Every Day, On Time

Stay in School Initiative
Attendance Improvement Manual
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Welcome to the Stay in School Coalition’s Attendance Improvement Manual!

The Stay in School Coalition was formed five years ago by concerned district staff, city departments, parents, and community organizations. All agreed that student success starts with good attendance. They also agreed that truancy was not just a “school” problem, but a community problem. The coalition believes that each partner has a responsibility in the success of the child and can contribute to the community of joyful learners.

The title of this manual is simple, *Every Day, On Time*. That’s our goal for every student.

The manual will offer all the forms necessary to get you started for the school year in attendance improvement.

On behalf of the coalition, I would like to thank you for your efforts to reduce truancy at your school site. More schools this year have shown improvement in the number of students attending school regularly than in the previous two years.

**Who Reads the Manual and Who does the Work**

Some of you lead the effort as the “go-to” administrator that sets the tone and ensures accountability of attendance taking and attendance improvement. Some of you are the primary points of contact with students and families who are having a hard time making it to school. Others provide the positive caring relationships that are vital to school performance. Over the past several years, we’ve learned that a “team” of school staff in partnership with city departments, community based organizations and parents can implement best practices to reduce truancy. We caution against the use of one specialist to handle all attendance matters. There are no longer truancy officers who take care of all truants. Part of the manual outlines job duties for the School Attendance Review Team.

**Improved Attendance Starts with Consistent and Accurate Attendance Taking**

Unless you and your staff have a good sense of your attendance patterns over the past several years, you will be unable to set up some real priorities and goals in addressing your truancy issues. We’ve included some data that will give you a sense of the numbers of habitual and chronic truants. Based on the data, have your SART Team set some goals around reducing the number of habitual and chronic truants and increasing your school’s average daily attendance (students present rate). This information is only as good as the information that your teachers record every day when a child succeeds in attending class.

**Most Important Forms**

- Truancy Flow Chart- a guide to when you notify, when you intervene, and when you refer to other help!
- Checklist for the First 30 Days—a Stay in School Coalition Starter kit
- Goal Setting Exercises
- The Three Notification of Truancy Letters
- Referral form to Pupil Services Department and the School Attendance Review Board.
Other Relevant Materials

As you know, there is more than one reason that causes truant behaviors. We’ve included a range of interventions and effective practices:

- SARBs and your school’s role
- Parent/student attendance assembly
- Effective practices for your coordinated services team
- Letters for parents of kindergarten students
- Hooking up a caring adult and aligning parents with help
- Improving school climate
- Being persistent about where each student is each day
- Relationships matter…doesn’t rely on one speech, one letter or one home visit
- Use of interventions by the District Attorney’s Office

In conjunction with your whole shelf of manuals

The Stay in School Coalition’s Attendance Improvement Manual is intended to be used in conjunction with the following manuals:

- Student Support Services Manual
- Student Attendance Manual- Elementary Version
- Student Attendance Manual- Secondary Version
- Student Information Systems Attendance Reports Guide
- Truancy Systems Users Guide (Truancy module that automates your truancy letters)
- Student Assistance Program Manual
- SFUSD Community Based Organization Resource Guide

The Manual Is A Work In Progress

During the school year we will add pages and sections on positive incentives, updates on city resources such as truancy work with the Police department and Child Protective Services.

If your school has an effective practice that you wish to share with other school attendance review teams, submit your description of the practice to the Stay in School Coalition, espinosac@sfusd.edu.

Finally, if you have any questions about any of the forms, give us a call at 522-6738.
Using this manual will enable you and your staff to:

Set real attendance goals for the year.

- Set school site attendance goals that are aligned with district goals.

Explain truancy laws and policies and to offer different forms of help.

- Understand the laws about truancy and district policies and procedures to improve attendance.
- Teach students and parents the legal consequences of truancy and responsibilities when child can’t attend.
- Teach students and parents about possible school site help when child can’t or will not attend.

Improve your attendance taking and contact with families.

- Achieve school site goal-all teachers take attendance daily and accurately. Make best intervention decisions through use of good data. All schools record and post attendance daily and accurately.
- All schools establish a timetable to process excuse notices.
- All schools proficient in use of auto dialer to make initial calls to families on 1st episode of truancy.
- Based on the district’s truancy flowchart, effectively use the IT **TRUANCY MODULE** to automatically format and send notification of truancy letters to parents.
- Staff understands the roles and responsibilities of school staff members who do attendance taking, attendance recording or work with truant student and their families.

Use a team approach to identify and reach truant students and their families.

- Establish a coordinated services team (Student Assistance Program) to address school attendance.
- Meet on regular basis to identify and prioritize cases, monitor progress, set up parent conferences, and make timely referrals to Pupil Services.

- Be able to refer to city or school district mental health services/behavioral health services when truancy can be attributed to possible depression and other symptoms.
Use city and community resources to connect with students and families.

- Be able to refer students with excessive excused absences or poor attendance for illnesses to school nurse or learning support professional at elementary and middle school level.
- Connect a caring adult to contact student, to assess strengths, and to provide ongoing support and supervision and to offer help to parents, guardians and caregivers.

Be smart about holding group workshops to address the school’s truancy issues.

- Invite a group of truant students and parents to a once a semester group workshop to help improve school attendance and reduce truancy.
- Build recognition of perfect attendance/improved attendance into school climate and student assemblies and Family Nights.

Know when and how to refer the student to the School Attendance Review Board. (SARB)

- After school has exhausted all efforts to contact student and family, and offers of help do not improve attendance, submit complete and well documented referrals for a School Attendance Review Board (SARB) hearing.
- Attend SARB hearing to represent school’s analysis and recommend action step.
- Understand how to refer Students to District Attorney's Office for Truancy Mediation or for future prosecution.
Every Day, On Time

Stay in School Initiative
Attendance Improvement Manual

Section 1: Introduction

The introduction lays the groundwork for good attendance practices, from the beginning of school letters regarding attendance from the Principal, Superintendent and DA to the Truancy Flow Chart to help guide your school’s truancy process. Use the Building Effective Capacity checklist to help track the goals and needs of your attendance program.

In This Section:
Mission Statement
Board of Education and Superintendent Staff List
Letter from Principal
Letter from Superintendent
Letter from DA
Building Effective Capacity to Improve Attendance Intro Page
Truancy Flow Chart
Setting Your Attendance Plan
The mission of the San Francisco Unified School District (SFUSD) is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

**SFUSD Goals**

**Access and Equity**
Make social justice a reality.

**Student Achievement**
Engage high achieving and joyful learners.

**Accountability**
Keep our promises to students and families.
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SF ASSOCIATE SUPERINTENDENT
STUDENT SUPPORT SERVICES
Trish Bascom
CONSEQUENCES OF TRUANCY

SFUSD Flow Chart of Truancy Procedures

1st Unexcused Absence
- School calls student's home.

2nd Unexcused Absence
- School calls student's home.
- School sends a letter home (First Declaration of Truancy) and implements attendance improvement practices:
  - Calls parent/guardian/caregiver at home or work
  - Requests and schedules a parent/student conference
  - Agrees to attendance contract with follow up progress reports
  - Assigns student to an additional support service with in school behavioral health and/or appropriate community-based or faith-based alternative programs.

3rd Unexcused Absence
- School calls student's home and sends a letter home (Second Declaration of Truancy).
  - Refers student to interdisciplinary coordinated care and services team at site (includes Student Success Team (SST), Student Assistance Program (SAP), Student Attendance Review Team (SART) and city/community partner.)
  - Directs parent/guardian/caregiver to attend school assembly or parent workshop with student about improving attendance.

6th Unexcused Absence
- School persistently calls student's home and sends a letter home (Habitual Truant Notification).

10th Unexcused Absence and Attendance does not improve
- School submits a School Attendance Review Board referral to Pupil Services.
  - Pupil Services may choose one of these options:
    1. Refers parent/guardian/caretaker to Truancy Mediation Program led by the District Attorney.
    2. Continue to explore other educational alternatives.
    3. Student/parent may be referred directly to School Attendance Review Board (SARB).

If student and family comply with terms of mediation, they will be connected to additional resources, from district, and other city and community agencies.

Attendance does not improve
- The SARB mediates final contract with student. If parent or student fails to comply within 30 days, SARB refers the case to the District Attorney.

Corrective action is taken.

Duration of follow-up from contract: 1 week

Duration of time between interventions:
- 30 days
- 2 weeks
BEGINNING OF SCHOOL LETTER FROM PRINCIPAL
FOR TRUANT STUDENTS FROM PREVIOUS SCHOOL YEAR
(issue on school letterhead)

(Date)
Parents Name
Address

Dear Parent/Guardian:

The school year is beginning soon. As you probably know, school attendance is required for all children ages six to eighteen.

Last year your child had an excessive number of absences or tardies. This year we will monitor your child’s attendance closely and insist that your child attend school regularly and on time unless he/she is ill. We need your best and most up to date contact phone numbers to reach you whenever your child is not in school.

State law states that absences are only excused if the child is ill or if there is a death in the immediate family (1-3 day limit). All other absences are unexcused. Any tardy over 30 minutes, except for medical reasons is also unexcused. If you child has three unexcused absences and/or tardies, he/she is legally truant.

Many parents are unaware that going “out of town” with their children during school is an unexcused absence, as are “family emergencies”. If you must go out of town, have your child do independent study. Teachers need one week’s notice to prepare materials.

Our school has a School Attendance Review Team that coordinates help for you and your child to improve attendance and student achievement. They will invite you to parent student attendance conferences, offer tutoring and behavioral health services, do home visits and get you help from city and community organizations. If you need help, this team is a great resource.

We at _________ School, work very hard to ensure that your child receives the best education possible. We cannot do that if your child is not in school, every day and on time, when he/she is healthy. Please help us provide your child the outstanding education he/she deserves.

If you have any questions or need assistance in getting your child to school, please feel free to call us at ______________. Thank you for your cooperation.

Sincerely,

_______________, Principal
Dear Parents/Guardians:

Welcome back to school! We look forward to working with you and your child to make this a great year.

The San Francisco Unified School District has three main goals around which we are organizing our services to students:

- Improving access and equity, we plan to make social justice a reality.
- Fostering student achievement for all students, we plan to engage high achieving and joyful learners.
- Ensuring accountability, we plan to keep our promises to students and families.

In order to reach our goals and assure the success of your child, we need your strong partnership as parents and guardians. The first step is to make sure your child is at school every day on time.

Regular school attendance is an integral part of your child’s educational success. The District’s Stay in School Coalition has worked with city departments and community based agencies to successfully increase the overall attendance rate for the last two years. This year the Student Assistance Program (SAP) Teams and the School Attendance Review (SART) teams will be stepping up their efforts to work with you to ensure that students are in school, on time, every day. The result will be improved academic skills and social and emotional growth for all students.

Please carefully read the pages in the Student Parent Information Handbook regarding attendance. Included in that information are the laws pertaining to truancy, excused and unexcused absences. Please note that if your child is out of school for more than four days, you may ask that he/she be assigned short-term independent study. This will prevent your student from having unexcused absences and will help maintain his/her academic program.

If you have any questions regarding attendance, please contact your school principal. I wish you and your student a successful school year.

Sincerely,

Carlos A. Garcia, Superintendent
親愛的家長/監護人：

歡迎回到學校！我們熱切期望與您和您子女攜手合作，使您子女在新學年學業猛進。

三藩市聯合校區制定了三個主要目標，以服務全體學生：

- 提供機會，促進平等，實現社會公平。
- 幫助學生取得優良成績，學習愉快。
- 貫徹問責制度，履行對學生及家長的承諾。

為達到我們的目標和確保您子女學業成功，我們十分需要您的合作。您首先可提供的協助是確保子女每天準時到校上課。

勤上學是您子女學業成功不可或缺的因素。過去兩年，校區的上學聯盟辦事處與市政府多個部門及社區組織合作，成功提升了整體學生的考勤率。今年，學生支援計劃(SAP)小組和學生考勤檢討小組(SART)將加強努力，與各位合作，以確保全體學生每天都準時到校上課，目的是加強他們的學術技能，促進他們在社交上及情緒上健康成長。

請細閱學生及家長/監護人手冊有關考勤準則部分，以了解有關曠課、請假和無故缺席的資料。請注意，您子女若不上學超過四天，您可為子女申請短期自學計劃，以防止子女無故缺席和中斷學業。

如對子女考勤有任何疑問，請聯絡校長。

敬祝萬事如意！

學監
賈西亞 啟
Estimados padres de familia/encargados:

¡Bienvenidos de regreso a clases! Esperamos con gran entusiasmo trabajar con ustedes y sus hijos, y así mismo deseamos que este nuevo período escolar sea un gran año.

El Distrito Escolar Unificado de San Francisco tiene tres metas muy importantes, alrededor de las cuales organizaremos todos nuestros servicios para los estudiantes:

- Al incrementar el acceso y la igualdad, queremos hacer de la justicia social una realidad.
- Al fomentar el logro para todos los estudiantes, estimularemos su interés, para que obtengan altos logros y sean alumnos entusiastas.
- Al garantizar que asumiremos una actitud responsable, mantendremos nuestras promesas a todos los estudiantes y sus familias.

Para poder alcanzar nuestras metas y garantizar el éxito de sus hijos, necesitamos de su colaboración como padres de familia/encargados. El primer paso a tomar será el asegurar que sus hijos asistan a la escuela todos los días, puntualmente.

Una asistencia constante a la escuela, forma parte integral del éxito escolar de sus hijos. Durante los últimos dos años, la Coalición para que los Alumnos Permanezcan en la Escuela, trabaja en colaboración con diferentes departamentos de la alcaldía y organizaciones comunitarias, para incrementar, exitosa y constantemente, la asistencia general. Este año, los equipos del Programa para la Asistencia Estudiantil (SAP) y para la Revisión de la Asistencia (SART), realizarán grandes esfuerzos para trabajar con ustedes y asegurar que los estudiantes asistan a la escuela, puntual y diariamente. Los resultados mejorarán las destrezas académicas, el crecimiento emocional y social para todos los estudiantes.

Por favor, en el Manual Informativo para Estudiantes, Padres de familia y Tutores, lean las páginas referentes a la asistencia. Dentro de dicha información, se encuentran las leyes pertinentes al ausentismo escolar excesivo, a las ausencias justificadas e injustificadas. Por favor tengan en consideración que si su hijo se ausenta por más de cuatro días, ustedes podrán solicitar que se le asigne un paquete de estudios independientes a corto plazo. Esto evitará que las ausencias de su hijo se marquen como injustificadas, y al mismo tiempo le ayudará a mantenerse al corriente con el programa académico.

Si tienen preguntas en relación a la asistencia, por favor comuníquense con el director de su escuela. Les deseo a ustedes y a sus hijos un año escolar exitoso.

Atentamente,

Carlos A. García
Superintendente.
September 19, 2007

Dear Parents/Guardians:

I am writing to you about truancy, an alarming problem in San Francisco’s schools. Last school year, there were 5,417 habitual and chronic truants in San Francisco schools. 2,405 of them were elementary school students. Under the California Education Code, a student is a “habitual truant” if they had unexcused absences totaling ten or more days of school. A “chronic truant” is a student who had unexcused absences of twenty or more days.

Studies show that habits developed in elementary school become even more severe in middle and high school. Children who do not graduate from high school are far less likely to find a living wage job. They are more likely to be arrested for crime or to become victims of violence. Over the last four years, 94% of our City’s homicide victims under the age of 25 were high school drop outs. Everyone in the community suffers when children do not go to school.

We each have a role to play in stopping truancy and your role is the most important. I urge you to resolve attendance problems before they become serious. Help is available at 701-STAY (7829). Please call for assistance or if you have any questions.

My office will continue to work with the school district and with parents and students to resolve attendance problems early. However, when collective attempts have failed, we must use other tools to ensure children are in school. Truancy is a crime, and the California Education Code and Penal Code provide for serious consequences both for students and their parents.

When the school district has made multiple attempts to assist elementary school parents of habitual and chronic truants, but their children remain persistently truant, I am prepared to prosecute parents for this crime. Punishment can include up to a year in county jail and a fine of $2,500.

Most of you reading this letter do not have truant children. However, this problem is the collective responsibility of all San Franciscans. I urge all parents to make this issue a priority for you and for your PTAs. Please join me in the work of ending truancy in San Francisco so that all of our City’s children can learn and thrive.

Sincerely,

KAMALA D. HARRIS
District Attorney
City and County of San Francisco
各位親愛的家長／監護人：

本人藉此信向您們講述曠課問題。曠課是三藩市學校一個令人擔憂的問題。去年，三藩市學校有 5,417 名學生慣性或長期曠課，當中有 2,405 人是小學生。根據加州教育法令，一學年無故缺席 10 天或以上的學生，被定為“慣性曠課學生”，而無故缺席 20 天或以上學的學生則被定為“長期性曠課學生”。

研究顯示，在小學養成的壞習慣，到了初中或高中，不但沒改，反倒變本加厲。而沒有高中畢業的人士，會較難找到足以維持生計的工作。他們較可能因犯罪被捕或成爲暴力受害者。過去四年，本市有 94% 的兇殺案受害人是 25 歲以下人士，在高中輟學。總而言之，學生不上學，整個社區遭殃。

在杜絕曠課問題方面，我們每個人都扮演一個角色。而您們的角色卻是最重要的。本人呼籲各位儘早解決曠課問題，以免問題惡化。如有任何疑問，請撥打求助專線：701-STAY (7829)。

本辦事處將與校區、家長並學生攜手合作，儘早解決曠課問題。不過，一旦共同的努力都未能解決問題的話，我們必須使用其它途徑來確保學生上學。曠課是違法行為，並且根據加州教育法令以及刑法法規，會給學生及其家長帶來嚴重後果。

慣性或長期性曠課的小學生之家長，經校區多次幫助後，其子女仍不改曠課習慣的話，本人就會對這種違法行為起訴家長。這種違法行為的最高懲罰可能是入獄一年（在縣監獄服刑）及罰款 $2,500。

本人相信，各位大多數都沒有子女曠課。然而，曠課是所有三藩市居民的共同責任。本人呼籲所有家長和家教會，認真對待這個問題。讓我們攜手合作，群策群力，共同解決本市學生的曠課問題，使本市所有兒童皆學有所成。

三藩市地檢官
胡錦麗 啓
Apreciados padres de familia o encargados:

Les escribo en relación a las ausencias injustificadas de los estudiantes, el cual es un problema alarmante en las escuelas de San Francisco. El año escolar pasado 5,417 estudiantes se ausentaron con frecuencia y habitualmente sin justificación. 2,405 de las escuelas primarias. Bajo el Código de Educación de California, un estudiante "se ausenta frecuentemente" si se ausenta sin justificación por diez o más días durante el año escolar. Se considera que "se ausenta habitualmente" cuando lo hace sin justificación por veinte o más días durante el año escolar.

Los estudios muestran que los estudiantes desarrollan estos hábitos en la escuela primaria y son más severos la escuela intermedia y la secundaria. Los estudiantes que no se gradúan de la escuela secundaria tienen más probabilidades de que encuentren trabajos de salario mínimo. Están más propensos a que se les arrete por crímenes o sean víctimas de violencia. Durante los cuatro años pasados, el 94 % de las víctimas de homicidio en nuestra Ciudad eran jóvenes menores de 25 años que abandonaron sus estudios en la escuela secundaria. Todos los miembros de la comunidad sufran cuando los alumnos no asisten a la escuela.

Cada uno de nosotros tenemos una función que cumplir para impedir que los estudiantes continúen ausentándose injustificadamente, y como padres de familia, su papel es el más importante. Les urgo de la forma más energésica posible, que les pongan atención a los problemas de asistencia antes de que se conviertan en complicaciones serias. Tenemos ayuda disponible por medio del número telefónico 701-STAY (7829). Por favor, llamen si necesitan ayuda o si tienen alguna pregunta.

Mi oficina seguirá trabajando con el Distrito Escolar, los padres de familia y los estudiantes, para resolver temprano los problemas de asistencia. Sin embargo, si los intentos que se hacen colectivamente no funcionan, debemos de usar otros métodos para asegurar que los estudiantes asistan a la escuela. Las ausencias injustificadas son un delito. El Código de Educación de California, así como, el Código Penal, establecen sanciones serias, para los estudiantes que se ausentan injustificadamente y sus padres.

Si el Distrito Escolar hace múltiples esfuerzos por ayudar, tanto a los estudiantes que se ausentan frecuente y crónicamente, como a sus padres, sin embargo, dichos estudiantes continúan ausentándose con persistencia. Estoy preparada para procesar este delito. La pena puede incluir hasta un año en la prisión del condado y una multa de 2,500 dólares.

La mayoría de ustedes que leen esta carta, no tienen a hijos con problemas de asistencia. A pesar de ello, este problema es la responsabilidad colectiva de todos los que vivimos en San Francisco. Les exhorto a que ustedes y su Asociación de Maestros y Padres de Familia (PTA) hagan de este asunto una prioridad. Por favor, únanse a mi esfuerzo de eliminar este problema en San Francisco, para que todos los estudiantes de nuestra Ciudad puedan aprender y prosperar.

Atentamente,

KAMALA D. HARRIS
Fiscal General de la Ciudad
y Condado de San Francisco
September 19, 2007

Dear Parents/Guardians:

I am writing to you about truancy, an alarming problem in San Francisco’s schools. Last school year, there were 5,417 habitual and chronic truants in San Francisco schools. 3,012 of them were middle and high school students. Under the California Education Code, a student is a “habitual truant” if they had unexcused absences totaling ten or more days of school. A “chronic truant” is a student who had unexcused absences of twenty or more days.

Everyone in the community suffers when children do not go to school. Children who do not graduate from high school are far less likely to find a living wage job. They are more likely to be arrested for crime or to become victims of violence. Over the last four years, 94% of our City’s homicide victims under the age of 25 were high school drop outs.

We each have a role to play in stopping truancy, and as parents, your role is the most important. I urge you in the strongest possible way to address attendance problems before they become serious. Help is available at 701-STAY (7829). Please call for assistance or if you have any questions.

My office will continue to work with the school district and with parents and students to resolve attendance problems early. However, when collective attempts have failed, we must use other tools to ensure children are in school. Truancy is a crime, and the California Education Code and Penal Code provide for serious consequences both for students and their parents.

When the school district has made multiple attempts to assist habitual and chronic truants and their parents, but those students remain persistently truant, I am prepared to prosecute this crime. Punishment can include up to a year in county jail and a fine of $2,500.

Most of you reading this letter do not have truant children. However, this problem is the collective responsibility of all San Franciscans. I urge all parents to make this issue a priority for you and for your PTAs. Please join me in the work of ending truancy in San Francisco so that all of our City’s children can learn and thrive.

Sincerely,

KAMALA D. HARRIS
District Attorney
City and County of San Francisco
各位親愛的家長／監護人：

本人藉此信向您們講述曇課問題。曇課是三藩市學校一個令人擔憂的問題。去年，三藩市學校有 5,417 名學生慣性或長期性曇課，當中有 3,012 人是初中和高中生。根據加州教育法令，一學年無故缺席 10 天或以上的學生，被定為“慣性曇課學生”，而無故缺席 20 天或以上的學生，則被定為“長期性曇課學生”。

學生不上學，整個社區遭殃。沒有高中畢業的人士，會較難找到足以維持生計的工作。他們較可能因犯罪被捕或成爲暴力受害者。過去四年，本市有 94% 的兇殺案受害人是 25 歲以下人士，在高中輟學。

在杜絕曇課問題方面，我們每個人都扮演一個角色，而您們身為家長，所扮演的角色是最重要的。本人呼籲各位儘最大能力解決曇課問題，以免問題變得嚴重。如有任何疑問，請撥打求助專線：701-STAY (7829)。

本辦事處將與校區、家長並學生攜手合作，儘早解決曇課問題。不過，一旦共同的努力都未能解決問題的話，我們必須使用其它途徑來確保學生上學。曇課是違法行為，並且根據加州教育法令以及刑法法規，會給學生及其家長帶來嚴重後果。

慣性或長期性曇課學生及其家長，經校區多次幫助後，學生仍不改曇課習慣的話，本人會對這種違法行爲提出起訴。這種違法行爲的最高懲罰可能是入獄一年（在縣監獄服刑）及罰款$2,500。

本人相信，各位大多數都沒有子女曇課。然而，曇課是所有三藩市居民的共同責任。本人呼籲所有家長和家教會，認真對待這個問題。讓我們攜手合作，群策群力，共同解決本市學生的曇課問題，使本市所有兒童能學有所成。

三藩市地檢官
賀錦麗  啓
Apreciados padres de familia o encargados:

Les escribo en relación a las ausencias injustificadas de los estudiantes, el cual es un problema alarmante en las escuelas de San Francisco. El año escolar pasado, 5,417 estudiantes se ausentaron con frecuencia y habitualmente sin justificación, 3,012 de las escuelas intermedias y secundarias (preparatorias). Bajo el Código de Educación de California, un estudiante “se ausenta frecuentemente” si se ausenta sin justificación por diez o más días durante el año escolar. Se considera que “se ausenta habitualmente” cuando lo hace sin justificación por veinte o más días durante el año escolar.

Todos los miembros de la comunidad sufren cuando los alumnos no asisten a la escuela. Los estudiantes que no se gradúan de la escuela secundaria tienen más probabilidades de que encuentren trabajos de salario mínimo. Están más propensos a que se les arrete por crímenes o sean víctimas de violencia. Durante los cuatro años pasados, el 94 % de las víctimas de homicidio en nuestra Ciudad eran jóvenes menores de 25 años que abandonaron sus estudios de la escuela secundaria.

Cada uno de nosotros tenemos una función que cumplir para impedir que los estudiantes continúen ausentándose injustificadamente, y como padres de familia, su papel es el más importante. Les urjo de la forma más enérgica posible, que les pongan atención a los problemas de asistencia antes de que se conviertan en complicaciones serias. Tenemos ayuda disponible por medio del número telefónico 701-STAY (7829). Por favor, llamen si necesitan ayuda o si tienen alguna pregunta.

Mi oficina seguirá trabajando con el Distrito Escolar, los padres de familia y los estudiantes, para resolver temprano los problemas de asistencia. Sin embargo, si los intentos que se hacen colectivamente no funcionan, debemos de usar otros métodos para asegurar que los estudiantes asistan a la escuela. Las ausencias injustificadas son un delito. El Código de Educación de California, así como, el Código Penal, establecen sanciones serias, para los estudiantes que se ausentan injustificadamente y sus padres.

Si el Distrito Escolar hace múltiples esfuerzos por ayudar, tanto a los estudiantes que se ausentan frecuentemente y crónicamente, como a sus padres, sin embargo, dichos estudiantes continúan ausentándose con persistencia. Estoy preparada para procesar este delito. La pena puede incluir hasta un año en la prisión del condado y una multa de 2,500 dólares.

La mayoría de ustedes que leen esta carta, no tienen a hijos con problemas de asistencia. A pesar de ello, este problema es la responsabilidad colectiva de todos los que vivimos en San Francisco. Les exhorto a que ustedes y su Asociación de Maestros y Padres de Familia (PTA) hagan de este asunto una prioridad. Por favor, unanse a mi esfuerzo de eliminar este problema en San Francisco, para que todos los estudiantes de nuestra Ciudad puedan aprender y prosperar.

Atentamente,

KAMALA D. HARRIS
Fiscal General de la Ciudad
y Condado de San Francisco
Every Day, On Time

Stay in School Initiative
Attendance Improvement Manual

Section 2: Goal Setting
This may well be the most important section of the manual, providing you with the tools, forms and inspiration to set your goals. When you are able to clearly state what your objectives are, the steps needed to achieve them fall into place. Use these forms to see where your attendance needs are and how to address them.

In This Section:
Attendance Taking Checklist
School Attendance Taking Manual
SIS Manual
Student Attendance Tip Sheet
Good Attendance Accounting Practice - Elementary
Goal Setting Checklist #1
Goal Setting Checklist #2
Elementary

DAILY ATTENDANCE TASKS

**YES NO**

71 0 Is there a daily process in place to collect attendance strips, to scan the strips, and to notify those teachers, including substitutes, who were delinquent in submitting completed attendance strips?

69 2 Are attendance forms which have been posted marked to indicate processing has been done?

71 0 Are attendance forms organized by teacher, and filed by week?

70 1 Are telephone calls made to the home number of all unverified absentees?

70 1 Are results of phone calls documented?

71 0 Are absence notes reviewed to ensure that all the required elements are on each note?

71 0 Are only the appropriate absence reasons accepted as excused?

69 2 Are excuse notes and results of phone calls used to annotate an All-Day Absence Report, or a Daily Attendance Bulletin, or an Attendance Record Changes/Absence Verification Log?

66 5 Is the ALL-DAY ABSENCE REPORT, Attendance Record Changes/Absence Verification Log kept in chronological order for easy reference and audit review?

69 2 Are phone calls and/or absence notes resulting in excused absences posted via POST EXCUSES and/or HAND POSTING TO AN INDIVIDUAL STUDENT'S CLASS ATTENDANCE?

INDEPENDENT STUDY

**YES NO**

70 1 Does the school make available to every student the Independent Study Program whenever deemed appropriate?

69 2 Is an Independent Study Agreement written and signed in advance before the onset of the study period?

69 2 Is the required documentation of work assignments, work attempted and evaluation obtained and verified?

69 2 Are the required records kept in a student folder at the school site for five years for audit purposes?

KINDERGARTEN RETAINION

**YES NO**

69 2 Were any students retained? If YES, is the Agreement to Retain Contract signed and placed in the student file.

MISSING SCAN SHEETS

**YES NO**

66 5 Is the MISSING SCAN SHEETS REPORT printed daily?

68 3 Do the MISSING SCAN SHEETS generally show a small number of unposted screens

70 1 Is a working system in place for notification of teachers who have not turned in attendance strips and retrieval of those strips

70 1 Are other attendance documents turned in when strips are lost or missing?

NON RECORDED ATTENDANCE

**YES NO**

32 39 Is the ALL DAY-NOT RECORDED REPORT printed daily?

TRUANCY NOTIFICATION

**YES NO**

69 2 Does the school sent, in a timely manner, a truancy notification to the home of a student who has acquired the third unexcused absence for the school year

70 1 Does the school make every attempt to contact and to meet with the student and parent/guardian when the student is first declared a truant?

69 2 If the student continues to be truant after receiving the first notification, are additional notifications sent to the home and additional attempts made to contract and to meet with the student and parent/guardian?
High School

DAILY ATTENDANCE TASKS

YES NO
16 0 Is there a daily process in place to collect attendance strips, to scan the strips, and to notify those teachers, including substitutes, who were delinquent in submitting completed attendance strips?
14 2 Are attendance forms which have been posted marked to indicate processing has been done?
16 0 Are attendance forms organized by teacher, and filed by week?
15 1 Are telephone calls made to the home number of all unverified absentees?
14 2 Are results of phone calls documented?
16 0 Are absence notes reviewed to ensure that all the required elements are on each note?
16 0 Are only the appropriate absence reasons accepted as excused?
15 1 Are excuse notes and results of phone calls used to annotate an All-Day Absence Report, or a Daily Attendance Bulletin, or an Attendance Record Changes/Absence Verification Log?
13 3 Is the ALL-DAY ABSENCE REPORT, Attendance Record Changes/Absence Verification Log kept in chronological order for easy reference and audit review?
16 0 Are phone calls and/or absence notes resulting in excused absences posted via POST EXCUSES and/or HAND POSTING TO AN INDIVIDUAL STUDENT'S CLASS ATTENDANCE?

INDEPENDENT STUDY

YES NO
13 3 Does the school make available to every student the Independent Study Program whenever deemed appropriate?
13 3 Is an Independent Study Agreement written and signed in advance before the onset of the study period?
13 3 Is the required documentation of work assignments, work attempted and evaluation obtained and verified?
13 3 Are the required records kept in a student folder at the school site for five years for audit purposes?

MISSING SCAN SHEETS

YES NO
15 1 Is the MISSING SCAN SHEETS REPORT printed daily?
15 1 Do the MISSING SCAN SHEETS generally show a small number of unposted screens
15 1 Is a working system in place for notification of teachers who have not turned in attendance strips and retrieval of those strips
16 0 Are other attendance documents turned in when strips are lost or missing?

NON RECORDED ATTENDANCE

YES NO
13 3 Is the ALL DAY-NOT RECORDED REPORT printed daily?

SINGLE PERIOD PRESENT REPORT

YES NO
9 7 Is the SINGLE PERIOD PRESENT REPORT printed, separated and distributed to teachers on a daily/weekly basis with attendance strips.
11 5 Do teachers review, sign, and return the reports (to the school’s Attendance Office), whether or not corrections to the attendance record need to be made?
10 6 Does the Attendance Clerk hand-post these changes and file these reports in chronological order for easy reference and audit review?
12 4 If a student's SINGLE PERIOD PRESENT REPORT is changed to a full day absence, is there a supporting document for this change (such as an absence note or a documented phone call containing all the required elements)?

TRUANCY NOTIFICATION

YES NO
Does the school send, in a timely manner, a truancy notification to the home of a student who has acquired the third unexcused absence for the school year?

Does the school make every attempt to contact and to meet with the student and parent/guardian when the student is first declared a truant?

If the student continues to be truant after receiving the first notification, are additional notifications sent to the home and additional attempts made to contract and to meet with the student and parent/guardian?
Middle School

DAILY ATTENDANCE TASKS

YES NO
14 0 Is there a daily process in place to collect attendance strips, to scan the strips, and to notify those teachers, including substitutes, who were delinquent in submitting completed attendance strips?
14 0 Are attendance forms which have been posted marked to indicate processing has been done?
14 0 Are attendance forms organized by teacher, and filed by week?
14 0 Are telephone calls made to the home number of all unverified absentees?
13 1 Are results of phone calls documented?
14 0 Are absence notes reviewed to ensure that all the required elements are on each note?
14 0 Are only the appropriate absence reasons accepted as excused?
14 0 Are excuse notes and results of phone calls used to annotate an All-Day Absence Report, or a Daily Attendance Bulletin, or an Attendance Record Changes/Absence Verification Log?
14 0 Is the ALL-DAY ABSENCE REPORT, Attendance Record Changes/Absence Verification Log kept in chronological order for easy reference and audit review?
14 0 Are phone calls and/or absence notes resulting in excused absences posted via POST EXCUSES and/or HAND POSTING TO AN INDIVIDUAL STUDENT’S CLASS ATTENDANCE?

INDEPENDENT STUDY

YES NO
14 0 Does the school make available to every student the Independent Study Program whenever deemed appropriate?
14 0 Is an Independent Study Agreement written and signed in advance before the onset of the study period?
14 0 Is the required documentation of work assignments, work attempted and evaluation obtained and verified?
13 1 Are the required records kept in a student folder at the school site for five years for audit purposes?

MISSING SCAN SHEETS

YES NO
14 0 Is the MISSING SCAN SHEETS REPORT printed daily?
14 0 Do the MISSING SCAN SHEETS generally show a small number of unposted screens
14 0 Is a working system in place for notification of teachers who have not turned in attendance strips and retrieval of those strips
14 0 Are other attendance documents turned in when strips are lost or missing?

NON RECORDED ATTENDANCE

YES NO
11 3 Is the ALL DAY-NOT RECORDED REPORT printed daily?

SINGLE PERIOD PRESENT REPORT

YES NO
12 2 Is the SINGLE PERIOD PRESENT REPORT printed, separated and distributed to teachers on a daily/weekly basis with attendance strips.
11 3 Do teachers review, sign, and return the reports (to the school’s Attendance Office), whether or not corrections to the attendance record need to be made?
13 1 Does the Attendance Clerk hand-post these changes and file these reports in chronological order for easy reference and audit review?
12 2 If a student’s SINGLE PERIOD PRESENT REPORT is changed to a full day absence, is there a supporting document for this change (such as an absence note or a documented phone call containing all the required elements)?

TRUANCY NOTIFICATION

YES NO
Does the school send, in a timely manner, a truancy notification to the home of a student who has acquired the third unexcused absence for the school year?

Does the school make every attempt to contact and to meet with the student and parent/guardian when the student is first declared a truant?

If the student continues to be truant after receiving the first notification, are additional notifications sent to the home and additional attempts made to contact and to meet with the student and parent/guardian?
The following Check-List was developed to assist you in reviewing your site attendance process. If you answer NO to a question, please review that item to ensure that the NO will eventually become a YES. Please call the district's Student Attendance Office for assistance as needed.

### A. ABSENCE

1. Are telephone calls made to the homes of all absentees and results of such calls documented?  
   YES ______ NO ______

2. Does each absence note contain all the required elements? (see page 15, 26)  
   YES ______ NO ______

3. Are only the appropriate absences accepted as excused?  
   YES ______ NO ______

4. Is a truancy letter sent to the home after a pupil has accumulated 3 unexcused absences?  
   YES ______ NO ______

### B. KINDERGARTEN ENROLLMENT

1. Is proof of age on file to verify kindergarten eligibility?  
   YES ______ NO ______

2. Is the state-approved Agreement-to-Retain Form on file for Kindergarten pupils who are retained another year?  
   YES ______ NO ______

### C. INDEPENDENT STUDY

1. Is there a signed Agreement on file for a pupil on Independent Study, signed before the pupil leaves?  
   YES ______ NO ______

2. Are the Agreement and samples of completed work kept on file for each pupil on Independent Study for the required time period for audit purposes?  
   YES ______ NO ______

3. When the pupils return, are they credited with days of apportionment depending upon how much work was completed?  
   YES ______ NO ______

---

**COMPLETED BY** ___________________________  
Name of Principal  
DATE ____________

**REVIEWED BY** ___________________________  
Name of Instructional Support and Operations Dept. Supervisor  
DATE ____________

**REVIEWED BY** ___________________________  
Student Attendance Office  
DATE ____________
A. DAILY ATTENDANCE TASKS

1. Is there a daily process in place to collect attendance strips, to scan the strips, and to notify those teachers, including substitutes, who were delinquent in submitting completed attendance strips?  

2. Are attendance strips which have been scanned or posted marked to indicate processing has been done?  

3. Are attendance strips organized by period and date and filed in dated manila envelopes for easy retrieval during an audit?  

4. Are telephone calls made to the home number of all unverified absentees?  

5. Are results of phone calls documented with all the required elements?  

6. Are absence notes reviewed to ensure that all the required elements are on each note?  

7. Are only the appropriate absence reasons accepted as excused?  

8. Are excuse notes and results of phone calls used to annotate an All-Day Absence Report, or a Daily Attendance Bulletin, or an Attendance Record Changes/Absence Verification Log?  

9. Are the All-Day Absence Reports, and/or the Daily Attendance Bulletins, and/or the Attendance Record Changes/Absence Verification Log kept in chronological order for easy reference and audit review?  

10. Are phone calls and/or absence notes resulting in excused absences posted via POST EXCUSES and/or HAND POSTING TO AN INDIVIDUAL STUDENT'S CLASS ATTENDANCE?
B. SINGLE PERIOD PRESENT REPORT

12. Are these reports printed, separated and distributed to teachers on a daily/weekly basis with attendance strips?  

13. Do teachers review, sign, and return the reports (to the school’s Attendance Office), whether or not corrections to the attendance record need to be made?  

14. Does the Attendance Clerk hand-post these changes and file these reports in chronological order for easy reference and audit review?  

15. If a student's SINGLE PERIOD PRESENT REPORT is changed to a full day absence, is there a supporting document for this change (such as an absence note or a documented phone call containing all the required elements)?

C. MISSING SCAN SHEETS

16. Is the MISSING SCAN SHEETS REPORT printed daily?  

17. Do the MISSING SCAN SHEETS generally show a small number of unposted screens?  

18. Is a working system in place for notification of teachers who have not turned in attendance strips and retrieval of those strips?  

19. Are other attendance documents turned in when strips are lost or missing?  

20. Are there attendance procedures to handle unusual situations, such as test days, no attendance strips, emergencies?  

D. TEN DAY NON-POSTING REPORT

21. Are changes made to a student's attendance record as annotated on this report hand posted and is this report filed in chronological order for easy reference and audit review?
E. INSTRUCTIONAL TIME ALLOTMENTS

22. Does the school offer the required minimum annual number of instructional minutes?  
   YES  NO

23. Did the school submit (by October 3, 2008) to its Instructional Support and Operations Department all of its various Instructional Time Allotment and their corresponding Bell Schedules (for regular days and for various shortened days)?
   YES  NO

F. TRUANCY NOTIFICATION

24. Does the school send, in a timely manner, a truancy notification to the home of a student who has acquired the third unexcused absence for the school year?
   YES  NO

25. Does the school make every attempt to contact and to meet with the student and parent/guardian when the student is first declared a truant?
   YES  NO

26. If the student continues to be truant after receiving the first notification, are additional notifications sent to the home and additional attempts made to contact and to meet with the student and parent/guardian?
   YES  NO

27. Does the school complete and update the Log of Truant Students and send a copy of it to the Student Attendance Office on a school month basis?
   YES  NO

G. INDEPENDENT STUDY

28. Does the school make available to every student the Independent Study Program whenever deemed appropriate?
   YES  NO

29. Is an Independent Study Agreement written and signed in advance before the onset of the study period?
   YES  NO

30. Is the required documentation of work assignments, work attempted and evaluation obtained and verified?
   YES  NO

31. Are the required records kept in a student folder at the school site for three years for audit purposes?
   YES  NO

COMPLETED BY ________________________________  DATE _____________
Principal

REVIEWED BY ________________________________  DATE _____________
Instructional Support and School Operations Dept. Supervisor

REVIEWED BY ________________________________  DATE _____________
Student Attendance... Making It Happen!
Tips for Student Support Staff

- Assist with or coordinate the Student Attendance Review Team (SART) at your school
- Initiate / participate in an attendance-focused SST
- Communication / conferences with parents
- Set up incentive programs to encourage attendance
- Gather student’s history and provide case management to address the root causes of truancy
- Provide parent trainings/workshops
- Start the Student Mentor Program at your school with a focus on truant students
- Teach health education classes (e.g. Open Airways) that may promote attendance (check with your School District Nurse)
- Start a group for truant students to promote their connection to school and to support their social-emotional health
- Collaborate with your After School Program to enhance student engagement and provide incentives to support daily attendance
- Collaborate with Community Based Organizations and City agencies to address issues of truancy/positive connection to school (see Attendance CBO list & SFUSD Approved CBO list)
- Home visits to outreach to families with school site staff, CBO partner or SRO
- Work with your School Climate Committee or Student Assistance Program (SAP) to continually improve school climate to ensure a welcoming and caring environment for all students
- Collaborate with your Site Nutrition Coordinator (SNC) to form a breakfast club (at NEP schools only)
Good Attendance Accounting Practice
Elementary School

The Importance

Attendance accounting is the method by which California school districts track attendance and absence of students. There are two underlying important reasons to have good record-keeping practice: 1) it enables the district and the state to verify compliance with compulsory attendance law and 2) it is the method by which the state apportionment, districts’ primary funding source, is calculated.

Everyone Working Together: Teachers-Attendance Clerk-Principal

1. Every Monday morning, school site should print out the Attendance Forms for each teacher to be used for the week. Attendance week begins on Tuesday and ends on the following Monday.
2. Attendance Forms is to be distributed to teachers everyday.
3. Teachers should pick up forms and take attendance of their class, then drop off the forms for the attendance clerk to post in the system before end of each day. (If a teacher needs directions in filling out forms properly, please provide a copy of page 11-12 of Manual)

Daily Procedures (for Attendance Clerk)

1. Receive completed Attendance Forms. Post Attendance Forms. (Refer to Manual Section SIS page 8)
2. Run an All Day -Non Recorded Report. (Refer to Manual page 15)
   This is to check that teachers have return forms and attendance is marked for each student. Remind teachers who have not return forms to do so by end of the day.
3. Absent Students:
   a. Record parent/guardian absence calls to school in Attendance Record Changes/Absence Verification Log. (Refer to Manual page 24-26)
   b. Determining Excused Absences
      i. E.C. Sections 46010/48205 and SFUSD Regulations specify the following, and only the following, reasons as valid excuses:
         1. illness
         2. quarantine
         3. medical appointments
         4. funerals (1 day in California, 3 days outside of California)
         5. immunization exclusions (up to 5 days)
         6. jury duty
         7. appearances in court
         8. observances of a religious holiday or ceremony
         9. detention at Juvenile Hall, the Children’s Shelter or other shelter care or other custodial facilities
        10. appointments with attorneys, law enforcement officers, probation officers, or immigrant officials
        11. when the student’s absence (due to personal or family emergency) has been requested in writing by the parent/guardian and approved by the principal
        12. administrative summons or when detained by other classified or certificated personnel employment conferences or appointments
      ii. Handposting all valid excuse absences from log, written notes, tardy slips and permit to leave (PTL) and suspensions. (Refer to Manual Section SIS page 10)
   b. Follow up on Unexcused Absences
      i. Option 1: Call home to find out reason for absence. Remember to document student name, date of absence, reason for absence, name of parent/guardian, and relationship to student.
      ii. Option 2: If time is not permitted to do Option 1, run Auto-Dialer to call absent student homes.
         Tip: Use back of Attendance Forms for trackable record keeping.
         - Attach written excuse notes
         - Notate home phone conversations on the back

4. Independent Study (Refer to Manual page 15-23)
   a. Students on Independent Study should be changed from an “A” to “Z”. When student returns, the code “Z” should be changed to “I” for each day of work completed and “Y” for each day of work not completed.

5. If a student has 3 or more unexcused absences in a school year, truancy letters need to be sent to home. (Refer to E.C. Section 48260 or Manual page 10)

Need help? Please contact SFUSD Student Attendance Department at 415-241-6206 or IT Help Desk at 415-241-6476.
Goal Setting School Attendance Checklist #2

School Site Skill Objective:
Set school site attendance goals that are aligned with district goals

Review District Goals:
Review Truancy data from past years.

- Each classroom teacher posts accurate attendance daily.
- District goal to get at least 3 year average student presents rate aka average daily attendance rate that exceeds 95%.
- Reduce number of chronic and habitual truant students from previous year.
- Increase help seeking behaviors with truant students and their parents, guardians and caregivers.
- Identify and prioritize key populations for services:
  - Elementary-K-2 Students
  - Middle-7th and 8th graders at risk of failing
  - High-9th and 10th graders with 2 or more "Fs" each semester, low credits and poor attendance.

Develop Your School Site Goals:

Our school will achieve a _____% students present rate for 2008-2009
(Choose a percentage that reflects rate that exceeds 95% daily attendance or moves the rate one percentage point higher from previous year)

We will reduce the number of chronic truants from ____ to ____ in 2008-2009.
(Chronic truants miss at least 20 full days with unexcused absences)

We will reduce the number of habitual truants from____ to ___ in 2008-2009.

Our highest priority “truancy group” will be_________________________.
Goal Setting Checklist # 1

What do you want truant students to do and be able to do?

☐ Go to school every day on time.

☐ Get to and from school safely.

☐ Get help when students need it.

☐ Have a parent get help when they need it.

☐ Have a parent call the school when students are sick.

☐ Read, write, do math, arts and sciences at school and at home.

☐ Do well in class. Do better than last year.

☐ Graduate from high school on stage on time.

☐ Be ready for the work world and the next level of education.

☐ Achieve self efficacy.

☐ Be a joyful learner.
Goal Setting School Attendance Checklist #2

School Site Skill Objective:  
Set school site attendance goals that are aligned with district goals

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Develop Your School Site Goals:

Our school will achieve a _____% students present rate for 2008-2009  
(Choose a percentage that reflects rate that exceeds 95% daily attendance or moves the rate one percentage point higher from previous year)

We will reduce the number of chronic truants from ____ to ____ in 2008-2009.  
(Chronic truants miss at least 20 full days with unexcused absences)

We will reduce the number of habitual truants from____ to ___ in 2008-2009.

Our highest priority “truancy group” will be________________________.
## Checklist for the First 30 Days
### A Stay in School Coalition Starter Kit

### Tasks: A Week before School Starts

<table>
<thead>
<tr>
<th>Task</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify your leader for your school attendance review team. Identify other members of this coordinated services team.</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Identify a team of people who will get training on the Truancy module from IT. This program creates your lists of habitual and chronic truants and automates the production of truancy notification letters.</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Review the revised Truancy Flow Chart to understand SFUSD’s flow of attendance interventions.</td>
<td>All Staff members</td>
</tr>
<tr>
<td>Set your school site goals for average daily attendance rate and a reduction in the number of chronic truant students from previous year</td>
<td>Principal and SART Team</td>
</tr>
<tr>
<td>Brief all staff on attendance taking procedures.</td>
<td>Principal, Assistant Principal, attendance Clerk or Administrative Support Staff</td>
</tr>
<tr>
<td>Identify who has access and competency in the Student Information System.</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Identify your key staff in entering attendance data. See if your equipment works. Also choose a back up to your key attendance person.</td>
<td>Principal and SART Team</td>
</tr>
<tr>
<td>Identify support from school site after school program who will work with truant students and their families</td>
<td>Principal and SART Team</td>
</tr>
</tbody>
</table>

### Tasks: First Week of School

<table>
<thead>
<tr>
<th>Task</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmly Welcome all students and parents</td>
<td>All staff</td>
</tr>
<tr>
<td>Get the most recent emergency contact numbers for all students. Have Parent Excused Absence Forms available.</td>
<td>Attendance Staff and Classroom/Advisory Teachers</td>
</tr>
<tr>
<td>Decide on frequency of SART team meetings or how they would be part of the SAP Team Agenda for coordinated services for targeted students and families.</td>
<td>Principal and SART Team</td>
</tr>
<tr>
<td>Have SART team review job descriptions from this manual.</td>
<td>Principal and SART Team</td>
</tr>
<tr>
<td>Look at your attendance and truancy lists and data from last year to identify students, parents/guardians who will need immediate contact.</td>
<td>Principal and SART Team</td>
</tr>
<tr>
<td>Identify who will be the primary contacts for students who are excessively tardy or serious truants</td>
<td>Principal and SART Team</td>
</tr>
</tbody>
</table>

### Tasks: Second Week of School

<table>
<thead>
<tr>
<th>Task</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first 10 days, make best effort to</td>
<td>Attendance Staff and Classroom/Advisory Teachers</td>
</tr>
<tr>
<td>Tasks: First Month of School</td>
<td>Who</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>☐ Distribute the District Attorney Beginning of the school year letter to all students.</td>
<td>Attendance Staff and Classroom/Advisory Teachers</td>
</tr>
<tr>
<td>☐ Get a list of names of students at your school who need to comply with School Attendance Review Board contracts from school year 07-08 from Pupil Services Department</td>
<td>SART Team</td>
</tr>
<tr>
<td>☐ Remind Kindergarten students and parents that learning how to be at school every day on time is one of the most important and long lasting lessons to do well in school for the whole year.</td>
<td>Principal, Attendance Staff and Kindergarten Classroom/Advisory Teachers</td>
</tr>
<tr>
<td>☐ Run the IT Truancy module to identify all students who have missed more than three days and format and be ready to send out Truancy Letter # 1.</td>
<td>SART Team and Attendance Staff</td>
</tr>
<tr>
<td>☐ Identify city and community based organizations at your school site who are willing, capable of working with truant students and their families.</td>
<td>SART Team</td>
</tr>
</tbody>
</table>

- Contact students and family who fail to appear at all. This will be part of your 10 Day Drop List.
- Analyze lists given by district- and develop priority list of immediate interventions for students who are at risk for poor attendance. Assign priority students to SAP team meeting and SART team meetings.
- Review School Health Programs’ list of: focal and “transition” students.
- Review previous school year’s habitual and chronic truant lists will be sent out from the Stay in School Coalition.
- On your school’s letterhead, send the school site attendance letter (see sample principal’s letter in manual) and Superintendent letter to the targeted students.
- If EPC or Pupil Services has sent additional students, verify attendance and contact information.
- Make a decision on what tardy policies your school will be enforcing. For truancy laws, recorded truancy times must be at least 30 minutes per tardy episode.
APPENDIX

Attendance Codes

*.......................... Class section does not meet. Use for classes with alternating meeting patterns.
-.......................... Weekend, holiday, or other non-school day.
/.......................... Non-attendance posting, e.g. staff development day or student not enrolled in class that particular day.
A.......................... Unexcused absence.
C.......................... Cut (only seen on daily summary reports, never on a student’s attendance record.)
D.......................... Student dropped from class section.
E.......................... Excused absence.
I.......................... Independent study credit granted (student returned to school and completed assigned work.)
N.......................... Not-Recorded (this is the default code). Once the “N” code is changed to another valid code, it cannot be changed back.
P.......................... Present.
T.......................... Tardy.
Y.......................... Independent study credit denied (student returned to school and did not complete assigned work.)
Z.......................... Student is participating in approved independent study (changes to “I” or “Y” when the student returns.)
Section 3: School Attendance Review Team (SART)

Building an attendance team to address the truancy concerns of your school is a great way to organize your efforts. This section provides examples of how a SART team is structured as well as how it functions. Also provided are some tools team members can use to notify parents, organize workshops and report back on the progress you've made.

In This Section:
- SART Checklist
- Letter for Kindergarten Truancy
- 2nd Letter for Kindergarten Truancy
- 1st Letter of Truancy
- 2nd Letter of Truancy
- 3rd Letter of Truancy
- Secondary SART Agreement
- Sample SART Contract Notes
- Habitual and Chronic Truant List example
- Instructions for Habitual/Chronic Truant List
- Sample SART Agenda
- Sample Student Truancy Workshop Agenda
- Sample Parent Truancy Workshop Agenda
- Sample Parent Attendance Workshop Flier
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Sample SART Agenda
Sample Student Truancy Workshop Agenda
Sample Parent Truancy Workshop Agenda
Sample Parent Attendance Workshop Flier
School Attendance Review Team (SART)
Best Practices Checklist

Use your attendance data wisely:

- Our school generates good daily information on who’s not here, who’s tardy, who cuts, who has excused and unexcused absences.
- All teachers are taking accurate attendance, and posting with school secretary/attendance clerks is done daily. Principal should be informed if inaccurate data is being recorded by individual teachers.
- SART teams work from a list that can track which truancy letters are sent out, documents when attempts at contact and help are made, prioritizes who are assigned parent/student SART meetings,
- At least two members of the SART team have access to SIS and are proficient in working with the Truancy Module that produces the truancy letters.

Know who does what on the SART team. Identify specific responsibilities and roles for each SART member: fill in names below

[Key SART members: Site Administrator, Attendance Liaison, CWAL, Outreach Consultant, Student Advisor, Head Counselor/Dean, Counselor and other Student Support Staff depending on level or as needed, e.g. LSP, Parent Liaison, School Nurse, Wellness Coordinator]

- Liaison with teachers/counselors_____________________________
- Lead in making frequent contact with student and parent________________________
- Person who can collect “rewards” and incentives to acknowledge attendance improvement and “perfect” attendance________________________
- Best keeper of the lists that documents success and identifies need for referral to Pupil Services___________________________________
- Liaison with SAP and SST process ______________________________
- Knows how to hook up community resources, city support, and can look at site help- after school programs, learning support professionals, school nurse, and parent support___________________
- If student is a special education student, have special education staff convene a team meeting of the IEP to address attendance behaviors and supports.

At each SART meeting, review your lists and do an exercise where student names are sorted into four categories:

- Emerging Truants (intervene early)
- Habitual Truants (connect with Student Assistance Program or Student Success Team)
- Chronic Truants (collaborate with SRO, home visits, parent workshops)
- Referrals to Pupil Services for SARB or District Attorney Mediation.

- Emerging Truancy Option #1: For students with 3-7 days of unexcused absence or for episodes of excessive tardiness or excessive excused absences during semester. Teacher/Counselor, student and parent need to meet. Truancy letter number one initiates this process.
☐ Habitual Truancy Option # 1: For students who attend school but have a pattern of chronic tardiness and some unexcused absences (8-12 days) during semester. Schedule an SST meeting or discuss at SAP meeting. Outcome of such a meeting will be a SART contract with student and parent. Assign daily/weekly progress reports to key SART member to monitor.

☐ Habitual Truancy Option # 2: Students who rarely shows up after a period of attendance early in the semester. Schedule a home visit after getting help with most current contact information. Outcome of such a meeting will be a SART contract with student and parent. Assign daily/weekly progress reports to key SART member to monitor.

☐ Habitual Truancy Option # 3:Get assistance from a community agency experienced in case management who will help identify underlying community and family factors and provide after school support for students who are missing 12-19 days of school each semester.

☐ Habitual Truancy Option # 4: Instead of individual SART and SST meetings, identify parents and students who would benefit from a parent/student workshop on compulsory attendance laws and supports to improve attendance. Hold at least one workshop each semester.

For students who have missed more than 20 days during semester:

☐ Chronic Truancy Option # 1: The SART team knows other factors are causing truancy and contact with family is very difficult. Work with School Resource Officer Program or district police station to do a team home visit. The police, in partnership with one of school’s SART members, may conduct a “Wellness Check” at the home.

☐ Chronic Truancy Option # 2: Invite chronic truant students and their parent/guardian to parent workshop that teaches the consequences of truancy and offers community, city and school support.

☐ Chronic Truancy Option # 3: Referrals to Pupil Services for District Attorney Mediation. Families who received truancy letters, and repeated attempts at contact, but show no willingness to meet or have student attend school, should be referred to the District Attorney’s Mediation Program through Pupil Services.

☐ Chronic Truancy Option # 4: Refer to Pupil Services for School Attendance Review Board Hearings (SARB) once your school has exhausted all possibilities of support/monitoring for student and family, attendance contracts generated from parent/student meetings (SAP, SST) have not produced any significant improvement in attendance, and reports from city departments and community based agencies confirm similar outcomes. * At a SARB hearing, a representative from the student’s school must present the case to the SARB Board.

Other Effective Practices:

☐ Assign a caring adult to students with truancy issues who need more regular support, check-ins, and contact during the school day; start a Student Mentor Program (call SHPD at 242-2615).

☐ Each SART team should learn and implement a parent workshop on the consequences of truancy and what help and support is available to parents in need of improving the attendance of their child. Hold these parent workshops or attendance assemblies/summits at least once a semester.

☐ Work with your School Climate Committee and/or SAP to develop programs, services and supports to enhance student engagement, school safety, meaningful student participation and a welcoming/caring school environment.
What are the strengths of your SART process?

______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________

What are some improvements that need to be made?

______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
Improving Attendance-Elementary Schools
School Attendance Review Team (SART)
School Site Information Form
School Year 2008-2009

School: _______________________________

Who: Who Constitutes the SART Team?

Who Coordinates the School Attendance Review Team (SART):
Name              Position

________________  __________________

Phone:___________________________
Fax:______________________________
Email:____________________________

Regular Members of the School Attendance Review Team (SART):
Name              Position

1.                                               2.                                               3.                                               4.

When: How often does the SART meet?

___ Weekly   ___ Bi-weekly
___ Monthly   ___ As needed

Is SART part of a coordinated services team process like CST/SAP?

_____Yes       _____No

Who is proficient with the Truancy Module from IT that produces truancy letters?

Who wants to be trained in the truancy module?

Return to:
Cristina Espinosa
Student Support Services, SFUSD
Fax# 522-6792 or email espinosac@sfusd.edu
By Friday September 19th
Dear Parent/Guardian:

Thank you for enrolling your child in our kindergarten class this school year. As you know, kindergarten is an important time of learning for your child. The learning is both academic and nonacademic. We hope that your child is excited about learning to read, write, make new friends, and to work with the caring adults in our learning community.

In order to establish a positive learning experience, your child will need to attend school regularly, and will need to arrive at school on-time.

The law states that absences from school are only excused in limited circumstances, such as the student’s illness, a medical appointment, or a death in the immediate family. Absences for other reasons are unexcused. When your child becomes a first grader, three unexcused absences and/or tardies will make your child legally truant.

If you need assistance in getting your child to school on time every day, our student support staff and our partners in the neighborhood and in the city can offer help. Please call me if I can be of any assistance.

We want your child to get off to a great start in their formal education. We will be here with you each day to support your child’s educational success. In twelve years, we too look forward to a proud graduate on stage, ready for higher education and the world of work.

The successful pattern established in the kindergarten year will set the tone for child’s future success in elementary, middle and high school. Thank you for your cooperation.

Sincerely,

____________________________, Principal
幼稚園生曠課通知信（一）

學校信頭

日期：

家長姓名：
地址：

事由：改善幼稚園出勤狀況

親愛的家長/監護人：

我們非常感謝您，在本學年讓您的孩子入讀我們的幼稚園。如您所知，幼稚園是一個重要的學習階段，學習內容包括學術性和非學術性兩方面。我們希望您的孩子會感到興奮，能在幼稚園學習閱讀和寫作、結交新朋友，以及能與關心他們的成年人一起互動。

您的孩子需要每天上學，準時到校，才能有良好的學習經驗。

法律規定，學生只可以在某種特別情況下（例如：生病、已預約看診或有直系親屬死亡）才可以請假缺席，否則作曠課論。當您孩子升上一年級後，三次無故曠課及或遲到將導致他在法律上成為曠課者。

如果您需要協助，幫助您的孩子每天準時上學，我們的學生支援人員、社區合作夥伴以及市內合作夥伴可以提供幫助。如果您需要我的幫忙，請致電與本人聯絡。

我們希望您的孩子接受幼稚園教育時，能有個好的開始。我們會每天和您一起幫助您的孩子在學業上取得成功。我們和您一樣希望，在十二年後，您的孩子能自豪地站在畢業典禮的領獎臺上，並具備接受高等教育和進入工作世界的技能。

好習慣是開啓成功的鑰匙。如果您孩子在幼稚園養成良好的生活習慣，他/她多數會在小學、初中和高中取得成功。謝謝您的合作。

校長

____________________________
啟
PRIMERA NOTIFICACIÓN SOBRE EL AUSENTISMO ESCOLAR EN KINDERGARTEN

(DATE)

Parents Name
Address

Re: Al mejoramiento de la asistencia en Kindergarten

Estimado padre de familia o encargado:

Muchas gracias por matricular a su hijo en el grado de Kindergarten para este año escolar. Como es de su conocimiento, el Kindergarten es una etapa importante en el aprendizaje de los estudiantes, tanto en el aspecto académico como en el no académico. Esperamos que su hijo esté contento porque va a aprender a leer, escribir, hacer nuevos amigos, y a trabajar con personas adultas que se interesan por que adquiera conocimientos nuevos en el mundo del aprendizaje.

Para que adquiera experiencias de aprendizaje positivas, el estudiante tendrá que asistir a la escuela puntual y regularmente.

La ley establece que las ausencias del plantel escolar se excusan solamente en determinadas circunstancias, tales como por razones de enfermedad, citas con el médico o por el fallecimiento de un familiar cercano. Las ausencias por otras razones se consideran injustificadas. Cuando su hijo asiste al primer grado, con tres ausencias injustificadas y/o llegadas tarde a la escuela, se le considerará un estudiante que de acuerdo a la ley se ausenta habitualmente.

Si desea que le ayude para que su hijo llegue a tiempo a la escuela, nuestro personal escolar de apoyo, así como, nuestros socios en el vecindario y la ciudad le brindarán el auxilio que necesite.

Nos interesa que su hijo comience de manera positiva su educación formal. Estaremos siempre dispuestos a colaborar para que su formación educativa esté plena de éxitos. En doce años, deseamos verle en su ceremonia de graduación, listo para la educación superior y el mundo laboral.

Este patrón de éxito empieza en Kindergarten, en donde se determina la senda para que alcance muchos triunfos en la escuela primaria, intermedia y secundaria. Se le agradece su cooperación.

Atentamente,

____________________________, Director

Translation provided by SFUSD Translation and Interpretation Unit – 07/25/2008
KINDERGARTEN TRUANCY LETTER # 2

School Letterhead

(DATE)

Parents Name
Address

Re: Second Notice of Poor Kindergarten Attendance

Dear Parent/Guardian:

I am writing to request a meeting with you regarding your child’s kindergarten attendance. Despite my earlier notice regarding this issue, your child continues to have an attendance problem. I have tracked your child’s attendance during this school year, and have calculated the following number of unexcused absences and tardies:

Number of unexcused absences
Number of tardies exceeding 30 minutes
Number of tardies less than 30 minutes

Moreover, while I understand that you want your child to be healthy when attending school, I am also concerned about the significant number of excused absences for your child this year:

Number of excused absences

If your child’s poor attendance pattern persists, and you fail to attend an attendance meeting, I will be forced to conclude that you have decided not to continue participation in our kindergarten program.

Please be aware that after 10 consecutive days of absence without valid excuse communicated to the school, your child will be dropped from our enrollment. Thereafter, if you decide to re-enroll your child in kindergarten, you may do so by contacting the District’s Education Placement Center. You will be limited to enrolling your child in a school program that has space for new students, and may not receive your preferred school.

I want to meet and work on a plan that will improve your child’s attendance and address some of the problems that are preventing your child from going to school every day on time. The schedule for the appointment is as follows:

Date
Time
Location

I appreciate your cooperation in being prompt for your appointment.

Sincerely,

_____________________________, Principal
幼稚園曠課通知書(二)

學校信頭

（日期）

家長姓名

地址

有關：幼稚園出勤記錄欠佳通知書(二)

親愛的家長/監護人：

兹通知閣下本人欲就貴子女的出勤情況跟閣下舉行一次面談會議。鑒於校方較早前已發信通知閣下貴子女出勤欠佳而情況卻未有改善，本人因此謹慎查閱貴子女於本學年的出席率，並得出以下無故缺席及遲到的數目：

無故缺席次數________
遲到超過三十分鐘次數_______
遲到少於三十分鐘次數_______

再者，我們雖了解閣下希望貴子女能在健康的情況下上學，但我們仍關注貴子女於本學年多次請假缺席的情況。

請假次數__________

若然貴子女出勤欠佳的情況持續，而閣下又未能跟學校會面商討有關事宜，校方只得推論閣下決定放棄繼續就讀本校幼稚園所辦課程。

敬請注意，若貴子女連續十個上課天未能回校上課，而閣下又未能向學校作出合理解釋，校方將會取消貴子女的學籍。此後，若閣下欲重新報讀幼稚園，閣下須直接與校區學生入學事務處聯絡，辦理有關手續。此舉將會限制閣下親生子女挑選心儀學校的選擇權，因爲學生入學事務處只會編配貴子女入讀那些尚有新生入學空缺的相關課程。

本人因些誠意邀約閣下會面，共同就改善貴子女出勤情況及解決貴子女準備回校上課之困難謀求決策。面談會議詳情如下：

日期

時間

地點

請盡快預約，多謝合作！

校長：________________________

Translation Provided by SFUSD Translation and Interpretation Unit
SEGUNDA NOTIFICACIÓN SOBRE EL AUSENTISMO ESCOLAR EN KINDERGARTEN

School Letterhead

(Date)

Parents Name
Address

Re: Segunda notificación por asistencia insatisfactoria al Kindergarten

Estimado padre de familia o encargado:

El motivo por el que le escribo esta carta es para que nos podamos reunir y conversar acerca de la asistencia de su hijo al Kindergarten. A pesar de la notificación que le envié anteriormente, su hijo continúa con problemas de asistencia. De acuerdo a su historial de asistencia durante este año escolar, calculé lo siguiente:

Número de ausencias injustificadas _____________
Número de llegadas tardes que exceden los 30 minutos________
Número de llegadas tardes que no exceden los 30 minutos ________

Además, sé que no desea que su hijo asista a la escuela cuando está enfermo, pero, me preocupa la cantidad significativa de ausencias justificadas por las que dejó de asistir al plantel escolar:

Número de ausencias justificadas _____________

Si su hijo persiste con el mismo patrón de asistencia irregular, y usted no se presenta a la reunión relacionada para tratar sobre este tema, me veré forzado a concluir que no desea continuar en nuestro programa de Kindergarten.

Por favor, esté consciente de que después de 10 días consecutivos de inasistencia sin una excusa válida que sea del conocimiento de las autoridades de la escuela, a su hijo se le cancelará su matrícula escolar. Por lo tanto, si decide reinscribirlo en Kindergarten, debe de comunicarse con el Centro de Matrícula Escolar del Distrito. Asimismo, se limitará la matrícula de su hijo en el programa escolar que tiene cupo para nuevos estudiantes, además, es posible que no se le asigne a la escuela de su preferencia.

Espero reunirme pronto con usted para crear un plan que mejorará la asistencia de su hijo, así como, con el propósito de tratar de resolver algunos de los problemas que no le permiten a su hijo que asista puntualmente a la escuela. El horario para la cita es como sigue:

Fecha:
Hora:
Lugar:

Le agradezco su cooperación en el sentido de que asista puntualmente a nuestra cita.

Atentamente,
______________________________, Director

Translation provided by SFUSD Translation and Interpretation Unit - 07/25/2008
三藩市联合校区

通知信一：有关缺课或过度缺席

日期：______________

亲爱的家长／监护人：

您子女，__________________________________________，现就读_______年级，被视为空课学生。

无证明为合理缺席

教育法令第48260条 – 凡需接受全时间教育的学生，在一学年度内无故缺席超过3天，或迟到超过3天，而每天迟到逾30分钟，即为旷课，情况将报告学生出席管理办事处主任（attendance supervisor）或校区学监。

教育法令第48260.5条 –

(A) 学生初被列为旷课时，校区将以平邮或其他合理方法，通知学生家长／监护人，有关以下事：

(1) 学生旷课。

(2) 家长／监护人有责任通知子女到校上课。

(3) 根据第2章第27条第6条（由第48290条开始），凡不履行这项责任的家长／监护人，可能触犯法律，需被检控。

(B) 校区亦需通知家长／监护人以下事：

(1) 校区可提供的另类教育计划。

(2) 有权利值学校适当人员，同讨解决，解决学生旷课问题。（1983第498章新增法例）

(3) 根据教育法令第48264条，学生可能被逮捕。

(4) 根据汽车法令（Vehicle Code）第13202.7条，学生的驾驶权利可能被暂停、限制或延迟。

(5) 建议家长或监护人陪同学生到学校上课1天。（1983第498章新增法例）

过度无故缺席

旷课、未经证明的缺席、无故缺席、过度缺席（被允许的），以及迟到，影响学生的教育，增加失败的机会。

迟到会中段课室教学，打扰全班学生的学习环境。

请与子女谈谈这问题。子女若不改善出席情况，将需与指定人员在校举行会议。

我们的目标是教育您的子女。您子女若不在校上课，我们不能成功。

____________________________         __________________________           _______________
校长签名                        校名                                               日期

Translation Provided by SFUSD Translation Department
Primera Notificación por Ausencias Injustificadas o Excesivas

Fecha: ______________________________

Estimados padres de familia o encargados:

Esta carta es para informarles que a su hijo/a, ______________________________________________, en el ____________ grado, se le considera como un estudiante que se ausenta injustificadamente.

Ausencias Injustificadas

Sección 48260 del Código de Educación -Cualquier estudiante que tiene la obligación de asistir a la escuela y se ausenta de la misma sin ninguna excusa válida por más de tres días o llega cada día 30 minutos o más tarde, o tres o más días en un año escolar, se le considerará como un estudiante que se ausenta sin justificación y esto se le debe de informar al supervisor de la asistencia o superintendente del distrito escolar.

Sección 48260.5 del Código de Educación-

(A) Una vez que al estudiante se le clasifica como un estudiante que se ausenta de la escuela injustificadamente, el Distrito Escolar les notificará por correo a los padres de familia o encargados que:

(1) El estudiante se ausenta de la escuela injustificadamente.
(2) Los padres de familia o encargados tienen la obligación de asegurarse de que el estudiante asista a la escuela.
(3) Los padres de familia o encargados que no cumplan con esta obligación pueden ser acusados de infringir la ley, asimismo, se les puede enjuiciar de acuerdo con la sección 48290, Parte 27, Capítulo 2, Artículo 6, del Código de Educación.

(B) El distrito notificará a los padres de familia o encargados de lo siguiente:

(1) De los programas alternativos en el distrito.
(2) Del derecho que tienen de reunirse con personal de la escuela, el cual se encarga de buscar soluciones a las ausencias injustificadas de los estudiantes. (Capítulo 428, Estatutos Adicionales, 1983).
(3) Al estudiante se le puede arrestar de acuerdo con la Sección 48264 del Código de Educación.
(4) Al estudiante se le puede suspender, restringir o retrasar su privilegio de conducir automóviles, de acuerdo con la Sección 13202.7 del Código de la Ley de Tránsito.
(5) Se recomienda que el padre de familia o encargado, acompañe a la escuela y asista a las clases con el estudiante por un día. (Capítulo 498, Estatutos Adicionales, 1983).

Ausencias Justificadas Excesivas

Las ausencias injustificadas, sin verificación, sin permiso, ausencias excesivas aunque sean justificadas y llegadas tardes, afectan la educación del estudiante. Al mismo tiempo, aumentan las posibilidades de que el alumno fracase en sus estudios. Los estudiantes que llegan tarde al aula interrumpen las clases e interfieren con el aprendizaje de todos los alumnos.

Por favor, hablen de este problema con su hijo/a, y llamen al director o al orientador escolar, al número telefónico siguiente:

Firma del director/a  Nombre de la escuela  Teléfono de la escuela  Fecha

Nuestra meta es la educar a sus hijos y no podremos lograrlo si no asisten a la escuela.
三藩市聯合校區

通知信二：有關曠課或過度缺席

學生姓名__________________ 年級______ 學校______________________________

家長姓名________________________

地址__________________________ 郵區編號______ 學號________________________

親愛的家長／監護人：

您子女的出席繼續有問題，因此發給您這第二封通知信。

缺席（允准的）次數____________________
無故缺席次數________________________
遲到（31分鐘以上）次數________________

合計______________

1. 因為您子女過度缺席（允准的）、遲到或無故缺席緣故，學生出席紀錄檢討小組（SART）收到有關您子女的轉介。
2. 已為您及您子女安排會議，與學生出席紀錄檢討小組商討一個適當計劃，改正這問題。
3. 雙親需攜同子女出席會議。

會議詳情如下：

日期____________________________________

時間____________________________________

地點____________________________________

若屆時不出席，將轉介接受進一步行動。

無故缺席或遲到：

教育法令第48261條—接續的曠課報告：凡被報告為曠課的學生，再次無故缺席1天或以上，或遲到1天或以上，將再被報告為曠課學生，情況將報告學生出席管理辦事處主任或校區監。

謝謝您合作，按時出席會議。

校長或指派人：_________________________ 日期：____________________

附件：出席紀錄副本
副本送：累積文件夾／學生的老師

Translation Provided by SFUSD Translation Department
Segunda notificación por ausencias injustificadas o excesivas

Nombre del estudiante: __________________________  Grado: ____   Escuela: _____________________

Nombre del padre de familia: ______________________________________________________________

Dirección: ________________________Código Postal: _____ No. de Identificación del Estudiante: _____

Estimado padre de familia o encargado:

Esta SEGUNDA CARTA es para informarle que su hijo/a continúa con problemas de asistencia.

Número de ausencias justificadas:           ______________

Número de ausencias injustificadas:         ______________

Número de llegadas tardes (31 minutos o más): ______________

TOTAL:                                            ______________

1. Al Equipo encargado de la Revisión de la Asistencia Escolar (SART) se le informó acerca de la excesiva cantidad de ausencias justificadas, llegadas tarde o ausencias injustificadas de su hijo/a.

2. Se hizo una cita para que ustedes y su hijo/a se reúnan con “SART”, para considerar un plan apropiado para corregir este problema.

2. Se les solicita a ambos padres de familia y a su hijo/a que asistan a la sesión.

LA CITA SE PROGRAMÓ DE LA MANERA SIGUIENTE:

Fecha: ___________________________

Hora: ___________________________

Lugar: ___________________________

Si no asisten a dicha sesión esto dará lugar a que se tomen otras acciones.

Para las ausencias injustificadas o llegadas tardes:

Sección 48261 del Código de Educación—Informe subsiguiente de la ausencia injustificada: Cualquier estudiante del que se informa su ausencia de la escuela sin pedir permiso y quien nuevamente se ausenta de la misma sin excusa válida durante uno o más días, o se presenta tarde, uno o más días; se le informará de esta situación al supervisor de la asistencia o al superintendente del distrito.

Apreciamos su cooperación por asistir puntualmente a su cita.

Director o su representante: ___________________________   Fecha: _________________

Attachment: Copy of Attendance Record

cc: Cumulative folder/student’s teacher(s)
Third Notification of Truancy (Habitual Truant)

Date _____  Re: _____

Dear Parent/Guardian/Caregiver:

Your child has received a First Notification of Truancy or Excessive Absences and a Second Notification of Truancy or Excessive Absences for the current school semester. This third letter informs you that your child is considered a habitual truant.

**The additional number and dates of truancies since the second letter are:**

Number of unexcused absences _____ Dates: _____

Number of tardies (31 + minutes) _____ Dates: _____

**History of Attendance for the Current Semester**

Attendance record as of enrollment date of _____ is as follows:

Days of enrollment _____ Days present _____ Tardies (31 minutes+) _____

Days of unexcused absences _____ Days of excused absences _____

Education Code Section 48262—Habitual Truant: Any pupil deemed a habitual truant and has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself after filing of either of the reports required of Education Code Section 48260 or 48261.

The school has attempted to work with you and to solve your child’s attendance problems. These attempts have been unsuccessful. **It will now be necessary for you to attend a School Attendance Review Board (SARB)** You will receive a separate letter as to the time of the appointment at 555 Portola Drive. Failure to attend this meeting will result in further action.

A parent who fails to meet his/her obligations may be guilty of an infraction and subjected to prosecution (Educational Code 48290). Complaints filed with the District Attorney may go to court and result in fines and court ordered parent education/counseling programs.

**Signature of Principal__________________________ School _____

cc: Cumulative File
三藩市聯合校區

第三次曠課通知書(慣常曠課學生)

日期: ______  事由: ______

親愛的家長/監護人/看顧人:

您孩子在這學期已收到第一次曠課或過度缺席通知書和第二次曠課或過度缺席通知書。這封第三次發給您的信，是用來通知您孩子已被認定為一名慣常曠課學生。

自發出第二次曠課或過度缺席通知書後，新增的曠課次數和日期如下:

無故缺席日數  _____  日期: ______

遲到日數 (31 分鐘以上)  _____  日期: ______

本學期考勤記錄

截至_____ (日期)的考勤記錄如下:

上課日總日數____  出席日數____

缺席(有請假)日數  _____  無故缺席日數  _____

遲到日數 (31 分鐘以上)  _____  缺席總日數  _____

教育法令第 48262 条—慣常曠課者: 任何學生在一學年內被呈報曠課三次或以上即被視為慣常曠課學生; 除非校區合適官員或僱員提交根據教育法令第 48260 或 48261 規定的報告，已盡力與學生家長或監護人及學生本人舉行至少一次會議，否則，學生不能被視為慣常曠課學生。

學校已嘗試與您一起去解決您孩子出席問題，但這些嘗試都不成功。您現在必須出席學校出席記錄檢討委員會 (SARB)。您會收到另外一份信件，通知您出席將在 555 Portola Drive 舉行會議的時間。缺席該會議將導致進一步行動。

家長如未能履行他/她的義務可被視為違規行為並可被提控 (教育法令第 48290 条)。地檢官可向法院提出訴訟，一經定罪，家長可被判罰款和參加法院指令的家長教育/輔導課程。

校長簽名__________________________ 學校名稱____

附件: 考勤記錄副本
副本送: 學生檔案

Translation Provided by Translation and Interpretation Unit
Distrito Unificado de San Francisco

Tercera Notificación por Ausencias Excesivas e Injustificadas

Fecha: ________ Asunto: ________

Estimados padres de familia o encargados:

Su hijo recibió la Primera, y Segunda Notificación por Ausencias Excesivas e Injustificadas por lo que va del semestre escolar en curso. Esta Tercera Notificación, es para informarle que a su hijo se le considera un estudiante que se ausenta habitualmente de la escuela, sin justificación.

El número de días adicionales, que su hijo se ausentó injustificadamente, desde el envío de la segunda carta son las siguientes:

Número de ausencias injustificadas _____ Fechas: ______

Número de llegadas tarde (31 o más minutos) _____ Fechas: ______

Historial de su asistencia durante el semestre actual:

Historial de asistencia desde el comienzo del año escolar en ______, es como sigue:

Días de asistencia obligatorios _____ Días que asistió _____

Número de ausencias justificadas _____ Número de ausencias injustificadas _____

Número de llegadas tarde (31 o más minutos) _____ Total de días ausente _____

Sección 48262 del Código de Educación- Se considera como un estudiante que se ausenta excesivamente sin justificación, a cualquiera que falte a la escuela tres o más veces durante el año escolar sin justificación. Salvo que un funcionario o empleado del distrito haya realizado un esfuerzo razonable por llevar a cabo, al menos una reunión con sus padres, su encargado o el alumno mismo, no se puede anotar en su expediente que es un “estudiante que se ausenta excesivamente” de acuerdo con la Sección 48260 ó 48261 del Código de Educación.

La escuela realizó esfuerzos en trabajar con usted y procurar resolver el problema de asistencia de su hijo. Sin embargo estos esfuerzos fueron inútiles. Por lo tanto, es necesario que asistan a una reunión con la Junta de Revisión del Ausentismo Escolar (SARB). Para tal fin, recibirán una carta por separado, en la que se indica la hora de la cita, con dirección en el 555 Portola Drive. En el caso de faltar a esta reunión, dará lugar a que se adopten medidas nuevas.

De acuerdo con la Sección 48290 del Código de Educación. Los padres de familia o encargados, que no cumplan con esta obligación se les podrá acusar de infringir la ley, y se les someterá a un juicio. Las quejas que se presenten ante la oficina legal del distrito, podrían terminar ante un tribunal, el cual podrá imponerle multas, y ordenar a los padres de familia o encargados, a que asistan a programas de educación y orientación.

Firma del Director __________________________ de la Escuela ______

Nota: Poner una copia en el archivo de asistencia del estudiante, y otra copia en el archivo acumulativo del estudiante CUM
San Francisco Unified School District

SCHOOL ATTENDANCE REVIEW TEAM (SART) – STUDENT CONTRACT

________________________________                   ______________________________
School                                                                         Student

At this time, having met in conference with the parent(s)/guardian(s) of the student, the School Attendance Review Team believes that the student would benefit from the recommended actions listed below instead of being referred to the Student Attendance Review Board (SARB) and possible court action.

Therefore, the following actions are agreed upon:

1. Attend school each day school is in session and come prepared to participate.
2. Remain at school for the full time assigned and attend all scheduled classes.
3. Present to the school a note from a doctor/nurse to verify any past or future absences due to illness.
4. Follow all school rules and regulations and maintain appropriate behavior.
   Practice appropriate behaviors, following school rules, and being a community member.
5. Parent/Student maintain an awareness of the legal obligation to attend school.
6. Understand and accept the responsibility to receive a high school education.
7. 
8. 
9. 

Parent(s)/Guardian(s): I/We consent to the participation of my/our child under the agreement above, and I/we will cooperate and support the program as outlined. I/we further consent to the exchange of pupil records between the school and resources to which my/our child is referred.

____________________________________                       _____________________________
Parent(s)/Guardian(s) Signature                                                                     Date

____________________________________                        ______________________________
School Administrator Signature                                                                     Date

Student: I have received a copy of this agreement and understand the terms and agree to comply with all the conditions above.

____________________________________                         ____________________________
Student Signature                                                                       Date

Note: Progress report due on ______________________ from _________________________

cc: Parent(s)/Guardian(s)
    Student
    Cumulative Guidance Folder
    Pupil Services Department
### SART Parent/Student Contact Notes

**Student:** ____________________  **Parent/Caregiver:** ____________________

**Sample Version 3/12/2009**

### Intervention 1

**Date:** ______  **Time:** ______  **By:** ______

- **Face to face with:**
- **OR Called:**  
  - □ Home  
  - □ Work  
  - □ Cell/Other

- **Response:**  
  - □ No show  
  - □ Resched  
  - □ No answer  
  - □ Left msg  
  - □ Spoke with: __________  
  - □ Relat: ______

- **SART letter:**  
  - □ None yet  
  - □ #1 sent  
  - □ #2 sent  
  - □ Other: __________

- Explained importance of daily and timely attendance, parent responsibility, purpose of SART
- Asked for reasons for attendance problems (document below)
- If STUDENT: write an attendance contract (attach copy)
- Date of next contact: __________
- Referred back to SAP Team regarding other issues (if applicable)

Notes re: student information/parent communication:

### Intervention 2

**Date:** ______  **Time:** ______  **By:** ______

- **Face to face with:**
- **OR Called:**  
  - □ Home  
  - □ Work  
  - □ Cell/Other

- **Response:**  
  - □ No show  
  - □ Resched  
  - □ No answer  
  - □ Left msg  
  - □ Spoke with: __________  
  - □ Relat: ______

- **SART letter:**  
  - □ None yet  
  - □ #1 sent  
  - □ #2 sent  
  - □ #3 sent  
  - □ Other: __________

- Obtained updated attendance report
- Reviewed report with student: gave feedback (+ or -)
- If applicable: reasons for continuing attendance problems (document below)
- Emphasis on even small improvements; note consequences of continued truancy
- PARENT: Review and/or sign attendance contract
- STUDENT: Review and rewrite an attendance contract (attach copy)
- Date of next contact: __________

Notes re student information/parent communication:

### Intervention 3

**Date:** ______  **Time:** ______  **By:** ______

- **Face to face with:**
- **OR Called:**  
  - □ Home  
  - □ Work  
  - □ Cell/Other

- **Response:**  
  - □ No show  
  - □ Resched  
  - □ No answer  
  - □ Left msg  
  - □ Spoke with: __________  
  - □ Relat: ______

- **SART letter:**  
  - □ None yet  
  - □ #1 sent  
  - □ #2 sent  
  - □ #3 sent  
  - □ Other: __________

- Obtained updated attendance report
- Reviewed report with student: gave feedback (+ or -)
- If applicable: reasons for continuing attendance problems (document below)
- Emphasis on even small improvements; WARNING re: consequences of continued truancy
- PARENT: Review and/or sign attendance contract
- STUDENT: Review and rewrite an attendance contract (attach copy)
- Date of next contact: __________

Notes re student information/parent communication:
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INSTRUCTIONS FOR LISTS OF HABITUAL AND CHRONIC TRUANTS- FALL 08

TO: Principals and SART (School Attendance Review Teams)
FR: Keith Choy, Stay in School Coalition

Date:
Subj: Improved Attendance

We are sending out an Excel Spreadsheet of your school’s habitual and chronic truants for the 2007-2008 School year. The list includes information about status of truancy (habitual or chronic), number of unexcused days, the HO #, grade level, and ethnicity and zip code.

1. Please Review the list and distribute (email or print out) this list to members of your SART team.

2. The SART team’s assignment is to review the list and identify the status of your school’s interventions. There are five columns categories: Student’s no longer here, in SAP/SART process, Will refer to SAP process within month, refer to SARB/DA, Initial Truancy Letter sent.

3. Check the columns about which interventions are completed with each student on the list.

4. Send a completed spreadsheet back to Keith Choy @ choyk2@sfusd.edu or Cristina Espinosa @ espinosac@sfusd.edu and your Assistant Superintendent’s email address by the end of the school day, Friday, September 26, 2008. Or you may fax the spreadsheet to Cristina Espinosa, at Student Support Services @ 522-6792.

5. Your SART team may use this list as a basis to set up parent/student meetings, attendance assemblies for truant students and parents, referral to the SAP process, a meeting using the IEP to discuss truancy with special ed students or as a tracking device for truancy letters.
SAMPLE
STUDENT ATTENDANCE REVIEW TEAM (SART) AGENDA
FIRST SART MEETING
(This meeting is 60 minutes long)

I. OVERVIEW OF TRUANCY (20 minutes)
A. Definition of truancy and SF district truancy procedures
   What truancy is (unexcused absences or tardies from school)
   SFUSD Truancy letters 1-3
   Excused vs. unexcused absences
   SFUSD attendance policies flowchart
B. Consequences of truancy
   Low academic test scores, more likely to repeat grades, higher dropout rates, etc.
C. Truancy at the Elementary School Level
   Working with the students
   Working with the parents
   Working with the school
D. Goals and objectives of the SART
E. Who the SART is
   Members (Principal, Elementary Advisor, Parent Liaison, Learning Support Consultant or
   School Counselor, other support staff as necessary)
   Responsibilities
      Who calls home when students are absent or continually tardy
      Who sends and tracks truancy letters sent home
      Who calls in students/parents for attendance meetings
      Who makes referrals to the Dropout Prevention Office

II. ROLE OF THE SART (25 minutes)
A. Meet every Monday morning from 9:00am-10:00am to coordinate services.
   Appoint facilitator, note taker, and minute-writer. Members will receive meeting notes in
   their boxes with the action items they are responsible for following through with.
B. Identify 35 truancy students who need attention and support
   Identify students using attendance records and teacher referrals
C. Work with existing school support services or identify appropriate CBO or agency that
   can provide counseling and/or groups for truant students and their families.
D. Identify staff mentors who will meet with identified truant students throughout the school
   year to monitor and discuss their attendance, and address any issues of concern with students
   and with SART team.
E. Provide Truancy Workshops for identified students and for their parents
   To educate them about truancy and what the SART can do to help them improve their
   attendance
F. Attend school’s CST or CARE meetings in order to help coordinate care plans for truant
   students and other at-risk students
G. Coordinate school wide attendance campaign

III. ESTABLISH MODES OF COMMUNICATION WITHIN THE SART TEAM (15 minutes)
A. Best ways to contact SART members outside of weekly SART meetings
B. Establish confidentiality when working with and discussing students
C. Ongoing feedback and evaluation of SART team and truancy project efforts and services
SAMPLE
STUDENT TRUANCY WORKSHOP AGENDA

GOALS/OBJECTIVES OF WORKSHOP
To bring truant students together in order to:
1) Educate students on the laws and consequences of truancy, 2) Inform students what the schools truancy program is and the roles of the SART team, 3) Inform students what support services and interventions the school has to offer, 4) Brainstorm ways students can improve their attendance, 5) Motivate students to improve their attendance and actively engage in anti-truancy efforts.

Students should leave the workshop with an increased knowledge of truancy laws, the truancy program at the school, the role of the SART and support services available to them, and the ways they can personally improve their own attendance.

- This should be a one-hour workshop held during school hours
- Healthy snacks/drinks should be provided
- Students/teachers should be informed of the date/time of workshop well in advance
- This should be the first of two student workshops held during the school year- this first workshop is an introduction and the second is a follow-up workshop intended to see how students are progressing and evaluate the truancy program services

I. INTRODUCTIONS (5 min.)
   - Have all staff and students introduce themselves

II. INTRODUCTION OF TRUANCY PROGRAM (10 min.)
   - Definition of truancy
   - What the truancy program is intended to do
   - Why the students have been called together
   - What staff want to do/offer to students and their parents in order to improve their attendance

III. STUDENT BRAINSTORMING ACTIVITY (put ideas that students come up with on a board so everyone can read it as the activity goes along) (15 min.)
   - What are some reasons why attendance is important?
   - What happens when students miss school or are late? (staff worry about them and wonder where they are, they miss out on important lessons, they fall back and may have to repeat a grade, they need to be on time for school through high school, and then on to college and to keep a job they have to be on time!
   - What are some ways students can get to school on time each day? (set an alarm clock, put out school clothes the night before, leave for school with plenty of time, get a good night’s sleep the night before)
   - The importance of sleep, breakfast, good nutrition and exercise
   - Let them know the staff are going to talk with their parents about the importance of good attendance as well
   - Let students know they should make a plan with their parents on how to get to school on time every day. If they have trouble, talk with staff!

IV. INTRODUCTION OF SUPPORT SERVICES (20 min.)
   - Explain mentor program and introduce each mentor to the students
   - Explain the purpose of the onsite support services that have been brought on through the truancy program and their purpose, and then introduce staff to the students
   - Explain the school wide attendance competition and that each classroom with excellent attendance will receive pizza parties at the end of each month. Let students know that the entire school will receive more info. once the competition begins.
   - Let students know that truancy staff and their mentors are monitoring their attendance on a daily basis in order to track tardies and unexcused absences

V. WRAP-UP (10 min.)
   - Ask if there are any questions
   - Let students know staff are excited about the program and the prospects for improving attendance and getting everyone on board for a successful school year, remind them the school takes attendance very seriously and they are being monitored daily
   - Let students know they will meet again as a group in x number of months and staff will see if there is improvement in attendance!
SAMPLE
PARENT TRUANCY WORKSHOP AGENDA

GOALS/OBJECTIVES OF WORKSHOP
To bring parents of truant students together in order to:
1) Educate parents on the laws and consequences of truancy, 2) Inform parents what the schools truancy program is and the roles of the SART team, 3) Learn what support services and interventions the school has to offer, 4) Brainstorm ways they can improve their children’s attendance, 5) Motivate parents to get involved in the truancy program and increase their buy-in in the school community.

Parents should leave the workshop with an increased knowledge of truancy laws, the truancy program at the school, the role of the SART and support services available to them, and the names and telephone numbers of truancy staff.

- This should be a one-hour workshop held after school
- Snacks/drinks should be provided
- Parents should be mailed invites and called in advance
- Staff should hold a raffle (ideally with prizes for all parents) at the end of the workshop
- This should be the first of two parent workshops held during the school year—this first workshop is an introduction and the second is a follow-up workshop intended to see how parents/students are progressing and evaluate the truancy program services

I. INTRODUCTIONS (5 min.)
- Go around and have all staff and parents introduce themselves
- Staff should be welcoming and appreciative to parents for coming

II. INTRODUCTION OF TRUANCY PROGRAM (10 min.)
- Definition of truancy
- Why parents are there
- SFUSD attendance policies (share SFUSD attendance flowchart)
- What the truancy program is intended to do and the fact that staff are there to help families and help improve attendance
- The district policy and consequences of truancy
  Bring copies of each truancy letter that is mailed home to parents and review them so everyone understands the steps involved and the consequences for each letter

III. PARENT BRAINSTORMING ACTIVITY (put ideas that parents come up with on a board so everyone can read it) (20 min.)
- Why is good attendance important at the elementary level? MS level? HS level? Future job?
- What happens when students miss school or are late: (staff worry about them and wonder where they are, they miss out on important lessons, they fall back and may have to repeat a grade, parents receive truancy letters and possible referral to dropout prevention office, they need to be on time for school through high school, and then on to college and to keep a job they have to be on time!
- What are the challenges parents have getting their students to school on time each day?
- What can help students/parents get to school on time each day? (set an alarm clock, put out school clothes the night before, leave for school with plenty of time, get a good night’s sleep the night before)
- The importance of sleep and breakfast (and good nutrition/exercise in general)
- What support can staff offer in order to help? Explain that staff are there to help so parents need to communicate with them what it is they need

IV. INTRODUCTION OF SUPPORT SERVICES (20 min.)
- Introduce parents to on-site support staff, any outside CBO that has been recruited to assist with the truancy program, and introduce the mentor program
- Explain what each of the support services offers, how they work, when they meet, etc. and introduce parents to the staff running these services
- Explain how the school wide attendance competition will work and why parents should encourage good attendance

V. WRAP-UP (5 min.)
- Ask if there are any questions
- Let parents know there will be another truancy workshop in x months, thank them for coming and end with open conversation and a raffle

School Health Programs Department – 1/8/2007
Come Join us for the
Parent
Attendance Workshop

Paul Revere is holding a mandatory truancy workshop for parents to talk about school attendance, how to improve your child's attendance, and to introduce to the Paul Revere Student Attendance Review Team (SART) members and the support services we have on site for you this year!

We invite you to talk, eat and enter a raffle with us from
4:00pm - 5:00pm,
Room 155,
on Thursday, September 22nd.

Please RSVP by September 10th to the School Secretary at 695-5656.
Look forward to seeing you there!
# Home Contact Documentation Form
*(after 5 days of cumulative unexcused absences)*

**Student Name:**

**Grade:**

**ID#:**

**School:**

**Parent/Guardian:**

**Home Address:**

**Street**  
**City**  
**State**  
**Zip**  
**Phone:**

**Number of Days Truant:**

**Home Contact Attempts (dates):**

- [ ] Parent refused visit  
- [ ] No response  
- [ ] Neighbors said tenants moved  
- [ ] Parents did not speak English  
- [ ] No name on mailbox  
- [ ] Phone calls  
- [ ] Other: ____________________________

**IF PARENT IS NOT HOME, STOP HERE**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td>Did you receive the Student/Parent Handbook summarizing the attendance policy?</td>
<td>[ ]</td>
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<td>2</td>
<td>Did you receive a letter from your school outlining the school’s attendance policy?</td>
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<td>3</td>
<td>Did you receive calls on the day you child was absent?</td>
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<td>4</td>
<td>Did you receive the 1st Letter of Truancy?</td>
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<td>5</td>
<td>Did you receive the 2nd Letter of Truancy?</td>
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<td>6</td>
<td>Did the school request a parent conference?</td>
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<td>7</td>
<td>If the answer to question 6 was “yes”, was the conference at the school?</td>
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<td>8</td>
<td>Was the conference conducted on the phone?</td>
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<td>9</td>
<td>Did someone from the school visit your home to discuss your child’s attendance?</td>
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</tbody>
</table>
| 10 | Were you contacted by your child’s (check all that apply):  
- [ ] Principal  
- [ ] Teacher  
- [ ] Nurse  
- [ ] Counselor  
- [ ] Attendance Worker  
- [ ] Dean  
- [ ] Unknown School Personnel | [ ] | [ ] |
| 11 | Did the school refer you to any social services or community based organizations? | [ ] | [ ] |
| 12 | Does your child have special educational or social needs? | [ ] | [ ] |
| 13 | Has your child been given an attendance remediation plan? | [ ] | [ ] |
| 14 | Would you like the school to assist you? | [ ] | [ ] |
| 15 | Are you aware that your child has been out of school longer than allowed by the law? | [ ] | [ ] |
| 16 | Are you aware of the school district’s policy and procedures regarding attendance and truancy? | [ ] | [ ] |
| 17 | **Transportation issue:**  
- [ ] Too far to go  
- [ ] No money for transportation  
- [ ] No reliable means of getting to/from school  
**Social Issue:**  
- [ ] Difficult peer relationships  
- [ ] Gang activity  
- [ ] Low self-esteem  
- [ ] Bullying  
- [ ] Personal relationships  
**Other Issue** (please describe): | [ ] | [ ] |
| 18 | **Safety Issue:**  
- [ ] Surrounding area not safe  
- [ ] School not safe  
**Health Issue:**  
- [ ] Pregnancy  
- [ ] Lacking medical care/immunizations  
- [ ] Medical problem  
- [ ] Substance abuse  
- [ ] Handicap/disability | [ ] | [ ] |
|   | **Academic/School Issue:**  
- [ ] Problems with teacher/other school personnel  
- [ ] Poor academic performance  
- [ ] School discipline problem  
- [ ] Suspended from school  
**Home Issue:**  
- [ ] Tending to younger siblings  
- [ ] Parent/guardian not well  
- [ ] Physical, sexual or substance abuse in the home  
- [ ] Student is also a parent  
- [ ] Homeless | [ ] | [ ] |

**Date completed:**

**Time in:**  
**Time out:**

**Parent/Guardian Signature**

**School Representative Signature**
Section 4: Attendance Staff

SART teams are not the only staff members who can make a difference in attendance. The principal, administration and teachers can have a huge impact in keeping kids in school. In this section are pointers to keep schools on the right path.

In This Section:
Classroom Responsibilities
Principal Responsibilities
Administrator Responsibilities
Cross Function Chart - Attendance
San Francisco Unified School District  
Stay In School Coalition

**Classroom/Division Teacher Responsibilities**

<table>
<thead>
<tr>
<th><strong>Make attendance a high priority</strong></th>
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<tbody>
<tr>
<td>take action to educate every child now</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Take accurate attendance daily</strong></th>
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<tbody>
<tr>
<td>Tabulate attendance beginning with first period</td>
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<tr>
<td>Know and understand the SIS system codes</td>
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<tr>
<td>Be aware of early dismissal, late arrival and suspension schedules</td>
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<tr>
<td>Take and maintain notes of students who have unexcused absences and forward to the attendance clerk</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Maintain a good rapport with parents/guardians</strong></th>
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<tbody>
<tr>
<td>Provide attendance office daily with list of absent students for parent contact</td>
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<tr>
<td>Offer assistance to students/families if necessary</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Discuss importance of attendance with students</strong></th>
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<tr>
<td>Emphasize relationship between good attendance and academic achievement</td>
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<tr>
<td>Post and support school's attendance policy and procedures</td>
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<td>Regularly collect, verify and report accurate emergency contact information to the attendance clerk</td>
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<thead>
<tr>
<th><strong>Contribute to Parent Student Attendance Meeting</strong></th>
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<tr>
<td>Attend and contribute to attendance/truancy conferences</td>
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<tr>
<td>Document attendance/truancy correspondence and home visits</td>
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<tr>
<td>Review SARB referral packet to ensure accuracy</td>
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<tr>
<td>Send documentation to Pupil Services in a timely manner</td>
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</table>
San Francisco Unified School District
Stay In School Coalition

Principal Responsibilities
The principal is ultimately responsible for implementing a successful school attendance program at the school site level. These steps can help establish the attendance expectations for your staff and students.

**Set the tone - make attendance a priority**
- Orientation Assembly
- In-service/staff meetings
- Letters to parents

**Select a School Attendance Coordinator and a School Attendance Review Team**
- Refer to Attendance Coordinator’s job description
- Monitor Coordinator and SART Team’s activities
- Assist team in planning attendance workshops for parents and students

**Monitor attendance**
- Check in with your Attendance Coordinator on a weekly basis
- Review attendance data regularly

**Promote attendance incentives**
- Reward/recognize teachers and classrooms with strong attendance
- Distribute good attendance awards to students
- Recognize parents and community partners

**Prioritize Chronic Truants**
- Oversee attendance/truancy conferences
- Monitor attendance/truancy correspondence and home visits
- Review Truancy Case Packet to ensure accuracy for referrals to SARB
- Send documentation to Pupil Services in a timely manner
San Francisco Unified School District
Stay In School Coalition

Assistant Principal, Attendance Liaison, Student Advisor, Outreach Pupil Services Consultant Responsibilities

**Responsible for successful maintenance of school’s attendance program**
- Monitor daily attendance system
- Accurately update Truancy Module/SIS with attendance register changes
- Communicate with teachers to ensure accuracy of the attendance data
- Collect and file absence excuse notes/documentation

**Collaborate with principal**
- Assist in the development and implementation of the school’s attendance plan
- Initiate and promote attendance incentive programs

**Communicate with teachers**
- Ensure that teachers are complying with attendance plan and policies
- Maintain emergency contact info
- Inform teachers of monthly attendance remediation efforts for their students
- Participate in parent/teacher conferences regarding truancy
- Review and monitor attendance records for accuracy

**Collaborate with Students and Parents/Guardians**
- Ensure that all parents/guradians are notified following an unexcused absense
- Send necessary letters following 3rd, 5th and 10th unexcused absences
- Conduct conferences with students to discuss issued affecting attendance

**Report to Principal**
- Maintain good communication
- Attend Student Support Services staff meetings
- Serve as a resource when needed

**Process SARB referrals**
- Keep track of all records made to assist each truancy case in the student file
- Complete Pupil Services/SARB Referral Form and attach all documents after 18 days truant
- Attend hearings as needed
School Site Attendance Task Assignments

<table>
<thead>
<tr>
<th>Task</th>
<th>Attendance Clerk</th>
<th>School Secretary</th>
<th>AP, PPS or Principal-ES</th>
<th>Counselor</th>
<th>Student Teacher Assistant</th>
<th>LSP</th>
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<th>Wellness Coordinator</th>
<th>Parent Liaison</th>
<th>Nurse</th>
<th>SB 65 Outreach Consultant</th>
<th>Child Welfare &amp; Attendance Liaisons</th>
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<td>Takes attendance</td>
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<td>Scan attendance strips to input data</td>
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<td>Bring strips and take attendance.</td>
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<td>Collects excused notices</td>
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<td>Calls home to verify daily absences</td>
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<td>Maintains lists of truant, habitual &amp; chronic truant students</td>
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<td>Organize/co-lead the SART</td>
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<td>Participates as a SART member</td>
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<td>Prepare lists to be tracked at SART meetings</td>
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<td>Participate in SST/SAP meeting as needed</td>
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<td>Participates in home visits with another school staff or school</td>
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<td>Do investigative work for all students who are habitual and</td>
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<td>chronic truants: Calling all known phone numbers, mailing letters</td>
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<td>home, check-in with class mates, with school staff, CBOS or SROs</td>
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<td>Monitors &amp; mentors from an agreed upon list with school</td>
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<td>administrator, provide frequent &amp; intensive contact with truant</td>
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<td>student as needed.</td>
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<td>(Daily to weekly contact: progress reports, more contact above &amp;</td>
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<td>beyond what teachers/counselors/wellness coordinators can provide).</td>
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<td>Does truancy letters for individual students.</td>
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<td>Manages truancy letter process for school site.</td>
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## School Site Attendance Task Assignments

<table>
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<tr>
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<th>Attendance Clerk</th>
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<th>Nurse</th>
<th>SB 65 Outreach Consultant</th>
<th>Child Welfare &amp; Attendance Liaisons</th>
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<tbody>
<tr>
<td>Meets with student and parent in truancy meeting, SST or IEP</td>
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<td>Provides translation in SST or Parent/Student truancy meeting</td>
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<td>Makes referrals to CBOs &amp; City departments for truant students</td>
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<td>Does school based attendance/graduation contract/agreement care plan with student &amp; parent</td>
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<td>Provides support service: individual counseling, group support group, tutoring to truant student, parent support</td>
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<td>Plans parent workshop for truant students or DA mediation sessions at school sites</td>
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<td>Participates in implementation of parent group session- mediation</td>
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<tr>
<td>Case Management of ____x amount of serious truants. Includes daily check in, weekly progress report, working with Dean on list of students who hall walk and cut, do short term attendance goals with cases.</td>
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<tr>
<td>Assist counselors and deans to provide assistance in referrals to Pupil Services Department for SARB hearings.</td>
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<td>Makes referrals to SARB</td>
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<tr>
<td>Attend SARB hearing with families at Pupil Services for referrals that he/she has prepared.</td>
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<tr>
<td>Task</td>
<td>Attendance Clerk</td>
<td>School Secretary</td>
<td>Teacher</td>
<td>AP, PPS or Principal-ES</td>
<td>Counselor</td>
<td>Student Teacher or Assistant</td>
<td>LSP</td>
<td>Attendance Liaisons</td>
<td>Wellness Coordinator</td>
<td>Parent Liaison</td>
<td>Nurse</td>
<td>SB 65 Outreach Consultant</td>
<td>Child Welfare &amp; Attendance Liaisons</td>
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<td>Attends DA Mediation session on behalf of school</td>
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<td>Recommends alternative educational placement to improve school connection and attendance</td>
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<tr>
<td>Assist in implementing instructional/classroom interventions</td>
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<td>Analyze school attendance data to assess truancy issues.</td>
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</tbody>
</table>
Every Day, On Time

Stay in School Initiative
Attendance Improvement Manual

Section 5: Law and Policies
Knowledge of California's education laws is an important part of keeping your attendance policies on track. In this section you'll find the Education Code along with a Parent's Verification of Student's Absence form.

In This Section:
Compulsory Education Laws in California
Parent's Verification of Student's Absence Form
Compulsory Education Laws in California

*Education Code* Section 48260—Any pupil subject to full-time education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district.

*Education Code* Section 48260.5—

(A) Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent/guardian, by first-class mail or other reasonable means, of the following:

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/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.

(B) The district also shall inform parents/guardians of the following:

1. Alternative educational programs available in the district.
2. The right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.

(Added Statutes, 1983, Chapter 498) (3) The student may be subject to arrest under *Education Code* Section 48264. (4) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code Section 13202.7. (5) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day. (Added Statutes, 1983, Chapter 498)
Parent’s Verification of Student’s Absence Form

Date: _________________________

To the Principal of ______________________________________________

(name of school)

Please excuse my son/daughter, _____________________________________,  ________________,

(student’s first and last name) (student’s date of birth)

for being absent from school on _______________________. He/She was absent due to:

[ ] Illness or hospital stay
[ ] Doctor’s appointment
[ ] Attending funeral services of an immediate family member
[ ] Jury Duty (for 18 year olds)
[ ] Approved participation in a school co-curricular activity
[ ] Religious instruction, if the student has attended the minimum school day, and on no more than four
days per month
[ ] Court appearance either as a defendant or as a subpoenaed witness
[ ] Observation of a holiday or a ceremony of the student’s religion
[ ] An employment conference that is approved by the principal in advance
[ ] Student is in Juvenile Hall, or other shelter care, or other custodial facilities
[ ] Personal emergency when approved at the discretion of the school administrator
[ ] Administrative summons or when detained by school staff
[ ] Appointments with attorneys, law enforcement officers, probation officers, and immigration
appointments
[ ] Other __________________________________________________________________________

______________________________________________ _________________

Parent’s/Guardian’s/Caregiver’s Signature

________________________________________

Printed Name of Parent/Guardian/Caregiver

________________________________________

Parent’s/Guardian’s/Caregiver’s Address

________________________________________

Parent’s/Guardian’s/Caregiver’s Phone Number
Every Day, On Time

Stay in School Initiative
Attendance Improvement Manual

Section 6: District Attorney Resources
The office of the District Attorney is dedicated to keeping students in the classroom. This section outlines how you can hold your own DA Mediation, inviting families and community partners to work together to help families in need.

In This Section:
- Mediation Workshop Invitation - DA
- Referral Form to DA/Court
- Attendance Assembly Checklist
- Attendance Assembly Mediation Detailed Agenda
Fecha

(Padres de familia y domicilio)

Re: _____________________ (Nombre del estudiante)

Para los padres de familia de _________________________,

La información del expediente del estudiante muestra que durante este año escolar, su asistencia es deficiente. Mi oficina está trabajando con el Distrito Escolar Unificado de San Francisco para que se reduzca el ausentismo escolar injustificado y habitual.

En el Estado de California la asistencia escolar es obligatoria, para asegurarse de que todos los estudiantes adquieran las destrezas necesarias y sean personas exitosas. Es la responsabilidad de los padres de familia y del estudiante, el que asista puntual y regularmente a la escuela. Si ustedes y el estudiante no cumplen con los requisitos de la Ley de California, esto puede dar lugar a que la Oficina del Fiscal de San Francisco, refiera su caso a los tribunales de justicia.

Para prevenir estas consecuencias, por favor, preséntense a una reunión con un representante de la Oficina del Fiscal de la Ciudad y Condado de San Francisco. Esta reunión se llevará a cabo, como sigue:

Fecha:  _____________________  
Hora:  _____________________  
Lugar:  _________________________________________________________  
_________________________________________________________  
_________________________________________________________

Tanto los padres de familia como el estudiante deben de asistir a dicha reunión.

La reunión durará una hora aproximadamente y se conducirá en el idioma inglés. Habrá intérpretes para el idioma español y chino. Habrá tiempo para hacer preguntas.

Si tienen preguntas con respecto a esta carta, por favor, comuníquense con EL DIRECTOR DE LA ESCUELA, ANTES de la reunión.

Atentamente,

Kamala D. Harris  
Fiscal General de la Ciudad  
Y Condado de San Francisco

Translation provided by SFUSD Translation Department 12/14/2007
District Attorney Truancy Referral
San Francisco School District SARB

Student information

last name   first name   DOB   Age   Sex

Student Address

street   apt./unit #
city   state   zip

Father/stepfather information

last name   first name   telephone

Address (if different than student’s)

street   apt./unit #
city   state   zip

Mother/stepmother information

last name   first name   telephone

Address (if different than student’s)

street   apt./unit #
city   state   zip

Guardian

last name   first name   telephone

Address (if different than student’s)

street   apt./unit #
city   state   zip

601.1 WELFARE AND INSTITUTIONS CODE, HABITUALLY TRUANT (fill in chart on next page or attach documents).
Said minor was absent from school without valid excuse (per Education Code Section 48260) (Or tardy more than any 30-minute period without valid excuse). If you have attached documents, please check all types that apply:

☐ Child Welfare and Attendance Referral Form
☐ Attendance Records
☐ History of Contact: who contacted, interventions offered, SIS conference records
☐ Copies of Letters Of Truancy
☐ SARB Contact
<table>
<thead>
<tr>
<th>Dates of Absences or Tardies</th>
<th>Parent / Guardian Contacted</th>
<th>Date Of Contact</th>
<th>School Employee Contacting Parent/Guardian</th>
<th>Student Contacted (if applicable)</th>
<th>Date of Contact</th>
<th>School Employee Contacting Student</th>
<th>How Contact Was Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
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</tbody>
</table>

Pursuant to Education Code Section 48262, a conference with the parent/guardian of the student and the student was scheduled for _______ and the results were: ____________________________________

The parent conference was not conducted because: ____________________________________

Date(s) of SARB meeting(s) with minor, parent(s)/guardian(s): ____________________________________

SARB determined that public and private services are insufficient or inappropriate AND minor/parent failed to respond to directives or services.

In that the above situation exists, it is requested that the case be referred to the District Attorney for filing of a petition/complaint.

Are you aware of prior Juvenile Court proceedings (*Welfare and Institutions Code* sections 300, 601, 602)? If yes, explain: ____________________________________

I certify under penalty of perjury under the laws of the State Of California that the foregoing is true and correct.

_________________________________________   __________________________
Signature of Chairperson                     Date

*Contact for further information:*

_________________________________________   __________________________   __________________________
School District Representative               Address                    Telephone
Attendance Assembly
District Attorney Mediation
Preparation List for School Sites
2007-2008

Three Weeks Before

☐ Identify criteria about who to send out letters to invite Students and Parents to Attendance Assembly
☐ With DA Invite letter template, have staff prepare letters in English, Spanish or Chinese to send two weeks prior to the meeting. School responsible for contacting parents with letters and follow up phone calls.
☐ Identify community and city resources and compose list for event.
☐ Contact speakers and get agreements to speak.
☐ Review sample agenda for meeting.

Week to Day Before

☐ If your school has a budget, purchase refreshments.
☐ Student advisor and other members of School Attendance Review team to make follow up phone calls, print attendance records, compile attendance agreement forms.
☐ Compose and print Resource lists with key names and contact information.
☐ See if all other forms are translated, if needed.
☐ Remind community based agencies to bring Release of Information forms so that parents will allow sharing of information around attendance, grades and participation on SST, and Parent Student Conferences.
☐ Work with janitorial staff to set up chairs based upon number of responses to letter. Room should have theater style seating, with two tables up front for the speakers. Two to three tables to be set up for parents to sign in and get resource materials.

The Day of the Event

☐ Bring list of invited students, parents and guardians which confirmed attendance for meeting.
☐ Bring attendance records from this semester for each individual student and give to parent and guardian.
☐ Set up sign in sheets with student, parent and guardian information that also notes time in and time out.
☐ Bring emergency card forms or similar form to get most current contact information.
☐ Bring list of contact numbers of community based organizations, city initiatives that parents and students can call.
☐ Set up table for brochures brought by community based agencies.
☐ Bring copies of sample excused absences form from Student/Parent Handbook.
☐ Bring your schools School Attendance Review Team contracts
## Attendance Assembly

### District Attorney Mediation

#### Sample Detailed Agenda

**2007-2008**

<table>
<thead>
<tr>
<th>Time Needed</th>
<th>Agenda Item</th>
<th>Content of Activity</th>
<th>Who Implements</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Time-1 hour</td>
<td>Refreshments</td>
<td>Welcome parents by providing simple and healthy snacks &amp; beverages</td>
<td>School staff- to be assigned</td>
<td>20 minutes prior to the Start of the Meeting</td>
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<tr>
<td>Refreshment serving time-</td>
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<tr>
<td>throughout the assembly for</td>
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<tr>
<td>an hour</td>
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<tr>
<td>15 minutes</td>
<td>Sign In and Registration</td>
<td>✓ Parents and students required to sign in and note time attended meeting</td>
<td>School Staff/ SFUSD department staff</td>
<td>As they come into the meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Fill in revised Emergency Contact Information Form</td>
<td></td>
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</tr>
<tr>
<td>2 minutes</td>
<td>Welcome</td>
<td>Official start of meeting- express thanks to parents and speakers and school staff for attending</td>
<td>Principal or Pupil Services Administrator</td>
<td>Begin 0-5 minutes of announced starting time</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Explain Purposes of Attendance</td>
<td>✓ Your child/children will improved attendance after missing significant number of school days</td>
<td>Principal or Pupil Services Administrator</td>
<td>Immediately following the welcome.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ If you need help, we’ve invited support staff to help</td>
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<td>✓ You are here because we want you to obey the law.</td>
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<tr>
<td>2 minutes</td>
<td>Review Agenda for Meeting</td>
<td>✓ Will take one hour and translation provided</td>
<td>Principal or Pupil Services Administrator</td>
<td>Follows Purposes of Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Will introduce representative from the</td>
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</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Details</td>
<td>Presenter</td>
<td>Notes</td>
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<tr>
<td>1 minute</td>
<td>Introduce Assistant District Attorney</td>
<td>✓ Provide some background on speaker-what unit in DA’s office</td>
<td>Principal or Pupil Services Administrator</td>
<td>Follows Agenda Review</td>
</tr>
</tbody>
</table>
| 15-20 minutes | Legal Consequences of School Attendance and Truancy | ✓ Highlight laws pertaining to chronic absenteeism  
✓ It’s the law  
✓ Possible legal consequences  
✓ Open up for discussion, questions and answers | Assistant District Attorney |                                |
| 10-15 minutes 2-3 minutes per panelist | Or You Can Get Help | The getting help panel should include a combination of city, community and school site resources. Each will speak about their role in helping out families and individual students.  
☐ Community agency workers that works with individual student and families. Will help get after school academic and social support, contact parents, check attendance and stays in contact with student.  
☐ A Mental health provider either from school site or a CBO to deal with | Student Advisor/ Chair of the School Attendance Review Team or Child Welfare Attendance Liaison may moderate the panel | Keep the message from each helper brief and to the point. |

District Attorney’s Office- major presentation  
✓ Speakers offer help from City, community and my school  
✓ Expect that you and your child will agree to return to school regularly and sign attendance agreements at the end of meeting.
| 10 Minutes | **Meet for Attendance Agreements** | School site should have attendance contracts or School Attendance Review Team Contracts ready to be signed by parent and student. If student/parent unprepared to sign, then school counselor or designated staff may ask to set up a parent/student meeting within next two weeks. | Student Advisors, attendance liaisons, counselors, should participate in this exercise. Meeting can be adjourned to move this get in line closing activity of the overall workshop. |
Section 7: School Attendance Review Board (SARB)

The SARB process helps facilitate an agreement between school and family for those students who continue to be truant even after the family has been contacted about the problem. The forms in this section deal with the SARB process, from inviting families to agendas and agreements used in the hearing.

In This Section:
- SARB Invite Letter
- SARB Script
- SARB Attendance Agreement
- SARB Congratulations Letter
Notification of School Attendance Review Board (SARB) Hearing

Date _____  Re: _____  School: _____

(Student’s name)

Dear Parent/Guardian:

You have already received three letters of truancy from the school. This letter informs you that your child is now considered an **habitual truant** by the San Francisco Unified School District.

**History of truancy:**
Attendance record as of _____ is as follows:

Unexcused absences  ____  Excused absences  ____  Tardies  ____

*Education Code Section 48262 – Habitual Truant:* Any pupil deemed a habitual truant and has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself after filing of either of the reports required of *Education Code Section 48260 or 48261.*

The school has attempted to work with you to solve your child’s attendance problems. These attempts have been unsuccessful. **It is now mandatory for you and your child to attend a School Attendance Review Board (SARB) Hearing.** Your scheduled appointment is as follows:

Date  ______
Time  ______
Location  555 Portola Drive, Room 380 (within School Of The Arts)

**You are required by law to attend this conference** (*Education Code Section 48321.5*). Failure to attend or reschedule will result in a referral to the District Attorney’s Office. Please call the Pupil Services Office at (415) 695-5501 x13005 to confirm your attendance at this meeting.

A parent who fails to meet his/her obligation may be guilty of an infraction and subject to prosecution (*Education Code Section 48290*). Complaints filed with the District Attorney may go to court and result in fines and court-ordered parent education/counseling programs.

Signature of SARB Chairperson ______________________

(Pupil Services Administrator)

---

**Attention School Site:** Please send a representative to this meeting

---

cc:  Cumulative file
Student’s teacher(s)
Principal
Originator
District File
學校出席記錄檢討委員會 (SARB) 聆訊

日期 _____  有關______  學校 _____

(學生姓名)

親愛的家長/監護人:

您已收到學校三封曠課通知信。您子女被三藩市聯合校區視為『慣常曠課生』，特此通知。

曠課情況:

截至_____ 為止，出席記錄如下:

無故缺席____  請假缺席____  遲到____

教育法令第 48262 條 — 慣常曠課者：任何學生在一學年內被呈報曠課三次或以上即被視為慣常曠課學生；除非校區相關官員或僱員提交根據教育法令第 48260 或 48261 條規定的報告，已盡力與學生家長或監護人及學生本人舉行至少一次會議，否則學生不能被視為慣常曠課學生。

學校已嘗試與您一起去解決您孩子的出席問題，但這些嘗試都不成功。您現在必須出席學校出席記錄檢討委員會聆訊。詳情如下:

日期 ______
時間 ______
地點  555 Portola Drive, Room 380 (within School Of The Arts)

法律規定，您必須出席這次會議(教育法令第 48321.5 條)。如不出席或沒有改期，您可能會被轉介至地檢處。請致電學生服務事務處（電話：(415) 695-5501 x13005），以確認自己會出席這次會議。

家長如未能履行自己的義務，可被視為違規行為，並可被提控（教育法令第 48290 條）。地檢官接獲投訴後，可向法院提出檢控。一經定罪，家長可被判罰款和需參加法院指令的家長教育/輔導課程。

SARB 主席簽名 __________________________
(學生服務事務處行政主管)

學校請注意：請派一名代表出席這次會議

cc:  Cumulative file
     Student's teacher(s)
     Principal
     Originator
     District File

Translation Provided by SFUSD Translation and Interpretation Unit
Notificación sobre la Audiencia de la Junta para la Revisión de la Asistencia Escolar

Fecha: _____  Re: _____  Escuela: _____
(Nombre del estudiante)

Estimado padre de familia o encargado:

Usted ya recibió tres notificaciones acerca del ausentismo por parte de la escuela. Esta notificación es para informarle que el Distrito Escolar Unificado de San Francisco considera ahora a su hijo un estudiante que se ausenta habitualmente del plantel escolar.

Historial del ausentismo habitual:
El expediente de ausentismo con fecha del _____ es como sigue:

Ausencias injustificadas ___  Ausencias justificadas ___  Llegadas tarde ___

Sección 48262 del Código de Educación- Se considera como un estudiante que se ausenta excesivamente sin justificación, a cualquiera que falte a la escuela tres o más veces durante el año escolar sin justificación. Salvo que un funcionario o empleado del distrito haya realizado un esfuerzo razonable por llevar a cabo, al menos una reunión con sus padres, su encargado o el alumno mismo, no se puede anotar en su expediente que es un "estudiante que se ausenta excesivamente" de acuerdo con la Sección 48260 ó 48261 del Código de Educación.

La escuela realizó esfuerzos en trabajar con usted y procurar resolver el problema de asistencia de su hijo. Sin embargo, estos esfuerzos fueron infructuosos. Por lo tanto, es obligatorio que asistan a una audiencia de la Junta para la Revisión de la Asistencia Escolar (SARB). Su cita es como sigue:

    Fecha: _____
    Hora: _____
    Lugar: 555 Portola Drive, Room 380 (dentro de School Of The Arts)

Por ley tiene que asistir a esta audiencia (Sección 48321.5 del Código de Educación). Si no asiste o pide que le cambien la cita, dará por resultado que se recomiende su caso a las oficinas del Procurador de Justicia del Distrito. Por favor, llame al (415) 695-5501 x13005 de la Oficina de Servicios Estudiantiles, para confirmar su asistencia a esta audiencia.

De acuerdo con la Sección 48290 del Código de Educación. Los padres de familia o encargados, que no cumplan con esta obligación se les podrá acusar de infringir la ley, y se les someterá a un juicio. Las quejas que se presenten ante la oficina legal del distrito, podrían terminar ante un tribunal, el cual podrá imponerle multas, y ordenar a los padres de familia o encargados, a que asistan a programas de educación y orientación.

Firma del Presidente de SARB ____________________________________________
(Administrador de la Oficina de Servicios Estudiantiles)

Atención autoridades de la escuela: Por favor, envíen un representante a esta audiencia.
School Attendance Review Board Script

1. Today is ________________.
2. We are here at the Pupil Services office to conduct a School Attendance Review Board Hearing for:
   a) (name)__________________ grade__ school ____________________
   b) (name)__________________is present with
   c) Mr./Mrs./Ms.________________ and his/her mother/father/representative

3. I am (name)__________________, facilitator of this School Attendance Review Board.

4. Will the panel introduce themselves? Please state your name, what agency or department you represent and what you do.

5. The recommendation of this panel may be:
   a) To ask you to return to your school and improve your attendance
   b) To provide further help for you and your parents to ensure you will succeed in school
   c) To transfer you to another school
   d) To refer you to an educational alternative

6. The purpose of this hearing is to get students who have not been attending school on a regular basis to return to school. We will tell you about the legal consequences if you do not continue your education. We will also offer your parents help.

7. What is the truancy problem? We will now ask the school representative to describe what the attendance problem is, the history of offers of help and interventions as well as their recommendations.

8. I would now like to ask the student and parent to explain the truancy and poor attendance. What is your understanding of why you haven’t been able to attend school regularly? (a note taker should document the student and parent response to this question)

9. I will now ask the law enforcement representative to explain what will happen if attendance does not improve. (If there is no law enforcement representative present, the facilitator should mention that SARB will refer the case to the District Attorney.)

10. Next, I would like to have a discussion on strategies and recommendations for this student.
    a) (Make some agreements and write them up. Have everyone sign the agreements and make copies for everyone.)

11. Here are various contacts and resource materials that you will find helpful. (optional)

12. We want to see you graduate on stage. Our agreement states that the SARB board will monitor your attendance through the end of the (year) _______school year. In addition, your attendance over the next 30 days will be closely monitored.
Date:

The School Attendance Review Board (SARB), having evaluated a referral by regarding , and having met in conference with the parent(s)/guardian(s) and pupil, believes that the pupil named above would benefit from a recommended program in order to improve his or her school attendance and/or school conduct.

Therefore, the SARB recommends and the pupil and parents/guardian agree to the following plan:

1. We agree to work under the School Attendance Review Board process to improve my attendance through the end of the school year.

2. 

3. 

4. 

5. 

6. 

I/we consent to the participation of our son/daughter under the agreement above, and I/we will cooperate with and support the program outlines. I/we further consent to the exchange of records between SARB and resources to which our son/daughter is referred.

Signed ____________________________________________
(Father or Guardian) (Date)

Signed ____________________________________________
(Mother or Guardian) (Date)

I have received a copy of this agreement and understand its terms and agree to comply with all the conditions.

Signed ____________________________________________
(Pupil) (Date)
NOTE: Failure to comply with the above agreement may result in a request for legal action by the District Attorney’s Office.

Witness ________________________________ (SARB Chairperson) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________

Witness ________________________________ (Title) ____________
日期：

在評估過由____________________________所轉介有關_________之事宜，並與學生及其家長/監護人開過會議後，學生考勤檢討委員會(SARB)相信其建議計劃會為上述學生帶來益處，幫助其提高考勤率及/或在校的行為。

因此，學生考勤檢討委員會建議以下計劃，學生及家長/監護人需同意遵守：

1. 吾等同意在_________學年結束前，遵照學生考勤檢討委員會採取的步驟來改善考勤情況。

2. 學生考勤檢討委員會將會監察學生的考勤改善情況，並會貫徹執行協議，為期_______天。

3. ___________________________________________________________________________________

4. ___________________________________________________________________________________

5. ___________________________________________________________________________________

6. ___________________________________________________________________________________

7. ___________________________________________________________________________________

8. ___________________________________________________________________________________

本人/吾等同意按上述協議，讓子女參與所建議計劃，並會配合和支持該計劃所述。本人/吾等進一步同意學生考勤檢討委員會和子女獲轉介服務機構之間交換紀錄。

簽署________________________________________________________________________(父親或監護人) (日期)

簽署________________________________________________________________________(母親或監護人) (日期)

本人已收到協議書，並明白及同意當中所有條款。

簽署________________________________________________________________________
請注意：不履行上述協議者，可能會被地檢處提出檢控。

證人
-------------------------------------------------------------
(學生考勤檢討委員會主席) (日期)

證人
-------------------------------------------------------------
(職銜) (日期)

證人
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證人
-------------------------------------------------------------
(職銜) (日期)

Translation Provided by SFUSD Translation & Interpretation Unit
Fecha:

La Junta de Revisión de la Asistencia Escolar (SARB), después de evaluar la recomendación, en lo que se refiere a ___________________ y haberse reunido en una conferencia con el/los padre(s) de familia/encargado(s) y el alumno, considera que el estudiante mencionado arriba, se beneficiara de un programa recomendado para mejorar su asistencia y/o su conducta en la escuela.

Por lo tanto, SARB aconseja que los padres de familia/encargados y el alumno estén de acuerdo con el siguiente plan:

1. Estamos de acuerdo con trabajar bajo el proceso de la Junta de revisión de la asistencia escolar para mejorar mi asistencia hasta el final del año escolar ____________.

2. SARB supervisará el progreso de la asistencia y le dará un seguimiento a los acuerdos para los días ____________

3. _________________________________________________________________________________

4. _________________________________________________________________________________

5. _________________________________________________________________________________

6. _________________________________________________________________________________

7. _________________________________________________________________________________

8. _________________________________________________________________________________

Yo/nosotros damos permiso a que nuestro hijo participe bajo el acuerdo anterior, y yo/nosotros cooperaremos con él y apoyaremos el plan del programa. Yo/nosotros autorizamos el intercambio de informes entre SARB y el centro de recursos al cual nuestro hijo sea recomendado.

Firma ____________________________________________ (Padre de familia o encargado) (Fecha)

Firma ____________________________________________ (Madre de familia o encargado) (Fecha)
Por este medio hago constar que recibí una copia de este acuerdo, que comprendo los términos y me comprometo a cumplir con todas las condiciones.

Firma_________________________________________________________________________
(Alumno)                       (Fecha)

NOTA: El incumplimiento del acuerdo ya mencionado puede dar lugar a una solicitud de acción legal por parte de la oficina del Procurador de Justicia de Distrito Escolar.

Testigo _____________________________________________________________________________
(SARB Presidente)                    (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

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(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Testigo _____________________________________________________________________________
(Título)        (Fecha)

Translation provided by SFUSD Translation and Interpretation Unit
SARB Congratulations Letter

Date ______________________

Parent's/Guardian Name/Address

Dear (Parent[s]/guardian[s]) of ______________________:

Thank you for your continued support and follow-through with the agreement that you and your son/daughter, ________________________________, signed in front of the School Attendance Review Board.

______________________________ has followed each item on the agreement, and your cooperation in working with your son/daughter and the school has sent a strong signal that school is important and that you will follow through.

Please give _________________________ our congratulations on his/her educational success so far. The attendance agreement will remain in effect through _____________________'s graduation. We are pleased with his/her progress and hope both you and ______________________________ have benefited from this agreement.

You are welcome to contact our office @ (415) 695-5543 at any time that you feel you need help or support.

Sincerely,

Chairperson School Attendance Review Board

cc: Principal
Section 8: Data
This sample data is intended to familiarize you with the district’s truancy statistics and the types of data projects you may work on in the future.

In This Section:
Transition Program Information Sheet
Chronic/Habitual Truancy Rates
2007-2008 Attendance Rates
TRANSITION PROGRAM INFORMATION SHEET

SHPD PROGRAM/SERVICE DESCRIPTION

...to continue support services to students as they transition from one school to another

Historical Background: The Transition Program initiated as a component of the Safe Schools/Healthy Students Initiative. The Transition Program was first implemented in the 2000-2001 school year at ten elementary schools and seven high schools. Currently, the Transition Program continues to be successfully implemented at all SFUSD sites.

What is the goal of the Transition Program?
The goal is to facilitate positive transitions to ensure student success.

What is the Transition Program?
The Transition Program is a coordinated effort to ensure that students who are currently receiving support services continue to receive the support they need as they transition from elementary to middle school and from middle to high school. Such services may include tutoring, mentoring, counseling, and related programs that help support the academic achievement of the student.

Fifth and eighth grade students are referred to the Transition Program because they need continued services in their future middle or high school and/or are showing some improvement due to receiving services at their original school site.

All members of the Student Assistance Program (SAP) Teams and Student Success Teams (SST) may make referrals into the Transition Program. Those schools’ SAP teams that receive identified transition students will then complete action plans to ensure that students receive services in a timely and appropriate manner.

Beyond the SAP and SST, collaboration and coordination with other support teams or programs at these sites is encouraged. Expansion of the Transition Program to connect to other school programs is being pursued.

Activities within the San Francisco Unified School District and the School Health Programs Department that support the Transition Program:

- ExCEL After School Education and Safety Program
- Foster Youth Services
- Coordinated Service Team/Student Assistance Program
- Student Success Team
- Wellness Programs
**STUDENT TRANSITION FORM**
*(8th grade to 9th grade)*

- Student: ____________________________
- Sending School: ________________________
- Student H#2: ________________________
- Sending School Contact Name and Phone #: ____________________________
- Student’s Birth Date: ________________________________
- Grade Counselor’s Name: ________________________________

**TRANSITION PROGRAM SELECTION CRITERIA** (see back for criteria descriptions)
*Please add comments as desired.*

- ☐ Academic Concerns:
  - STAR Test Score: ________
  - Reading: ________
  - Math: ________
  - Most Recent GPA: ________

- ☐ Attendance Concerns:

- ☐ Behavior Concerns:

- ☐ Health Concerns:

- ☐ Student Progress Achieved:

**WHICH INTERVENTIONS WERE UTILIZED WITH STUDENT?**
Which community based organizations (CBOs) and/or programs were used to implement interventions? Please indicate if the intervention helped, and if so, the progress achieved to date.

<table>
<thead>
<tr>
<th>INTERVENTION</th>
<th>DID INTERVENTION HELP?</th>
<th>CBO and/or PROGRAM UTILIZED</th>
<th>LIST PROGRESS ACHIEVED TO DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Programs/ExCEL</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beacon</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling: Academic/Mental Health</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Attendance Review Team</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SST</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Program</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Intervention Team/Formerly SB1895</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other CBO/Intervention</td>
<td>Y N N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Has this student made a significant connection with an adult (e.g., mentor) who would be willing to be contacted for ongoing support?**
   - ☐ Yes
   - ☐ No

   Can receiving school contact this person for:
   - ☐ Information?
   - ☐ Ongoing support?
   - ☐ Name
   - ☐ Contact Information

2. **Your recommendations for student’s future success**

---

Return this form with supporting documents to Ana Argumedo at SHPD via interoffice mail or fax at 242-2618 by 5/11/2007 **

**This information will be shared with the SAP Coordinator at the transition student’s receiving school**
Criteria for Selecting Students: 2007-2008 Transition Program
Middle to High Schools

NOTE:
Please select students for the Transition Program who have been reviewed by the SAP team. The general criteria in the categories below are flexible and may or may not apply to selected students.

GENERAL CRITERIA:
Select student based upon any number of the following criteria.

Attendance
❖ 5 absences per grading period or 10 per semester
❖ 5 tardies per grading period or 10 per semester
❖ Extreme or sudden change in attendance pattern

Academic
❖ Sudden change or significant slide in academic performance

Behavior
❖ Consistent pattern of 3 or more U’s (unsatisfactory behavior marks)
❖ 2 or more referrals to dean/counselor per semester
❖ 1 or more suspension(s) per semester
❖ Extreme or sudden change in behavior

Health
❖ Any major non-confidential health issue that impacts the student’s learning capacity

Student Progress Achieved
Identify those students who have demonstrated progress in criteria above or one or more of the following areas:
❖ Noticeable effort or improvement made in attendance (i.e., attending more days than before, on time to class more often)
❖ Improvement in grades or performance in one or more classes
❖ Improvement in classroom behavior (less unsatisfactory marks, fewer referrals to dean/counselor)
❖ Follow-through with SAP/SST’s recommended actions or utilizing recommended resources
Section 9: Community Based Referrals

There are a number of Community Based Organizations (CBOs) dedicated to the children of San Francisco. This section contains information on the CARE Center of the Bayview YMCA, a promising program for students who live in the Bayview District. You'll also find a list of many San Francisco CBOs and their contact information.

In This Section:
- CARE Center Processing of 13-16 Year Olds
- CARE Center Processing of ages 17 and up
- CARE Center Opening Press Release
- Community Response Network Initiative description
- CBO Agency List
PROCESSING OF 13 TO 16 YEAR OLDS

Q: Are you currently enrolled in the San Francisco Unified School District?
Yes.

Q. if you are not in school, do you still feel connected to that school?

If the answer is yes:

- If still connected to school and absent < 20 days
  - Counselor looks up current school assignment on SIS.
  - Go get re-admitted or be brought back to school of current enrollment.
  - At Pupil Services, the CWAL of Day will also contact the school site SART and review any PPS/SIS files.

If answer is “no, I haven’t gone to school for a month or more or I don’t feel connected to that school”, continue to next question.

Q: Did you used to go to school, but haven’t been there for the past 3/6/9 months or a year? What was your last school of enrollment? When did you last attend?

If at least 3 months or more:

Criteria:
- Must live or hang out in the Bayview
- Out of school at least 20 days or not currently enrolled in school
- 13-16 years old

Get an assessment from CARE if you haven’t been at school for at least 3 months. For those out 6 months or more, get an assessment and enroll at C.A.R.E. and earn credits and learn empowerment and life skills.

Q: Have you received a referral from the School Attendance Review Board (SARB)?

Criteria:
- Must live or hang out in the Bayview
- Referral from the district’s School Attendance Review Board

- CARE Counselor does an assessment.
- Student may be offered the CARE Program or Cyber High.
### PROCESSING OF 13 TO 16 YEAR OLDS

**Q. Are you under 13 years old?**

**If yes:**

- **Criteria:**
  - Must live or hang out in the Bayview
  - Under 13 years old
  - Been out of school at least 20 days?

  - Do an Assessment with CARE staff
  - Check with SIS for school status and assess need for community supervision and support.
  - Counselor works with Pupil Services to set up Counseling Conference meeting for following day.

**Q. Are you currently suspended or expelled from SFUSD?**

**If yes:**

- **Criteria:**
  - Must live or hang out in the Bayview
  - 13-18 years old
  - Currently under suspension or expulsion from SFUSD?

  - Refer to Counseling Center/ and Pupil Services for proper placement at Counseling Center at School of the Arts or Civic Center Secondary County School.

**Q. Are you on probation?**

**If yes:**

- **Criteria:**
  - Must live or hang out in the Bayview
  - 13-18 years old
  - Currently under the supervision of the juvenile court on probation?

  - Probation officer will be contacted by the police officer.

**Q. Is getting to and from school safely such a concern that you are not going to school?**

**If yes:**

- **Criteria:**
  - Must live or hang out in the Bayview
  - Missed more than 20 days of school due to safety concerns?

  - Get an Assessment at CARE.
  - Attend CARE.
  - Apply for a school safety transfer. A police report about the incident at your school must be filed/on file. Police Report
  - Counselor will connect with Pupil Services on the safety transfer process.
  - Possible alternatives include continuation high school and county community schools.
PROCESSING OF 13 TO 16 YEAR OLDS

Q. Do you have health conditions that prevent you from attending school regularly?

If yes:

Criteria:
- Must live or hang out in the Bayview
- 17-19 years old
- Need medical/behavioral treatment to attend school?

- Through the CARE Assessment, CARE refers to network of medical and behavioral health services in the Bayview.
- Counselor may also refer student to School Health Program’s Nurse of the Day.

Q. Are you currently a Special Education student? Do you have an IEP? (Individualized Education Plan)

If yes:

Criteria:
- Must live or hang out in the Bayview
- Not attending school - Are a Special Education student?

- Get an assessment at CARE
- Counselor at CARE will refer to the district’s Special Ed contact.
- CARE will work with General Ed students in 1st year of operation.
PROCESSING OF AGES 17 AND UP

Q. Are you 17 years or older and want to graduate with a HS diploma, or get a GED, or need help in getting work and education?

Criteria:
- Must live or hang out in the Bayview
- 17 years old or older

Get a CARE Assessment and possible referrals to a GED program, John Adams High School Diploma Program, or a job training program.

Q. Are you on probation?

Criteria:
- Must live or hang out in the Bayview
- 17-19 years old
- Currently under the supervision of the juvenile court on probation?

Probation officer will be contacted by the police officer.

Q. Are you currently suspended or expelled from SFUSD?

Criteria:
- Must live or hang out in the Bayview
- 17-19 years old
- Currently under suspension or expulsion from SFUSD

Refer to Counseling Center/ and Pupil Services for proper placement at Counseling Center at School of the Arts or Civic Center Secondary County School.

Q. Do you have health conditions that prevent you from attending school regularly?

Criteria:
- Must live or hang out in the Bayview
- 17-19 years old
- Need medical/behavioral treatment to attend school

Through the CARE Assessment, CARE refers to network of medical and behavioral health services in the Bayview.
Counselor may also refer student to School Health Program’s Nurse of the Day.
### PROCESSING OF AGES 17 AND UP

#### TIME MISSED FROM SCHOOL ACTION NEEDED

**Q. Are you currently a Special Education student? Do you have an IEP? (Individualized Education Plan)**

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Action Needed</th>
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</thead>
<tbody>
<tr>
<td>- Must live or hang out in the Bayview</td>
<td>o Get an assessment at CARE</td>
</tr>
<tr>
<td>- 17-20 years old</td>
<td>o Counselor at CARE will refer to the district’s Special Ed contact since</td>
</tr>
<tr>
<td>- Are a special education student</td>
<td>you are eligible to receive services until you are 21. Your IEP plan will</td>
</tr>
<tr>
<td></td>
<td>show a behavior plan with services for improved attendance.</td>
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<tr>
<td></td>
<td>o CARE will work with General Ed students in 1st year of operation.</td>
</tr>
</tbody>
</table>
COMMUNITY RESPONSE NETWORK (CRN) INITIATIVE

The Community Response Network (CRN) is a collaborative framework that addresses youth gang violence issues through its work in three core areas: crisis response; care management services and; street level outreach.

The primary goals of the CRN are to:

- provide a well developed care management component and delivery of services
- increase communication and coordination among agencies to better operate during, but not limited to, times of crisis
- de-escalate retaliation after a homicide or violent incident
- support families and community through healing

STREET OUTREACH: The CRN will reach out to street-identified youth to build trusting relationships and connect with them where they can be helped to find their path to a positive future. Street level outreach may include after school outreach; late night outreach; outreach to incarcerated youth/young adults; and canvassing of neighborhood “hot spots” to name some strategies. The purpose of street outreach is to offer services to high risk youth/young adults and to potentially diffuse conflict before it escalates.

CARE MANAGEMENT: A collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. Case management facilitates the achievement of client wellness and autonomy through advocacy, assessment, planning, communication, education, resource management, and service facilitation. Based on the needs and values of the client, and in collaboration with all service providers, the case manager links clients with appropriate providers and resources throughout the continuum of health and human services and care settings, while ensuring that the care provided is safe, effective, client-centered, timely, efficient, and equitable. This collaborative process is supported by mental health professional that approve all individualized client action plans.

CRISIS RESPONSE: The delivery of services in this component range from responding to school altercations to responding to death in the community. If the incident consists of a fight, rumored or real, the CRN coordinates with its core group of agencies to ensure a physical presence at the place where the incident is to occur (e.g., school). At that point, the situation is assessed and staff approach youth they may already have a connection with and work to diffuse the situation.

In the event of death, CRN coordinates with the Department of Public Health’s Crisis Response Team and the District Attorney’s Victim Services Division to provide practical and healing support to families and individuals directly impacted by the violent homicide. CRN’s assistance will take different forms from late night counsel to a bereaved parent, to support at street shrines, to provide healing circles and to help attain resources for the family (funeral costs, mental health services, etc).

Currently, the Community Response Networks operate in the following areas:

Bayview Hunter’s Point-Potrero Hill; Director: John Nauer, (415) 206-0717
Mission; Director: Socorro Gamboa (415) 864-0881
Western Addition; Director: Sandra Bolden (415) 255-2001
Asian Pacific Islander (citywide); Coordinator, Eddy Zheng (415) 775-3626

DCYF; Citywide CRN Initiative Coordinator: John Torres (415) 554-8419
February 28, 2008

New CARE Center to Create Truancy-free Bayview

MEDIA AVAILABILITY
Monday, March 3, 2008, 10:00 am

You are invited to an Open House and Tour of the new
Center for Academic Re-entry and Empowerment
Bayview YMCA, 1601 Lane Street, San Francisco

Scheduled to Speak:
  Mayor Gavin Newsom
  CARE program Staff, Students, and Families
  Margaret Brodkin, Director, Department of Children, Youth and Their Families
  Representative of SFUSD
  Eason Ramson, CARE Director

SAN FRANCISCO - The City of San Francisco has initiated a new center in the heart of San Francisco’s Bayview neighborhood with a goal to create a truancy-free community. The Center for Academic Re-entry and Empowerment (CARE) at the Bayview YMCA provides a bridge from the street, back to school, for youth on the tipping point of becoming high school drop outs.

“It is our responsibility as a City to ensure that all young people are equipped to be successful,” explained Margaret Brodkin, Director of DCYF, the program’s funder. “Promoting school attendance is an important part of that responsibility.”

Unlike old-style truancy centers that moved young people directly back to their schools, the CARE program provides a “circle of care” that truly re-engages youth in their education, empowers them to graduate from high school, and provides them the supports needed to succeed.

When youth enter the CARE program, they are evaluated individually and provided with the specific attention and support they need to succeed. CARE provides an intensive, nine-week, credit-bearing course of study designed to engage these youth. The program includes specific educational supports, empowerment activities for the entire family, life skills training, health and wellness programs, financial planning skills, and recreational activities. Meanwhile, CARE staff will work with SFUSD personnel to ensure that when a young person completes the CARE program they are re-enrolled in a high school that best suits their needs.

Each student will receive individual mentoring from an adult who will advise them throughout their academic career. Youth who complete the CARE program will have gained the skills required to return to high school and graduate.

The CARE program is set at the YMCA because it is a safe, welcoming, stimulating facility that is centrally located in the neighborhood where many truant youth live. The newly hired Director of the CARE program for YMCA is Eason Ramson, a former 49er, who brings 10 years experience working with truant youth at community agencies and the JPD, and expertise from personal experience.
Students dropping out of high school often starts with truancy. San Francisco’s drop out rate is similar to the statewide estimated rate: one-third of California students who enter 9th grade do not graduate. City government is working with SFUSD and the Stay in School Coalition to address truancy on several fronts.

The CARE program is a collaborative effort from the City of San Francisco in support of the San Francisco Unified School District. Collaborative partners include the San Francisco Police Department; Juvenile Probation Department; Communities of Opportunity; and the Department of Children, Youth and Their Families.

Young people enter the program via referrals from the SFPD, JPD, SFUSD, community organizations, or parents or guardians. Students may also “drop-in” to the CARE program by simply walking through the door.

The CARE facility at the YMCA Bayview, 1601 Lane in San Francisco, is open from 8:30 am to 4:30 pm. Find details and directions at: www.ymcasf.org/bayview

###

MEDIA CONTACT
Jill Fox, Communication Coordinator
Department of Children, Youth and Their Families
415 557-9941 – office
415 420-9887 – cell (day of event)
Jill@DCYF.org
<table>
<thead>
<tr>
<th>Stay In School Referral Form to CBO and City Agency</th>
<th>Return to: YOUR INFO HERE</th>
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<td>Referring Person:</td>
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<td>Phone Number:</td>
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<td>Agency:</td>
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### Student Information

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<th>Name:</th>
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<tr>
<td>Address:</td>
<td>Gender:</td>
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<td>Grade:</td>
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<th>Phone:</th>
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<th>Parent/Guardian Name(s):</th>
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### Criteria (please check all that apply), must have three or more to qualify:

- □ Police contact(s)
- □ On probation
- □ History of suspensions, transfers and/or expulsions
- □ Disciplinary transfer
- □ Truancy
- □ Negative leadership influences peers
- □ Poor decision-making
- □ Gang involved
- □ Foster care/placed out of home
- □ Strained or minimal relationships with peers and school personnel
- □ Learning disorder(s) or difficulties
- □ Dealing with adverse circumstances
- □ Substance use
- □ Monolingual/culturally isolated
- □ Family issues including domestic violence, incarceration, substance use, poverty, acculturation challenges, abuse, neglect and/or lack of structure, support and supervision at home
- □ Lack of positive peer and adult relationships
- □ Not involved in pro-social activities
- □ Requires supplemental academic, therapeutic, family and/or community services

### Mental Health Issues:

- □ Depression
- □ Isolative and/ or withdrawn
- □ Attention difficulties and distractibility
- □ Substance use
- □ Traumatic history
- □ Victim or witness of violence
- □ Mood or conduct interfere with social activities or academics
- □ Low self-esteem
- □ Emotional disturbances including excessive anxiety, sadness, mood swings, irritability, frustration, outbursts and/or low tolerance

### Student Strengths/Characteristics:

### Behavioral Issues:

- □ Disconnected from healthy relationships and activities
- □ Poor rapport with adults and peers
- □ Not going to class/wandering halls
- □ Verbal and/or physical altercations
- □ Academic performance negatively affected by behavior
- □ Difficulty concentrating and completing tasks
- □ Impulsivity/lack of self-control
- □ Poor coping skills
- □ Lacks initiative and self-motivation

### Circumstances that Led to Referral Being Made (use back if necessary):
# Community Based Agencies
## Assisting with Truancy Reduction
### A Quick Guide

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<tr>
<th>Agency</th>
<th>School Division</th>
<th>Primary type of Service</th>
<th>Neighborhoods best served</th>
<th>Key Contact Person</th>
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<tr>
<td>APA Family Support Services (formerly Asian Perinatal Advocates)</td>
<td>Elementary</td>
<td>Bilingual; Mental Health; Children’s groups and therapy</td>
<td>Chinatown/Western Addition</td>
<td>Amy Yu, Program Manager</td>
<td>616-9797 ext 133</td>
<td><a href="mailto:amy@apasfgh.org">amy@apasfgh.org</a></td>
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<tr>
<td>Arriba Juntos</td>
<td>Middle High</td>
<td>Case Management and vocational training</td>
<td>Mission, Outer Mission, SOMA, Tenderloin, Bayview</td>
<td>Auda Okutani, Program Manager</td>
<td>487-3247</td>
<td><a href="mailto:aokutani@arribajuntos.org">aokutani@arribajuntos.org</a></td>
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<tr>
<td>BVHP-PH CRN</td>
<td>Elementary Middle High</td>
<td>Case Management, Street Outreach, Crisis Response</td>
<td></td>
<td>John Nauer</td>
<td>206-0717</td>
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<tr>
<td>Bernal Heights Neighborhood Center (Excelsior Teen Center)</td>
<td>Elementary Middle High</td>
<td>Case Management and Leadership Skills Training</td>
<td>Excelsior, Outer Mission, OMI, Bernal Heights</td>
<td>Francis Chan, Program Manager</td>
<td>ETC 334-9919; BHNC 206-2140</td>
<td><a href="mailto:fchan@bhnc.org">fchan@bhnc.org</a></td>
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<tr>
<td>Brothers Against Guns</td>
<td>Elementary Middle High</td>
<td>Mental health services to individual students, parents Consultation for teachers and other school staff</td>
<td>Bayview/Hunter’s Point, Potrero Hill, OMI Mission, Outer Mission/Excelsior, SOMA, Tenderloin, Sunset, Bernal Heights</td>
<td>Tracey A. Taper, Program Coordinator</td>
<td>920-7030</td>
<td><a href="mailto:ttaper@sfbag.org">ttaper@sfbag.org</a></td>
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<tr>
<td>California Community Dispute Services (Peer Court)</td>
<td>Middle High</td>
<td>Peer Court model at school sites, restorative justice and leadership training program</td>
<td>Bayview/Hunter’s Point, Outer Mission/Excelsior, Visitacion Valley/Portola, OMI</td>
<td>Roel Blanco, Program Manager</td>
<td>830-1570</td>
<td><a href="mailto:roel@peercourt.org">roel@peercourt.org</a></td>
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A Quick Guide

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<td>Instituto Familiar De La Raza</td>
<td>Elementary</td>
<td>Intensive case mgmt, referrals to mental health, family counseling, court advocacy</td>
<td>Bayview/Hunter's Point, Mission, Outer Mission/Excelsior</td>
<td>Cassandra Coe</td>
<td>229-0500 x 315</td>
<td><a href="mailto:ccoe@ifrsf.org">ccoe@ifrsf.org</a></td>
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<td>CARACEN</td>
<td>Middle High</td>
<td>Case Management And Tattoo Removal</td>
<td>Mission, Outer Mission</td>
<td>Ana Perez, Program Coordinator</td>
<td>642-4407</td>
<td><a href="mailto:ana@caracensf.org">ana@caracensf.org</a></td>
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<tr>
<td>CYC (Formerly Known As Chinatown Youth Center)</td>
<td>Middle High</td>
<td>Case Management and parent education for Chinese speaking families</td>
<td>Citywide</td>
<td>Vicky Chung-Louie, Project Coordinator</td>
<td>775-2636 ext 217</td>
<td><a href="mailto:vickyc@cycsf.org">vickyc@cycsf.org</a></td>
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<td>Community Educational Services</td>
<td>Elementary</td>
<td>Mentoring, Case Management and Career Prep</td>
<td>Chinatown, Francisco and Galileo</td>
<td>Susan English-James, Intervention Specialist</td>
<td>749-3247</td>
<td><a href="mailto:susanej@cessf.org">susanej@cessf.org</a></td>
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<td>Edgewood Center for Children and Families</td>
<td>Elementary</td>
<td>Mental health services to individual students, parents Consultation for teachers and other school staff</td>
<td>Bayview/Hunter’s Point, Potrero Hill, OMI Mission, Outer Mission/Excelsior, SOMA, Tenderloin, Sunset, Bernal Heights</td>
<td>Jenny McTackett, Director, School and Community Based Services</td>
<td>682-3281</td>
<td><a href="mailto:jennym@edgewoodcenter.org">jennym@edgewoodcenter.org</a></td>
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<tr>
<td>Enterprise For High School Students</td>
<td>High</td>
<td>Job readiness training; job postings; summer internship &amp; employment programs; career &amp; college counseling workshops</td>
<td>Bayview/Hunter’s Point, Potrero Hill, Sunset, Richmond, Western Addition, SOM, Mission, OM/Excelsior/Bernal Heights</td>
<td>Meilan Carter, Student Services Program Manager</td>
<td>392-7600 ext 313</td>
<td><a href="mailto:mcarter@ehss.org">mcarter@ehss.org</a></td>
</tr>
<tr>
<td>Family Service Agency</td>
<td>Elementary</td>
<td>Case Management with special skills in working with teen parents, mental health and other behavioral health services</td>
<td>Bayview/Hunter’s Point, Potrero Hill, Sunset, Richmond, Western Addition, Visitacion Valley, OMI/E, Mission, Tenderloin</td>
<td>Charlene Clemens, Director Children, Youth and Families Division</td>
<td>474-7310</td>
<td><a href="mailto:cclemens@fsasf.org">cclemens@fsasf.org</a></td>
</tr>
<tr>
<td>Jamestown Community Center</td>
<td>Elementary</td>
<td>After school education support, arts, tutoring, one on one tutoring, case management, sports and recreation, parent education</td>
<td>Mission, Outer Mission/Excelsior</td>
<td>Claudia Jasin, Executive Director</td>
<td>647-4718</td>
<td><a href="mailto:claudia@jamestownsf.org">claudia@jamestownsf.org</a></td>
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<td>Legal Services For Children</td>
<td>Elementary</td>
<td>Individualized legal and social work services, crisis counseling, case management for</td>
<td>Bayview/Hunter's Point, Western Addition, Mission, Outer</td>
<td>Ron Guitierrez, Clinical Director</td>
<td>863-3762 x 311</td>
<td><a href="mailto:ron@lsc-sf.org">ron@lsc-sf.org</a></td>
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<td>Middle High</td>
<td>students with a legal need</td>
<td>Mission/Excelsior</td>
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<td>Mission Neighborhood Centers</td>
<td>Elementary High</td>
<td>Case Management Services</td>
<td>Mission, Outer Mission/Excelsior</td>
<td>Valerie Tulier, Supervisor</td>
<td>626-5222</td>
<td><a href="mailto:apachesol@sbcglobal.net">apachesol@sbcglobal.net</a></td>
</tr>
<tr>
<td>Morrisania West</td>
<td>High</td>
<td>Case Management Services and Youth Employment services</td>
<td>Bayview Hunters Point, Potrero Hill, Western Addition</td>
<td>Charles Dixon, Program Director</td>
<td>552-4660</td>
<td><a href="mailto:tunadixon@netscape.net">tunadixon@netscape.net</a></td>
</tr>
<tr>
<td>Sunset Neighborhood Beacon</td>
<td>Middle</td>
<td>Family Counseling Services, literacy classes for 7th &amp; 8th graders, Case Management</td>
<td>Sunset</td>
<td>Raimol “Rymo” Cortado, School Based</td>
<td>238-6241</td>
<td><a href="mailto:rcortado@snbc.org">rcortado@snbc.org</a></td>
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<td>Center</td>
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<td>Case Manager</td>
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<tr>
<td>San Francisco Housing Authority's</td>
<td>Elementary</td>
<td>After school tutorial services at public housing sites</td>
<td>Bayview/Hunter's Point, Potrero Hill, Western Addition, Visitacion Valley, Outer Mission/Excelsior, Chinatown /North Beach, Haight/Panhandle</td>
<td>Belinda Jeffries, Deputy Administrator, Office of Fair Housing &amp; Resident Relations</td>
<td>345-0123</td>
<td><a href="mailto:jeffriesb@sfha.org">jeffriesb@sfha.org</a></td>
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<td>Adult/Teen Program and After School Tutorial</td>
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<tr>
<td>Sunset Youth Services</td>
<td>Elementary</td>
<td>Case Management, girls support groups, Drop in center w/computer lab</td>
<td>Sunset, Bayview/Hunter’s Point</td>
<td>Delvin Mack, Senior Case Manager</td>
<td>665-0255</td>
<td><a href="mailto:dmack@sunsetyouthservices.org">dmack@sunsetyouthservices.org</a></td>
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<td>Middle High</td>
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<td>ext 234</td>
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<td>Urban Services YMCA Truancy</td>
<td>Elementary</td>
<td>Individual and family case management</td>
<td>Bayview/Hunter’s Point, Potrero Hill, Western Addition, Visitacion Valley, Mission, OMI-Lakeview</td>
<td>Anastacia “Tacing” Parker, Director/Case Manager</td>
<td>292-3029</td>
<td><a href="mailto:aparker@ymcasf.org">aparker@ymcasf.org</a></td>
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<td>Prevention Program</td>
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<td>Westside Community Mental Health</td>
<td>Elementary</td>
<td>Mental health and behavioral health services for students and families</td>
<td>Western Addition, Tenderloin, Haight/Panhandle Bayview/Hunter’s Point, Potrero Hill, Visitacion Valley, Mission, Sunset, Richmond, South of Market</td>
<td>Amy Peterson, Clinical Supervisor</td>
<td>431-8252</td>
<td><a href="mailto:apeterson@westside-health.org">apeterson@westside-health.org</a></td>
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<td>Services</td>
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Every Day, On Time

Stay in School Initiative
Attendance Improvement Manual

Section 10: Other Resources

In This Section:
CWAL Referral Form
Nurse Of The Day Protocol
Important Contacts to Improve Attendance
CHILD WELFARE ATTENDANCE REFERRAL FORM

Three Digit School ID Number _____ Date ____________________

REQUEST FOR REVIEW (Check one only): ☐ SARB ☐ Counseling Conference ☐ Safety Transfer

Student's Name ____________________________ Address ____________________________ Zip Code __________ Telephone __________

H0 Number ____________________________ Date of Birth __________ Ethnicity __________ Gender __________ Parent/Guardian __________

☐ Check here if parent/guardian needs an interpreter

School ____________________________ Grade __________ Probation Officer ____________________________ Primary Language Spoken at Home ____________________________

☐ Elementary ☐ K-8 ☐ Middle ☐ High

☐ General Ed. Student ☐ Special Ed. Student – Specify Program: ____________________________ ☐ Section 504 Student

Please attach a current (less than 11 months old) Individual Education Program (IEP) for Special Education student request. For Section 504 students, please attach the current Service/Accommodation Plan. Referrals submitted without a current IEP or Service/Accommodation Plan will be denied and returned to the referring school.

Is student currently enrolled in a bilingual/ESL program? ☐ Yes ☐ No

Was the student assigned to your school by Pupil Services? ☐ Yes ☐ No

Reason for previous referral ____________________________

Was parent/guardian notified of this referral? ☐ Yes ☐ No ____________________________ (date) ____________________________ (school designee)

REASONS FOR REQUEST:

Recommendation by SST or SAP Team:

(CWA Referral Form 8/07)
List Other Interventions attempted with student/family (i.e. group counseling, tutoring, referral to CBO, etc.) and attach any supporting documents:

Please describe this student’s strengths and weaknesses as you have observed him/her in the following area: Family problems, relations with other student, and behavior:

Instructions:

A. **Safety transfers must be accompanied by a police report in addition to items checked in B below.**

B. The following must be attached to this referral:

- [ ] Incident Report (when appropriate)
- [ ] Witness/Victim Statements (when appropriate)
- [ ] Suspension Notice (when appropriate)
- [ ] SIS Counseling Anecdotal Report
- [ ] Attendance records for the semester
- [ ] Most recent report card or progress report
- [ ] Transcript
- [ ] Test Scores
- [ ] Evidence of student participation in SST or SAP (Student Assistance Program)
- [ ] Current Individualized Education Program (IEP) - for Special Ed Student only
- [ ] Current Service/Accommodation Plan - for Section 504 Student only

C. For Attendance referrals, attach copy of contract and copies of Notification of Truancy letters.

D. Please fill in all applicable areas and attach supporting documents so that this form will be the cover for the entire referral. **PLEASE SUBMIT ALL PARTS OF THE REFERRAL IN TRIPlicate (ORIGINAL PLUS TWO COPIES).**

This referral is requested by:

______________________________
School Principal Signature

______________________________
Name and title of person preparing referral
<table>
<thead>
<tr>
<th>DATE</th>
<th>SCHOOL/CBO</th>
<th>CALLER</th>
<th>NURSE</th>
<th>ISSUE/NAME</th>
<th>ACTION TAKEN</th>
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**TALLY**  
CDC_ES_MS, Pnt_SHPD_Schl, Iz’s_Meds, InfecDis, MH, Forms, Policies, Referrals, FA, Crisis(U), Crisis(C), Other

Legend: CA–Community Agency, Pnt–Parent, HS–School, Dist–Student, Non–SFUSD, Policies, Referrals, FA, Crisis(U), Crisis(C), Other
FA–First Aid, MH–Mental Health, Iz–Immunizations
Want to get your education back on track?

Key Contact Information for students and parents regarding truancy

Parents and students wanting help – **Stay in School Help Line**: 701-STAY (7829)

For more information or concerns about safety transfers, suspensions, or expulsions call a Child Welfare and Attendance Liaison at **Pupil Services**: 695-5543

Parents, want to learn more? Attend school based, parent workshops – call **Parent Relations**: 241-6185

If you have medical problems related to attendance, call **School Health Programs**: 242-2615

If you are between the ages of 13-16, live in Southeast San Francisco (Bayview District) and have missed a lot of school, call the **Center for Academic Recovery and Empowerment** at Bayview YMCA: Eason Ramson 855-7728

If you miss school frequently because you don’t feel well, call Nurse of the Day with **School Health Programs**: 241-2615

If safety reasons prevent you from going to school call the **Safe School Line**. They have information on safety and on transportation to and from school: 241-2141