

## FIRST NOTIFICATION

Total Days Enrolled: \_\_\_\_\_  
Unexcused Absences: \_\_\_\_\_  
Excused Absences: \_\_\_\_\_  
Unexcused Tardies (30+ min): \_\_\_\_\_  
Tardies: \_\_\_\_\_

### DATE

To the parents or guardians of  
Tracy Smith  
123 First Ave.  
San Diego, CA 92111

Dear Parent or Guardian,

We hope this letter finds you well. We are reaching out to let you know that Tracy has missed important classroom time because of his/her absences.

When Tracy misses school, he/she misses learning opportunities that cannot be replaced by homework or makeup assignments.

In many cases, absences from school are unavoidable as a result of health problems or other circumstances. In other cases, missing school is not excused. In either case, we want to make you aware and offer support. It's our job to help!

### Did you know?

- Children who are chronically absent in kindergarten and 1<sup>st</sup> grade are much less likely to learn to read by the end of 3rd grade.
- By 6<sup>th</sup> grade, chronic absence is a proven early-warning sign of drop-out.
- By 9<sup>th</sup> grade, good attendance can predict graduation even better than eighth-grade test scores.

This notification is a first step, to alert you and to offering support to assist you and your child. Should absences continue after this first notification, we will follow up with you to schedule a Student Attendance Review Team (SART) conference in which we can work together to develop an appropriate support plan for Tracy.

### We are here to help!

If you have questions about this letter, or if you need help regarding Tracy's attendance or performance in school, please contact me, or one of the people listed below.

(Insert 1<sup>st</sup> Contact Name)  
(1<sup>st</sup> Contact Phone)

(Insert 2<sup>nd</sup> Contact Name)  
(2<sup>nd</sup> Contact Phone)

We know this news may be unsettling, but there are various supports we can provide to get Tracy back on track. We hope this letter is the first step in working together to help your child. The backside of this letter contains information that we are required by law to provide you.

Sincerely,

Principal  
(School)

### Information That Pertains to UNEXCUSED Absences

## **Attendance Law**

California law (Education Code 48260) classifies a student as “a truant” when the student has missed school on three three occasions involving any combination of the following:

- Being absent from school without a valid excuse for a full day.
- Being more than 30 minutes late to school.
- Being absent from school without a valid excuse for more than 30 minutes.

## **Legal Consequences**

We are required to notify you of the following information related to your student's unexcused absences, as stated in Education Code 48260.5. This law reads as follows:

*Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by using the most cost-effective method possible, which may include electronic mail or a telephone call:*

- (a) That the pupil is a truant.*
- (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.*
- (c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.*
- (d) That alternative educational programs are available in the district.*
- (e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.*
- (f) That the pupil may be subject to prosecution under Section 48264.*
- (g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.*
- (h) That it is recommended the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.*

## **Information That Pertains to EXCUSED Absences**

State law also focuses on excessive absences from school.

- Education Code 60901(c)(1) instructs schools to consider a student as a “chronic absentee” whenever he/she has missed more than 10 percent of the school year, for any reason, from the date the student enrolled to the present.
- Our board policy states that “parents who excuse absences for more than 10 days in a school year may be warned in writing that no further excused absences will be accepted without a doctor's note. [For districts with board policy, list Board Policy No. XY.]”

## **RESTORATIVE-FOCUSED ATTENDANCE INTERVENTION SART MEETING OUTLINE**

**I. Prior to meeting, the SART Facilitator should brief team members in the Restorative Attendance Process.**

**II. Once the student/family has arrived and is waiting outside, the SART Facilitator provides an overview of the case.**

- Information learned at Pre-SART meeting is shared
- Focus on strengths of student- what are they?

**III. Welcome Parent/Student**

**IV. SART Meeting Process**

- Group Introductions: team members introduce themselves and share something positive about the student.
- Exploration of Restorative Questions to engage the parent(s) in exploration of challenges as well as potential solutions:
  - *“Mr. and Mrs. Smith, can you tell us what’s happened that has led to Justin’s absences?”*
  - *“What were you thinking at the time of his absences?”*
  - *“What have you thought about since all this has taken place?”*
  - *“Who has been affected by the absences?”*
  - *“What do you think needs to be done in order to make things better?”*
- Summary of Challenges, Strategies, and Agreements
  - Facilitator reflects back to the key challenges that the parent(s) identified as well as the strategies proposed
  - All points brought up are included in SART Contract
  - Mention follow-up that will occur
  - Mention of next level interventions if goals not met by specified date
  - Parent(s)/child and SART Facilitator sign contract
- Closing of Meeting



**School Attendance Review Team**  
**Meeting Restorative Questions**  
**(Student/Parent/Guardian/Adult Family Member)**

Thank you for attending this very important meeting today. We are looking forward to working with you to develop the best possible plan to help our student improve school attendance, academics and/or behavior. The goals of the meeting are; to strengthen our connection and collaboration with one another, to work together to determine possible solutions to the current concerns and to create a plan that supports positive changes.

In order to have a better understanding of the concerns and to work together most effectively in achieving the meeting's goals, we will be reviewing school attendance, academic and behavior records. We will also be asking a few questions that will help provide more information about the current situation.

Please take a few minutes to read and answer the following questions. Answering these questions before the meeting will help you think of any important information you would like to share during the meeting. If you have any questions you would like to ask at the meeting, please write them down on the back of this paper to help you remember your questions.

- 1) What do you think has happened that has affected daily and/or on-time school attendance  
    ?
- 2) What were you thinking at the time you first began to experience difficulties with  
    daily and/or on-time school  
    attendance?
- 3) What have you thought about since realizing that school absences and/or  
    tardies  
    have continued to be a  
    concern?

4) Who has been most affected by the continued absences and/or tardies from school?

In what  
way?

5) What do you think you need to do to improve school attendance and help make

things  
better?

## RESTORATIVE-FOCUSED ATTENDANCE INTERVENTION SART MEETING OUTLINE / SAMPLE SCRIPT

### I. SART Team Members Briefing

- Prior to meeting, the SART facilitator should brief team members in the restorative attendance process.
- Our meeting is held in a circle (no table, clip boards, or packets are used during circle).
- No school/district or agency name badges are necessary (all participants are given a generic name tag with their name).
- SART Chair will lead the meeting using restorative questions as a way to guide the conversation.
- It is important that team members focus on strengths of student before discussing areas for growth.
- Meeting will be conducted in a compassionate, support-focused manner.

### II. Overview of the Case

- Once the student/family has arrived and is waiting outside, the SART chair provides an overview of the details gathered thus far.
- Information learned at Pre-SART meeting
- Do team members have additional information?
  - *Do we have information from child welfare partner?*
  - *What classes/activities is student doing well?*
  - *What is the student temperament like?*
  - *What are his/her strengths?*

### II. Welcome Parent/Student

- Facilitator will step outside to greet/welcome parent(s).
- Facilitator thanks parent for coming to meeting and provides a brief overview of what will take place.

#### Sample Script:

*"Thank you for coming- I'm so glad you could arrange your work schedule. Before we go in I just want to review the meeting format one more time so you know exactly what you can expect. For this meeting I've invited your child's teacher, the school counselor, and also the Assistant Principal. Remember, we're all here to come up with the best support plan for your child. This meeting is a little different than others in that we sit in a circle. We do this so you and your child know we are here to help. Did you have a chance to review the questions I provided to you? Were you able to think about what you want to share with the group? There won't be any surprises- those are the same questions I'm going to ask during the meeting. Do you have any questions before we start? Let's go in and meet everyone."*

- Parent(s)/Child and SART Facilitator enter the room. Facilitator points out where the parent/child should sit. Let parent(s)/child know that snacks are available if they would like some.

## RESTORATIVE-FOCUSED ATTENDANCE INTERVENTION SART MEETING OUTLINE / SAMPLE SCRIPT

### Sample Scripts:

*"Would you like some water before we start? There's also some snacks on the back table if you want some."*

*"Help yourself to water or snacks on the back table if you would like any."*

#### IV. SART Meeting

**Introductions:** An informal introduction of team members will de-emphasize titles while positive comments set the tone for a strengths-based approach.

### Sample Scripts:

*"Good morning everyone. We're welcoming to our meeting Mr. and Mrs. Gomez and Bruce, who's in 10<sup>th</sup> grade. Let's go around our circle and introduce ourselves. Tell us your name and one thing that you think is great about Bruce."*

*"Let's start with introductions so we know who's here. Please tell us your first name and your relationship to Bruce."*

*"Let's start with introductions so we know who's here. Please tell us your name and your relationship to our process."*

**Restorative Questions:** The use of restorative questions will guide the conversation and help minimize the compass of shame.

- Facilitator will use the questions to engage the parent in an exploration of the challenges they face and explore potential solutions.
- The five traditional restorative questions are:

**1) What happened?**

**2) What were you thinking of at the time you first began to have school attendance difficulties?**

**3) What have you thought about since you realized that the school attendance issues have increased?**

**4) Who has been most affected by the school attendance? In what way?**

**5) What do you think you could do and/or need to do to improve school attendance and make things better?**

- Consider customizing the questions slightly to fit your audience. For example, if a high school student is present, ask the questions directly to them.



## RESTORATIVE-FOCUSED ATTENDANCE INTERVENTION SART MEETING OUTLINE / SAMPLE SCRIPT

### Sample Script Using Restorative Questions:

*Question for Student: "Bruce, can you tell us what's happened that has led to your absences?"*

*Question for Parent(s): "Mr. and Mrs. Gomez, is there anything you would like to share that has led to Bruce's absences?"*

*Question for Student: "Bruce, how have your absences impacted you so far?"*

*Question for Student: "Who else is affected when you don't come to school?"*

*Question for Student: "What do you think needs to be done in order to improve your attendance?"*

*Question for Parent(s): "Mr. and Mrs. Gomez, what do you think needs to be done in order for Bruce to not miss school?"*

*Question for Student: "How can the school (or those who are here) assist you with not missing school and arriving on time?"*

- Facilitator and team members contribute to ideas in response to the needs identified by parent(s)/child.

**Summary of Challenges, Strategies, and Agreements:** Facilitator reflects back to the key challenges that the parent(s) and student identified as well as the strategies proposed.

### Sample Script:

*"Bruce, you mentioned that you don't really like school and that you're not a good student. One idea that the group mentioned is that you start attending after-school tutoring. College tutors are available to help you in all your subjects. By coming to school every day it will also help you stay on track. You also mentioned that you like video games and stay up late playing. One idea that the group mentioned is to practice a regular routine such as showering by 9:00 p.m. to help you wind down. Setting a timer to limit your video game playing time is another idea that was mentioned. You also shared that you occasionally use marijuana, especially when your parents stress you out. Are you open to meeting with someone to talk about this? There's healthy ways to cope with stress and talking with someone might be helpful in coming up with different ways to handle these situations. It's important for us to provide you with the right help and using marijuana is a concern for all of us. Are you comfortable moving forward with the ideas discussed that can help?"*

- All suggestions/interventions should be included in SART Agreement.
- Agreement should have timelines for goals to be met along with the names of school/community person responsible for follow-up.
- Dates for when student/parent is to take action is included in agreement.
- Agreement should include date for when case will be reviewed to determine appropriate action.

## RESTORATIVE-FOCUSED ATTENDANCE INTERVENTION SART MEETING OUTLINE / SAMPLE SCRIPT

### Sample Script:

*"What we're going to do next is write these ideas down in a contract so we can help you keep track of Bruce's progress. I'm going to write the following":*

- 1) To help Bruce wind down every night at a regular time (so he gets enough sleep), video game time will be limited. Bruce will also work on having a routine that helps him unplugged. You will start to work on these ideas tonight. If Bruce needs additional ideas to help unwind and get to bed earlier, Cindy, the School Counselor, can meet with him to come up with more strategies. Cindy will follow up with Bruce every few days to see how the progress is going.*
- 2) To address the marijuana use, parents will follow up with North County Counseling Services by next week to schedule an appointment. Either family and/or individual counseling for family members will be scheduled. Bruce mentioned not knowing what is going on all the time so another strategy is open communication through family meetings or discussions. The SART Facilitator will follow up with the family in a week to see how things are going.*
- 3) Bruce's grades will improve by attending tutoring after school. If in-home tutoring services are available through a local community agency, the family will schedule an appointment. Bruce also agrees to talk with his teachers to see if there are make-up assignments he can complete to help raise his grades. Weekly progress reports will be completed by Bruce's teachers to help him monitor and maintain his progress.*

### Mention of Next Level Interventions if Goals Not Met

- Facilitator should reference the law and what is required of the school/student if agreed upon goals are not achieved.

### Sample Script:

*"I need to let you know that this is a contract that is meant to help get you back on track. Although I believe Bruce can turn things around, I have to let you know that if the contract agreements are not met, we will have to move forward with a formal SARB Hearing, which is handled by the district. We all want what's best for Justin and know that the first step to being successful is being in school. Whatever we can do at the school, we're willing to do it. We just ask that you and Justin meet us half way."*

### Closing of Meeting

- A copy of agreement is provided to student and parents.
- As specific follow-up tasks are assigned to team members, they should receive a copy of agreement as well.

### Sample Script:

*"Do you have any questions or comments for us before we close? If you think of anything after today, feel free to call me- my number is on the card I gave you as well as on the agreement. Mr. Gomez, Mrs. Gomez and Bruce- thank you for taking an important step today. We wish you the best as you move forward."*

## School Attendance Review Team (SART)

The goal of the School Attendance Review Team (SART) is to support compulsory education laws. Education Code Sections 48200, 48260-48263 identify the parent's responsibility to send their children to school, and define "habitual truancy." The SART serves as a site intervention before the student and family are required to attend a formal hearing with the School Attendance Review Board (SARB).

Student's Name: \_\_\_\_\_ Site: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Parent/Guardian's Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

I agree to follow the recommendations of the School Attendance Review Team as outlined:

- Attend school regularly and on time
- Follow school rules
- Complete my classroom assignments
- Complete my homework
- Other: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

I/We agree to follow the recommendations of the School Attendance Review Team as outlined:

- Work with school officials to improve my son/daughter's attendance.
- Support my child's compliance with SART recommendations.
- Notify \_\_\_\_\_ when my child violates this agreement.
- Obtain medical notes, or bring my child to school for evaluation, each time my child is absent from school for more than one day.
- Attend classes (shadow) with my son/daughter after the next incidence of truancy/misbehavior.
- Bring my son/daughter to school (or watch them get on the school bus) daily and on time.
- Talk with my son/daughter in positive terms about school.

We understand that further violations may result in a formal hearing before the School Attendance Review Board.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Site SART Representative \_\_\_\_\_ Date \_\_\_\_\_



**Escondido Union School District**  
**SCHOOL ATTENDANCE REVIEW TEAM (SART) PLAN**

STUDENT: \_\_\_\_\_ PARENT/GUARDIAN/ADULT FAMILY MEMBER: \_\_\_\_\_

PHONE # \_\_\_\_\_ SSID: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

**REASON FOR PLAN:**

**Truancy:**

- 4-6 Unexcused absences and/or tardies of more than 30 minutes with previous year SART/ SARB Contract/Plan and receipt of SARB 1 Letter
- 5-7 Unexcused absences and/or tardies of more than 30 minutes and receipt of SARB 2 Letter
- 7-18 Unexcused absences and/or tardies of more than 30 minutes
- 18 or more Unexcused absences and/or tardies of more than 30 minutes

**Excessive Excused Absences/Tardies:**

- 5-9 (3%-5%) Excused absences and/or tardies with previous year history of chronic absence or tardies
- 9-18 (5%-10%) Excused absences and/or tardies
- 18-27 (10%-15%) Excused absences and/or tardies
- 27-36 (15%-20%) Excused absences and/or tardies
  - 36 (20% +) or more Excused absences and/or tardies

**Student has already participated in the following interventions:**

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

**I understand that school attendance improvement success is dependent on daily and on-time school attendance, positive behavior on-and-off campus, working together with school staff, and maintaining consistent communication with the school. I will complete the interventions and/or requirements from this plan, and my progress will be monitored by my school's SART members during the time period of \_\_\_\_\_ through \_\_\_\_\_.**

- 1. Improve in areas of attendance, behavior or academics. This school year, I have \_\_\_\_\_ Absences \_\_\_\_\_ Tardies \_\_\_\_\_ Office Discipline Referrals \_\_\_\_\_ GPA. **Benchmark meeting dates by SART staff (logged): 15 days \_\_\_\_\_ 30 days \_\_\_\_\_ Additional Dates \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_**
- 2. Follow classroom and school rules, and California Education Codes as outlined in the school's Student/Parent Handbook and the Rights and Responsibilities Guide.
  - 3. Participate in CICO (Check-In-Check-Out) at school. **The CICO staff is:** \_\_\_\_\_ **Location:** \_\_\_\_\_
- 4. Attend a Before and/or After School Study Program to focus on: \_\_\_\_\_
- 5. Participate in the following site-based counseling program(s) or support group(s) \_\_\_\_\_ to focus on: \_\_\_\_\_
- 6. Participate in any additional interventions that will support improved attendance, behavior and/or academics, as discussed in the SART meeting. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
  - 7. Seek additional help from an administrator, counselor, school social worker, teacher, or support staff to continue to improve attendance, behavior and/or academics when needed.
- 8. Participate in the EUSD TIME program to improve school attendance. **School Hours:** \_\_\_\_\_
- 9. We will receive a positive progress report from a school SART member concerning attendance, behavior, and grades.
  - 10. Will provide school with a doctor's verification, within two (2) days of the student's return to school, when ill or when there is a medical appointment. Can also check in at school, each day of illness, to have the illness verified by a designated school staff. Will obtain prior approval from the site administrator or designee for all other absences. (Item 10 is required only after 10+ absences)
- 11. Enroll in Academies as an elective to be Safe, Respectful, Responsible and to Be Here and specifically focus on: \_\_\_\_\_
- 12. Additionally, repair any harm done to the school community in the following ways: \_\_\_\_\_

**I understand that by signing below, I agree to comply with this plan and I understand that any further violations of attendance laws, school rules and regulations under California Education Code will lead to higher level supports and interventions and may result in a referral to the School Attendance Review Board (S.A.R.B.).** \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_ Parent/Guardian/Adult Family Member \_\_\_\_\_ Date \_\_\_\_\_

**Escondido Union School District  
SCHOOL ATTENDANCE REVIEW TEAM (SART) PLAN**

SART Staff Representative (print name and sign) \_\_\_\_\_

Date \_\_\_\_\_

Integrated Student Supports \_\_\_\_\_ Date \_\_\_\_\_ Other \_\_\_\_\_

Date \_\_\_\_\_

The student will be monitored by:

\_\_\_\_\_

SART Staff Representative