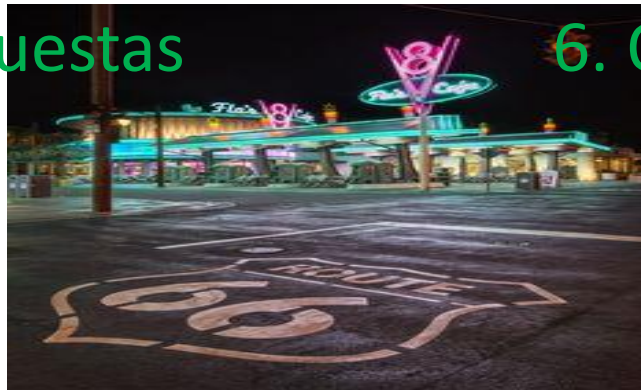


WELCOME TO THE KELLEY/DODSON PARENT LUNCH AND LEARN!!

Agenda:

1. Casas De Dodson
2. Información De Kelley
3. La Asistencia Es Importante
4. El Papel De La Consejera
5. Tecnología Escolar
6. Preguntas Y Respuestas

1. Dodson Houses
2. Kelley Information
3. Attendance Is Important
4. Counselor's Role
5. School Technology
6. Questions & Answers



DODSON AND HOUSES!!!!

CASA ROJA DE RESPONSABILIDAD / RED HOUSE OF RESPONSIBILITY

CASA AZUL DE BENEVOLENCIA / BLUE HOUSE OF BENEVOLENCE

CASA AMARILLA DE EMPATÍA / YELLOW HOUSE OF EMPATHY

CASA VERDE DE GENEROSIDAD / GREEN HOUSE OF GENEROSITY

CASA MORADA SOLUCIONADORES DE PROBLEMAS / PURPLE HOUSE OF
PROBLEM SOLVERS

CASA ANARANJADA DE OPTIMISMO / ORANGE HOUSE OF OPTIMISM

How to Stay Informed

- Like us on the Kelley Elementary Facebook page
- Get the Remind app and join the groups your children's teachers have set up
- Look up your children's LiveSchool points on the behavior program used by the teachers.
- Skyward Access for Grades & Lunch
 - Contact one of our office staff to get information about how to log-in.

Learning Programs to Access at Home

- **Imagine Math**
 - 3 passed lessons a week
 - No help on quizzes!
 - Rewards & Prizes for 15 lessons a 9 weeks
- **Imagine Learning Reading**
- **Accelerated Reading**
 - Independent Reading 20 – 30 minutes a night
 - Rewards & Prizes for Points Earned for Tests Taken



Annual Parent Conferences

- October 17th or 18th
- Go over report cards and STAAR and other assessment information specific to your child's needs.
- A chance for you to ask the teacher any questions you might have.

What's Up at Kelley Elementary?

- **End of Nine Weeks Celebration – fun & games for all kids**
- **Breakfast of Champions - A Breakfast Celebration for students only except for the 2nd 9 weeks (January) when we recognize UIL participants, then we invite parents.**
 - All A's
 - Perfect Attendance
 - Top LiveSchool Students
 - UIL Participants – only in January
- **Turkey Trot – a grade level competition like a track meet in November when primary has Thanksgiving Dinner**
- **UIL Competition – December 6th**
 - **Please encourage your children to try out and participate. It's a great opportunity to extend academics beyond the classroom.**

New Tardy Policy

- Students are to be in class when the 8:00 a.m. bell rings.
- Students who are tardy will not be allowed in their classroom unless a parent signs them in.
- More than three tardies in one semester?
 - 3 tardies= warning
 - 4 tardies= 1 day lunch detention
 - 5+ tardies= 2 days lunch detention, etc.

Unpacking Attendance Terms

Average Daily Attendance

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

Truancy

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

Chronic Absence

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



ATTENDANCE

in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



2 in 10
low-income kids
miss too much
school. They're also
more likely to suffer
academically.¹



2.5 in 10
homeless kids
are chronically
absent.²



4 in 10
transient kids
miss too much
school when
families move.²

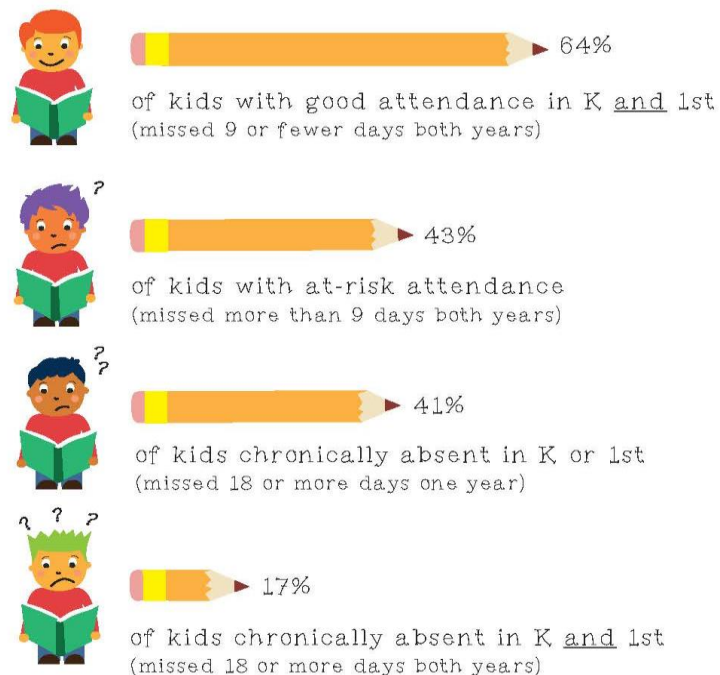


Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?³



What We Can Do



Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

¹ Chang, Hedy; Romero, Mariajose. *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

ASISTENCIA

en los primeros grados

Muchos de nuestros estudiantes más pequeños faltan a la escuela el 10% del año escolar - como 18 días al año o sólo dos días al mes. La ausencia crónica en kínder e incluso en la pre escuela, puede predecir bajas calificaciones en exámenes, mala asistencia escolar y baja retención en los próximos años escolares, especialmente si el problema de ausencia persiste durante más de un año. ¿Sabe usted cuántos niños pequeños están ausentes crónicamente en su escuela y comunidad?

Quién es Afectado

Los estudiantes de kínder y 1er grado frecuentemente tienen niveles de ausencia tan altos como los de la preparatoria, (high school).

Muchas de estas faltas son justificadas, pero igual, se suman al tiempo perdido en clase.

1 de cada 10 niños

en kínder y 1er grado es crónicamente ausente. En algunas escuelas es tan alto como 1 en cada 4 niños.¹



2 de cada 10 niños de bajos ingresos

faltan demasiado. También es más probable que tengan problemas académicos.¹



2.5 de cada 10 niños sin hogar

están ausentes crónicamente.²



4 de cada 10 niños migrantes

faltan demasiado cuando la familia se muda.²



¹ Chang, Hedy; Romero, Mariajose. *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. National Center for Children in Poverty: NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

Por Qué Importa

Si los niños no asisten regularmente, pierden habilidades fundamentales de lectura y matemáticas y la oportunidad de crear el hábito de buena asistencia, que los conduce a la universidad y una carrera.

Datos preliminares de un estudio en California encontró que los niños que fueron crónicamente ausentes en kínder y 1er grado tuvieron menos probabilidad de leer a nivel al final del 3er grado.

¿Quién puede leer a nivel después del 3er grado?



 64%

de los niños con buena asistencia en kínder y en 1er grado (faltaron 9 días o menos en ambos años)



 43%

de los niños con asistencia en riesgo (faltaron más de 9 días en ambos años)



 41%

de los niños ausentes crónicamente en kínder y 1er grado (faltaron 18 días o más en ambos años)



 17%

de los niños ausentes crónicamente en kínder y 1er grado (faltaron 18 días o más en ambos años)

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

Qué Podemos Hacer



Involucrar a las Familias

Muchos padres y estudiantes no saben cómo las ausencias en los primeros años pueden aumentar rápidamente los problemas académicos. Miembros comunitarios y maestros pueden educar a las familias, creando una cultura de asistencia escolar, dando información temprana, incentivos y atendiendo estadísticas.



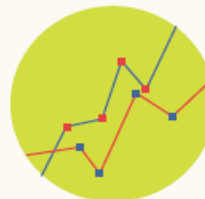
Hacer Arreglos para Llegar a la Escuela

La falta de un carro o perder el bus escolar causan que algunos niños no vayan a clase. Las escuelas, agencias de transporte y miembros comunitarios pueden organizar viajes compartidos en carro, proveer pases para el bus u otras maneras para que lleguen a la escuela.



Atender las Necesidades de Salud

Problemas de salud infantil, particularmente el asma y los problemas dentales, son de las principales causas de ausentismo escolar durante los primeros años. Escuelas y médicos pueden trabajar juntos y proveer atención médica y recomendaciones a los niños y las familias.

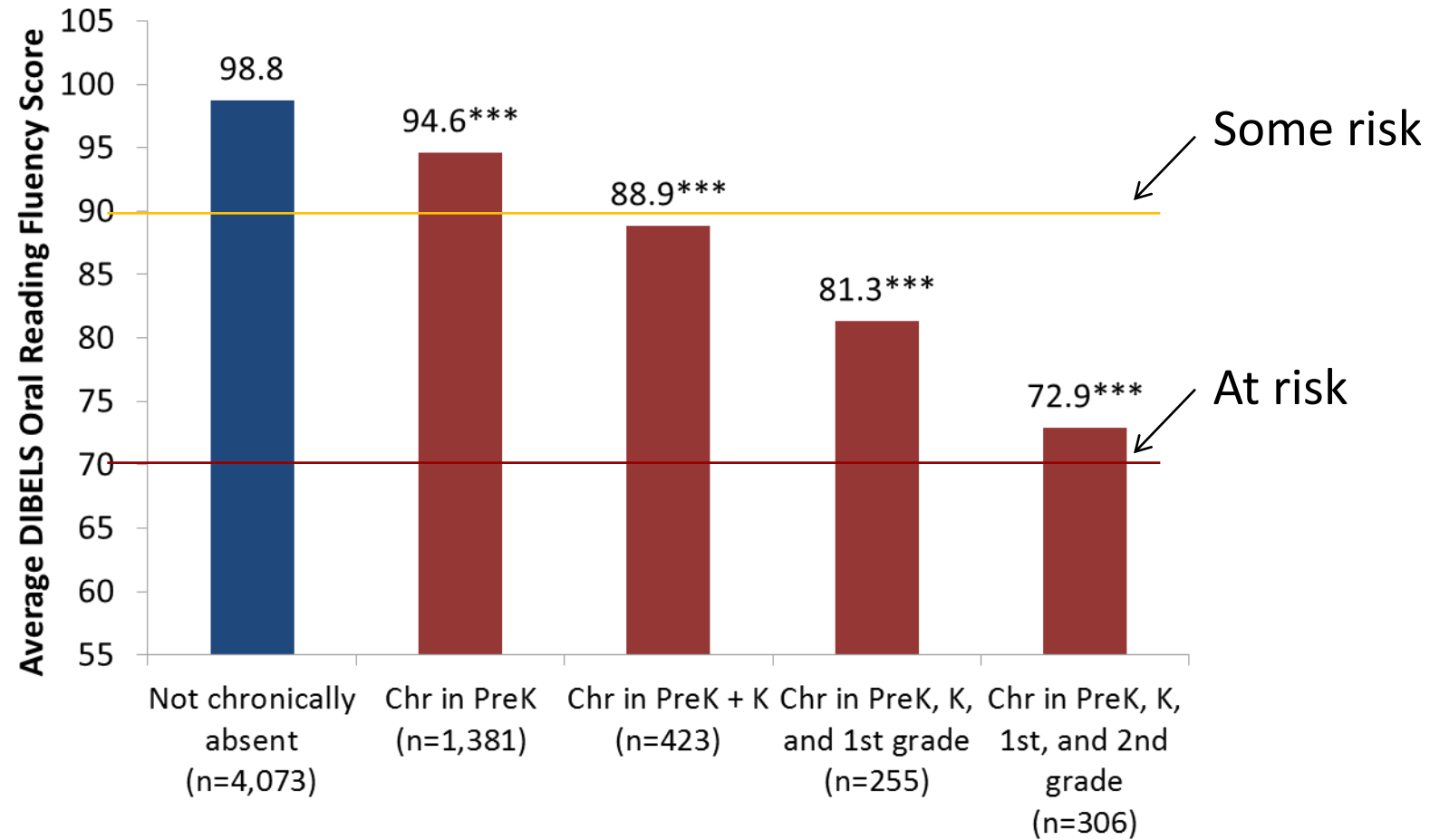


Monitorear los Datos Correctos

Con frecuencia las escuelas ignoran las ausencias crónicas ya que monitorean el promedio de asistencia o ausencias sin excusa, y no cuántos niños faltan muchos días por cualquier razón. Attendance Works tiene herramientas sin costo, para dar seguimiento a estos datos.

Estos son algunos pasos que las comunidades y escuelas pueden tomar. ¿Cómo puede ayudar usted?

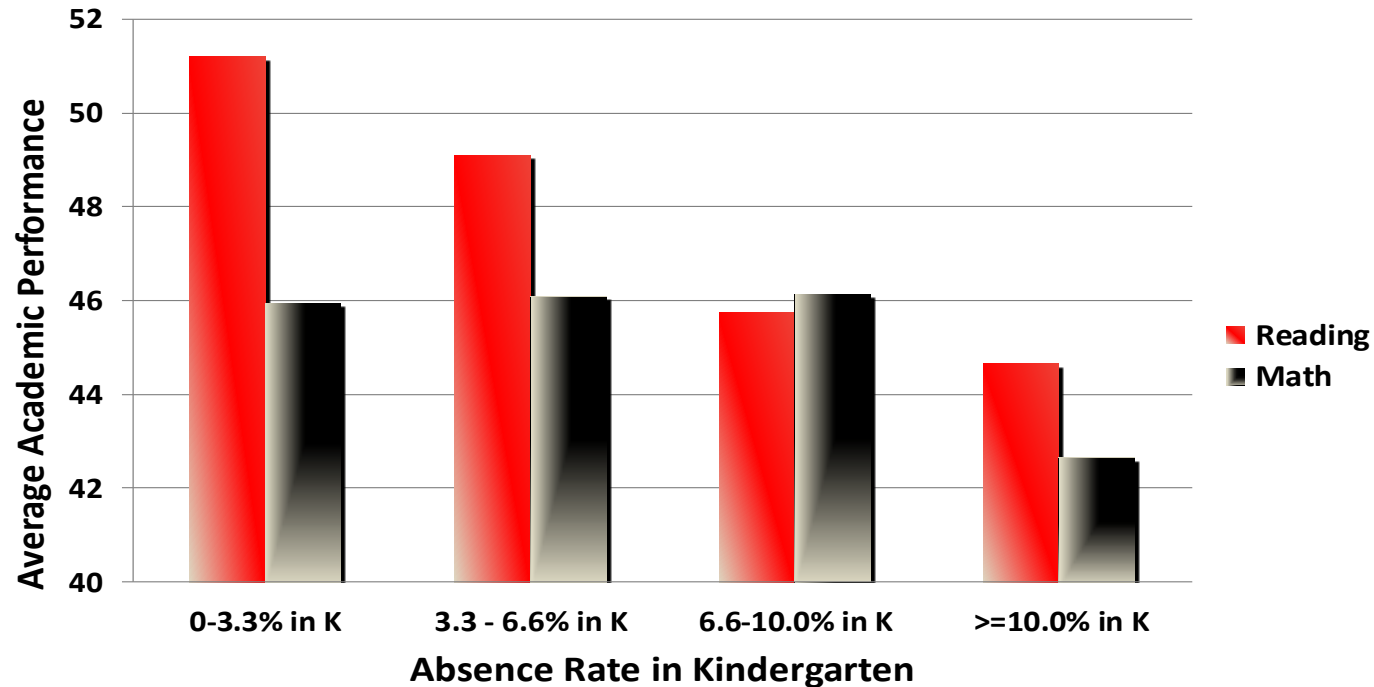
Students with more years of chronic absenteeism, starting in preK have lower 2nd grade scores



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

The Long-Term Impact of Chronic Kindergarten Absence

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



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

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



**Dodson Primary
School Counselor
Heidi Moore**

**Kelley Elementary
School Counselor
Kelli Hilburn**

• **As a counselors, we...**

- *counsel individual students as needed and maintain confidentiality;
- *conduct classroom guidance lessons on a variety of topics;
- *counsel with small groups of children with similar concerns;
- *consult with teachers and assist them in meeting individual student needs;
- *coordinate referrals to school and community agencies;
- *assist in coordinating state testing programs and student placement in the Gifted and Talented program;
- *maintain and offer information on a variety of topics for parent and teacher use
- *maintain and offer guidance services to parents/guardians and their children.
- ***Please feel free to call if you have a concern or a question.***

Como consejeros, nosotros ...

- * asesorar a estudiantes individuales, según sea necesario y mantener la confidencialidad;
- * lecciones de orientación conducta aula sobre una variedad de temas;
- * consejo con pequeños grupos de niños con problemas similares;
- * consultar con los profesores y ayudarles a satisfacer las necesidades individuales de los estudiantes;
- * coordinar las referencias a las agencias de la escuela y la comunidad;
- * Ayudar en la coordinación de los programas de pruebas estatales y la colocación de los estudiantes en los Dotados y Talentosos programa;
- * mantener y fuera información sobre una variedad de temas para el uso de los padres y maestros
- * mantener y ofrecer servicios de orientación a los padres / tutores y sus hijos.
- * ***No dude en llamarnos si tiene una inquietud o una pregunta.***

**Dodson Primary
School Counselor
Heidi Moore**

**Kelley Elementary
School Counselor
Kelli Hilburn**

**Who can Refer a Student for
Counseling?**

- Teachers, principals, parents and the students themselves can refer for counseling services.

**¿Quién puede referir a un
estudiante para consejería?**

- Los maestros, los directores, los padres y los propios estudiantes pueden referirse a servicios de consejería.

Questions & Answers.....

- Please take a moment to fill out the short evaluation before you leave.
- Your input is important to us.
- Leave evaluations on the table.
- Thank you!!!

