Relationship Building At Scale
Community of Practice
October 21, 2021

Developed by the CSDE in collaboration with Attendance Works & SERC
WELCOME & INTRODUCTIONS
Attendance & Engagement Work Group

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Homeless Education and McKinney-Vento,
CSDE
Communities of practice are systems of collective critical inquiry and reflection focused on building a shared identity and collective intelligence garnered over time.

What defines us?

- common purpose
- support and encouragement
- willingness to learn from one another
- sharing of ideas
- wanting the best for and from our students
- flexibility
- willingness to ask tough questions
- interdependence
- common students
- support
- success for our students
- technology
- shared challenges
- patience
Today’s Agenda

1. Welcome & Introductions (5)
   Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC

2. Updates from CSDE (10)
   Kari Sullivan Custer, Education Consultant, Attendance & Engagement, CSDE

3. Tier 1 & Tier 2 Relationship Building At Scale (35-40 min)
   Hedy Chang, Attendance Works with Amanda Pickett (CSDE)

4. Break Out: How can districts help school leaders assess the situation and take action? (20 minutes + 10 min for report out)

5. Closing Remarks (5)
UPDATES FROM CSDE
State Attendance & Engagement Advisory Team

- **Jonathan Costa**, Assistant Executive Director, EdAdvance (LEAP Home Visits)
- **Jim Farrell**, McKinney-Vento Liaison, Manchester Public Schools
- **Erica Forti**, Superintendent, East Haven Public Schools
- **Tamara Gloster**, Assistant Superintendent, Norwich Public Schools
- **Elizabeth Lapman**, Director of English Learners and World Languages, Hamden Public Schools
- **Jay Miramant**, Principal, Coordinated School District of New Britain
- **Christina Morales**, Coordinator, Office of Family and Community Partnership
- **Rachel Newer**, School Social Worker, New London High School
- **Carli Rocha-Reaes**, Coordinator of School Counseling & Parent Partnerships
- **Sondra Sanford**, Coordinator of Partnership and Engagement Services, Coordinated School District of New Britain
- **Patricia Sullivan-Kowalski**, Director of Pupil Personnel Services, Meriden Public Schools
- **Erika Treannie**, Director of Climate, Culture and Engagement, Bristol Public Schools
- **Dianne Vumback**, Assistant Superintendent, Montville Public Schools

- **CSDE**: Kari Sullivan Custer, Amanda Pickett and Judy Carson
- **SERC**: Stephen Proffitt

Special appearances by Hedy Chang, Attendance Works
We are listening to you...

Attendance & Engagement Advisory Team
September 28, 2021, Thought Exchange

What are the most important challenges you are facing related to attendance and engagement?

Key Thoughts:
1. Getting teachers involved in attendance – they spend the most time with students and need to build those relationships.
2. Finding root cause of absences – until we understand needs, we can’t identify supports.
4. Leaders role in championing a mind shift change – in order to have a whole school approach and buy in.

Attendance Building Relationships Thoughts:
- Getting teachers involved in attendance – they spend the most time with students and need to build relationships.
- We are struggling mostly with students having behavior issues then not wanting to return the next day – we need them back in the building to repair relationships.
- We are under staffed and we need consistency with educators and support staff – building trusting/strong relationships.
Advisory Team

Building relationships + consistency

- understanding
- attendance
- trustingstrong families
- involved
- spend policy
- target trying
- consistency
- engagement
- issues
- root
- loss
- interventions
- staffed
- wanting
- best
- transportation
- open
- pandemic
- learning
- educators
- punitive
- change
- disengaged
- practices
- share
- dialogue
- high
time
- work
- many
- spaces

Advisory Team

Advisory Team
We are listening to you...

LEAP District Coordinators – October 19, 2021, Thought Exchange

What are the most important knowledge, tools, and resources LEAP Visitors need to help maintain positive family relationships and expand the reach of the program?

Key Thoughts:
1. Understanding diversity, cultural sensitivity.
2. Cultural sensitivity training – awareness and appreciate for various family cultures is integral to this work.
3. Direct connections to community resources – families are frustrated with general info lines and not able to reach someone to assist them.

AI Generated Themes:
1. Cultural Sensitivity Work
2. Build Trust with Families
3. Connect Families to Resources
4. Home Visits
5. Positive Approach

How did the theme “Home Visits” get generated?
• How to conduct a judgement free home visit – judgement free.
• The importance of in-person visits when possible – more transformative and less transactional.
• Other community organizations available to help schools with home visits – need more home visitors.
LEAP District and RESC Coordinators

appreciation  support  various
positive  visits  help  importance
cultural  home  approach
trust  resources  families
connect  come  sensitivity
understanding  training
community  work  outcomes
visitors  organization  awarenes
diversity  integral  purpose
negative  purpose
U.S. Department of Education Releases New Resource

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rising Mental Health Needs and Disparities Among Children and Student Groups</td>
<td>1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider</td>
</tr>
<tr>
<td>2. Perceived Stigma is a Barrier to Access</td>
<td>2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access</td>
</tr>
<tr>
<td>3. Ineffective Implementation of Practices</td>
<td>3. Implement Continuum of Evidence-Based Prevention Practices</td>
</tr>
<tr>
<td>4. Fragmented Delivery Systems</td>
<td>4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All</td>
</tr>
<tr>
<td>5. Policy and Funding Gaps</td>
<td>5. Leverage Policy and Funding</td>
</tr>
</tbody>
</table>

- Press Release
- NPR Interview
- Report
Reconnecting with Families in the New School Year

A Community-wide Approach

The pandemic has amplified inequities that already existed in our communities and schools. Connecting now with the most vulnerable students and families requires not only innovative strategies but also a team effort. In Stamford, schools are not alone. A broad-based community coalition works with schools in an “all hands on deck” approach to reach families and strengthen school-home connections.

Join us to learn how community stakeholders have mobilized to help Stamford Public Schools connect, engage and build trust with families.

Conversation Catalysts:

- Mike Meyer, Director of Family and Community Engagement, Stamford
- Dena Booker, School and Family Resource Facilitator, Stamford
- Community Partners

Date: October 22, 9:30-11:00 a.m.
Location: Online
Supported: Leveraging Attendance Data to Ensure Ongoing Success

Attendance Awareness Campaign, Webinar 4 of 4, Wednesday, September 29, 2021

Presenters
• Maribel Childress, Superintendent, Gravette School District, Arkansas
• Todd Rogers, Professor of Public Policy, Harvard Kennedy School
• Charlene Russell-Tucker, Commissioner of Education, Connecticut State Department of Education
• Kwesi Rollins, Vice President for Leadership and Engagement, IEL
• Hedy Chang, Executive Director, Attendance Works

Webinars - Attendance Awareness Campaign 2021 (attendanceworks.org)
• Webinar recording
• Download the presentation slides
• Download the discussion guide
• More resources and links from the webinar chat
• Count Us In! toolkit for 2021
• Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance
CT Attendance Awareness Campaign

In partnership with Attendance Works, CSDE has created messaging materials, in English and Spanish, for Connecticut districts and schools to use in their own attendance awareness campaigns. All materials can be downloaded and branded with a district or school's logo. The resources include banners, parent handouts, posters and coloring pages. All resources are in PDF format. Find the materials on the Connecticut Attendance Awareness Campaign webpage.

Banners
- Elementary English Spanish
- Secondary English Spanish

Parent Handouts
- Elementary English Spanish
- Secondary English Spanish

Posters English Spanish

Coloring Pages English Spanish
2020-21 Attendance Data
EdSight - Connecticut State Department of Education

Chronic Absence Trend Data 2019-21
Supporting Attendance & Engagement

- **Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts Guide**, basics (nuts & bolts), start with a team, unpack the data, understand root causes and develop a plan, e.g., district role, school role, tiered approach, and community role
  - **Addendum 14: Supporting Student Attendance and Engagement during Hybrid or Remote Learning (COVID-19)**

Tracking and Monitoring Daily Attendance

- **Guidelines for Excused and Unexcused Absences**
  - **Tracking Attendance on Remote Days for State Reporting & FAQs** (COVID-19)
- **Public School Information System (PSIS) Reference Guide** - The PSIS Reference Guide contains detailed guidance on reporting student attendance, Appendix F, in the PSIS and for when to unregister students, Appendix L, who are not coming to school for extended periods of time.
  - **Guidelines for Reporting Student Attendance**
  - **PSIS Appendix L - Reporting Information about Students who are Disengaged**

Reviewing & Monitoring Attendance Trends

- **EdSight**, an on-line portal for finding district and school-level data, including chronic absence.
- **Supporting Student Participation in 2020-21** (monthly attendance by district and school for 2020-21 school year)
  - **Ed Sight Secure** and the Early Indication Tool
Attendance 201!

State & National Related Resources

- [Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism](#), FutureED
- [Guide to Using the Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era](#), Attendance Works
- [Attendance Works](#) has developed a range of resources specific to grades served (i.e., elementary, middle, secondary) and aligned to five important strategies designed to improve attendance: recognizing good and improved attendance; engaging students and parents; monitoring attendance data and practice; providing personalized early outreach; and developing programmatic responses to barriers. A few examples include:
  - [Attendance Awareness Campaign, National](#)
  - [Year-Long Planning Calendars](#)

- [The Governor’s Prevention Partnership](#), Connecticut Mentoring Resources, Training and Guidance
  - [Mentor: The National Mentoring Partnership](#)
- [Campaign for Grade-Level Reading](#)
- [Get Schooled](#)
- [Flamboyan Foundation](#), Building Effective Family Engagement
Scaling Tier 1 & 2
Relationship Building

**Why are they important?**
- When students and families have meaningful relationships with school staff and peers, they are more likely to engage in and show up to school.

**What are the equity implications?**
- Students and families who aren’t connected to school are more likely to be those who are challenged by geography, poverty, language, disabilities and racial biases.

**What do we need to know?**
- Does each family and student have an on-going, positive, and supportive relationship with one or more members of our staff?
- What ensures a school can reach each student and their family including students who have been marginalized?
- Is a plan in place for early outreach and engagement when absences start to add up?
Three Key Steps for District Leaders

1. Make the Case
2. Equip School Leaders to Assess Their Situation
3. Offer Tools, Resources & Strategies
Step 1: District leaders can make the case for paying attention to relationships
Relationships are Key To Addressing the Growing Levels of Chronic Absence

Find your district’s data at Supporting Student Participation (ct.gov)
Chronic absence by learning mode across grades in Connecticut for SY 2020-21

Data shows significantly different patterns by racial group
Chronic Absence levels are even higher this Fall

✔ Chronic absence (missed 10% or more of school) occurs in the beginning of the school year, when a student has:

- In first 2 weeks: 2 absences
- In first month (4 weeks): 2-3 absences
- In first 2 months (8 weeks): 4 absences

Note: Quarantine creates chronic absence in the first month of school if students do not have access to learning opportunities.
Chronic Absence is an Early Warning that Positive Conditions for Learning are Missing Whether Classes are In Person, Distance or Blended
Take a Tiered Approach to Engagement

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
### Foundational Supports

<table>
<thead>
<tr>
<th>Physically healthy learning environment</th>
<th>Enrichment activities and clubs</th>
<th>Positive relationships</th>
<th>Support for families to facilitate learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to tech equipment and connectivity</td>
<td>Access to Learning Supports</td>
<td>Routines, rituals and celebrations</td>
<td>A culture of continuous improvement</td>
</tr>
<tr>
<td>Welcoming, safe, trauma-informed school climate</td>
<td>Home rooms and/or Advisory</td>
<td>A published schedule of classes</td>
<td>Active engagement of families in planning</td>
</tr>
</tbody>
</table>

**High Levels of Chronic Absence Can Indicate Missing Building Blocks in a Relationship Building Foundation**

Given the uncertainties of Covid-19, this relationship building foundation should be in place and sustainable across in-person and remote learning.
Going to School Reflects When Families Have…

- **Hope** for a better future
- **Faith** that school will help your child succeed
- **Voice** in decisions that affect them and their children
- **Access** to needed support and services

*Relationships instill hope, nurture faith, allow voice and ensure understanding of needed supports. They also help children and adults recover from traumatic experiences.*
<table>
<thead>
<tr>
<th>Elements</th>
<th>Actions Desired by Students</th>
<th>Creating the Conditions</th>
<th>Supporting Instructional Practices</th>
<th>CCT Rubric</th>
</tr>
</thead>
</table>
| Express Care      | • Be dependable • Listen • Believe in me • Be warm • Encourage                            | • Examine your values, beliefs, and aspects of your identity and how they impact relationships with students to inform the development of positive relationships • Collaboratively develop and communicate expectations and routines for behavior, engagement, and learning • Align learning tasks to connect to students’ environments, experiences, values, needs, and strengths in order to actively engage students in learning | • Communicating clear learning goals • Fair and clear criteria for evaluation • Relevant learning models such as learning contracts, pedagogical flexibility and experiential learning | CCT 1a  
CCT 4a  
CCT 4c |
| Challenge Growth  | • Expect the best • Stretch • Hold me accountable • Reflect on failures                   | • Foster the development of academic identities for all students • Provide challenging and meaningful learning experiences involving higher order thinking and critical inquiry • Recognize academic features in student’s daily speech and support the development of language and its context of use to foster critical language awareness • Encourage self-assessment | • Posing problems • Encourage decision making • Experimental inquiry • Invention • Simulations • Investigation of definitions • Rubrics | CCT 2a  
CCT 2b  
CCT 2c  
CCT 3a |
| Provide Support   | • Navigate systems and situations • Empower • Advocate • Set boundaries                   | • Address relevant, real-world issues impacting students in an action-oriented manner • Develop an understanding of students’ strengths, interests, and learning styles to build upon for new and challenging learning • Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time | • Reframing • Seek and provide timely feedback • Tests and testing formats critiqued for bias • Scaffolding • Pre-Teaching • Writing groups • Multi-dimensional sharing • Enhance meaning | CCT 2c  
CCT 3b  
CCT 3c |
| Share Power       | • Respect me • Include me • Collaborate • Let me be heard                                 | • Share ownership of knowing and learning with all students, empowering students to share their expertise and staff sharing their expertise with students • Connect assessment to students’ experiences, frames of reference, and values • Encourage discussion of relevant experiences • Engage and partner with students, families and community resources to inform decision making | • Cooperative learning approaches • Peer teaching • Promote collaborative conversations • Contextualized assessment • Self-assessment • Goal setting | CCT 1b  
CCT 3b  
CCT 3c |
| Expand Possibilities | • Inspire • Broaden horizons • Connect                                                | • Provide engaging learning experiences connected to the local community and leverage civic and service learning opportunities and partnerships • Ignite curiosity about the world beyond and connect to students’ own experiences • Relate teaching and learning activities to students previous knowledge | • Authentic assessment tasks • Historical investigation • Portfolios and process-folios • Case-study methods • Incorporate art | CCT 2a  
CCT 4b  
CCT 4c |

Share in Chat: How else would you make the case?
Step 2: Equip School Leaders to Assess the Situation At Each School
Questions To Answer

1. **Size and Scale**
   Does data suggest that lack of relationship-building is a problem affecting many or most students?

2. **Concentration**
   Does data suggest that the lack of relationships especially affects particular student groups in your school?

3. **Bright Spots**
   Does data suggest bright spot teachers or programs that are especially good at building relationships and motivating attendance?

If yes, strengthen relationship building school-wide.

If yes, engage students/families from that group in developing targeted solutions.
Examining Strengths and Gaps In Relationships At School

Use multiple measures of data to assess relationships.
Review data disaggregated by race and ethnicity, disability, gender, home language, grade and classroom.
# Chronic Absence

## Chronic Absenteeism, Trend
State of Connecticut, Grade

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Grade</th>
<th>2016-17</th>
<th></th>
<th>2017-18</th>
<th></th>
<th>2018-19</th>
<th></th>
<th>2019-20</th>
<th></th>
<th>2020-21</th>
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<tbody>
<tr>
<td>State of Connecticut</td>
<td>Kindergarten</td>
<td>3,748</td>
<td>10.1</td>
<td>4,121</td>
<td>11.3</td>
<td>4,175</td>
<td>11.6</td>
<td>6,301</td>
<td>14.4</td>
<td>6,320</td>
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<td></td>
<td>Grade 1</td>
<td>2,822</td>
<td>7.6</td>
<td>3,163</td>
<td>8.6</td>
<td>3,044</td>
<td>8.4</td>
<td>4,087</td>
<td>11.3</td>
<td>6,113</td>
<td>17.1</td>
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<td>Grade 2</td>
<td>2,494</td>
<td>6.6</td>
<td>2,703</td>
<td>7.3</td>
<td>2,720</td>
<td>7.4</td>
<td>3,474</td>
<td>9.5</td>
<td>5,749</td>
<td>16.2</td>
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<td></td>
<td>Grade 3</td>
<td>2,386</td>
<td>6.1</td>
<td>2,625</td>
<td>6.9</td>
<td>2,529</td>
<td>6.8</td>
<td>3,200</td>
<td>8.6</td>
<td>5,445</td>
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<td>Grade 4</td>
<td>2,438</td>
<td>6.1</td>
<td>2,666</td>
<td>6.8</td>
<td>2,659</td>
<td>6.9</td>
<td>3,202</td>
<td>8.5</td>
<td>5,602</td>
<td>16.3</td>
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<td></td>
<td>Grade 5</td>
<td>2,518</td>
<td>6.3</td>
<td>2,928</td>
<td>7.2</td>
<td>2,742</td>
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<td>3,314</td>
<td>8.6</td>
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<td>16.0</td>
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<td>Grade 6</td>
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<td>7.6</td>
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<td>8.4</td>
<td>3,317</td>
<td>8.2</td>
<td>3,710</td>
<td>9.4</td>
<td>6,663</td>
<td>17.4</td>
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<td>Grade 7</td>
<td>3,579</td>
<td>8.9</td>
<td>3,970</td>
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<td>Grade 8</td>
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<td>10.0</td>
<td>4,326</td>
<td>10.6</td>
<td>4,355</td>
<td>10.7</td>
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<td>12.2</td>
<td>8,689</td>
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<td>Grade 9</td>
<td>5,412</td>
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<td>5,882</td>
<td>13.1</td>
<td>6,655</td>
<td>16.1</td>
<td>9,642</td>
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<td>Grade 10</td>
<td>5,553</td>
<td>13.3</td>
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<td>5,511</td>
<td>13.3</td>
<td>6,072</td>
<td>14.9</td>
<td>8,642</td>
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<td>14.7</td>
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<td>13.5</td>
<td>5,961</td>
<td>15.0</td>
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<td>19.4</td>
<td>7,421</td>
<td>18.0</td>
<td>7,778</td>
<td>19.0</td>
<td>9,635</td>
<td>23.3</td>
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</tbody>
</table>

# School Discipline

**Table 4: Suspension Rates by Race/Ethnicity**

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>131</td>
<td>7.1%</td>
<td>121</td>
<td>8.4%</td>
<td>117</td>
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<tr>
<td>Asian</td>
<td>451</td>
<td>1.7%</td>
<td>442</td>
<td>1.6%</td>
<td>501</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11,446</td>
<td>16.2%</td>
<td>10,745</td>
<td>15.2%</td>
<td>9,884</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>13,156</td>
<td>10.3%</td>
<td>12,710</td>
<td>9.7%</td>
<td>12,819</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>23</td>
<td>4.5%</td>
<td>36</td>
<td>6.8%</td>
<td>32</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,067</td>
<td>7%</td>
<td>1,080</td>
<td>6.7%</td>
<td>1,248</td>
</tr>
<tr>
<td>White</td>
<td>11,826</td>
<td>3.9%</td>
<td>11,448</td>
<td>3.9%</td>
<td>12,167</td>
</tr>
</tbody>
</table>

*Source: [2019-20 Report on Student Discipline in Connecticut Public Schools](https://www.csde.org)*
School Climate Assessment

(d) On and after July 1, 2012, and biennially thereafter, each local and regional board of education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h.

Resource:

CSDE Bullying and Harassment
# Walkthrough Tool

## Commissioner’s Network & SIG Walkthrough Tool

**Supporting Rubric and “Look Fors”**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1 - Below Standard</th>
<th>2 - Developing</th>
<th>3 - Proficient</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>Classroom is disorganized and not inviting. Classroom lacks student work/artifacts/visual stimulation to support teaching and learning.</td>
<td>Classroom environment is not entirely inviting or has limited visual stimulation connected to the current unit or theme.</td>
<td>Clean and visually stimulating classroom with an inviting learning environment connected to the current unit or theme; contains either inclusive positive practices or artifacts.</td>
<td>Clear systems and seamless routines with strong student contribution to the smooth functioning of the classroom.</td>
</tr>
<tr>
<td>Culture and Climate</td>
<td>Lack of systems and routines.</td>
<td>Systems and routines are only somewhat evident and effective.</td>
<td>Systems and routines promote classroom efficiency and student engagement.</td>
<td></td>
</tr>
<tr>
<td>Positive Relationships</td>
<td>Significant student misbehavior and incidents of negative personal interactions.</td>
<td>Some misbehavior and incidents of negative personal interactions are evident.</td>
<td>Students engage in positive personal interactions.</td>
<td></td>
</tr>
<tr>
<td>Student Behavior</td>
<td>Adult responses are inequitable and/or inconsistent with approaches that are punitive or stigmatizing.</td>
<td>Inconsistent responses to interactions with primarily punitive discipline.</td>
<td>Consistent teacher response to negative interactions in which adults employ strategies to de-escalate and redirect to promote positive relationships.</td>
<td></td>
</tr>
<tr>
<td>Academics</td>
<td>Weak or inadequate lesson objectives, failing to capture what students are to learn, demonstrate, and produce. Teacher fails to display and/or communicate objectives to students.</td>
<td>Objectives are both not in clear and student accessible language or are not aligned to lesson content, activities and/or standards.</td>
<td>Posted lesson objectives are clear in identifying what students are to learn, demonstrate, and produce and are in student accessible language.</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Teacher’s explanation of the content is unclear or does not correct errors made by students.</td>
<td>Teacher’s explanation of the content is uneven; some is done skillfully, but other segments are difficult to follow.</td>
<td>Teacher displays solid knowledge of the important content in the discipline and connects with students’ knowledge and experience.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and students contribute to explaining concepts to their peers.</td>
</tr>
</tbody>
</table>

**Source:** Commissioner Network and SIG Walkthrough Tool
Social Emotional Learning

The DESSA system is a strength-based assessment of behaviors related to social-emotional well-being that helps in identifying interventions and supports, including documenting progress over time and outcomes. Additionally, there is a supplemental assessment to target specific areas of need for individual students based on results of the primary assessment. The Aperture System consists of two SEL Assessments:

1. The **DESSA-mini** is an 8-item universal screener that can be completed in 60 seconds and provides a snapshot of each student’s overall social and emotional competence.

2. The **DESSA** is a follow-up assessment typically completed for students found to be in need of additional SEL instruction on the DESSA-mini. It takes 5 minutes and provides a more detailed understanding of each student’s unique social-emotional strengths and opportunities for growth in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Resource: [Apertureed.com/CT](Apertureed.com/CT)
## Climate Walks Provide the Opportunity to Gather Information & Build Community

<table>
<thead>
<tr>
<th>Climate Element</th>
<th>Observation</th>
<th>Location</th>
<th>Observed (Y/N)</th>
<th>Not Observed (Y/N)</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Students are respectful to one another</td>
<td>Hallways, classrooms, play yard, cafeteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are observed engaging in small group activities including project work, socializing, or in classroom discussions</td>
<td>Hallways, classrooms, school grounds, cafeteria</td>
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<tr>
<td></td>
<td>The school visibly acknowledges and celebrates the diversity (cultural, ethnic, sexual, ability/disability, etc.) of the student population through displays, art, signage, etc.</td>
<td>Hallways, Front Office, Classrooms</td>
<td></td>
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</tr>
</tbody>
</table>

[https://www.attendanceworks.org/resources/scan-environment-attendance/](https://www.attendanceworks.org/resources/scan-environment-attendance/)
Use Attendance Works Scan of Environment and Attendance Tool

The Scan of Environment and Attendance Tool (SEAT) is 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.

The SEAT comes with:
- A user guide
- A description of how key features of school climate positively reinforce attendance
- A debriefing tool

Equipped with information about building-level practices that influence attendance, schools can take actionable steps to address some of the causes, not just the symptoms, of chronic absence.

https://www.attendanceworks.org/resources/scan-environment-attendance/
how-to guide to relationship mapping

**Key Elements**

See all students at-a-glance.

See who is well-supported and who needs support by adults.

Involve all adults in relationship mapping.

**Key Benefits**

Connect all students to at least one school adult.

A Relationship Map lists all students in a school (or grade, team, etc.).

A Relationship Map allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

A Relationship Map is most effective if all adult stakeholders with a connection to students participate in its creation. This includes administrators, teachers, counselors, sports coaches, mentors, community partners, and other school staff.

A Relationship Map helps identify students who do not already have adult connections and provides opportunities for adults in school to build positive relationships with those students.
Use Analysis Results to Guide Action

1. **Size and Scale**
   Does data suggest that lack of relationship-building is a problem affecting many or most students?
   - If yes, strengthen relationship building school-wide.

2. **Concentration**
   Does data suggest that the lack of relationships especially affects particular student groups in your school?
   - If yes, engage students/families from that group in developing targeted solutions.

3. **Bright Spots**
   Does data suggest bright spot teachers or programs that are especially good at building relationships and motivating attendance?
   - If yes, then find out and share!
Step 2: Offer Schools Tools and Resources For Taking Action
Attendance Begins with A Warm and Welcoming School Climate that Builds Relationships

Use this video demonstrating the difference a positive school climate can make to build awareness among staff.

https://drive.google.com/file/d/0Bzlu72R1ZxXYWUI1S1hlM250aVE/view

Share in chat: :

How might or have you used this as part of PD for your school?
CT Welcoming Schools

Training and Facilitation to assess and action plan for a more family friendly school environment.

Components:
• Physical Environment
• School-Wide Practices and Policies
• Welcoming School Staff
• Written Materials

Resource: [CREC CT Welcoming Schools](#)
Encourage Students and Families to Create Help Banks

http://www.attendanceworks.org/resources/student-attendance-success-plans/
2 x 10 Strategy

**PURPOSE**
This strategy can be layered onto universal relational supports to strengthen relationships with individual students by focusing attention on personalized understandings.

**DIRECTIONS:**
Use the strategy and process below to plan, track and reflect on a series of brief, informal and individualized relationship interventions.

**Strategy:**

**THE 2 x 10**
- Identify a student who may benefit from additional support.
- Spend 2 minutes per day for 10 consecutive school days with the student.
- Talk with the student about anything he or she wants to talk about.
- Focus on listening and the conversation, as opposed to the time or other things happening around you.

**Plan & Track:**
Check off or record the dates of 2 x 10 strategy implementation. Start by trying it with one student and add more students as is necessary and feasible.

<table>
<thead>
<tr>
<th>Student</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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</tbody>
</table>

**Reflect:**
How did this help you learn about the student in new ways?
What did you notice about your relationship with the student across the 10 days?
Scenario Analysis
REFLECTION TOOL
Use this exercise to analyze how the characteristics of developmental relationships can build trust in common school scenarios.

Mindsets and Messages
REFLECTION TOOL
Use this tool to reflect on how the mindsets you hold and corresponding messages you send can influence relationship building with students.

Relationships Inventory
REDESIGN TOOL
Use the educator inventory and student surveys to reflect on relational aspects of the classroom.

Individualized Relationship Strategies
REDESIGN TOOL
Use these tools to strengthen relationships with individual students.
Assess which tier 2 strategies can be most easily expanded

Student Attendance Success Plan
Assign caring mentors

Expanded learning opportunities

Home Visits (Note: these are Tier 1 & 2)

Personalized Intervention Strategies

Small group supports

Attendance Playbook: https://www.future-ed.org/attendance-playbook/
Implementation Guide: https://www.attendanceworks.org/resources/attendance-playbook/
Examine how to Scale, Adapt and Tailor Interventions to Priority Groups

Scale: (Potential Approaches)
• More people (including community partners and students/families)
• Add virtual options
• Group students

Adapt:
• Identify and address common barriers e.g. lack of access to health care, poor transportation, housing instability, etc. for priority groups

Support:
• Allocate more funding
• Add training
Share in Chat: Are there other tools and resources that you’ve found to be helpful for relationship building at scale?
Questions:

How could districts help school leaders to make the case, assess their own situation and take action? What are implications for district policies, practices and resources?

Small Group Options:
- Whole school
- Multilingual Learners
- Students with disabilities
- Students experiencing homelessness
- Students from diverse socio-economic backgrounds
- Students from communities of color

Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak (and use the chat to express ideas)
- Use Padlet to take notes.
- Identify 1 person to share top major insight

Time: 20 minutes
Report Out

• Report out by Group

• Show your padlet

• Share 1 top insight or high leverage strategy from your group
Attendance & Engagement Work Group

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Louis Tallarita, Education Consultant Homeless
Education and McKinney-Vento, CSDE
Exit Slip

“What will be your next steps?

https://www.menti.com/e7cvvkv4ty