

**DIRECTIONS TO COMPLETE
THE ELECTRONIC SCHOOL ATTENDANCE IMPROVEMENT PLAN (ESAIP)**

The Electronic School Attendance Improvement Plan (ESAIP) is an electronic document that should be utilized as a working, on-going document to record all school interventions and strategies to improve attendance. Upon completion, this document can be used as a referral to the Advancing School Attendance Program (ASAP) and magisterial district judges (MDJs).

To access the ESAIP and these directions, please visit the ASAP website at: Advancing School Attendance Program | Services.

1. **Completed by:** Name of the person completing the ESAIP and referring the student
2. **ASAP Referral Date:** Leave blank until ASAP Referral is made
3. **Title:** Title of person referring the student
4. **Phone:** Telephone # of the referring person
5. **Email:** Email address of the referring person
6. **District:** Choose your School District in the drop down list
7. **School:** Choose your Building from the drop down list

8. Student Information (enter the following):

- a. Name of the student (First M. Last)
- b. Date of Birth (mm/dd/yyyy)
- c. Gender
- d. Grade Level (K-12)
- e. Home Address (Street address, City, State, Zip Code)
- f. Home Phone Number
- g. Cell Phone Number
- h. ID#: number utilized by the school to identify the student. NOT the PIMS #
- i. E-mail address of student
- j. Check if address of residence has been confirmed
- k. Special Needs – List any educational needs such as IEP status, ELL, etc.
- l. Medical/Health Concerns – List any known concerns

9. Parent/Guardian Information (enter the following):

- a. Name
 - b. Cell Phone Number
 - c. Work Phone Number
 - d. Home Address
 - e. Relationship to student
 - f. Email address of parent/guardian
 - g. Check if address of residence has been confirmed
 - h. Date address of residence was confirmed
 - i. Language – language spoken in the home
 - j. Work Address of parent
 - k. Note: Any information deemed appropriate regarding Guardianship/Custody
10. **Other Agencies Involved:** Check off any agencies currently involved with the student, fill in the “Other” boxes for specific agencies not already listed

11. General Information Regarding Family & Habits/Routines

- a. Answer questions as completely as possible
- b. Additional Information/Comments – any other information that could assist ASAP

12. Attendance History: (Attendance report can be attached to email referral if available)

- a. Dates of each absence
- b. Action taken by the school on each incident of absence
- c. Provide meaningful information for future reference, including the name of the

person taking the action, the date action was taken and any other relevant information.

13. Documents Sent:

- a. Document and attach electronically to referral email any letters or citations sent as part of the attendance problem.
- b. When submitting Information to MDJ, three-day notification letter MUST be attached for citation action to proceed.
- c. If parents were not at the SAIC, documentation must be included to verify that a letter was sent to invite parents and a phone contact was also made.

14. School Attendance Improvement Conference:

- a. Before forwarding the ESAIP to ASAP or the MDJ, an SAIC must be held. Use this section to document when the conference was held, who attended, and any important information from that conference that is not documented elsewhere on this form.

15. Assessment (enter the following):

- a. Description of root cause/s of the truancy
 - i. Student: academic, social, physical, mental, behavioral health issues
 - ii. Parent/Guardian: home environment, work schedules, unsupervised time for student, special circumstances, etc.
 - iii. School: school environment, student's interaction with other adults and with other students, school schedule, etc.
- b. Actions:
 - i. These may include maximizing programs and services available in the school or community to involve the student.
 - ii. They could include pairing the student with a mentor (family member, teacher, school staff, community businesses, etc.)
 - iii. They may involve coordination of services to student and/or family to address health, social or financial issues.
 - iv. They 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):
 - i. Name of the person/agency that will take ownership for each stated solution (will ensure that the action step is completed).
 - ii. Contact information for each person/agency listed (to assist in monitoring/follow up).

16. 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. For example:
 - i. 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 improving the regular school attendance and academic success of both the older and younger student.
 - ii. If the student has plans for employment or further schooling after high school graduation, then appropriate activities could include:
 - 1. Discussing the ramifications of any future absences and how they could negatively impact those future plans.
 - 2. 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.

iii. If the student has a single parent who works in the evening leaving 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 absence. Another possibility is to have the student involved in an after-school program.

17. Action Plan: How will all parties assure that the attendance goals are met?

a. Description

b. Responsible Parties

c. Completion Date

18. Consequences for Non-compliance: Outline consequences for the student, parent/guardian, school, and other participants if they do not follow through with the recommendations of the SAIP in accordance with Pennsylvania School Code.

19. 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/s and other adults, etc.

20. Signatures: The student, parent, and school official(s) will sign and date the ESAIP as verification that all parties understand and agree to all components of the ESAIP.

21. Magisterial District Judge: Choose the appropriate MDJ from the drop down list prior to sending ESAIP information along with citation to MDJ.

22. MDJ Outcomes: (filled in by MDJ at the Truancy Hearing, if the Judge wishes to make an ASAP Referral for the student/family). This is the action taken by the MDJ to correct the truancy problem. This action may or may not include a referral to the ASAP.

23. A copy of the ESAIP will be retained in the student's file.

24. A copy of the ESAIP must be provided to the:

Student Parent/guardian

Appropriate school personnel

25. Submitting the ESAIP: After the ESAIP is completed, save the document and send it as an attachment to ASAP at AdvancingSchoolAttendanceProgram@sam-inc.org or fax it to 610-376-1601. Please include the student's up-to-date attendance records with your request for service.