



## Session 1:

# Whole School Engagement Strategies for Reducing Student Absenteeism



9/22/2021

Professional Learning Series



# Welcome!



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Founder and Executive Director



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## Three E-Learning Sessions

During these sessions, participants will learn how to work as a team to take a multi-tiered approach to improve attendance in their schools:

- ❖ **Session 1, Sept 22, 2021** — Whole School Engagement Strategies for Reducing Student Absenteeism
- ❖ **Session 2, Oct 6, 2021** — Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support
- ❖ **Session 3, Oct 20, 2021** — Partnering to Make a Difference



## Learning Goals for Session 1

### Participants will:

- Be able to measure attendance and participation in a variety of learning settings
- Be introduced to the framework of multi-tiered strategies that moves schools towards prevention and early intervention
- Draw on a variety of high leverage, whole school strategies to create a positive school climate and strong relationships with students and families that prevent absenteeism



## Getting Started: Introductions

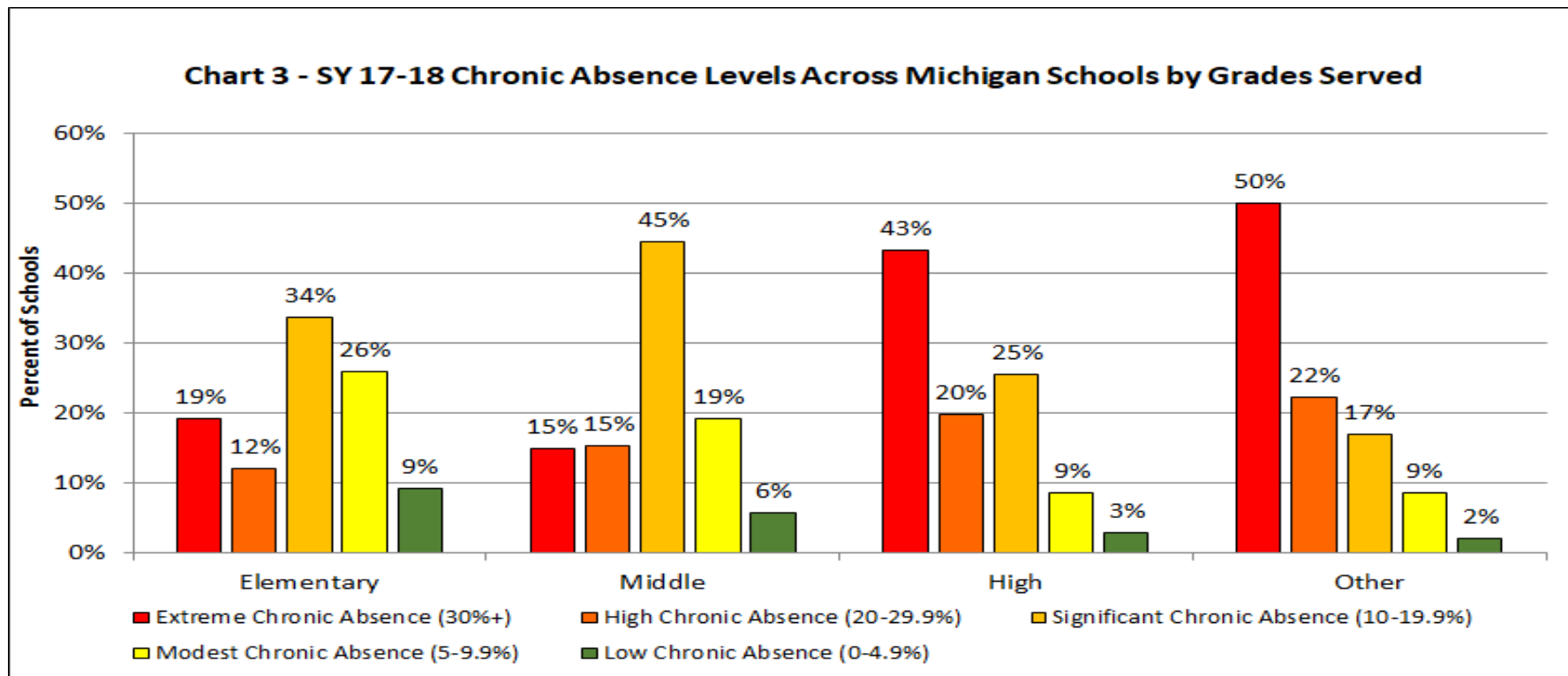
### Use the Chat and share:

- ✓ Your name and role
- ✓ Your school and district
- ✓ The name of one person who inspired you to attend and learn, and a short sentence about how they motivated you



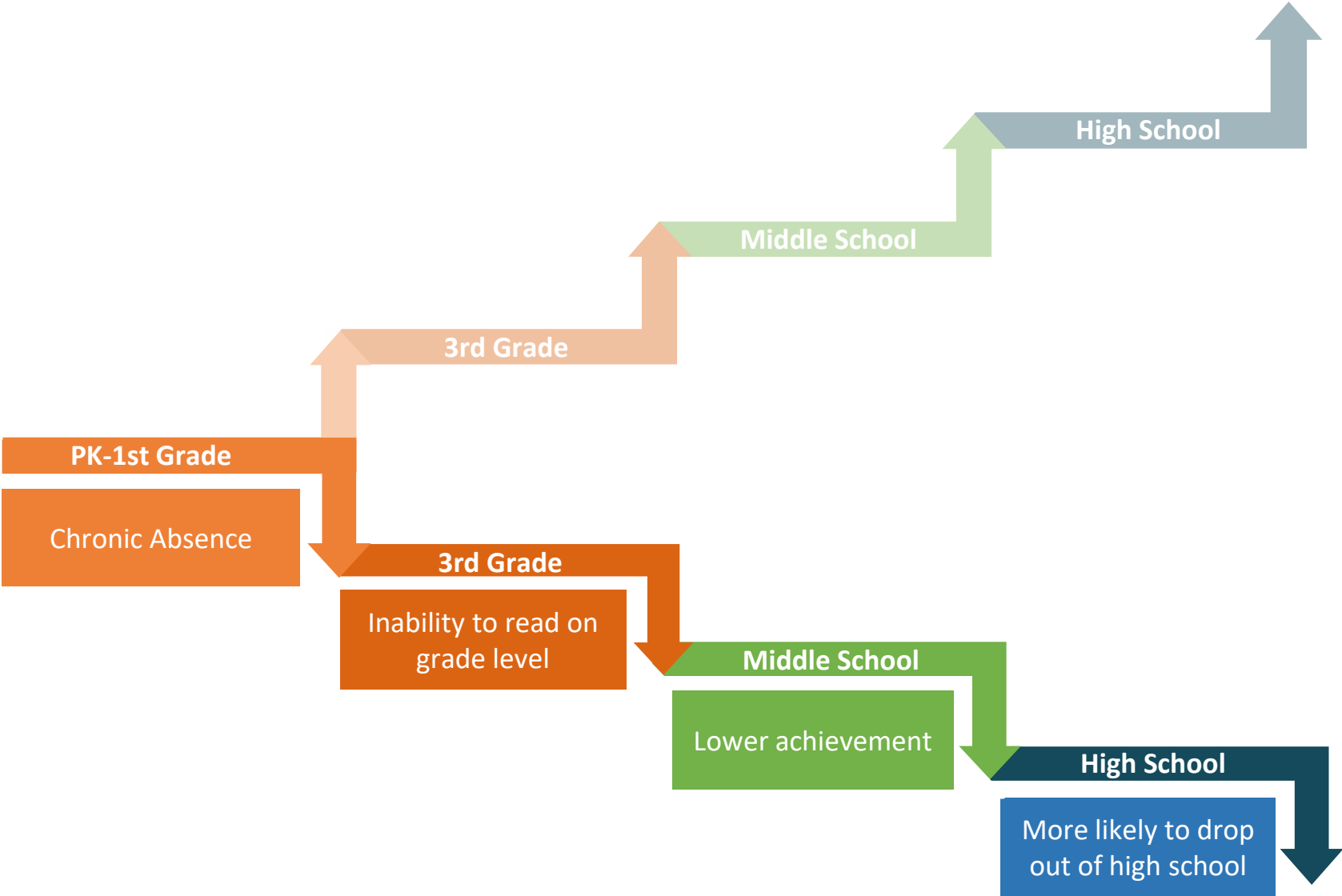
Prior to the pandemic, Michigan had the 8th highest state level of chronic absence.

In SY 17-18, 22.5% of Michigan's students were chronically absent.



Source: *Using Chronic Absence to Map Interrupted Schooling, Instructional Loss and Educational Inequity*, Attendance Works and Everyone Graduates, February 2021

# Improving Attendance Matters





## Why Does Attendance Matter?

**4 A School Success Framework**

**Attainment Over Time**

**Achievement Every Year**

**Attendance Every Day**

**Advocacy For All**

Developed by Annie E. Casey Foundation & America's Promise Alliance  
For more info go to <http://www.americaspromise.org/parent-engagement-toolkit>





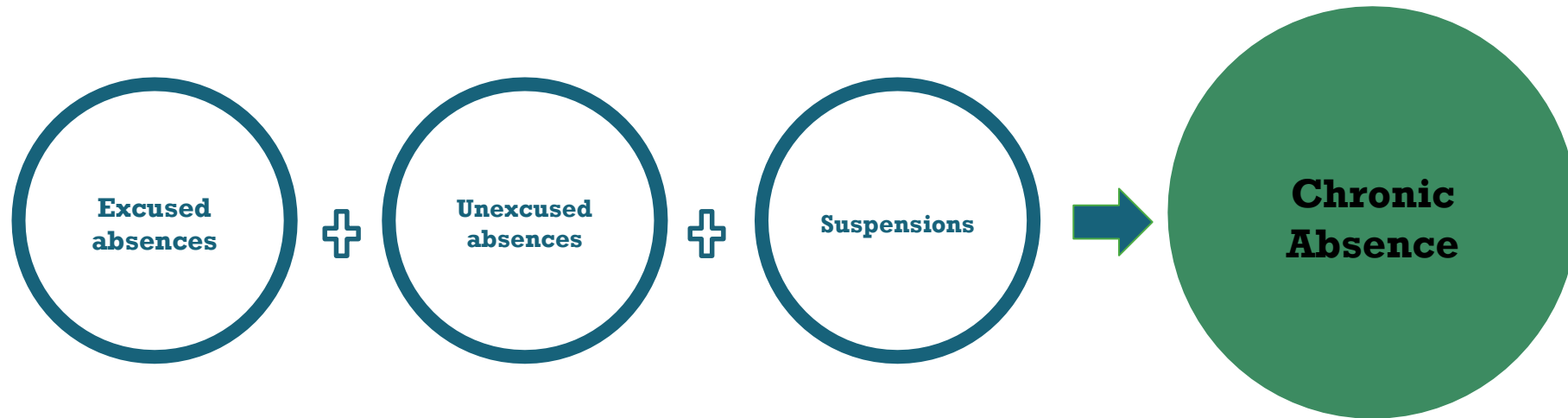
## What Is the Relationship Between Absences and Equity?

**Absenteeism is a *leading* indicator  
and a *cause* of educational  
inequity**



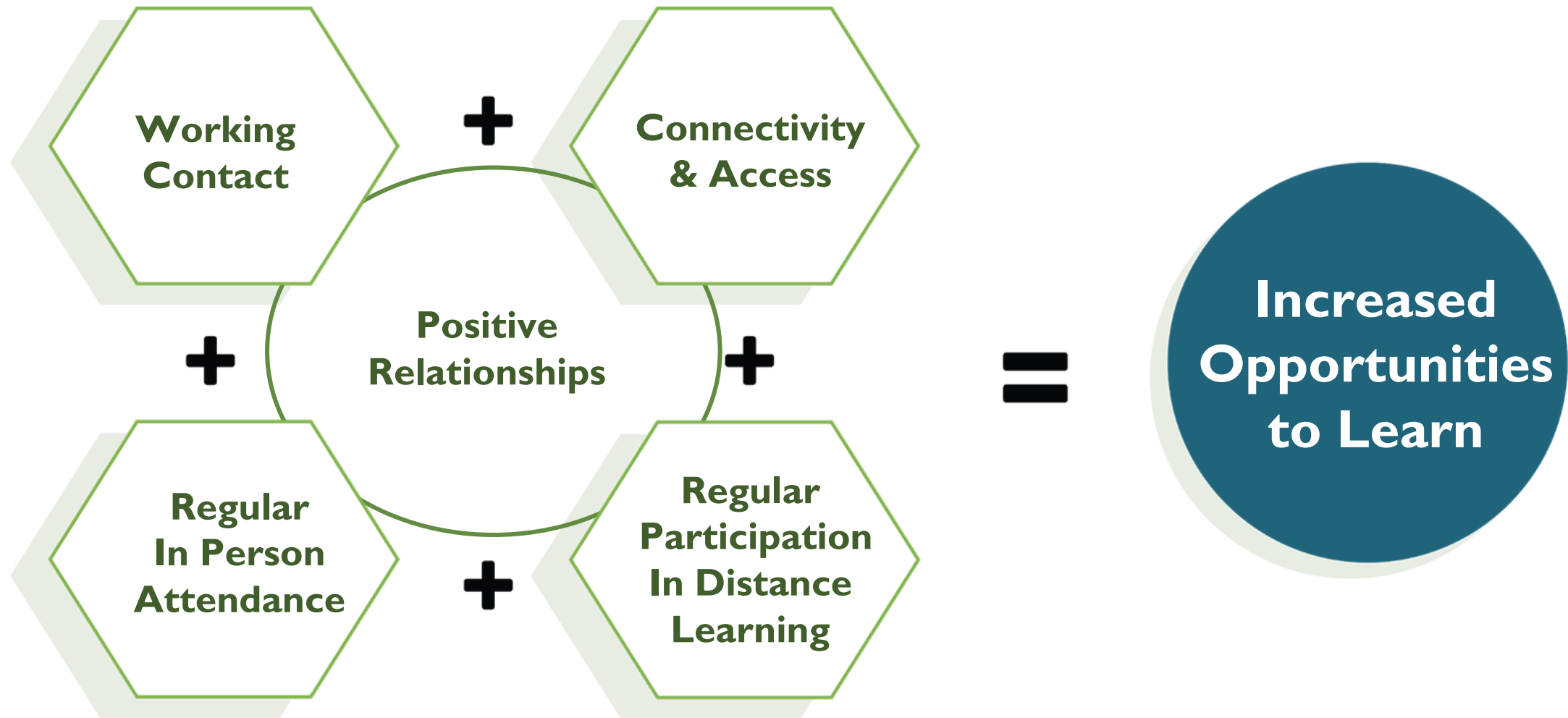
## Chronic Absence Measures Lost Opportunity to Learn

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).

# Expanding How to Measure the Opportunity to Learn



# Metrics Defined

## Contact

Schools have working contact and back up information for each enrolled student and their family.

## Connectivity & Access

Students, families and staff have access to technology (computer, software and internet access) and other materials to support learning at home.

## Relationships

Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

## Chronic Absence / Attendance

The extent to which students show up and are not chronically absent for in person and remote instruction.

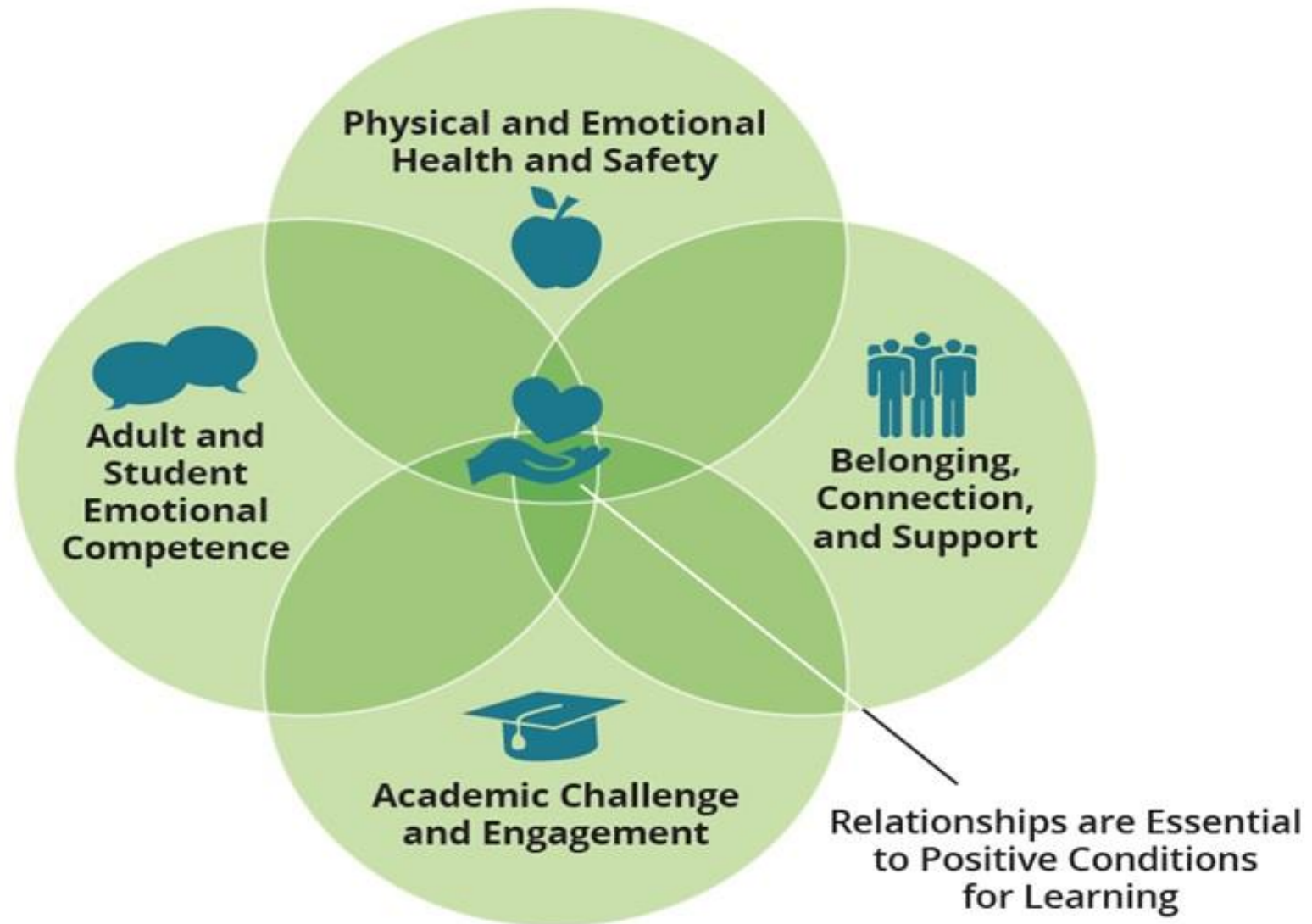


## Poll

### What attendance measures does your school / district track? (check all that apply)

- Daily attendance
- Contact information
- Connectivity
- Chronic absence
- Participation
- An existing relationship
- Daily attendance differentiated between in-person or remote
- None of the above
- Other *(please post in the chat)*

# Absenteeism is a Sign that Positive Conditions for Learning are Missing, Whether Classes are In Person, Distance or Blended



# Relationships are Essential

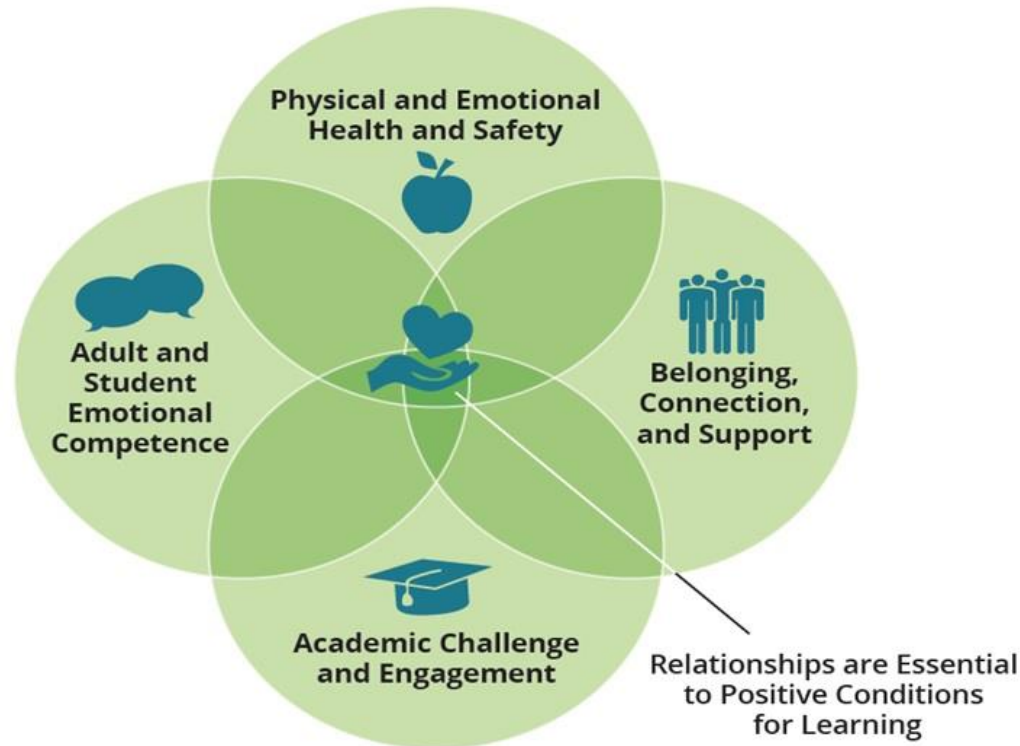


<https://vimeo.com/260252509>

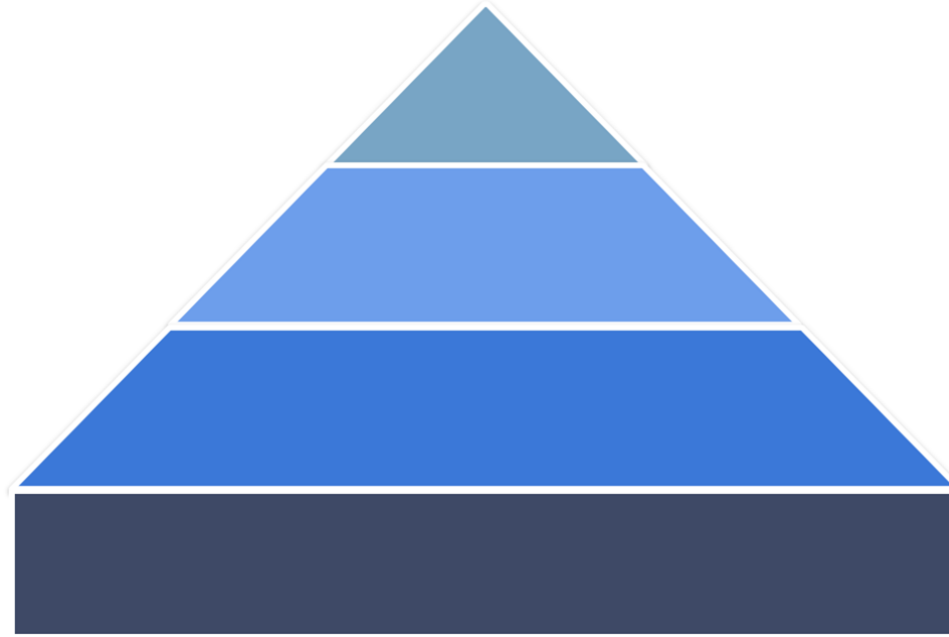


## What Did You Notice?

How did the video illustrate positive conditions for learning?



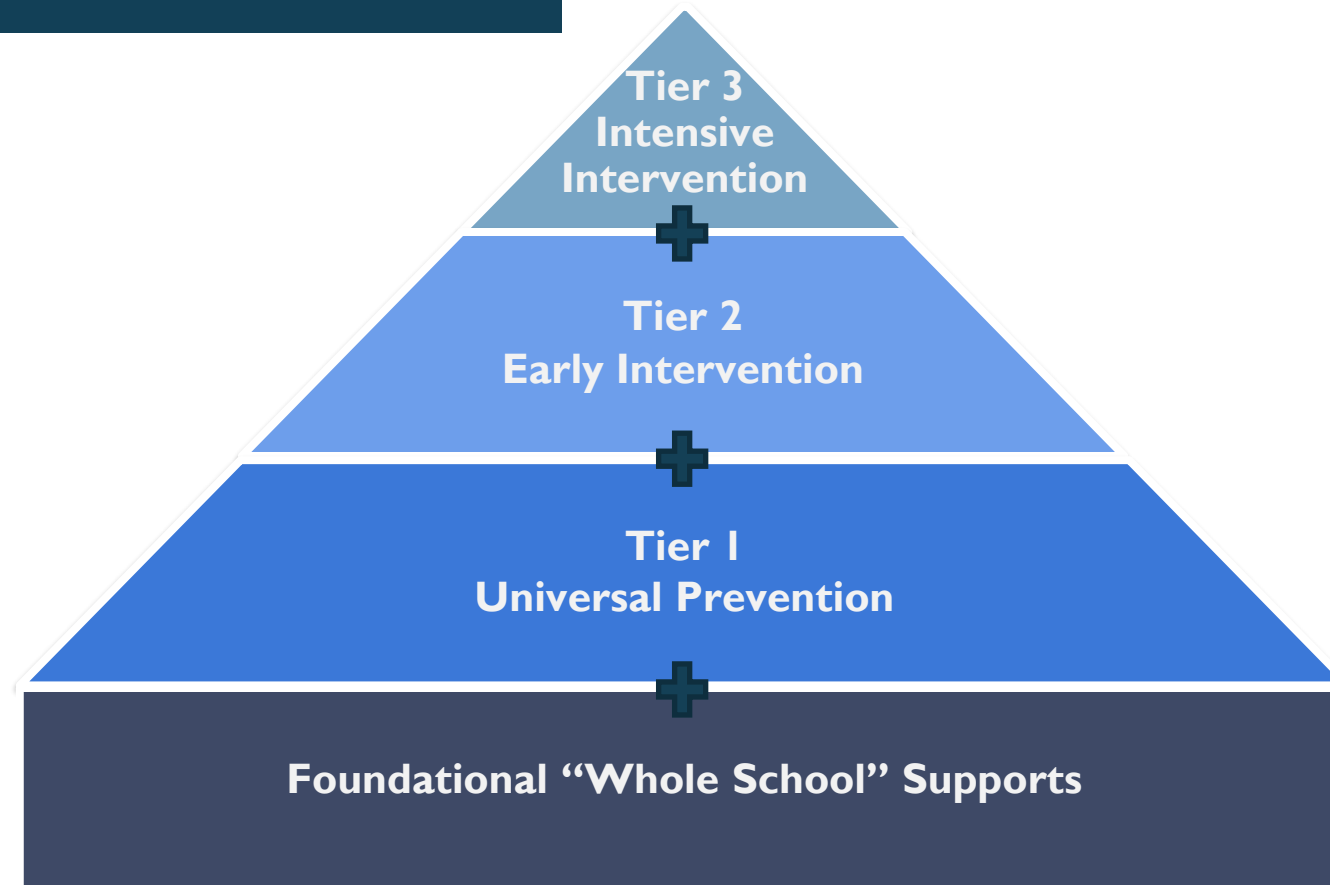




# **Building Your Multi-Tiered System of Support**



## Use Data to Support an Integrated Multi-tiered System of Support



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



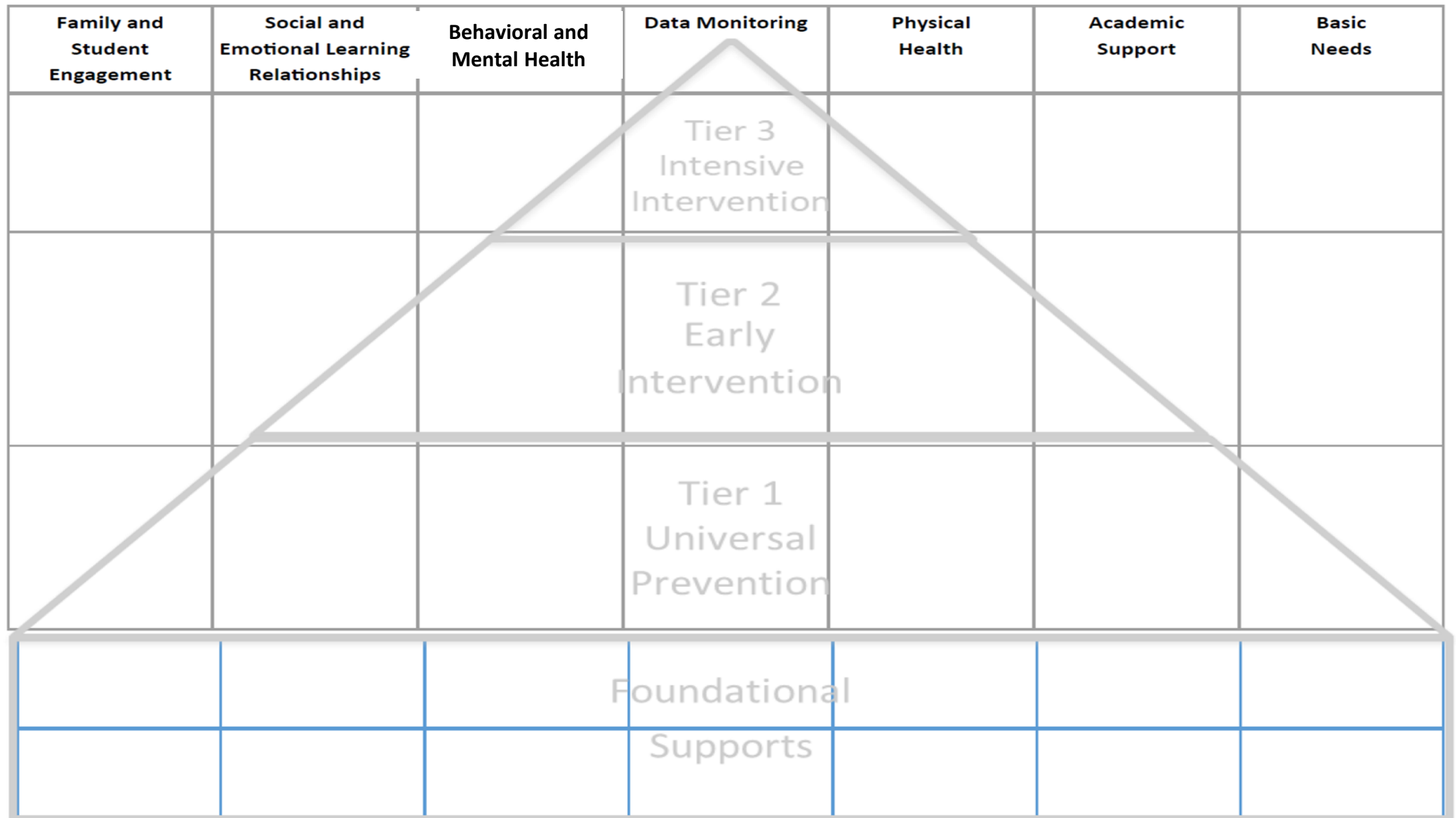
## Foundational Supports are Building Blocks of Schools that Promote Attendance

CHAT: Name one or two foundational supports that are critical for this school year.

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
<b>Foundational Supports</b>			

Family and Student Engagement	Social and Emotional Learning Relationships	Behavioral and Mental health	Data Monitoring	Physical Health	Academic Support	Basic Needs
Connect family with community supports	Conduct empathy interview	Individual Plan based on Identified Needs	Intensive outreach to locate student and family and assess situation	Individual Plan based on Identified Needs	Connect with a tutor or other individualized academic support	Provision of targeted resources
Virtual/physically distanced family meeting or home visit when absences add-up	Institute Success Mentor or Family Ambassador Program	Small group counseling to provide support for students dealing with anxiety	Using absenteeism data to activate targeted supports	Assist a family with identifying a medical home / family health practitioner	Additional tech support and training for families and students	Assisting a family with signing up for public programs e.g. Medicaid, SNAP etc.
Community building to create belonging and connection	Invite families to design the school's drop-off and pick-up protocols	Individual wellness check and connectivity assessments	Personalized outreach and communication to families when students are absent	Immunization Clinic	Clear, concise and consistent communication about schedules and expectations	School Community Food and Household Goods Pantry

Physically healthy learning environment	Welcoming, socially-emotionally safe, trauma-informed school climate	A culture of continuous improvement	Home rooms and/or Advisory	Active engagement of parents and students in planning and problem solving	A leadership team that monitors attendance data
Access to tech equipment and connectivity	Access to Learning Supports	Enrichment activities and clubs	Routines, rituals and celebrations	A schedule of classes and where/how they are held	Support for all families to facilitate learning at home



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



## Resources to Strengthen Foundational Supports

### Planning for the Next Normal – Kaiser Permanente Playbook for Healthy Communities

<https://thrivingschools.kaiserpermanente.org/get-inspired/coronavirus-response/schools-reopening-playbook/>



#### Mental health and well-being

Understand how to assess and improve social-emotional health.



#### COVID-19 prevention

Make changes that help create a safe teaching and learning environment when school buildings reopen.



#### Social drivers of health

Manage nonmedical health needs and provide resources to address food security, economic opportunity, housing, transportation, and more.



#### Physical activity and physical education

Implement strategies to safely provide physical education and activities.



#### Staff and teacher well-being

Address health considerations specific to adults working in your schools.



# Schoolwide Strategies for Prevention

## Three High Leverage Strategies

### Schoolwide Strategies for Prevention

1. Warm and welcoming School Climate
2. Positive Relationships with Families and Students
3. Clear expectations and communication about attendance





# 1. Warm and Welcoming School Climate

# A Positive School Climate Can Motivate Students to Show Up to School Even When it is Hard



<https://vimeo.com/224790634>



## School Climate and Attendance: Key Questions to Consider

- **Environment:** What are schools doing to promote physical health and safety? How can we create a warm welcoming feeling, with safety protocols in place?
- **Safety:** What steps have we taken to update our behavioral and mental health model, supports, and resources for a strong prevention and early intervention strategy?
- **Teaching:** Do teachers have access to attendance information? Do they understand their role in engaging students and their families about the importance of attendance to academic learning and to understand the reasons for their students' absences?
- **Relationships:** Is there a pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals?



# Small Group Discussion

## What do you need to have in place for the fall?

*Pick one of the four elements of school climate to discuss in your group:*

- ✓ Environment
- ✓ Safety
- ✓ Teaching & Learning
- ✓ Relationships



## Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak  
*(and use the chat to express ideas)*



Small group handout: <https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Climate-Elements-rev-8-11-21.pdf>



## Let's Chat!

- **Each team shares 1-2 key observations from their discussion about what they need to have in place now.**
- **What did you learn last year about creating a healthy, safe and positive climate that you want to carry into this next school year?**

## Climate Element

# Strategies to Promote Positive School Climate and Culture

### Relationships

- Community building opportunities for students and families that create belonging and connection with school staff
- Expanded learning opportunities
- Enrichment activities and clubs
- Advisories and Homeroom
- Mentoring and Tutoring
- Youth Voice

### Teaching & Learning

- Fun Morning Greetings (classroom and schoolwide) and circle time
- Sharing activities, such as show and tell, scavenger hunts, dress up
- Attendance reinforced in interactions with students and families
- Student success plans developed with families and students
- Access to data about student attendance and participation with protocols for differentiated support
- Support for teachers returning to the classroom

### Environment

- Documentation of student work on the walls
- Clean and safe physical environment with fully stocked cleanliness supplies
- Resources for learning e.g., books, learning collateral (crayons, markers, paper)
- Access to virtual learning (computer, internet, broadband and capacity)
- Warm and welcoming, e.g. natural light, pleasing color aesthetic, easily locatable office

### Safety

- Individual wellness check and connectivity assessments
- Monitor lack of participation and attendance for outreach and support
- Provide a point of contact for requests for support
- Clearly communicated Covid-19 safety protocols
- Expanded behavioral and mental health services for the school community



## Measuring School Climate

Attendance and  
Absence Data

School Climate  
Survey Results

In and Out of  
School Suspension  
Data along with  
Office Referrals

Use multiple measures of data to  
assess school climate.  
Review data disaggregated by race and  
ethnicity, disability, grade, and gender.

# Climate Walks Provide the Opportunity to Gather Information & Build Community

Climate Element	Observation	Location	Observed (Y/N)	Not Observed (Y/N)	Describe
Relationships	Students are respectful to one another	Hallways, classrooms, play yard, cafeteria			
	Students are observed engaging in small group activities including project work, socializing, or in classroom discussions	Hallways, classrooms, school grounds, cafeteria			
	The school visibly acknowledges and celebrates the diversity (cultural, ethnic, sexual, ability/disability, etc.) of the student population through displays, art, signage, etc.	Hallways, Front Office, Classrooms			

<https://www.attendanceworks.org/resources/scan-environment-attendance/>





# Use Attendance Works Scan of Environment and Attendance Tool to observe key elements of climate

The Scan of Environment and Attendance Tool (SEAT) is designed for school leaders to engage school staff, students, parents and community members **to identify strengths and opportunities to promote positive school culture and strong attendance.**

The SEAT comes with:

- A user guide
- A description of how key features of school climate positively reinforce attendance
- A debriefing tool

Equipped with information about building-level practices that influence attendance, schools can take actionable steps to address some of the causes, not just the symptoms, of chronic absence.

The image shows a stack of SEAT forms. The top form is a table with columns: Climate Element, Observation, Location, Observed (Y/N), Not Observed (Y/N), and Describe. It contains item 15: "The school health office is easily accessible, staffed by a medical professional and in-use by students." The second form contains item 7: "The school clearly communicates expectations and consequences for student attendance in languages spoken by parents and guardians." The third form contains item 1: "School staff greet all students warmly when they arrive at main entrance(s), classrooms." Below the items is a diagram showing four interconnected boxes: Teaching and Learning, Relationships, Environment, and Safety. The diagram is a square with arrows forming a clockwise cycle between the boxes. Below the diagram is a paragraph defining school climate elements: "School climate is made of several elements: the school's physical environment; arrangements that contribute to people's sense of physical and emotional safety; response to the quality of teaching and learning; and the presence or absence of healthy relationships between adults and students." At the bottom of the stack, there is a page with the Attendance Works logo and the text "Scan of Environment and Attendance Tool (SEAT) MIDDLE AND HIGH SCHOOL". It includes fields for School Name, Date of Observation, Time of Day, and Observer(s). The page number "1" is visible at the bottom right.



## **2. Positive Relationships with Students & Families**



## Questions for Promoting Positive Relationships



### Why are they important?

- ❖ When students and families have meaningful relationships with school staff they are more likely to engage in school.

### What are the equity implications?

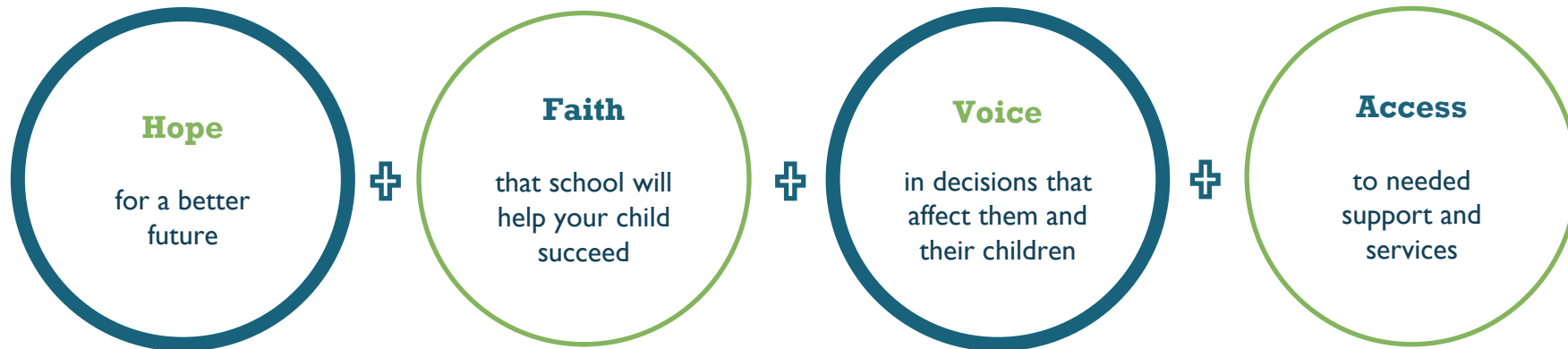
- ❖ Students and families who aren't connected to school are more likely to be those who are challenged by geography, poverty, language and disabilities.

### What do we need to know?

- ❖ Does each family and student have an on-going, positive, and supportive relationship with one or more members of our staff?
- ❖ How to reach each student and their family?
- ❖ Do we have a plan for early outreach when absences start to add up?



## Recognize that Going to School Reflects When Families Have...





## Evidence-Based Programs

### Relational Home Visits

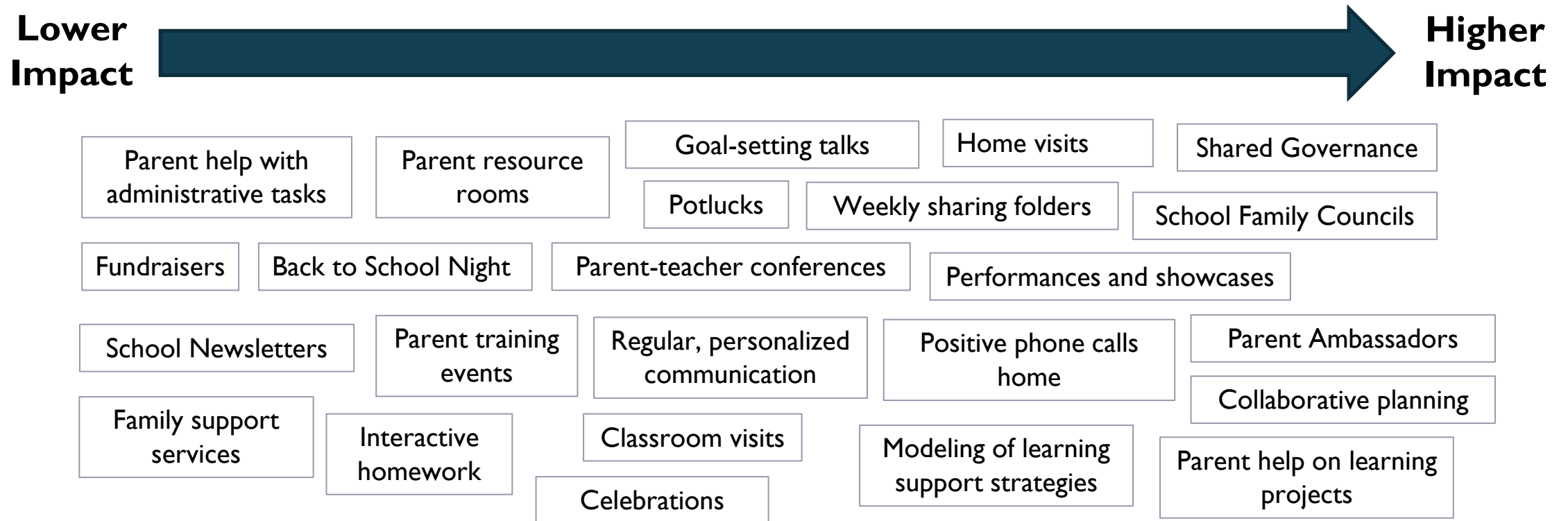
- ✓ Goal is to create positive relationship between educators and parents *before* any issues arise.
- ✓ Example of model program: Parent Teacher Home Visits  
<http://www.pthvp.org/what-we-do/pthv-model/>
- ✓ Offers in-person and online training
- ✓ Offers in-person and online visiting options

### Mentoring

- ✓ Goal is to create positive connection between mentor and student(s) to support student success in school
- ✓ Example of programs: MENTOR, Peer Group Connections, Success Mentor
- ✓ Virtual options for different age groups, <https://www.mentoring.org/virtual-mentoring-portals/>

# High Impact Family Engagement

United States Department of Education Framework: Family Engagement Should be Relational, Should Build Capacity of Families and Staff, and be Linked to Learning



**Chat: What do you notice about the higher impact strategies?  
What high impact strategies would you add?**



**Let's Hear From You!**

**In your experience, what strategies work to forge positive relationships with students and families?**

Please share your ideas in the Chat box.

# Additional Resources

- Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance  
<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>
- Flamboyant Foundation, Beginning of the Year Relationship Toolkit  
<https://flamboyantfoundation.org/beginning-of-year-relationship-building/>
  - ✓ Welcome Calls
  - ✓ Wellness Checks
  - ✓ Challenging Assumptions
  - ✓ Questions for Trust-building
- America's Promise – resources to work with teens <https://www.americaspromise.org/voices-of-young-people>
- Attendance Playbook, <https://www.attendanceworks.org/resources/attendance-playbook/>





### **3. Clear expectations & communication about attendance**



## What do families of chronically absent students understand about attendance?

- ✓ Families generally underestimate the number of days their child has missed
- ✓ Families believe their child is absent less or the same amount as other students
- ✓ Families believe missing a couple days of school a month is not problematic

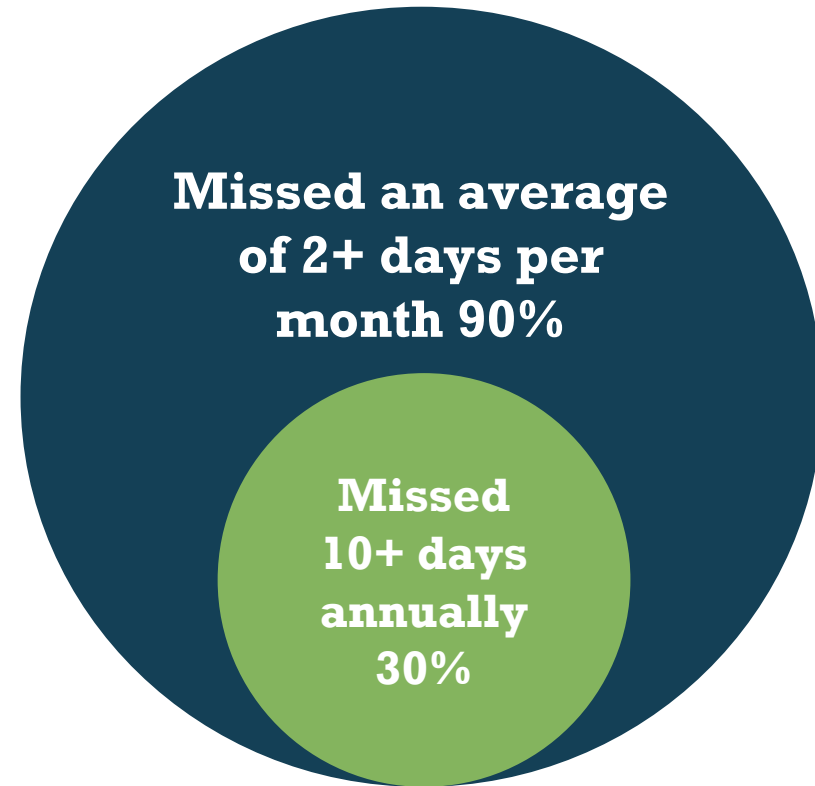


## Parents Underestimate the Number of Year-End Absences

Parents were asked about their children's absences in two ways:

1. Was your child absent an average of 2 or more days a month?
2. Was your child absent more than 10 days over the year?

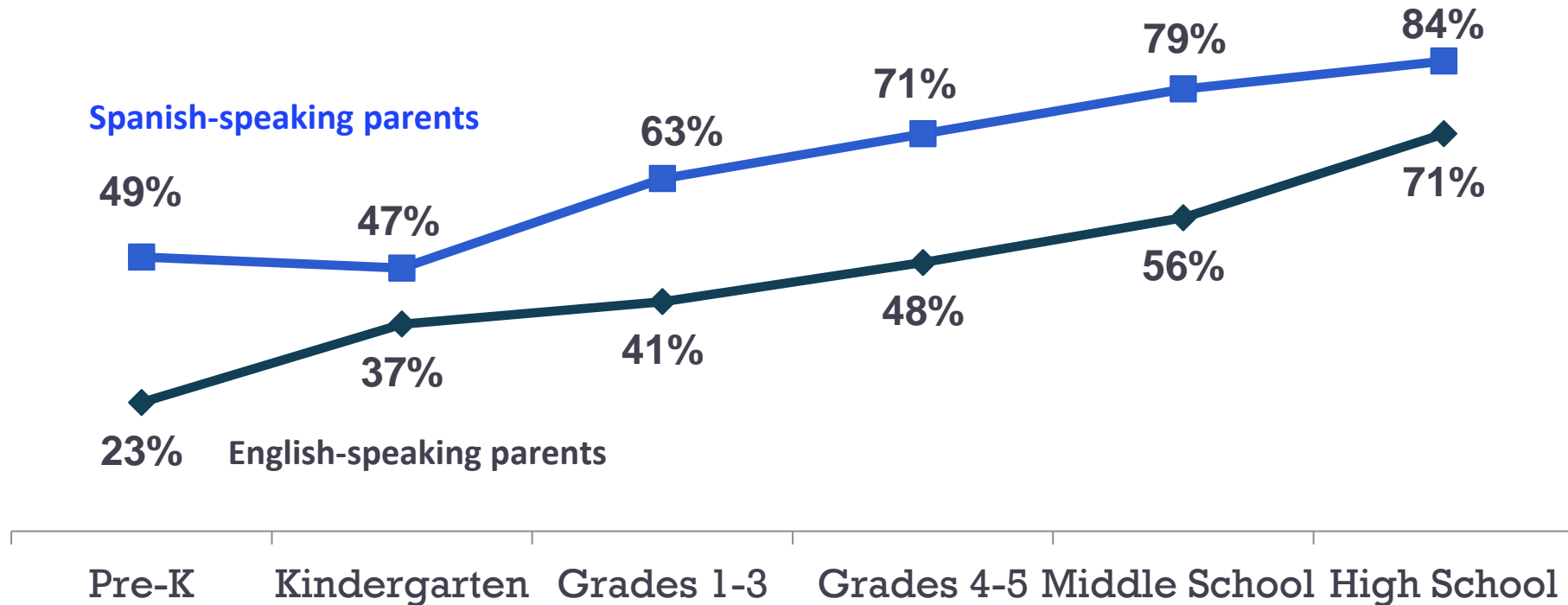
**90%** of parents said their child was absent an average of 2+ days a month, **but not** 10+ days a year



**The math: If a child is absent an average of 2+ days a month, then he or she is absent far more than 18+ days a year**

# Families of Chronically Absent Students are More Likely to Consider Attendance a “Big Deal” in High School

*Percent who say “It’s a big deal to miss at this grade level”*



Source: Ad Council & Calif. Attorney General – Parent Ethnographies 2015  
<https://oag.ca.gov/truancy/toolkit>  
<https://oag.ca.gov/sites/all/files/agweb/pdfs/tr/toolkit/QuantitativeResearchReport.pdf>





## Sporadic Absences Are More Likely to Go Unnoticed

September					October					November					December					January					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
													X				X								
							X				X														
		X	X					X				X			X	X					X	X	X		
February					March					April					May					June					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
				X						X															
X	X													X		X						X	X		
								X				X													

Chronic Absence = 18 days of absence = **As Few As 2 days a month**



## Let's Chat

### How familiar are...

#### **School staff with this research?**

*Very familiar, Somewhat familiar, Not at all*

#### **Families with this research?**

*Very familiar, Somewhat familiar, Not at all*

# Bringing Attendance Home: *A Parent's Perspective*



<https://vimeo.com/230270780>

# Work With Students and Families to Create a Success Plan

## MY FAMILY'S HELP BANK

- 1. My Family:** List who lives in your house.
- 2. Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
- 3. Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
- 4. Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

1. My Family: \_\_\_\_\_

2. Everyday Helpers: \_\_\_\_\_

3. Occasional Helpers: \_\_\_\_\_

4. Potential Helpers: \_\_\_\_\_

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!

### 2017-2018 ACADEMIC CALENDAR

August 2017							September 2017						
Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat
	1	2	3	4	5		3	4	5	6	7	8	9
6	7	8	9	10	11	12	10	11	12	13	14	15	16
							17	18	19	20	21	22	23
							24	25	26	27	28	29	30

October 2017							November 2017						
Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

### MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams.
- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with \_\_\_\_\_.
- I will make sure my child is in bed by \_\_\_\_\_ a.m. and the alarm clock is set for \_\_\_\_\_ a.m.
- If my child complains of a headache or headache, and medical resources have been ruled out, I will make sure to call the school nurse and call \_\_\_\_\_ to that he/she can check in with my child during the day.

My child was present \_\_\_\_\_ days.  
 My child was absent \_\_\_\_\_ days.  
 My goal is to improve my child's attendance. I will ensure my child arrives no more than \_\_\_\_\_ for the rest of the year.  
 (\* or four absences = satisfactory attendance)

<http://www.attendanceworks.org/resources/student-attendance-success-plans/>





## Create a Communications Plan

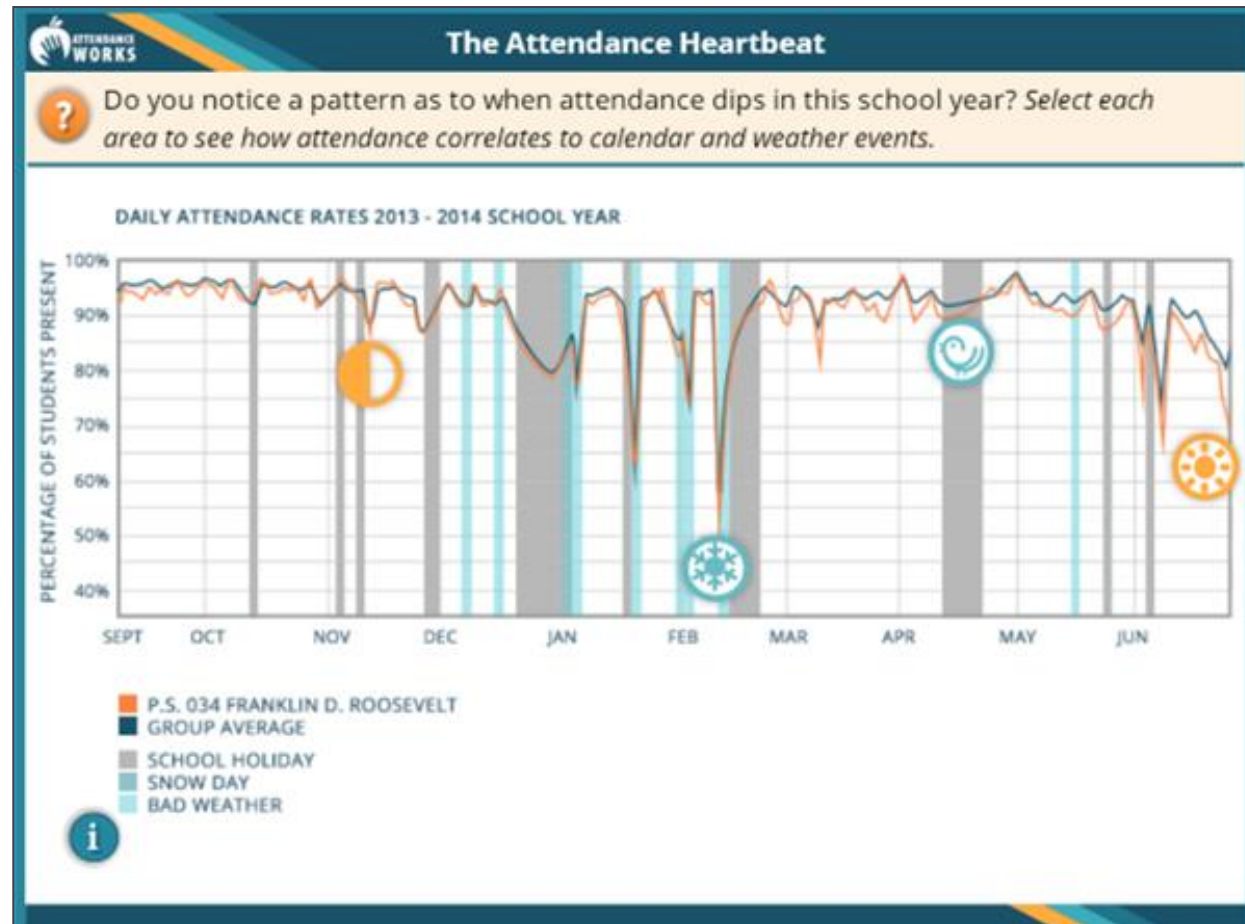
**Does our district have a centralized and comprehensive communications strategy around attendance and participation?**

- ❖ Communications are targeted and accessible to diverse stakeholders (e.g., families, students, etc.)
- ❖ Create a year-long communications plan and calendar for timely, accessible communications about school operations, class schedules, available resources with provisions for modifying as needed.
- ❖ Establish protocols to maintain two-way communication with families and with staff.
- ❖ Make sure families are informed in home language when students are absent or not participating in distance learning.

<https://www.attendanceworks.org/wp-content/uploads/2019/06/District-Transitions-PLANNING-WORKSHEET-rev-10-26-20.docx>



# Combating Attendance Dips





# Year-Round Planning



BLANK FORM for K-12 Activities: rev 6-13-19

## Attendance Activities School Year Plan (K-12)

School Name		School Year	
-------------	--	-------------	--

For each tier and time frame, fill in activities for your school or program. For each activity, you might specify who is responsible for leading and how to measure results of the activity. You can also re-create this chart in a larger format and use post-it notes to add activities as a group exercise. (See the SAMPLE ACTIVITIES chart for more ideas.)

Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly/Monthly)	Fall Semester (October - November)	Winter Semester (December - February)	Spring Semester (March-April)	End-of-Year (May/June)
School Staff							
Tier 1 (universal)							
Tier 2 (targeted - moderate chronic absence)							
Tier 3 (targeted - severe chronic absence)							

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

<https://www.attendanceworks.org/resources/year-long-planning/>



## Developing a Communications Plan

### Identify Your Audience:

- Students
- Families/caregivers
- Teachers
- Community partners

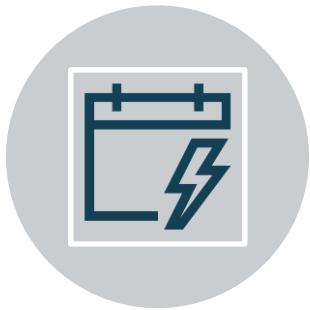
- ✓ What does each group need to know?
- ✓ What do you want them to do?
- ✓ How will you communicate it?

Communications Tips: <https://www.attendanceworks.org/resources/transition-guide/communication-tips-for-your-transition-attendance-plan/>

Strategies for Connecting with Students & Families: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Strategies-for-Connecting-with-Students-and-Families-rev-8-27-20.pdf>



## Topics to Address with Messaging & Communications for the Return to School



LEARNING OPTIONS  
& SCHEDULE



HEALTH AND  
SAFETY



WARM WELCOME



ATTENDANCE &  
ENGAGEMENT



## Back to School Letters

- Keep Safe
- Keep Healthy
- Keep Connected
- Keep Learning

<https://www.attendanceworks.org/update-your-communications-with-families-for-back-to-school/>



## Poll

### **Which of the following strategies for communicating with families about attendance do you already implement? (check all that apply)**

- Approach the conversation with concern and optimism rather than criticism.
- Ask questions to better understand the situation, and then work together for a solution.
- Assume the best. Almost all families want their child to be in school, but many don't understand the connection between too many absences and poor achievement. Assume that once they know better, they will do better.
- Be specific about the number of days missed and the impact on academics.



## Additional Resources from Attendance Works



### Handouts for Families

- ✓ Elementary & Secondary Grades
- ✓ English & Spanish versions

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

### Sign up for the 2021 Attendance Awareness Campaign

<https://awareness.attendanceworks.org/contact/aam-updates/>



#### Help Your Child Succeed in School: Build the Habit of Good Attendance Early

**DID YOU KNOW?**



- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

**WHAT YOU CAN DO**

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.
- Keep in mind that complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

**When Do Absences Become a Problem?**

	<b>CHRONIC ABSENCE</b> 18 or more days
	<b>WARNING SIGNS</b> 10 to 17 days
	<b>SATISFACTORY</b> 9 or fewer absences

Note: These numbers assume a 180-day school year.

Visit Attendance Works at [www.attendanceworks.org](http://www.attendanceworks.org) for free downloadable resources and tools!





## Questions from the Audience





## Review: *Learning Goals for Session 1*

### Participants will:

- Be able to measure attendance and participation in a variety of learning settings
- Be introduced to the framework of multi-tiered strategies that moves schools towards prevention and early intervention
- Draw on a variety of high leverage, whole school strategies to create a positive school climate and strong relationships with students and families that prevent absenteeism



## Evaluation Survey

Please let us know how we can improve:

[https://app.upmetrics.com/data\\_collector/ckf2oltbqlt8k0759tfdbfybj](https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj)

Thank you!



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## About Us

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

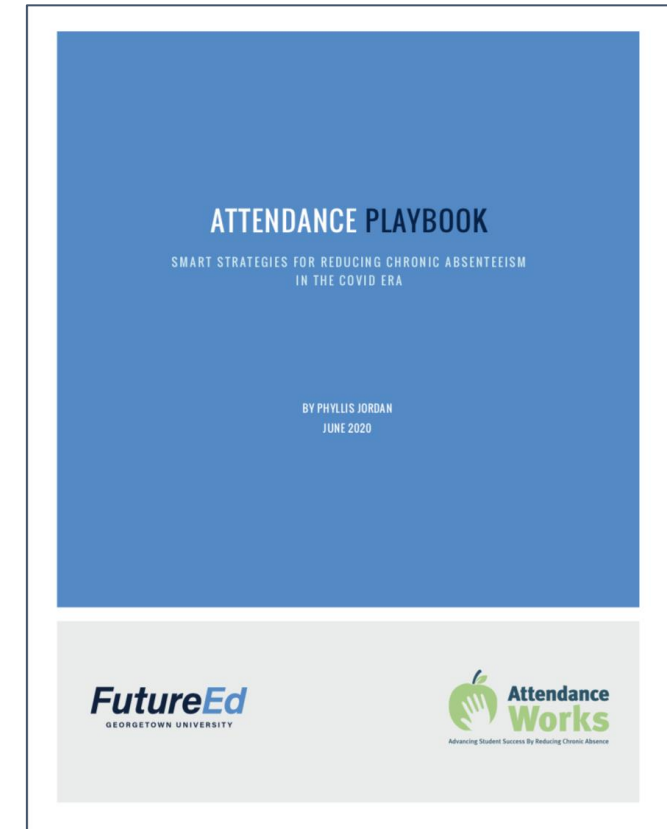
- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

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)

# **Appendix: Additional Resources**

# Attendance Playbook: Covid Edition

- Evidence-based interventions to improve attendance
- Links to effective programs and resources
- Listed by tiers for use
- A section on monitoring attendance in distance learning
- Covid-19 modifications for interventions
- Added guidance on clean environment



Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>



## How to Use the Attendance Playbook

### The Guide to the Attendance Playbook offers practical tips for:

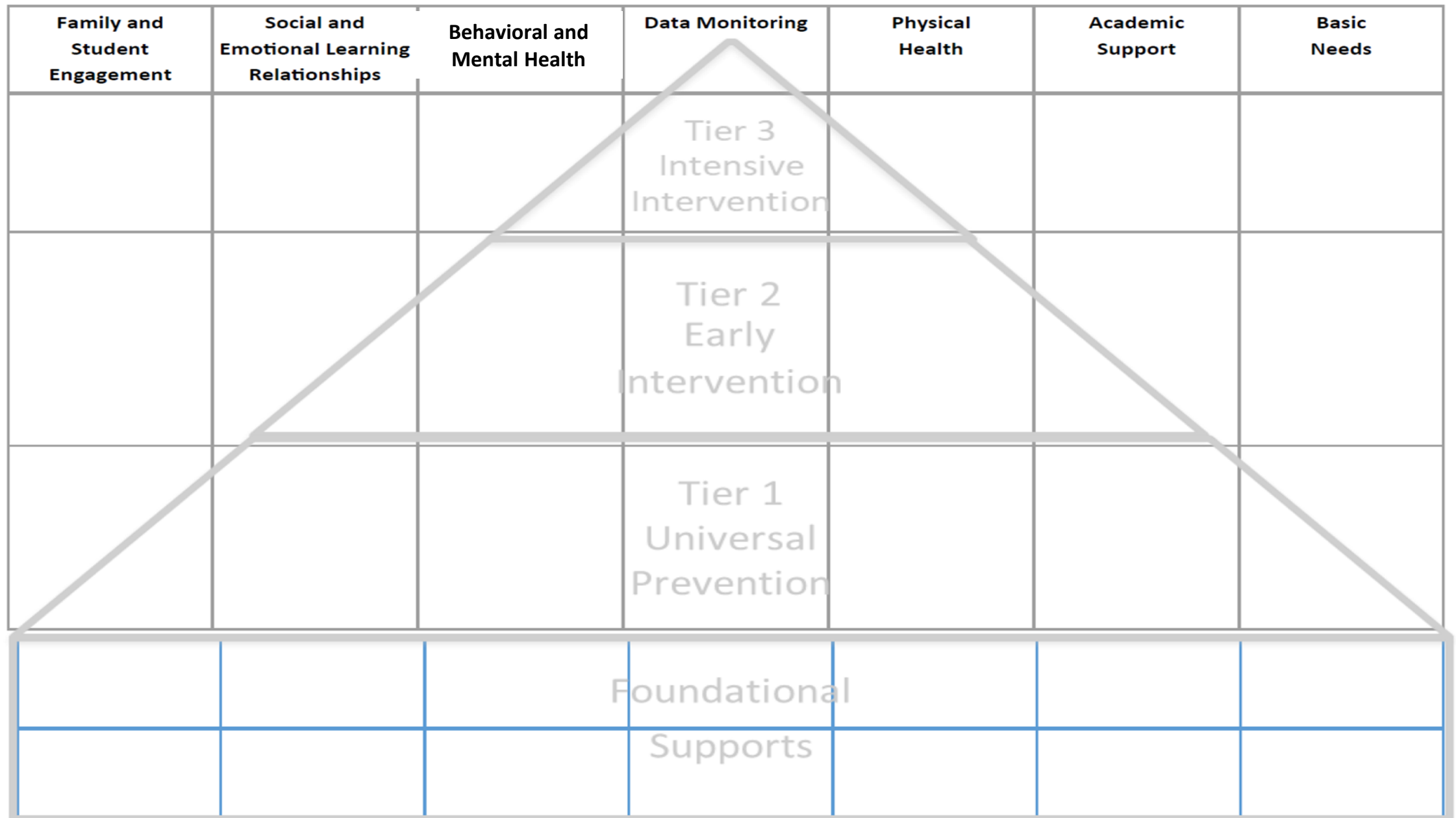
- Forming a team
- Using attendance data to determine the number of strategies
- Analyzing why students are absent and selecting strategies that address those reasons
- Realistically assessing your team's capacity to implement each strategy
- Selecting strategies that are likely to have the greatest impact for the lowest effort
- Making an implementation plan
- Assessing how well the strategies worked

<https://www.attendanceworks.org/resources/attendance-playbook/>



Family and Student Engagement	Social and Emotional Learning Relationships	Behavioral and Mental health	Data Monitoring	Physical Health	Academic Support	Basic Needs
Connect family with community supports	Conduct empathy interview	Individual Plan based on Identified Needs	Intensive outreach to locate student and family and assess situation	Individual Plan based on Identified Needs	Connect with a tutor or other individualized academic support	Provision of targeted resources
Virtual/physically distanced family meeting or home visit when absences add-up	Institute Success Mentor or Family Ambassador Program	Small group counseling to provide support for students dealing with anxiety	Using absenteeism data to activate targeted supports	Assist a family with identifying a medical home / family health practitioner	Additional tech support and training for families and students	Assisting a family with signing up for public programs e.g. Medicaid, SNAP etc.
Community building to create belonging and connection	Invite families to design the school's drop-off and pick-up protocols	Individual wellness check and connectivity assessments	Personalized outreach and communication to families when students are absent	Immunization Clinic	Clear, concise and consistent communication about schedules and expectations	School Community Food and Household Goods Pantry

Physically healthy learning environment	Welcoming, socially-emotionally safe, trauma-informed school climate	A culture of continuous improvement	Home rooms and/or Advisory	Active engagement of parents and students in planning and problem solving	A leadership team that monitors attendance data
Access to tech equipment and connectivity	Access to Learning Supports	Enrichment activities and clubs	Routines, rituals and celebrations	A schedule of classes and where/how they are held	Support for all families to facilitate learning at home



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



## Supporting High School Students

# America's Promise Alliance:

## Consideration and FAQs for Leaders Managing the High School Experience During Covid-19

<https://www.americaspromise.org/content/considerations-and-faqs-leaders-managing-high-school-experience-during-covid-19>

Including free office hours!