

Learning Series 1.2

Proactive Schoolwide Strategies for Supporting Attendance: Fostering a Positive School Climate to Support Attendance

March 19, 2024



If you're a person with a disability or use assistive technology and have difficulty accessing any of the content in this file, please contact SEACenter@westat.com.

seacenter@westat.com

Housekeeping

- ▶ OFF is default microphone setting, but prepare for breakout sessions (e.g., turn ON video and microphone)
- ▶ Use chat, “Raise Your Hand,” and other functionalities to participate
- ▶ Breakout sessions will not be recorded

Disclaimer: This webinar is conducted by Westat and American Institutes for Research under Contract GS-10F-0136X with the U.S. Department of Education. The contents do not necessarily represent the policy of the Department of Education or endorsement by the federal government.

This session will be recorded, and your presence indicates your willingness to be recorded.



**Smile,
you're on camera!**

Introductions



Dr. Tracey Scott

Group Leader, U.S. Department of Education

Bryan Keohane

Program Officer, U.S. Department of Education

Elisabeth Lembo

Program Officer, U.S. Department of Education



Dr. Jarle Crocker

Project Director, Westat



Sarah Frazelle

Project Director, American Institutes for Research

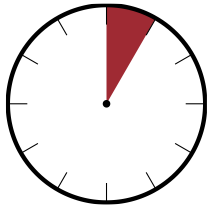
Learning Series Overview

- ▶ **Session 1.1:** Adapting Messaging to Address Emerging Attendance Challenges
- ▶ **Session 1.2:** Assessing and Fostering Positive School Climate to Support Attendance
- ▶ **Session 1.3:** Peer Exchange on Improving Proactive Schoolwide Strategies to Support Attendance

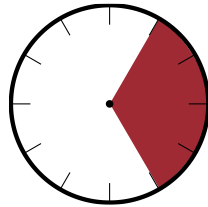
Learning Series Objectives

- Understand the role of proactive schoolwide strategies in supporting attendance
- Identify key messages that address emerging misconceptions related to attendance
- Apply strategies for assessing and fostering a positive school climate to support attendance
- Connect with peers to share challenges and brainstorm ideas for SEAs to support implementation of proactive schoolwide strategies

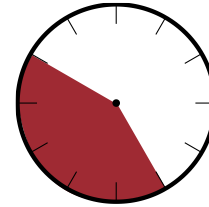
Agenda



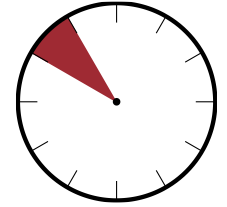
- ▶ Welcome and Introductions (5 min)



- ▶ Fostering a Positive School Climate That Promotes Connectedness (20 min)



- ▶ Breakout Group Discussion (25 min)



- ▶ Wrap-Up and Next Steps (5 min)



Fostering a Positive School Climate That Promotes Connectedness

March 19, 2024

Greta Colombi, Director
National Center on Safe Supportive
Learning Environments

SEAC Learning Series 1: Proactive Schoolwide Strategies for
Supporting Attendance; Tier 1 Strategies



**National Center on Safe Supportive
Learning Environments**

Engagement • Safety • Environment



Session Overview

1

Why is school climate important for attendance?

2

What exactly is school climate?

3

How is connectedness related to school climate?

4

What does it take to improve school climate and connectedness?

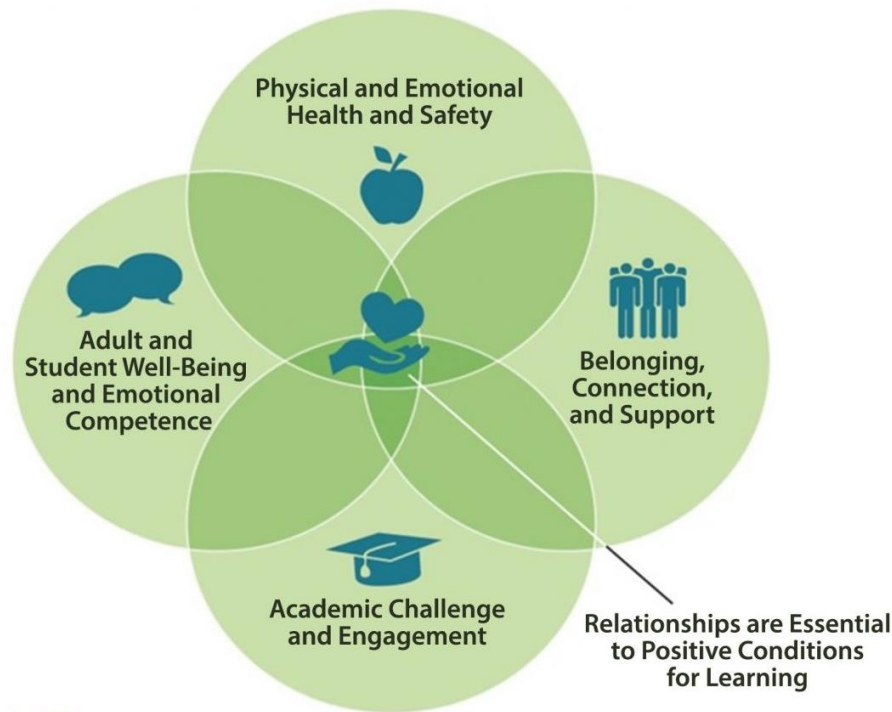
5

What resources can help SEAs support their LEAs and schools?



Why is school climate important for attendance?

Positive Conditions for Learning Allow Students to Be Engaged and Attend School Regularly




www.attendanceworks.org

Hedy N. Chang, David Osher, Mara Schanfield, Jane Sundius and Lauren Bauer, Using Chronic Absence Data to Improve Conditions for Learning, Attendance Works and American Institutes for Research (AIR), September 2019.



School climate describes school conditions that influence student learning.

Making school climate improvements can help build belonging and connectedness.

A smiling man with a backpack, overlaid with a blue circular graphic containing text.

What exactly is school climate?

What is school climate?

U.S. Department of Education Safe Supportive Schools Model



Engagement

- Cultural and linguistic competence
- Relationships
- School participation



Safety

- Emotional safety
- Physical safety
- Bullying/ cyberbullying
- Substance abuse
- Emergency readiness/ management



Environment

- Physical environment
- Instructional environment
- Physical health
- Mental health
- Discipline



What do we know about school climate?


School climate is associated with a variety of student outcomes:

- Positively: Academic achievement, empowering bystanders to stand up
- Inversely: Absenteeism, dropout, suspension, drug use, aggressive behavior and violence

It is also associated with how teachers experience school:

- Lower teacher turnover
- Higher teacher satisfaction

Bradshaw, C. P., Cohen, J., Espelage, D. L., & Nation, M. (2021). Addressing school safety through comprehensive school climate approaches. *School psychology review*, 50(2-3), 221-236.



**How is belonging and
connectedness
related to school
climate?**

School climate is like a three-legged stool.

Engagement



Environment

Safety


School connectedness is possible with strong engagement.



School connectedness is when students feel that adults and peers in school care about their learning as well as about them as individuals. This includes a sense of being cared for, being supported, and belonging at school.

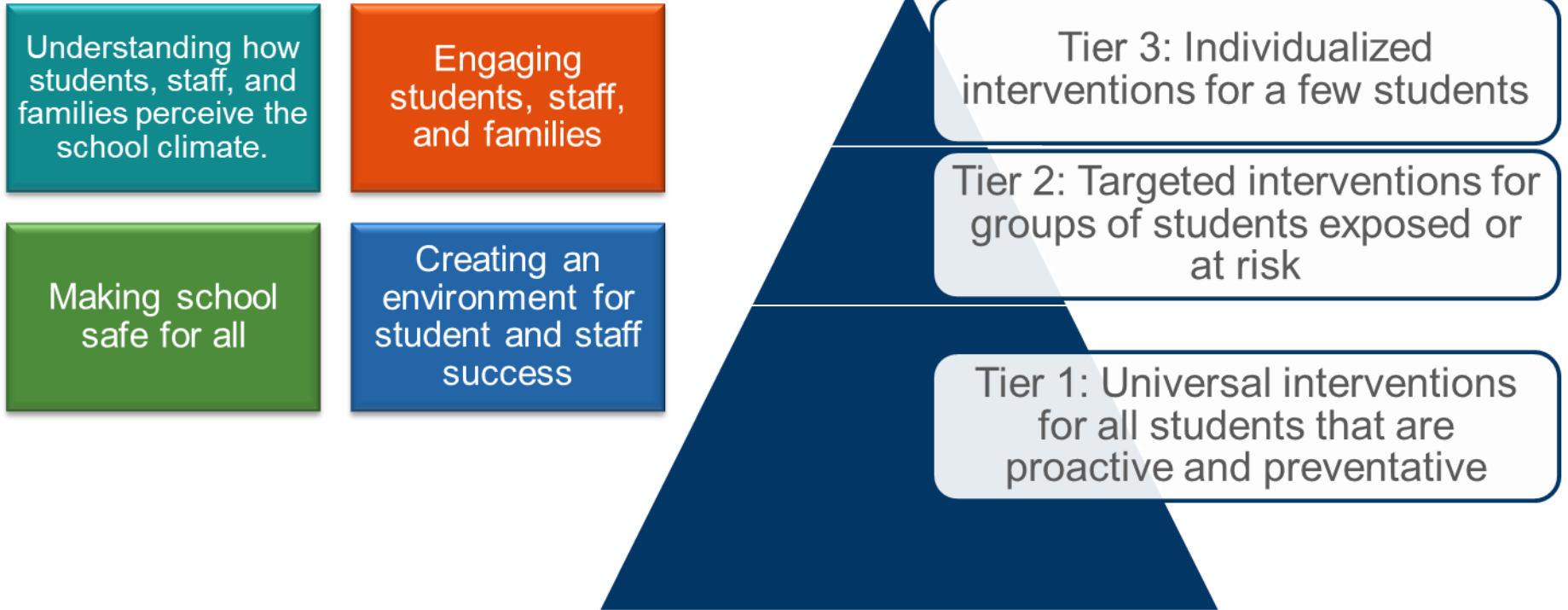
Schools play a critical role in promoting students' health and development and can take action to help students feel connected.

CDC: https://www.cdc.gov/healthyouth/protective/school_connectedness.htm



**What does it take to
improve school
climate and
connectedness?**

Home in on school climate improvement goals and overarching approach.



How can it be done?

Over time....

Policy and
System Change

Schoolwide
Practices and
Strategies

Classroom
Practice

Is it doable?

1

Yes! You are probably already doing something to improve your school climate.

School Climate Connection to Other School Improvement Efforts

Whole School,
Whole
Community,
Whole Child

Comprehensive
School Mental
Health Systems

Science of
Learning and
Development

Multi-tiered
Systems of
Support (MTSS)

Supportive
School Discipline

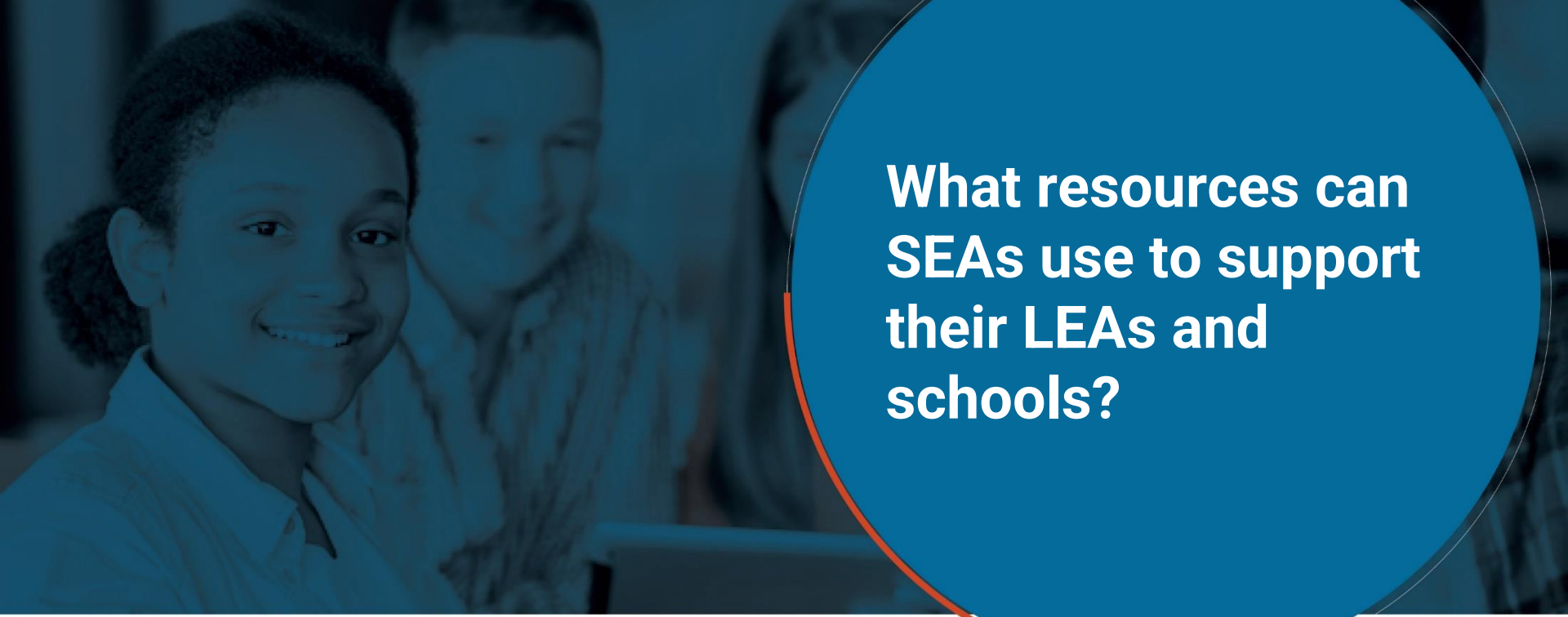
Trauma-Sensitive
Schools

Social and
Emotional
Learning

Is it doable? (continued)

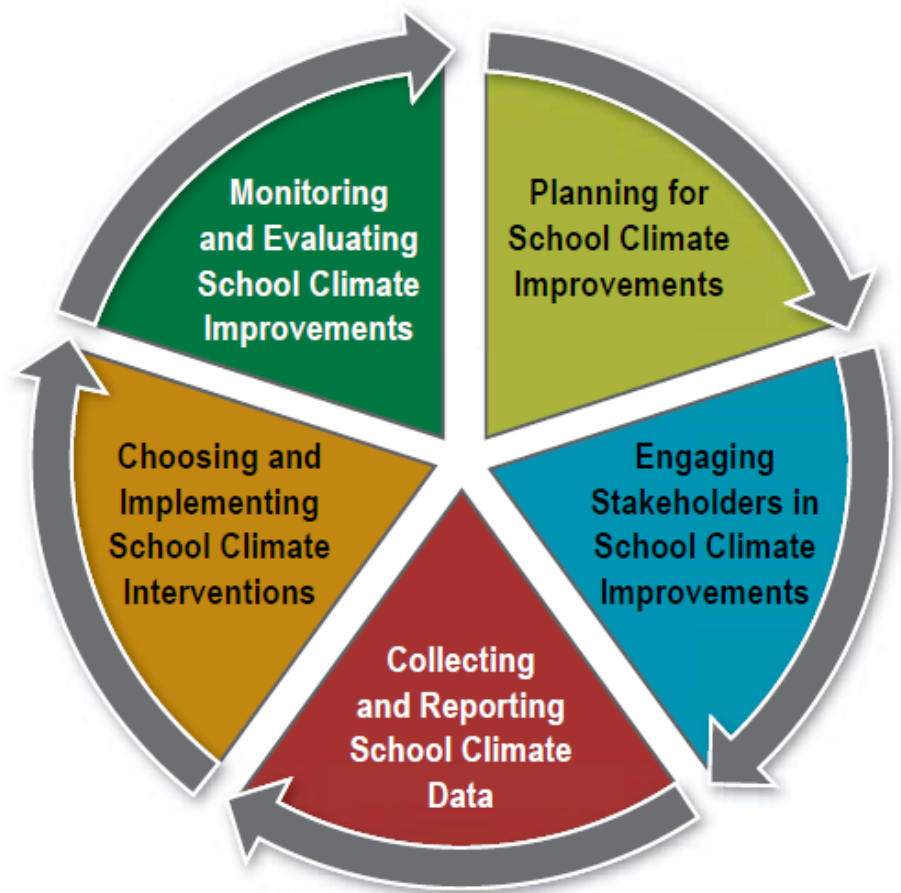
2

It is relatively inexpensive. It is more about changing the way you do your work, one step at a time.



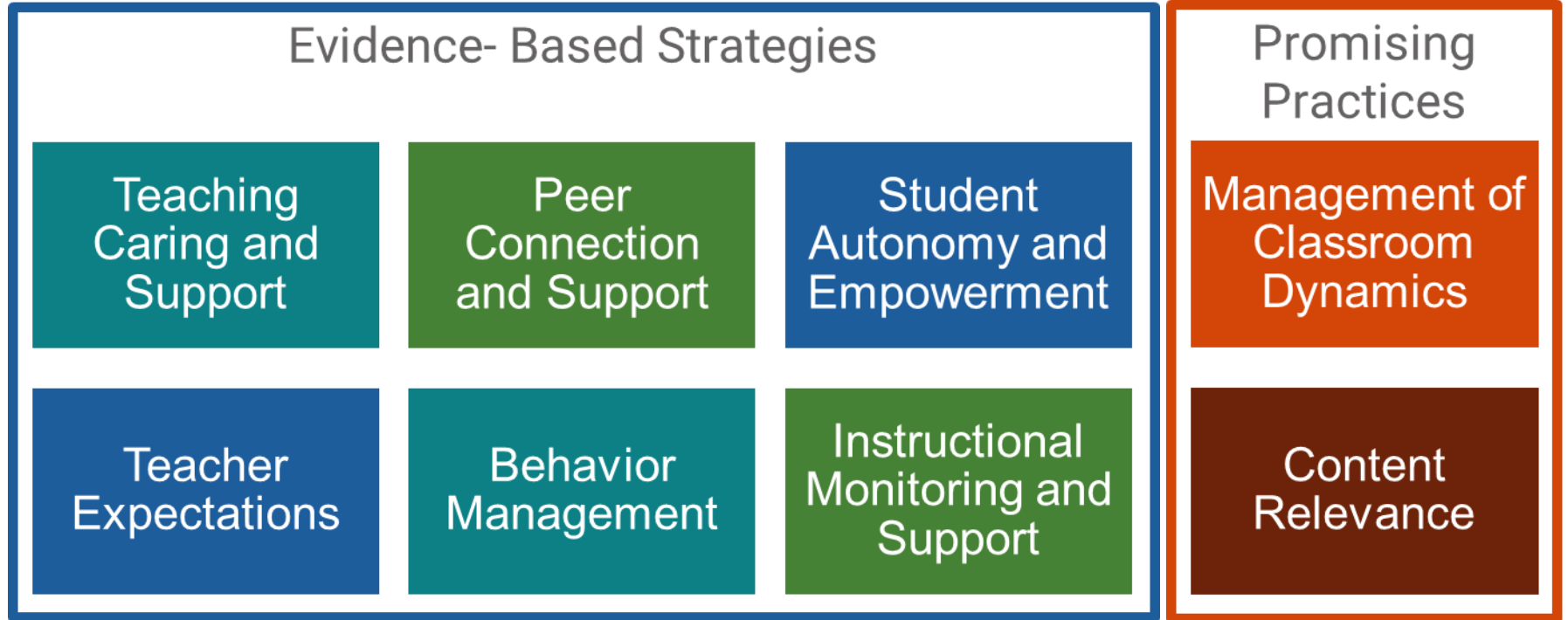
**What resources can
SEAs use to support
their LEAs and
schools?**

Sets of Activities to
Improve School Climate
Based on Research and
State Efforts to Support
LEAs and Their Schools



School Climate Improvement Resource Package:
<https://safesupportivelearning.ed.gov/scirp/about>

Strategies to Help Students Feel More Connected



CDC School Connectedness Microsite: <https://www.cdc.gov/healthyyouth/classroom-management/index.htm>



Other Resources

Hear strategies schools have been using to create a welcoming environment and support ongoing student participation:

- [Lessons from the Field Webinar: **Creating Welcoming School Environments**](#)
- [Lessons from the Field Webinar: **Strategies for Supporting Full Student Participation**](#)

Consider staff wellbeing improvements to ultimately support young people:

- [Working Well Resource Directory](#)
- [Working Well Podcast](#)



THANK YOU!

GRETA COLOMBI

DIRECTOR

GCOLOMBI@AIR.ORG



**National Center on Safe Supportive
Learning Environments**

Engagement • Safety • Environment



AIR[®]
Advancing Evidence.
Improving Lives.

The contents of this National Center on Safe Supportive Learning Environments product was assembled under a contract from the U.S. Department of Education, Office of Safe and Supportive Schools to the American Institutes for Research® (AIR®), Contract Number ED-ESE-16-A-0002. The contents of this product do not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Visit the NCSSE website:
<https://SafeSupportiveLearning.ed.gov>

Follow us on social media:



The screenshot shows the homepage of the National Center on Safe Supportive Learning Environments. At the top, the logo is on the left, and the text "National Center on Safe Supportive Learning Environments" is in the center, with "Engagement • Safety • Environment" below it. On the right, there are links for "About" and a search icon. Below the header is a navigation bar with links: "SCHOOL CLIMATE IMPROVEMENT", "TOPICS", "EVENTS", "RESOURCES", "TA SERVICES", and "STATE PROFILES". The main content area features several sections: "RESOURCE" with a grid of images and text "Explore Resources Related To Combatting Antisemitism And Islamophobia While Promoting Inclusive Schools And Campuses For Students Of All Religious, Secular, and Spiritual Identities"; "GUIDANCE" with an image and text "Apply For Funds To Help Address Shortages Of Mental Health Professionals In Schools"; "TOOLKIT" with an image and text "Empower Youth With Knowledge To Navigate The Digital World Wisely"; "BLOG" with an image and text "Learn How To Talk About Healthy Relationships With Youth"; and another "RESOURCE" with an image and text "Inspire Your Community With Stories Of Educational Transformation And Success". Below this is a "FEATURED EVENTS" section with three event cards: "Lessons from the Field Webinar - Welcoming Newcomer Students" (March 13, 2024), "Lessons from the Field Webinar - Providing Ongoing Supports to Ensure ALL Students Are Free to Learn" (February 14, 2024), and "Human Trafficking Webinar Series - Supporting Students and Schools Through a Human Trafficking Report" (January 31, 2024). A "VIEW ALL EVENTS" button is at the bottom right of this section. The "FEATURED RESOURCES" section at the bottom shows "EXTERNAL RESOURCES" with a link to "Planning and Sustaining COVID-19 Recovery for School Systems and Communities". A page number "29" is visible in the bottom right corner of the screenshot.

Breakout Group Discussion



Breakout Discussion

- ▶ What are you hearing about student connectedness and belonging in your school communities?
- ▶ What strategies are you implementing to support school climate efforts? What resources can you share?
- ▶ How have you collaborated across initiatives (i.e., school climate, attendance, and other school improvement efforts) at the state and local level?
- ▶ What challenges or barriers are you facing in supporting school climate efforts? What resources or supports do you need?

Large Group Share-Out

- ▶ Share one strategy or key takeaway from your group discussion

Wrap-Up and Next Steps



We love to hear your feedback!

- ▶ End of session feedback form.

Upcoming Sessions

▶ **Optional Office Hours**

- Friday, March 22, 12:00 – 1:00 ET/9:00 – 10:00 PT
- Support for identifying a challenge to share during the Peer Exchange

▶ **Learning Series 1.3: Peer Exchange on Improving Proactive Schoolwide Strategies to Support Attendance**

- Tuesday, March 26, 2:00-3:00 ET/11:00-12:00 PT

** Please identify a challenge to share related to adapting messaging, fostering a positive school climate, or other proactive schoolwide strategies for supporting attendance **

What's Next?

- ▶ Follow-up email will include session slides and resources
- ▶ Interested in working one-on-one with subject matter experts?
Let us know!



Questions?

Taneco Reid

SEACenter@westat.com

Sarah Frazelle

sfrazelle@air.org

Contact the SEAC:
SEACenter@westat.com

Learn more about our work:
<https://www.ed.gov/teaching-and-administration/supporting-students/seac>

This webinar is conducted by Westat and American Institutes for Research under Contract GS-10F-0136X with the U.S. Department of Education. The contents do not necessarily represent the policy of the Department of Education or endorsement by the federal government.



seacenter@westat.com