

# Owosso Public Schools Attendance Improvement Plan



## I. The following marks will be used to document absences:

**A** = Absence

Unexcused; absent with no Communication from Parents to School

**V** = Verified

Absent but Parent Calls/Emails and makes the School Aware; still unexcused and may be counted toward truancy. This would include pre-arranged vacations.

**D** = Documented

Documented absences include a doctor or dentist appointment, mandated court appearance, funerals, and religious observances based on the conditions outlined in the Michigan School Code. When the school determines it would be in the student's best interest to send a child home (high fever over 100.4, etc.) the school will use the absence code of "D" for documented that day and the following day. Any additional days would require a doctor's note to be considered "D".

Doctor's notes should be turned in upon returning to school and should include the specific day(s) your child was absent and couldn't attend school.

Dental appointments (note from dentist office), court appearances (court papers), and religious observances (note from parent) must have paperwork on file in the office.

Special situations may warrant a deviation from these guidelines. Administrators will use **common sense**.

**SA** = Activity (attendance is mandatory for school activities)

**I** = ISS (in-school suspension)

**S** = OSS (out of school suspension)

**T** = Tardy

**H** = Homebound

**HB** = Homebased

**O** = Office/Counselor

**2WC** = Two-way Communication (virtual present code for Virtual Academy)

### Electronic Attendance Procedures:

\*Classroom teachers mark students A=absent for class or T=tardy.

\*Virtual Academy mentors mark 2WC for two-way communications for virtual students.

\*All other codes are updated by office staff or administration.

## II. The following definitions will be used in regard to tardies

A. If a student is late for the start of the school day (up to 15 minutes) = tardy

B. If a student is late more than 15 minutes for the start of the school day = absence "A" or "D" (class at secondary level or AM attendance at elementary/preschool)

C. If a student leaves school early (from 1 to 15 minutes) at the end of day = tardy

D. If a student leaves school more than 15 minutes before the end of the day = absence "A" or "D" (class at secondary level or PM attendance at elementary/preschool)

E. Tardies may be documented in the same manner as absences.

**III. The following slogan will be used in the district and community: “Strive for 5!”**

- A. Central office will create posters to be displayed in prominent places in each building. Each building principal will get information from the central office on how many posters are needed.
- B. Building principals/supervisors may use any of the versions in any way they would like.
 

<ul style="list-style-type: none"> <li>1. <a href="#">All Strive for 5 Poster Templates PDF</a></li> <li>2. <a href="#">HS Strive for 5 Poster Templates PDF</a></li> <li>3. <a href="#">MS Strive for 5 Poster Templates PDF</a></li> <li>4. <a href="#">Preschool through Grade 3 Strive for 5 Poster Templates PDF</a></li> </ul>	<ul style="list-style-type: none"> <li>- Poster #1 displayed August through September 30</li> <li>- Poster #2 displayed October 1 through October 31</li> <li>- Poster #3 displayed November 1 through November 30</li> <li>- Poster #4 displayed December 1 through January 31</li> <li>- Poster #5 displayed February 1 through February 28</li> <li>- Poster #6 displayed March 1 through March 31</li> <li>- Poster #7 displayed April 1 through April 30</li> <li>- Poster #8 displayed May 1 through May 31</li> <li>- Poster #9 displayed June 1 through July 31</li> </ul>
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- C. Central office will design/supply smaller posters to be displayed prominently in classrooms & other high-traffic areas.
- D. Central office will design flyers/information sheets for schools to share with parents/students. Each building principal will get information to the central office on how many flyers/information sheets are needed.
- E. Central office will share our focus on career-readiness skills with local businesses and service organizations.

**IV. Building principals/supervisors will support by doing the following in regard to student absences:**

- A. Sharing our “Strive for 5!” philosophy at each fall orientation/open house **in whatever way you deem most effective.**
  - 1. [All Schools Flyer](#) (is a Word document - you will need to download and change verbiage to fit year/school/etc.)
  - 2. [K-12 GENERIC Flyer](#)
  - 3. [Attendance Works Toolkit](#) (you will find other resources in this document)
- B. Sharing POSITIVE trend attendance data at each meeting with the public (concerts, PTO meetings, Title I meetings, etc.)
- C. Sharing building student and staff attendance data at each staff meeting.
- D. **Creating age-appropriate positive behavior strategies or strategies to encourage attendance for students.**
  - 1. Potential ideas:
 

<ul style="list-style-type: none"> <li>a) Free/reduced entrance to athletic events</li> <li>b) Free/reduced entrance to dances</li> <li>c) Privileged parking spaces</li> </ul>	<ul style="list-style-type: none"> <li>d) Front of the lunch line pass</li> <li>e) Gift cards</li> <li>f) Free entrance to a PTO movie night</li> <li>g) Concession stand gift card</li> </ul>
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- h) Set up a REMIND 101 for all students
- E. Creating a building “A-Team” (Attendance Team) that meets **at least once a month** to look at strategies for students who are in danger of having or have already exceeded more than 10 absences in the school year.
- F. Ensuring that K-12 teachers make a **documented** personal contact (phone call or visit) with their students’ parents **within the first 2 weeks or before the teacher leaves on the Thursday before Labor Day** to check in and see how things are going and how we might be able to help their child succeed. This contact should consist simply of something similar to the following:
  1. **Within the first two weeks (after teachers report for their first day):**
    - a) “Hi, this is Mr. Brooks and Johnny is in my class/homeroom. Do you have any questions before we start school that I might be able to answer?”
    - b) If the parent asks something the teacher doesn’t know the answer to, tell the parent you will find the answer and get back with them.
  2. **After the first day of school and no later than the Thursday before Labor Day:**
    - a) “Hi, this is Mr. Brooks and Johnny is in my class/homeroom. I’m just calling to check in to see if you have any questions or concerns about the first couple of days of school that I might be able to help with?”
    - b) If the parent asks something the teacher doesn’t know the answer to, tell the parent you will find the answer and get back with them.
  3. Use this link to document your contacts.
    - a) [Family Connection link 2024](#)

- V. Building principals/supervisors (or designee -- counselor, social worker, or at-risk coordinator) will support by doing the following in regard to student absences:**
- A. A letter would be sent home between 5 and 9 absences (unexcused (A) and absences (V) count).
    1. [Attendance Letter Owosso Public Schools](#)(we use the same letter for all communication and mark the appropriate area...)
  - B. A second letter could be sent home after 10-14 absences (unexcused (A) and absences (V) count).
    1. Face to face meeting with parent/guardian required; could be a phone call if face-to-face can’t work out
    2. Contact RESD Child Attendance Officer (Barb Birchmeier)
      - a) Provide her with previous documentation; she will then send a letter
      - b) Parent/guardian then has 5 days to contact the principal for another meeting to revise the plan (established after letter “b” above)
      - c) If there is an improvement in attendance after this, the recommendation is you do not continue to send letters.
      - d) There is an end of year letter that can be sent to those who didn’t make progress, alerting them that their status continues into the fall, and does not “reset”
  - C. A third letter would be sent home after 15-19 absences (unexcused (A) and absences (V) count).
    1. Contact RESD Child Attendance Officer (Barb Birchmeier)
      - a) Provide her with previous documentation; she will then send a letter
      - b) Parent/guardian then has 5 days to contact the principal for another meeting.
      - c) If there is an improvement in attendance after this, the recommendation is you do not continue to send letters.
      - d) Child Attendance Officer may contact probate court.

- e) There is an end of year letter that can be sent to those who didn't make progress, alerting them that their status continues into the fall, and does not "reset"
- D. Developing a structure to help with student attendance **once students get beyond 5 absences**. Some ***possibilities*** include the following:
1. Mandated parent / administrative meeting
  2. Student staffing
  3. Assigned a peer mentor
  4. Assigned an adult mentor
  5. Check-in, check-out with trusted adult
  6. Find an extracurricular activity for the student to be excited about
  7. Mandated "makeup" time after 5 absences (after school detention or service "projects", Saturday school, etc.)
  8. Appeal process
  9. Referral to truancy (after meeting with building A-Team)
  10. No PBIS celebration
  11. College and/or career readiness "grade"
  12. [Owosso Attendance Tiers of Intervention.xlsx](#)
  13. [Attendance Tiered Support Worksheet.pdf](#)
  14. Special situations may warrant a deviation from this guideline, such as parent vacations, long-term illness, etc. Administrators will use **common sense**.
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**All schools in Shiawassee County have the same attendance policies. Shiawassee County Probate Court has been involved with all districts attendance policies to improve attendance.**