



# **Sustaining Success: Investing in Showing Up**

**Attendance Awareness Campaign 2023 – Webinar 4 of 4**

September 27, 2023

[www.attendanceworks.org](https://www.attendanceworks.org)



# 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](http://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. Role of School Nurses

❖ **Amy Norton**, Director of Health Services, Yakima School District

## IV. Learner Engagement and Attendance Program

- ❖ **Latasha Easterling-Tunquest**, M.Ed. Chief of Family Partnership & Student Engagement Manchester Public Schools-Welcome Center
- ❖ **Kari Sullivan-Custer**, State Education Consultant, Attendance, Engagement and LEAP Connecticut State Department of Education

## V. Success Mentors

❖ **Scott Hale**, Principal, Johnstown Junior-Senior High School

## 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/>



## 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/>

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

**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 (recorded)

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



# 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.**



## Donate to Attendance Works



Photo by Allison Shelley/The Verbatim Agency for EDUimages

**We Can't Do It Without You!**

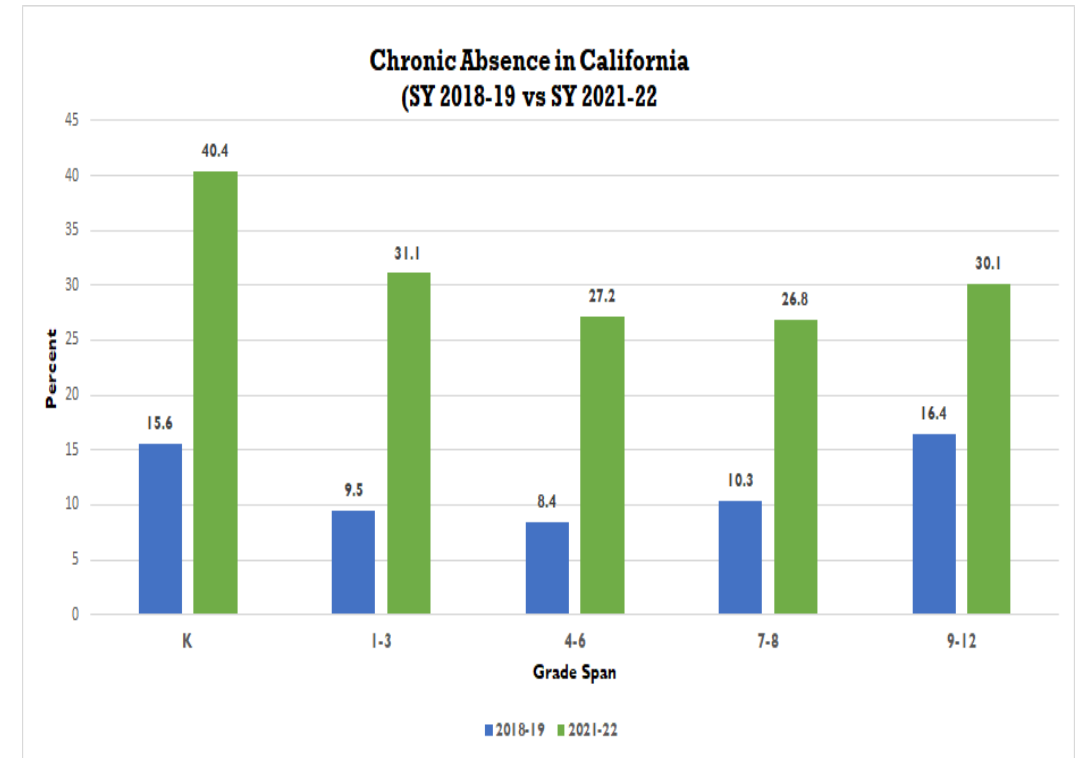
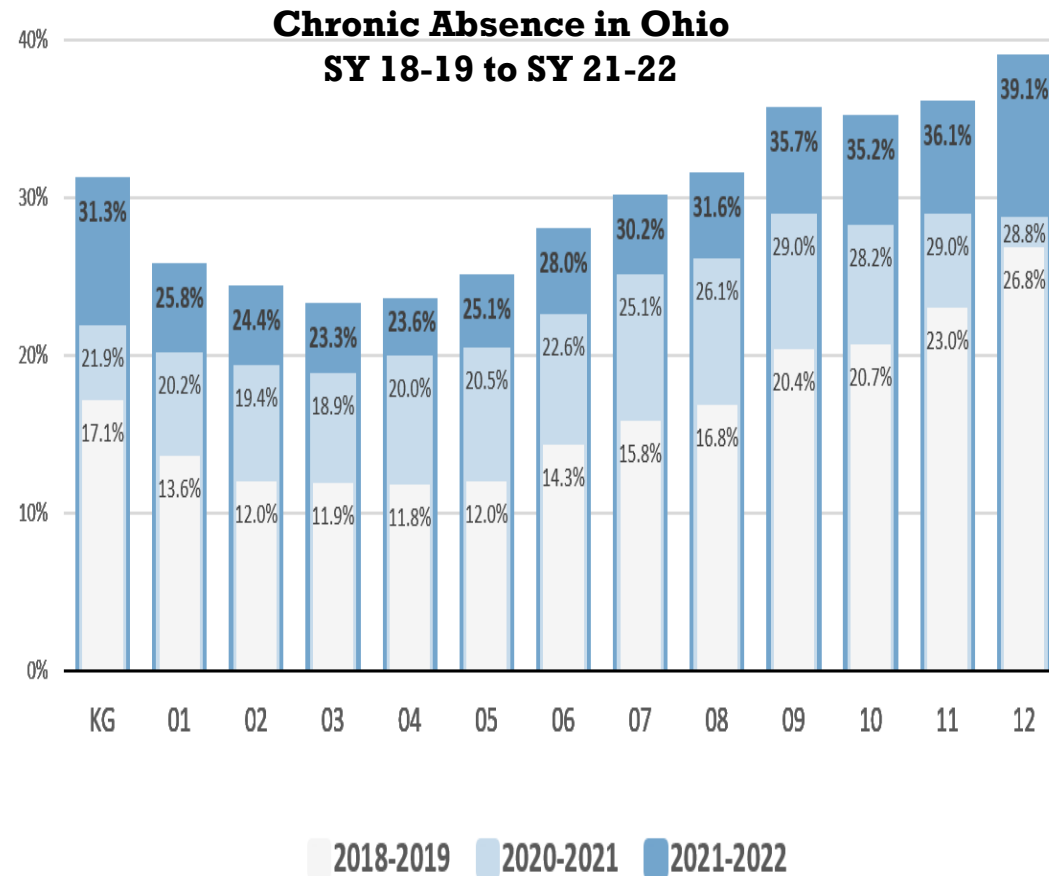
**Donate today and help propel the push for a full educational recovery for all kids and youth.**

DONATE

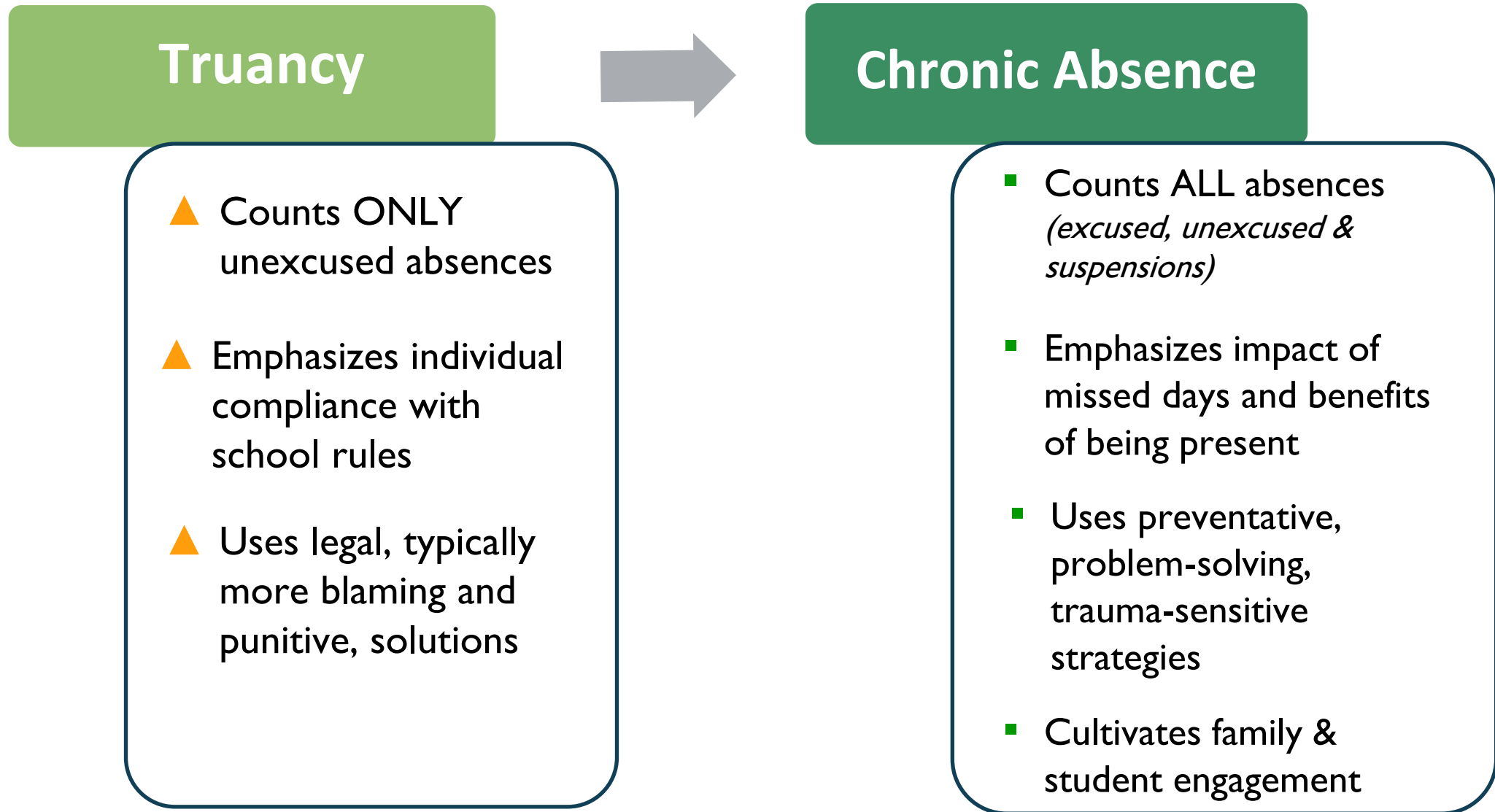
# Our Nation Faces An Attendance Crisis

- **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 and High School



# Reducing chronic absence requires shifting our mindset



# How “Unexcused” Label Can Affect Response

Response to “Excused”	Response to “Unexcused”
✓ Help with homework	✗ Denial of help or no credit for homework
✓ Make-up exams	✗ No make-up exams
✓ Home tutoring provided	✗ Denial of class credit
	✗ Removal from extracurricular activities
	✗ Send notices of truancy
	<i>*If unexcused absences accumulate despite earlier outreach from schools and districts, courts can:</i>
	➤ Fine students and parents
	➤ Require a community service program or parenting program
	➤ Charge parents with a misdemeanor

# We must tailor our solutions to address underlying challenges

## Barriers

- 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

## Aversion

- 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

## Disengagement

- 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

## Misconceptions

- 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/>

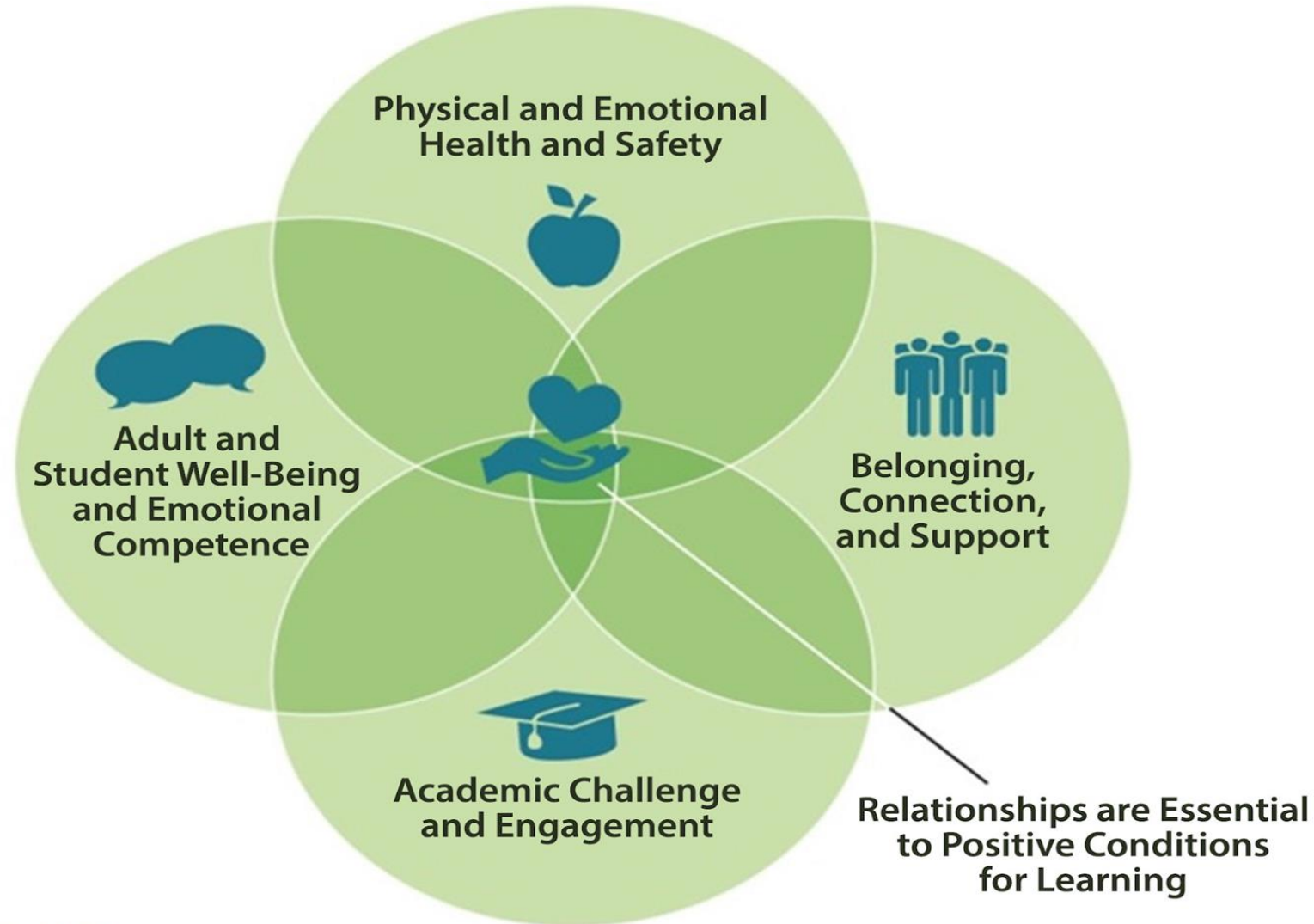


## **We must tap into the expertise of students and families**

- ❖ 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.



**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**



# 2021-22 Chronic Absenteeism Rate

## State Report Disaggregated by Race/Ethnicity

- + [Report Description](#)
- + [Report Glossary](#)
- + [Report Options and Filters](#)

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

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.

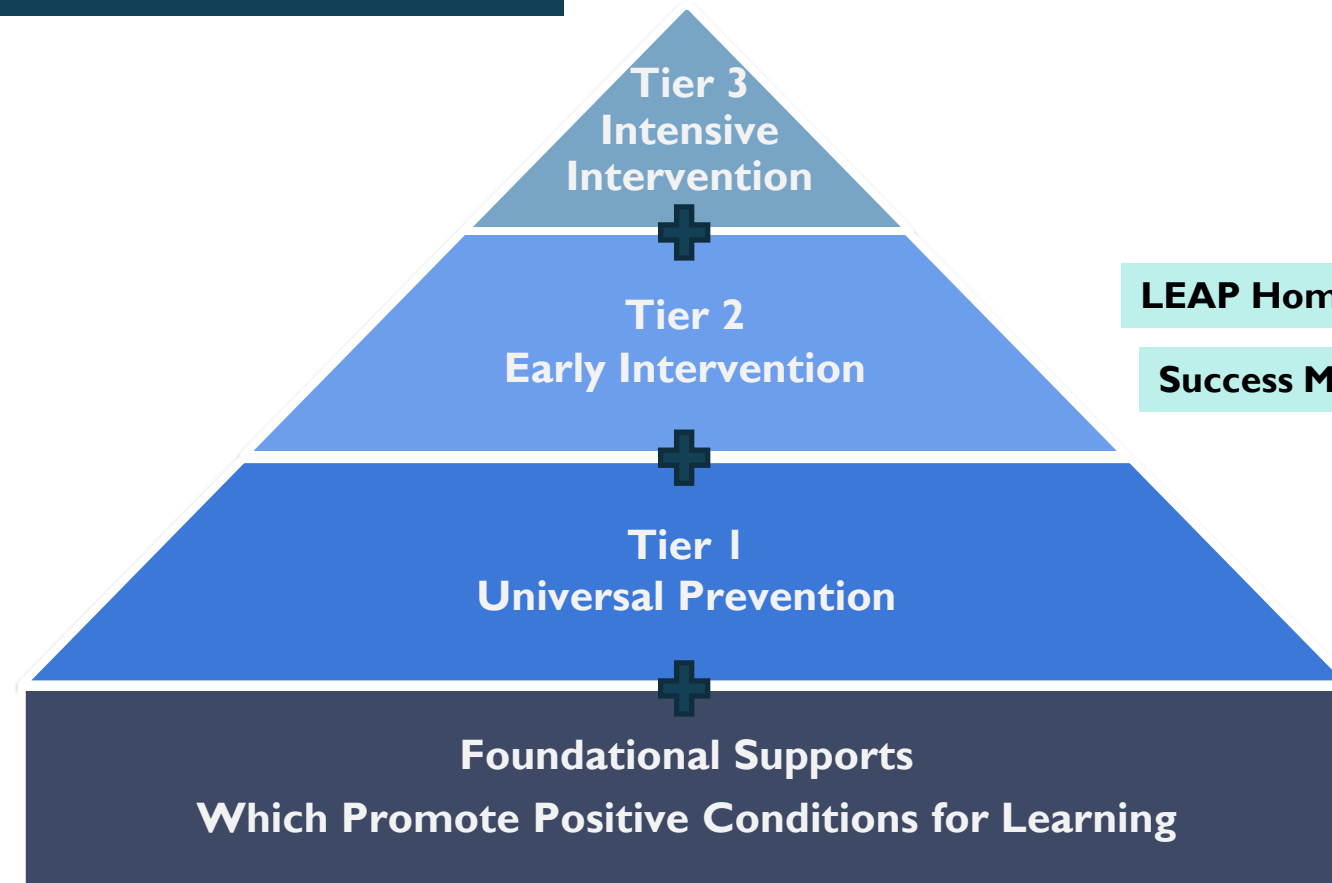
### Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<a href="#">Statewide</a>	5,995,399	1,799,734	30.0%



## Effective Practices Highlighted During This Webinar

School Nurse



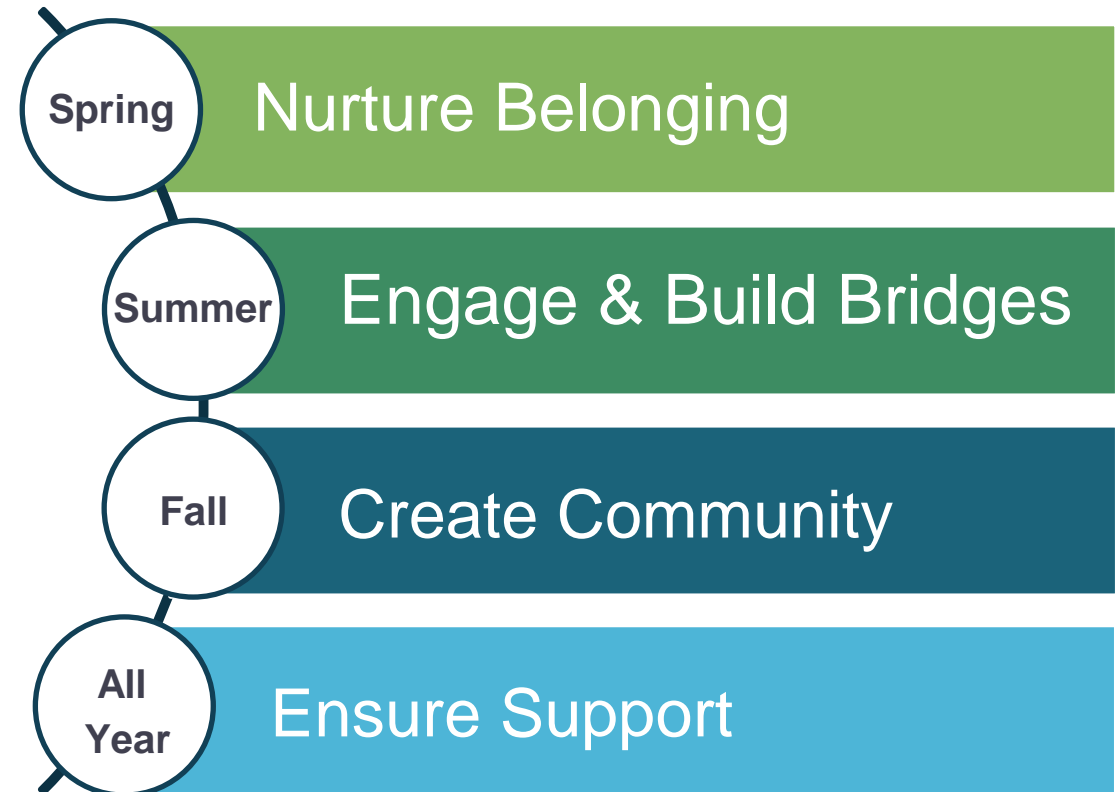
LEAP Home Visits

Success Mentors

# 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*



# Panelist



**Amy Norton**  
*Director of Health and Wellness Services*  
*Yakima School District*

**Tell us about Yakima. How do school nurses in Yakima support attendance?**





# Who We Are

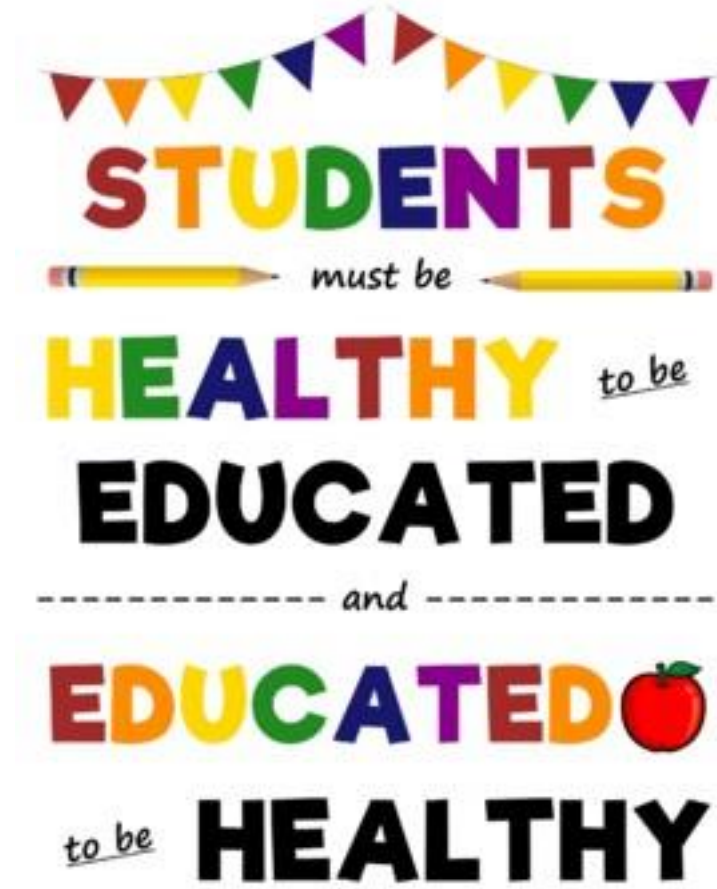


- 15,858 students served.
- 80% minority enrollment (hispanic)
- The YSD Migrant Program has 1,392 students
- 55.2% of all students are economically disadvantaged
- 12% of families have no insurance.
- HRSA has identified Yakima County as both an MUA and HPSA in medical, dental and mental health care.



# School Nurses (typical roles)

- Administer Medication
- Manage and monitor chronic conditions
- Assess symptoms and Mental Health concerns on site
- Build Trust and Relationships





# Yakima School District Nurses



- We are on the front lines
  - We collect and utilize data
  - We participate in building support teams/ meetings
  - We are trained to recognize mental health issues and interventions
  - We are trained in Case Management
  - We are Public Health Experts...
- ...AND we have the staffing numbers to do it



**What research show the impact of school nursing on attendance?**



# Research Supports School Nurses

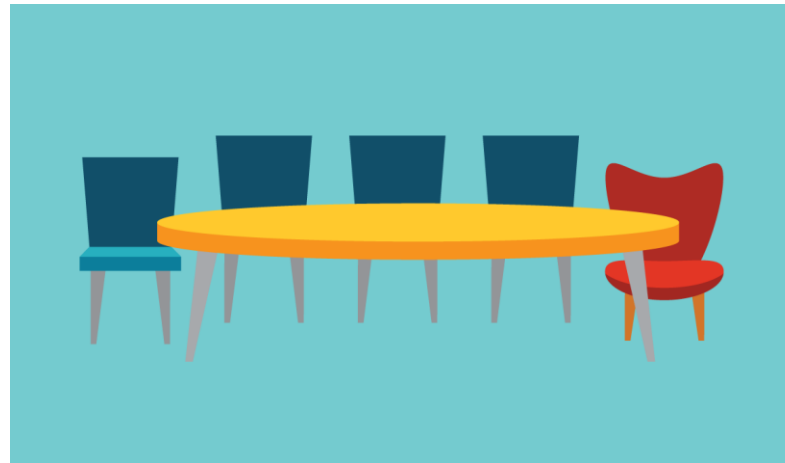
- In 1902, Lina Rogers was appointed the first school nurse. Her early success in reducing absenteeism led to the hiring of 12 more nurses. Within 1 year, medical exclusion (*sending kids home for health reasons*) decreased by 99%
- School nurses associated with improved health status in children with chronic medical conditions, fewer missed school days, and strong academic outcomes (Best et al, 2018; Lineberry & Ickes, 2015; Maughan, 2003; Yoder, 2020).



# What supports effective implementation?



# What support is needed for effective implementation



# How does Washington provide sustainable funding for school nurses?

- Initial resources from ESSER helped jumpstart
- State funding increased for Student Support Services ([RCW 28A.150.260](#))
  - Prototypical model now supports .7 FTE per 600 high school students
- School Nurse Corps, program offers additional nurse consultants to small and rural districts Educational Service Districts



# Conclusion

Professional Caregiver  
Invaluable  
Awesome  
Educated  
Improves Attendance  
Emergency  
Disease Manager  
Listener  
Compassionate  
Wellness Assessment  
Skilled  
School Nurse  
Healthy Children Learn Better  
Caring  
Healer  
Kind





# Panelists



**Kari Sullivan-Custer**  
*State Education Consultant  
Attendance, Engagement and LEAP  
Connecticut State Department of Education*



**Latasha Easterling-Turnquest**  
*Chief of Family Partnership & Student Engagement  
Manchester Public Schools, Welcome Center*





# LEAP: A Tier II Intervention



LEAP is a Connecticut State Department of Education **research-based, relational home visit model** proven to increase student attendance and family engagement.

## 14 districts

in Connecticut receive LEAP funding.





# Is LEAP a Multiple Home Visit Model?



## Home Visit #1

### Goals

Begin building a positive relationship

Learn about family and student

Offer resources and supports if needed.

## Follow-up Calls

### Goals

Reconnect

Check in on student + family

Follow up with requests for information

## Home Visit #2

### Goals

Build relationship

Connect student to teacher and school

Provide helpful attendance and school resources

## Home Visit #3,4,5...

### Goals

Deepen relationship

Check in on well-being of student

Ask family if they want to continue visits



# Manchester Public Schools

## 6,019 students



SES' (LEAP Home Visitors) in every elementary school

We prioritize chronic absenteeism



### — THE CORE LINES OF ACTION —



Attendance Teams look at data through an Equity Lens



# Calibrated Process



Range	Risk	Staff
Less than 7% Absent	No Risk	Office Para
8% - 9% Absent	At Risk	Office Para / Student Engagement Specialist / Attendance Staff
10% -15%	High Risk	Student Engagement Specialist / Attendance Staff / Social Worker
More than 15% Absent	Very High Risk	Administrator / Social Worker / District Staff
More than 25% Absent	Severe Risk	District Staff
Monitoring	Office para checks the absent list by 10:00 every day to see if any students coded as monitoring are absent. If they are absent, regardless of whether the parent / guardian has called, the office para calls home to find out the reason. Office para also notifies Student Engagement Specialist who adds student to caseload immediately	
High level monitoring	<p>Student Engagement specialist calls families on high level monitoring list (using the Learner Education Attendance Program (LEAP) list.</p> <p>Student Engagement Specialist walks school <b>first thing in the morning</b> ensuring all students on the high level monitoring list are in school. At 10:00, Student Engagement Specialist calls the parents / guardians of those students who are not in school. If the phone is not answered, a home visit is conducted on the same day. After 2 absences, the administrator is notified and reaches out to the family.</p>	





# Calibrated Process



- Attendance team convenes within 1-2 days of Chronic Absence Report
- Students **at risk and at high risk** are discussed with the team and Infinite Campus is reviewed (use calendar view) to assign to either monitoring or high monitoring
  - Monitoring - Students will be monitored by the office para / clerical support staff
    - Example: Student who has an extended illness but no other absences and will come off the list 20 days from now if they do not miss any other days
  - High level monitoring - All other students between 8% - 15% absent will be monitored by the Student Engagement Specialist / Attendance Staff



**Tell us about the research showing the effectiveness of LEAP.**







# Tell us about the research showing the effectiveness of LEAP



The Center for Connecticut Education Research Collaboration (CCERC) conducted the **largest most robust study ever** completed of a home visit program.

The research shows that when implemented with fidelity, the **LEAP model has a positive impact** on students and families.



# Data from CCERC Study



- Visits that were made **in-person had more impact** than virtual visits or phone calls

- 1 month after the initial home visit = **4 %** point increase in attendance
- 6 months after the initial home visit = **10 %** point increase PK to Gr. 5
- 6 months after the initial home visit = **20 %** point increase for Gr. 6-12



- **Results did not differ** based on:

- Title of personnel conducting the home visit (certified/non-certified)
- Whether the home visitor was from the school/district or from a community-based organization





# Unexpected Benefits of LEAP Home Visits



- Improved Family-School Relationships
- Increased Student Attendance
- Increased Student Engagement
- Increased Student Achievement
- Increased Feelings of Belonging
- Greater Gratitude and Appreciation



*Full CCERC Report:*

*An Evaluation of the Effectiveness of Home Visits for Re-Engaging Students Who Were Chronically Absent in the Era of Covid-19*

# **What supports effective implementation of LEAP?**





# What supports effective implementation of LEAP?



## Cornerstones to LEAP Approach

Trusting Relationships

Flexible

Collaborative

Data Driven

Culturally Responsive

Voluntary for All



## Operational Components

Tier II Intervention

Multiple Visits Focused on Relationships

Data Informed

Professional Development Hub

Home Visitors from the School or Community

Delivery System & Structures



# What Supports Effective Implementation of LEAP??



Hiring and properly onboarding and training the right staff

Matt Geary- Superintendent of MPS Leadership Buy in and 100% Support



Creative & Low cost/No cost Incentives



**How has this work been taken to scale in  
Connecticut and what has made that possible?**





# How is LEAP Funded?



- The **Governor's Office** + the **Connecticut State Department of Education**
- **COVID relief money** to fund LEAP
- **15 targeted** school districts
  - **\$10.7 million** = 2021-2022
  - **\$7 million** = 2022-2024
  - **\$7 million** = 2024-2026







# What supports effective implementation of LEAP?



# LEAP



Learner Engagement & Attendance Program

*Building relationships for student success*

**NEW FALL & WINTER DATES!**

**Virtual LEAP 101 Trainings**

*Learn the LEAP Approach to  
relational home visits*

**Register Now!**

September 27, 2023

<http://tinyurl.com/RegisterLEAP101September>

October 18, 2023

<http://tinyurl.com/RegisterLEAP101October>

November 8, 2023

<http://tinyurl.com/RegisterLEAP101November>

December 8, 2023

<http://tinyurl.com/RegisterLEAP101December>

January 17, 2024

<http://tinyurl.com/RegisterLEAP101January>



Questions? Contact  
Francisco Baires at  
fbaires@crec.org

LEAP (Learner Engagement & Attendance Program) is Connecticut's research-based, relational home visit model proven to increase student attendance and family engagement.

- **Connecticut Home Visit Hub**

- To build capacity to conduct home visits, the CSDE created a professional development home visit hub housed at CREC, one of the state's six RESCs. The Hub offers a variety of professional development opportunities including:



- **LEAP 101 Trainings** are designed to teach staff who are new to the LEAP home visiting approach. These virtual sessions focus on preparing home visitors for their initial contacts with families and the first visit through role plays and discussion. Trained coaches assist participants with role-playing and deepening their understanding of the home visit experience.

engagement programs and design virtual trainings with this local context in mind.

- **Connection Sessions** offer home visitors virtual space and opportunities to share their experiences with home visits, learn from and be inspired by each other, and to flag areas where they need additional resources or training.
- **Social Emotional Health and Wellness & Mental Health First Aid Trainings** are opportunities for home visitors to learn from experts in order to be well-versed in how to respond to a variety of related needs that a family may share.
- **Talk Tuesdays**, offered by CSDE every other Tuesday, are informal, virtual discussion opportunities open to all Connecticut school district and community partner staff interested in conversations and learning about all things attendance and engagement-related in order to build broad capacity and best practices statewide. Talk Tuesdays are hosted by SERC, Connecticut's State Education Resource Center; they are recorded and available online.
- **District Coordinator Meetings** are monthly opportunities for district LEAP Coordinators to come together with CSDE LEAP leadership to share updates, learn from one another, identify any implementation challenges, ensure fidelity of implementation, and make any necessary course corrections.
- **The LEAP Family Roundtable** is an opportunity for families to share insights about their experiences with LEAP in order for the program to continuously improve. This work is in partnership with the [Connecticut Parent Advocacy Center](#) (CPAC).
- The Home Visit Hub initially trained home visitors from the 15 districts who received funding. It has expanded and is currently also conducting statewide trainings for districts across Connecticut, as well as interested states around the country, and in Canada. The Hub has trained more than 1,700 home visitors in the LEAP approach.

**LEAP**  
Learner Engagement & Attendance Program

[www.ct.gov/LEAP](http://www.ct.gov/LEAP)






# New Resource



September 2023




## The LEAP Effect


Taking A Systemic Approach to Improving Attendance & Engagement

*Lessons Learned from Connecticut's Learner Engagement & Attendance Program (LEAP)*


Connecticut State Department of Education (CSDE) with contributions from Attendance Works, CREC, and EdAdvance




**Commissioner**  
Charlene M. Russell-Tucker  
John D. Frassinelli  
Kari Sullivan Custer



**Attendance Works**  
Advancing Student Success By Reducing Chronic Absences  
Hedy Chang  
Catherine Cooney  
Cecelia Leong



**CREC**  
Partners in Education  
Amy Karwan  
Francisco Baires



**EdAdvance**  
Educate • Collaborate • Innovate  
Jonathan Costa  
Caroline C. Calhoun

- **Systems and Structures that Support LEAP Implementation**

- **Dedicated District and School LEAP Coordinators** – Each district and school ideally has a person responsible for coordinating implementation, informing the School Attendance Team, bridging relationships with classroom teachers, and engaging in ongoing problem solving.
- **Opportunities to Hear Family and Student Voices** – Student and family voices are essential to understanding the realities facing students, including what helps motivate them to show up to school and what barriers impede attendance. LEAP training emphasizes collecting, documenting, and sharing insights gleaned from conversations with students and families.



- **Attendance Teams that Meet with Fidelity** – As a Tier II intervention, the LEAP program should be embedded within a larger tiered approach to improving attendance that is coordinated and supported by a team. The team should also help to share responsibility for ensuring students receive needed support or resources identified through the home visit process. It is also important for attendance teams to work with LEAP coordinators to monitor implementation and measure impact of home visits.
- **Collaboration with Community Partners** – Community partners are essential for ensuring home visitors have access to supports and services needed to support student engagement and address barriers to attendance. Home visitors need to know what types of resources are available in the community and how to ensure families can access them.
- **Timely and Accurate Data Collection/Monitoring** – Each district should ideally already have a system in place to monitor data on attendance, chronic absence, achievement, and behavior, and provide real-time reports at the student and school level.
- **Consistent Use of a Home Visit Log** – Home visitors maintain home visit logs to identify common barriers and needs of families. Data is submitted to the state to allow for analysis across the state and regions as well as within districts. Substantial attention is paid to coordination and reducing duplication with data collected by other surveys, as well as improving the log over time.

# Panelists



**Scott Hale**  
*Principal*  
*Johnstown Junior-Senior High School*

**Tell us about Johnstown. What is the *Success Mentor* program, and how does it operate?**





GJSD MENTOR PROGRAM FINAL



Watch later



Share



0:01 / 3:00



YouTube



0:01 / 3:00



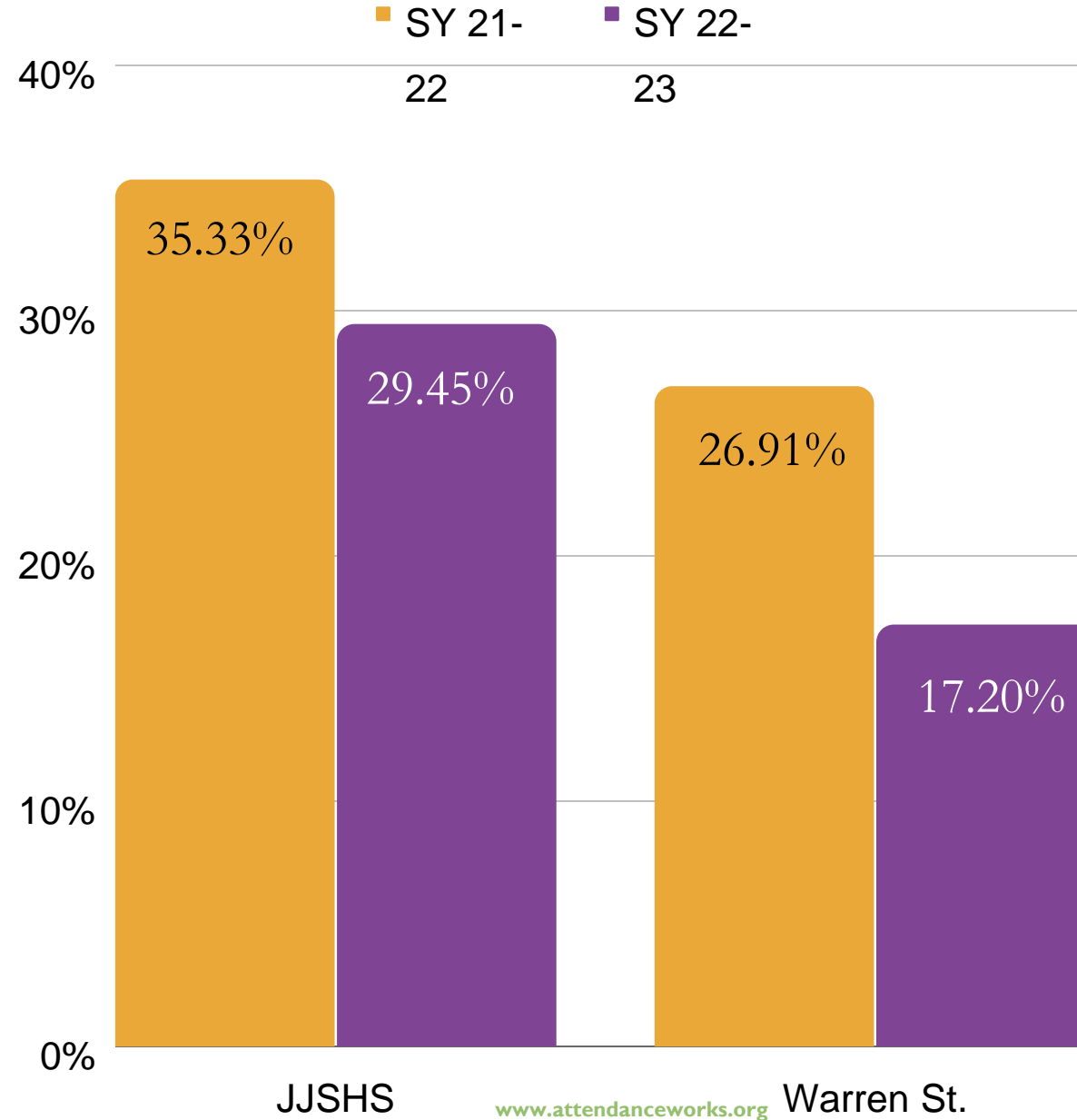
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**How do you know that success mentors helped improved attendance?**



# Chronic Absenteeism Trend

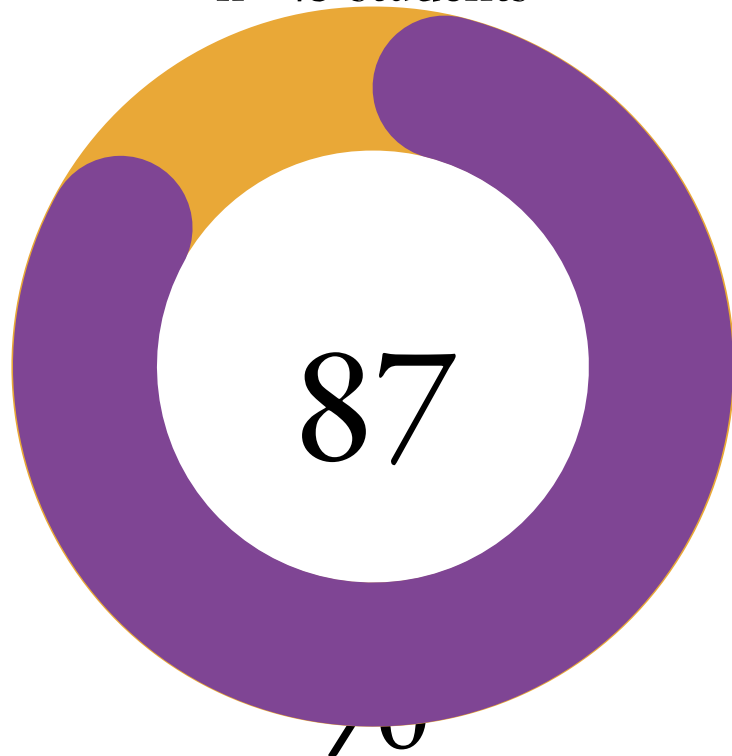


# Success Mentor Data

## Improvement in Attendance

### Warren Street (Gr. 3-6)

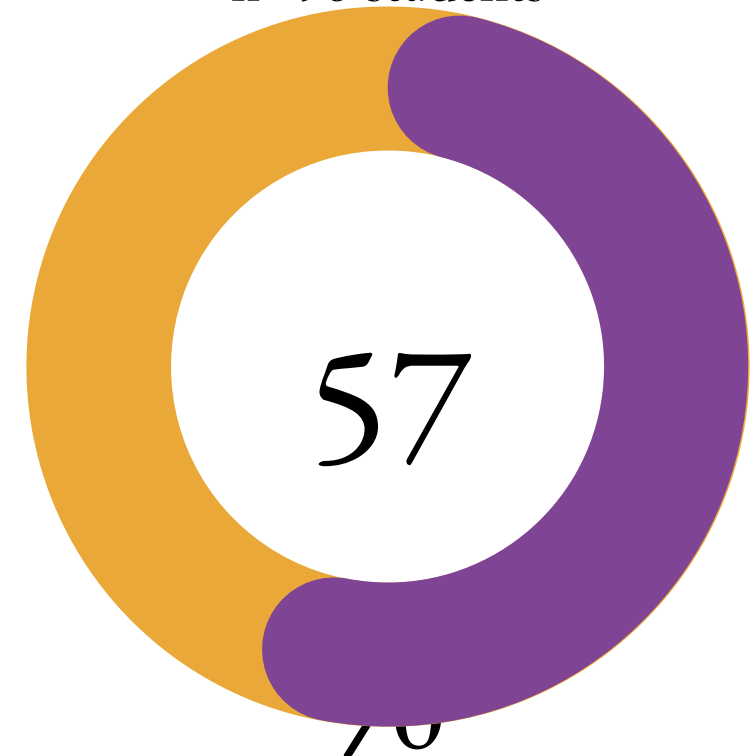
n=45 students



- 39 of 45 attended 5 or more days
- 14 of 45 attended 20 or more days

### JJSHS (Gr. 7-12)

n=96 students



- 55 of 96 attended 5 or more days
- 13 of 96 attended 20 or more days



# OUR JOURNEY



## STEP ONE (2019 - SUMMER 2020)

A Year of learning...

- Chronic absenteeism causes
- Changing our communication

## STEP TWO (2020 - 2021)

Development of Attendance Teams

- Focused on present and historical data
- Tier I Attendance Initiatives
- Pilot Program - Grade 6



## STEP THREE (2021 - PRESENT)

Creation of Success Mentor Program K-

12

"I really like having a mentor. We get to do things with them and have fun. I thought about staying home today and I decided I better come because I already missed a lot of days of school. I like it a lot." -8th grade Mentee

**What has supported effective implementation?**





# TIER 1

## ATTENDANCE ACTIVITIES



### MYSTERY ATTENDANCE DAYS

Grades K-6



### COMPETITIONS

Grades K-6



### ATTENDANCE AWARDS

Grades K-12



### OPEN ENRICHMENT

Grades 7-12



### 5 OR FEWER

Grades K-12

# TIER II

## Student Success Plan

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Medical  
Appointment-  
Excused

3-absences due to  
parents visiting from out  
of country



In 2021-22 SY, this student had 21 absences, 8 early dismissals & 1 tardy. This year, the student has only been absent 5 days and graduated in January from the Success Mentor Program!



## TIER III

# Individualized Plans

"CAN WE DO THIS EVERYDAY? I'D WAKE MY MOM  
UP EVERY MORNING EVEN IF SHE YELLED, IF I  
COULD HAVE BREAKFAST WITH YOU!"



# UNINTENTIONAL RESULTS

"IF IT WASN'T FOR MY SUCCESS MENTOR I WOULDN'T BE PASSING 7 CLASSES. I WENT FROM A 44 AVG. TO AN 81.48 IN MATH. SHE HELPED ME CHANGE MY ATTITUDE TOWARDS SCHOOL. I HAVE GOTTEN HELP FROM MANY OTHER TEACHERS NOW, TOO, TO HELP ME IN MY SUCCESS."

-8TH GRADE MENTEE



**INCREASED PASSING RATE IN CLASSES**



**SUPPORTED EXECUTIVE FUNCTIONING**



**FAMILY PARTNERSHIPS**



**How are you sustaining this work?**





# Q & A





## Key Resource: Attendance Awareness Website

- ✓ 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

## PROMOTE THE CAMPAIGN

Attendance  
Awareness  
Campaign 2023

[Attendance Works](#) [About](#) [Resources](#) [Partners](#) [Sponsors](#)  
[Blog](#) [Newsroom](#) [Donate](#) [Contact](#) [Join the Campaign!](#)

Join us for webinar #4, Sustaining Success:  
Investing in Showing Up! on September 27

Sign up for updates:  
[www.awareness.attendanceworks.org](http://www.awareness.attendanceworks.org)

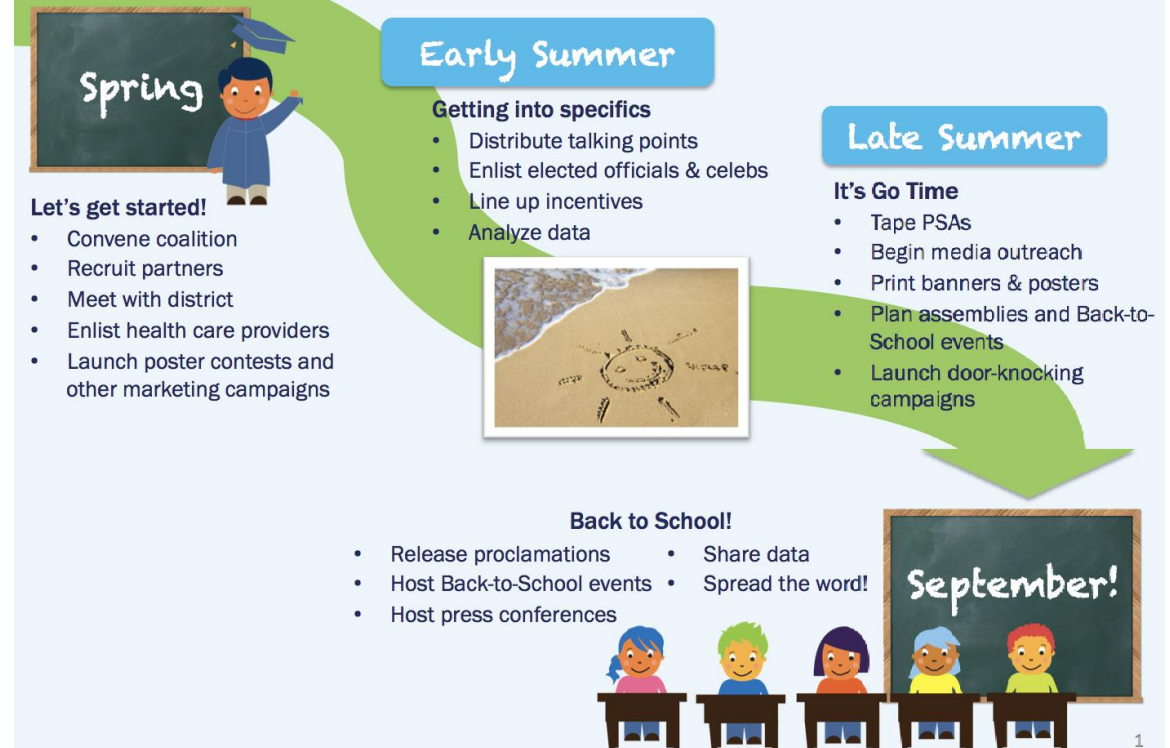


# 2023 Count Us In! Toolkit

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

- ★ **Tips**
- ★ **Templates**
- ★ **Proven strategies**

## What to Do When: At a Glance



<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





## AAC 2023 Proclamation!



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/>



# Check out our health guidance!



**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.*



## Reasons to keep me home from school and what needs to happen before I can return

What is my symptom?	When should I stay home and when to seek medical care?	When can I return to school?
<b>Fever</b>	I have a fever of 100.4°F (38°C) or higher. <b>Seek medical care</b> if I have fever and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.	If I have not had a fever overnight without the use of fever-reducing medication and I am feeling better.
<b>Vomiting and/or diarrhea</b>	If I have vomited 2 or more times in the last 24 hours. If my stool is watery and I may not make it to the toilet in time. <b>Seek medical care</b> if I have stomach cramping and fever, I have bloody or black stool, or I am showing signs of dehydration (tired and sleepy, dry mouth and not urinating at least once in the last 8 hours).	If I did not vomit overnight and I am able to drink liquids without throwing up. If my diarrhea has improved.
<b>Persistent cough or trouble breathing</b>	<b>Seek medical care</b> if I have a persistent cough, difficulty breathing or trouble catching my breath or if I develop a fever with the cough. These symptoms may be signs of Covid-19 or flu and should be evaluated by a health-care provider.	Once I am feeling better and I have been cleared for return by my health-care provider. If my symptoms were due to asthma, please make sure that I have permission to use breathing medication at school.
<b>Rash</b>	<b>Seek medical care</b> if the rash has blisters, is draining, is painful, looks like bruises and/or if I develop a fever.	Rash has healed or I have been cleared for return by my health-care provider.
<b>Eye irritation</b>	<b>Seek medical care</b> if I have eye swelling, eye pain, trouble seeing or an eye injury.	Once I am feeling better.
<b>Sore throat</b>	<b>Seek medical care</b> if I have drooling, trouble swallowing or a fever and/or rash.	Once I am feeling better. If I was prescribed an antibiotic by my health-care provider, then I can return 12 hours after the first dose, if I am without fever and I am feeling better.

*If you don't know whether to send your child to school or have specific concerns regarding your child's health, contact your child's health-care provider, a local urgent care or the school nurse.*



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



## 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/>



# 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/>



## Feedback

Please let us know how we can improve:

<https://www.surveymonkey.com/r/AAC-September-2023>

Thank you!



## Webinar Recording

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

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