

# Table of Contents

**01**

## **What Does AAP do?**

**Brief overview of services**

**02**

## **Referrals and Residency**

**Procedures for referrals**

**03**

## **The Law**

**Illinois School Code**

**04**

## **All the paperwork**

**Resources in use by Attendance Program**

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# **Attendance Assistance Program Services**

## **Address Attendance Concerns through our referral Program**

Our program is designed to support schools in removing barriers to student attendance so that students can be successful in the school environment. This is primarily done through referrals to our truancy prevention program. In this program we work with students and families to identify barriers, set goals and improve attendance. This is a primary function of the Attendance Assistance Program (AAP).

## **Support Schools through Residency Assistance and Attempts to Locate Missing Students**

Occasionally schools will request assistance in verification of student residency. Caseworkers may assist in this verification as long as the school understands the caseworker will just report their findings and will not make the determination on how the school proceeds with the question of residency. The caseworker will in these instances submit their residency verification findings. Another service of the program is that schools can submit a Request for Location assistance on missing students. Caseworkers will then attempt to locate the family and report those findings back to the school. Caseworkers can conduct a home visit for either of these situations.

## **Assist in Registration for All Students**

Caseworkers can— at the schools request assist in the registration process and help to locate and identify students who have not registered for the school year. This includes working with students in the AAP program, as well as assisting the school in reaching out to other students not yet meeting all the eligibility requirements for registration. This can include phone calls to remind families of what is missing in the registration process to ensure students can start the year on time.

## **Provide Education**

Caseworkers can attend teacher in-services to provide overviews of the Attendance Program and what supports are available to schools. Caseworkers can also meet with office staff or anyone else that would benefit from knowing about our program. This includes reviewing the referral process and determining the best practices for each school in that process.

## **Participating in Meetings**

If a student is in the Attendance Assistance program, caseworkers should be invited to any meetings pertaining to the student as part of the planning team to help the student achieve success. Caseworkers may also be invited to attend any meetings where attendance is a concern even if the student is not currently in the program as a preventative measure. This makes the caseworker aware of any potential concerns and allows the caseworker to offer assistance and ideas to help families in a preventative manner.

## **Provide Tangible Support**

Caseworkers are able to provide students in the program with items such as: alarm clocks, umbrellas, gloves/hats, school supplies, uniforms, shoes, lice kits, etc if these items help remove attendance barriers. Caseworkers can also provide incentives to students in the program for milestone improvements.

## **Celebrate Successes**

As representatives of the I-KAN ROE, caseworkers are able to help at events such as school carnivals, back to school events, reading nights, conferences, awards celebrations, parties and field days. Speak with your caseworker to check availability for these events so that they can be a positive presence in your schools. This is a great way to have our supportive case workers provide extra hands to the school and interact with students in a positive way.

Communication between the school and the AAP caseworker is crucial to consistent intervention on behalf of the child. As a support to our schools, communication can always improve. Here are some basic communication guidelines to assist in

Things school staff should do:

1. School staff will ensure that all 3 interventions have been done by the school prior to referring a student to the AAP including an in person or by phone conversation. (not texting/dojo/robocall/letter). School staff should feel comfortable reaching out to the caseworker at any time prior to referral or during the life of a case to ask questions.
2. School staff will use tools provided to update daily attendance to the AAP caseworker. This could be in the form of a spreadsheet (provided by AAP), a phone call, email, or even by sending a copy of the morning report.
3. School staff should provide AAP with notice of any scheduled meetings for students in the program-especially when discussing placement changes.
4. School staff should notify AAP caseworker if a student moves, gets a new phone number or address so that caseworker can contact family and do home visits to the appropriate location.

Things AAP case worker should do:

1. Notify school when learning any new information about a family that may impact attendance or school behavior.
2. Notify school if not opening a referral and give the reason along with suggestions for how the student could be enrolled in the program.
3. AAP caseworkers should provide feedback at least 2x per year on progress of students in the program through the use of the principals report.
4. AAP case workers should make every effort to attend any meetings requested by the school to support student success and provide ongoing information and training as requested.

Things AAP case worker cannot do:

1. AAP caseworker cannot set policy for the school in regards to excused and unexcused absences.
2. AAP caseworkers can provide support to schools through registration assistance and residency verification but can only report on findings and not make a determination for the school on how to proceed with findings.
3. AAP Caseworkers cannot require a court to take action. While frustrating as there are truancy laws, it is up to the court system how to handle each case presented to them.

# **Attendance Assistance Program Process**

## **Step One: School Interventions**

If a school is concerned about attendance of a student, the school should provide at least three supportive services or interventions to remedy the problem. At least one intervention **MUST** involve active contact with a parent. Such actions may include but are not limited to:

1. Conference with student on the next day of regular attendance
2. Attendance concerns letter to parent/guardian
3. Phone call home to parent/guardian (in addition to a robocall)
4. Conference with parents/guardians.
5. Class changes
6. Psychological testing/assessments
7. Home visit
8. Mental Health referral/meeting with school support staff (SEL, social worker, family liasons)
9. Transportation plans/arrangements
10. Alternative Educational Programs

Appropriate and necessary documentation of these steps must be maintained at the school level. The AAP referral form has been designed to assist with this documentation. If after the last intervention the student continues to accumulate absences please proceed to Step 2.

## **Step Two: Referral to the Attendance Assistance Program (AAP)**

The appointed school staff should complete the AAP referral form and turn it into the school's assigned caseworker. At this time, all referrals must have incidents of unexcused absence to meet criteria as the program is shaped around truancy and not chronic absence. Please include:

1. Current attendance
2. A copy of last year's attendance
3. Documentation of the interventions and referral form.

The AAP caseworker will review the referral and request additional documentation as needed. If the AAP caseworker does not feel the case meets the criteria for referral, caseworker will discuss with school personnel the reason for not opening the case and determine what needs to be done for the case to meet criteria. The AAP caseworker will make contact and attempt to meet with the parent or guardian to explain Illinois attendance law, district policy and the goals of the Attendance Assistance Program. Parents and students will review and sign an Individualized Optional Education Program (IOEP). If 3 documented attempts to meet with the family fail, IOEP will be signed as parent not cooperative. The signed original will be given to the school to be placed in the student's permanent file and a copy put in the AAP file. As this process may take a few weeks, caseworker may request updated pre-attendance data from the school to match case opening. Case will not be considered open until the caseworker has completed the IOEP.

## **Step Three: Monitoring Attendance**

Students will be monitored by the AAP caseworker for a minimum of 150 school days. During this time the caseworker will engage the family to encourage positive attendance patterns, help to form positive relationships between the school and family and make referrals to supportive community resources based on the family's needs.

The school is responsible for notifying the AAP caseworker daily when the student is absent. This can be done in a variety of ways (phone call, email, morning report, spreadsheet). At the end of every month the school must provide the caseworker with a printed copy of the attendance for all of the students on the program no later than the 2nd of the month when possible. This is needed for documentation purposes.

#### **Step Four: Fines and Truancy Review Board or court involvement**

If, after exhausting all available resources, the student is still unsuccessful in improving their attendance the following may occur:

- A truancy citation may be issued by the local police department if available
- The student and parent will be required to appear before the County Truancy Review Board or warning court to review the reasons and consequences of the child's truant behavior. The Truancy Review Board is held at the county courthouse and is presided over by a legal authority. It is composed of representatives from local social service agencies, including law enforcement, educators, mental health providers, substance abuse specialists and other community members.

#### **Step Five: Filing a Truancy Petition**

If the truant behavior continues a truancy petition shall be filed under the provisions of section 2-3 of the Juvenile Court Act. The State's Attorney decides whether or not to accept the petition.

#### **Definitions:**

**Compulsory attendance:** requires that school age children 6-17 be enrolled in school or other alternative educational setting. Students under the age of 6 whose parents choose to enroll them are submitting to a compulsory attendance agreement.

**Absent:** student who is gone from school for an "excused" or valid cause.

**Chronic absence:** is defined as missing 10% or greater of the total number of days enrolled during the school year **for any reason**. It includes both excused, unexcused, out-of-school suspensions, and in-school suspensions that last more than one-half of the school day.

**Valid cause:** illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

**Truant: student** who is absent without valid cause or explanation. This includes students who are over the amount of allowable absences in a given time period or students with whom there is no contact with a parent/guardian.

**Chronic Truant:** student who is absent without valid cause more than 5% of days in a 180 school day period.

# Attendance Assistance Program

Student is learning: ☐ IN-PERSON ☐ HYBRID ☐ REMOTE

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_

Street Address \_\_\_\_\_ City, ST, Zip \_\_\_\_\_

Birth Date \_\_\_\_\_ Gender ☐ Male ☐ Female Ethnicity ☐ Hispanic or Latino ☐ American Indian or Alaskan Native  
☐ Black or African American ☐ Asian  
☐ White ☐ Native Hawaiian/Other Pacific Islander  
☐ Two or More Races

Student Phone Number \_\_\_\_\_

Student E-mail \_\_\_\_\_

Lives with (Last, First, MI) \_\_\_\_\_

Relationship ☐ Both Parents ☐ Single Parent Mother ☐ Single Parent Father ☐ Foster Care ☐ Guardian ☐ Other

Parent Phone Number \_\_\_\_\_ Parent E-mail \_\_\_\_\_ Parent ESL ☐ Yes ☐ No

Emergency Contact \_\_\_\_\_ Emergency Phone \_\_\_\_\_

Dist. #, School \_\_\_\_\_ School Entry Date \_\_\_\_\_ Medically Compliant \_\_\_\_\_

State Student ID \_\_\_\_\_ Case Worker \_\_\_\_\_ Lunch ☐ Free ☐ Reduced Price ☐ No Subsidy Immunizations ☐ Yes ☐ No

Grade Level \_\_\_\_\_ **For Grades 9-12 Remaining Credits Needed to Graduate**  Special Ed ☐ Yes ☐ No Physicals ☐ Yes ☐ No

The Illinois School Code requires schools to take measures to assist the student and his/her family in resolving an attendance problem. Documentation of at least three different interventions is necessary. Effective 2-1-23, at least one intervention **must** be a verbal or face-to-face communication with the parent/guardian. Please note DATES in the spaces below OR you can attach any other documentation that your school uses.

<input type="text"/>	Attendance warning letter sent to parents	<input type="text"/>	Special incentive program set up	<input type="text"/>	Conference with parents
<input type="text"/>	Teacher/parent phone call	<input type="text"/>	Current placements pending	<input type="text"/>	Schedule Changes
<input type="text"/>	Principal/parent phone call	<input type="text"/>	Student meets with school social worker/counselor	<input type="text"/>	Home visits
<input type="text"/>	Conference with student	<input type="text"/>	Information/referral given to community resource		
<input type="text"/>	Other: _____				

Referral Date \_\_\_\_\_ Pre-Attendance Data (Student's attendance from the first day of school until the referral date.)

<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>
Total Days		Days Present		Excused Absent		Unexcused Absent		Suspended

Participation Status ☐ New ☐ Old

Primary Referral (Check only one)

☐ Truant ☐ Chronic Truant ☐ Dropout ☐ Potential Dropout

Secondary Referral (Check all that apply)

☐ Low Achievement ☐ High Failure Rate ☐ Teen Parent ☐ Credit Deficient ☐ Tardiness

☐ Low Income ☐ Physical or Emotional health problems ☐ Court or Law mandated participation ☐ Drugs And/Or Alcohol ☐ Other Referral

**I-KAN Office Use Only**

	Initial	Date
Data Entered	<input type="text"/>	<input type="text"/>
Letter Sent	<input type="text"/>	<input type="text"/>

**Please attach student's attendance sheets from present and previous school year.**

## **Residency Verification Language for schools requesting a visit**

Every family who enrolls in the district completes residency verification. The district works with our Regional office of Education to assist families who are having difficulty with the verification process. A variety of factors can lead to requiring a home visit, including returned mail from the school, calls of concern from community members, false leases, not having all forms of verification required (expired license, outdated bills, etc). A request to conduct a home visit may also occur if the family of a current student states they are living with another family.

Verifying that someone actually lives in the home by looking at sleeping areas, toiletries, personal belongings, etc., during these visits is imperative. We understand that home visits may feel intrusive and the individuals conducting these visits make every effort to be as respectful as possible in an effort to get students enrolled quickly. A home residency verification visit will allow the family in question 30 days from the home visit to complete the other residency requirements they were unable to provide at the time of registration.

## Home Visitation Residency Verification Form

Name of Student(s): \_\_\_\_\_ School: \_\_\_\_\_

Address of home visit: \_\_\_\_\_ Town: \_\_\_\_\_

Date of visit: \_\_\_\_\_ Number of people residing in the home: \_\_\_\_\_

List all people in the home:

1. \_\_\_\_\_ relationship to student: \_\_\_\_\_

2. \_\_\_\_\_ relationship to student: \_\_\_\_\_

3. \_\_\_\_\_ relationship to student: \_\_\_\_\_

4. \_\_\_\_\_ relationship to student: \_\_\_\_\_

5. \_\_\_\_\_ relationship to student: \_\_\_\_\_

6. \_\_\_\_\_ relationship to student: \_\_\_\_\_

Do any of the above mentioned people also need residency verification? Yes No

Name of primary caregiver: \_\_\_\_\_ Phone: \_\_\_\_\_

Number of bedrooms? \_\_\_\_\_ beds/sleeping areas (describe if necessary): \_\_\_\_\_

Hygiene items and personal belongings for primary caregiver and student(s) visible in the home? Yes No Describe: \_\_\_\_\_

Should this student be considered homeless under McKinney-Vento guidelines (being doubled up/residing in a home due to loss of housing, economic hardship, similar reason)? Yes No  
Explain: \_\_\_\_\_

I certify that I am the Designee authorized by the named school to conduct a home visit for the student named above. I attest that the information herein provided is true to the best of my knowledge based on the home visit I have conducted, and that I have confirmed the residency of the student by conducting a home visit.

\_\_\_\_\_  
Signature Title Date



**STUDENT/FAMILY ENGAGEMENT REQUEST FOR ASSISTANCE**

Today's Date: \_\_\_\_\_ Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Last Attendance/Engagement Date: \_\_\_\_\_

Last Known Address: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Parent Email Address: \_\_\_\_\_

Emergency Contact Name and Phone Number: \_\_\_\_\_

**School Attempts To Contact Student/Parent:**

-Phone call made to (name & relationship): \_\_\_\_\_ at phone  
number \_\_\_\_\_ on (date) \_\_\_\_\_ at (time) \_\_\_\_\_ AM/PM

Outcome: \_\_\_\_\_

-Phone call made to (name & relationship): \_\_\_\_\_ at phone  
number \_\_\_\_\_ on (date) \_\_\_\_\_ at (time) \_\_\_\_\_ AM/PM

Outcome: \_\_\_\_\_

**Home visit:**

Home visit made by (name of school staff) \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Outcome: \_\_\_\_\_

Notes: \_\_\_\_\_

**Date received by I-KAN AAP: \_\_\_\_\_ Caseworker Assigned: \_\_\_\_\_**

Phone Call Date & Time: \_\_\_\_\_ Outcome: \_\_\_\_\_

Home Visit Date and Time: \_\_\_\_\_ Outcome: \_\_\_\_\_

Caseworker Signature: \_\_\_\_\_

Date findings submitted to building principal/office staff: \_\_\_\_\_

**Please submit to I-KAN AAP via fax or email to caseworker: 815.937.2921**

# Illinois School Law

Illinois School Law on Compulsory Attendance and Truancy: The following material is taken from the School Code of Illinois, 2011 indicating article and section number.

## **Sec. 26-1: Compulsory School Attendance/ Exemptions**

Whoever has custody of control of any child between the ages of 6 and 17 (unless the child already has graduated from high school) for school years before the 2014-2015 school year or between the ages of 6 (on September 1) and 17 years (unless the child has already graduated from high school) beginning with the 2014-2015 school year shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1 (Full School Year Plan), and during a required summer school program established under Section 10-22.33B; provided that the following children shall not be required to attend public schools.

1. Any child attending a private or a parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools, and where the instruction of the child in the branches of education is in the English language;
2. Any child who is physically or mentally unable to attend school, such disability being certified to the county or district truant officer by a licensed and approved medical professional; the exemptions in this paragraph (2) do not apply to any female who is pregnant or the mother of one or more children, except where a female is unable to attend school due to a complication arising from her pregnancy and the existence of such complication is certified to the county or district truant officer by a competent physician;
3. Any child necessarily and lawfully employed according to the provisions of the law regulating child labor may be excused from attendance at school by the county superintendent of schools or the superintendent of the public school which the child should be attending, on certification of the facts by and the recommendation of the school board of the public school district in which the child resides;
4. Any child over 12 and under 14 years of age while in attendance at confirmation classes;
5. Any child absent from a public school on a particular day or days or at a particular time of day for the reason that he is unable to attend classes or to participate in any examination, study or work requirements on a particular day or days or at a particular time of day, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day; and
6. Any child 16 years of age or older who (i) submits to a school district evidence of necessary and lawful employment pursuant to paragraph 3 of this Section and (ii) is enrolled in a graduation incentives program pursuant to Section 26-16 of this Code or an alternative learning opportunities program established pursuant to Article 13B of this Code.

## **Sec. 26-2. Enrolled pupils not of compulsory school age.**

- (a) For school years before the 2014-2015 school year, any person having custody or control of a child who is below the age of 7 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause him to attend the public school in the district wherein he resides when it is in session during the regular school term, unless he is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1. Beginning with the 2014-2015 school year, any person having custody or control of a child who is below the age of 6 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he or she resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code.
- (b) A school district shall deny reenrollment in its secondary schools to any child 19 years of age or above who has dropped out of school and who could not, because of age and lack of credits, attend classes during the normal school year and graduate before his or her twenty-first birthday. A district may, however, enroll the child in a graduation incentives program under Section 26-16 of this Code or an alternative learning opportunities program established under Article 13B. No child shall be denied reenrollment for the above reasons unless the school district first offers the child due process as required in cases of expulsion under Section 10-22.6. If a child is denied reenrollment after being provided with due process, the school district must provide counseling to that child and must direct that child to alternative educational programs, including adult education programs that lead to graduation or receipt of a high school equivalency certificate.
- (c) A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic standards if all of the following conditions are met:
  - (1) The student achieved a grade point average of less than "D" (or its equivalent) in the semester immediately prior to the current semester.
  - (2) The student and the student's parent or guardian are given written notice warning that the student is failing academically and is subject to denial from enrollment for one semester unless a "D" average (or its equivalent) or better is attained in the current semester.
  - (3) The parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.
  - (4) The student is provided with an academic improvement plan and academic remediation services.
  - (5) The student fails to achieve a "D" average (or its equivalent) or better in the current semester.

A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met:

- (1) The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester.
- (2) The student and the student's parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester.
- (3) The student's parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.
- (4) The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services.
- (5) The student is absent without valid cause for 20% or more of the attendance days in the current semester.

A school or school district may not deny enrollment to a student (or reenrollment to a dropout) who is at least 17 years of age or older but below 19 years for more than one consecutive semester for failure to meet academic or attendance standards.

- (d) No child may be denied enrollment or reenrollment under this Section in violation of the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

(e) In this subsection (e), "reenrolled student" means a dropout who has reenrolled full-time in a public school. Each school district shall identify, track, and report on the educational progress and outcomes of reenrolled students as a subset of the district's required reporting on all enrollments. A reenrolled student who again drops out must not be counted again against a district's dropout rate performance measure. The State Board of Education shall set performance standards for programs serving reenrolled students.

(f) The State Board of Education shall adopt any rules necessary to implement the changes to this Section made by Public Act 93-803. Source: P.A. 98-544, eff. 7-1-14; 98-718, eff. 1-1-15.

## **Sec. 26-2a. Terms Defined:**

A **"truant"** is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

**"Valid cause"** for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

**"Chronic or habitual truant"** shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

**"Truant minor"** is defined as a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

A **"dropout"** is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

**"Religion"** for the purposes of this Article, includes all aspects of religious observance and practice, as well as belief. (Source: P.A. 96-1423, eff. 8-3-10; 97-218, eff. 7-28-11.)

## **Sec. 26-3a. Report of pupils no longer enrolled in school.**

The clerk or secretary of the school board of all school districts shall furnish quarterly on the first school day of October, January, April and July to the regional superintendent and to the Secretary of State a list of pupils, excluding transferees, who have been expelled or have withdrawn or who have left school and have been removed from the regular attendance rolls during the period of time school was in regular session from the time of the previous quarterly report. Such list shall include the names and addresses of pupils formerly in attendance, the names and addresses of persons having custody or control of such pupils, the reason, if known, such pupils are no longer in attendance and the date of removal from the attendance rolls. The list shall also include the names of: pupils whose withdrawal is due to extraordinary circumstances, including but not limited to economic or medical necessity or family hardship, as determined by the criteria established by the school district; pupils who have re-enrolled in school since their names were removed from the attendance rolls; any pupil certified to be a chronic or habitual truant, as defined in Section 26-2a; and pupils previously certified as chronic or habitual truants who

have resumed regular school attendance. The regional superintendent shall inform the county or district truant officer who shall investigate to see that such pupils are in compliance with the requirements of this Article.

Each local school district shall establish, in writing, a set of criteria for use by the local superintendent of schools in determining whether a pupil's failure to attend school is the result of extraordinary circumstances, including but not limited to economic or medical necessity or family hardship.

If a pupil re-enrolls in school after his or her name was removed from the attendance rolls or resumes regular attendance after being certified a chronic or habitual truant, the pupil must obtain and forward to the Secretary of State, on a form designated by the Secretary of State, verification of his or her re-enrollment. The verification may be in the form of a signature or seal or in any other form determined by the school board.

The State Board of Education shall, if possible, make available to any person, upon request, a comparison of dropout rates before and after the effective date of this amendatory Act of the 94th General Assembly. (Source: P.A. 94-916, eff. 7-1-07; 95-496, eff. 8-28-07.)

### **Sec. 26-7. Notice to custodian/Notice of non-compliance.**

If any person fails to send any child under his custody or control to some lawful school, the truant officer or, in a school district that does not have a truant officer, the regional superintendent of schools or his or her designee shall, as soon as practicable after he is notified thereof, give notice in person or by mail to such person that such child shall be present at the proper public school on the day following the receipt of such notice. The notice shall state the date that attendance at school must begin and that such attendance must be continuous and consecutive in the district during the remainder of the school year. The truant officer or, in a school district that does not have a truant officer, the regional superintendent of schools or his or her designee shall at the same time that such notice is given notify the teacher or superintendent of the proper public school thereof and the teacher or superintendent shall notify the truant officer or regional superintendent of schools of any non-compliance therewith. (Source: P.A. 93-858, eff. 1-1-05.) –

### **Sec. 26-12. Punitive action.**

No punitive action including out of school suspensions, expulsions or court action, shall be taken against chronic truants for such truancy unless available supportive services and other school resources have been provided to the student. (Source: P.A. 85-234.) - See more at:

<http://codes.lp.findlaw.com/ilstatutes/105/5/26/26-12#sthash.BqNcqK4w.dpuf>

## **Ley Escolar de Illinois**

Ley escolar de Illinois sobre asistencia obligatoria y absentismo escolar: El siguiente material ha sido extraído del Código Escolar de Illinois, 2011 indicando el artículo y el número de sección.

### **Sec. 26-1: Asistencia escolar obligatoria/exenciones**

Toda persona que tenga la custodia o el control de un menor de entre 6 y 17 años (a menos que el menor ya se haya graduado de la escuela secundaria) durante los años escolares anteriores al año escolar 2014-2015 o de entre la edad de 6 (el 1 de septiembre) y 17 años (a menos que el menor ya se haya graduado de la escuela secundaria) a partir del año escolar 2014-2015 deberá hacer que dicho menor asista a una escuela pública en el distrito en el que resida durante todo el tiempo que dure el período escolar regular, excepto según lo dispuesto en la Sección 10-19.1 (Plan de año escolar completo), y durante un programa obligatorio de la escuela del verano establecido bajo sección 10-22.33B; a condición de que los niños siguientes no sean obligados a asistir a las escuelas públicas.

1. Todo niño que asista a una escuela privada o parroquial en la que se impartan a los niños las ramas de la educación que se enseñan a los niños de edad y grado correspondientes en las escuelas públicas, y en la que la instrucción del niño en las ramas de la educación se imparta en el idioma inglés;
2. Cualquier niño que sea física o mentalmente incapaz de asistir a la escuela, dado que dicha incapacidad haya sido certificada al oficial de absentismo escolar del condado o distrito por un profesional médico autorizado y aprobado; las exenciones de este párrafo (2) no se aplican a cualquier mujer que esté embarazada o la madre de uno o más niños, excepto cuando una mujer no pueda asistir a la escuela debido a una complicación derivada de su embarazo y la existencia de tal complicación se certifica al oficial de absentismo escolar del condado o distrito por un médico competente;
3. El superintendente de escuelas del condado o el superintendente de la escuela pública a la que el niño debería asistir puede dispensar de la asistencia a la escuela a cualquier niño empleado necesariamente y legalmente de acuerdo con las disposiciones de la ley que regula el trabajo infantil, con previa certificación de los hechos y recomendación del consejo escolar del distrito escolar público en el que reside el niño.
4. Cualquier niño mayor de 12 años y menor de 14 mientras asista a las clases de confirmación;
5. Cualquier niño ausente de una escuela pública en un día o días determinados o en un momento determinado del día por la razón de que no puede asistir a clase o participar en cualquier examen, requisitos de estudio o trabajo en un día o días determinados o en un momento determinado del día, porque los principios de su religión prohíben la actividad secular en un día o días determinados o en un momento determinado del día; y
6. Cualquier menor de 16 años de edad o mayor que (i) presente a un distrito escolar pruebas de empleo necesario e legal de conformidad con el párrafo 3 de esta Sección y (ii) esté inscrito en un programa de incentivos de graduación de conformidad con la Sección 26-16 de este Código o en un programa de oportunidades de aprendizaje alternativo establecido de conformidad con el Artículo 13B de este Código.

e) en esta subsección (e), “estudiante reinscrito” significa un desertor escolar que ha sido reinscrito tiempo completo en una escuela pública. Cada distrito escolar deberá identificar, monitorear, y reportar el progreso educativa y los resultados de los estudiantes reinscritos como un subconjunto de todos los inscritos requeridos de los distritos. Un estudiante reinscrito que abandona sus estudios otra vez no deberá ser contado de nuevo contra la medida de desempeño de la tasa de deserción escolar de los distritos. La junta estatal de educación deberá poner estándares de actuación para programas sirviendo a estudiantes reinscritos.

(f) La Junta Estatal de Educación deberá adoptar cualquier de las reglas necesarias para implementar los cambios a esta sección hecha por el acto público 93- 803. “Source: P.A. 98-544, eff. 7-1-14;98-718, eff. 1-1-15.”

### **Sección 26-2a. Términos Definidos:**

“(e) en esta subsección (e), “estudiante reinscrito” significa un abandono escolar que ha sido reinscrito tiempo completo en una escuela pública. Cada distrito escolar deberá identificar, monitorear, y reportar el progreso educacional y los resultados de los estudiantes reinscritos como un subconjunto de los distritos que requieren informes de todos los inscritos. Un estudiante quien fue reinscrito y otra vez abandona la escuela no deberá ser contado otra vez contra la medida de desempeño de la tasa de deserción escolar de los distritos. La junta estatal de educación deberá poner estándares de desempeño para programas que les sirve a los estudiantes reinscritos.

(f) La Junta estatal de educación deberá adoptar cualquier regla necesaria para implementar los cambios a esta sección hecha por el acto público 93- 803. “Source: P.A. 98-544, eff. 7-1-14;98-718, eff. 1-1-15.”

### **Sec. 26-2a. Términos Definidos:**

\* **“Truant”** - Un “estudiante que falta a clases” deberá ser definido como un niño sujeto a la asistencia escolar obligatoria y quien es ausente sin ninguna causa válida de tal asistencia a un día de la escuela o una parte.

\* **“Valid cause”** - “Causa válida” de una ausencia deberá ser de enfermedad, observancia de días festivos de religión, muerte en la familia inmediata, emergencia de familia, y deberá incluir otras situaciones más allá del control del estudiante según determinado por el consejo de educación en cada distrito, u otras circunstancias que causan preocupación razonable al padre por la seguridad o la salud del estudiante.

\* **“Chronic or habitual truant”** - “Estudiante que falta a clase habitual o crónicamente” deberá ser definido como un niño que es sujeto a la asistencia escolar obligatoria y quien es ausente sin causa válida de tal asistencia por 5% o más de los previos 180 días regulares de asistencia.

\* **“Truant minor”** - “Menor de estudiante que falta a clase” es definido como un estudiante que falta a clases crónicamente a quien se le brinda servicios de apoyo, incluso de prevención, diagnóstico, intervención y servicios correctivos, programas alternativos u otros recursos de la escuela y la comunidad que han sido provistos y que han fallado en el cese de un estudiante que falta a clase crónicamente, o que se les han sido ofrecidos y han rehusado.

\* **“Dropout”** - Un alumno desertor es definido como cualquier niño registrado en los grados 9 a 12 cuyo nombre ha sido quitado de la lista de inscripción del distrito por cualquier razón aparte de la muerte del estudiante, enfermedad extendida, extracción por incumplimiento médico, expulsión, envejecimiento, graduación, o el cumplimiento de los estudios de un programa y quien no se ha transferido a otra escuela pública o privada, y no se sabe que sea educada en casa por sus padres o tutores o continuando la escuela en otro país.

\* **“Religion”** - “Religión” por los propósitos de este artículo, incluye todos los aspectos de observancias religiosas y prácticas, además de la creencia. (Fuente: P.A. 96-1423, eff.8-3-10; 97-218. Eff. 7-28-11)

### **Sec. 26-3a. Reporte de alumnos que ya no están inscritos en la escuela**

La dependienta o secretaria de la junta escolar de todos los distritos escolares deberá proporcionar trimestralmente en el primer día de octubre, enero, abril, y julio al superintendente regional y a la secretaria del estado la lista de los estudiantes, excluyendo los que se han transferido, han sido expulsados o han abandonado la escuela y han sido quitados de la asistencia regular durante el periodo de tiempo de escuela cuando estuviera en sesión regular desde el tiempo del trimestre previo reportado. Tal lista deberá incluir los nombres y las direcciones de los estudiantes antes en asistencia, los nombres y direcciones de personas que han tenido la custodia o control de los estudiantes, la razón, si conocida, tales estudiantes no están en asistencia más y la fecha de extracción de las listas de asistencia. La lista también deberá incluir los nombres de: estudiantes cuyo retiro se debe a circunstancias extraordinarias, incluyendo pero no limitado a una necesidad médica o económica, o dificultad familiar, como determinado por el criterio establecido por el distrito escolar; estudiantes que han sido reinscritos en la escuela desde que sus nombres fueron quitados de la lista de asistencia; cualquier estudiante certificado tener un problema crónico o habitual de faltar a clases según lo que se define en la sección 26- 2a; y estudiantes previamente certificados como crónicos o habituales que faltan a clases.



# SAMPLE START OF SCHOOL LETTER

August \_\_, 2017

Dear Parent/Guardian(s),

At \_\_\_\_\_ School, we appreciate the partnership we share with parents in the success and achievement of our students. Our teachers and staff are committed to providing an excellent education for your child and believe that parent support is significant to that end. The first and most important aspect which you control and can help us with is your child's daily attendance. As the new school year begins, we wish to provide an opportunity through this letter to better inform our school families regarding attendance expectations.

Our school advocates and most parents agree that children should be in attendance when school is in session. However, some community members do not know that Illinois law also requires student attendance stating that "whoever has custody or control of any child between six and seventeen years of age shall assure that the child attend school in the district in which he or she resides and in which the child is enrolled, during the entire time school is in session."

At times circumstances dictate that a student absence occurs. When this happens, a designation of excused or unexcused is assigned to the student's attendance record.

## **EXCUSED ABSENCES**

Examples of excused absence include, but are not limited to:

- Observance of a religious holiday
- Illness of student (fever, vomiting or physical directive)
- Funeral

*Please be aware with regard to illness that an absence of three (3) consecutive days or longer requires a physician's note upon return for excused designation.*

## **UNEXCUSED ABSENCES**

An unexcused absence is defined as willful absences from school, with or without permission of the parents and without approval of school officials.

Examples of unexcused absences may include but are not limited to:

Babysitting	Car trouble	Late night	Overslept	Parent sick
Missing the bus	Hair appointment	Out of town	Birthday/Family outing	

## **TARDY AND EARLY SIGN OUT**

Likewise, we ask you to consider the same criteria in ensuring your child arrives at school on time every day and remains in attendance with us until the bell at \_\_\_\_pm.

Our goal is a less than 5% absence rate for each and every student. During one 9 week quarter, that is the equivalent of two days absent and in the entirety of the school year that is the equivalent of 8 days absent. We hope that by keeping you informed of our expectations and goals, we can work together to provide the greatest possible learning opportunity for the children in our district.

Thank you for your attention to this information and your effort to support us in making student attendance a priority!

\_\_\_\_\_, Principal



# HEADS UP!

Student's Name: \_\_\_\_\_

## Has Been Missing Too Much School!

I have made the following attempts to find out why:

\_\_\_\_\_ (Date: \_\_\_\_\_) Asked the student why he/she is missing so much school.

\_\_\_\_\_ (Date: \_\_\_\_\_) Made a phone call home.

\_\_\_\_\_ (Date: \_\_\_\_\_) Sent a note home to the parent.

\_\_\_\_\_ (Date: \_\_\_\_\_) Other:

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Teacher: \_\_\_\_\_

Please return to your school administrator for further action.



# HEADS UP!

Student's Name: \_\_\_\_\_

## Has Been Missing Too Much School!

I have made the following attempts to find out why:

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\_\_\_\_\_ (Date: \_\_\_\_\_) Made a phone call home.

\_\_\_\_\_ (Date: \_\_\_\_\_) Sent a note home to the parent.

\_\_\_\_\_ (Date: \_\_\_\_\_) Other:

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Teacher: \_\_\_\_\_

Please return to your school administrator for further action.

# Attendance Assistance Program

Dear Teacher:

If you are concerned about any of your students' attendance, you may use this card to alert office staff of your concerns.

State law requires that schools first complete three interventions to notify parents about their student's excessive absences prior to referring the student to an I-KAN truancy caseworker. If improvements in attendance are not made after a reasonable amount of time after attempts have been made, then a referral should be made for services. This referral is initiated by school office staff.

Simple actions like asking the student why they have been missing so much school; reminding them about the importance of being in school; or sending a note home to the parents are considered interventions. In the rare event that a truancy case must be taken to court, we ask that you please date or provide copies of your intervention efforts if possible.

Once these interventions have been completed, please return it to your school administrator who will decide whether to take further action. Thank you!

# Attendance Assistance Program

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Once these interventions have been completed, please return it to your school administrator who will decide whether to take further action. Thank you!

### **Ideas for an initial phone contact:**

Always start the phone conversation with positive comments/strengths of the child. Then ask the parent how you can work together to make sure their child gets to school every day. Remind them that your school has 24-hr voice mail and if their child wakes up sick at 3am, they can call or email right then to notify the school of the absence.

### **Some possible parent responses follow with solutions to offer:**

**School Anxiety-** would it help their child to check in with someone each day to ease anxiety? They can also call Riverside Medical Center Behavioral Health @ 815.935.7523. Paige is the hospital/school liaison and she can come to the school to evaluate the child.

**School work too hard? Problems with classmates or teachers?** Can the parent and child come in before or after school to put a plan together? Is there a staff member that can help the child problem solve?

**Homeless-** If the family tells you they've recently lost their home and are doubled up or have moved to a hotel- refer to Noelle Bradley @nbradley@i-kan.org

**Not Riding/missed the bus-** Is the student eligible? If yes, is the student riding the provided bus? If no, did they move? Lose bus card? Issue with pick up or drop off location? Do they know bus arrival time and pick up location?

**Walkers-** New to a neighborhood? Assist with identifying another student in the neighborhood to walk with. Ask if you can release their phone number to another parent.

**Ortho/Counseling/Therapy apts. -** Encourage scheduling on early release days (once a month), or before or after school apts.

**Child care issue-** offer to send home info on local daycares

**Staying home to care for an ill parent-** refer to Catholic Charities or home health care

**Staying home to interpret for a parent?** Schedule a meeting with a school administrator.

**High School Student-** would SALT be a good placement? School Administrator can speak with the parent and also contact the SALT Program Director @ (815) 935-7282

**Extended long term illness-** are homebound services the solution?

**Other needs-** Encourage the parent to call 211. 211 is a free phone number and online database that connects people to existing health & human service programs, healthcare resources and other community information.

# Truancy Referral Flow Chart

## Step One:

**Office** will check absences weekly. After 2 absences w/out a Dr. Note or parent contact, the office will give this form to the **teacher**. Unexcused absence letter will be sent by the office. The form will be placed in a red folder in the teacher's mailbox.

## Step Three:

**Office** will check absences weekly- after 3 absences w/out a Dr. Note or parent contact, the office will give this form to the **teacher**. Unexcused absence letter will be sent by the office. The form will be placed in a red folder in the teacher's mailbox

## Step Five:

**Office** will check absences weekly- after 4 absences w/out a Dr. Note or parent contact, the office will give this form to the **principal/counselor** to speak to the parent about truancy. The form will be placed in a red folder in the principal's mailbox.

## Step Six

**Principal/Counselor** will speak to the **parent** about truancy. May happen on the phone or in person.

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

Comments:

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

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

Grade: \_\_\_\_\_

## Step Two:

Classroom **teacher** will **privately** talk to the **student** about absences and stress how important it is to be in school every day. Please date, add any comments and return, in folder, to the office.

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

Comments:

## Step Four:

**Teacher** will call the **parent** about their child's absence and stress the importance of daily attendance. Please date, add any comments and return, in folder, to the office

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

Comments:

## Step Seven

**Office** will check absences weekly- after 5 unexcused absences, **school staff** will complete a referral to the Attendance Assistance Program(AAP) and give it to your schools casework, along with copies of the students' previous and current year's attendance, and this completed sheet. The AAP caseworker will contact the parent to schedule an IOEP meeting.

Office staff will remind parents to schedule non-sick doctor visits (ortho, vision, school physical, etc.) for early dismissal days, after school hours or weekends and to bring in Doctor's notes for all appointments.

Interventions for \_\_\_\_\_

Date	Contact Type <small>-(phone, email, in person, etc)</small>	Results -notes	Follow up?