



Education Committee

Tuesday, January 7, 2014

1:00 PM – 3:00 PM

102 HOB

Meeting Packet

**Will Weatherford
Speaker**

**H. Marlene O'Toole
Chair**



AGENDA

Education Committee

Tuesday, January 7, 2014

1:00 p.m. – 3:00 p.m.

102 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Impact of Absenteeism in Early Grades by Department of Education
- IV. Attendance Matters by the Office of Early Learning
- V. Reducing Chronic Absence through Local & State Action by Attendance Works
- VI. Awesome Attendance by Lee County School District-Early Childhood Learning Services
- VII. Closing Remarks and Adjournment

Impact of Absenteeism in Early Grades

**House Education Committee
January 7, 2014**

**Jane Fletcher
Director of Accountability and Policy Research**

**Mary Jane Tappen
Deputy Chancellor for Curriculum, Instruction and Student Services**

Chronic Absenteeism:

Impact on early school performance

- Youngest and oldest students tend to have the highest rates of chronic absenteeism (Balfanz & Byrnes, 2012).
- Chronic absence in kindergarten associated with lower academic performance in 1st grade (Chang & Romero, 2008; Connolly & Olson, 2012).
- Chronic absence in kindergarten and 1st grade associated with lower reading and math proficiency in third grade (Applied Survey Research, 2011).
- Math is especially sensitive to attendance in upper grades – even just two weeks lost is problematic (Balfanz & Byrnes, 2012).

Florida Attendance Data

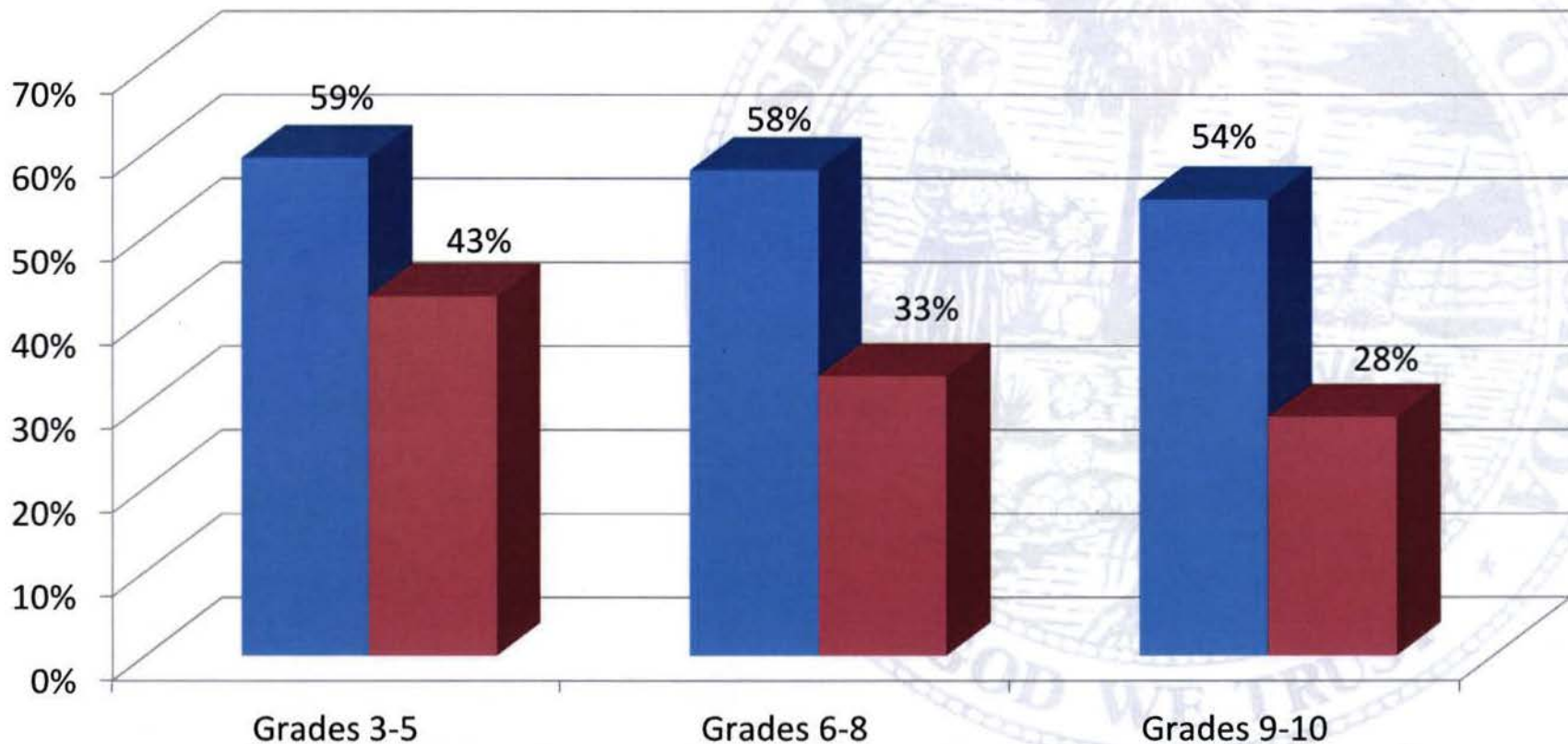
- School districts report to the department student attendance data
 - Days present
 - Excused absence
 - Unexcused absence
 - Tardy
 - Hospital/homebound
- Districts maintain data on course absences.

Student Absences

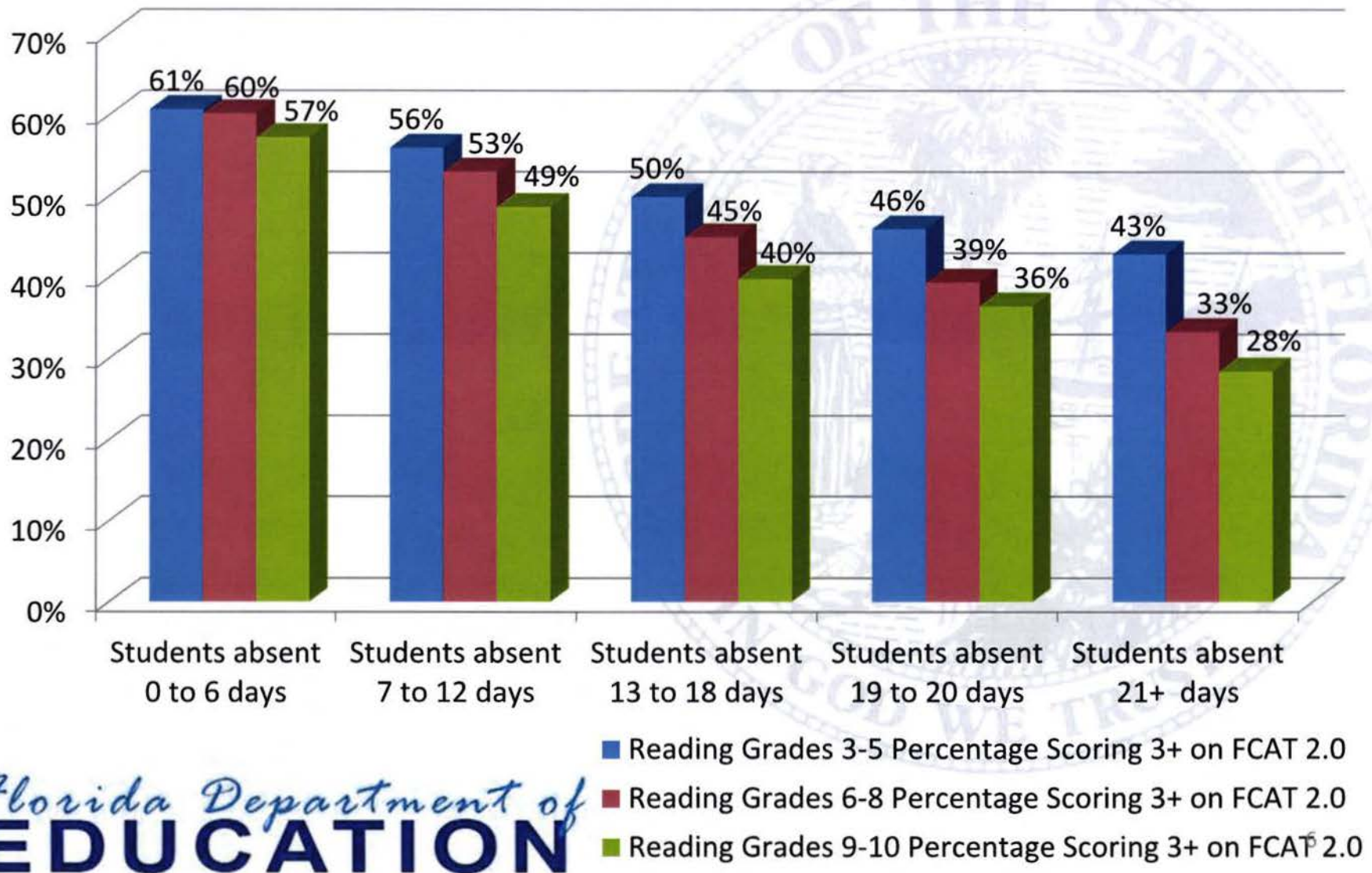
	Percentage of Students
Students Absent 21 or More Days	3%
Students Absent 18 or More Days (10% of the School Year)	4%

Students with Excessive Absences Have Lower Reading Performance

Percentage Scoring 3+ on FCAT 2.0 Reading

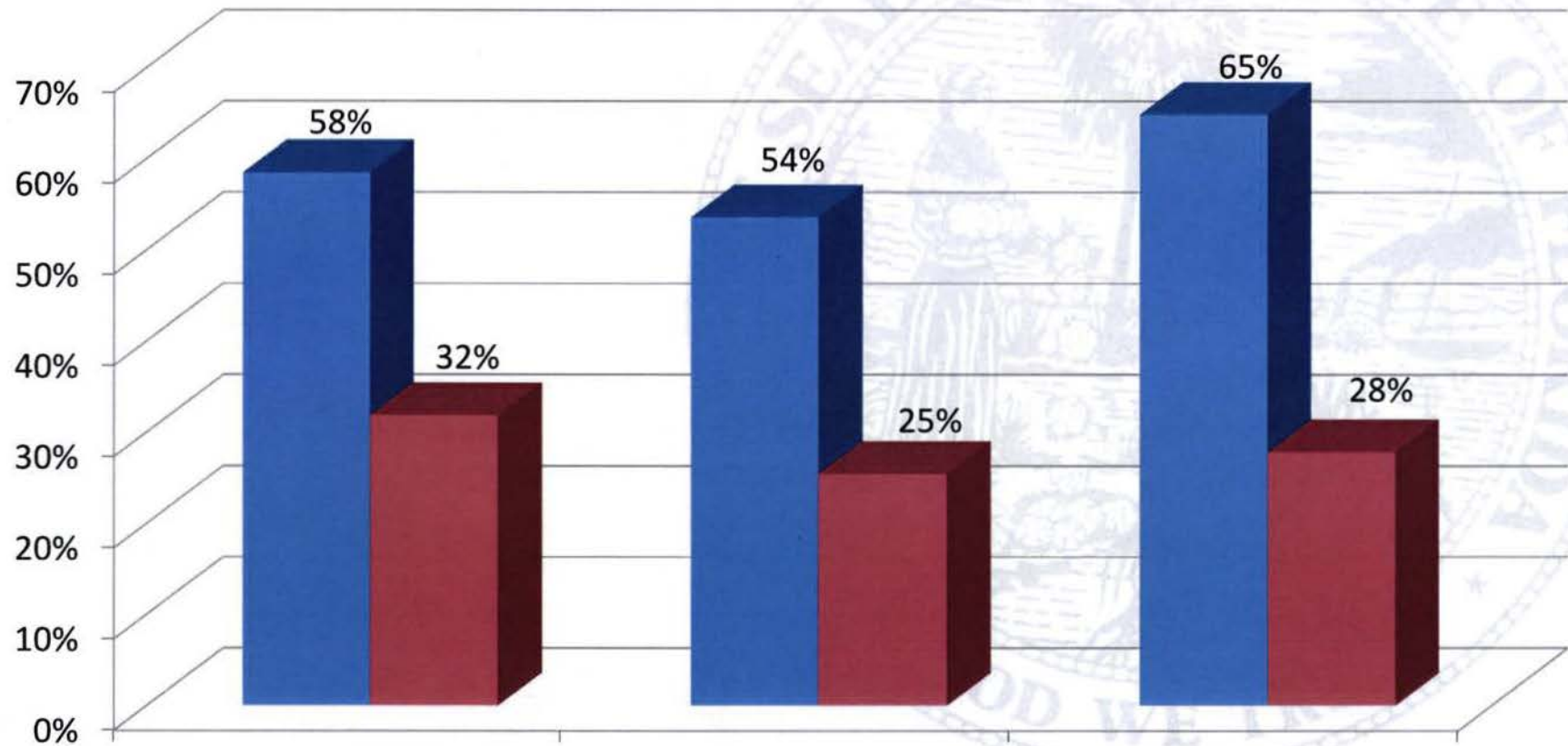


Students' Reading Performance Declines with Greater Absences

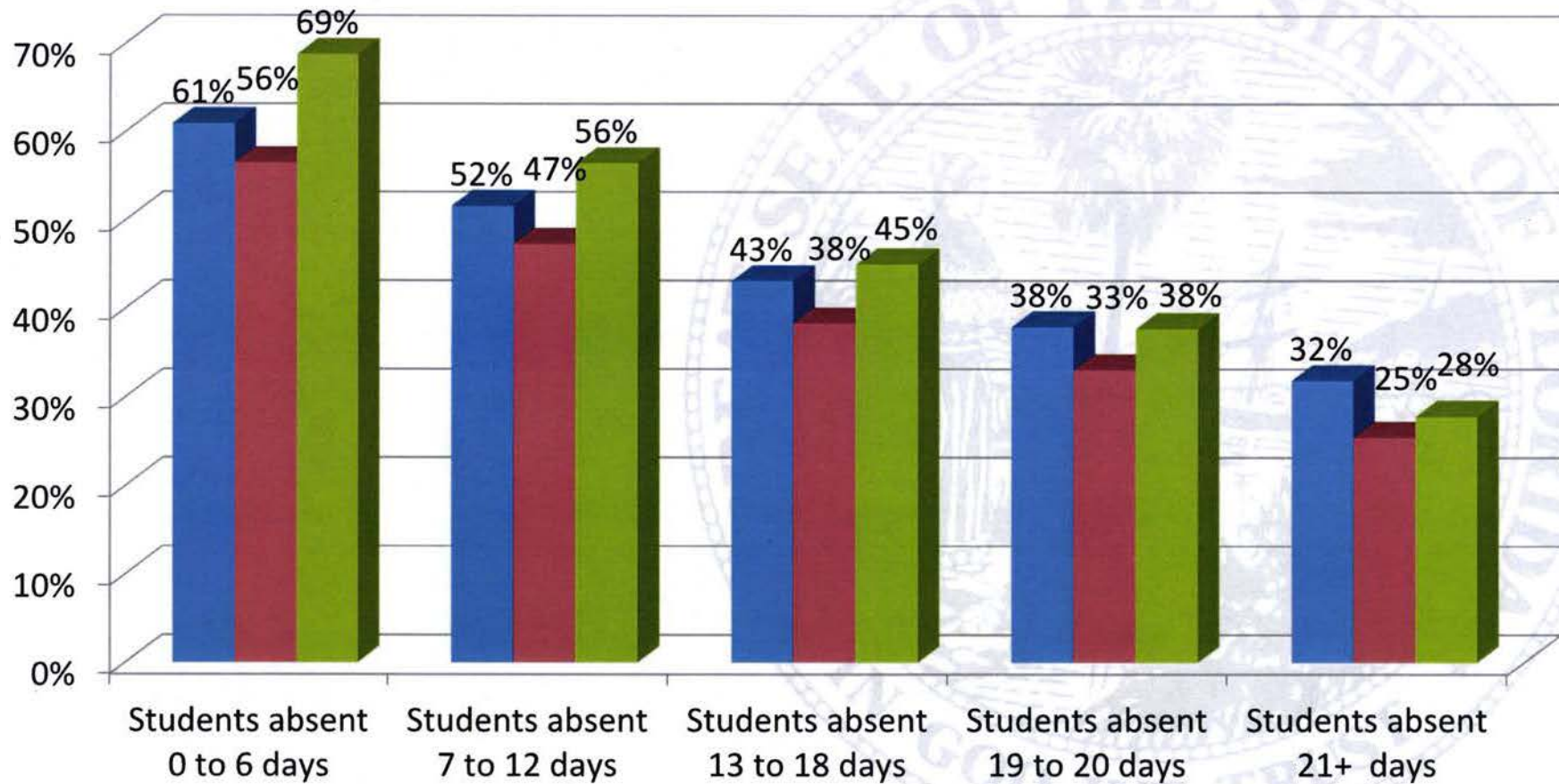


Students with Excessive Absences Have Lower Mathematics Performance

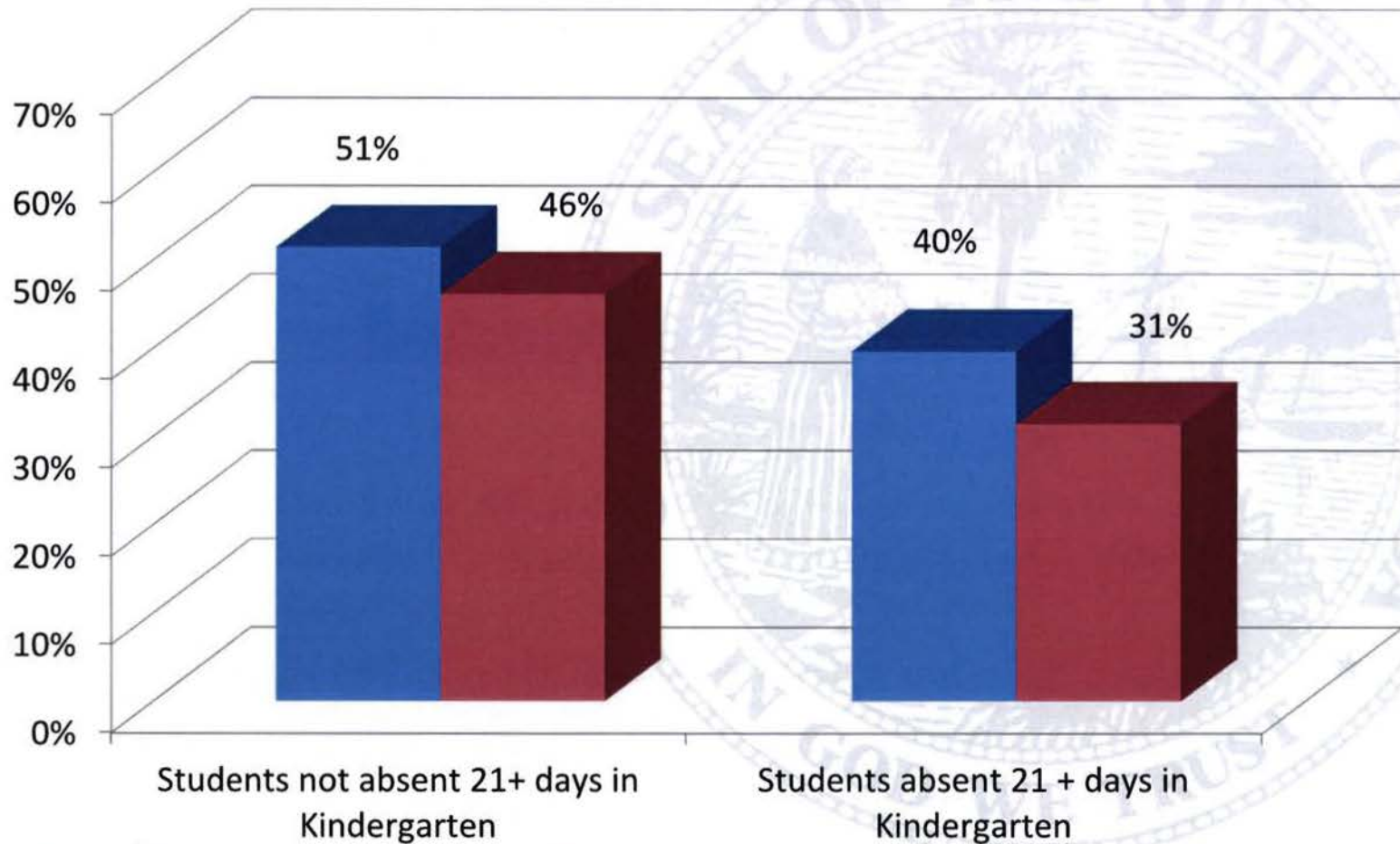
Percentage Scoring 3+ in Mathematics



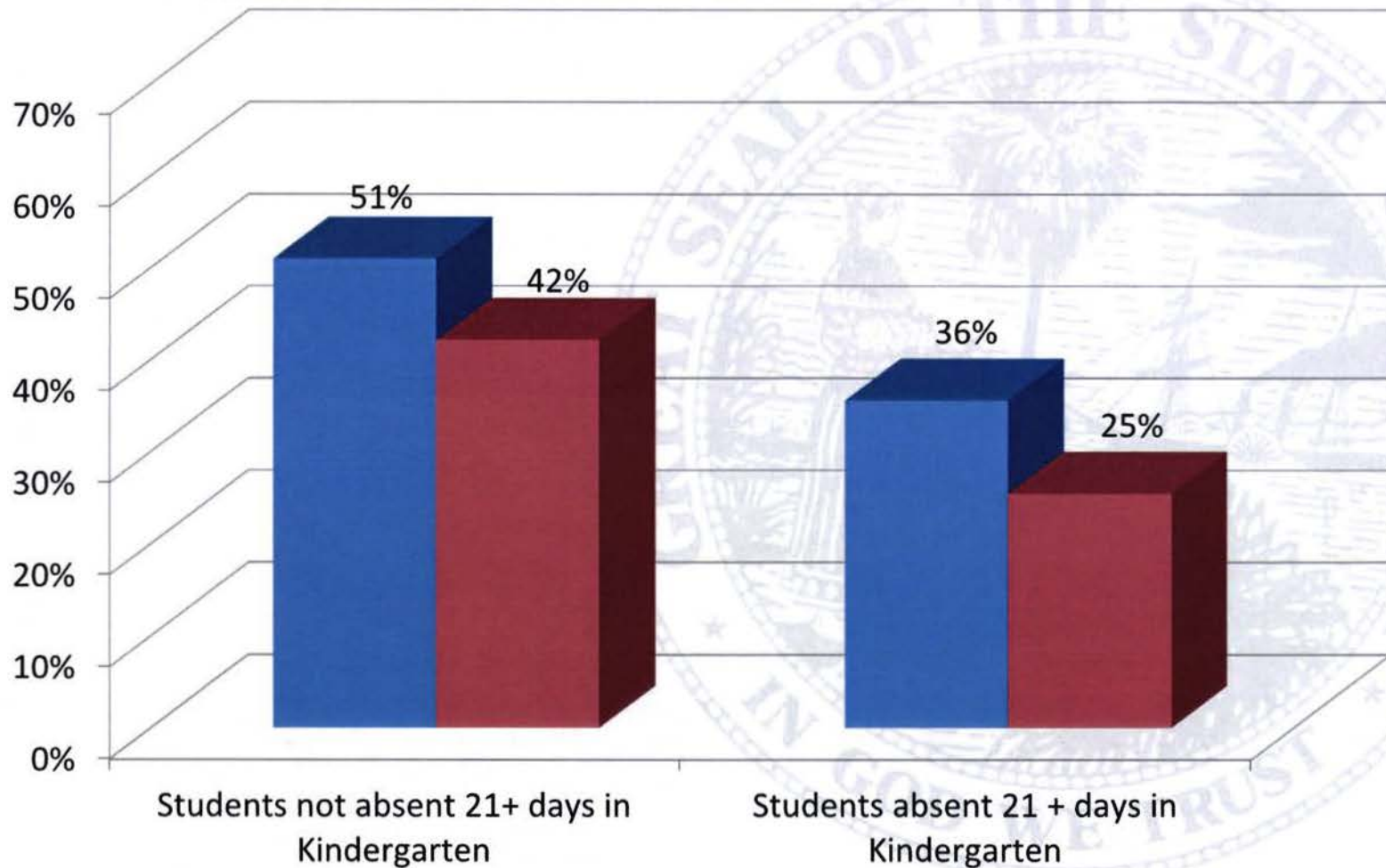
Students' Math Performance Declines with Greater Absences



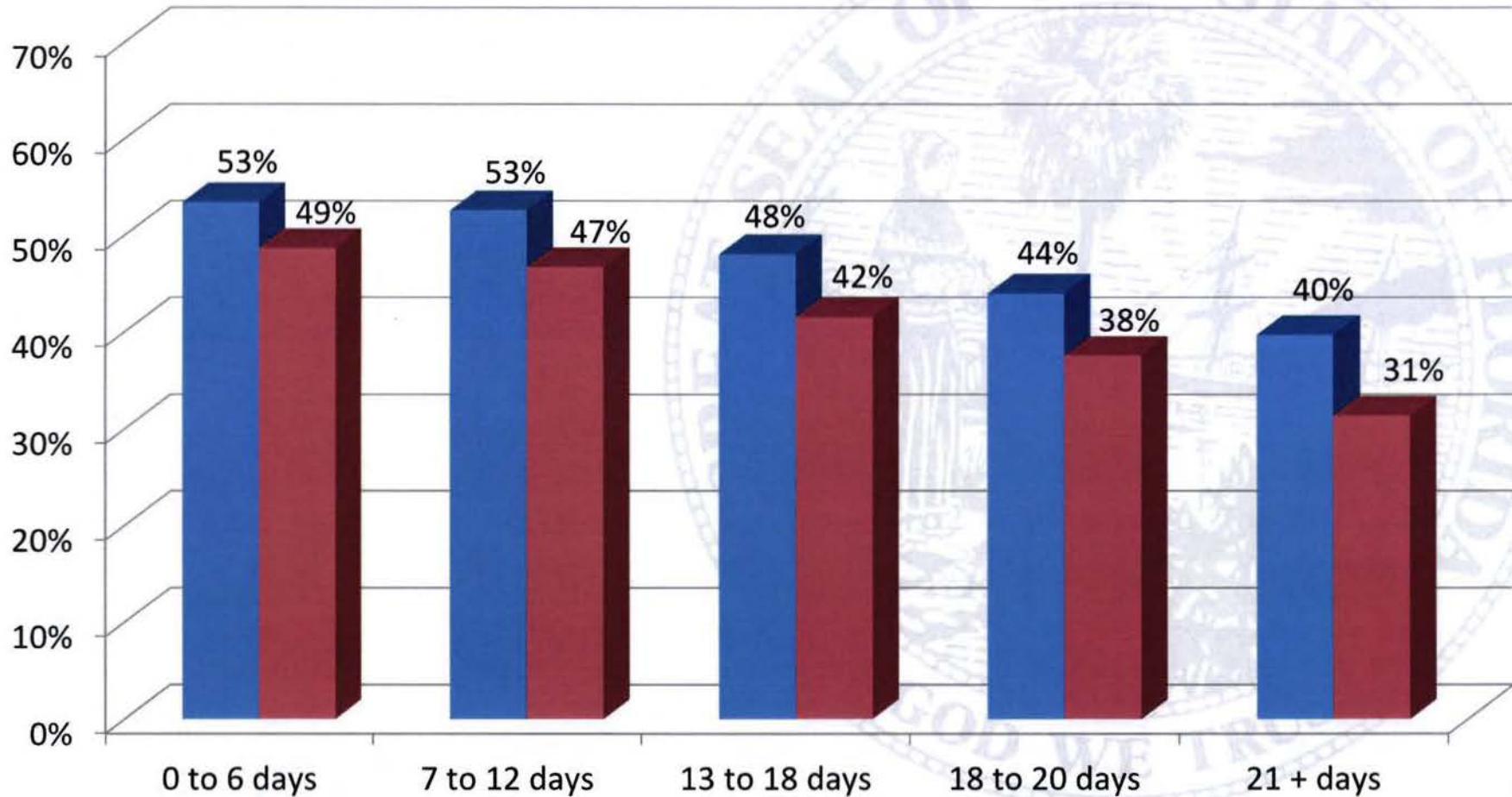
Kindergarten Absences Impact Reading Success in 3rd and 5th Grade



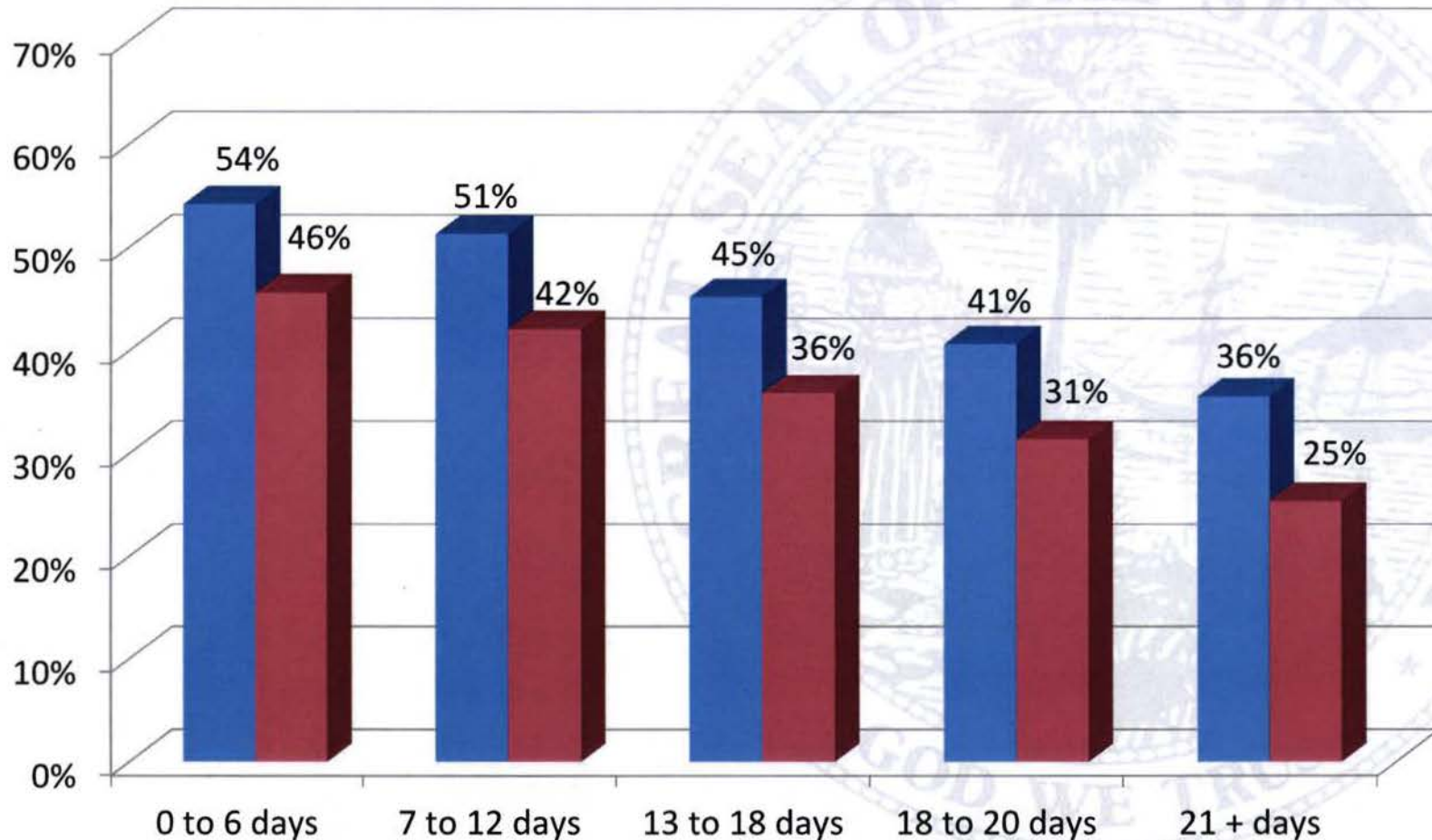
Kindergarten Absences Impact Math Success in 3rd and 5th Grade



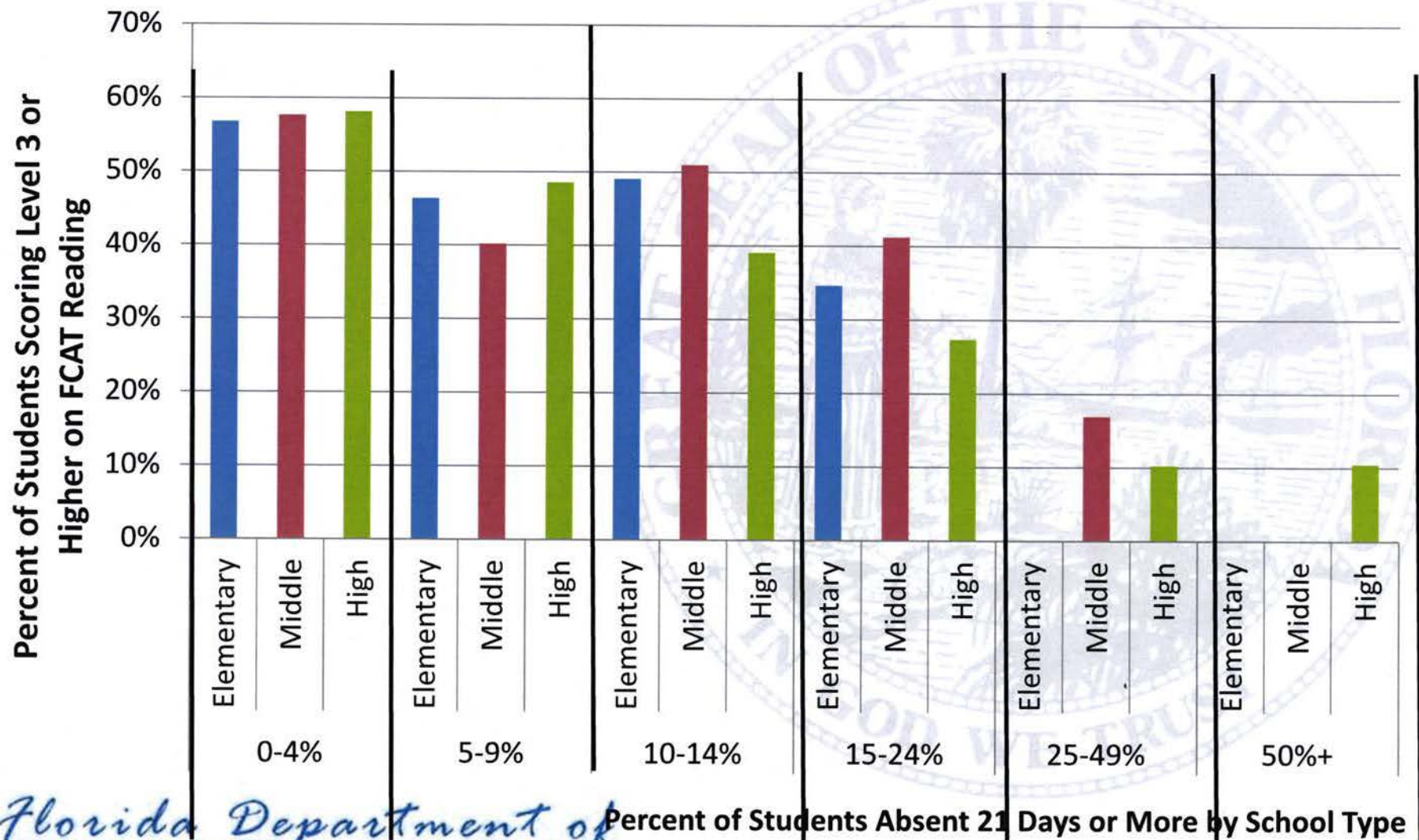
As Kindergarten Absences Increase, Reading Performance In Later Grades Decreases



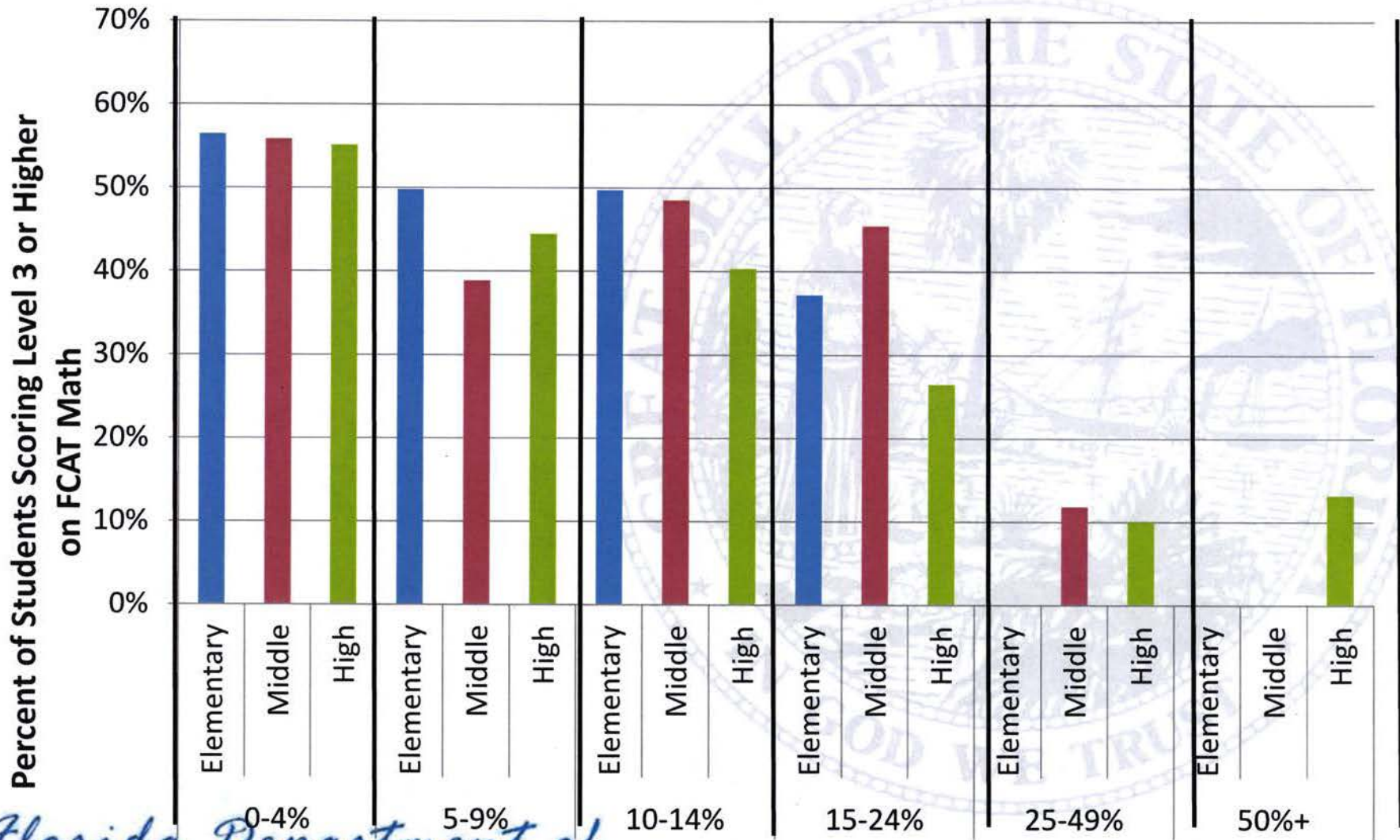
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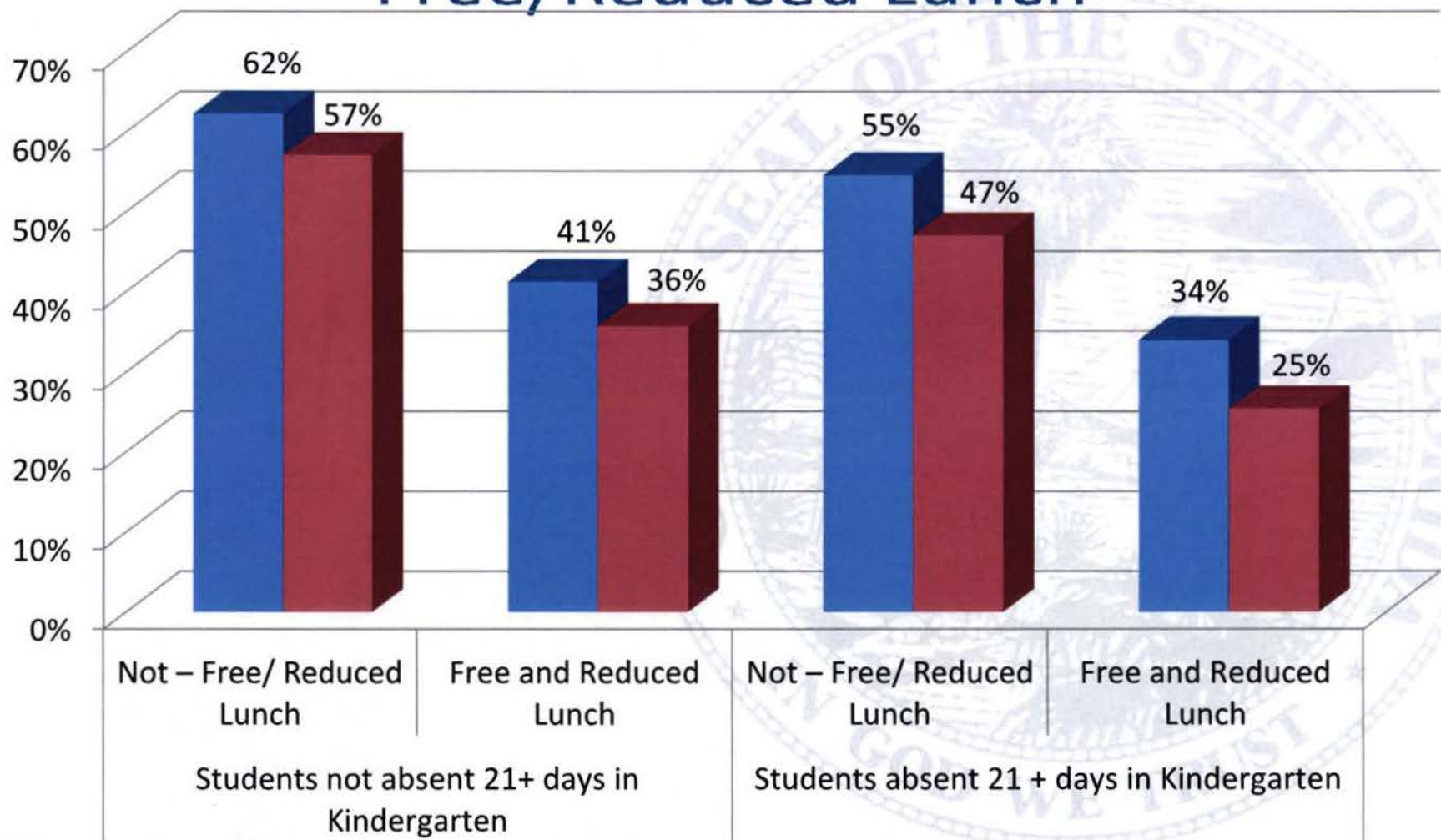
Schools With Fewer Students Absent 21+ Days Generally Have Higher FCAT Reading Performance



Schools With Fewer Students Absent 21+ Days Generally Have Higher FCAT 2.0 Math Performance



Kindergarten Absences and Free/Reduced Lunch



Current Requirements:

Section 1003.26, Florida Statutes

- District school board responsible for attendance policy including number of days students must attend per year and criteria for types of absences
 - Timely action in response to absence
 - Tracking absence: frequency and type
 - Meet with parents
 - Prevention and intervention strategies
- Notice to superintendents when individual student pattern of non-attendance; refer to team for assistance.
- District superintendent responsible for enforcing school attendance.

What types of attendance issues do schools typically experience?

- Absence – missing school day for any reason.
- Chronic absence is defined as missing 10 percent or more of a school year for any reason.
 - *Florida is one of six states that collects data on chronic absenteeism.*
- Tardiness/Skipping – missing instructional time due to late arrival, removal, or skipping class for portion of the school day.
- Truancy – number or frequency of unexcused absences.
- Removal from class or school for disciplinary reasons places student at greater risk for non-proficiency than students who have patterns of non-attendance but do not have behavior problems.

Examples of Elementary School Attendance Interventions

Universal

- Develop public service announcements to be aired on the school news related to regular school attendance.
- Provide training to teachers on how to promote a welcoming environment for all students.
- Develop methods to quickly investigate and provide remedies for bullying, academic difficulties, or personal problems.
- Establish a reward for classroom, pod, or grade level that has the best attendance or that meets a specific average daily attendance level.
- Have teachers incorporate into the curriculum enlisting students to write, "We miss you letters."
- Enlist teachers to work with students to develop a mutually agreed to plan for absent students to complete make-up work for reduced credit.

Targeted

- Flag students who had excessive absences the previous school year to meet with the school social worker or other school personnel to agree on a plan for improvement.
- Host parent workshops focused on interventions to improve student attendance and behavior.
- Assign students to an Attendance Improvement Group.
- Have students sign an attendance agreement.
- Provide school or community based mentor.
- Develop a reward system for selected students to help improve their attendance.
- Refer to the Truancy Intervention Program (TIP) operated by the State Attorney's Office.

Role of Intervention/Child Study Teams

- Monitor school-wide data with *early warning systems* to identify systemic issues related to student engagement and attendance and individual students needing intervention support.
- Apply a problem-solving framework to identify reasons why individual students are missing school.
- Implement school-wide and individual interventions that target the specific need or root cause of absenteeism.
- Monitor student outcomes and modify interventions when needed.
- Refer to school social worker for attendance intervention.
- Facilitate families' access to community resources or agencies.
- Refer to truancy court.

Warning System Indicators (Required for D & F Schools via SIP):

Indicator	Elementary School	Middle School	High School
Attendance	Missed 10 % or more of instructional time	Missed 10% or more of instructional time	Missed 10% or more of instructional time In ninth grade with one or more absences within the first 20 days
Referrals and Suspensions	Two or more behavior referrals AND/OR One or more referrals with suspension defined in s.1003.01.(5) F.S.	Two or more behavior referrals AND/OR One or more referrals with suspension defined in s.1003.01.(5) F.S.	Two or more behavior referrals AND/OR One or more referrals with suspension defined in s.1003.01.(5) F.S.
Course Failures	Not proficient in reading by third grade	Failed a mathematics course Failed an English Language Arts course Failed two or more courses in any subject	In ninth grade with two or more failed courses in any subject In ninth grade and failed to progress on-time to tenth grade
Credits (units) GPAs (Middle and High School)			Grade point average less than 2.0
Retentions	Retained pursuant to s.1008.25(4)(c), F.S.		20

District Policies & Practices:

- Attendance Intervention Flow Chart and Tiered Intervention Supports – Hillsborough
 - See Handout:
 - Attendance Intervention Flowchart
- Systems-level Problem-solving- Walton
- Attendance Intervention Outcomes – Marion

Walton County Systems Level Improvement:

- Team learned that patterns are important when interpreting the impact of attendance on student performance.
 - Example: in elementary school, new material typically presented on Mon/Tues, review and assess as the week goes by. Therefore, poor attendance will have a greater impact on instruction if attendance problems systematically occur at the beginning of the week.
- Team discovered that high percentage of Hispanic students typically arrived around 10:00, which correlated to reading difficulties because reading instruction was scheduled from 8:30-10:00. Via data-based problem solving, the school-wide reading block time was changed and progress monitoring confirmed an increase in reading growth rates over time.

Marion County's "TIPP" System:

Truancy Intervention Partnership Program (TIPP)

- Goal: Provide prevention and early intervention to students and their families who are experiencing difficulties with regular school attendance.
- Results:
 - Average attendance rate before TIPP was 86%; after TIPP, 95% (this translates into 17 school days).
 - Steadily decreasing discipline referrals.
 - Targeted 10th graders at-risk for dropping out – 84% still in school compared to 24% in comparison group a year ago.
 - Continue to improve unexcused absence rate – 13% improvement over 4-year period.

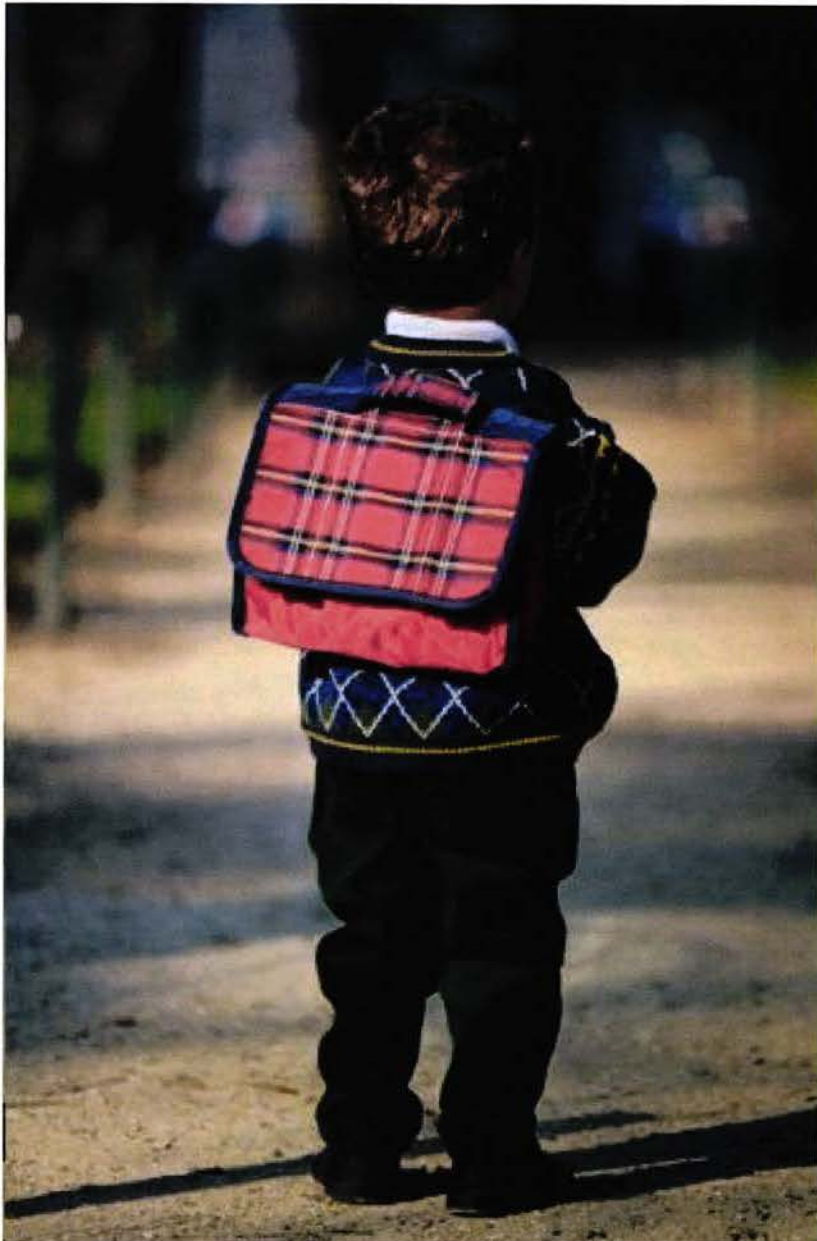
Resources

- Articles

- Applied Survey Research (2011). *Attendance in early elementary grades: Associations with student characteristics, school readiness, and third grade outcomes*. Balfanz & Byrnes (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Everyone Graduates Center.
- Chang & Romero (2008). *Present, Engaged & Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. National Center for Children in Poverty.
- Connolly & Olson (2012). *Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten*. Baltimore Education Research Consortium.

- Web Resources

- Everyone Graduates Center <http://new.every1graduates.org/>
- Attendance Works <http://www.attendanceworks.org/>
- Nation Center for School Engagement <http://www.schoolengagement.org/>



Early Learning: Attendance Matters

House Education
Committee
January 7, 2014



OFFICE OF
Early Learning

LEARN EARLY. LEARN FOR LIFE.

Policies Related to Attendance

- Focus of most policies is on provider payments
- Some differences in state-level policies for the School Readiness and Voluntary Prekindergarten (VPK) Education Program
 - Focus of program
 - Allowable absences
 - Emphasis on provider's authority to dismiss children



Rilya Wilson Act (s. 39.604, F.S.)

- Children in state care due to abuse, neglect or abandonment
- Children age 3 to school entry under protective supervision or in DCF custody
- **Providers must report any unexcused absence or seven consecutive excused absences to DCF or community-based lead agency**



School Readiness (Rule 6M-4.500, FAC)

- Payment authorized for no more than three absences per month, except in extraordinary circumstances that require parent documentation; up to seven additional paid absences allowed with parent documentation
- Examples of extraordinary circumstances
 - Hospitalization of child or parent
 - Illness requiring home stay
 - Death in immediate family
 - Court-ordered visitation
 - Unforeseen military deployment or exercise
- Providers must collect evidence of more than three absences to receive payment



School Readiness (Rule 6M-4.502, FAC)

- Requires providers
 - To maintain daily attendance documentation
 - Have at a minimum a sign in/sign out process approved by the coalition at the provider's site to validate attendance data
- Requires coalitions to conduct monitoring activities to ensure accuracy of payments



Other States' Policies on Absences

- Different states allow anywhere from two to ten absences per month
- Other states allow certain number of absences per year, ranging from 25 to 30

Source: Child Care Development Fund administrators' forum



VPK (s. 1002.71, F.S.)

- Providers have freedom to adopt their own attendance policies
- Parents must agree to comply with provider's attendance policy and must verify their child's attendance monthly
- Providers may dismiss student from their program for noncompliance with provider's attendance policy
- Maximum of 20 percent of total payment may be for absences



VPK (Rule 6M-8.204, FAC)

- OEL has adopted by rule a uniform attendance policy “for funding purposes” only
- Addresses
 - Attendance for payment purposes
 - Monthly payments and reconciliation processes
 - VPK class schedules
 - Closures
 - Overpayment



VPK and School Readiness Attendance Data 2012-2013

	Children Attending	Hours Paid	Hours Attended	Paid Absences	Unpaid Absences	Total Absences	% Attendance
2012-13 VPK School Year	167,305.00	81,847,187.30	76,601,350.69	5,245,836.60	421,857.78	5,667,694.39	93.11%
2012-13 VPK Summer	6,944.00	1,854,418.88	1,711,435.74	142,983.14	43,324.39	186,307.53	90.18%

	Children Attending	Days Paid	Days Attended	Paid Absences	Unpaid Absences	Total Absences	% Attendance
2012-13 SR Fiscal Year	222,966	31,113,775	Not in EFS	Not in EFS	2,242,690	Not in EFS	Not in EFS

Source: OEL Consolidated Database, 12/13/2013

VPK attendance is captured in hourly increments per section 1002.71(6)(d), F.S., which limits payments for absences to 20 percent of the total payment made on behalf of a student.

School readiness attendance is captured in daily increments. Attendance is paid unless an "exception" or unexcused absence is recorded. (Allowed up to 10 paid/excused absences monthly.) Providers maintain daily attendance documentation. Coalitions monitor providers to ensure accuracy of payments.



Early Learning Coalitions

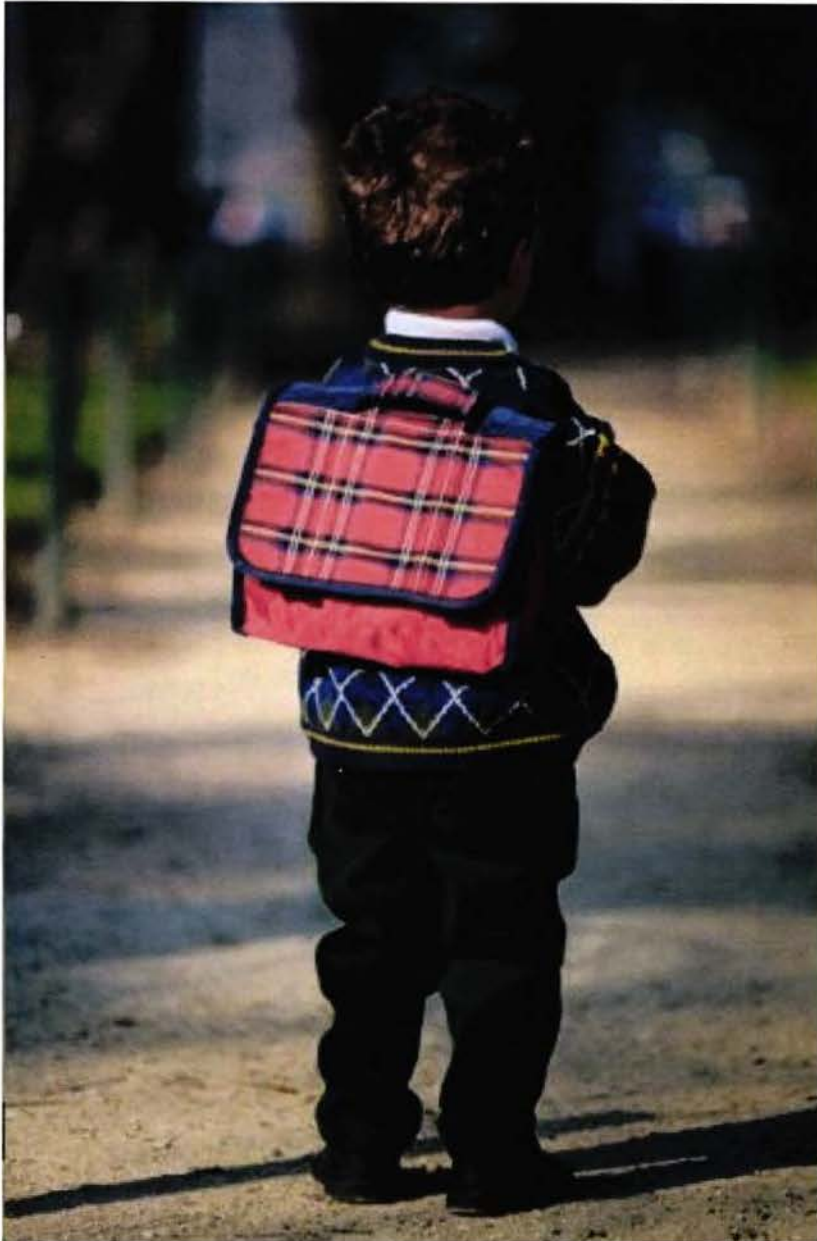
- Many early learning coalitions stress importance of attendance in both School Readiness and VPK programs through...
 - Informal conversations with parents and provider staff
 - Newsletters and messages
 - Information given during enrollment
 - Provider information and technical assistance



Consumer Education Activities

- Social media using coalition's website, Facebook, Pinterest, Twitter accounts and email blasts
- Dedicated coalition website pages for parents and parental education topics, including how to recognize quality childcare
- Consumer education provided during Child Care Resource and Referral interview
- Collaboration with community partners to reach out to parents at community events
- Designated areas in coalition lobbies for consumer information and models of appropriate classroom environments
- Information in parent information packets
- Coalition parent training classes





Contact the Office of Early Learning

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Legislative Affairs Director

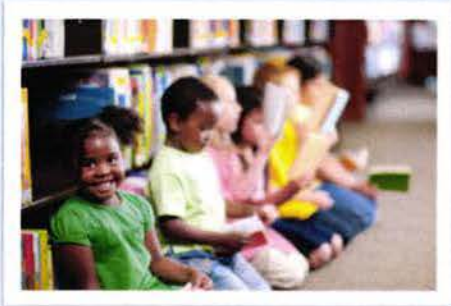
850-717-8662

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Reducing Chronic Absence Through Local & State Action: Why It Matters, What Could We Do

Sue Fothergill, Senior Policy Fellow

Unpacking Attendance Terms

Average Daily Attendance

- The % of enrolled students who attend school each day. It is used in some states for allocating funding.

Truancy

- Typically refers only to unexcused absences and is defined by each state under No Child Left Behind. It signals the potential need for legal intervention under state compulsory education laws.

Chronic Absence

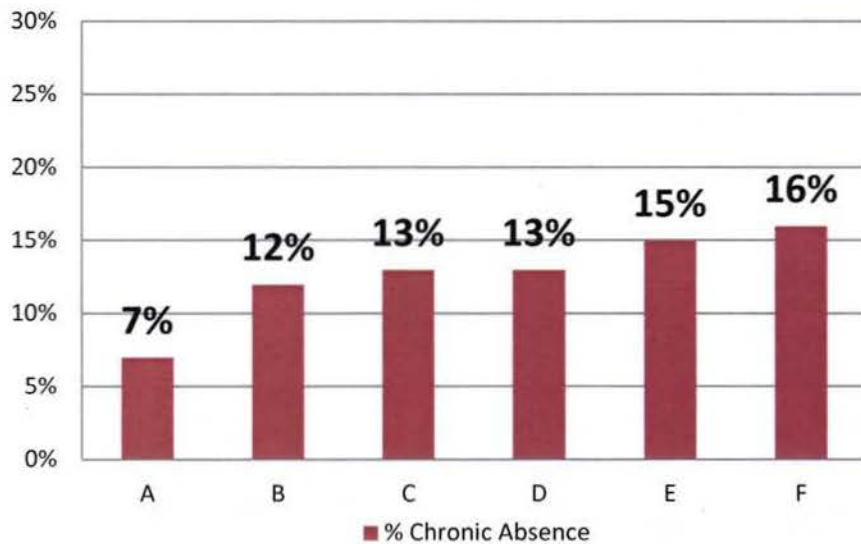
- Missing 10% or more of school for any reason – excused, unexcused, etc. It is an indication that a student is academically at risk due to missing too much school starting in Kindergarten.



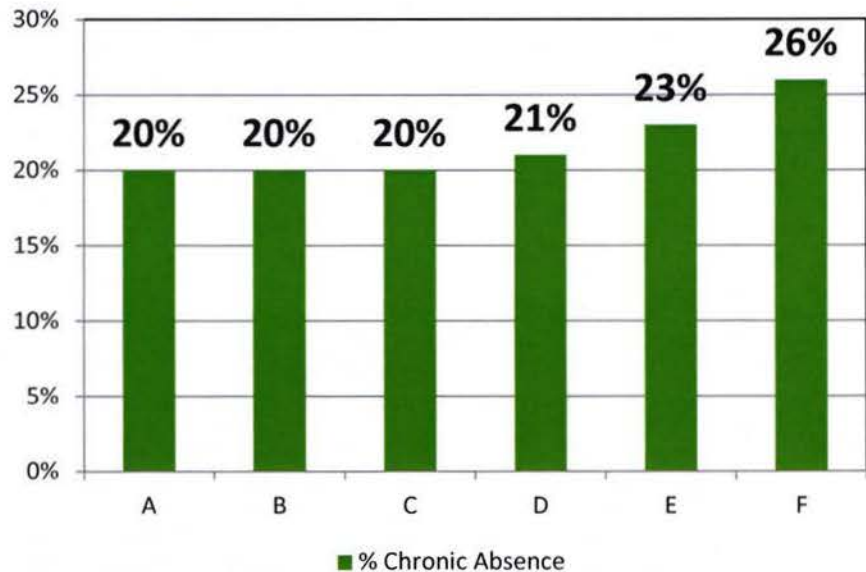
High Levels of ADA Can Mask Chronic Absence

90% and even 95% ≠ A

Chronic Absence For 6 Elementary Schools in Oakland, CA with @ 95% ADA in 2012



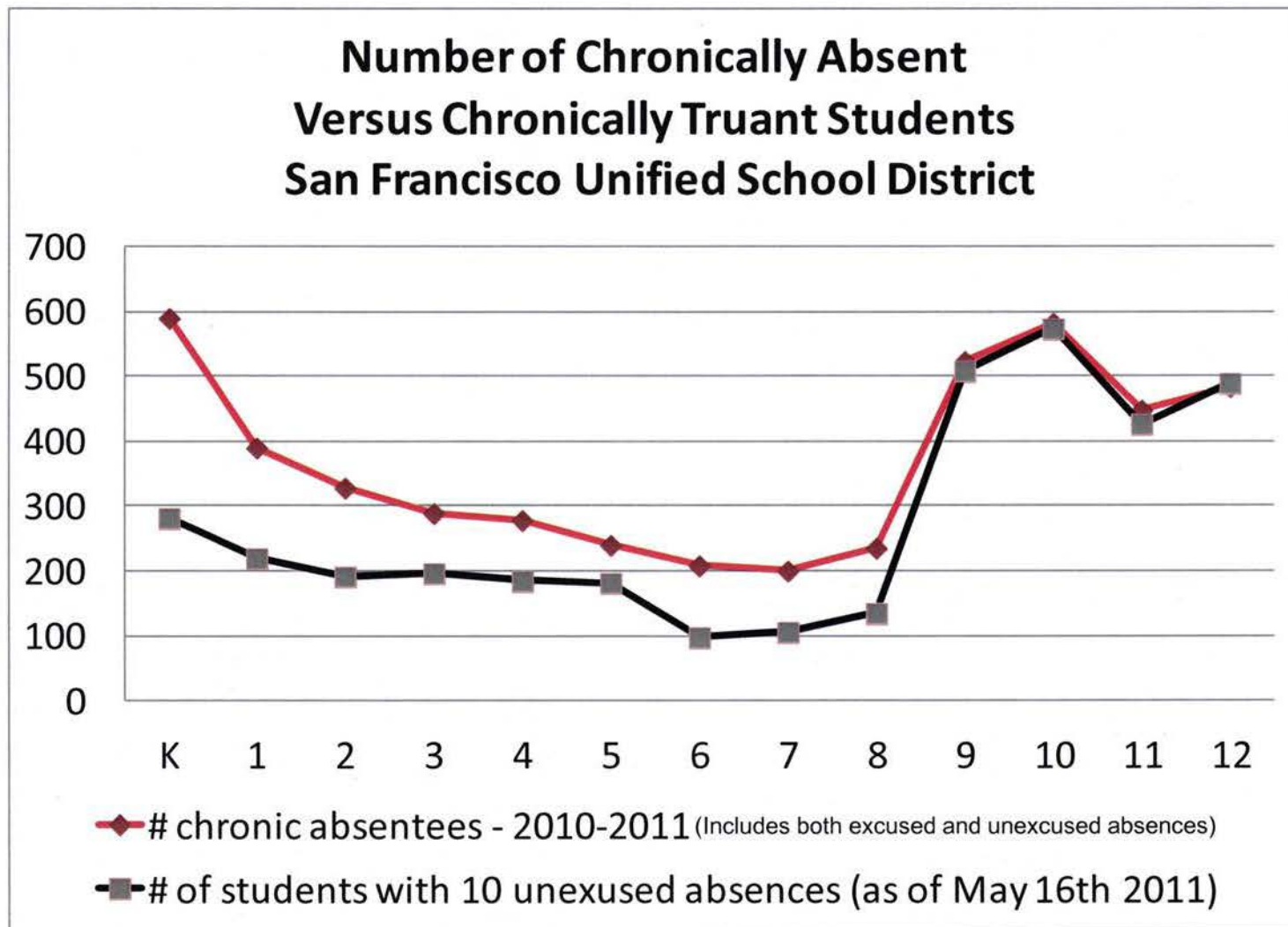
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



98% ADA = little chronic absence
95% ADA = don't know
93% ADA = significant chronic absence



Truancy (unexcused absences) Can Also Mask Chronic Absence



Why Define Chronic Absence as Missing 10% of School for ANY* Reason?

- ✓ **Any absence = a day of missed instruction**
- ✓ **Based upon research**
- ✓ **Promotes early detection and intervention**
- ✓ **Allows for comparison across districts and states with different academic calendars**
- ✓ **Increases efficiency of data collection when required by all agencies**

* Includes excused absences, unexcused, suspension, etc.

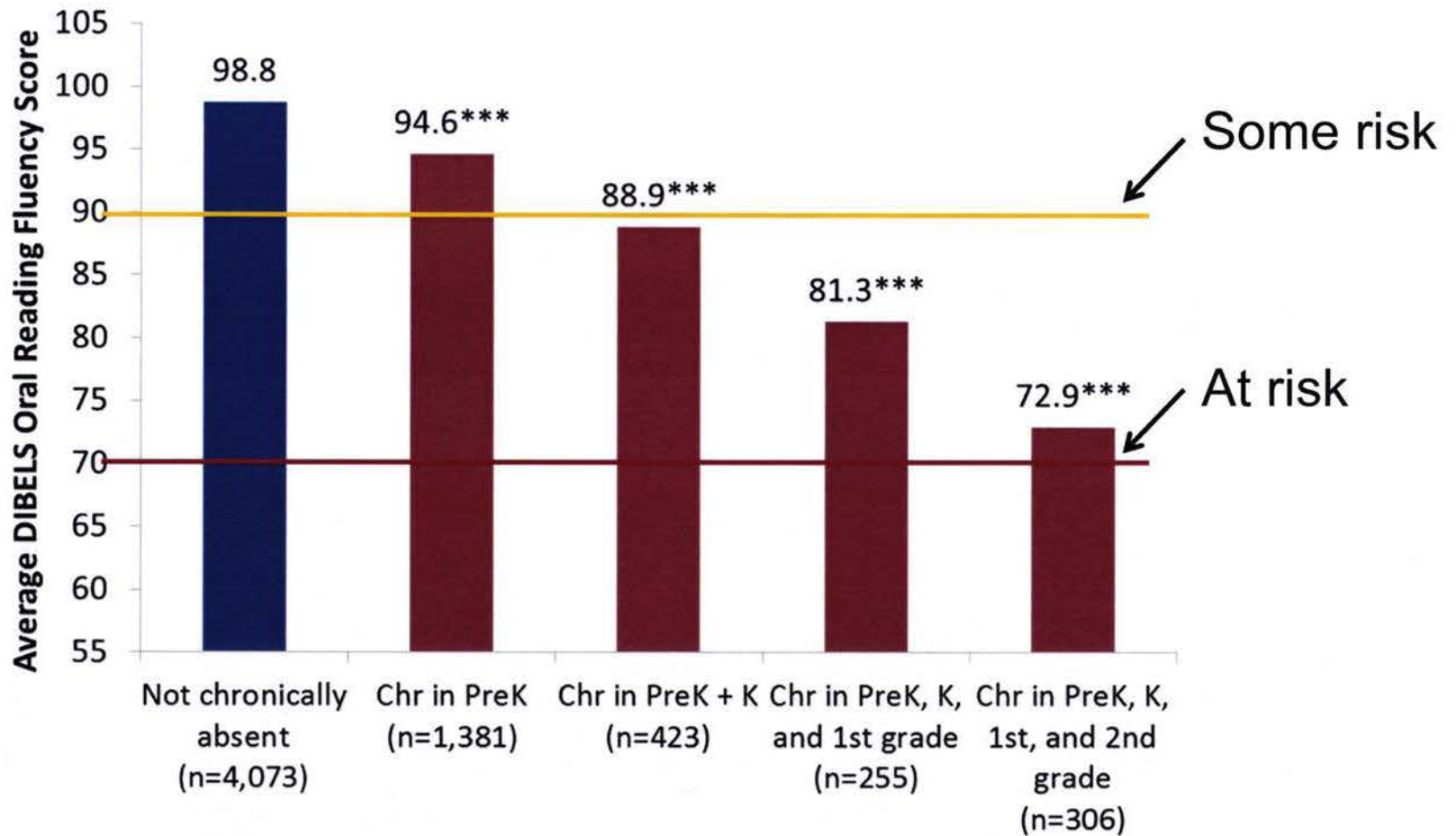


Chronic Absence: A Hidden National Crisis

- ❑ Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That's 135 million days of lost time in the classroom.
- ❑ In some cities, as many as one in four students are missing that much school.
- ❑ Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- ❑ Poor attendance isn't just a problem in high school. It can start as early as kindergarten and pre-kindergarten.



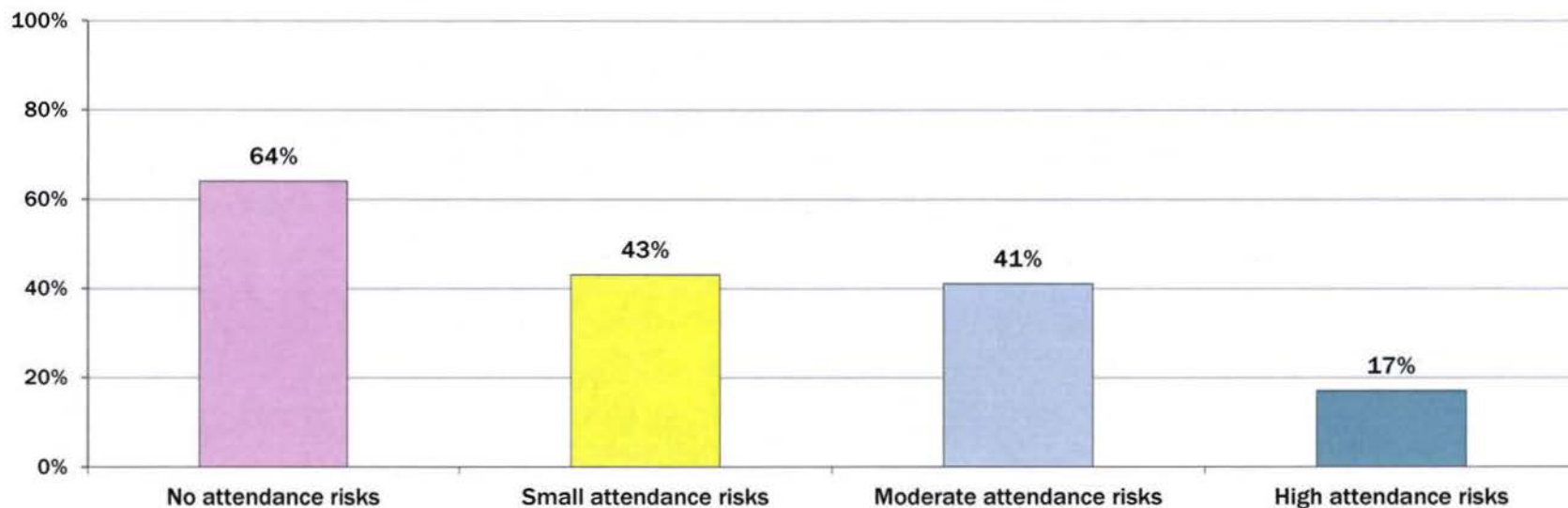
Starting in preK, every additional year of chronic absence = lower 2nd grade reading.



* Indicates that scores are significantly different from scores of students who are never chronically absent, at $p < .05$ level; ** $p < .01$; *** $p < .001$

Students Chronically Absent in Kindergarten and 1st Grade are Much Less Likely to Read Proficiently in 3rd Grade

Percent Students Scoring Proficient or Advanced on 3rd Grade ELA Based on Attendance in Kindergarten and in 1st Grade



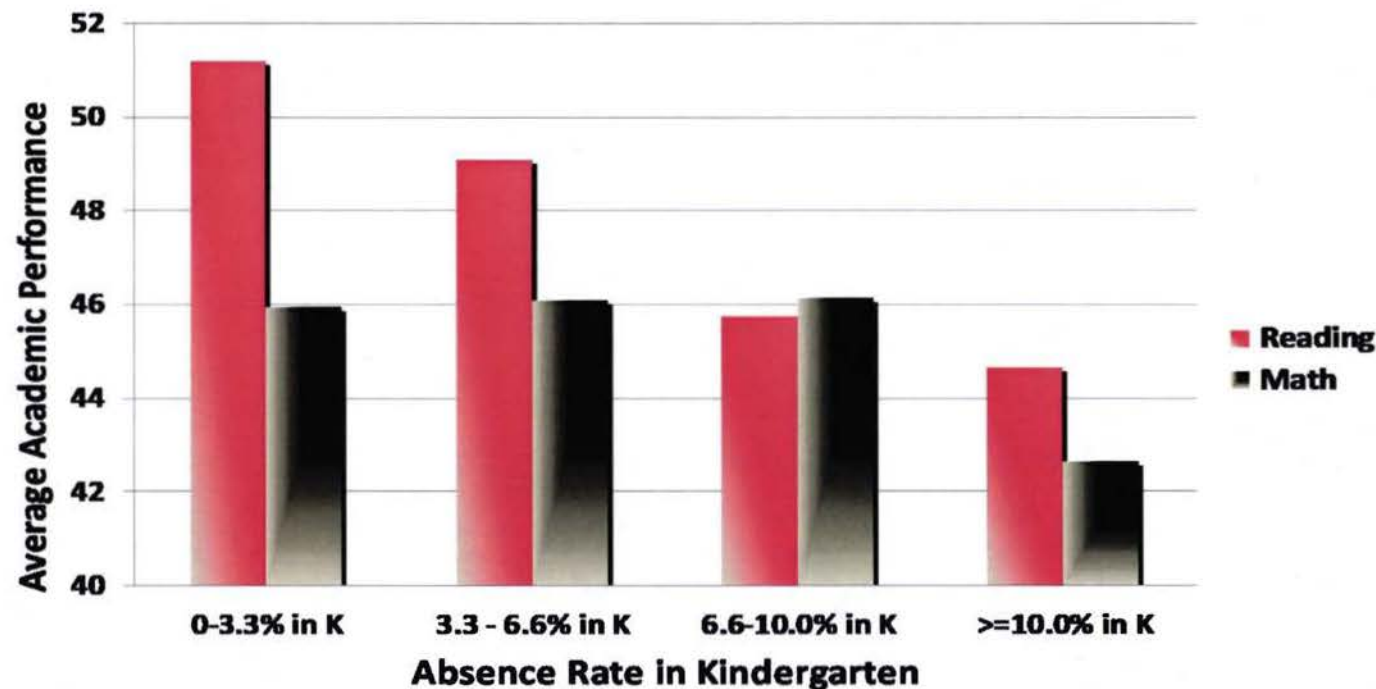
No risk	Missed less than 5% of school in K & 1st
Small risk	Missed 5-9% of days in both K & 1st
Moderate risk	Missed 5-9% of days in 1 year & 10 % in 1 year
High risk	Missed 10% or more in K & 1st

Source: Applied Survey Research & Attendance Works (April 2011)
San Mateo and Santa Clara California



The Long-Term Impact of Chronic Kindergarten Absence is Most Troubling for Poor Children

5th Grade Math and Reading performance by K attendance for children living in poverty. Academic performance was lower even if attendance had improved in 3rd grade.



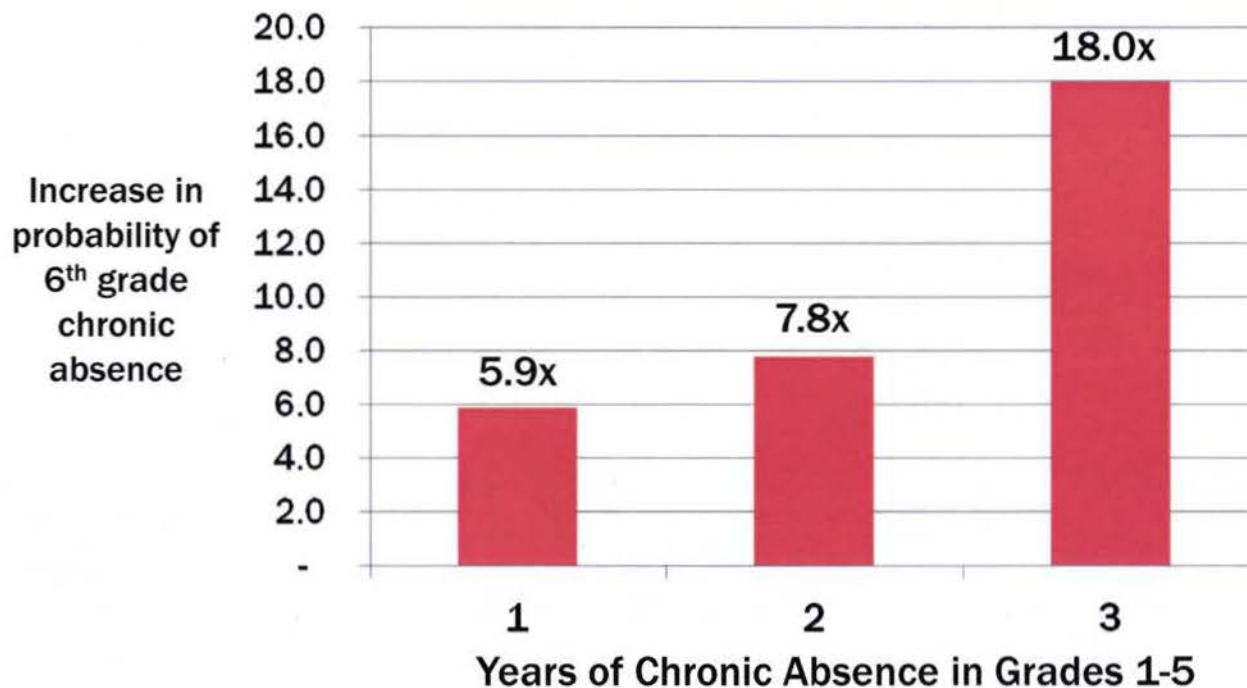
Source: ECLS-K data analyzed by National Center for Children in Poverty (NCCP)

Note: Average academic performance reflects results of direct cognitive assessments conducted for ECLS-K.



Multiple Years of Elementary Chronic Absence = Worse Middle School Outcomes

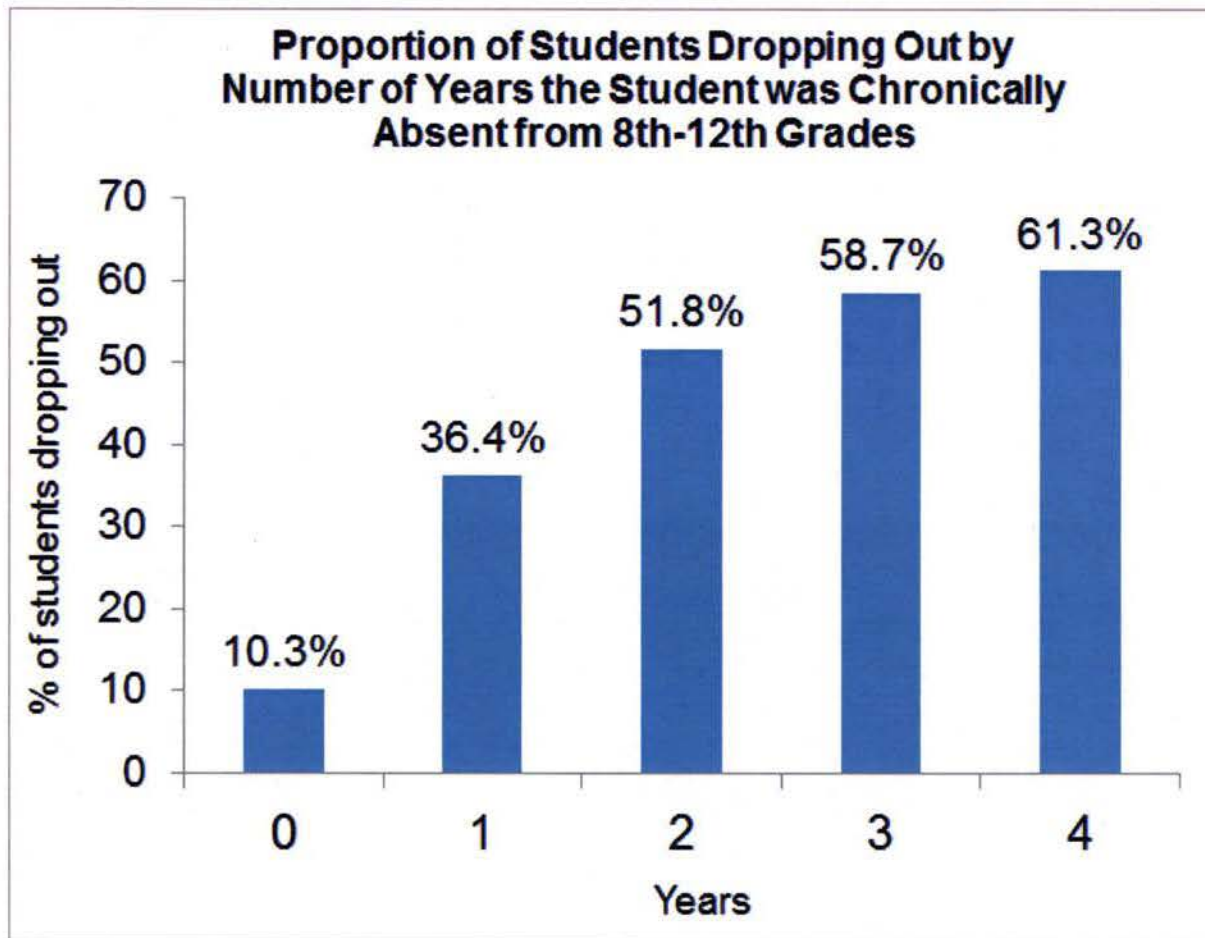
Each year of chronic absence in elementary school is associated with a substantially higher probability of chronic absence in 6th grade



Chronic absence in 1st grade is also associated with:

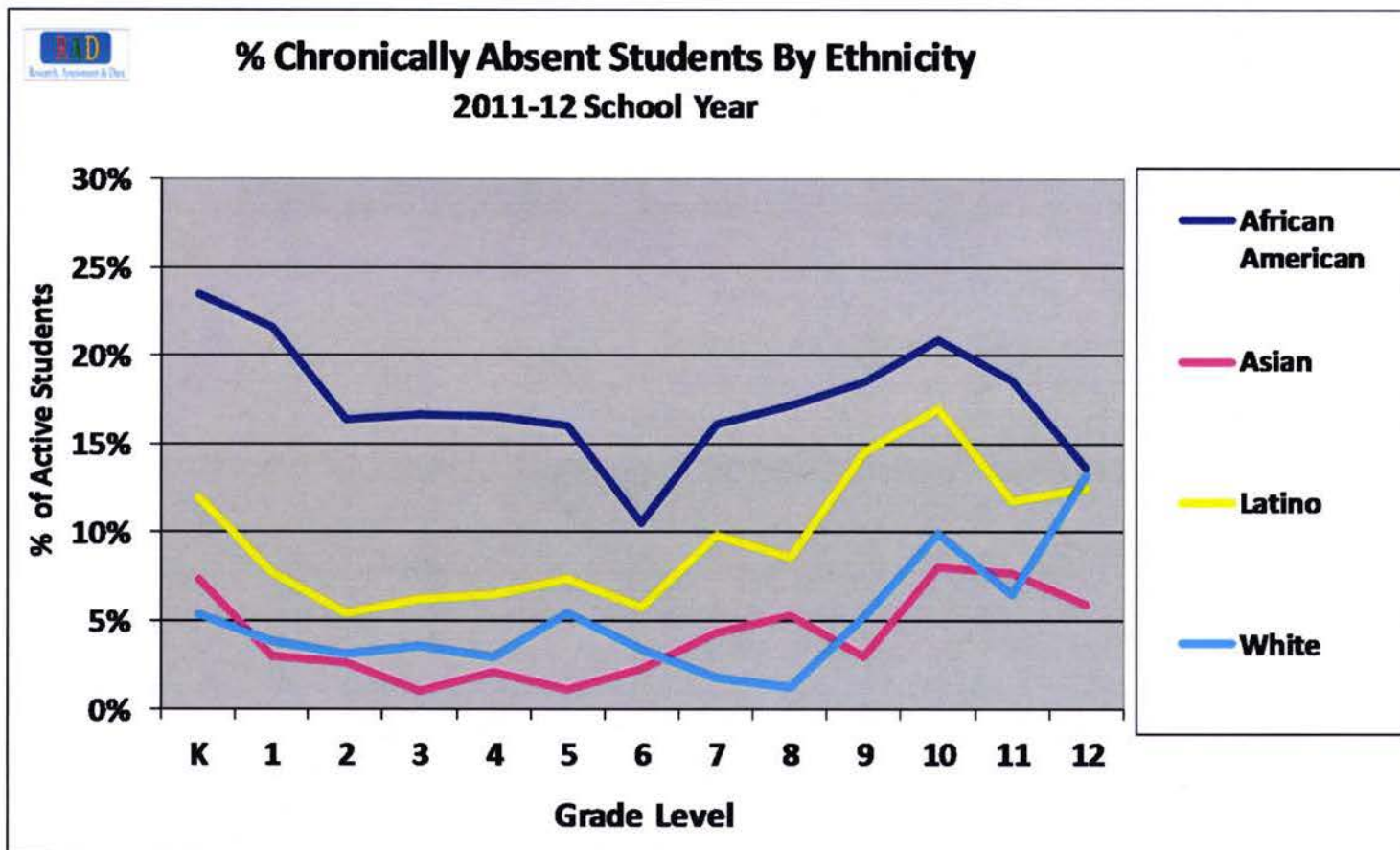
- Lower 6th grade test scores
- Higher levels of suspension

The Effects of Chronic Absence on Dropout Rates Are Cumulative



With every year of chronic absenteeism, a higher percentage of students dropped out of school.

Reducing Chronic Absence is Key to Reducing the Achievement Gap



Why Are Students Chronically Absent?

Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

Barriers

Lack of access to health care

Poor transportation

No safe path to school

Aversion

Child struggling academically

Lack of engaging instruction

Poor school climate and ineffective school discipline

Parents had negative school experience

Universal Strategies for Building a Culture of Attendance & Identifying Barriers

A. Recognize Good and Improved Attendance

B. Engage Students and Parents

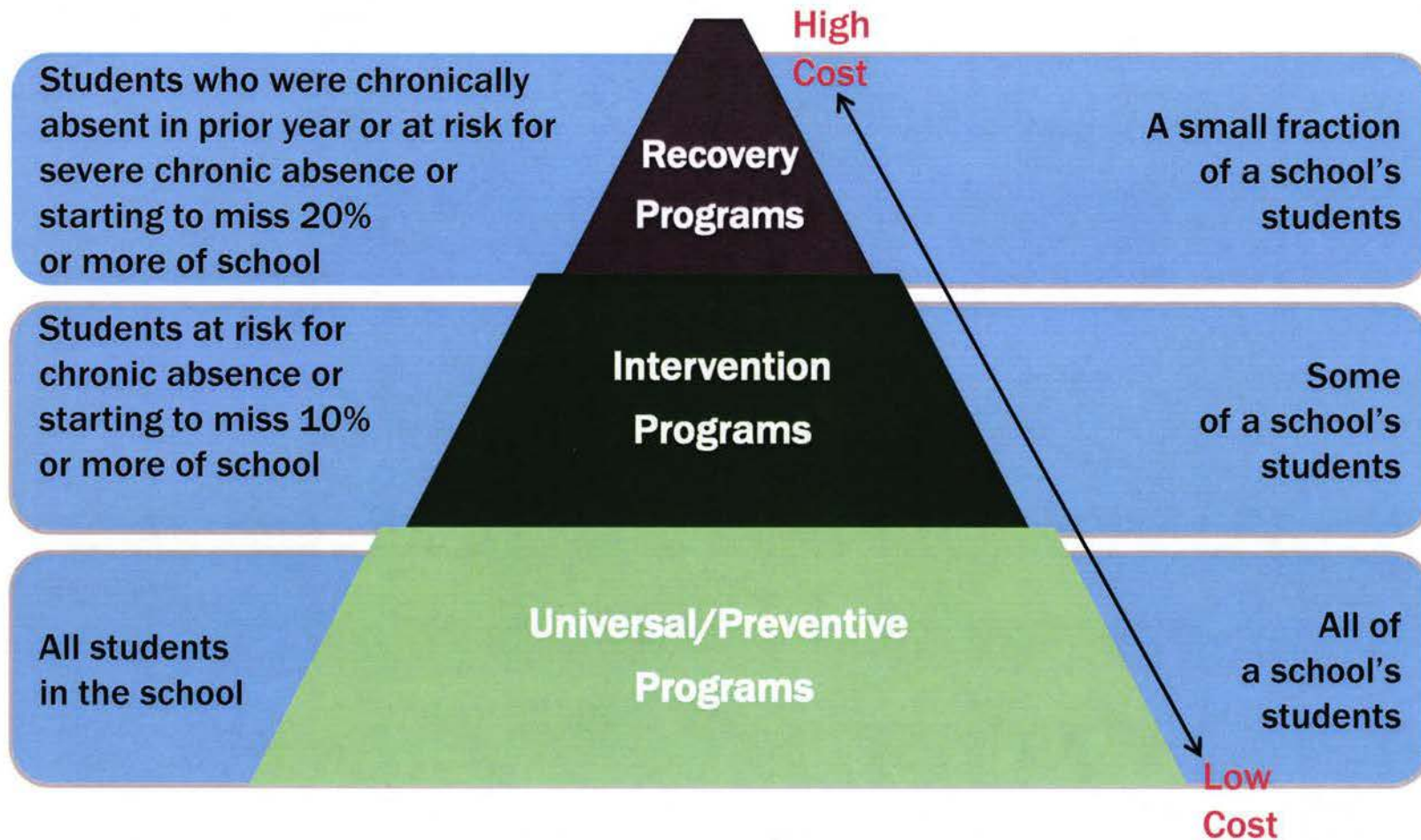
E. Develop Programmatic Response to Barriers (as needed)

D. Provide Personalized Early Outreach

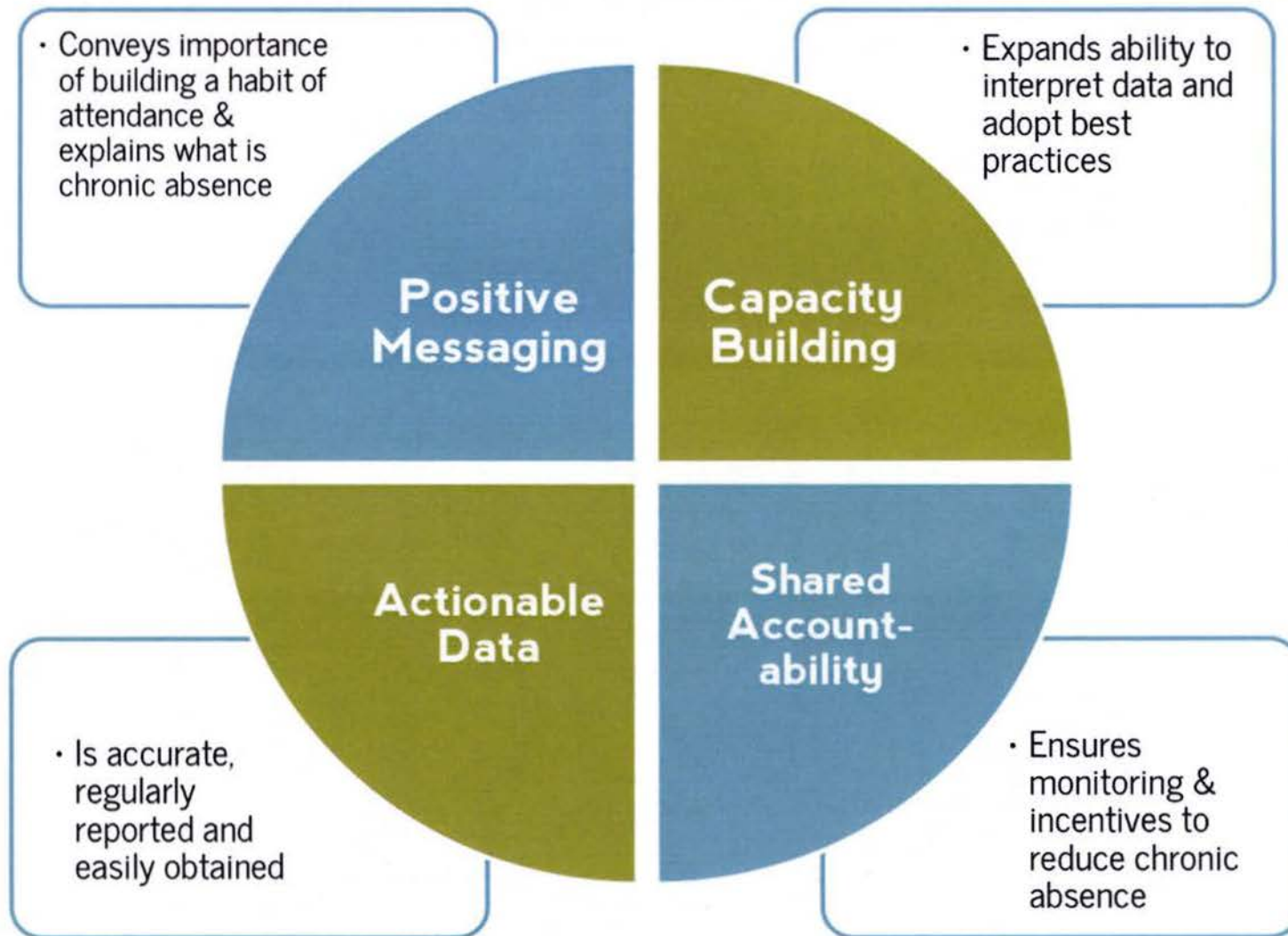
C. Monitor Attendance Data and Practice



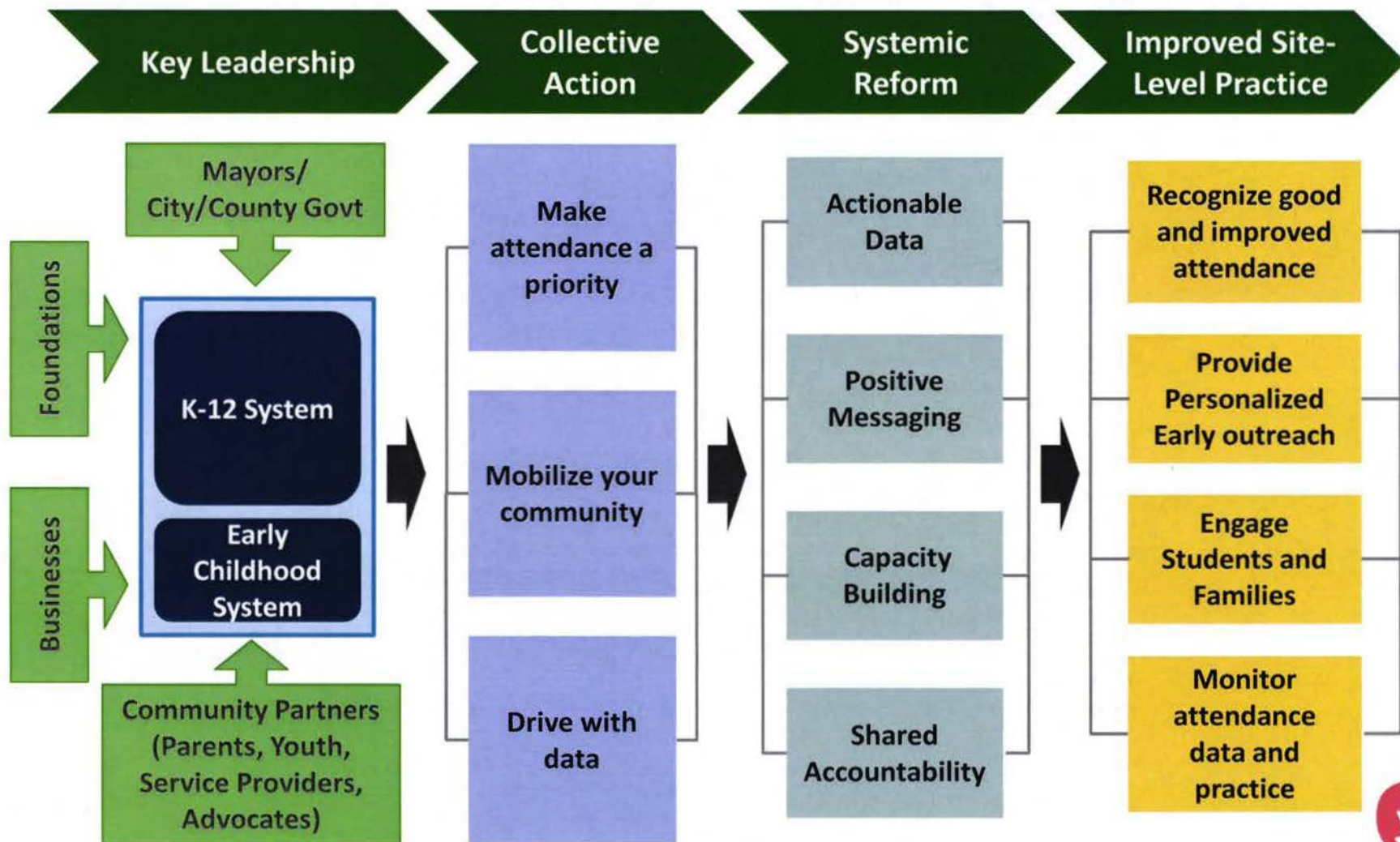
Reducing chronic absence requires a tiered approach



Ingredients for Success & Sustainability in a District and Community



Logic Model for Achieving Impact at the Local Level



What Are Implications for Action and Policy?

- 1. Build Public Awareness** about chronic absence and why it matters.
- 2. Establish Standard Definition for Chronic Absence**, ideally missing 10% of school for any reason.
- 3. Ensure Attendance is Tracked** in state and local longitudinal student databases.
- 4. Produce and Share Chronic Absence Reports** providing information by district, school, grade and subgroup.



What Are Implications for Action and Policy? (cont'd)

- 5. Encourage Reports to Families** to ensure they have real-time data and receive an alert.
- 6. Ensure School Improvement Plans** require schools and districts to examine and address chronic absence.
- 7. Support Capacity Building** to ensure everyone understands data and best practices, including peer learning networks.
- 8. Foster Interagency Resource Allocation and Coordination:** Encourage joint review of chronic absence data to inform resource allocation and development.

Attendance Works

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AWESOME ATTENDANCE!

WHAT WE DO NOW MATTERS MOST!

**School District of Lee County
Early Childhood Learning Services
January 7, 2014**

School District of Lee County Early Childhood Learning Services

- Head Start/Early Head Start
- Lee Adolescent Mothers' Program (LAMP)
- Exceptional Student Education PreK
- Migrant PreK
- Title 1 PreK



Parent Engagement Agreement

We want your child to get the most out of his/her experience in the Early Head Start/Head Start Program. Our goal is to enhance school readiness for young children. Research shows that your involvement is critical to your child's success.

We ask you to commit to the following:

1. Two educational home visits and two school conferences with your child's teacher.
2. Home visits with the Family Engagement staff to assist you with your family's goals.
3. Regular, on time daily attendance is essential to school success. Each time your child is absent you must:
 - a. Call the school office the morning of the absence.
 - b. Send a note to the teacher on your child's return.
 - If a child is frequently absent or excessively tardy, he or she can be replaced by another child.
4. Participate regularly in your child's education.
 - Volunteer in your child's classroom.
 - Attend Parent meetings and workshops.
 - Assist on field trips or special events.
 - Help your child work on a home activity sent home by your teacher.
5. Schedule and keep all required health and dental appointments.
6. Notify us regarding all changes in address, phone numbers or family circumstances that affect your child.

In addition, I understand the following:

1. Your child's participation in the school year VPK program prohibits him/her from enrolling in the summer VPK program.
2. According to Florida law, all Lee County School District employees, which includes Early Head Start/Head Start staff, are required to report concerns related to child welfare and/ or abuse to the Florida Abuse Hotline.
3. A nutritious well-balanced diet is provided and that no store bought or homemade foods may be brought in to the classroom (including items for birthdays, holidays, special or prescribed diets).

Your signature shows you understand these statements and are committed to participate in your child's education.

Child's Name

Parent/Guardian Signature

Date

Family Engagement Staff

Avoid lost learning time

Promotes future academic progress

Establish good habits

Easier transition into school

On time arrival provides additional opportunity for practice



Morning Check-In



My Monthly "Awesome Attendance" Report

Child's name _____

Month of _____

Arrived at 8:00

Late

Absent. We wished you well.



Totals: _____ _____ _____

_____ I was on time EVERY day this month. I was AWESOME!!!

_____ I plan to be AWESOME next month.

Child's Signature

Parent/Guardian Signature

_____ Next month my child will be delayed on _____
due to _____



The 8:00 Club

March



December 6, 2013



Little Bits of News



Upcoming Events:

Early Dismissal

12.18.13 - 12.20.13

Winter Break

12.23.13 - 1.7.14



The Early Childhood Center www.leeschools.net/dept/eip/
Our Mission is to ensure all children reach their full potential for school readiness through active, positive learning experiences.

The School Board of Lee County, Florida: ; Mary Fischer, District 1, Chairman; Don H. Armstrong, District 4, Vice Chairman; Jeanne S. Dozier, District 2; Cathleen O'Daniel Morgan, District 3; Thomas Scott, District 5; Nancy J. Graham, Ed.D, Superintendent.

Notes from the Nurse

Asthma is a disease of the respiratory system. It causes swelling and narrowing of the air tubes inside the lungs. When this happens there can be coughing, wheezing and difficulty breathings. Knowing more about asthma can help you handle it better. If your child has asthma and you have questions, please call the Nurse at 332-2572.



Perfect Attendance for November.

Mrs. Barcena & Ms. Bell's class started their Balls Study this week. We brainstormed together about what children knew about balls and we found out that you can kick, throw, and catch a ball. That there are different kinds of balls such as baseball, soccer ball, football, and others and they have different sizes and texture. Children sorted balls by colors, sizes and textures and practicing sorting pictures by their beginning sound. We read The Little Red Hen and Have a Ball.



Perfect Attendance for November.

Ms. Jones & Mrs. Bottorff's class began our exploration of trees. We hope that this study will build upon the children's interest in trees to help them explore science and social studies. One of the poems that we focused on this week was called, A Tree My Size. Many children noticed that most of the trees are taller than them. We practiced describing trees found in our neighborhoods. On Wednesday we went on a tree hunt. We found trees of all kinds of shapes and sizes. We also started a nature collection in our science center. Please help your child to continue to find and collect things out in nature and send them in to share in class. Please contact us to schedule a student led conference.



Perfect Attendance for November.

Ms. Overby & Ms. Ward's class have been playing doctor this week. During our building study we talked about what was inside buildings and what people do inside them. One of the buildings we became very interested in was the hospital or doctors office. We turned one of our centers into a working hospital where we take care of sick friends, write down the diagnosis, take temperatures and practice putting band aids on. The class enjoys participating in this dramatic play while they work on playing with others, language skills and writing.



Perfect Attendance for November.

Mrs. Brathwaite class will be learning about clothes. We will assess what your children know about clothes and what they would like to learn. While learning about clothes we will make patterns, work on counting skills, review size concepts and number concepts. We will always work on letter and sound skills. Please be sure your child can identify all the letters in his/her name and write it. Conferences need to be complete by December 13th.





Attendance and Tardies

Early Childhood Learning Services

Lee County School District

August 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 U	20 U	21 U	22	23	24
25	26	27	28	29	30	31

November 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 U	6 U	7	8	9
10	11 T	12 T	13 T	14	15	16
17	18 U	19 U	20	21 E	22 E	23
24	25	26	27	28	29	30

September 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 E	17	18	19	20	21
22	23	24 E	25	26 E	27	28
29	30					

December 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 U	8 U	9 U	10 U	11 U	12
13	14	15 U	16 U	17 U	18	16
20	11 E	22	23	24 E	25 E	26
27	28	29	30	31		

January 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

To improve my child's attendance, I will: _____

Parent's name: _____ F & C: _____ Date: _____

Bus Passes

Medical Referrals

Alarm Clocks

Alternate Placement

Early Childhood Learning Services
Attendance Agreement
Between Early Head Start, Early Childhood Center &
Parent/Guardian of

This is your child's first time in school. It is a great chance to prepare him for Kindergarten. Coming to school every day ON TIME is important for his overall school readiness and success. At this point, we are concerned that attendance may be affecting your child's success in the classroom. As of this date, has missed ___ days of school. He has been tardy ___ days. This is a lot of lost learning time in the classroom.

We discuss our program's goals for daily, on time attendance with all of our families. Sometimes, children need to miss or be late to school. Absences are excused with a note due to illness, family emergencies, and necessary appointments.

_____ is enrolled in a voluntary, high quality program. We are only able to serve a percentage of the families that apply every year for our services. We would like to address this issue in partnership with you, the parent/guardian, at this time. We would like to make sure your child can continue to participate in this program for the remainder of the year and next school year.

The parents agree to do the following to improve attendance:

- 1.
- 2.
- 3.

Staff agrees to do the following to support the parent/guardian in this goal:

- 1.
- 2.
- 3.

Beginning immediately, we agree to follow this agreement. I understand that NOT DOING these things may result in the need to explore an alternate preschool program for my child or withdrawal from the program.

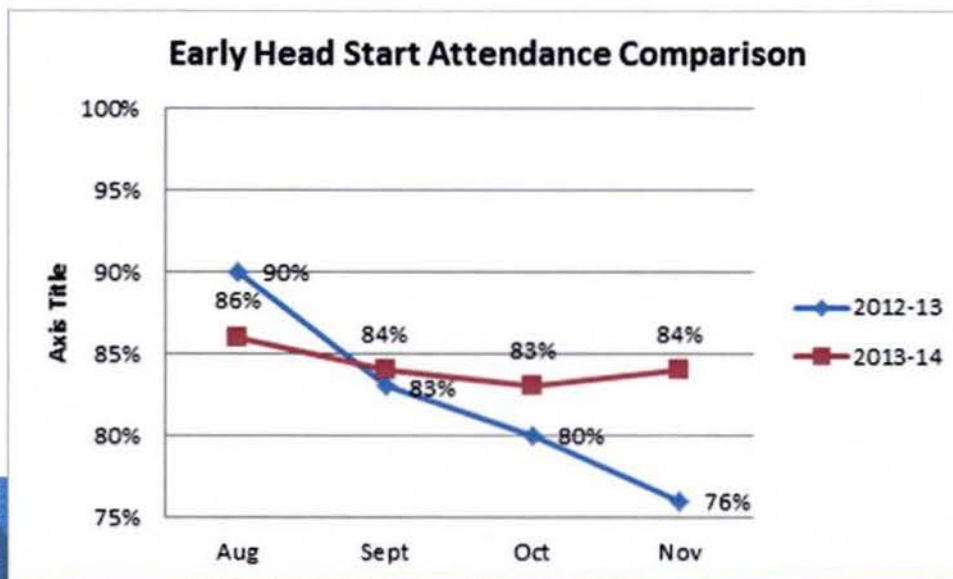
_____	_____	_____	_____
Parent	Date	Parent	Date
_____	_____	_____	_____
ECC FES	Date	Social Worker/Teacher	Date

Other Strategies

- **The 8 O'clock Club**
(Awesome, Working Hard, Keep Trying)
- **Positive relationship and communication**
- **Monitor & follow up on absences**
- **Home visits - discussing importance of attendance**
- **Multidisciplinary team consultation**

Results

- Over 93% average attendance rate (August – November)
- In August, 42% perfect attendance – 9% increase over 2012



SCHOOL DISTRICT OF LEE COUNTY EARLY CHILDHOOD CENTER

