## **Outline & Resources**

## Session 3, GROUP B: Secondary Teams

## Partnering to Make a Difference

February 23, 2022

- This is an outline of the resources found in the presentation slides. <u>Download the presentation slides.</u>
- Listen to the <u>recording of Session 3, Group B</u>.

Slide #	Content
1-2	Welcome & Tech Support
3-9	Learning Goals & Audience Introduction
10-13	Team Function #4: Mobilize everyone in the school community to address attendance  • School Team Self-Assessment tool  • Video: We All Have a Role
14-28	Mobilize the Community: Involve all school staff in caring conversations  • 3 Tiers of Intervention • Caring Conversations worksheet • Video: Listening to Parents (Lorri Hobson)
29-32	Mobilize the Community: Engage partners  • Results in the Center worksheet
33	Breakout Groups      Small group handout: <a href="https://www.attendanceworks.org/wp-content/uploads/2019/06/Results-in-the-Center-worksheet-v2.pdf">https://www.attendanceworks.org/wp-content/uploads/2019/06/Results-in-the-Center-worksheet-v2.pdf</a>
34-36	Report out + Resources  • Worksheet to list school community & external partners

Slide #	Content
37-42	Team Function #5: Determine if you are making a difference
	<ul> <li>Plan-Do-Study-Act:         <ul> <li>Download the example worksheet</li> <li>Download the blank worksheet</li> </ul> </li> </ul>
43	Q&A
44-45	Review Learning Goals & Evaluation Survey
	Evaluation Survey  https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj
46	Contact information for presenters:
	Sue Fothergill, Director of Strategic Programming sue@attendanceworks.org
	Adrienne Sesay, Senior Fellow adsesay2018@gmail.com
47-53	Appendix: Additional Resources
	<ul> <li>Strategies for Connecting with Students &amp; Families</li> <li>Chronic Absence Survey from Harvard Proving Ground: Center for Education Policy Research         <ul> <li>Reasons for Chronic Absenteeism Survey: Blended or Virtual</li> </ul> </li> <li>Attendance Playbook (Covid Edition) + Implementation Guide</li> </ul>