CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

Summer Series

Back-to-Basics

August 8, 2023

Developed by the CSDE in collaboration with Attendance Works & SERC

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

School Climate: Impact on Attendance

Amanda Pickett, MSW, Associate Education Consultant, CSDE, Office of Student Supports & Organizational Effectiveness

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC

What's New at CSDE

June 20, 2023

•For questions about CT-SEDS and the Medicaid reimbursement process for eligible students receiving Medicaid-reimbursable services within their IEPs and Section 504 Plans, please **email Bryan Klimkiewicz**.

July 14, 2023

•**CSDE Memo: Public Act 23-137 Extends IDEA Eligibility through the End of the School Year during which a Student Turns Age 22**

July 24, 2023

•**Paraeducator healthcare meeting with the Comptroller on July 27, 2023**
•**Filing of Fiscal Year 2022-23 Financial Data**
•**Workforce and Career Readiness Survey**
•**Certification Alert – July 2023 – Legislation Affecting Educator Certification**
•**Special Education Call Center**

Superintendent's Digest (ct.gov)

July 20, 2023

•**Dual Credit Expansion Grant deadline extended to July 28, 2023**
•**Defined Learning for Advancing Computer Science and STEM Project Based Learning Pilot**

What's New at CSDE

July 31, 2023

•Special time-sensitive message from the Office of the State Comptroller: **Paraeducator Deductible Assistance Program Survey**

•**Obligation and Expenditure Timelines for Federal Covid Relief Funds**

•**Free College Career Readiness Digital Platform for Districts**

•Seal of Biliteracy Report Now Available in EdSight Secure

August 3, 2023

•**New Kindergarten Age Information**

- **New Kindergarten Age Information - Spanish**

•**School Mental Health Workers Grant**

•**Action Required: ARPA-Right to Read Grant Updates**

•**SDE Launches Grades 3-5 Model Science Curricula**

•**2023-24 Minimum Budget Requirement (MBR) ED012**

Superintendent's Digest (ct.gov)

https://portal.ct.gov/-/media/SDE/Chronic-Absence/LEAP/June-July-Aug-Sept-101-Sessions.pdf

A Welcoming and Healthy Return to School: Ensuring Showing Up

Wednesday, August 9, 2023

12pm–1:30pm PT | 1–2:30pm MT | 2–3:30pm CT | 3–4:30pm ET

In this webinar, speakers will offer strategies for:

- reaching out to students and families, especially in transition grades
- cultivating a school-wide culture of attendance and engagement, and
- ensuring positive conditions for learning are in place when school doors open

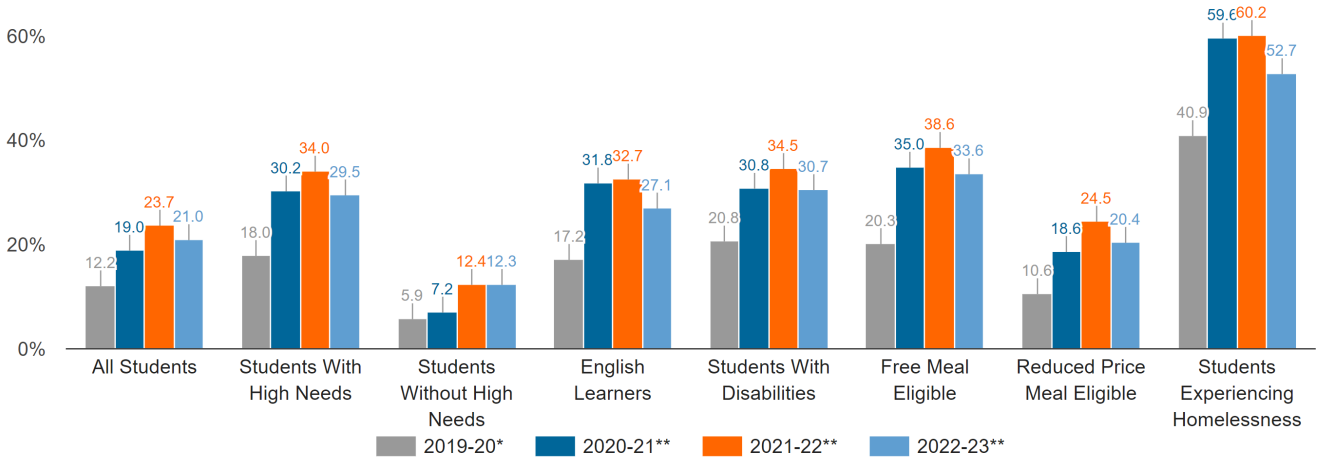
Confirmed Speakers:

- **Erin Helgren**, Principal, Yoncalla Elementary School
- **Naomi Tolentino**, Coordinator of Student Support Programs, Kansas City Kansas Public Schools
- **Elliott S. Attisha, MD**, Senior Fellow, Attendance Works
- **Kwesi Rollins**, Vice President, Institute for Educational Leadership
- **Hedy Chang**, Executive Director, Attendance Works

https://us06web.zoom.us/webinar/register/WN_xl2pN7FaQpGfOHGhQs-XGg#/registration

Chronic Absence Trend Data 2019-20 to June 2023

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

Current Data Files

Source: CT EdSight, Monthly Attendance Reports, Supporting Student Participation (ct.gov)

- 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)

CSDE Updates

June Collection -- school and district review and certification of data. Deadline is August 11

LEAP 101 Trainings for ALL districts

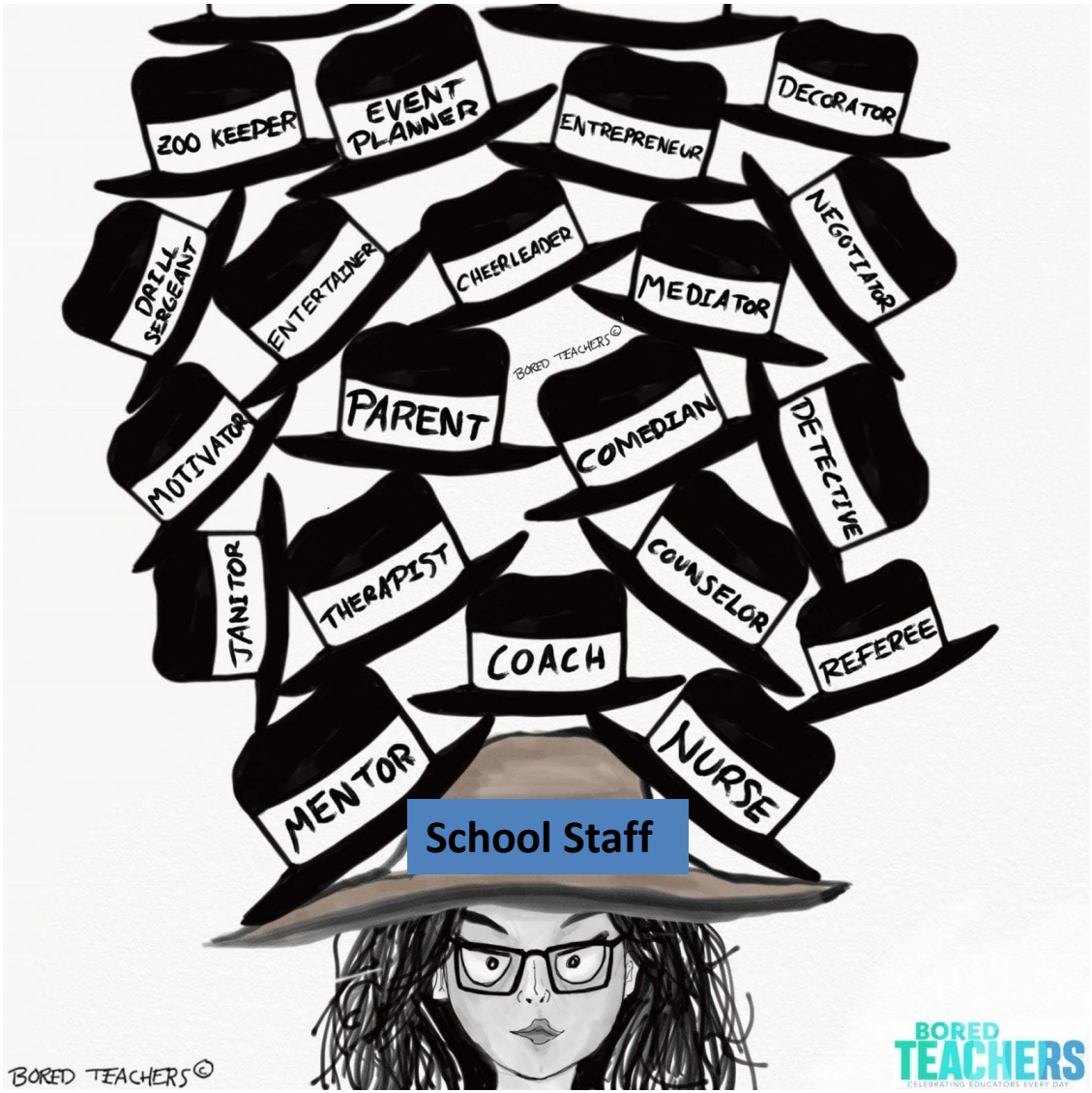
Update **District Attendance Lead** in CSDE on-line Contact Manager

CONNECTICUT STATE DEPARTMENT OF EDUCATION

School Climate:
Impact on Attendance

Learning Targets

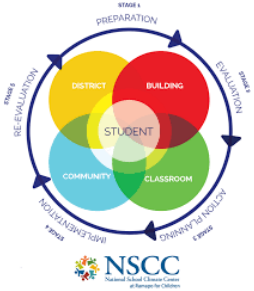
- Understand the connection of School Climate and Attendance
- Evaluate Tier 1 Climate & Culture Practices and Discuss Alignment with Attendance Goals
- Share resources to support the work


ZOO KEEPER
EVENT PLANNER
ENTREPRENEUR
DECORATOR
DRILL SERGEANT
ENTERTAINER
CHEERLEADER
MEDIATOR
NEGOTIATOR
BORED TEACHERS©
PARENT
COMEDIAN
MOTIVATOR
DETECTIVE
JANITOR
THERAPIST
COUNSELOR
COACH
REFEREE
MENTOR
NURSE
School Staff
BORED TEACHERS©
BORED TEACHERS
CELEBRATING EDUCATORS EVERY DAY

SCHOOL CULTURE & CLIMATE

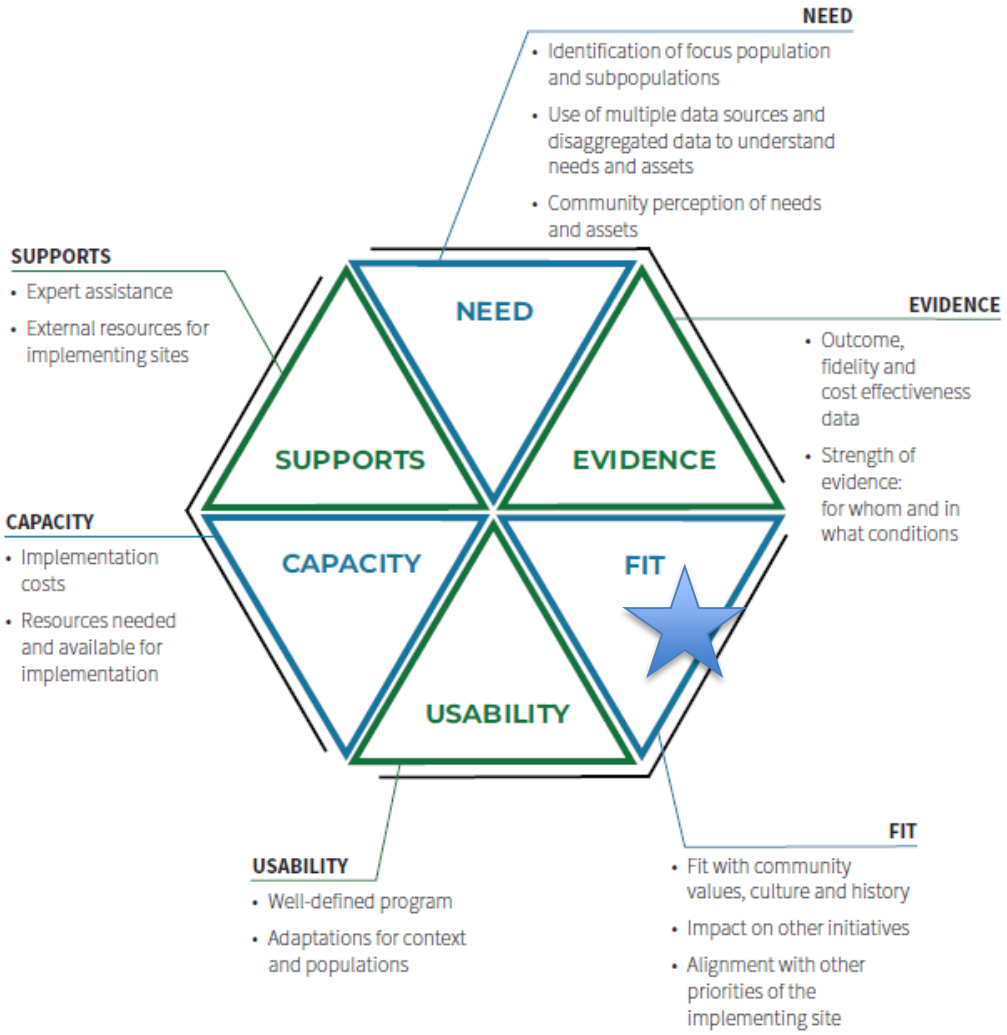
School Culture & Climate

- School Culture:
  - "norms, values, beliefs, traditions, and rituals built up over time." (Deal and Peterson 1998)
- School Climate:
  - the "quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures." (PA 19-166)



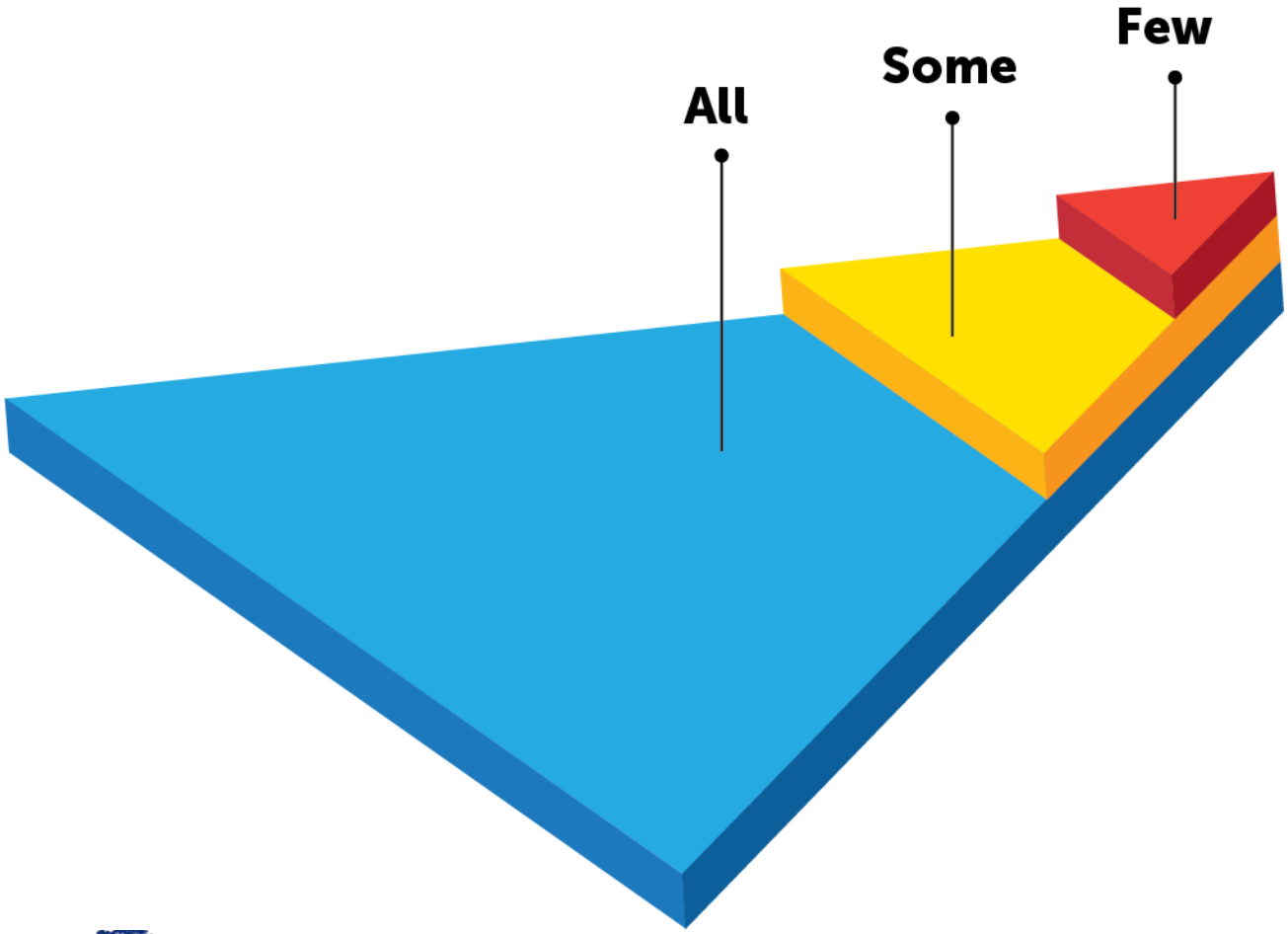
The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementating site** indicators.



NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Continuum of Support

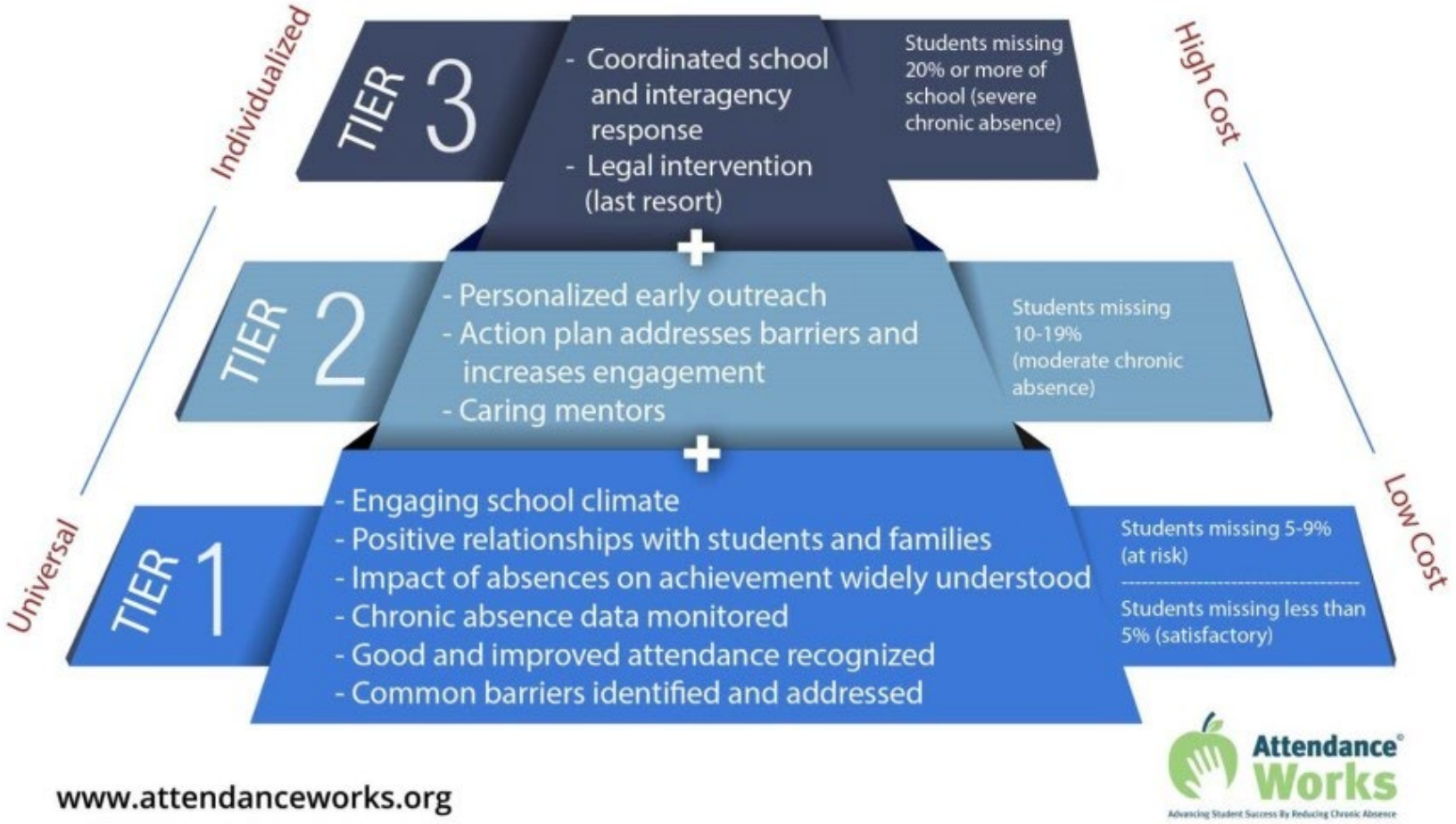


Tier 3:
Indicated interventions that are intensive and individualized for a ***few*** students (3-5%)

Tier 2:
Selective strategies and interventions for groups of ***some*** students (10-20%)

Tier 1:
Universal, preventative, proactive strategies for ***all*** students

Attendance Works Tiered Model



Tier 1 Considerations

affirming, equitable, and inclusive

- Environment
  - Instructional & Physical environment – representative curriculum and materials, clean and well-kept facilities
  - Behavioral supports – defined expectations, clear continuum of responses and supports
- Belonging & Connection
  - Relationship and Community Building Rituals and Routines
  - Student and Family voice, choice, and participation in decision-making
  - Wrap Around Supports - Access to basic needs, transportation, nutrition, before and after school, housing
  - Student Success Plans
  - Curriculum Alignment Opportunities: UDL
    - School Counselor Framework
    - Social Emotional Learning
    - Life skills, Executive Functioning, College & Career Readiness
    - Health
    - Digital Citizenship/Media Literacy/Internet Safety
- Safety & Wellness
  - School Safety – risk assessments, substance misuse, emergency readiness
  - Physical & Mental Health supports – students, staff, families

Initiative Inventory

Initiative Inventory
Understanding the Implementation Landscape

NIRN
NATIONAL IMPLEMENTATION RESEARCH NETWORK

Team Members: _____ **Date:** _____

Name of Initiative	Leadership of Initiative (Team and/or Coordinator Name(s) and Departmen	Expected Outcome	Target population	Start and End Date	Financial Commitment and Source of Funding (federal, state,	Relation to Organization Priorities & Strategic Plan	Evidence of Outcomes What has happened thus

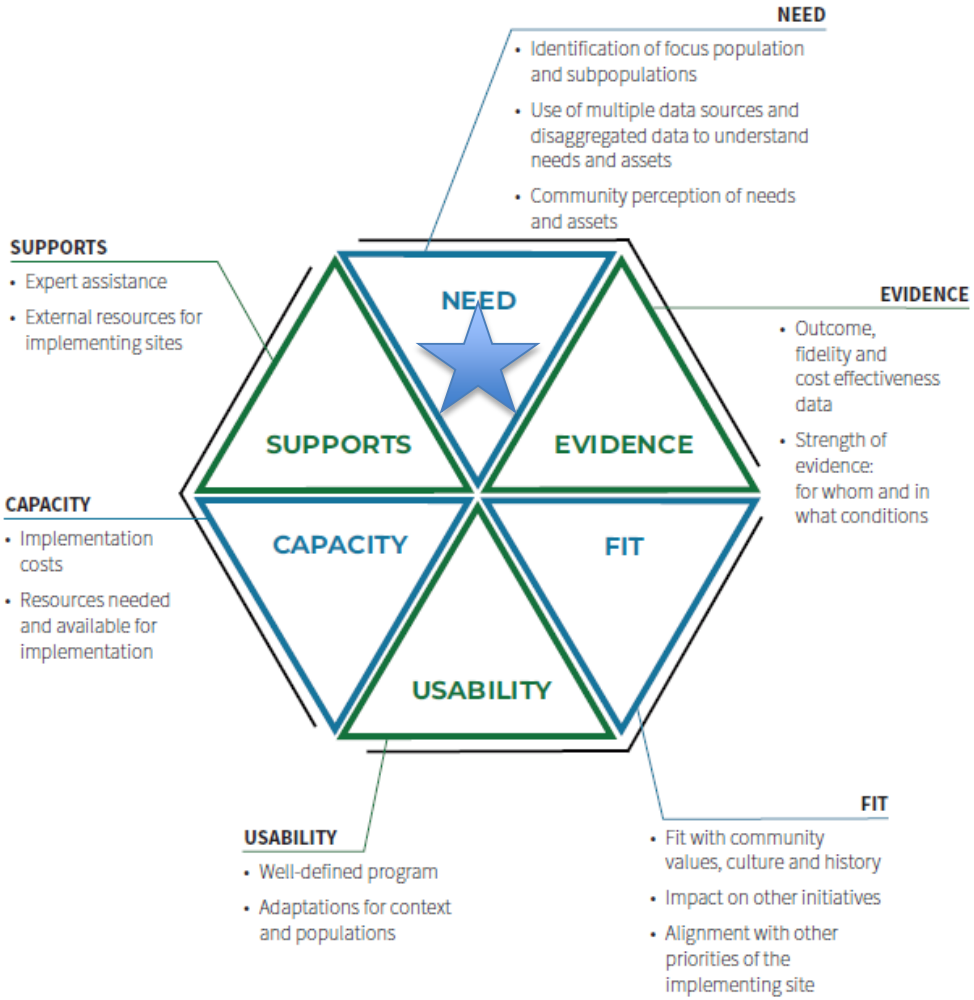
What are you currently implementing to support school climate and wellness?

Initiatives to consider:

- Attendance & Engagement efforts
- Family Engagement efforts
- SEL – RULER, 2nd Step, Choose Love, etc.
- Health/Wellness Curriculum
- Media Literacy/Digital Citizenship/Internet Safety
- School Counselor Framework
- Restorative Practices
- PBIS
- Responsive Classroom
- Trauma Informed

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementing site** indicators.



NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Data for Decision Making

- What is the purpose of looking at this data? (To identify gaps, to check progress, to identify bright spots, etc.)
- What data is available?
  - What data do you look at? Who decides?
  - What does this data tell you?
  - ***What are the data's blind spots? What/whose perspectives are missing?***
- Data Practices:
  - Who looks at it? How? How often?
    - Who needs to be in the room to ensure multiple perspectives are considered and movement is made?
  - What data were analyzed? How can we display the data to illuminate and understand disproportionate experiences and/or outcomes?

*Questions adapted from HTH GSE Center for Research on Equity and Innovation

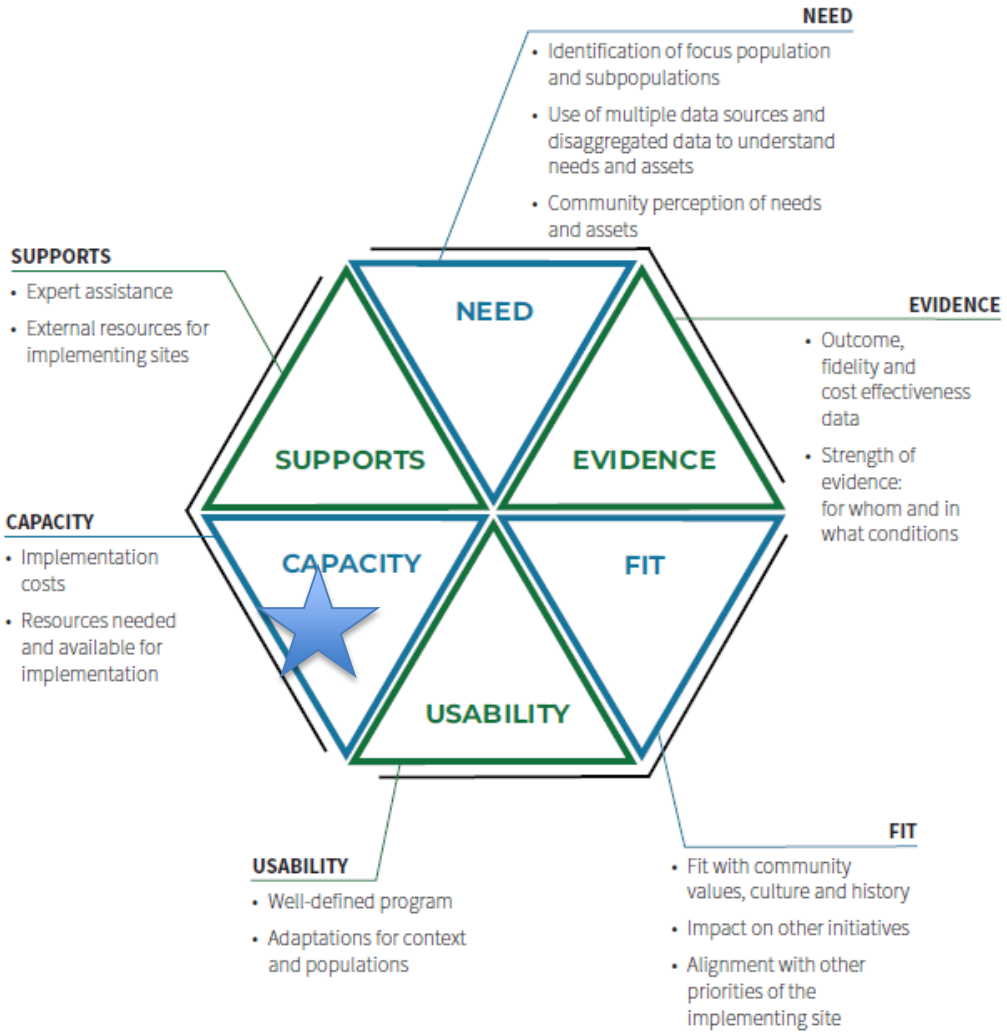
Possible Available Data

- Attendance
- Discipline
- Academic Assessments
- School Climate Survey
- SEL Screening
- Community Data
- Youth Risk Behavior Survey
- Home visiting

- How does this information inform our practices?

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementating site** indicators.



NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Who is involved in this effort?

- Teams
- Leadership/Admin
- Certified Staff
- Non-Certified Staff
- Students
- Families
- Volunteers
- Community Partners

School Climate: Initiative Inventory

Initiative Inventory
Understanding the Implementation Landscape

NIRN
NATIONAL IMPLEMENTATION RESEARCH NETWORK

Team Members: _____ Date: _____

Name of Initiative	Leadership of Initiative (Team and/or Coordinator Name(s) and Department)	Expected Outcome	Target population	Start and End Date	Financial Commitment and Source of Funding (federal, state,	Relation to Organization Priorities & Strategic Plan	Evidence of Outcomes What has happened thus

- Who is leading these initiatives?
- Is there overlap?
- How do those leading the work collaborate to intentionally support implementation?
- How are student, family, and staff voice, choice, and participation in decision-making being meaningfully fostered?

Key Takeaways

- Evaluate Tier 1 Climate/Engagement Strategies
- Determine Needs of Students
- Define Intervention Strategies
- Monitor for Progress and Fidelity

Copyright © 2020 Transforming Education

Content Acknowledgments

- System Change - National Implementation Research Network
  - The Hexagon Tool
  - The Initiative Inventory
  - Stakeholder Engagement Guide
- Edsight
- Needs Assessment Toolkit
- Data for Equity Protocol

CSDE Alignment Resources

- Comprehensive K-12 School Counseling Framework
- K-12 Social, Emotional, and Intellectual Habits
- Healthy and Balanced Living Curriculum Framework
- Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions
- Discipline in Schools
- CSDE Attendance & Engagement Resources
- Full, Equal and Equitable Partnerships with Families
- Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce
- Commissioner's Network Walkthrough Tool
- Leveraging Multi-Tiered Systems of Support (MTSS) to Enhance Educational Leadership

School Climate Resources

- Connecticut State Department of Education Evidence-Based Practice Guide: Climate and Culture
- CT State Board of Education Position Statement on Creating a Healthy Learning Environment that is Physically, Emotionally and Intellectually Safe
- Understanding School Climate: An Overview of School Climate Domains
- New Jersey School Climate Improvement (NJ SCI) Strategy Resource
- National Center on Safe Supportive Learning Environments
- Futures Without Violence

Contact

Amanda Pickett, MSW
Associate Education Consultant
Connecticut State Department of Education
Office of Student Supports & Organizational Effectiveness
amanda.pickett@ct.gov

Questions?

Talk Tuesday 2022-2023 Survey

https://forms.gle/FcfL2yyGN42bRjG4A

https://docs.google.com/forms/d/e/1FAIpQLSeJdnBga2h1-wGrreH7MJEKpFw4xnXILu_MkzXzRu85x5cmPA/viewform?usp=pp_url

*copy/paste link into browser if both links aren't working

Upcoming Attendance & Engagement Meetings

Talk Tuesdays
Summer Series
Back-to-Basics

- **August 22nd**

Talk Tuesdays
2023-2024

- **Beginning September 19th**

KEEP IN TOUCH!

Kari Sullivan Custer, CSDE
Kari.Sullivan@ct.gov
860-807-2041

Jay Brown, CSDE
Jay.Brown@ct.gov
860-713-6918

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