



INTERCOM

October
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Official Publication of the California Association Supervisors of Child Welfare & Attendance

CASCWA INTERVIEWS:

MR. DAVID KOPPERUD,
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This special edition of the Intercom has been prepared for our CASCWA Members who are facing the challenges of today's "No Child Left Behind Legislation" and the status of "Under Performing Schools". It has been no secret to CASCWA members that if you wish to increase test results, you must also improve student attendance. This edition is dedicated to that purpose.



SAVE THE DATE!

April 28 (Academy) and
April 29 & 30, 2004
State Conference

An insert has been added to this special edition highlighting CASCWA's 2003 State Conference in Monterey hosted by our Bay Section and you will find a "Save the Date Flyer with a description of this years conference in San Diego.



SPECIAL EDITION: IMPROVING ATTENDANCE-SARB

In this October 2003, edition of the Intercom, you will find:

- State and Section president's messages
- Intercom's interview of David Kopperud
- Keeping Kid in School
- Accessing Information to Improve Attendance
- Current Truancy Reduction Programs
- Truancy - Laws Relating to Minors
- School Attendance Review Boards
- County SARB Boards
- California's State SARB
- Victor Thompson's articles on SARB
- "Outstanding Section Member" - Ms. Darlene Rourke - Bay Section
- Legislative Update
- CASCWA's "2004 State Conference" flyer & "Priority Conference Registration" information

STATE PRESIDENT'S MESSAGE



FRANK BOEHLER
Orange Unified School District

I am proud to say that our "State" and "Section" Executive Boards are off to a great 2003-04. Mr. Joe Taylor, Sacramento County Office of Education, has hosted our first two state executive board meetings. Thank you Joe!

We are committed to our membership and we are actively putting in place several plans to implement over the next year in an effort to reach all of our members throughout the State. It is our goal to utilize today's technology and increase communications to all of our members via email and our CASCWA website at www.cascwa.org. I personally wish to thank Tom Mangione and Joe Brucia for their help with the website and to Bob Kruse, who shares in the vision of expanded technology.

Debbie Morris is our President Elect and she is taking on the responsibility to prepare necessary revisions to our State Constitution and By-Laws. I have discovered Debbie to be an awesome CASCWA force in the Delta Section and now throughout the state. She is going to be a great CASCWA president. Anticipate a mailout in March of 2004 requesting your vote for proposed revisions to our constitution.

As president, I rely on Sherman Garnett and Joe Taylor to provide our executive board with legislative updates. Once again, educators are facing new laws, budget cuts, reduction in staffing and increases in workloads. Together we can face these challenges, especially if we keep current with the facts and are knowledgeable of the new laws.

We are all especially excited about the upcoming State Conference in San Diego. Our "State Conference" theme is "Riding the Waves". A special information packet has been prepared for you and is included in this newsletter. Please keep in mind that our "State Conference" is an authorized expenditure of School Safety, Drug Free and Safe Schools, Title I, Title VI, SIP and Staff Development Funds. Don't plan on dressing up. Hawaiian shirts and skirts will be the conference attire.

Each of our local "CASCWA Sections" are preparing workshops and legal forums in your area. Please keep in touch with your local section and network with your fellow CASCWA members. I hope that you will find this "Special CASCWA Improving Attendance-SARB Intercom" valuable and I look forward to personally meeting with each of you at our upcoming "State Conference" in San Diego, April 28-30, 2004.

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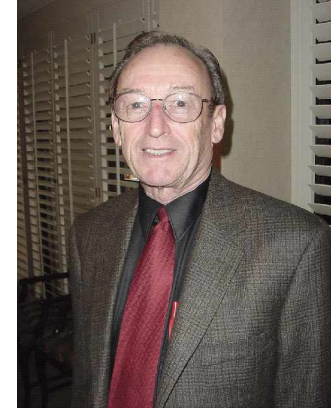


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BAY

DELTA SIERRA

SAN JOAQUIN

SOUTHERN

BAY SECTION NAMES DARLENE ROURKE FOR CASCWA INTERCOM RECOGNITION:

Darlene Rourke, Director of Alternative Education, in the John Swett Unified School District, since 1995, has been a Bay Section stalwart since before anyone can remember. Darlene's expertise in both regular and alternative education, and serving as a Lafayette school district board member, give her a unique perspective on how a district operates to serve students.

As a member of the Contra Costa County Coordinating Council, Darlene was in the forefront of adjudicating SARB cases with the Contra Costa County District Attorney's office. She has pursued additional services and support for students through probation, social services and other agencies. She believes all students can be successful and knows that being responsible for attendance is the first step.

Darlene has been a member of the Bay Section CASCWA for ten years. Darlene has served as secretary and treasurer, keeping the Bay Section organized and accounts balanced. This was a particular challenge last year when Bay Section sponsored the State Conference. She was in on every aspect of conference planning, from the first brainstorm session to the writing of the final check. When you think of the phrase "through thick and thin", that truly describes Darlene's dedication to students and to CASCWA. Darlene truly is Bay Section's Most Valuable Person! *(Darlene was nominated by Bay Section President, Frank Acojido). Thank you Frank and congratulations, Darlene!*



CASCWA SECTION PRESIDENT'S MESSAGES

DELTA-SIERRA SECTION For 2003/2004, the Delta Sierra Section is focusing on setting up small local workshops using the expertise of the executive board. We plan on offering our experience and training to provide workshops to counties and districts. We will be speaking in the areas of SARB, expulsions, 504's, emergency plans, new legislation, etc... Each board member will commit to at least one workshop and will be focusing on the geographic area that he/she represents. By doing this, we can reach a large number of people at minimum cost to them with specific training as well as CASCWA membership information.

Our second focus is to set up a communication network using e – mail. By setting up e – mail addresses in groups we can send and receive information that is pertinent to all Student Service people, SRO's, CWA's and others in our field who have joined CASCWA. We are already starting to develop lists and are working on how to organize them. Hope to see ya soon! Bob Kruse

SAN JOAQUIN SECTION: Greetings to all new and returning San Joaquin members. Our section, as well as the State, is looking forward to an exciting and productive year. Given the perceived state of our educational system I am sure we will continue to see changes in education policy and procedures. One of the main legislative issues that we will be following is the reauthorization of the Individuals with Disabilities Act. It is anybody's guess what that final legislation will look like. Rest assured that when it is completed our section will quickly pull together the needed resources and information for our section member.

Looking back, I want to congratulate and thank our current Board for their work and dedication. Everybody contributed and made last year a success, and this year will not be any different. Our current Board includes Tom Neeb from Los Banos as President Elect, Bill Stewart from Clovis as Vice President, Mike Robinson from the Fresno County Office of Education as Secretary, Phil Swearingen from Ceres as Treasurer, Robert Pankratz from Fresno as Past President, Joe Brucia from Merced as our Legislative Representative, and John Bryon from Modesto in charge of membership. We have a varsity team returning and our ranked number 1 in our field. I also want to congratulate the three students for winning the "Anthony Brucia Success Award" for the 2002-2003 school year. Each of these students overcame significant hurdles in their lives and is now on the track to success. We look forward to their future. I also want to congratulate Don Bergman for winning the state award for the San Joaquin section. He has spent many years helping student overcome obstacles and protecting student's rights. If there ever was a model CWA person Don is it.

This year's events that have been scheduled include: The Fall Conference at Bass Lake October 3-4; The mid year luncheon at the Wool Growers in Los Banos on January 23, 2004; and the spring conference has been scheduled for March 26, 2004. Please write these dates on your calendars and join us for great topic discussion and professional development.

SOUTHERN SECTION: President Jerry Hime and the entire Southern Section's Executive Board are busy planning for the upcoming State Conference in San Diego, April 28, 29 and 30, 2004. The conference will be at the San Diego Marriott – Mission Valley. Get your best Hawaiian Shirt or Skirt out of your closet. This will be a Hawaiian theme all the way! The theme is "Riding the Waves" and there can be no larger wave on the horizon than the "No Child Left Behind Legislation". Southern Section intends to finalize the 2004 conference with workshops and guest speakers essential to the professional needs of our CASCWA membership.

Under Jerry's leadership, the board recently met in Palm Springs and put plans in place for this year's activities. For the past several years, Southern Section has put on a series of legal forums and the first forum will be held on October 24th in Paramount, California. Southern Section will be presenting Jack Clarke from the Legal Firm of Best, Best @ Krieger. Mr. Clarke will be addressing CASCWA's membership to update and fine tune district's approach to "No Child Left Behind". The forum will be in the morning and you will have time to get back to your worksite by noon.

For information regarding the next "Southern Section Legal Forum" or other section events, please contact Jerry Hime at (714) 898-1061. Jerry wants to ask all members to "Save the Date" for the state conference and to look over the conference flyer included in this edition of the Intercom.

CASCWA INTERVIEWS MR. DAVID KOPPERUD

Education Programs Consultant
California Department of Education
Counseling and Student Support Services



You have been a friend to CASCWA for many years and are well respected throughout the state. You wear many hats for the California Department of Education. What are your current responsibilities?

CASCWA has been a good friend to me for many years, especially when I first took over Child Welfare and Attendance at Washington Unified in West Sacramento. I had just moved from Hemet Unified in Southern California, and CASCWA provided a network of support for me in Northern California. CASCWA helped me through my first complicated SARB and expulsion cases.

My current responsibilities in the Counseling and Student Support Office at CDE center around supporting Child Welfare and Attendance, school social work, and foster youth services to help close the achievement gap and reduce the number of dropouts in the public school system. We serve as a resource to support schools in planning, implementing, and monitoring comprehensive student support systems to improve school attendance and meet other student needs. I am working with middle schools in Fresno and Los Angeles that are in their fourth year of Program Improvement, and I chair the State SARB. At the State SARB, we encourage the development of strategies to provide intensive guidance and coordinated community services to meet the special needs of students with school attendance or school behavior problems. We also propose uniform guidelines to the Superintendent of Public Instruction on issues related to compulsory education laws, student admission and enrollment procedures, student discipline problems, transfers to alternative programs, and school climate and safety.

In 2002-03, there were 6,244,403 K-12 students enrolled in California. As you travel throughout the state and view school districts in rural and urban areas, what are a few of the most effective strategies that you have seen put into place to promote daily attendance and to minimize truancy and excessive absenteeism?

I have seen very effective strategies in prevention, early identification, early intervention, and intensive intervention in different parts of the state. I will give you just a few examples of very different programs that range from programs requiring very intensive intervention services to programs that improve school attendance by rewarding good school attendance.

During the last two days, I have been listening to presentations by different districts and county offices from throughout California proposing High-risk Youth Education and Public Safety Programs (SB 1095). These programs deal with your highest-risk students who are either relatively young first-time criminal offenders or your older youth transitioning back from incarceration. I was delighted to see the tremendous, effective collaboration on behalf of these high-risk youth in Imperial County where I first taught high school English. The progress they are making reclaiming delinquent teens since the days when I taught at Brawley Union High School is inspiring. They are taking seriously delinquent teens who others might abandon as being beyond hope and reclaiming them for the educational system and for society. Other counties, such as Kern, Fresno, Orange, and selected sites in Los Angeles, are also proving that there is a pathway out of grave trouble for our most alienated students when probation and education work together. The State SARB has also met with a few inspiring leaders who help these students with private organizations, such as Joseph Marshall, Jr., with the Omega Boys Club in San Francisco.

At the prevention level of attendance improvement strategies, you have attendance award programs such as recently retired Debby Mayers's APEX award program at Vallejo Unified that celebrated good attendance at every grade level and in every way possible. The improvement in ADA more than made up for the expense of the award and public relations program.

At the school intervention level, there are many schools using the SB 65 model for effective attendance improvement. To name a few exemplary programs: John Muir Elementary in San Francisco Unified; Noralto Elementary and Northwood Elementary in North Sacramento Elementary; Foshay Learning Center in Los Angeles

Unified; Marengo Ranch Elementary in Galt Joint Union; Euclid Elementary in Ontario-Montclair; Piedmont Avenue Elementary in Oakland Unified; and about twenty schools in San Jose Unified.

Of course, when the resources of the school site level are exhausted, a strong local SARB becomes the safety net. Victor Thompson at Paramount Unified demonstrates a model SARB where the members work collaboratively to diagnose the problem and recommend alternative solutions that are generally not available at the school site level. Other outstanding local SARBs are done by Linda Calvin at Cornejo Valley Unified and Bill Stewart at Clovis Unified School District. For truancy mediation, Lois L. Baer, at the Office of the District Attorney in Santa Clara County, offers an amazing model of effective district attorney collaboration with 32 local school districts. Lois trains local school districts in the mediation process and leads a panel of community and school representatives to offer help to students and families either before or after the SARB hearing. The mediation program serves about 4,000 families each year.

At the county SARB level, there are several counties with outstanding SARB leadership: Shirley Abrams and Phil Kauble in Los Angeles; Sherman Garnett in San Bernardino; Tad Kitada in Placer County; Joe Taylor in Sacramento; and Stephen Fraire in San Diego. The *Education Code* envisions county SARBs to provide leadership to local SARBs, but that is not true in every county. Whether the area is urban or rural, county level coordination can make a real difference in a county's level of truancy and excessive absenteeism.



In your opinion, what are some of the most prominent challenges faced by Child Welfare and Attendance workers today that negatively impact student attendance and success?

The most prominent challenges faced by Child Welfare and Attendance supervisors today are children who are unattached to society or family, fatherless children in search of meaning, children infected by rejection or rage, and children caught in the web of drug abuse. To reclaim these students for the schools, CWA professionals must cultivate hope, commitment, responsibility, and competence in the young people and their families. In working with students and families that are discouraged or unreliable, the CWA professional combines his knowledge and skill of counseling with

knowledge of educational programs and the law to encourage the family and build on whatever assets the student has. The CWA professional's challenge is to identify and link high-risk students and their families with all appropriate wrap-around school and community services to meet the specific needs of the children and families. This can be very difficult in some areas where the available public and private services are insufficient or inappropriate to correct school attendance or school behavior problems. In these situations, the CWA professional has to be a leader in improving the necessary resources or programs or in creating the programs where none exist. The CWA supervisor knows that it is ineffective to attempt to instill obedience with zero-tolerance policies that lump diverse students together for punishment, and it's equally ineffective to tolerate misbehavior or poor school attendance. Reclaiming students for the public schools requires individual relationships and specific services to meet specific needs.

It is often said that in order to improve school attendance, it takes a collaborative effort between the school district, law enforcement, social services, district attorney's office and the juvenile court. What advice would you give to someone in Child Welfare and Attendance who wants to take action to improve attendance?

Collaboration is absolutely essential! All the partners listed in *Education Code* section 48321, including a parent and school or county health care professional, should be recruited. It is also essential to select bilingual SARB members with cultural backgrounds that will meet the language and cultural needs of referred youths and their families. The SARB should be composed of representatives that reflect the ethnic, racial, geographic, and gender components of the community. The CWA professional must provide for continuing evaluation of the SARB process and the quality of the SARB resources for all the SARB members, so that the SARB members can understand what is working and what needs to be improved.

You are a long-standing member of the State SARB that meets on a regular basis. What is the role of the State SARB and does the State SARB interact with County SARBs and district SARBs?

The role of the State SARB is statewide policy coordination and personnel training to improve the effectiveness of the SARB process. A more effective SARB process will divert students with serious attendance and behavior problems from the juvenile justice system to successful community-based and school-based programs. A more effective SARB process will also reduce the number of dropouts in the state public education system by promoting interagency cooperation and increase the holding power of the public schools. In addition to producing the *SARB Handbook*, we make recommendations to the Superintendent of Public Instruction about the needs of high-risk youth and about uniform guidelines for providing intensive guidance and coordinated community programs.



To the extent feasible, members of the State SARB include persons who are currently members of county or local SARBs. The State Superintendent of Schools extends invitations to representatives from appropriate groups throughout the state, including representatives of parent groups, school districts, county probation departments, social services departments, county superintendent of schools, law enforcement agencies, school guidance personnel, Child Welfare and Attendance personnel, the health care professions, and other associations and agencies.

Child Welfare and Attendance workers throughout the state have relied on the School Attendance Review Boards Handbook: Operations and Resources for specific SARB information and forms. The handbook is outstanding and you have been instrumental in its publication and distribution. What would you like to say about the information contained in the SARB Handbook and how districts can obtain copies of the book?

The *SARB Handbook* may be downloaded free at any time from <http://www.cde.ca.gov/cdepress/SARB-2002.pdf>. Other important Web sites for SARBs and school attendance are <http://www.cde.ca.gov/spbranch/ssp/sarb.htm> and <http://www.cde.ca.gov/spbranch/ssp/attendance.htm>. To order the handbook from CDE press, call 1-800-995-4099. When I was operating a local SARB, I found the chapters on “Sample Documents for Pupil Attendance Problems” and “The Process of an Effective SARB” the most useful.

We thank you for sharing your thoughts with our CASCWA members. What other words of wisdom would you like to pass on to our members?

I want all CASCWA members to know how much I appreciate the work they are doing in reclaiming students for our schools and for our society. I do not have any words of wisdom that will make the job simple, but I am willing to help in any way that I can. I can be contacted at the California Department of Education at (916) 327-5930 or dkopperu@cde.ca.gov.

Thank you David for a great interview!

Improving Attendance and Truancy Reduction – One District’s Plan by Robert Pankratz



The Fresno Unified School District is currently improving attendance through the following programs:

1. SARB School Attendance Review Board
2. OSIS Operation Stay In School
3. KKIS Keep Kids In School
4. SSHS Safe Schools, Healthy Students Grant
5. ESCG Elementary School Counselor’s Grant
6. ACCESS Project: Achievement in the Core Curriculum, Equity for Student Success (our program for homeless students)

The Fresno Unified School District is the 4th largest district in California, with an enrollment of 81,000 students, over 9,000 employees, and 96 schools. Seventy-five percent of our students qualify for free and reduced lunch, thirty percent of our parents are on CalWORKS support, there is a 30% mobility rate within our district, and we have rich cultural diversity (52% Hispanic, 18.5% White, 16.5% Asian, 11.5% African American, and the rest mixed, with a total of 101 languages spoken overall).

For years in Fresno Unified, we have worked to be extremely efficient in our attendance follow-up process. We finally came to the realization that we needed to learn how to work smarter, rather than simply harder. As we assessed the needs of the families, students and schools in our district we learned very important information.

We found that most students want to attend school, but there are a number of significant reasons why they don't. Most revolve around one word: Poverty. Our families don't have access to sufficient food, clothing, school supplies, early enrichment for their children, transportation, or proper medical care. Older students have to stay home to take care of younger students while parents are away working. Students take care of their parents who are disabled, have substance abuse problems, or mental health issues. Simply by making contact with these families and giving them due process regarding the Education Code and the potential that they will be taken to court will not resolve the attendance issue. These families and students need assistance and case management, where after an assessment has been done the student and his or her family can be connected to agencies and resources that can alleviate their crisis situations, and put them on the road to recovery and stability.

The other thing we learned is that we can't do this work alone! Just as our families embody the community, we need to work with agencies and non-profit organizations, as well as the business sector and volunteer parents who also represent the community in order to make any progress.

Typically, funding and budgets drive programs. In our district this is no different, except that we are experiencing declining budgets due to statewide deficits. We have cut 35 million dollars for our 03-04 budget. We cut over 5 million mid-year last year, and 25 million the year before. This means we are on our own to fund funds to run programs. So, we have been busy raising money. We have written several grants, our superintendent has gone to Washington D. C. and proposed several initiatives, and we have continued to run some programs without additional funds.

Current grants include the Safe Schools, Healthy Students federal grant (9 million over 3 years), the Elementary School Counseling Grant (1 million over 3 years), a Federal appropriation for a School Social Worker in one part of town (137,000.00 over 2 years), and a federal appropriation for our County District Attorney's involvement in truancy reduction (100,000.00 over 1 year). Our Police Department also has a Truancy Reduction grant and funds three officers who work with truancy full time. We are doing MAA billing, MediCAL 3rd party reimbursement for our School Social Workers, and use Mandated Cost for all areas available.

ADDRESSING EXCESSIVE ABSENTEEISM-TRUANCY REDUCTION PROGRAM BY FRANK BOEHLER, ORANGE USD-CWA

My son has asthma! You can't expect him to be in school when he is sick! SARB's across the state hear this statement every month. It is just one of many excuses made that justifies why a student is not in class and is not learning at the same rate as other students.

We tell families everyday that they can live a lifetime of excuses or a life time of accomplishment. Missing school for whatever reason is a poor excuse for a child's future. It is our responsibility to promote regular attendance and to help children achieve to their maximum. If a school district wants to combat truancy at the high school level, it must begin by combating excessive absenteeism and tardiness at the elementary and middle school level.

One of the worst things that a school district can do is to have an intervention, accept a parent's excuse and not put a plan in place to prevent or minimize future absences or tardiness. It is not enough for a parent to say, "My son has asthma". We need to follow up with a release of information for our nurses to interact with the student's physician. We need to have his inhaler placed in the health office. We need to interact with the staff to minimize physical activity on special days. We need to permit visits to the health office on as need basis.

We need to put in place strategies for the school and family to follow to improve attendance. Strategies need to be adjusted and implemented for the various excuses given. Make certain that the parents have a clearly defined role to follow with specific directions. Plans that have clearly written goals and include on-going open communication tend to be effective as both the school and the home are working together to improve attendance. Plans that are put together with the majority of responsibilities on the school site with the parents not making necessary changes in their approach to preparing their child for school are plans doomed for failure.

When strategies are put in place and the parents fail to do their part, it is necessary to make an attendance intervention. This could include, immediate phone contact, parent conference in the school's office, home visit, or, in many elementary school cases, a child study team. Whenever possible, document the interventions. Send attendance letters home and be specific in your statements.

If the parents continue to fail to do their part, it is time to initiate the SARB Process. Unfortunately, CWA administrators often run into parents who are unwilling to change, defiant, keep their children home for other reasons and parents who choose not to solve their problems and choose to keep their children home as it is the easiest thing to do. These families will not change unless you take away time or money. That is why an effective SARB with teeth is necessary.

For many years, school districts in Orange County, California, did not have the necessary teeth for their SARB process. County educational leaders, such as Georgiann Boyd, OCDE, Jack Sullins, Deputy District Attorney, and Kim Menninger, former Senior District Attorney and currently Judge Menninger, met and drafted plans for truancy prosecution for almost a decade. In the fall of 2001, their dream became a reality. Tony Rackaukas, Orange County District Attorney, Stephanie Lewis, Chief of Orange County Probation teamed up with "Presiding Juvenile Judge Robert Hutson".

Judge Hutson has been incredible. He has set a high standard for both families and school districts. His presence to our families is a powerful force. I will never forget one of the first students brought before Judge Hutson. The student was deficient in credits and was a heavy substance abuser. He was truant daily. As with so many students, there was an angry hostile relationship between school and home. He was well on the way to being a drop out and then he appeared before Judge Hutson. Within days, the student got the message that he and his parents could no longer continue to make the poor decisions that resulted in the petition that got them before Judge Hutson. Over the next few months, the student earned credits and the right to return to a comprehensive high school. He had a whole new attitude by the end of the year; we witnessed the student walk across the stage and receive the high school diploma that he had earned. Knowing the individuals involved, some may think that this was a miracle. Knowing the tone set by Judge Hutson, we now know that his graduation was what Judge Hutson expected.

Final comments, we have learned that communicating the laws pertaining to attendance is important at all grade levels. Elementary parents are often angry to receive a listing of laws, especially on truancy. Knowledge of the laws is healthy. We send the same packet home to parents of excessive absences, excessive tardiness and for truancy. For many families, only one packet is sent home in the student's career. For others, the identified elementary students tend to be the same students who later are being picked up in our high school truancy sweeps, referred to SARB or mandated to attend a meeting with the District Attorney. It all begins in elementary school and through the "Truancy Reduction Program" improvement in attendance is increasing learning.

OUSD CWA is proud of its program and wishes to commend Bob Ausmus, Coordinator, CWA, for preparing cases for filing with the District Attorney's Office, Probation Officer Barbara Pavek for her interventions with difficult students and Mike Pollok, Coordinator, CWA, for his excellent work with truant students.

KEEPING KIDS IN SCHOOL – PAUL CROULET

It is important to collaborate with resources in the community. The Keeping Kids in School Program of Orange County is one such program. KKIS interacts daily with our schools and Mr. Paul Croulet has become indispensable as a member of local SARBS.

Paul Croulet has been working with the Council of Orange County, Society of St. Vincent de Paul, Institute for Conflict Management (ICM) since 1996. ICM is a mediation service center specializing in restorative justice and conflict resolution. Paul began working with ICM as an intern during his final semester as a Criminal Justice major at California State University Fullerton. After graduating with a bachelors of Arts degree in Criminal Justice, ICM hired Paul full time. At that time Paul was placed in charge of ICM's Keeping Kids in School (KKIS) program.

KKIS is a specialized program which is designed to work with students who have excessive absences and tardies, or school behavior problems. The program allows both parent and students to accept responsibility for their actions and to work with their school administrator or counselor. Each mediation uses a mediator who is a neutral third party and facilitates communication between the family and school. The result of the mediation is a contract entered into voluntarily by the participating parties.

Currently Paul is responsible for program development at ICM. In addition to his responsibilities at ICM, Paul is also the President of the Southern California Juvenile Officers Association as well as a Commissioner for Community Concerns with the California State PTA. Many students are graduating as a result of the KKIS mediators!



L.A.M.P. – DENNIS E. BARNETT - FONTANA USD

L.A.M.P. - Liaison Attendance Mediation Project

Educational studies show that there is a direct correlation between positive school attendance and student achievement. Additionally, since July 1, 1998, school districts no longer receive funding from the State of California for pupils that are absent from school. Students need to be in school taking advantage of their opportunity to learn and by doing so they actually finance their own education through positive attendance.

Keeping students in school and encouraging positive attendance benefits us all. Truancy and negative attendance breeds juvenile delinquency, which leads to adult crime. We all, students, parents, the schools, the community, have a duty to encourage good citizenship.

The Fontana Unified School District Liaison Attendance Mediation Project places another tool in the school's toolbox to encourage positive attendance among their students. Working together we can be sure that students get the education they deserve to build a better future for themselves. We care about positive attendance because we care about our students.

In the past the Fontana Unified School District Child Welfare and Attendance Department has been a "horse and buggy" operation. Provision of services has been extremely limited. Calls for service far out numbered the limited intervention time available for those students exhibiting poor attendance patterns. By maximizing the utilization of our current Liaison staff, outreach to these "at risk" students is multiplied three fold.

The Fontana Unified School District Child Welfare and Attendance Liaisons work with the individual school sites to identify students at the elementary, middle and high school levels that are developing poor attendance patterns. These students and their parents/guardians are referred for mediation hearings conducted by the Child Welfare and Attendance Liaisons. Hearings are held twice each school month in the offices of the Child Welfare and Attendance Department. Issues regarding the student's attendance are reviewed and an attendance contract is entered into and signed as a culminating activity to the hearing. All laws and responsibilities of the student, parent and school district are explained as well as further penalties for non-compliance.

For information on the L.A.M.P. Project, contact Dennis E. Barnett, Assistant Director, Fontana Unified School District, Child Welfare and Attendance Email – BarnDE@fUSD.net and phone number (909) 357-5000.

"As the editor of the Intercom, I asked Mr. Phil Kauble to write a brief article on the book that has set the standard in the field of CWA for decades. It is easy to go to websites or individual references, but in a time of a CWA emergency, it has always been the best practice to pick up the one book that has all of the laws together in an easy format for CWA administrators to understand. If you need to know all of the attendance laws immediately, this is the book for you!"

CALIFORNIA LAWS RELATING TO MINORS BY PHIL D. KAUBLE

California Laws Relating to Minors will soon enter its 38th year of publication. First released in 1968 under the direction of Dale F. Ely, former Supervisor of Child Welfare and Attendance for the Long Beach Unified School District, the publication was designed as a basic reference book for university level classes and as a field handbook for school administrators and child welfare and attendance personnel of the various agencies and disciplines whose major emphasis is on children and youth.

The original "Minors" gained its beginning following several years of collecting and sharing of information by Child Welfare and Attendance personnel in an effort to gain knowledge about current laws and the interpretation of those laws.

As Jack Erikson, former CASCWA Legend and immediate past author of "Minors," once shared with me, "In the early days of Child Welfare and Attendance, we didn't have access to current code books or the internet, so we had to help each other. We shared everything we could get our hands on." Interestingly enough, it was this same annual sharing of information that led to the establishment of the California

Association of Supervisors of Child Welfare and Attendance (CASCWA). So as the Association was being born, so was the first formal edition of the “Minors” or as it was referred to in its earlier years, the “Ely.”

A review of the current edition of “Minors” reveals to the reader a collection of laws and regulations that represents twenty-one separate codes and regulations that encompass both state and federal laws relating to children and youth.

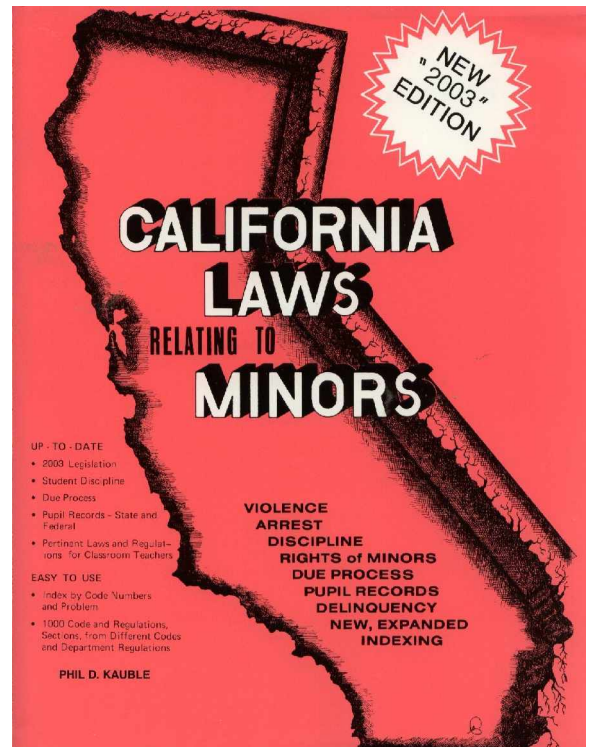
Over nine-hundred pages are dedicated to addressing such areas as school violence, student discipline, rights of minors, due process, special education and many more sections, too numerous to mention. Touted as a true resource document, “Minors” contains a Table of Contents, a subject index, a section index for the major codes represented and a complete glossary of terms. Also included is a historical overview of how laws were formed.

Most important is the reminder to all that this publication was developed by Child Welfare and Attendance practitioners for Child Welfare and Attendance practitioners. Dedicated to the memories of Dale F. Ely who established “Laws Relating to Minors” A.K.A. “Ely,” in 1968 and Jack T. Erikson who continued the tradition through 2002, this annual publication continues to provide current information on state and federal laws and regulations related to children and youth.

Phil Kauble is the Director of Student Support Services for the Los Angeles County Office of Education and the current author of *California Laws Relating to Minors*.

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AB 1411, WOLK. SCHOOL SAFETY HAZING

Have you changed your “Administrative Regulation”? Once again there has been a change in the “Grounds for Suspension and Expulsion”. The California Legislators voted to add hazing as a reason that a student can be suspended/expelled from school.

The law was changed through AB 1411. A description of existing law defines hazing as any method of initiation or Reinitiating into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause physical or emotional harm to any pupil in any educational institution in the state. This bill would additionally include within this definition of hazing any method of initiation or reinitiating into a student body.

California Education Code 48900 now includes: “(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050”. As with any changes in the law, it is necessary to review your Board Policies and Administrative Regulations to keep the policies and procedures current. If your district’s BP’s and AR’s are out of date, you may wish to contact the California School Board Association and inquire about their Gamut disc.

DEFINITIONS -TRUANCY INFORMATION

Definition of a Truant

The California Legislature defined a truant in very precise language with the intent that a student missing more than 30 minutes of instruction without an excuse three times in one year would be quickly classified as a truant and reported to the proper school authority. This classification and referral would help emphasize the importance of avoiding unnecessary absences that would interfere with instruction during the school year:

Education Code section 48260(a): *Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.*

First Notification Mandate

In addition to the report made to the attendance supervisor or the superintendent, the Legislature mandated that the parent or guardian of the truant be notified, by first-class mail or other reasonable means, of very specific information related to the student's unexcused absences:

Education Code section 48260.5 : *Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by first-class mail or other reasonable means, of the following:*

- (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.*

Habitual Truant Mandate

After a student has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed an "habitual truant." The Legislature intended this classification to apply to students who failed to respond to the normal avenues of school intervention:

Education Code section 48262: *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 or Section 48261.*

Interventions

When a student is a habitual truant, or is irregular in attendance at school, or is habitually insubordinate or disorderly during school, the student may be referred to a school attendance review board (SARB) or to the probation department pursuant to *Education Code* section 48263. The student may also be referred to a probation officer or district attorney mediation program pursuant to *Education Code* section 48263.5. The intent of these laws is to provide intensive guidance to meet the special needs of students with school attendance problems or school behavior problems pursuant to *Education Code* section 48320. These interventions are designed to divert students with serious attendance and behavioral problems from the juvenile justice system and to reduce the number of dropouts in the school.

Penalties (student/parent)

Schools and school districts have discretion in determining their own student penalties for truancy as long as they are consistent with state law. The penalties for truancy for students defined in *Education Code* section 48264.5 become progressively severe from the first the time a truancy report is required through the fourth time a truancy report is required:

Education Code section 48264.5: *Any minor who is required to be reported as a truant pursuant to Section 48260 or 48261 may be required to attend makeup classes conducted on one day of a weekend pursuant to subdivision (c) of Section 37223 and is subject to the following:*

- (a) *The first time a truancy report is required, the pupil may be personally given a written warning by any peace officer specified in Section 830.1 of the Penal Code. A record of written warning may be kept at the school for a period of not less than two years, or until the pupil graduates or transfers, from that school. If the pupil transfers, the record may be forwarded to any school receiving the pupil's school records. A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency's policies and procedures.*
- (b) *The second time a truancy report is required within the same school year, the pupil may be assigned by the school to an after school or weekend study program located within the same county as the pupil's school. If the pupil fails to successfully complete the assigned study program, the pupil shall be subject to subdivision (c).*
- (c) *The third time a truancy report is required within the same school year, the pupil shall be classified a habitual truant, as defined in Section 48262, and may be referred to and required to attend, an attendance review board or a truancy mediation program pursuant to Section 48263 or pursuant to Section 601.3 of the Welfare and Institutions Code. If the district does not have a truancy mediation program, the pupil may be required to attend a comparable program deemed acceptable by the school district's attendance supervisor. If the pupil does not successfully complete the truancy mediation program or other similar program, the pupil shall be subject to subdivision (d).*
- (d) *The fourth time a truancy is required to be reported within the same school year, the pupil shall be within the jurisdiction of the juvenile court which may adjudge the pupil to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the pupil is adjudged a ward of the juvenile court, the pupil shall be required to do one or more of the following:*
 - (1) *Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the pupil's hours of school attendance or employment. The probation officer shall report to the court the failure to comply with this paragraph.*
 - (2) *Payment of a fine by the pupil of not more than one hundred dollars (\$100) for which a parent or guardian of the pupil may be jointly liable.*
 - (3) *Attendance of a court-approved truancy prevention program.*
 - (4) *Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subdivision shall apply only to a pupil who has attended a school attendance review board program, or a truancy mediation program pursuant to subdivision (c).*

Penalties against parents apply when any parent, guardian, or other person having control or charge of any student fails to compel school attendance for that minor. The penalties against parents in *Education Code* section 48293 (a) become progressively severe with a second and third conviction:

Education Code section 48293 (a): *Any parent, guardian, or other person having control or charge of any pupil who fails to comply with this chapter, unless excused or exempted therefrom, is guilty of an infraction and shall be punished as follows:*

- (1) *Upon a first conviction, by a fine of not more than one hundred dollars (\$100).*
- (2) *Upon a second conviction, by a fine of not more than two hundred fifty dollars (\$250).*
- (3) *Upon a third or subsequent conviction, if the person has willfully refused to comply with this section, by a fine of not more than five hundred dollars (\$500). In lieu of the fines prescribed in paragraphs (1), (2), and (3), the court may order the person to be placed in a parent education and counseling program.*

Truancy Rate

The truancy rate of a school is determined by the number of students in a school who are classified as truants pursuant to *Education Code* section 48260 during the school year compared to the enrollment of the school as reported to the California Basic Educational Data System (CBEDS) in October of that school year.

SCHOOL ATTENDANCE REVIEW BOARDS - SARB

Who is on the SARB panel and what do they do?



Local school attendance review boards (SARBs) are composed of parents, representatives from the school district, and members of the community at large, including representatives from law enforcement, county social services, probation, mental health, various youth service agencies, and the district attorney's office (SARB membership is defined in Education Code section 48321). SARBs meet with students and families to collaboratively diagnose persistent attendance and behavior problems and develop solutions to resolve the problems. If parents refuse to respond to SARB directives, the SARB shall direct the school district to make and file in the proper court a criminal complaint, charging the violation, and shall see that it is prosecuted by the proper authority (Education Code section 48291).

Background

In 1974, the Legislature enacted a statute to provide intensive guidance and coordinated community services to meet the special needs of students with school attendance or school behavior problems who have exhausted the efforts of the local school. The purpose of the SARB is not only to improve academic performance but to reduce the dropout rate and divert students with school attendance or behavior problems from the juvenile justice system. SARBs also propose and promote strategies to increase the holding power of the public schools and to maximize the use of all community resources. Although the goal of SARB is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to the local district attorney.

School Attendance Review Board (SARB) Handbook

State SARB members revised the 1995 handbook with a 2002 edition of *School Attendance Review Boards: Operations and Resources*, to help county and local SARBs identify and resolve attendance and behavior problems early. The handbook provides information on establishing a SARB; identifies behavioral patterns of students at-risk; gives helpful hints on how to work with students and their parents or guardians; suggests by-laws and standing rules; identifies effective factors for parent and pupil conferences; lists California compulsory attendance and other related laws; and provides sample letters and forms to petition the Probation Department, Office of the District Attorney, and the courts. The 2002 edition can be ordered through the California Department of Education Press at (800) 995-4099 or by fax at (916) 323-0823.

How to Download the SARB Handbook

A copy of the SARB Handbook can be downloaded in the portable document format (PDF) at <http://www.cde.ca.gov/cdepress/SARB-2002.pdf>. For more information about SARBs, please contact David Kopperud, Consultant in the Counseling and Student Support Office, California Department of Education, at (916) 327-5930, or e-mail: dkopperu@cde.ca.gov.

SARB: HELPING STUDENTS TO STAY IN SCHOOL AND ACHIEVE SUCCESS BY VICTOR THOMPSON - CWA PARAMOUNT USD

Truancy is a problem that has existed since the days of the one room schoolhouse, and was glamorized in Mark Twain's book *Tom Sawyer*. Also known as "ditching" or "cutting," truancy is an absence for which there is no valid excuse. Research has shown that the majority of daytime crimes are caused by students who are truant. The School Attendance Review Board (SARB) addresses the problem of truancy.

SARB is a multi-agency board, which helps students to improve their attendance, in an effort to also improve their academic progress in school. SARB identifies why the student is not attending school and serves as a support to the entire family in trying to resolve the problem of attendance.

SARB 20B serves the Paramount Unified School District and Bellflower Unified School District. The members of SARB include representatives from the District Attorney's Office, the Department of Children and Family Services,

the Probation Department, and community counseling and mental health agencies along with school district officials. SARB 20B meets from 8:00 a.m. to 12:00 p.m. on Tuesdays at the Los Cerritos Court in Bellflower. Parents and students often ask, "Why are we meeting in a court house?" Truancy is a violation of compulsory education law in California, which states that all students between the ages of 6 to 18 must attend school.

Schools refer students to SARB after they have intervened with the student and parent at their respective school site. Such interventions include attendance letters, phone calls, parent conferences, and School Review Team (SRT) meetings. SRT is a formal pre-SARB hearing in which the attendance problem is addressed with the parent and student and an SRT contract is prepared. The student is given the opportunity to improve his/her attendance through the SRT process prior to a SARB hearing. Violation of the SRT contract results in a referral to SARB.

One of the major strengths of SARB is the variety of resources available to assist students and parents. During the hearing, the parent and student are given the opportunity to explain why the attendance problem exists. SARB members offer recommendations for the family. Academic tutoring or alternative school programs may be offered. Counseling for the family is available as well as parent education classes through agencies such as Su Casa Teen Outreach or Coordinated Family Services. A student may be placed on informal probation with a Probation Officer or assigned community service. At the conclusion of the hearing, a contract is signed by the parent, student, and SARB. The case is reviewed regularly, and violations of the contract result in a referral to the District Attorney's Office for possible prosecution.

It should also be noted that SARB also recognizes students who improve their attendance by providing gift certificates from local merchant's students who show improvement in their attendance.

SARB provides a final effort to assist students and parents in improving their attendance prior to court intervention. Positive school attendance results in positive academic achievement and overall school success!



**THE SCHOOL ATTENDANCE REVIEW BOARD-SARB: DOES IT REALLY WORK?
BY VICTOR THOMPSON - CWA PARAMOUNT USD**

Truancy is a problem that has existed since the days of the one room schoolhouse, and was glamorized in Mark Twain's book *Tom Sawyer*. Also known as "ditching" or "cutting," truancy is an absence for which there is no valid excuse. Research has shown that the majority of daytime crimes are caused by students who are truant. The School Attendance Review Board (SARB) addresses the problem of truancy.

SARB 20B serves the Paramount Unified School District and Bellflower Unified School District. The members of SARB include representatives from the District Attorney's Office, the Department of Children and Family Services, the Probation Department, and community counseling and mental health agencies along with school district officials.

SARB 20B heard over 190 cases from the Paramount Unified School District during the 1999-2000 school year. Approximately 65% of these students improved their attendance, while 30% were referred to the District Attorney's Office for mediation. Of those referred to the District Attorney, 15% were referred to Los Padrinos Juvenile Court for prosecution.

What happens to a student once they are referred to Los Padrinos Juvenile Court? Students may be placed on court probation and assigned a probation officer that monitors their attendance. They are also subject to fines or incarceration. A student recently served 20 days in Los Padrinos Juvenile Hall after being referred from SARB. The student had been placed on probation, and was detained due to failure to comply with probation and SARB directives.

However, incarceration is rare and is not the priority of SARB. The goal of SARB and the District Attorney is to address those problems which are keeping students from attending school.

SARB recently interviewed several students from Paramount High School who have made major improvements in their attendance. One of the students stated that she “never believed anything would happen to her” until she faced the judge in court. She was placed on probation. She will be graduating in June and has excellent attendance. Other students stated that “they were afraid” after attending the SARB hearings and decided at that moment to start attending school regularly. They have not missed a day since. Another student gave this advice, to “not try to think that you know everything.” That is what she thought, and she was wrong. The advice given to her from the members of SARB really influenced her life for the better, and she now will graduate and plans to attend college.

Does SARB really work? SARB provides a final effort to assist students and parents in improving their attendance prior to court intervention, which is a last resort. SARB’s success is measured in the number of students that improve their attendance, not in the number who are incarcerated or go to court. Positive school attendance results in positive academic achievement and overall school success!

DISTRICT ATTORNEY HELPS SACRAMENTO COUNTY SARB WORK! BY JOE TAYLOR, CWA SCOE

Each year in mid August, Sacramento County District Attorney, Jan Scully presides over the Annual Truancy Sweep. Its a collaboration that involves representatives from the Sacramento Police Department, Sheriff’s Department, Probation, various School District Police Departments, School District CWAs’, along with numerous support agencies including Child Protective Services, Department of Human Assistance and Code Enforcement Officials. A press conference is held at the District Attorney Headquarters where television, radio and newspaper media are given a briefing by Jan Scully and the Heads of the various agencies that are participating in the Truancy Sweep. Teams then go out to all parts of the County to arrest persons who have pending warrants, who have habitually truant students.



This annual Truancy Sweep is just a part of the County SARB process here in Sacramento. What makes the SARB process so successful here is the dedication and commitment of the District Attorney Office. Each year at the press conference Jan Scully speaks diligently about the need to focus on truancy reduction as a way to reduce juvenile crime. As a result the D.A.’s Office provides assistance to the School Attendance Review Board process by prosecuting parents of habitually truant students under Penal Code 272, “Contributing to the Delinquency of a Minor”. As part of the SARB process each School district in Sacramento County can refer parents who have consistently failed to follow SARB directives and continue to have students who are chronically truant from school. Initially, when a referral from a district SARB is made to the District Attorney’s office, a warning letter is sent from the D.A. to the family. If the trancies continue, the referral is processed by dedicated staff in the D.A.’s office and a warrant is issued. Efforts are made to work with parents to convince them to send their kids to school and avoid prosecution.

The end result of this process is that parents are held accountable for sending their kids to school. At this year’s Truancy Sweep, there were over thirty people arrested for P.C. 272 as part of our SARB process. The SARB process is intended to be a resource to help parents but when necessary, can also be a strong deterrent to Parents who do not follow the SARB directives. Thanks to the commitment of our District Attorney’s Office the SARB process is very successful.

The next article was written by Sherman Garnett of the San Bernadino County Office of Education. Sherman and Joe Taylor have teamed up to represent CASCWA on the State SARB and on legislation. We are proud of Sherman and were elated when we informed that Sherman recently received the Black Culture Foundation’s 2003 Black Rose Award. Mr. Garnett was nominated for this outstanding award by his County Superintendent, Herbert R. Fisher. This award honors extraordinary achievement, consisting of one giving of themselves unconditionally, not looking for self-gratification, one who has contributed to the various communities within the Inland Empire. Awards are given for service to the community in a variety of areas, including education, health, science, the arts, law, sports, and philanthropy. Nomination criterions are based on the categories of demonstration of leadership ability, personal achievements, and volunteer activities. Sherman! CASCWA is proud of you!

COUNTY SARB BY SHERMAN GARNETT, SAN BERNADINO COE

Per Education Code 48321, a county school attendance review board may be established in each county in California. A majority of the 58 counties in California have established school attendance review boards. Membership in the county school attendance review board is comprised of parents, representatives of local school districts located within the county, probation department, welfare department, law enforcement, community based youth service centers, school guidance personnel, child welfare and attendance personnel school/ county health personnel. And other interested parties/organizations.



County SARB Boards can function in lieu of a local SARB board if necessary. Generally speaking, County SARB boards provide consultant services to local school attendance review boards in meeting the special needs of pupils with school attendance or school behavior problems. Other requirements per ed code of county school boards include: A. Collection of data by each school district in the county the number and types of referrals to school attendance review boards and requests for petition to the juvenile court. Supplemental activities of county SARB boards include: Yearly training/ certification for local SARB board members.

Most County SARB boards meet monthly. An agenda is posted and discussion items by board members follow as an open public meeting. As school attendance becomes a more critical and required component of meeting NO Child Left Behind requirements, County SARB boards are needed to provide strategies and services to improve overall school attendance in local school districts. Contact your local county office of education and become a member of County SARB. *Sherman Garnett is the Chairperson of the San Bernardino County SARB.*

OBSERVATION OF THE CALIFORNIA STATE SARB BY JOE TAYLOR, CWA SCOE

I first became aware of the California State SARB in 1998 when I began working as the Child Welfare and Attendance Administrator for the Sacramento County Office of Education. I was trying to gather information on how School Attendance Review Boards (SARB) works when a friend suggested that I attend this meeting that was being held over at the State Department of Education. After finding out where the meeting was being held, I invited myself in and walk in on my first State SARB meeting. The group was a little startled at first but when I introduced myself as the CWA from Sacramento County, welcomed me and made me feel right at home.

At that meeting, I observed that there were representatives from various agencies and organizations including several state departments, PTA's, Law Enforcement, Health, Community Assistance, Education and Child Welfare, from all around the State. The Chairperson of the meeting facilitated a lively discussion about recommendations that were to be presented to the State Superintendent from the group. After the meeting I was invited to attend future meetings and eventually I was appointed to the State SARB by the State Superintendent.

The State SARB was established by legislation in the mid 1970's. The Legislature at that time wanted to develop new ways to coordinate school, community and home efforts to address student attendance and behavior problems. The original plan was to have a State School Attendance and Review Board to assist County Level and School District School Attendance Review Boards with providing resources to resolve student attendance and behavior problems. Due to budget constraints at the time, the Bill that was passed did not provide for any monetary support to assist the State SARB with providing resources. The Legislature did put very specific language in the California Education Code beginning with Section 48320 about duties and procedures for School Attendance Review Boards. It also provides in Section 48325 for the State SARB to: encourage the cooperation, coordination

and development of strategies to support county and local school district school attendance review boards, divert pupils with serious attendance and behavior problems from the juvenile justice system to other resource agencies, reduce duplication of the services of state and county agencies in serving high-risk youths, reduce the number of dropouts in the public education system, disperse information on successful community-based and school-based programs and provide training for school attendance review board personnel.

Over the years, the State SARB has existed as an advisory group within the State Department of Education. It is my belief that the State SARB is moving in a positive direction to implement what was intended in the original legislation. The State SARB continues to have membership from a variety of resource agencies and organization. Recently, more representatives from local SARB groups have begun to participate. The State SARB has produced a SARB Handbook that is full of useful how to information and sample forms for school attendance review boards that is available on-line through CDE. At the quarterly State SARB meetings, issues relating to SARB procedures are presented by experts in the field and solutions are disseminated on a statewide basis. We also get updates on the latest policy and procedural changes in the California Department of Education which, of course, includes the latest on No Child Left Behind from the Feds. Ongoing controversial issues are addressed I.e. Home schooling, Mandated Cost Reimbursements, Foster Care System Coordination and in each case there are public testimonials on these issues. The State SARB is also moving in the direction to provide more resources and training for local SARB groups. This is always a challenge as the group does operate without any funding but we are looking for possible sources of funding through State and Federal Grants. I am glad that I got involved with the State SARB and I would encourage anyone who is involved with school attendance review boards to utilize the State SARB as a great resource. Several members of CASCWA are on the State SARB and so you can make contact at CASCWA.Org or on the CDE web page.

RECENT LEGISLATIVE ACTION BY JOE TAYLOR AND SHERMAN GARNETT

AB 1137 (Reyes) Charter Schools-Enrolled to Governor - This bill would require each chartering authority to identify one staff member as a contact person for the charter school, annually visit each charter school, ensure that each charter school complies with the specified reporting requirements, monitor the fiscal condition of each charter school, adjust the amount that may be charged for related administrative costs and provide timely notification if the charter school is to cease operation.

SB 140 (Denham) Interdistrict Transfers-Enrolled to Governor -This bill reenacts interdistrict-transfer requirements which expired on July 1, 2003. This bill also ceases to require a parent to apply for an interdistrict transfer yearly unless the pupil ceased to receive childcare in the district if the child was accepted for an interdistrict transfer for childcare purposes. This bill also allows a student to attend school thru the 12th grade if the parent or guardian is employed in the district if the child was accepted via an interdistrict transfer for employment reasons. The sunset date of this bill is July 1, 2007.

AB 1012 (Steinberg) Pupil Interrogation-Third Reading (Senate)-This bill failed, if it would have passed it would have required contact/permission with a parent before police contact could occur with a student.

AB 115 (Horton) School Safety Plans-Enrolled To Governor-Existing law requires the Superintendent of Public Instruction, upon determining that there is a willful failure to make any required report relating to a school safety plan to notify the school district or county office of education in which the willful failure occurred and to make an assessment of \$500 against the school district or county office of education. This bill would increase the penalty for willful failure to make a report to \$2,000.

AB 300 ED Code Changes-Third Reading – Senate-This bill makes numerous technical and new changes to Ed. Code. One provision of this bill relates to expulsions ordered during summer session or the intersession period of a year-round program. This bill would require the review date to be set not later than the last day of the semester following the summer session or intersession period during which the expulsion was ordered. A second provision of this bill would require that certain persons who have entered school grounds during school hours and who have been requested to leave the school grounds to depart and not return to the school grounds for at least 7 days and would make it a misdemeanor to return to the school grounds within 7 days of a request to leave. This is a change from the current requirement of 48 hours.

SB 338 (Scott) Concurrent Enrollment-Junior College Enrolled to Governor-This bill makes several changes to current ed code. Of particular note is a requirement that no more than 10 percent of a community college physical education class may be comprised of high school students and that a community college district will not receive funding for these students if in excess of five percent of the district's reported full-time equivalent enrollment of such concurrently enrolled students.

AB 490 (Steinberg) Foster Children-Senate Third Reading-Several changes to ed code related to Foster children. Highlights of this bill include the requirement that each LEA to designate a staff person as the educational liaison for foster children and facilitate the proper educational placement, enrollment and transfers between schools. Additionally a school district or county office of education to accept for credit partial or full coursework satisfactorily completed by the pupil while attending a public school, juvenile court school, or nonpublic, non sectarian school or agency.

AB 1313 (Para) Sex Offenders-Initially did not pass, but on September 29th the Bill was approved. This bill was needed to be passed as the previous bill was about to sunset. This Bill provides for the Megan's Law information disk to continue.

SB 677 (Ortiz) Childhood Obesity Prevention Act – Prohibits the sale of certain beverages to pupils in elementary, middle, or junior high schools commencing July 1, 2004.

WEBSITES: Improving Attendance and SARB

<http://www.cde.ca.gov/spbranch/safety/resourcguides/sarb.asp>

<http://www.cascwa.org/>

<http://www.fusd.net/burton/>

<http://www.sccoe.k12.ca.us/schooldirectory/CAcoes/default.asp>

http://www.jrsa.org/events/conference/2002/presentations/Gonzales_files/frame.htm

<http://www.lacoe.edu/orgs/125/index.cfm>

<http://www.iccegov.com/pdf/comsvcs/ccjb/truancy%20mediation%20flyer%20dec%202002.pdf>

<http://www.monterey.k12.ca.us/alternative-education/truancy-mediation.html>

<http://www.iusd.k12.ca.us/asp-bin/search/default.asp>

<http://www.whatkidscando.org/featurestories/studentplan.PDF>

<http://www.consumersresearchcncl.org/Education/calif.htm>

<http://www.vcss.k12.ca.us/distserv/schlatt.htm>

<http://www.ccspartnership.org/tool/calworks.html>

http://www.ericfacility.net/databases/ERIC_Digests/ed429334.html

<http://stars.csg.org/spectrum/2000/fall/fa00spectrum13.pdf>

<http://download.chalkface.com/sample-TFIA.pdf>

<http://aspe.hhs.gov/hsp/isp/teepareq/front.htm>

<http://www.orangeusd.k12.ca.us/cwa>

[http://kcsos.kern.org/schcom/stories/storyReader\\$84](http://kcsos.kern.org/schcom/stories/storyReader$84)

<http://www.ed.gov/programs/titleiparta/ps/edlite-index.html>

http://www.srvusd.k12.ca.us/srvusd/DISTRICT/Policies_and_Regulations/5000_Students/PdfFiles/5113AR.pdf

<http://www.dropoutprevention.org/stats/Attendance.pdf>

<http://www.scoe.net/news/library/2003/may/27/or.html>

<http://www.shastacoe.org/services/sarb/default.asp>

http://www.oxnardsd.org/pubs/bps/div_8/8350ap.htm

http://www.sbcusd.k12.ca.us/dsp_about/dsp_about_departments/student/youthserv/index.cfm?fuseaction=sarb

<http://dcfs.co.la.ca.us/Policy/Hndbook%20CWS/0700/0700-506-10.doc>

http://www.sanjuan.edu/schools/rules_abs.htm

http://www.scusd.edu/child_welfare/

<http://www.seangabb.co.uk/academic/usatruan.htm>

http://www.education-world.com/a_issues/issues300.shtml

<http://www.nssc1.org/witness/testimon.htm>



California Association Supervisors of Child Welfare and Attendance

First Name	Last Name	School Year	Today's Date
Mailing Address	City	Zip	County
Name of School/Place of Employment	School and District	County	
Email Address			Fax Number

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