



CITY SCHOOL
DISTRICT OF

**New
Rochelle**

Safe, Supportive, and Connected Schools: Addressing Chronic Absenteeism

WPSBA - Assess to Connect
March 23, 2026

Dr. Corey W. Reynolds, Superintendent of Schools

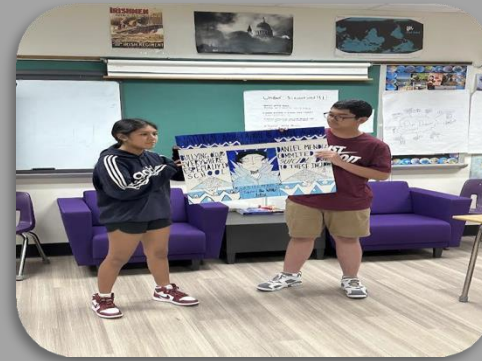
Strategic Roadmap



**Student
Learning**



**Superb
Staff**



**Safe,
Supportive, &
Connected
Schools**



**Resource
Management**

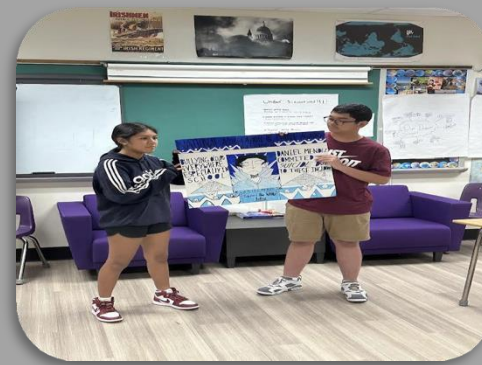
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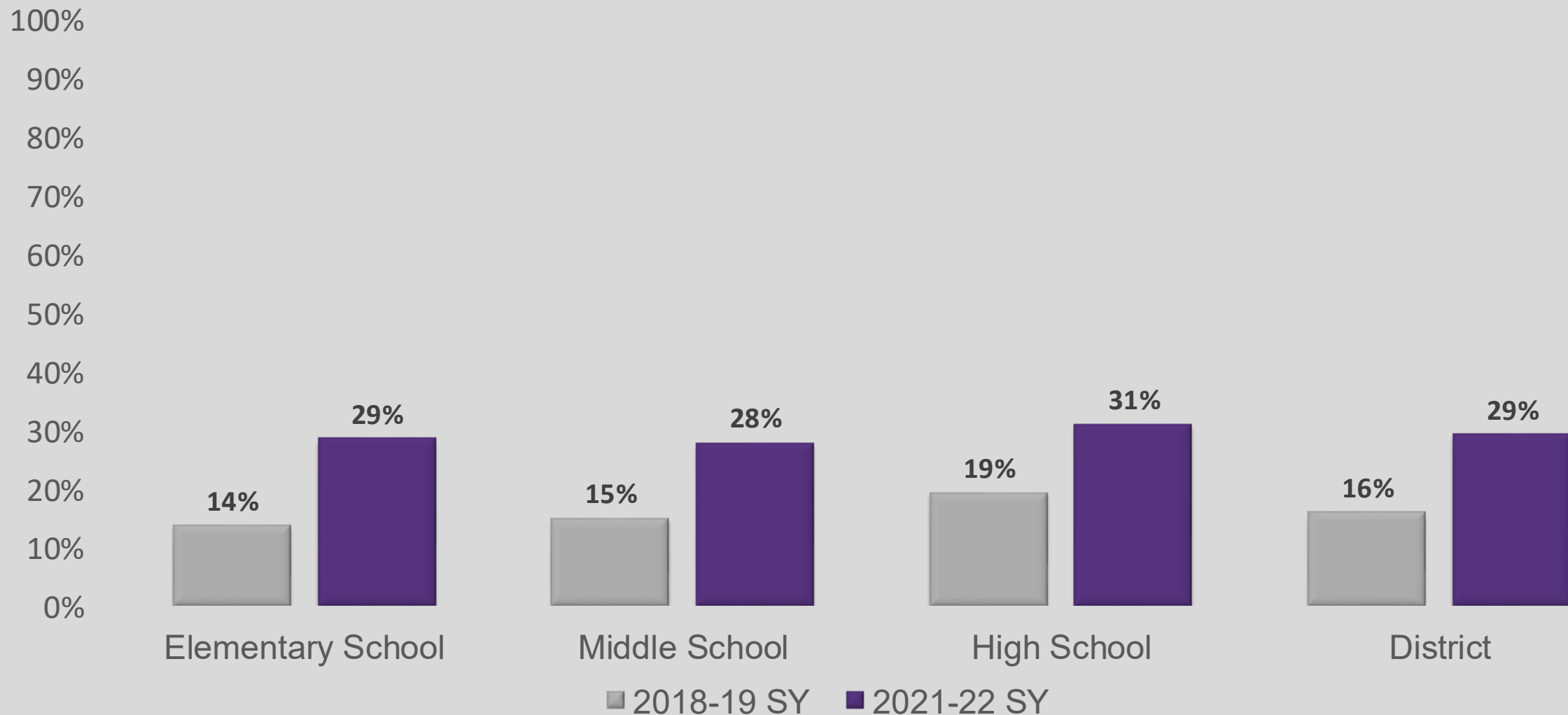
Our whole child approach reminds us to focus on the health and well-being of our students as we foster identity, belonging and agency.

Our Whole-Child Approach

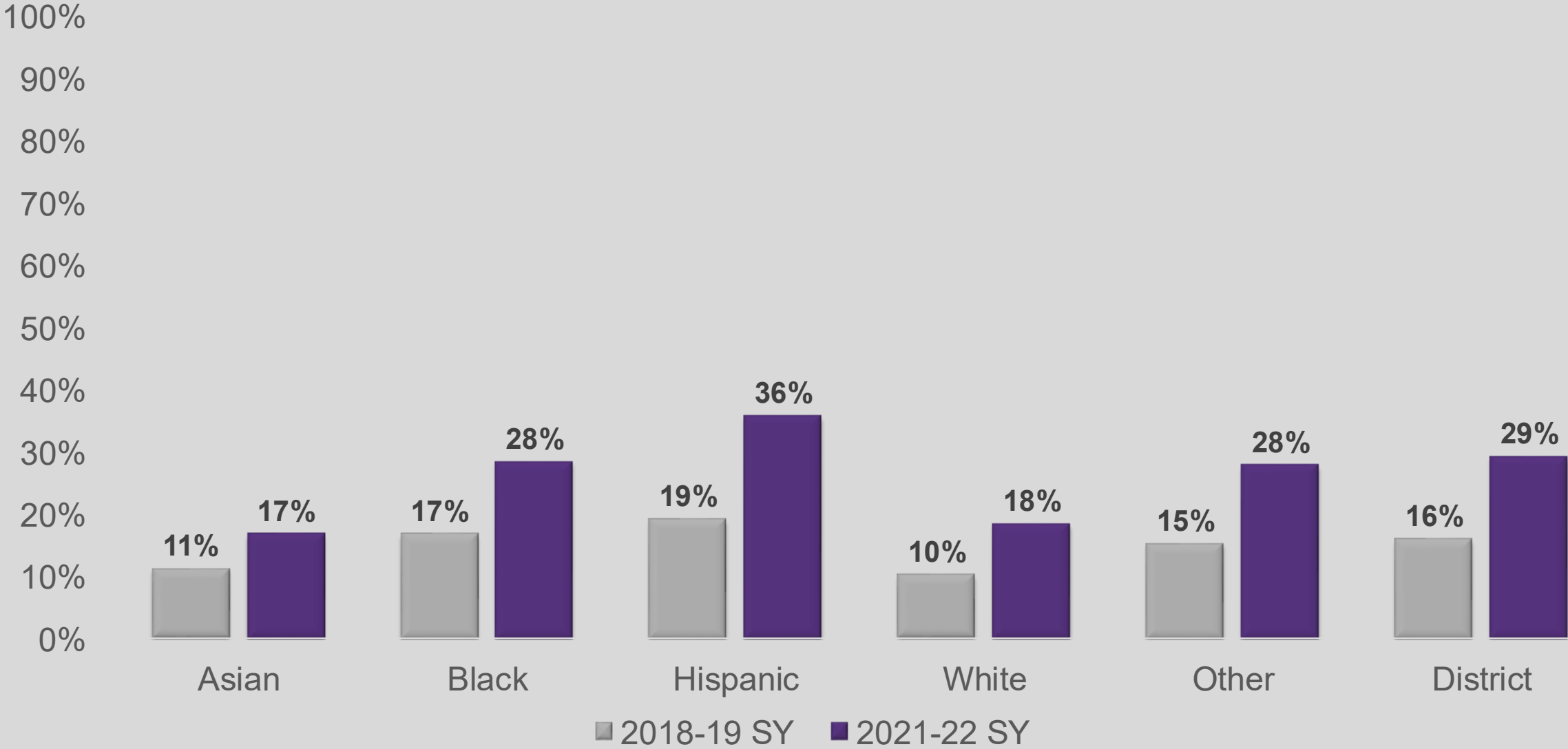
- Identity
- Belonging
- Agency



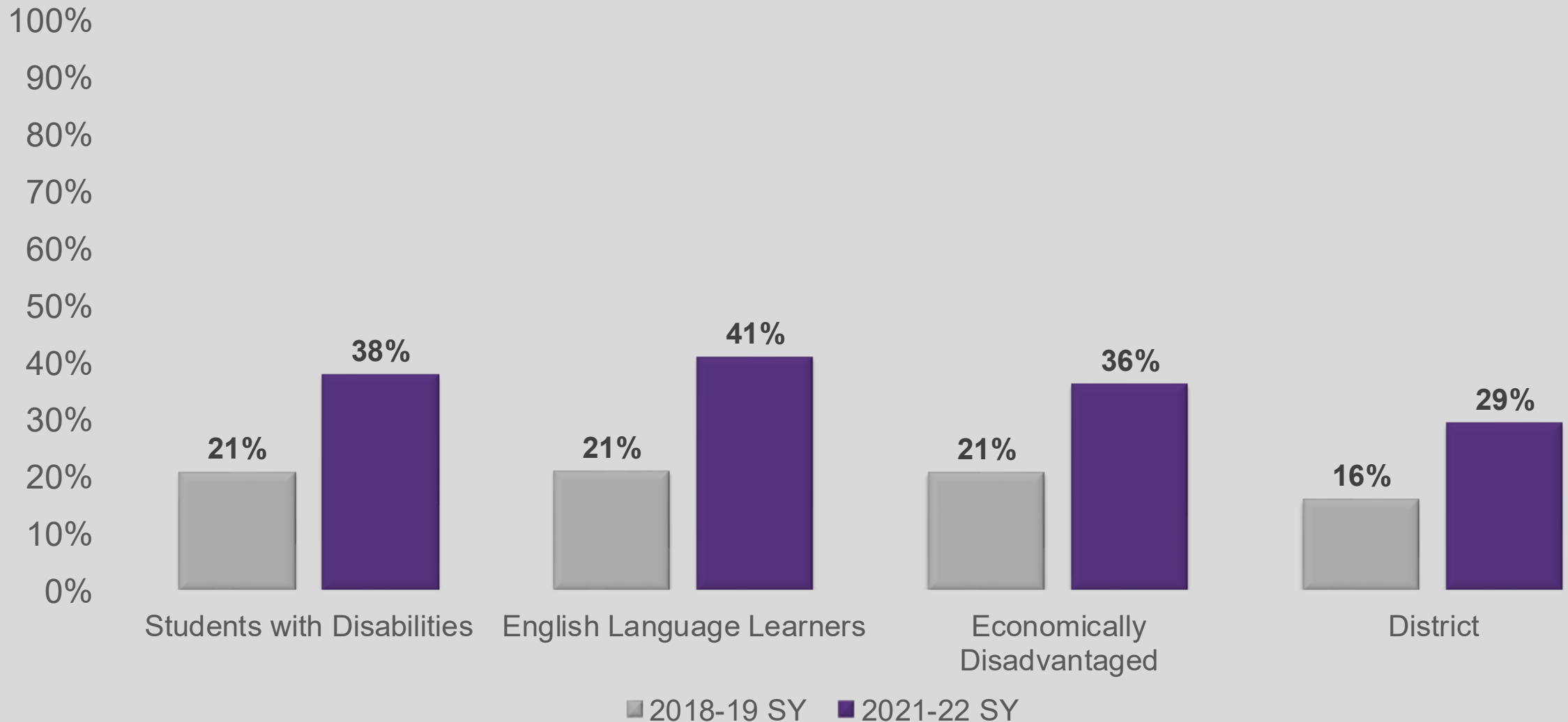
Chronic Absenteeism by Grade Band 2018-19 & 2021-22



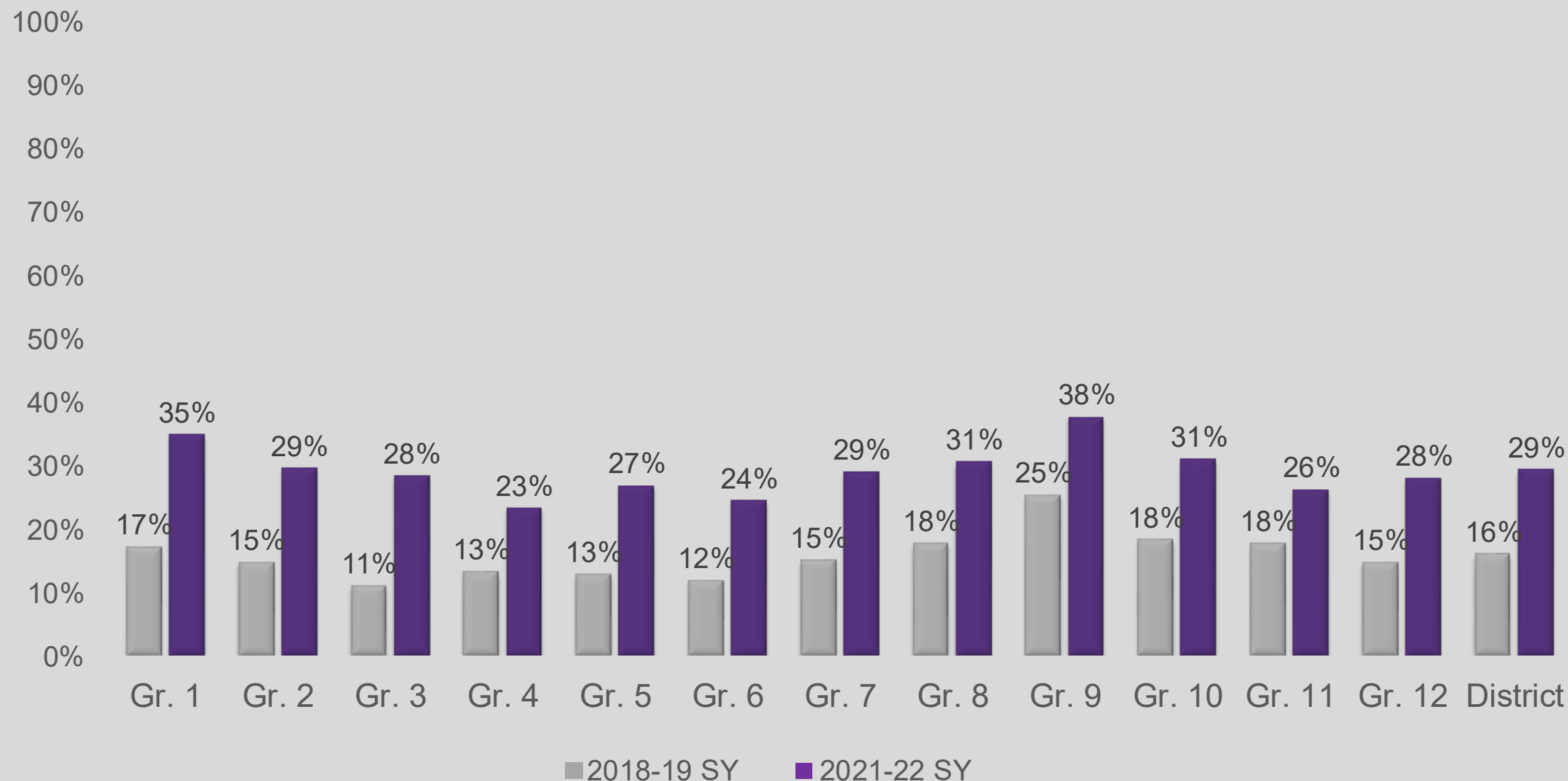
Chronic Absenteeism by Race/Ethnicity 2018-19 & 2021-22



Chronic Absenteeism by Subgroup 2018-19 & 2021-22



Chronic Absenteeism by Grade Level 2018-19 & 2021-22



Chronic Absenteeism by Credit Accumulation vs. Cohort Grades 9-12

GRADE LEVEL	BY CREDIT ACCUMULATION	BY COHORT
Grade 9	38% (360)	29% (221)
Grade 10	31% (258)	31% (239)
Grade 11	26% (211)	31% (271)
Grade 12	28% (209)	32% (307)

Strategic Direction: Safe, Supportive, and Connected Schools - Goals

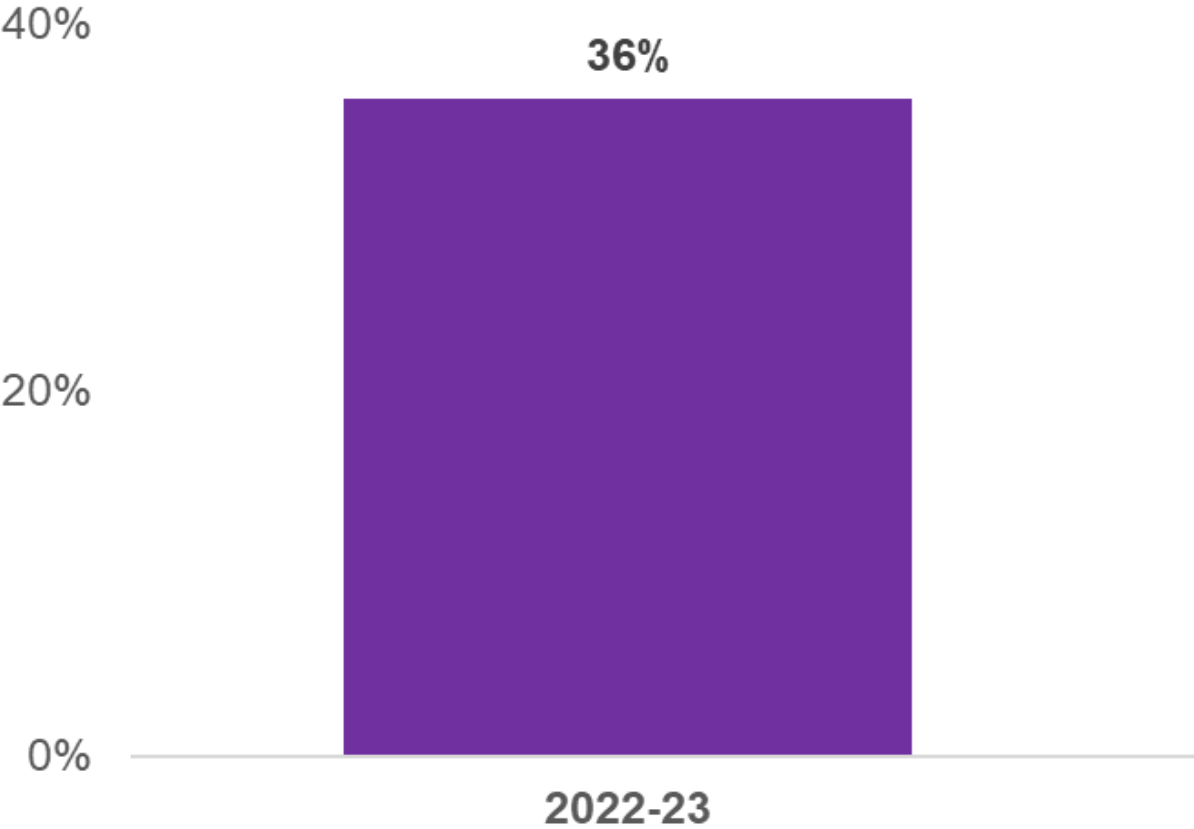


Goal 1: Decrease the number of student suspension incidents and days suspended by 5%

Goal 2: Decrease chronic absenteeism by 10% overall, or 3 percentage points from 29% in SY 2021 to 26% by 2029

Goal 3: Increase engagement and visibility between schools, families, and the community by 20%

Districtwide Chronic Absenteeism SY 2022



Chronic absenteeism is defined as missing 10 or more days of school during a school year.

10%

For example: a student who is absent one day out of 10 days is considered chronically absent. $10 \div 100 = 10\%$



An Absence = An Absence

Strategic Direction: Safe, Supportive, and Connected Schools - Absenteeism

Step 1 - Authentically engage families and strengthen external partnerships

Step 2- Provide comprehensive mental health, health/wellness, social emotional learning, and academic enrichment supports

Step 3 – Systemically change beliefs to reduce chronic absenteeism



Engagement Road Map: Quality vs. Quantity

- “Data doesn’t tell us who we are, it tells us where we need to go.” (Rosalind Taylor).
- We must either evolve or repeat if we don’t reframe what we do and why.
- Operationalize our whole-child approach:
 - ✓ **Identity**: create pathways for students, families, and community members to identify as strategic partners in this work;
 - ✓ **Belonging**: diversify family and community engagement workshops and topics based on the “clients” views to encourage participation and develop a sense of belonging; and
 - ✓ **Agency**: seek input and views through climate surveys that are client-based and reflective of the whole community.

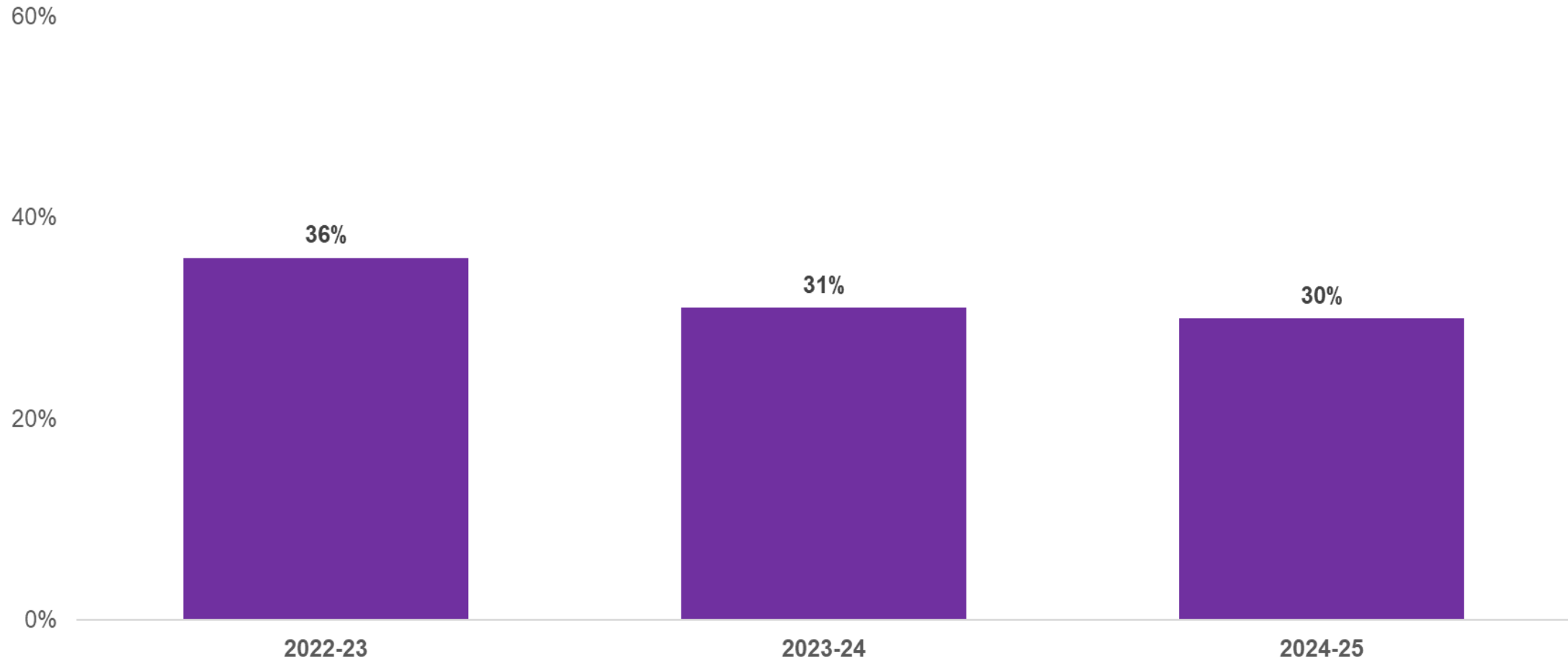
Key Areas of Focus

- Enhance student support services to provide comprehensive mental health, wellness awareness, social emotional learning, and academic development enhancing innovation and critical thinking;
- Provide staff and families with relevant professional learning aligned to research and effective practices;
- Authentically engage families and strengthen external partnerships to collectively impact the community and ensure all stakeholders are actively engaged in student learning and accomplishments, serving mutually beneficial goals for the community and students;

Key Areas of Focus

- Review and update our Board of Education Attendance Policy 5235 and the accompanying administrative regulations;
- Implement consistent attendance processes and practices across our 11 buildings; and
- Provide targeted, tiered systems of support interventions for students and families based on expressed and observed needs.

Chronic Absenteeism SY22-23 to SY24-25





thank you