

SAMPLE CAP

Student/family Dealing With Family Dynamic Barriers

Corrective Action Plan (CAP) for Truancy

Name:	<i>Demographic information automatically populates to the form.</i>		ID:	:
Current School:		Current Grade:	As of:	
Birth Date:		Age	STI:	:
Parent/Guardian Name:			Parent/Guardian DOB:	
Address:				
Home Phone:		Contact Mobile Phone:		Contact Work Phone:

Attendance Details

Attendance information automatically populates to the form.

Absences: 8	Unexcused: 6	Excused: 2	Total: 9
Tardies: 3	Unexcused: 1	Excused: 2	Total: 3
Early Dismissals: 0	Unexcused: 0	Excused: 0	Total: 0
Suspensions: 0	OSS: 0	ISS: 0	Total: 0

Truancy Interventions

(Discuss interventions implemented prior to CAP meeting, to include: who made contact, dates, and action taken)

Collect this information from HERE in PowerSchool, RtI, and CCA support. Can be done in advance to save time during the meeting but needs to be reviewed with the family during the meeting.

- Attendance Designee, NAME, left a voicemail message on 9/26/20 due to 3rd unexcused absence. MOTHER shared STUDENT stayed at her biological father's home for September, but STUDENT is returning to MOTHER's home on October 1 and will have no further unexcused absences.
- Attendance Designee called FATHER, NAME, on 9/28/20 and left a message about additional unexcused absence. FATHER returned call and said STUDENT had returned to the mother's home on 9/26/20.
- Dean, NAME, called MOTHER on 10/5/20 because student has 3 additional Unexcused Absences. MOTHER initially stated the custody situation contributed to the absences but she agreed to participate in a CAP meeting.

Describe your child's behavior at school and services rendered

(Address behavior, attitude towards school, academics, special education 504 accommodations, extra-curricular activities/school activities, etc.)

MOTHER indicated she believes STUDENT likes school. STUDENT shared she does not like school and prefers to stay home with her paternal grandfather when she stays at her father's house.

STUDENT shared she had friends in her old school last year but has not been able to build new friendships. Her grandmother was a teacher and STUDENT wants her grandmother to teach her instead of having to go to school.

No special accommodations in place at this time.

STUDENT likes to do puzzles and art.

Describe your child's behavior at home and effective interventions

(Address behavior patterns, living arrangements, physical health/mental health concerns, substance abuse, etc.)

STUDENT's parents are divorced. According to their custody agreement they share legal and physical custody. STUDENT lives with her father and paternal grandmother in September, December, March, and June. She lives with her mother, step-father, and step-brother in the remaining months. STUDENT shared she doesn't like having to go back and forth between homes but she loves both parents so she doesn't want to have to choose.

MOTHER works in Norfolk and leaves before STUDENT gets up. MOTHER shared STUDENT has been complaining of stomach aches in the mornings when she returned from father's home so step-father has permitted her to stay home but hasn't contacted the school. Step-father works at home, but he is not able to monitor her school work.

Describe your child's community involvement

(Discuss peer interactions, court involvement, recreational activities, vocational goals, safety concerns, etc.)

STUDENT has friends she communicates with on social media from her previous school.

STUDENT expressed she has no interest in extracurricular activities.

STUDENT shared she loves animals and wants to be a veterinarian.

MOTHER reports the family is scheduled to return to court in December to revisit the custody agreement.

Describe your child's medical conditions (Asthma/Diabetic/ADHD/Other)

(Does student need to be considered for 504 related to chronic medical condition?)

STUDENT has no known medical conditions.

Health Insurance:

Blue Cross Blue Shield

Ask for this information in case services are recommended but don't push if the parent is uncomfortable providing it.

Recommendations to Improve Attendance

(List very specific actions the student, parent, and administrator will take to improve attendance, other than parent contacting school and administrator monitoring attendance. Be sure to address current barriers at home, school, and in the community)

1 Attend a HERE Workshop Date: **Type the date** Time: **Type the time IF a workshop is available**

2 **Parent will call home on her way to work each morning to ensure STUDENT is awake and getting ready for school.**

3 **School counselor will include the student in weekly sessions with a social support group.**

4 **Teachers will provide parent an email with a list of missing assignments so they can work on completing those and submitting to help her get caught up.**

5 **Parent will request and school staff member NAME will provide copies of the student's attendance and academic standing via email monthly (including September and October 2020). Mother's email: mom1@yahoo.com. Father's email: dad1@gmail.com.**

I confirm that I have reviewed and understand the Compulsory Attendance Mandate (Code of Virginia 22.1-254)

Student's name did/did not participate

Student Signature

Parent's name participated by phone/Zoom/etc.

Parent/Guardian Signature

Type the date

Date


Type the Administrator's Name

Administrator Completing CAP

Type the date

Date

Legend

Icons  - Date Entry