



# **Engaged:**

## *Using Summer to Connect with Students and Families*

**Attendance Awareness Campaign 2021 — Webinar 2 of 4**

May 26, 2021

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



# Welcome

## S. Kwesi Rollins

Vice President for Leadership & Engagement  
*Institute for Educational Leadership*  
Chair, Advisory Board, *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)



**CONNECTED  
TOGETHER**

**& STRONGER  
THAN EVER**

**National Family & Community  
Engagement Conference 2021**

**June 1-4, 2021**

**To register visit:**

**<https://bit.ly/FCEConf21>**

# Agenda

## I. Welcome

*Joline Collins, Program Manager of Leadership Development, IEL*

## II. Attendance Awareness Campaign

*Kwesi Rollins, Vice President for Leadership & Engagement, IEL*

## III. Key Concepts

*Hedy Chang, Executive Director, Attendance Works*

## IV. Panel: Building Bridges To School

- ❖ **Aaron Philip Dworkin**, Chief Executive Officer, National Summer Learning Association
- ❖ **Dr. Kristina Kyles-Smith**, Executive Director, Two Rivers Public Charter School, Washington, DC
- ❖ **Emily Partin**, Director, Family Resource Center, Grundy County Schools, Tracy City, TN

## V. Closing Reflections

*Kwesi Rollins, Vice President for Leadership & Engagement, IEL*

# Convening Partners

## AAC 2021



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



**Thank You to Our Corporate  
Sponsor for This Webinar!**

*2021 Attendance Awareness Campaign Sponsor*





## Theme for 2021

# Rebound With Attendance!



# Attendance Awareness Campaign 2021 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 *(recorded)*

**Committed: Supporting Attendance and Participation to the Very Last Day of School**, Wednesday, April 14, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

## Webinar 2 *(today)*

**Engaged: Using Summer to Connect with Students and Families**, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

## Webinar 3

**Welcomed: Embracing Students, Families and Educators in the New School Year**, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

## Webinar 4

**Fully Present: Leveraging Attendance Data to Ensure Ongoing Success**, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET



# 2021 Theme: Rebound with Attendance!

## Key Messages

- 1. Chronic absence reflects and contributes to educational inequity.**
- 2. Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.**
- 3. Students are more likely to attend school if they feel safe, connected and supported.**

# 2021 Theme: Rebound with Attendance!

## Key Messages

4. **A positive, problem-solving approach driven by data will improve attendance.**
5. **Keeping students, families and school staff physically and emotionally healthy supports attendance.**
6. **When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.**



# Welcome



**Hedy Chang**

Executive Director  
*Attendance Works*

**& Members of the  
Attendance Works Team**



## 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)

# Framework for Policy and Practice During Covid-19

**Allocate  
Funding**

**Ensure  
Compliance  
with  
Compulsory  
Education**

**Accountability**

**Early  
Warning**

**Continuous  
Improvement**

**Advance  
Equity**

**Hold  
Harmless from  
Funding Cliffs;  
Invest in Re-  
engagement  
and Recovery**

**Create  
Alternatives to  
Legal Action**

**Refrain from  
High Stakes  
Accountability  
But Publish  
Data**

**Put in Place  
Expanded  
Metrics to  
Activate  
Support**

**Use Expanded  
Metrics to  
Inform  
Program and  
Policy  
Decisions**

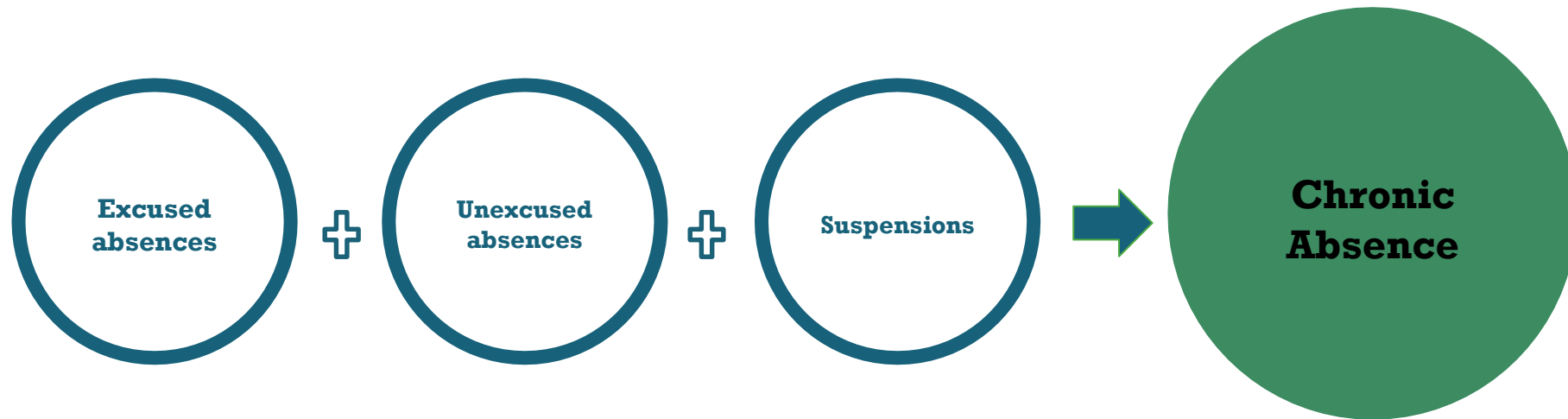
**Remove  
Barriers to  
Equitable  
Access to  
Opportunities  
and Supports**



## Chronic Absence Measures Lost Opportunity to Learn

Chronic absence is missing so much school for any reason that a student is academically at risk.

Chronic absence is defined as **missing 10 percent or more of school for any reason.**



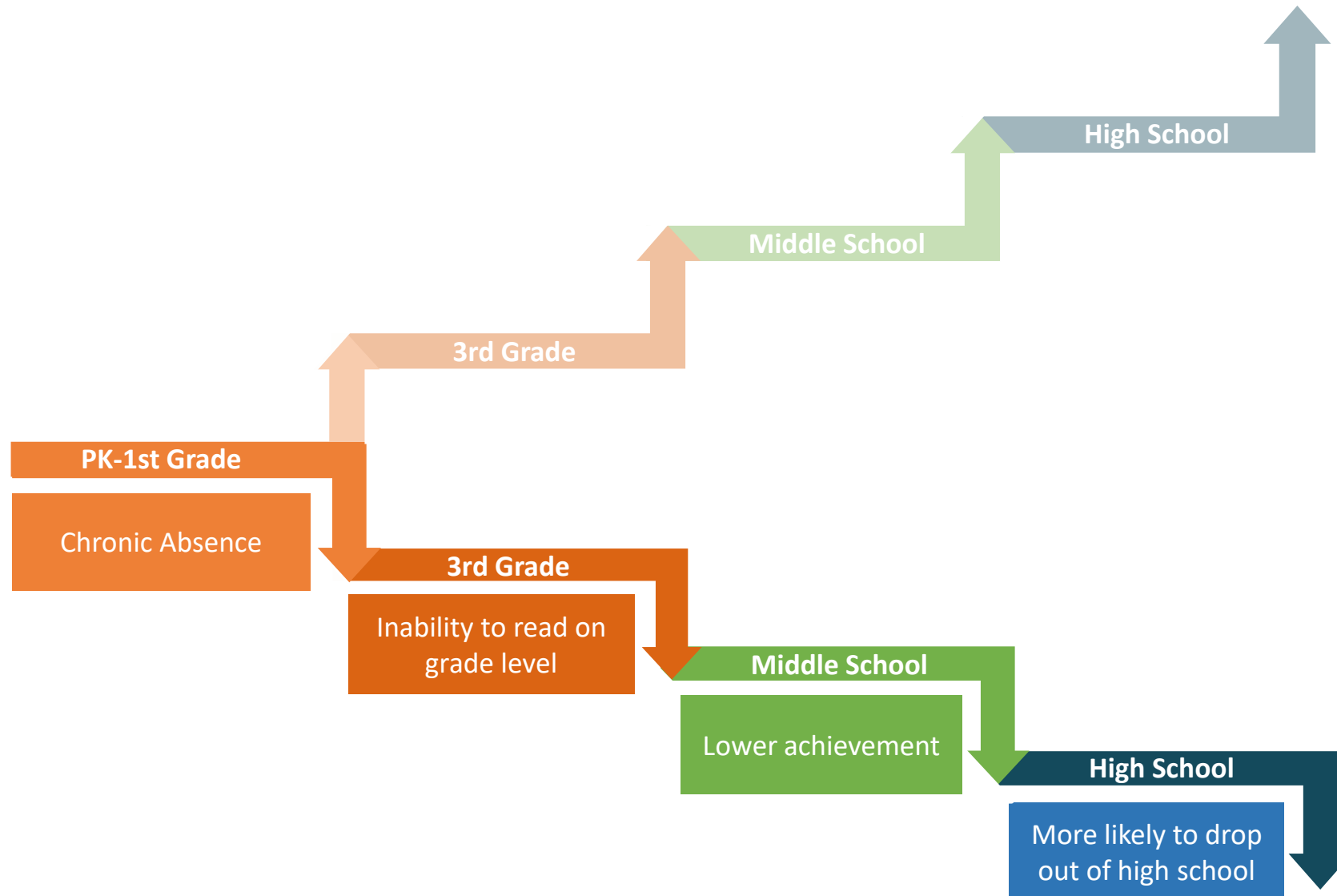
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



**What is the relationship  
between absences and equity?**

**Chronic absence is a *leading*  
indicator and a *cause* of  
educational inequity**

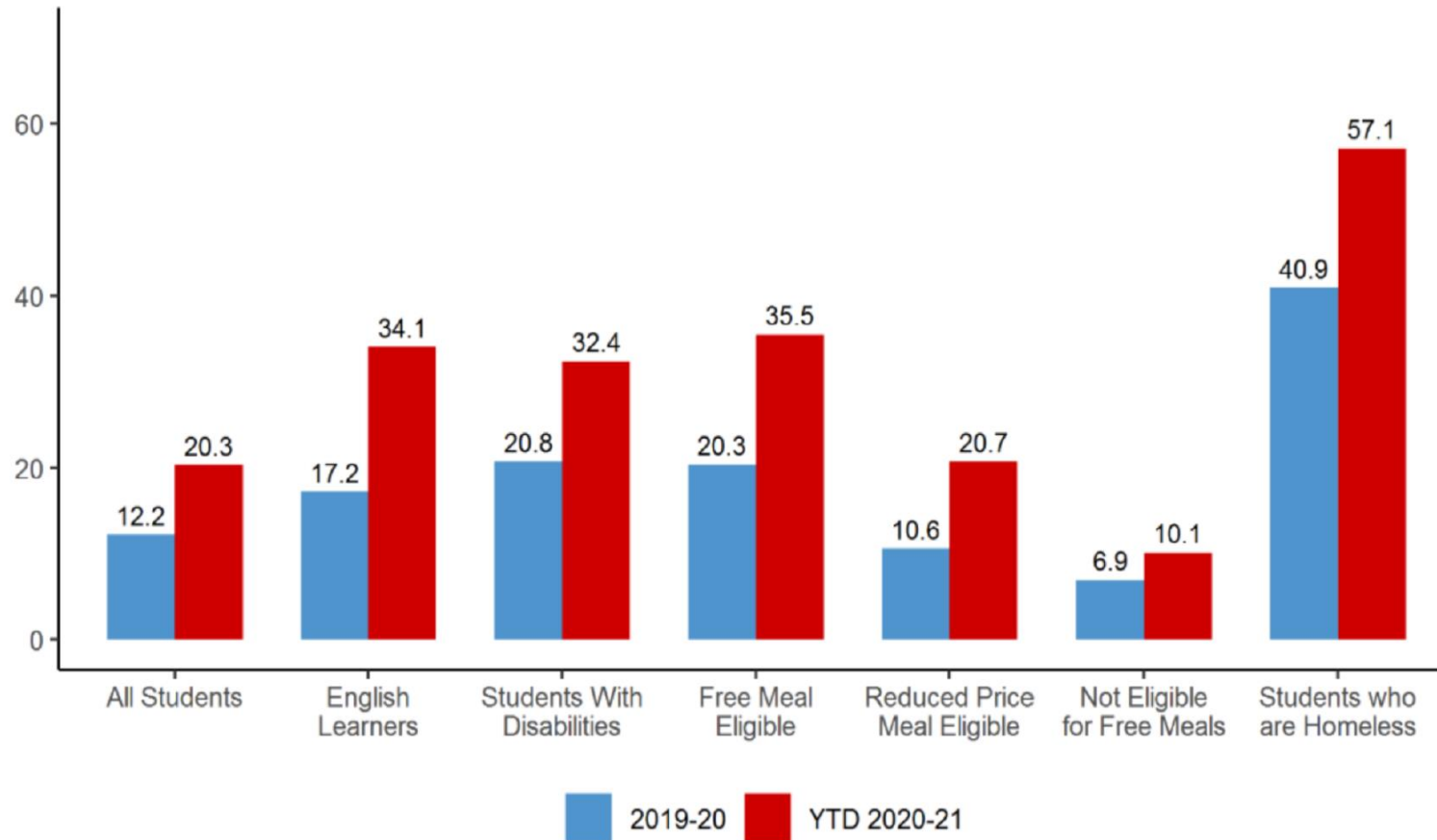
# Improving Attendance Matters





# Early SY 2020-21 Data Shows Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

**Percentage of Students Chronically Absent in Connecticut  
(YTD as of March 2021 compared to 2019-20)**



- This data from Connecticut is the first statewide data available in the country.
- Connecticut has a long history of investing in accurate data.
- Connecticut defined chronic absence as attending at least .5 day in distance as well as in-person learning.
- Calculations include in person and remote days
- Calculations for 2019-20 are based upon in person school days til Mid-March 2020.

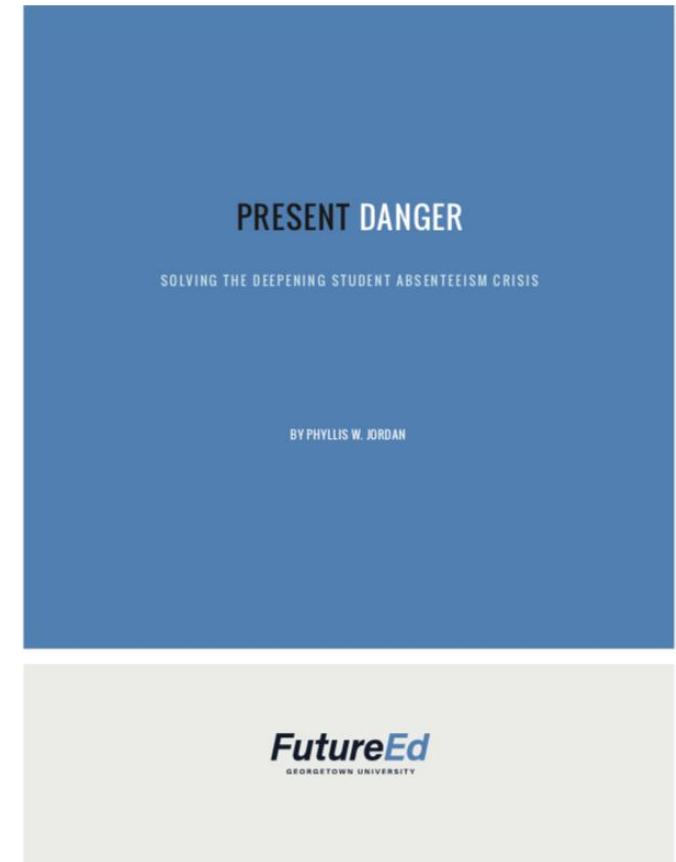
**Prior to the pandemic, chronic absence affected 8 million – or one out of 6 – students nationwide.**

# Present Danger:

## *Solving the Deepening Student Attendance Crisis*

***A new report from FutureEd takes a deep dive into 5 large school districts working with EveryDay Labs.***

- Not only are more students missing school, they're missing many more days. The extent of “extreme chronic absenteeism,” missing half the school year, is way up
- Absenteeism rates are rising faster among younger students
- Disadvantaged students see the biggest jumps in chronic absenteeism rates in every community
- Enrollment declines are most severe in the early grades
- Perfect attendance rates are also up, likely a mirage created by the changes in measuring attendance in the pandemic



<https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/>

# Chronic Absence is an Early Warning that Positive Conditions for Learning Are Missing Whether Classes Are In Person, Distance or Blended

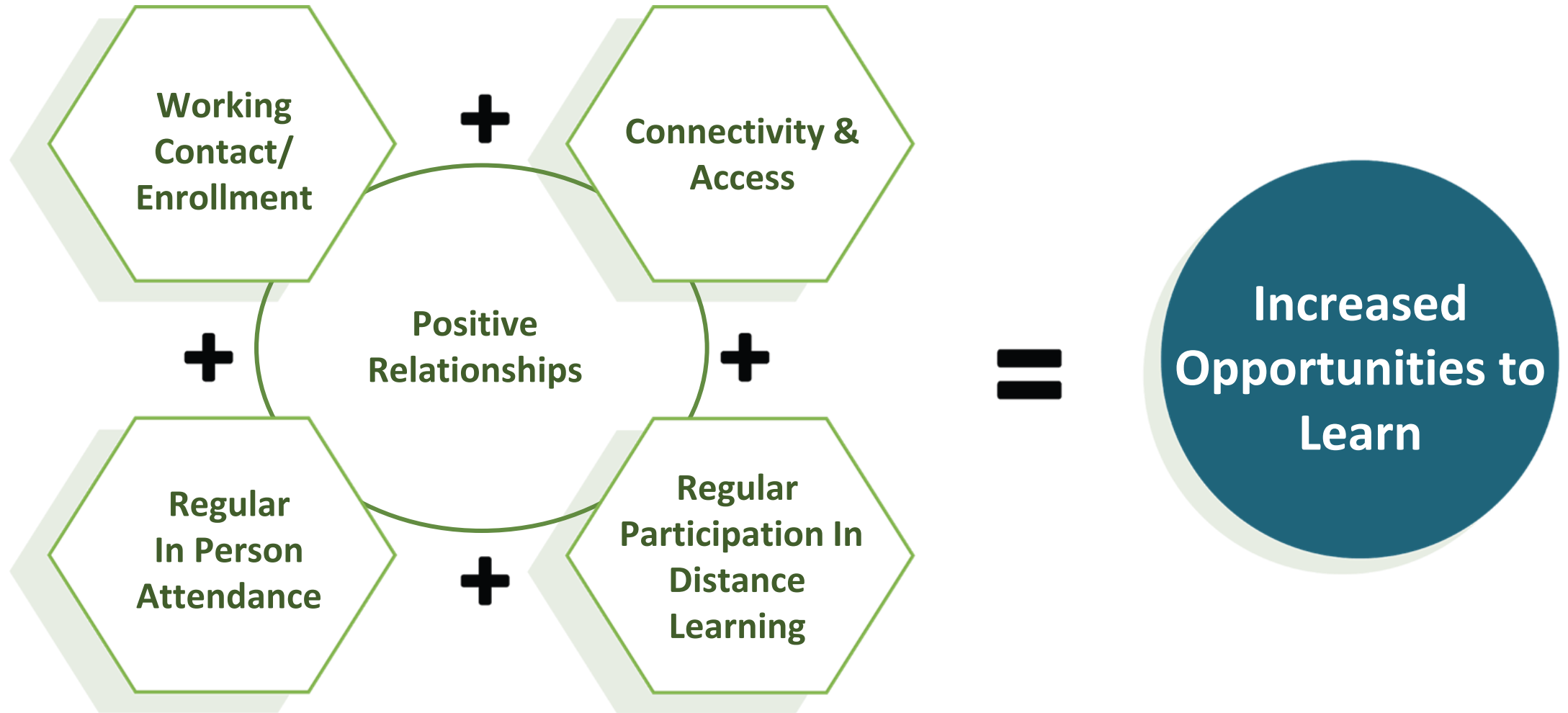




## Pay Attention to Transition Grades

Grade	Why pay attention to transition in these grades?
Kindergarten	What happens when children are entering formal schooling helps lay the foundation for future success. Families often do not recognize how absences add up quickly for young children and are often very concerned about their children's health and safety.
6 <sup>th</sup>	The shift to middle school is an important transition often marking when parents rely upon students to show up to class on their own. Academic and behavioral success during this transition year is crucial for later school success.
9 <sup>th</sup>	Students on-track in the 9 <sup>th</sup> grade are <i>almost four times</i> more likely to graduate than off-track students. Students may not recognize the impact of absences on passing courses and gaining needed skills.
12 <sup>th</sup>	Senior year is a critical time for ensuring students complete all the requirements for graduation and enrolling in post-secondary education.

# Expanding How to Measure the Opportunity to Learn





## **Pathways to Engagement:** *A Toolkit for Covid-19 Recovery Through Attendance*

### **Step 1: Establish Your Team**

- ❖ *Convene a small group of leaders if you are just starting or integrate into the work of an existing team.*

### **Step 2: Identify Priority Populations**

- ❖ *Use data to identify which group(s) of students or schools most need additional engagement and better understand their strengths and challenges.*

### **Step 3: Craft Engagement Strategies**

- ❖ *Take a multi-tiered approach to engagement, especially for priority populations, that starts in the Spring, persists in the Summer and is amplified in the Fall.*

### **Step 4: Reflect, Learn and Improve**

- ❖ *After each phase of work, invest in taking stock to assess what worked and what can be improved for the future.*

# Ensuring Attendance Requires A Team



The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school's:

- \* Nurse
- \* Counselor
- \* Social Worker
- \* Administrative support staff
- \* Special education staff
- \* Teachers
- \* Early education staff
- \* Expanded Learning program staff
- \* Community School Coordinators

Members should be able to bring the perspectives of the student demographics.

Teams should incorporate input from families and students and can include staff from community partners.



# Attendance Functions of a School Team

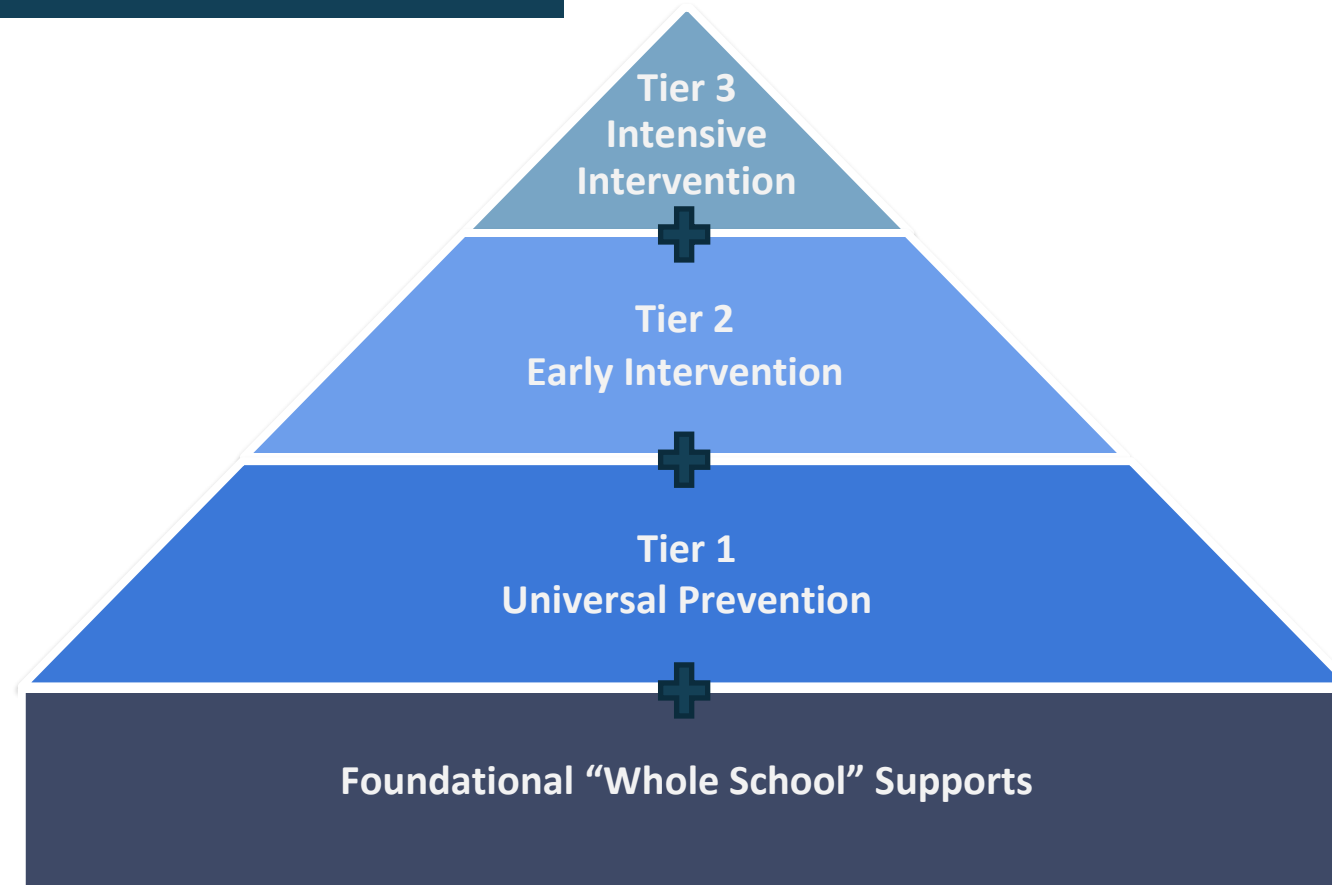


1. **Organize a multi-tiered attendance strategy that begins with prevention and early intervention.**
2. **Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.**
3. **Identify barriers and inequities that prevent students from attending school.**
4. **Mobilize everyone in the school community to address attendance.**
5. **Determine if you are making a difference.**





## Take a Tiered Approach to Engagement





## Begin with a strong, “relationship centered” foundation

Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning
Foundational Supports			



## Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important. Tap into existing initiatives and coalitions to engage potential partners.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith Based Organizations.
- Health/ Mental Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local / Tribal Governments
- National Service/ Volunteers/Mentors
- Out of School Time providers
- Social Emotional Learning Providers
- Social Services
- Population-Specific Service or Civic Organizations
- Philanthropy (including foundations and United Ways)

# Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance



# Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance

## Summer Build Bridges to School

- ✓ Create opportunities for students to socialize with peers, get into a routine of in person attendance, and engage in enriching programming and experiential learning. Such bridge programming is especially important for young children with little formal schooling experience, students who had significant absences during the school year and transition grades.
- ✓ Reach out to students and families with limited attendance and engagement during the school year or attendance challenges during summer programming.
- ✓ Establish a planning committee for the return to school that is inclusive of students and families

# Panelists



**Aaron Philip Dworkin,**  
Chief Executive Officer,  
National Summer Learning Association



**Dr. Kristina Kyles-Smith,**  
Executive Director,  
Two Rivers Public Charter School  
Washington, DC



**Emily Partin,**  
Director,  
Family Resource Center,  
Grundy County Schools  
Tracy City, TN



# OUR VISION



**Ensure every child, regardless of background and zip code, learns and thrives every summer.**

## **OUR WORK AIMS TO:**

- **Improve the lives of America's most vulnerable students**
- **Combat summer learning loss**
- **Close the achievement and opportunity gaps which grow over the summer months**



# SUMMER: A METAPHOR FOR INEQUITY AND OPPORTUNITY

## “Four I’s of Summer”

### Time for Improvement

Provides *both* students and staff opportunities to learn, and practice new skills. “No training about kids without kids.”

### Time for Innovation

Most entrepreneurial time in education. Chance to incubate, try out and measure new ideas before scaling.

### Time for Integration

Chance to break down artificial silos in education. Model what multi-sector partnerships look like.

### Time for Impact

Life transition point. Immediate and lasting personal impact. Build community. A solvable national challenge.

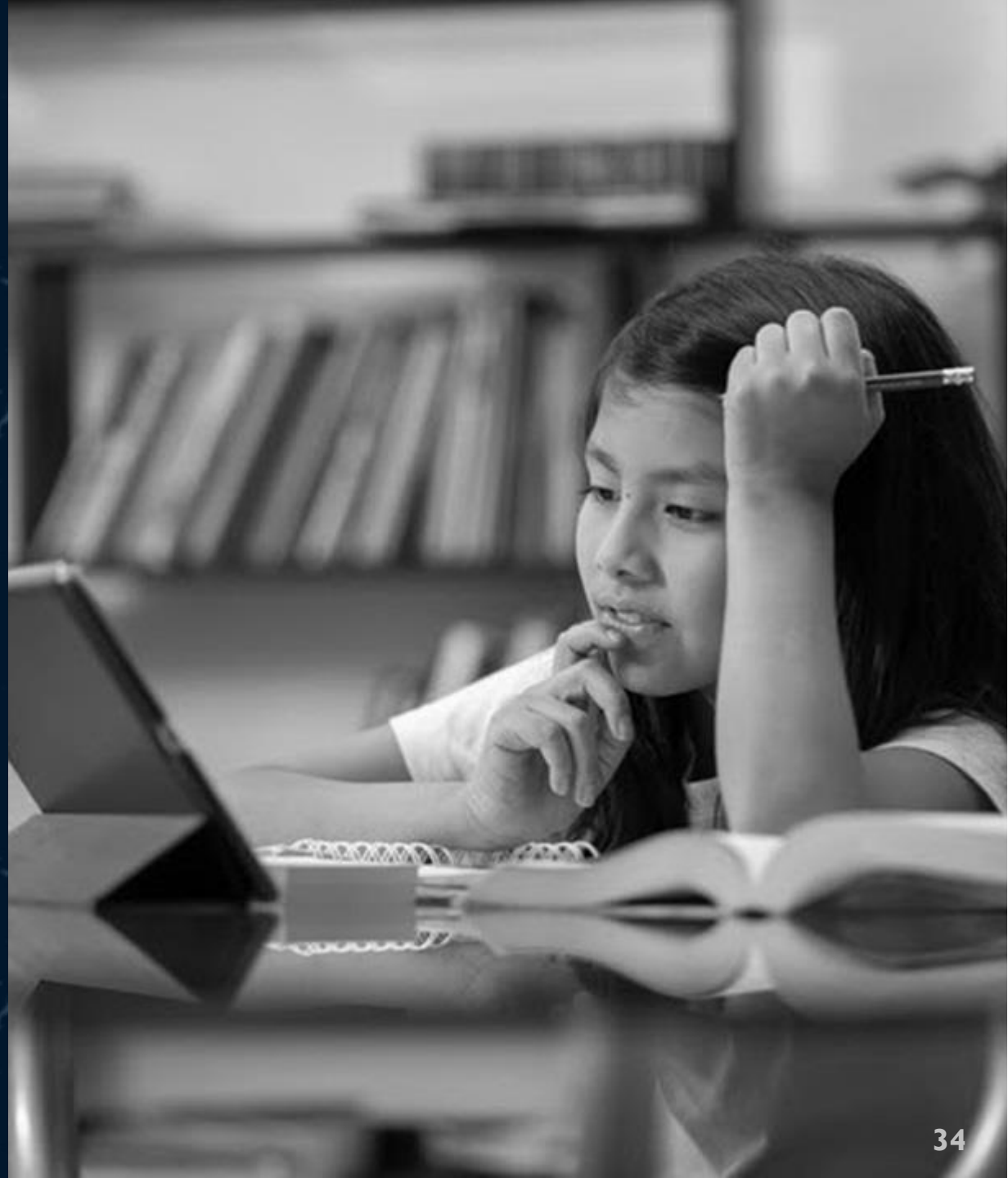




# BROAD DISTINCTIONS BETWEEN SUMMER SCHOOL VS. SUMMER LEARNING

Summer School	Summer Learning
<ul style="list-style-type: none"><li>• Remedial Education</li><li>• Punitive and Boring</li><li>• School building based</li></ul>	<ul style="list-style-type: none"><li>• New and Accelerated Learning</li><li>• Exciting, Engaging, Experiential</li><li>• Variety of Settings</li></ul>
<ul style="list-style-type: none"><li>• Academic only focus</li></ul>	<ul style="list-style-type: none"><li>• Combines Academics, Health, Enrichment, SEL</li></ul>
<ul style="list-style-type: none"><li>• Mandatory only for some students</li><li>• Adults decide all</li></ul>	<ul style="list-style-type: none"><li>• Voluntary and Open to all</li><li>• Student Voice, Choice, and Leadership</li></ul>
<ul style="list-style-type: none"><li>• Feels no different than school</li></ul>	<ul style="list-style-type: none"><li>• Unique and Special Experience &amp; Culture</li></ul>

**COVID-19:**  
**Hard for Everyone,  
Worse for Some**



# WHY NOW: SUMMER AND COVID LEARNING LOSS

- The National Academies of Sciences  
[Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth](#)
- Wallace Foundation  
[Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project](#)
- NWEA  
[Learning during COVID-19: Initial research findings and 5 things we can do](#)
- McKinsey & Company  
[COVID-19 and learning loss—disparities grow and students need help](#)

# THE COVID-19 CRISIS IS AFFECTING EVERYONE, BUT NOT AFFECTING EVERYONE EQUALLY.

Students of color are more likely to be impacted by the health and economic impacts of COVID-19.

Latino Americans are nearly

---

**twice as  
likely**

---

to have lost a job as  
White Americans.

The coronavirus is killing  
Black Americans at

---

**3x**

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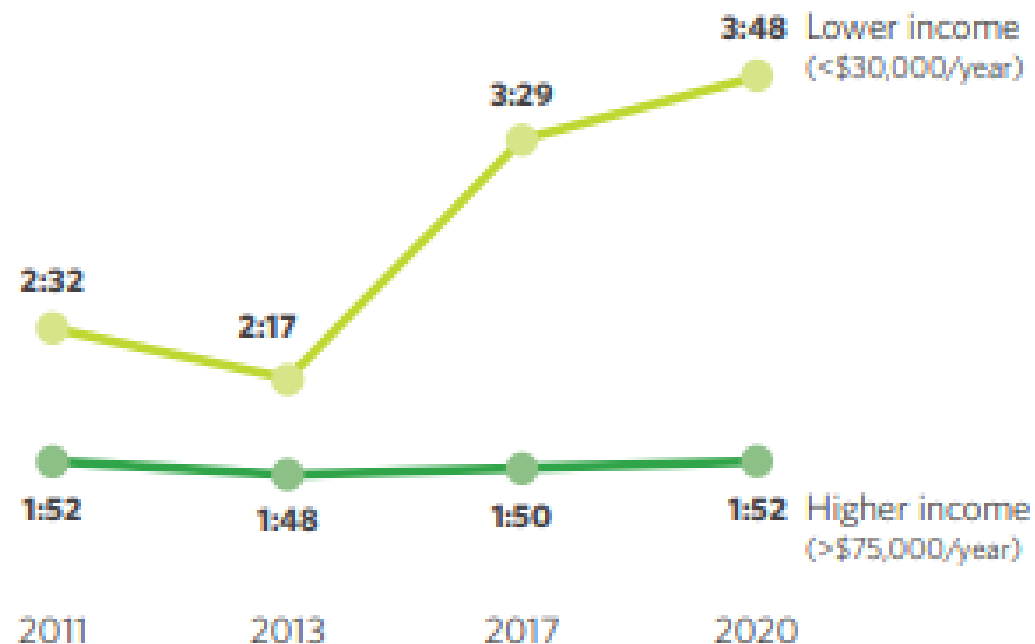
the rate of  
White Americans.

# INEQUALITY IS GROWING IN MENTAL HEALTH

**FIGURE F. Screen Media Use, by Demographic, 2011 to 2020**

Among 0- to 8-year-olds, average screen use per day

INCOME



**“Her behavior suffers if we allow her to watch more than two hours a day. So that is now a limit, and we only allow her to watch on weekends.”**

—Parent of a 7-year-old girl

# RAND FOUND 43 SUMMER PROGRAM MODELS THAT MEET ESSA STANDARDS: FOCUS ON WHOLE CHILD

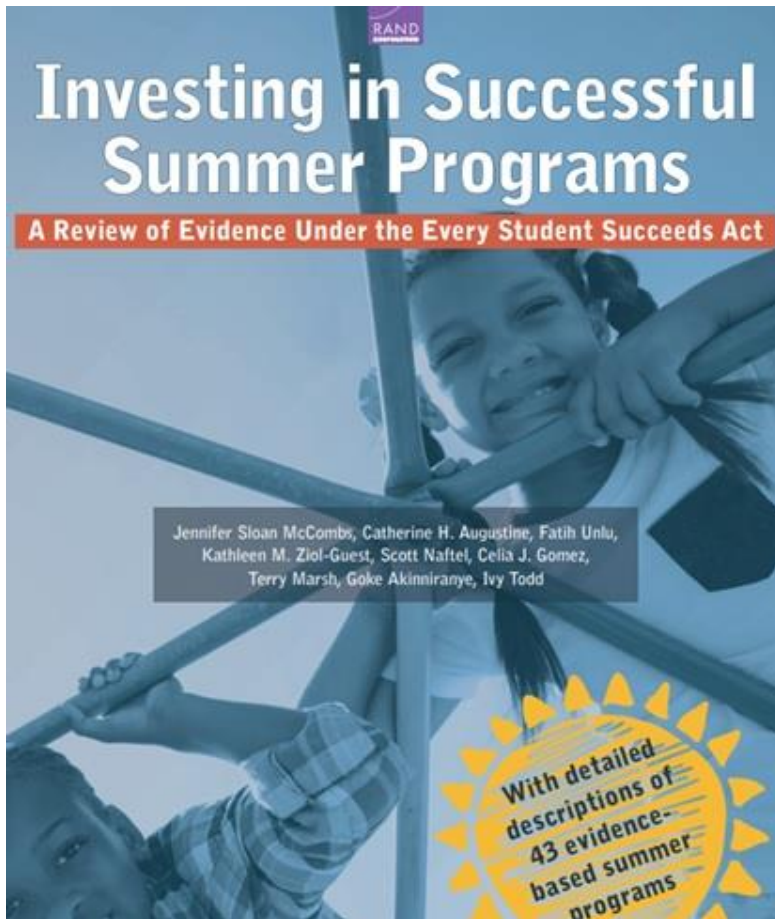
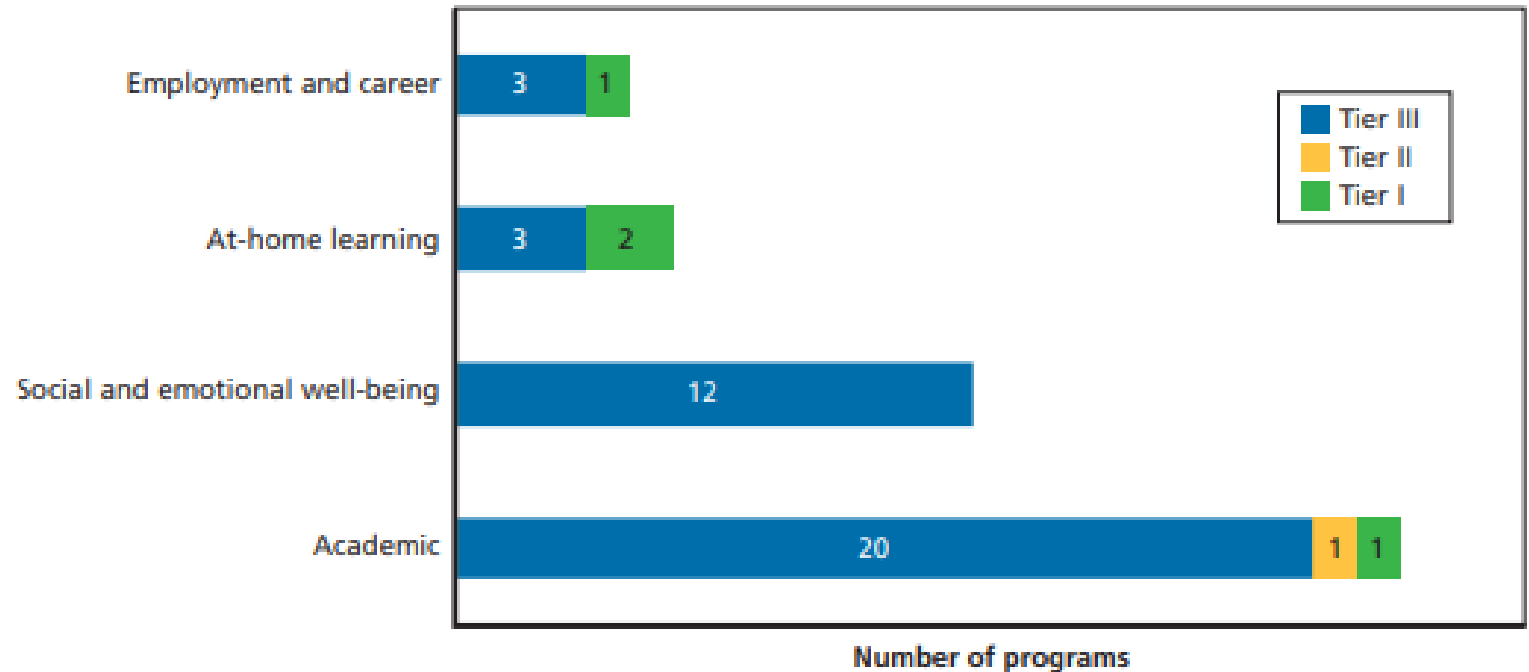
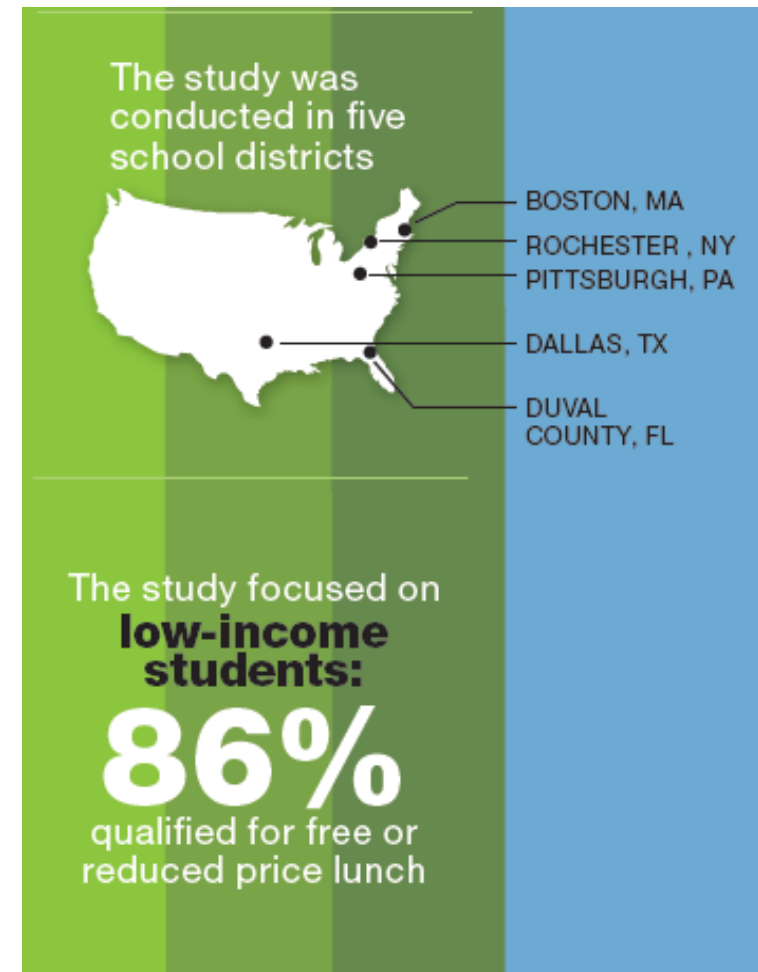
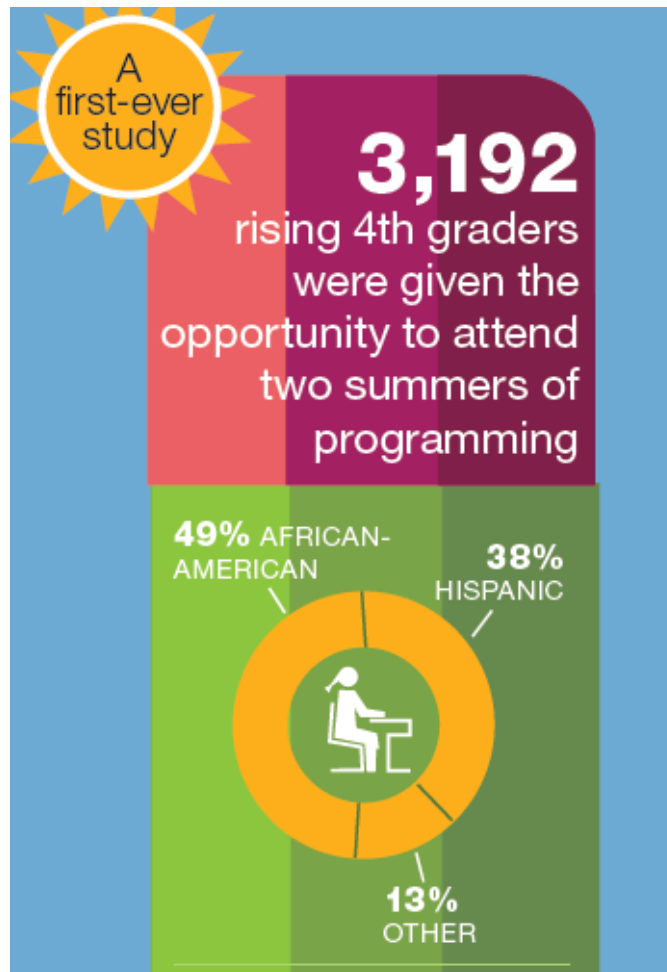


Figure 3.1  
Number of Summer Programs with ESSA Tier I–III Evidence, by Program Type



# WE KNOW WHAT WORKS: EXCELLENT SUMMER PROGRAMS MEET ESSA TIER 1 STANDARDS: 5 WEEK, SCHOOL-BASED, ACADEMICS + ENRICHMENT + SEL





# HOW SUMMER INCREASES SCHOOL ATTENDANCE

## Two Resources

- [“Recruitment and Enrollment”, Summer Starts in September](#), NSLA
  - [Summer Learning Recruitment Guide](#), The Wallace Foundation
1. Builds Community, Caring Youth -Adult and Peer Relationships
  2. Students Discover Passions and Make Connection to Core Content
  3. Develop Youth Voice and Peer Leadership
  4. Help Students Understand their “Why” and take Ownership of Learning

# American Rescue Plan - Education Provisions: \$30 Billion for Summer & Afterschool

- **\$122 billion for k-12 education through the Elementary and Secondary School Emergency Relief (ESSER) Fund**
  - **\$8.45B available from SEAs (would serve 9 million students, doubling current number)**
    - \$1.22B set-aside for summer enrichment
    - \$1.22B set-aside for afterschool programs
    - 5%, approximately, \$6.1B, for learning recovery (including summer + afterschool)
  - Providers can be direct grantees of these funds (more on that in next slides)
- **\$22 billion to LEAs for learning recovery strategies, including afterschool and summer enrichment**
- \$1 billion for Corporation for National and Community Service through AmeriCorps for AmeriCorps positions to help address learning recovery and other purposes



# *Two Rivers*

## Public Charter Schools

*Nurturing a diverse group of students to become lifelong, active participants in their education, develop a sense of self and community, and become responsible and compassionate members of society.*

**BE THOUGHTFUL. EXPERIENCE AND GROW. GIVE ACCESS.**

**NURTURE RELATIONSHIPS. LEARN BETTER TOGETHER.**



- Established in 2004
- Network of 3 schools and professional development institute
- Located in Washington, DC
- Serving 974 Students
- Grades PK 3 - 8th

METRIC	
<b>Enrollment -</b>	<b>970</b>
Asian	1%
Black or African American	56%
Hispanic or Latino	7%
Two or More Races	9%
White	26%
At Risk	21%
Special Education	18%

# Our Four Pillars



TWO RIVERS PUBLIC CHARTER SCHOOL

We are an EL (Expeditionary Learning) Education  
Credentialed Mentor School

- 3- dimensions of student achievement
- Expeditions, 6 week long topic and project-based units of inquiry grounded in social justice and community
- Crew, strategic, multi-year advisory that combines relationship building, goal setting, and peer to peer collaboration



Project-based  
learning is rigorous  
and joyful



Social-emotional  
learning



Arts and Spanish

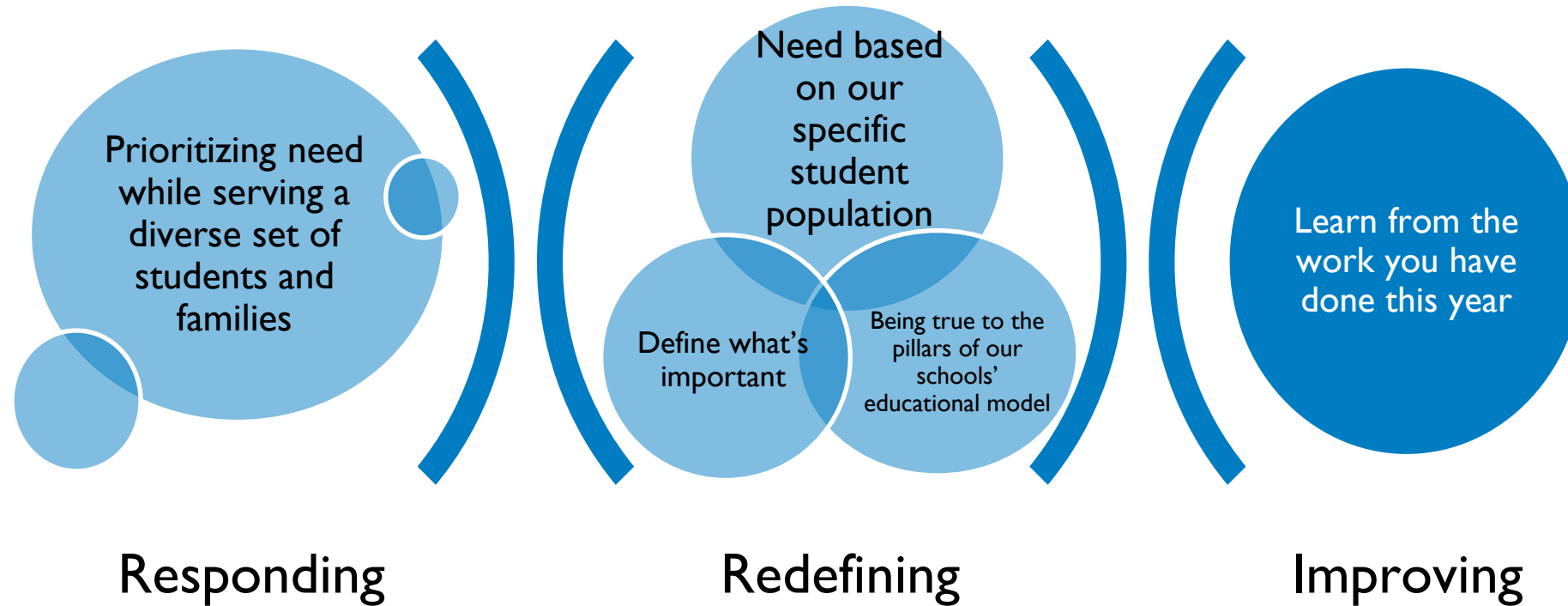


Diverse  
Community





## Pillars of Summer Programming







# Tracking Our Impact, Engagement & Equity

A	B	V	W	X	Y
	Target	Week of 1/25	Week of 2/1	Week of 2/8	Week of 2/15
METRIC					
Reduced Lunch					
<b>Attendance - CMW</b>					
In Seat of Attendance (ISA) for M,T,Th,F					
4th St. ES	95%	96%	95%	96%	
Young ES	95%	96%	95%	98%	
Middle School	95%	98%	97%	99%	
American Indian or Alaska Native		100%	100%	100%	
Asian		100%	100%	100%	
Black or African American		95%	94%	97%	
Hispanic or Latino		98%	96%	96%	
Two or More Races		97%	95%	98%	
White		99%	99%	98%	
At Risk					
Special Education		95%	94%	97%	
Free Lunch		93%	92%	92%	
Reduced Lunch		95%	91%	97%	
<b>TR Attendance (75%)</b>		89%	85%	86%	
4th St. ES (393 Students)	93%	91%	88%	87%	
Young ES (222)	92%	90%	89%	87%	

## Tracking Attendance

- Who logs-on to classes
- How Many Classes
- Completion of work

## Engagement

- Who is not logging on
- Participation in virtual clubs







## Summer Programming

Redefining  
need based on  
our specific  
student  
population



*Listen* to the  
community about how  
they are doing

*Define* what is  
important for students  
to have learned this year

*Focus* on all three  
dimensions of student  
achievement



## Tracking Our Impact, Engagement & Equity

Student Achievement		
Mastery of Knowledge and Skills		
Average Standard Grade by Subject		2.6
ELA Avg. Standard Grade	3.0	2.5
Mathematics Avg. Standard Grade	3.0	3.0
Social Studies Avg Standard Grade	3.0	2.4
Science Avg Standard Grade	3.0	
Specials Avg Standard Grade	3.0	
Average Standard Grade by Student Group	Target	September
Asian	3	3.5
Black or African American	3	2.8
Hispanic or Latino	3	2.8
Two or More Races	3	3.2
White	3	3.2

### Tracking Achievement

- Grades
- MAP
- Character Grades





## Summer Programming



Find ways to engage and sustain Staff

Partner with purpose

Let staff lead in design phase

Engage partners who are committed to your model



## Summer Programming

Learn from  
the work  
you have  
done this  
year

How to engage our diverse families

How to ensure a commitment to health and safety in a way that is heard and felt

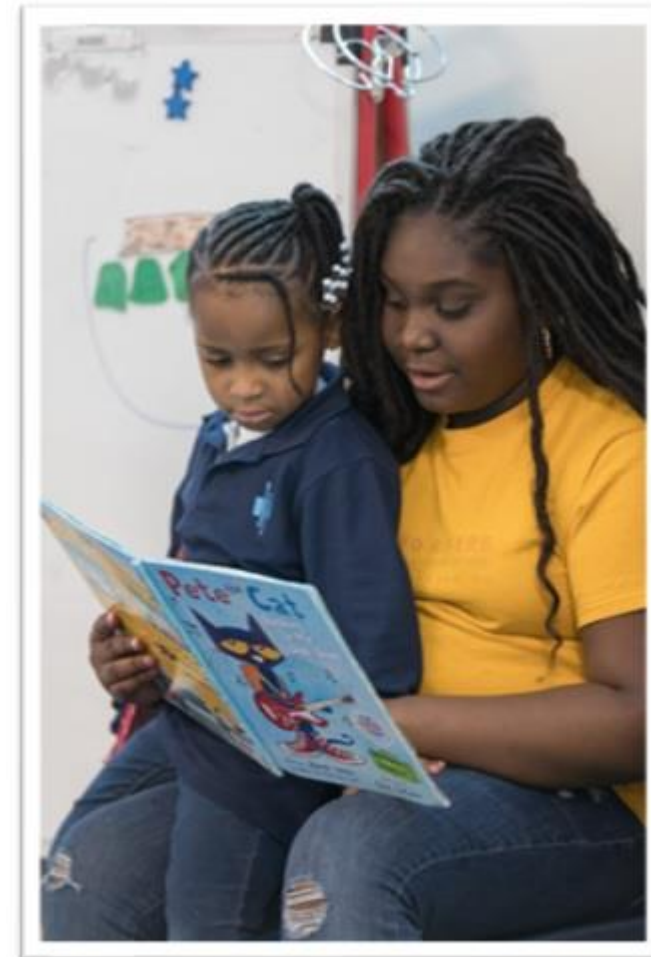
How to engage students holistically, not just in rote learning but in full growth and development





## Summer School

- Mostly in-person
- Serving 200 students (PS - 8)
- Prioritizing students who qualify for Extended School Year (ESY) services and Students at risk
- Partnering with DC Parks and Recreation Summer Boost





## Questions and Answers?





## Thank you and Stay Connected!



@tworiverspcs



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tworiverspcs



vimeo.com/tworiverspcs.org



tworiverspcs.org



learnwithtworivers.org

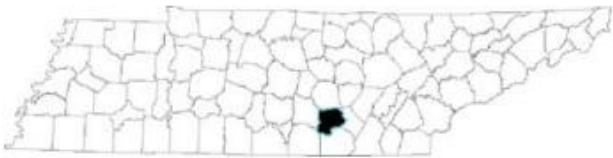




# Summer in Rural Appalachia: Grundy County, Tennessee

Emily Partin  
Grundy County, TN  
Family Resource Center  
epartin1@grundyk12.com

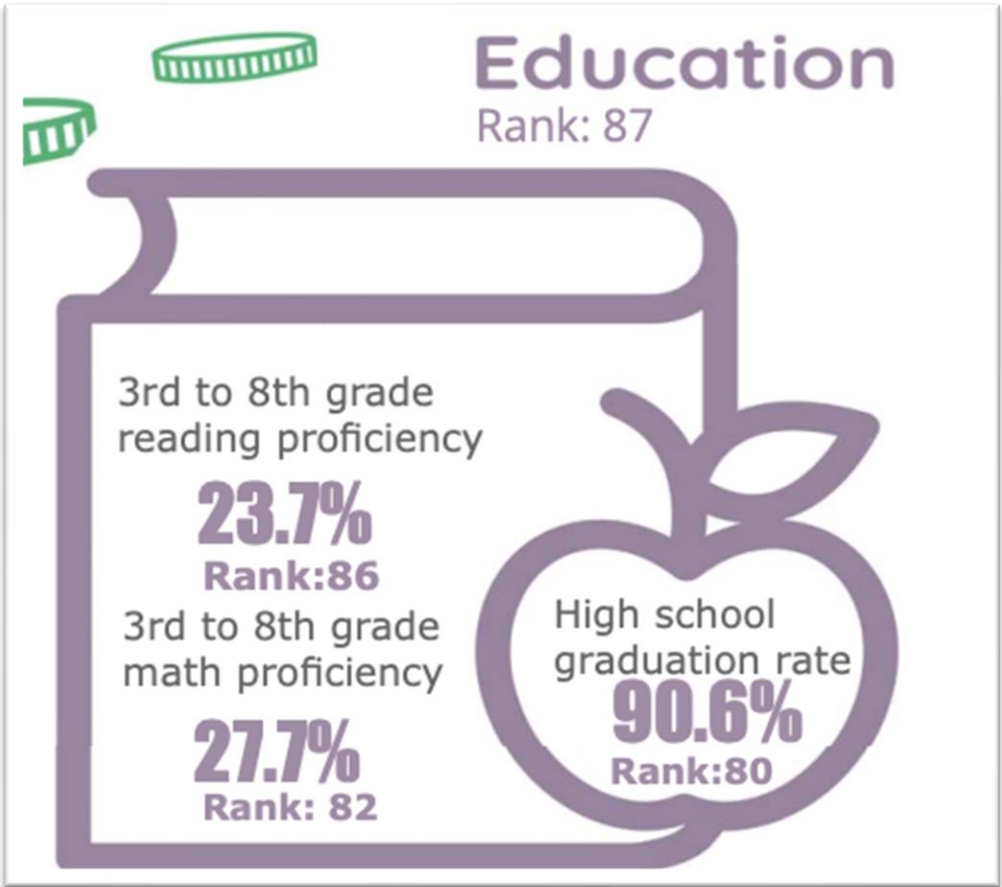
Recent figures from  
TCCY County Profiles



# Grundy

Rank:89

Out of 95 counties



In 2016, Discover Together's Building Strong Brains program began working with a local elementary school around the issue of chronic absenteeism. At that time, the elementary school had a 25% chronic absenteeism rate, the highest in the district. That rate has dropped substantially over the past 5 years.

	2017	2018	2019
2018-19 Chronic absenteeism	9.6	11.8	4

But what if they are in school...but not in the classroom?

**What does this mean?**

This figure shows the rate of in-school suspensions over time for a school or district.

**Why is this important?**

In-school suspension trends allow us to see whether schools or districts are seeing improvements in in-school suspensions over time.

	2017	2018	2019
2018-19 In-school Suspensions	.3%	15.7%	14.8%

Code	Count
In School Suspension	18
Parent Note	1
Parent Note Tardy	1
Unexcused Absence	1
Unexcused Checkout	1

04/27/2021 - horseplay - Horseplay

04/22/2021

- **Insubordination** - insubordination towards teacher- Refused to move seats in the gym during bus room. Laughing at the teacher. ~~LV~~-II offense Insubordination 2nd offense, 5 days of ISS 5/5, 5/6, 5/7, 5/10, 5/11.

04/14/2021

- **cell phone** - Student was using his cell phone during morning bus room.

Warning. Cell phone will be held by. Parent/guardian may pick it up today between 3-3:30 p.m.

04/05/2021

- - Meeting with mother  
-Student check-in protocol initiated.  
-Counseling initiated.

03/24/2021

- **horseplay** - Throwing food in the lunchroom. Level-II offense- 3rd offense 2 days of ISS to be served April 7-8th.

03/17/2021

- **horseplay** - Throwing playing cards in the cafeteria and was out of his seat. ~~LV~~-II 2nd Offense. Horseplay 1 days of ISS M 3/22/21. (did not show on the 22nd came in on the 23rd)

02/25/2021

- **Disruptive Behavior** - DISRUPTION TO SCHOOL/BUS OPERATIONS. USING THE PHONE CAMERA TO VIDEO AN ISSUE ON THE BUS. LV-II OFFENSE-4TH OFFENSE DISRUPTION W/ A DEVICE. 2 DAYS OF ISS- WED 3/3/ & 3/4/21.

11/19/2020

- **FIGHTING** - FIGHTING, LV-111 1ST OFFENSE- 5 DAYS OF AFTER SCHOOL DETENTION. TH 11/19, M 11/23, T 11/24, M 11/30, TU 12/1 3-5 PM.

11/16/2020

- **Disruptive Behavior** - DID NOT FOLLOW INSTRUCTIONS IN THE BUS ROOM AND THEN WAS DISRESPECTFUL TO THE TEACHER-1ST OFFENSE 2 HRS AFTER SCHOOL DETENTION.



Code	Count
In School Suspension	8
Nurse Excused Checkout	2
Remanded to Alternative School	16
Unexcused Absence	7
Unexcused Checkout	1

04/28/2021 - **theft** - Theft - Took another student's hoodie and the drew on it. level-III 2nd offense. 5 days of ISS. 1/2 days- 4/28 & 4/29, whole days May 5-7.

04/20/2021 - **disrespectful attitude** - was caught 2 times **trying to sleep** in class. he was told to keep his head up and not laying down. He continued a third time to lay his head down. In technology class (tn ready prep) he has his foot propped up on the top of the desk. Level-II Inappropriate and disrespectful attitude toward faculty/staff members. 3rd offense-2 days of ISS. Monday 5/3 & Tuesday 5/4.

03/25/2021 - **Insubordination** - Insubordination-defiance of any school personnel. Ly-III 1st offense, 3 days of ISS 4/7, 4/8 & 4/9.

03/19/2021 - **horseplay** - Throwing food in the cafeteria. Ly-II offense (2nd) horseplay 1 day of ISS on 4/6/21.

09/11/2020 - **DISRESPECTFUL** - **DISRESPECT** TOWARD A TEACHER. AFTER SCHOOL TUTORING. MON 3-5 PM.

02/04/2020 - **FIGHTING** - KEPT LEANING HIS HEAD BACK ON ANOTHER DESK. THE STUDENT BEHIND SLAPS HIM ON THE HEAD AFTER TELLING ROBERT TO STOP. ROBERT PUNCHED STUDENT IN STOMACH & KICKED IN KNEE. LV-III FIGHTING-3RD OFFENSE. STUDENT WILL BE REPRIMANDED TO ALTERNATIVE SCHOOL FOR 30 SCHOOL DAYS. STUDENT MAY RETURN TO TCES ON THURSDAY MARCH 26, 2020. MOM WAS NOTIFIED BY PHONE CALL.

01/10/2020 - **INSUBORDINATION** - INSUBORDINATION-AFTER BEING WARNED MULTIPLE TIMES, STUDENT WAS **TALKING** AND **HORSE PLAYING** DURING THE PLEDGE OF ALLEGIANCE.

01/10/2020 - **HORSEPLAY** - WAS PLAYING GAMES IN GUIDANCE WHEN ANOTHER ATTEMPTED TO GET GAMES PIECES. He HAD TAKEN FROM HIM. He PUSHED THE OTHER STUDENT BACK KNOCKING HIM TO THE FLOOR. LV-II HORSEPLAY-4TH OFFENSE 3 DAYS OF ISS TU 1/21 THRU TH 1/23/2020.

*School District Summer Learning Camp...4 week program, 6 hours of curriculum; mostly for remedial work...*





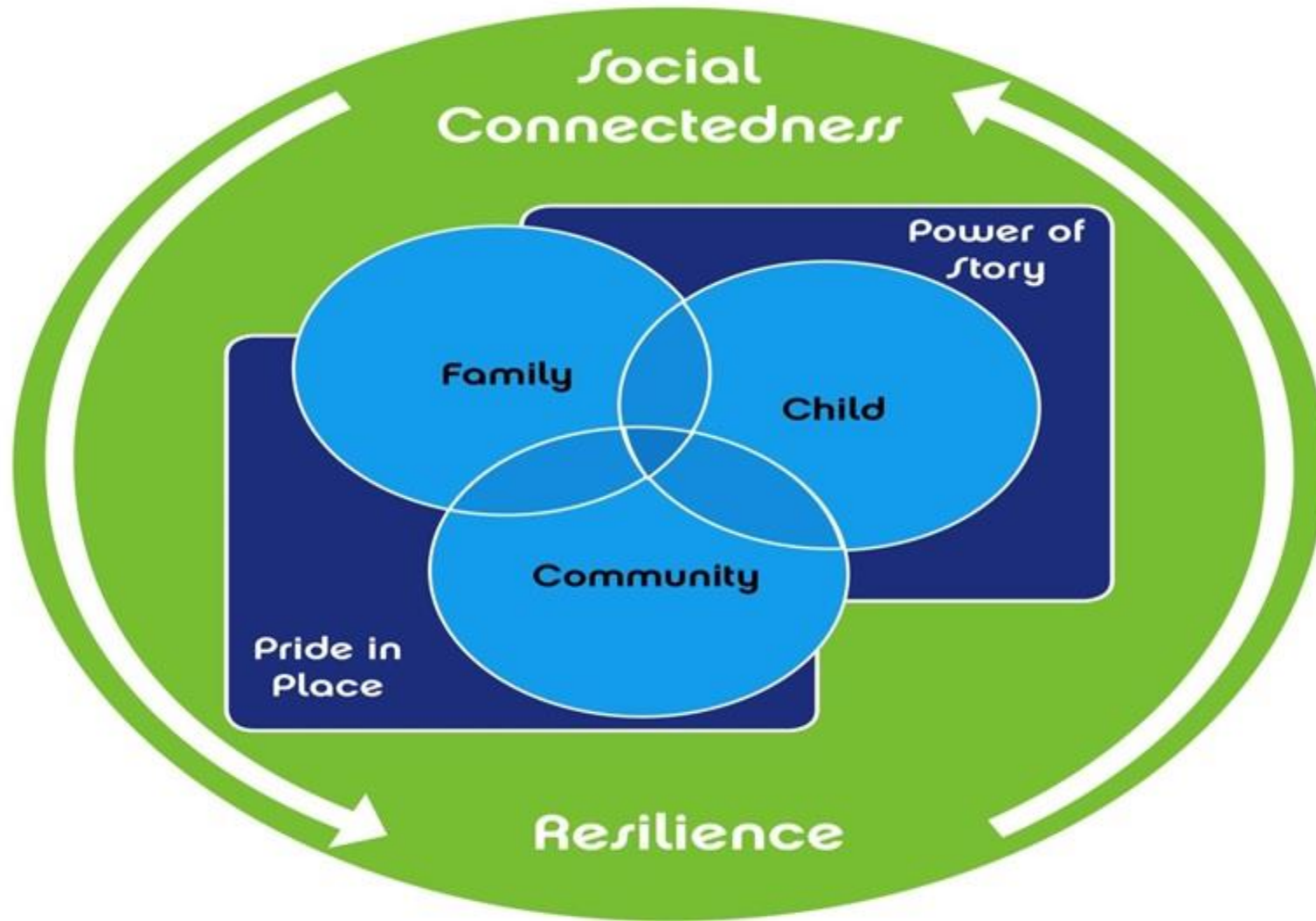
***Self-regulation and self-control....what neuroscience is telling us is that kids aren't going to learn anything from lectures however well-intentioned while they're in survival brain mode.....For all of them, you have to turn off their alarm in order for them to hear and absorb what you're saying, much less think about consequences and have the capacity to choose a different action.***

<https://www.psychologytoday.com/us/blog/self-reg/201607/self-regulation-vs-self-control>

**DT Camp Discover**...While learning about and exploring the local community, children and families connect with each other, find their special place in nature with literacy exercises, and develop confidence through team-building and outdoor adventures.



# DT Theory of Change



2013-present

Age groups now include:

Rising 2nd-4th, Me, My Community, My World

Rising 5th-7th, Environmental

Rising 8th, Adventure, Service Learning

High School Jr Counselors, Career Exploration and Peer Mentors

College/Career, Ongoing involvement with life transitions



# *Camp Discover: Me, My Community, My World*

A community partnership project by:  
Scholastic, Yale Child Study Center, Sewanee: The University of the South  
and Tracy City Elementary School

**DAY 3: FIELD TRIP:** Visit Swiss Colony and Coal Miner's Museum Train Sites

**THEME:** I can look and learn. We learn together.

## **Welcome**

### Part 1: *Camp Discover* Song

Sing song with words and movements.

## **Literacy-Based Activity: Read-Aloud**

### Part 1: *Dad's Railroad: The Mountain Goat* by Mary Patten Priestley (Tracy City Chapter)

Teacher Discussion Prompts:

- Today we'll visit the Swiss Colony and Coal Miner's train sites. Do you know anything about these places?
- What do you think we'll learn about?

## **Tuesday, June 7th Take Home:**

### **Take-Home Activity:**

Today children drew an imaginary train map of their community. Try this activity at home: draw a train map of your house or neighborhood. Start with a piece of paper and draw or make a mark for all of the places in your house or neighborhood where you do things every day (like eat breakfast, get dressed, and play). Connect these places by drawing a railroad track. You could also include special places, like favorite trees, where you like to spend time.

**Day 2 Message:** Let me tell you something new I learned about Tracy City today. Then teach me something you know about Tracy City!

### **Field Trip!**

Remember, students will visit Swiss Colony and Coal Miners' Museum train sites tomorrow (June 8th), so make sure they have anything that they will need!

**Parents, we would love for you to join us on this trip!** Due to our buses' capacity, we ask that you take your own car. We will provide those who drive with a \$10 reimbursement for gas. Please be at Tracy City Elementary by 9:00 a.m. if you wish to come!

Dear Families,

Today we continued to read *My Side of the Mountain*, where the main character Sam learns how to solve problems and create new things with the help of books, animals, and other people. He even has a pet falcon that he teaches to help him find food. In the afternoon we invited the South Cumberland State Park Rangers to bring in a bird of prey to show the students. In today's journal we asked them:

- What did you learn today?
- How do we learn from each other?
- How do we be good teachers?
- What is something you can do to help teach others?
- What is something people in your community do to help you learn?

These prompts help us think about the daily theme at camp. In the spirit of learning together, we would ask you to help your child continue these messages at home. For the take home activity today, ask your child to tell you one new thing he/she learned or saw today. Tell your



Involve younger siblings in the fun!



Experience your school teachers in a different environment



Let older students mentor the younger



Mix service learning with fun



Digital camera for each student each day

Learn about history by touching it



Build literacy skills through journaling











It takes a while to get us all  
in one shot!

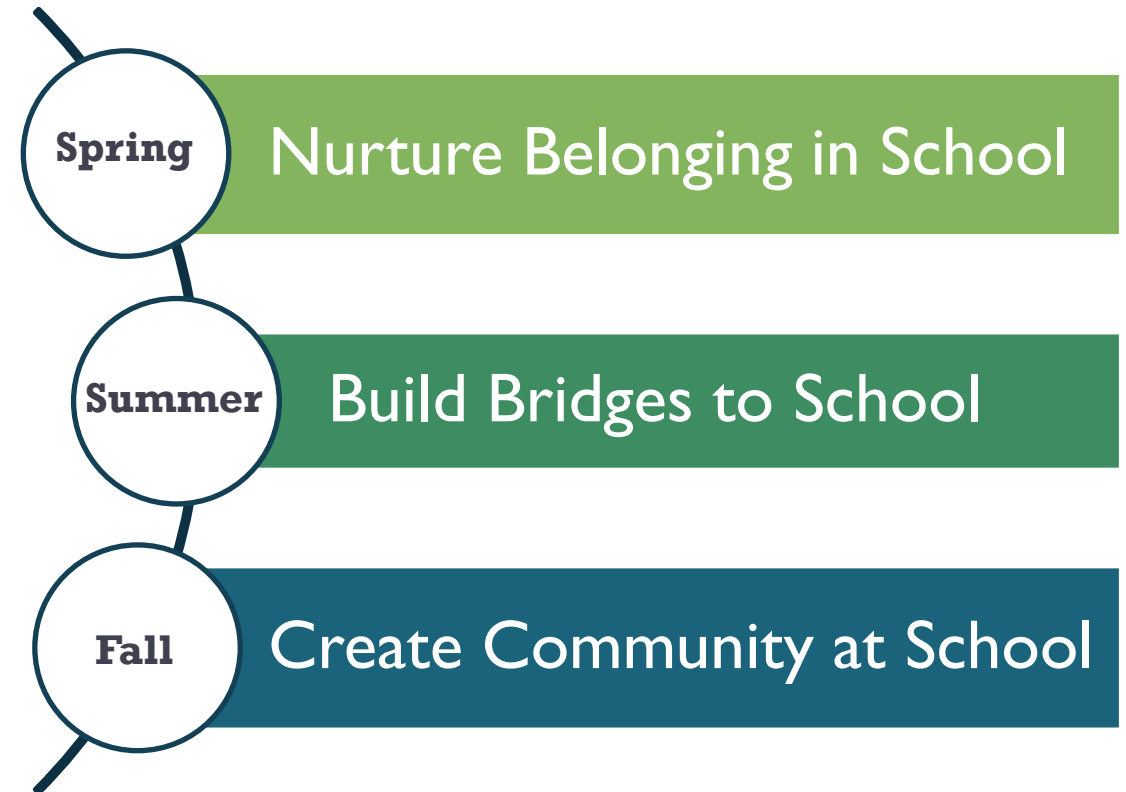
And this is how we all feel on the last day!



# Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance

## Recommended Steps:

- 1. Establish your team*
- 2. Identify priority groups*
- 3. Craft engagement strategies*
- 4. Reflect, learn & improve*



**Find the toolkit here:**

<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>

# Summer Engagement Strategies

## Bridges to School

- ✓ Incoming preschool or kindergarten students
- ✓ Sample activities during the summer
- ✓ Blank template also available



### **Bridges to School: Phase 2, Summer** **Student Group: Incoming Preschool or Kindergarten Students**

This grid offers examples of strategies that can promote attendance in the summer by creating a sense of belonging among current and prospective students. It is organized using a [tiered support system](#). The examples included are meant to inspire your thinking about what you might do in your own school or district. For each activity, you might specify who is responsible for leading and how to measure results of the strategy.

	Strategies for Creating a Bridge to School	How to Prepare	Special Considerations
Foundation	<p>Develop a preschool or kindergarten orientation for all students and families that includes a welcoming action when a family enrolls along with activities that peaks the week before school starts.</p> <p>-----</p> <p>Use the summer to offer community-building activities such as individual welcomes, virtual and/or in-person meet and greets, small group</p>	<p>Create a committee that can help plan for the launch of in-person group learning for young children in your program, or school. Include preschool and school staff, families with children who have participated in your program before, and partners from social, physical and mental health services to arts and recreation organizations on your committee.</p> <p>-----</p> <p>Conduct surveys or interviews with families to find out about any concerns</p>	<p>Focus on family engagement. Bringing a child to class the first time can be as hard for the parent as it is for the child.</p> <p>Pay particular attention to encouraging participation of “first-timers” in preschool and kindergarten, and first graders who have experienced less than a year of in-person school, especially if they are the first in the family to start school.</p> <p>-----</p> <p>Provide the families with opportunities—in person or virtually—to visit the classroom in advance of the first day, to</p>

*Find it in our new Pathways to Engagement Toolkit:*

<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>





## 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: 32,000+ members

## PROMOTE THE CAMPAIGN



*Sign up for updates:*

[www.awareness.attendanceworks.org](http://www.awareness.attendanceworks.org)



## Opportunities to Promote AAC 2021!

Share the Attendance Awareness website:

<http://awareness.attendanceworks.org/>

✓ Like us on Facebook



✓ Tweet using #schooleveryday @attendanceworks

✓ Add a badge to your signature line or materials



# How Covid Relief Dollars Can Help Improve Attendance

Attendance Works blog post:

<https://www.attendanceworks.org/how-covid-relief-dollars-can-help-improve-attendance/>

FutureEd perspectives on Covid spending:

<https://www.future-ed.org/perspectives-on-how-schools-should-spend-covid-relief-aid/>

FutureEd deep dive on Covid spending:

<https://www.future-ed.org/what-congressional-covid-funding-means-for-k-12-schools/>







## Final Reflections

### S. Kwesi Rollins

Vice President for Leadership & Engagement  
*Institute for Educational Leadership*  
Chair, Advisory Board, *Attendance Works*



# Learn More at the National FCE Conference

## How Community Schools and FRCs Can Promote Attendance and Engagement During Covid Recovery

*Wednesday, June 2<sup>nd</sup> at 3pm ET*

Chronic absenteeism a leading indicator and cause of educational inequity. Find out how community schools and Family Resource Centers are using data to activate action to remove barriers to showing up to class whether in person or remote. Examine the implications for supporting students and families hard hit by Covid-19.

## Pathways to Engagement: Organizing Your Attendance Strategy

*Thursday, June 3<sup>rd</sup> at 2:30pm ET*

After more than a year of disrupted and interrupted learning, students, families and educators are anticipating the return to a new school year. How can schools and community partners build off insights from chronic absence data to organize an effective attendance and engagement strategy for a successful start to the 2021-22 school year? Join Attendance Works for this deep dive into three critical stages:

- Nurture Belonging in School
- Build Bridges to School
- Create Community at School

**CONNECTED  
TOGETHER**

**& STRONGER  
THAN EVER**

**National Family & Community  
Engagement Conference 2021**

**June 1-4, 2021**

**To register:**

**<https://bit.ly/FCEConf21>**

**And special appreciation to our philanthropic partners!**

**GRoW @Annenberg**

**The Heising-Simons Foundation**



## 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-webinar2-Engaged>

Thank you!



# Appendix



## TWO RIVERS LEARNING INSTITUTE

- Customized Professional Development
- Virtual Courses
- Open Educational Resources



[www.LearnwithTwoRivers.org](http://www.LearnwithTwoRivers.org)





## Engagement During the 2020 - 2021 School Year

- Bi-weekly one-on-one goal setting meetings with every student.





## Engagement During the 2020 - 2021 School Year

Keeping students connected through virtual and in-person clubs:



 Drawing Club

 Mindfulness Club

 Social Club

 Math Club

 Music Club


 Robotics Club

 Lego Club

 Writing Club

 Games &  
Riddles Club

 Cat Club

 Chess Club

 Student  
Leadership Club



## Returning to Campus

- Learning Hubs
- In-Person Instruction (Preschool & 3rd Grade)
- 1-on-1 and Small Group Instruction
- Crew Experiences
- Periodic In-Person Meet Ups for Expeditions or Other Instruction

