

Truancy and Absenteeism Prevention Tool Kit

For a digital copy of this document and attachments are on our website:

<https://www.eatonresa.org/prevention/truancy>



Truancy and Absenteeism Prevention Tool Kit

Philosophical Statement:

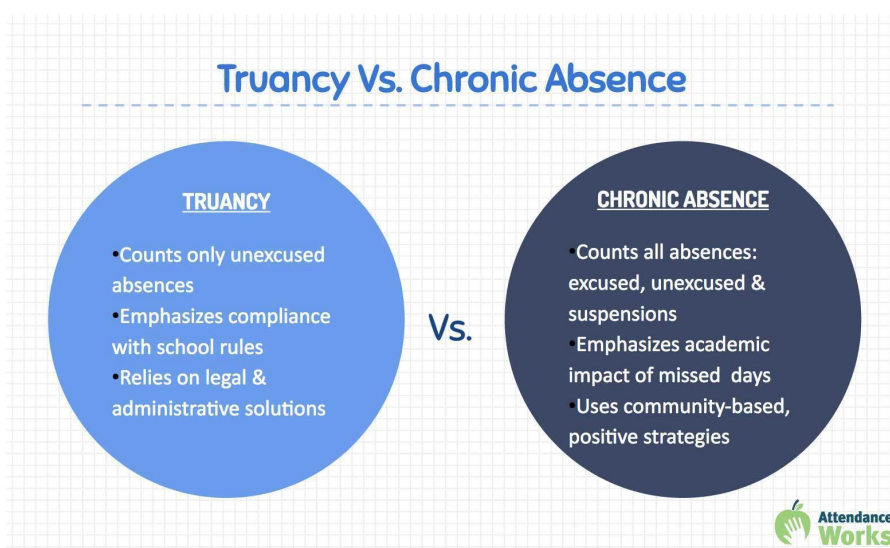
It is the belief of the Eaton Regional Education Service Agency that school truancy is a *symptom*, not a stand-alone problem. In order for us to work in partnership with local school officials, we must rely on school building officials and school counselors and/or teachers to determine the true problem manifesting into school truancy or absenteeism. Once determined, can we direct our attention to successful prevention and intervention strategies that will help students be successful in school. Truancy intervention *begins* with the partnership between school officials, parents and students. Only when this partnership needs support should efforts be directed toward the Eaton RESA Truancy Intervention Program. Then, only as a last resort, a petition to the appropriate County Juvenile or District Court will be considered. We know when non-attendance is becoming a behavior pattern, the earlier in a student's school career that preventative action is taken, the better the chance to assure intervention success!

Purpose:

This toolkit was compiled using best practices from local and national resources, and collaboration with Eaton County districts, current and past practice, and experience. It is the role of the Eaton Regional Education Service Agency Truancy Program (TIP) Coordinator to complement the efforts of local school district building officials by enforcing the Michigan Compulsory Attendance Act. It is always the decision of the local school district building official when to make a truancy referral and when to further explore next step actions. By providing access to best practices and evidence-based intervention, it is our hope that fewer referrals will be necessary.

Defining Truancy and Absenteeism:

In Michigan, "Truancy" is an umbrella term used for both chronic absenteeism and skipping school. While not spelled out specifically in legislation, national courts recognize students who miss at least 10% of days enrolled (e.g., 18 days absent when enrolled for 180 school days) as truant or chronically absent. In Michigan however, we can involve the juvenile court system at 10 undocumented absences. The key is there are steps in the statute that have to be followed before charges can be filed.



Eaton County treats youth age 12 and older as legally old enough to be held responsible for attendance, and charged as juveniles for truancy. Those 11 and under, parents are charged in Family Court/Truancy Court.

Why is reducing Chronic Absenteeism and Truancy so important?:

- Students suffer academically if they miss 10 percent or more school days.
- Studies show that children who miss too many days in kindergarten and 1st grade often have trouble mastering reading by the end of 3rd grade. Attending school regularly helps children feel better about school—and themselves.
- When children are absent, schools get fewer resources from the state, resulting in less funding to pay for teachers and books. Chronic absence in kindergarten predicts chronic absence the following year, so even the attendance patterns of our youngest students affect funding down the road.

School Climate and Student Support Systems:

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators will model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

While there is not a national consensus about what school climate dimensions are essential to include, it is well documented that students have less truancy and are more bonded to the school environment when school climate is positive. One of the most important components of school climate are Multi-tiered Systems of Support, or MTSS. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the “whole child.” That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism/truancy. Positive Behavior Intervention, Social Emotional Learning, Executive Functioning, and Michigan Integrated Continuous Improvement Process are examples of interventions and strategies that can be implemented singly or as a layered approach to help students learn and to impact school climate positively.

While everyone can help ensure students show up to class every day, the leadership role that a principal plays is irreplaceable. Principals are uniquely positioned to ensure their school adopts a comprehensive, tiered approach to improving attendance (see graphic) that fits with their overall approach to promoting academic achievement. Such a tiered approach is easily incorporated into existing reforms, such as Response to Intervention or Positive Behavior Intervention and Supports, that can be expanded to include specific attention to chronic absence data and supports to cultivate good attendance. In the same way we teach academics we can teach behavior, including attendance. Explicitly teaching students about attendance expectations contributes to greater success in this area. Does your school or district have a common definition of what good attendance is or have a threshold for Tier 1 attendance? If not, consider starting with this definition. Some schools use a catchy slogan like "Strive for Five" or "176 days." Consider involving your staff, teachers, and families in the creation of this definition to create more engagement in this effort.

Online resources for school Climate and Student Support Systems:

School Climate: <https://schoolclimate.org/school-climate/>

MTSS: <https://www.pbisrewards.com/blog/what-is-mtss/>

PBIS: <https://www.pbisrewards.com/>

Executive Functioning

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Social Emotional Learning: <https://casel.org/fundamentals-of-sel/>

Michigan Integrated Continuous Improvement Process:

<https://www.michigan.gov/mde/services/school-performance-supports/micip>

BEST PRACTICES:

A. School Attendance Policies:

Attendance policies that clearly spell out expectations and consequences for tardies, individual class attendance, school attendance and participation are the most effective. **“Best Practice” attendance policies include:**

- Interventions and services the school may use to promote consistent student attendance and reengagement (e.g., assigning a trusted adult advocate/liaison to build a relationship with the student/family).
- The benefits of regular school attendance and participation, clear expectations and responsibility for student attendance is clearly defined and communicated
- Definitions of excused and unexcused absences as well as definitions of chronically absent and habitually truant.
- When and how absences are to be reported by parents or guardians to the school, by the administrative designee to classroom teachers, and by teachers to the administrative designee for classroom attendance is clearly defined
- Parent/guardian responsibilities for reporting a child’s absence including method of reporting, expected time of notification, any required documentation verifying the reason for the absence, and deadline for submitting said documentation communicated to parents in writing (handbook is fine, but often not read)
- Timeline for school notification to parents/guardians of an absence in the event the parent or guardian did not report the absence defined and communicated
- Identify who from the school will check-in and follow-up with students and families in cases of absences, when this will happen (e.g., member of the school attendance team will follow up after 1 unexcused absence and attendance officer will follow-up after 5 excused absences), how this will take place (e.g., call, text, home visit, etc.), what services and supports may be offered, and how this will be documented. Discuss the importance of communication and coordination with the student's 504 or IEP Team for students with disabilities.
- Establish an attendance team that will regularly review: (1) student level data and identify students in need of support before they become chronically absent; (2) attendance data organized by student groups, such as by race, students with disabilities, students experiencing homelessness, students in foster care, and English learners, and engage in root cause analyses

to address any barriers to attendance and identify interventions and supports to improve attendance.

- Establish clear policies and procedures aligned with the tiered system of support and inform staff, students, families, and community partners about them.
- Identify the school personnel responsible for following up with students and families to identify and promptly address factors contributing to absences, including but not limited to any barriers inside or outside of school (such as student mental health needs or parent/guardian failure to send the child to school).
- Develop an internal communication plan to ensure all who are engaged with the student (parent/guardian, special education team, classroom teachers, student support team, etc.) know the student's attendance status, any follow-up needed regarding it, and the staff members who will follow up and provide support if attendance issues persist.
- Create a strong positive culture by being intentional about building positive relationships with students and families in a culturally responsive manner.
- Ensure that every student has at least one caring adult in school who will connect with the student and review whether they are on-track academically. Students are more likely to attend if they feel safe and cared about inside the school.
- Invite, encourage, and promote student and family voices in school matters.

Sample Best Practice Attendance Policy: Grand Ledge High School (condensed)

There are three types of absences:

1) **Explained (AE)*** – Absences due to personal illness, professional appointments, funerals, or serious personal or family problems. Arrangements for all work, tests, or quizzes missed due to an explained absence must be initiated by the student with all teachers prior to or upon the day of return. All make-up work must be completed and submitted to teachers in direct relation to the number of days absent, i.e. two days absent equals two days to submit all make-up work.

2) **Unexplained (AU)** – Absences that are not in the explained category. In the case of an unexplained absence, the student may not receive credit for any homework or missed test during the absence.

3) **School Related Absences (AS)** – Absences due to a school field trip, college visit, athletic event or other school related activities. Arrangements for all work, tests, or quizzes missed due to a school related absence must be initiated by the student with all teachers prior to or upon the day of return. All makeup work must be completed and submitted to teachers in direct relation to the number of days absent, i.e. two days absent equals two days to submit all make-up work. Teachers reserve the right to prioritize any make-up assignments, tests, or quizzes within the make-up window.

**Note: GL also uses a code "AD" for "documented" absence, meaning there was a doctor or dentist note, appointment, etc. Best practice is to allow 5 absences for any reason without documentation, then require documentation on the 6th absence.*

Attendance Policy: Loss of Course Credit

• **Seven Absence Limit** – A student must not exceed six (6) total absences in each class per trimester.

Once a student has accumulated seven (7) absences in a class, loss of credit applies.

- *ALL absences will count toward the allowable limit with the exception of school related absences (AS).*

There is no distinction made between an explained (AE) or unexplained absence (AU).

- *If a student arrives more than 10 minutes late to a class without a pass it will count as unexplained absence (AU).*

If credit is withheld, a student may earn the credit by:

- *Attending an assigned Saturday School Session(s) and passing the course final exam or,*

- *Successfully scoring 78% on the course final exam or,*

- *Successfully completing a school approved means for credit recovery such as summer school, or E2020.*

B. Communication with Parents and Students:

Parents frequently report that “they didn’t realize truancy/absenteeism” was an issue until the case is actually referred to the Truancy Intervention Program. This is due in part to the necessary process of robo-calls home for absences and generic software generated “warning” letters to parents that can be programmed into school database software like Skyward, Illuminate, and PowerSchool. Parents get these auto-generated messages and don’t take them seriously for a variety of reasons. Best practices include *personalized* letters home with the student’s name and the number of absences, etc. as opposed to the auto-generated “dear parent” letters. Personal phone calls to parents, while time consuming, are the most effective, especially when they come from teachers as opposed to administrators. (Time is a factor for teachers - we know that- but even just prioritizing the top percentage of students is better than no calls at all. Emails are effective, too, but calls are the most effective because a tone of concern is hard to convey in an email. Texting is also a great way to reach most parents and students to let them know there are attendance concerns. As a district, requiring doctor’s notes for any absence after the 5th is also a best practice and should be included in the district or building attendance policies. Many communities, school boards, and families are simply not aware of the negative impacts of absences on students’ education. To start building awareness and shifting the culture of attendance in your community.

C. Letters:

Auto-generated generic letters are fine for informing parents whose students in the past have not had absenteeism or truancy warnings. It is usually enough to spur a response. But for parents and families with recurring absenteeism and truancy issues, these generic letters are often discarded and ignored. The letters should require, not request, the parent to call the school for a discussion with an administrator by a certain date, and if that date passes then follow-through by the school is most effective. Even if parents do not call or respond, they at least realize there is an issue. Michigan Compulsory Attendance Law and specifically the youth truancy law (Juvenile Truancy Law - MCL712A.2(a)(4): (4)) requires clear evidence be provided to the Truancy Program that:

“The juvenile willfully and repeatedly absents himself or herself from school or other learning program intended to meet the juvenile’s educational needs, or repeatedly violates rules and regulations of the school or other learning program, and the court finds on the record that the juvenile, the juvenile’s parent, guardian, or custodian, and school officials or learning program personnel *have met on the juvenile’s educational problems and educational counseling and alternative agency help have been sought*”.

If a parent or guardian refused to meet with school staff, there needs to be documentation of date and time when the parent or guardian was contacted to meet and did not respond, or date and time the meeting was scheduled and the parent or guardian did not show.

D. Meeting with Parent or Guardian Regarding Attendance or Truancy:

Traditional motivational interviewing techniques are helpful when meeting with parents and students to allow them to discover for themselves where the issue is, rather than having staff point it out. Most commonly used in substance use disorder treatment, motivational interviewing is applicable in working with students and families with truancy and absenteeism and school engagement issues also. The aim of

motivational interviewing is to encourage the parent/student to become an active participant in the change process by evoking their intrinsic motivations for change. Motivational interviewing requires four key communication skills that support and strengthen the process of eliciting change talk, also known as OARS:

- Open-ended questions
- Affirming responses
- Reflective listening
- Summarizing

Open-ended questions in motivational interviewing allow us to find out more about the student/parent perspective and ideas about change. They are also crucial in building and strengthening a collaborative relationship. Finally, they are also useful in the process of evoking the student/parents' motivations for change. *Affirming* can be done through recognizing and commenting on the student/parents' strengths and abilities. Affirming is excellent for rapport building and can increase it further by using some of the well-known coaching techniques and incorporating acknowledging and validating student/parents' ' emotions. *Reflective listening* can be employed effectively through summarizing. When we repeat what the student/parents' have told us in our own words and in the form of a statement rather than a question, we encourage them to continue talking. The most crucial benefit of reflective listening is that it helps to build engagement with the student/parents', particularly when he or she is upset or angry as it can help them to calm down and feel understood. *Summarizing* is also used for further collection of reflections, allowing the practitioner and the client to identify the core ideas of the student/parents' story. When we employ reflective listening and combine it with effective summarizing, the student/parents' find themselves hearing themselves talk about what change is needed.

Motivational Interviewing: <https://positivepsychology.com/motivational-interviewing/>

E. Messaging:

Attendance messaging is a critical piece of teaching parents and students what the attendance expectations for your district are. Posting those expectations and discussing them regularly helps "normalize" good attendance. If you take 100 students and line them up, the ten on either end of the line are the extremes- ten students who will have perfect or near perfect attendance no matter what comes their way. The opposite end is the ten students who are going to have attendance issues no matter what- often under court jurisdiction or truancy referral the issues continue. The 80 students in the middle are the ones that attendance messaging is most effective with - by clearly defining the expectations and teaching the expectations, reinforcement with posters and discussions will lead to better overall student attendance. Engaging students in talking about and developing posters or public service announcements at sporting events are also effective- and part of a layered approach to a social norm campaign. Michigan State University uses a social norm campaign around campus drinking, using simple data points to show that most students don't binge drink, or drink as often as students perceive. The same can be used for messaging around attendance to impact those 80 students in the middle. You can start your own social norm campaign in your district!

Social Norm Campaigns: <https://socialnorms.org/>.

Showing Up Matters for R.E.A.L

<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>

Sample Messages:

Grand Ledge High School	
Bell Schedule	
Grades 9-12	
1st Hour	7:55 am – 9:05 am
2nd Hour	9:12 am – 10:23 am
A Lunch	10:23 am – 10:53 am
3rd Hour A	11:00 am – 12:11 pm
3rd Hour B	10:30 am – 11:41 am
B Lunch	11:41 am – 12:11 pm
4th Hour	12:18 pm – 1:28 pm
5th Hour	1:35 pm – 2:45 pm
COMET PRIDE #Proudtobeacomet	



Truancy and Michigan Compulsory Attendance Law:

Juvenile Truancy Law - MCL 712A.2(a)(4):

“The juvenile willfully and repeatedly absents himself or herself from school or other learning program intended to meet the juvenile's educational needs, or repeatedly violates rules and regulations of the school or other learning program, and the court finds on the record that the juvenile, the juvenile's parent, guardian, or custodian, and school officials or learning program personnel have met on the juvenile's educational problems and educational counseling and alternative agency help have been sought”.

Michigan Compulsory Attendance Law - MCL 380.1561:

“the child's parent, guardian, or other person in this state having control and charge of the child shall send the child to a public school during the entire school year from the age of 6 to the child's eighteenth birthday.” *Violation of this law is a misdemeanor punishable by a minimum of two nights in jail up to 90 days in jail and/or a fine up to \$50.* The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled. In a school district that maintains school during the entire calendar year and in which the school year is divided into quarters, a child is not required to attend the public school more than 3 quarters in 1 calendar year, but a child shall not be absent for 2 or more consecutive quarters. A child becoming 6 years of age before December 1 shall be enrolled on the first school day of the school year in which the child's sixth birthday occurs, and a child becoming 6 years of age on or after December 1 shall be enrolled on the first school day of the school year following the school year in which the child's sixth birthday occurs.

Referral for Truancy Intervention with Eaton RESA:

The procedures in place for a truancy referral are based on 1) what is in legal statute to charge a youth (truancy) or a parent with truancy/chronic absenteeism of a child under age 11 (Failure to comply with Michigan Compulsory Attendance Law) and 2) what the Eaton County Prosecuting Attorney and Eaton County Courts deem as being in the best interest of justice. That is why the list of requirements prior to referral are so important and must be met. Moving these cases to court oversight *cannot* occur under

the statute unless the below steps are met. Students *must* reside in Eaton County- as this program is predominantly funded by the Eaton County Juvenile Justice millage.

- **A student is between the age of six and seventeen* years of age.** *Note: On January 14th, 2015, Michigan Legislature enacted new law making the age of maturity age 17 for all crimes- meaning any crime committed by a 17 year old can no longer be heard in Juvenile Court, including truancy. However, this law reverted back to 18 as the age of majority in October of 2021. The state funds and resources for these cases did NOT revert back to the juvenile courts, so in most cases the courts do not have the capacity to handle and influx of cases, so truancy for 17 year olds will be treated on a case-by-case basis

Step One

Address the Issue:

To address the issue of truancy as quickly as possible, it is important that schools accurately document every absence and response to the absences. The school must determine when a student is truant and take appropriate action, however individual district attendance policies must be followed. After the school has exhausted all options for increasing student attendance included but not limited to: parent phone calls, emails, letters, in-person or zoom meetings, addressing transportation issues, considering McKinney-Vento status, involving the school Behavior Specialist, making accommodations for students with identified issues such as anxiety (isolated passing, space for lunch other than cafeteria, prioritizing missed work with teachers, etc) a truancy referral should be made. Absenteeism should be clearly defined in the Districts' student handbook, so parent/guardian and students know at point they are considered truant or chronically absent ahead of time. Complete the **Referral Form** and **Pre-Referral Checklist** that includes pertinent contact information and intervention attempted. **A year-to-date attendance report, current grades, and copies of written warnings to parents must accompany the referral.** The referral form and Pre-Referral Checklist are included in this toolkit.

Step Two

TIP Contact with Parent/Guardian:

The TIP Coordinator will contact parents to assess the reasons for attendance problems, starting with a letter requiring the parent contact TIP. Parents/guardians are requested to contact the TIP Coordinator via phone for a meeting at the school and their child's continuous and consecutive attendance at school to avoid court involvement. During this telephone conversation, the Coordinator may accept the phone conversation as the equivalent of a face-to-face meeting. If the problem continues, or the need is established at initial contact, a formal attendance agreement will be signed by all parties addressing barriers and concerns.

Step Three

Court Intervention:

For children ages 6 – 11, if the child has continued absenteeism and has reached 10 undocumented absences (tardies can be included with missed classes along with days or half days missed, but generally cannot be prosecuted as a stand alone issue) a complaint against the parent will be filed with the Eaton County Prosecuting Attorney. If adequate evidence exists to charge the crime of Failure to Send a Child to School (Probate Code 712A.2) is found, a warning letter from the Prosecuting Attorney will be sent to the parent/guardian and criminal prosecution may ensue if the parents do not comply with the terms of the warning letter. Continued undocumented absences will result in a request to the Prosecuting Attorney for criminal prosecution of the parent or guardian, and inclusion in the Eaton County Truancy Court, where the charge will be held in abeyance if the parent agrees to work with TIP and improve student attendance.

The Eaton County Truancy Court diversion program for parents of children age 11 and under who do not adequately send their children to school. Parents are required to cooperate with truancy intervention after pleading guilty to failure to comply with Michigan Compulsory Attendance law. Monthly reviews are held before Referee Amanda Pollard, and the child(ren)'s school attendance is reviewed. Parents are

expected to have three consecutive months of acceptable attendance for their child(ren), with no absences unless excused by a doctor's note. If attendance does not meet standard, then the parent may be sent back to Judge Byerley for sentencing.

For children aged 12-17, if the child has continued truancy, a petition against the child for truancy will be requested from the Eaton County Prosecuting Attorney. The case will be heard before the Court Referee in Juvenile Court. If appropriate, criminal charges against the parent will also be requested. In general, it takes 4-5 weeks from the time the petition is submitted to the hearing date. Students are usually offered an informal probation in the form of a Consent Calendar, which is a legal name for a diversion, allowing students to correct the problem without a juvenile record. Formal probation, home intensive probation, electronic gps monitoring, Day Treatment, Safety Court, and in rare cases Community Based Treatment are all more restrictive programs that students may face if they continue to be truant. *Federal Law prohibits detaining students on a status offense, which includes truancy.* The courts are strictly limited to the least restrictive form of placement/intervention when dealing with youth who commit offenses.

Key Attendance Resources:

Attendance Works <https://www.attendanceworks.org/> Handouts, Attendance Data, research, templates, capacity building, best practices, toolkits

Washington State Office of Superintendent of Public Instruction (Equivalent of MDE)
<https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy/best-practices-improving-attendance> Best practices for attendance, Multi-tiered systems of support for attendance, Attendance resources and materials

Colorado Department of Education, Attendance and Truancy
<https://www.cde.state.co.us/dropoutprevention/attendanceandtruancy>
Best practices for increasing attendance, community engagement, data and research, school attendance Task Force Recommendations PDF:
<https://www.cde.state.co.us/dropoutprevention/satffinalpresentationwithrecommendations>

The School District of Philadelphia Office of Student Rights and Responsibilities: Office of Attendance and Truancy <https://www.philasd.org/studentrights/programsservices/attendance-truancy/> Model page for student and parent information regarding attendance expectations and staff guidelines and policies for referral. (Note- this is a great example of what local districts could add to their existing websites. Forms, etc are specific to Philadelphia public schools).

Washington D.C. Every Day Counts! <https://attendance.dc.gov/page/educators> Letters, incentive ideas, attendance recognition and engaging the community.

A community approach: Using a Student Attendance Review Board (California)
<https://www.vacavilleusd.org/sarb> SARB is a group of concerned individuals consisting of parents, school district staff and community service agency representatives who meet regularly to help resolve student attendance and behavior issues referred to them by a school administrator or parent/guardian. The intent of SARB is to improve student attendance by effectively addressing individual and family problems of minors related to attendance or behavior problems and to do so through maximum utilization of community resources.

Toolkits from Attendance Works:

A few favorites:

Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence

This toolkit is filled with ideas, activities and materials that you can use to spark conversations with parents about how good attendance can help them fulfill their dreams and aspirations for their children's futures.

https://www.attendanceworks.org/wp-content/uploads/2017/09/062215_AW_ParentToolkit-1.pdf

Count Us In!

The Count Us In! toolkit is the indispensable planning tool to help you plan and implement an Attendance Awareness Campaign activity or year-long effort.

Count Us In! <https://awareness.attendanceworks.org/resources/count-us-toolkit-2022/>

Explore Early Matters: Integrating Attendance Into Kindergarten Transition

An often-overlooked element of supporting a smooth transition to kindergarten is helping families learn about the critical importance of excellent attendance and overcome challenges to getting to preschool or school. Find resources and inspiring examples to help schools preschools, and community agencies make attendance a priority during transition.

<https://www.attendanceworks.org/resources/toolkits/integrating-attendance-into-kindergarten-transition/>

Holiday Messaging:

Attendance Works has developed some tools and messaging for families that school leaders can use to encourage good attendance around the winter holidays.

<https://www.attendanceworks.org/resources/messaging/holiday-messaging/>

Teaching Attendance 2.0

Every day a student is absent is a lost opportunity for learning. Too many absences not only can affect achievement for the absent student but also can disrupt learning for the entire class. While teachers play a key role, everyone in the school building— from the principal to the front office to the cafeteria— can teach attendance!

<https://www.attendanceworks.org/resources/toolkits/teaching-attendance-2-0/teaching-attendance-2-0-introduction/>

Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance This toolkit offers a framework, tools and resources for how to forge pathways to engagement, especially for those who have lost out on significant instructional opportunities during the pandemic.

<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>

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 CONFIDENTIAL INFORMATION

EATON COUNTY TRUANCY INTERVENTION PROGRAM (TIP)

Identifying Data (Please print all data clearly)				Date of Referral:	
Student name:		Student street address:		City, State, ZIP:	
Student date of birth:		Male or Female (circle one)		Grade of Student:	
Mother's full name:		Address (if different from above):		City State, ZIP:	
Mothers date of birth:		Phone:		Email:	
Father's full name:		Address (if different from above):		City, State, ZIP:	
Fathers date of birth:		Phone:		Email:	
Guardian/Other name:		Address:		City, State, ZIP:	
Guardian date of birth:		Phone:		Email:	
Should any address or phone number be kept confidential? If so, whose?					
Child is living with (circle all those applicable): Mother Father Stepmother Stepfather Guardian/other (name):					
Referring Asst. Principal or Counselor:			School district & building: Direct telephone #:		
This HS student is credit deficient as of this date: YES NO					
Please fill in attendance data below and attach a print-out of attendance and notice to parent(s):					
Year-to-date Attendance (fill in all relevant spaces)				PLEASE NOTE: # of class periods missed are NOT included in the full days below for court purposes)	
# excused absences (days):	# unexcused absences (days):	# Class periods missed excused:	# Class periods missed unexcused:	# excused tardies:	# unexcused tardies:
Attach the completed Pre-Referral Checklist This form must be completed prior to referral. CHECK all that apply:					
___ Determined the student has met the district's definition of truant in accordance to district attendance policy					
___ Contacted parent(s)/guardian(s) by telephone (# of times ___)					
___ Provided written notice to parents/guardians (minimum of 2) of truancy status and notice of referral to Eaton RESA for truancy. (*REQUIRED PRIOR TO REFERRAL)					
___ Conducted ___ (#) of face-to-face meeting(s) (1 is mandatory) with parents/guardians to discuss the attendance problem. (*REQUIRED PRIOR TO REFERRAL)					

Eaton RESA Truancy Pre-referral Checklist

Note: These steps are not necessarily sequential and may occur simultaneously. Highlighted steps are mandatory for submitting a case to the Prosecuting Attorney for Court intervention.

Date Occurred	Required Actions prior to Referral	Comments
	CA 60 reviewed-IEP and Behavior Plan noted, special assistance needed and noted, tutoring or mentoring noted, counseling intervention noted, MTSS tier intervention identified	
	Warning letter sent to parents by school informing the imminent referral to Truancy	
	Second warning letter sent to parents by school	
	Third warning letter sent to parents by school	
	Phone call(s) to parent(s) where discussion occurred (other than voice mail messages)	
	Meeting with parents and school officials and student (if age appropriate – 11 or older)	
	Discussion(s) with parent(s) documented and available for court review if requested	
	Counselor involvement documented	
	Eaton County residence has been verified using Mapquest or other county delineated map	
	Truancy Referral Form faxed with attendance, grades, intervention efforts (warning letters, success plan) and this checklist attached	
	Meeting held with TIP Coordinator, school official, parent and student (if age appropriate and applicable)	
	Appropriate building official familiar with case available for court hearing if requested	