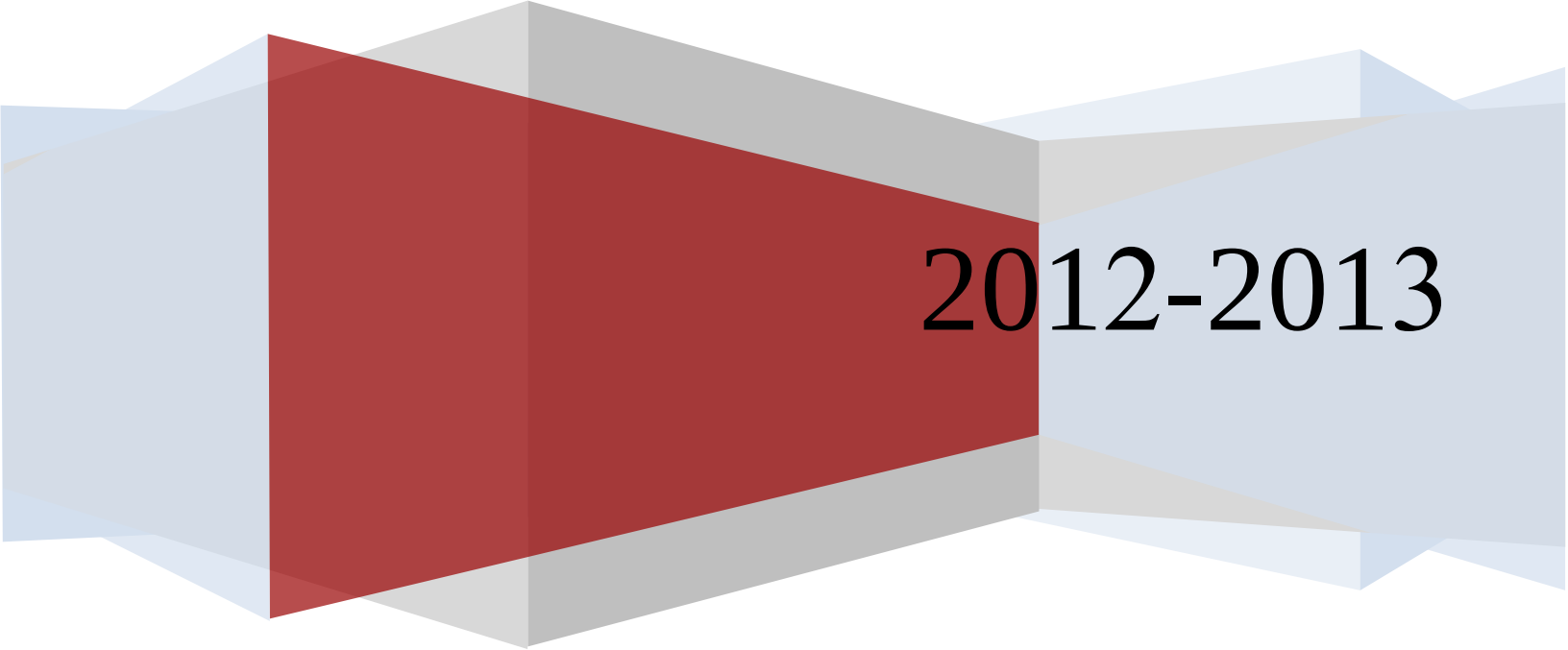


Eaton Regional Education Service Agency

# Truancy Handbook

Referral Protocol and Referral Forms for  
Eaton County Schools



2012-2013

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Protocols for 2012-2013 school year have changed due to funding cuts from the juvenile justice millage. TIP can only provide attendance facilitation on a very limited basis at the Middle School level and not at all for High School. The TIP Coordinator will submit petitions on truant middle and high school students immediately after TIP intervention if improvement in attendance is not achieved. Please note these changes in the protocol and contact TIP Coordinator for more information.

**Introduction and Welcome!** *A note from Harriett Dean, Truancy Coordinator, Eaton County*

This document was compiled using best practices, feedback from Eaton County districts, current and past practice, and experience. It is my wish that I could personally serve every truant case that occurs in Eaton County, but there just are not enough hours in the day, nor enough funding. Since we have suffered another funding cut from the juvenile justice millage funding for the second year in a row, we have to figure out how to do more with less. These new guidelines for referrals will result in more intervention up front by school personnel, but will foster relationships with students and families that will be nurtured through the child's academic career. My role will continue as support our students and school personnel to the very best of my ability, and to intervene when necessary.

**Philosophical Statement:**

It is the belief of the Eaton Regional Education Service Agency that school truancy is a symptom, not a 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 school phobia. 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.

**Some fun facts:**

According to research, pupils are absent from school for a variety of reasons, including, but not limited to, willful truancy. In situations of truancy, the problems causing absenteeism are often poverty, neglect, lack of parental support or understanding of the importance of education, peer influence or difficulties, and boredom to name a few. Research also tells us that approximately 44% of all violent juvenile crimes committed by teenagers occur between the hours of 8:30 a.m. and 1:30 p.m. by students not regularly attending school. In a recent survey conducted by Highland Park Schools, students are engaged and regularly attend school when: class is interesting, instruction is participatory, parents "insist" on attendance, the teacher makes class special, teachers care and have high expectations, teachers enforce classroom rules, teachers mark attendance promptly, to name a few responses. Locally, the 2012 Eaton County MiPHY<sup>1</sup> data indicates only 8.4% of middle school students have ever stayed home from school because they did not feel safe on one or more of the past 30 days, 95% of Eaton County Middle School students feel safe or very safe at school, a strong indicator of the protective factors a school setting provides. Additional MiPHY<sup>2</sup> data for Eaton County is available at <http://www.michigan.gov/miphy>, reporting risk and protective factors, alcohol, tobacco, and other substance use, health and safety, suicide ideation, violence, weight and nutrition, and physical activity.

It is the role of the Eaton Regional Education Service Agency Truancy Program (TIP) Coordinator to compliment 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

<sup>1</sup> Michigan Profile for Healthy Youth Risk and Protective Factor Survey, Eaton County Middle School Report 2012

<sup>2</sup> Michigan Profile for Healthy Youth Risk and Protective Factor Survey, Eaton County Middle School Report 2012

when to further explore next step actions, however Michigan Law requires certain steps be taken prior to petitioning the court.

The Eaton RESA Truancy Coordinator appreciates local school district building officials concentrating efforts on prevention first and foremost, and then working in a partnership with the Eaton RESA, on intervention. It is assumed that attendance policies will be defined, distributed, explained and enforced consistently within each local district. Further, this policy must clearly state the consequences the students may face relative to lack of regular daily attendance (up to and including loss of credit).

### **Best Practices:**

In order to support the efforts of the local school building officials, we have researched best practices in alternative approaches relative to students having a difficult time making a commitment to regular daily attendance. Another measure we have included the **Pre-referral checklist** that must be completed as you process through a truancy situation prior to making a referral. This checklist is also included in the handbook. As noted, we encourage school buildings to have a consistent pre-referral process as well as a process for moving through the steps of a truancy referral. The Juvenile Court **does** require a meeting at the Truancy Coordinator level encompassing parent(s), as well as involved student(s) prior to accepting a court petition; this is the only action step that is dictated. Having a school official(s) who is familiar with the student and the districts efforts attend this meeting (held at the Juvenile Court) is preferred but not mandated.

### **Truancy Pre-Referral Process:**

As a problem-solving tool, this handbook includes a newly developed Pre-Referral checklist that school building officials can use to determine the reason for the student's excessive absences. This problem-solving may lead to positive interventions prior to making (or instead of) a truancy referral. Further, this information will prove helpful throughout the referral process up to and including court intervention, if determined necessary. We are requiring the completion of checklist with all Truancy Referrals to help the Eaton RESA TIP Coordinator document local actions taken by school officials and to assist the Coordinator in direct dealings with the parent. It is very important for school building officials to log all contacts and/or interventions when working with students; especially those we are referring for non-attendance.

### **Truancy Referrals are made when:**

- students are between six and 14 years of age for a formal truancy referral.
- a pattern of absenteeism is noticed by school personnel, and indicated by school policy as unsatisfactory; parents are notified of pending referral and have an opportunity to discuss the situation.
- school personnel feel the pattern of absenteeism is excessive and is interfering with the student's school success; this could even include situations when a student has had excused absences without a doctor's statement or that the statements lack authenticity; also for excessive tardiness.
- there are special circumstances that a school official considers to be serious enough to warrant a Truancy Referral (this could include excessive absences due to head lice, etc.).
- a student under age 16 leaves a school building and the school building officials are unable through their own efforts and resources to locate the whereabouts of the student or nature of "drop".

**Truancy Referral Protocol:**

In the interest of good will, due process and a spirit of partnership, the parent(s) must be notified by school building officials of a pending truancy referral. The parent should be informed of the entire referral process steps including the fact that continued lack of regular daily attendance could lead to court intervention. It would be preferred that the school building official inform the parent of this in writing or as a part of a documented pre-referral meeting. It is also required that a person to person discussion be held between school officials and the parent(s), either in person or via telephone prior to the truancy referral. It is assumed that problem-solving with the parent will occur *prior* to a referral. It is assumed that the school building officials will continue to work with the student(s) and parent(s) after making a referral to Eaton RESA to improve attendance, particularly now that the role of the Attendance Facilitator is greatly diminished.

After the school building official has utilized all resources at the school building level and completed the pre-referral process and checklist, they may then make an attendance referral to the Eaton RESA Truancy Coordinator using the **Truancy Referral Form** (attached). Building personnel should fax or send the form as a pdf electronically to [Imarshall@eatonisd.org](mailto:Imarshall@eatonisd.org). **The Truancy Referral Form must be fully completed with required documentation of communications with parent(s).**

Once the Truancy Coordinator receives a Truancy Referral with required documentation, a Truancy Intervention letter to the parents will be generated requesting the parents contact the Truancy Coordinator within five business days. The Truancy Coordinator tries to contact the parent(s) if they do not contact the Truancy Coordinator within the allotted time frame. Depending on the severity of the truancy, the Truancy Coordinator will either meet with the family at the school building, inviting but not mandating attendance by pertinent building staff, or the telephone conversation may suffice as the first step in communicating with the family in lieu of a face-to-face meeting. We expect that school building officials will then internally continue to track the student's attendance and request further action from the Truancy Coordinator should attendance not improve following the mailing of the Truancy Intervention letter to the parent(s). The student will then be considered a participant in TIP and attendance monitoring will continue. It is also suggested that using a written plan of action will be helpful in holding students and parents accountable for attendance. Included in the attachments is a sample "Student Plan for Success" that is for your use to adapt or adopt as you see fit.

**Referral Follow-up by Building Official:**

After making a referral, the school building official should continue to monitor the student's attendance and make a request via email to the Eaton RESA TIP Coordinator for "further action". If the student's attendance is still unsatisfactory, the building official will e-mail the Eaton RESA Truancy Coordinator ([hdean@eatonisd.org](mailto:hdean@eatonisd.org)) or telephone at 517-541-8920 to indicate that the student needs further intervention.

**"Further Action": Parent, School Officials' Meeting**

Prior to filing a formal Truancy Petition, the school building official will work with the Eaton RESA Truancy Coordinator to schedule a parent and student meeting at the school. All appropriate personnel should attend this meeting to best identify intervention strategies prior to filing a Truancy Petition with the court. At this meeting, an attempt will be made to develop or amend a student/parent/official contract where student, parent and school official expectations are explored and agreed upon to assist the student in improving their school attendance. The parent will be informed that State law holds them ultimately responsible for their student's regular daily attendance and that the parent will face consequences for failing to comply with the law. They will understand the impact a court referral will have on the student (including a juvenile court record), on the family (in terms of financial penalty, required actions, or even removing the student from the home in extreme cases) and others. This step is considered "pre-adjudication" and the student will *not* have a juvenile record despite the Notice of Pre-Trial Inquiry Hearing generated by the court to mandate this meeting. This meeting is held prior to an inquiry before the Eaton County Attorney/Referee and a formal TIP Attendance Agreement will be generated. The Eaton County Juvenile Court does not mandate school personnel attend this meeting, but it is certainly preferred. Note:

All school attendance meetings with parents scheduled mutually by the Eaton RESA Attendance Officer and the local school building official will be convened at the child's school. We can discuss location of more than one student has been referred from a family at different building levels. Please plan accordingly for your own schedule as well as that of the teacher, school counselor or school social worker if you feel it

would be helpful for one of them to attend the meeting -- depending upon the needs of the child(ren). The Eaton RESA Truancy Coordinator will then schedule the meeting (mutually selecting the date with the building official) and notify the parent by phone call or in writing.

#### **Court Intervention:**

Should the Truancy Coordinator file a Truancy Petition with the court, it is expected that the school building official or other appropriate personnel will make themselves available for any and all court appearances, hearings, or filings. When attending a Court proceeding, the school officials should have available: the CA 60, IEP information (if applicable), most current attendance and grades, information regarding other professionals involved with the student (school counselor, school social worker, etc.), and other pertinent documentation not already provided to the Eaton RESA Truancy Coordinator. Such information would include logs of all related contacts and/or interventions made on behalf of the referred student. If the school building officials are aware of other information that would prove helpful to the Court in making its findings, please document in writing and have available for the Court (parent attitudes regarding truancy and school success, prior juvenile convictions, other agency involvement, parents' work history, residential status of student and family, etc.).

Following the filing of a court petition by the Eaton RESA Truancy Coordinator, the court will typically schedule an informal "Preliminary Pre-Trial Inquiry" hearing. At this hearing, where all parties are summoned to court, the Truancy Coordinator will attempt to determine the reasons for lack of child(ren) in regular daily attendance, and indicate that a formal hearing will be scheduled should the student's attendance not improve. A formal attendance agreement will be agreed upon and signed by the student/parent. This step is considered to be a pre-adjudication step, and the youth will not have a juvenile record provided the attendance and school participation improves. If this step does not result in improved attendance and participation, a request for Pre-Trial Inquiry will be requested by the Truancy Coordinator and a Pre-Trial Inquiry will be placed on the Juvenile Docket before the Juvenile Court Attorney/Referee.

Typically, unless a student already has an open file with Juvenile Court, the initial hearing before Juvenile Court is an Informal Hearing with the Attorney/Referee. A parent may make a request for a Formal Hearing at that point and all parties are represented by legal counsel (their own or an appointed counsel). Court interventions include, but are not limited to, the following:

*At a formal hearing, the court will enter into a court order for the child(ren) to be in regular daily attendance and may even place the student on probation (at the parent's expense). Should the child(ren) then violate the court order, the offense moves from a status offense of truancy to a criminal offense of violation of a court order. Their processes then dictate the court response. During this process of court intervention, an understanding of the student's true problems manifesting into truancy can help the court determine what other available services or agency interventions may prove helpful. These agency interventions can become a part of the court order (under the Juvenile Diversion Act). Such interventions may include family counseling, drug and/or alcohol counseling referrals, etc. Most cases are placed on informal probation (also known as Diversion or Consent Calendar) and the terms frequently require school attendance and participation, curfews, etc. A Probation Officer will be assigned. Youth who complete the probationary consent calendar will not have a formal juvenile record. Non-adjudicated cases will be expunged when the youth turns 18, but adjudicated cases will remain on a person's record until the turn 30 years of age.*

Only in extreme cases will we move for temporary placement outside the home or placement in the Day Treatment, Community –based probation or Juvenile Detention. It is important to note that the courts have supported these actions in some cases; however, it is an intervention of last resort.

#### **Truancy Process and Strategies / Research**

A simplistic yet effective approach to improved attendance is the prevention of students staying out of school without a valid reason. Often, when students are not in class, local, state and national research is available to document the increased juvenile crime during school hours (burglary, theft, breaking and entering, vandalism, etc.). This is why we must look at efforts to prevent truancy as a collaborative responsibility of educators, law enforcers, parents and community members. The research is focused on two strategies: truancy prevention and intervention. More extensive research is available through the

National School Safety Center. Schools also must encourage regular daily attendance and graduation due to NCLB requirements.

### **Prevention Strategies: What works – best practices**

#### **Developing a Collaborative Approach:**

Due to the connection between truancy, dropouts and crime and the economic impact that will have on communities, successful programs begin with a 'truancy prevention committee' involving representatives from the school building (principal, teacher, counselor, etc.), law enforcement (if available as a resource), and community as well as parents. This group should mutually set expectations, goals, define responsibilities (school officials, students, parents, etc.) and determine possible activities. This process works best if students, parents and community residents understand the purpose and goals in terms of the economic impact. In Eaton County, the Eaton County Substance Abuse Advisory Group (ECSAAG) serves in an advisory capacity for truancy issues and risk and protective factors in our county.

#### **Review Policies and Student Code of Conduct:**

In order to set clear expectations regarding the connection between school attendance and school success, district policies and codes of conduct should clearly articulate the consequences of non-attendance. Schools successful in truancy prevention regularly discuss these expectations throughout the instructional process (teachers, counselors, etc.). Simply providing a copy to students and/or parents does not ensure that expectations will be met nor does it enlist the students and parents as an integral partner in the process. Most policies focus on consequences for non-attendance, which is acceptable provided the consequences are clear and consistently enforced. The Truancy Coordinator is willing to meet with school officials to review attendance policies and assist with implementing best practices. Please contact Harriett Dean at [hdean@eatonisd.org](mailto:hdean@eatonisd.org).

#### **Truancy Response: A Model Program**

Most of the strategies offered by model programs are already in place in many, if not all, Eaton RESA Schools:

- In-school Suspension (rather than out-of-school)
- ZAP or Saturday school programs (to allow for the student to make-up time and work missed)
- Concise and consistently enforced attendance policies
- Early parental involvement
- Court Intervention

In order to develop a successful intervention process, school building officials need to rely on teachers (especially in the elementary and middle school grades) as an integral part of the communication network with parents. Research indicates that parents have a stronger connection with and feel less intimidated by teachers than school officials. Teachers can help identify truant behavior early by:

- keeping regular and accurate attendance records
- communicating with students and parents about the importance of daily class attendance
- promptly reporting to the building central office any prolonged absences

Also, teachers personally working to support truant students when they are in attendance (the overwhelming feeling of being behind often exacerbates the truancy problem) helping building officials understand the true cause of non-attendance in each student's case (lack of attendance is a symptom not a problem) are critical pieces of truancy intervention.

School officials must stress to parents that they are a partner in their student's success in school. When students are truant, there needs to be immediate notification to and consultation with parents. This linkage should be identified in the district policy regarding process, timelines, etc.

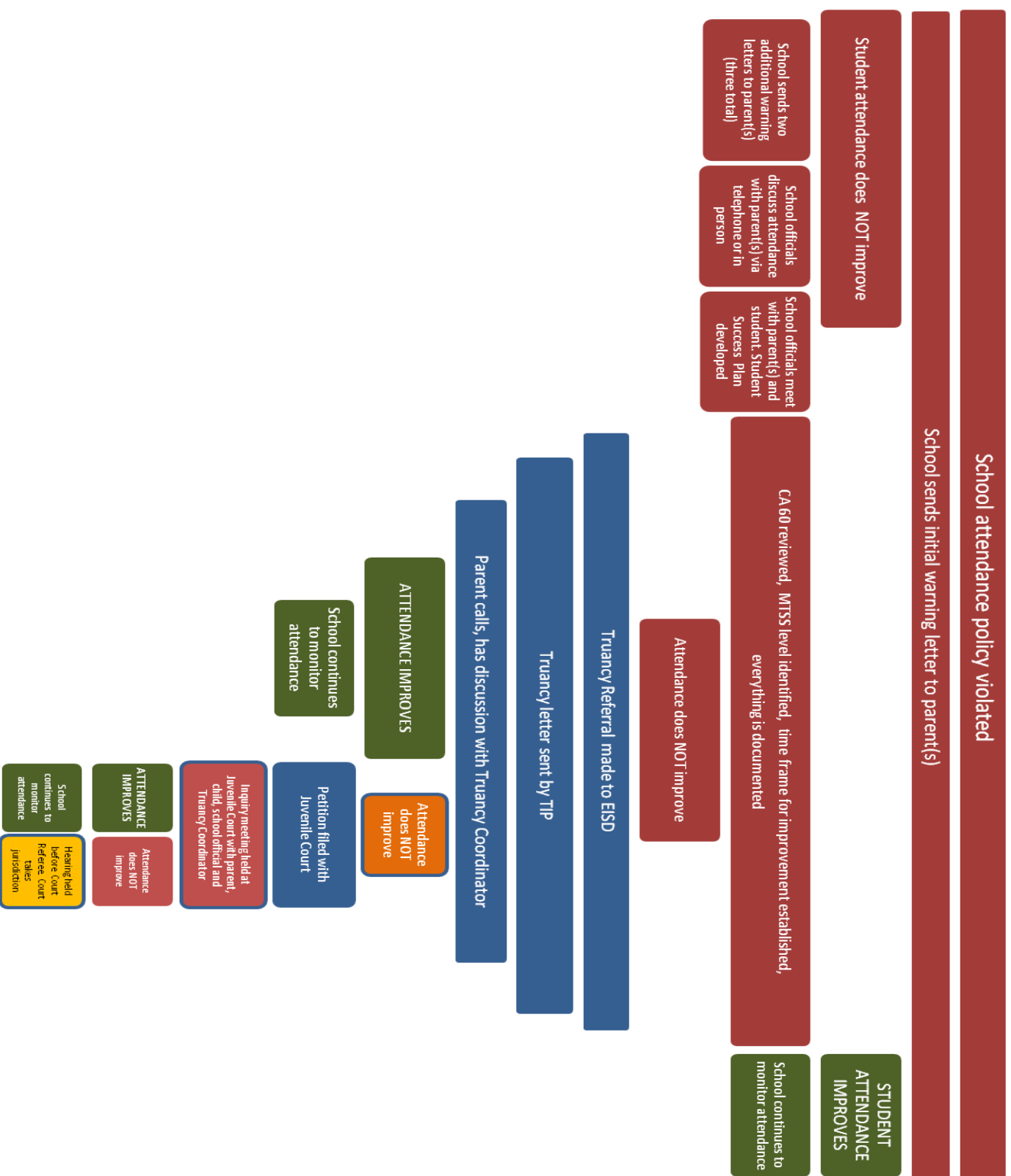
Consequences for non-attendance must be clearly indicated and linked to school success. According to research, students will react better to intervention if they have a 'second chance' -- due process rights are also required.

When students transition to another building (grade level transfers, transfers in, etc.) they are at high risk for truant behavior. Students are often faced with a changing peer support group; establishing different relationships with peers and staff; a changing home environment, etc. As new students are counseled, especially those with other risk factors (siblings dropping out, siblings with truant behavior, peer culture with truant behavior, etc.), courses, teams and classes should be carefully determined. The same is true when a student begins to exhibit truant behavior. School officials should attempt to determine if a change in school environment might help the student be more successful.

The Eaton Regional Education Service Agency looks forward to working with our local constituent districts on truancy issues. This handbook is meant to be a guideline and a toolbox resource, or a "roadmap" to truancy prevention. Inevitably, unique situations with students and their families may arise that require additional steps or do not fit into the traditional model of truancy intervention. We will look at these unique cases on an individual basis and strategize accordingly.

***Attached are the Pre-referral Checklist and Referral Form for the 2012-13 school year. We have also included a summary of our Truancy Referral Protocol as a "one-step" reference for your use.***

Please contact me regarding any questions or comments. I may be reached at 517-541-8920 or via email at [hdean@eatonresa.org](mailto:hdean@eatonresa.org) I look forward to working with you this year!



# EATON COUNTY TRUANCY INTERVENTION PROGRAM (TIP) PROTOCOL

Protocols for 2012-2013 school year have changed due to funding cuts from the juvenile justice millage. TIP can only provide attendance facilitation on a very limited basis at the Middle School level and not at all for High School. The TIP Coordinator will submit petitions on truant middle and high school students immediately after TIP intervention if improvement in attendance is not achieved. Please note these changes in the protocol and contact TIP Coordinator for more information.

Truancy is a serious concern in Eaton County schools. Truancy often leads to academic failure, dropping out of school, substance abuse, delinquency and other risky behaviors. Truancy, in most cases, is a symptom of poor family management, not a stand-alone problem. A partnership between school officials, parents, students, and the Truancy Coordinator is necessary to determine the reason behind truancy and school phobia. Normally, only after this partnership has exhausted all avenues would a case be submitted to the Court for jurisdiction. Unfortunately, due to severe reductions in funding, the TIP attendance facilitator role is greatly reduced. This means schools must work with parents and students at a more involved level than ever before prior to submitting a referral to the TIP program. This protocol has been developed to support schools with children who are not attending school regularly.

## TIP Referral Procedures

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. Once determined truant, a TIP referral form should be faxed to Harriett Dean, TIP Coordinator at 517/543-4870. ***An attendance report, current grades, and copies of written warnings to parents must accompany the referral, as well as the completed Pre-referral Checklist.***

In the interest of goodwill and due process, parent/guardian will be notified by school officials prior to referring a student to TIP. Due to decreased funding and reduced staffing for TIP, it is critical that school building officials continue to work with the student and parent/guardian after making a TIP referral.

## Truancy Referrals should be made when:

- A student is between the age of **six** and **fourteen** years of age.
- A pattern of absenteeism is noted by school personnel, and at least **three** letters sent to parent/guardian and at least **one** telephone conversation **or** a person-to-person meeting has been conducted with the custodial parent/guardian prior to TIP referral.
- Parent/guardian has had the opportunity to discuss their child's truancy with school officials prior to filing a petition with the court – this is the law under Probate Code 712A.2. A parent/guardian's refusal to meet or no-show for scheduled meetings may result in filing the petition without the mandated meeting.
- The Truancy Pre-referral Checklist has been completed with accompanying documentation.
- School personnel feel the pattern of absenteeism is excessive and interferes with the student's academic success; the absences are excused or unexcused *without* a doctor's excuse; the excused absences lack documentation or authenticity; or tardiness is excessive.

- A student under the age of 16 (or 18 if appropriate) is no longer attending school at all and school officials are unable to determine the whereabouts of the student or the nature of the “drop.”

### **TIP Contact with Parent/Guardian:**

The TIP Coordinator will contact parents to assess the reasons for attendance problems. During this telephone conversation, the Coordinator may accept the phone conversation as the equivalent of a face-to-face meeting, or offer to meet the parent/guardian and student at school to discuss concerns. If needed, referrals may be made to assess for educational, health issues or medications that could be contributing to attendance problems and offer support to resolve any issues presented including:

- ✓ Tutoring
- ✓ Mental health assessment/counseling
- ✓ Parenting Classes
- ✓ Mentoring
- ✓ Advocacy
- ✓ Homework organization
- ✓ Other community resources
- ✓

The TIP Coordinator will explain program requirements including:

- ✓ Attendance facilitator *may* meet regularly with children over the age of 10 once every two weeks at school. Child will be pulled from class for 10-15 minutes, and that absence will be excused. Due to a decrease in funding and a limit on attendance facilitators; cases will be prioritized for attendance facilitator intervention. Not every student will meet with an attendance facilitator.
- ✓ We expect that school building officials will internally continue to track the student's attendance and request further intervention from TIP if the student does not show an improvement in attendance
- ✓ The child's attendance will be monitored for 45 days
- ✓ Future absences must be documented by a note from a doctor, dentist, counselor or a phone call made to the TIP Coordinator for discussion about excusing the absence
- ✓ 2 undocumented absences within any two-week period will be considered truancy (2 tardies will equal 1 absence), and court intervention will ensue.
- ✓ With continued undocumented absences and lack of commitment demonstrated to improving attendance, court intervention will be sought
- ✓ Referrals to Community Mental Health TIP Counselor as needed

### **Court Intervention**

For children ages 6 – 11, if within the 45 days the child has continued truancy, 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.

Parent/guardian will be asked to contact the TIP Coordinator for a meeting at the school and their child's continuous and consecutive attendance at school to avoid criminal prosecution.

Continued undocumented absences will result in a request to the Prosecuting Attorney for criminal prosecution of the parent or guardian.

For children aged 12-16, if within the 45 days the child has continued truancy, a petition against the child for truancy will be requested from the Eaton County Prosecuting Attorney. A meeting will be held at Juvenile Court with the TIP Coordinator, school administrator, student and parent/guardian to determine a plan for significantly improved attendance. If the student's attendance does not improve, a hearing before the Court Referee will be scheduled promptly. If appropriate, criminal charges against the parent will also be requested.

For more information about TIP, contact Harriett Dean at 517/541-8920 (office), fax 517/541-4870 or by e-mail [hdean@eatonisd.org](mailto:hdean@eatonisd.org).

Additional information regarding truancy:

### **The Law**

The Eaton County Family Division of Circuit Court, the 56A District Court and the Eaton County Prosecuting Attorney's Office are continuing to work with Eaton RESA's Truancy Intervention Program (TIP) and the local school districts to address truancy.

### **The Parents**

By law, "except as otherwise provided in this section, for a child who turned age 11 before December 1, 2009 or who entered grade 6 before 2009, the child's parent, guardian, or other person in this state having control and charge of the child shall send that child to a public school during the entire school year from the age of 6 to the child's sixteenth birthday. Except as otherwise provided in this section, for a child who turns age 11 on or after December 1, 2009, or a child who was age 11 before that date and enters grade 6 in 2009 or later, 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 up to 90 days in jail and/or a fine. Exceptions to this law exist, including attendance to a private, parochial school and home schooling. MCL 380.1561.

### **The Students**

The Eaton County Family Division of Circuit Court has authority and jurisdiction over a youth "who willfully and repeatedly absents himself or herself from school or other learning program intended to meet the child's educational needs..." Probate Code 712A.2. The law requires that prior to petitioning the court, the school meet with the parent/guardian (if possible) and child to address educational problems.

## Eaton RESA Truancy Pre-referral Checklist

Note: These steps are *not* necessarily sequential and may occur simultaneously

| ✓check complete | Date Occurred | Required Action prior to Referral                                                                                                                                              | Outcome | 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 |         |          |
|                 |               | First warning letter sent to parents by school                                                                                                                                 |         |          |
|                 |               | 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 and applicable)                                                                                      |         |          |
|                 |               | Discussion(s) with parent(s) documented and available for court review if requested                                                                                            |         |          |
|                 |               | Counselor involvement documented                                                                                                                                               |         |          |
|                 |               | <b>Truancy Referral Form</b> faxed with attendance, grades, intervention efforts (warning letters, success plan) <b>and this checklist</b> attached                            |         |          |
|                 |               | Meeting held with TIP Coordinator, school official, parent and student (if age appropriate and applicable)                                                                     |         |          |

Eaton County Truancy Intervention Program  
Student Referral Information  
**CONFIDENTIAL**

**Identifying Data (Please print all data clearly)**

**DATE:**

|                                                                                                                                                 |  |                              |                                    |                              |                           |                                                                   |                          |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|------------------------------------|------------------------------|---------------------------|-------------------------------------------------------------------|--------------------------|--|
| Student name:                                                                                                                                   |  |                              | Student street address:            |                              |                           | City, State, ZIP:                                                 |                          |  |
| Student date of birth:                                                                                                                          |  |                              | Male/Female (circle one)           |                              |                           | <b>County of residence (must live in):</b><br><b>EATON COUNTY</b> |                          |  |
| Mother's full name:                                                                                                                             |  |                              | Address (if different from above): |                              |                           | City State, ZIP:                                                  |                          |  |
| Home Phone:                                                                                                                                     |  |                              | Work Phone:                        |                              |                           | Cell Phone:                                                       |                          |  |
| Father's full name:                                                                                                                             |  |                              | Address (if different from above): |                              |                           | City, State, ZIP:                                                 |                          |  |
| Home Phone:                                                                                                                                     |  |                              | Work Phone:                        |                              |                           | Cell Phone:                                                       |                          |  |
| Guardian/Other name:                                                                                                                            |  |                              | Address:                           |                              |                           | City, State, ZIP:                                                 |                          |  |
| Home Phone:                                                                                                                                     |  |                              | Work Phone:                        |                              |                           | Cell Phone:                                                       |                          |  |
| Should any address or phone number be kept confidential? If so, whose?                                                                          |  |                              |                                    |                              |                           |                                                                   |                          |  |
| Child is living with (circle all those applicable):<br>Mother    Father    Stepmother    Stepfather    Guardian/other (name):                   |  |                              |                                    |                              |                           |                                                                   |                          |  |
| Referring Asst. Principal or Counselor:                                                                                                         |  |                              | School district & building:        |                              |                           | Direct telephone #:                                               |                          |  |
| Grade of Student:                                                                                                                               |  |                              | Average GPA this year:             |                              |                           | Average GPA last year:                                            |                          |  |
| Please fill in attendance data below <b>and</b> attach a print-out of attendance <b>and</b> notice to parent(s):                                |  |                              |                                    |                              |                           |                                                                   |                          |  |
| <b>Year-to-date Attendance (fill in all relevant spaces)</b>                                                                                    |  |                              |                                    |                              | # Class periods missed EX |                                                                   | #Class periods missed UE |  |
| # excused absences (days):                                                                                                                      |  | # unexcused absences (days): |                                    | # excused tardies (periods): |                           | # unexcused tardies (periods):                                    |                          |  |
| <b><u>Also attach the Pre-referral Checklist</u></b> This form must be completed prior to referral<br>Please 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 <b>written</b> notice to parents/guardians of truancy status <b>and/or</b> referral to EISD for truancy.                           |  |                              |                                    |                              |                           |                                                                   |                          |  |
| ___ Conducted ___ (#) of face-to-face meeting(s) with parents/guardians to discuss the attendance problem.                                      |  |                              |                                    |                              |                           |                                                                   |                          |  |
| ___ Provided an opportunity to discuss and determine whether an educational change would resolve the student's truancy. If not, please explain: |  |                              |                                    |                              |                           |                                                                   |                          |  |

Attn: Harriett Dean, EISD  
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