CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

October 4, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC

Today's Agenda

Welcome

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

Attendance Awareness Social Media Campaign

Caroline Calhoun and Devonna Dionne, EdAdvance

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Attendance & COVID Resources

Questions & Discussion

Upcoming Attendance & Engagement Meetings

Attendance Awareness Social Media Campaign

Prepared by EdAdvance

Social Media Content Examples

Content Development Rationale

- Developed with CT Pre K–12 public school parents/caretakers in mind as target audience
- Examples that can be used on all three platforms (Facebook, Instagram, Twitter)
- Aiming for clean, streamlined, eye-catching content that satisfies the advertising requirements for the platforms (e.g. minimal text on images/graphics)
- Mindful of:
  - different audiences (e.g., student ages in photo selections)
  - word choice (e.g., taglines we can adapt and use in a variety of ways)
  - color psychology (e.g., blue is calming)
  - photo selection (e.g., representation)

School is key to building community.

School is key.

School is key.

School is key to your child's well-being.

School is key to learning behaviors and skills needed to engage in a healthy lifestyle.

#backtoschool #attendtodayct

School, it's more than learning.
It's friendships, fun, and a foundation for the future.

#backtoschool #attendtodayct

Social Media Campaign Results

Total for August 11-26 and September 19-30

Meta

Facebook & Instagram

Reach	Impressions	Cost per result	Spend
229,388	441,065	$7.89	$1,808.88

Twitter

	Impressions	Cost per result	Spend
	302,316	$4.14	$1,180.93

https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/

It is an opportunity to…

✓ **Build Routines**

Daily attendance routines can reduce stress and create a sense of safety and security especially after chaotic transitions.

✓ **Increase Engagement**

Being in school helps build relationships with peers and school staff that nurture engagement.

✓ **Provide Access to resources**

Schools provide access to meals, health and mental health services, tutoring, mentoring, technology, extracurriculars (sports, clubs, music, etc.), afterschool and summer programs.

✓ **Support Learning**

Showing up to school regularly helps students become proficient in reading and math and graduate from high school.

Showing Up Matters for R.E.A.L.

A Toolkit for Communicating with Students and Families

April 2022

Four Key Steps

1. **Explain Why Attendance Matters**. *(Showing up matters because it builds **R**outines, increases **E**ngagement, provides **A**ccess to Resources, Supports **L**earning.)*

2. **Cultivate a Culture of Engagement and Attendance With Students and Families** *(NEW resources for Back-to-School!)*

3. **Use Data to Determine Need for Intervention and Additional Support**

4. **Engage Community Partners** *(Updated materials!)*

   Find it here: https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/

Attendance Works ©

Attendance Works Printable Resources

For School Districts & Teachers

https://portal.ct.gov/SDE/Chronic-Absence/Awareness-Materials

For Families

https://portal.ct.gov/SDE/Chronic-Absence/Family-Attendance-Resources

Discussion

What is your district doing to message the importance of attendance?

What's New at CSDE

- [Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs](#)
- [Grades K-3: Universal Screening Reading Assessments Frequently Asked Questions is Available](#)
- [Distribution of Pandemic EBT Food Benefits](#)
- [Find Contacts Report on EdSight](#)

September 26, 2022

- [Connecticut Automatic Admissions Program Information Session – October 11](#)
- CT-SEDS Weekly Office Hours on Zoom:
    - [General CT-SEDS Questions: Tuesdays, 2-3 p.m.; 504 Office Hours: Wednesdays, 10-11 a.m.; IEP Office Hours: Thursdays, 2-3 p.m.](#)
    - [Email CT-SEDS Office Hours Questions](#)
- [Reminder: Confirming Educator Evaluation and Support Option for 2022-23](#)

September 22, 2022

- [On Behalf of Eversource: Energy Assistance Programs](#)
- [On behalf of New Hampshire Commissioner Frank Edelblut: Holiday Cards for our Milit Challenge!](#)
- [On behalf of Stepping Stones Museum: KC 2022 Kids Convention](#)

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

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Keeping the Conversation Going

Parent Teacher Home Visits (PTHV)
Virtual Technical Assistance Session

Post-visit reflection is a PTHV non-negotiable practice. This structured session will allow home visit practitioners to build community, learn about and practice post-visit reflection strategies, and prepare to conduct 2nd visits.

This session is for individuals that have received training in the PTHV model and are preparing to conduct their 2nd home visits.

Monday, October 17,2022
3:00-4:30pm

Register Here

For additional information, contact Betsy LeBorious at bleborious@crec.org or 860-509-3615

Session facilitated by:

Rachel Brice
Program Director,
Parent Teacher Home Visits

Presented by:
A Network for Education

CREC
ONLINE FAMILY WORKSHOP SERIES

Please Join Us The Following Dates:

- Strategies to Foster Your Child's Motivation, **Tuesday, 10/11/22 @ 6 PM**
  Join here: bit.ly/crec1

- How to Share Your Expertise with Teachers, **Tuesday, 11/15/22 @ 6 PM**
  Join here: bit.ly/crec2

- Planning for the Future, **Tuesday, 3/14/23 @ 6 PM**
  Join here: bit.ly/crec3

Every workshop is a chance to win a $10 Amazon gift card!

A Network for Education

PowerMyLearning

Do you work at the intersection of families and learning?
Would you like to network and learn from others in the field?

Friday CAFÉ

Professional Network for Community and Family Engagement

Friday CAFE Is Open!

2022-23 Schedule

In-person: October 7, November 4, December 9
Online: January 13, February 10, March 24
In-person: April 28, May 19

All sessions are 9:30 to 11:00 a.m.
In-person sessions open at 9:00 for coffee.

The Expertise Is in the Room

On October 7, Friday CAFE will be in-person for the first time in over two years and this session is all about YOU!

Through facilitated conversations, participants will share their insights from the past two years and explore innovative ideas for leveling up current practices. Your collective voice is the engine of generosity and expertise in the room. Join us to share your "wins", pose your questions, and reconnect with YOUR Friday CAFE community!

Conversation Catalyst: Malik Champlain, Consultant, SERC
Date: October 7. Coffee 9:00 a.m. Program 9:30-11:00 a.m.
Location: Hooker Live, 1 Sequassen Street, Hartford

//REGISTER HERE//

COMMUNITY AND
FAMILY ENGAGEMENT

LEAP Budget Updates

1. LEAP Districts that have remaining funds from LEAP 1.0 may continue to use these funds according to approved budgets. LEAP 1.0 funds must be used before release of LEAP 2.0 funds.
2. LEAP 2.0 funds will be provided through eGMS system. More information to follow.

LEAP Budget questions:
- LEAP 1.0 – Francisco Baires, CREC, fbaires@CREC.org
- LEAP 2.0 – Kari Sullivan Custer, CSDE, Kari.Sullivan@ct.gov

Updated Definition of Attendance

- On September 7, 2022, the State Board of Education adopted a resolution for a new definition of "in attendance." The new definition, with additions in italics, is as follows:
-
  - *A student is considered to be "in attendance" if:*
    - *1) present at their assigned school, and/or*
    - *2) participating in an activity sponsored by the school (e.g., field trip); and/or,*
    - *3) participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day.*

  - *Students serving an out-of-school suspension or expulsion are reported as "absent" except for each day that the student receives alternative education programming for at least half of the instructional school day.*

CSDE Releases
Guidance on Remote Learning & Dual Instruction

This new guidance provides that:

- districts may, but are not required, to provide students who are at home due to COVID or similar illnesses with the opportunity to virtually monitor their classes.
- Although they cannot interact with their teachers or classmates and are still deemed absent, as would any student who was absent due to illness, this virtual monitoring enables them to listen to lectures, take notes, and otherwise maintain continuity of instruction while out of school ill.
- Virtual monitoring can only be used in situations of student illness, and there is no obligation for teachers to direct instruction to such students, answer their questions, or otherwise interact with them; rather, it is simply a pedagogical tool designed to help students maximize their learning.
- ***Students who were out of school due to illness would be deemed absent, regardless of whether they availed themselves of the virtual learning, just as they would have been pre-pandemic when ill.***

Source: [CSDE-Remote-Learning-Guidance-092722.pdf (ct.gov)](CSDE-Remote-Learning-Guidance-092722.pdf), 9/27/22

COVID-19 Guidance & Attendance

MAXIMIZE IN-PERSON LEARNING with symptom awareness and at-home testing.

CDC continues to advise that children and staff should not report in-person to school, child care, or camp if they are experiencing any COVID-19 symptoms, regardless of a negative test result. While DPH supports CDC's guidance, we also support an alternative approach for those administrators who feel that it may benefit their students and staff by providing more in-person learning opportunities.

DPH advises that children and staff with mild respiratory disease symptoms (infrequent cough, congestion, runny nose, sore throat, etc.), no fever, and no known COVID-19 case in their household should

- self-test at home for COVID-19 prior to leaving for school, child care, or camp every day they have symptoms and

- can be allowed to attend in-person if their test result is negative and they feel well enough to participate.

- Anyone with a fever (≥100°F) or who feels feverish should not report in-person until their fever has resolved for at least 24 hours without the use of medication and should test for COVID-19.

COVID-19 self-tests kits will be made available to all school districts, child care providers, and operating youth camps (see DPH/CSDE/OEC's Launching into Healthy Learning: Operational Strategies – Fall 2022 information). Families can also order self-test kits by visiting COVID.gov/tests. Children and staff choosing to report inperson with mild symptoms should be strongly encouraged to wear a well-fitting mask indoors.

Anyone testing positive for COVID-19 should complete isolation according to the CDC Q/I Calculator.

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Launching into Healthy Learning

LOW Community Levels

Facilities located in counties with **LOW** community levels should maintain everyday prevention strategies:

- Encourage and facilitate COVID-19 vaccination for all children 6 months of age and older and all staff, including booster vaccine doses when recommended.
- Support children and staff who choose to continue wearing a mask even when not required.
- Follow isolation guidelines for individuals who have tested positive for COVID-19 or who have symptoms and live in a household with someone with COVID-19.
- Recommend self-testing and masking for children and staff with respiratory disease symptoms (with or without fever) or known exposures to COVID-19 cases with or without symptoms.
- Ensure that ventilation systems are well-maintained and operating appropriately.
- Maintain routine cleaning and disinfection protocols for all classroom surfaces and common areas.
- Continue advising parents to report cases of COVID-19 to the school and maintain accurate absentee data.

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COVID-19 Guidance & Attendance

MEDIUM Community Levels

Additional prevention strategies to consider for facilities located in counties with **MEDIUM** community levels:

- Increase spacing between seated individuals in classrooms and during other activities, if possible.
- Be prepared to respond quickly to rapid increases in absenteeism, cases, or outbreaks in schools.
- Increase ventilation to ensure maximum delivery of fresh outdoor air to occupied spaces, appropriate filtration of any recirculated air, and use of outdoor spaces to the extent possible.
- Reinforce frequent hand cleaning and proper respiratory (cough/sneeze) etiquette.
- Communicate early and often with students, staff, and families regarding any changes in policies and procedures in order to ensure a heightened awareness of any respiratory disease symptoms.

Fall-2022-Respiratory-Disease-Prevention-Strategies-K12_08012022_FINAL.pdf (ct.gov), August 2, 2022

COVID-19 Guidance & Attendance

HIGH Community Levels

Advanced prevention strategies to consider for facilities located in counties with **HIGH** community levels or those experiencing outbreaks:

- Implement a universal mask use policy for indoor spaces.
- Limiting outside visitors to the school to those who are necessary for instruction or student support.
- Cohort classrooms and during meals, recess, and other gathering times.
- Implement strategies to monitor and prevent in-school transmission of COVID-19, such as contact tracing, quarantine or daily screening testing (i.e., *Test-Mask-Go*) of close contacts of a COVID-19 case in any setting (with or without symptoms), and classroom-level exposure notifications.
- Discuss whether extracurricular activities that involve high-intensity close contact (e.g., indoor athletics, performing arts) should be temporarily suspended.

Fall-2022-Respiratory-Disease-Prevention-Strategies-K12_08012022_FINAL.pdf (ct.gov), August 2, 2022

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Fall 2022 Operational Strategies

TEST-MASK-GO is an optional strategy designed to increase the number of days of in-person learning and care available to children, both to improve the social/emotional/physical wellbeing of students, staff, and their families and to enhance learning recovery. The fall and spring allergy seasons combined with New England winters present a challenge for schools, child care, and youth camp facilities that were advised in previous years to exclude individuals from in-person attendance if they had any of a long list of symptoms associated with COVID-19. Schools, child care programs, and camp operators choosing to utilize a *Test-Mask-Go* strategy can give children and staff with <u>mild</u> respiratory disease symptoms (e.g., infrequent cough, congestion, runny nose, sore throat, etc.) the option to continue participating in-person provided:

- they are fever-free (< 100°F) and feel well enough to participate,
- they do not live with anyone who has had COVID-19 in the past 2 weeks,
- they can wear a mask consistently and correctly (if facility operators require them to do so), and
- they test negative for COVID-19 prior to reporting in-person on every day they have symptoms, as well as one final test on the morning their symptoms have completely resolved.

Individuals who have <u>any</u> respiratory disease symptoms **should not** use the *Test-Mask-Go* strategy if:

- they have a fever (≥ 100°F) or feel feverish (they should not report in-person until their fever has resolved for at least 24 hours without the use of medication)
- they live with a person who recently tested positive for COVID-19 (within the past 2 weeks)

Instead, these individuals should stay home until their symptoms resolve and test for COVID-19. Anyone testing positive for COVID-19 should complete isolation according to the CDC Q/I Calculator. School, child care, or youth camp administrators or health staff who have questions regarding *Test-Mask-Go* should contact DPH.EPI@ct.gov.

Source: Fall-2022-Operational-Strategies-K12_08012022_FINAL.pdf (ct.gov), August 2, 2022

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Attendance Teams are Key!

State Requirements for District and School Attendance Review Teams

The number of districts and schools requiring attendance review teams has tripled since pre-COVID. With this in mind, it may be likely that your district or schools are required by state statute (C.G.S. Sec. 10-198c) to have a District Attendance Review Team and/or School Attendance Review Team/s. To determine if your district or school is eligible, the atest district and school chronic absence rates for 2021-22 can be found on EdSight - Chronic Absence dashboard. The thresholds for chronic absence rates to determine if a team is required by law are: **districts with 10 percent or higher**; **schools with 15 percent or higher chronic absence**; **and districts with one or more schools with 15 percent or higher**. Recommended resources:

- Reducing Chronic Absence in Connecticut's Schools, CSDE
- Attendance Works Self-assessment Tools (district and schools), Attendance Works
- Attendance Playbook and Implementation Guide, FutureEd and Attendance Works

Monitor Data Early and Often

Chronic Absence Rates have more than doubled since pre-COVID

In order to improve student attendance and engagement, district and school attendance teams should monitor and assess data regularly. CSDE provides reports and downloadable Excel spreadsheets on the EdSight webpage. There you can find attendance data for different groups of students: by grade: free/reduced meals; English learners; students with disabilities, etc. This data is available at the district and school level. District and school leaders should monitor attendance trends on a weekly basis.

a. Annual Chronic Absence Data and Trends, EdSight - Chronic Absenteeism
b. Monthly Attendance Reports, Supporting Student Participation Dashboard
c. 2022-23 PSIS Reference Guide

Appendix F – Guidelines for reporting Student Attendance in the Public School Information System (PSIS)

Appendix L – Reporting Information about Students are Disengaged (not coming to school)

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Here's What We're Going to Do!

1. Open Talk Tuesdays to ALL

2. Track Data - monthly

3. Identify "What's Good" and focus on Bright Spots

4. Promote Strategies & Interventions that Work

5. Monitor Interventions

6. Celebrate Successes!

Summer 2022 "Back to Basics" Series

1. School Attendance Teams are Foundational to Improving Attendance Kari Sullivan Custer, CSDE, and School Attendance Teams in Action, Norwich Public Schools, Sara Duso, Equity Director, Jon Turban, Attendance and Family Engagement Supervisor, and Cindy Beaugard, Family Engagement Coordinator, July 12, 2022, Watch Recording!

2. School Climate: Impact on Attendance Amanda Pickett, Climate and Culture Consultant, CSDE, Dr. Michelle Baker, Principal, Wilby High School, Waterbury, July 26, 2022. Watch recording!

3. Unpacking Data to identify Trends and Root Causes Kari Sullivan Custer, Education Consultant, CSDE, and Carli Rocha-Reaes, Director of School Counseling, Bridgeport Public Schools, August 9, 2022. Watch recording! Watch recording!

4. Equitable and Inclusive Partnerships with Families to Support Student Attendance and Engagement, Judy Carson, Ph.D., Education Consultant, School-Family-Community Partnerships,CSDE, and Alice Farrell, JD, LCSW, MSW, President and CEO, Olive Branch Clinical and Consulting Services, LLC, Recording coming soon!

Visit the CSDE Talk Tuesday webpage for recordings and materials for **Talk Tuesdays.**

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.
- **October 18, 2022**
- **November 1, 2022**

KEEP IN TOUCH!

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