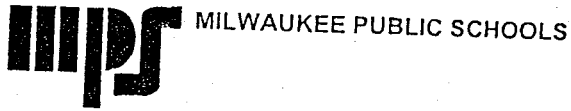


**DISTRICT WIDE
TRUANCY PROCEDURE**



CC: Hammer

Cori Tome - Sue

Date: December 3, 2002

To: Principals

From: William Andrekopoulos

Re: Implementation of MPS Truancy Plan Including Attendance Referrals to the Office of the Milwaukee County District Attorney

On August 22 or 23, 2002, all principals attended training sponsored by Student Services relative to a revised MPS truancy plan as outlined in Administrative Procedures 8.14. A copy of Administrative Procedures 8.14 (Truancy and Truancy Plan) is attached. The truancy plan includes three levels of intervention. Principals received specific information in a principal packet relative to implementation procedures. A five-day intervention letter, a five-day certified habitual truancy letter, a fifteen-day habitual truancy warning letter, and a level two truancy intervention letter were provided and explained at the August training.

The Technology Support Center and Student Services have provided sessions for school staff regarding the use of eSIS to support and document efforts to return students to regular school attendance.

Level three of the truancy plan involves a referral to the Office of the Milwaukee County District Attorney. Information regarding this intervention was also provided at the August training. A statistical analysis of referrals submitted over the past six years by Milwaukee Public Schools to the Office of the Milwaukee County District Attorney revealed a marked improvement in daily attendance in at least 50% of the cases. Referrals involving parents of elementary age students reflected the greatest gains in the reestablishment of regular patterns of attendance.

A review of cases referred by Milwaukee Public Schools to the Office of the Milwaukee County District Attorney for the 2001-2002 school year revealed that at least 70% of our schools failed to submit even one referral.

As you know, regular student attendance is essential for academic success. Therefore, it is essential that all principals fully implement the truancy plan as outlined in the attachment. This includes maintaining accurate eSIS attendance records which the district uses to automatically generate the five-day level one intervention letter, 15-day habitual truancy warning letter, and 25-day level two truancy intervention letter. (Although helpful in addressing attendance issues, these computer-generated letters do not fulfill the statutory requirements for referral to the Office of the Milwaukee County District Attorney.) Schools must document their efforts to inform parents and intervene as noted in the attachment and the District Attorney Referral Form provided at the August training. **When those interventions are unsuccessful, a referral to the Office of the Milwaukee County District Attorney must be completed.** Referrals must be supported with documentation as noted on the referral form (e.g., contacts with parents, academic interventions, evaluations of student academic functioning, and assessment of social problems and interventions).

Please share this information with individuals at your school who have been designated to oversee attendance intervention and documentation activities. If you have questions regarding these procedures, please contact Mr. Ken Holt at 475-8027, Dr. Carolyn Diaz Parker at 475-8018, or Mr. Ned Collins at 475-8144.

Attachment

8.14: Truancy Plan

1. INTERVENTION: LEVEL ONE

a. Identifying Truant Students

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) A social worker referral should be made before the five (5) day letter is mailed to the parent/guardian of the truant student.

3) When the student has accumulated five (5) unexcused absences within the school semester, the school shall mail a level-one truancy intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant.

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.

- 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 the Wisconsin Statutes, sec. 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 the Wisconsin Statutes, sec. 118.15(1)(d), and that the child may be eligible for enrollment in a program for children at risk under the Wisconsin Statutes, sec. 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.
- f) The letter shall include statement of the penalties under the Wisconsin Statutes, sec. 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 the Wisconsin Statutes, sec. 118.15(1)(a).

5) If a meeting is not held within ten (10) school days after the habitual truancy letter (certified) is sent, the building principal or designee may implement the process for level-three truancy intervention — a legal referral to the district attorney.

6) 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 truanancies are continuing to be recorded in spite of a parent/school meeting having taken place.

c. Disputing Student Truancy

Parents or guardians who disagree that their children'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.

2. INTERVENTION: LEVEL TWO

a. Resolving the Truancy Problem

1) The school will mail a habitual truancy warning 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 will mail a level-two truancy intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant 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 is sent, the building principal or designee may make a referral to the school social worker, continue the district attorney's referral process, or intervene with social services agencies.

b. Guidelines for Returning Habitual Truants

1) 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 the student is properly programmed for re-entry. This may include:

- referral to at-risk program
- referral to guidance counselor
- referral to school social worker, school psychologist, or other appropriate personnel or special programs

- referral to school tutorial programs
- provisions for supervised study
- provisions for regular program.

2) It is expected that the school will 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:

- attendance records
- report cards/progress reports
- school performance
- social interaction
- 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.

2) If the student has not returned to regular school attendance after 35 days of accumulated truancy, the building principal or designee shall use his/her professional judgment and discretion in determining if a referral to the district attorney is appropriate.

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) 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, as per attachments.

- 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 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.
- 2) Legal referrals 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.

b. Public Awareness and Involvement

- 1) Wisconsin State Statute, sec. 118.16(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:
- a) The Truancy Abatement/Burglary Suppression (TABS) Program
 - b) Truancy report to the Department of Public Instruction
 - c) Semi-annual and annual truancy reports to the Board — open meeting forum
 - d) County truancy committee participation
 - e) Public information campaign
- 2) Penalties for violation of this statute 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 parent/guardian's expense, or attendance at school with child.

Adopted 5-30-02

LEGAL REF.: W.S. Chapters 118.15(1)(a), 118.15(1)(d), 118.15(5), 118.16(4)(c), 118.153(3)
 CROSS REF.: Admin. Policy 8.13 Student Absences
 8.14 Truancy
 Admin. Proc. 8.13 Student Absences

8.14: Truancy

1. OVERVIEW

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*). 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. 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.

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 will be notified as required by state statutes. Furthermore, the school shall seek police cooperation in the apprehension and detention of truant students until their parents call for them.

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

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

2. PARENT NOTIFICATION

a. Before the end of the second school day after receiving a report of an unexcused absence, the school will notify the parent or guardian 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.

b. The school will 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.

c. The principal or designee will 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.

- 1) The letter shall be sent by registered or certified mail.
- 2) The letter shall include a statement of the parent's or guardian's responsibility under the Wisconsin Statutes, sec. 118.15(1)(a), to cause the child to attend school regularly.
- 3) The letter shall include a statement that the parent, guardian, or child may request program or curriculum modifications for the child under the Wisconsin Statutes, sec. 118.15(1)(d), and that the child may be eligible for enrollment in a program for children at risk under the Wisconsin Statutes, sec. 118.153(3).
- 4) The letter shall request that 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) 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.

- 6) The letter shall include a statement of the penalties under the Wisconsin Statutes, sec. 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 the Wisconsin Statutes, sec. 118.15(1)(a).
- 7) If a meeting is not held within ten (10) school days after the letter is sent, the school may implement the process for student evaluation and services as detailed in the district's truancy plan.

3. DISPUTING STUDENT TRUANCY

A parent or guardian who disagrees that his/her child's absence is a truancy (unexcused) 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.

4. MAKE-UP ASSIGNMENTS/EXAMINATIONS

a. No public school may deny a student credit in a course 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 his/her 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 his/her 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/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 awards programs
- Administrative conference and counseling with student
- Required conference with parents/guardians
- In-school suspension
- 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.

Adopted 6-30-75; Revised 2-6-79; Reaffirmed 3-29-95; Amended 5-30-02

PREVIOUS CODING: Admin. Policy JEDA, prior to May 1995; Admin. Policy 10.14, May 1995-August 1996

LEGAL REF.: W.S. 118.15, 118.16

DISTRICT ATTORNEY REFERRAL FORM-MAJOR POINTS

School personnel, in responding to the four interventions, need to clearly indicate that their activity took place within the academic year in which the referral is being submitted. Information generated prior to that period may also be included.

Reference made to the activity of specific MPS personnel must include their full name and position/title. In the event of a jury trial it may be necessary to subpoena some and or all of these individuals in order to corroborate the information upon which the charge(s) were based.

SPECIFIC POINTS

1.. Contacts with parents (school staff)

The means by which school personnel "attempt" to initially contact the parent should be clearly indicated (tele., face-to-face contact, letter) and a physical record kept of that attempt(s).

The "Habitual Truancy Letter" must have been sent by certified mail in order for the Office of the Milwaukee County District Attorney to be able to legally present any case for possible charging. State statute does not allow a county dist. atty. any discretion in this regard. Note!-the school district is required to send the letter by certified mail but is not held responsible if the parent refuses to sign for it. The refusal by the parent does not prevent the case from being submitted to the district attorney.

2. Academic Interventions (School Staff)

School personnel must indicate exactly what they are "attempting" to offer the student: i.e. small group instruction, one-on-one tutoring, computer assisted instruction, Title 1 Math/Reading classes....

There is also a need to clearly state whether or not the student was present to take advantage of the academic interventions being offered.

3. Evaluations of Students' Academic Functioning (School Staff.Psych.)



- Initial
- Status
- Rescheduled

DISTRICT ATTORNEY HEARING DISPOSITION

Date:
 I.D.#:
 Name
 Birthdate:
 Grade:
 Address:
 Parent(s):
 Parent's Address:
 Telephone:

Date of Referral:
 Assigned School:
 District SSW:
 No. of Days Absence:
 No. of Absences from ___ to ___

Liaison Worker(MPS):

- PARENT APPEARED
- PARENT DID NOT APPEAR
- STUDENT APPEARED
- STUDENT DID NOT APPEAR

D.A./Para:

Notes:

ACTION TAKEN BY PARENT/COMMUNITY

- Parent has contacted school:
- Parent has requested transfer:
- Counseling Initiated:
- CHIPS Petition Initiated:
- DHSS Involved:
- Parent Child Conflict:
- Student Uncontrollable:
- Learnfare Sanction:
- Probation Officer:
- Student Health Problem:

- Transportation Diff.:
- Other:
- Student Reinstated:
- Program Change Requested:
- Diversion Program:
- Case Rescheduled for:
- Refer to P. O.:
- Counseling Requested:
- Criminal Charge:

Notified Via:

- Regular Mail
- Certified Mail
- D.A. Investigator
- D.A. Initiated Letter

Status Hearing On:
 Case Closed:

(DRAFT)

DEFENDANT(S) INFORMATION TO BE FILED FOR DISTRICT ATTORNEY REFERRAL

Name of student(last/first/middle initial):

M.P.S. Student I.D.#: _____

Student date of birth: day ___ month ___ year ___

Name of legal guardian / custodian (defendant)-last/first/middle initial:

Defendant(s) date of birth(if verifiable): day ___ month ___ year ___

Relationship of legal guardian/custodian to student: _____

Primary language of defendant(s): _____

Physical Description of Defendant(s)

Gender: Male ____, Female ____

Height(approx.- feet/inches): _____ to _____

Weight(approx.): _____ to _____ lbs

Eyes: _____

Hair: _____

Race: _____

(Code)

W-White

B-Black

A-Asian

S-Spanish Origin

O-Other(Please specify)

X-Unknown

Other Identifiable Physical Characteristics/Features:

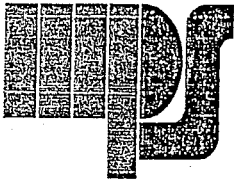
Scars/tattoo _____

Physical Impediments:

Blind/Visually Impaired _____

Deaf/Hearing Impaired _____ Interpreter Required _____

Wheelchair _____ Crutches _____ Other _____



DISTRICT ATTORNEY REFERRAL FORM

Mr. E. Michael McCann
 District Attorney, Milwaukee County
 Safety Building, Room 412
 821 W. State Street
 Milwaukee, WI 53233

Date: March 26, 2002
 Re: StuName
 MPS ID#: 1234567 DOB: XX
 Parents: ParName
 Address: Address
 Phone: number
 School: Your School
 District SSW: Your Name
 Exceptional Educ: none
 Initial D.A. Referral: Yes
 Previous D.A. Referral Date: none

Attention: Assistant District Attorney

Dear Mr. McCann:

We are submitting the following information as part of the referral on the above mentioned parent and student:

Attendance

Year Enrolled in MPS _____

School Year	School	# Days Attended	# Days Absent	From	To
Current					

Sibling Information

(School Attendance in the Current Year)

Last Name	First Name	School	DOB	# Days Attended	# Days Absent	From	To

cc: student services interfile cum. folder SSW D.A. liaison



School District Intervention Required by Law (Section 118.15; Wisconsin Statutes-Compulsory Attendance)

(The four types of interventions have to be done during the current school year.)

1. Contacts with parents (school staff)

"Met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child's parent or guardian and been refused." (Section 118.15: Wisconsin Statutes-Compulsory Attendance)

Besides the letters required by the Guideposts, list contacts (at least three) with the parents or attempts to contact them. One must be a home visit made by the SSW (Board Policy 8.14-Truancy)

Date	Type of Contact/Method	By: Name and Title	Results
	Initial Notification of Truancy		
	Habitual Truancy Letter-Certified Mail		
	Home Visit/dist.SSW		

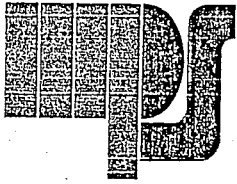
2. Academic Interventions (School Staff)

"Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications." (Section 118.15; Wisconsin Statutes-Compulsory Attendance)

List academic interventions attempted by the school staff (ex.: educational counseling, curriculum modifications, remedial programming, tutoring, etc.)

Date	Academic Interventions	By: Name and Title	Results

cc: student services interfile cum. folder SSW D.A. liaison



3. Evaluations of Students' Academic Functioning (School Staff, Psych.)

"Evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problems." (Section 118.15 Wisconsin Statutes-Compulsory Attendance)

List any evaluations done, (ex.: diagnostic tests, psychological tests, CST meetings, tests used by classroom teachers, etc.) and actions taken to address the problem (ex.: Ex. Ed. program, other interventions similar to the ones indicated in 2).

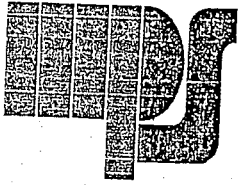
Date	Type of Evaluation	By Name and Title	Results	Action Taken

4. Assessment of Social Problems and Interventions (dist.SSW)

"Conducted an evaluation to determine whether social problems may be the cause of the child's truancy and, if so, have taken action or made appropriate referrals." (Section 118.15 Wisconsin Statutes-Compulsory Attendance)

List assessments done (ex.: interview of parents, interview of student, therapy session, DHSS, Learnfare) and actions taken to attempt to solve the problem (ex.: counseling, peer mediation, mentoring, group participation, referral to community agency, etc.)

Date	Type of Assessment	By: Name and Title	Results	Action Taken



Page 4

Summary

Principal

Attachments

- Initial Notice of Truancy/Documentation of Method Attempted
- Receipt of Certified Habitual Truancy Letter
- Student Report Card
- Attendance Sheet Printout
- Contact with Parents Documentation
- SSW Report (384)
- Defendant Information Worksheet

BH

cc: student services interfile cum. folder SSW D.A. liaison

**SCHOOL SOCIAL WORK
SERVICES**

SSW Services Intervention/MPS Truancy Plan

SSW intervention is a critical component to the MPS Truancy Plan. To address attendance difficulties consistently, familiarize yourself with the policy and procedures for implementation.

Good, responsible, effective intervention requires SSW to have some knowledge in the following areas:

- ESSIS/SDXX's attendance/truancy policy/ procedure.
- SSW Services
- Transportation
- School based services (educational supports)
- Community Services
- CST procedures
- School Climate
- Cultural Competence

Prior activity before SSW referral.

- Attendance Paraprofessional/Family Advocate attempts, etc
- Check to see if teacher has received correspondence from family.
- Check with attendance monitor regarding correspondence from family.
- Attendance letters, phone notification... Did family respond?
- SSW should dialogue with referring staff person to determine if attendance referral is necessary. This is optimal... determine if five truanancies/unexcused absences warrant going through with attendance referral, etc.

Attendance Procedure Referral

The regular attendance of children enrolled in the MPS is a shared responsibility of the school, parents, teachers, students, and legal agencies of the community. The school social worker can work with school staff in creating a school climate and programs which promotes good attendance. The school social worker is also the recognized liaison between the home, school, and community in matters related to attendance. Attendance referrals are generated by school staff and followed up by the school social worker. The school social worker works with the family to address the issues preventing the child

from coming to school. In cases in which attendance continues to be poor and the school has attempted every reasonable intervention, the school social worker will assist school staff in preparing a referral to the District Attorney's Office.

Case Activity/SSW Attendance Referral

- SSW should respond to referral within ten days of receipt, etc. Contact with family caregiver, preferably face to face if at all possible.
- Determine if SSW Assistant involved is warranted (when available).
- Talk to school staff involved with student to determine extent of absences.
- Review cum folder/attendance history when necessary... prior SSW referral history, etc.
- Is student enrolled in special education programming? When necessary, follow procedure as deemed appropriate, especially if ongoing services are warranted, etc.
- Assessment of problem interfering with student's ability to attend school on a regular basis, etc. Possible closing or continuation of services should be determined,

SSWs need to be experts on community services available to our families and children. We also should be aware of our district's procedures and neighborhood school's responsibility to families, i.e., finding school placements, attendance, transportation, etc.

Ongoing Services Casework

Attendance difficulties are usually a sign/symptom of a crisis (situational or dysfunctional (ongoing) family system/dynamics).

- Establish positive and productive working rapport with the family. (Note: stay away from condescending statements reminding caregiver of their parental responsibilities).
- Establish positive and productive working rapport with student(s).
- Be persistent! Use any reason to have frequent contact with the family.
- Creative use of 'Comp-time' if needed to communicate/dialogue with family, etc.

- Act as liaison/advocate via home and school/community.
 - Point out strength/weaknesses, positives/negatives, satisfaction/dissatisfaction via interaction with the family, school and community agencies.
 - Groupwork for non-attenders. If the student is unavailable, some type of incentive-based program or agreement may be necessary to establish rapport student.
 - Initiate extended family involvement when available.
 - Administrative driven CST's.
 - Possible 'Color Region' SSW meetings to address attendance issues. Share various school's attendance procedures, interventions, barriers, etc.
 - Prioritize caseload, etc.
- Be open-minded and creative.

Attendance Program

- Twenty days absence during the previous school year is the yard stick.
- Starts at the beginning of the school year, continued until the end.
- Each week, the worker calculates each child's cumulative absences to compare current year's attendance with the previous year's attendance.

Reinforcements

- Tokens (stickers)
- Material reinforcement (good attendance pencils)
- Activities (special lunches)
- Praise/attention from significant adults.

Parents, teachers, and other significant adults can also receive reinforcers.

Intermittent Reinforcements

Reinforcements for improvement should vary;

- according to the need of the child
- preference of the teacher
- imagination of the SSW
- preference of the parent

Award ceremonies can be held each marking period separately from school awards ceremonies so that poor attenders can get extra attention.

Principal/attendance monitor can also be key partners in reinforcing the children.

Small Groups

- Calendars
- Sticker for each day in school
- Activities (focus on school issues, especially attendance)

Little attempt should be made to find out reasons for poor attendance.

If attendance does not improve or becomes worse the SSW, teacher, principal and parents should join together to plan other interventions.

“Un-Official” Guide to the “New MPS Truancy Plan”

MPS has identified the importance of “collaboration,” when working to improve a student’s poor attendance.

Collaboration of all workers including, but not limited to: Classroom Teacher, School Social Worker, School Psychologist, Diagnostic Teacher, Office Staff and School Administrator(s).

The new district procedures for dealing with habitual truant students has been split into three intervention levels.

Intervention Level One

- A “level-one truancy intervention letter” will be mailed to the parent when a student has reached 5 unexcused absences within the school semester. (Automatically sent thru eSIS)
- A “certified habitual truant letter” will also be mailed to the parent when a student has reached 5 unexcused absences within the school semester. (School is responsible to verify absences as trancies, before sending certified letter)
- A School Social Work referral should be made when a student has reached 5 days of unexcused absences.
- A meeting must be held within 10 school days after the certified letter is mailed with the principal or designee and the parent - or the principal *may* implement the process for level three (DA Referral)

Intervention Level Two

- A “15 day habitual truant letter” will be mailed to the parent when a student has reached 15 unexcused absences within the school year.
- A referral should be made to the CST (Collaborative Support Team) or contacts should be made to other school or community based supportive services and programs.
- A “level-two truancy intervention letter” will be mailed to the parent when a student has reached 25 unexcused absences within the school year.

Intervention Level Three

- The building principal or designee will initiate a referral to the DA (*DA Referrals can take up to two semesters to resolve*)

IDEAS for "Parent Contact Attempts"
Regarding Attendance Concerns

- (1) Contact parent/guardian by phone
- (2) Contact all other emergency contact #'s by phone
Leave a message for parent to call teacher or come to school
- (3) Send letter home with student (and/or sibling) indicating that you need to speak with parent regarding "some concerns"
- (4) Send letter home by mail (optional)
- (5) If student walks to school with parent - try to meet with them before or after school
- (6) Utilize conference times to address attendance concerns

** Document ALL contacts!
(IF IT'S NOT DOCUMENTED, YOU NEVER DID IT!)

Information needed: Date, type of attempt (phone call, note home...), who spoke with, what was discussed

Date: _____

To: _____

Student: _____

I have been prompted to complete a referral to the School Social Worker for the attached student's poor attendance.

I do not show any attempts by you (Teacher, Special Ed. Teacher –or- Aide) to contact the parent to discuss your concerns of this student's poor attendance.

Please take some time to make contact(s) with the parent. This must be done prior to the School Social Worker's involvement. (more than one attempt should be made)
Once you have made attempts to contact the parent, please return the attached form to me. I will then submit an attendance referral to the School Social Worker.

Thank you for your help in this important effort to collaborate!
Please see Marlin or Alicia (School Social Worker) with questions.

Marlin Hernandez
Attendance Secretary

IDEAS FOR "PARENT CONTACT ATTEMPTS"

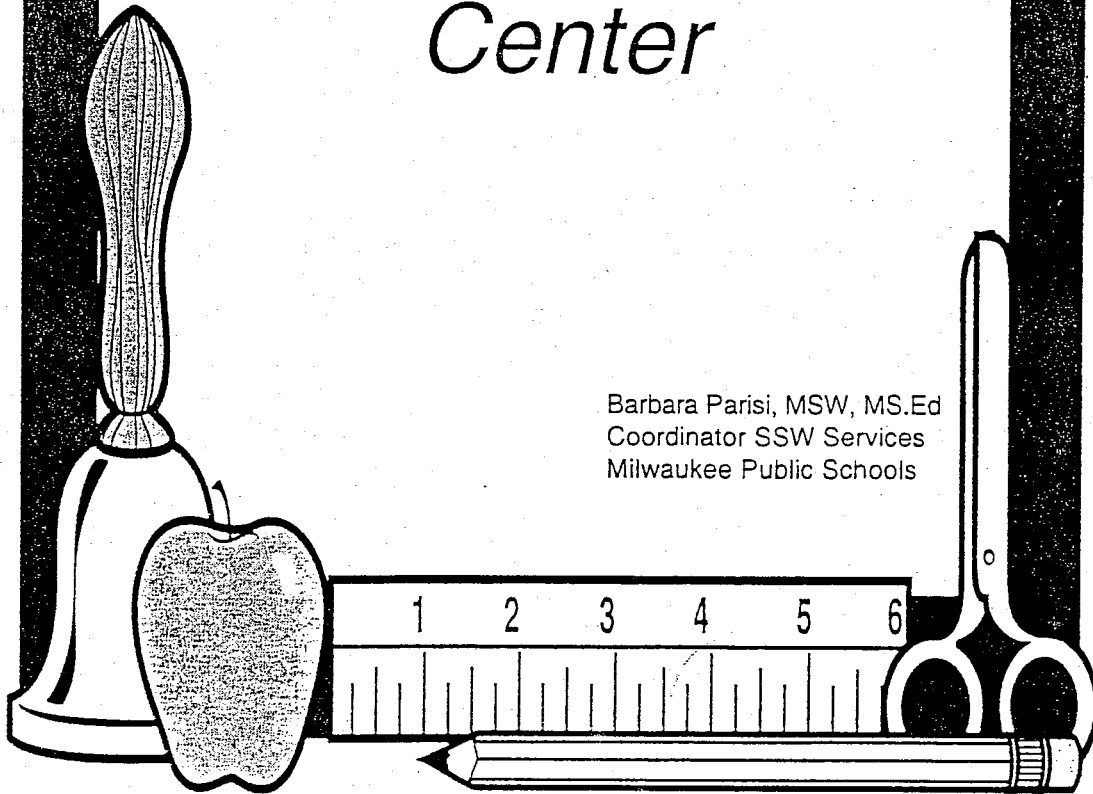
- (1) Contact parent/guardian by phone
- (2) Contact all other emergency contact #'s by phone
- (3) Send note home with student indicating concern
- (4) Send letter home by mail (optional)
- (5) Talk to parent at school – before or after school (if student walks)
- (6) Utilize conference times to address attendance concerns

**** DOCUMENT ALL CONTACTS!**

TAC - INITIATIVE

*Truancy
Assessment
Center*

Barbara Parisi, MSW, MS.Ed
Coordinator SSW Services
Milwaukee Public Schools



Truancy is defined as an absence from school that is not excused by the parent/guardian or the school. The specific number of unexcused absences required before a student is labeled a chronic truant varies according to state law.

Truancy is considered to be one of the top 10 problems facing schools and has been clearly identified as one of the early warning signs of students headed for potential delinquent activity, social isolation, or educational failure via suspension, expulsion, or dropping out. In public schools, the absentee rate was highest in urban schools and in Milwaukee it has been reported that approximately 2000 students are truant daily.

Absentee rates generally increased with rates of student poverty as measured by the percentage of students eligible for free or reduced-price lunch. The consequences of dropping out of school are well documented. School dropouts have significantly fewer job prospects, make lower salaries, and are more often unemployed. They are more likely to be welfare dependent and more frequently experience unstable marriages. Dropouts are more likely to be involved in problem behaviors, including delinquency, substance abuse, and early childbearing. The chances of becoming an adjudicated criminal and serving time in prison are much higher for dropouts.

The Colorado Foundation identified ten model truancy prevention programs including major urban district in Los Angeles County and Minneapolis, MN. All of these prevention programs emphasized a collaborative effort with community agencies and law enforcement to provide a comprehensive integrated service to truant students and their families to reduce delinquent behavior and the risk factors leading to such behavior. These include the following;

- Critical elements of effective prevention programs
- Parent/guardian involvement, and student assessment
- A continuum of services, including meaningful incentives, consequences and supports
- Collaboration with community resources, such as law enforcement, TABS, mental health, mentoring, BMCW, Children's Hospital, and Faith based community services
- School building-level administrative support and commitment to maintaining youth in the educational arena.
- Ongoing evaluation, including meaningful and relevant outcome data.

The Colorado foundation identified ten model truancy prevention programs including major urban districts in Los Angeles county, and Minneapolis, MN. All of these prevention programs emphasized a collaborative effort with community agencies and law enforcement to provide a comprehensive integrated service to truant students and their families to reduce delinquent behavior and the risk factors leading to such behavior.

Based on recommendations from the Colorado foundation for Families and children, we are proposing consideration of a program, with all of the above five components, be implemented through the auspices of Milwaukee Public Schools Departments of Guidance, Psychological Services and Social work/transition and parent community services. **TAC (Truancy Assessment Center)** is an anti-truancy program that will rely on collaboration between families, the schools, the court system, the Faith Community, and community agencies and services. A partnership, this truancy program is an immediate community intervention directed at truant youth and their parents/guardians. Like the WESTMARC Truancy Prevention partnership in Arizona and the THRIVE program in Oklahoma City, OK; this diversion program includes assessment of family and problem-solving strategies utilizing collaborative integrated community resources before prosecution for truancy.

The steps are as follows;

- (1) Phone contacts and attempts to implement the district wide truancy plan which includes letters sent home to parents/guardians whose children have school attendance problems and administrative conferences
- (2) School social worker attempts to meet with family to address truancy concerns
- (3) Parents/guardians and children are referred to the DA office and a meeting is ordered.
- (4) Parents/guardians and children are ordered to attend the Truancy Assessment Center, present are community based organizations and school personnel to provide and/or recommend services.
- (5) Students who continue to demonstrate attendance problems are referred back to the DA and a case will be filed against the parent/guardian and/or child.

This program will attempt to involve parents/guardians in all truancy prevention activities and will;

- Ensure students face firm sanctions from court system for truancy
- Create meaningful incentives for parental responsibility.
- Assist schools to establish ongoing truancy prevention programs by consulting with school communities.
- Assist schools in addressing the unique needs of each child and consider developing initiatives to combat causes of truancy.
- Approach families as parts of neighborhoods and communities

TAC Intervention Model

Intake – Social Worker, Psychologist, and Guidance Counselor

1. Background Data

Before meeting team member gather pertinent data relevant to the case. This provides a focus for the team, avoids many irrelevant “wondering questions” (i.e. what was his attendance rate last year? What is his reading level? How many credits does he have? etc), and helps prevent admiration of the problem. Team members should come to the meeting with a reframe, tentative hypotheses, and baseline data.

2. Reframe the Concern

The team establishes an initial reframe, that is a general goal for the family and student that addresses the question “What should be happening for this student?” and “What are our priorities?”

3. Analyze the Situation

The team uses their data, and structured analysis processes such as FBA, Ecological Assessment, or specific situational appraisals to analyze pertinent aspects of the case. The team then generates a tentative hypothesis.

4. Develop and Implement a Plan

The team sets a specific goal and then develops a related intervention plan that has a progress-monitoring component imbedded in it. The team establishes a timeline and assigns responsibilities for implementation of the plan. A follow-up meeting date is set.

5. Evaluate the Plan

The team assesses the effectiveness of the plan and makes recommendations.

TAC
Truancy Assessment Center

Guiding Principles

- Collaboration with community systems is critical
- Families are active participants
- Youth are empowered
- Schools are an integral component for reducing truancy

<p>Need/Capacity</p> <ul style="list-style-type: none">• Excessive truancy• Increase homeless population• High mobility rate• Increased high school drop-out rate	<p>Strategies</p> <ul style="list-style-type: none">• School implementation of District wide truancy plan• TABS intervention• Referral to DA Office• Referral to assessment center• Community based collaboration	<p>Milestones</p> <ul style="list-style-type: none">• Attendance stats• Reading and math scores• Suspension & expulsion stats• DA hearing & referrals	<p>Results</p> <ul style="list-style-type: none">• Reduction of crime related activities committed by youth• Increased student achievement• Increased high school graduation rate• Increased attendance
---	--	---	---

Evaluation

TABS



MILWAUKEE PUBLIC SCHOOLS

August 20, 2002

DIVISION OF STUDENT SERVICES

Central Services

5225 West Vliet Street

P.O. Box 2181

Milwaukee, Wisconsin 53201-2181

Area 414: 475-8448

Fax 414: 475-8626

TO: All Principals/Alternative School Administration

RE: TRUANCY ABATEMENT/BURGLARY SUPPRESSION (TABS) PROGRAM

The Truancy Abatement/Burglary Suppression (TABS) Program will start on **Monday, September 9, 2002**. TABS is a cooperative effort between the Milwaukee Public Schools, The Milwaukee Police Department, the Milwaukee County Sheriff's Department, and the Boys & Girls Club of Greater Milwaukee. The TABS program allows the Milwaukee Police Department to pick up Milwaukee resident students who are truant from school. The Milwaukee Police Department can take the truant students to one of two service centers operated by the Milwaukee Boys and Girls Club. The two centers designated for this purpose are:

*Irving J. Seher Boys and Girls Club
2404 West Rogers Street
385-3100*

*Mary Ryan Boys and Girls Club
3000 North Sherman Blvd.
447-5325*

The staff at the Milwaukee Boys and Girls Club will work with each student who is brought to the center to determine the reason for the truancy. The parents of the truant student will be called and asked to come to the center to pick-up their son/daughter. The center will also refer the parents and student to appropriate support programs. The student may be directed to return to school depending upon the time of day. The student's assigned school will be informed that the student was taken to a TABS center. Each day the TABS program will fax to the schools a copy of the TABS intake form. This form must be given to the school social worker. If the school determines that the student is a habitual truant, a school/parent conference must be arranged to discuss the truancy. The conference is a requirement of the Wisconsin State Statute Laws. Each center will have a Milwaukee Public School liaison person assigned for the purpose of accessing student information from the district's student database and assisting in the student's return to school. The Milwaukee Public Schools liaison persons are:

*Robert Brennen
Irving J. Seher Boys and Girls Club
385-3100*

*Millie Rodriguez
Mary Ryan Boys and Girls Club
447-5325*

Considerations regarding resources and program design (activities)

Currently TABS reaches < 1% of the truant population on any given day. Sustained case management is recognized as one of the most important activities that yields targeted outcomes yet less than 40 % of truant youth in the program experience sustained program contact.

Considerations regarding measurement

Some primary data collection will be necessary to document outcomes and establish baselines. Some linking of selected subpopulations of program participants to institutional data will be necessary.

It may be helpful to think in terms of an index of educational affiliation/engagement. That is, three to six indicators, or observations that when taken together are evidence that educational affiliation or engagement are present.

Considerations on Performance Expectations

Performance expectations should be linked to the history of documented outputs and outcomes, with a consideration of the increase, decrease or restructuring of resources.

Worksheet for Discussion of TABS Program
For Discussion Purposes Only

August 9, 2002

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES Initial	OUTCOMES Intermediate	OUTCOMES Long-term
<p>Community Discussion</p> <p>Law Enforcement- four Milwaukee Police Officers and two Milwaukee County Sheriff's Deputies</p> <p>1.5 SSW's 2 case managers/site coordinators</p> <p>Program Director</p> <p>MPS Commitment in funding, policy, & administrative support</p> <p>Boys & Girls Club organizational commitment and support</p> <p>Supplementary funding</p> <p>Community Collaborators</p> <p>Steering Committee</p> <p>Municipal Judges</p> <p>\$600,000 base funding</p> <p>Community Collaboratives, e.g., Street Outreach</p>	<p>Police officers pick students up off the street and drop them off at two receiving sites</p> <p>Sheriff's Deputies secure receiving sites and run background checks, conversations with youth reinforce the importance of school attendance</p> <p>Students are given message of importance of school</p> <p>Parent or other significant adults contacted, engaged, warned or even threatened</p> <p>Students are assessed for level of truancy risk</p> <p>Referrals and recommendations are made</p> <p>Small group of students are monitored and supported over time</p> <p>Students are detained for the day <i>not in the afternoon</i> <i>at 5:00 PM</i></p>	<p>Truancy and other legal status issues are determined for each student picked up</p> <p>Students receive immediate feedback and clear expectations are set</p> <p>Responsible adult is linked to truant student</p> <p>Students spend time in a structured environment</p> <p>Goals for students and responsible adults are established</p> <p>Plans for youth and parents are prepared</p>	<p>Truant students are safe and secure</p> <p>Truant students are not committing crime</p> <p>Truant students are engaged in considering the importance of attending school</p> <p>Parent or responsible adult makes commitment to support student</p> <p>Weapons off the street and out of the hands of youth</p> <p>Youth experiencing being held accountable</p> <p>Neighborhoods experience sense of order and hope for continued tranquility</p>	<p>Truant students are attending school</p> <p>Truant students are crime free for 90 days</p> <p>Truant students express a value in attending school</p> <p>Parent or responsible adult reports feeling confident and competent to help student be a good attender</p> <p><i>Students are engaged & attending school</i></p> <p>Neighborhoods report confidence that they can improve negative conditions related to truancy</p>	<p>Truant students have become academically engaged</p> <p>Truant students have been crime free for one year</p> <p>Parent or responsible adult reports ability to support student in sustaining academic engagement</p> <p>Neighborhoods report that they can manage threats to financial and personal security due to truancy</p>

Increases In Resources

More Programming For More Truants

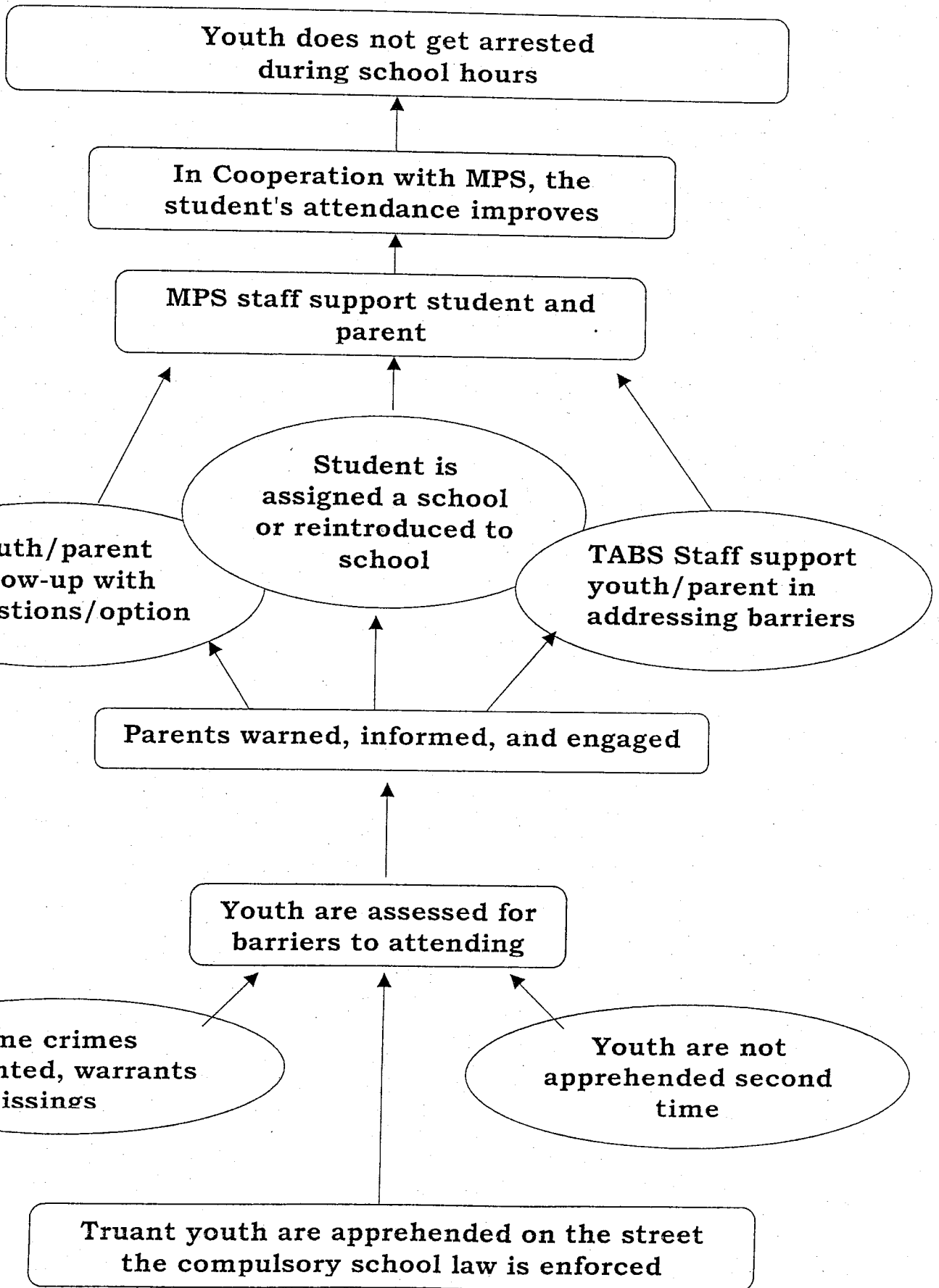
More Truants And Parents Reached

More Truants Actively Engaged In Schooling

Sufficient Numbers Of Students and Parents Engaged To Impact on Truancy Rates In Selected Geographic Areas

Sufficient Numbers Of Students and Parents Engaged To Impact on Truancy Rates District - Wide

TABS PROGRAM



X Recommendation #1: In order to determine how student attendance has changed or improved as a result of the TABS contact, it is recommended that long-term attendance measures, such as the three-year measurement methodology used during the audit, be incorporated into the TABS annual evaluation reports.

The TABS Steering Committee acknowledges the importance of program evaluation. Over the past eight years, the leadership and staff of the TABS Program have attempted to capture an increasing amount of data and statistics that reflect the breadth of program activity and impact that activity has on individual students and their families, and the community at large.

The current attendance measures used by the TABS Program were designed by the Department of Student Services, from the Milwaukee Public Schools when the program began. It was determined that holding the program accountable for student attendance for 30 days after pick up, was an appropriate expectation to measure program impact.

Since that time we have added a case management component. If current levels of grant funding continue, it would be appropriate to change our expectations of program impact. At this time, we will be losing funding for two of our case managers June 30, 2002.

While we agree with the intent of the recommendation, we feel that the long-term measure proposed is inconsistent with our program mission. The TABS program is designed to identify individual student and family issues that prohibit consistent attendance. Case management is designed to provide short-term support for youth and their families. Once the student is assigned to a school, or the attendance has stabilized, the student is left in the hands of the parent and school.

The TABS Steering Committee proposes we hire a researcher, possibly from UWM or the Non-Profit Center of Milwaukee, to set up attendance measures that are consistent with the parameters and scope of the program and take into account the limitations of the data itself. We will seek the involvement of a MPS research staff person to work with us in developing the evaluation parameters.

X Recommendation #2: In order to provide more comprehensive case management, it is recommended that TABS utilizes long-term student attendance measurement reports to identify those students with clear patterns of decreased attendance. Once identified, case management and counseling, as well as follow-up services, might be targeted to these students regardless of age.

We agree that case management serves as an effective way to support students and their families in making changes that will decrease truancy and improve attendance. Because of this belief, the Boys & Girls Clubs, of its own initiative, sought and secured funding in 1999 to add case management services to the TABS Program. The funding was a prevention grant, thus dictating our work with younger students.

We agree that formal case management services are needed for TABS students ages 15-17. The grant we have which funds two of our case managers ends June 30, 2002. We are currently seeking funding which will continue to support these two positions. We will also work to secure funding for two additional case managers to work with the high school TABS students.

We will seek collaboration with MPS, in identifying grant sources and applying for them.

In addition, it is necessary to set up an established list of criteria which intake workers would use to determine who is appropriate for case management services. Historical attendance data on individual TABS students would be an asset when defining the list of criteria.

Recommendation #3: In order to determine and measure how the TABS Program has impacted students participating in the TABS Program, it is recommended that graduation and drop out rate measures be incorporated into the annual reports.

The TABS Steering Committee recognizes the need for a more comprehensive evaluation of the TABS Program.

If agreed, we would like to work with the researcher mentioned above, to determine an appropriate set of positive and negative indicators which would be used to measure impact on the TABS youth who are case managed.

Recommendation #4: In order to improve daytime crime measurements and more precisely measure the effect of the TABS program, it is recommended that the TABS Steering Committee consider expanding the types of crimes used to evaluate program effectiveness by including crimes such as vehicle theft, robbery, and arson committed during the school year.

The Milwaukee TABS Program was modeled after the San Jose, California TABS Program. At that time, we were told that the use of daytime burglaries was the best barometer for measuring all daytime juvenile crime.

The crime data in question does exist. It would have to be manually broken out by juvenile vs. adult and daytime vs. nighttime. This proposal would be quite labor intensive and would require the use of our four TABS Officers. The Steering Committee opposes the TABS Officers being used for program evaluation.

The data in question is public record and could be accessed by an outside researcher. The Steering Committee would like to consult the above proposed researcher, in preparing a data set that would give us a more comprehensive look at TABS program impact on day time crime.

Recommendation #5: In order to maximize the total number of truants managed by the two TABS centers, it is recommended that the TABS Steering Committee work with the MPD to implement a pilot project that utilizes four, one-person squads for TABS stops.

Over 6,000 youth are stopped on the streets and over 3,000 youth are transported by the two TABS squads each school year. In the process of stopping and transporting, several arrests are made. Due to the large number of youth encountered and the volume of activity they generate, MPD and the TABS Steering Committee have concerns regarding the safety of the officer's and youth, and believe that it is unwise to have them working alone.

Vehicle limitations are also an issue. The MPD does not have additional vans available for use by TABS. In addition, the current level of funding provided by MPS only covers officers salaries and does not cover vehicle costs accrued by MPD.

The TABS Steering Committee does appreciate the desire for reaching center capacity each day. To this end, we make the following pledge

1. To have the two TABS squads work more closely together in covering the overall needs of the city, rather than restricting their work to one side of town.
2. To ask for assistance from the MPD district squads in which the centers are located.
3. To seek additional funding that would allow us to request a third squad that would conduct targeted truancy investigations and assist with transporting more youth to the centers.



TRUANCY ABATEMENT & BURGLARY SUPPRESSION PROGRAM (TABS)

NATURE AND SCOPE OF THE PROGRAM
PROGRAMS ROLE IN THE MPS TRUANCY PLAN

DANA NIX
TABS
Program
Director
NORTHSIDE
LOCATION
414.447.5333

Nature and Scope of the Program

The TABS program was designed to confront truancy on our city streets during school hours. Through the program's efforts, truant youth are:

- ◆ Identified and removed off of the streets during school hours
- ◆ Assessed for a school assignment and pattern of attendance
- ◆ Assisted in identifying barriers to consistent attendance
- ◆ Assisted in locating professionals who can help break down the barriers

This is accomplished by:

- ◆ Having two police squads patrol the streets and respond to complaints of truant youth
- ◆ Two civilian staff on-site who process and assess youth.
- ◆ One School Social Worker who assists youth who have no school assignment, and provides ongoing supportive services to habitual truants.

** Please note, due to our limited resources, the TABS Program and staff are unable to address the following:

- ◆ Accept youth who are suspended and removed from school
- ◆ Respond to calls for service inside schools.
- ◆ Make home visits on Non-TABS students.
- ◆ Accept reports of youth leaving the school buildings during school hours. These reports need to be directed to either the district police station or the Milwaukee Police Department at 933-4444.

TABS
COLLABORATING
ORGANIZATIONS:

Boys & Girls
Clubs of
Greater
Milwaukee

Milwaukee
Police
Department

Milwaukee
Sheriff's
Department

Milwaukee
Public
Schools

TABS Role in the MPS Truancy Plan

The following are ways in which the TABS Program may assist schools in their work with truants under the districts new Truancy Plan.

1. Intervention Level One: Identifying Truants

- a. The school attendance secretary is notified by phone, the day the student is picked up.
- b. Student intake data is entered daily into SDXX and can be accessed by individual schools.
- c. Carbons of the student's intake are sent via MPS inner office mail, twice weekly, to the TABS contact person and School Social Worker at each school, as well as Student Services. Schools can access student current address/phone number.
- d. School Principals may call the Milwaukee Police Department to inform them of problem areas where truants loiter near schools. Ask for the Sergeant in the Sensitive Crimes Division 935-7402.

2. Intervention Level Two: Resolving the Truancy/Returning Habitual Truants

- a. Schools may encourage parents of truant students to bring their child to the TABS Center for detention and assessment.
- b. TABS will assist parents in calling schools to schedule a truancy conference with principal or designee.

3. Intervention Level Three: Legal Referrals

- a. Schools may use the TABS pick up as supportive evidence of district intervention when compiling a DA referral. Schools can enter TABS pick up into ESIS notes when an intake is received.
- b. TABS staff will inform schools of truancy citations issued on students picked up at TABS. This could be entered into notes as another intervention.
- c. A request for TABS case notes may be made by calling the TABS Center.

4. Intervention Level Three: Public Awareness and Involvement

- a. Residents with complaints regarding truants in their neighborhood may call the Milwaukee Police Department at 933-4444. A TABS squad will be dispatched.
- b. Schools can make announcements reminding youth of the possibility of being picked up by TABS if they are tardy, leave for lunch, or leave early at the end of the day.
- c. Schools may inform parents of the compulsory school attendance laws and warn them of possible TABS pick up and truancy tickets
- d. Schools may post TABS "Stay-in School" posters
- e. Schools may hand out TABS program flyers at parent teacher conferences

**Questions regarding these service options should be directed to:

Dana Nix, TABS Program Director 447-5333

**Questions regarding individual students should be directed to:

NORTH SIDE TABS CENTER - 3000 N. Sherman Blvd - 447-5325

Jody Ebbinger, Boys & Girls Clubs, Site Coordinator/Case Manager

Phil Haddix, Milwaukee Public Schools, School Social Worker

SOUTH SIDE TABS CENTER - 2404 W. Rogers St - 385-3100

Beth Safranek-King, Boys & Girls Clubs, Site Coordinator/Case Manager

Truancy Abatement/Burglary Suppression (TABS) Program

The Truancy Abatement/Burglary Suppression (TABS) Program will begin Monday, September 9, 2002. This is a cooperative effort with the Milwaukee Public Schools, The Milwaukee Boys and Girls Club, the Milwaukee Police Department and the Milwaukee County Sheriff's Department. If you are truant from school during school hours, you may be picked-up by a TABS officer from the Milwaukee Police Department and taken to a TABS center located at the Mary Ryan or Irving J. Seher Boys and Girls Club. In addition, your parent/guardian will be contacted by a Milwaukee County Sheriff Deputy and will be told of your truancy.

You must have a valid written excuse whenever you are out of the school building during school hours. Otherwise, you may be subject to the TABS program.

TRUANCY ABATEMENT/BURGLARY SUPPRESSION (TABS) PROGRAM

CONTACT PERSON

School _____

Name of Contact Person for TABS _____

Title of Contact Person for TABS _____

Telephone Number _____

Fax Number _____

Return or FAX (475-8626) this to Mr. Kenneth C. Holt, Division
of Student Services, by Friday, September 13, 2002.

If your school calendar differs from the
standard school calendar, please mail a list
of days your school will not be in session.

One of the Milwaukee Public Schools liaison above will contact you when one of your students is brought to the center and will send a copy of the intake form to your TABS contact person.

To again successfully implement the TABS program, principals are requested to do the following:

1. **Update eSIS, Parent Information Field** – The two TABS service centers will have access to the parent contact information display. The information on the TABS display will be derived from the information provided by local schools on eSIS, Parent Information Field. Every effort must be made to make sure eSIS, Parent Information Field is current for every student in your building. eSIS, Parent Information Field should be reviewed and updated at this time for students who have a history of being truant. School staff must update eSIS, Parent Information Field immediately after receiving new parent contact information for a student.
2. **Informing Your Students** – Please inform your students via the public address system or through homeroom announcements of the TABS program. A sample script is attached for your information. Feel free to modify the script to meet the needs of your school's population.
3. **TABS School Contact Person** – Please identify on the attached form the TABS contact person for your school. The completed form should be returned to the Division of Student Services by Friday, September 13, 2002.

The MPS Liaison person at each TABS center will work directly with your school's contact person when a student from your school is brought to the center for whom telephone numbers are not available on the parent contact information display.

4. **Students Authorized to Leave School** – A student must be issued an excused absence slip signed by a school official if he/she leaves prior to the end of the day. An excused absence slip will prevent the student from being picked up by the Milwaukee Police Department.

Schools may continue to use their own excused absence slip or may use the district's standard excused absence form which can be obtained through the MPS stock catalog (stock #80314).

It will not be necessary for schools to issue a daily excused absence slip for students participating in the half day release program during the 2002-2003 school year. The identification cards currently being issued for this purpose will be honored by the Milwaukee Police Department.

5. **School Follow-up** – the Milwaukee Public Schools liaison person at each TABS center will inform the assigned school's TABS contact person when a student is taken to a TABS center. A copy of the TABS intake form will be faxed to the schools each day. Please give this form to the school social worker. In addition, there will be a monthly

notification from the Division of Student Services to the school social worker identifying the students processed at the TABS center for the previous month.

6. **School Delivery Service** – The school delivery service is to be used to forward mail to the TABS centers. Please address the school delivery envelopes as follows:

Mary Ryan Boys and Girls Club:
38th Street School

TABS Center North

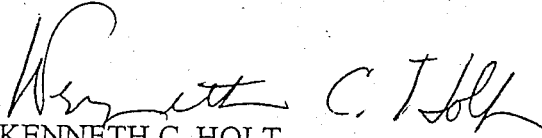
Your School

Irving J. Seher Boys and Girls club:
Mitchell School

TABS Center South

Your School

Should you have questions regarding the TABS program, please contact me at 475-8027.



KENNETH C. HOLT

Director

Division of Student Services

KCH/jj

Attachments

- c. Mr. W. Andrekopoulos
Ms. M. Nate
Dr. K. Jackson
Mr. E. Humphrey
Ms. L. Sobczak
Ms. H. Fisher
Ms. A. Rivera
Mr. V. Brazil
Ms. S. Apps
- Mr. A. Jackson
Ms. P. Yahle
Mr. L. Ellis
Ms. B. Parisi ✓
Mr. R. Nelson
Mr. M. Turza
Parent Information Center
Division of Student Services Staff