



Advancing Student Success By Reducing Chronic Absence

Bridges to School (Phase I Summer)

This grid offers examples of strategies that can promote attendance through the summer and into the fall. It is organized using a [tiered support system](#). The examples included are meant to inspire your thinking about what you might do in your own school or district as part of a Bridges to School attendance plan. For each activity, you might specify who is responsible for leading and how to measure results of the strategy.

	Strategies for Creating a Bridge to School	How to Prepare	Special Considerations
Foundation	<p>Create welcoming programming for all students and families that begins prior to the first day of school. Programming can include virtual and/or in-person meet and greets, picnics, resource fairs, and other activities that help build relationships and community.</p> <p>-----</p> <p>Provide virtual and in person demonstrations of protocols that schools will use to keep the classrooms healthy and safe. Consider using the video created by Kaiser Permanente.</p>	<p>Create a committee of school staff, families and partners who will help to plan for the return to school.</p> <p>-----</p> <p>Create videos and short lessons to teach expected behaviors, such as when and how to wear masks, wash hands and eat meals.</p>	<p>Put in place specialized activities for transition grades (those students new to your school) that provide students the opportunity to visit the school in advance of the first day, to meet school staff, learn the location of their classroom, and hear about the plans for the year.</p>

<p>Tier 1 Universal Prevention for all Students</p>	<p>Update and establish attendance and absenteeism protocols that ensure a graduated personalized response system for student absenteeism.</p> <p>Work with school staff to establish or strengthen restorative justice and practices for managing student behavior.</p> <p>Maintain relationships with summer program providers to ensure that bridge activities are shared with families in summer programming.</p> <p>Partner with summer program providers and community-based partners to implement bridging to school activities.</p> <p>The Wallace Foundation has created a toolkit to help get out the word on summer learning. Add your own attendance messaging.</p>	<p>Engage school staff in the development of updated protocols and provide training to all school staff on protocols for the coming year.</p> <p>Review existing discipline protocols with school staff and discuss implications for the protocols given the likelihood of increased anxiety, absenteeism, and student misbehavior as a result of disrupted schooling. Determine as a school how you will respond to, prevent and intervene when student behavior becomes problematic.</p>	<p>Ensure that updated protocols take a problem-solving relationship building approach. Covid-19 has exacerbated existing inequities, and pushed more families into precarious financial, health and housing situations, all of which can lead to an increase in absenteeism. Recognize absences as a sign that a family or student may be in need of outreach or support.</p>
<p>Tier 2 Early Intervention for Students who are missing 10%-19% of school (2-3 days a month on average)</p>	<p>Offer school readiness camps for students who did not participate in kindergarten or preschool in the prior year.</p> <p>Implement bridge programming, especially for students who experienced a high rate of absenteeism. Bridge programming should address both academic and social and emotional needs.</p> <p>-----</p> <p>Create and begin to implement a plan for gathering information about attendance barriers from students and families</p>	<p>Work with school partners and summer program providers to survey students and families. Develop a common protocol for gathering information so that it can be analyzed for patterns of information.</p> <p>-----</p> <p>Identify who on staff knows the student and family well and is in the best position</p>	<p>-----</p> <p>Have staff conducting outreach review the common barriers to attendance and caring conversations resources in order to prepare for the</p>

	<p>Ensure that each student (and their family) who is chronically absent is personally contacted by a member of school staff and that a connection is made.</p> <p>-----</p> <p>Ensure students who ended the prior school year chronically absent are assigned interventions for the first day of school that provide a personalized relationship.</p>	<p>to learn what is keeping the student from participating in school.</p> <p>-----</p> <p>Work with students and families when developing beginning of the year interventions to ensure that the interventions align with the specific needs of the students and their families to address barriers to attendance.</p>	<p>outreach. Create a system for documenting findings.</p>
<p>Tier 3 For students who are missing 20% or of school (4 or more days a month on average)</p>	<p>Conduct home visits to missing kids and their families to encourage enrollment for next year.</p> <p>Develop and put in place individual plans for students who were severely chronically absent. Provide academic, health, and social and emotional support to the student and their family as needed.</p>	<p>Include appropriate school, district, and agency partner personnel in supporting students and families with significant barriers to attendance. Personnel can include social workers, pupil personnel workers and student support staff.</p>	
Communication	What are we communicating about?	How will we communicate?	Special considerations
	<ul style="list-style-type: none"> * Back to school activities e.g., meet the teacher, find your locker, supply pick up, immunization clinics. * School health and safety plans. * Class schedules and teaching assignments. * Who families can go to if they need help. 	<ul style="list-style-type: none"> * Local government officials, public agencies and trusted messengers such as clergy can share information. * Letters and postcards in families' home languages. * Classroom or school e-newsletters. 	<p>Determine whether your families favor particular radio stations for PSAs.</p> <p>Identify places your families visit regularly, such as religious or</p>

		<ul style="list-style-type: none"> * Emails from the school, district, partners and parents. * Texts from teachers and school staff. * Through school apps. * Social media including posts on school, district and partner social media platforms and websites. * Host a Facebook live event. * Develop radio PSAs. 	community-based institutions, grocery stores and other places of gathering where information can be shared.
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