



SPECIAL EDITION:

State Superintendent of Schools, Tom Torlakson, & Attorney General, Kamala D. Harris focus on "Reducing Truancy in our California Schools."



In this edition you will find: Information from the State Department of Education on "Partnering to Reduce Chronic Absences"; Important CWA Attendance Websites; School Attendance Improvement Strategies; AB1266; Pending Legislative Information; & Jeni Mendel's Website Pages!

PLEASE VISIT CASCWA'S WEBSITE AT WWW.CASCWA.ORG



GRACE ESPINDOLA TAKES OVER AS OUR CASCWA STATE PRESIDENT



CASCWA STATE EXECUTIVE BOARD 2012-13:

President: **Grace Espindola**, Sutter County Superintendent Of Schools Office, grace@sutter.k12.ca.us; **President-Elect:** **Sergio Mendoza**, Burton USD, smendoza@burtonschoools.org; **Vice President:** **Dr. Ammar Saheli**, San Lorenzo Unified School District, asaheli@slzusd.org; **Secretary:** **Bonita Aytch**, San Juan Union School District, BAytch@sanjuan.edu; **Treasurer:** **Dennis Weichmann**, Sanger Unified School District, dwiechmann@sbcglobal.net; **Immediate Past President:** **Betty Folsom**, Jurupa USD, betty_folsom@jUSD.k12.ca.us; ; **Legislative Chair:** **Sherman Garnett**, San Bernardino County Superintendent of Schools Office, Retired, sherman_garnett@verizon.net; **No. Legislative Representative:** **Tony Shah**, Castro Valley Unified School District, tshah@cv.k12.ca.us; **So. Legislative Representative:** **Jeni Mendel**, Grossmont Union High School District, jmendel@guhdsd.net; **Membership & Public Relations:** **Brian Gongalez**, Kings County Office of Education, bpgonzalez@kings.k12.ca.us; **Web Site:** **Tom Mangione**, Retired - Los Angeles Unified School District, cascwa@earthlink.net; **Parliamentarian:** **Mike Wong**, Palm Springs Unified School District, mwong@psusd.us; **Special Projects:** **Rickey Jones**, Fremont Unified School District, rickeyjones@fremont.k12.ca.us; **Board Advisor:** **Koa Lee Vang**, Sutter County Superintendent of Schools, koaleev@sutter.k12.ca.us; **Bay Section President:** **Linda Freccero**, San Lorenzo Unified School District, lfreccero@slzusd.org; **Delta Sierra Section President:** **Joe Taylor**, Sacramento COE, Retired; joeyt51@sbcglobal.net; **San Joaquin Section President:** **Sergio Mendoza**, Burton Unified School District, smendoza@burtonschoools.org; **Southern Section President:** **Tim Catlin**, ABC Unified School District, tim.catlin@abcusd.us



CASCWA Bay Section – President’s Message

Linda Freccero
San Lorenzo Unified School District
lfreccero@slzusd.org

Greetings CASCWA members! As newly elected president of CASCWA's Bay Section I'd like to take this opportunity to introduce myself and welcome all our current Bay Section members. I have been a member of CASCWA for over 10 years and served as President-elect for Bay Section during the 20012-13 school year. I have been a member of the Child Welfare and Attendance team in the San Lorenzo Unified School District for the past 15 years and currently serve as the District's Student Support Services Counselor. I'm proud to say that throughout my career with San Lorenzo Unified our district has always consistently supported CASCWA with a strong showing of members. I sincerely believe that our district's participation with CASCWA's Bay Section has been mutually beneficial. While we have supported CASCWA through our membership, we have also reaped tremendous benefits by attending our Bay section's Fall and Spring conferences as well as the annual CASCWA State conferences. The information shared and learned, along with the networking opportunities and camaraderie at these events has been invaluable. The world of education is large and I think it is safe to say that no position in education is quite like that of working in the "world" of Child Welfare and Attendance. Being a member of CASCWA and attending the workshops and conferences is the one place where we can network with colleagues who truly understand our "world", our challenges and our experiences.



Bay Section held its annual Spring conference on May 17th at the beautiful Martinelli Event Center, amid the rolling green vineyards of the Livermore Valley. Our theme was "TOTAL SCHOOL INCLUSION: BUILDING SAFE CAMPUS CLIMATES THAT WORK". We were most fortunate to have two excellent presentations. The morning presentation was "The Skin That we Speak: Creating Culturally Competent Learning Environments" by Dora Dome Law. Attorney Dora Dome and her educator sister Nancy Dome provided a compelling and interactive presentation that sparked excellent discussion. Following the morning presentation, the Bay Section honored 11 scholarship recipients. With over 80 applications these scholarship winners faced some strong competition! We were very pleased to have over half of the winners in attendance at the conference

to enjoy lunch and receive their awards. Our afternoon presenter was Dr. Susan Craig from Berkeley Unified School district with a very timely and informative presentation on school safety entitled, "In the Wake of Newtown". Dr. Craig shared valuable information gathered as a result of her recent review of school safety procedures throughout all of Berkeley Unified. We concluded our conference with the installation of officers for the 2013-14 school year. I am very pleased to present my fellow board members: Janet McMurray, *President-Elect*, Susan Mahoney, *Vice President*, Alan del Simone, *Treasurer*, Dr. Susan Craig, *Secretary* and Dr. Ammar Saheli, *Past-president*. Our *Legislative Rep* is Dr. Tony Shah. I am honored and very excited to be working with such a strong and talented group of people this coming year!

I'd like to take this opportunity to thank Dr. Ammar Saheli for his leadership throughout the 2012-13 school year. Under his leadership we provided our Bay Section members with two highly informative and successful Section conferences, one in the Fall of 2012 and our recent Spring Conference in May 2013. Additionally, Dr. Saheli authored and contributed several insightful and informative articles to this CASCWA Intercom publication during his tenure. He has supported and inspired Bay Section and hopefully will continue as an active participant well into the future.



Looking ahead as section president, my goals for 2013-14 are to continue to provide meaningful, informative workshops for our members, increase membership in Bay Section and begin a very important planning process as we look to host the 2015 State conference. I'm pleased to announce that Alan del Simone has agreed once again to chair our conference planning committee. Alan was chair of our highly successful State conference in San Francisco in 2011. He brings a tremendous amount of skill and experience to this position and we are very excited to have him take charge of that huge task again. Thank you, Alan!

upcoming school year. Spread the word about the amazing, supportive and knowledgeable people that make up the California Association of Supervisors of Child Welfare and Attendance!



CASCWA Southern Section – President's Message

Tim Catlin

ABC Unified School District

tim.catlin@abcusd.us

Dear CASCWA Southern Section Members:

It is my honor and privilege to introduce myself as the new CASCWA Southern Section President. I am beginning my 12th year as a Child Welfare and Attendance administrator, currently in the ABC Unified School District in the City of Cerritos. Prior to my administrative position I was a school counselor and best of all, a band teacher at both the high school and middle school levels. I would like to say thank you to the many CWA colleagues I have met over the past 11 years. These individuals have assisted and guided me through what has been a very rewarding career so far. I could not have tackled or met the many challenges in this profession without these people, virtually all of them members of CASCWA.

With that being said, and as we launch into the 2013-14 school year, at no time has the profession of student services needed strong child advocates as we do now. I would like to call upon all of the members of CASCWA Southern Section to strengthen our base by introducing others to the benefits of joining our organization; such as topical forums, local and state conferences, and professional networking in the area of child welfare attendance.

In recognizing that the challenges for this year are here and now, I would like to invite you to a very special inservice opportunity, "The Southern Section Fall Seminar." The seminar this year is entitled **"It's The Law: Legal Issues Surrounding Student Services"**. It will be held on **October 17 & 18, 2013, at the Knott's Berry Farm Resort Hotel in the City of Buena Park, 7675 Crescent Avenue, Buena Park, California**. We will be hosting top legal attorneys in California who will be discussing a variety of issues as: Bullying/Cyberbullying, AB 1266, Search and Seizure, and other topics. This should prove to be a very informative event. Please refer to the flyer that has been placed in this edition of the Intercom.

Finally, I would like to express my deepest appreciation for what you all do for our young people every day, as child advocates and mentors, please know you are appreciated.

Sincerely,

Tim Catlin
Southern Section President





Southern Section Annual Fall Seminar

October 17-18, 2013

Knott's Berry Farm Resort Hotel

7675 Crescent Avenue
Buena Park, California 90620

Registration fee: \$95 ♦ Hotel rate: \$89

LEGAL ISSUES AFFECTING STUDENT SERVICES

Presented by attorneys from top legal organizations in California on issues such as:

- ♦ Search and Seizure ♦
- ♦ Bullying and Cyberbullying ♦
- ♦ Student Discipline ♦
- ♦ AB 1266 - School Success and Opportunity Act (Transgender Students) ♦

...and other trending "hot topics"

Registration Form

Name and Title: _____ Telephone: _____

District/Agency: _____ Fax : _____

Mailing Address: _____

E-mail Address: _____ Cell: _____

CASCWA Section: ☐ Bay ☐ Delta-Sierra ☐ San Joaquin ☐ Southern ☐ Don't know

☐ Vegetarian Lunch Required ☐ Other Special Needs: _____

Make checks payable to **CASCWA** in the amount of \$95.00. Purchase Orders will be accepted for registration. Please mail the completed form with the registration fee or Purchase Order confirmation to **CASCWA Southern Section, P.O. Box 4222, Orange, CA 92863-4222**. No refunds, or Purchase Orders after October 14, 2013. Walk-ins will be accepted. If you have any questions, please call Jerry Hime at (714) 390-2679 or email Jerry at jihime@earthlink.net.

The hotel rate of \$89 per night is available 3 days pre and post conference. Hotel registration includes complimentary Wi-Fi internet access in guest rooms and complimentary parking for hotel guests. Discount tickets are available to Knott's Berry Farm for hotel guests. Please make your reservations directly with the Hotel at 866-752-2444 or 714-995-1111, and refer to the Group "CASCWA."

916-323-1028



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 17, 2013

Dear County and District Superintendents:

WORKING TOGETHER TO REDUCE TRUANCY IN OUR SCHOOLS

Recently you received a letter from Attorney General Kamala Harris about California's alarming truancy problem and the importance of school districts and county offices doing their part to notify and meet with parents when their children are not attending school as required by state law. I am writing this letter to support the Attorney General's effort to encourage school districts and county offices to notify parents and make regular school attendance a high priority. Regular school attendance is not just about compliance with state laws. Absences represent lost learning opportunities. Establishing habits of good attendance, starting in the early grades, will help children do well in high school and in their future careers and education.

California law requires parent notification when a child is first classified as a truant, as well as a conscientious effort to hold a meeting with the parent and child before deeming the child a "habitual truant." Parents are important partners in the education of their children; we must work closely with parents, guardians, and caregivers to ensure regular school attendance for all children. Our challenge is to monitor how often each child misses school and determine the causes of the absences. When students are found to be chronically absent or truant, they must be linked to all appropriate school and community services.

I support the efforts of school districts to utilize the School Attendance Review Board (SARB) process and collaborate with community partners in law enforcement, mental health, public health, and youth services agencies. This collaboration is critical for SARB members from throughout the community to combine their expertise and resources to help families resolve attendance problems. By working together with parents and the community, we can provide the early intervention and the intensive intervention needed to improve attendance and combat truancy across California.

Attorney General Kamala Harris is correct. Our safety and prosperity as a state depend on our diligent attention to this important issue.

If you have any questions regarding this subject, please contact David Kopperud, Education Programs Consultant, Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-2183 or by e-mail at dkopperud@cde.ca.gov.

Sincerely,

A handwritten signature in black ink that reads "Tom Torlakson".

Tom Torlakson

TT:dk

2013-0405

cc: Attorney General Kamala Harris

KAMALA D. HARRIS
Attorney General

State of California
DEPARTMENT OF JUSTICE



300 SOUTH SPRING STREET, SUITE 1702
LOS ANGELES, CA 90013

Public: (213) 897-2000
Telephone: (213) 620-6312
E-Mail: angela.sierra@doj.ca.gov

July 22, 2013

Dear County Superintendents:

RE: Request for SARB Reports

As you are aware, on May 1, 2013, Attorney General Kamala D. Harris sent a letter to all California County and District Superintendents advising that this office is conducting a broad-based review regarding the issue of truancy in California's elementary schools and its impact on public safety. The letter also explained that this office will be issuing a public report on this important topic, which will discuss, among other points, the scope and causes of truancy in elementary school and its negative consequences on students and on our communities. We will also be highlighting potential prevention strategies to help combat this serious problem.

In conducting this research, we recognize the vital role served by School Attendance Review Boards (SARBs) throughout California and the valuable information that can be gleaned from the annual reports. In light of this, and in order to further the Attorney General's truancy research, this office respectfully requests that you provide us copies of the SARB reports submitted to you by your respective districts pursuant to Education Code section 48273 for the last three school years. It is our understanding that the SARB reports are not confidential as they do not identify particular students; rather, the reports provide statistical data, specifically "the number and types of referrals to school attendance review boards and of requests for petitions to the juvenile court" (Ed. Code, § 48273; see Ed. Code, § 49074.)

As we hope to issue our report as soon as possible, we further request that you provide this information by **August 2, 2013**, preferably via e-mail, to the undersigned at angela.sierra@doj.ca.gov.

If you have any questions regarding this request, please feel free to call me at the above telephone number. For information about SARB reports or sample SARB report forms, view <http://www.cde.ca.gov/ls/ai/sb/outcomereport.asp> or contact David Kopperud, Education Programs Consultant, at dkopperud@cde.ca.gov or 916-323-1028.

July 22, 2013
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We thank you in advance for your cooperation and assistance in this matter.

Sincerely,

ANGELA SIERRA
Senior Assistant Attorney General

For KAMALA D. HARRIS
Attorney General

COUNTY SURVEY FOR THE STATE SCHOOL ATTENDANCE REVIEW BOARD

(The following is paraphrased from a joint letter from Tom Torlakson, State Superintendent of Schools, and Kamala D. Harris, Attorney General, to County Superintendents.)

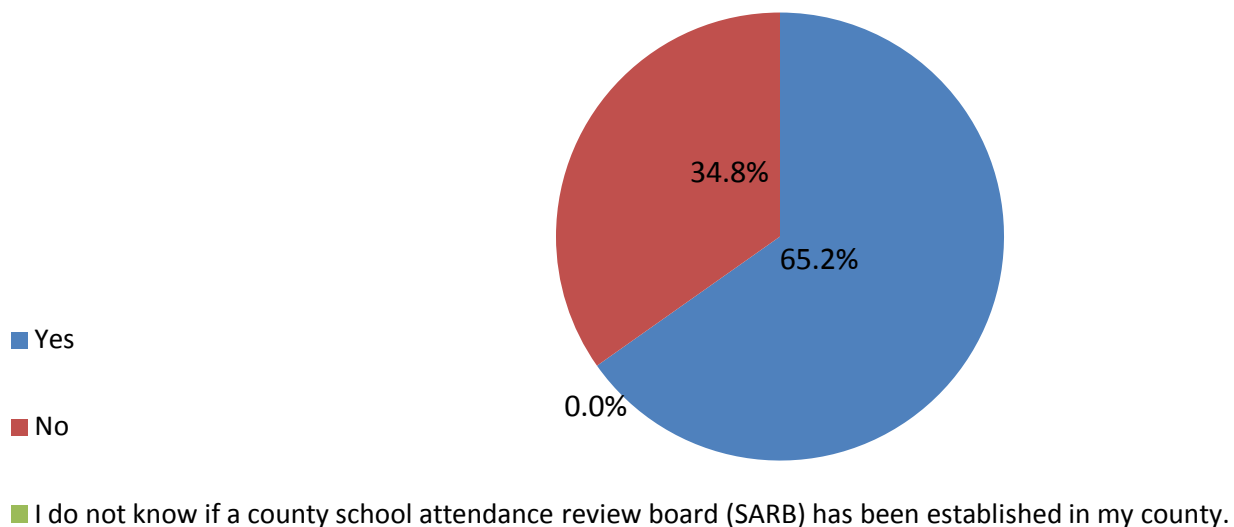
On May 28, 2013 state leaders convened the Interagency Forum on Chronic Absence to highlight ways in which state agencies could collaborate with county and district educational agencies to reduce chronic absences, truancies and the number of dropouts.

One of the collaborative models supported at the state level is the School Attendance Review Board (SARB) process, which combines the expertise and resources of diverse community partners to support student with persistent school attendance or school behavior problems. The State SARB provides policy coordination and personnel training to assist county and local SARBs.

Many of you have developed unique programs with community partners, including representatives from law enforcement, mental health, public health, and youth service agencies to address student attendance issues. To better assist local SARBs throughout the state, we need updated information about SARBs or other attendance programs which may have developed in your county.....

Surveys were processed on line and submitted by August 23, 2013. The following chart reflects the county wide response to question #2: Is a county SARB established in your county?

Question 2: California *Education Code* Section 48321 (a) states that a county school attendance review board (SARB) may be established in each county. Is a county SARB established in your county?



When more results become available, we will pass them on to our CASCWA Membership.



TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

August 16, 2013

Dear County and District Superintendents and Charter School Administrators:

**SEPTEMBER ATTENDANCE AWARENESS MONTH:
JOINING FORCES TO IMPROVE SCHOOL ATTENDANCE**

I am writing today to invite you to join me in calling upon schools, families, and community partners to work together to improve attendance. Fall is when schools and communities lay out expectations for the coming year and—together—can develop a districtwide culture of regular attendance that will continue throughout the year. I encourage you to start taking action now to monitor all absences and work together to keep students in school.

In many schools, chronic absence is an overlooked problem. Starting in kindergarten and first grade, chronic absence (missing 10 percent of school **for any reason** during an academic year) is associated with lower levels of third grade reading, higher levels of suspension, and lower academic achievement in middle school. By middle and high school, chronic absence is a critical early warning sign that students will drop out. While being in school is not, by itself, sufficient to ensure high school graduation, chronic absence is a clear indication that students are off track and in need of intervention to get them on the right path to success.

Regular attendance helps students succeed in school and is an essential future employment skill. Students who have had poor school attendance are more likely to drop out of school, have significantly fewer job prospects, and earn lower salaries.

Strong partnerships with health, social service, and civic organizations help families to overcome attendance barriers such as poor health and nutrition, unsafe neighborhoods, unstable housing, or unreliable transportation. On May 28, 2013, Diana S. Dooley, Secretary of Health and Human Services, and I joined together to host a forum on interagency collaboration that called for all of us to help reduce chronic absence. Through this collaboration with local and state agencies, we promoted public awareness and reforms that would improve school attendance. Through programs such as School Attendance Review Boards we can reduce chronic absence rates, especially in low-income communities where the impact of chronic absence is most adverse.

Attendance Works is a national and state initiative that promotes better policy and practice around school attendance and offers a wealth of online resources. This

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includes the Count Us In toolkit and concrete steps that communities can take to mark Attendance Awareness Month. Please visit the Attendance Works Web site at <http://www.attendanceworks.org/> for more information.

Please join me in making attendance a top priority starting this September.

If you have any questions regarding Attendance Awareness Month, please contact David Kopperud, Education Programs Consultant, Education Options, Student Support, and American Indian Education Office, by phone at 916-323-1028 or by e-mail at dkopperud@cde.ca.gov.

Sincerely,

Tom Torlakson

TT:gj
2013-06734

Important CWA Attendance Websites

(The following websites contain information that can be used daily in CWA Offices)

<http://www.cde.ca.gov/ls/ai/sb/sarbhandbook.asp>

School Attendance Review Boards Handbook & Forms

The School Attendance Review Boards Handbook includes sample forms to help county and local school attendance review boards identify and handle attendance problems early.

[2012 School Attendance Review Boards Handbook](#)  (PDF)

The handbook provides information on establishing a School Attendance Review Board (SARB); identifies behavioral patterns of problem students; 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.

Sample Forms

Taken from Appendix A of the SARB Handbook, the following forms, letters, and other documents are suggested examples and are intended to be modified as appropriate. Establishing uniformity within a SARB would expedite processing and build consistency as personnel move from one area to another. Although *Education Code* sections 48260.5, 48261, and 48262 offer specific language in regard to parent notification, additional notifications or invitations to meet may be effective.

[Sample Parental Notifications and Forms \(English\)](#) (DOC)

[Available Translations of Sample Parental Notifications and Forms](#)

Model SARBs use these forms, letters, and other documents to seek involvement and collaboration of families to ensure the success of all children.

[Chronic Illness Verification Sample Form \(English\)](#) (DOC)

[Available Translations of Chronic Illness Verification Sample Form](#)

The Chronic Illness Verification Sample Form allows parents to excuse absences due to a specific medical condition with the same authority as a medical professional.

Appreciation is extended to staff members of the San Juan Unified School District who permitted the California Department of Education to adapt and translate their Chronic Illness Verification Form for statewide use.

<http://www.cde.ca.gov/ls/ai/sb/>

School Attendance Review Boards

Information about school attendance review boards (SARBs) that are composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.

California compulsory education law requires everyone between the ages of six and eighteen years of age to attend school, except sixteen and seventeen year-olds who have graduated from high school or passed the California High School Proficiency Exam (CHSPE) and obtained parental permission to leave. Some students, however, violate compulsory education laws and have a pattern of

unexcused absences. Although truancy and excessive absenteeism are not new problems, they cause costly, long-term problems for the students, school, and the community.

In 1974, the Legislature enacted California *Education Code (EC)* Section 48320 to enhance the enforcement of compulsory education laws and to divert students with school attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. *EC* Section 48321 provides several organizational structures for School Attendance Review Boards (SARBs) at the local and county level to create a safety net for students with persistent attendance or behavior problems. Although the goal of SARBs 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 court.

County or Local SARBs

School Attendance Review Boards (SARBs), composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. County SARBs are convened by the county superintendent at the beginning of each school year. In any county where no county SARB exists, a school district governing board may elect to establish a local SARB, which shall operate in the same manner and have the same authority as a county SARB. In many counties, the county SARB provides consultant services to the local SARBs.

State SARB

In addition to county and local SARBs authorized by *EC* Section 48321, *EC* Section 48325 established a State SARB for statewide policy coordination and personnel training to divert students with serious attendance and behavior problems from the juvenile justice system and to reduce the number of dropouts in the state public education system. The State Superintendent of Public Instruction (SSPI) extends invitations of participation to representatives of appropriate groups throughout the state. The State SARB makes annual recommendations to the SSPI regarding the needs of high-risk youth.

- [Members](#)
- [State SARB Public Meeting Schedule and Agendas](#)

Model SARB Recognition Program

[Model SARB Recognition Program 2012-13](#)

The Model SARB Recognition Program identifies outstanding results-based school attendance improvement programs that provide comprehensive services to high-risk youth with school attendance or school behavior problems.

Outcome Data

[Reports of SARB Outcomes](#)

Recommended format for school districts to use to gather and transmit outcome data to the county superintendent of schools.

Publication and Resources

[School Attendance Review Boards Handbook](#)

The handbook provides information on establishing a SARB; identifies behavioral patterns of problem students; 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.

[Sample Policy and Administrative Regulations](#)

The State SARB has developed a sample policy on attendance supervision as a resource to help school districts address truancy and dropout concerns.

[School Attendance Review Boards - *CalEdFacts*](#)

This content is part of California Department of Education's information and media guide about education in the State of California. For similar information on other topics, visit the full [CalEdFacts](#).

<http://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp>

California Department of Education, 1430 N Street, Sacramento, CA 95814

School Attendance Improvement Strategies

Selected school attendance practices identified as having a positive effect in encouraging students to regularly attend all their high school classes.

The following practices have been identified as strategies and activities having a positive effect in encouraging students to regularly attend all their high school classes.

1. Clarify school standards related to attendance by making sure high school students understand that any unexcused absence of more than 30 minutes counts as an unexcused absence from school by state law (*Education Code [EC] Section 48260*). This means that "ditching" a single class for more than 30 minutes counts as an unexcused absence during that school day. Three unexcused absences of more than 30 minutes in one school year makes a student a "truant," and parents will be formally notified if their students becomes classified as "truants" (*EC Section 48260.5*).
2. Publicize the consequences of becoming classified as a truant and enforce them consistently. For example, parents should be notified they have a right to meet with appropriate school personnel to discuss solutions to their students' truancy when the student first meets the definition of a truant, and students should be notified that they are subject to suspension, restriction, or delay of their driving privilege pursuant to Section 13202.7 of the *Vehicle Code*.
3. Monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused absences that are more than 30 minutes.
4. Keep accurate attendance records that show who has been reported as a truant three or more times per school year and what efforts have been made to hold a conference with the parent or guardian and with the student. After three reports are made on a student's truancy and a conscientious effort is made to have a meeting with the student and parent, make sure the parent knows that the student is now deemed a "habitual truant" (*EC Section 48262*). When the normal avenues of school intervention are exhausted, refer habitual truants to a school attendance review board or a district attorney or probation officer mediation program (*EC sections 48263 and 48263.5*).
5. Place responsibility for verification of excessive excused absences for illness on parents and students. If the reasons for the absences are not verified by a doctor or appropriate school official, count those absences as unexcused.
6. Telephone parents/guardians in the evening or at work to verify absences.
7. Use bilingual aides to contact parents with limited English-speaking ability and send out school attendance notification letters in the language appropriate to the family.
8. Make home visits concerning student absences if parents/guardians cannot be reached by telephone.
9. Install a telephone recording unit to record absence excuses before school opens and to reduce the workload of the office staff in the morning. Advertise the service in the local newspaper or by letters to all parents. Distribute a small card, similar in size to a business card, which gives the school's answering service number and directions for reporting the reasons for absences.
10. Set up a telephone hotline in the school district attendance office that allows community residents to anonymously report apparent truants so that school attendance complaints can be investigated pursuant to *EC Section 48290*; include the hotline number on phone number stickers distributed to the community with police, fire, and other emergency numbers.
11. Refer students with frequent absences to a counselor, administrator, or school social worker to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy.

12. Post the names of perfect attendees in a highly visible place.
13. Hold a drawing for special prizes donated by local businesses. Use perfect attendance as the eligibility requirement for the drawing.
14. Send commendation letters to students and parents for perfect attendance and improved attendance.
15. Seek small or large financial incentives from the parent association to be awarded to the classroom with the best attendance record; allow teachers to spend financial rewards for any purpose selected by the class members or the teacher.
16. Initiate make-up classes conducted on one day of a weekend when a student is deemed a truant; use a "no-frill" room on campus and establish an after-school or weekend study program for students who fail to attend.
17. Refer students with persistent attendance problems to a Student Success Team (SST) or a School Attendance Review Team (SART), which should include teachers, administrators, counselors, and a school psychologist. Be sure that the parent/guardian and the student both attend the SST or SART meeting.
18. Initiate a "cross-age helper" system in which older high school students with good attendance are permitted to assist younger students on a weekly basis.
19. Personalize relationships between children and attendance office personnel; ask office aides, clerks, and secretaries to make individual contact with high-risk students on a daily basis.
20. Develop an "Adoptee Program" in which teacher volunteers make weekly informal contacts with high-risk students.
21. Establish homeroom periods in secondary schools, with students remaining with the same homeroom teacher all four years; make homeroom teachers responsible for monitoring their students' attendance records and discussing truancy with parents/guardians.
22. Refer students and parents to outside agencies for counseling.
23. Emphasize the importance of school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy, and sickle cell anemia); encourage and support these students at school and make sure these students are allowed to complete all assignments and tests missed during legitimate absences that can be reasonably provided pursuant to *EC* Section 48205 (b).
24. Display attendance graphs in the faculty room to show attendance comparisons between current and past school years and publicize the loss of Average Daily Attendance (a.d.a.) funds due to unexcused absences.
25. Provide schools a pro-rata share of the increased a.d.a. funds generated by their attendance improvement efforts.
26. Set high annual goals for reducing the number of habitual truants and chronic absentees that are monitored throughout the year.
27. Assess student attendance during the transitions from elementary school to middle school to high school.
28. Evaluate school-level and district-level school attendance interventions for effectiveness.



Top 5 Reasons to Stay in School

1. High school dropouts are four times as likely to be unemployed as those who have completed four or more years of college;

2. Graduating from high school will determine how well you live for the next 50 years of your life. High school graduates earn \$143 more per week than high school dropouts. College graduates earn \$336 more per week than high school graduates (\$479 more per week than high school dropouts);

3. Dropouts are more likely to apply for and receive public assistance than graduates of high school;

4. Dropouts comprise a disproportionate percentage of the nation's prison and death row inmates. 82% of prisoners in America are high school dropouts;

5. School districts all over the country provide alternative programs for students who are not successful in the usual school setting. The best programs in the country are featured in our Model Programs Database (Source Unknown).

The Editors of the CASCWA Intercom wish to commend Mr. David Kopperud for his dedication, leadership and on-going efforts to improve school attendance throughout the State of California. David is a soft spoken child advocate whose work has impacted every child in the State. His leadership to the State SARB is inspiring. He never gives up and remains a constant positive force. Thank you David for all you do every day!

Truancy, excessive absences and tardiness are real indicators of students who will never achieve to their true potential, unless an intervention occurs and someone comes forward who cares! This is not just a case of lost:



It is all about making good decisions. Decisions that will last a lifetime! If our society is going to survive, each generation needs strong parents, friends, family, educators and opportunities for success. Yes, the ship needs to be sound and pointed in the right direction, but once it is cast off, each student will be their captain for life!

Cross Gender Discrimination Legislation

AB 1266 has been signed into law and will go into effect January 1, 2014. The purpose of this law is to prevent discrimination. CASCWA annually looks forward to the Los Angeles County Office of Education's Annual Legislative Update in December. LACOE's staff carefully puts together information on all major legislation that needs to be addressed by school districts and county offices of education. AB 1266 is a short piece of legislation that will require schools and districts to properly plan and implement strategies to comply with the legal mandates. At this point in time, there are several areas that will need clarifications. Also, there will need to be changes to "Board Policy and Administrative Regulations." CASCWA will be focusing on this topic and other legislative topics in the next edition of the Intercom (January 2014.)

AB 1266 Expands Rights of Transgender Students - New Law Creates Challenges for California School Districts

The following information on AB 1266 was posted on the following website on 8/15/2013 by Dina Harris

<http://www.jdsupra.com/legalnews/ab-1266-expands-rights-of-transgender-s-52200/>



This week, Governor Jerry Brown signed into law Assembly Bill 1266, which adds a single sentence to California Education Code section 221.5 – a section that has long prohibited public schools from limiting participation in classes and programs based on the sex of the pupil. If unchallenged, AB 1266 will go into effect on January 1, 2014.

AB 1266 added this language to Education Code section 221.5:

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

While intended by its author to provide guidance and consistency for public schools implementing existing anti-discrimination laws, AB 1266 creates significant challenges for school districts, and more confusion as well.

It is important to note that Education Code section 220 currently prohibits discrimination in the schools based on actual or perceived disability, gender, *gender identity*, gender expression, nationality, race or ethnicity, religion, sexual orientation, or one's association with individuals with those characteristics. Therefore, transgender students are currently protected against discrimination in the schools, and complaint procedures are in place at the school district, state and federal levels to address allegations of bullying or other discrimination against transgender students.

The new law does nothing to strengthen these anti-discrimination laws, but it does create a new state mandate that expressly allows students to use restroom and locker room facilities of the opposite sex, but consistent with the student's gender identity. At the same time, Education Code section 231, a long-standing statute on a

similar subject, maintains that “*Nothing herein shall be construed to prohibit any educational institution from maintaining separate toilet facilities, locker rooms or living facilities for the different sexes, so long as comparable facilities are provided.*” Note that this provision does not address gender identity, but suggests that restroom and locker room use may be limited by sex. Additionally, the U.S. Department of Education Office for Civil Rights has issued guidance in the past regarding application of federal discrimination laws in the schools, and has stopped short of requiring school districts to allow transgender students to use restroom and locker facilities consistent with their gender identity.

Due to the controversy surrounding this issue, we may see one or more court challenges to AB 1266 or legislative efforts to address concerns about implementation. However, in the meantime, school districts can begin preparing for January 1, 2014 by doing the following:

- Assure parents that the school district will continue to protect the rights of all students, and will develop protocols and practices that provide for a safe and orderly environment consistent with the law.
- Review board policies and administrative procedures prohibiting discrimination based on sex, gender and gender identity to determine whether any changes are required to bring them current, regardless of whether or not revisions are needed to specifically address the restroom issue. With a spotlight on this new bill, school districts are likely to be under greater scrutiny from parents and enforcement agencies with respect to policies and practices in this area.
- Keep apprised of any developments relating to AB 1266 and how implementation of the law may be impacted before January 1, 2014.
- Work with legal counsel to develop a plan on how AB 1266 will be implemented in a manner that establishes reasonable practices and protocols to protect the rights of all students while also maintaining a safe and orderly environment.

BILL NUMBER: AB 1266 - CHAPTERED

FILED WITH SECRETARY OF STATE AUGUST 12, 2013
 APPROVED BY GOVERNOR AUGUST 12, 2013
 PASSED THE SENATE JULY 3, 2013
 PASSED THE ASSEMBLY MAY 9, 2013
 AMENDED IN ASSEMBLY APRIL 25, 2013

INTRODUCED BY Assembly Member Ammiano
 (Coauthor: Assembly Member Atkins)
 (Coauthors: Senators Lara and Leno)

FEBRUARY 22, 2013

An act to amend Section 221.5 of the Education Code, relating to pupil rights.

AB 1266, Ammiano. Pupil rights: sex-segregated school programs and activities.

Existing law prohibits public schools from discriminating on the basis of specified characteristics, including gender, gender identity, and gender expression, and specifies various statements of legislative intent and the policies of the state in that regard. Existing law requires that participation in a particular physical education activity or sport, if required of pupils of one sex, be available to pupils of each sex.

This bill would require that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 221.5 of the Education Code is amended to read:

221.5. (a) It is the policy of the state that elementary and secondary school classes and courses, including nonacademic and elective classes and courses, be conducted, without regard to the sex of the pupil enrolled in these classes and courses.

(b) A school district may not prohibit a pupil from enrolling in any class or course on the basis of the sex of the pupil, except a class subject to Chapter 5.6 (commencing with Section 51930) of Part 28 of Division 4 of Title 2.

(c) A school district may not require a pupil of one sex to enroll in a particular class or course, unless the same class or course is also required of a pupil of the opposite sex.

(d) A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers, or courses leading to careers, that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions.

(e) Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

<http://www.wnd.com/2000/05/4506/#wWdghVKzKTmOIGS5.99>

The bill (**SB 1266**) was drafted as a result of two Supreme Court cases in which plaintiffs sued for discrimination based on perceived sexuality. According to Keeley, a female executive at Price Waterhouse was passed over for a promotion because she did not look or act feminine enough. Another case involved a male working on an offshore oil rig in the Gulf of Mexico. He was harassed for his relatively small stature.

Pending Legislative Information

The following legislative information was sent out recently by Don Buchheit, San Diego COE.
To find out about the current status of any of the bills please go to:

<http://www.legislature.ca.gov/>

AB 120 (Enviro/Toxic Committee) Underground storage tanks: school districts
 AB 484 (Bonilla) Pupil assessments
 AB 626 (Skinner) School nutrition
 SB 247 (Liu) Pupil assessment: grade levels assessed
 SB 344 (Padilla) Schools
 SB 49 (Lieu) School safety plans
 SB 316 (Block) School safety: door locks
 SB 302 (Cannella) School cafeterias: cafeteria fund
 AB 10 (Alejo) Minimum wage: annual adjustment
 AB 56 (Weber) School facilities: carbon monoxide devices
 AB 123 (Bonta) Pupil instruction: social sciences: farm labor movement: Filipinos
 AB 125 (Wieckowski) State teachers' retirement: executive and managerial positions
 AB 174 (Bonta) Public school health centers
 AB 216 (Stone) High school graduation requirements: pupils in foster care
 AB 260 (Gordon) Individualized county childcare subsidy plans
 AB 290 (Alejo) Child day care: childhood nutrition training
 AB 588 (Fox) School athletics: concussions
 AB 622 (Campos) School districts: charter school petitions: internet posting
 AB 641 (Rendon) Child care: family child care providers: bargaining representative
 AB 899 (Weber) Academic content standards: English language development standards
 AB 1068 (Bloom) Pupil records
 AB 1108 (Perea) Sex offenders: foster care homes: prohibitions
 SB 177 (Liu) Homeless Youth Education Success Act
 SB 201 (Liu) Instructional materials: academic content standards: English learners
 SB 300 (Hancock) Instructional materials: revised curriculum framework: science
 SB 330 (Padilla) Pupil instruction: health: mental health instruction
 SB 342 (Yee) Foster children: social worker: visits
 SB 744 (Lara) Pupils: involuntary transfer: county community schools and community day schools
 AB 349 (Gatto) Classified employees: allegations of misconduct: reports
 AB 503 (Wieckowski) State surplus property: disposition: Agnews Developmental Center
 AB 939 (Melendez) Pupil and school personnel health: automatic external defibrillators
 AB 948 (Olsen) Charter schools: school facilities: Charter School Facility Grant Program
 AB 1146 (Morrell) Pupils: concurrent enrollment in secondary school and community college
 AB 1171 (Levine) Child welfare services: electronic records
 SB 49 (Lieu) School safety plans
 SB 231 (Correa) Bullying: California Bullying Prevention Clearinghouse
 SB 421 (Hernandez) Pupil instruction: examination fees: International Baccalaureate Diploma Program and advanced placement courses
 SB 524 (Lara) Pupil instruction: Pathways Curriculum Task Force



**SAVE THE
DATE!**

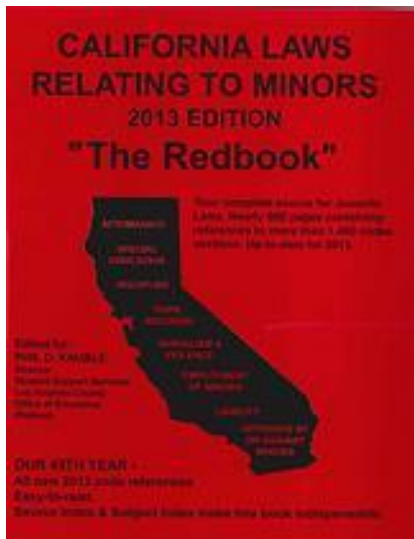


CASCWA State Conference 2014

**“Building a Better World
One Student at a Time”**

**May 7-9, 2014
Tachi Hotel Resort & Casino
Lemoore, CA**

THE RED BOOK: A MUST FOR CWA OFFICES



As the title reflects, this publication contains more than 1,400 current California Code Sections along with related Federal Laws and Administrative Guidelines that relate to minors. Subject areas include Attendance, Discipline, Due Process, Student Rights and Responsibilities, Pupil Records, Special Education, and much, much more! This is a "one of a kind publication" and a must for educators throughout the State of California.

The "Red Book" saves you time, increases your awareness of the law and remains as the most credible reference in the field of CWA. The cost of the edition is minimal in comparison to potential legal fees. In addition, Phil Kauble has used proceeds from the sale of edition to fund several annual student scholarships for CASCWA and other organizations!

Visit the website for "Legal Books Distributing" to purchase your copy today at:

<http://www.legalbooksdistributing.com/>



School Innovations and Achievement are one of the biggest supporters of the efforts of CASCWA. SIA is increasing ADA throughout the state and saving school districts thousands of dollars. Please take the time to view their website at <http://www.sia-us.com>

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A2A is the only system that consistently improves attendance in over 1,200 school sites and provides real time absenteeism intervention for over 800,000 students. Our attendance experts are real people to ensure a perfect blend of software and service.

Jeni Mendel's "Website" Pages

Over the past several years, the editors of the Intercom and Connection have received on-going emails from Jeni Mendel (jmendel@guhsd.net) of the Grossmont UHSD and several other executive board members. These are websites that the editors have chosen to pass on to our members. Please look over the following sites and see if they relate to your personal work load. Hopefully, you will find the websites useful!



Jenifer Mendel, DPS
Coordinator Child Welfare and Attendance
Foster, Homeless and Military Youth Liaison
Grossmont Union High School District
1100 Murray Dr
El Cajon, CA 92020

Kid Connection: More Teens Smoking Pot Than Cigarettes

<http://www2.wjbf.com/news/2013/mar/06/kid-connection-more-teens-smoking-pot-cigarettes-ar-5742513/>

Research Brief: Childhood Bullying Linked to Adult Psychiatric Disorders

<http://www.stopbullying.gov/blog/2013/05/31/research-brief-childhood-bullying-linked-adult-psychiatric-disorders>

From Texting to Plagiarism, How to Stop High-Tech Cheating

<http://thejournal.com/articles/2013/09/02/from-texting-to-plagiarism-how-to-stop-high-tech-cheating.aspx>

Your First-Grader Is Going to Be a High School Dropout

And other startling predictions from the brave new world of academic evaluations

<http://ideas.time.com/2013/08/06/your-first-grader-is-going-to-be-a-high-school-drop-out/>

OJJDP Fact Sheet Highlights Findings from 2011 National Youth Gang Survey

<http://www.ojjdp.gov/enews/13juvjust/130903.html>

Santa Ana Police Department Media Channel

Caught Slippin' Part 1 <http://www.youtube.com/watch?v=S1sXlkma20>

Caught Slippin' Part 2 <http://www.youtube.com/watch?v=fmFt7mudw6Y>

Caught Slippin' Part 3 <http://www.youtube.com/watch?v=jzmLmTTvq6I>

EFFECTS OF SMOKING!!! A must watch video..

<http://www.youtube.com/watch?v=l26f4f-V4jc>

The most motivating 8 min of your life!

<http://www.youtube.com/watch?v=MYKsbld6LI>

40 Inspirational Speeches in 2 Minutes

<http://www.youtube.com/watch?v=d6wRkzCW5qI>

Letter Sent to Jeni Mendel!

Recently, Jeni Mendel received the following letter and the editors of the Intercom wanted to pass it on to our CSCA membership!

Good Afternoon!

I would like to inform you about TEEN LINE, a national teen-to-teen helpline located at Cedars-Sinai Medical Center in Los Angeles, California. The helpline has been operated by teens for over 30 years and is accredited by the American Association of Suicidology. TEEN LINE is staffed by thoroughly trained teen listeners who handle telephone calls, emails and texts concerning a wide variety of subjects including suicide, rape, child abuse, addictions, family problems and relationship conflicts.

TEEN LINE is a place where teens can call and speak confidentially and anonymously with a trained peer about whatever they are experiencing, which is why we are contacting you. TEEN LINE is based on the premise that when teenagers encounter problems, they usually turn first to their peers for advice. This simple act of reaching out can make a huge difference, sometimes a life saving one!

Because we are a Los Angeles based, grass-roots organization, our specialized presentations are only offered locally. However, our helpline provides services to teens throughout the country and even internationally. We receive around 10,000 national and international calls, texts and emails annually.

We have free resources available, including posters and business cards that can be downloaded from our website. Additionally, our renowned Youth Yellow Pages and brochures are available for purchase. The Youth Yellow Pages offers a wealth of invaluable, practical and useful information for teens and those who work with teens.

Please help spread the word about our service to the teens in your community. Below is our information and feel free to contact us if you have any questions. If you are interested in the free presentations offered through TEEN LINE, please see the below contact information to learn more.

Sincerely,

Alexandra Ehrlich, M.A.

Outreach Coordinator

TEEN LINE

alexandra@teenlineonline.org<<mailto:alexandra@teenlineonline.org>>

(310) 423-1602

Online help and texting available

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

Alex Ehrlich, M.A.

Outreach Coordinator

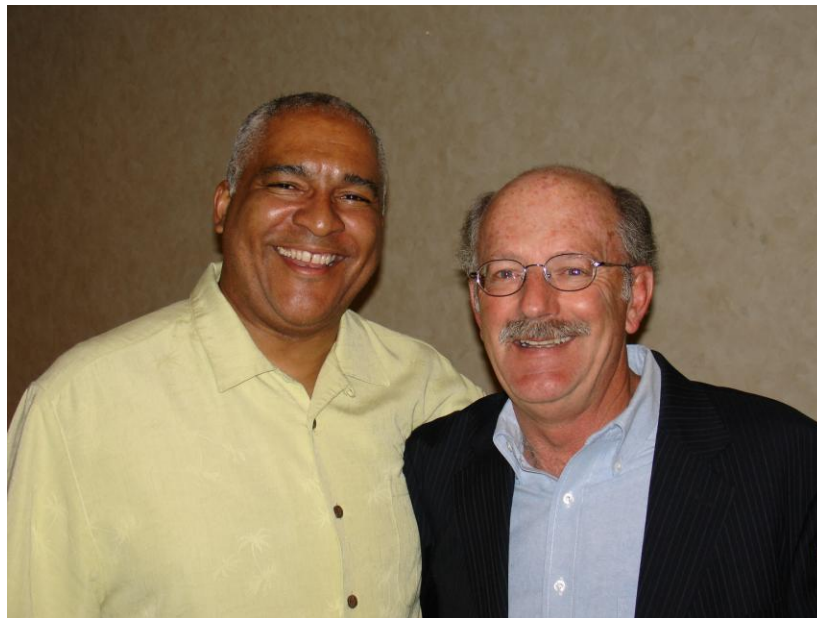
(310) 423-1602

TEEN LINE | Teens Helping Teens |

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

He that is good for making excuses.... is seldom good for anything else. (Benjamin Franklin)

Who are these people and why are they smiling?



They are Dr. Donna Opoku-Agyeman, Joe Taylor and Alan Del Simone and they are all recipients of the CASCWA Lifetime Achievement Award! The editors of the Intercom are planning on interviewing each of them for the next edition!

The co-editors of the CASCWA Intercom are Mark Michels & Frank Boehler