Session 3:

Partnering to Make a Difference

AZ Secondary Cohort: Professional Learning Series   April 29, 2024

Welcome!

Lori Masseur
Director of Early Learning
Read On Arizona

Welcome!

Gisela Ariza
Associate Director of Programs

Helen Duffy
Senior Fellow

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

Welcome!

If you wish to review Session 2, please take a look at the slides, list of materials and the recording.

- ❖ Recording: Session #2

- ❖ Presentation slides

- ❖ Outline & Summary of Resources

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Getting Started: Introductions

Share:

✓ Your role and community

✓ What are the challenges your students are experiencing as it relates to anxiety and mental health?

✓ How are you approaching this challenge?

Attendance Works ©

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
- ❏ Using chronic absence data to inform action
- ❏ Identifying root causes of absenteeism
- ❏ Other *(type in chat)*

Attendance Works ©

Pop Quiz

1. Early intervention begins when students miss 20% of school. (True or False)

2. There are many factors affecting student attendance. (True or False)

3. Schools must form a stand-alone attendance team. (True or False)

4. You matter! (True or False)

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Learning Goals for Session 3

Participants will:

- Learn strategies for mobilizing school staff and community agencies to partner with families to improve attendance and engagement.

- Find out about how to determine if your efforts are making a difference.

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 assets, barriers and strategies that affect attendance.**
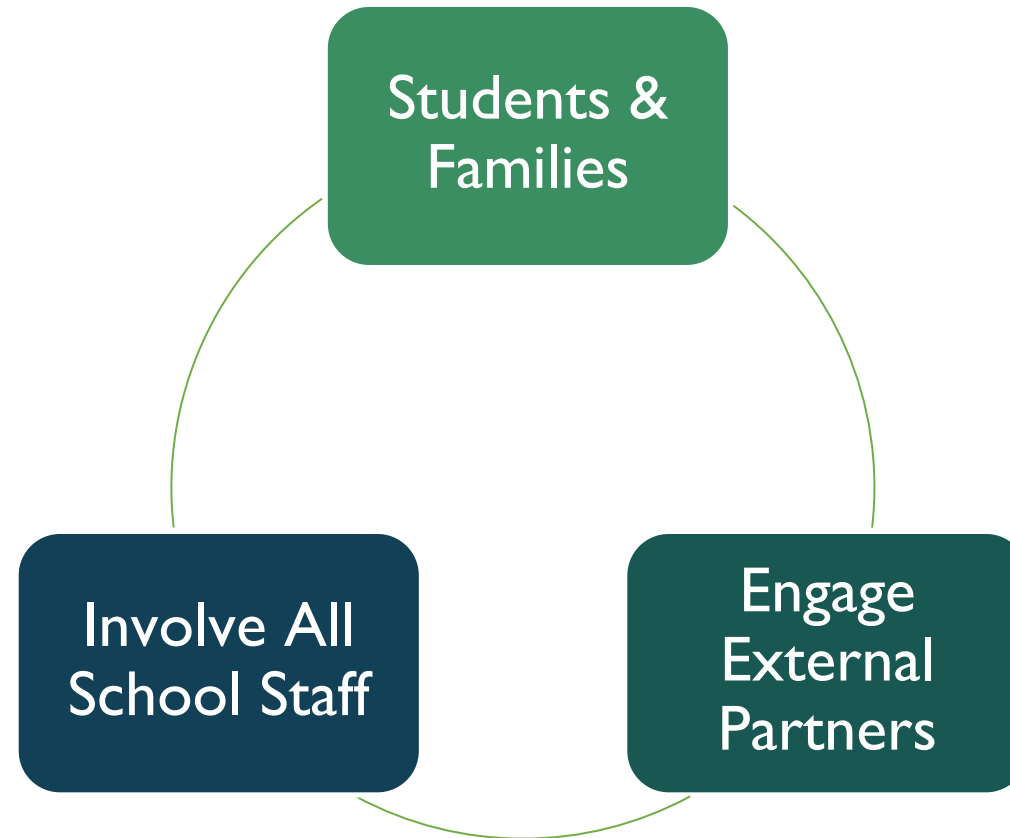
Session 3

4. **Mobilize everyone in the school community to address attendance.**

5. **Determine if you are making a difference.**

Team Function #4:
Mobilize everyone in the school community to address attendance

Mobilize the School Community to Address Attendance

Students & Families

Engage External Partners

Involve All School Staff

Shifting from Individual to a Team Approach

Individual Responsibility

- One person or department handles attendance

- Each staff member operates in isolation

- Site administrators are expected to produce results on their own

- Schools alone are accountable for improving attendance

Shared Responsibility

- Many people play different roles to improve attendance

- School team coordinates efforts to improve student attendance and engagement

- Site administrators receive district resources, policies and guidance to support effective practice

- Collective impact with partner agencies

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We All Have a Role

https://youtu.be/sTsFcKDmhmk

Team Self-Assessment

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

❑ Strongly in Place

❑ Measurable Progress
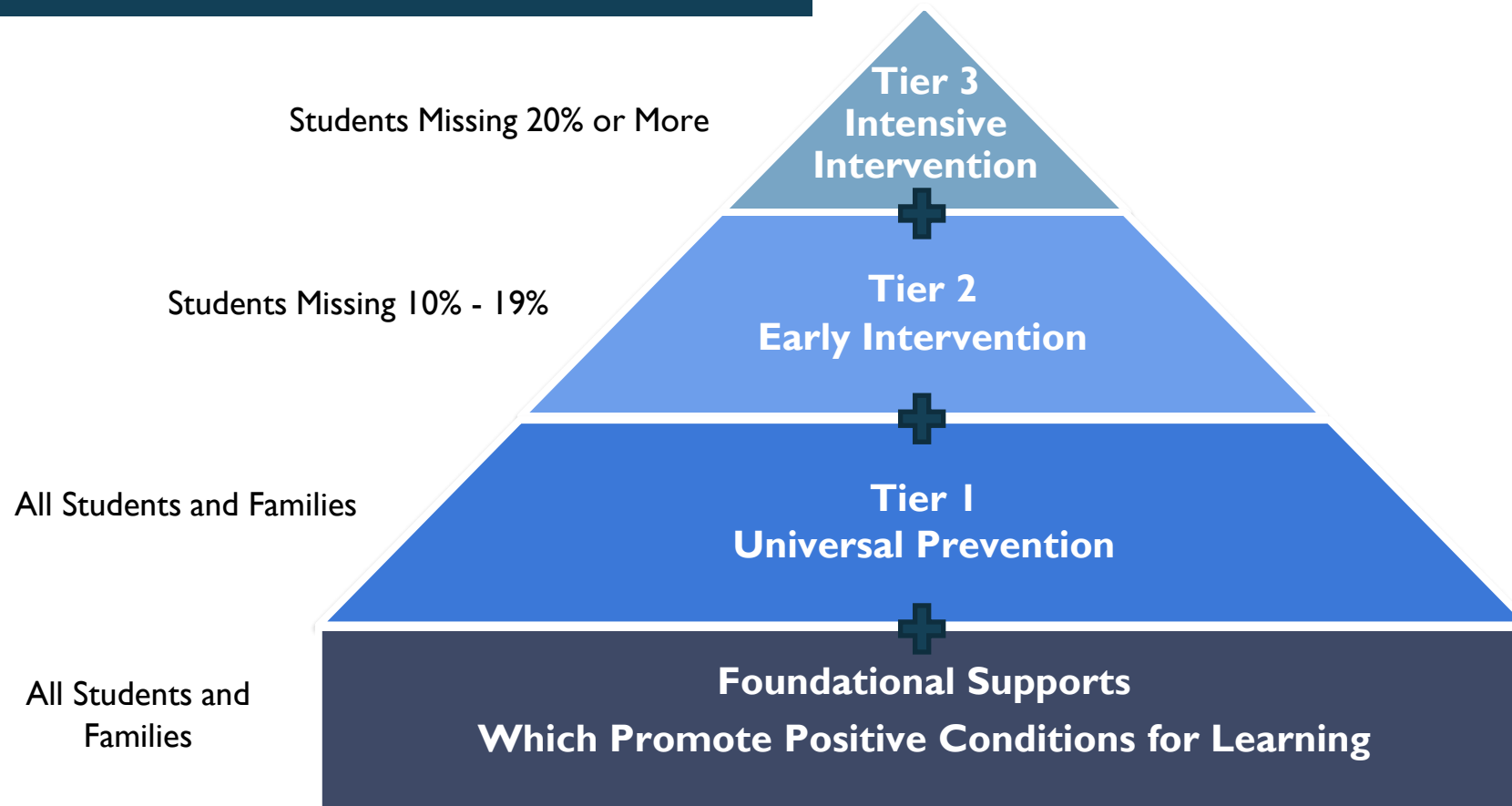
❑ Needs Improvement

❑ Urgent Gap

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

Mobilize the Community:
Involve All School Staff in Caring Conversations

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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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 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.

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Whole Group Reflection

We've all had the experience of conversations going poorly when trying to broach a sensitive subject. Take a moment and reflect about an instance when this happened.

(Each person shares for 1 minute)

➢ Why the conversation went badly

➢ What could have helped

Sample Scenario

- **Charles' teacher:** Charles Brown is an 11th grader who struggles to keep up. Since returning to school in person, Charles has been quiet and distracted in class. In the first 12 weeks of school, he has missed 8 days and been tardy 15 times.

- **Charles:** Charles has the responsibility for getting his younger siblings to elementary school since his mother is at work by the time the children wake up for school. He also has taken a part-time job to help out. The entire family is still grieving the death of the father.

**In this example, how would you begin
a conversation as Charles' teacher?**

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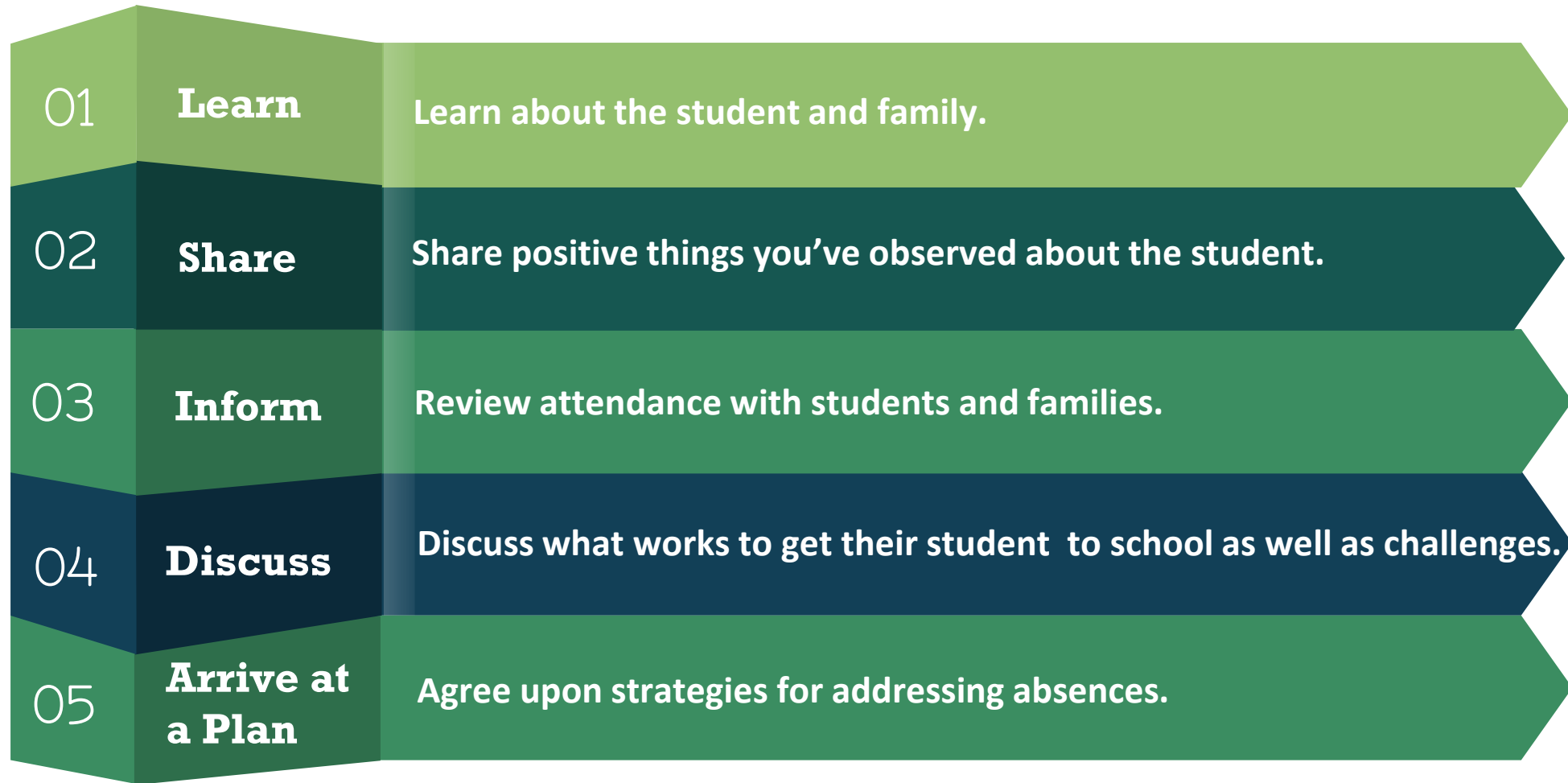
Adapted with permission from materials created by © High Expectations Parental Service, 2011

Attendance **Works** ©

Steps 1 & 2:
Learn and Share

Share:

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

- 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.

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| 03 | **Inform** | <u>**Review attendance with parents.**</u> 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

2023-2024 ACADEMIC CALENDAR

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

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| 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

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

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

MY CHILD'S ATTENDANCE SUCCESS PLAN

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

Caring Conversations Professional Development Resources

	Key Points	Questions and Messages
1. 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

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At your school:

- Who in your school community could benefit from learning about Caring Conversations?

- How and when can you introduce them to Caring Conversations?

The Cycle of Effective Relationship Building

Lorri Hobson, Former Director of Attendance
Cleveland Metropolitan School District (CMSD) in Cleveland, Ohio

https://youtu.be/f93RjyYvHb0

Let's Chat

Caring Conversations → Needs Identified → Immediate Help or Explanation of Next Step → More Trusting Relationship → Deeper Sense of Partnership
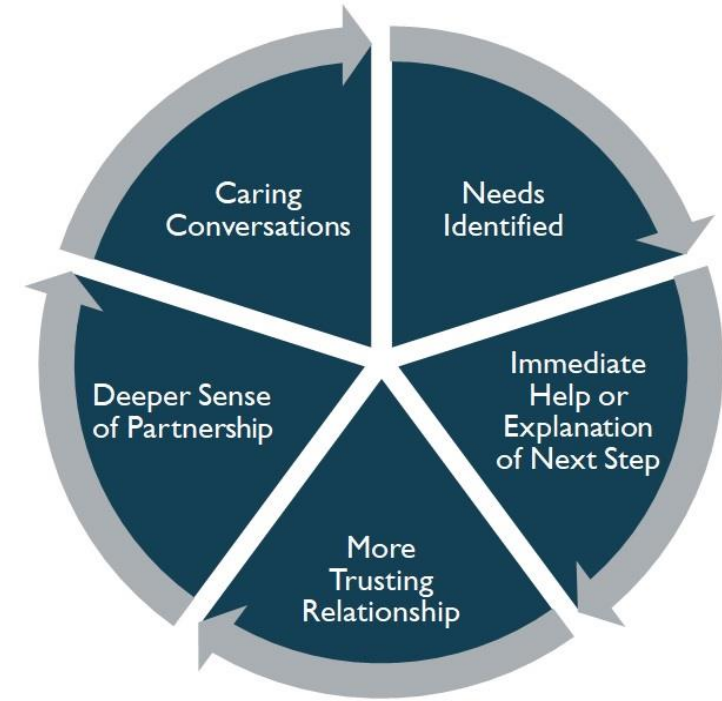
Share:

- What might cause the cycle to break down?

- What can school teams do to keep it going?

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Mobilize the Community: Engage Partners

School Self-Assessment
Poll: Sample Question

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/

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Community Schools Strategy

https://www.youtube.com/watch?v=oc64K3obVqE

To learn more about community schools, contact the Coalition of Community Schools
Or find a local Communities In Schools affiliate

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)**
  - Watch: Foundations for Attendance: Examining How Funders Can Help Reduce Chronic Absence

National Healthy Schools Youth Council

The National Healthy Schools Collaborative Youth Council

Council was launched in March of 2023 and consists of 17 student leaders nationwide selected from different states and regions.

Council is made up of rising high school juniors and seniors. They seek to explore healthy school challenges and solutions, collaborate with like minded organizations, and organize and advocate to make a positive change.

Recommendation 7:

Provide More Mental Health Resources for Students

We need more resources, specifically counselors and social workers along with their expertise focused on mental health. Individual support and group support, **"one size does not fit all."** There needs to be specificity and clarity between mental illnesses and mental health needs.

Our Personal Story:

In our schools, our counselors are bombarded with creating and maintaining student schedules and supporting students with college decisions. Because of this academic focus, their ability to provide mental health support on the in-depth level necessary is inhibited. This can lead to mistreatment and making the delicate mental health of adolescents decline.

Recommendation 8:

Students may be unaware of resources provided by the school and they may be shy or uncomfortable talking to adults, especially if they don't know what to ask for. To combat this, older students should share their growth experiences and how they have utilized their resources with younger students who will soon have to navigate school.

Our Personal Story:

"Link Crew" program at Vista PEAK Preparatory in Aurora, Colorado, connects upperclassmen and incoming freshmen. Juniors and seniors speak with the new high schoolers about what mental health resources are available to them, and how they have utilized them on their personal journeys. This has made the process of finding and utilizing school mental health resources easier for those who are unfamiliar with what is available.

Recommendation 14:

All Schools Should Create Care Teams! As well as utilize student body to provide each other mental health support and community.

Our Personal Story:

Care team is system implemented into a school where school counselors specialized in leading **circle talks** are brought in to address problems hierarchical ranked mental health related problems. Depending on the issues students are struggling with, they are match with peers with similar issues and a counselor to work through the problem. Scholars and staff are literally met with a team made up of their fellow peers and counselors to provide them support. If the problem ranks on a higher tier, meaning if a student requires professional help, a counselor is tasked with referring and supporting individuals to finding an actual mental health therapist and psychiatrist.
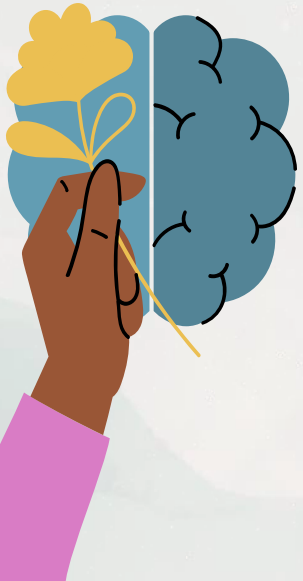
Ways to Identify External Partners and Resources

✓ 211 Arizona

✓ Be Connected AZ

✓ Online Search – e.g. Findhelp.org

✓ Any other examples?
(type in chat)

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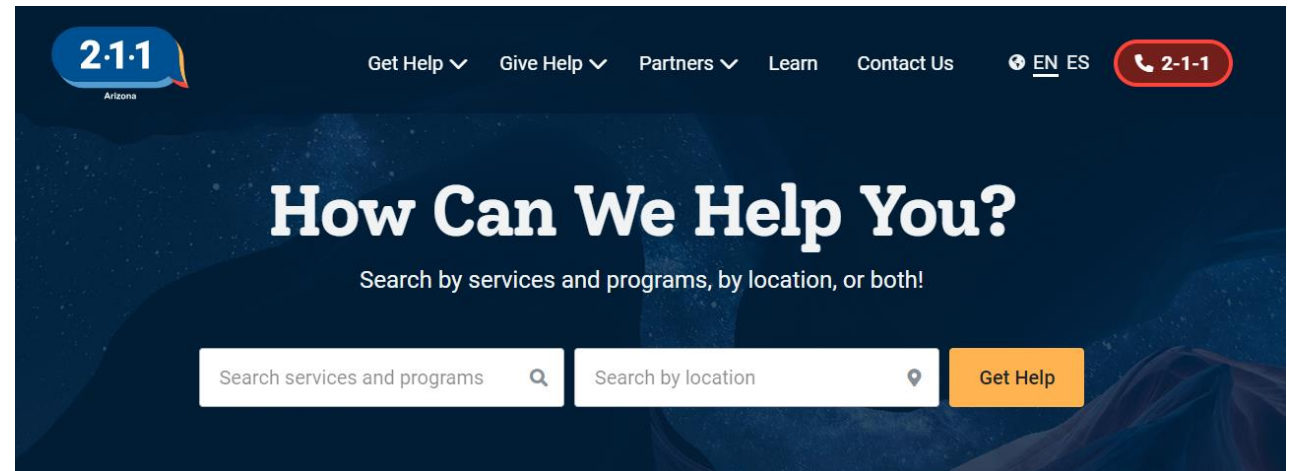
Align Partners and Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety	• Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills	Local pediatricians Promotoras *(community health workers)* NAMI – online courses
Disengaged	• Assign a peer group mentor • Create an individualized learning plan • Explore after school options (art, music, STEM, etc.) • Offer alternatives for credit recovery	MENTOR Parks & Rec program Boys & Girls Club
Health (Flu / COVID)	• Messaging on how to stay health • School nurse educates on preventing spread of flu or Covid • Ensure hygiene supplies available (soap, tissues, hand sanitizer) • Onsite flu and Covid shots	School-based health center Local Clinic / Pediatrician
Transportation Barriers	• Walking School Bus • Free municipal bus passes • Carpools	Parents AmeriCorps program City government

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❖ Use this worksheet to help keep track of your partners

❖ Be sure to update the list on a regular basis

https://www.attendanceworks.org/wp-content/uploads/2019/06/List-of-Partners-2.16-22.docx

Partners

School _____ District _____

Primary School / District Contact

Name _____ Title/Position: _____

Email: _____ Phone _____

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

*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?

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Assess the Current System

Analyze Causes

Revise and Refine

Analyze Results

Act

Plan

Study

Do

Choose an Attendance Improvement Strategy

Implement the Attendance Strategy

Measure Outcomes

PDSA worksheets
- Example #1
- Example #2
- Blank worksheet

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Priority Matrix

Impact (high)

Low Effort ──────────────── **High Effort**

Impact (low)

Reflection:
What practices do you want to adapt, adopt or abandon?
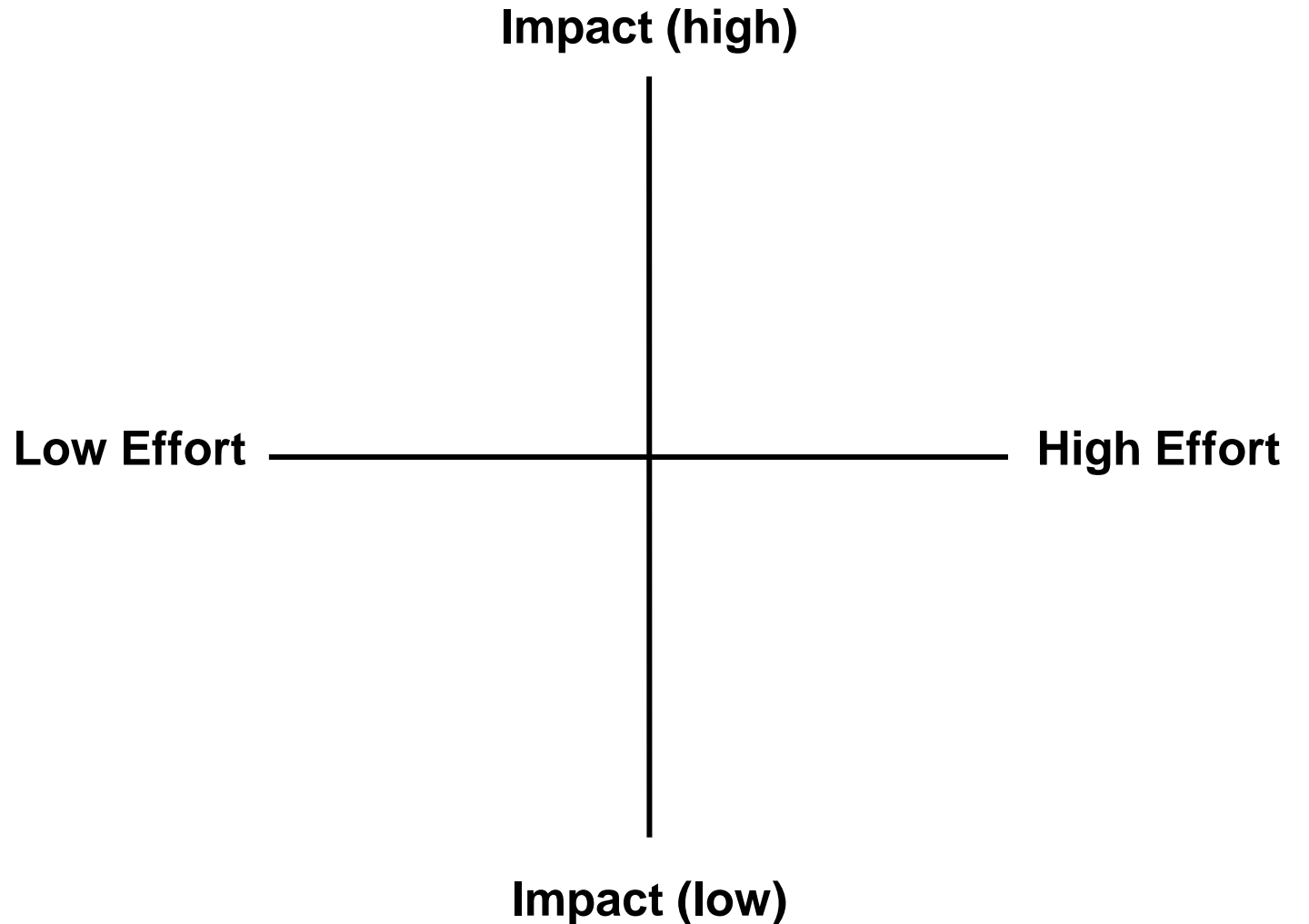
Attendance Awareness Campaign 2024 Webinar Series

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

Webinar 1 On the Front Line of Attendance and Engagement: The Crucial Role of Teachers, Wednesday, April 3: 12pm-1:30pm PT / 3pm-4:30 pm ET

Webinar 2 Essential Partnerships for Showing Up to School: Families, Youth and Community Wednesday, May 15, 12pm-1:30pm PT / 3pm-4:30 pm ET

Webinar 3 Creating a Culture of Belonging and Engagement: Principals in Action Wednesday, August 7, 12pm-1:30pm PT / 3pm-4:30 pm ET

Webinar 4 Leadership for Sustainability: Superintendents Making a Difference Wednesday, September 25, 12pm-1:30pm PT / 3pm-4:30 pm ET

Review:
Learning Goals for Session 3

Participants will:

- Learn strategies for mobilizing school staff and community agencies to partner with families to improve attendance and engagement.

- Find out about how to determine if your efforts are making a difference

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Evaluation Survey

Please let us know how we can improve:

https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj

Thank you!

Gisela Ariza, Associate Director of Programs
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Helen Duffy, Senior Fellow
helen@attendanceworks.org

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

Questions from the Audience

Appendix:
Additional Resources

Interventions that can be found in the Attendance Playbook

ATTENDANCE PLAYBOOK

SMART STRATEGIES FOR REDUCING
STUDENT ABSENTEEISM POST-PANDEMIC

BY PHYLLIS JORDAN
MAY 2023

FutureEd
Independent Analysis, Innovative Ideas

Attendance Works
Advancing Student Success By Reducing Chronic Absence
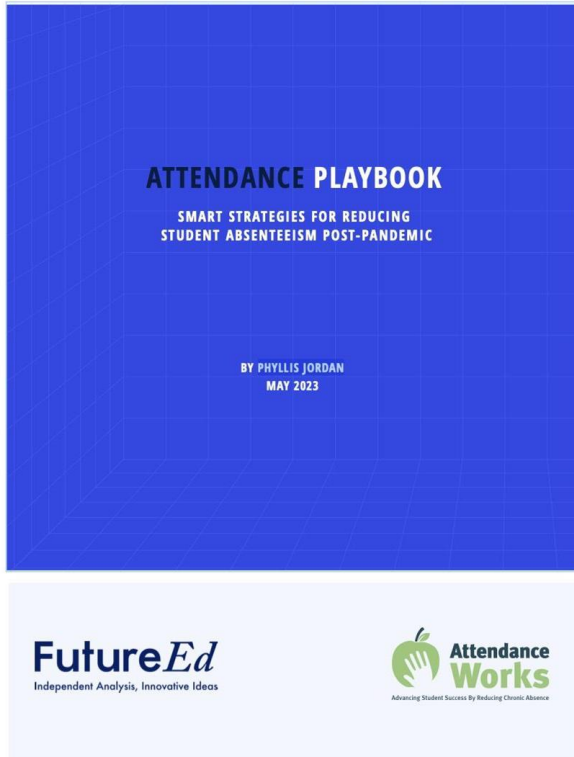
TIER I Interventions
- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Incentives
- Healthy School Buildings
- School-based Health Services
- Telehealth
- School Buses and Public Transit
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Relevant—and Culturally Relevant—Curriculum
- Threshold Greetings
- Rethinking Recess
- Restorative Discipline Practices

TIER II Interventions
- Early Warning Systems
- Mentors
- Youth Engagement
- Addressing Asthma
- Targeted Transportation
- Students with Disabilities
- School Refusal
- Immigration Enforcement

TIER III Interventions
- Truancy Courts
- Interagency Case Management
- Housing Challenges

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

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

FutureEd
GEORGETOWN UNIVERSITY

How to Use the Attendance Playbook

The Guide to the Attendance Playbook offers practical tips for:

- Forming a team

- Using attendance data to determine the number of strategies

- Analyzing why students are absent and selecting strategies that address those reasons

- Realistically assessing your team's capacity to implement each strategy

- Selecting strategies that are likely to have the greatest impact for the lowest effort

- Making an implementation plan

- Assessing how well the strategies worked

https://www.attendanceworks.org/resources/attendance-playbook/

PDSA Example: Lunch Buddies
Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan		

Testers: Counselors	Test Title: Lunch Buddies	Cycle #: 1

What change idea is being tested? Lunch Buddies is the change idea. Counselors will invite students who seem disconnected to eat lunch and meet with peers in small groups every Friday.	**Date of test:** October 23, 2023 (After the first attempt, review the data, discuss, and make modifications to increase outcomes for the next week. Use a new form every week to record results.)
What is the overall goal of this test? Improve attendance for students who seem to be disconnected and who have missed between 10-19% of the school year. Students who feel more connected to their peers will have better attendance. Selected students will have fewer total absences on the day of the test than on the previous Friday as a result of feeling more connected to peers.	**Driver:** Positive Peer Relationships

Learning Questions: What do you hope to learn from this test?

Q1 - Are counselors willing to support this intervention?
Q2 - Which students will show up?
Q3 - Does attendance improve on Fridays?
Q4 - Are there any spillover effects, i.e., does attendance improve the other days of the week?

PDSA Example: Lunch Buddies
Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Plan			Do	Study
Details: What are the steps in the test? Who will implement it?	**Predictions:** Make a prediction for each question. Not optional.	**Data you will collect**	**Briefly describe:** what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.	**What were the results?** Comment on your predictions in the rows below. Were they correct? Record any data summaries as well.
1. Recruit counselors 2. Select location where groups can sit in a circle 3. Agree on conversation starters 4. Invite all students 5. Special outreach to students who are chronically absent 6. Note which students attended after each session	Q1 - Prediction - All counselors are willing to help	Attendance of counselors	We had four counselors and 24 students. The students were split into groups of six. There was a miscommunication and the special outreach to chronically absent students did not happen.	All but one of the counselors showed up. She was out sick.
	Q2 - Prediction - Students who have satisfactory attendance and at-risk attendance will show up. Some students who are chronically absent will show up.	List of students who participate each Friday sorted into attendance categories.		Of the students who were invited, half showed up. Only about a quarter of the chronically absent students made it
	Q3 - Does attendance improve on Fridays?	Compare the total number of absences for targeted students on this Friday with the total number of absences for targeted students on previous Friday.		Yes, several of the chronically absent students who attended the lunch had been absent the previous Friday.
	Q4 - Are there any spillover effects?	Compare the total number of absences on the following Monday with previous Mondays.		The Monday absences were the same as the previous week.

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PDSA Example: Lunch Buddies
Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Act: *Describe modifications and/or decisions for the next PDSA cycle. What will you do next?*	
_X_ Adapt *(tweak the process and try again)* **____ Adopt** *(make this my standard process)* **_X_ Expand** *(try this for a longer period of time)* **____ Abandon** *(go to a new change idea)*	• Ask our assistant principal to be the backup in case anyone is out • Ask students for ideas about a special activity they want to do as a group to build connections among group members • We will text every student with a reminder to attend • Expand and repeat for the next two weeks.

- Download the example: https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-EXAMPLE-rev-August-2023.pdf

- Download the blank worksheet: https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-BLANK-rev-August-2023.pdf

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PDSA Example: 2x10 Relationship Strategy Bank
Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Testers: **Attendance Team**	Test Title: **2x10 Strategy**	Cycle #: **1**

What change idea is being tested?

2x10 Strategy is the change idea. Attendance Team members will each identify one student who might benefit from additional support. Attendance Team members will each meet with one student for two minutes for ten consecutive days, allowing the student to talk about anything they would like.

Date of test: *October 2-13, 2023*
After the ten days, reflect on the following: How did this help you learn about the student in new ways? What did you notice about your relationship with the student across the ten days? What are the implications of your learning for school practice going forward?

What is the overall goal of this test?

Improve attendance for students who seem to be disconnected and who have missed between 10-19% of the school year. Provide adults with insight into student realities. Students who feel seen, heard, and cared for will have better attendance. Selected students will have fewer total absences going forward as a result of feeling more cared for.

Driver:
Insight into student realities that might strengthen positive adult-peer relationships

Learning Questions: What do you hope to learn from this test?

Q1 - Are adults willing and able to support this intervention?
Q2 - How many of the identified students will participate in the check-in for ten consecutive days?
Q3 - Does attendance for students who participate improve going forward?
Q4 - What are the implications for wider implementation of the 2x10 strategy?
Q5 - Are there any spillover effects, e.g., do some students participate more in class? Does behavior improve?

Attendance Works ©

PDSA Example: 2x10 Relationship Strategy Bank
Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Plan			Do	Study
Details: What are the steps in the test? Who will implement it?	**Predictions:** Make a prediction for each question. Not optional.	**Data you will collect**	**Briefly describe:** what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.	**What were the results?** Comment on your predictions in the rows below. Were they correct? Record any data summaries as well.
1. Review the 2x10 process with team members to get buy-in to ensure fidelity and provide conversation starters 2. Use data to identify students for outreach 3. Team members invite one student to check in at a specific time/location 4. At the end of each check-in, make specific plans for meeting the following day. 5. Note on the 2x10 grid when the check-in is complete	Q1 - Prediction - All Attendance Team members (8) are willing to participate Q2 - Prediction - 5 students will check in for ten consecutive days	2x10 checklist from each Team member	Prioritizing which of the chronically absent students to contact proved to be a challenge. Once the students were selected, Team members each contacted one student to meet with. Initially, the students thought they were in trouble, particularly when the principal contacted her student. Of the 8 students, 6 actually showed up all ten consecutive days.	Q1. All Team members were able to participate each of the ten days. Q2. Six students checked in all ten days.
	Q3 - Prediction - Students who participate in all 10 days improve attendance going forward.	Student attendance prior to 2x10, during 2x10, in the two weeks following the 2x10, and one month following the 2X10		Q3. One student had two excused absences for illness. A second student had one excused absence, also for illness. Six students had no unexcused absences for the 2 weeks following the 2x10.
	Q4 – Implications for wider implementation?	Meet with Attendance Team members and students for reflection		Q4. Attendance Team members decide to implement the 2x10 with one additional student and check in at least once per week with their student from group one.
	Q5 - Are there any spillover effects?			Q5. There were reductions in referrals for behavior for the 6 students who participated.

PDSA Example: 2x10 Relationship Strategy Bank

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Act: *Describe modifications and/or decisions for the next PDSA cycle. What will you do next?*

__X_ **Adapt** *(tweak the process and try again)* ____ **Adopt** *(make this my standard process)* __X_ **Expand** *(try this for a longer period of time)* ____ **Abandon** *(go to a new change idea)*	• *Develop criteria to prioritize students selected to participate* • *Provide Caring Conversations Training and active listening techniques for Attendance Team members and other staff* • *Ask Team members to do one more cycle with different students before implementing more broadly with teachers*

- Download the example: https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-EXAMPLE-2x10-rev-Aug-2023.pdf

- Download the blank worksheet: https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-BLANK-rev-August-2023.pdf

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NHSC Youth Council - 15 Recommendations for Improving Mental Health in Schools

1) Facilitate a platform to incorporate open discussions between students and mental health professionals within the school environment to discuss student-led strategies to improve the school's overall well-being
2) Establish a school media team made of students to report on local school events or news which can raise awareness to problems which students can work on advocating for
3) Have youth assistants as a summer program option or school day option where they can "shadow" and suggest policies and things to
4) For elected leaders, a program should be started to grant youths agency in voicing mental health suggestions and politicians are obliged to hold regular town halls in high schools across their constituencies and reflect their youths' messages in their legislatures
5) Enhance the student government program to make it more inclusive to people not just with popularity" but thoughtful voice
6) Schools should have more counselors/other adults that look like and understand the experiences of their students
7) **Schools need more resources, specifically counselors and social workers along with their expertise focused on mental health. Individual support and group support, "one size does not fit all." There needs to be specificity and clarity between mental illnesses and mental health needs.**
8) Older students should share their growth experiences and how they have utilized their resources with younger students who will soon have to navigate school.
9) Having teachers have more resources and materials in their classrooms that are easy accessible to students when they are having mental breakdowns or just problems.
10) In situations when students experience a mental health crisis in the classroom, teachers need to be able to de-escalate the situation when a mental health professional is not immediately available. Teachers need their own trainings.
11) Implement Project-Based learning, allowing students to engage within the material using different methods, rather than a formal traditional manner
12) Discipline students in a healthy-positive manner, with referrals to academic and mental health programs
13) Account and support for neurodivergence in the classroom
14) All schools should create Care Teams - helping students get professional categorized help based on their needs
15) Administration staff need improved organizational leadership training