

# Regional Office of Education #33 Henderson, Knox, Mercer, and Warren Counties



## *Truancy & Homeless Handbook*

Developed: August 18, 2021



*Regional Office Of*  
**EDUCATION**  
HENDERSON, KNOX, MERCER AND WARREN COUNTIES

**This handbook was developed to serve as guidance regarding truancy and homelessness for the communities of Henderson, Knox, Mercer, and Warren counties.**

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**“Serving our Schools and Communities”**



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## Truancy and Homeless Team

### Purpose

Henderson, Knox, Mercer, Warren Regional Office of Education #33 in partnership with the school districts it serves follows the attendance policy and definitions of truancy, “excused absence”, “unexcused absence,” etc. as set forth in each district’s attendance policy, code of conduct, and school handbooks. The Truancy Handbook shall serve as guidance for the Regional Office of Education and the school districts it serves.

### About the Program

Henderson, Knox, Mercer, Warren Regional Office of Education #33 provides truancy prevention and intervention services through the Truants Alternative and Optional Education Program (TAOEP) which currently serves over 500 students. The team also provides and refers services and resources to students defined as *homeless* under the McKinney-Vento Act, as well as students who fall under the definition of *dropout* through the Workforce Innovation and Opportunity Act (WIOA) Youth Out-of-School Program.

### Members and Roles

The Truancy and Homeless team is comprised of multiple team members from the Regional Office of Education #33 and serves the counties of Henderson, Knox, Mercer, and Warren. We are fortunate to have an outstanding group of team members who know and value student attendance and work to meet their ever-changing needs.

Team members are as follows:

- Jodi Scott, Regional Superintendent of Schools
- Lori Loving, Assistant Regional Superintendent of Schools
- Joe Mcqueen, Director of Alternative Education Services/Principal of RAES
- Kathryn Jennings, Director of Regional Office of Education Services/Delabar CTE
- Janine Harkness, Truancy and Homeless Liaison
  - serves West Central, Mercer County, Monmouth-Roseville, United, and RAES West
- Lorenzo Pugh, Truancy and Homeless Liaison
  - serves Galesburg
- Mary Beth Giddings, Truancy and Homeless Liaison
  - serves Abingdon-Avon, Williamsfield, ROWVA, Knoxville, RAES East
- Mark Zhorne, Truancy Case Worker
- Jenica Ball, Truancy Case Worker
- Melissa Rousey, Truancy Administrative Assistant

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## Definition of Truancy

### School Code

Henderson, Knox, Mercer, Warren Regional Office of Education #33 and all of the school districts located in this region adhere to the legislation regarding compulsory attendance as required by Illinois School Code. The definition of truancy is as follows in the pursuant section from Illinois School Code.

*(105 ILCS 5/26-2a) (from Ch. 122, par. 26-2a)*

*Sec. 26-2a.*

*A "truant" is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days.*

*"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 mental, emotional, or physical health or safety 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. 100-810, eff. 1-1-19; 100-918, eff. 8-17-18; 101-81, eff. 7-12-19.)*

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## **School Absenteeism and Truancy Policy**

Henderson, Knox, Mercer, Warren Regional Office of Education #33 and all of the school districts located in this region adhere to the new legislation regarding absenteeism and truancy policy. Districts must develop an absenteeism and truancy policy that includes definition of valid cause for absences, procedures for determining cause of unexcused absences, and support services for students and families available for chronically truant students. This policy must be submitted to the Regional Office of Education #33 and State Board of Education by July 1, 2022. This policy must also be updated every 2 years thereafter.

*(105 ILCS 5/22-90 new)*

*Sec. 22-90. Absenteeism and truancy policy.*

*(a) Each school district, charter school, or alternative school or any school receiving public funds shall develop and communicate to its students and their parent or guardian, on an annual basis, an absenteeism and truancy policy, including at least the following elements:*

*(1) A definition of a valid cause for absence in accordance with Section 26-2a of this Code.*

*(2) A description of diagnostic procedures to be used for identifying the causes of unexcused student absenteeism, which shall, at a minimum, include interviews with the student, his or her parent or guardian, and any school officials who may have information about the reasons for the student's attendance problem.*

*(3) The identification of supportive services to be made available to truant or chronically truant students. These services shall include, but need not be limited to, parent conferences, student counseling, family counseling, and information about existing community services that are available to truant and chronically truant students and relevant to their needs.*

*(4) Incorporation of the provisions relating to chronic absenteeism in accordance with Section 26-18 of this Code.*

*(b) The absenteeism and truancy policy must be updated every 2 years and filed with the State Board of Education and the regional superintendent of schools.*

*(Source: P.A. 100-29, eff. 1-1-18; 100-156, eff. 1-1-18; 100-163, eff. 1-1-18; 100-413, eff. 1-1-18; 100-468, eff. 6-1-18; 100-726, eff. 1-1-19; 100-863, eff. 8-14-18; 101-50, eff. 7-1-20; 101-81, eff. 7-12-19; 101-291, eff. 1-1-20; 101-531, eff. 8-23-19; 101-543, eff. 8-23-19; revised 8-4-20.)*

*Section 99. Effective date. This Act takes effect July 1, 2022.*



## Definition of Homeless

### McKinney-Vento Act

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines *homeless* as follows:

*The term "homeless children and youths"--*

*(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and*

*(B) includes--*

*(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;\**

*(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));*

*(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and*

*(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).*

*\*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.*



## Truancy Process

### **Process**

Henderson, Knox, Mercer, Warren Regional Office of Education #33 in partnership with the school districts it serves have a process for referrals for truancy and homelessness. This process was developed by the Regional Superintendent, Regional Office of Education Alternative Education and Truancy/Homeless team, local superintendents, local principals, and local district staff. The Regional Office of Education Truancy/ Homeless Team works with our State's Attorneys in each of our counties in the region to meet the needs of our students in regards to compulsory attendance.

#### **Step 1**

Upon the student receiving 3 unexcused absences, the Parent/Guardian will be sent Letter 1. School staff completes the Regional Office of Education #33 Truancy Referral Form at <https://truancy.roe33.net/>.

#### **Step 2**

Upon the student receiving 6 unexcused absences, the Parent/Guardian will be sent Letter 2.

#### **Step 3**

Upon the student receiving 9 unexcused absences, a citation for truancy (ticket) will be written.

#### **Step 4**

Upon the student receiving 12 unexcused absences, the Parent/Guardian will be sent Letter 3. The State's Attorney sends a letter of warning as well.

#### **Step 5**

Upon the 15th unexcused absence, the student, parent/guardian will be sent a Legal Notice to Appear before the Truancy Review Board in the county they reside.

#### **Step 6**

Upon any additional unexcused absences, after the Truancy Review Board a petition to the State Attorney of the county resided in will be filed if unexcused absences continue and if the Truancy Review Board recommendations are not followed.





# TRUANCY PROCESS

## Step 1:

3 unexcused  
absences  
=  
Letter 1

## Step 2:

6 unexcused  
absences  
=  
Letter 2

## Step 3:

9 unexcused  
absences  
=  
Truancy Citation

## Step 4:

12 unexcused  
absences  
=  
Letter 3

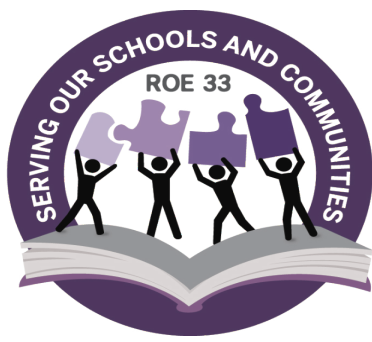
## Step 5:

15 unexcused absences  
=  
Notice to Appear at  
Truancy Review Board

## Step 6:

Continued absences  
=  
Notification of  
State's Attorney

**FOR DEFINITION OF UNEXCUSED, SEE DISTRICT HANDBOOK.**



## **Roles and Responsibilities**

The Regional Office of Education and the local school districts are a partnership that collaborate with families to maintain compulsory student attendance. The roles and responsibilities for both the school and Regional Office of Education are outlined in the following step-by-step process.

1. The school will submit the truancy referral form (located on the ROE website) for any student who has accumulated 3 absences.
2. The school will also mail the initial truancy letter.
3. The school will enter the date the first letter was mailed into the Regional Office of Education Attendance Spreadsheet for the current school year.
4. The Regional Office of Education will enter the date the referral is received.
5. Once 6 unexcused absences have occurred, the school will send the second letter and enter the date the letter was mailed into the spreadsheet.
6. After 9 unexcused absences, schools email their ROE truancy officer for a ticket to be issued.
7. The Regional Office of Education will issue the ticket and enter the date the ticket was issued.
8. After 12 absences, schools email their ROE truancy officer when the 3rd letter needs to be mailed.
9. The Regional Office of Education will send letter 3 and will enter the date the letter was mailed on the spreadsheet. The State's Attorney will also send a letter of warning.
10. After 15 absences, the school will email their ROE truancy officer when TRB needs to be set up.



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**Truancy Referral Form**

*To Be Completed Online ONLY: <https://truancy.roe33.net/>*

Person submitting form

Name: \_\_\_\_\_ Email Address: \_\_\_\_\_  
 Select a district \_\_\_\_\_

Building administrator referring

Name: \_\_\_\_\_ Email Address: \_\_\_\_\_  
 Select a school \_\_\_\_\_

Student information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Grade: \_\_\_\_\_ # of referrals to ROE this year: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Gender: Male or Female Race: White Black Hispanic American Indian Asian Two or more races  
 State ID (SIS #): \_\_\_\_\_ Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent/Guardian

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Emergency Phone: \_\_\_\_\_  
 Father's Work Phone: \_\_\_\_\_ Mother's Work Phone: \_\_\_\_\_  
 Marital Status of Parents/guardians: Married Divorced Single Step-Parent Foster  
 Language Spoken By Parents: English Spanish French Other Language  
 Spoken By Student: English Spanish French Other

Receives Special Ed Services: Yes No Unknown  
 Receives Bilingual Services: Yes No Unknown  
 Receives Public Aid: Yes No Unknown  
 Homeless: Yes No Unknown  
 Siblings: Yes No  
 Siblings Names and Schools Attending: \_\_\_\_\_

School Attendance Data

**Absences**

\_\_\_\_ Excused \_\_\_\_ Unexcused \_\_\_\_ Suspended \_\_\_\_ Total Absences This Year \_\_\_\_ Total Absences Last Year

**Tardies**

\_\_\_\_ # of Times Tardy \_\_\_\_ Suspended

School Interventions

At least 3 of these must have been attempted.

- PHONE CALLS TO PARENTS
- WARNING LETTERS TO PARENTS
- HOME VISITS
- CONFERENCES WITH STUDENT
- SCHEDULE CHANGES
- ARE ANY CURRENT PLACEMENTS PENDING?
- CONFERENCES WITH PARENT(S)
- STAFFING
- OTHER AGENCIES INVOLVED
- COURT INVOLVEMENT

Attachments

**Required: Please attach a copy of the student attendance record.**

Other items may be attached related to student truancy. Comments about attachments.

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**INDIVIDUAL OPTIONAL EDUCATION PLAN**

Project Stay-In \_\_\_\_\_ RAES East \_\_\_\_\_ RAES West \_\_\_\_\_ (Check appropriate program)  
Student Name: \_\_\_\_\_ Home District: \_\_\_\_\_ SIS # \_\_\_\_\_ Date of Entry: \_\_\_\_\_

**Basis for Referral:** This student has been referred to the program indicated above because he/she is having difficulty with:

- \_\_\_\_\_ 1. Truant
- \_\_\_\_\_ 2. Chronic truant
- \_\_\_\_\_ 3. Dropout
- \_\_\_\_\_ 4. Potential dropout with attendance problems

**Contributing Factors:** Additional challenges adversely affecting opportunities for school success:

- \_\_\_\_\_ 1. School behavior (students/teachers/administrators)
- \_\_\_\_\_ 2. Below grade level placement or deficient credits for graduation
- \_\_\_\_\_ 3. Involvement with court services
- \_\_\_\_\_ 4. Life skills
- \_\_\_\_\_ 5. Health concerns
- \_\_\_\_\_ 6. Other \_\_\_\_\_

**Educational Goals:** This student's educational goal(s) is/are:

- \_\_\_\_\_ 1. Improve attendance
- \_\_\_\_\_ 2. Complete assigned homework
- \_\_\_\_\_ 3. Increase academic achievement
- \_\_\_\_\_ 4. Set and achieve behavioral goals
- \_\_\_\_\_ 5. Develop vocational/career goals
- \_\_\_\_\_ 6. Be promoted to next grade level
- \_\_\_\_\_ 7. Earn a high school diploma
- \_\_\_\_\_ 8. Other \_\_\_\_\_

**Plan of Action:** This student will be assigned to the academic courses required to meet his/her educational goals. The student will attend school Monday through Friday. In addition the student will:

- \_\_\_\_\_ 1. Cooperate with program and school staff
- \_\_\_\_\_ 2. Attend and participate in all classes
- \_\_\_\_\_ 3. Complete assigned homework
- \_\_\_\_\_ 4. Follow policies and procedures
- \_\_\_\_\_ 5. Pass all academic courses
- \_\_\_\_\_ 6. Attend individual and group counseling session as needed

**Assessment Procedures:** Student is achieving his or her learning objectives or individual outcomes through:

- \_\_\_\_\_ 1. Improved student attendance
- \_\_\_\_\_ 2. Improved grades
- \_\_\_\_\_ 3. Grade level advancement and/or credits earned
- \_\_\_\_\_ 4. Improvement in standardized testing
- \_\_\_\_\_ 5. Communication with school counselor
- \_\_\_\_\_ 6. Other \_\_\_\_\_

**Timeline:** Specific plan for achieving objectives and outcomes (*to be determined by objectives, actions, and procedures above*):

\_\_\_\_\_

I understand that the items circled above apply to my student. By signing this Individualized Optional Education Plan I/we agree to participate fully in the TAOEP Program and in assisting the student in improving attendance and grades.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

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**JODI L. SCOTT**

Regional Superintendent of Schools  
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**LORI L. LOVING**

Asst. Regional Superintendent of Schools  
[lloving@roe33.net](mailto:lloving@roe33.net)

**Initial Truancy Notice**

(Pursuant to Public Act 93-0858 of Illinois Law)

Date:

Dear Parent/Guardian of:

**The Henderson-Knox-Mercer-Warren Regional Office of Education 33 has been notified that your child is developing a pattern of poor school attendance.** Please refer to the enclosed report for the school district's tracking of this unexcused (truant) absentee documentation.

School officials may have attempted to end this truant behavior. **You are now lawfully being notified that your child must report to school immediately, and continue consistent regular attendance throughout the remainder of the school year. Failure to do so may hinder your child's progress in school and will result in legal consequences if this truancy pattern continues.** Illinois Law states that the individual named as custodial parent or guardian of the named child, is held responsible for that child's school attendance. The Law further states that students enrolled in school MUST attend school on a regular basis. Therefore, as a parent or guardian of this child, YOU are responsible for regular school attendance. Please note that this notice is an official document of truant behavior by the Regional Office of Education and is evidence of effort made by the school district to correct this matter.

This letter serves as the Initial Truancy Notice as stated in the Illinois School Code Truancy Law. Please ensure your child's attendance at school so that further actions listed in this law do not occur. Please feel free to contact our office should you have any questions regarding this formal notice and please contact your child's school immediately to rectify this pattern of truant behavior. Active involvement and positive motivation in your student's education is key to their success in life and to their perception of the importance of regular school attendance.

Recommendations for parent to alleviate truancy:

- 1) Schedule a formal meeting with the school officials to discuss attendance records and issues.
- 2) Address school educational needs/problems with school counselor and school staff.
- 3) Seek agency counseling to address possible underlying causes for the truancy.
- 4) Establish home routines that support adequate rest and morning preparedness for school attendance.
- 5) Contact School Officials daily for active parental involvement and knowledge of school attendance and the attainment of educational needs.
- 6) Contact Regional Office of Education Truancy Staff to discuss support of Illinois Laws regarding truancy issues.

Thank you for your time and attention to this official notice.

Sincerely,

Jodi L. Scott, Regional Superintendent  
Cc: file, School Principal

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**JODI L. SCOTT**

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**LORI L. LOVING**

Asst. Regional Superintendent of Schools  
[lloving@roe33.net](mailto:lloving@roe33.net)

**Second Truancy Notice**

(Pursuant to Public Act 93-0858 of Illinois Law)

Date:

Dear Parent/Guardian of:

This letter represents the official second notice informing you that your child has been absent without cause (truant) as indicated on the enclosed School District Report.

Upon the receipt of this **second** notice, YOUR CHILD MUST report to school immediately, and MUST continue consistent attendance throughout the remainder of the school year. You were contacted by formal written notice of this truant behavior from this office to comply with state attendance laws on a previous letter dated **(11/04/20)**. Your child's school has followed their established policy and has tried to encourage school attendance.

The objective of this **SECOND TRUANCY NOTICE** is to see no further unexcused absences and to encourage parent/guardian voluntary compliance with State of Illinois Attendance Laws. Please be advised that at nine (9) unexcused absences you will receive a truancy ticket which will include a fine. Please feel free to contact our office regarding this formal notification of continued truant behaviors and questions regarding the legal consequences of poor school attendance.

Sincerely,

Jodi L. Scott  
Regional Superintendent

Enclosures

Cc: file, School Principal

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**LORI L. LOVING**

Asst. Regional Superintendent of Schools  
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**Third Truancy Notice**

(Pursuant to Public Act 93-0858 of Illinois Law)

Date:

Dear Parent/Guardian of:

You were legally notified by letters dated **date**) and again on, (**date**) regarding your child's excessive truancy and a truancy ticket was issued on). You were informed about, and instructed to comply with Illinois state compulsory school attendance laws. You were further informed that you and/or your child would be held responsible for any violation of such laws. Unfortunately, you did not ensure your child's attendance and your child has continued to be truant. As of this writing, your child has been marked as a chronic and habitual truant as indicated on the enclosed report.

**You have been, and continue to be, lawfully notified that your child must report to school immediately and continuous and consecutive attendance throughout the school year.** This is your third notice. There is more at stake than your noncompliance with state attendance laws and possible legal involvement: your child's education is suffering due to poor attendance. The truancy must stop.

Including this notice, you have received three letters from this office, as required by law. If your child's attendance does not improve, at 15 unexcused absences, the Regional Superintendent will require you to appear before the Truancy Review Board which you are required to attend by law. At that time the Truancy Review Board may order your child to work in community service and require your child to attend school as part of that community service. If you do not comply, all documents shall be forwarded to the State's Attorney for prosecution. This is a very serious matter. Please make note and comply.

The attendance report provided by your child's school shows from (*date* (past 180 school days) absences totaling:

\_\_\_Excused Absences    \_\_\_Unexcused Absences

Sincerely,

Jodi L. Scott, Regional Superintendent

Enclosures

Cc: file, School Principal

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## Truancy Review Board

### Truancy Review Board Purpose

Henderson, Knox, Mercer, Warren Regional Office of Education #33 partners with local community organizations to make up a truancy review board of five to ten members. This panel meets with the students and families with chronic absenteeism in order to develop an individualized improvement plan to meet the needs of the student and family.

### TRB Member Expectations

The Truancy Review Board, also known as the “TRB,” is the final step before our program petitions to the State's Attorney. TRB consists of social service agencies, ROE truancy staff, Regional Superintendent of Schools, School Personnel, and Law Officials. The purpose is to help families remove barriers preventing school attendance. TRB will provide recommendations (ie. tutoring, parenting classes, community services, etc.) to improve truant behavior. Before the TRB meeting concludes, the family will receive a copy of recommendations and improvement plan from the TRB. The student’s parent or legal guardian will sign this improvement plan.

### TRB Locations

The Truancy Review Board meets in various locations dependent on the county where the student resides. Dates and times of TRB meetings will be mailed to the student prior to the expected appearance in the form of a Legal Notice to Appear.

### TRB Meeting Norms

The Truancy Review Board, students and family, and Regional Office of Education agree to the following norms during the duration of the meeting.

- Arrive on time.
- Bring documentation as requested.
- Communicate clearly.
- Listen carefully without interrupting others.
- Respect the dignity and views of others.
- Share your views willingly and respectfully.
- Ask and welcome questions for clarification.
- Be open to the ideas and views presented.
- Contribute solutions respectfully.
- Have a solutions mindset.
- Honor time limits and stay on task.
- Place all technology devices, including cell phones, on silent.

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## Truancy Review Board Member Contract

### Truancy Review Board Purpose

Henderson, Knox, Mercer, Warren Regional Office of Education #33 partners with local community organizations to make up a truancy review board of five to ten members. This panel meets with the students and families with chronic absenteeism in order to develop an individualized improvement plan to meet the needs of the student and family.

### TRB Member Expectations

The Truancy Review Board, also known as the “TRB,” is the final step before our program petitions to the State's Attorney. The purpose is to help families remove barriers preventing school attendance.

1. Truancy Review Board Members will complete one of the following virtual training sessions lasting no longer than one hour.
  - a. Live training session
  - b. Recorded session
2. Training will be on the following topics.
  - a. Strengths-based language
  - b. Member expectations
  - c. Truancy process
3. Truancy Review Board Members will follow the expected meeting norms.
  - a. Arrive on time.
  - b. Bring documentation as requested.
  - c. Communicate clearly.
  - d. Listen carefully without interrupting others.
  - e. Respect the dignity and views of others.
  - f. Share your views willingly and respectfully.
  - g. Ask and welcome questions for clarification.
  - h. Be open to the ideas and views presented.
  - i. Contribute solutions respectfully.
  - j. Have a solutions mindset.
  - k. Honor time limits and stay on task.
  - l. Place all technology devices, including cell phones, on silent.
4. Truancy Review Board Members will provide recommendations (ie. tutoring, parenting classes, community services, etc.) to improve truant behavior.
5. Truancy Review Board Members will make referrals to the services their organizations provide.
6. Truancy Review Board Members will make referrals to partners of their organizations as well.
7. If a Truancy Review Board Member cannot be present, the member will contact the ROE #33 truancy team 24 hours prior to the hearing. If an alternate is available, the alternate must complete all requirements prior to serving on the board.

*If the Truancy Review Board Member is in agreement with the expectations outlined in the contract, please sign and date on the line below.*

Printed Truancy Member Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## TRB Agenda

The Truancy Review Board will meet fifteen minutes prior to the arrival of families to ensure efficiency of each meeting. The meeting agenda will be followed as explained hereafter.

### I. Pre-Planning

- A. The Truancy Review Board reviews student files with the Truancy team.
- B. School shares current levels with the team.
- C. Team brainstorms possible resources for the family.
- D. Team completes pre-meeting prior to the arrival of the family.
- E. Once the family arrives, a meeting will commence.

### II. Welcome

- A. Attendees sign in.
- B. Paperwork is completed.
- C. State purpose of the meeting.

Read:

*That on this date, with all concerned present and signing below, this meeting is a TRUANCY HEARING conducted by the Truancy Review Board as requested by the Regional Office of Education #33 and is authorized by Illinois Public Act 93-0858 and Illinois School Code (105 ILCS 5/26-8). Let it be known that 3 notices have been given to the parties concerned as required by (105 ILCS 5/26-7).*

*The student is now considered a chronic truant as defined in Illinois School Code (105 ILCS 5/26-2a) and in violation of Illinois School Code (105 ILCS 5/26-1) regarding compulsory school attendance until age 17.*

- D. Introductions are completed.
- E. Review TRB meeting norms.

### III. Discuss Current Student Performance

- A. School provides an update on attendance and interventions provided.
- B. Students and Parents/Guardians respond.
- C. Board asks questions.

### IV. Develop Goals and Objectives

- A. Problem solving is completed.
- B. Share recommendations--attend school every day; if ill, provide doctor's note, provide forms to school as needed.
- C. Provide time for any clarifying questions.
- D. Legal document of plan is completed.
- E. Board votes on the plan.

### V. Ending

- A. Parents/guardians sign recommendations.
- B. Parents/guardians sign an Official Hearing Letter legal document (petition) for the State's Attorney.
- C. Family is dismissed.

### VI. Review of Previous Cases

- A. Provide followup of prior plans developed.
- B. Plan for families who did not attend the meeting.

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**Truancy Review Board Dates 2021-2022**

**Henderson County**

Location:

*Henderson County Courthouse  
307 Warren Street  
Oquawka, IL 61469*

Dates:

Oct. 12  
Nov. 9  
Dec. 14  
Jan. 11  
Feb. 8  
Mar. 8  
Apr. 12  
May 10

Times:

Beginning at 1:30 p.m.

**Knox County**

Location:

*Knox County Courthouse  
200 S Cherry Street  
Galesburg, IL 61401*

Dates:

Oct. 22  
Dec. 17  
Jan. TBD  
Feb. TBD  
Mar. TBD  
Apr. TBD  
May TBD

Times:

Beginning at 9 a.m.

**Mercer County**

Location:

*Mercer County Courthouse  
100 SE 3rd Street  
Aledo, IL 61231*

Dates:

Nov. 5  
Dec. 3  
Jan. 7  
Feb. 4  
Mar. 4  
Apr. 1  
May 6

Times:

Beginning at 9:30 a.m.

**Warren County**

Location:

*Warren County Courthouse  
100 W Broadway Street  
Monmouth, IL 61462*

Dates:

Nov. 1  
Dec. 6  
Jan. 3  
Feb. 7  
Mar. 7  
Apr. 4  
May 2

Times:

Beginning at 9am



**TRUANCY REVIEW BOARD STUDENT AND FAMILY CONTRACT**

Hearing Date and Time: \_\_\_\_\_

Student: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Address: \_\_\_\_\_ School: \_\_\_\_\_

That on this date, with all concerned present and signing below, this meeting is a **TRUANCY HEARING** conducted by the Truancy Review Board as requested by the Regional Office of Education #33 and is authorized by Illinois Public Act 93-0858 and Illinois School Code (105 ILCS 5/26-8). Let it be known that 3 notices have been given to the parties concerned as required by (105 ILCS 5/26-7).

The student is now considered a chronic truant as defined in Illinois School Code (105 ILCS 5/26-2a) and in violation of Illinois School Code (105 ILCS 5/26-1) regarding compulsory school attendance until age 17.

**Truancy-related or other topics or agreements discussed:**

The student is hereafter assigned to provide community service in the following manner **Community Service:**

1. Attend school immediately and continuously as part of your community service. The total amount of days shall be forty consecutively beginning (\_\_\_\_\_)
2. Follow all recommendations documented in attachment A. (Recommendations Form)

If the student does not comply with the above provisions and the truancy continues, the student is beyond the control of his/her parents, guardians, or custodian. A truancy petition will be filed with the office of the State's Attorney.

By not appearing at the truancy hearing on ( \_\_\_\_\_ ) all rights of carrying out community service have been forfeited. The student is considered a chronic truant and a petition will be filed immediately with the State Attorney.

Do all Truancy Review Board members present agree to and approve all recommendations documented in attachment A:

Yes  No

**Signatures of those attending:**

\_\_\_\_\_  
*Parent/Guardian*

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Truancy Office/Attendance Liaison*

\_\_\_\_\_  
*Principal/Designee*

\_\_\_\_\_  
*Regional Superintendent/Designee*



**TRUANCY REVIEW BOARD RECOMMENDATIONS**

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

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

Parents/Guardians: \_\_\_\_\_

School: \_\_\_\_\_

**Recommendations:**

**Follow Up on Recommendations:**

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Truancy Case Management

### **Purpose**

Truancy Case Management is designed to establish and implement a screening, referral, and follow up process for truant and chronic truant students and families to engage in needed behavioral health and social services, in order to reduce the barriers of school attendance and increase academic achievement.

Case managers will provide assessment, develop an individualized education plan, conduct home/school visits to monitor progress, keep case notes, provide referrals and follow up to needed community resources, and participate in the Truancy Review Board for their assigned county(ies).

### **Process for Case Management**

After a family is referred to the Truancy Review Board, a case manager is assigned in order to assist the family in its completion of the recommendations as determined at the Truancy Review Board Hearing.

Once the case manager is assigned, a home visit will be conducted to follow up on the IOEP (Individual Optional Education Plan) and recommendations that were determined at the TRB.

During the visit, the SDQ Screener will be completed. The Strengths and Difficulties Questionnaire is a brief behavior screener that examines the psychological attributes about a child. The SDQ is given to children ages 3 through 16 and includes 25 questions.

The next step will be for the Student Questionnaire and the Parent / Guardian Questionnaire to be completed.

### **Goal Setting**

Goals for the student and family will be set and established by the student, family, and case manager throughout the process in order to develop a working relationship and plan to rectify the chronic truancy behavior.

### **Case Notes**

Case management will include formal collection of case notes at the conclusion of each meeting that pertains to the chronic student.



STUDENT QUESTIONNAIRE FORM

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

Address: \_\_\_\_\_

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

Why is it difficult to come to school?

- |   |   |
|---|---|
| <input type="checkbox"/> Sick/health problems                           | <input type="checkbox"/> I can't see very well                                      |
| <input type="checkbox"/> Stay up too late                               | <input type="checkbox"/> Some subjects are challenging (math, reading, others)      |
| <input type="checkbox"/> No clothes to wear                             | <input type="checkbox"/> My weight bothers me                                       |
| <input type="checkbox"/> I'm depressed                                  | <input type="checkbox"/> Gang pressure  |
| <input type="checkbox"/> I am pregnant                                  | <input type="checkbox"/> Drug abuse   |
| <input type="checkbox"/> I have problems at home                        | <input type="checkbox"/> Peer Pressure  |
| <input type="checkbox"/> Parents do not care if I come to school        | <input type="checkbox"/> Someone is bullying me                                     |
| <input type="checkbox"/> My parent(s) are sick and need my help at home | <input type="checkbox"/> Transportation problems                                    |
| <input type="checkbox"/> I have to watch my sister/brother              | <input type="checkbox"/> Problems with school staff, teachers, administration, etc. |
| <input type="checkbox"/> I am shy                                       | <input type="checkbox"/> I work   |
| <input type="checkbox"/> School is boring                               | <input type="checkbox"/> I struggle with sleeping/waking up on time                 |
| <input type="checkbox"/> I have trouble writing                         | <input type="checkbox"/> Medication issues  |
| <input type="checkbox"/> I can't read very well                         | <input type="checkbox"/> Other  |

Write any questions or concerns below that you might have.

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PARENT / GUARDIAN QUESTIONNAIRE FORM

Student: \_\_\_\_\_ Date: \_\_\_\_\_ SIS#: \_\_\_\_\_

D.O.B \_\_\_\_\_ Gender: M F Grade: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

MEMBERS OF THE FAMILY

Parents' Marital Status: Married \_\_\_\_\_ Divorced \_\_\_\_\_ Single \_\_\_\_\_

Mother: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Mother's Employer Name: \_\_\_\_\_ Employer Address: \_\_\_\_\_

Employer Phone #: \_\_\_\_\_ Mother Cell Phone #: \_\_\_\_\_

Father: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Father's Employer Name: \_\_\_\_\_ Employer Address: \_\_\_\_\_

Employer Phone #: \_\_\_\_\_ Father Cell Phone #: \_\_\_\_\_

SIBLINGS:

Name	Date of Birth	Grade	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

OTHER PEOPLE IN HOME:

Name(s)	Relationship to Child
_____	_____
_____	_____
_____	_____

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PARENT / GUARDIAN QUESTIONNAIRE FORM, CONTINUED

What services are currently being utilized?

Current Services	Provider/Organization	Contact
Mental Health/Counseling:	_____	_____
School Counseling/ Social Worker Services:	_____	_____
Active IEP/ 504:	_____	_____
Substance Use Counseling:	_____	_____
Ongoing Medical Issues:	_____	_____
Probation/Court Involvement:	_____	_____
Other:	_____	_____

What services are needed?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Mental Health Counseling                  | <input type="checkbox"/> Housing                    | <input type="checkbox"/> Adult Education Services  |
| <input type="checkbox"/> School Counseling/ Social Worker Services | <input type="checkbox"/> Food                       | <input type="checkbox"/> Literacy Support Services |
| <input type="checkbox"/> Active IEP/ 504                           | <input type="checkbox"/> Clothing                   | <input type="checkbox"/> Other: _____              |
| <input type="checkbox"/> Substance Use Counseling                  | <input type="checkbox"/> Utilities                  |  |
| <input type="checkbox"/> Ongoing Medical Issues                    | <input type="checkbox"/> Transportation             |  |
|  | <input type="checkbox"/> Parenting Support Services |  |
|  | <input type="checkbox"/> Translation                |  |

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PARENT / GUARDIAN QUESTIONNAIRE FORM, CONTINUED

What is the nature of the Student's Attendance Problem? (Please check all that apply.)

Transportation Issue

- Misses bus
- Too far to go
- No money for transportation
- No reliable means of getting to school

Safety Issue

- Surrounding neighborhood not safe
- School not safe
- School problem

Health Issue

- Pregnancy
- Medical problem
- Substance abuse
- Handicap/Disability

Academic/School Issue

- Problems with teacher
- Problems with School personnel
- Suspended from school
- School discipline problem
- Poor academic performance

Home Issue

- Tending to younger siblings
- Parent/Guardian not well
- Physical, sexual, or substance abuse in the home
- Student is also a parent
- Homeless
- Domestic Violence
- Runaway
- Dating Violence
- Neglect

Social Issue

- Gender Intimidation
- Gang Activity
- Financial issues
- Difficult peer relationships
- Bullying
- Personal relationship
- Low Attendance
- Credit Deficiencies
- Discipline Referral

Student Characteristics

- Low Achievement
- High Failure Rate
- Drug/Alcohol Problem
- Other: \_\_\_\_\_

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