



CHICAGO:
READY TO LEARN!
Birth Through 2nd Grade

Supporting Good & Improved Attendance

Chicago: Ready to Learn! Preschool Programs
Office of Early Childhood Education
2014-2015





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Acknowledgements

We greatly appreciate the input and feedback from administrators, teachers, parents, social workers and supporting staff who were instrumental in creating these guidelines for supporting good and improved attendance.

Introduction

These preschool attendance and illness guidelines for supporting good and improved attendance are developed in alignment with the ***vision*** and ***mission*** statements of the Office of Early Childhood Education (OECE):

Vision Statement

All children birth through 2nd grade will be engaged and empowered through exemplary high quality early learning experiences in order to grow into joyful and successful lifelong learners.

Mission Statement

The Office of Early Childhood Education (OECE) is committed to engaging students in high quality learning experiences that support and respect the unique potential of each individual through best professional practices, and meaningful family and community engagement.

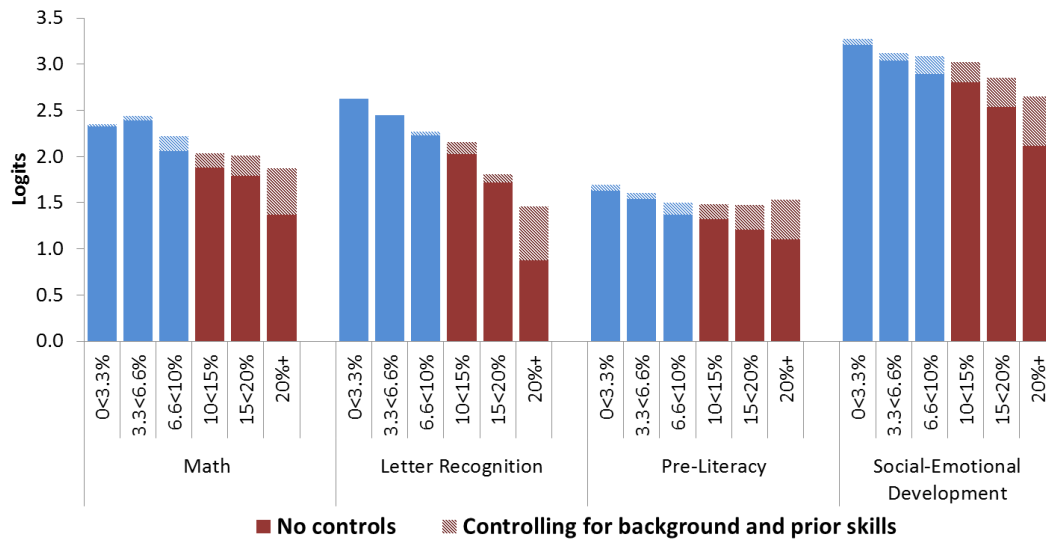
With these vision and mission statements guiding our work, OECE is committed to supporting its preschool programs in reducing chronic absenteeism. OECE consequently provides guidelines on preschool attendance and illnesses to help school staff and families work together in bringing students to schools daily.

These guidelines include:

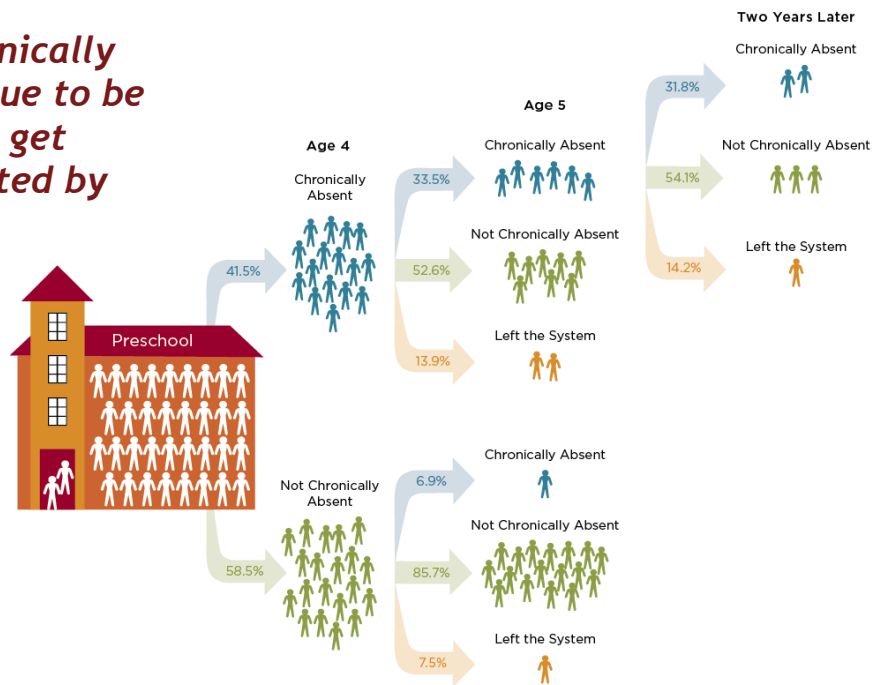
- **Benefits of Preschool Attendance**
- **Definition of Chronic Absence**
- **Guidelines for Identifying and Addressing Attendance Issues**
- **Explanation for Preschool Enrollment Vacancy and Illness Procedures**

Why is preschool attendance important?

Preschoolers who are chronically absent, represented by the red bars in the graph below, demonstrate lower kindergarten readiness outcomes in math, letter recognition, pre-literacy and social-emotional development.



Preschoolers who are chronically absent are likely to continue to be chronically absent as they get older in school, as illustrated by the picture at the right.



Note: Population includes students who were in preschool at age 4 in 2008-09; n=15,713

What is Chronic Absence?

Chronic Absence is when a student is absent without valid cause for 10% or more of the previous 180 regular attendance days².

Consecutive absences are **sequential** or **continuous** days of absences. These absences are chronic when they total 10% or more days of the 180 regular attendance days. For example, preschooler Kathy is absent every day for four weeks in the month of May. Each day of her absence is marked with an **x** in Figure 1. As illustrated in Figure 1, Kathy had a total of 20 consecutive absent days out of the total number of 180 regular attendance days, resulting in Kathy being absent about 11% of the school year.

Head Start Program Performance Standards and Other Regulations, 2006, 45 CFR 1305, 1305.8 describes the average daily attendance to be "in a center-based program is 85 percent¹."

Head Start standards 1305.8 for attendance state that: "the program must initiate appropriate family support procedures for all children with four or more consecutive unexcused absences. These procedures must include home visits or other direct contact with the child's parents³." PFA programs in CPS follow these standards.

Figure 1. May Calendar: Kathy's Absences

MAY				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Sporadic absences are **non-sequential** or **scattered** days of absences. These absences are also chronic when they total 10% or more days of the 180 regular attendance days. For example, preschooler Johnny is absent several days per week throughout the months of April and May. Like Kathy, Johnny is absent a total of 20 days. Unlike Kathy, he had a total of 20 sporadic absent days through the months of April and May.

Figure 2. April and May Calendars: Johnny's Absences

APRIL				
MON	TUES	WED	THURS	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY				
MON	TUES	WED	THURS	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

¹<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1305/1305.8%20Attendance.htm>

²Chicago Board of Education Comprehensive Policy on Absenteeism and Truancy; Board Policy 06-0222-P02

³<http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspss/1305/1305.8%20attendance.htm>

How do I identify and address attendance issues?

STEPS TO IDENTIFY ATTENDANCE ISSUES

1) Identify chronic absences:

- Use IMPACT Dashboard to determine which students are chronically absent. See Appendix A for instructions on how to use the dashboard.



- Use a sign-in and/or sign-out sheet for parents to sign when they drop off or pick up their child at school to keep a record of daily attendance (See Appendix B).

Appendix B

2) Collect data to determine what are the barriers to attendance, and if any strategies are used to overcome those barriers:

- Fill out teacher self-assessment tool (see Appendix C).

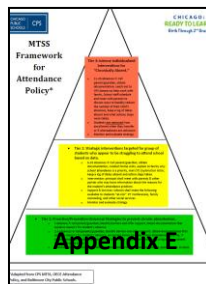
Appendix C

- Conduct classroom observations (see Appendix D).

Appendix D

3) Determine what strategies and resources can be used to overcome barriers:

- Use the MTSS framework (see Appendix E).



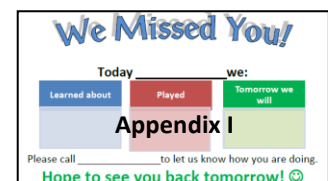
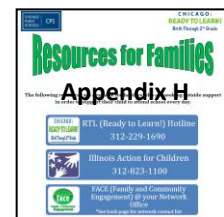
- Use Attendance Flyer (Appendix F), Parent Agreement Form (Appendix G), Resources for Families (Appendix H), and "We Missed You" postcard (Appendix I).



Appendix G

- Fill out the teacher self-assessment tool (see Appendix C). Then compare the findings with the assessment results collected earlier in the school year to help identify effective strategies and resources.

- Conduct classroom observations (see Appendix D) and compare the findings with the observation conducted earlier in the school year to help identify effective strategies and resources.



4) Collect data to monitor the effectiveness of these strategies and resources:

- Use the MTSS framework (see Appendix E).

How do I identify and address attendance issues?

STEPS TO ADDRESS ATTENDANCE BARRIERS

Barrier to Attendance	Recommended Actions
<i>Parents need more information on how attendance in preschool matters for later academic success</i>	<ul style="list-style-type: none"> ✓ Promote a culture of attendance that educates parents about the value of the learning/skill development that begins in preschool <ul style="list-style-type: none"> • See p. 5 of Attendance Guidelines for “Why Is Preschool Attendance Important?” • See Appendix F for Attendance Flyer ✓ Offer orientation for parents that emphasizes regular attendance
<i>Students need to be more internally motivated to attend school</i>	<ul style="list-style-type: none"> ✓ Provide recognition for good/improved attendance <ul style="list-style-type: none"> • See Appendix K for Reward Certificate ✓ Remind students that they are wanted at school daily <ul style="list-style-type: none"> • See Appendix I for “We Missed You” postcard ✓ Call home when student is absent to inquire about absence ✓ At the start of class, students participate in an activity recognizing their friends who are present (e.g. during circle time students sing the hello song to greet each student).
<i>Students have medical or mental health issues that keep them home regularly</i>	<ul style="list-style-type: none"> ✓ Inform parents on when and when not to keep their child home from school based on child’s illness <ul style="list-style-type: none"> • See Appendix J for Illness Flyer & Guidelines ✓ See the Student Health and Wellness website for school based health clinics and services
<i>Families need more transportation options</i>	<ul style="list-style-type: none"> ✓ Reach out to community agencies that can provide transportation to and from school (e.g., churches, day cares, etc.) <ul style="list-style-type: none"> • See Appendix H for Resources for Families ✓ Connect families who live near one another so they can walk, take public transportation, or carpool together safely to school
<i>More opportunities are needed for parents and teachers to establish relationships</i>	<ul style="list-style-type: none"> ✓ Make a home visit in order to meet/get to know the parent(s) <ul style="list-style-type: none"> • See Appendix G for Parent Agreement Form where preference and consent of two home visits is stated. ✓ Personally invite parents to attend school activities or volunteer ✓ Call home to thank parents for bringing their child to school

What are the guidelines for enrollment vacancy?

OECE strives to work with schools and families to help children come to school and avoid being dropped from a program. Students can be dropped from a program only if the child and family cannot be located or if the student stops going to school. The child is transferred if the child enrolls in a different school or district.

See Appendix L for the Absence Letter and Appendix M for the Enrollment Vacancy Letter to mail as **certified** letters to families when needed.

***Note:** Parents of preschool children may voluntarily choose to withdraw their child from a classroom.*

Withdrawal/Removal from Enrollment:

According to the CPS Board of Education Policy⁴:

- A. All students are to be removed from enrollment ***when they transfer to a different school (including home school) or graduate.***
- B. All students are to be removed from enrollment ***if their whereabouts cannot be determined after a school has completed all of the following:*** (1) call all phone numbers on file for the student, including emergency contacts; (2) send a certified Enrollment Vacancy letter addressed to the student's last known address asking the parents to call or come to the school to discuss the student's absenteeism; and (3) visit the student's last known address without finding the student or the student's family.

⁴Chicago Board of Education Comprehensive Policy on Absenteeism and Truancy – Board Policy 06-0222-P02

What are the guidelines for preschool illnesses?

Caregivers/teachers should⁵:

- Encourage all families to have a backup plan for child care until the child is no longer contagious in the event of short- or long-term exclusion;
- Be sure the family emergency contact information is up-to-date; and
- Review with families the inclusion/exclusion criteria and clarify that the school staff (not the families) will make the final decision about whether children who are ill may stay in the classroom based on the program's inclusion/exclusion criteria, and their ability to care for the child who is ill without compromising the care of other children in the program.

See Appendix J for a list of circumstances to keep the child home from school.

Appendix J

⁵ Source: <http://cfoc.nrckids.org/StandardView/3.6.1.1>

Appendices

Appendix A: Dashboard Training

Appendix B: Weekly Attendance Sign In/Out Log

Appendix C: Chronic Preschool Absenteeism Teacher Self-Assessment

Appendix D: Attendance Classroom Observation Tool

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Appendix A

IMPACT Dashboard Training

IMPACT Dashboard is a CPS system that is used to provide data and information about student's demographics, discipline, attendance rates, etc. Principals can request IT to grant teachers access to the dashboard. The following steps are listed in order to help you better understand how to access and navigate attendance reports. Our goal is that you will find this information beneficial and use the data in order to identify needs within your classrooms.

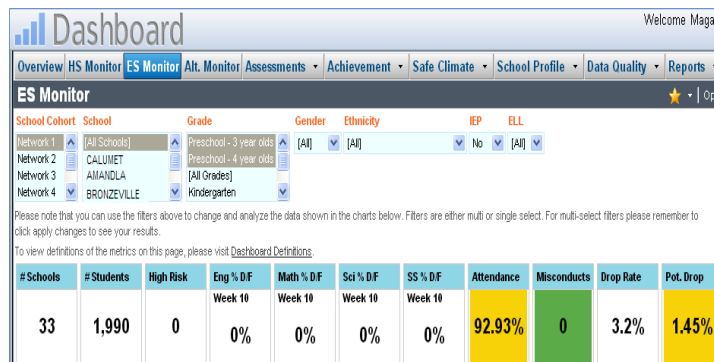
Step

Visual

Step 1: Login in to Dashboard
>Select the ES Monitor tab.

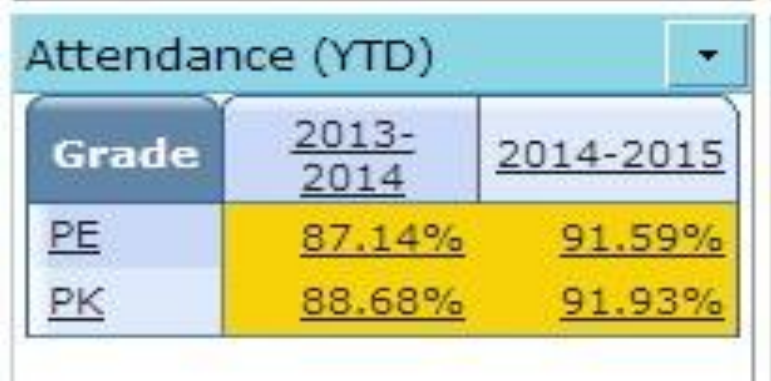
<https://dashboard.cps.edu/>

Step 2: Select your: Network>
School> Grade level (Hold down
control and select both Preschool 3
year olds; Preschool 4 year olds)>
Select **Apply Changes**

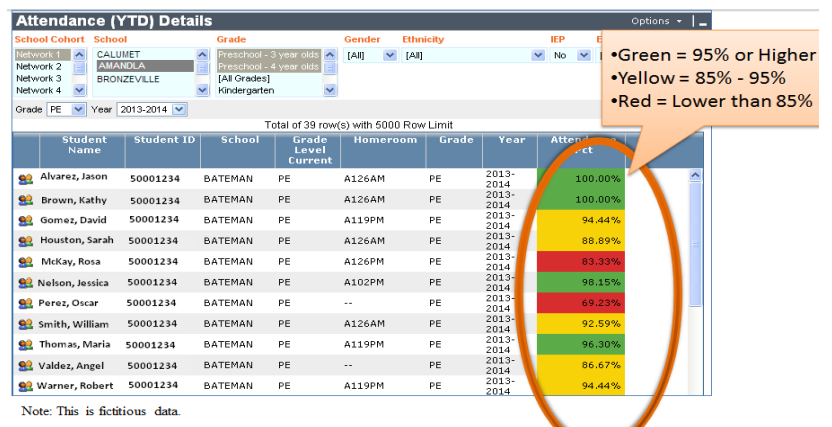


Step 3: Scroll down to year-to-date
attendance (YTD), then select from
the following options:

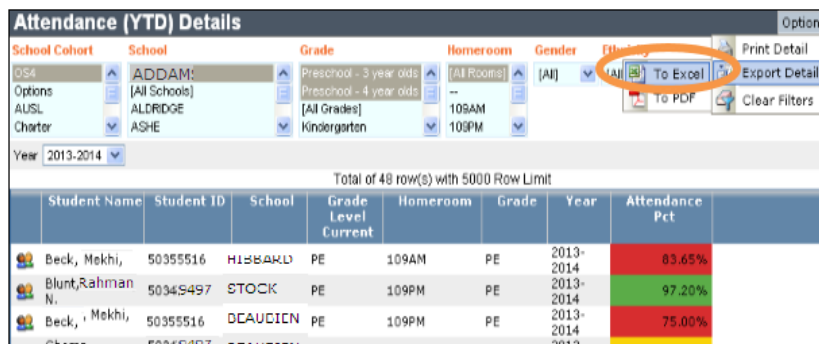
>School year 2014-2015 for overall
school year data
>PE for 3 year old data only OR
>PK for 4 year old data only



Step 4: The next pop-up will show
student level YTD rates.
Make sure all of your current
students are listed in the student
level chart.



Step 5: Scroll up and at the top
right corner, select Options> Export
detail>1) Excel or 2) PDF



What do I do with the reports?

After accessing the report, be sure to make note of the following items in order to identify students who may be on the verge of becoming chronically absent or who are currently considered chronically absent:

Student Level Attendance Chart

- Each student enrolled in your program (a.m./p.m.) will be color coded based on their YTD attendance.
- **Red= 15% or more of total enrolled days are absences; student is chronically absent**
- **Yellow= 5% to 15% of total enrolled days are absences; see data if student is chronically absent (10% or more of excused & unexcused absences) or at-risk (5-9%)**
- **Green= 5% or less of total enrolled days are absences; student is not chronically absent or at-risk for chronic absenteeism**

Overall Weekly Attendance Graph

- This enables you to see overall attendance rates for each week of the school year.
- Also allows you to identify which time of the school year has lower attendance rates.

Be Aware

- Students may appear in red if they have not been attending for an extended period of time, i.e. months, which can bring the overall attendance percentage down.
- Use the OECE Attendance Guidelines as a resource to help you decide how to address these attendance issues.

Appendix B

Weekly Attendance Sign In/Out Log

This handout can be used for parents to sign in/out their child when they drop them off at school. This information can be used to track and monitor students attendance patterns over the course of the school year.



Room _____

[illegible]

Appendix C

Chronic Preschool Absenteeism Teacher Self-Assessment

This self-assessment can be filled out by teachers in order to evaluate what attendance barriers, strategies, resources, and data currently exist within their preschool classrooms. This evidence can be used to identify current needs and future plans related to attendance.

If you need further guidance on how to use your self-assessment results to identify needs and plans, please contact:

Program Resource Assistants

or

OECE Education Specialists

Does Attendance Really Count in Our Early Education Program?

A Tool for Self Assessment

(August 2013)

Key Element	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	Implication(s) for Action
1. We have a clear and widely understood policy regarding expectations for on-time attendance.						
2. We take roll every day accurately and in a caring manner in every classroom.						
3. We regularly generate reports on chronic absence by child, classroom, the program and center.						
4. Attendance data for our program as a whole is regularly reviewed to identify positive and problematic patterns of absences for individual students, classrooms or particular groups of students,						
5. We reach out to chronically absent or tardy students and their families to see how attendance could be improved.						
6. We partner with health providers and community agencies that can help reach out and offer resources to assist chronically absent students and their families.						
7. We educate parents about the importance of cultivating good attendance habits starting in preschool and create opportunities for them to learn what they can do to support regular attendance.						
8. We teach young children about the importance of on-time attendance by offering rewards and acknowledgement for good and improved attendance.						
9. We partner with elementary schools to let them know which children have a history of problematic attendance so they can pay special attention to their needs in kindergarten.						

(Note: Chronic Absence = missing 10% or more of preschool or school for any reason)

Appendix D

Attendance Classroom Observation Tool

This tool can be used for your practice to collect information about the strategies and practices used in the classroom to help decrease preschool absenteeism. The tool addresses three specific areas: sign in procedures, classroom environment, and the attendance policy.



Supporting Good Attendance Practice in Preschool Classrooms

A Tool for Site Observation

Instructions: The goal of this observation tool is to collect information about the strategies and practices used in the classroom to help decrease preschool absenteeism. Specifically, this tool has **three types of practices** you will observe as families come into the classroom before and as class begins. As you observe these practices, you will take notes about what you observe by completing the table below. Each practice in the table below lists examples of what these practices may look like. In the **EXAMPLES** column, check if any of the listed examples are what you see. Also, write down in the **EVIDENCE** column anything else you observe that is applicable to the practice you are observing. Finally, check in the **EVIDENCE** column whether you observed that “There is evidence” or “No evidence” for whether the listed practice is used or not used in the classroom. This information can be used to help identify effective strategies to help decrease preschool absenteeism.

Date: _____ Classroom: _____ Time: _____ Observer: _____

<u>Receiving Students / Parents and Sign-In Procedures</u>		
<u>PRACTICE</u>	<u>EXAMPLES: What this might look like</u> <i>Examples listed below are not exhaustive</i>	<u>EVIDENCE: What evidence do you see of this practice?</u>
Student attendance is taken accurately every morning/day	<ul style="list-style-type: none"><input type="checkbox"/> Attendance and/or sign-in/sign-out sheet are easy to locate in classroom.<input type="checkbox"/> Sign-in sheets have clear directions for signing students in or out.<input type="checkbox"/> Sign-in sheets are legible.<input type="checkbox"/> Students are accounted for every day/week. Staff can explain any blanks or unusual notation.<input type="checkbox"/> Staff/site has a clear protocol for how attendance is tracked that parents/guardians all understand.	<input type="checkbox"/> No evidence <input type="checkbox"/> There is evidence Describe:

<u>Classroom Environment</u>		
<u>PRACTICE</u>	<u>EXAMPLES:</u> What this might look like <i>Examples listed below are not exhaustive</i>	<u>EVIDENCE:</u> What evidence do you see of this practice?
Teachers create a sense of belonging for students through rituals and routines and encourage them to be a part of the class community every day	<input type="checkbox"/> Students are personally greeted at the start of class. If they were absent the previous day, teacher makes point to tell them how happy he/she is that student is back. <input type="checkbox"/> At the start of class, students participate in an activity recognizing their friends who are present (e.g., during circle time the students sing the hello song to greet each student that is present, etc.). <input type="checkbox"/> Pictures/nametags for each student are prominently displayed and incorporated into the morning ritual.	<input type="checkbox"/> No evidence <input type="checkbox"/> There is evidence Describe:

<u>Attendance Policy</u>		
<u>PRACTICE</u>	<u>EXAMPLES:</u> What this might look like <i>Examples listed below are not exhaustive</i>	<u>EVIDENCE:</u> What evidence do you see of this practice?
Attendance policy is clear and understandable and is posted in a very visible, high traffic location.	<input type="checkbox"/> Policy is posted in public area where parents can see it. <input type="checkbox"/> Policy clearly outlines expectations around attendance and process for tardies and absences.	<input type="checkbox"/> No evidence <input type="checkbox"/> There is evidence Describe:

Appendix E

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) Framework for Attendance Guidelines

Teachers can refer to this framework when questioning what actions to take when a student misses school. This three-tiered model provides universal, targeted, and individualized strategies in order to provide appropriate level of intervention for all students.

MTSS Framework for Attendance Guidelines*

**District office and
school staff repeat
previous steps and
follow through at
each level.**

Tier 3: Intense individualized interventions for "Chronically Absent."

- 18 or more absences: Reach out to CPS liaisons to help work with family, school and staff schedules, and meet with parents to discuss ways to feasibly reduce the number of their child's absences.
- Students are removed from enrollment when they transfer or if whereabouts are unknown.
- Monitor and evaluate strategy.

Tier 2: Strategic interventions targeted for group of students who appear to be struggling to attend school based on data.

- 6-17 absences: Conduct home visits.
- Intervention: Principal meets with parents and other parties who may have information about student's absences.
- Support & Services: Schools make the following available to students "at-risk": PT Conferences, family counseling, and other social services.
- Monitor and evaluate strategy.

Tier 1: Proactive/Prevention Universal Strategies to prevent chronic absenteeism.

- 1 absence: Call parent/guardian, identify barriers and offer support, obtain documentation that explains reason's for student's absence.
- 2-5 absences: Call parents/guardian, identify barriers and offer support, obtain documentation that explains reason's for student's absence, encourage family to make school attendance a priority. If the parent cannot be reached by phone, mail a certified CPS Absence letter and keep a log of the dates absent and action steps taken.
- Monitor progress and evaluate whether the response to the strategy is positive, questionable, or poor.

Appendix F

Attendance Flyer

This flyer can be distributed to parents in order to educate families on information regarding the impact of missing school on their child. It also gives tips on habits that promote good attendance.

Help Your Child Succeed in School: Build the Habit of Good Attendance in Preschool*

Did You Know?

Missing 18 school days (10% of school year) can make it harder to learn to read

Missing school can cause your child to fall behind in reading, speaking and writing

Being late to school can lead to missing important learning activities



Good Attendance Helps Children To:

Know how important school is

Feel good about themselves and their routine

Do well in high school, college, and at work



What You Can Do:

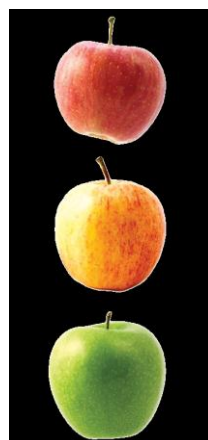
Set a regular bed time and morning routine

Find out what day and time your child's school starts

Call school if child is absent.

Make back-up plans for getting to school if something comes up

The Attendance Traffic Light



CHRONIC ABSENCE

18 or more days

WARNING SIGNS

10 to 17 days

GOOD ATTENDANCE

9 or fewer absences

*Adapted from Attendance Works & CCSR "Preschool Attendance in Chicago Public Schools", 2013.

Ayude a su Niño(a) Ser Exitoso en la Escuela: Construya el Hábito de Buena Asistencia en el Preescolar*

¿Sabía Usted?

Faltando 18 días (10% del año escolar) de la escuela se le puede hacer más difícil a los niños aprender a leer

Faltando a la escuela puede causar atraso en la lectura, el lenguaje y la escritura

Llegando tarde a la escuela puede resultar en perdida de importantes actividades de aprendizaje



Buena Asistencia Promueve Niños a:

Saber que tan importante es la escuela

Sentirse bien de si mismo y sus rutinas

Ser exitoso en la escuela secundaria, el colegio y en el trabajo



Lo Que Usted Puede Hacer:

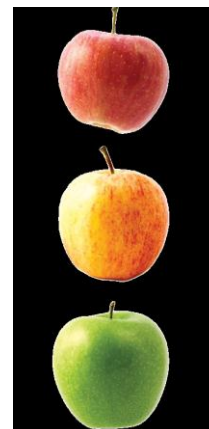
Establecer un horario regular de ir a dormir y una rutina por la mañana

Sepa que día y hora empieza la escuela de su hijo

Llamar a la escuela si su hijo va a estar ausente

Crear un plan alternativo para llegar a la escuela si ocurre algo

¿Cuándo es que las ausencias se convierten en un problema?



AUSENCIA CRÓNICA

18 o más días

SEÑALES DE ADVERTENCIA

10 a 17 días

BUENA ASISTENCIA

9 o menos ausencias

Appendix G

Parent Agreement Form

This form is also in the registration packet, but can additionally be used at *orientation* as a separate document in order to reiterate to parents their responsibilities and commitments. This form also gives parents the opportunity to document where they prefer (2) home visits to take place.



PARENT AGREEMENT FORM

CHILD'S NAME: _____ DATE _____

SCHOOL NAME: _____ ROOM _____

I wish to have my child take part in the *Chicago: Ready to Learn!* program.

I take full responsibility for his/her safe transportation to and from school.

I understand the importance of daily attendance and agree to bring my child to school every day he/she is well enough to fully participate in the program, including daily outdoor play. Additionally, I will adhere to the school schedule so that my child is dropped off and picked up on time.

I understand that I am expected to serve as a parent volunteer. I am willing to attend meetings, workshops or conferences at the school as may be requested.

I give my permission for my child to be taken on trips related to the preschool program, including walking trips within the community.

Home Visit Preference

I understand that the relationship between home and school is vital to a child's future success, and recognize that two home visits a year are an integral part of the preschool program. I prefer to have my child's preschool staff conduct a home visit in the following setting:

_____ My home

_____ Other place of my choice: _____

SIGNATURE OF PARENT/GUARDIAN



FORMULARIO DE CONSENTIMIENTO DE PADRES

NOMBRE DEL NIÑO: _____ FECHA _____

NOMBRE DE LA ESCUELA: _____ SALÓN _____

Yo deseo que mi niño participe en el programa *Chicago: Ready to Learn!*

Asumo total responsabilidad por su transporte hacia y desde la escuela.

Entiendo la importancia de la concurrencia diaria y estoy de acuerdo en llevar a mi niño a la escuela todos los días en que se encuentre en condiciones de participar enteramente del programa, incluyendo en los juegos al aire libre. Además, cumpliré con el programa escolar para que mi niño sea dejado y recogido puntualmente.

Entiendo que se espera de mí que sirva como padre voluntario. Estoy dispuesto a asistir a reuniones, talleres o conferencias en la escuela, según sea requerido.

Doy mi autorización para que mi niño participe en las salidas relacionadas con el programa preescolar, incluyendo caminatas en la comunidad.

Preferencia de visita al domicilio

Entiendo que la relación entre el hogar y la escuela es vital para el éxito futuro del niño, y reconozco que dos visitas anuales al domicilio son una parte integral del programa preescolar. Prefiero que el personal del programa realice la visita domiciliar de la siguiente manera:

_____ En mi casa

_____ En otro lugar de mi preferencia: _____

FIRMA DEL PADRE/TUTOR

Appendix H

Resources for Families

This handout provides resources and contact information for families who are seeking outside support in order to support their child to attend school every day.

Resources for Families

The following resources are available for families who are seeking outside support in order to support their child to attend school every day.



RTL (Ready to Learn!) Hotline
312-229-1690



Illinois Action for Children
312-823-1100



FACE (Family and Community
Engagement) @ your Network
Office

*See next page for network contact list

Chief of Schools		
Network	Executive Assistant	Phone Number
Network 1 6323 N. Avondale (60631)	Anna Alvarado (amalvarado@cps.edu) Ryan Williams (rbwilliams4@cps.edu)	534-1100
Network 2 6323 N. Avondale (60631)	Philip Salemi (pmsalemi@cps.edu) Ramiro Nunez (rnunez@cps.edu)	534-1100
Network 3 5101 W. Harrison St (60644)	Randel Josserand (rbjosserand@cps.edu) Emily Avila Ocasio (eavilaocasi@cps.edu)	534-6520
Network 4 6323 N. Avondale (60631)	Ernesto Matias (ematias@cps.edu) Alexandra Trevino (actrevino@cps.edu)	534-1100
Network 5 2935 W. Polk Street (60612)	Wanda Washington (wjwashington@cps.edu) Loryn Kimbrough (lkimbrough@cps.edu)	534-6550
Network 6 2245 W Jackson Blvd (60612)	Herald "Chip" Johnson (hvjohanson@cps.edu) Nicolia Moore (nlmoore2@cps.edu)	534-7565
Network 7 4655 S Dearborn St (60609)	Theresa Plascencia (taplascencia@cps.edu) Monica Barboza (mbarboza5@cps.edu)	535-7100
Network 8 6533 S. Stewart (60621)	Luis Soria (lrsoria@cps.edu) Lisa Lopez (llopez6@cps.edu)	535-8211
Network 9 4655 S. Dearborn (60609)	Janice Jackson (jkjackson@cps.edu) Nicole Turner (nturner10@cps.edu)	535-8080
Network 10 11424 S. Western (60643)	Rhonda Corr-Saegert (rcorrsaegert@cps.edu) Ursula Fitzpatrick (umfitzpatric@cps.edu)	535-2600
Network 11 6533 S. Stewart (60621)	Elizabeth Kirby (eakirby@cps.edu) Margie Davis (madavis11@cps.edu)	535-8207
Network 12 4655 S. Dearborn (60609)	Latanya Mcdade (ldmcdade@cps.edu) Breanne Dale (bdale@cps.edu)	535-8080
Network 13 11424 S. Western (60643)	Karen Saffold (kvsaffold@cps.edu) Patricia Towns (patowns@cps.edu)	535-2600
Service Leadership Academy 145 S. Campbell Ave (60612)	Colonel Kevin Kelley (kkelley@cps.edu) Natashia Kennedy (nkennedy2@cps.edu)	535-5811
AUSL 3400 N. Austin Ave (60634)	Jarvis Sanford (jtsanford@cps.edu) Nyzinga West (nwest@auslchicago.org)	534-0129
Options 125 S. Clark St, 12 Flr (60603)	Jennifer Vidis (jdvidis@cps.edu) Belinda A. Hill (bahill1@cps.edu)	535-8500
OS4 2651 W Washington, 2nd Flr (60612)	Tracy Martin (tmartin29@cps.edu) Jory Simmons (jjsimmons1@cps.edu)	553-2405
Charter and Contract 42 W Madison, 3rd Flr (60602)	Claudia Quezada (cquezada@cps.edu) Rachel Pizur (rapizur@cps.edu)	553-1530

Appendix I

“We Missed You” Postcard*

Use this postcard to mail home to students who have been absent to let them know that their class missed them. *Or* choose to send it home with a sibling or give it to them when they return to school.

The card provides spaces to write in what students have been doing at school. Address the back of the postcard, insert postage and send it on its way!

***Note:** Make sure to print on card stock paper and print front and back pages of postcard double sided.

We Missed You!

Today _____ we:

Learned about

Played

Tomorrow we will

Please call _____ to let us know how you are doing.

Hope to see you back tomorrow!😊

We Missed You!

Today _____ we:

Learned about

Played

Tomorrow we will

Please call _____ to let us know how you are doing.

Hope to see you back tomorrow!😊

From: _____

Insert Postage
for Mailing

To: _____

From: _____

Insert Postage
for Mailing

To: _____

Appendix J

When & When Not To Keep Sick Child Home

This flyer can be distributed to parents at *orientation* in order to educate families on when – and when not – to send their child to school based on their symptoms. This can also be hung in the classroom.

When – and *When Not* – to Send Your Child to School*

How do you decide?

Use this **checklist** to determine if your child should stay home from school or not:



Send me to school if...

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't taken any fever reducing medicine for 24 hours and I haven't had a fever in that time.
- I haven't thrown up or had any diarrhea for 24 hours.



Keep me at home if...

- I have a fever higher than 99.6 *degrees* F.
- I'm throwing up or have diarrhea.
- My eyes are pink and crusty.
- I have a cough that keeps me awake.
- I have a sore throat.



Call the doctor if...

- I have a fever higher than 99.6 F longer than 2 days.
- I've been throwing up or have diarrhea longer than 2 days.
- I've had the sniffles for more than a week and they aren't getting better.
- I still have asthma symptoms after using my regular asthma medication (call 911 if I'm having trouble breathing after using an inhaler).

**Don't forget to send a note when
your child returns to school
explaining the absence!**

Cuando – y *Cuando No* – Enviar a Su Niño a la Escuela*

¿Cómo puede decidir?

Use esta lista para determinar si su niño(a) debe quedarse en casa o no:



Envíame a la escuela si...

- Tengo una leve gripe o solo un poco de tos pero no tengo otros síntomas.
- No he tomado ninguna medicina para reducir la fiebre por 24 horas y no he tenido fiebre en ese tiempo.
- No he vomitado o tenido ninguna diarrea por 24 horas.



Déjame en casa si...

- Tengo fiebre más alta de 99.6 grados.
- Estoy vomitando o tengo diarrea.
- Mis ojos están enrojecidos, lagrimeo abundante o tengo secreción amarillenta.
- Tengo tos que me mantiene despierto durante la noche.



Llama al doctor si...

- Tengo fiebre más alta de 99.6 grados por más de 2 días.
- He estado vomitando o con diarrea por más de 2 días.
- He tenido estornudos por más de una semana y no mejoro.
- Todavía tengo síntomas de asma aun después de estar usando mi medicina regular para asma (llama al 911 si tengo problemas para respirar después de usar mi inhalador).

¡No olvides enviar una nota cuando su niño(a) regrese a la escuela explicando la razón de la ausencia!

Attendance Reward Certificate

Every little bit counts! Encourage students to attend school by giving these certificates to children who have perfect, good, or even *improved* attendance in order to offer internal motivation to attend school.



©Attendance Works

Certificate of Achievement

To:

For: Good or Improved Attendance😊



Teacher

Date

Appendix L

Absence Letter

This letter on school letterhead is sent as certified mail and, if possible, emailed to the family.

ABSENCE LETTER TO PARENTS/GUARDIANS

Date: _____

Dear _____:

We value _____ as a part of our preschool program. Our mission is to give _____ the best possible learning experience, and one way that we can ensure this is to help your child come to school every day and on time.

This week _____ was absent on the following date(s):

Please call your child's teacher, _____, at _____ to let us know how you are doing and to discuss your child's attendance.

Respectfully,

Appendix M

Enrollment Vacancy Letter

This letter on school letterhead is sent as certified mail and, if possible, emailed to the family.

ENROLLMENT VACANCY LETTER TO PARENTS/GUARDIANS

Date: _____

Dear _____:

Your child, _____, has not attended our preschool program since the first day of school on _____. In fact, _____ was absent on the following date(s): _____.

We have not been able to contact you. We called you by phone on _____, sent a letter to you on _____, and attempted to visit your home on _____.

Since we are unable to reach you and your child has not attended our preschool program for about two weeks since school started, your child is no longer enrolled in our program. If you have any questions, you may contact us at _____.

Respectfully,