

AUG 2023

# CASA C RNER



## UPCOMING COURT DATES

IBERIA PARISH

August 15, 2023

ST. MARTIN PARISH

August 03, 2023

August 17, 2023

ST. MARY PARISH

August 08, 2023

## CASA BIRTHDAYS

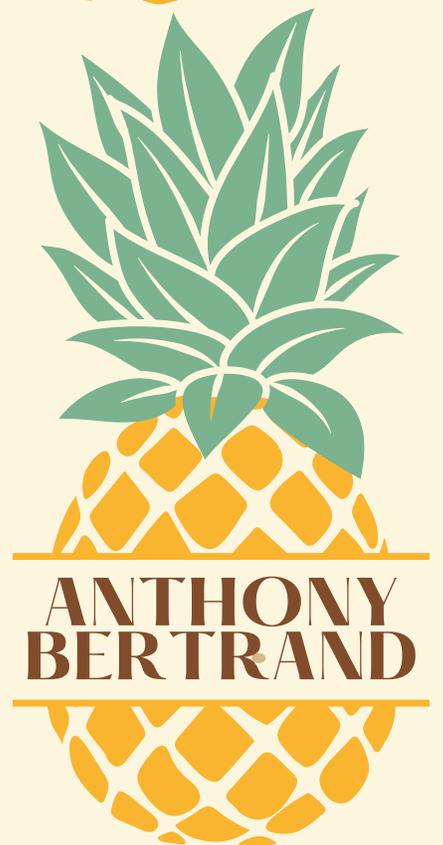
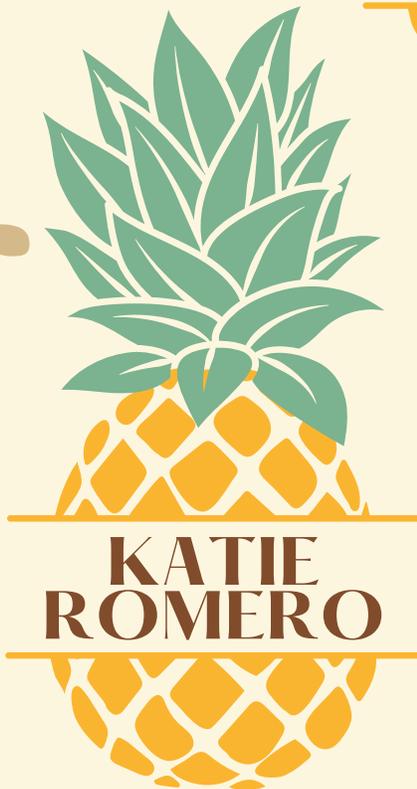
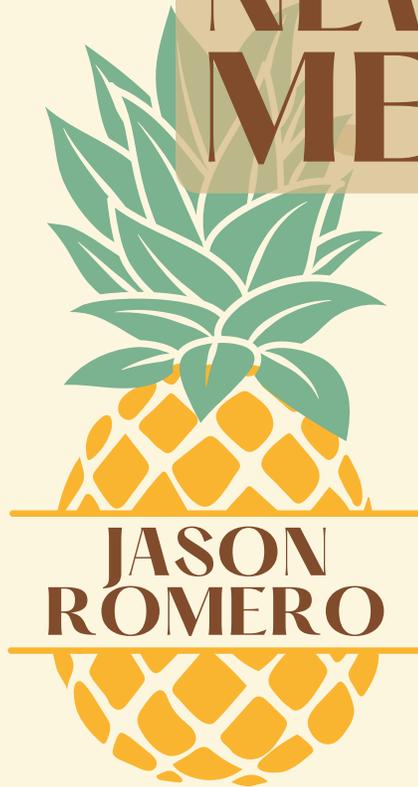
Rhonda James - August 16

Lisa George - August 31

## YOU'RE A MANDATED REPORTER!

During your CASA training you may have learned that **CASA Advocates are mandated reporters**. These members of designated professions who are mandated by law to report child maltreatment, as they have frequent contact with children. A mandated report is required when there is cause to believe that a child's physical/mental health or welfare is endangered as a result of abuse or neglect, or that abuse or neglect was a contributing factor in a child's death.

PLEASE WELCOME OUR  
**NEW BOARD  
MEMBERS**



# IMPROVING EDUCATIONAL OPPORTUNITIES FOR FOSTER YOUTH

As of June 2022, there are estimated to be more than 391,000 children in the United States foster care system, most of whom are at great risk of school failure and represent one of the most educationally vulnerable populations of students. Children in foster care demonstrate a variety of academic difficulties, including weaker cognitive abilities and lower academic achievement and classroom performance compared to non-maltreated children. They exhibit behavioral problems in school settings ranging from aggressive, demanding, immature and attention seeking behaviors to withdrawn, anxious and over-compliant behaviors; which, in turn, can result in grade retention, placement below age appropriate grade levels and/or placement in special education. Youth in foster care are twice as likely as the rest of the school-age population to dropout before completing high school, and without intervention to keep these young people in school, most are at great risk of becoming part of the public assistance and criminal justice systems.

The high levels of residential mobility and school transfers that children in foster care experience have been shown to affect adversely their learning and achievement. These children who change schools often may miss key educational material, have less information about the new school system and thus are less able to take full advantage of the available resources, and strain the children's relationships with teachers and peers. Teachers are less likely to invest in children they do not know well, and children attending a new school may feel socially isolated or marginalized. Counts of foster youth with special education needs are most likely underestimated due to the difficulty of evaluating children with high residential mobility. Too often foster children do not remain in schools long enough to be assessed for and start receiving appropriate special education services to address significant learning and/or behavioral problems.

# IMPROVING EDUCATIONAL OPPORTUNITIES FOR FOSTER YOUTH

Since adequate school performance may diminish the risk of delinquency among maltreated children, the school and child welfare systems working in coordinated ways can become an “antidote” to children’s troubled home environments. Schools can address the risk factors and build protective supports for students by creating a learning environment that includes a caring school community, effective teaching, an engaging and effective program, and an environment that provides all students with the behavioral skills and supports needed to succeed in school. Schools can educate their teachers and support staff about foster care, its impact on the child and learning, and strategies to improve outcomes. Because teachers may be the only significant adult contact for many foster children outside of the family, they may assume a central role not only with respect to fostering adaptation to school, but also with providing a positive base for future development.

Additionally, the educational and child welfare systems can work collaboratively by appointing liaisons from each agency who can work together on cases and advocate for appropriate educational solutions. The two systems can establish a shared data-base which will allow the school district and child welfare agency to monitor closely the school attendance, academic progress, and disciplinary records of children in foster care. The high rate of school mobility of children in foster care can be reduced by placing children in foster homes in their same communities, thus allowing them to remain in their original schools. In the event of children being moved to foster placements outside of their home districts, funds could be set aside to cover transportation as well as education costs so they could remain in their original schools.

[FULL ARTICLE](#)



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**THANK YOU**

**GAAR LAW**

**FOR PURCHASING THIS YEAR'S SCHOOL SUPPLIES!**

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HAPPY CASAMERS  
SARY!

LEAH COWIE



TERRI  
THOMPSON



# Child Welfare Training Opportunities

AUG 23

**IT'S COMPLICATED: PROVIDING HIGH QUALITY SUPPORT SERVICES TO YOUTH THROUGH DIGITAL INTERACTIONS**

LCWTA

**ONLINE TRAINING THAT CAN BE COUNTED TOWARDS YOU MANDATORY ANNUAL 12 INSERVICE TRAINING HOURS!**

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CASA of the 16th JDC



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CASA Sixteenth JDC Inc