

0-5 Attendance

Policy/Approach:

Children who attend daily and on time experience better outcomes than those who do not. We encourage families to arrive on time each morning so that children may be included in the daily transition process and other morning routines, which prepare the child for that day's educational experience.

We support each pregnant woman and child's successful, regular attendance in Southern Oregon Head Start programs and provide individualized comprehensive service plans when special circumstances occur that interfere with regular attendance.

Attendance will be carefully monitored to ensure vacancies are identified and filled promptly within 30 days.

When attendance falls below 85%, an analysis of the reasons for absence will identify the possible causes, and plans will be made to increase attendance to 85% or above.

Head Start Program Performance Standards:

1302.16(a)-(c)—Attendance

Procedures:

If the FA is out, the AA is responsible for filling in for daily attendance tasks. If the AA is out, the FA is responsible for filling in for daily attendance tasks. The site manager will be responsible for assigning the tasks in this procedure to another staff member as needed to ensure the procedure is followed correctly.

Recording attendance

- Families will utilize Playground kiosk to sign children in and out using their child's 4-digit code.
- Classroom staff will review the Playground student roster on the i-pad to ensure that all children present in the classroom are signed in.
- Within the first hour of class:
 - AA's will review the Playground student roster. Children who are not checked in should have a yellow dot indicating a reason for absence has been entered.

- If there is no yellow dot, AA's will check in with center staff, emails, call logs and voicemails to see if the family reported the absence.
- Within the first two hours of class:
 - AA's will enter attendance in Shine with appropriate absence reasons, following the "Entering Attendance Guide".
 - **DO NOT** enter 'notes' within attendance entry, as this creates unnecessary case notes in the family tab.
 - To identify children with approved modified services, AAs will need to schedule the F505-"All Goals with Follow Up" report to run weekly, or as needed. Filter the goal to show "Modified Services-Family Need". Children's approved schedule and timeframe will be documented in the first follow up note.

**To prevent families from receiving an automatic attendance call, please ensure that all reported absences are entered within 45 minutes of the class starting.*

No Call/ No Show Process

For each day a child is absent from the center with a No Call/No Show:

1st Attempt-within 1 hour of class starting:

- AA's will generate a message/call via the agency's messaging platform to the guardians of any child not checked in without a reported absence in Playground.
- AA's update absence reasons in SHINE if later identified through Playground, Safe Arrival or calls to the center. **Do not use the 'notes' section.**

2nd attempt-end of the day – can happen at any point after attendance has been data entered in Shine, but must happen before the end of the day.

- FA's will review the Shine report **E123** to identify No Call No Show and make calls to families that have not yet reported their absence for the day.
 - If the family is contacted gather absence reason and offer support as needed.
 - **Do Not Change** the "Unexcused-No Call No Show" absences reason in SHINE. Add absence reason in '**note**' section with absence reason, support provided and any additional information. [This will create an attendance case note in the Family Tab]
 - If contact is not made, leave a voicemail/message.

- Add information in attendance 'note' with attempted contact method(s) (call, text, email), and the message left for the family.

2nd consecutive day of No Call no Show

- Continue daily absence procedure outlined above

3rd consecutive day of No Call no Show

Morning of the 3rd day:

- The Family Advocate will attempt to contact the family by phone.
 - If the family is contacted, follow documentation procedure outlined above.
 - If contact is not made:
 - Leave a voicemail **stating a home visit will occur** that afternoon.
 - Add information in attendance 'note' with attempted contact method(s) (call, text, email), and the message left for the family.

Afternoon of the 3rd day:

- FA and another staff member will conduct a home visit
- If no one is home, leave a "We Miss You" postcard.
 - Set a calendar reminder to process a drop in 5 working days.
 - Document the attempted contact in a **follow-up** note to the Attendance note created that morning.
 - FA continues daily contact attempts during this 5-day window

After 5 Working Days (No Engagement from Family).

- The Family Advocate will
 - Process a drop by completing the Child Change Request
 - Notify center team
 - Send a final drop postcard: "We Wish You Well"
 - The Family Advocate will document the drop in an attendance case note in the Family Tab.

Chronic Poor Attendance

1302.16 (iv). Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of

absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance...

Identifying Chronic Poor Attendance

Attendance concerns will be addressed at a **minimum** quarterly during family conferences. Utilizing the Family Progress Report (FPR), Family Advocates will identify attendance concerns based on a two-tier system:

- **Tier 1:** Attendance Awareness-Children at or below 80%
 - FA's will have conversations with the family regarding the importance of consistent attendance
 - May utilize the "Attendance Matters" handout, exclusion guides, or other supportive materials.
 - Document as benchmark 0 attendance goal in SHINE.
- **Tier 2:** Attendance Goal-Children at or below 70%
 - FA's will develop an attendance goal with the family. The Attendance Goal should address support for the underlined barriers to attending (transportation, child care, routines, etc.).
 - Document as benchmark 1 attendance goal in SHINE.

If attendance concerns are identified prior to quarterly conferences, FA's must explore barriers to consistent attendance and create an attendance goal. If a child falls below 50% for a month for any reason, a consult must be completed. [See "Managing Systemic Program Attendance" for more information.]

Ongoing Attendance Concerns

After an attendance goal is set with the family, FA will continue to monitor attendance each month.

- FA's will celebrate attendance success with the family and will make any necessary revision to the current attendance goal as needed for continued success.
- If families maintain consistent attendance for 3 months (or by next conference date), attendance goal may be closed.
- If improvement is not seen after 1 month since the initiation of the attendance goal (or any ongoing concerns arise prior to conferences), FA will request an attendance consult

Attendance Consultations

For circumstances of continued attendance concerns with no improvement, a consult will be called including relevant management and center staff to review individual family circumstances to recommend next steps or to discuss continuation of services.

- If the consulting team determines that continuing services is the best course of action, the FA will meet with the parents to revise the attendance goal.
- **No child may be dropped from the program for attendance concerns without the prior approval of the 0-5 Director, Education Manager & Family Services Manager.**

Extended Absences & Modified Services

For absences lasting 8 school days or less:

Absences 8 days or less do not need approval. FA's document absence information in an "Attendance" case note in Shine.

- Email center team (SM, T, AA) informing them of absence and to ensure proper attendance documentation.
- AA's ensure that absence reason is appropriately documented in the attendance section of Shine.

For absences lasting more than 8 school days:

See modified services-family need procedure below

Modified Services-Family Need

Prior approval is required if a parent or guardian wants a child to consistently miss partial or full school days. This includes situations like parent visitations, therapy appointments, needing early pick-ups, or extended absences for other reasons. Children on modified services must receive supplemental support to maintain participation, even if they're not physically in class. SOHS must demonstrate continued support and family engagement to avoid the child's spot being considered vacant, which could lead to the family being dropped and placed on the waitlist.

Modifying services due to family need require staff and the family to work together to discuss:

- The reason for the modification request

- Attempts at resolving the concern without needing a modification
- Services/support offered by the Family Advocate and teaching staff in place of in person services
- Anticipated length of modification

Once all of the above information is obtained, the Family Advocate will submit the Extended Absence/Modified Services request form.

When the plan is approved:

- Family Services will create a “Modified Services-Family Need” goal with detailed information on the modified schedule and approved timeframe in a follow-up note.
- Family Services will inform the Family Advocate, Site Manager & AA of the modified services approval.
- Family Advocate will update the “Modified Services-Family Need” goal with the steps agreed upon by staff and the family.

Managing Systemic Program Attendance

Monitoring Overview:

- Attendance data for each child and center will be tracked in both weekly and monthly reports. These reports will also highlight any children with consecutive no call/no show absences.
- Site Managers are responsible for reviewing attendance data weekly and monthly to ensure appropriate support is being provided and documentation is complete for both in-center and home-based services.
- Attendance trends and action steps will be reviewed during the quarterly Program Goals Review meeting with program leads.

Individual Child Attendance:

- If a child’s monthly attendance falls below 50%, the Site Manager will:
 - Identify and review each case with center teams during monthly center meetings.
 - Evaluate absence reasons, supports offered, and ensure documentation is up to date.

- Participate in a scheduled consultation with department leads and agency directors to review all children with attendance below 50%.

Center Attendance:

- If a center's average daily attendance falls below 85% for the month:
 - Site Managers are expected to:
 - Identify the issue with their center team,
 - Address concerns during monthly center meetings, and
 - Develop and implement strategies to improve attendance.
 - Examples of strategies include: Launching attendance or health campaigns, increasing classroom cleaning and sanitation, offering family engagement or support initiatives.