




Every Day Counts 2.0 Cohort Meeting

February 19, 2026



Logistics

Before we get started,

-  This meeting is being recorded so we can share key takeaways and support those who couldn't attend live.
-  Please stay muted unless you're speaking, to help reduce background noise.
-  If you have a question or comment, feel free to unmute yourself or type it in the chat—we want to hear from you!

Thanks for helping us create a respectful and engaging space for everyone.

Meet the Illinois State Board of Education SCTAC team

- **Carl Amos**- Safe and Healthy Climate
- **Nanette Coley**-Safe and Healthy Climate
- **Sarah Littrell**- Supervisor Wellness and Student Care
- **Theresa Olsen**- Wellness and Student Care



Agenda

- Inclusive Welcome
- Resource Spotlight
- Pass the Mic
- Announcements
- Intentional Close



The purpose of this cohort

☀ Everyday Counts Illinois

Student Engagement Cohort on Chronic Absenteeism

Building Belonging, Connection, and Equity—One Day at a Time

Chronic absenteeism is more than missed day it's a signal of disconnection. This cohort is about reconnecting students through relationships, equity, and SEL.

Together, we'll share strategies, celebrate wins, and build systems that help every student feel seen, supported, and engaged.



Well-being Check-In

- What's something that's bringing you **joy** in your life?
- What's one thing you're **feeling grateful** for right now?

Well-being Check-in



SELF-AWARENESS



SELF-
MANAGEMENT



SOCIAL AWARENESS

CASEL Resources



- [CASEL](#) – Collaborative for Social Emotional and Academic Learning
- [5 SEL Competencies](#) & Focal Constructs
- [3 Signature Practices](#)
- [School](#) and [District](#) SEL Implementation
- [How does SEL Support Equity?](#)

Cohort Introductions



EACH PARTICIPANT, PLEASE
SHARE:



1. YOUR NAME, ROLE, AND
SCHOOL DISTRICT



2. RECALL YOUR FAVORITE
FAMILY ACTIVITY WHEN YOU
WERE IN SCHOOL

What is Family Engagement ?
-How it Looks
-Benefits of Family Engagement

Attendance Works

Printable Handouts for Families



Support the habit of good attendance

Multiple grade levels – pre-k through secondary

Multiple languages available

Geared for in-person and remote instruction

Infographic for chronic absence in early grades

Attendance Works – Quick Links



This document is a highlight of links to resources on the Attendance Works website - <https://www.attendanceworks.org/>

E-Learning Series for Educators	3 session series with set dates; Fee per person;	https://www.attendanceworks.org/technical-assistance/e-learning-series-for-educators/
E-Learning Series for Educators	Flyer with details about each session in the series	https://www.attendanceworks.org/wp-content/uploads/2019/06/PD-elearning-Attendance-Works-flyer-042925-.pdf
Professional Leadership Attendance Network (PLAN)	Intensive, six-month professional network designed to equip district leaders with the tools and systems needed to effectively reduce chronic absence.	https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-PLAN-2025-092925.pdf
How to Organize an Effective School Team to Improve Attendance	Step-by-step guidance on forming a school attendance team	https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-Guidance-for-SCHOOL-Attendance-Teams-1.14.2023.pdf
How to Organize an Effective District Team to Improve Attendance	Step-by-step guidance on forming a district attendance team	https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-Guidance-for-District-Teams-1.14.2023.pdf
Understanding the Factors Contributing to Chronic Absence in Your School	Outline with rubric evaluating key questions related to family, school, and community	https://www.attendanceworks.org/wp-content/uploads/2017/09/ID-Cont-Factors-DEC-2010-.pdf
3 Tiers of Intervention	Links to interactive tools outlining Foundational Strategies + Tier 1, 2, 3 interventions	https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
Student Absenteeism Worksheet	Rubric to evaluate individual students and 5 key areas related to attendance and positive conditions for learning	https://www.attendanceworks.org/wp-content/uploads/2019/06/Causes-for-Student-Absences-Worksheet-CFL-040925.pdf
Scan of Environment and Attendance (SEAT) Tool	Tool designed for school leaders to engage school staff, students, parents, and community members to identify strengths and opportunities to promote positive school culture and strong attendance. Includes tool and user guide	https://www.attendanceworks.org/resources/scan-environment-attendance/
Qualitative Data Tools	A collection of tools and strategies for collecting qualitative data on attendance	https://www.attendanceworks.org/resources/qualitative-data/
Self-Assessment Tools	Links on this page to attendance self-assessment for school and district level	https://www.attendanceworks.org/resources/self-assessment/
Toolkits	Links to a variety of toolkits for various areas of focus	https://www.attendanceworks.org/resources/toolkits/

Family Engagement



The 5 R's for Family Engagement

Respect

Responsiveness

Relationship

Reciprocity

Reflection

[Five Rs for Promoting Positive Family Engagement](#) from National Association for the Education of Young Children



One More R: Sharing Resources with Families

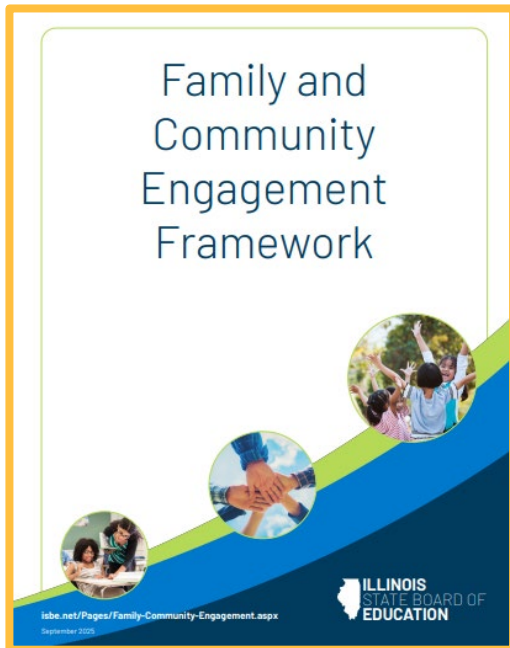
- Include Family Friendly resources on your website or Communication app or bulletin
- Create a Monthly Family Fun Calendar

ISBE - Family and Community Engagement Framework (F.A.C.E.)



F.A.C.E. Resources for Right Now

F.A.C.E. Framework Guide



F.A.C.E. Framework At-A-Glance

FACE Framework

1. Core Beliefs
Core beliefs serve as the basis for what a district believes to be true.

- ALL families can support children in their learning.
- ALL families want the best for their children.
- Families are equal partners in the education of their children.
- School staff and administration are responsible for building and sustaining home- school-community partnerships.

2. Systems
Prior to beginning the work, create equitable conditions and systems for Family and Community Engagement.

- District leadership and Board of Education develop a joint vision/mission for family engagement with staff, families and the community.
- District leadership and Board of Education review/create policies to contribute to equitable family engagement practices and protocols throughout the district.
- District/school leadership understand, promote, and build capacity on the implementation of effective family engagement systems that is mindful of a diverse school communities and student/family needs.
- District/school allocate resources specifically for family engagement.

3. Elements
Family Engagement initiatives, practices, and strategies are linked to learning and development goals of the child.

- **Welcoming & Inclusive Environment:** District/school personnel foster a welcoming and inclusive environment for all families.
- **Effective Communication:** District/school personnel engage in meaningful and equitable 360 exchanges of communication with families to support the whole student.
- **Trusting Relationships:** District/school personnel build trusting relationships that honor families as partners and include them in decision-making process.
- **Community Collaboration:** District/school personnel collaborate effectively and engage w/local community members, organizations, agencies, businesses and places of worship to enhance a positive learning environment.

Family and Community Engagement Framework • 1

F.A.C.E. Interactive Checklists

FACE Framework Checklists

Essential Element:
Welcoming and Inclusive Environment

Guiding Principle
 District/school staff foster a welcoming and inclusive environment for all families.

Standards

- Physical Environment: Up to date, conducive to learning, and inclusive.
- Culture and Climate: A community of belonging.

Standard a. Physical Environment: Up to date, conducive to learning, and inclusive.		
Descriptors	Status (1-4)	Notes/Evidence
<p>1. Areas such as the main entrance, office, gym, etc. are labeled with appropriate signage in preferred languages of families.</p> <p><input type="checkbox"/> Signs and bulletins are in English and families' preferred languages/braille, if needed.</p> <p><input type="checkbox"/> Signs are large and clear enough to read at a distance.</p> <p><input type="checkbox"/> Signs, informational bulletins, and marquees are up to date.</p> <p><input type="checkbox"/> Information and resources are displayed in areas accessible to families (e.g., a marquee outside, bulletin board at main entrance, flyer stand, etc.).</p> <p>2. School buildings are physically accessible to all families.</p>		

Share Your Success Stories-With Family Engagement



Intentional Close

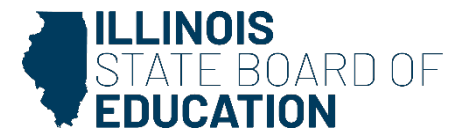
Next Steps...



Scan the QR code to join the Mentimeter

Go to [menti.com](https://www.menti.com)

Code: **3725 7444**



Announcements



Next Meeting Date: March 19, 2026



Resources: All Materials and tools will be posted on the ISBE website

Contact Information

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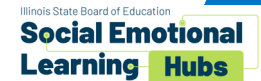
Theresa Olsen: tolsen@isbe.net

Email: everydaycounts@isbe.net

[ISBE Chronic Absenteeism Website](#)

SEL as a Strategy - Resources

- [Social-Emotional Learning Hubs](#)
 - Provide professional development, training, coaching and capacity building to schools, districts and ROEs to example SEL and trauma-responsive programming.
 - Provide coaching supports for RSSI
- [Resilience Supportive Schools Illinois \(RSSI\)](#)
 - Choose your focus: Trauma-Responsiveness, Social & Emotional Learning, Mental Health, Cultural Responsiveness, Anti-Racism & Equity
 - 15 question survey and build your plan with an SEL coach
- [Learning and Resource Hub](#)
 - FREE educational resource in support of strategies pertaining to social and emotional learning, trauma-responsive practices, mental health, and healing for both staff and students.
 - Approved provider for ISBE professional development.
 - *NEW information and modules added regularly.*



Thank you