



State of Michigan Report 2023-2024

For more information, please contact:

Dorothy Pintar

Director, Community Programs

2373 Gordon Road

Alpena, MI 49707

(989)358-5006

pintard@nemcsa.org

Program Reporters:

Dorothy Pintar, Community Programs Director

Elizabeth Skiba- SSPP Area Manager

Kristin Berles, Community Programs Budget Manager

Jeana Bellanger- SSPP Attendance Intervention Liaison



Program Impact Highlight



Pictured SSP Leadership Team and NEMCSA CEO, Lisa Bolen



Pictured SSP/CP Director Dorothy Pintar with Governor Whitmer



Congratulations! **School Success Partnership Program** **Northeast Michigan Community Service Agency**



Recipient of the Governor's Service Award **2023-2024** **Youth Impact Award**

The Northeast Michigan Community Service Agency has over 50 years of service in 11 counties in Northeast Michigan. It covers approximately 6,200 rural square miles and averages 31 people per square mile. Its School Success Partnership Program began over 32 years ago in response to community awareness that school failure was a complex, multi-faceted issue linked to chronic poverty and other life challenges including attendance and youth mental health. It has become an integral resource for students, families, and schools. The longevity of the program is due to the willingness of the partners to collaborate and coordinate services to ensure students and families receive much needed resources. All students in the program are assigned a liaison to bring together a team to resolve barriers and increase a students' ability to succeed. Students with additional needs are provided supplementary referrals to community resources. The program now serves students across 9 of the 11 core counties and has a waiting list of schools that are interested in having the service provided in their schools. The most recent data is to be celebrated as it demonstrated students in the program had a 79% overall academic improvement, 77% improved reading skills, 75% improved math skills and experienced a 99% reduction in absenteeism.

Message from School Success Program/ Community Programs Director, Dorothy Pintar

"On behalf of NEMCSA and our amazing School Success Team we are so very honored to receive this prestigious award. Thank you, Governor Gretchen Whitmer and the Michigan Community Service Commission, for making this beautiful event possible and taking the time to recognize the great work that is happening in Northeast Michigan and all around our great state of Michigan. Your recognition inspires us to continue to pursue our passion with even greater dedication and enthusiasm. I also want to express my deep gratitude and thanks to the School Success Program team. You ROCK!!!"



NEMCSA
School Success Partnership

Background and Purpose

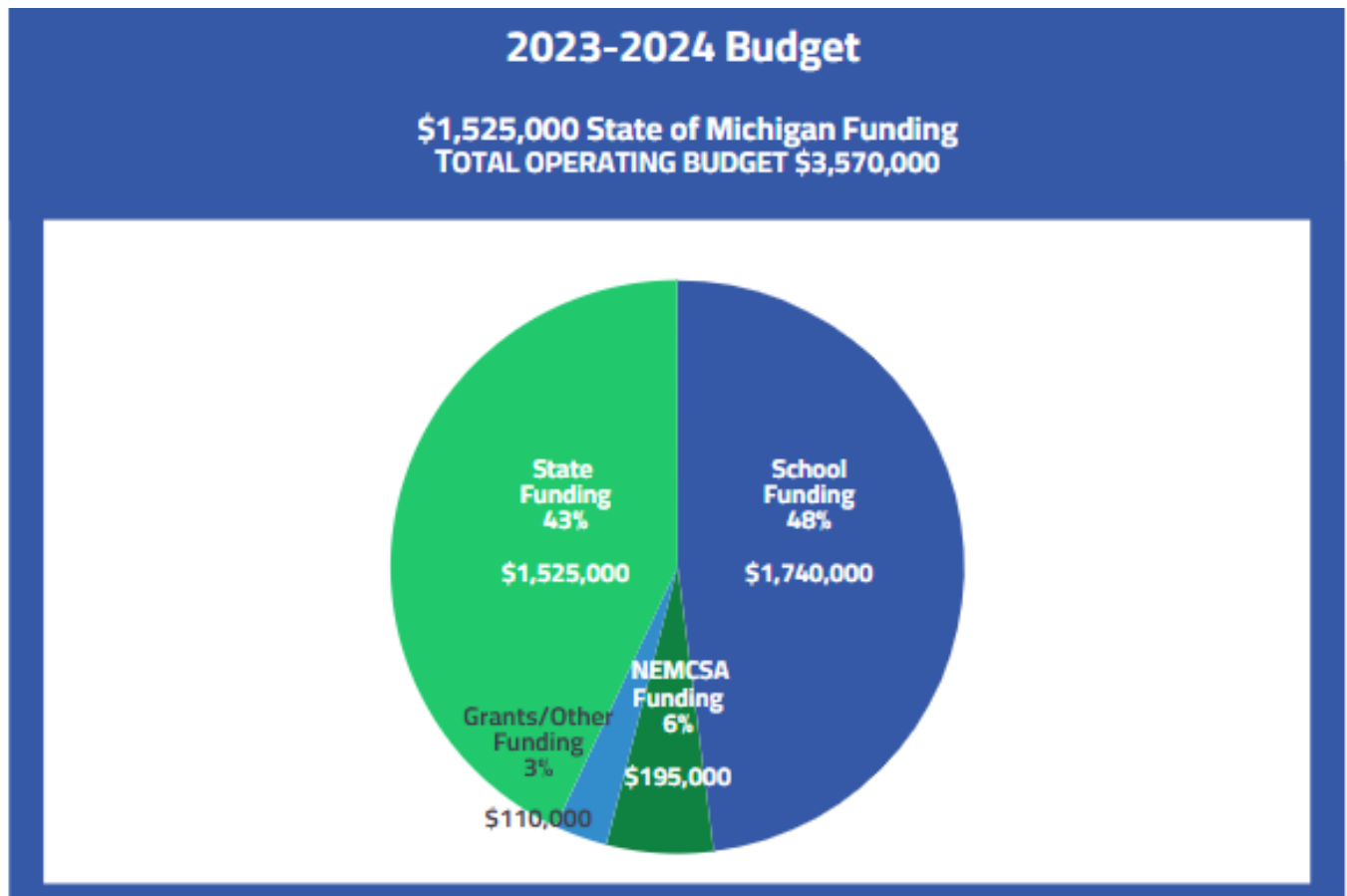
The School Success Partnership Program Overview

The Northeast Michigan Community Service Agency Inc.'s School Success Partnership Program (SSPP) 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 SSPP are referred to the program due to academic need, poor attendance, aggressive behavior, crisis situations, withdrawn behavior, or being untended. SSPP 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.

SSPP began over 33 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 SSPP 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 SSPP, 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.

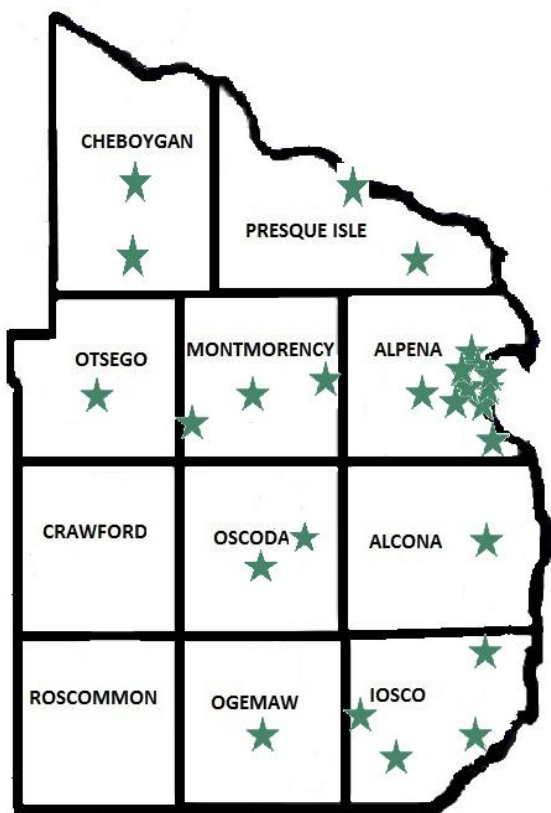
Over the years, SSPP has become an integral resource for students, families, and schools in Northeast Michigan and the SSPP program administrators sought to extend their reach, with the goal of providing services to help more students in Northeast Michigan. Given the commitment to students and families and the positive impact SSPP 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., currently providing \$1,525,000 to the program.

The \$1,525,000 from the state represents approximately 43% of the entire SSPP \$3.5 million operating budget.



2023-24 School Success Partnership Program Locations

For the current 2023-24 school year, the NEMCSA SSPP has 42 full-time SSPP liaisons and one part-time liaison. Three (3) liaisons are working as mentors and two (2) liaisons are working as supervisors in K-12 public within their current roles. One (1) liaison works with court-adjudicated youth in the PIVOT program and provides supervision. There are two (2) Career Development Coordinator positions; located in PIVOT and Tawas High School. In addition, SSPP has one (1) Program Director, one (1) Area Manager and one (1) Data/Budget Manager. In collaboration with Alpena Public Schools, SSPP has five (5) Behavior Techs with one (1) providing supervision within their role. **Additionally, for the current 2023-24 school year, Northwest Michigan Community Action Agency in Grand Traverse has five (5) SSPP staff including a Program Coordinator and four (4) liaisons (in 4 elementary locations).



County	Staff
Alpena	25
Alcona	3
Cheboygan	3
Iosco	9
Montmorency	3
Ogemaw	1
Oscoda	1
Otsego	4
Presque Isle	2
**Grand Traverse	5
TOTAL	56

Report Purpose

The purpose of this report is to assess the current School Success Partnership Program during the 2023–2024 academic year. The State of Michigan allocated \$1,525,000, 43% of the SSPP’s \$3.5 million annual budget, to support existing programming and expansion. This report presents results based on SSPP data from September 2023 through June 2024.

This nine-month report intends to:

- (1) Document the support of schools, students and families of the program
- (2) Assess the impact of SSPP 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
4. Increasing parent involvement in their child’s school and community

Methodology

Data Collection and Data Analysis

Data collection for the progress and outcomes of this report are compiled and analyzed through a web-based database called EmpowOR, which was new to the agency this year.

The outcomes reported used K-12 and Alternative Education SSPP Liaison data collected between September 2023 through June 2024 including enrollments, monthly services and assessments, outcomes and attendance letters. SSPP Liaisons completed monthly assessments and service reports for every formal caseload student served from the date they entered the program to the time they exited the program.

SSPP 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% reduction in chronic absenteeism in students who received SSPP 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 (about 2 and a half weeks) by the end of the school year.

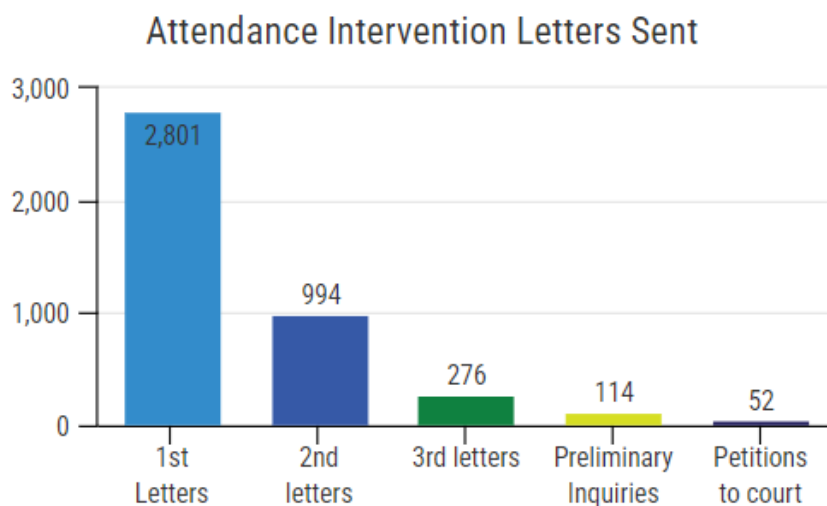
SSPP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible. Since its inception, SSPP has worked with school systems, law enforcement agencies, court systems and other agencies to address student attendance. SSPP has developed and implemented a process to preventively address absenteeism.

SSPP 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 **twelve (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 **fifteen (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)

During the 2023-2024 school year, with the support of the additional state funding, SSPP was able to support three (3) Attendance Intervention Liaison positions to focus specifically on attendance in their assigned school building or district. These positions worked closely with students and families through early intervention to address barriers specific to the student's attendance at school and were successful across 3 school districts. Of the **922** formal cases served by SSPP, **62** students were specifically identified by Attendance Intervention Liaisons for formal services.

School Success staff continue to open communication with school districts and court systems to discuss the importance school attendance and 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 and Attendance Intervention Liaisons.



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

SSPP 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. SSPP liaisons work with students referred for academic support and then identify and address the barriers to low academic performance.

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

Reading Level/Grade

79% of the SSPP students improved in reading per their action plan goals.

- 590 students improved
- 153 students did not improve
- 204 students were not working on a reading goal
- 16 unknown (reporting error)

Math Level/Grade

77% of the SSPP students improved in math per their action plan goals.

- 574 students improved
- 170 students did not improve
- 203 students were not working on a reading goal
- 16 unknown (reporting error)

Overall Academics

90% of the SSPP students showed an overall academic improvement.

- 846 students improved/maintained
- 100 students did not improve
- 17 unknown (reporting error)

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

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

Once SSPP 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 school personnel, the student, parent(s) and other community partners. 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 a chance for students to share feelings or discuss issues they are having, and a venue for SSPP liaisons to offer important guidance and information. Also, SSPP liaisons described educating students and parents by sharing information and building skills to overcome barriers. This information and associated skills are often used to support the plans collaboratively developed to assist students and families. Finally, SSPP liaisons provide referrals to help students and families resolve identified barriers that are beyond the scope of SSPP.

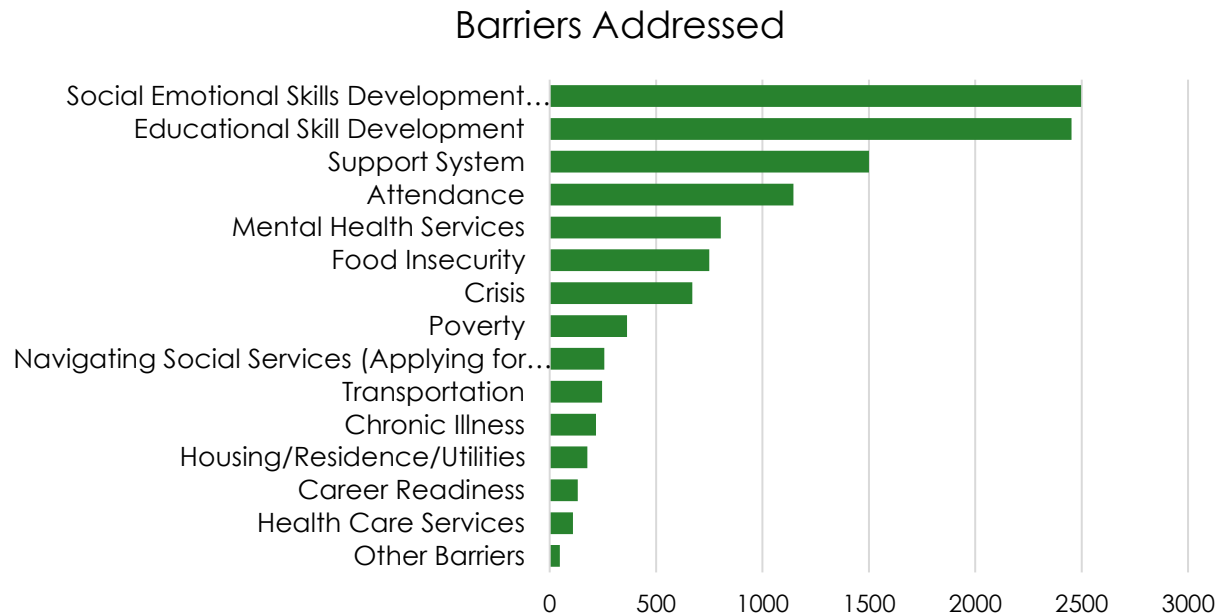
2,463 Contacts with community agencies

11,359 Barriers identified and alleviated with collaboration with the family

1,207 Referrals to outside agencies or other NEMCSA programs

Top 3 Barriers Addressed:

- 1) Social-emotional skills development
- 2) Educational skill development
- 3) Support systems



Referrals to Agencies

1,207 Referrals to outside agencies and other NEMCSA programs

Common Referrals

Food services (Weekend backpack program, School food pantries)
Educational services (ISD, ESD)
Local charitable organizations (United Way, Salvation Army)
Community mental health
Community health clinic
School based therapist
Michigan Department of Health and Human Services
NEMCSA Food, Housing, BOSS and Weatherization programs
Court for truancy intervention
School Nurse
NEMCSA SSPP Behavior Tech program

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

SSPP liaisons reported engaging with parents **15,332** times from September 2023 through June 2024 through home visits, office visits (in person or virtual) and phone calls, letters, text or messaging services. Note that some of the students involved in the Alternative Education program are 18 or older and the parents are not involved.

Most commonly, SSPP 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. SSPP liaisons often provide 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, SSPP helps to increase parental involvement.

Parent Participation in School Activities

90% of parents participated in at **least 3 activities** at their child's school.

- 848 Yes
- 90 No
- 11 Student is Alt Ed/18 or over
- 14 Unknown (Attendance students or data entry error)

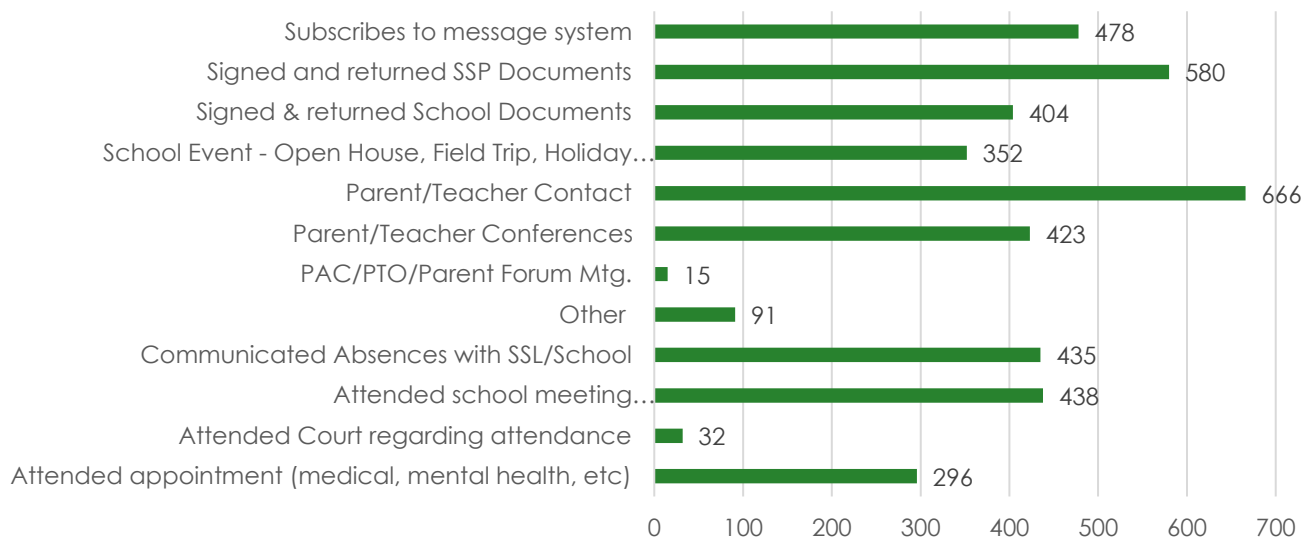
Parent Activities at School

Top 3

1) Parent Teacher contact/meeting

2) Subscribed to the school messaging system

3) Communicated absences with school and SSPP



Overall Parent Participation

90% of parents **increased** their participation in their child's education

- 843 parents increased their participation
- 89 parents decreased their participation
- 14 students are Alt Ed/18 or over
- 17 unknown (data entry error)
-

Contacts

922 students served FORMALLY

Formal Students

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

922 students formally enrolled in SSPP

- 827 Formal students in K-12 SSPP
- 62 K-12 Attendance Formal students
- 33 Formal students in Alternative Education SSPP

Free and Reduced Lunch

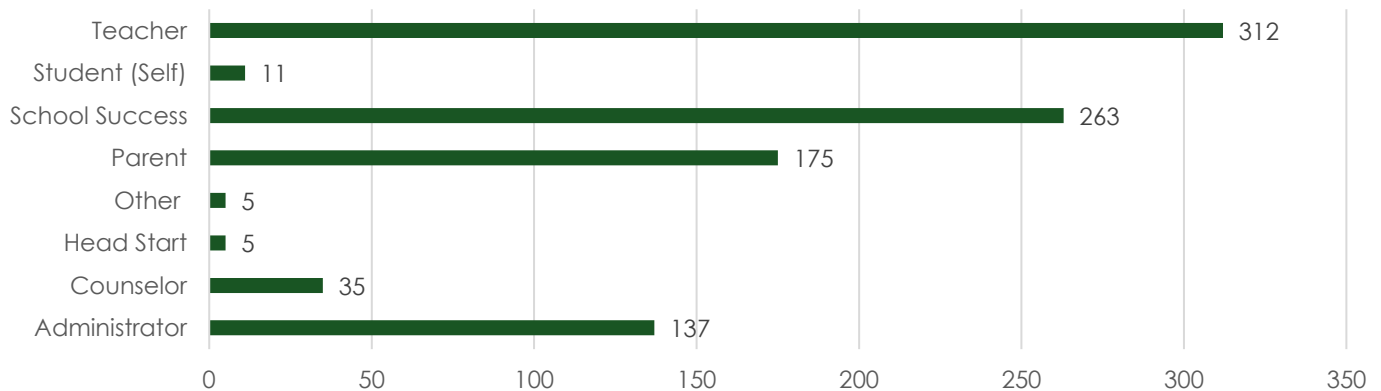
91% of the SSPP students qualified for Free and/or Reduced Lunch.

Head Start

Approximately 22% of the SSPP students attended Head Start

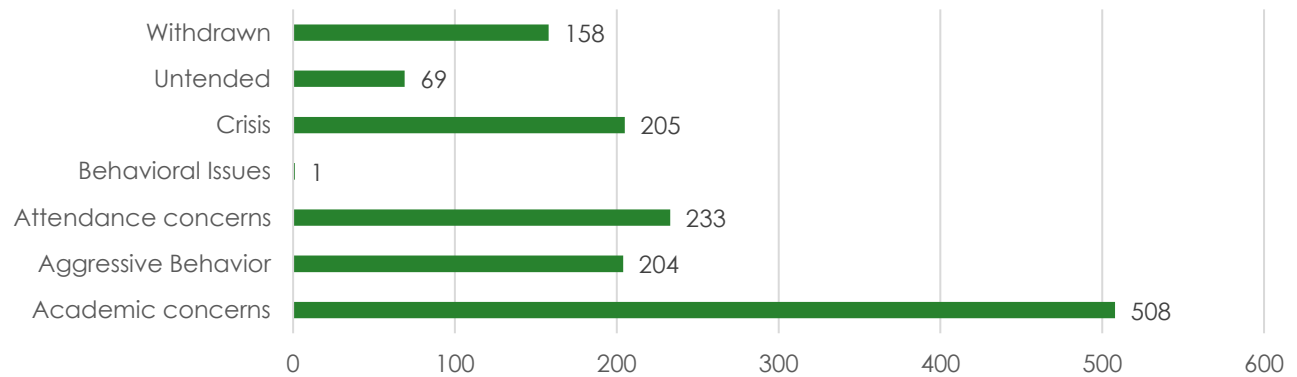
Referral Source

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 SSPP were for academic concerns. Attendance and Crisis were the next two most common. A student can be referred for more than one reason.



70,587 Total contacts with student, parent/guardian, school personnel or community partners.
These contacts include:

33,396 Student Contacts – these included meeting directly with the student, virtual meetings and/or emailing/texting calling the student

15,332 Parent contacts that included office visits, virtual meetings, home visits, phone calls, emails/texts with the parent

19,396 Teacher, staff, administrator contacts

2,463 Contacts to community agencies

Informal Students

6,938 informal students were provided services.

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 SSPP 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 SSPP outreach programs like holiday giving, weekly food banks, and so much more. Informal students are also often participants in groups led by the SSPP liaison.

632 Students served through a holiday giving program

34,903 Items/backpacks of food provided to students provided through a weekly backpack program or to meet an immediate need

2,200 Students provided with school supplies

6,462 Non-food items/kits provided (personal hygiene, cleaning products, etc.)

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

1,244 Groups/group sessions led by SSPP 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
Life Skills
Hygiene Lessons
I-Care Cat
Friendship skills
Kindness and Responsibility
TRAILS to Wellness
Zones of Regulation
Job Readiness
Mentoring

Peer Mediation
Goal Setting
Lunch Group
Breakfast Group
Mind-Up
Homework Help
Behavior Expectations
Making Smart Choices
Focus & Attention Skills
Peer Mentoring
Peer to Peer
Study Skills
Anxiety/Depression

Vaping Education
Social Skills
Anger Management
Screentime management
Grief Support
Community Service
Empathy
Self-Esteem/Body Image
Sportsmanship
Restorative Circles
Feelings Detectives
Leadership
Run/Walk Cl

Principal Superintendent Survey

A survey was sent to every superintendent and principal with an SSPP liaison. Twenty-three principals and/or superintendents responded to this survey

(See appendix for copy of survey)

Implementation of the School Success Partnership Program

100% of superintendents/principals **strongly agree or agree** that they are satisfied with the implementation of SSPP.

100% of superintendents/principals **strongly agree or agree** that SSPP is meeting their expectations.

96% of superintendents/principals **strongly agree or agree** that SSPP addresses attendance concerns at their school.

96% of superintendents/principals **strongly agree or agree** that SSPP liaisons collaborate with teachers and staff to address student needs

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

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

100% of superintendents/principals **strongly agree or agree** that SSPP provides effective support for students in times of crisis and makes the appropriate referrals.

83% of superintendents/principals meet with the School Success staff more than once per month to support students and families.

100% of superintendents/principals would recommend the program to a colleague at a different school.

Perceptions of the School Success Program

Results presented in this section of the report focus on two open-ended survey questions to provide SSPP administrators and stakeholders with important insight into implementation. Principals and superintendents were asked to identify what was working well with the SSPP and areas for improvement.

Program Strengths identified by principals/superintendents

- Go above and beyond for the students
- One to one connections made are vital for young people to cope with daily issues
- Small group lessons
- Support for parents
- Communication with parents and staff
- Flexibility to address students' needs
- Building relationships
- Support of students' academic progress, offering tutoring, mentoring, and personalized intervention
- Ability to adapt to needs
- Building relationships with teachers
- Personal attention

Areas identified for program improvement by principals/superintendents

- More attendance intervention support
- Additional funding to provide additional School Success staff and supports
- Improved communication between administrators and liaisons

Principal and Superintendent Responses

"The personal attention these SSL's give to our students is wonderful. They are making the one-on-one connections that are vital for young people to be able to cooperate with daily issues. They are wonderful listeners and people."

K-12 Administrator

"School success is a great resource for kids when they are struggling, but also supportive of families that need assistance and do not know where to go for help."

Elementary School Principal

"SSL cares deeply about the academic and social success of our students and seeks out opportunities to positively impact those areas."

Elementary School Principal

[Attendance Intervention]
"The ability for this position to support students formally throughout the year...and parent connections."

Middle School/ High School Principal

"SSL does an amazing job in our building. They have built great working relationships with all of our teachers and supports each of them. SSL is visible and involved. When SSL is not with a student, they are in classrooms supporting all students. The students love and trust our SSL. The impact our SSL is making is immeasurable."

K-12 Administrator

"Flexible schedules for various tasks, willingness to be flexible about addressing student's needs. Sincere regard for students and building relationships."

Elementary Principal

"We are fortunate to have outstanding school success support in our building. Our school success workers provide vital services and support for our students and families."

Middle School Principal

"Just the overall passion and support from SSLs."

K-12 Administrator

Parent/Guardian client satisfaction survey

Client satisfaction surveys were provided to all formal families and yielded 91 responses. Parents responding to this survey represented children and families served in the counties where SSPP has been implemented. (See appendix for copy of survey)

Parent Perceptions of the SSPP Program

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

98% of parents **agreed** that their child's likelihood for success in school has improved.

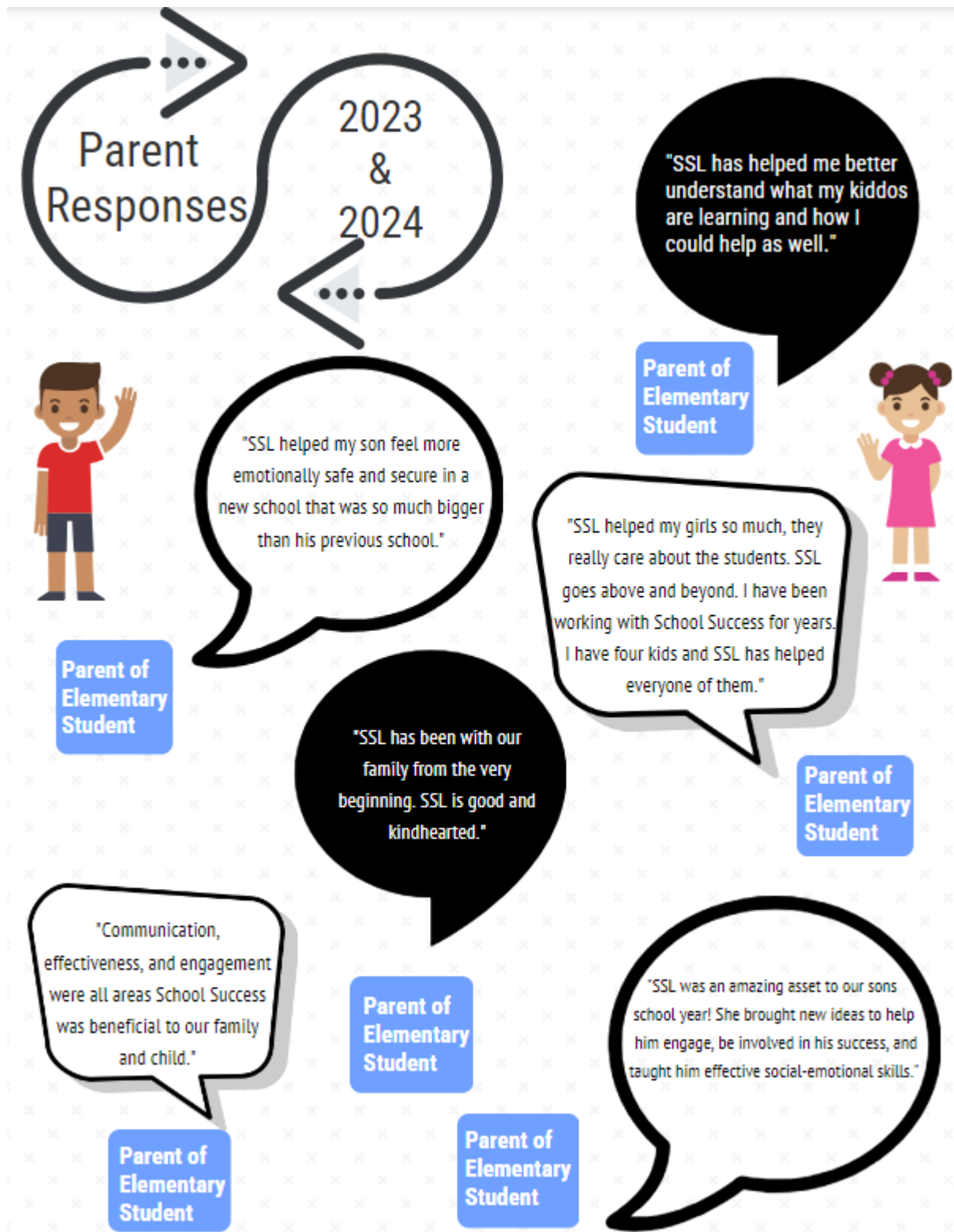
100% of parents agreed that if their child needed help again, he/she would contact School Success

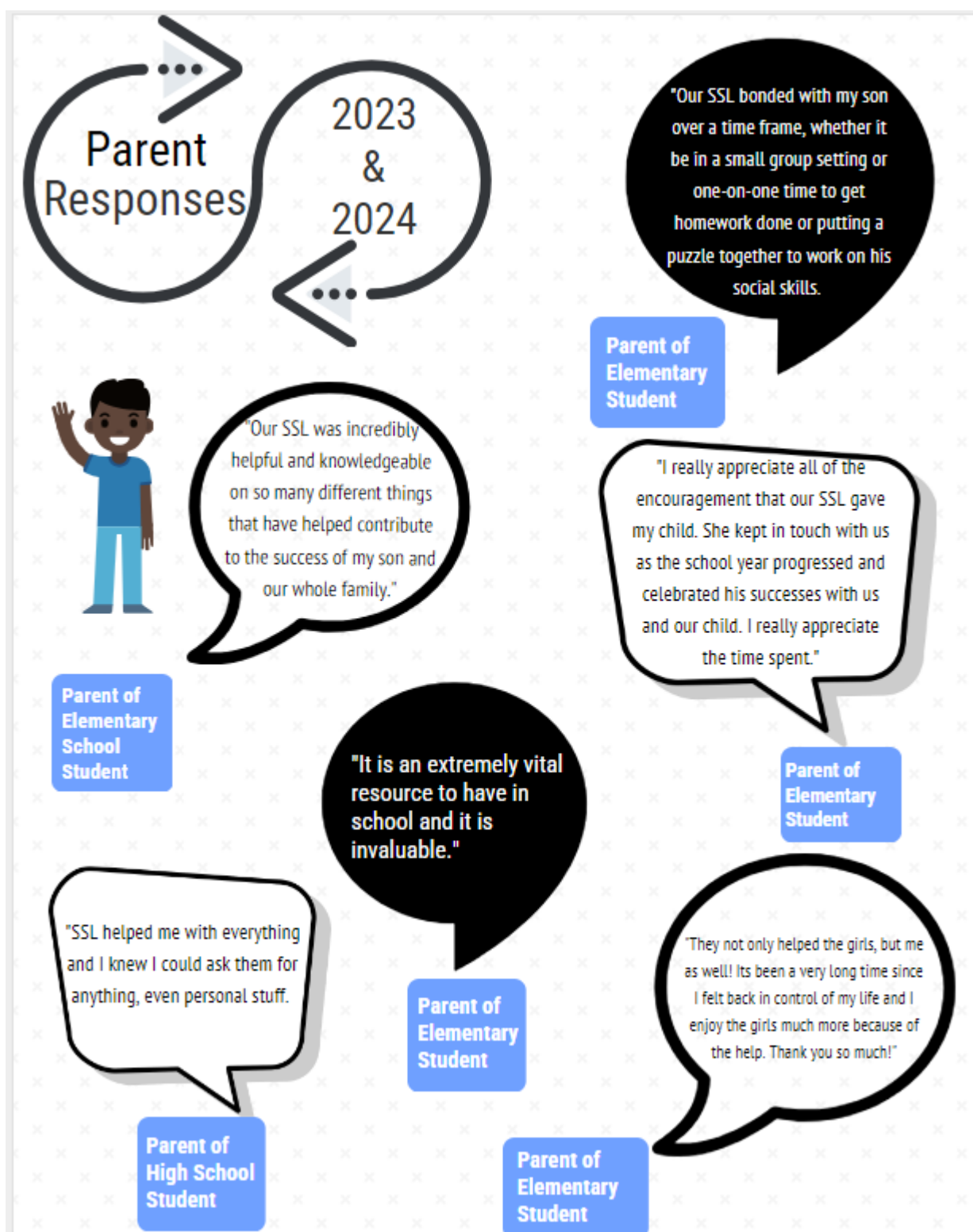
99% of parents **agreed** their time with SSPP was worthwhile.

91% of parents agreed that they felt more comfortable talking and working with staff at school

94% of parents **participated more** in their child's education.

99% of parents **would recommend** SSPP to others





2023-24 Accomplishments

The School Success Partnership Program (SSPP) administrators continued all SSPP programs in Northeast Michigan with an additional two (2) schools, one (1) additional School Success Liaison and one (1) additional School Success Behavior Tech position. Two (2) additional SSPP liaisons were hired in two already existing schools. With the implementation of the Behavior Tech program in 2022-23, SSPP has maintained five (5) Behavior Techs throughout the 2023-24 school year including a Behavior Tech supervisor which has strengthened the partnership with Alpena Public Schools and provided vitality in the program. The Program Coordinator position was adapted into an Area Manager position, providing more management service through the expanding site areas and staff increases. In addition, three (3) liaisons became supervisors within their current roles, creating more access for staff support. Two (2) Career Development Coordinator positions were added; one (1) in the PIVOT program for court-adjudicated youth and one (1) in Tawas High School.

SSPP implemented the EmpowOR database system to replace the prior data collection system.

SSPP was awarded the 2023 Youth Impact Award/Governor's Service Award.

Lastly, SSPP implemented a 2023 summer pilot program to increase school readiness with our students and families. See the Appendix for the 2023 Summer Pilot Program data.

2024-25 Next Steps

The School Success Partnership Program funding is currently a line item in the state budget at \$1,525,000 and our ask for state funding for FY25 is continued funding at the same level of \$1,525,000 to continue to maintain program expansion from the 2023-24 school year and continue to expand into the 2024-25 school year.

SSPP administrators will continue to advocate and support all current funding sources and actively seek additional funds to support the waiting list of schools and increased expenses. SSPP administrators plan to continue all current programming at all current locations. Additionally, it is anticipated that SSPP will expand to include an additional elementary Behavior Tech, a community support/resource position in collaboration with NEMCSA, Alpena Public Schools and family court and an SSPP Administrative Assistant.

Appendix

Includes:

Summer Pilot Program 2023 Data Dashboard

2022-2023 Data Dashboard

History of Attendance and Truancy Data- 2023-2024

Sample Attendance letters

Sample Attendance Checklist

Sample Attendance Action Plan

Sample Principal Survey

Sample Parent Survey



School Success Summer Pilot Program 2023

As part of the Northeast Michigan Community Service Agency Inc., the School Success Partnership Program serves school-aged children from Pre-Kindergarten through 12th grade and Alternative Education high school students who are at-risk for academic failure. The School Success Program collaborates with family members, teachers and administrators to address student needs and barriers to academic success. School Success Programs are located in 15 school districts across Alpena, Alcona, Cheboygan, Montmorency, Otsego, Presque Isle, Iosco, Ogemaw, and Oscoda counties.



522

Students were served June through August 2023 with consistent contacts from School Success staff.



2511

Student Contacts

1005

Parent Contacts

533

Home Visits



303

School Supplies were provided to Students & Families

Community Programs Supported

- Regional Food Programs
- Meet Up & Eat Up
- Summer School Programs
- Palomino Hope
- United Way
- Boys & Girls Club
- ACCOA



- Local Libraries
- Pegasus Therapy Riding Center
- MiWorks
- Toys for Tots
- Compass North



3157

Food Items were Provided to Students & Families

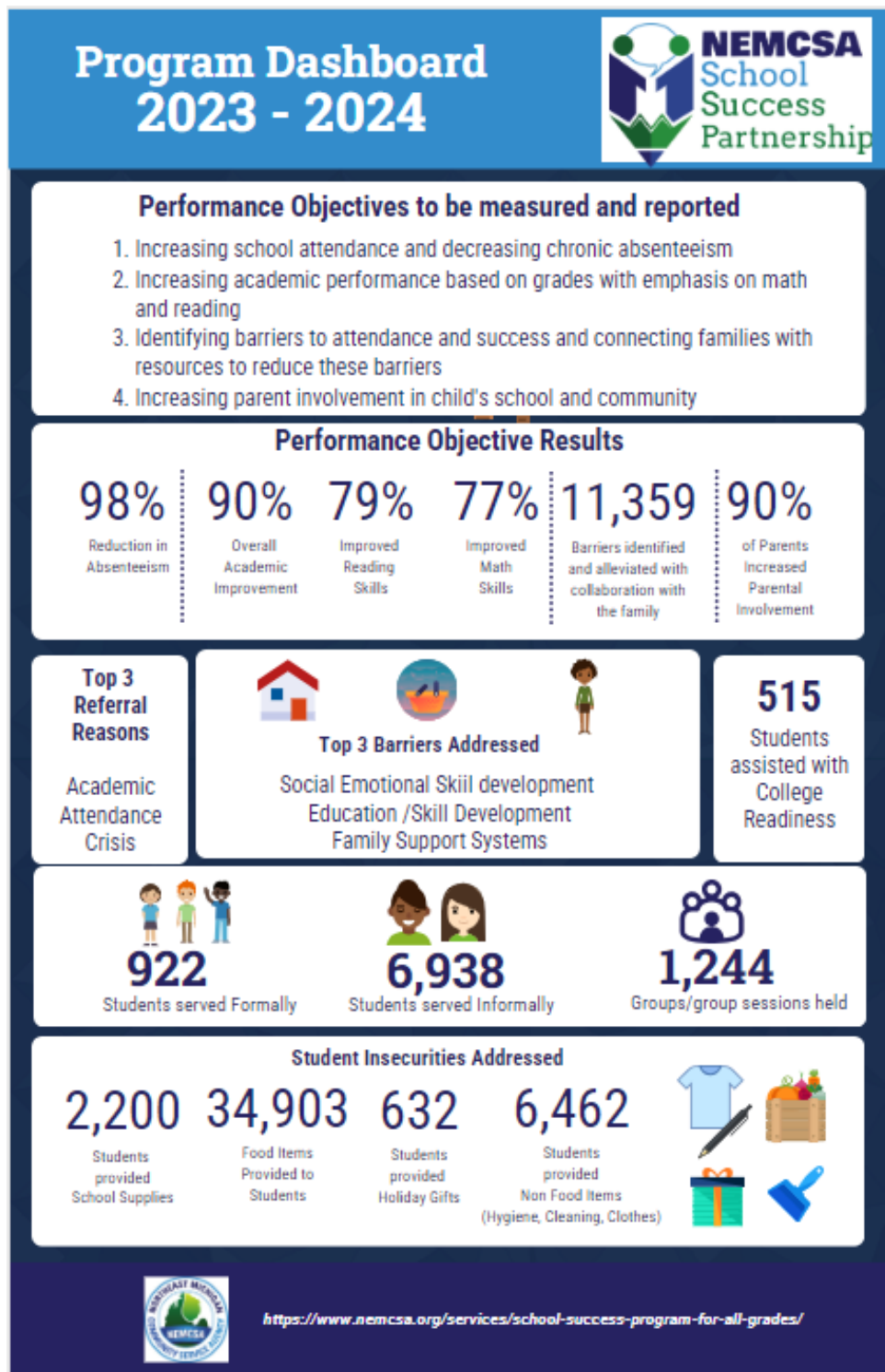
Additional Activities

- Parade
- Project Connect
- Back to School BBQ
- ASIST Training
- CPR / First Aid Training
- Zones of Regulation Training
- Sensory Room
- Clothing Closets
- Positive & Growth Mindset Bulletin Boards & Decorations
- SEL Lesson Planning



854

Non-Food Items (Clothing, Hygiene Products, etc.) were provided to Students & Families



History of Attendance and Truancy Data 2023-24 Final Report

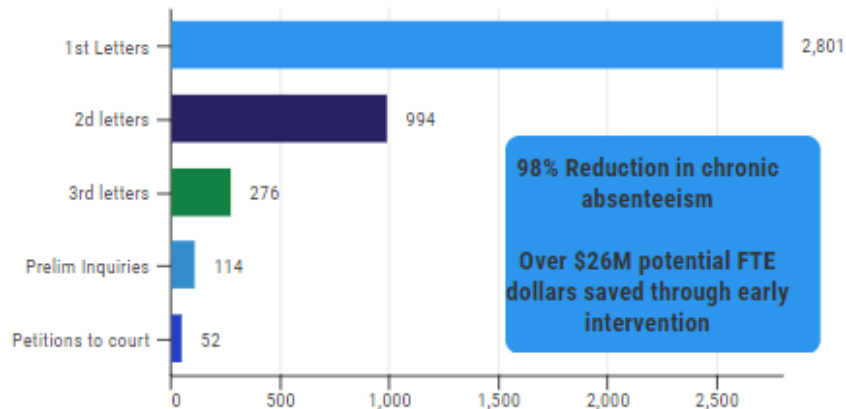


School Success Partnership Program Attendance Intervention and Improvement

2023-2024

Attendance intervention

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



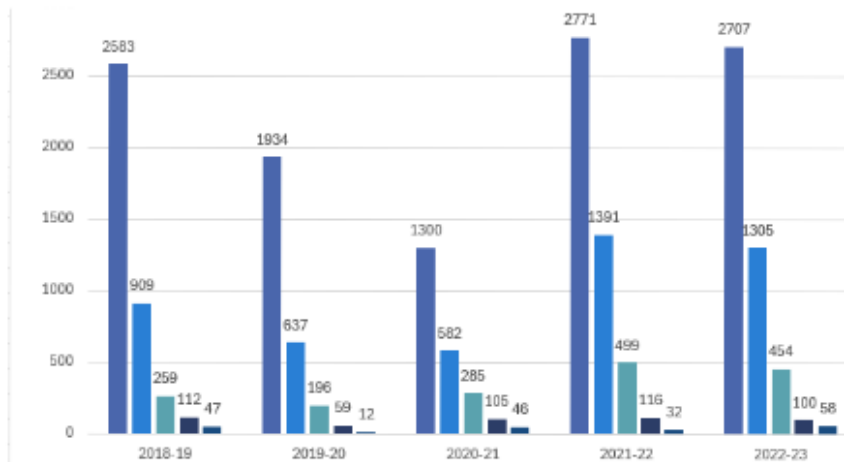
98% Reduction in chronic absenteeism
Over \$26M potential FTE dollars saved through early intervention

*2,801 students were contacted with a first attendance letter and only 52 students were petitioned to court, therefore, 2,749 students served through intervention and remained in school, at the rate of \$9,608 FTE per student = \$26,412,392 potentially saved.

\$182 million in potential FTE (Full-time equivalent) dollars saved by addressing truancy early and consistently from 2014-2024

Historical Data of Attendance Intervention

5 year average of 98% reduction in chronic absenteeism for those students who received School Success intervention



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

Regular Ed. _____ Special Ed. _____ 504 _____

Student	School	Grade
Parent	Address	
Phone	DOB	

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

Q 1.1. ADMINISTRATIVE DUTIES

Elementary School
Middle School
High School
Superintendent

Q 1.2. THE SCHOOL SUCCESS PROGRAM HAS BEEN IMPLEMENTED IN MY BUILDING FOR:

Less than 1 year 1-5 years 5-10 years 10-15 years 15+ years

Q 1.3. I AM SATISFIED WITH THE IMPLEMENTATION OF THE SCHOOL SUCCESS PROGRAM IN MY SCHOOL.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.4. THE SCHOOL SUCCESS PROGRAM IS MEETING MY EXPECTATIONS.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.5. THE SCHOOL SUCCESS LIAISON COLLABORATES WITH TEACHERS AND STAFF TO ADDRESS STUDENT NEEDS.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.6. SCHOOL SUCCESS ADDRESSES ATTENDANCE-RELATED CONCERNS AMONG STUDENTS AT MY SCHOOL.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.7. SCHOOL SUCCESS MEETS THE ACADEMIC NEEDS OF STUDENTS AT MY SCHOOL.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.8. SCHOOL SUCCESS MEETS THE BEHAVIORAL NEEDS OF STUDENTS AT MY SCHOOL.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.9. SCHOOL SUCCESS PROVIDES EFFECTIVE SUPPORT FOR STUDENTS IN TIMES OF CRISIS AND MAKES THE APPROPRIATE REFERRALS.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Q 1.10. HOW OFTEN DO YOU MEET WITH THE SCHOOL SUCCESS LIAISON?

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

Q 1.11. PLEASE TELL US WHAT YOU FEEL IS WORKING WELL.

Q 1.12. PLEASE TELL US WHAT AREAS YOU FEEL NEED IMPROVEMENT.

Q 1.13. WOULD YOU RECOMMEND THE SCHOOL SUCCESS PROGRAM TO A COLLEAGUE AT ANOTHER SCHOOL?

Q 1.14. WHY OR WHY NOT?

Parent Survey

School Success Parent Survey 2023-2024

	Yes	No	Not Applicable
The School Success Program helped me in dealing with my child's difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's likelihood for success in school has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more comfortable talking and working with people in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement and time spent with School Success was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate more in my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the School Success Program to friends, family, and/or co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my child needed help again, I would contact the School Success Liaison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>