CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays
Student Attendance, Engagement, and Support Series

September 7, 2021

Please **sign-in** using the chat - include your name, title, district/school or agency.

Developed by the CSDE in collaboration with SERC

|||SERC
STATE EDUCATION RESOURCE CENTER
EQUITY | EXCELLENCE | EDUCATION

Notice: This meeting is being recorded.

Agenda

1. Welcome

   Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

   Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC

2. What's New at CSDE and Partners

3. Mobilize Your Teams

   Kari Sullivan Custer & Stephen Proffitt

4. Upcoming Attendance & Engagement Meetings

   Notice: This meeting is being recorded.

WHAT'S NEW AT CSDE AND PARTNERS

What's New at CSDE

August 30, 2021
- [General Assembly Office of Legislative Research Report: Acts Affecting Education](#)

August 26, 2021
- [Update - Flexible Pathways for Awarding World Language Course Credit](#)
- [Reminder - School COVID Vaccine Clinic Plan Form](#)
- [Information for Families on the Advance Child Tax Credit English](#)
  - [Información general de los pagos por adelantado del Crédito tributario por hijos de 2021](#)

August 25, 2021
- [Frequently Asked Questions Regarding Vaccinations for Covered Workers in Schools](#)

August 23, 2021
- [Reporting School COVID Cases to DPH for the 2021-22 School Year](#)

August 19, 2021
- [Fall 2021 Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together – Updated Guidance for the Use of Mitigation Strategies in Connecticut's PreK-12 Schools](#)

Legislative Update

Mental Health Wellness Days – Public Act 21-46, Section 19

Beginning school year 2021-22 and going forward, local and regional boards of education must provide students enrolled in kindergarten through Grade 12 the **opportunity to be absent from school for up to two mental health wellness days during the school year**. **The two mental health wellness days may not be taken consecutively**. This is in accordance with [Section 19 of Public Act 21-46](#), An Act Concerning Social Equity and the Health, Safety and Education of Children.

PSIS Monthly Student Membership and Attendance Collection

The CSDE will continue this monthly data collection in 2021-22.

- The record layout will be unchanged and the monthly due dates are expected to be similar.

- Given the attendance challenges in the 2020-21 school year, the CSDE is continuing this collection in 2021-22 because research conducted by CSDE last year in partnership with Attendance Works affirms that the odds of being chronically absent in winter were about 17 times higher for students who were chronically absent in the fall compared to those with satisfactory attendance.

- Note that during the 2021-22 school year, students who may be learning remotely in limited/individualized circumstances as outlined in CSDE's remote learning guidance can be reported as being "in attendance" through this collection.

- Districts should use the same four-part framework to track attendance for those specific students on their remote learning days.

- For questions about the data collection and reporting, please contact Kendra Shakir at Kendra.shakir@ct.gov. For questions regarding attendance and engagement practices, please contact Kari Sullivan-Custer at Kari.Sullivan@ct.gov.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

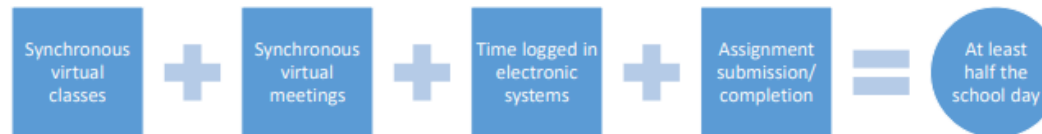# PSIS Monthly Student Membership and Attendance Collection

Tracking Daily Attendance on Remote Days in 2021-22

State Board of Education Policy (2008):

"A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day."

A remote student can be considered as being 'in attendance' on a particular day if the total time spent on one or more of the following activities equals at least half the school day.

| Synchronous virtual classes | **+** | Synchronous virtual meetings | **+** | Time logged in electronic systems | **+** | Assignment submission/ completion | **=** | At least half the school day |

Synchronous virtual classes are live classes that are streamed real time to students using a videoconferencing platform like Google Meets, Zoom, Microsoft Teams, etc.

Synchronous virtual meetings may be with a teacher, counselor, social worker, paraprofessional, etc. using a videoconferencing platform or via telephone. They may be homeroom opportunities, daily routine check-ins, or other synchronous conversations.

Time logged in electronic systems can be used to identify *any time over and above the synchronous virtual classes and meetings* that the student may have participated in during the school day.

Assignment submission/completion time can be determined by the teacher by starting with an estimate of time it will take for a typical student to submit/complete that assignment, and using that estimate to gauge the attendance time for the day that should be allotted to each student.

Notes:

- If a student is absent on a given day (either in-person or remote), they cannot make up for that absence on another day.
- Districts should track membership and attendance *separately* for a student's in-person *vs* remote days.

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2021-22 Attendance System of Support

Talk Tuesdays

- Webpage [Talk Tuesdays (ct.gov)](#)

- List Serv - To Subscribe: 1) send an email to LISTSERV@list.ct.gov; 2) remove all text from the body in your email, including your contact information; 3) type Subscribe SDE_Talk_Tuesday (first name last name) in the body of your email and then send.
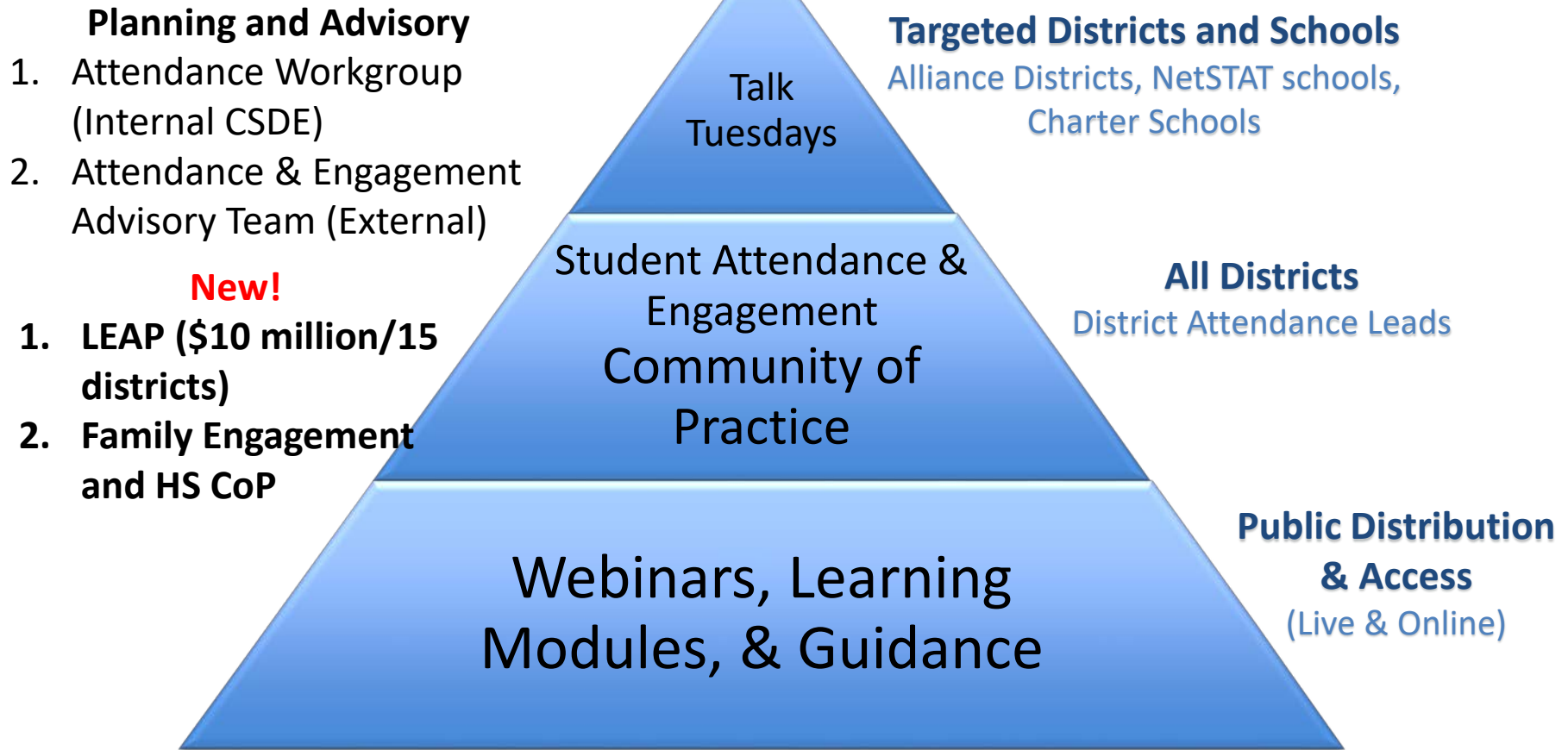
Community of Practice

- Third Thursday of Each Month – starting September 16th, 10 to 11:30 a.m.

- Webpage & List Serv (coming soon)

STUDENT ATTENDANCE TIERED SYSTEM OF SUPPORT

Planning and Advisory

1. Attendance Workgroup (Internal CSDE)
2. Attendance & Engagement Advisory Team (External)

New!

1. **LEAP ($10 million/15 districts)**
2. **Family Engagement and HS CoP**

Talk Tuesdays

Student Attendance & Engagement Community of Practice

Webinars, Learning Modules, & Guidance

Targeted Districts and Schools
Alliance Districts, NetSTAT schools, Charter Schools

All Districts
District Attendance Leads

Public Distribution & Access
(Live & Online)

CSDE

CT Attendance Awareness Campaign

In partnership with [Attendance Works](#), CSDE has created messaging materials, in English and Spanish, for Connecticut districts and schools to use in their own attendance awareness campaigns. All materials can be downloaded and branded with a district or school's logo. The resources include banners, parent handouts, posters and coloring pages. All resources are in PDF format. Find the materials on the Connecticut [Attendance Awareness Campaign webpage](#).

Banners
- Elementary **English   Spanish**
- Secondary **English   Spanish**

Parent Handouts
- Elementary **English   Spanish**
- Secondary **English   Spanish**

Posters English   Spanish

Coloring Pages English   Spanish

COVID Vaccines - A Toolkit for Connecticut Schools (#Vax2SchoolCT)

MOBILIZE ATTENDANCE TEAMS

DISTRICT ATTENDANCE TEAMS

District Leadership Team –

- ensures the district, as a whole, is systematically addressing chronic absence and is promoting and supporting a districtwide culture of attendance.
- ensures evidence-based attendance policies and procedures are implemented consistently in all schools.
- spearheads connections with community service providers as partners in this work.
- elevates the importance of this work by designating a cabinet-level administrator to lead and facilitate the district's attendance efforts.

District Attendance Team –

- brings together district-level administrators and community agencies to address chronic absence across the entire district.
- Key functions:
    - Routinely unpack, analyze, and utilize data to inform action.
    - Organize a systemic districtwide response and policy/practice improvement.
    - Promote shared accountability and continuous improvement.
    - Utilize District Self-assessment Tools (Attendance Works)

SCHOOL ATTENDANCE TEAMS

School Attendance Team – ensures that the school adopts a comprehensive, actionable tiered approach to improving attendance that is based on data and outcomes. Organizing a School Attendance Review Team:

- Conduct a [school self-assessment](.).
- Establish a weekly meeting schedule.
- Define roles and responsibilities.
- Establish group norms.
- Develop a standard meeting agenda.
- Fill-in a tiered pyramid of students and resources.

Include families in planning and decision-making – Reach out to families to find out what might be preventing their children from coming to school; educate students and families about how absences can add up and result in lost learning time; empower families to help their children attend school; and offer trainings for school staff on engaging families and building productive partnerships to prevent chronic absenteeism.

Attendance 101!

CSDE Chronic Absence Webpage – Related Resources

Supporting Attendance & Engagement

- [Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts Guide](), basics (nuts & bolts), start with a team, unpack the data, understand root causes and develop a plan, e.g., district role, school role, tiered approach, and community role

  - **[Addendum 14: Supporting Student Attendance and Engagement during Hybrid or Remote Learning](Addendum 14) (COVID-19)**

Tracking and Monitoring Daily Attendance

- [Guidelines for Excused and Unexcused Absences]()

  - **[Tracking Attendance on Remote Days for State Reporting & FAQs]() (COVID-19)**

- [Public School Information System (PSIS) Reference Guide]() - The PSIS Reference Guide contains detailed guidance on reporting student attendance, Appendix F, in the PSIS and for when to unregister students, Appendix L, who are not coming to school for extended periods of time.

  - [Guidelines for Reporting Student Attendance]()

  - [PSIS Appendix L - Reporting Information about Students who are Disengaged]()

Reviewing & Monitoring Attendance Trends

- [EdSight](), an on-line portal for finding district and school-level data, including chronic absence.

- [Supporting Student Participation in 2020-21]() (monthly attendance by district and school for 2020-21 school year)

- [Ed Sight Secure]() and the Early Indication Tool

Attendance 201!

State & National [Related Resources](#)

- [Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism](#), FutureED
- [Guide to Using the Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Er](#)a, Attendance Works
- [Attendance Works](#) has developed a range of resources specific to grades served (i.e., elementary, middle, secondary) and aligned to five important strategies designed to improve attendance: recognizing good and improved attendance; engaging students and parents; monitoring attendance data and practice; providing personalized early outreach; and developing programmatic responses to barriers. A few examples include:
    - [Attendance Awareness Campaign, National](#)
    - [Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance](#)
    - [Year-Long Planning Calendars](#)

- [The Governor's Prevention Partnership](#), Connecticut Mentoring Resources, Training and Guidance
    - [Mentor: The National Mentoring Partnership](#)
- [Campaign for Grade-Level Reading](#)
- [Get Schooled](#)
- [Flamboyan Foundation](#), Building Effective Family Engagement

Bright Spots

STAY CONNECTED
&
LEARN TOGETHER

Upcoming Attendance & Engagement Meetings

Talk Tuesday

Tuesday, **September 21,** 2021
10 to 11 a.m.

Have a **promising practice or success**
you want to share?

Concerns you want to share through peer discussion?

Send ideas for topics for discussion to
Kari.Sullivan@ct.gov.

Community of Practice
District Attendance Leads

Thursday**, September 16**, 2021
10 to 11:30 a.m.

Save the date!

All CoPs will be held on the 3rd Thursday of
the month from 10 to 11:30 a.m.

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

KEEP IN TOUCH!

Kari Sullivan Custer, CSDE

Kari.Sullivan@ct.gov

860-807-2041

Stephen Proffitt, SERC

proffitt@ctserc.org

860-632-1485, ext. 322