



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

November 29, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Today's Agenda

Welcome

Stephen Proffitt and Christine Kuehlewind, State Education Resource Center (SERC)

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Educational Neglect and Truancy

Lisa Daymonde, LMSW, the Carline Director at the CT Department of Children and Families
Ed Eckert, CT-Kind, CT Department of Children and Families

Positive Interventions for Addressing Truancy

Susan Lauria, Stamford Youth Services

Mathew Laskowski, Executive Director of Access and Opportunity, Stamford Public Schools

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



What's New at CSDE

November 21, 2022

• [Student Address Collection](#)

• [Interdistrict Cooperative Grant Program](#)

November 14, 2022

• [Annual FERPA and PPRA Notice from the U.S. Department of Education](#)

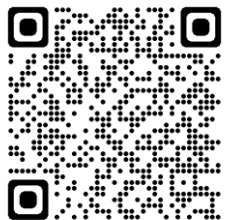
• [Remote Learning Commission Report](#)

• [Statement on Restraint and Seclusion](#)

November 7, 2022

• [E-Learning Series on Attendance & Engagement](#)

[Superintendent's Digest
\(ct.gov\)](#)



Attendance & Engagement E-Learning Series with Attendance Works



Register for
Sessions 1-3 today!

**Is your school struggling
with student attendance
or are you concerned
about the spike in
absenteeism during the
pandemic?**

Info Session for District & BOE Leaders — December 1, 2022

Learn about the E-Learning Series and if it's a match for a school team in your district.

Register for this
session only

Session 1 — January 23, 2023

Whole School Engagement Strategies for Reducing Student Absenteeism

- Understand the impact of chronic absence on student

<https://portal.ct.gov/-/media/SDE/Digest/2022-23/ELearningFlyer.pdf>





Friday CAFÉ

Professional Network for Community and Family Engagement

Everyone Wins! The Ripple Effects of Family Engagement

The latest research shows that engaging families has powerful benefits beyond boosting student success. BUT (there is always a but) the engagement strategies need to be high-impact, transformative, and equity-driven to make a real difference. Join us to discuss what these terms mean and what they look like in practice.

Conversation Catalyst: Anne T. Henderson, Senior Consultant, National Association for Family, School and Community Engagement

Date: December 9, 9:00-11:00 a.m. (Coffee and registration 9:00-9:30 a.m.)

Location: Playmaker Space at Family and Children's Aid, 80 West Street, Danbury

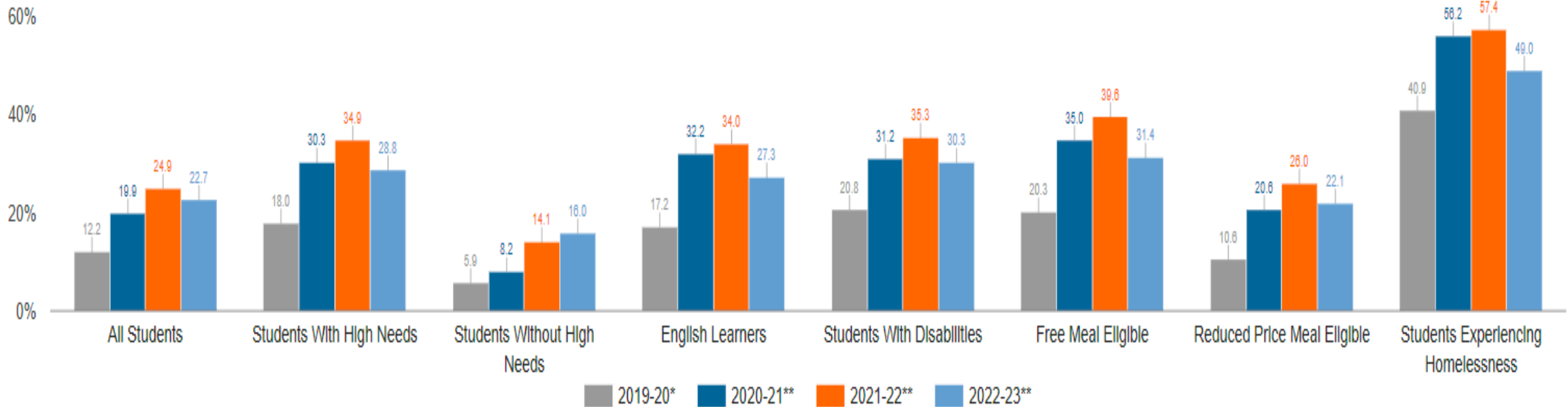
Parking Lots: 80 West Street (next to building) and 87 West Street (opposite building)

https://linkprotect.cudasvc.com/url?a=http%3a%2f%2fmailchi.mp%2ff60093d15041%2foo53ciad1t-5773640%3fe%3d%255bUNIQID&c=E,1,oTPS-S5HarCZC_6oz6hxy6GePln9hER2p-ycjUtJ12oSIUHC0YGZlnyUj0IWM2mwnu6nkRLGT0noAHczRpbUz6HeqvcLeufudiviELGnoExuBo7kyJOEHej85g2j&typo=1



Supporting Student Participating in 2022-23

Percentage of Students Chronically Absent by Student Group (YTD as of October 2022 compared to 2021-22, 2020-2021, and 2019-20)



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



Supporting Student Participating in 2022-23



Supporting Student Participation in 2022-23

To support attendance and engagement of students through the COVID-19 pandemic, the CSDE established a system in September 2020 to collect student-level attendance data on a monthly basis. This collection allows for more detailed reporting of student attendance by district, school, and student group. District-level disaggregated data by student group along with data visualizations are used by CSDE staff to identify and support districts. CSDE is also partnering with the State Education Resource Center (SERC) to build communities of practice and a system of supports for districts that bring together the latest research, national experts, and promising practices. An interactive map and additional data files are also available below.

Monthly Attendance Report

To support attendance and engagement of students as they participate in varied school learning models, the CSDE established a new system to collect student-level attendance data on a monthly basis. This collection allows for more detailed reporting of student attendance by district, school, and student group. The following reports are the monthly summaries for the 2020-21 academic year:

+ 2020-21 Reports (PDF)

District-level disaggregated data by student group along with data visualizations will be used by CSDE staff to identify and support districts where year-to-date attendance is substantially lower than in the previous school year. CSDE is also partnering with the State Education Resource Center (SERC) to build communities of practice and a system of supports for districts that bring together the latest research, national experts, and promising practices.

An interactive map and additional data files are also available below.

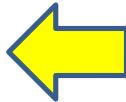
Current Data Files

- Attendance Rates for State and Districts, Student Groups by tab (.xlsx)
- Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab (.xlsx)
- Attendance Rates for Schools (.xlsx)

- 2021-22 Data Files

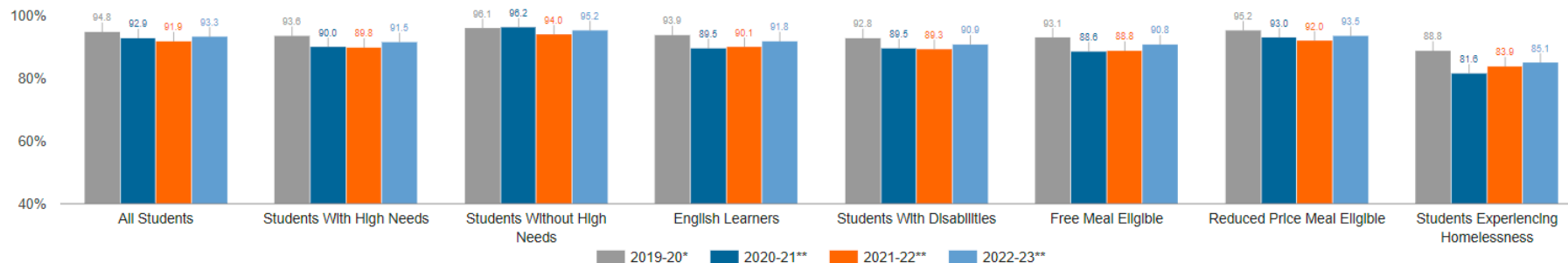
- Attendance Rates for State and Districts, Student Groups by tab (.xlsx)
- Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab (.xlsx)
- Attendance Rates for Schools (.xlsx)

Statewide Attendance



<https://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>

Attendance Rate by Student Group (YTD as of October 2022 compared to 2021, 2022, 2020-2021, and 2019-20)



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



District and School-level Data

Download Excel Spreadsheets

Excel 0222_InPerRemote_District_Suppressed_October_2022_20221122 - View-only

Search (Alt + Q)

File Home Insert Draw Page Layout Formulas Data Review View Help Viewing

ReportingDistrictCode

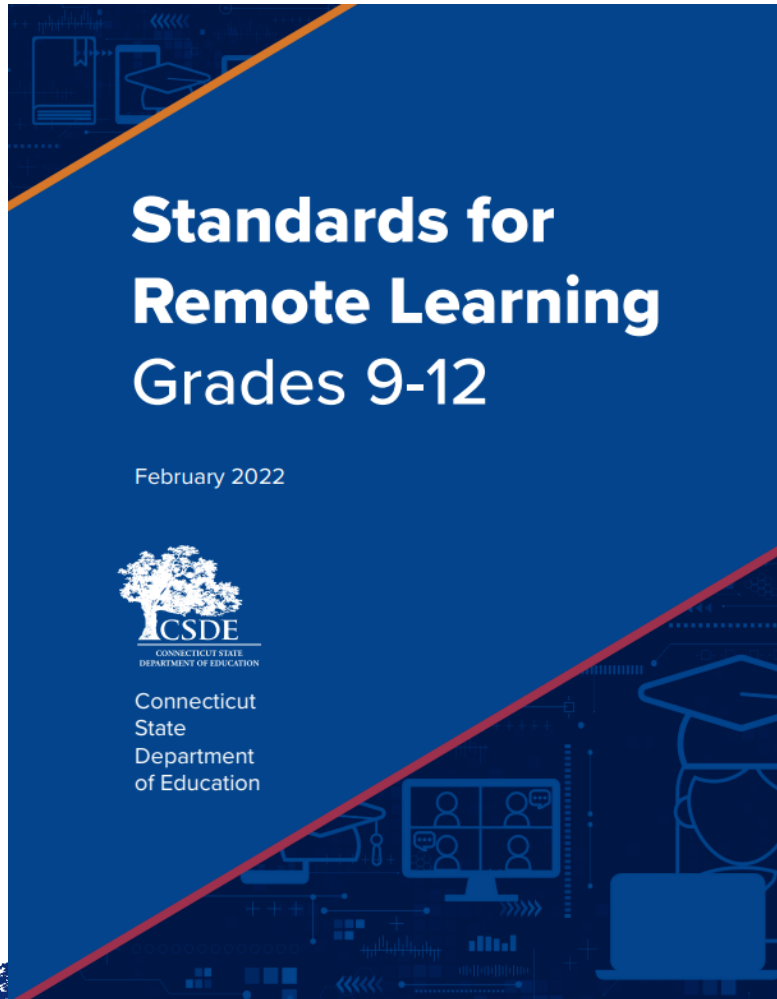
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ReportingDistrictCode	ReportingDistrict	Category	StudentCount	ChronAbs	xtChronAbth	Remote	RemoteD	Students	PersonMem	PersonAttr	RemoteAttr	Total	Rate	ReportingPeriod					
2	00000CT	Connectic	All Studen	493027	0.2274	0.0041	8144	0.0449	2.7192	0.9989	0.9338	0.7664	0.9336	October 2022						
3	0010011	Andover S	All Studen	165	0.3636	0	0	0		1	0.9171		0.9171	October 2022						
4	0020011	Ansonia Sc	All Studen	2203	0.2583		186	0.3373	3.9946	0.9915	0.9335		1	0.9341	October 2022					
5	0030011	Ashford Sc	All Studen	332	0.3193	0	0	0		1	0.9274		0.9274	October 2022						
6	0040011	Avon Scho	All Studen	3052	0.1782		0	0		1	0.9505		0.9505	October 2022						
7	0050011	Barkhams	All Studen	195	0.2103	0	0	0		1	0.9357		0.9357	October 2022						
8	0070011	Berlin Sch	All Studen	2629	0.2103		0	0		1	0.9478		0.9478	October 2022						
9	0080011	Bethany S	All Studen	404	0.1064	0	0	0		1	0.9613		0.9613	October 2022						
10	0090011	Bethel Sch	All Studen	3124	0.1572		113	0.1261	3.4867	0.9967	0.9516		1	0.9517	October 2022					
11	0110011	Bloomfiel	All Studen	1708	0.185	0.0047	0	0		1	0.9324		0.9324	October 2022						
12	0120011	Bolton Sch	All Studen	721	0.1567	0	0	0		1	0.9582		0.9582	October 2022						
13	0130011	Bozrah Sch	All Studen	152	0.1053	0	0	0		1	0.956		0.956	October 2022						
14	0140011	Branford S	All Studen	2518	0.2097	0.0028							0.9428	October 2022						
15	0150011	Bridgepor	All Studen	18332	0.2993	0.0068							0.9163	October 2022						
16	0170011	Bristol Sch	All Studen	7497	0.2688	0.0021	24	0.0071	2.2083	0.9998	0.933	0.6604	0.9329	October 2022						
17	0180011	Brookfield	All Studen	2536	0.1964		84	0.1159	3.5	0.997	0.9481	0.9796	0.9481	October 2022						
18	0190011	Brooklyn S	All Studen	803	0.2677	0	0	0		1	0.9362		0.9362	October 2022						
19	0210011	Canaan Sc	All Studen	71	0.1549	0	0	0		1	0.9641		0.9641	October 2022						
20	0220011	Canterbur	All Studen	427	0.1546	0	0	0		1	0.9459		0.9459	October 2022						
21	0230011	Canton Sc	All Studen	1485	0.202								0.9448	October 2022						
22	0240011	Chaplin Sc	All Studen	128	0.2891		0	0		1	0.9304		0.9304	October 2022						
23	0250011	Cheshire S	All Studen	4092	0.1576		47	0.0393	3.4255	0.999	0.954	0.9317	0.9539	October 2022						
24	0260011	Chester Sc	All Studen	221	0.3258	0	0	0		1	0.936		0.936	October 2022						
25	0270011	Clinton Sc	All Studen	1442	0.1276		73	0.1824	3.6027	0.9955	0.9473	0.9962	0.9475	October 2022						
26	0280011	Colchester	All Studen	2126	0.2037	0.0042							0.9356	October 2022						
27	0290011	Colebrook	All Studen	72	0.1806	0	0	0		1	0.9538		0.9538	October 2022						
28	0300011	Columbia	All Studen	433	0.1224	0							0.9523	October 2022						
29	0310011	Cornwall S	All Studen	93	0.2473	0	0	0		1	0.9445		0.9445	October 2022						
30	0320011	Cove	All Studen	1548	0.2326								0.9407	October 2022						

By All By_Grade By_HighNeedsCrossTabs By_HighNeedsAll By_FRL By_EL By_SpEd By_PrimDis By_Race By_Gender By_Homeless +

[0222_InPerRemote_District_Suppressed_October_2022_20221122.xlsx \(live.com\)](#)



Standards for Remote Learning, Grades 9-12



Standards for Remote Learning Grades 9-12

February 2022



Connecticut
State
Department
of Education

Remote Learning Philosophy

A well-designed remote learning environment has the potential to provide Connecticut students an opportunity to access high quality and high impact learning experiences that develop their capacity to be college, career, and life ready. To reach these outcomes, it is critical that the process is collaborative, with each stakeholder understanding and committing to their new role in a remote learning environment. If the district is to be successful in reimagining from where educators and students teach and learn, the following competencies by role should be articulated to each in designing remote learning environments for each learner.

Role of Parents/Guardians and Families

- Engage in two-way communication with teachers and administrators in the education of their child in a blended learning environment on campus and remotely. Provide feedback to the administrators and teachers as to their learner's experience, progress, and growth.
- Establish routines in the home that are like an in-person school day.
- Identify workspaces in the home for students to engage in learning. Developing a rotational schedule in shared workspaces is helpful.
- Engage students in self-reflection of their learning, so that they own their learning and determine how best to work at home and demonstrate growth.
- Actively participate in student learning to assist their school with ensuring student participation and completion of courses.

Role of Students

- Collaborate with teacher and peers in all learning spaces (physical and virtual).
- Engage in each learning session for enrolled core content that aligns to all assignments.
- Attend each learning session as provided by the teacher(s).
- Actively participate in the teaching and learning process.
- Continuously reflect on their own progress of their daily learning plan/schedules while adjusting for the next day.
- Articulate when they need help.
- Complete independent assignments, assessments, and tasks and submit each for feedback.

Role of Administrators

- Conduct virtual walkthroughs and classroom check-ins to monitor and assist teachers and gather evidence of student engagement, ownership, and agency of learning.
- Seek feedback and check understanding of teachers, parents, and students surrounding blended learning strategies.
- Empower learners to be active participants in the learning process.
- Provide feedback to teachers and students.
- Champion the implementation of remote learning as a highly effective instructional model to support all learners.
- Provide supports to parents and families with limited English to facilitate two-way communication.

Role of Educators

- Facilitate the teaching and learning process with students.
- Support learners in their ability to collaborate by integrating digital tools and resources.
- Use multiple data sources to group students in purposeful ways based on interest, need, and/or skill-level and in new formats and structures.
- Develop and deliver targeted instruction for multiple purposes.
- Reduce barriers to content and learning by integrating digital tools and resources.
- Provide online office hour sessions for live feedback, discussion, and support.
- For teachers of special populations, counselors, and support staff:
 - Schedule individual check-ins with students who need supplemental, differentiated supports, and engagement.
 - Participate in select live lessons and teacher office hours to support students in real time.

Definition of Remote Learning

Section 387 of [Public Act 21-2ss](#) defines remote learning as instruction by means of one or more internet-based software platforms as part of a remote learning model.

To uphold the definition of remote learning as defined in this legislation, all remote learning programming must:

- articulate clear educational goals;
- clearly organize course offerings in a way that stakeholders can easily navigate;
- integrate quality instructional materials to enable and enrich student learning;
- regularly evaluate technology that supports the learning goals and enhances the learning experience;
- contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities;
- provide opportunities for student-to-student and student-to-teacher interactions that support active learning;
- provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience;
- integrate research-based Universal Design for Learning (UDL); and
- comply with the Connecticut State Department of Education Standards for Remote Learning.

[Stamford Lays Groundwork for Remote Learning, and "Twilight School" - The Connecticut Examiner \(ctexaminer.com\)](#)

[Standards for Remote Learning Grades 9-12 \(ct.gov\)](#)



DCF Careline

Educational Neglect
&
Truancy

11/2022



Educational Neglect – Definition



Definition: Educational neglect occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

Note: Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

Educational Neglect - Criteria

Criteria:

- **For children school-aged to age 12** excessive absenteeism may be indicative of the parent's or caregiver's failure to meet the educational needs of the student.
- **For children older than age 12** excessive absenteeism, coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.

Note: For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather this is truancy which is handled through the school district.

Considerations in determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the Social Worker:

- age;
- health;
- level of functioning;
- academic standing; and
- dependency on parent or caregiver.

In determining the criteria for **excessive absenteeism**, the **following characteristics of the parent or caregiver** shall be considered by the Social Worker:

- rationale provided for the absences;
- efforts to communicate and engage with the educational provider; and
- failure to enroll a school-aged child in appropriate educational programming (including home schooling).



Educational Neglect – School Age Child

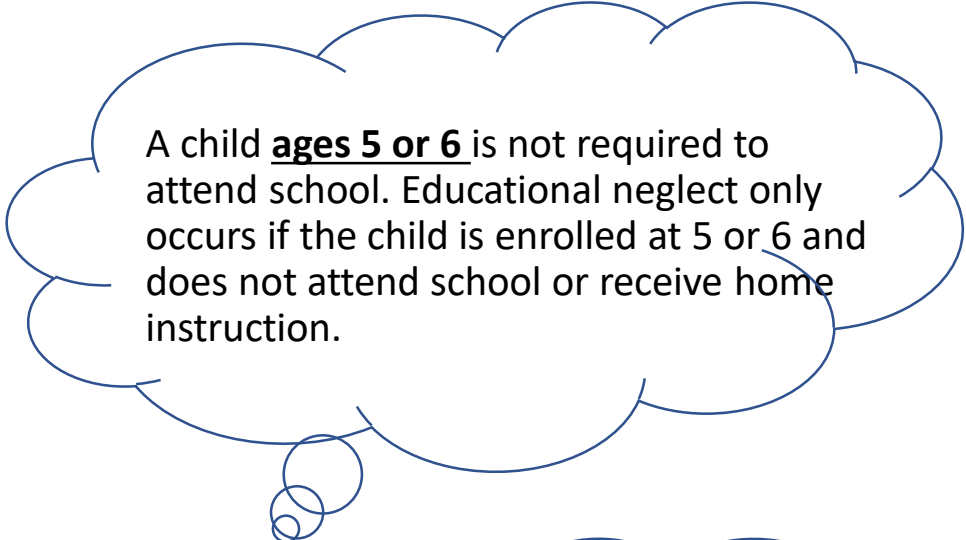
Definition of School-Aged Child: Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate.

Exceptions:

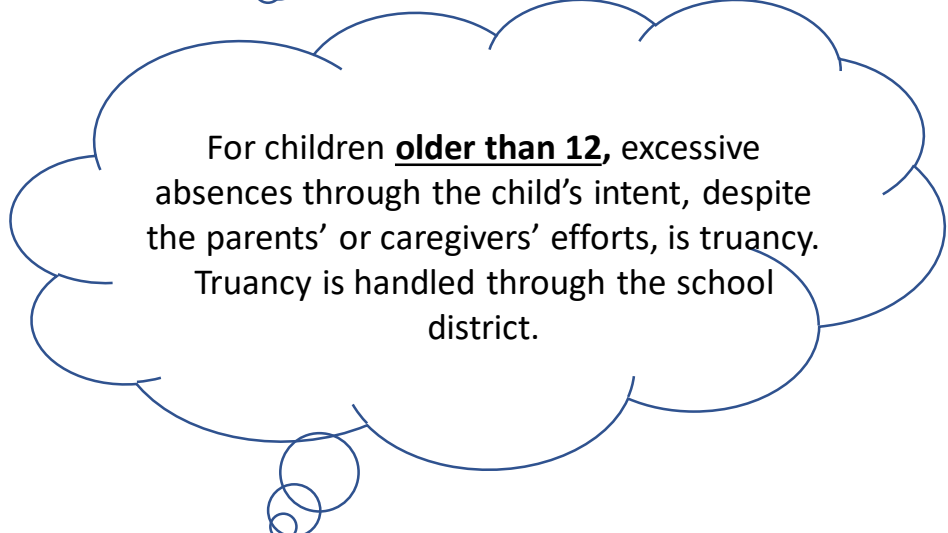
- A parent or person having control of a child may exercise the option of not sending the child to school at age five or six years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has enrolled the child at age five or six years and then does not allow the child to attend school or receive home instruction.
- A parent or person having control of a child 17 years of age may consent to such child's withdrawal from school. The parent or person shall personally appear at the school district office and sign a withdrawal form.

Note: Failure to sign a registration option form for the child is not in and of itself educational neglect.

Legal reference: Conn. Gen. Stat. §10-184.



A child **ages 5 or 6** is not required to attend school. Educational neglect only occurs if the child is enrolled at 5 or 6 and does not attend school or receive home instruction.



For children **older than 12**, excessive absences through the child's intent, despite the parents' or caregivers' efforts, is truancy. Truancy is handled through the school district.

Educational Neglect



- Age of student and/or dependence on a caretaker to ensure participation in educational activities remains a significant factor. Operational Definitions notes for a general difference at the age of 12, children older should be considered for truancy, while those younger, or functionally younger, have a dependency on a parent. This expectation should be maintained.
- Efforts still need to be made by educational provider to engage a parent. Efforts should be progressively more aggressive and documented. Demonstrated efforts, without any response, **may be neglect**.
- Parent/Caregiver/Guardian's response should be considered. Some examples for consideration:
 - A parent's disagreement with an educational plan is **not neglect**.
 - A parent indicating that the family is in crisis and not prioritizing educational needs currently, but has plans to once stabilized, is **not neglect**.
 - A parent that has told the school they are home schooling with their own curriculum while schools are closed is **not neglect**.
 - A parent that has all the necessary resources, has provided no explanation for their elementary aged students lack of participation or attendance and is not engaging with the school regarding the reasons for their lack of involvement, **may be neglect**.



When to make a referral to the DCF Careline

Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected or is placed in imminent risk of serious harm. (CGS§17a-101a)

EMERGENT SITUATIONS- Call the CARELINE

800-842-2288 (General Line)

860-352-9261 (back up line)

If the victim or another similarly situated minor is presenting in:

- Immediate harm
- With the need for emergent medical or mental health care
- With a realistic fear of further abuse or neglect within the next 24 hours
- That they will be inaccessible within the next 24 hours

NON-EMERGENT SITUATIONS- Online Referral

<https://portal.dcf.ct.gov/>

If the victim or another similarly situated minor is not presenting in need for an emergent response:

- Complete the online report in full, with as much detail and information as possible (failure to provide detailed information may result in a non-accept)
- Upon successful submission you will receive a confirmation email
- Online reporting is available 24 hours a day

All 3 components are required for referral to be accepted:



FOR FAMILIES THAT DO NOT MEET THE ABOVE ACCEPTANCE CRITERIA WHO MAY BENEFIT FROM SERVICES, CONTACT THE INFOLINE @ 211.

*Age limitations are not considered for children currently receiving services from DCF or if allegations involve sexual abuse of a student by school personnel.

Educational Neglect

*Occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

*For children older than 12, excessive absenteeism through the child's own intent, despite the caregiver's efforts, is truancy which is handled through the school

TRUANCY

State law requires school districts and schools to have specific policies and procedures regarding students who are truant. A truant is defined as a student who has 4 unexcused absences from school in one month (30 consecutive calendar days) or 10 unexcused absences in one school year.

If a student becomes truant, their school is required to have a meeting with the student's parent/guardian within 10 school days. In this meeting, the school should work with the student and guardian to help the student return to school. Schools should also work with community agencies providing child and family services to address the student's barriers to coming to school.

Ultimately, the most effective strategy for helping student be present in school is prevention. Attendance monitoring, enhancing school culture and community, increasing student engagement, and mentoring students for academic success are effective school-based strategies for preventing truancy.



Truancy vs Chronic Absence

Chronic absence and truancy are not interchangeable terms. They describe different aspects of the absence problem and require different approaches. Truancy is a term that generally refers to unexcused absences. Chronic absence, on the other hand, incorporates all absences: excused, unexcused absences, and suspensions and expulsions served.

TRUANCY LAW

- **Sec. 10-198a. Policies and procedures concerning truants.** (a) For purposes of this section and sections 10-198c and 10-220, “truant” means a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.
- (b) Each local and regional board of education shall adopt and implement policies and procedures concerning truants who are enrolled in schools under the jurisdiction of such board of education. Such policies and procedures shall include, but need not be limited to, the following: (1) The holding of a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year, (2) coordinating services with and referrals of children to community agencies providing child and family services, (3) annually at the beginning of the school year and upon any enrollment during the school year, notifying the parent or other person having control of each child enrolled in a grade from kindergarten to eight, inclusive, in the public schools in writing of the obligations of the parent or such other person pursuant to section 10-184, (4) annually at the beginning of the school year and upon any enrollment during the school year, obtaining from the parent or other person having control of each child in a grade from kindergarten to eight, inclusive, a telephone number or other means of contacting such parent or such other person during the school day, (5) on or before August 15, 2018, the implementation of a truancy intervention model identified by the Department of Education pursuant to section 10-198e for any school under its jurisdiction that has a disproportionately high rate of truancy, as determined by the Commissioner of Education, and (6) a system of monitoring individual unexcused absences of children in grades kindergarten to eight, inclusive, which shall provide that whenever a child enrolled in school in any such grade fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone and by mail, the parent or such other person shall be made by school personnel or volunteers under the direction of school personnel. Any person who, in good faith, gives or fails to give notice pursuant to subdivision (6) of this subsection shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice.
- (c) Nothing in subsections (a) and (b) of this section shall preclude a local or regional board of education from adopting policies and procedures pursuant to this section which exceed the requirements of said subsections.
- (d) The provisions of this section shall not apply to any child receiving equivalent instruction pursuant to section 10-184.
- (e) A child, age five to eighteen, inclusive, who is enrolled in a public or private school and whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the local or regional board of education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of excused absences pursuant to this subsection, such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Thank You

Lisa R. Daymonde, LMSW

Careline Director

Office: 860-560-7001

Cell: 203 675-3413

Hours: Monday-Friday 7:30am-4:00pm

Vanessa Hudson

Careline Program Supervisor

Cell: 860-305-2820

Hours: Tuesday-Friday 10:00am-6:30pm &
Saturday 8:00am-4:30pm

Michele Laboy, MSW

Careline Program Supervisor

Cell: 860-371-5076

Hours: Sunday-Thursday 7:30am-4:00pm

Edward Valentin, MSW

Careline Program Supervisor

Cell: 860-455-5434

Hours: Monday-Friday 2:00pm-10:30pm

Talk Tuesday

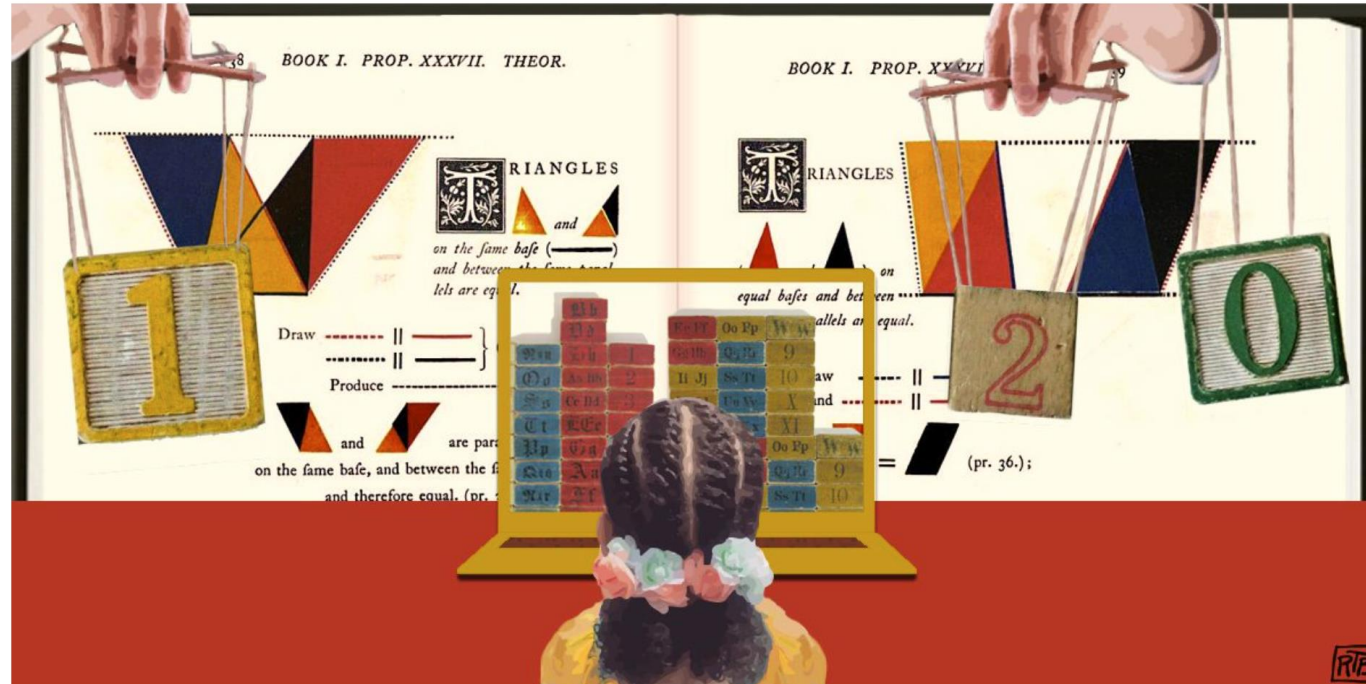
Positive Interventions for Addressing Truancy

Susan Lauria
Program Coordinator
Youth Services Bureau

Mathew Laskowski
Executive Director of Access and Opportunity
Stamford Public Schools

Stamford Lays Groundwork for Remote Learning, and “Twilight School”

— Emilia Otte, 11.18.2022



Share



STAMFORD — Virtual learning could soon become a reality for some Stamford high schoolers as the district looks to create alternative options for students who struggle with a traditional schedule or learning model of high school. At a meeting of the district’s Teaching and Learning Committee last week, Matt Laskowski, principal of Rippowam Middle School, [...]

Truancy

Type of Referral

- **Truant (4/Month)**-a student age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month
- **Truant (10/Year)** -a student age five to eighteen, inclusive, who is enrolled in a public or private school and has ten unexcused absences from school in the current school year
- **Habitually Truant**-a student age five to eighteen, inclusive, who is enrolled in a public or private school and has twenty unexcused absences within a school year.
- **Defiant**-a student who has been continuously and overtly defiant of school rules.

TRUANCY

Counts only unexcused absences.

Emphasizes compliance with school rules.

Relies on legal and administrative solutions.

VS.

CHRONIC ABSENCE

Counts all absences: excused,
unexcused, and suspensions.

Emphasizes academic impact of missed days.

Uses community-based, positive strategies.

Why Now

In 2016 the Connecticut General Assembly passed Public Act 16-147, *An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee*

- **Eliminates truancy** cases from being processed through the **juvenile court**
- As of August 15, 2017 the Court Support Services Division (CSSD) of the judicial branch no longer accepts FWSN referrals for truancy or defiance of school rules

Why Was the Law Changed

- Court referrals for truancy were eliminated in order to remove the link between truancy and the school-to-prison pipeline.
- Judicial involvement for non-criminal matters such as truancy has been documented to increase the likelihood of future engagement in criminal acts, dropping out of school and incarceration.
- National research shows that students who are truant benefit from school and community based interventions designed to identify and address the reasons for missing school. Community-based solutions are a better fit for the variety of needs of children and families facing issues related to truancy

Youth Service Bureaus

- C.G.S. Section 10-19m defines the role of a YSB as “*the coordinating unit of community-based services to provide comprehensive delivery of prevention, intervention, treatment and follow-up services.*”
- A formal referral to a community-based partner for support services can help the student and/or family access a system of coordinated care.

Who Are We?

- Stamford Youth Services Bureau (YSB) Community Referral Center
- We are a community-based coordinating hub
- Our goal is to weave together **a system of supports and services that are individualized and developmentally appropriate for the child/youth and their family**
- We serve as a partner outside the school system that may be especially helpful if the relationship between the family and school is frayed

Collaboration in Stamford

OFCE

YSB

SPEF

Domus

Family Centers

Kids in Crisis

DCF

SPD

City of Stamford

YSB

Youth Services Bureau



Stamford Public Schools

EXCELLENCE IS THE POINT.

OFCE

OFFICE OF
FAMILY AND COMMUNITY
ENGAGEMENT

TIER THREE
INTENSIVE
INTERVENTION
Community

DOMUS
FAMILY CENTERS
FAMILY ADVOCATES
DCF
KIC

TIER TWO
EARLY INTERVENTION
School & Community

SCHOOL BASED RESOURCES
HERE TO HELP
LEAP HOME VISITS

TIER ONE
UNIVERSAL PREVENTION
School

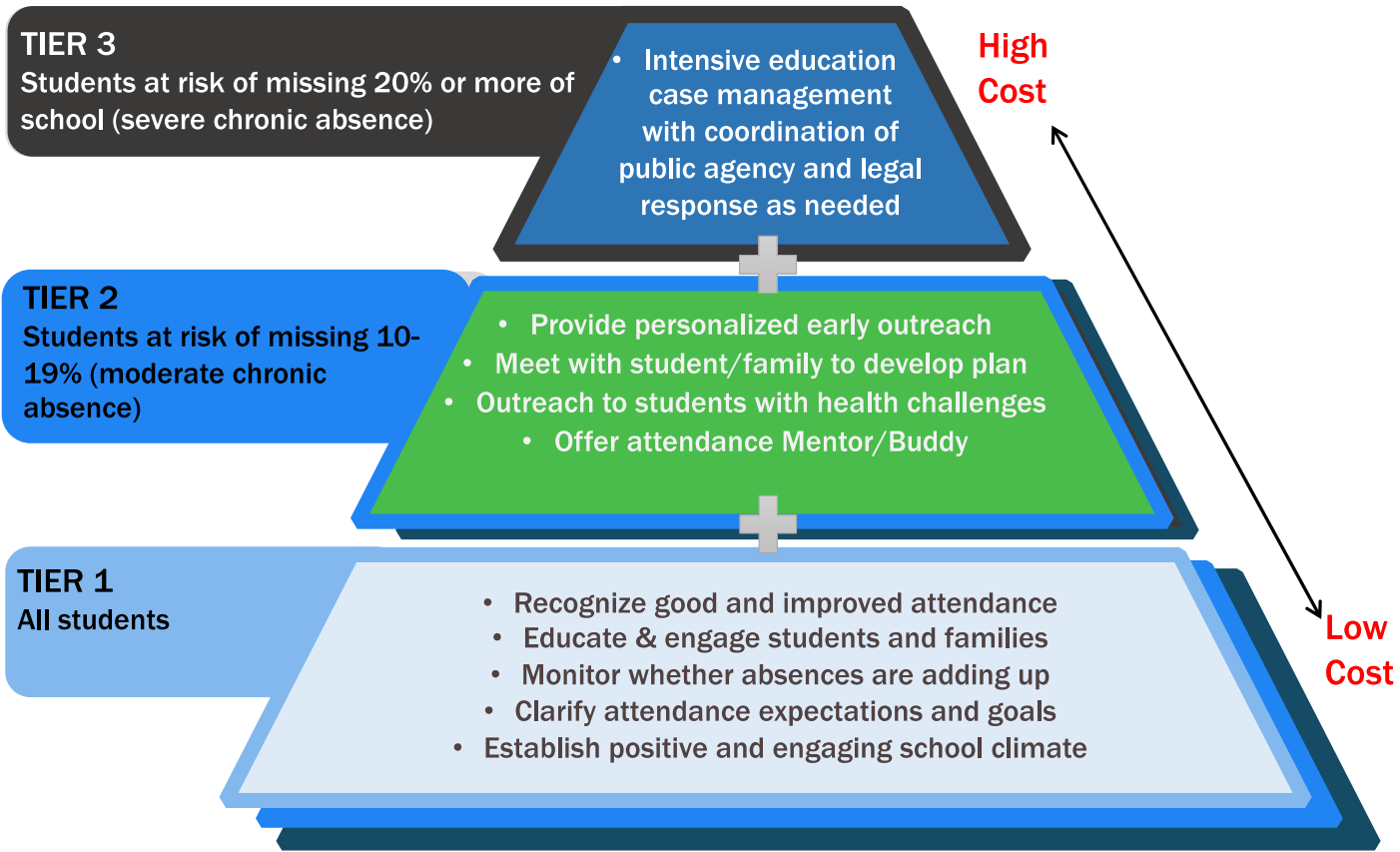
POSITIVE CLIMATE & CULTURE
FAMILY ENGAGEMENT
PARENT TEACHER HOME VISITS

FOUNDATIONAL SUPPORTS
District

CONNECTIVITY
COMMUNICATION
HEALTHCARE



Tiered Approach to Improving Attendance

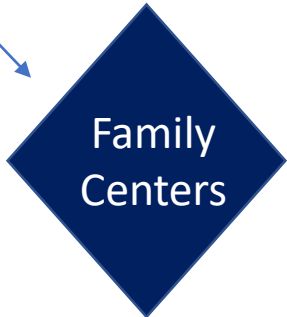
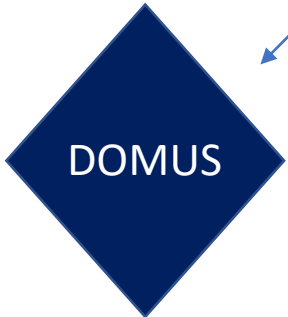


School Staff

- Provide additional outreach
- Additional community support

Outside Agencies

Families



Schools or outside agencies make referrals based on needing additional bandwidth to reach families and/or needing additional community supports for the referred family.

Family requests assistance directly from H2H.

H2H will contact the school or agency staff member who made referral and then contact family. Please see next page for referral details.

H2H will contact family. Family describes their needs. H2H connects family to beneficial resources in school and community.

H2H will connect eligible families to DOMUS or Family Centers for case management and home visiting as necessary.

*Attempts to connect with families will be made through 3 communication modalities - phone call, text, and email.

H2H Program Flow



HERE²HELP

What does your family need to succeed?
WE RECOGNIZE EVERYONE'S NEEDS ARE DIFFERENT

SPEF's Here-to-Help network can help families with needs such as:



Childcare Support



Tutoring



Groceries & Nutrition



Housing Assistance



Technology Assistance



School Communication

... and more

CONTACT US for a free consultation via phone, email, text, or WhatsApp.
Learn what free community resources may be available for your family.

Call or text (we're available on WhatsApp too):

programs@spefct.org

475-259-5871



For more information visit spefct.org/here2help or scan the QR Code



H2H-School Referral Process

Additional Community Support

School staff fills out H2H Referral

H2H staff begins outreach to family. H2H staff uses “3-2-3” outreach model to primary contacts:

- an attempt to connect will be made through 3 communication modalities - phone call, text, and email.
- If there is no response after 2 days, H2H staff will try all 3 methods of contact again.
- If primary contact information is not working or primary contacts have not responded to outreach H2H staff will initiate the 3-2-3 protocol with the emergency contacts continue this process by moving on to the next listed emergency contact.

If no connection is made, family will be marked non-responsive and school will be notified. Further collaboration with district personnel will be used to assist in finding further successful methods of communication for the family.

If a family declines support, family will be marked as “did not need services” and school will be notified.

If connection is made, the family will be connected to school and resources needed.

Referral Forms

- <https://survey.alchemer.com/s3/6528299/Here-to-Help-Referral-Form>

Referral from Monday

Referral from school:

Student has a 504 plan. He has had 14 absences so far this year and has a history of attendance concerns from last year. When providing outreach to the family in the past, his mom has stated that medical reasons prevent him from attending school 5 days a week. We have spoken on several occasions that we need medical documentation stating this but none was ever provided. Student has some accommodations through his 504 plan. He receives counseling services through our School Social Worker.

Referral from Monday

Notes from H2H OUTREACH:

- Spoke to mom. Child misses a lot of school for few health conditions (Hypothyroidism, Paget's disease and anxiety). Documents from doctor were presented on many occasions, but doctor told mom that she can't be sending letters to school every time he misses school. Mom would like to know more about the 504 plan. She did not have a meeting this year or last about it. She is wondering that some classes can offer a LIVE session when Jeremy stays at home. He is a good student and does ALL his homework, but he can't attend school every day. Mom also has financial needs and has a 20 year old daughter with mental health issues (depression and bipolar). Mom is the legal guardian of that child. Daughter has a baby with boyfriend and is living with him at this time, but mom is still responsible for her. This daughter has been in the system before since 2 years ago she started to hurt herself and tried to commit suicide. Her father died by suicide so the daughter's mental health issues got worse. Family was in a shelter in the past and also living in a hotel. Now they are in section 8 living arrangement.

Early Intervention Initiative

- Assemble Engagement Team
- Identify Focus Group Students
- Assign Students to Team Members
- Conduct Reasons for Chronic Absence Inventory (RCA)
- Analyze Results
- Implement support for individuals as needed as well as groups that fall into similar buckets.
- Consider sphere of influence to determine what can be supported at the school level and what should be referred to Here to Help or another resource



Reasons for Chronic Absenteeism (RCA)

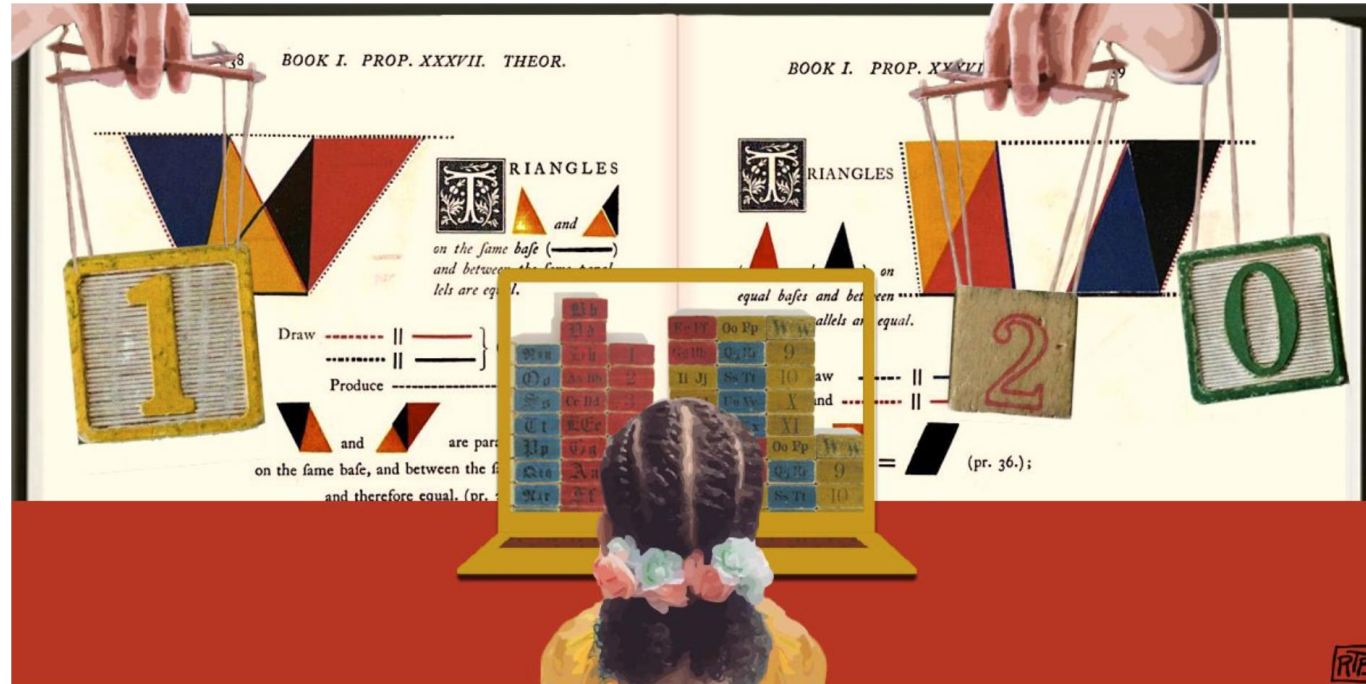
For additional information on the hardcopy version or survey administration and scoring contact:
Amber Brundage, Coordinator for Research & Evaluation, abrundage@mail.usf.edu

Preferred Citation: Brundage, A., & Castillo, J. (2017). *Reasons for Chronic Absenteeism (RCA)*. Florida's Problem Solving/Response to Intervention Project, University of South Florida

late or the bus did not come.				
12. I did not feel safe <i>at school</i>.				
13. There was no reason for me to go to school.				
14. I had to take care of or help a family member (child, sibling, relative, etc.).				
15. No one misses me when I don't come to school.				
16. I had to work.				
17. I did not want to walk in bad weather.				
18. My parents don't care if I miss school.				
19. I had to go to				

Stamford Lays Groundwork for Remote Learning, and “Twilight School”

— Emilia Otte, 11.18.2022



Share



STAMFORD — Virtual learning could soon become a reality for some Stamford high schoolers as the district looks to create alternative options for students who struggle with a traditional schedule or learning model of high school. At a meeting of the district’s Teaching and Learning Committee last week, Matt Laskowski, principal of Rippowam Middle School, [...]

Upcoming Attendance & Engagement Meetings

Talk Tuesdays 2022-23 School Year

- Fall sessions will focus on *strategies that worked in 2021-22* and feature districts that improved attendance across the district, in a school, particular grade or group of students.
- **December 13th** - Innovative strategies to stay on “course!”- EdAdvance and Montville Public Schools
- **January 10th**



KEEP IN TOUCH!

Kari Sullivan Custer, CSDE

Kari.Sullivan@ct.gov

860-807-2041

Christine Kuehlewind, SERC

Kuehlewind@ctserc.org

860-632-1485, ext. 371

Stephen Proffitt, SERC

proffitt@ctserc.org

860-632-1485, ext. 322

