A Welcoming and Healthy Return to School: Ensuring Showing Up

Attendance Awareness Campaign 2023 – Webinar 3 of 4
Welcome!

S. Kwesi Rollins
Senior Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works

Hedy N. Chang
Executive Director
Attendance Works
About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

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

To learn more visit: www.iel.org
About Attendance Works

**Attendance Works** advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✔ Advances better *policy*
- ✔ Nurtures proven and promising *practice*
- ✔ Promotes meaningful and effective *communication*
- ✔ Catalyzes needed *research*

Since our launch in 2010, we have become the nation’s “go-to” resource for improving student attendance. To learn more, visit our website:  [www.attendanceworks.org](http://www.attendanceworks.org)
Agenda

I. Welcome

II. Attendance Awareness Campaign and Key Concepts
   Kwesi Rollins, Senior Vice President for Leadership & Engagement, IEL
   Hedy Chang, Executive Director, Attendance Works

III. Family Engagement & Health Panel
   ❖ Gloria Corral, CEO & President, Parent Institute for Quality Education
   ❖ Elliott S. Attisha, DO FAAP, Pediatrician and Senior Fellow, Attendance Works

IV. Practitioner Panel
   ❖ Erin Helgren, Principal, Yoncalla Elementary School
   ❖ Naomi Tolentino, Coordinator of Student Support Programs, Kansas City Kansas Public Schools

IV. Closing Reflections & Resources
Convening Partners
AAC 2023!

See the full list of national and state campaign partners here: https://awareness.attendanceworks.org/partners-2/
Welcome to Our Newest State Collaborating Partner!
Theme for 2023!

Showing Up Together!

2023 Attendance Awareness Campaign

Showing Up Together!

2023 Attendance Awareness Campaign
Attendance Awareness Campaign 2023
Webinar Series

Register here: https://www.attendanceworks.org/resources/webinars/

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

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

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

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

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.
2023 Theme: Showing Up Together

Selected Key Messages

❖ Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.

❖ Students are more likely to attend school if they feel safe, connected and supported.

❖ A positive, problem-solving approach driven by data will improve attendance.

❖ When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.
Thank You to Our Corporate Sponsors for this Webinar!

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

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

Automate Your Day: School Technology provides a wide range of Skyward integrated hardware and software solutions that specifically meet the unique needs of K12 education.
We Can’t Do It Without You!

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

Photo by Allison Shelley/The Verbatim Agency for EDUimages
Our Nation Faces An Attendance Crisis

- **Pre-pandemic**: 8 million (1 out of 6) students were chronically absent (missing 10% or more of school for any reason: excused, unexcused, suspension)

- **Chronic absence is higher than ever.** By the end of School Year (SY) 2021-22, data from multiple states showed chronic absence often doubled and affected more than 1 out of 4 students. Early data from districts and states for 2022-23 data show rates remain high.

- **Economically disadvantaged students and families, as well as Native American, Black, Latino/Hispanic and Pacific Islander students are disproportionately affected.**

- **Chronic absenteeism is higher than ever, especially in early elementary and all throughout high school.**
Alarming Increases Seen in Kindergarten Chronic Absence

Chronic Absence in Ohio
SY 18-19 to SY 21-22

Chronic Absence in California
(SY 2018-19 vs SY 2021-22)
Reducing chronic absence requires shifting our mindset

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

**Chronic Absence**
- Counts ALL absences (excused, unexcused & suspensions)
- Emphasizes impact of missed days and benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

# How “Unexcused” Label Can Affect Response

<table>
<thead>
<tr>
<th>Response to “Excused”</th>
<th>Response to “Unexcused”</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Help with homework</td>
<td>✗ Denial of help or no credit for homework</td>
</tr>
<tr>
<td>✔ Make-up exams</td>
<td>✗ No make-up exams</td>
</tr>
<tr>
<td>✔ Home tutoring provided</td>
<td>✗ Denial of class credit</td>
</tr>
<tr>
<td></td>
<td>✗ Removal from extracurricular activities</td>
</tr>
<tr>
<td></td>
<td>✗ Send notices of truancy</td>
</tr>
</tbody>
</table>

*If unexcused absences accumulate despite earlier outreach from schools and districts, courts can:*

- Fine students and parents
- Require a community service program or parenting program
- Charge parents with a misdemeanor
Rather than taking a punitive approach, we must understand that the continued high levels of chronic absence reflect that positive conditions for learning are missing for too many students.
We must redouble our investments in a multi-tiered approach

Working across silos is essential!

[Diagram]

- Tier 1: Universal Prevention
  - All Students and Families

- Tier 2: Early Intervention
  - Students Missing 10% - 19%
  - All Students and Families

- Tier 3: Intensive Intervention
  - Students Missing 20% or More

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
We must tailor our approaches to address underlying challenges

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Aversion</th>
<th>Disengagement</th>
<th>Misconceptions</th>
</tr>
</thead>
</table>
| • Chronic and acute illness  
• Family responsibilities or home situation  
• Trauma  
• Poor transportation  
• Housing and food insecurity  
• Inequitable access to needed services  
• System involvement  
• Lack of predictable schedules for learning  
• Lack of access to tech  
• Community violence |
| • Struggling academically and/or behaviorally  
• Unwelcoming school climate  
• Social and peer challenges  
• Anxiety  
• Biased disciplinary and suspension practices  
• Undiagnosed disability and/or disability accommodations  
• Caregivers had negative educational experiences |
| • Lack of challenging, culturally responsive instruction  
• Bored  
• No meaningful relationships to adults in the school (especially given staff shortages)  
• Lack of enrichment opportunities  
• Lack of academic and behavioral support  
• Failure to earn credits  
• Need to work conflicts with being in high school |
| • 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 |

We must tap into the expertise of students and families

❖ Students have untapped expertise and knowledge that can bring renewed relevance and authenticity.

❖ Addressing the challenges students experience requires considering their specific realities.

❖ Understanding when many students and families experience similar challenges allows for scalable solutions.

❖ It ensures that the engagement strategies you create are inclusive of students and families' cultural norms.
Qualitative Data Tools

Gather information about why students do or don’t attend school

- **Scan of Environment and Attendance Tool (SEAT):** Identify strengths and opportunities to promote positive school culture and strong attendance

- **Empathy Interviews:** Targeted, one-on-one conversations with a small group of students

- **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student

- **Student Focus Groups:** Moderated small group discussions to explore experiences and perspectives

- **Attendance Café:** Engage parents in discussions about attendance

- **Student and Parent Surveys:** Ask about reasons behind their absences

[https://www.attendanceworks.org/resources/qualitative-data/](https://www.attendanceworks.org/resources/qualitative-data/)
Prioritize outreach and engagement with groups that have the highest rates of chronic absence and largest number of chronically absent students so you can learn more about community assets and barriers to attendance.

### 2021-22 Chronic Absenteeism Rate

State Report
Disaggregated by Race/Ethnicity

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

### Report Totals

<table>
<thead>
<tr>
<th>Name</th>
<th>Chronic Absenteeism Eligible Enrollment</th>
<th>Chronic Absenteeism Count</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>5,995,399</td>
<td>1,799,734</td>
<td>30.0%</td>
</tr>
</tbody>
</table>
Taking A Year Long Approach

Recommended Steps:

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

Gloria Corral
President & CEO
Parent Institute for Quality Education
OF THE 980 PHONE INTERVIEWS, 90% WERE CONDUCTED IN SPANISH

PARTICIPANTS FROM NORTHERN, CENTRAL, AND SOUTHERN CALIFORNIA

FAMILIES OF CHILDREN TK-12

Method

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

ACCESS TO RESOURCES

AREAS OF CONCERN

STUDENT ABSENTEEISM

AREAS OF SUPPORT

SCHOOL COMMUNICATION
DEMOGRAPHICS

99% IDENTIFY AS LATINA/O/X

86% HAVE AN EDUCATION LEVEL OF HIGH SCHOOL OR BELOW

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

71% HAVE STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

95% HAVE STUDENTS IN ELEMENTARY SCHOOL
60% OF FAMILIES ARE CONCERNED ABOUT GUN VIOLENCE
52% OF FAMILIES DO NOT KNOW HOW TO ACCESS HEALTH SERVICES ONLINE
52% DO NOT HAVE ACCESS TO MENTAL HEALTH SUPPORTS
54% OF FAMILIES DO NOT OWN TECHNOLOGY THAT DOES NOT BELONG TO THE SCHOOL
34% DO NOT HAVE AN EMAIL ADDRESS
20% DO NOT HAVE ACCESS TO HIGH SPEED INTERNET
78% IDENTIFIED TUTORING RESOURCES AS A PRIORITY
STUDENT ABSENTEEISM

Student Absenteeism in the Past Month

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No absences</td>
<td>59.69%</td>
</tr>
<tr>
<td>1 day</td>
<td>16.84%</td>
</tr>
<tr>
<td>2-3 days</td>
<td>16.02%</td>
</tr>
<tr>
<td>4-9 days</td>
<td>5.10%</td>
</tr>
<tr>
<td>10 or more</td>
<td>2.53%</td>
</tr>
</tbody>
</table>

Reasons Students Were Absent

- Short-term illness: 48.31%
- Other: 24.72%
- Chronic Illness: 10.11%
- Worried about exposure to Covid and other diseases: 5.62%
- Child feels reluctant to go to school: 3.37%
- Can make up missed school work at home: 2.25%
- Bad weather: 2.25%
- Child was bullied: 2.25%
- Unreliable transportation: 1.12%
School Communication

Resources Parent's Feel Would Be Most Helpful

- The extended learning opportunities are available for my child (after school, Saturday school, summer school)
  - Much more information: 40%
  - Somewhat more information: 29%
  - Slightly more information: 12%
  - No more information: 19%

- The social emotional supports available for my child
  - Much more information: 43%
  - Somewhat more information: 31%
  - Slightly more information: 11%
  - No more information: 15%

- The academic supports available for my child at the school to strengthen learning opportunities
  - Much more information: 48%
  - Somewhat more information: 33%
  - Slightly more information: 9%
  - No more information: 9%

- The health and safety processes in place at the school
  - Much more information: 37%
  - Somewhat more information: 37%
  - Slightly more information: 13%
  - No more information: 13%

Keep Learning
California
SCHOOL COMMUNICATION

- Parents that feel the school effectively communicates about their students academics:
  - Effectively communicates: 39%
  - Moderately communicates: 31%
  - Somewhat communicates: 16%
  - Slightly communicates: 9%
  - Does not communicate: 5%

- Parents that feel welcomed by school staff to ask questions at school:
  - Effectively communicates: 45%
  - Moderately communicates: 30%
  - Somewhat communicates: 17%
  - Slightly communicates: 5%
  - Does not communicate: 2%
Panelists

Elliott S. Attisha, DO FAAP
Senior Fellow
Attendance Works
Key Tips for Keeping Children Healthy and in School

- Nutrition, Sleep & Exercise
- Hygiene
- Safety
- Wellness
- Engagement
Nutrition, Sleep and Exercise

Encourage students to:
✓ Eat a good breakfast every morning or be part of the school’s breakfast program
✓ Maintain a regular bedtime and morning routine
✓ Keep screens out of the bedroom and limit use prior to bedtime
✓ Stay active for 60 minutes a day
✓ Stress hand washing, particularly before eating, and after using the restroom
✓ Remind students to brush their teeth twice a day
✓ Avoid close contact with individuals who are sick. Don’t share cups, utensils, hair brushes or combs
✓ Cover coughs and sneezes with a tissue, or cough/sneeze into an elbow
Safety

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

✓ Ensure child visits their health care provider for:
  ○ A physical once a year
  ○ All recommended immunizations, including flu and Covid
  ○ Chronic health issues: asthma, diabetes, etc.

✓ Visit the dentist twice a year
✓ Encourage families to schedule routine (non-urgent) medical appointments outside of school hours
✓ School nurse or social worker connect families to resources if child doesn’t have health or dental insurance
Wellness

✓ Complete the school’s annual health form
✓ Offer health (including vision) screenings in your school
✓ For children with asthma, make sure child’s health care provider completes appropriate school forms to allow them to keep/carry any necessary medications at school
✓ For children with disabilities, work with families and health care provider to ensure appropriate supports and services
✓ Have a protocol in place and offer resources to students who have Covid or other contagious illnesses
✓ Provide educational support and resources to students who need to stay home due to prolonged illness
✓ Create safe and welcoming and environments to increase children’s engagement in school
✓ Connect and encourage participation in after school activities
✓ Offer resources to students experiencing anxiety
✓ Keep families informed about their child’s attendance and academic progress
Check out the latest resource!

Health Guidance for Going to School

Showing up to school every day is critical for children’s well-being, engagement, and learning.

Make sure to send children to school if they are:
- Generally healthy and well.
- Participating in usual day-to-day activities.
- Children can even go to school if they:
  - Have a mild cold, which may include a runny nose and/or cough.
  - Have eye drainage without fever, eye pain or eyelid redness.
  - Have a mild stomachache.
  - Have a mild rash with no other symptoms.
  - Have head lice. Though they are annoying and should be treated,lice are not a reason to exclude a child from school.

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 challenges 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 guidelines including about contagious illnesses such as Covid-19 and the flu.

https://www.attendanceworks.org/resources/health-handouts-for-families/
Considerations for promoting health guidance

- Include this information in back-to-school packets
- Use technology (robocalls, text, student information system applications, etc) and awareness campaigns to reinforce the messaging.
- Take time to share and discuss this information with staff during staff meetings to make sure they are on the same page
- Use these materials to catalyze a conversation with your local health department about whether updates might be needed for local guidance
Keep in mind that mild stomach aches or headaches can be a sign of anxiety not illness.

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

https://www.attendanceworks.org/resources/health-handouts-for-families/
Healthy Students

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

Erin Helgren
Principal
Yoncalla Elementary School

Naomi Tolentino
Coordinator of Student Support Programs
Kansas City
Kansas Public Schools
Tell us about the demographics of your community and chronic absence rates?
Yoncalla Elementary School

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>93%</td>
<td>78%</td>
</tr>
<tr>
<td>1st</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>2nd</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>3rd</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>4th</td>
<td>75%</td>
<td>31%</td>
</tr>
<tr>
<td>5th</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>6th</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>71%</td>
<td>49%</td>
</tr>
</tbody>
</table>
What have been major causes of absenteeism and what has helped to improve attendance?
Major Reason for Absences

Lack of family relationships and connection

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

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

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

Relational Approach to Difficult Conversations
Strong partnership approach to reducing barriers, stay curious, assume positive intent, listen to understand

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

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

Data Transparency and Curiosity
School wide access to data regarding attendance, regular opportunities to share and reflect, actionable strategies
Tell us about the demographics of KCKPS and its chronic absence data
Kansas City Kansas Public Schools

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

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

Partnership with AW and Red Apple Co

- Shift KCKPS’ leadership approach to chronic absence away from a truancy model and towards an intervention and engagement model.

- Direct coaching, whole group trainings, and data monitoring to 20 KCKPS partner schools.

TS-SEL MTSS collaborative implementation, including training and coaching of building teams
How did the district support improvement?

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

- Development of Attendance Data Dashboard
- Creation of Attendance Guide for all staff
- Monthly Professional Development for Attendance Clerks
How did strategies for secondary schools/students differ from Elementary?
What are you planning for the beginning of the school year and why?

How do your strategies reflect insight from families?
Q & A
Plan activities and events that keep a focus on improving attendance all year long.

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

https://www.attendanceworks.org/resources/year-long-planning/
PROMOTE THE CAMPAIGN

✔ Download our free social media materials and share with local districts

✔ Proclaim September Attendance Awareness Month building off our sample proclamation

✔ Join our listserv: 44,000+ members

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

Sign up for updates:
www.awareness.attendanceworks.org
2023 Count Us In! Toolkit

An easy on-ramp for developing or expanding a local or statewide attendance awareness campaign.

★ Tips
★ Templates
★ Proven strategies

https://awareness.attendanceworks.org/
Opportunities to Promote AAC 2023!

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

✔ Like us on Facebook

✔ Tweet using #schooleveryday @attendanceworks

✔ Follow us on Instagram and LinkedIn!

✔ Add a badge to your signature line or materials
Mayors and other elected leaders, school boards and superintendents can signal the importance of school attendance and engagement by declaring that **September is Attendance Awareness Month**.

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

Find it here: [https://awareness.attendanceworks.org/resources/proclamations-2023/](https://awareness.attendanceworks.org/resources/proclamations-2023/)
Other Resource from Attendance Works

Showing Up Matters for R.E.A.L.
A Toolkit for Communicating with Students and Families

Step 1: Explain Why Attendance Matters
Step 2: Cultivate A Culture of Engagement and Attendance for Students and Families
Step 3: Use Data to Determine Need for Intervention and Additional Support
Step 4: Engage Community Partners

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

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

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

http://www.attendanceworks.org/resources/webinars/
And special appreciation to our philanthropic partners!

Heising-Simons Foundation
And individual donors, Like You!