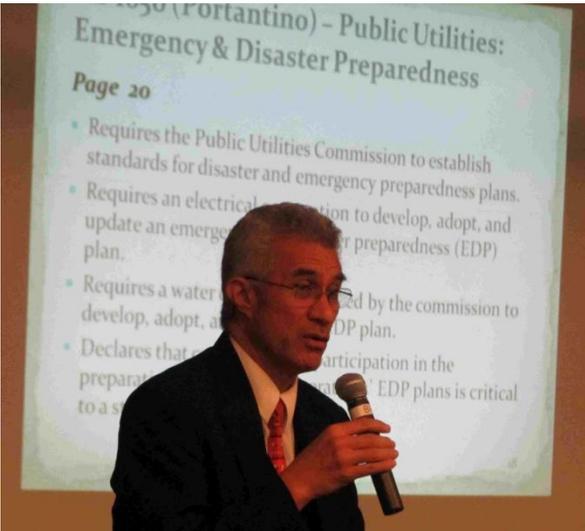




**SPECIAL EDITION: NEW LAWS FOR 2013
LOS ANGELES COUNTY OFFICE OF EDUCATION'S
ANNUAL LEGISLATIVE UPDATE!**



The 2013 CASCWA State Conference in Sacramento is rapidly approaching! This year's conference promises to be the most informative ever! "Conference Registration Information" is included in this edition of the Intercom!



In this edition you will find: CASCWA Interviews Bay Section's Dr. Ammar Saheli, Janet McMurray and Dr. Susan Craig; Information presented at LACOE's 2012-13 Annual Legislative Update; Jeni Mendel's Websites; The Red Book - A must for CWA Offices; Dr. Ammar Saheli's Article "The Importance of Life Long Learning", CASCWA Section Reports, State Conference Information & Registration Form & CASCWA Remembers Mr. Bill Booth!

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

BILL BOOTH - THE MAN BEHIND THE INTERCOM A CELEBRATION OF A WONDERFUL LIFE!

October **INTERCOM** 2001
Official Publication of the California Association of Child Welfare and Attendance
William P. Booth Edition

Mr. Bill Booth, "Thirteen years ago Francis Tucker stepped down as the "CASCWA Editor" and William Booth stepped forward. Bill turned the "Intercom" into the finest newsletter in the field and has contributed greatly to all of our members. After an outstanding career as a teacher, counselor, and Director of Pupil Services in the Fresno Unified School District, Bill is now retiring as an accomplished editor. On a personal basis, the entire executive board will miss hearing Bill's "Common Sense" thoughts on our everyday CWA/CASCWA issues. Everyone wishes Bill and Patricia the best for years to come!

What's Inside This Edition?:

- Joe Brucia's President's Message
- Section President's Reports
- Rob Gerig - CASCWA State Award
- Section Award Recipients
- State Conference Information
- Membership Information
- Phil Kauble's - Administrative Hearings "The Red Flag List"
- Interview with John Burton, creator of "John Burton's Cyberspace"
- Sherman Garnett's - Student transfer from "Home Based Instruction Private School" to a "Public School"

Frank Boehler, Editor 1401 N. Handy St. - Orange, California 92867 (714) 628-4060

INTERCOM
OFFICIAL PUBLICATION OF THE CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE
SEPTEMBER, 1986 William Booth, Editor - Fresno Unified School District, 2526 E. Hedge, Fresno, CA 93703

YOUR EXECUTIVE BOARD 1986-1987

Rich Davis installs CASCWA's newly elected state officers
John Burton, Glenn Dabbs, Mary Weaver, Francis Tucker

FRANCIS TUCKER President	JOHN BURTON Vice President	MARY WEAVER Treasurer	GLENN DABBS Secretary	JAKE COLBURN Past President
LEE LINDBERG Chairman, Legislation	SHARON ROUBLE President, San Joaquin	RAY TWITCHELL President, North	STEVE GOCKE President, South	BILL BOOTH Intercom Editor

Editor's Comments

The current editors of the Intercom have just learned that Bill Booth has passed away and we are sad for his family, especially for his wife of sixty years, Iola.

Bill was a legend in CASCWA when we first met him. He was a quiet giant in the field. He was kind, cheerful and had a great sense of humor. He always thought of others first!

Prior to 1983, there were few CASCWA records to preserve the history of the organization. Bill's CASCWA Intercoms put CASCWA on the map as an organization, delivered information throughout the state and brought credibility to our membership.

His early editions of the Intercom have been placed on CASCWA's Website under the "State's Link." Please go to WWW.CASCWA.ORG & help celebrate Bill's wonderful life.

Official Publication of the California Association of Supervisors of Child Welfare And Attendance

Intercom

WHAT'S INSIDE :

- Section Reports
- Officer Listings
- Brucia's WEB Tour
- Legislative information
- Attorney General presents crisis response tool
- Friend of CASCWA becomes Deputy Exec Director of State BOE

September 2000

CASCWA'S BEST RECOGNIZED AT PALM SPRINGS CONFERENCE 2000



WILLIAM BOOTH

A message from jbrucia@sbcglobal.net

Before there was Mark and Frank, there was Bill. As editor on INTERCOM, Bill brought us black and white pictures, legal info and cwa news... including what each section was doing. And we all learned about the importance of INTERCOM deadlines!

Bill frequently expressed his support in the improvements made from his original INTERCOM template Especially the color pictures and great interviews. Best of all, Bill was a great guy and a mentor to so many of us

Bill was born on December 3, 1930 to Edwin and Iola Booth of Fresno and passed away surrounded by his family on January 9, 2013 at the age of 82. Bill graduated from Fresno High School where he served as Student Body President. Bill graduated from UCLA with Phi Beta Kappa honors in 1954. He married his High School sweetheart Patricia Deaton in August of 1952. He then entered the United States Air Force in August of 1954. Following his military service, Bill returned to Fresno and completed a Master of Arts degree and his teaching credential at California State University Fresno. Bill was a charter member of the Phi Delta Kappa education fraternity. Bill began his career in Education at Fresno High starting as a classroom teacher and moving on to counselor, Vice-Principal and Interim Principal. In 1971, Bill earned a Doctorate of Education from USC. Bill then served as Dean of Boys at Tioga Junior High and Vice Principal at Edison High School.

In 1973, Bill was appointed to the position of Administrator of Student Services for the Fresno Unified School District. From 1972 to 1977, Bill was an instructor of Education at California State University, Fresno followed by several years teaching at Fresno Pacific University. During his career, Bill served on the Student Attendance Review Board, as President of Region IX of the Association of California School Administrators and received the California Association of Supervisors of Child Welfare and Attendance Outstanding Service Award for 1993-94. Bill's community service activities included the Fresno Exchange Club in which he served two terms as President and Coordinator of the Girl of the Year award program.

As a member of Seniors in Retirement Society (SIRS), Bill acted as co-editor of the monthly newsletter. Bill was a member of the Presbyterian Church and ordained as an elder. Bill's lifelong hobby was building and flying Free Flight model airplanes. Bill was the Editor of the Fresno Club's monthly newsletter for 40 years in addition to serving as the National President of the Society of Antique Modelers. Following his retirement, Bill joined the cast of New Wrinkles for nine seasons as a performer and the source of "one-liners". Bill and Pat enjoyed traveling throughout the United States and internationally. Bills family loved being entertained by his delightful sense of humor and his gourmet cooking skills. Bill's special joy was spending time with his children and grand-children at the family cabin near Coulterville. Bill is survived by his wife of 60 years, Patricia; son William Michael and his wife Susan of Oceanside; daughter Linda Goerzen of ValleyCenter; grandsons Jeremy Booth and Andrew Goerzen; granddaughters Jeanette Booth Lambe and Jennifer Goerzen; Great-Granddaughter, Alanah Grace Lambe; brother Kenneth Booth and his wife Keiko and many beloved nieces and nephews.

Bill Booth will forever remain a "CASCWA Legend" and CASCWA will forever remain indebted to this great educator and wonderful man!

CASCWA STATE PRESIDENT'S MESSAGE:



A Happy and Healthy New Year to All!

Wow! Where do I begin? This school year is moving so rapidly and we still have much to do!

I would like to personally thank Steve Fraire, Dr. Victor Thompson and the entire staff at LACOE for the exceptional 2012-13 Legislative Update. The information received is critical to each and every one of us.

The meeting began with an overview of the year's legislative activities, processes and behind the scene information delivered by Pam Gibbs, LACOE's Director of Governmental Relations. Her presentation was direct, factual and informative. The presentations by each of the speakers is critical to our membership and I have asked the Interco Editors to deliver as much of their information as possible in this edition.

Our next CASCWA Executive Board Meeting will be in Monterey following the ACSA Conference. We have much on the agenda, but the biggest item is the up-coming "CASCWA State Conference." I wish to express my sincere appreciation to Grace Espindola, Laurie Butler, the entire Delta Sierra Executive Board and Conference Committee on the plans that will soon become an "April Reality." The conference is being held directly across the street from the Capitol and the conference committee has a few surprises for all of us. I hope to meet with you this April in Sacramento!

We are also looking forward to the up-coming CASCWA Phil Kauble Topical Forum: "Other Means of Correction." This panel presentation will be tackling the hot topic of a new law that took effect January 1, 2013.

As we return to our desks and responsibilities, remember our support group, CASCWA. Our 'Ask the Expert' on the website is the best way to problem solve when you are under time constraints to get an opinion. And, if you are reading this Intercom, please pass it on to a non CWA member! Each of us can grow our organization by distributing this valuable and informative Newsletter.

Thank you for all that you do. All My Best,

Betty Folsom
CASCWA State President
2012-2013

CASCWA STATE EXECUTIVE BOARD 2012-13:

President: **Betty Folsom**, Jurupa USD, betty.folsom@jUSD.k12.ca.us; **President-Elect:** **Grace Espindola**, Sutter County Superintendent Of Schools Office, gracee@sutter.k12.ca.us; **Vice President:** **Sergio Mendoza**, Burton USD, smendoza@burtonschools.org; **Secretary:** **Cami Berry**, Retired - Riverside County Office of Education, camiberry@yahoo.com; **Treasurer:** **Jerry Hime**, Retired - Los Angeles County Office of Education, ghime@earthlink.net; **Immediate Past President:** **Rickey Jones**, Fremont Unified School District, rickeyjones@fremont.k12.ca.us; **Legislative Chair:** **Sherman Garnett**, San Bernardino County Superintendent of Schools Office, sherman.garnett@sbcSS.k12.ca.us; **No. Legislative Representative:** **Kirsten Zazo**, Alameda Unified School District, kzazo@alameda.k12.ca.us; **So. Legislative Representative:** **Jeni Mendel**, Grossmont Union High School District, jmendel@guhSD.net; **CASCWA Membership:** **Janet McMurray**, West Contra County USD, jmcmurray@wccUSD.net; **CASCWA Web Site:** **Tom Mangione**, Retired - Los Angeles Unified School District, cascwa@earthlink.net; **Parliamentarian:** **Mike Wong**, Palm Springs Unified School District, mwong@psUSD.us; **Bay Section President:** **Ammar Saheli**, San Lorenzo Unified School District, asaheli@slzUSD.org; **Delta Sierra Section President:** **Laurie Butler**, Robla School District, lbutler@robla.k12.ca.us; **San Joaquin Section President:** **Sergio Mendoza**, Burton USD, smendoza@burtonschools.org; **Southern Section President:** **Steve Fraire**, Retired - San Diego County Office of Education, sfraire@sdcoe.k12.ca.us

CASCWA Bay Section – President’s Message



The Bay Section of CASCWA is doing well and just before the November break we facilitated our Fall workshops. The 2012-2013 school year is moving fast and it is surprising to realize we are quickly approaching winter break and nearing the end of the first semester. Like all of the California educational community, we are elated over the passage of Proposition 30.

Multiple levels of stress are still impacting our families and we know that this is a difficult time of year for many. While some families and students are entrenched in the essence of celebrating and participating in all the festivities of the holiday season, others are struggling to make sense of it all because of unfortunate circumstances. Some will also struggle during this season because it reminds them of all the special people that are no longer able to share in this time with them. Bay Section sends words of comfort and encouragement as we strive to meet the needs of the

students and families we serve. A new year will bring new laws and challenges and I am happy to be part of an organization that makes a conscious effort to transform student lives and outcomes. Bay Section is committed to being a partner in implementing policy and best practices across California.

As Bay Section President, I am grateful for the opportunity to serve within such an esteemed association and with people in the trenches of education. As said before, we face tremendous challenges on a daily basis and the world of public education is looked upon with considerable scrutiny. As a section and as individual practitioners – we continually strive to reduce chronic absenteeism, out-of-class suspensions, expulsion referrals, and school drop-out. Be thankful for all you have and continue to be a shining example in educational leadership and dedication.

Dr. Ammar Saheli
Bay Section President

CASCWA Delta Sierra Section – President’s Message

Delta Sierra Section has been hard at work preparing for the 2013 Spring Conference. I think all of us in DSS would agree that 2012 went by quickly! This year we are hosting the “Capitolizing on Student Success” conference. The venue is across the street from the State Capital and CDE which is going to be exciting with a great speaker line up and an opportunity for everyone to get more connected to our legislative process and what is happening in our state capital. We will be presenting dynamic workshops including, but not limited to, Attendance Improvement, Student Support Services, Legislation and Policy Advocacy, Prevention/Intervention and Students with Disabilities.



We are also taking a look back into history with Project Preservation. We will be honoring some of our veteran CASCWA members and formally thanking them for all they have contributed to our California schools and students. We have an amazing team of organizers lead by Grace Espindola, who is an unbelievably energetic and organized person. Our future State President has pulled everyone together and keeps us on track and focused. Thank you Grace!

Delta Sierra has been especially proud of our own Rich Davis and all that he has done for CASCWA over the years. As most of you know he was recently honored with the Congressional Gold Medal. Delta Sierra Section is continuing the Rich Davis Scholarship tradition with a new, modern twist. With the help of Kao Lee Vang, from Sutter County, we have updated and made the application process completely on-line. We will be emailing the applications out to the schools early this year and are anticipating a great response. The Richard Davis scholarship is one more way that CASCWA supports those students who have overcome the odds and are on their way to successful adulthood.

We are looking forward to seeing everyone in Sacramento in April; you don’t want to miss it!

Laurie Butler,
Delta Sierra Section President

CASCWA San Joaquin Section – President’s Message

As President of CASCWA’s San Joaquin Section, I want to take this as an opportunity to extend my heartfelt greetings for a Happy New Year and appreciate you all for your accomplishments and achievements for last year. Last year has been a great year as far as achieving our goals are concerned. I thank one and all for your support and dedication and for the extra hours that you worked to achieve our goals as a section and for the students of our section. We have many more projects lined up for this year and I am sure with your dedication and determination we will be able to complete those also in time. I thank you all for your support and hope this relationship continues and we achieve success together as a section for the benefit of our students.



Each year, the San Joaquin Section of CASCWA provides scholarship awards to high school seniors attending schools in our region at the Spring Workshop. Our scholarship is called the “Anthony Brucia Success Award,” named in memory of the son of one of our Board members. The award is intended for pupils who have made a turn-around in their lives. The kind of pupil we want to recognize is one who may not have a perfect academic record throughout high school. We’re looking for a student who may have had to overcome lack of success early on due to a variety of reasons, including but not limited to personal or family problems. The student may have been expelled or have been on probation. The family situation may have involved substance or child abuse. The family may have experienced a tragic loss. We want to show our respect to those pupils who may have been burdened by “at risk” circumstances and/or may have “hit bottom” but are now putting things back together.

On behalf of the San Joaquin Section Board, I encourage all of you to participate in our events this year, as well as the State Conference in Sacramento on April 17, 18 & 19, 2013. Our plan is to offer great professional growth opportunities as well as a chance to meet and network with other Child Welfare and Attendance professional in your section on Friday, May 10, 2013 8-3pm, Spring Workshop and Scholarship Awards.



Sergio Mendoza
Burton School District
Director of Categorical and Alternative Programs

CASCWA Southern Section – President’s Message

Greetings CASCWA Members..... Our first half of the school year is almost complete as we look forward to a positive New Year. As a recent retiree, people often ask me "what are the most drastic shifts in education that you have experienced in your years as a school administrator?" In responding, I think there are a few: Often a lack of parental support, technology, increased testing at all levels, litigation, high dropout rates, as well as, low graduation rates and of course the economy.

Unfortunately, at the top of my list is school safety. Considering the recent tragic events in Connecticut, we as student support individuals can provide the leadership necessary to assist our staff and parents on how to navigate in these difficult times. It is sad that it takes such a horrific incident to make our country's leadership focus on what we have been dealing with for far too many years. Because there seems to be a trend to divide duties in many CWA offices, the task can even be more difficult. With that said, I know through our hard work and dedication we can be the safety net that is vital today.

On a different note, an enormous thank you to the staff at LACOE for providing yet another fantastic legislative update workshop. Also, be sure to mark your calendars for our next Phil Kobel Topical Forum on February 1st, "Other Means of Correction" at Pomona Unified. Please see the flyer in this issue. Finally, it is a good time to count our blessings. My appreciation to all CASCWA members for everything you do. You truly make an Impact and a difference!

Thank you for staying connected to CASCWA and for all you do for everyone! Remember we are here to provide you with important information, critical updates, needed networking, and most important vital support. Continued success in all endeavors!

Steve Fraire, SDCOE, Retired

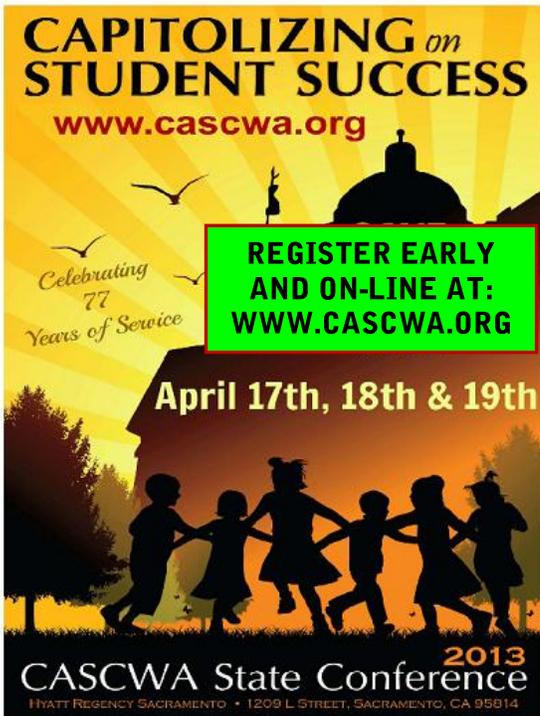


2013 STATE CONFERENCE
 HOSTED BY CASCWA'S DELTA-SIERRA SECTION
 "Celebrating 77 Years of Service"

Hyatt Regency Hotel - Sacramento, California April 17, 18 & 19, 2013

1209 L Street, Sacramento, CA Tel. (916) 443-1234 Fax. (916)321-3779

CASCWA Contacts: Grace Espindola, (530) 822-2969 grace@sutter.k12.ca.us and Baljit Liddar (530) 822-2968 baljit@sutter.k12.ca.us



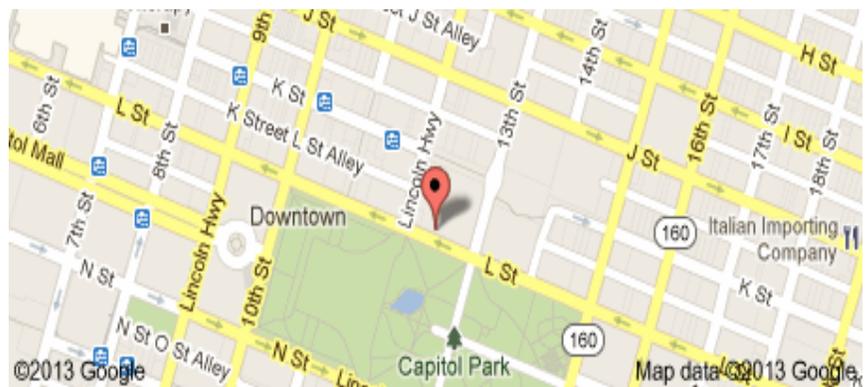
The California Association of Supervisors of Child Welfare and Attendance (CASCWA) will be hosting its Annual State Conference at the Hyatt Regency in Downtown Sacramento on April 17-19, 2013. Designed for school administrators, law enforcement, probation officials, district and city attorneys, mental health professionals and other specializing in school safety, student discipline and attendance, crisis response, student support services, the conference annual draws between 250 to 300 attendees.

To make your reservations, please click here
If you need additional assistance, please call 888-421-1442.
 Hyatt Regency Hotel - Sacramento, CA

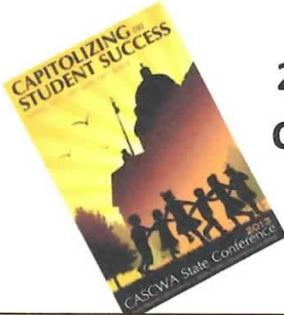
Register before January 31, 2013
for a chance to win an iPad !!!

Conference Registration Fees
 Full Three Day Conference

Regular \$275	Retired \$190	Student \$165	Group \$265
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The Sacramento Hyatt Regency Hotel is located Adjacent to the Sacramento Convention Center across the street from the California State Capitol. The hotel has a full-service business center and high-speed internet access. It also has an incredible view of the Capitol and the city Skyline!



2013 **CASCWA** State Conference
CAPITOLIZING ON STUDENT SUCCESS

April 17-19, 2013

Hyatt Regency Sacramento

1209 L Street, Sacramento, California, USA 95814

**REGISTER EARLY
 AND ON-LINE AT:
 WWW.CASCWA.ORG**

1. Online - Fast and Convenient! www.cascwa.org Complete PDF Fillable form and e-mail to Baljiti@sutter.k12.ca.us	2. FAX - (530) 822-3075 Complete PDF Fillable form Print and Fax	3. Mail: Sutter County Superintendent of Schools - IPP CASCWA Delta-Sierra Section 970 Klamath Lane Yuba City, CA 95993 (Federal Tax ID #: 94-2914528)
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1. Registrant Information [Please complete a separate form for each registrant]

First Name _____ Last Name _____
 Title _____ District/ Agency _____
 Address _____ City _____ State _____ Zip _____
 Phone Number (_____) _____ Email _____
 (Email Required for Receipt)

2. Conference Registration Options [Please check appropriate box]

	Full Three-Day Conference April 17-19, 2013	Wednesday Only April 17, 2013	Thursday Only April 18, 2012	Wednesday & Thursday April 17-18, 2013	Thursday & Friday April 18-19, 2013
Regular	<input type="checkbox"/> \$275	<input type="checkbox"/> \$80	<input type="checkbox"/> \$80	<input type="checkbox"/> \$160	<input type="checkbox"/> \$120
Retired	<input type="checkbox"/> \$190	<input type="checkbox"/> \$80	<input type="checkbox"/> \$80	<input type="checkbox"/> \$160	<input type="checkbox"/> \$120
Student	<input type="checkbox"/> \$165	<input type="checkbox"/> \$80	<input type="checkbox"/> \$80	<input type="checkbox"/> \$160	<input type="checkbox"/> \$120
Group Rate	<input type="checkbox"/> \$265 <i>(Discounted rate applies to 3 or more individuals from the same agency.)</i>				

3. CASCWA Membership Options

Full Three-Day Conference registration includes CASCWA membership.

To become a CASCWA member, please choose your membership type and the membership dues will be added to your total.

- Active- \$50.00
- Retired- \$20.00
- Student- \$20.00 *(Currently enrolled students)*

4. Payment

Registration Fee \$ _____
 Membership Fee \$ _____
Total \$ _____

Payment Type

Please make payment payable to: CASCWA-Delta Sierra Section

- Check (must accompany form by mail)
- Purchase Order (P.O.)#: _____ (copy required)
 District Contact Name: _____
 Contact Phone: _____
 Contact Email: _____

Refund Policy: www.cascwa.org/2013StateConferenceDS.html

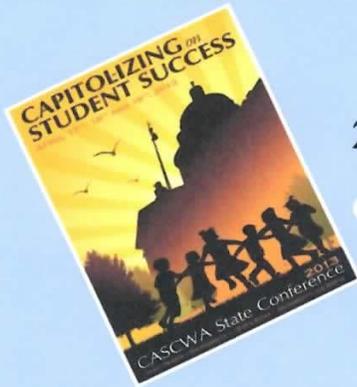
Conference Details

Wednesday: Academy Sessions, Capitol Tour and President's Reception *(Breakfast and Lunch Provided)*.
Thursday: Workshops and General Conference Reception *(Breakfast and Lunch Provided)*.

Meal Options: No Food Restrictions Vegetarian (only) Gluten Free Other (please specify): _____

Reservations can be made for the **Hyatt Regency Sacramento** by calling (916) 443-1234. (Group Name: CASCWA)
 The CASCWA State Conference Rate of \$99.00 + tax per night will be made available from April 16-19, 2013.

*This conference is an authorized expenditure of: EHCY, FYS, Title 1, SIP, TUPE, and AB 1113 funds.
 If you have any questions regarding registration for the 2013 CASCWA State Conference, please call (530) 822-2968.



2013 CASCWA State Conference

CAPITOL-IZING ON STUDENT SUCCESS

The Five Strands Focus

Attendance Success (Level 1, 2 or 3)

This strand includes strategies, programs and resources for school attendance improvement and successful intervention with truancy, chronic absenteeism and an emphasis on School Attendance Review Board (SARB). Focus will be on prevention, positive school attendance, policy and procedures, collaboration, and parent involvement.

Student Support Services (Level 1, 2 or 3)

This strand includes strategies, programs and resources that give students the physical, social, emotional, and intellectual support needed to learn, including foster, homeless, special challenges and other youth population. It also includes program examples of interagency collaboration for student support and parent and community engagement.

Legislation and Policy Advocacy (Level 1, 2 or 3)

This strand examines current state and federal legislative and policy trends as well as a review of legislation effective for 2013. It also focuses on the strategies and legislative process and the methods to gain effective advocacy.

Prevention and Intervention (Level 1, 2 or 3)

This strand includes strategies, programs and resources that demonstrate effective prevention and intervention outcomes in the areas of student discipline and due process, school climate, comprehensive school safety and crisis plans, bullying, suicide, dropout, K-12 mental health issues, and others. Focus will be on prevention and early intervention with examples of systemic and structural change.

Students with Disabilities (Level 1, 2 or 3)

This strand focuses on strategies and programs that support students with disabilities including 504 and IDEA students. Focus will be on providing support to students while maintaining compliance with the Office for Civil Rights and Office of Special Education.

CASCWA's Website contains specific conference information. The website contains a conference overview, hotel information, strands, registration information and the conference program (specific speakers to be listed! Please go to www.cascwa.org for conference specifics & for more CASCWA information!



CASCWA's Bay Section

One of the wonderful aspects of being a CASCWA Member is the ability to make professional connections throughout the State of California and to learn how situations are being addressed in other parts of the state. There are unique challenges in California in reaching out to the needs of the students, especially those who are "at-risk." This is especially true in regards to the territory that needs to be covered!

To put this in proper perspective, when Sherman Garnett is taking steps to address the SARB needs in San Bernadino County (20,160 Square Miles), he is actually dealing with an educational territory larger than two of the fifty states, the States of Rhode Island (1214 Square Miles) and Delaware (1948 Square Miles.) In addition, when David Kopperud (CDE) and the other members of "State SARB" are putting forth their efforts to recognize "Model State SARBs throughout California (158,648 Square Miles), they are covering a territory larger than the Country of Germany (137,847 Square Miles) and larger than the United Kingdom of England, Wales, Scotland and Ireland (94,525 Square Miles.)

Conversations and connections that take place at CASCWA workshops and at the annual "CASCWA State Conference" are priceless. The members of CASCWA are special people in a unique field who have the ability to intervene and place students and families in a direction for success. They say that children are messengers that will go forth into a time that we will never see. We must do everything to ensure that these messengers arrive prepared and deliver those messages that will keep America great!

In an effort to bring our membership "Statewide Perspectives", the editors of the Intercom will be focusing on the four CASCWA regions that make up State CASCWA. This portion of the Intercom contains information on the BAY SECTION and includes three interviews with "Bay Area" CWA professionals. In the next edition we plan on focusing on the Delta-Sierra Section.

CASCWA has four regional sections: Bay Area, Delta-Sierra, San Joaquin Valley and Southern. The "Bay Area" section serves the membership in the following California Counties: Alameda, Contra Costa, Lake, Marin, Mendocino, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, and Sonoma.

The members of the 2013 Bay Section Executive Board are as follows:



President: *Dr. Ammar Saheli*, San Lorenzo Unified School District
15510 Usher St.. San Lorenzo, CA 94579
510-317-4762 - asaheli@slzusc.org



Vice President *Linda Freccero*
San Lorenzo Unified School District
15510 Usher St.. San Lorenzo, CA 94579 freccero@slzusc.org

President Elect:: *Tony Shah*
Castro Valley Unified School District
tshah@cv.k12.ca.us



Treasurer: *Alan Del Simone*
West Contra Costa Unified School District
adelsimone@wccusd.net



Secretary / Scholarship Chair: *Janet McMurray*
West Contra Costa Unified School District
jmcmurray@wccusd.net



Immediate Past President: *Rickey Jones*
Fremont Unified School District
rickeyjones@fremont.k12.ca.us

Northern Legislative Representative: *Kristen Zazo*
Alameda Unified School District
kazo@alameda.k12.ca.us



Member-At-Large: *Cathy McConnell*
Livermore Unified
cmccconnell@lvjusc.k12.ca.us

Member-At-Large: *Susan Mahoney*
San Lorenzo Unified
smahoney@slzusc.org



For more information on CASCWA's Bay Section, please go to:
<http://www.cascwa.org/bayarea/indexBay.php>

CASCWA Interviews Bay Section's Dr. Ammar Saheli



Dr. Ammar Saheli

San Lorenzo *Unified School District*

Director, Student Support Services, (SLZUSD) 510-317-4762

CEO, Saheli7 Educational Consulting, (510) 220-3044 San Lorenzo

Email: asaheli@slzUSD.org

Email: Equity@Saheli7.org

Dr. Ammar, CASCWA is exceptionally impressed with the leadership that you are providing to the membership of CASCWA's Bay Section. Please tell us a little bit about your career in education and your current responsibilities.

My first experience as an educational practitioner was with a Day Treatment School (NPS), in San Francisco (Westside Community Day Treatment). Educationally, my primary passion has always been psychology and the essence of consciousness, but while working on my MS in Counseling (MFT), I decided to pursue my PPS Credential as well, never thinking I would put it to use. Before formally entering the world of education, I worked as a therapist and clinician with underserved adolescents and mentally ill adults. I entered the public k-12 domain of education as a School Counselor at Benjamin Franklin Middle School (4 years), after being persuaded by my former 8th grade Science teacher of the Middle School I attended as a child--who at that time was the Principal-- to work with her. Not only that, but her husband was my varsity basketball coach in High School. She asked with me for two months to work with her before I finally consented.

It was interesting to work in the same school I attended as a youth, especially considering the fact that it was still filled with some of my former 6th, 7th, and 8th grade teachers. I started as one of the School Counselors and soon became the Dean. At one point, due to budget cuts, I was the Counselor and Dean, with a different office for each role. I later moved to the East Bay because of preaching and ministry duties in Oakland, also taking an administrative position at Mount Diablo High School, Student Support Services Coordinator (4 years). After the death of my son in April of 2006, I needed a change, thus becoming an Assistant Principal at San Leandro High School, just blocks from my home (2 years). I am currently serving in my 5th year as Director of Student Support Services in the San Lorenzo Unified School District. In part, my department is responsible for the oversight of disciplinary procedures (Suspensions/Expulsions), Restorative Justice, Truancy interventions (SART/SARB/Chronic Absenteeism), Foster Youth, McKinney Vento, Interdistrict Applications, Equity support, DICE -- independent study, Section 504s, our Mental Health Collaborative, and more.



I earned my doctoral degree in 2003 and it remains important that I connect both the world of psychology, emotionality, and wellness -- with the concept of education. The intersections of psycho-social and psycho-educational approaches to learning and student ontology are critically germane to academic success. Such passions are what led me to create my own educational consulting business in 2007, addressing adult

educators and students by way of cultural competence, racial disproportionality, equity, trauma, violence, student empowerment, racial identity development, the maafa, and consciousness (www.Saheli7.org).

Dr. Ammar, You are currently the President of CASCWA's Bay Section. Over the past several years, school districts have faced incredible challenges. Administrators are being given additional responsibilities while resources and funding are being cut. The volumes of California Education Codes are not being reduced and complying with all unfunded Federal mandates is beyond belief. If we were to look on your desk today, what are the top topics that you are trying to address and how are you chipping away at this mountain?

Educationally today, we have more mandates with limited resources and funding opportunities. However, I try and operate out of a paradigm that is more about a mental shift as opposed to a dollar. One of the primary keys to programmatic sustainability is mindset and will. This is not a popular statement, but many of the challenges we face in our k-12 system are not rooted in finances. They are rooted in perception, practice, and passion. Many programs and schools have engulfed millions of dollars for years, continually producing the same plaguing institutionally predictable opportunity and achievement gap data/results. Money, in and of itself, does not change student performance or increase family engagement. With all of that said, for the 2012-2013 school year, my top priorities are laced within the development of two models and programs for my district that will address:

- Restorative Justice & Practices
- Chronic Absenteeism

Restorative Justice/Practices (SLZUSD): At this time, the development of the two models is being driven by passion, dedication, and committed people who are willing to invest extra time. My department adopted the two development projects this year and our restorative Justice Task Force is comprised of 22 volunteers across the district and community. We try and meet twice a month and currently our meetings are facilitated online in the evening, using a collaborative online/interactive tool. All Task Force participants are project volunteers. Our goal is to develop a model and shop it to all district stakeholders, for the purpose of buy-in and implementation. At this point, money is not driving this initiative, but it is one of the priorities on my desk.

The Restorative Justice model development project is also in step with (AB 1729), a law that urges districts to use restorative practices for first time offenses, before issuing out of school suspensions. It seeks to move minds away from unconscious practices of punishment, seeking to use restorative responses to discipline, caring for all involved parties.

We were thankful to learn from Napa Valley Unified, Laura Mooiman and Ivan Chaidez. Laura and Ivan sacrificed a lot of time and energy, and now have a comprehensive Restorative Justice model. We have also learned from a national expert in the field, Ms. Patricia LaCocque. We look forward to learning from Oakland Unified in the future.

Chronic Absenteeism (SLZUSD): Like Restorative Justice, Chronic Absenteeism elicits a reaction of ambiguity. However, also on my desk are the blueprints for developing a district-wide training, regarding the holistic importance and nature of attendance, inclusive of SART, SARB, DA Referrals, and the identification of Chronic Absenteeism trends. My department started meeting at the beginning of the year, for the purpose of developing a system and introductory method of data analysis and information delivery around Chronic Absenteeism; a process that goes beyond the mere look at truancy and unexcused absences. Chronic Absenteeism seeks to identify any student who has missed or is on track to miss 10% of their school year, due to any form of absence.

Thanks to Alameda County Health Care Services, we have received the gift of being able to work with Hedy Chang and *Attendance Works*, one of the leading experts in the Nation regarding Chronic Absenteeism. It is a pleasure to have the assistance of Hedy and *Attendance Works* in this effort.

Everyone in education looks back at their career and thinks of that one child who, through an intervention of some kind, have turned their life around reached success as an adult. You are well respected and our membership would appreciate it if you could share one of your many success stories of an "at-risk youth."

I pondered the depths of this question for several days and one student continued to resonate and dominate my thinking. While visiting San Lorenzo High School on 12/20/12, writing about this student was solidified when the niece of the student, randomly approached me with the mother of Greg on her cell phone. Ironically, I asked Ms. Ballard if I could write about her son, and with jubilation and reflection she said yes.

I met Greg Ballard during his junior year (2006-2007). Our first encounter was interesting. While attending and supervising a San Leandro High School Friday night football game, a piece of bark or a small rock struck the back of my super-puffy green Down Coat. As I turned around from my first-row bleacher seat, Greg was two bleachers above, directly behind me. He was one of several students I glared at, but only Greg had a slight smile on his face and looked at me. My interpretation of the smirk was, "I did not do it, but do not think for one moment that I will tell you who did."

I think it was Greg. He was testing me, like many of our students. My response was one he would use to assess if I was an adult he could trust, or one who would work from a paradigm of punishment. I made some kind of comment to the group and turned around. Before that encounter I had never seen Greg Ballard on the campus, but the next week he was in my office and I realized that not only was he a San Leandro High School student, but as an Assistant Principal, he was in my alpha (A-G).



From that moment, Greg and I started developing a relationship. Through dialogue and observation, Greg was one of the toughest students I had met and had a multiplicity of experiences that gave him credibility in the community and school. On the campus, “Doody” commanded healthy respect and my relationship with Greg was authentic. I shared things with him that I never shared with any other student, and he probably shared things with me that he never disclosed to any other administrator. Greg overcame many obstacles. During his junior year at San Leandro High, he transformed his life. He was safe and in an environment that cultivated student growth and expression. His mother, brother, and family were extremely proud of him and his progress.

For me, it truly became more like a father son relationship with Greg. With love and care, I was hard, but holistic with him. As I visited his classes (especially with Ms. Mudd as his teacher), he made sure I was watching him. He wanted to be certain that I saw him raise his hand and respond with the correct answer. The transformation was remarkable. Many can speak it, but Greg actually did it. He lived what he spoke. If not the first, his goal was to be one of the first to graduate from High School in his family.

During his senior year, Greg Ballard triumphantly joined the varsity football team. I joked with Greg a lot, regarding his status on the team, and all he could do was smile and say it would change. As the toughest and one of the most charismatic students in the school, he saw a small amount of playing time. Watching him on the sideline with a crispy white uniform, without a spec of dirt, was something I could not wait to jest with him about on Monday mornings. Sitting in my office I would ask, “How can you be so tough, but hardly get in the game?” No one else could broach this subject with Greg. He was truly going to change the reality of his playing-time. In terms of the most remarkable turn-around story, Greg Ballard is at the top of my list.

On the evening of October 13, 2007, a few hours after Greg and his San Leandro High School varsity football Pirates defeated Bishop O’Dowd, 26-21, Greg was senselessly shot and killed in East Oakland, without reason or provocation. Greg was on track to graduate and was going to accomplish his educational goals and more. The Principal at the time, Amy Furtado, made sure Ms. Ballard was presented with his High School Diploma at the graduation ceremony. Some of the most difficult words I have ever had to share was to his football team, the Monday morning after his death. Not to mention the home visit to Ms. Ballard and his brother Don Taylor. Despite the tragic end, the life and transformation of Greg “Doody” Ballard, continues to be an inspiration to me, and a testament to the power and influence of caring family, adults, educators, and positive peers.

My experience and relationship with Greg Ballard continues to push me to be a compassionate, concerned, vigilant, strategic, and thankful educator and parent. May we all remember and learn from the heroic students and children we have lost to tragic and senseless gun violence, cutting their stories of success short; Students from Oakland to Newtown, Los Angeles to New York, and all across our Nation.

Finally, what else would you like to share with our members? What would you like to tell to all the dedicated educators in CASCWA's wonderful Bay Section?

It is a pleasure being a member of CASCWA and President of the Bay Section.

CASCWA Interviews Bay Section's Janet McMurray

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Ms. McMurray, we have had the privilege of seeing you at several CASCWA conferences over the years and more recently, we are pleased that you have become a member of the "CASCWA State Executive Board." Please tell us a little bit about your first CASCWA event and how you became an active member?

I was introduced to the CASCWA organization by my department director, mentor and longtime CASCWA member, Alan Del Simone. My first CASCWA conference was held in Fresno. At the time, I was working in the Transfer Office in WCCUSD where I dealt primarily with Inter/Intra District Permits, Affidavits of Residence and Declarations of Residence. Joe Brucia was presenting a workshop "Forms Forms Forms". The information I received was extremely helpful and I was able to utilize and incorporate some of the forms and practices. I came away from the conference with a wealth of information, new contacts and new friends and looked into becoming a member which I have been now for over 10 years.

Please tell us a little bit about your career in education. How did it begin and what transitions have occurred over the years to get to your present position?

My "career" in education began when my youngest of six children turned 12 years old and I left my position as a full time homemaker and joined the workforce as a Secretary in the Transfer Office. But I was involved in education for 21 years prior to that time supporting my children with their activities and school functions.

I worked in the Transfer Office for thirteen years becoming the Administrative Office Manager before the position was eliminated. During that time, I also assisted with the Expulsion process as well as meeting the stipulations of a half-million dollar lawsuit settlement concerning violations of students' due process rights. Since then I transitioned into a Student Welfare and Attendance Truancy Prevention position where I currently work.

Over the years, you have seen a lot of changes and have taken on additional responsibilities. Many individuals in your position are practically at the breaking point. If funding were to be restored in your district for student attendance and other needs, what areas would you first want to address and why?

If funding were restored in our district for Student Attendance, first and foremost I would hope that the department, which was established and successfully directed by Alan Del Simone, would be restored to its original status. By that, I mean, a dedicated Director and more than our now present two CWA's for a district of 29,000 students - and with at least one bilingual staff member (there are none presently!) I would also like to see a permanent SARB Chairperson to facilitate the hearings.

You have been one of our CASCWA heroes! You have raised an incredible family and now have fifteen grandchildren. How did you manage to juggle your family needs and career responsibilities to become one of our CASWCWA Super Stars?

I don't know how I went about juggling family needs, and career responsibilities. I just did the best I could with the help of family and friends. As my children graduated, married and had children (15 grandchildren to date!) and moved on with their careers I found more time for myself to pursue work opportunities and to become involved in CASCWA. I decided to go back to college and get my degree a few years after I went back to work. I attended CAL STATE EAST BAY and graduated in 2004. It was a personal accomplishment for me and one of which I am proud to have obtained. I thank Tom Mangione for giving me the opportunity to be the Membership Chairperson. Everything was in place when he turned the job over to me and he has been extremely helpful whenever I've had any questions or concerns.



What message would you like to share with our fellow CASCWA members as we enter into the year 2013?

CASCWA has been an invaluable asset to me and I look forward to many more years of service.

CASCWA Interviews Bay Section's Dr. Susan Craig

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You have attended several conferences and have been a presenter to our membership. How did you get involved with CASCWA and what has CASCWA meant to you as a professional educator?

I attended my first CASCWA Bay Section conference seven years ago when I was a new Coordinator of Student Services in my previous district, Vallejo City USD. The retired Child, Welfare, and Attendance Coordinator, Debbi Mayer, had been an avid CASCWA member and had told me how important CASCWA was to her. At that first CASCWA conference that I attended, I immediately understood why. The first two CASCWA presenters that I saw were Sherman Garnett and Ray Culberson...need I say more? While I had been an ACSA member since I became a school administrator (and still am...I consider membership in both CASCWA and ACSA to be non-negotiable) I quickly realized that involvement in CASCWA is crucial for any administrator who works in Child Welfare and Attendance/Student Services. The professional support and networking that CASCWA offers, both through State and regional conferences and through "Ask the Experts", provides needed support in the specific areas that CWA/Student Services administrators encounter. Professionally, the support that I get from colleagues in CASCWA colleagues is right up there with the support that I get from legal counsel...and I have the best attorney (Dora Dome, a frequent CASCWA presenter). Because CWA/Student Services work in such a unique and important niche in education, we need to be able to call upon each other for expertise and second opinions when encountering difficult situations, which is a daily occurrence for us.



What are your responsibilities in the Berkeley Unified School District? What do you find to be most rewarding and most challenging?

My responsibilities include: **Positive School Climate and Student Discipline:** I oversee all aspects of student discipline including positive school climate efforts and behavior interventions, suspensions and expulsions, alternatives to suspension and expulsion (including restorative justice and youth court), and ensuring that schools are continually working to reduce suspensions and expulsions and eliminate the disproportionately high suspension rate for African American students.

Alcohol, tobacco and other drug (ATOD) prevention and intervention: I oversee all aspects of ATOD prevention and intervention efforts throughout the District. In addition, I co-chair a multi-agency ATOD Task Force that meets every month. BUSD currently has a TUPE grant that provides ATOD prevention and intervention education and services at all middle schools, Berkeley High School, and the continuation high school. BUSD has additional ATOD counseling services at several sites through an additional grant.

Attendance improvement, truancy/SART/SARB: I oversee the District's attendance improvement efforts, which include an active process of prevention/early intervention, SART, SARB, and referrals to the District Attorney for truancy court, when needed, and serve as the District's SARB Chair.

School safety: I oversee school safety efforts, including annual updates to the comprehensive school safety plans, bullying prevention education, sexual harassment prevention education, comprehensive sex education and HIV education, the California Healthy Kids Survey, and participate in multi-agency collaborative efforts to improve school safety and prevent violence.

Complaints: I am the District's Complaint Officer and review and respond to all District-level complaints including general complaints, Williams complaints, Uniform complaints, and sexual harassment complaints.

Alternative education: I oversee alternative education programs in the District and am the direct supervisor for the continuation high school principal, the adult school principal, and the independent study coordinator.

Section 504: I oversee Section 504 compliance for the District and provide training, direction to site staff regarding 504 plans, and respond to parent concerns regarding 504 plans.

McKinney-Vento Liaison: I serve as the District's McKinney-Vento Liaison and oversee services for students in temporary housing.

Custodian of records: I serve as the District's custodian of records.

Professional development related to Student Services: I oversee the professional development for the District's Safety Officers and Campus Monitors, and coordinate professional development related to Student Services for counselors and administrators.

Of course, there are always other duties as assigned...!



Berkeley is known as a college town, but it is much more than that! What can you tell our membership about the college population and how their calendar and student body impacts your school district?

The presence of a world-class university has a tremendous influence on BUSD. Education is the community's highest priority. Berkeley residents, which include many Cal students and staff, approve parcel taxes on a regular basis, even during the most difficult economic times, in order to ensure that the community's children and youth receive the best possible public education. I am not aware of this level of commitment in any other community in this State. Thanks to the community's generosity, BUSD has very small class sizes, PE, art, music and full libraries at all schools K – 12, middle school and high school counselors with a lower than average student to counselor ratio, gardens and gardening programs, and the list goes on. Of course, the community's expectations of the District are very high, as they should be!

Having worked in a bankrupt school district prior to my employment in Berkeley, I can say that it is a joy and a privilege to be able to work in a district where there is adequate support and a real sense that one is truly helping kids.

Your presentations at CASCWA conferences have been well received. If you were to be asked to make a presentation tomorrow, what important topic would you pick and why?

If I were to make a presentation tomorrow, I would present on the work that is being done in BUSD to reduce suspensions and expulsions. We are working on many levels including utilizing school-wide positive behavior support, RtI, individual and small group site-based mental health support, and interventions including youth court, restorative justice, and violence prevention education with the San Francisco Omega Boys Club. District staff has done a very good job of reducing suspensions and expulsions; however, we still have a significant issue regarding a disproportionately high suspension rate for African American males, which is unacceptable. The District is actively addressing this issue. We need to not only reduce suspensions and expulsions, but eliminate all racial disproportionality in our discipline practices.

What else would you like to share with our membership that would give us insight into your career and daily operations?

I grew up in Berkeley and went through the Berkeley public schools during the implementation of voluntary desegregation, Peoples Park riots, the Vietnam War protests, the Black Panther Movement, and Free Speech. It has been a homecoming for me to be back in Berkeley as the Director of Student Services. I can honestly say that my job is my dream job, however, it is a not easy by any means! It is very challenging, stressful, and the work is never done. Berkeley is a very high-profile community so I am continually aware of the public scrutiny and exposure that comes with my position. I know that I am preaching to the choir here when I say that every day brings new problems and challenges to solve. What I love is that I get to help young people in a very positive and meaningful way every day. I can't think of a more important job. The recent tragedy in Newtown, Connecticut underscores the importance of early identification and support services for at-risk students and sound practices related to school safety. Our roles as CWA/Student Services staff are so very important as we strive to provide prevention and intervention services for students so that all can succeed. We are truly fortunate to be able to do the work that we do. Services staff are so very important as we strive to provide prevention and intervention services for students so that all can succeed. We are truly fortunate to be able to do the work that we do.



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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The individuals pictured on this page are the LACOE Student Services "Experts" who presented at this year's Annual Legislative Update.

CASCWA is grateful to Dr. Victor Thompson, his staff and all of the LACOE presenters.

2013 LEGISLATIVE UPDATE INFORMATION

The following tables contains specific information regarding recent legislation that have become law effective January 1, 2013.

This portion of the Intercom focuses on the specific new laws highlighted by the staff at LACOE.



The following tables reference specific Bills that have been signed into law and California Codes that have been modified. To fully understand the changes that have occurred, please take the time to review the bill and the updated code(s) at the following websites:

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

<http://www.leginfo.ca.gov/calaw.html>

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Michelle Herczog, Consultant III, Division of Curriculum & Instructional Services, Herczog_michelle@lcoe.edu

AB 1458 Steinberg	School Accountability: API Graduation Rates Amends EC 52052 and adds EC 52052.9. Quality review API
AB 2491 Blumenfield	Gifted and Talented Pupil Programs: Identification Amends EC 52203 Impacts Board Policy
SB 933 De Leon	Social Sciences: Bracero Program Amends EC 51221 Authorizes instruction in grades 7-12 on the Bracero Program Possible Board Policy change
SB1200 Hancock	Academic Content Standards: Recommended Modifications Amends EC 6065.85 and adds EC 60605.10 and EC 60605.11

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Magdalena Ruz-Gonzalez, Project Director III, Multilingual Academic Support Unit, Division of Curriculum & Instructional Services, Ruz-Gonzalez_Magda@lcoe.edu

AB 2193 Lara	Long-term English Learners Amends EC 313.1 and EC 313.2 Defines Long-Term English Learner Impacts Board Policy
SB 1108 Padilla	English Learners: Reclassification Adds EC 313.5 relating to English learners
SB 754 De Leon	School Funding: Economic Impact Aid Adds EC 54029 Requires posting on website

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Dr. Victor Thompson, Director, Division of Student Support Services, Thompson_Victor@laco.edu

AB 2370 Mansoor SB 1381 Pavley	Change of Term to Intellectual Disability These two bills amends a number of codes: Business and Professional, Civil Code, Education Code, Government Code, Health and Safety Code, Insurance Code, Penal Code, Probate Code, Vehicle Code and Welfare and Institution Code. This law is also known as the Shriver "R" word Act. Possible Board Policy Change
AB 1650 Portantino	Public Utilities: Emergency Preparedness Adds Section 768.6 to the Public Utilities Code
AB 1915 Alejo	Safe Routes to School Amends Section 2333.5 of the Street and Highways Code - Infrastructure Improvement
SB 1315 De Leon	Imitation Firearms: Regulation: County of Los Angeles Amends Government Code 5307.5 - Authorizes and ordinance more restrictive than state law

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Tom Steele, Consultant II, Community Health & Safety Unit, Steele_Tom@laco.edu

AB 472 Ammiano	Controlled Substance: Overdose: Punishment Adds Section 11376.5 to the Health and Safety Code. Not a crime/seeking medical assistance
AB 2040 Swanson	Prostitution: Human Trafficking: Expungement Adds Section 1203.47 to the Penal Code

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Jewel Forbes, Consultant II, Community Health & Safe Schools Unit, Forbes_Jewel@laco.edu

AB 1705 Silva	Pupil Assessment: CAHSEE: Pupils with Disabilities Amends EC 60852.1 and EC 60852.2 Relating to pupil assessment Impacts Board Policy and Annual Notifications
AB 1899 Mitchell	Post-secondary Education Benefits: Crime Victims Adds EC 68122, EC 69504.5 and EC 76301 Relates to post secondary school This bill is a mandated cost
SB 1070 Steinberg	Career Technical Education Pathway Programs An act to add and repeal part 52 (commencing with section 88530) of Division 7 of Title 3 of the Education Code, relating to community colleges.
SB 1349 Yee	Social Media Privacy: Secondary Education Adds Chapter 2.5 (Commencing with Section 99120) to Part 65 of Division 14 of Title 3 of the Education Code, relating to social media/policy

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Melissa Schoonmaker, Consultant II, Child Welfare and Attendance Unit, Schoonmaker_Melissa@laco.edu

AB 2060 Bonilla	Juveniles: Educational Decisions Amends WIC 319, WIC 361 and WIC 726 After a court decision/responsible adult Mandated Cost Ramifications
SB 121 Liu	Foster Children: Special Education Amends EC 488853, EC 56155.7 EC 56342.1 and EC 56366.9 Pertains to licensed children's Institution or foster family/IEP/least restrictive environment Mandated Cost Ramifications
SB 1568 DeSualnier	Foster Children: Educational Placement Amends EC 48853.5 Allows former foster child to continue education through graduation Impacts Board Policy

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Susan Chaides, Project Director IIII, Community Health & Safe Schools Unit, Chaides_Susan@laoe.edu

AB 1434 Feuer AB 1435 Dickinson AB 1713 Campos AB 1817 Atkins SB 1264 Vargas	Child Abuse: Mandated Reporters Amends PC 11165.7, PC 11166.5, PC 11172 Pertains to administrators, employees, coaches, image processors, computer technicians Impacts Board Policy and there are mandated cost ramifications
AB 1451 Hayashi	High School Athletics: Coaching Education and Training Programs Amends EC 35179.1 Pertains to signs, symptoms and response to concussions Impacts Board Policy
AB 2009 Galgiani	Communicable Disease: Vaccinations Adds HSC 120392.3 and repeals HSC 104900
AB 2109 Pan	Communicable Disease: Immunization Exemption Amends HSC 120365 Requires for exemption, a written statement by the parent/guardian indicating that he/she received information from a health care practitioner Impacts Board Policy, Annual Notification and has Mandated Cost Ramifications
SB 659 Negrete McLeod	Immunization: TB Screening Amends HSC 120440

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Vicente Bravo, Consultant II, Child Welfare and Attendance Unit, Bravo_Vicente@laoe.edu

AB 1729 Ammiano	Suspension or Expulsion Alternatives Amends EC 48900 and EC 48900.5 Pertains to "Other Means of Correction" Impacts Board Policy and Annual Notifications
AB 1732 Campos	Suspension or Expulsion: Bullying: Impersonation Amends EC 48900 Pertains to website bullying/impersonating/burn pages Impacts Board Policy and Annual Notifications
AB 1909 Ammiano	Foster Children: Suspension and Expulsion: Notification Amends EC 48853.5, EC 48911, EC 48915.5, and adds EC 489181 Pertains to foster child's caregiver/educational decisions right to provide contact information to the child's attorney Impacts Board Policy
AB 2537 Manuel Perez	Pupil Discipline: Suspension and Expulsion Amends EC 48902 and EC 48915 Deletes the provision making a violation of that reporting requirement as an infraction ...removes imitation firearm as mandatory expulsion violation Impacts Board Policy and Annual Notifications
SB 561 Corbett	Internet Crimes Collection Adds and repeals PC 13023.5 Statistical Data

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Jennifer Gomeztrejo, Consultant II, Child Welfare and Attendance Unit, Gomeztrejo_Jennifer@laoe.edu

SB 1088 Price	Pupils: Readmission Amends EC 48645.5 Prohibits denying enrollment solely on the basis that he or she has had contact with the juvenile justice system. Impacts Board Policy
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AB 1573 Brownley	Residency Requirements: Foster Children Amends EC 48204 Deems a pupil who is a foster child who remains in his/her school of origin to have met the residency requirements for school attendance in that district Impacts Board Policy, Annual Notification and has Mandated Cost Ramifications
AB 2616 Carter	School Districts: Truancy Amends EC 48260 and EC 48264.5 - Pertains to valid excuse, penalties, request to attend a meeting and reporting/documentation Impacts Board Policy and Annual Notifications

LEGISLATIVE UPDATE 2013 (2012 Bills)

Presenter: Maria Hwang de Bravo, Project Director III, Child Welfare and Attendance Unit, Bravo_Maria@lcoe.edu

AB 733 Ma	Pupil Records: Privacy Rights Amends EC 49076 and EC 49076.5 Various changes to conform with Federal laws Impacts Board Policy
AB 1799 Bradford	Pupil Records: Pupil Transfers Amends EC 49068 Requires the transfer of student record/copy no later than 10 days following the date the request is received Impacts Board Policy and has Mandated Cost Ramifications
AB 1575 Lara	Pupil Fees Adds Article 5.5 (commencing with section 49010) to Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code and amends GC 905 This bill addresses pupil fees/policies/procedures Impacts Board Policy, Annual Notification and has Mandated Cost Ramifications
AB 2262 Bradford	Notification: Parent Rights and Responsibilities Amends EC 48981 and EC 48982 - Revises the Mandated Notifications to comply with new laws Impacts Board Policy and has Mandated Cost Ramifications

LEGISLATIVE UPDATE 2013 (2012 Bills)

In addition to the information presented by the LACOE team of experts, each attendee received a booklet containing all of the laws presented and several other new laws for 2013. The SENATE legislation not presented by LACOE is as follows:

SB 1064 DeLeon	Child Custody: Immigration Amend FC 3040, Probate C 1510, Probate C 1514 and impacts 15 WICs Mandated Cost Ramifications
SB 1082 Corbett	Protection of Victims: Address Confidentiality Amends GC Sections 6205.5, 6206, 6206.5, 6206.7, 6207, 6215.1, 6215.2, 6215.3, 6215.4 and 6215.5 Authorizes minors to renew in the program as adults
SB 1193 Steinberg	Human Trafficking: Public Posting Requirements Adds CC 52.6 Model notices and posting Mandated Cost Ramifications
SB 1206 Vargas	Child Abduction Prevention Amends FC 2040 and FC 3134.5 Prevents the application/issuance of a passport for a minor child whose parents are in a custody dispute and a TRO has been issued ... requires consent
SB 1292 Liu	School Employees: Principals: Evaluation Adds Article 13 (commencing with section 44670) to Chapter 3 of Part 25 of Division 3 of Title 2 of the education code
SB 1404 Hancock	School Property: Civic Center Act Amend, repeal and add EC 38134 Expands the definition of direct cost

LEGISLATIVE UPDATE 2013 (2012 Bills)

In addition to the information presented by the LACOE team of experts, each attendee received a booklet containing all of the laws presented and several other new laws for 2013. The Assembly legislation not presented by LACOE is as follows:

AB 644 Blumenfield	Schools Average Daily Attendance Add and repeals EC 46300.8
AB 1640 Mitchell	Cal Works Benefits: Pregnant Mothers Amends WIC 11450 - Aid to Pregnant Mothers 18 or under Mandated Cost Ramifications
AB 1668 Carter	School Accountability: Academic Performance: Dropout Recovery High School Amends EC 52052 and 52052.3 Changes the definition of a drop out recovery high school Possible Board Policy Change
AB 1956 Portantino	Juvenile Offenders Tattoo Removal Amends WIC 1915 and WIC 1916 Expands existing pilot program to include those individuals who were tattooed for identification in trafficking or prostitution
AB 1987 Davis	Pupil Instruction: Independent Study: Leadership Course Amends EC 51745 Impacts Board Policy
AB 2020 Pan	Vehicles: Driving Under the Influence: Chemical Test Amends VC 23612 Requires individual exempted from the blood test to complete a urine test Mandated Cost Ramifications
AB 2114 Smyth	Swimming Pool Safety Amends HSC 115921, 115928, 115925.5, 116064 and 116064.2 Anti-entrapment drains Mandated Cost Ramifications
AB 2189 Cedillo	Vehicles: Driver's Licenses Adds CC 1936.5 and Amends VC 12801, Adds VC 12801.6 and Amends VC 12801 and VC 14608 Pertains to qualification for licensure
AB 2209 Hueso	Juveniles: Dependent Children: Placement Amends WIC 361.2, WIC 366, and 16010.6 Placement outside the United States
AB 2269 Swanson	Pupil Instruction: Labor History Month Amends EC 51009 Changes Labor History Week to Labor History Month of May
AB 2367 Bonilla	School Gardens: Sale of Produce Adds EC 51798 Authorizes sale of produce
AB 2368 Block	School Security: Security Departments: School Police Departments Amends EC 38000 Authorizes the establishment of a school police department Impacts Board Policy
AB 2555 Carter	Free or Reduced-Price Meals: Summer School Session: Waivers Amends EC 49548 Changes the waiver submission deadline to no later than 60 days

SOUTHERN SECTION

CASCWA Phil Kauble Topical Forum: "Other Means of Correction" (no-cost)

February 1, 2013 from 10:00 a.m. to 12:00 p.m.

The forum will take an in depth look at Assembly Bill 1729, effective January 1, 2013, and how schools and districts will manage alternatives to suspension. Participants will be provided the opportunity to ask questions of our panel of experts in the area of child welfare and attendance and student support services.

RSVP for this forum with Ranae at ranae.quesada-smith@abcusd.k12.ca.us or (562) 926-5566 ext. 21023

They say a picture is worth a thousand words. The pictures on this page were taken at the "2013 Annual Legislative Update" Held at the Los Angeles County Office of Education. Each attendee received information on Legislative Activities for 2012-13, a booklet with the pertinent new laws for 2013 and an opportunity to have direct contact LACOE's experts in the field!



A special "Thank You" to Victor Thompson and the LACOE staff! LACOE continues to provide leadership to CASCWA and CWA Offices throughout the state. The annual legislative update is a must for our profession.

THE RED BOOK: A MUST FOR CWA OFFICES



If you have ever been involved in a difficult situation with a lawyer representing a student, then you know that you better have your t's crossed and you i's dotted!

You can also reflect back on that moment and the pit in your stomach when the attorney asked for your board policies, notifications, suspension information and documentation. You can't help but wonder if you have your ducks in a row!

Earlier in this Intercom, the new "2013" laws were discussed. The legislation is now law and your office needs to update your material and the changes need to be delivered to administrators throughout the district!

Seated, in the picture above, is the late Jack Erickson (Left) and Phil Kauble (Right). Both Jack and Phil were giants in the field of Child Welfare and Attendance. They are both legends in history of LACOE. Many of us "Old Timers" can remember Jack and Phil talking about Dale Ely. They described Dale Ely as being a wonderful man and a true child advocate in a time when there were no computers and a much thinner volume of educational code. Dale was a visionary and saw a need to bring all the codes pertaining to a situation/topic into one location in his first publication of "California Laws Relating to Minors." Later, Jack Erickson took over the responsibility of annually updating the publication with all the new laws impacting CWA offices throughout the state.

CALIFORNIA LAWS RELATING TO MINORS
2012 EDITION
"The Redbook"

Your complete source for Juvenile Laws. Nearly 900 pages containing references to more than 1,400 code sections. Up-to-date for 2012.

Edited by:
PHIL D. KAUBLE
 Director,
 Student Support Services
 Los Angeles County
 Office of Education
 (Retired)

OUR 44TH YEAR -
 All new 2012 code references
 EAsy-to-read
 Source Index & Subject Index make this book indispensable

Today, Mr. Phil Kauble is the "Man." He has a true love for the law and the legislative process. Within weeks the 2013 Edition of the "Red Book" will be available for order. 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 student scholarships for CASCWA and other organizations!

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! A one of a kind publication and a must for educators throughout the State of California.

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

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

The Importance of Lifelong Learning: Creating a Tone & Climate for Student Educational Exploration Beyond High School Graduation

“I remember visiting a high school just after the last spring exams and before graduation. As I approached the school grounds, I saw a group of students standing around a roaring fire, to which they were heartily contributing. I went over and asked, ‘What’s up?’ ‘We’re burning our notes and our books replied one. ‘We’re outta here!’ Upon further conversation, I learned that these students were not occupants of the bottom ability group, but rather A and B and C students, many headed for college. That little incident continues to trouble me. I wonder how many students not so labeled are in fact at risk, with little possibility of continuing learning? How many graduate from our schools and exult in the belief that they have learned all they need or intend to know? One reason why those youngsters burning those books, literally, and why so many other youngsters burn their books, figuratively, at the conclusion of our treatment of them in schools is that, lurking beneath the culture of most schools (and universities) is a deadening message. It goes something like this: Learn or we will hurt you. We educators have taken learning, a wonderful, God-given, spontaneous capacity of all human beings, and coupled it with punitive measures. We have developed an arsenal of sanctions and punishments that we inextricably link with learning experiences. ‘Johnny, if you don’t improve your multiplication tables, you’re going to have to repeat fourth grade. Mary, if you don’t improve your compositions, I’m not going to write a favorable recommendation for college.’ ‘Sam, if you don’t pass this next test, I’m calling your parents in.’ ‘Tom, if your state administered standardized test scores don’t improve, you don’t graduate.’ And so it goes. What the students burning their books are really saying is, ‘You can’t hurt me anymore.’ But so closely have we coupled learning and punishment that the students throw one into the fire with the other. School cultures in which students submit to learning, and to the threats of punishment for not learning generate students who want to be finished with learning when they graduate from school.” (*The Jossey-Bass Reader on Educational Leadership, 2007 pp. 165-166*)

Dr. Ammar Saheli: The Importance of Lifetime Learning!

While teaching an 8-week educational leadership class to doctoral students 4 years ago, I introduced the book/reader listed above and the narrative contained within. The descriptive terminology and student experience resonated with me immediately and continues to be part of my educational process of retrospection. The described student encounter forced me to question my interactions with students. There are a multiplicity of subliminal and undercurrent messages that lurk beneath the intended tenets of the practice of education. Dr. bell hooks describes education as the practice of freedom and as adult educators, parents, grandparents, and guardians, we purport and support the notion of lifelong learning. We pride ourselves in the continual praxis of reflection, personal refinement, the deployment of effective pedagogical/instructional strategies, important home visits, the construction of strong student relationships, ethical and relational leadership, and cultural competence. However, as exemplified in the student behavior and systems-resistance described in the *Jossey-Bass Reader on Educational Leadership*, educators – in all forms – must continually guard and detract from the covert notion of connecting punishment with schooling. In no way is the aforementioned statement an abandonment of discipline or student consequences. Quite the contrary! Consequences are not rooted in the essence of school punishment!

Most if not all educators, at some point, have been *guilty as charged* of creating environments that resulted in the metaphoric premise of students burning their books. Instead of cultivating an environment that provides restorative opportunities for deeper growth and reflection, some have been more concerned about applying the severest levels of counterproductive disciplinary sanctions. Such actions are really codified as punishment and do nothing to support and promote an institution designed to impart and set ablaze a course of lifelong learning.

In response, some students have subscribed to the philosophy that school is an obstacle course, maze, and taxing rite of passage to be navigated and survived, as opposed to an institution designed to spark an epistemic that results in a craving and pursuit of critical consciousness, analysis, endless questioning, wonder, and exploration. True enough, if a culture does exist that unconsciously, yet institutionally, promotes a school or district dynamic that says, “Learn or we will hurt you”, an antithetical student response would be appropriate and astute. Why would a student want to continue with practices of learning associated with punishment? The notion is subtle, but definitely worthy of consideration.



Our goal is to create an atmosphere that compels students, after graduation, to use the books and knowledge poured into them and personally discovered as springboards, catapulting into deeper forms of educational prowess. As my Superintendent (Dr. Dennis Byas) always indicates when we are meeting with students and families, “Our goal is to create the next wave of brilliant minds that will develop the cure for cancer, other terminal diseases, new technological advancements, and more.” If the instinctive attitude of “Learn or we will hurt you” prevails, such futuristic accomplishments will not occur. Although a harsh statement, if such success does occur it might not be because of us, but in spite of us. Even some reading this article (while trekking through k-12 education years ago) may have used the inflicted forms of the “Learn or we will hurt you” concept contained within the walls of your previous schooling, as fuel to push harder and reach for the stars – proving all naysayers wrong.

As an example of the slow unconscious creep of this attitude into the portals of k-12 education by frontline practitioners, it is important to continually internalize the reality that the methods deployed regarding truancy, Student Attendance Review Teams (SART), Student Attendance Review Boards (SARB), and family/student referrals to the District Attorney – fall within the range of interventions and not punishment. The goal is to create an environment that restores or reconciles students/families to academic success, personal accountability, and educational transfiguration.



Again, as an example, reflect for a moment on the pure process of Student Success Team (SST) meetings. All such transformative efforts are designed to start with a dedication to the far left column, which is formulated to build upon and identify student *Strengths*. Every person participating in the SST meeting (parents, teachers, admin, psychologists, CWAs, clinicians, etc.) are given an opportunity to address the strengths of the pupil seated at the table. It is supposed to be a time of student empowerment. However, in some cases, it starts with someone grappling to pinpoint student strengths, but before completing their sentence, moving one or two columns to right on the SST form, they prematurely express student weaknesses and or concerns. Perhaps it goes something like this, “Mary really is charismatic and a 7th grade leader, but she really has difficulty

remaining in her seat and entering class ready to learn.” The purist SST facilitator – in protection of the student – then redirects the team participants by saying, “*We are only dealing with strengths at this time. We will address concerns when we get to that section. Right now we are only dealing with strengths. As we continue to go around the room, stick with strengths of Mary.*”

The insidious notion is that when we are not careful, we can be more concerned with punitive corrective-action and elements of punishment, before unearthing student gifts and assets. I recall an administrative colleague, years ago, walking into the SST – roguishly crashing my meeting, informing the student and family of a 2-day suspension, with suspension notice in-hand and familial copies. In that moment the holistic goal, climate, and spirit of a Student Success Team meeting exited the room. In theory the administrator was efficiently operating on auto-pilot, attempting to capitalize on an opportunity to address the family in person. No harm was intended and we had a bold conversation about the incident later, but it exemplifies the metaphoric notion of book burnings by highly functioning and underserved students.

A reflective educational lens is imperative so an atmosphere is created where systems and adult attitudes are evident that foster student partnerships with learning, as opposed to an aversion to the institution of school. We do not want our students to develop a thread of consciousness that compels them to operate under mere school toleration and compliance, coupled with a deep desire to exit because of the premise, "Learn or we will hurt you." We want students to envision k-12 schooling as one major stepping stone in the continuum of being a lifelong learner. With precision and purpose, we shall continually strive to cultivate and create a tone/climate for student educational exploration beyond high school graduation. If we survey some of our students, several may have identical experiences as those in the narrative. No longer do we want to graduate students with an instilled desire of wanting to physically or metaphorically burn their books.



Dr. Ammar Saheli
CASCWA Bay Section President



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!

What is a "Burn Page?"

Assembly Bill 1732 became law on January 1, 2013. The bill made changes to Education Code 48900 and made reference to a "Burn Page." This site describes a burn page and you will eventually have to deal with this issue in your office!

<http://www.dailymail.co.uk/news/article-2089763/Facebook-burn-pages-used-bullying-banned-police-700-children-sign-post-vile-abuse.html>

http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201120120AB1732

LACOE's "Sample Annual Notification"

Need a "Sample" Annual Notification Document?

http://www.lacoe.edu//Portals/0/Bulletins/20120509021918_Annual%20Notification%202012-2013.pdf

Shriver "R" Word Act

Legislators pass bill to use "intellectual disability" in regulations

<http://californiawatch.org/dailyreport/legislators-pass-bills-use-intellectual-disability-regulations-17701>

Manners in School (1958)

Chalky the stick-figure teaches Larry how to improve his manners.

http://www.youtube.com/watch?v=bO_-lXpbcJ0Category

Something new to be concerned about.

2C-I or 'Smiles': The New Killer Drug Every Parent Should Know About

<http://shine.yahoo.com/healthy-living/2c-smiles-killer-drug-every-parent-know-234200299.html>

Marijuana's health effects: Memory problems, addiction

Marijuana can have wide-ranging effects, such as short-term memory loss and increased heart rate.

<http://www.usatoday.com/story/news/nation/2012/12/06/nih-marijuana-effects/1751011/>

Stipulated Expulsion Agreement 2013

Need an up-dated 2013 "Sample" Stipulated Expulsion Agreement?

<http://www.lacoe.edu/DesktopModules/SearchBoost/DownloadDoc.ashx?filepid=0&file=7810>

The Effects of Video Games on Children: What Parents Need to Know

Among elementary and middle-school populations, girls play for an average of about 5.5 hours/week and boys average 13 hours/week.

<http://www.pedsforparents.com/articles/2791.shtml>

The impact of violent video games: An overview

Parents often ask about the effects of violent video games on their children and teenagers. In most cases, they note that their "common sense" instinct is

<http://www.psychology.iastate.edu/faculty/caa/abstracts/2010-2014/12AW.pdf>

LA COUNTY SARB GUIDANCE-AB 2616

On January 1, 2013, several changes were made to the provisions governing truancy

<http://www.lacoe.edu/DesktopModules/SearchBoost/DownloadDoc.ashx?filepid=0&file=7800>

Things People Said

Funny excuses for Absences

<http://www.rinkworks.com/said/excuses.shtml>

Cheating is a Personal Foul

Academic Cheating Fact Sheet

<http://www.glass-castle.com/clients/www-nocheating-org/adCouncil/research/cheatingfactsheet.html>

New: 10 of the best Apple apps for education in 2012

New apps include student file sharing, special education, cyber bullying information

<http://www.eschoolnews.com/2012/04/21/new-10-shiny-apple-apps-for-education/>

The Orange County Department of Education -
Child Welfare & Attendance Office/Student Services & Vincent Fall & Associates Presents:

STUDENT RECORDS WORKSHOP

This workshop will be divided into a morning and an afternoon session. In both the morning and afternoon sessions, the *A Practitioners Guide for School Personnel: Federal and California Laws Related to Student Records* will be presented and it will provide a comprehensive review of common student records concerns including maintenance and destruction, rights of access, transfer of records, challenges to records, as well as other current topics. Model policies and procedures will also be highlighted at this workshop. The Guide can be used as both a resource and as a staff training tool.

Attendees can choose either the morning or afternoon session to attend. Please check the appropriate box for the session that you want to attend and enclose a check or purchase order.

The workshop fee includes a copy of the 2012 *A Practitioners Guide for School Personnel: Federal and California Laws Related to Student Records*. If attendees would like additional copies, the publication will be available for purchase for \$25 per Guide Book.

PLEASE CHECK THE TRAINING SESSION YOU WISH TO ATTEND

___ Date: Friday Morning Session, February 22, 2013
Registration: 8:00 – 8:30 a.m.
Program: 8:30 a.m. – 11:30 a.m.
Place: Orange County Department of Education – Room D1005
200 Kalmus Drive, Costa Mesa, CA 92626

OR

___ Date: Friday Afternoon Session, February 22, 2013
Registration: 12:00 – 12:30 p.m.
Program: 12:30 p.m. – 3:30 p.m.
Place: Orange County Department of Education – Room D1005
200 Kalmus Drive, Costa Mesa, CA 92626

Registration Fee: \$45.00 per Attendee

Registration is required and all registrations must be prepaid by Monday, February 18, 2013, in order to ensure seating. Online registration at <http://ocde.k12oms.org/1379-65932>

Please complete the section below and mail with payment or purchase order as soon as possible to reserve space and help us prepare a sufficient quantity of materials.

If you have any questions, please e-mail Rick Riegel at: rriegel@ocde.us or call (714) 327-1075.
[Refunds accepted if cancellation request received by Mon. Feb 18, 2013.](#)

[Purchase Orders accepted but prepayment is requested – and will ensure your seat!](#)

Please make checks payable to: *Orange County Department of Education*
Mail to: Orange County Department of Education, Attn: Bonnie Boone, P.O. Box 9050 / E4-102, Costa Mesa, CA 92626

Name (please print): _____ Position: _____

District/School/Agency: _____ Work Phone _____ Cell Phone: _____

Email Address: _____

We have a café located onsite in Building C open 11:30 a.m. – 1:00 p.m. In accordance with the Americans with Disabilities Act, if you need any special accommodations to participate, please contact [Bonnie Boone at 714-327-1075](#) at least 72 hours in advance.

The following are some of the upcoming "LACOE Area" events that may be of interest to you and your staff:

January 23, 2013 from 9:00 a.m. to 11:30 a.m.

Make-up SARB Certification Training (\$30)

Register for the session at –

<http://www.lacoe.edu/ProfessionalDevelopment/tabid/86/ModuleID/661/ItemID/1376/mctl/EventDetails/Default.aspx>

Location: LACOE Education Center, 9300 Imperial Hwy, Downey, CA 90242

January 23, 2013 from 10:00 a.m. to 11:00 a.m.

ACSA E-ducation Webinar: Planning for the Unthinkable: Crisis Communications... (no-cost)

Register for this webinar at – <https://cc.readytalk.com/cc/s/registrations/new?cid=ctd4wl4zlvtr#>

January 25, 2013 from 8:30 a.m. to 3:30 p.m.

Safe School Planning (\$45)

Register for the session at –

<http://www.lacoe.edu/ProfessionalDevelopment/tabid/86/ModuleID/661/ItemID/1533/mctl/EventDetails/Default.aspx>

Location: LACOE Education Center West, 12830 Columbia Way, Downey, CA 90242

February 7, 2013 from 9:00 a.m. to 11:00 a.m.

Quarterly School District Homeless Liaison Meeting (no-cost)

RSVP for this meeting with Melissa at Schoonmaker_melissa@lacoe.edu or (562) 401-5397

Location: LACOE HeadStart Building, 10100 Pioneer Blvd., Santa Fe Springs, CA 90670

February 15, 2013 from 8:30 a.m. to 3:00 p.m.

Street Gangs and School Safety Symposium (\$45)

See attached registration flyer and form

Location: LACOE Education Center West, 12830 Columbia Way, Downey, CA 90242

February 22, 2013 from 8:00 a.m. to 4:00 p.m.

Active Shooter Preparedness & Response to Violence (\$45)

Register for the session at –

<http://www.lacoe.edu/ProfessionalDevelopment/tabid/86/ModuleID/661/ItemID/1513/mctl/EventDetails/Default.aspx>

Location: LACOE Education Center West, 12830 Columbia Way, Downey, CA 90242

Ms. Luzar

The lady pictured on the right is Kathy Luzar. Kathy runs the Attendance Office at Niguel Middle School in the Capistrano Unified School District. She is the first one in the office everyday and immediately begins reviewing the numerous phone messages reporting absences. She begins her reporting process immediately. She continues to answer numerous phone calls, checks the bell schedule and spends the next few hours focusing on her computer screen inputting all of the days attendance information. She responds to students and adults who arrive at the windows and counter adjacent to her desk, always in a cheerful, professional manner. Around noon, she looks up from her desk and has a brief moment to breathe before returning to her work that is critical to ADA and Attendance Auditing. Kathy is but one of the thousands of Attendance Office Managers who are deeply committed to their school, their staff and their district. They are loyal to all and have radar when it comes to student issues and the identification of at-risk youths. Many communicate with families in multiple languages. They often have to take the role of being a detective. They often are verbally abused by others. They know when to hold the hard line and when a student issue needs to be dealt with in a confidential manner. They are hard workers who know how to remain on task. They are front line troops fighting the battle every day. Seldom rewarded but greatly appreciated.

This edition of the Intercom is dedicated to all of the "Attendance Office Managers" who work for the betterment of California's Students!



**The co-editors of the
CASCWA Intercom are:**

**Mark Michels
&
Frank Boehler**