

# Open Doors:

## *Create a Healthy School Climate*





# Welcome



## Ayeola Fortune

*Senior Director,  
Impact and Global Results*

**United Way Worldwide**



# Convening Partners





**Welcome to our  
new Collaborating  
Partners!**



**FR1ENDS of the  
CH1LDREN**

See the full list here: <https://awareness.attendanceworks.org/partners/>

# Welcome to our new State Partners!



See all the state partners here: <https://awareness.attendanceworks.org/state-partners/>

# United Way's Focus on Attendance



- ❖ Attendance is a core strategy for our work in child and youth success and this means creating a safe, welcoming, and supportive environment for students.
- ❖ A majority of United Ways support afterschool and summer learning programs, many of which are school-based, which studies have shown can help increase school engagement.
- ❖ Afterschool and summer programs also provide meaningful supports, which can keep students on track.
- ❖ United Way is also partnered with the NFL to provide [Character Playbook](#), an online program which teaches students how to resolve conflict and deal with peer pressure.
- ❖ Connect with your local United Way to understand how they specifically are working on education.



## Theme for 2019

# We Belong in School!





# 2019 Theme: We Belong in School!

## Key Messages:

1. Good attendance helps students do well in school and eventually in the workplace.
2. Students are at risk academically if they are chronically absent (missing 2 days per month or 10 percent of the school year)
3. Prevent absences whenever possible
4. Students are more likely to attend school if they feel safe (emotionally + physically), connected, supported, and believe they can learn and achieve.
5. Relationship building is fundamental to any strategy for improving student attendance.

<https://awareness.attendanceworks.org/resources/count-us-toolkit-2019/what-are-the-key-messages/>





# 2019 Theme: We Belong in School!

## Key Messages:

6. Chronic absence is a problem we can solve when the whole community collaborates with families and schools.
7. The key to success is avoiding laying blame and taking a proactive, positive, data driven, problem-solving approach.
8. Families, educators and community partners need to monitor how many days a student misses school.
9. Reducing chronic absence helps create more equitable academic outcomes, especially for children who live in poverty, experience discrimination and have disabilities.
10. States can lead the way and encourage districts and schools to take action to improve student attendance.



# Welcome



**Hedy Chang**

Executive Director  
*Attendance Works*

**& Members of the  
Attendance Works Team**



# Agenda

## I. Welcome, Poll, and Overview

## II. Presenters

- **Gina Martinez-Keddy**,  
Executive Director, Parent Teacher Home Visits
- **Jennifer Penn-Feliciano & Vanessa Proetto**  
Secondary Public School Teachers in Baltimore
- **Alex Mays**, Senior National Program Director  
Healthy Schools Campaign

## III. Questions from the Audience

## IV. Attendance Playbook:

**Smart Solutions for Reducing Chronic Absenteeism**

## V. Announcements



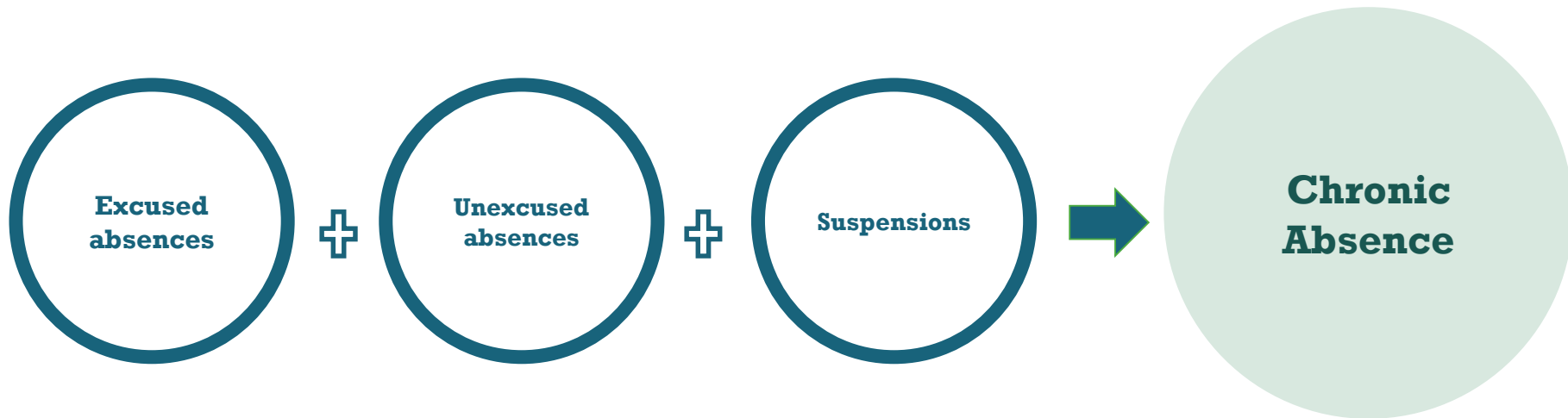
## Poll Question

**Does your school, district,  
or organization have  
plans for attendance  
awareness this fall?**



## Defining Chronic Absence to Support Preventing and Early Intervention

**Chronic absence** is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% 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).



**Chronic absence is easily masked if we only monitor missing consecutive days**

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**

# This Is a Watershed Moment

## No Child Left Behind

Success determined by academic standards.

Federal targets and interventions for schools; punitive system of responses.

Accountability and data for student sub-groups.

Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

## Every Student Succeeds Act

Success determined by academic & nonacademic standards.

States set goals; supportive framework.

Accountability and data for student sub-groups.

Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.



## Chronic Absence Data is now available nationwide



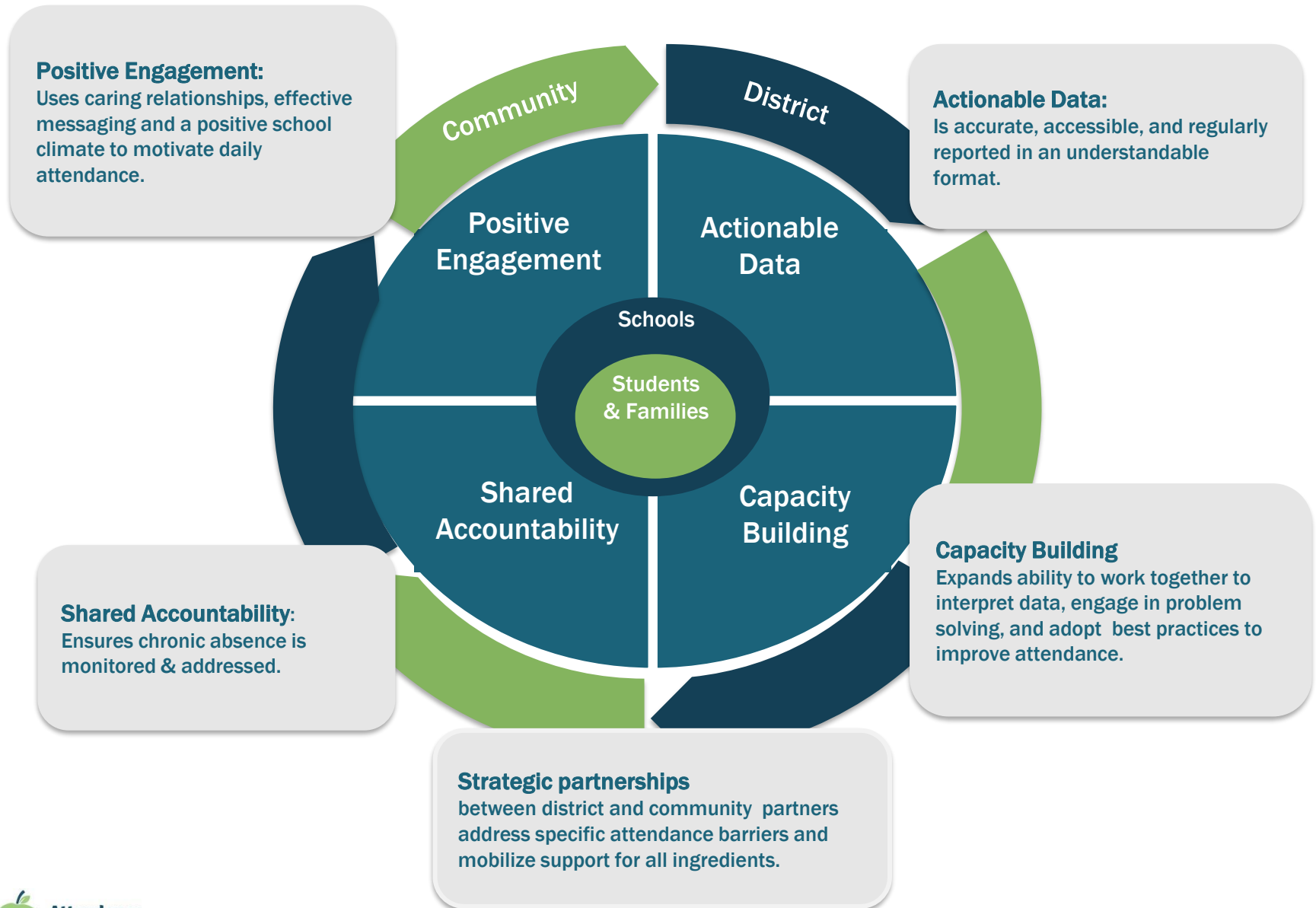
## Chronic Absence is Widespread and Concentrated:

- ❖ In SY 2015-16, **nearly 8 million students were chronically absent**, an increase of more than 800,000 students since SY 2013-14.
- ❖ More than half of the chronically absent students were found in 4% of districts.
- ❖ In 8 states and the District of Columbia, more than 20 percent of students were chronically absent.

[http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states)



# Take a Data Driven Systemic Approach





## **Changing outcomes requires adopting a NEW attendance paradigm**

### **From: Truancy**

- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more blaming and punitive, solutions



### **To: Chronic Absence**

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement



# Solutions Require Understanding What Factors Contribute to Chronic Absence

## Barriers

- Illness, both chronic and acute – physical and mental
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Depression or anxiety
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources due to bias & discrimination.

## Negative School Experiences

- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability
- Pressure for academic success

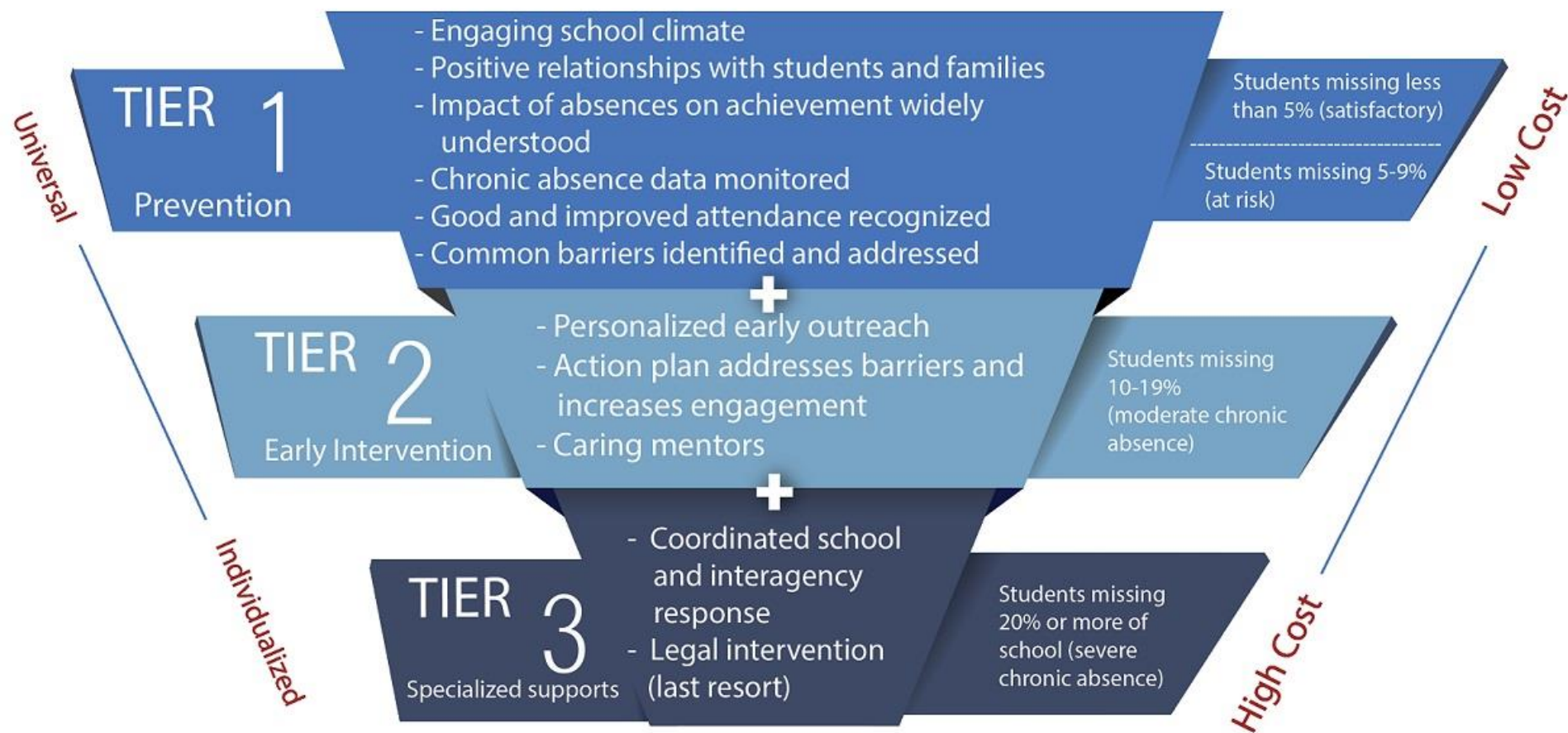
## Lack of Engagement

- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of or ineffective academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

## Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant

# Invest in Prevention and Early Intervention



**High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.**



## Three Schoolwide Strategies to Improve Climate

### Strategy 1

Change relationships between adults

***Parent Teacher Home Visits***

### Strategy 2

Change relationships between adults and students

***Restorative Practices***

### Strategy 3

Address physical and mental health schoolwide

***Healthy Schools Campaign***



## Parent Teacher Home Visits



**Gina Martinez-  
Keddy**

Executive Director

*Parent Teacher Home Visits*

The logo consists of three concentric circles in blue, green, and yellow, with a white 'C' shape in the center.

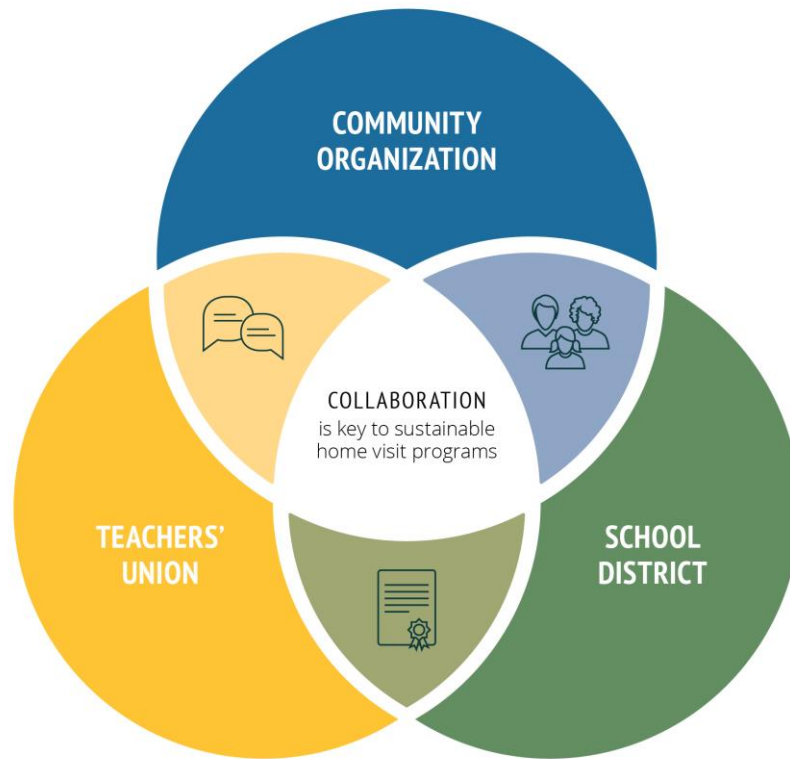
# Parent Teacher Home Visits



**#PTHVworks**



# A Collaborative Effort



- Began in SCUSD in 1996 as a community organizing strategy
- 2 years of focus groups
- Launched pilot project in 1998 with 8 schools
- Pre-K through 12<sup>th</sup> grade



# 5 Core Practices of Parent Teacher Home Visits

While the model is adapted in a wide variety of settings across the US, we all follow the following five non-negotiable core practices.



## **National Research: #PTHVworks**

- PTHV Implementation Study
- Mindset Shifts and PTHVs
- PTHVs Impact on Student Outcomes

## Families' Mindsets



*“It's easier to sit down and talk to [the teacher] because now it's like, ‘Oh, I don't have to worry about the image of that teacher, that authority kind of thing.’ Now she's down to earth and we can actually be completely honest with each other versus trying to talk to this person and cover up what's really going on. It's a whole lot different. It breaks down the barrier.”*

## Educators' Mindsets



*“I thought I was going to see my impoverished families with no books and no focused learning time and no outside positive influences...*

*Once I got into our homes, 95% of them are incredible. I'm seeing culture and I'm seeing a love of education. I'm seeing a love of family, and all those preconceived ideas are going by the wayside.”*

*“The kids are just little human beings. They're not just students, and they have lives and they have stories to tell, and they have stories behind those eyes that we don't know. So, I come back to the word ‘empathy.’ It has helped me to have more empathy for, maybe some things that they're going through, especially the amount of responsibility students had at home, allowed them to develop empathy for the students.”*

## Student Outcomes

- **Student-level Chronic absenteeism:** Students whose families participated in a home visit were 21% less likely to be chronically absent
- **School-wide Chronic absenteeism:** Students attending a school that had been a systemic implementer of home visits were 22% less likely to be chronically absent
- **School-wide ELA Proficiency:** Students attending a school that had been a systemic implementer of home visits were 35% more likely to score proficient

# Funding Home Visits

## ***Title I***

Title I dollars are the most widely used source of funding. Title I is designed to support schools with high percentages of students from low-income families. Title I can be used to fund PTHVs to help ensure families have the information they need to make informed decisions about their child's education. Remember, Title I must be used to supplement, not supplant any non-Federal funds that would otherwise be used for authorized Title I purposes.

## ***Title II***

Title II dollars can be used to support professional development that ensures teachers are qualified and effective. PTHVs support teacher development by providing them the skills and knowledge needed to differentiate instruction and help students meet challenging academic standards. Remember, Title II must be used to supplement, not supplant any non-Federal funds that would otherwise be used for authorized Title II purposes.

## ***Title III***

Any LEA that receives Title III funding is obligated to inform families of Limited English Proficient children about ESL programming and how they can assist their child's progress. Title III funds can be used to implement PTHVs with current EL students and teachers who support them. Remember, Title III must be used to supplement, not supplant any non-Federal funds that would otherwise be used for authorized Title I purposes.

## ***Other***

- Local, State, & National Union Grants
- National Businesses that have local offices (for example, Wells Fargo, State Farm, Target, grocery stores, etc)
- Local, State, & National Foundations
- Look for organizations that fund projects geared towards shifting mindsets, increasing family engagement, and implementing effective teaching strategies!

# Contact Information:

**Executive Director:**  
Gina Martinez-Keddy  
[gina@pthvp.org](mailto:gina@pthvp.org)

562-481-6565

<http://www.pthvp.org/what-we-do/results/i-research/>



Follow us @pthvp  
[www.pthvp.org](http://www.pthvp.org)  
#PTHVworks







## Questions from the Audience







## Restorative Practices



**Jennifer Penn-  
Feliciano**

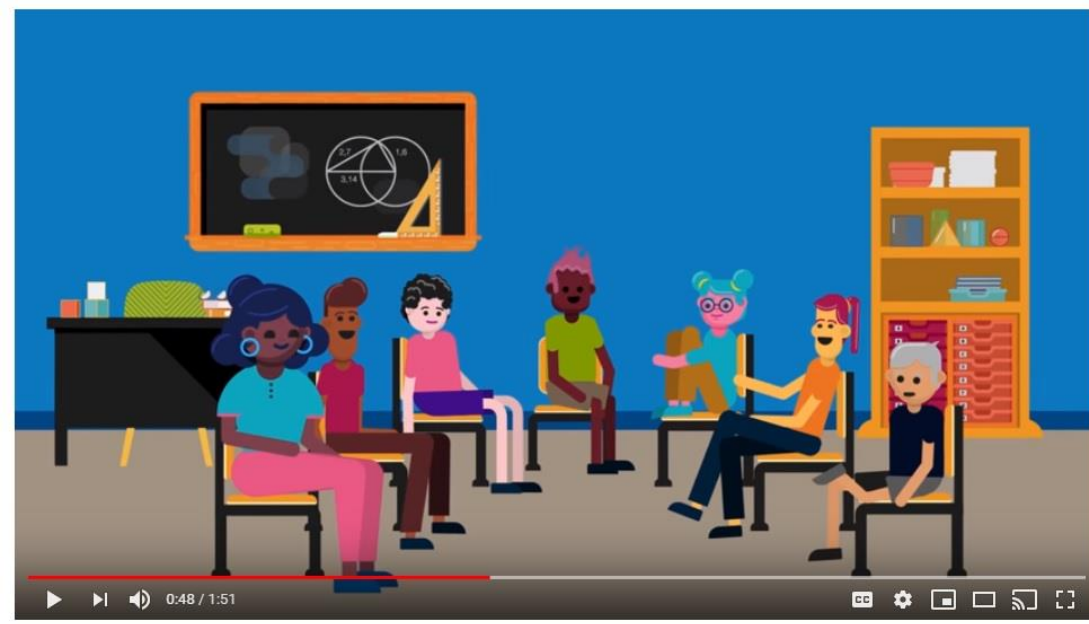
**Vanessa  
Proetto**

Secondary Public School Teachers in Baltimore

# What Is “Restorative Practices”?

- The science of relationships and community.
- All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive.
- **Restorative practices** is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

<https://www.iirp.edu/restorative-practices/what-is-restorative-practices>



## What is Restorative Practices?

[https://youtu.be/\\_obyZY4Xzal](https://youtu.be/_obyZY4Xzal)

**In schools**, students experience greater safety and sense of belonging resulting in improved behavior, less bullying, and less violence.

# Restorative Practices:

## The Basic Concepts

- We believe that people are capable of growing and learning in their work and behavior.
- We respond to situations WITH people, not TO them, FOR them, or NOT at all.
- We separate the deed from the doer by affirming the worth of the individual while disapproving of inappropriate behavior.
- People function best in an environment that encourages free expression of emotion — minimizing the negative, maximizing the positive, but allowing people to say what is really on their minds.
- We are not expected to have all of the answers. Instead of trying to answer or act without adequate knowledge, we need to ask others for help.
- We hold each other accountable by giving and receiving feedback respectfully.
- We act as role models by admitting when we are wrong and being humble.
- We help people develop competencies rather than providing the answers for them.

<https://www.iirp.edu/restorative-practices/message-from-the-president>

# “Circle” Lesson Plan Guide for Baltimore City Schools Teachers

- In 2016, Baltimore City Board of School Commissioners pledged to make Baltimore City Schools a restorative practices district.
- In 2017, City Schools' CEO, Sonja Santelises' issued the Blueprint for Success which outlines three priority areas of focus in the district: **student wholeness, literacy, and leadership.**
- Restorative practices were explicitly adopted as a practice within the student wholeness priority.
- In 2018, 15 schools selected as intensive learning sites began to receive intensive training and coaching in RP through methodology sponsored by the International Institute of Restorative Practices.
- The **Restorative Practices Lesson Plan Guide** was created by Baltimore City RP teachers who partnered with Open Society Institute – Baltimore. It includes sample lesson plans, activities, supplemental materials, and circle starters designed to complement the IIRP training and to assist in easily integrating restorative circles into classroom teaching.  
<http://www.osibaltimore.org/wp-content/uploads/2018/08/Merged-RP-Lesson-Plan-Guide-FINAL.pdf>



**For more information:**

Contact the International Institute for  
Restorative Practices

<https://www.iirp.edu/>



International Institute  
for Restorative Practices





## Questions from the Audience





# Healthy Schools Campaign



**Alex Mays**

Senior National Program  
Director

*Healthy Schools Campaign*



# Healthy and Ready to Learn: The Chronic Absence and Health Connection

# About Healthy Schools Campaign



**HEALTHY SCHOOLS  
CAMPAIGN**

# Health and Chronic Absence

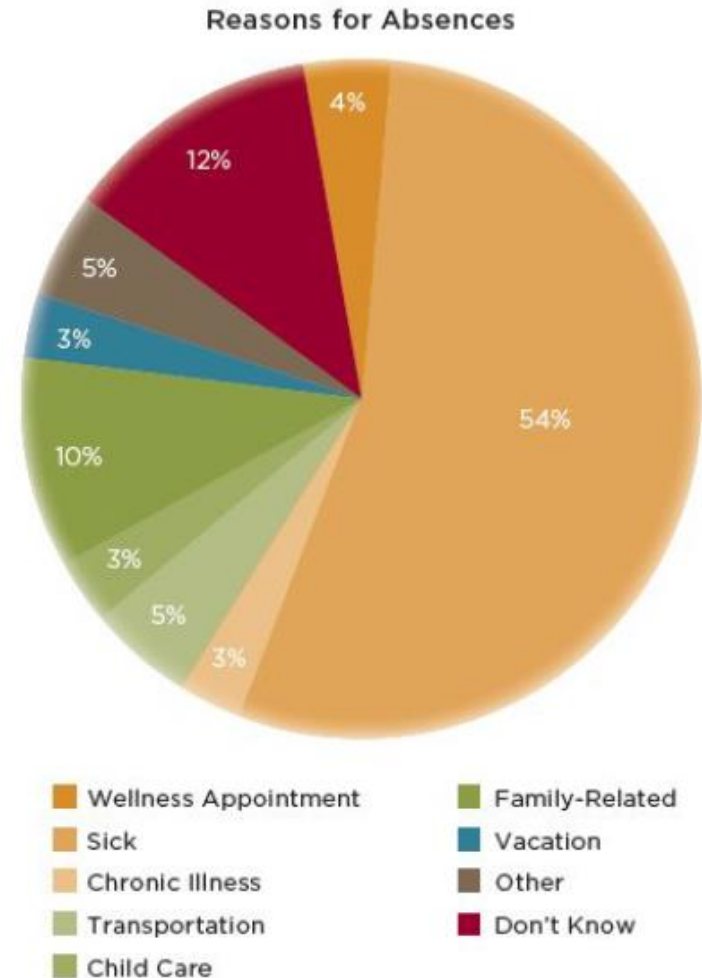
- **Asthma:** Asthma is the leading health-related cause of school absence; children with asthma are three times as likely to be chronically absent as their peers
- **Oral health:** Children between 5 and 17 years miss nearly two million school days in a single year nationwide due to dental health-related problems.
- **Trauma:** Communities with higher levels of violence have higher levels of chronic absence

# Health as a Driver of Chronic Absence

In this Chicago Education Research Consortium study of causes of absenteeism among students missing early education classes, 61 percent of the families reported illness, chronic illness, or a child wellness visit as the cause of absenteeism.

FIGURE 6

Sickness accounts for just over half of all days missed while transportation, child-care, and family-related reasons account for another 18 percent of days missed.



Data Source: Attendance log; n = 1,229

# Who is most affected?

- **Low-income students** have higher rates of absenteeism in every state
- **American Indians** have the highest rates of all racial/ethnic groups
- **Black children** have higher rates than white students, particularly in some states
- **Latino students** have higher rates than white students particularly in some states
- **Students with disabilities** have significantly higher rates than others.

# What works?

Tier	Health Interventions
<b>1</b> <b>(all students)</b>	<ul style="list-style-type: none"><li>• Provide access to school-wide health screenings</li><li>• Social and emotional learning professional development and curricula</li><li>• Anti-bullying policies and programs</li><li>• Ensure a clean, health and safe school environment</li></ul>
<b>2</b> <b>(students with chronic absence)</b>	<ul style="list-style-type: none"><li>• Develop school plans for students with chronic illness, such as asthma</li><li>• Building caring supportive relationships (such as Success Mentors)</li><li>• Ensure access to mental health services and supports</li></ul>
<b>3</b> <b>(students with severe chronic absence)</b>	<ul style="list-style-type: none"><li>• Intensive case management with coordination of health providers and other school support</li><li>• Creation of a Behavioral Intervention Plan</li></ul>

# Considerations for Rural Schools

- **Child poverty** is more common, extreme, and persistent
- **Health care access** and health outcomes significantly lower
  - ✓ 2x higher youth suicide rates
  - ✓ 25% lower ratio of Primary Care Physicians
- **Substance abuse** is a significant and growing issue
  - ✓ 80% higher rates of newborn opioid withdrawal
  - ✓ 26% greater likelihood of prescription drug abuse by adolescents

Source: United States Dept of Agriculture (2017); American Journal of Preventive Medicine (2014); Journal of the American Medical Association (2016); Center for Disease Control

# Resources

- [Addressing the Health-Related Causes of Chronic Absenteeism](#)
- [Using Needs Assessments to Connect Health and Learning](#)
- [Addressing Chronic Absenteeism through ESSA Implementation](#)
- [AAP Policy Statement on Chronic Absence and Health](#)
- [Examining Chronic Absence through a Health Lens](#)



# Thank you

**Alex Mays**

Senior National Program Director  
Healthy Schools Campaign

[alex@healthyschoolscampaign.org](mailto:alex@healthyschoolscampaign.org)



**HEALTHY SCHOOLS  
CAMPAIGN**



## Questions from the Audience





## Announcements



**Cecelia Leong**

*Director for Programs*

***Attendance Works***

# Attendance Playbook: A New Resource from FutureEd & Attendance Works

- Offers nearly 2 dozen interventions for reducing chronic absenteeism
- Provides ESSA research level, tier of support, rationale and resources for each approach



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

# ESSA's Levels of Evidence

**Strong:** The highest level of evidence (Level 1) requires at least one “gold standard” experimental study comparing randomly selected groups (randomized control trial) with a large, multi-site sample of at least 350 participants in more than one location and without much attrition among participants over the course of the experiment. The study must have shown a significant effect on a relevant outcome and no overriding negative effects from causal studies.

**Moderate:** Level 2 can include a randomized control trial with a high attrition rate among participants or a quasi-experimental study that compared equivalent groups with a large, multi-site sample. The study must have shown a significant effect on a relevant outcome with no overriding negative effects from causal studies.

**Promising:** Level 3 requires at least one well-designed and well-implemented correlational study. It can also include a randomized control trial or quasi-experimental study that did not meet the definition of a large, multi-site sample. The study must have controlled for selection bias and have no over-riding negative effects from causal studies.

**Emerging:** Level 4 requires a rationale or logic model based on research to suggest that the intervention could potentially yield positive results, but rigorous evaluation has yet to be completed.

# Research and Resources

## RESEARCH

- School-located influenza vaccination and absenteeism among elementary school students in a Hispanic community: **PROMISING**
- Impact of school flu vaccine program on student absences: **EMERGING**
- Burden of asthma in inner-city elementary schoolchildren: **PROMISING**
- The Relationship Between School-Based Health Centers, Rates of Early Dismissal from School, and Loss of Seat Time: **PROMISING**

## RESOURCES

- The Cost Benefit of Comprehensive Primary and Preventive School-Based Health Care
- School-Based Health Care Support Toolkit

## RESEARCH

- Can Restorative Practices Improve School Climate and Curb Suspensions? **MODERATE**
- The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline: **EMERGING**
- A Cluster-Randomized Trial of Restorative Practices: **EMERGING**

## RESOURCES

- Restorative Justice in U.S. Schools: A Research Review

# Using the Playbook

## **Each page:**

- Defines the problem
- Provides the research case
- Outlines effective programs
- Defines evidence level under ESSA
- Recommends the best tier for uses
- Provides links to research and resources

# TIER 1

Tier I strategies rely on schoolwide steps to encourage attendance among all students through effective messaging and engagement, removing barriers to good attendance, and improving school climate.

## Effective Messaging and Engagement

### Nudging Parents and Students

Researchers have found that “nudges,” reminders to parents and caregivers about absences, can improve school attendance. Todd Rogers, a Harvard University researcher, describes them as “unobtrusive interventions

2014-15 school year. One group received a message about the value of good attendance, while others received information on how many days their children had missed.



# Effective Messaging and Engagement

## **Tier I**

Nudging Parents and Students

Positive Messaging

Home Visits

Incentives/Rewards

## **Tier II**

Early Warning

Mentoring

# Interventions: Removing Barriers

## **Tier I**

School-based Health Services  
Telehealth  
School Buses & Public Transit  
Safe Walks to School  
Breakfast for All  
Laundry at School

## **Tier II**

Controlling Asthma  
Targeted Transportation

## **Tier III**

Interagency Case Management  
Housing

# Interventions: School Climate

## **Tier I**

Relevant—and Culturally Relevant—Curriculum  
Restorative Practices  
Threshold Greetings  
Rethinking Recess

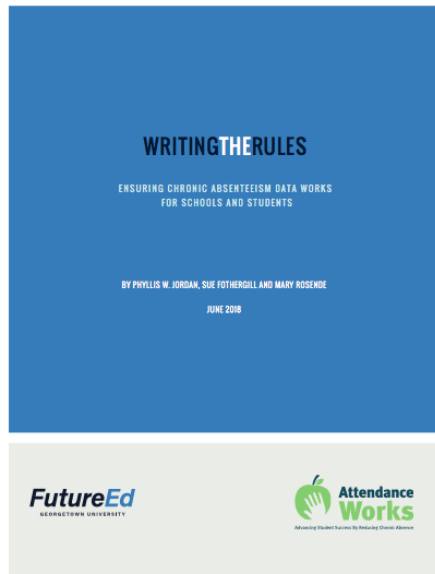
## **Tier II**

Youth Engagement

## **Tier III**

Truancy Court

# Read More:



June 2018:  
Writing the Rules


<https://www.future-ed.org/setting-the-rules-for-tracking-chronic-absenteeism/>



September 2017: Who's In:  
Chronic Absenteeism Under ESSA

<https://www.future-ed.org/whos-in-chronic-absenteeism-under-the-every-student-succeeds-act/>

# Yearly Planning Calendars



SAMPLE ACTIVITIES for K-12: rev 6-13-19

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

School Name


School Year

Activities in the grid are examples, and you can customize the plan 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.

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)
<b>School Staff</b>	Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies. Establish an attendance team. Develop a yearly attendance plan and goals.	Conduct attendance team meeting by the second week of school.	Attendance team meetings.	Review early warning data. Ensure staff are prepared to discuss in Parent-Teacher Conferences.	Revisit data to measure progress and revise school-wide strategies as needed.	Ensure staff are prepared to discuss in Parent-Teacher conferences.	Review data. Share data with student's next teacher for smooth transitions.
<b>Tier 1 (universal)</b>	Attendance messaging during registration/enrollment. Home visit/phone calls to build relationship and remind of first day of school. Plan for welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure attention to students with disabilities and other vulnerable populations.	Back-to-school messaging about the importance of attendance. Establish good and improved attendance incentive schedule/process. Conduct welcoming traditions for students and families. Promote immunization activities in partnership with health providers.	Promote and maintain positive school climate. Weekly/monthly recognition. Positive, regular communication with families about student attendance.	Parent-Teacher conference (recognize good attendance and express concerns in a supportive manner if needed). Check in with students/families with known medical conditions. Conduct a winter clothing drive for students and their families.			
<b>Tier 2 (targeted – moderate chronic absence)</b>	Review previous year's data for returning and incoming students.	Develop personalized relationships with students and families who are at risk for attendance issues. Ensure outreach draws upon family languages and cultures.	Strategy to connect groups of students showing signs of attendance issues, e.g., Success Mentors. Ensure IEPs address attendance.	Develop school-wide Tier 2 strategies. Parent-Teacher conference (raise concerns about attendance). Create personalized student plans. Identify common barriers of Tier 2 students and organize strategies to address barriers.			
<b>Tier 3 (targeted – severe chronic absence)</b>	Review previous year's data for returning and incoming students. Flag students who were chronically absent the previous year and engage community partners.	Consider demographics of new student body to identify vulnerable populations at risk for chronic absence. Monitor disparities.	Referrals to case workers as needed. Early interventions before taking punitive measures.	Identify common barriers of Tier 3 students and engage external resources.			

Copyright © 2019 Attendance Works. All rights reserved.  
[www.attendanceworks.org](http://www.attendanceworks.org)

- District and School team versions available
- Blank versions available so you can customize your plan!



SAMPLE ACTIVITIES for DISTRICTS: rev 7-8-19

## District Attendance Team Yearly Planning Calendar

School District

School Year

This is an example of a district attendance calendar to guide the work of the district over the year. This calendar is best used by a district level team that has responsibility for building capacity to ensure attendance is treated as an integral part of school success. The district calendar can be used in conjunction with the school site yearly planning calendar. Use the blank version to create your own.

Timing	Ongoing	Summer	Welcome Back	Fall Semester	Winter	Spring
<b>Actionable Data</b>	Review district data & trends by school, grades & student subgroups (ethnicity, ELL, disabilities). Ensure school leaders and teams have access to site level data. Monitor accuracy of attendance data.	Clean up data and notify school teams of chronically absent students who will be entering & returning to each school. Analyze previous year's data for disparity, trends, & overall progress. Celebrate previous year's progress.	Review EOY data, set and publicize district goals. Develop districtwide attendance improvement plan and present to the school board.	Help school teams analyze attendance patterns and trends to inform schoolwide strategies. Ensure schools regularly share attendance data with students and families (e.g. parent-teacher conferences, advisory periods).	Measure district progress compared to previous years. Analyze trend data, identify attendance dips and set districtwide fourth quarter improvement targets.	Monitor attendance dip trend data and identify schools in need of additional support. Celebrate and recognize schools making progress.
<b>Build Capacity</b>	Coach and support school attendance teams and ensure they utilize data to monitor attendance. Ensure resources are allocated in budgets to support efforts to reduce chronic absence. Identify bright spot schools.	Include attendance in start of school year PD for all staff. Provide principals with tools to build a school-wide culture of attendance. Establish a year-round process to share best practices among and between school teams.	Support schools to develop good and improved attendance recognition programs. Ensure attendance is a standing agenda item for administrator meetings.	Conduct site visits to all schools, observe team functioning. Identify bright spot schools and schools in need of additional supports. Develop school coaching plans based the results of school team self-assessments.	Assess the sufficiency & impact of school-level interventions & strategies across all schools. Determine how to take bright spot best practices to scale across the district. Continue to support sharing of best practices among & between school teams.	Develop protocols for attendance as a summer school placement factor and to flag students who need attendance supports early in the new school year. Align resources to schools with high levels of chronic absenteeism.
<b>Positive Engagement</b>	Consistently and positively reinforce why chronic absence matters for achievement.	Establish family outreach and home visiting protocols. Develop year-round districtwide attendance messaging campaign and provide schools with messaging materials.	Ensure that schools are utilizing messaging materials in back-to-school strategies and implementing the district's messaging campaign.	Develop district protocols for embedding attendance into daily school culture (e.g. classroom practices, student assemblies, parent-teacher conferences).	Implement districtwide winter holiday and spring break messaging campaign.	Implement an "end the year strong" messaging campaign.
<b>Shared Accountability</b>	Cross-departmental district attendance team (e.g. district leadership, student support, health, special education, parent engagement) meets monthly.	Ensure schools have a data-driven attendance improvement plan. Assess District Attendance Team effectiveness and make changes as needed.	Review and analyze common causes of absence requiring programmatic or policy solutions identified by school teams.	Develop districtwide solutions to systemic barriers identified by school teams. Develop data-sharing agreements as needed.	Establish a district PD calendar for next school year. Monitor the effectiveness of district partnerships.	Update district attendance policies and procedures. Establish a "summer bridge" program for students transitioning schools.
<b>Strategic Partnerships</b>	Develop agreements with community partners and public agencies. Make attendance an indicator for District partnership agreements.	In partnership with school teams, conduct a community asset analysis and use mapping data to identify potential partners.	Develop community partner agreements and supports for previous year's Tier 3 students. Conduct partnership trainings for schools.	In partnership with school teams, facilitate community partnerships for early intervention and prevention (Tier 1 and Tier 2) supports.	Develop community partner agreements for Tier 3 intensive interventions.	Equip summer providers to address the needs of chronically absent students.

Copyright © 2019 Attendance Works. All rights reserved.  
[www.attendanceworks.org](http://www.attendanceworks.org)

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



# Scan of Environment and Attendance Tool (SEAT)

Designed for school leaders to engage staff, students, parents and community members to identify strengths and opportunities to promote positive school culture and strong attendance.

Scan of Environment and Attendance Tool (SEAT)

ELEMENTARY SCHOOLS

Attendance Works

School Name \_\_\_\_\_ Date of Observation \_\_\_\_\_ Time of Day \_\_\_\_\_

Observer(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teaching and Learning

Relationships

Environment

Safety

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.



**Purpose:** 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 daily attendance. The SEAT is intended to be used multiple times over the course of the school year as part of an iterative process and should serve as a tool for qualitative analysis of the observable features of school climate that support a culture of attendance and engagement. Note that each of these characteristics may not be observable in a single walkthrough; schools are encouraged to select different times of the school day that may be conducive to observing the different climate elements. See the accompanying User Guide for more information about why each of the efforts in the checklist below can help support improved school climate and student attendance.

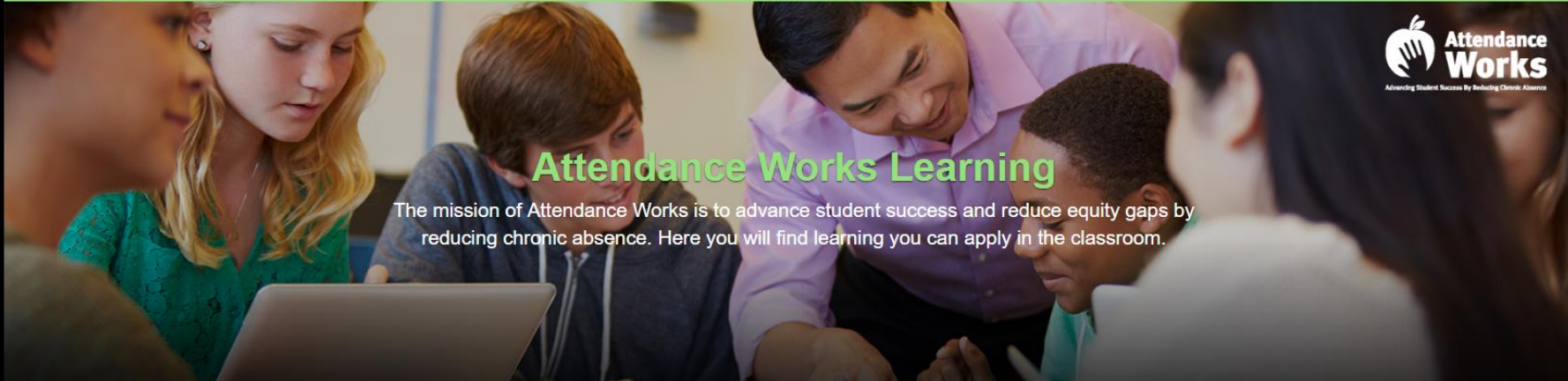
1

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



# What is Teaching Attendance?







## Attendance Works Learning

The mission of Attendance Works is to advance student success and reduce equity gaps by reducing chronic absence. Here you will find learning you can apply in the classroom.


Click on the course below and start learning today!



Module 1 - Why We Teach Attendance?



Module 2: Creating a Culture of Attendance (Primary and Secondary)



Module 3: Using Data for Intervention and Support (Primary and Secondary)

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>



## **Purpose of the Teaching Attendance Curriculum**

- ★ Give school leaders a quick way to equip teachers and school staff with evidence-based strategies to improve attendance
- ★ Rally school staff to act as the first line of prevention and early intervention
- ★ Inspire better attendance practices that are positive, proactive and problem-solving





## Teaching Attendance Curriculum

### Three Online Learning Modules:

1. Why We Teach Attendance
2. Creating a Culture of Attendance  
*(Primary and Secondary versions available)*
3. Using Data for Intervention and Support  
*(Primary and Secondary versions available)*



## How to Register for Teaching Attendance

- To learn more, go to:

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>

- Click the self-registration button
- You will receive a confirmation email with an invitation to take the modules
- Enjoy!

# Spread the Word!

Learn more about our FREE online training program and how to improve attendance in your school.



<https://www.youtube.com/watch?v=5kJNY0YtQG0>

# Back to School Twitter Chat

co-sponsored by:  
**The Campaign for Grade-Level Reading  
Foundations, Inc.**



**August 21, 2019 @ 3pm ET**

Join in and use hashtags  
#schooleveryday #GLReading

# Attendance Awareness Month Twitter Chat

September 12  
3pm ET/12pm PT



HOW  
LEARNING  
HAPPENS

# MENTOR's Back to School Upcoming Initiatives



# Attendance Awareness + Mentoring

- Attendance Works & MENTOR are teaming up Sept 15 – 21 for **Mentoring *In Real Life* & Attendance Week**
- We use this week to help amplify the message that quality mentoring can be instrumental to reducing chronic absence and academic success
- We'll be co-hosting a Twitter Chat on Thursday, September 19 around how mentors & building relationships with caring adults positively impacts attendance and academics

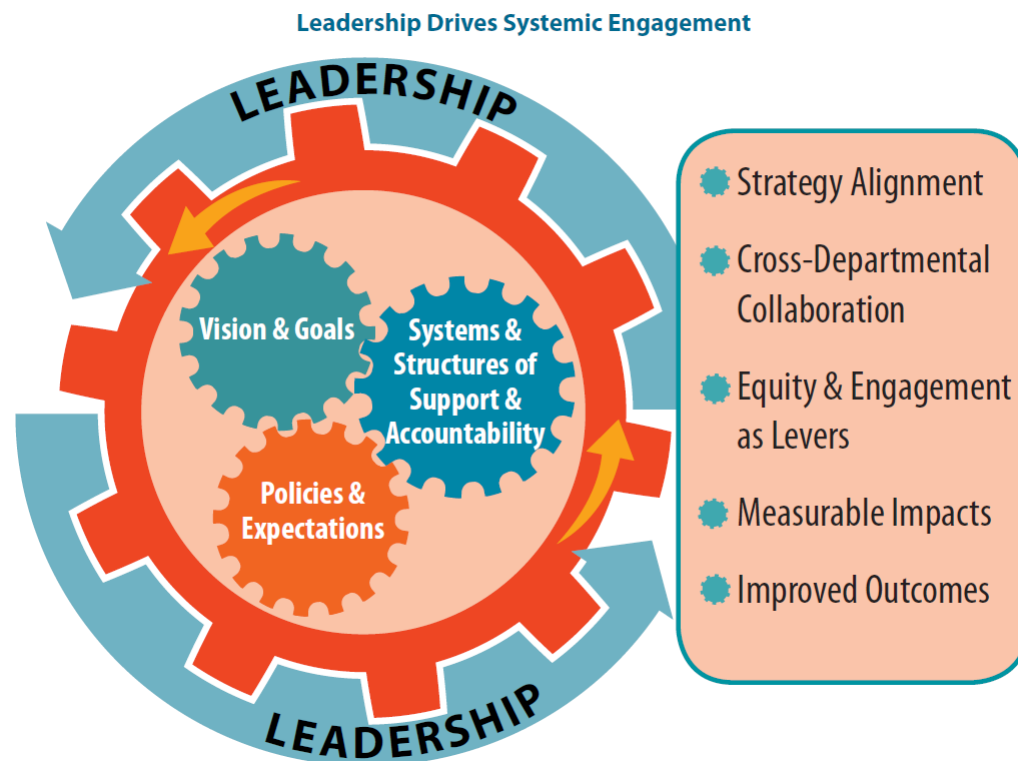
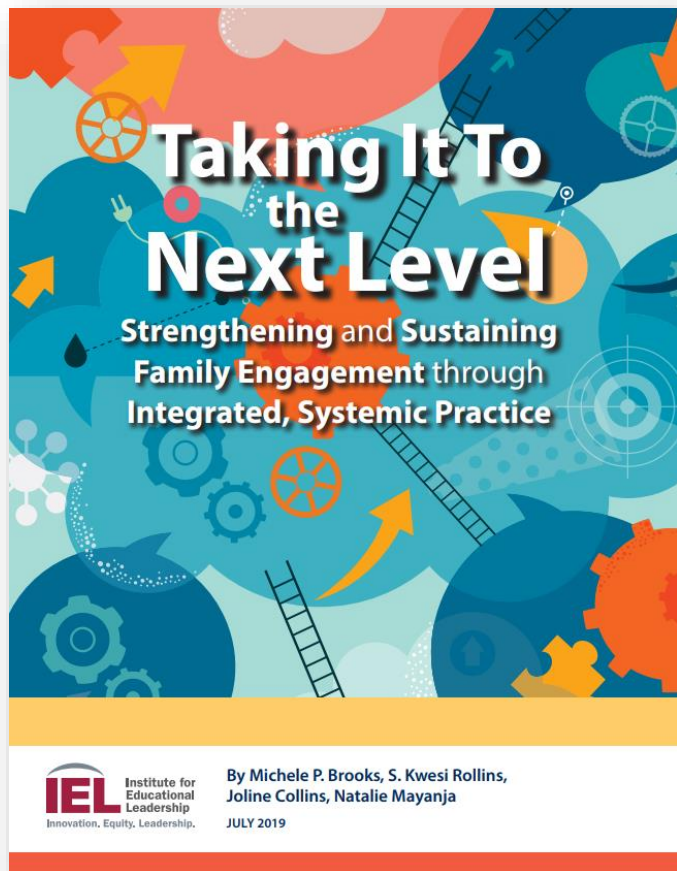


# Upcoming MENTOR Products

- **Social and Emotional Development in Early Adolescence:  
Tapping into the Power of Relationships and Mentoring – Early  
September**

Identifying specific relationship-based strategies that promote social and emotional learning for students in the middle grades will ensure that students receive the necessary supports to maximize their social and emotional learning potential and lay the foundation for healthy development and relationships as they grow, increasing their chances of future academic, career, and life success.





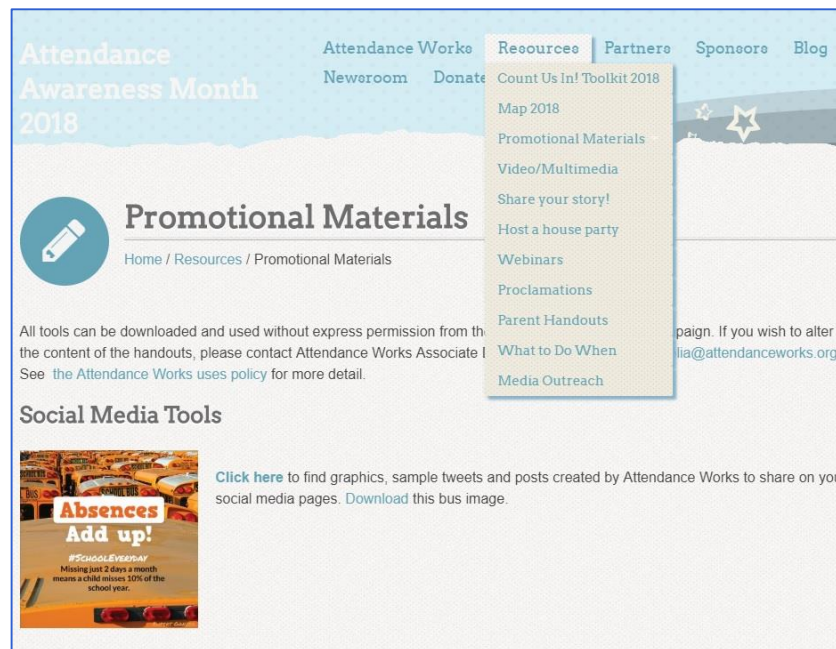
Publication URL: <http://bit.ly/NextLevelFE>



## Key Resource: Attendance Awareness Website

- ✓ Download our free materials and our online Count Us In! toolkit and share with local districts.
- ✓ Encourage schools and community partners to join our listserv: 18,000+ members.

## PROMOTE LOCALLY



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



## **Superintendents Call to Action**

**Own the issue**

**Mobilize the  
Community**

**Drive with  
Data**

**To sign-up for the Call to Action, or to learn more, please visit:**  
**[www.attendanceworks.org/superintendents-call-to-action](http://www.attendanceworks.org/superintendents-call-to-action)**



## Superintendents Call to Action

### Call to Action Timeline

- Invite your Superintendent to join using our template letter
- Press release sharing the names of all the Superintendents who joined will be sent out on October 16
- Deadline for inclusion in press release: Monday, October 7

***Find the template letter and more resources for  
Superintendents here:***

<https://www.attendanceworks.org/take-action/educators/superintendents-call-to-action/>



## Opportunities to Promote AAC 2019!

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  
(Spanish versions are available, too!)

<https://awareness.attendanceworks.org/resources/promotional-materials/2019-badges/>



✓ Write a blog post on your website promoting regular attendance and the Attendance Awareness Campaign!



## 2019 Webinar Series

- ★ **March 21:** Lay a Foundation for Success: Engage Families to Address Early Chronic Absence
- ★ **May 16:** Nurture Dreams: Ensure Students Feel Safe, Supported, Connected and Engaged
- ★ **August 8:** Open Doors: Create a Healthy School Climate
- ★ **September 10:** A Place Where We Belong: Improving Conditions for Learning

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

*And special appreciation to our philanthropic partners:*

**The Campaign for Grade-Level Reading  
The California Endowment  
The Jonathan Logan Family Foundation**





## Support AAC 2019



<http://www.attendanceworks.org/donate/>





## 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/open-doors-2019>

*Thank you!*