



School Attendance Review Board (S.A.R.B.)

Intervention Guide for Schools 2014 – 2015

LOS ANGELES UNIFIED SCHOOL DISTRICT
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IMPORTANT NOTE: Materials and resources underscored in blue are hyperlinked in the digital copy of this document, which is available on the Pupil Services website at: <http://achieve.lausd.net/pupilservices>

Introduction

COMPULSORY FULL-TIME EDUCATION

California Education Code Section 48200:

Each person between the ages of 6 and 18 years not exempted shall attend the public full time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

The School Attendance Review Board (SARB)

The SARB is a state sanctioned process, created by legislation in California in 1975. SARB became operative in 1976 to assist students with attendance and behavior problems. California *Education Code (EC)* Section 48320 was created to enhance the enforcement of compulsory education laws and to divert students with school attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. SARB is a community-based effort to bring together multiple resources to assist families with attendance, truancy and behavior issues so that students will stay in school, attend school regularly and graduate.

The LAUSD [SARB Brochure](#) has been developed to provide basic information and answers to frequently asked questions. The California Department of Education (CDE) <http://www.cde.ca.gov> and the Los Angeles County Office of Education (LACOE) <http://www.lacoe.edu> have additional information and resources relevant to attendance intervention.

Each Educational Service Center (ESC) in LAUSD organizes SARB panels that address cases originating from LAUSD schools in their area. The SARB panel members represent agencies such as school and District level support staff, the District/City Attorney, law enforcement agencies, the Los Angeles County Departments of Probation, Children and Family Services (DCFS), Public Social Services (DPSS), and Mental Health. Health care, community counseling agencies, and parents combine their expertise and resources to assist students and families as stated in E.C 48321. The panel works collaboratively to assess the problem and recommend alternative solutions to alleviate circumstances that contribute specifically to truancy, attendance, and/or behavior problems. These recommendations are written into a legally binding SARB contract. If the family does not comply with the recommendations and the student/s continue to have problems with attendance, the case may be referred to office of the City or District Attorney, and ultimately to court.

Pupil Service and Attendance Counselors (PSAC), SARB Chairpersons, and school staff must follow best practices and specific steps required by state laws and district policy to ensure that all families are afforded due process and provided with intensive interventions and services before they are referred to SARB.

Education Code Section 48263 - SCHOOL ATTENDANCE REVIEW BOARD

If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board. The supervisor of attendance or such other persons must notify the minor and the parents or guardians of the minor, in writing, of the name and address of the board to which the matter has been referred and of the reason for the referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board to consider a proper disposition of the referral.

If the school attendance review board determines that available community services can resolve the problem of the truant or insubordinate pupil, then the board shall direct the pupil or pupil's parents or guardians, or both, to make use of those community services. The school attendance review board may require, at such time as it determines proper, the pupil, parents or guardians of the pupil, or both, to furnish satisfactory evidence of participation in the available community services.

If the school attendance review board determines that available community services cannot resolve the problem of the truant or insubordinate pupil or if the pupil or the parents or guardians of the pupil or both have failed to respond to directives of the school attendance review board or to services provided, the school attendance review board may, pursuant to Section 48263.5 notify the district attorney or the probation officer of the county in which the school district is located.

Staff and District Staff - Roles and Responsibilities

All LAUSD Pupil Services staff and SARB panel members are expected to be knowledgeable about and follow current policy guidelines outlined in the [Attendance Policy and Procedures Manual](#) and this SARB Resource Guide when working with habitually truant students and those with severe behavior issues.

Pupil Services Administrator

Each LAUSD Educational Service Center (ESC) Administrator is responsible for supervising the creation and maintenance of the Resource Panel, and SARB Panel as well as the supervision of the assigned SARB Chairs. The administrator also monitors and enforces the performance and accountability of school-based counselors.

Administrators are expected to attend Resource Panels and SARB meetings as necessary to ensure compliance with the standards and procedures outlined in this manual.

SARB Chairpersons

SARB Chairs are responsible to strategically develop, implement and maintain the location and number of Resource and SARB panels; identify panel members and schedule dates for both in advance. SARB Chairs are expected to conduct regularly scheduled Resource Panels and SARB hearings. The number and frequency of these meetings is to be determined by analyzing data, including the number of ESC schools, counselors, assigned days and locations. It is the responsibility of the SARB Chairs to determine if and when cases presented at Resource Panel will be scheduled for SARB.

They provide training, support and assistance to Panel members, PSAC and school staff to ensure that cases are properly managed and prepared prior to requesting SARB. Chairs also track cases as they progress through a variety of post-SARB interventions, including District Attorney Mediation and/or court. They prepare and submit annual reports to the Los Angeles County Office of Education (LACOE).

School-Based Pupil Services and Attendance Counselors (PSAC)

The SARB process begins with the systematic and strategic selection of target cases based on specific school goals. PSAC and schools should review data and provide early intervention, resources, and information for groups of parents with students specifically selected because of attendance issues.

When students and families fail to show attendance improvement, then the [Attendance Intervention Protocols](#) must be followed, including community referrals and participation in School Attendance Review Team (SART) meetings at the school site. Only when the school has exhausted all resources and a student's attendance or behavior has not improved, may a family may be referred to an ESC Resource Panel. There are minimum interventions and documentation requirements prior to presenting a case at Resource Panel. Refer to the Resource Panel/SARB Document Checklist for a list of these requirements. School purchased PSA Counselors are required to present a minimum of two cases to the SARB each school year. Any questions regarding these requirements should be directed to the ESC Pupil Services and Attendance Field Coordinator.

For cases that proceed from Resource Panel to SARB, the PSAC is responsible for preparing the cases as detailed in this manual.

It is the PSAC's responsibility to manage cases and time in order to meet the above requirements. The PSAC is also responsible for supporting the student and parents after SARB. In addition to scheduling a 30-Day SARB Follow Up of the SARB contract and compliance, the PSAC continues to monitor the family and refer the case back to the SARB Chair if additional legal steps are required.

Schools without Pupil Services and Attendance Counselors

Schools must follow the [Attendance Intervention Protocols](#) and case management procedures outlined in this manual and the current [Attendance Policy and Procedures Manual](#), including community referrals and participation in School Attendance Review Team (SART) meetings at the school site. Only when the school has exhausted all resources and a student's attendance or behavior has not improved, may a family may be referred to the ESC Resource Panel. The SARB Chairs will determine if and when the cases are appropriate and will be scheduled for SARB.

There are minimum interventions and documentation requirements prior to presenting a case at Resource Panel. Refer to the Resource Panel/SARB Document Checklist for a list of these requirements.

Definition of a Truant

The California Legislature defined a truant in very precise language. In summary, it states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction. All schools must follow current district policy requirements regarding the coding of absences, tardies, and/or early leaves in MiSiS to ensure accurate truancy identification and support intervention efforts.

Education Code (EC) Section 48260- Definition of Truancy (*selected text*)

(a) A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school

year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

(c) For purposes of this article, a valid excuse includes, but is not limited to, the reasons for which a pupil shall be excused from school pursuant to Sections 48205 and 48225.5 and may include other reasons that are within the discretion of school administrators and, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse.

In addition to the reporting requirement, the law states that the school district must notify the parent or guardian of the truant by the most cost-effective method possible, and that the notification must include specific information related to the student's unexcused absences.

Section 48260.5: Initial Classification of Truancy

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

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

Truancy Notifications/Letters

General Practices for Sending Truancy Letters

- Parents should be given a reasonable amount of time to respond to each truancy letter.
- Truancy letters must be COMPLETED THOROUGHLY, including:
 - the date the letter is being sent;
 - student's full name;
 - District ID;
 - Parents' full name;
 - Address.
- All applicable dates of unexcused/uncleared absence must be included in the truancy letter, specify the month, day and year: 11/01/12, 11/12/12, 12/4/12 and 01/08/13.

Reference the current [Attendance Policy and Procedures Manual](#) and/or the [Pupil Services Website](#) for additional information. To access SAMPLES of completed truancy notification letters, go to the Pupil Services website.

Truancy Letter DONT'S:

- **Do NOT** send truancy letters to students under the age of six;

- **Do NOT** count truancy dates prior to the student turning six;
- **Do NOT** send two truancy letters in succession without allowing time for the parent/guardian to receive the first letter and respond to it (i.e. letter #1 sent 10/1/13 and letter #2 sent on 10/2/13).
- **Do NOT** write the following in the line reserved for specific dates:
 - “See all dates attached in Attendance Referral Form or AT10”
 - 11/1-11/3 or 11/1; 11/2; 11/3 (instead, write out each date completely)
 - “Plenty”, “3” or “See Attached”

First (1st) Initial Notification of Truancy (NOT)

The [1st Initial Truancy Notification Letter](#) is automatically mailed monthly by the District for students between the ages of 6 and 18 years who have accumulated 3 or more unexcused absences with reason codes (3, 2 UC, or 0) within a school year. Unexcused tardies of 30 minutes or more coded with a reason code 3 are also included toward truancy classification. The specific “In/Out” times should be recorded on MiSiS. If a student has one or more of the qualifying absence reason codes in one school day, that school day is counted only once towards the classification of truancy. Refer to REF-5464.3 Initial Notification of Truancy (NOT) Letter Automation and School Generated Procedures in the E-Library through “Inside LAUSD” on the [LAUSD website](#) for additional information regarding the generation, approval, and dissemination of this letter.

Schools have the option to mail the initial notification for case management purposes to avoid delaying notification of truancy to the parent/guardian. This letter does not get submitted for reimbursement to the state.

When creating this letter, the specific dates of at least three unexcused absences, tardies over 30 minutes or partial dates that occurred this school year should be included. If there are additional unexcused/uncleared dates, they should be included in the letter to provide the parent with the most accurate information (i.e., if the student has accumulated ten unexcused/uncleared absences).

Second (2nd) Truancy Notification

Section 48261 states that any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

Second (2nd) Notification of Truancy – Request for Parent Conference

The [2nd Truancy Notification Letter](#) requesting a parent conference shall be sent only after the 1st Initial Truancy Notification Letter has been mailed and the parent has been given the opportunity to respond to the initial notification. This letter may be sent on or after the 4th unexcused absence, tardy over 30 minutes or partial day or any combination thereof. The 2nd Truancy Notification Letter is not automated and must be generated in the MiSiS system and mailed by the school.

- The dates written on the 1st Initial Truancy Notification Letter **do not** need to be written in the 2nd Truancy Notification Letter.
- If there are more than the minimum of (4) four unexcused absences, tardies over 30 minutes or partial days, the additional dates shall be included in the 2nd Truancy Notification Letter to provide the parent with the most accurate information
- Truancy Letters should be sent during the same school year. When only truancy letter #1 was mailed out during the school year, the school cannot begin by sending truancy letter #2 the

following school year. Schools must restart the truancy notification process each school year, issuing truancy letters #1, #2 and #3 as appropriate based upon the student's attendance record in the current year.

Third (3rd) Truancy Notification – Habitual Truancy Reclassification

The [3rd Truancy Notification Letter](#) complies with Education Code Section 48262, which states that any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an 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 the filing of either of the reports required by Section 48260 (Initial Truancy) or Section 48261 (Parent Conference Request). For the purposes of this section, a conscientious effort means attempting to communicate with the parents of the pupil at least once. District policy currently requires that schools generate the 3rd Truancy Notification letter in the MiSiS system and mail it to the parents.

General Guidelines for sending the 3rd Truancy Notification Letter

- School staff shall mail the 3rd Truancy Notification Letter which notifies the parent/guardian that the student has been re-classified as a **habitual truant** for being absent without a valid excuse (on at least the 5th or more day, tardy for 30 minutes or more or partial day or any combination thereof), during the school year without a valid excuse. The 3rd Truancy Notification Letter is not automated and should be mailed by the school.

This reclassification may only take place after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student (by sending the 2nd Truancy Notification letter).

- The dates written on the 2nd Truancy Notification Letter **do not** need to be written in the 3rd Truancy Notification Letter.
- If there are more than the minimum of (5) five unexcused absences, tardies over 30 minutes or partial days, the additional dates shall be included in the 3rd Truancy Notification Letter to provide the parent with the most accurate information.
- Truancy Letters should be sent during the same school year. When only truancy letters #1 and #2 are mailed out during the school year, the school cannot start by sending truancy letter #3 the following school year. Schools must restart by issuing truancy letters #1, #2 and #3 the following school year.

EXCUSE FROM SCHOOL – LEGAL GUIDELINES

Education Code Section 48205

a) A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health office.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

7. For “justifiable personal reason” absences, the [Administrator Approval of Student Absence](#) form may be provided to parents requesting administrator approval. These absences include, but are not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats or employment conference, or due to active military duty in combat zone (immediate family member; 3 days maximum). *A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence which can be reasonably provided and upon satisfactory completion, shall be given full credit therefore. As the teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.*

California Code of Regulations, TITLE 5, SECTION 420

Absence due to any more of the following causes, when verified is allowable.

- a) Illness
- b) Quarantine directed by a county or city health officer
- c) Having medical, dental or optometric services
- d) Attending funeral services of a member of the pupil’s immediate family not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.

California Code of Regulations, TITLE 5 - SECTION 421 – ABSENCE VERIFICATION

Any of the following persons may verify an absence due to illness or quarantine:

- a) A school or public health nurse.
- b) An attendance supervisor.
- c) A physician.
- d) A principal.
- e) A teacher.
- f) Any other qualified employee of a district or of a county superintendent of schools assigned to make such verification.

Revocation of Parent Excuse Privilege

While schools generally accept parent notes to excuse their student’s absence, this is a privilege and not a right. When a student is excessively absent with parent excused absences notes, schools may, in writing, inform the parent that absence notes provided by the parent will no longer excuse a student’s absences. This may be done on an individual basis, or determined through the school’s written attendance policy. It is recommended that the revocation of parent excuse privilege be an intervention for students with excessive and/or chronic absence.

Chronic absence contributes to a variety of academic and social challenges and is often an early indicator of school failure and dropout. State law defines chronic absentee as “a pupil who is absent on 10% or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

Students who are chronically absent are considered at-risk and revocation of parent excuse (absence reason code 1P) privilege may be an appropriate early intervention tool. Prior to revoking the parent’s

privilege to excuse absences, efforts should be made to address this with the parent by sending the [Excessive Absence Notification #1](#) letter. If the student continues to be absent after the school has exercised due diligence, the parent's privilege to excuse absences (absence reason code 1P) can be revoked by sending the parent the [Excessive Absence Notification #2](#) letter and documenting the privilege revocation in MiSiS. The parent will then need to provide additional documentation for all future absences. Refer to the [Attendance Policy and Procedures Manual](#) for more detailed procedures for clearing absences and assigning correct reason codes.

Education Code Section 48263.6: Chronic Truant

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has complied with *EC sections* 48260, 48260.5, 48261, 48262, 48263, and 48291.

Absence Related Interventions and Strategies

Prevention: The Best Solution

The most effective school site attendance improvement and absence prevention strategies involve fostering a positive school climate, where students feel welcome and connected, and communicating and reinforcing clear, positive expectations for daily, on-time attendance. District policy requires that all schools have a comprehensive Attendance and Dropout Prevention Plan that outlines clear strategies and regular activities to create a positive culture with high expectations for attendance and achievement. This plan should include and address the needs of all stakeholders and engage the entire school community in improvement efforts.

Prevention work includes teaching staff, students, and parents how attendance affects all stakeholders, laws regarding attendance, and implementing activities that reinforce good attendance and behavior. Please refer to the current [Attendance Policy and Procedures Manual](#) and other tools available on the Pupil Services Website <http://achieve.lausd.net/pupilservices> for specific expectations, guidelines and best practices to prevent attendance and behavior issues.

Schools must have an established attendance policy that is known to the entire school community. This policy must be distributed in a letter to all stakeholders at the beginning of each school year. The District also communicates general attendance guidelines annual via the [Parent/Student Handbook](#).

Early Intervention

Targeted Parent Meetings

By reviewing school attendance goals and data, schools should identify groups of students who could benefit from additional services. Students may be identified early in the school year by reviewing attendance from the previous school year, as well as current year to date attendance rates. Schools are encouraged to hold targeted informational meetings for parents and students to discuss attendance expectations, policies, resources, and strategies for improving school attendance.

Community Resources

The [School Resource Directory](#) and the [Community Resources List](#) are tools to identify school-based, District, and local community services. It is important to verify that each agency's services, location, and contact information is current. Maintaining an up-to-date inventory of resources provides for easy access to needed information when a student or family presents with a specific resource need.

Resources are provided to parent/guardian and student(s) in order to reduce barriers to school attendance. Referrals to school, District and community resources should be made at the time the need for such services are discovered, such as during SART, SST, or other meeting with the parent/guardian **prior** to Resource Panel and SARB meetings.

When providing families with community resources:

- a. All community referrals should be written on the [Community Resources Referral Form](#).
- b. Retain a copy of the Community Resources Referral Form for your records and give the original to the parent/guardian.

- c. Whenever possible, include at least three appropriate referrals for each type of service.
- d. Agencies must be non-profit.
- e. LAUSD assumes no responsibility for the services provided by the agencies.
- f. LAUSD assumes no responsibility for fees that may be charged to the parent/guardian.
- g. When possible, the referral should be located within a reasonable distance from the family home.

A copy of the school's Community Resource List shall be provided to the SARB for use as referral sources are required during the SARB meeting.

A Community Resource List should include (but is not limited to) the following types of services:

- a. Mental Health/Counseling
- b. Medical /Dental/Vision Clinics
- c. Substance Abuse Centers
- d. Parenting Classes
- e. Gang Prevention/Intervention
- f. Shelter/Housing
- g. Food/Clothing Distribution
- h. Tutoring/Education/Credit Recovery
- i. Youth WorkSource Center
- j. Wellness Center
- k. Hotlines

Sources of Information about Community Resources

- **Healthy City:** <http://www.healthycity.org/>
- **LAUSD Pupil Services:** <http://achieve.lausd.net/pupilservices>
- **LAUSD School Mental Health:**
http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/MENTAL/SMH_RESOURCES/SMH%20RESOURCE%20DIRECTORY%202011-12%20FINAL.PDF
- **Rainbow Resource Directories**
- Dial **2-1-1** from landline (24 hours per day/7 days per week) to obtain resource information or <http://www.211la.org/>
- **LAUSD Nursing:** <http://achieve.lausd.net/nursing>

Intensive Case Management

Overview and General Guidelines

Case management refers to the coordination of services on behalf of students and families in need of assistance. Strategic, intensive, individualized interventions are implemented based on the results of assessment of students, families and their needs.

The following documents are helpful references about absence related interventions and case management practices:

- The [Blueprint for Attendance Improvement \(Appendix A-1 of the Attendance Policy and Procedures manual\)](#) summarizes key attendance factors all schools should address.
- The [Case Management Flow Sheet](#) for Resource Panel and SARB describes the steps necessary to intervene with identified truant students.

Pupil Records and Case Management

General Information regarding Pupil Records

[BUL 2469.0 Pupil Records: Access, Confidentiality Notice of Educational Rights, dated April 24, 2006](#) Education Code section 49061 (b)

"Pupil record" means any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm or other means. "Pupil record" does not include informal notes related to a pupil compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. For purposes of this subdivision, "substitute" means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

Pupil records include all items of information directly related to an identifiable pupil including but not limited to cumulative record information, correspondence with the parent regarding the student, individualized education programs and related documents, and health records which is maintained by a school district or any employee in the course of his/her duties whether recorded by handwriting, print, tapes, film, microfilm, or an electronic system. Any personally identifiable information about pupils shall be maintained to preserve the expectation of privacy and confidentiality, such as in a locked file.

Pupil Records and Truancy Interventions

Pupil records are introduced as evidence in legal proceedings for truancy against the parent/guardian and/or against the student. Therefore, the school should record such information with the expectation that it may serve as evidence. Note that statements from secondhand sources are considered hearsay and may not be admissible in court.

The value of school records as the case proceeds through the legal system is linked directly to the manner in which the records have been prepared and maintained. With accurate and detailed attendance and anecdotal records, the prosecutor will have a compelling presentation in trial, and the school/District will be able to withstand cross-examination from a defense attorney.

Personal Case Notes

Pupil records do not include anecdotal notes related to a pupil compiled by a school employee which remain in the sole possession of the school employee and are not accessible or revealed to any other person except a “substitute.” Child Abuse Reports and confidential health information are examples of notes that should not be part of the official school record, but maintained as part of personal case notes. “Substitute” in this context means a person who performs, on a temporary basis, the duties of the individual who made the notes if the information is necessary for the substitute to perform the duties. Outside this exception, if anecdotal notes related to the pupil are shared, the notes become a pupil record.

Case Management Documentation

Case management begins with accurate and official pupil records. These records represent the actions taken and the interventions provided to all families contacted by the counselor or school official. PSACs and school staff must document all contacts and intervention efforts with, or on behalf of the student and/or parent/guardian. Documentation should be maintained of all phone calls, conferences and home visits. Copies of all letters or other correspondence provided to or received from the family must also be maintained as part of the case management records. All attendance interventions and case notes maintained by PSACs or other school staff should be clearly written, objective, concise, and complete.

Record of Contacts

Use the [Record of Contacts](#) form or the MiSiS Counseling Communication module in the Student Support Section for this purpose. (For Resource Panel and SARB, case notes must be typed).

The Record of Contacts can be utilized to document services and confidential student/family information. The Record of Contacts demonstrates what must be tracked. All records must include the date, type and location of contact, who was contacted, a summary of the interaction and the plan for future action.

MiSiS Student Support

Documentation of contacts may be kept on MiSiS in the Counseling Communication module in the Student Support section (formerly Counseling & Discipline). The Student Support section combines the Counseling and Discipline functions under the Counseling menu. School administrators, counselors, and teachers will be able to electronically input information on student interventions, referrals, positive behavior, and counseling communications. Utilizing the MiSiS Student Support section provides the opportunity for greater communication, collaboration and accountability among students, parents/guardians and school personnel. **Please note that all comments are public records, and are subject to be viewed by parents and administrators. Comments should be appropriate and factual. To maintain confidentiality, confidential information disclosed by the student or parent should be documented on the Record of Contacts (described above) instead of the MiSiS Student Support section.**

Attendance Intervention Protocols

District staff must follow the current [Attendance Intervention Protocols](#) (Appendix A-2 in the Attendance Policy and Procedure Manual) when working with truant students. This document outlines

the progressive steps schools must take to address attendance issues. Detailed information, current forms and letters are also available in the [Attendance Policy and Procedures Manual](#).

NOTE: Counselors and school staff must use letters and district documents that reflect current District policy and procedures. All letters must be completed accurately and thoroughly. Please visit the E-Library and/or Pupil Services website for additional information.

School Attendance Review Team (SART)

Overview and Purpose

School Attendance Review Team (SART) was established under Section 48340 for local school sites to identify and intervene on behalf of students who exhibit problems with attendance pursuant to Section 48200. These meetings are generally held if student attendance does not improve after an Attendance Improvement Meeting, however they can be held at any time in addition to or as part of a Student Success Team Meeting (SST). For more information regarding SST procedures, contact the LAUSD Office of Curriculum, Instruction and School Support.

The goal of SART intervention is to formally address and find viable solutions to the barriers preventing regular school attendance. In addition, the SART will ensure that the family is aware of attendance laws and policy, discuss the challenges families face that impede attendance, and work collaboratively to provide guidance and resources to overcome these obstacles. A SART contract is completed and signed by all parties. The parent or guardian is a vital part of the team and is encouraged to participate in the resolution. SART meetings are a required intervention prior to a Resource Panel referral.

SART Composition

The School Attendance Review Team can include, but is not limited to, the following school members (members denoted with * must be in attendance):

- Parent/s*
- Student*
- School Administrator or designee*
- PSAC or designee*
- Nurse
- School Counselor
- Psychiatric Social Worker

The team may be composed of any individual who is working with the family and has a viable interest in the student's school attendance.

Pre-SART Interventions

Prior to scheduling a SART meeting, school staff must attempt various interventions on behalf of the student and family. Please refer to the current [Attendance Intervention Protocol \(Appendix A-2 of the Attendance Policy and Procedures Manual\)](#). The following are types of interventions that must take place prior to SART:

- Written notification to parent of the Compulsory Education Code and consequences via Truancy Letters 1 & 2
- Parent Conference with student and/or parent to assess reasons for non-attendance
- Phone conference with the parent/guardian
- Home visits are required for contacting families who have failed to respond to phone calls and or letters
- All interventions must always be documented as mandated in the Case Management Documentation section of this manual

Referring a Student to SART

Any student who is exhibiting poor attendance must be referred to SART by the PSAC or someone designated by the School Administrator to oversee attendance. Once a SART date is scheduled for the student, the parent is to be notified of the scheduled SART via a [SART Invite Letter](#).

SART Meeting

The purpose of the SART meeting is to address the barriers preventing regular school attendance. Interventions and referrals should be made as needed to the following, but not limited to:

- School/District support services (Nursing, SMH, Psychological Services, etc.)
- Counseling
- Community Agencies
- Parenting Classes
- Tutoring

A SART contract shall be completed and signed by SART members. A copy of the contract is to be given to the parent/guardian. When the parent fails to attend the SART meeting, a copy of the contract should be mailed to the parent and “No Show” should be written on the contract. The SART contract should not be placed in the Cum, only documented in the student’s Cum folder.

SART Tools and Templates

SART tools and templates have been developed to assist schools in this process, including:

Developing SART at a school site:

- [SART Overview](#) provides a summary of the SART process, panel and meeting

SART Preparation:

- [SART Quick Guide for Schools](#) provides instructions for preparation how to conduct the meeting and post-meeting information
- [SART Agenda](#) defines the SART date, location and times for each student/parent meeting
- [SART Invite Letter](#) advises parents of this mandatory meeting and the details for attendance
- [SART Memo Requesting Staff Participation](#) invites staff to attend and provides meeting details. A memo may also be sent by the administrator advising staffs that are required to attend.
- [Supplemental Student Information](#) is given to teachers or school staff, who is familiar and/or are working with the student.

Day of SART:

- [SART Script](#) is to be read by the SART Chair to the parent and student at the beginning of the meeting
- [SART Contract](#) is to be completed by the SART Chair and signed by all participants
- [School Resource Directory](#) lists all support staff at your school site
- [Community Resources Referral Form](#) This referral form documents referrals given to families

Post SART Tools:

- Memo for Clearing Absences post SART-SARB can be given to teachers or office staff to notify them that all future absences without a medical verification need to be coded with Reason Code (3) non-compliant
- [SART No Show Letter](#) can be mailed with a copy of the contract if the parent does not attend

- [SART/SARB Reminder Letter](#) can be mailed with a copy of the contract at the beginning of the following school year to remind the parents of the attendance policy and consequences for violating the contract
- [SART/SARB Violation Letter](#) can be mailed to the parent if the student continues to have unexcused absences after the SART meeting.

Case Preparation for Resource Panel (RP) and SARB

Resource Panel Overview

The purpose of Resource Panel is to assist PSA Counselors and other LAUSD school staff who are working with students and families with problematic attendance and/or behavior. A case must be heard and reviewed at Resource Panel before it is referred to SARB. Resource Panel members may include an additional SARB Chair, other counselors, and school staff.

Resource Panel serves two primary functions:

1. Case Consultation

PSACs and/or school staff may request suggestions and support for next steps on a challenging case. The case is reviewed and discussed to determine what other interventions may assist the family and prevent the case from requiring more intensive interventions like SARB. The goal is for the student to improve so that no further action is required. Case consultation is not a formal case presentation. Case consultation may be arranged and scheduled for Resource Panel through the ESC SARB Chairperson.

2. Case Presentation for Referral to SARB

PSACs and/or school staff who have exhausted all school-level interventions and are seeking intervention by the SARB will be assisted in determining that all available interventions have been attempted. The SARB Chair conducts the meeting as the school representative presents a detailed summary of the case, interventions provided, and required documentation. If it is determined that all available options have been tried and found to be unsuccessful, and the case is appropriate for SARB, the SARB Chair will advise the PSAC/school staff in writing of any additional requirements or documents needed prior to scheduling SARB. If the case is fully prepared, it will be added to the SARB Schedule.

In addition to required documentation for referral to SARB, all cases must meet the following basic screening criteria:

- Accurate attendance data from MiSiS.
- Accurate, complete truancy notification letters must have been sent to the parent (ALL three (3) Truancy notification letters)
- School Attendance Review Team (SART) meeting must have been conducted and documented, including a SART contract
- Determination of DCFS and DPSS case status through WISMIS (refer to [Resource Panel/SARB Contact Numbers](#))
- School site personnel or PSA Counselor must be available and prepared to implement additional interventions, monitor, and update the SARB Chair regarding the status of the case

SARB Overview

Once a case has been presented at Resource Panel and is scheduled for a SARB meeting, a subpoena will be sent by the SARB Chair notifying the family that they have been scheduled for SARB. PSACs or other school staff should follow up with the family to verify that they received the subpoena and ensure that the family will attend. This may include assisting with transportation issues whenever possible, and reminding the parent that all school age children are required to attend the meeting.

The purpose of SARB is to divert students with school attendance and/or school behavior problems from the juvenile justice system. Coordinated school and community services are provided through SARB panels at SARB meetings throughout the District. SARB panels are composed of various school, district, community, and governmental agencies and representatives that serve students and families.

At the SARB meeting, the case will be presented by the PSAC or school representative, including a review of the anecdotal record and summary of interventions and concerns. The family will then be invited to join the meeting, and at this time the SARB panel will seek additional information and address the barriers and issues that may be impeding daily school attendance. Recommendations will be made by the SARB panel and the family will sign a SARB contract.

Case Follow-up Procedures

The PSAC or school staff bringing cases to SARB will be responsible for scheduling and holding a follow-up meeting, approximately 30 days after the SARB hearing, but while school is in session. It is held at the student's school. The purpose of this meeting is to check the family's progress with the SARB contract directives, including school attendance and community resource referrals. Families are more likely to comply with the SARB contract directives when monitored and a follow-up meeting is scheduled.

It is highly recommended that the PSAC/school representative contact the PSAC at siblings' schools to invite their participation. The SARB chair does not attend the 30-Day SARB Follow up Meeting. The PSAC/school representative is responsible for monitoring the student and family's progress and notifying the SARB Chair of the family's compliance/non-compliance with the SARB contract. Based on such notification, the SARB Chair may initiate next steps (e.g., allow family additional time to meet the conditions of the agreement, hold an Area Office Conference with the family, request legal action, etc.).

After the SARB 30-Day Follow up meeting, the family should be allowed sufficient time to improve and the PSAC/school representative should continue monitoring the case. The SARB Chair will request feedback on the status of SARB cases using a progress report form to determine whether additional intervention(s) may be required.

When necessary, the PSAC/school representative should mail the [SART/SARB Violation Letter](#) to the family and send a copy to the SARB chair. This will assist the SARB chair in determining what the next course of action will be.

Note: *The Los Angeles County Office of Education defines improved attendance as a student that improved his/her attendance by at least 50% since SARB.*

Resource Panel/SARB Referral - Materials for School Staff

PSACs and/or school staff are encouraged to identify cases for this intensive intervention as early as possible. Resource Panel / SARB referral documents and a checklist have been developed to ensure consistency in documentation and preparation for SARB.

The following materials are required components for a Resource Panel/SARB Case Referral:

1. [Resource Panel-SARB Document Checklist](#) provides the list of items required for a case presentation at Resource Panel and those items that are required before a SARB date will be scheduled.
 - ✓ The second page of the checklist is to be used to ensure that necessary documents have been obtained for siblings.
2. [Resource Panel-SARB Referral Form](#) is a two page referral form, including Student, Sibling, and Household information. This form must accompany any case referral to Resource Panel, and may need to be updated prior to referral to SARB. This form must be typed.
3. [Resource Panel-SARB Contact Numbers](#) provides a current list of SARB Chairs by ESC, along with contact information for DCFS offices and the Central Juvenile Index (CJI) probation.
4. [Anecdotal Summary Template](#) is a typed summary of the student and family issues, interventions provided by the school staff, and other pertinent information regarding student/family. This summary outlines the basic elements for case presentation by school personnel at the SARB meeting.
5. [Record of Contacts Template](#) provides an acceptable method of documenting case management, contacts, and intervention efforts.
6. [Supplemental Student Information](#) is a form that should be given to the student's teacher(s) and other school staff that have worked with the student and who can provide supplemental information regarding strengths and presenting issues.
7. [Student Health Information Form](#) should be provided to the school nurse prior to Resource Panel. The school nurse will return it to District Nursing. PSAC/school staff shall document when the form was requested on the Resource Panel Document Checklist. When there is no school nurse assigned to the school, the District Nurse will complete this form when there are medical issues.
8. [SARB Request for Student Records](#) is faxed to schools or other districts when requesting additional records for the student and/or siblings.

A sample completed Resource Panel referral packet is available, along with all other SARB related tools and materials, on the [Pupil Services Website](#).

LAUSD SARB Contacts 2013-2014

Pupil Services Central Office (213) 241-3844

Area	SARB Chairperson	Telephone	Email
ESC North	Edith Miller	(818) 654-5087	edith.miller@lausd.net
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ISIC	Rafael Rubalcava	(213) 241-0162	rafael.rubalcava@lausd.net

Attachment List

Introduction	
SARB Brochure Attendance Intervention Protocols	
Resources for Absence Prevention	
Attendance Policy and Procedures Manual	Pupil Services Website
Community Resources	
School Resource Directory	Community Resources Referral Form
Community Resources List	
Intensive Case Management	
Case Management	
Case Management Flow Sheet	
BUL 2469.0 Pupil Records	
Record of Contacts	
Truancy & Letters	
1st Initial Truancy Notification Letter	Sample Initial Truancy Notification Letter
2nd Truancy Notification Letter	Sample 2nd Truancy Notification Letter
3rd Truancy Notification Letter	Sample 3rd Truancy Notification Letter
Excessive Absence Notification Letter #1	Administrator Approval of Student Absence
Excessive Absence Notification Letter #2	
School Attendance Review Team (SART)	
SART Overview	SART Script
SART Guide for Schools	SART Contract
SART Agenda	Memo for Clearing Absences post SART-SARB
SART Invite Letter	SART No Show Letter
SART Memo Requesting Staff Participation	SART/SARB Reminder Letter
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