

Administrative Directive Title: Truancy Intervention Procedures	AD Number: 6.200.1	Adopted: August 2013 Former Descriptor: STU26; STU29
Policy References: Board Policy 6.200 - Attendance	Revised: 9/18; 7/21; 7/23; 7/24; 11/24	

1 This administrative directive provides general guidance to parents and guardians related to school
 2 attendance and truancy intervention. Changes in Board policy, state law, or State rules or policies will
 3 take precedence over information provided in this directive. The Student Services Department is
 4 responsible for the administration of this directive. The contact person for the Student Support Services
 5 Department for this directive is:

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13 **GENERAL INFORMATION**

14 Murfreesboro City Schools acknowledges the importance of regular attendance as a necessary
 15 requirement for student achievement. All students are legally required to attend school on each day that
 16 school is in session. Students must be in attendance for a minimum of three hours and sixteen minutes
 17 each day in order to be counted present.

18 **RECORDING AND MONITORING STUDENT ATTENDANCE**

19 Teachers will monitor student attendance and document tardies and absences. This documentation will
 20 be provided to the school attendance clerk. The school will call the parent/guardian each day a student
 21 is absent from school. The attendance clerk will provide an accounting of attendance to the school
 22 principal when a student has accumulated five (5) unexcused absences. A notice will be drafted by the
 23 school principal and delivered to the student’s parent/guardian advising them of the absences and the
 24 importance of school attendance.

25 **PROGRESSIVE TRUANCY INTERVENTIONS**

26 The progressive truancy interventions described below are tailored to provide individualized supports to
 27 students and families struggling with consistent school attendance. The goal of Murfreesboro City
 28 Schools is to provide mechanisms of support for its students and families to enable them to achieve
 29 academic success.

30 **TIER I**

31 Each school will have a system of Tier I prevention-oriented supports to encourage consistent school
32 attendance which can include, but is not limited to, the following:

- 33 • Physically healthy learning environment;
- 34 • Welcoming, socially-emotionally safe, trauma-informed school climate;
- 35 • Access to learning supports;
- 36 • A culture of continuous improvement;
- 37 • Enrichment activities and clubs;
- 38 • Celebration of attendance; and
- 39 • A team that monitors attendance data
- 40 • Tier I prevention will also consist of a system-wide parent communications reinforcing the
41 importance of attendance and notification of available supports to assist parents with issues
42 that may create a barrier to attendance.

43 After a student has accumulated three (3) unexcused absences, the school should call and/or send an
44 electronic communication to the parent to advise them of the absences and the importance of attendance.

45 Once a student accumulates five (5) unexcused absences, a school administrator shall provide written
46 notice to the parent/guardian of the student's absences and explain that the student is legally required to
47 attend school. The notice must further advise the parent/guardian that the school must receive any
48 documentation to excuse the absences within five (5) school days of receipt of the notice. If sufficient
49 documentation is not provided by the parent/guardian, the school administrator shall implement the
50 second tier of truancy intervention.

51 **TIER II**

52 The second tier of truancy intervention consists of a conference with a school administrator, either in
53 person, virtually, or by telephone, with the parent, student, and other person(s) having physical custody
54 of the child.

55 During the conference, an attendance contract must be signed by the parent, the student, other person(s)
56 present, and the school administrator. During this conference, the school administrator must also
57 complete an individualized assessment outlining the reasons a student has been absent from school, and
58 if necessary, referral of the child to counseling, community-based services, or other in-school or out-of-
59 school services aimed at addressing the student's attendance problems.

60
61 A parent/guardian's unwillingness to participate in Tier II intervention strategies shall result in the school
62 implementing Tier III strategies and may result in a referral to juvenile court. The school must document
63 a parent/guardian's unwillingness to participate in the Tier II conference and document contacts with the
64 parent/guardian to schedule conferences.

65 The school will schedule regular follow-up meetings to be held in person, virtually, or by telephone, to
66 discuss the student's progress in maintaining consistent school attendance. Any contact with the
67 parent/guardian or other person having physical custody of the student must be entered into the
68 Attendance Monitoring System in Skyward and maintained as part of the student's education record.

69 **TIER III**

70 If the truancy interventions under Tier II are unsuccessful, the schools, including but not limited to the
71 attendance team and the behavior team, shall implement Tier III of the progressive truancy intervention.
72 Tier II interventions are considered unsuccessful if the student’s absences exceed what is allowable by
73 the attendance contract signed during Tier II. Tier III may consist of school-based community services,
74 Truancy Diversion Board, referral to the Youth Services Division of the Rutherford County Juvenile
75 Court, and other available resources. Before attending the Truancy Diversion Board, the parent(s),
76 guardian(s), or other person(s) having physical custody of the student to complete the Tier III Truancy
77 Intervention Online Class.

78 If the student continues to have unsatisfactory attendance and has accumulated ten (10) or more
79 unexcused absences, please contact the Board attorney so that the matter may be referred to juvenile
80 court.

81 **OVERVIEW OF TRUANCY PROCESS**

82 An overview of this tiered intervention process is provided for guidance purposes below:

Intervention Tier	Number of Unexcused Absences	Course of Action Taken by School
Tier II	5 Unexcused Absences	The school will send a letter to the parent/guardian and set up a school attendance review team meeting
Tier III	8 Unexcused Absences	The school will refer the family to Tier III for a Truancy Diversion Board meeting
Post-Intervention	10 Unexcused Absences	The district may file a truancy petition with Rutherford County Juvenile Court

SCHOOL ATTENDANCE REVIEW TEAM CONTRACT

This attendance contract is being entered into by _____ (Parent(s)) of _____ (student). The student is enrolled at _____.
This contract will be effective from the date signed below until _____.

Parent(s) understand that they are being asked to sign an attendance contract because the student has had unsatisfactory school attendance. Parent(s) understands that every day in school is critical to the student's future success. Parent(s) agree to the following action steps to improve their student's attendance:

1. Parent(s) will send the student to school on time every day. If for some reason the student has a legitimate excuse for being absent, Parent(s) will immediately bring in the excuse documentation to the school's attendance office the next day of attendance. The student will NOT have more than 7 unexcused absences or excessive tardies/early dismissals during the current school year.
2. If the student is absent, he/she will also make-up all missing work within the timeframe allowed in the Parent Handbook.
3. Parent(s) will attend any follow-up meetings to discuss the student's progress

To help prevent future issues, the parent(s) have been informed of the consequences of not following this agreement. An individualized assessment outlining the reasons for the student's absences was also completed. The parent(s) understand that if the agreement is not followed and the student continues to have unexcused absences, the school will take further steps, which may include referring the student to counseling, community services, or other in-school or out-of-school programs to address the attendance problem.

What is the nature of the student's attendance problem?

- | | |
|--|---|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Medical or anxiety |
| <input type="checkbox"/> Behavioral | <input type="checkbox"/> Social and peer challenges |
| <input type="checkbox"/> Family responsibilities or home situation | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Housing or food insecurity | <input type="checkbox"/> Trauma |
| <input type="checkbox"/> Lack of resources/services | |
| <input type="checkbox"/> Other: _____ | |

Intervention Recommendation(s):

- | | |
|---|--|
| <input type="checkbox"/> Counseling referral | <input type="checkbox"/> Referral to Department of Children's Services |
| <input type="checkbox"/> Social worker support | <input type="checkbox"/> Referral for 504 eligibilities |
| <input type="checkbox"/> Medical release authorization | <input type="checkbox"/> Truancy Tier III referral |
| <input type="checkbox"/> Referral to an outside agency: _____ | |
| <input type="checkbox"/> Other: _____ | |

Additional Comments: _____

Follow up meeting(s) to evaluate attendance progress will be held on the following date(s): _____

If the parent(s)/guardian(s) do not meet the expectations listed above, they understand that they will be responsible the consequences outlined in the Parent Handbook, Murfreesboro City Schools policies, and state law. This may include a referral to juvenile court for educational neglect.

Parent/Guardian Signature & Date

Administrator's Signature & Date

Parent/Guardian Signature & Date

Interpreter's Signature (If Applicable)

Please select the following, if applicable, and initial:

- Parent(s)/guardian(s) did not attend the meeting.
 Parent(s)/guardian(s) attended the meeting but refused to sign the contra

TIER II INDIVIDUALIZED ASSESSMENT

PARENT WORKSHEET: UNDERSTANDING THE ROOT CAUSES FOR STUDENT ABSENTEEISM

We use these questions to help identify the likely causes of absenteeism for a student who is chronically absent.

Understanding the root causes for missing too much school can help us determine the best course of action.

STUDENT NAME _____ NAME OF PERSON COMPLETING FORM _____ DATE _____

Academic Conditions	
Is your child struggling academically? Consider what skills and content the student has missed as a result of his or her absences as well as other instructional needs.	Y / N
Does your child need accommodations to benefit from classroom instructions? (e.g. peer support, access to computer, breaks, material presented in different ways)	Y / N
Does your child have language or communication challenges?	Y / N
Does your child struggle with organizational tasks?	Y / N
Are there barriers or challenges to homework completion?	Y / N
Do you suspect that your child has an unidentified disability?	Y / N
Safety Concerns	
Has your child reported being bullied or harassed at school?	Y / N
Is your child exposed to race, disability, cultural or LGBTQ biases?	Y / N
Social Dynamics	
Does your child get to avoid difficult social or academic situations by staying away from school?	Y / N
Are transitions difficult for your child? (e.g. entering the school building, moving from class to class)	Y / N
Home Situation	
Do you recognize the importance of and support regular school attendance?	Y / N
Are there problems in the home that contribute to frequent absences? (e.g., parental illness, homelessness, joblessness, childcare, transportation, needed health or mental health services for parent/caregiver)	Y / N
Health Status	
Are there conditions in the classroom, cafeteria or other school areas that affect your child's health or safety? (e.g. mold or other asthma triggers, animal dander, food allergens)	Y / N
Does your child exhibit anxiety due to separation from parent(s) / caregiver(s)?	Y / N
Does your child require health or mental health-related treatment that interferes with attendance?	Y / N
School Culture	
Are there any clubs, programs or resources during the school day and after school that might help engage your child?	Y / N
Has your child identified a caring adult at the school that could mentor him/her?	Y / N
Student Voice	
Has your child identified the reasons for missing school?	Y / N
Parent Voice	
Have you met with the school staff to discuss attendance concerns?	Y / N
Have you identified specific barriers to attendance?	Y / N
Are there cultural, language, or other types of barriers that require extra effort on the part of the school to work with you and your child?	Y / N
<p>Please complete this form by _____ and return to _____. Thank you.</p>	

TIER II INDIVIDUALIZED ASSESSMENT

TEACHER WORKSHEET: UNDERSTANDING THE ROOT CAUSES FOR STUDENT ABSENTEEISM

Use these questions to help identify the likely causes of absenteeism for a student who is chronically absent in your class. Understanding the root causes for missing too much school can help determine the best course of action.

STUDENT NAME _____ NAME OF PERSON COMPLETING FORM _____ DATE _____

Academic Conditions	
Is the student struggling academically? Consider what skills and content the student has missed as a result of his or her absences as well as other instructional needs.	Y / N
Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to computer, breaks, material presented in different ways)	Y / N
Does the student have language or communication challenges?	Y / N
Does the student struggle with organizational tasks?	Y / N
Are there barriers to homework completion?	Y / N
Do you suspect that the student has an unidentified disability?	Y / N
Safety Concerns	
Have there been any reports of bullying?	Y / N
Is the student exposed to race, disability, cultural or LGBTQ biases?	Y / N
Social Dynamics	
Does the student get to avoid difficult social or academic situations by staying away from school?	Y / N
Are transitions difficult for the student? (e.g. entering the school building, moving from class to class)	Y / N
Home Situation	
Do the parents/guardians recognize the importance of and support regular school attendance?	Y / N
Are there problems in the home that contribute to frequent absences? (e.g., parental illness, homelessness, joblessness, child care, needed health or mental health services for parent/caregiver)	Y / N
Health Status	
Are there conditions in the classroom, cafeteria or other school areas that affect the student's health or safety? (e.g. mold or other asthma triggers, animal dander, food allergens)	Y / N
Does the student exhibit anxiety due to separation from parent / caregiver?	Y / N
Does the student require health or mental health-related treatment that interferes with attendance?	Y / N
School Culture	
Are there any clubs, programs or resources during the school day and after school that might help engage the student?	Y / N
Is there a caring adult at the school that could mentor the student?	Y / N
Student Voice	
Has the student identified the reasons for missing school?	Y / N
Parent Voice	
Have you met with the parent/caregiver to discuss attendance concerns?	Y / N
Has the parent/caregiver identified specific barriers to attendance?	Y / N
Are there cultural, language, or other types of barriers that require extra effort on the part of the school to work with the parent/caregiver?	Y / N
Attendance Barriers for Students with Identified Disabilities	
Has the IEP/504 team met recently to review and revise the student's educational plan?	Y / N

***Please complete this form by _____ and return to _____. Thank you.

TIER II INDIVIDUALIZED ASSESSMENT

TEAM WORKSHEET: UNDERSTANDING THE ROOT CAUSES FOR STUDENT ABSENTEEISM

Use Parent and Teacher responses to help identify the likely causes of absenteeism for a student who is chronically absent. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school counselor, social worker or others?

STUDENT NAME _____ TEAM MEETING DATE _____

LIST MEETING ATTENDEES: _____

Academic Conditions- Refer to Teacher, S-Team, intervention, School Counselor	Teacher	Parent
Is the student struggling academically? Consider what skills and content the student has missed as a result of their absences as well as other instructional needs.	Y / N	Y / N
Does the student have language or communication challenges?	Y / N	Y / N
Does the student struggle with organizational tasks?	Y / N	Y / N
Are there barriers to homework completion?	Y / N	Y / N
Do you suspect that the student has an unidentified disability?	Y / N	Y / N
Safety Concerns- Refer to School Counselor, ACEs, Mental Health counselor, School Administration		
Have there been any reports of bullying?	Y / N	Y / N
Is the student exposed to race, disability, cultural or LGBTQ biases?	Y / N	Y / N
Social Dynamics- Refer to School Counselor, ACEs, Mental Health counselor		
Does the student get to avoid difficult social or academic situations by staying away from school?	Y / N	Y / N
Are transitions difficult for the student? (e.g. entering the school building, class transitions)	Y / N	Y / N
Home Situation- Refer to School Social Worker, community agencies		
Do the parents/guardians recognize the importance of and support regular school attendance?	Y / N	Y / N
Are there problems in the home that contribute to frequent absences? (e.g., parental illness, homelessness, joblessness, child care, needed health or mental health services for parent/caregiver)	Y / N	Y / N
Health Status- Refer to School Nurse, School Counselor, ACEs, Mental Health counselor		
Are there conditions in the classroom, cafeteria or other school areas that affect the student's health or safety? (e.g. asthma triggers, food allergens)	Y / N	Y / N
Does the student exhibit anxiety due to separation from parent / caregiver?	Y / N	Y / N
Does the student require health or mental health-related treatment that interferes with attendance?	Y / N	Y / N
School Culture- Refer to School Administrator		
Are there any school clubs/programs/resources that might help engage the student?	Y / N	Y / N
Is there a caring adult at the school (your child has mentioned) that could mentor the student?	Y / N	Y / N
Student Voice- Refer to School Counselor		
Has the student identified the reasons for missing school?	Y / N	Y / N
Parent Voice- Refer to School Administrator, Attendance Team, or Outreach Staff		
Have you met with the parent/caregiver to discuss attendance concerns?	Y / N	Y / N
Has the parent/caregiver identified specific barriers to attendance?	Y / N	Y / N
Are there cultural, language, or other types of barriers that require extra effort on the part of the school to work with the parent/caregiver?	Y / N	Y / N
Attendance Barriers for Students with Identified Disabilities- Refer to IEP or 504 Team		
Has the IEP/504 team met recently to review and revise the student's educational plan?	Y / N	Y / N