



***FORMER CASCWA STATE
PRESIDENT, “RICH
DAVIS”, IS RECIPIENT OF
THE CONGRESSIONAL
GOLD MEDAL!***

In this edition you will find: State Superintendent Torlakson targets excessive absences; LACOE’s Annual Legislative Update Flyer; “Other Jobs as Assigned Conference” follow-up; Up-coming Section Events; Jeni Mendel receives Debi Nixon Education Award; Dr. Ammar Saheli’s Article “Voice”, CASCWA Interviews Mike Wong, Palm Springs Unified School District; and CASCWA Section Reports!

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

CASCWA STATE PRESIDENT'S MESSAGE:



The only thing more fleeting than summer is childhood and you, CASCWA members, are the keeper of the flame. The protector of childhood, the school social worker, intervention specialist, conflict mediator, outreach coordinator, legislative updater, parent negotiator, student motivator, family counselor, legal eagle and all around ECSL Specialist!! (That's Ed Code as a Second Language.)

Your tasks are many, and none are more important than connecting with that individual student and solving the puzzle of his or her barriers to learning. As each day streaks by like a speeding train, you face a myriad of procedural decisions, the most important being problem solving at its finest for the child, the teacher, the administrator, the parent.

We face tremendous challenges as our California state legislators and national policy makers are focusing on expanding 'other means of correction' and reducing suspension and expulsion rates. None among us would disagree that providing more student support services is a good thing. Researchers Howard Adelman and Linda Taylor at the UCLA Mental Health in Schools Project say it best: "Student/teacher support services must come out of the margins and into the mainstream of school reform". They are currently providing technical assistance online, addressing Common Core Standards for Learning Supports.

As the high school dropout rate in our country has the attention of corporate America, non-profit America, think tanks, researchers, mayors, governors and presidents, we educators recognize that collaboration, creativity and just plain CARING about the well being of all children, not just our own, can only result in positive outcomes. So, when you need to slow down that speeding train, consider your CASCWA organization as a station stop, a platform to stretch your legs, take a breath, look to others for a discussion (Ask The Expert), for an answer, for a laugh, for a cry. But make no mistake. Your work is important. All things change. And as Margaret Mead once said, "Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has!"

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

Betty Folsom
CASCWA State President
2012-2013

CASCWA STATE EXECUTIVE BOARD 2012-13:

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

SAVE THE DATE

CASCWA DELTA-SIERRA SECTION PRESENTS:

Capitolizing on Student Success

April 17, 18th & 19th, 2013 Sacramento, California



Hyatt Regency Hotel - - Sacramento, CA

For on-going updates on the 2013 CASCWA State Conference, go to:

<http://www.cascwa.org>

CASCWA Bay Section – President’s Message



The Bay Section of CASCWA is functioning very well and is excited and anxious about the 2012-2013 school year. We experienced a successful 2011-2012 year -- as a section -- and were served exceptionally by our past President, Mr. Rickey Jones. Several of our section members attended the CASCWA State Conference in Anaheim and returned with multiple resources to explore, share, and implement.

We ended the 2011-2012 year in style with a powerful Spring conference on May 4, 2012. Our theme was “*X Factors*” and our keynote speaker was Mark Peterson, District Attorney of Contra Costa County. In addition to our innovative and dynamic keynote address, several powerful and relevant workshops were facilitated. Dr. Dora Dome challenged us with “*The Tragedy of ‘Non-ness’: How Language Damages Our Quest to Educate Students with Diverse Cultural Backgrounds.*” Erin Evans of SIA facilitated an enlightening and informative session regarding legislative updates, while

Napa Valley Unified presented their Model SARB strategies. The Napa Valley Unified presentation also included the sharing of their robust and comprehensive Restorative Justice program. If your school district is considering the development and implementation of Restorative Justice practices, it is imperative that you familiarize yourself with the approach of Napa Valley. Aside from multiple raffles and wholesome dialogue, the conference ended with a presentation from the Office of Civil Rights, *Disproportionate Discipline and District Obligations Under Title VI*.

Our Fall conference theme is under development and our current strategic educational focus areas include Bullying, Restorative Justice, Youth Court, Sexually Exploited Youth, and intensified analysis of the educational impact of new and pending legislation. As was the case with the Spring conference, we will convene in the Board Room of the Alameda COE on November 16, 2012. The save the date flyer and programmatic information is found in this Intercom.

As incoming President I am thankful and appreciative for the opportunity to serve within such a prestigious organization and with people on the cutting edge and frontlines of education. We face tremendous challenges on a daily basis and the world of public education is looked upon with considerable scrutiny. Through it all we press forward and continue to serve our students and families. The economic state of the US and California has left many of our students and families in positions of crisis, manifested through increased levels of stress and anxiety. Bay Section is dedicated to implementing systems and working with hearts of equity, compassion, and understanding. As a section and as individual practitioners – we are striving to reduce chronic absences, out-of-class suspensions, expulsion referrals, and school drop-out. Our goal is to provide systems of support that will keep students in the classroom for the purpose of maximizing instructional exposure, preparing them for a life of college and career.

Do not expect me to come close to the leadership skill-set of our past Bay Section and State President (Ricky Jones), but I will strive to meet all of the expectations connected to the office. We have a tremendous Bay Section Board and I am looking forward to the continuance of the 2012-2013 school year and the lives we will touch and transform through all of the CASCWA members. The Bay Section Executive Board consists of the following educators: Rickey Jones, *Past President*; Linda Freccero, *President-Elect*; Tony Shah, *Vice President*; Alan Del Simone, *Treasurer*; Kirsten Zazo, *Northern Legislative Rep*; Janet McMurray, *Secretary*; Cathy McConnell, *Member at Large*; Sue Mahoney, *Member at Large*.

May we all continue to build deep student relationships and motivate them beyond their believed capabilities.

Dr. Ammar Saheli

CASCWA Delta Sierra Section – President’s Message



I am taking this opportunity to introduce myself to the Delta Sierra Section and to the State. I am the new, incoming president of the Delta Sierra Section and relatively new to CASCWA. However, I have been working in child welfare for a while. I have been the district Social Worker in the Robla School District since 1999, prior to that I worked for Sacramento County CPS. However, my work with at risk children started way back just out of undergraduate school, where I worked as a house manager in a group home for foster boys ages 5-12.

Robla is a small, elementary district in the north part of the city of Sacramento. The Robla community is very diverse and economically challenged.

This is an exciting time to be President of DSS. We are planning a fascinating conference at the State Capital this year. This venue will give us the opportunity to stay abreast of the current trends in legislation and gives us all an opportunity to connect with law makers. Please look for our save the date reminders and put the conference on your calendars, you won’t regret it!

DSS is also proud to announce the two recipients of the Richard C. Davis scholarships this year. Chelsea Hope and Clarissa Kevil both of Prospect High School in Oroville will be each receiving \$500 toward their higher education. Both of the young ladies are enrolled in Butte College and will be starting their college courses this year. Way to go Chelsea and Clarissa! And way to go Prospect High School. I had the privilege of attending the Prospect High School graduation in the Spring of 2012 and the Spring of 2011, it was amazing for me to experience the energy and excitement of the graduation. It is also heart warming to see all of the hard work and pride these students experience with completing their high school education. As someone who doesn’t work with junior high or high school students, those graduation ceremonies are wonderful reminders of why we do what we do, to help children succeed.

I look forward to a great year in the Delta Sierra Section and please come out to our meetings and help support your section.

Laurie Butler, LCSW, PPSC

CASCWA Delta Sierra Section – President’s Message



As newly elected President of CASCWA’s San Joaquin Section, I would like to welcome all current and newly appointed Child Welfare and Attendance personnel from Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Monterey, San Benito, San Joaquin, San Luis Obispo, Stanislaus, Tulare, and Tuolumne Counties.

Child Welfare and Attendance is a specialized student support service that covers compliance with compulsory education laws, student admission and enrollment procedures, student discipline procedures, transfers to alternative programs, and school climate and safety. Child welfare and attendance combines the knowledge and skill of counseling with knowledge of education and the law to resolve complicated situations involving school choice, student discipline, campus safety, and programs for high-risk youth.

Our section sponsors two workshop events each year. These meetings benefit Supervisors of Child Welfare and Attendance personnel who are responsible for attendance, SARB, suspensions, expulsions, foster children, and homeless youth. Each year at our spring event, the San Joaquin Section of CASCWA provides scholarship

awards to high school seniors attending schools in our region. The scholarship is titled the “Anthony Brucia Success Award,” named in memory of the son of one of our Board members.

On behalf of the San Joaquin Section Board, I encourage all of you to participate in our events this year. Our plan is to offer great professional growth opportunities as well as a chance to meet and network with other Child Welfare and Attendance professional in your section. This edition of the Intercom includes a flyer on our November 1st event. We hope to see you there!

Sergio Mendoza

Burton School District - Director of Categorical and Alternative Programs

CASCWA Delta Sierra Section – President’s Message



Greetings CASCWA Members, as our school year is now well underway, let’s take a moment to pause and reflect on our many accomplishments. Often we are all way to busy to even realize what positive impacts we have made and how we have truly made a difference and helped so many individuals. Our CASCWA family is an great example of what can be achieved when dedicated educators work together for common goals.

Most recently, we hosted our Annual Fall Conference, “Other Duties as Assigned” on September 27-28 at the Knott’s Berry Farm Resort Hotel in Buena Park. The entire event was an enormous success and provided vital information for all who attended. As we now are in an environment that is often referred to as distributed leadership, the many hats program theme was perfect.

Thank you Maria Hwang de Bravo for the design. One of the goals of the conference was to assist the group on how to do more with less with shifted responsibilities. From the great reviews received we more then accomplished the mission. An enormous thank you to the Southern Section Board who worked together as a team throughout the planning and attending to the many details during the conference. Once again, a very special note of thanks and appreciation to Conference Chair Jerry Hime his countless contributions that continue to go far beyond all expectations!

Speaking of accomplishments, our congratulations to Jeni Mendel, from the Grossmont Union High School District, for being honored as the PTA Educator of the Year. Throughout her many years of service in San Diego County, Jeni is known for being a master of collaboration and bringing individuals to the table to get things done. She is on numerous committees and serves on several commissions throughout the county. Jeni has been a key presenter at workshops addressing truancy, chronic absenteeism, dropout prevention, homeless students, and foster youth. She is our State CASCWA Southern Section Legislative Representative and is on the State SARB Board. She is most deserving of the prestigious award.

Let’s take a look at “preview of coming attractions”: On December 14th, LACOE will conduct their Annual Legislative Update. This is a must workshop for all student support administrators. There is a long list of legislation this year to review. Be sure to register early! Once again on February 1st we will conduct another Phil Kauble’s Topical Forum. This year’s forum will be held at the Ponomia Unified School District that will feature a panel of experts addressing hot topics. Details will be available soon on our CASCWA web page. Also, begin planning to attend the Annual State Conference “Capitolizing on Student Success” April 17th-19th in Sacramento. The CASCWA State Conference is always a key event of the year for all members.

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

Steve Fraire

State Superintendent Tom Torlakson Targets Excessive Absenteeism

The following information contains the State Superintendent's "Call to Action on Chronic Absence." The letter was recommended by the State SARB to disseminate the importance of monitoring chronic absentee rates. The State SARB has also recommended including chronic absentee rates on the model School Accountability Report Card (SARC). It is also possible that students could be identified as chronic absentees in the California Longitudinal Pupil Achievement Data System (CALPADS).

Also, attached is an excellent Cabinet report from SIA about how monitoring chronic absence rates is one of the criteria for model SARBs.

The invitation letter for the 2012-13 Model SARB applications is at <http://www.cde.ca.gov/ls/ai/sb/modelsarbltr.asp>

The Model SARB instructions and application are available at <http://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp>



Model SARB applications are due to the California Department of Education no later than 5:00 p.m. on January 11, 2013.

The State SARB is discussing creating a special award for Model SARBs that have been recognized for two years and that are now mentoring other SARBs in their regions.



The State SARB is also strongly supporting the inclusion of a mental health representative on SARBs because so many students with persistent school attendance problems have mental health obstacles or family obstacles to school attendance. One of the most powerful mental health interventions prior to SARB or after SARB referral is School-Based Family Counseling. On Thursday, October 11, the California Department of Education collaborated with the California State University at Los Angeles to present a Webinar on School-Based Family Counseling which is available at:

<https://sas.elluminate.com/p.jnlp?psid=2012-10-11.1008.M.C88F2DDEC401DB78D904462BE01977.vcr&sid=2011210>

Professors Carter, Soriano, and Gerrard discuss how School-Based Family Counseling combines expert school counseling with family counseling to address problems such as poor school attendance.

Please contact David Kopperud at 916-323-1028 or ordkopperud@cde.ca.gov if you have any questions about applying for Model SARB status or questions about improving your SARB process.

The California State Department of Education's website is: <http://www.cde.ca.gov/>

School Innovation and Advocacy's website is: <http://www.sia-us.com/>



TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 4, 2012

Dear County and District Superintendents and Charter School Administrators:

CALL TO ACTION ON CHRONIC ABSENCE

Today we all are concerned about the crisis in funding public education. We know securing adequate funding for education is critical. I am doing everything in my power to find more money for public education.

I would like to suggest a way that superintendents can boost student achievement and capture more state dollars for their districts. By tackling the problem of chronic absence in the early grades, we can improve academic success, bolster our struggling schools, and give every child an equal opportunity to learn.

California has a long and rich history of addressing truancy. We can build upon that important work by adding a focus on chronic absence. Unlike truancy, which is limited to unexcused absences, chronic absence occurs when a student is absent 10 percent or more of the total school days for any type of absence, including excused absences.

Research shows that when children miss too much school for any reason, they fall off the track toward academic success. Chronic absence in kindergarten and first grade predicts poor academic performance by fifth grade. By sixth grade, chronic absence is a leading indicator that a student will drop out of high school. By ninth grade, it is a better predictor of high school graduation than eighth-grade test scores. I spoke about the importance of tracking chronic absence at a May 2011 forum and again in April 2012 when I recognized model School Attendance Review Board districts.

Now I would like to alert you to an opportunity being offered by two national groups: Attendance Works (please see the Attendance Works Web site at <http://www.attendanceworks.org/>) and the Campaign for Grade-Level Reading (please see the Campaign for Grade-Level Reading Web site at <http://www.gradelevelreading.net/>). These groups are calling on superintendents to join the *Make Every Day Count Call to Action*, asking school leaders to speak out on the importance of regular attendance that begins in the early grades. Superintendents can lead this effort by using chronic absence data to drive effective practices and by engaging their communities in overcoming the barriers to good attendance.

Attendance Works will provide strategies, handouts, toolkits, and media products for superintendents who join the effort. To learn more about the project or to sign up, visit

October 4, 2012
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the Attendance Works Web page at <http://www.attendanceworks.org/superintendents-call-to-action/>. As you will see, a number of California superintendents have already signed on.

In short, I encourage you to monitor and address chronic absence because it is:

- A smart use of resources: Curriculum and instruction investments are maximized when resources reach the students most in need.
- A data-based approach to policy and practice: Attendance is a clear, commonsense data point easily understood by teachers, school leaders, and parents.
- A winning strategy: Schools and districts that reduce chronic absence often see an immediate improvement in student academic performance, and improved teacher and school leader morale.

If you have any questions regarding this subject, please contact David Kopperud, Education Programs Consultant, Coordinated Student Support and Adult Education Division, by phone at 916-323-1028 or by e-mail at dkopperud@cde.ca.gov.

Sincerely,



Tom Torlakson

TT:dk
2012-09342



OCDE Diversity Initiative

Diversity & Social Justice Forum Series

Dear Colleagues,

Please join us for the first in a monthly series of forums designed to build our understanding (professionally and personally) of issues facing OC schools.

<http://ocde.k12oms.org/1381-64440>

Cabinet Report Article

Torlakson putting new emphasis on chronic absenteeism

By Tom Chorneau

Tuesday, September 25, 2012

California schools chief Tom Torlakson has long felt chronic absenteeism, an often overlooked problem plaguing public education, is a fixable.

As part of his ongoing campaign to get districts to focus on the issue, Torlakson for the first time has made addressing excessive absences a key evaluation component of the state's annual recognition of model School Attendance Review Boards.

"There's a very basic fact that is often overlooked: even the best teacher can't help students who don't make it to school," Torlakson said in a statement. "Just as meteorologists save lives by sounding an early warning about hurricanes, tornadoes, floods, we need an early warning system for students who are chronically absent and whose academic career is in jeopardy."

The School Attendance Review Boards, or SARBs are required under state law to address significant violations of California's compulsory education laws. Typically organized with representatives from both school districts and law enforcement, as well as social services and, most recently, a mental health expert.

The role of the SARB is to create a safety net for students with persistent attendance or behavior problems in hopes of getting them back into school. SARBs do, however, have authority to refer students and their parents or guardians to the courts if violations persist.

The state, in conjunction with the California Association of Supervisors of Child Welfare and Attendance, has honored model SARB programs annually – including nine districts last year.

Often the focus of the review panel has been on truants – but the CDE is looking for districts that make chronic absenteeism a priority in this year's evaluation process.

Chronic absenteeism is generally defined as a student who misses 10 percent or more of the school year with or without a valid excuse.

Although there are no statewide numbers, a study released in May from the Johns Hopkins University School of Education suggests that as much as 15 percent of the nation's students

qualify annually as chronically absent.

For California, that would mean some 900,000 students miss enough school to be at severe risk of dropping out or failing to graduate from high school.

The report found that chronic absenteeism is most prevalent among low-income students, with gender and ethnic backgrounds apparently not a factor.

The youngest and the oldest students tend to have the highest rates of chronic absenteeism, with students attending most regularly in grades three through five. The absenteeism rates begin to rise in middle school and continue to climb through grade 12, with seniors often having the highest rate of all.

Analysis from Attendance Works, a non-profit based in San Francisco, found that chronic absences in kindergarten leads to lower achievement in reading and math in first grade.

The state's SARB recognition program provides for districts to nominate themselves, although supporting documents will be needed, including letters of support from outside agencies or individuals. Applications will be accepted through the middle of January with awards presented in April.

"This is really a product of the superintendent's campaign to increase awareness of chronic absenteeism," said David Kopperud, a consultant with the California Department of Education who helps oversee student attendance programs.

"We're really limited if we try to attack the problem of poverty or health care or some other big social issue – but chronic absenteeism is something we can monitor and respond to quickly," he said.

To learn more about the award or SARBs visit:

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

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Message from David Kopperud to State SARB Members

Dear State SARB Members:

While the Model SARB Recognition Program focuses on district support for students with persistent school attendance or behavior problems, the Support Personnel Accountability Report Card (SPARC) emphasizes school support for career and college readiness.

The draft SPARC 2013 Application and Rubric are available for review Friday, October 19, 2012 at www.calcareercenter.org/sparc

The final SPARC 2013 Application and Rubric will be available on November 1, 2012 and due to the California Department of Education by March 1, 2013.

You may know a district with both an exemplary SARB program and a school with an exemplary program in career and college readiness. Please feel free to encourage districts or schools to apply for recognition in either category.

I am looking forward to seeing all of you at our next State SARB videoconference meeting on November 14.

David Kopperud
Education Programs Consultant
Educational Options, Student Support, and American Indian Education Office
California Department of Education
1430 N Street
Sacramento, CA 95814
916-323-1028

Bridges to Success

<http://www.lacoe.edu/StudentServices/NewsAnnouncements/tabid/155/ID/47/Bridges-to-Success.aspx>

A Publication from the Division of Student Support Services



Los Angeles County
Office of Education



LACOE continues its long standing tradition of providing leadership to CWA offices throughout the State of California. The Intercom commends Dr. Victor Thompson and his Division of support Services for their Publication “Bridges to Success.” Special recognition is in order for Maria Bravo, who was recently named one of ACSA’s “State Administrators of the Year!”

Above you will find their link to the recent October Edition and to past editions. In this edition, you will find the following topics as: [Attached is the October issue of the Division’s newsletter, *Bridges to Success*. Please feel free to pass this publication on to those who would be interested in its contents. The following are just a few topics addressed in the newsletter: Deferred Action, Determining Homelessness, Bullying (jurisdiction in discipline, school programs, and online reporting), Changes to Student Discipline Laws, Concussion Training for Coaches and CIF Eligibility Update.

Also, if you are interested, the following are upcoming workshops that are being provided through the Division of Student Support Services: SARB Certification – October 26, 2012, Records, Custody & Enrollment Workshop – November 2, 2012, Suspension & Expulsion Workshop – November 2, 2012, Bullying Workshop – November 5, 2012, Legislative Update – December 14, 2012. For more information and to register, please visit:

www.lacoe.edu/student services/calendar.aspx

CASCWA Interviews Mr. Mike Wong

School District: *Palm Springs Unified School District*

Department: *Student Services*

Title: *Coordinator, Student Assistance Programs*

Number of years in the district: *28 years*

Background: *Youth program leadership, Special Education, General Education (elementary & middle school grades), elementary & middle school counseling, Student Services-Administration.*



Mike Wong has been one of the most successful administrators in the field of “Child Welfare and Attendance” over the past decade. He has been an active CASCWA member and a presenter at several CASCWA Conferences. Mike’s district has been one of the recipients of the prestigious “State SARB Award” for the past few years. He is a great mentor to those who are new to the field!

1. Please tell us a little bit about yourself! How you got into education and worked yourself into the administrative position you hold today!

I grew up in the San Francisco Bay Area & thought I would also work there. However, in 1979, there were no jobs in Special Ed or General Ed. I was called to So. California to teach for the Riverside Co. Office of Education in Palm Springs. The "Five-year plan" is quickly becoming the "35-year plan" currently with the Palm Springs Unified School District. The district has allowed me the opportunities to grow professionally and to realize the work as my calling. Every position I've had has been uniquely the best assignment from classroom instruction to counseling students at the elementary & middle school levels. All the experiences had prepared me in my current role in Student Services.

2. Just about every administrator in the field of CWA have been mentored or have had their career greatly influenced by another administrator. Who has been the greatest influence on your career and why?

Without a doubt my mentors are Jane Mills and Craig Borba. In 1999 they took a chance and brought me into the team in Student Services. My professional growth is due to their guidance of my skills & their belief in me that I can make a difference with students & families. Their wisdom & collegiality are recognized in the many professional associations of which they are members & leaders.

3. You have been a great ambassador for the Palm Springs Unified School District. What are your professional responsibilities in your current position?

CWA work encompasses such a variety of "stuff" that we have to learn & do. Jane & I share some of those duties such as discipline, expulsions, parent support, community networking & special projects to name a few. My "daily plate" includes SARB/ D.A. collaborations, prevention & intervention programs & school site support with behavior and attendance. I assist in supervising the Community Liaison Team (working with parents through home visits) and the COSA Team (working with identified struggling students).

4. Palm Springs is in the middle of a desert! What are some of the unique challenges that exist in your district that do not exist for districts elsewhere in the state?

It has been difficult getting significant community resources to parents living in the desert area. Over the years through relationship-building with the other school districts in the desert & local agencies and providers there has been a growth in services for our families.

5. How did you get involved in CASCWA and what has CASCWA meant to you as a professional organization?

By attending Riverside Co. CWA Roundtable meetings and CASCWA conferences it became evident to me that the organization has multitudes of really smart people who understood how to apply the laws to our work in the district! Members of the organization were always willing to share the wealth of their experiences to benefit everyone.

6. You are part of a team that has had tremendous success with their “SARB Program.” In your opinion, what are the differences between a “Good SARB Program” and a “Great SARB Program?”

The State SARB offers a good framework for districts to develop a SARB program. No one has money to run SARB in the district. An effective SARB program requires : 1) a district commitment to improving school attendance , 2)collaboration with community stakeholders, 3) creative ways to motivate students & parents, 4) the use of the SARB process to "communicate" with parents instead of being punitive with them; 5) developing tools that will effectively identify students who are truant.

7. What advice would you give to a new administrator who is either starting a new “SARB” or is rejuvenating an existing “SARB?”

Many districts have contacted me with SARB development questions. I am willing to humbly share our SARB mistakes & successes with anyone.....that's the CASCWA spirit!

8. If we were to visit your desk in a few years, what new areas/challenges/areas requiring additional work would you predict would be on the top of your “To Do List?”

For significant change in education my focus would be in the areas of:

1) Parent involvement & empowerment- I believe parents want to be part of their children's educational efforts but don't know how to be that support. We don't promote our schools well enough to be welcoming & inviting to parents to engage with us in meaningful ways.

2) Developing a pro-social skills building climate in every school where members of learning communities help each other academically & socially; where bullies & uncaring behaviors are outnumbered by proud members of the school.

9. What else would you like to share with your fellow “CASCWA Members?”

Every district has their own culture and challenges. Each of us develop unique ideas and strategies to address those challenges. The CASCWA family is accepting and generous. Thank you for allowing me to learn from all of you & to have the opportunities to "give back" by sharing our district's projects and successes.

Thank you Mike! You are truly one of CASCWA's finest! If you would like to contact Mike, please send him an email at: mwong@psusd.us



Annual Legislative Update Registration Form

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

2012-2013

DECEMBER 14, 2012

8:30 a.m. — 12:30 p.m.

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

The Los Angeles County Office of Education (LACOE), Division of Student Support Services (SSS) invites you to attend the 2012-2013 Annual Legislative Update which focuses on the newly enacted laws affecting California public schools in the areas of school administration, student services, special education, safe schools, and child welfare & attendance. Ms. Pamela E. Gibbs, Director of Governmental Relations, (LACOE-Sacramento), will also present an overview of the past two-year 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, **December 3, 2012** by completing the following registration form.

Division of Student Support Services

Dr. Victor Thompson	<i>Director II</i>
Maria Hwang de Bravo	<i>Project Director III</i>
Susan Chaides	<i>Project Director III</i>
Mary Jo Ginty	<i>Program Coordinator</i>
Michelle Perrenoud	<i>Project Coordinator</i>
Dr. Monica Sanchez	<i>Project Coordinator</i>
Vicente Bravo	<i>Consultant II</i>
Jewel Forbes	<i>Consultant II</i>
Jennifer Gomeztrejo	<i>Consultant II</i>
Melissa Schoonmaker	<i>Consultant II</i>
Vacant	<i>Consultant II</i>

New legislations include:

- Bullying
- Child Abuse Reporting
- Foster Youth
- School Health
- School Security & Safety
- Student Readmissions
- Student Records
- Suspension and Expulsion
- Truancy



LACOE does not discriminate against individuals on the basis of age, actual or perceived race, actual or perceived gender, ethnicity, national origin, religion, disability, or sexual orientation. LACOE complies with the Americans with Disabilities Act to ensure equal access to all qualified individuals with a disability. If you are disabled and require assistance in accessing this event, please contact the LACOE Title II Coordinator at (562) 803-8297.



Los Angeles County
Office of Education

Los Angeles Education • Supporting Students • Serving Communities

Annual Legislative Update *Registration Form*

Date: Friday, December 14, 2012
Registration Time: 8:00 a.m. – 8:30 a.m.
Program Time: 8:30 a.m. – 12:30 p.m.
Place: Los Angeles County Office of Education
 12830 Columbia Way, ECW-606A/B
 Downey, CA 90242
Cost: \$30.00 per person
(Includes Materials and Breakfast)

Pre-Registration is required and all registrants must be prepaid, by **Monday, December 3, 2012**. Registration forms may be faxed to (562) 922-6781, with payment to follow in order to reserve space and prepare a sufficient quantity of materials; please return this **Registration Form and payment** to:

Los Angeles County Office of Education
 Division of Student Support Services
 9300 Imperial Highway, Downey, CA 90242-2890
 Attn: Attn: Cynthia Nuñez

NO REFUNDS and NO PURCHASE ORDERS. Please make checks payable to LACOE.

If you have any questions or concerns, please contact Cynthia Nuñez at nunez_cynthia@lacoed.edu or (562) 922-6516.

Please print and complete a separate sheet for each participant.

Name _____

Agency/School District _____

Agency Mailing Address _____

City _____ Zip _____

Phone () _____ Fax () _____

E-Mail _____

California Association for Supervisors of Child Welfare and Attendance in partnership with
Tulare County Office of Education presents

Regional Networking Workshop!

For: ADMINISTRATORS AND STAFF working with
attendance, truancy, discipline and school safety issues

November 1, 2012 8 - 3 pm

Visalia Holiday Inn, 9000 W. Airport Drive Visalia, CA

AGENDA & TOPICS OF DISCUSSION

DRUG AND ALCOHOL INTERVENTION

Dale White from Assessment, Training and Research will explain the essential nature of substance abuse and dependence, and how substance abuse presents in both children and parents. There will also be discussion of the impact that substance abuse has on the family unit, and the long-term consequences to individuals that live their formative years in an environment of substance use. Finally, there will be information on local resources for assistance with substance use.

ALTERNATIVES TO SUSPENSIONS

Merced Union High School District will demonstrate recent efforts for combating drug, alcohol, and tobacco use amongst students. A presentation on "Alternatives to Suspension" will examine MUHSD's efforts in regards to the "Stomp-Out-Smoke" tobacco project and the MUHSD District Opportunity Center, an intervention for students at risk for expulsion due to drug/ alcohol infractions.

Child Welfare and Attendance 101

Lozano Smith Law Firm will provide a guide for new and experienced CWA Administrators on new laws and recent developments and the impact on discipline and related student issues.

This networking meeting is hosted by the San Joaquin Section of the California Association for Supervisors of Child Welfare & Attendance (CASCWA). CASCWA membership is not required to attend. A breakfast snack and buffet lunch will be provided.

ONLINE REGISTRATION:

www.leaguellineup.com/cascwa

Registration fee \$65.00
(CASCWA members \$55.00)

Tulare County
Office of Education
Jim Vitek, County Superintendent of Schools





Tulare County
Office of Education
Jon Voss, County Superintendent of Schools

Schedule for Workshops

8:00am to 8:45am Registration/Continental Breakfast/Networking

9:00am to 12:00pm Presentations (ATR & Merced UHSD)

12:00pm to 1:15pm Lunch and Award Recognition

1:30pm to 3:00pm Presentation and Networking (Lozano-Smith)

Registration Procedure

Call 559-524-6630 or fax 559-875-6379 to reserve your attendance. Then send a check or purchase order made out to: "CASCWA" to: CASCWA c/o Dennis Wiechmann, @ Sanger Unified School District, 818 L St Sanger CA 93657. You could also electronically complete registration (click link) application at www.leaguelineup.com/cascwa

Attending as: _____

Representing: _____

School District: _____

Phone #: _____

Email: _____

ONLINE REGISTRATION: www.leaguelineup.com/cascwa

Registration fee \$65.00
(CASCWA members \$55.00)



Bay Section Fall Workshop

November 16, 2012

9:00 – 3:00

Alameda County Office of Education

313 W Winton Ave.

Hayward, CA 94544

“DEFINING RESTORATIVE JUSTICE: PRACTICES TO PROTECT OUR YOUTH”

HOT TOPICS:

Restorative Justice

Sexually Exploited Youth

DA/Truancy Process

Legislative Update

Open Bay Section Board Meeting

**CONTINENTAL BREAKFAST – LUNCH –
NETWORKING AND SCHOLARSHIP RAFFLE!!!**

- **Registration Fee: \$25.00 – Includes Lunch**
- **Watch for Registration Form Coming Soon**

SAVE THE DATE!



**California Association of Supervisors of Child Welfare and Attendance
Bay Section Fall Workshop
November 16, 2012**

9:00-3:00

**Alameda County Office of Education
313 W Winton Ave
Hayward, CA 94544**

"DEFINING RESTORATIVE JUSTICE: PRACTICES TO PROTECT OUR YOUTH"

8:30-9:00	Registration, Continental Breakfast and Networking
9:00-10:30	Sexually Exploited Youth – Girls Inc.
10:35-11:30	Restorative Justice – Napa Valley Unified
11:30-12:00	S.I.&A.– Legislative Update
12:00-1:00	Lunch and Student Scholarship Raffle
1:00-2:00	Theresa Drenick – Deputy District Attorney – "Chronic Absenteeism"
2:00-2:30	Open Bay Section Board Meeting
2:30-3:00	Scholarship Raffle

Name _____ Title _____

District/Agency/School _____

Address _____ City _____ Zip _____

Phone _____ E-mail _____

Purchase Orders Accepted – Number _____

Registration Fee: \$25.00 per person (includes Continental Breakfast and Lunch)

FAX: Janet McMurray@ 510 223-7984

MAIL: Janet McMurray

1319 Everett St

El Cerrito, CA 94530

TEL: 510 932-9177

REGISTRATION MATERIALS MUST BE RECEIVED BY NOVEMBER 9, 2012

Montford Point Marines Honored at Marine Barracks Washington – Rich Davis

6/28/2012 - By Cpl. Jeremy Ware, Marine Barracks, 8th & I

WASHINGTON, DC — Approximately 420 Montford Point Marines received a bronze replica of the Congressional Gold Medal at a special ceremony held at Marine Barracks Washington June 28. The Montford Point Marines were presented the official gold medal, as an organization, during a ceremony held on the United States Capitol grounds a day earlier. The Congressional Gold Medal is awarded by Congress and is the highest civilian award in the nation. The award comes more than seven decades after the Montford Point Marines broke the military's last color barrier.



Carolina. The nearly 20,000 African-American Marines who trained there from its opening in 1942 to its closure in 1949 were not welcomed by the Corps. The African-American Marines of that era were met with open prejudice, open hostility, segregation and mistreatment.

Today's ceremony was another step by the Corps to help recognize the numerous contributions made by the Montford Point Marines and ensure their legacy is not forgotten.

"There are not words in my vocabulary or anyone else, to tell you the joys I feel with this medal," said Stanley Porter, 1942 Montford Point graduate. "This day is marvelous, just marvelous."

"After taking a trip with Sgt Major Kent, who was the 16th sergeant major of the Marine Corps, to a Montford Point Marine reunion at Camp Pendleton's base theatre," said Gen. James F. Amos, Commandant of the Marine Corps. "I walked out that day, not knowing the history of Montford Point Marines. I looked at SgtMaj. Kent and said, 'We've got to do something about this.' We are not done today; there are a host of things happening in the Marine Corps to anchor what (Montford Point Marines) have done for our Corps."

In 1942, President Roosevelt established a presidential directive giving African-Americans an opportunity to be recruited into the Marine Corps. But the African-Americans who were recruited at that time would not train alongside their white counterparts. Instead a separate camp was established at Montford Point in North

Mr. Rich Davis is a living "CASCWA Legend." He has been a past "State President and a solid positive force for the Delta Sierra Section for over thirty years. If you go to CASCWA.ORG and review the past editions of the CASCWA Intercom, you will see the contributions of Mr. Davis to the students of California and CASCWA. Mr. Rich Davis is a special man and his Congressional Gold Metal is well deserved. God Bless Rich Davis and God Bless America!

Ms. Jeni Mendel is Honored in San Diego



Jeni Mendel has quickly become one of CASCWA's MVPs. Ms. Mendel is the Coordinator Child Welfare and Attendance for the Grossmont Union High School District in San Diego County.

Jeni is also currently serving as the Southern Legislative Representative for our State CASCWA and is the Area VI Representative for CASCWA's Southern Section.

Those of us who have had the privilege of receiving Jeni's emails over the years, can tell you that she has a true passion in combating substance abuse and the exploitation of the "At-Risk Youth".

Red Ribbon week activities are important to all schools throughout United States. If Jeni had her way, this message would be delivered

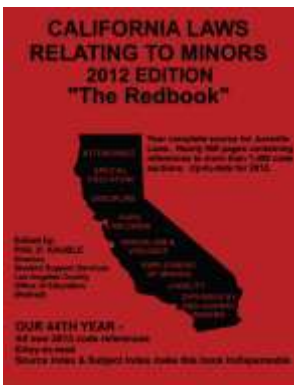
to all children three hundred and sixty five days a year.

On Friday, October 19, 2012, Jeni was recognized for her outstanding work for the betterment of all children in the San Diego area when she was named the recipient of the prestigious "Debi Nixon Education Award." The award was presented to her at a luncheon by the Drug Enforcement Administration and San Diego County Drug Free Communities Coalitions.

Written on the award is, "The 2012 Red Ribbon Luncheon Honors Jenifer Mendel with The Debi Nixon Education Award for Your Dedication and Leadership to Building a Safe and Healthy San Diego County."

When Jeni spoke of this honor to the editors of the Intercom, she stated, "It was quite the humbling honor to be recognized by these great organizations and I thank them for this incredible recognition." groups.

THE RED BOOK IS RIGHT ON FOR CASCWA MEMBERS AND SCHOLARSHIP RECIPIENTS



CASCWA Southern Section is also grateful to Phil Kauble, California School Laws Relating to Minors, for his generous donation to the scholarship funds from the sales of this important book.

This marks the 44th year of the "Redbook", a professional reference guide for school-site and district office administrators and other professionals who deal with schools and juveniles.

As the title reflects, this publication contains more than 1,400 current California Code Sections along with related Federal Laws and Administrative Guidelines that relate to minors. Subject areas include Attendance, Discipline, Due Process, Student Rights and Responsibilities, Pupil Records, Special Education, and much, much more! A one of a kind publication, the "Red Book" also serves as a funding source for annual scholarships presented to "At-Risk Students", to assist them in reaching their goals.



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

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

CASCWA SOUTHERN SECTION'S Annual Fall Conference: Other Duties as Assigned Knott's Berry Farm Resort Hotel - Buena Park September 27-28, 2012



"I am new to the role of CWA so this was great timing for me!"

"...the information was not new but the ideas of how to deal with them and what the requirements for these things are."

"The food was delicious!"

Based on these comments, along with a 93% rating of "5 – Yes!" on the evaluation question "Overall, was the conference worthwhile?" it appears the CASCWA Southern Section fall conference was a success. Several respondents gave kudos to the conference location, Knott's Berry Farm Hotel, as being more centrally located than the previous Palm Springs locations.

The focus of the conference was on the changing role of the CWA administrators who have assumed new duties as budget cuts have hit school districts, as well as the impact on administrators who have been assigned CWA responsibilities. Many are wearing new hats as illustrated in the conference program. Speakers addressed resources, child custody and caregiver issues, special education implementation, diffusing on campus "hot spots," bullying and Seth's Law, and a look at the impact of future legislation. Luncheon keynoter Dr. Gary Smuts, retired superintendent of the ABC Unified School District, spoke about his experiences of "Doing More with Less!" as he implemented budget cuts in his district.

Southern Section presented this seventh annual fall conference as a service to its members. It was not intended as a fund-raiser but a staff development activity for members and other school and law enforcement personnel. The Board of Directors will be discussing whether the conference will again be offered in the fall of 2013.

Membership Raffle Prize Winners

Three lucky attendees won a one-year CASCWA membership during the raffle drawing at the fall conference. CASCWA welcomes new members Todd Beal, Director of Administrative Services in the Colton Joint Union School District, Melissa Kingston, CWA Coordinator in the Colton Joint Unified School District, and Erin Vanderwood, Coordinator of Pupil Services/SELPA in the Riverside Unified School District.



The Critical Importance of Influential Adult Voice & Strong Student Relationships



Unlike any other profession, the strongest work-related and school related relationships are built within the world of k-12 public education. We build and foster deep relationships with colleagues and students. There is something very unique about education that allows us to cultivate intense and long-lasting friendships/relationships. Even as we trek and promote from one district or county to another, our connections and relationships remain strong. On some levels, the relationships we have established with our students also begin to reveal the fact that we are all growing older. I will soon be performing the wedding ceremony of one of my high school students of the past.

The current societal trends and intensity of economic stress is often manifested inside the buildings of our schools. Many of us recently ended or are wrapping up the crunch-time and hurriedness of student registration. You can feel the anxiety in the air. Families are stressed and students are full of angst. During the course of a school year, some students are cognizant of the fact that they are emotionally attempting to manage their tension, while others are unaware of how the rigors of daily life and the fast pace of our daily demand to perform are impacting them internally. Educationally, some of us have witnessed the emotional stress of students come to a crashing crescendo in its many forms within our schools.

During such critical moments of student anger, frustration, and emotionality; the greatest educational intervention and prevention tool we possess is our voice. During every school day and in virtually every school building across the country, adults are far outnumbered by students. Years ago I was told by one of my mentors, Dr. Alan Young, that adults operate and run schools with the permission of the students. He literally said, "We run the school by agreement." The statement might sound strange without interpreting it intellectually and understanding the need for sublime balance in relationships, but the premise is emphatic truth. The essence of his analysis was based upon the acute importance of respect, mutual respect, and the fair treatment of students and colleagues. As adult educational practitioners, if we violate our student-to-adult relationships with the spewing of disrespect and misuse of influence and power, our voice becomes futile to our student population. Thus, a lack of appropriate adult-modeling results in the breaking of the agreement and student trust in authority can be sadly lost.

Again, during intense and or dangerous campus or off-campus moments, our most prized possession is our voice. When you speak do students pay attention? More importantly, when you speak do students listen and respond responsibly? As practitioners we must always model what we expect of students and if we violate that principle of professionalism -- without explanation or apology -- the stage is set for students to question and rebel against our educational leadership.

In terms of adult educational voice, this dialogic process is not about how loud a teacher, principal, assistant principal, dean, or counselor can yell and demand respect or a certain type of compliance -- it is about adults behaving, instructing, and relating to students with respect, fairness, and love. In the end, such dispositions can go a long way to bring relative calm, peace, de-escalation, and restorative justice to situations or incidents on or off school campus. We cannot physically use our muscles to demand and command appropriate student behavior, therefore at the end of the day it drills down to the influence and quality of adult voice.

I vividly recall a disturbing and unsettling lunch-time high school scene several years ago. The day was smooth and without incident, but just before the lunch bell sounded for students to venture to class, a pupil was randomly and violently struck on the side of his



face. No administrator saw the jolting blow, but several of us heard the chilling crack, followed by the student dropping to the ground. All things appeared to move in slow motion as the 10th grade student remained on the concrete, momentarily unconscious, while his highly agitated and upset friends lifted and carried his limp frame out of the mêlée and into safety. As an administrator I knew the victim, his brother, and surrounding friends very well. I had intentionally developed a relationship with them. I knew at some point I would need influence with them. It resulted in us developing an after school program together.

Immediately after the thumping blow a good portion of the campus was frenzied. Some students responsibly walked to class while others feverishly scurried around the campus, seeking the individual(s) who landed the unexpected punch. Of course a few others simply took advantage of the momentary disorder and played the role of spectator. Administrators and teachers whisked students into classes, attempting to bring calm to a suddenly unpredictable and dangerous climate. Clearly in that moment, every adult on the campus was outnumbered by scores of emotionally upset students.

In a blink I found myself standing in the long main office hallway, sandwiched between two opposing groups of students. One rival group was charging and yelling from the left and another group approached from the right. The boys on the left were my group. I had developed deep relationships with them. I knew several of their parents and for some of them I had been in their homes. As they moved in, yelling threats at the group they deemed responsible for knocking their friend unconscious, I proceeded with all I had, *My Voice*. At any moment both sides could have ran through me. There were forty students to the left and forty to the right. Despite their yelling, I shouted to the group on my left (looking them in the eyes), “Do not walk past me! Do not walk past me! I do not care what you say, but do not cross this line!” My heart was pounding and the young male students on my left continued to yell with fury at the students on my right. The students to my right were not retreating; they were ready to lay hands on more students. However, I soon noticed that neither group was crossing the invisible line of my voice and body. Thank goodness!

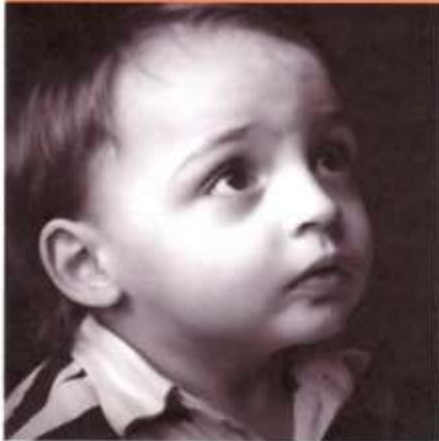
They were as close as they could get, but they never walked or pushed past me. One other educator with influential voice and invested relationship stood with me in the sandwich. She kept the group on the right from physicality. There we were, completely vulnerable, two adults standing in the midst of momentary rivals with one influential tool, *Voice*. After 20 minutes of uncertainty, thankfully we were able to restore complete order and ensure the safety of all.

It was during episodic reflection that I realized the payout and importance of building strong student relationships, and the need for cultivating admirable and influential *Voice*. If I did not have relationship history with the students on my left, the campus and educational result would have been horrendous and costly for the students, the school in general, families, and the community. Continue to cultivate your relationships with students and your voice. Whether instructionally in the classroom, in SART/SARB conferences, suspension/expulsion meetings, conversations on the yard, or intervening in cases of bullying or mutual combat, our most effective educational tool is the influence of our *Voice*. Cultivate, nurture, encourage, and foster your *Voice* and student relationships!

Dr. Ammar Saheli, Bay Section President

“Thank You” to Mr. Rick Riegel of the Orange County Department of Education for the following “Flyer”. Rick has shared with the Intercom Editors that OCDE is focused on the topics that will be discussed at their “Orange County Safe From the Start Conference!”

ORANGE COUNTY DEPARTMENT OF EDUCATION • PREVENTION AND EARLY INTERVENTION



Orange County Safe from the Start (SFTS)

The goal of SFTS is to provide knowledge about the brain development of young children and adolescents. This public health campaign is a comprehensive strategy to assist communities in reducing the impact of violence on children by raising awareness and educating parents, teachers, and community members. This initiative targets children and adolescents ages 0 to 18 with an emphasis on children ages 0 to 5, who have been exposed to family, school, and/or community violence.

Orange County Services (no cost):

- Onsite presentations for parents in multiple languages. A parent workbook (available in English, Spanish, Vietnamese, Farsi, and Korean) is provided for all parents.
- Onsite presentations for school staff, students, pregnant teens, and parenting minors.
- Four Training of Trainer workshops per year. These six-hour workshops are open to Orange County educators, counselors, nurses, mental health providers, and community members. A calendar with dates is available at: www.ocde.us/ocsfts

Note: Presentations are one to two hours, depending on the site and the amount of time allotted.

Presented by: The Orange County Department of Education

Child Abduction Prevention

The goal of Child Abduction Prevention education is to provide students, school staff, and parents with training on the prevention of child abduction. During training, students learn life skills and physical resistance skills to stop and escape violence. Topics include: Home safety, school safety, vehicle safety, out and about safety, personal safety, Internet safety, and realistic physical defense skills against abduction. Adults learn about the typical tactics and behaviors of child molesters and abductors, so that they can recognize and respond to potentially dangerous people or situations. Additionally, parents are trained on the curriculum, rules, and language used for teaching children.

Orange County Services (no cost):

- Onsite training for students.
- Onsite training for parents and school staff.

Presented by: The Orange County Department of Education in partnership with The Joyful Child Foundation

Hate Crimes Prevention

The goal of Hate Crimes Prevention training is to raise awareness among students and adults regarding hate crimes and hate incidents, as well as the difference between the two. Through training, students and adults learn how to effectively report a hate crime. In addition, participants are provided with resources to prevent and effectively respond to hate crimes on campus.

Orange County Services (no cost):

- Onsite training for youth, parents, and school staff.

Presented by: The Orange County Department of Education in partnership with Orange County Human Relations

Teen Dating Violence Prevention

The goal of Teen Dating Violence Prevention education is to raise awareness for teens and parents on the importance of avoiding situations that can increase the risk of abuse. Additionally, teens will learn strategies to avoid, resolve, and cope with dating violence. The link between alcohol and drug abuse will also be addressed as students and parents learn to recognize the types of abuse, warning signs, and the cycle of violence.

Note: These are one-hour presentations designed for teens/parents. Content is adjusted accordingly.

Safe Dates Series: Safe Dates is an evidence-based curriculum that prevents dating abuse, a factor often linked to alcohol and other drug use. Highly engaging and interactive, Safe Dates helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships. Designated as a Model Program by the Substance Abuse and Mental Health Services Administration, Safe Dates is typically provided to 10-12 students per group. Students attend the group sessions each week for eight weeks.

Orange County Services (no cost):

- Onsite Teen Dating Violence Prevention presentations for students.
- Onsite facilitation of a Safe Dates Series (Middle and High School).
- Parent trainings.

Presented by: The Orange County Department of Education in partnership with Human Options

For more information, contact:

Jannell Jones, Prevention and Early Intervention
Orange County Department of Education
200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050
Phone: 714.327.8195 • Email: jjones@ocde.us

www.ocde.us/pei



Funded by the County of Orange Health Care Agency, Behavioral Health Services, Prevention and Intervention Division, Mental Health Services Act/Prop 63.

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