Engaging Students and Families During Covid-19
Welcome

S. Kwesi Rollins
Vice President for Leadership & Engagement

Institute for Educational Leadership

Chair, Advisory Board, Attendance Works

Hedy Chang
Executive Director
Attendance Works
The Institute for Educational Leadership 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 our website: www.iel.org
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
I. Welcome

II. Responding to Covid-19: Key Concepts

III. Panel: Strategies for Engaging Students and Families

IV. Panel: Building Systems to Strengthen Practice and Data Monitoring

V. Discussion: Implications for the Transition Back to School
### AW Phases of Covid-19 Response

|------------------------------------|----------------------------------------|-----------------------------------------------|-----------------------------|
| • Involve the public health department  
  • Monitor **absenteeism** to detect potential health challenges  
  • Communicate clearly and frequently with families and students | • Develop and implement coordinated outreach approach  
  • Confirm contact info  
  • Reach out in trauma-informed, relationship building manner  
  • Address needs for food, shelter, and other supports  
  • Connect to learning supports and determine access to technology  
  • Link to needed virtual behavioral, emotional and physical health supports  
  • Leverage data (including **absences**, special ed status, and other demographic info) to triage and tailor supports | • Use cross-departmental district and school teams to orchestrate a whole child/family approach to learning.  
  • Emphasize engagement and school connectedness for students and families  
  • Monitor **attendance** and **participation** in remote learning activities  
  • Use **data on lack of participation** for real time problem-solving  
  • Document challenges and interventions to inform current and future support | • Take team approach organize and implement cross-departmental school and district plans  
  • Partner with families to develop plans reflecting student’s situation (health, academic, **attendance & engagement**), during and prior to remote learning.  
  • Use **chronic absence** and other participation data to provide additional support  
  • Promote trauma-informed, welcoming school climate  
  • Support seamless transitions between virtual and in person settings. |
Covid-19 Reinforces the Critical Importance of These Approaches

✓ A whole child/family approach to education that pays attention to social emotional well-being and school climate, along with academics, and recognizes families as the first teachers of their children.

✓ Integrated virtual and in person learning that supports different learning styles and makes up for classwork when students face challenges (e.g. health or transportation) getting to the school building.

✓ Addressing inequitable access to resources and supports with significant attention to monitoring absenteeism (missing too much school) to promote prevention and early intervention vs punitive action.

✓ Promote integrated strategies by working across departments and organizations, including supporting an investment in community schools, and leveraging the assets of community partners and health providers.
Reducing the Adverse Impact of Covid-19 Requires Ensuring Positive Conditions for Learning in School, Whether In Person, Distance or Blended.
To Take a Systemic Approach – Need to Redefine Actionable Attendance and Absenteeism Data During Distance Learning

Positive Engagement: Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

Actionable Data: Is accurate, accessible, and regularly reported in an understandable format.

Shared Accountability: Ensures chronic absence is monitored & reinforced by policy.

Capacity Building: Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
Chronic Absence Remains a Critical Measure When School Buildings are Open

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason**.

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).
A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.

2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions for learning.

3. Promote a tiered approach to supporting students, beginning with prevention.

4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.
### Additional Terms for “Attendance” During Distance Learning

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>Working contact information exists for each enrolled student and their family.</td>
</tr>
<tr>
<td>Connectivity</td>
<td>Students and families have access to technology (computer, software, internet access), and school staff are equipped to support digital literacy.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Students and families are offered and respond to activities that build relationships and support social, emotional and physical wellness.</td>
</tr>
<tr>
<td>Participation</td>
<td>The extent to which students show up and complete learning activities.</td>
</tr>
</tbody>
</table>
## Measuring “Attendance/Being Present” During Remote Learning

<table>
<thead>
<tr>
<th></th>
<th>What are we (districts, schools &amp; community partners) trying to find out?</th>
<th>What are school/district responsibilities, with support from community partners?</th>
<th>What data can we collect? (Possible data points)</th>
<th>The Equity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact</strong></td>
<td>Can we reach students and families?</td>
<td>Maintain regularly updated contact information.</td>
<td>% of families with working contact information.</td>
<td>Working contact information is essential to offering supports and learning opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.</td>
<td></td>
</tr>
<tr>
<td><strong>Connectivity</strong></td>
<td>Are we ensuring all students and families have digital access and literacy?</td>
<td>Provide access to technology and equip school staff and families to use it effectively.</td>
<td>% of students/families with technology (have computer, software, and internet).</td>
<td>Lack of tech = less access to quality learning opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% of staff who have the equipment and skills to support digital learning and literacy.</td>
<td>Digital literacy requires offering support in the home languages of families.</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Are we building relationships with students and families and creating a sense of connection and support?</td>
<td>Ensure students and families have meaningful opportunities to connect with staff and each other, and receive needed supports.</td>
<td>% of students documented as participating in activities (adult led and among peers) every day.</td>
<td>Students and families who feel connected and supported are more likely to do well academically and stay in school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% of families documented as showing up to activities with school staff or other families, and receiving supports.</td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Are students participating in learning opportunities?</td>
<td>Offering the opportunity to participate in meaningful learning opportunities.</td>
<td>% of students signed on to classes. % of students completing assignments. % of students partially completing assignments.</td>
<td>Students who participate regularly are less likely to fall behind and drop out.</td>
</tr>
</tbody>
</table>
Measuring “Attendance/Being Present” During Distance Learning

Contact + Connectivity + Engagement + Participation = Opportunity To Learn
Identifying Students At Risk Due to Absenteeism

- Chronic Absence
- Lost Contact
- No Connectivity
- Lack of Engagement
- Little or No Participation

= Lost Learning Time In School
Use Data to Identify and Address Inequities

a) Analyze data for chronic absence prior to closure, plus contact, connectivity, engagement and participation data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.

b) Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors and how they might be addressed.

c) Determine how to address unequal access to resources.
Use Data to Support An Integrated Multi-tiered System of Support

Tier 1a Universal Prevention

Tier 1b Personalized Prevention

Tier 2 Early Intervention

Tier 3 Intensive Intervention
## Need to Define Flags to Activate Additional Support

<table>
<thead>
<tr>
<th>Tier 1b Personalized Prevention</th>
<th><strong>Early Warning Flags</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What triggers a more personalized preventive check in?</strong></td>
<td>(e.g. 1 missed interaction, 1 missed assignment)</td>
</tr>
<tr>
<td><strong>Who provides this?</strong></td>
<td>Teachers?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 Early Intervention</th>
<th><strong>Early Warning Flags</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What triggers more ongoing sustained early intervention?</strong></td>
<td>(e.g. Multiple missed interactions over a week or month, 2 missed assignments)</td>
</tr>
<tr>
<td><strong>Who is involved in outreach and support?</strong></td>
<td>Attendance staff? Counselors? Nurses? Others depending upon need for intervention?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3 Intensive Intervention</th>
<th><strong>Early Warning Flags</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What triggers intensive intervention?</strong></td>
<td>(e.g. Loss of contact?)</td>
</tr>
<tr>
<td><strong>Who is involved in outreach and support?</strong></td>
<td>Social Workers? Staff of public agencies, etc.?</td>
</tr>
</tbody>
</table>
Panel 1: Strategies for Engaging Students and Families During Covid-19

Sharon Locke  
Superintendent  
Naugatuck Public Schools  
Connecticut

Sadiq Ali  
Executive Director  
Maryland MENTOR

Ellie Mitchell  
Executive Director  
Maryland Out of School Time Network

Gloria Corral  
President and CEO  
Parent Institute for Quality Education
Engagement During COVID

Naugatuck Public Schools

January 2020
Naugatuck

- A quasi-urban Connecticut community of about 4500 diverse students. Formerly known as the Rubber Capital of the World.

- One of CT’s Alliance Districts
Distance Learning In Naugatuck

3 Core Values: Safety/Health/Wellness, RELATIONSHIPS, Access and Opportunity for ALL (equity) students, families, staff

- Over Communication
- Food Distribution
- Roles for EVERY staff member
- Connection first, learning next
- Synchronous and Asynchronous Learning opportunities – evolved in collaboration with teachers (differentiated by level)
- Multiple Tiered Supports and Interventions
What we are Learning...

- RELATIONSHIPS – Reciprocal PARTNERSHIPS

- Listening to family need and tailoring accommodations and supports

- Differentiated needs by level – elementary reporting much more time with parents

- COVID SEL Team
<table>
<thead>
<tr>
<th></th>
<th>Student Count (3.1.2020)</th>
<th># of Student Fully Engaged (majority of work, check-ins, live events, meets etc.)</th>
<th>% Fully Engaged</th>
<th># of Students Partially Engaged--Some work, check-ins, meets, etc.)</th>
<th>% Partially Engaged</th>
<th># of Students Not Engaged-Very limited or no work, minimal to no participation in meets, check-ins etc.)</th>
<th>% Not Engaged</th>
<th># of Students-No contact at all</th>
<th>% No Contact all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td>258</td>
<td>200</td>
<td>77.52%</td>
<td>25</td>
<td>9.69%</td>
<td>12</td>
<td>4.65%</td>
<td>1</td>
<td>0.39%</td>
</tr>
<tr>
<td>Hop Brook</td>
<td>321</td>
<td>300</td>
<td>93.46%</td>
<td>54</td>
<td>16.82%</td>
<td>6</td>
<td>1.87%</td>
<td>2</td>
<td>0.62%</td>
</tr>
<tr>
<td>Maple</td>
<td>506</td>
<td>500</td>
<td>98.81%</td>
<td>63</td>
<td>12.45%</td>
<td>11</td>
<td>2.17%</td>
<td>3</td>
<td>0.59%</td>
</tr>
<tr>
<td>Salem</td>
<td>269</td>
<td>206</td>
<td>76.58%</td>
<td>50</td>
<td>18.59%</td>
<td>12</td>
<td>4.46%</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Western</td>
<td>256</td>
<td>204</td>
<td>79.69%</td>
<td>42</td>
<td>16.41%</td>
<td>10</td>
<td>3.91%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Cross St.</td>
<td>326</td>
<td>226</td>
<td>69.33%</td>
<td>63</td>
<td>19.33%</td>
<td>34</td>
<td>10.43%</td>
<td>2</td>
<td>0.61%</td>
</tr>
<tr>
<td>Hillside</td>
<td>347</td>
<td>277</td>
<td>79.83%</td>
<td>58</td>
<td>16.71%</td>
<td>12</td>
<td>3.46%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>City Hill</td>
<td>703</td>
<td>609</td>
<td>86.63%</td>
<td>71</td>
<td>10.10%</td>
<td>22</td>
<td>2.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>NHS</td>
<td>1277</td>
<td>812</td>
<td>63.59%</td>
<td>289</td>
<td>22.63%</td>
<td>148</td>
<td>11.59%</td>
<td>28</td>
<td>2.19%</td>
</tr>
<tr>
<td>District</td>
<td>4263</td>
<td>3334</td>
<td>78.21%</td>
<td>715</td>
<td>16.77%</td>
<td>267</td>
<td>6.26%</td>
<td>37</td>
<td>0.87%</td>
</tr>
</tbody>
</table>
Adaptive Equity Leadership

- Equity Culture
- Crisis Disruption
- Distance Learning
- Strengthened or Adapted Equity Culture
- Return to "School"
Engaging the Youth Development Field in Maryland
Mission is to increase the quality and quantity of mentoring relationships across Maryland and to close the mentoring gap.

Mission is to increase opportunities for more and better out of school time programming and to advocate at the state and federal levels for more resources for all programs.

The Coalition advocates for equity in education through the expansion of the Community Schools model in the state of Maryland.
Our 4 C’s of Engagement

- Creativity
- Community
- Collaboration
- Capacity Building
Creativity

The youth development/program field in Maryland has been quick to innovate!

- Going Virtual
  - Synchronous & Asynchronous learning
  - Proms, DJ Parties, Forums
- Creative Use of Social Media (Hybrid)
  - Virtual pizza parties
  - Open Mics, Cyphers
- Socially Distanced Celebrations
  - Car Parades
Creativity Examples!
More Creativity Examples!

"The Community School Model doesn't shut down when other systems need to because our families still have needs, & we still have resources that we can provide."
-Ramona Dodwell, CSC at Lakeland Elementary
Even More Creativity Examples!!
Community

- Community Fundraising
  - Funds directly for families/students
  - Evolving messaging for organizations
- Volunteer/Mentor Recruitment
- Addressing Immediate Needs
  - Food Service
  - Supplies
  - Referrals for supports (bills, medical, mental health)
Collaboration

Joining together to tackle long standing issues.

- Tech Access
  - Mesh Network Wi-fi
  - Laptop Drives
- Task Force Creation
  - Public/private partnerships
  - Community/institution
- Sharing ideas, resources, networks
Capacity Building

- Connecting directly with students & families
- Virtual Townhall Series
  - 1000+ attendees since launch
  - Topics crowd sourced from attendees
- Ongoing web-based training
- Providing safe space for providers and program leaders to share and get ideas
Looking Forward

- Continued Virtual Training
- Learning Communities on Adaptation
- Individualized Technical Assistance
- Executive Director Only Planning Sessions
- Advocacy for including OST/Mentoring/CS in Recovery
- Exploring larger virtual convenings (Maryland United for Youth Conference)
Stay in Touch!

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Ellie Mitchell, Executive Director
MOST Network
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mostnetwork.org
Family Engagement

Building and supporting parent-teacher-school partnerships
Impact

Since 1987

36 Counties
128 School Districts
381 Schools

721K parents completed program

2.1M students impacted

16 languages utilized

spanning 13 States
PIQE Process

- Learn how to navigate the school system
- Collaborate with teachers, counselors, and principals
- Support children’s emotional and social development
- Encourage college attendance as early as Kindergarten
- Create a supportive home learning environment
Building Partnerships
Family Engagement Program

Planning Session  ➔  6 Core Weekly Classes  ➔  Principal’s Dialogue

Graduation!
WE REACHED OUT AND LISTENED

- Made over 9,300 phone calls (and counting)
- Connected to identify and respond to needs, coach and support technology skills development and re-engage with school community
- Over 1,200 parents have joined online virtual parent engagement sessions
- Phone interviews with 1,400 parents to complete a Needs Assessment
online connectivity

bridging to resources

re-engaging and transitioning to distance learning

Learn. Pivot. Re-Adapt.
What We’ve Learned | TRUST

- Holistic Support
- Safe, Trusting Environment
- Connectivity, Hardware, Skills, Knowledge
- Language, Literacy, Culture
- Peer to Peer
Discussion

Sharon Locke
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Maryland MENTOR

Ellie Mitchell
Executive Director
Maryland Out of School Time Network

Gloria Corral
President and CEO
Parent Institute for Quality Education
Panel 2: Building Capacity for Engagement

Charlene Russell-Tucker
Deputy Commissioner of Education
Connecticut State Department of Education

Beth Fraster
Vice President and Chief Program Officer
Mass Mentoring Partnership

Dudney Sylla
Program Director
MENTOR
Engaging Students and Families During COVID-19 Webinar

Taking a Systemic Approach

Charlene Russell-Tucker, Deputy Commissioner

Connecticut State Department of Education
May 15, 2020
Snapshot of Connecticut

- **530,612 Students**
  - 47.6% Nonwhite
  - 42.1% Eligible for Free/Reduced-Price Meals
  - 15.4% with Disabilities
  - 7.6% English Learners

- **206 School Districts**
- **1,501 Schools/Programs**
- **51,850 Certified Staff**
Taking a Systemic Approach

Leadership

Capacity Building and Support

Strategic Partnerships

Professional Learning Supports

Ongoing Communications

Equity
Selected Actions Embedded in a Systemic Approach

• Leadership
  - Establish Strategic Priorities
  - Participate on Governor’s Unified Command (Emergency Operations Center)
  - Address emerging issues and provide flexibilities – State and Federal
  - Ensure basic needs of students are addressed
Selected Actions Embedded in a Systemic Approach

(continued)

• Strategic Partnerships — lead by convening critical partners in problem solving
  - Facilitate weekly meetings with stakeholders for input and feedback (e.g., Education Associations, Teacher Unions, Superintendents’ Association, Boards)
  - Connect with Foundations — Donated Book Packs/Laptops
  - Connect with State Agencies (e.g., Departments of Public Health, Children and Families, Social Services)
  - Listen to Student & Family Voices
  - Use surveys to gather critical data
Selected Actions Embedded in a Systemic Approach (continued)

• Ongoing Communications
  - Develop dynamic feedback loop
  - Facilitate internal and external updates & communications
  - COVID-19 e-mail address and response team
  - Positive and supportive presence on social media

• Professional Support Series for Districts & Families
  - Develop resources for families and educators, updated regularly
  - Series of webinars and videos – redeploying internal staff and prioritizing efforts
Selected Actions Embedded in a Systemic Approach

(continued)

• Capacity Building & Support – *Learn & Grow Together*
  - *Attendance Guidance and Ensuring Student Engagement during School Class Cancelations Due to COVID-19*, Commissioner memorandum, April 9, 2020
  - *Talk Tuesdays*, bi-weekly virtual meetings with nine attendance leads from least-performing districts
  - One-to-one personal phone calls
State Level Priorities in Connecticut

Connecticut will support districts through a strategic alignment of resources.

Four Priority Areas:

1. Equitable Access to Technology
2. Equitable Access to High Quality Online Curriculum Including Necessary Supports
3. Education Recovery & Reopening Schools
4. Social and Emotional Well-being

Connecticut State Board of Education Statement
Thank You.

Be Safe & Be Well!
MENTOR &

Mass Mentoring Partnership
About MENTOR

- **OUR WHY:** We aim to close the mentoring gap and drive equity through quality mentoring relationships for young people.

- **OUR WHAT:** We enter 2020 with an updated, sharper, and renewed strategy to carry our work forward. The mission and vision remain, while focusing on four strategic pillars.

- **OUR HOW:** MENTOR will accomplish this work through four strategic pillars.
MENTOR’s Work: Four Levers to Close the Mentoring Gap

- Prioritizing Quality
- Ensuring Local Field Leadership
- Expanding the Movement
- Influencing Systems
Resources

Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here: http://www.mentoring.org/our-work/our-affiliates/

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector https://connect.mentoring.org/admin

National Mentoring Summit - www.mentoring.org/summit

Collaborative Mentoring Webinar Series
• Free monthly webinars by practitioners for practitioners
MENTOR COVID-19 Website

MENTORING RESOURCES
MENTORING RESOURCES & TIPS FOR THE COVID-19 PANDEMIC

- Mentoring Tips
- Current Resources
- Advocacy & Policy Response
- Survey Results
- CEO Message
- Virtual Mentoring Portals
- FAQs
- Curated Resource List
- @MENTORnational

www.mentoring.org/coronavirus-resources
Why mentoring?

The presence of caring adults who see mentoring as part of their role, space and resources for mentoring activities, and adequate training and support enable strong mentoring relationships to grow.

Mentoring Provides...
- Support for attendance, behavior, and course performance
- Belonging and purpose
- Opportunities to build social and emotional skills while developing a positive sense of identity and a critical consciousness
- Supported experiential learning and opportunities to explore interests, skills, and talents

Short-Term Outcomes for Youth
- Academic achievement and advancement
- Positive experiences with school culture/climate
- Social and emotional wellness, including healthy and positive relationships
- Civic engagement
- College and career readiness and access

Long-Term Outcomes for Youth
- Young people are safe, healthy, engaged, supported, challenged and fulfilled.
- Young people are equipped to be changemakers.
- They have choices about how to pursue their educational and career goals.

Partnership for Systems Change: Youth, mentors, mentoring programs, and the capacity-building organizations that support them can partner with schools, districts and programs to promote more equitable education systems for youth, by making them more youth-centric, relationship-centric and supportive, and by addressing systemic barriers to student achievement, advancement and wellness.

1ASPN SEAD Coalition, Youth Development Working Group, 2018.
2ASCD, 2018.
Assess
Build
Relationships in Action
Advocate
Connect
▪ Massachusetts Success Mentor Collaborative

▪ Relationships in Action Training for School Districts

▪ Mentor Matching Grant

▪ Design Lab

▪ National Mentoring Resource Center
Training & Technical Assistance: National Mentoring Resource Center

- Established in partnership with the Office of Juvenile Justice & Delinquency Prevention (OJJDP)
- National training and technical assistance center for mentoring (programs can apply for no-cost)
- Tools, resources, reviews of mentoring research and best practices

https://nationalmentoringresourcecenter.org/
Contact Us:

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Closing Discussion: Implications for Transition Back to School

Gloria Corral
President and CEO
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Dudney Sylla
Program Director
MENTOR
Investing in Transition to Support School Staff, Students and Family

1. Assess and Expand Mental, Behavior, and Emotional Health Supports
   - Begin the work in the summer
   - Behavioral and emotional health for school staff, warm welcome for staff
   - Focus on trauma informed strategies to promote wellness and support for staff, families, and students
   - Begin the work prior to the beginning of the school year
   - Reflect on what has been learned from families about needed resources such as food, counseling, housing assistance, internet, and other learning materials etc.
   - Expand data analysis to include prior to COVID-19 chronic absence along with information about student participation with remote learning

2. Examining Student and Family Data
   - Begin the work prior to the beginning of the school year
   - Reflect on what has been learned from families about needed resources such as food, counseling, housing assistance, internet, and other learning materials etc.
   - Expand data analysis to include prior to COVID-19 chronic absence along with information about student participation with remote learning

3. Develop Reengagement Strategy
   - Begin the work prior to the beginning of the school year
   - Reengagement activities that are welcoming for all students and families
   - Targeted supports for vulnerable students and families
   - Establish or strengthen two-way communications with students and families

4. Welcoming, Restorative, and Trauma Informed School Culture
   - Begin the work during the first two weeks of school explicit restorative practice activities for all students and staff
   - School plan in place agreed upon activities and staff roles and responsibilities
   - Intensive supports for students for whom data show require additional reengagement strategies

www.attendanceworks.org
Closing Comments

S. Kwesi Rollins
Vice President for Leadership & Engagement
WE’RE GOING VIRTUAL!
20 EVENTS - 20 DAYS: JUNE 1-26, 2020

RISE UP FOR EQUITY

A VIRTUAL SUMMIT
ON COMMUNITY SCHOOLS & FAMILY ENGAGEMENT

BIT.LY/RISEUPFOREQUITYSUMMIT

Register Now!
Featured Sessions at the Rise Up for Equity Virtual Summit

Plenary:
Take a Comprehensive, Data Driven Approach to Transitioning Back to School
June 15, 2020 ~ 12:30-1:30 ET / 9:30-10:30 PT
❖ This plenary focuses on the critical importance of taking a comprehensive approach to supporting the transition back to school. It will also examine the critical importance of using relationships + data to encourage showing up, especially for students and families with a prior history of chronic absence.

Deep Dive:
Addressing Prek-2nd Transition During Covid-19
June 18, 2020 ~ 3:30-5:30 ET/ 12:30-2:30 PT
❖ In the aftermath of Covid-19, the transition to kindergarten will be even more challenging. Attend this session to discuss strategies for addressing the lack of preschool experience, heightened health concerns, increased exposure to trauma, and an even greater need for forging strong partnership with families.
And special appreciation to our philanthropic partners!

The California Endowment
The Heising-Simons Foundation
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United Way Southeast Michigan
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/engaging-students-families

Thank you!