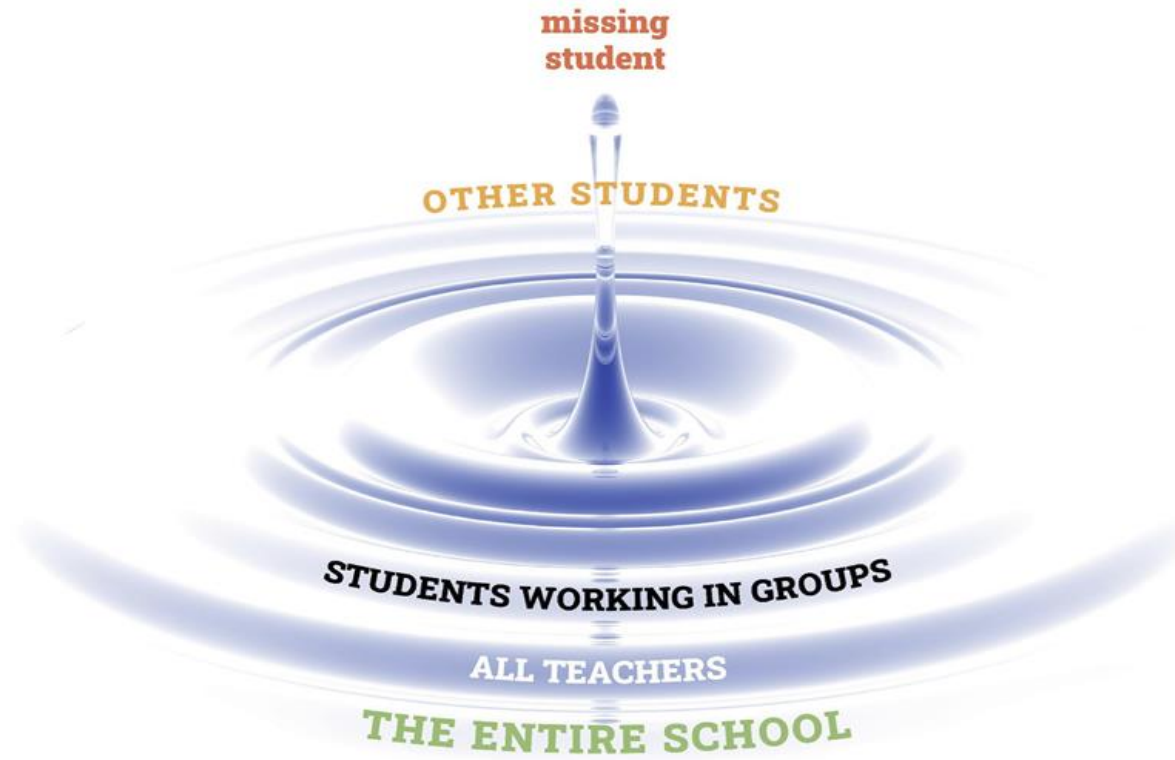
Percentage of Students Chronically Absent Nearly Doubled Nationwide Between SY 2017-18 to SY 2021-22



- ✓ The number of chronically absent students grew from 8,095,132 to 14,660,261.
- ✓ State data from 2022–23 indicate rates remain high.

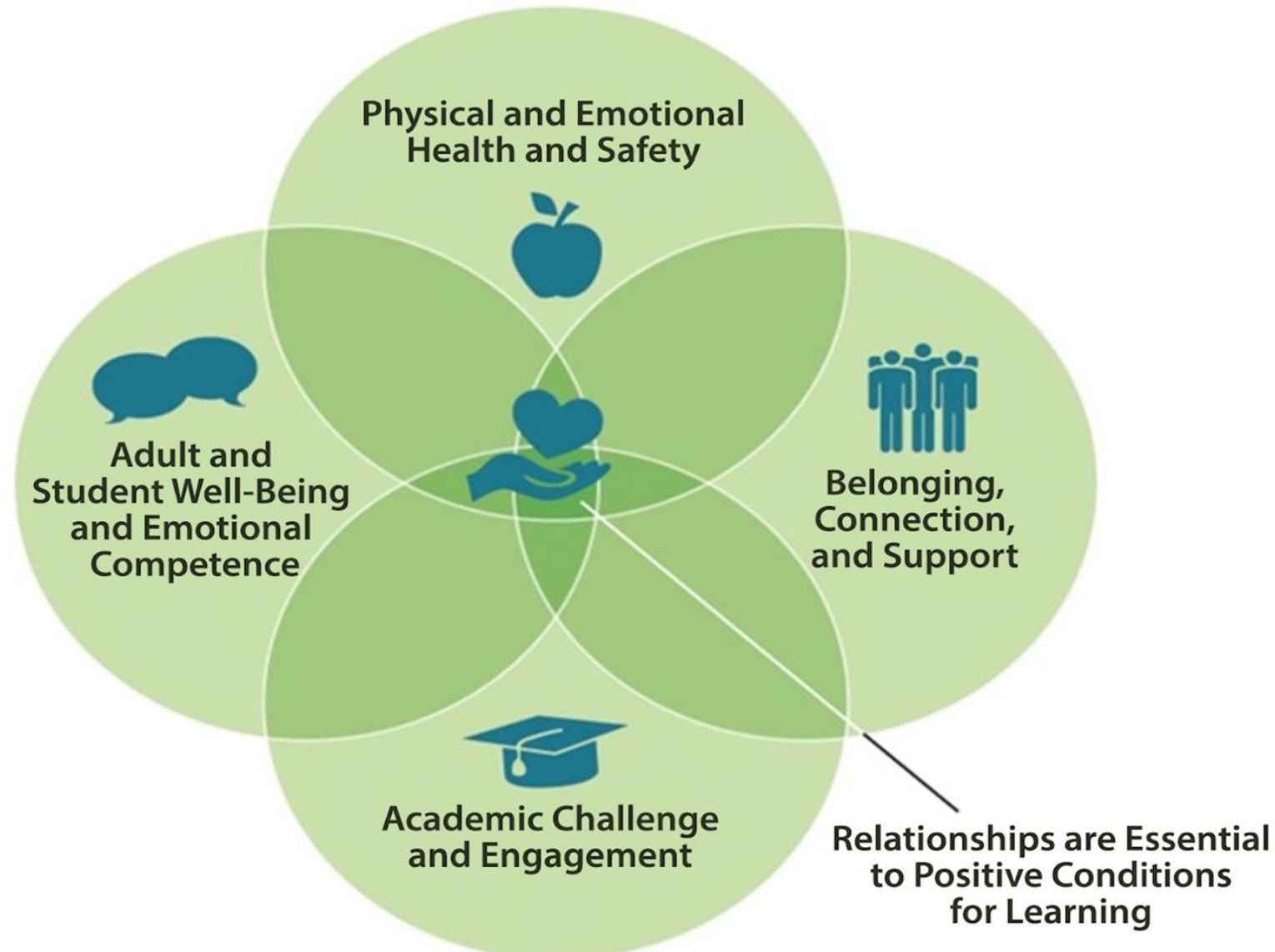


When a Student Misses School, the Impact Ripples



66% of students attend a school with 20% or more chronic absenteeism (*SY 2021-22*) versus **25%** prior to the pandemic

High levels of absence reflect an erosion in positive conditions for learning



The key to reducing chronic absence is finding out and addressing what causes students to miss too much school

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services (including health)
- System involvement
- Lack of predictable schedules for learning
- Lack of access to technology
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or lack of disability accommodations
- Caregivers had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

Qualitative Data Tools

Gather information about why students do or don't attend school

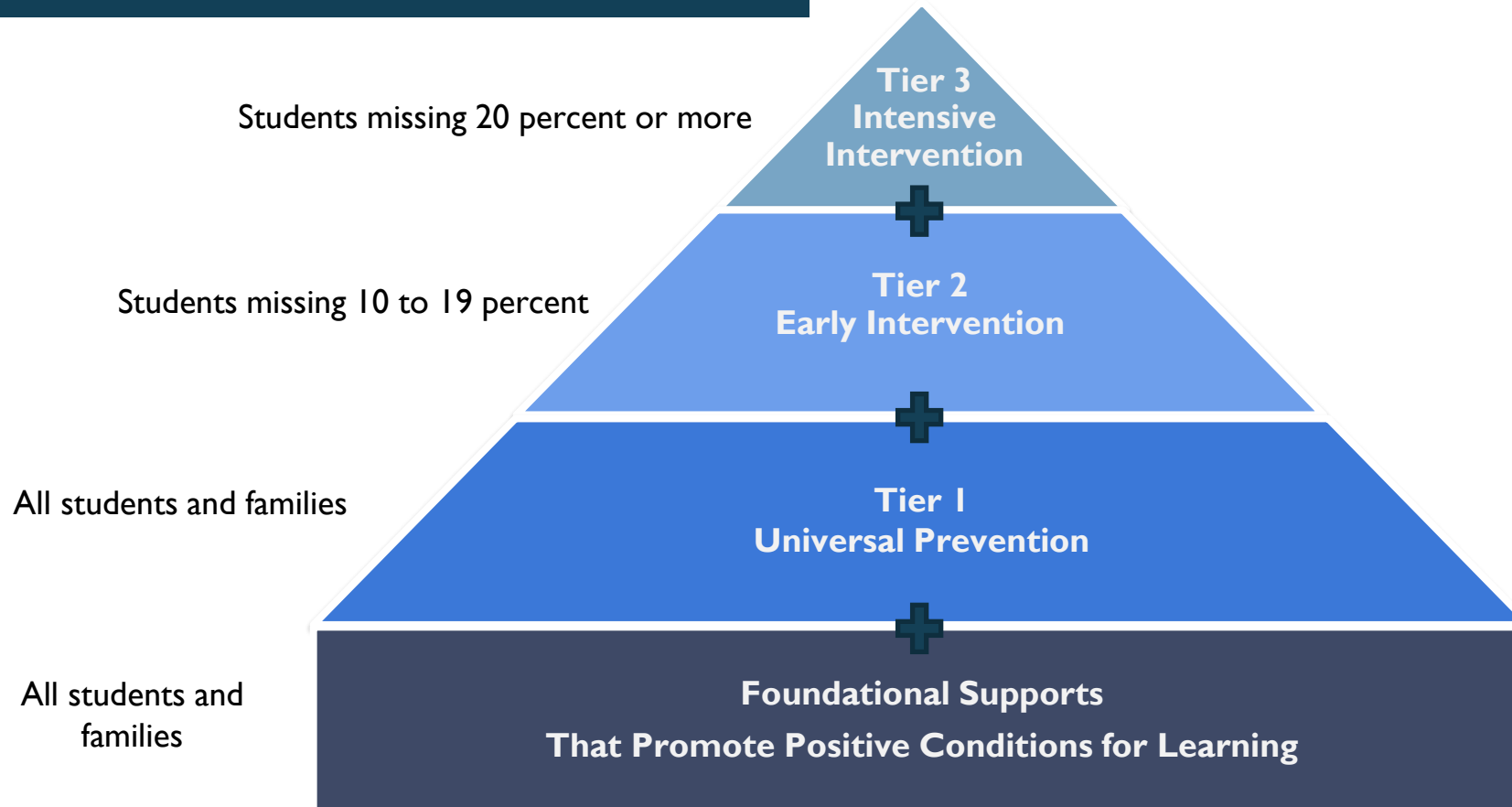
- ❑ **Scan of Environment and Attendance Tool (SEAT):** Identify strengths and opportunities to promote positive school culture and strong attendance
- ❑ **Empathy Interviews:** Targeted, one-on-one conversations with a small group of students
- ❑ **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student
- ❑ **Student Focus Groups:** Moderated small group discussions to explore experiences and perspectives
- ❑ **Attendance Café:** Engage parents in discussions about attendance
- ❑ **Student and Parent Surveys:** Ask about reasons behind their absences



<https://www.attendanceworks.org/resources/qualitative-data/>

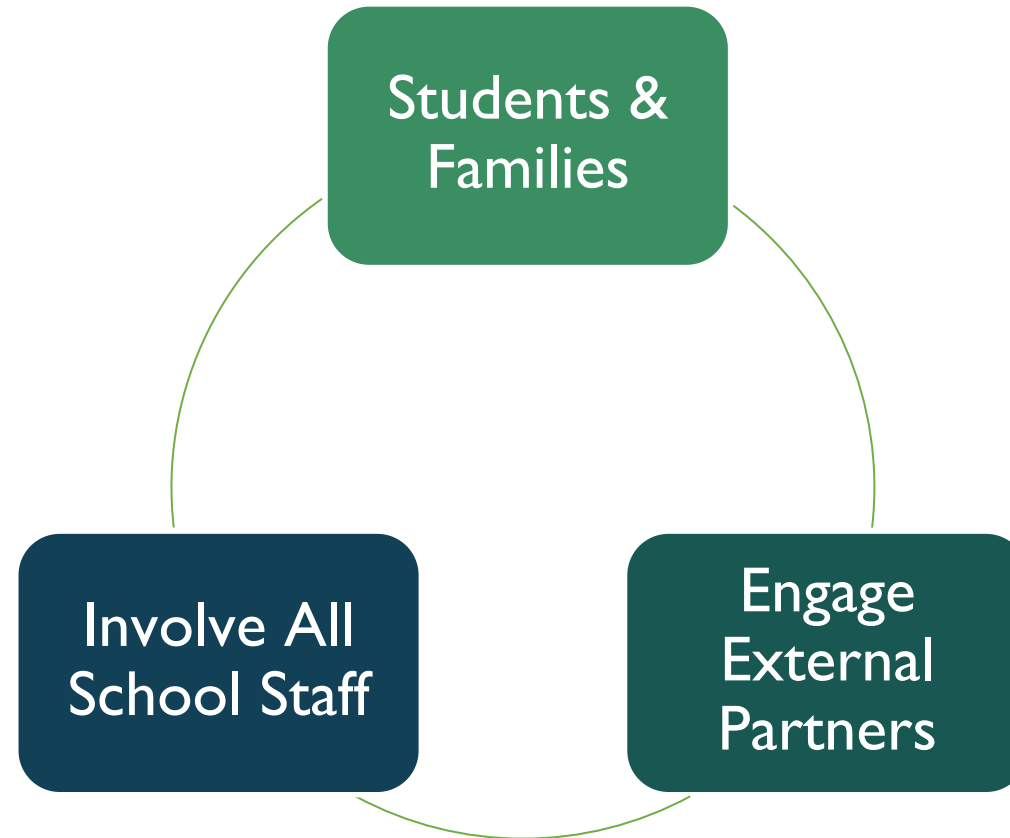


Multi-tiered support systems that begin with prevention are essential





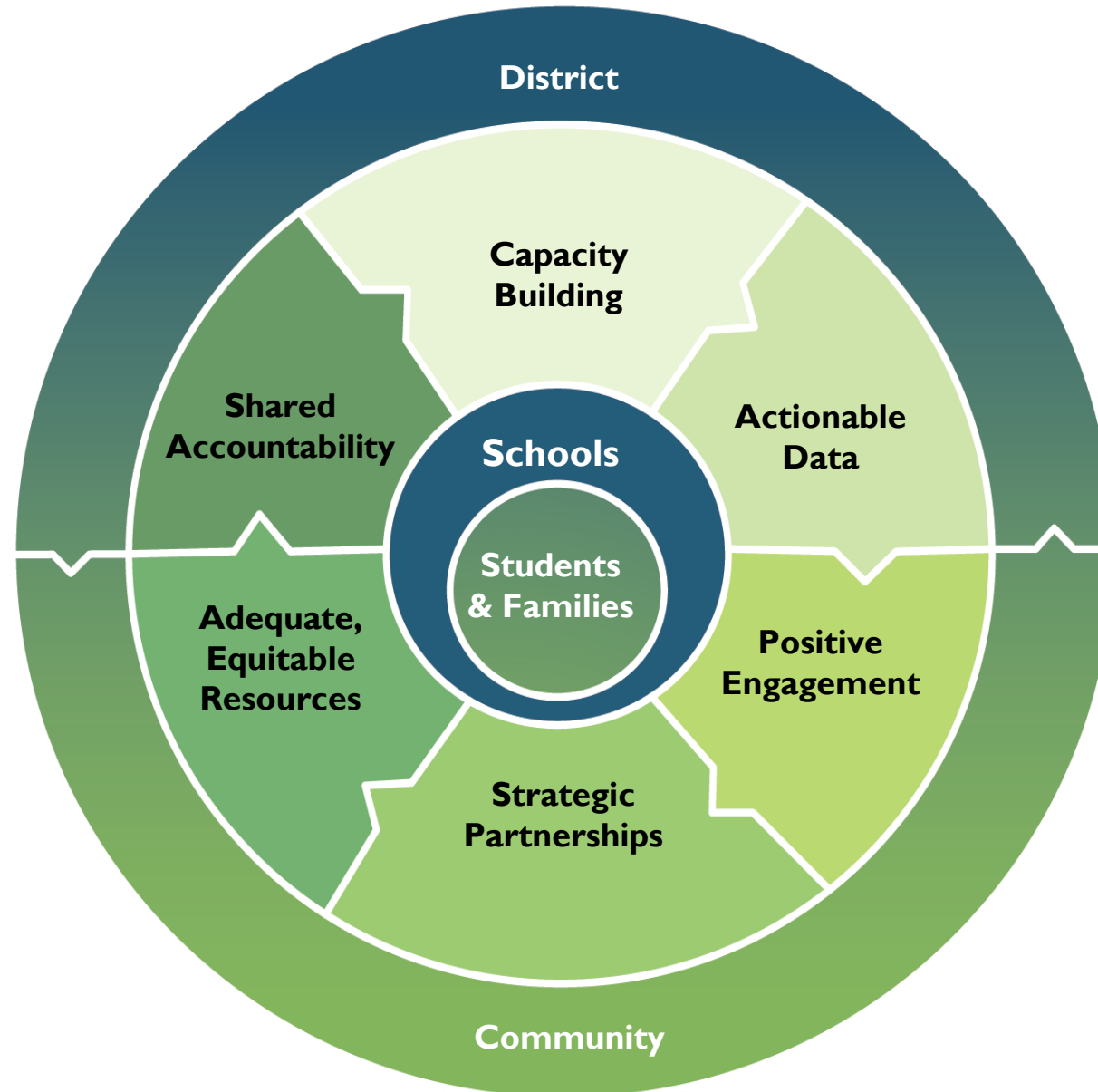
Mobilize the School Community to Address Attendance



Align Partners and Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety	<ul style="list-style-type: none"> • Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills 	Local pediatricians Promotoras (<i>community health workers</i>) NAMI – online courses
Disengaged	<ul style="list-style-type: none"> • Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery 	MENTOR Parks & Rec program Boys & Girls Club
Health	<ul style="list-style-type: none"> • Messaging on how to stay health • School nurse educates on preventing spread of illness • Ensure hygiene supplies available (soap,tissues, hand sanitizer) • Onsite flu and Covid shots 	School-based health center Local Clinic / Pediatrician
Transportation Barriers	<ul style="list-style-type: none"> • Walking School Bus • Free municipal bus passes • Carpools 	Parents AmeriCorps program City government

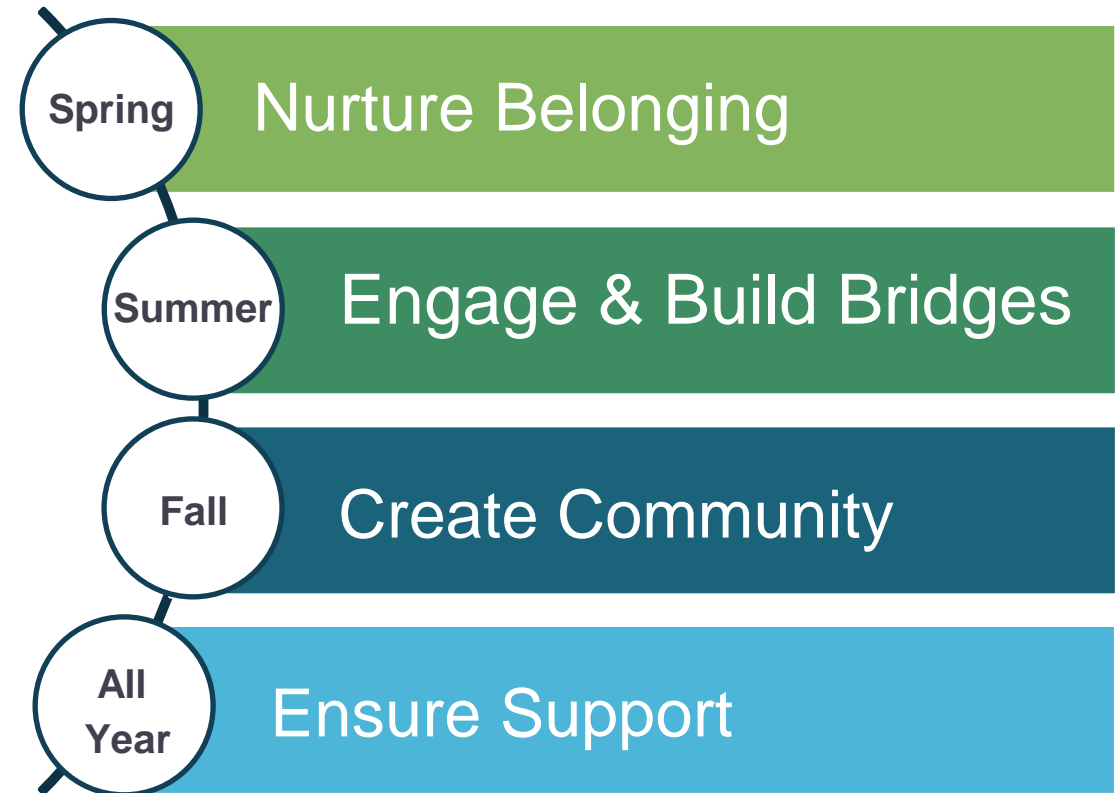
Key Ingredients for Improving Attendance



Taking A Year Long Approach

Recommended Steps:

1. *Convene your team*
2. *Review data & identify priority students and groups*
3. *Craft and implement strategies*
4. *Reflect, learn & improve*



Panelists



John Dixon
Principal
Glenfair Elementary School

Oregon



Kerri L. Reed
Principal
Grand Rapids Montessori Academy

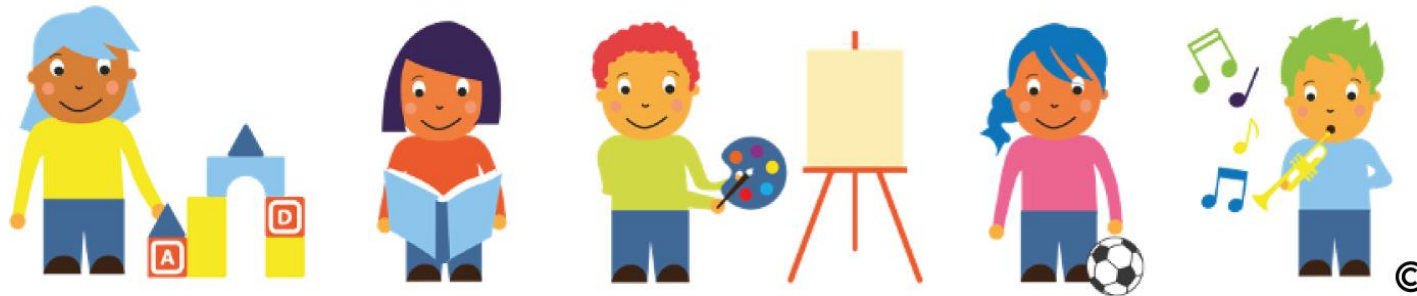
Michigan



Monica Murray
Principal
John Marshall High School

Virginia

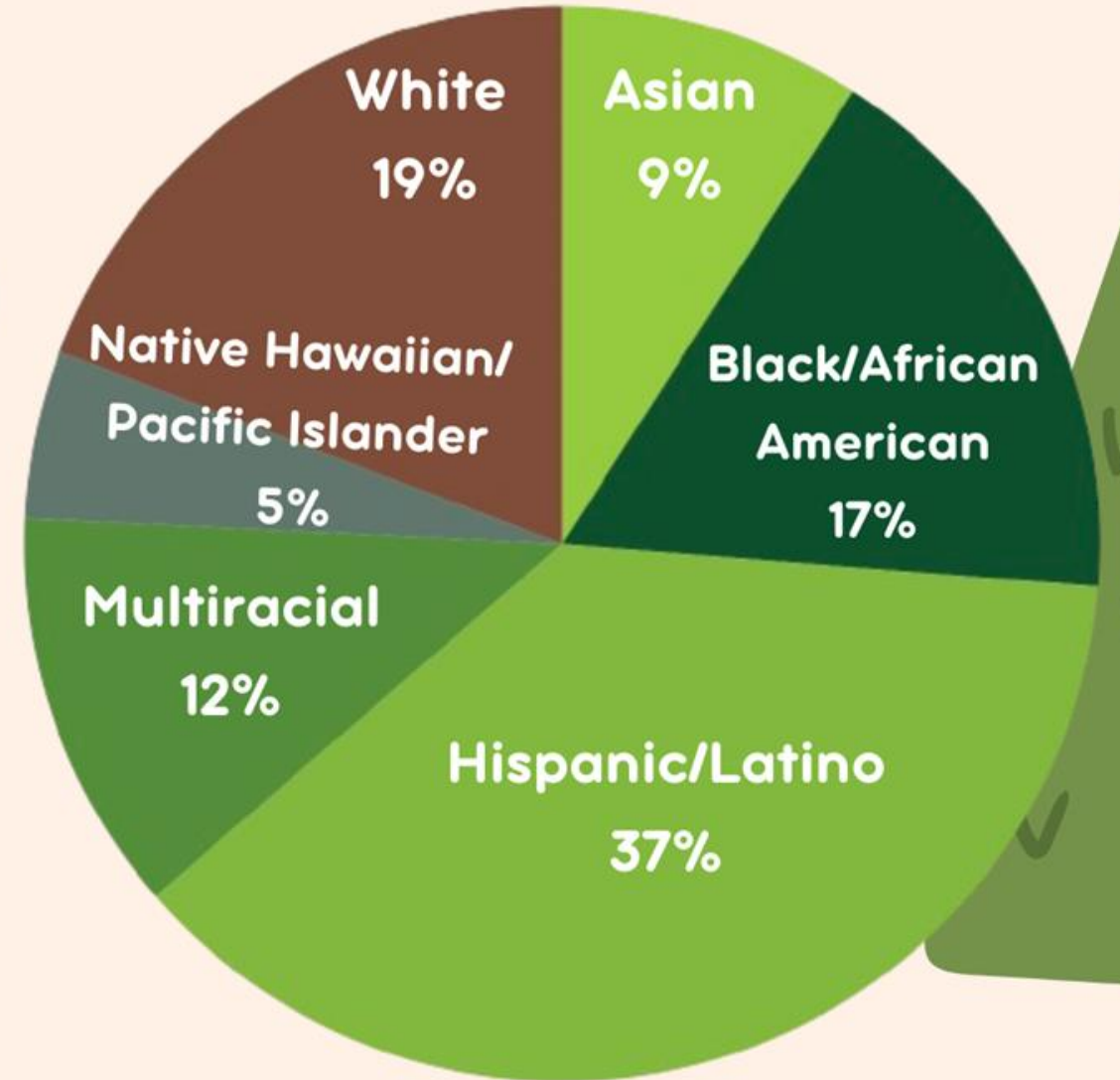
Tell us about your school demographics. What is your chronic absence data? What is one major lesson learned about what is needed to improve attendance?





Demographics

- 100% Free & Reduced Lunch (Title I)
- 43% English Learners
- 14% Special Education
- 31 Languages Spoken
- 37% Mobility Rate Last Year





Chronic Absence Rates

2018-19

6%

2022-23

18%

2023-24

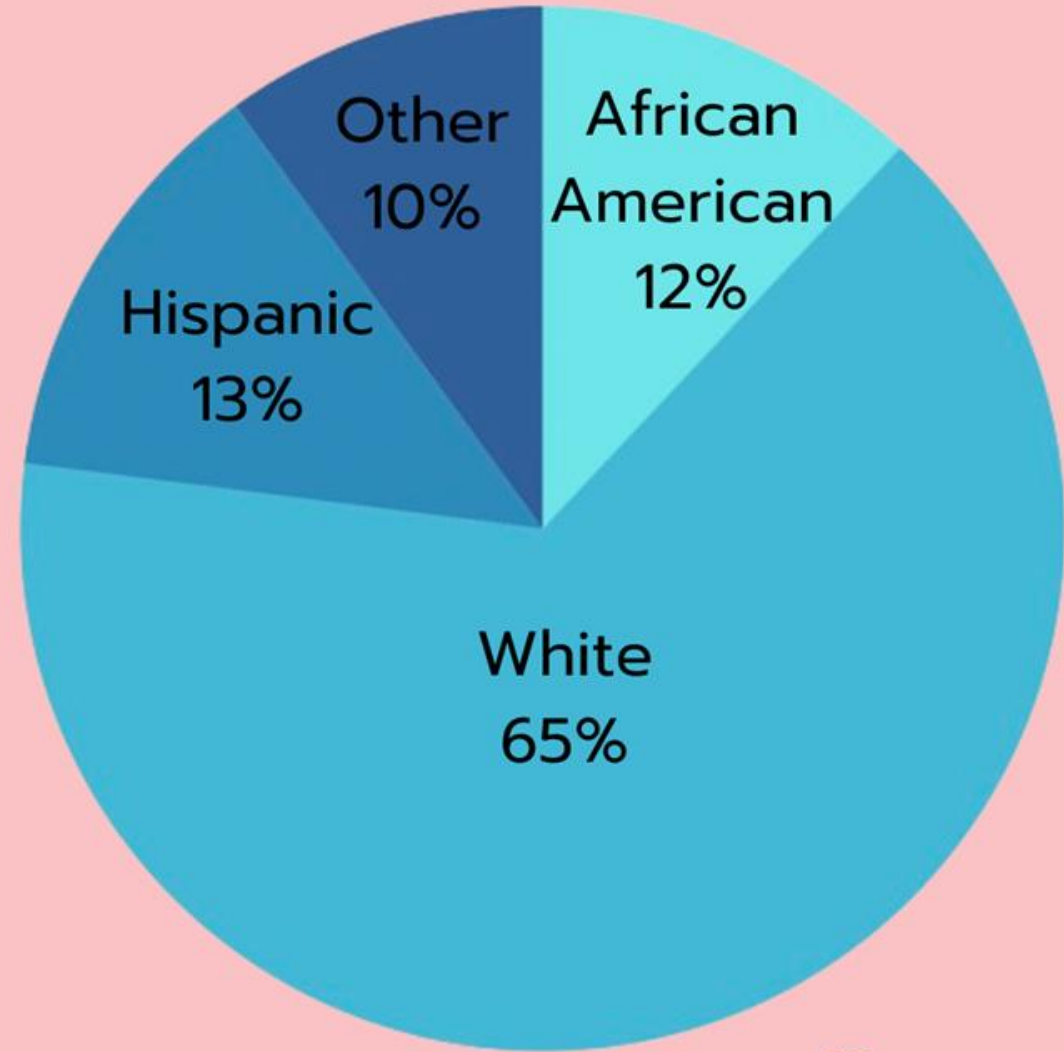
13%

2023-24 Demographics



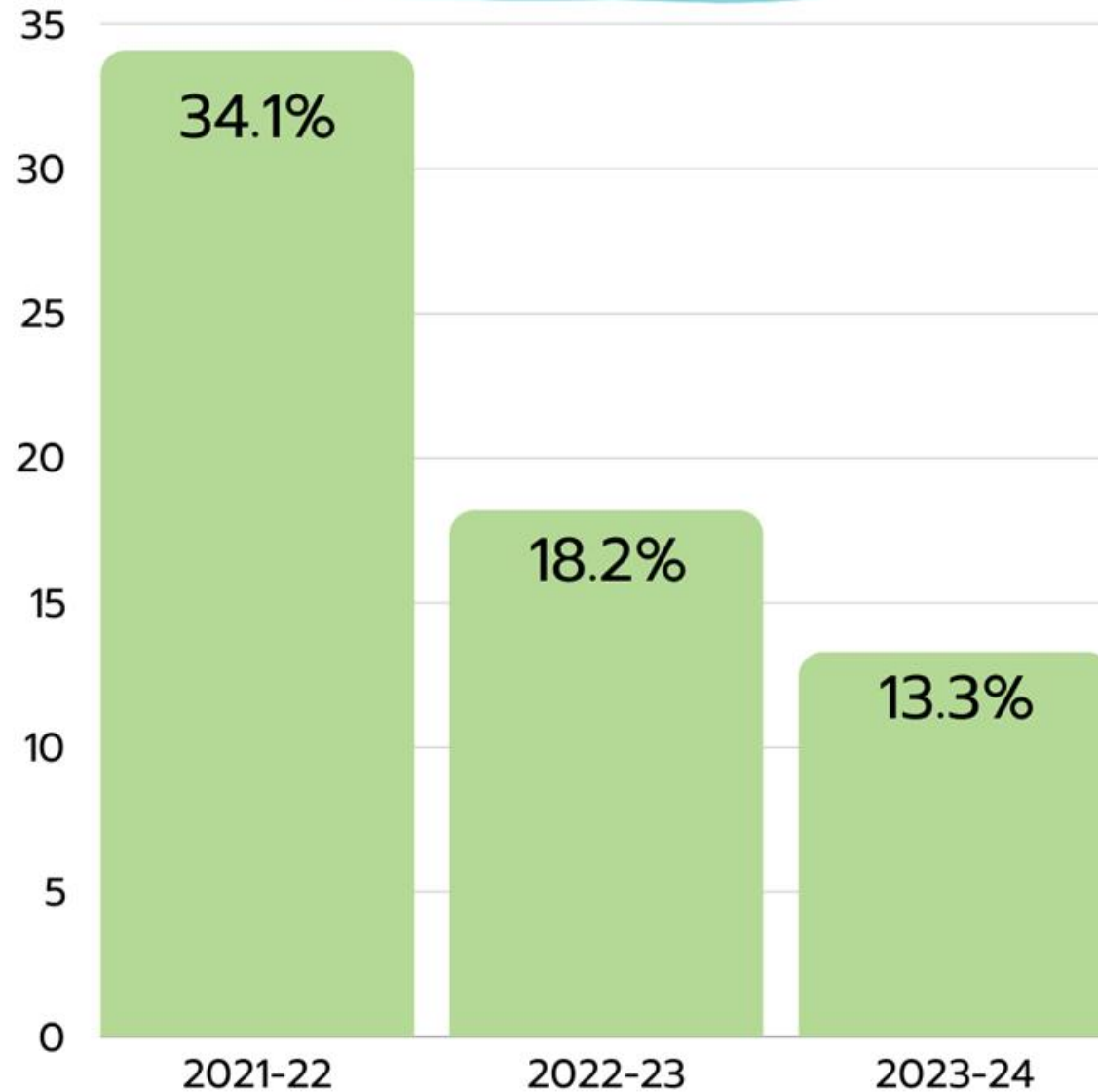
SUPER

- 388 students enrolled (PK-6th Grade)
- 3% English Learners
- 10% Special Education
- 61% Economically Disadvantaged



***part of a larger PK-12 magnet school**

Chronic Absence Rates (2021-2024)





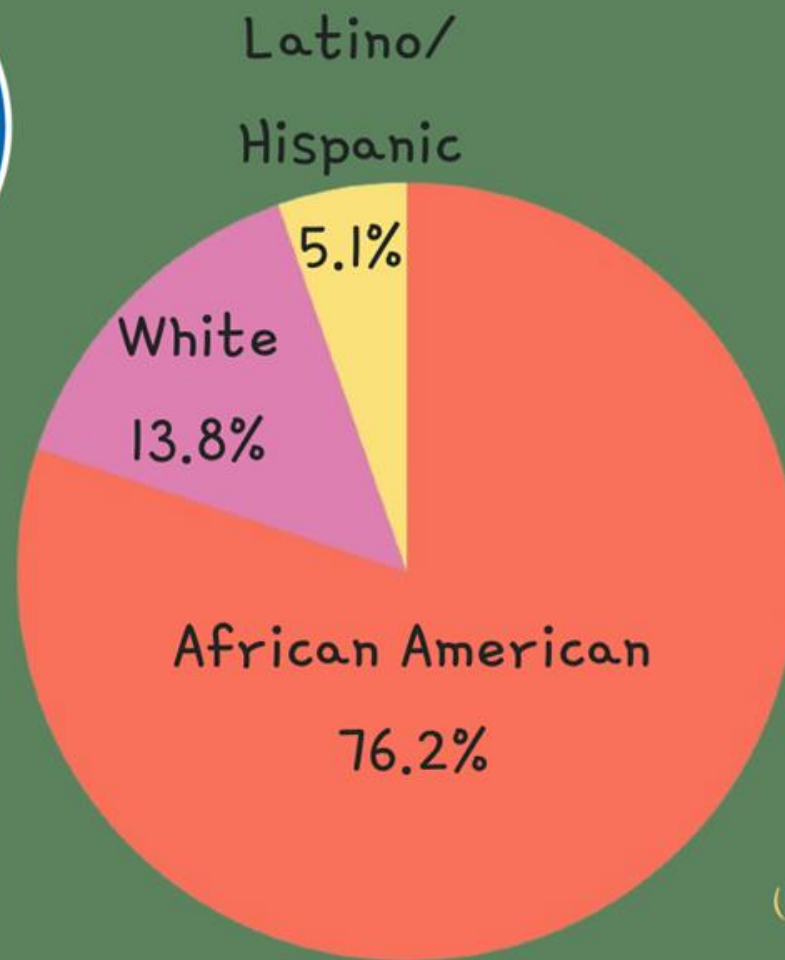
Demographics

623 kids

Grade 9-12th

65.8% Economically Disadvantaged

23.8% students with disabilities





CHRONIC ABSENCE RATES

2018-19:

33%

2021-22:

24%

2022-23:

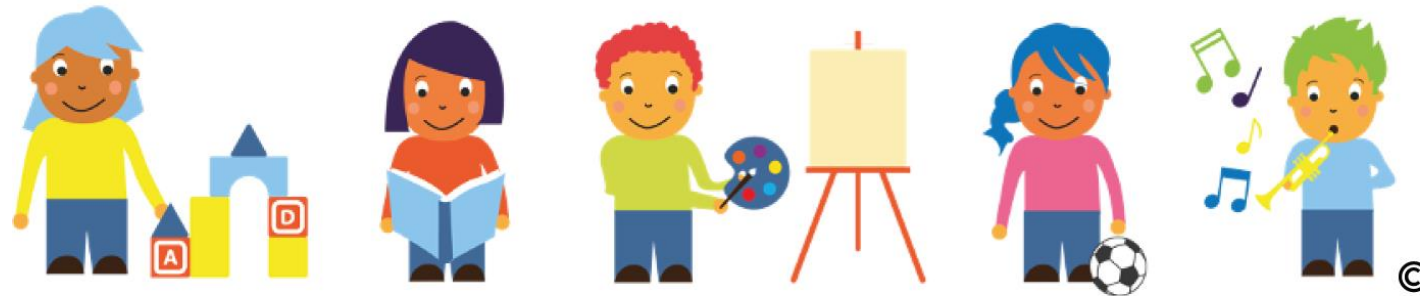
24%

2023-24:

22%



In the coming school year, what are your top strategies for reducing chronic absence?



Top Strategies for Reducing Chronic Absence



- Identify student goals, to ensure they are engaged and in charge of their own learning
- Social Emotional Learning strategies to help students see themselves as part of a greater community
- Find ways to make sure school is more engaging and FUN! (e.g. [Playworks](#))

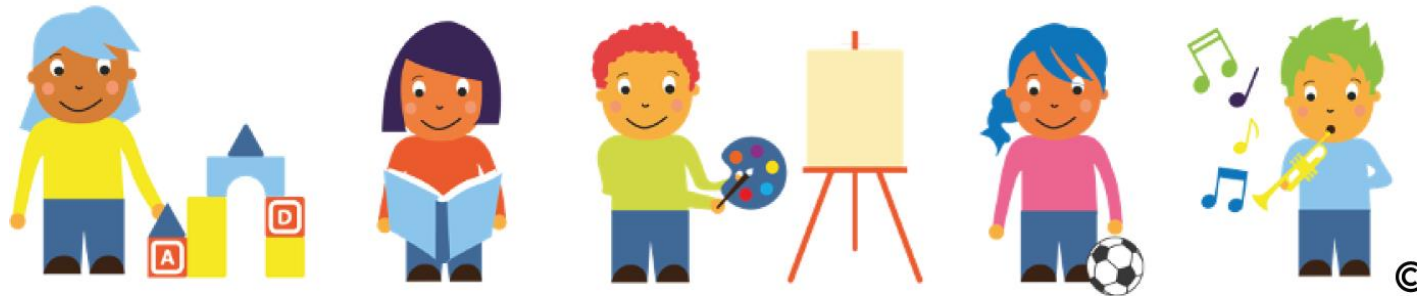


- Use mentorship to connect with students and making sure every student has something that makes them want to come to school
- Move away from “perfect attendance” incentives and engaging students to find out what incentives they want to see
- Take a team approach

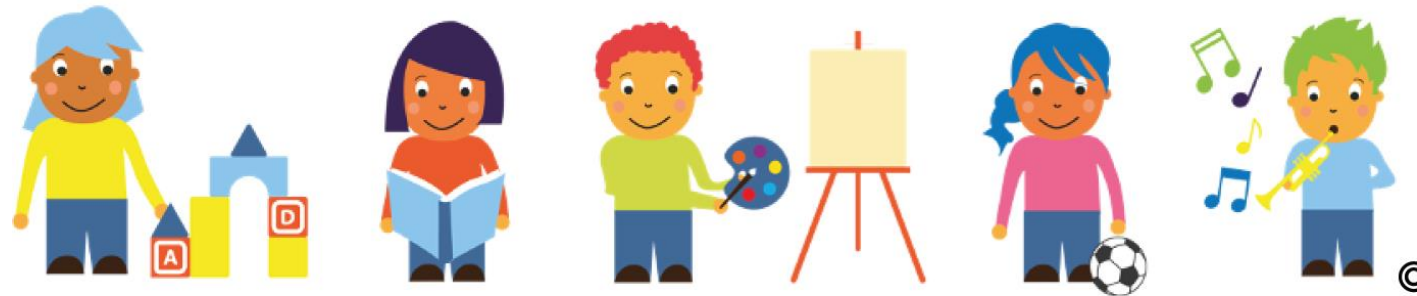


- Connect students to an extracurricular activity or club
- Identify alternative options for students working post-pandemic
- Connect to attendance to graduation goals (e.g. early graduation)
- Message to staff is everyone is responsible for building connections with students (team tracks this data)

As a site leader, what are you doing to lay the groundwork for success as you enter the new school year?



How does ensuring students stay healthy and avoid unnecessary health-related absences fit with your efforts?



Panelists



Elliott Attisha, DO FAAP
*Senior Fellow for Health
Attendance Works*



Nutrition, Sleep and Exercise

- Are more likely to attend school
- Are better able to focus and stay engaged
- Are more likely to be ready to learn



Help Kids Stay Healthy!

Keep Your Child Healthy and in School!

A regular attendance routine is important for your child's well-being, learning and long-term success. Below are tips to keep your child healthy and avoid unnecessary absences from school.

Nutrition, Sleep and Exercise

- Ensure your child eats a good breakfast every morning or check if your school serves breakfast.
- Maintain a regular bedtime and morning routine.
- Keep screens out of the bedroom and limit use prior to bedtime.
- Encourage your child to stay active for at least 60 minutes a day.



Hygiene

- Stress hand washing, particularly before eating, and after using the restroom.
- Remind your child to brush their teeth twice a day.
- Avoid close contact with individuals who are sick. Don't share cups, utensils, hair brushes or combs.
- Cover coughs and sneezes with a tissue, or cough/sneeze into an elbow.



Safety

- Make sure your child wears a seatbelt and/or appropriate car seats during car rides, and a helmet when using a bike, skateboard or scooter.
- If your child walks to school, help them find a safe route to school and to travel with at least one friend. Have a backup plan in case of bad weather.



Keep Your Child Healthy and in School!

Wellness

- Ensure your child visits their health care provider for:
 - A physical once a year.
 - All recommended immunizations, including Flu and COVID-19.
 - Chronic health issues such as asthma or diabetes.
- Visit the dentist twice a year.
- Try to schedule non-urgent medical appointments outside of school hours.
- If your child doesn't have health or dental insurance, reach out to your school's nurse or social worker or other staff member to help connect you with resources.
- Complete your school's annual health form.
- Agree to allow your child to participate in health and vision screenings offered at school.
- If your child has a chronic health issue such as asthma, make sure that your child's health care provider completes appropriate school forms that allow your child to keep/carry any necessary medications at school.
- If your child has a disability, work closely with the school and your child's health care provider to ensure appropriate supports and services.
- If you are concerned that your child may have a contagious illness (including COVID-19), call your child's health care provider or school nurse for advice.
- If your child needs to stay home for a prolonged period due to illness, talk to your child's teacher to find out about resources they can use at home to keep learning once they feel well enough.



Engagement

- Make sure your child feels safe and connected at school. Involve them in afterschool activities.
- If you are worried that your child may be suffering from anxiety, talk with your teacher, the school nurse, social worker or other school staff to discuss the challenge and identify what can help your child. If your child is missing class because of challenges with behavioral issues, contact the school and/or your child's health care provider for support and resources.
- Ask the school about health-related policies including about COVID-19.
- Monitor your child's attendance and academic progress and seek support when needed.



Health Guidance for Going to School

Keep Students Healthy and in School!

Healthy students are more likely to attend school, are better able to focus and stay engaged, and are more likely to be ready to learn.

Below are strategies that districts, schools and community partners can use to help keep students healthy and avoid unnecessary absences from school.

Nutrition, Sleep and Exercise

- Involve students and families in guiding the schools/district's food policy.
- Offer flexible options and encourage families and students to participate in the school's free breakfast and lunch programs.
- Ensure that foods offered outside of school meal programs meet smart snacks criteria.
- Provide access to clean drinking water throughout the day.
- Incorporate physical education into the curriculum.
- Offer regularly scheduled recess.
- Ensure playground equipment is safe and age appropriate.
- Establish later school start times for middle and high school students so they can get the appropriate amount of sleep.



Hygiene

It takes a team approach to encourage these practices so work to ensure appropriate protocols and resources are in place to reduce the spread of germs and create a healthy and safe learning environment. Share messaging (posters, handouts, etc.) with school/district staff and families that reinforce the importance of:

- Hand washing, particularly before eating and after using the restroom.
- Dental hygiene and brushing teeth twice a day.
- Avoiding close contact with individuals who are sick.
- Not sharing cups, utensils, hair brushes or combs.
- Covering coughs and sneezes with a tissue, or coughing/sneezing into an elbow.



Safety

- Develop a plan to create a safe and supportive learning environment that helps prevent bullying and allows for inclusion and respect.
 - Work with appropriate staff to develop a school or district crisis, emergency and disaster plan.
 - Train staff to recognize students in need of mental health supports, and create protocols to connect students and families with appropriate resources.
 - If students walk to school, help them find a safe route and encourage walking with a friend.
- Arrange for a walking school bus, and share this handout to help families create backup plans.



Keep Students Healthy and in School!

Wellness

- Share information about available community resources and remind families to visit their health care provider for:
 - A physical once a year.
 - All recommended immunizations, including flu and COVID-19.
 - Addressing chronic health issues such as asthma, diabetes, etc.
 - Dental checkups twice a year.
- Ensure that systems are in place to collect health information and data and share data as needed.
- Support the establishment of school or district health team that regularly assesses school health needs.
- Communicate with families about scheduling non-urgent medical appointments outside of school hours and to return to school if appointments are earlier in the day.
- Determine if families have health and dental insurance. If they don't, connect them with school nurse or social worker.
- Train appropriate school/district staff to work closely with students with disabilities, their families and health care providers to ensure they receive appropriate support and services.
- Work with the local health department to ensure that protocols are in place to address communicable diseases.
- Develop protocols for students with compromised immune systems or those at high risk for complications from common illnesses. These would enable the school or school nurse to create a plan with the family and the child's health-care provider to keep the student healthy and safe while attending school.
- Advocate for adequate nursing and behavioral health supports in every school.
- Invest in improving air quality in school.



Engagement

Students who feel safe and connected to school are more likely to attend every day. This starts with creating a welcoming environment for students and families.

- Support the development of after school activities which can impact a student's overall health and engagement in school.
- Increase supports for children who may be dealing with anxiety or other behavioral health issues.
- Using email, handouts, text or on district/school websites communicate clearly and regularly with families about health-related policies including about COVID-19.
- Support development of educational resources for students who need to stay home due to prolonged illness.
- Keep families informed about their child's attendance and academic progress.



Health Guidance for Going to School



Health Guidance for Going to School

Showing up to school every day is critical for children's well-being, engagement and learning.

Make sure to send children to school if they are:

- Generally healthy and well.
- Participating in usual day-to-day activities.
- Children can even go to school if they:
 - Have a mild cold, which may include a runny nose and/or cough.
 - Have eye drainage without fever, eye pain or eyelid redness.
 - Have a mild stomachache.
 - Have a mild rash with no other symptoms.
 - Have head lice. Though they are annoying and should be treated, lice are not a reason to exclude a child from school.
 - Haven't had a fever overnight and they have not taken fever-reducing medicine during that time.

Avoid keeping children at home unless they are too sick to participate. Please see the back of this handout for details. Note that in most situations, a health-care provider's note is not needed to return.

Children may also avoid school due to anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache etc). If you are worried that your child may be suffering from anxiety, talk with your teacher, the school nurse, social worker or other school staff to discuss the challenge and identify what can help your child stay in school.

If your child has a compromised immune system or is at high risk for complications from common illnesses, please talk to your school (school nurse if available) about developing a plan with you and your child's health-care provider to keep your child healthy and safe while attending school.

Please note: This document is not meant to take the place of local health department/school district guidance including about contagious illnesses such as Covid-19 and the flu.



Reasons to keep me home from school and what needs to happen before I can return

What is my symptom?	When should I stay home and when to seek medical care?	When can I return to school?
Fever	I have a fever of 100.4°F (38°C) or higher. Seek medical care if I have fever and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.	If I have not had a fever overnight without the use of fever-reducing medication and I am feeling better.
Vomiting and/or diarrhea	If I have vomited 2 or more times in the last 24 hours. If my stool is watery and I may not make it to the toilet in time. Seek medical care if I have stomach cramping and fever, I have bloody or black stool, or I am showing signs of dehydration (tired and sleepy, dry mouth and not urinating at least once in the last 8 hours).	If I did not vomit overnight and I am able to drink liquids without throwing up. If my diarrhea has improved.
Persistent cough or trouble breathing	Seek medical care if I have a persistent cough, difficulty breathing or trouble catching my breath or if I develop a fever with the cough. These symptoms may be signs of Covid-19 or flu and should be evaluated by a health-care provider.	Once I am feeling better and I have been cleared for return by my health-care provider. If my symptoms were due to asthma, please make sure that I have permission to use breathing medication at school.
Rash	Seek medical care if the rash has blisters, is draining, is painful, looks like bruises and/or if I develop a fever.	Rash has healed or I have been cleared for return by my health-care provider.
Eye irritation	Seek medical care if I have eye swelling, eye pain, trouble seeing or an eye injury.	Once I am feeling better.
Sore throat	Seek medical care if I have drooling, trouble swallowing or a fever and/or rash.	Once I am feeling better. If I was prescribed an antibiotic by my health-care provider, then I can return 12 hours after the first dose, if I am without fever and I am feeling better.

If you don't know whether to send your child to school or have specific concerns regarding your child's health, contact your child's health-care provider, a local urgent care or the school nurse.



<https://www.attendanceworks.org/resources/health-handouts-for-families/>

Just Released!

Tip sheet to help families/caregivers decide when a child can go to school or should stay home.

When is sick too sick for school?

A regular attendance routine is important for your child's well-being and learning. These tips can help you decide when to keep your child home when they don't feel well.



Send me to school if

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't had a fever overnight and haven't taken fever reducing medicine during that time.
- I have a mild stomach ache.
- I haven't thrown up overnight and can drink liquids without throwing up.
- I have a mild rash and no other symptoms.
- I have eye drainage without fever, eye pain or eyelid redness.



Keep me at home if

- I have a temperature higher than 100.4
- I have thrown up two or more times in the past 24 hours.
- My stool is watery and I may not make it to the bathroom in time.



Seek medical care if

- I have a temperature higher than 100.4 and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.
- I have stomach pain and fever, I have bloody or black stool, or I am dehydrated (tired and sleepy, dry mouth) and/or I have not urinated in the last 8 hours.
- I have a persistent cough or trouble breathing, or have a fever with the cough.
- I have eye swelling, eye pain or an eye injury.
- I have a rash that has blisters, is draining, is painful, looks like bruises, and/or I have a fever with the rash.

If you don't know whether to send your child to school, have specific concerns regarding your child's physical or mental health, or are worried your child will spread illness, contact your child's health care provider, a local urgent care or the school nurse.

Please note: These tips are not meant to take the place of local health department/school district health guidance including about contagious illnesses such as Covid-19 and the flu.

Find tips about how to keep your child healthy and in school on the Attendance Works website:
<https://www.attendanceworks.org/resources/health-handouts-for-families/>





Parent Handout on Anxiety

This new, 2-page handout provides answers to key questions:

- ❖ What are the symptoms?
- ❖ When does anxiety become a problem?
- ❖ What can families do to support their child?
- ❖ How can schools and health providers help?
- ❖ Where can I find additional information?

<https://www.attendanceworks.org/take-action/community-and-agency-partners/health-care-providers/>



Is your child missing school due to anxiety?

Definition of anxiety: Feeling of fear and uneasiness about everyday situations.

If your child is suffering from anxiety, you are not alone. The good news is that in most situations, anxiety is normal and temporary. Anxiety becomes a concern if it persists - it can impact relationships with family, peers and teachers, contribute to academic challenges, and lead to school avoidance/refusal. Addressing anxiety is important for a child's overall well-being, not just attendance.

In addition, if your child starts to complain of symptoms like a headache or stomach ache, it is important to **quickly determine** if this is related to anxiety or a physical illness which might require missing school. If the challenge is anxiety, then staying home may worsen the situation.



What are the symptoms of anxiety?

Persistent anxiety can present in many ways, making it difficult to recognize.

Symptoms may vary depending on the age of the child, and some children may keep worries to themselves or have difficulty explaining their feelings making it hard to identify symptoms. Anxiety symptoms can include, but aren't limited to, the following:

- Feeling tired, irritable or easily tearful
- Having trouble separating from parents
- Difficulty sleeping or frequent nightmares
- Trouble getting out of bed or dressed for school
- Lack of appetite
- Trouble concentrating which may lead to difficulty starting tasks, problems with homework and falling behind in school
- Physical symptoms, including stomachaches and headaches
- Avoiding activities they previously enjoyed
- Negative or continuous thoughts that something bad is going to happen



Considerations for promoting health guidance

- Include this information in back-to-school packets
- Use technology (robocalls, text, student information system applications, etc) and awareness campaigns to reinforce the messaging
- Take time to share and discuss this information with staff during staff meetings
- Use these materials to catalyze a conversation with your local health department about whether updates might be needed for local guidance

Q & A



John Marshall High School

SELECT DATE 5/28/2024



Year to Date Attendance Rate
91.12%



Current School Day	School Day Number
5/31/2024	176

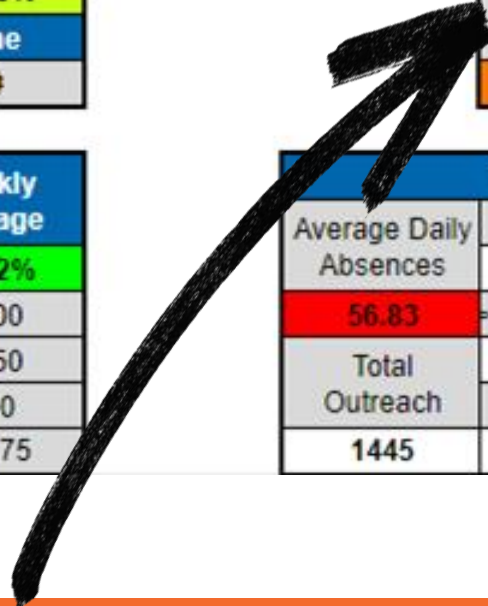
Outreach on Selected Day	
Day:	0
Week:	0
YTD:	1445

July	August	September	October	November	December
☀️	92.97%	92.12%	91.53%	90.73%	91.53%
January	February	March	April	May	June
89.55%	89.10%	90.07%	88.53%	95.08%	☀️

Based on Current Day	
Chronic Students	No Show Count
185	4
Active Chronic Rate	W9 Count
30.38%	10

Weekly Attendance Data		Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Average
School Day on Selected Date: 173	Date:	5/27/2024	5/28/2024	5/29/2024	5/30/2024	5/31/2024	
	Rate:		96.89%	96.56%	96.72%	96.72%	96.72%
	Absences:		19	21	20	20	20.00
	Excused:		16	21	19	18	18.50
	Unexcused:		3	0	1	2	1.50
	Membership:		610	610	610	609	609.75

Year to Date		
Average Daily Absences	<18 Abs	Average Membership
56.83	424	606
Total Outreach	=18 & <36 Abs	Membership Change
1445	125	80
	>=18 Abs	
	60	



this doesn't account for reductions that occur from the seat time recovery data



AAC 2024 Proclamation!



Mayors and other elected leaders, school boards and superintendents can signal the importance of school attendance by declaring that **September** is **Attendance Awareness Month**.

The Proclamation template for the 2024 has been updated!

Find it here: <https://awareness.attendanceworks.org/resources/proclamations-2024/>



Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Join our listserv: 44,000+ members

PROMOTE THE CAMPAIGN

Attendance
Awareness
Campaign 2024

[Attendance Works](#) [About](#) [Resources](#) [Partners](#) [Sponsors](#)
[Blog](#) [Newsroom](#) [Donate](#) [Contact](#) [Join the Campaign!](#)

Keep up on New Messaging & Resources to Stay
connected & Learning Today!

[Learn More](#)

Sign up for updates:
www.awareness.attendanceworks.org



2024 Count Us In! Toolkit

An easy on-ramp for developing or expanding a local or statewide attendance awareness campaign.

- ★ Tips
- ★ Templates
- ★ Proven strategies

What to Do When: At a Glance



<https://awareness.attendanceworks.org/>



Opportunities to Promote AAC 2024!

Share the Attendance Awareness website:
<http://awareness.attendanceworks.org/>

- ✓ Like us on Facebook 
- ✓ Tweet on X using #BePresentBePowerful @attendanceworks
- ✓ Follow us on LinkedIn 
- ✓ Add a badge to your signature line or materials





Webinar Recording

We will post a recording of this webinar
within 72 hours:

<http://www.attendanceworks.org/resources/webinars/>



Feedback

Please let us know how we can improve:
<https://www.surveymonkey.com/r/AAC-August-2024>

Thank you!

And special appreciation to our philanthropic partners!

**Heising-Simons Foundation
Overdeck Foundation
and individual donors**