

Attendance & Engagement System of Support & Professional Communities



Developed by the CSDE in collaboration with SERC

12/10/2024



Today's Agenda

Welcome

Christine Kuehlewind, Ann Marie Cordisco, 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

The Impact on Belonging

Dr. Maribel Olivero, Director of Equity and Languages, CSDE

Amanda Pickett, Consultant, CSDE

Dr. Tayarisha Batchelor, Director of Equity and Access, Simsbury Public Schools

Tasonn Haynes, Diversity & Inclusion Coordinator, Avon Public Schools

Natalie Simpson, Equity & Inclusion Coordinator, Farmington Public Schools

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



Welcome

November 12, 2024

- [Request for Proposals \(RFP\) – 2025-26 Interdistrict Grant Program](#)

November 18, 2024

- [CCERC District Research Partnership Application](#)
- [Opioid Settlement Grant Opportunity](#)
- [Reminder - Illuminating Indigenous People, Cultures, and Perspectives PD Playlist for Educators](#)

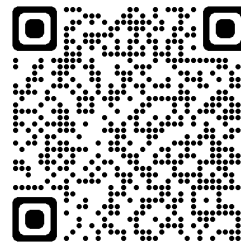
November 26, 2024

- [Application Now Open: Artificial Intelligence \(AI\) K-12 Education Tool Pilot](#)

December 5, 2024

- [Press Release: Regional School Choice Application Open Now Through February 7, 2025](#)
- [U.S. Department of Education's Office for Civil Rights Releases New Resource Explaining Civil Rights Implications of Schools' Use of Artificial Intelligence](#)

[Superintendent's Digest](#)





A UNIVERSE OF OPPORTUNITIES



CONNECTICUT
Education

2024-2025

Talk Tuesday

Kari Sullivan Custer
December 10, 2024

Connecticut State
Department of Education



EdSight Attendance Dashboard

October 2024-25

State Dashboard

Yearly Attendance

Monthly Attendance

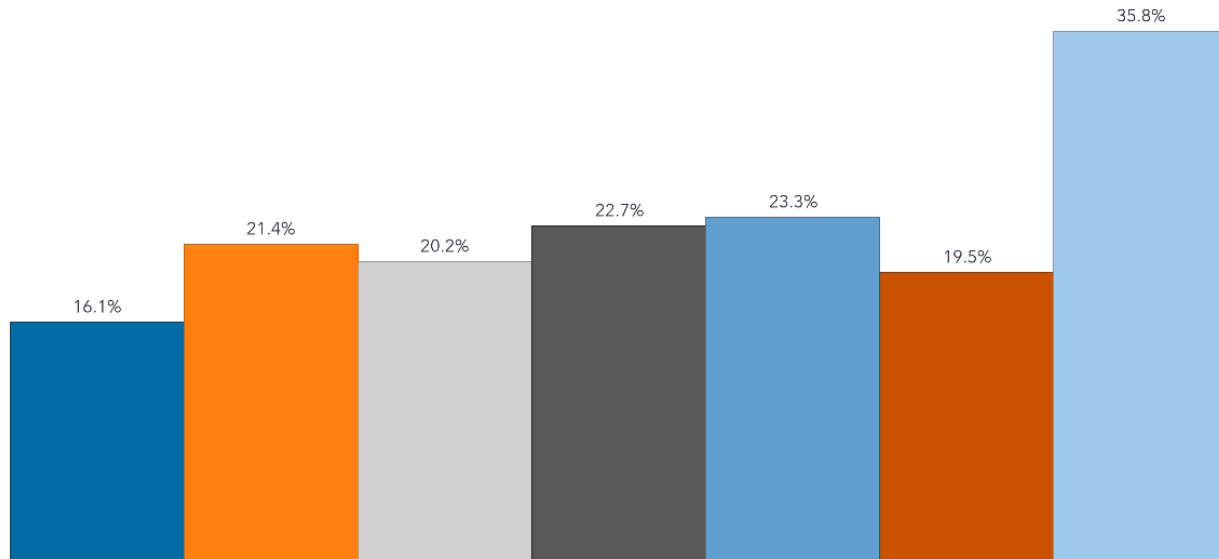
View Data

< Overview Deeper Dive >

Chronic Absence by Student Group

*Most recent data are Year-to-Date as of October 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*

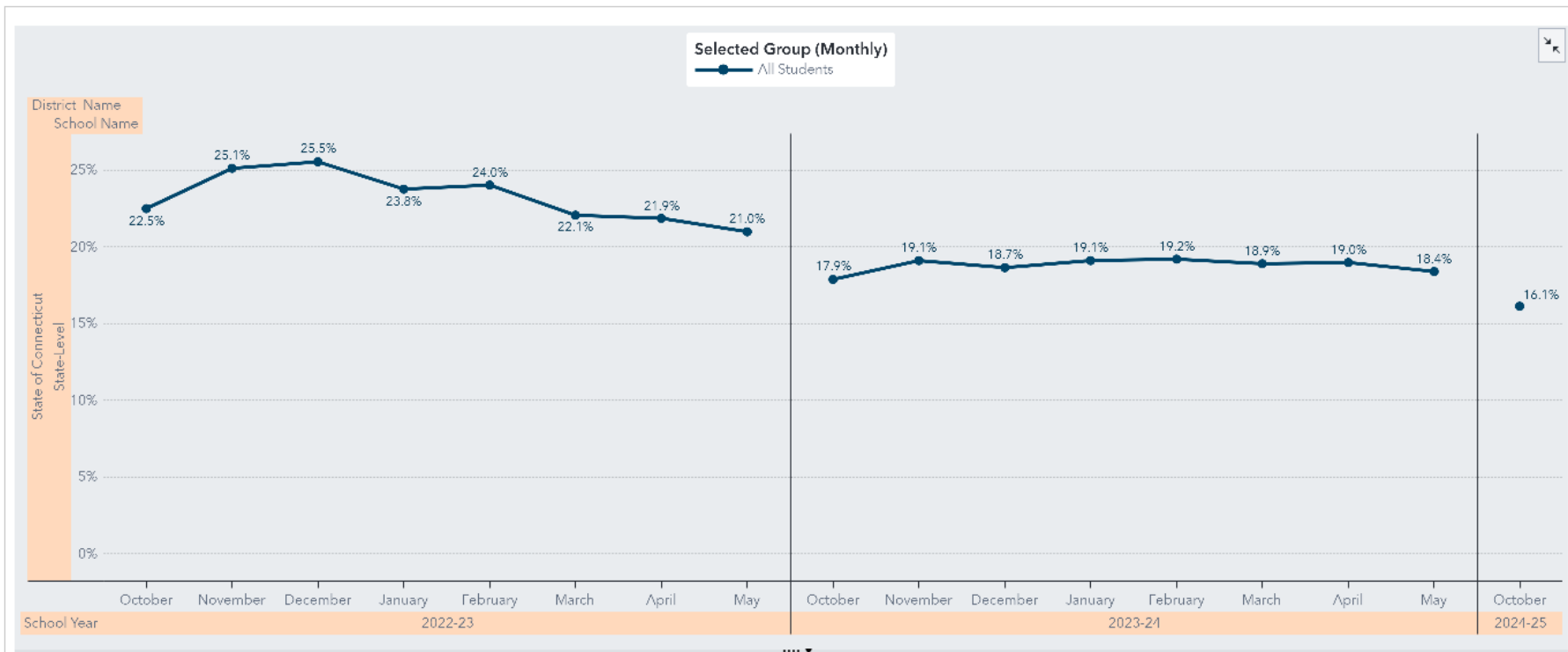


2024-25



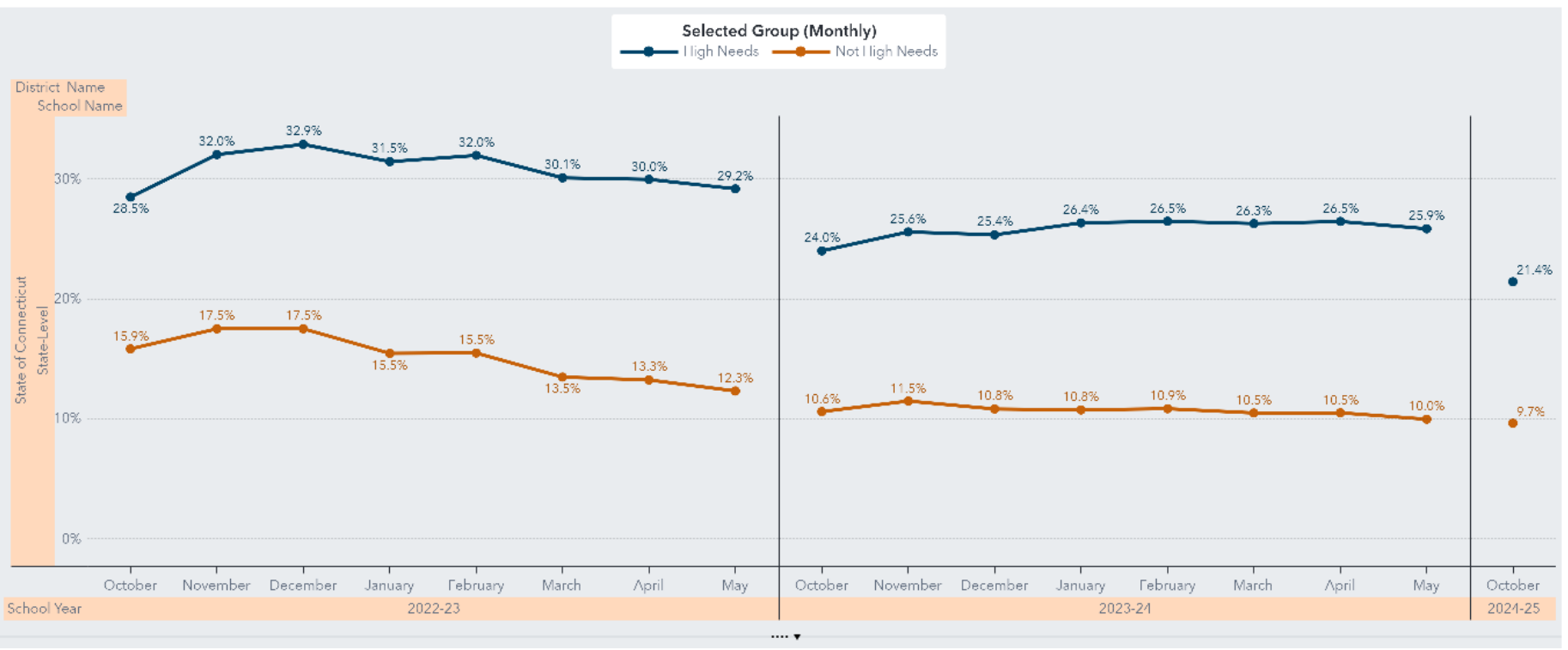


Three Year Trend – October All Students



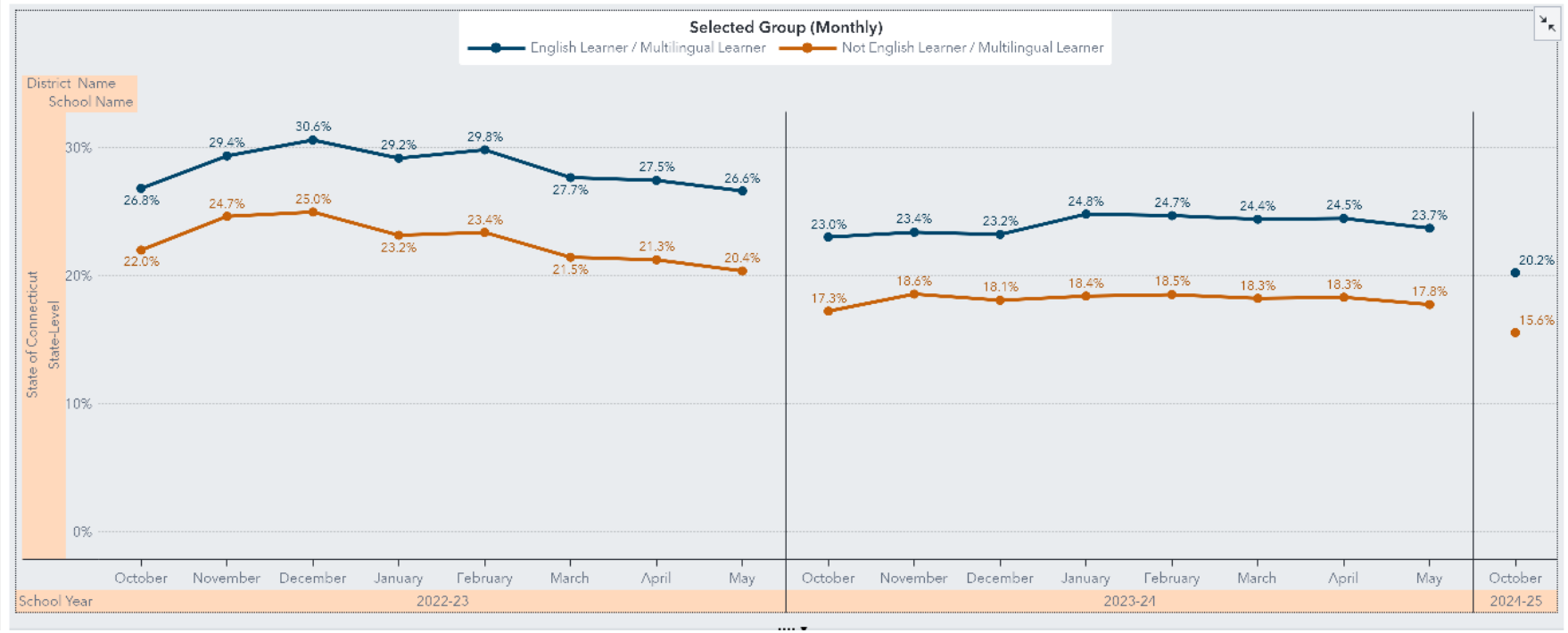


Three Year Trend – October High Needs vs. Non High Needs





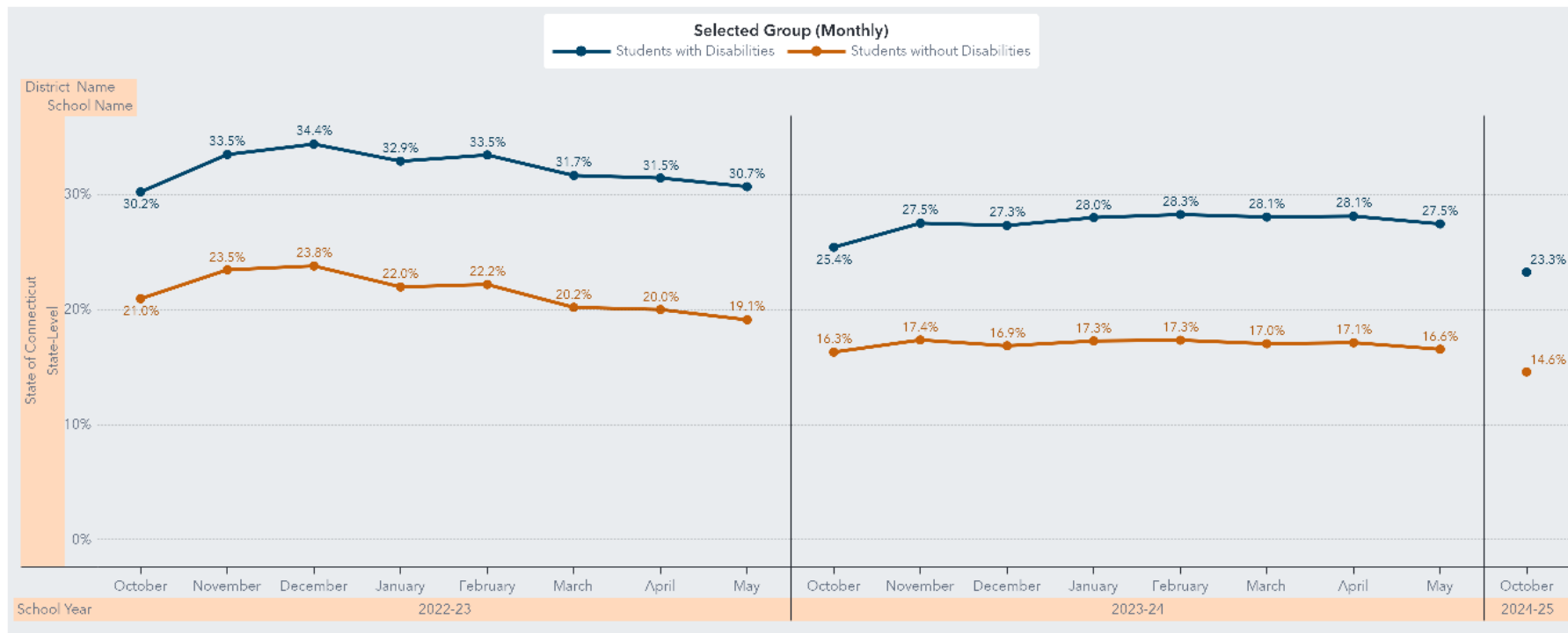
Three Year Trend – October Multilingual Learner vs. Not Multilingual Learner





Three Year Trend – October

Students w/Disabilities vs. Students without Disabilities





Jumpstart January: Strategies to Boost Attendance After the Break

In the past, have you noticed patterns of low attendance after long breaks or around holidays? How has your district addressed this issue before?

What creative strategies are you planning to make January 2 and 3 exciting and engaging for students?



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How can we effectively communicate with families to
emphasize the importance of these school days?



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How can we effectively communicate with families to emphasize the importance of these school days?

What challenges might families face in returning after the holidays, and how can we help overcome them?



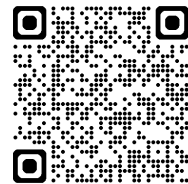
School is Better with You!

Spread the Word [Toolkit](#)

- Parent Flyer (English & Spanish)
- School Staff Flyer (English & Spanish)
- Tip Sheet – morning announcements
- Tips for Talking to Parents and Families
- When is sick too sick for school? (English & Spanish)
- Is your child missing school due to anxiety? (Attendance Works)
- Logos
- Social media memes (English & Spanish)

Get Answers [FAQs](#) (12 items)

- Why is daily attendance important?
- What kind of mental/social emotional health benefits come from being in school?
- When should I keep my child home from school?
- My family has travel plans...
- How can I help my child stay engaged and interested in school?



www.ct.gov/sde/betterwithyou



Attendance Works



Holiday Messaging - Attendance Works

- Send a letter out before Thanksgiving and again in the weeks before the longer winter break urging students and families to avoid absences.
- Let them know the date when school will resume.
- Include the name and contact information for the school, and for organizations that can provide support to families if they need help.
- Stress the importance of avoiding unnecessary health-related absences. **Consider sharing [health flyers](#)** and encourage students and families to take steps to stay healthy and avoid getting sick, as well as only miss school if they are truly ill. Every day of school is an important opportunity for students to recover from the uncertainties of the last few years – to learn, connect to peers and teachers and benefit from classroom instructions.
- Plan a special event for the first day after the holiday break to welcome students and staff back. If the school or teachers are equipped to text parents, send a text right before school starts again to remind them of special plans.



The Impact of Belonging

- **Dr. Tayarisha Batchelor**, Director of Equity and Access, Simsbury Public Schools
- **Tasonn Haynes**, Diversity & Inclusion Coordinator, Avon Public Schools
- **Dr. Maribel Olivero**, Director of Equity and Languages, CSDE
- **Amanda Pickett**, Consultant, CSDE
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Targets for our discussion

- Hear from three districts working together to increase student belonging and improve attendance.
- Learn how to align attendance strategies with other district initiatives.
- Gain ideas of how to engage staff, students, and families, and the community in the work.
- Learn alternative ways to measure impact.
- Gain ideas of how to address potential barriers.
- Learn how to sustain your attendance efforts.



The Impact of Belonging

- **School Culture:**
 - **“norms, values, beliefs, traditions, and rituals built up over time.”**
(Deal and Peterson 1998)
- **School Climate:**
 - **the “quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.”**

(CGS Sec 10-222aa)



Tier 1 Considerations

Affirming, Equitable, & Inclusive



Environment

Instructional environment - representative curriculum and materials

Physical environment – clean and well-kept facilities, security and safety measures



Belonging & Engagement

Relationship & Community Building Rituals and Routines

Wrap Around Supports - Access to basic needs, housing, transportation, nutrition, before and after school



Safety & Wellness

School Safety – risk/threat assessments, substance misuse, emergency preparedness

Behavioral supports – defined expectations, clear continuum of responses and supports

Physical & Mental Health supports – students, staff, families

- **Student and Family voice, choice, and participation in decision-making**
- **Curriculum Alignment Opportunities:**
 - School Counselor Framework
 - Social Emotional Learning
 - Life skills, Executive Functioning, College & Career Readiness
 - Health & Wellness
 - Digital Citizenship/Media Literacy/Internet Safety
 - Academic Curriculum and Instructional Strategies



SIMSBURY'S VISION



[SPS Website: Equity and Access Page](#)



Simsbury Public Schools



AVON'S VISION

Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.



We believe that ...

- A high quality education is fundamental to create a life with purpose, meaning, and happiness.
- Educated people of good character are essential to democracy.
- Public education is a responsibility shared by students, parents, school personnel, and community members.
- **Trust and respect are prerequisites for sustaining and improving safe and successful schools.**
- Critical thinking, intellectual curiosity, and innovation are essential.
- **All people should be treated with dignity and respect.**

We are committed to...

- Clear communication and transparent processes.
- Rigorous, comprehensive, and innovative programs.
- Meeting the needs of all students.
- Collaboration, professional development, and ethical practice.
- Continuous improvement through systematically assessing our actions and outcomes.
- Using all resources to the greatest advantage of all students.

[Avon Public Schools](#)



FARMINGTON'S VISION

Farmington Public Schools Core Beliefs

As members of this learning organization, we hold ourselves accountable to these beliefs which guide our daily work.



Actions Matter

We are the upholders of a respectful, inclusive, and welcoming school environment. Through our actions we tell our students that we believe in them and their ability to succeed and grow. We are committed to ensuring that every student feels known and supported. We will intervene when needed to restore trust and care for others. We believe that our actions demonstrate our high expectations for ALL students.

Excellence Matters

We strive for excellence and benchmark our outcomes against global standards of achievement, citizenship and scholarship. We value integrity and compassion in the pursuit of our goals and embrace feedback and critique of our work. Routinely, we express gratitude to each other, our families, and our students for partnering with us in the spirit of continuous improvement. We use data-informed practices to achieve our intended results. We believe that excellence is attainable through sustained collaborative effort.

Equity Matters

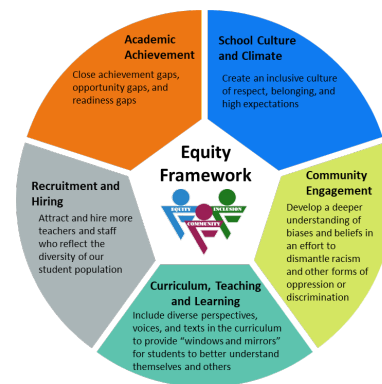
We recognize that our students are individuals with multi-faceted and diverse, evolving identities. As learners we must confront our own biases in order to be culturally responsive educators. It is essential that all students have access to challenging and meaningful curriculum and instruction with flexible pathways and open access to advanced levels of learning. We believe that equitable opportunity is a fundamental value of a high-quality education, and that diversity is an asset to our school community.

Mindset Matters

We understand that learning is a lifelong endeavor filled with successes and challenges. As agents of our own learning, we demonstrate a growth mindset and develop persistence, resilience, and confidence through self-directed inquiry. We remain optimistic and open-minded in the face of challenge and we have the humility to rethink our own assumptions. We believe that our positive outlook helps to create a joyful learning environment.

Goal 1: Culture and Climate “High Trust”

- Actions Matter - focus on respect and belonging
- Conflict Resolution and Restorative practices
- Family Partnerships
- Consistent Attendance
- Student Voice and Leadership



Farmington Public Schools



Attendance: Looking at the Data

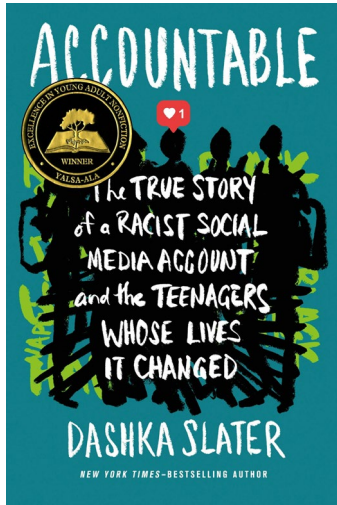
- Where did this idea come from? What data was used to make decisions?
 - ☐ School Climate Data
 - ☐ Qualitative Data
 - ☐ Informal Student Interviews
 - ☐ Frequency & Depth of Restorative Interventions

Recognition that a proactive approach to school climate—focusing on prevention and positive engagement—is far more effective than a reactive one that addresses issues only as they arise.



Engagement: SIMSBURY

How to engage partners in the work (students, staff, family, community)



LEAVE YOUR MARK



“Through acts of kindness and encouragement, we create a compassionate and connected environment for all.”
-Matt Curtis
Superintendent of Schools

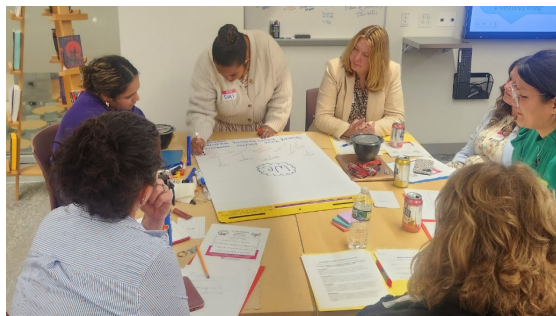
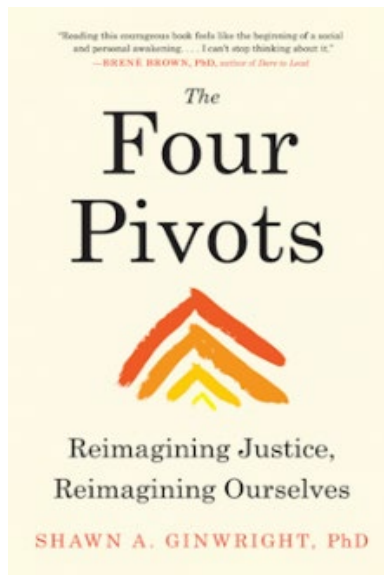


Three Phases: Launch, Pledge, Partnership



Engagement: FARMINGTON

How to engage partners in the work (students, staff, family, community)

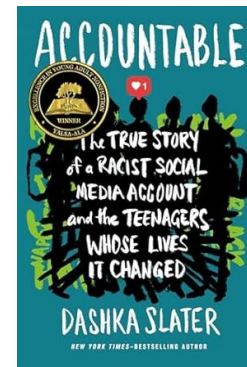


SEL, Scenario Training, Community Council & Student Voice



Engagement: AVON

**How to engage partners in the work
(students, staff, family, community)**



**Student Ambassadors, SEL, Scenario
Training, & Community Book Study!**



Impact

- Glows

- Measures of Success
- Building Partnerships
- Student Voice

- Grows

- Barriers
- Polarized World
- Commitment and Sustainability





Upcoming Attendance & Engagement Meetings

Talk Tuesdays for the 2024-25 School Year

2024-2025

- January 7
- January 23
- February 4
- March 4
- March 18
- April 1
- April 29
- May 13
- May 27

Register for Talk Tuesdays





Keep in Touch!

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