

CHESTER COUNTY ATTENDANCE GUIDE

(Adapted from PDE BEC February 2015 and Chester County Attendance Guide 2013)

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I. Introduction

The impact of truancy within Pennsylvania, as well as nationwide, is a relevant topic for both educators and youth-serving organizations.

The Commonwealth of Pennsylvania School Code states that every child residing in Pennsylvania between the ages of 6 and 21 years is entitled to a free and full education in the Commonwealth's public schools. Pennsylvania continues to need an educated citizenry that will support the economic prosperity and the growth of this state.

According to Ron Paige, the United States Secretary of Education, in a presentation at the National Truancy Prevention Conference in December 2004, on any given school day, 2.7 million enrolled children and youth are not in school in the United States. As adults, youth who had excessive school absences are more likely to have poor health, need mental health services, have lower paying jobs, and participate in criminal activity. According to the National Truancy Prevention Association, over 90% of the inmate population in our nation's correctional facilities were truant or dropped out of school. While school districts in Chester County may have low numbers of children missing school in comparison to urban areas, the impact to our community for excessive absences could be significant.

The reason(s) behind excessive absences vary greatly among children. Early identification of excessive absences in a student provides us with an opportunity to address whatever issues may be causing a child to miss school.

It is our belief that children in Chester County will be more successful in their educational endeavors as a result of having consistent school attendance guidelines. There is a documented relationship between poor academic performance and absenteeism. Students who do not perceive themselves as having academic skills are at increased risk for dropping out of school. Students who must repeat a grade are much more likely to leave school before attaining their high school diploma.

The financial costs for the United States taxpayers associated with school dropouts are staggering. While the lifetime earning of high school dropouts will be significantly below those who graduate from high school, there are additional costs. Nearly half of those in prison and half of the heads of household on welfare were dropouts. Early intervention is more effective in preventing dropout behavior than remediation after the student has established a pattern of non-attendance.

Following is an excerpt from the Office of Juvenile Judge and Delinquency Prevention online resources "Truancy Prevention: Empowering Students, Schools and Communities."

The total cost to society due to lost potential of our students who are absent from school, truant and/or drop out is immeasurable. The average school dropout costs society more than \$800,000 during the course of a lifetime. Cost-benefit studies indicate that truancy reduction programs are inexpensive relative to the cost of students who drop out of school. The entire community must be made aware of the issue and must contribute to the efforts to reduce

truancy. Each community must identify the specific issues that are contributing to the truancy (student-specific as well as school- specific) and then strategies and services must be geared to address those specific needs. Truancy has been identified as a risk factor for substance abuse and teen pregnancy. It is also clear that focusing on school attendance is not enough. Research shows that factors contributing to truancy stem from three areas: school, family and community, and student characteristics. (Source: <http://one.center-school.org/search-website-detail.php?ID=496> Office of Juvenile Judge and Delinquency Prevention online resources “Truancy Prevention: Empowering Students, Schools and Communities)

Facilitating and encouraging regular school attendance, and subsequent student achievement, may be viewed by some as the sole responsibility of the school system. The truth is that promoting the value, and necessity, of education for our youth is important for all of us. The most effective strategy for reducing truancy is possible when parents, schools, public agencies, the legal system, non-profit organizations, businesses and all members of the greater community understand the ramifications of truancy and strive together to make school a place in which all students desire to fully participate. In order to have a positive impact for truant students and their parents, this issue requires true cross-system integration of services among multiple agencies on a county and statewide level.

Pennsylvania Department of Education has issued a new truancy Basic Education Circular, BEC 24 P.S. 13-1327, Compulsory Attendance and School Attendance Improvement Plan, a cross-agency collaboration with the Department of Human Services and the Juvenile Court Judges’ Commission, which aligns state agency efforts and provides comprehensive guidelines for schools, families and communities. ([School Attendance Improvement Plan and Truancy Toolkit February 2015](#))

True collaboration between schools and county children and youth agencies is needed to ensure that services are made available to meet the needs of truant students and their families, and that the division of service issues do not erect unnecessary barriers. This attendance guide, being made available to all interested parties through ongoing web-based access, fully describes the responsibilities of Chester County schools, county children and youth agencies and the legal system in addressing truancy when it does occur. Also included is an updated tool called the School Attendance Improvement Plan (SAIP) for schools to use to ensure a comprehensive and holistic approach to truancy prevention through school-family conferences which bring all vested individuals together, including the student, to remedy the truancy issue. We must all work together if we are to be successful in increasing the attendance of students in Chester County.

II. Frequently Asked Questions (FAQ)

1. What is an “excused” absence from school? Pennsylvania law broadly defines absences as excused when a student is prevented from attendance for mental, physical or other urgent reasons. Many school districts consider illness, family emergency, death of a family member, medical or dental appointments, authorized school activities and educational travel with prior approval as the only lawful absences. It is the responsibility of each district to determine the validity of excuses.

2. What is an unlawful absence? An unlawful absence is defined as being absent from school and no written notification by a parent/guardian is provided to the school for a student who is of compulsory school age.

4. What are the responsibilities of parents/guardians/students in reporting a student’s absence from school? All absences should be treated as unlawful until the school district receives a written excuse explaining the reason(s) for an absence. Parents/guardians and students should submit the written explanation within three calendar days of the absence.

5. What happens if a parent/guardian/student does not provide a written excuse within three calendar days of the absence? If they fail to provide a written excuse within three days of the absence, the absence will be permanently counted as unlawful.

6. What is the definition of truancy and the truancy process? Truancy is any unlawful absence from compulsory school attendance (See Flow Chart).

7. What is the penalty for habitual truancy? After a student accumulates three days of unlawful absences, the school must notify the parents that any additional unlawful absences can result in a (citation being issued and filed with) to the magisterial district judge. The judge may impose fines, educational classes, and/or suspend driver license operating privileges. For students under the age of 13 years of age, they shall be referred to a Truancy diversion program county child and youth agency for possible disposition as a dependent child.

8. What is meant by Compulsory School Age and Compulsory Attendance? Compulsory school age refers to the period of a child’s life from the time the child first enters school, which may be kindergarten or no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in Pennsylvania to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language, except in the following situations found in sections 1327, 1327.1, 1329, and 1330 of the Pennsylvania School Code:

- Attendance as a day student in a private trade school or private business school continuously through the entire term congruent with the public school term that meets the requirements set forth by the State Board of Education or the State Board of Vocational Education when:
 - The child is 15 and has approval from the district superintendent and Secretary of Education, or

- The child is 16 and has approval from the district superintendent.
- Attendance at a school operated by a church or other religious body which provides a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
- Privately tutored or home school students provided a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
- Children who are 16 and regularly engaged in useful and lawful employment during the school session with a valid employment certificate.
- Children who have been examined by an approved professional and identified to be unable to profit from further public school attendance and excused by the school board.
- Children who are 14 and satisfactorily completed the equivalent of the highest grade of elementary school in their district who holds a permit approved by the Secretary of Education to engage in farm work or domestic services in a private home.

9. What are the consequences and penalties associated with violation of state law and school board attendance requirements? Every parent, guardian or person in parental relation having responsibility over any child of compulsory school age is subject to penalties if compulsory school-age attendance requirements are not met. School districts are required to give three days' written notice of violation of compulsory attendance prior to proceeding against the parent or student. The school district may initiate proceedings with the magisterial district judge three days immediately after the third written notice of a child's unlawful absence, if the child is unlawfully absent from school on any subsequent days.

Possible sentences for parents found to be in violation of compulsory attendance law:

- Paying a fine up to \$300 plus court costs for each offense and court costs, or
- Completing a parenting education program, or
- Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six months and
- In cases where the party being sentenced fails to complete the terms of their sentence, a subsequent sentencing to the county jail for no more than five days.

(Magisterial district judges may suspend all or portions of the sentence, if the child is no longer habitually truant.)

The board of school directors or designee may bring a student before the court. Possible sentences for children found in violation of compulsory attendance law:

- If the parent/guardian is not convicted by the magisterial district judge and the child has attained the age of 13, the child may be:
- subject to a fine of no more than \$300 plus court costs for each offense, or
- assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520, or
- referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 or
- alleged to be dependent under 42 Pa.C.S. § 6303(a)(1) by the magisterial district judge, if the child fails to comply with the adjudication.

(Magisterial district judges may suspend all or portions of the sentence, if the child is no longer habitually truant) **CROSS REFERENCE WITH ACT 138**

10. Who is responsible for notifying the Pennsylvania Department of Transportation regarding suspension of driver license operating privileges? The magisterial district judge.

11. Does tardiness count as truancy? Yes, Section 1332 of the School Code states that the names of students who have been absent without a lawful excuse for three days, "or their equivalent", shall be reported to the attendance officer. Better explanation for converting lates to absences: Equivalent definition is unlawful tardy minutes accrued that equal to 3 school days equivalent or more. (i.e. unlawful 18 hours or 1,080 minutes) cross reference with Act 138

12. Can a kindergarten student be cited for truancy? Yes. Compulsory school age begins when the student is enrolled in kindergarten or at age 8; whichever occurs first.

13. Can a student 17 years old or older be cited for truancy? No. The compulsory school attendance law does not apply to students 17 years of age or older. Students 17 years old and older must be dropped from the attendance rolls after 10 consecutive days of unexcused absences.

14. Can any student who has 10 consecutive days of unexcused absences be dropped from the rolls? No, only students 17 years old or older. Students of compulsory school age cannot be dropped from the rolls.

15. What are some ways school personnel can support and assist truant students and their families? Students should be referred to the local Student Assistance Team. Students with at least 4 unlawful absences should be referred to the Holcomb Truancy Program. If truancy continues while a student is involved with the Holcomb Truancy Program, the student may be referred to the Chester County Department of Children, Youth and Families for assessment.

15. What are the responsibilities of Charter Schools relative to a student's unlawful absence? Charter schools must report to the student's school district of residence when a student has accrued three or more days of unlawful absences. It is then the responsibility of the school district to comply with the compulsory attendance laws in accordance with the Public School Code. However, charter schools are strongly encouraged to inform parents as unlawful absences occur, as suggested above, and work closely with their respective school district in reporting absences.

16. What are the school district's responsibilities when a Charter School reports that a student has accrued three or more days of unlawful absences? Under compulsory attendance laws, the parent/guardian of a student who has accumulated three unlawful absences are to receive notice stating any subsequent unlawful absences will result in a citation being filed with the magisterial district judge. The notice to parents/guardians should be sent immediately upon notification of third absence by a charter school. It is recommended that such notice should be sent through certified mail. Future unlawful absences should be filed with the magisterial district judge.

17. What are the responsibilities of Nonpublic Schools relative to a student's unlawful

absence? Nonpublic schools must report to the student's school district of residence when a student has accrued three or more days of unlawful absences. It is then the responsibility of the school district to comply with the compulsory attendance laws in accordance with the Public School Code. However, nonpublic schools are *strongly* encouraged to inform parents as unlawful absences occur, as suggested above, and work closely with their respective school district in reporting absences.

21. Are schools required to employ an attendance officer or home school visitor? First, second and third class school districts are required to employ at least one person holding the title of attendance officer or home and school visitor. School districts of the fourth class may also employ attendance officers or home and school visitors with the same powers and responsibilities. Districts may join in cooperative agreements to employ an attendance officer or home and school visitor.

22. Can an attendance officer or home and school visitor, employed by a school district, arrest or apprehend a child who fails to attend school in violation of compulsory school attendance? Yes. The employee is to enforce the provisions of the Pennsylvania School Code regarding compulsory attendance. These individuals have full police power without warrant and may arrest or apprehend any child who fails to attend school in violation of compulsory attendance. State, municipal, port authority, transit authority, housing authority and school police officers are provided with the same arrest powers.

23. What happens to the child when they are arrested or apprehended by an attendance officer or home and school visitor? In cases where students are arrested or apprehended, the apprehending or arresting officer is required to promptly notify the parent/guardian to place the child in the public school the child is, or should be, enrolled.

24. What are the responsibilities of school personnel when they discover that a child is unable to attend school due to the lack of necessary food and/or clothing?

Whenever school personnel charged with overseeing attendance discovers that any child of compulsory school age is unable to attend school due to the lack of necessary clothing or food, the school should support the family by providing community resources to help access clothing, food, housing, etc. If the truancy continues or as a mandated reporter there is suspicion of neglect, a report to Childline should be made.

III. Schools and the Attendance Improvement Plan (SAIP)

The School Attendance Improvement Plan, as described in Section IV (A)(3) BEC 24 P.S. 13-1327, is designed to serve as guidance. The SAIP is developed cooperatively with involved stakeholders through a school-family conference, which is required after the school's notice to the student's parent/guardian upon the third unlawful absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including, but not limited to:

- Sharing and reviewing school policy on attendance and student responsibilities with students and families;

- Contacting the student’s parent/guardian upon their absence
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the building principal (or assigned truant officer);
- Making referrals to guidance counselors and
- Collaborating with Student Assistance Teams as appropriate.

Pursuant to the BEC 24 P.S. 13-1327, schools are required to notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school-family conference engages all participants involved in the student’s life to explore possible solutions to increase the student’s school attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student’s truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services and a School Attendance Improvement Plan (SAIP) shall be developed cooperatively with the student and other meeting participants as described in Section IV (A)(3) BEC 24 P.S. 13-1327. A sample SAIP is located in [Appendix A](#) and can be used as a guide for schools when developing their own plan format.

Issues to be addressed at the school-family conference should include, but not be limited to:

- Appropriateness of the student’s educational environment;
- Possible elements of the school environment that inhibit student success;
- Student’s current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
- Issues concerning family and home environment and
- Any other issues affecting the student’s attendance.

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in, and responsibility for, determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state’s compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the school-family conference is the development of a comprehensive SAIP that is understood by, agreed upon and supported by the student, the parent/guardian, the school representatives and all other conference participants. The SAIP should include, but not be limited to, the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical, mental

and behavioral health support from the school and/or community organization(s);

- Identification of the school environment issues that affect the student's success and solutions to address these issues;
- Explanation of the student's strengths and responsibilities related to the SAIP;
- Explanation of the family's strengths and responsibilities related to the SAIP;
- Clarification of method(s) used for monitoring the effectiveness of the SAIP;
- Explanation of the consequences for each stakeholder if the SAIP is not fully implemented;
- Explanation of the consequences for each stakeholder if the SAIP is not fully implemented;
- Discussion of the benefits for successfully implementing the SAIP and
- Follow up and report the outcome of the SAIP

The SAIP substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future action be required (e.g., citation to the magisterial district judge and referral to the county children and youth agency upon the fourth unexcused absence).

Directions to complete the School Attendance Improvement Plan (SAIP)

The SAIP should be completed at the school-family conference. The school administrator should complete the SAIP in collaboration with other conference participants. Participants should include, but are not limited to: student, parent/guardian, other relevant family members, school staff, partner organizations, community-based organizations and other agencies involved with family (e.g., Children and Youth, Juvenile Probation.). To identify and resolve root causes of the attendance issues, all members should contribute their unique knowledge about the student and his/her environment to group discussion. Only then can meaningful results be achieved.

Note to Public School Administrators Regarding Truancy and IDEA Students: For students eligible under the IDEA as a special education student, all attendance issues should be discussed and resolved within the context of an IEP Team meeting. While this SAIP format may be followed to aid that discussion, all attendance improvement-related solutions should be made by the IEP Team.

Note to School Administrators Regarding Medical Information: In this form, there are several places that request medical information from the parent(s) and/or student. While this information is helpful in fully understanding any potential medical causes for attendance issues, schools do not have the authority to require such information. Both the parent(s) and the student should be informed, prior to the meeting, that possible medical reasons for the attendance issues will be discussed and that they are not required to provide such information. The parent(s) and student should also be informed, however, that this information may be essential to developing attendance improvement solutions. *In public schools, including charter and cyber-charter schools, the administrator should also inform the parent that the student may, if he/she has a medical or psychiatric condition, qualify under Section 504, wherein the school is able to make*

accommodations. If a parent and/or student does not wish to share this information, simply note on the form that the parent and/or student did not wish to share the information at this time. This documents that the school requested the information but that the parent and/or student was not inclined to provide it. If the parent and/or student *does* provide information regarding a medical reason for the attendance issues, that should be thoroughly discussed, and, in public schools, the school should consider whether the student may be eligible under Section 504.

IMPORTANT: *[Note to schools – attach the school’s FERPA release form to this document.]*
The attached FERPA release of information form must be signed by the parent/guardian in order for anyone other than the school personnel to participate in the SAIP development meeting. In the event that a FERPA release is not signed by the parent/guardian, no individuals other than school employees may participate in the meeting. Such instance will likely have a detrimental impact on the success of the Plan developed to address the student’s attendance issues, so a signed FERPA release is strongly recommended. *[Applicable only to schools that receive federal funding – private schools that do not receive federal funding are not required to obtain a FERPA release prior to participating in the meeting.]*

IV. Holcomb Truancy Prevention Process

Beginning on July 1, 2016, all students being referred to the Holcomb Truancy Program must meet the following updated requirements:

- A minimum of **four (4)** illegal or unexcused absences from school.
- Have a Truancy Elimination Plan (TEP)/Student Attendance Improvement Plan (SAIP) in place (or documented attempts to meet with the family to develop a plan). A copy of this plan should be included with the referral.
- Completion of **all sections** of the newly updated Referral Form, which is in [Appendix B](#).

V. Children and Youth Services

[Chester County Department of Children, Youth and Families](#)

Pennsylvania’s child welfare system is state-supervised and comprised of 67 county-administered children and youth agencies whose operation and funding are guided by requirements set by statutes passed by the Pennsylvania General Assembly and regulations promulgated by the Department of Human Services (DHS), Office of Children, Youth and Families.

The responsibility to assess habitual truant referrals is most often performed by the county children and youth agency. In rare situations, it may be performed by the juvenile probation office, but this is decided within each county.

The Juvenile Act, 42 Pa C.S. § 6302, defines “dependent child,” in part, as a child who while subject to compulsory school attendance is habitually and without justification truant from school. The Child Protective Services Law, 23 Pa.C.S. § 6373, relating to general protective services responsibilities of a county agency, requires that each county agency be responsible for

administering a program of general protective services to children and youth consistent with the agency's objectives to overcome problems that result in dependency. Habitual truancy is one such problem.

A. BEC

The Basic Education Circular on Compulsory Attendance and School Attendance Improvement Plan, issued by the Pennsylvania Department of Education, recommends that the SAIP be developed after the third unlawful absence. If the school district's documented efforts to actively engage the child and family in efforts to address the truant behavior, including conducting a school family conference and developing a SAIP, have not been successful and the child becomes habitually truant, a referral should then be made to the Holcomb Truancy Program which is a diversionary program that is provided and monitored by the Chester County Department of Children, Youth and Families.

B. Referral Process for agency supports.

1. It is expected that school personnel will have made every effort to conduct a conference with the parent(s) and child in which a SAIP was created, as well as having filed truancy citations with their respective District Court. The school district should make a referral to the Holcomb Truancy Program using the form in Appendix B. If additional services are needed after utilizing the Holcomb Truancy Program, the staff at Holcomb may submit a referral to the Department of Children, Youth and Families (DCYF). The Magisterial District Court Protocols for Truancy Violations now provide for the District Court to make referrals of appropriate youth to DCYF right after a second truancy hearing, incorporating the school district materials in the referral packet. However, children should first be referred to the Holcomb Truancy Program. Once a School District has followed the above recommended policy, DCYF may accept referrals from the Holcomb Truancy Program that involve any children age 16 and younger, who are illegally absent from school a minimum of six days in the course of one school year.
2. Children and families who are not successfully engaged by the Holcomb Truancy Prevention Program may be referred to DCYF if the child remains illegally absent from school while school is in session. The Holcomb staff will assist referring sources with gathering the information necessary to make a formal referral to DCYF. The expectation is that referrals will be made to the department for action in a timely manner.
3. Once DCYF receives a truancy-related referral from the Holcomb Truancy Program or Magisterial Judge the Department will begin to assess the family and child for alleged dependency.

Accelerated Truancy Case Procedure:

In an effort to address a limited number of youth and families with severe attendance issues, the following will be considered for an accelerated petition to Dependency Court in the 2017-18 school year:

- 1) Prior Involvement
 - a. Child previously adjudicated dependent for truancy;
 - b. Unsuccessful participation in the Holcomb Truancy Program and/or CCIU ATTEND Program;
 - c. History of non-compliance with multiple Mental Health agencies, inpatient facilities, and/or Drug and Alcohol treatment providers.
- 2) Family Dynamics
 - a. Parent Issue vs. Child Issue;
 - b. Age of the child;
 - c. Siblings with attendance issues.
- 3) Total Absences
 - a. Number of illegal absences;
 - b. Circumstances surrounding a high number or medically excused absences.

*For consideration, school districts are required to submit a completed **Holcomb Truancy Referral** and current attendance record to Justin Gruber (jgruber@chesco.org). DCYF will review the referral information and proceed accordingly.*

*It is important to note that the burden of proof will fall onto school districts as it relates to truancy. School districts should be prepared to send a solicitor or other school representative to testify in Dependency Court.

VI. Cross Agency Intervention

A. Magisterial District Judges

<http://www.pacourts.us/courts/minor-courts/magisterial-district-judges/>

The magisterial district judge is responsible for the adjudication of truancy cases. Therefore, it is imperative that actions relative to truancy be taken promptly by school districts and, when necessary request the assistance of the Holcomb Truancy Program and the Chester County Department of Children, Youth and Families. Actions by the school districts should be taken prior to the court hearing. This will help to expedite the process of bringing students and parents or guardians into compliance and possibly eliminate the need to file additional citations.

Any parent or guardian of a child who is of compulsory school age and alleged to be truant and any student who has reached the age of 13 and is alleged to be truant may be cited for truancy. Either party cited may be found guilty for non-compliance with the truancy laws. If the parent or guardian is found guilty, they shall be sentenced in accordance with the truancy laws. If they do not complete the sentence then they shall be sentenced to county jail for up to five (5) days. If the student is found guilty, they shall be sentenced in accordance with the truancy laws. If they default on the sentence then the magisterial district judge may allege the student to be dependent.

B. Local Law Enforcement Agencies

Local law enforcement agencies can serve a critical role in coordinating truancy response and prevention efforts. School districts, as part of their Memorandum of Understanding (MOU) with local law enforcement, may include provisions outlining the role of local law enforcement in truancy prevention. School districts may also want to be in contact with local security agencies, such as those serving shopping malls, eating establishments, sport facilities and other public places where students may congregate during school hours

VII. Sample Forms/Letters

The following section provides sample letters that can be used by school districts to address the legal steps that should be taken for unlawful absences. An enclosure to be used with the letters is also provided for convenience purposes. The Department of Education recognizes that a best practice would include sending a similar letter to any students over the age of 13 years old to reinforce the importance of regular attendance and their academic success. Letters to Parent of Absent/Truant Student should be on school district letterhead and dated.

First Unlawful Absence

Parent/Guardian Name
Address
City, PA Zip Code

Dear <PARENT'S (OR GUARDIAN'S) NAME>,

<STUDENT NAME> was absent unlawfully on <DATE>. This letter is sent to make you aware of this absence. Regular attendance at school is an important part of every student's success and is necessary in order to gain the greatest benefit from the educational experience. Students who are frequently absent from school miss direct instruction and regular contact with their teachers. Commonwealth of Pennsylvania law and school policy requires regular daily attendance. When absences accumulate, it may ultimately result in academic difficulty for <STUDENT NAME>.

Our district has an active Student Assistance Team and additional services that are available to you and your family. We share a common goal to ensure that your child reaches <HIS/HER> full potential. All absences are counted as unlawful until the <DISTRICT NAME> School District receives a written excuse explaining the reason for the absence. If a written excuse is not received within three days, the absence will permanently be added to the student's file as unlawful. This letter serves as our first communication regarding <STUDENT NAME>'s unlawful absences. If <STUDENT NAME> accumulates three additional days of unlawful absences or the equivalent, the district must notify the magisterial district judge.

In addition, any absences of ten cumulative days will require a written excuse that indicates <STUDENT NAME> was seen by a doctor or medical practitioner. Enclosed are the penalties for violation of compulsory attendance requirements.

If you have any questions, please call my office at <PHONE> or the guidance office at <PHONE> so that we may work together to ensure <STUDENT NAME>'s educational success.

Sincerely,

<Principal, Assistant Principal, or Attendance Officer>

(Enclosures: Law and SAP brochure)

cc: Student Assistance Team
Attendance Office/Home School Visitor
Guidance Counselor
Student File

Second Unlawful Absence

Parent/Guardian Name
Address
City, PA Zip Code

Dear <PARENT'S (OR GUARDIAN'S) NAME>,

This letter is to inform you that <STUDENT NAME> was absent unlawfully from school on <DATE>. This is the second unlawful absence recorded this year. Attendance requirements are meant to benefit your child's educational experience. I appreciate your cooperation in trying to improve your child's school attendance and in helping <STUDENT NAME> complete missed assignments on those occasions when <STUDENT NAME> must be absent.

If <STUDENT NAME> accumulates two additional days of unlawful absences or the equivalent, the district must notify the magisterial district judge. Commonwealth of Pennsylvania law and school policy require that every child of compulsory school age attend school daily. A child must present a written excuse from the parent/guardian or medical practitioner within three days of an absence or the absence will be counted as illegal. Mental, physical or other urgent reasons are the only lawful excuses for absences. Enclosed are penalties for violation of compulsory attendance requirements.

I strongly encourage you to contact the guidance office or the student assistance team to discuss ways to ensure your child's school attendance. Continued unlawful absences could lead to notification of the magisterial district judge, as well as a referral to the County Children and Youth Agency. You may request a school-family conference at this time to explore possible solutions to your child's unlawful absences. If you have any questions, please call my office at <PHONE>.

Sincerely,

<Principal, Assistant Principal or Attendance Officer>

(Enclosures: Law and SAP brochure)

cc: Student Assistance Team
Attendance Officer/Home School Visitor
Guidance Counselor
Student File

Third Unlawful Absence (sent via certified mail and return receipt requested)

Parent/Guardian Name
Address
City, PA Zip Code

OFFICIAL NOTICE OF CHILD'S ILLEGAL ABSENCE

Dear <PARENT'S (OR GUARDIAN'S) NAME>:

This letter is to officially notify you that <STUDENT NAME> has been absent from school without a lawful excuse on the following dates: <DATE 1, DATE 2 and DATE 3 (add subsequent dates as appropriate)>. These absences are unlawful and, therefore, constitute a violation of the compulsory attendance provision of the Pennsylvania Public School Code (24 P.S. 13-1327).

You are therefore notified of your child's repeated unlawful absences and strongly encouraged to ensure that your child receives no subsequent unlawful absences. The series of unexcused absences constitute a summary offense under the Public School Code for which penalties may be imposed against you as parent or guardian. Act 29 of 1995 provides for a \$300 fine and allows the court to impose parent education classes with your daughter or son and community service sentences for parents of a truant child who do not show that they took reasonable steps to ensure the child's school attendance. Act 29 also provides that truant students lose their driver's license for ninety (90) days for the first offense and six (6) months for the second offense.

Be advised that the process for development of an Attendance Improvement Plan for your child has now begun, which requires your participation in a school-family conference. If your child is unlawfully absent again, a proceeding will be initiated against you before a magisterial district judge and a referral for general protective services made to the county children and youth agency, without further notice from school authorities. Please refer to the enclosed sections in the Pennsylvania School Code for specific penalties for violation of compulsory attendance requirements for both you and your child.

Sincerely,

<Superintendent>

(Enclosures: Law and SAP Brochure)

cc: Student Assistance Team
Attendance Officer/Home School Visitor
Principal
Assistant Principal
Guidance Counselor
Student File

24 PA Statutes Enclosure

Section 13-1333- Penalties for violation of compulsory attendance requirements

(a)

- (1) Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of this act regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of this act, the district superintendent, attendance officer, or secretary of the board of school directors shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of this act regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.
- (2) The child and every parent, guardian or person in parental relation must appear at a hearing established by the district judge. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable SAIP to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- (3) Upon a summary conviction, the district judge may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without jurisdiction.
- (4) In lieu of or in addition to any other sentence imposed under this section, the district judge may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.

(b)

- (1) If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable SAIP to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of this act regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520 (relating to adjudicative alternative program).
- (2) For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district judge may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1) (relating to scope of chapter). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch.63 (relating to juvenile matters).
- (3) Upon a summary conviction or assignment to an adjudication alternative program, the district judge may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- (4) Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under

clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions).

- (5) The following words, when used in this subsection, shall have the following meaning, except where the context clearly indicates or requires a different meaning:

“Community resources” shall mean those agencies and services for children and youth provided by the juvenile court, the county, the Department of Health, the Department of Human Services and other public or private institutions.

“District judge” shall mean such court as the court of common pleas shall direct in counties not having district judges.

“Habitually truant” shall mean absence for more than three (3) school days or their equivalent following the first notice of truancy given under section 1354. A person may be habitually truant after such notice.

“Offense” shall mean each citation which goes before a district judge or court of common pleas.

“Person in parental relation” shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child defined under 42 Pa.C.S. § 6302 (relating to definitions).

(c) If a child is convicted for a violation of this section, the court, including a court not of record, shall send to the Department of Transportation a certified record of the conviction or other disposition on a form prescribed by the department.

(d) Nothing in this section shall be construed to apply to a parent, guardian or person in parental relation whose child or children are in a home education program under section 1327.1.

Section 1338.1- Suspension of Operating Privilege

- (a) The Department of Transportation shall suspend for 90 days the operating privilege of any child upon receiving a certified record that the child was convicted of violating section 1333. If the department receives a second or subsequent conviction for a child’s violation of section 1333, the department shall suspend the child’s operating privilege for six months.
- (b) Any child whose record is received by the department under section 1333(c) and who does not have a driver’s license shall be ineligible to apply for a driver’s license under 75 Pa.C.S. §§ 1505 (relating to learners’ permits) and 1507 (relating to application for driver’s license or learner’s permit by minor) for the time periods specified in subsection (a). If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of revocation or suspension of operating privilege) for the time specified in subsection (a).

Private Criminal Complaint (AOPC 411) – A current form may be obtained on the Internet at:

<http://forms.lp.findlaw.com/form/courtforms/state/pa/pa000003.pdf>

Letter to Truant Student Over the Age of 13

Student Name
Address
City, State, Zip Code

CERTIFIED AND RETURN SERVICE FIRST CLASS MAIL

Dear Mr./Ms. <Name>:

Based upon your attendance history, while a student in the <Sample Name School District>, it has become necessary to formally notify you of key components of the PA School Code and <Sample Name School District> policies dealing with attendance. As a student over the age of 13 this letter shall serve as official notification that you are aware of the following:

- You are required by School Code and District Policy to attend school every day it is in session, unless illness or injury prevents you from attendance. Signed notice that you were absent with parental permission is submitted to the school within three days of the absence. If you are absent three or more consecutive days, a note that you were seen by a physician must be submitted to the school, also within the three day time period.
- Should you acquire too many unlawful/unexcused absences you may be denied credit for courses, regardless of your current grade in the class.
- Failure to attend school each day it is in session can result in:
- Revocation of any work permits (working papers) issued to you by the District.
- Prosecution before a District Judge. Such prosecution may result in you, as the student, not your parent/guardian being fined up to \$300 per day that you fail to attend school.
- Additionally the District Judge may:
- Assign you to an alternative adjudication program
- Suspend your privilege to possess or apply for a PA driver's license
- Continued failure to attend school may result in a referral to other County agencies for additional actions and/or placements.

Leaving campus prior to dismissal time is considered truancy and subject to prosecution.

I certainly hope that your attendance record improves and you have a successful school year. It is my desire that we do not need to resort to any of the above actions.

Respectfully,

<Principal, Assistant Principal or Attendance Officer>

cc: Student Assistance Team
Attendance Officer/Home School Visitor
Guidance Counselor
Student File

Chester County Truancy Summary for Magisterial District Justice

Student name:

School of Attendance:

Date of Birth:

Grade:

Parent(s)/Guardian(s) name(s):

Address:

Circle one: Regular Education Special Education 504 Plan

Date of hearing for which this documentation was prepared:

By:

District represented at hearing by:

*Grades and discipline record enclosed.

Attendance

Attached student attendance record reflects the following totals as of today (specific dates of each absence can be found on enclosed attendance record):

Days Excused by a parental note:

Days Excused by a medical professional:

Days unlawful:

Unlawful Tardies/lates:

Days of in-school suspension:

Days of Out-of-School Suspension:

Overall attendance rate (in numbers missed days/possible days and percentage):

Parental Notification

Letters (see enclosed) were mailed on:

Phone calls were made on:

Emails sent:

Home visits: Yes No If yes, how many?

Student Attendance Improvement Plan

Conference was held on (plan enclosed):

The family was present for this meeting: Yes No

The student was present for this meeting: Yes No

Phone contact made to schedule the meeting on:

Letter mailed to schedule the meeting on (enclosed):

Emails sent:

Services Provided

Holcomb Truancy Prevention Program Referral submitted? No Yes Date:

CCIU Attend program referral? No Yes Date:

Dates of home visits, if applicable:

Referral made to Chester County Children, Youth and Families? No Yes Date:

Other services or interventions provided, if applicable:

Status of progress with services and interventions (list services with caseworker's names):

Citation

Filed on: _____ for the absence which occurred on _____. This absence was the
cumulative absence for the school year and the _____ absence following the SAIP conference.

Previous Citations and outcomes (if applicable):

Recommendations

The district requests the family/student adhere to the following recommendations under supervision of the court:

Summary for Review Hearings

Student name:

Date of Birth:

Grade:

Parent(s)/Guardian(s) name(s):

Initial hearing held on:

Review hearing date:

District represented at hearing by:

Documentation for this hearing prepared by:

Absences

Since the last hearing, the attendance record (enclosed) reflects the following number of additional absences:

Days Excused by a parental note:

Days Excused by a medical professional:

Days unlawful:

Days of in-school suspension:

Days of Out-of-School Suspension:

Services Provided

Summary of progress with services and interventions since the last hearing:

Appendix A. SAIP Form

SCHOOL ATTENDANCE IMPROVEMENT PLAN (SAIP)

Date: _____

Goal: Increase *(Insert Student's Name)* school attendance by *(Insert Date)*.

Basic Student Information:

Name of Student: Date of Birth: Gender: Grade Level:	Home Address: Home Phone: Cell Phone:	Special Needs: Medical/Health Concerns:
---	--	--

School Information:

Name of School District: Name of School Building: Address: Phone Number: Website:	Principal Name: Phone: Email:	School Contact for Attendance Issues: Name: Phone: Email: Referring Teacher Name:
--	--	--

Parent/(s)/Guardian(s) Information:

Name of Parent/Guardian:	Home Address: Home Phone: Work Address: Work Phone:
---------------------------------	--

	Cell Phone: Email:
Name of Parent/Guardian:	Home Address: Home Phone: Work Address: Work Phone: Cell Phone: Email:

List of Those Who Attended the SAIP and Role/Relationship to Student:

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

Strengths of the Student/Family/School:

Description	Relevance to the Plan
1.	
2.	
3.	
4.	
5.	
6.	

General Information Regarding Family and Habits/Routines:

Does the student have siblings, step or half-siblings, or are other children or young adults living in the household? _____

With whom does the student live during the week? _____

What time does the student wake up on a school day? _____

What type of transportation does the student use to get to school? _____

Additional information/ comments: _____

School Records of Absence:

Date of Absence	Written Excuse Provided? (Y/N)	Reason(s) for Absence	Action Taken <small>(e.g., Parent Letter 1 sent out on 04/01/2014), John Doe called parent, Mrs. Smith to discuss)</small>
1.			
2.			
3.			
4.			

Assessment/Areas of Need: Description
1.
2.
3.
4.
5.

<u>Solutions: Description</u>	Responsible Party(ies)	Completion Date
1.		
2.		
3.		
4.		
5.		
6.		

Specific Potential Benefits to Student for Compliance with Plan:
1.
2.
3.
4.

Specific Potential Consequences for Non-Compliance with Plan:
1.
2.
3.
4.

This SAIP was created collaboratively to

- Assist the student in improving attendance;
- Enlist my/our support as the parent(s)/guardian(s); and
- To document the school’s attempts to provide resources to promote the educational success of the student.

As the parent(s)/guardian(s), I/we understand that while the school has demonstrated its support and assistance to this student through this process, by law, it is my/our responsibility to ensure

that the student attends school.

We agree with this Plan, including all requirements and consequences set forth herein, and we agree to comply with the terms set forth in the Plan. Parties in agreement with this plan will sign below:

Student: _____ Date: _____

Parent or Guardian: _____ Date: _____

Parent or Guardian: _____ Date: _____

cc: student _____ (initial upon receipt)
parent/guardian _____ (initial upon receipt)
school personnel _____ (initial upon receipt)
other _____ (initial upon receipt)

Should we have difficulty in implementing the plan or are not clear on the roles of each party,

We can contact _____

with questions or concerns prior to the scheduled progress meeting.

Date for Follow-up Meeting: _____

Next Steps:

Permission to Release SAIP To Other Individual(s)/Agencies:

In order for agencies and/or other individuals outside of the school district to assist with this plan, I/We give permission to release this SAIP to the following:

Student: _____ Date: _____

Parent or Guardian: _____ Date: _____

Parent or Guardian: _____ Date: _____

Directions

1. **Date:** Enter the date when SAIP is being completed
2. **Goal:** [STUDENT NAME] will attend school on a regular basis by [DATE].
3. **Basic Student Information (document the following):**
 - a. Name of the Student (First M. Last)
 - b. Birth Date (mm/dd/yyyy)
 - c. Gender (male/female)
 - d. Grade Level (K-12)
 - e. Home Address
 - f. Home Phone Number
 - g. Cell Phone Number
 - h. Special Needs
 - i. Medical/Health Concerns
4. **School Information (document the following):**
 - a. School/District Name
 - b. Address
 - c. Website
 - d. Student's School Building Name
 - e. Student's Building Principal – name, phone number, email address (optional)
 - f. Person Responsible for Addressing Student Attendance Issues at the School – name, phone number, email address (optional)
 - g. Referring Teacher's Name
 - h. Attach a copy of the school's policy regarding attendance as well as any administrative regulations and/or rules pertaining to absence procedures and/or requirements (where available)
5. **Parent/Guardian Information (document the following for all parents/guardians, regardless of whether present):**
 - a. Name
 - b. Home Address
 - c. Home Phone Number
 - d. Work Address
 - e. Work Phone Number
 - f. Cell Phone Number
 - g. Email Address(es) can be provided to ensure ongoing better communication
6. **List of Individuals in Attendance and Relationship to Student**
7. **Strengths (discussion and documentation):**
 - a. *Identify and document the strengths of the student, family and the school* to support the goal of increasing attendance for the student. Engage the student and family first to identify what they perceive to be the strengths of the student.
 - i. What are the student's interests?
 - ii. What is the student passionate about?
 - iii. What is the student's favorite subject in school?
 - iv. What are the student's strongest areas of ability/talent?
8. **General Information Regarding Family and Habits (discussion and documentation):**

- a. Does the student have siblings, step or half-siblings, or are other children or young adults living in the household?
- b. With whom does the student live during the week?
- c. What time does the student wake up on school days?
- d. What type of transportation does the student use to get to school?

9. School Records of Absence (discussion and documentation):

- a. *For each absence in the current school year, discuss and document the following:*
 - i. Action taken by the school on each incident of absence
- b. *Summary of all actions taken by the school regarding absences;* including the name of the person taking the action, the date action was taken and any other relevant information
- c. *Summary of attendance issues for previous years*

10. Assessment/Areas of Need (discussion and documentation):

- a. *Identify and document possible root cause/s of the attendance issues.* It is crucial (yet sometimes overlooked) to build rapport with the student. Engage the student and family first to identify what they perceive to be areas of need for the student. This dialogue benefits all involved parties:
 - 1- Student: academic, medical, social, physical, mental, behavioral health issues, problems with peers, problems with teachers or other adults within the school
 - 2- Parent/Guardian: medical, home environment, work schedules, unsupervised time for student, transportation, socioeconomic factors, special circumstances, etc.
 - 3- School: school environment, student's interaction with other adults and with other students, classes, etc.

11. Solutions (discussion and documentation):

- a. *Review the strengths* listed at the beginning of the meeting, *discuss and document potential solutions* in light of these strengths. Engage the student and family first to identify what they perceive to be solutions to resolving the student's attendance issues.
 - i. Some examples of possible solutions are:
 - 1. Where the student is left unattended due to a parent's work schedule or other reason, an appropriate action step could be to have a neighbor, extended family member or other adult either stay with the student or be in contact with the student during the parent's absence.
 - 2. Increasing student involvement in programs and services available in the school or community.
 - 3. Pairing the student with a mentor (family member, teacher, school staff, community businesses, etc.).
 - 4. Pairing the student with a business member in the field that interests the student. This may help the student to understand the relevance of what he/she is learning in school and future endeavors.
 - 5. Increasing participation in activities intended to build self-esteem or confidence (e.g., tutoring elementary students, acting as a junior assistant coach on a school or community sports team, joining a club or activity in the student's interest area). For example, if the student reads well, a possible solution could be the student tutoring

elementary students. This engages the older student in a meaningful activity, increases confidence and supports his/her sense of responsibility by tutoring a younger student, thereby regular school attendance and academic success of both the older and younger student. Likewise, if a student is interested in athletics, encourage participation in a particular athletic activity.

6. Coordinating with county and/or other services to student and/or family to address health, social or financial issues.
- b. ***Discuss and document potential motivators.*** Engage the student and family first to identify and document what they perceive to be motivators for the student that might be used to assist in resolving the student's attendance issues.
 - i. For example: If there is a teacher or other faculty member, a possible solution may be periodic "check-ins" with that faculty member to support and encourage the student.
- c. ***Discuss and Document Responsible party(ies):***
 - i. Name of the person/agency that will be responsible for monitoring and encouraging progress in each stated solution (will ensure that the action SAIP is completed and/or request a reconvening of the group where progress is not being made or the solution does not appear to be effective).
 - ii. Contact information for each person/agency listed (to assist in monitoring/follow up).

12. Specific Potential Benefits to Student for Compliance with the SAIP (discussion and documentation):

- a. First engage the student and family in a ***discussion to identify*** what they perceive to be ***benefits of resolving the student's attendance issues.***
- b. Some examples of potential benefits are:
 - i. Better grades for the student;
 - ii. Graduating;
 - iii. Increased potential for the student to find employment;
 - iv. Increased post-secondary education opportunities for the student.
- c. ***Document any potential benefits*** identified on the SAIP.

13. Specific Potential Consequences to Student and/ Family for Non-Compliance with the SAIP (discussion and documentation):

- a. First engage the student and family in a ***discussion to identify*** what they perceive the ***consequences to be of not resolving the student's attendance issues.***
- b. Clearly outline the consequences for the student and parent/guardian if they do not follow-through with the recommendations of the SAIP and the BEC. Some examples of potential consequences are:
 - i. If the student values school and the absences occurred three days in a row, then perhaps this was an isolated incident. However, it should be made clear that consequences for the fourth absence will result in a citation to the magisterial district judge and a referral to the Holcomb Truancy Program. Ongoing attendance issues could result in a referral to DCYF.
 - ii. The impact of additional absences on post-high school plans for employment for further schooling including decreased opportunities;
 - iii. Potential for delayed graduation of the student or having to repeat a grade.

c. Document any consequences identified on the SAIP.

14. Signatures: The student and parent/guardian(s) will sign and date the SAIP as verification they understand and agree to all components of the SAIP.

15. Parent/Student Concerns: Where the parent(s)/guardian(s) and/or the student do not feel that the school, community agency, or other individual tasked with providing services/opportunities in the SAIP are not implementing the SAIP appropriately, the parents/guardians and/or student should make a request to the school to reconvene the SAIP team to discuss the implementation of the Plan. Upon such request, the school will arrange and facilitate a follow up meeting to discuss implementation issues.

16. Follow-up Meeting: With school-family participants present, a follow-up meeting will be scheduled. At the follow-up meeting, each responsible party listed in the Solutions section will report on the progress of their area of responsibility.

17. Next Steps: The group members will list the outcome(s) of the SAIP and outline next steps, if any. The next steps should include future meeting dates.

18. Permission to Release SAIP and Signatures: The student, parent/guardian and school official will sign permission for the SAIP to be released to relevant parties.

- ***A copy of the SAIP will be retained in the student's file.***
- ***A copy of the SAIP must be provided to the:***
 - student
 - parent/guardian
 - appropriate school personnel
 - other: signatures of responsible party or educational decision maker

Appendix B. Holcomb Truancy Program Referral Form

HOLCOMB TRUANCY PROGRAM

CHESTER COUNTY TRUANCY REFERRAL FORM

467 Creamery Way, Exton, PA 19341

Phone # 610-363-1488 ext. 2159 Fax # 610-363-1222

Contact: Isabelle Gauthier, M.S., LMFT Program Coordinator

STUDENT:		DOB:	Grade:
ADDRESS:			
HOME PHONE:	MALE FEMALE	RACE:	Language:
PARENT/GUARDIAN:		REFERRAL SOURCE:	
CELL PHONE #:		REFERRAL PHONE:	
ALTERNATE PHONE#		REFERRAL FAX:	
SCHOOL DISTRICT :		REFERRAL EMAIL:	
NAME OF SCHOOL:		CITATION FILED? DATE FILED:	
SCHOOL CONTACT:		OUTCOME OF CITATION:	
PHONE #			
ACADEMIC PERFORMANCE: Passing Failing		District Judge:	
# OF PAST RETENTIONS:		Court Phone #:	
Were previous retentions caused by attendance issues? YES NO			

CURRENT SCHOOL YEAR:

DAYS ABSENT UNLAWFUL:	TARDIES UNLAWFUL:
DAYS ABSENT EXCUSED:	TARDIES EXCUSED:
# OF DAYS SCHOOL IN SESSION:	
Past History of Truancy: YES NO	
Describe:	
# of Detentions in Current School Year:	
# of Suspensions in Current School Year:	
# of In-School Suspensions in Current School Year:	
Reasons:	

Reason For Referral:

STUDENT ATTENDANCE IMPROVEMENT PLAN INFORMATION (Note: students MUST have a SAIP (formerly TEP) in place prior to being referred to the Truancy Program. Please provide a copy of the plan with the referral).

Date of SAIP Meeting:
Direct Interventions Done with the Student:

Direct Interventions Done in the Home:
If there is no SAIP in place, were attempts made by school staff to initiate a meeting? YES NO If yes, please document those attempts here:

ADDITIONAL INFORMATION

Other School Problems (behavior, academic):
Does the Student have: An IEP? YES NO A 504 Plan? YES NO If yes, what services does it include?

OTHER AGENCY INVOLVEMENT:

ORGANIZATION	CONTACT	PHONE	SERVICE PROVIDED

NOTE: If CYF is currently open, Holcomb Truancy Program cannot open case. Student must be kindergarten age through age 17 to be eligible for program. 17&older are not eligible

Appendix C. Flow Charts

Act 138 Flow Chart



