



School Attendance Review Board

El Dorado County Office of Education

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Agenda

- What we know
- SARB Process
- SARB Statistics
- Attendance improvement ideas
- Questions

What we all know:

- It is the intent of the Legislature that intensive guidance and coordinated community services be provided to meet the special needs of pupils with school attendance and/or school behavior problems. If alternatives have failed to produce needed changes in a student's problem attendance or behavior, a referral to the School Attendance Review Board (SARB) may be made (E.C. 48263).

Truancy to Habitual Truancy

- The parents of a juvenile who has been classified as an habitual truant are subject to prosecution under Education Code 48200. Before a matter reaches court intervention certain procedures must be followed. A juvenile is considered truant when, “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” (E.C. 48260).

The parents are to be notified by first class mail of their child's truant status. (E.C. 48260.5). This notice of truancy is originated by the school site and is considered the *first notification of truancy (Letter #1, Pg. 12)*.

- A **second notice** of truancy will be mailed to the parent(s) of the pupil who has been absent or tardy in excess of 30 minutes from school without valid excuse on one or more days after being recognized as a truant (E.C. 48261). At this time a parent conference or SST is recommended. (Letter #2, Pgs. 13&14).
- The school's efforts to resolve the attendance problem will include contact with the parent(s) through letters, telephone calls, home visits, conferences, and/or a school attendance directive (Directives, Pg. 17).

- Should the attendance problem persist in that another unexcused absence or tardy in excess of 30 minutes has occurred, a **third notice, or habitual truancy notice, will be mailed to the parent(s) (E.C. 48262) (Letter #3, Pgs. 15&16).**
- 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. (E.C. 48262)

- If letters, parent and student conferences and related school action have failed to produce the desired correction of truancy and/or insubordination problems, the following steps should be taken.
- SARB Referral

Step 1 in the SARB Referral Process

- The individual staff member responsible for handling such problems should initiate a review of measures taken to assist the student's behavior modification. This review should reveal any oversights that might have occurred in working with the student.
- The following suggested review should provide the information needed to determine if the school has exhausted its resources for working with problem students.

1. Confer with all staff that are or should be concerned with the student.

Teacher(s), Principal ,Counselor,Other staff handling special duties

What attempts have they made?

2. Review the student's cumulative record.

What evaluations have been recorded?

Has special testing been performed or is it needed?

Is there any information that suggests further action?

3. Have all school resources been employed to assist the student?
Student Study Team, School nurse, School psychologist,
Modified school program, Opportunity class, Independent
Study (behavior problems)

4. Evaluate the response of the student and parents in the
contacts that have been made, and recall any environmental
influences that might be detrimental to correcting the
problem.

Conferences at school

Telephone conversations

Home visits (most important)

- If a student is on **formal** probation, a direct referral will be made to the probation department instead of using the SARB process because such students are under court orders regarding school attendance.
- If there are questions related to the probation status, please contact the SARB office or the student's probation officer.

SARB REFERRAL

- The school makes a referral to SARB by completing the referral form (pgs.18 -19), and sending the form, along with the support documentation, to the El Dorado County Office of Education SARB office. The SARB secretary will notify the family, school and SARB Board of the date and time for the impending SARB hearing.

- Prior to the SARB hearing, the school administrator or designee must confer with the student or family to complete the Family/Student Contact Form. (p. 20)

- The school administrator or appropriate school person must make arrangements to be present at the scheduled SARB hearing to review the case. Once the agenda is mailed to all the participating parties, the school may not cancel the hearing.

Parent Notification

- School sends the parent a copy of the referral form.
- The parent(s), and at times the juvenile, are contacted by mail or in person, and are required to attend the SARB hearing. Failure to appear at the SARB hearing may result in a citation requiring the parent(s) appearance in a municipal court for a violation of a compulsory education law (E.C. 48291).

SARB HEARING

- At the SARB hearing with parent(s), student and appropriate school person, the school will be asked to present information garnered during the parent and/or student contact. The representative may use the form, but does not need to make copies of the form for the board. They will then continue with their case including documentation of efforts made to address the problem.

- After the presentation by school, the often board hears from the parent(s) and student. After the presentations, the student may or may not be present while the SARB deliberates and comes to a decision and recommendations.

- At this point, the school representative, parent(s) and student are invited to hear the suggested solutions, recommendations, and directives regarding the problem. A copy of the written directives are signed by the SARB Chair, parent, student and school administrator. Copies are given to the parent(s) and to the school administrator (SARB Directives, Pg. 24).

- Each case is scheduled for approximately 30 minutes to allow for a review of the data presented, for oral presentations and for deliberation.
- In addition, the school representative is requested to bring the student's cumulative record, most current attendance, grades and discipline record to the SARB hearing (12 copies).

Possible Directives from SARB

- This panel attempts to understand why students experience attendance problems and makes every effort to assist in correcting the problem(s). The more frequent actions of the SARB include:
- Recommending changes in the student's program that may be unusual but necessary.
- Directing the student and/or family to counseling.
- Requesting the parents attend parenting classes.

- Coordinating assistance from volunteers to help student's get to school.
- Directing parents to escort student to school daily.
- Referral to community service volunteer programs.
- Requiring student to attend school every day.
- Requiring that a doctor or school health aide verify the student's future absences.
- Require participation in school homework assistance or tutoring programs.
- Requesting assistance from other county agencies and programs when needed.

Next Steps

- Follow up hearing scheduled 4 – 6 weeks out. The format of the follow up hearing is similar to the initial hearing. The school representative should contact the family to remind them of the meeting and check in on directives (p. 21). The board will be asking specific questions of the family to see what efforts were made to comply with the directives.
- In some instances additional follow up hearings are set. This is usually the case when the family is making progress, but not a complete change or if the issue is behavior related.

- Case Management hearing: This is a hearing where the parent and school are not present. The school sends information to the SARB secretary related to the progress of the student and family in relation to the directives and attendance.
- Last year, our School Attendance Review Board in coordination with the sheriff's office, the district attorney, and judicial system, put into place a process to have parents and or students receive a citation from the SRO on the board, directly at a SARB hearing.

LEGAL PROCEDURE

- If the student and/or parent/s fail to comply with the SARB directives, SARB will normally refer the case to the District Attorney's office for a criminal complaint. A notification for failure to comply with SARB directives will also be sent to the El Dorado County Department of Human Services office for reduction of CalWORKs benefits (if appropriate) .
- Citation in meeting

District Attorney Referrals

- The referring administrator is responsible for the documentation used to establish habitual truancy and resources that were used to secure attendance (E.C. 48263). The documentation should include the 1st letter of Concern, 2nd letter of Concern or additional documentation used to contact the truant's parent(s)/legal guardian, the date of the Intervention/Parent Conference (mandatory requirement), and the date the referral packet was sent to the SARB secretary, parent(s)/legal guardian on the referral form, a copy of the truant's most recent attendance print out and previous SARB records. These records along with a District Attorney referral and a face sheet summarizing the documentation are submitted by the El Dorado County Office of Education SARB office to the juvenile court to be placed on the court calendar. After the court findings, the school will continue to monitor the truant's attendance. The Education Code allows for a second and third complaint if necessary (E.C. 48293).

- Court appearance by school administrators.
 - Make sure you let the bailiff know you are there and that the DA needs to know you are in order to move the case before others.
- The DA's office communicates with the SARB office regarding court dates and results. This information will be shared with schools.

SARB Website

<http://www.edcoe.org/programs/sarb/documents/Intro.definitions1.pdf>

http://www.edcoe.org/programs/sarb/documents/SARBreferralform_003.pdf

<http://www.edcoe.org/programs/sarb/documents/Familystudentcontactform.pdf>

<http://www.edcoe.org/programs/sarb/documents/Familystudentcontactfollowup.pdf>

SARB Statistics

	2007-08 School Year	2006-07 School Year	2005-06 School Year	2004-05 School Year	2003-04 School Year	2002-03 School Year	2001-02 School Year
School Served	41	40	41	47	45	49	39
New Referrals	320	161	192	159	136	159	151
Follow-up Hearings including Case Managements	424	374	370	381	277	300	166
Total Hearings	744	538	546	494	413	459	317
DA Referrals	60 Includes 6 students with citations	61	56	41	34		

Preventing Truancy

- Parents need to understand the importance of daily attendance
- Parents need to have support from the school and feel welcome at the school
- Parents and school need to join forces in the common mission to promote good attendance

3 A's of Truancy Prevention

- Attendance
 - System to monitor and reward students with good attendance
 - Policies that promote attendance
 - Clear expectation of students, families, and school staff

- Achievement
 - High expectations and encouragement for academic achievement of all students
 - Relevant, rigorous, and culturally competent curriculum
 - Flexible instruction to address different learning styles (including data driven instruction)
 - Multi-measures of success

- Attachment
 - Positive relationships
 - School-based supports and resources (in cooperation with community groups)
 - Welcoming school climates that include office staff that are friendly and familiar with students and families

Themes across the three A's

- Family involvement that includes opportunities for families to be active in their children's education
- Professional development for educators and school administrators on such topics as school engagement, welcoming school climate, and individualized instruction
- Leadership that includes an advisory council of students (when age appropriate), families, and teachers to track school engagement

Other Ideas

- Make phone calls and home visits
 - Use bilingual staff
- Four page handout from CDE Materials

Resources

- Truancy: A Serious Problem for Students, Schools, and Society, U.S. Department of education, Office of Safe and Drug-Free Schools, 2004
<http://www.ed.gov/admins/lead/safety/training/truancy/index.html>
- Truancy Prevention: Empowering Communities and Schools to Help Students Succeed. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (OJJDP) www.ojjdp.ncjrs.gov/truancy
- Tool Kit for Creating Your Own Truancy Reeducation Program U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (2007)

Free online at
http://www.ojjdp.ncjrs.gov/publications/truancy_toolkit.html
- National Center for School Engagement: www.schoolengagement.org

Questions and Answers