



Session 2

Mapping Our System and Tier 1 Universal Strategies



Professional Learning Series

August 27, 2024



Welcome!



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Read On Arizona



Welcome!



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Chronic Absence 2.0 Learning Series

This series is intended for school teams that have completed our introductory *E-Learning Series* and wish to deepen their understanding and practice. Participants will leave with a clear understanding of what is causing absenteeism and identify evidence-based strategies to increase attendance and engagement.

- ❖ **Session 1** — Rising to the Challenge: Understanding the Scope of Chronic Absence and Actionable Strategies for Improvement
- ❖ **Session 2** — Mapping Our System and Tier 1 Universal Strategies
- ❖ **Session 3** — Aligning Tier 2 Early Interventions to Address Reasons for Absence
- ❖ **Session 4** — Charting the Path: Your Attendance Improvement Roadmap



Series Objectives

- ✓ Deeper understanding of reasons for absenteeism by examining qualitative data about student and family experiences of school
- ✓ Identify evidence-based strategies to improve attendance that can be incorporated into daily practices
- ✓ Increase individual and organizational knowledge of attendance improvement best practices

Session 2 Agenda

I. Welcome / Agenda

II. Practice Assignment Review

III. Communicating Attendance with Families:
Tier I Universal Prevention Strategies

IV. Process Mapping: *What happens when a student is absent?*

V. Practice Assignment:
Pyramid Worksheet / Process Map

VI. Q & A / Closing



Practice Assignment Review: Conducting Field Research

As a team, select **one** of the following field observation options to gather qualitative data about students and their experiences in your school:

1. **Shadow 2-5 students during a transition or classroom period:**
 - a. What can you learn from walking in your student's shoes for a short period of time?

2. Use the [Scan of Environment and Attendance Tool \(SEAT\)](#) to identify strengths and opportunities to promote positive school culture and strong attendance in your school.

Please share your learnings.



Practice Assignment Share Out



In small group, discuss the following questions:

- Which field observation option did you choose, and what was your experience with it?
- What insights did you gain from the use of that tool?
- What were some of the reasons shared for being absent?
- How do you intend to apply the knowledge gained from your observations?



Report Out

**What are some key takeaways
from your small group discussion?**

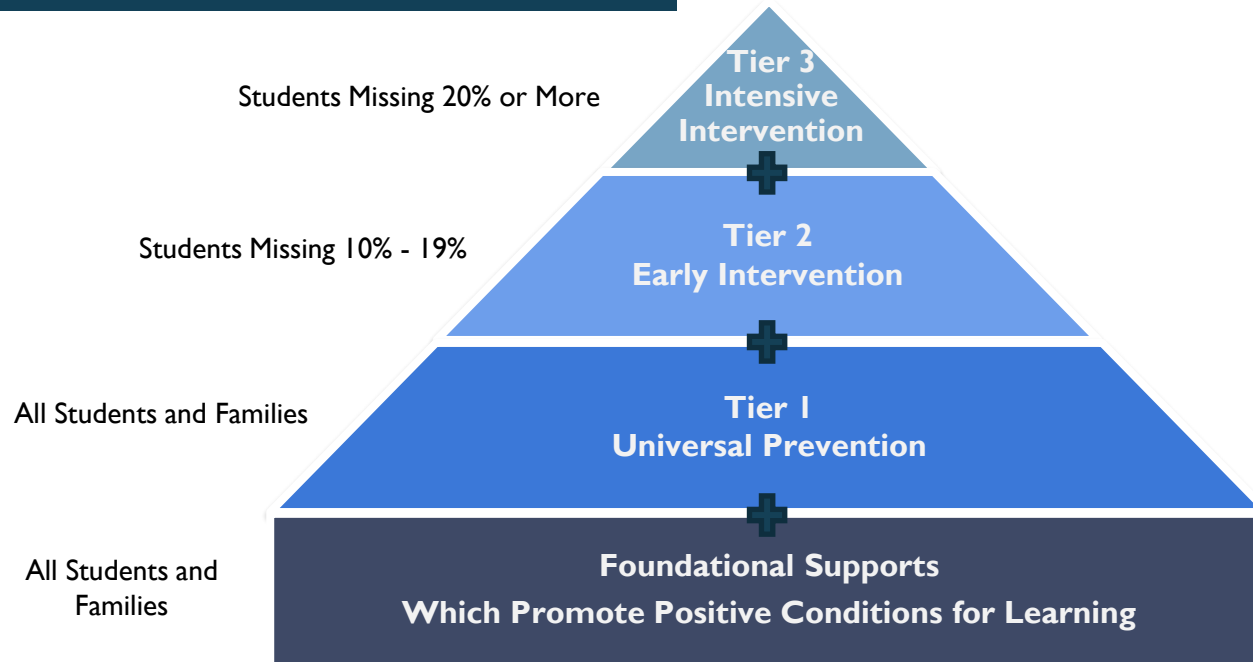
Communicating Attendance with Families

Tier I Universal Prevention Strategies



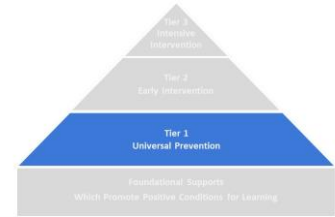


Multi-tiered System of Support for Attendance



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



“We know that starting the attendance habit in the birth to five years will set children up for success later in school.”

- Katie Perez, City of Phoenix Head Start



Teachers provide **orientations for parents** about attendance expectations.



Highlight the connection between attendance and school readiness.



First 20 days of school review attendance data and intervene early.



Forging Partnerships with Families to Support Engagement and Attendance

Learn more:

- ★ [Combating Chronic Absence with Family Engagement](#)
- ★ [Um...Where is Everybody?](#)

- ✓ 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

Poll: How would you rate this statement for your school?

All school staff initiate positive contact with families/guardians that promotes two-way communication and seeks family feedback that builds strong relationships.

- Excelling
- Meeting
- Emerging
- Pressing Need

Kindergarten Transition Toolkit



Schools and Districts

- ♪ Reach out before kindergarten
- ♪ Start with a warm welcome & engagement
- ♪ Partner with families all year long
- ♪ Offer supports to reduce health-related absences
- ♪ Establish data-informed teams

Communities

- ★ Engage community partners
- ★ Organize attendance campaigns that reach families with young children

<https://www.attendanceworks.org/resources/toolkits/integrating-attendance-into-kindergarten-transition-2/>

Help Kids Stay Healthy!

Keep Your Child Healthy and in School!

A regular attendance routine is important for your child's well-being, learning and long-term success. Below are tips to keep your child healthy and avoid unnecessary absences from school.

Nutrition, Sleep and Exercise

- Ensure your child eats a good breakfast every morning or check if your school serves breakfast.
- Maintain a regular bedtime and morning routine.
- Keep screens out of the bedroom and limit use prior to bedtime.
- Encourage your child to stay active for at least 60 minutes a day.



Hygiene

- Stress hand washing, particularly before eating, and after using the restroom.
- Remind your child to brush their teeth twice a day.
- Avoid close contact with individuals who are sick. Don't share cups, utensils, hair brushes or combs.
- Cover coughs and sneezes with a tissue, or cough/sneeze into an elbow.



Safety

- Make sure your child wears a seatbelt and/or appropriate car seats during car rides, and a helmet when using a bike, skateboard or scooter.
- If your child walks to school, help them find a safe route to school and to travel with at least one friend. Have a backup plan in case of bad weather.



Keep Your Child Healthy and in School!

Wellness

- Ensure your child visits their health care provider for:
 - A physical once a year.
 - All recommended immunizations, including Flu and COVID-19.
 - Chronic health issues such as asthma or diabetes.
- Visit the dentist twice a year.
- Try to schedule non-urgent medical appointments outside of school hours.
- If your child doesn't have health or dental insurance, reach out to your school's nurse or social worker or other staff member to help connect you with resources.
- Complete your school's annual health form.
- Agree to allow your child to participate in health and vision screenings offered at school.
- If your child has a chronic health issue such as asthma, make sure that your child's health care provider completes appropriate school forms that allow your child to keep/carry any necessary medications at school.
- If your child has a disability, work closely with the school and your child's health care provider to ensure appropriate supports and services.
- If you are concerned that your child may have a contagious illness (including COVID-19), call your child's health care provider or school nurse for advice.
- If your child needs to stay home for a prolonged period due to illness, talk to your child's teacher to find out about resources they can use at home to keep learning once they feel well enough.



Engagement

- Make sure your child feels safe and connected at school. Involve them in afterschool activities.
- 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. If your child is missing class because of challenges with behavioral issues, contact the school and/or your child's health care provider for support and resources.
- Ask the school about health-related policies including about COVID-19.
- Monitor your child's attendance and academic progress and seek support when needed.



Health Guidance for Going to School



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.



Just Released!

Tip sheet to help families/caregivers decide when a child can go to school or should stay home.

When is sick too sick for school?

A regular attendance routine is important for your child's well-being and learning. These tips can help you decide when to keep your child home when they don't feel well.



Send me to school if

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't had a fever overnight and haven't taken fever reducing medicine during that time.
- I have a mild stomach ache.
- I haven't thrown up overnight and can drink liquids without throwing up.
- I have a mild rash and no other symptoms.
- I have eye drainage without fever, eye pain or eyelid redness.



Keep me at home if

- I have a temperature higher than 100.4
- I have thrown up two or more times in the past 24 hours.
- My stool is watery and I may not make it to the bathroom in time.



Seek medical care if

- I have a temperature higher than 100.4 and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.
- I have stomach pain and fever, I have bloody or black stool, or I am dehydrated (tired and sleepy, dry mouth) and/or I have not urinated in the last 8 hours.
- I have a persistent cough or trouble breathing, or have a fever with the cough.
- I have eye swelling, eye pain or an eye injury.
- I have a rash that has blisters, is draining, is painful, looks like bruises, and/or I have a fever with the rash.

If you don't know whether to send your child to school, have specific concerns regarding your child's physical or mental health, or are worried your child will spread illness, contact your child's health care provider, a local urgent care or the school nurse.

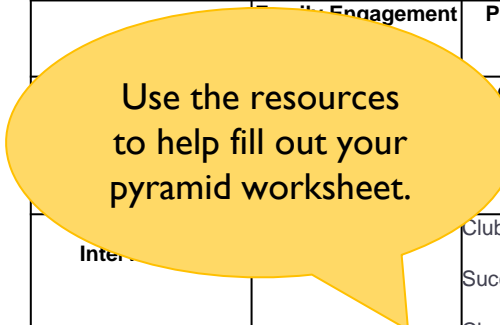
Please note: These tips are not meant to take the place of local health department/school district health guidance including about contagious illnesses such as Covid-19 and the flu.

Find tips about how to keep your child healthy and in school on the Attendance Works website:
<https://www.attendanceworks.org/resources/health-handouts-for-families/>



Attendance Pyramid Worksheet (examples)

Sample form: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-with-EXAMPLES-revised-June-2023.pdf>



	Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
		Connection with advocate (e.g. 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
Inter		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 (<i>Relationship Mapping</i>) 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

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

Let's Engage & Collaborate

Take 15 minutes to go through the following resources and explore the content:

- [Early Matters Toolkit](#)
- [Keep Your Child Healthy and in School](#)
- [Health Guidance for Going to School](#)
- [When Is Sick Too Sick for School?](#)



As a team, consider the following questions as you fill out the pyramid:

- Are our messages about attendance clear and consistent across all communication channels?
- Do we explain why regular attendance is important for student success, and do we engage families with relevant and compelling reasons?
- Are we recognizing and celebrating good attendance as well as addressing absences?
- Do we offer clear and actionable steps for families to take if their child is struggling with attendance

Sample filled in pyramid: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-with-EXAMPLES-revised-June-2023.pdf>

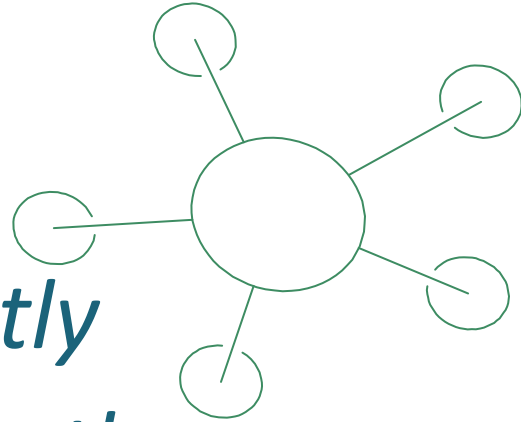
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Process Mapping

What happens in our school when a student is absent?



*“**E**very system is perfectly designed to achieve exactly the results it gets.”*



What is a process map?

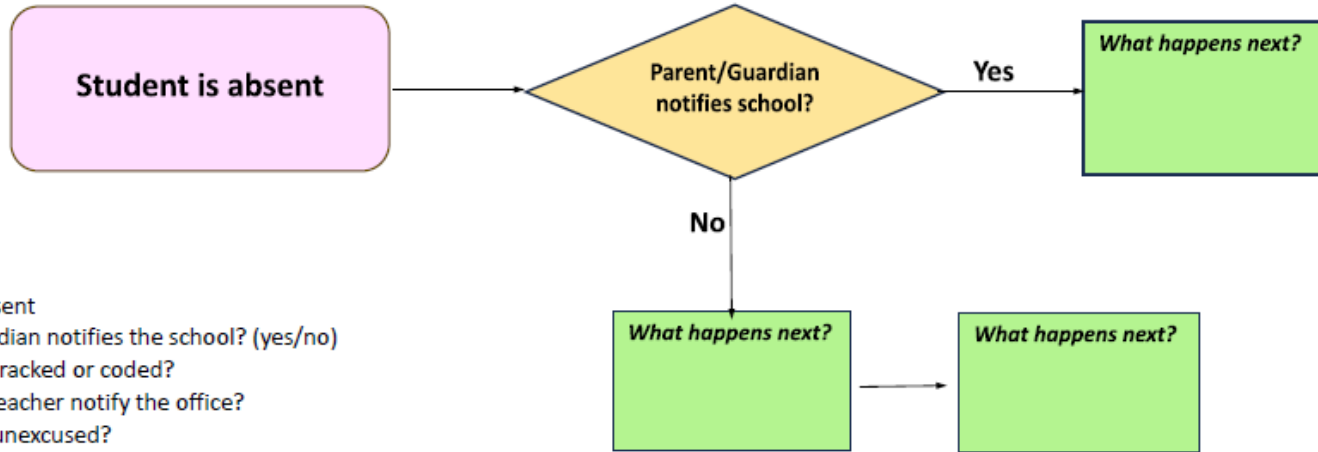
A process map is a visual representation of a process that outlines each step involved in producing a particular outcome.

Why should we create a process map?

- ★ For teams working to improve attendance, it makes it easier to identify inefficiencies and areas for improvement.
- ★ It facilitates clear communication and collaboration among team members, ensuring everyone understands their roles and responsibilities in the attendance improvement process.

Create Your Own Process Map

Build your own map using this example template in Excel. Start by writing out each step.



Example:

1. Student is absent
2. Parent / Guardian notifies the school? (yes/no)
If yes, how is it tracked or coded?
If no, does the teacher notify the office?
Is it excused or unexcused?
3. Is the family called? (yes/no)
Who calls? (teacher, office, automated)
4. What happens after the 2nd or 3rd absence?

Add shapes, arrows and text to help visualize the process. Make a copy of this spreadsheet below to get started.

You can also draw the map on large chart paper with your team.

https://docs.google.com/spreadsheets/d/1xKgkuAPXhuZc_nqGuT0iYchgHtyWGgf9/copy?gid=1006967511#gid=1006967511

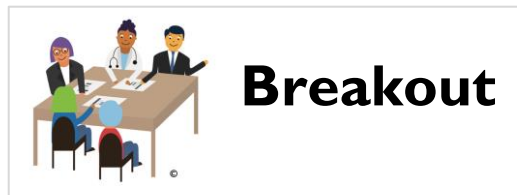
Part 1: Creating a Process Map

What happens in your system when a student is absent?

15 minutes

1. Brainstorm and list all the steps involved when a student is absent. Include actions by parents, teachers, office staff and follow-up procedures.
2. For each step, be clear who is responsible for each action.
3. For each step, write down important details such as who performs the action, what tools or systems are used, and any critical timelines or deadlines.

Start by writing down each step (that you know of) once a student is absent. If there's time, you can start drawing the process map in Excel or on paper.



Breakout



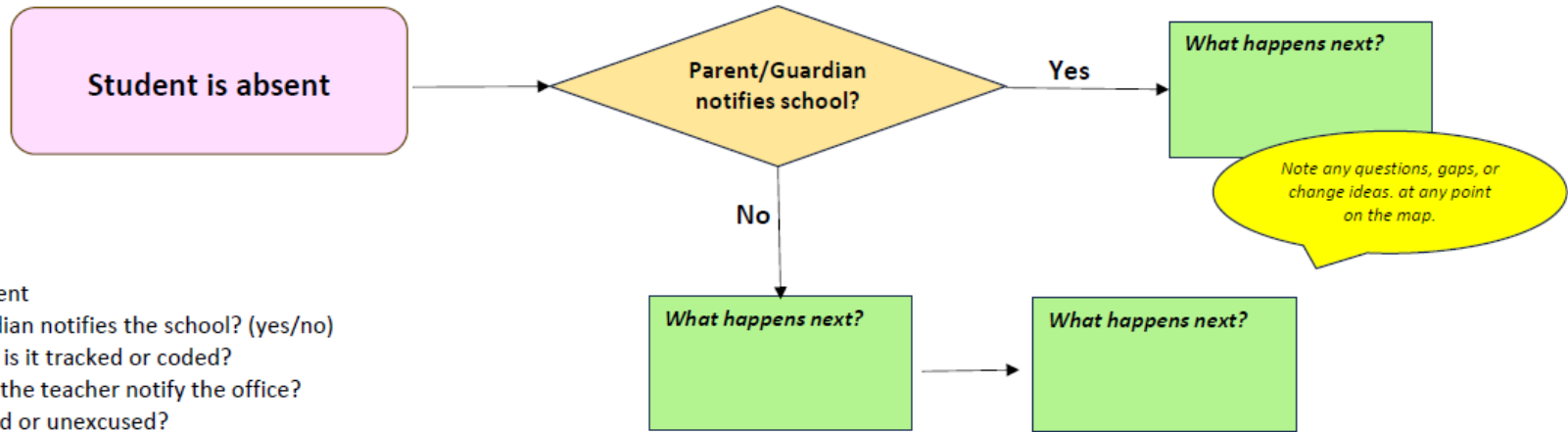
What happens in our school when a student is absent? <i>(Write down as many steps as you know of. Customize this spreadsheet as needed).</i>					
START HERE: <u>Student is absent.</u>	What happens next?	Yes or No?	Who is responsible for this action?	What tools or systems are used?	What is the timing / deadline for this step to happen?
	Parent/Guardian notifies the school	yes	parent/guardian	by phone or email	day of the absence
		no	teacher	emails office or logs it into the system	day of the absence
Continue asking "What happens next?"					
Examples to think about the next steps:					
Is the family called?					
Is the absence coded?					
What codes are used?					
Is it excused or unexcused?					
What happens if it's unexcused?					
What happens after the 2nd, 3rd, 4th absence, etc?					

Make a copy of this spreadsheet and/or check your box folder

https://docs.google.com/spreadsheets/d/1I7jHnHEc_tC8FuDbF6GZGYtA05yi2FbMXtgV0bLv9Ng/copy?usp=sharing

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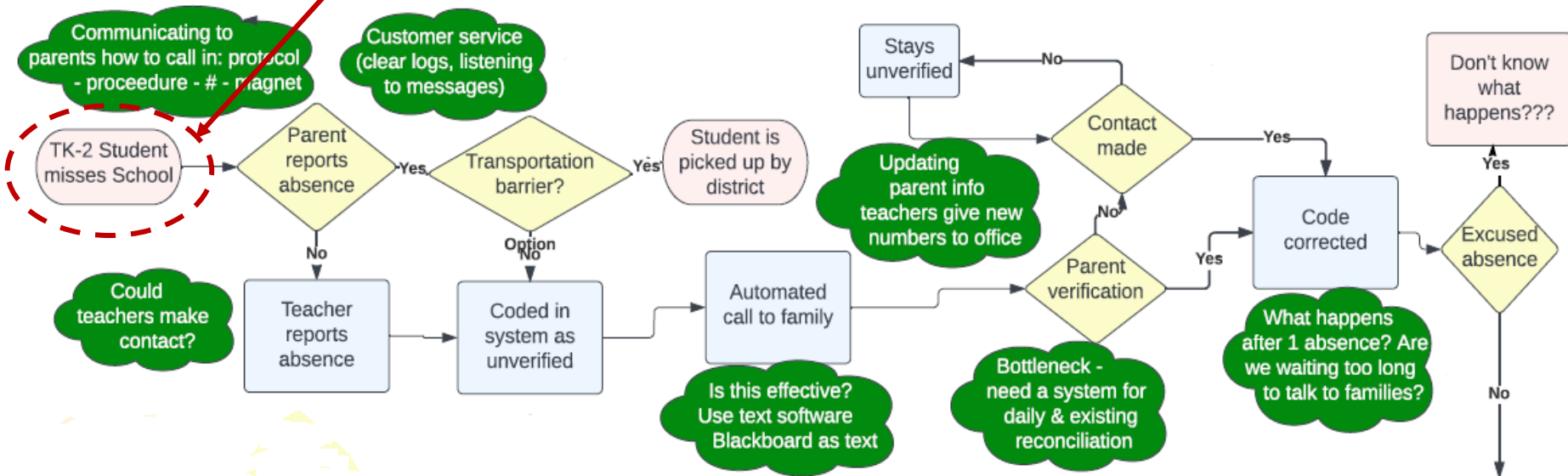
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Example of a Process Map

Start here





Breakout

**10
minutes**

Part 2: Review Your Process Map

Are there any bottlenecks or inefficiencies causing delays in providing supports?

10 minutes

1. Review your brainstorm list or process map as a team and check for gaps, missing steps, delays, unclear areas, and potential bottlenecks.
2. Without jumping to solutions, record specific problems your team needs to solve.

Practice Assignment

Option #1: Continue to build your process map and brainstorming list on what happens in your school when a student is absent

- Brainstorm list: https://docs.google.com/spreadsheets/d/1I7jHnHEc_tC8FuDbF6GZGYtA05yi2FbMXtgV0bLv9Ng/copy?usp=sharing
- Process map example: https://docs.google.com/spreadsheets/d/1xKgkuAPXhuZc_nqGuT0iYchgHtyWGgf9/copy?gid=1006967511#gid=1006967511

Option #2: Continue filling out your Attendance Pyramid Worksheet and add the Foundational and Tier I strategies.

- Sample, filled in pyramid: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-with-EXAMPLES-revised-June-2023.pdf>
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Please document your learnings and be prepared to share in Session 3.

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



Questions from the Audience





Evaluation

Please let us know whether you benefited from the training and how we can improve.

<https://www.surveymonkey.com/r/AZ-Fall2024-session2>

Thank you!



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About Us

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

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

Since our launch in 2010, we have become the nation's “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org