



State of Michigan Report 2021-22



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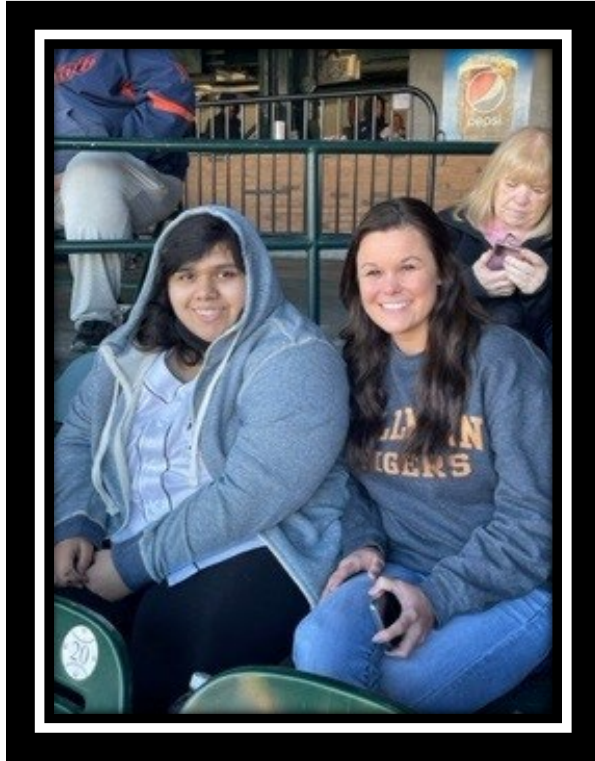
Program Reporters:

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Program Impact: A success story



School Success Liaisons build relationships that help break down barriers and recently, Sarah Bruning, School Success Liaison at Hillman Middle/High School, witnessed a student truly come out of her shell with support of Ms. Bruning and the Hillman school community.

Bri has a history of chronic attendance concerns due to anxiety, has faced significant family loss and was a victim of bullying at her previous school. Bri's life experiences have impacted her in such a way that when she first arrived in Hillman, she did not accept any help from anyone. After slowly building a connection with Ms. Bruning, Bri no longer hides in the bathroom until all students are out of the hallway, she has stopped hiding inside of her black hooded sweatshirt and her attendance is improving.

Recently, the Hillman Middle/High School Band had the experience of a lifetime of performing the National Anthem at the Detroit Tigers baseball game which was celebrated as a holiday in Hillman. When Bri mentioned that she wanted to participate in the school field trip to the game, Ms. Bruning and the Hillman school community stepped in to ensure that it would be a successful experience for Bri. All of Bri's expenses for the field trip were covered through donations, including a Tigers jersey to wear to the game. Throughout the field trip, Bri successfully navigated the ballpark crowds, ordering her own food and let her beautiful smile shine bright.

"I am so proud of her and all that she has accomplished this year! I look forward to continuing to watch her grow and thrive at Hillman High." – Ms. Bruning, School Success Liaison

Background and Purpose

SSP Partnership Program Overview

The Northeast Michigan Community Service Agency Inc.'s School Success Partnership Program (SSP) serves school-aged children and youth from Pre-Kindergarten through 12th grade including alternative education students who are at-risk for academic failure, as well as adjudicated youth in the PIVOT program. Students served by SSP are referred to the program due to academic need, poor attendance, aggressive behavior, crisis situations, withdrawn behavior, or being untended. SSP liaisons provide ongoing assistance to students, parents, and teachers by managing students' problem areas with specific short- and long-term goals. Students with additional needs are provided supplementary referrals to community resources, such as educational services, community mental health clinics, shelters, private practitioners, the Department of Health and Human Service, and NEMCSA's Community Programs including Homeless & Prevention Services, CSFP and TEFAP Food Programs, Weatherization, Volunteer, Aging and Early Childhood Services.

SSP began over 31 years ago in response to community awareness that school failure was a complex, multi-faceted issue linked to chronic poverty, unemployment, juvenile delinquency, domestic violence, teen pregnancy, child abuse and neglect, and a lack of parent education. Students served by SSP experience a variety of issues and conditions that affect school performance and create barriers to academic success including family issues (e.g., divorce, unemployment, death, etc.), attendance issues, behavioral issues, transitional issues, and unmet mental health and/or medical needs. The program collaboratively works with students and their families, school administrators, teachers and staff, and community agencies to address presenting issues and meet students' needs. As a result of participating in SSP, students are expected to have increased school attendance; improved academic performance; an increase in parental involvement with their child's education; and family barriers identified and removed for student success.

Over the years, SSP has become an integral resource for students, families, and schools in Northeast Michigan and SSP program administrators sought to extend their reach, with the goal of providing services to help more students in Northeast Michigan. Given the commitment to students and families and the positive impact SSP has had in Northeast Michigan, the State of Michigan began allocating funds for the 2014-15 school year and continues its commitment to this effective program., with the exception of the 2019-2020 school year, when the funding from the state was vetoed. See chart below for the impact of state funding.

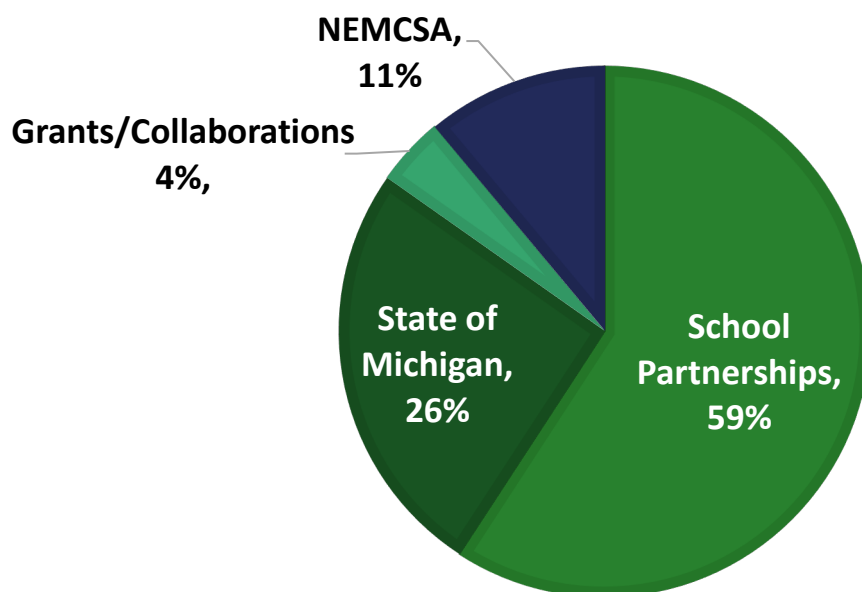
History of funding from the State of Michigan

	Building a Strong Foundation	Growing	Surviving	Rebuilding	Thriving
School Years	1991-2014	2014-2019	2019-2020	2020-21	2021-2022
<i>Funding from the State of Michigan</i>	\$0	\$300,000-\$525,000	\$0 \$525,000-VETOED	\$525,000	\$525,000
<i>Counties with School Success Services</i>	Alpena Cheboygan Montmorency Otsego	Expanded to 7 additional counties: Alcona Crawford Iosco Oscoda Ogemaw Presque Isle Roscommon Continued serving: Alpena Cheboygan Montmorency Otsego	5 counties lost full or partial service: Alpena Alcona Montmorency Iosco Oscoda 10 SSP sites were closed	Restored services to 4 SSP sites Operating in 9 counties Alcona Alpena Cheboygan Iosco Montmorency Ogemaw Otsego Presque Isle Roscommon	Operating in 9 counties Alcona Alpena Cheboygan Iosco Montmorency Ogemaw Otsego Presque Isle Roscommon Added 10 School Success Liaisons to restore and expand services.

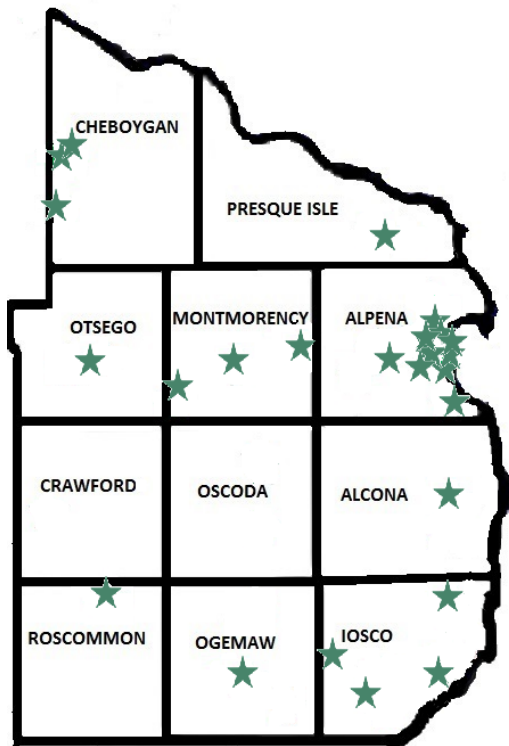
When the state funding was vetoed for the 2019-2020 school year, NEMCSA and schools used all available resources to keep as many sites open for as long as possible. Several sites closed mid-year, several sites reduced work hours for their liaison, and all schools ended 2 weeks earlier than planned.

When funding was restored for the 2020-21 school year, SSP began to slowly rebuild the program, restoring services to 4 SSP sites. With continued impact of the COVID-19 pandemic and increase in need of supports for students across our service area, many of the SSP partner schools used their ESSR funds to add an additional SSP liaison for the 2021-22 school year. Those funds combined with the continued state funding restored and added 10 School Success Liaisons, growing SSP to 38 program staff supporting 14 school districts across 9 counties.

The \$525,000 from the state represents approximately 26% of the entire SSP \$2 million operating budget.



2021-22 SSP Partnership Program Locations



County	Full liaison time staff
Alpena	14
Alcona	2
Cheboygan	4
Iosco	7
Montmorency	3
Ogemaw	1
Otsego	2
Presque Isle	1
Roscommon	1
TOTAL	35

For the current 2021-22 school year, SSP has 34 full-time SSP liaisons with two working as supervisors in K-12 public and alternative education sites and one full-time SSP liaison working with court adjudicated youth in the PIVOT program. In addition, SSP has one program director, one program coordinator and one data/budget manager.

Report Purpose

The purpose of this report is to assess the current SSP Program during the 2021 - 2022 Academic Year. The State of Michigan allocated \$525,000, 26% of the SSP Program's \$2 million annual budget, to support existing programming. This report presents results based on SSP Program data from September 2021 through June 2022.

This nine-month report intends to:

- (1) Document the support of schools, students and families of the program
- (2) Assess the impact of the SSP Partnership Program on four key performance objectives identified by the state in all K-12 and all Alternative Education program sites.

The performance objectives to be measured and reported include:

1. Increasing school attendance and decreasing chronic absenteeism;
2. Increasing academic performance based on grades with emphasis on math and reading;
3. Identifying barriers to attendance and success and connecting families with resources to reduce these barriers; and
4. Increasing parent involvement in child's school and community.

Methodology

Data Collection

Data collection for the progress and outcomes of this report were compiled and analyzed through a web-based database called Formstack.

The outcomes reported used K-12 and Alternative Education SSP Liaison data collected between September 2021 through June 2022 including monthly data reports, initial intake and exit reports, end of the year summary reports and attendance letters. SSP Liaisons completed monthly forms for every formal caseload student served from the date they entered the program to the time they exited the program.

Data Analysis

Monthly comparisons will indicate improvements in Performance Objectives through a web-based submissions process called Formstack.

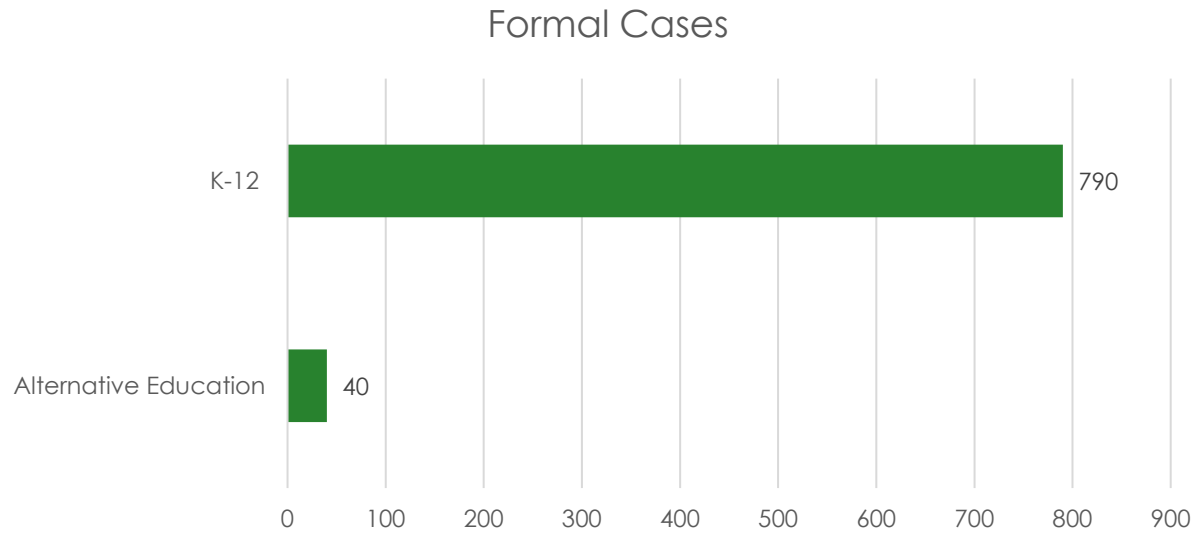
School Success Formal Student Characteristics

830 students formally enrolled in SSP

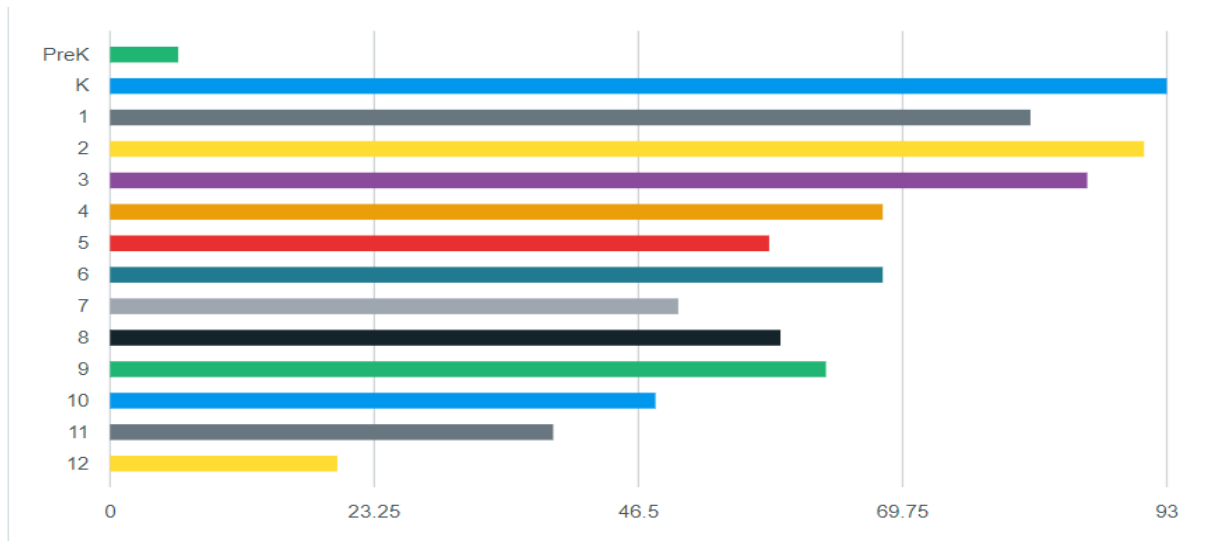
790 formal students in K-12 SSP

40 formal students in the Alternative Education SSP

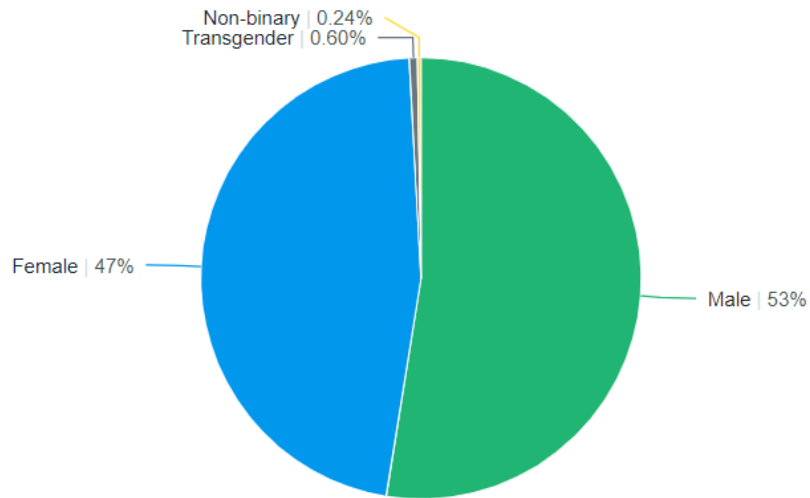
95% of the SSP students served were enrolled in a K-12 SSP Program



51% of the SSP students served were in elementary school (grades PK-5), **28%** were in middle school (grades 6-8), and **21%** were in high school (grades 9-12)



53% of the SSP students served were male.



Free and Reduced Lunch

93% of the SSP students qualified for Free and/or Reduced Lunch.



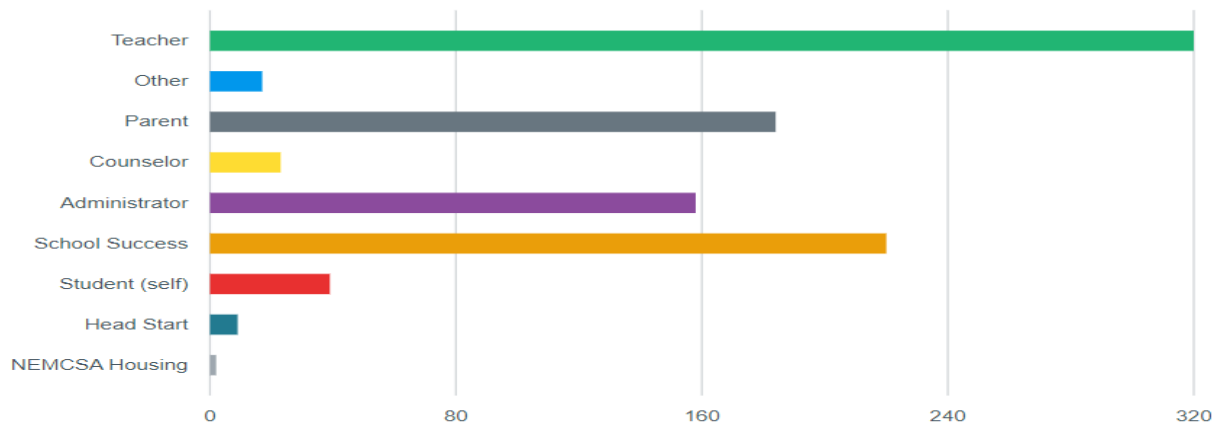
Head Start

Approximately **48%** of the SSP students attended Head Start*



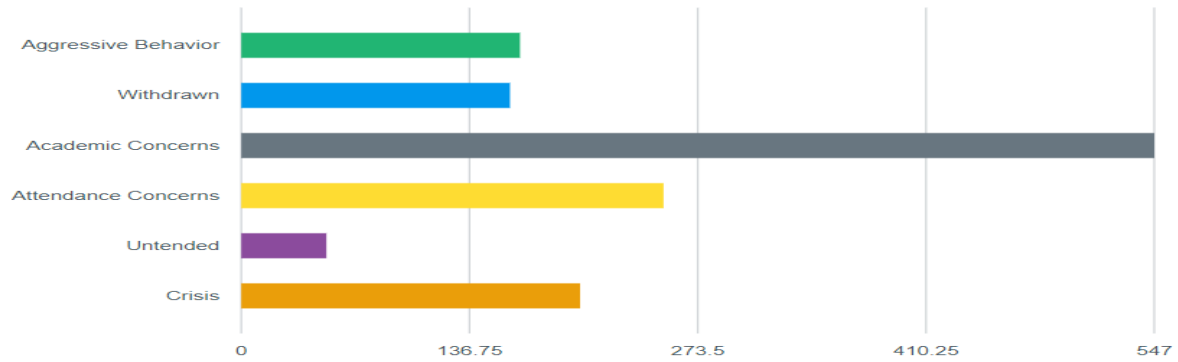
Referral Source

Teachers made up most of the referrals, followed by school success liaisons and parents. A student can have more than one referral source.



Referral Reason

Many of the students referred to SSP were for academic concerns. Attendance and Crisis were the next two most common. A student can be referred for more than one reason.



SSP

Performance

Objective Results

The performance objectives to be measured in this section include:

1. Increasing school attendance and decreasing chronic absenteeism
2. Increasing academic performance based on grades with emphasis on math and reading
3. Identifying barriers to attendance and success and connecting families with resources to reduce these barriers
4. Increasing parent involvement in child's school and community

1) Increasing school attendance and decreasing chronic absenteeism

98.85%

reduction in chronic absenteeism in students who received SSP intervention

From the University of Michigan Poverty Solutions November 2020 Newsletter: "Chronically absent students are less likely to meet grade level proficiency standards and are more likely to drop out of school than their peers, with impacts seen as early as preschool. These effects can be lasting. Among third grade students, those who were not chronically absent in kindergarten and first grade were three-and-a-half times more likely to read on grade level than their peers who were chronically absent both years (64% vs. 17% respectively)".

Chronically absent is defined as missing 10% or more of the school year. For Michigan that would be an equivalent of 18 days by the end of the school year.

SSP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible. Since its inception, SSP has worked with school systems, law enforcement agencies, court systems and other agencies to address student attendance. As a result of this belief and community collaboration, SSP has developed and implemented a process to address this concern.

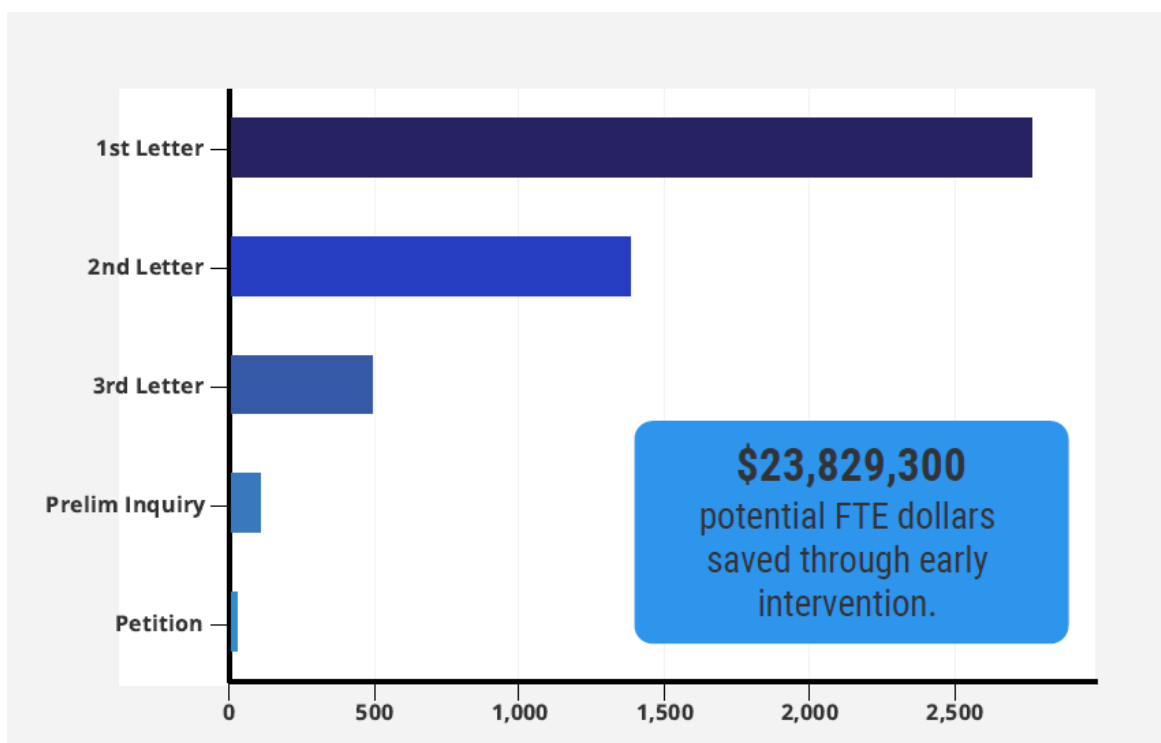
SSP liaisons act as truancy officers in their respective buildings and if a student has **eight (8) absences** the parent is notified by the liaison through a letter or documented phone call. Should the student continue to miss and have **12 absences**, the parent is again notified by mail and the liaison continues to work informally with the parent to address the truancy and remove any barriers that may exist. Should the student reach **15 absences**, a face-to-face meeting is held with the parent, student, the building principal and the assigned law enforcement liaison. At this meeting, a formal action plan is developed, signed and a release of information is also signed by the parent so law enforcement or any other professionals involved may provide information. If the plan is not followed, local family court personnel will conduct a Preliminary Inquiry to attempt to gain compliance. If necessary, formal court action through a petition and formal court proceedings may be requested if truancy continues. (See appendix for copies of attendance letters, checklist, and action plan)

In response to absenteeism during the COVID-19 Pandemic, School Success Liaisons continue to work closely with their partner school districts to modify and develop attendance plans to maintain compliance with both Michigan educational statutes while also ensuring public health requirements for quarantining. School Success Liaisons to work with students and families who had increased absenteeism due to COVID-19 related reasons to ensure that students are able to continue to maintain virtual contact with teachers and participate as applicable.

School Success Liaisons opened communication with school districts and court systems to discuss the importance school attendance and will continue to work with school districts and court systems moving forward to ensure that chronic absenteeism will continue to reduce and should students become truant that appropriate and adequate supports in the community are available for referral by School Success Liaisons.



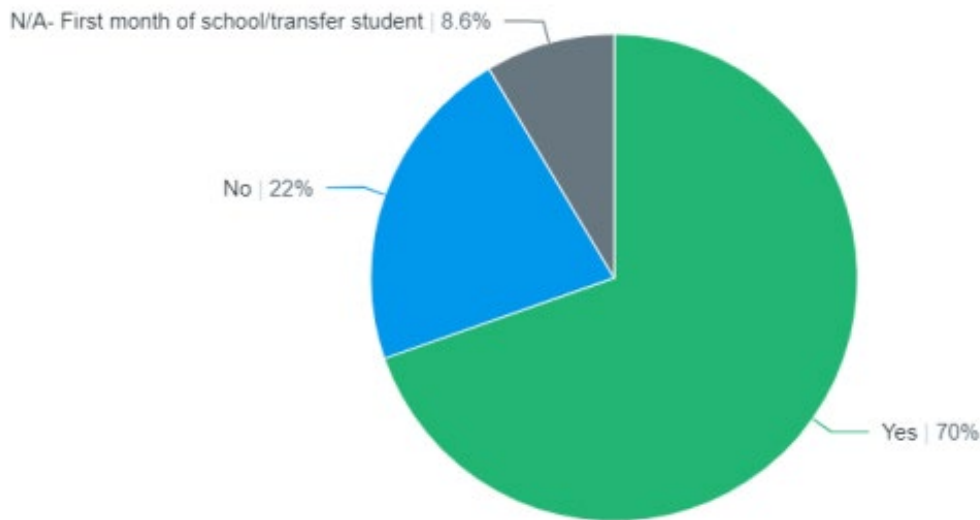
Truancy Reduction 2021 - 2022



Stayed in Class more

Based on monthly reports, attendance reports, and meetings with teachers, **70%** of students stayed in class more.

Stayed in Class more:



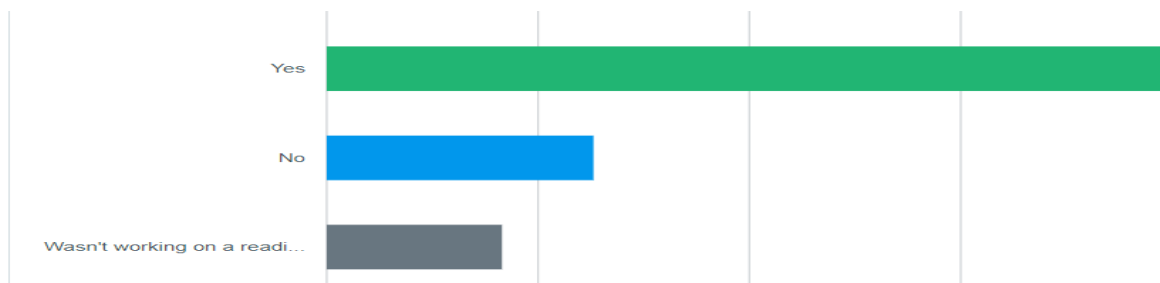
2) Increasing academic performance based on grades with emphasis on math and reading

SSP liaisons acquire the math and reading grades monthly on every formal student. Grades are recorded from the student's teachers and the school database grading system. SSP liaisons work with students who were referred for academic support and then identify and address the barriers to low academic performance.

The following charts show the student's academic growth from their baseline grades from the time they enter the SSP program until the time they are closed.

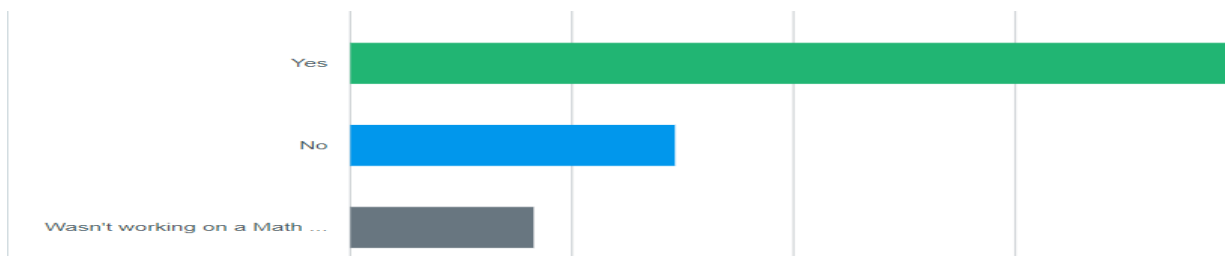
Reading Level/Grade

76% of the SSP students improved in reading per their action plan goals.



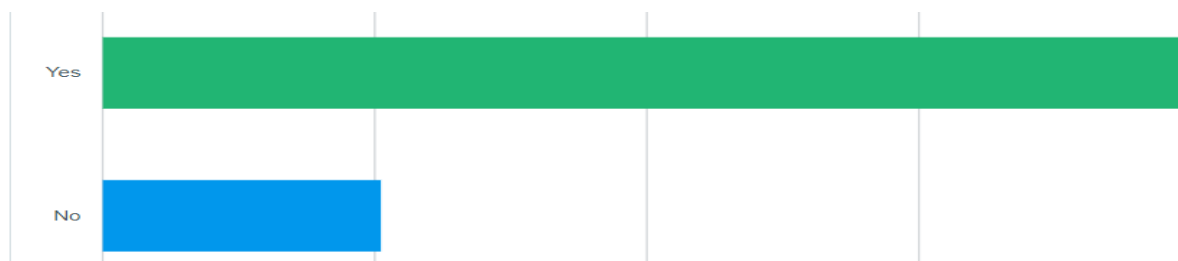
Math Level/Grade

73% of the SSP students improved in math per their action plan goals.



Overall Academics

80% of the SSP students showed an overall academic improvement.



3) Identifying barriers to attendance and success and connecting families with resources to reduce these barriers

Each month, SSP liaisons document barriers to academic success experienced by the students they serve.

Once SSP liaisons identify barriers to a students' academic achievement, they utilize a team approach to resolve barriers and increase the students' ability to succeed in school. This team includes, and is not limited to; school personnel, the student, parent(s) and other community resources. The most common approach to resolving barriers involves creating a plan or system with the student and/or parent or guardian. The plans often consist of strategies that students and parents can employ to overcome barriers.

Meeting and talking with students also emerged as an important strategy for overcoming barriers to academic achievement. These meetings provide an opportunity for students to share feelings or discuss issues they are having, as well as provide a venue for SSP liaisons to offer important guidance and information. Additionally, SSP liaisons described educating students and parents, by sharing information and building skills, as a way to overcome barriers. This information and associated skills are often used to support the plans collaboratively developed to assist students and families. Finally, SSP liaisons provide referrals to help students and families resolve identified barriers that are beyond the scope of SSP.

2,235 Contacts with community agencies

6,653 Barriers identified and alleviated with collaboration with the family

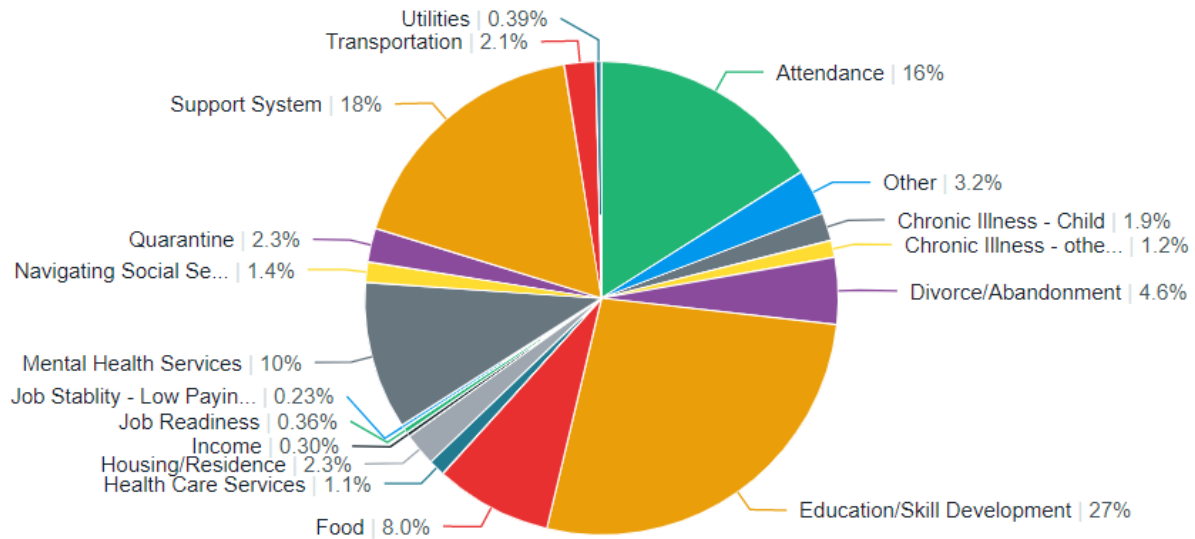
Barriers Addressed

Top 3

1) Education and Skill Development (1732)

2) Family Support Systems (1138)

3) Attendance (1031)



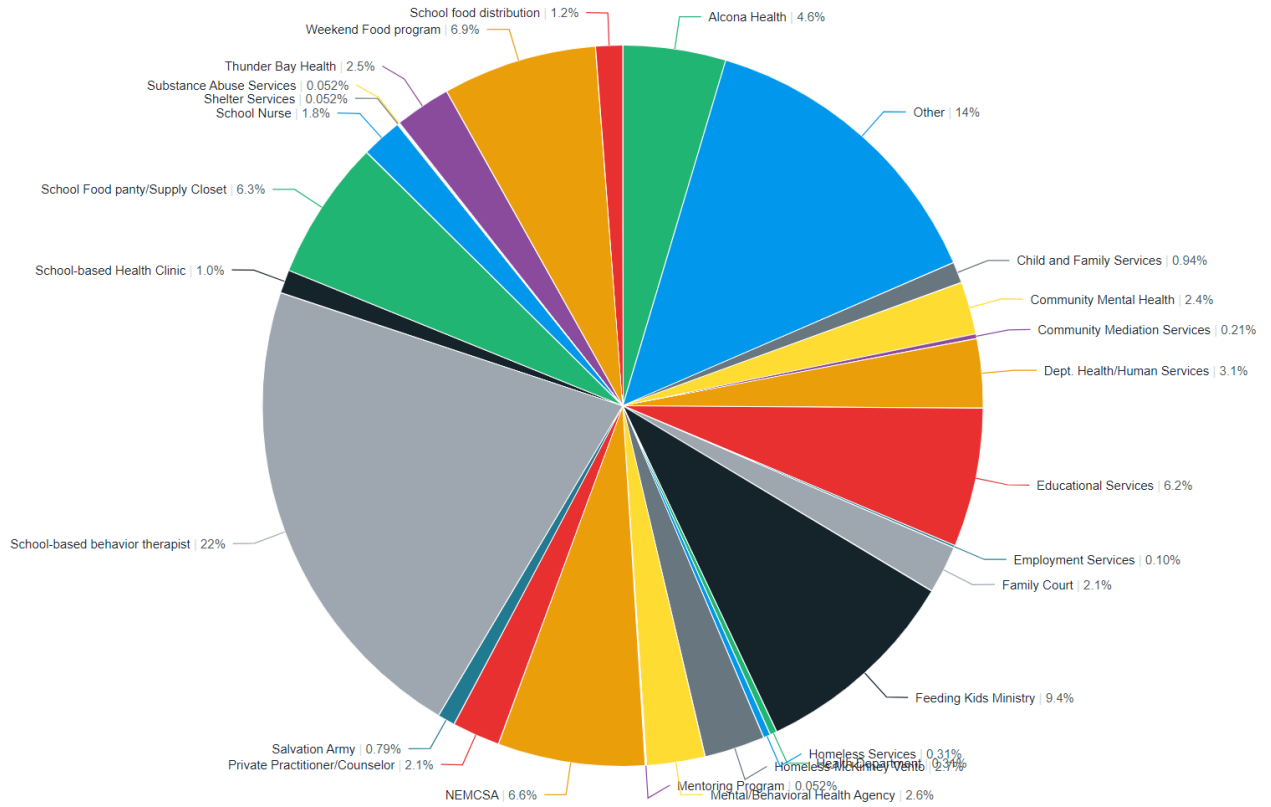
Referrals to Agencies

Top 3 *besides other

1) School Based Therapist (411)

2) Feeding Kids Ministry (179)

3) Weekend Food program (132)



*Because we serve families in 9 counties, the "Other" category includes services specific to the counties we serve.

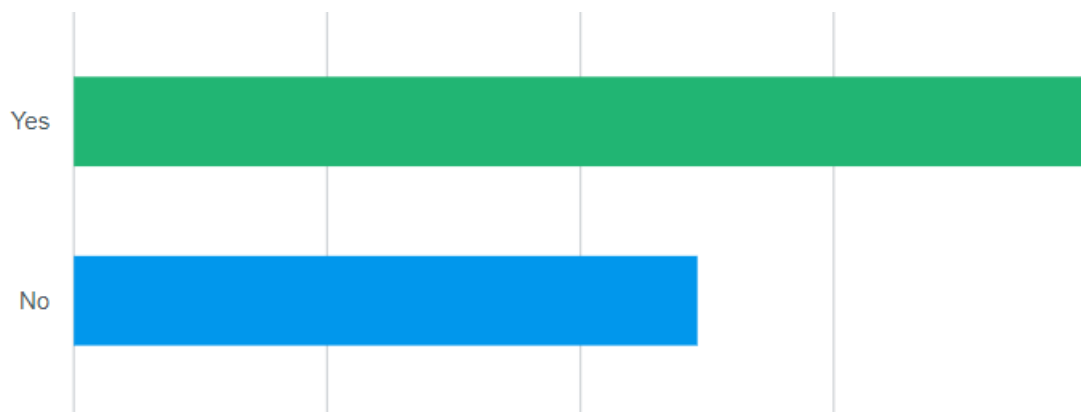
4) Increasing parent involvement in child's school and community.

SSP liaisons reported engaging with parents **13,039** times from September 2020 through June 2021 through home visits, office visits (in person or virtual) and phone calls, letters, text or messaging services. Note that many of the students involved in the Alternative Education program are 18 or older and the parents are not involved.

Most commonly, SSP liaisons and parents collaborated to implement a plan to improve the student's behavior or academics. Through these plans, parents often employed strategies to help their child succeed, thereby increasing their involvement in their child's daily life both at home and at school. SSP liaisons often provided parents with information and education about their child's needs. Liaison reports indicate that parents sometimes are not sure how to get involved or what is needed to help their child. By offering this information, SSP helps to increase parental involvement.

Parent Participation in School Activities K-12 Results only

62% of parents participated in at **least 3 activities** at their child's school.



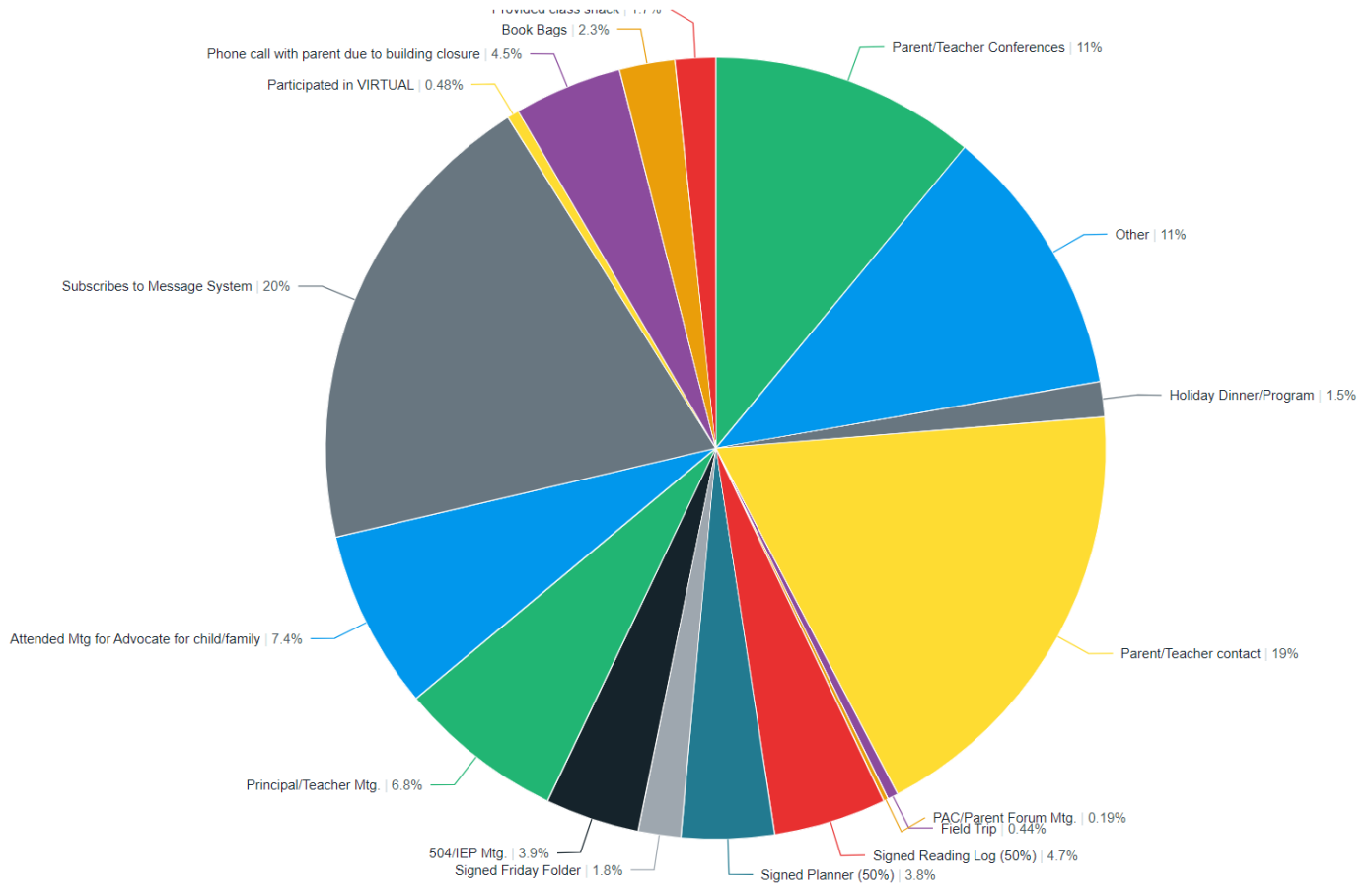
Parent Activities at School

Top 3 *besides other

1) Subscribed to school messaging system (815)

2) Parent Teacher contact/meeting (767)

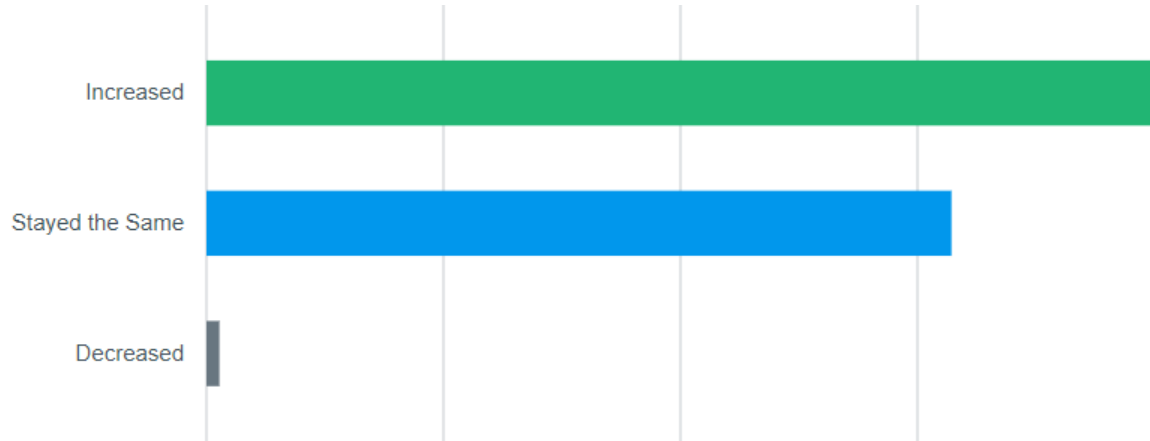
3) Parent Teacher conferences (455)



Overall Parent Participation K-12 Results only

56% of parents **increased** their participation in their child's education

*note this number is still lower than expected due to COVID restrictions in schools



Contacts

830 students served FORMALLY

790 K-12 and 40 Alternative Education

2,756 students served INFORMALLY

830 Formal students

A formal student is referred to the program and has a parent –signed* and agreed upon action plan.

60,439

 Total contacts on behalf of the student

28,456

 Student Contacts – these included meeting directly with the student, Virtual meetings and/or emailing/texting calling the student

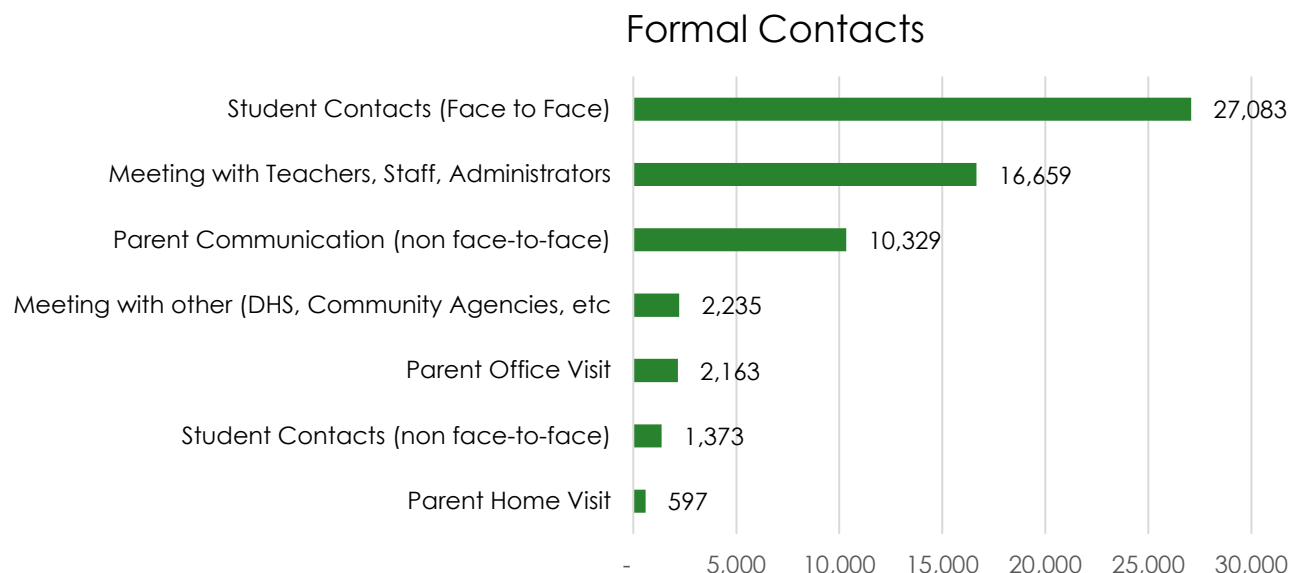
13,089

 Parent contacts that included office visits, virtual meetings, home visits, phone calls, emails/texts with the parent

16,659

 Teacher, staff, administrator contacts

2,235

 Contacts to community agencies

*If student is 18 or older, student signed agreement

2,756 Informal SSP cases

Informal cases include students without a signed action plan from parent(s) as informal cases may not need as much parental involvement as a formal case. An SSP liaison meets with the student at least twice a month, but consistently the liaison works with the informal student more than the required amount. Informal students benefit from the SSP outreach programs (holiday giving, weekly food banks) as well as groups led by the SSP liaison.

1,521 Students served through a holiday giving program

5,517 Students provided with food for the weekend through a weekly backpack program or to meet an immediate need

1,913 Students provided with school supplies

5,113 Non-food items/kits provided (personal hygiene, cleaning products, etc.)

192 Students assisted with college readiness (applications, financial aid, etc.)

430 Groups led by SSP liaisons open to all students in the school

Groups implemented this year but not limited to:

Anti-bully presentations
Social skills
Girls group
Boys Group
Teen Cuisine
Life Skills
Hygiene Lessons
I-Care Cat
Friendship skills
Kindness and
Responsibility

Goal Setting
Breakfast group
Mind-Up
Homework Help
Behavior Expectations
Entering/Exiting the
building
Reputations group
How to listen group
Peer Mentoring
Peer to Peer

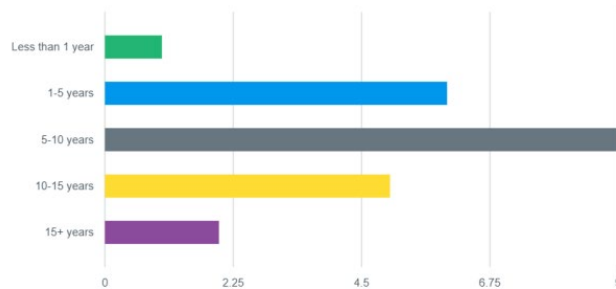
Study Skills
Mom Support Group
Anxiety/Depression
Peer Mediation
Vaping Education
Social Skills
Anger Management
Grief Support

Principal Superintendent Survey

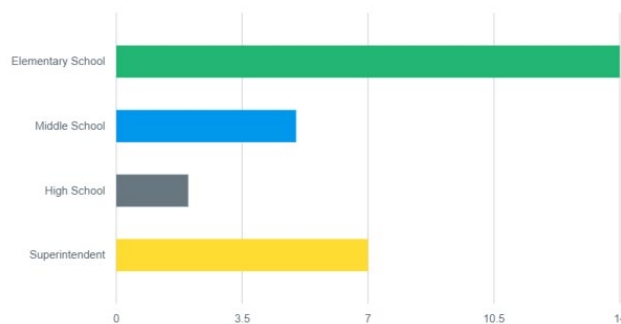
Results from twenty-three principals and/or superintendents

(See appendix for copy of survey)

The School Success Program has been implemented in my building for:

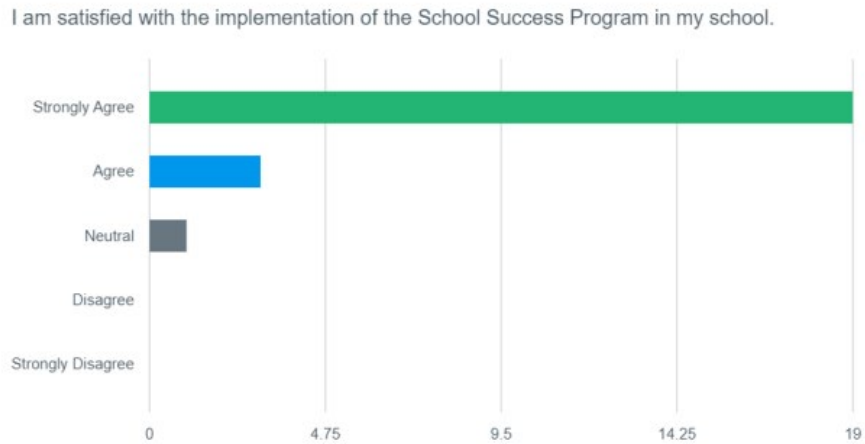


Administrative Duties

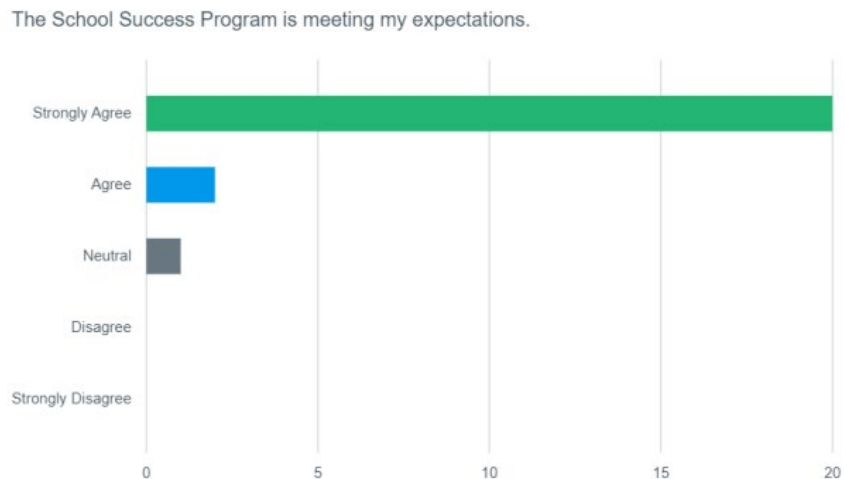


Implementation of the SSP Partnership Program

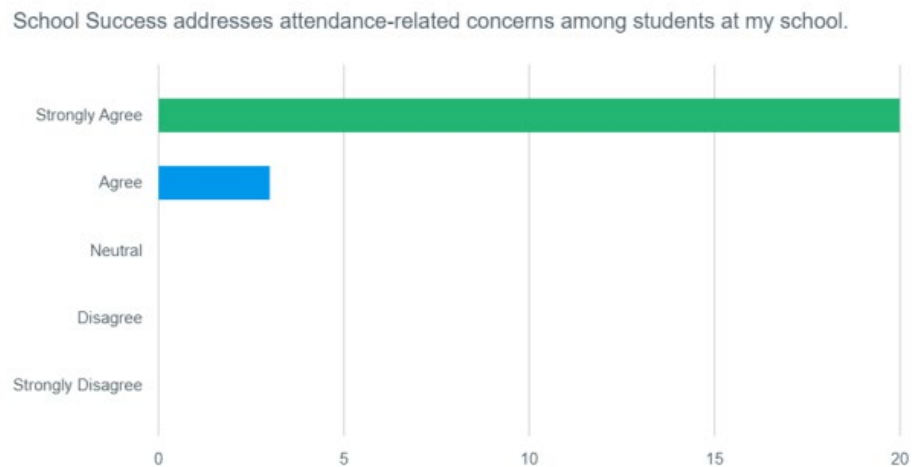
96% of superintendents/principals **strongly agree or agree** that they are satisfied with the implementation of SSP.



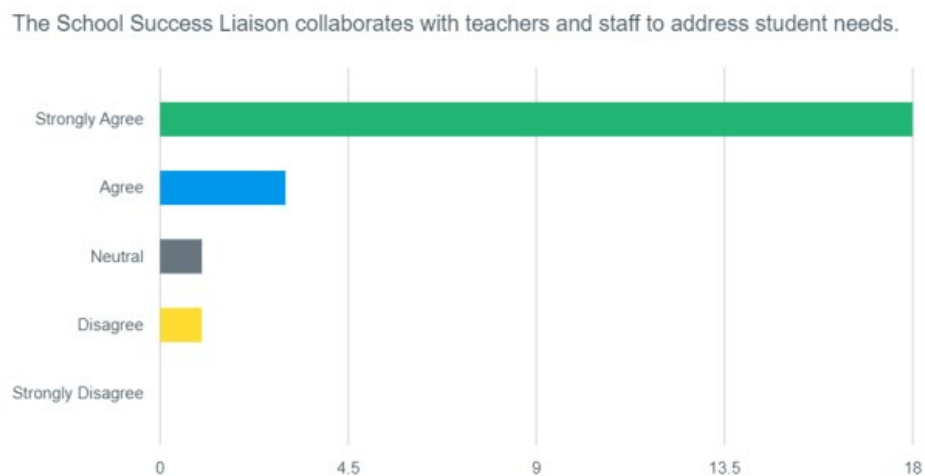
96% of superintendents/principals **strongly agree or agree** that SSP is meeting their expectations.



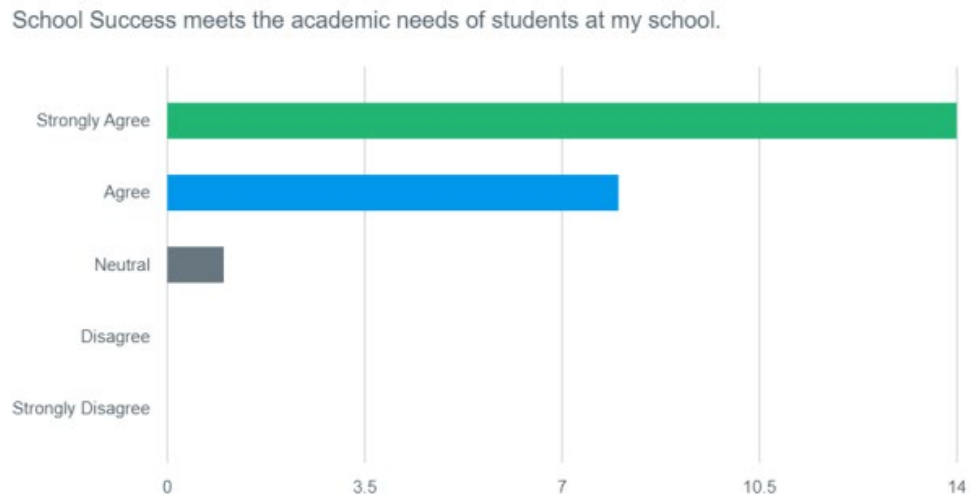
100% of superintendents/principals **strongly agree or agree** that SSP addresses attendance concerns at their school.



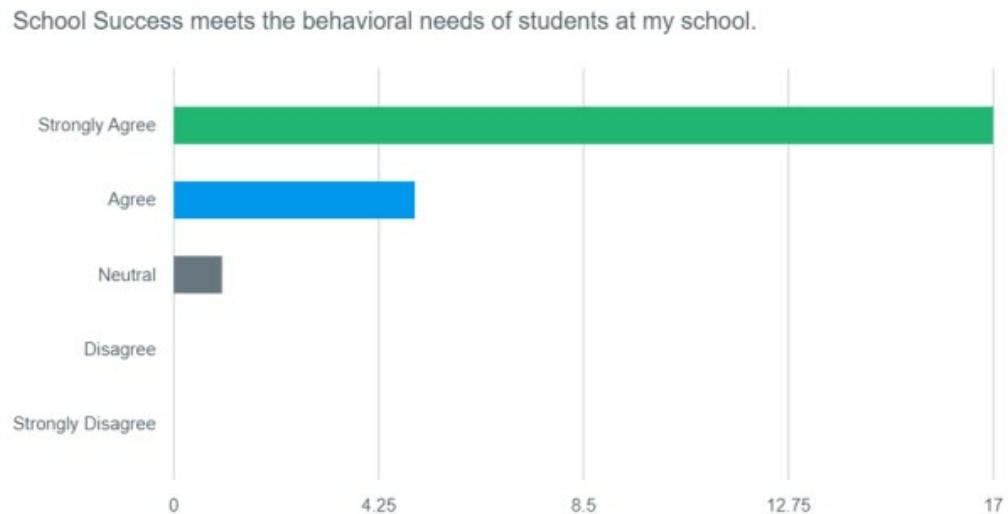
91% of superintendents/principals **strongly agree or agree** that SSP liaisons collaborates with teachers and staff.



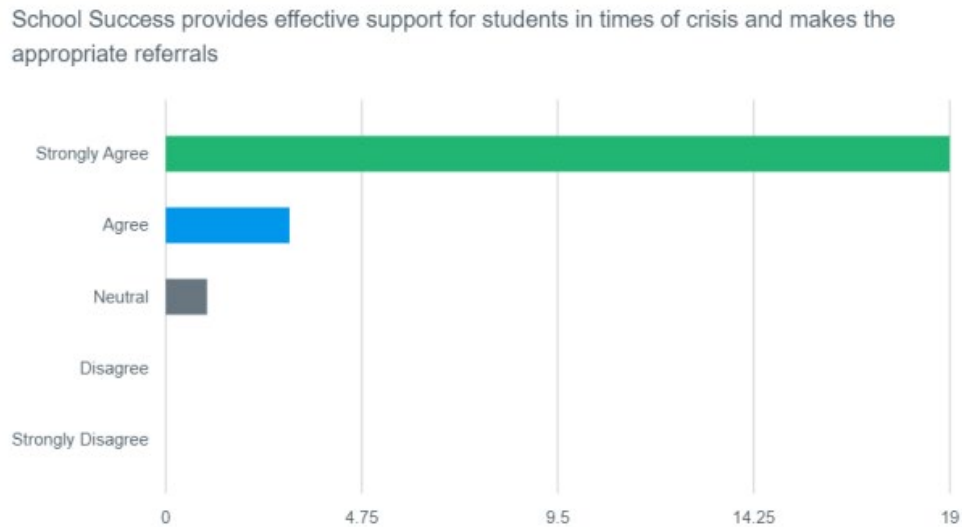
96% of superintendents/principals **strongly agree or agree** that SSP meets the academic needs of the students in their school.



96% of superintendents/principals **strongly agree or agree** that SSP meets the behavioral needs of the student in the school



96% of superintendents/principals **strongly agree or agree** that SSP provides effective support for students in times of crisis and makes the appropriate referrals



100% of respondents would recommend the School Success Partnership Program to a colleague at another school.

Written Principal Perceptions of the SSP Program

Results presented in this section of the report focus on three open-ended survey questions in order to provide SSP administrators and stakeholders with important insight to implementation facilitators and barriers. Principals and superintendents were asked to identify what was working well with the SSP, as well as areas for improvement.

Program Strengths

Of the 23 surveys that were returned, the following were listed as program strengths:

- Partners in serving our students and families
- Great relationships, great connections and support
- Support for non-academic needs of students
- Supporting students and families in crisis
- Commitment to reducing absenteeism
- Building emotional regulation skills with students
- Positive impact on our students, families, teachers and culture of the school
- Advocate for our school, students and families

Areas for Program Improvement

Only 10 of the surveys had responses in this category. Three indicated no areas of program improvement necessary and two of those responses indicated that their school could use another school success liaison.

Other areas of improvement included:

- Additional support and training to build capacity and confidence of liaisons who are newer in their roles
 - Including support in developing schedules of servicing students, understanding roles and responsibilities, increasing confidence in crisis response
- Review and enhance the attendance letter and truancy protocol, including proactive supports.

Principal and Superintendent Responses

**Elementary
School
Principal**

"I would highly recommend this program as our little ones today need this intervention more than ever before. We have families who are in stressful situations and they need a person to advocate for their needs as well as help them with community resources on a daily basis. Our entire school counts on our School Success Liaison for her help and guidance as she is a priceless asset to our little ones."

"It is an amazing program that has made such a difference in the lives of so many students."

**K-12
Administrator**

**Elementary
School
Principal**

"I would recommend the School Success Partnership Program to colleagues because I feel it is an important partnership with schools and families. "

"This program is crucial to our students success. Their relationship building skills and the one-on-one attention they provide is paramount to the students success."

**K-12
Administrator**

Parent Perception Survey

Results from parent surveys administered to 109 randomly selected families that were collected through a web-based data collection service called Knack. Parents responding to this survey represented children and families served in the 9 counties where SSP has been implemented. (See appendix for copy of survey)

Parent Perceptions of the SSP Program

100% of parents **agreed** that SSP helped them in dealing with their child's difficulties

100% of parents **agreed** that child's likelihood for success in school has improved.

100% of parents **agreed** that they are more comfortable in interacting with the school staff.

100% of parents **agreed** their time with SSP was worthwhile.

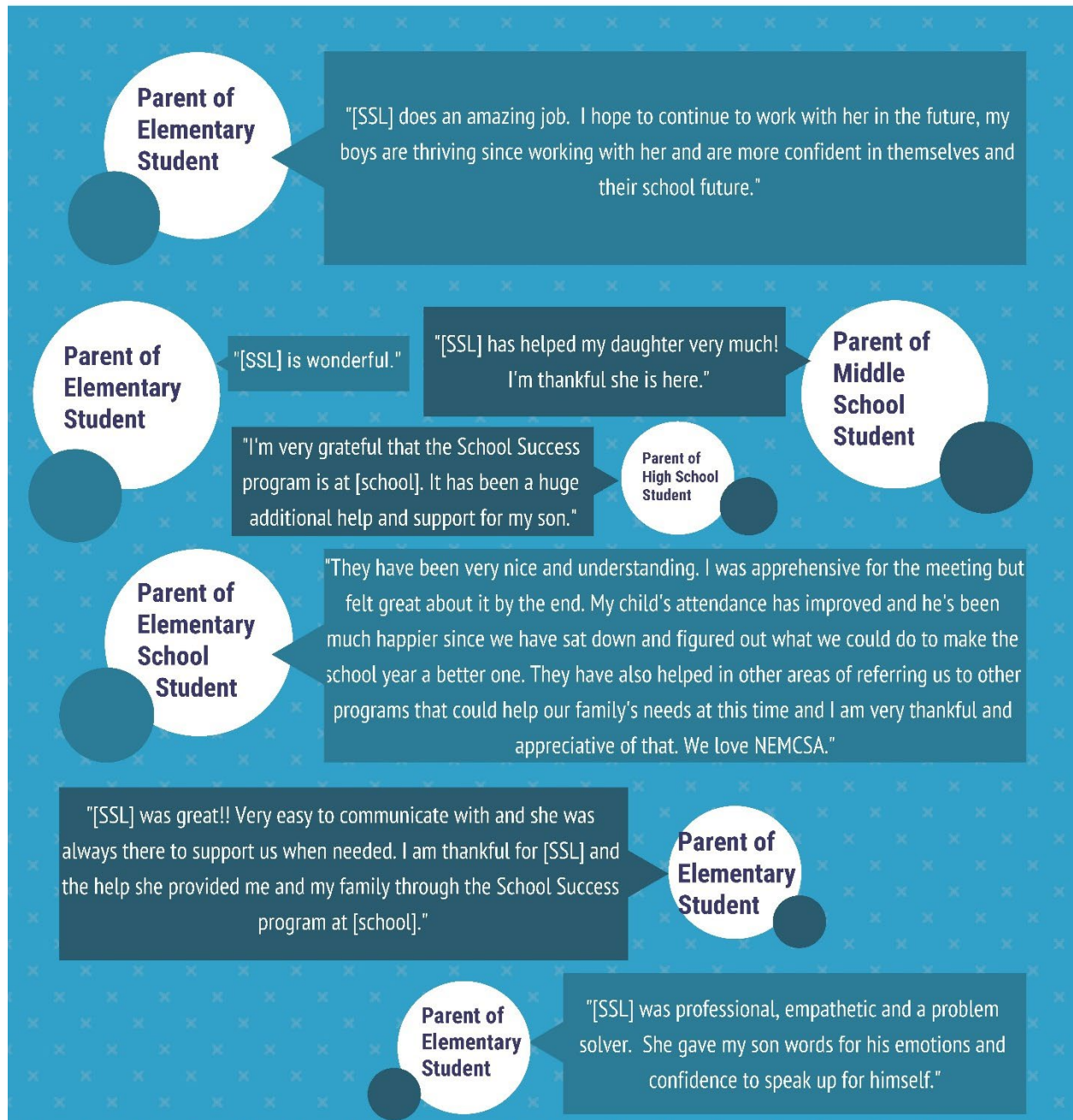
100% of parents **participated more** in their child's education.

100% of parents **would recommend** SSP to others

Parent Responses



Parent Responses



Next Steps

The SSP Program anticipates all current SSP programs in northeast Michigan to continue in the 2022-23 school year with the exception of Roscommon. Additionally, the SSP program has been re-established and will return to Fairview schools in the up-coming year.

Currently the SSP program funding from the state of Michigan of \$525,000 has been placed in the 2022-23 state budget and is waiting for final budget approval.

Our ask was for an additional 1 million to be able to expand and keep up with cost of living, merits and natural program increases for continued successful operations.

SSP administrators will continue to advocate and support all current funding sources in addition to actively seeking additional funds to support the waiting list of schools and increased expenses.

Appendix

Includes:

Sample Attendance letters

Sample Attendance Checklist

Sample Attendance Action Plan

Sample Principal Survey

Sample Parent Survey

2021-2022 Data Dashboard

History of Attendance and Truancy Data

First Attendance letter- sent after 8 absences

Your School Name/Address/phone

Name of Principal

Date
Parent/Guardian Name
Street Address
City, MI

Dear

This letter is to inform you that your child's attendance has reached a level of concern. We mail this letter when a student is absent more than eight days from school. Our records show that _____ has been absent _____ days and tardy _____ days since the start of school.

We do not expect you to send a sick child to school. However, we need to know if illness or truancy caused these absences. If these absences were due to illness, a doctor's written explanation or documentation is always helpful. It should be noted that not all absences explained by parents are excused.

You will receive a second letter, if your child reaches a yearly total of 12 absences. If the second letter and accompanying interventions do not correct the absenteeism, we will mail a third letter upon the 15th absence. At that time we will set up a meeting to discuss ways to help correct the problem.

Good attendance is the single most important factor in school success. The Compulsory School Attendance Law of the State of Michigan requires children ages 6 to 18 to attend school on a regular basis.

I would like to work with you to help improve your child's attendance. Please call so that we can discuss this matter. I may be contacted during school hours at _____.

Attached is a printout of your child's attendance record. I appreciate your help with this matter.

Sincerely,

School Success Liaison

cc: Principal, CA-60

Second Attendance letter- sent after 12 absences

Your School Name/Address/Phone

Name of Principal

Date

Parent Guardian Name

Address

City, MI

Dear,

This is the second notice regarding your child's attendance. This letter is mailed when a student is absent more than twelve days from school. **has missed_____ and has been tardy_____ time since the beginning of the school year. Attached is a computer printout of these absences.**

The Compulsory Education Law of the State of Michigan requires children ages 6 to 16 to attend school on a regular basis. The law further requires school officials to report serious attendance problems to the Circuit Court - Family Division and/or District Court.

MCL 380.1561 Compulsory, continuous, consecutive attendance:

"Except as otherwise provided in this section, every parent, guardian, or other person in this state having control and charge of a child from the age of 6 to the child's sixteenth birthday shall send that child to a public school during the entire school year. The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled.

Please call me at _____ during regular school hours to discuss these absences. It is important that we work together to help improve your child's attendance and therefore be successful in school. Hopefully we can resolve your student's attendance problems and keep this situation from progressing to involvement with legal authorities.

Sincerely,

School Success Worker

cc: Principal, CA-60

Third Attendance letter- sent after 15 absences

Your School Name/address/phone

Date

Principal

Parent/Guardian Name

Street Address

City, MI

Dear Mr. and Mrs.,

It has been determined that your child, has a persistent attendance problem at _____ School. **As of today has been absent ___ days and tardy ___ times. An attendance record is attached.**

Michigan's compulsory attendance law dictates that you, as a parent or guardian, are required to send your child to school on a regular basis.

MCL 380.1587 Failure to send child to school: notice to parents

"If a parent or other person in parental relation fails to send a child under his or her control to the public or other school listed under section 1561, the attendance officer, upon receiving notice from proper authority of that fact, shall give written notice in person or by registered mail to the parent or other person in parental relation requiring the child to appear at the public school or other school on the next day following the receipt of notice, and to continue in regular and consecutive attendance in school."

MCL 380.1586 Nonattendance; investigation by attendance officer; notice to parent

"If a child is repeatedly absent from school without valid excuse, or is failing in schoolwork or gives evidence of behavior problems, and attempt to confer with the parent or other person in parental relationship to the child fail, the superintendent of schools may request the attendance officer to notify the parent or other person in parental relationship by registered mail to come to the school or to a place designated at a time specified to discuss the child's irregularity in attendance, failing work, or behavior problems with the proper school authorities."

MCL 380.1599 Compulsory attendance; violation by parents; penalty

"A parent or other person in parental relation who fails to comply with this part is guilty of a misdemeanor punishable by a fine of not less than \$5.00 nor more than \$50.00, or imprisonment for not less than 2 nor more than 90 days, or both."

Please plan to meet with me, the Principal and the School Resource Officer on _____ at _____ am/pm at the school main office to discuss ways in which we can help your child attend school more regularly. We will also be determining whether or not this may be a truancy or educational neglect issue. If one of these is determined to be the cause of absence, a petition for truancy may be filed with the Local Family Division of the Circuit Court or a complaint may be lodged against you in District Court. **Failure to attend the meeting will cause an automatic referral to the proper authorities.** If you need to change the time of the meeting, please call me at _____ to set up a time mutually agreeable to all involved.

We wish to work with you in furthering your child's educational opportunities. If we all work together, we can make a positive difference in your children's future.

Sincerely,

School Success Worker

cc: Principal

CA-60

School Resource Officer

Attendance Case History

Attendance Case History Check List

Student	School	Grade
Parent	Address	
Phone	DOB	

Regular Ed. _____ **Special Ed.** _____ **504** _____

1. First Parent notification letter after 8 absences or late arrivals. Date Sent _____
(copy attached)
2. Second parent notification letter after 12 absences or late arrivals. Date Sent _____
(copy attached)
3. Third parent notification after 15 absences or late arrivals indicating required appointment time.
Date sent _____ by:
____ US Mail
____ Certified mail (receipt attached); Date return receipt received _____
____ Home visit
____ Phone call
____ Given to parent directly (initial copy)
4. Scheduled appointment on _____
____ Kept
____ Not kept
Action plan signed _____ not signed _____
Date _____ (copy attached)
5. Requested a Preliminary Inquiry. Date Inquiry held _____
6. Requested School Resource Officer to file police report and give to prosecutor.
7. Follow-up court appearance if required. Date _____

Attendance Action Plan

School Success Partnership

Attendance Action Plan	
Student's Name:	Date of Birth:
Date of Action Plan:	Success Worker:

- ____ Student will come to school daily and on time.
- ____ Parents will phone school to report an absence no later than 9:00 am on the day of school absence.
- ____ Parents will contact School Success Worker to provide explanation of absence, who will then determine if absence is excused or unexcused.
- ____ Parents will provide a written doctor's excuse with reason for absence in the event of student illness.
- ____ Parents will sign an APS medical release of information form to allow verification of absence for student illness.
- ____ Parents will provide transportation to school in the event of a missed bus.
- ____ I understand that failure to comply with the action plan and compulsory attendance laws (attached) will result in further legal action through Alpena County District and/or Family Court.
- ____ Other

_____ Student Signature (optional)	_____ Date	_____ Parent Signature	_____ Date
_____ Principal's Signature	_____ Date	_____ School Liaison Officer	_____ Date
_____ School Success Worker	_____ Date	_____ Other	_____ Date

Principal/Superintendent Survey

Administrative Duties

Elementary School Middle School High School Superintendent

I am satisfied with the implementation of the School Success Program in my school.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

The School Success Program is meeting my expectations.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

The School Success Liaison collaborates with teachers and staff to address student needs.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

School Success addresses attendance-related concerns among students at my school.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

School Success meets the academic needs of students at my school.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

How often do you meet with the School Success Liaison?

Never ☐ Less than once a month ☐ Once a month ☐ 2-3 times a month ☐ Once a week
☐ 2-3 times a week ☐ Daily

Please tell us what you feel is working well.

Please tell us what areas you feel need improvement.

Would you recommend the School Success Program to a colleague at another school?*

Yes No

Why or Why Not?

Parent Survey

School Success Parent Survey 2021-2022

The School Success Program helped me in dealing with my child's difficulties.

☐ Yes ☐ No ☐ Non-applicable

My child's likelihood for success in school has improved.

☐ Yes ☐ No ☐ Non-applicable

I feel more comfortable talking and working with people at school.

☐ Yes ☐ No ☐ Non-applicable

My involvement and time spent with the School Success Program was worthwhile.

☐ Yes ☐ No ☐ Non-applicable

I participated more in my child's education.

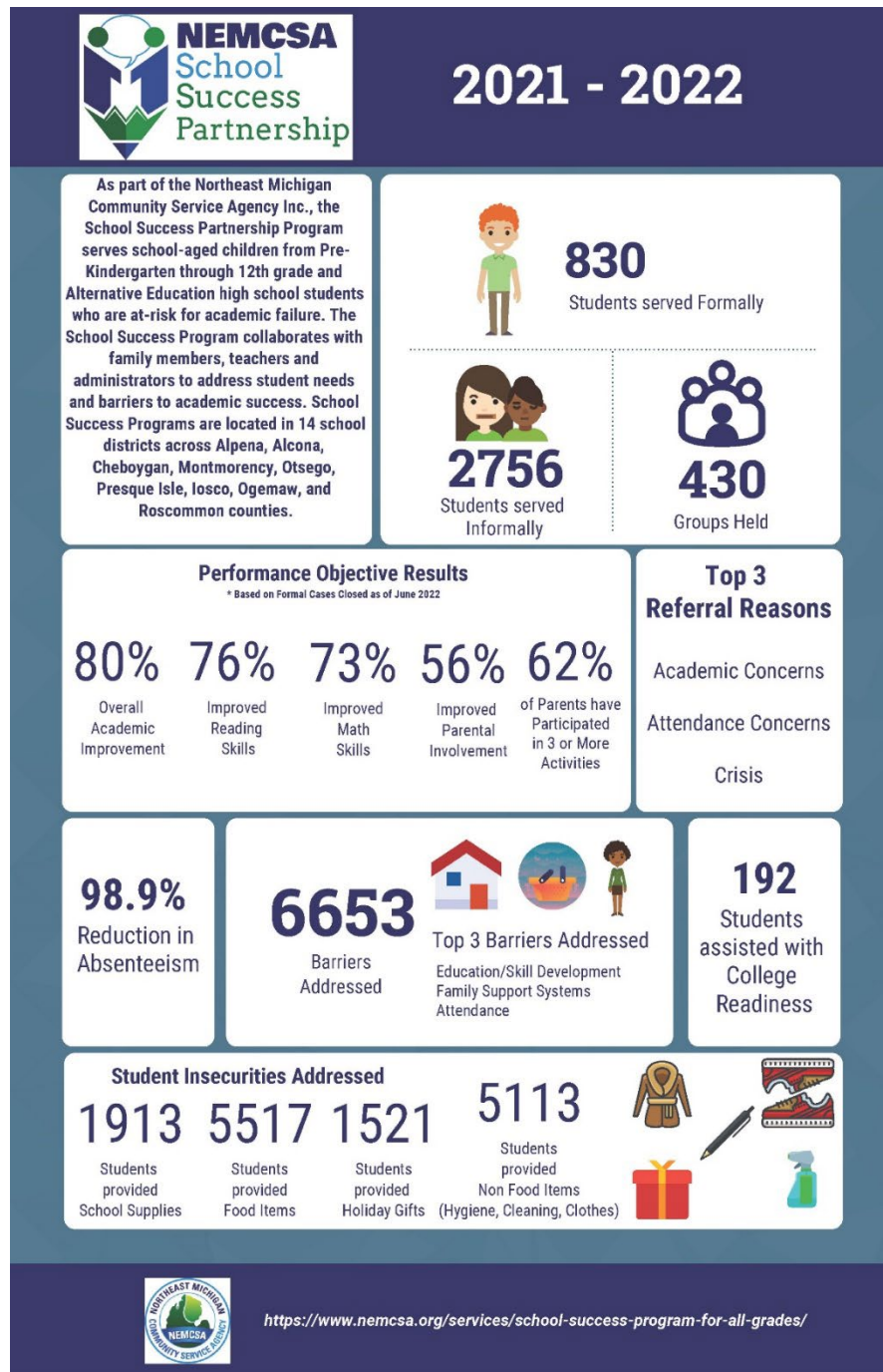
☐ Yes ☐ No ☐ Non-applicable

Would you recommend this program to family, friends or coworkers?

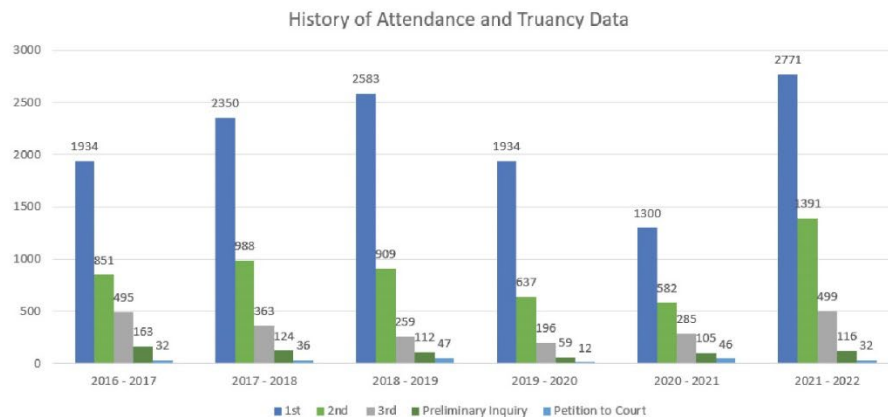
☐ Yes ☐ No ☐ Maybe

What improvements could be made to School Success Program?

2021-2022 Data Dashboard



History of Attendance and Truancy Data



5 year average of 98.27% reduction in chronic absenteeism for those students who received School Success intervention.

SSP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible.

\$132,481,092 in potential FTE dollars saved by addressing truancy early and consistently from 2014-2015 academic year through 2021 - 2022.

