

Attendance & Engagement System of Support & Professional Communities



Developed by the CSDE in collaboration with SERC

4/1/2025



Today's Agenda

Welcome

Christine Kuehlewind and Holli Ryan, 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

Part 2: Strategies for Attendance Incentives that Work (Low Cost / High Impact)

Kenneth Joseph, Booker T. Washington Charter School

Erica Treannie, Bristol Public Schools

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



Welcome 1

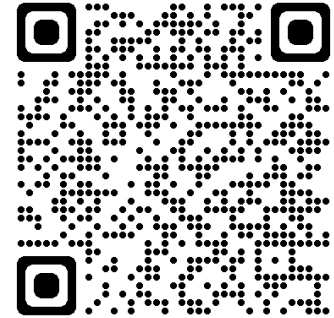
March 3, 2025

- [New Resource! BCBA's in Schools: Guidelines and Professional Standards for Connecticut](#)
- [Fluency Matters: Reimagining Mathematical Learning – Professional Development for Math Educators](#)
- [2025 Challenge to Educational Citizenship Award Program](#)

March 20, 2025

- [March 2025 Cert Alert: Emergency Educator Certification Endorsements for the 2025–26 School Year](#)
- [CT Fire Academy College Fair](#)

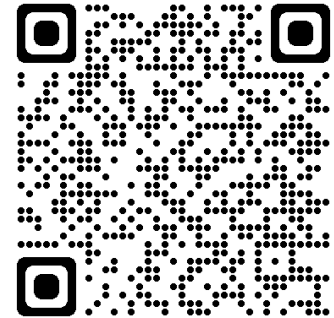
[Superintendent's Digest](#)



March 24, 2025

- Seal of Biliteracy Report Updated and new Graduate Report Available in **EdSight Secure**
- [Requirements for Withdrawal of Students from Public School to Adult Education](#)
- **Student and Family Resources Pertaining to Immigration Activities:** As a follow-up to the Connecticut State Department of Education (CSDE) [Guidance to K-12 Public Schools Pertaining to Immigration Activities](#), below is a list of Connecticut state agencies and other resources that may be helpful to refugee and immigrant families and students.
 - **Connecticut State Agencies:**
 - [The Office of Community Services of the Department of Social Services \(DSS\) – Refugee Assistance Program](#)
 - [Connecticut Department of Children and Families \(DCF\) Immigration Hub](#)
 - [DCF - V.I.T.A.L. \(Voice and Choice; Innovate; Thorough and Accountable; Authentic Youth Engagement; Life Launch\) Support for Undocumented Youth and families](#)
 - **Additional Resources:**
 - [Connecticut Organizations - National Immigration Legal Services Directory - Nonprofit Resource Center](#)
 - [Catholic Charities of Fairfield County](#)
 - [CRIS | Children’s Community Program of Connecticut](#)
 - [iASC | Immigration Advocacy & Support Center | CT](#)
 - **Food and Nutrition Resources:**
 - [EHC! SNAP Series: Immigrant & Mixed Status Families - End Hunger CT!](#)

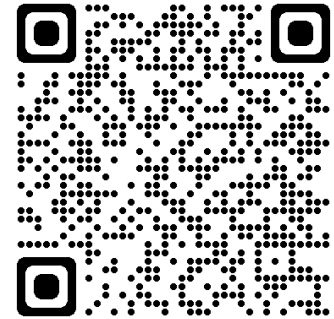
[Superintendent's Digest](#)

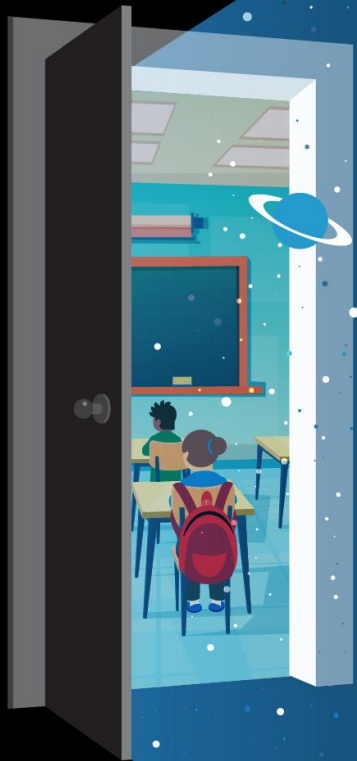


March 28, 2025

- 2024 IDEA LEA Determinations
 - [Attachment 1 - In-depth description of the determination process, categories, and enforcement actions](#)
 - [Attachment 2 - Reference list of the 17 indicators that comprise the 2024 Annual Performance Report \(APR\)](#)
- [Save the Date - Day of AI Leadership Summit](#)
- Right to Read Literacy Forum at the Legislative Office Building - April 4, 2025, from 10:00 am to 11:30 am

[Superintendent's Digest](#)





A UNIVERSE OF OPPORTUNITIES



CONNECTICUT
Education

2024-2025

Talk Tuesday Attendance Session

April 1, 2025

Kari Sullivan Custer

Connecticut State
Department of Education



EdSight Attendance Dashboard

February 2025



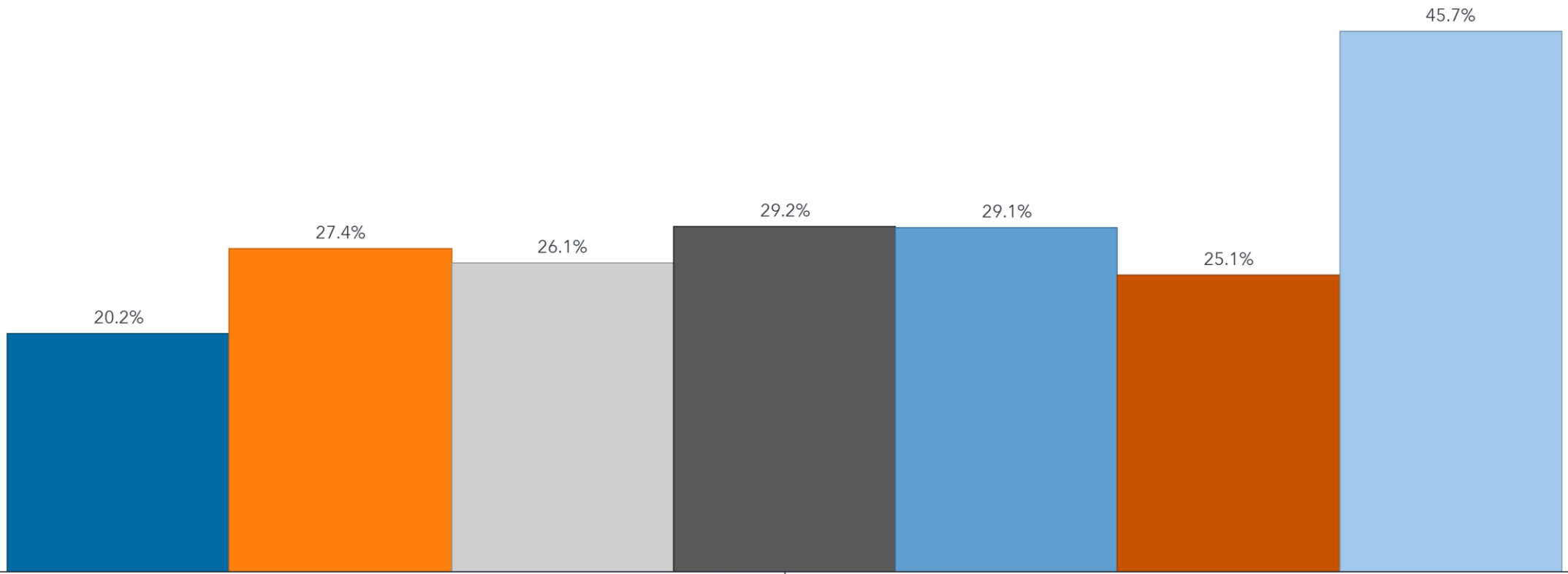
State Dashboard Yearly Attendance **Monthly Attendance** View Data

< Overview Deeper Dive >

Chronic Absence by Student Group

*Most recent data are Year-to-Date as of February 2024-25

■ All Students* ■ Students with High Needs* ■ English Learner/Multilingual Learners* ■ Eligible for Free or Reduced-Price Meals* ■ Students with Disabilities* ■ Students of Color* ■ Students Experiencing Homelessness*



2024-25



A UNIVERSE OF OPPORTUNITIES

Two Year Trend – February 2025 All Students



State Dashboard Yearly Attendance Monthly Attendance View Data

< Overview **Deeper Dive** >

Page Filter(s): ■ indicates active filters

Org Type - <No item selected>, District(s) - ■ State of Connecticut, School(s) - ■ State-Level, Year(s) - ■ 2023-24, 2024-25, Month(s) - <No item selected>, Group - <No item selected>

Select Filters

Organization Type ▼

Districts¹ ▼

Schools¹ (required) ▼

Years ▼

Months ▼

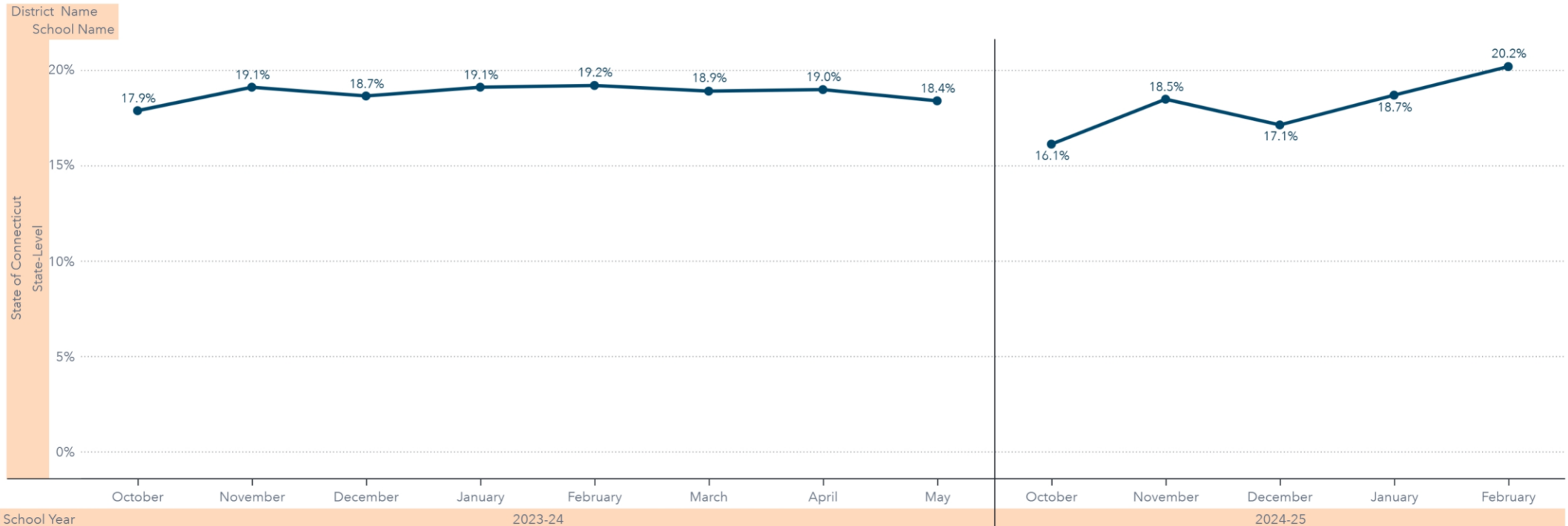
Group By

Student Group ▼

< YTD Chronic Absence (%) **YTD Average Daily Attendance** >

Selected Group (Monthly)

● All Students





Appendix L of the PSIS Reference Guide

Appendix L – Reporting Information about Students who are Disengaged from School

1. If the Student's Whereabouts Are Known

- If the student has moved out of the district, the district must unregister the student in PSIS with the appropriate exit code.
Documentation must be maintained, such as:
 - Parent notification of withdrawal
 - Request for student records from a new school
- If the student still resides in the district but is not attending school, the district must make every effort to reengage the student, including:
 - Mailing letters to the last known address
 - Conducting home visits
 - Referring the student to community agencies (e.g., Youth Service Bureaus, Child Guidance Clinics)
 - Filing an educational neglect referral with DCF (Form DCF-136) if appropriate
 - Holding a Planning and Placement Team (PPT) meeting to determine special education eligibility



Appendix L of the PSIS Reference Guide 2

2. If the Student's Whereabouts Are Unknown

Districts must conduct a full due process investigation to locate the student, including:

- Mailing letters to the last known address
- Home visits by school staff
- Health/safety visits by law enforcement
- Filing a DCF educational neglect referral (DCF-136)

Important: A student may only be unregistered from PSIS if:

- All reasonable efforts to locate them have been exhausted
- The district has a reasonable belief that the student has moved out of the district or is receiving education elsewhere and has supporting documentation of their efforts to re-engage the student



Appendix L of the PSIS Reference Guide 3



Final Considerations for Districts

- Before unregistering a student, district staff are asked to consider:
 - Have we made a good faith effort to locate the student?
 - Do we have evidence of our efforts to contact the student and family?
 - Have we documented the full process leading to unregistration?
- For more information and detailed exit code definitions, visit:
- [PSIS Reference Guide](#) - Important reference guide for tracking attendance and procedures for disengaged students
 - Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System (e.g. homebound, half-days, family travel)
 - Appendix L - Reporting Information about Students who are Disengaged (protocols for when student whereabouts are known or student whereabouts are unknown)
- [Requirements for Withdrawal of Students from Public School to Adult Education, March 24, 2025](#)



Withdrawal of Students (17-years-old and over) from Public School



March 24, 2025 Memorandum from CSDE

Requirements for Withdrawal of Students from Public School – Connecticut General Statutes, Section 10-184

- Seventeen-year-old students cannot withdraw themselves from school. A parent or guardian of a seventeen-year-old child may withdraw such child from school if they also enroll the child in an adult education program as defined in C.G.S. Section 10-69.
- The parent or guardian must personally appear at the school district office and sign a withdrawal form and an adult education enrollment form.
- Such parent or other person must attest in writing that such child will be enrolled in an adult education program upon such child's withdrawal from school.
- The school district must provide the parent/guardian with information on the educational options available in the school system and in the community.
- The district must provide specific information on the school district's process by which the parent must immediately enroll the student in adult education.



Withdrawal of Students (17-years-old and over) from Public School (continued)



Students who are Eighteen Years Old

The statute also addresses the withdrawal from school of students who have reached the age of eighteen. There is no requirement of parental consent or enrollment in adult education for an eighteen-year-old student. Specifically, the statute provides:

*For the school year commencing July 1, 2023, and each school year thereafter, a student who is eighteen years of age or older may withdraw from school. Such . . . student **shall personally appear** at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such district has provided such . . . student with information on the educational options available in the school system and in the community.*



FAQs



Frequently Asked Questions Regarding School Withdrawal

1. Can a 16-year-old ever "withdraw" from school? **No.**
2. Can a 16-year-old transfer to another school? **Yes, a 16-year-old can transfer to a different district, go to private school, go to another state, move out of the country, or be homeschooled.**
3. Can a 17-year-old withdraw from school? **Yes, but only with parent/guardian permission and only to adult education per C.G.S. 10-69 (i.e., state funded adult education). The withdrawal form must include an affirmation by the parent/guardian that they will enroll child in an adult education program.**
4. Can an 18-year-old withdraw from school? **Yes, per C.G.S. 10-184 a student who is eighteen years of age or older may withdraw on their own by signing a formal withdrawal form and must include a signature from a school official (i.e. school counselor, school administrator).**
5. Do 17 and 18-year-olds need withdrawal forms to enroll in adult education? **Yes. In all cases.**



FAQs (continued)

Frequently Asked Questions Regarding School Withdrawal (continued)

6. Does confirmation of enrollment in adult education need to be reported back to the high school prior to the student being exited from PSIS? **No. The statute asks for signature from school counselor (i.e., guidance counselor) of the high school and the parent/guardian, but it does not require any confirmation from adult education.**
7. Does a student new to the country who is 17 or 18 years old need to go to the district office to execute a withdrawal form before enrolling in adult education? **Yes. Adult education cannot enroll the student without that withdrawal form.**
8. Does a student coming from another state to CT, who is 17 or 18 years old need to go to the district office to execute a withdrawal form before enrolling in adult education? **Yes. Adult education cannot enroll the student without that withdrawal form.**
9. Does the above 17 or 18-year-old who is new to the country need to be registered in PSIS and then withdrawn to go to adult education? **No. The withdrawal form can be executed without PSIS registration because the form is a means for the parent/guardian or student to communicate that they have been made aware of the options available to them and are choosing to enroll themselves/their child in adult education.**
10. Can a 17-year-old withdraw and enroll in Job Corps?? **Job Corps is not a recognized adult education program as defined in C.G.S. Section 10-69.**



Why This Matters

Why This Matters

- Ensures accurate student data reporting
- Supports student safety and connectedness to school
- Fulfills districts' legal responsibilities under Connecticut's compulsory education laws
- Helps districts reengage students and connect families to support services
- Improves statewide efforts to reduce chronic absenteeism and disengagement



TALK TUESDAY
4/1/25



ATTENDANCE & ENGAGEMENT



HEAD
HEELS



TRAVEL



CCCCC



H O 😊 R

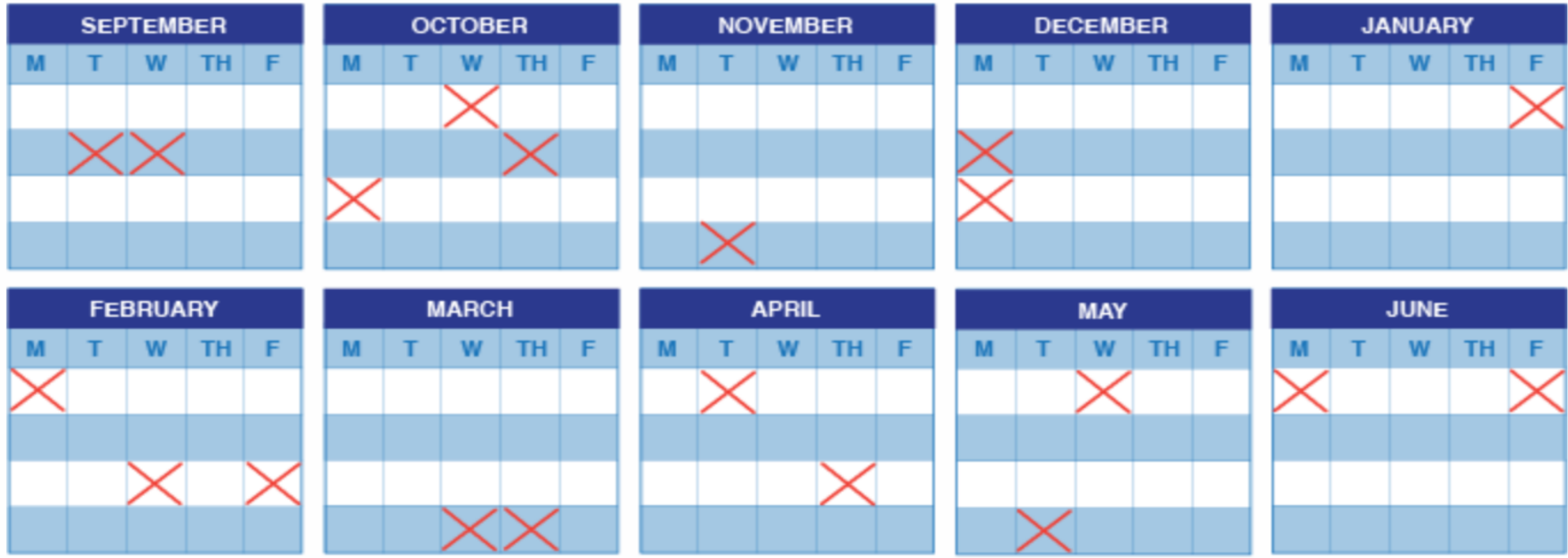


Goal: To engage with students and families.

Result: Growth in daily attendance, positive student culture & academics



Why We May Not Notice Chronic Absence



Absences Add up
Chronic Absence = 18 days of absence = 2 days a month



DAILY ATTENDANCE PROCEDURE:

- ★ **Parents: Sign out scholars when they are absent**
- ★ **Teachers: Complete daily attendance before 8:30 am**
- ★ **Teacher/Staff: Collect student tardy list in the hallway 8:00 - 8:30 am**
- ★ **Office Staff: Compiles a list of absent scholars (changes absent scholars to tardy)**
- ★ **Office Staff: Completes phone calls for absent scholars that were not signed out**
- ★ **Office Staff: Shares absentee list with attendance team**
- ★ **Attendance Team: Completes specific follow up calls to get scholars to school**



ATTENDANCE TEAMS

★ School based:

- **Meets weekly for 30 mins**

★ District

- **Meets weekly for 30 mins**



TIER 1

- ★ **Welcoming environment for families and scholars**
- ★ **Sunday Memo: Share weekly information and attendance data with families**
- ★ **Attendance Celebrations**
 - **Monthly:**
 - **Certificates for scholars**
 - **Lanyards: worn during celebrations and hole punched for every month present**



TIER 1 - CONTINUED

★ Attendance Celebrations

- **Trimester:**
 - **Certificates for scholars**
 - **Ice Skating**
 - **“Pie” (in the face) Leadership**
- **Year:**
 - **Certificates for scholars**
 - **Certificates and acknowledgements for parents**
 - **End of Year School Trip**



Pic 1: Attendance Lanyards

Pic 2: Welcoming Scholars

Pic 3: Attendance Celebrations





Perfect Attendance Scholars Take The Ice





TIER 1 - CONTINUED

★ Calendar focus planning:

- **Early dismissal/half days**
- **Day prior to holidays**
- **Day after a long weekend**
- **Day before or after testing**
- **Day within extended months with limited breaks**



TIER 2

- ★ **Monthly attendance letters**
- ★ **Phone calls**
- ★ **Student meetings**
- ★ **Parent meetings**
- ★ **Home visits**
- ★ **Student pick ups - BTWA Van**



TIER 3

★ **Student success plans**

★ **Parent meetings**

★ **Support with accessing resources:**

- **Housing**
- **Food insecurity**
- **Clothing**

★ **Legal support**



**CHRONIC ABSENTEEISM
DROP OFF DATE**

Chronic Absenteeism Days	Date Scholar will fall out of Chronic Absenteeism
1	9/13/24
2	9/30/24
3	10/16/24
4	10/30/24
5	11/14/24
6	12/2/24
7	12/16/24
8	1/10/25
9	1/27/25
10	2/10/25
11	2/26/25
12	3/13/25
13	3/27/25
14	4/11/25
15	5/2/25
16	5/16/25
17	6/2/25
18	6/13/25



Name			Absences	Drop Off Date	Siblings
John	Jacob	Doe	6	12/2/24	N/A
Alicia	Keys	-	9	1/27/25	School 2 - Swiss Beats
Tom	Jerry		10	2/10/25	
Geraldo	Rivera	-	16	5/16/25	School 3- Jerry Springer

ATTENDANCE MARCH MADNESS:



BTWA ATTENDANCE MARCH MADNESS

First Round
March 17-21

Second Round
March 24-28

Third Round
March 31- April 4

Final 2
April 7- April 9

Elementary Champ
April 7- April 11

BTWA Champs

Middle Champ
April 7- April 11

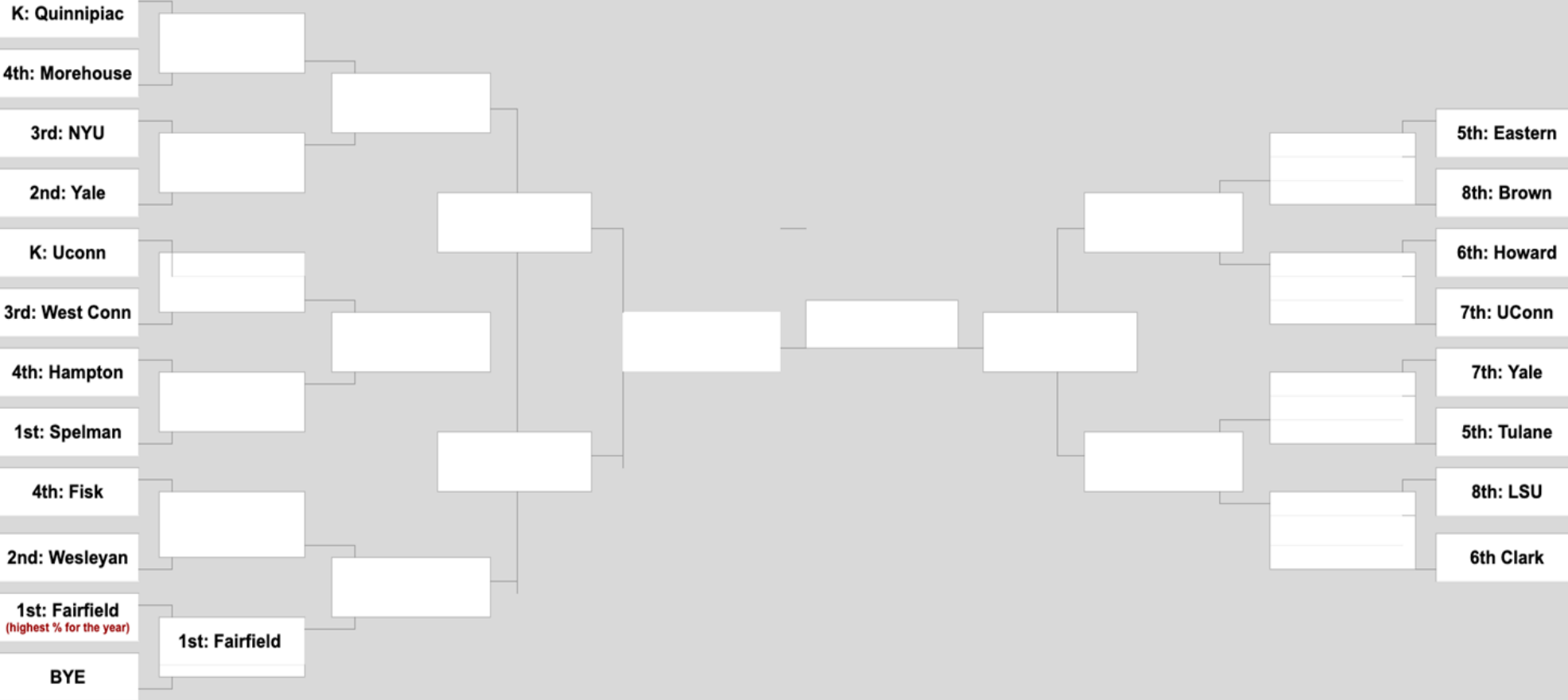
Final 2
March 31- April 4

Second Round
March 24-28

First Round
March 17-21

ELEMENTARY SCHOOL

MIDDLE SCHOOL





10 Years

PIPDAY



Questions or Thoughts?





CONTACT INFO AND RESOURCES



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Attendance Incentives

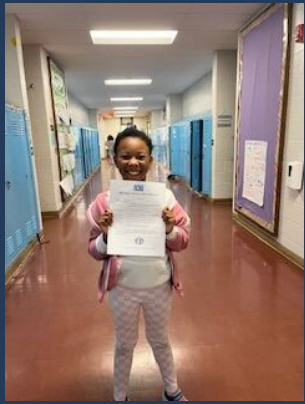
Erika Treannie, Director of Climate, Culture, and Engagement

Incentives complement, but do not replace, meaningful engagement and addressing root causes:

- Strengthening teacher-family connections
- Identifying and addressing root causes (SRA, or FBAT)
- Conducting home visits
- Holding in-person meetings with families

Low to no cost attendance incentive

- Monthly attendance challenge
- Brag Tags
- Perfect Attendance Raffle for bike....
- Attendance Goal Certificate



A shout out to last weeks presenters!!



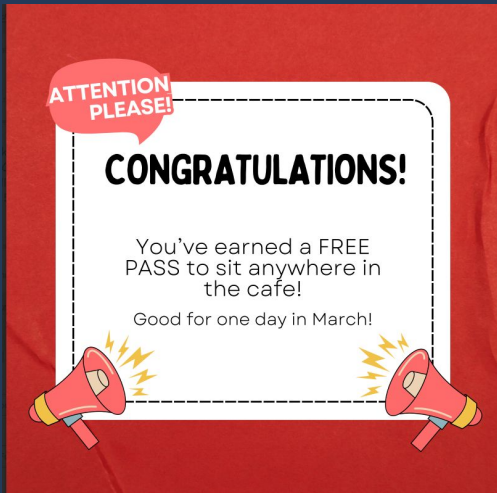
Thank you for helping to create joy for our kiddos and staff! 💕

Literally the best time ever celebrating!!
Thank you ladies <3 <3 <3



Middle School Incentives:

- Student Voice and options
- Getting the word out




Please choose 1 option *

- 50 PBIS Points
- Library time during CCR
- Pass to sit anywhere in the cafe
- Free time with a friend during CCR- If you chose this please add your friends name to the next question. Must be on your team.
- Positive phone call home
- Pass to sit on the patio for lunch during the month of April

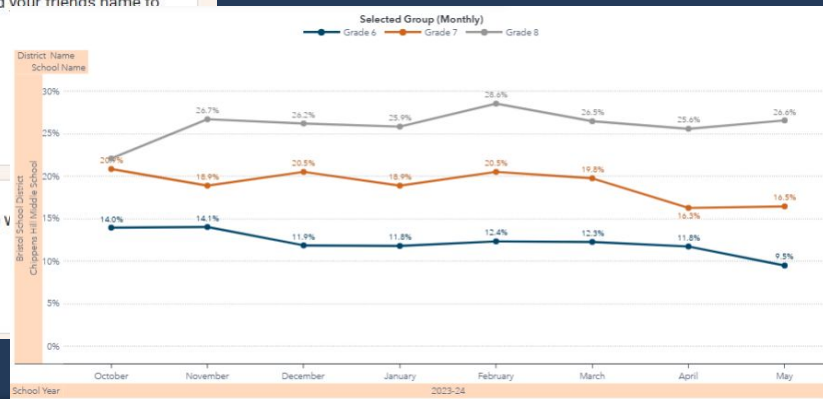
Friends name from your team that you would like to spend time with

Your answer _____



Sign the Beam

The construction of the new NEMS is ramping up and we will be starting a contest in December where students can earn a chance to sign a beam that will be raised up in the brand new building. Every week a student has perfect attendance, they will earn a raffle entry. Every week a student goes without a discipline referral, they will earn a raffle entry. Every time we catch a student doing something kind, outstanding, or above and beyond, they will earn a raffle entry. Five students from each team will be chosen by the teachers to sign the beam. Five students from each team will be chosen via the raffle to sign the beam. Encore and Reach teachers will each choose two students to sign the beam. The contest will run from December 2nd through January 24th. There are some short weeks in which to earn some points. For example, December 23rd is the only school day that whole week. January 2nd and 3rd make up a short week and there are two four day weeks when we have off January 6th for Three Kings Day and January 20th for Martin Luther King Jr. Day. Hopefully students will set a goal for good attendance, achievement, and character to earn a chance to sign the beam that will be in place for decades, even a century, to come.



Highschool incentives:

- Open gym after school if in attendance
- Yearbook raffle
- Prom incentives: tickets, hair, tux rental, nail etc.
- Door calendar sign in
- Field Trip
- ML - What's working and how to infuse that in other areas



Alternative Education:

- Attendance Madness : On Friday they have mental and physical games to help with engagement and earn points.
- Field trip
- Holiday Bazaar Shopping



Attendance Incentive

- 90% attendance goal
- Jan. 29 - April 11 (50 days of school)
- Students who attend 45 days will be eligible to help plan and attend an out of state day trip!
 - To be counted as present, you must be in school at least 5 hours.
 - Excused absences will not count against you.
 - Poor behavior and/or academic performance may impact your eligibility.



March Madness - Let's GOOOOO!

Week of 3/10

Team F - 95%
vs
Team H - 74%

Team D - 81%
vs
Team C - 52%

MARCH MADNESS!!!		
Attendance - Team Rankings Based on Percent %		
Team A - 94.8%	Team B - 91%	Team C - 56%
Team D - 81%	Team E - 65%	Team F - 95%
Team G - 56%	Team H - 74%	Team I - 74%

Week of 3/10

Team A - 94.8%
vs
Team E - 65%

Team B - 91%
vs
Team G - 56%



Red Number Days

- ★ **One School, One Book Kickoff**
- **School-Wide Assembly**
- **Pajama Day**
- ★ **In-School Learning Day for Families:** Invite families to participate in classroom activities.
- **Build Your Own Pancakes - Specialized Programs**
- ★ **Surprise Day:** Build excitement by keeping the day's special activities a secret so students need to come in to find out!
- **Invite a Special Guest:** Host an assembly featuring a guest speaker or performer.
- **Principal's Challenge:** Set an attendance goal (e.g., 95%), and if it's met, the principal will do something fun or silly, like wearing a costume, dancing during announcements, or getting "slimed" in an assembly.
- **Teacher vs. Student Competition**

Dashboards

- What we have found
 - Trends - Study Halls for new enrolled students - New Family Liaisons
 - Walkers - Winter Bus

BPS Attendance Dashboard

Student Information				Chronic Absenteeism Data (YTD) - Data will update with each monthly upload											Intervention #1			Intervention #2			Intervention #3				
Name	Grade	Student Number	Counselor /Teacher	Has Student Been Chronic This Year?	Is Student Currently Chronic?	SpEd	ML	High Needs	Days Present (Total YTD)	Days Absent (Total YTD)	September Chronic Rate (YTD)	October Chronic Rate (YTD)	November Chronic Rate (YTD)	December Chronic Rate (YTD)	January Chronic Rate (YTD)	February Chronic Rate (YTD)	Intervention	Date Initiated	Person Responsible	Intervention	Date Initiated	Person Responsible	Intervention	Date Initiated	
				Yes	No			Yes	101	10	0%	5%	7%	5%	10%	9%	9th absence letter	1/29/2024	Walsh						
				No	No		Yes	Yes	103	8	0%	0%	2%	1%	9%	7%									
				No	No	Yes		Yes	107	4	0%	0%	0%	0%	3%	4%									
				No	No			Yes	108	3	0%	2%	3%	3%	3%	3%									
				Yes	No			Yes	104	7	10%	5%	7%	9%	8%	6%	Contact Parent	10/16/23	Bulls						
				No	No				104	7	0%	2%	3%	4%	5%	6%									
				Yes	Yes			Yes	97	14	10%	17%	17%	16%	15%	13%	Contact Parent	11/3/23	Bulls	9th absence letter	11/20/2023	Walsh			
				No	No			Yes	107	4	0%	2%	5%	4%	3%	4%									
				No	No			Yes	105	6	0%	2%	8%	8%	6%	5%									
				Yes	No			Yes	101	10	5%	7%	10%	12%	11%	9%	9th absence letter	12/22/2023	Walsh						
				No	No			Yes	106	5	0%	2%	5%	4%	3%	5%									
				Yes	Yes		Yes	Yes	94	17	5%	7%	10%	20%	18%	15%	9th absence letter	12/22/2023	Walsh	Letter 2 - meeting	2/21/2024	Bulls			
				Yes	Yes			Yes	99	12	5%	17%	14%	11%	9%	11%	Letter 1 - intervention	11/9/2023	Walsh	9th absence letter	2/23/2024	Walsh			
									93	0	0%	0%	0%	0%	0%	EXITED									
				Yes	No				101	10	5%	7%	5%	7%	10%	9%	9th absence letter	1/29/2024	Walsh						
				No	No				109	2	0%	0%	0%	0%	1%	2%									
				Yes	No				102	9	0%	7%	15%	12%	10%	8%	X117 absence letter	11/20/23	Walsh						
				No	No		Yes	Yes	106	5	0%	0%	3%	3%	4%	5%									
				Yes	No			Yes	102	9	20%	15%	12%	9%	9%	8%	Attendance Success Plan	19/2023	Walsh/Bulls	Contact Parent	11/9/2023	Bulls	9th absence letter	3/4/2024	
				Yes	Yes			Yes	100	11	20%	17%	14%	11%	11%	10%	Home Visit	19/2023	Walsh/Bulls	Contact Parent	11/9/2023	Bulls	9th absence letter	1/29/2024	
				Yes	No			Yes	103	8	10%	5%	3%	3%	6%	7%	SRA's								
				No	No				105	6	0%	0%	2%	4%	4%	5%	Group								
				No	No			Yes	111	0	0%	0%	0%	0%	0%	0%	Letter 1 - intervention								
				No	No	Yes		Yes	110	1	0%	2%	2%	1%	1%	1%	Letter 2 - meeting								
				No	No	Yes		Yes	107	4	0%	5%	7%	5%	4%	4%	Check In/Check Out								
				No	No			Yes	111	0	0%	0%	0%	0%	0%	0%	Check and Connect	4/2024	Walsh						
				Yes	No			Yes	102	9	15%	10%	10%	8%	8%	8%	Refer to outside agency								
				No	No				30	1					8%	3%	Contact Parent	0/26/23	Walsh						
				No	No				108	3	0%	0%	3%	3%	2%	3%	Mentor								
				Yes	Yes				95	12	56%	24%	16%	14%	12%	11%	PPT	08/2024	Walsh	9th absence letter	2/23/2024	Walsh			
				No	No			Yes	102	9	0%	2%	2%	7%	9%	8%	9th absence letter	05/2023	Walsh						
				Yes	Yes		Yes	Yes	99	12	5%	5%	14%	14%	11%	11%	Program Review	05/2023	Walsh	9th absence letter	12/22/2023	Walsh			
				No	No		Yes	Yes	95	16	5%	5%	10%	14%	15%	14%									
				No	No			Yes	110	1	5%	2%	2%	1%	1%	1%									

Intellectual Property of BPS



Questions

Contact Info

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Presenter Contact Information

Kristina Ciotto	New London Public Schools	CiottoK@newlondon.org
Latasha Easterling-Turnquest	Manchester Public Schools	lturnq@mpspride.org
Kenneth Jospheh	Booker T. Washington Charter Schools	kenneth.joseph@btwanewhaven.org
Erika Treannie	Bristol Public Schools	erikatreannie@bristol12.org



Upcoming Attendance & Engagement Meetings

Talk Tuesdays for the 2024-25 School Year

2024-2025

- April 29
- May 13
- May 27

[Register for Talk Tuesdays](#)





Keep in Touch!

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