



**CELEBRATING CASCWA'S EIGHTY YEARS
OF ADVOCATING FOR CHILDREN**
We never quit only going stronger

SOUTHERN SECTION IS ACCEPTING REGISTRATION FOR APRIL'S 2016 STATE CONFERENCE IN ORANGE COUNTY!



The Editors of the CASCWA Intercom are pleased to bring to you this important information. We especially wish to thank all of the true "Child Advocates" who have contributed to this edition!

There will be a special "Intercom" edition in January focusing on the new laws that go into effect January 1, 2016



In this November 2015 edition you will find: Information on the 2016 CASCWA State Conference at the Anaheim Wyndham Hotel in Orange County; CASCWA Interviews Michael Newman, Director, Department of Justice – Office of the Attorney General Bureau of Children's Justice; David Kopperud, California Department of Education; Brian Chandler, Ceres Unified School District; Information on up-coming CASCWA Section Events; Information on SI&A; Jeni Mendel's "Website Pages and much more!"

**PLEASE VISIT CASCWA'S WEBSITE AT: WWW.CASCWA.ORG FOR MORE INFORMATION
AND REGISTER EARLY FOR THE 2016 CASCWA STATE CONFERENCE IN ORANGE COUNTY**



**California Association of Supervisors of
Child Welfare & Attendance**



CASCWA State President's Message Dr. Ammar Saheli

Hello again CASCWA, it remains my pleasure and honor to serve as your State President for the 2015-2016 school year. Clearly the school year is in full swing and I can only imagine the experiences you have already had this year. As I said in my Self-Care article in the last edition of the Intercom, continue to take care of yourself. The work we are engaged in as public education practitioners requires teamwork and collaboration. We cannot do it alone. There is an African proverb that says, *"If you want to go quickly, go alone; if you want to go far, go together."*

Your CASCWA Executive Board is working hard to develop section workshops and a state conference with information and resources that will be beneficial to you as a CASCWA member and educator. You can learn more about those grand opportunities through this edition of the Intercom. I am hopeful that through this school year we will also be able to offer a couple of equity webinars for CASCWA members to enjoy and deepen their learning.

Our role is to enhance school climate and cultures so our students are consistent in school attendance, while having daily access to high quality teaching and learning opportunities. Through CASCWA our mission is to develop and implement strategies so that the culture and climate within our California schools are such that students want to attend and learn.

In the book, *Professional Capital: Transforming Teaching in Every School*, by Michael Fullan and Andy Hargreaves, they shared the following about the critical importance of setting the right cultural atmosphere within an organization:

"Like a hotel or car rental service, you can tell what a school is going to be like the moment you walk in. Is the office staff kind and courteous or do they make you feel like a stranger? Do students welcome and acknowledge you or push you out the way? Are classroom doors shut, walls bare, and children grimly concentrating on the next passage in their textbook? Or are classrooms buzzing hives of activity with actively engaged children immersed in challenging learning, effortlessly using appropriate technology to demonstrate their knowledge, and sad when the lesson has to come to an end? This is called culture—and in schools and other organizations it's everything" (p. 21).

As we collaborate and move together, I am thankful for the work we are doing and will continue to do through CASCWA, during the 2015-2016 school-year.

2015-2016 CASCWA State Executive Board		
Name	Position	Section
Ammar Saheli	President	Bay
Sergio Mendoza	Past President	San Joaquin
Tim Catlin	President Elect	Southern
Gricelda Cardenas	Vice President	Delta Sierra
Dennis Wiechmann	Treasurer	San Joaquin
Socorro Martinez	Secretary	San Joaquin
Joe Taylor	Legislative Representative	Delta Sierra
Sherman Garnett	Legislative Representative	Southern
Grace Espindola	Legislative Representative	Delta Sierra
Brian Chandler	Webmaster	San Joaquin
Brian Gonzalez	Membership Chair	San Joaquin
Frank Boehler	Intercom Editor	Southern
Section Presidents		
Janet McMurray	Bay Section President	Bay
Benita Washington	San Joaquin Section President	San Joaquin
Gricelda Cardenas	Delta Sierra Section President	Delta Sierra
Cami Berry	Southern section President	Southern

CASCWA Bay Section – President’s Message

Janet McMurray
West Contra Costa Unified School District
jmcmurray@wccusd.net



Greetings from the Bay Section!

Welcome back to a new school year with all of its challenges and hopefully successes! Bay Section Executive Board is actively preparing for our annual Fall Workshop.

We are excited to announce that **Dora and Nancy Dome**, friends of CASCWA and longtime presenters and speakers at conferences and workshops, will be presenting a full day workshop on Friday, December 11th at the San Lorenzo Unified School District Board room. Registration information is posted on the CASCWA website. Go to www.cascwa.org and click on “About Us” in the upper left corner. Scroll down to “Bay Section” and click. Go to upcoming workshops/events and you will find the registration information.

Bay Section membership continues to grow as we reach out to members and potential members from school districts and communities to encourage participation and provide enrichment and learning opportunities.

We encourage all Bay Section and CASCWA members as well as prospective members to make our Fall Workshop a priority! We hope to see all of our members at our up-coming workshop and at the state conference in April!

Janet McMurray
Bay Section/President

CASCWA Delta-Sierra Section President's Message

Gricelda Cardenas
Woodland Joint Unified School District
Gricelda.cardenas@wjusd.org



Greetings from Delta Sierra,

I am very pleased with the steps Delta Sierra members are taking in moving our session forward. We are currently planning our Spring Workshop to be held in Redding, CA in February of 2016. Look for more information to come soon.



I am really delighted that we were able to hold the Delta Sierra Health Career Conference on October 15, 2015 in Woodland. It provided us with the opportunity to work directly with students! 100 students who are currently in 12th grade or first year of Community College were invited to attend an all day workshop. Attendees were able to hear about some of the careers that are available in the Health field. Our goal was to provide insight on the career, education needed, financial aid resources and

other field related information to help guide students in making a career choice. Each student had the opportunity to participate in four of the sixteen breakout sessions available that day. In addition, throughout the day there were sessions in which students were able to follow up with the presenters to ask more individualized questions related to their specific career. It was important for us to provide them with information about careers that would require a Bachelor's Degree or higher as well as those careers that only require a Certificate of Completion of a particular program.

This conference was made possible by funding from the Office of Statewide Health Planning & Development through the Mini Grants program. As well as the wonderful support and collaboration from Yolo County Office of Education, Department of Health and Human Services, Communicare, Woodland Joint Unified School District, Yolo County DESS, Victor Services and AMR.



In speaking with students, this health and career conference was a huge success! Most students were not aware of the different careers within the "Health Care Industry". When asked to share what careers were considered as Health related, most had responded with "Doctor, Nurse, and Dentist". It was a fantastic opportunity to help students broaden their career choices and options for post-secondary education.

Gricelda Cardenas
Delta Sierra Section President

CASCWA San Joaquin Section President's Message

Benita Washington

Department of Social Work Education
California State University, Fresno
bwashington@csufresno.edu



Hello, my name Benita Washington, I would like to share with you that I am honored to serve as the CASCWA San Joaquin Section President. I feel blessed to be serving alongside of the most amazing leaders in the field of child welfare. I joined CASCWA seventeen years ago, after attending my first CASCWA conference and it was one of the best professional decisions I have made. CASCWA is an organization in which I feel engaged, challenged, and at home. This organization offered numerous membership benefits at the state and local level. It is my hope that whether you are new to child welfare or a seasoned veteran CASCWA will also provide you with outstanding opportunities to network with experts in your field, exposure to best practices/trends, and quality professional development.

The executive board and I would like to ensure that we continue to meet your professional development needs, so we encourage you to share your ideas, perspectives, and voices with us on how our section can improve as your voice allows us to be on the forefront of changing trends and best practices. So please let us know how we can support you and we look forward to your involvement in CASCWA.

With that said, we look forward to seeing you at our next professional development opportunity to be held at Allegretto Vineyard Resort in Paso Robles, December 3-4th, 2015 with an optional event on December 5, 2015.

On behalf of the executive board and myself, we would like to thank you for everything you do on behalf of the children and families you serve. I would also like to thank for joining CASCWA and making our organization the strong organization it is—one that is committed to inclusiveness, professionalism and collegiality.

Benita M. Washington
CASCWA San Joaquin President

Ten Reasons Why You Should Belong to CASCWA

1. Keep up-to-date on education issues, trends, and findings.
2. “Ask-The-Expert” questions about CWA and receive answers from our “Experts”.
3. Participate in professional development workshops throughout the state.
4. Receive legislative updates related to CWA issues.
5. Provide scholarships for students-at-risk.
6. Influence the profession by collaborating with other organizations.
7. Develop your leadership skills.
8. Improve the educational success of all students.
9. Receive the “Intercom”, the official newsletter.
10. Network! Network! Network!

CASCWA Southern Section President's Message

Cami Berry
Riverside COE, Retired
Cami_berry@yahoo.com



Dear CASCWA,

Southern Section is alive and well!

Our first membership event for this year was the fall workshop, “CSI CASCWA – Challenges, Strategies and Implementations.” It was held on October 9, 2015 at Knott’s Berry Farm, Resort Hotel and over one hundred and thirty were in attendance.

There were three excellent presentations. Dr. Gary Roughton and Jeff Janis of Val Verde USD presented on the topic of “Suspension, what one district learned through disproportionality.” This was followed by Dr. Michele Lustig’s, San Diego COE, Manager, Foster Youth and Homeless Education, keynote presentation on “New and pending legislative changes impacting students in foster care and those who are homeless.” The workshop final presentation was a real team effort titled, “Improving School Attendance.” The presenters included David Gibbons and Saul Mendez of Coachella Valley USD, Douglas Gee and Michael Tripp of Riverside’s District Attorney’s Office and Michael Newman, Director of the Bureau of Children’s Justice, California Department of Justice. This one day program was powerful and productive. I wish to thank all of you who attended the event and I especially wish to thank the incredible workshop committee for their hard work in putting this event together!

The majority of Southern Section’s focus is now on the planning for the 2016 CASCWA State Conference. The CASCWA State Conference will be held on April 20-22, 2016 at the Anaheim Wyndham. We will be celebrating the 80th anniversary of CASCWA with the theme, “We Never Quit...Only Growing Stronger!” Jerry Hime is our conference committee chair and he and the planning committee are incredible. They are busy bringing all the pieces together. Over the years, many of the strongest presenters have actually come from our CASCWA membership. If you go to Southern Section’s home page on the CASCWA website, you will find, under state conference, “Call for Presenters.” If you or if someone you know would be interested in being a presenter, complete and submit the information as soon as possible. Remember to register for the conference at: www.cascwa.org.

Recently, Mr. Michael Ridge, Oxnard SD, joined our Southern Section CASCWA Board. This marks the first time in several years that our board has direct representation from CASCWA membership for all Southern California Counties. This is an incredible team of educators and I am honored to serve as their president.

I encourage Southern Section members to get involved and join us on one of the many committees planning for this conference and other events. I challenge each of our current members to invite a colleague to join our strong organization and make it even stronger. “Our Southern Section Theme” is “Making a Difference”. Dedicated professionals with good knowledge and training, empathy and understanding, and the willingness to reach out to young people and their families can truly make the difference in our schools and communities.

Sincerely,

Cami Berry
Southern Section President

1936 2016 STATE CONFERENCE 2016

CELEBRATING CASCWA's EIGHTY YEARS OF ADVOCATING FOR CHILDREN

Founded in 1936, the California Association of Supervisors of Child Welfare and Attendance (CASCWA) celebrates eighty years of service, it's Oak Anniversary, in 2016. CASCWA, like the oak tree, is symbolized by the strength and endurance it exhibited meeting the challenges of changing times during these eighty years. It is proud of those years of accomplishments. The 2016 state conference, hosted by Southern Section, will celebrate the Oak Anniversary with an outstanding program.



CASCWA is known statewide for never giving up on students and for being the number one organization for professionals in the field of student services.

The 2016 State Conference topics will include: increasing ADA while reducing absences and truancy; school safety issues; student discipline; student records; recent court decisions; special education issues; Model State SARBs; legal opinions, networking opportunities; and much, much, much more!

WE NEVER QUIT...

ONLY GROWING STRONGER!

HOSTED BY CASCWA'S SOUTHERN SECTION

 CASCWA **APRIL 20, 21 & 22, 2016**  CASCWA



Anaheim Wyndham Hotel
12021 Harbor Blvd,
Garden Grove, CA 92840
(714) 867-5555

<http://anaheimwyndham.com/>



Wyndham Hotel conference rate: \$135.00. There is an additional discounted Hospitality Service Fee of \$8.00 per room (normally \$14.00) per night which includes: local telephone calls, self-parking, in-room and all public areas high speed internet access, business center, pool and fitness center access, and shuttle service to and from Disneyland. Contact the hotel directly at 714-867-5555 and ask for CASCWA conference rate.

TO REGISTER FOR THE 2016 STATE CONFERENCE, PLEASE GO TO: WWW.CASCWA.ORG AND REGISTER ON-LINE!

CASCWA 2016 STATE CONFERENCE

JERRY HIME, CONFERENCE CHAIR

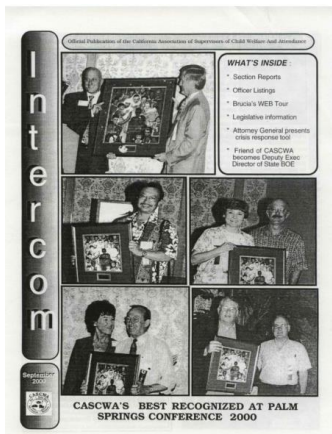
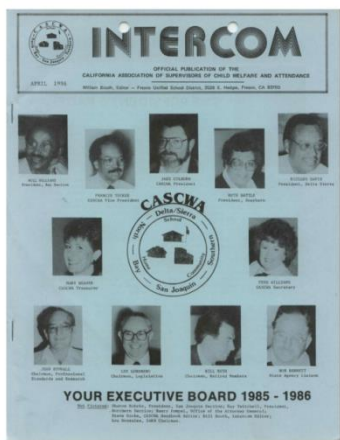


CASCWA Southern Section is looking forward to hosting the state conference in April 2016. It will truly be a celebration of eighty years of service to students, parents and education personnel in California.

Tradition has it that eighty years is designated as the Oak Anniversary. According to North American Indian lore the oak tree symbolizes strength and longevity. In numerology, eighty signifies control and achievement; strength, will and effort. These images accurately exemplify CASCWA's eighty years...1936 to 2016...and will be evident throughout the conference.

You are invited to join the celebration April 20, 21, and 22, 2016 at the Anaheim Wyndham Hotel. The program will be designed to provide professional development activities featuring leaders in the field of child welfare and attendance. Attendees will gain knowledge and skills they will be able to take back and implement at their schools and agencies. The conference will offer networking opportunities both professionally and socially. For three days the focus will be on the leadership of CASCWA in service and collaboration.

The Southern Section planning committee has taken the lead to prepare an outstanding "don't fail to miss" conference. The committee will continue to work up to the opening day and through the closing of the conference. To insure that the presentations are timely and pertinent proposals will be accepted for consideration until December 31, 2015. As stated in the conference theme, and symbolized by the oak tree, "We Never Quit...Only Growing Stronger!"

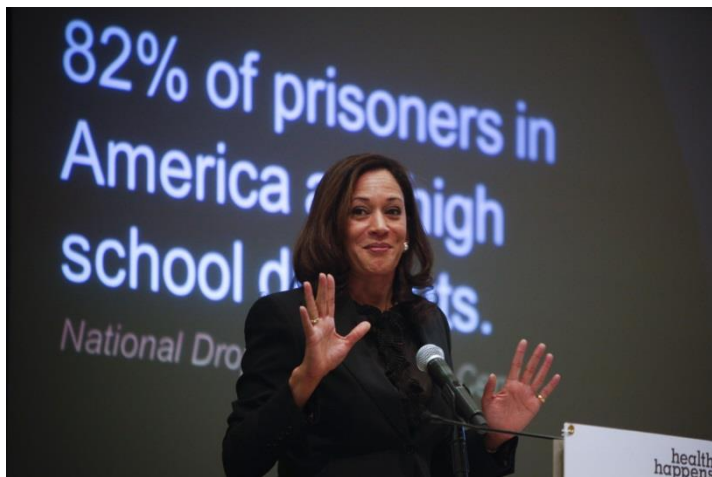


CASCWA 2016 STATE CONFERENCE

CALL FOR PRESENTERS

Several of the best sessions presented at our annual state conference have come from our membership. There are excellent programs and presenters throughout the state. If you or someone you know are interested in being a State Conference presenter, Please go to <http://cascwa.org/about-us/southern-section/> and download/share **Call 4 Proposals 2016**. We look forward to seeing you at the 2016 State Conference at the Anaheim Wyndham Hotel in Orange County.

ATTORNEY GENERAL KAMALA D. HARRIS ANNOUNCES THE FORMATION OF THE BUREAU OF CHILDREN'S JUSTICE



Attorney General Kamala D. Harris has announced the formation of the Bureau of Children's Justice (Bureau) at the California Department of Justice. The Bureau's mission is to protect the rights of children and focus the attention and resources of law enforcement and policymakers on the importance of safeguarding every child so that they can meet their full potential.

Although children do not write checks and cannot always advocate for themselves, they are consumers of both public and private goods and

services, and like adult consumers, they are entitled to certain standards of quality and care under the law.

Staffed with both civil rights and criminal prosecutors, the Bureau will focus its enforcement and advocacy efforts on several areas, including:

- California's foster care, adoption, and juvenile justice systems
- Discrimination and inequities in education
- California's elementary school truancy crisis
- Human trafficking of vulnerable youth
- Childhood trauma and exposure to violence

Attorney General Harris has made her position clear: being smart on crime begins with investing in children and preventing them from ever becoming involved with the justice system as victims or perpetrators of crime.



The Bureau of Children's Justice will draw on the wealth of expertise within CADOJ on issues impacting children's legal protection, including civil rights, education, consumer protection, nonprofit charities, child welfare, privacy and identity theft, and fraud. The Bureau will use the criminal and civil law enforcement powers of the California Department of Justice to identify and pursue much-needed improvements to policies impacting children, and work with local, state, and national stakeholders to enhance supports available for children in need and to hold those who prey on children accountable.

As chief law officer of the State of California, Attorney General Harris is committed to seeing that laws and regulations enacted to protect children are consistently and effectively enforced. As a career prosecutor specializing in sexual and physical crimes against children, Attorney General Harris has gained first hand awareness of the prevalence of crimes against children and of the great need to protect them as our most vulnerable members of society. Most importantly, Attorney General Harris' goal is to ensure that every child is aware of his or her inherent value to society and to the future of California. (Article/statement/ taken from the February 12, 2015, California Attorney General Kamala Harris, press conference release.)

CASCWA INTERVIEWS MR. MICHAEL NEWMAN

DIRECTOR, DEPARTMENT OF JUSTICE OFFICE OF THE ATTORNEY GENERAL BUREAU OF CHILDREN'S JUSTICE

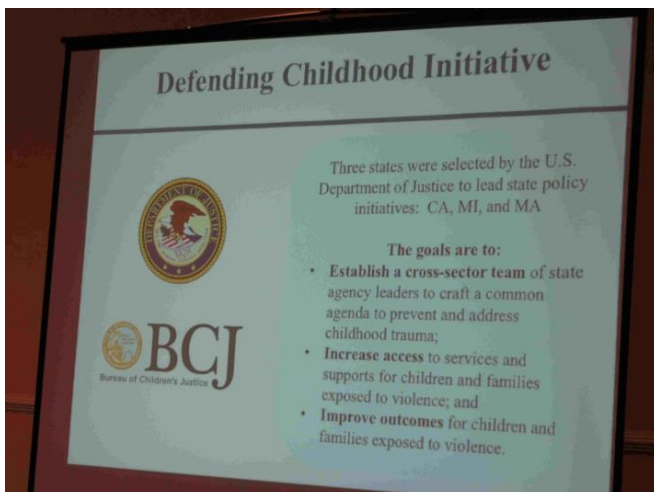
There has never been a time in California's history when inter-agency collaboration has been as important as it is today! Every man and woman in America needs to take responsibility and be a true child advocate. Mr. Michael Newman is a true leader in this important endeavor and where ever you are in the field of education, we must all join together and support one another in doing what is right for the youth of America.

The editors of the Intercom are honored to have the opportunity to interview Mr. Michael Newman, the first Director, Department of Justice Office of the Attorney General, Bureau of Children's Justice.



Mr. Newman, please tell us a little bit about your background and your path to becoming the director of the "Bureau of Children's Justice."

I became a Deputy Attorney General in the Civil Rights Enforcement Section ("CRES") in May of 2006, after handling complex business litigation at a mid-sized law firm in Los Angeles. In CRES, I handled cases addressing discrimination in housing and employment, hate crimes, law enforcement issues, and immigrant rights, and spearheaded several community engagement initiatives. I earned my Bachelor's Degree from American University in Washington, D.C., and earned my Juris Doctorate and a Master's Degree in Dispute Resolution from Pepperdine University School of Law in Malibu, California.



My path to becoming the director was an assignment from the Attorney General to examine the ways in which the California Department of Justice handled investigations, data collection, policy, client consultation, and cases involving children's issues. Through this project, our team developed an understanding of the broad the scope of the Department's efforts on these issues. Using the information we developed, the Attorney General determined that a need existed for the creation of the Bureau- the first initiative of its kind in the United States- and I was very honored that I was asked to be its first Director.

Mr. Newman, please tell us a little bit about the ³Bureau of Children's Justice² and how it came to be.

As a career prosecutor, Attorney General Kamala D. Harris has focused on fighting crimes against children and standing up for the voiceless and vulnerable.

The main purpose of the Bureau is to enforce criminal and civil laws in a way that holds those who exploit children or government agencies that fail in their responsibility to protect and provide services for children accountable. In addition to the Bureau's core enforcement focus, we are working with state agencies and non-governmental advocates, funders, and service providers to increase support for children and identify and pursue improvements to policies impacting children.



According to the Attorney General's press release, "Staffed with both civil rights and criminal prosecutors, the Bureau will focus its enforcement and advocacy efforts on several areas, including:

- California's foster care, adoption, and juvenile justice systems*
- Discrimination and inequities in education*
- California's elementary school truancy crisis*
- Human trafficking of vulnerable youth*
- Childhood trauma and exposure to violence*

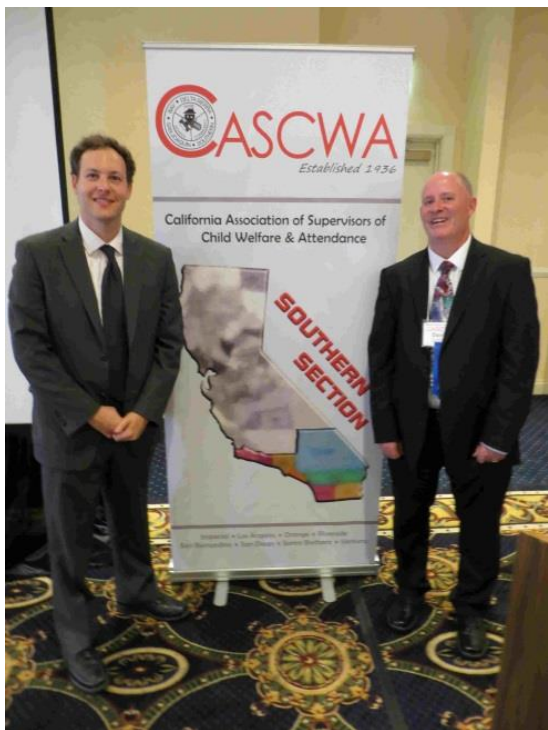
These are everyday issues facing schools throughout the state and there has never been a better time for interagency collaboration. What message would you like to share with county, district and school site administrators to make sure that we are all working together to protect the rights of children?

This new bureau draws on existing resources and previous work within the California Department of Justice, bringing together the legal and policy expertise of skilled experts and attorneys from a number of different backgrounds, as well as investigators, analysts, and policy specialists. We are using the Bureau as a lens to focus the efforts of all of these different branches of the Department in order to truly focus on what we can do to improve outcomes for children in California.

Children represent the most vulnerable members of our society. It is crucial that we invest needed resources to help all children meet their full potential and protect them from harm. The bureau is monitoring a broad array of important issues, including oversight of counties' management of systems of care and education for children, school attendance and education standards, consumer protection for children, general civil rights issues, and many others.

It is hard to comprehend that there are parents who do not make attending school one of the top priorities in their child's life. Excessive absences, tardiness, and truancy place a child at a disadvantage early in their education. Students fall behind and often fail to recover preventing them from achieving to their full ability. Attendance patterns exist and there is ample data for school administrators to chart their school/district's attendance record and target goals for improvement.

What strategies would you like to see "Offices of Child Welfare and Attendance" implement to help support your agencies effort in addressing the school truancy crisis?



Attorney General Harris has been a champion for elevating the importance of elementary school attendance, noting that children who are not able to read at grade level by the third grade are far more likely to drop out of high school, and those who drop out of high school are far more likely to end up as either a victim or perpetrator of crime. This was our third year releasing our annual report on elementary school truancy and chronic absenteeism, *In School+ On Track* [<http://www.oag.ca.gov/truancy/2015>] and we are showing that through the use of the bright light that the Attorney General's Office can shine on an issue like this, we can help to bring change.

To further the work recommended in this and previous reports, and to build on the successful progress that has been made towards curbing the problem of elementary school truancy, the Bureau of Children's Justice and Attorney General Harris welcome collaboration with local school districts, educators, parent networks, and other stakeholders. Through identifying and sharing best practices, like using

Local Control and Accountability Plans (LCAPs) to set clear goals to reduce truancy and chronic absenteeism and communicating more effectively with parents, we can continue to make strides towards making sure every student is in the classroom.

On behalf of CASCWA, we would like you to know that you have made a positive professional impact on those of us who have received your presentations. We believe in your agency and want to work together with you and your staff for the betterment of the children of California. David Kopperud, California State Department of Education, is a special child advocate. He brings together the "California State SARB Board." They are an incredible group of professionals. The SARB process works, but it takes a multi- agency effort to be successful. What do you see the role of SARBs in promoting the Bureau's strategies in combating the truancy/excessive absence crisis?

I am honored to be a member of the State SARB and concur in your positive assessment of the Board. Since joining, I have seen some important movement on clarifying the roles of attendance coordinators and other professionals whose statutory definitions are woefully outdated. School Attendance Review Boards (SARB) are a critical component in getting kids back on track and getting families the supports they need to ensure that children are able to be in school, on time, every day. SARBs have taken important steps to partner with community members and schools in order to pursue solutions that can be implemented statewide. Continuing their efforts and sharing their progress will help the Bureau and other stakeholders identify new best practices and potential strategies to combat truancy.

Violence, human trafficking, discrimination, inequalities, foster care, and juvenile justice are just a few of the topics that fall under the Bureau focus. This is overwhelming, but so important to our children! Teachers, administrators, bus drivers, secretaries, etc. have important responsibilities to make things right and to take the proper course of action. What message would you like to share with the directors of child welfare and attendance to pass on to others in their district or county offices?

My first message would be one of appreciation. Making a meaningful difference in the lives of California's youth requires dedication and commitment and is often underappreciated. But it is only in working together that we can improve the lives of the most vulnerable in our society and be sure children are on the track to fulfilling their potential. It's vital that we never lose sight of why we do this work: protecting the vulnerable and voiceless and investing in the next generation.



Thank you for the interview. What else would you like to share with our members?

I would like to thank everyone in CASCWA for your hard work. We in the Attorney General's Office are very cognizant of the fact that even as we launch our first-of-its-kind Bureau, you have been working in this area for decades- I look forward to celebrating 80 years of CASCWA with you next year.

I would also encourage people to visit our website oag.ca.gov/BCJ, and especially our truancy website, oag.ca.gov/truancy. You can also subscribe to our office's mailing list here: <https://oag.ca.gov/subscribe>.

The editors of the Intercom wish to express appreciation to Mr. Newman for this outstanding article!



NEW COURT MARKS SHIFT IN FIGHT AGAINST SCHOOL TRUANCY

Contra Costa County is changing its strategy in the fight against school truancy among children by introducing court proceedings that attend to the responsibility of parents while also offering them services. The Contra Costa County District Attorney's Office announced it was partnering with the county's Superior Court and school districts for the court proceedings, which will begin this fall.

County officials said collaboration between the court and the schools will allow parents to access resources available through both systems to reduce elementary or middle school student absenteeism. Deputy District Attorney, Laura Delehunt, said these court proceedings will differ from what the county has done in the past by levying responsibility on parents instead of students.

Historically, the court proceedings would be directed at correcting the student's behavior, regardless of age. Students with too many absences would have to do community service or could have their driver's license revoked. The court proceedings are also less focused on the threat of severe penalties, Delehunt said. Neighboring Alameda County has seen a lot of success with a truancy court that placed emphasis on why truancy is occurring, not how harsh punishments can be.

"We want to explore what's going on in the parents' lives, how we can provide them with services to curb absenteeism", Delehunt said. "We're much more interested in that than punishing the parents." The court will focus on students who have missed 10 per cent or more of the school days in one year. The infraction will place parents on 12 months of probation. After that period, which is monitored, charges may be dismissed. All the while, the court will be attempting to remove barriers that have led to the absenteeism. It will also educate parents about the problems associated with truancy.

Delehunt said she is hopeful that dealing with kids who are getting into a bad pattern at a young age can reverse truancy trends.

<http://danvillesanramon.com/news/2015/09/28/county-officials-aim-to-shift-fight-against-school-truancy>

CASCWA INTERVIEWS CDE's DAVID KOPPERUD



David Kopperud
Education Programs Consultant
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Mr. Kopperud, Please tell us a little bit about your career path from the time you entered the field of education to you current position at the California Department of Education.

I started as a teacher on special assignment at San Diego Unified before becoming an English teacher at Brawley Union High School in the Imperial Valley. It took me awhile to discover how much of an impact a history of poor school attendance was having on my high school students. Eventually, I realized that many of my students had been dropping out of school for a long time, and their problems with school had never been addressed.

The SARB process was new in those days, but I saw the need for more intensive interventions than we were providing at the high school, and the Superintendent/Principal let me chair the local SARB on a special assignment which reduced my teaching load. We did not analyze truancy or chronic absence data like Model SARBs do today. --but we did understand that we needed to provide extra support to students with a history of poor attendance for dropout prevention. I enrolled in a graduate program at the University of San Francisco and did my Master's thesis on activities and interventions to improve high school attendance and reduce dropout rates.

My first opportunity to coordinate child welfare and attendance was at Hemet Unified School District when I took over temporarily for a CWA coordinator who left for another district. I learned more about the SARB process, and I learned about CASCWA. Hemet Unified and CASCWA prepared me for my next CWA position at Washington Unified in West Sacramento.

It was during my years at Washington Unified that I learned about the State SARB and participated at my first State SARB meeting. I saw the need for statewide policy coordination and personnel training in the SARB process to reduce the number of dropouts in the state public education system. After I left Washington Unified to become a visiting educator at the California Department of Education, I sometimes missed working with students in a school district. I took a leave once to coordinate the CWA program at Fontana Unified, but I returned to the CDE because I thought I could make more of a difference here.

Today, I am hopeful that the Local Control and Accountability Plan will be the tool that focuses the needed attention on truancy and chronic absenteeism to reduce California's unacceptable dropout rates. While there have always been a few districts with exemplary SARB programs that address students with persistent attendance or behavior problems, most districts have not focused enough on the prevention, early intervention, and intensive intervention that some students need to succeed in school.

You have been the driving force behind State SARB for many years. You must have great pride in the growth that has occurred over time. The make-up of State SARB is incredible. Please tell us a little bit about State SARB, their activities and the professionals that serve on the board.

In 1987, the Legislature recognized the need to encourage and coordinate support for county and local SARBs and to make recommendations to the State Superintendent regarding the needs and services provided to high-risk youth, including youth with school attendance and behavior problems. We are currently working on a recommendation to update the state attendance law while we promote the Model SARB Recognition Program. This work would not be possible without the expertise and resources of dedicated representatives from law enforcement, nonprofit youth service agencies, behavioral health agencies, schools districts, county offices of education, teacher associations, and foster youth liaisons. I am blessed to have great partners on the State SARB, and they deserve more appreciation than I can give them.



Lydia Bodin and Agatha Murray are amazing representatives for county district attorneys, and Michael Newman is invaluable in keeping us informed of all the truancy and chronic absence strategies promoted by the Attorney General's Office. Ahmad Bahrami's collaboration with Brian Gonzales in bringing behavioral health resources to the SARB is a model for the state. Hedy Chang and Cecelia Leong are pioneers in the state and the nation in addressing the chronic absence crisis, and both have given us a wealth of resources and tools from Attendance Works. We also have great support from county offices of education: Grace Espindola from Sutter, DJ Pittenger from San Luis Obispo, Mike Lombardo from Placer, Bob Mueller from San Diego, Sheri Hanni from Butte, Lindy Khan from Contra Costa County, Earl DeMont from San Bernardino County. Several former county office employees are still strengthening the State SARB: Sherman Garnett, Jennifer Gomeztrejo, Stephen Fraire, and Joe Taylor. Ruth Person is a champion for school nurse, and Ken Johnson and Barbara Owens are champions for teachers. Several Model SARB chairpersons are also on the State SARB: Jane Claar from Twin Rivers, Susann Hazen from San Bernardino, Susan Levine from Riverside, Kurt Schultz from Napa, and Jenifer Mendel from Grossmont. Nancy Sullivan is providing her data expertise from the California School Information Services, and Brad Strong is providing his legislative expertise from Children Now. Lauren Sneed is our advocate for foster youth, and Alejandra Ramirez represents the voice of youth. Kathy Rabun from the State PTA is the voice of parents. We also have great representatives from school districts: Robert Beltran from San Jose, Kenneth McPeters from Sacramento City, Hector Molina from Woodland, Ammar Saheli from San Lorenzo, and Tony Shad from Castro Valley. These are just some of the outstanding partners on the State SARB.

This editor of the Intercom started teaching during the 1968-69 school-year. In those days roll sheets, scan sheets and bubble sheets were used to take classroom roll. Today, the computer world has taken over and attendance data is at the fore front of educational data. The changes that have occurred over the years are major, yet California Education Code 48240: Supervisors of attendance; duties; support services and interventions remains the same. Are there any plans to bring this education code into the real world of today's attendance technology?

The State SARB recognizes that attendance supervisors now need to be able to use the new technology to analyze attendance data and handle the expectations for attendance improvement generated by the Local Control and Accountability Plan. The school counselors updated the list of services they provide using Senate Bill 451 to update Education Code Section 49600, but the attendance supervisors have not proposed amendments to Sections 48240 to 48246 for almost 40 years. I am hoping that CASCWA members participate in the next State SARB meeting and that we can achieve a quick consensus on how the statutes need to be amended by the Legislature.

You sent out an incredible amount of information, connections, files, etc. focusing on “September School Attendance Awareness Month. We will include a listing of several of these connections. Please tell us a little bit about this year’s “September School Attendance Awareness Month” and a few of the sites that you would like to see all CWA offices to access!



Attendance Works has produced many great tools for CWA offices to use during Attendance Awareness Month. I would like to see all CWA offices access their Web page at <http://awareness.attendanceworks.org/resources/toolkit/> I would also like to see all CWA offices access the CDE Web page for the SARB Handbook & Forms at <http://www.cde.ca.gov/ls/ai/sb/sarbandbook.asp>

One of the most important award programs in California is the “State SARB Recognition Program.” Please tell us a little bit about the program and how CWA administrators can submit their district or county SARB program for recognition?

Every profession needs to recognize its model programs, and the Model SARB Recognition Program identifies outstanding results-based school attendance and behavior improvement programs in the state. The State Superintendent's invitation letter & the instructions & application are available at <http://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp> Applications are due February 5, 2015, and the recognition ceremony will be at the State CASCWA Conference at the Anaheim Wyndham Hotel in April of 2016.

There has never been a time in the past when so many agencies have come together to address issues of student excessive absences, truancy and tardiness. We have been especially pleased with the efforts of the California Attorney General's Office. Jill Habig, Special Assistant Attorney General, Executive Office of the Attorney General and Mike Newman, Director, Department of Justice, Office of the Attorney General Bureau of Children's Justice have recently made exceptional presentations at CASCWA events. CWA offices across the state welcome this interagency collaboration. What can district and county CWA offices do to understand and embrace the efforts of our friends in this interagency collaborations?



I think the most important way to ensure interagency collaboration is to recruit dedicated SARB members like the ones we have on the State SARB. The time spent recruiting qualified personnel from different agencies is time well spent. The Attorney General successfully promoted legislation that added to the list of representatives on county and local SARBs found in Education Code Section 48321. If you are able to recruit strong representatives from all the agencies listed in Section 48321, you can ensure a powerful partnership. The communication will develop once the SARB members are meeting regularly to combine their expertise and resources on behalf of the students referred to them.

Once again we thank you for all you do for the children of the State of California. What else would you like to share with our CASCWA members?

I think it is important for CASCWA members to become very involved in the development and review of Local Control and Accountability Plans. CASCWA members may have been marginalized in some districts when the focus was only test score improvement. However, now that chronic absenteeism rates, average attendance rates, suspension rates, expulsion rates, and dropout rates are key indicators in the accountability system, the expertise of CASCWA members should be more fully valued.

Thank you David for all you do for the children of the State of California

KEEPING UP WITH KOPPERUD

WEBSITES FROM DAVID

September was "School Attendance Awareness Month." David Kopperud provided tremendous leadership to the State SARB Board Members, to Offices of Child Welfare and Attendance throughout California and to others in many agencies, who are involved in combating truancy, excessive absences and tardiness. The editors of Intercom receive many of his communications that include specific website information. We are passing on a few of his statements and the website address. We hope that you will find this material useful to you and your district(s):

.... The third *In School + On Track* report from California Attorney General Kamala Harris has been released. The report shows elementary truancy and chronic absenteeism rates are still high and disproportionate, but the report has a positive outlook because many school districts are moving in the right direction by addressing the problem of high and disproportionate chronic absenteeism rates. For example, the exemplary work of Corona-Norco Unified, Long Beach Unified, Napa Valley Unified, Covina Valley Unified, Contra Costa County Office of Education, and others are highlighted. Below is the link to the report: <https://oag.ca.gov/truancy/2015>

.... Below is a link from Teresa Drenick to an article about a truancy court that is a model for California: http://www.insidebayarea.com/breaking-news/ci_28739752/truancy-court-works-keep-children-school

.... The Attendance Institute has developed a motivational activity for students and for adults about the value of showing up for school: <http://attendanceinstitute.org/why-i-show-up/>

.... Absences sometimes peak around the Thanksgiving and Christmas holidays. Attendance Works has developed helpful communication tools you may want to consider for reducing holiday absences at the following Web page: <http://www.attendanceworks.org/tools/for-public-messaging/holiday-messaging/>

Many districts are paying more attention to attendance supervision as a requirement of the Local Control and Accountability Plan, but California still has a long way to go before many districts invest the necessary resources to reduce chronic absence rates and increase overall attendance rates. Below is an excellent article by Symia Stigler on why the focus on attendance should be fundamental for school districts: <http://www.sacbee.com/opinion/op-ed/soapbox/article40766898.html>

.... Since an average attendance rate of 93% can mask high rates of chronic absenteeism, the current proposal for federal accountability purposes is seen as a temporary measure that will eventually be replaced by chronic absenteeism rates. When chronic absence rates are collected through the California Longitudinal Pupil Achievement Data System (CALPADS), California could transition to using chronic absenteeism rates for federal accountability. An article that reflects the discussion we had at the meeting about the proposed average rate of 93% attendance for elementary and middle school grades attendance accountability is found at <http://www.cabinetreport.com/politics-education/sbe-to-set-attendance-mark-for-federal-reporting>

.... In the next Intercom, could you make sure that CASCWA members know about the invitation for them to apply for Model SARB recognition. The official invitation from the State Superintendent is at <http://www.cde.ca.gov/ls/ai/sb/modelsarbltr.asp>, and the applications are due to the California Department of Education on February 5, 2016.

.... The National Association for Positive Behavioral Support "APBS" the network of educators throughout CA is dedicated to supporting districts and schools in a model of implementation that is consistent with the PBIS Blueprints: <http://www.apbs.org> <http://www.pbis.org/blueprint>

.... Additionally, for information on communities across the country that are working now to address and eliminate chronic absenteeism, please visit: Attendance Works at <http://www.attendanceworks.org/what-works/>

Everyone Graduates Center at Johns Hopkins University at <http://new.every1graduates.org/tools-and-models/>

School Turnaround AmeriCorps Program at: <http://www.nationalservice.gov/special-initiatives/task-force-expanding-national-service/school-turnaround-ameri-corps>

The Campaign for Grade-level Reading at: <http://gradelevelreading.net/our-work/chronic-absence>.

.... Also worth noting the FixSchoolDiscipline website, webinars, resources, research and toolkits at: <http://fixschooldiscipline.org/educator-toolkit/>

.... The Educator Toolkit probably most suited to folks on this list. <http://www.joomag.com/magazine/fix-school-discipline-toolkit-for-educators/0264187001429224353?short>

.... For those of you who have developed a goal of reducing the chronic absenteeism rate in kindergarten, the following article would be excellent for discussion with kindergarten teachers: <http://www.edcentral.org/absence/>

.... I will also send out a link from an interesting article in the *Washington Post* titled "White House Announces New Effort to Fight Chronic Absenteeism in Schools": https://www.washingtonpost.com/local/education/white-house-announces-new-effort-to-fight-chronic-absenteeism-in-schools/2015/10/07/4e9fc64a-6c67-11e5-b31c-d80d62b53e28_story.html

.... As you know, Model SARBs are meant to disseminate best attendance improvement practices to surrounding districts. Corona-Norco Unified, one of our Model SARB districts, recently hosted a comprehensive regional conference focused on reducing chronic absenteeism which was covered by the *Press Enterprise*: http://www.pe.com/articles/school-780862-parents-don.html?utm_source=Paper+Clips&utm_campaign=0bf56b34ff-September_21_2015&utm_medium=email&utm_term=0_2758fe8a4f-0bf56b34ff-27909309

.... The materials from the conference included excellent LCAP samples and strategies from several districts, Hedy Chang's PowerPoints for mapping and addressing chronic absence, and essential facts from the Attorney General's "In School + On Track 2015" report. All these conference materials are available online at <http://www.rcoe.us/children-family-services/reducing-chronic-absenteeism-regional-conference/>

.... Below is the link to an article on the need to address truancy from the Stockton Unified School District: <http://www.recordnet.com/article/20151003/NEWS/151009881/101012/NEWS>

.... The article refers to a report title "The High Cost of Truancy" by the Center of American Progress at the link: <https://www.americanprogress.org/issues/race/report/2015/08/25/109863/the-high-cost-of-truancy/>

State SARB Member Brian Gonzales sent me this link showing how he responded to questions about the truancy rates for Kings County in the report: <http://abc30.com/education/attorney-general-report-shows-spike-in-truancy/1014475/>

.... The Model SARB Recognition Program has now been posted for the 2015-16 school year at: <http://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp>

.... The California Department of Education (CDE) Web page includes the State Superintendent's invitation for all SARBs which were not recognized in 2014-15 to apply at <http://www.cde.ca.gov/ls/ai/sb/modelsarbltr.asp>

All applications will be due to the CDE on February 5, 2015, and successful candidates will be honored at the CASCWA State Conference on April 20-22, 2016 in Garden Grove, California. The Web page also includes the link to the new instructions and application as well as a link to the State Superintendent's announcement of the 2015 Model SARBs at: <http://www.cde.ca.gov/nr/ne/yr15/yr15rel24.asp>

.... For an excellent profile of California's efforts in reducing chronic absence that includes the Model SARB Recognition Program and the work of the California Attorney General, go to the following link at the Attendance

Works Web site: http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/08/CaliforniaProfile-9-9_designed-2.pdf

.... For the full brief which documents how analyzing chronic absence data can help schools and communities in all states address absences in the early grades, the link is below:

<http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/07/Mapping-the-Early-Attendance-Gap-Final-4.pdf>

.... For the state-by-state chart that compares California's percentage of grade 4 and grade 8 students with poor attendance by race/ethnicity, go to this link: <http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/07/Mapping-the-Early-Attendance-Gap-Appendix.pdf>

.... Below is a link to the latest report by Attendance Works titled *Mapping the Early Attendance Gap: Charting a Course for Student Success*: <http://www.attendanceworks.org/research/mapping-the-gap/>

.... An excellent article about the report which also reviews the current recommendation to the California State Board of Education to make average attendance rates a component of federal accountability for elementary and middle school grades is available at: <http://edsource.org/2015/report-low-income-black-disabled-students-miss-school-more-often/85917>

.... Below is a link to the latest report by Attendance Works titled "Mapping the Early Attendance Gap: Charting a Course for Student Success": <http://www.attendanceworks.org/research/mapping-the-gap/>

An excellent article about the report which also reviews the current recommendation to the California State Board of Education to make average attendance rates a component of federal accountability for elementary and middle school grades is available at: <http://edsource.org/2015/report-low-income-black-disabled-students-miss-school-more-often/85917>

The editors consider the following link to be the most important to CWA offices throughout the state:

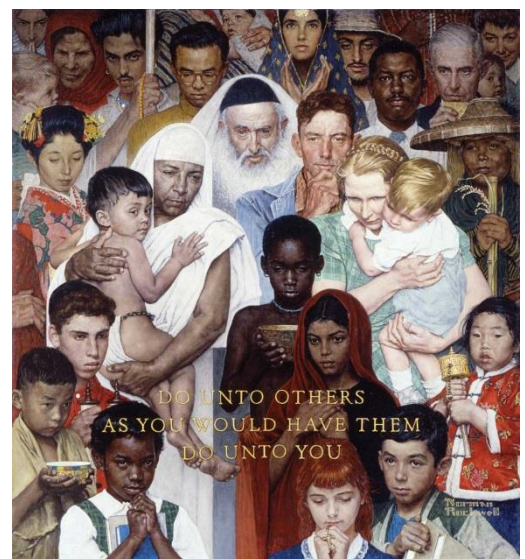
<http://www.cde.ca.gov/ls/ai/sb/sarbhandbook.asp>

David's message every day, "Thank you for your commitment to ensuring that every student is in school and successful each and every day!"

David Kopperud

Education Programs Consultant, Educational Options, Student Support, and American Indian Education Office, Coordinated Student Support Division, California Department of Education, 1430 N Street, Sacramento, CA 95814, 916-323-1028, Fax: 916-323-6061, cwa@cde.ca.gov

It has been said that children are messengers that our generation will send into a time that we will never see. Remain true to your role as a child advocate and their message for their future generation will remain strong for tomorrow.



CASCWA's "WEBMASTER" BRIAN CHANDLER

CERES UNIFIED SCHOOL DISTRICT

In every organization, there are unselfish individuals who make things happen. They are hard worker and have true belief in what they do and in how they do it. This is critical when you are working with children. They are true child advocates and they make a difference in the lives of the "at-risk" youth. Brian Chandler is one such an individual. This quiet, soft-spoken man has earned the respect of CASCWA. Brian has been part of CASCWA for several years. He has especially been active in the San Joaquin Section. Brian is our CASCWA webmaster. We consider him to be a true computer guru and child advocate. The editors of the Intercom would like for our membership to know a little more about Brian. We hope that you will enjoy this following interview:

*Brian C. Chandler
Administrative Assistant, Child Welfare and Attendance
Ceres Unified School District
(209) 556-1540 Ext. 1242*



Mr. Chandler, you have been part of CASCWA's San Joaquin Section for many years. Please share with our membership where your first CASCWA event was held and who was the person who first got you involved in CASCWA?

I can still remember the first conversation that my "new" supervisor, John Christiansen, had with me after I had been hired to work for him in the Child Welfare and Attendance Department. As I walked into John's office on a February morning in 2007, I was provided with information for an upcoming CASCWA State Conference taking place in Napa. Little did I know that this information would result in such a valuable experience that would continue for the next nine years. John realized that, as a new professional in the child welfare and attendance field, it was in my best interest to join this organization and "soak up" as much information as possible to bring back to my workplace.



You are truly computer literate! You know what you are doing and now you are mentoring each section on how to access and make changes to www.cascwa.org. How did you become proficient in this field of technology?

At an early age, I learned that technology was the way of the future and it was important to embrace it. I knew that technology was essential to success, so I added computer courses to my schedule in college and made it a personal goal to become proficient in working with computers and technology. As more and more California schools continue to deploy electronic devices to their students to support them in their academics, it becomes that much more important as adults to further enhance our training and familiarity in technology.

For years, CASCWA was indebted to Tom Mangione for his unselfish contribution as our webmaster. We are also grateful to Kao Lee Vang for her hard work these past few years. Tell us a little bit about your learning curve as you became our CASCWA Webmaster!

It was an exciting feeling to be asked by the State Board to become the CASCWA webmaster. Kao Lee provided me with the training necessary to move forward. This is my first experience in working with Word Press, but I am improving in my skills, daily. I am far from a perfectionist, but continue to strive to keep the CASCWA website up- to- date and accurate, as it represents our organization as a whole.

A few years ago CASCWA changed their web server and also added a site known as Wild Apricot. Please describe what changes have occurred, where our organization is today and what the future may bring.

One of the most recent changes that has occurred, and it's a big one, is with CASCWA adding the Wild Apricot program to strengthen membership and conference registration abilities. The program simplifies the registration process for the interested conference participant, while doing the majority of the Administrative work on the back end for the event planner. By using Wild Apricot to store information on all CASCWA members, it also provides us with the ability to use technology to reach our members with messages of upcoming conferences, events, etc. As we continue to use Wild Apricot and further learn about its data management abilities, I foresee this program being an asset well into the future.

You are a vital part of the Ceres Unified School District's Office of Child Welfare and Attendance. Please tell us a little bit about what you do in your current position.

As the Administrative Assistant to the Coordinator of Child Welfare and Attendance, I am responsible for operating the district's truancy prevention program, SARB, court, etc. I also assist the Coordinator in other duties, such as data tracking, budgeting, and monitoring the District's school safety communications program.



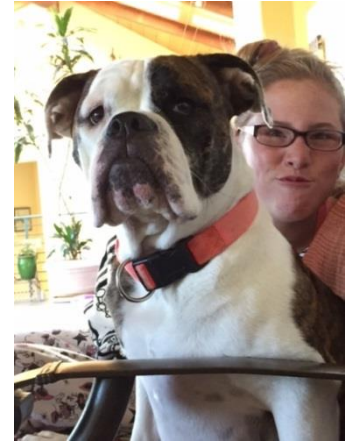
You cannot be in the field of Child Welfare and Attendance unless you truly care about children. Please share with our membership what success you have experienced that brings a smile to your face!

As the Truancy Officer, I'm not always a student's biggest fan during a Pre-SARB meeting and/or SARB hearing. However, in the end, students and parents, alike, understand that improving attendance in school increases learning, improves grades, and prepares their child for a successful future. Over the past three consecutive years,

Ceres Unified School District, with assistance of teachers and site Administration, has continued to reduce the number of cases that have been referred to SARB and/or forwarded to the District Attorney's Office for a complaint.

What about Brian when he is not in his office or involved with CASCWA. Please tell us a little something about and your family.

I am one of those people placed in this world to serve the public. Yet, as a youth, I could never quite figure out what I wanted to be when I grew up. I knew that I had a passion for education and in helping students make good quality decisions, but I also had a shared interest in the law enforcement field, and in following my father's footsteps to continue the family tradition. With that said, for the past 11 years, and in my spare time away from Ceres Unified School District, I have also been employed as a Police Officer in another nearby city. I also enjoy spending time at home with my wonderful 12 year old daughter and Old English Bulldog. Whether it's on a Jeep trail up in the high country, in the backyard around the barbeque or in an early morning boot camp fitness class, family is always the center of my attention.



Thank you for your interview and for your expertise on the CASCWA website!

**“21st Century Approach to Addressing Equity in Schools”
Bay Section is pleased to present “The Sisters”
Dora and Nancy Dome**

Dora has practiced Education Law for over 19 years, primarily in the areas of student issues and special education. She currently provides legal representation to school districts on student issues, and has renewed her emphasis on developing and conducting professional development trainings focusing on Bullying, Equity and Legal Compliance in a proactive effort to build staff capacity to address the changing needs of their students.



Dora's Equity trainings examine Diversity and equity issues facing school districts such as examining stereotypes that impact attitudes and behavior of staff and students, identifying the harmful effects of stereotypes within the school setting, and coaching staff to develop skills to identify, interrupt and prevent discriminatory behavior.

Dora and Nancy are friends to CASCWA presenting workshops and conferences wherever and whenever they are asked. The December 11th workshop will be another “hands on” experience. Please bring your Laptops or I pads..

“21st Century Approach to Addressing Equity in Schools”: Exclusionary language is embedded in the English language and undermines the ability of schools to educate students with diverse cultural backgrounds. By exclusionary language we mean language and messages that describe someone as not being something-“non-white- and results in the excluded listener feeling “othered,” “less than,” or “inadequate”. In this training, participants will discuss the forms of exclusionary language and messages that are prevalent in educational settings, and discuss appropriate personal and professional responses to its use, while simultaneously utilizing educational technology to understand the effectiveness of online learning to engage in difficult conversations.



California Association of Supervisors of
Child Welfare & Attendance

California Association of Supervisors of Child Welfare and Attendance
Bay Section - Fall Workshop – December 11, 2015

“21st Century Approach to Addressing Equity in Schools”

**San Lorenzo Unified School District
15510 Usher Street
San Lorenzo, CA 94580**

9:15-9:45	Registration, Continental Breakfast and Networking
9:45-10:00	Welcome and Announcements
10:00-12:00	“21st Century Approach to Addressing Equity in Schools” Dora and Nancy Dome
12:00-12:45	Lunch
12:45-1:00	Scholarship Information, Conference Update, Survey
1:00-2:30	Part 2 – Dora and Nancy Dome
2:30-3:00	Scholarship Raffle and Closing Remarks

Name: _____ Title: _____

District/Agency/School: _____

Address: _____ City: _____ Zip: _____

Phone: _____ Email: _____

Purchase Orders Accepted – Number: _____

Registration Fee: \$25.00 Per Person (Includes Lunch)

FAX to: Janet McMurray @ 510 559-2664

**Mail Registration to: Janet McMurray
1319 Everett St., El Cerrito, CA 94530**

Registration materials must be received by December 4, 2015.
Please Bring Your Laptops or Ipads for a hands on experience!

If you have any questions, please contact Janet McMurray at (510) 932-9177



SAN JOAQUIN SECTION'S 2015-2016

Winter Workshop & Professional Development

Date:

December 3rd-4th, 2015

December 5th, 2015 Optional Site Visits

Location:

Allegretto Vineyard Resort
Paso Robles CA 93446
2700 Buena Vista Dr
805-369-2500



There are many hotels near the Conference. Attendees can choose to stay at the resort or one of the nearby hotels.

[Hotel Search Link](#)

The San Joaquin Section of CASCWA is again partnering with the top legal firms, educators, and experts in the State to provide the best information regarding programs, policies, and procedures to support your ability to meet your established LCAP target goals, support your high needs students, increase attendance, and improve school climate.

Training is directed toward district and school administration, regular education and special education staff and support services personnel.

This years training will balance practical real world programs with legal presentations focusing on special education and regular education.

Session include:

PBIS from Tier 1 to Tier 3

Increasing cognitive attention in all students, movement to mind

Racial disproportionality: An equity look at school discipline

Special Education/504 legal issues

Increasing student attendance

Knowing your special needs populations

Student rights from discipline to free speech



To register, go to: www.cascwa.wildapricot.org/event-2013022

San Joaquin Section's Winter Workshop and Professional Development

Providing the Best and Most Comprehensive Professional Development Offered in the San Joaquin Section this year

The San Joaquin Section Board has been hard at work finalizing the fine points of the December Workshop/Professional development. Our Board's goal was simple. Host the best professional development opportunity in the San Joaquin Section by build upon last year's outstanding Winter Workshop held in Fresno Ca. We believe that with the work that we have done we have met our goal.

Working with Chris Williams, Superintendent of Paso Robles Unified, we decided to host this year's event at the amazing Allegretto Vineyard Resort, located in Paso Robles, Ca. As our board looks to expand support for our members, and provide outstanding professional development opportunities to educators around the State, the Central Coast location provided a perfect venue for this year's event. This is the first Winter Workshop/Professional Development opportunity that has ever been held in this part of the State and hope to see lots of new faces.



Our organization has a wide breadth of knowledge that expands past just dealing with truancy. As our schools face many new challenges our board believes that our expert knowledge, and connections to experts in other fields, will not only benefit CWA staff, but also teachers, special education staff, psychologists, principals, curriculum support providers, health service personnel, police and probation officers, and other educators that may not realize the expert knowledge of our members. We are the experts in racial disproportionality; we are the experts in keeping kids in school, reducing suspensions, classroom management and

engagement, and legal compliance. We also have the desire and realization to know the negative consequences that happen to students when they do not complete school! Not only do we have the knowledge but we have the motivation to make a difference. This has led to an outstanding session line-up!!

This year's event has expanded to include sessions on Thursday Afternoon that will cover the Champion Model of PBIS and Increasing Cognitive Attention in the Classroom. Friday's Sessions focus on racial disproportionality in education and how your district/school can address this Critical issue, special education & 504 discipline & legal Issues, supporting your special needs students, and meeting your LCAP attendance goals and maintaining ADA rates about 95% for all students. Saturday participants have the option to visit the Paso Robles Unified School District CTE culinary program or the Grizzly Academy in San Luis Obispo. The speakers and presenters for this year's event are the experts in their fields. They include the top lawyers in the State, the top CWA personnel in the State, and Nationally recognized trainers and bestselling published authors.

As you can tell we are excited about this year's event and look forward to seeing you in December!

SESSIONS

at-a-glance

Thursday December 3, 2015
St. Francis Room

11:30 a.m. — 12:30 p.m.	State Board Meeting	St. Francis
12:30 p.m. — 1:00 p.m.	Registration	Conference Center Foyer
1:00 p.m. — 1:30 p.m.	General Welcome and Opening San Joaquin Section CASCWA State President Paso Robles JUSD Superintendent	Dr. Wiechmann Dr. Amar Shamir Chris Williams
1:30 p.m. — 3:00 p.m.	SWPBIS, Restorative Justice, SEL	Dr. Jessica Hannigan Dr. John Hannigan
<p>Dr. Jessica Hannigan and Dr. John Hannigan are the experts in the Central Valley in School Wide Positive Behavioral Interventions and Restorative Justice. They will cover effective strategies from Tier 1 to Tier 3 that will change your campus climate by, reducing behavior problems, increasing learning, addressing social justice inequity issues, and increasing attendance. This presentation will directly address areas of the LCAP that often times may get overlooked.</p>		
3:00 p.m. — 3:20 p.m.	Break	
3:20 p.m. — 5:00 p.m.	Increasing Cognitive Attention in any Classroom	Erin T Dolin :MOT,OTR L
<p>Ms. Dolin is an expert in behavioral interventions and using the neuro science of movement in classrooms to increase academic performance and reduce behavior problems. Her techniques and strategies are complementary to classroom and school wide efforts to increase learning, reduce disruptive behavior, and support SWPBIS and SEL programs. As an occupational therapist she has a unique perspective to learning and behavioral interventions. This session will provide strategies that any teacher or administrator can use to change a classroom. You will receive new strategies to help support teachers and increase classroom management for all students.</p>		
5:00 p.m. — 7:00 p.m.	Hosted Networking Opportunity	Resort Courtyard

Friday December 4, 2015
St. Francis Room

7:30 a.m. — 8:30 am	Full Buffet Breakfast (eggs, bacon, fruit, pastries, potatoes, coffee, juice)	
8:45 a.m. — 10:00 a.m.	Racial Disproportionality in Education	Jennifer Rowe-Gonzalez: Fegan, Fredman,Fullfast
<p>This powerful session will open your eyes to the inequity in education and why the legislature has passed laws restricting what schools can do regarding discipline and expulsion.</p>		
10:10 a.m. — 11:30 a.m.	Special Education/504 Discipline Legal Compliance	Constance Taylor: aalrr Legal Firm
<p>The session will cover the rights that special education students have and 504 students have regarding discipline. This will provide you with the legal background and rational as to why these students sometimes have different consequences than regular education students.</p>		
11:45 a.m. — 12:30 p.m.	Lunch with Guest Speaker Rich Clayton:	Paso Robles Unified School District
12:45 p.m. — 2:00 p.m.	Student Rights: From Discipline to Free Speech	Brian Martin: aalrr Legal Firm
<p>This session will provide you with background and parameters on why schools and school personnel can search students, limit speech and when needed discipline students. Many times staff simply do things because that is the way they have always been done. Students have rights, make sure you are not violating those rights!</p>		
2:10 p.m. — 3:30 p.m.	Knowing your Special Needs Students	Amber Gallagher: Paso Robles JUSD Laura Munnelly Clovis Unified SD
<p>Knowledge and understanding of student disabilities is critical to creating a safe and supportive environment for all students to be successful. As well as providing knowledge and characteristics of various disabilities, we will review strategies to build trusting relationships with our special needs populations outside of the classroom setting.</p>		
3:30 p.m. — 3:45 p.m.	Break	
3:50 p.m. — 5:00 p.m.	95% Attendance is Not Good Enough	Jeff Owens/Dr. Wiechmann SI&A/SUSD
<p>This session will cover strategies for increasing student attendance and meeting your LCAP goals: From positive incentives to SARB court prosecution. You will leave with strategies to increase attendance and academic performance.</p>		

SITE VISITATIONS

Saturday December 5, 2015

Site Visits



8:45 a.m. — 11:00 a.m. Paso Robles JUSD CTE Culinary Arts Academy Tour

Gregg Wangard: Director Food Services

The Culinary Arts Academy is a very unique and multi-productive facility. This building hosts both an academic and instructional kitchen with a fully functional dining area. Its design also facilitates a full production kitchen that produces and supplies sixteen other sites in the Paso Robles School District area.



What makes this learning and production kitchen so unique is what it offers the students. The students have the opportunity to work in an actual production commissary kitchen as well as hands-on experience in a variety of food service operations; i.e. coffee shop, dinner house, fast food, and banquets.



The academy's high school four semester curriculum will instruct the students in sanitation, nutrition, basic and advanced cooking and bookkeeping. The Paso Robles High School also offers classes in horticulture and agriculture which directly ties in with the whole spectrum of how livestock is raised, slaughtered, butchered and cured, and how foods are grown and prepared. This creates a unique and viable opportunity for every Paso Robles student to have access to such a broad spectrum of related education.



What makes this learning and production education unique is that it offers students an opportunity to work and operate in an actual restaurant, which prepares them for an easy transition into actual employment in area restaurants. This experience increases their value to their future employers as well as they learn a wide variety of skills from table service, catering, breakfast, lunch, dinner, menu production, and a wide variety of baking and costing procedures.



8:45 a.m. — 11:00 a.m. Grizzly Youth Academy

Sgt. Castillo

Grizzly Youth Academy is structured as a "military boarding school," providing structure and support 24/7 for youth who previously struggled in school due to academic and social problems. Working as individuals and in groups, cadets develop skills and habits to overcome obstacles that have held them back in the past, and learn to succeed.



In addition to academics, Grizzly Academy takes a deeper holistic approach focusing on the whole person. Our aim and philosophy is to produce well-rounded, competent graduates who successfully and immediately transition into the workforce, higher education, vocational schools, or enlist in the military.



Grizzly Youth Academy is designed for students with a history of school failure who are ready to learn and change. Students who struggle in school often lack the social and emotional skills to succeed academically and in the workplace. We provide these students with the skills they need to change course and succeed in school, work, and their relationships.

To address these needs we create personal growth opportunities that are important for work, school, and social life. By design, we challenge our cadets so they learn to apply themselves, persevere, and succeed. We build their leadership skills and physical fitness, provide opportunities for them to serve others, instill self discipline and motivation, and develop their self-confidence and interpersonal skills.



SOUTHERN SECTION NEWS

CAMI BERRY, SOUTHERN SECTION PRESIDENT

On October 9, 2015 the Southern Section of CASCWA held their Fall Workshop, CSI CASCWA- Challenges, Strategies, and Implementations: Those Daily Issues that Confront School Administrators.



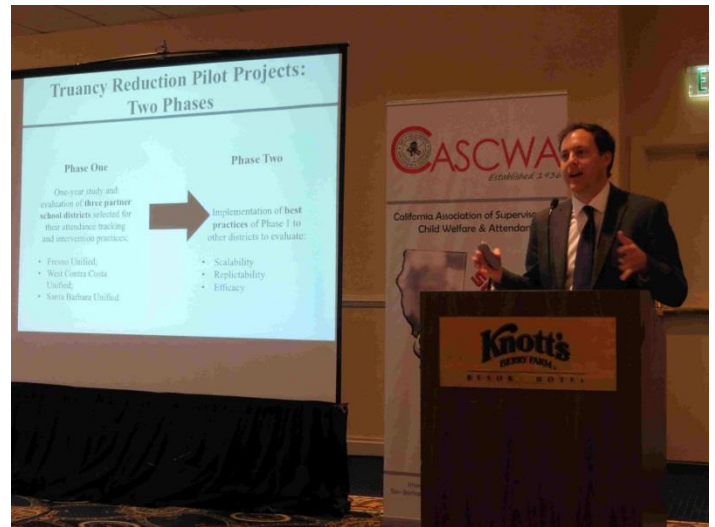
The morning session dealt with discipline and was entitled Suspension: What One District Learned through Disproportionality. Dr. Gary Roughton, Director of Student Services and Jeff Janis, Coordinator of Special Education for Val Verde Unified School District shared what their district has learned after being identified as disproportionate. They started by acknowledging the challenges of the system and how they went about changing strategies. Some of the areas they addressed were the belief that suspension changes behavior, that K violations were used as an umbrella for many offenses, that there was a lack of true interventions being offered, that there was an abuse of five day suspensions and that the district was not using their data efficiently.



Val Verde has successfully turned around their discipline system and is no longer disproportionate. They shared how they tracked and evaluated their data and how they changed the mind set in the district (at all levels) regarding discipline and intervention. They have spent their time and budget to build the district's capacity. Their focus has included hiring attendance specialists, providing family workshop opportunities, utilizing the SARB process, using PBIS at all school sites, offering the Why Try? and Boys Town curricula, using Restorative Practices, providing Social Emotional Learning components, and working with mental health trainees under the supervision of their district MFT and LCSW. They shared what they learned and how they were successful in changing the culture and climate of discipline in the district. Their presentation was very well received and Gary and Jeff answered questions and shared resources with the workshop participants.



Our lunch speaker was Michelle Lustig, the Foster Youth and Homeless Education specialist from the San Diego County Office of Education. Michelle shared the Legislative Updates regarding these populations. She reviewed all of the new legislative bills that had been signed to date or were awaiting the governor's signature. She shared an excellent handout that included a great deal of information about the many bills that passed through our legislature this year that focused on foster youth and homeless students. Michelle is an excellent presenter and her information and handouts were appreciated.



Our afternoon session was on Improving School Attendance. Coachella Unified School District shared their strategies and their highly collaborative focus of working with third party agencies to improve school attendance. David Gibbons, Director of Child Welfare & Attendance and Saul Mendez, the district's K-12 Counselor reviewed their district SARB program and attendance interventions. They work closely with Child Protective Services, Riverside County Sheriff, Probation and health professionals in the valley to seek solutions to the problem of truancy. Douglas Gee and Michael Trip, Deputy District Attorneys shared their role in working with the families when district interventions are not successful. They shared the gang intervention program they are working in the Coachella Valley and shared the successes of this program. Michael Newman, Director at the Bureau of Children's Justice shared the focus and support offered from the bureau and the importance of evaluating chronic absenteeism and its causes. A great collaborative team: they shared a wealth of information and intervention strategies.



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

SANGER UNIFIED LEADS NATIONAL CAMPAIGN TO IMPROVE STUDENT ATTENDANCE

Well ahead of the announcement last month from the White House encouraging schools to make good attendance a priority, a growing number of districts have already made significant gains in battling absenteeism using an award-winning web-based intervention system.

The initiative from the Obama administration puts a premium on districts being better able to identify which students are missing class and which are on the verge of becoming chronically absent. Districts are also being asked to communicate more with parents and the community about the importance of good attendance habits.

The fundamentals of the White House program happen to also be the core elements of an attendance management and intervention system being employed in five states – including Sanger Unified SD in central California.

Since 2004, the Sanger Unified SD has improved overall attendance by 2.25 percent. Central to the district's success is award-winning software Attention2Attendance, or A2A, that attaches directly to the existing school information system and automates attendance interventions and reporting from the cloud. Overall, clients utilizing A2A have within the last three years experienced a 25 percent reduction in truancy; a 30 percent drop in excessive excused absences and a 50 percent improvement in chronic absenteeism.

These are exactly the outcomes the U.S. Department of Education is looking for with its “Every Student, Every Day” initiative. Federal officials estimate that as many as 7.5 million students nationwide miss 18 days or more of school – putting them significantly at-risk of falling behind and dropping out.

Because attendance record-keeping at many districts is a weak point, the federal campaign calls on administrators to build new data systems.

A2A provides an easy to use interface that gives managers at the district office and the school sites the ability to oversee, track, and analyze student absence patterns in nearly real time.

Federal officials are also highlighting the need for districts to put more effort into outreach to families about the need for children to be in class every day.

A2A automates parent correspondence and conferencing communications, freeing up school staff for the more critical role of face-to-face interaction.

Finally, the White House plan promotes the need for positive messaging so that students themselves will take more responsibility for getting to school.

A2A functions on repeated communication and positive interventions that are not all student-based. The program offers district interventions, principal interventions, attendance clerk interventions, reporting interventions, conferencing interventions, process interventions and of course, student interventions.

Is Punishment Still the Name of the Game?

Ammar Saheli, Ed.D, MS, PPSC - CASCWA State President



In the sphere of public education, if we are not careful the disciplinary measures we apply to students can be more out of a mindset of punishment, as opposed to a form of discipline that aims to help students engage in a holistic process to learn from their mistakes, misbehaviors, or even blatantly flagrant actions. Managing discipline is hard because through the process of applying, determining, or giving out a consequence, it is often triangulated with pressure from all sides for a perfect outcome. When at the admin level the decision must be acceptable for the teacher, student, family, and maybe even district office folks. When the discipline is at the classroom level the outcome must be acceptable to the student, family, fellow-teachers, and school admin. Through it all, the world of discipline requires a certain level of finesse, tough skin, deep cultural understanding and responsiveness, love, and patience.

Inherently within the term *discipline* is embedded an opportunity for teaching and learning. Thus true or restorative discipline brings with it a teachable moment or season. Within our nation the (TK-12) public education system (in terms of discipline) has been established on principles of punishment. In some settings this paradigm might be more subtle than others, but it is a reality nonetheless. Additionally, in districts and educational settings where we find more students of color, we find more and harsher forms of punishment, disguised as school discipline. This unfortunately is a predictable element within our educational system.

I remember the first day of my sixth grade band class. Hanging high up in the classroom was a paddle and a bunch of papers where students of the past had written lines as a form of discipline. I had heard about that paddle through neighborhood lore, but by the time I enrolled in the school, its use had been banned. I had just barely escaped the season of the paddle. However, the teacher made continued reference to the group of students of the past that misbehaved, had to write lines, and receive the wrath of the paddle. Even though the paddle was not being used physically, the mindset of punishment, as opposed to healthy and restorative forms of discipline, was still in place.



Today such overt punishment is illegal, but in covert ways punishment is still the name of the game. Let's just face it, there are times when students misbehave to such a degree that the adult takes the actions personally. Sometimes when that occurs, we then want a type of subtle revenge in the name of discipline, but this time we actually want it to hurt.

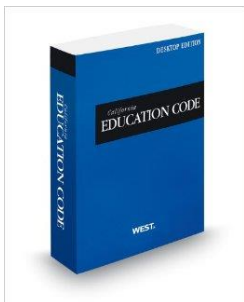
So in reality there are times when some simply feel the consequence applied to the classroom referral simply was not severe, harsh, or punitive enough. I remember working as a High School Assistant Principal and assigning a five day suspension to a student for a knock-down, drag-out, fight (it was his first fight). I brought the student into my office and discussed the entire situation. The student admitted his wrong and explained the reality of the fight. I called the mother of the student, informed her of the incident, allowed her to talk to her son, and I informed her that the suspension form was in his back pocket. After the conclusion of the call, I wrote the pass for the student to go home and begin his 5 days suspension. As the student left my office he had a smile on his face, we gave each other a high-five and he walked out of my office, down the hall, and home. Well, a few minutes after that I heard a ripple in my office that I was too soft on the student. The student smiled because he knew at least through our interaction he was heard, respected, and treated fairly.

Wait! Because the student accepted his suspension and responsibility for his actions and left my office with our relationship still in place, the 5-day suspension was not punitive enough. I guess if the student left my office crying, kicked my door, and launched a few profanities at me, then I would have been applauded for a good stern job (a good job at making the student hurt). Perhaps if I would have illegally suspended him for six days, instead of the maximum five, or recommended him for expulsion, all would have been well. This is just one of scores of personal examples, but it illustrates the substratum and roots of the pervasive quest for punishment that flows throughout our schooling system.



Another detection of this subtle nuance is found in the response to suspension/expulsion decline and conceptions such as Restorative Justice. On a very basic and superficial level, antithetical attitudes to Restorative Justice view RJ as soft and a situation that allow students to evade discipline. Also, as suspensions and expulsions decline, some may believe that schools are no longer as safe or administrators are refusing to suspend to make number look impressive. It is amazing how common it is to hear that position, while so very uncommon to hear outrage about the suspension/expulsion racial disproportionality. These mindsets are often apparent because our system is based on punishment and covertly, punishment is still the name of the game.

It has already been declared that out-of-school suspensions do basically nothing to change or transform negative behavior. Yet, this fact alone is not enough to switch beliefs out of a punishment or suspension-first mindset. I should state here again, where we find more students of color we find more and harsher forms of discipline and even SPED referrals. So there is also a subtle notion that children of color are more dangerous than children not of color, with African American students being depicted as the most dangerous. It does not matter if you agree with the premise or not, the discipline data across the nation continually sings this song.



Punishment and harmful forms of discipline have grown with such alarming and disproportional rates, California Education Code has changed over the years. It is almost a statement to us as educators that sounds like this: “You educators are not moving urgently enough to address the harmful effects of punitive student discipline (and racial disproportionality), so we will assist you by restricted your ability to suspend students in certain categories.”

AB 1729 (EC 48900.5) and AB 420 (EC 48900(k)(1)(2)), have both resulted in suspension limitations. Approximately three years ago when AB 1729 went into effect, it limited students from being suspended for a first offense for any incident codified under EC 48900 f-r. So it has now been law for a few years that there are certain offenses in which a student cannot be legally suspended for a first offense, unless his/her presence causes a continuing danger on a school campus.

AB 420 provided amendments to EC 48900 (k), willful defiance, and also comes with suspension limitations. In terms of the language, 48900 (k)(1) talks about students who “*Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.*” The new addition is EC 48900 (k)(2), which indicates any student in grades k-3 cannot be suspended under this section and it does not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. So in addition to any programs, strategies, and methodologies schools and districts are implementing to be more culturally responsive with discipline, California law now limits how suspensions can be administered.



The equity driven push is for all educators to work from a restorative mindset and not seek to unleash punishment or punitive measures, but to engender discipline that restores. Building community, sustaining effective communication, and responding to discipline always has challenges, but once all the emotion settles, the true intent is to do what is restorative, just, fair, and right for all parties involved. That is the essence of discipline as opposed to punishment. True discipline seeks to provide an opportunity to teach, grow, and learn through the experience, while punishment simply seeks to hurt.

Additionally, under a restorative climate there is opportunity for personal and community harm to be reconciled and repaired.

In conclusion, based upon EC 48900.5, Restorative Justice is one suggested alternative to suspension, but it is imperative that we have a clear understanding of Restorative Practices and Restorative Justice. Just because a student is not suspended and sent home for an infraction, it does not mean Restorative Justice methods were used. We must be careful in over-labeling disciplinary practices restorative, when in actuality it may have just been discipline, or in some cases just punishment. In terms of discipline referrals and responding restoratively to discipline, it is absolutely imperative that every stakeholder be kept in the loop of restorative methods, minimizing the mindset that Restorative Justice is a *quick ticket out of trouble* and a refusal to hold students accountable for their actions. In reality that is the exact opposite of Restorative Practices, in community and mindset, and Restorative Justice in response to discipline.

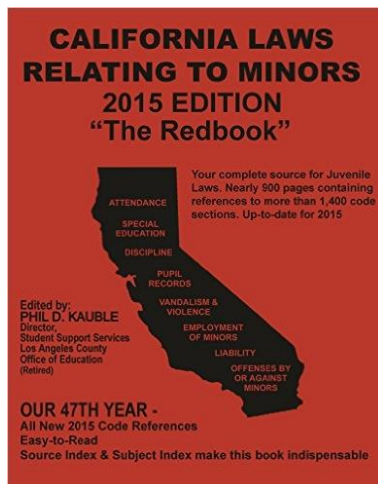
For the welfare of the students and families we serve, whether overtly or covertly, punishment can no longer be the name of the game.

Ammar Saheli, Ed.D, MS, PPSC
CASCWA State President

CALIFORNIA LAWS RELATING TO MINORS

BY PHIL KAUBLE

Your complete source for Juvenile Laws. 900 pages containing references to more than 1,400 code sections. Up-to-date for 2015



A special "Thank You" to:
Phil Kauble and
Legal Books Distributing
for their support to CASCWA
Southern Section's
Scholarships.

<http://www.amazon.com/California-Laws-Relating-Minors-2014/dp/1933408340>



Annual Legislative Update Registration Form for

Los Angeles County Office of Education, Division of Student Support Services

2015-2016

DECEMBER 11, 2015

8:30 a.m. — 12:00 p.m.

Los Angeles County Office of Education
12830 Columbia Way, ECW-606ABC
Downey, CA 90242

The Los Angeles County Office of Education (LACOE), Division of Student Support Services (SSS), invites you to attend the 2015-2016 Annual Legislative Update which focuses on the newly enacted laws affecting California public schools in the areas of school administration, student services, safe schools, and child welfare & attendance. Ms. Pamela E. Gibbs, Director of Governmental Relations, (LACOE-Sacramento), will also present an overview of the past legislative session and provide some insight into upcoming events.

To ensure that sufficient materials are printed and breakfast ordered, you must RSVP no later than Monday, **November 30, 2015** by completing the registration form and sending in your registration fee.

Division of Student Support Services

Dr. Victor Thompson	<i>Director II</i>
Vicente Bravo	<i>Project Director III</i>
Susan Chaldes	<i>Project Director III</i>
Dr. Monica Sanchez	<i>Project Coordinator</i>
Barbara Wilson	<i>Program Coordinator</i>
Dr. Cindy Chaffee	<i>Consultant II</i>
Marian Chiara	<i>Consultant II</i>
Jewel Forbes	<i>Consultant II</i>
Marcia Reily	<i>Consultant II</i>
Melissa Schoonmaker	<i>Consultant II</i>
Dr. Rachelle Touzard	<i>Coordinator II</i>

New legislations include:

- **Residency Verification**
- **Foster Youth**
- **Homeless Children and Youth**
- **School Health**
- **School and Student Safety**
- **Child Abuse Reporting**
- **and many others...**



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Jeni Mendel's "Website" Pages

Over the past several years, the editors of the CASCWA Intercom and Connection have received on-going emails from Jeni Mendel of the Grossmont UHSD, Sherman Garnett and several other executive board members. Below you will find specific 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!



Office of Juvenile Justice and Delequency Prevention - Click on any of the following topics or subtopics to retrieve a list of relevant OJJDP publications, programs, funding opportunities, events, and other resources. Or, conduct an advanced search using specific criteria by going to OJJDP's Search page.

<http://www.ojjdp.gov/index.html>

<http://www.ojjdp.gov/search/topiclist.asp>

The "AMBER Alert Program" is a voluntary partnership between law-enforcement agencies, broadcasters, transportation agencies, and the wireless industry, to activate an urgent bulletin in the most serious child-abduction cases. The goal of an AMBER Alert is to instantly galvanize the entire community to assist in the search for and the safe recovery of the child.

<http://www.missingkids.com/Amber>

AG Kamala Harris's 2015 Elementary School Truancy & Chronic Absence Report Link.

<http://oag.ca.gov/truancy/2015>

Report of the Attorney General's National Task Force on Children Exposed to Violence

www.justice.gov/defendingchildhood/cev-rpt-full.pdf

<http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf>

A Journey Toward Health and Hope: Your Handbook for Recovery After a Suicide Attempt

<http://store.samhsa.gov/product/A-Journey-Toward-Health-and-Hope-Your-Handbook-for-Recovery-After-a-Suicide-Attempt/SMA15-4419>

High School Students' Use of Electronic Cigarettes to Vaporize Cannabis

<http://pediatrics.aappublications.org/content/early/2015/09/01/peds.2015-1727.abstract?sid=406ba54c-3fa9-448a-9153-c5b88b7bb8d1>

Teens find a new use for e-cigarettes: Vaping marijuana

<http://www.usatoday.com/story/news/2015/09/04/e-cigarettes-vape-marijuana-students-connecticut/71703472/>

Foster Youth Education Toolkit

<http://kids-alliance.org/edtoolkit/>

National Runaway Prevention Month - *Download the NRPM 2015 TOOLKIT*

<http://www.1800runaway.org/runaway-prevention-month/>

New findings reported yesterday in JAMA Psychiatry revealed that marijuana use has more than doubled in the last decade. The research was conducted by the National Institutes of Health.

<http://www.nih.gov/news/health/oct2015/niaaa-21.htm>

<http://www.cbsnews.com/news/marijuana-use-doubles-among-u-s-adults/#article>

FACT SHEET: Obama Administration Announces Public and Private Sector Efforts to Address Prescription Drug Abuse and Heroin Use

<https://www.whitehouse.gov/the-press-office/2015/10/21/fact-sheet-obama-administration-announces-public-and-private-sector>

Can we please stop pretending marijuana is harmless? The truth is it can indeed mean trouble, especially for young people.

<https://www.bostonglobe.com/magazine/2015/10/08/can-please-stop-pretending-marijuana-harmless/MneQebFPWg79ifTAXc1PkM/story.html>

Middle Schoolers' Views on Pot May Forecast Later DUIs

<http://news.yahoo.com/middle-schoolers-views-pot-may-forecast-later-duis-113547569.html>

Domestic Violence and Abuse - Signs of Abuse and Abusive Relationships

<http://www.helpguide.org/articles/abuse/domestic-violence-and-abuse.htm>

AW Infographic 2.12 - Attendance Works

<http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/02/AW-Infographic-2.12.1311.pdf>

AW Infographic_CDE_Spanish.pdf

http://www.cccoe.k12.ca.us/attn/AW_Infographic_CDE_Spanish.pdf

What schools and parents need to know to support transgender students

<http://edsources.org/2015/what-schools-and-parents-need-to-know-to-support-transgender-students/83871>

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

Jeni's email address is: jmendel@guhsd.net



We trust that you have found this edition of the CASCWA Intercom to contain material that relates directly to your CWA daily efforts. For more information about CASCWA, please go to www.cascwa.org.

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

Hope to see you in April at the 2016 CASCWA State Conference in Orange County!