

Every Student Matters



Across the state, many educators have been concerned about children who are not showing up in any counts in any schools. This would be an alarming phenomenon in any year but is particularly alarming during the COVID-19 crisis when many children are not attending school in person. Without in-person classes, many students have lost not only the nurturing, learning environment of school, but also a sense of stability, a safe space, access to technology, consistent daily meals, counseling, and other critical supports. Now more than ever, districts, community leaders, and others must work to ensure that students are reconnected to their schools – a safe, caring, stable place to learn and grow. #EveryStudentMatters



A Toolkit to Ensure All Students are Learning During the COVID-19 Pandemic



Count Every Student



Prepare a List of Resources

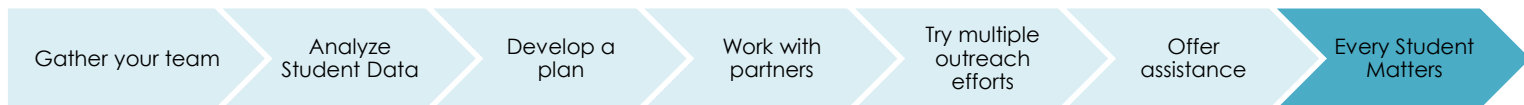


Contact through Multiple Means



Partner with Others

What Every District Can Do Now:



<input type="checkbox"/>	PREPARE	Establish your district "Every Student Matters" team, which may also include administrators, teachers, parents, volunteer organizations, faith-based groups, community partners and others.
<input type="checkbox"/>	CREATE	Create a comprehensive contact list for all students who have not been reached. Divide the students who are unaccounted for among the "Every Student Matters" team.
<input type="checkbox"/>	ESTABLISH	Establish a system to track outreach for every child, such as a spreadsheet. Take every possible measure to connect with every family whose children you served last year. Don't assume that a child or children aren't in your district because they're being educated in another district or public school academy, in a nonpublic or parochial school, or is homeschooling. This may not be so.
<input type="checkbox"/>	DEVELOP	Develop a script for team members to use (see below) with a checklist for assistance that may be needed.
<input type="checkbox"/>	CONSIDER	Consider that some students have additional needs that may be preventing them from returning to school. Track their needs and work with partners to find the resources that will assist them in returning to school.
<input type="checkbox"/>	COMMUNICATE	Districts, schools, and teachers must have a clear and accessible communication plan to engage with students and families, especially the most vulnerable, about their well-being and needs during school closures. These plans should include platforms that, if possible, are already familiar to students and families, and should provide materials and information that are accessible to all students and families regardless of their language needs or disabilities.
<input type="checkbox"/>	CONNECT	Districts can use multiple means and platforms of communication to connect with students and families, including personal calls, texting apps, letters, Boys and Girls Clubs, rotaries, neighborhood associations, faith-based institutions, and other individuals and institutions within communities. Door-to-door visits to last known addresses should be implemented when students cannot be reached.

<input type="checkbox"/>	ASSIST	Districts can work with school specialists to communicate with families regarding ways to deliver services while schools are closed, including holding IEP and 504 meetings remotely, and plans to deliver services once students return to school.
<input type="checkbox"/>	REACH	Districts should also use McKinney-Vento homeless liaisons and foster care liaisons to continue to identify and serve homeless and foster care students, and to maintain positive relationships that students have built with staff members.
<input type="checkbox"/>	AID	For immigrants, especially those who are undocumented or in mixed-status homes, one of the biggest concerns may be continuing to provide for their families, especially given their exclusion from federal relief and uncertainty about which institutions they can trust. Districts can play a role in helping connect immigrant families with available services.
<input type="checkbox"/>	TRANSLATE	Districts can also support schools by creating a model for communicating in multiple languages. It is important, and legally required, that districts and schools provide information from the school in a language that families understand. Districts should make sure to provide information and updates in multiple languages.
<input type="checkbox"/>	REGISTER	We should encourage the registration of home school children by those parents who choose to home school their children. It is not required by law for a parent to register a child for home schooling. That said, registration benefits the homeschooling family. It maintains connections with the local school district for auxiliary services, records requests, and possible re-enrollment. Moreover, it establishes the homeschooling in a formal way in case a law enforcement official raises the issue of truancy with the family.
<input type="checkbox"/>	ENGAGE AND MAINTAIN	Districts should encourage their school leaders and teachers to maintain two-way communication with their students and families and establish norms for staff members on how and when to communicate with students. Some school districts use "office hours" Monday through Friday, 9–10:30 a.m. and 2:30–4 p.m. to be available to check and respond to emails. Parents and teachers can also arrange to talk via telephone or video chat during office hours, and through a school closure hotline that operates from 8 a.m. to 4 p.m. daily. In some cases, superintendents have made themselves available to families through Facebook Live events. Establish a means of regular contact to families to keep them engaged.
<input type="checkbox"/>	CARE	Schools serve students' social and emotional, as well as academic, needs as important places where students connect with their friends and adults. For some students, school may be the place where they engage in their most meaningful relationships. School closures make it more difficult to maintain those relationships, and this may take a toll on students' social and emotional well-being. Districts can encourage teachers to provide time for students to personally connect with educators and each other. This could occur by directly reaching out to families and students to check in, in addition to during academic time, by incorporating innovative ways of connecting (e.g., social media) through assignments. This ability to ensure that all students are safe and educated is vital, especially in a pandemic.

Every Student Matters Call Process

Step 1: Consider the "Every Student Matters" call script or create your own.

- Listen and assess.
 - If the family has transferred to another school or to homeschooling, track that in the spreadsheet. In the case of homeschooling, ask the family to formally [register](#).
 - If language assistance is needed, connect the family to a designated translator.
 - If the family needs assistance, track the needs in the "Every Student Matters" spreadsheet.
 - Follow up with partners or others that can provide the needed resources.

Step 2: If the family is not home, leave a voice mail asking for a return call.

- Track the contact made.

Step 3: If the family cannot be reached through calls, consider next steps, including door-to-door visits. Engage with partners and others to find students and access resources they may need.

Every Student Matters Call Script

Good morning/afternoon. My name is [name], and I'm calling from [school or district], and I'm trying to reach Mr./Mrs. [insert name] because we are calling every parent and guardian to ensure that every student in our district is connected to school and has access to the resources they need. Are you Mr./Mrs. [insert name]?

I'm calling to check on [child's name] to find out how she/or he is doing. Can you tell me how you and your child are? [Listen, assess, track]

I have noticed that your child has not been attending our school this year. Can you tell me where your child is attending school? [Listen, assess, track]

- If the parent/guardian says that the students has transferred to a private or homeschool, track that in the spreadsheet.
- In the case of homeschooling, ask the family to formally register as a home-schooled student.

I also wanted to ask if you or [child's name] have any needs. I would like to help you find those resources. Can you tell me if there are any supports that would help you and your child be successful? [Listen, assess, track]

- If parent/guardian has needs that a school or district staff member can assist with, like a school community liaison, offer to have the person follow up.

SUPPORTING ORGANIZATIONS



Michigan School Business Officials

