



Attendance Success Plan Timeline



Current Attendance Policy & Procedures	
Excused and Unexcused Absences	
Excused Absences	<ul style="list-style-type: none"> • 10 Best Interest Days • Court Ordered Visitation (Approved by CDE) • Health, Illness, Quarantine, Medication, and Special Meal Authorization, or Immunization related
Unexcused Absences	<ul style="list-style-type: none"> • 5 unexcused absences <ul style="list-style-type: none"> • 3 consecutive unexcused absences result in a Home Visit "Unable to Contact" letter provided, if Home Visit did not result in contact with family • The family has 5 days to contact site before the child is dropped from the program
"Best Interest" & "Unexcused" absences per year	
CCTR/Early Head Start (EHS) 245 Service Days	10 "Best Interest" and 5 "Unexcused" absences account for 6% of absences/year
Non-CCTR/Early Head Start (EHS) 188 Service Days	10 "Best Interest" and 5 "Unexcused" absences account for 8% of absences/year
CSPP/Head Start (HS) 175 Service Days	10 "Best Interest" and 5 "Unexcused" absences account for 8.5% of absences/year

Universal Supports	
Ways our program encourage Attendance Success	
Program Goals	Action Plan and Supporting Documents
All staff offer warm and supportive relationships with families in culturally diverse environments	This is continuous during the school year.
HS and EHS Teachers, EHS Program Assistants, and Family Service Advocates (FSA) distribute attendance materials during intake and enrollment	These documents are: <ul style="list-style-type: none"> ✓ "Head Start: Attend Today, Achieve Tomorrow!" ✓ "Keep me HOME if..." ✓ "Attendance/Drop-Off/Pick-Up Policy" (Child's File 1.6C)
Our program provides additional resources in the Parent Handbook.	These documents are: <ul style="list-style-type: none"> ✓ "Classroom Policies: Attendance" (p23-28) ✓ "Parent Pledge" ✓ "Head Start: Attend Today, Achieve Tomorrow!" ✓ "Keep me HOME if..."
Designated staff on site contact families when children are UNEXPECTEDLY absent within 1 hour of program start time.	This is documented in the Attendance Binder. Guidance documents: <ul style="list-style-type: none"> ✓ SOP ERSEA 03B Attendance Documentation Binder

	<ul style="list-style-type: none"> ✓ SOP ERSEA 03C Excused Absence ✓ SOP ERSEA 03D Unreported Unexcused Absence ✓ HS Performance Standards 1302.16 Attendance (pg 16)
The site or the Area Office provides positive reinforcement and monthly incentives to children and their families for excellent or improved attendance	<p>Examples include:</p> <ul style="list-style-type: none"> ✓ Positive Descriptive Acknowledgement (PDAs) ✓ Excellent Attendance Certificates ✓ Improved Attendance Certificates ✓ Pencils or Stickers ✓ Family recognition during Parent Meetings

Head Start Performance Standards	
Program Operations: 1302.16 Attendance. (a)(2)(iv)	<p>“Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance to identify children with patterns of absence that put them at risk for missing 10 percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.” (page 16)</p>
Our plan to address Head Start Performance Standard 1302.16(a)(2)(iv)	<p>Step 1. Define Chronic Absenteeism</p> <p>Step 2. Analyze individual child attendance within 60 days of program operation</p> <p>Step 3. Identify and assess children with patterns of attendance who are at risk for missing 10 percent of program days</p> <p>Step 4. Provide appropriate strategy to improve child's individual attendance utilizing the:</p> <ul style="list-style-type: none"> a. Attendance Success Letter b. Attendance Success Plan <p>Step 5. Continue process on an ongoing basis throughout the year</p>

Chronic Absenteeism Definition	
Step 1. Defining Chronic Absenteeism	
Definition of Chronic Absenteeism	<i>Chronic Absenteeism is defined as a child who is absent 10 percent or more of the school days in a school year, not including weekends, holidays, and staff development days.</i>
1. Moderate Chronic Absenteeism	10-19% of absences per program year 2-3 school days per month
CCTR/Early Head Start (EHS) 245 Service Days	10 % of absences = 25 missed school days
Non-CCTR/Early Head Start (EHS) 188 Service Days	10% of absences = 19 missed school days
CSPP/Head Start (HS) 175 Service Days	10% of absences = 18 missed school days
2. Severe Chronic Absenteeism	20% or more of absences per program year 4 or more school days per month
CCTR/Early Head Start (EHS) 245 Service Days	20% of absences = 49 missed school days
Non-CCTR/Early Head Start (EHS) 188 Service Days	20% of absences = 38 missed school days
CSPP/Head Start (HS) 175 Service Days	20% of absences = 35 missed school days

60 Day Analysis

Step 2. Analyze individual child attendance within 60 days of program operation

Area Management Analysts generate reports and identifies children at risk for missing 10% or more days of school. Area MAs provides a list of children to the site.	Reports utilized: <ul style="list-style-type: none">• Average Enrolled Attendance Percentage Alert This is generated at 60 calendar days from start of service for children with attendance below 90%• Year to Date (YTD) Absence Report
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Identifying Children at Risk

Step 3. Identify children with patterns of attendance who are at risk for missing 10 percent of program days

Site Supervisor reviews list of children and documents reasons for absences in Attendance Binder.	This is documented in: <ul style="list-style-type: none">✓ Child's Progress Notes in the Attendance Binder Documentation may include: <ol style="list-style-type: none">1. Family circumstances that lead to challenges in attendance2. Injuries, illnesses, or medical needs that prevent child from attending school3. Vacation or scheduled court visitation4. Regular developmental or disability services5. If child's attendance has improved
The Site Supervisor identifies children who may benefit from individualized support.	Children of families experiencing risk factors that lead to challenges in attendance are identified. <ul style="list-style-type: none">✓ Excessive absences of 2+ a month due to illness✓ Children who have patterned absences (ex: every Monday & Min Day)✓ Children with unexcused absences✓ Children with transportation issues Children whose absences were due to incidental events are included only if the Site Supervisor determines that the family would benefit from individualized support. <ul style="list-style-type: none">✓ Awaiting medical documentation (Medication, Allergy, or Immunization)✓ Awaiting approval for Special Meals,✓ Family vacation (not exceeding 10 days)✓ One-time illness or injury

Individualized Support for Children at Risk

Step 4a. Provide appropriate strategy to improve child's individual attendance- Attendance Success Letter

Site Supervisor provides the Parent or Caregiver of identified children the "Attendance Success Letter."	Attendance Success Letter <ul style="list-style-type: none">✓ Informs parents or guardians the number of days their child was present during the first 60 days of the school year✓ Educates parents or guardians on the importance of attendance✓ Initiates conversation and collaboration to problem solve challenges to attendance A copy of the letter is filed in the Attendance Binder.
Site Supervisor initiates a conversation regarding the family's experience with risk factors that affect attendance.	Site Supervisor inquires about child or family well-being and offer support and resources. All conversations are documented in the Child's Progress Note in the Attendance Binder.

Identifying children with Severe Chronic Absenteeism and providing Individualized Support and Goal Planning
Step 4b. Provide appropriate strategy to improve child's individual attendance- Attendance Success Plan

<p>The site monitors child's attendance within 30 days of receiving the Attendance Success Letter.</p>	<p>If child's attendance improves, recognition and incentive will be provided.</p> <ul style="list-style-type: none"> ✓ Certificate for Improved Attendance ✓ Kudos to family and child
<p>The Attendance Success Plan is completed with families whose:</p> <ul style="list-style-type: none"> a. children's attendance did not improve OR b. children have missed 20% or more of the school days in a school year (4+ days per month) 	<p>The parent and teacher creates a plan using the "Attendance Success Plan" form during the First Parent Teacher Conference.</p> <p>If the child is enrolled in Head Start,</p> <ul style="list-style-type: none"> ✓ the Teacher or Site Supervisor communicates to the Family Service Advocate (FSA) and Family Service Supervisor (FSS) families who have an Attendance Success Plan. ✓ The team coordinates efforts to support attendance via case management. <p>Attendance Success Plan is filed in the Attendance binder.</p>
<p>EHS Teachers and Family Service Advocates (FSA) helps families integrate attendance goal into their Individualized Family Partnership Agreement (IFPA) discussions</p>	<p>Improving attendance is continuously assessed and supported for success by integrating with IFPA.</p> <ul style="list-style-type: none"> ✓ An attendance goal on the IFPA is added only if the family chooses.
<p>Site continues to monitor, recognize improvement, assess challenges relating to attendance.</p>	<p>Families experiencing severe challenges to attendance are referred to external community resources or NHA CSQI Program Support, as needed.</p> <ul style="list-style-type: none"> ✓ This is intended to address family challenges with additional support

Continuous Follow-Up (every 90 days)
Step 5. Continue process on an ongoing basis throughout the year

<p>Area Management Analyst generates reports every 90 days.</p>	<p>"Improved Attendance" is defined as 3% or more of increasing attendance percentage.</p> <p>Report utilized:</p> <ul style="list-style-type: none"> • Average Enrolled Attendance Percentage Alert This is generated at 60 calendar days from start of service for children with attendance below 90%
<p>Site continues to monitor and follow up with family</p>	<p>Using the Attendance Success Plan,</p> <ul style="list-style-type: none"> ✓ The site completes the Progress Follow Up every 90 days. <p>Individualized Family Partnership Agreement (IFPA)</p> <ul style="list-style-type: none"> ✓ EHS Teachers and FSA continues to have conversations about attendance during goal setting, if applicable ✓ Referrals are made as needed to support families.
<p>Site continues to build relationship and support family using positive reinforcement and incentives for improvement and effort</p>	<p>See "Ideas for Incentives" handout</p>

