Attendance Monitor Handbook

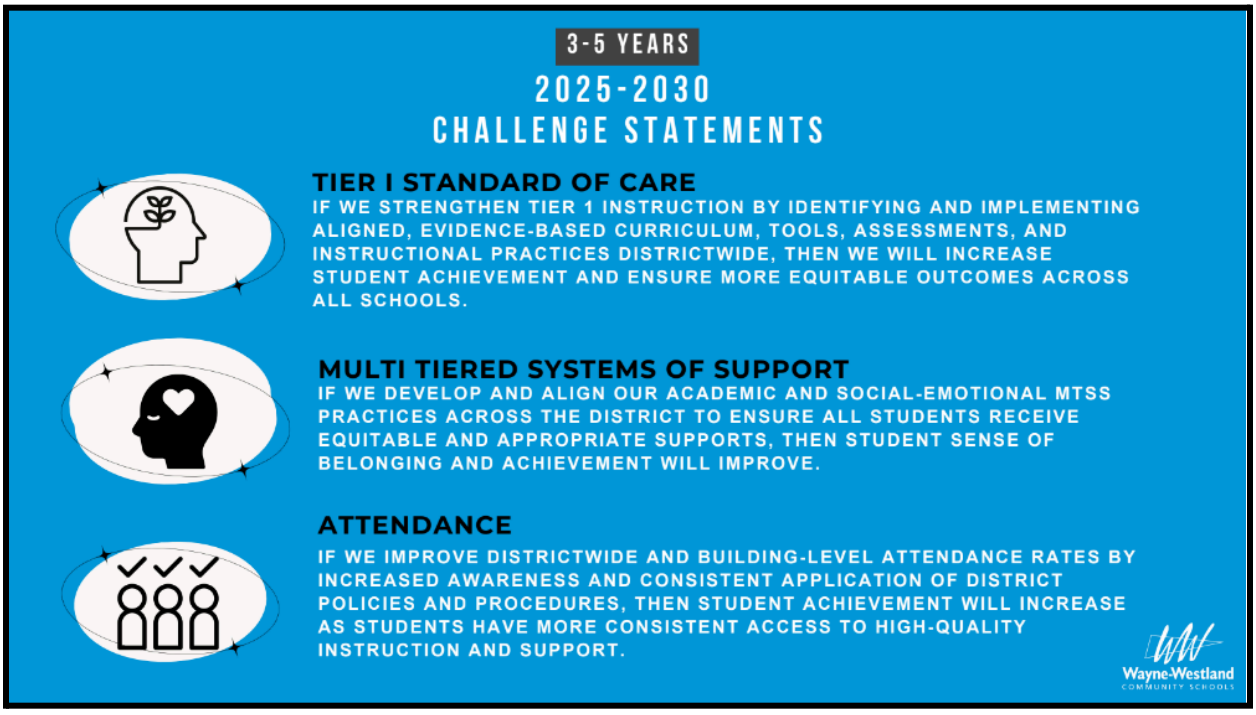
Our Purpose

Regular attendance is essential to student success. Students who attend school consistently are more likely to achieve academically, build positive relationships, and remain engaged in their learning.

Our district is committed to prioritizing attendance at every school so that all students are present, engaged, and supported. Attendance is a shared responsibility among schools, families, students, and the community.

Each school is staffed with an Attendance Monitor to help ensure attendance procedures are implemented consistently and effectively.

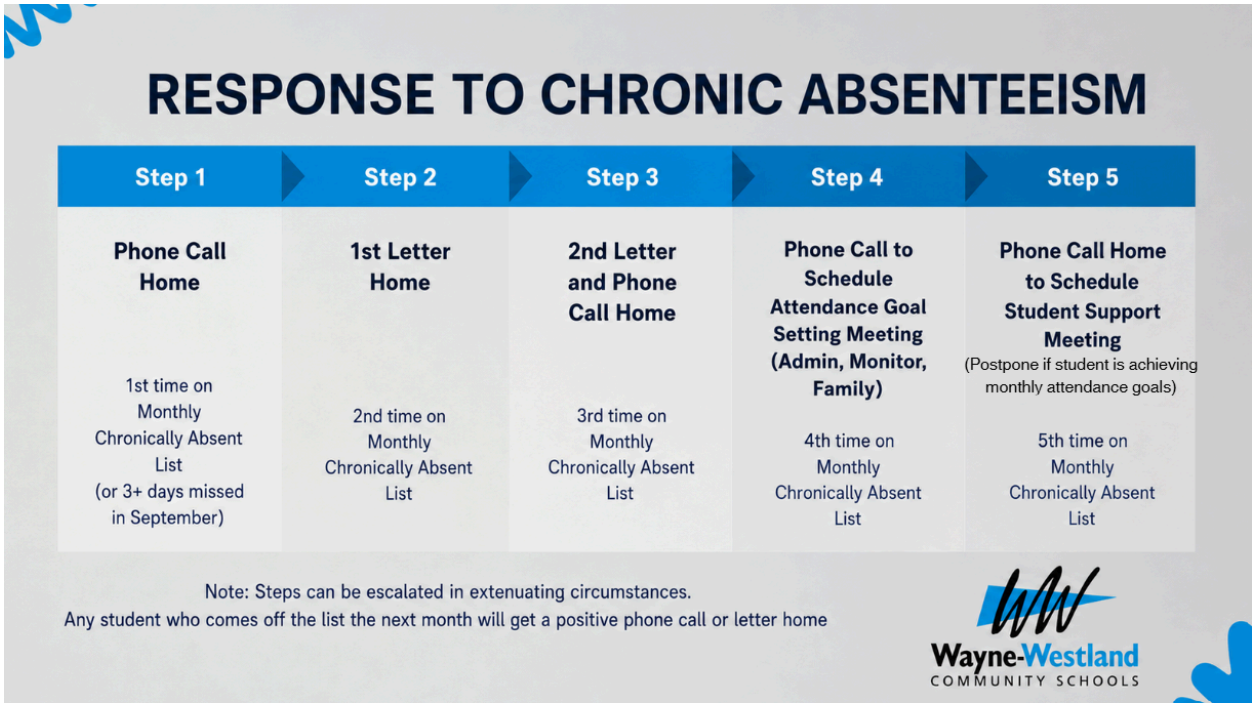
District Goal



Role of the Attendance Monitor

Attendance Monitors support student success by ensuring that attendance procedures are followed with accuracy, consistency, and professionalism.

The primary responsibility of this role is to implement and follow the attendance protocols outlined in this handbook.



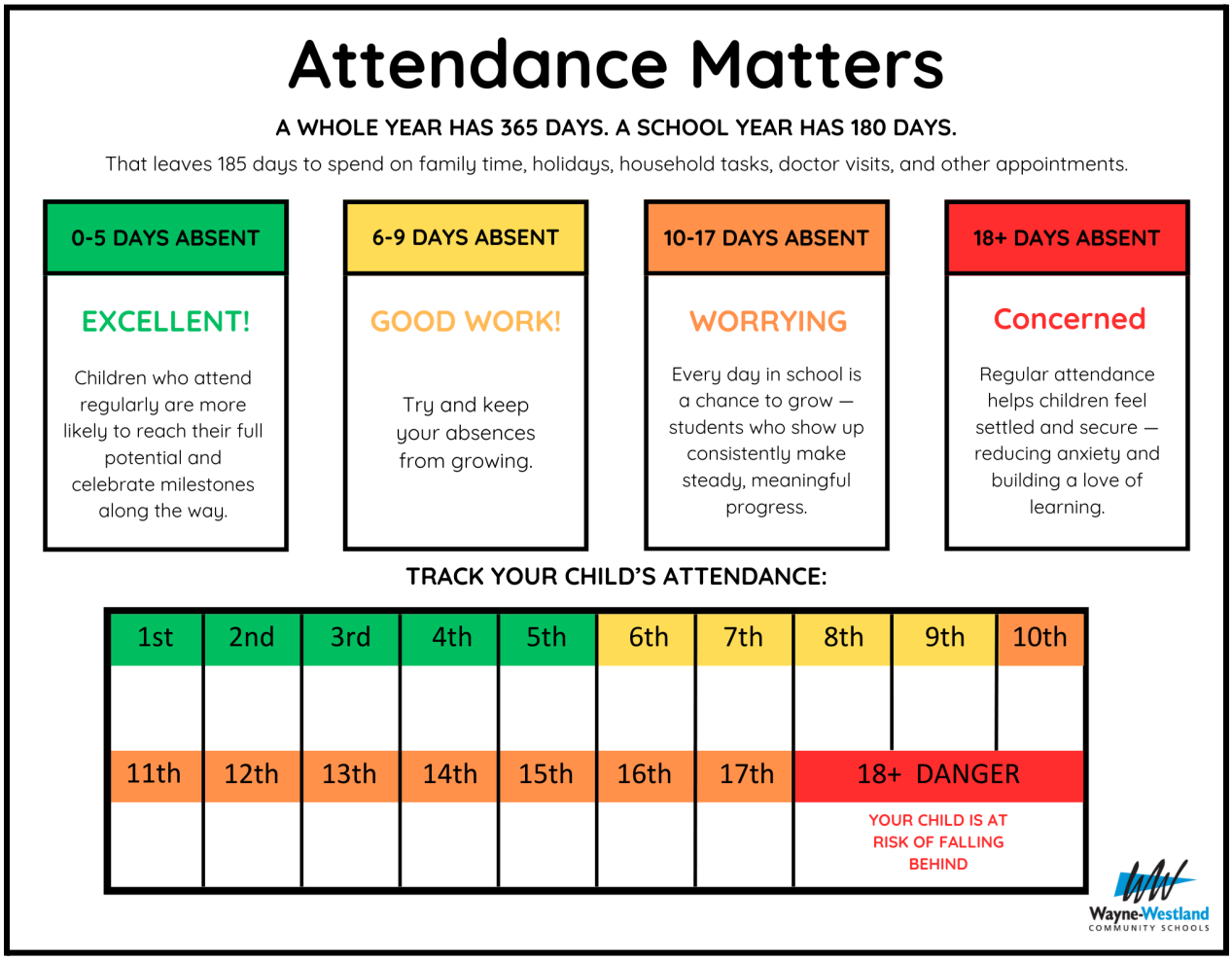
Key Responsibilities

Attendance Monitors are expected to:

- Follow district procedures regarding absences and tardiness.
- Review attendance data regularly and identify attendance concerns.
- Communicate attendance concerns according to district guidelines.
- Maintain required attendance documentation in EduClimber.
- Support school-wide attendance initiatives and interventions.
- Assist with family outreach efforts when applicable.

- Collaborate with school staff to promote regular student attendance.

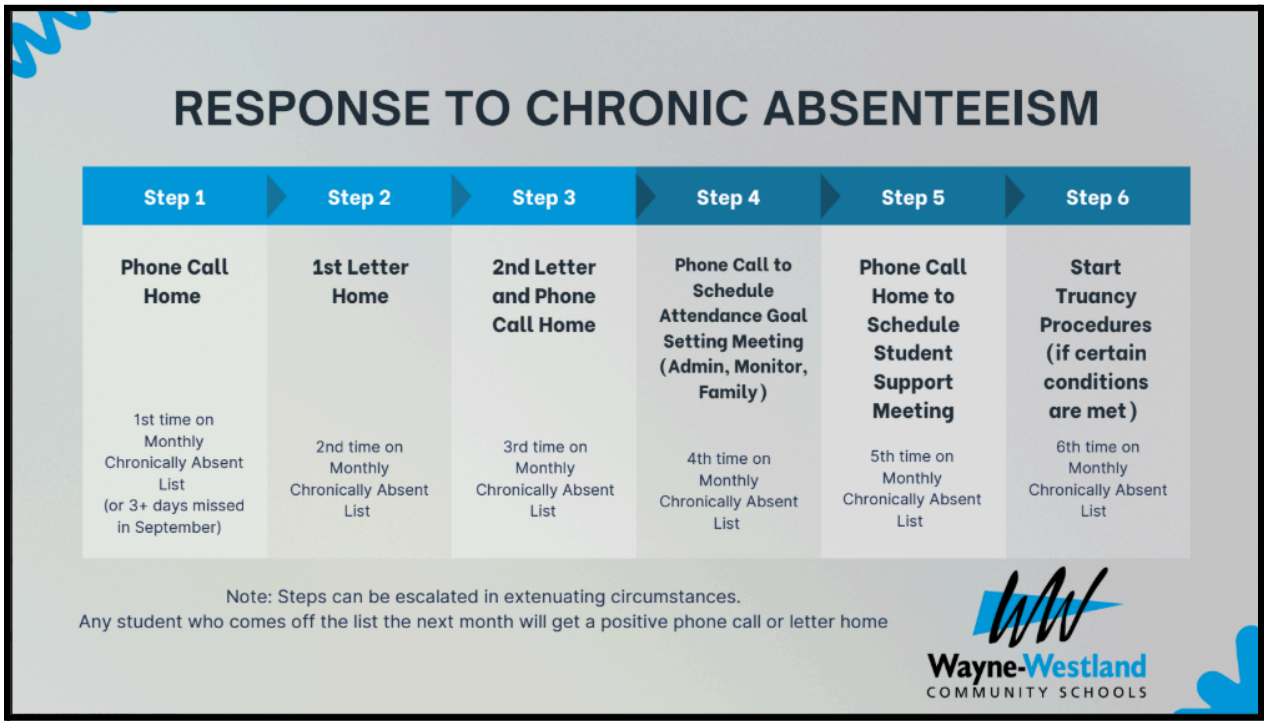
Urge parents to use this tool



Levels of Intervention

In the subheadings below, you will find step-by-step instructions for implementing each level of the Chronic Absenteeism Intervention Process. These sections outline when to contact parents/guardians, the approved call scripts to use, the letters that should be sent, and when to schedule parent meetings and additional interventions.

As always, if you have any questions or need additional support, please reach out to Addison Stevenson or Nancy Schulz.



RESPONSE TO 3RD ABSENCE

Only use prior to mid October

START: Student has accumulated three or more absences prior to mid October from the report that is sent to you from Educlimber daily.

BEFORE YOU BEGIN: Check with Your Principal

Review the list with your principal to identify any families you should avoid contacting. This may include students who have extenuating circumstances that have already been approved

STEP 1: REVIEW THE STUDENT'S MISTAR

Before contacting the family, review the student's attendance in MiStar.

Check the following:

- Has the student's attendance improved recently?
- Are there any patterns in the student's absences?
- Did the student start school late?
- Is the student homeless? If so, contact the Family Resource Center (FRC) for support.
- Has the family already communicated any circumstances impacting attendance?

STEP 2: CONTACT THE PARENT/GUARDIAN

Call the parent/guardian to check in about the student's attendance and offer early intervention and support.

Is the phone number correct?

- **NO** → Refer to the *Non-Working Number Protocol* section of the handbook and follow the instructions to reach the family.
- **YES** → Continue with the phone call.

Attendance Outreach Call Script:

“Good afternoon! This is _____, the Attendance Monitor at _____. I'm reaching out because I've been reviewing attendance and noticed that your child has missed _____ days of school so far this year. We want to help all of our students get off to a strong start and establish consistent attendance habits. I wanted to check in to make sure everything is okay and see if

there's anything going on that we can help with. We want to work together to support your child's success."

If attendance has recently improved, acknowledge the improvement during the conversation and encourage the family to continue their efforts.

Did the parent/guardian answer?

- **YES** → Have a conversation with the family using the call script above.
- **NO** → Leave a voicemail AND send a follow-up message through ClassDojo.

Voicemail Script:

"Hi, this is _____, the Attendance Monitor at _____. I was calling to check in about your child's attendance and see if there's anything we can do to support your family. Please give me a call back at extension _____ or message me on ClassDojo when you have a chance. Thank you!"

ClassDojo Follow-Up Message:

Good afternoon! This is _____, the Attendance Monitor at _____. I just tried giving you a call and wanted to follow up here on ClassDojo as well. We're checking in with families early in the school year to help students establish strong attendance habits. I was hoping to connect with you about your child's attendance and see if there's anything we can do to help support your family. Feel free to message me here whenever you have a chance. Thank you!

STEP 3: SEND HOME ATTENDANCE PACKET

Send home the attendance packet whether or not you were successful in reaching the parent/guardian.

The packet should include:

- Beginning of Year Attendance Letter
- Printed MiStar Attendance Report (highlighted)
- Attendance Success Plan (If not already in the system, send home to be completed and returned.)
- Attendance Matters Chart (Pre-marked to reflect the student's current absences.)

STEP 4: SHARE DISTRICT RESOURCES

Share any appropriate district resources with the family based on their identified needs.

Does the family need additional support or a connection to another person or resource?

- **YES** → Follow up with the appropriate person or department to help ensure the family gets connected.
- **NO** → Continue to the next step.

Click here to access the District Resources Document.

STEP 5: DOCUMENTATION

Record all outreach efforts in the comment section of the Chronic Absenteeism Smartform, including the date and method of contact, outcome of the conversation, identified barriers, resources or referrals provided, date the attendance packet was sent home, and any necessary follow-up.

RESPONSE TO 3RD ABSENCE COMPLETE

Goal: Provide proactive, supportive outreach early in the school year to establish positive attendance habits, identify barriers and prevent students from becoming chronically absent.

FIRST OCCURRENCE

START: Student appears on the chronically absent list in DNA for the first time.

BEFORE YOU BEGIN: Check with Your Principal

Meet with your principal to review the list and identify any families you should avoid contacting. This may include students who have extenuating circumstances that have already been approved

STEP 1: REVIEW THE STUDENT'S MISTAR

Before contacting the family, review the student's attendance in MISTAR.

Check the following:

- Has attendance improved? Look at the student's recent attendance to see if they have been doing better.
- Did the student start school late? Students who enrolled later in the school year may appear on the list even if their attendance has been consistent since enrolling.
- Is the student homeless? If so, contact the Family Resource Center (FRC) for support.

DETERMINE WHICH CALL SCRIPT TO USE

Based on your review, decide which script is most appropriate.

Has the student's attendance improved?

- **YES → Use the Improved Attendance Call Script:**

"Good afternoon! This is _____, the Attendance Monitor at _____. I'm calling because I've been reviewing attendance and noticed that your child has been doing

better this month. I wanted to take a moment to acknowledge that. I also wanted to check in and see if there's anything you need from us or any way we can help support your family moving forward. If they continue to keep up the good work, they can work their way off the chronically absent list! "

- **NO → Use the Attendance Concern Call Script:**

"Hi, this is _____, the Attendance Monitor at _____. I'm reaching out to check in because I noticed that your child has missed _____ days of school this year. I wanted to make sure everything is okay and see if there's anything going on that we can help with."

STEP 2: CONTACT THE PARENT/GUARDIAN

Call the parent/guardian to check in about the student's attendance.

Is the phone number correct?

- **NO → Refer to the *Non-Working Number Protocol* section of the handbook and follow the instructions to reach the family.**
- **YES → Continue with the phone call.**

Did the parent/guardian answer?

- **YES → Have a conversation with the family using the appropriate call script from Step 1.**
- **NO → Leave a voicemail AND send a follow-up message through Class Dojo.**

Voicemail Script:

"Hi, this is _____, the Attendance Monitor at _____. I was calling to speak with you about your child's attendance. Please give me a call back at extension _____ or message me on Class Dojo when you have a chance. Thank you!"

Class Dojo Follow-Up Message:

Good afternoon! This is _____, the Attendance Monitor at _____. I just tried giving you a call and wanted to follow up here on Class Dojo as well. I was hoping to check in about your child's attendance and see if there's anything we can do to help support them in getting to school regularly. Feel free to message me here whenever you have a chance. Thank you!

STEP 3: SHARE DISTRICT RESOURCES

Share any appropriate district resources with the family based on their needs.

Does the family need additional support or a connection to another person or resource?

- **YES → Follow up with the appropriate person or department to help ensure the family gets connected. Then move on to step 4.**
  [Click here to access the District Resources Document.](https://docs.google.com/document/d

Step 4: be sure to include notes regarding conversations and all supports and follow ups

Second Occurance

First Letter Home

Student appears on the chronically absent list for a second time.

Action Required

- Send the First Attendance Letter home.
- Follow the letter script down below

How to mail out letters

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-
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Documentation

Record in EduClimber as a Second Occurrence.

Letter to Send Out:

Wayne-Westland Community Schools
David Hicks Elementary School
100 Helen, Inkster, Michigan 48141
(734) 419-2660 • Fax (734) 419-2658
wwcsd.net

Dear Parent/Guardian of Adama,

We need your help. Adama's attendance rate is beginning to decline. Adama's current attendance rate is **76%**. The ideal attendance rate is **95%**. Students who miss just one or two days of school each month can fall seriously behind.

Adama is now **chronically absent**. If you have questions about your child's attendance, please log into Parent Connection.

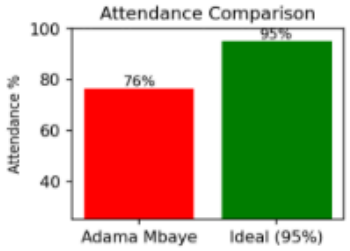
Coming to school offers many benefits:

- Build routines that reduce stress
- Free healthy meals
- Connect with friends and teachers
- Prepare for future success

You are key to improving Adama's attendance. Please let us know if we can help in any way.

Sincerely,

Matt Furca - Principal
Hicks Elementary
734-419-2660



Here are some resources to help support your child's attendance:

Impact of Attendance

Attendance Matters

Good to go to School?

Third Occurance

Second Phone Call and Letter Home

Student appears on the chronically absent list for a third time.

Action Required

- Call parent/guardian using the approved script.
- Send the Second Attendance Letter home.
- Continue discussing attendance barriers and available support.

How to mail out letters

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-
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Documentation

Record in EduClimber as a Third Occurrence.

Phone Call Script:

Hello, this is _____ from _____.

I’m following up regarding your child's attendance. We spoke previously because their attendance had fallen below 90%, and I wanted to check in to see how things have been going since then.

We know that regular attendance is important for academic success, building relationships, and staying connected to school. Right now, your child's attendance percentage is _____, and they continue to be considered chronically absent.

I wanted to reach out to see if there are any challenges making it difficult for your child to attend school consistently. We want to work together to identify any barriers and connect your family with resources or support that may help.

Is there anything you'd like to share about what's been affecting your child's attendance? How can we partner with you to help improve attendance moving forward?

(Problem-solve with family and make referrals as needed.)

Letter home draft:

Fourth Occurance

Attendance Goal Setting Meeting

Student appears on the chronically absent list for a fourth time.

Action Required

- Contact family to schedule an Attendance Goal-Setting Meeting.
- Meeting participants should include:
    - Parent/Guardian
    - Attendance Monitor
    - Building Administrator
    - Additional staff as appropriate

Meeting Focus

- Review attendance data.
- Identify attendance barriers.
- Develop attendance goals.
- Create an attendance improvement plan.
- Connect family with available resources.

Follow the empathy interview guide below

Documentation

Record in EduClimber as a Fourth Occurrence.

Phone Call Draft

Hi, this is [Your Name] from [School Name]. I'm calling to follow up regarding [Student's Name]. We've noticed that they've been on the chronic absence list for the fourth time, and we want to work together to better support their attendance and success.

At this point, we'd like to schedule an Attendance Goal Setting Meeting. This meeting will include school administration, our attendance monitor, and your family so we can discuss any challenges and create a plan moving forward.

We're here to support you and [Student's Name], and we want to make sure they have the best opportunity to succeed. Please let me know what days and times work best with your schedule.

Please feel free to ask any questions or share any concerns. We appreciate you and look forward to working together.

Fifth Occurance

Student Support Meeting

Student appears on the chronically absent list for a fifth time. If their attendance approves, they do not need to take part in this meeting.

Action Required

- Contact family to schedule a Student Support Meeting.

Recommended Participants

- Parent/Guardian
- Student (when appropriate)
- Attendance Monitor
- Building Administrator
- Other support staff as needed

Meeting Focus

- Review previous interventions.
- Discuss ongoing attendance concerns.
- Identify additional supports and services.
- Develop a comprehensive support plan.

Follow the empathy interview guide below

Documentation

Record in EduClimber as a Fifth Occurrence.

Phone Call Draft

Hello, this is [Your Name] from [School Name]. I'm calling about [Student's Name]. We've noticed that this is the fifth time they've been on the chronic absence list, and we want to make sure we're doing everything we can to support them.

At this point, we would like to schedule a Student Support Meeting. This meeting will include [N/A], along with your family. The goal is to talk through any challenges and work together on a plan to help [Student's Name] attend school more regularly.

We're here to support both you and your child, and we value your partnership. Please let me know what days and times work best for you.

Thank you so much for your time and support.

Non working Number Parent or Guardian Contact Protocol

To use when a Parent/Guardian phone number or email is invalid or not working.

Accurate contact information is essential for supporting student attendance. If your initial outreach attempt is unsuccessful, please follow the steps below to obtain a working number to be added to MiStar:

Step 1: Check for Additional Contact Information

- Review the student's MiStar record and look for
    - Additional phone numbers of parents or guardians
    - Alternate email addresses of parents or guardians

Step 2: Use Alternative Communication

- Check if the parent/guardian is connected through **ClassDojo**.
- If connected:
    - Send a message regarding the student's absences.
    - Remind the parent/guardian to:
        - Log into the **Parent Portal** or share information with you so that you can inform the main office secretary
        - Update their contact information as soon as possible

Step 3: Contact Emergency Contacts

- Reach out to individuals listed under the student's emergency contacts.
- Ask them to:
    - Help relay the message to the parent/guardian
    - Encourage updated contact information in the Parent Portal

Step 4: Remind Parent to Keep Contact Information Current

- Via email, newsletters, Dojo and other communications, principals should regularly remind families to:
    - Review their contact information
    - Update any changes in the **Parent Portal**

Goal

Ensure we maintain accurate, up-to-date contact information so we can effectively support student attendance and communicate with families. Please do your part in making sure this barrier is removed.

ATTENDANCE SOLUTIONS RESOURCE LIST

When using this list, please try and refer families to the resources listed below. If needs are not listed, a full resource list is linked at the bottom. If the family needs additional help navigating resources, please refer to the Wayne-Westland Community Schools Family Resource Center at 734-419-2709 or FRC@wwcsd.net.

ALARM CLOCKS: Student needs an alarm.	**Family Resource Center:** 734-419-2709
CAR REPAIRS:	**Redford Brightmoor Initiative:** 313-326-4947 **Low Income Auto Repair** https://lowincomeautorepairs.com/. *(also an app in the app store)* **MDHHS State Emergency Relief (SER):** Funding for vehicle repairs if needed for work/school, accessible via MI Bridges, but eligibility and funding vary. **Contact 2-1-1:** Dial 2-1-1 or visit findhelp.org.
CHILDCARE NEEDS:	**Champions:** 248-222-1710 or www.discoverchampions.com. **Champions can assist families in applying for financial assistance.** **Childcare Assistance (funding):** Michigan Department of Health & Human Services: Contact your current case worker at MDHHS, or call the local office at 844-464-3447. You can also request services online: MI Bridges.
COLD WEATHER ITEMS NEEDED:	**Family Resource Center:** 734-419-2709
DOMESTIC VIOLENCE ISSUES:	**First Step:** 734-722-6800 (24/7 crisis line) Provides shelter, counseling, services. Refer to local **Police Department** if needed.
FOOD HELP: **FOOD HELP CONT.**	**Family Resource Center:** 734-419-2709 **pantrynet.org** **Care Solace:** Refer to building **Social Worke**r or **Counselor** so a referral can be made. Care Solace will contact the family directly. Families can call on their own if they

	refuse a referral, but if at all possible- **the referral should be offered and done.** Number to call on their own: 888-515-0595. **Building Food Pantries and Contacts:** The following buildings have mini food/toiletry pantries for students at their building. Below are the contacts for each one. ● **Elliott:** Hilary Dixon & Lindsay Sislo ● **Hamilton:** Laura Wilson ● **Hicks:** Selassica Rice ● **JGHS:** Marilee Rajaee ● **Roosevelt-McGrath:** J. Zahler & D. Burden ● **Stottlemyer:** Jennifer Page ● **WMHS:** Theresa Weaver ● **Family Resource Center:** Call 734-419-2709 (FRC pantry is for the whole district)
FOSTER CARE: Student is in a Foster Care placement, and needs help.	**Family Resource Center:** 734-419-2709 ● The student will also have a **MDHHS worker** and possibly also a p**rivate agency worker** who can help. If the family needs help finding out who these workers are, the Family Resource Center can help.
HOMELESSNESS: Family is experiencing housing instability/homelessness.	**Family Resource Center:** 734-419-2709
MEDICAL NEEDS OF STUDENT OR FAMILY: **MEDICAL NEEDS OF STUDENT OR FAMILY CONTINUED:**	**<u>WWCS Corewell Clinics</u>** *Note: Parents will NOT be billed for services at our Corewell Clinic.* ● **JGHS Corewell Clinic:** 734-728-2423 (Ages 10-21 & up to age 26, with Special Needs) ● **AMS Corewell Clinic:** 734-895-6275 (Ages 3-21, & up to age 26, with Special Needs) **Care Solace:** Please let your building **Social Worker or Counselor** know so a referral can be made to Care Solace. Care Solace will contact the family, and help them find a provider to meet their needs. Families can call on their own if they refuse a referral, but if at all possible- **the referral should be offered and done.** Number to call on their

	own: 888-515-0595.
MENTAL HEALTH NEEDS OF STUDENT OR IN FAMILY:	**Care Solace:** Please let your building **Social Worker or Counselor** know so a referral can be made to Care Solace. Care Solace will contact the family, and help them find a provider to meet their needs. Families can call on their own if they refuse a referral, but if at all possible- **the referral should be offered and done.** Number to call on their own: 888-515-0595. **<u>WWCS Corewell Clinics</u>** *Note: Parents will NOT be billed for services at our Corewell Clinic.* ● **JGHS Corewell Clinic:** 734-728-2423 (Ages 10-21 & up to age 26, with Special Needs) ● **AMS Corewell Clinic:** 734-895-6275 (Ages 3-21, & up to age 26, with Special Needs)
NEEDS SUPPLIES: Help needed with material items for school (clothing, hygiene supplies, school supplies/backpack, etc.)	**Family Resource Center:** 734-419-2709
STUDENT REFUSAL: Student is refusing to come to school. **STUDENT REFUSAL:** Student is refusing to come to school.	**Care Solace:** It may be helpful to speak with a mental health provider. Please let your building **Social Worker or Counselor** know so a referral can be made to Care Solace. Care Solace will contact the family, and help them find a provider that fits their needs. Families can call on their own if they refuse a referral, but if at all possible- **the referral should be offered and done.** Number to call on their own: 888-515-0595. **Westland Youth Assistance:** May be able to offer support to the student and parent. Call: 734-467-7904 **Wayne Youth Services:** May be able to offer support to the student and parent. Call: 734-721-7004
SCHOOL ISSUES: Not getting along with peers, conflict, bullying, etc.	**FIRST** follow the WWCS Chain of Command Process, and first speak with appropriate school staff regarding the issue.

	Care Solace: It may be helpful to speak with a mental health provider. Please let your building **Social Worker or Counselor** know so a referral can be made to Care Solace. Care Solace will contact the family, and help them find a provider that fits their needs. Families can call on their own if they refuse a referral, but if at all possible- **the referral should be offered and done.** Number to call on their own: 888-515-0595. **Westland Youth Assistance:** May be able to offer support to the student and parent. Call: 734-467-7904 **Wayne Youth Services:** May be able to offer support to the student and parent. Call: 734-721-7004
TRANSPORTATION:	First, find out if the family is utilizing bus services they may be eligible for. **WWCS Transportation:** 734-419-2150 **MDHHS** may be able to help with auto purchase and repair. There are criteria to qualify. Contact your current case worker at MDHHS, or call the local office at 844-464-3447 or request services online: MI Bridges. **Contact 2-1-1:** Dial 2-1-1 or visit findhelp.org **Family Resource Center: 734-419-2709.** May be able to assist those with housing insecurity or in Foster Care placements.
TUTORING NEEDED:	**Westland Youth Assistance:** 734-467-7904 **Wayne Youth Services:** 734-721-7004 **Jefferson Barnes Community Vitality Center Learning Lab:** 313-277-3937

Below are steps for using the programs needed. DNA will be used to see the lists of chronically absent students, it will show what percent chronically absent they are and show what occurrence they are on. Educlimber will be where smartforms will be filled out. ANy contact that you have with a parent will need to be documented here. MISTAR…….

How to Pull a Report from MISTAR

The report can be found by going to Menu --> Attendance --> Reports --> Chronic Absences

Beginning Date/End D0a11te: enter the date range that is to be used to determine when attendance is being looked for to determine students that are returned on the report.

Interval: users can select to have the report be based either by day or period

- NOTE: when the Interval is set to ‘Day’, a student is considered present if they are marked present for a greater number of periods than the Periods Per Full Day value in Track Editor.

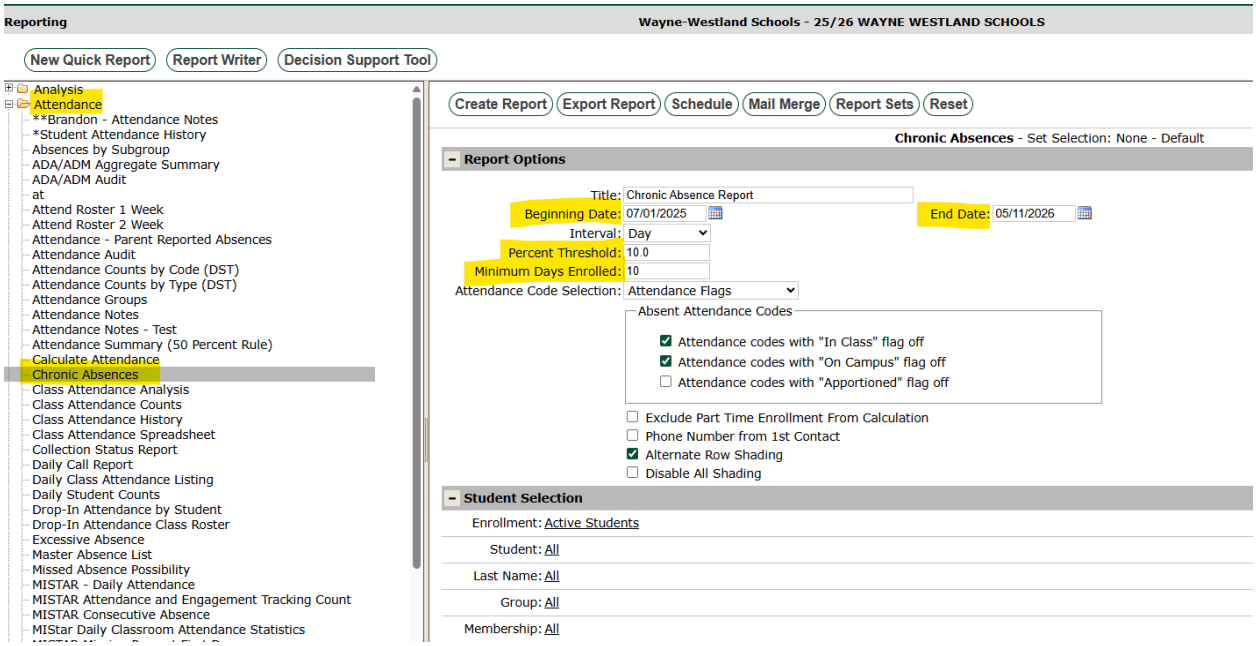
Percent Threshold: set the threshold to determine the percentage of periods or days a student must be absent to be returned on the report.

Minimum Days Enrolled: this value is entered to ensure students who have not been enrolled long enough do not get returned on the report as qualifying with chronic absenteeism.

Attendance Code Selection: there are 2 selections in this dropdown:

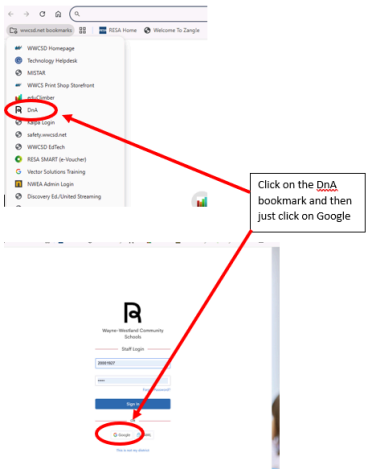
- Attendance Codes – this option allows a user to select all absent codes they wish to be used when looking for qualifying attendance for students.
- Attendance Flags – this option allows a user to select which flags are looked at rather than selecting specific attendance codes.

Under the Student Selection, for enrollment, it should be active students.

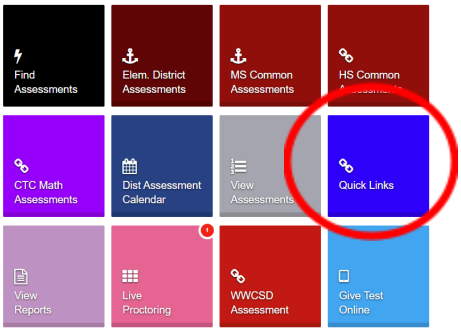

Reporting
Wayne-Westland Schools - 25/26 WAYNE WESTLAND SCHOOLS
New Quick Report
Report Writer
Decision Support Tool
Analysis
Attendance
**Brandon - Attendance Notes
*Student Attendance History
Absences by Subgroup
ADA/ADM Aggregate Summary
ADA/ADM Audit
at
Attend Roster 1 Week
Attend Roster 2 Week
Attendance - Parent Reported Absences
Attendance Audit
Attendance Counts by Code (DST)
Attendance Counts by Type (DST)
Attendance Groups
Attendance Notes
Attendance Notes - Test
Attendance Summary (50 Percent Rule)
Calculate Attendance
Chronic Absences
Class Attendance Analysis
Class Attendance Counts
Class Attendance History
Class Attendance Spreadsheet
Collection Status Report
Daily Call Report
Daily Class Attendance Listing
Daily Student Counts
Drop-In Attendance by Student
Drop-In Attendance Class Roster
Excessive Absence
Master Absence List
Missed Absence Possibility
MISTAR - Daily Attendance
MISTAR Attendance and Engagement Tracking Count
MISTAR Consecutive Absence
MIStar Daily Classroom Attendance Statistics
Create Report
Export Report
Schedule
Mail Merge
Report Sets
Reset
Chronic Absences - Set Selection: None - Default
Report Options
Title: Chronic Absence Report
Beginning Date: 07/01/2025
End Date: 05/11/2026
Interval: Day
Percent Threshold: 10.0
Minimum Days Enrolled: 10
Attendance Code Selection: Attendance Flags
Absent Attendance Codes
Attendance codes with "In Class" flag off
Attendance codes with "On Campus" flag off
Attendance codes with "Apportioned" flag off
Exclude Part Time Enrollment From Calculation
Phone Number from 1st Contact
Alternate Row Shading
Disable All Shading
Student Selection
Enrollment: Active Students
Student: All
Last Name: All
Group: All
Membership: All

Access the Chronic Absence Report in DnA

1 Log into DnA using Single Sign On link in the wwcsd.net bookmarks

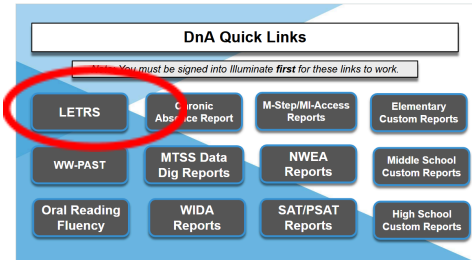


1. Click on the Quick Links Tile on the Landing Page



NOTE: Your Quick Links Tile may be in a different spot as the Tile Layout is customizable

2. Click on the Chronic Absence Report Tile



3. The report will appear for your school that can be printed as a spreadsheet, PDF or Doc

Trial Chronic Absences

Displaying 1 to 50 of 250

More...

Show 50

School	First Name	Last Name	Student ID	Grade	Month(s)	Cumulative Total	Cumulative Total	Days Absent	Percent Absent	Phone Number	Primary Contact Name	Primary Contact Phone Number
Hicks Elementary	Rayan	Alokbi	20160362	K	November	1	Phone Call Home	6	10.17	(313) 289-7328	Noor Abdalwahab	3132897328
Hicks Elementary	Khalil	Booker	20161779	K	January, February, March, April	4	Goal Setting Meeting	9, 11, 13, 17	10.11, 10.58, 10.48, 11.72	(248) 837-5604	Chanel Booker	5866964167
Hicks Elementary	August	Boyd	20161366	K	January	1	Phone Call Home	9	10.11	(734) 629-6765	Ashley Wilson	7346296765
Hicks Elementary	D'Anthony	Bryant-Wheeler	20162147	K	November, January, February, March, April	5	Student Support	5, 9, 11, 14, 14	10.42, 11.54, 11.83, 12.39, 10.69	(313) 844-8749	Toni Bryant	3138448749

Adding SmartForms

How to Complete Chronic Absentee Documentation in SmartForms

1. Go to wwcsd.net
2. Click Bookmarks at the top left of your screen
3. Select Sign in with Google
4. Open SmartForms

Create the Form

5. Click “New” in the top right corner
6. Select “Form”
7. Choose “Chronic Absentee Documentation”
8. Type the student’s name and select the correct student
9. In Form Name, enter: Attendance Documentation
10. Select the form “Chronic Absence”
11. Click Save

View the Form

12. To view the form you just created, type the student’s name again
13. Locate the form titled “Attendance Documentation”
14. Confirm the student name is correct

Complete the Form

15. Under 1st Occurrence:
    - Enter the date
    - Under “Contacted By”, enter your name
    - Enter your role: Attendance Monitor
16. For Attendance Percentages:
    - Enter the student’s current attendance rate
17. In Notes:
    - Document information provided by the parent and the reason for absences
    - If there was no response, write: *“Message left for parent/guardian.”*

For second and third occurrences, follow these instructions but scroll down past the

first one to find the sections to fill out

Applying a Tag PDF

Adding a Tag to a Student.pdf

VIDEO EXPLANATION

Apply a Tag to a student in eduCLIMBER.webm

DOJO Messaging

1. Students who were chronically absent last year but have improved:

Subject: Keep Up the Great Work!

Good afternoon!

Now that we're a couple of months into the school year, I wanted to take a moment to celebrate the progress we're seeing with attendance! Many students who missed 18 or more days last school year are already making great improvements this year.

We know getting to school every day isn't always easy, and we appreciate the effort families are making to help their children be here. Let's keep building on this progress and continue working toward our goal to Aim for 8 or fewer absences this school year!

Every day at school makes a difference, and we're so happy to see students making progress!

2. Students who were chronically absent last year and have not improved:

Subject: Let's Keep Working Toward Our Goal

Good afternoon!

Now that we're a couple of months into the school year, I wanted to check in about attendance. Last school year, many students missed 18 or more days of school, and we're hoping to help those students build stronger attendance habits this year.

We know things come up, and sometimes getting to school every day can be difficult, but it's never too late to make progress! As we move forward, let's keep working toward those attendance goals and aim for **8 or fewer absences this school year.**

Every day at school makes a difference, and I'm always here if your family needs support. We want to help every student have a successful year!

3. Students who are on this year's chronic absenteeism list but were NOT on last year's list:

Subject: Let's Stay on Track With Attendance!

We are checking in with families whose students have begun experiencing attendance challenges this school year.

We want to help address attendance concerns early and encourage students to build positive habits before missed school days begin to add up.

Our goal at Hicks is to Aim for 8 or fewer absences this year. We know that unexpected circumstances happen, and we want families to know that support is available.

If there is anything making it difficult for your child to attend school regularly, please reach out to your school's Attendance Monitor. We would love to work together to help!

4. Students who are not on either chronic absenteeism list and have great attendance:

Subject: Celebrating Great Attendance!

We are so proud of the students who have been building great attendance habits this school year!

Showing up to school regularly helps students stay connected to their classmates, keep up with learning, and make the most of each school day.

Thank you to our families for the effort you put into helping your children get to school. Your support makes a difference!

Keep up the great work as we continue to **Aim for 8 or fewer absences this year!**

Monthly Attendance Announcements

These can be sent to the lists of families based on each student's attendance for the previous month.

1. Students with 0 absences for the month:

Perfect Attendance for [Month]!

We are excited to celebrate the students who had zero absences during [Month]!

Thank you to our families for helping students show up and make the most of every school day. We love seeing students build strong attendance habits and stay connected to their learning.

You are doing a wonderful job working toward our goal of 8 or fewer absences this year!

Keep up the great work!

General Attendance Announcements

These can be sent to all families at Hicks or used throughout the year as reminders.

1. Did You Know? — Attendance Adds Up

Did You Know?

Missing just 2 days of school each month can add up to 18 absences over the course of a school year!

At Hicks, we are working together to help students build strong attendance habits and stay connected to learning.

Our goal is to **Aim for 8 or fewer absences this year**.

Every day counts, and we appreciate your help in making attendance a priority!

2. Did You Know? — Attendance and Learning

Did You Know?

Being at school regularly helps students stay connected to their learning, classmates, and teachers.

Missing school can make it harder to keep up with classroom lessons, routines, and activities.

Thank you for helping your child make the most of every school day as we work toward our goal of **8 or fewer absences this year!**

3. Did You Know? — Chronic Absenteeism

Did You Know?

Chronic absenteeism is when a student misses 10% or more of the school year. In a typical 180-day school year, that is about 18 days.

Both excused and unexcused absences count toward chronic absenteeism.

At Hicks, we want to help every student stay on track and reach their full potential.

Our goal is to **Aim for 8 or fewer absences this year!**

If you have questions or need support, your school's Attendance Monitor is here to help.

4. Did You Know? — Every Day Matters

Did You Know?

Every school day is an opportunity for students to learn something new, spend time with friends, and build important skills.

We know that some absences are unavoidable, but whenever your child is healthy and able to attend, being at school makes a difference!

Thank you for helping us encourage strong attendance habits at Hicks.

Aim for 8 or fewer absences!

Seasonal Attendance Communication Letters

Research and school attendance data consistently show that student absences tend to increase immediately before and after extended school breaks. These missed days can lead to lost instructional time, difficulty re-establishing routines, and challenges staying connected to learning.

The following seasonal family letters are designed to serve as proactive reminders to families about the importance of regular attendance before and after school breaks. By communicating with families ahead of Thanksgiving, Winter Break, Spring Break, and other extended breaks, schools can reinforce attendance expectations, share important dates, and encourage students to return ready to learn.

These templates should be customized with school-specific dates, contact information, and messaging. Distributing these communications in advance of scheduled breaks can help families plan accordingly and support strong attendance throughout the school year.

Beginning of Year Letter

Dear Parent/Guardian:

Our goal this year is to ensure that every student attends school regularly.

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. But, we also know that when students miss too much school—regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!!

Clearly going to school regularly matters!

We don’t want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your children go to school every day unless they are truly sick
- Avoid scheduling vacations or doctor’s appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information please contact your child’s school.

Sincerely,

Thanksgiving Letter

Dear Families,

We are thankful for you!

As we prepare to take time off from school (insert dates) for Thanksgiving break, we want to share our gratitude for everyone in our school community. Your partnership makes it possible for students to come to school every day, on time and ready to learn.

Through our Aim for 8 attendance campaign, we are encouraging all students to miss no more than eight days of school throughout the entire school year. Every day counts! Each day of school provides an important opportunity for students to connect with peers and teachers and grow personally, socially and academically.

We are thankful for:

- Our students and their families who prioritize daily attendance and show up to school regularly, even when it isn't easy.
- Our staff who go above and beyond to create a welcoming learning environment where students feel safe, connected and excited about learning.
- Our many helpers and supporters, including support staff and volunteers, who provide the extra care and attention our students need to succeed.

We appreciate each one of you and recognize that regular attendance is a shared responsibility. If your family or child is experiencing barriers to attendance, please reach out to (insert contacts). We are here to help!

As we celebrate this holiday season, we encourage families to continue supporting our Aim for 8 goal by enjoying the scheduled Thanksgiving break and avoiding additional days away from school whenever possible.

We look forward to welcoming all students back when school resumes on (insert date).

Thank you for partnering with us to make every school day count. Together, we can help our students build strong attendance habits and achieve success!

Wishing you and your family a safe, restful and happy Thanksgiving!

Sincerely,

(Insert name and title)

Winter Break Letter

Dear Families,

As we prepare for the upcoming winter break, we want to share how grateful we are for each of you. Together, we have worked to establish strong attendance habits and create a welcoming school community where every student feels connected and supported.

Through our Aim for 8 attendance campaign, we continue to encourage all students to miss no more than eight days of school throughout the entire school year. Your partnership is essential in helping us achieve this goal.

We know the holiday season is busy, and we appreciate your efforts to avoid taking extra days off around winter break. Our teachers will be teaching and our students will be learning right up until vacation begins on (insert date) and when school resumes on (insert date and time).

Every school day matters! When students are healthy and able to attend, each day provides an opportunity to continue learning, connect with friends and teachers, and grow both socially and academically.

As you make your holiday plans, we encourage you to keep our Aim for 8 goal in mind by scheduling vacations and family activities during the designated school break. Maintaining strong attendance habits before and after winter break helps students stay connected, engaged and on track for success.

(Optional: Please use the school calendar on the back of this letter to help plan your vacations and prepare for upcoming school events in January.)

If your family or child is experiencing barriers to attendance, please reach out to (insert contacts). We are here to help!

We look forward to welcoming all students back when school resumes on (insert date and time).

Thank you for partnering with us to make every school day count. Together, we can help our students achieve their attendance goals and build a strong foundation for success.

Wishing you and your family a safe, restful and joyful winter break!

Sincerely,

(Insert name and title)

Spring Break Letter

Dear Families,

We wish you a restful and refreshing spring break beginning on [*insert date*]!

In the face of challenging weather and illness, our teachers, families and students have persisted to keep learning and engaged! We appreciate everyone's hard work and commitment to our school community. Thank you, thank you!

- When school resumes on [*insert return to school date*], we look forward to jumping back into learning right away as the year is quickly coming to a close
- If your family or your student need support, please reach out to [*insert contacts*] for help.

As long as your student is healthy, please encourage showing up to class when school is in session. If you have questions about your student coming to school due to a health or mental health concern, please contact [*insert contacts].*

Every day of school is an important opportunity for students to learn and connect to peers and their teachers.

Until then, have a wonderful spring break!

Thank you,

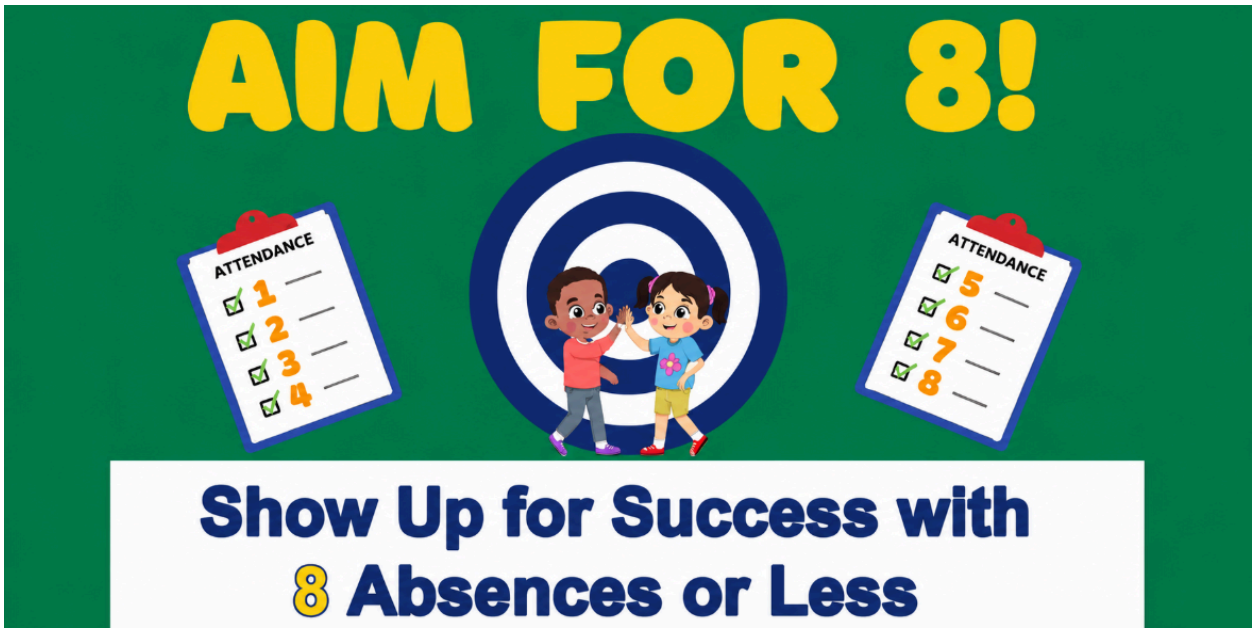
Insert name

This will go in your email signature

[Your Name]
Attendance Monitor
[Your School]
Wayne-Westland Community School District

[Your Contact Information]

AIM FOR 8
Supporting student success through regular attendance.
Every day counts. Aim for 8 or fewer absences each school year.
Show Up. Stay Connected. Succeed.



FAQ

- **Do I send out letters for unexcused or excused absences?**

BOTH! Unexcused and Excused absences count as time out of class according to the state of Michigan.. The only exceptions are college visits, school business, and documented excuses. Documented Absence is only for death in the immediate family or for a doctor excused absence that a child is unable to return to school due to medical necessity. That is NOT the same as a doctor's verification that the child was seen.

- **Why are excused absences now counting toward chronic absenteeism?**

This is not a change. The state has always counted it this way. The shift that is happening in Wayne-Westland is that we are focusing on reducing chronic absenteeism rates rather than days absent. Chronic absenteeism is based on the total amount of time a student is missing school, regardless of the reason. Even when an absence is excused, the student is still missing instruction.

- **Are the phone calls all made by attendance monitors and or teachers and administration?**

Attendance phone calls will be made by **attendance monitors**. This will be your primary responsibility in the upcoming school year. Administration will be aware that attendance monitors are leading this work. We have district funded monitors in each building and this group will work collaboratively to support one another with this lift. Any staff member however is welcome to assist with the calls.

- **What is the difference between an excused absence and a documented absence?**
    - An *excused absence* includes things like **non-emergency appointments** (doctor, dentist, etc.) that can typically be scheduled outside of school hours. These absences are still counted toward chronic absenteeism. This also includes doctors' sick visits where a child is medically clear to return to school.
    - A *documented absence* is different. This applies when a medical provider confirms that it was necessary for the student to stay home for a period of time due to illness or a medical condition. These absences do **not** count toward chronic absenteeism.
    - For example, a routine check-up is considered an *excused absence*, while a doctor-documented illness requiring a student to stay home is considered a *documented absence which includes a return to school date*.

Excused Absence Example:

"Student was seen in office on [date]."

Documented Absence Example:

"Student is excused from school from [start date] to [end date] and may return on [return date]."

- **What do we do about students who are chronically tardy?**

Chronic tardiness is a concern across many schools, and it is something we will focus on in the future. However, for the upcoming year, our primary focus will be on reducing student absences, as this is currently the most significant issue impacting our schools.

- **What are the next step procedures after we try everything? Truancy?**

At this time, we are focused on implementing a consistent, organized system for attendance procedures across the district. Once these processes are in place, we will review the data to determine next steps.

While truancy procedures are an important part of addressing attendance, our district has not had a consistent and documented approach to the earlier intervention steps. Because of this, truancy may feel like the only option, but our goal is to strengthen those earlier supports first and evaluate how they impact attendance during the upcoming school year and go from there.

- **How will parents be made aware of new policies?**

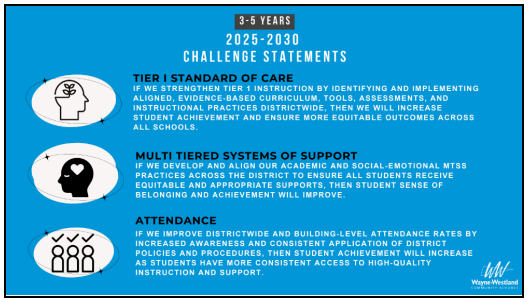
In addition to the procedures we are putting in place a district wide awareness campaign called “Aim for 8” will be rolled out starting the summer of 2026. There are many layers to this campaign. Information will be forthcoming. We are also hosting large group meetings at each building with the parents to help them understand what chronic absenteeism is and set goals to improve attendance in the coming year. Information about this will be held in our monthly meeting on 4/15/26.

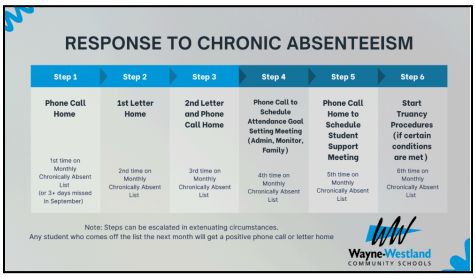
- **Will we be a part of PBIS?**

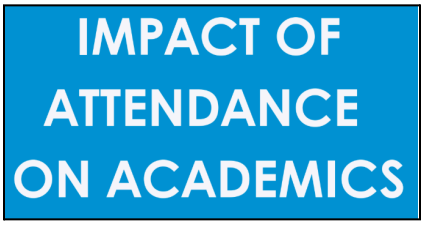
PBIS and attendance can be intertwined. You are welcome to be a part of PBIS at your building, please discuss this with your building administrator. At this time we are not linking PBIS with our procedures but we may in the future.

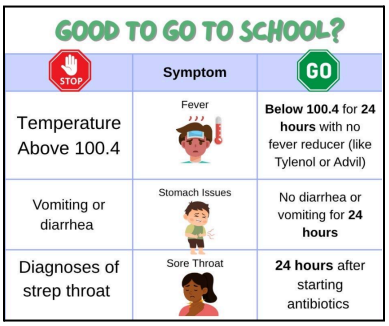
What do we do when there is a student struggling with homelessness?

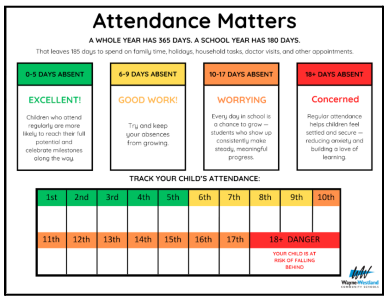
Speak with the secretary at your school for more information about the student and contact the FRC.


3-5 YEARS
2025-2030
CHALLENGE STATEMENTS
TIER I STANDARD OF CARE
IF WE STRENGTHEN TIER 1 INSTRUCTION BY IDENTIFYING AND IMPLEMENTING ALIGNED, EVIDENCE-BASED CURRICULUM, TOOLS, ASSESSMENTS, AND INSTRUCTIONAL PRACTICES DISTRICTWIDE, THEN WE WILL INCREASE STUDENT ACHIEVEMENT AND ENSURE MORE EQUITABLE OUTCOMES ACROSS ALL SCHOOLS.
MULTI TIERED SYSTEMS OF SUPPORT
IF WE DEVELOP AND ALIGN OUR ACADEMIC AND SOCIAL-EMOTIONAL MTSS PRACTICES ACROSS THE DISTRICT TO ENSURE ALL STUDENTS RECEIVE EQUITABLE AND APPROPRIATE SUPPORTS, THEN STUDENT SENSE OF BELONGING AND ACHIEVEMENT WILL IMPROVE.
ATTENDANCE
IF WE IMPROVE DISTRICTWIDE AND BUILDING-LEVEL ATTENDANCE RATES BY INCREASED AWARENESS AND CONSISTENT APPLICATION OF DISTRICT POLICIES AND PROCEDURES, THEN STUDENT ACHIEVEMENT WILL INCREASE AS STUDENTS HAVE MORE CONSISTENT ACCESS TO HIGH-QUALITY INSTRUCTION AND SUPPORT.


RESPONSE TO CHRONIC ABSENTEEISM
Step 1
Phone Call Home
1st time on Monthly Chronically Absent List (or 3+ days missed in September)
Step 2
1st Letter Home
2nd time on Monthly Chronically Absent List
Step 3
2nd Letter and Phone Call Home
3rd time on Monthly Chronically Absent List
Step 4
Phone Call to Schedule Attendance Goal Setting Meeting (Admin, Monitor, Family)
4th time on Monthly Chronically Absent List
Step 5
Phone Call Home to Schedule Student Support Meeting
5th time on Monthly Chronically Absent List
Step 6
Start Truancy Procedures (if certain conditions are met)
6th time on Monthly Chronically Absent List
Note: Steps can be escalated in extenuating circumstances.
Any student who comes off the list the next month will get a positive phone call or letter home
Wayne-Westland
COMMUNITY SCHOOLS


IMPACT OF ATTENDANCE ON ACADEMICS


GOOD TO GO TO SCHOOL?
STOP
Symptom
GO
Temperature Above 100.4
Fever
Below 100.4 for 24 hours with no fever reducer (like Tylenol or Advil)
Vomiting or diarrhea
Stomach Issues
No diarrhea or vomiting for 24 hours
Diagnoses of strep throat
Sore Throat
24 hours after starting antibiotics


Attendance Matters
A WHOLE YEAR HAS 365 DAYS. A SCHOOL YEAR HAS 180 DAYS.
That leaves 185 days to spend on family time, holidays, household tasks, doctor visits, and other appointments.
0-5 DAYS ABSENT
EXCELLENT!
Children who attend regularly are more likely to reach their full potential and celebrate milestones along the way.
6-9 DAYS ABSENT
GOOD WORK!
Try and keep your absences from growing.
10-17 DAYS ABSENT
WORRYING
Every day in school is a chance to grow — students who show up consistently make steady, meaningful progress.
18+ DAYS ABSENT
Concerned
Regular attendance helps children feel settled and secure — reducing anxiety and building a love of learning.
TRACK YOUR CHILD'S ATTENDANCE:
1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
11th 12th 13th 14th 15th 16th 17th 18+ DANGER
YOUR CHILD IS AT RISK OF FALLING BEHIND
Wayne-Westland

Student Success Plan

Parent Success Plan

Resources

Attendance Contact Protocol

Letters Draft

Draft for 1st Letter