



Responding To COVID 19 Key Concepts



AW Phases of Covid-19 Response

1. Decide To Close School Buildings

- Involve the public health department
- Monitor **absenteeism** to detect potential health challenges
- Communicate clearly and frequently with families and students

2. Outreach After School Building Closure

- Develop and implement coordinated outreach approach
- Confirm contact info
- Reach out in trauma-informed, relationship building manner
- Address needs for food, shelter, and other supports
- Connect to learning supports and determine access to technology
- Link to needed virtual behavioral, emotional and physical health supports
- Leverage data (including **absences**, special ed status, and other demographic info) to triage and tailor supports

3. Support and Engagement During Distance Learning

- Use cross-departmental district and school teams to orchestrate a whole child/family approach to learning.
- Emphasize engagement and school connectedness for students and families
- Monitor **attendance** and **participation** in remote learning activities
- Use **data on lack of participation** for real time problem-solving
- Document challenges and interventions to inform current and future support

4. Transition Back to School

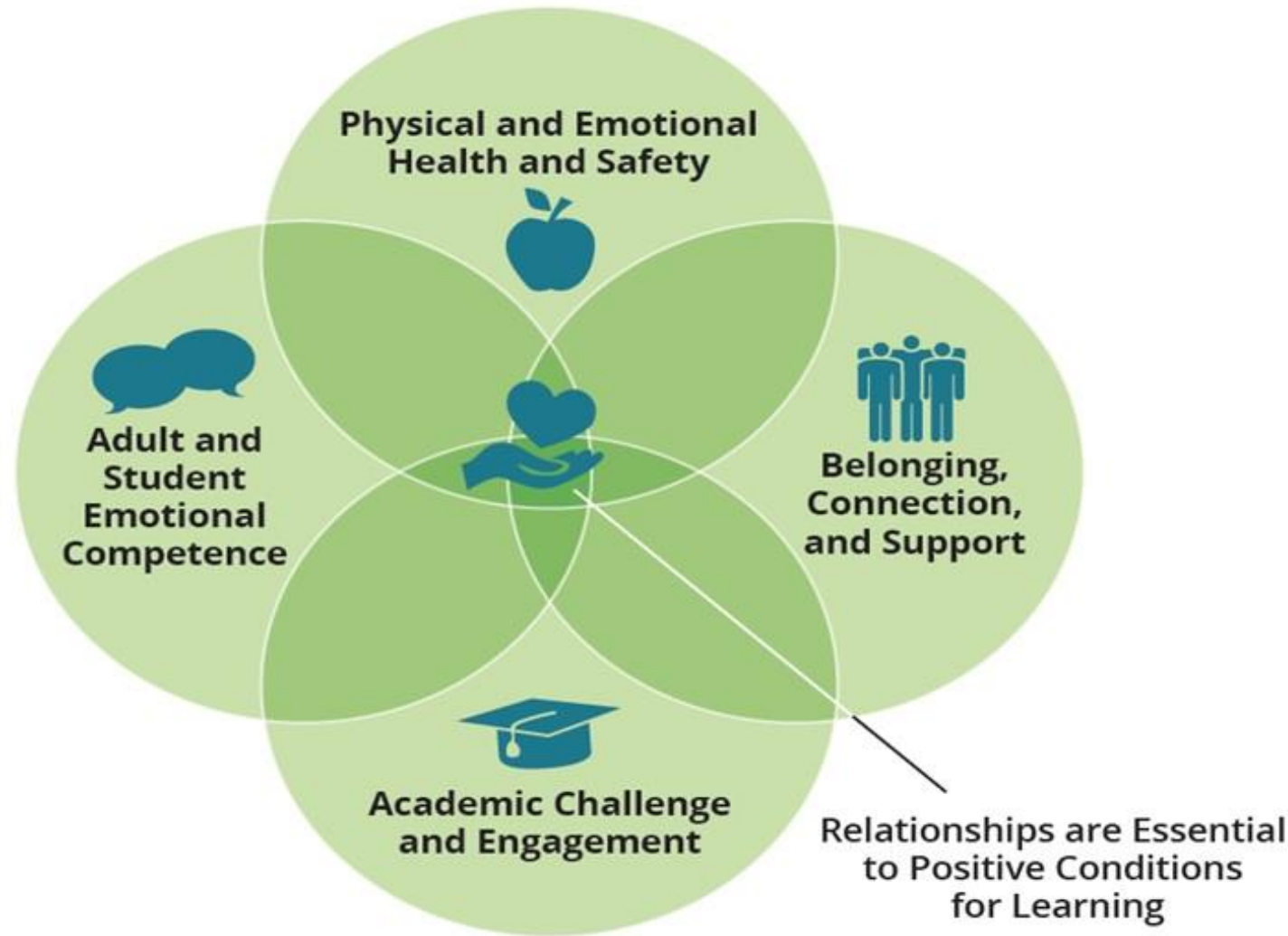
- Take team approach organize and implement cross-departmental school and district plans
- Partner with families to develop plans reflecting student's situation (health, academic, **attendance & engagement**, during and prior to remote learning.
- Use **chronic absence** and other participation data to provide additional support
- Promote trauma-informed, welcoming school climate
- Support seamless transitions between virtual and in person settings.



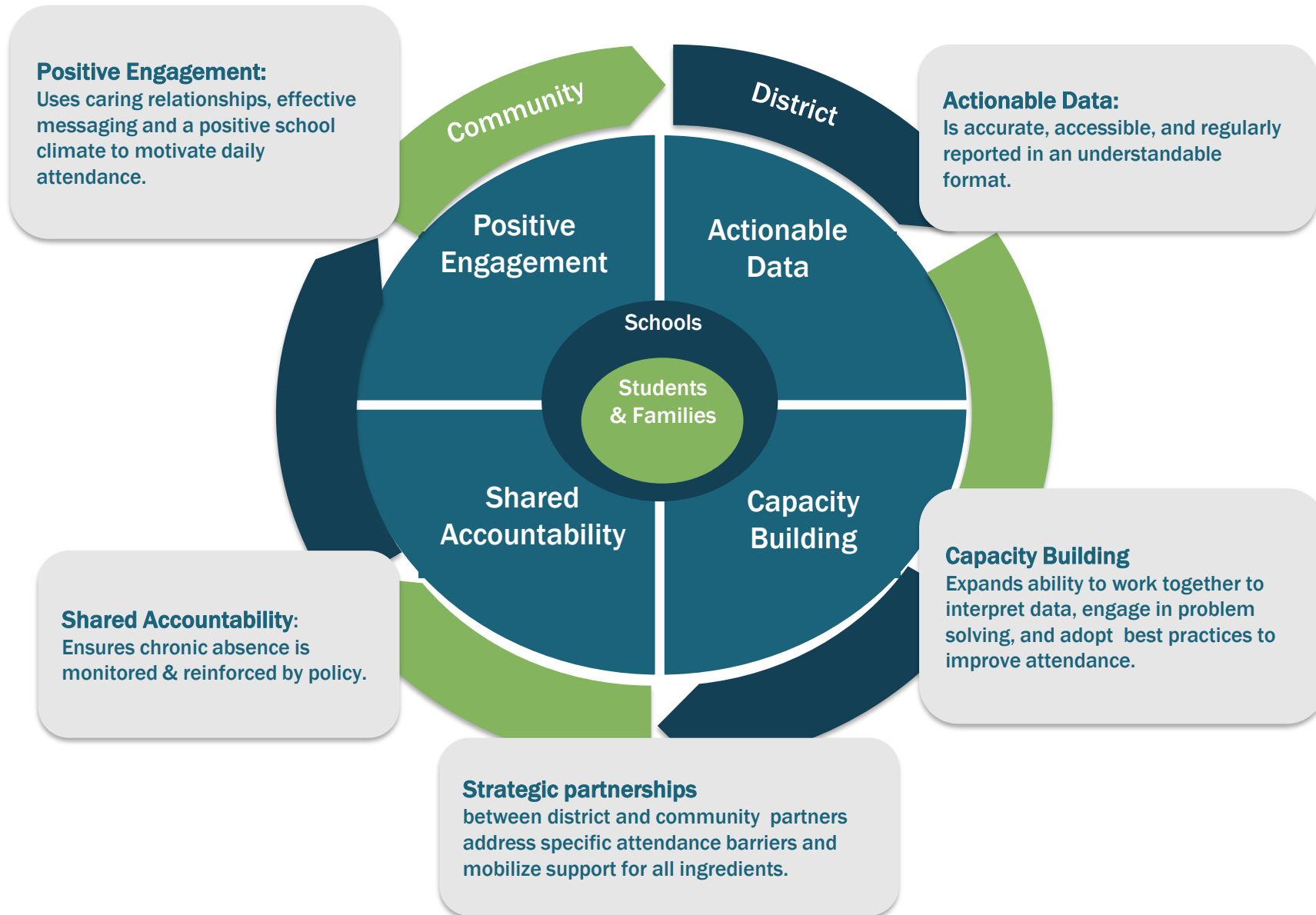
Covid-19 Reinforces the Critical Importance of These Approaches

- ✓ **A whole child/family approach** to education that pays attention to social emotional well-being and school climate, along with academics, and recognizes families as the first teachers of their children.
- ✓ **Integrated virtual and in person learning** that supports different learning styles and makes up for classwork when students face challenges (e.g. health or transportation) getting to the school building.
- ✓ **Addressing inequitable access** to resources and supports with significant attention to monitoring **absenteeism** (missing too much school) to promote prevention and early intervention vs punitive action.
- ✓ **Promote integrated strategies** by working across departments and organizations, including supporting an investment in community schools, and leveraging the assets of community partners and health providers.

Reducing the Adverse Impact of Covid-19 Requires Ensuring Positive Conditions for Learning in School, Whether In Person, Distance or Blended



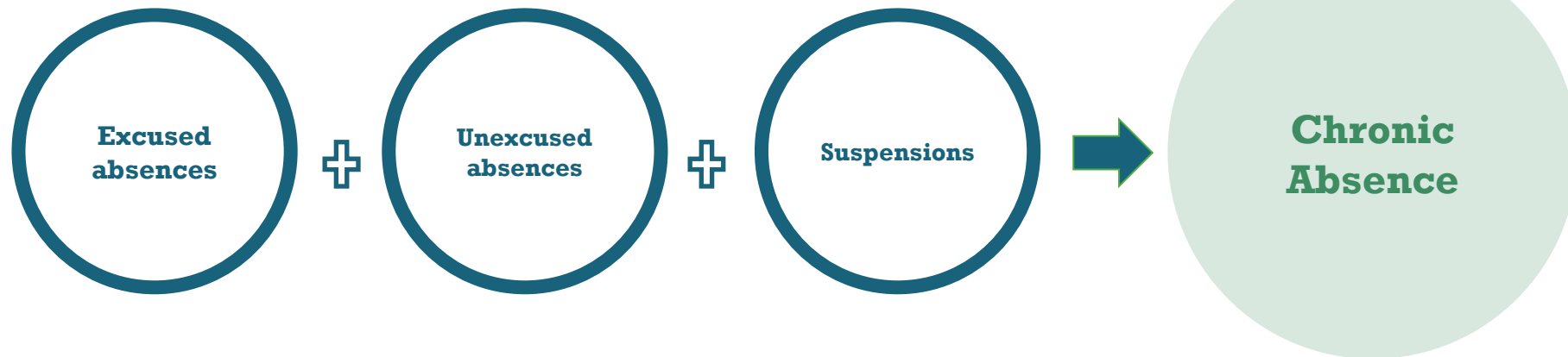
To Take a Systemic Approach – Need to Redefine Actionable Attendance and Absenteeism Data During Distance Learning





Chronic Absence Remains a Critical Measure When School Buildings are Open

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



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



A New Data Framework Is Needed for Distance Learning

A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.
2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions for learning.
3. Promote a tiered approach to supporting students, beginning with prevention.
4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.

Additional Terms for “Attendance” During Distance Learning

Contact



Working contact information exists for each enrolled student and their family.

Connectivity



Students and families have access to technology (computer, software, internet access), and school staff are equipped to support digital literacy.

Engagement



Students and families are offered and respond to activities that build relationships and support social, emotional and physical wellness.

Participation

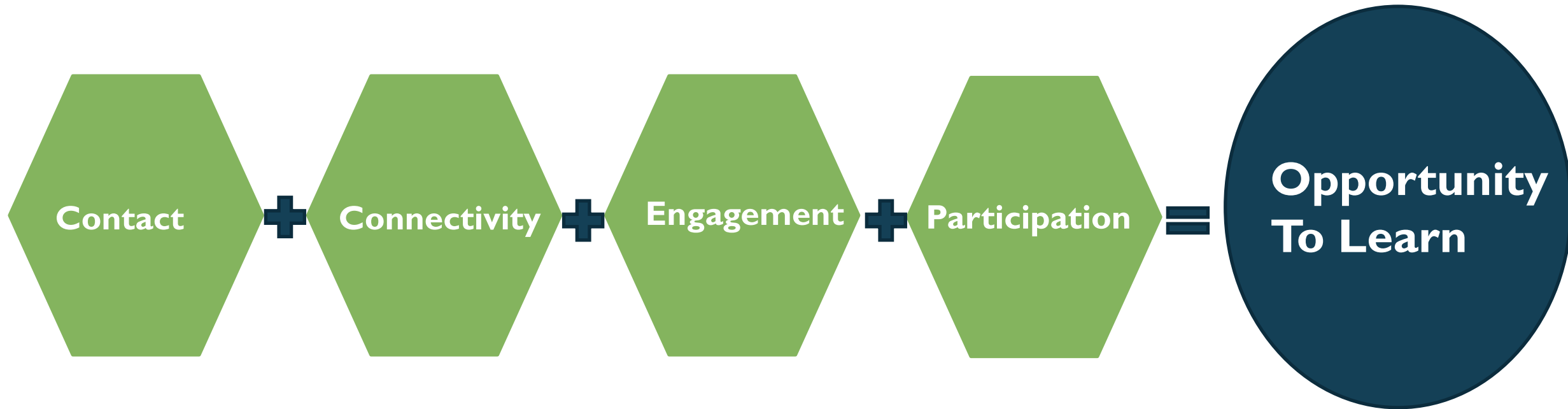


The extent to which students show up and complete learning activities.

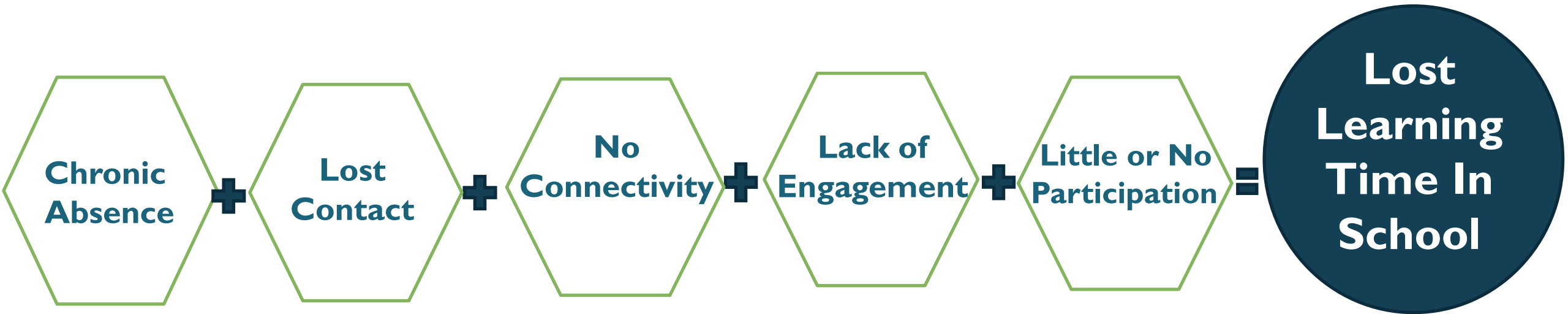
Measuring “Attendance/Being Present” During Remote Learning

	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	The Equity Implications
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and literacy?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning and literacy.	Lack of tech = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Engagement	Are we building relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful opportunities to connect with staff and each other and receive needed supports.	% of students documented as participating in activities (adult led and among peers) every day. % of families documented as showing up to activities with school staff or other families and receiving supports.	Students and families who feel connected and supported are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offering the opportunity to participate in meaningful learning opportunities.	% of students signed on to classes. % of students completing assignments. % of students partially completing assignments.	Students who participate regularly are less likely to fall behind and drop out.

Measuring “Attendance/Being Present ” During Distance Learning



Identifying Students At Risk Due to Absenteeism



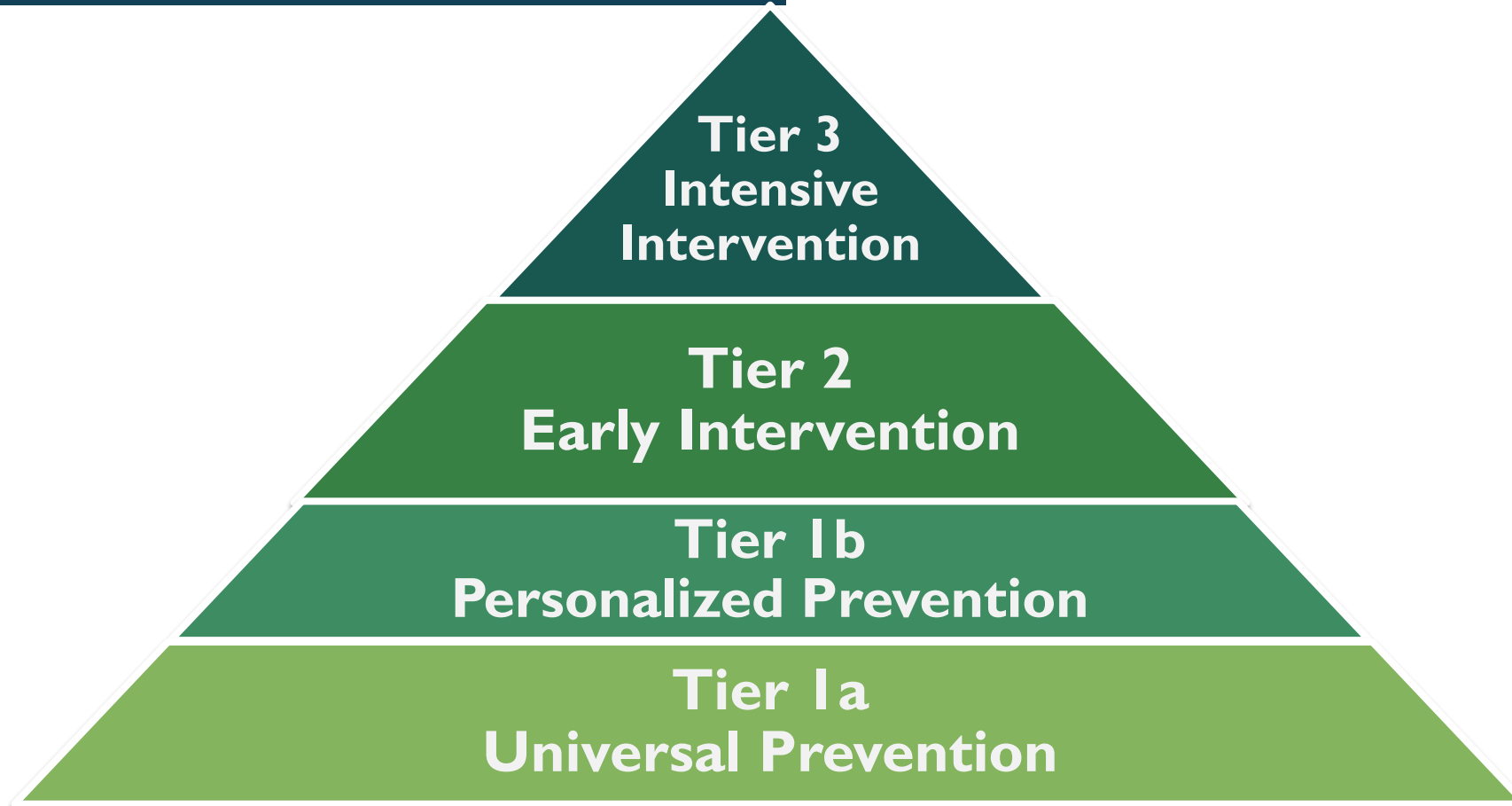


Use Data to Identify and Address Inequities

- a) Analyze data for chronic absence prior to closure, plus contact, connectivity, engagement and participation data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.
- b) Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors and how they might be addressed.
- c) Determine how to address unequal access to resources.



Use Data to Support An Integrated Multi-tiered System of Support





Need to Define Flags to Activate Additional Support

	Early Warning Flags
Tier 1b Personalized Prevention	What triggers a more personalized preventive check in? (e.g. I missed interaction, I missed assignment) Who provides this? Teachers?
Tier 2 Early Intervention	What triggers more ongoing sustained early intervention ? (e.g. Multiple missed interactions over a week or month, 2 missed assignments) Who is involved in outreach and support? Attendance staff? Counselors? Nurses? Others depending upon need for intervention?
Tier 3 Intensive Intervention	What triggers intensive intervention? (e.g. Loss of contact?) Who is involved in outreach and support? Social Workers? Staff of public agencies, etc.?



Focusing on the Transition to Support School Staff, Students and Family

1. Assess and Expand Mental, Behavior, and Emotional, and Health Supports

- Begin the work in Summer
- Behavioral and emotional health for school staff, warm welcome for staff
- Focus on trauma informed strategies to promote wellness and support for staff, families, and students

2. Examining Student and Family Data

- Begin the work prior to the beginning of the school year
- Reflect on what has been learned from families about needed resources such as food, counseling, housing assistance, internet, and other learning materials etc.
- Expand data analysis to include prior to COVID-19 chronic absence along with information about student participation with remote learning

3. Develop Re-Engagement Strategy

- Begin the work prior to the beginning of the school year
- Re-engagement activities that are welcoming for all students and families
- Targeted supports for vulnerable students and families
- Establish or strengthen two-way communications with students and families

4. Welcoming, Restorative, and Trauma Informed School Culture

- Begin the work during the first two weeks of school explicit restorative practice activities for all students and staff
- School plan in place agreed upon activities and staff roles and responsibilities
- Intensive supports for students for whom data show require additional re-engagement strategies



During transition to Prek/K, it will be even more important to:

- a) Forge strong partnership with families through clear communications, support for immediate needs (food, shelter and safety etc.), and easy-to-use resources to support learning at home.
- b) Offer health supports including access to needed health care, immunizations, handwashing campaigns, etc.
- c) Help families to develop regular routines whether preschool/school is blended or in person
- d) Take a trauma sensitive/informed approach