

Supplementary Materials for  
Using Behavioral Insights to Improve School Administrative Communications:  
The Case of Truancy Notifications

Jessica Lasky-Fink  
University of California, Berkeley

Carly Robinson  
Annenberg Institute, Brown University

Hedy Chang  
Attendance Works

Todd Rogers  
Harvard Kennedy School

## Supplementary Tables

**Table S1.** Sample size by randomization cohort

	Randomization cohort			Total
	1	2	3	
(a) Control	18,237	12,855	6,913	38,005
	25.0%	25.0%	24.9%	25.0%
(b) Simplified	9,083	6,412	3,468	18,963
	12.5%	12.5%	12.5%	12.5%
(c) Efficacy	9,082	6,405	3,470	18,957
	12.5%	12.5%	12.5%	12.5%
(d) Add-up	9,154	6,493	3,478	19,125
	12.6%	12.6%	12.5%	12.6%
(e) Add-up + Superintendent	9,123	6,416	3,459	18,998
	12.5%	12.5%	12.5%	12.5%
(f) Add-up + Tips	9,141	6,431	3,446	19,018
	12.5%	12.5%	12.4%	12.5%
(g) Benefits	9,079	6,400	3,502	18,981
	12.5%	12.5%	12.6%	12.5%
Total	72,899	51,412	27,736	152,047
	100%	100%	100%	100%

**Table S2.** Balance of final analytic sample

Level	(a) Control	(b) Simplified	(c) Efficacy	(d) Add-up	(f) Add-up + Superint.	(g) Add-up + Tips	(e) Benefits	p-value
N	32786	16375	16348	16512	16462	16403	16426	
Free & reduced lunch	26713 (81.5%)	13280 (81.1%)	13290 (81.3%)	13464 (81.5%)	13402 (81.4%)	13328 (81.3%)	13351 (81.3%)	0.95
Limited English Proficiency	7223 (22.0%)	3581 (21.9%)	3578 (21.9%)	3606 (21.8%)	3601 (21.9%)	3711 (22.6%)	3533 (21.5%)	0.36
Black/African-American	4188 (12.8%)	2112 (12.9%)	2120 (13.0%)	2105 (12.7%)	2074 (12.6%)	2072 (12.6%)	2083 (12.7%)	0.95
Truancy count, median (IQR)	4 (3, 6)	4 (3, 6)	4 (3, 6)	4 (3, 6)	4 (3, 6)	4 (3, 6)	4 (3, 6)	1.00
<b>School type</b>								
Community Day School	156 (0.5%)	76 (0.5%)	61 (0.4%)	83 (0.5%)	64 (0.4%)	71 (0.4%)	79 (0.5%)	
Continuation High School	66 (0.2%)	38 (0.2%)	34 (0.2%)	35 (0.2%)	23 (0.1%)	30 (0.2%)	37 (0.2%)	
Elementary School	6799 (20.7%)	3429 (20.9%)	3420 (20.9%)	3428 (20.8%)	3384 (20.6%)	3396 (20.7%)	3391 (20.6%)	
Magnet Center - Elementary	168 (0.5%)	63 (0.4%)	86 (0.5%)	82 (0.5%)	72 (0.4%)	83 (0.5%)	83 (0.5%)	
Magnet Center – High school	158 (0.5%)	68 (0.4%)	68 (0.4%)	82 (0.5%)	63 (0.4%)	56 (0.3%)	85 (0.5%)	0.34
Magnet Center – Self- contained elementary	263 (0.8%)	143 (0.9%)	117 (0.7%)	125 (0.8%)	148 (0.9%)	144 (0.9%)	132 (0.8%)	
Magnet Center – Self- contained middle school	286 (0.9%)	109 (0.7%)	149 (0.9%)	127 (0.8%)	141 (0.9%)	112 (0.7%)	154 (0.9%)	
Magnet Center – Self- contained high school	783 (2.4%)	433 (2.6%)	427 (2.6%)	394 (2.4%)	436 (2.6%)	383 (2.3%)	446 (2.7%)	

Middle School	6769 (20.6%)	3342 (20.4%)	3357 (20.5%)	3448 (20.9%)	3438 (20.9%)	3358 (20.5%)	3380 (20.6%)	
Opportunity Schools/units	99 (0.3%)	53 (0.3%)	49 (0.3%)	44 (0.3%)	46 (0.3%)	54 (0.3%)	50 (0.3%)	
Primary Center	55 (0.2%)	30 (0.2%)	26 (0.2%)	30 (0.2%)	23 (0.1%)	28 (0.2%)	26 (0.2%)	
Senior High School	15309 (46.7%)	7583 (46.3%)	7553 (46.2%)	7711 (46.7%)	7657 (46.5%)	7715 (47.0%)	7593 (46.2%)	
Span Magnet	381 (1.2%)	193 (1.2%)	186 (1.1%)	147 (0.9%)	153 (0.9%)	182 (1.1%)	181 (1.1%)	
Span Schools (not Magnets)	1441 (4.4%)	795 (4.9%)	791 (4.8%)	756 (4.6%)	794 (4.8%)	760 (4.6%)	762 (4.6%)	
Special Education	49 (0.1%)	17 (0.1%)	21 (0.1%)	19 (0.1%)	17 (0.1%)	26 (0.2%)	25 (0.2%)	
Unknown	4 (<1%)	3 (<1%)	3 (<1%)	1 (<1%)	3 (<1%)	5 (<1%)	2 (<1%)	
<b>Language of Truancy Notice</b>								
Armenian	141 (0.4%)	63 (0.4%)	59 (0.4%)	59 (0.4%)	67 (0.4%)	72 (0.4%)	72 (0.4%)	
Chinese	29 (0.1%)	14 (0.1%)	13 (0.1%)	12 (0.1%)	18 (0.1%)	9 (0.1%)	19 (0.1%)	
English	16331 (49.8%)	8198 (50.1%)	8219 (50.3%)	8267 (50.1%)	8173 (49.6%)	8202 (50.0%)	8199 (49.9%)	0.97
Korean	122 (0.4%)	59 (0.4%)	66 (0.4%)	53 (0.3%)	52 (0.3%)	53 (0.3%)	58 (0.4%)	
Spanish	16163 (49.3%)	8041 (49.1%)	7991 (48.9%)	8121 (49.2%)	8152 (49.5%)	8067 (49.2%)	8078 (49.2%)	
<b>Randomization cohort</b>								
1	17466 (53.3%)	8725 (53.3%)	8698 (53.2%)	8766 (53.1%)	8738 (53.1%)	8727 (53.2%)	8732 (53.2%)	
2	10142 (30.9%)	5041 (30.8%)	5091 (31.1%)	5135 (31.1%)	5122 (31.1%)	5076 (30.9%)	5085 (31.0%)	1.00
3	5178 (15.8%)	2609 (15.9%)	2559 (15.7%)	2611 (15.8%)	2602 (15.8%)	2600 (15.9%)	2609 (15.9%)	
<b>Grade level</b>								
K	443 (1.4%)	214 (1.3%)	221 (1.4%)	212 (1.3%)	218 (1.3%)	229 (1.4%)	221 (1.3%)	
1	1485 (4.5%)	745 (4.5%)	730 (4.5%)	734 (4.4%)	733 (4.5%)	716 (4.4%)	754 (4.6%)	
2	1444 (4.4%)	722 (4.4%)	699 (4.3%)	716 (4.3%)	716 (4.3%)	712 (4.3%)	704 (4.3%)	
3	1308 (4.0%)	666 (4.1%)	675 (4.1%)	682 (4.1%)	680 (4.1%)	647 (3.9%)	657 (4.0%)	
4	1365 (4.2%)	688 (4.2%)	666 (4.1%)	667 (4.0%)	662 (4.0%)	701 (4.3%)	673 (4.1%)	
5	1191 (3.6%)	629 (3.8%)	630 (3.9%)	629 (3.8%)	592 (3.6%)	633 (3.9%)	607 (3.7%)	
6	2021 (6.2%)	981 (6.0%)	1018 (6.2%)	1020 (6.2%)	1037 (6.3%)	994 (6.1%)	1017 (6.2%)	1.00
7	2871 (8.8%)	1400 (8.5%)	1456 (8.9%)	1433 (8.7%)	1396 (8.5%)	1394 (8.5%)	1426 (8.7%)	
8	3095 (9.4%)	1520 (9.3%)	1524 (9.3%)	1535 (9.3%)	1568 (9.5%)	1542 (9.4%)	1541 (9.4%)	
9	4986 (15.2%)	2485 (15.2%)	2498 (15.3%)	2522 (15.3%)	2518 (15.3%)	2475 (15.1%)	2503 (15.2%)	
10	5167 (15.8%)	2593 (15.8%)	2560 (15.7%)	2598 (15.7%)	2608 (15.8%)	2630 (16.0%)	2610 (15.9%)	
11	4087 (12.5%)	2066 (12.6%)	2032 (12.4%)	2105 (12.7%)	2048 (12.4%)	2065 (12.6%)	2043 (12.4%)	
12	3323 (10.1%)	1666 (10.2%)	1639 (10.0%)	1659 (10.0%)	1686 (10.2%)	1665 (10.2%)	1670 (10.2%)	

**Table S3. Post-mailing full day absences**

VARIABLES	(1) Absences	(2) Log absences
(b) Simplified	-0.015 (0.020)	-0.002 (0.006)
(c) Efficacy	-0.008 (0.020)	-0.003 (0.006)
(d) Add-up	-0.038* (0.020)	-0.014** (0.006)
(e) Add-up + Superintendent	-0.035* (0.020)	-0.016*** (0.006)
(f) Add-up + Tips	-0.007 (0.020)	-0.008 (0.006)
(g) Benefits	0.004 (0.020)	-0.000 (0.006)
Observations	131,312	131,312
R-squared	0.143	0.130
Mean for Control	1.188	0.520

Notes: OLS estimates of (1) full day absences and (2) log-full day absences in the month following a truancy notification mailing regressed on an indicator for condition assignment. Reference group received the Standard Notice. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

**Table S4. Post-mailing full day absences, pooled cumulative conditions**

VARIABLES	(1) Absences	(2) Log absences
Cumulative conditions - pooled	-0.027* (0.015)	-0.013*** (0.005)
Observations	82,163	82,163
R-squared	0.141	0.128
Mean for Control	1.188	0.520

Notes: OLS estimates of (1) full day absences and (2) log-full day absences in the month following a truancy notification mailing regressed on an indicator for assignment to one of the three cumulative conditions (D-F). Reference group received the Standard Notice. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

**Table S5. Excluding outliers**

VARIABLES	(1) Absences	(2) Log absences
(b) Simplified	-0.044 (0.033)	-0.009 (0.007)
(c) Efficacy	-0.011 (0.033)	-0.005 (0.007)
(d) Add-up	-0.074** (0.036)	-0.023*** (0.008)
(e) Add-up + Superintendent	-0.074** (0.033)	-0.022*** (0.007)
(f) Add-up + Tips	-0.069** (0.034)	-0.018** (0.007)
(g) Benefits	0.001 (0.033)	-0.002 (0.007)
Observations	125,285	125,285
R-squared	0.324	0.277
Mean for Control	3.162	1.060

Notes: OLS estimates of (1) absences and (2) log-absences in the month following a truancy notification mailing regressed on an indicator for condition assignment. Reference group received the Standard Notice. Absences include full and partial day absences. Outliers are students whose total absences are more than two standard deviations above the mean. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

**Table S6. Excluding outliers, pooled cumulative conditions**

VARIABLES	(1) Absences	(2) Log absences
Cumulative conditions - pooled	-0.073*** (0.025)	-0.021*** (0.005)
Observations	78,425	78,425
R-squared	0.318	0.273
Mean for Control	3.165	1.061

Notes: OLS estimates of (1) absences and (2) log-absences in the month following a truancy notification mailing regressed on an indicator for assignment to one of the three cumulative conditions (D-F). Reference group received the Standard Notice. Absences include full and partial day absences. Outliers are students whose total absences are more than two standard deviations above the mean. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

**Table S7. Negative binomial**

VARIABLES	(1) Absences	(2) Absences	(3) Absences – 10 days	(4) Absences – 10 days
(b) Simplified	-0.018* (0.010)		-0.023** (0.011)	
(c) Efficacy	-0.015 (0.010)		-0.014 (0.011)	
(d) Add-up	-0.026*** (0.010)		-0.036*** (0.011)	
(e) Add-up + Superintendent	-0.030*** (0.010)		-0.032*** (0.011)	
(f) Add-up + Tips	-0.023** (0.010)		-0.031*** (0.011)	
(g) Benefits	-0.000 (0.010)		-0.003 (0.011)	
Add-up pooled		-0.027*** (0.007)		-0.033*** (0.008)
Observations	131,312	82,163	131,152	82,059
Mean for Control	3.681	3.689	1.927	1.929

Notes: Negative binomial estimates. Column (1) regresses absences in the month following a truancy notification mailing on an indicator for condition assignment; column (2) regresses absences in the post-mailing month on an indicator for assignment to one of the three cumulative conditions. Columns (3) and (4) repeat this procedure using absences in the 10 school days following a truancy notification mailing as the outcome. Reference group received the Standard Notice. Absences include full and partial day absences. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

**Table S8. Marginal effects**

Condition	(1) Absences	(2) Log absences	Marginal effect <i>p</i> -values for pre-registered hypotheses			
			vs. Condition A	vs. Condition B	vs. Condition C	vs. Condition D
(A) Standard	3.51 [0.02]	1.12 [0.004]				
(B) Simplified	3.46 [0.03]	1.11 [0.006]	0.183			
(C) Efficacy	3.49 [0.03]	1.11 [0.006]	0.402	0.669		
(D) Add-up	3.44 [0.03]	1.09 [0.006]	0.005		0.071	
(E) Add-up + sup	3.44 [0.03]	1.09 [0.006]	0.002			0.970
(F) Add-up + tips	3.44 [0.03]	1.10 [0.006]	0.014			0.669
(G) Benefits	3.53 [0.03]	1.12 [0.006]	0.972			0.012

Notes: Regression-adjusted estimates of (1) full day absences and (2) log-full day absences in the month following a truancy notification mailing by condition assignment. Marginal effect *p*-values reported for all pre-registered hypotheses and reflect pairwise post-estimation F-tests of model parameters.

**Table S9. Heterogeneous effects**

VARIABLES	Elementary/Middle school (grades K-8)		High school (grades 9-12)	
	(1) Absences	(2) Log absences	(3) Absences	(4) Log absences
(b) Simplified	0.005 (0.039)	0.001 (0.010)	-0.101* (0.055)	-0.017* (0.010)
(c) Efficacy	-0.047 (0.038)	-0.016* (0.010)	0.006 (0.056)	0.004 (0.010)
(d) Add-up	-0.039 (0.038)	-0.017* (0.010)	-0.107* (0.061)	-0.024** (0.011)
(e) Add-up + Superintendent	0.007 (0.039)	-0.007 (0.010)	-0.148*** (0.055)	-0.035*** (0.010)
(f) Add-up + Tips	-0.037 (0.038)	-0.012 (0.010)	-0.093* (0.056)	-0.022** (0.010)
(g) Benefits	0.003 (0.039)	-0.002 (0.010)	0.025 (0.056)	0.002 (0.010)
Observations	60,805	60,805	70,507	70,507
R-squared	0.272	0.209	0.347	0.288
Mean for Control	2.257	0.869	4.594	1.327

Notes: OLS estimates of (1, 3) absences and (2, 4) log-absences in the month following a truancy notification mailing regressed on an indicator condition assignment. Columns (1) and (2) restrict the sample to students in grades K-8; columns (3) & (4) restrict the sample to students in grades 9-12. Reference group received the Standard Notice. Absences include full and partial day absences. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

**Table S10. Heterogeneous effects, pooled cumulative conditions**

VARIABLES	Elementary/Middle school (grades K-8)		High school (grades 9-12)	
	(1) Absences	(2) Log absences	(3) Absences	(4) Log absences
Cumulative conditions - pooled	-0.024 (0.029)	-0.012* (0.007)	-0.116*** (0.043)	-0.027*** (0.008)
Observations	38,021	38,021	44,142	44,142
R-squared	0.279	0.214	0.338	0.282
Mean for Control	2.257	0.869	4.597	1.328

Notes: OLS estimates of (1, 3) absences and (2, 4) log-absences in the month following a truancy notification mailing regressed on an indicator for assignment to one of the three cumulative conditions (D-F). Columns (1) and (2) restrict the sample to students in grades K-8; columns (3) & (4) restrict the sample to students in grades 9-12. Reference group received the Standard Notice. Absences include full and partial day absences. Covariates include indicators for free and reduced lunch, limited English proficiency (LEP), randomization cohort, grade level, Black/African-American, type of school attended, home language, and pre-randomization truancy count. Robust standard errors clustered by household. \*\*\* implies statistical significance at 1% level, \*\* at 5% level, \* at 10% level.

## Supplementary Figures

Figure S1. Standard truancy notification letter (Control condition)

**Condition A (Control)**  
**Standard Notice**

School Name  
Address  
City, State Zip

Date

Parent Name  
Parent Address  
RE: Student Name  
City, State Zip

Student ID#: XXXXX

Dear Parent/Guardian:

Good attendance is required for academic excellence. [State name] Education Code determines what types of absences are excused or unexcused. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant. The law and district policy requires all schools to notify parents when this occurs. The [district name] central office automatically sends these letters based on school records so that parents are aware of absences and can address these concerns.

School records indicate that your child was absent from school without a valid excuse on occasions, beginning with the following dates:

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Thursday, September 12, 2015  
Thursday, September 19, 2015  
Thursday, September 27, 2015

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Our goal is to partner with families to ensure that students are attending school every day. Although the following consequences may appear harsh we are mandated by Education Code Article 48260.5 to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- 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.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Please recognize that we are required to monitor attendance and notify parents of potential problems with student attendance. If you have concerns about your child's attendance, or if you believe there is an error in this notice, contact the school at «SCHOOL\_PHONE\_NUMBER». The designated attendance personnel will work with you to resolve this issue. We look forward to assisting you.

Sincerely,

Principal Signature

Principal Name



Figure S2. Simplified Notice (Condition B)

**Condition B**  
**Simplified Notice**

[STUDENT NAME]'s absences from school are concerning.

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse [XX] days, beginning with:

*Thursday, September 12, 2015*  
*Thursday, September 19, 2015*  
*Thursday, September 27, 2015*

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by California law to send you this letter to warn you about the consequences of additional unexcused absences (see bottom bar).

Please remember that every absence matters.

Sincerely,  
[PRINCIPAL FULL NAME], [TITLE]

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the

**Truancy- [State name] Education Code** School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.

Education Code Section 48260.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- 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.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

school at «SCHOOL\_PHONE\_NUMBER».

Figure S3. Efficacy Notice (Condition C)

**Condition C**  
**Efficacy Notice**

**We need your help.** [STUDENT NAME]'s absences from school are concerning, **and your partnership is critical.**

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:

*Thursday, September 12, 2015*  
*Thursday, September 19, 2015*  
*Thursday, September 27, 2015*

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).

Please remember that every absence matters. **You are key to improving [STUDENT NAME]'s attendance.**

Sincerely,  
Principal X

**Truancy- [STATE] Education Code** School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.

Education Code Section 48260.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- 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.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at «SCHOOL\_PHONE\_NUMBER».

Figure S4. Add-up Notice (Condition D)

Condition D  
Add-up Notice

**We need your help.** [STUDENT NAME]'s absences from school are concerning, **and your partnership is critical.** **Students who miss just one or two days of school each month can fall seriously behind.**

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:

*Thursday, September 12, 2015*  
*Thursday, September 19, 2015*  
*Thursday, September 27, 2015*

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).

Please remember that every absence matters **and just a couple days each month adds up.** **You are key to improving** [STUDENT NAME]'s **attendance.**

Sincerely,  
Principal X

**Truancy-** [STATE] Education Code School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.

Education Code Section 48260.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- 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.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at «SCHOOL\_PHONE\_NUMBER».

Figure S5. Add-up + Superintendent Notice (Condition E)

**Condition E**  
Add-up + Superintendent Notice

**We need your help.** [STUDENT NAME]'s absences from school are concerning, **and your partnership is critical.** **Students who miss just one or two days of school each month can fall seriously behind.**

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:

*Thursday, September 12, 2015*  
*Thursday, September 19, 2015*  
*Thursday, September 27, 2015*

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).

Please remember that every absence matters **and just a couple days each month adds up.** **You are key to improving [STUDENT NAME]'s attendance.**

Sincerely,  
Superintendent X

**Truancy- [STATE] Education Code** School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.

Education Code Section 48260.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- 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.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at «SCHOOL\_PHONE\_NUMBER».



Figure S6. Add-up + Tips Notice (Condition F)

<p style="text-align: center;"><b>Attendance Tips (for Parents/Guardians)</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the importance of attendance</b> for success in school and life.</li> <li>• <b>Create regular</b> bed time and morning routines so your child is well-rested and ready to learn.</li> <li>• <b>Develop back up plans</b> for getting to school if something comes up. Consider making sure a family member, a neighbor or another parent can help.</li> <li>• <b>Do not schedule</b> non-emergency medical appointments when school is in session.</li> <li>• <b>Do not</b> schedule <b>trips</b> when school is in session.</li> <li>• <b>Do not let your child miss school</b> unless he or she is truly sick. Check for a fever using a thermometer. If no fever, send your child to school. Sometimes complaints of stomach aches or headaches are part of a normal adjustment to school and not reasons to stay home.</li> <li>• <b>Track and monitor</b> your child's absences. Request a copy of their attendance record from the school.</li> <li>• <b>Speak to your child regularly about school.</b> Find out what motivates him/her and what is challenging. Talk with your child's teacher or counselor for support.</li> </ul>	<p style="text-align: center;"><b>Condition F Add-up + Tips Notice</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>We need your help.</b> [STUDENT NAME]'s absences from school are concerning, <b>and your partnership is critical.</b> <b>Students who miss just one or two days of school each month can fall seriously behind.</b></p> <p>[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:</p> <p style="text-align: center;"><i>Thursday, September 12, 2015</i>  <i>Thursday, September 19, 2015</i>  <i>Thursday, September 27, 2015</i></p> <p>Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:</p> <ul style="list-style-type: none"> <li>• Fail their classes</li> <li>• Drop out from high school</li> <li>• Have poor relationships with parents and teachers</li> </ul> <p>We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).</p> <p>Please remember that every absence matters <b>and just a couple days each month adds up.</b> <b>You are key to improving [STUDENT NAME]'s attendance.</b></p> <p>Sincerely, Principal X</p> </div> <p><small>Truancy-[STATE] Education Code School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.  Education Code Section 46260.5 requires us to inform you of the following:</small></p> <ul style="list-style-type: none"> <li>• That the parent or guardian is obligated to compel the attendance of the pupil at school.</li> <li>• That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 46290) of Chapter 2 or Part 27.</li> <li>• That alternative education programs are available in the district.</li> <li>• That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.</li> <li>• That the pupil may be subject to prosecution under Education Code Section 46264.</li> <li>• 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.</li> <li>• That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.</li> </ul> <p>If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at «SCHOOL_PHONE_NUMBER».</p>
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Figure S7. Benefits Notice (Condition G)

**Condition G**  
**Benefits Notice**

**We need your help.** [STUDENT NAME]'s absences from school are concerning, **and your partnership is critical.** **Students who miss just one or two days of school each month can fall seriously behind.**

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:

*Thursday, September 12, 2015*  
*Thursday, September 19, 2015*  
*Thursday, September 27, 2015*

Good attendance can lead to succeeding in school. Students who attend school every day are more likely to:

- Pass their classes
- Graduate from high school
- Have good relationships with parents and teachers

We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).

Please remember that every absence matters **and just a couple days each month adds up.** **You are key to improving [STUDENT NAME]'s attendance.**

Sincerely,  
Principal X

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the

**Truancy-** [STATE] Education Code School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.

Education Code Section 48260.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- 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.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

school at «SCHOOL\_PHONE\_NUMBER».