



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

July 12, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Who's here today?

Please share in chat:

- name, role, district, or school
- e-mail address



Today's Agenda

Welcome

Christine Kuehlewind, Consultant, SERC

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

School Attendance Teams are Foundational to Improving Attendance

Kari Sullivan Custer

School Attendance Teams in Action, Norwich Public Schools

Sara Duso, Equity Director

Jon Turban, Attendance and Family Engagement Supervisor

Upcoming Attendance & Engagement Meetings



What's New at CSDE

July 7, 2022

- ★ Announcement Regarding Staff Departures: Effective July 22, Deputy Commissioner Desi Nesmith and Division Director Lisa Lamenzo will be resigning from their roles at CSDE to rejoin the Bloomfield Public School System.
- [African American/Black and Puerto Rican/Latino Studies Curriculum Update](#)
- [NEW - CSDE Releases 6-8 Model Science Curricula](#)
- CSDE Ways Series: 17 Ways CSDE Is Supporting Multilingual Learners: [English](#), [Spanish](#), [Polish](#), [Portuguese](#)

June 28, 2022

- [2023 Connecticut Teacher of the Year Application Deadline: Monday, August 1, 2022, by 11:59 p.m.](#)
- [ESSER Cheat Sheet](#)
- [End of Year Message for Superintendents](#)

June 23, 2022

- [CSDE Awards \\$8.7 Million in ARP ESSER Funding to After-school Programs through Expansion and Enhancement Grants](#)
- [CSDE Launches Science of Reading Masterclass](#)

June 20, 2022

- ★ [Commissioner Russell-Tucker Testifies before the Senate Health, Education, Labor and Pensions \(HELP\) Committee in Washington, D.C.](#)
- [CSDE Encourages Students to Join the 2022 Commissioner's Summer Math Challenge](#)
- [Connecticut Comprehensive School Counseling Framework - Online Modules](#)

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



What's New at CSDE (continued)

June 15, 2022

- [Summary of Education-Related Legislation Enacted in the 2022 Regular Session](#)



June 14, 2022

- [Summer Enrichment Grantees Announced by Education Commissioner Russell-Tucker](#)
- [Advancing Women and Girls in STEAM Portal](#)



June 9, 2022

- [Profile and Performance Reports \(PPRs\) for 2020-21](#)

June 6, 2022

- [Updated School Accommodations Workshop Package, Including Student Transportation](#)
- [Expanding Access to Advanced Courses and Programs: Insights from Connecticut Districts](#)

June 2, 2022

- [African American/Black and Puerto Rican/Latino Course of Studies Showcase](#)
- [CAS/CIAC Student Equity Advisory Board End of Year Presentation](#)

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



School Attendance Teams

If your district participates in Talk Tuesday, it is **most likely *certain*** that your district/schools are required by law to have an “attendance review team.”

[Sec. 10-198c. Attendance review teams.](#) (a) As used in this section:

(1) “Chronically absent child” means a child who is enrolled in a school under the jurisdiction of a local or regional board of education and whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year;

(2) “Absence” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b;

(3) “District chronic absenteeism rate” means the total number of chronically absent children under the jurisdiction of a local or regional board of education in the previous school year divided by the total number of children under the jurisdiction of such board for such school year; and

(4) “School chronic absenteeism rate” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

(b) (1) Each local and regional board of education that (A) has a district chronic absenteeism rate of ten percent or higher shall establish an attendance review team for the school district, (B) has a school under the jurisdiction of the board with a school chronic absenteeism rate of fifteen percent or higher shall establish an attendance review team at such school, (C) has more than one school under the jurisdiction of the board with a school chronic absenteeism rate of fifteen percent or higher shall establish an attendance review team for the school district or at each such school, or (D) has a district chronic absenteeism rate of ten percent or higher and one or more schools under the jurisdiction of the board with a school chronic absenteeism rate of fifteen per cent or higher shall establish an attendance review team for the school district or at each such school. Such attendance review teams shall be established to address chronic absenteeism in the school district or at the school or schools.

(2) Any attendance review team established under this subsection may consist of school administrators, guidance counselors, school counselors, school social workers, teachers and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined in section 10-198a, and chronically absent children and their parents or guardians. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.



Attendance Teams 101

[What can schools do to improve attendance \(ct.gov\)](https://www.ct.gov)



[CT.gov Home](#) / [Department of Education](#) / [K-12 Education](#) / [Student Supports](#) / [Chronic Absenteeism](#) / [Reducing Chronic Absence in Connecticut's Schools](#)

Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts

Acknowledgments

Introduction

What is chronic absence?

Why are students chronically absent?

Why is chronic absence an important issue for Connecticut?

How do we know if chronic absence is affecting learning in our district?

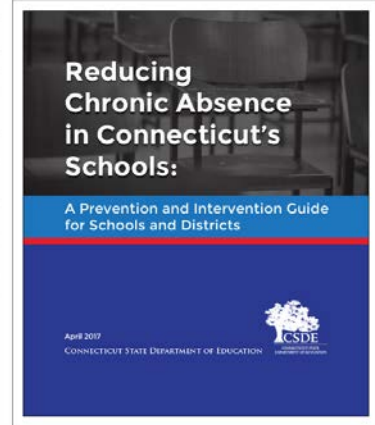
What can a district do to improve attendance?

What can schools do to improve attendance?

Who else can be involved in reducing chronic absence?

Resources

References



Upcoming Attendance & Engagement Meetings

Talk Tuesday Summer Series 10:00-11:00 am

7/26 – It all Starts with a Strong Tier 1 School Climate to Support Attendance and Engagement – Amanda Pickett, CSDE

8/9 – Tracking and Monitoring Attendance Data for ALL students – Kari Sullivan Custer, CSDE

8/23 – Equitable and Inclusive Partnerships with Families to Support Student Attendance and Engagement – Judy Carson, CSDE



KEEP IN TOUCH!

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