



***CELEBRATING CASCWA'S EIGHTY YEARS
OF ADVOCATING FOR CHILDREN***

We never quit only going stronger

CLICK ON THE PAGE TWO LINK FOR MEMORIES OF THE GREAT CONFERENCE IN FRESNO



In this June 2018 edition you will find: Information on the 2018 California Department of Education's State SARB Award Program and recipients; Interview with Troy Knudsvig, Val Verde USD; Interview with Sharma Uma, Stanislaus COE; CASCWA Scholarships; Flyer on Southern Section's The Administrator as a Detective Workshop; 2018 State and Section Award Recipients; Riverside USD Model SARB Student Parent Contract; School Law for Minors Publication Information; School Innovation and Achievement Information; Dora and Nancy Dome "Friends of CASCWA" Award and Jeni Mendel's "Website Page."

PLEASE VISIT CASCWA'S WEBSITES AT:

WWW.CASCWA.ORG

WWW.CASCWA.WILDAPRICOT.ORG

**Please mark your calendar for the 2019 CASCWA
state conference April 17th, 10th & 11st at the
Silverado Resort in Napa, California**



2017-18 CASCWA State Executive Board		
Name	Position	Section
Gricelda Cardenas	President	Delta-Sierra
Tim Catlin	Past President	Southern
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Evelyn Ocasio	Vice President	Bay
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William Whitton	Bay Section President	Bay
Lisa Sanchez	Delta-Sierra Section President	Delta-Sierra
Brian Chandler	San Joaquin Section President	San Joaquin
Jeni Mendel	Southern Section President	Southern

2018 CASCWA State CONFERENCE

<http://cascwa.wildapricot.org/2018-State-Conference-Pictorial-Presentation>

(CLICK ON THE LINK ABOVE)

The 2018 CASCWA State Conference was highly successful. We can point to the leadership of Brian Chandler and his executive board and to all who worked so hard to make this year's conference one for the aged.

The editors of the Intercom would especially like to thank Dennis Wiechmann for all of his efforts, especially in making the link above a reality!

There were over six hundred registrations for this year's conference. The editors took a lot of pictures and have created five conference files that will bring back wonderful memories of this great conference. We knew that we could not include everyone in these picture files, but we got most of you! These pictures reflect the smiles of the greatest educators in California. The five files include two files of conference attendees, one file of the excellent presenters, one file of the CDE State SARB recipients and the final file reflects the vendors who filled the main area in the hotel's conference hall.

The reality of CWA and CASCWA is that everything is about people, especially for those who make a difference in the lives of children. This conference truly delivered! The workshop presentations, the key speakers and the activities were first class. This conference was truly a conference that will long be remembered in CASCWA's history! Thank you San Joaquin Section!



California Association of Supervisors of
Child Welfare & Attendance

CASCWA State Officers Recognition



Dear CASCWA Members and Friends of CASCWA,

The five pictures above are “CASCWA’s 2017-18 State and Section Presidents!” They have served our membership well!

As we go into our summer months, we are asking each president to share with us their thought of the past year and what activities are planned for their section in the up-coming months. We will email to all members!

The picture on the left is State President, Gricelda Cardenas, Gricelda.cardenas@wjusd.org. She is a true leader and has provided direction for our organization to follow. Much of the success of this past year is due to the efforts of Ms. Cardenas.

The top middle picture is Bay Section President, Bill Whitton, wwhitton@newarkunified.org

The top right picture is Delta Sierra Section President, Lisa Sanchez, Lisa.Sanchez@wjusd.org

The bottom middle picture is San Joaquin Section President, Brian Chandler, bchandler@ceres.k12.ca.us.

The bottom right picture is Southern Section President, Jeni Mendel, jmendel@guhsd.net



California Association of Supervisors of
Child Welfare & Attendance

2019 STATE CONFERENCE

April 17-19, 2019

**Silverado Resort
Napa, California**



QUALITY CONNECTIONS

Ready Set, Grow!

CASCWA in Napa

CRUSH it in 2019!



This conference is designed for certificated & classified school personnel, school resource officers, probation officers, social workers & community partners. Training sessions of interest to all those who work with our students, families and schools will be presented. For more information, please go to www.cascwa.org.



2018 California Department of Education Model State SARBS

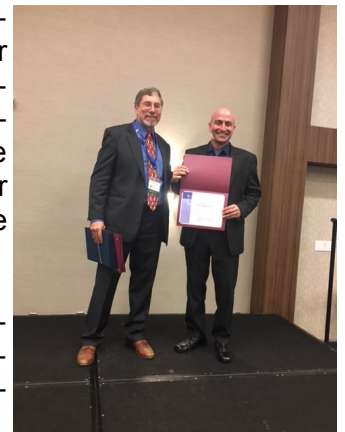
SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson announced that 16 school attendance programs were recognized as Model School Attendance Review Boards (SARBs) for exemplary practices to reduce chronic absenteeism and increase student attendance.

“Students can’t learn if they aren’t in class. The role of these school attendance champions is critical to ensuring that kids are in school each day and those students who are having attendance problems are properly supported,” said Torlakson. “These dedicated professionals are creating a cohesive and collaborative circle between the parent, the school, and the community. They are shining examples of what can occur when everyone is pulling in the same direction to ensure that all students have the chance at academic success.”



The announcement of the Model SARBs follows the availability of statewide chronic absenteeism data in December 2017 for the first time in California, providing a new understanding of chronic absenteeism patterns in schools, districts, and counties across the state. These data highlight the importance of efforts by local SARBs to reduce the number of students who are missing more than 10 percent of the days enrolled.

Model SARBs are using absenteeism data with their partners to target where resources are needed most. Their strategies can be models for counties and districts with high concentrations of chronic absenteeism.



Torlakson convenes the State SARB to bring together key agencies and community partners to facilitate a three-tiered approach to reducing chronic absenteeism and dropout rates in the state: prevention, early intervention, and intensive intervention. The expert panel appointed by Torlakson reviewed the applications submitted by local and county SARBs throughout the state.

The Model SARB awards were presented at the California Association of Supervisors of Child Welfare and Attendance State Conference on May 9, 2018, in Fresno.



Below are the 2018 Sixteen “CDE Model SARBS” and their chairpersons:

Anaheim Elementary School District, Yvette Magaña, Chairperson, ymagana@anaheimelementary.org, 714-517-7526

Charter Oak Unified and Covina-Valley Unified School Districts, Jessica Houpt, Ed.D., and Joe Mitchell, [jhaupt@c-vusd.org](mailto:jhoupt@c-vusd.org), 626-974-4826

Hawthorne Elementary School District and Wiseburn School District, David Mallchok, Chairperson, dmallchok@hawthorne.k12.ca.us, 310-676-2276

Kern High School District, Erin Rader, Chairperson, Erin_Rader@kernhigh.org, 661-827-3394

Lucia Mar Unified School District, Tamara Brown, Chairperson, tamara.brown@lmusd.org, 805-474-3000, extension 1110

McFarland Unified School District, Lori Schultz, Chairperson, loschultz@mcfarland.k12.ca.us, 661-792-3178

Moreno Valley Unified School District, Rafael Garcia, Chairperson, rgarcia1@mvisd.net, 951-571-7630

Mount Diablo Unified School District, Linda C. Pete, Chairperson, petel@mdusd.org, 925-682-8000, extension 4061

Nuview Union School District, Jennie LaBriola, Chairperson, jlabriola@nuview.k12.ca.us, 951-928-0066

Ocean View School District, Barb Davis, Chairperson, bdavis@ovsd.org, 714-847-2551, extension 1360

Orange Unified School District, Ed Howard, Chairperson, Ehoward@orangeusd.org, 714-628-5424

Pomona Unified School District, Cesar Casarrubias, Chairperson, cesar.casarrubias@pusd.org, 909-397-4648, extension 28251

San Bernardino City Unified School District, Maura Vallejo, Chairperson, maura.vallejo@sbcusd.k12.ca.us, 909-880-6807

San Jacinto Unified School District, Dr. Karen Kirschinger, Chairperson, kkirschinger@sanjacinto.k12.ca.us, 951-929-7700, extension 4291

Stanislaus County Office of Education, Sharma Uma, Chairperson, suma@stancoe.org, 209-238-1514

Val Verde Unified School District, Troy Knudsvig, Chairperson, tknudsvig@valverde.edu, 951-940-6100, extension 10468

COMMENTS FROM DAVID KOPPERUD, CDE



It has now become a tradition at the State CASCWA Conference to recognize a select number of Model SARBs for exemplary practices to reduce chronic absenteeism rates and increase graduation rates. These SARBs serve as models for other SARBs in the state that are improving their strategies and setting new goals in their Local Control and Accountability Plans to reduce subgroup chronic absenteeism rates and drop-out rates.

This year 16 SARBs were recognized: 15 local SARBs and one County SARB. All of these SARBs are composed of a team of champions who strive to ensure that children who are having attendance problems are properly supported. They are models of how to create a cohesive and collaborative circle between the parent, the school, and the community. They are shining examples of what can occur when data is used to develop strategies for ensuring that all students have an opportunity for academic success.

This year is somewhat different from previous years because now SARBs are accountable for district and school chronic absenteeism rates in DataQuest. The announcement of Model SARBs follows the availability of statewide chronic absenteeism data for the first time. This new data highlights the importance of what these Model SARBs are doing to reduce the number of students who are missing 10 percent or more of the days enrolled. Unfortunately, many of the regions of the state which need Model SARBs have not yet developed them.

For example, rural northern California counties have a higher percentage of schools with 20 percent or higher rates of chronic absenteeism. Yet there are no Model SARBs in most of these counties. In addition, many of these counties are not certifying or training their district supervisors of attendance pursuant to Education Code Section 48245.

We have much to do in disseminating and implementing Model SARB practices throughout California. In the meantime, we should celebrate these 16 Model SARBs which are showing the way forward.

The following comments focus on two outstanding Model SARBs: one a local SARB and the other a County SARB.

VAL VERDE'S MODEL SARB

Troy Knudsvig and the other members of the Val Verde Unified SARB are to be commended for providing a Model SARB to their school community driven by data.

With a chronic absenteeism rate of 8.7% , Val Verde Unified is substantially below both the Riverside County average and the state average rate of chronic absenteeism.

Val Verde's SARB is a diverse team of school and community members who work together to identify and link youths with attendance problems and their families to all appropriate school and community resources, including programs that involve close collaboration with the district attorney.

The State SARB members used Val Verde's Model SARB application as a standard when evaluating other Model SARB applications this year at the California Department of Education.

If we had more local SARBs like Val Verde, we would be able to substantially reduce chronic absenteeism rates and dropout rates in California! The benefits to the future of our state would be enormous in terms of state employment and the reduction in state crime.



STANISLAUS' MODEL COUNTY SARB

Like Val Verde, Sharma Uma and the other members of the Stanislaus County SARB are to be commended for providing a model to the state. However, Stanislaus is a different type of model since the Stanislaus County Office of Education has created a Model County SARB.

Not only is Stanislaus serving as an exceptional SARB for several local school districts in the county, but it is also providing exceptional professional development for districts supervisors and assistant supervisors of attendance in the county and the region.

The State SARB has identified the need for more county offices in the state to emulate the type of training that Stanislaus provides to supervisors of attendance.

The new duties of supervisors of attendance identified in Education Code Section 48240 are challenging, and district supervisors of attendance need this comprehensive training to fulfill their new duties under the law.

Stanislaus is one of the few county offices of education in the state that has provided this type of training and become a Model County SARB!

The State SARB is grateful for the model Stanislaus has provided to other counties in the state.

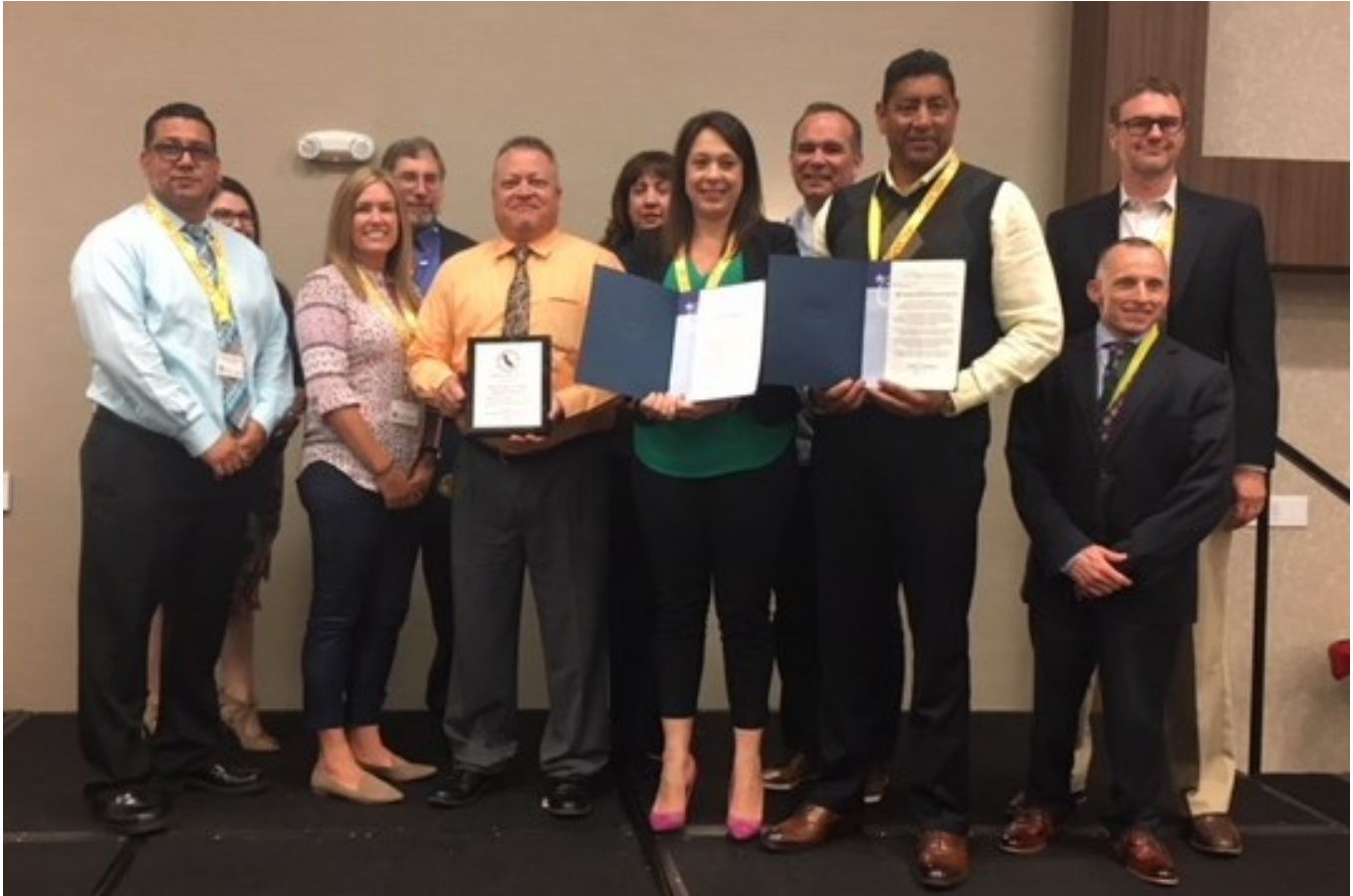


California Department of Education Model SARB Program

Please go to: <https://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp>

The goal is to improve education and for students with poor attendance it is imperative that an effective SARB be in place. The CDE Model SARB program is working. Throw you hat in the ring and submit an application to be recognized in 2019!

VALVERDE UNIFIED SCHOOL DISTRICT 2018 MODEL SARB



David Kopperud of the California Department of Education would like for every school district in the State of California to strive to be recognized as a model SARB. After all, the goal is not about recognition. The goal is to improve education and students cannot learn, if they are not in attendance. Troy Knudsvig has kindly provided responses to a few questions about their model SARB. Troy can be contacted at tknudsvig@valverde.edu. Please take the time to review his excellent responses and consider highlighting your district's efforts in the 2019 Model SARB application process!

Please tell us strategies that were put in place in your district to achieve the status of a Model SARB

As with teaching, the most effective strategies for creating positive changes in behavior and understanding come from personal relationships. That's why our Attendance Enforcement Team meets face to face with parents and students throughout the year to provide services which will lower barriers to attendance and make school accessible. Frequently families are reluctant to ask for help or fully disclose their situation until we build trust with them but once we know HOW to help then the magic happens. We can provide mental health services, bus passes, a Youth Accountability Team, assistance with Special Education services, parenting classes, we can act as intermediaries between the family and site level administration, help draft care plans, sometimes we can even advocate for them with social services. The point is that when our families know that we are working to support and promote their student's interests everybody thrives.

Earning the status of a model SARB requires a true team effort. Please describe how the members of your SARB team evolved into the team that is being recognized today and specifically share with us a few thoughts on the board's interagency collaborations.

Diversity is our great strength as a team. Over the years our team has evolved from one that simply divides a caseload by the number of specialists to one that assigns specific tasks to team members based on their abilities. One of us is particularly computer savvy and organizes our data from A2A and AERIES to help us target messaging to particular students at various times throughout the year and to measure our success. Another manages our public information efforts in social media and through newsletters in the community and at the sites.

When we meet as a panel we have a representatives from our parent engagement center, the sheriff department, intern mental health therapists, a district registered nurse, an attendance technician, an administrator, attendance specialists, the parent or guardian, and the student. This ensures that the solutions we offer can be implemented immediately and with consistency. The bottom line is that our interagency relationships are critical to lowering barriers to education because we are in the business of lifting up our community.

Please share with our members a little bit about a few of your SARB's success stories.

One frequent occurrence is that a student will begin crying at the SARB panel because of emotional issues which they have not disclosed to their parents. Examples include bullying, cutting, sexual assault, unresolved issues from the death of a parent or a divorce. Sometimes they have refused mental health services in the past. When this happens in panel we are able immediately take the student into a confidential counseling session in another room with at licensed therapist and establish rapport.

A significant portion of our community lives below the poverty line and has experienced trauma. Many of them quietly bear their tragedies in loneliness and as their ability to cope weakens symptoms like behavior problems, poor grades and absenteeism begin to manifest. We see these manifestations as opportunities to help our students directly address the main problem and get back on track to a happy, empowered life.

There are a lot of benefits to your district when you address all of the components identified in the State SARB application process. What advice would you give to districts who are considering applying to be recognized as a model SARB in 2019?

Our application was a group effort which led to many conversations about the way we do things. It was very valuable to bring a descriptive lens to our continuous improvement design processes as a SARB program because we began to see ways to improve for next year and a deeper way to define our mission.

Two technical issues that we saw with greater clarity were a need to clarify board policy on parent notes excusing absences and a need to have greater conformity in our absence code tables across school sites. But the main benefit from this process was a recommitment to our mission of helping our families be the best that they can be.

This application is a great way to reevaluate ourselves every two years. Our advice would be to consider the questions in the application as way both look back at past practices and to guide planning for future goals. It can help your SARB team meet and exceed its aspirations.

We know that there is more to do in the future, but what are a few of your final thoughts as you reflect on this outstanding achievement and all of the efforts that brought this goal to fruition?

The contact that we have with families can be private, personal and in-depth. We see how they live when we conduct home visits and they reach out to us when they are in crisis. It is an honor to represent our district in this capacity and we are mindful of the trust that our community places on their educators. As districts look to SEL and community involvement there is a recognition that education in the 21st century needs to be more than academics because positive relationships make positive change in communities.

Our Val Verde Unified School District 2018 Model SARB Team:

Troy Knudsvig, Director Student Services
Jennifer Peterson, TOSA - Student Services
Henry Martinez, TOSA - Student Services
David McPhee, TOSA - Student Services
Rena Tardie, TOSA - Student Services
Madelyn Jackson, TOSA - Student Services
Wilburt Mays, TOSA - Student Services

THANK YOU, TROY, FOR YOUR OUTSTANDING INTERVIEW!

STANISLAUS COUNTY OFFICE OF EDUCATION 2018 MODEL SARB



Once again, we need to state that the goal is to improve education and students cannot learn, if they are not in attendance. Every year school districts and county offices of education work together to provide services to students and families. County offices of education often face challenges that are difficult to overcome. There are CWA offices throughout the state that can share countless success stories of students who were at the point of dropping out and turned it around. They focused on credit recovery and, in many cases, returned to their district and graduated with their class. Stanislaus County Office of Education has an exceptional 2018 Model SARB. Sharma Uma has kindly provided great insight to a few questions about their model SARB. Sharma can be contacted at suma@stancoe.org. Please take the time to review her excellent responses and consider highlighting your district's efforts in the 2019 Model SARB application process!

Please tell us strategies that were put in place in your county office of education to achieve the status of a Model SARB:

County officials are included in any SARB event SCOE hosts. This allows for a strong collaboration on the county SARB panel. Support comes from top, if the county officials understand the importance of student attendance; it is often easy to request resources to run our County SARB!

Training is necessary; annual trainings provided to all school districts. Most school districts participate in the county program. Few districts choose to run their own SARBS are also included in the county trainings, which include the procedures of SARB, SARB information must be shared when families who are in transition.

Stanislaus County has a population of students who are often mobile from the City of Modesto to the outlying county areas. San Joaquin CASCWA helps in providing quality information to all neighboring districts. This training targeted for all administrative members who are at the level of implementing programs to improve student attendance in their individual districts and schools.

Stanislaus County Preventions Division plays a big role in collaborating with school district partners. We offer Behavioral interventions (PBIS) and mental health, trauma informed topics included in every annual training. Apart from the SARB annual trainings, prevention coordinators of each school district also meet quarterly where housing, health and safety are the main topics of discussion. County and Community partners invited to this group to share their best practices.

County SARB panel meets at the beginning of each school year before the weekly SARB hearing resume. Consistency is important in every program offered to the schools. The SARB guidelines reviewed with the SARB panel at the luncheon in the beginning of the school year. SARB schedule provided to the panel. Venue is set at least a year in advance. Collaborative partners are involved in the planning of the trainings and events throughout the year.

We work with the judicial system, the Stanislaus Superior Court, and the intake division/SARB calendar division for uniform complaint filing procedures. Stanislaus County Office of Education will arrange for meetings with SARB judge and CWA team as needed.

Earning the status of a model SARB requires a true team effort. Please describe how the members of your SARB team evolved into the team that is being recognized today and specifically share with us a few thoughts on the board's interagency collaborations:

Each member is important to the team, each brings a level of expertise, each member is offered time to address the SARB families at the weekly SARB hearing.

Understanding the department each member represents, they are willing to work in sub groups in making home visits with the Sheriff's Department. If the Sheriff's deputy is not available, the probation officer can take the lead in visiting these students. Members tag team and make special visits to the school sites if needed.

There is a comradery in the county SARB team, which is difficult to explain. They are willing to step out of their comfort zone to assist these students. If we need them to travel to the part of the county and provide SARB services at the school site, members are always willing and ready to step up. SARB members travel to the outlying areas of the county where transportation may be difficult for the SARB families. CPS member is always available for information on students who are in transition. SARB becomes the mediator of sharing information.

Some county members are willing and often assist SARB students with enrollment into the county programs. A county school board member is the best addition we have enjoyed in the last few years. Her continued support and willing to step out of the box and assist these students, making trips to school meetings, IEP meetings, and delivering backpacks to students in need. For students who are late to school, she must mandate breakfast programs for these families. The board will agree that every student who can be at school for breakfast must be able to start school on time. SARB directives come from the whole SARB panel, their input is very important!

Please share with our members a little bit about a few of your SARB's success stories:

Three students with mental health issues could not be attending school today if schools did not refer them to the County SARB:

Success Story #A – She stopped attending school due to her parent's mental health condition and lack of medication: County SARB received a referral from one of our local school districts when this particular student stopped attending school and that she was in danger of losing her special education enrollment. A bright student but had anxiety and stress related illness as presented to the SARB panel.

SARB panel members made home visits only to find out that both parent and student had severe mental health issues and needed help! Family members informed SARB members that neither were willing to accept help! Family informed Sheriff's SARB Deputy that they were doing their best to help them considering their circumstance. SARB directives given to both parent and student to maintain regular school attendance, and enroll in counseling. SARB directives also requested that school hold another IEP to address the student's anxiety issues regarding coming to school.

SARB panel made a recommendation to refer this case to the Superior Court. Parent was argumentative and incoherent. At SARB, we received background information from the school that parent had a long history of drugs and trauma due to kidnapping incident left her in a state hardly able to make good decisions that she could not function without proper medications. Her daughter was also suffering from bi-polar disorder. She was a bright student but had concerns for her mother's wellbeing. Only a referral to the Superior Court would get family members to step in and offer help to both mother and daughter receive mental health counseling and take medications regularly.

Both mother and daughter had no choice but to follow the orders of the Judge. The family members stepped in to help student wake up on time and helped in transporting her to school. Court referral gave an advantage to the school Program Specialist to come up with a better placement for this student. This Student met the criteria of a non-public ED site. We collaborated with the county special education program specialist who formed a report with student and parent. She guided them both through the court process. She also accompanied them to their court appearances each time. She encouraged them to work with the orders of the court.

"This student is still enrolled and still attending at the same school site. Prior to their referral to the County SARB, she had not attended school a full year in two years. Program Specialist formed a bond with this parent. Parent was looking at getting her driver's license. Parent was supportive of her daughter going to college. This student was on our award list of the End of the Year celebrations this school year."

Success Story #B – stayed home confined to her bedroom: Grandparents have had custody of this student since she was child of 3 years. Shelby was also a bright student.

Her SARB referral came from a non-public ED site. She belonged to a local district but her placement was at this particular ED site. A SARB hearing took place at the County office and the following SARB directives given to both the student and parents:

Student was to maintain regular school attendance

Parents must provide physician's verification and or visit the school nurse for absences for illnesses.

Family were directed to complete the free 4-week Family Education Program at the SCOE office.

A review would take place in a couple months.

At the SARB review a couple months later, student continued to miss school. Grandparents were unable to get her to school as she refused to go. She would threaten the grandparents.

At the SARB review, student made a comment to the officer, stating that the whole SARB process was a “BS”. Student was cited under 601(b) W&I to appear in Superior Court by the SARB deputy. After the court citation served to the student, grandparents were very concerned about the court process. I attempted to speak with the grandmother. What I heard from her surprised and saddened me! SARB panel could understand the situation and find solutions for this child only if all pertinent information was included in the SARB hearing. This child had been without her parents since 3 years old. Her father was killed in a fatal car collision, her mother since was in a coma in a hospital out of the county. This child would visit her mother but did not seem to show much emotion, she would visit for a few minutes and leave. She also was in the middle of both sets of her grandparents fighting for her custody. Her maternal grandparents were more stable and took custody of raising her. Student had ADHD, impulse control disorder and bipolar disorder. Grandparents were crying for help!

Using court to order the family into mental health counseling was the only option left for SARB. When the family appeared in court, we wrote a referral for family to enroll into Behavioral Health Counseling. By the first court review, grandparents had followed through and enrolled student into behavioral health center where she had connected with a psychiatrist. She started meeting with the psychiatrist regularly. Grandmother also joined a craft class at the same location where the Family Partnership Center not only provided behavioral supports for children but also advocacy and activities for parents!

Judge ordered that family provide proof of counseling, and that Shelby start attending school gradually with a modified schedule. School Principal also assisted in the process and gave her a modified schedule. Shelby starting gradually attending more hours and ended the school year with a positive attendance. She appeared with her grandparents at the End of the Year celebrations with a big smile on her face and wearing the beaded jewelry her grandmother had made at the behavioral center at the craft class she took while student was receiving her counseling sessions.

Court was the key in making the family seek help outside!

Success Story #C – this student was just dropped out of the school system by his parent, who did not trust the system and did not seek medical care for her child. This family moved from one part of the county to another constantly. Student dropped from enrollment without any notifications to the county SARB. Again, the family moved with no whereabouts listed at the last school of attendance. Anonymous tips led to a CPS referral against the family. CPS social workers realized that at this point this child had not attended school in a few years. CPS contacted our County office, and SARB yes ...was involved from hereon!

“I did remember this name from an old SARB, even though I was to leave for a trip to see my parents in the islands, immediately went to work, I could not let this go! My goal was to get these parents in court immediately, the only option for me to expedite the process, set a court date so that the student was in school and attending at the start of the new school year. Only the courts could force the hands of the parents.”

In checking SARB records, this student had attended one of the outlying rural school districts and after he left that district, SARB did not receive any notification of his change of school, neither was information communicated with the new school district.

Researching the name, we realized that this particular student had an old SARB directive. Court allowed SARB to refer a complaint against the both parents for keeping their child home based on the old SARB directive. Parent complained about the lack of proper placement of her child. Judge ordered the parents to provide proof of enrollment. A review date was set for parents to provide proof of enrollment. During this time school, Principal intervened and was able to obtain old information and realized that IEP must take place. CPS also held a meeting to help advocate for this student’s immediate enrollment. School needed shot records, which only the student’s previous physician could provide. Our team from the school of attendance and County SARB as well as CPS social workers met a couple times and assisted with the required information to get this child enrolled.

It took a few court reviews to get the child enrolled and attending school regularly. The family was placed on informal court probation. Parents had no choice but to obey the court orders. School provided the option of a modified schedule to ease this student into the regular school schedule. This child had artistic abilities. He would come to court with his drawings so intricately done. Judge highlighted his work and encouraged both the student and parents to seek support when needed and most importantly keep their child in school. It amazes us how these young ones could get lost in the system. School principal also continued to work one on one with these parents and school staff communicated well with the parent, which in the past was not possible. I think in some instances, trusting the school and connecting with the right people could only bring about a positive change in a family, a student who has special needs. Seeing continued improvement in attendance and parent participation, Judge dismissed the case at the end of the year. Both parents totally changed their attitude towards the school system, were happy, and worked with the school. Student continued to attend. Parents did seek medical care for child's foot condition!

Of the many success stories in my last 20 years, these 3 students will stick in my mind for the rest of my life!

There are many benefits to your school districts and county office of education when you address all of the components identified in the State SARB application process. What advice would you give to districts or county office of education who are considering applying to be recognized as a model SARB in 2019?

While I was hesitant to apply, I knew that we have one of the best County SARB panels. We fulfill the Education Code 48321, by keeping a multidisciplinary team of experts who are active members of the board and play an important role on the board. We continue to provide our local school districts SARB services in this county with this perspective.

We could not run a County SARB for the last 20 years without the support of our county officials. It all starts from the top! SARB could not exist without the community partners understanding the importance of school attendance and the importance of education.

Prevention, Early Identification and Intervention! Do you have all three components? Who are your partners other than your educators? Have you identified your community resources? If you have a SARB in your county or your district, do you provide training to your school site attendance staff? Do you have a uniform SARB reporting or absence reporting procedure? Who is your key person in the district who can advocate for your schools?

While some parents will straighten up with a truancy letter and a phone call, some will need a knock on their door. In some cases, you will need a higher level of intervention. Does your county office assist in taking SARB referrals or does your local law enforcement assist in making home calls on students, or do they assist in filing truancy cases? Does your DA recognize the program? Would your Superior Court take SARB referrals? Most counties or districts will work with students but the challenges come when there is not a higher level of intervention. Networking is the key! We work with our local school districts. We work with our community partners who serve on our county SARB panel. We maintain an inventory of community resources for SARB families. We work with our County Foster Youth and Homeless Education Services Liaisons. We provide translations to our families as needed. SARB panel meets regularly. SARB panel will hold SARB hearings at the school districts and school sites when transportation and scheduling time is an issue. SARB panel members will join IEP and SST meetings in an effort to mediate between school and parents.

Most importantly, you must bring all partners together by an event where everyone benefits such as an annual training/SARB Workshop we host in Stanislaus County annually. We invite all county community officials, law enforcement, probation, Superior Court judge, CPS, Public Health, Counseling agencies, student programs, and legislative experts!

We also provide a second training specifically for those who are working one on one with students and families at the school sites.

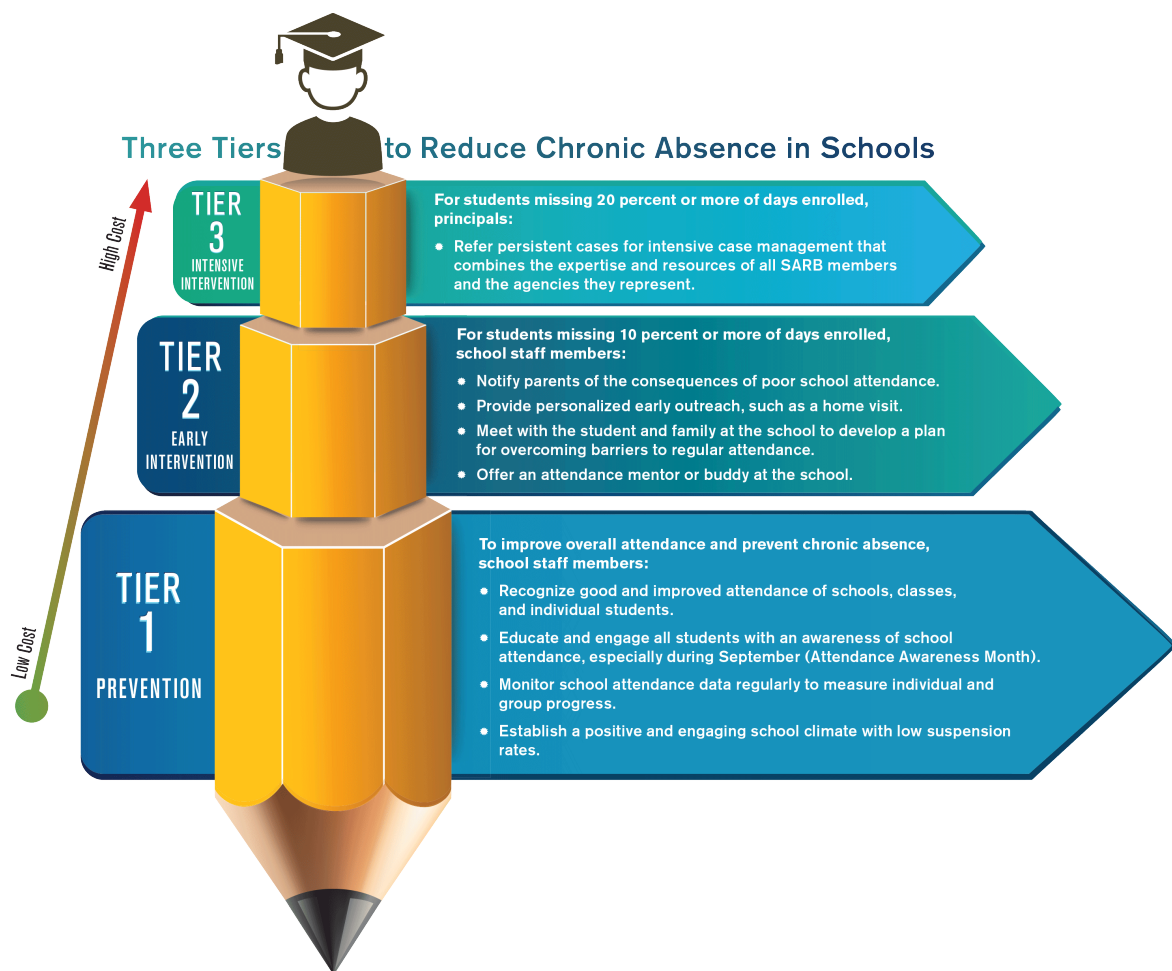
Challenging it may seem the application requirements are very clear and specific; each section may be only a page. My suggestion is to include all your samples of your resources your SARB families utilize. If you are applying for your school district, please include your reports and your analytical data. I would recommend that you list all examples of the three components of your SARB program. You must include the incentives for good attendance, any prevention work you encourage your schools to utilize. What are the tools you provide to your schools for early identification in student attendance? In the pyramid model, do you have school site interventions setup for your schools? Does your Probation, your law enforcement, or your DA and court system understand the importance of the SARB program and how do they intend to support your model. Please include the process which best describes your model.

We know that there is more to do in the future, but what are a few of your final thoughts as you reflect on this outstanding achievement and all of the efforts that brought this goal to fruition?

“While I am honored that we, at the Stanislaus County Office of Education SARB are recognized for the SARB Model, we understand that we will continue to face challenges in our ability to keep the same level of interventions, that we must be persistent, and relentless in working with these children!

One must remember; you are always making a difference in a child’s life; a child who may not have a loved one beside him or her, a child who may not have a stable home, a child who is in turmoil, a child who is coming from the dysfunctions of a family and is traumatized. We have the power in us as student advocates, we must not stop, and we must continue to involve our agencies, educate and train folks not to judge kids but to connect with them and seek help for them. Know your community resources! The work you do is the reward in itself!

THANK YOU, SHARMA, FOR AN INSIGHTFUL INTERVIEW!





Southern Section Summer Workshop

THE ADMINISTRATOR AS A DETECTIVE

What you must do, can do and can't do

TIME TO REGISTER



July 27, 2018

Registration 8:30

Workshop 9:00 AM - 4:00 PM

Workshop Fee: \$95



Southern Section is presenting a one day workshop focusing on the role of the school administrator as a detective. Everyday school administrators through California face challenges of substance abuse, protecting student's rights keeping the district on firm legal grounds with the implementation of SB 395. This workshop will be informative and will provide strategies that will help administrators to do their job on a daily basis!

WORKSHOP PROGRAM

SENATE BILL 395, LAW ENFORCEMENT AND INTERACTION WITH STUDENTS UNDER 16 YEARS OLD

Presenter: S. Paul Park

Detective - San Diego Sheriff's Department



Detective Park will present a workshop segment on the new law requiring students, under 16 years of age, to be counseled by a public defender/attorney before any interrogation by law enforcement. He will be instructing and providing tips on how our participants can do a strong investigation.

Detective Park has been working with the San Diego Sheriff's Department for 12 years. He started working in the Central Jail and later worked patrol. After working patrol, he was selected to work as a School Resource Officer at a high school within the Grossmont Union High School District. Detective Park is currently working as a detective in the Sheriff's Juvenile Unit.



Location: Hyatt Palm Springs

285 N Palm Canyon Drive, Palm Springs, CA 92262

Special room rate for CASCWA attendees: \$104.00



IDENTIFICATION & PROPER HANDLING OF CONTROLLED SUBSTANCES

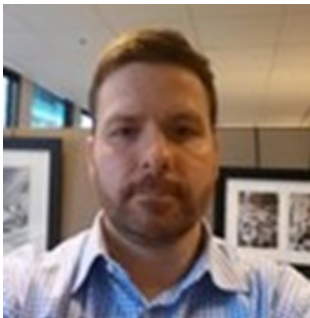


Presenter: Deputy Brian Butcher
Valhalla High School SRO
San Diego Sheriff's Department

Deputy Sheriff Butcher will conduct a session on identifying and proper handling of controlled substances that are often found in schools. This session will focus on what administrators will now need to do to be the lead investigator making a case for suspension/expulsion. Deputy Sheriff Butcher will also focus on the do's and don'ts necessary to ensure the proper process needed in order to file charges for students under the age of 16. Basically giving the workshop a "101 Level Course" on what you would have done in the past and now what you will do to comply with Senate Bill 395.

Deputy Sheriff Butcher has been with the Sheriff's Department for over 18 years. He has been assigned to Detentions and Patrol where he served as a Training Officer in both. He has worked as part of the Psychiatric Emergency Response Team (PERT.) He has also worked in area investigations, juvenile investigations, and with his station's "Crime Suppression Team." For the last 4 years, Deputy Sheriff Butcher has been assigned to a high school as a school resource officer. Deputy Sheriff Butcher teaches "Juvenile Law" to juvenile diversion classes, "Search and Seizure" to high school government classes, and provides trainings on "Options-Based Response" to school staffs. Deputy Sheriff Butcher has made dozens of drug arrests involving juveniles on school campuses. Deputy Sheriff Butcher will be bringing his experience and expertise to all in attendance!

THE INVESTIGATIVE PROCESS: PROTECTING STUDENTS' RIGHTS



Presenter: Brian Lambert
Civil Rights Attorney
U. S. Department of Education, Office for Civil Rights

Brian Lambert, an attorney for the Office for Civil Rights, works to ensure equal treatment of students regardless of race, color, and national origin, age, gender, and disability. His work includes school discipline practices, reducing racial disparities in school discipline, language access for national origin minorities, equal treatment of students with disabilities, and preventing racial and gender harassment. The Office for Civil Rights in San Francisco responds to individual complaints. Brian will be presenting on their

IT IS TIME TO REGISTER!

***For more information and to register for this important workshop,
please go to our "CASCWA Website" at:***

***<http://cascwa.org/about-us/southern-section/> or to
<http://cascwa.wildapricot.org/event-2917060>***

CASCWA 2018 STUDENT SCHOLARSHIP AWARDS

CASCWA takes great pride in awarding scholarships to students who have overcome adversity! Students selected for their awards are 2018 high school graduates. They have been nominated by CASCWA members who recognize the challenges these students have faced and overcome. These students have a future. Their stories bring a tear to your eye. CASCWA wishes them the best for future years to come!



SAN JOAQUIN SCHOLARSHIP INFORMATION FROM KEVIN TOROSIAN

[San Joaquin's Scholarship Awards were presented at the 2018 State Conference](#)

The San Joaquin Section was thrilled to have conference attendees from throughout California in attendance at this year's CASCWA State Conference for our 2018 Anthony Brucia Success Awards and Legal Books Award Luncheon. This year's student recipients overcame enormous challenges and demonstrated the true meaning of resilience. The five first time recipients were awarded \$1,000 with the opportunity to earn an additional \$1,000 per year for the next three years should they remain enrolled in school and in good standing.

This year's Anthony Brucia winners were Eva Landin, Kayla Gomez, Patricia Razo, Samantha Brechmann, and Victoria Samaniego. The "School Law Relating to Minors" award winner was Sharanpreet Chashan. Additionally, three past award recipients were present to collect another \$1,000 installment.

The San Joaquin Section is proud to make the awarding of scholarships the primary focus of our fundraising efforts throughout the year and welcome the support of our partners in ensuring that these deserving young men and women have whatever support we can provide to enable them to fulfill their dreams.



DELTA SIERRA AND BAY SECTION SCHOLARSHIP INFORMATION

The Delta Sierra Section and the Bay Section have been active with their end of the year scholarship awards. We commend their executive boards for all their efforts in making their scholarship program successful. We received the following scholarship narratives from out Bay Section and wanted to pass them on to our membership. CASCWA wishes to thank all of the teachers, counselors, administrators and outside agencies who take the time to intervene in the lives of “at risk students.” Our world needs child advocates! There will be a special place in heaven for these children and those that have given them a helping hand!

Student A – Oakland Unified School District – Coliseum College Prep Academy

Being openly gay at three different high schools exposed Student A to bullying and caused anxiety; it also built his confidence and made him more aware of who he is and what he stands for. In Student A's junior year, he started a new school and joined Recognize A World of Rainbows, the school's GSA which provided a safe space on campus where he could be himself without judgement from others. In college Student A wants to join LGBTQ student groups invested in fighting for inclusivity and empowerment and if not available start one! His goal in life upon graduation is to dedicate himself to a non-profit that has a support system that includes housing, food, clothing, jobs and education. Student A's teacher says: He is thoughtful, articulate, a deep critical thinker and someone who is able to put his ideas together beautifully. He is also a funny, caring friend and sharp debater!

Student B – Newark Unified School District – Newark High

Student B volunteered to coach soccer alongside three male coaches. She loved coaching but it all went downhill when she was taken advantage of by one of the coaches. She reported the incident and felt disappointed and in despair. She made the decision to see a therapist and through her help which she continues to this day she has been able to put her life back together one step at a time. Also aiding in the healing process, Student B joined the Newark Explorer Program which teaches law Enforcement and distributes that knowledge to the youth. Her desired profession is in Law Enforcement in hopes to one day help that same person who was once in her shoes. Officer Sandoval says” Student B has been an asset to the Newark Police Department because she brought her character and spirit to our agency”.

Student C – Oakland Unified School District – Coliseum College Prep Academy

Student C grew up in a rough neighborhood of Oakland with his older brothers and his amazing mother. He witnessed his first shooting when he was nine years old in front of his apartment. When he was 13, a very close friend was murdered. When he was sophomore his oldest brother became addicted to crack and his other brother was incarcerated. His mom meanwhile was in an abusive relationship – but as summer passed things got better – his brother was released from jail and his other brother beat his drug habit. The hardest day was yet to come however – when Student C's big brother passed away. At this point, Student C stopped going to school and his grades dropped. It fell on Student C to be a support to his mother. But he was determined to keep going and less than 2 months after his brother's death he joined “Students Rising Above”, an organization that supports students who have overcome significant life challenges. Student C was selected as an SRA scholar which changed and solidified college as Student C's plan. Student C has come through many dark days, but he has a bright future ahead and will make great contributions.

Student D – WCCUSD – Middle College High School

At four years old, Student D came to America from Nigeria to escape the harsh environment that enveloped her life. When she was six she was placed into the foster care system to escape an abusive situation at home. Student D's escape from the terrible circumstances she faced was to immerse herself in the world of books; they calmed her down when she was engulfed in stress and depression. After 5 years in the foster care system, she once again settled with her biological parents. Student D is the treasurer of the Black Student Union and started her own club called Women in Leadership. Her experiences have made her resilient and not afraid to advocate for justice. Her counselor says: "She has a strong sense that being an involved and active member of her community is one of the most powerful contributions any one individual can make."

Student E – Pajaro Valley Unified School District – Watsonville High School

Student E was introduced to Flag Football when she was in Middle school and she fell in love with it – she joined a flag football team organized by the "NFL Play 60 movement" and played as quarterback of the team. She didn't see herself as a professional athlete however, but as an engineer because of how good she is at math. She joined the Engineering and Technology Academy. A week before one of her football tournaments, she tore her ACL and LCL and both meniscus and went through two surgeries to repair the damage. She fell into depression and stopped caring about school and her GPA dropped. After months of physical therapy and with the guidance of her counselors, Student E learned about the different alternatives there are to still being involved in athletics and sparked hope in her once again. Student E volunteered as a student athletic trainer at her high school for two years during the football season and left her dream behind of becoming an engineer. She is determined to become either a physical therapist or a school counselor to be able to make the same impact on the lives of others the way they did for her. Student E math teacher says: "In addition to her academic achievements, She is personable, responsible, kind and community minded."

Student F – WCCUSD – DeAnza High School

Student F grew up with her seven siblings, her father and stepmother. Her stepmother always pushed her to become the best in school. In the summer after seventh grade, her stepmother was diagnosed with stage four stomach cancer and passed away on the first day of eighth grade. This is when her life began to fall apart. It was just Student F and her father who was always working as her siblings had all graduated. They lost their home and became homeless and had to move into one of her sister's apartment. At this point Student F had no choice but to learn responsibility. She became her own best cheerleader and knew her stepmother would have been proud of her. Student F's number one goal is to be able to take care of her family and give back to the community. Student F has completed two internships at both Kaiser and the Ryse Center. Her principal says: "Student F is a great citizen and knows how to balance work, sports, leadership activities and maintain excellent grades."

Student G – John Swett Unified School District – John Swett High School

Student G faced the challenges of growing up with a bipolar mom and another paranoid father who abused drugs. Every day was unpredictable with his parents. His grandmother helped him get through this tough time and he now has stability and peace of mind and learned if he was going to succeed in life he would have to mentally detach himself from the unstable and chaotic environment of his parents. When Student G was in the eighth grade he was student of the year, on the honor roll. He is a lifetime member of the California Scholarship Federation, a member of the cross country team, science club, and band. He volunteers at the Bay Area Rescue Mission and worked as an intern at the Rodeo Sanitary District. His teacher says: "Student G is a young person worthy of recognition not only of what he has achieved but also what he has become. I will miss his dedication, spirit and humor."



SOUTHERN SECTION 2018 SCHOLARSHIP LUNCHEON

Southern Section held their annual end of the year scholarship luncheon in Riverside County on June 1st. It was an exceptional event and the students were deserving. President Jeni Mendel commends Ilsa Garza-Gonzales and Sandra Amitriain for all their hard work in making this year's scholarship program a success!



CASCWA State “Lee Lundberg Award”

Each year, CASCWA recognizes one individual from each of the four sections who represents CASCWA and who has made exceptional contributions as recognized by their peers. In addition, one individual is recognized at the state level and is awarded the distinguished “Lee Lundberg Service Award.” Lee Lundberg was an accomplished educator who served at the CASCWA State and Section level and greatly influenced legislation for the betterment of children throughout the State of California.

Griselda Cardenas
Lee Lundberg Award Recipient 2017-18



Congratulations to Griselda Cardenas! This is the most prestigious annual CASCWA Award. Griselda served as State President throughout the 2017-18 school year! She has provided exceptional leadership. She has kept our organization well organized and on track. She was instrumental in the success of the 2017 CASCWA state conference in Tahoe City. She will continue serving CASCWA throughout the 2018-19 school year in the position of past president. Griselda truly represents the spirit of CASCWA!

2018 CASCWA SECTION AWARDS



BAY SECTION AWARD
PETE GALVAN
PAJARO VALLEY USD



DELTA SIERRA SECTION AWARD
ERICKA PETERSON
SCHOOL INNOVATION & ACHIEVEMENT



SAN JOAQUIN SECTION AWARD
SHARMA UMA
STANISLAUS COE



SOUTHERN SECTION AWARD
BOB MUELLER
SAN DIEGO COE

Model Student and Parent SARB Agreement

English and Spanish

Riverside Unified School District

RIVERSIDE UNIFIED SCHOOL DISTRICT

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

STUDENT AND PARENT AGREEMENT (Page 1 of 2)

Date: _____

Student Name: _____ School: _____ Grade: _____

Name of Parent/Guardian: _____ Parent's D.O.B.: _____

Name of Parent/Guardian: _____ Parent's D.O.B.: _____

Home Address: _____ (☐ same all year) Phone #: _____

I understand that each absence jeopardizes my child's opportunities for success in school. I understand that school attendance is mandatory for each student between the ages of 6 and 18 who is not legally exempt. (Education Code 48200) I understand that I am required to verify each future absence. I understand that further absences, or trancies can result in a referral to the district SARB. (Education Code 48263) I understand that further trancies will result in a referral to the Riverside County District Attorney's Office. (Education Code 48291) I understand that if trancies continue after this meeting, the District Attorney's Office may file criminal charges against me pursuant to Education Code § 48293(a)(1)-(3), and/or Penal Code § 270.1(a) & § 272(a)(1).

STUDENT AGREES TO:

1. Go to school on time each day.
2. Stay in school for the entire day while school is in session and attend all classes.
3. Follow all school rules and regulations.
4. Obey the directions of teachers and administrators and behave appropriately at school.
5. Complete my class assignments and homework.
6. Attend Saturday School and/or make up classes as directed. (See page 2)
7. Attend tutoring and/or an afterschool program as directed. (See page 2)
8. Attend all appointments with school counselors or school resource officer as directed. (See page 2)
9. Check in and sign in with the attendance clerk every day as directed.
10. Perform _____ community service hours at _____, to start by _____.
11. Other: _____

Student Signature

Date

PARENTS/GUARDIANS AGREE TO:

1. **Comply with each directive listed and checked under the Support Services Section on pg. 2.**
2. **Assist and compel the student to fulfill, attend, and complete all directives listed on this contract.**
3. Bring or arrange for someone to bring student to school on time each day.
4. Ensure student will have no further absences without a legally valid excuse under Educ. Code §48205.
5. Cooperate with school officials and attend all meetings and conferences when requested.
6. Notify the school each time that student is absent and provide a legally valid reason for each absence.
7. Notify the school each time student violates this agreement.
8. Excuse student only for valid legal reasons and provide documentation confirming the reason.
9. Verify each and every illness with either a *valid* doctor's note or through school staff.
10. Make arrangements to have student's school work picked up if student is absent for more than _____ day(s).
11. Attend school with my child as directed _____ not applicable, _____ attend on _____.
12. Other: _____
13. Other: _____

SUPPORT SERVICES OFFERED TO ADDRESS ABSENCES & TRUANCIES: (page 2 of 2)

- ☐ Attend Parenting Classes / Parenting Program offered at: _____, starting on _____.
- ☐ Saturday School at _____ on: _____, _____, _____, _____
(one session clears one unexcused absence).
- ☐ Illness verification by school staff in lieu of a doctor's note.
- ☐ Tutoring located at: _____, starting on: _____ until _____.
- ☐ After school program located at: _____, starting on: _____ until _____.
- ☐ Make up classes for unexcused absences located at: _____, on: _____.
- ☐ Appointment with School Counselor: _____, to address: _____
at: _____, on: _____.
- ☐ Appointment with School Resource Officer: _____ to address: _____
at: _____, on: _____.
- ☐ Regarding bullying: _____.
- ☐ Access to online student monitoring system; ___ No computer access, alternative: _____.
- ☐ School/Class Schedule changed as follows: _____.
- ☐ Alternative Education as follows: _____.
- ☐ Alternative School Placement as follows: _____.
- ☐ Attend IEP meeting at: _____ on: _____.
- ☐ Attend health related 504 meeting at: _____ on: _____.
- ☐ Make appointment with YAT team, phone number: _____.
- ☐ Transportation plan: a) _____ b) _____ c) _____.
- ☐ A.M./P.M. routine plan: _____.
- ☐ Family to make appointment with district nurse _____, at: _____ on: _____.
- ☐ Free meal program: _____.
- ☐ Clothing provided: _____.
- ☐ School supplies provided: _____.
- ☐ Parent referred to counseling: _____.
- ☐ Parent referred to County Mental Health at: _____.
- ☐ Additional services requested by parents/guardians: _____.
- ☐ Other Services Offered: _____.
- ☐ Other Services Offered: _____.
- ☐ Other Services Offered: _____.

I understand the terms of this contract and agree to comply with all directives. I agree to provide the SARB information/verification regarding participation and/or completion of all activities listed above. I agree that the school district has provided sufficient support services needed to address truancies and absences.

Parent/Guardian Signature Date

Parent/Guardian Signature Date

SARB Chairperson Date

SARB Contact Number

NEXT SARB REVIEW DATE: _____
Distribution: White – SARB Yellow – School Pink – Parent/Student

NOTES & COMMENTS

DISTRITO ESCOLAR UNIFICADO DE RIVERSIDE
JUNTA DE REVISIÓN DE ASISTENCIA ESCOLAR (SARB)
ACUERDO DE ALUMNO Y PADR (Pág 1 de 2)

Fecha: _____

Nombre del alumno: _____ Escuela: _____ Grado: _____

Nombre del padre/tutor: _____ F.D.N del padre.: _____

Nombre de la madre/tutor: _____ F.D.N de la madre: _____

Domicilio: _____ (☐ el mismo todo el año) Tlf #: _____

Yo entiendo que cada ausencia perjudica las oportunidades de mi hijo para tener éxito en la escuela. Entiendo que la asistencia escolar es obligatoria para cada alumno entre las edades 6 y 18 que no esté exento legalmente. (Código Educativo 48200) Entiendo que es obligatorio que yo confirme cada ausencia futura. Entiendo que más ausencias, o ausencias injustificadas pueden resultar en una recomendación al SARB del distrito. (Código Educativo 48263) Entiendo que más ausencias injustificadas resultarán en una recomendación a la Oficina del Fiscal del Condado de Riverside. (Código Educativo 48291) Entiendo que si las ausencias injustificadas continúan después de esta reunión, La oficina del fiscal puede presentar cargos en contra mía conforme al Código Educativo § (a)(1)-(3), y/o el Código Penal 270.1(a) & § 272(a)(1).

EL ALUMNO ESTÁ DE ACUERDO QUE:

1. Llegará a la escuela a tiempo cada día.
2. Se quedará en la escuela durante el día entero mientras las clases estén en sesión y asistir a todas las clases.
3. Seguirá todas las normas y reglas de la escuela.
4. Obedecerá las indicaciones de los maestros y del equipo directivo y se portará adecuadamente en la escuela.
5. Completará sus tareas de clase y de casa.
6. Asistirá a la Escuela en sábado y/o recuperará clase según las indicaciones. (Consulte pág 2)
7. Asistirá a tutoría y/o programas después de clases según las indicaciones. (Consulte pág 2)
8. Asistir a todas las citas con los consejeros escolares o el oficial de recursos escolares según las indicaciones (Consulte pág 2)
9. Presentarse y firmar con el encargado de asistencia según las indicaciones.
10. Realizar _____ horas de servicio comunitario en _____, a partir de _____.
11. Otro: _____.

Firma del alumno

Fecha

LOS PADRES/TUTORES ESTÁN DE ACUERDO DE:

1. **Cumplir con cada indicación enumerada y marcada en la sección de Servicios de Apoyo en la pág 2**
2. **Ayudar y obligar al alumno a cumplir, atender y completar todas las indicaciones enumeradas en el acuerdo.**
3. Llevar o conseguir que alguien lleve al alumno a la escuela a tiempo cada día.
4. Asegurar que el alumno no volverá a faltar sin una justificación legal y válida bajo el Código Educativo §48205.
5. Cooperar con los oficiales de la escuela y asistir a todas las reuniones y conferencias cuando se lo pida.
6. Avisarle a la escuela cada vez que el alumno falte y provee una justificación legal y válida por cada falta.
7. Avisarle a la escuela cada vez que el alumno viole este acuerdo.
8. Sacar al alumno de clase solamente por razones legalmente válidas y proporcionar la documentación confirmando la razón.
9. Confirmar cada y todas las enfermedades con un comprobante médico válido o a través del personal de la escuela.
10. Conseguir que alguien recoge la tarea del alumno si el alumno ha faltado más de _____ días.
11. Asistir a la escuela con mi hijo según las indicaciones _____ no aplica, _____ asistir el _____.
12. Otro: _____.
13. Otro: _____.

**SERVICIOS DE APOYO OFRECIDOS PARA TRATAR AUSENCIAS Y AUSENCIAS
INJUSTIFICABLES: (pág 2 de 2)**

- ☐ Asistir a la clases para padres/Programa para padres ofrecido en: _____, empezando _____.
- ☐ Escuela en sábado a las _____ en: _____ (una sesión recupera una ausencia no justificada).
- ☐ Verificación de enfermedad por personal de la escuela en lugar de un comprobante médico.
- ☐ Tutoría en: _____, empezando: _____ hasta _____.
- ☐ Programa después de clase en: _____, empezando: _____ hasta _____.
- ☐ Clases de recuperación para ausencias no justificadas en: _____, fecha: _____.
- ☐ Cita con el consejero de la escuela: _____, para tratar: _____, en: _____, fecha: _____.
- ☐ Cita con el oficial de recursos escolares: _____ para tratar: _____, en: _____, fecha: _____.
- ☐ Referente al acoso escolar: _____.
- ☐ Acceso al sistema de monitoreo estudiantil en línea; ___ Sin acceso a computadora, alternativo: _____.
- ☐ Cambio de horario clases a continuación: _____.
- ☐ Educación alternativa a continuación: _____.
- ☐ Asignación escolar alternativa a continuación: _____.
- ☐ Asistir reunión del PEI en: _____ fecha: _____.
- ☐ Asistir a reunión 504 relacionada con la salud en: _____ fecha: _____.
- ☐ Hacer cita con el equipo YAT, número de teléfono: _____.
- ☐ Plan de transporte: a) _____ b) _____ c) _____.
- ☐ Plan de rutina A.M/P.M: _____.
- ☐ La familia pide una cita con la enfermera del distrito _____, en: _____ fecha: _____.
- ☐ Programa de comida gratuita: _____.
- ☐ Proporción de ropa: _____.
- ☐ Proporción de material escolar: _____.
- ☐ Recomendar consejero para el padre: _____.
- ☐ Padre recomendado a la Salud Mental del Condado: _____.
- ☐ Servicios adicionales a petición de los padres/tutores: _____.
- ☐ Otros servicios ofrecidos: _____.
- ☐ Otros servicios ofrecidos: _____.
- ☐ Otros servicios ofrecidos: _____.

Entiendo los términos de este acuerdo y estoy de acuerdo de cumplir con todas las indicaciones. Estoy de acuerdo de proveer la información/confirmación de SARB referente a la participación y/o la terminación de todas las actividades enumeradas arriba. Estoy de acuerdo que el distrito escolar ha proporcionado suficiente servicios de apoyo necesarios para tratar las ausencias injustificables y las ausencias justificables.

Firma del padre/tutor Fecha

Firma del padre/tutor Fecha

Designado escolar del SARB Fecha

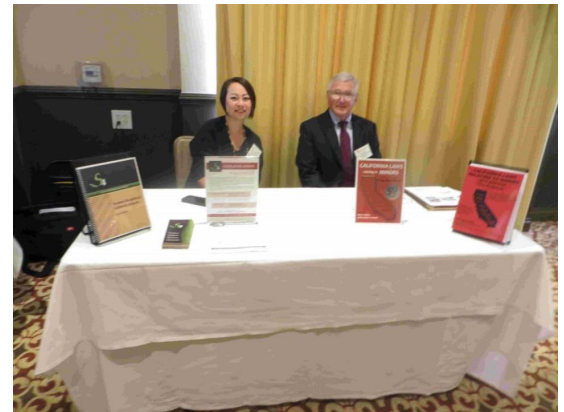
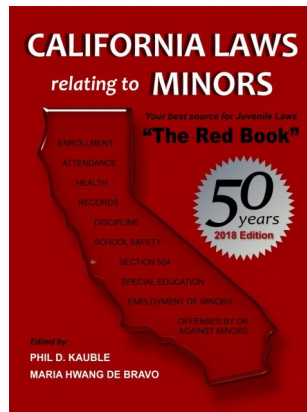
Número de contacto del SARB escolar

PRÓXIMA REVISIÓN DE SARB FECHA: _____

Distribution: White – SARB Yellow – School Pink – Parent/Student

NOTAS & COMENTARIOS

CALIFORNIA LAWS RELATING TO MINORS



<http://legalbooksdistributing.com/california-laws-relating-to-minors-2018-the-red-book-9781933408460/>

California Laws Relating to Minors is your complete source for Juvenile Laws. The 2018 Edition is a must for all CWA Offices! There have been several positive changes to this edition. This document is a true tool to be used by CWA educators throughout the state. Having been the director of CWA for twenty years in a district, there was hardly a day that went by that I didn't use this document to keep my office and the district on firm ground. The updates to this document have made California Laws Relating to Minors even better!

For more information on "California Laws Relating to Minors, please go the website listed above, s4edconsultants.org (go to the "Resource" tab), call Legal Books Distributing at (800) 200-7110 (323) 526-7110 or by visiting Legal Books Distributing at their new location – 2740 E. Regal Park Dr., Anaheim, CA 92806.



A SPECIAL "THANK YOU" TO:

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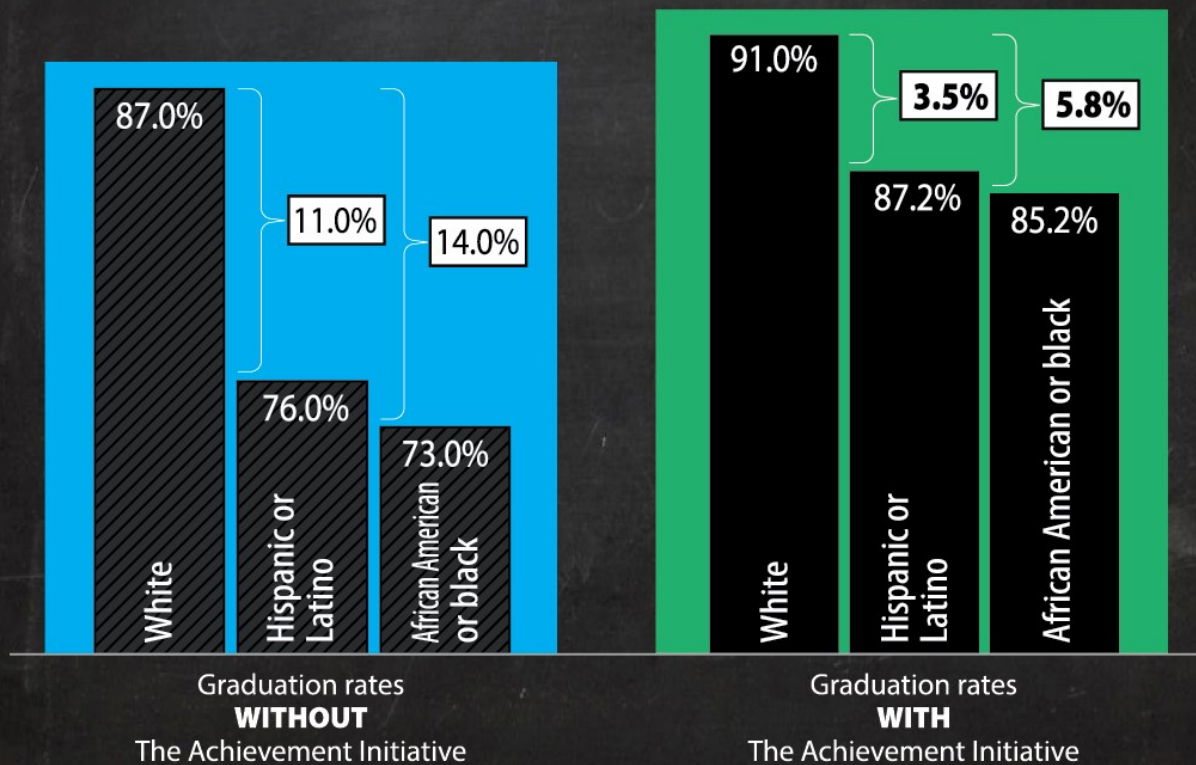
School Innovation and Achievement

School Innovation and Achievement – SI&A remains as one of the strongest allies of the efforts of CASCWA. SI&A is committed to improving attendance throughout the state. SI&A assist districts through technology and individual contact. SI&A has been working with school district in California for over three decades! Please go to: <http://www.sia-us.com/>

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CASCWA 2018 FRIENDS OF CASCWA AWARD



Every few years, professional individuals in the fields of CWA are recognized with the "Friends of CASCWA" award. This is rare and at the 2018 state conference this award was presented to two sisters!

Dora Dome and Nancy Dome have contributed greatly to CASCWA at numerous workshops and state conferences. They are brilliant and their presentations are informative and filled with solid information. We thank Dora and Nancy for their contributions to the fields of education. Their email addresses are:

dora@doradomelaw.com & nancy@epocheducation.com



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We hope to see you April 17th-19th at the 2019 CASCWA State Conference at the Silverado Resort in Napa!

For more information about CASCWA, please go to:

WWW.CASCWA.ORG & WWW.CASCWA.WILDAPRICOT.ORG

The co-editors of the CASCWA Intercom are Jennifer Kottke & Frank Boehler