THE SCHOOL NURSE-LED ACTIVE SURVEILLANCE MANUAL

Guidance and resources to support school nurses' important role in addressing chronic absenteeism.
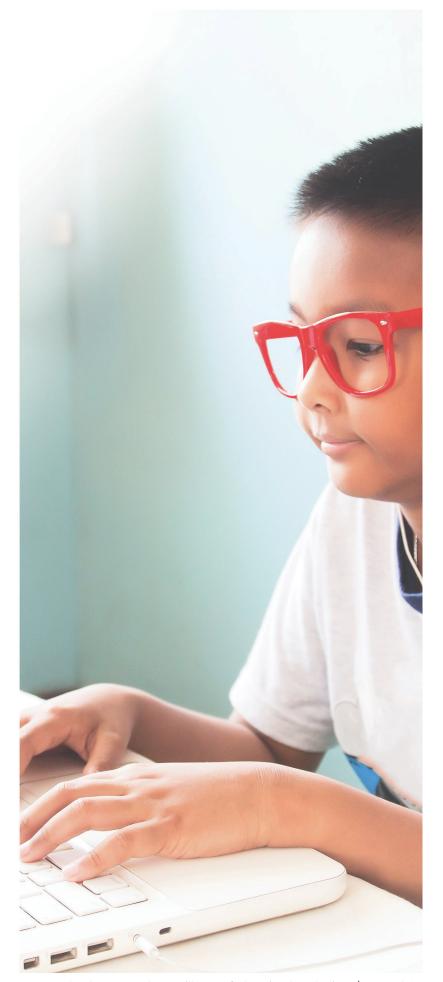
nasn.org

Table of Contents

School Nurse-Led Surveillance of Chronic Absenteeism

A special thank you to those who reviewed and provided input:

Thanks to the following districts who piloted the procedure:

Detroit Public Schools (MI), Pasco County Schools (FL), Plymouth School Districts (MA), Provo School District (UT), Warren Consolidated School District (MI), Weber School District (UT)

Citation: National Association of School Nurses [NASN]. (2020). *School nurse-led surveillance of chronic absenteeism.* NASN.

WHY SCHOOL NURSES SHOULD CARE ABOUT CHRONIC ABSENTEEISM?

School attendance affects a student's academic achievement. The Every Student Succeeds Act (ESSA) requires that all states include chronic absence on their school report card (ESSA, 2018); 36 states indicate they would reduce chronic absenteeism as part of their state plans for ESSA. Chronic absenteeism is defined as a student having missed more than 10% of a school year or more than two days per month. Students who are chronically absent are at risk of academic failure and dropout. The National Center for Education Statistics (2018) used data from the Office of Civil Rights, mapped chronic absenteeism and found geographic variations as well as disparity with higher rates of chronic absenteeism among minority ethnic groups compared to white, Caucasian students.

Factors that contribute to chronic absenteeism vary and include beliefs and values regarding education, lack of connection between parents/families and the school, school climate, or poor quality of education (Attendance Works, 2010; National Association of Elementary School Principals [NAESP], 2016; Van Eck et al, 2017). One of the main causes of chronic absenteeism is health related conditions such as asthma, diabetes, or depression (Allison et al., 2019; Healthy Schools Campaign, 2019). Other common causes of chronic absenteeism include social determinants of health, adverse childhood experiences, and undiagnosed conditions whose symptoms make it difficult to attend school (NAESP, 2016; Stempel et al, 2017). It has been hypothesized that myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS) or other conditions that begin with vague symptoms may account for a high proportion of students who are chronically absent and who may even withdraw from school (Centers for Disease Control and Prevention [CDC], 2017). It is estimated that 2 in 100 children, particularly adolescents, suffer from the condition, yet many go undiagnosed (CDC, 2017). Preliminary reports suggest that fatigue may persist for some time following infection with SARS-CoV-2 (the virus that causes COVID-19) raising the question of association of this infection with ME/CFS (Carfi et al, 2020; Tendforde et al, 2020). As schools make the transition back to onsite learning, COVID-19 will make it even more important for school nurses and a health perspective to be integrated into school-wide efforts to address health needs.

School nurses are on the frontlines of student health. Using nursing expertise and proximity to vulnerable

> " *Preliminary reports suggest that fatigue may persist for some time following infection with SARS-CoV-2 (the virus that causes COVID-19), raising the question of association of this infection with ME/CFS"*
> *(Carfi et al, 2020; Tendforde et al, 2020).*

students, school nurses proactively identify and document student health concerns and assist families in getting the care that they need (NASN, 2016). In addition, school nurses can connect with families over a shared concern for their well-being and a resource for improving attendance. School nurses are the bridge between health and education and can readily apply the student's medical information to accommodations to promote attendance. Stories from across the country indicate that school nurses decrease absenteeism

participated in addressing chronic absenteeism, a standardized evidence-based response is needed. The purpose of this manual is to guide school nurses in addressing health-related absences. The manual includes a standardized procedure for school nurses to follow along with reference materials to support the steps in the procedure.

A review of the literature on absenteeism, chronic health condition management, and school nursing along with the nursing process, was utilized in the creation of the procedure (American Nurses Association & NASN, 2017; Balfanz & Byrnes, 2018; Lamb & Newhouse, 2018; McClanahan & Weismuller, 2015; NASN, 2016). The process was reviewed by experts in the field and was piloted by six school nurses in four states with markedly different school health delivery models. Input from the pilot nurses was used to revise the procedure and develop this manual for school nurses to address chronic absenteeism.

> **"** *School nurses are the bridge between health and education and can readily apply the student's medical information to accommodations to promote attendance. Stories from across the country indicate that school nurses decrease absenteeism* **"**
> *(NASN, 2015).*

Overall the nurses in the pilot sites found the process feasible, especially if there is school support, and adopted it as routine practice. The school nurses' assessment and interventions to address chronic absenteeism increased their visibility in the school. School leaders recognized the added value of the school nurse in addressing education progression and providing vital resources and began including them on teams that addressed at-risk students. Teachers started to contact the school nurses about at-risk students as well. School nurses play a valuable role in supporting school attendance. This manual provides the guidance and resources needed for school nurses to consistently apply an evidence-based response to chronically absent students.

GAINING SCHOOL WIDE SUPPORT

The school culture must support the idea that attendance is important. Thus, the first step for a school nurse-led surveillance program is to gain support and buy-in from the school principal. Due to ESSA (2018), school districts are required to adopt and monitor strategies to promote attendance; many districts' funding is also linked to attendance. This is a window of opportunity for the school nurse to be part of the district and school's plan to address attendance, particularly absences due to health concerns.

Attendance Works, a national organization leading efforts to address chronic absenteeism, has developed many helpful resources focusing on changing the school culture, identifying chronically absent students early, and identifying resources to assist schools and families so students remain in school ready to learn. In light of the changing landscape of education and distance learning, Attendance Works (2020) has identified four keys concepts that need to be present in order for students to learn. The concepts include contact, connectivity, engagement, and participation. Chronic absenteeism negatively impacts each of these areas, which negatively impact a student's ability to learn. Thus, schools must work to ontact, connect, and engage with students while providing ways for students to participate in learning. Attendance Works has developed a playbook to assist schools in this endeavor. School nurses are in a great position to support activities that address these key concepts, as well as advocate for the collection of data no matter if school are in person or virtual.

A three-tiered approach has been developed by Attendance Works for schools, families, faith-based groups, businesses, city and county officials, philanthropists, and housing authorities to support school attendance:

Tier 1 focuses on a school-wide approach for all students to have good attendance. The focus is on an environment that engages students and families in the school community and awards good and improved attendance. This is a population-based approach to attendance. School nurses participate in these events, provide insight and data on absences, and support attendance in their health promotion activities. School nurses can also advocate for other health measures that impact health such as offering universal in-classroom breakfast or partnering with local public health groups to set up flu vaccination clinics.

Tier 2 focuses on students who are chronically absent (10-19% of the days). The school nurse-led procedure found in this manual is to assist the school nurse in Tier 2 activities designed to prevent students from progressing to Tier 3.

Tier 3 targets students who are missing 20% of school. These students need an intensely targeted, coordinated and interagency response to address underlying issues. The school nurse provides the expertise on a student's health and well-being that may be impacting their ability to attend school.

HOW TO BEGIN

Step One: School Assessment

The first step for the school nurse related to chronic absenteeism is to better understand what the school and/or district is already doing to address attendance. If the school is already conducting activities, the school nurse should approach the principal or others in charge to identify how the school nurse can fit into the existing efforts and explain why the nurse is uniquely positioned to address attendance. The school nurse should have specific ideas ready to share on how they can contribute to school-wide efforts. The level of involvement of the school nurse will also depend on the number of schools covered. No matter the number of schools covered, school nurses should be involved in chronic absenteeism efforts, especially related to health concerns. In situations where the nurse to student ratio is insufficient, district leaders need to understand the critical function of nurses in improving attendance and supporting learning (and be willing to invest in those positions).

If a nurse's school is not addressing attendance, the school nurse consults with the principal to develop a plan. The goal is to start small and build buy-in with school counselors, mental health workers, and teachers. Attendance Works (n.d.) has found that utilizing a team approach, led by the principal, is one of the most effective ways for schools to address attendance.

Attendance Works has developed a school assessment to help schools identify gaps and learn what is needed to develop a school-wide culture of attendance.

Second Step: Health-related Policies and Materials

School nurses can also look at health-related policies to see if they support tracking student attendance and keeping students in schools. A few policies that may support efforts include the following:
- Schools should track attendance and ask parents/caregivers to indicate the reasons for a student's absences in order to better identify students with health concerns. Automated systems can be developed to facilitate tracking.
- The school should require a note from a healthcare provider if a student is out of school longer than three days.
- Families should report student status to the school within 24 hours if a student is diagnosed with a communicable disease.

In addition to addressing policies, school nurses can compile a list of resources that can be given to parents/guardians in need. Consider if others have already created these documents in your area or district. These lists would include
- Local medical providers for specialty services;
- Local providers for free or low-cost services;
- Local medical providers who take Medicaid;
- Support for Medicaid access; and
- Local social services.

SCHOOL NURSE-LED ACTIVE SURVEILLANCE PROCESS

The process for a school nurse-led active surveillance includes eight steps outlined below. At the beginning of the school year, the nurse or the school sends a letter to families alerting them they will be contacted when students are absent more than two days in a month to learn how the school can support their child's needs.

- Beginning of the Year Letter
- Beginning of the Year Letter During COVID--Virtual Attendance

Reminder: *Students are chronically absent when they miss more than 2 days/month (or 10% of the school year).*

Nursing Actions/Steps/Interventions

- School Nurse-Led Active Surveillance At-a-Glance

Step 1: Identify students who are chronically absent. [If mechanisms are in place to specifically identify illness absences, skip to Step 2.]	Resources
Talk to the principal, attendance secretary/agent, truancy officer, and/or other person assigned to address attendance and students at risk. Determine what is already in place to track attendance. Student information systems (SIS) have the capability to track attendance. Regardless of whether school is in person, virtual or a blend, schools and districts should find approaches to measuring and monitoring attendance. Active surveillance and response need to adapt to situations where schools are closed, even if it is simply stating that reality. Lack of participation in distance learning may be one of the triggers for schools to reach out to students. • Determine how to access attendance records. • Work with Information Technology (IT) to create a list that identifies students missing 2+ days/month. Ideally, the report would also identify each student's grade, teacher, special education status, any health condition, and (if possible) an annotation if the student was absent >10% of the previous year and/or the previous month.	Attendance Works: Data Tools Data Collection During COVID

Step 2: Identify students who are chronically absent for health reasons (or suspected health reasons).	
- Talk to attendance secretary/agent or other staff to determine what is in place to determine reasons why students are absent. - Obtain a list of students absent for health reason or determine a process for staff to assist you in determining students who are chronically absent for health reasons. - Set up a schedule to routinely look at records at least monthly. - Begin to track attendance the first month of school. Students most at risk for absenteeism begin missing school early in the year (Olson, 2014). - Do NOT wait until the end of the year to begin this work. - Monitor all students monthly, at a minimum. - As the months progress, it may help to identify students who are new to the list that month, versus students who are chronically absent each month. Both are important to follow but are often absent for different reasons. - Remember flu season or other times of the year will naturally have higher rates of chronic absenteeism.	Attendance Works: Data Tools
Step 3: Outreach to students and their families.	**Resources**
You can connect with students and families in many ways, although many school nurses find telephone or in person contacts are the most productive. Involving parents/guardians have been found to improve attendance (Rogers et al., 2017). You may also use a triage system, where the attendance secretary or others in the school make the initial contact with students, especially if there is not a system in place where families indicate the reasons students are absent. Students are referred to the school nurse if a health reason (of student or family member) is mentioned, or if the student has a relationship built with the school nurse that could be beneficial in addressing the underlying causes. When reaching out, it is important to build a relationship of trust with the student or families. Use professional, district provided interpreters if needed. Focus on the shared goal of student success. Motivational interviewing techniques may be useful when speaking with families. The following phrasing may be helpful in soliciting positive responses: "I am the school nurse at [school] and noticed [student] has been [several days, a lot this year or withdrawn for health reasons]. I am calling to see how we can support you and [student] in order for [him/her] to be in school regularly?" Variations on this phrase that also have been helpful include: "How can I support you?" (offer resources-everything from elevator pass to community resources. Have a list ready in case the parents/guardians asks-how can you help us? Think beyond primary provider and include immunization clinics, dentists, community resources that build and support family) "What can we do on our end?" "What can we do to help you obtain the resources you need to get your child to school regularly?"	Paper tracking tool (if no EHR) Triage Flowsheet Parent-Teacher-Family Engagement (from PTA) Contacting Hard to Reach Parents/guardians Motivational Interview webinar (NASN) Motivational Interviewing (Case Western) Video Examples Produced by University of Florida Department of Psychiatry. Funded by Flight Attendant Medical Research Institute Grant #63504 (Co-Pls: Gold & Merlo: · Positive Example · Negative Example Motivational interviewing (National Council of Behavior Health funded by SAMSHA)

Step 4: Identify reason(s) for absences/withdrawal.	Resources

Common causes found by school nurses in our pilot sites for students being absent include:
 • Asthma, particularly at the beginning of the school year and if advancing
   to a new school (stress-induced triggers); or during allergy season.
   Influenza/Cold Season
 • Concussions, particularly among older children (asking about symptoms
   was found helpful as the parent was not always aware of the connection
   between the concussion and continued symptoms)

Although strep throat or other acute conditions may keep a child out of school for a short time, if a student remains out of school longer than expected for acute illnesses, it is important to try and find out the underlying reasons for the absences. Sometimes the issue is not obvious, or the issue is not verbally stated.

The school nurse will need to continue to build rapport with the family, as well as use critical thinking skills to ask additional questions and/or observe other cues that will lead to better understanding the situation. Some questions to ask the family include:
 • How long has the student had symptoms?
 • What is being done?
 • Do they feel it is being taken care of? (why/why not)
 • How can you (school nurse) be supportive of situation?

Common reasons found by school nurses for absences, that may not be obvious include:
 – Family and social needs, such as
     – Lack of healthcare provider access
     – Student needed to interpret at family members' appointments
     – Babysitting needs at home or within extended family
     – Homelessness
     – Financial stressors at home
     – Parents/guardians work schedules (not around to encourage student to
       be at school)
     – Family culture of attendance
     – Need for alarm clock
 – Mental health-anxiety/stress
 – Student may have school phobia or anxiety generally, or due to bullying
   or specific issues at school.
 – Other stress or anxiety may also be impacting the student's ability to be
   well and attend school.
 – Caregiver or family stress may also impact students attending school.

In addition to identifying the reason for the student's absence, if appropriate, identify resources or services that the student or family may need.

Chronic Undiagnosed Conditions
If health symptoms are undiagnosed, probe to learn more about types of symptoms.
 • When did symptoms begin?
 • Did symptoms appear suddenly?
 • After another illness?
 • Parent's and or student's perceptions of what triggered the illness?

A school nurse can provide valuable resources and support in helping the family navigate what to do next if a diagnosis has not been obtained. Often the student may have been to see a health care provider. When symptoms persist, parents/guardians may be unsure where to turn next. The school nurse could ask about:
 • Signs and symptoms the student may be having
 • How often do they occur? (encourage the family to keep a diary/schedule
   of symptoms)
 • If the parent/guardian shared all the symptoms with the health care
   provider?
 • When was the last visit with the health care provider?
 • Offer (if appropriate) to connect with primary provider to share your
   additional expertise related to any symptoms or connections with the
   school.

Be aware of other pediatric conditions that have vague symptoms that may be impacting student health. This includes ME/CFS.

Resources column:
(Utilize resource lists developed earlier in the process)

Additional Questions to ask if you suspect ME/CFS

CDC ME/CFS Materials, including fact sheets for healthcare providers and families

Step 5: Develop a nursing diagnosis.	**Resources**
Once the student's situation is assessed, the school nurse should identify a nursing diagnosis (i.e. impaired breathing). The nursing diagnosis is different from the medical diagnosis (i.e. asthma). The nursing diagnosis focuses on the issues a nurse can address to assist the student in remaining and/or returning to school. For example, a student may have a medical diagnosis of asthma. The nursing diagnosis would be issues related to why the asthma is causing the student not to be at school. Although, several standardized nursing diagnoses exist that may help you, the ones listed here are generic ones meant to focus on the topics that would be appropriate for a nursing diagnosis. This could include: • Lack of understanding of triggers • Lack of skills to address the stress/anxiety • Lack of knowledge regarding use of medications, including inhaler • Limited alertness related to interrupted nighttime sleep Other nursing diagnoses related to mental health may be: • Lack of knowledge related to the impact of stress on the body • Lack of knowledge to identify stressors • Lack of skills to address immediate stress/anxiety exacerbation • Lack of skills to address stress/anxiety The diagnosis could also be related to social or family issues that may be the reason why asthma or other health concerns are keeping the student out of school. Possible nursing diagnoses include: • Lack of health insurance/finances • Lack of qualified medical personnel • Lack of transportation • Lack of appropriate language skills • Family situation/ adverse childhood experiences • Family culture/belief system related to school attendance and education	NASN's Individual Health Plan (IHP) booklet Case management manual (when ready) NASN webinar on chronic conditions for rare conditions IHP template Managing Chronic Conditions ppt

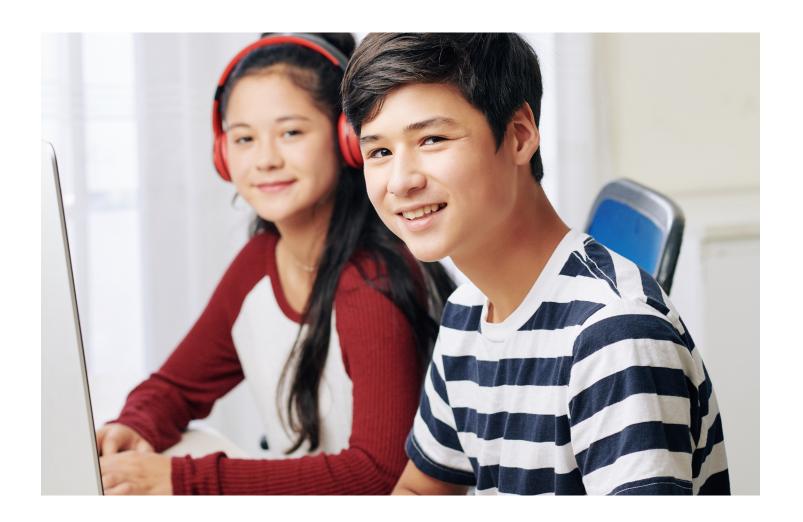| **Step 6: Develop nursing plan.**	**Resources**
For some students the diagnosis and intervention are 'simple;' the school nurse can address the situation quickly. For example, the intervention may be a conversation using motivational interviewing orproviding a needed resource. Other times the intervention may be connecting the family to a primary provider or other community resource; or providing education to the student or family related to a specific topic. The intervention may be facilitated by the school nurse but may not need to be completed by a school nurse. For example, the solution may be the school nurse contacting transportation in order to have the bus stop be closer to the student; or contacting the parent/teacher organization to organize a walking school bus. In the examples listed above, a formal care plan may not be needed. Even without a care plan, however, it is important for the school nurse to document in the student's record the diagnosis and interventions taken and evaluate if they address the issue. For those students who have a complex need that is impeding the student from coming to school, the school nurse should initiate a case management approach to the situation. This includes developing a care plan that guides the nurse's activities. The plan should also identify key goals developed with the family and students. The plan can address student milestones, coordination efforts, and how progress will be tracked. Goals related to chronic absenteeism may focus on: • Return to school • Lack of qualified medical personnel • Modified schedule, or • Being on time for school **Other goals may focus on:** • Getting help for identified problem, • Accessing medical care-including ME/CFS expert, • Development of 504 accommodations or individualized education program (IEP) accommodations under 'other impaired', • Increased knowledge, or • Family access to needed resources (e.g., food, transportation)	Motivational Interview webinar (NASN) Motivational Interview (Case Western) Video Examples Produced by University of Florida Department of Psychiatry. Funded by Flight Attendant Medical Research Institute Grant #63504 (Co-Pls: Gold & Merlo: • Positive Example • Negative Example Emotion Management Webinar Mental health tips National Mental Health Curriculum School health mental health systems: Guidance from the field School Nurse Intervention Ideas for Individual Students

Step 7: Evaluate	Resources
School nurses should evaluate the care plan or plan of action. The ultimate goal in this process is the student decreases absences. If that goal is not reached, the school nurse should re-evaluate interventions to determine if something more or different is necessary. Continue to evaluate. In addition to evaluation of individual care plans, the school nurse, at least yearly, should review the entire chronic absenteeism process from a population-based standpoint to determine where concerns or issues arise. This step would be conducted as part of an overall school-wide approach with a student services team. During this process, look for common themes/trends. Identify if there are population-based prevention methods to stop these from occurring beforehand.	Attendance Works School Wide Strategies Population-based School Nurse Interventions: Mental Health and Social Needs
Step 8: Share results with principal and others	**Resources**
School nurses provide regular reports to principal/supervisor, as well as data within the end of year report.	Year End Report Template

FAQ'S

How can I incorporate the process if I cover more than one school?

The process is called school nurse-led on purpose. It does not mean the school nurse should do it alone. It is even more important if covering more than one school to have each school on board. An attendance secretary or other person assigned to track overall chronic conditions can assist by triaging students so only health related issues come to the school nurse. The school nurse can then focus efforts on health-related issues.

How much time does the process take?

It will depend on the number of students who are chronically absent-so will vary. The pilot nurses found it only took 1-2 hours each week and could easily be incorporated into other activities. Finding students early also decreased the amount of time it would have taken if students were not identified early.

How do you track absences such as multiple students' out due to flu? Do you have a special program or spreadsheet you use?

Each nurse had their own technique. Several used the electronic system in their schools to run reports and track (work with your IT person to make running reports easier). Another did not use anything special-but did track illness when it was in the same room or grade. Another worked with the attendance advocate who tracks number and reasons for absences on a spread sheet, so they can watch trends.

How do you recommend getting a school on board with calling parents? Or high school teachers taking attendance?

Get the principal's support!!! They can put teeth into ensuring teachers track attendance and find ways to make it part of their day. It is about a culture in the school. Case workers and attendance secretaries can help track attendance in elementary school.

Did classroom competitions or giving kids awards for attendance ever put pressure on or stigmatize students legitimately needing to miss schools?

We didn't hear any negative feedback from the teachers regarding kids being stigmatized if they were absent and caused the class to not have a high percentage of attendance. When the kids have encouragement to be there from their peers, it makes them feel like coming. However, we also worked with students on individual basis and found ways to meet student needs as well. For example, a child did not meet the class criteria to participate in an activity but had made great stride and several things happened out of her control. We let her participate. It was an opportunity to teach empathy as well.

What prizes are used?

We had a prize box that kids could choose a prize from when they had attended 10 days in a row. They also had a sticker chart (in the shape of a fun animal when all stickers were obtained). The prizes included pencils, books, stickers, and other similar items. Other rewards used were free recess, verbal acknowledgement, ice cream socials, pizza, movies, and Positive Behavioral Interventions and Supports (PBIS) school bucks that could be used in the school store.

What verbal interpreter resources do you use?

School district employees when possible. When a school district interpreter is not available or a different language is needed, I utilize "Languageline Solutions" interpretation and translation services. This company (for a fee) provides over-the-phone translation services. I'm not sure of the cost since my school district covers it.

What are the consequences for parents who don't send their kids to school?

Our district is getting away from consequences and focusing on restorative practices. The goal is to motivate parents and students to come to school because consequences are more of a slap on the wrist. Encourage staff to adopt those vulnerable students and assist when needed.

How do you approach families who have students (or their siblings) who participate in competitive travel sports?

If communication with secretarial staff or RN was not effective, we found the best method was to have families (both parents if

possible) meet with the entire team: RN, principal and attendance officer (AO). This combined effort laid the groundwork and often the AO explained the legal ramification of not attending school. In the end, some parents chose home schooling and others made attempts to shorten these extended trips.

How do you address families who do not value school attendance/education?

We try to show the importance of an education to parents and students. We found it best to reward positive behavior; and get to the root of the problem and put interventions in place as needed. I found if you dig deeper it was less about not valuing education but was connected to their own negative experiences with school in their past. I would talk about the additional social benefits of school, how the younger years are building blocks in education for later in life successes, and other support services schools can provide. Researchers have found sending postcards showing a student's attendance compared to the school average helped (Rogers & Feller, 2018), as did sending text updates (Bergman & Chan, 2019).

How does the attendance advocate address privacy issues when parents just say their child is 'out sick'?

If the attendance advocate continues to have the parent/guardian not give any other information other than being sick, she will refer the child on to the me (school nurse) and I will call the parents and ask if there is something I can do to support their child get access to health care or other resources since they have missed so much school. If we can't make progress with the parents, the principal has made a home visit before. There are certainly parents who quit answering the phone, or won't answer their door, and as a last resort of concern the principal can refer the parents for educational neglect.

How do you deal with parents who cannot be reached?

I send an email, text, and use any other contract list. I would also have the student come down to my health room when they were in school and ask them. We may call other relatives/emergency contacts if the student's file gives permission. The attendance agent will also send a letter or make a home visit.

How do you collaborate with resource officers regarding truancy?

Our offices are next to each other and we meet daily about attendance issues. In other schools the nurse met regularly with the resource officer.

What are the data regarding absenteeism and bullying?

Bullying does cause absenteeism (Grinshteyn & Yang, 2017; Steiner & Rasberry, 2015). The social worker and dean of culture work with students in this area. In our pilot, not all nurses found bullying to be an issue. One nurse learned a student was not attending because she was struggling with gender identity issues and classmates were making fun of her.

In some states, schools are paid by the daily attendance. Is that true in all states?

Is it legally required for students to attend school? Not all states/district are paid by daily attendance. Some districts use attendance as part of a school evaluation process. Each state has different requirements regarding students attending school. Check with your State Office of Education.

References

Allison, M.A., Attisha, E., & Council on School Health. (2019). The link between school attendance and good health. *Pediatrics,* 143(2), e20183648.https://doi.org/10.1542/peds.2018-3648

American Nurses Association & National Association of School Nurses. (2017). *School nursing: Scope and standards of practice* (3rd ed.). Nursebooks.org.

Attendance Works. (n.d.). *A principal-led team overseeing attendance.* https://www.attendanceworks.org/resourc es/toolkits/mentoring-elementary-success-mentors/what-support-is-needed-from-schools/a-principal-led-team-overseeing-attendance/

Attendance Works. (2010). *Understanding factors contributing to chronic absence in your school.* https://www.attendanceworks.org/wp-content/uploads/2017/09/ID-Cont-Factors-DEC-2010-.pdf

Attendance Works. (2020). *Key concepts for leveraging chronic absence during the Coronovirus pandemic.* https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/key-concepts-for-lever aging-chronic-absence-during-the-coronavirus-pandemic/

Balfanz, R., & Byrnes, V. (2018). Using data and the human touch: Evaluation the NYC inter-agency campaign to reduce chronic absenteeism. *Journal of Education for Students Placed at Risk,* 23(1). https://doi.org/10.1 080/10824669.2018.1435283

Bergman, P. & Chan, E.W. (2019). Leveraging parents through low-cost technology: The impact of high-frequency information on student achievement. *The Journal of Human Resources,* http://doi.org/10.3368/ JHR.56.1.1118-9837R1

Carfì A, Bernabei R, Landi F, et al., on behalf of the Gemelli Against COVID-19 Post-Acute Care Study Group. Persistent Symptoms in Patients After Acute COVID-19. *JAMA.* 2020;324(6):603-605. doi:10.1001/ jama.2020.12603

Centers for Disease Control and Prevention. (2017). *ME/CFS in Children.* https://www.cdc.gov/me-cfs/me-cfs-chil dren/index.html

Every Student Succeeds Act. (2018). https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20 Education%20Act%20Of%201965.pdf

Grinshteyn, E. & Yang, Y.T. (2017). The association between electronic bullying and school absenteeism among high school students in the United States. *The Journal of School Health,* 87(2), 142-149. https://doi. org/10.1111/josh.12476

Healthy Schools Campaign. (2019). *Addressing the health-related causes of chronic absenteeism.* https://healthy schoolscampaign.org/dev/wp-content/uploads/2020/02/HSC_AHRCCA_V5-1-22-20.pdf

Lamb, G., & Newhouse, R.P. (2018). *Care coordination: A Blueprint for action for RNs.* Nursebooks.org

McClanahan, R., & Weismuller, P. (2015). School nurses and care coordination for children with complex needs: An integrative review. *The Journal of School Nursing,* 31(1), 34-43. https://doi. org/10.1177/1059840514550484

National Association of Elementary School Principals. (2016). *Six causes-and solutions-for chronic absenteeism.* https://www.naesp.org/communicator-september-2016/six-causes-and-solutions-chronic-absenteeism

National Association of School Nurses. (2015). *School nurses' role in combating chronic absenteeism.* https://high erlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/ PDFs/Advocacy/whitepaperabsenteeism.pdf

National Association of School Nurses. (2016). Framework for 21st century school nursing practice: National Asso ciation of School Nurses. *NASN School Nurse,* 31(1), 45-53. https://doi.org/10.1177/1942602X15618644

National Center for Educational Statistics. (2018). *Digest for Educational Statistics*, Table 203.60. https://nces. ed.gov/programs/digest/d18/tables/dt18_203.60.asp

Olson, L. (2014). Why September Matters: Improving Student Attendance [policy brief]. Baltimore Education Re search Consortium. http://baltimore-berc.org/wp-content/uploads/2014/08/SeptemberAttendance BriefJuly2014.pdf

Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. *Nature Human Behaviour,* 2, 335-342. https://doi.org/10.1038/s41562-018-0328-1

Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). *A randomized experiment using absenteeism information to "nudge" attendance* (REL 2017-252). US Department of Education, Institute of Education Sciences. http://ies.ed.gov/ncee/edlabs.

Steiner, R.J. & Rasberry, C. (2015). Brief report: Associations between in-person and electronic bullying victimization and missing school because of safety concerns among U.S. high school students, The Journal of Adolescence, 43, 1-4.https://doi.org/10.1016/j.adolescence.2015.05.005

Stempel, H., Cox-Martin, M., Bronsert, M., Dickinson, L.M., Allison, M.A. (2017). Chronic school absenteeism and the role of adverse childhood experiences. *Academic Pediatrics,* 17(8), 837-84. http://doi.org/10.1016/j.acap.2017.09.013

Tenforde MW, Kim SS, Lindsell CJ, et al. Symptom Duration and Risk Factors for Delayed Return to Usual Health Among Outpatients with COVID-19 in a Multistate Health Care Systems Network — United States, March–June 2020. *MMWR Morb Mortal Wkly Rep 2020;69:993-998*. DOI: http://dx.doi.org/10.15585/mmwr.mm6930e1

Van Eck, K., Johnson, S.R., Bettencourt, A., & Johnson, S.L. (2017). How school climate relates to chronic ab sence: A multi-level latent profile analysis. *Journal of School Psychology,* 61, 89-102. https://doi.org/10.1016/j.jsp.2016.10.001