

Attendance Matters

Truancy Prevention Guide

A Resource Guide for Parents and Legal Guardians



Office of the State Superintendent of Education

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A Guide For Parents About School Attendance and Truancy

The Office of the State Superintendent of Education (OSSE) created the District of Columbia's truancy prevention guide to provide parents and guardians with a better understanding of truancy, its causes and consequences, and a list of programs and tools to address the issue of truancy.

The guide provides:

1. An explanation of the DC's laws and regulations related to absenteeism and truancy.
2. Information on what a parent or legal guardian can do to prevent truancy.
3. The common causes and consequences of truancy.
4. Contact information for intervention and referral services available to DC parents, legal guardians, and students that address the common causes of truancy and its prevention.

While DC has been viewed as a leader in many areas of school reform, significant challenges remain. Among them are absenteeism and truancy. In 2011, the DC Council's Special Committee on School Safety and Truancy found that absenteeism was an extreme issue in early grades that intensified in high school.¹ It highlighted the progression of bad school attendance (absenteeism) in early grades that led to chronic absenteeism and truancy in upper grades. The study reported that by high school, 13% of DC high school students had at least 15 unexcused absences during the first half of the school year. Further, research from the Special Committee report showed that nearly half of the students that had 10 or more unexcused absences in the ninth grade failed to graduate in four years—which is reflected in the District's 59% graduation rate.

¹ *Special Committee on School Safety and Truancy Interim Report and Recommendations on School Safety and Truancy Reduction, 19th Counc. (Apr. 18, 2011).*

ATTENDANCE MATTERS. Truancy is at the forefront of national attention because regular school attendance is critical to academic success. Locally, education leaders acknowledge that truancy is a rampant issue in DC that affects all grades. Recognizing that there is typically an escalation from absenteeism to chronic absenteeism and truancy; early intervention is key. Absence from school is a primary source of early warning signs that identify students at-risk for truancy and triggers opportunities for them to receive intervention services. Not only is truancy tied to failing grades and poor test scores, but there is also growing evidence of the long-lasting effects of childhood truancy on success in adulthood. Preventing truancy is a shared responsibility between the state education agency, local school districts, parents, students, and our communities.

In addressing these challenges, it is helpful to understand DC's unique context. Its growing public education population includes 61 school districts (one large, traditional district, DCPS and 60 independently operated charter school districts). Together, more than 235 schools educate just over 80,000 students. As such, while each school district is held to the overarching standards stated in local law, each district has some discretion in creating its own attendance policies and procedures that best support its academic programming.

The guide is the result of the South Capitol Street Memorial Amendment Act of 2012, which charged the Mayor with creating a resource guide for parents and legal guardians on DC's laws and regulations related to absenteeism and truancy.² This guide was developed from relevant media posts, formal complaints, local data, and national research. While the examples will not speak to every occurrence, this guide was developed to highlight various elements of absenteeism and truancy on the national and local level. This is not an endorsement of any specific program or strategy, but rather identifies some of the school level and community-based resources that may help parents in supporting their children and reducing truant behavior.

² *D.C. Law 19-141; 59 D.C. Reg. 3083 (Jun. 7, 2012) at §303(c), as codified at D.C. Official Code § 38-201 et seq.*

How to Use This Guide

Please use this resource guide to:

- Understand your rights and responsibilities as a parent.
- Understand the legal implications of truancy.
- Understand the consequences and long-term effects of truancy.
- Contact your student's school.
- Contact various resources to assist in your truancy intervention efforts.
- Understand ways that you may help your child improve their school attendance.

Throughout this guide you will find symbols used to draw your attention to specific information. Below is a key of the symbols and their meaning.

SYMBOLS	MEANING
	This information can be found in an attendance related law or regulation.
	Contact information can be found in the Resources section of the Appendices.
	The source can be found in the Sources section of the Appendices.
	This information can be found in the Timeline section of the Appendices.
	This term is defined in the Truancy and Attendance Related Glossary in the Appendices.
	This information is hyperlinked; you may go to the reference by visiting the listed web address.

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Section 1: Attending School

In most states and in DC, the age at which a child must begin attending school, the age at which a child may legally dropout of school, and the number of unexcused absences that determine when a student is considered legally truant is defined by law. DC's Compulsory Education and School Attendance law states that youth aged 5 to 17 must attend school until graduation.³ 

Who is responsible for making sure that a student attends school?

The student's parent/guardian is legally responsible for ensuring that the student attends school.⁴ 

How is an absence defined in the District of Columbia?

An absence is a full or partial school day  that a student is not physically in attendance at scheduled periods of instruction at the school that they are enrolled, and is not in attendance at a school-approved activity that constitutes part of the approved school program.⁵ 

Can tardiness affect a student's absence total?

Yes; if a student misses more than 20% of a school day, they will be marked absent.⁶ 

How does DC define absenteeism?

DC defines absenteeism as a pattern of not attending school, including the total number of school days and partial school days missed within one school year; this includes excused or unexcused absences.⁷ 

³ D.C. Official Code § 38-202(a) (2008 Supp.).

⁴ D.C. Official Code § 38-202(a) (2008 Supp.).

⁵ D.C. Mun. Regs. tit. 5, § A2199 (2013).

⁶ D.C. Official Code § 38-203(f) (2012 Supp.).

⁷ D.C. Mun. Regs. tit. 5, § A2199 (2013).

What is chronic absenteeism?

Chronic absenteeism is the accumulation within one school year of 10 or more school days on which a student is marked absent including excused and unexcused absences.⁸ 

What is an excused absence?

An excused absence from school for reasons that the school lists as valid.⁹ An absence will only be considered excused if an explanation is provided to the school within a reasonable timeframe. 

What is an unexcused absence?

An unexcused absence is any absence including an absence from any portion of the day without a valid excuse.¹⁰ While it may be misunderstood that parental approval is sufficient to be an excused absence, school districts are responsible for determining valid excuses for absences with parameters set forth in the law.¹¹ 

How is truancy defined in DC?

Truancy is defined as any absence from school by a school-aged child without a valid excuse.¹²  Interventions begin at the first unexcused absence. Legal truancy interventions through Child and Family Services Agency (CFSA) reporting are required after the accumulation of 10 or more unexcused absences within a single school year for any student aged 5 to 13.¹³ Legal truancy interventions through Family Court Social Services Division (FCSSD) reporting are required after the accumulation of 15 or more unexcused absences within a single school year for any student aged 14-17.¹⁴ 

⁸ *Id.*

⁹ *Id.*

¹⁰ *Id.*

¹¹ D.C. Mun. Regs. tit. 5, § A2102.4 (2013).

¹² D.C. Mun. Regs. tit. 5, § A2199 (2013).

¹³ D.C. Mun. Regs. tit. 5, § A2103.5(a) (2013).

¹⁴ D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(B)).

What is a truant?

A truant is a child of compulsory school age (5-17) who is absent without a valid excuse.¹⁵  Even a student who is absent for one day is considered truant if there is no valid excuse.

What is a chronic truant?

A chronic truant is a school-aged child who is absent from school without a legitimate excuse for 10 or more days within a single school year.¹⁶ 

What does my student need to provide if absent?

While each school district is responsible for creating its own attendance policy, at minimum, the compulsory school attendance law requires schools to obtain an explanation verifying the reason for an absence.¹⁷  For example, if your child is absent because of a doctor's appointment, a school may require a doctor's note. Below are some examples of valid excused absences.

What are some examples of valid excused absences?

While there may be some variation among school districts, all schools must include the following categories of excused absences:

- (a) Illness or other bona fide medical cause experienced by the student;
- (b) Exclusion, by direction of the authorities of the DC, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- (c) Death in the student's family;
- (d) Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- (e) Observance of a religious holiday;
- (f) Lawful suspension or exclusion from school by school authorities;
- (g) Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
- (h) Failure of DC to provide transportation in cases where there is a legal responsibility for the transportation of the student;
- (i) Medical or dental appointments for the student;
- (j) Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment; and
- (k) An emergency or other circumstances approved by an educational institution.¹⁸

¹⁵ D.C. Mun. Regs. tit. 5, § A2199 (2103).

¹⁶ *Id.*

¹⁷ D.C. Mun. Regs. tit. 5, § A2103.2(c)(1) (2013).

¹⁸ D.C. Mun. Regs. tit. 5, § A2102.2 (2013).

Where can I find an official list of excused absences for my child's school?

To find a complete list of excused absences contact your child's school. Each school is required by law to publish and make available to parents and students the list of valid excused absences.¹⁹ 

What are some examples of unexcused absences?

Examples of unexcused absences are:

- a) Babysitting
- b) Student work that has not been previously approved by the school as part of a flexible school schedule
- c) Errands
- d) Cutting classes
- e) Oversleeping
- f) Vacationing, not during scheduled school breaks like winter and spring break

Is student employment during school hours considered an unexcused absence?

Not in all cases. The principal or school leader may allow a student who has reached the age of 17 to have flexible school hours if the student is lawfully, gainfully, and regularly employed. However, the working student will not be excused entirely from regular attendance or excused to the extent that graduation from school will be jeopardized or prevented.

How are absences counted if my child is suspended?

When a student is suspended, each absence from school, regardless of the amount of suspension time, is coded as a suspension-related absence. It is not coded as an unexcused absence. Note: Please be certain that you receive proper documentation from the school officially stating that the student has been suspended.

¹⁹ D.C. Mun. Regs. tit. 5, § A2102.3 (2013).

How are absences counted if my child is expelled?

When a student is expelled, it is coded as an expulsion-related absence, until the student officially withdraws from the school or enrolls in another school.

Can I find out how many absences my child has?

Contact your child's school. You have the right to know the number of absences that your child has.²⁰ 

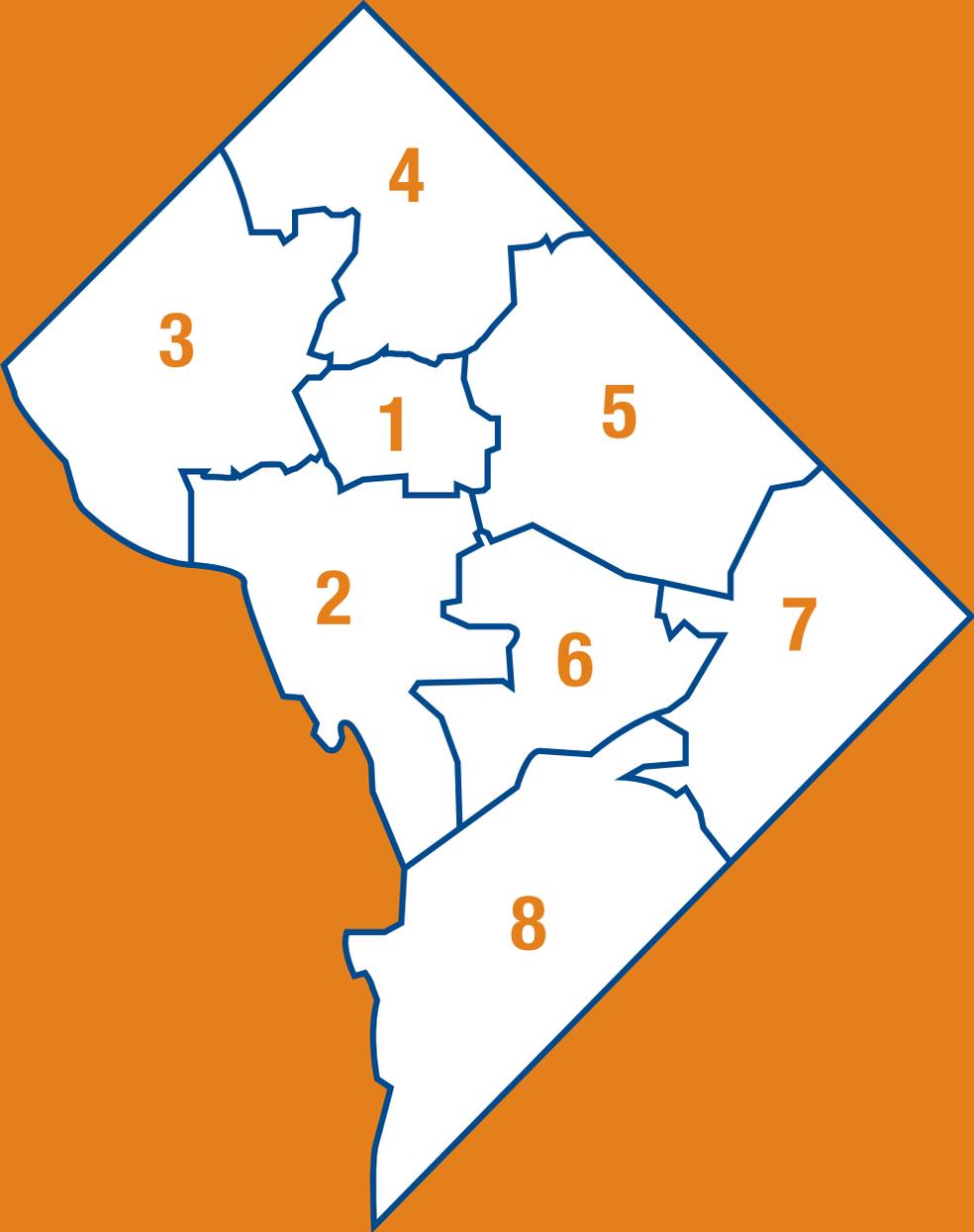
Do these rules apply to private school students and families?

Private schools are required to provide referrals to DC government agencies similar to public charter schools and District of Columbia Public Schools. For instance, after the accumulation of 10 or more unexcused absences within a single school year for any student aged 5 to 13²¹, private schools must refer truant students to CFSA. Truancy interventions are required after the accumulation of 15 or more unexcused absences within a single school year for any student aged 14-17²²; private schools must refer students to FCSSD and the Office of the Attorney General (OAG). 

²⁰ D.C. Mun. Regs. tit. 5, § A2103.2(c)(1) (2013).

²¹ D.C. Mun. Regs. tit. 5, § A2103.5(a) (2013).

²² D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(B)).



WHAT ARE THE COMMON CAUSES OF TRUANCY?

Students miss school for many reasons, and excessive absences and truancy may be indicators of deeper issues. Truancy is usually caused by a combination of student, parent, and school factors. Coordination among teachers, school support staff, parents, community partners, and the state education agency is key in understanding and addressing the underlying causes of school absenteeism. District data identified the leading barriers that cause truancy in elementary and early childhood programs, middle schools, and high schools as the following:

Barriers Identified in Local Research:

Elementary and Early Childhood Programs

BARRIERS TO ATTENDANCE
Student Health
Transportation
Parent Health
Housing
Academics

Middle Schools

BARRIERS TO ATTENDANCE
Student Health
Academics
Transportation
Housing
Safety

High Schools

BARRIERS TO ATTENDANCE
Academics
Transportation
Student Health
Safety
Childcare

Barriers Identified in National Research:



Health and Mental Health Barriers

- Child abuse and/or neglect
- Drug or alcohol use and/or abuse
- Childhood depression
- Asthma or other chronic illness
- Poor nutrition, dental, vision, hearing problems
- Neurological factors, such as dyslexia

Financial Barriers

- Lack of affordable transportation
- Insufficient food
- Proper clothing not available
- Homelessness
- Students needing to be employed to support the family

Community/Cultural Barriers

- Lack of safety in the home or school community
- Unawareness of community agencies that may provide needed support
- Bullying
- Language barriers

Personal Barriers

- Low academic grades
- Peer pressure or inability to maintain friendships
- Feelings of rejection and failure
- Embarrassment due to lack of “fashionable” clothing
- Low self-esteem
- To meet with friends
- Abuse by significant other

School-based Barriers

- Teacher conflict
- Inadequate transportation
- Fear of being bullied or cyber bullied
- Inappropriate programming: too challenging/not challenging enough
- Weak or no monitoring of daily attendance
- Inconsistent attendance policies
- Lack of parent involvement in the school
- Lack of personalized attention to students
- Lack of teacher expectations for high student achievement
- School size: too small/too large
- Inflexibility toward meeting different learning styles
- Inconsistent procedures for dealing with chronic absenteeism

Family Barriers

- Insufficient parent support
- Child kept home for babysitting or caring for a sick parent
- Family history of dropping out
- Lack of adequate adult supervision
- Parent(s) addicted to drugs or alcohol
- Parent(s) who do not value education
- Lack of awareness of attendance laws
- High mobility

WHAT CAN I DO TO PREVENT MY CHILD FROM BECOMING TRUANT?

Parent involvement can reduce truancy. Parents can ensure students are present in the classroom by making school attendance a priority. The George Washington University provides parents and legal guardians with the following prevention and intervention strategies.

HOW CAN I WORK WITH MY CHILD? (tips for parents of elementary, middle, and high school students)

If you know your child is late to school, missing school, skipping class, or not interested in attending school, here's how you can help them:

Set boundaries: Talk to your children about the role education plays in their future/life success; let them know that you do not approve of them missing school; refuse to write an excuse for unacceptable reasons; and review acceptable and unacceptable behavior with your child.

Ask questions: Take an active interest in your children's schoolwork; ask them to demonstrate what they learned in school; know your children's friends.

Stay informed: Know the school's attendance policy, the time school starts, the difference between an excused and unexcused absence, and share the information with your child.

Be prepared: Prepare your child for school with required supplies and clothes. If you need assistance, contact your local social services agency. Contact numbers can be found in the Resources section. 

Schedule time: Set a time for your child to go to bed, wake up, have a healthy breakfast (at home or school), arrive at school, and complete their homework. Monitor things in your home such as family routines that may prevent you or your child from keeping to the schedule.

Plan appointments: Plan visits to the doctor or dentist after the school day ends. If you must take an appointment during the school day, allow the child to miss only time needed for that appointment.

Plan Vacations: Always talk with the school and review the school calendar before you plan your holiday or vacation.

Be alert: Look for early signs of a child's decision that school is not worthwhile. Monitor changes in friendships, teachers, classrooms or even the loss of a pet or family member. All of these things contribute to reasons why children dread going to school. Get help! Contact information for counseling services can be found in the Resources section. 

Look for alternatives: If your child tells you they are bored at school, seek support outside the school such as music lessons, sports clubs, neighborhood or church-related youth groups, or mentors. Seek out and enroll your child in a tutoring program, if necessary. Call or visit your local department of recreation.

Be proactive: Regularly contact the school office to make sure your child is attending school; check in with their teachers on a regular basis; and make random visits to your child's classroom to observe.

Maintain your routine: Stick to a regular schedule for homework, bedtime, and waking up.

Provide Incentives: Reward good attendance. However, keeping your child out of school for his or her birthday is not an acceptable reward.

Talk about consequences: Be sure that your child knows if they skip school, there will be consequences to pay such as losing television or video game time, limiting time with friends, or the loss of other privileges.

Monitor behavior: Look for negative behavior changes such as alcohol use or staying out late. Seek a counselor if your child's behavior becomes distant, withdrawn, anxious, depressed, delinquent, or aggressive.

Talk about expectations: Talk with your child about acceptable and unacceptable behavior and grades. Regularly, discuss homework rules and school attendance.

Have consistent expectations: Relaxing the rules for even one assignment or day can send a mixed message. Make sure that all your children live up to the same standards.

Communicate with your child: Ask your child how you can help. Think about what situations he or she might face and talk about ways to handle these situations before or when they occur.

Be supportive: Encourage your child to take an active role in the school by joining clubs or participating in sports. Teach them when and how to ask for help.

Educate yourself: Understand what your child is expected to learn at each grade level. Contact your state department of education, school district, or school for a copy of the standards and school attendance policies. Find out what goals your child's teacher has for the year and how your child will be graded.

If you need to have more assistance with understanding school attendance policies, please make an appointment to speak with the principal or school leader. 

HOW CAN I WORK WITH MY CHILD'S SCHOOL?

Communicate with the school. The school can provide support to help you prevent your child from skipping school or missing classes. Remember, the school needs your help also.

Be available: Make sure the school has your correct contact information. Provide work, home, cell and, if necessary, caretaker phone numbers. Email addresses can also be helpful.

Be honest: Talk with the principal and school social worker regarding changes that may affect your child's behavior such as divorce, death or sickness in the family, a missing pet, or a possible move/homelessness. If your child has special needs, inform the teacher at the start of the school year.

Help the teacher connect with your child: Tell the teacher about your child's hobbies, interests, or learning challenges.

Get advice: Ask the teacher for suggestions on how to make the homework time go more smoothly. Ask for tutors if your child needs help in a course or subject.

Get involved: Assist your child's teacher in classroom-related projects such as reading or one hour mentoring programs. Volunteer to assist with activities outside of the school such as class trips or school sponsored neighborhood events. Participate in parent, teacher, student associations organized by the school. Attend meetings scheduled by the school such as teacher conferences, school-based student support team intervention meetings (SST), or family workshops such as planning for college.

Be open-minded: Inform school officials and teachers of your interest in receiving feedback on your child's progress, attendance, and behavior.

Speak up: Question policies that go against the goal of keeping children in the classroom. Encourage your school to create alternatives to out-of-school suspension and expulsion. Seek changes in school grading policies related to attendance.

Collaborate: Be familiar with school disciplinary policies to ensure that actions at home support or reinforce the actions of the school.

Follow-up: When your child must miss school because of illness, contact the school immediately and arrange to pick up assignments, if necessary. Finally, make certain that your child returns to school with a valid excuse.

HOW CAN I WORK WITH MY COMMUNITY?

Involve trustworthy people, churches, businesses, and community-based organizations in the education of your child.

Participate: Sign up and attend parenting education programs.



This is a great way to learn new techniques and to share what you have learned.

Set up a parent network: Talk to neighbors about your child's behaviors and activities. Set up a neighborhood watch or patrol to ensure that all children go to and remain in school every day. Exchange phone numbers with other parents in the neighborhood in case you need to reach a parent quickly.

Create a homework or study group: Seek other parents or older children who are willing to help you and your child with homework. Make your home the homework center or develop a telephone tree to make homework help available to all neighborhood children and their parents.

Seek consistency: Insist that all community agencies—social workers, school counselors, or juvenile officers—work together to develop a coordinated individual learning plan of support for your child.

Be a mentor: Volunteer to be a mentor and help children address needs that are not currently supported in school such as music, athletics, the arts, or even poetry.

Make school relevant: Push for activities where students can take part in their own learning by developing projects that address community needs.

Vote: Vote in local school board elections and voice your opinion and concerns about what is working or not working in schools. Contact your elected representative. 

HOW CAN I HELP IF I AM A BUSY PARENT?

Below are strategies for parents and guardians whose participation may be limited due to work schedule, illness, or other barriers.

Identify a support network: Identify family members, friends, neighbors, or community groups that can assist you in ensuring that your child makes it to school.

Ask your employer to support education: Some jobs have family-friendly policies such as flextime and extended lunch hours that may allow you to attend school meetings.

Get to know the services at your child's school and/or community: Community groups and schools use different services and incentives to support student attendance, reinforce those services and incentives to the child in your household.

Do what you can: If you cannot maintain constant communication with your child's school, prioritize scheduled parent-teacher conferences. If you can't attend those meetings, let your child's school know your availability and the best way to reach you (i.e. text message, email, or phone call).

Use unconventional times to talk with your child: Use car or metro rides, walks, or any extra time that you may have together to talk with your child about the importance of school attendance.

Develop a routine: Think through the amount of time that it will take you and your child to make it to school and be on time. Try to stick with the same wake up time and time to get out of the house.

Write notes to your child: Whenever you have a few moments throughout the day, write a short letter to your child. The letter may praise them for positive behavior like waking up on time for school or being prepared for the school day.

WHAT ARE THE COMMON CONSEQUENCES OF TRUANCY?

There are many short-term and long-term consequences of truancy. Not only is truancy tied to failing grades and poor test scores, but there is growing evidence of the long-lasting effects of childhood truancy on future success. Various studies have examined the relationship between truancy and school completion. For instance, in 2002, the Colorado Foundation for Families and Children (now named The Partnership for Families and Children) found that 80% of dropouts were chronically truant. Similarly, students in Philadelphia who attended school less than 70% of the time in ninth grade had a greater than 75% chance of dropping out (Neild, Balfanz, & Herzog, 2007). As a result, the consequences of truancy can be best understood by truancy's disturbing relationship to school dropout. Dropouts are more than twice as likely to live in poverty (National Center for Educational Statistics). The effects of truancy often result in costly government interventions, which may include more residents becoming incarcerated or placed on welfare or other publicly funded benefits. This section will provide the legal, academic, social, and potential future consequences of truancy.

What are the legal consequences of truancy to parents and students?

Parents/guardians who fail to have their children attend school are subject to the following consequences (Appendix B and C):

1. Parents of students with five unexcused absences will be requested to participate in a conference;²³
2. The student will be referred to a school-based student support team which will meet within five school days²⁴ of the referral and regularly thereafter to:
 - Determine the underlying causes for a student's absenteeism or truancy.
 - Communicate and collaborate with the student and parent.
 - Create and implement action plans in consultation with the student and student's parents.
 - Make recommendations for academic, diagnostic, or social work services.
 - Use school and community resources to reduce the student's truancy including referrals to appropriate community-based organizations when available.
3. Students aged 5 through 13 with 10 or more unexcused absences will be referred to CFSA no later than two business days after the accrual of 10 unexcused absences within a school year.²⁵
4. Neglect charges may be filed against the parent by OAG or CFSA;²⁶
5. Students aged 14 through 17 with 15 or more unexcused absences in a school year will be referred to the Court Services Division of the Family Court and to the Juvenile

²³ D.C. Mun. Regs. tit. 5, § A2103.2(c)(3) (2013).

²⁴ D.C. Mun. Regs. tit. 5, § A2103.2(c)(3) (2013).

²⁵ D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(A)).

²⁶ *Id.*

Division of OAG.²⁷ Students may be referred to the director of court social services for prosecution, diversion and community based interventions;²⁸

6. Parents and students may be assigned community service and placed under court supervision/probation;
7. Truancy charges may be filed against the student alleging that the student is a “Person in Need of Supervision” ; and²⁹
8. Parents may be convicted of violating the compulsory school attendance law and face fines and incarceration;³⁰

What are other consequences for students who are truant?

Students who meet the definition of being truant are subject to the following consequences:

- Individual/group counseling to address attendance needs;
- Participation in the creation of, and adherence to, an action plan;
- Students may be picked up by law enforcement officers during school hours for suspected truancy;³¹
- Course grades or year-end promotion may be affected;
- The student’s driving privileges may be compromised; and
- The student may not be eligible for employment with the Summer Youth Program sponsored by the DC Department of Employment Services.

How does truancy affect students academically?

Students who miss school frequently have lower grades, need to repeat grades or classes, drop out of school, are expelled from school, or do not graduate from high school at higher rates than students who attend school regularly.

²⁷ D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(B)).

²⁸ D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(B)).

²⁹ D.C. Official Code § 4-1321.02(a-1) (2012 Supp.); D.C. Official Code § 16-2305 (2005 Supp.).

³⁰ D.C. Official Code § 38-203(d) (2012 Supp.).

³¹ D.C. Official Code § 38-251(a)(3) (2008 Supp.).

What are some long-term consequences of chronic truancy?

Research shows that adults who were chronically truant from school when they were younger, have a higher risk of poor physical and mental health, poverty and welfare, incarceration, and raising children with truancy issues (Baker, Sigmon, and Nugent, 2001). The long-lasting effects can be best understood by truancy’s relation to school dropout. As the evidence above provides, many states find that at least 50% of their dropouts were chronically truant.

- During ages 25 through 54 the median high school dropout income is only 50% of what a high school graduate makes.

Student Type	Annual Income
High School Dropout	\$17,000
High School Diploma	\$24,000
Some College	\$30,000
Associates	\$34,000
Bachelor’s	\$44,000
Master’s	\$56,000

Source: www.truant.org

- Dropouts are more likely to be unemployed.

Degree/Diploma Type	Unemployment Rate
Doctoral	1.6%
Master’s	2.8%
Bachelor’s	3.1%
Associates	4.0%
Some College	4.8%
High School Diploma	5.3%
Less than high school	8.5%

Source: 2000, National Dropout Prevention Center

- 75% of America’s state prison inmates are high school dropouts (Harlow, 2003)
- 59% of America’s federal prison inmates did not complete high school (Harlow, 2003).

What are the consequences for truancy to a community?

Truancy threatens public safety by heightening gang activity and criminal behaviors such as car theft, burglary, vandalism, shoplifting, and graffiti. It has also been linked with higher rates of teen pregnancy and substance abuse. These effects lead to costly government interventions associated with health services, welfare, and incarceration.

What happens to a truant who is picked up by police?

If a truant is picked up by the police, they will be transported by the police to the student's school; all uniformed law enforcement officers in DC are responsible for truancy enforcement.

SECTION 2: DC LAWS AND REGULATIONS

WHAT ARE DC's LAWS AND REGULATIONS RELATED TO ABSENTEEISM AND TRUANCY?

In DC, school attendance is required by law for all students who reach five years of age on or before September 30 of the current school year.³² Students must attend school daily until they meet high school graduation requirements or reach their 18th birthday. OSSE is committed to helping families prioritize student attendance and subsequently avoid legal action. In the case that student attendance rules are not followed, schools and residents are bound by the laws and policies of DC that govern mandatory school attendance and the ways schools must intervene when students are truant.

What law addresses truancy?

- The compulsory school attendance law governs mandatory school attendance and the intervention procedures when students are truant.

Why is the Compulsory School Attendance Law important to me?

The compulsory school attendance law states that parents/guardians who fail to have their children (ages 5 through 17) attend school are subject to the following:

- Parents may be convicted of violating the compulsory school attendance law and face fines and incarceration.
- Truancy charges may be filed against the student alleging that the student is a "Person in Need of Supervision."
- Neglect charges may be filed against the parent.
- Students may be picked up by law enforcement officers during school hours for suspected truancy.
- Students may be referred to Court Diversion and other community based interventions.
- Parents and students may be assigned community service and placed under court supervision/probation.

³² D.C. Official Code § 38-202(a) (2008) Supp.).

Does the law provide any exemptions to the attendance rules?

Yes. A child and their parent/guardian can be exempt from attendance rules if the child has earned a high school diploma or its equivalent.

Does the law require schools to have a truancy policy?

Yes. School districts are required to have an absenteeism policy.³³ The policy should address truancy and intervention strategies and may include the following actions that could be taken by the school district:

1. Provide a truancy intervention program for a truant
2. Provide a continuum of absenteeism supports and services
3. Ask the parent to participate in school-based support team (SST) meetings
4. Take legal action against the student's parent

What is the school's responsibility once a truant is identified?

The school must provide written notice warning the student and the student's parent/guardian of the legal consequences of being a chronic truant, and insisting that the student be compelled to attend school immediately.³⁴ While each school varies in the type of services provided, each school must develop and use a specific [protocol for absenteeism](#)  that includes prevention of unexcused absences.³⁵ In addition, each school must create a plan for academic and behavioral interventions that address the needs of students.

What is the state's responsibility once a truant student is identified?

As the State Education Agency (SEA), after 10 unexcused absences, OSSE will provide the parent with a copy of the Truancy Prevention Resource Guide.³⁶

When does Metropolitan Police Department (MPD) become involved?

Within two business days after 10 unexcused absences in a school year, MPD will send a letter notifying the parent that they may be in violation of the school attendance requirement and subject to prosecution.³⁷ (Appendix B, )

³³ D.C. Mun. Regs. tit. 5, § A2103.1 (2013).

³⁴ D.C. Act; 60 D.C. Reg. 9839 (§101(c)).

³⁵ D.C. Mun. Regs. tit. 5, § A2103.1 (2013).

³⁶ *Id.*

³⁷ *Id.*

What must a parent do after being notified that a student is truant?

The parent must see to it that the student attends school immediately. If this does not happen, the school may require the person who is responsible for the student to attend a parental education program or the school may file a complaint against the parent, guardian, or caretaker in juvenile court.³⁸

Where can I find the truancy laws for myself?

The compulsory school attendance law³⁹ can be found in Title 38, Chapter 2, Subtitle I of the District of Columbia Official Code. (<http://www.lexisnexis.com/hottopics/dccode/>). The regulations implementing the compulsory school attendance law can be found in Title 5-A21 of the D.C. Municipal Regulations and D.C. Register. (<http://www.dcregs.org/Gateway/ChapterHome.aspx?ChapterID=230295>)

HOW CAN I USE THE LAW IF MY CHILD REFUSES TO ATTEND SCHOOL?

What if I need to open a truancy case on my child?

An employee (a juvenile probation officer) of FCSSD located in Room 305-A of Superior Court Building B at 510 4th Street, NW can screen your case and refer you to a community agency. No official case will be opened at the time of the screening. If appropriate, a juvenile probation officer will refer the matter to OAG for possible prosecution. A student charged by OAG's Juvenile Section as a truant is referred to as a "Person in Need of Supervision."

What happens once a truancy case is filed?

For students aged 5-13, a case may be brought against the parent(s) by CFSA for education neglect.

For students aged 14-17, a juvenile probation officer will be assigned and an initial hearing will be scheduled. The probation officer will meet with parents and make community visits (home, school, and curfew checks) prior to this initial hearing to assess your child's situation. At the initial hearing, the judge will order conditions or rules for your child to follow which are monitored by your child's probation officer. If you provide proof of your child's improved school attendance, the case may be closed early. In some cases, it is determined that services are needed and the case is referred to a social services agency to provide services rather than proceed with a court case. A student who is adjudicated as a "Person in Need of Supervision" may be placed on probation.⁴⁰ In extreme cases the student may be committed to custody and control of the Department of Youth Rehabilitation Services (DYRS) to receive services.⁴¹

³⁸ D.C. Official Code § 4-1321.02(a-1) (2012 Supp.).

³⁹ Pub. L. 68-361; 43 Stat. 806 (Feb. 4, 1925), as amended, as codified at D.C. Official Code § 38-201 et seq.

⁴⁰ D.C. Official Code § 16-2320(c) (2007 Supp.); D.C. Official Code § 2-1515.04 (2012 Supp.).

⁴¹ *Id.*

SECTION 3: RESOURCES & SUPPORTS

Most importantly, this guide is a resource that connects parents and legal guardians to services. Truancy is associated with multiple social, emotional, economic, and community based factors and as such may require a wide range of supports. The following sections provide resources that address the primary barriers to attendance such as student academics, transportation, student health, safety, housing, childcare, parent health, employment, and lack of school intervention. The resource section is not an endorsement of any specific program or strategy, but rather identifies some of the school level and community-based resources that may help parents in supporting their children in reducing truant behavior.

WHAT RESOURCES ARE AVAILABLE TO ADDRESS TRUANCY RELATED ISSUES?

Alternative Schools

The Alternative Schools listed below are designed to help students with challenges in completing their education.

WARD 4

Roosevelt STAY Senior High School

Roosevelt STAY Senior High School provides a career/technical program within a student-centered, alternative environment that will lead to a high school diploma. The primary student population includes in-school day students enrolled in other high schools across the city who need to take additional classes in order to graduate on time, as well as older students returning to school. Roosevelt STAY also offers ELL Programs, GED Prep and Career Pathway Programs in culinary arts, computer repair and hospitality. Roosevelt STAY students are ages 16+.

4400 Iowa Ave. NW
Washington, DC
(202) 576-8399
(202) 576-8478 fax
Principal: Sean Yisrael

WARD 5

CHOICE Academy

Choosing Higher Options for Individually Centered Education (CHOICE) provides at-risk students with an education that is specific to each student. Students attend CHOICE after they have been suspended from their regular high school.

1720 1st St. NE
Washington, DC 20002
(202) 939-4350
(202) 673-8123 fax
Principal: William Chiselom

Luke C. Moore Academy

Luke C. Moore Academy provides academic services to students aged 16-20 who have dropped out of high school or had difficulties in traditional school settings. Luke C. Moore Academy provides each student with an individualized program that addresses both the academic and socioeconomic needs of the student.

1001 Monroe St. NE
Washington, DC 20017
(202) 281-3600
(202) 526-5022 fax
Principal: Azalia Hunt-Speight

Twilight Program

The Twilight Program provides an educational environment that meets the needs of at-risk youth. Students attend classes after the regular school day with a personalized schedule based on the needs of the student.

Program at Dunbar High School
101 N Street NW
Washington, DC 20001
(202) 698-3762
(202) 673-2233 fax

Ward 6

Incarcerated Youth Program

The Incarcerated Youth Program (IYP) provides academic services to students ages 16-22 years old who are incarcerated at the DC Jail. Students are able to continue to work towards their high school diploma and GED. Additionally, IYP provides services to students receiving special education and a certification program in graphic design.

1901 D Street SE
Washington, DC 20003
Phone: (202) 698-5978
Fax: (202) 698-8320
Principal: Soncyree Lee



Youth Engagement Academy

Youth Engagement Academy (YEA) opened its doors in August 2008. YEA's goal is to provide students with a quality education that prepares them to become future leaders, productive citizens, and employers/employees who are engaged in the life of the community. Through a personalized academic setting, each student is able to master the curriculum via his/her interests, background and learning styles.

1830 Constitution Avenue NE
Washington, DC 20002
(202) 442-5885

Ward 8

Ballou STAY Senior High School

Ballou STAY Senior High School is an alternative high school for students ages 16+ who have not succeeded in traditional high school settings. Ballou STAY offers a variety of academic and vocational components that meet the needs of students, including cosmetology and barbering courses.

3401 4th Street SE
Washington, DC 20032
(202) 673-7280
(202) 673-6991 fax
Principal: Alison Auerbach

Twilight Program

The Twilight Program provides an educational environment that meets the needs of at-risk youth. Students attend classes after the regular school day with a personalized schedule based on the needs of the student.

Program at Anacostia High School

1601 16th Street, SE
Washington, DC 20020
202-698-2155
Principal: Ian Roberts

Local Hotlines

Child Abuse or Neglect Reporting Line
202-671-7233

DC Aids Information Line
202-332-2437

DC Domestic Violence
202-347-2777

DC Mental Health Crisis
202-561-7000

DC Rape Crisis Center
202-333-7273

Family Emergency Shelter
301-431-4570

Gay and Lesbian Switchboard of DC
212-620-7310

Referral Information/Departments of
Social and Family Services
In DC: 211 Outside DC: 202-463-6211

Women Empowered Against Violence, INC
(WEAVE)
202-452-9550

National Hotlines

Birthright Pregnancy Hotline
1-800-550-4900

Care Net Helpline
703-554-8734

CDC National AIDS Hotline
1-800-799-7233

Commission on Mental Health Services
Comprehensive Psychiatric Crisis Helpline
Emergency Program
1-888-7-WE-HELP/1-888-793-4357

Girls and Boys Town Hotline
1-800-448-3000

Metro Crisis Line
1-888-885-1222

National Child Abuse Hotline
1-800-799-7233

National Domestic Violence Hotline
1-800-799-7233

National Hopeline Network
(Suicide Prevention)
1-800-799-7233

National Postpartum Depression Line
1-800-944-4773

National STD Hotline
1-800-227-8922

National Suicide Prevention Lifeline
1-800-273-8255

National Teen Line
1-800-852-8336

National Youth Crisis Hotline
1-800-448-4663

National Runway Switchboard
1-800-786-2929

RAINN (Rape, Abuse, Incest
National Network)
1-800-656-4673

Suicide Hotline
1-800-784-2433

The Trevor Project
1-866-488-7386

Youth America Hotline
1-877-968-8454

Counseling Programs

Ward 1

**Columbia Heights/Shaw Family
Support Collaborative**
1470 Irving Street
Washington, DC 20010
www.chsfsc.org

The mission of CH/SFSC is to support families in their efforts to stay connected and strong -- through family services, community capacity-building and advocacy efforts. CH/SFSC provides direct services to families and help build the capacity of the target communities of Columbia Heights and Shaw, as well as other neighborhoods across Washington, D.C. Direct services are bilingual (Spanish/English) and include family support services, workforce development, youth violence prevention and intervention.

Ward 2

Family Matters of Greater Washington
1509 16th Street, NW
Washington, DC 20036
202-289-1510
www.familymattersdc.org

Family Matters provides assistance that impacts more than 12,000 children, youth, families and seniors each year. The spectrum of programs include: therapeutic and traditional foster care; youth development programs; mental health/counseling services; and services and activities for seniors.

The Women's Center
1025 Vermont Avenue NW
Washington, DC 20005
202-293-4580
<http://www.thewomenscenter.org>

The Women's Center provides counseling and educational services. Specific programs include psychotherapy for individuals, couples and family support groups, career services including career counseling, career coaching and networking opportunities, educational programs for self- development and personal growth.

The Capitol Region Children's Center
1253 Walter St. SE
Washington, DC 20003
202-486-4409
www.dccrcc.com

The Capitol Region Children's Center provides family and group counseling. Specific programming includes home-based services, youth mentoring and short and long-term respite care.

Ward 3

DC Talk Therapy, LLC
3000 Connecticut Ave NW Suite 408
Washington, DC 20008
202-588-1288
www.dctalktherapy.com

DC Talk Therapy offers individual, child and family counseling, and group counseling.

Allison Sibley & Associates, PLLC
5236 44th Street NW #4
Washington, DC 20015
202-237-1196
www.allisonsibleyassociates.com

Allison Sibley & Associates, PLLC is comprised of a group of specialized therapists who provide counseling and therapy to children, adolescents, and adults. Specific services include individual therapy, parent/couples therapy, family work, and group counseling.

Ward 5

Children's National Medical Center
111 Michigan Avenue NW,
Washington, DC 20010

202-476-4100

www.cnmc.org

The Children's Medical Center provides mental health assessments, psychological evaluations, long-term therapy, juvenile offender therapy, physical examinations and therapeutic parenting program.

Parent and Adolescent Support Services

64 New York Ave. NE
Washington, DC 20002
202-671-4200

<http://dhs.dc.gov/service/parent-and-adolescent-support-pass>

The Parent and Adolescent Support Services serve District of Columbia families of youth who are committing status offenses. Status offenses include truancy, running away, curfew violations and extreme disobedience, among other behaviors that are illegal for young people under the age of 18. PASS provides functional family therapy, twice-monthly youth groups, youth and family assessment, linkage to various services such as therapy, mentoring, after-school programming and parenting resources.

Ward 8

Family and Medical Counseling Service, Inc. (FMCS)

2041 Martin Luther King, Jr., Avenue, SE
Suite 303
Washington, DC 20020
202-889-7900
fmcs@fmcsinc.org

FMCS has developed and delivered educational, prevention, and treatment services to address the critical healthcare

and social service needs of African American communities. Services include community outreach, outpatient alcohol and other substance abuse education and treatment, primary medical care, mental health services, case management, traffic alcohol education and counseling, and support services.

(ward information is unavailable)

Counseling for Contentment

4405 East-West Hwy #508
Bethesda, MD 20814
301-625-9102

Counseling for Contentment

10000 Colesville Road,
Silver Spring MD 20901
301-625-9102
www.counselingforcontentment.com

Counseling for contentment provides individual, family, and couples counseling.

Parenting Classes

Ward 1

Greater Washington Urban League Parent Center

2901 14th Street NW
Washington, DC 20009
202-387-7019
www.gwulparentcenter.org

The purpose of the Greater Washington Urban League Parent Assistance Program is to establish a way to directly impact parental involvement in the education of their children and parenting skills development for parents in program service area. Additionally, the Parent

Center provides parents with information on resources and activities within the community that they can take advantage of with their children.

Ward 3

Allison Sibley & Associates, PLLC

5236 44th Street NW #4
Washington, DC 20015
202-237-1196
www.allisonsibleyassociates.com

Allison Sibley & Associates, PLLC offers workshops that contain parent-focused suggestions both on parent care and parenting strategies.

Ward 5

The Generations Program

111 Michigan Avenue
Washington, DC 20010
<http://www.thebridgeprojectdc.org/organizations/723>

The Generations Program helps meet the needs of young teen parents and their children. Staff includes a team of eight health care providers, two case managers, psychologist, and a social worker committed to the medical and social well-being of teen parents and their children.

Ward 6

Capitol Hill Pregnancy Center

713 Maryland Avenue, NE
Washington, DC 20002
202-546-1018

www.capitolhillpregnancycenter.org

On Thursday nights, moms are invited to attend parenting classes. Volunteers serve dinner and provide childcare so that parents can attend an hour-long training on the ins and outs of parenting. These classes help provide parents with the knowledge and resources they need to raise healthy babies. 'In-school' parenting classes are also available in twelve high schools throughout DC. These classes are held during lunch hours and provide parenting advice and guidance alongside a meal. In addition, free childbirth classes are taught by nurses and midwives throughout the year.

Ward 8

Common Sense Parent Training

1901 Mississippi Avenue, SE, Suite 104
Washington, DC 20020
202-436-3076

www.thearcadc.org

Participants learn how to communicate effectively and avoid power struggles with their children, give positive attention, and stay calm in frustrating situations.

(ward information is unavailable)

Parent Encouragement Program

101000 Connecticut Avenue
Kensington, MD 20895

www.parentencouragement.org

The Parent Encouragement Program (PEP), Inc. is a non-profit educational organization for parents, teachers and others who want to deal constructively with children and teens. PEP is dedicated to the building and strengthening of healthy, harmonious adult-child relationships in the home or classroom. Services include parent classes and workshops.

Children's Health Project of DC

Washington, DC (class locations vary)
202-436-3076

<http://www.thearcadc.org/partners-programs/childrens-medical-center-childrens-health-project-dc>

Children's Health Project of DC offers free parenting classes throughout the year. Participants learn how to communicate effectively and avoid power struggles with their children, give positive attention, stay calm in frustrating situations, balance discipline with affection and praise their children's good behavior.

YMCA of DC

Washington, DC (class locations vary)
202-232-6700

<http://www.ymcadc.org/social/edYouthParents.cfm>

The YMCA Youth and Family Services professional staff and trained parent volunteer leaders provide workshops and classes that help parents to be more effective in parent-child and/or parent-teen relationships. Workshops and classes

are available for parents of preschool through high school age children to explore such topics as bedtime/morning struggles, lying, chores and sibling fighting. The YWCA also offers individual parent consultations for individual parents who are seeking parenting skills concepts, specific techniques tailored to their parenting concerns, and who can benefit from support and encouragement from our parenting staff.

Skillful Parenting

Servicing the District of Columbia, Maryland, and Virginia (class locations vary)
<http://www.skillfulparenting.org>

Skillful Parenting helps parents become more skilled in developing and maintaining a healthy relationship with their child. Skillful Parenting customizes its parent education programs to the individual needs of parents. Parenting workshops are based on child development stages – birth, toddler, pre-school, school-age, teens.

Parent Support Groups

Ward 1

Mary's Center

2333 Ontario Road, NW
Washington, DC 20009
202-483-8196

www.maryscenter.org

Mary's Center provides a Father-Child Program, which is designed to help men develop the attitude, knowledge, and skills to become involved in and connected to their children's lives. Father-Child has three main components: home visits, sports activities, and monthly fatherhood

outings. During home visits, fathers receive social support services, training, and advocacy services. Sports activities are designed to promote healthy habits and behaviors among fathers.

Ward 3

DC Talk Therapy, LLC

3000 Connecticut Ave NW Suite 408
Washington, DC 20008
202-588-1288
www.dctalktherapy.com

DC Talk Therapy offers various groups parenting sessions aimed at providing parents with effective techniques and skills that help maintain the child's progress.

MOMS (Moms Offering Moms Support) Chevy Chase Community Center

5601 Connecticut Avenue, NW
Washington, DC 20015
Email: momsdcnw@yahoo.com
202-686-8268

MOMS (Moms Offering Moms Support) Clubs are a national support group for mothers. MOMS Clubs offer a wide range of activities including playgroups, story times, arts and crafts, field trips and a monthly Moms Night Out.

Ward 4

Mary's Center

2333 Ontario Road, NW
Washington, DC 20009
202-483-8196
www.maryscenter.org

Mary's Center provides a Father-Child Program, which is designed to help men develop the attitude, knowledge, and skills to become involved in and connected to their children's lives. Father-Child has three main components: home visits, sports activities, and monthly fatherhood outings. During home visits, fathers receive social support services, training, and advocacy services. Sports activities are designed to promote healthy habits and behaviors among fathers.

Ward 5

Children's National Medical Center Parent Support Group (CGSAEP)

111 Michigan Avenue, NW
Washington DC, 20010
202-476-5000
www.Childrensnational.org

Children's National Medical Center Parent Support Group provides an opportunity for parents to share and learn from each other in an atmosphere of compassion, respect, confidentiality and mutual support.

Ward 6

Capitol Hill Pregnancy Center

713 Maryland Avenue,
NE Washington, DC 20002
202-546-1018

www.capitolhillpregnancycenter.org

The Capitol Hill Pregnancy Center offers free pregnancy testing along with counseling concerning pregnancy. It offers practical support, mentoring young parents throughout their pregnancy and then continuing to walk with them after the baby's birth for as long as the parent(s) want CHPC to be a part of their lives.

Advocates for Justice and Education, Inc.

1012 Pennsylvania Avenue, SE
Washington DC, 20003
202-678-8060
<http://www.aje-dc.org/>

The Mission of AJE is to educate parents, youth, and the community about the laws governing public education, specifically for children with special needs.

Ward 8

Grandparent Support Group (Children's Health Project of DC)

1901 Mississippi Avenue, SE, Suite 104
Washington, DC 20020
202-436-3076
www.thearcdc.org

Children's Health Project of DC offers a support group to encourage grandparents who are raising their grandchildren.

(ward information is unavailable)

DC Autism Parents

P.O. Box 60417
Washington, DC 20011
202-271-9262
www.dcautismparents.org

DC Autism Parents provides advocacy, education, support services and research services for those affected by autism.

Family Psycho-education Programs

Ward 1

The McClendon Center

1313 New York Avenue, NW
Washington, DC 20005
202-737-6191
www.mcclendoncenter.org

The McClendon Center serves the needs of adults diagnosed with serious and persistent mental illness by fostering creativity, friendship, stability, independence and emotional growth.

Ward 3

Psychiatric Institute of Washington

4228 Wisconsin Avenue, NW
Washington, DC 20016
202-885-5600
www.psychiatricinstitute.com

Psychiatric Institute of Washington provides children and adolescent services, outpatient treatment, and urgent care clinic.

Ward 5

Psychiatric Center Chartered

3001 Bladensburg Rd, NE
Washington, DC 20018
202-635-3577
www.psychiatriccentercharter.com

Psychiatric Center Charter provides case management for clients as well as individual and group counseling.

Progressive Life Center

1933 Montana Ave. NE
202-842-2016
www.plcntu.org

Progressive Life Center provides quality mental health and social services targeting individuals, families, organizations and communities.

The McClendon Center

1338 North Capitol Street, NW
Washington, DC 20002
202-745-0073
www.mcclendoncenter.org

The McClendon Center serves the needs of adults diagnosed with serious and persistent mental illness by fostering creativity, friendship, stability, independence and emotional growth.

Children's National Medical Center

111 Michigan Ave NW
Washington, DC 20001
202-476-4100
www.cnmc.org

The Children's National Medical Center provides mental health assessments, psychological evaluations, long-term therapy, therapeutic parenting.

Ward 6

Capitol Hill Center for Individual and Family Therapy

50 E Street, SE
Washington DC, 20001
www.capitolhillcenterfortherapy.com

Capitol Hill Center for Individual and Family Therapy provides psychotherapy services for children, adolescents and families.

Parent Resource Libraries

Ward 2

DC LEARNS

(DC Literacy Education, Advocacy and Resource Network)
1319 F Street, NW Suite 302
Washington, DC 20004
202-331-0141
www.dclearns.org

DC LEARNS provide materials, research, training and technical assistance needed to raise the quality of literacy services available to DC residents.

Ward 4

Georgia Ave Family Support Collaborative

1104 Allison St., NW
Washington, DC 20011
202-722-1815
www.garcec.org

The Georgia Avenue Family Support Collaborative seeks to help children, youth and families become healthy by choice, empowered by knowledge and connected to community support

Advocates for Justice and Education, Inc.,

1012 Pennsylvania Ave SE
Washington, DC 20011
202-265-1432
www.aje-dc.org

The Advocates for Justice and Education, Inc. was formed to motivate and educate parents and those working with parents about the laws that govern special education and related services.

Ward 5

Office of Health Care Ombudsman and Bill of Rights

899 N. Capitol St. N.E.
Washington, DC 20002
202-724-7491
<http://ombudsman.dc.gov/ombudsman/site/default.asp>

The Health Care Ombudsman Program was established by the Council of the District of Columbia to assist individuals insured by health plans in the District of Columbia and to assist uninsured District of Columbia consumers.

Ward 6

Family Voices

1012 Pennsylvania Avenue, SE
Washington, DC 20003
www.familyvoices.org

Family Voices is a national resource for parents of children with chronic conditions.

Ward 7

East River Family Strengthening Collaborative

3917 Minnesota Avenue, NE
Washington, DC 20019
202-397-7300
www.erfsc.org

The mission of East River Family Strengthening Collaborative, Inc (ERFSC) is to empower families, youth, seniors and communities to become more self-sufficient through integrated and collaborative community based services.

Ward 8

Prevention Services Youth Center (Covenant House)

2001 Mississippi Avenue, SE
Washington, DC 20020
202-610-9600
www.thearcdc.org

The Prevention Services Youth Center is a free after school program for youth in grades 5 to 9.

The SOS: Steps of Success

1901 Mississippi Avenue, SE, Suite 104
Washington, DC 20020
202-436-3076
www.thearcdc.org

The SOS: Steps of Success to Wellness is a free six session training series, taught by exceptional and experienced medical practitioners including several pediatricians and a dentist.

Parent and Adolescent Support (PASS)

1901 Mississippi Avenue, SE, Suite 104
Washington, DC 20020
202-698-4334
<http://dhs.dc.gov/service/parent-and-adolescent-support-pass>

Serves District of Columbia families of youth who are committing status offenses. Status offenses include truancy, running away, curfew violations and extreme disobedience, among other behaviors that are illegal for young people under the age of 18.

All Stars Prevention Program (Parklands Community Center)

1901 Mississippi Avenue, SE
Washington, DC 20020
202-678-6500
<http://www.thearcdc.org/partners-programs/parklands-community-center>

The “Ward 8 After-School All Stars” is fun-filled and educational after-school program for pre-teens and adolescents ages 11-14 living in Ward 8.

Far Southeast Family Strengthening Collaborative

2041 Martin Luther King Jr. Ave SE
Suite 304
Washington, DC 20020
www.fsfc.org

The Far Southeast Family Strengthening Collaborative provides programs and services catered to empower and sustain children and families. Programs and services include: “Milestones” Supervised Visitation Program, Men & Boys Program, Housing Program (RHP), Youth Aftercare, and many more that provide a variety of services to different types of families and populations

Risk Prevention Education

Office of Juvenile Justice and Delinquency Prevention

<http://www.ojdp.gov/>

Truancy Prevention

<http://www.truancyprevention.org/>

The Children's Law Office

<http://childlaw.sc.edu/frmPublications/TruancyEducationalNeglect.pdf>

Neighborhood Family Support

Ward 1

Columbia Heights Shaw Family Support Collaborative

1420 Columbia Road, NW
Washington, DC 20009
202-319-7599

Ward 2

Healthy Families/Thriving Communities Collaborate Council

1112 11th Street NW Suite B
Washington, DC 20001
202-299-0900

Family Matters of Greater Washington

1509 16th Street, NW
Washington, DC 20036
202-289-1510

Ward 5

Edgewood/Brookland Family Support Collaborative

611 Edgewood Street, NE Suite 106
Washington, DC 20017
202-832-9400

Ward 6

Bread for the City

1525 7th Street NW
Washington, DC 20001
1640 Good Hope Rd, SE
Washington, DC 20020
202-265-2400/202-561-8587

Ward 7

East River Family Strengthening

Collaborative
3917 Minnesota Avenue, NE
Washington, DC 20019
202-397-7300

Ward 8

All Stars Prevention Program

(Parklands Community Center)
1901 Mississippi Ave S.E.
Washington, DC 20020
202-678-6500

FSFSC- Far Southeast Family Strengthening

Collaborate, Inc. (Ward 8)
2041 Martin Luther King Jr. Avenue, SE
Suite 304
Washington, DC 20020
202-889-1425

Ralph Waldo Greene Community Service Center

2907 Martin Luther King, Jr. Avenue, SE
Washington, DC 20032
202-562-3800

South Washington/West of the River Family Strengthening Collaborative

1501 Half Street, Suite 31
Washington, DC 20024

Collaboratives that Provide Assistance to Families Experiencing Hardship

Housing Support (Transitional Supportive Housing)

Ward 1

New Endeavors by Women

New Expectations
1622 Lamont Street NW

Neighbors Consejo

Transitional Housing Program
1545 6th Street NW

New Endeavors by Women

New Generations
611 N Street NW
202-682-5825

Ward 8

DC Citywide Welfare Rights Organizations

2458 Martin Luther King Avenue, SE
Washington, DC 20020
202-889-3448

Bethany, Inc.

Good Hope House
1715 V Street SE
202-678-4084

Southeast Family Center

220 Highview Place, SE
Washington, DC 20032
202-574-3442

(ward information is unavailable)

Transitional Housing Corp

Partner Arms II
Scattered sites
202-291-5535

Housing Support (Permanent Supportive Housing)

Ward 1

Community of Hope

Housing Families First
1413 Girard St NW
202-232-7356

Ward 8

Covenant House Washington

My Place
2001 Mississippi Avenue SE
202-610-9602

(ward information is unavailable)

Transitional Housing Corp.

Housing with Care
Scattered site
202-291-5535

Housing Support (Family Intake)

Coalition for the Homeless (Families)

Virginia Williams Family Resource Center
33 N St. NE
202-526-0017

Housing Support (Temporary)

Jobs Have Priority (Families)

Naylor Road Shelter
National Center for Children and Families (Families)
1448 Park Road NE
Washington, DC 20010
202-332-1505

Community of Hope (Families)

Girard Street
202-232-7356

Coalition for the Homeless (Families)

1433 Spring Road NW
Washington, DC 20010
Spring Road Shelter
202-726-2203

Capitol Hill Group Ministry (Families)

Congregation Based Shelter
202-544-3150

Capitol Hill Group Ministry (Families)

ADA Unit

Housing Support (Transitional)

New Endeavors by Women (Families)

New Generations
202-682-5825

Community of Hope (Families)

Hope Apartments
202-563-1060

Coalition for the Homeless (Families)

Valley Place
202-610-5560

Catholic Charities (Families)

St. Martin/TEN
202-373-0112

Housing Support (Rapid ReHousing)

Community of Hope (Families)

Case Management for FRSP
202-407-7747

Edgewood Brookland Family FSC (Families)

Case Management for FRSP
202-832-9400

Housing Support (System Transformation Initiative)

Far Southeast Family Strengthening Collaborative (Families)

System Transformation Initiative
202-889-1425

North Capitol Collaborative, Inc (Families)

System Transformation Initiative
202-588-1800

Columbia Heights/Shaw Family (Families)

System Transformation Initiative
202-391-7599

Georgia Avenue Rock Creek East (Families)

System Transformation Initiative
202-722-7435

Bethany, Inc. (Families)

System Transformation Initiative
202-678-4084

East River Family Strengthening System (Families)

Transformation Initiative
202-397-7300

System Transformation Initiative Families (Families)

Capitol Hill Group Ministry
System Transformation Initiative
202-544-3150

System Transformation Initiative Families (Families)

Edgewood/Brookland Family Support

System Transformation Initiative

202-832-9400

Housing Support (Permanent)

United Planning Organization (Families)

Shelter Plus Care
202-399-7093

Capitol Hill Group Ministry (Families)

Shelter Plus Care
202-444-0631

Housing Support (Supportive Service Only)

Thrive DC (All)

Outreach/Meals
202-737-9311
Emergency Assistance

Ward 1

Bread for the City

1525 Seventh Street, NW
Washington, DC 20001
202-265-2400

Ward 2

Community Family Life Services

305 E Street, NW
Washington, DC 20001
202-347-0511

Thrive DC

309 E Street NW
Washington, DC 20001
202-737-9311

DC Central Kitchen

425 2nd Street NW
Washington, DC
202-234-0707

Ward 4

Salvation Army Emergency Assistance Program

1434 Harvard Street, Suite B, NW
Washington, DC 20009
202-332-5000

The Family Place, Inc.

3309 16th Street, NW
Washington, DC 20010
202-265-0149

Ward 5

Food and Friends

219 Riggs Road, NE
Washington, DC 20011
202-269-2277

Ward 8

Bread for the City

1640 Good Hope Road, SE
Washington, DC
202-561-8587

Anacostia Community Outreach Center

2443 Ainger Place, SE
Washington, DC 20020
202-678-1993

Behavioral Health Resource and Programs

Sasha Bruce Youth Work (Administrative Office)

741 8th Street, SE
Washington, DC 20003
24-Hour Hotline: 202-547-7777

Service Population: Troubled, runaway and homeless teenagers (ages 11-24)

The Sasha Bruce Youth Work provides shelter, social services, individual and family counseling, job assistance, tutoring, transitional living program for older homeless adolescents, and clothing. Reunites families whenever possible or works to find a stable living situation.

Regional Addiction Prevention

1949 4th Street, NE
Washington, DC 20002
202-462-7500

The Regional Addiction Prevention Program provides residential substance abuse treatment; HIV/AIDS and mental health services; emergency shelter; outpatient primary medical care and case management

Washington Hospital Center, Dpt. Of Psychiatry

Trinity Square Behavioral Health
Outpatient Clinic
216 Michigan Avenue, NE
Washington, DC 20017
202-877-6464

The Washington Hospital provides psychiatric and behavioral health services, group and individual therapy, core service agency.

Andromeda Transcultural Health Center

1400 Decatur Street, NW
Washington, DC 20011
202-291-4707

The Andromeda Transcultural Health Center provides mental health services to children and adults.

Columbia Road Health Services

1660 Columbia Road, NW
Washington, DC 20009
202-328-3717

The Columbia Road Health Services provides family practice medicine, social services, counseling.

The Behavioral Health Ombudsman Program

Office of Health Care Ombudsman and Bill of Rights

Department of Health Care Finance
825 North Capitol Street, NE, 6th floor
Washington, DC 20002
202-724-7491

Services for Non-English Speakers

Neighbors' Consejo

3118 16th Street, NW
Washington, DC 20010
202-234-6855

Neighbors' Consejo is an Inpatient treatment program for Latinos, Outpatient substance abuse counseling, transitional housing, referrals to other social service agencies, health care, assistance with immigration services, ID and translation services.

Casa de Maryland

734 University Maryland
Silver Spring, MD 20903
301-431-4185

Casa de Maryland provides immigration services (that do not require a lawyer), referrals for food and information regarding health services in the community, public assistance, and social services

Legal Assistance

Washington Legal Clinic for the Homeless

1200 U Street, NW, 3rd Floor
Washington, DC 20009
202-328-5500

The Washington Legal Clinic for the Homeless provides free legal assistance in matter like public entitlements (TANF, food stamps, etc.), shelter issues, landlord/tenant issues, accessing housing benefits, etc.

Women's Center

1025 Vermont Street, Suite 310
Washington, DC
202-293-4580

The Women's Center provides immediate and affordable counseling and education for financial, legal, psychological and professional needs through workshops, support/therapy groups and resources.

District Agencies

Child and Family Services Agency

200 I Street, SE
Washington, DC 20003
202-442-6100
<http://cfsa.dc.gov/>

The DC Child and Family Services Agency (CFSA) is the public child welfare agency in the District of Columbia responsible for protecting child victims and those at risk of abuse and neglect and assisting their families.

DC WIC (Women, Infants, and Children)

825 North Capitol Street NE
Washington, DC 20002
<http://doh.dc.gov/service/special-supplemental-nutrition-program-women-infants-and-children-wic>

The DC WIC Office provides nutrition education, referrals, vouchers for nutritious foods and breastfeeding support low income mothers, infants and children.

Department of Human Services

64 New York Avenue, NE, 6th Floor
Washington, DC 20002
202-671-4200
<http://dhs.dc.gov/>

The mission of the Department of Human Services, in collaboration with the community, assists low-income individuals and families to maximize their potential for economic security and self-sufficiency.

Department of Mental Health

64 New York Street NE
Washington, DC 20002
202-671-0388
<http://dmh.dc.gov/>

The Department of Mental Health provides emergency care and comprehensive mental health services and support to District residents in need of the public mental health system.

Office of Health Care Ombudsman and Bill of Rights

899 N. Capitol St. N.E.
Washington, DC 20002
202-724-7491
<http://ombudsman.dc.gov/ombudsman/site/default.asp>

The Health Care Ombudsman Program was established by the Council of the District of Columbia to assist individuals insured by health plans in the District of Columbia and to assist uninsured District of Columbia consumers.

Elected State Board of Education Members

Ward 1

Patrick D. Mara
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Ward 2

Jack Jacobson
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Trayon White
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Trayon.White@dc.gov

At Large
Mary Lord
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Mary.Lord@dc.gov

Public School Programs

While each school varies in the type of services provided, each school must develop and use a specific protocol for absenteeism that includes prevention of unexcused absences.⁴² In addition, each school must create a plan for academic and behavioral interventions that address the needs of students. As a result, the table below highlights the required attendance and truancy intervention staff that each school must identify.

To learn about school specific services, please use the District of Columbia Public Schools and Public Charter [School directories](#) posted at osse.dc.gov to contact your child's school. If your child is a DCPS student, you may also contact the Attendance Specialists at The Office of Youth Engagement at 202-442-4044.

REQUIRED ATTENDANCE AND TRUANCY INTERVENTION POSITION	RESPONSIBILITIES
<p>Attendance Monitor</p>	<p>The Attendance Monitor is responsible for:</p> <ul style="list-style-type: none"> • Collecting, maintaining, and reporting the attendance data required for each student.¹ • Serving as a member of the School-Based Student Support Team.²
<p>School-Based Student Support Team</p> <p>The School-Based Support Team is recommended to include:</p> <ul style="list-style-type: none"> • General Education Teacher • School Nurse, Psychologist, Counselor, and/or Social Worker if applicable; and • School Administrator with decision making authority. • Based on particular need, school may select the following staff members to be a member of student support team: <ul style="list-style-type: none"> • IDEA/Section 504 coordinator and/or special education personnel; • Early learning/Head Start teacher; • Bilingual or English as a second language teacher; • Representatives of CFSA and/or Department of Youth Rehabilitation Services (DYRS); • McKinney-Vento homeless liaison; and/or • Guardian ad litem.³ 	<p>The School-Based Support Team is responsible for:</p> <ul style="list-style-type: none"> • Determining the underlying causes for a student's absenteeism or truancy. • Communicating and collaborating with the student and parent. • Creating and implementing action plans in consultation with the student and student's parents. <p>Making recommendations for academic, diagnostic, or social work services.</p> <p>Using school and community resources to reduce the student's truancy including referrals to appropriate community-based organizations when available.</p> <ul style="list-style-type: none"> • Notifying the school and parents about the progress of their assigned student.⁴

⁴² D.C. Mun. Regs. tit. 5, § A2103.1 (2013).

SECTION 4: SOURCES

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Garry, E.M. (1996) *Truancy: First step to a lifetime of problems*. Washington, DC: Office of Juvenile

Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Publication No. NCJ 161958.

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Kearney, C. (2007). Forms and functions of school refusal behavior in youth: An empirical analysis of absenteeism severity. *Journal of Child Psychology and Psychiatry*, 48:1, 53-61.

Stephens, R. D. and Arnette, J.L. (eds.) (November 1996). *Truancy reduction in America's communities*. In *School Safety Update*. National School Safety Center News Service. Malibu, CA: Pepperdine University.

National Center for School Engagement. (August 2006). *Guidelines for a national definition of truancy and calculating rates*. Denver, CO: Colorado Foundation for Families and Children.

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Office of Juvenile Justice and Delinquency Prevention. (February 2007). *Tool kit for creating your own truancy reduction program*. Publication Number: NCJ 217271. Retrieved from http://www.ojjdp.ncjrs.gov/publications/truancy_toolkit.html

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Sundius, J. and Farneth, M. (January 2008). *Missing school: Habitual truancy and chronic absence*. Baltimore, MD: Open Society Institute-Baltimore.

SECTION 5: APPENDICES

APPENDIX A: Definitions⁴³

“Absence” -- A full or partial school day on which the student is not physically in attendance at scheduled periods of actual instruction at the educational institution in which s/he was enrolled or attended, and is not in attendance at a school-approved activity that constitutes part of the approved school program.

“Absenteeism” -- A pattern of not attending school, including the total number of school days within one school year on which a student is marked with an excused or unexcused absence.

“Action plan” -- A written document that is designed to meet the individual and specialized needs of the student and contains the relevant details of the student’s attendance record, the school-based or third-party-provided interventions toward addressing the underlying causes of truancy as determined by the school-based student support team, and expected attendance goals.

“Attendance monitor” --The person(s) designated by the principal or chief school administrator of an educational institution to be responsible for collecting, maintaining, and reporting attendance records that are required pursuant to District of Columbia compulsory education and school attendance laws, regulations, and OSSE policies for each student enrolled in the educational institution.

“Child in need of supervision”-- Also referred to as a Person in Need of Supervision or “PINS” includes a child who is “subject to compulsory school attendance and habitually truant from school without justification...”

“Chronic Absenteeism” -- The accumulation within one (1) school year of ten (10) or more school days on which a student is marked absent, including excused and unexcused absences.

“Chronically Truant” -- A school aged child who is absent from school without a legitimate excuse for ten (10) or more days within a single school year.

“Consultation” -- A meeting or conversation between the school-based student support team of an educational institution and a student’s parents or guardians in which the team, on the part of the educational institution, engages in meaningful discussions about the issues underlying the student’s absenteeism prior to making any decision about action plans, interventions, or services to address the student’s absenteeism.

“Educational institution” -- a school in the District of Columbia Public School system, a public charter school, an independent school, a private school, a parochial school, or a private instructor.

“Educational neglect” -- The failure of a parent or guardian to ensure that a child attends school consistent with the requirements of the law including, without limitation, the failure to enroll a school-age child in an educational institution or provide appropriate private instruction; permitting chronic absenteeism from school; inattention to special education needs; refusal to allow or failure to obtain recommended remedial education services; or the failure to obtain treatment or other special education services without reasonable cause.

“Elementary/secondary educational program” -- A course of instruction and study from and including pre-Kindergarten through the end of high school, any portion thereof, or its equivalent.

“Enrollment” -- A process through which a student obtains admission to a public or public charter school that includes, at a minimum the following stages:

- (1) Application by student to attend the school;
- (2) Acceptance and notification of an available slot to the student by the school;
- (3) Acceptance of the offered slot by the student (signified by completion of enrollment forms and parent signature on a “letter of enrollment agreement form”;
- (4) Registration of the student in the Student Information System (SIS) by school upon receipt of required enrollment forms and letter of enrollment agreement; and

⁴³ D.C. Official Code § 38-201 (2012 Supp.); D.C. Mun. Regs. tit. 5, § 2199 (2013)..

(5) Receipt of educational services, which are deemed to begin on the first official school day.

(6) The LEA's obligation to determine eligibility for special education services or to provide special education services on an existing IEP is triggered upon completion of registration (stage 4).

“IDEA” -- The “Individuals with Disabilities Education Act”, approved April 13, 1970 (84 Stat. 191; 20 U.S.C. §1400 et seq.), as amended by Pub. L. 108-446, approved December 3, 2004 (118 Stat. 2647).

“Full school day” -- The entirety of the instructional hours regularly provided on a single school day.

“Late arrival” --Arrival by a student at the educational institution after the official start of the school day as defined by the educational institution. Late arrival does not include any period of time that would constitute a partial school day as defined by this chapter.

“LEA” --Local Educational Agency, pursuant to 20 USCS § 7801(26)(A), a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

“Marking period” --A portion of a school year between two dates, at the conclusion of which period students are graded or marked.

“McKinney-Vento” --The “McKinney-Vento Homeless Assistance Act of 1987”, as amended, Title VII, Subtitle B; 42 U.S.C. 11431-11435.

“OSSE” --The Office of the State Superintendent of Education.

“Partial school day” --At least twenty percent (20%) of the instructional hours regularly provided on a single school day; which shall be deemed to be a full school day, when a student is absent during this period of time without an excused absence.

“Parent” -- a parent, guardian, or other person who resides in the District and who has custody or control of a minor 5 years of age or older.

“Present” --A single school day on which the student is physically in attendance at scheduled periods of actual instruction at the educational institution in which she or he was enrolled and registered for at least eighty percent (80%) of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.

“School-age child” --A child who between five (5) years of age on or before September 30 of the current school year or eighteen (18) years.

“School-based student support team” --a team formed to support the individual student by developing and implementing action plans and strategies that are school-based or community-based, depending on the availability, to enhance the student's success with services, incentives, intervention strategies, and consequences for dealing with absenteeism.

“School year” --the period from the opening of regular school programs, typically in September, until the closing of regular school programs, typically in June.

“Section 504” --Section 504 of the “Rehabilitation Act of 1973”, approved September 26, 1973 (87 Stat. 394; 29 U.S.C. § 794).

“STEM” --Educational instruction in science, technology, engineering, and mathematics.

“Truant” --A school-age child who is absent from school without a legitimate excuse for absence.

“Truancy rate” --The incidence of students who are absent without valid excuse as defined by 5 DCMR A § 2102 on ten (10) or more occasions within a single school year, divided by the total number of students enrolled for a single school year, as determined by the final enrollment audit conducted by OSSE, pursuant to D.C. Official Code § 38-203. Truancy rate may be calculated and reported at the school, LEA, and state levels.

SCHOOL

SCHOOL

APPENDIX B: Truancy Timeline for Students Ages Five through Thirteen

UNEXCUSED ABSENCES	ACTION	NOTIFICATION PERIOD
5	<p>The student will be referred to a school-based student support team which will meet within five (5) school days of the referral and regularly thereafter to:</p> <ul style="list-style-type: none"> (A) Review and address the student’s attendance and determine the underlying cause(s) for the student’s unexcused absences; (B) Employ reasonable and diligent efforts to communicate and to collaborate with the student and parents or guardian; (C) Communicate and collaborate with the student’s existing Individualized Education Program (IEP) team, as applicable; (C) Provide timely response to the student’s truant behavior; (D) Make recommendations for academic, diagnostic, or social work services; (E) Use school and community resources to abate the student’s truancy including referral to a community-based organization when available; and (F) Develop and implement an action plan in consultation with the student and student’s parents or guardian;⁵ 	Within two (2) school days after the fifth (5 th) or more unexcused absence.
10	<p>The school will:</p> <ul style="list-style-type: none"> • Notify the Metropolitan Police Department (“MPD”) within two (2) business days after each occurrence of a student’s tenth (10th) unexcused absence during the school year;⁶ • Send the student’s parent a letter, under signature of the Chief of the Metropolitan Police Department, notifying the parent that he or she may be in violation of the school attendance requirements and subject to prosecution under District of Columbia laws;⁷ and • Notify OSSE of the student’s ten (10) days of the unexcused absence.⁸ 	Within two (2) business days after the tenth (10 th) unexcused absence.
10	OSSE will provide the parent with a copy of the Truancy Prevention Resource Guide. ⁹	Reasonable Timeframe & provided that parent did not receive copy of guide prior to the 10 unexcused absence
10	The school-based student support team assigned to the student will notify the school administrator with a plan for immediate intervention including delivery of community-based programs and any other assistance or services to address the student’s needs on an emergency basis; ¹⁰	Within two (2) school days after the tenth (10 th) unexcused absence.
10	The student will be referred to the Child and Family Services Agency. ¹¹	Within two (2) business days after the tenth (10 th) unexcused absence.

APPENDIX C: Truancy Timeline for Students Aged 14 or Over

UNEXCUSED ABSENCES	ACTION	NOTIFICATION PERIOD
5	<p>The student will be referred to a school-based student support team which will meet within five (5) school days of the referral and regularly thereafter to:</p> <ul style="list-style-type: none"> (A) Review and address the student’s attendance and determine the underlying cause(s) for the student’s unexcused absences; (B) Employ reasonable and diligent efforts to communicate and to collaborate with the student and parents or guardian; (C) Communicate and collaborate with the student’s existing Individualized Education Program (IEP) team, as applicable; (C) Provide timely response to the student’s truant behavior; (D) Make recommendations for academic, diagnostic, or social work services; (E) Use school and community resources to abate the student’s truancy including referral to a community-based organization when available; and (F) Develop and implement an action plan in consultation with the student and student’s parents or guardian; 	Within two (2) school days after the fifth (5 th) or more unexcused absence.
10	<p>The school will:</p> <ul style="list-style-type: none"> • Notify the Metropolitan Police Department (“MPD”) within two (2) business days after each occurrence of a student’s tenth (10th) unexcused absence during the school year; • Send the student’s parent a letter, under signature of the Chief of the Metropolitan Police Department, notifying the parent that he or she may be in violation of the school attendance requirements and subject to prosecution under District of Columbia laws; and • Notify OSSE of the student’s ten (10) days of the unexcused absence. 	Within two (2) business days after the tenth (10 th) unexcused absence.
10	OSSE will provide the parent with a copy of the Truancy Prevention Resource Guide.	Reasonable Timeframe & provided that parent did not receive copy of guide prior to the 10 unexcused absence
10	The school-based student support team assigned to the student will notify the school administrator with a plan for immediate intervention including delivery of community-based programs and any other assistance or services to address the student’s needs on an emergency basis;	Within two (2) school days after the tenth (10 th) unexcused absence.
15	The student will be referred to the FCSSD of the Superior Court and to the Office of the Attorney General Juvenile Section. ¹²	Within two business days after the 15 th unexcused absence.
15	The Attorney General will send parents a letter. ¹³	Within 3 business days after receipt of referral.

(Footnotes)

1 D.C. Mun. Regs. tit. 5, § A2103.4(c) (2013).

2 D.C. Mun. Regs. tit. 5, § A2103.4(b) (2013).

3 D.C. Mun. Regs. tit. 5, § A2103.4(b)-(c) (2013).

4 D.C. Mun. Regs. tit. 5, § A2103.2(c)(3) (2013).

5 D.C. Mun. Regs. tit. 5, § 2103.2(c)(3) (2013).

6 D.C. Act; 60 D.C. Reg. 9839 (§7(a)).

7 D.C. Act; 60 D.C. Reg. 9839 (§101(c)).

8 D.C. Act; 60 D.C. Reg. 9839 (§7(b)).

9 *Id.*

10 D.C. Mun. Regs. tit. 5, § 2103.2(c)(3) (2013).

11 D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(A)).

12 D.C. Act; 60 D.C. Reg. 9839 (§7(c)(1)(B)).

13 D.C. Act; 60 D.C. Reg. 9839 (§7(c)(2)).





CONTACT

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www.osse.dc.gov

202-727-6436

DC Public Schools

Office of Youth Engagement

www.dcps.dc.gov

202-939-2004

DC Public Charter School Board

www.dcpccb.org

202-328-2660

