



Health, Well-Being and Safety are Essential to Showing Up!

Attendance Awareness Campaign 2025 Webinar 2 of 4

May 14, 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



Elliott Attisha, DO FAAP
Senior Fellow for Health
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

Agenda

I. Welcome

II. Attendance Awareness Campaign and Key Concepts

- Kwesi Rollins, Chief Program Officer, IEL
- Hedy Chang, Executive Director, Attendance Works
- Elliott Attisha, DO FAAP, Senior Fellow for Health, Attendance Works

III. Key Concepts for Attendance, Health, Well-Being & Safety

- **Chelsea Montgomery, Ed.S.**, Assistant Superintendent of Student Services, Atlanta Public Schools
- **Beatriz Barajas-Gonzalez, Ed.D.**, Director, Family Engagement and Cluster Lead, San Bernardino City Unified
- **Kim Stanislo, DNP, APRN-CNP, LSN, NCSN, CPNP-PC**, Chief Clinical Officer, National Association of School Nurses
- **Heidi Schumacher, MD FAAP**, Assistant Professor of Pediatrics, Vermont Child Health Improvement Program, University of Vermont, Larner College of Medicine

IV. Closing Reflections & Resources

Convening Partners AAC 2025!



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

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

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 Educators & Partners

- ❖ **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 tactics.**



Thank You to our Campaign Sponsors for supporting this webinar!



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



RaaWee K12 Solutions has been focused on chronic absence and truancy for more than 10 years. RaaWee's K12 Attendance+ provides tracking, outreach, 2-way communication, document preparation and data analysis that result in successful student attendance improvement.



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!



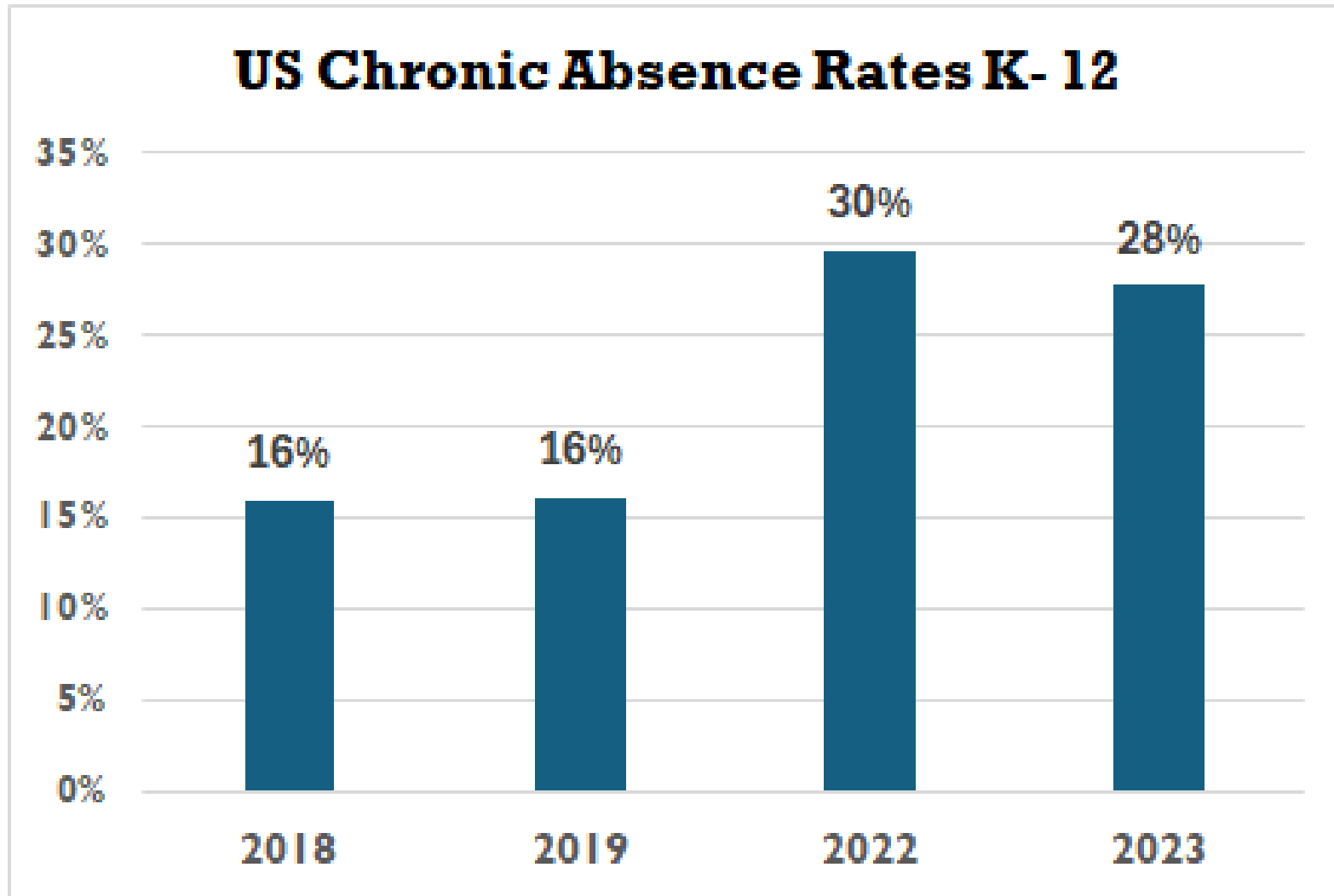


AAC 2025 Slogan!

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

National Chronic Absence Crisis

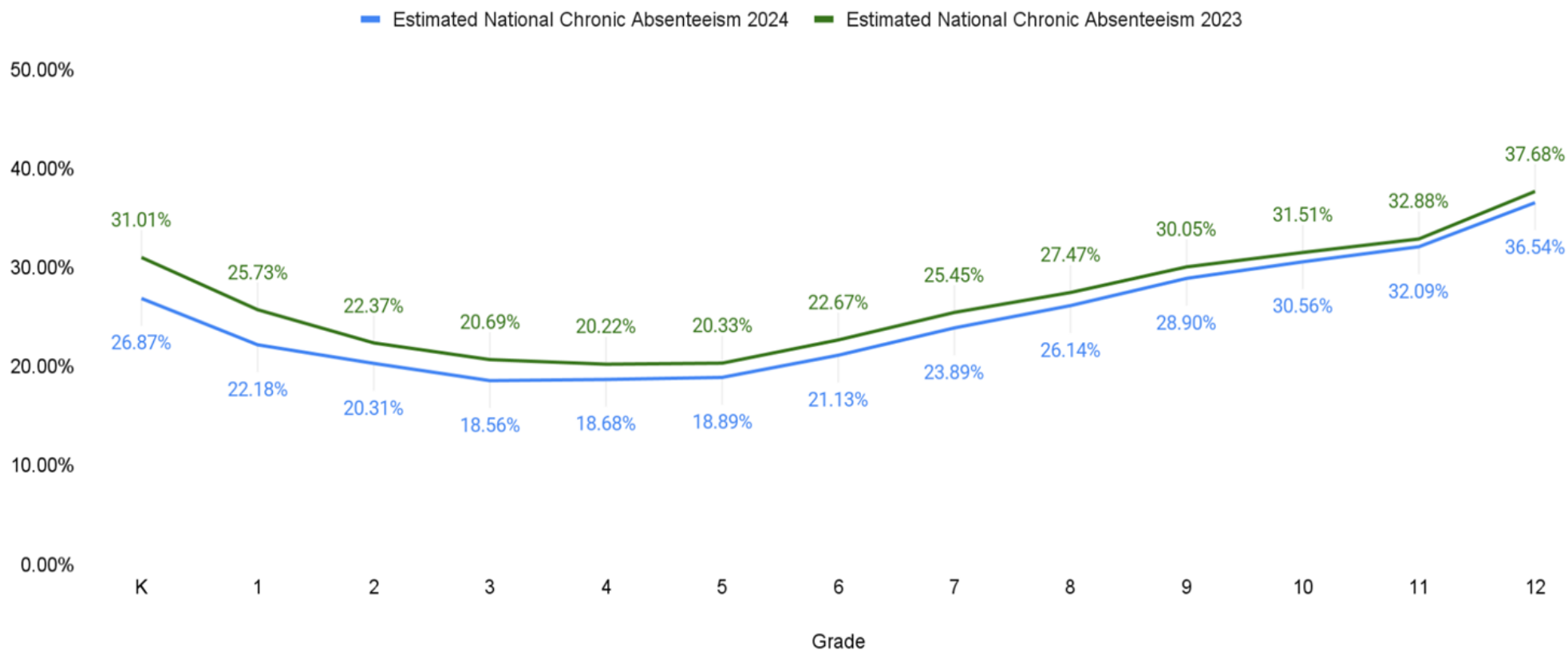


- The number of chronically absent students grew from 8.1 to 14.7 million in 2022. It still affected 13.4 million in 2023.
- 2024 data from states shows some decrease, but still elevated.
- 2025 data still not available.

Source: US Department of Education, Ed Facts

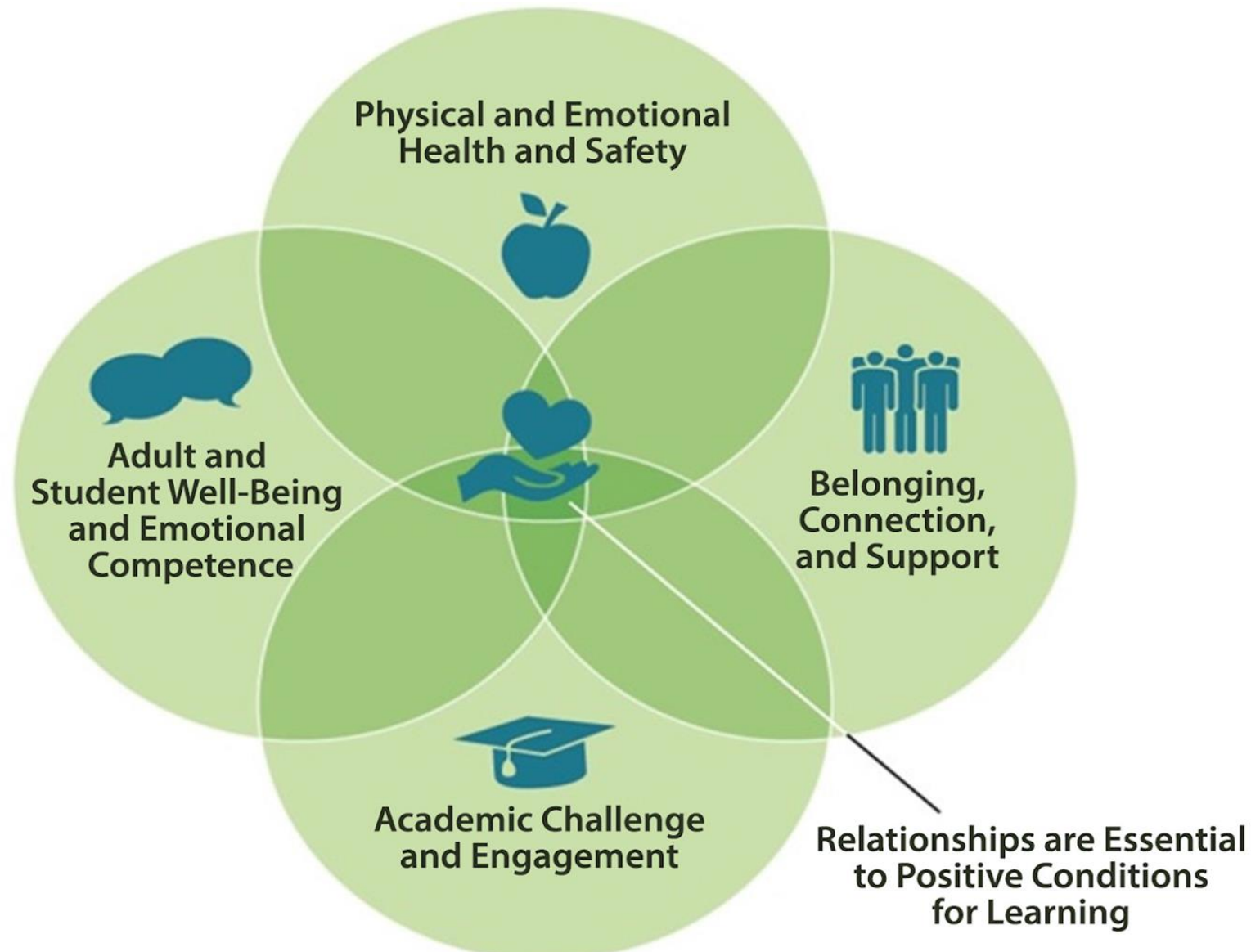
Addressing our crisis must start in kindergarten

Chronic Absence by Grade 2024 & 2023



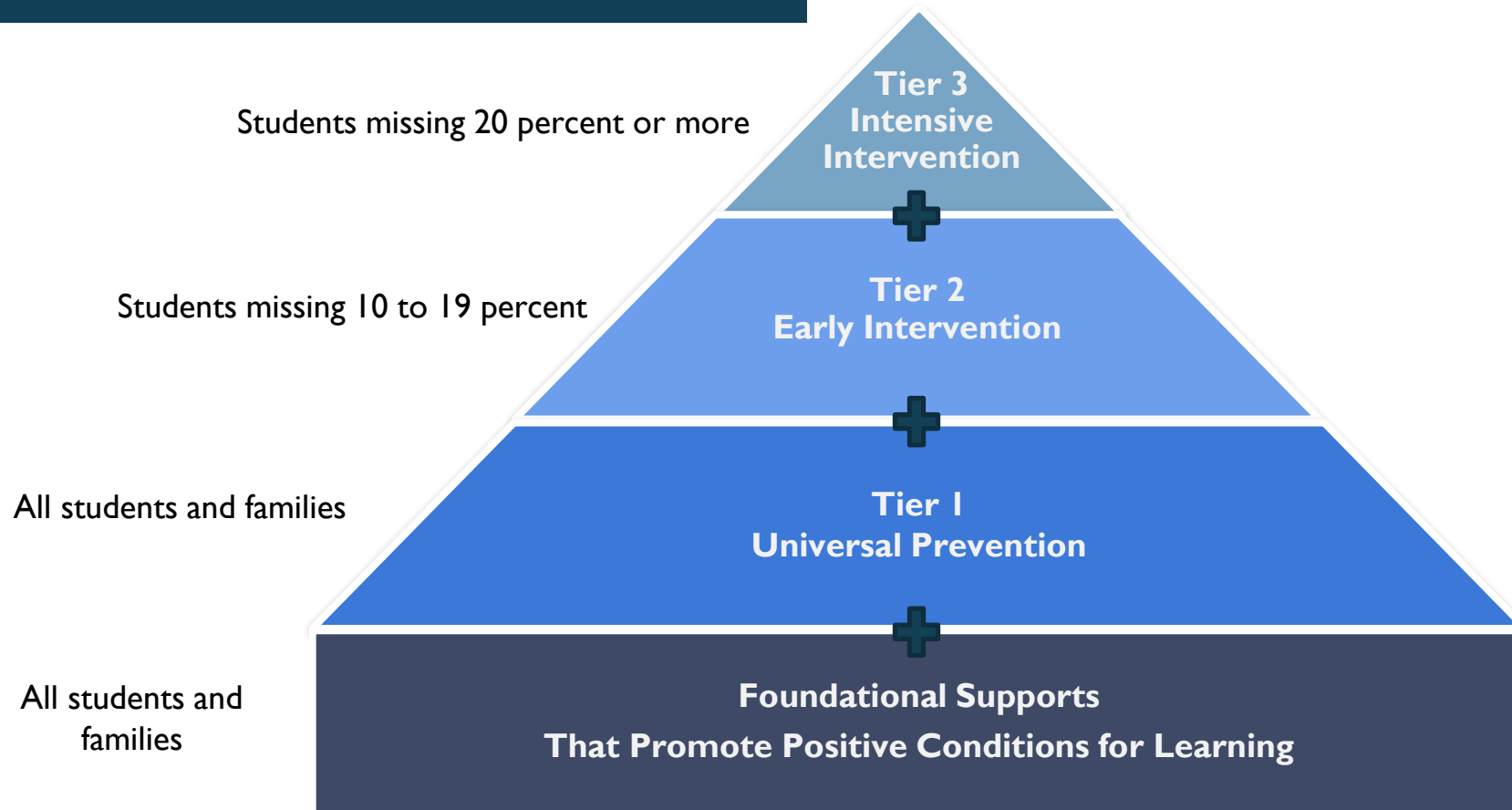
Note: These estimates are based upon data from 14 states (CO, CT, DE, GA, HI, IL, IN, IA, MI, ME, NE, OH, OR, WA) representing around 17% of the K-12 public school population

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





Multi-tiered support systems that begin with prevention are essential



Root Causes of Chronic Absence

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none">• Chronic and acute illness• Family responsibilities or home situation• Trauma• Poor transportation• Housing and food insecurity• Lack of access to needed services• System involvement• Unpredictable schedules for learning• Lack of access to technology• Community violence	<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 in the school (especially given staff shortages)• Lack of enrichment opportunities• Lack of academic and behavioral support• Failure to earn credits• Need to work conflicts with being in high school	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing 2 days per month doesn't affect learning• Lose track and underestimate TOTAL absences• Assume students must stay home for any symptom of illness• Attendance only matters in the older grades• Suspensions don't count as absence

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

Health-Related Barriers to Attendance & Learning

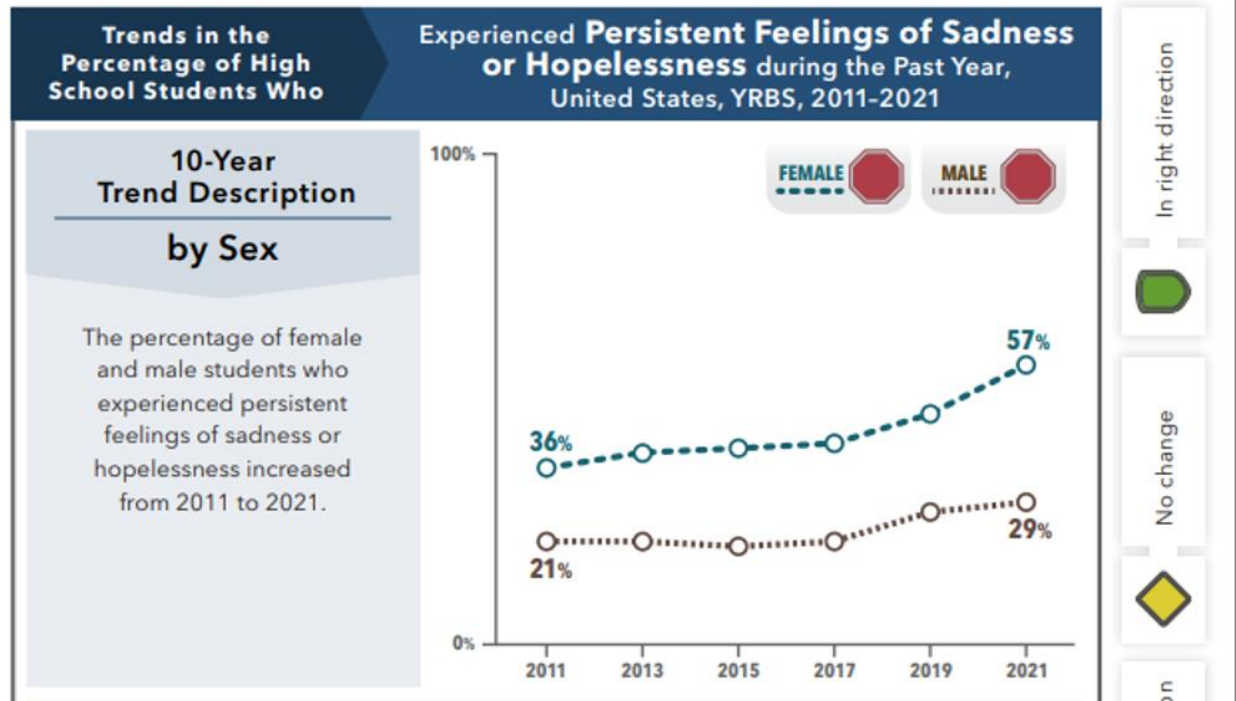


[APA Children's mental health is in crisis 2022 Trends Report](#)

[AAPD The State of Little Teeth Second Edition](#)

[CDC Data and Statistics on Children's Mental Health](#)

Youth Risk Behavior Survey 2021



	US
Did not go school because they felt unsafe at school or on their way to or from school	8.6%
Attempted suicide one or more times during 12 months prior to survey	10.2%
Felt sad or hopeless (almost every day for 2 weeks or more in a row so that they stopped doing some usual activities, during the 12 months before the survey).	42.3%
Strongly disagree, disagree, or are not sure that they feel close to people at their school	38.5%

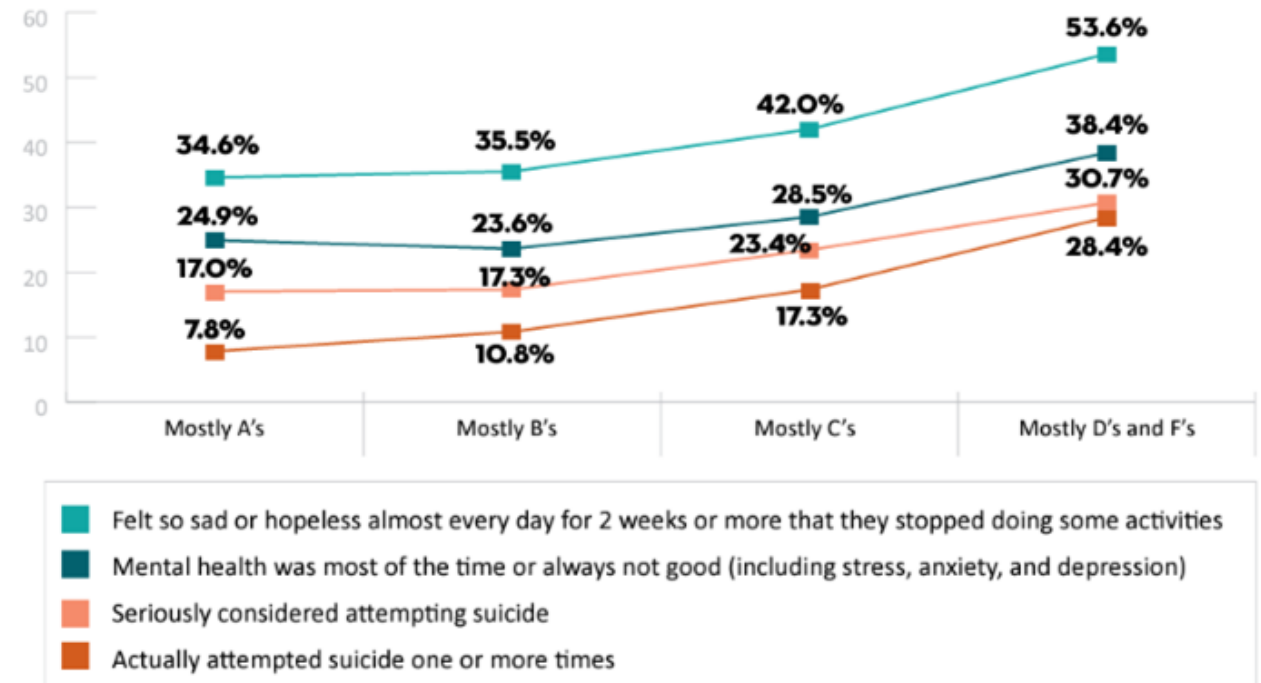
Overall: 42%
LGBTQ+: 69%

Source: Centers for Disease Control and Prevention
Youth Risk Behavior Survey Data 2021

Mental Health and Academic Performance

Students who report lower grades are more likely to report symptoms of depression or suicidality.

High school depressed mood and suicidality, by academic performance



DC Office of State Superintendent of Education, 2021 YRBS Report



High school students who receive mostly D's and F's are 3.6 times more likely to report attempting suicide as students receiving mostly A's.

Reducing Chronic Absence Also Requires Implementing Evidence-based Health Interventions & Policy

- | | |
|--|--|
| <ul style="list-style-type: none">• Infection Prevention and Screenings• School Nurses• School-Based Health Centers• Mental Health Services• Telemedicine• School Health Physicians | <ul style="list-style-type: none">• Indoor Air Quality• School Breakfast• After School Programming• Regular Play and Recess• Community Schools• Home Visits• Employee Wellness |
|--|--|



Align Partners and Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety	<ul style="list-style-type: none"> • Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills 	Local pediatricians NAMI – online courses
Disengaged	<ul style="list-style-type: none"> • Peer to peer program • Explore after school options (art, music, STEM, etc.) 	MENTOR Parks & Rec program Boys & Girls Club
Physical Health	<ul style="list-style-type: none"> • Messaging & resources for staying healthy and preventing illness spread • School nurse to coordinate health supports • Onsite screening & services (vision, hearing, dental and vaccines) 	School-based health center Local Clinic / Pediatrician
Social Determinants of Health	<ul style="list-style-type: none"> • Assist with or provide resources for transportation to healthcare provider, food access and/or housing resources • Telemedicine 	Local health care providers Medicaid Plans United Way

Proposed Immediate Actions

Health (Physical and Mental) Focused Actions to Improving Attendance

- **Prioritize Prevention:** Support relationships and healthy habits. Maximize access to school-linked and school-based health-related screenings and resources.
- **Engage in Messaging:** Highlight why showing up to school regularly matters for well-being and learning, while providing consistent and up-to-date messaging on when a child should stay home.
- **Promote Teaming:** Include school health team members (school nurse, social worker, counselor, etc.) in the attendance team.
- **Address Health Barriers:** Identify, document and address health needs and barriers to attendance.

Promoting 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 above 100.4°F.
- I have thrown up twice or more.
- My stool is watery.



SEEK MEDICAL ATTENTION

- I have a temperature above 100.4°F for more than 24 hours.
- I have ear pain, sore throat, or a cough.
- 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 fading.
- I have a fever and/or I have a fever.

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



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 seek medical attention. Anxiety is a challenge, then staying at home is the best option.

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 severity of the anxiety. 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/>

Attendance Team in Action





Learning Bursts!

[AAP Home](#) [Policy](#) [Advocacy](#) [Learning](#) [Patient Care](#) [Practice Management](#) [Community](#) [Healthy Children](#) [shopAAP](#) [Create Account](#) [Login](#) [Explore AAP](#)

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Enhancing School Health Services
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Learning Burst Library: School Health

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The AAP has developed trainings to provide those participating in TEAMS, school health staff and related health professionals with an opportunity to review school health topics with their team. These trainings are intended to be facilitated by school and other health professionals to provide training and encourage discussion in short 15-20 minute presentations. Each training consists of presenter slides and facilitator speakers notes. These materials can be presented anywhere from team meetings to professional development opportunities.



Addressing Chronic Absenteeism from School

This learning burst, co-developed with Attendance Works, describes the major causes of absenteeism, identifies interventions to improve attendance and reduce inequities, and discusses how schools and healthcare providers can collaborate to promote school attendance. Lead Contributing Author: Attendance Works

[Presentation Slides](#)

[Attendance Works](#)

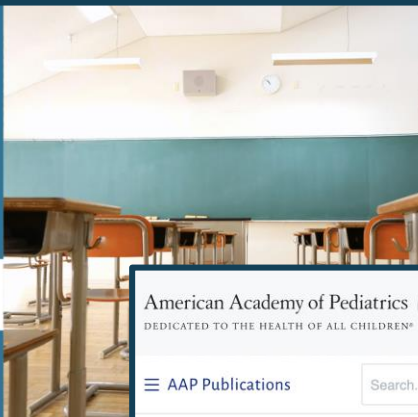


School Attendance as a Vital Sign!

Vital Signs for Pediatric Health: Chronic Absenteeism

A National Academy of Medicine Discussion Paper

nam.edu/Perspectives



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COUNCIL ON SCHOOL HEALTH PROGRAM | MAY 01 2018

Making School Attendance a Vital Sign: A Cross-Sector Collaboration

Danielle Dooley, MD, MPH, FAAP; Heidi Schumacher, MD, FAAP; Julia DeAngelo, MPH; Desiree de la Torre, MPH, MBA; Cynthia Adams, MPH, CHES; Megan Tschudy, MD, MPH; Andrew Masters, M. Ed

Pediatrics (2018) 142 (1_MeetingAbstract): 735.
<https://doi.org/10.1542/peds.142.1MA8.735>



Attendance as a Vital Sign

[Annie Reed, DrPh, MPP](#)

Annie Reed is the Executive Director of Thriving Schools. She has worked at the intersection of public health and public education for 15 years.

May 28, 2024



Panelists



Chelsea Montgomery,
Ed.S., Assistant Superintendent
of Student Services,
Atlanta Public Schools



Beatriz Barajas-Gonzalez,
Ed.D., Director, Family
Engagement and Cluster Lead,
San Bernardino City Unified

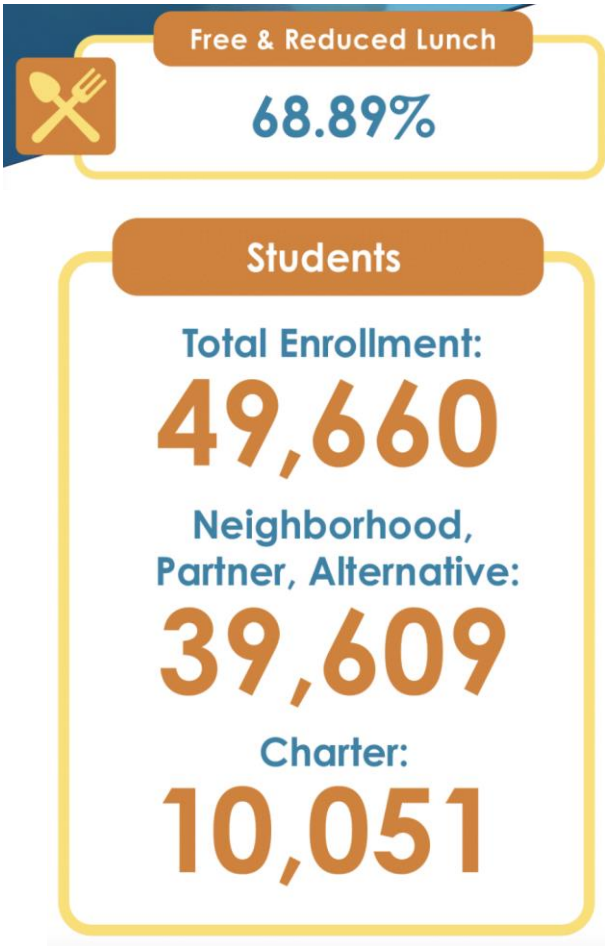
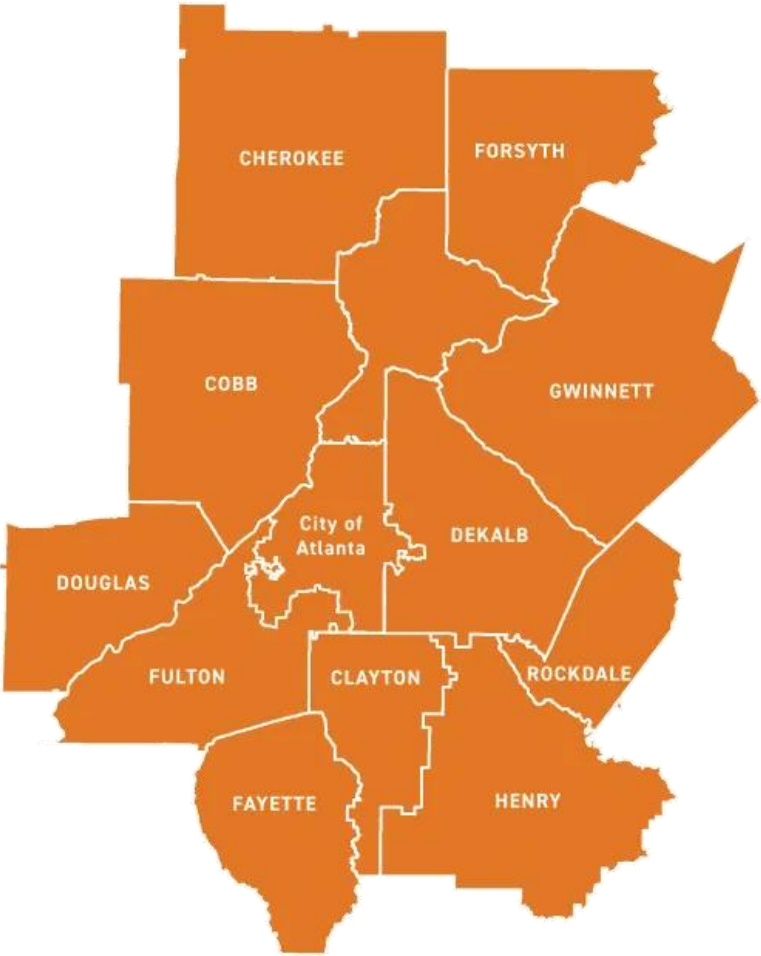


Kimberly Stanislo,
DNP, APRN-CNP, LSN,
NCSN, CPNP-PC, Chief
Clinical Officer, National
Association of School Nurses



Heidi Schumacher,
MD FAAP, Assistant Professor
of Pediatrics, Vermont Child
Health Improvement Program,
University of Vermont, Larner
College of Medicine

About Atlanta Public Schools



Updated: Jan. 26, 2024

Incremental Improvements in Attendance

SY23



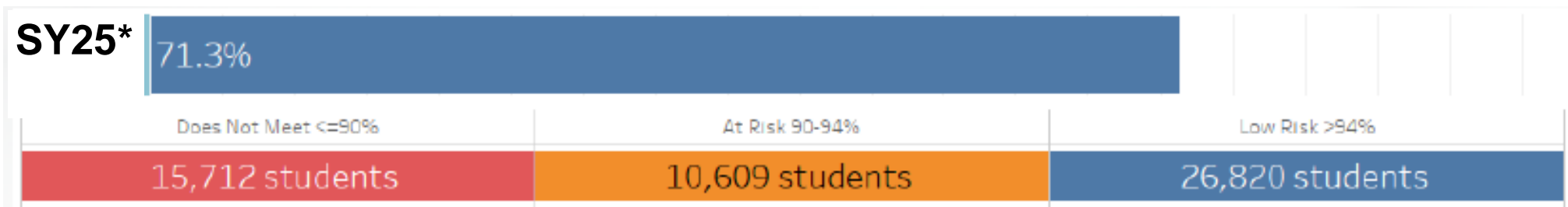
SY24



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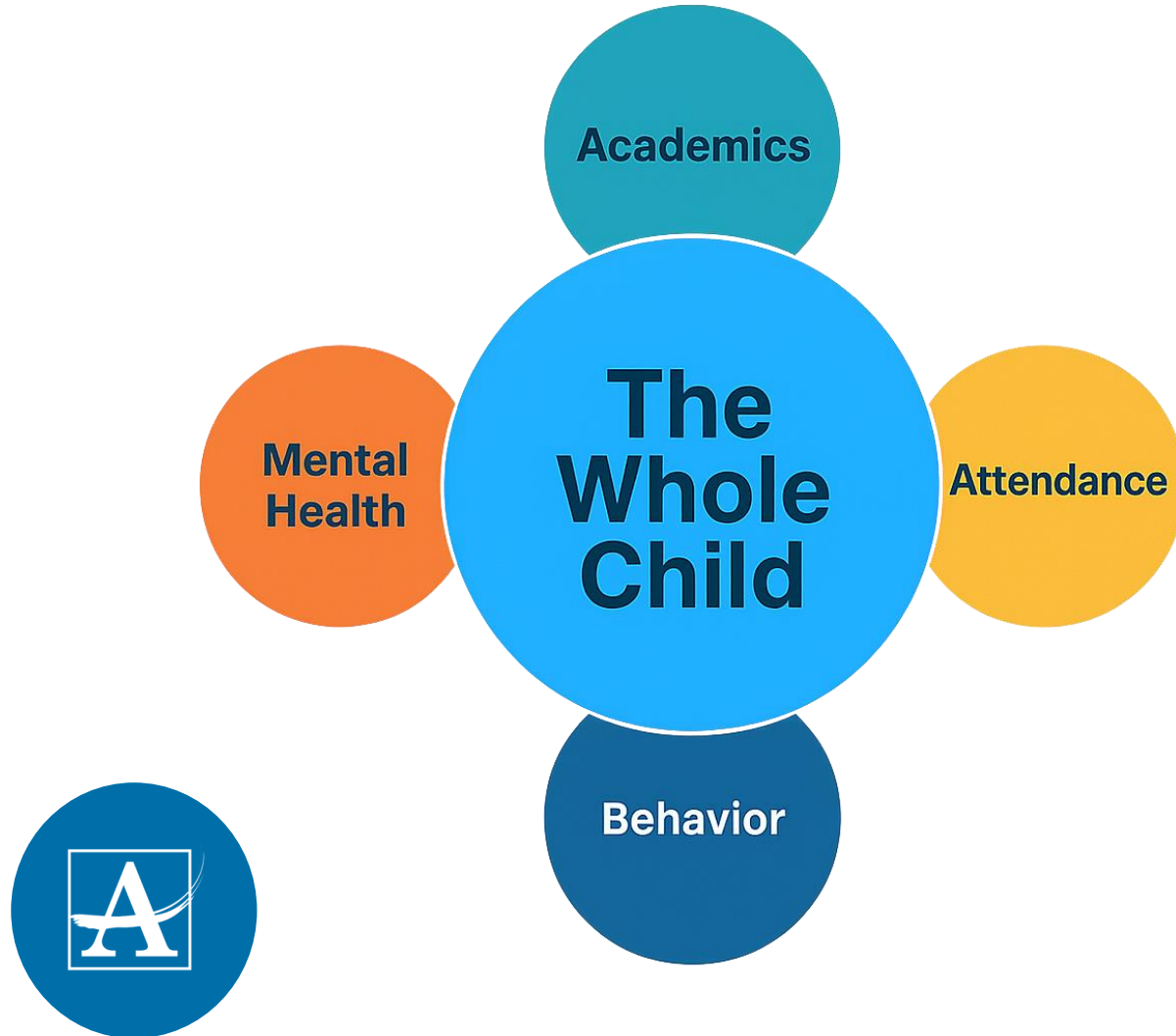
SY25*



-2,426



Health & Attendance - Challenges





Top Strategies

Mental Health

Tier 1:

- Signs of Suicide
- Talk it Out

Tier 2:

- Small Groups

Tier 3:

- Mental Health Partners
- Clinical Therapists

Physical Health

- Nurse in every school
- School Health Clinics
- Immunization Support
- Vision Programs
- Feminine Hygiene Products
- APS Hub Store
- APS Cares/Find Help

Safety

- Say Something Anonymous Reporting System
- Car Seats
- Gun Lock Boxes
- Threat Assessment
- Evolv Screening
- Safe Passage
- Off-site Suspension Program
- SRO in every school

San Bernardino City Unified- Who are we?

QUICKFACTS



46,898 Enrolled Students



88.5% Graduation Rate



73 Schools



8,197 Employees



21.5% English Language Learners



16 California Distinguished Schools



23 Dual Immersion Schools



12 Golden Bell Award-Winning Programs



7 California Gold Ribbon Schools

San Bernardino City Unified - Who are we?

Chronic Absenteeism Rates

(California Dashboard Data)

Pre Pandemic- 18%

Pandemic- 53%+

2024- 29.3%

San Bernardino City Unified - Challenges

Top Health and Mental Health Challenges Affecting Attendance in SBCUSD

1. **Chronic Absenteeism:** Between 2016/17 and 2021/22, chronic absenteeism in San Bernardino County surged from 12.1% to 34.9%.
 - a. Pacific Islander students had the highest rate at 46.9%
 - b. Black students at 43.5%
 - c. Socioeconomically disadvantaged students also faced higher absenteeism rates (39.3%) compared to their peers (22.8%)
2. **Mental Health Disorders:** Approximately 16.5% of U.S. youth aged 6-17 experience a mental health disorder annually. In San Bernardino County, suicide is the second leading cause of death among ages 10-14 and the third among ages 15-24.
3. **Homelessness:** SBCUSD has a significant number of students experiencing homelessness, which correlates with higher absenteeism and dropout rates.
4. **Social Anxiety and School Refusal:** The shift to virtual learning during the pandemic exacerbated social anxiety in some students, leading to school refusal upon the return to in-person instruction.

San Bernardino City Unified - Addressing Challenges

SBCUSD's Initiatives to Address These Challenges

1. **Student Wellness and Support Services (SWSS):** This department employs a multi-tiered system of supports (MTSS) to enhance mental health, create positive school cultures, and foster community relationships. They integrate trauma-responsive mindsets, restorative practices, and positive behavior interventions to support students' social-emotional learning .
 2. **Mental Health Providers:** SBCUSD collaborates with mental health professionals to offer counseling, crisis intervention, and workshops for students and staff. These services aim to address emotional, behavioral, and social challenges that impact student attendance and performance .
 3. **Wellness Centers:** The district has invested in wellness centers, such as the one at Indian Springs High School, to provide students with accessible mental health resources and support.
1. **Community Health Education Workers (CHEWs)**



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Family Engagement Site Parent Liaisons Community Health Education Workers (CHEWS)

24/25

**Annette Limon
Cajon
(Venkatesan)**
(Chantel Cervantes)
(Jazmin Lizarraga)

Hillside
(Berta Flores)
Holcomb
(Vacant)
Kendall
(Desirae Barrientos)
Harmon
Kimbark
(Renee Valenzuela)
Newmark
(Crystal Lopez)
North Park
(Araceli Grant Diaz)
North Verdernont
(Nancy Sanchez)
Palm
(Trinket Quesenberry)
Vermont
(Kimberly Navia)
Paakuma
(Vacant)
Richardson
(Molly Horne)
Shandin Hills
(Margie Contreras)
(Anna Minjares)

CHEW
Lorena Sifuentes

Davina Sandoval

**Arroyo Valley
(Bicondova)**
(Kimberly Ruiz)
(Elizabeth Gonzalez)

Alessandro
(Rosalie Cruz)
Gomez
(Nisreen Mikhael)
Henry
(Consuelo Mendoza)
Inghram
(Elizabeth Montes)
Mount Vernon
(Angelita Mayorquin)
Muscoy
(Yolanda Quintero Lomeli)
Rio Vista
(Maria Ramirez)
Roosevelt
(Elizabeth Romero)
Salinas
(Vacant)
Chavez
(Alina Razo)
(Veronica Garache)
King
(Claudia Alvarez)

CHEW
Lizzy Reyes

Victor Hernandez

**San Bernardino
(Gonzalez)**
(Brenda Navarrete)
(Jaime Rios)

Arrowhead
(Fontaine Coleman)
Brown
(Carolyn Razo)
Davidson
(Minerva Canelo)
Lincoln
(Erika Campos)
Marshall
(Consuelo Mendoza)
Norton
(Laura Palapa)
Parkside
(Sandy Magdaleno)
Riley
(Anthony Aguirre)
Wilson
(Alejandra Gomez)
(Deborah Castellanos)
Arrowview
(Maria Solano Magallon)
Golden Valley
(Laura Palapa)

CHEW
Tiffany Inda

Sandra Valdez

(Acosta)

ICEC
Middle College
(Ramona Gutierrez)
(Jessika Cruzado)
Sierra
(Michael Kochisky)
(Samantha Lopez)
San Andreas
(Vacant)
Virtual Academy (K-8)
(Vacant)
Alternative Learning
Center
(Allred)

CHEW
Francisco Flores

Olivia Nunez

**San Gorgonio
(Cleveland)**
(Maria Valenzuela)
(Kevin Zendejas)

Belvedere
(Kimberly Castaneda)
Bonnie Oehl
(Joanne Pacheco)
Cole
(Kimberly Castaneda)
Cypress
(Adela Soto)
(Misty Thompson)
Emmerton
(Claudia Lopez)
Highland-Pacific
(Vacant)
Lankershim
(Lina Orocio Rodriguez)
Thompson
(Vacant)
Rodriguez
(Maria Moreno)
Serrano
(Brenda Navarrete)

CHEW
Jason Gonzalez

Emily Sanchez

**Indian Springs
(Lundy)**
(Nora Perez)
(Erminia Nieves)

Bing Wong
(Maricela Nunez)
Dominguez
(Alma Arreguin)
Jones
(Maria Verduzco)
Lytle Creek
(Yvette Rojas)
Monterey
(Vacant)
Roberts
(Carmen Lio Camacho)
Urbita
(Eric Morales)
Warm Springs
(Vanessa Ybarra)
Curtis
(Fannie Nava)

CHEW
Sara Cabrera

Athziriy Portka

**Pacific
(Coker)**
(Maria Valenzuela)
(Rosalie Botello)

Anton
(Anthony Aguirre)
Barton
(Ashley Darbyt)
Bradley
(Angelica Chin)
Del Rosa
(Adriana Gomez)
Fairfax
(Elizabeth Luna)
Hunt
(Gloria F. Rivera)
Del Vallejo
(Dymond Potts)
(Michelle Aguirre)

CHEW
Camila Sandoval

Community Health Education Workers (CHEWs)

CHEW Background

- Established in 2017 through a community-academic partnership with SBCUSD, Loma Linda University Health, and El Sol Neighborhood Educational Center
- CHEW model was grounded in evidence-based practice of Community Health Workers in healthcare systems and tailored to fit school systems.



Build self efficacy



Close
understanding of
the community



Link to services

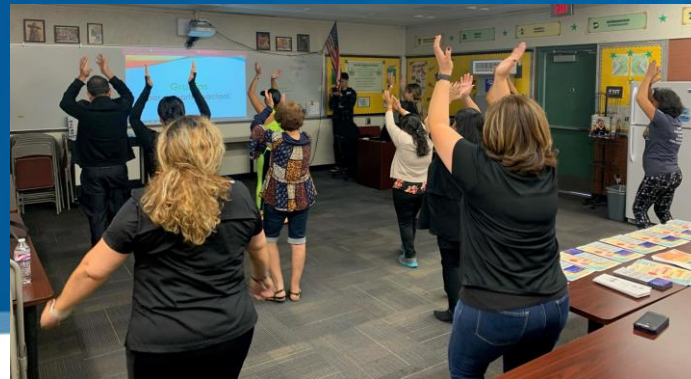


Outreach, community
education and
advocacy



Community Health Education Workers (CHEWs)

- PREVENTIVE and RESTORATIVE (full wraparound services and support)
 - Health, well-being, safety and behavioral health education
 - Build bridge between home, school and community
 - Provide home visitations for **students missing school** and high need
 - Resource navigation and bridging
 - Food & diaper distribution
 - Medical referral programs
- Streamline into Loma Linda University Health programs



Benefits of Investing in a School Nurse

- **Improved Academic Outcomes:** Schools with full-time nurses see lower rates of absenteeism, higher graduation rates, and fewer illness-related early dismissals.
- **Increased Learning/Seat Time:** RN school nurses return students back to class 90% of the time.
- **Time Savings for Educators:** School nurses allow teachers and administrators to focus on education, saving up to two hours daily for school staff.
- **Cost Savings:** Every dollar spent on school nurses saves \$2.20 in medical costs and lost productivity for parents and teachers. In urban districts, these savings can be as high as 1.67 per dollar spent.
- **Essential for Parents:** 79% of parents say the presence of a school nurse would influence their decision when choosing a school for their child.

Strategies



Communication

- Newsletters
- Multidisciplinary team - active participation
- Parent outreach



Policy and Procedure

- Policy review
- Policy implementation
- Child Find



Education

- Students/families
- Staff training
- Chronic condition self-management skills



Care Coordination

- Care planning
- Emergency planning
- Community resources / partnership



Clinical Care

- Chronic condition management
- Acute care management
- Create a trusting/safe place

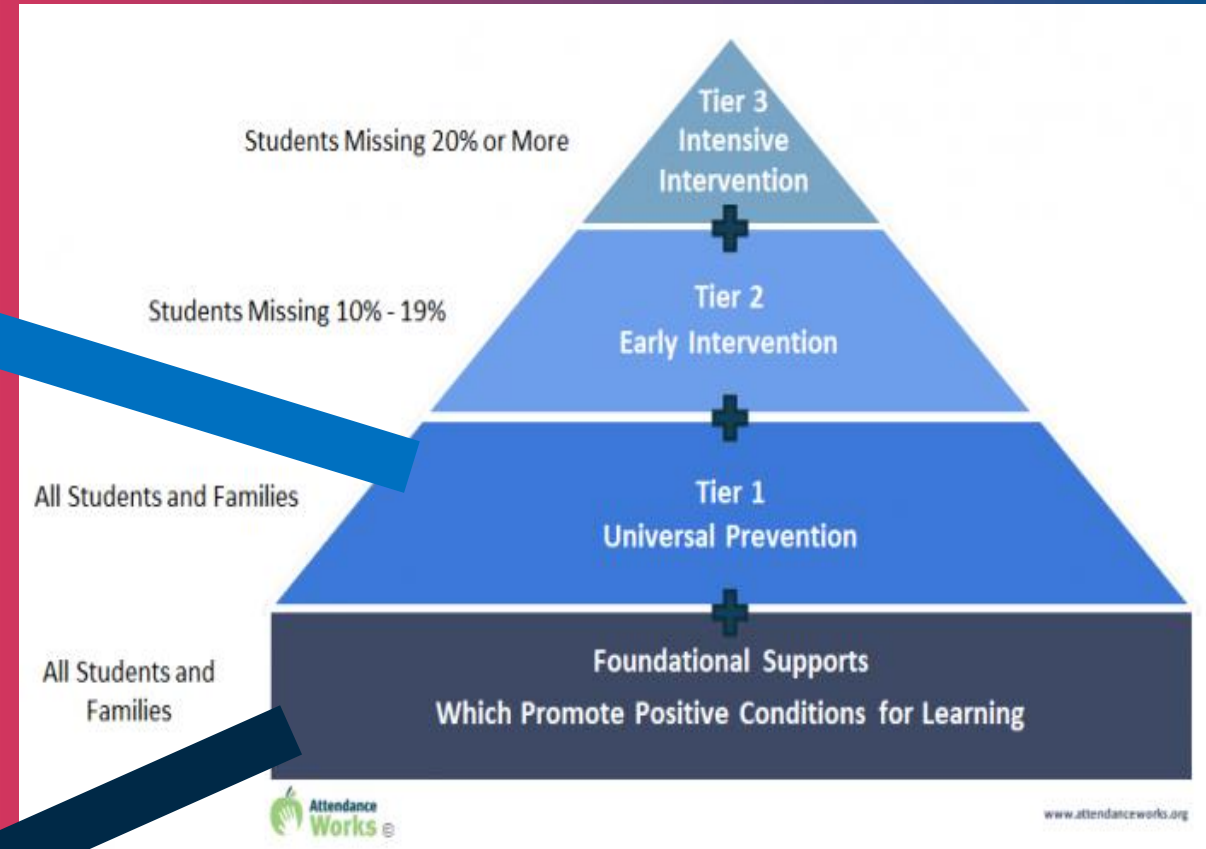


Data Collection

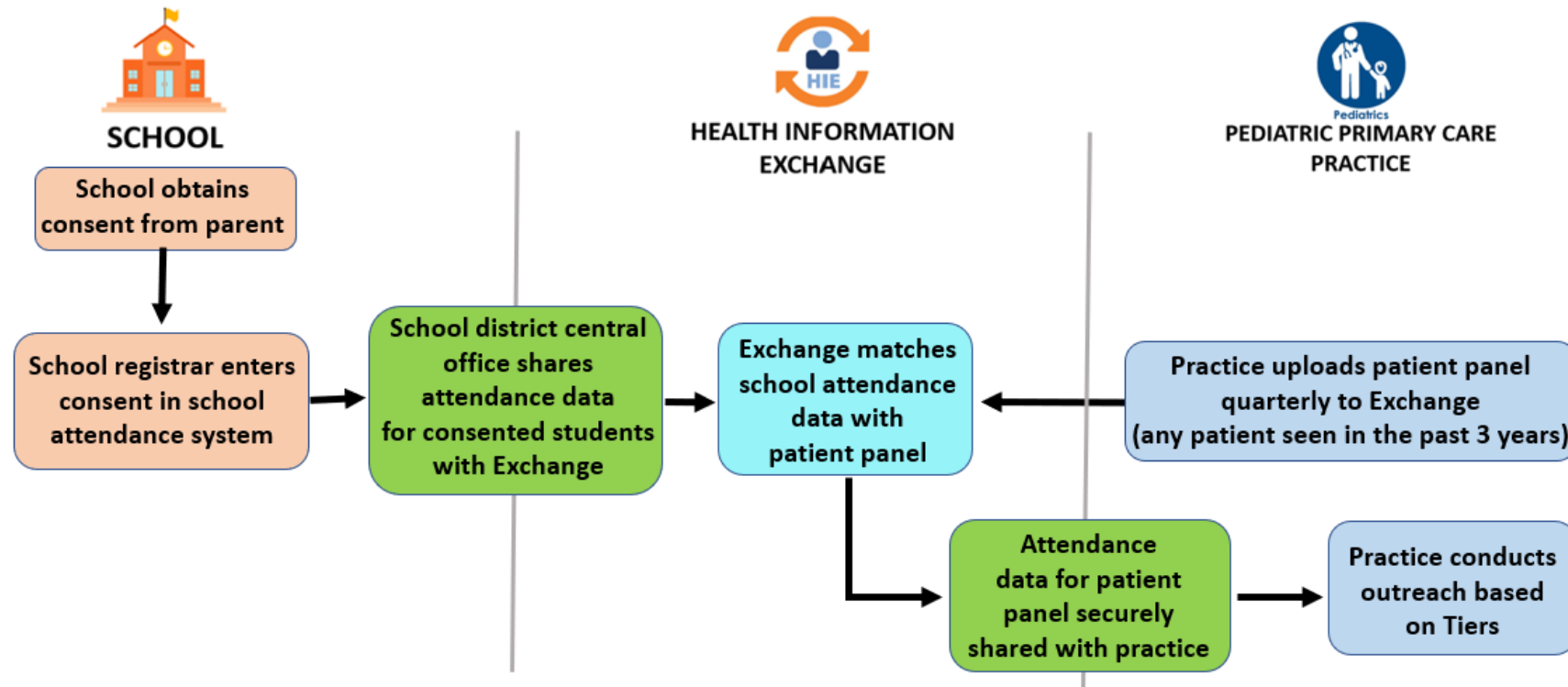
- Student clinic visits
- Student health concerns
- SDOH

Building a Strong Foundation: The Role of School Nurses

- Education regarding healthy habits, benefits of attendance
 - Collect and review data to identify trends or needs
 - Build trusting relationships
 - Engage with students, staff, and families
 - Wellness planning to support learning
- Presence a School Nurse (RN)
 - Inclusion of School Nurse on school teams
 - Promote a healthy learning environment
 - Promote evidence-based health policies



Case Study: Systems-Level Data Sharing in Washington, DC



Case Study: Cross-Sector Partnerships in Rural Vermont

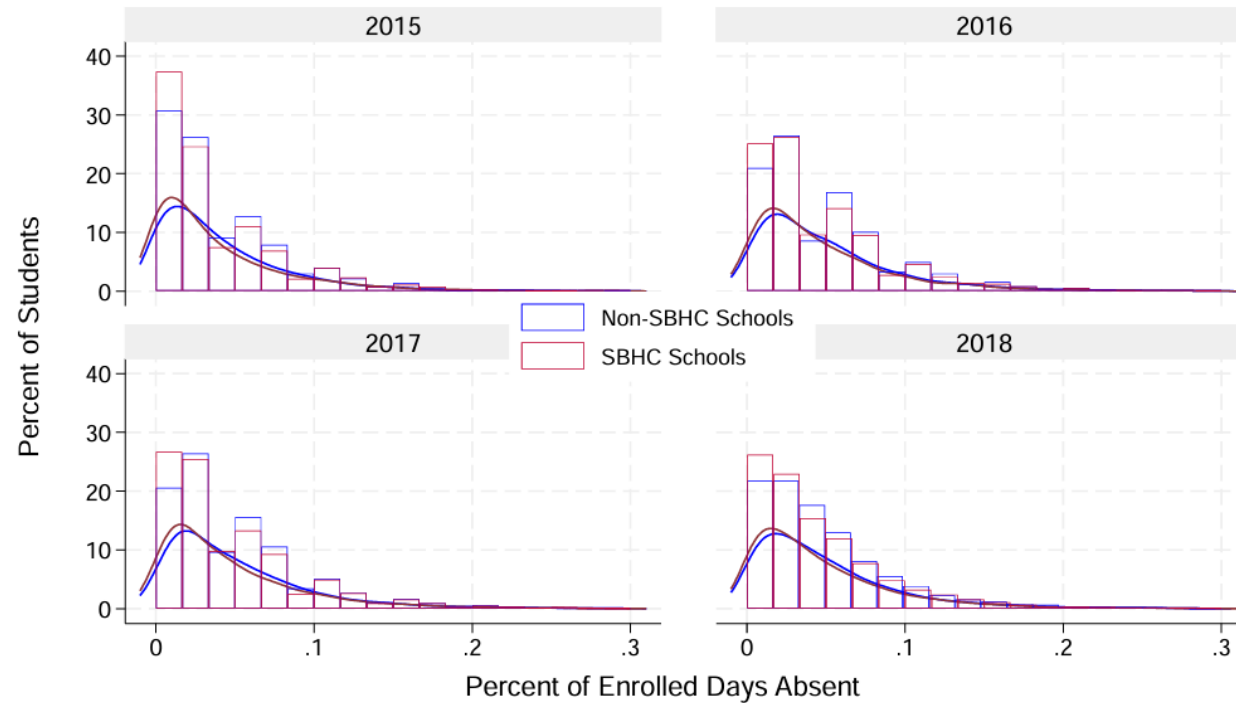


Case Study: School-based Health Centers



Bassett Healthcare Network

SBHCs Decrease Absenteeism: Results



Current analyses of 29 schools, 13 with and 16 without SBHCs



Graphs by Year



Larner College of Medicine

VERMONT CHILD HEALTH IMPROVEMENT PROGRAM

Q & A



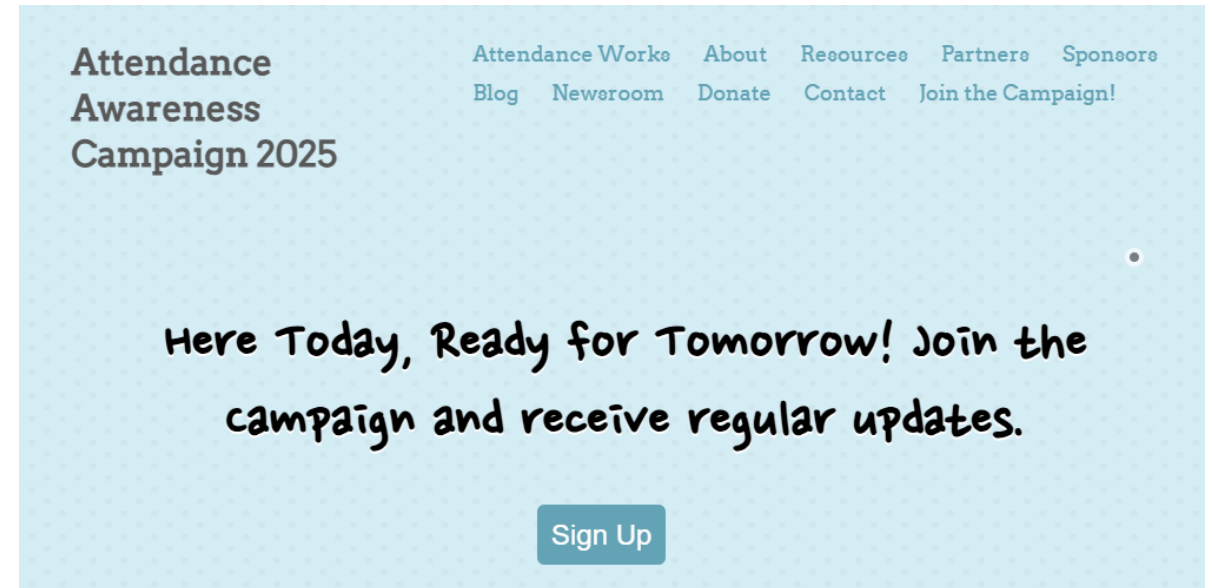


Key Resource: Attendance Awareness Website

- ✓ 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+ listserve members and receive updates:
www.awareness.attendanceworks.org



Register today!

2025 National Community Schools and Family Engagement Conference

May 28-30 | Minneapolis, MN



**2025 NATIONAL COMMUNITY SCHOOLS
& FAMILY ENGAGEMENT CONFERENCE**

May 28-30

**Minneapolis,
Minnesota**

REGISTER NOW: <https://bit.ly/csxfe25>



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-May-2025>

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