Open Doors:
Create a Healthy School Climate
Welcome

Ayeola Fortune
Senior Director,
Impact and Global Results
United Way Worldwide
Convening Partners
Welcome to our new Collaborating Partners!

See the full list here: https://awareness.attendanceworks.org/partners/
Welcome to our new State Partners!

See all the state partners here: https://awareness.attendanceworks.org/state-partners/
United Way’s Focus on Attendance

❖ Attendance is a core strategy for our work in child and youth success and this means creating a safe, welcoming, and supportive environment for students.

❖ A majority of United Ways support afterschool and summer learning programs, many of which are school-based, which studies have shown can help increase school engagement.

❖ Afterschool and summer programs also provide meaningful supports, which can keep students on track.

❖ United Way is also partnered with the NFL to provide Character Playbook, an online program which teaches students how to resolve conflict and deal with peer pressure.

❖ Connect with your local United Way to understand how they specifically are working on education.
Theme for 2019

We Belong in School!
2019 Theme: We Belong in School!

Key Messages:

1. Good attendance helps students do well in school and eventually in the workplace.

2. Students are at risk academically if they are chronically absent (missing 2 days per month or 10 percent of the school year)

3. Prevent absences whenever possible

4. Students are more likely to attend school if they feel safe (emotionally + physically), connected, supported, and believe they can learn and achieve.

5. Relationship building is fundamental to any strategy for improving student attendance.

https://awareness.attendanceworks.org/resources/count-us-toolkit-2019/what-are-the-key-messages/
2019 Theme: We Belong in School!

Key Messages:

6. Chronic absence is a problem we can solve when the whole community collaborates with families and schools.

7. The key to success is avoiding laying blame and taking a proactive, positive, data driven, problem-solving approach.

8. Families, educators and community partners need to monitor how many days a student misses school.

9. Reducing chronic absence helps create more equitable academic outcomes, especially for children who live in poverty, experience discrimination and have disabilities.

10. States can lead the way and encourage districts and schools to take action to improve student attendance.

https://awareness.attendanceworks.org/resources/count-us-toolkit-2019/what-are-the-key-messages/
Welcome

Hedy Chang
Executive Director
Attendance Works

& Members of the Attendance Works Team
I. Welcome, Poll, and Overview

II. Presenters

- Gina Martinez-Keddy, Executive Director, Parent Teacher Home Visits
- Jennifer Penn-Feliciano & Vanessa Proetto, Secondary Public School Teachers in Baltimore
- Alex Mays, Senior National Program Director, Healthy Schools Campaign

III. Questions from the Audience

IV. Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism

V. Announcements
Does your school, district, or organization have plans for attendance awareness this fall?
Defining Chronic Absence to Support Preventing and Early Intervention

**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).
Chronic absence is easily masked if we only monitor missing consecutive days.

Chronic Absence = 18+ days of absence = As few as 2 days a month

Chronic Absence = 18+ days of absence = As few as 2 days a month
This Is a Watershed Moment

No Child Left Behind

- Success determined by academic standards.
- Federal targets and interventions for schools; punitive system of responses.
- Accountability and data for student sub-groups.
- Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

Every Student Succeeds Act

- Success determined by academic & nonacademic standards.
- States set goals; supportive framework.
- Accountability and data for student sub-groups.
- Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

www.attendanceworks.org
Chronic Absence Data is now available nationwide

Chronic Absence is Widespread and Concentrated:

❖ In SY 2015-16, nearly 8 million students were chronically absent, an increase of more than 800,000 students since SY 2013-14.

❖ More than half of the chronically absent students were found in 4% of districts.

❖ In 8 states and the District of Columbia, more than 20 percent of students were chronically absent.

http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states
Take a Data Driven Systemic Approach

**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 & addressed.

**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.
Changing outcomes requires adopting a NEW attendance paradigm

From: Truancy
- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more blaming and punitive, solutions

To: Chronic Absence
- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement
### Barriers
- Illness, both chronic and acute – physical and mental
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Depression or anxiety
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources due to bias & discrimination.

### Negative School Experiences
- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability
- Pressure for academic success

### Lack of Engagement
- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of or ineffective academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/no future plans
- Many teacher absences or long-term substitutes

### Misconceptions
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn’t affect learning
- Sporadic absences aren’t a problem
- Attendance only matters in the older grades
- Suspensions are not relevant

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**Solutions Require Understanding What Factors Contribute to Chronic Absence**
Invest in Prevention and Early Intervention

- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

TIER 1
Universal
Prevention

TIER 2
Early Intervention

- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

TIER 3
Specialized supports

- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing less than 5% (satisfactory)

Students missing 5-9% (at risk)

Students missing 10-19% (moderate chronic absence)

Students missing 20% or more of school (severe chronic absence)

High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.
### Three Schoolwide Strategies to Improve Climate

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change relationships between adults</td>
<td>Change relationships between adults and students</td>
<td>Address physical and mental health schoolwide</td>
</tr>
<tr>
<td><strong>Parent Teacher Home Visits</strong></td>
<td><strong>Restorative Practices</strong></td>
<td><strong>Healthy Schools Campaign</strong></td>
</tr>
</tbody>
</table>
Parent Teacher Home Visits

Gina Martinez-Keddy
Executive Director
Parent Teacher Home Visits
# PTHVworks
A Collaborative Effort

- Began in SCUSD in 1996 as a community organizing strategy
- 2 years of focus groups
- Launched pilot project in 1998 with 8 schools
- Pre-K through 12th grade
5 Core Practices of Parent Teacher Home Visits

While the model is adapted in a wide variety of settings across the US, we all follow the following five non-negotiable core practices.

#PTHVworks
National Research: #PTHVworks

- PTHV Implementation Study
- Mindset Shifts and PTHVs
- PTHVs Impact on Student Outcomes
Families’ Mindsets

“It's easier to sit down and talk to [the teacher] because now it's like, ‘Oh, I don't have to worry about the image of that teacher, that authority kind of thing.’ Now she's down to earth and we can actually be completely honest with each other versus trying to talk to this person and cover up what's really going on. It's a whole lot different. It breaks down the barrier.”
Educators’ Mindsets

“I thought I was going to see my impoverished families with no books and no focused learning time and no outside positive influences...

Once I got into our homes, 95% of them are incredible. I'm seeing culture and I'm seeing a love of education. I'm seeing a love of family, and all those preconceived ideas are going by the wayside.”

“The kids are just little human beings. They're not just students, and they have lives and they have stories to tell, and they have stories behind those eyes that we don't know. So, I come back to the word ‘empathy.’ It has helped me to have more empathy for, maybe some things that they're going through, especially the amount of responsibility students had at home, allowed them to develop empathy for the students.”
Student Outcomes

- **Student-level Chronic absenteeism**: Students whose families participated in a home visit were 21% less likely to be chronically absent.

- **School-wide Chronic absenteeism**: Students attending a school that had been a systemic implementer of home visits were 22% less likely to be chronically absent.

- **School-wide ELA Proficiency**: Students attending a school that had been a systemic implementer of home visits were 35% more likely to be score proficient.
Title I

Title I dollars are the most widely used source of funding. Title I is designed to support schools with high percentages of students from low-income families. Title I can be used to fund PTHVs to help ensure families have the information they need to make informed decisions about their child’s education. Remember, Title I must be used to supplement, not supplant any non-Federal funds that would otherwise be used for authorized Title I purposes.

Title II

Title II dollars can be used to support professional development that ensures teachers are qualified and effective. PTHVs support teacher development by providing them the skills and knowledge needed to differentiate instruction and help students meet challenging academic standards. Remember, Title II must be used to supplement, not supplant any non-Federal funds that would otherwise be used for authorized Title II purposes.

Title III

Any LEA that receives Title III funding is obligated to inform families of Limited English Proficient children about ESL programming and how they can assist their child’s progress. Title III funds can be used to implement PTHVs with current EL students and teachers who support them. Remember, Title III must be used to supplement, not supplant any non-Federal funds that would otherwise be used for authorized Title I purposes.

Other

- Local, State, & National Union Grants
- National Businesses that have local offices (for example, Wells Fargo, State Farm, Target, grocery stores, etc)
- Local, State, & National Foundations
- Look for organizations that fund projects geared towards shifting mindsets, increasing family engagement, and implementing effective teaching strategies!
Contact Information:

Executive Director:
Gina Martinez-Keddy

gina@pthvp.org

562-481-6565

http://www.pthvp.org/what-we-do/results/i-research/

Follow us @pthvp

www.pthvp.org

#PTHVworks
Questions from the Audience
Restorative Practices

Jennifer Penn-Feliciano  Vanessa Proetto

Secondary Public School Teachers in Baltimore
What Is “Restorative Practices”? 

- The science of relationships and community.

- All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive.

- **Restorative practices** is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

https://www.iirp.edu/restorative-practices/what-is-restorative-practices
What is Restorative Practices?

https://youtu.be/_obyZY4XzqI

In schools, students experience greater safety and sense of belonging resulting in improved behavior, less bullying, and less violence.
Restorative Practices: The Basic Concepts

• We believe that people are capable of growing and learning in their work and behavior.

• We respond to situations WITH people, not TO them, FOR them, or NOT at all.

• We separate the deed from the doer by affirming the worth of the individual while disapproving of inappropriate behavior.

• People function best in an environment that encourages free expression of emotion — minimizing the negative, maximizing the positive, but allowing people to say what is really on their minds.

• We are not expected to have all of the answers. Instead of trying to answer or act without adequate knowledge, we need to ask others for help.

• We hold each other accountable by giving and receiving feedback respectfully.

• We act as role models by admitting when we are wrong and being humble.

• We help people develop competencies rather than providing the answers for them.

https://www.iirp.edu/restorative-practices/message-from-the-president
“Circle” Lesson Plan Guide for Baltimore City Schools Teachers

• In 2016, Baltimore City Board of School Commissioners pledged to make Baltimore City Schools a restorative practices district.

• In 2017, City Schools’ CEO, Sonja Santelises’ issued the Blueprint for Success which outlines three priority areas of focus in the district: student wholeness, literacy, and leadership.

• Restorative practices were explicitly adopted as a practice within the student wholeness priority.

• In 2018, 15 schools selected as intensive learning sites began to receive intensive training and coaching in RP through methodology sponsored by the International Institute of Restorative Practices.

• The Restorative Practices Lesson Plan Guide was created by Baltimore City RP teachers who partnered with Open Society Institute – Baltimore. It includes sample lesson plans, activities, supplemental materials, and circle starters designed to complement the IIRP training and to assist in easily integrating restorative circles into classroom teaching.

For more information:

Contact the International Institute for Restorative Practices

https://www.iirp.edu/
Questions from the Audience
Healthy Schools Campaign

Alex Mays
Senior National Program Director
Healthy Schools Campaign
Healthy and Ready to Learn: The Chronic Absence and Health Connection
About Healthy Schools Campaign
Health and Chronic Absence

• **Asthma**: Asthma is the leading health-related cause of school absence; children with asthma are three times as likely to be chronically absent as their peers.

• **Oral health**: Children between 5 and 17 years miss nearly two million school days in a single year nationwide due to dental health-related problems.

• **Trauma**: Communities with higher levels of violence have higher levels of chronic absence.
Health as a Driver of Chronic Absence

In this Chicago Education Research Consortium study of causes of absenteeism among students missing early education classes, 61 percent of the families reported illness, chronic illness, or a child wellness visit as the cause of absenteeism.

FIGURE 6
Sickness accounts for just over half of all days missed while transportation, child-care, and family-related reasons account for another 18 percent of days missed.

Reasons for Absences

- Wellness Appointment: 54%
- Sick: 12%
- Chronic Illness: 10%
- Transportation: 5%
- Child Care: 3%
- Other: 3%
- Family-Related: 4%
- Vacation: 5%
- Don't Know: 3%

Data Source: Attendance log; n = 1,229
Who is most affected?

• **Low-income students** have higher rates of absenteeism in every state.

• **American Indians** have the highest rates of all racial/ethnic groups.

• **Black children** have higher rates than white students, particularly in some states.

• **Latino students** have higher rates than white students, particularly in some states.

• **Students with disabilities** have significantly higher rates than others.
What works?

<table>
<thead>
<tr>
<th>Tier</th>
<th>Health Interventions</th>
</tr>
</thead>
</table>
| 1 (all students) | • Provide access to school-wide health screenings  
• Social and emotional learning professional development and curricula  
• Anti-bullying policies and programs  
• Ensure a clean, health and safe school environment |
| 2 (students with chronic absence) | • Develop school plans for students with chronic illness, such as asthma  
• Building caring supportive relationships (such as Success Mentors)  
• Ensure access to mental health services and supports |
| 3 (students with severe chronic absence) | • Intensive case management with coordination of health providers and other school support  
• Creation of a Behavioral Intervention Plan |
Considerations for Rural Schools

• **Child poverty** is more common, extreme, and persistent

• **Health care access** and health outcomes significantly lower
  - 2x higher youth suicide rates
  - 25% lower ratio of Primary Care Physicians

• **Substance abuse** is a significant and growing issue
  - 80% higher rates of newborn opioid withdrawal
  - 26% greater likelihood of prescription drug abuse by adolescents

Source: United States Dept of Agriculture (2017); American Journal of Preventive Medicine (2014); Journal of the American Medical Association (2016); Center for Disease Control
Resources

• Addressing the Health-Related Causes of Chronic Absenteeism
• Using Needs Assessments to Connect Health and Learning
• Addressing Chronic Absenteeism through ESSA Implementation
• AAP Policy Statement on Chronic Absence and Health
• Examining Chronic Absence through a Health Lens
Thank you

Alex Mays
Senior National Program Director
Healthy Schools Campaign
alex@healthyschoolscampaign.org
Questions from the Audience
Announcements

Cecelia Leong
Director for Programs
Attendance Works
Attendance Playbook: A New Resource from FutureEd & Attendance Works

• Offers nearly 2 dozen interventions for reducing chronic absenteeism
• Provides ESSA research level, tier of support, rationale and resources for each approach

https://www.future-ed.org/attendance-playbook/
ESSA’s Levels of Evidence

**Strong:** The highest level of evidence (Level 1) requires at least one “gold standard” experimental study comparing randomly selected groups (randomized control trial) with a large, multi-site sample of at least 350 participants in more than one location and without much attrition among participants over the course of the experiment. The study must have shown a significant effect on a relevant outcome and no overriding negative effects from causal studies.

**Moderate:** Level 2 can include a randomized control trial with a high attrition rate among participants or a quasi-experimental study that compared equivalent groups with a large, multi-site sample. The study must have shown a significant effect on a relevant outcome with no overriding negative effects from causal studies.

**Promising:** Level 3 requires at least one well-designed and well-implemented correlational study. It can also include a randomized control trial or quasi-experimental study that did not meet the definition of a large, multi-site sample. The study must have controlled for selection bias and have no over-riding negative effects from causal studies.

**Emerging:** Level 4 requires a rationale or logic model based on research to suggest that the intervention could potentially yield positive results, but rigorous evaluation has yet to be completed.
Research and Resources

**RESEARCH**

- School-located influenza vaccination and absenteeism among elementary school students in a Hispanic community: **PROMISING**
- Impact of school flu vaccine program on student absences: **EMERGING**
- Burden of asthma in inner-city elementary schoolchildren: **PROMISING**
- The Relationship Between School-Based Health Centers, Rates of Early Dismissal from School, and Loss of Seat Time: **PROMISING**

**RESOURCES**

- The Cost Benefit of Comprehensive Primary and Preventive School-Based Health Care
- School-Based Health Care Support Toolkit

**RESEARCH**

- Can Restorative Practices Improve School Climate and Curb Suspensions? **MODERATE**
- The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline: **EMERGING**
- A Cluster-Randomized Trial of Restorative Practices: **EMERGING**

**RESOURCES**

- Restorative Justice in U.S. Schools: A Research Review
Using the Playbook

Each page:
• Defines the problem
• Provides the research case
• Outlines effective programs
• Defines evidence level under ESSA
• Recommends the best tier for uses
• Provides links to research and resources
Tier I strategies rely on schoolwide steps to encourage attendance among all students through effective messaging and engagement, removing barriers to good attendance, and improving school climate.

Effective Messaging and Engagement

Nudging Parents and Students

Researchers have found that “nudges,” reminders to parents and caregivers about absences, can improve school attendance. Todd Rogers, a Harvard University researcher, describes them as “unobtrusive interventions that are not burdensome.” He conducted a study in the 2014-15 school year. One group received a message about the value of good attendance, while others received information on how many days their children had missed.
Effective Messaging and Engagement

**Tier I**
Nudging Parents and Students
Positive Messaging
Home Visits
Incentives/Rewards

**Tier II**
Early Warning
Mentoring
Interventions: Removing Barriers

**Tier I**
- School-based Health Services
- Telehealth
- School Buses & Public Transit
- Safe Walks to School
- Breakfast for All
- Laundry at School

**Tier II**
- Controlling Asthma
- Targeted Transportation

**Tier III**
- Interagency Case Management
- Housing
Interventions: School Climate

**Tier I**
Relevant—and Culturally Relevant—Curriculum
Restorative Practices
Threshold Greetings
Rethinking Recess

**Tier II**
Youth Engagement

**Tier III**
Truancy Court
Read More:

June 2018: Writing the Rules
https://www.future-ed.org/setting-the-rules-for-tracking-chronic-absenteeism/

September 2017: Who’s In: Chronic Absenteeism Under ESSA
**Yearly Planning Calendars**

### Attendance ActivitiesSchool Year Plan (K-12)

- **School Name**: [Enter School Name]
- **School Year**: [Enter School Year]

**Activities in the grid are examples, and you can customize the plan for your school or program. For each activity, you might specify who is responsible for leading and how to measure results of the activity. You can also re-create this chart in a larger format and use punch notes to add activities as a group exercise.**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Before Start of School Year (August)</th>
<th>Welcome Back (September/October)</th>
<th>Ongoing (November/December)</th>
<th>Fall Semester (September – December)</th>
<th>Winter Semester (January – April)</th>
<th>Spring Semester (March – April)</th>
<th>End-of-Year (May/June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Kick-off</strong></td>
<td>Uncover at start of school year PD days for teachers and school staff to discuss early plans and whole school team. Develop a yearly attendance plan and goals.</td>
<td>Conduct attendance team meeting by the second week of school.</td>
<td>Attendance team meetings</td>
<td>Assess early warning data. Ensure staff are prepared to discuss in January. Teacher Conference.</td>
<td>Review data to measure progress and revise school-wide strategies as needed.</td>
<td>Ensure staff are prepared to discuss in January. Teacher Conference.</td>
<td>Review data. Share data with student’s next teacher for无缝传递.</td>
</tr>
<tr>
<td><strong>Year 1 (general)</strong></td>
<td>Attendance messaging during registration/admission. Have staff calls to build relationships and remind of five day plan for welcoming routines for incoming events, transitions, and new students and their families. Ensure attendance is students with disabilities and other vulnerable populations.</td>
<td>Back-school messaging about the importance of attendance. Establish good and improved attendance incentive schoolwide/prices. Contact welcoming routines for students and families. Promote attendance activities in partnership with health providers.</td>
<td>Parent-teacher conferences (recognize good attendance and express concern in a supportive manner of over). Conduct check-in with students/families with known medical conditions. Conduct in-person visitation day for students and their families.</td>
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<td></td>
</tr>
<tr>
<td><strong>Year 1 (specially – student body)</strong></td>
<td>Review previous year’s data for returning and incoming students.</td>
<td>Develop partnerships with students and families who are at risk for attendance issues.</td>
<td>Develop school-wide strategies for returning students, e.g., Success Makers.</td>
<td>Ensure 85% attendance.</td>
<td>Identify common factors among the Year 1 students and engage external resources.</td>
<td>Develop school-wide strategies for returning students, e.g., Success Makers.</td>
<td></td>
</tr>
<tr>
<td><strong>Year 1 (special – teacher body)</strong></td>
<td>Review previous year’s data for returning and incoming students.</td>
<td>Develop demographics of new student body to identify vulnerable populations at risk for chronic absence.</td>
<td>Prepare for in-class intervention before taking punitive measures.</td>
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</tbody>
</table>

**District Attendance Team Yearly Planning Calendar**

- **School District**: [Enter School District]
- **School Year**: [Enter School Year]

**Active Components**

- **Data Collection**
  - Review district data & trends for school, district & stakeholder surveys.
  - Establish school-wide and student feedback.
  - Develop school-wide strategies for attendance support.
  - Support school to develop good attendance patterns.
  - Establish school attendance improvement plan.
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- **Building Capacity**
  - Conduct research on student attendance trends.
  - Establish school-wide strategies for attendance support.
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- **Positive Engagement**
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- **Strategic Partnerships**
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- **District and School team versions available**
- **Blank versions available so you can customize your plan!**

[https://www.attendanceworks.org/resources/year-long-planning/](https://www.attendanceworks.org/resources/year-long-planning/)
Scan of Environment and Attendance Tool (SEAT)

Designed for school leaders to engage staff, students, parents and community members to identify strengths and opportunities to promote positive school culture and strong attendance.

https://www.attendanceworks.org/resources(scan-environment-attendance)
What is Teaching Attendance?

Click on the course below and start learning today!

Module 1 - Why We Teach Attendance?
Module 2: Creating a Culture of Attendance (Primary and Secondary)
Module 3: Using Data for Intervention and Support (Primary and Secondary)

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Purpose of the Teaching Attendance Curriculum

★ Give school leaders a quick way to equip teachers and school staff with evidence-based strategies to improve attendance

★ Rally school staff to act as the first line of prevention and early intervention

★ Inspire better attendance practices that are positive, proactive and problem-solving
Three Online Learning Modules:

1. Why We Teach Attendance
2. Creating a Culture of Attendance  
   *(Primary and Secondary versions available)*
3. Using Data for Intervention and Support  
   *(Primary and Secondary versions available)*
How to Register for Teaching Attendance

• To learn more, go to:

  http://www.attendanceworks.org/resources/teaching-attendance-curriculum/

• Click the self-registration button

• You will receive a confirmation email with an invitation to take the modules

• Enjoy!
Spread the Word!
Learn more about our FREE online training program and how to improve attendance in your school.

https://www.youtube.com/watch?v=5kJNY0YtQG0
Back to School Twitter Chat

co-sponsored by:
The Campaign for Grade-Level Reading Foundations, Inc.

August 21, 2019 @ 3pm ET

Join in and use hashtags
#schooleveryday #GLReading
Attendance Awareness Month Twitter Chat

September 12
3pm ET/12pm PT
MENTOR’s Back to School Upcoming Initiatives
Attendance Awareness + Mentoring

- Attendance Works & MENTOR are teaming up Sept 15 – 21 for Mentoring *In Real Life* & Attendance Week

- We use this week to help amplify the message that quality mentoring can be instrumental to reducing chronic absence and academic success

- We’ll be co-hosting a Twitter Chat on Thursday, September 19 around how mentors & building relationships with caring adults positively impacts attendance and academics
Upcoming MENTOR Products

- **Social and Emotional Development in Early Adolescence: Tapping into the Power of Relationships and Mentoring** – Early September

Identifying specific relationship-based strategies that promote social and emotional learning for students in the middle grades will ensure that students receive the necessary supports to maximize their social and emotional learning potential and lay the foundation for healthy development and relationships as they grow, increasing their chances of future academic, career, and life success.
Taking It To the Next Level

Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice

By Michele P. Brooks, S. Kwesi Rollins, Joline Collins, Natalie Mayanja

JULY 2019

Key Resource: Attendance Awareness Website

✓ Download our free materials and our online Count Us In! toolkit and share with local districts.

✓ Encourage schools and community partners to join our listserv: 18,000+ members.

Sign up for Updates: www.awareness.attendanceworks.org
Superintendents Call to Action

Own the issue  Mobilize the Community  Drive with Data

To sign-up for the Call to Action, or to learn more, please visit: www.attendanceworks.org/superintendents-call-to-action
Superintendents Call to Action

Call to Action Timeline

• Invite your Superintendent to join using our template letter
• Press release sharing the names of all the Superintendents who joined will be sent out on October 16
• Deadline for inclusion in press release: Monday, October 7

Find the template letter and more resources for Superintendents here:
https://www.attendanceworks.org/take-action/educators/superintendents-call-to-action/
Opportunities to Promote AAC 2019!

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

✓ Like us on Facebook

✓ Tweet using #schooleveryday @attendanceworks

✓ Add a badge to your signature line or materials
(Spanish versions are available, too!)

✓ Write a blog post on your website promoting regular attendance and the Attendance Awareness Campaign!
2019 Webinar Series

- **March 21:** Lay a Foundation for Success: Engage Families to Address Early Chronic Absence
- **May 16:** Nurture Dreams: Ensure Students Feel Safe, Supported, Connected and Engaged
- **August 8:** Open Doors: Create a Healthy School Climate
- **September 10:** A Place Where We Belong: Improving Conditions for Learning

[http://awareness.attendanceworks.org/resources/webinars/](http://awareness.attendanceworks.org/resources/webinars/)
And special appreciation to our philanthropic partners:

The Campaign for Grade-Level Reading
The California Endowment
The Jonathan Logan Family Foundation
Support AAC 2019

http://www.attendanceworks.org/donate/
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/open-doors-2019

Thank you!