

ARIZONA  GEAR UP

ABSENCE INTERVENTION

TOOLKIT



Absence Intervention – 7th Grade Year ♦ T O O L K I T

PURPOSE

This Toolkit provides information about student absences – causes, as well as possible interventions or solutions. Sample procedures and forms are also included

“Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into third-graders unable to master reading, sixth-graders failing subjects and ninth-graders dropping out of high school. Children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those with disabilities are disproportionately affected.”

AttendanceWorks.org

OBJECTIVES

- Encourage consistent attendance for all students by providing needed student supports and interventions.
- Reduce the number of absences for all students.

STUDENT GRADE-LEVEL

This toolkit is more relevant to schools/programs serving 7th graders. All middle schools and junior high schools can benefit from this toolkit.

TARGET AUDIENCE FOR TOOLKIT

The toolkit is written for GEAR UP Coordinators, to be used in conjunction with AZ GEAR UP Minimum Standards for Absence Intervention. However, school counselors, school administrators, parent liaisons and student resource officers could potentially benefit from the information.

TOOLKIT CONTENTS

This toolkit contains information on the common causes of student absences and ways to effectively address attendance problems. It also includes a variety of sample forms and letters, listed below, as well as a list of additional resources available from attendanceworks.org

- Sample Referral Procedure
- Sample Referral Form
- Sample Letter to Parents
- Sample Student Form for Tracking Missing Work Policies & Procedures



Absence Causes & Solutions

There are many reasons that students miss class time. Some of the possible reasons are listed below.

1. Illness
2. School Issues – e.g., bullying, not being prepared for a test or having their homework done
3. Care Giving – Student misses to take care of a younger sibling or sick or elderly family member
4. Family-related – financial problems, parent is incarcerated or in hospital, family/cultural events, trips, or funerals, no one at home in a.m. to ensure student gets up and to school, etc.
5. Lack of transportation
6. School-related activities and events
7. Suspensions

Tips for effective absence intervention.

1. Remember, the GEAR UP Coordinator is not the school truancy officer. The Coordinator approaches the intervention as the student's ally and advocate, with the goal of preventing future absences, whereas the truancy officer may come from a punitive position.
2. Often times it is difficult for students to disclose the reasons they are missing school until they feel comfortable with you. If they are not open with you during an initial intervention conversation, don't give up.
3. Once you identify the reason(s) for the absences, work with the student to figure out the best plan moving forward (don't dictate a solution or plan). Be creative with ideas and solutions.
4. For many students, this might mean connecting the student and/or student's family to other school or community resources. You might need to work with your team of counselors and administrators to best support the student. Social services, counseling resources, mentoring programs, or support groups might be needed. It's important that GEAR UP Coordinators are aware of community and school resources.
5. Sometimes the solution is providing the student and or parents with simple, practical information such as a bus schedule, or helping with forms and paperwork.
6. Provide the GEAR UP students and families with school resources and information to help them make up for the time missed and to reduce the negative consequences of any future absences, such as GEAR UP room open hours for homework help, computer resources, online information and resources (e.g., missing work listed online, make-up work guidelines, parent-school link), and tutoring resources. (See Missed Assignment Policy Form in Section 4).
7. Give students ideas of ways to get involved at school and connected to clubs and organizations that they are interested in.
8. Provide families ways to get involved in the school.
9. Consider providing incentives for improved attendance for those students most at risk (e.g., name in a drawing for a prize; donated gift certificate to local restaurant, etc.) See Section 5/Attachment 4.
10. If your school serves breakfast to students, consider creating a before-school support group or mentoring program for students who have had attendance issues ("Breakfast Club").
11. Establish a process and timeline 'trigger' for absence intervention that meet or exceed the GEAR UP minimum standards for absence intervention. For example, a school may establish the following process/procedure:



Trigger	Intervention
4 absences in one semester (excused or unexcused; nonconsecutive)	Student will be called into the GEAR UP Office; the GU Coordinator will talk with the student about the importance of regular attendance in light of the student's own goals, and will follow AZ GEAR UP minimum standards for absence intervention in addressing the student's attendance
3 consecutive unexcused absences;	The GEAR UP Coordinator and Parent Liaison will together visit the student's home; discussion with the parent and student at these home visits will follow the AZ GEAR UP minimum standards for absence intervention
6 consecutive unexcused absences	The Registrar will mail a letter explaining the 10-day drop policy, cc'ing the GEAR UP Coordinator, who will then call the parent/student, following AZ GEAR UP minimum standards for absence intervention during the phone conversation

12. Think (and act) systemically:

- a. Through interactions with students and families to determine the reasons for absenteeism (per GEAR UP minimum standards for absence intervention), evaluate if any school/district policies are inadvertently affecting students' ability to attend school, and/or succeed in school after being absent. Advocate for changing such policies.
- b. Consider evaluating the district's suspension policy and suspension data and collaborate with administrators to implement preventative interventions for GEAR UP students most at risk of being suspended.
- c. Establish a plan and process for monitoring absence data not only to learn which students to target for absence intervention (per AZ GEAR UP minimum standards for absence intervention), but also to observe patterns and determine if a systemic issue may be contributing to absenteeism within your cohort or school.

13. Be aware that absence intervention takes time. You'll need to set aside time on a regular basis, perhaps daily, to complete this work.



SECTION 1

sample staff memorandum

Staff Memorandum

The following page contains a sample letter from a GEAR UP Coordinator to school staff that can be modified to meet the needs of your school. The purpose of this letter is to reiterate information that was shared with staff at the staff orientation to GEAR UP. School staff members are encouraged to refer 7th grade students to the GEAR UP Coordinator(s) to address the following concerns - excessive absences, poor academic performance, behavior issues in class, not turning in homework assignments, etc. The letter also outlines the GEAR UP Coordinator's policies and procedures for submitting the student referral form and addresses follow up. Please feel free to edit or change the letter to best serve your students.

SAMPLE REFERRAL PROCEDURE – Year 1

Insert School
Logo Here

MEMORANDUM

To: All Teachers, Administrators, Counselors and Staff at **XXX** School

From: **Name**, GEAR UP Coordinator

Date: **MM/DD/YYYY**

Re: Referring GEAR UP Students for Intervention

As discussed at the Teacher & Staff Orientation to GEAR UP in **July**, you are invited to refer GEAR UP students (students in the 7th grade this year) who you have concerns about because of excessive absences, poor academic performance, behavior issues in class, not turning in homework assignments, etc., to me for intervention.

Simply complete a GEAR UP Referral Form – available **in the “GEAR UP Wall Tray” in the Mailroom** -- and place it **in my mail cubby in that room**, or deliver it to me personally in Room **XXX**.

A copy of the referral form is also attached for your convenience; you may make copies of it, as needed.

My role, as the GEAR UP Coordinator, in intervening with students who are struggling in any way, is to help identify the reasons for their struggles, and work with the student and his/her family to find solutions. I will provide resources and referrals to the student and his/her family, as needed, and will also commit to following up with students, based on the improvement plan we create to help ensure follow-through and success.

I also commit to reporting back to you the outcome of the intervention with your student.

Thank you. Together we make a mighty team, supporting every student when and how they need it.



SECTION 2

sample teacher referral form

Teacher Referral Form

The following page displays a sample teacher referral form for GEAR UP support and absence intervention. The text printed in red ink need to be modified to use this form.

SAMPLE REFERRAL FORM

Insert School
Logo Here



Teacher Referral
for
GEAR UP Support / Absence Intervention

**Instructions: Please complete the form below and return to:
Name, GEAR UP Coordinator – Phone; email address
Please return this form to my mailbox location.**

Upon receipt of this Referral Form, I, *Coordinator Name*, will talk to the student named below, one-on-one in an attempt to learn the reason(s) for the absences or other academic problems listed and will take actions aimed at remedying the problem(s). This may include contacting the student’s parent(s) and/or providing referrals and resources, as well as developing an attendance improvement plan with the student (and parent if applicable). I will also follow-up to let you know of my intervention efforts and any attendance plan that was developed.

Date: _____

Student: _____

Class: _____ Period: _____

Teacher: _____

Please check as applicable:

The above-named GEAR UP student has been having problems in my class as follows:

- Excessive Absences or Tardies
- Missing Assignments
- Poor Academic Performance
- Other _____

Please see or call me to discuss the above-named GEAR UP student. I can be reached (*indicate best days, times, place, etc. for coordinator to reach you*):

Comments:



SECTION 3

sample parent letter addressing absences

Sample parent letter addressing GEAR UP Student Absences

The following page displays a sample letter that can be mailed/e-mailed to GEAR UP parents when they have not been available by phone/text. The text printed in red ink needs to be modified to use this form. Some coordinators have found that adding a personal note or message increases the likelihood of a parent responding.

SAMPLE LETTER TO PARENTS

SCHOOL LETTERHEAD

Date

Dear Parent,

I have been trying to reach you by phone and/or text message without success. I need to talk to you about your child's attendance at school. I want you to know that your child's success at XJHS is important to us and we are here to support you and your child.

I would like to discuss with you the reasons for your child's absences and how we can help improve his/her attendance. I also want to listen to any concerns that you might have at this time so we can work together toward the best outcome. Please contact me at your earliest possible convenience at: XXX-XXX-XXXX (work phone), email address, or by text on my cell phone, XXX-XXX-XXXX.

Sincerely,

Name

GEAR UP Coordinator



SECTION 4

sample missing assignment & policies page

Students missing assignments and class policies sheet

The following page displays a form that can be customized and used by GEAR UP Coordinators to teach GEAR UP students to navigate the different class policies that are part of being successful in junior high school. When students miss school it is imperative that they know how to be proactive and responsible for obtaining and completing any material missed. Learning how to self-advocate and communicate effectively and appropriately with teachers is a critical skill for all students to learn. Instructions are included on the form.

**SAMPLE STUDENT FORM FOR TRACKING
MISSING WORK POLICIES & PROCEDURES**

Missing Assignments Policies for My Classes

School attendance is very important. If you aren't in class, you can't learn! Sometimes, though, absences are inevitable. For example, if you're really sick, you shouldn't come to school and get your classmates sick too. To prepare in the event you have to miss school, find out what you need to do to make up your work in each class! Not all teachers have the same policies and procedures for making up missed work. Some classes post the assignment online, while others might have an in-class folder that has the next day's assigned work. Ask each of your teachers what their policy and procedure is for making up work if you are absent. Communicating with your teacher can really help you to achieve your goals. List what you learn here:

1st hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____

2nd hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____

3rd hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____

4th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____

Continued on reverse

→

5th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____

6th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____

7th hour – Class: _____ Teacher: _____

What are the policies for getting your work in this class?

Name and phone number of a helpful classmate in this class: _____



SECTION 5

additional resources

Additional Resources from AttendanceWorks.org

Attendance Works is a non-profit organization dedicated to advancing student success and reducing equity gaps by reducing chronic absence. Their three objectives entail 1) building public awareness and political will; 2) fostering state campaigns and partnerships; and 3) encouraging local practices – all aimed at addressing and reducing chronic absence. They provide a variety of excellent and free tools and resources on their website attendanceworks.org. A few are listed here, but coordinators and others responsible for absence intervention are encouraged to browse their site for additional information and resources.

Handouts for families:

<https://www.attendanceworks.org/resources/handouts-for-families/>

See Attachment 1

Resources for Engaging parents in absence intervention:

<https://www.attendanceworks.org/resources/toolkits/bringing-attendance-home/>

See Attachment 2 for an exercise you can do with families (This is just one exercise from the AttendanceWorks toolkit accessed via the link above).

Attendance Success Planning:

<https://www.attendanceworks.org/resources/student-attendance-success-plans/>

See Attachment 3 for Student Attendance Success Plan in English and Spanish

Attendance Incentives:

https://www.attendanceworks.org/wp-content/uploads/2017/08/incentives1.9.17_2-1.pdf

See Attachment 4

Tips for leveraging Sports Teams:

<https://www.attendanceworks.org/wp-content/uploads/2017/08/Sports-One-Pager-4-6.pdf>

See Attachment 5

Videos: <https://www.attendanceworks.org/resources/videos/>



Attachment 1

handouts for families



www.attendanceworks.org

Pay Attention to Attendance: Keep Your Child On Track in Middle and High School

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

WHAT YOU CAN DO

Make school attendance a priority

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

Help your teen stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.



Communicate with the school

- Know the school's attendance policy – incentives and penalties
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.



Attachment 2

family plan for student success - exercise

EXERCISE: CREATING A FAMILY PLAN FOR STUDENT SUCCESS

Time: 20-25 minutes

Part I: Review Student Attendance Success Plan

Hand out the Student Attendance Success Plan worksheets and Academic Calendars to participants and walk through the different parts of it so that they know what you'll be discussing:

- » My child's attendance goal
- » Strategies to reach the attendance goal
- » Your family's help bank
- » Discuss the value of creating a Student Attendance Success Plan.

Say: What we do every day in our family matters. As parents and caregivers, we can have a powerful impact on our child's attendance and success in school.

Let's acknowledge that sometimes families face particularly challenging circumstances that require formal services, but right now, we are focusing on what families can influence.

I am going to guide you through to creating your family's Student Attendance Success Plan. At the end of this process, you will have clear goals for your child's attendance, strategies you will use to support your child's attendance, a backup plan for when you need help getting your child to and from school and a way to know whether your child is on track to meeting his attendance goal.

Part II: Setting Attendance Goals

Helping families develop a Student Attendance Success Plan begins with examining students' current attendance rate and absences and formulating goals for improvement. To go through this step, you can either provide school attendance data to families (if you have access to it and the family has signed a consent form), or have families self-report.

- » Direct families to the Student Attendance Success Plan. Ask them to fill out the first part of the first section of the worksheet, titled My Child's Attendance Goal. The questions included in this section are:
 - My child was present _____ days. My child was absent _____ days.
 - The number of school days that have passed is: _____

To be ready for the next grade, my goal is to ensure my child misses no more than ____ days for the rest of the year.

- » Stress that 9 or fewer absences a year equals satisfactory attendance.
- » Stress that 5 or fewer absences a year equals good attendance
- » Go around the room to see if anyone needs help picking a goal for improvement.

Part III: Identify Concrete Strategies Each Parent Can Take

Review with the group some of the possible strategies suggested on the Student Attendance Success Plan worksheet:

Possible Strategies To Reach Your Child's Attendance Goal

- » I will keep an attendance chart at home. At the end of the week, I will reward my child for attending school every day with _____ (i.e. a visit to the park, a new book, a break from chores, a special treat).
- » I will make sure my child is in bed by ____ p.m. and the alarm clock is set for ____ a.m.
- » If my child consistently complains of a stomach or head ache, I will send him/her to school anyway and call _____ to check in with my child during the school day.
- » If my child has a cold but no fever (lower than 100 degrees), I will send him/her to school anyway. If I don't have a thermometer, I will purchase or borrow one.
- » I will find a relative, friend, or neighbor who I can call on take my child to school if I can't or if he/she misses the bus.
- » If my child is absent, I will contact his/her teacher to find out how he/she can make up missed schoolwork. » I will set medical and dental appointments for weekdays after school.

Ask participants if they can think of additional strategies not included on the worksheet that they would imagine could be helpful (to them, or to their peers) in reaching their attendance goal. Chart their ideas on a flipchart or white board.

Ask families to take time to think about 1 or 2 action steps they will commit to taking to support their child getting to school on every day on time. Have them write it down on their Student Attendance Success Plan.

Ask for 3-4 volunteers to share what actions steps they are committing to with the group. Chart them on the flipchart or white board. Alternatively, ask them to go around in a circle at their tables and share their commitments within their small groups.



Attachment 3

attendance success plan (English and Spanish)

[Insert your logo]

MY ATTENDANCE SUCCESS PLAN

- I have been present ____ days.
- I have been absent ____ days.
- My goal is to improve my attendance. I will ensure that I miss no more than ____ days for the rest of the year. (9 or fewer absences = satisfactory attendance)

POSSIBLE STRATEGIES TO REACH MY ATTENDANCE GOALS

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____ a.m.
- I will attend school every day unless I'm truly sick with a temperature of 100 degrees or more.
- I will find a relative, friend or neighbor who can take me to school if I miss my bus.
- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for the majority of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

To improve my attendance, I commit to the following:

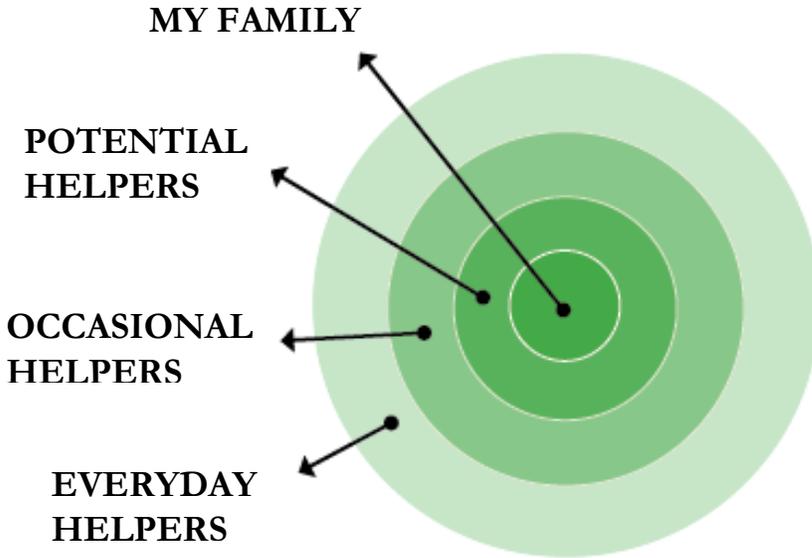
1. _____
2. _____
3. _____

We will review progress to meet this goal in one month.

Student Signature: _____ Date: _____

School Staff Signature: _____ Date: _____

MY HELP BANK



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbors, school staff, and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

1. **My Family:**
2. **Everyday Helpers:**
3. **Occasional Helpers:**
4. **Potential Helpers:**

If I need help getting to and from school or with a barrier to attendance, I will ask the following people help me out:

Name: _____

Best Contact Number: _____

Name: _____

Best Contact Number: _____

Name: _____

Best Contact Number: _____

2018-2019 ACADEMIC CALENDAR

August 2018						
S	M	T	W	T	F	S
			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	

September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
						29

October 2018						
S	M	T	W	T	F	S
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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			

November 2018						
S	M	T	W	T	F	S
				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	

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	31	25	26	27
				28	29	

January 2019						
S	M	T	W	T	F	S
		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		

February 2019						
S	M	T	W	T	F	S
					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		

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	31	25	26	27	28	29
						30

April 2019						
S	M	T	W	T	F	S
	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				

May 2019						
S	M	T	W	T	F	S
			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	



CHRONIC ABSENCE = 18 absences (10% of school year)

Warning Signs = 10 to 17 absences

Satisfactory Attendance = 9 or fewer

- I was present ____ days.
- I was absent ____ days.
- My goal is to improve my attendance. I will ensure that I miss no more than ____ days for the rest of the year.

[Insert your logo]

PLAN DE ÉXITO PARA LA ESTUDIANTE

- Mi hijo/a estuvo presente ____ días.
- Mi hijo/a estuvo ausente ____ días.
- El número de días de clases que ha pasado es: ____%.
- Para estar preparado para el próximo grado, mi meta es mejorar la asistencia de mi hijo/a al ____%.

Para mejorar la asistencia en la escuela de mi hijo, puedo comprometerme a lo siguiente:

1. _____
2. _____
3. _____

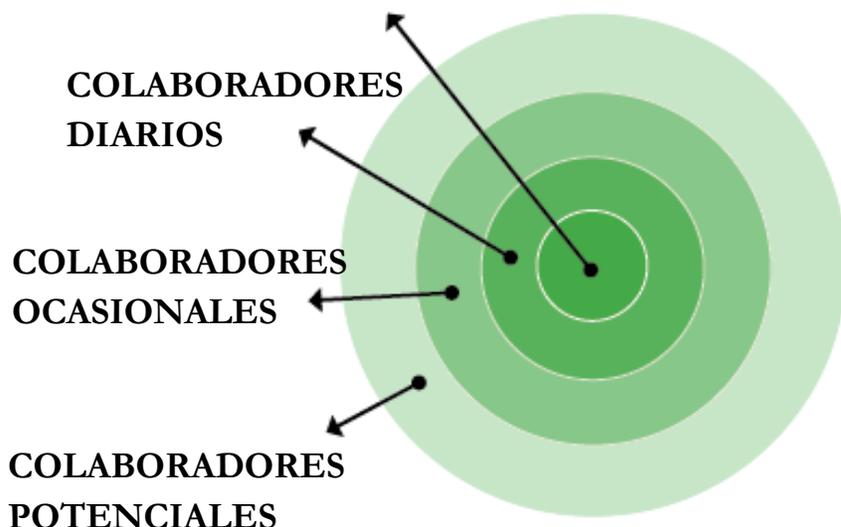
SUGERENCIAS PARA LOGRAR LA META DE ASISTENCIA DE SU HIJO/A

- Mantendré un cartel de asistencia en mi casa. Al terminar la semana, le daré el siguiente premio a mi hijo/a por asistir a la escuela todos los días: _____. (por ejemplo, una visita al parque, un libro nuevo, un descanso de hacer las tareas, un bocadillo especial).
- Aseguraré que mi hijo/a esté dormido/a a las ____ p.m. a más tardar y que la alarma esté lista para las ____ a.m.
- Si mi hijo/a se queja constantemente de dolor de estómago o cabeza, y se han eliminado razones medicas, lo mandaré a la escuela de todas maneras y llamaré a la Consejera _____ para que hable con el/ella durante el día.
- Si mi hijo/a tiene resfrio (con menos de 100 grados de temperatura), lo mandaré a la escuela de todas maneras. Si no tengo un termómetro, compraré uno o pediré uno prestado.
- Encontraré un familiar, amigo/a, o vecino/a quien pueda llevar a mi hijo/a la escuela si yo no lo puedo hacer o si pierde el autobús.
- Si mi hijo/a está ausente, me comunicaré con su maestro/a para averiguar cómo puede reponer las tareas que perdió.
- Si necesito hacer citas médicas y dentales durante los días de semana, las pediré para después de las 3:30 pm.

Firma: _____ Fecha: _____

INFORMACIÓN DE AYUDA DE SU FAMILIA

SU FAMILIA



5. **Su Familia:** Lista de personas que viven en su casa.
6. **Colaboradores diarios:** Identifique a las personas que puede llamar para llevar o recoger a su niño cuando usted no pueda hacerlo. Estas personas pueden ser amigos, vecinos y familiares que puedan ayudarle regularmente.
7. **Colaboradores ocasionales:** Identifique a las personas que probablemente no pueden ayudarle todos los días, pero sí en un caso de apuro. Podría ser un padrino, un familiar o un amigo que vive fuera de su barrio, pero pueden estar allí por rato.
8. **Colaboradores potenciales:** Identifique a las personas que son parte de su comunidad escolar, iglesia o vecindario que son capaces de ayudarle-si usted se los pide.

1. **Su Familia:**
2. **Colaboradores Diarios:**
3. **Colaboradores Ocasionales:**
4. **Colaboradores Potenciales:**

Si necesito ayuda para llevar o recoger a mi hijo/a de la escuela, le pediré a las siguientes personas que puedan respaldarme:

Nombre: _____

Mejor número de contacto: _____

Nombre: _____

Mejor número de contacto: _____

Nombre: _____

Mejor número de contacto: _____

CALENDARIO ESCOLAR 2018-2019

Agosto 2018						
S	M	T	W	T	F	S
			1	2	3	4
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Enero 2019						
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Marzo 2019						
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Abril 2019						
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Mayo 2019						
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AUSENCIA CRÓNICA = 18 ausencias

(10% del año escolar)

Señales de Aviso = 10 a 17 ausencias

Asistencia Satisfactoria = 9 ó menos ausencias

- Mi hijo/a estuvo presente ___ días.
- Mi hijo/a estuvo ausente ___ días.
- El porcentaje actual de la asistencia de mi hijo/a es _____%
- Mi meta para el nuevo año escolar es el mejorar la asistencia de mis hijos al _____%.



Attachment 4

attendance incentives

School attendance is a simple, easily understood measure of student performance. One strategy for improving attendance is engaging students, parents, educators and community members in a campaign that offers positive recognition for getting to school on-time.

What to Remember:

- Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives should be part of creating a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up.
- Incentives don't need to be costly. Simple rewards – recognition from peers and the school through certificates or assemblies, extra recess time, homework passes or even dancing in the hallways – go a long way toward motivating students. Ask students what they consider a meaningful incentive.
- Keep the long-term goal in mind: recognition and incentives are positive ways to help students internalize the value of showing up every day. Incentives are not meant to be bribes.
- Interclass competition is a powerful motivator. The sense of competition between classes (with rewards like a party for the class with the best monthly attendance) can be a powerful motivator. Such strategies encourage students to feel accountable to each other for attending class.
- Avoid recognizing only perfect attendance. Perfect attendance is not always the goal since it is not wise to encourage children to come to school when they're sick. Students should be recognized for good and improved attendance, not just perfect records. Offering weekly perfect attendance awards can allow students to still have a chance to succeed the next week if they are absent.
- Reward timeliness not just showing up to school. Since tardiness also has an adverse impact on learning, many schools only count on-time attendance toward rewards.
- Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive program and the importance of attendance for academic success, as well as school policies in which poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives.
- Offer recognition for families, not just students. Often, families appreciate access to resources such as food baskets, transportation passes, etc.
- Implement incentives school wide. To foster a culture of attendance, every classroom needs to participate!!
- Make sure attendance incentives are aligned with the federal Healthy Hunger-Free Kids Act requirements and your local district wellness policy. Celebrations and rewards should offer healthy foods, or even avoid using food as a reward altogether. [Alliance for a Healthier Generation](#) has information and ideas for fun, healthy incentiv

Ideas for Incentives

Teachers can offer:

- Positive comments to children
- Positive notes home to parents that appreciate their efforts to get their children to school on time
- Extra time at the computer, PE, or recess
- Free homework pass
- First-in-line privileges for lunch or dismissal
- Pencils, pens, stickers, posters, book covers, book marks, etc.
- Team certificates for the best record or most improved record
- Name on the “Attendance Wall” in the classroom
- Chance to act as teacher’s assistant

Administration, PTAs and Student Councils can provide:

- Recognition during morning announcements
- Certificate/award at student assembly
- Breakfast/lunch with the principal, superintendent, school board president, mayor, or local celebrity
- School supplies (pencil with logo, or flash drives)
- Food coupons redeemable in school cafeteria
- Smoothie party for class with best attendance
- “School money” for the school store
- Choice of donated products (movie, tickets, gift certificate)
- Traveling trophy for grade-level homeroom with best monthly attendance
- Attendance T-shirts, hats, buttons

Good attendance helps kids succeed in school and bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives.

Here are some steps schools are taking:

When students at a Michigan elementary school achieve perfect attendance for a month, they become a STAR (Studious, Thoughtful, Accountable and Respectful) student. They earn a gold T-shirt saying “I am a STAR student.” Their picture is displayed on the television in the school lobby.

One California elementary school awards the class with the best attendance an extra 15 minute recess on Fridays supervised by the principal. The students enjoy the attention from their principal and the teacher gets an extra-long lunch break.

An Oklahoma elementary school issues “school dollars” to students with good and improved attendance. Students can use the dollars at the school store to buy presents for family.

At a Chicago high school, students with good and improved attendance earn special access to the school’s designated VIP lounge.

In, Massachusetts, high school students who met attendance goals received free tickets to the homecoming game, simultaneously fostering strong school spirit and a culture of attendance.

Attendance Works is a national and state initiative working to improve the policy and practice around attendance. For more information go to

www.attendancework.org.





Attachment 5

leveraging sports teams to improve attendance

LEVERAGING SPORTS TEAMS TO IMPROVE SCHOOL ATTENDANCE



Sports stars — whether professional athletes or college standouts — can be great role models for promoting better attendance. Athletes can deliver a powerful message about attendance and persistence. If your community doesn't have a professional sports team, think about minor league teams or even high school athletes. They can deliver the message:

- Success takes hard work. Players show up for practice every day to be the best they can be. Students need to show up for school every day.
- It's tempting to take a day off here or there, but the best players know that persistence is key to performance.

Strategies for using sports stars:

1. Broad messaging

- » Public Service Announcements: Work with local TV or radio stations to tape a PSA with a star athlete emphasizing the importance of going to school every day.
- » Wake up-calls: Tape a wake-up call with a sports star and share it on student cell phones.
- » Billboards: Create a billboard featuring a sports star and conveying your district's attendance message.

2. School visits

- » Invite players to a back-to-school assembly promoting good attendance.
- » Arrange for a player to be "Principal for the Day" at a school with improved attendance. Consider a contest among schools with the winning school receiving the visit from a sports star.
- » Ask teams to provide jerseys or tickets as incentives for good attendance.

3. Game time

- » Broadcast your school district's attendance message on the Jumbo-tron
- » Ask the team to provide game tickets as raffle prizes for students with improved attendance
- » Ask the team to invite students with the most improved attendance to a half-time passing or shooting contest.
- » Ask the team to announce the names of students with perfect attendance for the month at a game.



Magic Johnson taped this PSA for a New York City attendance initiative.



NFL running back Marshawn Lynch taped a video with Oakland, Calif. students.



The Baltimore Ravens visited the local elementary school with the biggest drop in chronic absence



[Get Schooled](#) runs attendance contests for middle and high schools every fall and spring. Tie a sports team into your contest.

