

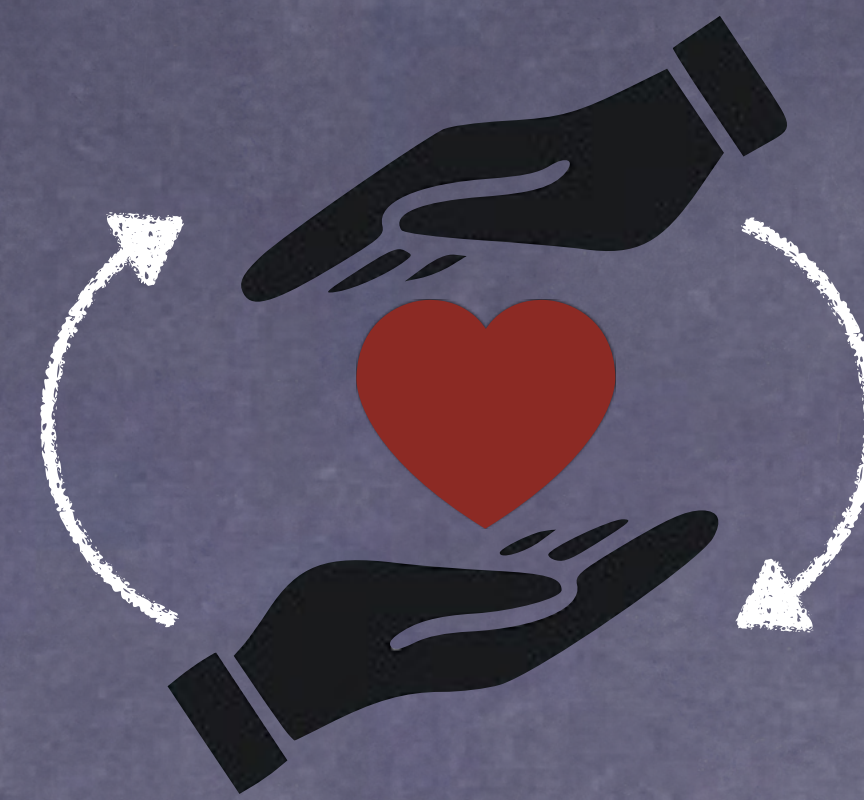
STUDENTS OF ALL BACKGROUNDS AND CIRCUMSTANCES ATTEND SCHOOL REGULARLY, ACTIVELY ENGAGE IN LEARNING AND LEAVE SCHOOL WITH THE CAPACITY TO FULLY PARTICIPATE IN COLLEGE, CAREER AND COMMUNITY.

ACADEMIC CHALLENGE AND ENGAGEMENT

CONNECTION, SUPPORT AND BELONGING

ADULT AND PEER SOCIAL EMOTIONAL COMPETENCY

PHYSICAL AND EMOTIONAL HEALTH AND SAFETY



POSITIVE CONDITIONS FOR LEARNING



Capacity Building

1. School staff are equipped to select evidence-based, positive interventions to address attendance and participation.
2. District, school and community partner staff are equipped to interpret and use data for the purpose of problem-solving and connecting families to resources.
3. District and school staff have the skills and resources to equitably address the needs of diverse student groups.
4. School leaders and staff, through appropriate and ongoing professional development, recognize how biases can lead to policies, practices and attitudes that inhibit attendance and participation.
5. School leaders recognize the importance of staff having the skills to cultivate meaningful relationships and communication with families to improve engagement and attendance.
6. Districts invest in continuous and appropriate professional development that equips school teams to implement a school-wide plan to support attendance and participation.
7. Leaders prioritize and allocate adequate resources to schools with the greatest need.

Actionable Data

1. Attendance is incorporated into broader measures of learning.
2. Poor attendance and engagement indicators activate support for families and students, not punishment.
3. Data are routinely disaggregated and analyzed to identify and correct patterns of bias and allocate greater resources where they are needed.
4. States and districts have clear processes for recording and verifying accurate attendance and participation data.
5. Teachers understand the importance of accurately recording attendance and engagement data.
6. Data is accessible, understandable and available in a timely manner to educators and key stakeholders.
7. All stakeholders hold a standard and commonly understood definition of attendance and participation.

Positive Engagement

1. Teachers offer rigorous, culturally relevant and engaging instruction that accounts for learning differences.
2. Teachers, administrators and all school staff have high achievement expectations for all students.
3. Students and families believe that school is a pathway to a successful life.
4. Educators, parents and students see one another as partners.
5. Staff reflect and respect the culture and diversity of the student body.
6. Families and students feel welcome and respected.

Strategic Partnerships

1. Community partners reflect the families they serve, have the skills to engage them in identifying barriers and create solutions.
2. Each partner understands how their work contributes to removing barriers to attendance.
3. Districts prioritize partnerships with organizations that serve schools with the highest disparities and sustain meaningful relationships with the families and community of those schools.
4. Districts convene and facilitate the shared work of community partners.
5. Together, districts and community partners meet the basic needs of children and families in physical and mental health, housing, economic support, nutrition, employment, transportation and internet connectivity.
6. There are enough partner organizations with sufficient resources to address the barriers to attendance.
7. Stakeholders have agreements to share attendance metrics to support problem solving and resource allocation.
8. A broad range of community organizations believe reducing absenteeism is a problem that can and must be solved collectively in order for their community to thrive.

Adequate and Equitable Resources

1. Funding provides an adequate base level of per pupil support and is differentially weighted to ensure that students from all backgrounds and circumstances have similar opportunities to thrive and achieve.
2. All students, families and school staff have access to broadband, appropriate learning devices and training.
3. Funding levels ensure safe, healthy and accessible buildings that support 21st learning.
4. School staff salaries, hiring policies and staffing ratios attract and retain a talented and dedicated workforce that reflects the demographics of the school's community.
5. All students have access to intervention services tailored to their specific set of needs.
6. All students have access to reliable transportation and safe pathways to school.
7. All students and families have access to adequate nutrition, behavioral and physical healthcare and healthy school environments.
8. People believe education is a public good and an equalizer.

Shared Accountability

1. Districts facilitate access to data and share metrics openly with school leaders, partners, families and the broader community.
2. Appropriate supports exist to help districts, schools and community partners carry out their responsibilities and roles.
3. MOUs are in place to define the role of community partners in improving attendance, reducing chronic absenteeism and activating data.
4. There is less emphasis on blame and shame and more emphasis on doing one's part.
5. Districts, schools, community partners and families feel a shared responsibility to reduce chronic absence through positive supports, resources, policies and practices.