

# Truancy and Excessive Absenteeism: A Best Practices Manual for Schools

		Page
1.	<b>Historical Overview</b>	2
2.	<b>The “Big Picture”</b>	3
	• Figure 1. What are the causes and contributors?	4
	• Figure 2. What can schools do?	5
3.	<b>What the does Law state?</b>	6
	• What records do I need to keep?	
	• How should I keep track of all the services I am providing?	
	• What good are written notices and warnings?	
	• What else can I do with all this data?	
	• What do I need to include in a letter to the County Attorney?	8
	• Tips for completing Truancy Referrals to the County Attorney	
4.	<b>What are some Local Recommendations?</b>	10
	• What is being done to address absenteeism?	
	• The School Refusal Assessment Scale (SRAS)	12
	• What about students whose locations are unknown?	14
	• Pyramid of Interventions for school attendance problems	
5.	<b>What can I do for my building and my colleagues?</b>	15
	• Task Force Submission Form	
6.	<b>What are the National Recommendations</b>	17
	References: References	18
	Appendix A: <b>Evaluation of Educational Neglect</b>	
	Appendix B: <b>Nebraska Statutes related to Excessive Absenteeism</b>	
	Appendix C: <b>Sample School District form to document interventions</b>	
	Appendix D: <b>Referral for Violation of Mandatory Attendance Policy</b>	
	Appendix E: <b>Student Move Notification Form</b>	

## 1. Historical Overview

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This manual was prepared by volunteers from the Truancy Task Force committee of the Metropolitan Child Advocacy Coalition (MCAC). It is a collection of materials designed to assist principals, teachers and specialists in the school setting with the design, implementation, and evaluation of their efforts to reduce excessive absenteeism and chronic tardiness.

Since Nebraska law requires all school districts to have a written policy on excessive absenteeism (Neb. Rev. Stat. §79-209), each school district's policy will vary in the manner in which they provide services to students and families as outlined in the law. Coordinating those services with law enforcement and the courts in their county will also vary from district to district. Working within their district's policy, however, school administrators across the state and nation are actively searching for both school-wide and individualized interventions that allow their schools to improve attendance rates, especially among those students who demonstrate chronic problems with attendance and tardiness.

A number of truancy initiatives in recent years have resulted in improved practices regarding attendance problems. A uniform reporting document was developed in 2004. Strategies to work within the revised compulsory law have been developed. Since publication of the first draft of this manual in 2001, MCAC and the Juvenile Justice Provider Forum established four subcommittee workgroups related to excessive absenteeism: Primary Prevention and School Engagement, Secondary Prevention, Pre-Court Interventions and Justice Intervention. Please visit [www.mcacomaha.org](http://www.mcacomaha.org) to learn more and how you can contribute.

In 2007, the Building Bright Futures initiative assigned leadership to a Truancy and Recovering Lost Youth Task Force. Additional supports and initiatives are planned as a comprehensive and collaborative multi-agency and community response to excessive absenteeism is implemented.

This manual summarizes the findings of the Task Force in an effort to provide school administrators a resource for implementing and evaluating truancy reduction initiatives in their schools. Future updates and inclusions are planned as the Task Force continues to compile data on new and innovative programs and interventions developed by local area schools. Building administrators are asked to forward any successful interventions and strategies to any member of the Task Force so that they may be summarized and shared with other schools in the Omaha metro area.

## 2. The “Big Picture”

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The following is reprinted from the Fall, 1999 issue of the OCP Newsletter:

“Truancy is not limited to the common image of a youth “skipping” school for a day on isolated occasions. Rather, school personnel and others who work with children having absenteeism problems identify a number of other sources of truancy. Abused and/or neglected children may be kept home in order to preempt a school referral to law enforcement and/or Child Protective Services, parents in need of day care may keep older children home in order to care for younger siblings. Additionally, non-English speaking parents may keep their children home from school to assist them with translation needs. A child suffering from school phobia (an irrational fear of school) may refuse to go to school. Some children fear for their physical safety at school. They may have been threatened by other children at school, or they may have concerns about gang-related activity at or near school.

There are students who simply refuse to go to school for reasons other than those identified above. The parents of these children endorse what most schools would consider to be unexcused absences. Included in this category would be those students who do not like getting up early for school, who miss school because they are behind on their school assignments, or those who simply do not like school. Although these children do not have valid reasons for missing school, parents will make up and provide excuses for the children’s absences. In many cases, a child may accumulate an excessive amount of absences with the knowledge and endorsement of their parents. It is the opinion of school administrators and personnel that parental endorsement of truancy constitutes a significant portion of excessive absenteeism in general.”

Thus, the complexity of this issue causes many to name the problem simply “excessive absenteeism”, since truancy often connotes the notion of a child only “skipping school.” To explore the causes and reasons for excessive absenteeism and chronic tardiness, the following diagram is presented (Figure 1) which categorizes the many issues that can cause, support, and sustain chronic attendance problems. Figure 2 lists the various interventions that have been used to improve school attendance. These diagrams classify issues according to whether they are best represented along two dimensions - by the interior or exterior of the individual or collective/social (Wilber, (2000))

**Quadrant 1** (upper left) : thoughts, feelings, unique experiences of the student

**Quadrant 2** (lower left) : cultural context of the family, school, or student peer group

**Quadrant 3** (upper right) : what we see and observe in the student

**Quadrant 4** (lower right) : environmental context, “the system”

**Figure 1. What are the causes of and contributors to excessive absenteeism?**

	<b>Interior (subjective)</b>	<b>Exterior (objective)</b>
<b>Individual</b>	<ul style="list-style-type: none"> <li>• Specific phobias</li> <li>• Fear for physical safety (threatened by individual or gang)</li> <li>• Don't like getting up early</li> <li>• Behind on school assignments</li> <li>• Worried to show signs of abuse</li> <li>• Obligated to protect or care for family members.</li> <li>• Need to fit in with truant group</li> <li>• Dislike/disinterest in school</li> <li>• Low competence, self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Psychiatric symptoms of anxiety or depression</li> <li>• Learning disabilities</li> <li>• Use of drugs and/or alcohol</li> <li>• History of poor attendance</li> <li>• History of poor school performance</li> <li>• Poor social skills</li> <li>• Frequent somatic complaints</li> <li>• Oppositional or conduct problems</li> </ul>
<b>Social/Collective</b>	<p style="text-align: center;"><u>Family Attitudes</u></p> <ul style="list-style-type: none"> <li>• School attendance is not critical</li> <li>• "I never graduated and I'm OK"</li> <li>• Fearful/intimidated by school</li> <li>• Parents not successful in school</li> <li>• Belief that long vacations in the school year don't disrupt learning</li> </ul> <p style="text-align: center;"><u>Peer Attitudes</u></p> <ul style="list-style-type: none"> <li>• "Nothing will happen anyway"</li> <li>• Pressure to skip or stay home</li> <li>• Questioning authority</li> </ul> <p style="text-align: center;"><u>School/building Attitudes</u></p> <ul style="list-style-type: none"> <li>• Uninviting school climate</li> <li>• Belief that legal system takes too long or is ineffective.</li> <li>• Negative assumptions related to parent interest and involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Transportation problems</li> <li>• Racism/sexism</li> <li>• Lack of law enforcement resources</li> <li>• Lack of school resources</li> <li>• Poor communication among stakeholders. (medical, school, legal)</li> <li>• Budgetary problems</li> <li>• Family isolation</li> <li>• System gaps, lack of continuity</li> </ul>

**Figure 2. What Schools Can Do?**

	<b>Interior (subjective)</b>	<b>Exterior (objective)</b>
<b>Individual</b>	<ul style="list-style-type: none"> <li>• Individual student counseling               <ul style="list-style-type: none"> <li>- strengths-based</li> <li>- coping mechanisms</li> <li>- insight, cognitive behavioral</li> </ul> </li> <li>• Building competence/confidence</li> <li>• Incentive programs at school</li> <li>• Relationship with one trusted adult</li> <li>• Reminders where to go for help</li> </ul>	<ul style="list-style-type: none"> <li>• Information and referral to community agencies</li> <li>• Social/developmental history</li> <li>• Engagement in after-school programs</li> <li>• Target poor attendance histories</li> <li>• Social skills instruction</li> <li>• Medical information and referral</li> <li>• Assessment and case planning</li> </ul>
<b>Social/ Collective</b>	<p style="text-align: center;"><u>Family Attitudes:</u> <u>awareness of impact of absenteeism</u></p> <ul style="list-style-type: none"> <li>• Open houses at school</li> <li>• Family liaisons with PTO</li> <li>• Outreach (home visits by teachers)</li> <li>• Information/resource centers</li> <li>• Early intervention services where school experiences can be discussed</li> </ul> <p style="text-align: center;"><u>Peer Attitudes:</u> <u>Building a “stay in school” culture</u></p> <ul style="list-style-type: none"> <li>• Group counseling</li> <li>• Classroom incentives</li> <li>• Building-wide incentive programs</li> </ul> <p style="text-align: center;"><u>School/building Attitudes:</u> <u>“There’s a lot we can do”</u></p> <ul style="list-style-type: none"> <li>• Attendance committees/monitors</li> <li>• Building climate efforts</li> <li>• Corporate building sponsors</li> <li>• Procedures to discuss attendance at P/T conferences, SAT, MDT, IEP</li> <li>• Consistent policy implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Education/understanding roles functions of school personnel, legal, law enforcement, CPS, and medical.</li> <li>• Information sharing on strategies for reducing attendance problems (among teachers, principals, districts)</li> <li>• Consistent policy implementation (completing a comprehensive referral to the County Attorney)</li> <li>• Communication system between physician’s offices and schools regarding policy on excuse notes.</li> <li>• Truancy intervention centers or “across system” solutions</li> <li>• Public awareness campaigning</li> <li>• Data tracking of attendance connected to truancy procedures</li> </ul>

### 3. What does the Law state?

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Nebraska Compulsory Education Revised Statutes 79-201 and 79-209 are most often referenced in school correspondence to parents and guardians regarding matters of school attendance. Section 79-201 deems a child is of mandatory attendance age if the child (i) will reach six years of age prior to January 1 of the then-current school year, (ii) did not reach sixteen years of age prior to July 16, 2004, and (iii) has not reached eighteen years of age. For children ages 16-17 a parent or guardian may sign a notarized release discontinuing the enrollment of the child on a form provided by the school. All of these statutes are printed in **Appendix B** for your reference.

Section **79-209** provides general requirements for schools in the development of policies related to excessive absences from school. It is the most relevant law for principals to understand and work with as they provide school related services. This statute provides limits on the number of absences schools must allow in their policy and lists the services schools are required to provide: **meetings to report and solve the truancy problem, educational counseling, educational evaluation and investigation**. It also provides for schools to report excessive absences/truancy to the county attorney.

Less often referenced in matters of excessive absences and tardies are statutes related to the definitions of child neglect (Neb. Rev. Stat. §28-710) and the child abuse/neglect reporting law (Neb. Rev. Stat. §28-711). These laws may become relevant in cases involving younger (pre-k through 3<sup>rd</sup> grade) where chronic absences may be symptomatic of child neglect. However, these cases typically require a more thorough investigation of the safety, physical and mental health of the child. (See Appendix A) In these cases the School Districts are asked to do the following from the Department of Health and Human Services:

- 1) Follow the Nebraska statutes related to both compulsory attendance and mandatory child abuse/neglect reporting. Where it is required that the school attendance officer or designees must first hold meetings with the child/family, offer educational counseling, investigate causes of school absences and refer families to the appropriate community resources in an effort to remedy the situation.
- 2) In cases of possible educational neglect where it is believed that absences are due to parent action or inaction and the school district is planning on filing truancy then the school district can submit a child abuse/neglect report concurrently with the truancy filing.
- 3) HHS hotline workers will document and enter educational neglect referrals from the school districts into their information management system. If the information obtained in the report, or in combination with other reports received, indicates a possible safety risk to the child, hotline workers will initiate an investigation.

It is important to know your school district's policies and procedures regarding excessive absenteeism as they should provide a standard of consistency when providing services to families and accessing court-related services. In this section we provide examples of the types of data that are required by law and those data that are required and requested of school officials.

**What records do I need to keep?**

Section 79-205 requires that the school maintain attendance records which list the name, age, and address of the student as well as a record of days present and absent and reasons for those absences. Many school districts have available a searchable database that allows for a printout of total absences by reason for each absence, as well as a list by date of the entire school year and the reason for each absence. Attendance histories noting the number of absences and tardies should be available by computer database or, if the child attended school outside their home district, from their cumulative file or records from previous schools.

**How should I keep track of the services I'm providing?**

Given the requirements of Section 79-209, it is recommended that data be collected on the outcome of each of the services provided. That is, documented summaries of meetings, interventions, and agreements between the school, family, and any agency should be kept. For example, the Millard school district has developed a form to be filled out for each of the four requirements provided in the law and Ralston has a form where meeting dates and outcomes can be listed (See Appendix C). These forms are sometimes placed in cumulative files and used as a reference for referrals to the county attorney. Following your district's guidelines for documentation and the provisions of section 79-209, such records of services provided should begin when a child reaches five absences in a quarter and continue throughout the remainder of the school year.

**What good are written notices and warnings?**

Although not required by the county attorney for prosecution, copies of all written notices or warnings sent to parents/guardians should be kept on file. These letters support a record of consistent effort to address attendance problems throughout the year. In most cases, letters are not considered "interventions", but are intended to keep parents /guardians informed of their child's attendance record and encourage the family to work together with the school.

**What else can I do with all this data?**

To assist in prevention activities many schools use ongoing attendance data for the purpose of incentive programs. Rewards for perfect attendance are common, but many are using this data to target a more specific population (most improved attendance) or to address classroom or building-wide concerns. Charts, goal setting for classrooms, and building-wide goals are designed to use data to increase awareness of absences and improve building climate regarding tolerance for tardies and absences.

### **What do I need to include in a letter to the County Attorney?**

It is most helpful to provide the county attorney a detailed summary of the case and how attendance is negatively impacting the student's education. This allows their office to more efficiently process cases and lessens their need to investigate and gather information that the school has already compiled. The following list describes what the court needs to intervene in cases of excessive absenteeism/truancy:

- Name of person/s who can testify to the absences/interventions attempted by the school
- Exact update of days absent and days tardy
- Absences and tardies should be worded as # of days absent/tardy out of # days possible
- Date of student enrollment for the current school year
- History of past absences and what has been tried to remedy the situation
- Why/how absences are affecting learning and grades
- Current grades and progress reports
- Any information of neglect, parent involvement, concern and efforts attempted
- Attempts to work with the family now and in the past
- Discipline reports
- Recommendations to the County Attorney

### **Tips for Completing Truancy Referrals to the County Attorney**

1. Maintain ongoing communication with a parent regarding attendance, including contacting them to let them know you are completing your report on their child's truancy, and ask them if there is anything else they would like you to include in the report, e.g. counseling, therapy, interventions they have attempted at home, etc..
2. Understand and communicate your school district's policy on excessive absences to your staff and parents on a regular basis. A written policy is most helpful especially if it is available in a handout form. This demonstrates that you are following a clear set of standard procedures, and allows your staff to communicate the same standards when they interact with their student's parent/guardian. This also makes it easier should you or your staff have to testify in the juvenile court.
3. Parents should be notified specifically about the school's policy on habitual truancy, which could include warning letters, perhaps certified, and a copy of the school's policy from a student handbook. It may not be an appropriate expectation that a parent read, understand, and remember every school policy in their student handbook if they are cross-examined. Therefore, reminders and repetition on an ongoing basis are important to assist the court in intervening.
4. Schools should use standard "check-off" sheets that can be considered a business record by the court. Such a record can demonstrate to the court that every parent, every time, receives the same information when their child accumulates a threshold of absences.
5. Schools should understand that the county attorney will accept referrals in April and May of the school year, but that it is often difficult for them to get school personnel to

testify during the Summer months. Such cases are often continued or delayed. The court can plan to monitor chronic absences at the beginning of the following school year, however it is important to make referrals in a timely manner.

6. Cases referred to the Juvenile Court where a very high number of absences have occurred (50 or 60) can be difficult from the court's perspective. The school needs to explain the reason why they are reporting much later than necessary. Ideally cases are easier to gain a plea if the school has consistently followed its own protocol, e.g. 20 absences without extenuating circumstances.
7. Schools should understand the importance of responding to subpoenas. In most cases when the defense knows there is a school representative prepared to testify to a child's absences, a plea is often entered.
8. For the County Attorney to build an effective case against a child (truancy) or parent/legal guardian (educational neglect), it is critical that the number of absent days be consistent across any school records and documents submitted in the referral. During a trial defense counsel can offer objections as to foundation if there is any discrepancy or inconsistency in school records, especially with regard to the count of absent days.
9. Maintaining attendance records and having an educational program assigned to a child regardless of the circumstances is very important. When Juvenile Court Judges order a truant child to attend or return to school, there should be no barriers for the child to do so. Students who are withdrawn from school pursuant to NDE Rule 2 and required to re-enroll, or students who are expelled from school pursuant to the district's code of conduct and do not have a current educational program create significant problems for the Juvenile Court.

## **5. What are some Local Recommendations?**

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### **What is being done to address absenteeism?**

Following is a list of 20 current efforts and innovative and creative strategies to improve and maintain regular school attendance. This list was developed by a workgroup of school administration and building principals at the elementary and secondary level from Douglas and Sarpy County school districts in the learning community.

1. “Prompt and Present Club” where a student is matched with a teacher or designated school personnel to track a child’s attendance and support regular school attendance.
2. Home visits by school personnel to knock on doors, offering to take children to school and return them in an effort to provide temporary, time-limited assistance to parents and legal guardians.
3. Involvement, coordination and communication among School Resource Officers, SPAs, School Social Workers and community agencies to implement attendance plans.
4. Distributing and discussing attendance profiles (visual graph of a child’s absence and tardy history) at parent/teacher conferences.
5. Watch lists of chronic attendance problems based on poor attendance/tardy history, e.g. 15 or more absences the previous school year. Information provided to the child’s new elementary school teacher for early intervention and parent/child relationship building.
6. Tracking elementary school attendance consistent with secondary schedule. Instead of AM/PM attendance monitoring, record absences and tardies based on secondary school schedule, e.g. 8 periods per day in 40 minute increments.
7. Helping hands money and funds to assist parents with prescription medication costs.
8. Food pantries and other social services supports available in the school to encourage families to communicate a variety of needs with the school.
9. Licenced Mental Health Practitioner (LMHP) housed on campus as an impartial referral source to communicate with families when school personnel are unsuccessful.
10. 9<sup>th</sup> grade study centers or study halls to assist with transition from middle school to high school. Opportunity for guest speakers and informative seminars to address social skills, study habits and school attendance.
11. Shortened grading periods to allow for more frequent parent/teacher contact and monitoring of attendance plans as it may relate to accumulated missing school work.
12. Extended day or school year for students with significant attendance problems.
13. No-Zero policy that requires make up time and work completion with no option of “taking a zero”.
14. Preventive phone calls at different levels. Teacher calls home at 3 absences, Counselor calls at 4, Administrator calls at 5.
15. Educational mentorships to better coordinate and monitor school attendance.
16. Native Indian Centered Education (NICE) to meet cultural needs of a specific population.
17. English language instruction offered in school buildings in partnership with Metropolitan Community College.

18. "Parents in American Schools" four part seminar with Spanish language interpreters and DVD regarding expectations of American schools. The program acknowledges similarities and differences in other countries and is offered free of charge with food and child care provided to parents of ELL students.
19. Assessment, inventory and case planning using the 40 Developmental Assets developed by [www.search-institute.org](http://www.search-institute.org).
20. Free parenting classes offered by community agencies, school psychologists, or school counselors emphasizing positive school attendance strategies.

Following is a list of 10 additional strategies and initiatives to promote regular school attendance and improve problem with chronic absenteeism.

1. Traveling trophy of the school mascot for elementary classrooms with the highest attendance rate or for secondary classrooms with the fewest absences and tardies.
2. Stimulating and enriching games, incentives and activities that occur as the bell rings.
3. School climate surveys to target vulnerable areas related to concepts of intentionality and being inviting in regard to attendance problems.
4. Systematic record keeping and communication logs (A+TIP, Attendance Intervention Record) to track progress of attendance plans developed between home and school.
5. Attendance intervention teams to monitor absences and assign case management responsibilities to school faculty.
6. Breakfast Club to assist families with meal planning and to accommodate work schedules.
7. Shortened schedules such as early release or starting late to accommodate specific needs.
8. Alternative education programs at the secondary level including partials days, independent study programming and computer based coursework. Dual schedules with regular classroom attendance in combination with alternative school programming.
9. Pyramid of interventions designed at the building level to include triggering completion of the School Refusal Assessment Scale based on attendance rate (e.g. 10 days before the end of first semester) and failing classes (2 or more F's).
10. Focus groups or teams assigned to assess school building climate on the dimensions of intentional/unintentional and inviting/uninviting. Tailor strategies aimed at making the school building climate intentionally inviting.

## **The School Refusal Assessment Scale (SRAS)**

School buildings, social services agencies and juvenile justice agencies are utilizing the School Refusal Assessment Scale (SRAS Parent and Child Version), (Kearney, 2002) as a tool to help determine root causes of an attendance problem and to develop corresponding individualized interventions.

The SRAS is a 24 item likert scale survey that is easy to administer and score. Scoring of the child and parent version of the SRAS categorizes school refusal behavior along two dimensions across four functional categories. The two dimensions are negative reinforcement (escaping and avoiding school) and positive reinforcement (attention seeking or tangible reinforcers. The four categories are:

1. Stimuli provoking negative affect (SPNA)
2. Escape or avoidance of social and evaluative situations (EASE)
3. Attention seeking behavior (ASB)
4. Tangible reinforcers (TR)

Each of the four categories have corresponding psychiatric components and recommended intervention strategies. It is important to note that recommended strategies for one category are often not recommended for another category. Not only is it important to accurately assess school attendance problems, it is perhaps more important to understand the nuances of conducting an effective attendance meeting with a child and family. This is true in all matters related to meetings with children and families, but especially true in addressing barriers to resolving attendance problems. These barriers include: absences condoned by a parent, negative relationship and history between home and school, initial denial of school refusal and general defensiveness when a parent believes the purpose of an attendance meeting is to assign blame and responsibility.

The MCAC/JJPF secondary committee recommends the following strategies when conducting meetings to resolve attendance problems using the SRAS.

- Inform the parent that meetings to address attendance problems are not only required by school district policy and state law, and the purpose of their policy and the law is to try and resolve attendance problems early on.
- Inform the parent it is important to this school that they make every effort ensure they are doing everything they can to make school an inviting and non-threatening place to be. If anyone on school staff is doing something wrong, they want to know about it.
- Communicate your understanding that every situation is different and there are many legitimate reasons to be absent from school. Let the parent know that often what begins as legitimate absences can quickly turn to school refusal and reluctance when a child misses or is late to school frequently.
- Citing examples without revealing confidential information can communicate empathy and lead to productive discussion later on.
- State that the most important thing to determine is a better understanding of the specific reasons their child is missing school because misunderstanding the reasons could

inadvertently make the problem worse. For example, a plan to force school attendance with negative consequences for a child might be appropriate if the child would rather be home unsupervised playing video games. However, it would not be appropriate if the child is being bullied, teased or otherwise has genuine fear and anxiety related to something specific at school.

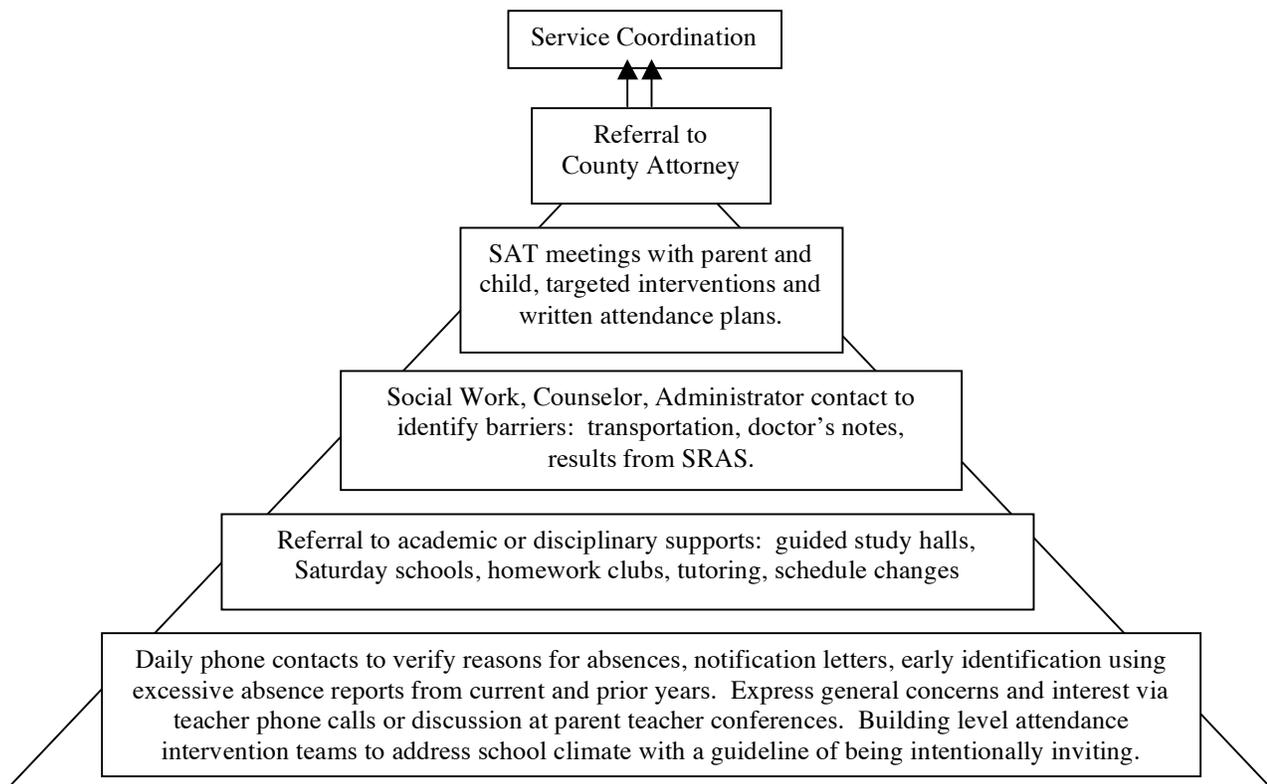
- Introduce the concept and your understanding of the School Refusal Assessment Scale as a tool to help create a meaningful plan. Summarize briefly your understanding of the research by Dr. Kearney by using a handout to illustrate your understanding of the different reasons a child might not be attending school regularly. MCAC/JJPF have developed a 4 quadrant model handout to briefly summarize concepts of the SRAS.
- Offer some contradictory evidence that leads you to be unsure as to which of the four categories their child resembles. Then ask the parent for their first impression of the reasons their child might be missing school frequently.
- If it becomes clear the child falls primarily into one category, describe what is recommended using an additional handout and begin developing an intervention plan, offering school resources to assist. Schedule a review date.
- If it is unclear which category or categories the child resemble or if there is overlap, suggest the SRAS be completed by the parent/child or otherwise determine what data would need to be collected to arrive at an area of focus. Begin developing an initial plan based first impressions and “best guesses” of the parent that would help, and schedule a review date.
- If the parent denies all aspects of the 4 categories and attributes attendance problems to family situations (transportation, work schedule, medical appointments, relatives or friends are inconsistent etc.), develop a plan based on the reasons stated and offer assistance. The plan may or may not change at some point. Document what the parent has agreed to do and offer to schedule a review date.
- If the parent denies all aspects of the 4 categories and states they do not believe their child’s school attendance is a concern, thank the parent for attending the meeting and let them know you are documenting that they attended the meeting and what was discussed. Ask that they continue to call the school to report their child’s absences and to contact school personnel in the future if there are any concerns. Document what the parent has agreed to do.

### What about students whose locations are unknown?

Following are recommendations on how to handle students whose locations are unknown, including runaways, families who leave unexpectedly and students who say they are enrolling in another district but no records are requested.

- Utilize the Student Move Notification Form in Appendix D
- Verify enrollment in a Nebraska school using the NDE website
- Make reasonable attempts to locate the student and family
  - Home visits to the last known address
  - Phone calls to the landlord
  - Send a certified letter to verify current or forwarding address
  - Make contacts to NDHHS caseworker, probation officer, diversion officer as relevant (County Attorney can issue a capesus warrant)
- If above efforts are unsuccessful in locating the student, apply NDE Rule 2 which allows students to be dropped from enrollment after 20 days of consecutive absences (drop date should be 20 days after the last date of attendance).

### Pyramid of Interventions for school attendance problems



## 6. What can I do for my building and my colleagues?

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### **Task Force Submission Forms: Interventions for Schools**

In this section a variety of interventions to reduce excessive absenteeism and chronic tardiness are offered in the format of the MCAC Best Practices in Truancy Submission Form. These have been collected from a variety of teachers both locally and nationally. Interventions obtained nationally were collected from the internet (web sites, bulletin boards, chat room postings, e-mail correspondence and newsgroups).

Principals and school building committees reviewing these interventions are strongly encouraged to perform additional searches, practice the interventions collected herein, create or modify interventions and in all cases review and troubleshoot them to evaluate their effectiveness.

It is requested that you share your ideas by completing and returning a submission form and forward it to the MCAC Truancy Task Force by any of the following means:

MCAC Truancy Task Force  
C/O Ralston Public Schools  
8545 Park Drive  
Omaha, NE 68127

e-mail: [steve\\_snodgrass@ralstonschools.org](mailto:steve_snodgrass@ralstonschools.org)

Notify the Truancy Task Force if you wish your e-mail address to be included in future electronic correspondence and to receive future submission forms completed by other school districts.

**MCAC Best Practices in Truancy  
Submission Form**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Building: \_\_\_\_\_

District: \_\_\_\_\_

e-mail address: \_\_\_\_\_ @ \_\_\_\_\_

Grade Level (circle one): pre-k K 1 2 3 4 5 6 Middle/Junior High School

Staff/Resources/Materials Needed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Approximate Cost to Implement: \_\_\_\_\_

- Target Population:
- |   |   |
|---|---|
| <input type="checkbox"/> Individual Student | <input type="checkbox"/> Classroom wide |
| <input type="checkbox"/> Grade wide         | <input type="checkbox"/> Building wide  |
| <input type="checkbox"/> District wide      |   |

Intervention Focus:  Absences  Tardies  Both

Description of Intervention: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Data Collected: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Outcome/Results: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **4. What are the National Recommendations?**

---

The following information was obtained from “Truancy Reduction: Keeping Students in School” published by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP). The document is available for download in the publications section of the OJJDP web site (<http://ojjdp.ncjrs.org/>).

The OJJDP has supported various truancy initiatives, including the Abolish Chronic Truancy (ACT) Now Program in Pima County Arizona. ACT Now is a comprehensive model that engaged collaboration among the schools, law enforcement, the county attorney’s office, service providers and the local media. Three key elements were identified in the creation of the initiative: 1) enforcement of the mandatory attendance law by holding parents accountable, 2) provision of a diversion program that offers services to address the root causes of truancy, and 3) sanctions for parents and youth for continued truancy or failure to complete the diversion program successfully. “Each school district showed a decrease in the number of truanancies between the 1996-97 and 1997-98 school years, ranging from a decrease of 64 percent in the largest school district to 4 percent in the smallest” (p. 6).

Research projects referenced in the OJJDP Bulletin recommended models that address truancy, but also address its risk factors. These models include several key components: 1) parental involvement, 2) meaningful sanctions or consequences for truancy, 3) meaningful incentives for school attendance, 4) ongoing school-based truancy reduction programs and 5) involvement of community resources (p. 7). The OJJDP Bulletin references the following recommendations in Schorr (1997) that concluded prevention models targeting at-risk youth and families must:

1. Be comprehensive, flexible, responsive and persevering
2. View children in the context of their families
3. Deal with families as parts of neighborhoods and communities
4. Have a long-term, preventive orientation and a clear mission and continue to evolve over time
5. Be well managed by competent and committed individuals with clearly identifiable skills.
6. Have staff who are trained and supported to provide high-quality, responsive services
7. Operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect.

New applicants to the OJJDP for Truancy Reduction Demonstration Programs (TRDP) are required to outline a comprehensive program that includes four major components:

1. A continuum of services to support truant youth and their families.
2. System reform and accountability.
3. Data collection (from schools, agencies, courts) and evaluation.
4. A community education and awareness program that addresses the need to prevent truancy and intervene with truant youth. (p.7)

## Truancy National Recommendations/Resources

- Edwards, Oliver W., Mumford, Vincent E., Shillingford, M. Ann, & Serra-Roldan, Rut. (2007) Developmental Assets: A Prevention Framework for Students Considered at Risk. Children & Schools. 29 (3) 145-153
- Franklin, Cynthia, Streeter, Calvin, Kim, Johnny S., & Tripodi, Stephen, J. (2007). The Effectiveness of a Solution-Focused, Public Alternative School for Dropout Prevention and Retrieval. Children & Schools. 29 (3). 133-144
- Kearney, Christopher A. & Bates, Michelle. (2005). Addressing School Refusal Behavior: Suggestions for Frontline Professionals. Children & Schools. 27 (4). 207-216
- School Truancy and Dropout Prevention (2006). Social Work Speaks. 327- 332 Washington, DC: NASW Press.
- Smith, Howard & Schutz, Amanda (Spring 2005). Response to School Absences. School Social Work Section Connection. 3-4
- Volkman, Brian & Bye, Lynne. Improved School Attendance through Adult Volunteer Reading Partners. (2006). Children & Schools. 28 (3) 145-152

### Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Truancy Prevention Model Programs Guide

[http://www.dsgonline.com/mpg2.5/truancy\\_prevention.htm](http://www.dsgonline.com/mpg2.5/truancy_prevention.htm)

Truancy Prevention Resources

[http://www.dsgonline.com/mpg2.5/references.htm#truancy\\_prevention\\_references](http://www.dsgonline.com/mpg2.5/references.htm#truancy_prevention_references)

Truancy Prevention Best Practices

<http://ojjdp.ncjrs.org/truancy/best.html>

### Colorado Foundation for Families and Children

<http://www.coloradofoundation.org/template.asp>

National Center for School Engagement

<http://www.truancyprevention.org/>

“The Functional Assessment of School Refusal Behavior”, Christopher A. Kearney, Amie Lemons, Jenna Silverman, The Behavior Analyst Today, Volume 5, Issue Number 3, 2004, p. 275

<http://www.behavior-analyst-today.com/VOL-5/BAT-5-3.pdf>

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- Catalano, F.R., Arthur, M.W., Hawkins, J.D., Berglund, L. and Olson, J.J. (1998). Comprehensive community- and school-based interventions to prevent anti-social behavior. In Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions, edited by R. Loeber and D. Farrington. Thousand Oaks, CA: Sage Publications, Inc.
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- Goren, S.G. (1981). The Wonderland of Social Work in the Schools, or How Alice Learned to Cope. School Social Work Journal, Vol. 6, Fall.
- Kearney, C.A. (2002). Identifying the Function of School Refusal Behavior: A Revision of the School Refusal Assessment Scale. Vol. 24 (4). 235-245.
- Morley, E. and Rossman, S.B. (1997). *Helping At-Risk Youth: Lessons Learned from Community-Based Initiatives*. Washington, DC: The Urban Institute.
- Omaha Community Partnership (1997). Addressing School Truancy In Douglas and Sarpy Counties...A Plan for Action. Preliminary Report. Omaha, NE: OCP.
- Schorr, L.B. (1997). *Common Purpose: Strengthening Families and Neighborhoods To Rebuild America*. New York, NY: Doubleday.
- Towberman, D.B. (1994) Psychosocial Antecedents of Chronic Delinquency. *Journal of Offender Rehabilitation*. Vol. 21(1-2): 151-64.
- Wilber, K. (2000). *Integral Psychology*. Boston, MA: Shambhala.

## **Appendix A: Evaluation of Educational Neglect**

### **I.**

The following information is needed to evaluate whether educational neglect exists:

- A. The name of the child, his/her date of birth and address.
- B. The name, date of birth, and address of any sibling.
- C. Historical analysis of absences (to determine whether the situation is chronic).
- D. With respect to each school term, the number of absences for each child referred.
- E. With respect to each school term, the number and dates of each tardy for each child.
- F. The excuse provided by each child for not attending school (i.e. alarm didn't go off, had to stay home to babysit, transportation problem, etc.).
- G. Any inconsistencies noted.
- H. Correlation between whether siblings are absent or tardy on similar days.
- I. Specifically how the absences and/or tardies are adversely impacting the child's academic progress.
- J. Child's behavior in class (argumentative, sleepy, hygiene, etc.).

### **II.**

Parents must be aware that there is a truancy issue related to their child/ren. The following information is helpful to a prosecutor when evaluating whether educational neglect exists.

- A. Full name, address, and phone number of the parent.
- B. Knowledge of whether the parent has legal and/or physical custody of the child or only visitation privileges. (You should also identify the source of this information.)
- C. Was the parent made aware of the truancy/tardy issue. If so, (1) by whom; (2) how; and (3) dates of notification (in some situations, a parent has received multiple notices by multiple persons, therefore, the multiple dates, full name, address, number and position of the person(s) who provided notice must be identified.
- D. For each date that the parent was notified, information is needed as to the parent's specific response to the notice.
- E. Any knowledge of truancy by the parent is important (i.e. the parent admits that they kept the child out of school to babysit, did not think school was a priority, etc.).
- F. Any problem with communication there is (limited ability to communicate in English, a parent's intoxication, etc.).
- G. Any and all efforts by the school to assist the parent in correcting the attendance problem. Specifically, identify the plans(s), the dates(s) and

- the person(s) who worked with the family on the plan.
- H. The parent's progress with the plan (did the parent cooperate).
  - I. Was it explained to the parent that the child's absences and/or tardies were having an adverse impact on the child's educational progress and if so, the dates and by whom. The parent's response is also helpful.

### III.

It should be noted that in a situation where there are multiple children and/or a chronic situation exists, several representatives from the school may be required to testify. This is especially the case as it relates to identifying the dates on which the child was absent and/or tardy. With respect to the adverse impact on the child, multiple teachers may be needed to testify.

### IV.

Please be aware that some situations may exist such as domestic violence, dependency upon alcohol and /or drugs, and low level of cognitive functions may also be issues separate and distinct from a pure truancy situation. In such instances, truancy may only be a symptom of one or more of these situations.

### V.

The purpose of the juvenile court in rehabilitation, therefore, if the court finds that there is educational neglect, the goal will be to correct the situation. This may be done with the child in the home, while still in the custody of the Department of Health and Human Services (or Child Protective Services (CPS)), or with the child in the custody of Health and Human Services for foster care placement which excludes the home of the parent. To remove a child from the parent's home, it is necessary to show that the child would be a risk for harm in the parental home. It may be difficult to establish a safety issue for a child when none of the items in number IV exists. Therefore, in all likelihood, the child may remain in the parent's home with or without HHS custody.

### VI.

It should also be remembered that once a child gets to middle school or becomes more mobile, it becomes increasingly difficult to hold a parent responsible. This is especially the case once the child reaches middle school and may start skipping school. Parents who bring the child to school and the child then leaves in all likelihood will not be found to be neglectful unless the parent specifically refuses to cooperate with the school to correct the problem. It should also be noted that many times, letters sent to the home are intercepted by the child. Therefore, any efforts to notify the parent directly (i.e. phone call or certified letter) are helpful to establish notice to the parent. One should also remember that if letters are mailed to the parent, a minimum of 15 days should be allowed for the parent to respond.

## **Appendix B: Nebraska Revised Statutes related to excessive absenteeism**

### **§79-201**

Compulsory education; attendance required.

(1) For purposes of this section:

(a) Prior to July 1, 2005, a child is of mandatory attendance age if the child (i) has reached seven years of age, (ii) did not reach sixteen years of age prior to July 16, 2004, and (iii) has not reached eighteen years of age; and

(b) On and after July 1, 2005, a child is of mandatory attendance age if the child (i) will reach six years of age prior to January 1 of the then-current school year, (ii) did not reach sixteen years of age prior to July 16, 2004, and (iii) has not reached eighteen years of age.

(2) Except as provided in subsection (3) of this section, every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child who is of mandatory attendance age or is enrolled in a public school shall cause such child to enroll in, if such child is not enrolled, and attend regularly a public, private, denominational, or parochial day school which meets the requirements for legal operation prescribed in Chapter 79, or a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements, each day that such school is open and in session, except when excused by school authorities or when illness or severe weather conditions make attendance impossible or impracticable.

(3) Subsection (2) of this section does not apply in the case of any child who:

(a) Has obtained a high school diploma by meeting the graduation requirements established in section 79-729;

(b) Has completed the program of instruction offered by a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements;

(c) Has reached the age of eighteen years;

(d) Has reached the age of sixteen years and such child's parent or guardian has signed a notarized release discontinuing the enrollment of the child on a form provided by the school;

(e)(i) Will reach six years of age prior to January 1 of the then-current school year, but will not reach seven years of age prior to January 1 of such school year, (ii) such child's parent or guardian has signed an affidavit stating that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year, and (iii) such affidavit has been filed by the parent or guardian with the school district in which the child resides;

(f)(i) Will reach six years of age prior to January 1 of the then-current school year but has not reached seven years of age, (ii) such child's parent or guardian has signed an affidavit stating that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to section 79-1601 not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to subsection (3) of section 79-1601 on or before the child's seventh birthday, and (iii) such affidavit has been filed by the parent or guardian with the school district in which the child resides; or

(g) Will not reach six years of age prior to January 1 of the then-current school year and such child was enrolled in a public school and has discontinued the enrollment according to the policy of the school board adopted pursuant to subsection (4) of this section.

(4) The board shall adopt policies allowing discontinuation of the enrollment of students who will not reach six years of age prior to January 1 of the then-current school year and specifying the procedures therefor.

Effective date July 16, 2004

**§79-202** *Repealed. Laws 2004, LB 868, § 5.*

**§79-203**

Compulsory attendance; necessarily employed children; permit.

In case the services or earnings of a child are necessary for his or her own support or the support of those actually dependent upon him or her and the child is fourteen years of age or more and not more than sixteen years of age and has completed the work of the eighth grade, the person having legal or actual charge of such child may apply to the superintendent of the primary high school district in which the child resides or a person designated in writing by the superintendent. The superintendent or designee may, in his or her discretion, issue a permit allowing such child to be employed.

### **§79-204**

Compulsory attendance; necessarily employed children; continuation schools; attendance required.

All children who are fourteen years of age or more and not more than sixteen years of age, who reside in a school district in which a part-time continuation school is maintained by authority of the public school district and who are granted permits to be employed under section 79-203, shall attend a public, private, denominational, or parochial part-time continuation school eight hours of each week during the entire school year.

Effective date July 19, 1996.

### **§79-205**

Compulsory attendance; record of attendance; annual attendance reports; made where.

Each teacher in the public, private, denominational, and parochial schools of this state shall keep a record showing (1) the name, age, and address of each child enrolled, (2) the number and county of the school district in which the school is located, (3) the number of days each pupil was present and the number of days absent, and (4) the cause of absence. On the third day on which the public, private, denominational, and parochial schools are in session at the beginning of each school year, each teacher shall send to the superintendent or administrator of the school a list of the pupils enrolled in his or her school with the age, grade, and address of each.

### **§79-206**

Compulsory attendance; nonattendance lists; transmission to enforcement officers.

Each superintendent or administrator of a school district, upon the receipt of the list specified in section 79-205, shall (1) compare the names of the children enrolled with the last census report on file in his or her office from such district, (2) prepare a list of all children resident in such district under his or her jurisdiction who are not attending school as provided in section 79-201, and (3) transmit the list to the officer or officers in such district whose duty it is to enforce the provisions of such section.

### **§79-207**

Compulsory attendance; entry or withdrawal of student; teachers' attendance reports.

Whenever any child enters or withdraws from any school after the third day in which school is in session, the teacher shall transmit at once the name of such child to the superintendent as specified in section 79-206 and the superintendent shall use such information in whatever way he or she deems necessary for the purpose of enforcing section 79-201. At the end of each week each teacher shall report all absences and the cause of absence to the proper superintendent. At the close of each period each teacher shall transmit to the superintendent a report showing (1) the name, age,

and address of each child enrolled, (2) the number of half days each child was absent, (3) the number enrolled and the number attending on the last day of the period, and (4) the average daily attendance for the period. The provisions of this section requiring reports from each teacher shall not apply to individual teachers in schools employing more than one teacher but shall in such case apply to the head teacher, principal, or superintendent who shall obtain the required information from the teachers under his or her supervision or control. All reports and lists required in this section shall be upon blanks prescribed by the State Department of Education.

### **§79-208**

Compulsory attendance; attendance officers; powers and duties; compensation.

School boards shall appoint one or more attendance officers who shall be vested with police powers and shall enforce the provisions of section 79-201 in the school districts for which they act. Attendance officers shall be compensated for their services in such sums as are determined by the school board, to be paid out of the general school fund of the district.

### **§79-209**

Compulsory attendance; nonattendance; school district; duties; remedial services; enforcement.

In all school districts in this state, any superintendent, principal, teacher, or member of the school board who knows of any violation of section 79-201 on the part of any child of school age, his or her parent, the person in actual or legal control of such child, or any other person shall within three days report such violation to the attendance officer of the school, who shall investigate the case. When of his or her personal knowledge, by report or complaint from any resident of the district, or by report or complaint as provided in this section, the attendance officer believes that any child is unlawfully absent from school, the attendance officer shall immediately investigate.

All school districts shall have a written policy on excessive absenteeism. The policy shall state the number of absences or the hourly equivalent upon the occurrence of which the school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior. The number of absences in the policy shall not exceed five days per quarter or the hourly equivalent. School districts may use excused and unexcused absences for purposes of the policy. Such services shall include, but need not be limited to:

**(1) One or more meetings between a school attendance officer, school social worker or other person designated by the school administration if such school does not have a school social worker, the child's parent or guardian, and the child, if necessary, to report and to attempt to solve**

**the truancy problem, unless the officer or worker has documented the refusal of the parent or guardian to participate in such meetings;**

**(2) Educational counseling to determine whether curriculum changes, including, but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child, would help solve the truancy problem;**

**(3) Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed; and**

**(4) Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, by another person designated by the administration, to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the school social worker or other person performing the investigation shall meet with the parent or guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.**

If the child continues to be or becomes habitually truant, the attendance officer shall serve a written notice to the person violating section 79-201, warning him or her to comply with its provisions. If within one week after the time such notice is given such person is still violating the section, the attendance officer shall file a report with the county attorney of the county in which such person resides. All school districts shall have a written policy describing notification of habitual truancy to the county attorney. The number of absences in the policy shall not exceed twenty days cumulative per year or the hourly equivalent. School districts may use excused and unexcused absences for purposes of the policy. The county attorney may file a complaint against such person before the judge of the county court of the county in which such person resides charging such person with violation of section 79-201. If after such notice has been sent to any person violating such section such person again violates the same section, no written notice shall be required but a complaint may be filed at once.

## **§79-210**

Violations; penalty.

Any person violating the provisions of sections 79-201 to 79-209 shall be guilty of a Class III misdemeanor.



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**COUNSELING**

(2. Educational counseling to determine whether curriculum changes, including, but not limited to, enrollment in an alternative program that meets educational and behavioral needs, would help)

DATE	RESULTS OF COUNSELING/STATUS
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____

---

**EVALUATION**

(3. Educational evaluation, to assist in determining the specific condition, if any, contributing to the problem, including specific efforts by the school to help remedy any condition diagnosed)

DATE	EVALUATION/ASSESSMENT/RESULTS
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____

---

**INVESTIGATION/SERVICES**

(4. Investigation by designated school personnel to identify contributing conditions and, if services are needed, a meeting with parent/guardian and child to discuss referral to appropriate community agencies for economic services, family or individual counseling, or other services.)

DATE	CONDITIONS IDENTIFIED/AGENCY REFERRALS
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____
____/____/____.	_____

**Appendix D: Referral for Violation of Mandatory Attendance Policy Form**

**REFERRAL FOR VIOLATION OF MANDATORY ATTENDANCE  
POLICY**

**CHILD INFORMATION**

DATE:	SCHOOL:	
GRADE:	SCHOOL YEAR:	SCHOOL DISTRICT:
STUDENT NAME:		
DATE OF BIRTH:	GENDER:	
ADDRESS:		
CITY:	ZIP CODE:	

**CUSTODIAN/LEGAL GUARDIAN/PARENT INFORMATION**

NAME:	
ADDRESS:	
CITY:	ZIP CODE:
HOME NUMBER:	WORK NUMBER:
CELL NUMBER:	

**CURRENT ATTENDANCE**

(please attach complete attendance history)

TOTAL DAYS ABSENT:	
EXCUSED:	UNEXCUSED:
TOTAL TIMES TARDY TO SCHOOL:	
EXCUSED:	UNEXCUSED:
TOTAL DAYS SUSPENDED FROM SCHOOL:	
DATE OF WITHDRAWAL:	
WHO WITHDREW:	
TOTAL NUMBER OF DAYS IN SCHOOL YEAR TO DATE:	

## INTERVENTIONS BY SCHOOL

(attach reports/documents if relevant)

MEETINGS/CONTACTS WITH PARENTS:

EDUCATIONAL COUNSELING:

EDUCATIONAL EVALUATIONS:

INVESTIGATION OF FACTORS CONTRIBUTING TO TRUANCY PROBLEMS:

IF 16 OR 17 YEARS OLD – WAIVER NOTIFICATION INFORMATION:

## CURRENT BEHAVIOR

DISCIPLINE REFERRALS/SUSPENSION:

## ABSENTEEISM HISTORY

(attach reports/documents if relevant)

SCHOOL YEAR ATTENDED:

GRADE:

TOTAL DAYS ABSENT:

TOTAL TIMES

TARDY TO SCHOOL:

TOTAL NUMBER OF DAYS IN SCHOOL YEAR:

SCHOOL YEAR ATTENDANCE:

GRADE:

TOTAL DAYS ABSENT:

TOTAL TIMES

TARDY TO SCHOOL:

TOTAL NUMBER OF DAYS IN SCHOOL YEAR:

## SCHOOL PERSONNEL WHO CAN TESTIFY

NAME:

CONTACT NUMBER:

ANY OTHER SUGGESTED WITNESSES AND WHAT THEY CAN TESTIFY ABOUT:

## **SUMMARY**

**Summary:**

**SUBMITTED BY:**

**CONTACT INFORMATION:**

**FAX NUMBER:**

**Appendix E: School District Student Move Notification Form**

**Student Move Notification Form**

Student Name: \_\_\_\_\_ Parent/Guardian Name(s): \_\_\_\_\_  
Relationship: Father

Birthdate:            /            /            State ID Number: \_\_\_\_\_

Special Education: Yes            Disability: \_\_\_\_\_

Date Student Left Sending School District:            /            /

Any Pertinent Information:

- Current Standing
  - Traditional School
  - Alternative School
  - Expelled Status
  - Credit Deficient                      Credits of                      Attempted
- Court Involvement/Juvenile Justice Contact
- Attendance History
- Transcript (Secondary Only) Attached  Yes  No

Contact Person in Sending School District: \_\_\_\_\_ Contact Number: \_\_\_\_\_

- Bellevue School District, attn:
- Bennington School District, attn: Dr. Terry Haack, FAX: 236-2185
- Elkhorn Schools, attn: Mr. Steve Baker, FAX:
- Gretna Public School District, attn:
- Millard School District, attn: Dr. Kraig Loftquist, FAX:
- Omaha Public Schools, attn: Dr. Wesley J. Galusha, FAX: 557-2715
- Papillion School District, attn: Dr. Brad Connor, FAX:
- Ralston Public School District, attn: Steve Snodgrass, FAX:
- Westside Community School District, Dr. Susan Evanich, FAX: 390-2120