



Long Hill Elementary School



565 Long Hill Avenue
Shelton, CT 06484

Phone 203-929-4077 Fax 203-929-8250

Andrea J. D'Aiuto, Principal
Jamie Weber, Assistant Principal

October 31, 2018

Dear Parents/Guardians-

Attendance is an important part of school. Studies have shown that students with regular attendance are more likely to read proficiently by the third grade. Chronically absent students are those with 2 or more absences a month. It may not seem like much but at the end of the school year, that's 18 absences or 10% of the school year.

Being on time to school and staying the entire school day is also critically important. Being late or leaving early just 10 minutes a day means missing 50 minutes of instruction by the end of the week, missing 3 hours and 20 minutes of instruction by the end of the month or missing 30 hours of instruction (6 full school days) by the end of the school year! Elementary schedules do not rotate so if your child is habitually late or leaving early, they are missing the same instruction each time.

As of October 30th, 60% of students at Long Hill School have had at least one day absent, 46% have left early at least once and 32% have been tardy at least once. Building a regular morning routine, planning vacations and doctor appointments when school is not in session and developing a backup plan can help families avoid unnecessary absences, tardiness and early dismissals.

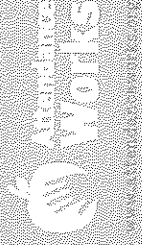
We are here to help. If you need assistance, please do not hesitate to reach out.

A handwritten signature in black ink that reads "Jamie Weber".

Jamie Weber
Assistant Principal

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?

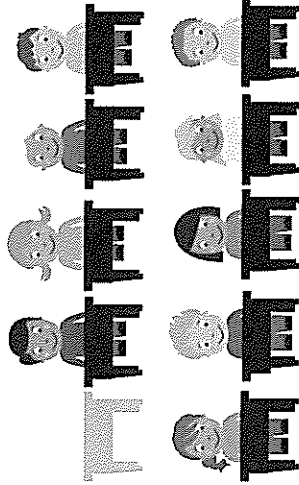


Who is affected

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

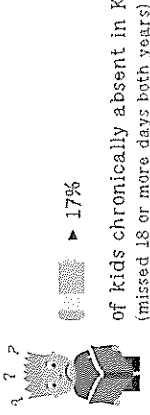
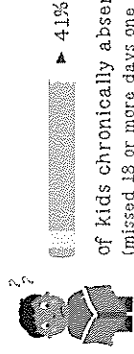
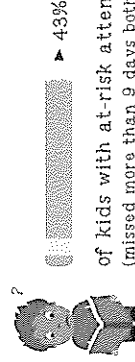
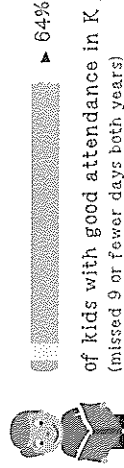


Why it matters

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.

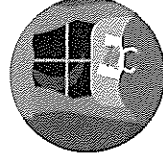
Who Can Read on Grade Level After 3rd Grade?



What families can do

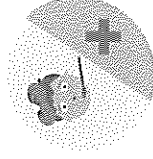


Find out what day school starts and make sure your child has the required shots.



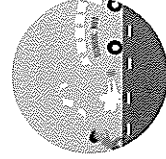
Build regular routines for bed time and the morning.

Talk about the importance of regular attendance and about how your child feels about school.



Don't permit missing school unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.

Avoid medical appointments and extended trips when school is in session.



Keep a chart recording your child's attendance at home. At the end of the week, talk with your child about what you see.

Develop back up plans for getting to school if something comes up. Ask a family member, neighbor or another parent for help

Seek support from school staff or community groups to help with transportation, health problems, or no safe path to school.

¹ Chang, Hedy Powers, *Unexcused: Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty, Nov. 2008.

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

³ *Absenteeism in Early Elementary Grades: Association for 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 solo dos días al mes. La ausencia crónica en kinder e incluso en la pre escuela, puede producir 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?



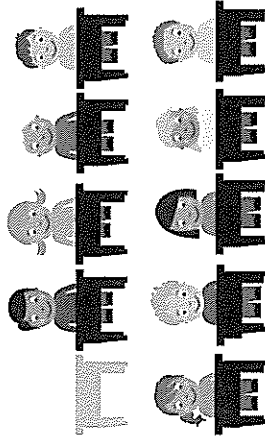
Quién es afectado

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

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

1 de cada 10 niños

en kinder 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



4 de cada 10 niños migrantes

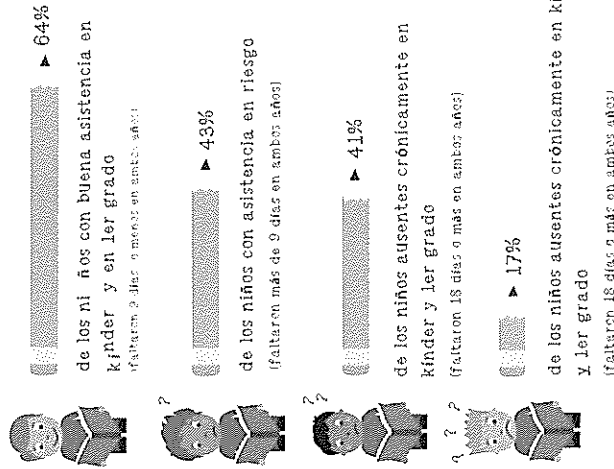
faltan demasiado cuando la familia se muda.²

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 kinder y 1er grado tuvieron menos probabilidad de leer a nivel al final del 3er grado.

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

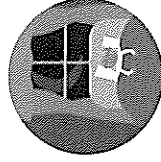


Lo que las familias pueden hacer



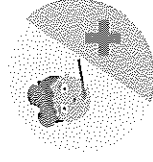
Averigüe que día empieza la escuela y asegúrese que su hijo tiene las vacunas requeridas.

Establezca rutinas diarias para la hora de dormir y la mañana.



Hable sobre la importancia de asistir a la escuela con regularidad y pregúntele a su hijo como se siente sobre la escuela.

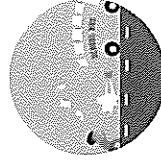
No permita que su hijo falte a la escuela a menos que esté realmente enfermo. Use un termómetro para comprobar que tiene fiebre. Recuerde que los dolores de estómago y dolores de cabeza pueden ser signos de ansiedad.



Evite las citas médicas y viajes largos durante el horario escolar.

Lleve un registro en casa de la asistencia de su hijo. Al final de la semana, hablele de lo que usted ve.

Desarrolle planes de respaldo para llegar a la escuela si surge algo. Pídale ayuda a un familiar, un vecino u otro padre.



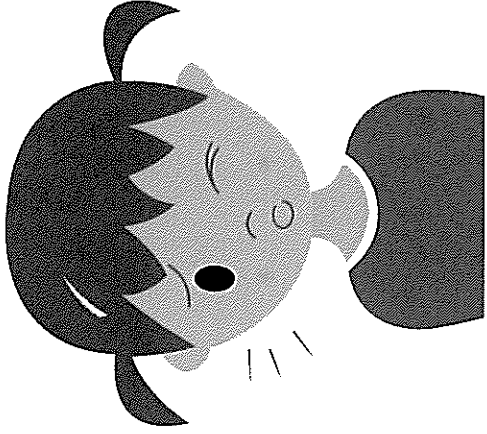
Busque el apoyo de grupos de personal de la escuela o de la comunidad para ayudarse con el transporte, problemas de salud o camino no seguro a la escuela.

¹ Chang, Henry, Romero, Marjorie. Present. Engaged and Accountable For: The Critical Importance of Addressing Chronic Absence in the Early Grades. National Center for Children in Poverty, Inc. 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.

WHEN IS SICK TOO SICK FOR SCHOOL?

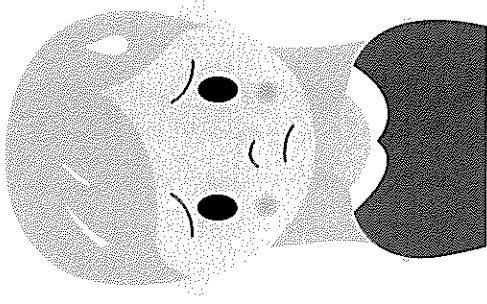


Send me to school if...

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 during that time.

I haven't thrown up or had any diarrhea for 24 hours.

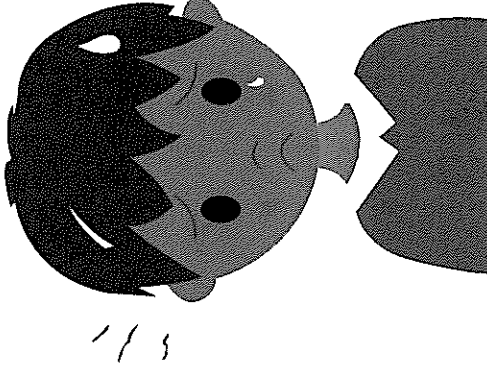


Keep me at home if...

I have a temperature higher than 100 degrees even after taking medicine.

I'm throwing up or have diarrhea.

My eyes are pink and crusty.



Call the doctor if...

I have a temperature higher than 100 degrees for more than two days.

I've been throwing up or have diarrhea for more than two days.

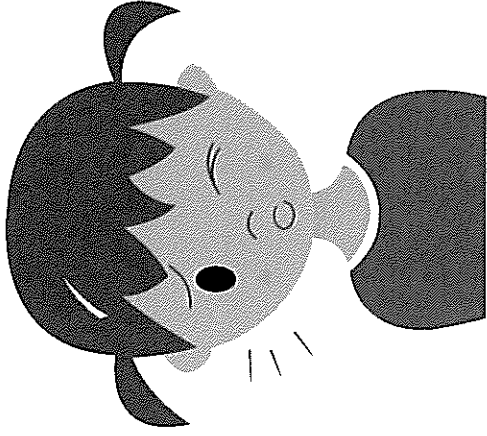
I've had the sniffles for more than a week, and they aren't getting better.

I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).



Adapted with permission from Baltimore City Public Schools.

MANDO A MI HIJO SI NO SE SIENTE BIEN?

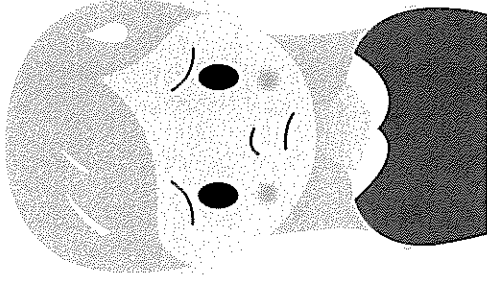


Mandolo a la escuela si...

Tiene la nariz mucosa y un poquito de tos pero ningún otro sintoma.

Si no ha tomado medicina para la fiebre por 24 horas y no ha tenido fiebre durante este tiempo.

No ha vomitado o tenido diarrea por 24 horas.

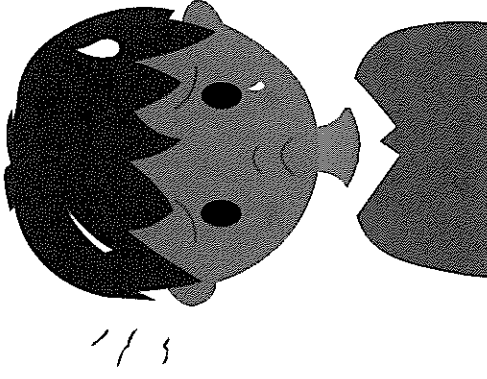


Dejelo en la casa si...

Tiene temperatura más alta de los 100 grados aun después de tomar medicina.

Ha estado o está vomitando o tiene diarrea.

Tiene un ojo rojo/rosado y con pus.



Llevalo al doctor si...

Tiene temperatura más alta de los 100 grados por más de dos días.

Si ha estado vomitando o con diarrea por más de dos días.

Si ha tenido la nariz mucosa por más de una semana y no ha mejorado.

Si todavía tiene síntomas de asma después de tomar la medicina (llame al 911 si todavía tiene problemas de respiración después de usar el inhalador).