



**NEW LONDON**  
PUBLIC SCHOOLS  
New London Public Schools

# **Student Attendance, Truancy and Chronic Absenteeism**



**Updated: 10/21**

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# The identification of Truancy and Chronic Absenteeism: The Law and Its Implications

## What is the Law?

### **Series 5000**

#### Students

#### **5113 - STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the “Board”), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

#### Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut’s Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

ADOPTED: October 11, 2018

# ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

## I. Attendance and Truancy

### A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. “Disciplinary absence” - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received communication (written or verbal) describing the reason for the absence within ten (10) school days of the student’s return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
  - a. Any absence before the student’s tenth (10<sup>th</sup>) absence is considered excused when the student’s parent/guardian approves such absence and communicates (written or verbal) in accordance with this regulation.
  - b. For the student’s tenth (10<sup>th</sup>) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
    - i. student illness (verified by an appropriately licensed medical professional);
    - ii. religious holidays;
    - iii. mandated court appearances (documentation required);
    - iv. funeral or death in the family, or other emergency beyond the control of the student’s family;

- v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
  - vi. lack of transportation that is normally provided by a district other than the one the student attends.
  - vii. 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](#)
- c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.
- 5. "In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.
  - 6. "Student" - a student enrolled in New London Public Schools.
  - 7. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.
  - 8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

B. Communication Requirements for Absences

- 1. Communication (written or verbal) must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence.
- 2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, phone call, email, text or in person contact

with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student's tenth (10<sup>th</sup>) absence, and all absences thereafter, documentation of the absence must be submitted and must include the reason for the absence and the following additional information
4.
  - a. student illness:
    - i. written communication from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
    - ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
  - b. religious holidays: none.
  - c. mandated court appearances:
    - i. a police summons;
    - ii. a subpoena;
    - iii. a notice to appear;
    - iv. a signed note from a court official; or
    - v. any other official, written documentation of the legal requirement to appear in court.
  - d. funeral or death in the family, or other emergency beyond the control of the student's family: written communication, phone call, email, text or in person report explaining the nature of the emergency.
  - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
  - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
  - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
  - b. be an opportunity not ordinarily available to the student;
  - c. be grade and developmentally appropriate; and
  - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
  - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
  - b. contain the signatures of both the parent/guardian and the student;
  - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
  - d. include additional documentation, where available, about the opportunity.
4. The building principal shall provide a response in writing and include the following:
  - a. either approval or denial of the request;
  - b. brief reason for any denial;
  - c. any requirements placed upon the student as a condition of approval;
  - d. the specific days approved as excused absences for the opportunity;
  - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

6. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
7. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
8. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal

1. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program or instruction provided by a certified educator (in contents areas at the secondary level) for at least one-half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

G. Procedures for students in grades K-8\*

1. Notification

- a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.
- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, an automated phone call will notify the parent or other person having control of such student by telephone of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

***[\*Note: State law mandates notification and monitoring only with regard to students in grades K-8. New London Public Schools extends the application of monitoring and intervention procedures to students at all grade levels.]***

## H. Procedures applicable to students ages five (5) to eighteen (18)

### 1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The meeting shall be documented, and if parent or other person declines to attend the meeting, or is otherwise non-responsive, that fact shall also be documented, and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. If the Commissioner of Education determines that any school under the jurisdiction of New London Public Schools Board of Education (the "Board") has a disproportionately high rate of truancy, the district shall implement in that school a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.
- d. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Attendance Team or SRBI Team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- e. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or his/her designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

### I. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

## II. Chronic Absenteeism

### A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations;
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of children under the jurisdiction of the Board for such school year; and
4. “School chronic absenteeism rate” - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

### B. Establishment of Attendance Review Teams

The district shall establish an attendance review team for the school district.

All schools shall establish a school-specific attendance review team.

Attendance review teams will monitor attendance for the district and at each school.

### C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, school counselors, school social workers, school psychologists, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.7, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

- D. State Chronic Absenteeism Prevention and Intervention Plan  
The Board and its attendance review team, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

**III. Reports to the State Regarding Truancy Data**

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Attachments included:

- NLPS Student Attendance Intervention Plan – fillable form available on TEAMS
- Attendance Meeting Outline
- New London Public School Attendance Intervention List
- Suggested Year Long Attendance Calendar
- Power School Attendance Codes for 2019-2020
- Public Act 21-46, An Act Concerning Social Equity and the Health, Safety and Education of Children
- Reporting Students Who are Disengaged Flowchart
- Chronic Absence Nudge Letter

**School Name**  
**Student Attendance Intervention Plan**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_

Parent/Guardian Name(s):  
 \_\_\_\_\_  
 \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Language Spoken at Home: \_\_\_\_\_

Attendance Intervention Team Members:

**Student Attendance History**

Total Number of Absences			2021-2022 (Current)			
2019-2020	2020-2021	2021-2022	Notified School	Did Not Notify School	Total Absences	Tardy
<b>Ex. 12</b>	<b>16</b>	<b>15</b>	<b>7</b>	<b>12</b>	<b>19</b>	<b>11</b>

Weekly attendance is monitored by: \_\_\_\_\_

Teachers report (concerns clearly stated – academic, behavioral and attendance update):

Parents/Guardians report (concerns/reasons for absences):

Attempted Interventions (steps already taken to improve attendance):

Next Steps (school):

Next Steps (family):

Team Signatures: \_\_\_\_\_

Parent/Guardian Signatures: \_\_\_\_\_

Next Meeting Date: \_\_\_\_\_

## Attendance Meeting Outline

1. Introductions:
2. Reports on Attendance History (refer to chart on Attendance Intervention form):
3. Report from teacher(s) on impact of missing school (academics and behavior):
4. Listen to parent(s):
5. Determine the causes for absenteeism:
  - Transportation
  - Safety
  - Gangs
  - Pregnancy
  - Medical Problems (chronic or other)
  - Poor Academic Performance
  - Discipline (suspension)
  - Home Responsibilities (attending to siblings)
  - Runaway
  - Homeless
  - Gender
  - Connectedness Issues (peers, bullying, staff, etc.)
  - Anxiety
  - Avoidance (school refusal)
  - Weather
  - Immunizations
  - Mental Health Concerns
  - Substance Abuse
  - School as Priority
6. Attempted Interventions:
7. Intervention Options:
  - Meet with Parent
  - Daily communication with parent
  - Reward plan/chart
  - Alarm Clock
  - Robocall as an alarm clock
  - Parent to develop backup plan
  - Student and/or family goal setting
  - Attendance calendar for home use
  - Mentor for student
  - 'Too Sick for School' flyer or discussion
  - School-based Health Services referral
  - Visual Cue Routine Resource for elementary students
  - Parents/Caregivers provide documentation for absences
  - Referral for outpatient or school-based counseling

## New London Public Schools Suggested Attendance Interventions

### Tier 1

Welcoming environment/staff saying they missed kids in a positive manner  
Robo calls for absences  
Classroom visits to talk about attendance (give students an item, e.g., toothbrush, bracelet)  
Video shown to highlight attendance  
School-wide contests  
ON-TIME contest  
Good and improved attendance certificates at town meetings/recognition opportunities  
Essential teacher contests (art posters, videos etc.)  
½ day special events  
Daily announcements reinforcing attendance/ announce perfect homerooms  
Teachers call/text students after two absences & send post-card at 4 absences  
PBIS points for attendance  
Delayed opening incentives  
Second bus for delayed days  
Heads up about the weather on announcements or social media  
Kindergarten orientation  
Postcards to praise improved attendance  
District-wide contests – school against school – traveling trophy  
Social Media  
School calendar with too sick for school  
Use monitor in lobby to highlight attendance  
Back to school nights, conferences, events put out attendance table

### Tier 2/Tier 3

Chronic Absence Nudge Letter/average absences (moderately chronic mailed monthly)  
Student success meetings – parent, attendance lead, teacher  
Attendance club/adults mentor/ peer mentor or buddy (students who were chronic last year or become chronic in the current year)  
Use PPT to address attendance  
Home visits or meet in the community

### Tier 3

Central office meeting  
Refer to outside resources (SBHC, outpatient counseling, youth services, DCF)  
Refer to PPT

### **Contest Ideas**

Raffle tickets to win prizes  
March Madness bracket  
Best class in the grade by week  
Best grade in the school per week  
Trophies or metals to award students (oriental trading)  
School store prize for being here all of September  
Attend-dance  
Traveling trophy between homerooms

### **Daily Incentive Ideas**

Dress down day  
Hot cocoa on arrival  
Special dress days (spirit)  
Dance music  
PBIS events on specific days  
Assemblies  
Special guest – magician, science museum, etc.  
Sign on the classroom door when class has perfect attendance

### **Individual Attendance Rewards**

Front of the line  
Name on attendance wall  
Teacher's helper  
Homework pass  
School supplies  
PBIS points  
Teacher gets special parking space  
Prom ticket (senior activities)

## Suggested Year Long Attendance Calendar

	District	School
June	Send out school calendar as school is ending – encourage parents to plan vacations accordingly & promote first day of school	Kindergarten orientation 6 <sup>th</sup> grade orientation Freshman Academy
July	Robo call/text reminder first day of school	Summer school classroom contests
August	Back to school videos to address attendance on social media Superintendent letter Back to school postcard with date PD for whole school staff (at high school use dept. meetings) Police night at Ocean Beach	Attendance table at back to school events PD for whole school staff (at high school use dept. meetings) Student success meetings for students who were chronic the previous year (during PD days) Alert every teacher to their chronic kids
September	Social Media focused weekly	Monthly certificate for student who had perfect with PBIS reward Open house video or some communication about attendance/also table dedicated to attendance at front door Classroom visit/video dedicated to attendance with a token Chronic kids are part of attendance club 3 absences must have a meeting
October	District-wide contest	District-wide contest Dip day with special contest
November	Highlight attendance on report card	Parent-teacher conferences Print individual reports for chronic students
December		School-wide contest Spirit Days Identify students who may extend vacation and meet with families
January	Delayed openings -Robo call with start time, second bus Send home Too Sick for School	First day back special event Delayed openings incentive – hot cocoa, no uniforms, etc.
February		Plan something special for the Friday before break and Wednesday after break if those are dip days
March		Parent teacher conferences March madness contest
April		
May		SBAC push Review year and plan for next year

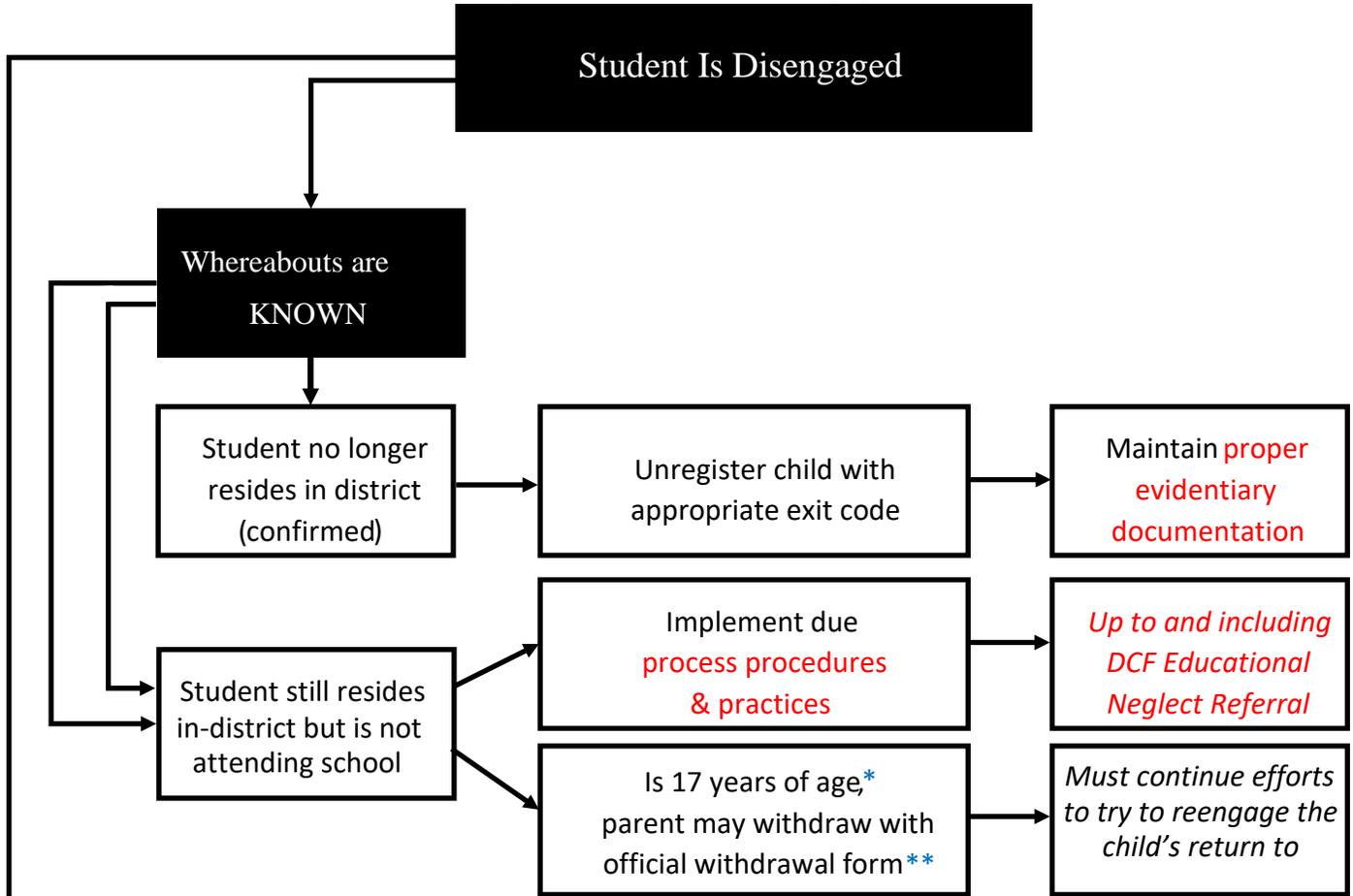
## PowerSchool Codes

Excused Tardy – documentation was provided (time noted)  
Unexcused Tardy – no documentation was provided (time noted)  
Unverified Absence – no contact regarding the absence  
Unexcused Absence – no reason or documentation provided  
Excused Absence – parent provided a reason including illness, vacation, etc. (first 9 absences)  
after 10 absences only excused if a document is provided by a medical professional – use  
comments to note the reason for the absence  
EXC DIS – documentation provided  
EXC IQ – medically related (defaults to present)  
UNX DIS – no documentation provided  
NUR DIS – sent home by nurse  
OUT SUS – out of school suspension served at home  
ADP SUS – in school suspension  
PRR - (high school use only) a period/meeting in school suspension  
OFF VIS – office visit use comments to note library, social worker, School Counselor, OT, PT,  
Speech, etc.  
INS ACT – school sponsored activity held on school grounds  
OUT ACT – school sponsored activity held off school grounds  
EXP – expelled  
HME BMD – homebound  
Testing – student is present but taking a test

## Public Act 21-46, An Act Concerning Social Equity and Health, Safety and Education of Children

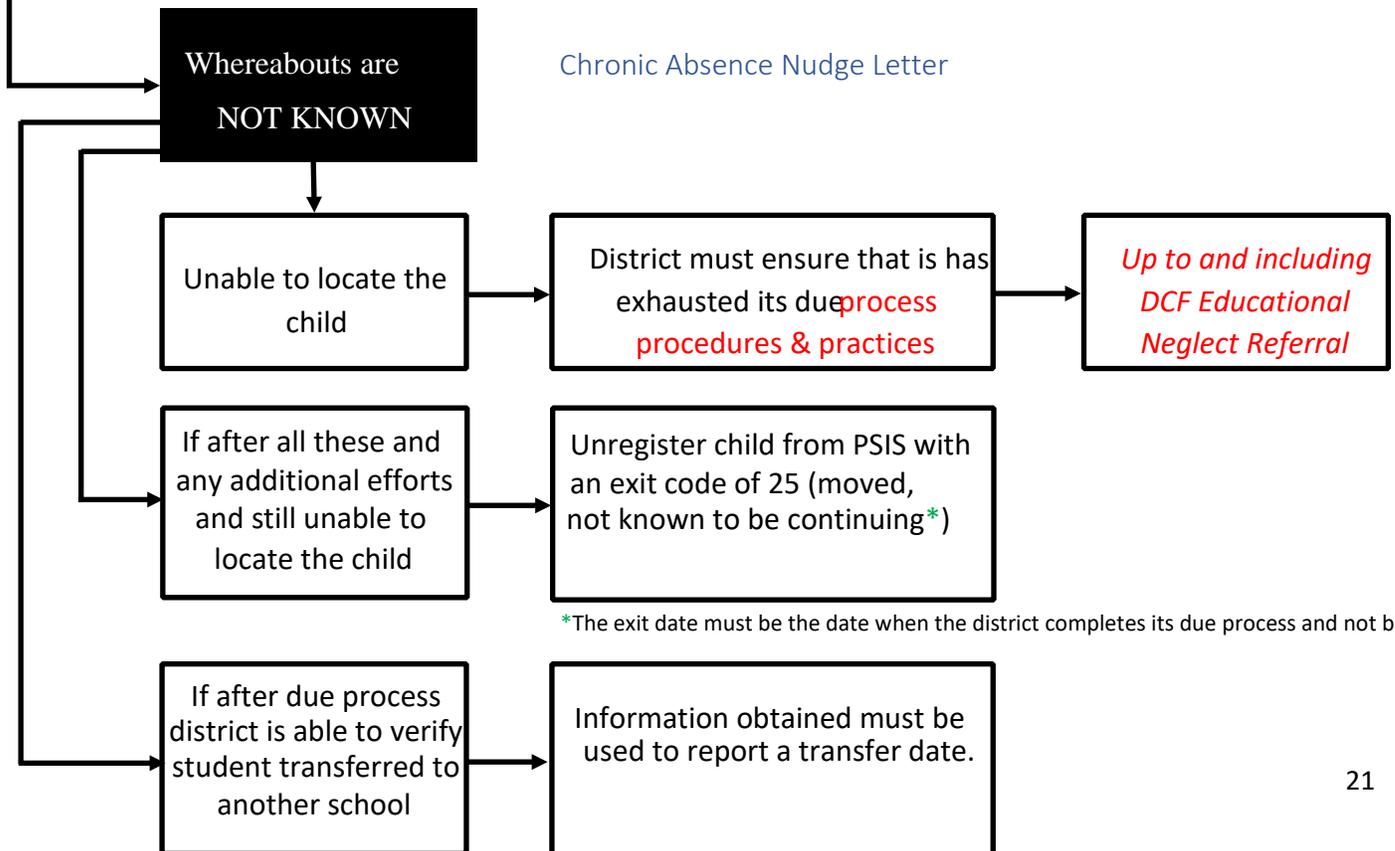
Beginning school year 2021-22 and going forward, local and regional boards of education must provide students enrolled in kindergarten through Grade 12 the opportunity to be absent from school for up to two mental health wellness days during the school year. The two mental health wellness days may not be taken consecutively, require that the parent/guardian notify the school that the student will be absent with their permission for a mental health day. It is important to note that mental health days will be calculated into chronic absenteeism (the same way that any other excused absence is included in the calculation). Student mental health wellness day may not be calculated for truancy. <https://www.cga.ct.gov/2021/ACT/PA/PDF/2021PA-00046-R00SB-00002-PA.PDF>

Reporting Students Who are Disengaged – Flow Chart

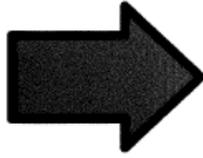


\*Parent may withdraw a child of any age for other reasons; official withdrawal form required.  
 \*\*If parent refuses to withdraw their child from school, the child must remain enrolled in PSIS.

Chronic Absence Nudge Letter



\*The exit date must be the date when the district completes its due process and not backdated.



Jay has missed 2 days this school year.\*

September Update

Dear parent/guardian of [redacted],

Attending school every day in fourth grade will help [redacted] learn and stay on track.

Both excused and unexcused absences can cause students to fall behind.

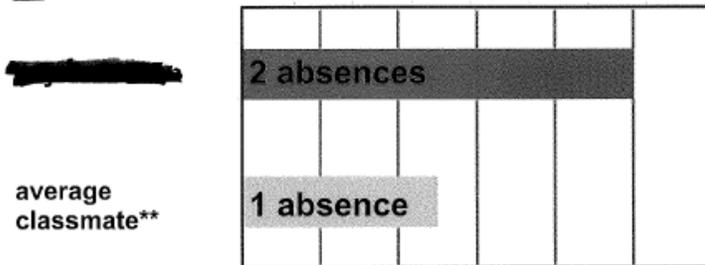
Attending school every day will help [redacted] build the skills, knowledge and attendance habits needed to be on track for graduation.

Thank you for helping supporting your child's attendance. We look forward to seeing [redacted] as often as possible!

Sincerely,

Michael Podeswa, *Principal*  
Winthrop STEM Elementary Magnet School

[redacted] has missed more school than many classmates this school year.



\*This is the total number of absences (excused and unexcused) between the first day of school and 10/09/2019. We understand that students sometimes miss school due to illness, religious holidays, or emergencies. Please talk to your child's school and healthcare provider about when to keep your child at home. To be connected to additional resources, please email Rachel Newer, Social Worker, at [NewerR@newlondon.org](mailto:NewerR@newlondon.org) or call (860) 271-4011.

\*\* This is the average number of absences for all students at Winthrop STEM Elementary School in fourth grade

# 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** 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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## Acknowledgements

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- Connecticut State Department of Education
- Connecticut General Statutes (CGS) Section 10-198 (a)(b)(c)(d)
- Attendance Works

**Addendum**  
**LEAP Home visit**

**New London Public Schools Home Visit Protocol**  
**LEAP – Learner Engagement and Attendance Program**

LEAP is a partnership between the CSDE and LEARN through the Governor’s Emergency Education Fund. This initiative will expand home visiting that was already taking place in NL.

LEAP home visits are voluntary, scheduled opportunities for a school district member or partner to go to the home of a student with prior chronic absence (or other location) to meet with a parent or guardian for the purpose of strengthening the school-family relationship in a positive and relational manner.

The conversation is focused on families’ strengths and capabilities, as well as their aspirations for their child. The visitors are there to learn from families, not to enforce attendance policies or sanctions.

Ideally, families receive multiple home visits that support building relationships over time.

NLPS will engage in a deep dive of each school’s data to identify and prioritize home visits to students that experienced chronic absence and/or did not attend school last year, particularly those in transitional grades, if that is what the data reveals.

Over time, the goal is to have a more universal approach and to focus on the schools with the highest levels of chronic absence where there is sufficient administrator and educator buy-in.

Home visits will be a partnership, two way communication, empathetic, respectful, strengths-based and culturally responsive.

# LEAP Home Visit Sequence



## First impression phone call (log in PowerSchool)

- Introduce yourself and explain why you're calling
- Ask if the family would be interested in a visit
- If appropriate, ask what language is usually spoke at home
- Offer specific dates and times that you're available
- Set the time frame as 30-40 minutes
- Say who is coming as your partner
- Confirm the family's address and phone number for confirmation call
- Offer a neutral location or a Zoom room, if need be

## Home Visit #1

Purpose: Build a relationship and connect to summer resources.

Who: Pair of Visitors including district and school staff (teachers if available) and CBO staff

Where: Home, Zoom, community location

Key Components: Introduce self and the LEAP program, share reflections about the past school year, offer information about summer resources, provide contact info, would you be open to check in call.

Length: 30-40 minutes

Preparation: Call in advance to schedule with partner; find out the families' home language, ensure you have info @ local summer resources, school calendar

Materials: Information about summer resources, [summer.ct.org](http://summer.ct.org)

Debrief with your partner: How well did you think the home visit went? What worked? What was concerning? What additional support would help?

Complete home visit log: How long was the conversation? Did they agree to follow up? If so, what follow-up is needed?

### **After Visit #1**

Follow up with the family:

- Phone call to thank them for visit
  - Provide any follow up information, first day of school, classroom teacher, offer support
  - Provide any follow-up resources offered during the visit
- Send a thank you postcard

### **Follow up for staff:**

- Reflect/debrief with partner
- Fill out necessary paperwork & send to Beth McCaffery
- Log visit in PowerSchool
- Time Sheet

### **Home visit #2**

Purpose – to continue building relationships and work together to support student success, share resources for the beginning of the school year

Thank the family for this opportunity to get together again.

Conversation Starters:

- When we met a few weeks ago, we talked about (name of student's) feelings about returning to school? How are they feeling now about going back to school?
- Looking ahead to the coming school year, what are your hopes for your child?
- Is there anything that you really want your child's teacher to know about your child that will help the teacher connect with your child?
- Is there anything that we can do to support you or (name of student) at the beginning of the school year

Option: Introduce the Student Success Plan if the family seems receptive or you can save it for the next visit.

Conclude with a summary of any follow-up that may be needed and when you will be in touch. Ask for permission to check in again to see how things are going.

### **Home visit #3**

Purpose: Strengthen the relationship with the family and teacher(s), celebrate student progress, discuss family's concerns, share resources as needed.

Reflect about the transition to school, discuss how student is doing in school and how the family is doing, provide support if requested.

Conversation starters:

- 1) Last time we met, we talked about what (student) was looking forward to. How is (student) feeling about school?
- 2) What opportunities have you had to meet with (student's) teachers?
- 3) Is there anything that makes him want to go every day?

- 4) Is there anything that makes it hard?
- 5) What can we do to support you (student) at this time?

Options:

- 1) Follow up on any supports the family asked for. Ask, was it helpful?
- 2) (Re)Introduce the student success plan if the family seems receptive.

Conclude with a summary of any follow up needed and when you will be in touch. Ask permission to check in again to see how things are going.

Home visit #3 will focus more on attendance than the other home visits. Possible resources to bring to the 3<sup>rd</sup> visit: flyers, student attendance success plan, school calendar, community resources,

Remember after each home visit to debrief with your partner, follow up with the parent/guardian regarding resources, log the visit in PowerSchool and complete the home visit google form.

**Resource documents for LEAP Home Visits are housed in the LEAP Team folder in Microsoft Teams.**