



The Attendance/Truancy Review Checklist is a tool to help school districts determine if they have policies in place related to the attendance or truancy of students with disabilities. By completing the checklist and documenting the source and location of related documents, the district is in a position to address any areas not covered that may be negatively impacting their students with disabilities.

REVIEW CHECKLIST

SOURCE/LOCATION/COMMENTS

AT-1	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The policy includes a positive vision statement that includes a statement stressing the importance of good school attendance. <i>Examples: 1) The School District believes that regular school attendance is critical to school success. From this interest, it has developed a commitment to do whatever it can to help realize this goal. 2) The School Board encourages a strong partnership between the home, school, and community.</i></p>	
AT-2	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The policy includes a statement of non-discrimination. <i>If not in policy, is there a non-discrimination policy that applies to all school policies? Wis. Stats. § 118.13, Wis. Admin. Code § PI 9.03 (1)(b) & (c), Title IV of the Civil Rights Act (1964), Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973.</i></p> <p>Note: No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>	
AT-3	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The policy includes a statement identifying formal and informal means of communication with the home on a consistent basis about the role of the parent or guardian in assuming responsibility for the regular attendance of their children. <i>Wis. Stats. § 118.16 (2)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates criteria for excused and unexcused absences. <input type="checkbox"/> Notifies the parents/guardians of the truancy. <input type="checkbox"/> Provides information about the policy and procedures regarding attendance/truancy 	
AT-4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The district tracks dropout risk indicators in elementary school and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). <i>Wis. Stats. § 118.153 Provide evidence.</i></p>	
AT-5	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The district tracks daily class attendance and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). <i>Provide evidence.</i></p> <p>The district intervenes when there is a concern about daily class attendance.</p>	
AT-6	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The district tracks tardiness and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). <i>Provide evidence.</i></p> <p>The district intervenes when there is a concern about a student's tardiness.</p>	

REVIEW CHECKLIST, Cont'd.

		SOURCE/LOCATION/COMMENTS	
AT-7	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	The district tracks skipped classes and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). <i>Provide evidence.</i> The district intervenes when a student skips classes.	AT-7
AT-8	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	The district tracks failing classes and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). <i>Provide evidence.</i> The district intervenes when a student is failing classes.	
AT-9	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	The district tracks grade retention and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Wis. Stats. § 118.153 (2) <i>Provide evidence.</i> The district intervenes when there is grade retention.	
AT-10	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	The district tracks number of times student changed schools and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). <i>Provide evidence.</i> The district intervenes when there is a concern with the number of times student changed schools.	
AT-11	<input type="checkbox"/> Yes <input type="checkbox"/> No	An absent student has the opportunity to take any quarterly, semester, or grading period examinations missed during the absence. Wis. Stats. § 118.16(4)(b)	
AT-12	<input type="checkbox"/> Yes <input type="checkbox"/> No	An absent student has the opportunity to complete course work missed during the absence. Wis. Stats. § 118.16(4)(b)	
AT-13	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	The district has a truancy plan . Each school board is required to adopt a truancy plan that includes: <input type="checkbox"/> Procedures to be followed for notifying the parents or guardians of the unexcused absence. <input type="checkbox"/> Plans and procedures for identifying truant children of all ages and returning them to school. <input type="checkbox"/> Methods to increase awareness and involvement of the public in truancy. <input type="checkbox"/> The immediate response to be made by school personnel when a truant child is returned to school. <input type="checkbox"/> The types of truancy cases to be referred to the district attorney and the time periods for response from the district attorney. <input type="checkbox"/> Plans and procedures to coordinate the responses to the problem of habitual truants with public and private social service agencies. <input type="checkbox"/> Methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy. WI Stat. 118.162 The plan is revised and approved at least once every two years. WI Stat. 118.162	