

Student Name _____

Date _____

School _____

TRUANCY/ATTENDANCE ASSESSMENT

The following list of behaviors or variables can be used to better understand present, and to a degree, future truant behavior. The assessment should be used as part of the overall plan to reduce truant behavior and provide necessary services to the student.

SCORE

ATTENDANCE PATTERNS: frequent tardiness, excused absences, in-school and/or out of school suspension/expulsion.

<u>4</u> Chronic	<u>3</u> Frequent	<u>2</u> Some	<u>0</u> No Problem	_____
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ACADEMIC PERFORMANCE: A pattern of poor classroom performance.

<u>4</u> Chronic	<u>3</u> Frequent	<u>2</u> Some	<u>0</u> No Problem	_____
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ACADEMIC PERFORMANCE: two or more years behind in reading or mathematics.

<u>5</u> 2 Years Behind Both Subjects	<u>4</u> 1 Year Behind Both Subjects	<u>3</u> 2 Years Behind One Subject	<u>2</u> One Year Behind One Subject	_____
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EXTRA-CURRICULAR PARTICIPATION: Limited involvement in extra-curricular activities

<u>4</u> No Participation	<u>3</u> Some Last Year	<u>2</u> Frequent	<u>1</u> Regular Participation	_____
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APPEARANCE: Unexplained changes in clothing style, physical appearance, personal hygiene.

<u>3</u> Unexplained Changes (year)	<u>2</u> Minor changes	<u>0</u> No changes evident	_____
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SIBLING PERFORMANCE: Older sibling's performance was poor, was also truant, or dropout.

<u>6</u> Older Sibling Chronic Truancy	<u>4</u> Older Sibling Dropout	<u>3</u> Poor Performance	<u>0</u> No Record	_____
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ASSESSMENT of family environment mostly negative

<u>4</u> Mostly Negative	<u>3</u> Limited Functioning	<u>2</u> Some Positive	<u>0</u> Mostly Functioning	_____
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MEDICAL CONDITION impacts academics/attendance

<u>4</u> Ongoing problems Medical issues Significant impact	<u>3</u> condition has some Impact on performance/ Attendance	<u>2</u> med. Condition but no obvious impact	<u>0</u> no medical issues/ no impact	_____
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PREVIOUS FAILURE in academics: Failure of one or more years in elementary school.

<u>2 plus</u> Failure 2+	<u>1</u> Failure	<u>0</u> No Failure	_____
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FRIENDS not school oriented or were dropouts/truants

<u>5</u> Mostly Not School Oriented	<u>3</u> Some	<u>2</u> Mixed	<u>0</u> None	_____
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FRIENDS who are older.

4 Friends Mostly Older 3 Some Older 2 Mostly Same Age 0 _____

SUSPICION OF DRUG ABUSE by student and/or friends.

3 Strong Suspicion 2 Some Suspicion 1 No Suspicion 0 _____

SOCIAL ISOLATION: feeling of not belonging.

4 All the Time 3 Frequently 1 Infrequent 0 Never _____

BEHAVIOR PROBLEMS: behavior required disciplinary action

5 3 or More Incidents 3 2 Times/Past Year 1 1 Time/Past Year 0 No Disciplinary Action _____

HOME SETTING: Single parent home or recent divorce. Parent working and unable to provide supervision before, during, after school.

5 Single Parent/ No Supervision 4 Parent Working/ Limited Supervision 3 Parent Available/ but unable to provide Supervision 0 Supervision Provided Parent or other _____

FOREIGN LANGUAGE (Communications) Language barriers interfere with staff ability to communicate with student/family

5 Frequent Difficulty In communicating With student/parent 3 Some Difficulty Staff Able to Communicate 2 Some Difficulty Requiring Extra Effort by Staff 0 No Problem Evident _____

ABSENCE: Absent from home without parents consent.

5 4 times or more 4 3 times 3 1 time 0 NA _____

CHILD CARE RESPONSIBILITIES for Younger Sibling, Relative, Own Child

4 Student Given Major Responsibilities. No Alternative Available 3 Some Responsibility/ Problem 2 Occasional Child Care/ No Major Problem 0 No Interference _____

STUDENT EMPLOYMENT during school hours/after school impacts attendance/performance

4 Student Work Hours Exceed Limit Set By Law 3 Work an Occasional Problem 1 Student Work Not a Problem 0 Student Not Working _____

TELEPHONE: no available telephone during the last year.

2 Yes 0 No _____

VICTIM OF ABUSE OR NEGLECT during the past year.

5 Yes 0 No _____

SPECIAL EDUCATION or LD placement

3 Yes 0 No _____

FAMILY MOVED 4 or more times during elementary years.

6 4 times + 5 3 times 2 2 times 0 NA _____

JUVENILE COURT PETITION pending for delinquent behavior or currently under probation or current court supervision.

4
Under Active
Probation
Supervision

3
Adjudication
Pending

1
Petition
Pending

0
NA

TOTAL

Suggested intervention/use of services/Plan of Action

**High Risk (above 54)
Medium Risk (28-54)
Low Risk (1-27)**

To the staff member responsible for completing this assessment:

Special circumstances may necessitate the placement of the student in a risk level which differs (higher or lower) from the one identified by this assessment. In the area below, please provide a brief rationale, if needed, for making the change. Policy within the school or district will dictate whether administrator approval is needed before the level of risk is changed. An “override” of the risk score will be limited to one risk level (higher or lower). The development of an intervention plan for **high risk** students should focus during the initial assessment on only three of the most significant problem areas faced by the student. Immediate attention should be given to those situations where the health, welfare and safety of the student, other students and staff, and the community are threatened.

Revised August 21, 2009