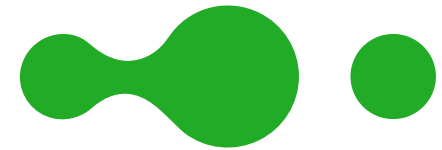


Strategies to Support Improved Attendance

Module 3

Objectives

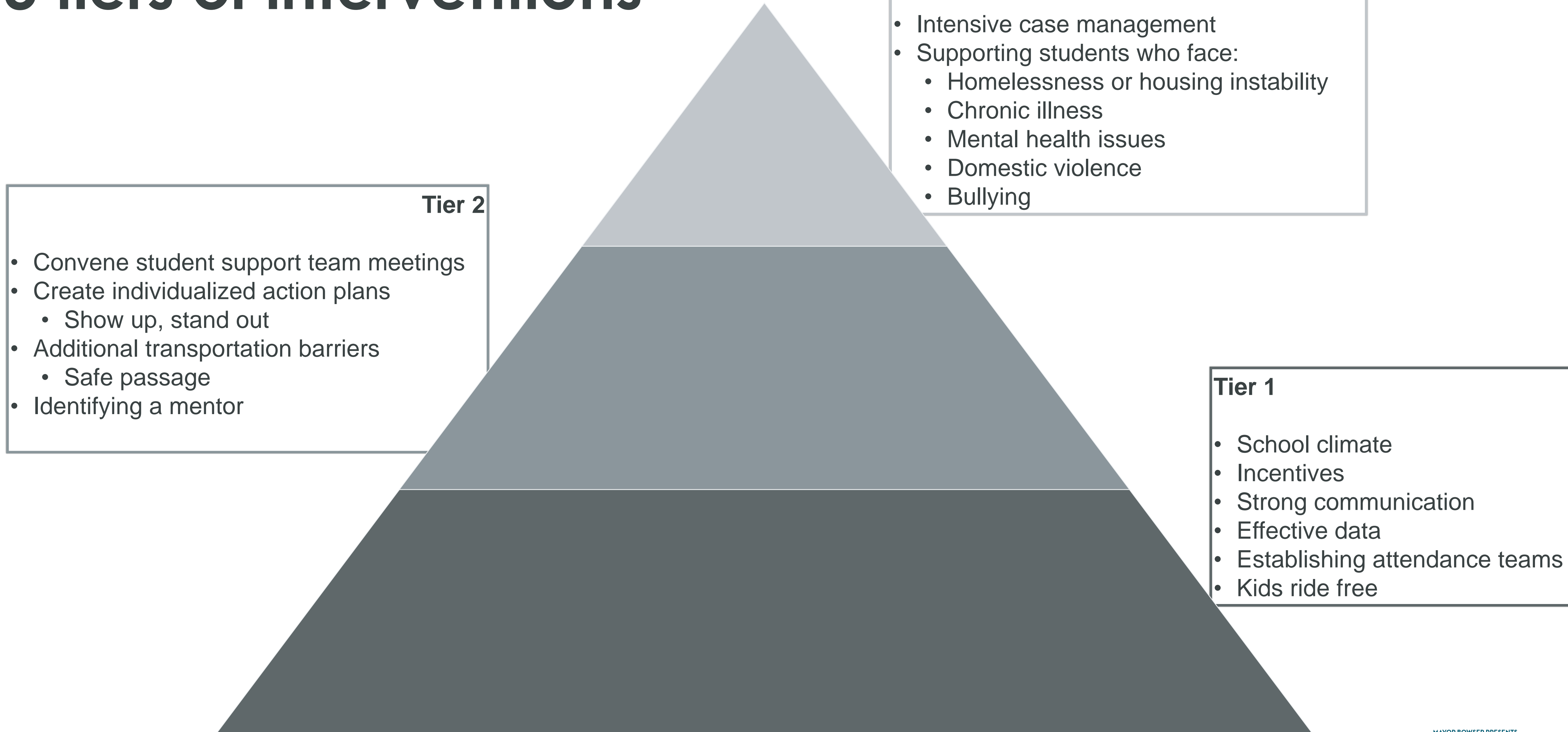


Participants will be able to:

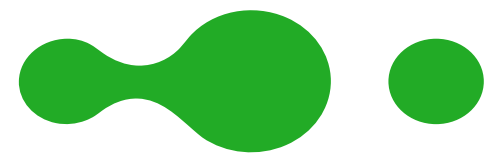
- Understand what a "tiered response" to attendance looks like.
- Identify strategies to support improved attendance at each tier level.
- Engage additional tools for ensuring interventions are successful.



3 tiers of interventions



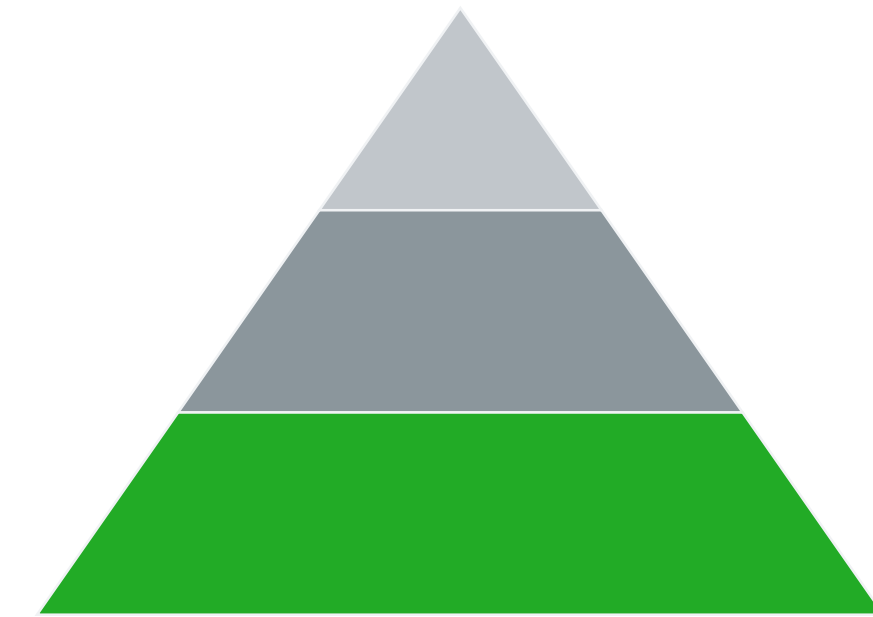
Tier 1 interventions



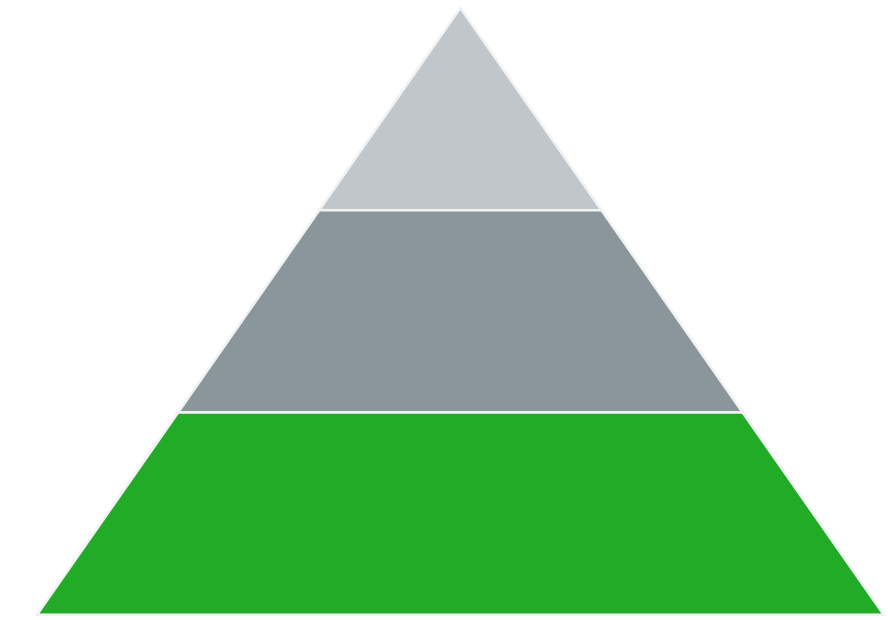
Tier 1 interventions support strong attendance for ALL students.

Evidence-based examples of Tier 1 strategies include:

- Creating an engaging school and community climate
- Recognizing good and improved attendance
- Establishing strong communication practices
- Establishing attendance teams
- Collecting data in a meaningful, usable way
- Providing transportation (Kids Ride Free)



Tier 1: Creating an engaging school and community climate

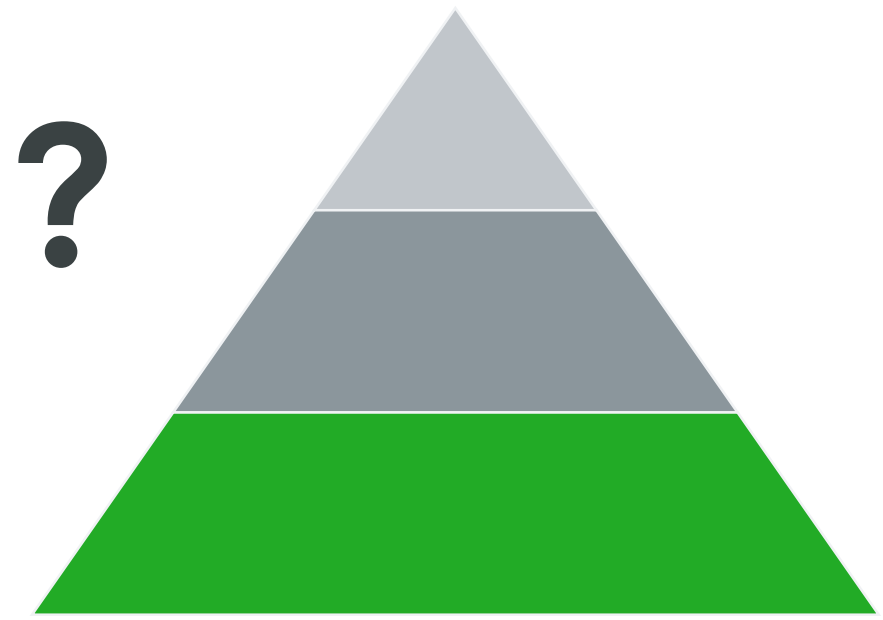


To impact student attendance, it is important that schools develop a culture that promotes a sense of safety, respect, and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they have missed school.

An engaging school and community environment might include:

- All adults greeting children and families at drop-off
- Educators taking roll in a caring and sensitive manner
- Using supportive/culturally responsive teaching or engagement practices
- Consistent follow-up from a range of adults, such as school nurses following up with a student after they were out sick
- Community members wishing students a good day at school or asking about their day

Spotlight: What makes a school welcoming?



Hear from a School Leader

Maisha Riddlesprigger

Principal, Ketcham Elementary School

Hear from a Teacher

Alycia Jackson

Teacher, Ballou High School

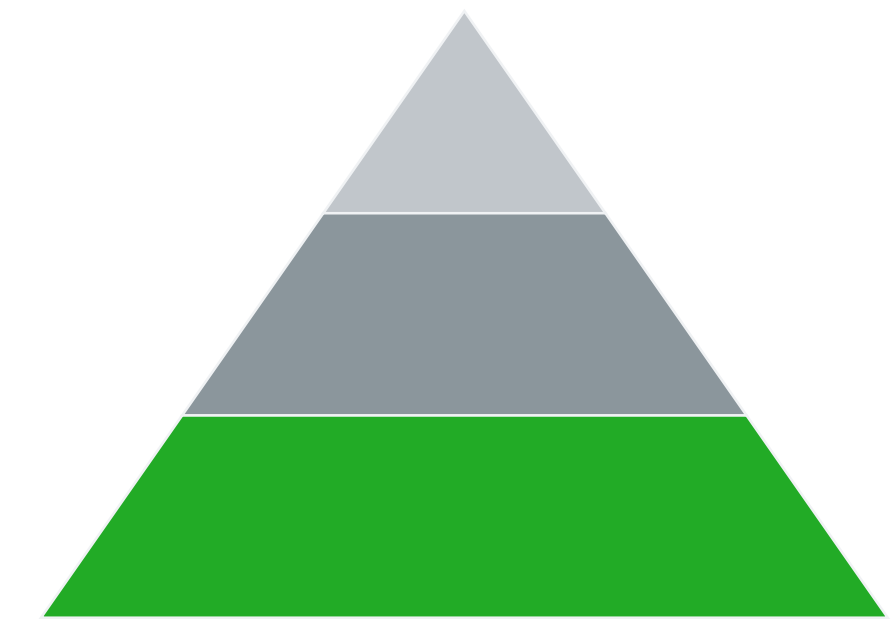
Hear from a Student

Pamela Harrington

Student, Eastern High School



Tier 1: Recognizing good and improved attendance



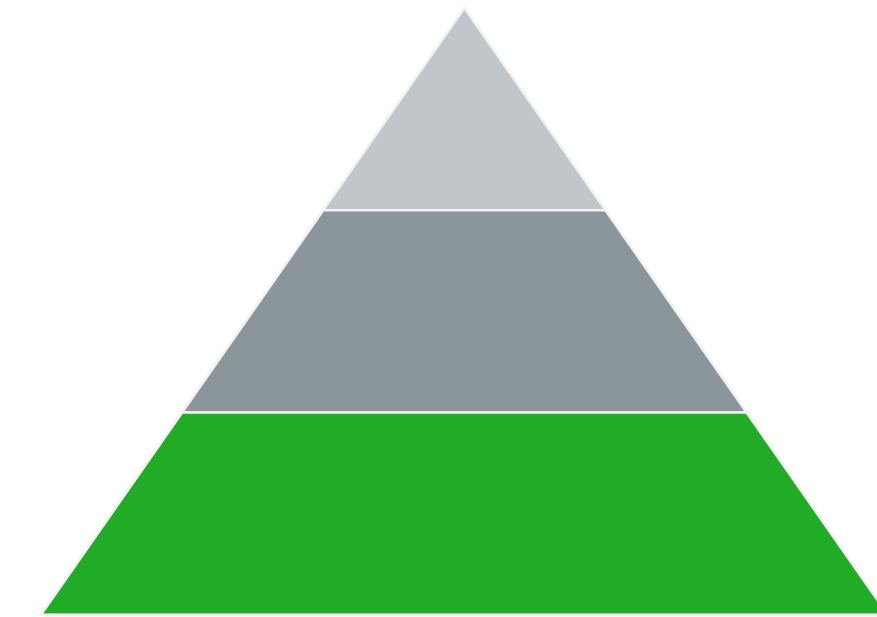
It is also important to recognize when a student is succeeding in attendance, whether that be celebrating great attendance, or celebrating great improvements.

For example, during the year, E.L. Haynes Public Charter School noticed a pattern of low attendance on Mondays, Fridays, and days before or after a holiday. Here is how they created systems for recognizing attendance:

- To increase their middle school attendance rate in spring, they announced a "Spring Forward to Excellent Attendance" competition to staff, students, and families after winter break.
- Students and teachers had the opportunity to earn incentives (individual, grade level, school-wide) every month. To reinforce the importance of "Every Day, On Time" attendance, incentives included \$10–15 gift cards, dress-down passes, and a Day Dance.

After creating these schoolwide systems for recognizing attendance, E.L. Haynes Middle school saw nearly two percentage points of growth in sixth and seventh grade!

Tier 1: Establishing strong communication practices

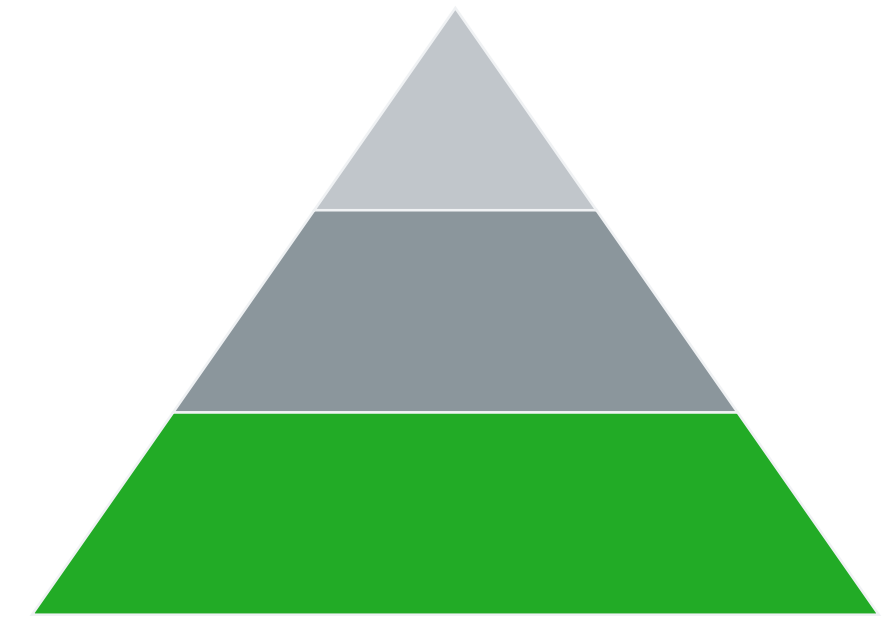


Schools and other youth-serving organizations should have a welcoming and engaging environment with open lines of communication. Partners should emphasize the importance of building relationships with families and of going to class every day.

Schools and partners can use back-to-school letters, social media, texts, and phone calls to communicate when school starts, attendance policies, and student absences. But communication and engagement should happen consistently and regularly, and should not *just* be tied to attendance matters. Call when a student had a great day at school, or when they accomplish something in an area of challenge.

In Module 4, we will get into some concrete tools around communication and family engagement.

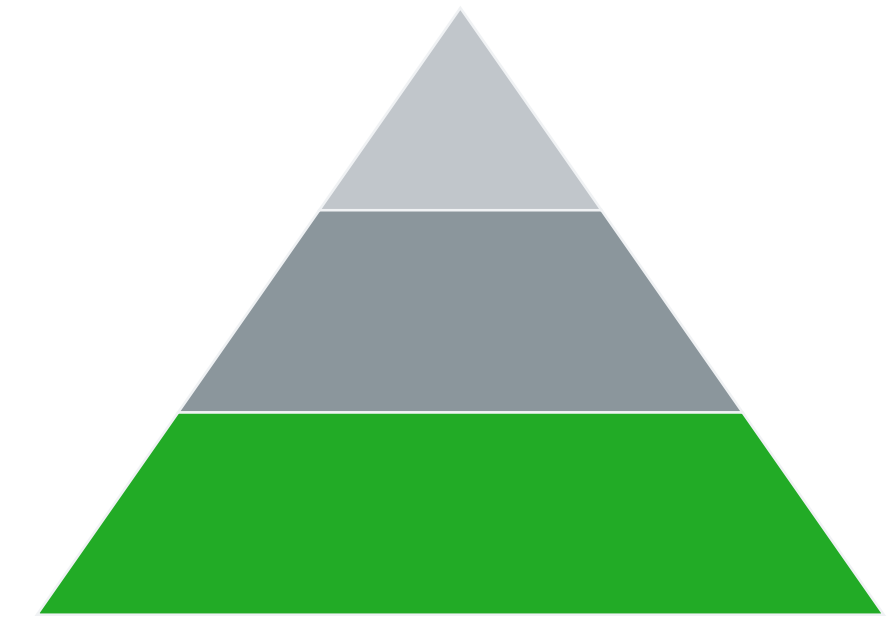
Tier 1: Collecting data in a meaningful way



In previous modules, we covered how attendance is tracked in D.C. It is critical that data on attendance is comparable, transparent, and secure. Moreover, it's important that we are displaying and using data in a meaningful way, with the goal of improving attendance! Data should be usable, interpretable, and should be a blueprint for improvement.

- **Comparable:** Data should be collected and corrected (if necessary) daily, with clear and consistent definitions. Attendance data is most useful when it is up-to-date. This can inform interventions and identify trends early on by making students, classes, and points in time comparable.
- **Transparent:** Transparent data must be accessible to all stakeholders in a timely fashion. Having transparent data can help partners know how to allocate limited resources and identify problems for early intervention. Whether it is a bulletin board for use by school attendance teams, a tracker on a classroom wall, or a graphic sent home to parents, make sure that data is presented in a meaningful way that helps students and adults take actions like targeting resources or setting goals.
- **Secure:** Secure data is protected in response to the FERPA. Always make sure data on individual student absences is secure.

Tier 1: Attendance teams (1 of 4)

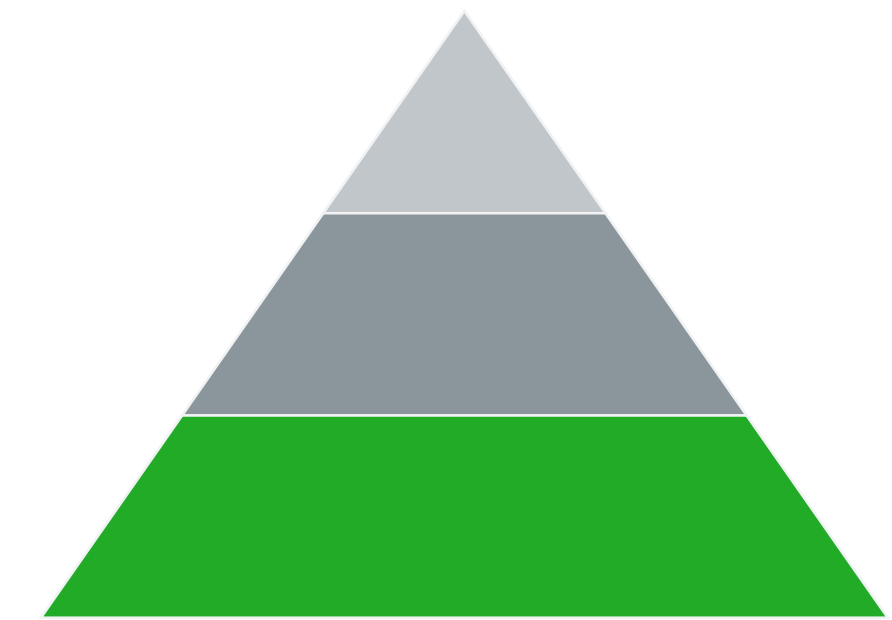


An attendance team is a team of staff members focused on monitoring and improving student attendance. Teams are usually school-based, but could also form in other organizations with access to student-level attendance.

Attendance teams have a twofold responsibility:

- They are charged with looking at individual students who are chronically absent or at risk of becoming chronically absent and creating a plan to ensure that those students' needs are met using all available resources.
- They are responsible for monitoring what is happening overall for all students and student subgroups at a site.

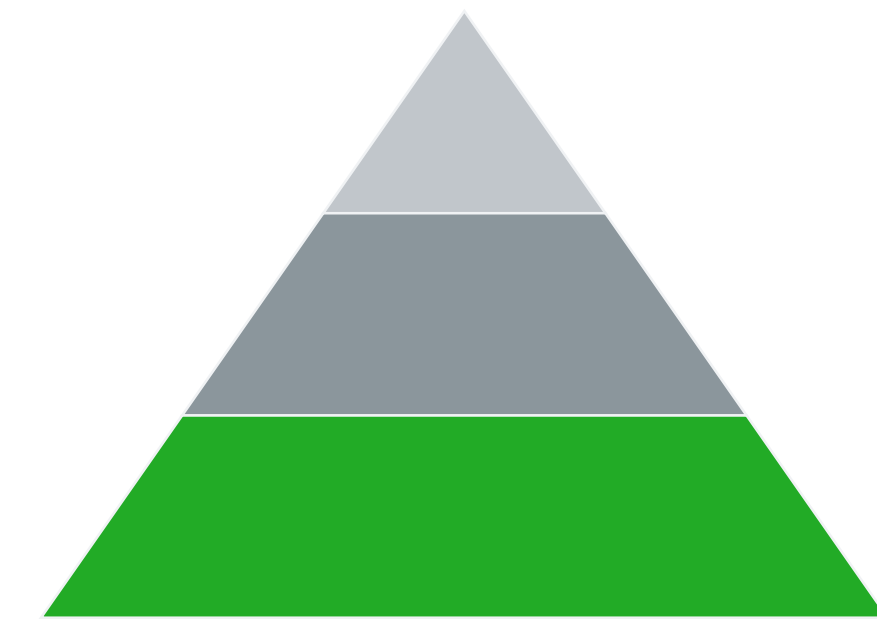
Tier 1: Attendance teams (2 of 4)



Many stakeholders participate in attendance teams. Some key roles on an attendance team include:

- **Leader:** A designated chairperson/facilitator.
- **Data guru:** Someone with a deep understanding of your attendance data.
- **Attendance counselor:** Familiar with policies, school plan, and student needs.
- **Social worker:** Someone who understands students' socio-emotional needs.
- **Teacher:** Brings the classroom perspective.
- **Community school liaison:** Manages partnerships and can bring needed resources.
- **Nurse:** Brings perspective on how health issues impact attendance.
- **Attendance clerk:** The first person a student who is absent or late encounters.
- **Homeless liaison:** As appropriate to assist homeless families and students.
- **Community leaders:** Can help with reaching out to students and their parents, as well as offering resources for overcoming barriers to attendance.
- **Parent and student:** Critical to bringing parent/student perspectives to the table.

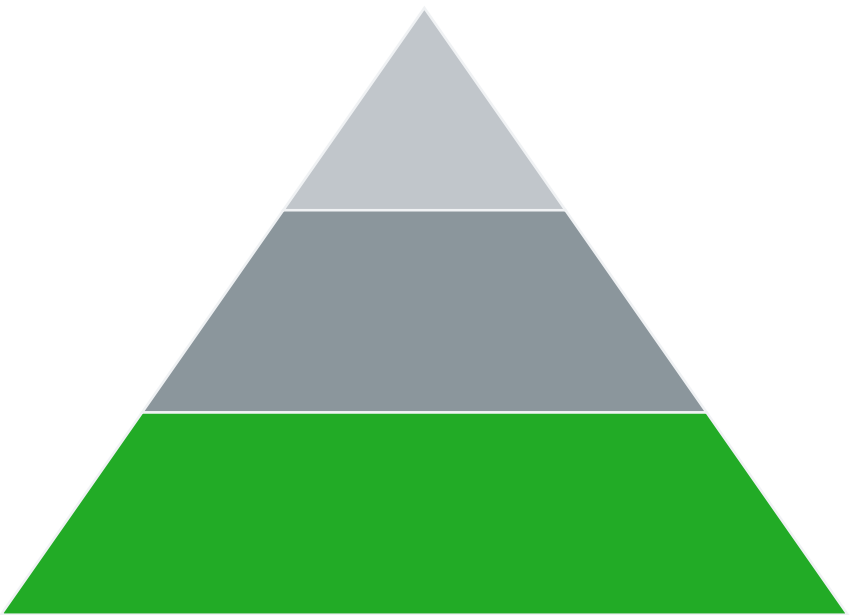
Tier 1: Attendance teams (3 of 4)



At the school level, attendance teams:

- Communicate the importance of attendance to the entire school staff and articulate how each staff member can support the attendance team and help students who are chronically absent.
- Work with the administration to establish positive expectations for good attendance with students and their families.
 - This includes creating a culture of attendance and defining what happens when a student misses school.
 - This may include tiered interventions to provide needed support as well as consequences.
- Examine trend information and unusual attendance trends and patterns every quarter.
- Compile data across individual students and multiple data sources to unpack common barriers to attendance and then forge partnerships to address those challenges.
- Assess the impact of programmatic efforts such as attendance incentives on reducing rates of chronic absence.

Tier 1: Attendance teams (4 of 4)



Here is a sample agenda of what an attendance team meeting might look like:

Minutes	What?	Who?
:0–:05	Meeting kickoff: Greetings; team check-in; restatement of team intention; reminder of meeting purpose; review of SMART goals.	Leader
:05–15	Weekly data review: Schoolwide trends; students with challenges; students who’ve shown improvement.	Data guru
:15–:30	Intervention discussion: What interventions have staff tried in the past week?; What worked and what didn’t?; What additional resources are needed?	Social worker or counselor
:30–:40	Culture-building: Status update on activities the school has implemented to work toward a culture of attendance improvement.	Attendance clerk
:40–:45	Next steps: Capture and review action steps for the week ahead; align those next steps to SMART goal(s).	Leader

Tier 1: Providing transportation (Kids Ride Free)



If we want to ensure students are in school every day, it's critical to make sure that basic needs experienced by all students—such as free transportation to and from school—are met. Kids Ride Free (KRF) ensures that cost is not a barrier to D.C.'s students.

The KRF program allows students to ride for free on Metrobus, the DC Circulator, and Metrorail within the district to get to school and school-related activities. To be eligible, students must be:

- a resident of the District of Columbia,
- between the ages 5 and 21, and
- enrolled in an elementary or secondary public, private, charter or parochial school located within the district; or a "Ward of DC" through the Foster Care System.

For full details on KRF, including important changes that make it easier to receive and use KRF metro cards, visit:

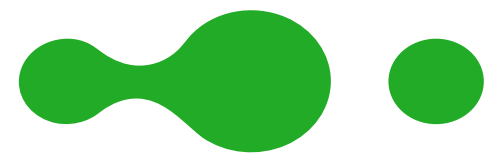
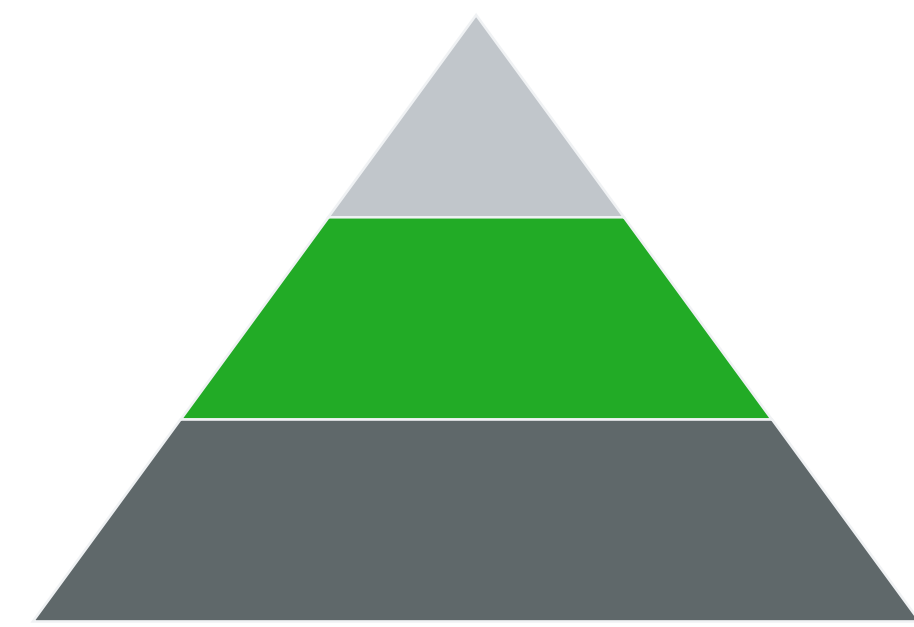
<https://ddot.dc.gov/page/school-transit-subsidy-program>

Tier 2 interventions

Tier 2

- Convene student support team meetings
- Create individualized action plans (Show Up, Stand Out)
- Additional transportation barriers (Safe Passage)
- Identifying a mentor

Tier 2 interventions

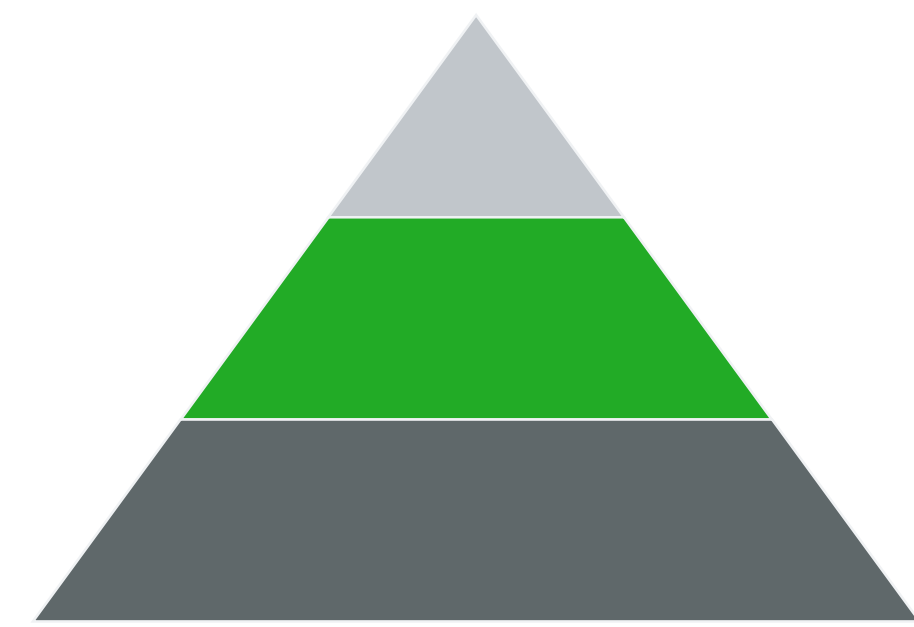


Tier 2 interventions recognize that some students face additional challenges and barriers to arriving at school on time, every day. These interventions are tailored to meet individual student needs, and include strategies for identifying and addressing specific obstacles.

Examples of Tier 2 interventions include:

- Convening student support team meetings
- Creating individualized attendance plans (e.g., SUSO)
- Resolving specific transportation barriers (e.g., Safe Passage)
- Identifying a mentor

Tier 2: Student support team meetings (1 of 2)

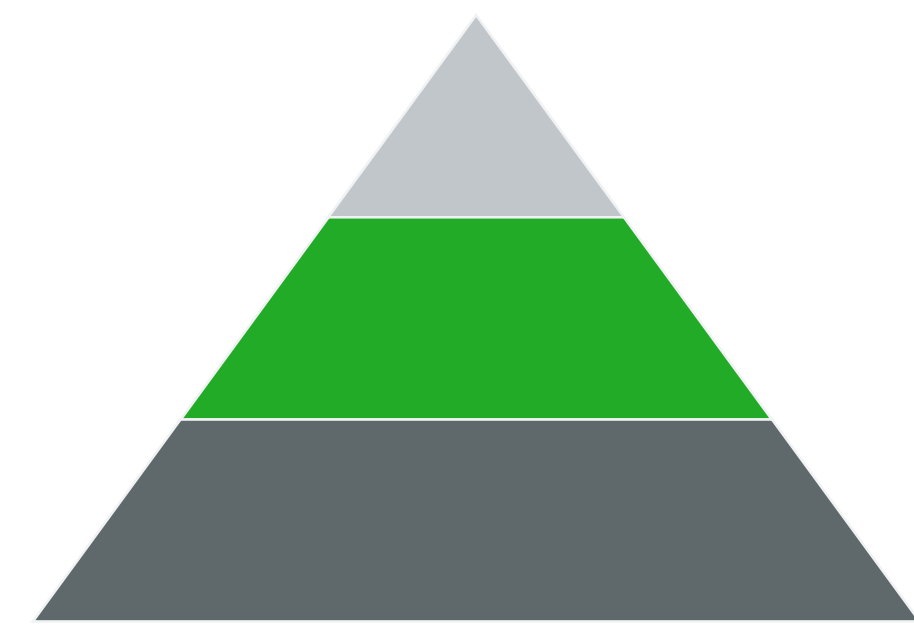


While school level attendance teams set a schoolwide plan, student support team meetings operate at the individual student level.

The goal of these meetings is to understand the barriers that are unique to a particular student and devise a game plan—one that includes action by teachers, students, parents, administrators, and attendance counselors—to work toward improved attendance. These meetings are also an opportunity to provide students with the additional resources and supports they may need to improve attendance.

Tier 2: Student support team meetings

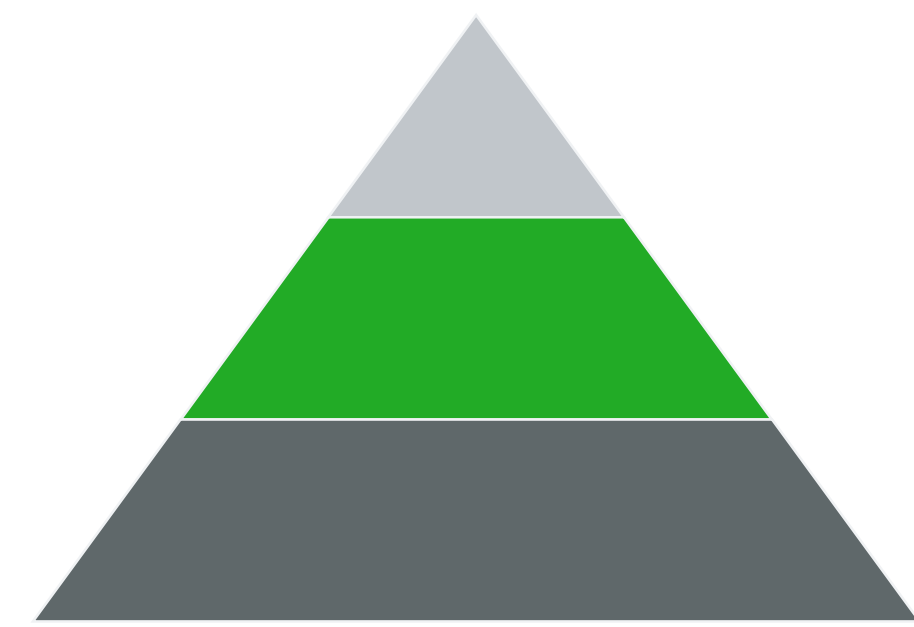
(2 of 2)



These teams engage individual students and families directly about their attendance and may perform the following roles:

- Review and address the student's attendance and determine the underlying cause for the unexcused absences .
- Communicate and collaborate with the student's parent or guardian.
- Communicate and collaborate with the student's existing IEP team, if applicable.
- Provide timely responses to student absenteeism.
- Make recommendations for academic, diagnostic, or social work services.
- Use school and community resources to improve the student's attendance, including referral to a community-based organization where needed.
- Develop and implement an individual attendance plan in consultation with the student and their parent or guardian.
- Follow up constantly, consistently, and with good communication strategies.

Tier 2: Creating individualized attendance action plans (1 of 2)



Tier 2 strategies also include creating attendance action plans for students that face particular or additional barriers to daily attendance. These are tailored plans that get to the root of absenteeism for individual students.

Student support team meetings are a great way to create and follow up on individualized action plans to address specific student barriers.

Tier 2: Creating individualized attendance action plans (2 of 2)

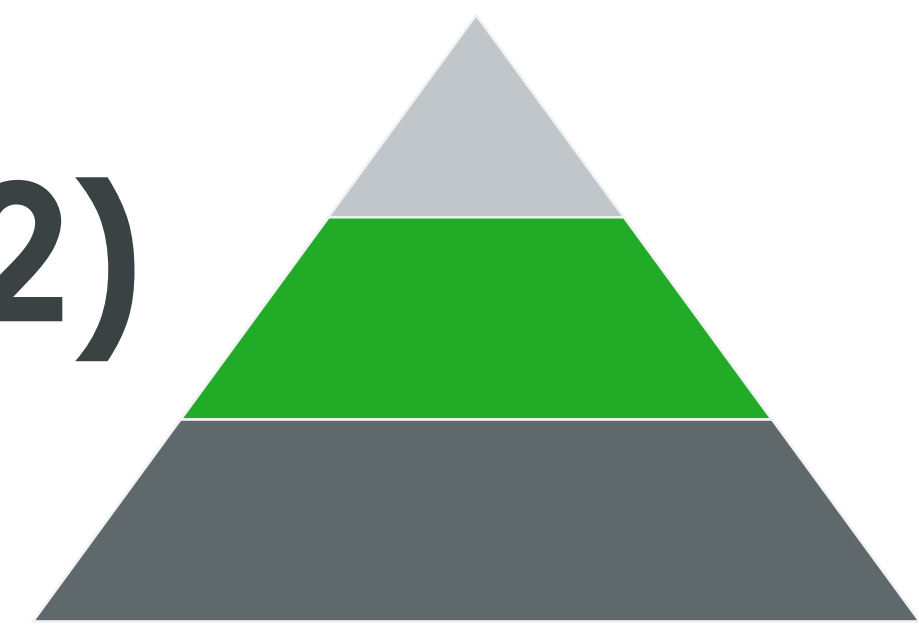


Show Up, Stand Out

Show Up, Stand Out is a program provided by the Office of Victim Services and Justice Grants to help parents and families get their children to school on time every day. The program partners with a large number of public schools in D.C. to offer families one-on-one supports that reflect their student's unique attendance challenges.

After five unexcused absences, a student's school will make a referral to the Show Up, Stand Out team for support. The team member will sit down with the student's parent to listen and help make an individualized attendance plan that will set up the student for improvements in attendance.

Tier 2: Specific transportation barriers (1 of 2)



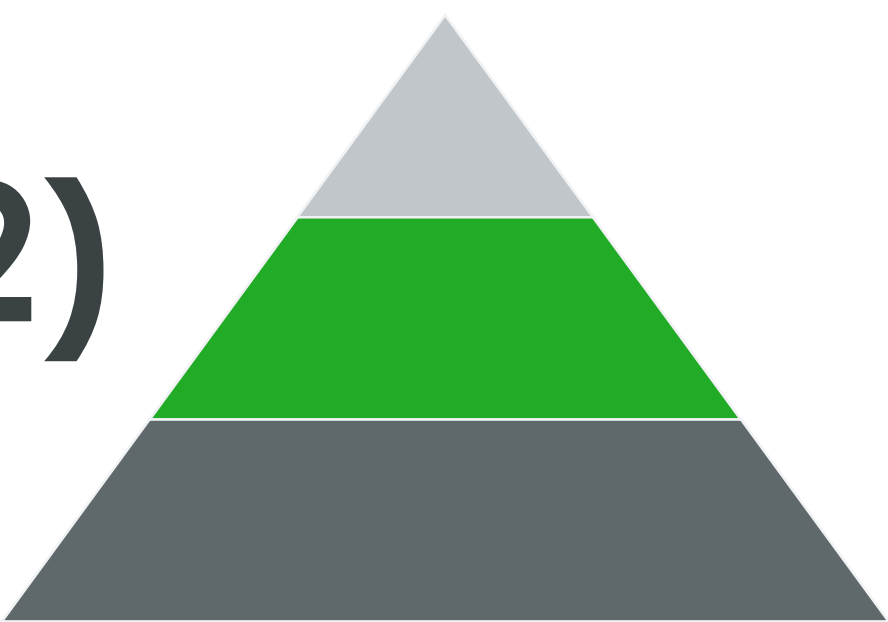
Safe Passage

For Tier 1 strategies, we discussed Kids Ride Free, which provides every student in D.C. with a Metrocard to make sure they can go to and from school. However, even with the card in hand, we know additional barriers exist for student commutes, including the issue of safety.

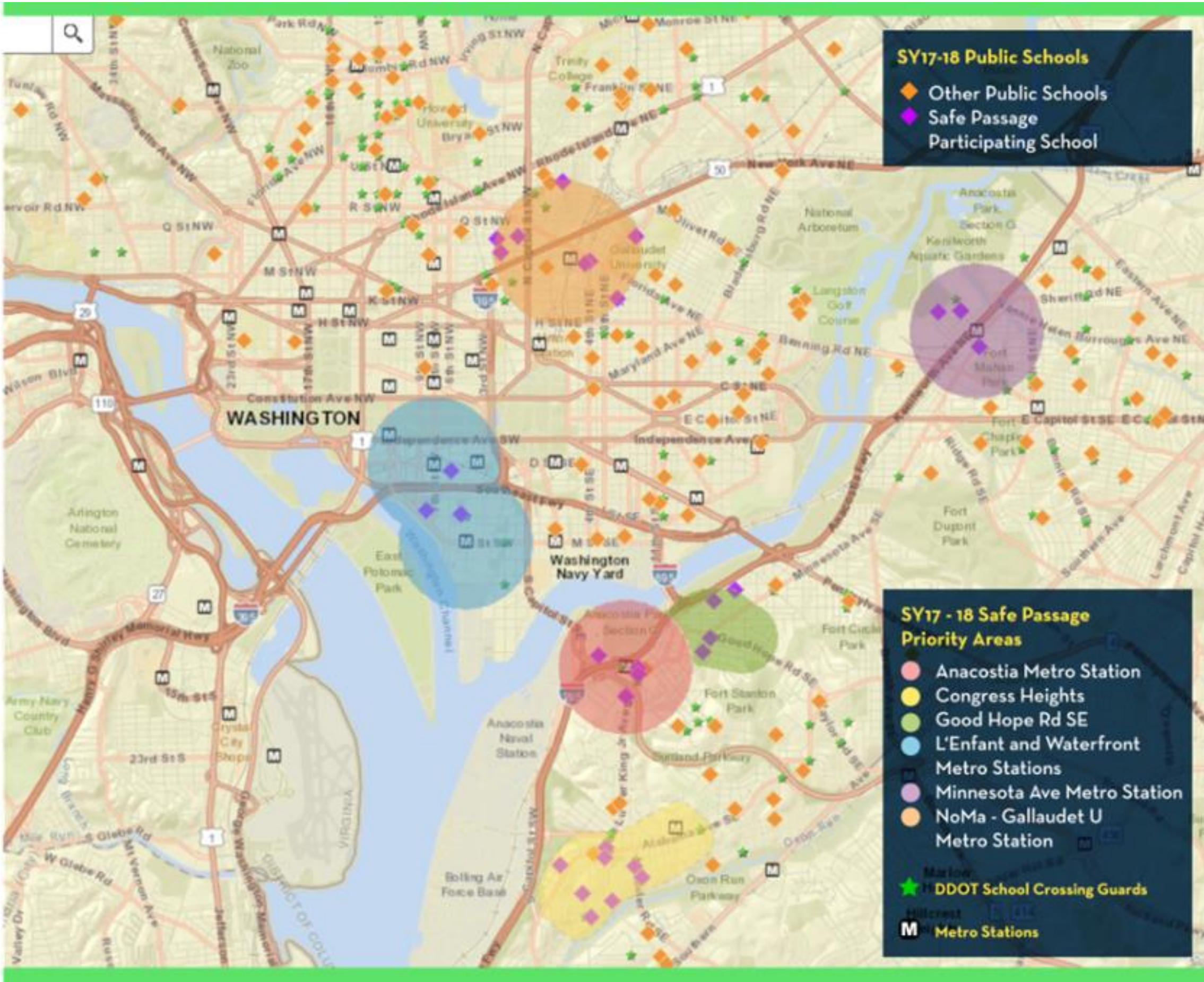
Safe Passage is a D.C. program that works to further ensure that students can travel to and from school safely every day. Through Safe Passage, we hone in on specific areas across the city that need additional attention and work to reduce transportation barriers faced by students in specific communities and routes. On these routes you might see school, community, and law enforcement officials or crossing guards working in a coordinated way to make sure students feel safe.



Tier 2: Specific transportation barriers (2 of 2)



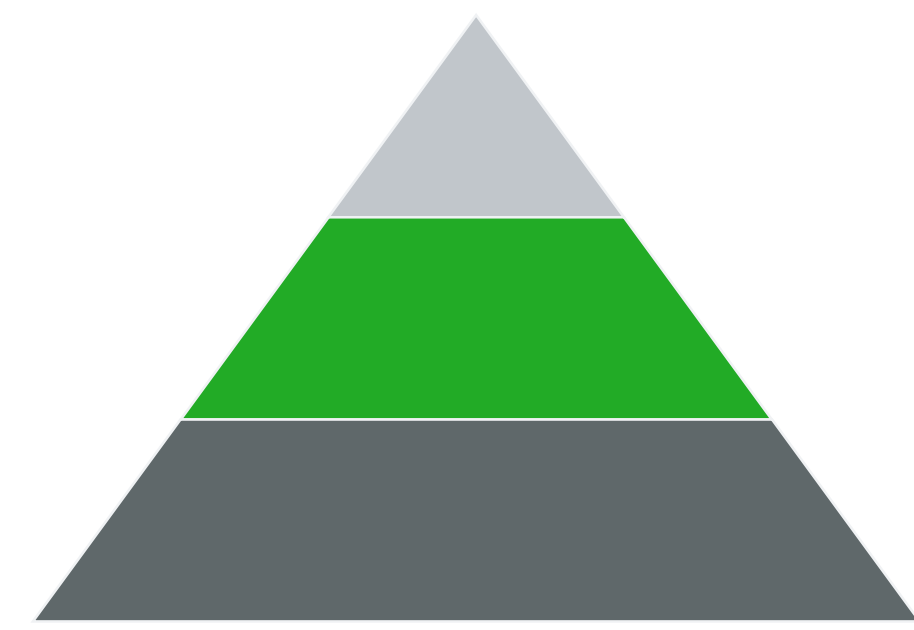
Current Safe Passage focus areas



For more details on Safe Passage:

<https://dme.dc.gov/safepassage>

Tier 2: Identifying a mentor



When a student begins showing signs of chronic absenteeism, ensuring that an adult is regularly checking in through mentorship or another sustained relationship with the student is critical.¹ Students with mentors have been found to have fewer unexcused absences from class than students without mentors.

To create a successful school- or organization-based mentorship program, consider starting small with a specific group of students and expand as you learn what works best in your school or organization.

Spotlight on Success

Eastern Senior High School's 100 MORE (Mentoring Others, Raising Expectations) provides opportunities for young men to mentor one another and find a mentor in an adult in their life, with many school-based staff participating in the mentor role. Through service learning opportunities, international and domestic travel, empowerment conferences, and professional workshops, students are motivated to lift up others and to strive for success as leaders in their communities.

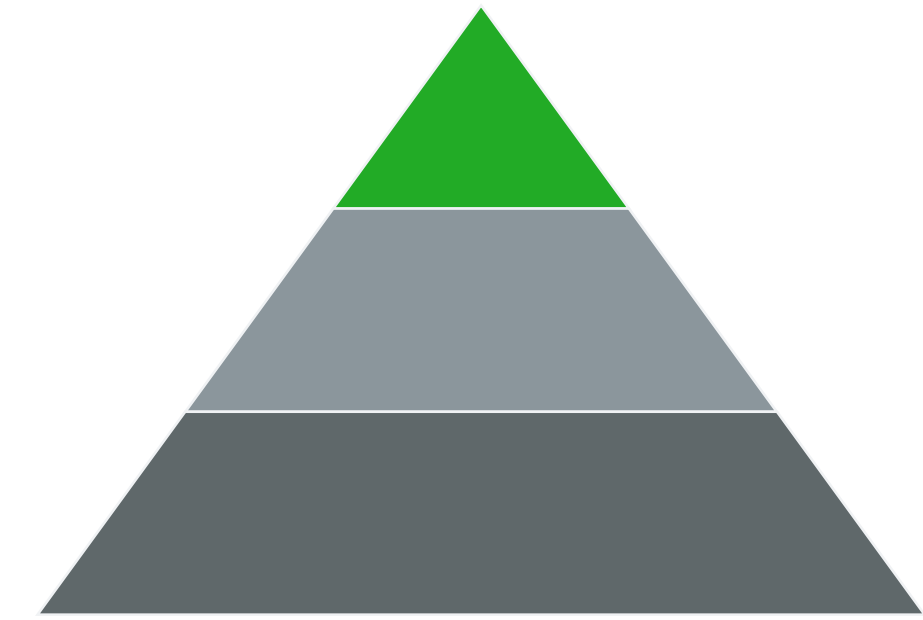
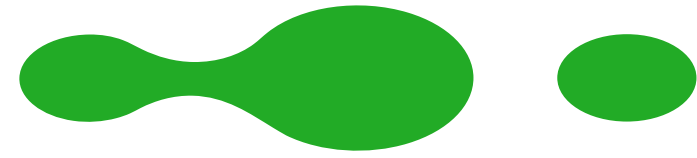
¹Tierny, Grossman, Resch, 2000; Herrera, Grossman, Kauh, Feldman, McMaken, & Jucovy, 2007

Tier 3 interventions

Tier 3

- Intensive case management
- Supporting students who face:
 - Homelessness or housing instability
 - Chronic illness
 - Mental health issues
 - Domestic violence
 - Bullying

Tier 3 interventions

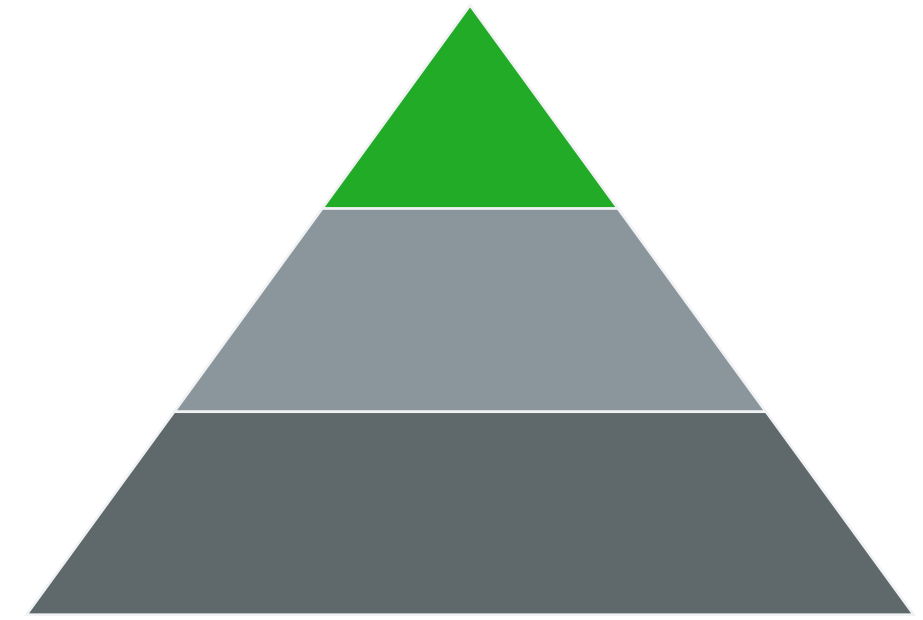


Tier 3 interventions are appropriate for students at the highest level of chronic absenteeism, and students who face some of the toughest barriers to school attendance. These interventions often require interagency response and sometimes legal intervention.

Circumstances that may require Tier 3 interventions include:

- Intensive case management
- Homelessness or housing Instability
- Chronic illness
- Mental health needs
- Domestic violence
- Bullying

Tier 3: Intensive case management



When a student's absenteeism has reached fifteen unexcused absences or the student has committed another act that is criminal because of their age (such as running away), support for the student's and their family could include a referral to the Department of Human Services' (DHS) Parent and Adolescent Support Services (PASS) Program.

- PASS is an early intervention voluntary program that works with youth ages ten through seventeen committing status offenses (skipping school, running away from home, violating curfew, and/or being extremely disobedient), and low-level delinquency offenses when accompanied by a status offense.
- Referrals to the program can be made by any concerned individual.

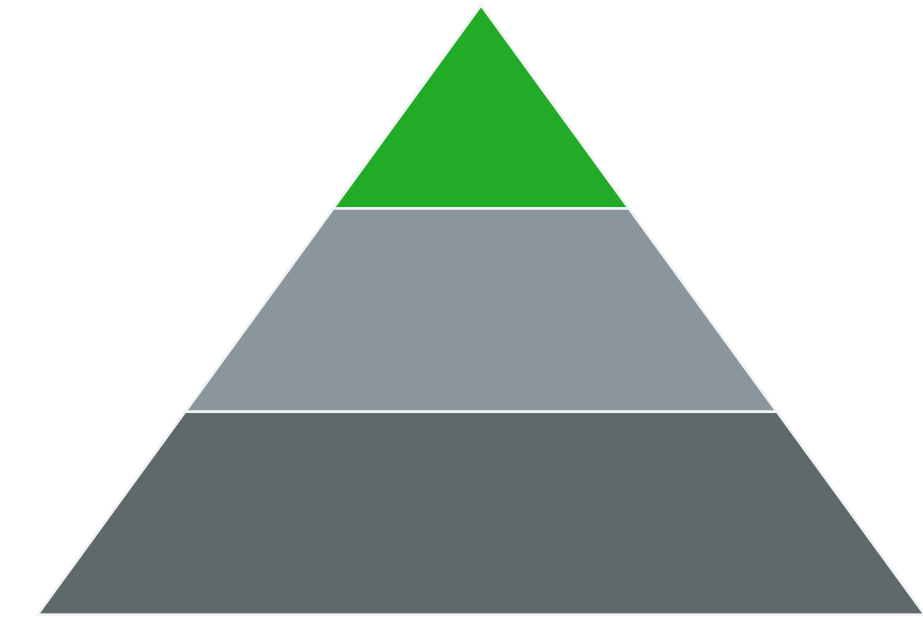
PASS provides the following services:

- Youth and family assessments
- Intense case management (in-home and out-of-home) for approximately 3–6 months
- Linkage to various services such as therapy, mentoring, after-school programming, and parenting resources

Parents/guardians and the youth must commit to participating in the case planning process and in recommended services.

- The referral form can be found here: <https://dcgov.seamlessdocs.com/f/PASSREFERRAL>

Tier 3: Supporting homeless youth (1 of 3)

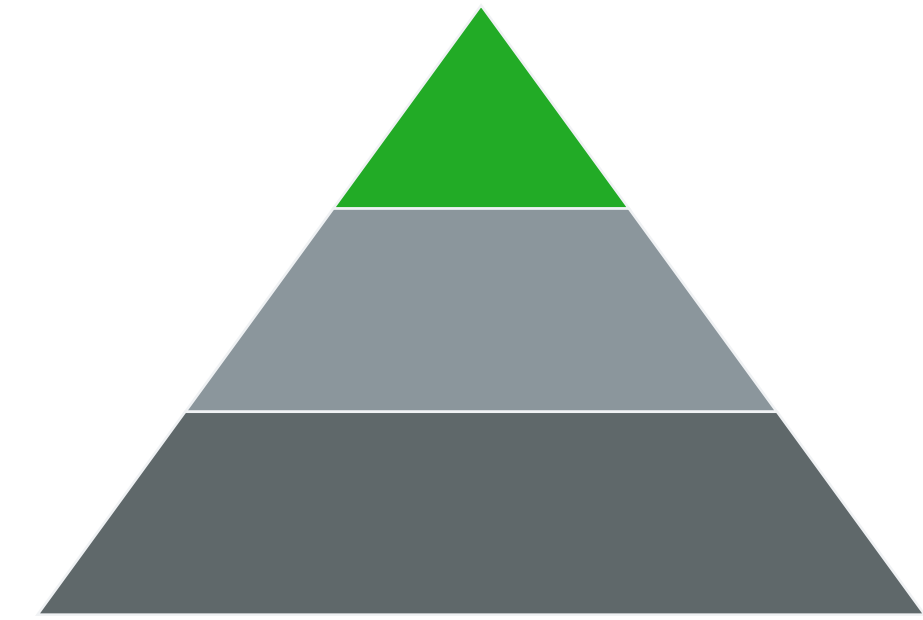


The McKinney-Vento Homeless Assistance Act (MKV) defines homeless children as “individuals who lack a fixed (permanent), regular, and adequate (acceptable) nighttime residence.” This can mean a number of things, from living out of a car unsheltered, to living in a multi-family home doubled up, to living sheltered in emergency or transitional shelters, hotels, motels, trailer parks, or campground—all of which present specific challenges.

The McKinney-Vento Homeless Assistance Act Includes targets improvement around the following themes:

- Identification
- School stability
- School enrollment
- Support for academic success
- Child-centered, best-interest decisionmaking

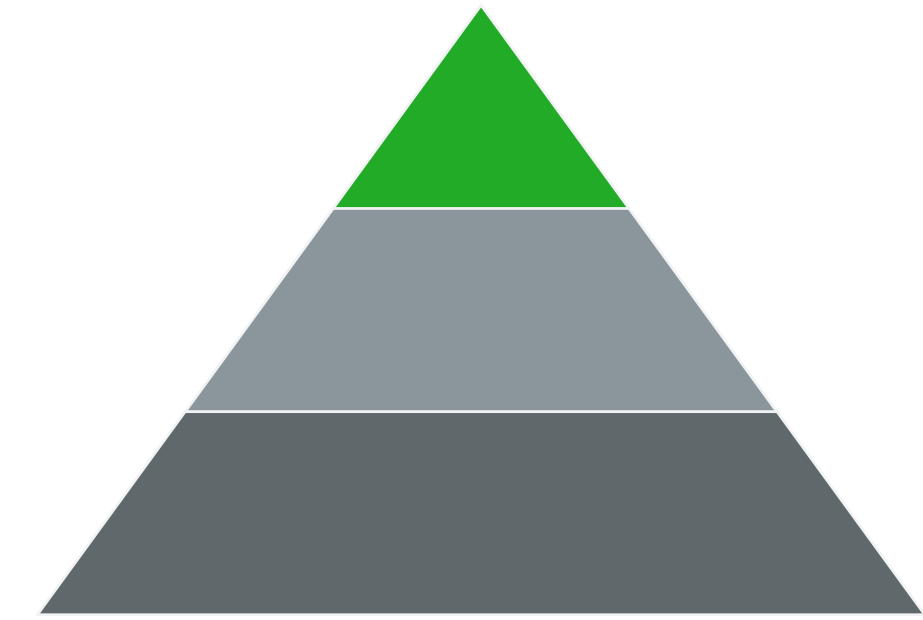
Tier 3: Supporting homeless youth (2 of 3)



Specific attendance barriers that homeless youth and families face might include:

- Access to transportation
- Long commutes due to distance from school
 - Homeless students have the right to remain at their school of origin no matter what, and data trends show that students experiencing homelessness overwhelmingly opt to do so, leading to multiple-transfer commutes that can be several hours long.
 - These longer commutes can be especially difficult for younger children and for the parents of younger children, both in terms of cost and time commitment for parents. This difficulty is especially important due to the fact that the vast majority of students experiencing homelessness are infant/toddle- aged or Elementary School-aged.
- Constant changes in school of enrollment
 - Homeless students also have the right to re-enroll in the nearest school to where their family is currently residing.

Tier 3: Supporting homeless youth (3 of 3)



Resources for Homeless Youth

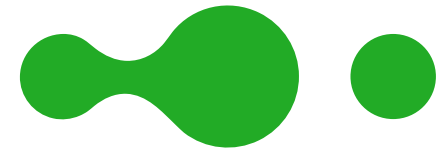
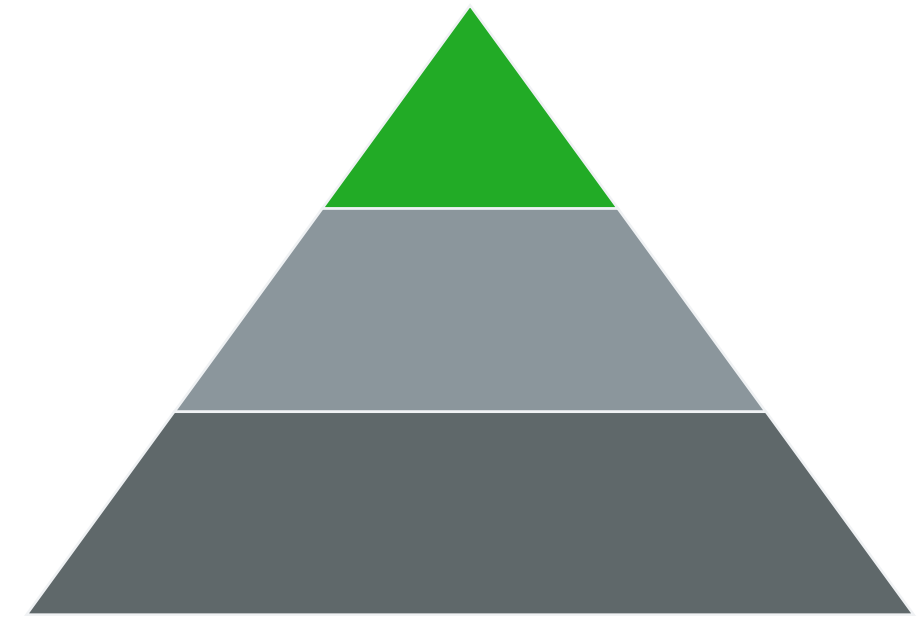
OSSE provides a compiled list of resources to support homeless youth [here](#).

Homeless Liaisons

Additionally, homeless families are entitled to a number of services, including the assistance provided from a homeless liaison.

- Every school, as per federal mandates, has a designated local homeless liaison to help families with enrollment, make educational decisions, and provide support to families experiencing homelessness. Once a homeless youth enrolls in a school, they are assigned a specific liaison.
- Homeless liaisons work to set up transportation to and from the school. To help student tackle that obstacle, consider working with students and families on an individualized basis to provide several supports, including funding and plans for transportation to and from school. These liaisons may also provide support in: (1) obtaining needed school supplies, (2) ensuring students receive free school meals, and (3) assisting with medical, dental, and other health services.
- You can find a list of homeless liaisons [here](#).

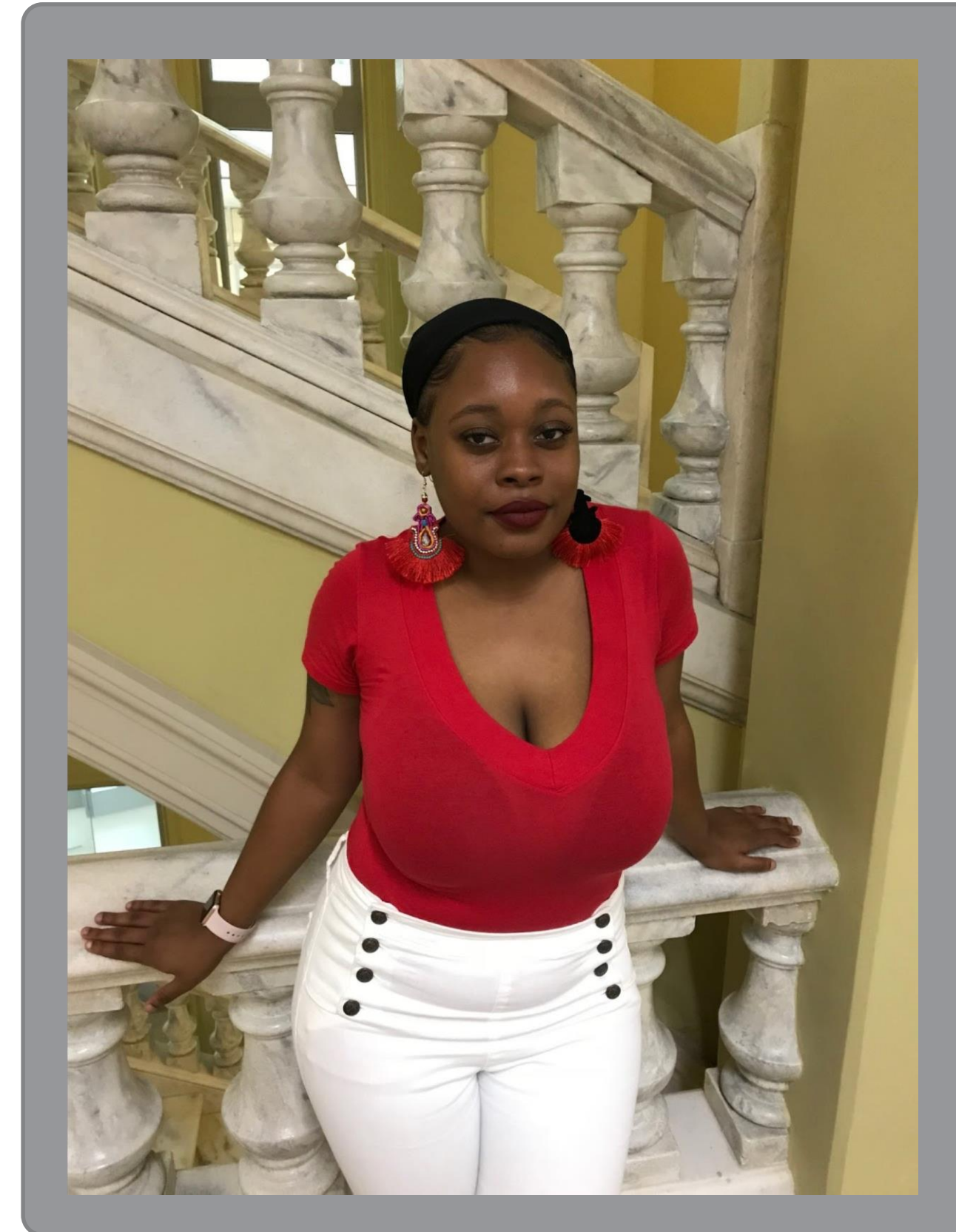
Spotlight: Barriers to student attendance



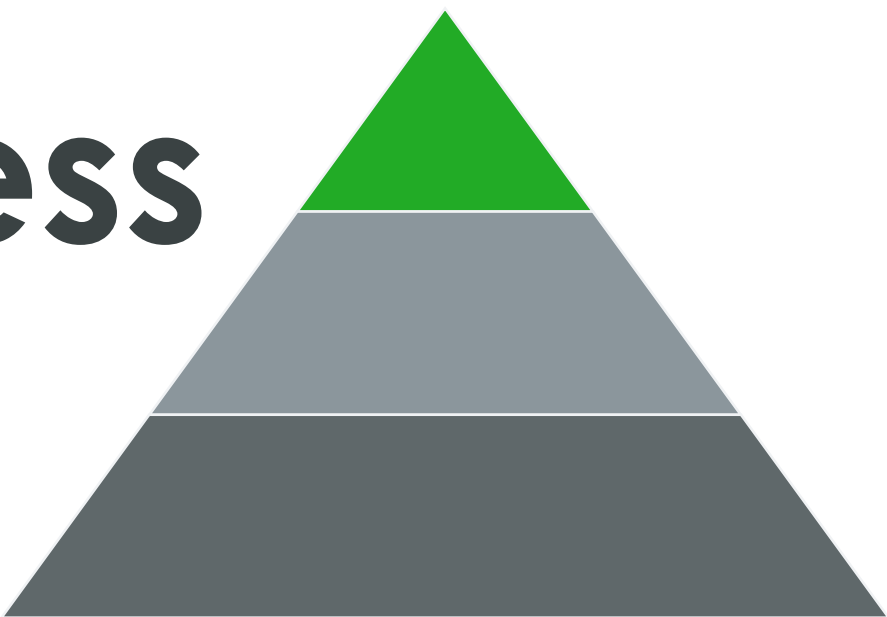
Pamela Harrington

Student, Eastern High School

Student Representative, Every Day Counts! Task Force



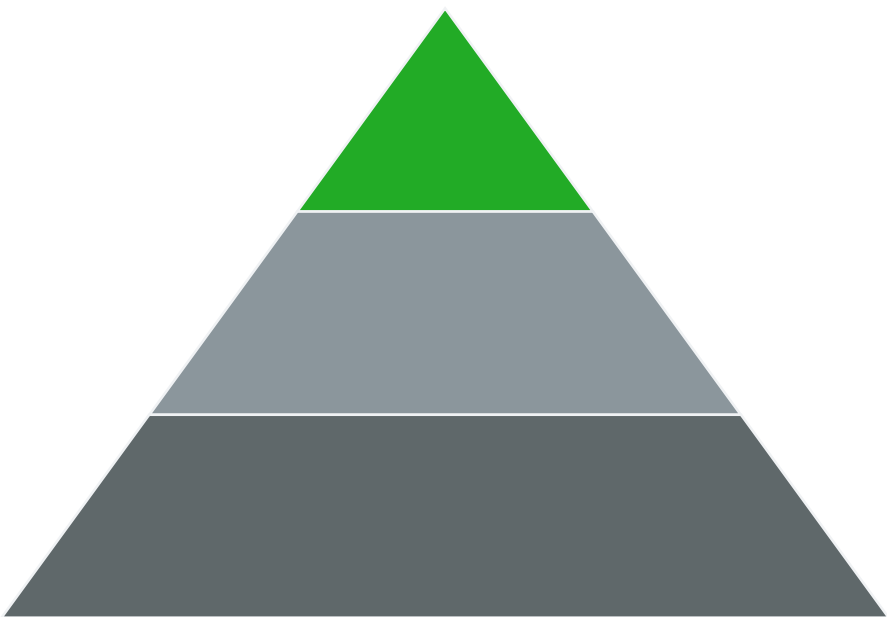
Tier 3: Supporting students with chronic illness



Students who are chronically ill face specific barriers to attendance. The following resources in D.C. can help support students or families struggling with chronic illness to ensure that they can make it to school each day—however, another good starting point for students is a conversation with their school nurse.

Healthy Youth Resource Guide	https://osse.dc.gov/healthy-youth-resource-guide	Assists users to identify youth serving organizations, which offer sexual health services and other care within the district.
Department of Health (DOH) Infants, Children, Teens and School Health	(202) 442-5925 https://doh.dc.gov/service/infants-children-teens-and-school-health	Works to ensure that youth are equipped with the tools and services to make them successful in home, school and communities.
DC Healthy Families (Health Insurance)	(202) 639-4030 https://dhcf.dc.gov/service/dc-healthy-families	Provides free health insurance to D.C. residents who meet requirements for D.C. Medicaid.
Office of Health Care Ombudsman and Bill of Rights	(202) 724-7491 https://healthcareombudsman.dc.gov	Provides assistance to uninsured D.C. residents regarding matters pertaining to their healthcare coverage.
Asthma: Children’s National IMPACT DC	(202) 476-3970 https://childrensnational.org/departments/asthma-impact-dc	Works to improve asthma care and outcomes for children through clinical care, education, research, and advocacy.

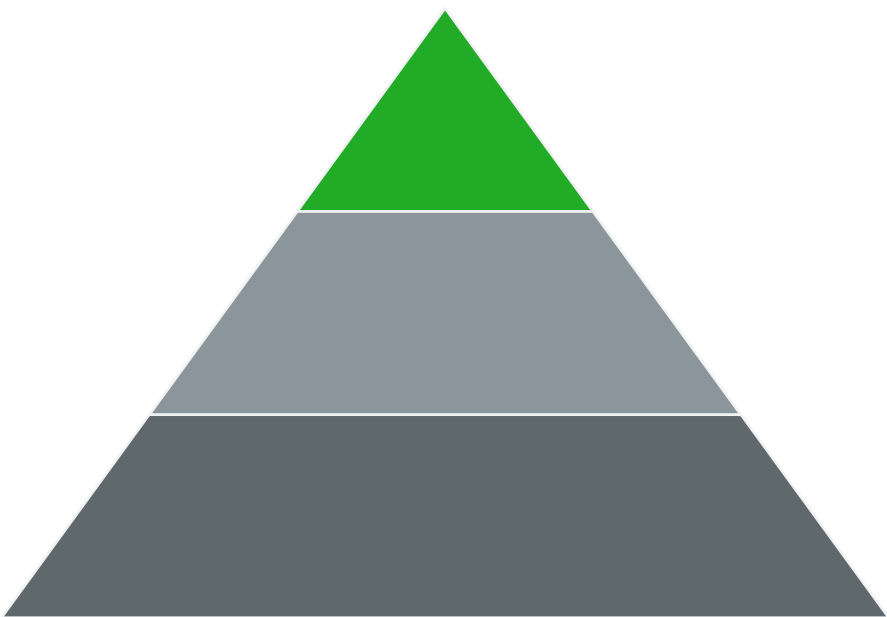
Tier 3: Supporting students with mental health needs



According to national data, mental health is a top reason why students are chronically absent. Researchers describe mental health conditions, such as depression and anxiety, as key reasons for school aversion. Further, children with learning disabilities and emotional disturbances that receive services at school have higher rates of absenteeism. The following resources in D.C. can help support students with mental health barriers—however, another good starting point for students is a conversation with their school counselor or social worker:

DBH Resource Hub	https://dbh.dc.gov/page/behavioral-health-resource-directory	Online directory of mental health and substance youth services.
DBH Child Youth Ombudsman Program	202-698-2329; 202-671-4035	Assists parents, guardians, and youth with challenges related to behavioral health needs.
Access Helpline	1-888-7-WE-HELP (1-888-693-4357) www.dbh.dc.gov	Emergency psychiatric care.
Emergency Psychiatric Services	202-673-9319 https://dbh.dc.gov/service/emergency-psychiatric-services	Comprehensive emergency psychiatric care.
Children and Adolescent Mobile Psychiatric Services	202-481-1450 https://www.catholiccharitiesdc.org/ChAMPS/	Immediate on-site assistances for children and youth ages 6–21 facing mental health challenges.

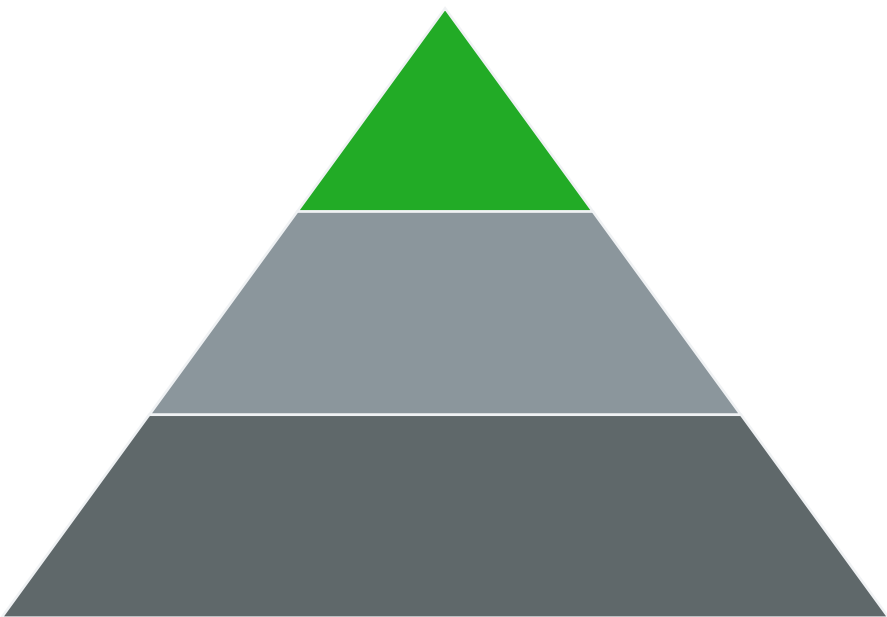
Tier 3: Supporting students who have experienced domestic violence



The experience of domestic violence, and the trauma it create, can have broad impact on student success, including their ability to show up to school daily. The following resources in D.C. can help support students exposed to domestic violence:

National Domestic Violence Hotline	(800) 799-SAFE (7233) https://www.thehotline.org/	The hotline is the only 24/7 center in the nation that has access to service providers and shelters across the U.S.
Domestic Violence Intake Center	NW: (202) 879-0152 SE: (202) 561-3000	Provide intake services for victims of domestic violence.
24-hour Shelters, Hotlines and Counseling	House of Ruth: (202) 667-7001 x 217 My Sister’s Place: (202) 529-5991	Provide shelter and counseling for victims of domestic violence.
Financial Assistance	Crime Victims Compensation Program: (202) 879-4216	Provide financial assistance for victims of domestic violence.
Legal Assistance	American University: (202) 274-4140 AYUDA: (202) 387-0434 Bread for the City: (202) 265-2400 SAFE: (202) 879-7857	Provide legal assistance for victims of domestic violence.

Tier 3: Supporting students who have experienced bullying



Bullying increases the risk of depression, aggression, and aversion to school, all of which can impact student attendance. The following resources in D.C. can help support students experiencing bullying, to ensure that they can make it to school each day:

Citywide Youth Bullying Prevention Program	bullyingprevention@dc.gov https://ohr.dc.gov/page/bullyingprevention	Provides resources and monthly editorials to support schools, parents and community partners in bullying prevention.
Youth Bullying Prevention Task Force	https://ohr.dc.gov/bullyingprevention/taskforce	The task force is made up of various key DC stakeholders focused on citywide bullying prevention.
Bullying Prevention Awareness Month	https://osse.dc.gov/page/bullying-prevention-awareness-month	October is Bullying Prevention Awareness Month. This OSSE website provides national and regionally focused resources to support stakeholders in bullying prevention.

Tools to support successful interventions

Interventions are best carried out when they are grounded in empathy and anchored in smart, intentional goals.

To further support successful interventions:

- Practice **empathy**, and use the specific tools of empathy interviews, to support interactions with students and families during interventions at every tier.
- Use **SMARTe goals** to ensure that your interventions are planned responsibly and carried out effectively.

These strategies help to ensure we better understand the root problems that cause student absence and are working toward results that are achievable.

Tools to support successful interventions

Empathy

Empathy is the ability to step into someone else's shoes. It helps us set aside our own assumptions about the world and gain insight into another person's life. To empathize, we must listen. This takes hard work, endurance, and persistence.

The easiest way to gain empathy is through immersion, repetition, and direct experience with the students or parents you're striving to understand.

Tools to support successful interventions

Empathy Interviews (1 of 3)

An empathy interview is...

- a structured, open-ended conversation with a student, family member, or community member.
- meant to uncover barriers to student attendance.
- focused on putting yourself in someone else's shoes.

To conduct an empathy interview effectively:

- Confirm your interviewing truths.
- Begin the conversation with a focus on identifying the root problem.
- Engage in a discussion of possible solutions only once an agreed-upon root problem is identified..

Tools to support successful interventions

Empathy Interviews (2 of 3)

Confirm your interviewing truths.

1. Rely on patience, understanding, and feelings, rather than knowledge—empathy lies at the core of a successful interview.
2. Frame your interview as a safe space, leaving personal biases and assumptions at the door.
3. Listen more than you speak, allowing your interviewee time to reflect before s/he responds to your questions.
4. Read between the lines by separating your interviewee's behavior and facial expressions from her/his verbal feedback.
5. Ask open-ended questions; yes/no does not help us grow!
6. Avoid suggesting answers to your questions.
7. Encourage stories—stories offer a lot about your interviewee's life experience and shed light on how s/he sees the world.
8. Get comfortable with silence.
9. Look for patterns across interviews and take note of similar themes.
10. Thank your interviewee.

Tools to support successful interventions

Empathy Interviews (3 of 3)

Identifying the Problem you want to solve using the 5 Whys.

5 Whys is an iterative technique used to explore the root cause underlying a particular problem. With a foundation of empathy, spend time locating the source of the attendance-related obstacles specific to each student.

- Write down the specific problem told to you from students or parents. Writing the issue helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.
- Ask the parents/student to describe why the problem happens and write the answer down below the problem.
- If the answer provided doesn't identify the root cause of the problem that you wrote down in Step 1, ask Why again and write that answer down.
- Loop back to step 3 until you are all in agreement that the problem's root cause is identified. This may take fewer or more times than five Whys!

Now you're ready to start talking about solutions together.

Tools to support successful interventions

SMARTe Goals (1 of 2)

Whether you are convening your school's attendance team or conducting empathy interviews, make sure to work SMARTe!

- **S**pecific: What, how and why of my goal.
- **M**easurable: How will I know if I've met my goal?
- **A**chievable: Is my goal possible?
- **R**elevant: Is this the right time to focus on this goal?
- **T**ime-bound: What is my established completion date?
 - **E**xtra-credit: What staff do I need?

Tools to support successful interventions

SMARTe Goals (2 of 2)

Let's Workshop This Goal: Improve student attendance for students.

S: Be more specific!

- Improve student attendance for students by five percentage points through implementing an attendance competition.

M: Can we measure that?

- Improve student attendance by reducing the percentage of students who are chronically absent by five percentage points through implementing an attendance competition.

A: That looks like a lot!

- Improve student attendance by reducing the percentage of at-risk who are chronically absent by five percentage points through implementing an attendance competition.

R: Yep, this is in our attendance team plan.

- No change! Improve student attendance by reducing the percentage of at-risk students who are chronically absent by five percentage points through implementing an attendance competition.

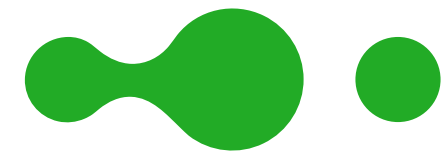
T: By what timeline?

- Improve student attendance by reducing the percentage of at-risk students who are chronically absent by five percentage points in the month of April through implementing an attendance competition.

E: But who will do this?

- Improve student attendance by reducing the percentage of at-risk students who are chronically absent by five percentage points in the month of April through implementing an attendance competition led by the chairs of each grade level.

Stop and jot



Come up with a draft SMARTe goal that tackles student absenteeism. Pick out the specific components that make the goal SMARTe.



Additional resources

<https://attendance.dc.gov/page/educators>

<http://awareness.attendanceworks.org/resources/count-us-toolkit-2018/>

<http://awareness.attendanceworks.org/resources/count-us-toolkit-2018/can-identify-help-students-poor-attendance/develop-strategies-address-common-barriers/>

<http://www.attendanceworks.org/research/homelessness/>

<https://ddot.dc.gov/page/kids-ride-free-frequently-asked-questions>

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https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Attendance%20and%20Truancy%20Resources%20%28Parent%20Notice%29.pdf.
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- “Show Up Stand Out How Our Program Works,” *Office of Victim Services and Justice Grants*.
<http://www.showupstandout.org/how-it-works/>.

**This online
resource was
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