Get R.E.A.L. with Families about Attendance and Engagement

Ohio Family Engagement Leadership Summit
Friday, September 22, 2023

Welcome & Introductions

In the chat, please share:

✓ Your name and role

✓ Your school, district or organization

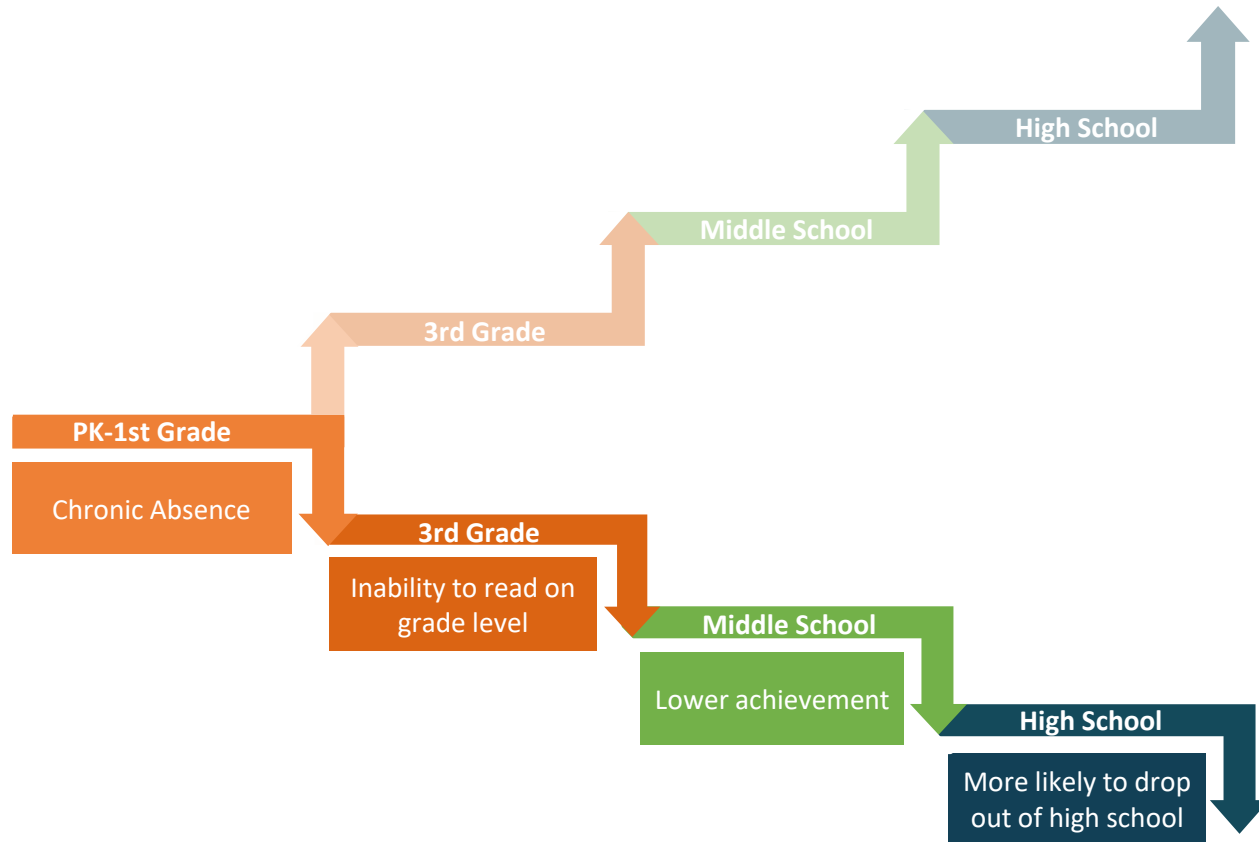✓ *Who or what* motivated you to attend school every day?

Agenda

❖ **Overview of Chronic Absence**

❖ **Accessing Data**

❖ **Multi-tiered Approach**

❖ **Co-Create Solutions Through Caring Conversations**

What is the relationship between absences & equity?

Absenteeism is a *leading* indicator and a *cause* of educational inequity
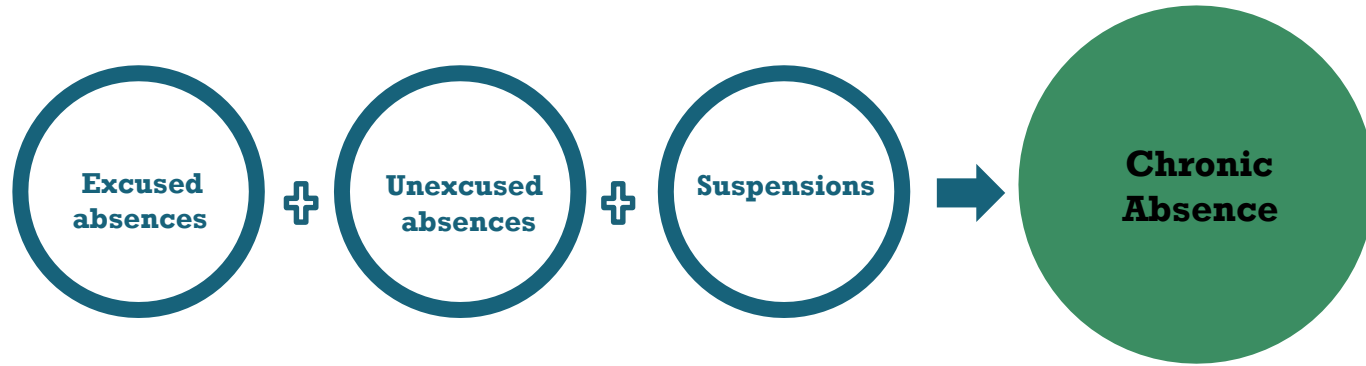
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Improving Attendance Matters

What is chronic absence?

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.**

Excused absences + **Unexcused absences** + **Suspensions** → **Chronic Absence**
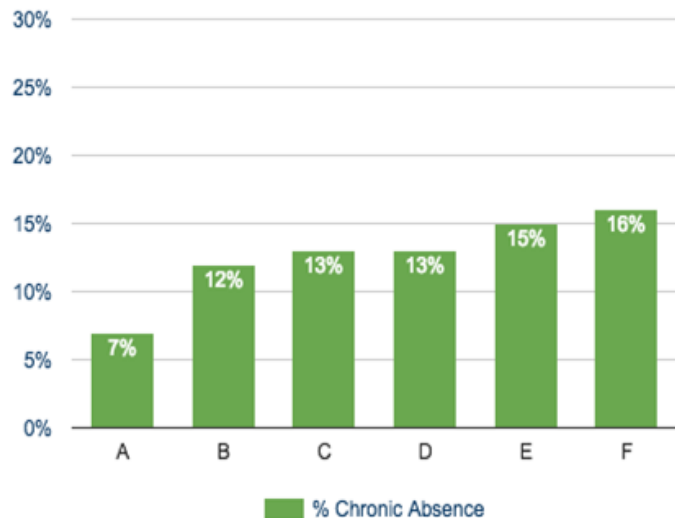
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).
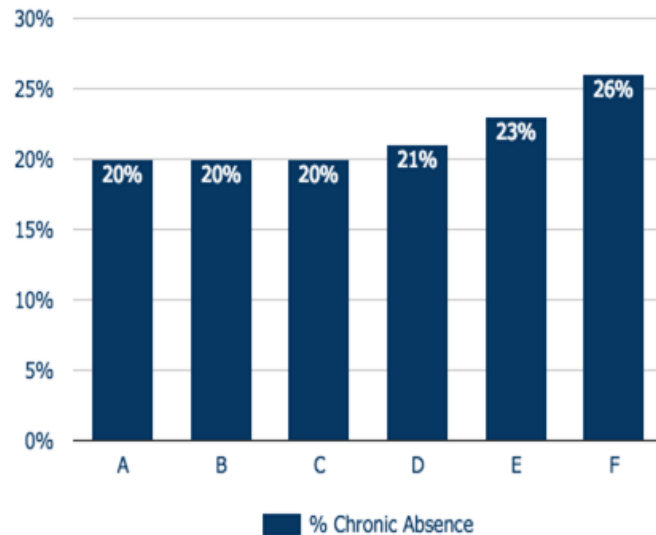
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

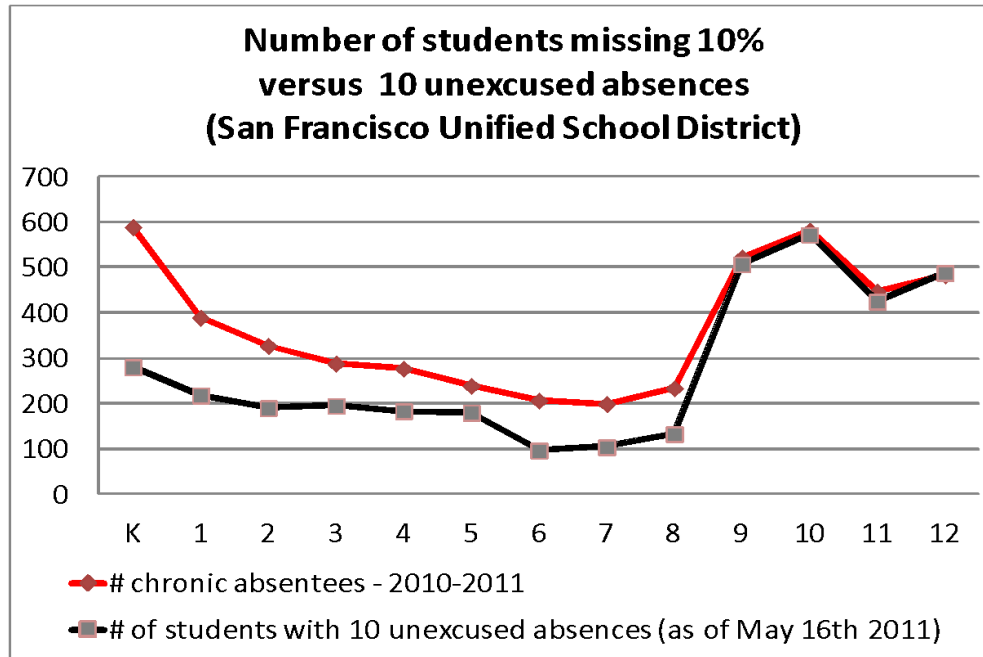### Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012

School	% Chronic Absence
A	7%
B	12%
C	13%
D	13%
E	15%
F	16%

■ % Chronic Absence

Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12

School	% Chronic Absence
A	20%
B	20%
C	20%
D	21%
E	23%
F	26%

■ % Chronic Absence

Attendance Works ©

Chronic Absence vs. Unexcused Absences

Number of students missing 10% versus 10 unexcused absences (San Francisco Unified School District)

— # chronic absentees - 2010-2011

— # of students with 10 unexcused absences (as of May 16th 2011)

What's the Difference between ADA, Chronic Absence & Truancy?

Average Daily Attendance (ADA)

▲ School level measure *(not student level)*

▲ Notice aggregate attendance at certain points in time (e.g., half-days, holidays, bad weather)

▲ Masks individual student chronic absences

Truancy

▲ Counts ONLY unexcused absences

▲ Emphasizes individual compliance with school rules

▲ Uses legal, typically more blaming and punitive solutions

Chronic Absence

▪ Counts ALL absences *(excused, unexcused & suspensions)*

▪ Emphasizes impact of missed days

▪ Uses preventative, problem-solving, trauma-sensitive strategies

▪ Cultivates family & student engagement

Attendance Works ©

- **Pre-pandemic: 8 million (1 out of 6) students were chronically absent** *(missing 10% or more of school for any reason: excused, unexcused, suspension)*

- **Chronic absence has nearly doubled nationwide.** It affects more than 1 out of 4 students. Early data for 2022-23 show rates remain high.

- **Economically disadvantaged students and families, as well as Native American, Black, Latino/Hispanic and Pacific Islander students are disproportionately affected.**

- **Chronic absenteeism is especially high in early elementary and throughout high school.**
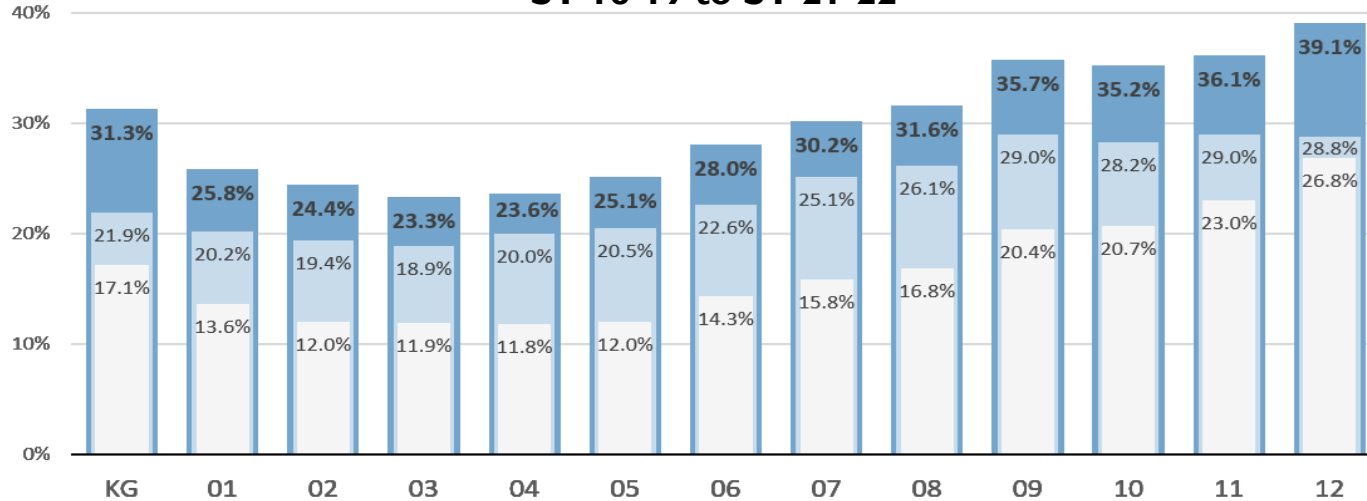
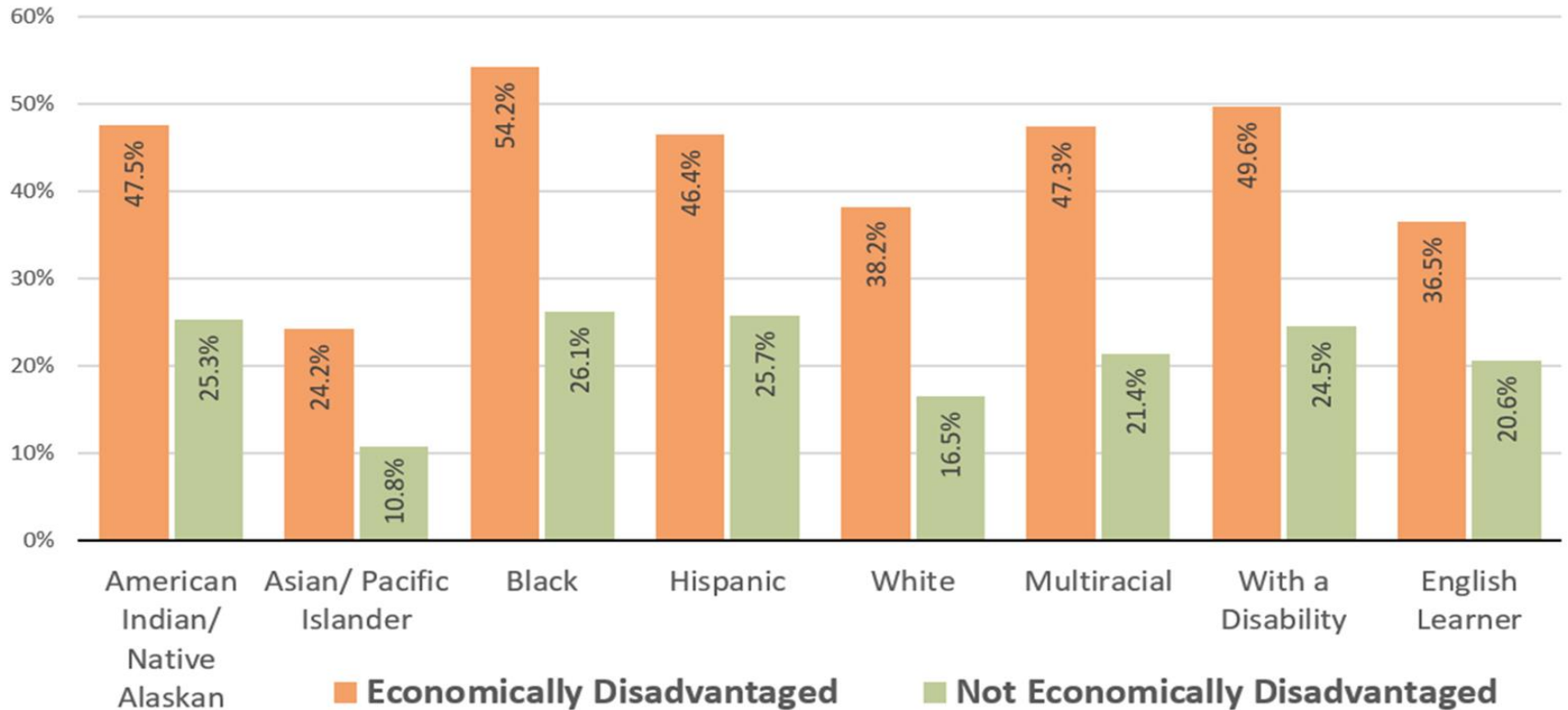Chronic Absence Has Almost Doubled Nationally
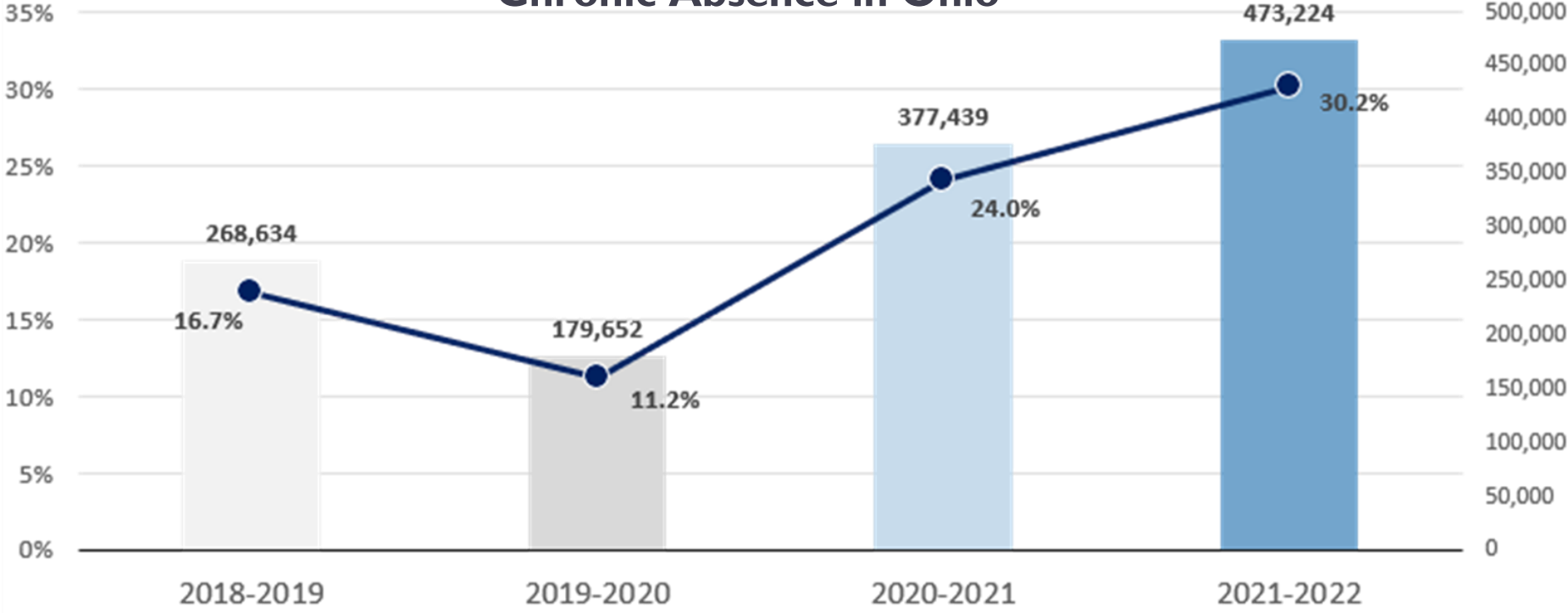
Chronic Absence By Grade

Chronic Absence in Ohio
SY 18-19 to SY 21-22

Legend: 2018-2019, 2020-2021, 2021-2022

Grade	2018-2019	2020-2021	2021-2022
KG	17.1%	21.9%	31.3%
01	13.6%	20.2%	25.8%
02	12.0%	19.4%	24.4%
03	11.9%	18.9%	23.3%
04	11.8%	20.0%	23.6%
05	12.0%	20.5%	25.1%
06	14.3%	22.6%	28.0%
07	15.8%	25.1%	30.2%
08	16.8%	26.1%	31.6%
09	20.4%	29.0%	35.7%
10	20.7%	28.2%	35.2%
11	23.0%	29.0%	36.1%
12	26.8%	28.8%	39.1%

Chronic Absence in Ohio by Student Groups

Access Ohio District and School Data

https://reports.education.ohio.gov/overview

Public Data → Student Attendance → School/District

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Chronic Absenteeism and Attendance Rate - Overview (District)

Ohio | Department of Education

Choose a School Year
2021-2022 School Year ▾

Choose a Distict
All ▾

Gender ▴	Chronic Absenteeism Rate	Attendance Rate
Female	30.1%	90.4%
Male	29.8%	90.4%
Total	29.9%	90.4%

Race/Ethnicity ▴	Chronic Absenteeism Rate	Attendance Rate
American Indian or Alaskan Native	38.0%	88.7%
Asian	14.2%	94.5%
Black, Non-Hispanic	49.3%	85.1%
Hispanic	39.2%	88.2%
Multiracial	37.1%	88.8%
Pacific Islander	32.3%	90.1%
White, Non-Hispanic	24.0%	92.0%

Grade Level	Chronic Absenteeism Rate	Attendance Rate
Kindergarten	31.4%	90.8%
1st Grade	25.9%	91.9%
2nd Grade	24.4%	92.1%
3rd Grade	23.4%	92.4%
4th Grade	23.6%	92.3%
5th Grade	25.2%	92.0%
6th Grade	28.0%	91.4%
7th Grade	30.3%	90.7%
8th Grade	31.7%	90.3%
9th Grade	35.8%	88.0%
10th Grade	35.3%	88.4%
11th Grade	36.2%	87.9%
12th Grade	39.2%	86.9%
Enrolled, completed course requirements but did has not passed graduation test and is attending school.	41.4%	79.0%
Student with disability condition who has completed graduation requirements and elects to remain for further training	18.0%	94.1%

English Learner Status ▴	Chronic Absenteeism Rate	Attendance Rate
EL Student in school < 1 year	35.2%	90.1%
EL Student in his/her second year	27.8%	91.5%
EL Student in trial mainstream program	31.2%	89.9%
EL Student	36.6%	88.6%
Exited EL program one year ago	18.0%	93.6%
Exited EL program two years ago	21.0%	93.0%
Exited EL program three years ago	21.3%	93.0%
Exited EL program four years ago	21.9%	92.8%

Additional Subgroups	Chronic Absenteeism Rate	Attendance Rate
Economic Disadvantaged	44.1%	87.0%
Homeless Students	64.8%	79.2%
Identified as Gifted	14.9%	94.0%
Received Gifted Services	12.5%	94.6%
Students with Disabilities	39.6%	88.1%

In your small group, review one school's or district's data. As a group, discuss these questions:

- **Which students (grades, groups) are struggling the most with attendance?**

- **Who should see and be aware of this data?**

9 minutes

Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Create space for everyone to speak (and use the chat to express ideas)
- Person whose first name is closest to the letter "A" is the facilitator
- Person with first name closest to the letter "Z" picks the school/district

Report Out

Share in Chat:

Based on your small group conversation what was an insight you gained?

The Key to Improving Attendance is a Tiered Approach That Begins With Positive Conditions for Learning

Rather than taking a punitive approach, we must understand that the continued high levels of chronic absence reflect that positive conditions for learning are missing for too many students.

Physical and Emotional Health and Safety

Adult and Student Well-Being and Emotional Competence

Belonging, Connection, and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning
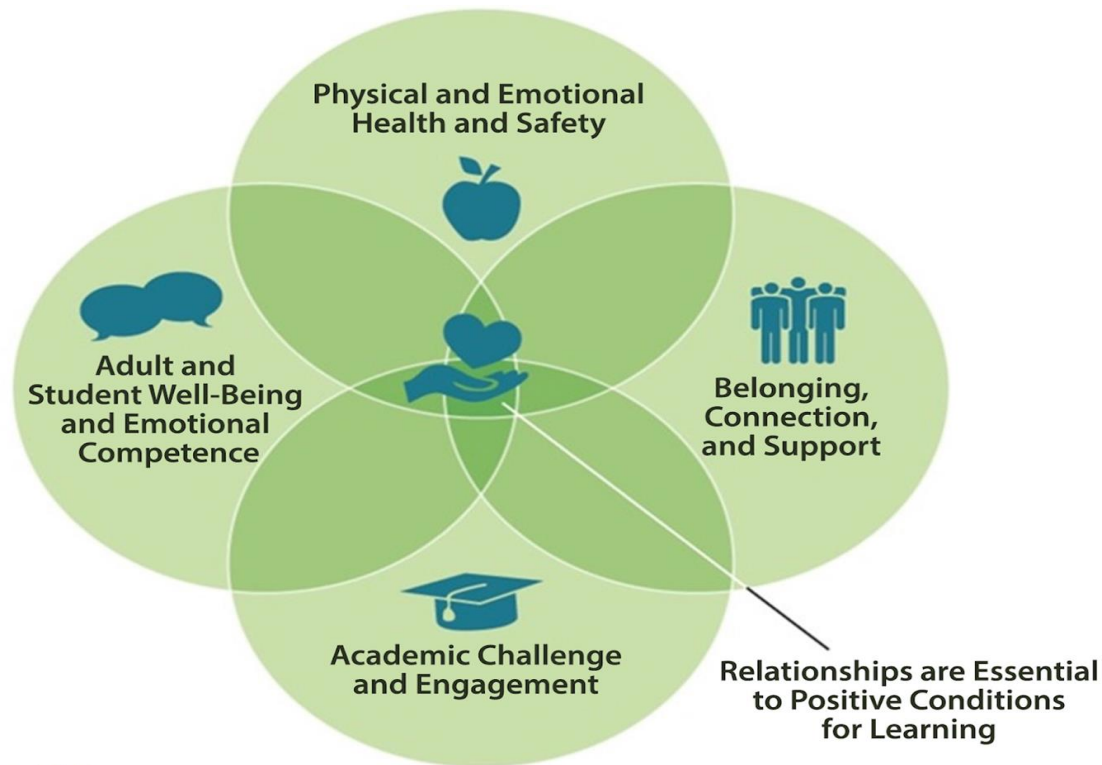
Multi-tiered System of Support for Attendance

Students Missing 20% or More — **Tier 3 Intensive Intervention**

Students Missing 10% - 19% — **Tier 2 Early Intervention**

All Students and Families — **Tier 1 Universal Prevention**

All Students and Families — **Foundational Supports Which Promote Positive Conditions for Learning**

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

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Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly
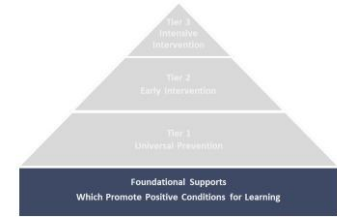
- Restorative check-ins
- Access to health care & mental health supports
- Trauma-informed practice
- Staff self-care
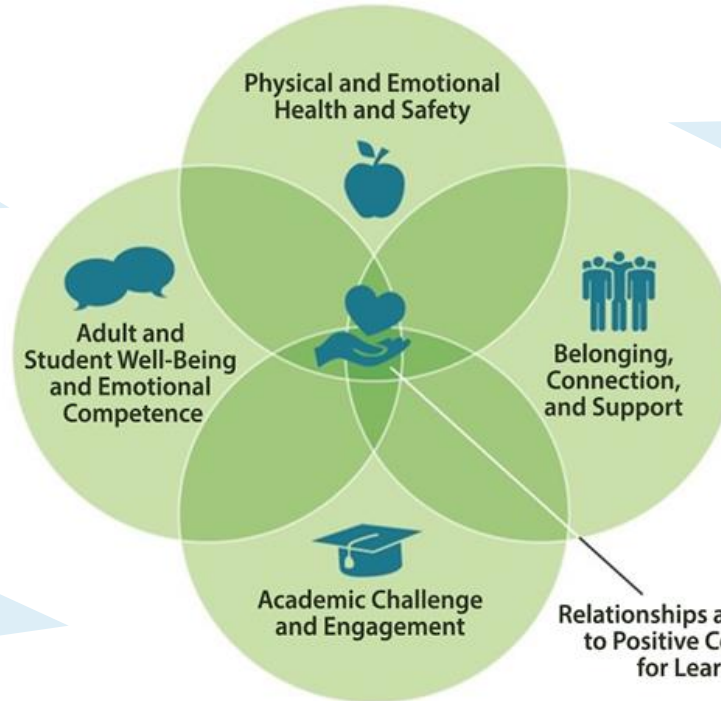
- Healthy learning environments
- Welcoming, safe school climate
- Access to food & other basic needs
- Restorative circles

- Access to tech & internet
- Learning supports
- Project-based learning
- Credit recovery opportunities
- Internships/community service
- Alternative scheduling options

- Active student & family engagement
- Advisories/meetings to build community
- Enrichment & clubs
- Positive peer connections

Physical and Emotional Health and Safety

Adult and Student Well-Being and Emotional Competence

Belonging, Connection, and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning

Tier 3 Intensive Intervention
Tier 2 Early Intervention
Tier 1 Universal Prevention
Foundational Supports Which Promote Positive Conditions for Learning

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In your experience, what helps students and families feel a sense of belonging, connection and support?

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how-to guide to
relationship mapping

MAKING CARING COMMON PROJECT | HARVARD GRADUATE SCHOOL OF EDUCATION

GRADES
K–12

IMPLEMENTED BY
School Administrators

TIME & RESOURCE INTENSITY
low ●●○○○○○ high

CAPACITIES PROMOTED
Relationship-building; Student confidence; Shifting school norms

Key Elements
See all students at-a-glance.

See who is well-supported and who needs support by adults.

A *Relationship Map* lists *all* students in a school (or grade, team, etc.).

A *Relationship Map* allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

Involve *all* adults in relationship mapping.

A *Relationship Map* is most effective if *all* adult stakeholders with a connection to students participate in its creation. This includes administrators, teachers, counselors, sports coaches, mentors, community partners, and other school staff.

Key Benefits
Connect all students to at least one school adult.

A *Relationship Map* helps identify students who do not already have adult connections and provides opportunities for adults in school to build positive relationships with those students.

Download in-person and virtual versions of this guide at:

https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy

Tier 1: Universal Attendance Supports

❖ Clear, concise and consistent communication about schedules and expectations

❖ Routines, rituals and celebrations related to attendance and engagement

❖ Personalized **positive** communication to families when students are absent

❖ Recognition of good and improved attendance

❖ Impact of attendance on whole child widely understood

❖ Connection to a caring adult in the school

❖ Every child and their family encouraged to develop a success plan that includes attention to attendance
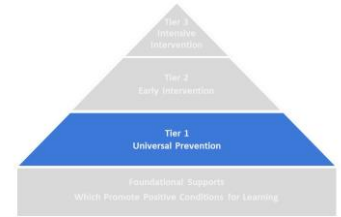
Share in Chat: In your experience, which Tier 1 attendance supports have been most essential at your school or in your district?

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It is an opportunity to…

✓ **Build Routines**

Daily attendance routines can reduce stress and create a sense of safety and security especially after chaotic transitions.

✓ **Increase Engagement**

Being in school helps build relationships with peers and school staff that nurture engagement.

✓ **Provide Access to resources**

Schools provide access to meals, health and mental health services, tutoring, mentoring, technology, extracurriculars (sports, clubs, music, etc.), afterschool and summer programs.

✓ **Support Learning**

Showing up to school regularly helps students become proficient in reading and math and graduate from high school.

https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/

Forging Partnerships with Families to Support Engagement and Attendance

✓ Engage in two-way, supportive communications about attendance and engagement throughout the school year

✓ Provide tailored, personalized and caring messages to students and families who are chronically absent

✓ Offer actionable steps to improve attendance

✓ Make sure families receive updated health guidance, resources to meet basic needs as well as as support for learning at home

Additional Resources from Attendance Works

Handouts for Families
- ✓ Preschool, Elementary & Secondary Grades
- ✓ Available in English, Spanish, Chinese, Vietnamese, Tagalog and Creole
  https://www.attendanceworks.org/resources/handouts-for-families/

Sign up for the 2023 Attendance Awareness Campaign
https://awareness.attendanceworks.org/contact/aam-updates/

✓ Set attendance goals

✓ Make backup plans

✓ Track absences

✓ Recognize success!

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

Check out our health guidance!

Health Guidance for Going to School

Showing up to school every day is critical for children's well-being, engagement and learning.

Make sure to send children to school if they are:
- Generally healthy and well.
- Participating in usual day-to-day activities.
- Children can even go to school if they:
  - Have a mild cold, which may include a runny nose and/or cough.
  - Have eye drainage without fever, eye pain or eyelid redness.
  - Have a mild stomachache.
  - Have a mild rash with no other symptoms.
  - Have head lice. Though they are annoying and should be treated, lice are not a reason to exclude a child from school.
  - Haven't had a fever overnight and they have not taken fever-reducing medicine during that time.

Avoid keeping children at home unless they are too sick to participate. Please see the back of this handout for details. Note that in most situations, a health-care provider's note is not needed to return.

Children may also avoid school due to anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache etc). If you are worried that your child may be suffering from anxiety, talk with your teacher, the school nurse, social worker or other school staff to discuss the challenge and identify what can help your child stay in school.

If your child has a compromised immune system or is at high risk for complications from common illnesses, please talk to your school (school nurse if available) about developing a plan with you and your child's health-care provider to keep your child healthy and safe while attending school.

Please note: This document is not meant to take the place of local health department/school district guidance including about contagious illnesses such as Covid-19 and the flu.

Reasons to keep me home from school and what needs to happen before I can return

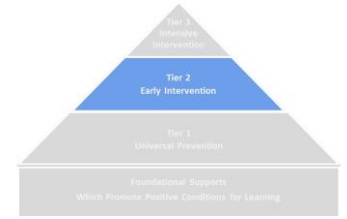| What is my symptom?	When should I stay home and when to seek medical care?	When can I return to school?
Fever	I have a fever of 100.4°F (38°C) or higher. **Seek medical care** if I have fever and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.	If I have not had a fever overnight without the use of fever-reducing medication and I am feeling better.
Vomiting and/or diarrhea	If I have vomited 2 or more times in the last 24 hours. If my stool is watery and I may not make it to the toilet in time. **Seek medical care** if I have stomach cramping and fever, I have bloody or black stool, or I am showing signs of dehydration (tired and sleepy, dry mouth and not urinating at least once in the last 8 hours).	If I did not vomit overnight and I am able to drink liquids without throwing up. If my diarrhea has improved.
Persistent cough or trouble breathing	**Seek medical care** if I have a persistent cough, difficulty breathing or trouble catching my breath or if I develop a fever with the cough. These symptoms may be signs of Covid-19 or flu and should be evaluated by a health-care provider.	Once I am feeling better and I have been cleared for return by my health-care provider. If my symptoms were due to asthma, please make sure that I have permission to use breathing medication at school.
Rash	**Seek medical care** if the rash has blisters, is draining, is painful, looks like bruises and/or if I develop a fever.	Rash has healed or I have been cleared for return by my health-care provider.
Eye irritation	**Seek medical care** if I have eye swelling, eye pain, trouble seeing or an eye injury.	Once I am feeling better.
Sore throat	**Seek medical care** if I have drooling, trouble swallowing or a fever and/or rash.	Once I am feeling better. If I was prescribed an antibiotic by my health-care provider, then I can return 12 hours after the first dose, if I am without fever and I am feeling better.

If you don't know whether to send your child to school or have specific concerns regarding your child's health, contact your child's health-care provider, a local urgent care or the school nurse.
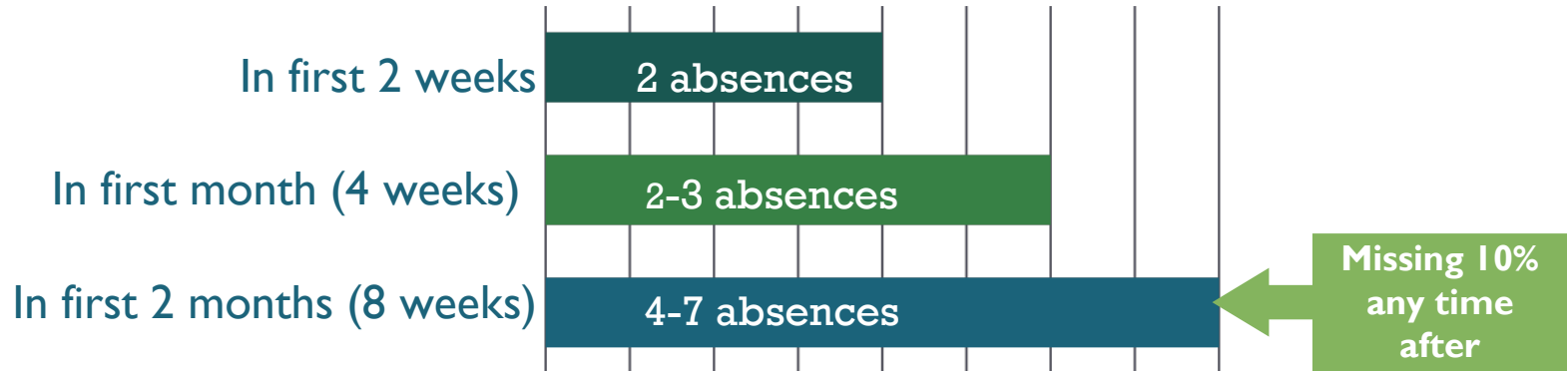
Attendance Works   KAISER PERMANENTE   NASN National Association of School Nurses

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

Identifying Students for Tier 2 Supports
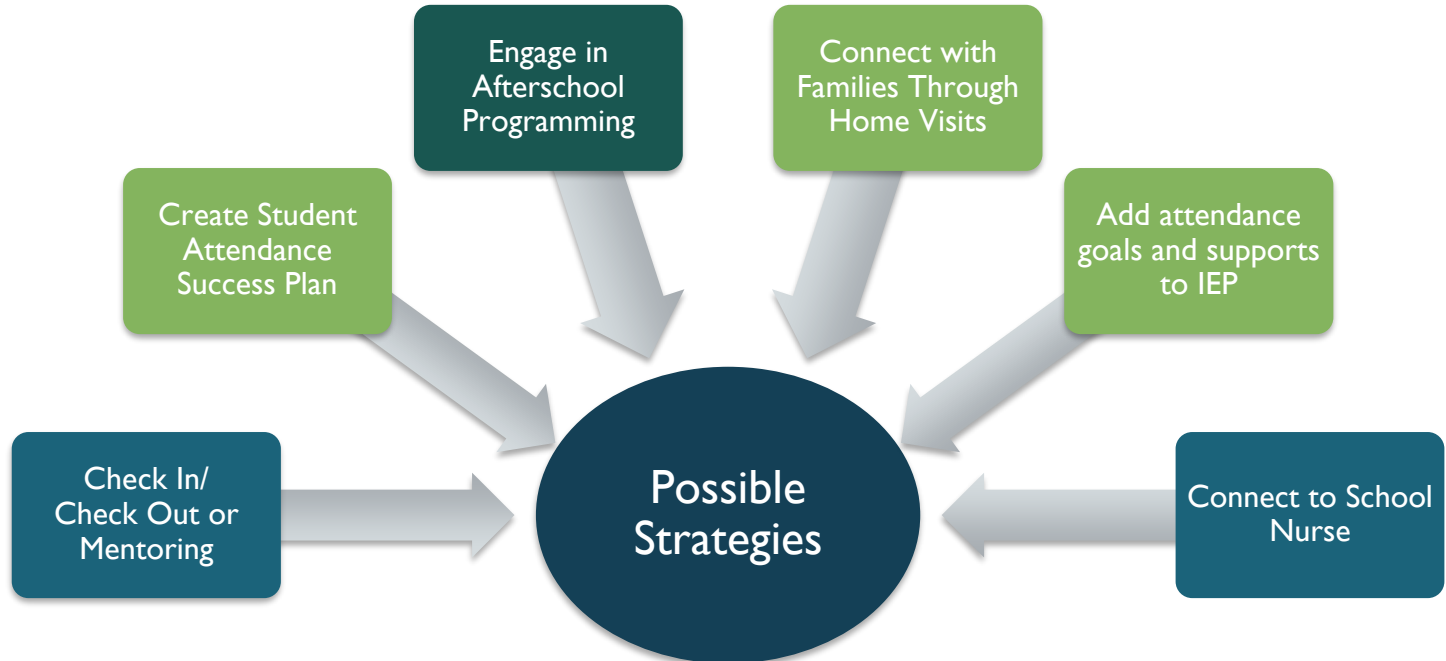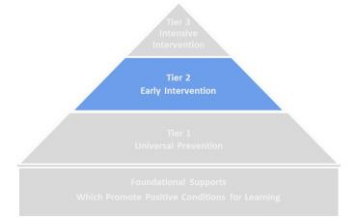
✓ Chronic absence (missed 10-19.9% of school) in the prior year.

✓ And/or starting in the beginning of the school year, student has:

In first 2 weeks	2 absences
In first month (4 weeks)	2-3 absences
In first 2 months (8 weeks)	4-7 absences

Missing 10% any time after

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Tier 2: Early Outreach and Support

Possible Strategies

- Check In/ Check Out or Mentoring
- Create Student Attendance Success Plan
- Engage in Afterschool Programming
- Connect with Families Through Home Visits
- Add attendance goals and supports to IEP
- Connect to School Nurse

Tier 3
Intensive
Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational Support
Which Promote Positive Conditions for Learning

Attendance
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10 minutes

- **What Tier 2 interventions can be piloted/implemented in your school and community?**

- **How might you support the Tier 2 interventions?**

Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Create space for everyone to speak (and use the chat to express ideas)
- Person whose first name is closest to the letter "M" is the facilitator

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What is a Tier 2 intervention that you might adopt or expand in your school community?
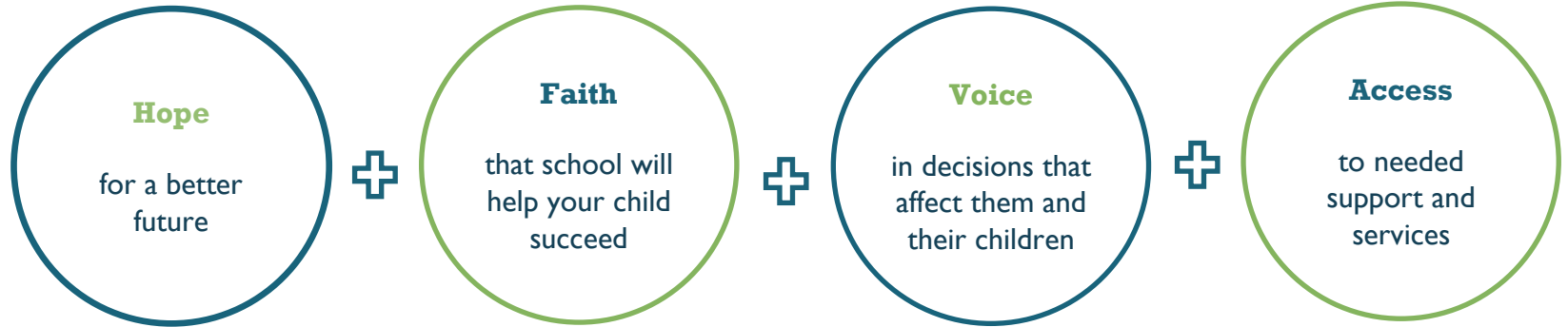
www.attendanceworks.org

Tier 3: Intensive interventions
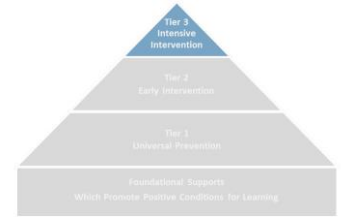
❖ Educational support champions / advocates

❖ Interagency case management

❖ Housing stability supports

❖ Student attendance review board

❖ Community-based, non-criminal truancy court

❖ Individualized learning and success plan leading to graduation

❖ Legal Intervention *(as a last resort)*

Mobilize the Community:
Need to Co-Create Solutions Through Caring Conversations

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

Hope

for a better future

➕

Faith

that school will help your child succeed

➕

Voice

in decisions that affect them and their children

➕

Access

to needed support and services

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Changing the Power Dynamics and Shifting to a Partnership Approach

Problem Focused	to	Partnership Focused
Blame Family	→	Contact Family to Build Relationships using an asset-based approach
Use letters and robo calls to communicate with families	→	Start with Listening to Families; Find out Hopes, Dreams, School Experiences, Assets, Needs
Focus on what student and family don't do	→	Highlight Strengths Even Amidst Challenges
Give Expert Advice about What to Do	→	Collaborate with Families and Encourage Practices that Build Upon Their Assets and Priorities

Reducing Chronic Absence Requires Addressing Underlying Challenges

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
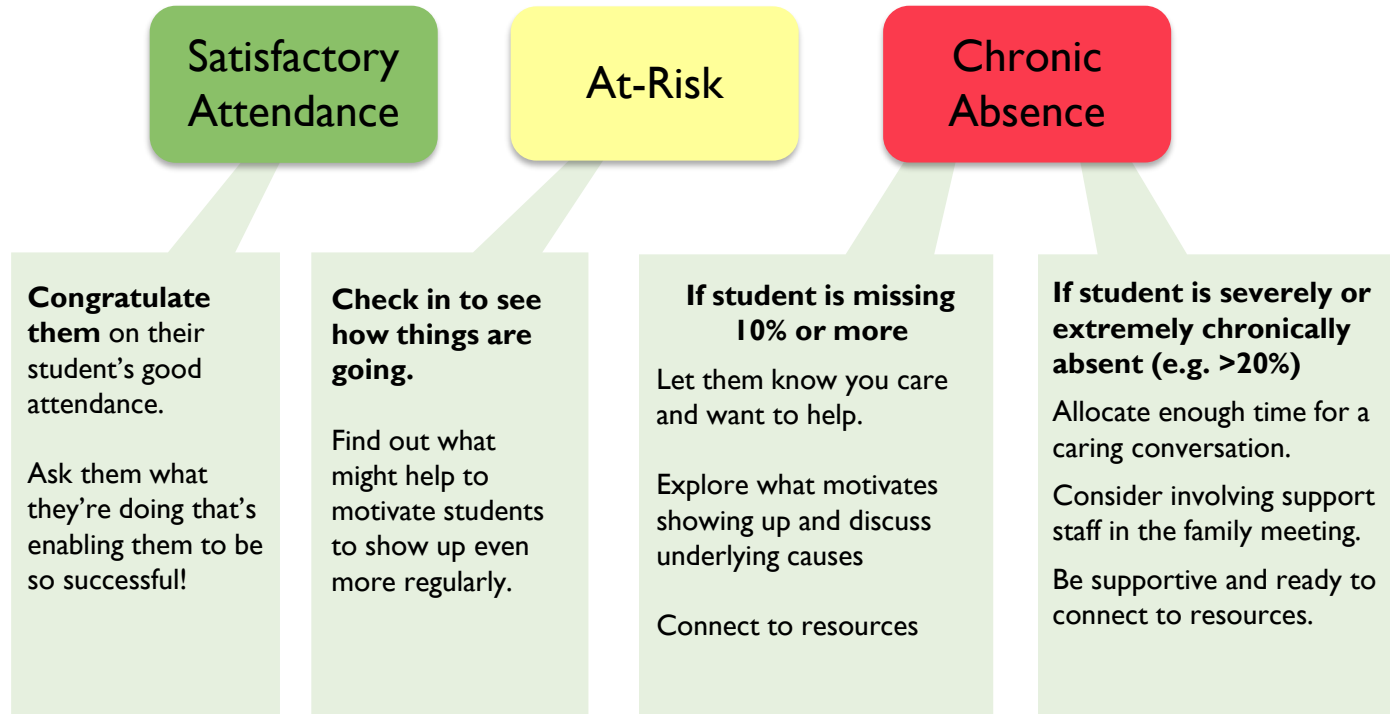- Caregivers had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/

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Tailor Conversations to Students' Attendance Status

Satisfactory Attendance

At-Risk

Chronic Absence

Congratulate them on their student's good attendance.

Ask them what they're doing that's enabling them to be so successful!

Check in to see how things are going.

Find out what might help to motivate students to show up even more regularly.

If student is missing 10% or more

Let them know you care and want to help.

Explore what motivates showing up and discuss underlying causes

Connect to resources

If student is severely or extremely chronically absent (e.g. >20%)

Allocate enough time for a caring conversation.

Consider involving support staff in the family meeting.
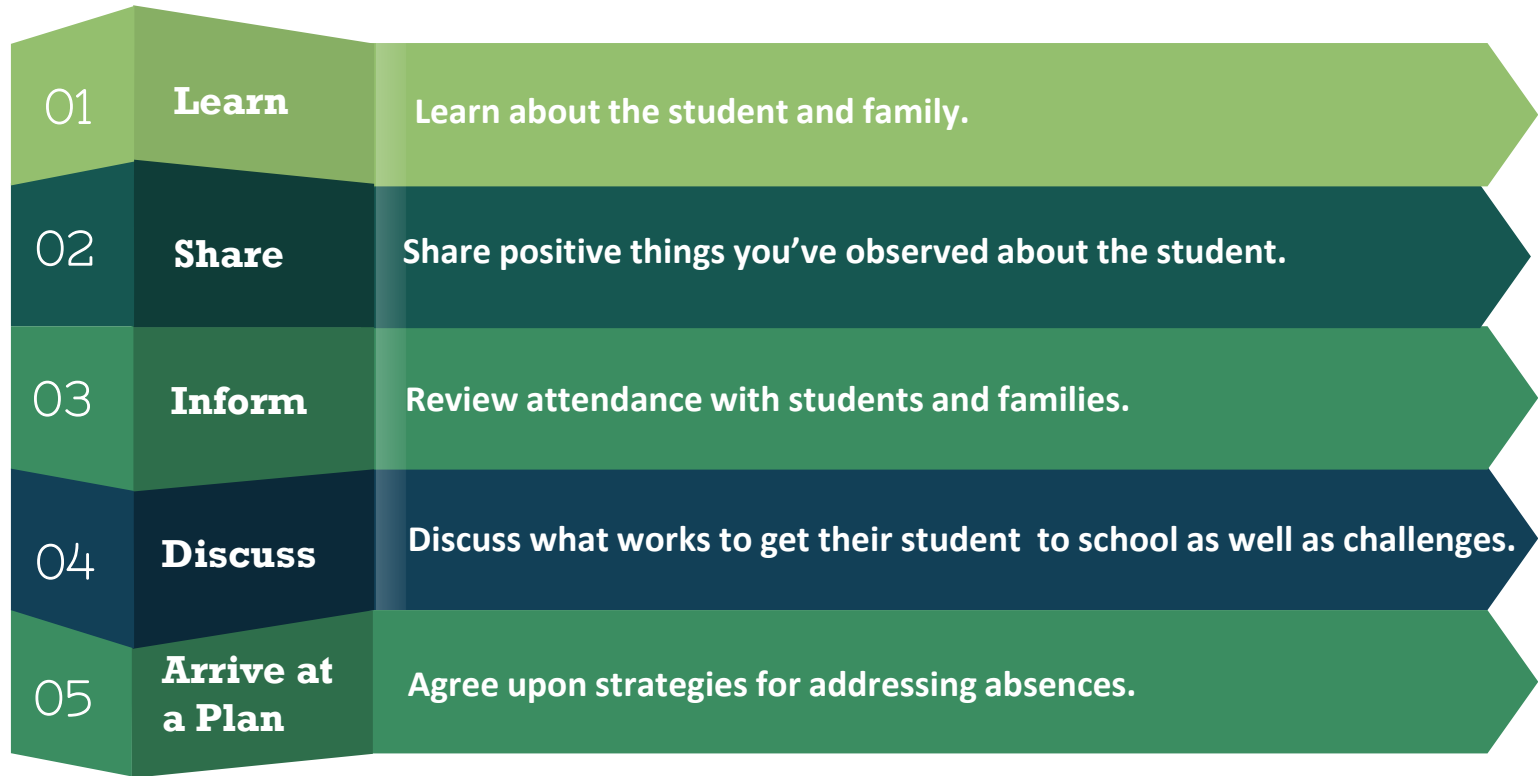
Be supportive and ready to connect to resources.

Sample Scenario:
Modeling Caring Conversations

- **You are Alyssa's teacher.** You have noticed that Alyssa seems more reserved and less attentive than normal in class. She has missed 8 days of school in the two and a half months of school and is frequently tardy. Alyssa sometimes says she does not feel well but you aren't sure she is seriously ill. You have not been able to contact Alyssa's parent since the beginning of the school year despite multiple attempts.

- **You are Alyssa's parent.** Alyssa has asthma and you're scared that it's been getting worse. Sometimes her wheezing keeps her up at night so it's hard to get her to school on time. You are still worried that Covid could be a problem. She's started to ask if she can stay home sometimes because she feels lost in class and doesn't want to look dumb in front of the other kids. You have not found that teachers at Alyssa's school know what it's like for you to try to manage Alyssa's asthma and make sure that she's alright.

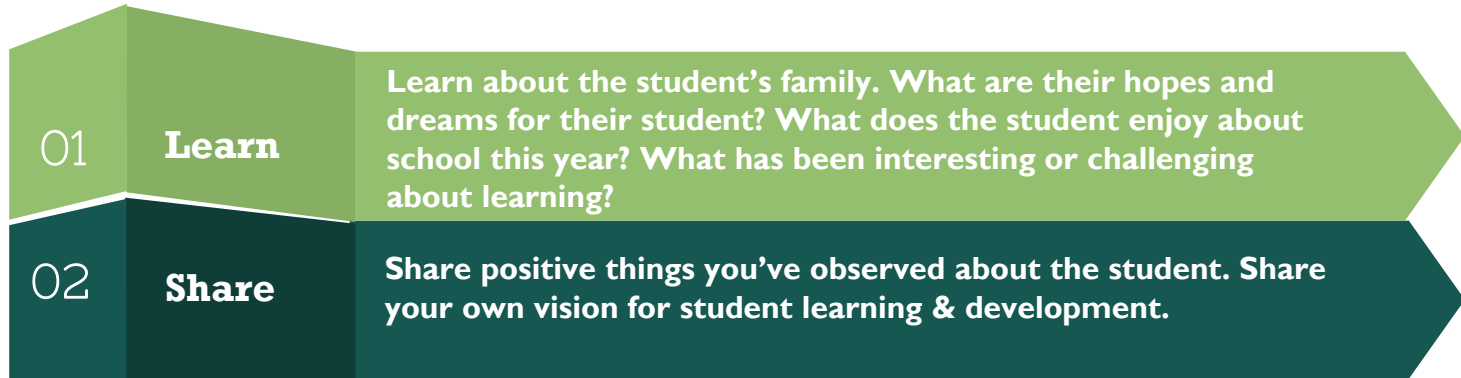# The "Caring Conversations for Attendance" Process

01	**Learn**	Learn about the student and family.
02	**Share**	Share positive things you've observed about the student.
03	**Inform**	Review attendance with students and families.
04	**Discuss**	Discuss what works to get their student to school as well as challenges.
05	**Arrive at a Plan**	Agree upon strategies for addressing absences.

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

Steps 1 & 2:
Learn and Share

1. What excellent questions can you ask to learn about a student's family?

1. 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 student? 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.

Step 3: Inform

| 03 | **Inform** | **Review attendance with parents. Tailor conversation to student's level of absenteeism & inform them of possible impacts of missing school. How might poor attendance affect their hopes and dreams for their student?** |

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
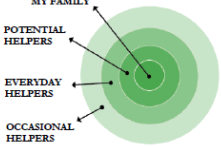
Step 4: Discuss

| 04 | Discuss | Discuss what works to get their student to school as well as challenges. Explore options for making up for lost learning time in the classroom. |

1. Learn about student motivations.
2. Discuss reasons for absenteeism.
3. Explore what would help reduce absences and increase engagement.
4. Identify opportunities to make up for lost learning in the classroom.
5. Use help bank to identify support systems.

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

Attendance Works ©

Step 5: Arrive at a Plan

| 05 | Arrive at a Plan | Assess strategies for addressing absences. Help students and families develop an attendance and learning plan. Offer referrals to services as needed and ask if there are other ways you can help. |

1. Work with the family to identify specific steps that will help to prevent absenteeism in the future.

2. Develop and complete a plan for attendance and learning

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

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Discussion

How and when can you equip others in your school community to have **Caring Conversations?**

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	Key Points	Questions and Messages
I. Learn	• Gather information • Ask open-ended, supportive questions	*What is your vision for <u>student's</u> future? (ask parent and student)*
2. Share	• Positive observations about student so far • What you want students to accomplish this year • One goal is helping students acquire good habit of attendance	*_____ is such a good listener. We love having her (you) in our class.*
3. Inform	• Progress you've seen (start positive) • Areas where child is struggling • Review report card & update parents on child's attendance • Deliver appropriate attendance messages	*_____ is excelling at math! and is making progress with reading. Reading remains the area that needs work.* *_____ has been late five times and has missed two days during this first month of school. Absences impede reading and overall learning progress.*
4. Discuss	• Challenges, attendance barriers • Learning at home activities • How to stay connected	*What makes it hard for _____ to get to school?* *What helps _____ catch up on learning given their absences?*
5. Ask & Arrive at a Plan	• Are there any questions? • Is there anything you can do to support a partnership between home and school? • Make referrals to community resources	*What questions do you have?* *How can I help you?* *Would it help you to work with…?*

https://www.attendanceworks.org/wp-content/uploads/2019/06/Caring-Conversation-Worksheet-2-16-22.docx

Showing Up Together

Why Understanding the Perspectives of Students and Families Matter

❖ Students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts.

❖ Addressing the challenges students experience requires considering their specific realities. The goal is to hear student opinions and experiences while attending school

❖ Understanding when many students and families experience similar challenges allows you to create scalable solutions.

❖ It ensures that the engagement strategies you create are inclusive of students and families' cultural norms.

Qualitative Data Tools
Gather information about why students do or don't attend school

❏ **Scan of Environment and Attendance Tool (SEAT)**: Identify strengths and opportunities to promote positive school culture and strong attendance

❏ **Empathy Interviews:** Targeted, one-on-one conversations with a small group of students

❏ **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student

❏ **Student Focus Groups:** Moderated small group discussions to explore experiences and perspectives

❏ **Attendance Café:** Engage parents in discussions about attendance

❏ **Student and Parent Surveys:** Ask about reasons behind their absences

https://www.attendanceworks.org/resources/qualitative-data/

Reflection

How do you learn about why students miss school and what helps them show up to school?

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Align Interventions to Reasons for Absences

Reason for Absence	Possible Interventions
Anxiety	• Enlist trusted messengers to talk with families about health and safety • Meet with school counselor • Offer small groups to teach calming skills
Disengaged	• Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery
Family/Work Responsibilities	• Identify alternate caregivers • Provide a modified schedule • Negotiate work schedules with local employers
Transportation Barriers	• **Share ideas in the chat…**

Attendance Pyramid Worksheet (examples)

	Family Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
Tier 3: Intensive Intervention	Assign family advocate to coordinate supports	1:1 connection with adult advocate (e.g. social worker)	Individual plan developed with psychologist/social worker	Coordinated care plans with local health provider	Individualized learning and success plan leading to graduation	Accelerated credit recovery	Provision of targeted resources, e.g. housing assistance
Tier 2: Early Intervention	Targeted, positive family visits	Clubs Success Mentors Check-In / Check-Out	Small group counseling	Plans for students with chronic illnesses such as asthma and diabetes	Attendance strategies added to IEPs and 504 plans Tutoring and intensive classroom supports	Music or art program prioritized for students who have experienced trauma	Bus passes, walking school bus, bike program, or ride sharing services
Tier 1: Universal Prevention	Clear communications about attendance expectations Recognition of good and improved attendance	Connection to a caring adult (*Relationship Mapping*) Establish positive, caring, daily attendance practices and routines	Open-door policy for students, families, and staff to seek mental health services	Build time into routines for students and staff to wash hands Immunization clinic Health screenings	Learning objectives are clear and students can make up work after they are absent	Summer enrichment for every student	School-based clothing closet
Foundational Supports	Family resource centers Universal family visits	Grade-level advisories or morning meetings	Schoolwide mindfulness	Clean school campuses with good ventilation P.E. and recess	All students have access to challenging and engaging curriculum	Plentiful, high-quality afterschool programs exist in the community	Universal free meal program

Share in Chat:

What is a strategy or a resource you've heard about today that you are excited to try?

Questions from the Audience

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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

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