

**MURFREESBORO CITY
SCHOOLS
ADMINISTRATIVE
DIRECTIVES**

Descriptor Term:	Descriptor No:	Effective Date:
Attendance	AD STU29	8/13
	Revised:	
	9/18; 7/21; 7/23	

The school shall call the parent(s) or guardian(s) each day a student is absent from school or not logged on for school-approved virtual learning.

After a student has accumulated three (3) unexcused absences, the school should call the parent to advise them of the absences and the importance of attendance.

All contacts with a parent or guardian regarding absences must be recorded in Skyward using the Attendance monitoring systems. The entry must state how the contact was made and the result of the contact.

If the student accumulates five (5) unexcused absences, the school shall implement the following Progressive Truancy Intervention:

PROGRESSIVE TRUANCY

TIER I

Tier I shall consist of schoolwide prevention-oriented supports including, but not limited to, the following:

1. Physically healthy learning environment;
2. Welcoming, socially-emotionally safe, trauma-informed school climate;
3. Access to learning supports;
4. A culture of continuous improvement;
5. Enrichment activities and clubs;
6. Celebration of attendance; and
7. A team that monitors attendance data.

It shall also consist of system-wide parent communications reinforcing the importance of attendance and notification of available supports to assist parents with issues that may create a barrier to attendance.

Upon the accumulation of five (5) unexcused absences, the principal/designee shall send a letter

to the parent(s) or guardian(s), or other person(s) having control of the student notifying him or her of the student's absences and that the child's attendance at school is required by law. (See Sample Attendance Letter)

The letter must further advise parent(s), guardian(s), or other person(s) having control of the student that the school must receive any documentation to excuse the absences within five (5) school days. If sufficient documentation is not provided to excuse any of the absences, the principal/designee shall implement the second tier of the progressive truancy intervention.

TIER II

The second tier of the progressive truancy plan consists of the principal/designee convening a conference, either in person or telephonic, with the student and the parent, guardian, or other person having control of the student. Parents may request a hearing and appeal any unexcused absences in accordance with Policy 6.200.

During the conference, an attendance contract shall be signed by the student, the parent(s), guardian(s), or other person(s) having control of the student, and a principal/designee. The model contract to be used is attached hereto. In addition, the school shall have regularly scheduled follow-up meetings (either in person, telephonic, or video), which may be with the student and the parent, guardian, or other person having control of the student to discuss the student's progress until attendance is satisfactory. Any contacts with the parent(s), guardian(s), or other person(s) having control of the student shall be entered in the Attendance Monitoring System contained in Skyward. (See Sample Attendance Contract)

Tier II must include an individualized assessment by the attendance team, behavior team, any other suitable personnel, of the reasons a student has been absent from school, and if necessary, referral of the child to counseling, community-based services, or other in-school or out-of-school services aimed at addressing the student's attendance problems. (See Attendance Strategy Worksheet Attachments) This process should be completed at the conference mentioned above. Please refer to the Progressive Truancy Intervention Guidance Document for details.

TIER III

If the truancy interventions under Tier II are unsuccessful, the schools, including but not limited to the attendance team and the behavior team, shall implement Tier III of the progressive truancy intervention. Tier II interventions are considered unsuccessful if the student's absences exceed what is allowable by the attendance contract signed during Tier II. Tier III may consist of School-based community services, Truancy Diversion Board, referral to the Youth Services Division of the Rutherford County Juvenile Court, and other available resources.

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

Related Board Policy: 6.200



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ATTENDANCE CONTRACT

This attendance contract is being entered into by _____ (“Parent(s)”), parent(s) or guardian(s) of the minor child) and _____(student”). The student is enrolled at: _____ . This contract shall be effective from the date signed below until _____.

Parent(s) understand that he or she is being asked to sign an attendance contract because the student has had unsatisfactory attendance at school. Parent(s) understands that attendance is a key factor in student achievement, and therefore, the student is expected arrive at school in time to be in the classroom by the start of school at 7:30 or 8:30 a.m., depending on the student’s school start time, each day school is in session.

Parent(s) understands that every day in school is critical to the student’s future success.

Parent(s) agree to the following action steps to improve their student’s attendance:

1. Parent(s) will send the student to school on time every day. If for some reason the student has a legitimate excuse for being absent, Parent(s)will immediately bring in the excuse documentation to the school’s attendance office the next day of attendance. The student will NOT have over _____ unexcused absences and/or tardies/early dismissals in any nine-week grading period.
2. If the student is absent, he/she will also make-up all missing work within the timeframe allowed in the Parent Handbook.
3. Parent(s) will attend regularly scheduled follow-up meetings, either in person, telephonic, or virtually, which may be with the student and the parent, guardian, or other person having control of the student to discuss the student's progress

In an effort to alleviate future repercussions, Parent(s) have been counseled on the consequences of this failure to comply with the above terms and an individualized assessment of the reasons a student has been absent from school has been completed. Parent(s) understand that if this agreement is violated and the student continues to accumulate unexcused absences, tardies, and early dismissals, the school shall pursue additional intervention including, but not limited to referral of the child to counseling, community-based services, or other in-school or out-of- school services aimed at addressing the student's attendance problems.

If the student continues to accumulate unexcused absences, tardies, and early dismissals, the school shall require the further intervention, including, but not limited to:

- Requiring participation in school-based community services;
- Truancy Diversion Board;
- Youth Services Division of the Juvenile Court

Follow up meetings to evaluate attendance progress will be held on the following dates: _____

If Parent(s) violate any of the above expectations, Parent(s) understand that Parent(s) will be responsible for the consequences as explained in the Parent Handbook, Murfreesboro City Schools Policies, and State law, up to and including referral to the juvenile court for educational neglect.

Parent/Guardian Signature & Date

Administrator’s Signature & Date

Parent/Guardian Signature & Date

Interpreter’s Signature (If Applicable)

CONTRATO DE ASISTENCIA

Este contrato de asistencia está siendo concedido por _____ (“Padre(s)”, padre(s) o tutor(es) del menor) y _____ (estudiante”). El estudiante está matriculado en: _____ . Este contrato entrará en vigencia a partir de la fecha firmada a continuación hasta _____ .

Los padres entienden que este contrato de asistencia se está implementando porque el estudiante tiene una asistencia insatisfactoria a la escuela. La asistencia es un factor clave en el rendimiento estudiantil. Se espera que el estudiante llegue a la escuela a tiempo para estar en el salón de clases al comienzo de la escuela a las 7:30 u 8:30 am, dependiendo de la hora de inicio de clases del estudiante, cada día que la escuela esté en sesión.

Los padres entienden que cada día en la escuela es fundamental para el éxito futuro del estudiante.

Los padres aceptan los siguientes pasos de acción para mejorar la asistencia de su hijo(a):

1. Los padres enviarán al estudiante a la escuela a tiempo todos los días. Si por alguna razón el estudiante tiene una excusa legítima para ausentarse, los padres traerán inmediatamente la documentación a la oficina de asistencia de la escuela el próximo día de asistencia. El estudiante NO tendrá más de _____ ausencias injustificadas y/o _____ tardanzas/salidas anticipadas en cualquier período de calificación de nueve semanas.
2. Si el estudiante está ausente, también recuperará todo el trabajo faltante dentro del plazo permitido en el Manual para Padres.
3. Los padres asistirán a reuniones de seguimiento programadas regularmente, ya sea en persona o virtualmente, que pueden ser con el estudiante y el padre para analizar el progreso del estudiante.

Para evitar sanciones adicionales, se ha asesorado a los padres sobre las consecuencias de este incumplimiento de los términos anteriores. La escuela también ha llevado a cabo una evaluación individualizada de las razones por las que un estudiante ha estado ausente de la escuela. Los padres entienden que si se viola este acuerdo y el estudiante continúa acumulando ausencias injustificadas, tardanzas y salidas tempranas, la escuela buscará intervenciones adicionales destinadas a abordar los problemas de asistencia del estudiante. Si el estudiante continúa acumulando ausencias injustificadas, tardanzas y salidas tempranas, la escuela requerirá una intervención adicional, que incluye, entre otros:

- Requerir la participación en los servicios comunitarios basados en la escuela
- Junta de Desvío de Ausentismo
- División de Servicios Juveniles del Tribunal de Menores

Las reuniones de seguimiento para evaluar el progreso de la asistencia se llevarán a cabo en la(s) siguiente(s) fecha(s): _____

Si los padres violan cualquiera de las expectativas anteriores, los padres entienden que serán responsables de las consecuencias como se explica en el Manual para Padres, las Políticas de las escuelas de la ciudad de Murfreesboro y la ley estatal, hasta e incluyendo la remisión a la corte juvenil por negligencia educativa.

Firma del padre/tutor y fecha

Firma y fecha del administrador

Firma del padre/tutor y fecha

Firma del intérprete (si corresponde)

Parent Worksheet: Understanding the root causes for student absenteeism

We use these questions to help identify the likely causes of absenteeism for a student who is chronically absent. Understanding the root causes for missing too much school can help us determine the best course of action. Is this something that we can help your student and your family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker, school nurse or guidance counselor?

STUDENT NAME _____ Name of person completing form _____ Date _____

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

Teacher Worksheet: Understanding the root causes for student absenteeism

Use these questions to help identify the likely causes of absenteeism for a student who is chronically absent in your class. Understanding the root causes for missing too much school can help determine the best course of action. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker or guidance counselor?

STUDENT NAME _____ Name of person completing form _____ Date _____

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

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

TEAM Worksheet: Understanding the root causes for student absenteeism

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

STUDENT NAME _____ Date of Team Meeting _____

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

List those in attendance at this meeting - _____