



# **A Welcoming and Healthy Return to School: Ensuring Showing Up**

**Attendance Awareness Campaign 2023 – Webinar 3 of 4**

August 9, 2023

[www.attendanceworks.org](https://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](http://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](http://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. Family Engagement & Health Panel

❖ **Gloria Corral**, CEO & President, Parent Institute for Quality Education

❖ **Elliott S. Attisha**, DO FAAP, Pediatrician and Senior Fellow, Attendance Works

## IV. Practitioner Panel

❖ **Erin Helgren**, Principal, Yoncalla Elementary School

❖ **Naomi Tolentino**, Coordinator of Student Support Programs, Kansas City Kansas Public Schools

## IV. Closing Reflections & Resources

# Convening Partners AAC 2023!



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



**Welcome to Our Newest  
State Collaborating Partner!**



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION



## Theme for 2023!

**Showing Up  
Together!**



2023 Attendance Awareness Campaign



**Showing Up  
Together!**



2023 Attendance Awareness Campaign



# Attendance Awareness Campaign 2023

## 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 Belonging & Engagement: The Keys to Showing Up,**  
Thursday, March 30 2023: 12pm-1:30pm PT / 3pm-4:30pm ET (recorded)

**Webinar 2 Relationships All Year Round: Nurturing Showing Up**  
Wednesday, May 10, 12pm-1:30pm PT / 3pm-4:30pm ET (recorded)

**Webinar 3 A Healthy Return to School: Ensuring Showing Up**  
Wednesday, August 9, 12pm-1:30pm PT / 3pm-4:30pm ET (today)

**Webinar 4 Bright Spots: Sustain Engagement and Attendance,**  
Wednesday, September 27, 12pm-1:30pm PT / 3pm-4:30pm ET

# 2023 Theme: Showing Up Together

## Selected Key Messages

- ❖ **Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.**
- ❖ **Students are more likely to attend school if they feel safe, connected and supported.**
- ❖ **A positive, problem-solving approach driven by data will improve attendance.**
- ❖ **When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.**



## Thank You to Our Corporate Sponsors for this Webinar!



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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.



RaaWee K12 provides a highly robust collaboration platform where school districts implement best practices for tracking students' attendance and managing interventions.



Automate Your Day: School Technology provides a wide range of Skyward integrated hardware and software solutions that specifically meet the unique needs of K12 education.



## Donate to Attendance Works



Photo by Allison Shelley/The Verbatim Agency for EDUimages

**We Can't Do It Without You!**

**Donate today and help propel the push for a full educational recovery for all kids and youth.**

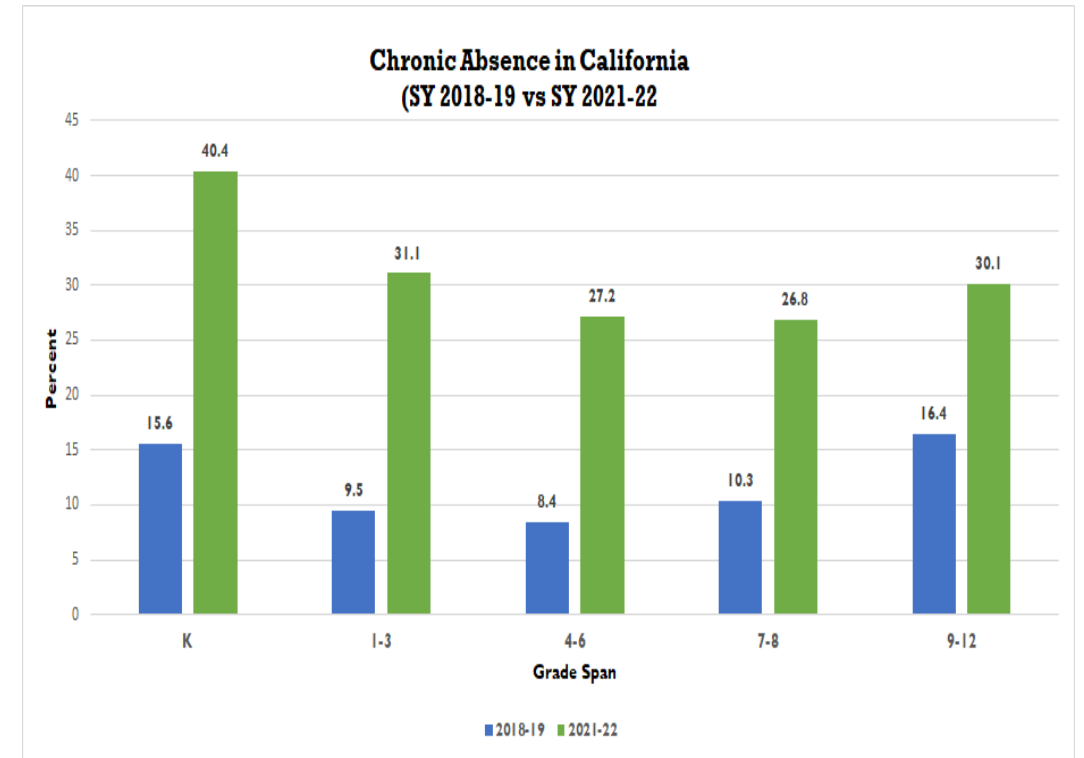
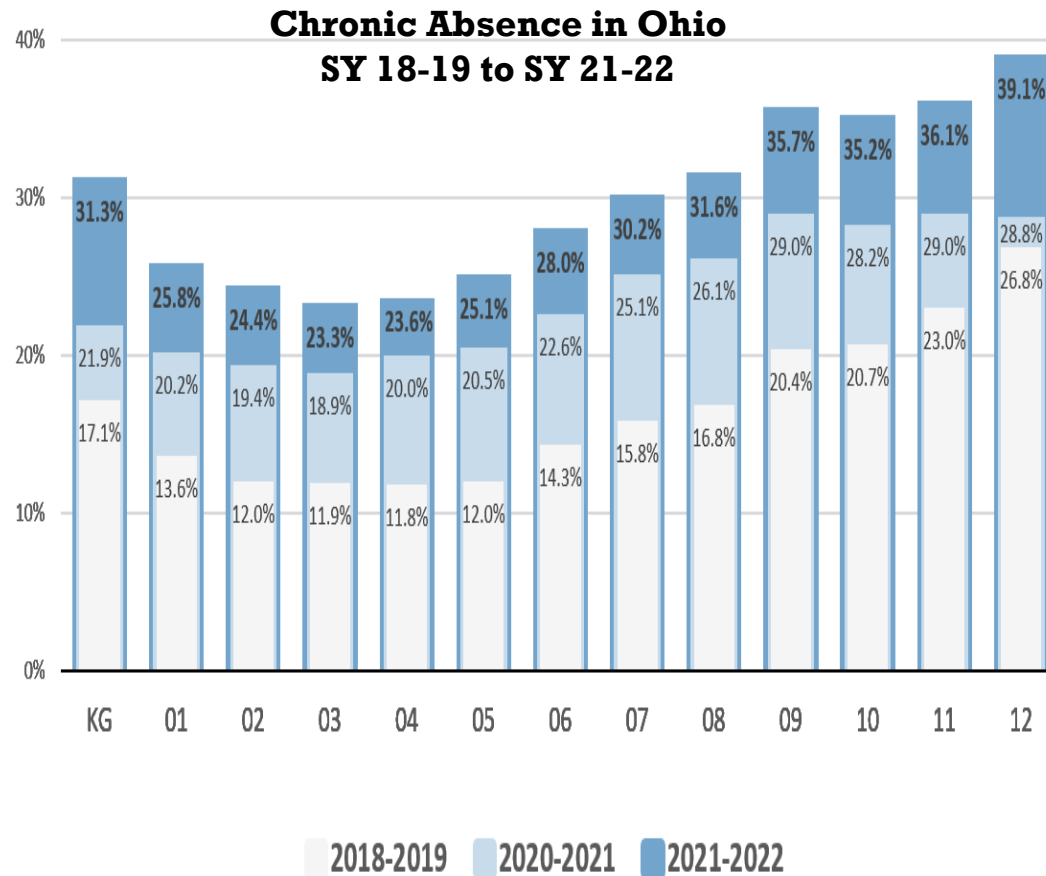
DONATE

# Our Nation Faces An Attendance Crisis

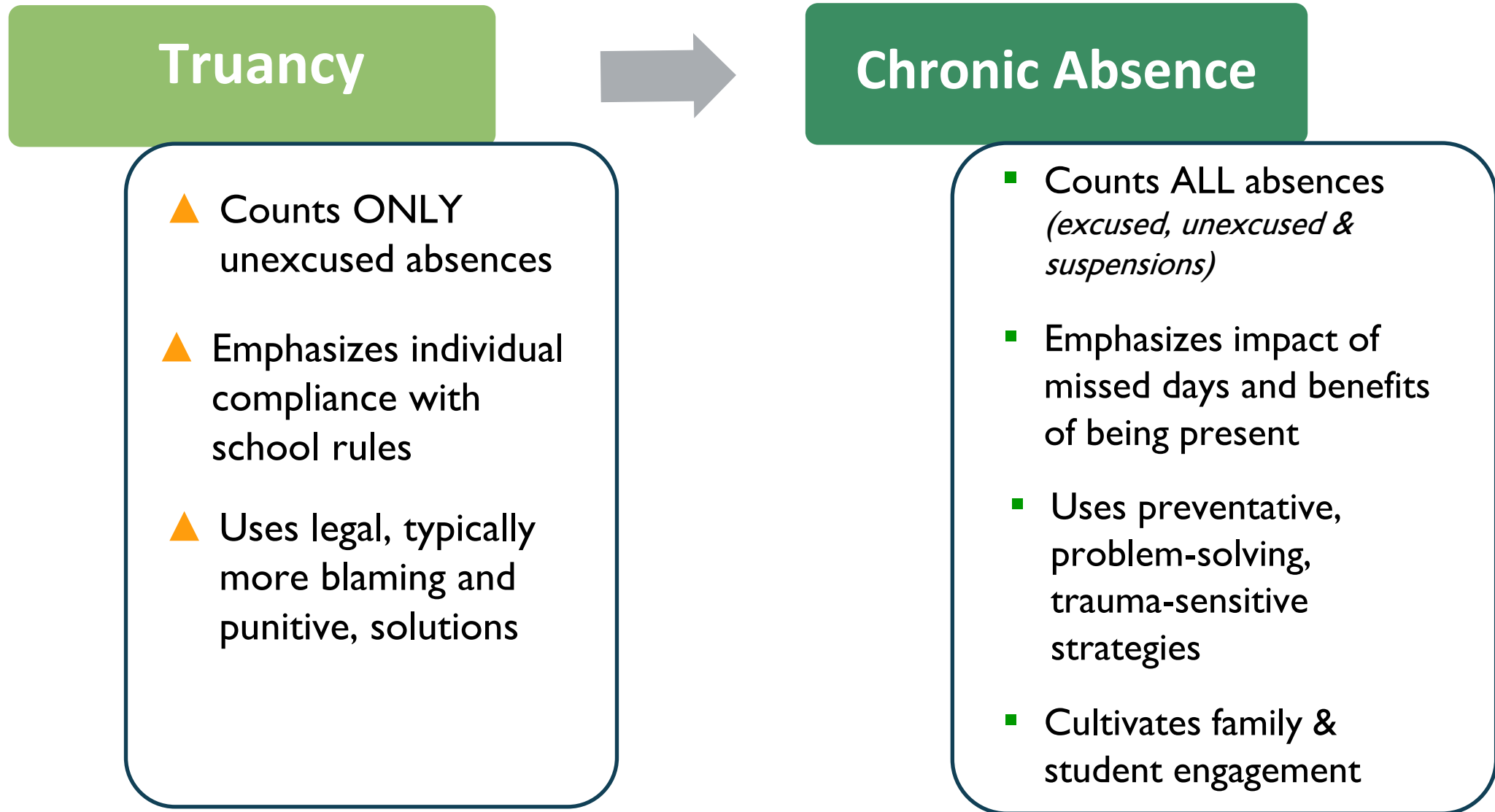
- **Pre-pandemic: 8 million (1 out of 6) students were chronically absent** *(missing 10% or more of school for any reason: excused, unexcused, suspension)*
- **Chronic absence is higher than ever.** By the end of School Year (SY) 2021-22, data from multiple states showed chronic absence often doubled and affected more than 1 out of 4 students. Early data from districts and states for 2022-23 data show rates remain high.
- **Economically disadvantaged students and families, as well as Native American, Black, Latino/Hispanic and Pacific Islander students are disproportionately affected.**
- **Chronic absenteeism is higher than ever, especially in early elementary and all throughout high school.**



# Alarming Increases Seen in Kindergarten Chronic Absence



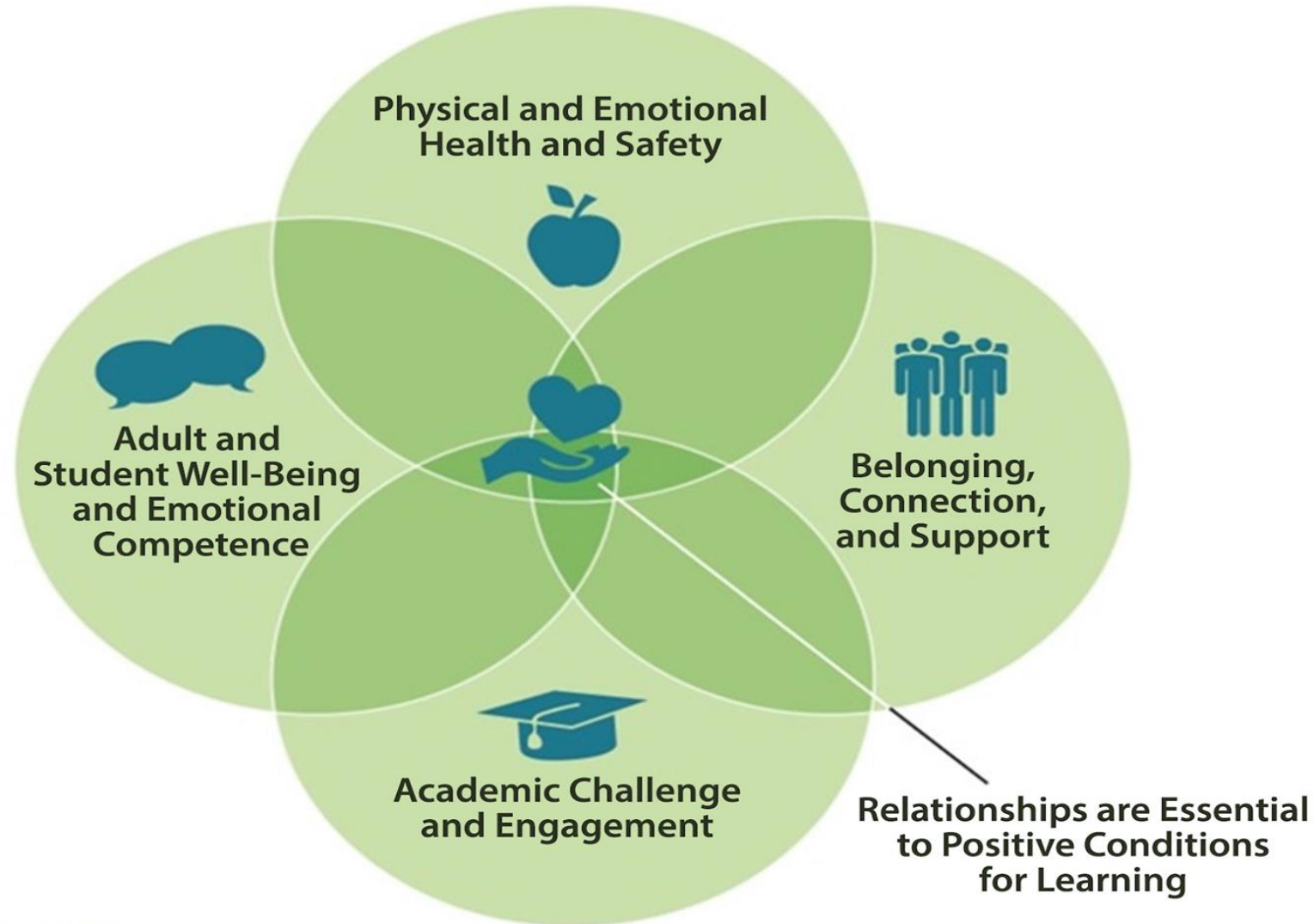
# Reducing chronic absence requires shifting our mindset



# How “Unexcused” Label Can Affect Response

Response to “Excused”	Response to “Unexcused”
✓ Help with homework	✗ Denial of help or no credit for homework
✓ Make-up exams	✗ No make-up exams
✓ Home tutoring provided	✗ Denial of class credit
	✗ Removal from extracurricular activities
	✗ Send notices of truancy
	<i>*If unexcused absences accumulate despite earlier outreach from schools and districts, courts can:</i>
	➤ Fine students and parents
	➤ Require a community service program or parenting program
	➤ Charge parents with a misdemeanor

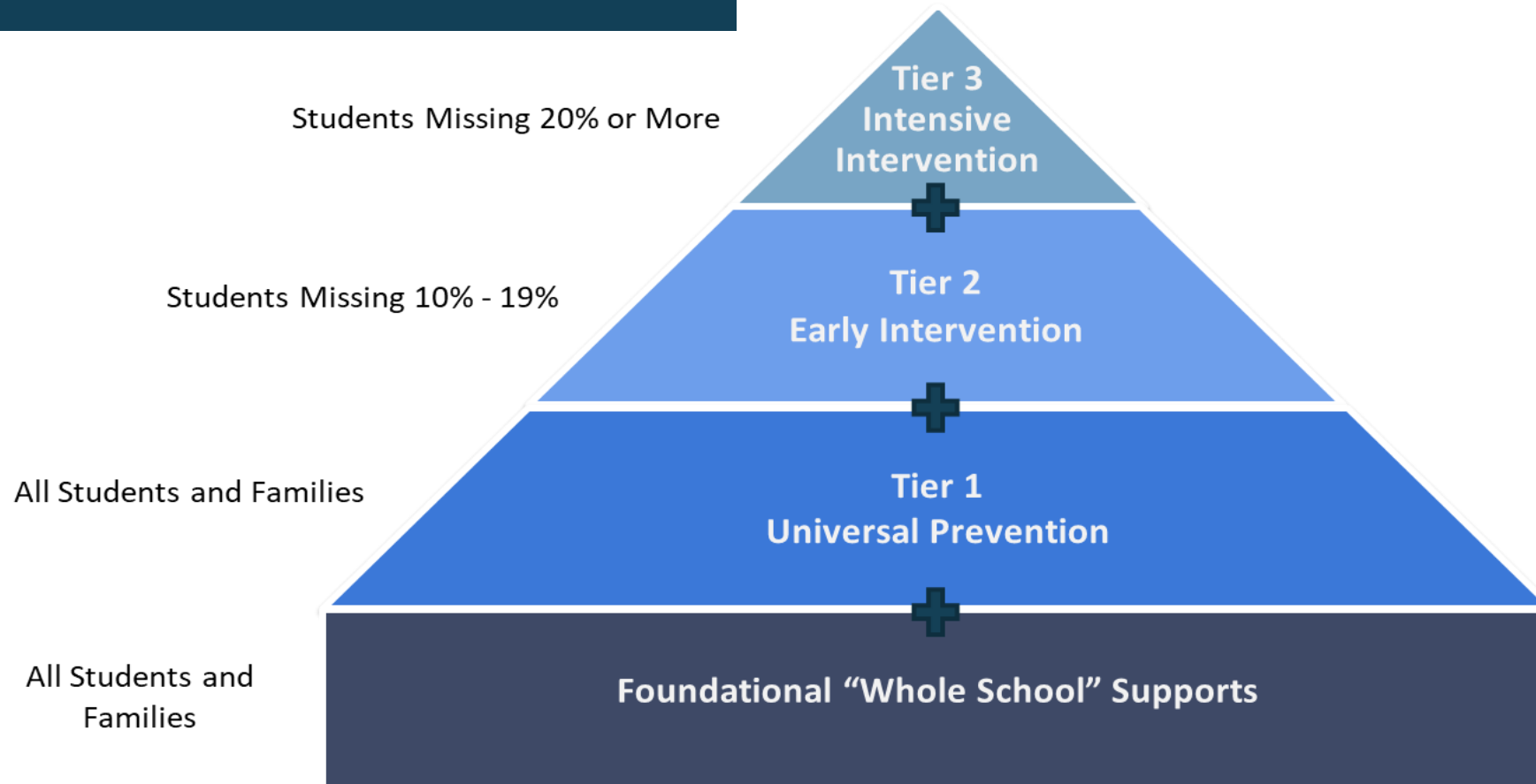
**Rather than taking a punitive approach, we must understand that the continued high levels of chronic absence reflect that positive conditions for learning are missing for too many students.**





**We must redouble our investments in a multi-tiered approach**

**Working across silos is essential!**



# We must tailor our approaches to address underlying challenges

## Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- 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 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/>



## **We must tap into the expertise of students and families**

- ❖ Students have untapped expertise and knowledge that can bring renewed relevance and authenticity.
- ❖ Addressing the challenges students experience requires considering their specific realities.
- ❖ Understanding when many students and families experience similar challenges allows for scalable solutions.
- ❖ It ensures that the engagement strategies you create are inclusive of students and families' cultural norms.

# 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/>

# 2021-22 Chronic Absenteeism Rate

## State Report

### Disaggregated by Race/Ethnicity

- + [Report Description](#)
- + [Report Glossary](#)
- + [Report Options and Filters](#)

Race / Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	308,567	131,285	42.5%
American Indian or Alaska Native	27,485	11,975	43.6%
Asian	572,401	65,450	11.4%
Filipino	138,028	21,416	15.5%
Hispanic or Latino	3,347,968	1,185,092	35.4%
Pacific Islander	25,495	10,915	42.8%
White	1,256,635	291,879	23.2%
Two or More Races	255,333	62,404	24.4%
Not Reported	63,487	19,318	30.4%

Prioritize outreach and engagement with groups that have the highest rates of chronic absence and largest number of chronically absent students so you can learn more about community assets and barriers to attendance.

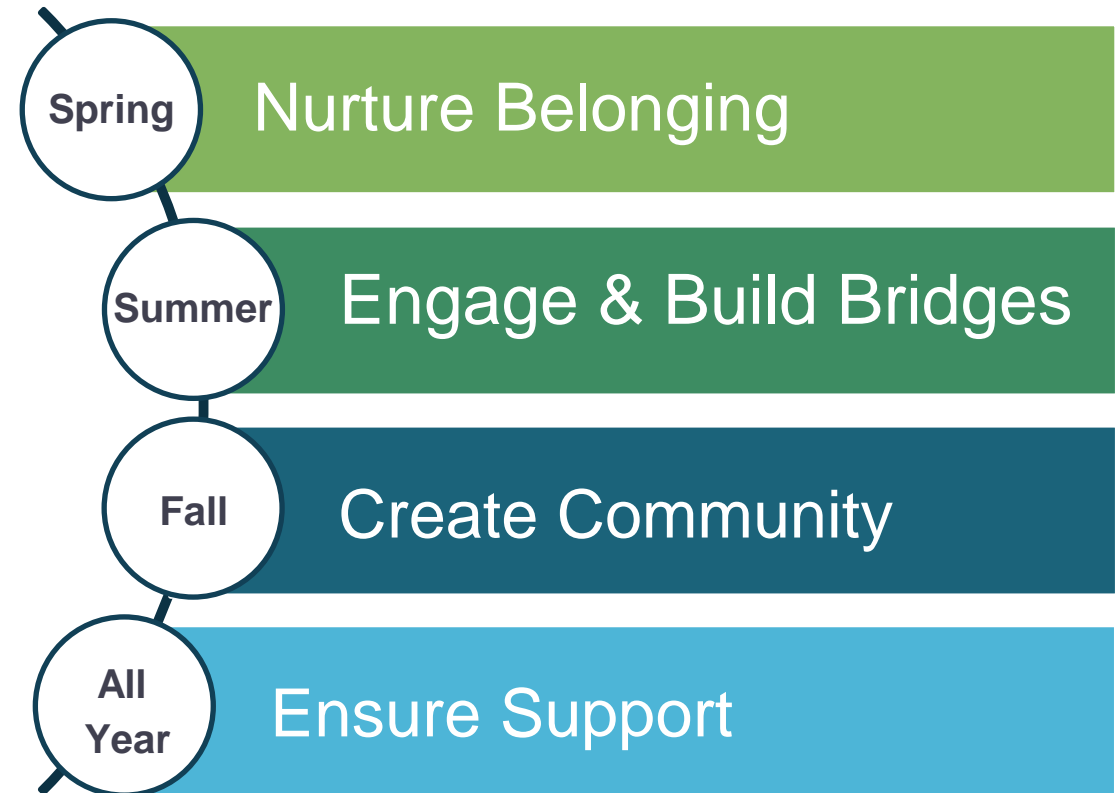
## Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<a href="#">Statewide</a>	5,995,399	1,799,734	30.0%

# Taking A Year Long Approach

## Recommended Steps:

- 1. Convene your team*
- 2. Review data & identify priority groups*
- 3. Craft engagement strategies and develop your plan*
- 4. Reflect, learn & improve*



# Panelists



**Gloria Corral**  
*President & CEO*  
*Parent Institute for Quality Education*

**PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)**

# **FAMILY NEEDS ASSESSMENT SURVEY**

SPRING 2023



[www.PIQE.org](http://www.PIQE.org) | [@PIQEUSA](https://twitter.com/PIQEUSA)



# Method



Interviewed 980 families by phone in their home language to assess community needs.

LANGUAGE

**OF THE 980 PHONE INTERVIEWS, 90% WERE CONDUCTED IN SPANISH**

REGIONS

**PARTICIPANTS FROM NORTHERN, CENTRAL, AND SOUTHERN CALIFORNIA**

GRADE LEVEL

**FAMILIES OF CHILDREN TK-12**

# RESPONSE AREAS

ACCESS TO RESOURCES

AREAS OF CONCERN

STUDENT ABSENTEEISM

AREAS OF SUPPORT

SCHOOL COMMUNICATION



# DEMOGRAPHICS



99% IDENTIFY AS LATINA/O/X



86% HAVE AN EDUCATION LEVEL OF HIGH SCHOOL OR BELOW



65% HAVE AN ANNUAL HOUSEHOLD INCOME BELOW \$39,000



71% HAVE STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS



95% HAVE STUDENTS IN ELEMENTARY SCHOOL



**Keep Learning**  
California

# KEY RESULTS



60% OF FAMILIES ARE CONCERNED ABOUT GUN  
VIOLENCE



52% OF FAMILIES DO NOT KNOW HOW TO ACCESS HEALTH SERVICES ONLINE



52% DO NOT HAVE ACCESS TO MENTAL HEALTH SUPPORTS



54% OF FAMILIES DO NOT OWN TECHNOLOGY THAT DOES NOT BELONG TO THE SCHOOL



34% DO NOT HAVE AN EMAIL  
ADDRESS



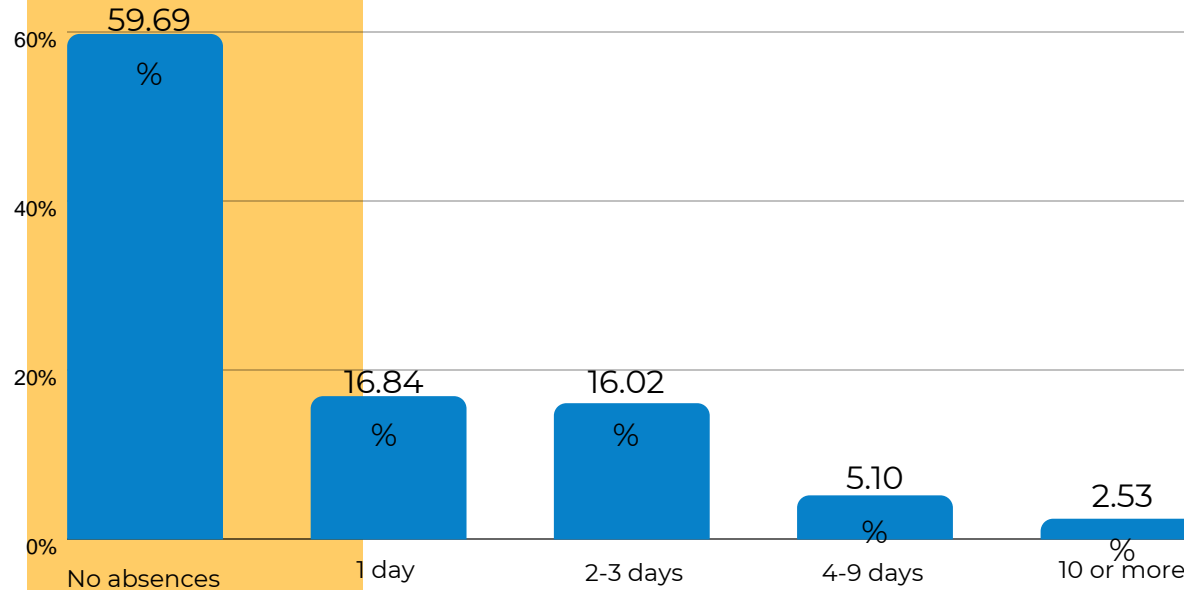
20% DO NOT HAVE ACCESS TO HIGH SPEED  
INTERNET



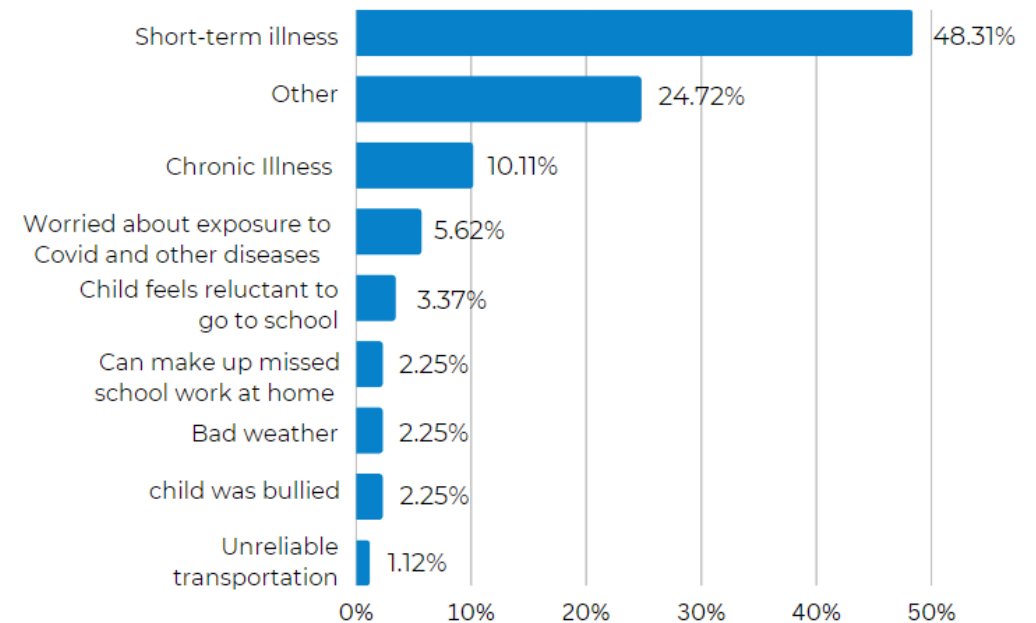
78% IDENTIFIED TUTORING RESOURCES AS A PRIORITY

# STUDENT ABSENTEEISM

Student Absenteeism in the Past Month



Reasons Students Were Absent



# SCHOOL COMMUNICATION

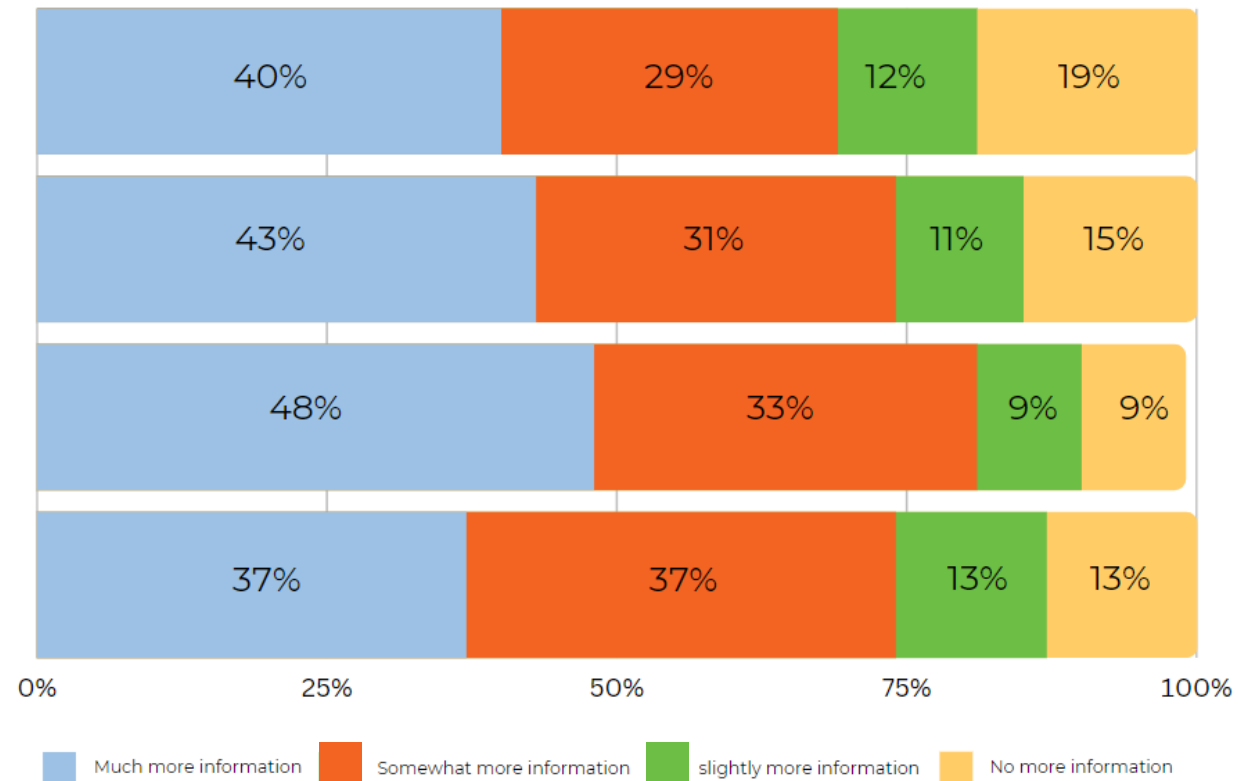
RESOURCES PARENT'S FEEL WOULD BE MOST HELPFUL

The extended learning opportunities are available for my child (after school, Saturday school, summer school)

The social emotional supports available for my child

The academic supports available for my child at the school to strengthen learning opportunities

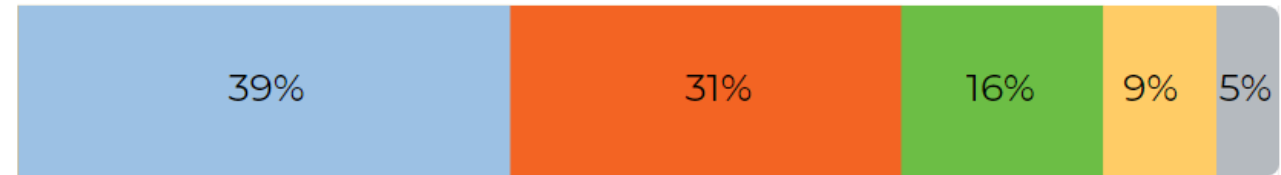
The health and safety processes in place at the school



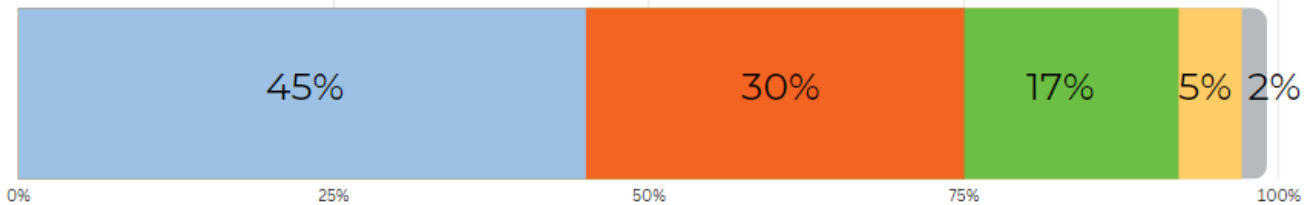
# SCHOOL COMMUNICATION

## SCHOOL COMMUNICATION EFFECTIVENESS

Parents that feel the school effectively communicates about their students academics



Parents that feel welcomed by school staff to ask questions at school



Effectively communicates moderately communicates somewhat communicates slightly communicates does not communicate



**Attendance  
Works**

# IN PARTNERSHIP



The Education Trust–West



**CALIFORNIANS  
TOGETHER**

CHAMPIONING THE SUCCESS  
OF ENGLISH LEARNERS

The Children's  
**Partnership**

**Families  
In Schools**



Building Partnerships for Student Success

[www.PIQE.org](http://www.PIQE.org) |



# Panelists



**Elliott S. Attisha, DO FAAP**  
*Senior Fellow*  
*Attendance Works*

# Key Tips for Keeping Children Healthy and in School



Nutrition, Sleep & Exercise



Hygiene



Safety



Wellness



Engagement



## Nutrition, Sleep and Exercise

Encourage students to:

- ✓ Eat a good breakfast every morning or be part of the school's breakfast program
- ✓ Maintain a regular bedtime and morning routine
- ✓ Keep screens out of the bedroom and limit use prior to bedtime
- ✓ Stay active for 60 minutes a day





## Hygiene

- ✓ Stress hand washing, particularly before eating, and after using the restroom
- ✓ Remind students 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

- ✓ Remind children to wear a seatbelt during car rides, and a helmet when using a bike or skateboard
- ✓ If students walk to school, help them find a safe route to school and to travel with at least one friend. Encourage families to have a backup plan in case of bad weather



## Wellness



- ✓ Ensure child visits their health care provider for:
  - A physical once a year
  - All recommended immunizations, including flu and Covid
  - Chronic health issues: asthma, diabetes, etc.
- ✓ Visit the dentist twice a year
- ✓ Encourage families to schedule routine (non-urgent) medical appointments outside of school hours
- ✓ School nurse or social worker connect families to resources if child doesn't have health or dental insurance



## Wellness

- ✓ Complete the school's annual health form
- ✓ Offer health (including vision) screenings in your school
- ✓ For children with asthma, make sure child's health care provider completes appropriate school forms to allow them to keep/carry any necessary medications at school
- ✓ For children with disabilities, work with families and health care provider to ensure appropriate supports and services
- ✓ Have a protocol in place and offer resources to students who have Covid or other contagious illnesses
- ✓ Provide educational support and resources to students who need to stay home due to prolonged illness



## Engagement

- ✓ Create safe and welcoming and environments to increase children's engagement in school
- ✓ Connect and encourage participation in after school activities
- ✓ Offer resources to students experiencing anxiety
- ✓ Keep families informed about their child's attendance and academic progress

# Check out the latest resource!



## 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?
<b>Fever</b>	I have a fever of 100.4°F (38°C) or higher. <b>Seek medical care</b> 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.
<b>Vomiting and/or diarrhea</b>	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. <b>Seek medical care</b> 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.
<b>Persistent cough or trouble breathing</b>	<b>Seek medical care</b> 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.
<b>Rash</b>	<b>Seek medical care</b> 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.
<b>Eye irritation</b>	<b>Seek medical care</b> if I have eye swelling, eye pain, trouble seeing or an eye injury.	Once I am feeling better.
<b>Sore throat</b>	<b>Seek medical care</b> 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/>



## 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 to make sure they are on the same page
- Use these materials to catalyze a conversation with your local health department about whether updates might be needed for local guidance



## Additional Resource on Anxiety

Keep in mind that mild stomach aches or headaches can be a sign of anxiety not illness.

Take steps to address the anxiety rather than keep a child home.

## Family Handout about Anxiety

### 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



## Healthy Students

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



# Practitioner Panelists



**Erin Helgren**  
*Principal*  
*Yoncalla Elementary School*



**Naomi Tolentino**  
*Coordinator of Student*  
*Support Programs*  
*Kansas City*  
*Kansas Public Schools*

**Tell us about the demographics of your community  
and chronic absence rates?**



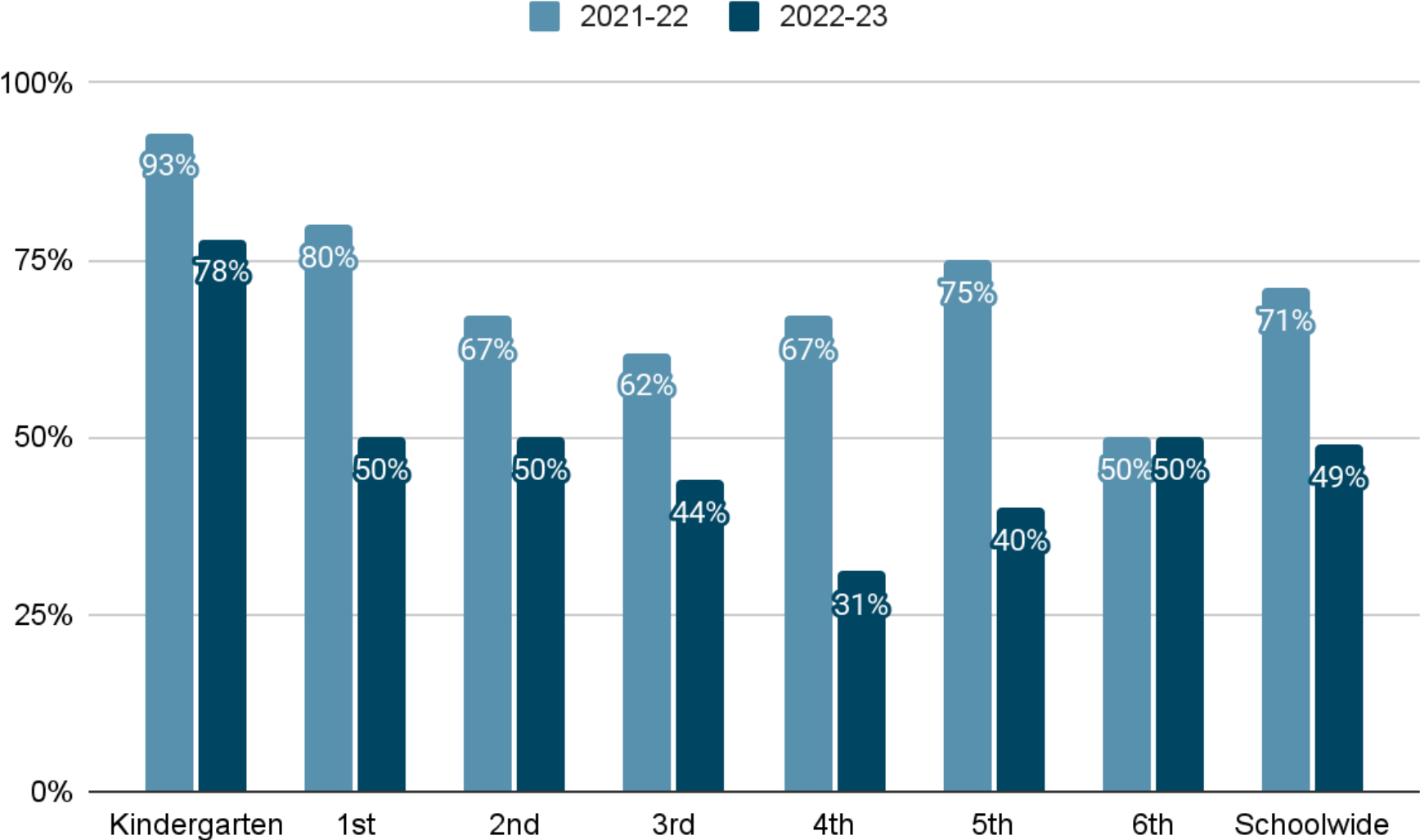
# Yoncalla Elementary School



- Rural community in Oregon
- Total population of 1,100
- Yoncalla Elementary School
  - 160 students enrolled
  - 100% free and reduced lunch
  - Predominantly white students



# Chronic Absenteeism at Yoncalla Elementary



**What have been major causes of absenteeism and what has helped to improve attendance?**



## Major Reason for Absences

### **Lack of family relationships and connection**

- Opportunities to engage families in decision making- active site council, curriculum adoption teams, parent cafes, family leadership groups, parents as consultants
- Home visiting project- PreK-6th receive home visits
- Grow your own project- families hired for employment at the school
- Begin serving families at birth- playgroups, baby showers

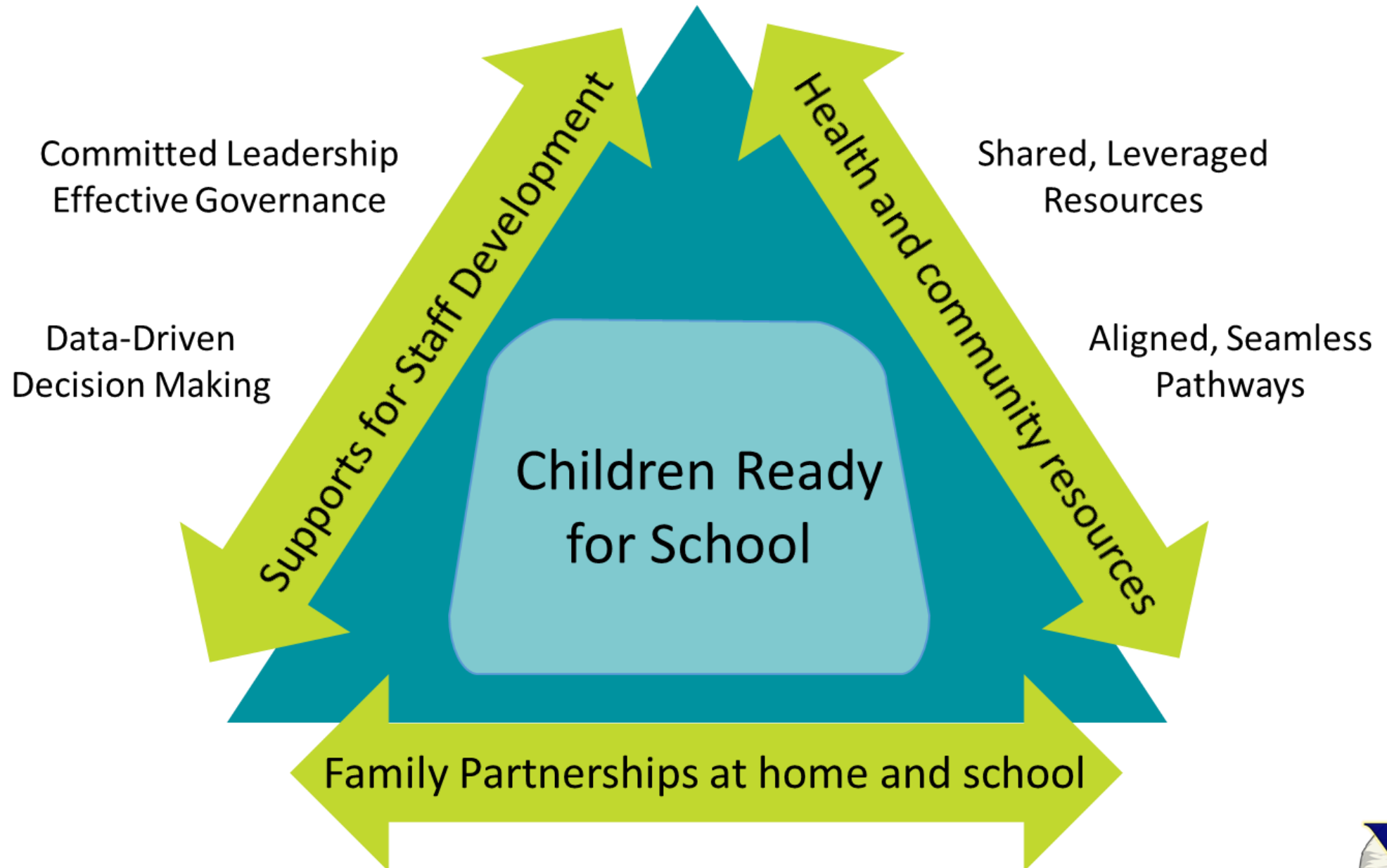


## Major Reason for Absences

### Unaddressed basic needs & services

- Care Closet
- Food Pantry
- Connections with local health providers
- Partnership with local rural residency program to provide health classes and services
- Youth Sports support
- Shift from the school fortress model to a hub of the community





## Relational Approach to Difficult Conversations

Strong partnership approach to reducing barriers, stay curious, assume positive intent, listen to understand

## Family Centered Relationships

Home visits, family dinners, strong communication supports, resource and referral services



## Teacher Centered Solutions

After school tutoring, acknowledging and celebrating small successes, building a school family

## Data Transparency and Curiosity

School wide access to data regarding attendance, regular opportunities to share and reflect, actionable strategies

## Building a Culture of Community

Our attendance efforts are driven by our belief in the right for every child to feel safe and connected. We understand the strong symbiotic relationship between a vibrant community, stable families and successful children.



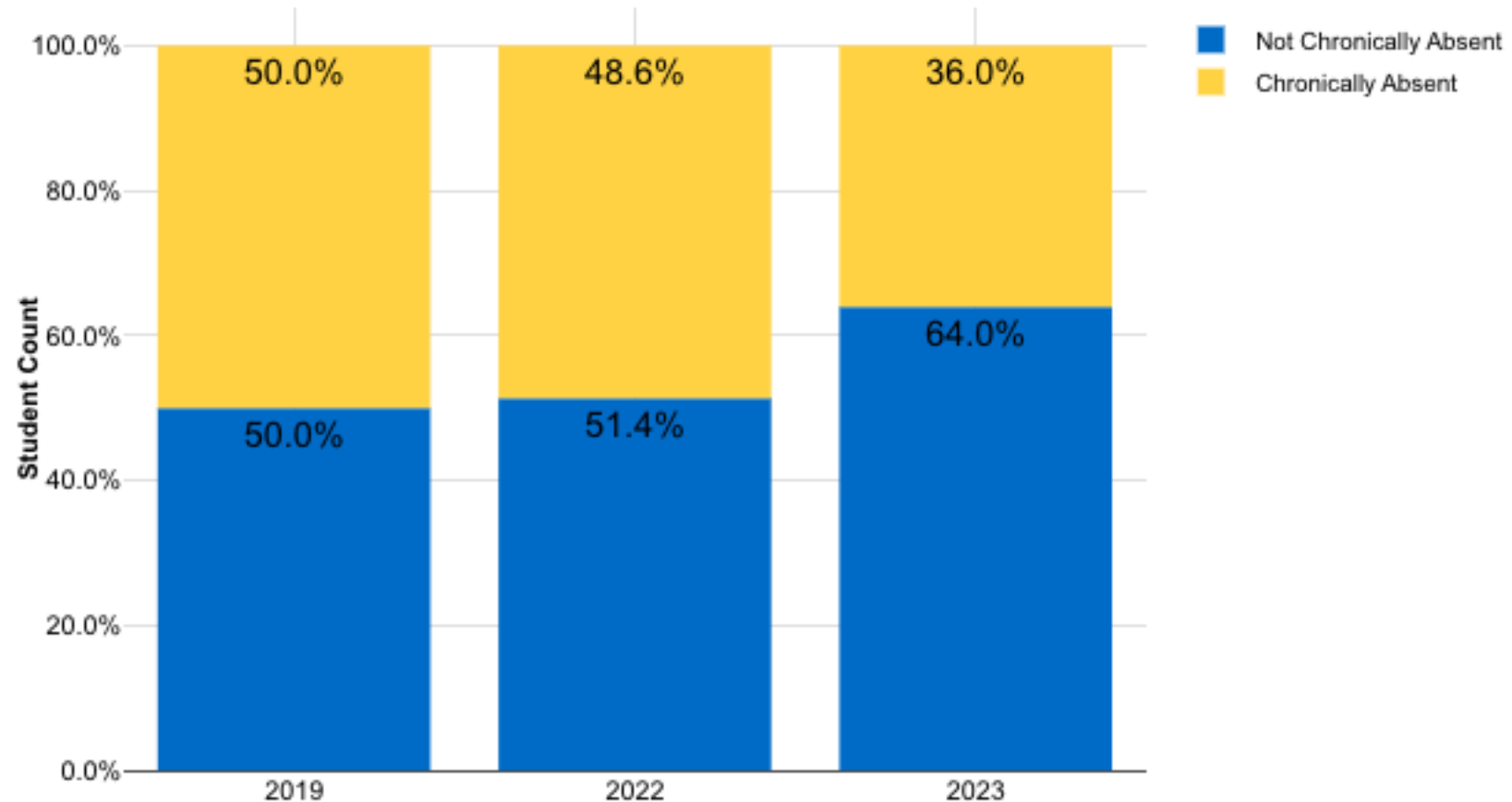
**Tell us about the demographics of KCKPS and its  
chronic absence data**

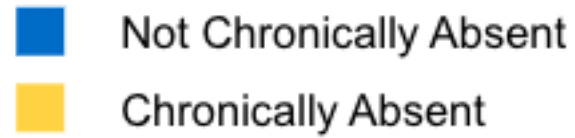


# Kansas City Kansas Public Schools

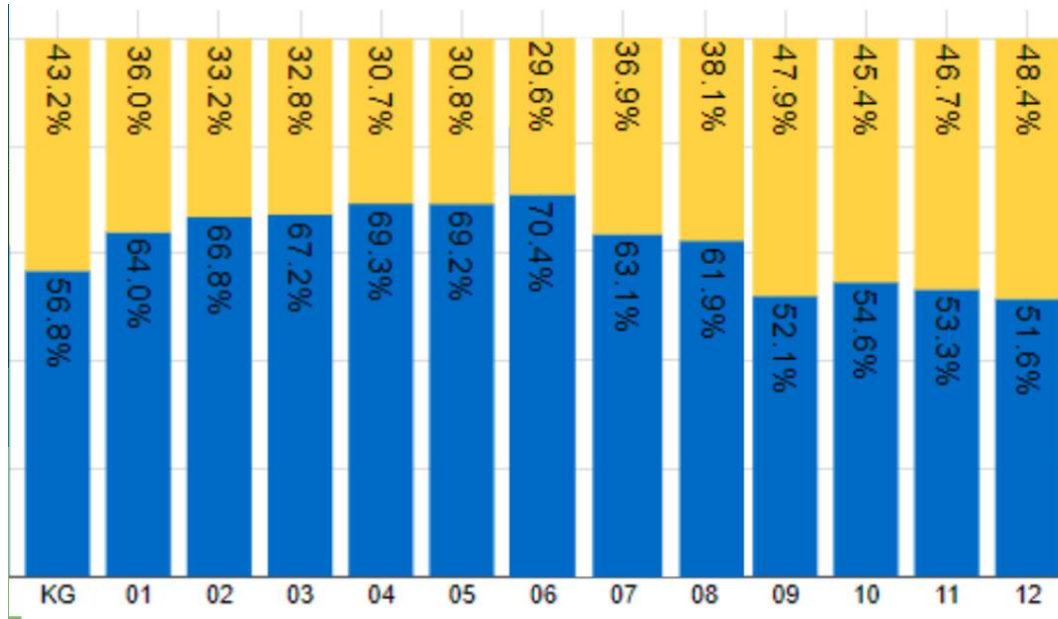
- **Urban** public school district located in Wyandotte County (WyCo)
- Population **156,607**
- Largest school district in WyCo and the fifth largest school district in the state of Kansas with just **over 22,000 students enrolled**
- ESOL : **65 languages** spoken and represented throughout the entire district. The top five languages other than English spoken are:
  - Spanish
  - Swahili
  - Karen
  - Kinyarwanda
  - Burmese

# KCKPS Chronic Absenteeism Data

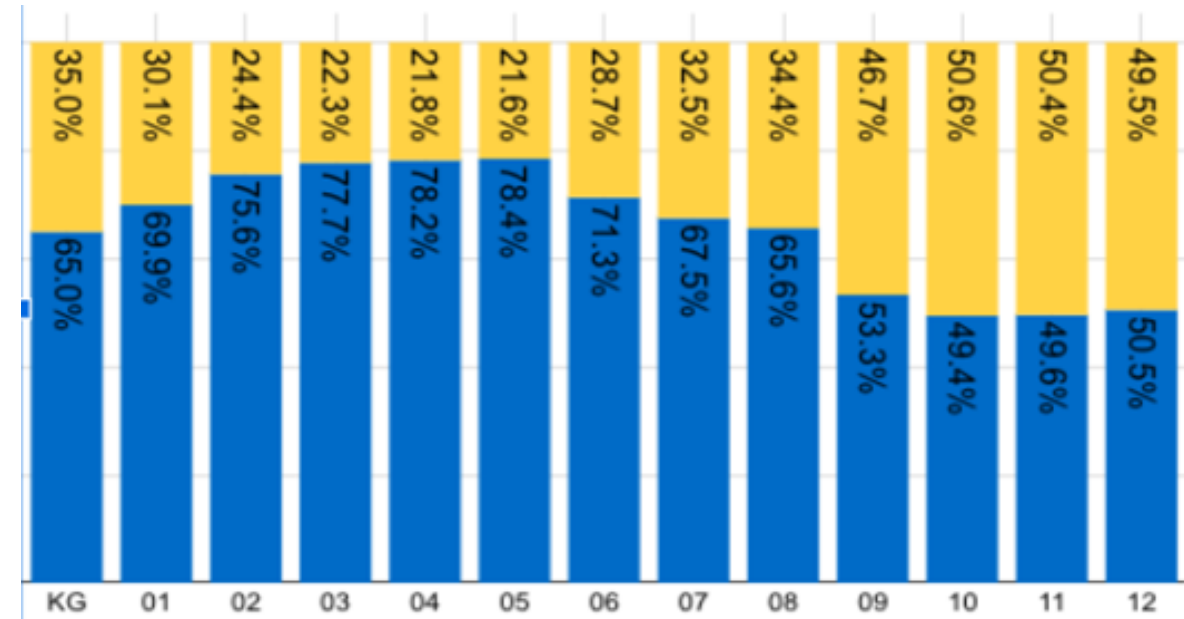




## 2021-22



## 2022-23



# What have been the major challenges affecting attendance in KCKPS?

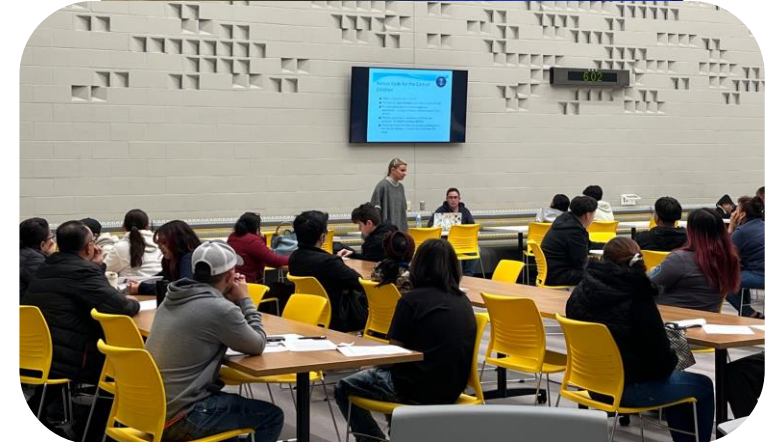
- Unfamiliarity with the difference between ADA and chronic absence
  - 88% (ADA) vs. 47% (chronic absence)
- Lacked a data dashboard to view chronic absence data
- No system for identifying attendance trends in their buildings
- Teams had little to no plan for attendance and engagement
- Teams had vague idea of which students were chronically absent; as a result interventions were spotty
- Lack of foundational supports

# How did the district support improvement?

## Partnership with AW and Red Apple Co

- Shift KCKPS' leadership approach to chronic absence away from a truancy model and towards an intervention and engagement model.
- Direct coaching, whole group trainings, and data monitoring to 20 KCKPS partner schools.

TS-SEL MTSS collaborative implementation, including training and coaching of building teams



## How did the district support improvement?

- **Professional development** - for building leaders and attendance teams
- District leaders **coaching** approach
- **Reorganization** of *Attend to Achieve* team (previously district truancy team)
- **Attendance teams** in all buildings
  - Teams receive **monthly coaching** support to look at data, design strategy and support implementation of concepts learned
  - All teams created an **attendance plan** for 2023-24 SY outlining communication w/parents and specific interventions for the coming year
  - Nearly 100% of teams are requiring teachers make positive parent phone calls and log in Infinite Campus next school year

# How did the district support improvement (continued)?

- Development of **Attendance Data Dashboard**
- Creation of **Attendance Guide** for all staff
- **Monthly Professional Development** for Attendance Clerks

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### VII. District Support

Attend to Achieve Team and Supporting Departments



**How did strategies for secondary schools/  
students differ from Elementary?**



**What are you planning for the beginning of the school year and why?**

**How do your strategies reflect insight from families?**



# Q & A




# Year-Round Planning

Plan activities and events that keep a focus on improving attendance all year long.

- ❖ See sample activities for PreK, K-12 and district teams
- ❖ Use blank calendars to customize the plan for your community
- ❖ Remember to specify who is responsible for leading and how to measure the results

SAMPLE ACTIVITIES for K-12: rev. 3-28-23



## Attendance Activities School Year Plan (K-12)

School Name	School Year						
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Activities in the grid are examples. You can customize the plan for your school or program. For each activity, specify who is responsible for leading and how to measure the results. You can also recreate this chart in a larger format and use post-it notes to add activities as a group exercise. See the 3 Tiers of Intervention (<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>)

Timing	Summer (July/August)	Welcome Back (August/September)	Ongoing (Weekly)	Fall Semester (October – November)	Winter Semester (December – February)	Spring Semester (March-April)	End-of-Year (May/June)
School Team	Establish school team to address attendance. Develop a yearly attendance plan and goals. Agree on metrics to monitor for in-person and distance learning. Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies.	Conduct team meeting by the second week of school.	Hold team meetings.	Review <a href="#">early warning data</a> . Ensure staff are prepared to discuss attendance in a caring manner in parent-teacher conferences, attendance improvement meetings, outreach calls and home visits.	Revisit data to measure progress and revise school-wide strategies as needed. Expand team as needed to address reasons for absence.	Ensure staff are prepared to discuss attendance in parent-teacher conferences. Assess strategies and write school improvement plan.	Review data. Share data with student's next teacher for smooth transitions and trouble shooting.
Foundational Whole School Supports	Plan welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure there is attention paid to students with disabilities and other student groups with historically high levels of absenteeism.	Disseminate in-person health and safety protocols. Promote immunization activities. Establish good and improved attendance recognition schedule/process. Conduct welcoming traditions for students and families.	Coordinate with other school leaders to promote and maintain a positive school climate.	Provide a warm welcome for students who start later in the school year. Offer afterschool programs with engaging and culturally responsive curricula.	Create opportunities for students, families and staff to recharge physically and emotionally. Increase the sense of belonging for specific student groups through clubs, history months and celebrations.	Boost excitement in learning – celebrate and event such as Earth Day.	Plan end-of-year traditions including opportunities for service, e.g. students in upper grades lead tours for students entering the school next fall.
Tier I (Universal)	Promote <a href="#">attendance messaging</a> during registration/enrollment. Have home visits/phone calls to build relationship and remind families about the first day of school.	Share back-to-school messaging about the importance of attendance for in-person and distance learning.	Ask staff to establish daily, weekly and monthly routines to build relationships in the classroom and welcome students back after absences. Hold weekly/monthly recognition. Ensure positive, regular communication with	During <a href="#">parent-teacher conference</a> , recognize good attendance and express concerns in a supportive manner if needed. Anticipate and plan activities/supports to minimize dips in attendance during holidays. Conduct a resource fair for students and their families.	Share messaging and engaging activities around <a href="#">winter holidays</a> . Use data to identify attendance dips and align events to mitigate low attendance days. Schedule mid-year activities to remind school community about attendance.	Hold parent-teacher conference student attendance check-in. Plan engaging activities and messaging to avoid the spring slump.	Communicate the importance of student attendance in last weeks of school. Acknowledge attendance successes.

<https://www.attendanceworks.org/resources/year-long-planning/>



## Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Proclaim September Attendance Awareness Month building off our sample proclamation
- ✓ Join our listserv: 44,000+ members

## PROMOTE THE CAMPAIGN

Attendance  
Awareness  
Campaign 2023

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

Join us for webinar # 1, Belonging and  
Engagement: The keys to Showing up,  
March 30!

Sign up for updates:  
[www.awareness.attendanceworks.org](http://www.awareness.attendanceworks.org)

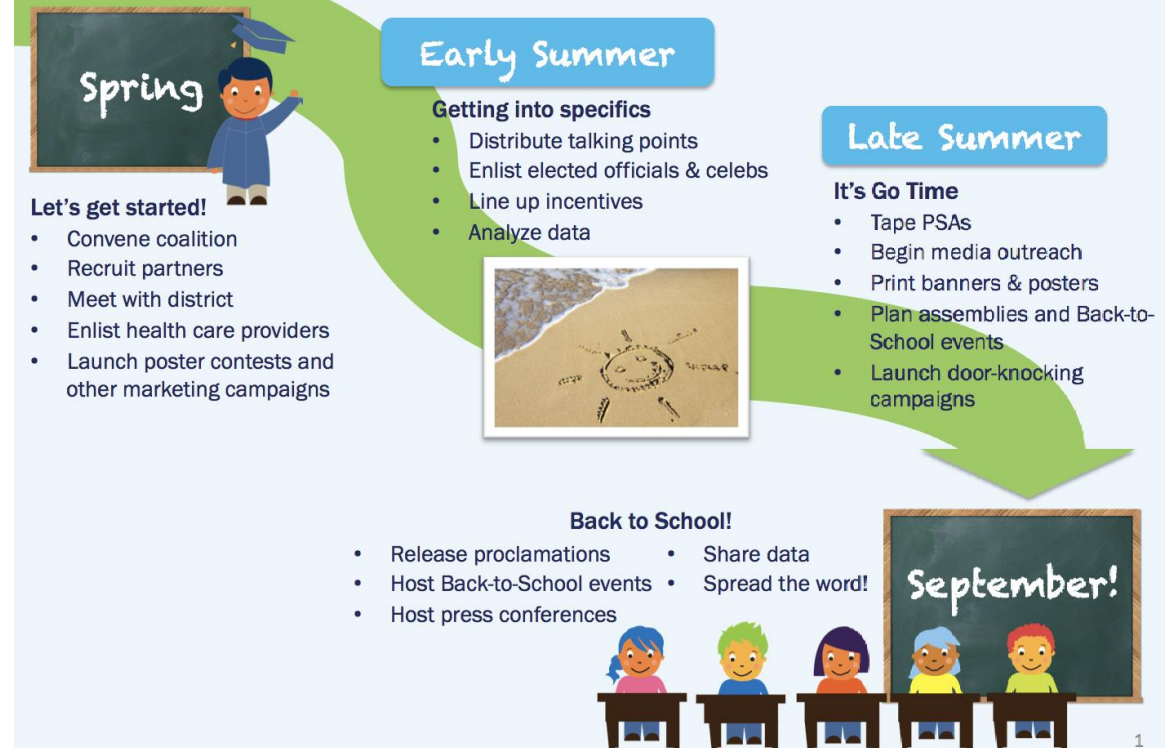


# 2023 Count Us In! Toolkit

**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







## Opportunities to Promote AAC 2023!

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

✓ Like us on Facebook 

✓ Tweet using #schooleveryday @attendanceworks



✓ Follow us on Instagram and LinkedIn!  

✓ Add a badge to your signature line or materials





## AAC 2023 Proclamation!



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

**We've updated the template Proclamation for 2023!**

Find it here: <https://awareness.attendanceworks.org/resources/proclamations-2023/>



## Other Resource from Attendance Works



# Showing Up Matters for R.E.A.L.

A Toolkit for Communicating with Students and Families

**Step 1: Explain Why Attendance Matters**

**Step 2: Cultivate A Culture of Engagement and Attendance for Students and Families**

**Step 3: Use Data to Determine Need for Intervention and Additional Support**

**Step 4: Engage Community Partners**

<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>



## Feedback

Please let us know how we can improve:  
<https://www.surveymonkey.com/r/AAC-August-2023>

Thank you!



## Webinar Recording

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

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

**And special appreciation to our philanthropic partners!**

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