

Create Community at School (Phase III Fall)

	Strategies for Creating Community at School	How to Prepare	Special Considerations
Foundation	<p>Ensure families understand when school starts, the available learning options and the safety protocols to ensure a healthy learning environment. Ideally such information will help families show up on time on the first day of school, assess what learning option is best for their child and offer assurance that in-person learning is safe.</p> <p>-----</p> <p>Expand school capacity to promote social and emotional wellness and take a restorative approach to teaching and learning. This is especially important given the challenges facing family and school staff during Covid-19.</p>	<p>Districts can create information for schools to share with staff and families based upon resources offered by the Center for Disease Control, National Association of School Nurses, American Academy of Pediatrics and the insights of local public health agencies.</p> <p>-----</p> <p>Consider these resources offered by the Learning Policy Institute and the Resiliency in School Environments (RISE) from Kaiser Permanente.</p>	<p>Districts and schools should help families consider what learning option works best given the student's age; educational needs, including past experience with distance learning; and health situation.</p> <p>Students and families from communities hard hit by the pandemic are especially likely to need assurances about the health and safety protocols in place.</p> <p>-----</p> <p>A shift to a positive-problem solving and restorative response will be especially important in order to avoid further exacerbating educational inequities. Students living in poverty and from communities of color have</p>

	<p>This could include training staff in restorative practice, understanding implicit bias, adopting an asset based lens and techniques for self-care.</p> <p>-----</p> <p>Put in place or strengthen programming that establishes routines and rituals that start the day or week or are annual events or celebrations.</p> <p><u>Celebrate the school community visually, verbally and through events</u>, virtually or in person depending on the Covid-19 situation. Ideas include creating welcoming signs and photos, events and receptions, offering virtual and in-person school site tours, buddy and mentoring programs for students and families, etc.</p> <p>-----</p>		<p>already experienced disproportionately greater amounts of time in distance vs. in-person learning settings and have often experienced greater exposure to trauma and hardship from Covid-19. To be effective, school staff must be attuned to their challenges as well as their strengths and assets.</p> <p>-----</p> <p>Routines and rituals should be inclusive of the school community, its demographics and reflect cultural norms. Draw from low- or no-contact routines and rituals developed during distance learning.</p> <p>For in-person learning, consider using AW's Scan of Environment and Attendance Tool (SEAT) to observe and reflect on current school climate conditions and identify opportunities to promote a positive, affirming, warm and welcoming school climate and culture.</p> <p>-----</p>
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	<p>Send personalized welcome back packets to each student and family. Include messaging about the critical importance of attendance and information about what students will learn in the coming year. Introduce your staff and invite students and families to share about themselves.</p>	<p>We Are Teachers offers 27 Unique Ways teachers can introduce themselves.</p>	
<p>Tier 1 Universal Prevention for all Students</p>	<p>Conduct a survey of families to determine programming or resources that may be needed for a successful transition to school. Include an option for families to provide more information if they need personalized intervention.</p> <p>-----</p> <p>Incorporate key messages about the importance of attendance for achievement into all modes of communication, including newsletters, the school website, morning meetings, advisories, during family check-ins and at events. Be sure to explain what students are learning so families know what students are missing when they are absent.</p> <p>Ensure there is school-wide understanding of attendance taking protocols and referral process.</p>	<p>Review survey results and look for common barriers and trends in feedback to identify where the school or district can step-in with specific resources.</p> <p>-----</p> <p>Work with the school climate and culture committee to create a communication plan.</p>	<p>Utilize AW's messaging materials made available through the Attendance Awareness Campaign.</p> <p>-----</p> <p>Make sure that messages are inclusive of the entire school community and build on the unique characteristics of the families you serve when developing messaging and recognition at your school or district .</p> <p>Consider this resource from the UCLA Center for Mental Health in School to measure your school's transition supports.</p>
<p>Tier 2 Early intervention for students who missed 10%-19% of the school year</p>	<p>Make sure 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>Identify common barriers that students who are chronically absent are experiencing. Document findings and seek to identify systemic solutions to challenges that are commonplace.</p>	<p>Utilize these resources for identifying common barriers to student attendance.</p>

(2-3 days on month on average)	Conduct needs assessments for students who begin to miss school or fail to show up to school in the first 2-4 weeks and develop and implement interventions that address those needs.		<ul style="list-style-type: none"> • Understanding the Factors Contributing to Chronic Absence in Your School • Reasons for Chronic Absenteeism Among Secondary Students • Understanding the Root Causes of Student Absenteeism worksheet • Handout on Breaking Barriers to Attendance
Tier 3 For students who are missing 20% or of school (4 or more days a month on average)	<p>Put in place individualized plans for students who were severely chronically absent. Provide academic, health, and social and emotional support to the student and family as needed.</p> <p>Conduct home visits with families of any student who was severely chronically absent in the prior school year, if they weren't reached over the summer.</p>	<p>Include appropriate school, district and agency partner personnel, such as social workers, pupil personnel workers, and student support staff, when supporting students and families with significant barriers to attendance..</p> <p>Identify common barriers that students who are severely chronically absent are experiencing. Document findings and seek to identify systemic solutions to challenges that are commonplace.</p>	To the extent possible, make sure relationships are consistent over the course of the year and that staff communicate positive messages about attendance.
Communication	What are we communicating about?	How will we communicate?	Special considerations
	<ul style="list-style-type: none"> • School schedules, including what to expect on the first day of school. • Health and safety protocols for keeping in-person schooling safe for all families. 	<ul style="list-style-type: none"> • Local government officials and public agencies sharing information. • Letters and postcards. • Classroom and school e-newsletter. 	<ul style="list-style-type: none"> • Determine whether your families favor particular radio stations for PSAs. • Identify places your families visit regularly, such as religious or

	<ul style="list-style-type: none"> ● Information about how to get Covid-19 vaccines. ● Activities to reestablish school routines and rituals. ● Expectations for attendance and participation in the coming school year and information about what students are learning during the school year. ● Who families can connect with if they need help. ● Resources available at the school to support the student and family, such as health, food, academic, computer and internet. 	<ul style="list-style-type: none"> ● Emails from the school, district, community partners and parents. ● Texts from teachers and school staff. ● Using school apps. ● Social media including posts on school, district and partner social media platforms and websites. ● Host a Facebook live event. ● Develop radio PSAs. 	<p>community-based institutions, grocery stores and other places of gathering where information can be shared.</p>
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