

# Alameda County District Attorney's Office Truancy and Attendance Program



# The Components of a Comprehensive Truancy and Attendance Program

1. Why does it matter?
2. Early intervention at the school and district
3. The DA and court process
4. What's new for 2019/2020
5. Collaborations with outside agencies
6. Intersection with other areas of the law
7. Topics to Consider



# A Review of Key Terms

**Truancy**: In California, a student is truant if he/she is absent or tardy by more than 30 minutes without a valid excuse on 3 occasions in a school year.

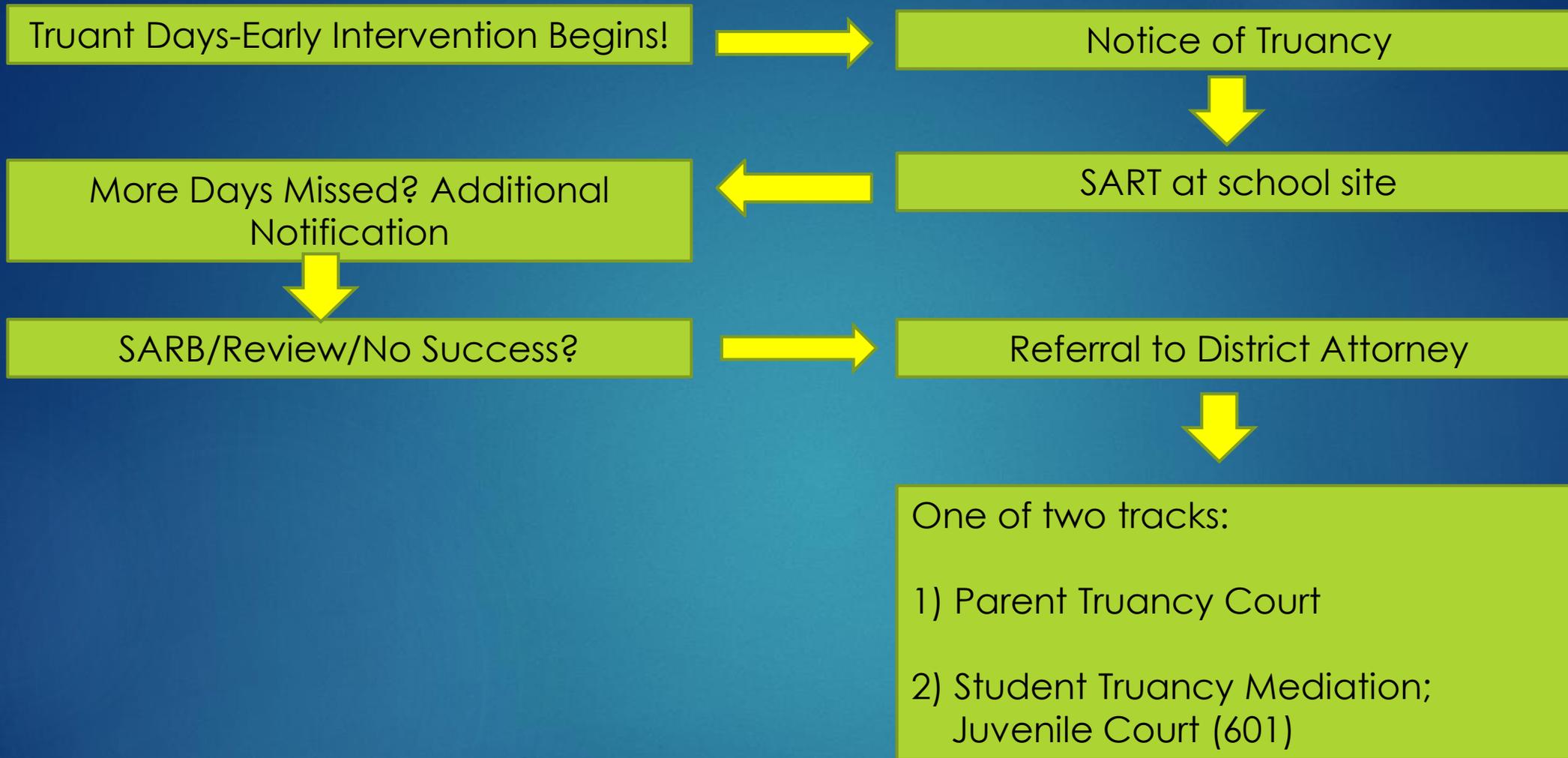
**Habitual Truancy**: A student is habitually truant if he/she is absent without a valid excuse for 5 days during a school year.

**Chronic Truancy**: A student is chronically truant if he/she is absent without a valid excuse for at least 10% of the school year.

**Chronic Absence**: In California, chronic absence is typically defined as being absent for any reason (excused or unexcused) for at least 10% of the school year. Thus, in a 175- or 180-day school year, a student who misses 18 days of school or more is chronically absent.

**Excused Absence**: Valid excuses may include illness, doctor or dentist appointments, personal reasons justified by a parent or guardian and other reasons within the discretion of school administrators-let's discuss this.





# Early Intervention Strategies for Truant Students at the Outset of Missing School



# Types of Early Intervention Strategies

*At what point in the SART/SARB process do you start with interventions?*

- Goal is to work with schools and students to avoid referral to the District Attorney
- How are schools tracking and seeing the pattern of chronic truancy and/or absenteeism at the school site?
- Who is in charge of data review and taking action?
- Teams in place at the school site
- What is your school site doing to address the issue?



- COMMUNICATION IS KEY AND NO INTERVENTIONS WILL WORK IF YOU CANNOT GET IN TOUCH WITH AND CONNECT TO THE PARENT/S
- METHOD OF CONTACT AND WHO IS GETTING THE CALLS, LETTERS, TEXTS, AND E-MAILS
- ARE YOU INCLUDING, ALWAYS, THE FATHER?
- HOW ARE YOU VERIFYING THAT YOU HAVE CORRECT CONTACT INFORMATION FROM DAY ONE?



What information do you uncover and how is it addressed?



# SART Teams and SARB Panels

Who are you members?

How are they selected?

Are you tailoring the panel to  
the student/family?



- Are your schools conducting SART meetings?
- Are you tracking your data?
- Are schools making SARB referrals?
- Are you conducting SARB in a timely manner?
- Are you supporting your schools in their efforts?



# The Prosecution Process



# Two Tracks of the Prosecution Process



NOT CHANGING:  
Parent Truancy Court



Juvenile Mediation



Juvenile Court Process (601)  
[minors on criminal probation  
should also be monitored]

Factors taken into consideration in determining which track include:

- Age and Grade of Student
- Family and Parental Involvement
- Details Provided in Narrative Summary
- Life Circumstances
- Special Education Needs



# Referral Paperwork to the District Attorney's Office

## DISTRICT ATTORNEY REFERRAL

Pupil: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Interpreter required: \_\_\_\_\_ Spanish? \_\_\_\_\_ Other? \_\_\_\_\_

### REQUIREMENTS

The items below are necessary for a referral to the District Attorney. The copies must be clear and legible. Please do not fill out by hand.

- \_\_\_\_\_ District Attorney Truancy Referral facepage
- \_\_\_\_\_ Narrative summary of problem
- \_\_\_\_\_ Letter sent on first truancy and all subsequent letters
- \_\_\_\_\_ School site interventions and SART contract
- \_\_\_\_\_ Notification letters for SARB hearing and SARB contracts (even if unsigned)
- \_\_\_\_\_ Attendance printout – computer for current and prior school year
- \_\_\_\_\_ Witness List (include all current addresses and phone numbers)

## DISTRICT LETTERHEAD

Date \_\_\_\_\_

To: Alameda County District Attorney  
 From: \_\_\_\_\_ (District Contact Person)  
 Phone: \_\_\_\_\_

### Student and Family Information

Name	DOB	Sex	Grade	School
Address (Number/Street/City/Zip)				
Father/Stepfather	DOB	Address		Phone
Mother/Stepmother	DOB	Address		Phone
Guardian	DOB	Address		Phone

Father/Stepfather Email
Mother/Stepmother Email
Guardian Email

### Attendance Pattern and Summary

Current Year # days \_\_\_\_\_ /180

Previous Year 180 days

Full days Attended	Partial days attended (tardy or left early)	Full Days absent w/excused reason	Full Days absent w/o excused reason	Days Attended	Full Days Absent	Full Days Truant



**Truant and Habitual Truant Notification**

	Date Truancy letter mailed/delivered
1 <sup>st</sup> truancy notification	
2 <sup>nd</sup> truancy notification	
3 <sup>rd</sup> truancy notification	
4 <sup>th</sup> truancy notification	

**School Site Meeting With Parent/Guardian**

Pursuant to E.C. 48262, a conference with the parent/guardian of the student and the student and an "appropriate district employee" was scheduled for \_\_\_\_\_

Date

Date and mode of notification to parent/guardian (i.e. letter, phone call etc.)

\_\_\_\_\_  
\_\_\_\_\_

Outcome: Attended \_\_\_ Yes \_\_\_ No

**School Attendance Review Board Findings**

SARB Hearing held on: \_\_\_\_\_

Date

Date and mode of notification (i.e. letter, phone call etc.)

\_\_\_\_\_  
\_\_\_\_\_

Outcome: Attended \_\_\_ Yes \_\_\_ No

Contract: Signed \_\_\_ Yes \_\_\_ No

I certify under penalty of perjury under the laws of the State of California that the foregoing information is correct.

\_\_\_\_\_  
Signature of SARB Chairperson

\_\_\_\_\_  
Date

Referral Narrative Sample #2  
Student Name: Alicia Garcia

Date of Referral: XXXX

Alicia Garcia is a 7<sup>th</sup> grade student here at Bel Air Middle School. Alicia has missed a tremendous amount of instructional days this 2014/2015 school year. Alicia's attendance record shows several days of illness throughout the year and a pattern of absences that extend three days consecutively. I have never been able to reach her parents/guardians by phone or in person at all this year and they are no shows for SARB hearings as well as Parent/Teacher conferences. There was one instance when I talked to Alicia about her truancy that she mentioned that her mom doesn't care about her education or that she is failing in school.

Alicia has a cousin who is also a 7<sup>th</sup> grader here at Bel Air. The two lived together for over a year. I interviewed the cousin to see if he could give me some insight into Alicia's home situation. He shared with me that Alicia's mother is a single parent raising 4 children. There are two boys who are older and a little sister. The father lives in the Bay Area but she does not see him very often.

This year I have paid close attention to Alicia as she circulates throughout the campus and I noticed that she walks deliberately show to class and seldom has school materials in hand.

I have reminded Alicia of her obligation to attend school on a regular basis and in addition to several conversations by administrators in regards to truancy we have initiated a Tardy Sweep Operation with all of our chronic tardy students which requires placing them on a contract agreeing to immediately improve attendance or deal with more severe consequences at the site level. Despite our interventions and efforts, Alicia's attendance hasn't improved to the level that we are satisfied with and therefore we recommend her to the District Attorney.



# Referral Paperwork to the District Attorney's Office

## Attendance Narrative (OPTIONAL)

\_\_\_\_ Total school days possible as of \_\_\_\_\_  
(Date)

UNEXCUSED ABSENCES

UNEXCUSED TARDIES  
(Over 30 minutes)

\_\_\_\_\_  
(List dates absent)

\_\_\_\_\_  
(List dates tardy)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Attendance Worksheet (OPTIONAL)

Instructions: Complete as contacts are made or actions occur.

Name of Student:
Address:
Telephone:
School and District:

Contact by	Date	Method of Contact*	Indicate purpose of contact/action and briefly describe response (include comments made by person contacted)

\*Method of Contact: telephone, correspondence, home visit, observed off campus, conference, agency contacts, SARB, other



**Optional SAMPLE  
ATTENDANCE CLARIFICATION**

Attendance record as of \_\_\_\_\_ is as follows:

Days of enrollment: \_\_\_\_\_

Days present: \_\_\_\_\_

Unexcused absences: \_\_\_\_\_

Excused absences: \_\_\_\_\_

Tardies over 30 minutes: \_\_\_\_\_

**DATES OF UNEXCUSED ABSENCES  
TARDIES**

**DATES OF UNEXCUSED  
(OVER 30 MINUTES)**

List dates here

Today's date: \_\_\_\_\_

Total school days as of today: \_\_\_\_\_

Total unexcused incidents: \_\_\_\_\_

Percent of school missed: \_\_\_\_\_%



## When referring cases to the DA, keep in mind:

- Cases in which the student has had years of truancy are more challenging to impact positive change and have lower success rates.
- During the early stages of a student's academic career, districts should make the referral to the DA, rather than wait until the child is older (e.g. truancy began in the 3<sup>rd</sup> grade, but the referral wasn't made until the 9<sup>th</sup> grade).
- The earlier the referral, the higher the chance of success (another reason why it is important to have your school's truancy team in place).
- The older the student is, the more difficult chronic truancy patterns are to break
- Are both parents included in the referral?
- We need to know what you know about the situation



# Sample Parent Truancy Court Calendar

Parent(s)	Child(ren)	District/School	Comments	AS/HEAL/LCC	Next Court Date
Erica Barron	Navy Afe	Castlemont Primary Academy	Perfect attendance		PR ON: 11/30
Maricela Munoz	Alma Parra	Key Academy Charter School	Attending regularly	LCC- Student has been enrolled at a new school since the last progress report, and has been attending regularly. The family has been open to services.	PR ON: 11/16
Ticarra Boyd	Anthony Vargas/ Andre Vargas	BUSD/ Oxford Elementary	Shaky start to the school year.  Since the start of the school year, Anthony (2 <sup>nd</sup> grade) has had four unverified absences. BUSD reports that, "Anthony is a very hard worker but is falling behind in reading, writing, and math."  Andre (3 <sup>rd</sup> grade) has had four unverified absences. BUSD reports that, "If he attended school every day, he would be at the top of his class and a very strong student."	LCC- I do not have contact information for this family. Information known at this time is that Medi-Cal was in process	FTA BWH 10/12
Avery Hawkins	Aubrielle Hawkins	BUSD/ John Muir Elementary	Case for arr  Aubrielle has not attended school since April of last school year. She has been dropped from John Muir Elementary. Still enrolled in BUSD. Dad picked up the slip for the Independent Study Program yesterday (9/26).		FTA 10/5

Yolanda Vieira/ Dan Aguilar	Jaden Aguilar	CVUSD/ Creekside Middle School	Showing improvement  Since the start of the school year, Jaden: - Short Tardies: 4 - Excused Absences: 3 periods - Unexcused Absences: 1 period	HEAL- unable to schedule a home visit with family. Left several voicemail messages.	FTA BWH 10/19
Elias Zapien/ Fidelina Garcia	Daelynn Zapien Garcia	CVUSD/ Canyon Middle	Improving  Since last Wednesday (9/21/16), Daelynn has had perfect attendance.	HEAL- working to schedule home visit.	PR ON: 10/19
Jessica Castro/ Henry Castro	Maricella Castro	HUSD/ Longwood Elementary	Case for arr  Strong start to the school year. Maricella has had two short tardies and one medical absence.		Both pled guilty  AS referral  PR ON: 10/26
Sandra Nieto	Abel Alvarado-Nieto	HUSD/ Glassbrook Elementary	Since the start of the school year, Abel has had five unexcused absences.	LCC- 5/9/16, mother was contacted which mother didn't have at the time. 9/22/16 Mother said she will call back. 9/26/16, voice message left to return call.	BWI
Britni Reyes	Elanah Reyes	HUSD/ Cherryland Elementary	Case for arr  Poor start to the school year  Since the start of the school year, Elanah: - Unverified Absences: 4 days - Unexcused Absences: 1 day - Medical: 3 days - Short Tardies: 2 - Tardies 30+: 3		PS 10/19



# Keeping and Taking Accurate Attendance

Fri 05/11/2012	I	Illness
Thu 05/10/2012	T	Tardy
Tue 05/01/2012	I	Illness
Mon 04/30/2012	I	Illness
Fri 04/27/2012	U	Unexcused
Wed 04/25/2012	T	Tardy
Fri 04/13/2012	U	Unexcused
Thu 04/12/2012	U	Unexcused
Fri 03/30/2012	X	Exc/Per
Thu 03/29/2012	X	Exc/Per
Wed 03/28/2012	X	Exc/Per
Tue 03/27/2012	X	Exc/Per
Mon 03/26/2012	X	Exc/Per
Wed 03/21/2012	U	Unexcused
Tue 03/20/2012	U	Unexcused
Mon 03/19/2012	I	Illness
Thu 03/15/2012	T	Tardy
Wed 03/14/2012	T	Tardy
Fri 03/09/2012	T	Tardy
Tue 03/06/2012	I	Illness
Mon 03/05/2012	I	Illness
Thu 03/01/2012	T	Tardy
Wed 02/01/2012	T	Tardy
Thu 01/12/2012	U	Unexcused
Wed 01/11/2012	I	Illness
Tue 01/10/2012	I	Illness
Tue 12/20/2011	I	Illness
Fri 12/16/2011	T	Tardy
Thu 12/15/2011	T	Tardy
Mon 12/12/2011	I	Illness
Fri 12/09/2011	I	Illness
Thu 12/08/2011	I	Illness
Wed 12/07/2011	I	Illness
Mon 12/05/2011	I	Illness
Wed 11/30/2011	I	Illness
Wed 11/16/2011	T	Tardy

## Total Absences

CD	Description	All
T	Tardy	14
X	Exc/Per	9
I	Illness	22
U	Unexcused	9
-	_*TOTALS*_	
#	EXCUSED	31
*	UNEXCUSED	9

Days Enrolled	<input type="text" value="178"/>
Days Present	<input type="text" value="138"/>
Excused	<input type="text" value="31"/>
Unexcused	<input type="text" value="9"/>



# Keeping and Taking Accurate Attendance

Date	Code	Reason for
Thu 03/01/2012	T	Tardy
Wed 02/29/2012	U	Unexcused
Tue 02/28/2012	L	Tardy 30+
Wed 02/22/2012	U	Unexcused
Fri 02/17/2012	I	Illness
Thu 02/16/2012	I	Illness
Thu 02/02/2012	T	Tardy
Wed 02/01/2012	T	Tardy
Tue 01/31/2012	U	Unexcused
Mon 01/30/2012	U	Unexcused
Fri 01/27/2012	U	Unexcused
Thu 01/26/2012	U	Unexcused
Wed 01/25/2012	U	Unexcused
Tue 01/24/2012	U	Unexcused
Mon 01/23/2012	U	Unexcused
Fri 01/20/2012	U	Unexcused
Thu 01/19/2012	U	Unexcused
Wed 01/18/2012	U	Unexcused
Tue 01/17/2012	U	Unexcused
Wed 01/11/2012	U	Unexcused
Thu 12/22/2011	U	Unexcused
Wed 12/21/2011	U	Unexcused
Tue 12/20/2011	U	Unexcused
Fri 12/16/2011	U	Unexcused
Thu 12/15/2011	U	Unexcused
Mon 12/12/2011	U	Unexcused
Wed 12/07/2011	U	Unexcused
Mon 12/05/2011	U	Unexcused
Fri 12/02/2011	U	Unexcused
Thu 12/01/2011	I	Illness
Wed 11/30/2011	I	Illness
Tue 11/29/2011	I	Illness
Fri 11/25/2011	T	Tardy

Total Absences		
CD	Description	All
T	Tardy	16
X	Exc/Per	4
U	Unexcused	43
L	Tardy 30+	3
I	Illness	5
-	_*TOTALS*_	
#	EXCUSED	9
*	UNEXCUSED	43

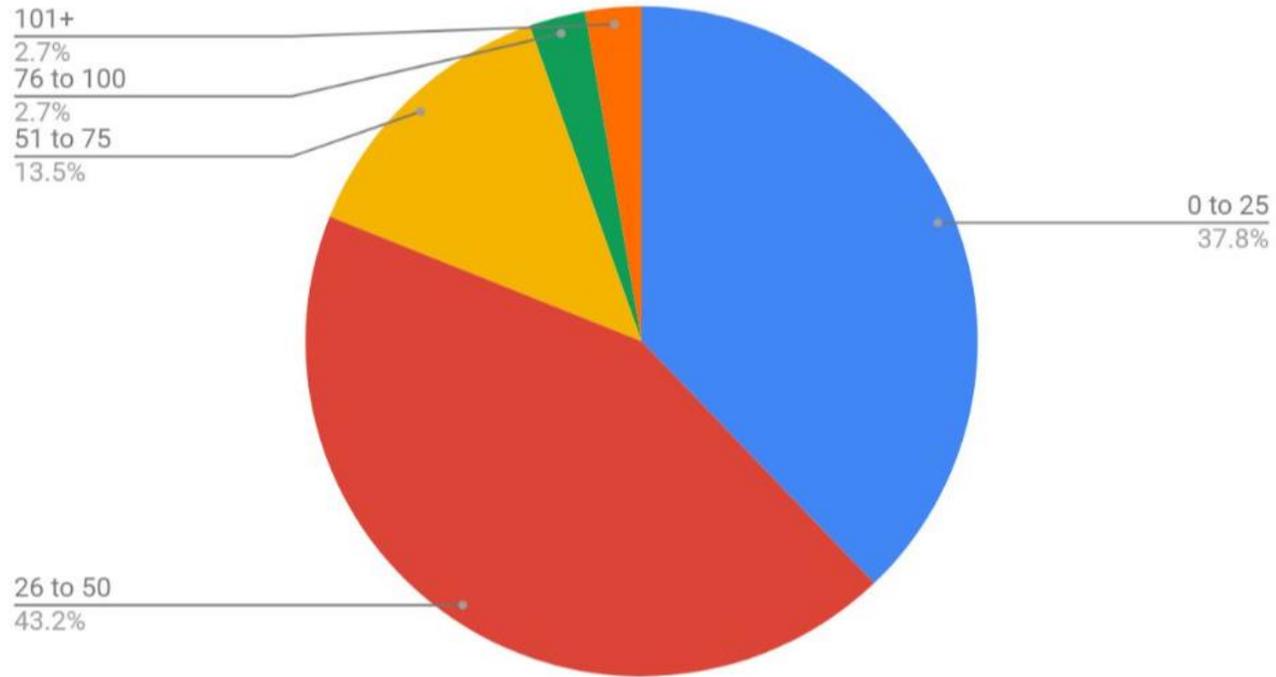
Days Enrolled	<input type="text" value="118"/>
Days Present	<input type="text" value="66"/>
Excused	<input type="text" value="9"/>
Unexcused	<input type="text" value="43"/>



# Parent Truancy Court



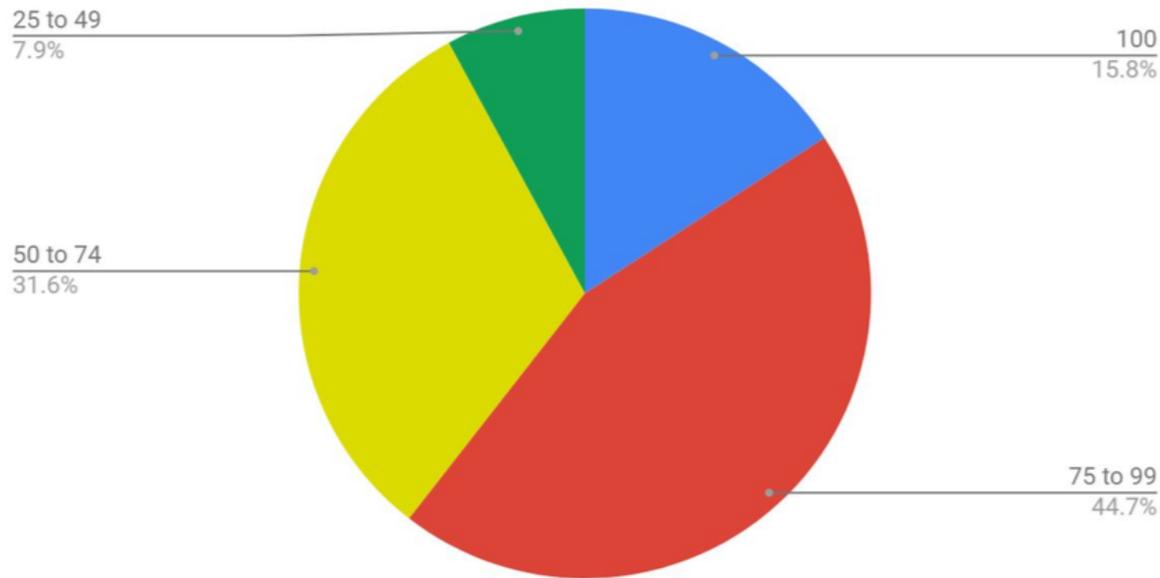
### Number of Full Days Truant in School Year Prior to Probation



Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. Most families are referred to truancy court when their student has been truant between 0 and 50 full days.



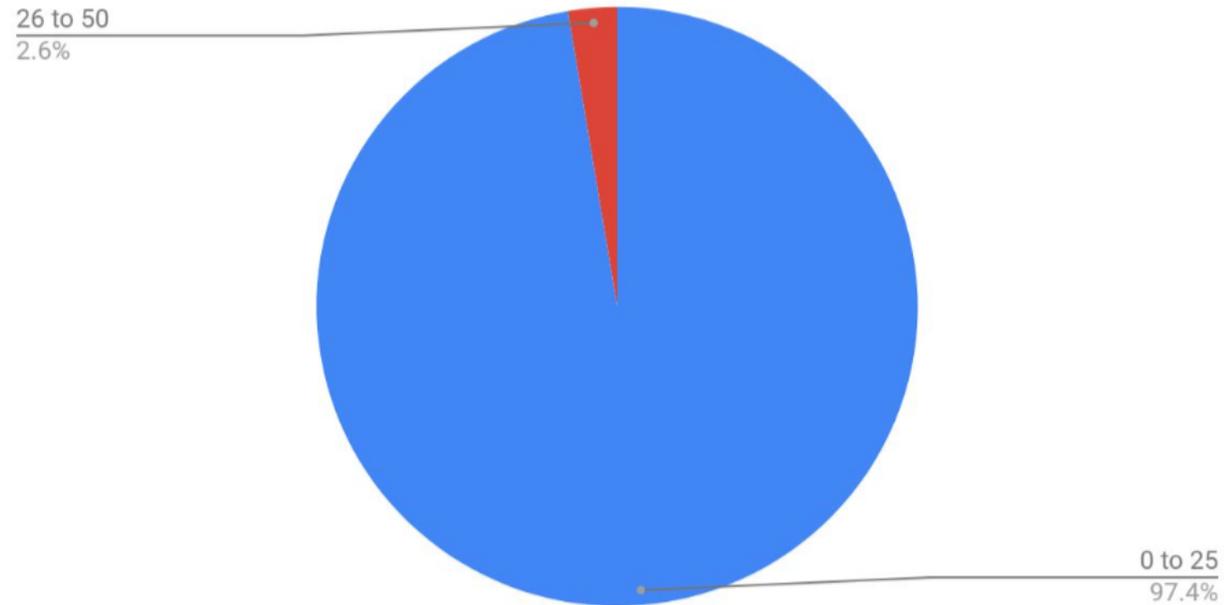
### Percent Change Improved in Number of Days Truant from Before Probationary Period to During Probationary Period



Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018-2019 school year. 60.5% of truancy cases improved in the number of days truant from before probationary period to during probationary period between 75 and 100%.



### Number of Full Days Truant in School Year During Probationary Period



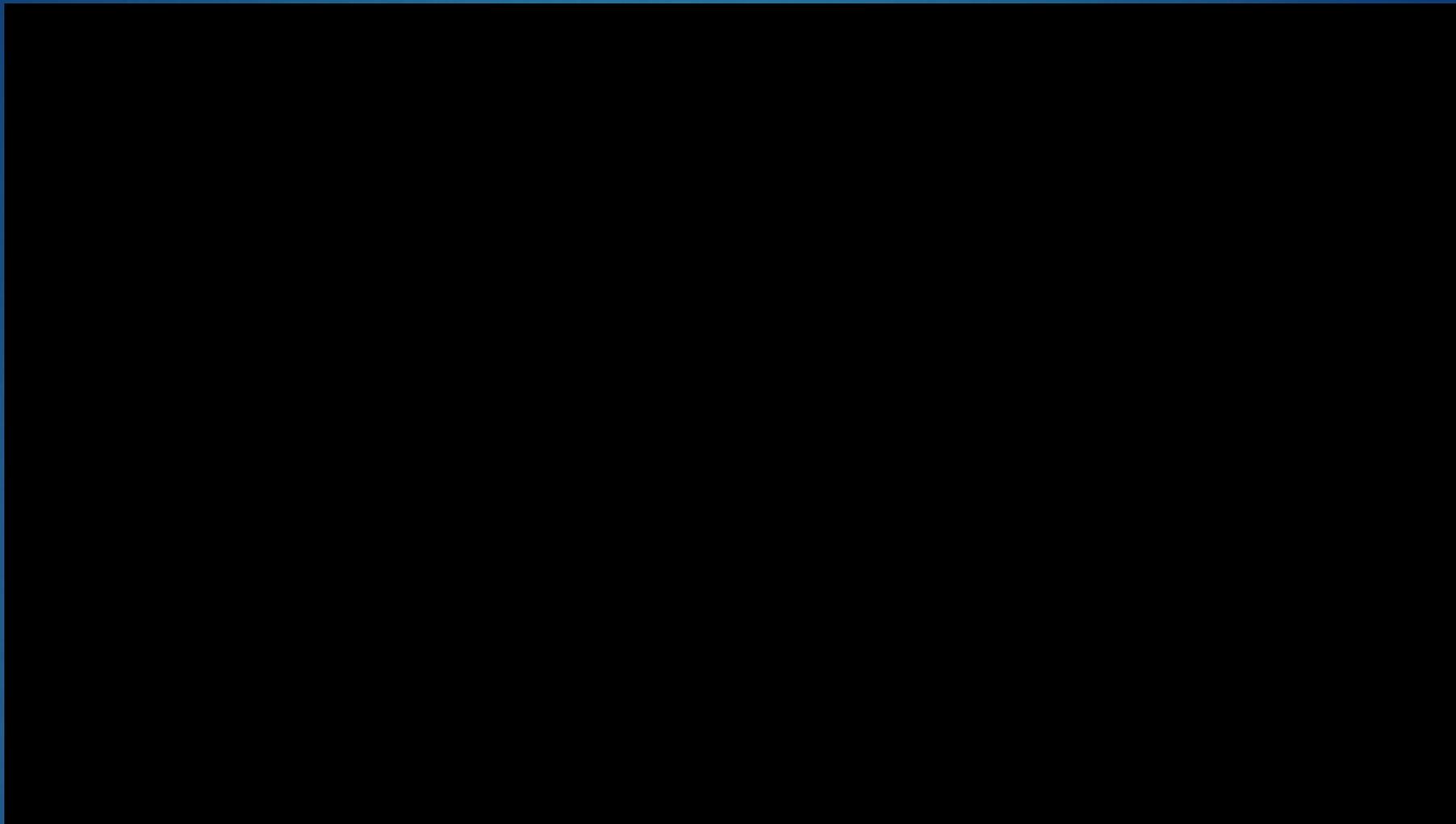
Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. 97.4% of students have a number of full days truant between 0 and 25 during their probationary period.



# Truancy Dismissal Graduation 2019



# Truancy Dismissal Graduation 2019

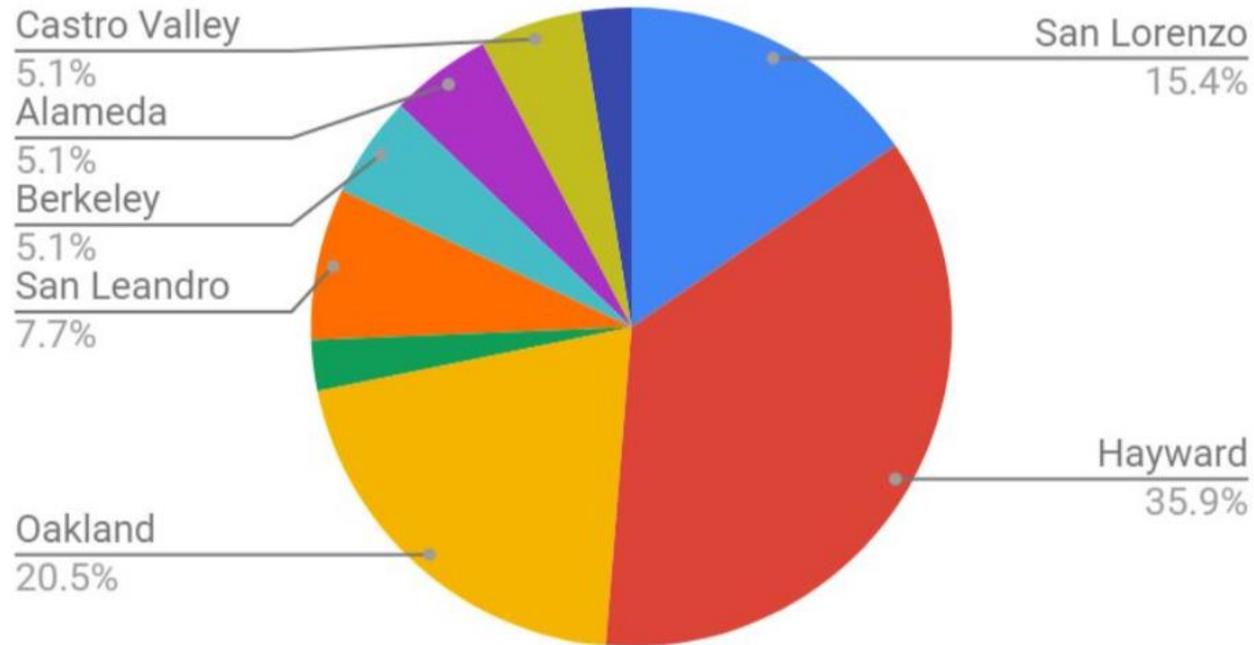


# Once in Parent Truancy Court

- Approach to working with the parents and children
- Timeframe
- Methods used to supervise parents and children
- Does it work?



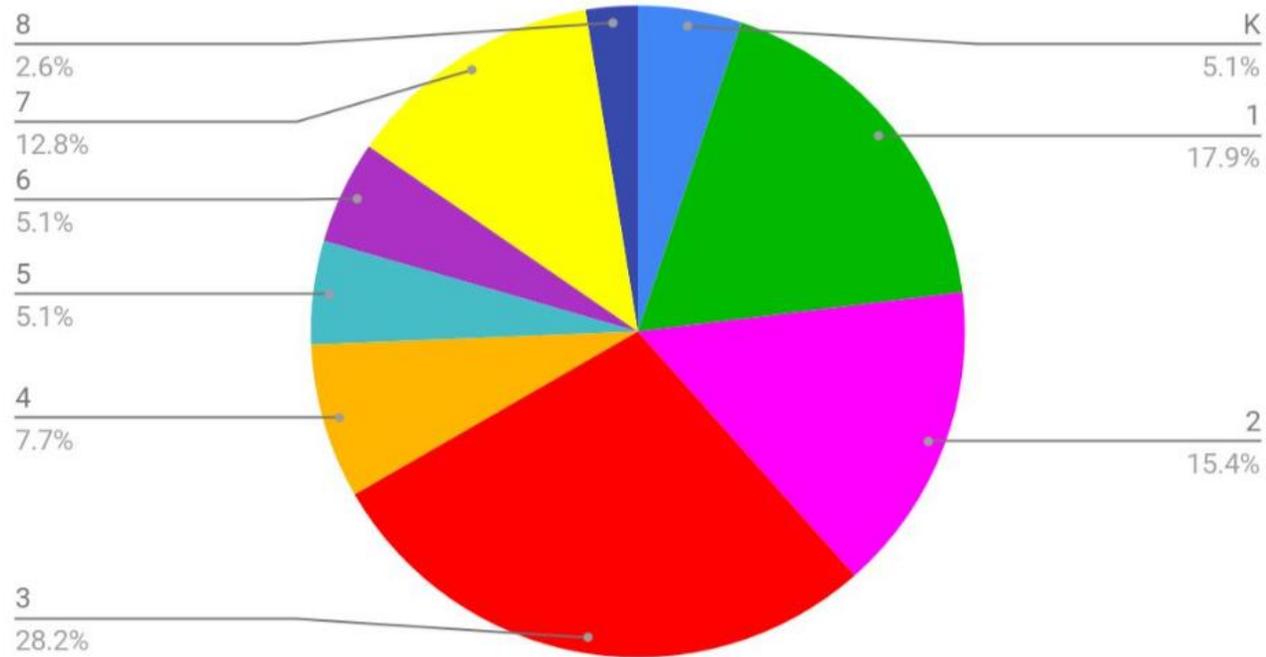
## School Districts of Truant Students



Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. 35.9% of truancy cases were from Hayward Unified School District.



### Grade of Student at Time of Referral



Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. There is a widespread representation of grade levels at the time of referral.



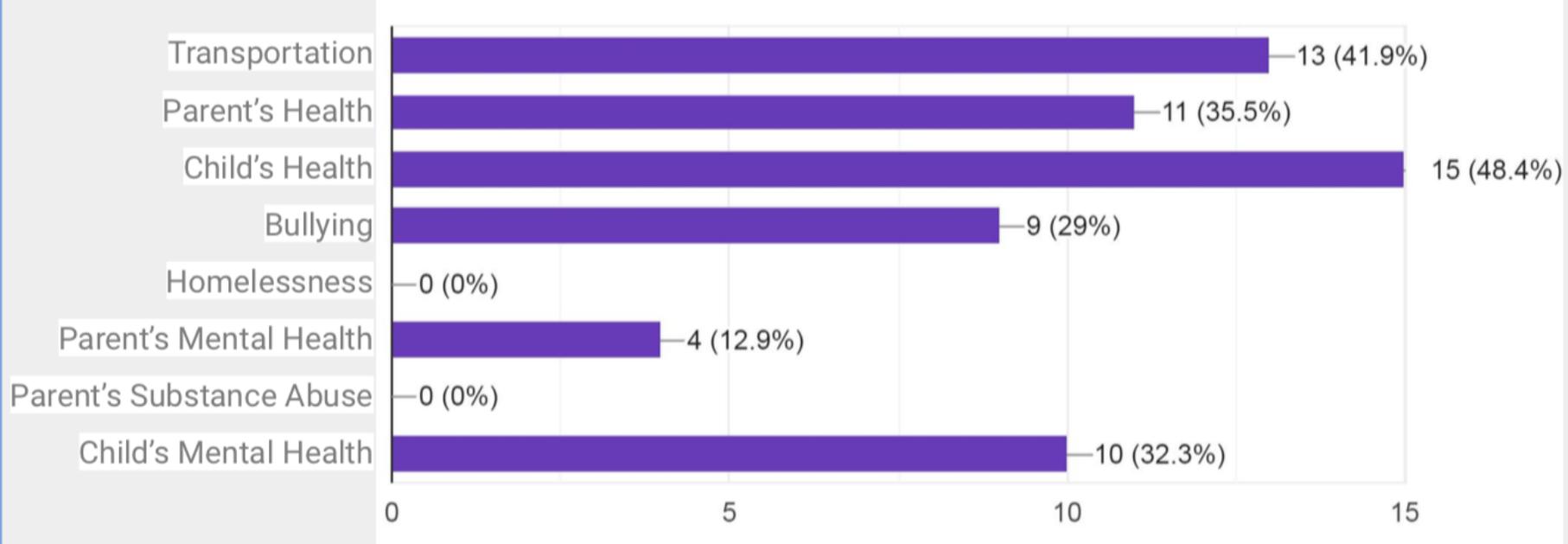
## Update on PT Court:

Parent Truancy Court is now held on every other Wednesday at 9:00 am in Department 107 at the Wiley Manuel Court located in Oakland, at 661 Washington

# Underlying Causes and Solutions



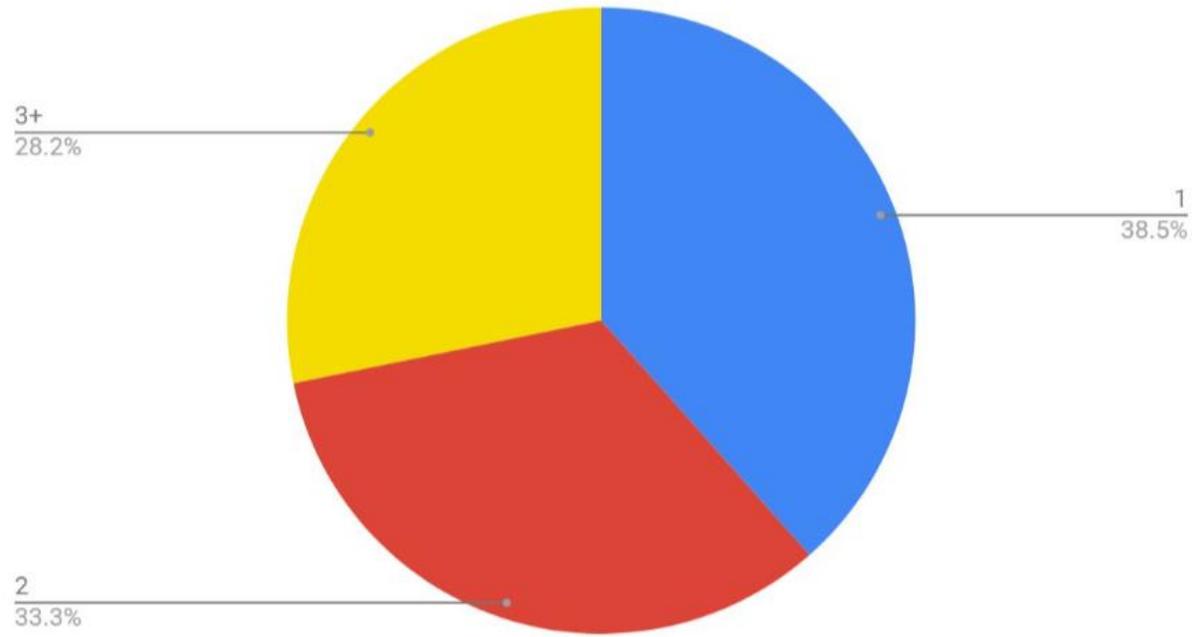
## Factors Underlying Truancy



Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. Most truancy cases were due to a mix of problems regarding transportation, physical health, and mental health.



### Number of Factors Underlying Truancy

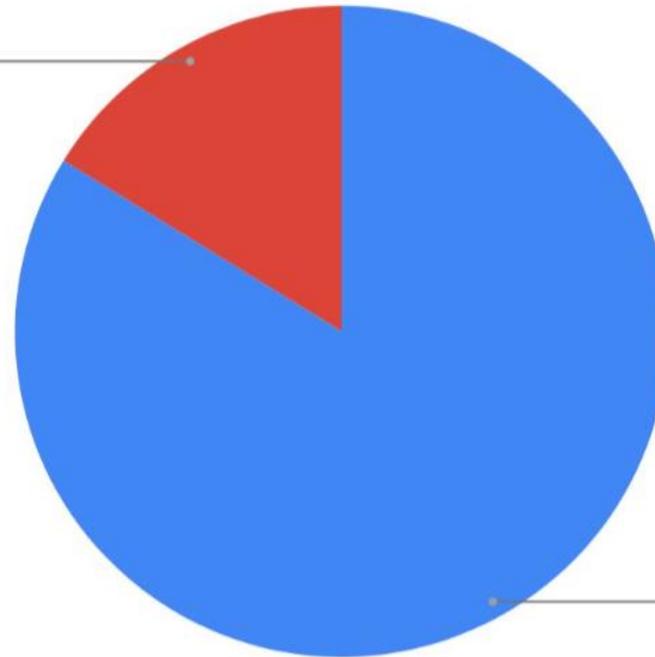


Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. Many families have multiple factors leading up to truancy.



Does the student have an IEP or 504 plan?

Yes  
16.2%



No  
83.8%

Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. In 16.2% of truancy cases, the student has an IEP or 504 plan.



# ST CASES: Juvenile Justice Center

Deputy District Attorney, Probation Department,  
ACOE, and Community Based Organizations



# Secondary School Truancy Mediation Process

Mediation Hearing Includes Deputy DA, Probation Officer and Community Based Organizations, including members of the Delinquency Prevention Network

Mediation Active for One School Year- Oversight to include school and home visits as well as the coordination of services such as tutoring, counseling, drug programs, tattoo removal, etc.

Probation officer oversees and works with the student throughout the mediation process; updates and case management fall to the probation and/or community based organization(s)

Last resort: Filing in Juvenile Court



# The Juvenile Court Process (601)

- Hear in front of a Juvenile Court Judge:
  - 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> Fridays
  - Probation Officer assigned to the minor will be same as the PO from mediation in order to maintain consistency.





## ASSEMBLY BILL 901

Pulled by the Author in Sept., 2019

Expect another legislative attempt to  
change process next year.

# Work of Outside Agencies

DELINQUENCY  
PREVENTION NETWORK  
SERVICES



COMMUNITY-BASED  
SERVICES FOR YOUTH  
AND FAMILIES

ALAMEDA COUNTY  
PROBATION DEPARTMENT



# LINCOLN

STRENGTHENING FAMILIES  
CHANGING LIVES

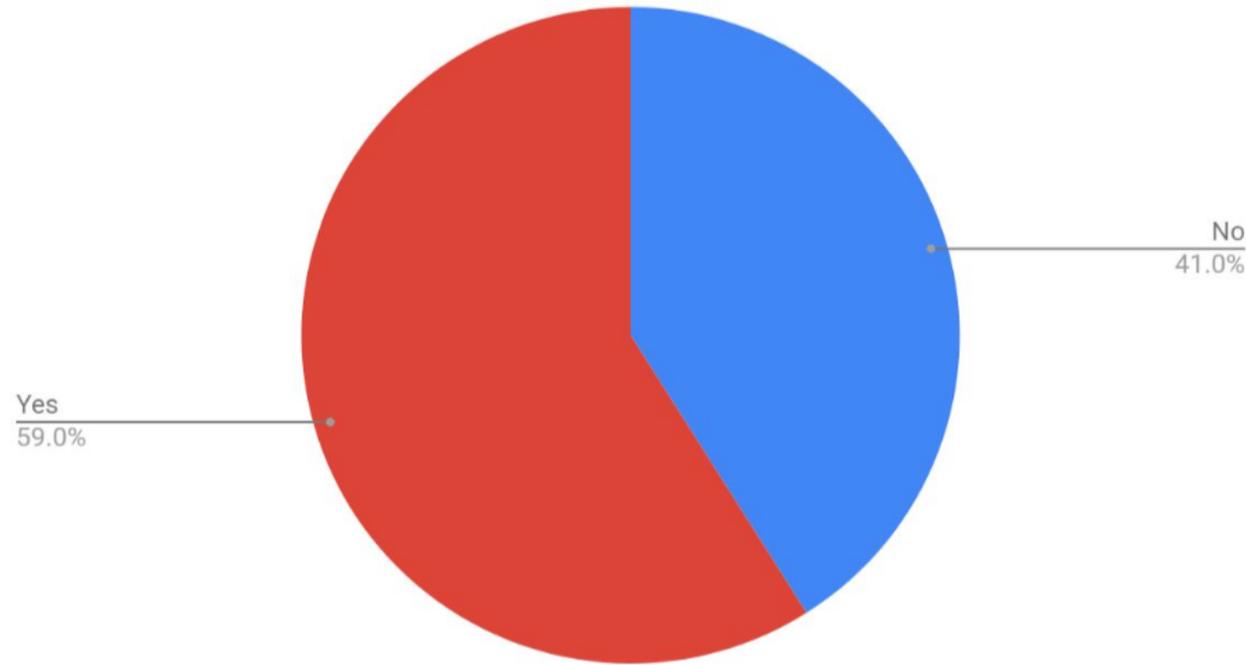


Alameda County  
Public Health  
Department

**Asthma Start  
Program**



### Referred to Lincoln Student Engagement Program?

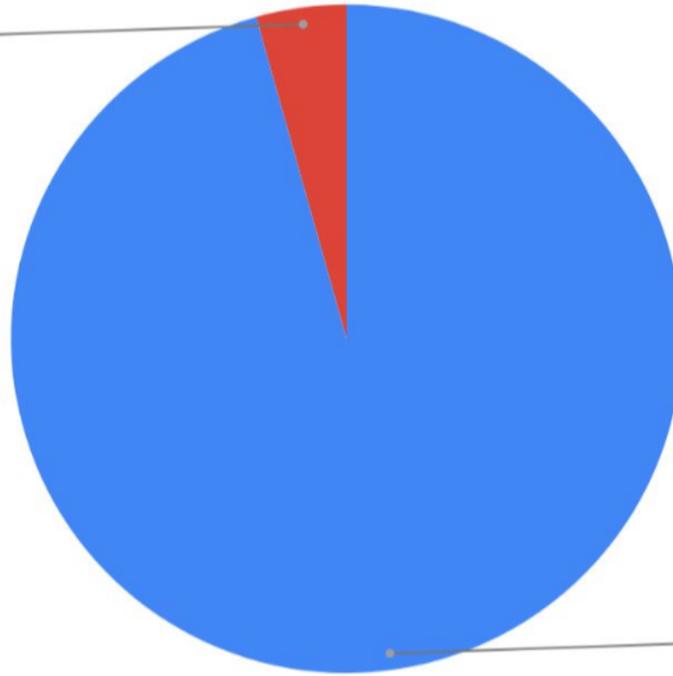


Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. 59% of truancy cases are referred to the Lincoln Student Engagement Program.



If yes, did parent utilize SEP services?

No  
4.3%



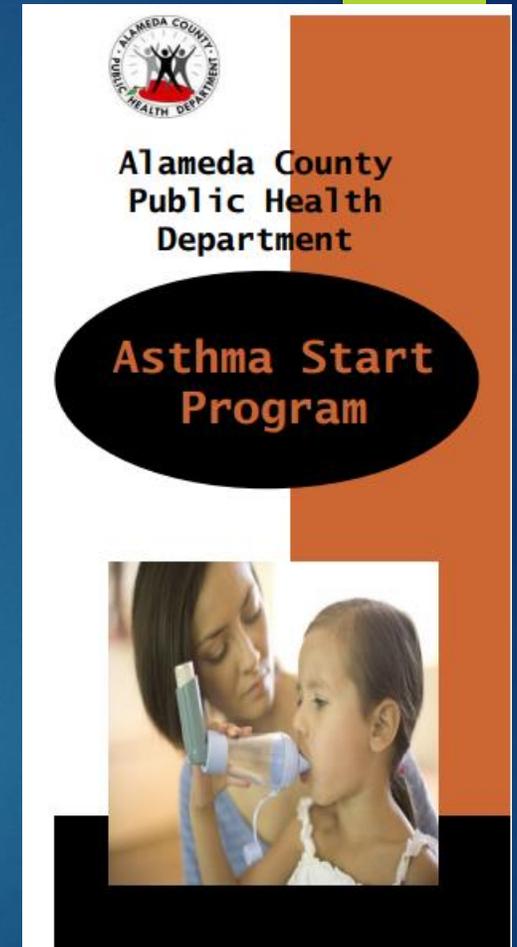
Yes  
95.7%

Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. Of those referred to the Lincoln Student Engagement Program, 95.7% utilize their services.



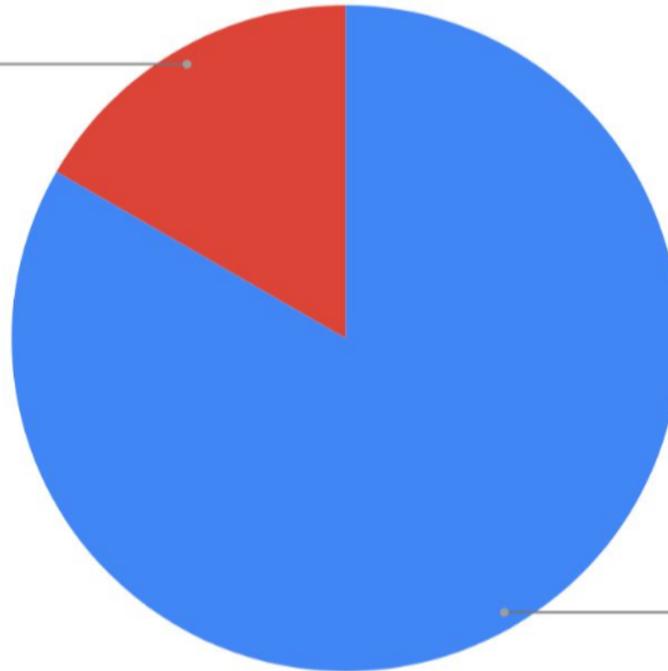
# Intersection of Health and Attendance

- H.E.A.L. Program
- Asthma
- Obesity
- Mental health
- Lice
- Detection of other health barriers



If yes, did parent utilize HEAL services?

No  
16.7%

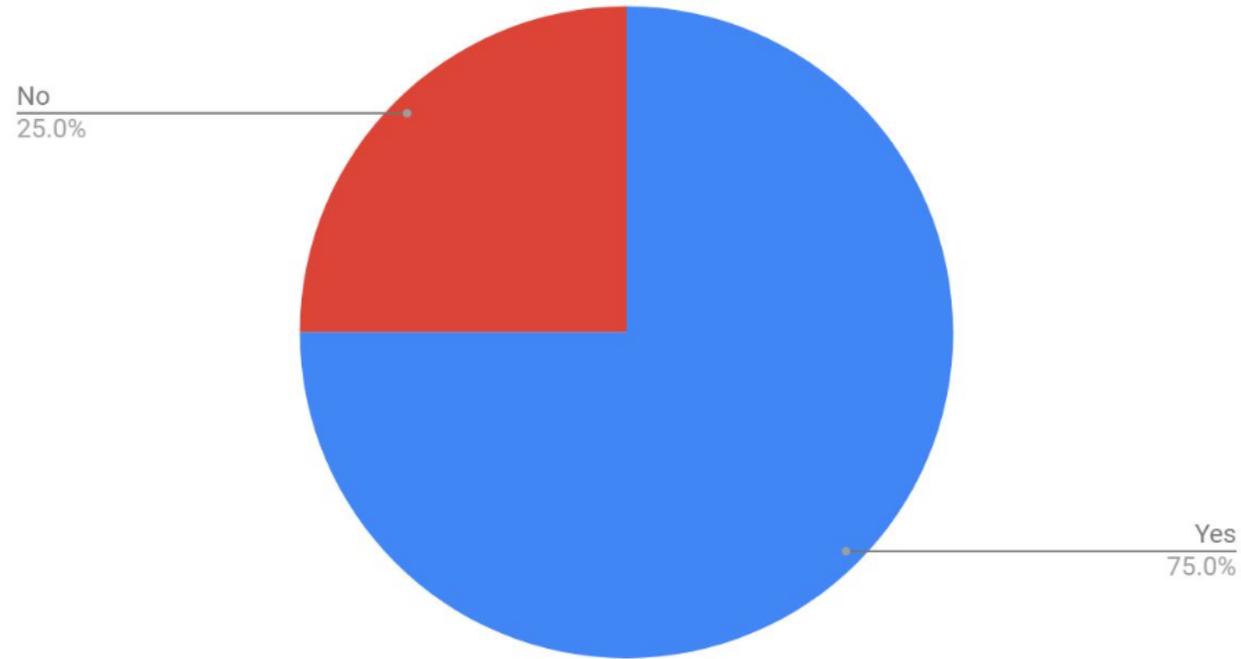


Yes  
83.3%

Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. Of those referred to HEAL, 83.3% utilize their services.



If yes, did parent utilize AS services?



Sampling 38 students whose parents/guardians appeared in Parent Truancy court during the 2018- 2019 school year. Of those referred to Asthma Start, 75% utilize their services.



# HEAL Flyer



**H.E.A.L.**  
HEALTH, EDUCATION &  
ATTENDANCE FOR LIFE

## A HEALTH FLYER FOR PARENTS

When students miss too many days of school, they fall behind and struggle to keep up with their classmates. Whether the days missed are due to illness, truancy or for any other reason, the end result for the student is the same — learning time is lost. Children and adolescents will get sick at times and may need to stay at home, but we want to work with you to help minimize the number of days your student misses school.

### Missed Days Add Up Quickly!

- Just a few missed days a month adds up to several school weeks missed in a year.
- Both excused and unexcused absences can make it more difficult for your child to keep up with other students, especially in math and reading.
- Kindergarten and first grade are critical for your child. Missing school during these early years makes it more difficult for children to learn in later years and they often have trouble reading by the end of third grade.

### Work with Your Child and Your School

- As the parent, be strong with your child and don't let your child stay home when it is not necessary. This will help your child succeed.
- If your child has a chronic disease, make sure that the school staff is aware of the disease so the staff can assist your child if he or she becomes ill. Information about your child's chronic disease should be noted on the school emergency or health information card.
- For students with asthma: if your child has asthma, the school needs an Asthma Action Plan completed by his or her doctor that includes permission to carry an inhaler at school. Make sure that all supplies (inhaler, spacer, etc.) needed to manage your child's asthma are at the school.
- For students with diabetes: if your child has diabetes, the school needs a Diabetes Management Plan completed by his or her doctor. Make sure that all supplies (insulin, blood sugar meter, test strips) needed to manage your child's diabetes are at the school.
- **Keep an open line of communication with school staff and teachers. The more the school knows about your child's health, the better prepared everyone will be to work together for your child.**

### Helpful Ideas:

- Make appointments with the doctor or dentist in the late afternoon so your child misses as little school as possible.
- If your child must miss school, make sure you get his or her home work assignments and follow up to see if the work is completed and turned in.
- Call the school as soon as you know your child will be absent and tell school staff why your child will be out and for how long.
- Be prepared to get a doctor's note when requested by school personnel.
- If you need medical advice after business hours, most doctors' offices have answering services 24 hours a day to assist you.
- If your child has an emergency, call 911.

- **For additional information contact:**

Affix Contact Information Sticker

Produced by:



The Office of the  
District Attorney,  
Alameda County



ALAMEDA COUNTY  
PUBLIC HEALTH  
DEPARTMENT

INTERAGENCY CHILDREN'S  
POLICY COUNCIL  
ALAMEDA COUNTY



Alameda County Health Care Services Agency

Center for Healthy Schools and Communities

Linking Health and Education to Change Lives and Achieve Equity



## WHEN SHOULD I SEND MY CHILD TO SCHOOL?

The suggestions below are for children 5 to 18 years of age.  
Recommendations may be different for infants and younger children.

Symptoms and Illnesses	Should My Child Go To School?
<b>Parent is Sick, Stressed, Hospitalized</b>	<b>YES</b> - If you are sick, your child still needs to attend school. Your illness does not excuse your child from attending. We all are sick at times so plan ahead for these days. Get a neighbor, relative or spouse to take your child to school and pick him or her up.
<b>Chronic Diseases (Asthma, Diabetes, Sickle Cell, Epilepsy etc.)</b> Chronic disease is a long-lasting condition that can be controlled but not cured.	<b>YES</b> - Your child should attend school. School personnel are trained to assist your child with his or her chronic disease and associated needs.
<b>Child Doesn't Want to go to School</b> Frequent crying, fear, anger, not wanting to socialize, behavior change, stomach ache, nausea (These can be signs of depression, anxiety, post-traumatic stress, or fear)	<b>YES</b> - You should keep your child in school, but try to determine what is causing the changes. Talk to school personnel and consult a health care provider. Your child may be experiencing bullying or trauma, may be behind in his or her school work or not getting along with others. These and other issues may require your or school personnel's attention.
<b>Cold Symptoms</b> Stuffy nose/runny nose, sneezing, mild cough	<b>YES</b> - If your child is able to participate in school activities send him or her to school.
<b>Conjunctivitis (Pink Eye)</b> The white of the eye is pink and there is a thick yellow/green discharge.	<b>YES</b> - Your child can attend school, but call a health care provider to prescribe medication/treatment.
<b>Head Lice</b> Intense itching of the head; may feel like something is moving	<b>YES</b> - Your child can be in school if he or she has had an initial treatment of shampooing of hair with a product for lice.
<b>Strains, Sprains and Pains</b>	<b>YES</b> - If there is no known injury and your child is able to function (walk, talk, eat) he or she should be in school. If pain is severe or doesn't stop, consult a health care provider.
<b>Menstrual Issues</b>	<b>YES</b> - Most of the time menstrual (periods) issues should not be a problem. If they are severe and interfering with your daughter attending school, consult with a health care provider.
<b>Fever</b> Fever usually means illness, especially if your child has a fever of 101 or higher as well as other symptoms like behavior change, rash, sore throat, vomiting etc.	<b>NO</b> - If your child has a fever of 101 or higher, keep them at home until his or her fever is below 101 for 24 hours without the use of fever reducing medication. If the fever does not go away after 2-3 days or is 102.0 or higher, you should consult a health care provider.
<b>Diarrhea</b> Frequent, loose or watery stool may mean illness but can also be caused by food and medication	<b>NO</b> - If, in addition to diarrhea, your child acts ill, has a fever or is vomiting, keep him or her at home. If stool is bloody, if the child has abdominal pain, fever or vomiting, you should consult a health care provider.
<b>Vomiting</b> Child has vomited 2 or more times in a 24 hour period	<b>NO</b> - Keep your child at home until the vomiting has stopped for 24 hours. If vomiting continues, contact a health care provider.
<b>Coughing</b> Severe, uncontrolled, rapid coughing, wheezing, or difficulty breathing	<b>NO</b> - Keep your child home and contact a health care provider. Asthma - if symptoms are due to asthma, provide treatment according to your child's Asthma Action Plan and when symptoms are controlled send your child to school.
<b>Rash With Fever</b>	<b>NO</b> - If a rash spreads quickly, is not healing, or has open weeping wounds, you should keep your child at home and have him or her seen by a health care provider.
<b>Strep Throat</b> Sore throat, fever, stomach ache, and red, swollen tonsils	<b>NO</b> - Keep your child at home for the first 24 hours after an antibiotic is begun.
<b>Vaccine Preventable Diseases</b> <b>Chicken Pox</b> - fever, headache, stomach ache or sore throat, then a red itchy skin rash develops on the stomach first and then limbs and face. <b>Measles &amp; Rubella (German Measles)</b> - swollen glands, rash that starts behind ears then the face and the rest of the body, sore joints, mild fever and cough, red eyes <b>Mumps</b> - fever, headache, muscle aches, loss of appetite, swollen tender salivary glands <b>Pertussis (Whooping Cough)</b> - many rapid coughs followed by a high-pitched "whoop", vomiting, very tired	<b>NO</b> - Keep your child at home until a health care provider has determined that your child is not contagious.   <a href="http://atschool.alcoda.org">http://atschool.alcoda.org</a>

This information is based upon recommended guidelines from reliable sources to include the Centers for Disease Control (CDC), American Academy of Pediatrics, Public Health Association and has been reviewed by Alameda County Public Health Department.



## Questions for discussion and review:

- What does it mean when a bench warrant is issued?
- Once on probation, can a parent excuse his/her child from school if he/ she is sick?
- Mental health and truancy
- Must employers allow parents to attend SART and SARB?



# School Refusal

What is school refusal?: When a child refuses to go to school on a regular basis or has problems staying in school. Children with school refusal may complain of physical symptoms shortly before it is time to leave for school or repeatedly ask to visit the school nurse.

## Signs:

- Physical complaints such as headaches or stomach pain
- Frequent requests to go to the nurse's office
- Frequent requests to call home or go home during the day
- Difficulty or resistance to getting out of bed in the morning to go to school despite no apparent signs of illness
- Absences on significant days, such as test or presentation day



# Overlapping Legal Areas



# Overlap with other Courts and Areas of the Law

- Juvenile Crime and Bullying
- Human Trafficking/Sexually Exploited Minors
- Family Court
- Dependency Court/Foster Youth



What are the districts seeing? Main problems? Trends? How can we help?



# Sharing creative strategies

- Washing machines in schools
- Walking school buses
- Big Buddies

Your thoughts?



# Contact Information

Teresa Drenick, Assistant District Attorney

(510) 272-6280

[Teresa.Drenick@acgov.org](mailto:Teresa.Drenick@acgov.org)

