



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Relationship Building At Scale Community of Practice

October 21, 2021

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER  
EQUITY | EXCELLENCE | EDUCATION



Attendance  
Works

# WELCOME & INTRODUCTIONS



# Attendance & Engagement Work Group

**Jay Brown** Education Consultant  
Special Education, CSDE

**Judy Carson**, Education Consultant  
Family Engagement, CSDE

**Kari Sullivan Custer**, Education Consultant  
Attendance & Engagement, CSDE

**Megan Alubicki Flick**, Education Consultant  
English Learners, CSDE

**Lauren D. Johns**, Project Specialist  
SERC

**Michael Kent**, Education Consultant  
Turnaround Office, CSDE

**Dr. Gladys Labas**, Director  
Language and Equity, CSDE

**Amanda Pickett**, Education Consultant  
School Climate, CSDE

**Stephen Proffitt**, Director for **Special  
Education Programs and Instructional  
Design**, SERC

**Louis Tallarita**, Education Consultant  
**Homeless Education and McKinney-Vento**,  
CSDE



# Student Attendance and Engagement Community of Practice

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



# 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



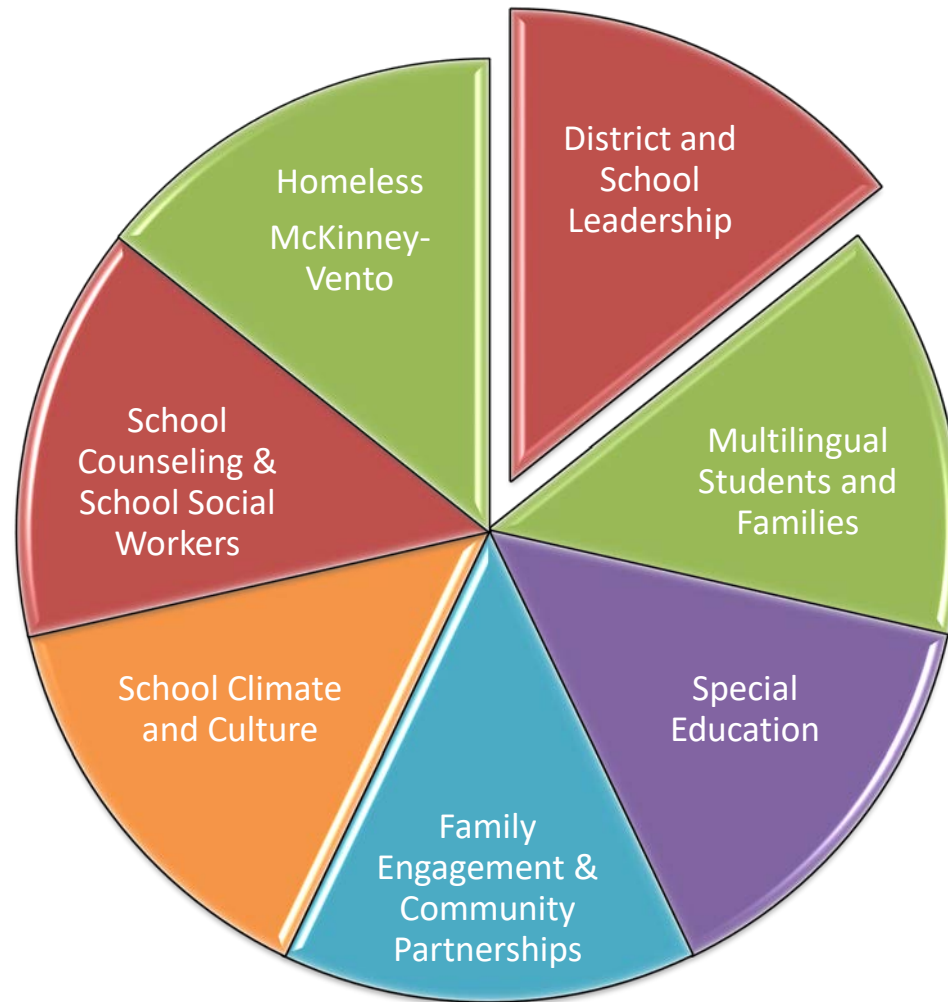
# State Attendance & Engagement Advisory Team

- **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**



# STATE ATTENDANCE & ENGAGEMENT ADVISORY TEAM





# 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
3. Parent engagement – impacts student performance
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



# 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

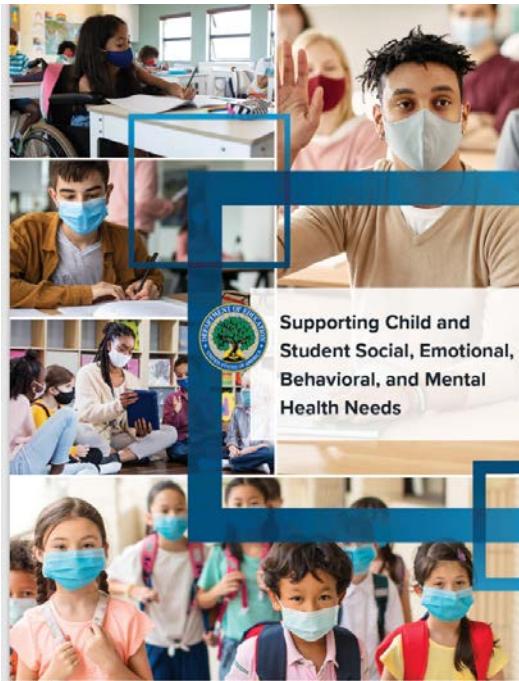


established support strengthbases various  
 appreciation visits help importance  
 positive visits help importance  
 accomplish build trust cultural home approach  
 connect families  
 come sensitivity + resources  
 understanding available follow  
 training community work outcomes consistency  
 outlook lives enough  
 visitors awareness essential  
 organization diversity integral engage  
 negative purpose

spaces understanding  
 many attendance trusting strong  
 work families  
 high time building involved  
 skills cause staff spend policy target trying  
 dialogue share support + consistency  
 practices disengaged engagement loss  
 change punitive relationships root issues  
 educators interventions pandemic open  
 learning staffed wanting best  
 transportation



# U.S. Department of Education Releases New Resource



Challenges
1. Rising Mental Health Needs and Disparities Among Children and Student Groups
2. Perceived Stigma is a Barrier to Access
3. Ineffective Implementation of Practices
4. Fragmented Delivery Systems
5. Policy and Funding Gaps
6. Gaps in Professional Development and Support
7. Lack of Access to Usable Data to Guide Implementation Decisions

Recommendations
1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
3. Implement Continuum of Evidence-Based Prevention Practices
4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
5. Leverage Policy and Funding
6. Enhance Workforce Capacity
7. Use Data for Decision Making to Promote Equitable Implementation and Outcomes

- [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



COMMUNITY AND  
FAMILY ENGAGEMENT  
Meeting Registration



Register:  
[Meeting  
Registration -  
Zoom](#)

# *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 \(attendanceworks.org\)](https://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](#)

**Attend Today Connecticut**

Stay on Track with Good Attendance...

Illustrations of five students: a preschooler, an elementary student, a high schooler, a college student, and a worker.

<b>PRESCHOOLERS</b> build skills and develop good habits for showing up on time	<b>ELEMENTARY STUDENTS</b> read well by the end of third grade	<b>HIGH SCHOOLERS</b> stay on track for graduation	<b>COLLEGE STUDENTS</b> earn their degrees	<b>WORKERS</b> succeed in their jobs
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Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

CSDE logo: CONNECTICUT STATE DEPARTMENT OF EDUCATION, <http://portal.ct.gov/SDE>

#attendtodayCT

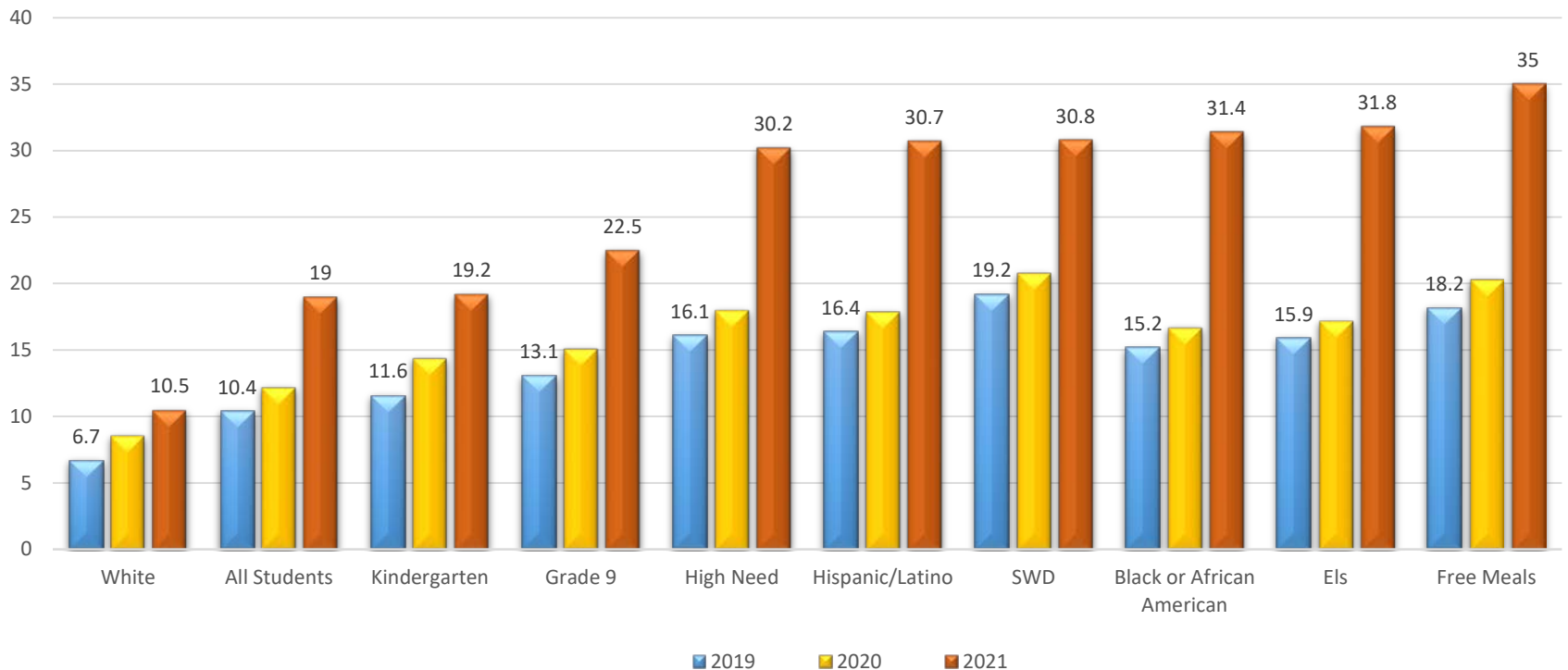
Attendance Works logo: [www.attendanceworks.org](http://www.attendanceworks.org)



# 2020-21 Attendance Data

[EdSight - Connecticut State Department of Education](#)

## Chronic Absence Trend Data 2019-21



# Attendance 101!

CSDE Chronic Absence Webpage – [Related Resources](#)

## 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](#)
  - [Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance](#)
  - [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](#)
- [Flamboyant 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?



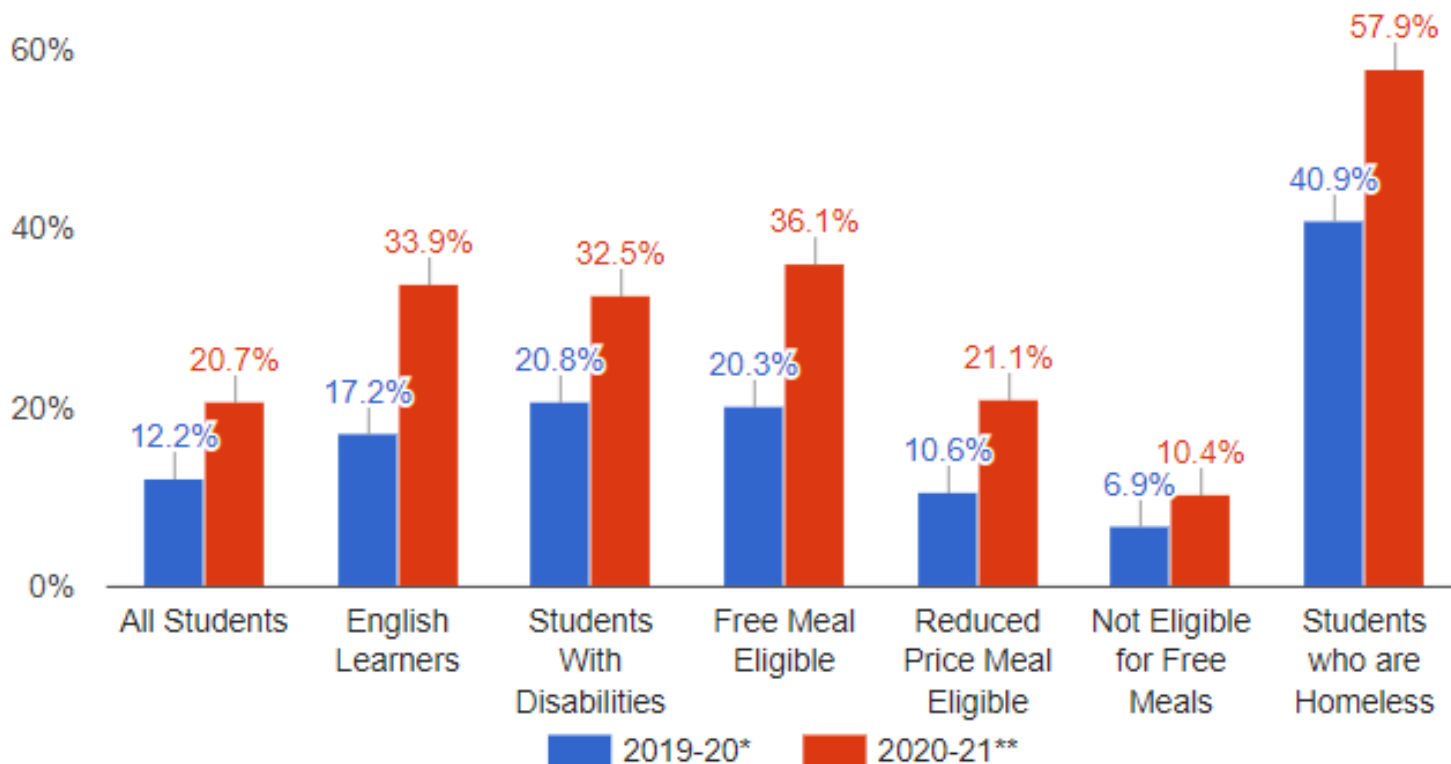
## **Three Key Steps for District Leaders**

- 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

Percentage of Students Chronically Absent (YTD as of June 2021 compared to 2019-20)



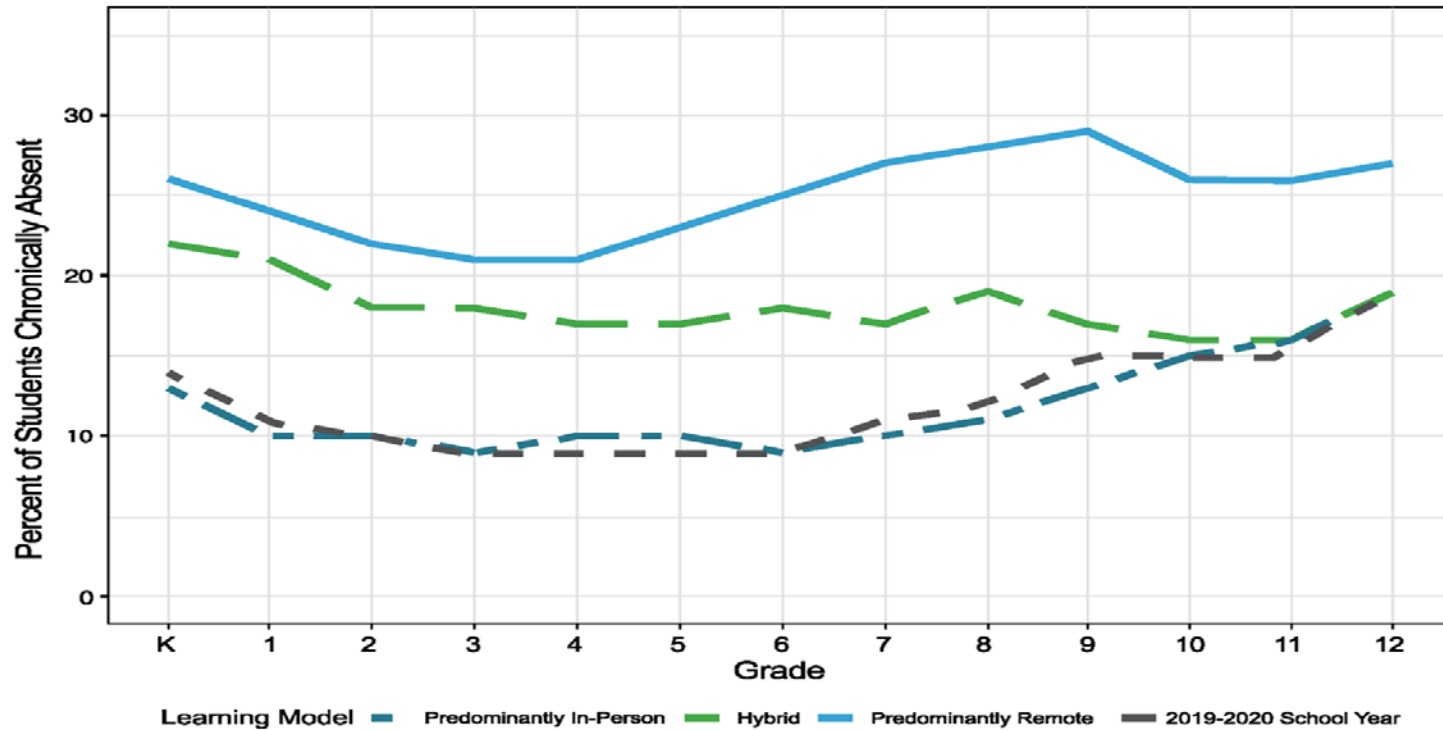
\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.

Find your district's data [at Supporting Student Participation \(ct.gov\)](https://www.ct.gov/csde/page.do?&pageID=3222)





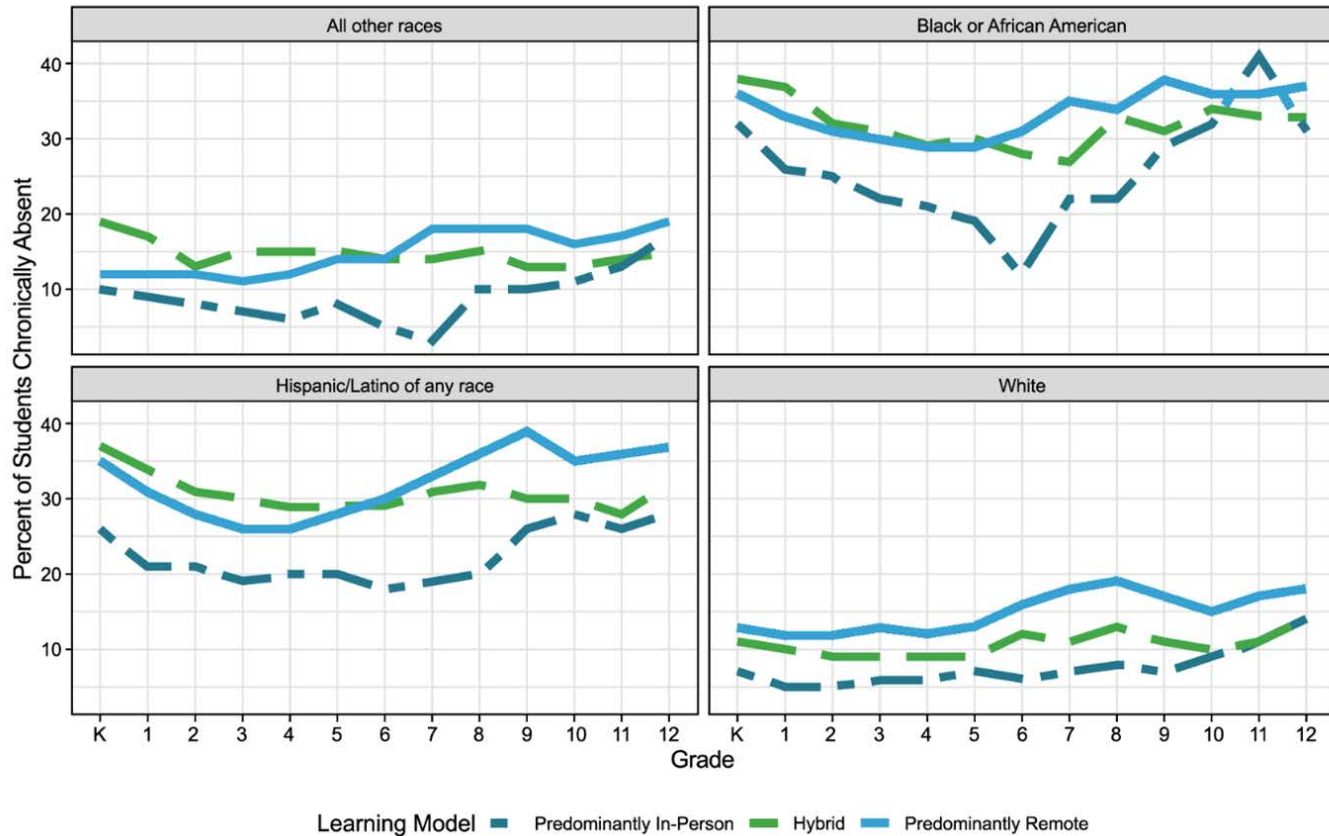
## Chronic absence by learning mode across grades in Connecticut for SY 2020-21



See: <https://www.attendanceworks.org/chronic-absence-patterns-and-prediction-during-covid-19-insights-from-connecticut/>



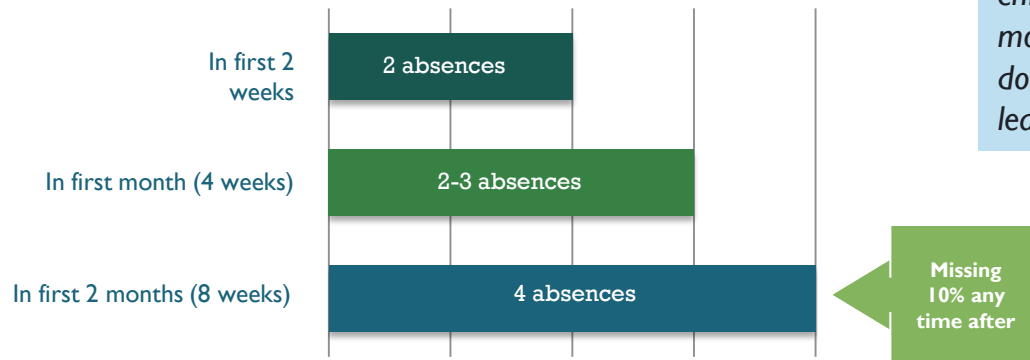
## Data shows significantly different patterns by racial group





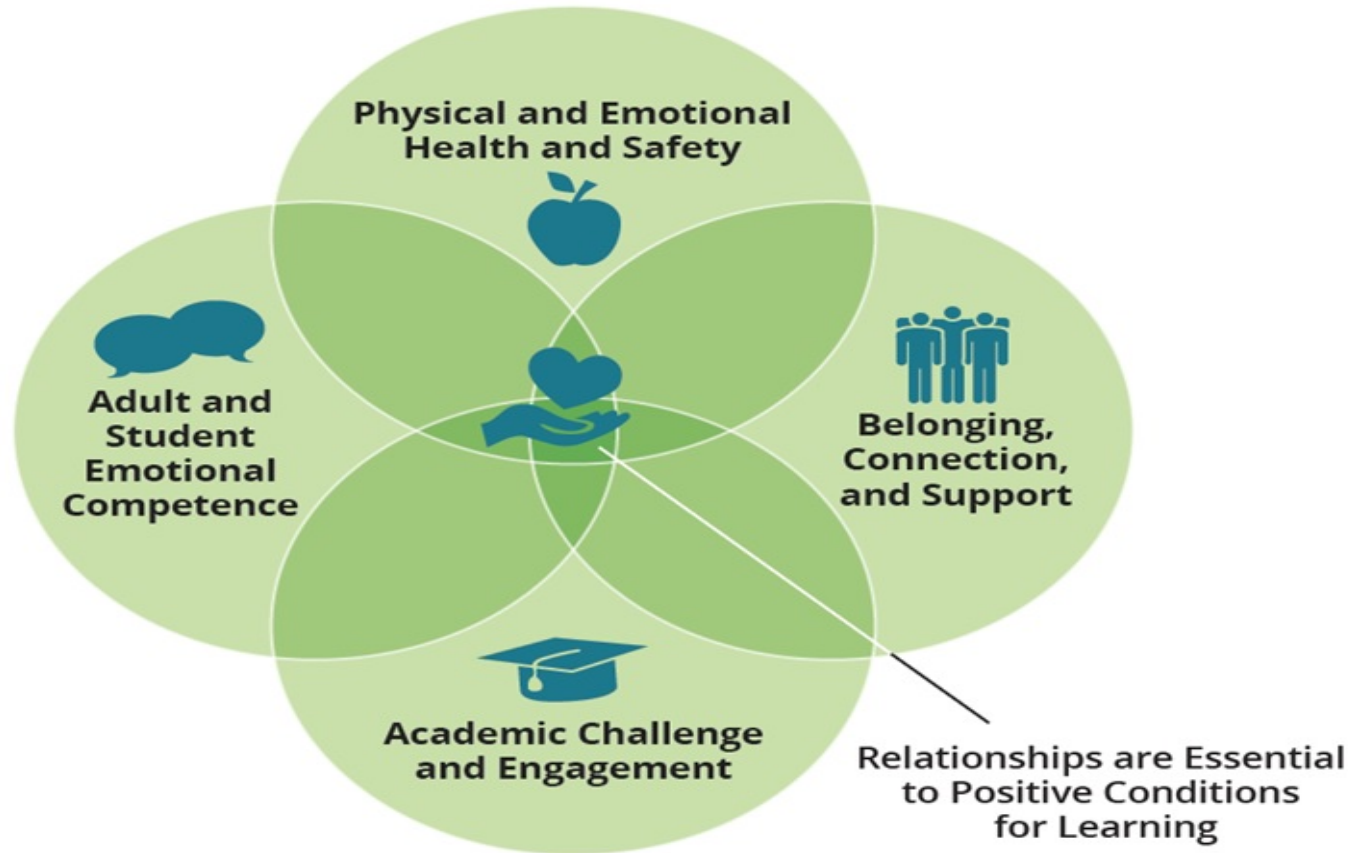
## Chronic Absence levels are even higher this Fall

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



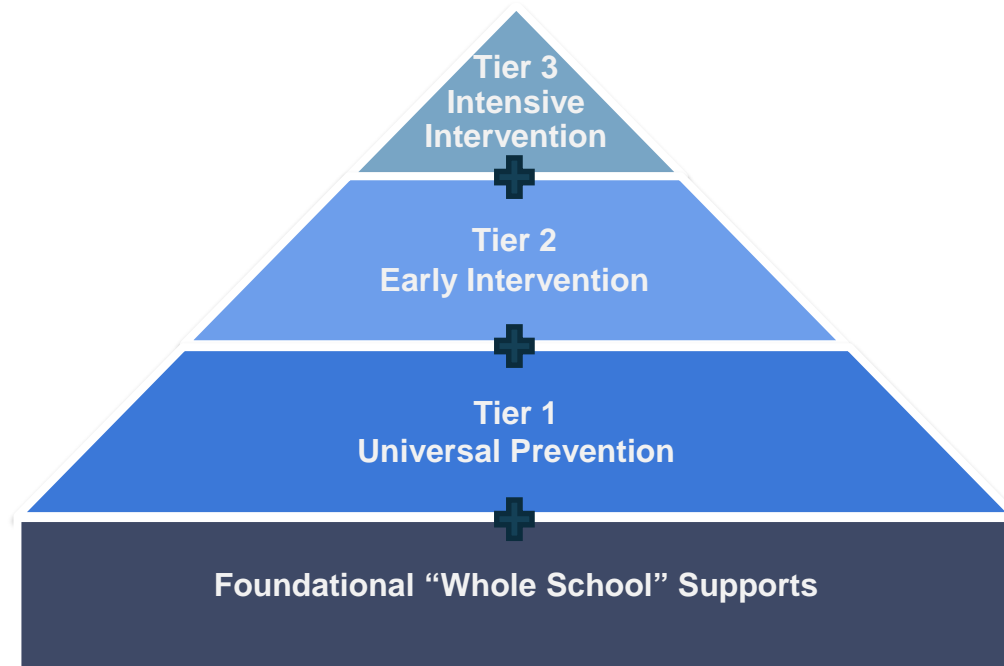
*Note: Quarantine creates chronic absence in the first month of school if students do not have access to learning opportunities.*

# 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/>



## 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.

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

**Foundational Supports**








## Going to School Reflects When Families Have...



*Relationships instill hope, nurture faith, allow voice and ensure understanding of needed supports. They also help children and adults recover from traumatic experiences.*

## Creating a Culturally Sustaining Classroom through Building Relationships and Intentional Instructional Practices

Elements	Actions Desired by Students	Creating the Conditions	Supporting Instructional Practices	CCT Rubric
 <b>Express Care</b>	<ul style="list-style-type: none"> <li>Be dependable</li> <li>Listen</li> <li>Believe in me</li> <li>Be warm</li> <li>Encourage</li> </ul>	<ul style="list-style-type: none"> <li>Examine your values, beliefs, and aspects of your identity and how they impact relationships with students to inform the development of positive relationships</li> <li>Collaboratively develop and communicate expectations and routines for behavior, engagement, and learning</li> <li>Align learning tasks to connect to students' environments, experiences, values, needs, and strengths in order to actively engage students in learning</li> </ul>	<ul style="list-style-type: none"> <li>Communicating clear learning goals</li> <li>Fair and clear criteria for evaluation</li> <li>Relevant learning models such as learning contracts, pedagogical flexibility and experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>CCT 1a</li> <li>CCT 4a</li> <li>CCT 4b</li> <li>CCT 4c</li> </ul>
 <b>Challenge Growth</b>	<ul style="list-style-type: none"> <li>Expect the best</li> <li>Stretch</li> <li>Hold me accountable</li> <li>Reflect on failures</li> </ul>	<ul style="list-style-type: none"> <li>Foster the development of academic identities for all students</li> <li>Provide challenging and meaningful learning experiences involving higher order thinking and critical inquiry</li> <li>Recognize academic features in student's daily speech and support the development of language and its context of use to foster critical language awareness</li> <li>Encourage self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Posing problems</li> <li>Encourage decision making</li> <li>Experimental inquiry</li> <li>Invention</li> <li>Simulations</li> <li>Investigation of definitions</li> <li>Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>CCT 2a</li> <li>CCT 2b</li> <li>CCT 2c</li> <li>CCT 3a</li> </ul>
 <b>Provide Support</b>	<ul style="list-style-type: none"> <li>Navigate systems and situations</li> <li>Empower</li> <li>Advocate</li> <li>Set boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Address relevant, real-world issues impacting students in an action-oriented manner</li> <li>Develop an understanding of students' strengths, interests, and learning styles to build upon for new and challenging learning</li> <li>Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time</li> </ul>	<ul style="list-style-type: none"> <li>Reframing</li> <li>Seek and provide timely feedback</li> <li>Tests and testing formats critiqued for bias</li> <li>Scaffolding</li> <li>Pre-Teaching</li> <li>Writing groups</li> <li>Multi-dimensional sharing</li> <li>Enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>CCT 2c</li> <li>CCT 3b</li> <li>CCT 3c</li> </ul>
 <b>Share Power</b>	<ul style="list-style-type: none"> <li>Respect me</li> <li>Include me</li> <li>Collaborate</li> <li>Let me be heard</li> </ul>	<ul style="list-style-type: none"> <li>Share ownership of knowing and learning with all students, empowering students to share their expertise and staff sharing their expertise with students</li> <li>Connect assessment to students' experiences, frames of reference, and values</li> <li>Encourage discussion of relevant experiences</li> <li>Engage and partner with students, families and community resources to inform decision making</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative learning approaches</li> <li>Peer teaching</li> <li>Promote collaborative conversations</li> <li>Contextualized assessment</li> <li>Self-assessment</li> <li>Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>CCT 1b</li> <li>CCT 3b</li> <li>CCT 3c</li> </ul>
 <b>Expand Possibilities</b>	<ul style="list-style-type: none"> <li>Inspire</li> <li>Broaden horizons</li> <li>Connect</li> </ul>	<ul style="list-style-type: none"> <li>Provide engaging learning experiences connected to the local community and leverage civic and service learning opportunities and partnerships</li> <li>Ignite curiosity about the world beyond and connect to students' own experiences</li> <li>Relate teaching and learning activities to students previous knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Authentic assessment tasks</li> <li>Historical investigation</li> <li>Portfolios and process-folios</li> <li>Case-study methods</li> <li>Incorporate art</li> </ul>	<ul style="list-style-type: none"> <li>CCT 2a</li> <li>CCT 4b</li> <li>CCT 4c</li> </ul>

Adapted from *Developmental Relationships Framework* retrieved from <https://www.search-institute.org/dev-relationships-framework> and *A Framework for Culturally Responsive Teaching*, Wlodkowski, R. & Ginsber, M. retrieved from <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

## CSDE - Creating A Culturally Sustaining Classroom through Building Relationships and Instruction



**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?



## Examining Strengths and Gaps In Relationships At School

Attendance  
Absence, and  
Discipline  
Data

School Climate  
Survey and  
Assessment  
Results

Relationship  
Mapping

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

[Export .csv file](#)

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.

Organization	Grade	Chronically Absent									
		2016-17		2017-18		2018-19		2019-20		2020-21	
		Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
State of Connecticut	Kindergarten	3,748	10.1	4,121	11.3	4,175	11.6	5,301	14.4	6,320	19.2
	Grade 1	2,822	7.6	3,163	8.6	3,044	8.4	4,087	11.3	6,113	17.1
	Grade 2	2,494	6.6	2,703	7.3	2,720	7.4	3,474	9.5	5,749	16.2
	Grade 3	2,386	6.1	2,625	6.9	2,529	6.8	3,200	8.6	5,445	15.1
	Grade 4	2,438	6.1	2,666	6.8	2,659	6.9	3,202	8.5	5,602	15.3
	Grade 5	2,518	6.3	2,928	7.2	2,742	7.0	3,314	8.6	5,977	16.0
	Grade 6	3,058	7.6	3,346	8.4	3,317	8.2	3,710	9.4	6,663	17.4
	Grade 7	3,579	8.9	3,970	9.8	3,807	9.5	4,573	11.2	7,720	19.6
	Grade 8	4,157	10.0	4,326	10.6	4,355	10.7	4,963	12.2	8,698	21.3
	Grade 9	5,412	12.6	5,817	13.4	5,582	13.1	6,555	15.1	9,542	22.5
	Grade 10	5,553	13.3	5,785	14.1	5,511	13.3	6,072	14.9	8,642	21.3
	Grade 11	5,770	14.3	5,899	14.7	5,329	13.5	5,961	15.0	8,400	21.3
Grade 12	7,504	18.0	8,035	19.4	7,421	18.0	7,778	19.0	9,635	23.3	

Source: <https://edsight.ct.gov/SASPortal/main.do>



# School Discipline

Table 4: Suspension Rates by Race/Ethnicity

Race/Ethnicity	2015-16		2016-17		2017-18		2018-19		2019-20	
	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	131	7.1%	121	8.4%	117	8.4%	119	8.3%	93	6.6%
Asian	451	1.7%	442	1.6%	501	1.8%	530	1.9%	309	1.1%
Black or African American	11,446	16.2%	10,745	15.2%	9,884	14.3%	9,897	14%	7,157	10.3%
Hispanic/Latino of any race	13,156	10.3%	12,710	9.7%	12,819	9.4%	13,214	9.2%	10,269	6.9%
Native Hawaiian or Other Pacific Islander	23	4.5%	36	6.8%	32	5.8%	34	5.7%	29	5.3%
Two or More Races	1,067	7%	1,080	6.7%	1,248	7%	1,368	7%	1,031	4.9%
White	11,826	3.9%	11,448	3.9%	12,167	4.2%	11,696	4.1%	7,863	2.9%

Source: [2019-20 Report on Student Discipline in Connecticut Public Schools](#)



# 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"

Classroom Walkthrough Rubric:			1 – Below Standard	2 – Developing	3 – Proficient	4 – Exemplary
Indicator						
Culture and Climate	Classroom Learning Environment	Environment	<input type="checkbox"/> Classroom is disorganized and not inviting. Classroom lacks student work/artifacts/visual stimulation to support teaching and learning.	<input type="checkbox"/> Classroom environment is not entirely inviting or has limited visual stimulation connected to the <i>current</i> unit or theme.	<input type="checkbox"/> Clean and visually stimulating classroom with an inviting learning environment connected to the <i>current</i> unit or theme; contains either inclusive positive practices or artifacts.	<input type="checkbox"/> Clean, inviting, and welcoming classroom that supports effective teaching and learning that reflects <i>current</i> content or skills through student artifacts; contains inclusive positive practices and artifacts.
		Systems	<input type="checkbox"/> Lack of systems and routines.	<input type="checkbox"/> Systems and routines are only somewhat evident and effective.	<input type="checkbox"/> Systems and routines promote classroom efficiency and student engagement.	<input type="checkbox"/> Clear systems and seamless routines with strong student contribution to the smooth functioning of the classroom.
	Positive Relationships	Student Behavior	<input type="checkbox"/> Significant student misbehavior and incidents of negative personal interactions.	<input type="checkbox"/> Some misbehavior and incidents of negative personal interactions are evident.	<input type="checkbox"/> Students engage in positive personal interactions.	<input type="checkbox"/> Highly positive personal interactions.
		Adult Response	<input type="checkbox"/> Adult responses are inequitable and/or inconsistent with approaches that are punitive or stigmatizing.	<input type="checkbox"/> Inconsistent responses to interactions with primarily punitive discipline.	<input type="checkbox"/> Consistent teacher response to negative interactions in which adults employ strategies to de-escalate and redirect to promote positive relationships.	<input type="checkbox"/> Teacher consistently uses positive behavioral strategies, including interventions to increase and maintain positive relationships.
Academics	Instruction	Lesson Objectives	<input type="checkbox"/> 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.	<input type="checkbox"/> Objectives are both not in clear and student accessible language or are not aligned to lesson content, activities and/or standards.	<input type="checkbox"/> Posted lesson objectives are clear in identifying what students are to learn, demonstrate, and produce and are in student accessible language.	<input type="checkbox"/> Teacher explicitly refers to posted lesson objectives that are clear in identifying what students are to learn, demonstrate, and produce and are in student accessible language.
		Content Knowledge	<input type="checkbox"/> Teacher's explanation of the content is unclear or does not correct errors made by students.	<input type="checkbox"/> Teacher's explanation of the content is uneven; some is done skillfully, but other segments are difficult to follow.	<input type="checkbox"/> Teacher displays solid knowledge of the important content in the discipline and connects with students' knowledge and experience.	<input type="checkbox"/> Teacher displays extensive knowledge of the important concepts in the discipline and students contribute to explaining concepts to their peers.

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](https://www.apertureed.com/CT)



## Climate Walks Provide the Opportunity to Gather Information & Build Community

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

<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/>

**Scan of Environment and Attendance Tool (SEAT)**  
MIDDLE AND HIGH SCHOOL

School Name \_\_\_\_\_ Date of Observation \_\_\_\_\_ Time of Day \_\_\_\_\_  
Observer(s) \_\_\_\_\_

```

graph TD
    TL[Teaching and Learning] --> E[Environment]
    E --> S[Safety]
    S --> R[Relationships]
    R --> TL
    
```

School climate is made of several elements: the school's physical **appearance**; arrangements that contribute to people's sense of physical and emotional **safety**; response to the quality of **teaching** and **learning**; and the presence or absence of healthy **relationships** between adults and students.

**Purpose:** 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 daily attendance. The SEAT is intended to be used multiple times over the course of the school year as part of an iterative process and should serve as a tool for qualitative analysis of the observable features of school climate that support a culture of attendance and engagement. Note that each of these characteristics may not be observable in a single walk-through; schools are encouraged to select different times of the school day that may be conducive to observing the different climate elements. See the accompanying User Guide for more information about why each of the efforts in the checklist below can help support improved school climate and student attendance.

Checklist Element	Observation	Location	Observed (Y/N)	Not Observed (Y/N)	Details
1. The school clearly communicates expectations and consequences for student attendance in languages spoken by parents and guardians.	Main office or attendance office (look for parent letters, signs, posters, flyers)				
2. The school health office is easily accessible, staffed by a medical professional and in use by students.	Health office, other				
3. School staff greet all students warmly when they arrive at	Main entrance(s), classrooms				

Instructions: For each activity listed below, put an "X" in the box to indicate whether you observed the attribute during the scan. It is unlikely that every activity will be observed during a single scan. Observers are encouraged to debrief with the school attendance team and other observers as part of a process to develop a school plan to improve attendance. When possible, please provide details in the comments section.

attendanceworks.org 1/2016

# how-to guide to relationship mapping

MAKING  
CARING  
COMMON  
PROJECT



<b>GRADES</b> K–12	<b>IMPLEMENTED BY</b> School Administrators	<b>TIME &amp; RESOURCE INTENSITY</b>  low → high
<b>CAPACITIES PROMOTED</b> Relationship-building; Student confidence; Shifting school norms		

### 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.).

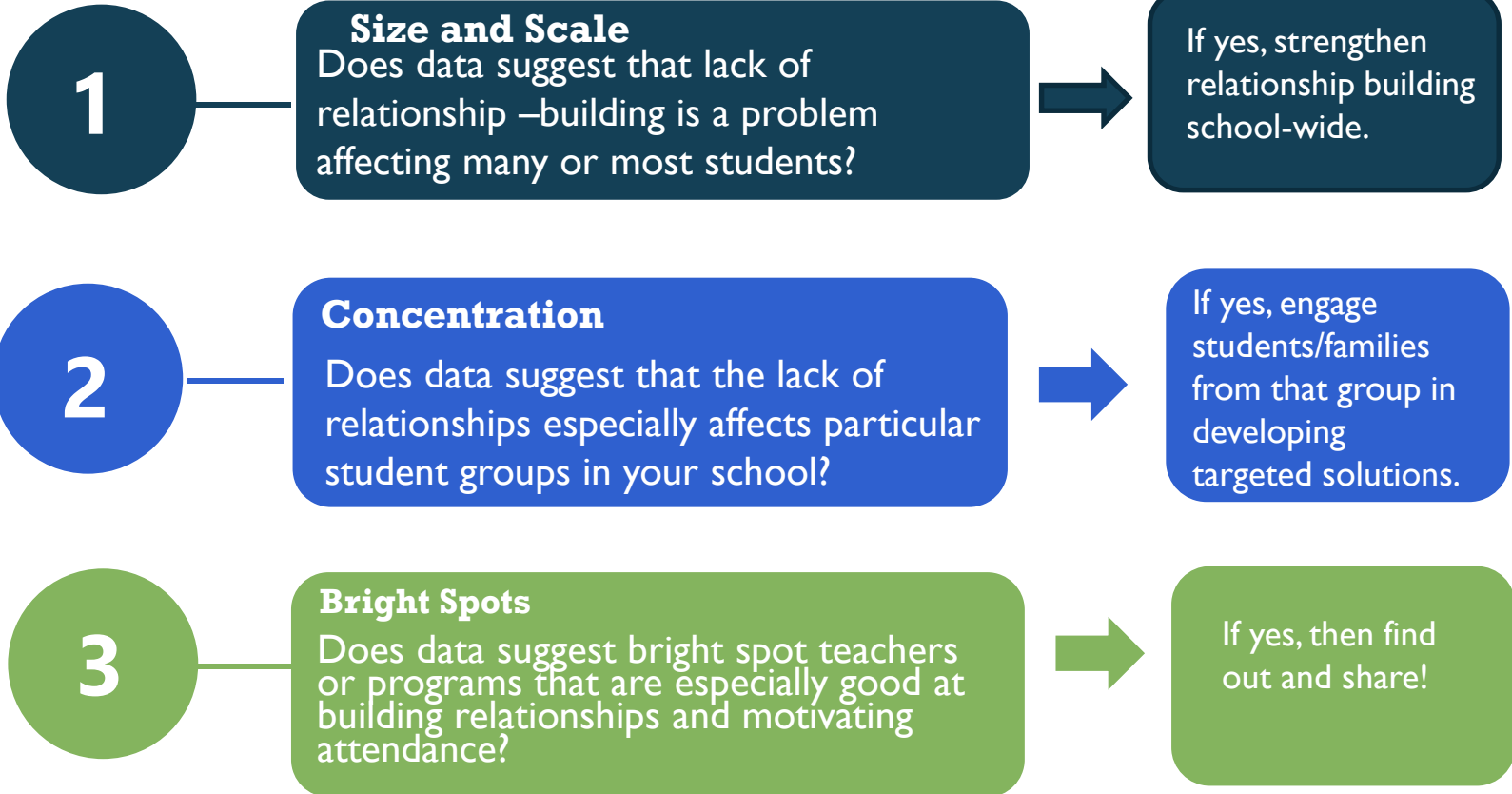
A *Relationship Map* allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

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.

Download in-person and virtual versions of this guide at <https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>

# Use Analysis Results to Guide Action



## 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/0Bzlu72R1ZxXYWUI1S1hIM250aVE/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

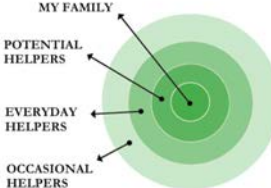
**Resource:** [CREC CT Welcoming Schools](#)





# Encourage Students and Families to Create Help Banks

**MY FAMILY'S HELP BANK**  
CREATE BACKUP PLANS FOR GETTING TO SCHOOL



1. **My Family:** List who lives in your house.

2. **Everyday Helpers:** Identify who you can call on to help drop your child off, or who can pick your child up when you cannot. These are people like friends, neighbors and relatives who can help regularly.

3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.

4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help—if you ask.

1. My Family:

2. Everyday Helpers:

3. Occasional Helpers:

4. Potential Helpers:

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

<http://www.attendanceworks.org/resources/student-attendance-success-plans/>

# Use Relationships To Develop Targeted Support To Priority Student Groups

## 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.

Student:	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

### 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?

Found at: <https://turnaroundusa.org/toolbox/corepractices/trust-building-interactions/>





## Scenario Analysis

### REFLECTION TOOL

Use this exercise to analyze how the characteristics of developmental relationships can build trust in common school scenarios.

[↓ DOWNLOAD](#)





## 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.

[↓ DOWNLOAD](#)





## Relationships Inventory

### REDESIGN TOOL

Use the educator inventory and student surveys to reflect on relational aspects of the classroom.

[↓ DOWNLOAD](#)





## Individualized Relationship Strategies

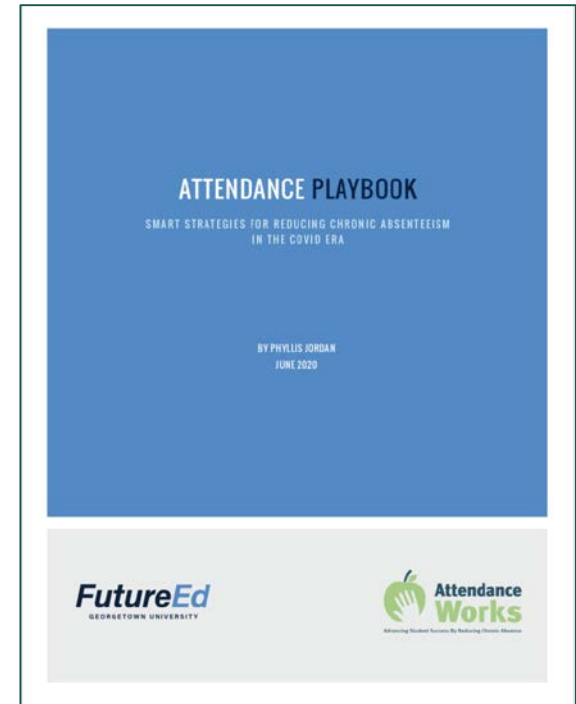
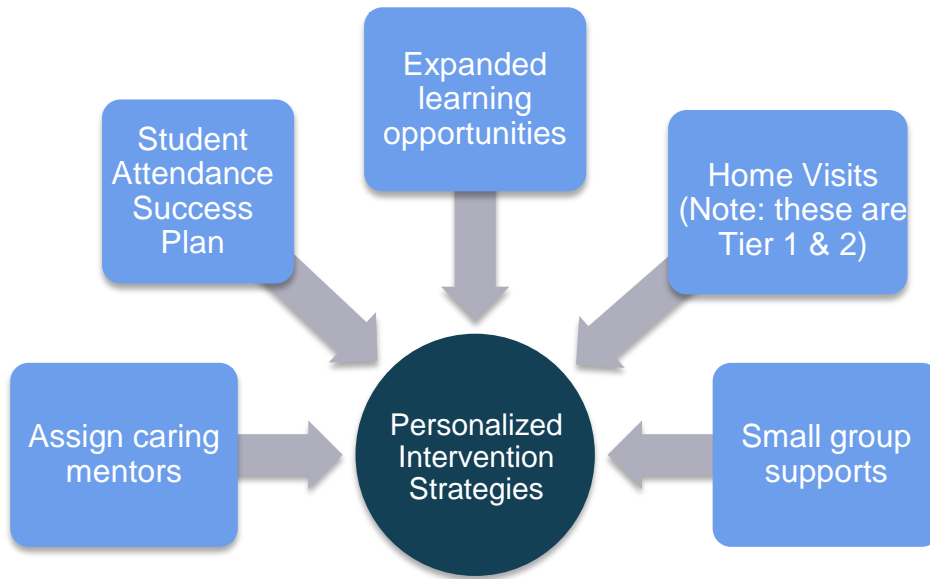
### REDESIGN TOOL

Use these tools to strengthen relationships with individual students.

[↓ DOWNLOAD](#)



## Assess which tier 2 strategies can be most easily expanded



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?

# Break Outs

## 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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## Exit Slip

*“What will be your next steps?”*

<https://www.menti.com/e7cvkv4ty>

