Pennsylvania School Boards Association

ADMINISTRATIVE REGULATION

APPROVED: January 15, 2026

REVISED:

# 204-AR-5. SCHOOL ATTENDANCE IMPROVEMENT PLAN

The School Attendance Improvement Plan (SAIP) is a comprehensive plan that addresses the specific needs of the truant student. The SAIP is most effective when developed collaboratively by the participants at a School Attendance Improvement Conference (SAIC). The SAIP needs to be understood, agreed upon and supported by the student, person in parental relation, center (school) representative and all other conference participants.

The SAIP will substantiate efforts made by the center (school), 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 efforts between the center (school) and the student's family if future action is required, such as possible citation filed with the magisterial district judge and/or referral to the county children and youth agency which may depend upon whether the student is under or over fifteen (15) years of age. **The SAIP will remain in place, and the center (school) will continue to pursue remedies to the student's habitual truancy until the student is no longer truant or is no longer of compulsory school age, regardless of whether the student was enrolled at this center (school) or another school entity at the time of truancy.**

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

1. Information about the student and a summary of the student's attendance record.

2. Explanation of both the student's and family's strengths and responsibilities related to the SAIP, including each strength's relevance to the plan.

3. Assessment of the home and school environment to identify areas of need:

    a. Root cause(s) of truancy – it is crucial, yet sometimes overlooked, to build rapport regarding the:

        i. Student's academic, social, physical, mental, behavioral health issues.

        ii. Person in parental relation's home environment, work schedules, unsupervised time for student, special circumstances, etc.

        iii. Center's (School's) environment, student's interaction with other adults and with other students, school schedule, etc.

4. Solutions to address these issues:

    a. Involving the student in programs and services available in the center (school) or community.

    b. Pairing the student with a mentor, such as a family member, teacher, staff member, community businesses, etc.

    c. Coordinating services for student and/or family access to address health, social or financial issues.

    d. Engaging the student in activities intended to build self-esteem or confidence.

        i. For example, 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 s/he is learning in school and future endeavors.

        ii. If the student has a person in parental relation 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 person in parental relation's absence.

5. Identification and provision of appropriate academic supports by the center (school) and/or community organizations.

6. Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the center (school) and/or community organizations.

7. Discussion of the potential benefits for successfully implementing the SAIP.

    a. Benefits could include better grades for the student, graduation, higher graduation/program completion rates for the center (school), more involved community members, improved self-esteem, better relationship with the person in parental relation and other adults, etc.

8. Explanation of the potential consequences for each stakeholder if the SAIP is not fully implemented.

    a. Outline consequences for the student, person in parental relation, center (school), and other participants if they do not follow through with the recommendations of

the SAIP.

9. Planning for follow up and reporting on the outcomes of the SAIP, including clarification of methods used for monitoring the effectiveness of the SAIP.

    a. Name of person/agency who will take ownership for stated solutions and will ensure that the action steps are completed.

    b. Contact information for each person/agency listed, to assist in monitoring/follow-up.

    c. Schedule a SAIP follow-up meeting.

10. The student, person in parental relation and center (school) official will be asked to sign and date the SAIP as verification that all parties understand and agree to all components of the SAIP.

The following actions will take place during the SAIP follow-up meeting:

1. Each responsible party listed in the Solutions section will report on the progress of his/her area of responsibility.

2. The group members will list the outcome(s) of the SAIP and outline next steps, if any.

3. The student, person in parental relation and center (school) official will again be asked to sign and date the SAIP.

4. A copy of the SAIP will be retained in the student's file. A copy of the SAIP must be provided to the student, person in parental relation and appropriate center (school) personnel, as well as the student's school district of residence.

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