



2023-2024 NSPRA Gold Medallion Award Submission

“BELONGING BEGINS HERE” ATTENDANCE CAMPAIGN

ENTRY CATEGORY: Special Communication Project/Campaign

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Tim Hurtt, Videographer
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Gabby Urenda, Communications Specialist & Spanish Translator
Sean Van, Graphic Designer
Kara Yunck, Communications Coordinator

STAFF SIZE: 6
DISTRICT SIZE: Over 25,000 Students

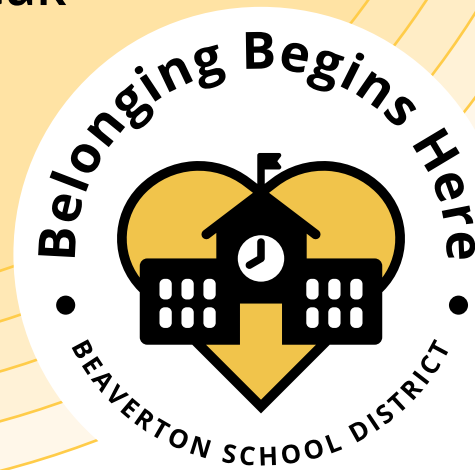
Beaverton School District

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SYNOPSIS

The Beaverton School District is the third largest school district in the state of Oregon, serving over 38,000 students across 54 schools. More than 58% of our students identify with the global majority; our families speak 106 languages.



In November 2022, leaders in the Beaverton School District (BSD) became extremely concerned about early attendance data for the 2022-2023 school year, indicating an alarming rate of absenteeism across all grades and schools. Absenteeism exceeded the previous year's rate and was double the rate from the 2019-2020 school year. In addition, BSD's absenteeism was outpacing neighboring districts.

The Communications Department was tasked with identifying the root causes of the increase in absenteeism and developing an educational campaign targeted to both students and parents. After surveying the community in November 2022, we listened to our parents and staff who were concerned that an attendance campaign during the winter season of 2023 — a time when we saw a surge in COVID-19 and RSV cases — would communicate the wrong message about sending sick students to school. We paused, continued to track attendance data and focused on preparation for the following school year.

In August 2023, we launched our attendance campaign. During the first month, we targeted kindergarten parents. In September, we expanded the campaign to grades 1-12, with a particular emphasis on secondary students and parents. At the same time, BSD rolled out its new strategic plan centered on the promise statement: **Belong. Believe. Achieve.** To align with the district's new branding, we chose "**Belonging Begins Here**" as the attendance campaign mantra. The campaign consisted of a resource-driven website, an aggressive social media campaign, attendance-related videos, other videos that emphasized the importance of belonging and connection, resources for parents, plus coaching and a Communications Toolkit for school administrators and staff. Because of additional district priorities, the campaign was limited to three months, per the direction of the Superintendent.

At the end of the first semester, attendance data indicated improvements at every grade level, with the biggest gains in kindergarten classrooms, and at nearly every school. Adjustments are being made for Phase 2 of the campaign in the 2024-2025 school year.

RESEARCH

Problem Statement: BSD is experiencing an alarming rate of absenteeism as compared to previous years; the rate of absenteeism is nearly twice as high as the pre-pandemic rate. Inconsistent attendance negatively impacts students' progress on learning targets and their sense of belonging and connection with their school communities.

Quantitative Research

District Data: We started our secondary quantitative research by gathering existing attendance data. With the assistance of our Information Technology and Teaching & Learning Departments, we looked at:

- ▶ Attendance from the first two months of the 2022-2023 school year by grade and by school.
- ▶ We compared this data to previous years and found an increase over the previous year and nearly a two-fold increase over pre-pandemic numbers.
- ▶ We then compared BSD attendance data to [neighboring districts](#) as reported to the Oregon Department of Education and confirmed that our rate of absenteeism was noticeably higher than our peer districts.

BSD Rate of Chronic Absenteeism*

ELEMENTARY STUDENTS	2019-20	2020-21	2021-22	2022-23
All Students	10.4%	7.7%	19.5%	27.2%
Grade K	13.5%	7.4%	23.4%	34.7%
Grade 1	10.7%	8.9%	22.3%	31.5%
Grade 2	9.9%	7.6%	21.1%	27.8%
Grade 3	10.0%	7.8%	17.5%	24.0%
Grade 4	9.5%	7.4%	16.7%	24.2%
Grade 5	9.2%	6.3%	15.8%	22.4%
Grade 6 (K-8 Schools)	7.9%	13.3%	31.7%	25.0%
Grade 7 (K-8 Schools)	8.4%	13.0%	24.4%	18.4%
Grade 8 (K-8 Schools)	12.8%	10.6%	20.4%	19.5%

SECONDARY STUDENTS	2019-20	2020-21	2021-22	2022-23
All Students	14.9%	15.7%	21.6%	30.4%
Grade 6	10.1%	15.5%	14.4%	22.4%
Grade 7	11.7%	14.9%	17.7%	28.5%
Grade 8	13.4%	17.0%	19.1%	30.0%
Grade 9	10.5%	12.0%	18.2%	26.0%
Grade 10	15.7%	13.1%	21.9%	29.6%
Grade 11	17.8%	16.3%	25.8%	32.8%
Grade 12	26.3%	21.7%	33.7%	43.5%

*Missing 10% of days or more

We also reviewed an [Attendance Framework draft](#), developed by Teaching & Learning, which was never fully implemented but contained more valuable quantitative and qualitative BSD-specific data.

State & National Data: We then reviewed secondary quantitative research on state and national attendance trends compiled by [Attendance Works](#), [FutureEd](#), [National Center for Educational Statistics](#) and [National Student Attendance, Engagement and Success Center](#). (We found the Attendance Works website to be the most robust and returned there frequently throughout the campaign.) While consistent school attendance is a struggle nationwide, the problem is particularly acute in Oregon.

Finally, we reviewed media accounts of the attendance crisis that included both secondary qualitative and quantitative research, including articles from [Oregon Capital Chronicle](#), [The Oregonian](#) and [The Statesmen Journal](#).

Qualitative Research

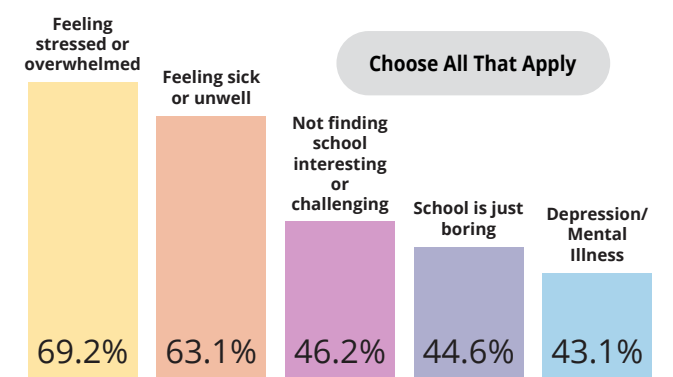
Attendance Surveys: Next we sought to understand the “why” — what barriers to consistent attendance were our students experiencing? We did our own primary informal qualitative research by surveying our students (grades 6 and up) and parents using a newly-purchased platform, [Engage BSD](#), which also incorporated built-in translation. In our messages to students and parents, we shared the data in the table (left). We asked only students who were struggling with consistent attendance and their parents to participate. The survey questions were developed in collaboration with Teaching & Learning administrators and incorporated themes from other districts' surveys that we reviewed. To provide transparency, we posted all survey questions and results on [Engage BSD](#).

Student: [Message](#), [Survey Questions](#), [Survey Results](#)
 Parent: [Message](#), [Survey Questions](#), [Survey Results](#)

We received fewer than 200 responses; our original goal was 500 responses based on our experience with previous surveys of this nature. This was the first time that we had introduced the Engage BSD platform to our community. Per the vendor, it required participants to register. We later successfully lobbied the vendor to drop this requirement for future projects to eliminate barriers to participation.

Even though the survey size did not meet our objective, the findings were insightful. For example, we noted differences in what students and parents identified as the major factors that keep students from attending school; students were far more likely to identify anxiety as an issue.

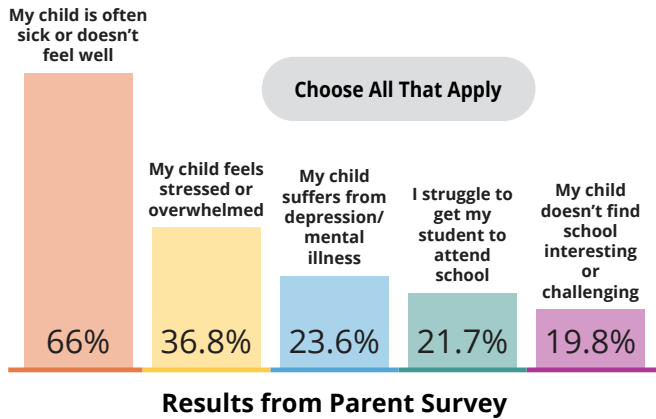
Top factors that keep me from attending school?



Results from Student Survey

RESEARCH

Top factors that keep my student from attending school



Engage BSD also provided participants a way to share more personal insights under the "Stories" tab on the website. All stories were reviewed by the communications staff and shared with Teaching & Learning executives. Example:

"My middle-schooler doesn't feel like it's a big deal to miss school because "we're not doing anything in class anyway," and it's very easy to make up missed work. I think that if classes were more challenging and involved less Canvas assignments, students would feel more of a need to show up every day." - BSD Parent

Staff Outreach: Our Public Communications Officer met with administrators to update them on our efforts and get building-level primary informal qualitative feedback. She asked administrators to share any [ideas](#) for the upcoming attendance campaign. Most of those ideas had to do with procedural and structural changes, which we shared with Teaching & Learning executives.

"Campaign should include emphasis on connections/relationships to get to the core of attendance issues. Students attend when they know people at school care." - BSD Elementary School Principal

"A majority of our non-attenders cite anxiety of some sort as a reason for attendance issues. Targeted communication of ideas to support students/families who are experiencing anxiety might be helpful." - BSD Middle School Principal

Communication Strategies: Next, we conducted secondary informal qualitative research on different themes highlighted in attendance campaigns strategies, particularly around the ideas of belonging and connection. We reviewed past attendance campaigns by national organizations and other school districts:

- ▶ [Attendance Works](#)
- ▶ [Fairfax County Public Schools](#)
- ▶ [Hayward Unified School District](#)
- ▶ [Oregon Department of Education: Every Day Matters](#)
- ▶ [Riverside County Office of Attendance](#)
- ▶ [Sounding Board Marketing & Communications](#)
- ▶ [Southern Oregon Education Service District](#)

Previous Surveys & Campaigns: We revisited primary informal qualitative research from focus groups and surveys we conducted in Fall 2022 as part of the strategic planning process that addressed themes of belonging and connection.

- ▶ [Student Survey Results](#)
- ▶ [Parent Survey Results](#)
- ▶ [Summaries of Student Focus Groups](#) (100+ students)

We also revisited primary informal qualitative research from our [kindergarten enrollment campaign](#) in 2022 by reviewing social media comments and questions from our incoming kindergarten families, especially around attendance and community building.



Pause

Just as we were planning for the upcoming attendance campaign, the district hit the pause button. We heard concerns from both parents and staff on social media, in board meetings and in direct communications about the surge of COVID-19 and RSV illness in the winter of 2023. We did not want to engage in an attendance campaign that may send mixed messages to parents who were trying to do the right thing and not send their sick children to school. We continued to monitor attendance data and plan for a campaign launch in August 2023.

Additional Quantitative & Qualitative Research

Attendance Tracking Tool: We continued to collect and monitor secondary quantitative attendance data for the district. We also partnered with our Information Technology Department to develop a tracking tool for staff to use. Tied to our student information system, it broke down data by school, grade and demographics in near real time in an easy-to-read format. (We are unable to link the tool here because it is located on our staff intranet.)

Annual Surveys: Rather than survey our families again about attendance, we relied on the secondary informal qualitative data collected in the district's annual spring student and parent surveys to gauge feelings around belonging. Example from high school student survey:

I feel welcome and accepted at my school. **88%** Agree

I generally feel safe at my school. **86%** Agree

There is at least one adult at school who really cares about me. **83%** Agree

There is at least one adult who knows me well enough that I might ask them to help me make decisions. **72%** Agree

People at my school understand me as a person. **68%** Agree

With all this information in mind, we set a goal and measurable objective for the campaign.

Goal

To substantially improve consistent student attendance (defined as attending 90% or more of school days) at all schools and all grade levels through outreach to all parents and secondary students.

Objective

Achieve a minimum 5% improvement in consistent attendance (defined as attending 90% or more of school days) as compared to the same period last year at all schools and all grade levels by the end of the first semester, January 26, 2023.

PLANNING

Strategies (numbered items) & Tactics (bulleted items)

- 1 Based on national trends and BSD data indicating absenteeism is greatest among kindergarten and high school students, we will develop differentiated messaging that speaks to these student (high school) and parent (kindergarten and high school) groups in particular.
 - ▶ We will divide the social media campaign into two parts: the kindergarten-focused posts will run from early August to early September, when we typically see high engagement with our new families. We will expand the campaign to grades 1-12 in early September through late October with a focus on high school families.
 - ▶ We will articulate clearly why it is important for kindergarteners to attend regularly, from both an academic and social-emotional standpoint. We will enlist the help of 5th graders to deliver these messages in their own words via video, in addition to other district messaging.
 - ▶ We will develop actionable tips for kindergarten parents to develop habits that promote good attendance. We will share these tips via social media, downloadable handouts and video.
 - ▶ We will virtual promote ParentSquare training for our new kindergarten parents (in addition to online asynchronous training) so that they can access messaging. We will offer sessions in English and Spanish.
 - ▶ We will articulate clearly why it is important for secondary students to attend regularly, from both an academic and social-emotional standpoint. We will share these messages via direct communications, social media and video with students and parents.
 - ▶ We will develop actionable tips for high school parents to keep students engaged in class, deal with peer conflicts and address mental health struggles.
 - ▶ We will remind all parents how to report attendance accurately using ParentVUE.
 - ▶ We will create an attendance Communications Toolkit, available on the staff intranet, for schools to use in communicating the above messages in their school newsletters, on social media and at in-person events.
 - ▶ We will produce assets in English and Spanish.
- 2 Align attendance campaign branding with new strategic plan branding: **Belong.Believe.Achieve**. Develop a communications campaign that complements rather than competes with concurrent strategic plan rollout.
 - ▶ We will use similar language focused on the idea of belonging in both campaigns.
 - ▶ We will utilize the same look in the development of assets for both campaigns, including the same color palette.
 - ▶ We will develop branding that is approachable, friendly and welcoming. It will communicate a sense of caring and empathy toward our families.
 - ▶ We will produce assets in English and Spanish.
- 3 Heavily promote concepts of belonging and connection to students, parents and staff through video.
 - ▶ Largely based on what we heard in our student focus groups during the strategic planning process, we understand the correlation between belonging and students' desire to attend school regularly; the more points of connection, the more students are motivated to attend. We will highlight opportunities for belonging to students in the medium that our social media research indicates they consume the most: video. We also will showcase staff in their schools, so that they can begin to know those people and relate to their personal stories.
 - ▶ We will promote these videos to parents, so that they are aware of efforts in our schools to connect with their students and the adults who are dedicated to their students' success.
 - ▶ We will promote these videos to staff so that they are inspired by the work being done by their colleagues and further motivated to reinforce these ideas in their own schools.
 - ▶ We will extend this effort beyond the campaign and produce videos throughout the year.
- 4 Educate students and parents on the behavioral health and wellness supports available in our schools to help students struggling with anxiety. We also will promote available parent resources.
 - ▶ We will develop tip sheets for parents with advice on how to address the growing issue of student anxiety and distribute via our schools, website and social media accounts.
 - ▶ We will incorporate messaging in our video to secondary students about how they can seek help from our counseling staff and develop alternative plans to meet attendance requirements.
 - ▶ We will encourage principals to promote the work of school Behavioral Health & Wellness teams and bilingual facilitators to their school communities so that students and parents are aware of available assistance.
 - ▶ We will produce assets in English and Spanish.

PLANNING

Roles & Responsibilities

Superintendent

- ▶ Address attendance issue in welcome back messaging, public forums (Superintendent Coffee Chats, Listening Sessions) and school board meetings.
- ▶ Keep school board members informed regarding attendance trends.

Cabinet Members

- ▶ Prioritize the review of attendance data with all relevant staff members.
- ▶ Encourage the use of the Communications Toolkit by school principals.

Public Communications Officer

- ▶ Oversee all aspects of the attendance campaign, including research, data reviews and asset development.
- ▶ Write all superintendent and district messaging plus video scripts; edit website, tip sheet and social media content.
- ▶ Coach administrators on implementation of attendance campaign at the school level. Meet regularly with principals and assistant principals to update them on campaign, get feedback and review attendance data.

Communication Specialists

- ▶ Research attendance trends, attendance campaigns and communication strategies.
- ▶ Design website. Write and create graphic elements for website, tip sheet and social media content.
- ▶ Translate materials into Spanish; voice Spanish videos.
- ▶ Schedule social media posts on district and all school social media accounts (110).

Communication Coordinator

- ▶ Conduct ParentSquare trainings for families; advise staff on how to review analytics to ensure families are reading messages.
- ▶ Help monitor social media responses.

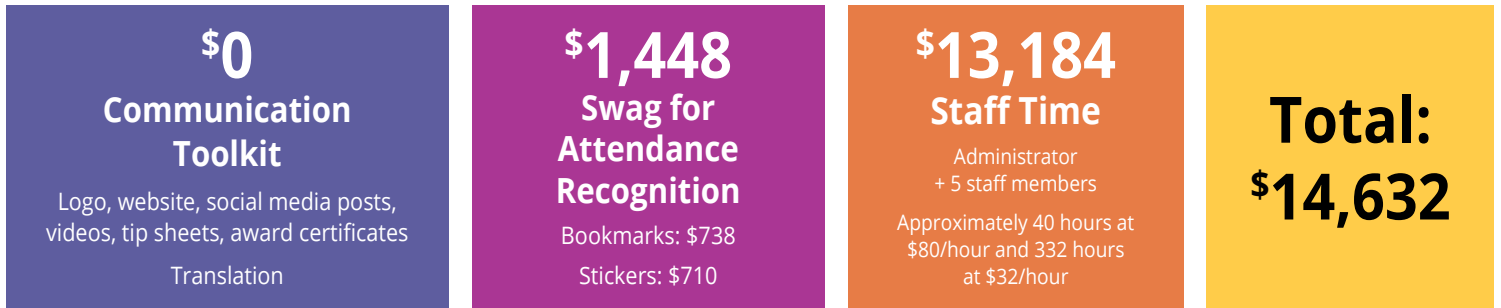
Graphic Designer

- ▶ Develop look and logo for campaign.

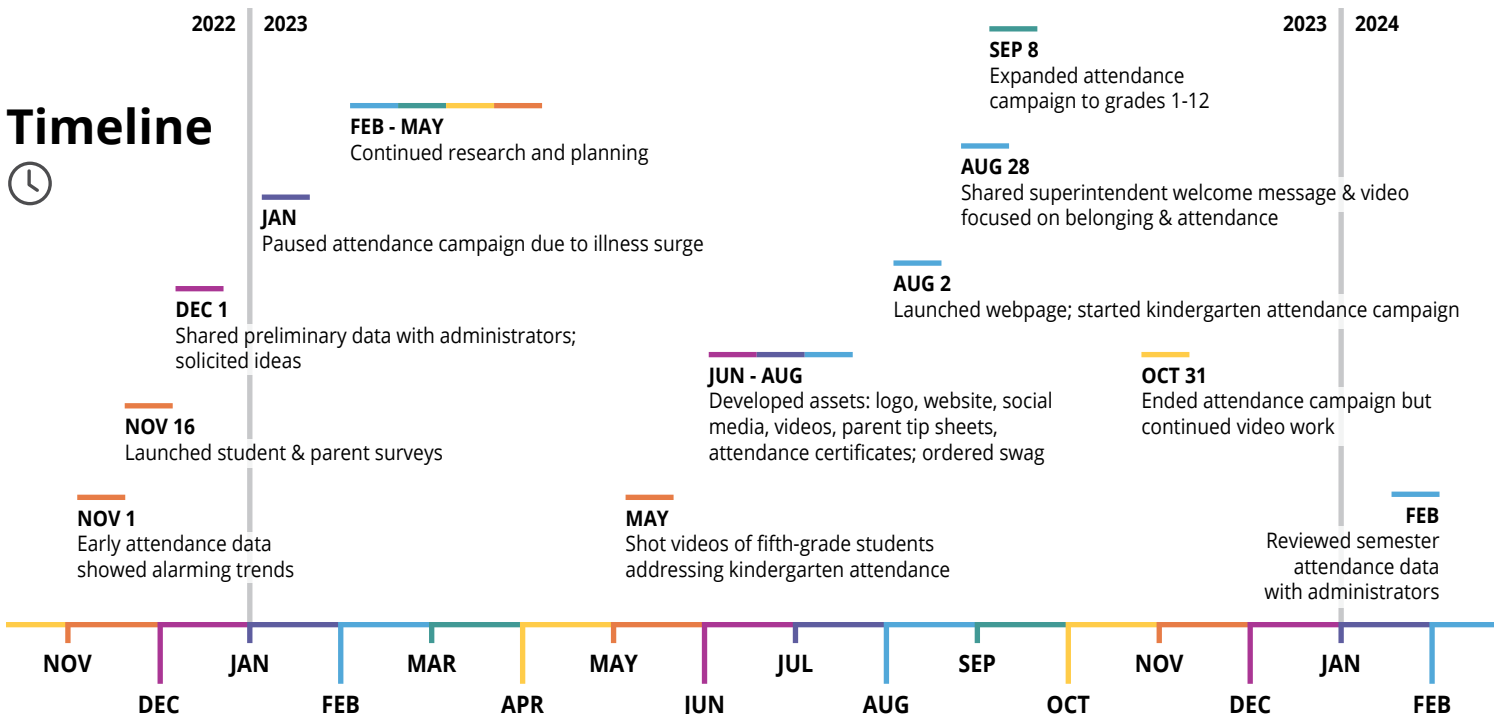
Videographer

- ▶ Develop story ideas; ensure that all student groups and all schools are represented during the year.
- ▶ Produce, shoot and edit videos.
- ▶ Create animated videos.

Budget



Timeline



IMPLEMENTATION

SCHEDULE	TACTIC	PRIMARY AUDIENCE	KEY MESSAGES/CONSIDERATIONS	WAS TIMELINE MET?	MONITORING
Summer 2023	Logo & tagline English Spanish (see Additional Support Materials for samples)	Students & Parents	We created a logo & tagline to reflect the connection between attendance & belonging: Belonging Begins Here . The tagline aligned with the strategic plan promise statement: Belong. Believe. Achieve .	Yes	Branding was presented to Superintendent, Cabinet & school principals prior to adoption; feedback was very positive.
Summer 2023	Posters	Students & Parents	While we originally planned to create attendance-related posters for all schools, this idea was abandoned because of the need to create & distribute a 4-poster series plus signage for every classroom for the concurrent strategic plan rollout.	No	Communications team wanted to avoid visual message overload at schools.
Summer 2023	Website Translates into 100+ languages (see Additional Support Materials for samples)	Parents	We developed a website that included a fact-based description of the issue, survey findings, video gallery, actionable suggestions & downloadable tip sheets for parents. The website was added to the Quick Search menu to increase its discoverability & promoted in district messages, school newsletters & social media posts.	Yes	We added Too Sick for School guidance when we started getting pushback on social media, asserting that BSD was encouraging sick students to come to school.
Summer 2023	Videos English Spanish (see Additional Support Materials for samples)	Students & Parents	We created two informational videos: <ul style="list-style-type: none"> ▶ Belonging Begins Here, released first day of school ▶ Why is Regular Attendance Particularly Important for Middle & High Schools Students, identified supports for students suffering from anxiety <p>We also collaborated with students (in May) to create these videos:</p> <ul style="list-style-type: none"> ▶ 5th-Graders Offer Tips to Incoming Kindergarten Parents ▶ 5th-Graders Offer Advice to Incoming Kindergarten Parents about Attendance <p>All videos were distributed via district messages on ParentSquare, website, school/district social media and school/district newsletters. All videos were created in-house.</p>	Yes	Monitored comments on social media related to video content. Combined Total Views: 17,854
Summer 2023	Tip Sheets English Spanish (see Additional Support Materials for samples)	Parents	Based on our research, we created tip sheets to address identified concerns: <ul style="list-style-type: none"> ▶ Help Your Child Succeed in School: Build the Habit of Good Attendance Early, geared to elementary parents ▶ Keep Your Middle & High School Students on Track, targeted to secondary parents ▶ Is Your Child Missing School Due to Anxiety?, developed for all parents <p>These tip sheets were shared on website & in district messages, social posts & school newsletters. They also were included in Communications Toolkit for staff, who printed them for Back-to-School Nights in October.</p>	Yes	On our website, we are unable to monitor how many people download a particular resource. Anecdotally, we know that the majority of our schools used them.
Summer 2024	Attendance Certificate (see Additional Support Materials for sample)	Elementary Students	We created Awesome Attendance Certificates for elementary schools to recognize students' improved attendance. The certificates were part of the Communications Toolkit. We also created & distributed swag (stickers, bookmarks) to all elementary schools for added motivation.	Yes	On our staff intranet, we are unable to monitor how many people download a particular resource. Anecdotally, we know that the majority of schools used them.
8/2/24-10/31/24	Social Media (see Additional Support Materials for samples) Based on previous informal qualitative research with our Latino parent group, Padres Unidos, we know that the vast majority of our Spanish-speaking parents follow our accounts & have their social media set to auto translate.	Students & Parents	Part 1 (8/2/24-9/8/24) of the social media campaign targeted kindergarten parents. Posts focused on the importance of regular attendance for early learners & actionable tips for parents. Part 2 (8/2/24-10/31/24) focused on students & parents in grades 1-12 with a special emphasis on high school. Messaging addressed student anxiety & available supports. Posts consisted of photos with text, graphics & videos. We posted messages on district accounts plus all school Facebook & Instagram accounts (110) to maximize reach. Frequency: 2-3 times/week.	Yes	We added our Too Sick for School messaging, when we started getting pushback on social media, asserting that BSD was encouraging sick students to come to school. Monitored comments daily. Combined Totals: Posts: 1,276 Reach: 304,825 Impressions: 367,148 Engagement: 3,115

IMPLEMENTATION

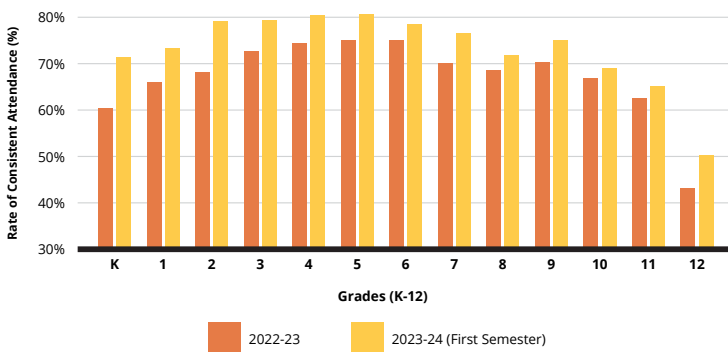
SCHEDULE	TACTIC	PRIMARY AUDIENCE	KEY MESSAGES/CONSIDERATIONS	WAS TIMELINE MET?	MONITORING
8/14/24	ParentSquare Training English Spanish	Kindergarten & New Parents	Held two virtual ParentSquare training sessions to ensure parents knew how to access messaging.	Yes	Instructed teachers on how to use analytics to ensure parents were opening messages.
8/28/24	Superintendent Welcome Message via ParentSquare, which translates into 100+ languages	Parents & Staff	Message was distributed via ParentSquare and website with a section focused on attendance. Message was translated into our 10 primary languages by bilingual facilitators.	Yes	Monitored message penetration. Views: 42,719 Open rate: 94.8%
8/28/24	Superintendent Welcome Video English Spanish	Students, Staff & Parents	Video was distributed via ParentSquare, website, social media & newsletters with a section focused on attendance.	Yes	Monitored comments on social media. Views: English 3,674 Spanish 2,078
8/28/24-10/31/24	School Newsletters via ParentSquare, which translates into 100+ languages	Parents	Similar to our social media posts, we provided weekly posts for our 54 principals to include in their newsletters. The posts also highlighted ways in which school teams could work with students who were struggling.	Yes	Attempted to monitor newsletter placement; however, it was sometimes difficult to check all 54 schools weekly.
8/28/24-1/26/24	Attendance Data Review	Teaching & Learning executives, principals, assistant principals	Communications and Teaching & Learning teams monitored attendance numbers weekly.	Yes	Monitored for trends.

EVALUATION

Overall Success

When comparing attendance rates from the 2022-2023 school year to the first semester of the 2023-2024 school year, we saw gains at all grade levels and at nearly every school.

Consistent Attendance Comparison Between SY 2022-2023 & 2023-2024 (First Semester)*



*Attending 90% days or more

All Grade Levels: We saw attendance gains at all grade levels; 8 out of 13 grade levels achieved more than a 5% increase in their attendance rate. The biggest improvement was at the kindergarten level with an 11.2% improvement.

All Schools: At the elementary level, 32 of our 34 schools had attendance gains, with 28 schools showing gains of 5% or more. At the middle school level, all schools had attendance gains, with five out of nine exhibiting gains of 5% or more. At the high school level, all schools had attendance gains, with half showing gains of 5% or more. Results at option schools (grades 6-12) were mixed with three schools showing gains (one more than 5%), one school staying the same, and our online school showing attendance losses of 1.7%.

Reflection & Future Efforts

Because of this campaign, there is heightened awareness districtwide about absenteeism. School staff are now evaluating data regularly. System problems have surfaced and are being corrected, like the inconsistent recording of absences at the secondary level. Principals at schools that showed gains are sharing their best practices with colleagues at struggling schools in monthly meetings.

The Communications team is preparing for Phase 2 of the “Belonging Begins Here” attendance campaign for next school year. We will continue our outreach to incoming kindergarten families. We are investigating how we can leverage peer influence to get more traction with high school students. We also have dissected the attendance data by demographic group and see opportunities for specific outreach to our Latino and Native American/Pacific Islander populations whose absenteeism rates are higher than the average. We are currently working with student and parent affinity groups to gain additional insight before developing a strategy.

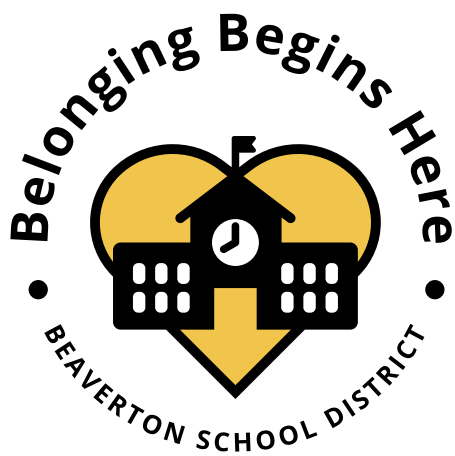
ADDITIONAL SUPPORTING MATERIALS



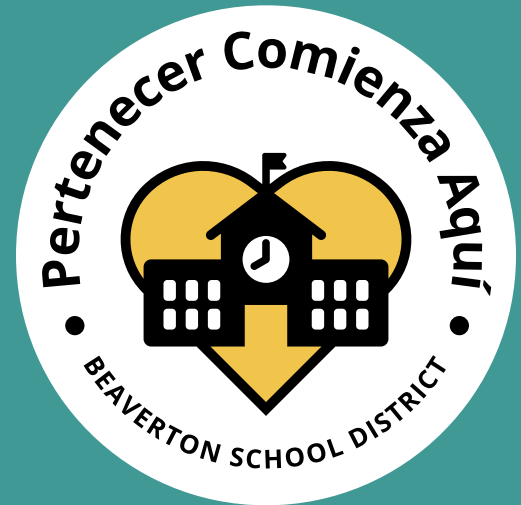
Survey Tool: Engage BSD

<https://engage.beaverton.k12.or.us/attendance>

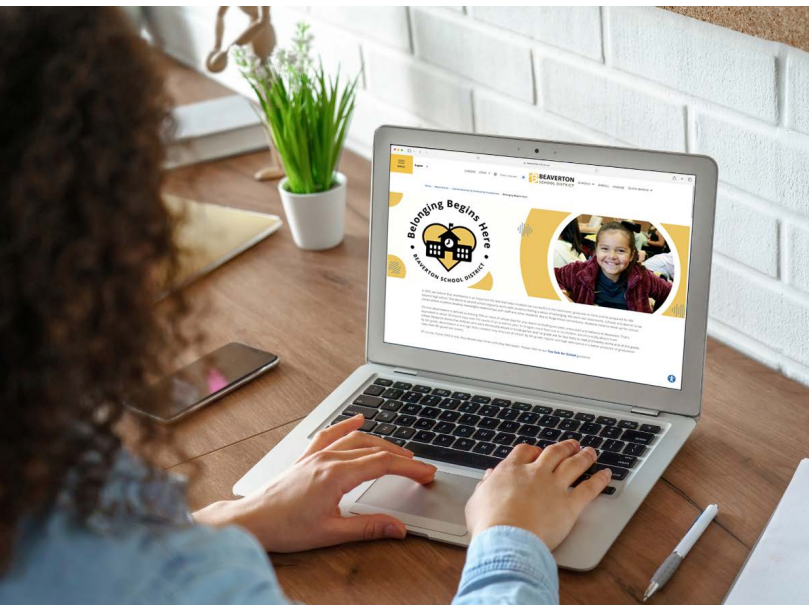
Logo



English



Spanish



Website

<https://www.beaverton.k12.or.us/belonging-begins-here>

Social Media

Combined Totals for Facebook & Instagram:

Posts: 1,276 | Reach: 304,825 | Impressions: 367,148 | Engagement: 3,115



Combined Totals for Facebook

Posts: 636 | Reach: 180,057 | Impressions: 227,494 | Average Engagement Rate: 3.02%

[See all Facebook posts](#)

Beaverton School District
Published by Buffer · August 2, 2023 ·

Did you know that many of our youngest students miss 10% of the school year — about 18 days per year? Kindergarten classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom. If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build relationships with their teachers and friends.

Start the school year off right with on-time and consistent attendance!

#BelongingBeginsHere
#BelongBelieveAchieve

4 shares

Beaverton School District
Published by Buffer · August 8, 2023 ·

Kindergarten establishes the foundation for relationship building and lifelong learning. Help your child get comfortable with going to school.

Here are some thoughts from 5th graders on why it's important to have good attendance in kindergarten.

#BelongingBeginsHere
#BelongBelieveAchieve

ZUNIYAH HARDT
HITEON ELEMENTARY FIFTH GRADER

YOUTUBE.COM

5th Graders Give Advice to Kindergarten Parents about Attendance
Hear what fifth graders at Hiteon Elementary School have to say to kindergarten parents ab...

9

Beaverton School District
Published by Buffer · August 25, 2023 ·

School is starting soon. Here are three tips to help your kindergartener look forward to attending school everyday.

- ✔ Set a regular bed and wake up time a few weeks in advance.
- ✔ Make up silly songs about everyday routines: getting up, eating breakfast and going to school.
- ✔ Create anticipation. When you drive by the school, say "There's YOUR school!"
- ✔ Visit with neighbors to see who's attending the same school. It's always fun to have a buddy.

#BelongingBeginsHere
#BelongBelieveAchieve

3 shares

Beaverton School District
September 11, 2023 ·

Families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school. Attendance habits are set the very first week of the school year, so please help your student to start building good habits early.

Check out our Belonging Begins Here webpage for tips on how to make attendance a priority. <https://www.beaverton.k12.or.us/Belonging-Begins-Here>

#BelongingBeginsHere
#BelongBelieveAchieve

9

Beaverton School District
October 10, 2023 ·

Make attendance a priority.

Check your child's attendance. Parents/guardians can log into ParentVUE to view attendance. For support with accessing and using ParentVUE, visit the ParentVUE Information webpage <https://www.beaverton.k12.or.us/parentvue-studentvue>.

- ✔ Talk about the importance of showing up to school every day.
- ✔ Help your student maintain daily routines, such as finishing homework and getting a good night's sleep.
- ✔ If your child has anxiety about going to school, discuss possible options with your child's teacher, counselor or principal.

Start the school year off right with on-time and consistent attendance!

#BelongingBeginsHere
#BelongBelieveAchieve

15

3 shares

Beaverton School District
October 26, 2023 ·

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school.

#BelongBelieveAchieve
#BelongingBeginsHere

KEEP YOUR MIDDLE & HIGH SCHOOL STUDENTS ON TRACK

PRIORITIZE ATTENDANCE

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school.

- Check your child's attendance. Parents/guardians can log into ParentVUE to view attendance. For support with accessing and using ParentVUE, visit the [ParentVUE information webpage](#).
- Talk about the importance of showing up to school every day.
- Help your student maintain daily routines, such as finishing homework and getting a good night's sleep.
- If your child has anxiety about going to school, discuss possible options with your child's teacher, counselor or principal.

HELP YOUR STUDENT STAY ENGAGED

- Ask your student if they feel engaged in their classes. Ask if they feel safe and welcome in their school.
- Make sure they aren't missing classes because of challenges with behavioral issues or school discipline policies. If so, contact your student's counselor to discuss.
- Monitor their academic progress and seek help from teachers or tutors, if necessary. Make sure teachers know how to contact you.
- Stay on top of their social contacts. Peer pressure can lead to skipping school. Students without many friends can feel isolated.
- Encourage them to join meaningful after-school activities, including sports and clubs.
- Notice and support them if they're showing signs of anxiety.

COMMUNICATE WITH THE SCHOOL

- Report absences. Parents/guardians can report absences in ParentVUE. This only applies to excused, full-day absences. Partial-day or previous absences must be reported directly to your school's office.

16

13 comments 1 share

ADDITIONAL SUPPORTING MATERIALS



Combined Totals for Instagram

Posts: 640 | Reach: 169,554 | Impressions: 219,315 | Average Engagement Rate: 3.34%

[See all Instagram posts](#)



beavertonsd
beaverton School District

beavertonsd What can you do to start building the habit of good attendance with your kindergartners?

- ✔ Set a regular bedtime and morning routine.
- ✔ Lay out clothes and pack backpacks and lunches the night before.
- ✔ If your child seems anxious about going to school, talk to your teacher, school counselor or principal about how to make your child feel comfortable and excited about learning.

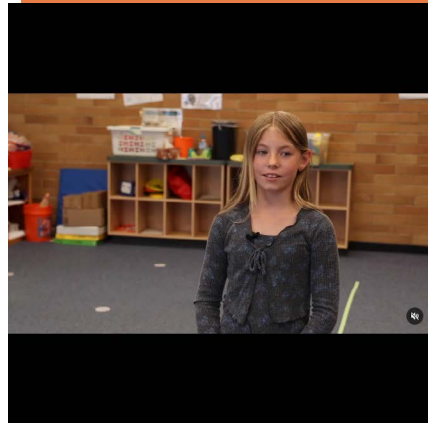
Start the school year off right with on-time and consistent attendance!

#BelongingBelieveHere
#BelongBelieveAchieve
Edited · 32w

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August 4, 2023

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beavertonsd
Original audio

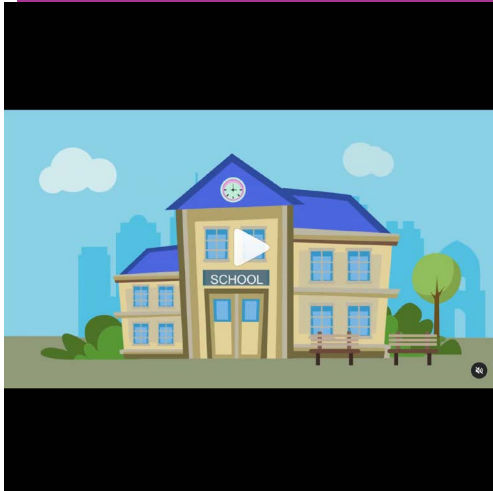
beavertonsd Here are some tips from 5th graders for building the habit of good attendance in kindergarten so kids learn right away that going to school on time and every day is important. Eventually good attendance will be a skill that will help them succeed in high school and beyond.

#BelongingBelieveHere
#BelongBelieveAchieve
37w

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Liked by beavertonhigh.education and 40 others
August 10, 2023

Add a comment...



beavertonsd
Original audio


beavertonsd Please watch this video with your middle and high school students. Know that there is help to ensure more regular school attendance.

#BelongingBelieveAchieve
#BelongingBelieveHere
24w

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September 22, 2023

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beavertonsd

beavertonsd Addressing chronic absenteeism is key to increasing academic achievement, improving graduation rates and giving young people the best chance at success in their adult life.

What can you do as parents/guardians?

- ✔ Talk about the importance of showing up to school every day.
- ✔ Lay out clothes and pack backpacks and lunches the night before school.
- ✔ Help your student maintain daily routines, such as finishing homework and getting a good night's sleep.
- ✔ Develop contingency plans for getting to school if something comes up. Call on a family member, neighbor or another parent.
- ✔ Try to schedule dental and medical appointments and extended trips when school isn't in session.
- ✔ If your child seems anxious about going to school, talk to their teacher, counselor or principal about how to make them feel more comfortable and excited about learning.


Start the school year off right with on-time and consistent attendance!

#BelongingBelieveHere
#BelongBelieveAchieve

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September 25, 2023

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beavertonsd

beavertonsd Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with peer conflicts or facing some other potentially serious difficulty. How can you ensure your student is on the right track?

- ✔ Ask your student if they feel engaged in their classes. Ask if they feel safe and welcome in their school.
- ✔ Make sure they aren't missing classes because of challenges with behavioral issues or school discipline policies. If so, contact your student's counselor to discuss.
- ✔ Monitor their academic progress and seek help from teachers or tutors, if necessary. Make sure teachers know how to contact you.
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- ✔ Notice and support them if they're showing signs of anxiety.

Start the school year off right with on-time and consistent attendance!

#BelongingBelieveHere
#BelongBelieveAchieve

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23 likes
October 4, 2023

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Parent Tip Sheets:

HELP YOUR CHILD SUCCEED IN SCHOOL

Build the Habit of Good Attendance Early

DID YOU KNOW?

Regular and on-time attendance is important to your child's success at school, starting in pre-K and kindergarten. Research strongly supports the connection between your child's sense of belonging, academic achievement and attendance.

- Attending school regularly helps children feel better about school and themselves.
- Students need time to build relationships with their teachers and fellow students.
- Missing 10%, or about two days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Students develop the habits of good attendance and punctuality for high school and beyond.

WHAT CAN YOU DO?

In elementary school, parents/guardians are key players in reinforcing habits of good attendance and punctuality.

- Introduce your kids to their teachers and classmates before school starts.
- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before school.
- Develop contingency plans for getting to school if something comes up. Call on a family member, neighbor or another parent.
- Schedule medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to their teacher, counselor or principal about how to make them feel more comfortable and excited about learning.



KEEP YOUR MIDDLE & HIGH SCHOOL STUDENTS ON TRACK

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IS YOUR CHILD MISSING SCHOOL DUE TO ANXIETY?

Definition of anxiety: feeling of fear and uneasiness about everyday situations

If your child is suffering from anxiety, they're not alone. In most situations, anxiety is normal and temporary. It becomes a concern if it persists and affects relationships with family, peers and teachers; contributes to academic challenges; and leads to school avoidance/refusal. Addressing anxiety is important for a child's overall well-being, not just attendance.

WHAT ARE THE SYMPTOMS OF ANXIETY?

- Feeling tired, irritable or easily tearful
- Having trouble separating from parents
- Experiencing difficulty sleeping or frequent nightmares
- Having trouble getting out of bed or dressed for school
- Lacking appetite
- Having trouble concentrating, which may lead to difficulty starting tasks, problems with homework and falling behind in school
- Experiencing physical symptoms, including headaches and stomachaches
- Avoiding activities previously enjoyed
- Having negative or continuous thoughts that something bad is going to happen

WHAT CAN FAMILIES DO?

Here are some tips to help your child get through these challenges and return to school:

- Don't punish your child for refusing to go to school, as this can make the situation worse.
- If possible, avoid letting your child stay home. Though staying home from school may provide short-term relief for your child, continued absence from school will lead to a feeling of being disconnected from classmates and teachers, cause your child to fall behind academically and make it harder for them to return.
- Speak with your child. Try to understand what's specifically bothering them.
- Make it clear that you're there to help and you believe they can face their fears and overcome the problem.
- Talk with the school nurse, counselor, social worker and/or psychologist about your student's challenges, identify possible solutions and develop a plan.
- In certain situations, a 504 plan or Individualized Education Program (IEP) may be needed to ensure your child receives appropriate support and resources.



A W E S O M E
ATTENDANCE AWARD

We're proud of your effort!

STUDENT

TEACHER



PRINCIPAL

Attendance Award

ADDITIONAL SUPPORTING MATERIALS

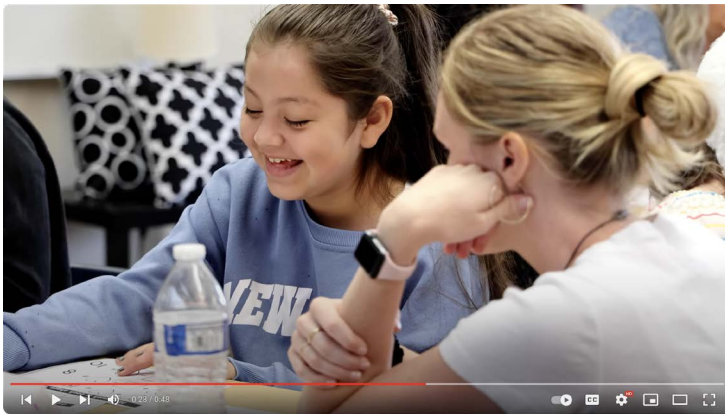


Superintendent's Welcome Message:
[English](#) | [Spanish](#)

Views: English: 3,674 | Spanish: 2,078

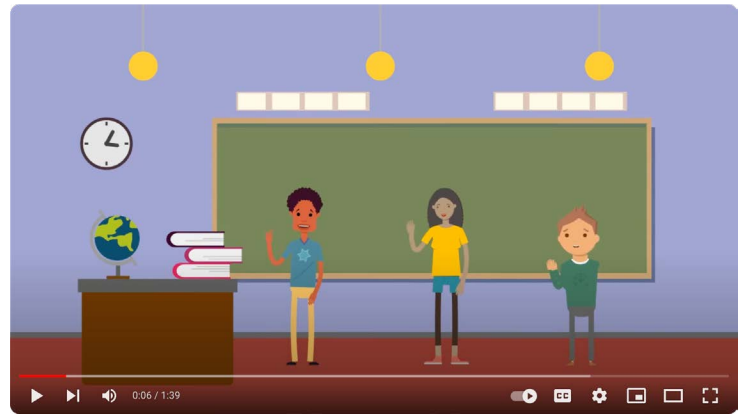
Attendance Videos

Combined Total Views: 23,606



Belong Begins Here:
[English](#) | [Spanish](#)

Views: English: 3,610 | Spanish: 2,319



Why is Attendance Important in Middle & High School:
[English](#) | [Spanish](#)

Views: English: 4,297 | Spanish: 2,511



5th Graders Give Advice to Kindergarten Parents about Attendance

Views: 2,964



5th Graders Offer Tips to Kindergarten Parents

Views: 2,153

Belonging & Connection Videos

(This information was not included in the Implementation section of this submission because of a lack of space.)

In addition to this 3-month campaign, we developed an ongoing video strategy to support two concepts related to attendance, based on our research and surveying: 1) students are more likely to attend school if they feel a deep sense of belonging to their school communities, and 2) students are more likely to attend school if they have a strong connection with an adult at their school.

Our belonging-themed videos emphasized opportunities for connection across our schools; our staff-focused videos introduced staff members to the community, highlighting their backgrounds and personal stories with the hope that students and families would relate to these individuals. The videos showcased administrative, certified and classified staff.

The videos were distributed to students, parents and staff via messaging on ParentSquare, district website and district/school social media accounts. All videos were produced **in-house**.

Belonging

[Back to School Night at Meadow Park Middle School](#) | [BSD Nutrition Services Supports Local Black Business](#) | [Conestoga Middle School performs at Southside Choir Festival](#) | [Community School Readers at Beaver Acres Elementary School](#) | [Cultural Night at Sato Elementary School](#) | [Dia de los Muertos at Five Oaks Middle School](#) | [Fifth-grade Fly-up at Highland Park Middle School](#) | [Kindness Assembly at Fir Grove Elementary School](#) | [Laika Studios at Chehalem Elementary School](#) | [Patterns in the Sky at West TV Elementary School](#) | [National Girls and Womens in Sports Day](#) | [Native Culture Day at Terra Nova](#) | [Native Drumming at Elmonica Elementary School](#) | [Rachel Carson Science Expo at Cedar Middle School](#) | [Recipe Testing at Mountainside High School](#) | [Rubik's Cube Club at Aloha-Huber Park K-8](#) | [Sources of Strength at BASE](#) | [Stoller Lights at Stoller Middle School](#) | [Student Illustrators at Terra Linda Elementary School](#) | [Tie-Dye Day at Sexton Mountain Elementary School](#) | [Walk-and-Roll Day at Findley Elementary School](#) | [Unified Sports at Westview High School](#) | [Salmon Bake with BSD Native Families](#) | [Yoga at Terra Linda Elementary School](#)

Combined Total Views: 199,579

Connecting with Adults

Meet New Principal of [Bonny Slope Elementary School](#), [Hazeldale Elementary School](#), [Mountainside High School](#), [Southridge High School](#), [Stoller Middle School](#), [Terra Linda Elementary School](#), [Tumwater Middle School](#), [William Walker Elementary School](#) | [Meet Head Custodian at Bonny Slope Elementary School](#) | [Meet Choir Teacher at Whitford Middle School](#) | [Meet District Head Plumber](#) | [Meet Newcomer Program Social Worker](#) | [Meet Paraeducators at Hiteon Elementary School](#) | [Meet Technology Instructional Assistant at Scholls Heights Elementary School](#)

(Future teacher videos are planned for May to coincide with National Teacher Appreciation Week.)

Combined Total Views: 308,361



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