Dear School Leader,

As part of the corrective action plan and through the guidance of the Department of Parent and Student Services, the MPS Attendance Committee collaborated to create the Milwaukee Public Schools City-wide Attendance, Dropout Prevention and Recovery Plan. As an educator, you are certainly aware of the key role regular school attendance plays in the lives of all students relative to academic achievement and positive social and emotional development.

This important document, which is based on requirements derived from the district’s Corrective Action Plan and Wisconsin State Statute, includes a wealth of information to support our students in making the most of their education in Milwaukee Public Schools in order to become successful and contributing citizens in our community and beyond. Please review the Milwaukee Public Schools City-wide Attendance, Dropout Prevention and Recovery Plan carefully, and work with your school community to assure your school’s compliance with the associated policies, procedures and Wisconsin State Statutes, as well as utilization of the prevention and intervention strategies included.

Thank you for all of your efforts to increase student attendance and decrease truancy in Milwaukee Public Schools. I am confident that implementation of the Milwaukee Public Schools City-wide Attendance, Dropout Prevention and Recovery Plan in the district will have a significant impact in supporting our students in their educational journey.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools
Acknowledgements

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Introduction
Attendance and Truancy Prevention Plan

Educational studies show that regular school attendance is a key factor for successful academic achievement, positive social interaction, and high self esteem of school age children. Children who attend school regularly are more likely to have a rich learning experience and successfully complete high school and post secondary school. Chapter 118.15(1)(a), Wisconsin Statues, requires that any person (parent, guardian, foster parent, relative placement) having under their control (has responsibility for) a student who is between the ages of six and eighteen years shall cause the student to attend school regularly (religious holidays excepted) during all scheduled hours, full-time until the end of the term, quarter, or semester of the school year in which the student becomes eighteen years of age, graduates, or is relieved of school attendance with a legal excuse. The State of Wisconsin and the Milwaukee Board of School Directors set policies for student absences. See Appendices A through E, Wis. Stat. §118.15 (l)(a)(c) and MPS Administrative Policy 8.07, Compulsory Attendance Ages; Administrative Policy 8.13, Student Attendance/Absences/Tardies; Administrative Policy 8.14, Truancy; and Administrative Procedure 8.14, Truancy Plan.
Implementation Timeline

August, 2009: Preliminary meetings of District Action Team to begin developing District Plan.

August, 2009: Informed principals/school leaders on the Corrective Action requirements for attendance.

September, 2009: Schools began establishing their School Governance Councils.

September, 2009: District Action Team meeting held.

October, 2009: Schools established Action Teams.

October, 2009: Cluster Team meetings held.

October, 2009: District Action Team meeting held.

October, 2009: Joyce Epstein presentation to district personnel.

November, 2009: Cluster Team representatives added to district level team to assist in developing district plan.

November, 2009: Cluster Team Meeting held.

November, 2009: Joyce Epstein model training for facilitators.

November, 2009: Joyce Epstein model training for school level Action Teams.

November, 2009: Began writing the Attendance and Truancy Prevention Plan.

November, 2009: Cluster Team Meeting held.

December, 2009: District Action Team meeting held.

December, 2009: Joyce Epstein model training for school level Action Teams.

December, 2009: Cluster Team Meeting held.

January, 2010: District Action Team meeting held.

January, 2010: Policies and Procedure revisions submitted to and approved by the Board of Directors of the Milwaukee Public Schools.

January, 2010: Cluster Team Meeting held.
February, 2010: District Action Team meeting held.

February, 2010: Presented to principals/school leaders the revised attendance and truancy policies and procedures. Principals/school leaders are informed of beginning the implementation of the policies and procedures relative to attendance and truancy.

February, 2010: Joyce Epstein model training for school level Action Teams.

February, 2010: Cluster Team Meeting held.

March, 2010: District Action Team meeting held.

March, 2010: Joyce Epstein model training for school level Action Teams.


March, 2010: Cluster Team Meeting held.

April, 2010: District Action Team meeting scheduled.

April, 2010: Place plan on MPS portal (website).

April, 2010: Joyce Epstein model training for school level Action Teams scheduled.

April, 2010: Cluster Team Meetings scheduled.

April, 2010: Scheduled meeting with Technology to revise secretarial training materials.

May, 2010: Overview of completed Attendance and Truancy Prevention Plan to principals/school leaders.

May, 2010: Cluster Team Meetings scheduled.

June, 2010: Cluster Team Meetings scheduled.

August, 2010: Train secretarial attendance personnel on the Attendance and Truancy Prevention Plan.

August, 2010: Train principals/school leaders on Attendance and Truancy Prevention Plan.
August, 2010: Full implementation of Attendance and Truancy Prevention Plan for schools that begin in August.

September, 2010: Full implementation of Attendance and Truancy Prevention Plan for schools that begin in September.
Attendance Overview
Attendance Overview

Regular school attendance is expected of all Milwaukee Public Schools (MPS) students. Education studies indicate that regular school attendance is a key factor in the successful academic achievement, positive social interactions, high self-esteem of school-age children, and future employment and earning capacity. Children who attend school regularly are less likely to become involved in drugs, alcohol, and youth violence. In this sense, good school attendance has a clear link to the economic vitality of the community.

The Milwaukee Board of School Directors requires all teachers employed in school district to submit to the school attendance officer (secretary or designee) daily attendance reports on all pupils under their charge. [Wis. Stat. § 118.16(4)(a)]. Teachers are required to take attendance by period if school uses Period Attendance and by half-day if school uses Day (Daily) Attendance.

Attendance

AM/PM and Period Attendance are defined as follows:

Daily Attendance

1. For morning attendance, a student must be present for a minimum of one hour in any one-half day to be considered in attendance for that half day. Students will be marked tardy or late if arriving after the start of the school day, but are still in attendance if present for a minimum of one hour of the half day. The same would apply for PM attendance.

2. Students who are late and present for less than one hour of the half day, should be marked as an unexcused absence until an acceptable, legal excuse is provided by the parent or guardian.

3. Schools will determine AM and PM by dividing the total student day (hours and minutes) into two equal halves. The first half is AM. The second half is PM.

Period Attendance

1. A student arriving late to school or class, must be present a minimum of 30% of the class period in order to be marked late or tardy.

2. A student missing more than 70% of the class period shall be marked as an unexcused absence until an acceptable, legal excuse is provided by the parent or guardian, but still must be able to gain access to the class or designated area.
Absences

An absence by a student may be excused by the school principal when the school receives a report of the absence from the parent or guardian either in writing; via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax); or by any other method of personal contact of which a written record is kept by the school. The statement must be presented within 48 hours after the student's return to school, or the absence shall be considered truancy.

The following reasons listed are considered by the school as legally excused absences. All other absences are regarded as unexcused absences or truancies. See Appendix A – Administrative Policy 8.13 Student Attendance/Absences/Tardies.

Legally Excused Absences

1. Personal illness.
2. Funerals.
3. Required legal appearances.
4. Designated religious holidays.
5. Medical or dental appointments.
6. Family emergencies — student absences which contribute to the health, safety or financial well-being of the family.
7. Driver’s examinations.
8. Educationally beneficial activities approved by the school principal.
9. District-sponsored activities, approved by the school principal.
10. School suspensions up to fifteen days, only during the expulsion process.

Temporary Medical Condition

1. Any student who is excused because the student is temporarily not in proper physical or mental condition to attend school, but who can be expected to return to school upon termination or abatement of the illness or condition, can be legally excused from school attendance.
2. The principal may request that the parent or guardian obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner who is living and residing in this state and who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the student. The statement, which must be in writing, shall state the time period for which it is valid, said period not to exceed (30) thirty days.
3. When a medical statement is requested, notification of the absence by the parent or guardian in person, in writing, or by phone, to the school is not sufficient to excuse the absence. The absence is considered a truancy until the principal receives the requested statement.
Parent Excused Absences

Parents or guardians have the right to excuse a student's absence from school, for any or no reason, by submitting written notification prior to the student’s absence from school. A student may be excused for up to ten days per year under this provision. Wis. Stat § 118.15(3)(c). See section (5)(a).

Other Excused Absences

The principal may excuse absences for other reasons in advance at the parent’s or guardian’s request if adequate provision is made for the student to complete or make-up class work that will take place during the absence and the principal is satisfied that the absence will contribute to the student’s education.

Tardies

Tardy Students

1. Schools must accept all enrolled students who have not been suspended or expelled who present themselves for daily attendance.
2. Students are not to be sent home or refused admission to school for tardiness.
3. Students who arrive late for any class period must be allowed to proceed to their classes or designated area after obtaining proper documentation of their tardiness. Schools must ensure their admittance to class.
4. Schools may impose disciplinary sanctions pursuant to the District Disciplinary Procedures for persistent tardiness to school or class. Out-of-school suspensions for persistent tardiness are prohibited.
5. Schools may refer students with chronic and persistent tardiness to school support personnel for intervention.

Tardiness of Students Due to Winter Weather Conditions

Winter weather conditions have from time to time negatively affected the level of bus service. The most common problem is that buses run late. While bus contractors make every effort to run on schedule, road conditions may make this impossible.

Students should not be penalized by the school for a situation over which they have no control. Therefore, principals are to comply with the following:

1. Students who arrive late due to a late bus are not to be marked tardy on any school record.
2. These same students are to be entitled to participate in the breakfast program.
3. Students who become tired of waiting at their bus stop, return home, and are absent from school are to be marked absent.
Truancies

According to Wis. Stat. § 118.16(1)(c), truancy is defined as any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student’s absence. Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences. See Appendix B – Administrative Policy 8.14 Truancy.

Habitual Truancy

According to Wis. Stat. § 118.16(1)(a), habitual truancy is defined as any absence from school without a legal excuse for part or all of five (5) or more accumulated days on which school is held during a school semester. Out-of-school suspensions for persistent tardiness are prohibited. See Appendix B – Administrative Policy 8.14 Truancy.
Attendance Procedures
The Milwaukee Board of School Directors requires all teachers employed in the school district to submit to the school attendance office daily or period attendance reports on all pupils under their charge. All MPS schools/sites must take attendance either by period or by half day. See Appendix A – Administrative Policy 8.13 Student Attendance/Absences/Tardies.

Principals/school leaders will use the following procedures to ensure accurate attendance record keeping:

- Identify an attendance officer. This may be a secretary, assistant principal, or principal.
- Schools will utilize eSIS to record attendance information and document parent/guardian contact regarding attendance.
- At the beginning of the school year, the principal/school leader or designee will review with the school staff proper and required attendance record keeping.
- Schools will follow Administrative Policy 8.13 regarding absences and tardiness. See Appendix A – Administrative Policy 8.13 Student Attendance/Absences/Tardies.
- Schools will establish a procedure for obtaining proper documentation and updating the attendance record of students that enter the building after the start of the school day.
- Schools will establish a procedure for securing and documenting excuses for student absences.
- Schools will establish a procedure for recording student attendance when teachers are absent and a substitute teacher is responsible for recording attendance.
- The attendance officer will monitor the attendance daily to ensure that all teachers are taking attendance regularly and accurately.
- The principal/school leader and attendance officer will monitor attendance data throughout the school year through the use of eSIS reporting.
- School personnel must follow all guidelines found in the City-wide Attendance, Dropout Prevention and Recovery Plan.
- The Administrative Specialists from the Department of Administrative Accountability will review school attendance records and procedures with the principal/school leader.
Factors That Influence Attendance and Truancy
Factors That Influence Attendance and Truancy

- Community Factors
- Student Factors
- School Factors
- Family Factors

Department of Parent and Student Services
COMMUNITY FACTORS

Factors including but not limited to the following:

1. Increased percentage of homelessness, unemployment, etc. due to poverty.
2. Limited access to health care (physical and mental).
3. Inadequate access to affordable and safe housing/neighborhoods.
4. Lack of community resources as a result of budget cuts.
5. Change in the value of community responsibility (i.e. business serving students during school hours)

Suggestions/Interventions including but not limited to the following:

1. Provide professional development for school personnel on understanding the effects of poverty in the school community.
2. Provide professional development for school personnel on utilizing school resources to address poverty.
3. Collaborate with community partnerships.
4. Provide information on the driver’s License recovery program.
5. Develop children zones to provide assistance to students in need.
6. Provide mental and physical health services in schools.
7. Share information on General Equivalency Diploma programs that are available to parents.
8. Share Truancy Abatement and Burglary Suppression Program (TABS) information to local businesses. See Appendix H – Truancy Abatement Burglary Suppression (TABS) Program.
9. Share information to family members on jobs for youth.
FAMILY FACTORS

Factors including but not limited to the following:

1. Changes in family structure which result in sibling care, grandparent as caregiver, parents working alternative shifts, etc.
2. Problems facing immigrant families such as documentation, family members in other countries, migrant workers, etc.
3. Difficult parent and guardian realities such as mental health problems, gang involvement, drug or alcohol use, criminal involvement, lack of formal education, different values placed on education, etc.
4. Exigent family dynamics such as child abuse and/or neglect.
5. Challenging financial realities such as little or no income, housing problems, child care, transportation, mobility, etc.
6. Change in family make-up or dynamics through death, divorce, incarceration, etc.
7. Deficient knowledge or understanding of attendance policies.

Suggestions/Interventions including but not limited to the following:

1. Raise awareness and the use of community-based resources for social and health services.
2. Complete social worker referral on abuse or neglect.
3. Raise awareness of different cultural and mental health realities.
4. Change perspective on attendance and truancy from punitive to supportive.
5. Provide counseling for students who have suffered a loss of loved one, parental divorce, or other family problems.
6. Share information about employment opportunities.
7. Develop more creative ways to get parents into the schools through the School Governance Council/Action Teams, PTA/PTO, etc. (i.e. a parent-to-parent model).
8. Communicate more effectively to parents and guardians by utilizing all available communication resources (i.e. Alert Now, school newsletter, portal, school website, letters home, postcards, and personnel phone calls).
SCHOOL FACTORS

Factors including but not limited to the following:

1. Lack of student engagement in classes.
2. Conflicts between the teacher(s) and the student.
3. Conflicts between students such as bullying.
5. Failure of students to attend class while in school (i.e. hall walking, skipping class, loitering).
6. Unwelcoming school environment.
7. Lack of family engagement in the school.
8. Poor staff attendance.

Suggestions/Interventions including but not limited to the following:

1. Engage students in learning and make school rigorous.
2. Utilize Positive Behavioral Interventions and Supports (PBIS) to address student behavior and school climate.
3. Utilize tiered attendance intervention approach for students with truancy issues (Response to Intervention/Positive Behavioral Interventions and Supports).
5. Provide professional development for staff on differentiated instruction for student engagement.
6. Through the work of the School Action Team introduce a pre-service training for staff on how to include families in the school.
7. Use school data and implement the strategy of the Action Team to address attendance.
8. Involve families in decision-making processes for their child education.
STUDENT FACTORS

Factors including but not limited to the following:

1. Increased number of students with adult responsibilities such as employment opportunities, parental responsibilities, etc.
2. Lack of academic achievement due to overage students, lack of interest in school, or an inability to perform at grade level.
3. Exhibit physical and/or mental health issues

Suggestions/Interventions including but not limited to the following:

1. Provide counseling services to students that are overage or credit deficient.
2. Make students aware of other academic options such as night school, GED Option 2, alternative school settings, modified school schedules, etc.
3. Offer academic opportunities to meet promotional requirements for students in grades 6-8 that are over-age (summer school, Transition Intervention Experience, academic contract, etc.).
4. Provide additional academic supports for students in K-12 through Community Learning Centers, Supplemental Education Services, after school tutoring, academic service learning, etc.
5. Combine school outreach services in conjunction with community resources and community agencies such as home visits, counseling, etc.
6. Provide mentors for students.
Prevention and Intervention
Pyramid of Interventions for Attendance

**Tier 1**
Universal

- Restorative Practices/Classroom Community Building
- all-school attendance incentive/recognition programs
- district and school communication about the importance of attendance
- weekly or monthly communication with parents about the importance of attendance
- Positive Behavioral Interventions and Supports (PBIS), COMP
- 2nd Step/Bullying Prevention/Love and Logic and other prevention techniques that build positive climate and relationships, academic service learning, and interventions listed in the School Improvement Plan that were developed by the School Governance Council and Action Team to address attendance

All attendance interventions must be included in the School Improvement Plan.

**Tier 2**
Secondary/Selected

- Alert Now, secure absence excuses, 5-day habitual truancy letter & subsequent meeting with parent,
- School Social Worker Referral, 15-day truancy letter from Central Services, Restorative Practices/Harm Circles or Peer Jury, Check In Check Out (CICO), Check and Connect, Collaborative Support Team (CST), Social Academic Instructional Group (SAIG) that addresses issues impacting absences, Functional Behavior Plan (FBA), City-Year Mentors, curriculum review/modification, tutoring, referral to community resources, mentors, after-school programs, and alternative programs

**Tier 3**
Tertiary/Targeted

- TABS and DA Referrals, case-management

Intervention Timeline
1st Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.

2nd Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- School personnel shall notify the parent or guardian of any student who is truant from school before the end of the second school day after receiving a report of an unexcused absence.

3rd Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- Schools are required to make a diligent effort to secure an excuse for the student’s absence. See Appendix

5th Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- School generates and mails the 5-day Habitual Truancy letter (certified or registered).

See Appendix A – Administrative Policy 8.13 Student Attendance/Absences/Tardies, Appendix B – Administrative Policy 8.14 Truancy, and Appendix C – Administrative Procedure 8.14 Truancy Plan.
8th Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- School generates a referral to the School Social Worker.

15th Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- A level-two truancy intervention letter is generated and mailed by Central Services.

25th Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- Schools must generate a Truancy Abatement and Burglary Suppression (TABS) referral.

35th Unexcused Absence

- Automated phone call is sent to home using the Auto Dialing System to notify parent of the student’s absence.
- Elementary/K-8 schools must attempt to contact parent/guardian within 2 hours after it has been determined that their children are not in attendance and the school had not been notified of any absence in advance.
- Schools are required to recommend legal sanctions (Municipal Citations, District Attorney Referrals, and Restorative Practices).

See Appendix A – Administrative Policy 8.13 Student Attendance/Absences/Tardies, Appendix B – Administrative Policy 8.14 Truancy, and Appendix C – Administrative Procedure 8.14 Truancy Plan.
Appendix A
ADMINISTRATIVE POLICIES OF THE
MILWAUKEE PUBLIC SCHOOLS

Administrative Policy 8.13
STUDENT ATTENDANCE/ABSENCES/TARDIES

<table>
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<th>History</th>
<th>Adopted 6-30-75; revised 8-31-82, 3-29-85, 6-21-85, 10-21-02, 12-16-03, 01-28-10</th>
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(1) Overview

(a) Regular school attendance is expected of all MPS students. Education studies indicate that regular school attendance is a key factor in the successful academic achievement, positive social interactions, high self-esteem of school-age children, and future employment and earning capacity. Children who attend school regularly are less likely to become involved in drugs, alcohol, and youth violence. In this sense, good school attendance has a clear link to the economic vitality of the community.

(b) Chapter 118.15(1)(a), Wisconsin Statutes, requires that any person (parent, guardian, foster parent, or relative placement) having under their control (has responsibility for) a student who is between the ages of six and eighteen years shall cause the student to attend school regularly (religious holidays excepted) during all scheduled hours, full-time until the end of the term, quarter, or semester of the school year in which the student becomes eighteen years of age, graduates, or is relieved of school attendance with a legal excuse.

(c) The Milwaukee Board of School Directors requires all teachers employed in school district to submit to the school attendance officer daily attendance reports on all pupils under their charge [Wis. Stat. § 118.16(4)(a)]. Teachers are required to take attendance by period if the school uses Period Attendance and by half-day if the school uses Day Attendance. AM/PM and Period Attendance are defined as follows:

1. AM/PM Attendance
   a. A student must be present for a minimum of one hour in any one-half day to be considered in attendance for that half-day. Students will be marked tardy or late if arriving after the start of the school day, but are still in attendance if present for a minimum of one hour of the half-day. The same would apply for PM attendance.
   b. Students who are late and present for less than one hour of the half-day should be marked as an unexcused absence until an acceptable, legal excuse is provided by the parent or guardian.

2. Period Attendance
   A student arriving late to school or class must be present a minimum of 30% of the class period in order to be marked late or tardy. A student missing more than 70% of the class period shall be marked as an unexcused absence, but still must be able to gain access to the class or designated area. For example, a student arriving 20 minutes late to his 90-minute block period shall be marked tardy and allowed to class. A student arriving 60 minutes late to his 90-minute block shall be marked unexcused absent.

(d) The school office must ensure that attendance records accurately reflect suspensions and disciplinary removals. In instances in which the student is reinstated early from a suspension, the school office must correct the attendance record.

(2) Legally Excused Absences

(a) School-excused Absences

1. An absence by a student may be excused by the school principal when the school receives a report of the absence from the parent or guardian either in writing; via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax); or by any other method of personal
contact of which a written record is kept by the school. The statement must be presented within 48 hours after the student’s return to school, or the absence shall be considered a truancy.

2. The following reasons listed are considered by the school as legally excused absences. All other absences are regarded as truancies.
   a. personal illness
   b. funerals
   c. required legal appearances
   d. designated religious holidays
   e. medical or dental appointments
   f. family emergencies — student absences which contribute to the health, safety, or financial well-being of the family
   g. driver’s examinations
   h. educationally beneficial activities approved by the school principal
   i. district-sponsored activities, approved by the school principal
   j. school suspensions up to fifteen days, only during the expulsion process.

(b) **Personal Illness — Temporary Medical Condition — Wis. Stat. § 118.15(3)(a)**

1. Any student who is excused because the student is temporarily not in proper physical or mental condition to attend school, but who can be expected to return to school upon termination or abatement of the illness or condition, can be legally excused from school attendance.

2. The principal may request that the parent or guardian obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner who is living and residing in this state and who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the student. The statement, which must be in writing, shall state the time period for which it is valid, said period not to exceed (30) thirty days.

3. When a medical statement is requested, notification of the absence by the parent or guardian in person, in writing, or by phone, to the school is not sufficient to excuse the absence. The absence is considered a truancy until the principal receives the requested statement.

(c) **Parent-Excused Absences**

Parents or guardians have the right to excuse a student’s absence from school, for any or no reason, by submitting written notification prior to the student’s absence from school. A student may be excused for up to ten days per year under this provision [Wis. Stat § 118.15(3)(c), see section (50)(a)].

(d) **Other Excused Absences**

The principal may excuse absences for other reasons in advance at the parent’s or guardian’s request if adequate provision is made for the student to complete or make-up classwork that will take place during the absence and the principal is satisfied that the absence will contribute to the student’s education.

(3) **Tardies**

(a) **Tardy Students**

1. Schools must accept all enrolled students who have not been suspended or expelled who present themselves for daily attendance.

2. Students are not to be sent home or refused admission to school for tardiness.

3. Students who arrive late for any class period must be allowed to proceed to their classes or designated area after obtaining proper documentation of their tardiness. Schools must ensure their admissibility to class.

4. Schools may impose disciplinary sanctions pursuant to the District Disciplinary Procedures for persistent tardiness to school or class. Out-of-school suspensions for persistent tardiness are prohibited.

5. Schools may refer students with chronic and persistent tardiness to school support personnel for intervention.
(8) **Tardiness of Students Due to Winter Weather Conditions**

1. Winter weather conditions from time to time have negatively affected the level of bus service. The most common problem is that buses run late. While bus contractors make every effort to run on schedule, road conditions may make this impossible.

2. Students should not be penalized by the school for a situation over which they have no control; therefore, principals are to comply with the following:
   a. Students who arrive late due to late buses are not to be marked tardy on any school record.
   b. These same students are to be entitled to participate in the breakfast program.
   c. Students who become tired of waiting at their bus stops, return home, and are absent from school are to be marked absent.

(4) **School Notification**

When students are absent, it is the responsibility of the parents or legal guardian to:

(a) contact the school as early as possible, by phone or any other means, to inform the school of the absence;

(b) provide whatever information concerning the absence that is available at the time; and

(c) provide a report of the absence either in writing, via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax); or by any other method of personal contact of which a written record is kept by the school.

(5) **Parental Notification**

(a) At the start of each school day, the school shall determine which students enrolled in the school are absent from school and whether each absence is excused. It is the responsibility of each elementary and K-8 school to attempt to contact the parents or guardians, by phone, within two hours after it has been determined that their children are absent from school without any notification to the school by the parents or guardians.

(b) The school shall notify the parent or guardian of a student who is truant from school before the end of the second day after receiving a report of an unexcused absence. Notification may be made by personal contact or by telephone call, of which a written record is to be kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given. (See Administrative Policy 8.14, (2)(a)).

(6) **Make-Up Assignments and Examinations — Wis. Stat. § 118.15(4)(b)**

(a) In all instances of excused absences, including suspensions, students are expected to complete a reasonable amount of make-up classwork without penalty. Students shall be given the opportunity to make up work missed during an excused absence when they return to school. It is the responsibility of the students and their parents or guardians to contact the teacher(s) to make arrangements for making up work missed during an excused absence from school.

(b) The respective teachers shall identify make-up work and a reasonable timeframe for its completion. If any question arises as to the appropriateness or feasibility of making up a particular assignment, the teacher shall confer with the building principal to discuss the extent to which make-up work or substitute assignments are possible.

(7) **Part-Time Attendance**

Upon the principal’s recommendation, the Board may permit students to attend school part-time during the last school year preceding graduation from high school if the student is in good standing academically.
Appendix B
Administrative Policy 8.14
TRUANCY

(1) GENERAL PRINCIPLES

(a) State law defines truancy as any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student’s absence (see Administrative Policy 8.13). Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences [Wis. Stat. § 118.16(1)(c)]. State law defines habitual truancy as any absence from school without a legal excuse for part or all of five (5) or more accumulated days on which school is held during a school semester [Wis. Stat. § 118.16(1)(a)].

(b) All student absences shall be reported daily to the school attendance officer. In the event the student absence is not an excused absence, the student’s parent or guardian shall be notified as required by state statutes [Wis. Stat. § 118.16(2)(c)]. Further the school shall seek police cooperation in the apprehension and detention of truant students until their parents call for them [Wis. Stat. § 938.19 (1m)].

(c) The Board wishes every effort to be made to utilize available alternatives for students experiencing attendance problems. The Administration shall implement a process for student evaluation and services as described in district’s truancy plan (see Administrative Procedure 8.14). After all existing services have been exhausted and the truancy continues, the school may take the necessary steps to institute proceedings against the parent or guardian, as detailed in the state statutes and municipal codes, who fails to cause the student to attend school regularly, and against the student who continues to be truant [Wis. Stat. § 118.163].

(d) Any organized student truancy shall be treated as individual truancy (unexcused absences) for the students involved.

(e) No pupil enrolled in a school district operating under Chapter 119, such as Milwaukee Public Schools, may be suspended or expelled from school for truancy [Wis. Stat. § 120.13(1)(d)].

(2) PARENTAL NOTIFICATION

(a) At the start of each school day, the school shall determine which students enrolled in the school are absent from school and whether each absence is excused. It is the responsibility of each elementary and K-8 school to attempt to contact the parents or guardians, by phone, within two hours after it has been determined that their children are absent from school without any notification to the school by the parents or guardians.

(b) The school shall notify the parent or guardian of a student who is truant from school before the end of the second school day after receiving a report of an unexcused absence. Notification may be made by personal contact, mail, or telephone call, of which a written record is kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given.

(c) The school shall mail a letter to the parent or guardian of a student who is truant when the student has accumulated five (5) unexcused absences within the school semester.

(d) The principal or designee shall mail a habitual truancy letter to the parent or guardian of a student who is a habitual truant when the child has accumulated five (5) unexcused absences within the school semester. The letter shall:

1. be sent by registered or certified mail;
2. include a statement of the parent’s or guardian’s responsibility under Wis. Stat. § 118.15(1)(a), to cause the child to attend school regularly;
3. include a statement that the parent, guardian or child may request program or curriculum modifications for the child under Wis. Stat. § 118.15(1)(d) and that the child may be eligible for enrollment in a program for children at risk under Wis. Stat. § 118.153(3);
4. request the parent or guardian meet with school personnel within five (5) school days of the date of the notice, to discuss the student’s truancy. The date for the meeting can be extended for an additional five (5) days, with the consent of the parent or guardian;
5. include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place;
6. include a statement of the penalties under Wis. Stat. § 118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under Wis. Stat. § 118.15(1)(a).

(e) If the school has not scheduled the habitual truancy meeting with the parent or guardian within (5) five days after the date on which the notice was sent, or, with the consent of the parent or guardian, within (10) ten days after the date on which the notice was sent, any subsequent legal referrals regarding the student’s truancy cannot be made, per Wis. Stat. § 118.16(5)(a).

(f) If the certified habitual truancy letter is returned to the school unclaimed by the parent or guardian, the school must make diligent efforts to notify the parent or guardian by alternative means including, but not limited to:
1. home visit by designated school staff;
2. first-class mail;
3. phone attempts (including attempts to locate parent or guardian by calling emergency contacts on file with the school).

(g) If the parent or guardian does not attend the scheduled habitual truancy meeting within (10) school days after the letter is sent, the school shall implement the process for student evaluation and services as detailed in the district’s truancy plan, per Wis. Stat. § 118.16(5).

(3) Disputing Student Truancy

A parent or guardian who disagrees that his or her child’s absence is a truancy (unexcused) should request a meeting, within five (5) days of notification of the truancy (unexcused absence), with the building principal or designee to discuss the reason for determination that the absence was truancy.

(4) Make-up Assignments/Examinations — Wis. Stat. § 118.16(4)(b)

(a) No public school may deny a student credit in a course or subject solely because of the student’s unexcused absence or suspension from school. In all instances of unexcused absences or suspensions students are expected to complete a reasonable amount of make-up class work, without penalty.

(b) Students will be given the opportunity to make up work missed during an unexcused absence or suspension when they return to school. It is the responsibility of the student and their parent or guardian to contact the teacher(s) to make arrangements for making up work missed during an unexcused absence or suspension from school.

(c) The respective teacher(s) will identify make-up work and a reasonable time frame for its completion. If any question arises as to the appropriateness and/or feasibility of making up a particular assignment, the teacher will confer with the building principal to discuss the extent to which make-up work and/or substitute assignments are possible.

(d) Students will be permitted to take any examinations missed during an unexcused absence or suspension. It is the responsibility of the student and their parent or guardian to contact the teacher(s) to make arrangements for making up examinations missed during an unexcused absence or suspension from school.
(5) TRUANCY PREVENTION/INTERVENTIONS

(a) The building principal or designee will use his or her professional judgment and discretion in implementing interventions to resolve student truancy. The following are examples of counseling and intervention strategies that may be implemented to return the truant student to regular school attendance:

- all-school attendance incentive/recognition awards programs;
- restorative practices/classroom community building;
- COMP, 2nd Step, bullying prevention, Love and Logic;
- Check and Connect;
- curriculum review/modification;
- administrative conference and counseling with student;
- required conference with parents/guardians;
- in-school interventions, including detentions [Wis. Stat. § 118.16(4)(c)];
- referral to school-based supportive services and programs;
- referral to community-based supportive services and programs, e.g., Truancy Abatement and Burglary Suppression Program (TABS).

(b) The district's truancy plan will be implemented to resolve the problem of truancy for students who are identified as habitual truants.

— ◊ —
Appendix C
1. State law defines truancy as “any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student’s absence” (see Administrative Policy 8.13). State law defines habitual truancy as any absence from school without a legal excuse for part or all of five or more days on which school is held during a school semester. Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences.

2. The school will develop detailed attendance reports on student absences. Each building principal will identify a local school attendance officer. All student absences shall be reported daily to the local school attendance officer. In the event the student absence is not an excused absence, the student’s parent(s) or guardian(s) will be notified as required by state statute and MPS policy.

(b) PARENT NOTIFICATION

1. Before the end of the second school day after receiving a report of an unexcused absence, the school shall notify the parent(s) or guardian(s) of a student who is truant from school. Notification may be made by personal contact, mail, or telephone call, of which a written record shall be kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given. Parents or guardians shall be notified to return the student to regular school attendance and provide a written excuse for the absence(s). The student’s return to school will be documented, along with any written excuse from the parent/guardian. The student’s attendance record should be updated (excused or unexcused) to reflect the actual reason for the absence.

2. Schools must make concerted efforts to intervene with students and families prior to the student’s being identified as a habitual truant. Schools must identify staff members who are responsible for interventions prior to the five (5) -day habitual truancy letter being sent.

3. A referral to the social worker should be made when the student has accumulated eight (8) unexcused absences.

4. When the student has accumulated five (5) unexcused absences within the school semester, the principal or designee shall mail a habitual truancy letter (certified) to the parent(s) or guardian(s) of a student who is a habitual truant. The district shall maintain an electronic record of the habitual truancy letter in the student database, record the name(s) of the school staff who made contacts with the parents or guardian before the mailing of the letter, the date of the proposed conference, and the date of the habitual truancy letter. The habitual truancy letter is required by state statute to be sent only once per academic year.

   a. The letter shall be sent by registered or certified mail.

   b. The letter shall include a statement of the parent’s or guardian’s responsibility under Wis. Stat. § 118.15(1)(a) to cause the child to attend school regularly.

   c. The letter shall include a statement that the parent, guardian, or child may request program or curriculum modifications for the child under Wis. Stat. § 118.15(1)(d), and
that the child may be eligible for enrollment in a program for children at risk under Wis. Stat. § 118.153(3).

d. The letter shall request that the parent(s) or guardian(s) meet with school personnel within five (5) school days of the date of the letter to discuss the student's truancy. The date for the meeting can be extended for an additional five days, with the consent of the parent or guardian.

e. The letter shall include the name of the school personnel with whom the parent or guardian should meet; a date, time, and place for the meeting; and the name, address, and telephone number of a person to contact to arrange a different date, time, or place within ten (10) days of the date that the habitual truancy notice was sent.

f. The letter shall include statement of the penalties under Wis. Stat. § 118.15(5) that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under Wis. Stat. § 118.15(1)(a).

5 If the school has not scheduled the habitual truancy meeting with the parent or guardian within (5) five days after the date that the notice was sent or, with the consent of the parent or guardian, within (10) ten days after the date that the notice was sent, any subsequent legal referrals regarding the student's truancy cannot be made, per Wis. Stat. § 118.16(2)(cg)(3) and Wis. Stat. § 118.16(5)(a).

6. If the certified habitual truancy letter is returned to the school unclaimed by the parent or guardian, the school must make diligent efforts to notify the parent or guardian by alternative means, including, but not limited to:
   a. home visit by designated school staff
   b. first-class mail
   c. phone attempts (including attempts to locate parent by calling emergency contacts on file with the school).

7 If the parent or guardian does not attend the scheduled habitual truancy meeting within (10) school days after the letter is sent, the school shall implement the process for student evaluation and services as detailed in the district's truancy plan, per Wis. Stat. § 118.16(5). Furthermore, the building principal or designee shall implement, when appropriate, the process for level-three truancy intervention — a referral to TABS (Truancy Abatement and Burglary Suppression Program) for a municipal citation(s) and, subsequently when all other interventions have been exhausted, a legal referral to the district attorney.

8. If a meeting is held that results in a return to a regular pattern of attendance, the building principal or designee may suspend referral to the district attorney. A referral is suggested in those situations in which truancies are continuing to be recorded in spite of a parent/school meeting and multiple interventions having taken place.

(c) Disputing Student Truancy

A parent or guardian who disagrees that his/her child's absence constitutes truancy (unexcused absence) should request a meeting with the building principal or designee within five (5) days of notification of the disputed truancy (unexcused absence). The purpose of the meeting is to discuss the reason for determination that the absence was truancy.

(d) Universal Attendance Interventions

School staff should engage in best practices for all students around attendance and truancy. Refer to Administrative Policy 8.14(3). Schools are required to identify staff that will be responsible for contacting parents regarding unexcused absences prior to the mailing of the five (5)-day habitual truancy letter.

(2) Intervention: Level Two

(a) Resolving the Truancy Problem

1. If the student's truancy level is not resolved after the five-day habitual truancy conference has taken place, Central Services shall mail a Level 2 Truancy Intervention letter to the parent(s) or
guardian(s) of a student who is a habitual truant when the child has accumulated fifteen (15) unexcused absences within the school year.

2. The building principal or designee will initiate and document referrals for student evaluation and services. Referrals and/or contacts should be made to:
   a. school-based supportive services and programs, such as social work services, guidance services, and collaborative support teams
   b. community-based supportive services and programs, such as wrap-around programs, juvenile probation/parole, and child welfare agencies

3. The school must generate a Truancy Abatement and Burglary Suppression (TABS) referral when the child has accumulated twenty-five (25) unexcused absences within the school year.

4. If a meeting is not held within ten (10) school days after the level-two truancy intervention letter has been sent, the building principal or designee may make a referral to the school social worker; refer to TABS for municipal citation(s), continue the district attorney’s referral process, and/or intervene with social services agencies.

(b) GUIDELINES FOR RETURNING HABITUAL TRUANTS

1. Schools must develop a re-entry plan for returning habitual truants and involve support personnel in developing the plan.

2. All returning habitual truants and their parents or guardians should report to the attendance officer of the school. It will be the responsibility of the school to make certain that the student is properly programmed for re-entry. This may include:
   a. referral to at-risk program
   b. referral to guidance counselor
   c. referral to school social worker, school psychologist, or other appropriate personnel or special programs
   d. referral to school tutorial programs
   e. provisions for supervised study
   f. provisions for regular program.

3. It is expected that the school shall maintain ongoing contact with the home while closely monitoring the returning student’s adjustment. It will be necessary for the school to monitor the following indicators to determine the student’s readjustment to school:
   a. attendance records
   b. report cards/progress reports
   c. school performance
   d. social interaction
   e. discipline referrals.

(c) PREPARATION FOR INTERVENTION: LEVEL THREE — LEGAL REFERRALS

1. Before a legal referral to the district attorney can be made against parents/guardians for failure to cause the truant students to return to regular school attendance, the building principal or designee must provide evidence that the following interventions have been implemented or attempted:
   a. a habitual truancy letter (certified) was sent after five (5) days of unexcused absence within the school semester;
   b. a meeting was held with the parent(s)/guardian(s) to resolve the student’s truancy;
   c. a variety of options and services available was offered at the school to return the student to regular student attendance. These options and services include:
      • changes in the student’s program;
      • educational counseling and curriculum modifications; and
      • special needs evaluation for social, emotional, or learning problems
   d. referrals to school-based supportive services and community-based supportive services were initiated;
   e. reinstatement procedures for the student returning to regular school attendance were developed and implemented.
f. follow-up meetings with the parent(s)/guardian(s) were scheduled in order to involve the parent(s)/guardian(s) in monitoring the student’s progress after the truant student returned to regular school attendance;
a referral to TABS was made.

2. If the student has not returned to regular school attendance after 35 days of accumulated truancy, the building principal or designee shall recommend legal sanctions.
3. Once the decision is made to make a referral to the district attorney, the student cannot be withdrawn from the school for non-attendance.

(3) INTERVENTION: LEVEL THREE

(a) LEGAL REFERRALS

1. A referral to TABS must be made before a referral to the district attorney is made.
   a. The school social worker will intervene with the student/family as described above in (2)(c). The school social worker will ensure that all interventions performed by the school are documented in ESIS notes. If little or no improvement is noted, the school social worker will complete the TABS referral form and submit to the TABS office.
   b. The MPS social worker at the TABS office will review the referral and ensure that the referral is appropriate and that supporting documentation exists.
   c. The MPS social worker at TABS will ensure that the appropriate release forms are acquired by the referring school principal for the release of attendance information to the Milwaukee Police Department (MPD).
   d. The principal of the school will sign the attendance release and send it back to the TABS office, releasing the attendance records of the student to MPD for citation issuance.
   e. MPD will issue a municipal citation per City of Milwaukee ordinance to the student, parent, or both, depending on the supporting documentation.
   f. The parent and/or student will be provided an initial court date on the citation.
   g. Court advocacy and support will be available through the TABS office and/or the school social worker, if the student’s truancy issues are resolved by the court date.

2. The building principal or designee will initiate a referral to the district/court liaison by completing the district attorney referral form with all supporting documentation of the school’s attempts to resolve the truancy.
   a. The district attorney referral form is submitted to the district/court liaison.
   b. The district/court liaison schedules an initial hearing with the district attorney’s office.
      At the hearing, the parent(s)/guardian(s) and the truant student will meet with the district attorney and the district/court liaison.
   c. The district attorney will determine whether to continue meeting with the parents/guardians and the student, to drop the case, or to issue a criminal complaint against the parent(s)/guardian(s).
   d. The district/court liaison will complete a hearing disposition sheet following each meeting with the district attorney. The district/court liaison will send a copy of each disposition sheet to the building principal/designee and to the respective district school social worker for that site.

3. Legal referrals to the district attorney can take up to two semesters to resolve, either in the issuance of a criminal complaint or in the discontinuation of legal action after the student has returned to regular attendance.

4. Penalties for the violation of Wis. Stat. § 118.15 may include the following:
   a. for the first offense, a fine of not more than $500, or imprisonment for not more than 30 days, or both;
   b. for a second or subsequent offense, a fine of not more than $1,000, or imprisonment for not more than 90 days, or both;
c. performance of community service work for a public agency or a non-profit charitable organization;
d. participation of parent or guardian in counseling at the parent/guardian’s expense, or attendance at school with the child [Wis. Stat. § 118.15(5)].

(b) Public Awareness and Involvement

Wis. Stat. § 118.162(4)(c) states that the district’s truancy plan must include the methods employed to increase and maintain public awareness of, and involvement in, responding to truancy within the school district. The following are methods employed in this district:

1. the Truancy Abatement/Burglary Suppression (TABS) Program
2. truancy report to the Department of Public Instruction
3. semi-annual and annual truancy reports to the Board — open meeting forum
4. county truancy committee participation
5. public information campaign

— ◊ —
Appendix D
Dear Parent/Guardian:

On _______________________, your child, _______________________, (date) (student name) was absent from school. As of this date, we do not have a written excuse for that absence. Please indicate below the reason your child was absent and return this form to school on the next school day.

My child was absent from school for the following reason (circle one):

- Sick
- Doctor/Dentist Appointment
- Other: __________________________________________________________________

Parent/Guardian Signature: ____________________________________________

Date __________________________

Dear Parent/Guardian:

On _______________________, your child, _______________________, (date) (student name) was absent from school. As of this date, we do not have a written excuse for that absence. Please indicate below the reason your child was absent and return this form to school on the next school day.

My child was absent from school for the following reason (circle one):

- Sick
- Doctor/Dentist Appointment
- Other: __________________________________________________________________

Parent/Guardian Signature: ____________________________________________
Appendix E
Habitual Truancy Letter - Certified

Date:

Dear Parent/Guardian of ______________________________:

A habitual truant is a student who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held, during a school semester, under Wisconsin State Statute §118.16. Your child has accumulated five (5) or more days of unexcused absences without the current school semester.

Wisconsin State Statute §118.15 holds the parent or guardian, who has under their control a child who is between the ages of six (6) and 18 years, responsible for causing the child to attend school regularly, full-time, whenever school is in session, until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

Milwaukee Public Schools is concerned about your child’s attendance problem. We must meet with you to determine how we can assist you in returning your child to regular school attendance.

A conference has been scheduled with your child’s administrator ____________________________, on ____________, in room ____________, at ________________, to discuss the habitual truancy of your child, _______________________________.

It is important that you and your child attend this meeting.

There are several options and services the school can offer you to assist you in returning your child to regular school attendance. For example, you may request program or curriculum modifications for your child under Wisconsin State Statute §118.15(1)(d). In addition, your child may be eligible for enrollment in a program for children at risk under Wisconsin State Statutes §118.153(3). A school social work referral will be initiated if your child continues to have unexcused absences in an effort to provide support for increasing his/her attendance.

If you are unable to attend this meeting, please contact your child’s administrator, ____________________________, at ____________ as soon as possible to reschedule this meeting. It is important that you attend this meeting in order to avoid being subject by the City of Milwaukee to a municipal citation and/or fines for contributing to your child’s truancy. Also, your failure to attend this meeting may result in a referral to the Milwaukee County District Attorney’s office for violating the Wisconsin Compulsory School Attendance Law found in Wisconsin State Statute §118.15. If you are prosecuted and found guilty of a violation of this statute, you may be subject to the following penalties:

- For the first offense, a fine of not more than $500 or imprisonment for not more than 30 days or both.
- For the second offense or subsequent, a fine of not more than $1000 or imprisonment for not more than 90 days or both.
- Performance of community service work for a public agency or a non-profit charitable organization.
- Participation of parent or guardian in counseling at parent/guardian’s expense or attendance at school with child.

Sincerely,

__________________________________________
Administrator
Appendix F
## SCHOOL SOCIAL WORK SERVICES
### NON-SPECIAL EDUCATION PUPIL REFERRAL FORM

<table>
<thead>
<tr>
<th>NAME OF CHILD (First name Last Name)</th>
<th>DATE OF BIRTH</th>
<th>GRADE</th>
<th>Male</th>
<th>Female</th>
<th>ID#</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAME OF PARENT OR LEGAL GUARDIAN</th>
<th>ADDRESS (Street, City, State, Zip)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TELEPHONE (Home)</th>
<th>TELEPHONE (Work)</th>
<th>SCHOOL ATTENDING</th>
<th>HOMEROOM</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PRIMARY LANGUAGE OF STUDENT</th>
<th>PRIMARY LANGUAGE OF PARENT</th>
</tr>
</thead>
</table>

### REASON FOR REFERRAL

- [ ] 504 Groups [ ] No
- [ ] Show
- [ ] Academic difficulties
- [ ] Health/Hygiene
- [ ] Problems at home
- [ ] Home & Hospital
- [ ] Request for AODA
- [ ] Information
- [ ] School
- [ ] Attendance
- [ ] Adjustment (behavior)
- [ ] Homeless
- [ ] IEP as Related Service (attendance)
- [ ] School age
- [ ] Child Abuse/Neglect
- [ ] IEP as Related Service (non-attendance)
- [ ] Pregnancy
- [ ] Transportation
- [ ] Clothing/Emergency Needs
- [ ] Need to contact family
- [ ] IEP evaluation
- [ ] Social/Emotional
- [ ] Mental Health
- [ ] Court Reports
- [ ] Other:
- [ ] CST/PST
- [ ] DA Referral

### REFERRING PERSON

<table>
<thead>
<tr>
<th>REFERRING PERSON</th>
<th>TITLE</th>
<th>SSW REFERRAL DATE</th>
</tr>
</thead>
</table>

Briefly describe your concern and the desired outcome.

Briefly describe action taken to date. *(Include names/phone numbers of people contacted-if applicable)*

9/05 Referral Form

Department of Parent and Student Services
Appendix G
A "habitual truant" is a student who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held, during a school semester, under Wisconsin State Statute §118.16. Your child has accumulated **15 or more unexcused days of absence**. Wisconsin State Statute §118.15 holds the parent or guardian, who has under their control a child who is between the ages of six (6) and 18 years, responsible for causing the child to attend school regularly, full-time, whenever school is in session, until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

Our records show that your child, NAME OF STUDENT, was absent on the following days during the current school semester:

DATES

Please contact the secretary in the attendance office to speak with an administrator concerning your child’s absence record. The administrator can arrange a conference and/or other school services that may assist you in improving your child’s attendance. There are several options and services the school can offer you to assist you in returning your child to regular school attendance. For example, you may request program or curriculum modifications for your child under Wisconsin State Statute §118.15(1)(d). In addition, your child may be eligible for enrollment in a program for children at risk under Wisconsin State Statutes §118.153(3).

- It is important that you contact the school to resolve these unexcused absences in order to avoid being subject by the City of Milwaukee to a municipal citation and/or fines for contributing to your child’s truancy. Also, your failure to contact the school may ultimately result in a referral to the Milwaukee County District Attorney’s office for violating the Wisconsin Compulsory School Attendance Law found in Wisconsin State Statute §118.15.

Sincerely,

Administrator

Department of Parent and Student Services
Truancy Abatement Burglary Suppression (TABS) Program

**Information You Should Know**

**Mission:** The mission of the TABS Program is to intervene with students who are truant, deterring them from involvement in the criminal justice system. This is accomplished by promoting school attendance through a collaborative approach involving parents, schools, law enforcement, and the Boys & Girls Clubs of Greater Milwaukee.

- The TABS program has been funded by MPS since 1996 and has two centers in Milwaukee located at the Don & Sallie Davis Boys & Girls Club and the Mary Ryan Boys & Girls Club.
- The staff of fourteen including six Milwaukee Police officers, two MPS liaisons, three MPS social workers, two Boys & Girls Club site coordinators/case managers, and one program director.
- Youth who are found on the streets during school hours without a valid written excuse are transported by the Milwaukee Police Department to one of the centers for assessment and counseling by the TABS staff.
- TABS social workers review the student’s attendance and discuss factors which may contribute to truancy and school problems. Parents are notified of their child’s truancy and are expected to pick up the child and meet with TABS staff.
- TABS staff work with students, parents, and schools to resolve issues related to truancy with the intent of improving school attendance and performance.
- Referrals are also made to outside resources and community agencies which may address the underlying causes of the truant behavior.
- Monitoring and follow up is provided by TABS staff and school staff as deemed appropriate.
- Students who are found to be habitual truants may receive a municipal truancy citation from the Milwaukee Police Department.
- Parents and/or guardians may receive a contributing to truancy citation if they have not done all they can to ensure that their child is attending school on a daily basis.
- Parents and/or guardians must work with school officials to address school attendance concerns and cooperate with services that will address their child’s truancy.
- Adults 18 or over can be cited for contributing to truancy if found with a truant youth during school hours if the youth does not have a valid excuse for being out of school.
- MPS schools may also refer students and parents to the TABS Program for intervention when they have exhausted their efforts in reducing a student’s truancy rate.
- Fines for citations range from $66.00 for a juvenile truancy citation to $160.00 for an adult contributing to truancy citation for a first offense.
- The Milwaukee Police Department determines who will be issued citations based on their truancy investigation and the information gathered.

**TABS Locations:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABS South</td>
<td>Don &amp; Sallie Davis Boys &amp; Girls Club</td>
<td>(414) 385-3100</td>
</tr>
<tr>
<td></td>
<td>1975 S. 24th Street</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milwaukee, WI 53204</td>
<td></td>
</tr>
<tr>
<td>TABS North</td>
<td>Mary Ryan Boys &amp; Girls Club</td>
<td>(414) 447-5325</td>
</tr>
<tr>
<td></td>
<td>3000 N. Sherman Boulevard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milwaukee, WI 53210</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I
Appendix I

TRUANCY
ABATEMENT
BURGLARY
SUPPRESSION
PROGRAM

WE'RE KEEPING

TABS

ON TRUANTS

School Social Worker Referral Form to TABS

Date of Referral: ___________ Referring School Social Worker: ______
Address of School: ___________ Zip Code: ______
Phone #: _______ Fax#: ______

Request for (check all that apply):
☐ Warning letter
☐ Student Truancy Citation
☐ Parent Contributing to Truancy Citation

STUDENT INFORMATION
Student Name: _______ _______ ______
First MI Last
Student ID (if applicable): _______ DOB: _______ Age: _______
Current Address: _______ Zip Code: ______
School Attending: _______ Grade: _______ Truancy %: ______
Unexcused Days/Membership Days: ______
Student Description: Height: _______ Weight: _______ Eyes: _______ Hair: ______
Race: ☐ White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other
Sex: ☐ Male ☐ Female

PARENT/GUARDIAN INFORMATION
Parent/Guardian Name: _______ _______ ______
First MI Last
DOB: _______
Address (if different from student's): ______
Parent Description: Height: _______ Weight: _______ Eyes: _______ Hair: ______
Race: ☐ White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other
Sex: ☐ Male ☐ Female

OTHER PERTINENT INFORMATION FOR CONTRIBUTING CITATION:
Date, Type and Result of Failed Interventions:
1. Habitual Truancy Letter, Fax a copy to: TABS North, 414-447-5340 or TABS South, 414-385-3112
2. ______
3. ______
Date of first unexcused absence following last failed intervention: ______

***EMAIL FORM AS AN ATTACHMENT TO: TABS@milwaukee.k12.wi.us***

TABS Personnel Only:
Offense Date: ______
Location of Offense: ______
Release form Signed and Received: ☐ Yes ☐ No
Date referred to MPD for Court Intervention: ______