



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

April 4, 2023

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Today's Agenda

Welcome

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

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Jay Brown, Bureau of Special Education Consultant (Academic Office), CSDE

Technical and Adaptive Changes/Challenges

Christine Kuehlewind and Stephen Proffitt (State Education Resource Center)

THE RESET: Attendance Matters - Why Now? (Windor Public Schools)

Christina Morales, District Coordinator, Office of Family and Community Partnerships

Dr. Noha Hady, Acting Assistant Superintendent of Instructional Services

Dr. Michael Mallery, District Coordinator, Social Emotional Learning

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



What's New at CSDE

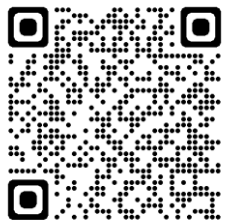
March 23, 2023

- [Governor Lamont and Education Commissioner Russell-Tucker Announce Initiative To Strengthen Teacher Recruitment and Retention Efforts](#)
- [Teacher Certification and Regulation Review Report, Certification and Teacher Evaluation Fact Sheet, Teacher Certification Regulation Workbook](#)
- [Connecticut High-Dosage Tutoring Program](#)

March 20, 2023

- [Tutoring Provider Identification](#)
- [Emergency Educator Certification Endorsements for the 2023–24 School Year](#)

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

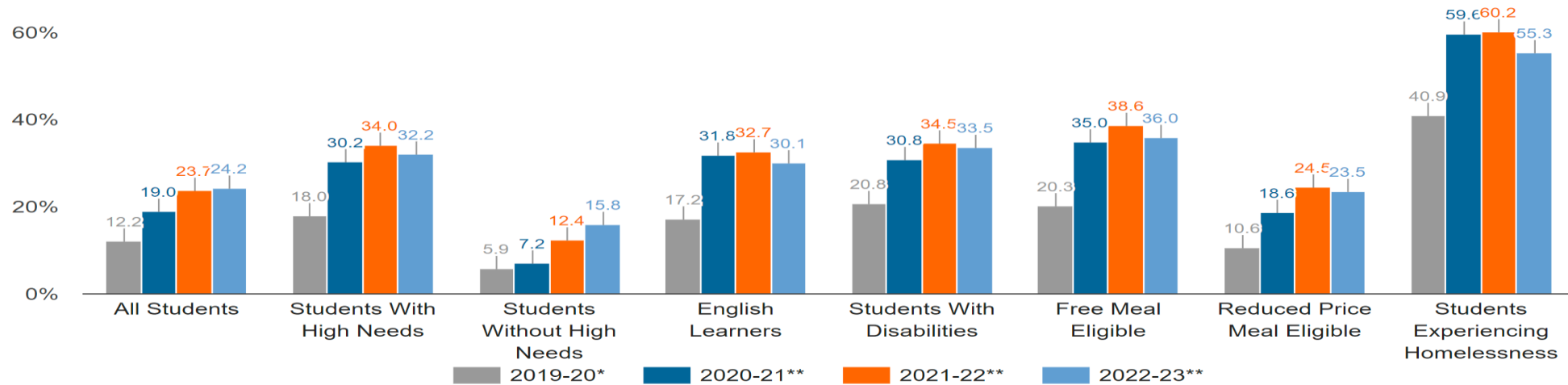




Chronic Absence Trend Data 2019-20 to February 2023



Percentage of Students Chronically Absent by Student Group (YTD as of February 2023 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.

Source: CT EdSight, Monthly Attendance Reports, [Supporting Student Participation \(ct.gov\)](https://www.ct.gov/education/Supporting-Student-Participation)

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 \(.xlsx\)](#)





Resubmission of Prior Months Attendance Data



Important

CSDE will allow the **resubmission of prior months attendance** for the April collection cycle only.

- The cycle runs from **April 3 through April 14, 2023**. This is the only cycle where prior months data will be accepted.
- **District PSIS Coordinators** must notify the CSDE Performance Office by **April 6th** if they would like to upload attendance data for the months of September 2022 through February 2023.
- Only those districts that notify the Performance Office will be able to upload prior months data beginning on Monday, April 10th. It is due on the April 14th.



High-Dosage Tutoring in Mathematics Grades 6 - 9



Press Releases



STATE OF CONNECTICUT
GOVERNOR NED LAMONT

03/22/2023

Governor Lamont Announces Plans to Launch Intensive Mathematics Tutoring Program for Students in Grades 6-9 To Address Learning Loss From Pandemic

State Department of Education Dedicating \$10 Million of Its Federal COVID-19 Recovery Funds To Establish the Connecticut High-Dosage Tutoring Program

(HARTFORD, CT) – Governor Ned Lamont and Education Commissioner Charlene M. Russell Tucker today announced that the Connecticut State Department of Education is preparing to launch the [Connecticut High-Dosage Tutoring Program](#) – a new statewide program for students in grades 6 to 9 that will provide intensive tutoring in mathematics to accelerate learning and address learning loss resulting from the COVID-19 pandemic.

To support the creation of this program, the Connecticut State Department of Education is allocating \$10 million from its share of federal COVID-19 recovery funds provided through the American Rescue Plan Elementary and Secondary School Relief Fund. The dedication of this funding represents a continued commitment by the Lamont administration and the State Department of Education to invest in programs with a demonstrable and time-tested record of impact on student learning.

High-Dosage Tutoring


The Connecticut High-Dosage Tutoring Program

Given the extensive impact of the pandemic on student performance in middle-school and secondary math, states and districts across the country are seeking to identify and implement viable methods to accelerate learning. High-Dosage Tutoring (HDT) is a well-researched strategy to address learning loss, ensuring students have intensive, curriculum-aligned support to close academic gaps. The Connecticut State Department of Education (CSDE) is allocating \$10M in American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funding to local education agencies (LEAs) to implement the Connecticut HDT Program in Grades 6-9, Mathematics in accordance with evidence-based guidelines.

The Connecticut HDT Program will provide successful applicants with the following resources and supports:

1. Grant funding for the 2023-2024 school year
2. A short list of trained, qualified tutor providers that have been vetted and approved by the Connecticut State Department of Education.
3. Ongoing technical assistance, coaching, and participation in a Community of Practice provided by an external organization.

Applicant Information:

- [Approved Tutor Vendor Survey – due April 7, 2023 at 5:00PM EST](#)
- [Approved Tutor Vendor Survey Guidance Document](#) 
- LEA HDT Application Overview Document (forthcoming)
- LEA Application (forthcoming)





School Safety and Security Resources and Technical Assistance



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



March 31, 2023

Dear Superintendents:

Once again we find ourselves in an all too common situation following the shooting at the Covenant School in Nashville, Tennessee on Monday. When events such as this take place, there is often a rise in reported threats against schools throughout the country.

We know that such tragedy, can result in increased anxiety among our families, students, and educators. Please take this opportunity to review the protocols in your School Security and Safety Plans and remind your entire school community that each district has such plans in place that are coordinated with local first responders; has practiced crisis response drills; and has trained school personnel in how to support safe schools and prepare for crisis situations.

The safety and well-being of our students, colleagues, and school community is of paramount importance. Given this fact, please visit: <https://portal.ct.gov/SDE/School-Safety-and-Security/School-Safety-and-Security/Documents>, which provides specific resources that you may find helpful to share with staff and families in your districts and to provide information on ways the Connecticut State Department of Education (CSDE) can be of assistance. Additional resources are embedded in: [Resources Addressing Trauma, Violence, and Grief in the Aftermath of a Mass Shooting](#)

As a reminder, adult and child Mobile Crisis providers can be accessed by school staff and families by dialing the United Way 2-1-1 Infoline.

State professionals are also available to assist you with questions or concerns. For questions regarding trauma, crisis, and school safety, please contact CSDE Education Manager Chlo-Anne Bobrowski at chlo-anne.bobrowski@ct.gov, and for questions and technical assistance on School Security and Safety Plans, please contact William Turley at william.turley@ct.gov at the Connecticut Department of Emergency Services and Public Protection (DESPP).

Sincerely,

Charlene M. Russell-Tucker
Commissioner of Education



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



Resources Addressing Trauma, Violence, and Grief in the Aftermath of a Mass Shooting

RESOURCES FOR PARENTS AND EDUCATORS

- *The National Center for School Crisis and Bereavement* at the University of Southern California developed a guide for parents on how to talk with children about the mass shooting in Orlando. (Attached)
- *The National Child Traumatic Stress Network (NCTSN)* provides resources for a variety of audiences, including school personnel.
 - [“Talking to Children about the Shooting”](#) offers helpful information for educators and parents on discussing the tragedy with children.
 - [NCTSN’s “Tips for Parents on Media Coverage”](#) provides parents with guidance on helping children understand and cope with what they see and hear in the news.

All resources can be found at:

<https://portal.ct.gov/SDE/School-Safety-and-Security/School-Safety-and-Security/Documents>

State contacts for questions and technical assistance:

Chlo-Anne.Bobrowski@ct.gov, CSDE
William.Turley@ct.gov, DESPP



Spring Attendance Slump

Spring Dip Resources for Schools and Districts

- > Send families a letter reminding them that instruction continues before and after the spring break.
- > Download our [handout with activities](#) that can encourage students to attend, participate and strengthen relationships.
- > Work with students and families to create or update a Student Attendance Success Plan.
- > The Edwards-Knox Central School planned a month of spirit activities and drawings to boost attendance during the pandemic. Read our [blog post](#) about their Month of Earning and Learning.
- > Download [Sprinting through Spring](#), a calendar of sample daily spirit activities, that can be adapted for any month. Add or revise the activities to suit your school community and grade levels.



Avoiding the Spring Dip

Daily attendance often plummets before and following spring break. Educators can plan ahead and offer activities to encourage attendance and participation, whether school is in person, remote or hybrid. Ask families and students for ideas and help. Local community groups often will provide coordination, volunteers and financial supports.

Choose from the following ideas that are most suitable for your school community and grade levels. Most of these activities can be adjusted so they are streamed online or available to students and families over a computer or phone!

1. **Spirit week:** Engage students through activities (academic or non-academic) and themed days where students dress up as a hero or draw a picture of themselves as the hero. Download our [Sprinting Through Spring calendar](#) with sample activities ([on this page](#)).
2. **Spring education events:** Such as [Read Across America Day](#), Million Word Challenge, Pi Day or Earth Day.
3. **Outdoor field day:** Get students and staff moving! Older students can be trained to lead movement or mindfulness activities.
4. **Pop up Saturday festivals:** Involve different area schools – a good use of community partnerships.
5. **Multicultural day or a world music dance party:** Invite students to share from their own cultures or from an area of the world they are interested in.
6. **Shows and showcases:** Hold in-person performances, spotlight activities, or showcase upcoming summer or afterschool expanded learning programs.
7. **Field trips:** Organize opportunities to learn outside the classroom by visiting zoos, planetariums or local farms. Ensure policies are inclusive so that all students can participate. Or plan online field trips, using [zoo webcams](#), locating astronomical features via a [virtual planetarium](#), or delving into biomes with The Nature Conservancy.
8. **Breakfast bunch:** Arrange for a small group of students to have breakfast with the principal or selected favorite administrators or teachers.
9. **College and career spirit:** Take pictures of students in graduation robes. Younger students draw a picture of their future and share online.
10. **For next year:** Create a mentor program and assign 5th-grade buddies to kindergarten students to prepare them for 1st grade, or arrange 5th and 6th grade buddies for next year's middle schoolers.

Caring Activities

1. **Basic needs:** Provide personal items (hygiene) or free fruit in classrooms several times a week. Invite families to pick up extra groceries the day before spring break.
2. **Appreciation days:** Everyone thanks a particular type of person, (parents/caregivers, teachers, custodial staff, students, etc.).

For more ideas visit our webpage: <https://www.attendanceworks.org/resources/spring-attendance-slump/>

Revised March, 2022

www.attendanceworks.org

Learn More about the Spring Dip

- > How does attendance typically change over the course of a school year? This "heartbeat" chart showing daily attendance changes over the course of a school year was created by the Center for New York City Affairs with an interactive tool.
- > TASC and ExpandED Schools developed [Avoiding the Attendance Slump: Strategies to Maximize Learning Time in June – A Resource Guide](#), for schools in New York. The guide provides insight into the drop in attendance and strategies to increase learning time and attendance.

School Attendance
can dip in the spring

Make a plan and
address the **#springslump!**



#SchoolEveryday



Download social media materials to spread the word about the Spring Attendance Dip!

Download Messages

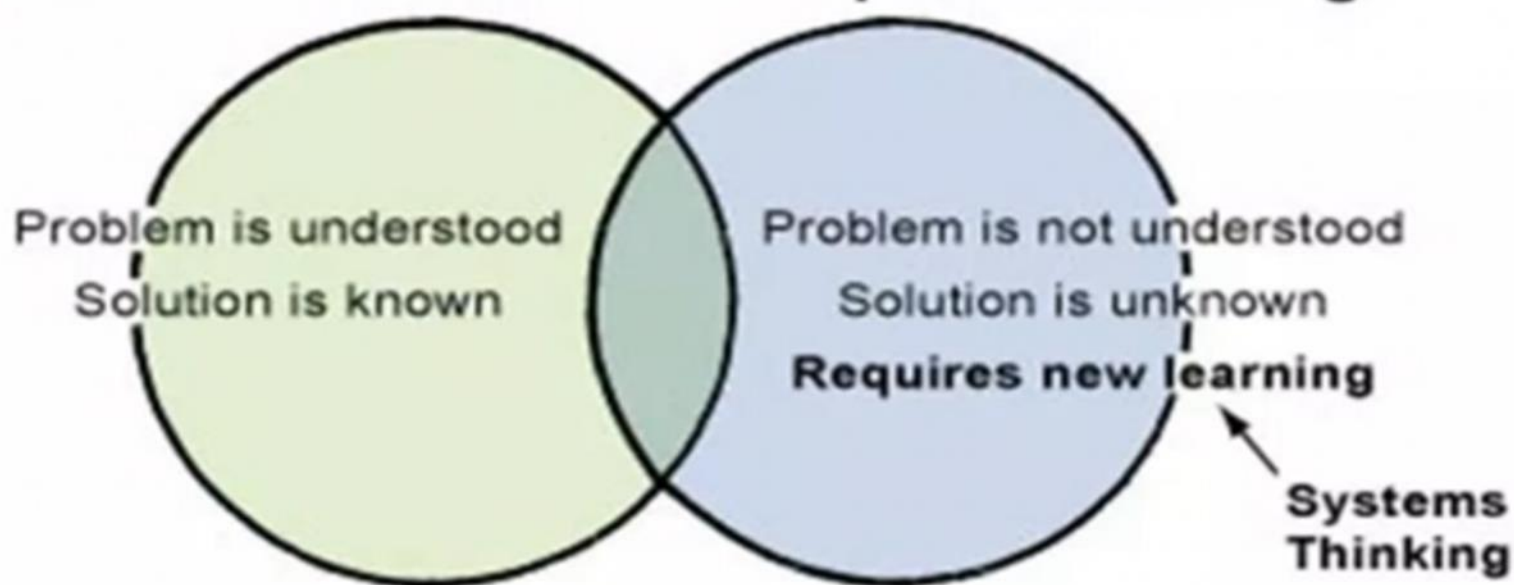
Download Image



[Spring Attendance Slump - Attendance Works](#)

Kinds of Challenges

Technical Problem • Adaptive Challenge



Adapted from: Helfetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.

TECHNICAL PROBLEMS VS. ADAPTIVE CHALLENGES

The single biggest failure of leadership is to treat adaptive challenges like technical problems.

TECHNICAL PROBLEMS

1. Easy to identify
2. Often lend themselves to quick and easy (cut-and-dried) solutions
3. Often can be solved by an authority or expert
4. Require change in just one or a few places; often contained within organizational boundaries
5. People are generally receptive to technical solutions
6. Solutions can often be implemented quickly—even by edict

ADAPTIVE CHALLENGES

1. Difficult to identify (easy to deny)
2. Require changes in values, beliefs, roles, relationships, & approaches to work
3. People with the problem do the work of solving it
4. Require change in numerous places; usually cross organizational boundaries
5. People often resist even acknowledging adaptive challenges.
6. “Solutions” require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict



Important Beliefs

- Leadership is key to school improvement.
- School improvement is an adaptive challenge.
 - All improvement involves change and new learning.
- Teachers are instructional decision-makers.
- Collaboration is powerful and essential for sustainability.
- Data are information, not an end.
- Identifying root causes is crucial to making informed decisions.

Technical vs. Adaptive Challenges

- An adaptive challenge is a particular kind of problem solving—where the gap cannot be closed by the application of current know-how or routine behavior.

Technical and Adaptive Work



Kind of Work	Problem Definition	Solution Definition	Locus of Work
Technical	Clear	Clear	Authority
Technical & Adaptive	Clear	Requires Learning	Authority & Stakeholders
Adaptive	Requires Learning	Requires Learning	Stakeholders

Adaptive Challenges

- Often staff wants a leader to “fix” a problem quickly for them.
- The key to identifying whether this student need is an adaptive challenge is whether there is current know how or if new learning, beliefs and skills are needed.
- The people who are closest to the problem must be a part of the solution if change is to occur.
- When people are faced with challenges that affect their work and their beliefs, the leader must create a safe environment free from blame so that those involved will be able to look at the problem with open minds.
- Ronald A. Heifitz calls a leader who can do this an Adaptive Leader. Finding root causes and making change takes time and collaboration.

The Classic Error

Treating adaptive challenges as if they were technical problems

Root Cause

- The most basic, underlying, specific reason for the presence of an effect or result.
- Root cause analysis is the relentless questioning of the status quo — where staff can seek new teaching methods and test their theories in a culture of respect and safety.

The “Drilling Down” Process

1. Start with important summative results and identify significant student achievement needs.
2. Form a team to ask questions about what more you want to know.
3. Collect data from multiple sources to answer the questions.
4. Discuss the data to determine findings.
5. Decide if the findings are root causes.
6. Create the team’s plan based on the root causes.

THE RESET:

Attendance Matters - Why Now?



The Senior Executive Committee



Dr. Noha Hady

Acting Assistant
Superintendent of
Instructional Services



**Christina Morales,
MSW**

District Coordinator,
Office of Family and
Community Partnerships



Dr. Michael Mallery

District Coordinator,
Social Emotional Learning

Getting to Know Us....

Purpose, Process and PayOff

1

Purpose: To illuminate our WHY for creating an Attendance system.

2

Process: Walkthrough of our newly created Attendance Tracking protocol and system.

3

Payoff: District Alignment and Reduce Chronic Absenteeism

Purpose: Why Now? & Message to Leadership

1. “Do you think rolling out this new process mid year is a good idea?”
 - a. Clover : 28.87 %
 - b. JFK: 21.65 %
 - c. OE: 35%
 - d. POQ: 25.88%
 - e. Sage: 17.95 %
 - f. WHS: 34.34%
2. This is about our students and not the adults.
3. Alliance Reporting: What are we doing about it?

Process

1. District-Wide Reset in January
 - a. DW Letter to All Families/Staff
2. Senior Executive Attendance Committee
3. February 7th Professional Development
4. District-Wide Attendance Matters Committee - Reps
5. Created Attendance Matters Resource Binder (On the Drive Too)
6. February 24th Training for Attendance Clerks and other staff (Half Day x 2)
7. Leadership Meeting
8. Attendance Clerks, etc Feedback Meeting/Check Ins
9. Attendance Codes



100% | \$ % .0 .00 123 | Default (Ari... | 10 | **B** *I* A | 🗑 🏠 📄 | 📏 | 🔗 📄 | 📉 | Σ

v1:B1 | fx | Attendance Updated as of Feb 9th (105 days)

Attendance Updated as of Feb 9th (105 days)		Student Information						Attendance Information			
Student First Name	Last Name	Grade level	Student ID	IEP/504	ELL	Race	Was this student chronically absent during the 2021-2022 School Year?	Total Number of Absences	% of school day absent (Chronic)	% of school day absent (Truancy)	Number of school days so far
Jane	Doe	-2		N	N	White		1	0.95%	0.00%	105
Michael	Williams	-2		IEP	N	Black/African American		18	17.14%	12.38%	105
Thomas	Brady	-2		N	N	White		4	3.81%	0.95%	105
Samantha	Gonzales	-2		IEP	N	Hispanic/Latino		20	19.05%	18.10%	105
		-2		IEP	N	Black/African American	N	17	16.19%	6.67%	105
		-2		N	N	White		8	7.62%	0.00%	105
		-2		N	N	Asian		5	4.76%	0.95%	105
		-2		IEP	N	Asian		2	1.90%	0.95%	105
		-2		N	N	Black/African American		3	2.86%	0.00%	105
		-2		IEP	N	Black/African American		10	9.52%	0.95%	105
		-2		IEP	N	Hispanic/Latino		1	0.95%	0.00%	105
		-2		N	N	Hispanic/Latino		5	4.76%	0.00%	105

Letter 1 Communications (Tier 1)

Date of Letter 1 (5 Absences)	Date of Call after 5 absences	Heard back from parents after letter 1	Main reason for attendance issue (If sickness indicate if Dr. Note was provided)
11/7/22	11/8/22	Yes	Illness - no doctor note
11/30/22	12/16/22	Yes	Family Vacation
1/6/23	1/16/2023	Yes	Illness - no doctor note
10/19/22	11/1/22	Yes	Illness / vacation
11/30/22	12/16/2022	Yes	Illness - no doctor note
11/30/22	12/16	Yes	Illness - no doctor note

Letter 2 Communications (Tier 2)

Date of Letter 2 (10 Absences)	Date of Call after 10 absences	Who did you call?	Heard back from parents after letter 2	Tier 2 Intervention. Ex:Home Visit, Parent Meeting..etc	Main reason for attendance issue (If sickness indicate if Dr. Note was provided)
11/7					Illness - no doctor's note
			1/17 Counselor meeting with student		

Referrals To Outside Agency - 15 Absences (Tier 3)

Agency Being referred to	Person Making the referral	Date of Referral	Date of Call to Parent	Follow Up Date	Follow up notes
DCF	A Mason				

Admin Assistants Feedback

PD/Work Day
February 24, 2023
8-3-LPW Board Room
Lunch will be provided

Identify 1-2 admin assistant, attendance clerk, FRC,..etc whoever will be accountable for weekly completion of district attendance tracker to be trained on the 24th. Send (insert name here) those two names by the end of **the day TODAY.**

1. Powerschool attendance report
2. Tracker completion
3. Attendance email set up
4. Data Analysis 101
5. Review Daily and Weekly processes and protocols

The Resource Binder

Table of Contents

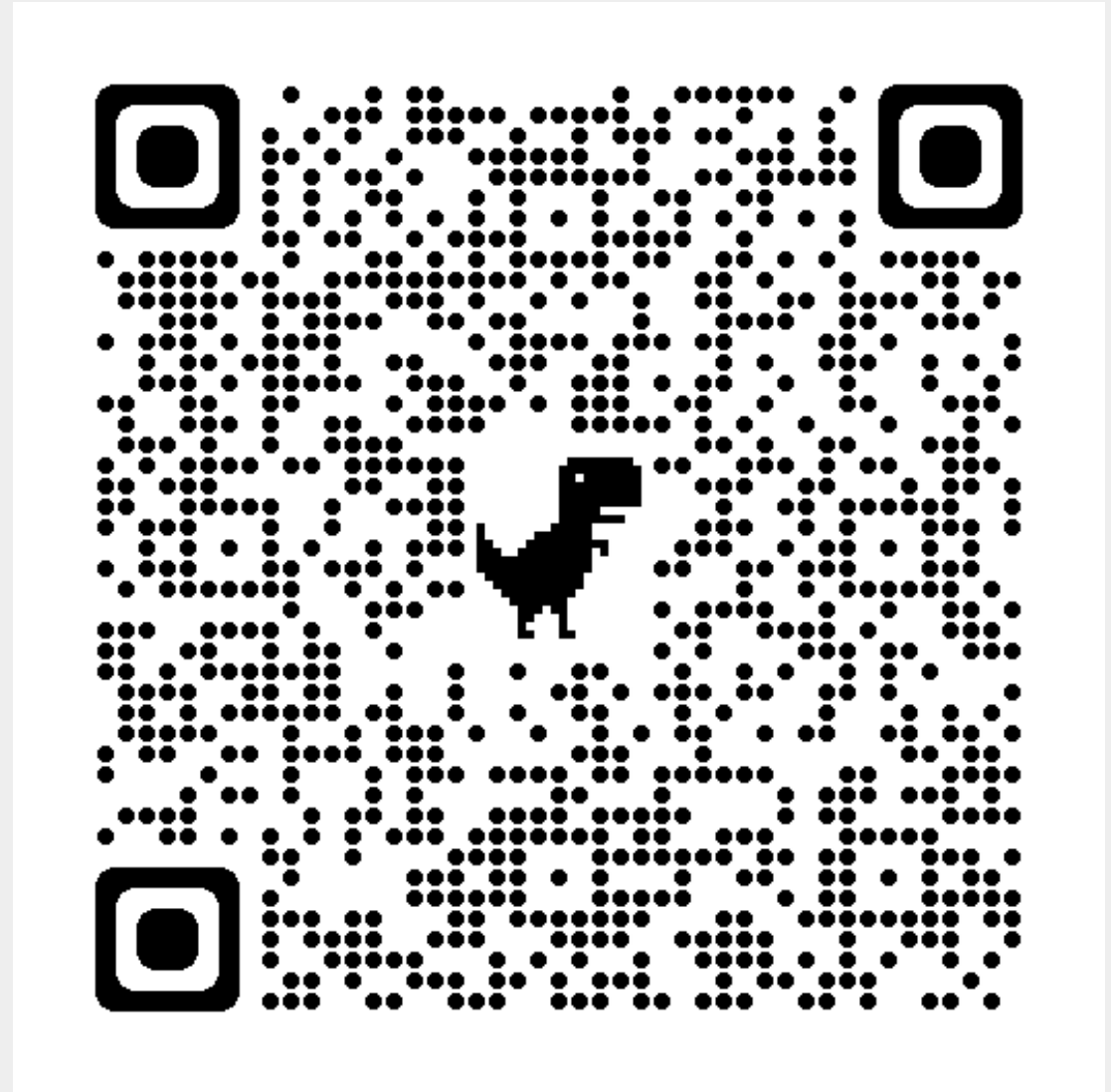
1. District Meetings
2. Guiding Documents
3. Reporting
4. Board Policies
5. State Laws
6. SDE Resources
7. Attendance Works
Resources

Please post the QR
on your weekly
newsletters starting
Friday February
24th.

New Features

To Report Students' Absences

1. QR Code
2. Online Form
3. Attendance Emails
4. Form in Mobile App



Daily and Weekly Attendance Protocols



District Attendance Protocol

Daily Attendance Procedures

1. Check Voicemail
2. Check School Specific Email ie. schoolnameattendance@windsorct.org
3. Written Documentation
4. Edit Attendance data in Powerschool accordingly
5. Document in Powerschool under Parent Contact Log
6. Ensure steps 1-5 are completed before the Apptegy (Thrillshare) call out.

Parent or Guardian Note	In-Person Explanation from Parent or Guardian to an Authorized School Staff Member	School Nurse Evaluation (either in person or telephone consultation)
Dates of absence	Dates of absence	Dates of absence
Reason for absence	Reason for absence parent or guardian reports	Reason for absence
Signature of parent or guardian	Name of parent or guardian reporting the absence	Date and location of the consultation
	Date and location of the report by parent or guardian	Type of the consultation (i.e., did they see the student themselves or speak to a parent about the student)
	Signature of staff member receiving report	Signature of school nurse

Letter #1

Dear Parent/Guardian,

We missed your child! We are writing to check in on **[NAME OF STUDENT]** and offer support if needed. **[NAME OF STUDENT]** has missed **[Insert number of days absent]** days of school so far this year (excused absences are included). Does this look right? If your child is sick we totally understand. Please send in a note to schoolattendance@windsorct.org (replace with your school's attendance email address) or complete the bottom form and send with **[NAME OF STUDENT]** to school tomorrow. We would like to partner with you to improve **[NAME OF STUDENT]**'s attendance, so we can keep them engaged and learning. To report your child's absence or if you need additional support, please call (insert number), email schoolattendance@windsorct.org, or complete the online form at www.windsorct.org via the Attendance Matter Page. *However please note, in accordance to Connecticut State Guidelines acceptable reasons for excused absence are the following along with required documentation:*

Total # of Days Absent	Acceptable Reasons for Excused Absence	Documentation Required within 10 days of Absence written by	Possible Actions to be taken by the school district
1-9 Days	Any reason that the student's parent or guardian approves.	Parent or Guardian	<ul style="list-style-type: none"> Parent calls, letters sent home, teacher outreach, Parent meeting if necessary
10 or more days	<ul style="list-style-type: none"> Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length.</i>) Religious Holiday *Death in the Family, Court Appearance The lack of transportation that is normally provided by a district other than the one the student attends Educational Opportunities (preapproved district administration) 	Parent or guardian note and in some cases additional documentation (see details of specific reason).	<ul style="list-style-type: none"> Home visit necessary Parent Meeting Truancy Officer DCF Referral Referral to Windsor Youth Services Possible Referral to PPT

* Note: The total number of days absent includes both excused and unexcused absences.

**Please note that the State of Connecticut counts both excused and unexcused absences to calculate your child's chronic absenteeism rate.

If you have not previously notified the school of the reasons for your child absences, please complete the following form and return it to your child's school. Thank you.

Sincerely,

[PRINCIPAL'S OR OTHER STAFF PERSON'S NAME] (Tear Below)

Name of Student: **[NAME OF STUDENT]** Date of Absence(s) (see above): **[Date of Absence]**

Why was your child absence?(Place an x) Illness ___ COVID ___ Flu ___

Other: _____

Parent Signature: _____ Date Signed: _____

Letter #2

Attendance Matters. Research says, students who have 10 absences or more may not be able to read at the third grade level, have trouble academically in middle school and do not graduate high school on time.

[NAME OF STUDENT] has missed **[Insert number of days absent]** days since the beginning of the school year. In order for **[NAME OF STUDENT]** to be successful, learn and be engaged or not lose any high school credits **[NAME OF STUDENT]** needs to be present.

As a reminder, if your child is sick or you are experiencing unforeseen hardships or challenges we understand and are here to provide support and resources. *However please note, in accordance to Connecticut State Guidelines acceptable reasons for excused absence are the following along with required documentation:*

Total # of Days Absent	Acceptable Reasons for Excused Absence	Documentation Required within 10 days of Absence written by	Possible Actions to be taken by the school district
1-9 Days	Any reason that the students, parent or guardian approves	Parent or Guardian	<ul style="list-style-type: none"> Parent calls, letters sent home, teacher outreach, Parent meeting if necessary
10 or more days	<ul style="list-style-type: none"> Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length.</i>) Religious Holiday *Death in the Family, Court Appearance The lack of transportation that is normally provided by a district other than the one the student attends Educational Opportunities (preapproved district administration) 	Parent or guardian note and in some cases additional documentation (see details of specific reason).	<ul style="list-style-type: none"> Home visit necessary Parent Meeting Truancy Officer DCF Referral Referral to Windsor Youth Services Possible Referral to PPT

* Note: The total number of days absent includes both excused and unexcused absences.

**Please note that the State of Connecticut counts both excused and unexcused absences to calculate your child's chronic absenteeism rate. If you have not previously notified the school of the reasons for your child absences, please complete the following form and return it to your child's school. Thank you.

We would like to partner with you to improve **[NAME OF STUDENT]**'s attendance, so we can keep them engaged and learning. To report your child's absence or if you need additional support, please call (insert number), email schoolattendance@windsorct.org (replace with your school's attendance email address), or complete the online form at www.windsorct.org via the Attendance Matter Page.

Family Attendance Guidance



FAMILY ATTENDANCE GUIDE

SCHOOL ATTENDANCE CODES & ABSENCE DATA	SCHOOL ATTENDANCE DEFINITIONS	SCHOOL ACTION TO BE TAKEN IF YOUR CHILD IS ABSENT
PRESENT	Present in school or distance learning activity for more than ½ of the school day. For example at least 4 hours in school.	<ul style="list-style-type: none"> • Thank you for sending your child to school!!! • Monthly Student Awards
ABSENCE	Absent or not present for more than ½ of the school day. For example at least 4 hours in school.	<ul style="list-style-type: none"> • Personal Parent Call • Daily robo calls based off of homeroom/block one attendance • Letter sent home • Teacher Call
T/TDA = TARDY T < ½ class (SPMS/WHS) TDA = > ½ class (SPMS/WHS)	A student who arrives after the start of school/class and leaves early from a class.	<ul style="list-style-type: none"> • Upload documentation into Powerschool
EXC = EXCUSED ABSENCE	Absence with written documentation provided for the absence.	<ul style="list-style-type: none"> • Upload documentation into Powerschool
UNV = UNEXCUSED ABSENCE/UNVERIFIED	Absence without written documentation for the absence.	<ul style="list-style-type: none"> • Personal Parent Call • Daily robo calls based off of homeroom/block one attendance • Letter sent home • Teacher Call
1-9 ABSENCES	Any reason that the student's parent/guardian approves.	<ul style="list-style-type: none"> • Daily robo calls based off of homeroom/block one attendance • At absence 5 a formal letter will be sent home • Teacher Call
10 - 17 ABSENCES At-Risk of Being Chronically Absent (In addition to prior actions)	Additional documentation related to the absence is required (e.g. medical professional).	<ul style="list-style-type: none"> • Letter sent home • Parent meeting • Daily robo calls based off of homeroom/block one attendance • Home visit, if necessary
STATE LAW DEFINITIONS		SCHOOL ACTION TO BE TAKEN IF YOUR CHILD IS ABSENT
*Chronically Absent (In addition to prior actions)	A student who is absent 10% of the total number of membership days at any point in the school year. For example, 18 missed days out of 180 school days.	<ul style="list-style-type: none"> • Outside agency report • Recommendation for PPT Meeting
**Truant (In addition to prior actions)	A student who has four (4) unexcused absences in one month or ten (10) in one school year.	<ul style="list-style-type: none"> • Referral to Windsor Youth Services Bureau • DCF referral



Guidance for Parents: When to Keep Students Home from School



We hope this helps you to decide when to send your child to school.

- If your child is not feeling like themselves and has physical complaints such as nausea, not wanting to eat, headache, or the student needs Tylenol, ibuprofen to get to school, it is best to keep them home that day for observation.

- If your child is too sick to be comfortable at school and participate in all educational activities they should also be kept home.

We hope you find this information helpful:

1. **Fever:** at the onset of an illness or a temperature that is 100.5 F or higher. Children should remain at home during the course of a fever and may return to school when fever free and without any fever reducing medication for 24 hours.

2. **Vomiting or diarrhea:** Students should remain at home for at least 24 hours after the last occurrence, the illness passes and until they are eating normally.

3. **Strep throat and scarlet fever:** Students may return to school after 24 hours on an antibiotic, are fever free, are feeling better and have been given a doctor's permission to return. These are two highly contagious diseases caused by streptococcal bacteria.

4. **Conjunctivitis or pink eye:** Must be evaluated by a doctor and be given permission to return. If medication is prescribed, your child may return 24 hours after beginning the antibiotics. This is highly contagious and uncomfortable.

5. **Stuffy or runny nose:** May indicate allergies, a response to the change of seasons or a common cold. It is not usually necessary to keep your child home with this symptom unless they are unable to cope with the amount of drainage.

6. **Cough/Colds:** A bad cough or persistent cold symptoms can indicate a cold, bronchitis, "flu" or pneumonia. Some children suffer one cold after another all winter long and mild cold symptoms should not be a reason to miss school. **However**, a child is unable to care for the amount of drainage or mucus from a respiratory illness they should be kept home. **ALSO** if your child is not acting "right" or has difficulty breathing, it could be serious. Check with your family doctor or pediatrician.

7. **Middle ear infection:** Can cause great discomfort and sometimes a fever but are not contagious to others. Students should stay home and see their physician if the pain is so great as to interfere with students' educational day.

Medication, whether over the counter or prescribed, must have an Authorization for Medication Administration. This form is available from the nurses office and it is available online under the forms link under the Health Services link. The form must be filled out by the physician and signed by the parent. Medication may not be sent in with students. A parent/guardian must deliver the medication to the nurse.



If your child has a different health problem or you are still unsure about your child attending school, please call your school nurse.

School Attendance Teams & Designee's

School Teams meet 1 hour per week to review school based data and create next steps for each child.

Designee's can include:

- School Administrator's/Dean of Students
- Family Liaison/Family Resource Center Coordinators
- Behavior Technicians
- Attendance Clerks, Data Entry Clerk
- Social Worker/School Counselor/Psychologist
- Teacher
- Anyone you feel will make impact...



Attendance & Engagement Teams SY 2022-2023

DW Senior Executive Team
Dr. Noha Hady
Dr. Michael Mallery
Christina Morales

Oliver Ellsworth Elementary School

Kyle Wood - (AP)*
Kirsten Fonfara (office clerk)
Christina Pace (FRC)
Ashley Mathews - (Social Worker)*
Rosanna Wilson- (School Psychologist)
Jessica Addie (STEM coach)

Poquonock Elementary School

Kristin Blume (Math Interventionist - Teacher)*
Jay Mihalko (Principal)
Beth Abbot (FRC)*
Sam Daley (PT OA)

John F Kennedy Elementary School

Jen Michno/Kim Wood - Principal/ Asst. Principal
Sadia Santana - FRC*
Felicia Harvey-Clarke-Social Worker
Jayleen Gonzalez-Office Support Clerk*

Clover Elementary School

Tricia Lee - Principal
Julie Figueroa - FRCC
Dalia Ghanesh-May - Head Teacher*
Elaine Bourque- Attendance Clerk*

Sage Park Middle School

Monique Willis, Attendance Clerk*
Dana Gagne, Dean of Students*
Admin & School Counselors

Windsor High School

Stacy Jenkins-Murphy, Attendance Clerk*
Ericka Fangiullo, Assistant Principal*
Breon Parker, Principal
Dana Fudge, Guidance Director
Kathy Clarke, Alt Ed Facilitator/MTSS
Admins

Payoff (To-Date)

- Parents reported to our Superintendent they were thankful for the QRCode - (Accessibility)
- Clover Family Resource Center Coordinator reported that their attendance committee was seeing a decline in UNV absences. Home Visits were working to provide understanding.
- In our alliance monitoring meeting, a 7% reduction of chronic absenteeism was reported since the beginning of the school year.
- Office Clerks reported that despite the initial lift, thankful for the district-wide cohesion.
- Attendance Clerks reporting weekly in tracker.

Next Steps

- Accountability Attendance Visits SY 23
- End of Year District-Wide Attendance Team Meeting - Key Take-Aways
- Attendance Clerks, Data Entry, Others Celebration
- Summer Planning for District-Wide/Community Wide Communications Campaign
 - Implementation of Back To School Attendance Communication starting August.

Thank You!

Dr. Noha Hady - nhady@windsorct.org

Christina L Morales, MSW - cmorales@windsorct.org

Dr. Michael Mallery - mmallery@windsorct.org

Upcoming Attendance & Engagement Meetings

Talk Tuesdays 2022-23 School Year

- Winter sessions will continue to 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.
- **April 18th**
- **May 2nd**
- **May 16th**



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

Ann Marie Cordisco, SERC

cordisco@ctserc.org

860-632-1485, ext. 399

