



CONNECTICUT STATE DEPARTMENT OF EDUCATION

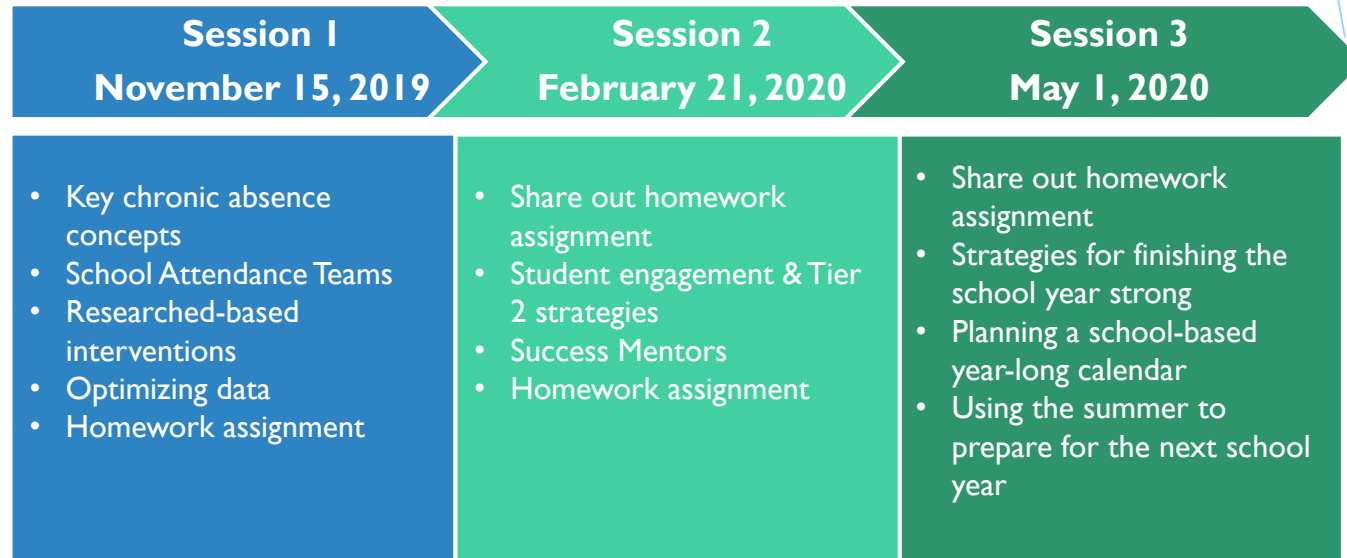
Relationships! Relationships! Relationships!

NetSTAT: School Leadership Workshop Series
Improving Student Attendance Module 2

February 21, 2020

School Leadership Workshop Series

Improving Student Attendance



Coaching Call
January



Coaching Call
February

Welcome & Introductions

*One Word to Describe How You are Feeling About
Chronic Absence Right Now*

1. Chamberlain Elementary School, New Britain, (K-5)
2. Smalley Elementary School, New Britain (K-5)
3. Clinton Avenue School, New Haven (K-8)
4. Wexler-Grant School, New Haven (K-8)
5. Great Oaks Charter School, Bridgeport (6-11)
6. New Britain High School, New Britain (9-12)
7. Explorations Charter School, Winsted (9-12)
8. Stamford Academy, Stamford (9-12)

Today's Agenda

- ▶ Welcome & Introductions
- ▶ Team Updates - Homework from Module 1
- ▶ Relationships! Tier 2 Interventions
- ▶ Attendance Cycle - Addressing Chronic Absence Year Round
- ▶ Wrap-up!

Team Updates

Homework from Module 1

Homework Assignment

1. Convene your School Attendance Team and review the team's self-assessment
 - ▶ Identify and implement 2 assessment indicators to strengthen your school's approach to addressing chronic absence
2. Review and compare current and historic data to identify those students that are or at risk of becoming chronically absent. Also, identify trends for subgroups, e.g., neighborhoods, grades levels, students identified with disabilities.
 - ▶ Identify and implement one Tier 2 strategy to address a trend uncovered in your data review.
3. Be prepared to report back at the February meeting.

Team Updates

Team Work Preparation (10 Minutes)

1. Current Chronic Absence Picture
 - ▶ Happy? Concerned? Happy & Concerned?
2. School Attendance Team Self-Assessment Results
 - ▶ Identify and implement one Tier 2 strategy to address a trend uncovered in your data review.
3. Tier 2 Strategy -
 - ▶ Identify those students that are or at risk of becoming chronically absent. Also, identify trends for subgroups, e.g., neighborhoods, grades levels, students identified with disabilities.
 - ▶ Identify and implement one Tier 2 strategy to address a trend uncovered in your data review.

Relationships! Relationships! Relationships!

Where the **magic** happens....

Relationships! Relationships! Relationships!

Turn & Talk (someone you don't know)

1. One minute each to share how you are improving relationships at your school.
 - ▶ Grades K-6 - Parents
 - ▶ Grades 7-12 - Students
2. Rapid Response Report Out

Evidence Models to Strengthen Relationships

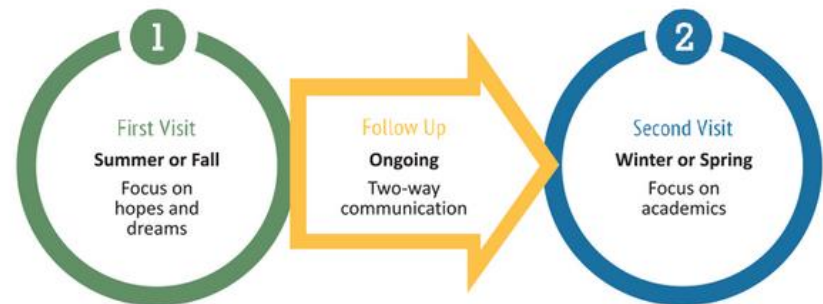
- ▶ What's already happening? What have we heard today?
- ▶ Parent-Teacher Home Visiting Project
(Tier 1)
- ▶ Success Mentors (Tier 2)
- ▶ Check & Connect (Tier 2)
- ▶ Truancy Referral to Youth Service Bureau
(other family service community agency) (Tier 3)

Parent-Teacher Home Visiting Model



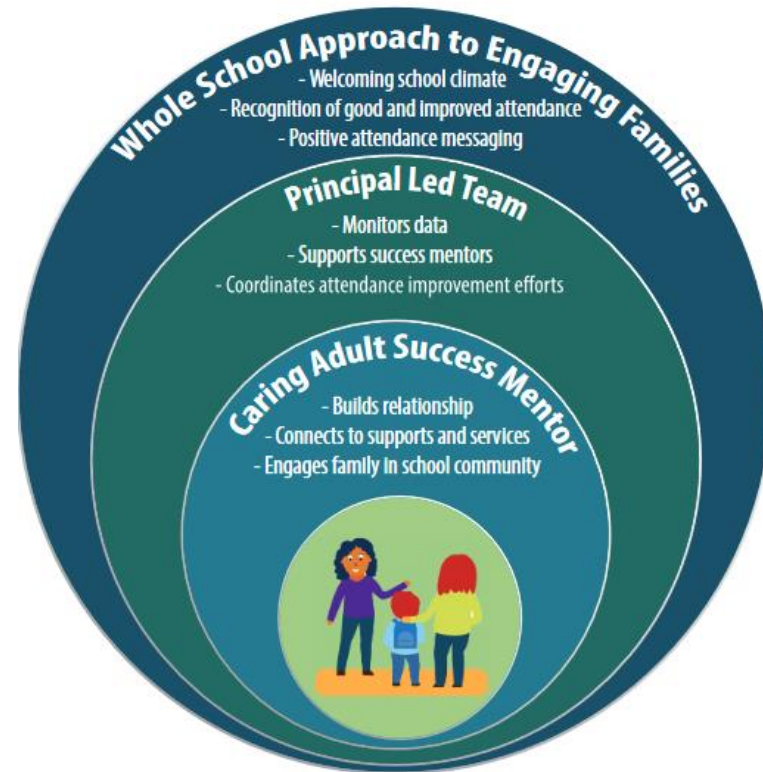
The Visits

PTHV is a two-visit model:



Success Mentors

1. Builds a relationship with the mentee - motivates them to show up to school;
2. Connects the mentee and his/her family to supports and services that address barriers to attendance; and
3. Reaches out, in partnership with school staff to engage the mentee's family and deepen their sense of connection to the school community.



Check & Connect



**CHECK &
CONNECT**

A comprehensive student engagement intervention

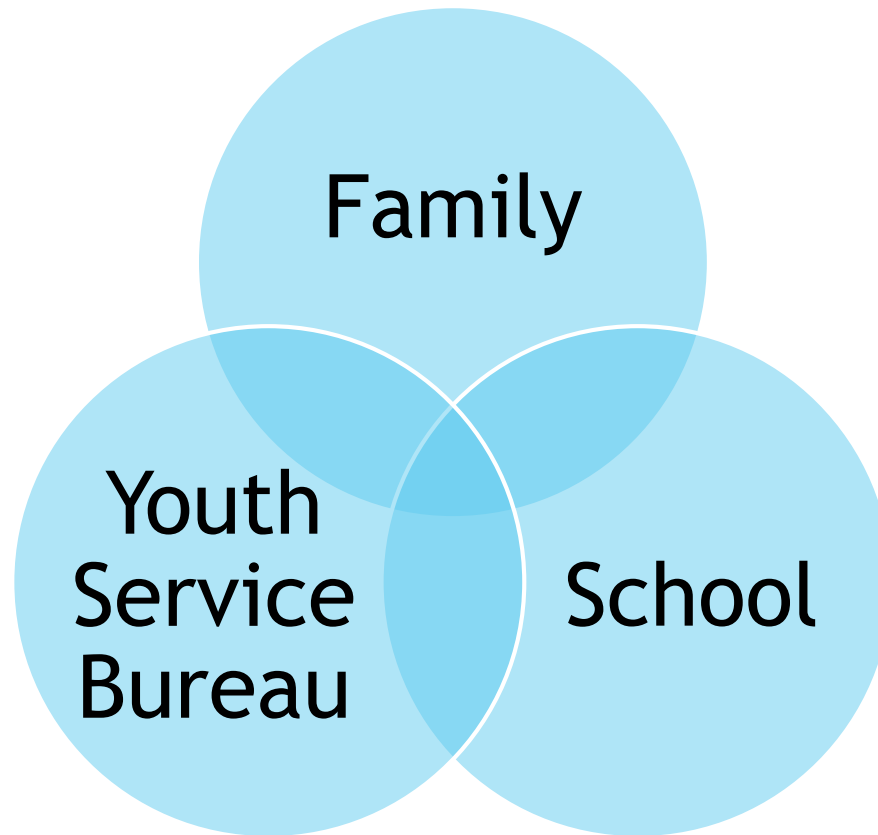
Implementing with Fidelity

INSTITUTE on COMMUNITY INTEGRATION

UNIVERSITY OF MINNESOTA

Driven to Discover™

Truancy Referral to Youth Service Bureaus



Truancy Referral to Youth Service Bureaus

Connecticut State Department of Education

YOUTH SERVICE BUREAU REFERRAL for Truancy and Defiance of School Rules

Name of Student				Address of Student		
District Student ID	Grade	Gender	Date of Birth	Indian Tribe/Reservation, if any	Student's Ethnicity: Hispanic or Latino? No <input type="checkbox"/> Yes <input type="checkbox"/>	
Student's Race <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Black or African-American <input type="checkbox"/> White <input type="checkbox"/> Other _____						
Parent/Guardian Name (1)			Parent/Guardian Address (1)			
Parent/Guardian Name (2)			Parent/Guardian Address (2)			
Parent/Guardian Name (3)			Parent/Guardian Address (3)			
Parent/Guardian (1) Telephone Number		Parent/Guardian (2) Telephone Number		Parent/Guardian (3) Telephone Number		
School Name and Contact Person at School			Telephone Number	E-mail Address		
Referred for Special Education <input type="checkbox"/> Yes <input type="checkbox"/> No	Special Education <input type="checkbox"/> Yes <input type="checkbox"/> No	PPT <input type="checkbox"/> Yes <input type="checkbox"/> No	PPT Dates	Parent / Guardian Attended PPT <input type="checkbox"/> Yes <input type="checkbox"/> No	Parent / Guardian Attended 504 <input type="checkbox"/> Yes <input type="checkbox"/> No	504 Dates

A referral may be filed only after the school has exhausted all available options to resolve the problem. **Please fill out this form in its entirety.**

A referral may be found insufficient if it does not include the following as required by state law including, but not limited to, Section 10-198a of the Connecticut General Statutes (C.G.S.): *(*X* box if action has been taken)*

- A meeting was held with the parent/guardian of the student who is truant and appropriate school personnel reviewed and evaluated the reasons for the student being truant. The meeting was held not later than 10 school days after the student's 4th unexcused absence in a month or the 10th unexcused absence in a school year.
- Child Find protocols were implemented.
- Efforts were made to engage and coordinate services and supports with community agencies that provide child and family services.
- Every year, at the beginning of the school year and upon any enrollment during the school year, the parent/guardian was informed in writing of his or her obligations under Section 10-184 of the Connecticut General Statutes.
- School personnel made reasonable efforts to notify the parent/guardian by telephone and by mail whenever the student failed to report to school on a regularly scheduled school day and no indication was received by school personnel that the student's parent/guardian was aware of the student's absence.

If records are incomplete or do not exist, please attach an explanation with this referral.

Type of Referral

The family and student are being referred for the following reasons (place an "x" in the appropriate box or boxes):

- Truant (4/Month)** (a student age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month) C.G.S. Section 10-198a(a)
- Truant (10/Year)** (a student age five to eighteen, inclusive, who is enrolled in a public or private school and has ten unexcused absences from school in the current school year) C.G.S. Section 10-198a(a)
- Habitually Truant** (a student age five to eighteen, inclusive, who is enrolled in a public or private school and has twenty unexcused absences within a school year) C.G.S. Section 10-200
- Defiant** (a student who has been continuously and overtly defiant of school rules)

YOUTH SERVICE BUREAU REFERRAL GUIDE For Truancy and Defiance of School Rules

Introduction

The Connecticut State Department of Education (CSDE) has developed a *Youth Service Bureau Referral for Truancy and Defiance of School Rules* Form to use in place of the Family with Service Needs (FWSN) form for making referrals for community services for students who are truant. This guidance document is designed to be used as a side-by-side resource to complete the new *Youth Service Bureau Referral for Truancy and Defiance of School Rules* Form.

The CSDE has recently released a *Catalog of Truancy Intervention Models* to assist districts in developing and implementing locally driven, customized truancy intervention models in partnership with community-based organizations to provide school-linked services to prevent and address truancy. It is available on the [CSDE Chronic Absence webpage](#) along with other resources to assist districts in improving student attendance.

Background

Public Act (P.A.) 16-147, *An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee*, includes a provision that removes truancy and defiance of school rules as reasons for Family with Service Needs (FWSN) referrals to juvenile court. The following is an excerpt from the public act:

Section 7 of P.A. 16-147, amends subdivision (5) of Section 46b-120 of the general statutes so that the definition of a FWSN no longer includes a family with a child who is at least seven years of age and is under eighteen years of age who *"is a truant or habitual truant or who, while in school, has been continuously and overtly defiant of school rules and regulations."*

This means that, effective August 15, 2017, the Court Support Services Division (CSSD) of the judicial branch no longer accepts FWSN referrals for truancy or defiance of school rules.

Court referrals for truancy were eliminated in order to remove the link between truancy and the school-to-prison pipeline. Judicial involvement for non-criminal matters such as truancy has been documented to increase the likelihood of future engagement in criminal acts, dropping out of school or incarceration. Additionally, national research shows that students who are truant benefit from school and community-based interventions designed to identify and address the reasons for missing school.

Since 1991, state statute has required districts and schools to work with families and community agencies to support students who are truant to return to school. The following is an excerpt from Connecticut General Statutes (C.G.S.) Sec. 10-198:

Year-long Calendar of Activities

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, modern aesthetic. The text is positioned on the left side of the page, set against a plain white background.

Resources for Identifying Research-based Interventions



SAMPLE ACTIVITIES for K-12: rev 6-13-19

Attendance Activities School Year Plan (K-12)

School Name	School Year
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Activities in the grid are examples, and you can customize the plan for your school or program. For each activity, you might specify who is responsible for leading and how to measure results of the activity. You can also re-create this chart in a larger format and use post-it notes to add activities as a group exercise.

Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly/Monthly)	Fall Semester (October - November)	Winter Semester (December - February)	Spring Semester (March-April)	End-of-Year (May/June)
School Staff	Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies. Establish an attendance team. Develop a yearly attendance plan and goals.	Conduct attendance team meeting by the second week of school	Attendance team meetings	Review early warning data. Ensure staff are prepared to discuss in Parent-Teacher Conferences	Revisit data to measure progress and revise school-wide strategies as needed	Ensure staff are prepared to discuss in Parent-Teacher conferences	Review data. Share data with student's next teacher for smooth transitions
Tier 1 (universal)	Attendance messaging during registration/enrollment. Home visits/phone calls to build relationship and remind of first day of school. Plan for welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure attention to students with disabilities and other vulnerable populations.	Back-to-school messaging about the importance of attendance. Establish good and improved attendance incentive schedule/process. Conduct welcoming traditions for students and families. Promote immunization activities in partnership with health providers.	Promote and maintain positive school climate. Weekly/monthly recognition. Positive, regular communication with families about student attendance.	Parent-Teacher conference (recognize good attendance and express concerns in a supportive manner if needed). Check in with students/families with known medical conditions. Conduct a winter clothing drive for students and their families	Messaging and incentives around winter holidays. Use data to identify attendance dips and align events to mitigate low attendance days. Mid-year activities to remind school community about attendance.	Parent-Teacher conference student attendance check-in. Incentives and messaging around the spring slump.	Establish end of year traditions to keep school community engaged and maintain student attendance in last weeks of school. Acknowledgement of attendance successes.
Tier 2 (targeted – moderate chronic absence)	Review previous year's data for returning and incoming students.	Develop personalized relationships with students and families who are at risk for attendance issues. Ensure outreach draws upon family languages and cultures.	Strategy to connect groups of students showing signs of attendance issues, e.g., Success Mentors. Ensure IEPs address attendance.	Develop school-wide Tier 2 strategies. Parent-Teacher conference (raise concerns about attendance). Create personalized student plans. Identify common barriers of Tier 2 students and organize strategies to address barriers.	Identify moderately chronically absent students (missing 10%). Identify causes of absenteeism and assign appropriate interventions.	Parent-Teacher conference (strategies to prevent attendance rate from getting worse or continuing).	Meet with transition grade (K, 6 th , 9 th) personnel to conduct warm hand-off of at-risk students and develop plan for first day of school interventions. Include chronic absence as a factor in summer school placement.
Tier 3 (targeted – severe chronic absence)	Review previous year's data for returning and incoming students. Flag students who were chronically absent the previous year and engage community partners.	Consider demographics of new student body to identify vulnerable populations at risk for chronic absence. Monitor disparities.	Referrals to case workers as needed. Early interventions before taking punitive measures.	Identify common barriers of Tier 3 students and engage external resources.	Convene case-management conferences with all relevant stakeholders (e.g. mental health, child welfare).	Conferences with parents, legal guardians and community partners.	Meet with transition grade (K, 6 th , 9 th) personnel and assign mentor for the first day of school.

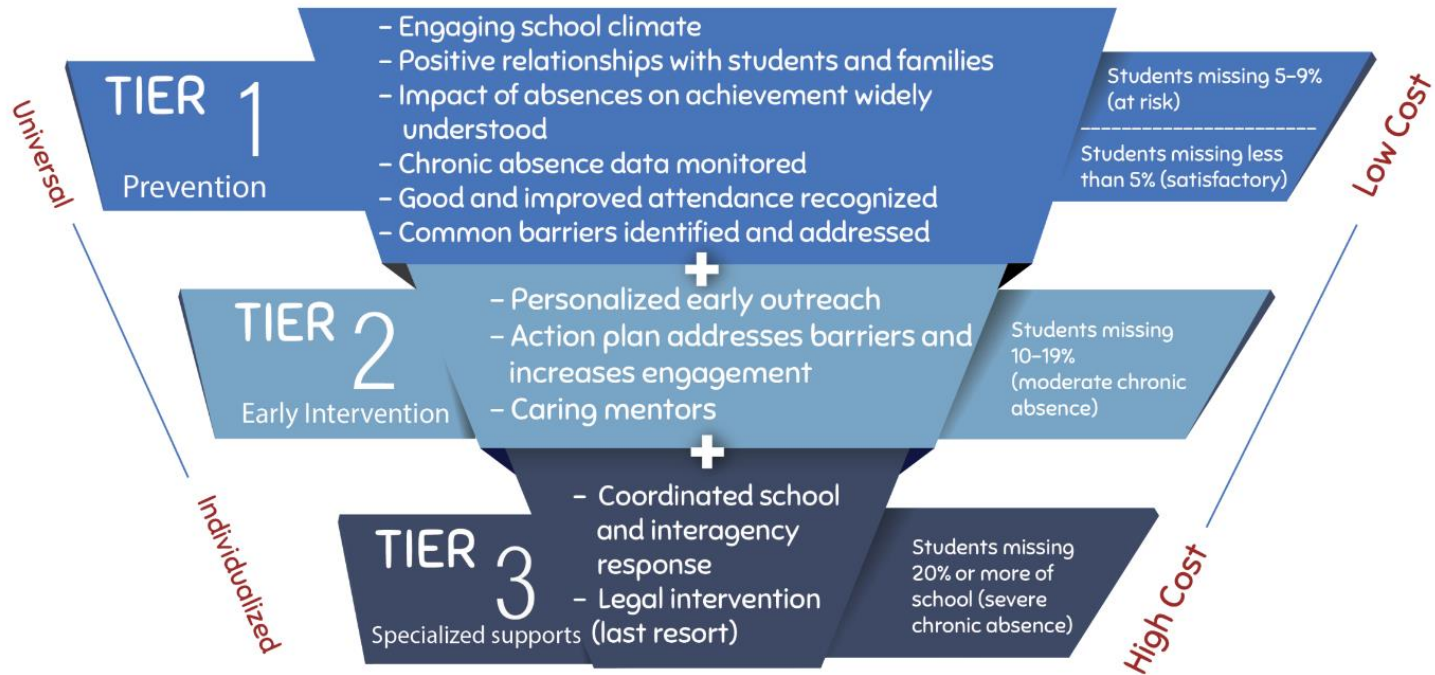
Tiered Approach



SAMPLE ACTIVITIES for K-12: rev 6-13-19

Three Tiers of Intervention

For more information, visit www.attendanceworks.org



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Homework Assignment

Addressing Chronic Absence

Homework Assignment

1. Convene your School Attendance Team and complete the Year-long Calendar of Activities
 - ▶ Identify who is responsible and who should be involved
2. Review and compare current and historic data to identify those students that are moderately chronically absent. Also, identify trends for subgroups, e.g., neighborhoods, grades levels, students identified with disabilities.
 - ▶ Generate list of students every two weeks who are between 8 and 12 percent chronically absent to focus Tier 2 strategies and bring their attendance below 8 to 10 percent. Remember personal relationships matter!
3. Be prepared to report back at the February meeting.