



Family Engagement Lays the Foundation for Attendance and Learning

Attendance Awareness Campaign 2025
Webinar 4 of 4

September 24, 2025

www.attendanceworks.org



Welcome!



S. Kwesi Rollins
Chief Program Officer
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works



Hedy N. Chang
Executive Director
Attendance Works

About the Institute for Educational Leadership

IEL's vision is an equitable society in which shared leadership effectively uses all available resources for the betterment of their communities.

IEL partners with communities, working with local entities to fill service needs and support them in the long-term on their transformational leadership journey. IEL:

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

To learn more visit: www.iel.org



About Attendance Works

Attendance Works advances student success in school and beyond for all students 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.

Convening Partners AAC 2025!



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

Agenda

I. Welcome

I. Attendance Awareness Campaign

Kwesi Rollins, Chief Program Officer, IEL

I. Why Family Engagement Matters for Attendance

Hedy Chang, Executive Director, Attendance Works

I. Panel: Strategies for Strengthening Family Engagement

- **Jo Ellen Latham, Ed.D.**, Associate Superintendent of Teaching and Learning, Southeast Polk, IA
- **Lindsay Chavez**, Director of Learning Support Services, Perris Union High School District, CA
- **Tara O'Barsky, Ed.D.**, Director of School Climate and Safety, Wicomico County Public Schools, MD
- **James Heslen**, Supervisor of Family, Community and School Programs for Wicomico County Public Schools, MD

IV. Closing Reflections & Resources

Attendance Awareness Campaign 2025 Webinar Series

Here Today, Ready for Tomorrow!

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

Webinar 1 Teams Make all the Difference for Supporting Attendance

April 2, 12pm-1:30pm PT / 3pm-4:30 pm ET

Webinar 2 Health, Well-being and Safety is Essential to Showing Up

May 14, 12pm-1:30pm PT / 3pm-4:30 pm ET

Webinar 3 Student Connectedness Fosters Attendance and Engagement

August 6, 12pm-1:30pm PT / 3pm-4:30 pm ET (**TODAY**)

Webinar 4 Family Engagement is the Foundation for Attendance & Learning

September 24, 12pm-1:30pm PT / 3pm-4:30 pm ET

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

Five Key Actions & Messages for 2025

- ❖ **Embrace a problem-solving approach driven by data to improve attendance.**
- ❖ **Engage parents and guardians as vital partners.**
- ❖ **Create a safe, connected and engaged learning environment.**
- ❖ **Support the health and well-being of students, families and school staff.**
- ❖ **Involve the whole community in your strategies and actions.**

<https://awareness.attendanceworks.org/resources/count-us-toolkit/what-are-the-key-messages-2/>



Thank You to our Campaign Sponsors for supporting this webinar!



Kaiser Permanente is proud of our Thriving Schools initiative, which works to strengthen the health and well-being of school communities across the country, so every school succeeds, every employee excels and every child thrives. To learn more, visit kp.org/thrivingschools.



TalkingPoints is an education technology nonprofit with a mission to drive student success by unlocking the superpower of effective family-school partnerships. The TalkingPoints award-winning communications and family engagement platform helps educators improve outcomes, such as attendance, through scalable, research-based best practices for family engagement.



**Welcome to our new
AAC partner!**



Learn more about the Attendance Awareness Campaign partners on [our website!](https://www.attendanceworks.org)



Support Attendance Works



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

Join our movement and donate today!

Donate





Slogan for 2025!

Here Today, Ready for Tomorrow!





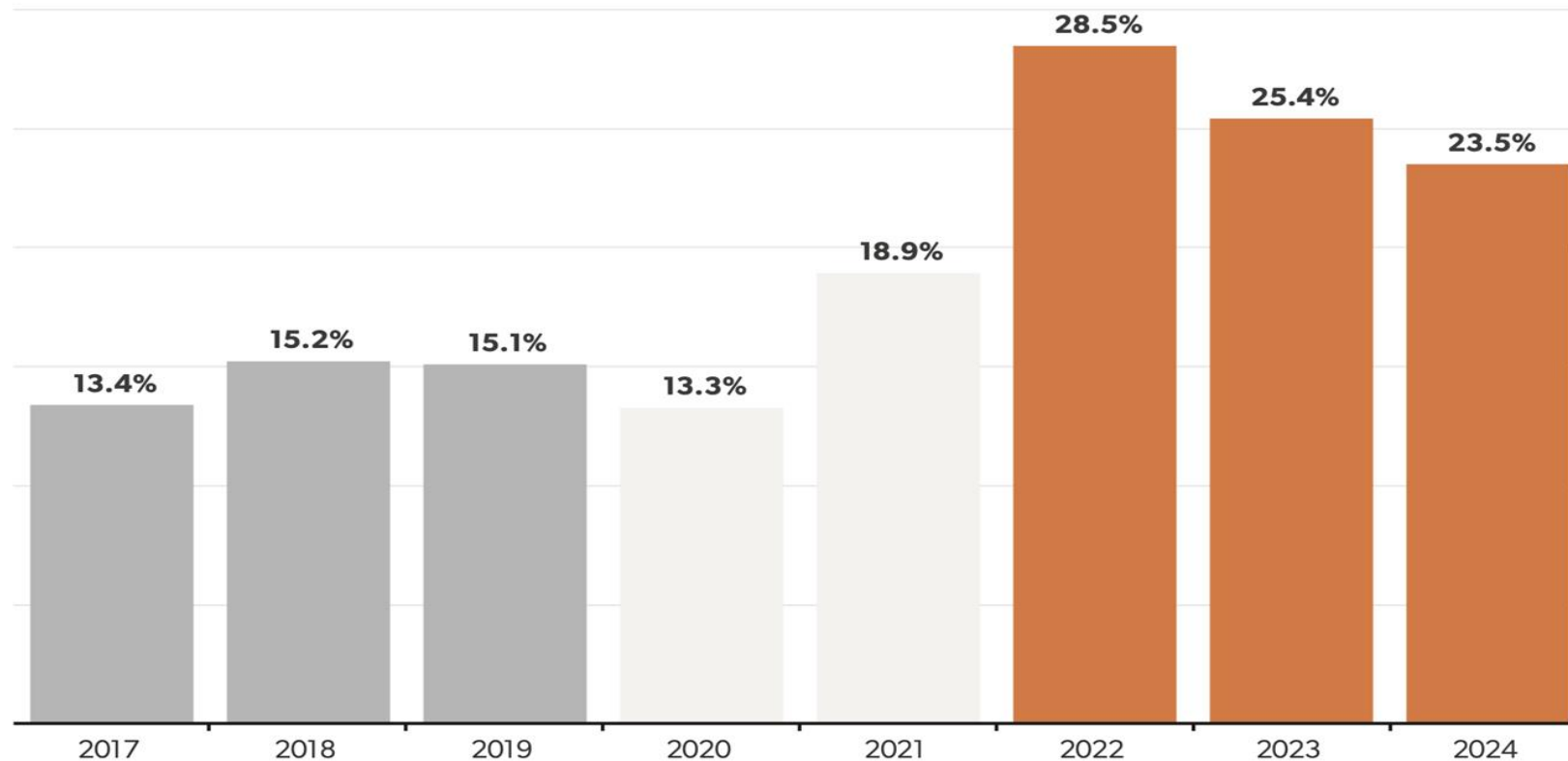
AAC 2025 Slogan!

Here Today, Ready for Tomorrow!

- Highlights the role that school plays in promoting student well-being and achievement
- Connects school attendance with realizing our hopes and dreams
- Emphasizes the link between regular attendance and a well-prepared, next generation workforce

Chronic absence nearly doubled and remains too high

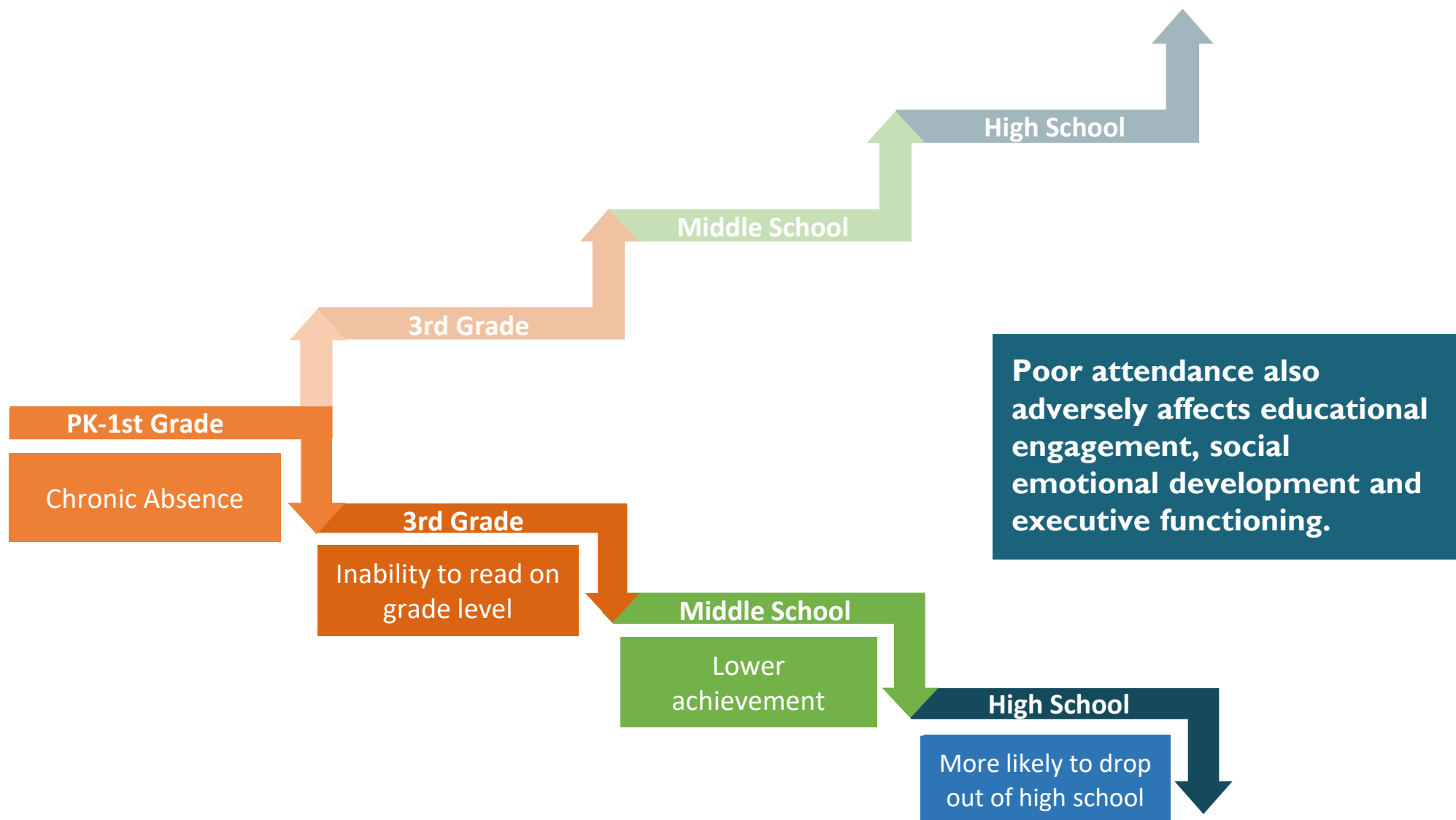
Figure 1. US Chronic Absenteeism Rates: School Years 2017–24



Source: Return to Learn Tracker, "Chronic Absenteeism: 2017–2024," American Enterprise Institute, <https://www.returntolearntacker.net>.

Note: Pre-pandemic years are in grey, pandemic years that had potentially unreliable attendance data are in light grey, and post-pandemic years with reliable data are in orange. School years are referred to by the spring year.

Improving Attendance Matters K-12



Defining Terms

Average Daily Attendance

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

Truancy

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

Chronic Absence

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

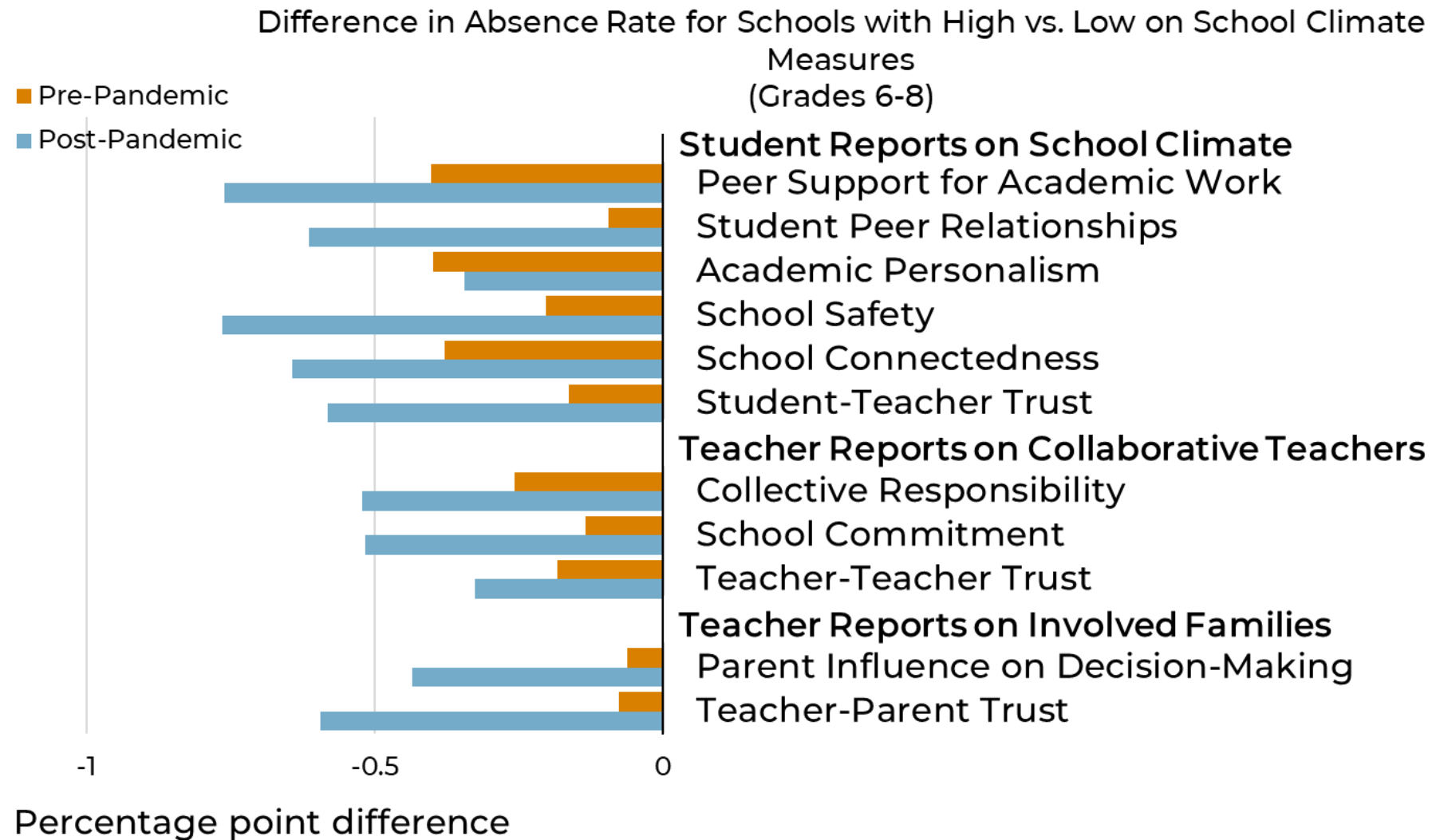
<https://www.attendanceworks.org/whats-the-difference-between-chronic-absence-and-truancy/>

Root Causes of Chronic Absence

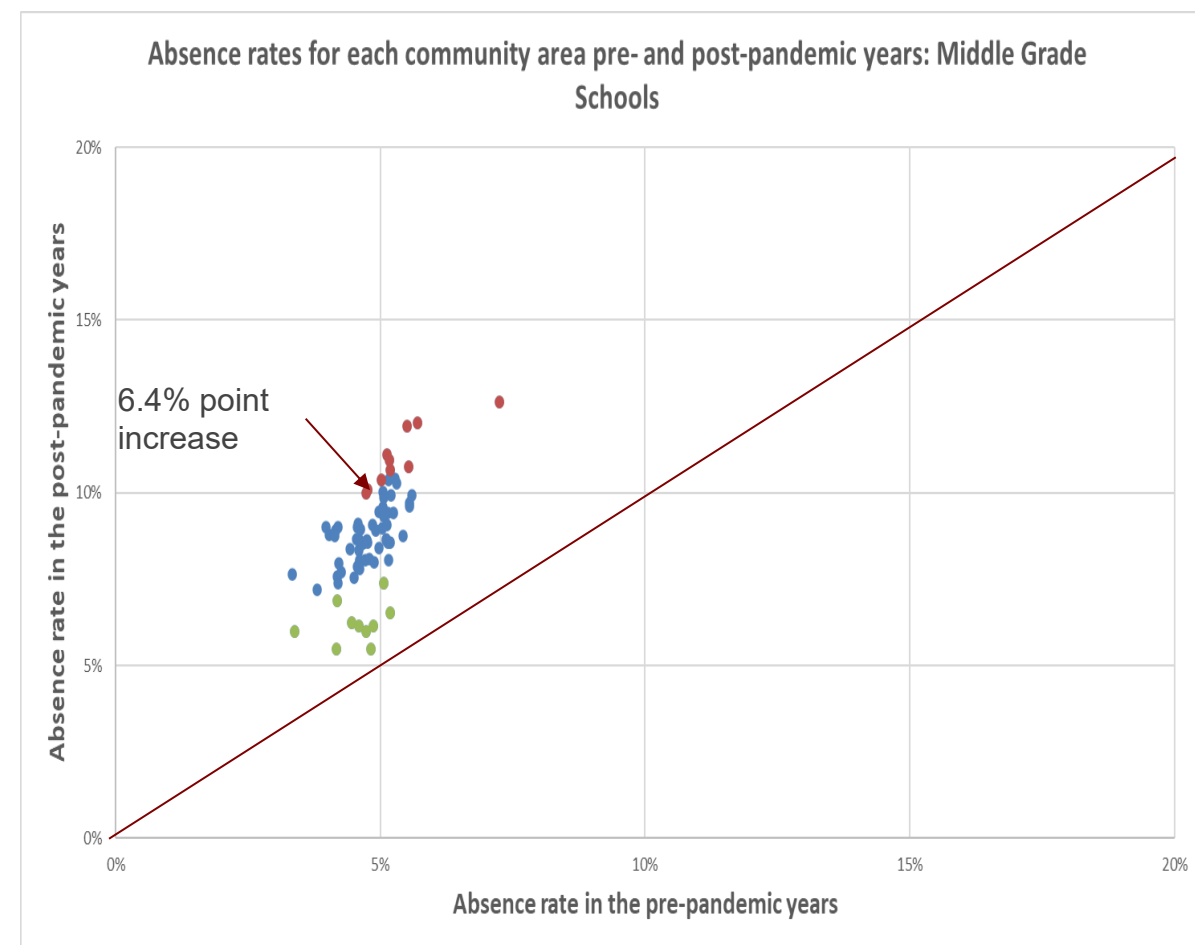
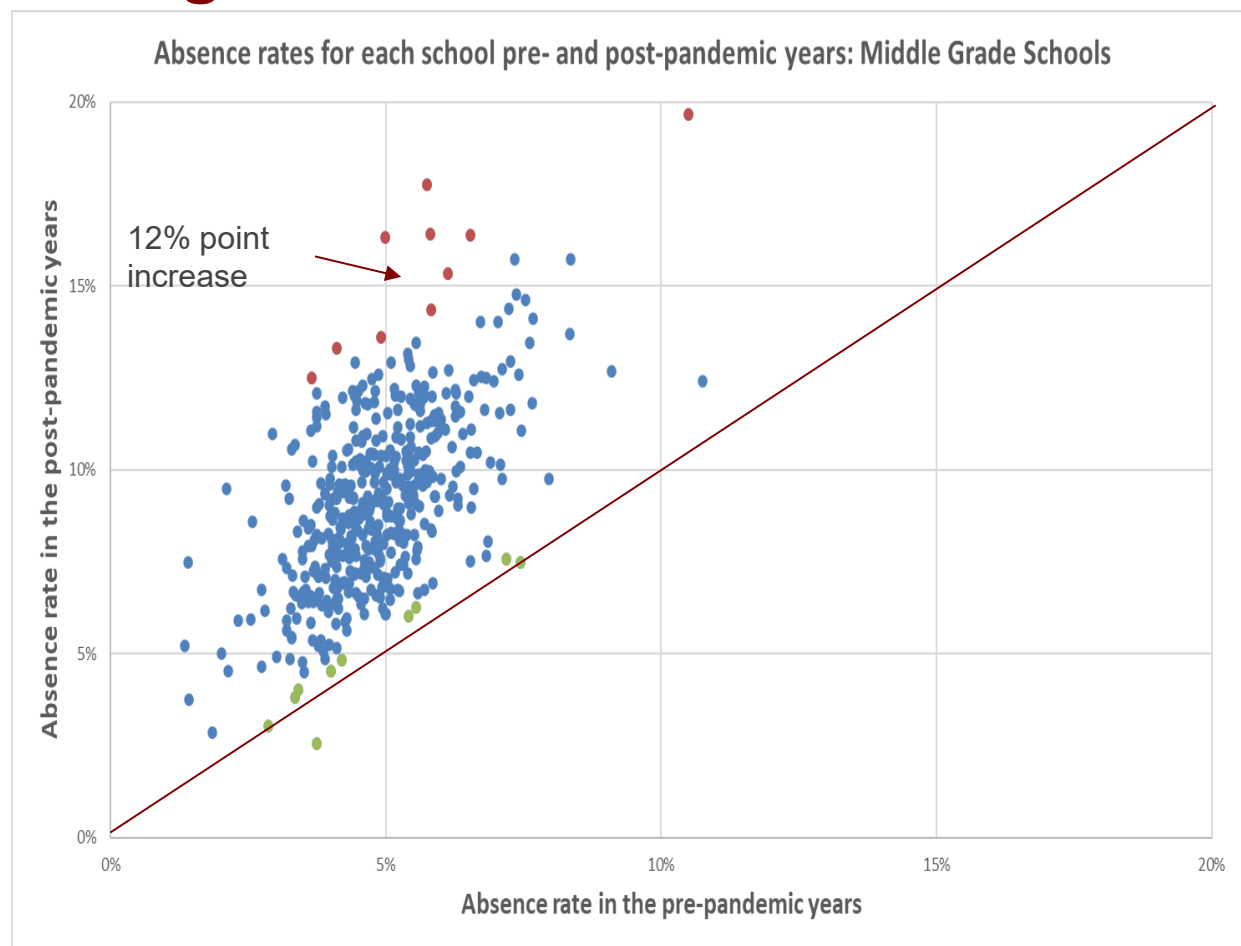
| Barriers | Aversion | Disengagement | Misconceptions |
|---|--|--|---|
| <ul style="list-style-type: none">• Chronic and acute illness• Family responsibilities or home situation• Poor transportation• Housing and food insecurity• Lack of access to needed services• System involvement• Unpredictable schedules for learning• Lack of access to tech• Impact of trauma• Violence in the community | <ul style="list-style-type: none">• Struggling academically and/or behaviorally• Unwelcoming school climate• Social and peer challenges• Anxiety• Unfair disciplinary and suspension practices• Undiagnosed disability and/or disability accommodations• Caregivers had negative educational experiences | <ul style="list-style-type: none">• Lack of challenging, engaging instruction• Bored• No meaningful relationships to adults or peers in school• Lack of enrichment opportunities• Lack of academic and behavioral support• Failure to earn credits• Need to work conflicts with being in high school | <ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing two 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/>

Emerging research from Chicago shows that school climate became an even stronger predictor of attendance post-pandemic.



The magnitude of change in absence rates post-pandemic varied considerably more by school than student's residential neighborhoods.



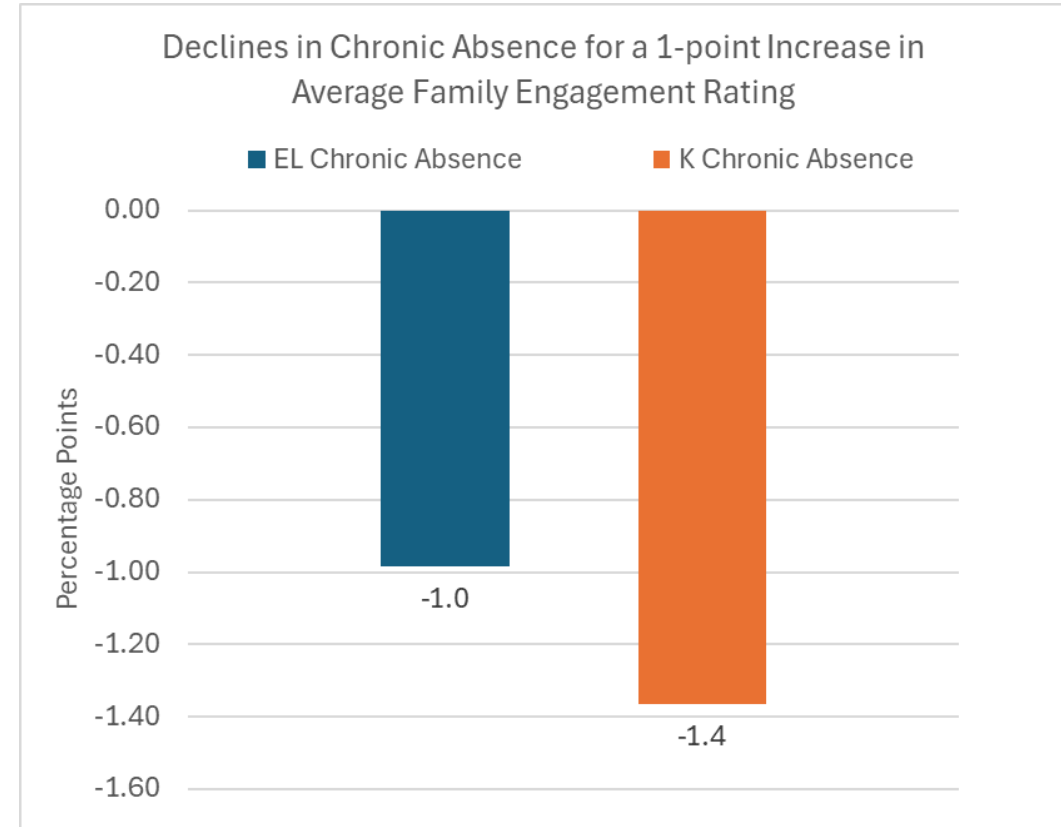
Family Engagement in California Correlated With Lower Chronic absence

California requires districts to annually report and rate their efforts to engage families as part of its local control accountability framework.

Districts that increased their capacity to partner with parents and incorporate family input into decision-making have seen meaningful reductions in absenteeism.

A one point increase in a district's average *rating of family engagement practices* predicts a:

- **1 percentage point decline** in the chronic absence rate of English learners
- **1.4 point decline** for kindergarteners



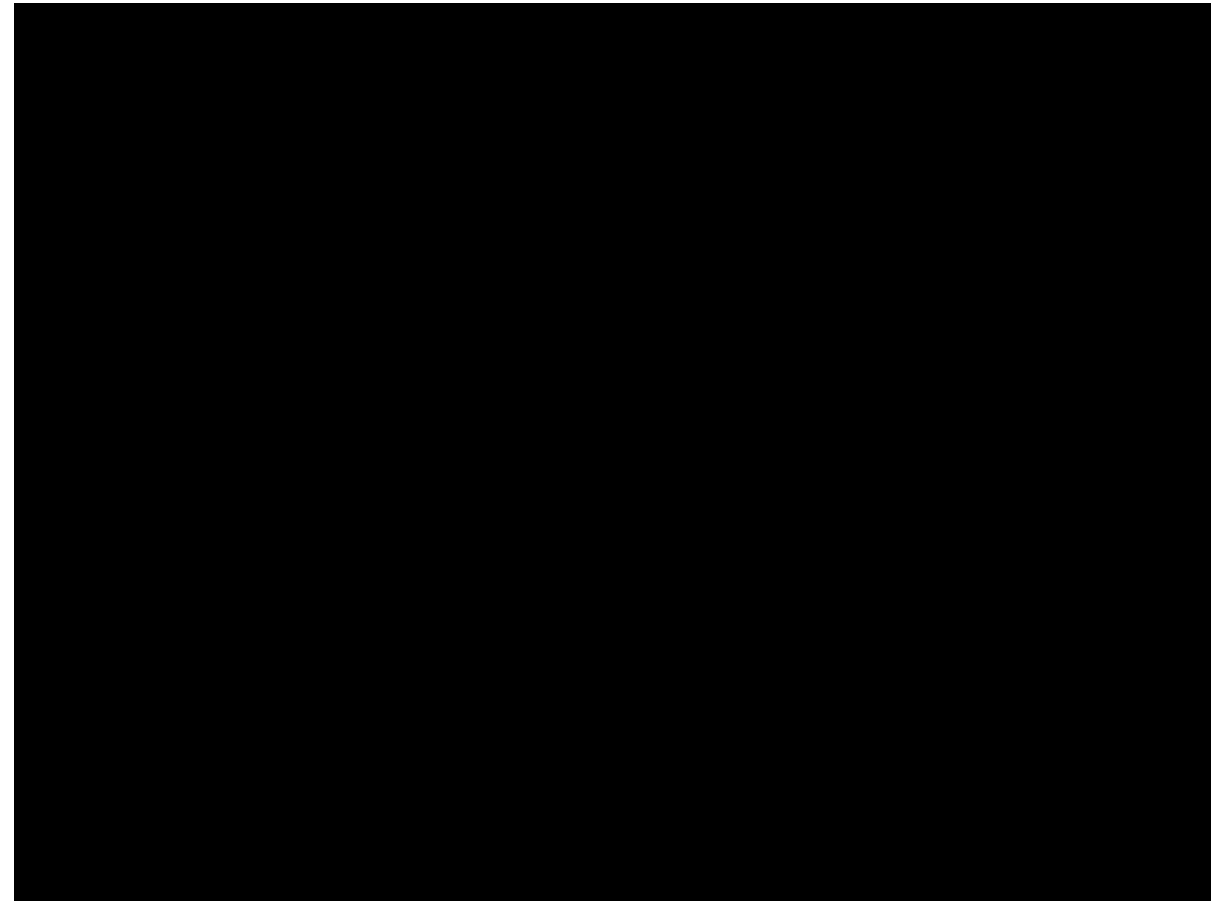
UC DAVIS
SPARC

School Policy, Action,
and Research Center

What is Family Engagement?

Family engagement is a **partnership** between families, educators and community partners to support children's learning and development.

How do we establish it?



[A Parent Reflects on Building Relationships with Teachers](#)

Addressing Family Engagement

(Examples of Tiered Supports)

Universal

- Effective Attendance Messaging year-round, holistic ([REAL Toolkit](#))
- Positive communications
 - two way texting / technology
- AW [Help Bank](#) / Mutual Supports
- Community Schools / Family Resource Centers
- Attendance integrated into conferences and report cards
- [Parent-Teacher Home Visits](#)

Tier II

- Develop an individualized [attendance success plan](#)
- Nudge Letters
- Relational home visits (e.g. [LEAP](#))

Tier III

- Targeted outreach
- Therapeutic supports
- Wraparound support

Change the Power Dynamics with Students and Families

Problem-focused

Approach family *only* to address a problem



One-way messaging to families



Focus *only* on barriers



Presume you have all the answers and know what is best for the family/student



Partnership-focused

Initial outreach focuses on building a relationship

Start with listening to families; Find out hopes, dreams, assets and needs

Leverage student/family strengths to overcome challenges

Collaborate with families and encourage practices that build upon their assets and priorities

Panelists



Jo Ellen Latham, Ed.D
Associate Superintendent of
Teaching and Learning,
Southeast Polk, IA



Lindsay Chavez
Director of Learning Support
Services, Perris Union High
School, CA



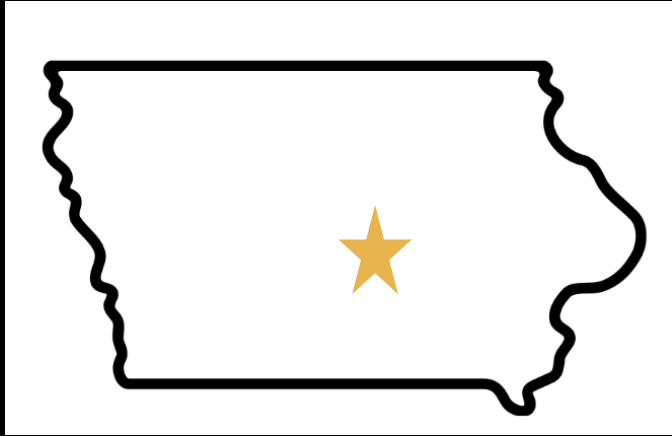
Tara O'Barsky, Ed.D.
Director of School Climate
and Safety, Wicomico
County Public Schools, MD



James Heslen
Supervisor of Family,
Community and School
Programs, Wicomico
County Public Schools, MD

**Tell us about your district and
the decreases you have seen in
chronic absence rates.**

About Our District

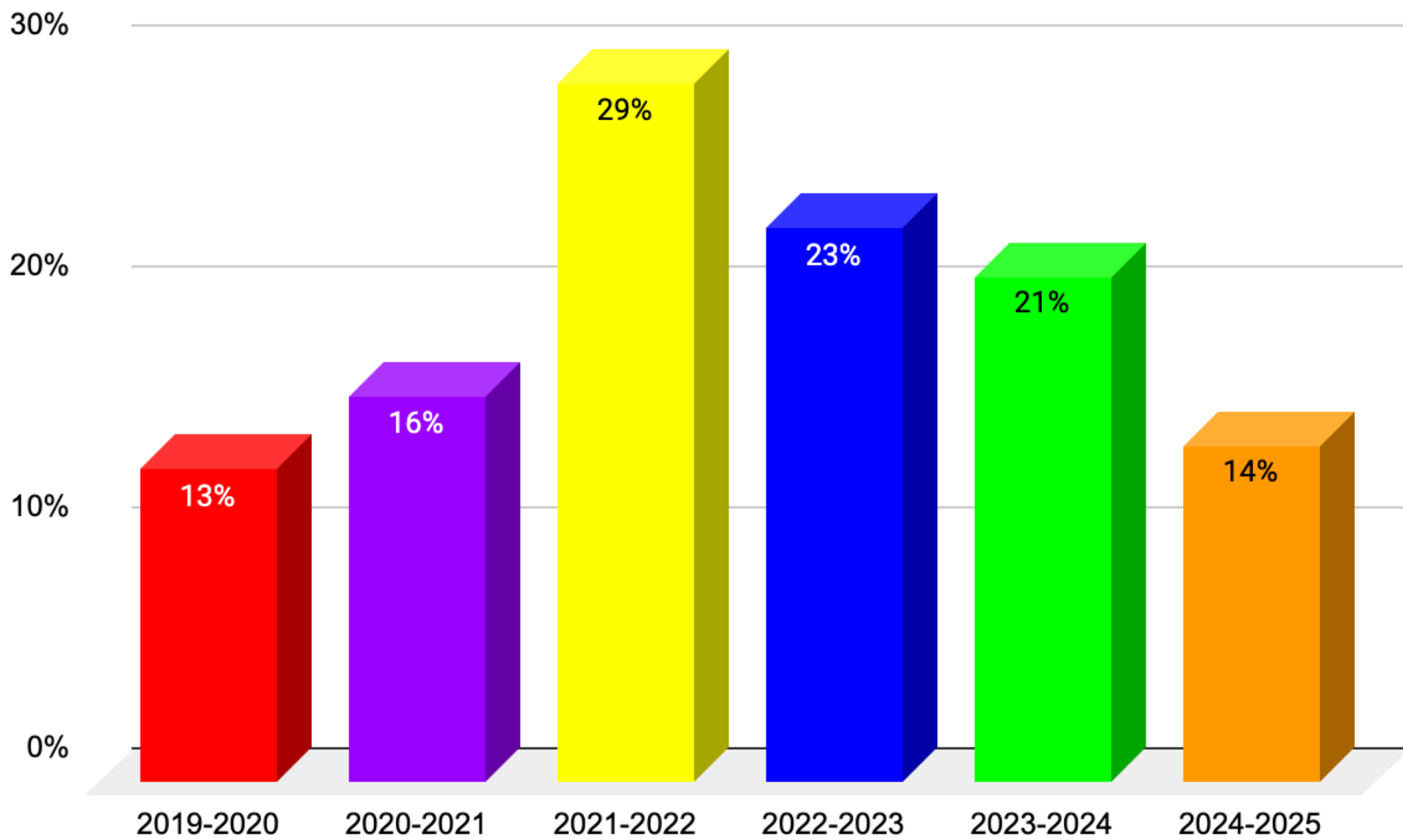


Southeast Polk District

- Communities in Southeastern Polk County
 - **R**unnells
 - **A**ltoona
 - **M**itchellville
 - **S**urrounding Areas
- Enrollment: 7,500
- 11 Schools
- Low SES: 39%
- English Learners: 6%



Did you know? Southeast Polk is the largest Model PLC District in the state of Iowa!!



| | 2023-2024 | 2024-2025 |
|---------------------|-----------|-----------|
| Preschool | 10% | 3% |
| Kindergarten | 24% | 11% |
| Grade 1 | 17% | 8% |
| Grade 2 | 23% | 8% |
| Grade 3 | 20% | 7% |
| Grade 4 | 17% | 10% |
| Grade 5 | 19% | 10% |
| Grade 6 | 24% | 12% |
| Grade 7 | 16% | 15% |
| Grade 8 | 21% | 19% |
| Grade 9 | 28% | 25% |
| Grade 10 | 30% | 23% |
| Grade 11 | 26% | 23% |
| Grade 12 | 22% | 11% |



Impact on Achievement



Grade 3

2024: 20% Chronically Absent
2025: 7% Chronically Absent

ELA Achievement

2024: 66%
2025: 73%

Grade 6

2024: 24% Chronically Absent
2025: 12% Chronically Absent

Math Achievement

2024: 76%
2025: 82%

Grade 10

2024: 30% Chronically Absent
2025: 22% Chronically Absent

Science Achievement

2024: 53%
2025: 75%

EVERY DAY MATTERS!

PERRIS UNION HIGH SCHOOL DISTRICT



Pathways Across All Schools:

- Automotive, Culinary Arts, Video Production
- Computer Programming, Entrepreneurship
- Medical Pathways, Criminal Justice
- Career Exploration (Middle School)
- Agriculture Science – State & Nationally Recognized



10,929 STUDENTS ENROLLED

Heritage High School:
AVID National Demonstration School



Liberty High School:
California Distinguished CTE Pathway School



Robotics Program:
1st Place Overall and Inspire Award at the World FIRST Tech Challenge



Athletics:
CIF State-Level Championship Programs



10 CAMPUSES

- 4 Comprehensive High Schools
- 1 Middle School
- 1 Alternative Education Program
- 1 Online Academy
- 1 Charter School
- 1 Adult Transition Program
- 1 Adult School

Student Demographic Breakdown (Needs)



73.5%
Socioeconomically Disadvantaged

16.6%
Students with Disabilities

4.2%
Homeless

0.7%
Foster Youth

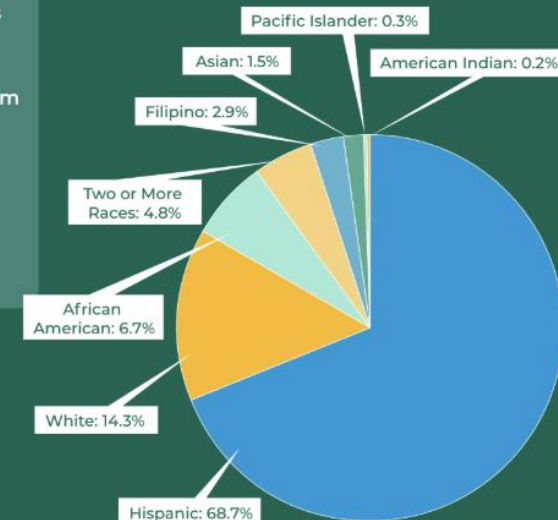
14.2%
English Learners

VISION STATEMENT

Perris Union High School District will be a CARING, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.

MISSION STATEMENT

The mission of the Perris Union High School District is to create high-quality relevant learning opportunities for all in a safe and CARING environment. We will develop a high quality, CARING staff who will be dedicated to learning, and connect students to their education and potential goals. We will CARE for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.





LCAP IDENTIFIED NEEDS:

LCAP GOAL 3, ACTION 2: ATTENDANCE MATTERS



All students: 41.8% (-6.1%) Decline

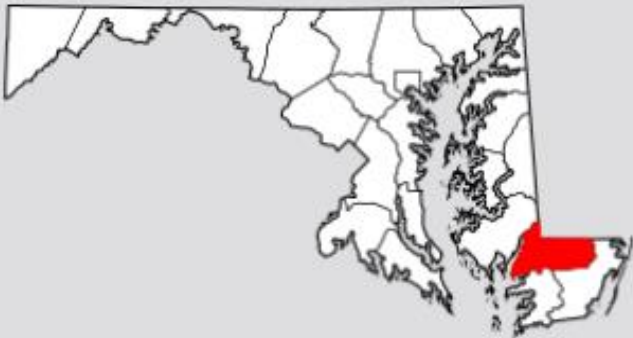
- SED: 42.4% (-6%) Decline
- EL: 40.3% (-3.7%) Decline
- Homeless: 57.9% (+4.3%) Increase
- SWD: 46.9% (-10.6%) Decline
- African American: 50% (-8.5%) Decline
- Hispanic: 40.9% (-5.9%) Decline

CHRONIC ABSENTEEISM

Source: California School Dashboard

Wicomico County Public Schools Demographics

CURRENT ENROLLMENT



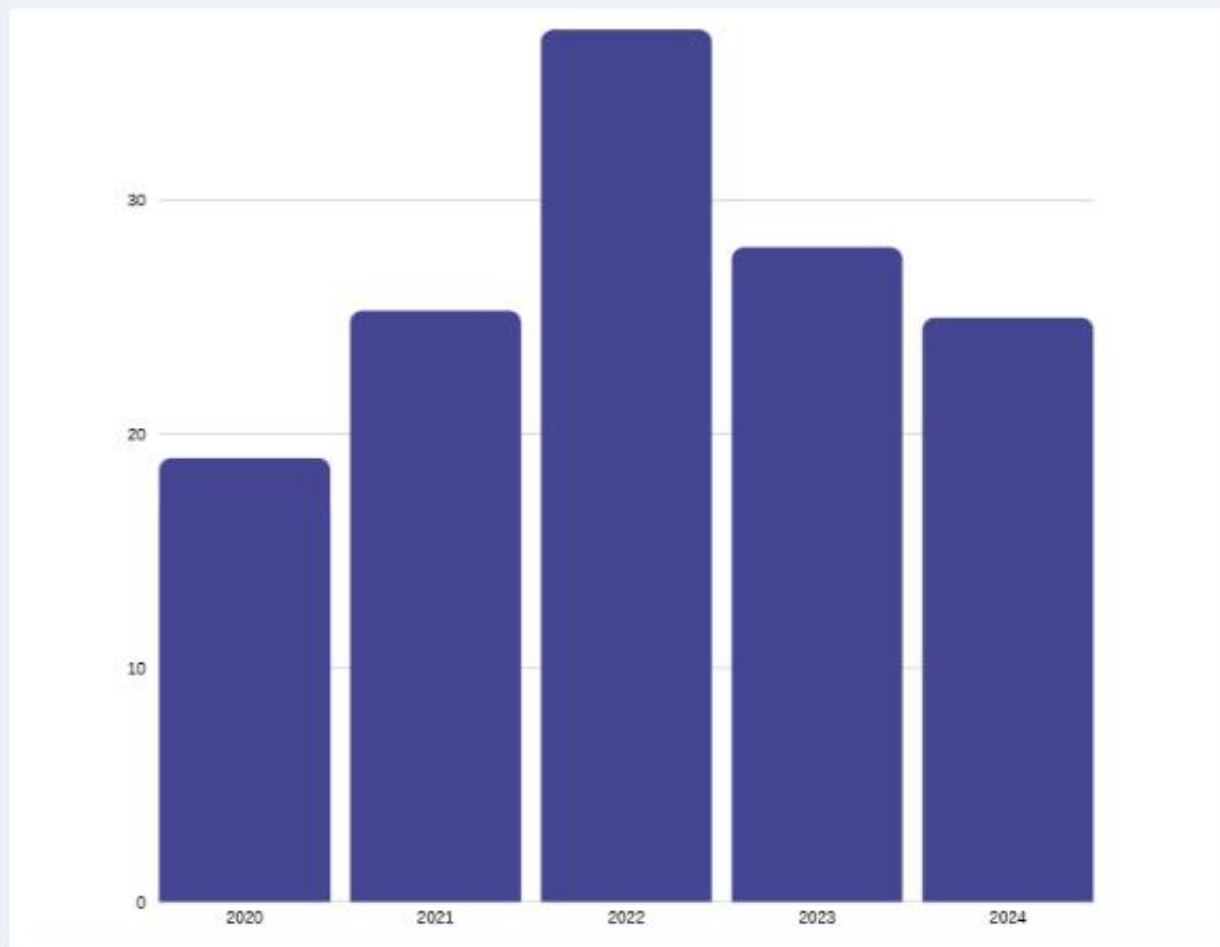
15,582 students (PK-12)

- American Indian - 77 (<1%)
 - African American - 6,097 (39%)
 - Asian - 419 (3%)
 - Hispanic - 2,357 (15%)
 - Native Hawaiian/Other Pacific Islander - 43 (<1%)
 - Multiracial - 1,254 (8%)
 - White - 5,335 (34%)
-
- FARMS - 64%
 - Rural and urban communities



Wicomico County Public Schools

ADDRESSING CHRONIC ABSENTEEISM



Chronic Absenteeism Data
2024-2025

| SCHOOL | 2024-2025 Chronic Absenteeism Rate (End of Year- Preliminary Data) | 2023-2024 Chronic Absenteeism Rate (End of Year) | Change in CA % 23-24 to 24-25 | |
|---------------------------|--|---|----------------------------------|---|
| Elementary Schools | | | | |
| Beaver Run | 17.82% | 22.54% | -4.72% | |
| Chipman | 14.80% | 17.40% | -2.60% | |
| Delmar | 16.43% | 18.48% | -2.05% | |
| East Salisbury | 18.82% | 20.19% | -1.37% | |
| Fruitland Intermediate | 13.19% | 16.09% | -2.90% | |
| Fruitland Primary | 16.45% | 21.14% | -4.69% | |
| Glen Avenue | 15.38% | 17.97% | -2.59% | |
| North Salisbury | 11.31% | 11.54% | -0.23% | |
| Northwestern | 16.21% | 16.52% | -0.31% | |
| Pemberton | 15.33% | 24.19% | -8.86% | |
| Pinehurst | 14.81% | 20.71% | -5.90% | |
| Pittsville Elementary | 18.84% | 28.88% | -10.04% | |
| Prince Street | 17.88% | 20.67% | -2.79% | |
| West Salisbury | 17.74% | 23.95% | -6.21% | |
| Westside Intermediate | 11.40% | 16.16% | -4.76% | |
| Westside Primary | 14.37% | 12.02% | 2.35% | |
| Willards | 10.18% | 15.82% | -5.64% | ➡ LOWEST CA % FOR ELEMENTARY SCHOOLS |
| Middle Schools | | | | |
| Bennett Middle | 24.05% | 29.87% | -5.82% | |
| Mardela Middle | 23.96% | 26.13% | -2.17% | |
| Pittsville Middle | 18.59% | 28.88% | -10.29% | ➡ LOWEST CA % FOR MIDDLE SCHOOLS |
| Salisbury Middle | 21.32% | 21.97% | -0.65% | |
| Wicomico Middle | 22.32% | 31.63% | -9.31% | |
| High Schools | | | | |
| Mardela High | 25.44% | 26.13% | -0.69% | ➡ LOWEST CA % FOR HIGH SCHOOLS |
| Parkside High | 29.18% | 33.41% | -4.23% | |
| JMB High | 30.29% | 30.43% | -0.14% | |
| Wicomico High | 35.20% | 40.81% | -5.61% | |
| Evening High | 55.74% | 73.10% | -17.36% | |
| Wicomico County | 21.81% | 25.10% | -3.29% | |

Addressing Chronic Absenteeism

**STUDENTS:
ARRIVE TO THRIVE!**
Attendance Matters to All of Us!



CHRONIC ABSENCE
WARNING SIGNS
SATISFACTORY




**What are some of your
key strategies?**

Teacher Leadership Task Force

Increase student attendance rates by addressing barriers, promoting positive school culture, and fostering partnerships with families and communities.

Teacher Leadership Task Force Work Groups

- Accessing and Using Attendance Data
- Evidence-Based Practices
- Family-School Partnerships



Accessing and Using Attendance Data: Panorama

- Available to all schools in Iowa
- We learned that not all schools and staff knew how to access and use the data.
- Part of our task force work was building capacity and teaching all staff on how to access data around attendance.
- We are able to see:
 - Live data by district, school, grade level, and student
 - Trends and patterns--both improving and declining
 - Data by demographic group and performance

FILTERS

School ▼

Grade Level ▼

IEP ▼

Gender ▼

Homeless ▼

Foster Care ▼

Title I Math ▼

Race/Ethnicity ▼

English Learner ▼

Enrollment Code ▼

Gifted/Talented ▼

Membership Type ▼

Title I Reading ▼

Military Connected ▼

Reports

View data by topic area and create custom reports to meet your needs.

- ☒ Attendance report
- ☒ Chronic absenteeism dashboard
- ☒ Chronic absenteeism intervention gaps report
- ☒ Recently absent students report
- ☆ Behavior report
- ≡ Custom reports

What are our current metrics?

Viewing 7,651 students

Chronically absent rate

The percentage of students who have missed more than 10% of their enrolled school days this year.

12%

930 OF 7,651 STUDENTS

[View students](#)

Missing attendance plan rate

The percentage of chronically absent students who do not have an attendance plan.

100%

930 OF 930 CHRONICALLY ABSENT STUDENTS

[View report](#)

How is our chronically absent rate changing over time?

Viewing 7,651 students

10-day moving average

The 10-day moving average of the chronically absent rate.

12%

Monthly comparison

The difference between the 10-day moving average today and last month.

— percentage points

NO DATA TO SHOW

Yearly comparison

The difference between the 10-day moving average today and last year.

0 percentage points

10-day moving average of chronically absent rate over time

[View full multi-year report](#)



Evidence-Based Practices

- Make our classrooms welcoming to ALL students!
- Provide student leadership opportunities.
- Determine barriers to attendance.
- Implement a tiered intervention model depending on the needs.
- Provide regular check-ins with targeted students.
- Use strategies such as 2 X 10 to intentionally build relationships.



| | | | | | | | | Export |
|--------------------------|------------|-------|---------------------|-----------------|------------------------------|----------------------------|---------------------------------------|-----------|
| <input type="checkbox"/> | Student | Grade | Attendance rate YTD | Days missed YTD | In progress attendance plans | Completed attendance plans | Actions | |
| <input type="checkbox"/> | [REDACTED] | 10 | 88.2% | 2 | 0 | 0 | Actions ^ | |
| <input type="checkbox"/> | [REDACTED] | 10 | 88.2% | 2 | 0 | 0 | Create intervention ↗ Add to group | |
| <input type="checkbox"/> | [REDACTED] | 10 | 82.4% | 3 | 0 | 0 | | Actions v |
| <input type="checkbox"/> | [REDACTED] | 12 | 85.3% | 2.5 | 0 | 0 | Actions v | |
| <input type="checkbox"/> | [REDACTED] | 11 | 82.4% | 3 | 0 | 0 | Actions v | |
| <input type="checkbox"/> | [REDACTED] | 10 | 79.4% | 3.5 | 0 | 0 | Actions v | |
| <input type="checkbox"/> | [REDACTED] | 10 | 79.4% | 3.5 | 0 | 0 | Actions v | |

Interventions: Nudges, Letters, Family Engagement, Attendance Success Plans, 2 X 10 Relationship Strategy, Champions, etc.

Family School Partnerships

- Provide support to families in navigating our online systems
- Make personal connections with families
- Use multiple languages and formats for communication
- Connect families to resources
- Develop solutions together
- Acknowledge improvement
- Support transitions to secondary buildings





COMMUNITY SCHOOLS PARTNERSHIP



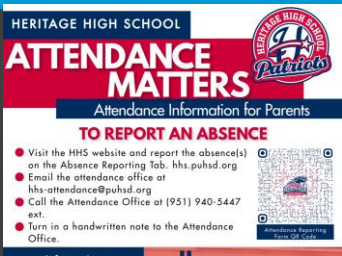
PUHSD partners with students, families, and community members to provide

- **integrated support services**
- **expanded learning opportunities**
- **collaborative leadership**
- **strong family and community engagement**

ALL TOGETHER

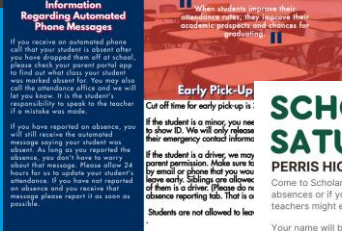
ATTENDANCE CLERKS
ATTENDANCE SPECIALISTS
ATTENDANCE TECHS
BUSINESS SERVICES
COMMUNITY LIAISONS
COUNSELORS
SITE ADMINISTRATION
TECHNOLOGY DEPARTMENT
FAMILIES & COMMUNITY





ADDRESSING ATTENDANCE NEEDS

THROUGH THE LENS OF FAMILY AND COMMUNITY ENGAGEMENT



SCHOLAR SATURDAY

PERRIS HIGH SCHOOL

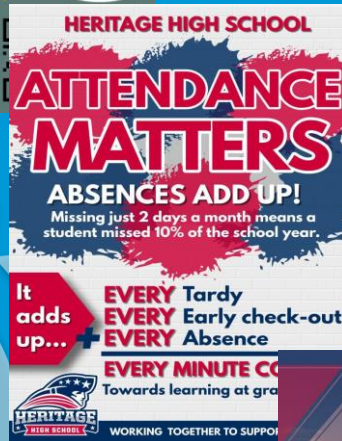
Come to Scholar Saturday if you need to make-up any absences or if you need academic support. Some teachers might even offer EXTRA CREDIT!

Your name will be entered into a raffle for a prize every time you attend a Scholar Saturday session. Breakfast and Lunch will be provided.

HOURS: 8:30AM - 12:30PM

August 26, 2023
September 9, 2023
September 23, 2023
October 7, 2023
October 21, 2023
November 4, 2023
December 2, 2023
February 10, 2024
March 9, 2024
April 13, 2024
May 4, 2024
May 18, 2024

Sign up now!
SCAN THE QR CODE OR GO TO:
bit.ly/SSDATES23-24



Community Schools Parent Partnerships

PARENT ADVISORY COMMITTEES:

- ENGLISH LEARNER
- AFRICAN AMERICAN
- BUDGET
- SAFETY
- SCHOOL SITE COUNCIL

Training Parents and Families in the areas of:

- Available Community Resources (housing, food, transportation, etc)
- Nutrition
- Mental Health/Wellness
- Parent Volunteers on Campus

MOVING TO A DISTRICTWIDE APPROACH TO ATTENDANCE

| "Arrive to Thrive" Campaign | Root Cause Analysis | Attendance Support Teams | Truancy Reduction Program |
|---|---|---|--|
| <ul style="list-style-type: none">Began in 2024 as a campaign to address attendance, but also chronic absenteeism.Motivate student attendance through positive incentive programs established to address attendance concerns and to mark progress. | <ul style="list-style-type: none">Learn from families the underlying causes of absenteeism.Connect families to supports and resources in the community.PPWs are nearly 1:1 in WCPS and actively address food insecurities, housing instability, and resource needs. | <ul style="list-style-type: none">Building-level support attendance teams comprised of administration, PPWs, Community School Coordinators (CSCs), Home School Liaisons (HSLs), counseling teams, and SEL teamsCross-functional – track student data, review students on personal case-by-case basis and coordinate appropriate interventions. | <ul style="list-style-type: none">1st Circuit CourtBrings the judicial system to help families.Link school and court resources through case management rather than punitive response. |



STUDENTS: ARRIVE TO THRIVE!
Attendance Matters to All of Us!

Let's Start the 2025 New Year Strong!

What Students/Families Need to Know:

- If you have 5 or more unexcused absences within a marking term, you must participate in an Attendance Intervention Plan.
- Failing a marking term can result in a reduced overall GPA, and loss of extracurricular eligibility.
- Continued unexcused absences can result in referral to the Wicomico County Truancy Reduction Program.

What Student/Families Need to Do:

- Stay Informed:** Check Family Portal.
- Keep Us Informed:** Send excuse notes IMMEDIATELY upon return.
- Plan Ahead:** Complete the "Advance Request for Absence Form" for planned absences.
- Ask Questions:** Communicate with school regarding any attendance questions.

For more family resources scan the QR code here:

STUDENTS: ARRIVE TO THRIVE!
Attendance Matters to All of Us!

Good School Attendance Means:

ELEMENTARY STUDENTS

Building essential foundational skills for academic and social development

MIDDLE SCHOOL STUDENTS

Achieving academic success in important courses

HIGH SCHOOL STUDENTS

Staying on track for graduation

COLLEGE STUDENTS

Successfully earning their degrees

WORKING PROFESSIONALS

Succeeding in their careers

Too many absences - excused or unexcused - can keep students from being successful in school and in life!

**What are some of the challenges
and opportunities you have with
leveraging technology?**

Opportunities with Leveraging Technology

| Technology | Opportunities |
|---|---|
| X2 Aspen (SIS) | <ul style="list-style-type: none">• Our district's main source of attendance data and student information• Utilizes the student's homeroom attendance information to contact families regarding absences or tardiness from school.• Information is provided to families to communicate how to ensure absences and tardies are excused (doctor/dental/parent notes). |
| Talking Points Talking Points Attendance | <ul style="list-style-type: none">• Communication used between families and schools.• Communicate student attendance, incentives, and school-based events in multiple home languages.• Attendance is forthcoming to WCPS• Monitor data trends and respond with appropriate communication |
| Thrillshare (social media dissemination) | <ul style="list-style-type: none">• Our direct link to social media with information in English, Spanish, and Haitian Creole.• Building-specific, as well as district-specific events and happenings. |
| Public Service Announcements (PSAs) | <ul style="list-style-type: none">• Informal and formal leaders from the community created PSAs to promote attendance initiative and Arrive to Thrive.• Forging community and school involvement with all WCPS schools. |



Technology Platform: Panorama

- Build capacity to access the data
- Support with which data points to consider
- Monthly reports

As of April 30th our data on Panorama shows that:

- Our district-wide chronic absenteeism (missing 10% or more of the year so far) has maintained at **14%**. The current state chronic absenteeism rate is **11%**
- Chronic absenteeism is **highest** among students who are Homeless (**32%--dropped 9%**), students who have an IEP (**23%**), Black/African American students (**24%**), students receiving FRL (**22%**), Hispanic/Latino students (**18%**), and English Learners (**18%**).
- Chronic absenteeism was in **single digits** for 6 of our buildings!

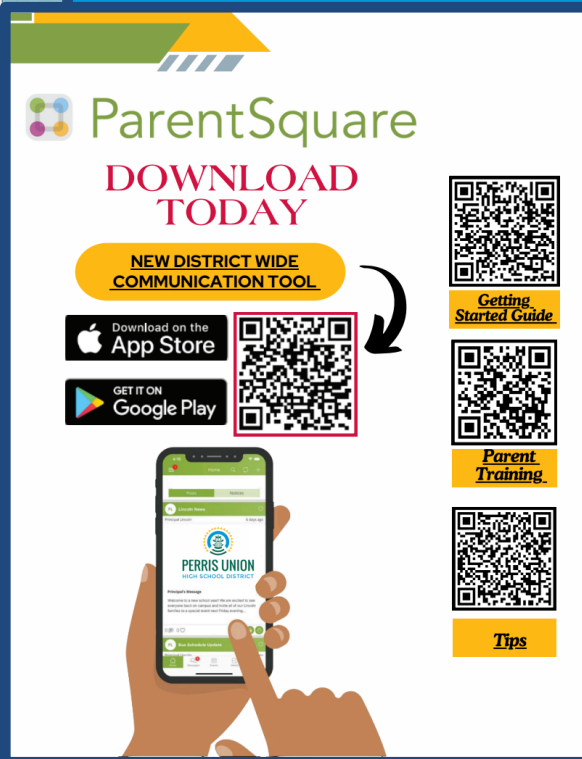
| Building | Chronic Absenteeism March 2025 | Chronic Absenteeism April 2024 | Chronic Absenteeism April 2025 | Group to Watch |
|----------|-----------------------------------|-----------------------------------|-----------------------------------|----------------|
| | | | | |

| | |
|--|---|
| Grade Level | Foster Care |
| <input type="checkbox"/> PK 5 | <input type="checkbox"/> No |
| <input type="checkbox"/> PK 4 | <input type="checkbox"/> Yes |
| <input type="checkbox"/> PK 3 | |
| <input type="checkbox"/> KG | Gifted/Talented |
| <input type="checkbox"/> 1 | <input type="checkbox"/> No |
| <input type="checkbox"/> 2 | <input type="checkbox"/> Yes |
| <input type="checkbox"/> 3 | |
| <input type="checkbox"/> 4 | Homeless |
| <input type="checkbox"/> 5 | <input type="checkbox"/> No |
| Gender | <input type="checkbox"/> Yes |
| <input type="checkbox"/> F | |
| <input type="checkbox"/> M | IEP |
| | <input type="checkbox"/> No |
| Race/Ethnicity | <input type="checkbox"/> Yes |
| <input type="checkbox"/> American Indian or Alaska Native | |
| <input type="checkbox"/> Asian | Literacy Status |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Adequately Progressing |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> At Risk |
| <input type="checkbox"/> Multiracial | <input type="checkbox"/> Cannot Determine |
| <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> Not Available |
| <input type="checkbox"/> White | <input type="checkbox"/> Persistently at Risk |
| Section 504 Status | |
| <input type="checkbox"/> No | |
| <input type="checkbox"/> Yes | |
| English Learner | |
| <input type="checkbox"/> No | |
| <input type="checkbox"/> Yes | |

TECHNOLOGY SUPPORTS

THROUGH THE LENS OF FAMILY AND COMMUNITY ENGAGEMENT

RESOURCE HUB



- Family Resource Hub
- ParentSquare
- Peachjar
- Social Media (Instagram, Facebook)
- Student Information System
- QR codes for clearing absences
- Hotspots for families without internet

**Who are your partners for
family engagement, and how
have you engaged them?**

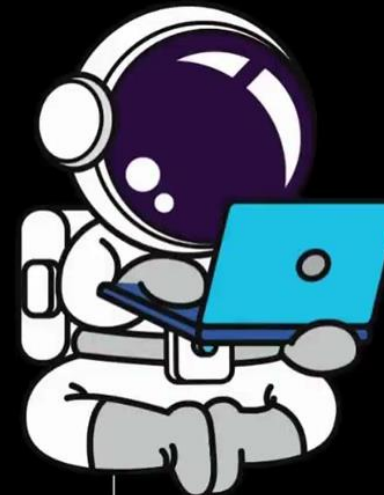
FAMILY ENGAGEMENT IN ACTION

PARTNERS IN SUPPORTING STUDENT ACHIEVEMENT



Leticia Preciado

Choosing opportunity winners with the digital spinning wheel.



PARTNERS FOR FAMILY ENGAGEMENT

School-based Collaborations

Community School (23) - 1:1 CSC

Pupil Personnel Workers - nearly 1:1

Faith-based partnerships

Family Engagement Nights/Family Success
Nights



MARYLAND
FOOD BANK
UNTIL HUNGER ENDS.



Partners for Family Engagement

- Student Support Coordinator
- Kids Club, Swerve
- United Way
- Shriners
- Food Pantry
- Onsite Mental Health Therapists
- Season of Sharing: Faith-Based and Community Organizations



Q & A



New! Chronic Health Guidance

Managing chronic health issues at school: for educators



Chronic health issues like asthma, diabetes and allergies, and developmental disabilities such as ADHD or autism, are leading contributors to missed school days. It's important that schools and districts partner with families and health-care providers to help children with chronic health conditions stay healthy and in school.



FOR DISTRICTS

- Ensure **district protocols support a healthy environment** for all students. Download [Keep Students Health and in School!](#) for examples of interventions.
- **Establish a health team** (social workers, school nurses, administrators).
- **Provide professional learning opportunities** to district and school staff about how best to support students with chronic health issues.
- **Raise awareness** among all students, families and staff about existing health-related supports and resources.
- Ensure **adequate numbers of school health staff** across buildings.
- **Develop partnerships** with health-care providers to improve access to care including telemedicine, in-district clinic and dental care.
- **Share attendance data** with local health-care providers.
- Explore opportunities to **provide school health staff with read only access** to outside student health records, allowing for improved coordination of care.



FOR SCHOOLS

- Support families in **completing health-related forms**, including forms allowing students to receive medications.
- Offer **guidance on when a child should or shouldn't stay home** for health-related reasons.
- For prolonged absences, **co-create a Return to Learn plan** with families for during and after the absence with options for gradual return and completing work remotely.
- **Review with relevant staff all health-related information** for individual students.
- Share with families **resource maps of health-care providers** in your area.
- **Develop referral pathways** for supporting students demonstrating a health concern.

For more information visit [attendance works.org/resources](https://www.attendanceworks.org/resources)

Managing chronic health issues at school: for families



Does your child have a chronic health issue such as asthma, diabetes or allergies, or are they dealing with a developmental disability such as ADHD or autism? Families, caregivers, schools and health-care providers can work together to keep students healthy and attending school regularly.



WHAT YOU CAN DO AT HOME

- At the start of each school year, make sure to **complete all school health forms** to help ensure the school is aware, work with your child's teacher or school to co-create a Return to Learn plan for during and after the absence with options for gradual return and completing work remotely.
- **Your child may qualify for extra help** through a 504 Plan (such as extra time on tests) or individualized education plan (IEP) if they need additional support for a disability. The school's student support team (social worker, school nurse or an administrator) can help you get started.
- The Individuals with Disabilities Education Act (IDEA) requires schools to **provide children with disabilities appropriate supports** and services. If you think your child is in need of these supports and services, talk with the school team.
- If your child participates in an **after-school activity**, work with your school to ensure that appropriate health supports are in place.
- If you don't have **access to health services or health insurance**, contact your school to see what resources might be available.



WORKING WITH YOUR CHILD'S SCHOOL

- At the start of each school year, make sure to **complete all school health forms** to help ensure the school is aware of your child's health condition.
- **If your child has prolonged absences**, work with your child's teacher or school to co-create a Return to Learn plan for during and after the absence with options for gradual return and completing work remotely.
- **Your child may qualify for extra help** through a 504 Plan (such as extra time on tests) or individualized education plan (IEP) if they need additional support for a disability. The school's student support team (social worker, school nurse or an administrator) can help you get started.

For more information visit [attendance works.org/resources](https://www.attendanceworks.org/resources)

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

Sharing Health Guidance

Keep Your Child Healthy and in School!

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

Nutrition, Sleep

- Ensure your child eats a good breakfast.
- Maintain a regular bedtime and wake-up time.
- Keep screens out of the bedroom.
- Encourage your child to stay active.

Hygiene

- Stress hand washing, particularly before and after school.
- Remind your child to brush their teeth.
- Avoid close contact with individuals who have coughs or colds.
- Cover coughs and sneezes with your elbow.

Safety

- Make sure your child wears a seat belt and a helmet when using a bike.
- If your child walks to school, have at least one friend. Have a backup plan.



When is sick too sick for school?

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



SEND ME TO SCHOOL

- I have a runny nose.
- I have NOT had a fever.
- I have a mild stomach ache.
- I have not thrown up.
- I have a mild rash.
- I have eye drainage.



KEEP ME AT HOME

- I have a temperature over 100.4°F.
- I have thrown up twice or more.
- My stool is watery.



SEEK MEDICAL ATTENTION

- I have a temperature over 100.4°F for more than 24 hours.
- I have ear pain, sore throat, or a sore.
- I have stomach pain or dehydration (tired, dizziness, or last 8 hours).
- I have a persistent cough.
- I have eye swelling or redness.
- I have a rash that is not a fever.

If you don't know whether to send your child to school or are worried your child will spread illness, contact your school nurse. These tips are not meant to take the place of local health department guidance such as Covid-19 and the flu.



For more information, visit www.attendanceworks.org.



Is your child missing school due to anxiety?

Definition of anxiety: Fear or worry in everyday situations.

If your child is suffering from anxiety, that in most situations, anxiety persists - it can impact relationships, challenges, and lead to school avoidance. A child's overall well-being, not just academics, is the focus.

In addition, if your child starts to experience anxiety or stomach ache, it is important to talk to your child's doctor. This challenge is anxiety, then staying at home.

What are the symptoms of anxiety?

Persistent anxiety can present itself in many ways. Symptoms may vary depending on the child's age and the situation. Anxiety symptoms can include:

- Feeling tired, irritable or stressed.
- Having trouble separating from you.
- Difficulty sleeping or frequent waking up.
- Trouble getting out of bed.
- Lack of appetite.
- Trouble concentrating while doing homework and falling behind.
- Physical symptoms, including stomach aches, headaches, or dizziness.
- Avoiding activities they enjoy.
- Negative or continuous thoughts.



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.



- Back-to-school packets
- Use technology and awareness campaigns
- Staff and parent meetings
- Peer-to-peer messaging
- Catalyze a conversation with the local health department

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

Go Beyond Grades | Support your child's success this year

80% of parents report their kids get B's or better.

Yet, only **half** of students are at grade level.

Families want the full picture of how their child is doing in school.

#GoBeyondGrades

Here are 3 ways to support your child's success this year.

1. Ask the teacher if your child is on grade level, then make a plan together.
2. Find out what your child is expected to learn this year.
3. Understand why attendance matters for learning and life skills.

In partnership with:

LEARNING HEROES, National PTA, UNIDOSUS, UNICEF, U.S. Chamber of Commerce Foundation, National Urban League, Understood.

Go BEYOND Grades

#GoBeyondGrades is a national campaign that supports families and teachers working together to improve student outcomes.

READINESS CHECK

Get a gut check on how your child is doing with key math and reading skills and get resources for learning at home.

Have your child start with the grades they've already completed as a fun review. It isn't a test—they can relax and solve the problems—like a game! At the end, you'll get fun, free activities to help set your child up for success in their new grade.

GET STARTED

Select grade and subject.

3

Understand why attendance matters for learning and life skills.


Build the habit of good attendance from the **early grades** through **high school**.

[Learn More](#)

Get the latest health guidance for going to school.

[Learn More](#)

! Protip: Regularly attending school increases reading and math skills, and supports positive relationships and mental health.



<https://GoBeyondGrades.org>

Join us for CSxFE26 in Long Beach, CA



Scan for Early Bird registration!



IEL's 2026 National Community Schools and Family Engagement Conference is in Long Beach, California, a beautiful city with one of the busiest seaports in the country!

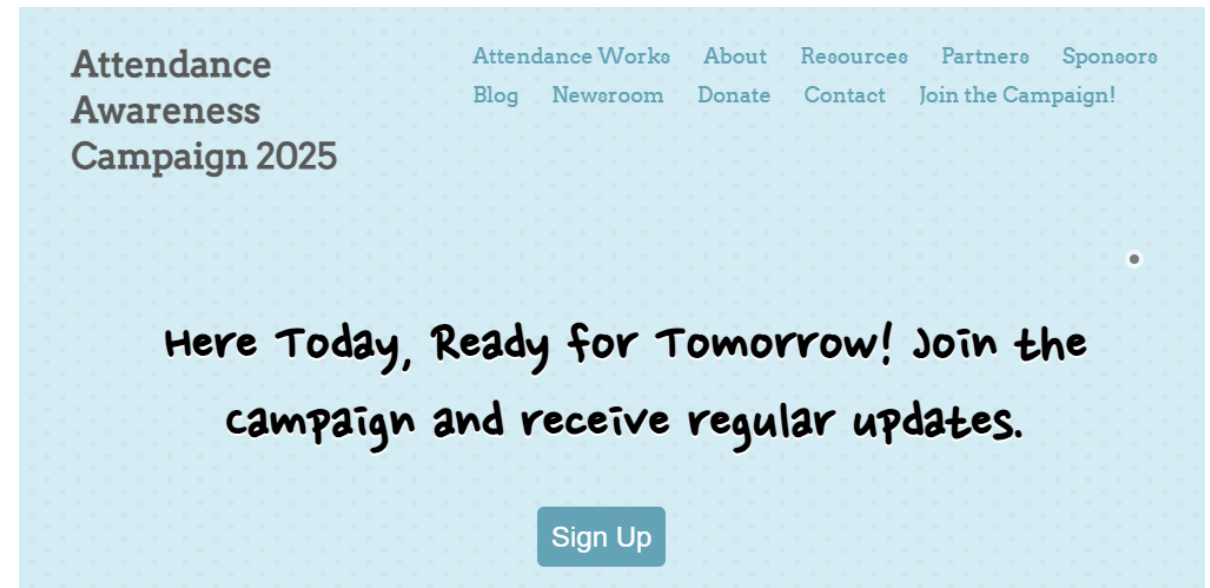
Just as lighthouses guide ships through uncertain waters, **Guiding Lights, Brighter Futures** reminds us that every day matters for every child.



Key Resource: Attendance Awareness Website

- ✓ **Proclaim September Attendance Awareness Month** building off our sample proclamation
- ✓ **Share our free social media materials** with local districts!
- ✓ **Follow us on LinkedIn, Facebook, Instagram and X**
- ✓ **Add an AAC badge to your signature line website or materials**
- ✓ **Access the Count Us In! toolkit**

PROMOTE THE CAMPAIGN



Join 44,000+ listserv members and receive updates:
www.awareness.attendanceworks.org



Webinar Recording

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

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



Feedback



Please let us know how we can improve:

<https://www.surveymonkey.com/r/AAC-Sept-2025>

Thank you!

And special appreciation to our philanthropic partners!

**Heising-Simons Foundation
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And individual donors**