

# PENN MANOR SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED: July 2, 2012

REVISED:

## 204-AR-1. TRUANCY ELIMINATION PLAN

The Truancy Elimination Plan (TEP) is a comprehensive plan that addresses the specific needs of the truant student and is developed collaboratively by the participants at a school and family conference. The TEP must be understood, agreed upon and supported by the student, parent/guardian, district representative and all other conference participants.

The TEP should include, but not be limited to, the following components, as appropriate:

1. Identification and provision of appropriate academic supports by the school and/or community organizations.
2. Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the school and/or community organizations.
3. Identification of the school environment issues that affect the student's success, and solutions to address these issues.
4. Explanation of the student's strengths and responsibilities related to the TEP.
5. Explanation of the family's strengths and responsibilities related to the TEP.
6. Clarification of methods used for monitoring the effectiveness of the TEP.
7. Explanation of the consequences for each stakeholder if the TEP is not fully implemented.
8. Discussion of the benefits for successfully implementing the TEP.
9. Following up and reporting the outcome of the TEP.

The TEP will substantiate efforts made by the district, family, and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services will provide documentation of the good faith effort between the district and the student's family if future action is required, such as citation to the magisterial district judge and/or referral to the county children and youth agency.

The TEP will be completed at the school and family conference by the school administrator, in collaboration with the other conference participants.

Directions To Complete The Truancy Elimination Plan

1. Goal: Increase (insert student's name) school attendance.
2. Date: Enter the date when TEP is being completed.
3. Student information (enter the following):
  - a. Name of student (First MI. Last).
  - b. Birth date (mm/dd/yyyy).
  - c. Gender (male/female).
  - d. Grade level (K-12).
  - e. Home address.
  - f. Home phone number.
  - g. Special needs (include special needs identified through an IEP and/or other accommodations not mandated by IEP, etc.).
  - h. Health concerns (these can be identified by student, parent/guardian, district staff, others).
4. School information (enter the following):
  - a. Name of school.
  - b. School address.
  - c. Phone number(s).
  - d. Principal's name.
  - e. Referring teacher's name.
  - f. Email address(es) (can be provided to ensure ongoing communication).
5. Parent/Guardian information (enter the following):
  - a. Name.
  - b. Home address.
  - c. Home phone number.

- d. Work address.
  - e. Work phone number.
  - f. Email addresses (can be provided to ensure ongoing communication).
6. Absence (enter the following):
- a. Date of each absence.
  - b. Whether or not an excuse was provided.
  - c. Reason(s) for each absence.
  - d. Action taken by the school on each incident of absence.
  - e. Meaningful information for future reference, including name of the person taking the action, date action was taken and any relevant information.
7. Assessment (enter the following):
- a. Identify root cause(s) of the truancy – It is crucial, yet sometimes overlooked, to build rapport with the student; this dialogue benefits all involved parties –
    - 1) Student: academic, social, physical, mental, behavioral health issues.
    - 2) Parent/Guardian: home environment, work schedules, unsupervised time for student, special circumstances, etc.
    - 3) School: school environment, student’s interaction with other adults and with other students, school schedule, etc.
  - b. Consider possible solutions –
    - 1) May include maximizing programs and services available in the school or community to involve the student.
    - 2) Could include pairing the student with a mentor, such as a family member, teacher, school staff, community businesses, etc.
    - 3) May involve coordination of services to student and/or family to address health, social or financial issues.
    - 4) May include activities intended to build self-esteem or confidence (e.g. the student may be asked to tutor elementary school students for some type of credit).

- c. Responsible party (enter the following) –
  - 1) Name of person/agency who will take ownership for each stated solution and will ensure that the action step is completed.
  - 2) Contact information for each person/agency listed, to assist in monitoring/follow up.
- 8. Strengths (enter the following):
  - a. Identify the strengths of the student, family and the school to support the goal of increasing attendance for the student.
  - b. Relate each strength to the plan's overall goal –
    - 1) For example: If the student reads well, a 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, impacting regular school attendance and academic success of both the older and younger student.
    - 2) If the student has plans for employment or further schooling after high school graduation, then appropriate activities could include:
      - a) Discussing the ramifications of any future absences and how they could negatively impact those future plans.
      - b) 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 s/he is learning in school and future endeavors.
    - 3) If the student has a single parent/guardian who works in the evening, and leaves the student unsupervised, 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/guardian's absence.
    - 4) If the student values school and the absences occurred three (3) 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 referral to the county children and youth agency.
- 9. Consequences for noncompliance: Outline consequences for the student, parent/guardian, school, and other participants if they do not follow through with the recommendations of the TEP.

10. Benefits for compliance: Benefits could include better grades for the student, graduation, higher graduation rates for the school, more involved community members, improved self-esteem, better relationship with parent/guardian and other adults, etc.
11. Signatures: The student, parent/guardian and district official will sign and date the TEP as verification that all parties understand and agree to all components of the TEP.
12. Outcome meeting: With school and family conference participants present, a follow-up meeting will be scheduled. At that time each responsible party listed in the Solutions section will report on the progress of his/her area of responsibility.
13. Outcome: The group members will list the outcome(s) of the TEP and outline Next Steps, if any.
14. Signatures: The student, parent/guardian and district official will again sign and date the TEP.

A copy of the TEP will be retained in the student's file. A copy of the TEP must be provided to the student, parent/guardian and appropriate school personnel.