



# Session 3:

## Partnering to Make a Difference



Professional Learning Series

September 8, 2021



**Welcome!**



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Vice President of Programs



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Deputy Director of Programs



## Getting Started: Introductions

### *Use the Chat and share:*

- ✓ Your name and role
- ✓ A favorite community partner for engaging students in school



## 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** — Whole School Engagement Strategies for Reducing Student Absenteeism
- ❖ **Session 2** — Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support
- ❖ **Session 3** — Partnering to Make a Difference



## Learning Goals for Session 3

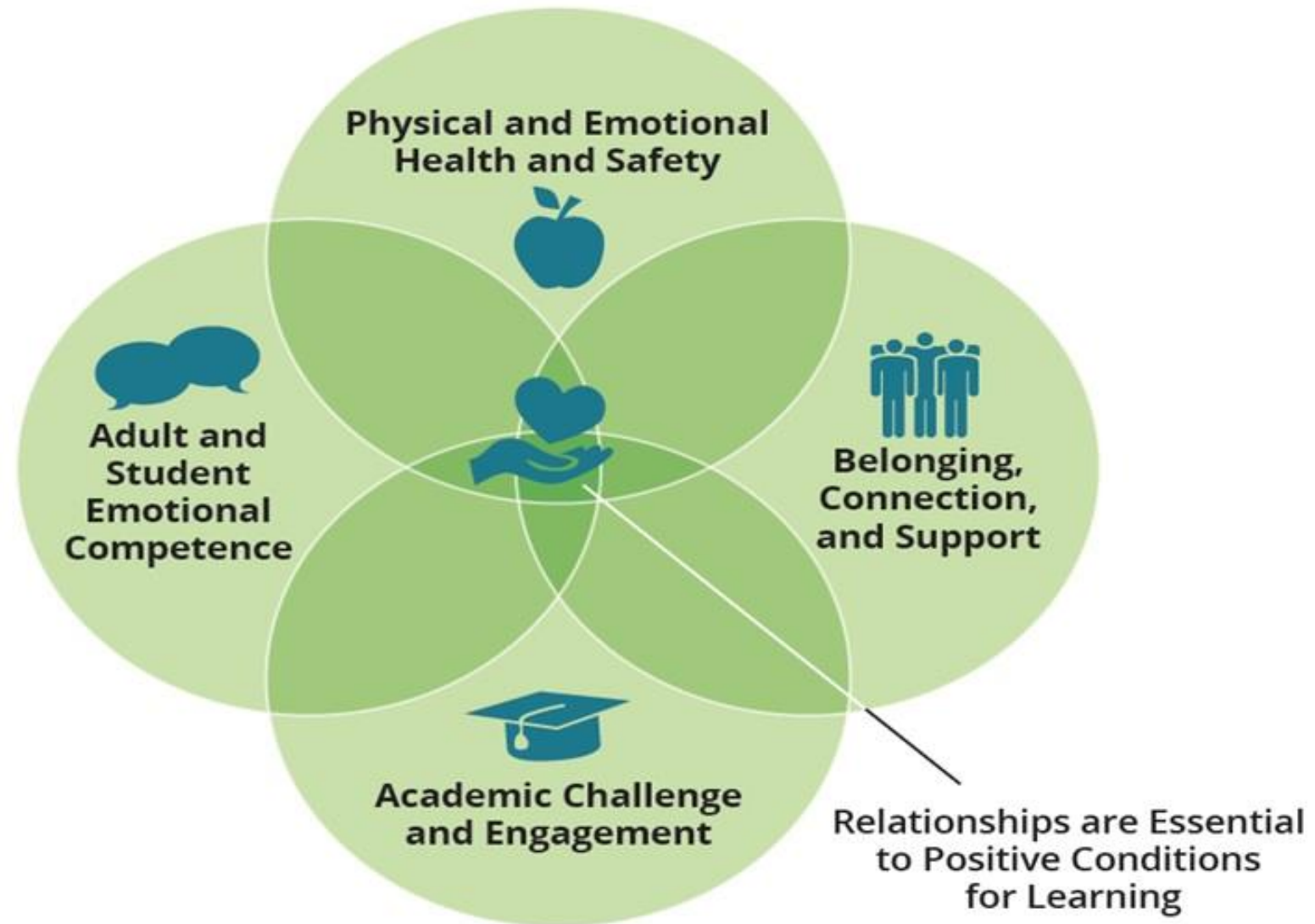
### *Participants will:*

- Learn strategies to mobilize school staff, community and agency partners to provide support
- Determine if their efforts are making a difference

# Review of Sessions 1 & 2



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





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

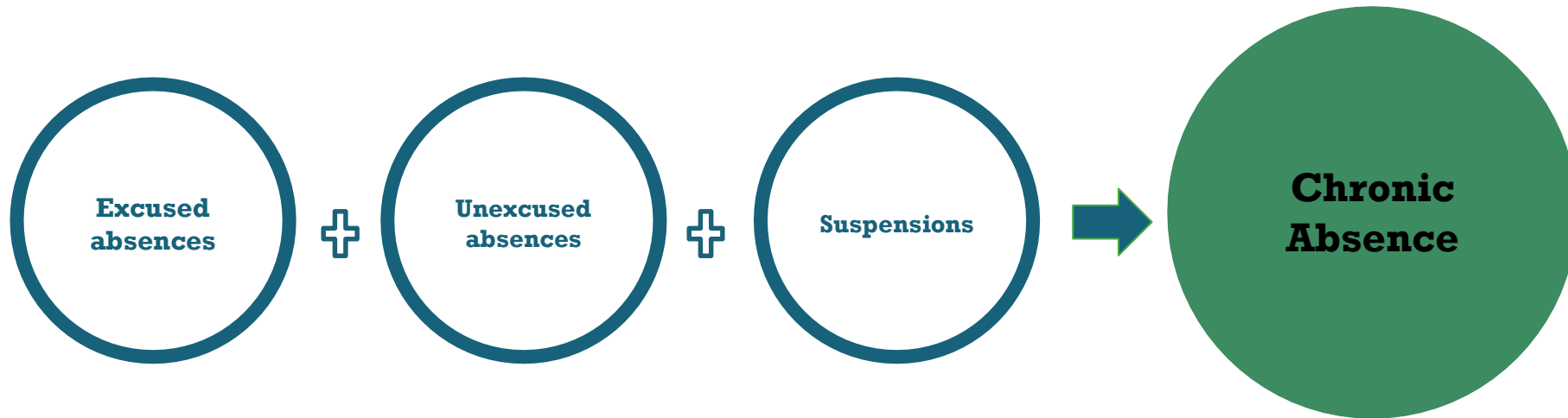
**Absenteeism is a *leading* indicator and  
a *cause* of educational inequity**





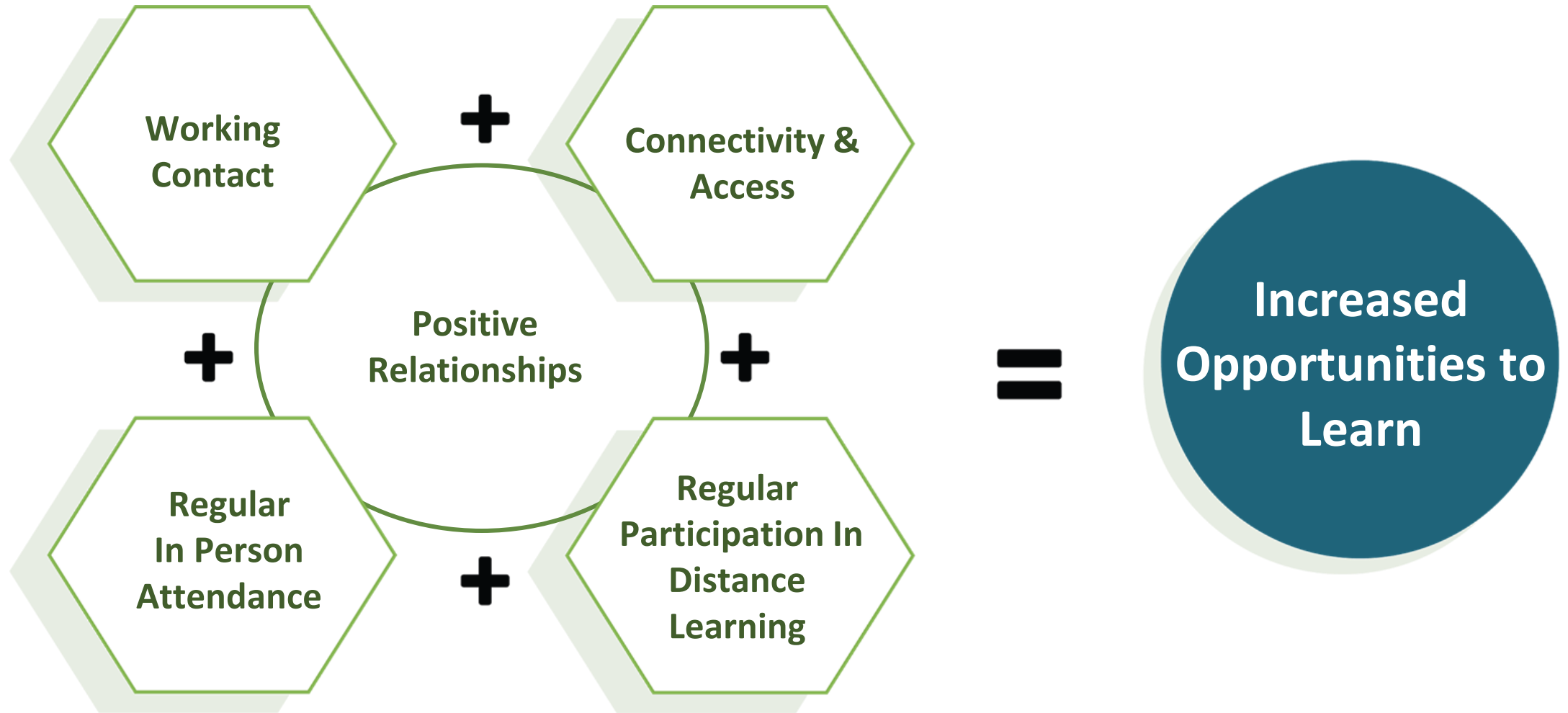
## Chronic Absence Measures Lost Opportunity to Learn

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.**



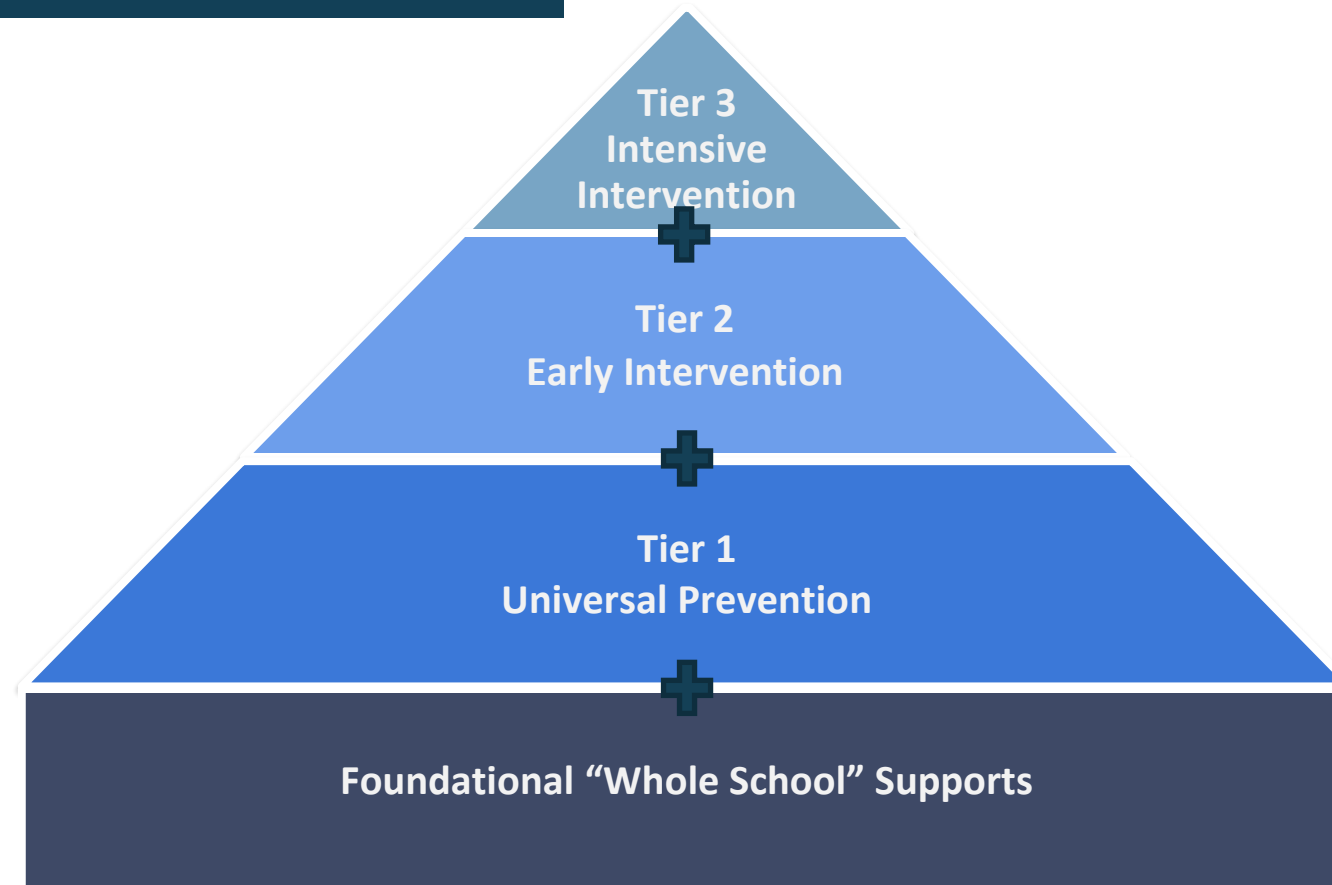
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

# Expanding How to Measure the Opportunity to Learn



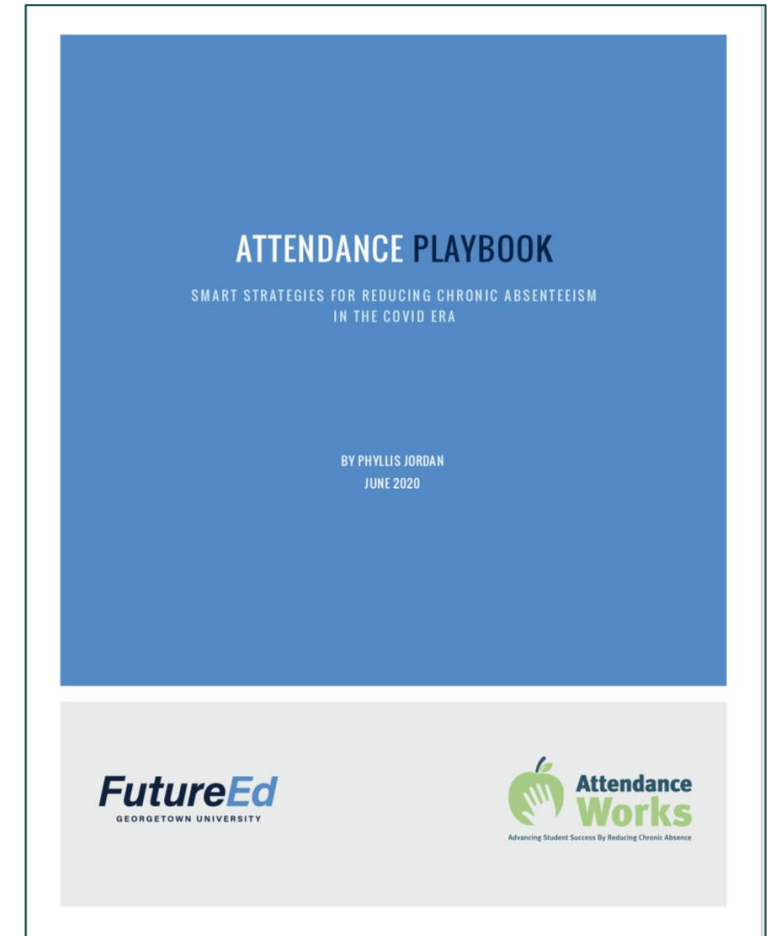
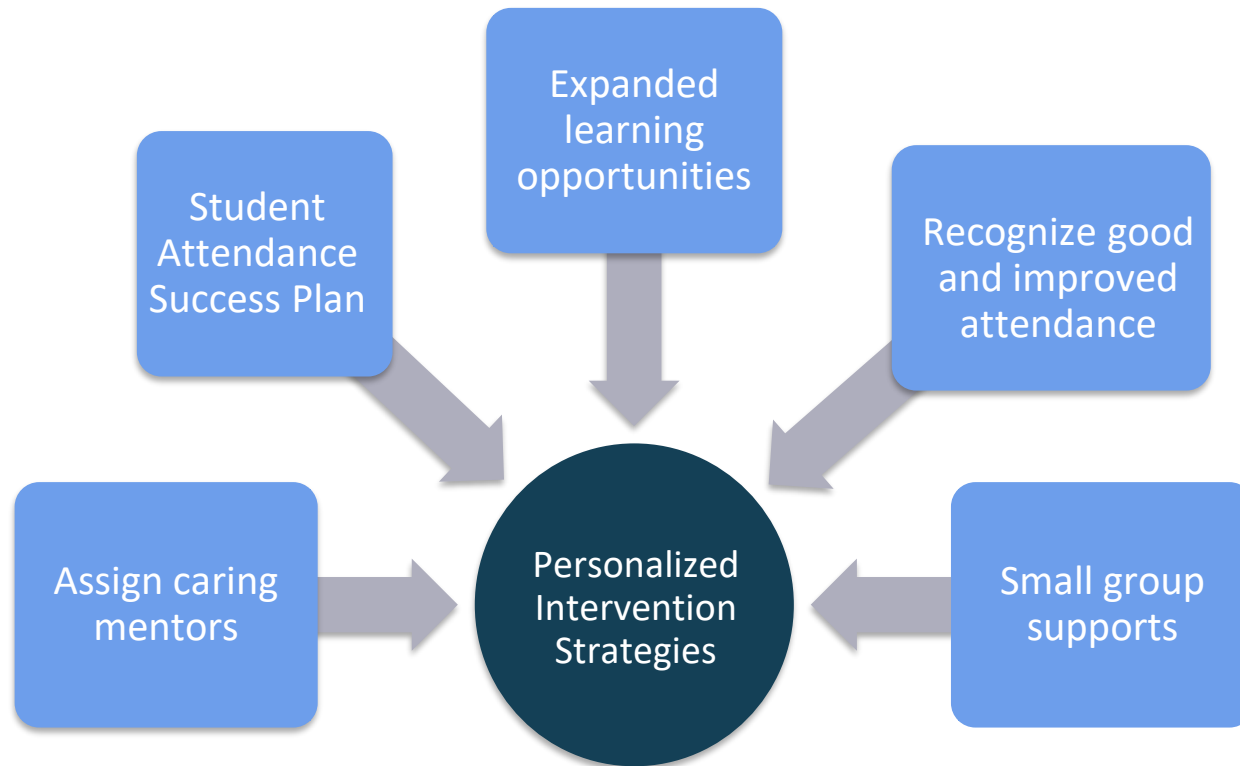


## When Tackling Absenteeism, Take a Multi-Tiered Approach Beginning with Prevention





## Tier 2: Strategies Layer in Support, Strengthen Relationships and Take a Problem-Solving Approach

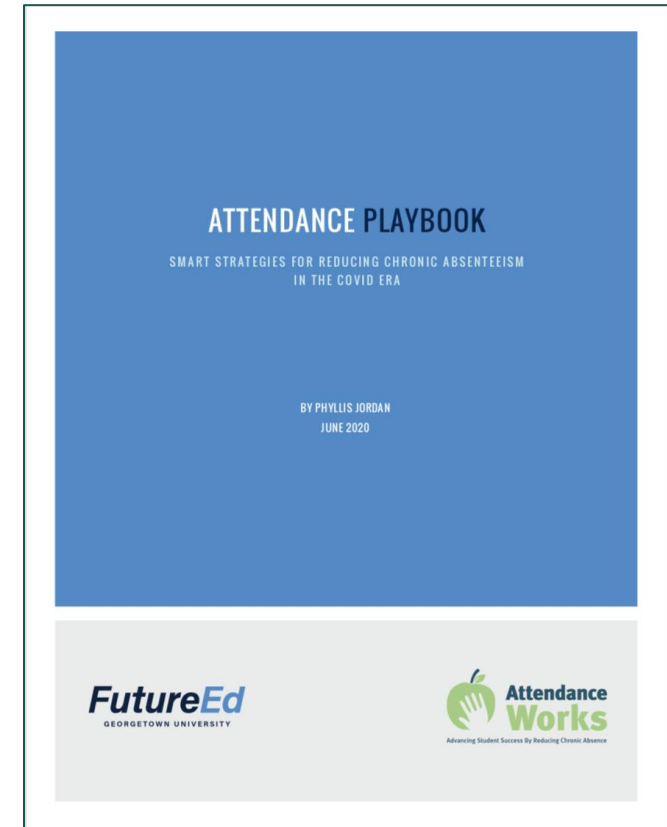
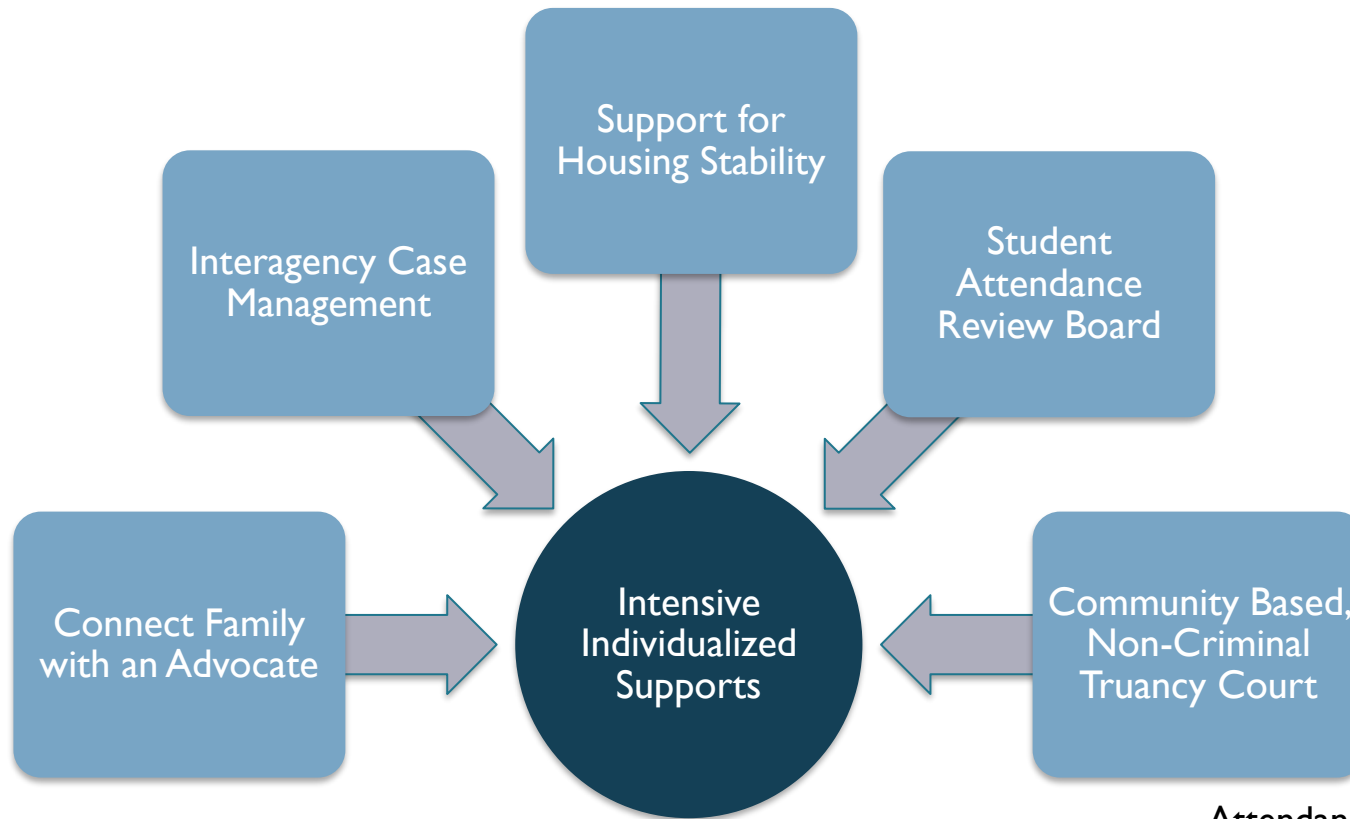


Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

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



## Tier 3: Strategies Involve Public and Community Partners and Integrated Case Management



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

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



## **Reducing Chronic Absence Requires a Team Approach**



## Primary Purpose of a Team Approach

Organize and facilitate a schoolwide attendance strategy and ensure it is an integral component of the school's plan to improve outcomes for all students.

# 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
- \* Community School Directors and Coordinators
- \* Expanded Learning program staff
- \* Family Resource Center Directors and Coordinators
- \* Pupil Personnel Workers
- \* Child Welfare and Attendance Officers

Members should be able to bring the perspectives of the student demographics. Teams should incorporate input from families and students along with the community.





# Attendance Functions of a School



Session 2

- 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.**

Session 3

- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**



## Poll

**What has been most valuable to you from the first 2 classes?**  
(check all that apply)

- The key functions of an attendance team
- Taking a multi-tiered approach to reducing absenteeism beginning with prevention
- Effective communication strategies
- Expanded measures of attendance
- School climate and culture and attendance
- Matching strategies to root causes of absenteeism
- Other (*type in chat*)

## **Team Function #4:**

*Mobilize everyone in the school community  
to address attendance*





## Mobilize the School Community to Address Attendance

Involve the Whole School Staff

Engage External Partners

# We All Have a Role



<https://vimeo.com/230451908>



## School Self-Assessment

*Sample question #1*

***Our entire school staff has bought into an “all hands on deck” approach to attendance.***

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

School Team Self-Assessment tool: <https://www.attendanceworks.org/resources/self-assessment/>



## Chat

***Share what you did (or plan to do)  
to get all hands on deck.***





## Add Professional Development to the Year-Round Calendar

### *Identify points in the year for professional development.*

- ❖ Before the start of the school year (*regular PD or summer bridge*)
- ❖ Prior to fall or spring parent-teacher conferences
- ❖ “Bite-size” PD during staff meetings

#### ***Share in Chat:***

What skills & knowledge do staff need in order to have caring conversations for attendance or to link families to attendance supports?





# Year-Round Planning



BLANK FORM for K-12 Activities: rev. 2-23-21

## 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 **3 Tiers of Intervention** (<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>)

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)							



## School Self-Assessment

### Sample Question #2

***We have professional development opportunities that equip the members of our school staff and partners to address attendance.***

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

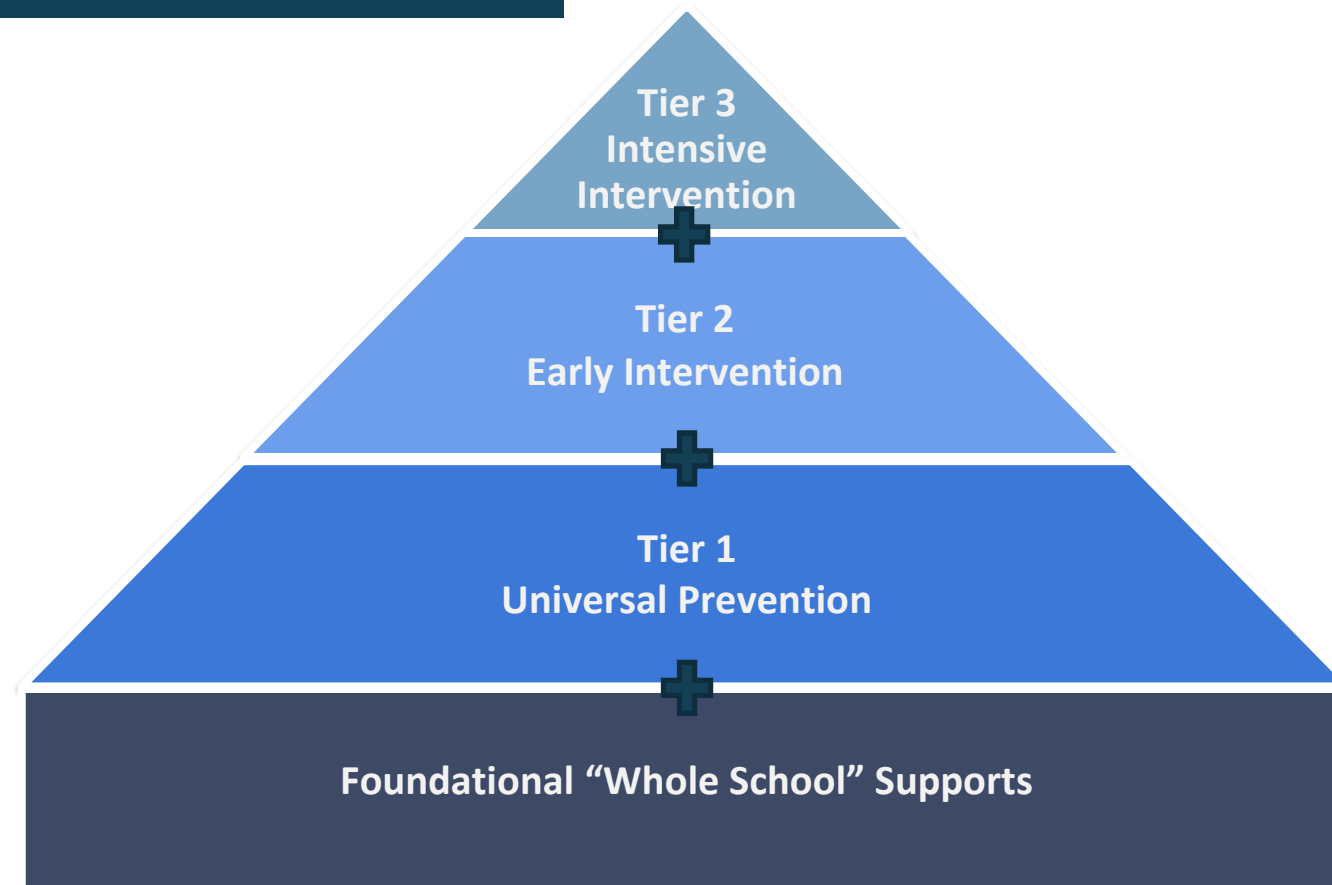
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# **Involve the Whole School Staff in Caring Conversations**

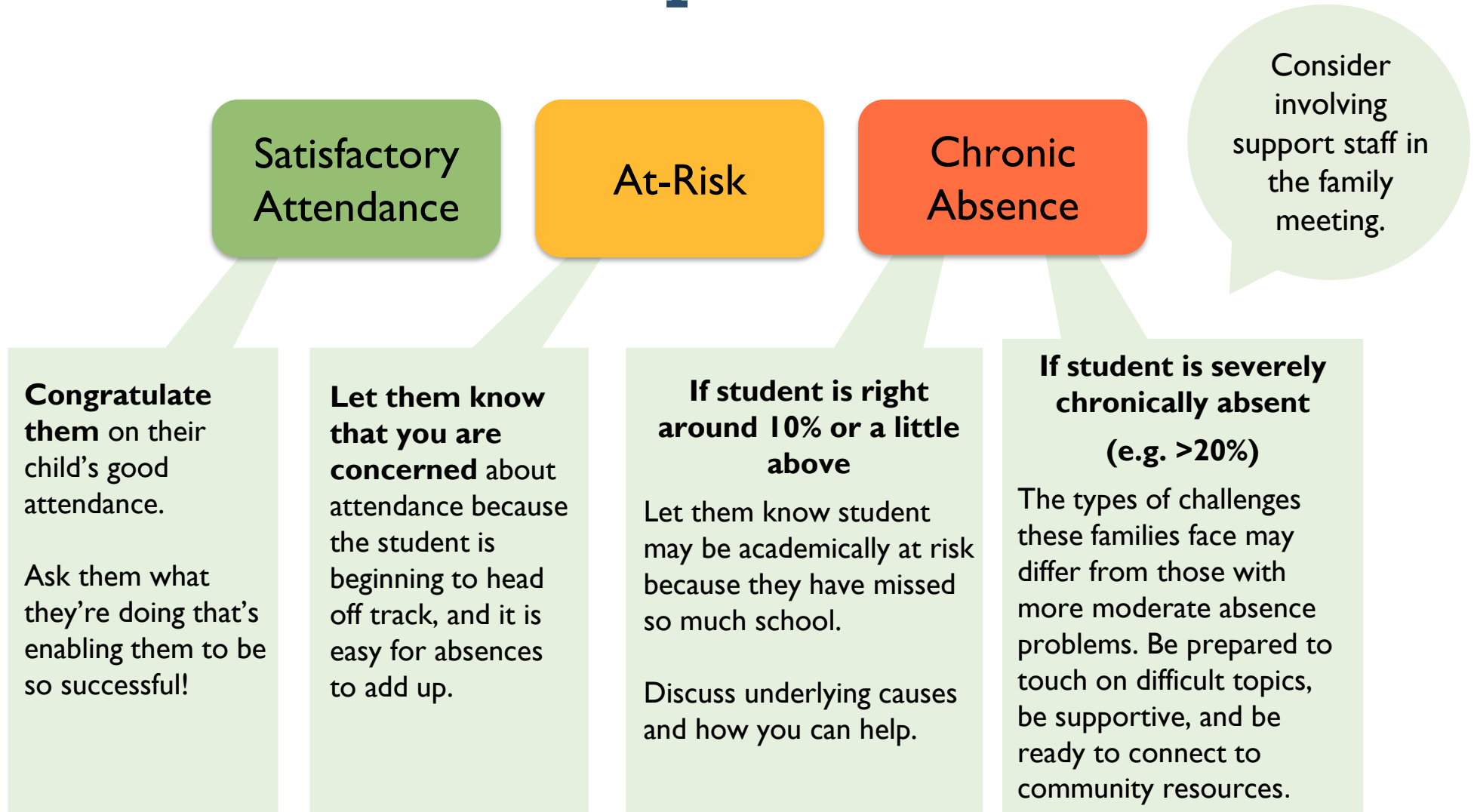




## Caring Conversations are a Key Component of Every Tier



# Tailor Conversations to Students' Attendance and Participation Level





## How to Determine Level of Absenteeism

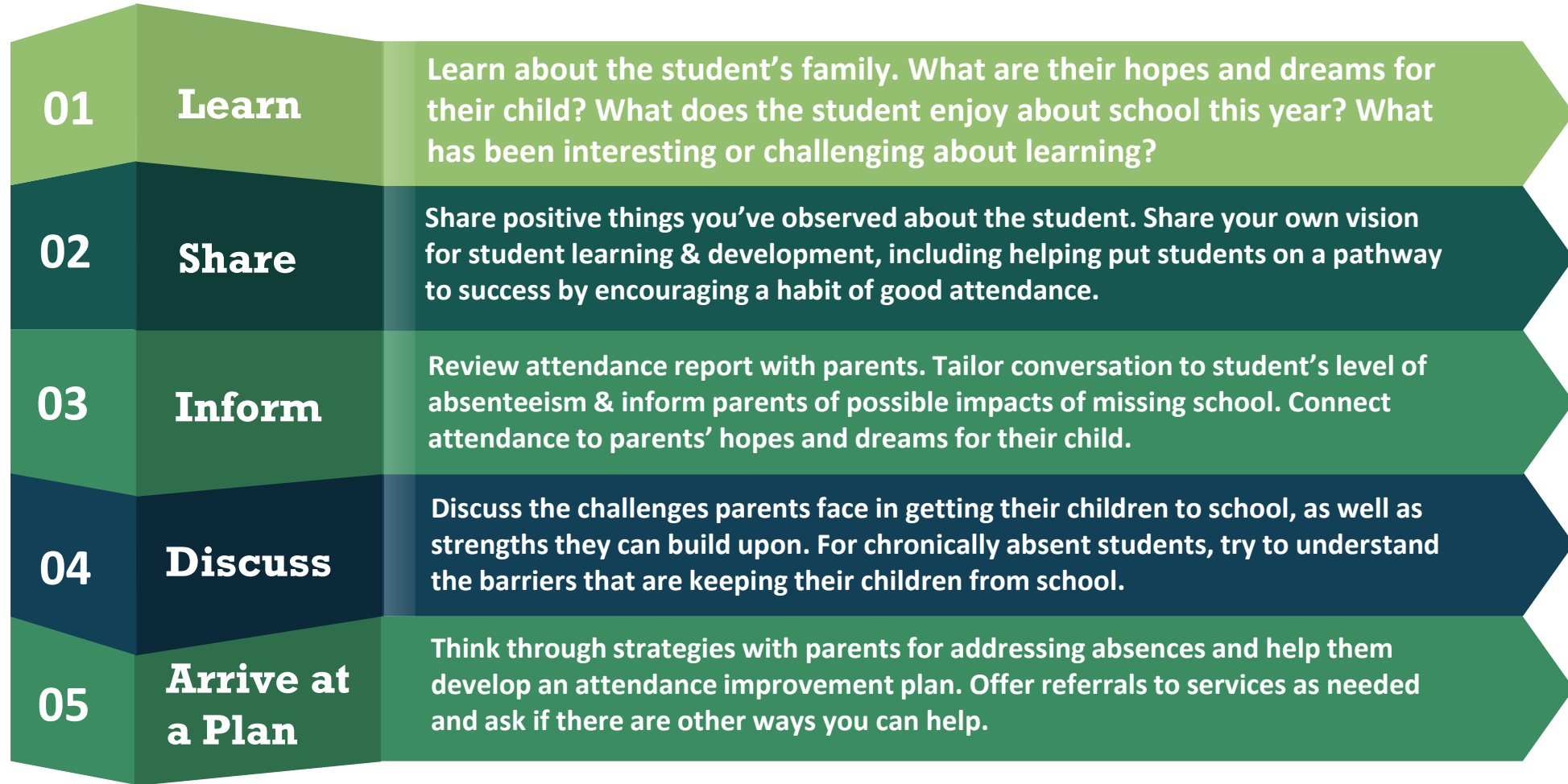
DAYS MISSED IN SCHOOL YEAR
<b>Satisfactory Attendance</b> Missed less than 5% (fewer than 9 days in a 180-day year)
<b>At-risk</b> Missed 5-9% (9-17 days in a 180-day year)
<b>Moderate Chronic Absence</b> Missed 10-19% (18-35 days in a 180-day year)
<b>Severe Chronic Absence</b> Missed 20% or more (36 or more days in a 180-day year)



## Sample Scenario: *Modeling Caring Conversations*

- Charlotte Brown is a 6<sup>th</sup> grader who performs on an average level. She struggles to keep up with some of her more challenging classes.
- Since the first of the year, Charlotte has been unusually quiet and distracted in class. She has been sitting alone during recess. In the first twelve weeks of school, she has missed 8 days. Charlotte has asked to see the school counselor.
- Charlotte's mother is divorced, and Charlotte's father is not present in her life. Charlotte is very fond of her older cousins that live in a neighboring town. They invited her to stay for a long weekend before school started back this summer.
- Unfortunately, Charlotte was witness to a violent altercation at a party with a lot of alcohol and a drunk pulled a gun when Charlotte's cousin told him to leave. No one was hurt, but Charlotte was scared for herself and her cousin. Charlotte was asked questions by the police about what she saw. She is having night terrors and often up most of the night. She does not want to leave home in the morning.

# The “Caring Conversations for Attendance” Process



*Adapted with permission from materials created by © High Expectations Parental Service, 2011*





## Steps 1 & 2: Learn and Share

### *Share in Chat:*

1. What excellent questions can you ask to learn about a student's family?
2. What are some positive observations about a student you might share with the student or family?

01

**Learn**

Learn about the student's family. What are their hopes and dreams for their child? What does the student enjoy about school this year? What has been interesting or challenging about learning?

02

**Share**

Share positive things you've observed about the student. Share your own vision for student learning & development, including helping put students on a pathway to success by encouraging a habit of good attendance.



# Step 3: Inform

03

## Inform

Review attendance and participation report with parents. Tailor conversation to student’s level of absenteeism & inform parents of possible impacts of missing school. Connect attendance to parents’ hopes and dreams for their child.

1. Show absences marked on a school calendar
2. Identify patterns
3. Share what key concepts a student missed relating back to the hopes and dreams that the student or parents shared

2021-2022 ACADEMIC CALENDAR

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



## Step 4: Discuss

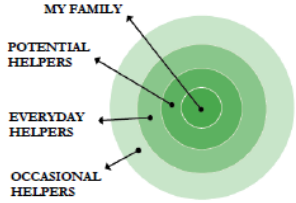
04

### Discuss

Discuss the challenges parents face in getting their children to participate at school or from home, as well as strengths they can build upon. For chronically absent students, try to understand the barriers that are keeping their children from participating.

1. Learn about student motivations
2. Discuss reasons for absenteeism
3. Explore what would help given possible causes
4. Offer Help Bank to find out about support systems
5. Identify opportunities for strengthening engagement

**MY FAMILY'S HELP BANK**  
CREATE BACKUP PLANS FOR GETTING TO SCHOOL



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 your child 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: _____



## Step 5: Arrive at a Plan

05

### Arrive at a Plan

Think through strategies with parents for addressing absences including difficulties in participating online or completing schoolwork. Work with them to develop a plan. Offer referrals to services as needed and ask if there are other ways you or others can help.

1. Work with the family to identify specific steps that will help to prevent absenteeism in the future
2. Consider students or parents to develop and complete a plan
3. Ensure that the plan includes any support that the school will offer as well
4. Provide a copy of the plan to the student/parent
5. Agree on a timeline to check in and see how things are progressing

**MY CHILD'S ATTENDANCE SUCCESS PLAN**

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS AND HELP MY CHILD GAIN THE SKILLS TO DO WELL IN SCHOOL AND TO READ BY 3<sup>RD</sup> GRADE.

- Keep an attendance chart at home to track absences. Consider using the attached calendar.
- At the end of the week, I will recognize my child for attending preschool every day with \_\_\_\_\_ (i.e., a visit to the park, a new book, a special treat, a hug, etc.)
- Make sure my child is in bed by \_\_\_\_\_ p.m. and the alarm clock is set for \_\_\_\_\_ a.m.
- Find a relative, friend or neighbor who can take my child to or from preschool if I can't. I can list who can help on the Help Bank (attached).
- Set up medical and dental appointments for weekdays after preschool.
- If my child has a slight stomachache, headache or allergy, and is not sick with a contagious illness including Covid-19, I will send my child to school. I will call the school or a health provider for advice if my child complains regularly.

To improve \_\_\_\_\_'s attendance, I commit to the following:

- \_\_\_\_\_
- \_\_\_\_\_

To improve \_\_\_\_\_'s attendance, the program commits to:

- \_\_\_\_\_
- \_\_\_\_\_

*We will review progress to meet this goal in one month.*

Family Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Attendance Works**  
To learn more, please visit [www.attendanceworks.org](http://www.attendanceworks.org)  
Adapted from materials created by Early Works at East Boyles Elementary School in Portland, Oregon (<http://www.dshsnet.org/connections/early-works>)

# Breakout Groups: Discuss Caring Conversations

1. How might Caring Conversations be helpful for your school?
2. Who could be involved with Caring Conversations?
3. What would it take to increase capacity at your school to have Caring Conversations?




## 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/Caring-Conversation-Worksheet-v3.docx>

# Caring Conversations Worksheet (example)

**Practicing Caring Conversations  
for Attendance** 





**Role #1: Facilitator**



**Instructions**

**Break out into groups (3 min)**

- In small groups of 4, introduce yourself (name, position, school/district, state)
- Count off from 1-4 on who will take on each role

**FACILITATOR-1**    **TEACHER-2**    **STUDENT-3**    **PARENT-4**

**Prepare (5 min)**


- Open the small group handout.
- Read the scenario for your role.
- Consider the factors that contribute to chronic absence. Write down 2-3 factors.

**Roleplay Activity (5 min)**

- Do the roleplay, following the Caring Conversations worksheet at the end of this handout

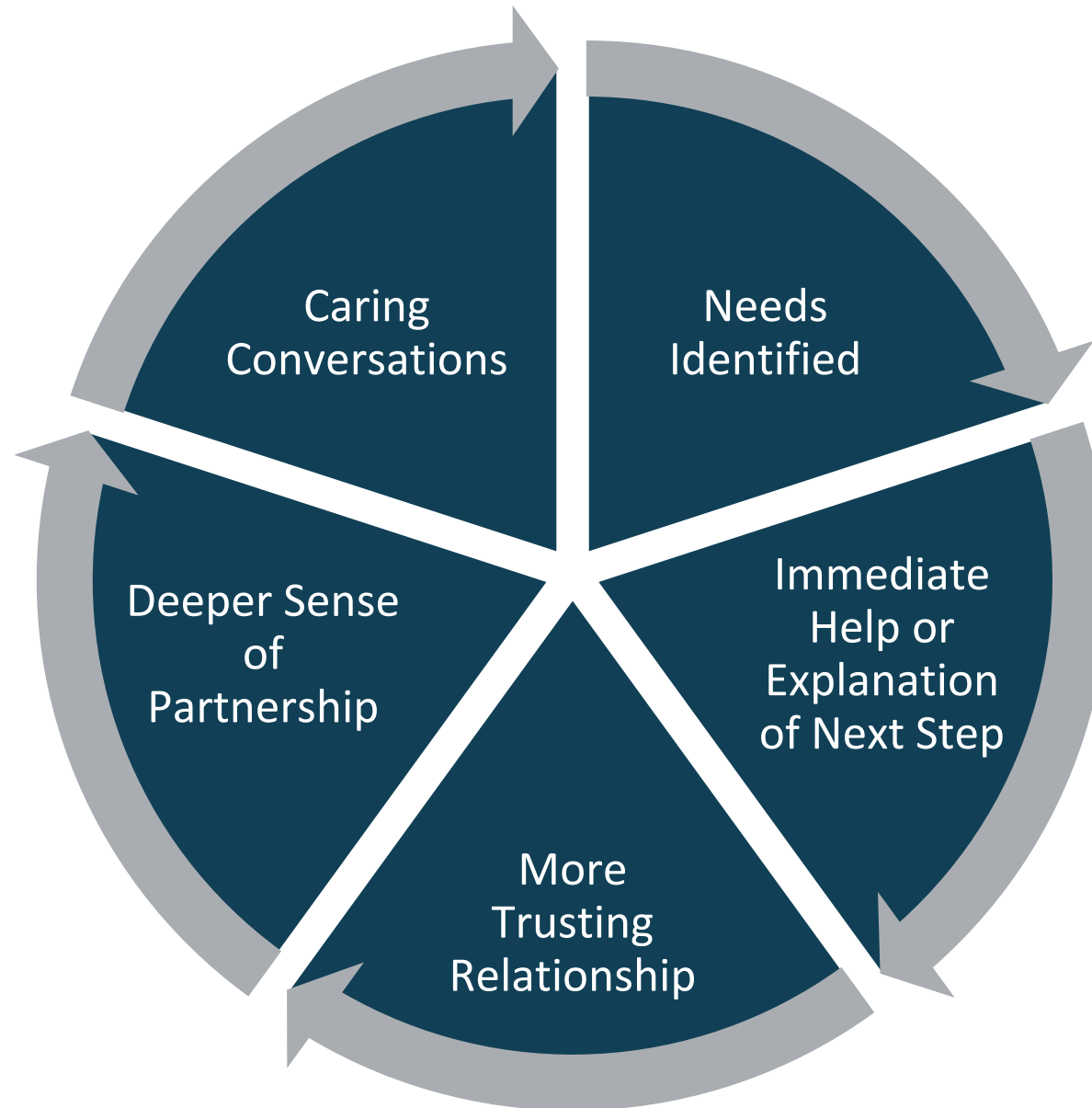
**Debrief (2 min)**

- For those in the role play, how did you feel during the discussion?
- For the observers, what did the teacher do well in the discussion?
- Are there any other observations?

 Attendance Works ©

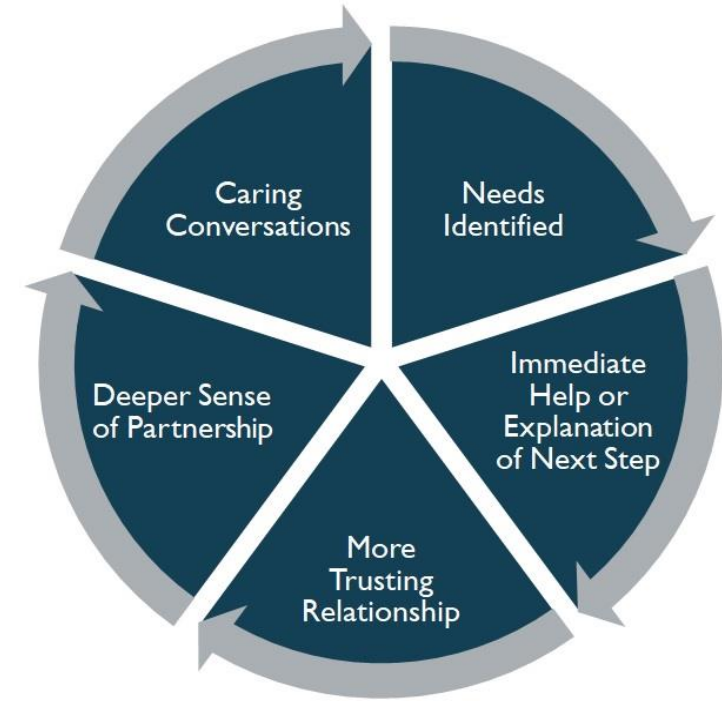
	Key Points	Questions and Messages
<b>1. Learn</b>	<ul style="list-style-type: none"> <li>• Gather information</li> <li>• Ask open-ended, supportive questions</li> </ul>	<i>What is your vision for <u>student's</u> future? (ask parent and student)</i>
<b>2. Share</b>	<ul style="list-style-type: none"> <li>• Positive observations about student so far</li> <li>• What you want students to accomplish this year</li> <li>• One goal is helping students acquire good habit of attendance</li> </ul>	<i>_____ is such a good listener. We love having her (you) in our class.</i>
<b>3. Inform</b>	<ul style="list-style-type: none"> <li>• Progress you've seen (start positive)</li> <li>• Areas where child is struggling</li> <li>• Review report card &amp; update parents on child's attendance</li> <li>• Deliver appropriate attendance messages</li> </ul>	<p><i>_____ is excelling at math! and is making progress with reading. Reading remains the area that needs work.</i></p> <p><i>_____ has been late five times and has missed two days during this first month of school. Absences impede reading and overall learning progress.</i></p>
<b>4. Discuss</b>	<ul style="list-style-type: none"> <li>• Challenges, attendance barriers</li> <li>• Learning at home activities</li> <li>• How to stay connected</li> </ul>	<i>What makes it hard for _____ to get to school?</i>
<b>5. Ask &amp; Arrive at a Plan</b>	<ul style="list-style-type: none"> <li>• Are there any questions?</li> <li>• Is there anything you can do to support a partnership between home and school?</li> <li>• Make referrals to community resources</li> </ul>	<p><i>What questions do you have?</i></p> <p><i>How can I help you?</i></p> <p><i>Would it help you to work with...?</i></p>

# The Cycle of Effective Relationship Building





## Let's Chat



### *Type in chat:*

- What might cause the cycle to break down?
- What can school teams do to keep it going?



# Engage External Partners





## School Self-Assessment

### Sample Question #3

**Community partners and public agencies are partners in providing support to students and families in my school.**

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

School Team Self-Assessment tool: <https://www.attendanceworks.org/resources/self-assessment/>



## 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)

# Align Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety About In-Person School	<ul style="list-style-type: none"><li>• Enlist trusted messengers (e.g. doctors) to talk with families</li><li>• Review health and safety protocols</li><li>• Hold a virtual open house to answer questions and address concerns</li><li>• Make school counselors available for consultation</li></ul>	Local pediatricians Promotoras ( <i>community health workers</i> ) Public health clinic
Not understanding the impact of absences	<ul style="list-style-type: none"><li>• Create an education campaign that connects academic achievement with attendance</li><li>• When working with individual families, explore their hopes for their child and help connect them to school and attendance</li></ul>	Mayor's Office United Way Family Resource Center
Schedules Out-of-Sync	<ul style="list-style-type: none"><li>• Offer before or after school programming</li><li>• Organize a walking school bus</li><li>• Provide a modified schedule that aligns school and family schedules</li></ul>	Parks & Rec program Boys & Girls Club
Transportation Barriers	<ul style="list-style-type: none"><li>• <b>Share ideas in the chat...</b></li></ul>	




## Let's Chat

- 1. In your community, what barriers could be addressed with help from external partners?**
- 2. What external partners would you like to recruit?**

# List of External Partners

- ❖ Use this worksheet to help keep track of your external partners
- ❖ Be sure to update the list on a regular basis

<https://www.attendanceworks.org/wp-content/uploads/2019/06/List-of-External-Partners.docx>



## External Partners

School \_\_\_\_\_ District \_\_\_\_\_

**Primary School / District Contact**

Name \_\_\_\_\_ Title/Position: \_\_\_\_\_

Email: \_\_\_\_\_ Phone \_\_\_\_\_

Name of Partner	Contact Info. <small>(name, email, phone)</small>	What is being provided?	Who is being served?	Time Period of Partnership	Who established this partnership? <small>(name, email, phone)</small>	Last updated on <small>(mm/dd/yyyy)*</small>
<i>EXAMPLE: Springfield County Food Bank</i>	<i>name, email, phone#</i>	<i>food</i>	<i>all students</i>	<i>SY 2021-2022</i>	<i>name, email, phone#</i>	<i>8/1/21</i>

\*Update the information for each partner at least annually.

# **Team Function #5:**

*Determine if you are making a difference*





## Measuring Progress

### ***Answer these four key questions:***

1. How much did we do? (*quantity*)
2. How well did we do it? (*quality*)
3. What difference did we make for the students who received support?
4. What was the impact on the school as a whole?





# Attendance Awareness Campaign 2021 Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>



**Webinar 1: 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: Engaged: Using Summer to Connect with Students and Families, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET**

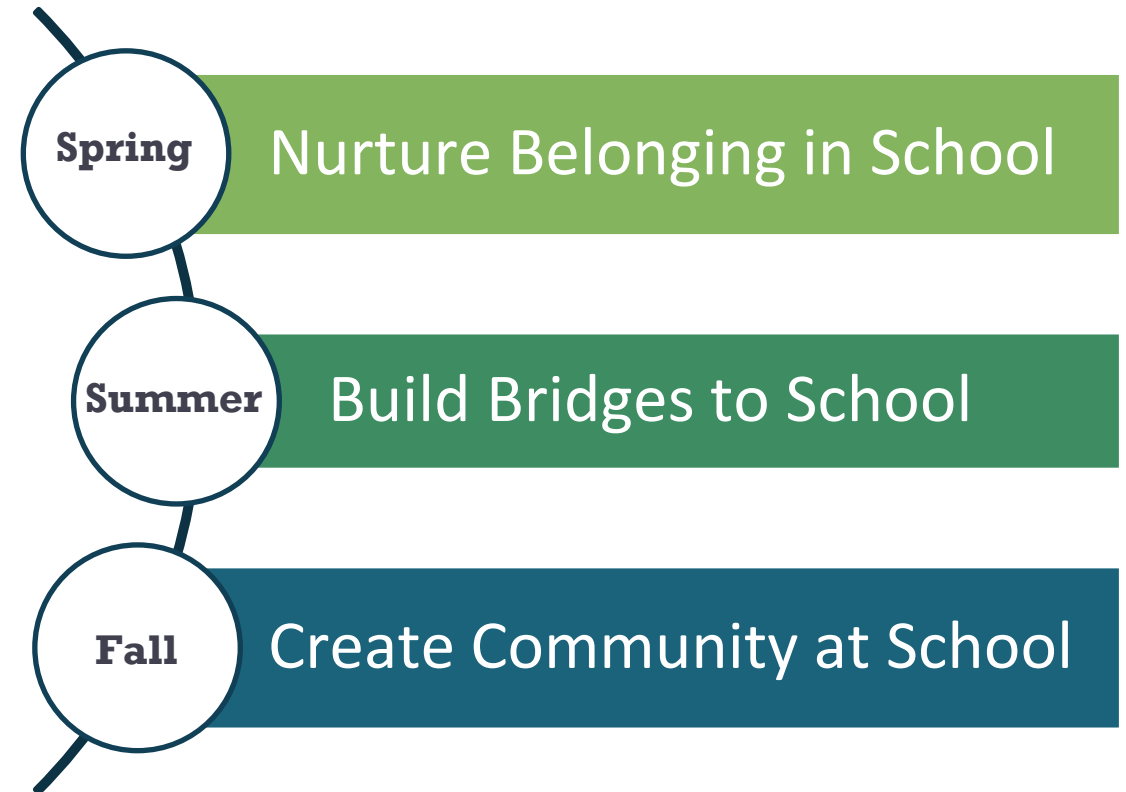
**Webinar 3: Welcomed: Embracing Students, Families and Educators in the New School Year, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET**

**Webinar 4: Fully Present: Leveraging Attendance Data to Ensure Ongoing Success, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET**

# 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/>



## Questions from the Audience





## **Review:** *Learning Goals for Session 3*

### ***Participants will:***

- Learn strategies to mobilize school staff, community and agency partners to provide support
- Determine if their efforts are making a difference



## 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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**Appendix:**  
*Additional Resources*





## Back-to-School Letters

***Send a letter to welcome all families at the start of the school year!***



- ❖ Tailor the content for your school community
- ❖ Add links to district-wide guidance and resources
- ❖ Sample templates include a principal letter and one for families of early ed students

<https://www.attendanceworks.org/resources/welcome-students-to-school/>



# Attendance Works Resources Updated for Covid-19

## Parent Flyers

- ✓ English and Spanish
- ✓ Elementary or Secondary

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

## Student Attendance Success Plans

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

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

### DID YOU KNOW?

- Participation in early education programs, like preschool and Head Start, lead to better attendance in kindergarten.
- Starting in kindergarten, missing 10% of school (or just 2 days every month) can make it harder to learn to read and cause children to fall behind in school.
- Good attendance, whether class is held in person or remotely, can help children do well in school, and eventually in the workplace and in college.



### WHAT YOU CAN DO

#### Communicate with the School

- Contact your child's teacher(s) and let them know how to reach you.
- Get and post your child's class schedule and log in information on the refrigerator or your child's desk.
- Practice logging in to virtual classes and make a plan for supporting learning for children. Contact the school if you need help logging in.
- Ask about the school's attendance policy.

#### Make School Attendance a Priority

- Establish routines for bedtime, waking up and showing up for class.
- Identify a quiet place for your child to do school work. If you have multiple children, make a schedule. Or ask your school or community agencies if they have created places for distance learning, or if noise-canceling headsets are available for students.
- Develop back-up plans for getting your child to school or logging in to the computer if you can't be there to help. Find a family member, neighbor or older child who can help over the phone or who can help while wearing a mask and maintaining physical distance. Community-based organizations might also be able to help.
- When school is in session, avoid extended family trips and non-urgent medical appointments.
- Ask your child's teacher about attendance and tell the teacher any concerns you have.

#### Help Your Child Stay Healthy and Engaged

- Monitor your child's attendance and participation; and contact the teacher to address any concerns.
- Make sure your child gets the flu vaccine and other required shots.
- Find out if your child feels safe from bullies. Make sure that school discipline policies don't lead to your child becoming disengaged or pushed out of school. If these are problems, work with your school to find a solution.
- If your child seems bored or anxious about school, talk to teachers, school counselors, or other parents for advice on how to make them feel comfortable and excited about learning.
- Ask for help when you need it. School staff, after-school program providers, and other parents or community agencies are available to help families access online learning, obtain food or housing and address other experiences that make it difficult to attend and participate.



## Tips for Finding and Re-Engaging Students

- Update contact information multiple times a year
- Use multiple modes of outreach (text, US mail, calls)
- Try various media (social, radio, multiple languages, trusted messengers)
- Leverage personal and social networks
- School marquees and sign boards
- Engage public and private partners
- Home visits

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>



## 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)